

What's on?

Student's Book pp6–7


Warmer

Books closed. As students are starting a new school year and a new course book, ask them to write down three goals they have for studying English this year.

Tell the class these can be anything from improving their reading, listening, speaking or writing; to studying more grammar or vocabulary; or to changing how and when they do their homework.

Share ideas as a class and write all the ideas on the board. Take a picture of it so that you can refer back to it at the end of the year.

Vocabulary: entertainment

- 1  Ask students what type of entertainment they like. Elicit what they like to listen to/watch on TV/read.
- Draw a table on the board with three columns: *Books, TV, Music*. Brainstorm some examples of each, e.g. *biography, crime novel, poetry; drama, thriller, mystery, sci-fi; pop, hip hop, soul*.
 - Tell students to read the text quickly to get the general idea. Ask: *What is the purpose of the text?* (To encourage students to try alternative ways of keeping their academic promises to themselves.)
 - Play the audio as students read again. Then check comprehension of the words in bold.
 - Ask students which of these suggestions they would most like to take up and why.
 - Find out if they know the TV series *Sherlock* starring Benedict Cumberbatch featured in the second photo.

Exercise 1

1 b 2 c 3 a

- 2
- Draw the diagram on the board and elicit how this type of diagram should be completed.
 - Give students time to copy the diagram into their notebooks and do the first part of the task.
 - Then focus students' attention on the words in the box and ask them to define each one before adding them to the diagram.
- **Challenge** Ask students to think of more words they can add to the diagram.

- When checking answers, point out that *review* can be a verb or a noun.

Exercise 2

Suggested answers:

Books: bestsellers, graphic novel, chapter**Music:** gigs, venues, artists**TV series:** cast, broadcast, season, script**Books and Music:** –**TV series and Books:** set**TV series and Music:** audiences**All:** release, critic, review

- 3
- Students compare their answers in pairs, before checking them as a class.

- **Reinforcement** Allow students to use dictionaries if necessary.

Exercise 3

- 1 A chapter is part of a book or novel; an episode is part of a TV or radio show.
- 2 A critic is a person who writes reviews, usually as a job; a review is a person's opinion about a show, book, album or concert.
- 3 A bestseller is a book that sells very well; a graphic novel uses pictures to tell a story.
- 4 A venue is a place where an activity or event happens; a gig is a small concert.
- 5 A plot is the story of a book, film or TV series; a script is the written words that the actors speak in a film, TV series or play.

Extra activity

Ask students to work in groups and make a list of their current top three books, musicians and TV programmes. Encourage them to give reasons for their choices using words from this lesson.

Get online 

Ask students to research Larmer Tree Festival and find out:

- where it takes place
- how long it lasts
- more about what you can do there
- when the next festival takes place.

Grammar: present simple and present continuous

- 4
- Ask students to read the examples and tell you what they can remember about how these tenses are used.
 - Ask which of the rules corresponds with each sentence or question in the box. (1 = a habit or routine, 2 = a fact, 3 = a state verb, 4 = action in progress, 5 = a developing situation)

- Ask: *What kind of verbs are state verbs?*
(State verbs describe a state or condition, such as an emotion or a thought, rather than an action.)
Elicit more examples of state verbs. (*like, love, know, hate, prefer, seem, want*)

Exercise 4

- 1 present continuous 2 present simple 3 present continuous

- 5 • Ask students to read the text quickly and say what the posts have in common. (Both are reading novels for school.)
- When checking answers, ask which rule from exercise 4 each one corresponds to. (present continuous for actions in progress (1, 3, 4, 9) state verbs (6, 11) facts (5, 7, 10, 12, 13, 14))
 - Find out if students know anything about the books in the text.

Exercise 5

- | | | | |
|---------------------|-----------------|--------------|---------------|
| 1 are (you) reading | 2 have | 3 'm reading | 4 'm enjoying |
| 5 is | 6 don't want | 7 says | 8 need |
| 9 'm not reading | 10 tells | 11 wants | 12 isn't |
| 13 begins | 14 don't follow | | |

- 6 • When checking answers, ask students to explain or paraphrase each sentence so that the difference in meaning is clear.
- With less confident classes, ask questions to guide students to the meaning of these verbs, e.g. *1 Which sentence shows possession and which is an activity? 2 Which is about an opinion and which an activity? 3 Which is about a temporary situation and which is permanent? 4 Which sentence is about an activity and which means 'appear'? 5 Which sentence is about an activity and which is about something you understand?*
- **Challenge** Ask students to write additional sentences using the verbs *smell* and *think*. Students could use some of these other verbs that change meaning from simple to continuous form. Include *appear, feel, hear, miss* and *taste*.

Exercise 6

- | | |
|------------------------------------|-----------------------|
| 1 a have = possession | b have = activity |
| 2 a think = my opinion | b think = consider |
| 3 a be = his personality/character | b be = his mood today |
| 4 a look = appear | b look = I am reading |
| 5 a see = understand | b see = meet |

Grammar: past simple and present perfect

- 7 • Students do the task.

Exercise 7

- 1 past simple 2 present perfect

- 8 • After students have copied and completed the table, elicit the answer to the question.

Exercise 8

Past simple: in July, last week, three years ago, yesterday, for six months

Present perfect: ever/never, lately, recently, since 2019

We use *for* with a period of time. We use *since* for a period of time with a specific starting point.

Extra activity

Dictate these expressions and have students list them under two headings: *since* and *for*.

3rd November, two years, a long time, I was twelve, October, a few minutes, Friday, last weekend, yesterday, a week
(since: 3rd November, I was twelve, October, Friday, last weekend, yesterday; for: two years, a long time, a few minutes, a week)

- 9 • When checking answers, make sure students understand why the correct tense is used in each case. (completed past events or actions at a specific time: 2, 4, 5, 6, 9, 10, 11, 12, 13; unspecified time in past: 1, 3, 7, 8)

Fast finishers

Ask students to continue the dialogue with four more lines, using a variety of past tenses.

Exercise 9

- | | | | |
|-------------------|-------------|-------------------|--------------------|
| 1 Have (you) seen | 2 went | 3 haven't seen | 4 was |
| 5 thought | 6 was | 7 Have (you) been | 8 haven't done |
| 9 spoke | 10 finished | 11 gave | 12 did (you) think |
| 13 loved | | | |

- 10 • Encourage students to ask follow-up questions after each question.
- With less confident classes, write these questions on the board:
*What kind of films do you like? What was the last film you saw?
How much time do you spend watching TV? Do you watch TV shows online? Which streaming service do you use most?
What do you like about the book? Were there any bad bits?
What's the best book you have ever read? Why do you like it?*

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Following on from the discussion in exercise 10, ask students to write a paragraph about a book, film or TV programme they have read or seen recently.

My house


Student's Book pp8-9

Vocabulary: house and home

Warmer

Play **First to five** to practise words connected with house and home. Categories could include furniture in a kitchen, bathroom, bedroom or living room, exterior features of a house, types of housing.

(See Activities bank, page 6, for full instructions.)

- 1  2 Discuss the difference in meaning between a **house** and a **home**. (A house is somewhere you live; a home is somewhere you feel safe and comfortable.)
 - Ask students to read the text quickly and tell you the general topic. (the UK prime minister's house)
 - After checking the answer, elicit what the title **Open House** means. (a private home that is open to the public)


Exercise 1

No, in recent times they've been using the flat in Number 11 as their private residence.

- 2 • Before students do the task, check comprehension of all words in bold and those in the box by asking where it is or what it is used for. Give clues when necessary, e.g. *It's used to unlock a door.* (keyhole)

Exercise 2

Type of house: flat, cottage, detached, semi-detached
Place in the house: ground floor, basement, landing, top floor, attic/loft, corridor
Features of a house: front door, doorknocker, doorbell, keyhole, staircase, portraits, fireplace

- 3  3 See the audioscript on p130.
 - Play the audio once for gist. Ask: *Where did Rob go for his holiday?* (The USA) *Where did he stay with his cousins?* (Memphis)

- Encourage students to try to answer the questions before listening again.
- ▶ **Reinforcement** Play the audio again, pausing after the section that relates to each question.
- ▶ **Challenge** Ask students to make a note of any vocabulary words for house and home they hear as they listen to the audio. (entrance hall, living room, sofa, fireplace, den, carpet, plant, TV set)

Exercise 3

- 1 Elvis Presley's house (Graceland Mansion).
- 2 It was (really) incredible and the highlight of his trip.
- 3 The den, because it said a lot about Elvis' personality.

Grammar: past simple and past continuous

- 4 • Before students do the task, review spelling rules for present participles and simple past forms of some common irregular verbs.

Exercise 4

- 1 past simple
- 2 past continuous
- 3 past simple: Negative: subject + *didn't/did not* + infinitive; Question: *did* + subject + infinitive ... ?
 past continuous: Negative: subject + *wasn't/was not/weren't/were not* + *-ing*;
 Question: *was/were* + subject + *-ing*?

- 5 • Write the sentences on the board and elicit the incorrect parts and the correct forms from the class.
 - Elicit and review the rule that applies in each case. (1 infinitive form is used in negatives 2 past tense of *come* is *came* 3 2nd person form is *were* 4 past continuous form uses *-ing* 5 infinitive is used in question forms)

Exercise 5

- | | |
|-------------------------------------|--------------------------------|
| 1 My dad didn't live | 2 ... I came across |
| 3 Were you having dinner ... | 4 ... she was listening |
| 5 Did you go out | |

- 6 • You may want to go through the first sentence as a class before students continue.
 - With less confident classes, break this task down into two parts. First, ask which verbs go with each sentence. Then allow time for students to write their answers.

Exercise 6

- | | |
|-------------------------------|--------------------------|
| 1 were cleaning out, found | 2 left, rang |
| 3 was coming down, fell, hurt | 4 weren't playing, broke |
| 5 didn't recognise, appeared | |

- 7 • Encourage students to ask you their questions as well.
- Compare questions and answers as a class. Invite students to share any interesting answers.

Exercise 7

Suggested answers:

- 1 Where did you live when you were younger?
- 2 When you were at primary school, did you have lunch at school?
- 3 What were you doing at 7:30 pm yesterday evening?
- 4 When the teacher started the class, were you sitting down?

Grammar: some-/any-/no-/every- compounds

- 8 • After students do the task, you may like to share some of the additional information from *Indefinite pronouns* below with your class.

Indefinite pronouns

ABCD

Point out that indefinite pronouns are followed by a singular verb.

them or *they* are used to refer back to an indefinite pronoun when it is unknown if the person is male or female: *Someone knocked on the door, but I don't know who he or she was. I don't know who they were.*

something is used in questions when we think the answer will be *yes*. *Do you want something?* (I think you do.)

anything is used in questions when we are uncertain about the answer. *Do you want anything?* (I'm not sure if you do.)

some- or *any-* can also be used in the same way in negative questions. *Didn't you meet anyone?* (I'm not sure if you did.) *Didn't you meet someone?* (I think you did.)

Exercise 8

- 1 the same 2 *some, any* 3 *any, some* 4 *no*

Extra activity

Write these sentences on the board:

Everyone in this class plays a musical instrument.

No one in this class likes music.

There isn't anyone in this class who plays chess.

Someone in this class has climbed a mountain.

Then ask students to do a class survey to find out if they are true.

- 9 • Ask students to compare their answers in pairs before you check them with the class.

Exercise 9

- | | |
|-------------------------------------|------------------------|
| 1 something | 2 everywhere, anywhere |
| 3 somewhere | 4 anything |
| 5 anybody/anyone/everyone/everybody | 6 Nobody/No-one |

- 10 • Draw students' attention to the box on Adjective order and read it as a class.
- Ask pairs to take turns asking and answering the questions.
- ▶ **Challenge** Encourage students to ask follow-up questions, e.g. *Where was their gig? Did you go? Why would you choose (Canada)?*

Fast finishers

Ask students to write three questions with indefinite pronouns, e.g. *When did you last eat something unusual? Have you ever met anyone famous? When you want to go somewhere to relax, where do you go?*

- 11 • Draw students' attention to the box on Adjective order and read it as a class.
- Write the headings from the box on the board. Then dictate some additional words and ask students which category they are in, e.g. *nice, tiny, new, round, purple, Chinese, wooden*.
- Ask students to describe the photo using up to three adjectives for each object.
- Students do the task.

Exercise 11

- | | |
|-----------------------------|--------------------------------|
| 1 beautiful, big, old | 2 small, brown, leather |
| 3 trendy, black, rubber | 4 round, Italian, metal |
| 5 amazing, large, brand new | 6 cool, second-hand, aluminium |

- 12 • Before students start writing, brainstorm ideas for information that could be included in this description: the furniture, artwork, the walls, curtain and carpet colours, the view from the window, the colours, the lighting, etc.

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write a description of the setting of a TV show that they like and know well. If possible, they could include a description of a room or house in the TV show.

Take it up!

Student's Book p10

Do a **Spidergram** to practise words connected with sports. Categories could include indoor/outdoor sports, sports equipment, sports venues and names of sports events.

(See Activities bank, page 7, for full instructions.)

Vocabulary: sports

- Nominate a few confident students to say what sporting activities they enjoy.
 - Draw three columns with the headings: *do*, *go* and *play*. Ask students to copy and complete the columns in their notebooks.
 - Check students' answers before asking them to write sentences about their experiences.

Exercise 1

do: athletics, gymnastics, yoga **go:** climbing, cycling, skateboarding
play: hockey, tennis, volleyball

- Give students a minute to think about the words in bold and how they differ.
 - Elicit or pre-teach *record* (= best achievement in a sport so far). Point out the stress pattern of the noun (*re*cord) compared with the verb (re*co*rd).
 - Give students time to use their dictionaries to do the task or to check their guesses.

Exercise 2

Suggested answers:

- The person who **holds** a record is the person who has the best achievement so far in a particular activity. When you do better than someone who holds a record, you **break** their record. When you get the best achievement, you **set** a record.
- You **train** regularly before an event or match. You **practise** a particular skill (e.g. hitting a ball with your head). You **compete** (take part) in an event.
- You **lose** and **win** matches by getting fewer or more points than your opponent. You **beat** your opponent when you win a match. If you have the same number of points, you **draw**.
- A **game** is an activity you do for fun or a part of a competitive sport such as tennis. A **match** is when players or teams compete against each other. A **tournament** is a series of games/matches.
- An **athlete** is a person who takes part in sports competitions, normally athletics rather than ball sports. A **coach** trains a sports player or team. A **referee** is the person who makes sure the players obey the rules.

- Focus attention on the photo and the title and ask students to predict what the text is about.
 - After reading the text, discuss and share opinions about this sport. Ask: *Do you agree that it should be an Olympic sport? How is it different from other sports?*

- Check comprehension of the words in bold.
- Ask students to answer the question before reading the tip *Collocations*.

Exercise 3

The words are examples of verbs + preposition.

Grammar: future tense review

- Ask students to read the examples and tell you what they can remember about how these tenses are used.

Exercise 4

present continuous, *be going to*, *will*, present simple

- After checking answers, elicit further example sentences for each rule.

Exercise 5

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

- Ask students to compare their answers.
 - Then, as a class, discuss which rule applies to each sentence. (1 scheduled event 2 fixed arrangement 3 plan 4 prediction with little evidence now 5 prediction based on present evidence)

Exercise 6

1 starts 2 'm changing 3 'm going to take up
 4 will beat 5 's going to rain

- Students do the task.
 - Reinforcement** Check students' questions before they go on to do exercise 8.

Exercise 7

Suggested answers:

- Are you changing sports from Monday?
- What are you going to take up this term?
- Will your team beat an important rival this month?
- What's the weather going to be like this afternoon?

- Write additional questions on the board for students to choose from as relevant: *Are you training for anything at the moment? What are you training for? Do you like training? Are you planning to take up any indoor activities? Do you like yoga? Are you in any teams? How well do you think your team will do this year?*
 - Ask students to take turns asking each other the questions followed by any suitable follow-up questions of their own or from the board.

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write five resolutions for staying fit, together with how they are going to achieve them. Have them return to their intentions and predictions later in the term (in Unit 7) and evaluate their progress.

What's in this book?

Student's Book p11

Warmer

Ask students to come up with a list of tips or advice for themselves and their class to make the most of their English lessons. Write all their ideas on the board. Take a picture so that you can refer back to it later in the course.

Tips might include: *Ask lots of questions, Don't be afraid of making mistakes, etc.*

- 1 • Ask students to look at the photos and describe to a partner what they think they show. Ask them to think about what type of language might be linked to each photo.
- Give students time to find the photos in the book and have them find any information about each picture. Set a time limit if necessary.

Exercise 1

- 1 Ella London, known as 'Miss Sunshine', who always wears yellow
- 2 a robot which goes to class instead of a student who is too ill to attend
- 3 Jacob Sartorius, a famous influencer who is a star on TikTok
- 4 the northern lights
- 5 someone communicating in Silbo Gomero, a whistling language
- 6 a still from the TV show *The Masked Singer*
- 7 The Rocks Market in Sydney, Australia
- 8 video-game designer Lual Mayen

- 2 • Read through features 1–8 as a class. If students studied a previous level, ask them if they can remember what type of exercise the feature contains and which lesson they usually come in.
- Tell students to look closely at Unit 1 then match the features with a–h.
- After checking answers, ask students which sort of features they enjoy doing, or think they'll enjoy doing, and why.

Exercise 2

1 d 2 h 3 e 4 a 5 c 6 g 7 f 8 b

- 3 • Before doing the task, ask students to look at the contents pages and see how they are structured as this will help them with some of the questions.
 - Give students time to read the questions.
 - Then set the clock for two minutes and tell students to find (or check) as many answers as possible in that time.
- **Reinforcement** Allow students to work in pairs and divide the questions between them.

Exercise 3

1 Starter and nine units	2 12
3 Vocabulary	4 At the end of the book – pp126–127
5 4	6 Contents
7 Unit 9	8 The <i>How to...</i> sections/Project planners

Extra activity

Ask students to look through the book and write three extra questions about the content. Then have them swap with a partner for them to find the answers.


- 4 • Read through the topics listed with the class.
- Then ask students to match the topics with Units 1–8 as quickly as they can. Ask them to raise their hand when they've finished.
- After checking answers, ask students to order the topics starting with the one they are most looking forward to studying. Ask them to give reasons why they are interested in each topic.

Exercise 4

A Unit 3	B Unit 5	C Unit 1	D Unit 8
E Unit 2	F Unit 7	G Unit 6	H Unit 4

Homework 

Ask students to make a list of ways that they can improve their English outside the classroom. They should write one idea for each of the following skills: reading, listening, writing, pronunciation, vocabulary and grammar. Suggestions might include reading an English novel, watching English films, etc.

End-of-unit further practice 

- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

1

All about me

Vocabulary

Student's Book pp12–13

Lesson aims Students learn adjectives for personal qualities and characteristics.

Warmer

Start a **Spidergram** on the board. Draw a circle with the unit title in the centre. Then ask students to help you complete it. Branches could include: *My personality. My hobbies. My favourite music, clothes, games.* (See Activities bank, page 7, for full instructions.)

WDYT? What makes you the person you are?

Ask students to paraphrase the question in as many different ways as they can. (**Suggested answers:** What makes you unique? What is special about you? How would you define your identity?)

Elicit some ideas about how they would answer the question. (**Suggested answers:** appearance, mind, personality, abilities, skills, likes/dislikes, values, opinions)

Tell students they will return to the question at the end of the unit.

Personal qualities

- Check comprehension of words that could be false friends, such as *confident* and *sensible*.

 - Write students' suggestions on the board, inviting more confident students to spell out the adjectives. (**Suggested answers:** calm, curious, positive, practical, serious, kind, friendly, clever, funny, quiet, nervous, boring, noisy, talented)
- Before students do the task, tell them about a real or imaginary friend (or use the story below) to illustrate as many of the personality words in the box as possible. Ask students to choose words from the box to describe your friend. *I've known my friend Sonia since we were teenagers. We first met on a school trip. She was new to the school, but she spoke to everyone. That day, she sat down beside me and we started talking – I don't think we stopped until we got home! She really believes in herself and she always knew what she wanted to be, so she studied hard and got her place at university studying biotechnology.* (sociable, confident, hard-working, sensible) Elicit their reasons for each adjective chosen.

- In more confident classes, finish by inviting students to tell the class about their partner's friends or relatives.

- Draw a table on the board with two columns. Write *un-* in the left-hand column and *im-* in the right-hand column. Invite students to come to the board and write a word in the correct column.

 - Ask students what is similar about the words in the *im-* column. (They start with p.)
 - Reinforcement** Allow students to use their dictionaries to find the opposites.
 - Challenge** Ask students to write down other words for these two columns in their notebooks. (**Suggested answers:** *un-* happy, friendly, kind *im-* possible, practical)
 - Ask students to think of the opposites of the other words. Explain that some may not have a true opposite, and some may have more than one possibility. (generous – mean, tight or selfish; hard-working – lazy; creative – unoriginal; sensible – silly or irresponsible; confident – shy or nervous)

Prefixes

ABCD

Prefixes can be used to make adjectives negative. Some common negative prefixes in English are: *im-*, *il-*, *ir-*, *in-*, *un-*. Remind students which adjectives take *im-*, *il-* or *ir-*. Note, however, that not all adjectives with *p* take *im-* (*unpopular*), not all adjectives with *l* take *il-* (*disloyal*) and not all adjectives with *r* take *ir-* (*unreal*).

Some other common prefixes are:

non-: a negative prefix that turns a word into its opposite and can be used with nouns (*non-fiction*, *non-member*) and with adjectives (*non-existent*, *non-dairy*).

de-: a prefix that also turns a word into its opposite but has the added meaning of removing something, e.g. *decontaminate* (= remove contamination), *dehydrate* (= remove moisture), *defrost* (= remove frozen state, to become warmer so it is no longer frozen).

inter-: a prefix that means between, e.g. *internet* (= links between networks), *international* (= between nations), *interaction* (= actions between people).

semi-: a prefix that means partial or incomplete, e.g. *semi-circular* (= half a circle), *semi-detached* (= not completely detached), *semi-final* (= not the complete final).


Exercise 3

enthusiastic – unenthusiastic, patient – impatient, polite – impolite, sociable – unsociable

Extra activity

Ask students to work in pairs to write a definition of what makes a good friend. They should choose three adjectives including one negative one, but these words shouldn't be included in their definition. Their definition will describe what a good friend does or doesn't do. The rest of the class will guess what adjectives they chose, e.g. *A good friend never breaks their promises.* (= reliable)

Describing personal characteristics

- 4 • Write these words on the board: *character, superhero, villain*. Elicit what they mean. Then ask students about their favourite comic superheroes or villains.
- Ask students if characters A–D remind them of any personality words.
- 5  Allow time for students to use their dictionaries to look up unfamiliar words.
- Students do the second part of the task.

Exercise 5

1 A 2 D 3 B 4 C

- 6 • Before students do the task, ask them to categorise the adjectives by drawing and completing a table in their notebooks with three columns: *positive adjectives, negative adjectives* and *could be either*.

Exercise 6

Positive characteristics: 3 and 4 – 3 is likeable, thoughtful, modest and supportive, 4 is chatty and outgoing.

Negative characteristics: 1 and 2 – 1 can be stubborn and clumsy, 2 is aggressive, arrogant, selfish, cruel and grumpy.

Positive or negative: determined, sensitive, competitive

- 7 • After students match the words, ask them to think of a character for each one.
- ▶ **Challenge** Ask students to think of, or find, opposites for the six words defined. (**Suggested answers:** 1 determined – uncertain/hesitant/indecisive 2 stubborn – flexible/open-minded 3 thoughtful – thoughtless/selfish 4 grumpy – cheerful 5 outgoing – shy 6 supportive – unhelpful)

Exercise 7

1 determined 2 stubborn 3 thoughtful
4 grumpy 5 outgoing/chatty 6 supportive
Students' own answers

Extra activity

Ask students to write definitions for the remaining adjectives that are in bold (clumsy, likeable, sensitive, modest, aggressive, arrogant, selfish, cruel, competitive, chatty).

**Culture note**

The video game **Super Mario Bros** was first released in 1985. The heroes are Mario and Luigi, who try to save Princess Peach and the Mushroom Kingdom from the attack of Bowser. Since then, there have been more video games, cartoons and films. Mario is strong and fast. He is kind, courageous and sometimes reckless. **Superman** is a comic and film character from the planet Krypton. He was sent to Earth by his parents and he has superhuman strength and can fly. He is loyal and resolute and has a strong sense of justice. In the film **Wreck-It Ralph**, Ralph is a giant video-game character who has always played the bad guy. He is, however, actually very kind and good-hearted and sets out to prove this. **The Incredible Hulk** first appeared in a comic, in the 1960s, as a scientist who was exposed to harmful radiation. As a result, when he gets angry, he turns into a huge destructive monster, but he has learnt to use his power for good. **Zelda** is a video-game character, a princess who is kind and wise. In most games, she possesses psychic and magical abilities, although she is not the same in every game. **The Joker** is a supervillain and the enemy of Batman in numerous comics, cartoons and films. Although he looks like a clown, he is evil.

- 8  ⁴ See the audioscript on pp130–131.

- Play the complete audio once or twice so that students can complete the task.
- After doing the task, play the audio again, pausing after each speaker, and ask students which personality adjectives they hear.
(**Circular:** sociable, chatty, outgoing, friendly, optimistic **Square:** strong, confident, determined, stubborn, clumsy, kind, big, scary **Rectangular:** happy, thoughtful, sensitive, likeable, friendly, modest, strong **Triangle:** aggressive, arrogant, cruel, selfish)

Exercise 8

1 C 2 A 3 B 4 D

- 9 • Students discuss each of the characters before listening to the audio again. Elicit if any of them are in the pictures.

Exercise 9

Superman – square Super Mario – circle The Incredible Hulk – square
The Joker – triangle Wreck-It Ralph – square Zelda – rectangle

- 10 • Allow time for students to prepare individually.
- Encourage students to explain their choices of adjectives.

VIDEO SKILLS

11  See the videoscript on p139.

- Play the video up to 00.15. Check understanding of 'the four elements' in the past. Ask: *What do we usually describe as a chemical element nowadays?* (a substance that consists of only one type of atom, e.g. hydrogen, oxygen)
- Check understanding of *fixed* here (= does not or cannot change). Students watch the whole video to find the answer.
- Follow-up questions:
Which person in the video would you talk to if you had a problem? (Seb)
Which person is most likely to become a prime minister or president? (Lina)
Which person is quiet and shy on the outside but very strong inside? (Kate)

12 • When students have discussed the question in pairs, discuss as a class.

Exercise 11

No, the narrator says that 'none of us is just a type'.

Further practice

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework 

Ask students to research one of the characters they have read about. They could find out about their origin, their personality and how they have developed over time.

Reading and critical thinking

Student's Book pp14–15

Lesson aims Students read a magazine article about two people who dress in a single colour and learn how to keep a record of vocabulary.


Warmer

Play **Charades** to practise the personality adjectives from pp12–13.

(See Activities bank, page 6, for full instructions.)

A magazine article

- 1 • Ask students to look at the photos and predict what the article will be about before reading the questions.

- ▶ **Challenge** Ask students to write three questions they have about the photos.
 - Explain that they will check their answers by reading the text.
- 2  5 After checking the answers to exercise 1, elicit any other questions and answers they may have had.

Exercise 2

Suggested answers:

- 1 Ella London's clothes are all yellow, and Gary's are purple. Ella London is optimistic and outgoing. Gary is determined.
- 2 They only wear one colour.

- 3 • After correcting the task, elicit which questions used a **synonym** (In question 2, *relative* refers to *dad* in the text. In question 4, *vehicle* refers to *car*.) or a **paraphrase** (In question 3, *student* refers to *when he was at secondary school*.)
 - Point out that **furniture** in question 4 is a false clue because it occurs in both people's stories.
 - Ask students if they can find an example of **negative evidence**. (For question 1, *he used to only wear purple, though nowadays he mixes it with other colours* tells us that Gary is not the correct answer.)

Exercise 3

- 1 Ella 2 Ella 3 Gary 4 Ella 5 Gary

- 4 • Students do the task.

Exercise 4

- 1 True (para 1, lines 2–3)
- 2 False – Yellow was the perfect colour for an optimistic and outgoing person like her. (para 1, line 4)
- 3 False – Ella already has yellow makeup and a yellow car. (para 2, lines 4–5)
- 4 True (para 2, lines 8–9)
- 5 False – Gary has loved the colour purple since he was five years old. (para 3, line 1)
- 6 No information

- 5 • Students do the task.

Exercise 5

- 1 It has been used for brands to symbolise them and because it can communicate with people emotionally. The text says, 'People have often used colour in advertising to represent brands because colour can send powerful messages at an emotional level.'
- 2 It was hard to find yellow shoes. The text says, 'Although shoes were the trickiest items to find . . .'
- 3 Because dressing in yellow is a great way to show people who she is and express her identity. The text says, 'For Ella London, it's a cool way of expressing herself . . .'
- 4 They watched a video about her. The text says, 'Recently a video about her went viral: people were fascinated by "Miss Sunshine".'
- 5 While he was in his 20s. The text says, 'In his 20s, he used to only wear purple.'
- 6 Because it's a fashionable colour that suggests 'mystery' and it's one that is both warm and cool. The text says, 'For Gary, it's a fascinating and mysterious colour because it's both warm and cool, and it's always in fashion.'

Subskill: Keeping a record of vocabulary

Tell students that there are many ways to record vocabulary, both digitally and on paper. Point out that the format they choose should be suitable for the information they need to remember, e.g. a table is good for collocations or word stress, and symbols can be useful to record a positive or negative context.

Remind them that, whichever method they choose, the main aim is to make it easy to review words frequently and ultimately memorise them.

6 • Students do the task.

Exercise 6

1 excessively 2 excess 3 excessive

7 • **Word work** Do another example vocabulary record on the board with the class (see below example from macmillandictionary.com) before students use dictionaries to continue the task in pairs.

represent (VERB, TRANSITIVE) /ˈreprɪzənt/
to be a sign or symbol of something
The colour red often represents danger.

representative, representation (NOUN)

- Suggest that students make example sentences based on their own experience.
- ▶ **Reinforcement** Students can include just some of the elements, e.g. just a definition and a translation.
- Model and practise pronunciation and stress while checking the answers.

Fast finishers

Ask students to write definitions of the following from the text: *untraditional, trickiest, went viral, bully, a way of life, being true to yourself*. Allow them to use their dictionaries. When the rest of the class has finished, you could ask the fast finishers to share their definitions. (unusual/unconventional, the most difficult/challenging, became popular online, a lifestyle, having your own identity)

Exercise 7

1 memorable 2 trademark 3 look
4 obsession 5 purchase 6 represent

8 • Tell students to take turns asking and answering the questions.

- ▶ **Reinforcement** Write additional questions on the board for less confident students: *What's your favourite colour? Why? How do you choose which colours to wear every day? What do your clothes say about you?*

CRITICAL THINKING



- **Understand** (LOT) Ask students how many steps they can find for each person. Then ask them to create a flow chart showing the sequence. You may want to divide the class into two groups, one for Ella and one for Gary.
- **Analyse** (HOT) Encourage students to relate the experience of the people in the text to people they know. Ask for volunteers to tell the class about someone they know. The other students can ask questions.
- **Evaluate** (HOT) Ask students to work in pairs and discuss which colours they would choose if they could only wear one colour and why.
 - Discuss the meanings of different colours in your culture.
 - ▶ **Challenge** Give students a list of situations and ask them to choose the best clothing colour for each one (e.g. *a friend's birthday party, a winter wedding, a job interview, a graduation ceremony, a concert*).

Critical thinking

- 1 Ella London: She adopted yellow as the theme colour of her wedding. She started buying things in yellow. She received a cardigan and collected more things in yellow until it was possible to dress all in yellow.
Gary: He has loved purple since he was five. He liked wearing purple clothes. In secondary school he changed his school jacket so that it was purple inside. After becoming a designer, he only wore purple clothes.
- 2 **Suggested answers:** It looks good on them; it has sentimental value; they like the colour; it makes them feel good; it matches how they feel.

Colour idioms

ABCD

English has many idioms where colours have special meanings:

- *to be blue* or *to have the blues* means to be sad.
- *to see red* means to be angry; *to be in the red* is to have a lot of debts.
- *to be green* means to be very inexperienced; someone who is *jealous* is often said to be *green with envy*; *to have a green thumb* means to be good at gardening. Nowadays, *being green* is a widely used phrase to describe people who care about the environment.

Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to imagine they can only wear one colour. Which colour would they choose and why? Ask them to write a paragraph.

Get online

Ask students to choose one colour and research the history and meaning of that colour in different cultures. (Make sure students choose different colours so that they can present different information to the class.)

Grammar

Student's Book p16

Lesson aims Students learn how to form and use past tenses: past simple, past perfect simple and continuous, used to and the present perfect simple and continuous.

Warmer

Tell the class a true story about yourself or use this story:

When I was a teenager, I used to cycle to school. One day, I was riding my bike to school when I saw a tiny bird on the ground under a tree. So, I emptied my pencil case and put the bird inside. What do you think I did next?

Ask students to guess the ending. (e.g. You went to the vet./You took it to school and asked the school nurse to help.) Write the main points on the board and elicit which tense each verb is.

Past tenses

1 • Students do the task.

used to and would

ABCD

Explain that *used to*:

- can be used for repeated past actions or habits and states.
- cannot be used for a single action. (*I used to graduate from university.*)
- can sometimes be replaced by *would*, with the same meaning, e.g. *When I was little, I would play in the garden with my toys.*

Point out that *would* can only be used for past actions, not for states. (*I would live in Spain when I was young.*)

Exercise 1

Matching: a past simple b past continuous c *used to* d past perfect simple

Rules: 1 past simple 2 *used to* 3 past perfect simple 4 past continuous

Extra activity

Ask students to list two things they used to do, two things they did yesterday, two things they were doing at 6:00 pm last Saturday, and two things they had already done before they arrived at school today. Tell them to work with a partner and try to find at least one thing in common.

2 • Ask students to explain why each answer is correct.

Fast finishers

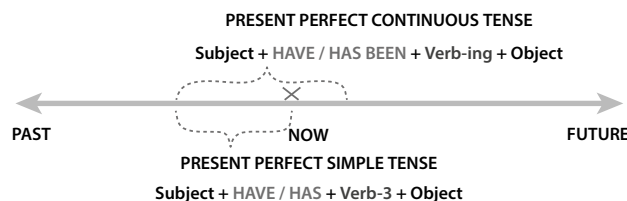
Ask students to read the article on p15 again and find more examples of past tenses. They may identify some examples of the present perfect, which will lead into the next section.

Exercise 2

- | | | |
|------------|---------------|---------------------|
| 1 had made | 2 was wearing | 3 used to get, wore |
| 4 bought | 5 didn't like | |

Present perfect simple and present perfect continuous

- ### 3 • Elicit which examples are present perfect simple and which are present perfect continuous.
- Draw a timeline on the board to illustrate the differences in use.



Present perfect simple and present perfect continuous

ABCD

The present perfect simple is often used with *how long* and the time expressions *for* and *since*. It emphasises completed actions that have a result in the present.

The present perfect continuous is used to emphasise repeated or longer actions that have finished recently and have a present result. It is also used for unfinished actions. The continuous form can also express the temporary nature of an activity.

Exercise 3

- | | |
|------------------------------|--------------------------|
| 1 present perfect continuous | 2 present perfect simple |
| 3 present perfect continuous | |

4 • Students do the task.

Exercise 4

- | | |
|--|------------------|
| 1 've been doing, 've finished, haven't done | 2 have you known |
| 3 has always liked, 's been wearing | 4 's been doing |

- 5 • Tell students to read through the whole text before trying to fill in the gaps.
- ▶ **Reinforcement** Ask students to look for clues that indicate the present perfect, e.g. *for over ten years* or the past simple *when he was younger*.

Exercise 5

- | | | |
|--------------|-------------------|-------------------------|
| 1 Have, worn | 2 's been wearing | 3 dressed/used to dress |
| 4 stopped | 5 (had) moved | 6 found |
| 7 ('d) tried | 8 realised | 9 's been designing |

- 6 • Read the Brain teaser as a class.
- Use the timeline diagram and give a hint by marking a point or period of time. Ask: *Which sentence does it match?*
 - Mark the other points or periods of time for each sentence on the timeline. Ask students to match the sentences to the periods of time before doing the task.

Exercise 6

Dominic – the present perfect continuous tells us he is still doing it.

Further practice

- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 /h/ – Exercise 1

Pronounced /h/ sounds are underlined, silent /h/ sounds are crossed out.

- 1 Harry has been wearing his horrible hat for hours.
- 2 He ~~h~~asn't done his history homework yet.
- 3 He's travelled to hungary wearing his historical clothes.

Homework

Ask students to write about their favourite style of clothes or to interview a relative about their style. They should include when they started wearing the clothes, how long they have been wearing them for, why they like them and what they have been wearing recently that is new or different.

Vocabulary and Listening

Student's Book p17

Lesson aims Students learn how to use three-part phrasal verbs and learn how to deal with homophones.

Warmer

Read out the personality test below and ask students to write their answers in their notebooks.

Personality Quiz: Making new friends

- 1 How would you feel about joining a new class?
a excited b hopeful c worried
- 2 When you meet someone new, how do you feel?
a optimistic b thoughtful c unsure
- 3 When you go to a party by yourself, do you ... ?
a talk a lot b look for someone else on their own c look at your phone

Mostly As: You're outgoing and confident.

Mostly Bs: You're quietly calm.

Mostly Cs: You're a little shy in social situations. Try to be more outgoing!

Ask if students agree with their result or not.

Phrasal verbs: three-part verbs

- 1 • After the task, ask students to rank the comments from positive to negative. (Sonia, Sam, Mario, Neeta)
 - Discuss whose opinion they agree with and why.
- 2 • Students do the task.

Phrasal verbs: three-part verbs

ABCD

Three-part phrasal verbs (sometimes called phrasal-prepositional verbs) consist of a verb followed by two different particles, e.g. *come up with*, *look out for*.

They are followed by an object or verb phrase, e.g. *We've run out of bread. I must get round to doing the quiz.*

The second particle is a preposition. The three parts are usually inseparable. The particle always stays with the verb. The preposition always goes before its object: *Always stand up for your idea. Stand up it for. Stand it up for. Stand up for it.*

It is sometimes possible to insert an adverb or modifier between the particle and the preposition: *I get on well with my sister.*

Exercise 2

- | | | |
|-----------------|----------------|----------------|
| 1 get away with | 2 do away with | 3 live up to |
| 4 look out for | 5 go in for | 6 get round to |

- 3 • While doing the task, ask for synonyms or definitions of the correct answers.

Exercise 3

- | | | |
|----------------|----------------|--------------|
| 1 come up with | 2 run out of | 3 live up to |
| 4 get on with | 5 do away with | |

Extra activity

Ask students to write true sentences using the other five phrasal verbs and a dictionary.

Short interviews

4 See the audioscript on pp130–131.

- Look back at exercise 1 and elicit the people's names and opinions before doing the task.

Exercise 4

1 C (Sam) 2 A (Sonia) 3 D (Neeta)

Subskill: Dealing with homophones

Elicit more examples of homophones, e.g. *ate/eight, pear/pair, threw/through*.

Point out that some words have more than one homophone, e.g. *two/too/to, buy/by/bye, their/they're/there*. Check what each word means.

Ask students to suggest ways to understand which meaning is intended (using context clues, position in sentence, collocations, etc.).

- 5
- Students do the task.
 - After checking the answers, ask students to match the sentences to the speakers. (Speaker 1: 2, 4, 6 Speaker 2: 1, 7 Speaker 3: 3, 5, 8)
 - Allow students to work in pairs to write the sentences with the remaining words.

Fast finishers

Ask students to write pairs of sentences for the homophones in the subskill box.

Exercise 5

1 sites 2 they're 3 hear 4 right
5 allowed 6 it's 7 wait 8 bored

- 6
- Ask students to read the sentences and try to remember the answers before listening again.
 - Follow-up questions:
How does Sam describe himself? (not ambitious or competitive, gets on with anyone, outgoing)
How does Sonia think personality tests can help you? (Good tests can allow you to make changes or set goals or make the most of your strengths.)
What does Neeta suggest instead of a personality test?
What do you think she means? (Doing an activity. Maybe solving a puzzle or a problem, or making a plan.)

Exercise 6

- False – He agreed that he can get on with anyone, but disagreed that he was competitive.
- True
- True
- False – She loved it because the results were so accurate.
- False – She says there are a lot of terrible online quizzes.
- True

- 7
- Ask volunteers to summarise their partner's opinion for the class.

Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Homophones – Exercise 1

1, 2, 3 and 5 are homophones. 4 and 6 are not homophones.

Homework

Ask students to write their own personality quiz and share it with the class in the next lesson.

Get online

Ask students to find and do a different personality quiz online, and to write an evaluation report of it.

Grammar

Student's Book p18

Lesson aims Students learn how to form and use the *past simple*, the *past perfect simple* and the *past perfect continuous*.

Warmer

Write these sentences on the board:

When I arrived, they had dinner.

When I arrived, they had had dinner.

Ask which event happened first in each sentence. Draw timelines to show the sequence of events.

Past perfect simple and past simple

- 1
- Draw timelines on the board and ask students to add the events of each sentence to the timelines.

Word order with past perfect and adverbs

ABCD

Adverbs such as *already*, *never* and *recently* go between the auxiliary and the main verb.

I had already finished my homework when my friend arrived.

Exercise 1

1 before 2 specific

- 2 • Before doing the task, remind students to look out for any adverbs (questions 1 and 4).
- Discuss which sentences have alternative answers and why.

Exercise 2

- | | | |
|-------------------------------|-------------------|----------------------|
| 1 went off, 'd already got up | 2 started, was | 3 had/'d had, phoned |
| 4 'd never heard, read | 5 missed, 'd left | |

- 3 • Ask students to make questions using the sentences in exercise 2.
- Students take turns asking and answering in pairs.

Past perfect simple and past perfect continuous

- 4 • Ask which activities continued or were repeated over a period of time. (doing online tests, doing research)
- Students do the task.

Exercise 4

- | | |
|--------|-------------------|
| 1 past | 2 duration, cause |
|--------|-------------------|

Other uses of the past perfect continuous

ABCD

The past perfect continuous can also have the following uses:

- Actions that stopped before a point in the past
He'd been living in Italy for a year before he decided to move home.
- Temporary actions
She had been living in student accommodation while she was at university.
- Repeated actions with verbs that imply short momentary movements, e.g. *break, catch, kick, hit, knock, jump, nod*
They had been knocking for several minutes before she opened the door.

- 5 • Focus attention on questions 4 and 5, and point out that *by the time, already, ever, never, just* and *since* are often used with perfect tenses, and *before, after, for, until* and *when* can be used with any past tenses.
- Do the first sentence together and discuss the reasons for the two alternative answers. (had worked – his work is completed, or had been working – emphasises the duration of working; we don't know if he has finished working or not.)
 - When checking the answers, discuss any alternative answers. (2 had studied (completed a period of study), had been studying (the duration of studying) 5 had snowed (completed event), had been snowing (to emphasise the duration))

Exercise 5

- | | |
|---|-------------------------------|
| 1 'd been working/'d worked, hadn't had | 2 'd been studying/'d studied |
| 3 'd been looking | 4 'd known |
| 5 'd been snowing/'d snowed, 'd built | |

- 6 • Ask what students know about smart watches and when they think they first appeared.
- ▶ **Reinforcement** Ask students to identify any time phrases that can help to tell them which tense should be used.

Fast finishers

Tell students to draw a timeline for the development of the smartwatch using the information in the text.

Exercise 6

- | | | |
|----------------|--------------------|--------------------------------|
| 1 appeared | 2 had been trying | 3 became |
| 4 changed | 5 had been working | 6 had been using/had used/used |
| 7 came | 8 had been | 9 designed/'d designed |
| 10 didn't have | | |

- 7 • Before they complete the text, ask students what they already know about facial recognition. Ask: *What is it used for?* (authentication and crime prevention)
- Discuss possible uses and misuses of facial recognition technology.

Exercise 7

- | | | |
|--------------------|-------------------------|-----------|
| 1 met | 2 have always been able | 3 started |
| 4 've been working | 5 haven't succeeded | 6 stopped |
| 7 'd been using | 8 has had | |

Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Have students research a piece of technology and write a short paragraph about its history, using the text in exercise 6 as a model.

Real-world speaking

Student's Book p19

Lesson aims Students learn and practise Key phrases for solving shopping issues.

Warmer

Play a game of **Snowman** to review vocabulary for clothing and accessories. Include some items that are easily confused and some that look singular but are

plural, e.g. *jacket/coat, cardigan/jumper, jeans, trousers, shorts, glasses.*

(See Activities bank, page 7, for full instructions.)

Solving shopping issues

- Elicit or pre-teach the meaning of any new vocabulary from the lesson, e.g. *issue, complain, exchange, receipt, refund, return.*
 - Before they watch the video, ask students to describe the photos. Ask: *Who are the people? Where are they? What are they doing?*
 - Follow-up questions:
 - What did the customer want to return, and why?* (a jacket – it was badly made)
 - Why couldn't he get a refund?* (He had lost the receipt.)
 - What does he get in the end?* (a credit note)

Exercise 1

The shop assistant gives Owen a credit note.

- Students do the task.
 - Challenge** Ask students to complete the task before they watch the video again.
 - Play the video again for students to check their answers.

Exercise 2

1 return 2 refund 3 replace 4 credit note

- Ask students to read the Key phrases, and check understanding.
 - Play the video again and ask students to indicate when they hear one of the Key phrases.
 - Model the phrases that aren't in the dialogue with a nominated student.
 - Elicit the reason why the shop assistant says 'Can I ask why you are returning it?' instead of just 'Why are you returning it?' (*Can I ask why ... sounds more polite and friendly*)
 - Play the video again and ask students to notice the different intonation and facial expressions the shop assistant uses when she is: polite and welcoming (bubbles 1 and 3), is concerned about the issue (bubbles 5 and 7), and is suggesting solutions (bubbles 7, 9 and 11).
 - Ask students to practise acting out the dialogue, imitating the intonation and facial expressions from the video.
 - Point out that the phrases will change if they are about a plural item like sunglasses: *I'd like to return **them**./**They're** badly made.*
 - Focus on the Real-world grammar phrases. Ask students to identify the verb forms and the reason for using each one. (*bought* = past simple, describing a finished event that happened in the past

at a fixed time (two days ago); *I've lost* = present perfect, describing an event that happened at an unknown time during the period that started in the past and continues up until now) Ask students to find a sentence containing two more past simple verbs. (*When I tried it on at home, the sleeve almost came off.*)

- Follow-up questions:
 - Did the shop behave appropriately?*
 - In your country, would you get a refund in this situation? Or a credit note?*

Exercise 3

Can I ask why you are returning it? Have you got the receipt?
 I'd like to return ... (It) ... came off (It's) badly made.
 I can't give you a refund without a receipt. I'm afraid I've lost the receipt.
 I can replace ... You can exchange it for something else.
 I can give you a credit note.

- THINK** In pairs, ask students to think of an item they want to return.
 - Brainstorm some reasons for returning an item to a shop. (It's too big/small/uncomfortable/tight/loose/long/short, etc.)
 - PREPARE** Ask students to prepare their dialogue by making notes, not writing the whole dialogue out (in order to avoid reading aloud).
 - PRACTISE** Before students begin practising, encourage them to read through the **Peer review** section in exercise 5, so that they know what their classmates will be looking and listening for when they perform.
 - PERFORM** When watching their peers, encourage students to think carefully about each **Peer review** question in exercise 5 and to make notes.
 - Challenge** Ask students to choose an adjective to describe their character and act out the dialogue in a way that illustrates the adjective, e.g. *impatient, friendly, polite, impolite, serious, enthusiastic*. Other students can guess the adjective.
- Peer review** Remind students to consider the **Peer review** questions while their classmates perform.
 - After each dialogue, encourage the class to make positive comments about the performance.
 - After everyone has performed, discuss, in general terms, how they could improve their dialogues.

Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

Homework

Ask students to write out their dialogue for homework, changing and adding information, using their own ideas and different Key phrases.

Writing

Student's Book pp20–21

Lesson aims Students practise writing a description of a person including gradable and non-gradable adjectives.

Warmer

Ask students to look at the photo and think of at least ten adjectives to describe these people. Write them on the board.

Brainstorm what kind of information could be included in a description of a person, e.g. appearance, personality, habits, clothing, likes/dislikes, skills, abilities, talents. Make a list on the board. Leave it there for later.

A description of a person

- Before students read the text, ask *Where might you see this type of article? Who would the audience be?* (**Suggested answers:** a school magazine, students)

Exercise 1

Two years

- Students do the task.
- **Follow-up questions:**
Where and when did Marina meet Sara? (at a bus stop, two years ago, in the evening, probably in winter)
Why does Marina like Sara? (She's supportive and thoughtful, always ready to help and listen to your problems. She's usually enthusiastic and funny.)
What is one negative quality that Sara has? (She can be slightly grumpy.)
How did Sara help Marina? (She helped her find her necklace.)
What does this anecdote illustrate about Sara? (She is determined, supportive and loyal.)
- After completing the task, if you did the warmer, ask students to identify which things on their second list were *not* included in the description. Ask them to suggest where this information could possibly be added.

Exercise 2

1 b 2 a 3 d 4 c

Extra activity

Ask students to suggest what questions the text answers. (**Suggested answers:** How did you first meet Sara? What does Sara look like? What is she like? What kind of person is she? Describe one memorable incident. Why did you choose to write about Sara?)

Subskill: Gradable and non-gradable adjectives + adverbs

If necessary, clarify that gradable adjectives, such as *good*, can be *quite good*, or *fairly good*, whereas extreme or absolute adjectives, such as *amazing*, are either amazing or they aren't.

Many gradable adjectives have a corresponding extreme adjective (e.g. *good/fantastic, bad/awful, small/tiny, big/enormous, tired/exhausted, hot/boiling, cold/freezing, tasty/delicious, funny/hilarious, old/ancient, crowded/packed*).

Point out that we can say *very good*, but we can't say *very fantastic*.

Explain that *a little* can't be used before an adjective + noun: *The party was a little quiet. It was a little quiet party.*

Mention these additional adverbs: *not very, too, so, pretty, fairly*.

Point out that intonation and stress can also be used to make the adjective stronger or weaker, e.g. *Quite good* doesn't sound as good as *quite good*.

- Before the task, dictate some gradable adjectives and for each one, ask students to write the extreme adjective.
- Notice that in the phrase *completely dark*, *dark* is an absolute adjective (total night), but in the phrase *dark hair*, it is a gradable adjective.

Exercise 3

- 1 a little shy, extremely supportive, really thoughtful, slightly grumpy
- 2 absolutely freezing, completely dark, really exhausted
- 3 really

- After doing the task, ask students to explain why the choices are correct or incorrect. (1 *hilarious* is an extreme adjective 2 *tall* and *short* are gradable 3 *wonderful* is an extreme adjective 4 *stubborn* and *pessimistic* are gradable 5 *terrible* is gradable 6 *fantastic* is an extreme adjective)
- Write the following modifiers on the board in random order and ask students to grade them in order of strength: *not very* → *a little/a bit/ slightly* → *fairly/quite* → *rather* → *quite* → *really/very* → *extremely*.

Exercise 4

- 1 absolutely 2 quite, very 3 really
- 4 a little, slightly 5 really 6 an absolutely

Suggested answers:

- 1 makes me laugh. 2 blond hair and green eyes
- 3 he's so creative and he comes up with great ideas
- 4 that doesn't happen very often 5 never gives up and tries hard
- 6 am really happy he's my friend

- Complete the first gap together as a class.
- Then ask students to continue the task independently. Explain that in some cases more than one answer may be possible.

- Ask one or two students to write the answers on the board. Ask for alternative answers where suitable.
- ▶ **Reinforcement** Allow students to work in pairs to categorise each adjective as gradable or extreme before they start the task.

Exercise 5

- 1 absolutely/completely/really/totally 2 extremely/fairly/quite/really/slightly/very 3 absolutely/completely/really/totally
4 extremely/fairly/quite/really/very 5 extremely/fairly/quite/really/very
6 extremely/fairly/quite/really/very 7 absolutely/completely/really/totally
8 absolutely/completely/really/totally

Fast finishers

Ask students to add or change some of the adjectives in the text to create a new and different story.

- 6 • Refer students back to the description in exercise 1. Ask: *How many adjectives are there?* (24 – freezing, dark, short, slim, brown, chatty, likeable, shy, supportive, thoughtful, ready, grumpy, hungry, tired, enthusiastic, funny, exhausted, favourite, determined, delighted, proud, kindest, optimistic, interesting)
- Ask: *How many of them have adverbs?* (seven – absolutely freezing, completely dark, a little shy, extremely supportive, really thoughtful, slightly grumpy, really exhausted)
 - Students do the task.

Fast finishers

Ask students to add some sentences to the anecdote in exercise 1 using additional adverbs and adjectives.

- 7 • **THINK** Brainstorm ideas for who to write about, e.g. a friend, a neighbour, a relative, a teacher, a coach or even someone invented.
- Also brainstorm any vocabulary they might need.
 - Draw a graphic organiser in the form of a chart on the board and write the following headings:
Where and when you met the person
Description of their appearance and personality
An anecdote
- Then ask students to copy and complete the chart into their notebooks.
- **PREPARE** Ask students to add another column: *Why you chose to write about this person.* Give students time to complete their notes in their organisers.
 - Remind students to avoid repetition of ideas in different paragraphs and to use a variety of adverbs and adjectives.
 - Mention that the anecdote should be something that illustrates their personality.

- ▶ **Challenge** When they have finished, ask them to go over their plan again and add more details.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section plus the **Peer review** questions in exercise 8. Ask them to make sure they take these points into consideration when writing.
 - ▶ **Reinforcement** When you think students have had enough time to complete the first two stages, give them the opportunity to share their ideas with a partner. Offer extra help or ideas where needed before students write their profile.
 - **CHECK** Ask students to go through their description and answer the questions. Ask them to make corrections if necessary.
- 8 • **Peer review** Put students into pairs for this task.
- Encourage positive feedback as well as constructive criticism.
 - Allow time for students to receive their review from their partner and to discuss the comments.
 - Invite volunteers to say if they would like to meet the person their partner wrote about, and why.

Extra activity

Bring in pictures of people, one for each student. Ask students to write a brief description of one of the people on a piece of paper. Collect the pictures. Place the pictures on a table in random order. Students gather around the table. Each student reads their description, and the others guess which picture it relates to.

Further practice

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

Homework

Ask students to write a description of a famous person, following the same structure as the Student's Book model.

Project

Student's Book pp22–23

Lesson aims Students create a poster with a self-portrait and a description of their personal identity.

Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes for them to discuss with a partner what they learnt about personal identity, and what they enjoyed most about the unit.

WDYT?

What makes you the person you are?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit.

Give students time to look through the unit and their notebook with their partner to reflect on the useful language they have learnt that can help them answer this question.

Discuss some of these questions:

Does everyone have the same personality? Does your personality always stay the same or does it change over time? Why do some people's personalities change? How can we express our personalities?

Ask students how their idea of personality has changed since the beginning of this unit.

TASK

Read through the task and the learning outcomes with the class. Tell students that they are going to use their ideas from the WDYT? discussion to prepare their poster and description.

1  See the videoscript on p139.

- Discuss the fun fact Jake has included in his presentation. Ask if anyone has the same phobia.

• Follow-up questions:

What does Jake want to study at university?
(graphic design)

What are two positive and two negative adjectives he uses about himself? (Positives: any two of creative, thoughtful, reliable, determined; Negatives: stubborn, lazy)

Why is his love of being outside a problem for him?
(because he's terrified of snakes)

Exercise 1

He's terrified of snakes.

Extra activity

Ask students to write down these headings, then watch the video again and number them in the order Jake talks about them:

future plans personal characteristics home fears
family interests and hobbies

(family, home, future plans, personal characteristics, interests and hobbies, fears)

STEP 1: THINK ●●●●

- 2 • Students do the task.
- Listen to their ideas but do not confirm or correct until after exercise 3.

- 3 • Give students time to look at the Model project on p23 to check their answers.

Exercise 3

c, b, e, a, d

STEP 2: PLAN ●●●●

- 4 • Discuss the concept of a mind map. Ask: *How is it different from a list or a chart? How could it be more useful or creative?* (See *Mind Mapping* below.)
- Elicit a description of Jake's mind map. (The main idea is in the centre. There are several lines branching out in all directions.)
- Students do the task.

Exercise 4

He needs to add the missing title (Appearance) to the empty bubble and complete all the notes in the different sections with further information: more personality adjectives, further details, etc.

- 5 • Tell students that they will draw a mind map to help them write a similar text about themselves.
- Refer students to the *How to ...* tips on p130 and check understanding.
- Start a mind map on the board by drawing a box in the centre and writing the topic in capital letters (PERSONAL IDENTITY) for students to copy and complete for themselves in their notebooks.

Mind mapping

ABCD

This is a technique for planning ideas and organising information. It helps to make connections between information that is already known and new, recently learnt information. Its non-linear format means that you can add and connect ideas easily and it helps you generate ideas as you create branches for topics and sub-topics. It is useful for planning a piece of writing, but also for reviewing vocabulary or taking notes of key ideas while reading. If you have done the Warmers in lessons up to this point, students will already be familiar with Spidergrams, which is another word for the same idea.

STEP 3: CREATE ●●●●

- 6 • Ask students to read the tips and then elicit ideas about what they should consider when choosing or creating visuals. Ideas may include using a variety of colours, using colours that seem logical for their purpose, making sure that the visuals clearly relate to the text, using visuals that are attractive and engaging.
- Then, as students begin to practise saying the Key phrases, remind them to practise stress and intonation in order to highlight key words and make their presentation more interesting.

- 7** • Allow time for students to write their personal information and create visuals for their poster.
- Brainstorm ideas for different elements to include in a visual: shapes (circles, triangles, squares), colours (font, highlight, background), cartoons, drawings or photos, etc.
 - Encourage students to read through the **Peer review** questions in exercise 10 so that they know what their classmates will be considering during the presentations.
- 8** • Play the video and ask students to notice how Jake's poster and what he says are not identical – he talks about the poster but doesn't read out the paragraphs.
- Play the video and elicit the Key phrases that Jake uses to present his poster.
 - ▶ **Reinforcement** If students are having difficulty, encourage them to make some notes to help them remember each point.

STEP 4: PRESENT ●●●●

- 9** • Before students take turns presenting their poster to the class, remind them again to use their intonation to make their presentation sound interesting.
- 10** • **Peer review** To answer question 1, ask students to make notes as they listen to each presentation.
- After all posters have been presented, ask the class which poster they found most interesting, creative, unusual, funny or artistic.

Model project

The Model project provides a model poster about a person's personal identity. Use these notes to help students identify the features that make it a successful and effective poster.

Visuals: The poster is divided into two sections. In the centre, there is a portrait representation of the speaker's head with images and text. On both sides, there are descriptions of what he feels is important to his personal identity. The title of the poster is large and clear.

The portrait is a combination of text and images. The words describe his personality and are arranged as if they were strands of hair. The images show the hobbies and interests that are on his mind.

Text: The text consists of a fact file and four paragraphs. The fact file includes basic information such as age and nationality. The first paragraph is a description of his appearance and personality. The second is about hobbies and activities that he enjoys. Then there is a shorter paragraph – two sentences – with a fun fact. The final paragraph is an anecdote about an interesting experience.

Language: The description includes a good variety of personality adjectives. Adverbs of degree are used with some of the adjectives. The text also includes four

three-part verbs and a variety of past tenses. The language style is chatty and informal, using idioms, direct questions and exclamation marks to engage the audience.



FINAL REFLECTION

- Ask students to work through the questions and decide which face best matches how they feel they did. Encourage them to think of examples which confirm their evaluation.
- For question 1, ask students to consider how they used their visuals and how they could make them better or different.
If students have chosen anything other than the smiley face, ask them what they think they can do differently next time to improve.

Beyond the task

- Ask students to reflect on situations when knowing their strengths and weaknesses is useful. Elicit examples.

Further practice

- Super skills → Workbook p10

Homework

Ask students to write a few sentences reflecting on what they learnt about themselves from creating this poster.

End-of-unit further practice

- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre