

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<b>STARTER</b> What do you know? Page 6	<b>Vocabulary:</b> entertainment, house and home, adjective order, sports		
<b>1</b> All about me <b>WDYT?</b> What makes you the person you are? Page 12	Personal qualities Describing personal characteristics Phrasal verbs: three-part verbs ▶ Personality types	Past tenses Present perfect simple and present perfect continuous Past perfect simple and past simple Past perfect simple and past perfect continuous	<b>A magazine article</b> <i>This is me!</i> <b>Subskill:</b> Keeping a record of vocabulary
<b>2</b> Welcome to the future! <b>WDYT?</b> What changes would you like to see in the future? Page 24	Describing products Changes Expressions with <i>get</i> ▶ Predicting technology	Future tenses Future continuous and future perfect Future time expressions	<b>A scientific report</b> <i>Innovations that will rock our world</i> <b>Subskill:</b> Predicting content
<b>3</b> Perfect <b>WDYT?</b> What's your perfect day? Page 36	Social media Influencers Word formation: nouns ▶ How to create great content	Relative clauses Comparing	<b>An article</b> <i>Fifteen minutes of fame!</i> <b>Subskill:</b> Understanding the writer's purpose
<b>4</b> Natural world <b>WDYT?</b> What is the best way to enjoy nature? Page 48	Places Natural world Words that are nouns and verbs ▶ Exploring the island of East Java	Modal verbs Perfect modals	<b>A travel guide</b> <i>The Seven Wonders</i> <b>Subskill:</b> Identifying fact and opinion
<b>5</b> Communicate <b>WDYT?</b> What makes a good communicator? Page 60	Reporting verbs Ways of talking Word formation: prefixes ▶ Perfect presentations	Reported speech: statements Reported speech: questions Reported speech: orders and requests Reporting verbs	<b>A history essay</b> <i>A brief history of sharing news</i> <b>Subskill:</b> Understanding formal language
<b>6</b> Challenges <b>WDYT?</b> What can you do to challenge yourself? Page 72	People Challenges Television ▶ Things I've learnt about failure	Conditionals Alternatives to <i>if I wish</i> and <i>If only I wish</i> + <i>would/wouldn't</i>	<b>An opinion article</b> <i>The BIG question: Do you need a rival to be successful?</i> <b>Subskill:</b> Finding evidence in the text
<b>7</b> Going unplugged <b>WDYT?</b> Could you unplug for a day, a week, a month or even longer? Page 84	Lifestyle Chilling out, getting active Expressions with <i>make</i> and <i>do</i> ▶ A week without social media	The passive The passive: modal verbs <i>have/get something done</i>	<b>An article</b> <i>Are you ready to unplug?</i> <b>Subskill:</b> Referencing
<b>8</b> Make a difference <b>WDYT?</b> How can you contribute to make society better? Page 96	Global issues Phrasal verbs for achieving goals ▶ Plogging	Verb patterns <i>used to, be used to, get used to</i>	<b>An article</b> <i>Emoji for all</i> <b>Subskill:</b> Summarising a text in your own words
<b>9</b> Look what you know! Page 108	<b>Vocabulary</b> and <b>Grammar</b> review		<b>Reading:</b> review of subskills

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>Grammar:</b> present simple and present continuous, past simple and present perfect, past simple and past continuous, <i>some-/any-/no-/every-</i> compounds, future tense review				
<b>Short interviews</b> about personality quizzes <b>Subskill:</b> Dealing with homophones	 Solving shopping issues	<b>A description of a person</b> <b>Subskill:</b> Gradable and non-gradable adjectives + adverbs	/h/ Homophones	 Create a poster about your personal identity including a self-portrait and a description of yourself.  <b>Communication</b> Using visuals to communicate your ideas
<b>An informal conversation</b> between two friends on pros and cons of robots <b>Subskill:</b> Understanding the speaker's attitude	 Organising an event	<b>A product review</b> <b>Subskill:</b> Connectors of contrast	/æ/, /ɑː/ and /eɪ/ Intonation	 Imagine you have travelled to the future. Give a presentation to the class on the changes you see.  <b>Creativity</b> Getting inspiration from others
<b>A radio interview</b> about happiness <b>Subskill:</b> Listening for the information you need	 Telling an anecdote	<b>An opinion essay</b> <b>Subskill:</b> Organising your essay	/b/ and /v/ /ʃ/ and /tʃ/	 Create a 'What's your perfect day?' video for a class YouTube channel.  <b>Collaboration</b> Successfully completing the task as a team
<b>A podcast</b> about why we love natural disaster films <b>Subskill:</b> Using prior knowledge	 Giving instructions	<b>A description of a place</b> <b>Subskill:</b> Using articles correctly	Word stress: nouns and verbs	 Create a proposal for a place in your country or abroad to be made a Natural Wonder of the World. Film your group presenting your proposal.  <b>Critical thinking</b> Synthesising information
<b>A podcast</b> about misunderstandings <b>Subskill:</b> Understanding rapid speech	 Discussing opinions	<b>A report</b> <b>Subskill:</b> Presenting key findings	Connected speech: word linking	 Give a persuasive presentation on why you should be given a travel scholarship.  <b>Communication</b> Giving a persuasive presentation
<b>A radio phone-in programme</b> about TV talent shows <b>Subskill:</b> Inferring meaning	 Checking understanding and clarifying	<b>An informal article</b> <b>Subskill:</b> Writing for an audience	Sentence stress in conditionals	 Give a presentation about a TV talent show that you have invented.  <b>Creativity</b> Developing and implementing new ideas
<b>An informal conversation</b> about how to get around without a mobile <b>Subskill:</b> Understanding words from context	 Giving directions	<b>A for-and-against essay</b> <b>Subskill:</b> Using connectors of reason	Word stress: expressions with <i>make</i> and <i>do</i>	 Plan an Unplugging Day for your school and present your leaflet proposal to your class.  <b>Critical thinking</b> Building a powerful argument
<b>A radio interview</b> about Lual Mayen <b>Subskill:</b> Correcting mistakes	 Politely interrupting	<b>A formal letter of complaint</b> <b>Subskill:</b> Using formal language	Intonation when interrupting	 Design a new emoji and create a digital poster to justify the need for it.  <b>Collaboration</b> Respecting others
<b>Listening:</b> review of subskills		<b>Speaking:</b> review of Key phrases		<b>Writing:</b> review of subskills

# STARTER

# What do you know?

## What's on?

### Vocabulary: entertainment

**1** **1** Read and listen to the article. Match headings a–c with paragraphs 1–3.

- a Start watching a TV series
- b Read more
- c Enjoy music outside



**How often do you make a promise to yourself (or others) at the start of a school year, only to break it? Follow our suggestions below to help you keep your promises.**

**1** (...)

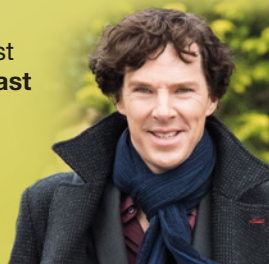
If you find most **bestsellers** hard work and you actually prefer pictures to words, why not start with a **graphic novel**? Manga Shakespeare has **released** a series of books which combine a simple version of Shakespeare's plays with manga illustrations.

**2** (...)

Are you getting bored of school concerts or **gigs** in dark **venues**? How about going to an outdoor music festival? Larmer Tree Festival is a festival for all ages where you can see your favourite **artists** on stage, enjoy street theatre and learn new skills at a range of workshops.

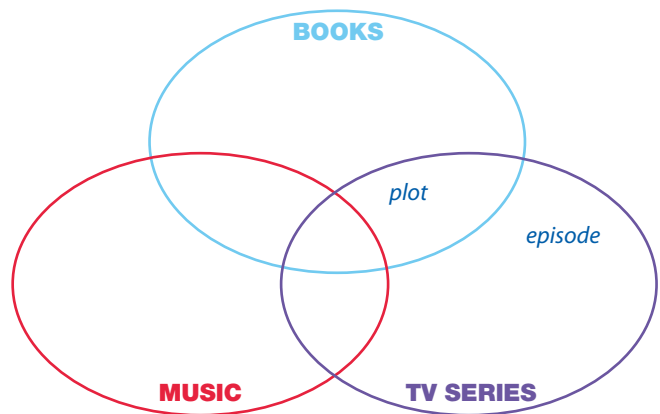
**3** (...)

We suggest you try *Sherlock*. With its exceptional **cast**, you'll be hooked from the first **episode**. It was first **broadcast** in 2010 and every **season** is entertaining. *Sherlock* is **set** in 21st century London and appeals to **audiences** all over the world.



**2** Copy and complete the diagram with the words in **bold** in the article in exercise 1. Then add the words in the box.

chapter critic plot review script



**3** What is the difference in meaning between each pair of words?

- 1 a chapter/an episode
- 2 a critic/a review
- 3 a bestseller/a graphic novel
- 4 a venue/a gig
- 5 a plot/a script

## Grammar: present simple and present continuous

**4** Read the examples and complete the rules with *present simple* or *present continuous*.

How often **do** you **make** a promise to yourself?  
 This series **combines** a simple version of a story with manga illustrations.  
 I **promise** to read more this year.  
 I'm **reading** a great bestseller at the moment.  
 Are you **getting** bored of gigs in small venues?

We use the **1** (...) for actions in progress or a developing situation.

We use the **2** (...) for facts, habits and routines.

We don't use the **3** (...) with state verbs like *believe*, *promise* and *understand*.



**5 Complete the text with the present simple or present continuous form of the verbs in brackets.**

Log in

What **1** (...) you (...) **(read)** right now?

We **2** (...) **(have)** to read *Lord of the Flies* for school, so I **3** (...) **(read)** that at the moment. I **4** (...) **(enjoy)** it so far. It **5** (...) **(be)** about a group of boys who end up alone on a desert island. I **6** (...) **(not want)** to spoil the ending for you, but this book **7** (...) **(say)** a lot about human nature.

Ned Jones

We **8** (...) **(need)** to read *The Curious Incident of the Dog in the Night-Time* for school, so I **9** (...) **(not read)** anything else. It **10** (...) **(tell)** the story of a boy with autism who **11** (...) **(want)** to solve the murder of a dog. It **12** (...) **(not be)** a typical book, though. It **13** (...) **(begin)** with Chapter 2 and the chapter numbers **14** (...) **(not follow)** a logical order.

Ester Cuesta

**6 Read the information and look at the pairs of sentences. What is the difference in meaning between a and b?**

**Verb meaning in present simple and present continuous**

Some verbs have a different meaning in the present simple and present continuous. For example:

*This book **smells** of an old book shop.* (It has a particular smell.)

*Why **are** you **smelling** that book?* (Put your nose close to something to sniff it.)

- 1 a** My friend's dad **has** a pizza restaurant in town.  
**b** We're **having** dinner there right now.
- 2 a** I **think** Billie Eilish is an amazing singer.  
**b** I'm **thinking** of getting a ticket for her concert.
- 3 a** My cousin's usually a little unfriendly.  
**b** He **isn't being** unfriendly today because he's in a good mood.
- 4 a** That **looks** really difficult. Is it?  
**b** I'm **looking** at instructions right now.
- 5 a** I **see** what you mean!  
**b** I'm **seeing** the hockey coach at break today.

**Grammar: past simple and present perfect**

**7 Read the examples and choose the correct option to complete the rules.**

The BBC first **released** *Sherlock* in 2010. Benedict Cumberbatch **has played** Sherlock Holmes ever since then.

- 1** We use the **past simple/present perfect** to talk about completed actions in the past with expressions which specify the time they happened.
- 2** We use the **past simple/present perfect** to talk about actions in the past without specifying when they happened.

**8 Copy and complete the table with the time expressions in the box. What is the difference between *for* and *since*?**

ever/never   for six months   in July   last week  
lately   recently   since 2019   three years ago  
when I was younger   yesterday

Past simple	Present perfect
<i>when I was younger</i>	<i>for six months</i>

**9 Complete the dialogue with the correct past simple or present perfect form of the verbs in brackets.**

**Natalie:** **1** (...) you (...) **(see)** anything good lately?

**Chris:** Yeah! We **2** (...) **(go)** to the theatre to see *Hamilton* on Saturday.

**Natalie:** Cool! I **3** (...) **(not see)** that musical. What **4** (...) **(be)** it like?

**Chris:** I **5** (...) **(think)** it **6** (...) **(be)** amazing. What about you? **7** (...) you (...) **(go)** to see anything recently?

**Natalie:** I **8** (...) **(not do)** anything very exciting since we last **9** (...) **(speak)**, but yesterday I **10** (...) **(finish)** the book you **11** (...) **(give)** me for my birthday.

**Chris:** What **12** (...) you (...) **(think)** of it?

**Natalie:** I **13** (...) **(love)** it. What an original plot!

**10** **Work in pairs. Ask and answer the questions.**

- 1** Do you prefer to watch films at home or at the cinema? Why?
- 2** Which TV series are you watching at the moment?
- 3** Have you read a good book lately? What was it about?



# My house

## Vocabulary: house and home

1 2 Read and listen to the text. Do British prime ministers still live in this house?

### OPEN HOUSE

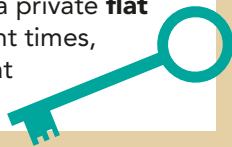
If you could look inside someone's house, whose would you choose? Once a year, for a weekend, many cities around the world open up iconic houses and buildings to everyone for free.

Here's one of our favourites:

#### 10 DOWNING STREET, LONDON, UK

The British prime minister's London **terraced** house is easily recognisable with its hanging **lamp** outside and shiny black **front door** with a lion-shaped **doorknocker**. Before you go inside, take another look at the door. The **doorbell** doesn't actually work and forget about using a key – there isn't a **keyhole** anywhere! Don't worry though, there's always somebody waiting inside in the **entrance hall** to let visitors in.

The **ground floor** rooms are mainly used for government business and entertaining, and the kitchen is in the **basement**. All the way up the impressive **staircase** and along each **landing**, you'll find black and white **portraits** of past prime ministers hung in order. The prime minister used to have a private **flat** on the **top floor**, but in recent times, they have used the bigger flat next door in Number 11.



2 Check the meaning of the words in bold in the text in exercise 1. Copy and complete the table. Add the words in the box.

attic/loft corridor cottage detached fireplace semi-detached

Type of house	Place in the house	Features of a house
<i>terraced</i>	<i>entrance hall</i>	<i>lamp</i>

3 3 Listen to Andrea talking to Rob. Answer the questions.

- Whose house did Rob visit?
- What did he think of it?
- What was his favourite room? Why?

## Grammar: past simple and past continuous

4 Read the examples and answer the questions.

He **recorded** tracks for his last two albums there. While we **were visiting** my cousins in Memphis, we **went** to Graceland Mansion.

- Which tense do we use for completed actions in the past?
- Which tense do we use for an activity in progress in the past?
- How do we form the negative and question of each tense?

5 Correct one mistake in each sentence.

- My dad didn't lived here when he was younger.
- While I was cleaning the basement, I come across an old clock.
- Was you having dinner when I called?
- She couldn't hear you because she was listen to loud music.
- Did you went out for lunch at the weekend?

6 Complete the sentences with the correct past simple or past continuous form of the verbs in the box.

appear break clean out come down fall find hurt leave not play not recognise ring

- We (...) the attic when we (...) an old box of photos.
- Someone (...) their keys in the keyhole, so I (...) the doorbell.
- While my sister (...) the stairs with the suitcase, she (...) and (...) herself.
- My friends (...) football when the window (...).
- I (...) your brother when he (...) on the landing.

7 Work in pairs. Complete the questions with your own ideas in the past simple or past continuous. Ask and answer the questions.

- Where did you live when (...)?
- When you were at primary school, did (...)?
- What (...) at 7:30 pm yesterday evening?
- When the teacher started the class, were (...)?



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

**8** Read the examples and choose the correct option to complete the rules.

Many cities around the world open up iconic houses and buildings to **everyone** for free.

**No-one** has a key for 10 Downing Street.

Don't worry, there's always **somebody** waiting inside.

There isn't **anybody** living on the ground floor.

- body* and *-one* have **the same/a different** meaning.
- We generally use ***some-/any-*** compounds in positive sentences and ***some-/any-*** compounds in negative sentences.
- In most questions, we use ***some-/any-*** compounds, but for offers, we use ***some-/any-*** compounds.
- We don't use *no* or *not* with ***no-/any-*** compounds.

**9** Complete the sentences with the correct ***some-/any-/no-*** or ***every-*** compound.

- I need (...) colourful for my room. It's looking a bit plain.
- She's looked (...) for her old white trainers, but she can't find them (...).
- My aunt was walking (...) near the coast when she found this wonderful shell.
- I don't need (...) else for my room. I like empty shelves.
- Please don't tell (...) about the party. It's a surprise.
- When the teacher asked the class, there was silence. (...) knew the answer.

**10** Work in pairs. Ask and answer the questions.

- Does everyone in your class live in a flat?
- Has anybody in your family ever played a gig?
- If you could live anywhere in the world, where would you live?
- At the end of a busy week, do you prefer doing nothing or doing something active?

## Vocabulary: adjective order

**11** Read the tip box at the bottom of the page. Then complete the sentences with the adjectives in the correct order.

- There used to be a(n) (...) portrait above the fireplace. (**beautiful / old / big**)
- I got this (...) bag for my birthday. (**brown / leather / small**)
- I was looking for some trainers when I bought these (...) boots. (**black / rubber / trendy**)
- My sister's just bought some (...) glasses. (**Italian / metal / round**)
- My cousins have lived in a(n) (...) loft since they moved to New York. (**amazing / brand new / large**)
- I saw an advertisement online for a (...) racing bike. (**aluminium / cool / second-hand**)

**12** Write a description of your dream room. What is it like? Why do you like it so much?

### Adjective order

When two or more adjectives come before a noun, they usually follow this order.

	Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a	beautiful	large	old	square	red	Italian	plastic	box

Remember, we rarely use more than two or three adjectives before a noun and we never use adjectives in the plural: we say *plastic boxes* and not *plastics boxes*.



# Take it up!

## Vocabulary: sports

1 Which of these sports are used with *do*, *go* and *play*? Have you tried any of them?

athletics climbing cycling  
gymnastics hockey skateboarding  
tennis volleyball yoga

*I sometimes go skateboarding, but I've never done yoga or been climbing.*

2 What are the differences in meaning between each set of words?

- 1 **hold**, **break** and **set** a record
- 2 **train**, **practise** and **compete**
- 3 **lose**, **beat**, **draw** and **win**
- 4 a **game**, a **match** and a **tournament**
- 5 an **athlete**, a **coach** and a **referee**

3 Read the text about breaking. What do the words in bold have in common?



Breaking, which originally **comes from** New York City, is a competitive dance form. B-girls and B-boys **compete in** 'dance battles' which **consist of** high-energy steps **set to** hip hop music. A panel of judges **award** points **for** things like creativity, personality and technique. Some people say 'break' **refers to** how the DJ **changes from** one track **to** another. So why does the International Olympic Committee plan to **include it in** the Olympics? They hope to **connect with** more young athletes by **moving** sports **out of** stadiums and **into** the city.

### Collocations

When you make a note of a new vocabulary item, make sure you write down and learn any words that go with it, e.g. (play) football, (do) breaking, (do) yoga, compete (in), consist (of), etc.

## Grammar: future tense review

4 Read the examples and look at the verbs in bold. What are some of the different forms we can use to talk about the future?

- a We're **competing** in a tennis tournament in June.
- b Rita's beating him 7-0 – she's **going to win!**
- c I'm bored. I know, I'll **ring** Kevin to see if he fancies going skateboarding.
- d The match **starts** at 10:00 am tomorrow – don't be late!
- e I think sport **will be** very different in the future.
- f My team's **going to train** at the sports stadium this season.

5 Look at the examples in exercise 4 again. Match uses 1-6 with examples a-f.

- 1 a decision made at the moment
- 2 a future arrangement with a fixed date
- 3 a prediction with little evidence now
- 4 a timetabled event
- 5 a prediction with evidence now
- 6 a plan or decision made before

6 Complete the sentences with the words and phrases in the box.

'm changing 'm going to take up  
's going to rain starts will beat

- 1 Training (...) next week.
- 2 I (...) from tennis to volleyball from Monday.
- 3 I (...) yoga this term.
- 4 I think our team (...) an important rival later this month.
- 5 It (...) all afternoon – look at those clouds!

7 Write a question for each of the sentences in exercise 6.

- 1 *When does training start?*

8 Work in pairs. Ask and answer the questions in exercise 7.

When does training start?

Hockey training starts next week, but swimming doesn't start until the end of September.



# What's in this book?

1 Look through your book. Who, what or where are these?



2 Look more closely at Unit 1. Match features 1–8 with a–h.

1 **WDYT?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **BRAIN TEASER**

5 **GRAMMAR ROUND-UP**

6 **Research**

7 **QUICK REVIEW**

8 **FINAL REFLECTION**

a a fun grammar exercise

b an exercise where you reflect on the process of doing the project

c an exercise where you practise all the grammar you've learnt so far

d a question that comes at the beginning of every unit, to get you thinking about the topic

e an exercise that helps you to explore the ideas in the reading text more deeply

f a section of the unit that summarises all the new grammar and vocabulary

g an activity where you have to find out more about something online

h a section where you watch and think about different kinds of video clips

3 Now explore the rest of the book and answer the questions. Can you answer them all in two minutes?



- 1 How many units are there in the book?
- 2 How many pages are there in each main unit?
- 3 What do you always learn first in each unit?
- 4 Where can you check irregular verbs?
- 5 How many pages of Phrasebook are there at the end of the book?
- 6 What can you find on pp4–5?
- 7 In which unit will you review everything you have learnt?
- 8 What can you find on pp118–121?

## THE CLASSROOM CHALLENGE

4 Match topics A–H with Units 1–8 in this book. Can you be the first to finish?

- A the key to happiness
- B some misunderstandings
- C personality quizzes
- D the UN Sustainable Development Goals
- E a review of a technological device
- F finding your way without a phone
- G do you need a rival to be successful?
- H nominating a Natural Wonder of the World





# 1

# All about me

WDYT?  
(What do you think?)

What makes you the person you are?

**Vocabulary:** personal qualities; describing personal characteristics; phrasal verbs; three-part verbs

**Grammar:** past tenses; present perfect simple and continuous; past perfect simple and past simple; past perfect simple and continuous

**Reading:** a magazine article about clothes and identity

**Listening:** short interviews about personality quizzes

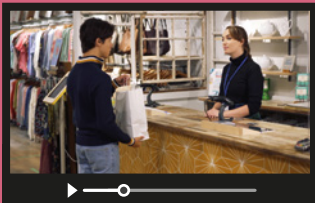
**Speaking:** solving shopping issues

**Writing:** a description of a person

**Project:** create a poster about personal identity



Video skills p13



Real-world speaking p19



Project pp22-23



## Personal qualities

1 Look at the adjectives in the box. Can you add any more personality adjectives?

confident creative enthusiastic generous hard-working  
patient polite reliable sensible sociable

2 Work in pairs. Use the adjectives in exercise 1 to describe your friends and family.

I think my mum is generous and sociable.

My best friend is confident and hard-working.

3 Which adjectives form an opposite with negative prefixes *un-* or *im-*?  
*reliable* – *unreliable*

# SHAPE AND IDENTITY

When we look at characters from video games and comics, their shape can tell us a lot about their identity.


**1** This shape is solid, like a mountain, and shows many characteristics. Characters with this shape are often strong and confident, but they can also be big and scary or kind and **clumsy**. They're often **determined** like typical superheroes. They can be a little **stubborn**.

**2** This is the most dynamic shape and it is often used to show danger and villains. Sharp lines and angles can make characters appear **aggressive** or **arrogant** and **selfish**, and suggest they might be **cruel**, **grumpy** and **competitive**.

**3** This shape is used for strong **likeable** characters who can be **thoughtful** and **sensitive**. They're usually **modest** and **supportive** of others.

**4** When we think of this shape, soft and safe images appear. This shape shows friendly characters who are optimistic. These are happy characters who are sociable, **chatty** and **outgoing**. Many famous cartoon and comic book characters are designed around this shape.

## Describing personal characteristics

- Look at characters A–D. Which adjectives would you use to describe them? Why?
-  Check the meaning of the words in bold in the text. Read the descriptions 1–4 and match pictures A–D with the descriptions.
- Which characters have mainly positive adjectives? Which have mainly negative ones? Are there any adjectives that could be positive or negative?


**7** Match the definitions with the words in bold in the text. Then think of a character from a film, book or video game for each adjective.

- not willing to let anything prevent them from doing what they have decided to do
- not willing to change their ideas or consider anyone else's reasons or arguments
- kind, and showing that they consider that what other people want or need is important
- unhappy and dissatisfied, often for no obvious reason; often complaining
- friendly and enjoys talking to people
- helpful and sympathetic

**8**  Listen to a podcast extract about character design. Put pictures A–D in the order in which they are mentioned.

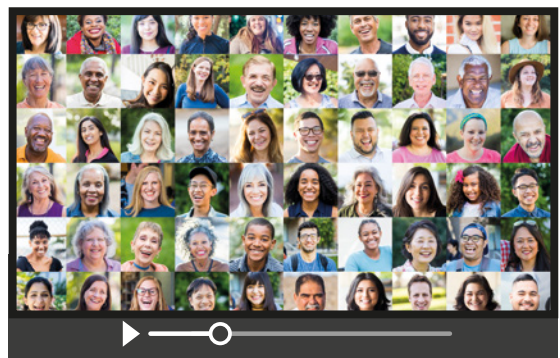
**9** What do you know about the characters in the box? Listen again. Which shape is each character?



Superman Super Mario The Incredible Hulk  
The Joker Wreck-It Ralph Zelda

**10**  Work in pairs. Complete the sentences so that they are true for you. Ask your partner about their sentences.

- I'd say my best friend/father/sister is (...), but he/she couldn't be described as (...).
- I consider myself to be (...), but not (...).

## VIDEO SKILLS



-  Watch the video. Does the narrator believe personality types are fixed?
-  Work in pairs. This video uses a lot of text on-screen. Is this useful?

## A magazine article

### 1 Look at the photos in the article and answer the questions.

- 1 Describe the clothes and think about the colours. What kind of people might wear them?
- 2 What do you think is unusual about the lifestyles of the people in the article?

### 2 5 Read and listen to the article. Check your answers to exercise 1.

### 3 Complete the sentences with *Ella* or *Gary*.

- 1 (...) still only wears one colour.
- 2 (...) chose their colour because of a family member.
- 3 (...) started wearing their colour when they were a student.
- 4 (...) has got furniture and a vehicle in their colour.
- 5 (...) once received lots of gifts in their colour.

### 4 Are the sentences true, false or is there no information? Correct the false sentences.

- 1 Before she got married, Ella didn't use to wear only yellow clothes.
- 2 Ella chose yellow even though it didn't really suit her personality.
- 3 Ella is thinking about getting other yellow items, such as makeup or a car.
- 4 Ella often posts photos of herself on Instagram.
- 5 Gary now loves purple, although he didn't when he was a child.
- 6 Gary lost business because of his clothes.

### 5 Answer the questions in your own words. Give evidence for your answers.

- 1 How has colour been used in advertising?
- 2 What did Ella find hardest about dressing only in yellow?
- 3 Why does Ella like dressing in yellow?
- 4 How did so many people become interested in Ella?
- 5 When did Gary start wearing only purple clothes?
- 6 Why does Gary like the colour purple?

### ▶ Subskill: Keeping a record of vocabulary

When you record a word or phrase, it's a good idea to include pronunciation, part of speech (noun, verb, etc.), a definition and an example sentence. Adding related words is also useful.

### 6 Look at the vocabulary record and find the word in the text. Complete the sentences with the correct form of the word.

**excessive** (ADJECTIVE) /ɪk'sesɪv/  
much more than is reasonable or necessary  
The charges seemed a little excessive.

excessively (ADVERB), excess (NOUN)

- 1 He was not (...) polite – in fact he was rather rude!
- 2 The shop had an (...) of cakes so they gave them away.
- 3 The amount of force used was (...). It wasn't necessary.

### 7 **Word work** Record the other words in bold in the article. Then complete sentences 1–6 with the correct form of the words.

- 1 Hours later, I can still see the painting clearly in my mind; it was very (...).
- 2 She always says 'pip pip' instead of 'goodbye'; it's her (...) phrase.
- 3 They always wear black clothes because they're goths. It's their (...).
- 4 Sam can't stop talking about politics – it's become a real (...) with him.
- 5 I bought three things in the sales, but my favourite (...) was a pink jacket.
- 6 White is often used to (...) peace.

### 8 Work in pairs. Discuss the questions.

- 1 Do you think your clothes are the most important way to express yourself? Why/Why not?
- 2 Have you ever had a particular look? What is/was it?

### CRITICAL THINKING



- 1 **Understand** Outline the stages Ella and Gary went through to end up using colour to create a look.
- 2 **Analyse** Think of some people you know. Do they wear one colour more than others? Can you think of reasons for this?
- 3 **Evaluate** Which colour is the best one for you? Give reasons for your answers.

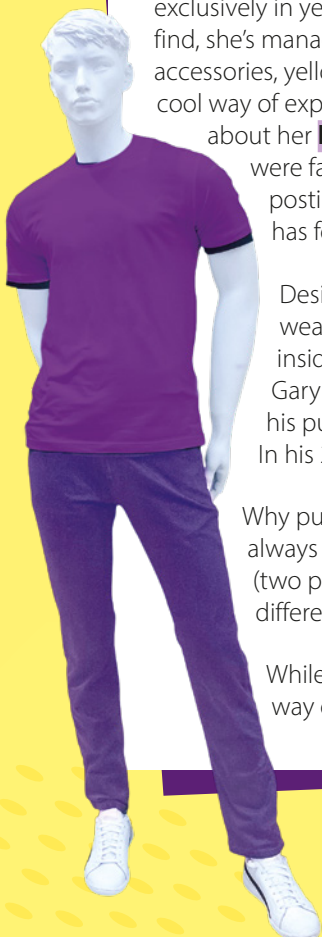


# THIS IS ME

Is it **excessive** to dress only or mainly in one colour? Could you do it? People have often used colour in advertising to **represent** brands because colour can send powerful messages at an emotional level – but what about as a personal **'trademark'**?

Ella London, who is originally from the UK but lives in Los Angeles, USA, is known as 'Miss Sunshine' because she's been wearing only yellow clothes for years. Always unconventional, she was wondering what colour wedding dress to get when her husband-to-be suggested yellow. She loved the idea because yellow was her dad's favourite colour, and the perfect colour for an optimistic and outgoing person like her.

Ella wasn't originally intending to go 'all yellow'; it happened slowly. Her first **purchase** was a top from eBay, then a friend gave her a cardigan and over the next four years, her collection grew until she was able to dress exclusively in yellow. Although shoes were the trickiest items to find, she's managed to find plenty, along with yellow make-up and accessories, yellow furniture and even a yellow car. For Ella, it's a cool way of expressing herself and she loves it when people ask about her **look**. Recently, a video about her went viral: people were fascinated by 'Miss Sunshine'. Since then she's been posting a daily photo of herself on Instagram and now has followers worldwide.



Designer Gary Card fell in love with the colour purple when he was five, although he didn't start wearing it until he was at secondary school. Initially, he changed his school jacket so that the inside of it was purple and wore purple socks. Although other students used to bully him for it, Gary was determined not to stop. After he'd qualified as a designer, he became well known for his purple outfits and having a **memorable** look was often an advantage in the design world. In his 20s, he used to only wear purple, though nowadays he mixes it with other colours.

Why purple? For Gary, it's a fascinating and mysterious colour because it's both warm and cool, and it's always in fashion. As well as clothes, he's bought purple furniture and his most expensive possessions (two portfolios for carrying artwork) are purple. He's also had some fantastic presents including 30 different purple toothbrushes from his mother.

While some people might argue that dressing in a single colour is an **obsession**, for others it's a way of life that makes them feel good. Perhaps the most important thing is to be true to yourself.

## Past tenses


- 1 Read examples a–d and match them with the tenses/structures in the box. Then answer questions 1–4.

past continuous    past perfect simple  
past simple    used to

- a At secondary school, he **changed** his school jacket so that the inside of it was purple.  
b She **was wondering** what colour to use in the colour theme of her wedding.  
c He **used to** only **wear** purple, though nowadays he mixes it with other colours.  
d After he'd **qualified**, he became known for his purple outfits.

Which tense/structure do we use for ... ?

- finished past actions, states and habits, often with a past time expression
- past habits or repeated actions and states that are no longer true
- an action that happened before another action in the past
- actions that were in progress at a certain time in the past, actions that continued for some time and descriptions of background events

- 2  **Work in pairs. Choose the correct option. Say if the sentences are true for you.**



- By the time I got to school this morning, I **made/had made** over ten phone calls.
- I **wore/was wearing** a school uniform at 7:00 pm yesterday.
- When I was a child, I **had got/used to get** obsessed with particular outfits. Once, I even **wore/used to wear** a favourite outfit to bed!
- My best friend **bought/used to buy** some red jeans recently.
- I **wasn't liking/didn't like** black clothes when I was younger, but now I do.

## Present perfect simple and present perfect continuous

- 3 Read the examples and complete the rules with the correct tense.

He's **also had** some fantastic presents.  
Ella's **been wearing** only yellow clothes for years.  
I've always **worn** a lot of bright colours, but recently I've **been wearing** more dark clothes.

- We use the (...) when the action is unfinished and the focus is on the action or process.
- We use the (...) to show the present result of a finished action when the focus is on the result.
- We use the (...) to emphasise duration.

- 4 Complete the sentences with the correct present perfect simple or continuous form of the verbs in brackets.

- I (...) **(do)** my homework all morning. I (...) **(finish)** my maths, but I (...) **(not do)** my history yet.
- How long (...) **(you / know)** Sara?
- Max (...) **(always like)** red, but recently he (...) **(wear)** more pink clothes.
- My mum is really good at designing clothes. She (...) **(do)** it for years.

- 5 Complete the text with the correct form of the verbs in brackets.

### ZACK PINSENT

1 (...) you ever (...) **(wear)** any historical clothes? Zack Pinsent has. In fact, he 2 (...) **(wear)** clothes that were in fashion in the early 19th century for over ten years! When he was younger, Zack 3 (...) **(dress)** in modern clothes, but he 4 (...) **(stop)** wearing them, except for his school uniform, when he was 14 years old. Why? One day, after his family 5 (...) **(move)** home, he 6 (...) **(find)** his great-grandfather's old suits. After he 7 (...) **(try)** them on, he 8 (...) **(realise)** they suited him. Now Zack only wears historical clothes. He 9 (...) **(design)** his outfits for years now and doesn't plan to stop.

- 6 Answer the questions to solve the Brain teaser.



### TEASER

- Jack researched personality for five years.
- Dominic has been researching since 2014.
- Mark used to research personality.
- Lucia has spent some time researching, but not recently.

Who is still doing research? How do you know?

## Phrasal verbs: three-part verbs

1 Read the magazine article. Who are you most/least like? Why?

### TEENS TALK:

### What do you think of personality quizzes?

We asked your opinions and this is what you said.

- A** I love them – I learn a lot about myself! I always **look out for** interesting ones to do. I'm amazed the writers haven't **run out of** ideas yet! I don't always **get round to** doing all the ones I see, though.  
SONIA, 16
- B** Most of them are silly. I don't know how people **come up with** the ideas or how they **get away with** convincing people that the quizzes are accurate.  
MARIO, 15
- C** They're just a bit of fun, aren't they? Should you **do away with** them? No, they're a laugh! I only ever believe the good bits, though. The last one I did said I **get on with** people – it's true, I'm really outgoing!  
SAM, 18
- D** I don't really **go in for** them – they're a waste of time. I don't know why people **go on about** them and say they're great. They never **live up to** your expectations.  
NEETA, 16


2 Match definitions 1–6 with six of the phrasal verbs in bold in exercise 1.

- manage to do something without any bad results
- remove something
- be as good as what was expected or promised
- try to find or see a particular person or thing
- enjoy a particular thing or activity
- do something after you have intended to do it for a long time

3 Choose the correct option. Do you agree or disagree with the sentences? Why?

- It's easy to **come up with/get away with** original ideas.
- I'm very organised and I never **run out of/go in for** time for things.
- The last film I saw didn't **get round to/live up to** my expectations. It was disappointing!
- It's important to **get on with/go on about** everyone. It isn't good to argue.
- Schools should **look out for/do away with** homework. We need to have more free time.

## Short interviews

4  Listen to three people giving their opinions. Which three people from exercise 1 do you hear? In what order?



▶ **Subskill: Dealing with homophones**


A homophone is a word that sounds the same as another word, but has a different spelling and meaning, e.g. *where/wear, know/no, whole/hole*.

5 Choose the correct option. Then write sentences with the incorrect words.

- I'm always looking for good personality quiz **sites/sights**.
- For me, **they're/their** like horoscopes – you believe the good bits.
- I was surprised to **here/hear** that some universities use them.
- Nobody takes personality quizzes seriously, **write/right**?
- Personality tests shouldn't be **allowed/aloud** in job interviews.
- When people confirm your personality, **it's/its** very powerful.
- I can't **wait/weight** to do another personality quiz.
- I'm really **board/bored** by personality tests.

6 Listen again. Are the sentences true or false? Correct the false sentences.

- Sam agreed completely with the results of the quiz he did yesterday.
- He says personality tests can help you find out whether you see yourself as others see you.
- Sonia became interested in personality tests after doing a project.
- She was disappointed with the results of the 'Big Five' personality test.
- Neeta thinks most online quizzes are very useful.
- She was surprised that some companies use personality tests in interviews.

7  Work in pairs. Which opinions in exercise 5 do you agree with? Why?

## Past perfect simple and past simple

### 1 Choose the correct option to complete the rules.

I **found out** that online quizzes **had** recently **become** really popular.

After I **'d read** the results, I **laughed**.

I **read/had read** the quiz a day before I completed it.

- 1 We use the past perfect simple to talk about an action that happened **after/before** another action in the past.
- 2 In sentences with *before* or *after*, if the past perfect action happened at a **specific/general** time in the past, we can use the past perfect or past simple as the order of events is clear.

### 2 Complete the sentences with the correct past simple or past perfect simple form of the verbs in brackets.

- 1 When my alarm (...) (**go off**) this morning, I (...) (**already get up**).
- 2 I (...) (**start**) learning English when I (...) (**be**) five years old.
- 3 This morning, after I (...) (**have**) breakfast, I (...) (**phone**) my friend.
- 4 My best friend and I (...) (**never hear**) of people wearing only one colour before we (...) (**read**) about them.
- 5 I (...) (**miss**) the bus to school because it (...) (**leave**) by the time I got to the bus stop.

### 3 Work in pairs. Are the sentences in exercise 2 true or false for your partner?

## Past perfect simple and past perfect continuous

### 4 Read the examples and complete the rules with *duration*, *cause* or *past*.

After I **'d written** the questions, I interviewed some people.

I was curious because more people **had been doing** online tests.

I **had been doing** research for a project, but I **hadn't found** anything interesting.

- 1 We use the past perfect continuous to talk about an action that started in the (...) and continued up to another time in the past.
- 2 With the past perfect continuous, the emphasis is on the (...) of the action and we often use it to show (...) and effect.

### 5 Complete the sentences with the correct past perfect simple or past perfect continuous form of the verbs in brackets.

- 1 John was grumpy because he (...) (**work**) hard all morning and he (...) (**not have**) breakfast.
- 2 Sam (...) (**study**) a lot before he did his exams and he passed them all.
- 3 I was happy when I found my glasses – I (...) (**look**) for them for ages.
- 4 Before Lucy and I were neighbours, we (...) (**know**) each other since we were four.
- 5 It (...) (**snow**) for hours. By the time we went inside, we (...) (**build**) a huge snowman.

### 6 Complete the text with the correct past simple, past perfect simple or past perfect continuous form of the verbs in brackets.

The first watch that could download information from computers **1** (...) (**appear**) in 1994, but scientists **2** (...) (**try**) to improve watch technology since the first digital watch **3** (...) (**become**) available in 1972. Years later, a company called Pebble **4** (...) (**change**) everything. They **5** (...) (**work**) on a new smartwatch that could make phone calls, use apps and listen to music for some time, and they **6** (...) (**use**) crowdfunding to produce it. Their watch, the Pebble, **7** (...) (**come**) out in 2013. Before that, there **8** (...) (**be**) many attempts to create a truly 'smart' watch. Steve Mann **9** (...) (**design**) an early form in 1998, but it **10** (...) (**not have**) many of the features today's smartwatches have.

### 7 Complete the text with the correct form of the verbs in brackets.

#### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Imagine you **1** (...) (**meet**) someone at a party last week. You might forget their name, but you'd probably remember their face. Although it is a complex thing to do, humans **2** (...) (**always be able**) to recognise other people's faces. Scientists first **3** (...) (**start**) developing computer programs to identify human faces in the 1960s and they **4** (...) (**work**) on these programs ever since, though they **5** (...) (**not succeed**) in developing a 100% accurate program yet. A few years ago, officials in Boston Airport **6** (...) (**stop**) using facial recognition technology after they **7** (...) (**use**) it for about three months, as it only had a 61.4% success rate. Recently, new 3D technology **8** (...) (**have**) better results and it is now being used in cities across the world.



## Solving shopping issues

- 1 Watch the video. What solution do they find for the problem?
- 2 Watch again. Complete gaps 1–4 in the dialogue.
- 3 Watch again. Which Key phrases do you hear?

Shop assistant

Good morning. Can I help you?

Owen

Yes, I'd like to **1** (...) this jacket. I bought it here two days ago.

Shop assistant

Of course. Can I ask why you're returning it?

Owen

It's really badly made! When I tried it on at home, the sleeve almost came off.

Shop assistant

I see. Have you got the receipt?

Owen

I'm afraid I've lost the receipt.

Shop assistant

I'm sorry, but I can't give you a **2** (...) without a receipt. I can **3** (...) the jacket in the same size or in a different size if you prefer.

Owen

No, definitely not.

Shop assistant

In that case, you can exchange it for something else. Would you like to choose something now?

Owen

I haven't really got time now.

Shop assistant

No problem. I can give you a **4** (...) and you can use it any time in the next six months.

Owen

OK, thanks.



- 4 Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

You need to return an item to a shop. Make notes about your reasons.

#### PREPARE

Prepare a dialogue. Remember to use the Key phrases for solving shopping issues.

#### PRACTISE

Practise your dialogue.

#### PERFORM

Act out your dialogue for the class or record it and play it to the class.

- 5 **Peer review** Listen to your classmates and answer the questions.

- 1 Were they successful in resolving the issue?
- 2 Which Key phrases did they use?

### Key phrases

#### Asking about the issue

Can I ask why you are returning it?

Have you got the receipt?

#### Issues

I'd like to return ... / I'm afraid there's a problem with ...

(It) broke/shrank/came off ... / (It)'s badly made.

(It) doesn't fit properly / (It) isn't right.

I can't give you a refund without a receipt.

I'm afraid I've lost the receipt.

#### Solutions

I can give you a refund or replace it for you.

You can exchange it for something else.

I can give you a credit note.

### Real-world grammar

I **bought** it here two days ago.

I'm afraid I've **lost** the receipt.





## SOMEONE I KNOW ...

- ① Sara might not be somebody you notice immediately, but she's definitely someone you want to know better. We met one evening, when it was absolutely freezing and completely dark – I'd missed my usual bus home and was waiting nervously at the bus stop. Sara was there too, so we started chatting. That was two years ago and we've been friends since then.
- ② Sara's short and slim with brown eyes. She's chatty and likeable, and gets on well with everyone, although she is a little shy. Once you get to know her, you realise she's extremely supportive of all her friends and she's really thoughtful. She's always ready to help and listen to your problems. She can be slightly grumpy if she's hungry or tired, but she's usually enthusiastic and funny.
- ③ One incident with Sara stands out in my memory. A group of us had been playing beach volleyball all afternoon, so we were really exhausted. Suddenly, I realised I'd lost my favourite necklace. We searched everywhere. Finally, the others left, except Sara. She was determined to find it, although I'd given up hope. An hour later, while I was complaining, she laughed and held up my necklace! I'll never forget that.
- ④ I am delighted that I met Sara and proud that she's my friend. She's one of the kindest and most optimistic people I've ever met – and definitely an interesting character!

*Marina Moss*

### A description of a person

- 1 Read the description. How long has the writer known Sara?
- 2 Read the description again and match paragraphs 1–4 with descriptions a–d.
  - a a detailed description of the person, including a short physical description
  - b a short introduction, including how you know the person and a general description of the person
  - c a brief conclusion
  - d an anecdote that tells you more about the person

#### ► Subskill: Gradable and non-gradable adjectives + adverbs

Before gradable adjectives, use: *a little, extremely, fairly, rather, slightly, really, quite, very.*

Before extreme or absolute adjectives, use: *absolutely, completely, really, totally.*

- 3 Read the description again and find:
  - 1 four examples of adverbs + gradable adjectives
  - 2 three examples of adverbs + extreme or absolute adjectives
  - 3 an adverb that can go with any type of adjective

### 4 Choose the correct option and then complete the sentences with your own ideas.

- 1 David is **extremely/absolutely** hilarious; he often (...).
- 2 He's **quite/completely** tall and he's got **totally/very** short (...).
- 3 He's a **really/very** wonderful friend because (...).
- 4 He can occasionally be **a little/totally** stubborn and **completely/slightly** pessimistic, but (...).
- 5 Although he's **really/fairly** terrible at sports, he (...).
- 6 I think that David is **a quite/an absolutely** fantastic person and I (...).

### 5 Complete the anecdote with suitable words from exercise 4.

I remember one time we went camping with my friends. When we arrived, it was raining heavily and we got **1** (...) soaked putting our **2** (...) old tent up. Then we discovered we'd left most of our food behind. I was **3** (...) furious, but Serena just laughed. She's **4** (...) creative with food and **5** (...) sensible, and she was determined to have fun. She quickly cooked something with the ingredients we had – it was a/an **6** (...) interesting meal and **7** (...) delicious! It was a/an **8** (...) unforgettable experience.

- 6** Find all the adjectives in the text in exercise 1. Write your own sentences about people you know with the adjectives and with the adverbs in the box.

absolutely extremely quite rather very

*My best friend is **very** supportive and **extremely** thoughtful.*

- 7** Write a description of an interesting person. Follow the steps in the Skills boost.

**THINK**

Choose a person to write about. It can be someone you know well, an acquaintance or an imaginary person.

Make notes about the person. Include how you met them, details of their appearance and character, and an anecdote about them.

Note down any useful vocabulary from the model text or unit.

**PREPARE**

Look at the paragraph plan in exercise 2 and organise your notes into four paragraphs.

Look at the adverbs in the Subskill and decide which to use and where to use them.

**WRITE**

Write your description. Use the model to help you.

**CHECK**

Read your description and answer the questions.

- 1 Have you used a variety of the tenses covered in the unit?
- 2 Have you used personality adjectives and adjectives describing characteristics?
- 3 Did you make and follow a paragraph plan?
- 4 Have you used adverbs with gradable, extreme and absolute adjectives?

- 8** **Peer review** Exchange your description with another student. Answer the questions.

- 1 Was the description clear and well organised?
- 2 Has your partner included all the things in the checklist?
- 3 Did it make you want to meet this person? Why/Why not?

**SKILLS BOOST**

**Grammar**

**Past tenses**

We use the past simple to talk about finished actions or states in the past.

*He **started** wearing only purple clothes.*

We use the past continuous to talk about actions in progress at a time in the past and to set the scene for descriptions.

*While I **was waiting** for the bus, my friend arrived.*

*The sun **was shining** and everyone **was feeling** happy.*

We use *used to* to talk about past habits or states that are no longer true.

*I **used to be** very stubborn, but I'm more flexible these days.*

*They **used to wear** lots of different colours, but now they only wear blue.*

**Present perfect simple and present perfect continuous**

We use the present perfect simple to talk about actions or states that started in the past and continue in the present. We use the present perfect continuous to emphasise duration and for repeated actions when the focus is on the action or process.

*I've **lived** here for ten years.*

*He's **been making** a video. He's **filmed** it, but he **hasn't edited** it yet.*

*We've **been going** on holiday to Spain for years.*

**Past perfect simple and past simple**

We use the past perfect simple to talk about an event that had happened before another event in the past. We use the past simple for a more recent event.

*The film **had already started** when we **arrived** at the cinema.*

**Past perfect continuous**

We use the past perfect continuous to talk about an action that started in the past and continued up to another time in the past, to emphasise the duration of an action before another action in the past and to talk about cause and effect.

*We **had been walking** for hours before we **reached** the lake.*

*My face was red because I **had been running**.*

**Vocabulary**

**7 Personal qualities**

confident, creative, enthusiastic, generous, hard-working, patient, polite, reliable, sensible, sociable

**8 Describing personal characteristics**

aggressive, arrogant, chatty, clumsy, competitive, cruel, determined, grumpy, likeable, modest, outgoing, selfish, sensitive, stubborn, supportive, thoughtful

**9 Phrasal verbs: three-part verbs**

come up with, do away with, get away with, get on with, get round to, go in for, go on about, live up to, look out for, run out of

# 1

# Project

**WDYT?**  
(What do you think?)

What makes you the person you are?

**TASK:** Create a poster about your personal identity including a self-portrait and a description of yourself.

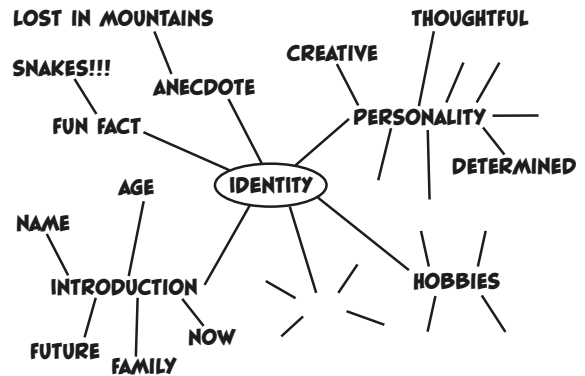
### Learning outcomes

- 1 I can make a poster about personal identity.
- 2 I can use appropriate grammar and vocabulary from the unit.
- 3 I can use visuals to communicate my ideas.

Graphic organiser → Project planner p118

## STEP 2: PLAN

- 4 Look at the start of Jake's mind map and the Model project. What information is missing?



- 5 Read the *How to ...* tips on p118 and create a mind map for your poster.

## STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

- 1 Watch a video of a student presenting his poster about personal identity. What fun fact about himself does he include?



## STEP 1: THINK

- 2 In what order do you think a–e should appear in a description of personal identity?
  - a a fun fact
  - b a description of your appearance and personality
  - c a brief introduction about yourself
  - d a personal anecdote
  - e your hobbies and interests
- 3 Read the Model project and check your guesses.

### COMMUNICATION



#### Using visuals to communicate your ideas

##### Tips

Decide what you want to communicate. Choose or create visuals that best represent your ideas in an attractive and interesting way.

##### Key phrases

- I used (images/drawings) to represent ...*
- I put (the personality adjectives) here because I wanted to suggest that ...*
- I wanted to show that (my interests are things I think about), so I ...*
- I used (these pictures) because I thought they were (clear and attractive).*
- I thought that (using colours) like this was a powerful way to (show my personality).*
- This represents/gives the message ...*

# Model project

1

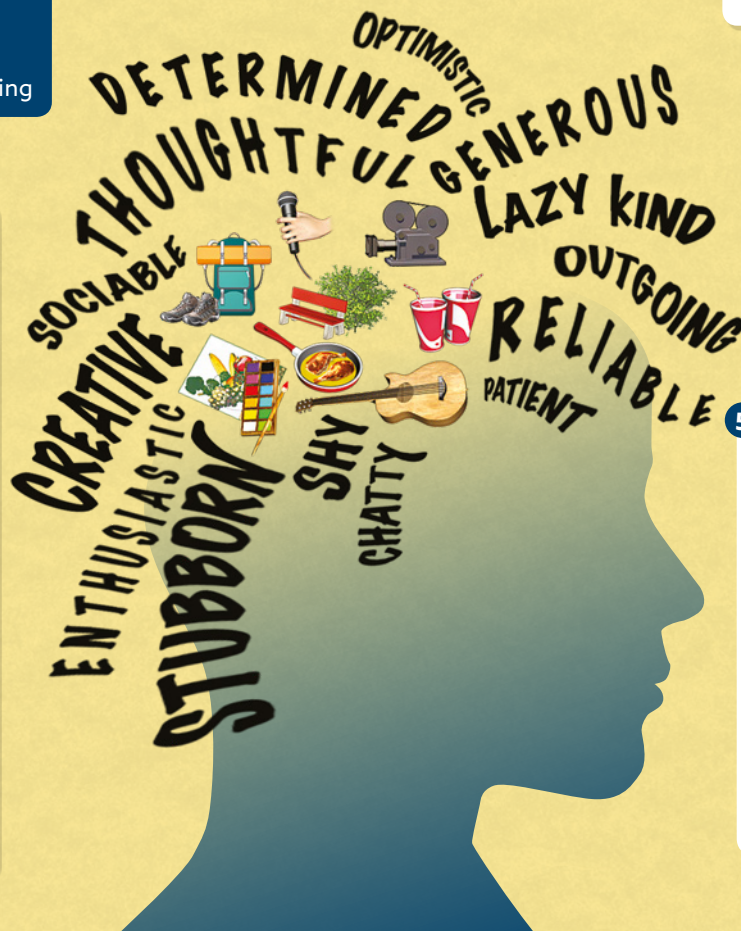
## Fact file

Age: 16  
 From: Newcastle, England  
 Family: mother, father, two sisters  
 Occupation: student  
 Career aspiration: advertising

2

I'm quite tall and I've got fairly long dark brown hair, which is a little wavy. My eyes are brown. I'm really creative and my friends say I'm always coming up with rather interesting ideas - I haven't run out of them yet! I'm very sociable and I get on with most people, although I can be quite shy with new people. I'd say I'm determined, reliable and thoughtful, too. I can be a little lazy and I don't always get round to finishing things I've started. People have said I can be a bit stubborn sometimes!

# WHO AM I?



3

My passions are art and music, and I can sing and play the guitar. I also love drawing and painting. I enjoy going to the cinema or hanging out with friends.

4

I don't really go in for sports, but I love being outside - as long as there are no snakes. They absolutely terrify me!

5

Once, I got lost on a mountain when I was younger. I'd been walking there with my family and I went down to the river to get more water. When I returned, I took the wrong path. Luckily, my phone was still working, so I phoned my dad and we managed to meet up - two hours later!

7 Create your poster.

8 Prepare and practise your presentation. Refer to the visuals, and use the tips and Key phrases in the Super skills box.

## STEP 4: PRESENT

9 Give your presentation to the class and answer any questions.

10 **Peer review** Listen to the other presentations and answer the questions.

- Which poster(s) do you think explain the person's identity best? Why?
- Which poster(s) do you think have the most creative artwork? Give your reasons.



## FINAL REFLECTION

### 1 The task

Were your mind map and poster well organised and complete?



### 2 Super skill

Did you use visuals to communicate your ideas in an interesting and attractive way?



### 3 Language

Did you use new language from this unit? Give examples.



### Beyond the task

Is it important to know your own strengths and weaknesses? When is this useful?

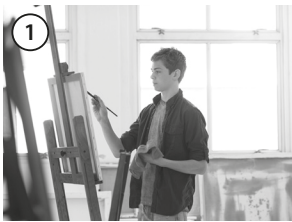
# 1

# All about me

## Vocabulary

### Personal qualities

1 ☆ Choose the correct option.



reliable/creative



polite/hard-working



sensible/hard-working



sociable/enthusiastic



generous/confident



patient/sensible

### Describing personal characteristics

2 ☆ Choose the correct option.

- 1 He can be aggressive/chatty when he is arguing with someone. He often bangs on the table.
- 2 Sara always wants to win. She's very **cruel/competitive**.
- 3 Once I've made up my mind, I rarely change it. I can be very **stubborn/thoughtful**.
- 4 He's extremely talented, but he never boasts about it. He's very **sensitive/modest**.
- 5 Adam is very **arrogant/likeable** – everyone wants to be his friend.
- 6 She's very **supportive/outgoing** and helps her friends with any problems.
- 7 Katia can be **grumpy/clumsy**. I don't know why she's dissatisfied and unhappy for no reason.

3 ☆☆ Complete the text with the words in the box. There are two extra words.

aggressive clumsy cruel determined likeable  
modest outgoing selfish stubborn

Are there different sides to everyone's personality? This is the idea behind author Robert Louis Stevenson's book about Dr Jekyll and Mr Hyde. Dr Jekyll is a kind, friendly and 1 outgoing person who enjoys the company of other people, a pleasant and 2 \_\_\_\_\_ man. Although his research is successful, he is 3 \_\_\_\_\_ about his achievements, preferring not to boast about them. In an attempt to control his personality, he develops a potion. Unfortunately, when he drinks the potion, it turns him temporarily into another person, Mr Hyde. Hyde is a 4 \_\_\_\_\_ man who hurts others. He is 5 \_\_\_\_\_ and even violent and very 6 \_\_\_\_\_, thinking only of himself, and is uncaring of others. At first, Dr Jekyll can control the transformations into Hyde, but Hyde becomes stronger and stronger. Dr Jekyll is 7 \_\_\_\_\_ to stop him before disaster strikes. Does he succeed? You'll have to read the book!

4 ☆☆☆ Complete the questions with the words in the box. Then answer the questions for you.

clumsy competitive determined supportive

- 1 Do you know anyone who is clumsy and often bumps into people or things? Who?  
\_\_\_\_\_
- 2 Are you a \_\_\_\_\_ person? Do you finish things you start or do you give up?  
\_\_\_\_\_
- 3 Who do you consider to be the most \_\_\_\_\_ person you know, the one who's always sympathetic and helpful?  
\_\_\_\_\_
- 4 Is your best friend \_\_\_\_\_ or do they not mind losing?  
\_\_\_\_\_

## Past tenses

### 1 ☆ Match questions 1–4 with answers a–e. There is one extra answer.

- 1 What book did you read last year that you loved? c
- 2 What were you reading when I phoned last night? —
- 3 What kind of books did you use to read when you were a child? —
- 4 What book or books had you read before you saw the film of the book? —
- a I was reading a personality quiz which I did later.
- b I'd read *The Hunger Games*; it was a great book, better than the film.
- c I read a book by Isabel Allende – it was fantastic.
- d I would have read the book if I'd had time, but I didn't.
- e I used to read a lot of adventure stories; I loved them, but now I prefer non-fiction.

### 2 ☆☆☆ Choose the correct answer a–c. There may be more than one possible answer.

- 1 \_\_\_ football in the garden at 6:00 pm when it started raining?
- a Did Adira use to play    b Did Adira play  
c Was Adira playing
- 2 When Kate was younger, she \_\_\_ near us, but then her family moved here.
- a didn't live    b didn't use to live  
c hadn't lived
- 3 We missed the beginning of the concert because it \_\_\_ when we arrived.
- a already started    b was already starting  
c had already started
- 4 Where \_\_\_ those new trainers last week?
- a had Eli bought    b did Eli buy  
c did Eli use to buy
- 5 It was a stormy day, the wind \_\_\_ and it was raining hard.
- a used to blow    b had blown  
c was blowing
- 6 Lucca \_\_\_ the night before, so he didn't know the answers to history test questions.
- a didn't study    b wasn't studying  
c hadn't studied

## Present perfect simple and present perfect continuous

### 3 ☆ Complete the sentences with the present perfect simple in one sentence and present perfect continuous in the other.

- 1 I'm tired because I have been cycling (cycle) for ages. I have cycled (cycle) ten kilometres.
- 2 Max \_\_\_\_\_ (swim) 500 m. He \_\_\_\_\_ (swim) since 10:00 am.
- 3 Isla \_\_\_\_\_ (never / buy) blue trainers. She \_\_\_\_\_ (buy) black trainers for years.
- 4 They \_\_\_\_\_ (play) computer games for hours. They \_\_\_\_\_ (win) three games each.

### 4 ☆☆☆ Complete the sentences with the correct form of the present perfect simple or present perfect continuous.

- 1 I have been training (train) hard for the tennis competition. I \_\_\_\_\_ (practise) every day for two hours, though I \_\_\_\_\_ (not play) any matches yet.
- 2 Maria is an excellent fashion photographer; she \_\_\_\_\_ (take) photos for years. She \_\_\_\_\_ (work) all over the world.
- 3 He \_\_\_\_\_ (write) personality quizzes for ages, although they \_\_\_\_\_ (not appear) in any magazines yet.
- 4 How long \_\_\_\_\_ (you / have) that red jacket? I \_\_\_\_\_ (never / see) anything similar – it's amazing.

### 5 ☆☆☆ Complete the text with the correct form of the verbs in brackets. Use continuous forms where possible.

#### Dolphin personalities

In many ways, dolphins are similar to humans and now a scientist, Bruno Díaz López, **1** has proved (prove) that they have personalities. Scientists **2** \_\_\_\_\_ (already / discover) that in captivity dolphins displayed personality traits, but they **3** \_\_\_\_\_ (not know) if the same was true of wild dolphins. After Bruno **4** \_\_\_\_\_ (identify) 24 individual dolphins, he **5** \_\_\_\_\_ (film) them while he **6** \_\_\_\_\_ (do) over 190 tests to see how the dolphins reacted to new or risky situations. As a result, he **7** \_\_\_\_\_ (find) that some dolphins are shy while others are outgoing, and that more outgoing dolphins have better social connections.

## Phrasal verbs: three-part verbs

## 1 ☆ Choose the correct option.

- look out **for/to** someone/something
- run out **in/of** something
- get round **on/to** doing something
- come up **with/about** something
- get away **with/of** doing something
- do away **for/with** something
- get on **with/of** someone
- go in **away/for** something
- go on **about/of** something
- live up **to/with** something

## 2 ☆☆ Match 1–6 with a–f to make sentences.

- If you go to the park, look out \_\_\_\_\_ *e*
  - I thought the film would be brilliant, but it didn't live up \_\_\_\_\_
  - We used to have a school uniform, but they did away \_\_\_\_\_
  - Rami is always going on \_\_\_\_\_
  - We need to come up \_\_\_\_\_
  - We haven't got any sugar. We ran out \_\_\_\_\_
- a to my expectations – it was disappointing.  
 b with an idea for our school project.  
 c of it yesterday. Could you buy some?  
 d with it last year.  
 e for Jack – he said he was going there.  
 f about that video game – he never stops talking about it.

## 3 ☆☆ Complete the sentences with the phrasal verbs in the box. There is one extra phrasal verb.

come up with    get away with    get on with  
 get round to    go in for    ~~go on about~~

- You can talk about personality quizzes for hours. Why do you go on about them so much?
- My brother and I are friends as well as siblings. We \_\_\_\_\_ each other really well.
- I haven't done my homework yet. I'll \_\_\_\_\_ doing it later this afternoon.
- I rarely do online quizzes. I don't really \_\_\_\_\_ them.
- They broke the law, but they didn't \_\_\_\_\_ it. The police caught them.

## 4 ☆☆ Complete the text with the correct form of the verbs in the box. There are two extra verbs.

come up with    do away with    get away with  
~~get on with~~    get round to    go in for    go on about  
 live up to    look out for    run out of

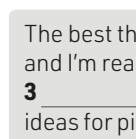
## What are you really like?

Tell us about your best and worst characteristics!



Cara, 16

I'm very outgoing and sociable – I **1** get on with everyone. I'm also very chatty. Sometimes I **2** \_\_\_\_\_ things I like for too long.



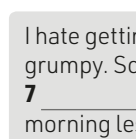
Dani, 15

The best thing – I love drawing and I'm really creative. I've **3** \_\_\_\_\_ some great ideas for pictures. The worst thing – I'm not brilliant at planning things. I sometimes **4** \_\_\_\_\_ time. I hate it when I don't have enough time to finish things!



Paolo, 14

I always expect things to be perfect and I get disappointed when they don't **5** \_\_\_\_\_ my expectations. On the plus side, I'm determined and I finish things I start, not like my brother – he only **6** \_\_\_\_\_ doing things at the last minute!



Anna, 15

I hate getting up early – I can be very grumpy. Schools should **7** \_\_\_\_\_ early morning lessons! I think I'm thoughtful and supportive. I'm always **8** \_\_\_\_\_ opportunities to help my friends.

## 5 ☆☆☆ Complete the questions with the correct verbs. Then answer for you.

- Who do you get on well with in your class? Why?  
\_\_\_\_\_
- What hobbies and activities do you \_\_\_\_\_ in for? What do you like about them?  
\_\_\_\_\_
- When you were a child, did you ever do anything naughty and \_\_\_\_\_ away with it? What happened?  
\_\_\_\_\_
- Do you find it easy to \_\_\_\_\_ up with new ideas? What inspires you?  
\_\_\_\_\_

## Past perfect simple and past simple

### 1 ☆ Choose the correct option.

- By the time they reached the station, the train **left/had left** so they waited for the next one.
- The class had started when Eva **arrived/had arrived**, so she apologised to the teacher.
- Viktor got home late yesterday and his favourite TV show **had already started/already started**.
- Were you able to start writing your project yesterday because you **did/had done** the research before?
- Did you sit/Had you sat** down to eat after you'd made the food?
- Until Sophie went to Mexico, she **never tried/had never tried** Mexican food.
- I **met/had met** my best friend two years ago. I **never met/'d never met** anyone like him before.

### 2 ☆☆ Complete the text with the past simple or past perfect form of the verbs in brackets.



Is there a relationship between humour and personality? Researchers 1 wanted (want) to find out, so they looked at 24 studies related to different aspects of humour and personality that people 2 \_\_\_\_\_ (already / do). Researchers 3 \_\_\_\_\_ (not include) any unhealthy people in the research. The number of people who 4 \_\_\_\_\_ (take part) in these previous studies was 11,791, so the researchers 5 \_\_\_\_\_ (have) a lot of data to work with. What 6 \_\_\_\_\_ (they / find)? After they 7 \_\_\_\_\_ (analyse) all the information, they 8 \_\_\_\_\_ (identify) that, of the four styles of humour, the two positive ones – affiliative (sharing humour with others) and self-enhancing (using humour to make yourself happier and less stressed) – were linked to sociable people. Participants who 9 \_\_\_\_\_ (use) one or both of these styles 10 \_\_\_\_\_ (share) certain characteristics, such as being outgoing or having good social skills, proving that there was a strong link between humour and personality. People who 11 \_\_\_\_\_ (not use) these two types of humour 12 \_\_\_\_\_ (be) generally more stressed.

## Past perfect simple and past perfect continuous

### 3 ☆ Complete the sentences with the past perfect simple or past perfect continuous form of the verbs in brackets.

- Emir was exhausted because he had been studying (study) for most of the night. Unfortunately, he still \_\_\_\_\_ (not finish) his work.
- Elena was tired. She \_\_\_\_\_ (run) for 30 minutes and she couldn't run any further.
- They \_\_\_\_\_ (practise) for hours, and they \_\_\_\_\_ (not have) a break, so they decided to stop.
- I went to my first live concert yesterday – I \_\_\_\_\_ (not go) to one before.

### 4 ☆☆☆ Complete the text with the correct past simple, past perfect simple or past perfect continuous form of the verbs in brackets.

## AN INCREDIBLE DIARY

The explorer Captain Scott 1 wrote (write) one of the most famous diaries ever about his last expedition to the South Pole. Scott 2 \_\_\_\_\_ (dream) of being the first person to reach the Pole for a long time. However, after arriving in Australia, he 3 \_\_\_\_\_ (discover) that the Norwegian explorer Roald Amundsen 4 \_\_\_\_\_ (also / decide) to go there. Now it was a race! Amundsen 5 \_\_\_\_\_ (use) dog sledges and 6 \_\_\_\_\_ (travel) fast, and when Scott finally 7 \_\_\_\_\_ (reach) the South Pole, he discovered that Amundsen 8 \_\_\_\_\_ (beat) them. On the way back, tragedy struck Scott's team. The men were exhausted because they 9 \_\_\_\_\_ (pull) heavy loads through the snow in very low temperatures. The men were unable to reach the supplies of food that they 10 \_\_\_\_\_ (leave) 11 km away and, sadly, they died. A party of explorers 11 \_\_\_\_\_ (find) them in November 1912 and 12 \_\_\_\_\_ (bring) back the notebooks Scott 13 \_\_\_\_\_ (manage) to write during the expedition. The collection was published in 1913 and even today people find his account inspiring.

### 5 ☆☆☆ Are the sentences true or false for you? Correct the false sentences.

- I had been watching TV before I started this exercise.  
\_\_\_\_\_
- I hadn't heard of Captain Scott before I did exercise 4.  
\_\_\_\_\_



An opinion article

SIBLINGS AND PERSONALITY



**Siblings** have the same parents and grow up in the same house, but can have quite different personalities. People used to think that birth order might be the reason for this, but is it?

Scientists have been researching this question for over a hundred years. In the 19th century the psychologist Alfred Adler argued that birth order **shaped** personality. He thought that oldest children shared certain characteristics such as being responsible, hard-working and determined, middle children were emotionally stable, while youngest children were ambitious. Other scientists agree and say that first-borns are also good leaders, middle children are creative, while younger children are more outgoing and **rebellious**.

Adler's theory was widely accepted and later studies also seemed to show that birth order can influence personality. For example, a study in 1968 found that oldest children were less likely than their younger siblings to **take risks** in dangerous sports.

However, these studies and other similar studies were only done once, so it's possible that the characteristics of the participants were the result of age rather than sibling position. For example, the **traits** associated with the oldest child, such as being more confident and reliable, were simply because the child was older, not because they were born first.

More recently, researchers have focused on personality in adults. In one study, psychologist Ralph Hertwig was expecting to find that youngest children were risk-takers, but he didn't. He had previously supported the birth order theory and was surprised by the results. The study of over 1,500 people found no relationship between birth order and risk-taking. Another study of over 20,000 adults in Germany, Britain and the USA clearly showed that birth order did not affect the five main personality traits recognised by psychologists. The biggest-ever study, of 370,000 US secondary school students, showed the same.

In conclusion, it seems that while birth order may affect children's personalities slightly, it does not seem to shape personality in adults.

1 ☆ 🎧<sup>1</sup> Read and listen to the article and choose the correct option.

The writer concludes that ...

- a birth order affects children's personalities and this continues after they have grown up
- b birth order might have a small effect on children's personalities, but by adulthood this has gone

3 ☆☆ Record the other words in bold in the text in detail. Use a dictionary to help you.

4 ☆☆ Read the article again. Are the sentences T (true) or F (false)?

- 1 Scientists have recently started researching birth order and personality. F
- 2 Adler thought that all middle children would share certain personality traits.
- 3 Most studies were carried out more than once to check the results.
- 4 Ralph Hertwig thought his study would prove that younger siblings took more risks.
- 5 The study of secondary school students in the USA did not reach any definite conclusions.

5 ☆☆☆ Answer the questions with your own ideas.

- 1 Do you think birth order affects personality? Why/Why not?  
\_\_\_\_\_
- 2 In your opinion, what is the most important personal quality to have? Why?  
\_\_\_\_\_

▶ Subskill: Keeping a record of vocabulary  
To help you understand and use new words or phrases, record them in detail.

2 ☆☆ Look at the vocabulary record and match 1–6 with a–f.

- a sibling
- b (NOUN, COUNTABLE) c /'sɪblɪŋ/ 🗣️
- d your siblings are your brothers and sisters
- e I've got three siblings – two brothers and a sister.
- f half-sibling

- 1 definition
- 2 pronunciation
- 3 example sentence
- 4 word or expression that is being recorded a
- 5 synonym, antonym or other related words
- 6 part of speech

## A podcast

- 1 ☆ Listen to a podcast. What is it about?
- a different personality types
  - b how personality changes in adolescence
  - c positive and negative personality traits

► **Subskill: Dealing with homophones**  
 Being aware of homophones while listening helps you understand.

2 ☆☆ Choose the correct option.

- 1 We no/know our personality starts developing in later childhood.
- 2 Personality is the parts of ourselves that make us behave in certain **weighs/ways**.
- 3 As we get older, **there's/theirs** a decrease in positive personality traits.
- 4 **Four/For** teen girls, the most noticeable change is to friendliness.
- 5 Personality traits that appear in your teen years can affect your **whole/hole** life.
- 6 Teens go **threw/through** many changes and this is a negative thing.

3 ☆☆ Listen again and read the sentences in exercise 2. Are they T (true) or F (false)? Correct the false sentences.

- 1 F – Our personality starts developing as babies.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

4 ☆☆☆ Answer the questions. For question 3, give your own opinion.

- 1 Why did the podcast presenters come up with the idea of researching the topic?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 What did the study about conscientiousness in teen years show?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 Do you agree that it's important to have a strong sense of identity? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_

## Solving shopping issues

1 ☆ Complete the sentences with the phrases in the box.

a credit note   a problem with these shoes  
 exchange it   it doesn't fit properly  
 returning   the receipt

- 1 I'm afraid there's a problem with these shoes.
- 2 I can give you \_\_\_\_\_, but I can't give you a refund.
- 3 I'm afraid I've lost \_\_\_\_\_ – I think I threw it away.
- 4 You can \_\_\_\_\_ for something else or I can replace it.
- 5 I'd like to return this jacket because \_\_\_\_\_.
- 6 Can I ask why you're \_\_\_\_\_ it?

2 ☆☆☆ Choose the best option.

- 1 How can I help you today?
  - a I bought these jeans here last week.
  - b** I'd like to return these jeans.
- 2 Can I ask why you're returning them?
  - a They shrank, although I followed the washing instructions.
  - b I'd like a refund, please.
- 3 Have you got the receipt?
  - a No. They're really badly made!
  - b Yes, here you are.
- 4 Would you like to choose something else?
  - a No, we haven't got the jacket in your size.
  - b No, I'd prefer a refund, please.

3 ☆☆☆ Read the task and then write a short dialogue. Include expressions for solving shopping issues.

You bought some trainers, but they fell apart after only a week. Unfortunately, you've thrown the receipt away. Take the trainers back to the shop, explain the problem and ask them to replace the trainers or find a solution you're happy with.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## A description of a person

1 ☆ Complete the table with the adjectives in the box.

ancient athletic competitive curly  
enormous ~~funny~~ furious hilarious  
ideal optimistic outgoing stubborn

Gradable	Non-gradable
<i>funny</i>	

2 ☆☆ Choose the correct option.

Marek is **1 absolutely/extremely** tall – he's well over 1.9 m. He's got **2 completely/really** short blond hair and **3 quite/totally** big blue eyes. He's **4 fairly/totally** chatty, although he is **5 completely/a little** shy. Occasionally he can be **6 slightly/absolutely** grumpy, but it's **7 completely/rather** impossible to make him angry. Although he's **8 fairly/really** talented at music, he's **9 extremely/totally** modest about it. I'm **10 very/absolutely** delighted that he's my friend.



3 ☆☆☆ Write a short description of a friend. Include adverbs with gradable and non-gradable adjectives.

### Super skills

#### COMMUNICATION



Using visuals to communicate your ideas

Complete the description with the correct words. The first letters are given.

This is a picture of me. I wrote the personality adjectives on my body because I wanted to **1 suggest** that they're part of me. I used different writing styles because I thought it was a powerful **2 w** \_\_\_\_\_ to show different qualities. I used images to **3 r** \_\_\_\_\_ my interests. I **4 t** \_\_\_\_\_ they were more attractive than drawings. The blue background gives the **5 m** \_\_\_\_\_ of calm, which is important to me.

## Vocabulary review

### Describing personal characteristics

1 Complete the sentences with the correct words. The first letters are given to help you.

- Modest** \_\_\_\_\_ people don't boast about their achievements, and they're often **h** \_\_\_\_\_ - \_\_\_\_\_ too, putting effort into everything they do.
- My friend is really **t** \_\_\_\_\_ – she bought me some magazines when I was feeling sad. She's **s** \_\_\_\_\_ too – she always tries to help her friends.
- People who are **c** \_\_\_\_\_ cause others pain, and those who are **s** \_\_\_\_\_ only think of themselves, not of others.
- When I'm tired, I can be a bit **g** \_\_\_\_\_ and bad-tempered, and I'm also more **c** \_\_\_\_\_ – last time I was really tired I broke three things! I find **c** \_\_\_\_\_ people hard to tolerate – why do they speak so much?
- Don't expect James to change his mind – he's one of the most **s** \_\_\_\_\_ people I know. If you try to discuss things with him he's likely to get angry or upset because he's very **s** \_\_\_\_\_, too.
- My friends say I'm rather **c** \_\_\_\_\_. It's true – I can't stand losing and I'm **d** \_\_\_\_\_ to achieve all my goals and beat other people!
- The main character in my book isn't a typical hero. He's **a** \_\_\_\_\_ and is often angry, and he thinks he's better than everyone else, so he's **a** \_\_\_\_\_, too!
- My brother is a really **i** \_\_\_\_\_ person with lots of friends and he's **o** \_\_\_\_\_ – not shy at all.

### Phrasal verbs: three-part verbs

2 Choose the correct option.

- I can't think of any new questions. I've completely **come up with/run out of** ideas.
- My friend is always **going on about/getting round to** her new dog. I wish she'd talk about something else.
- Jack often forgets his homework, but the teacher believes his excuses. I don't know how he manages to **get away with/live up to** it.
- I'm pretty sociable – I **get on with/go in for** most people.
- If you go to the concert tonight, **look out for/do away with** Alex. He'll definitely be there.

Grammar review

Past tenses, present perfect simple and present perfect continuous

1 Correct the mistake in each sentence. There may be more than one possible answer.

- Last week I ~~have met~~ my best friend in town and we went for a pizza. met
- After I was finishing my homework, I watched TV. \_\_\_\_\_
- While I was buying some jeans, I was seeing a T-shirt I liked. \_\_\_\_\_
- By the time Alex got home, he ran two kilometres. \_\_\_\_\_
- Recently I have been doing a lot of personality quizzes and I was enjoying them a lot. \_\_\_\_\_
- My sister used to cut my hair last week, so it's much shorter than it used to be. \_\_\_\_\_
- I'd never eaten octopus before I tried it yesterday – that was the first time I ever had it. \_\_\_\_\_
- I've been doing my project all day, but I haven't been finishing yet. \_\_\_\_\_

Past simple, past perfect simple and past perfect continuous

2 Complete the text with the correct form of the verbs in brackets. Use the continuous form where possible.

About Latest posts Archives

### My best friend

My best friend is called Elijah or Eli for short. I used to live in New York, but we 1 moved (move) to Los Angeles when I was 13. We 2 \_\_\_\_\_ (not live) there for long when I 3 \_\_\_\_\_ (meet) Eli. I 4 \_\_\_\_\_ (explore) my new neighbourhood, but I 5 \_\_\_\_\_ (get) lost. I 6 \_\_\_\_\_ (forget) to bring my phone, so I couldn't call home. Suddenly, I 7 \_\_\_\_\_ (notice) a boy about my age. He 8 \_\_\_\_\_ (smile) at me and asked if I was all right. I 9 \_\_\_\_\_ (explain) what 10 \_\_\_\_\_ (happen) and Eli showed me the way home. On the way, we 11 \_\_\_\_\_ (chat) about lots of different things and 12 \_\_\_\_\_ (discover) we had a lot in common. We've been friends ever since then!



Round-up

- 1 2 3 4 5 6 7 8

Read the article and choose the correct option.



LANGUAGE AND PERSONALITY

When you 1 **started/used to start** learning a new language, 2 **have you thought/did you think** about your personality? People 3 **have investigated/have been investigating** personality for hundreds of years, but it 4 **wasn't/hadn't been** until more recently that they looked into language and personality. Researchers 5 **already discovered/had already discovered** that bilingual speakers perceive colours differently, but recently they 6 **were finding/have found** that many people have different personalities in each language they speak. While they 7 **were doing/have been doing** one study, two linguists 8 **interviewed/had interviewed** more than 1,000 bilingual speakers, and over 66% said when they spoke different languages, they felt like a different person. I 9 **had studied/had been studying** English for years before I 10 **realised/was realising** that this was true for me. I 11 **was thinking/used to think** that people's personalities were 'fixed', but now I know that's not so. I 12 **just started/have just started** learning Spanish, so will I soon have a third personality?

Self-evaluation

Read the objectives for this unit. How well can you do each one?



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about personality and use three-part phrasal verbs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use past tenses, the present perfect simple and present perfect continuous.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the past perfect simple and past simple.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use the past perfect simple and continuous.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can record vocabulary in detail.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can recognise and understand homophones when listening.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can solve shopping issues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a description of a person and use adverbs with gradable and non-gradable adjectives correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.

## 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 <b>didn't live</b>         | 2 ... I <b>came across</b>     |
| 3 <b>Were you</b> having dinner ... | 4 ... she <b>was listening</b> |
| 5 Did you <b>go out</b>             |                                |

- 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 (record) compared with the verb (record).
  - 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:

2 Are you changing sports from Monday?  
3 What are you going to take up this term?  
4 Will your team beat an important rival this month?  
5 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  <sup>4</sup> 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](http://macmillandictionary.com)) before students use dictionaries to continue the task in pairs.

**represent** (VERB, TRANSITIVE) /'reprɪzənt/  
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

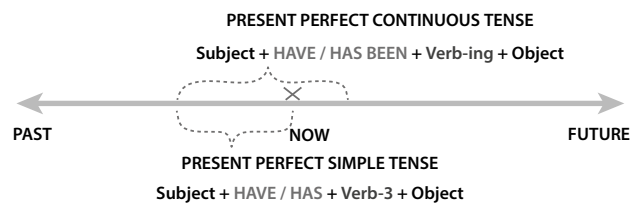
Ask students to read the article on p15 again and find more examples of past tenses. They may identify some examples of the present perfect, which will lead into the next section.

#### 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 ~~h~~orrible hat for hours.
- 2 ~~h~~e ~~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

- 1 False – He agreed that he can get on with anyone, but disagreed that he was competitive.  
2 True  
3 True  
4 False – She loved it because the results were so accurate.  
5 False – She says there are a lot of terrible online quizzes.  
6 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