

## My favourite things

Student's Book pp6–7

## Warmer

Name your favourite thing. Then, ask a student sitting on your right to say the name of their favourite thing. (If you prefer, you can be more specific and ask for their favourite food, favourite place, favourite hobby, favourite subject, etc.)

Continue going round the room, each person saying the name and favourite thing of everyone who has spoken.

To get students who have already answered to continue to participate, you can allow students to mime clues to others who are having trouble remembering.

## Vocabulary: activities

1 1 See the audioscript on p130.

- Ask students to match verbs from A and words from B.
- Play the audio for students to check their answers.
- Elicit the activities students can see in the photos.

## Exercise 1

do sport, do yoga, eat sushi, go mountain biking, go to a concert, listen to pop music, listen to the guitar, play the guitar, play sport, watch horror films, watch sport  
We can see all the activities in the photos.

## play, do and go

ABCD

- Remind students that the verb *play* is used with any sport where a ball is involved: *basketball, hockey, rugby, tennis* but also *badminton*.
- *go* is used with any sport ending with the letters *-ing*: *skiing, running, swimming, snowboarding*, etc.
- *do* is used with any sport which is done individually in a separate place: *gymnastics, judo, yoga, karate*, etc.

## Extra activity

Ask students to think of more sports to match the verbs *play, do* and *go*.

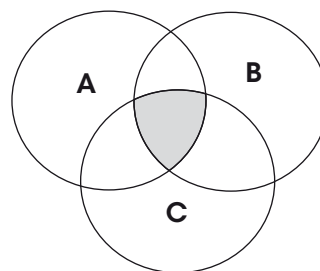
With less confident students, read out sports from this list: *basketball, judo, hockey, skiing, badminton, yoga, rugby, running, ice hockey, tennis, karate, swimming, gymnastics*.

- 2
- Draw students' attention to the model dialogue.
  - Ask students to note the extended reply, i.e. the student answers the question and then gives examples.
  - Focus on the expressions in the box. In pairs, students take turns to ask and answer about

their preferences. Encourage students to ask follow-up questions where appropriate.

## Extra activity

Divide the class into groups of three. Draw a Venn diagram on the board (see below) and ask students to complete it by referring to the activities in exercise 1. Ask each group to find which activities they all have in common, which only two of them have in common, which only one person does and which none of them do.



## Listening

3 2 See the audioscript on p130.

- Play the audio for students to listen and do the task.

## Exercise 3

Playing sport or watching?, Cats or dogs?

- 4
- Play the audio again for students to listen and answer the questions. When you check answers, elicit the sentences which helped students choose their answers.
  - ▶ **Challenge** If you need to play the audio again for less confident students, set a challenge for more confident students to do while the others are completing the task. They note down all the words related to sport, vocabulary and adjectives for talking about animals, and ways to socialise that they hear in the audio.

(**Sport:** playing sport, fan, team, Manchester City, season ticket, home matches, away matches, watching sport, play rugby, train **Vocabulary and adjectives for talking about animals:** cat person or a dog person, labrador puppy, cute, take him for a walk every day, more independent, friendlier, more reliable, more popular **Ways to socialise:** instant messaging, talking in person, meet up with people, send pictures and videos, using social media, making arrangements)

**Exercise 4**

- 1 Fatma    2 Manchester City
- 3 Dogs – they're friendlier and more reliable.    4 Dogs
- 5 You can send pictures and videos.
- 6 Yusuf – it's 'Scroll-free September' and he isn't using social media for a month.

## Grammar: present simple and present continuous

- 5 • Students do the task.

**Exercise 5**

- 1 present simple    2 present continuous
- 3 I am taking ... , I take ... , They are taking ... , They take ...
- 4 She isn't taking ... , She doesn't take ...

- 6 • Ask students to copy and complete the table into their notebooks.

**Exercise 6**

**present simple:** hardly ever, often, once/twice a week, every day  
**present continuous:** now, today, at the moment

- 7 • Point out that students should write sentences in response to both instructions 1 and 2 about each picture before they move on to the next picture.
- Refer students to the example sentences and ask them to complete the task.
  - Elicit why students need to use different tenses in 1 and 2 (*present continuous for things happening now and present simple for habits or regular activities*).
  - Students can compare their answers in pairs before you elicit answers as a class.

**Exercise 7**

**Suggested answers:**

- 1 They are playing pop music. They are playing classical music. She is stroking a cat. He is walking a dog. They are eating sushi. They are eating pizza. She is doing yoga in the park. He is mountain biking. They are watching a horror film. They are watching a comedy. They are playing football. They are watching football.
- 2 **Suggested answers:** I hardly ever watch horror films. I often watch sport. I play football once a week, etc.

**Extra activity**

In pairs, ask students to talk for a minute about a pair of photos on the page, using and expanding on their answers to exercise 7, e.g. *The woman is doing yoga in a park. She is sitting on a blue mat and her arms are up in the air. She is wearing a white top and blue grey leggings...* Encourage them to use a countdown timer. With more confident classes, write some more advanced vocabulary on the board for students to use, e.g. *chopsticks, casual sports clothes, orchestra, adventurous, crowd, scary...*

## Grammar: comparative and superlative adjectives

- 8 • Students do the task.

**Exercise 8**

- 1 cheap, happy, easy, slow    2 challenging, exciting
- 3 active, easy, enjoyable, happy, noisy, reliable, stressful

- 9 • Before students do the task, review the rules for forming comparative and superlative adjectives if necessary or highlight common errors.

**Exercise 9**

- 1 cheaper    2 happy    3 the most enjoyable
- 4 more challenging    5 the best    6 bad

**Comparative and superlative adjectives** ABCD

- Students may forget to double the last consonant in one-syllable words that end in a consonant + vowel + consonant: *bigger than, the biggest*.
- Students may also need to be reminded that there are some two-syllable adjectives that can take both *-er/-est* and *more/the most*: *clever, narrow, quiet, shallow* and *simple* (*cleverer than = more clever than; the cleverest = the most clever*).

**Extra activity**

Ask students to make comparative and superlative examples from the other adjectives in exercise 8. (active, more active, the most active; easy, easier, the easiest; exciting, more exciting, the most exciting; noisy, noisier, noisiest; reliable, more reliable, the most reliable; slow, slower, slowest; stressful, more stressful, the most stressful)

- 10 • Before students do the task, refer them to the example in exercise 11, e.g. *What's the worst place to live?*
- ▶ **Reinforcement** Ask students to first decide which of the adjectives are regular and which are irregular.
  - ▶ **Challenge** Ask more confident students to create additional questions to ask their partner.

**Exercise 10**

- 1 What's the worst place to live?    2 What's the most interesting school subject?
- 3 What's the best type of music?    4 What's the most exciting sport?
- 5 What's the best pet?

- 11 • Students work in pairs.
- Draw students' attention to the model dialogue.

**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 short text with their answers to the questions in exercise 10.

## Our changing world


Student's Book pp8–9

### Warmer

Play **Snowman** using the word *ENVIRONMENT* (11 spaces). (See Activities bank, page 7, for full instructions.)

Ask students to look at the photos on p8 and the title. Encourage them to predict what the text is about.

## Vocabulary and Reading

1  Students do the task. If you prefer, you could read out definitions for students to match to the words in the box.

- ▶ **Challenge** Students choose the correct words to complete the text and check the meaning of any of the words that are not used.

### Fast finishers

Ask students to write personalised sentences for the words they didn't use (*the environment, plant a tree, recycle, throw away and waste water*).

### Exercise 1

- |               |               |           |          |
|---------------|---------------|-----------|----------|
| 1 pollution   | 2 litter      | 3 plastic | 4 energy |
| 5 electricity | 6 solar power |           |          |



### Culture note

**Henderson Island** is an island in the South Pacific. It is a United Nations World Heritage Site and is in one of the world's biggest marine reserves. Lavers stayed on the island in 2015 and was shocked to find 18 tons of plastic on the beaches. The South Pacific Gyre, a circular ocean current, collects plastic pollution from around the world, and some of this floating waste is deposited on land.

Tokyo is an example of a **mega-city**: a city with a population greater than ten million. Lots of mega-cities are emerging in the developing world as people migrate in search of work. The number of megacities grew from 28 in 2014 to 33 in 2018 – more than triple the number in 1990.

The top ten mega-cities are: 10 Osaka (Japan), 9 Dhaka (Bangladesh), 8 Beijing (China), 7 Mumbai (India), 6 Cairo (Egypt), 5 Mexico City (Mexico), 4 Sao Paulo (Brazil), 3 Shanghai (China), 2 Delhi (India) and 1 Tokyo (Japan).

- 2 • Before students do the task, remind them that a phrasal verb (question 2) is made up of a main verb and one or more other words, e.g. adverbs, prepositions. Highlight that often their meaning is not obvious from the meanings of the individual words themselves.

### Exercise 2

- |   |              |          |           |               |
|---|--------------|----------|-----------|---------------|
| 1 waste   | 2 throw away | 3 litter | 4 plastic | 5 electricity |
| 6 any three of: plant a tree, recycle, save energy, solar power |              |          |           |               |

- 3 • Students do the task.

### Exercise 3

- |                                 |                          |
|---------------------------------|--------------------------|
| 1 New Zealand and South America | 2 University of Tasmania |
| 3 37 million                    | 4 10 million             |
| 5 47                            | 6 634 m                  |

- 4 • Highlight that these are *Yes/No* questions and, do an example with the class to ensure they know what is meant by 'Use short answers'.

- Point out the different tenses in the questions and remind students to replicate these in their answers.
- Discuss with students why question 3 uses *was* rather than *were* (*plastic rubbish is an uncountable noun*).

### Exercise 4

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 No, there aren't.  | 2 No, they weren't.                 |
| 3 Yes, there was.    | 4 Yes, there are.                   |
| 5 No, there weren't. | 6 Yes, there are./No, there aren't. |

### Extra activity

Write answers on the board and ask students to write questions similar to the ones in exercise 4 to match these answers:

- 114 km away on the island of Pitcairn
  - She's an environmental researcher.
  - It is trying to use alternative energies.
- (1 Where is the nearest town? 2 What does Lavers do? 3 What is the city of Tokyo trying to do to save energy?)

## Grammar: *was/were* and *there was/were*

- 5 • Point out the section heading and tell students that they should just think about the form of the verb *be* (i.e. *was/were*) and *there was/were*.
- Ask students to identify the singular, plural and uncountable nouns in the box. (singular noun = Jennifer Lavers; plural noun = the beaches, any people; uncountable noun = litter)
  - Remind them that uncountable nouns have no plural form.

- Elicit the question forms. (Was Jennifer shocked? Were all the beaches polluted? Were there any people on the island? Was there litter everywhere?)

**Exercise 5**

**singular nouns:** was/wasn't    **plural nouns:** were/weren't  
**uncountable nouns:** was/wasn't

- 6 • Ask students to look at the title of the text and the photo and predict what it is going to be about.
- Ask students to skim read the text and say if Los Angeles is a mega-city and elicit why not (*a mega-city has more than ten million inhabitants*).
  - ▶ **Reinforcement** Tell students they need *was* x 3, *there were* x 1, *there was* x 1, *there weren't* x 1 and *were* x 2.

**Exercise 6**

1 was    2 there were    3 There was    4 there weren't  
 5 were    6 was    7 was    8 were  
 No, it isn't.

**Grammar: quantifiers *a/an, some/any, much/many, a few, a lot of***

- 7 • Students do the task.

**Exercise 7**

**Affirmative:** a, a lot of, some, a few    **Negative:** any, much many  
**Question forms:** much, many any

**Grammar: *too, too much/many, (not) enough***

- 8 • Ask students to copy and complete the rules in their notebooks.

**Exercise 8**

1 adjective    2 uncountable, countable    3 noun

**Extra activity**

Write or dictate some example sentences for students to practise rules 1–3. Then elicit follow-up sentences to make sure students understand the meaning in context.

- 1 It's \_\_\_ hot in here.
- 2 There is \_\_\_ salt in this soup.
- 3 There are \_\_\_ people in this queue.
- 4 The underground isn't fast \_\_\_.
- 5 I don't have \_\_\_ money.

(1 too – Can you open the window? 2 too much – Can I have something different, please? 3 too many – We should go to another one. 4 enough – We should take a taxi. 5 enough – I need to get a job.)

- 9 • Check students understand the meaning of *I wish* (= this is used to say something isn't true, but we would be pleased if it was true).
- Before students do the task, ask them to skim the text and say if the writer is happy living in a village. (No, the writer isn't.)
  - ▶ **Reinforcement** Tell students that there is one instance of each of the options (including one *not enough* and one *enough*).

**Exercise 9**

1 too    2 enough    3 a lot of    4 too many    5 not enough

- 10 • Ask students to complete the sentences with the correct words.
- Check their answers.
  - In pairs, have students take turns to say if the sentences are true or false for them.

**Exercise 10**

1 any    2 a lot of    3 much    4 an    5 some    6 many

**Writing**

- 11 • Brainstorm grammar structures and Key words and phrases that students can use for A and B and write them on the board:

**A:**

*There is/There are*  
 quantifiers, e.g. *There isn't much to do there*  
 present simple  
 verbs and phrases to talk about likes: *like, dislike/ don't like, prefer, to be keen on*  
 comparatives and superlatives  
 adjectives to describe places: *noisy, boring, small, enjoyable, exciting, amazing*  
 nouns to describe places: *countryside, village, town, city ...*

**B:**

*There was/There were; was/were*  
 comparatives and superlatives  
 adjectives to describe places in the past and present: *polluted, stressful, noisy, easy, challenging*  
 nouns to compare in the past and present: *traffic, tall buildings, main road, energy, buildings, litter, inhabitants, residents ...*

**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 paragraph about the other option in exercise 11.

# Memories

Student's Book p10

### Warmer

Write this question on the board in a jumbled order:

*Where did you live when you were younger?*

e.g. *when / live / you / younger / Where / did / were / you / ?*

Ask students to order the words to make the question and take turns to ask and answer it in pairs.

## Grammar: past simple

- Ask students to look at the photos and predict what Sam's memories might be.
  - Have students read the text and elicit the answer to the question. The text contains a lot of examples of *used to* that students will be asked to find in the text later on in the lesson, so don't draw attention to this structure at this stage.

### Exercise 1

the sea

- Students do the task. Feed in information from the box on *Pronunciation of the past simple* below.

### Exercise 2

- regular:** move, live; **irregular:** be, know
- I didn't know ...
- Did you live ... ?

### Pronunciation of the past simple

ABCD

There are three ways to pronounce the *-ed* ending of regular verbs in the simple past tense: /ɪd/, /t/ or /d/.

The pronunciation depends on the sound at the end of the infinitive of the main verb and whether it is voiced or not. (Highlight that a voiced sound is one that vibrates in your throat when you say it.)

/ɪd/ after /d/ and /t/

/t/ after all voiceless consonants (except /t/): /k/ /p/ /f/ /s/ /ʃ/ /tʃ/ /c/ /x/

/d/ after all vowel sounds and after voiced consonants (except /d/): /m/ /n/ /l/ /g/ /dʒ/ /z/ /b/ /v/ /r/ /s/ /dʒ/

### Extra activity

Ask students to draw three columns in their notebooks and write /ɪd/, /t/, /d/ as headings.

Dictate past simple verbs in random order from this list for students to categorise according to their sound:

/ɪd/ *decided, started, visited, waited, wanted*

/t/ *shopped, watched, picked, liked*

/d/ *lived, enjoyed, smiled, moved, studied*

- Ask students to work independently to first complete the sentences with the correct form of the past simple in brackets.
  - After checking they have the correct verb forms, ask them to complete the sentences with words or numbers to make them true for them.

### Exercise 3

- came
  - didn't study
  - liked
  - didn't have
  - met
- Students' own answers

### Extra activity

Ask students to change just one of the sentences to make it false for them. In pairs, students read out their sentences for their partner to guess which one is false. Encourage them to ask questions to find out more information, e.g. *Why didn't you like pizza when you were younger?*

## Grammar: *used to*

- Refer students to the examples and ask them to spot examples of *used to* in the text in exercise 1. (I used to go sailing with my dad; I didn't use to live; What did you use to do there?)
- With less confident students, refer to the example sentence *I used to go sailing with my dad*. Point out that *I* is Sam in exercise 1.
- Ask some concept-checking questions:
  - Did Sam sail in the past?*
  - Do you think Sam sailed a lot or not very much?*
  - Does Sam sail now?*
- Highlight that *used to* is used to refer to repeated actions or situations in the past and things which are no longer true.
- Feed in information from the box below.

### Exercise 4

- infinitive
- use to
- don't use

### Common errors with *used to*

ABCD

Highlight that the negative and question form of *used to* is *didn't use to / Did you use to ... ?* without the final *-d*:

*We **didn't use to** go on holidays when I was young.*

***Did you use to** go to school with him?*

5 • Students do the task.

Exercise 5

- |                |                     |                |
|----------------|---------------------|----------------|
| 1 used to have | 2 used to call      | 3 used to love |
| 4 used to sing | 5 didn't use to eat | 6 used to take |

6 • Students do the task.

- With less confident classes, write an example on the board, e.g. *have / a nickname* and elicit the question form, e.g. *Did you use to have a nickname?*

Exercise 6

- 1 did you use to wear a school uniform?
- 2 did you use to live in a different house?
- 3 did you use to have a pet?
- 4 did you use to like different music?
- 5 did you use to help with the housework?

## Speaking

- 7 • Highlight that the model dialogue gives two examples of the answer to the question, one positive and one negative.
- Ask two pairs of more confident students to read out the two possible model dialogues.

Extra activity

Ask students to write a text with *used to* about an activity they did regularly before, but don't do any more.

## What's in this book?

Student's Book p11

Extra activity

Play the game **First to five**. (See Activities bank, page 6, for full instructions.)

(**Suggested categories:** activities with play, activities with do, activities with go, words related to the environment, countries, irregular past simple verbs, five sentences with used to ...)

- 1 • You could make this task competitive by asking students to race to find the answers. Set a time limit of three minutes. Students work in pairs to find as many answers as they can in this time.

Exercise 1

- |  |                          |
|--|--------------------------|
| 1 Usain Bolt, p102                     | 2 Naruto's selfie, p63   |
| 3 Astronauts, p12                      | 4 Natalie Hampton, p90   |
| 5 Shakespeare's Globe Theatre, UK, p83 | 6 Zoella (Zoe Sugg), p42 |

- 2 • Check students understand the meaning of *Critical thinking, Round-up, Review and Reflection*. Do the first one together as an example.
- Check their answers. Point out to students that every unit has the same features.

Exercise 2

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

- 3 • Students do the task.

- ▶ **Reinforcement** Suggest to less confident students that they use the Contents page to find most of the answers. Then ensure that they have the chance to explore the book while checking answers.

Exercise 3

- |                         |                   |              |
|-------------------------|-------------------|--------------|
| 1 9 (plus Starter unit) | 2 12              | 3 Vocabulary |
| 4 pp134–135             | 5 12              | 6 contents   |
| 7 Unit 9                | 8 Project planner |              |

- 4 • Ask students to race to match the topics a–h with Units 1–8.

- ▶ **Reinforcement** Suggest to less confident students that they use the Contents page to find the answers.

Exercise 4

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

Further practice

- 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 paragraph on what they expect to learn and what challenges they anticipate on the course.

## 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

# Amazing people

## Vocabulary

Student's Book pp12–13

**Lesson aims** Students learn personality adjectives, revise antonyms and ask and answer questions about personal qualities.

### Warmer

Do a quick personality quiz.

Ask students to think of a colour and list three adjectives that describe it. Then they think of an animal and list three adjectives that describe it. (They can't repeat adjectives.)

Tell them that the colour adjectives represent what they think of themselves and the animal adjectives represent what they think of other people.

Students compare their answers in pairs.

Elicit interesting and unusual answers from students.

Ask students what they think today's lesson is going to be about. (describing people)

### WDYT? Who inspires you?

Elicit the meaning of *inspire* (= to give someone the enthusiasm to do or create something).

Ask students to think of two things:

- 1 situations when they need inspiration (e.g. when they have to write something)
- 2 words they associate with inspiration (e.g. creativity, imagination, idea, challenge, beautiful)

Tell students they will learn more about inspiration through the unit and will return to discuss the question at the end of the unit.

## Describing people

1 Explain to students that associating the adjectives with characters from TV shows or films helps to remember them.

- Remind students that *funny* means amusing but *fun* means enjoyable and it is important not to confuse them.
- ▶ **Challenge** Ask students to think of characters from TV shows or films for the additional adjectives they think of and then share their ideas with the class during feedback.
- Write the additional adjectives students think of on the board for use in exercise 2.

### Exercise 1

Students' own answers

**Suggested answers:** awesome, brilliant, clever, gentle, happy, helpful, interesting, nervous, polite, relaxed, wonderful

### Extra activity

Write further examples of inspiring characters from TV shows and films on the board and ask the class which adjectives could be used to describe each person.

#### Examples:

*Rey (Star Wars films)* – strong, brave, kind

*Katniss Everdeen (The Hunger Games)* – independent, brave, sensitive

*Sheldon Cooper (The Big Bang Theory)* – funny, rude, smart

*Lisa Simpson (The Simpsons)* – intellectual, kind, sensible

Then ask students to write a sentence about three of the characters, using the words from exercise 1. Tell them they can make them positive or negative sentences.

- 2 • Check the spelling of the opposites of the other adjectives students have thought of in exercise 1 and write them on the board for students to add to their lists.

▶ **Reinforcement** Allow students to use their dictionaries to find the opposites.

### Exercise 2

**Opposites with a negative prefix (un-) or negative suffix (-less):** careless, unfriendly, unpleasant

**Other opposites:** quiet, noisy

Plus students' own answers

**Opposites with a negative prefix (un-) or negative suffix (-less):** happy – unhappy; helpful – unhelpful; fear – fearless, interesting – uninteresting

**Other opposites:** relaxed – stressed; polite – rude

### Prefixes and suffixes

ABCD

Explain to students that prefixes and suffixes create new words, and that a good knowledge of prefixes and suffixes will increase their vocabulary.

Give students these tips:


- The spelling of the base word doesn't usually change.
- Prefixes and suffixes can only be used with specific words, e.g. the suffix *-less* means *without*:  
*care + less = without care = careless.*

## Personal qualities

- 3** • Students do the task.
- **Follow-up questions:**  
*What is the prize for the competition?*  
 (a recommendation to join the European Space Agency programme)  
*How many contestants are left?* (three)

### Culture note

**Astronauts: Do you have what it takes?** is a real competition and a real TV programme, which aired in 2017. Former Commander of the International Space Station, Chris Hadfield, and other experts, chose 12 people to compete in a six-week training regime.

- 4**  Point out to students that understanding the adjectives in bold is key to deciding who is the best candidate. Adjectives are used to describe both character and ability.
- Give students time to read the whole article.
  - Elicit opinions from different students around the class and encourage them to justify their answers.
- 5** • Tell students to work independently. Check their answers and ask them how to say the words in their own language.
- Draw students' attention to the example sentence. In pairs, ask students to describe someone they know using each adjective.

### Exercise 5

1 patient	2 generous	3 curious
4 sensible	5 hard-working	6 reliable
7 sociable	8 talented	

- 6** • Students do the task.
- ▶ **Reinforcement** Students work in pairs. They write definitions for three words each and share their answers.

### Fast finishers

Ask students to think of opposites for the words in bold in the text. When everyone has finished, ask them to read out their words for the rest of the class to find the matching adjectives in the text.

(**Suggested answers:** confident – shy, reliable – unreliable, hard-working – lazy, enthusiastic – unenthusiastic, brave – cowardly, sensible – careless, calm – angry, positive – negative, generous – ungenerous, talented – talentless, sociable – unsociable, patient – impatient, curious – uninterested, creative – uncreative)

### Exercise 6

#### Suggested answers:

An **enthusiastic** person is very interested in something or excited by it.

A **brave** person can deal with danger or difficult situations and isn't frightened.

A **calm** person doesn't react with strong emotions like anger or fear.

A **positive** person believes good things will happen.

A **creative** person has a lot of imagination and new ideas.

- 7** • Students do the task.
- 8** • Students do the task.
- Nominate a few pairs to ask and answer questions in front of the class.
  - Draw students' attention to the table about confusing *like* phrases.
  - Ask students to write some personalised sentences with *to be like*, *to look like* and *to like*.

### *to be like, to look like, to like*

ABCD

- Remind students that *like* can be used as a preposition with *look* (physical description) and *be* (general character description or a description of a place or thing: *What's Paris like?*).
- Explain that *Who does he look like?* asks for an answer in the form of the name of a specific person.

### Extra activity

Write these answers on the board and ask students to say the correct questions with *like*:

**1** *He is funny.*

**2** *Paris? It's very noisy but it has a lot of tourist attractions.*

**3** *Like his father.*

**4** *He's got green eyes and long, dark hair.*

(**Suggested answers:** 1 What is he like? 2 What is Paris like? 3 Who does he look like? 4 What does he look like?)

### VIDEO SKILLS

- 9**  See the videoscript on p139.

- Ask students to predict what they think they will see in the video.
- Play the video and ask students to check their ideas. Encourage them to use the vocabulary that they have learned in this lesson.
- If necessary, check understanding of *weightless* and *zero gravity*.

- 10** • Students do the task.
- Nominate pairs to share their ideas, and elicit more opinions from the rest of the class.



**Further practice**

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

**Pronunciation p116 Exercise 1**

campai(g)n, clim(b), desi(g)ner, diff(e)rence, ex(c)iting, fav(ou)rite, (h)our,  
(k)nowledge, lis(te)ner, wa(l)k, (w)rite

**Homework** 

Ask students to do some online research and write a paragraph about what life is like for astronauts in the International Space Station.

# Reading and critical thinking

**Student's Book pp14–15**

**Lesson aims** Students skim a magazine article about amazing people for gist and then read it and discuss how people inspire others.

**Warmer**

Elicit positive adjectives for describing people from the previous lesson and write them on the board:

*brave, calm, confident, creative, curious, enthusiastic, generous, hard-working, patient, positive, reliable, sensible, sociable, talented*

In pairs, students make statements about each other's positive personality traits and give reasons, e.g. *I think that you are curious. You always ask questions in class.*

Write some expressions on the board for their partner to respond with:

*Are you kidding me?, How did you guess?, Really?, No way!, Yes, that's true!*

## A magazine article

- 1 • Students do the task. Highlight that looking at any illustrations or photos helps get an overall impression of the content of a text.

**Exercise 1****Suggested answers:**

- 1 The girl has colourful hair and she is wearing a bright orange dress. She is walking. She has a prosthetic leg. She looks confident.
- 2 The people are playing sports (baseball).
- 3 Students' own answers

**Subskill: Reading for gist/skimming**


Key techniques include:

- reading only the first and last sentences of each paragraph, also called *topic sentences*
- reading the conclusion
- focusing on exact names of people and places, other key words and numbers
- looking out for transitional words and phrases that mark a shift in, or continuation of, ideas, such as *because, instead, however, not only that and then*

- 2 • Before the task, read through and discuss the Subskill advice. Add information from the note above.
- Set a time limit of two minutes to encourage them to skim the text.

**Exercise 2**

2

- 3  4 When checking answers, elicit where the evidence for the correct answer is in the text, and ask students to read out their corrections for the false sentences.

**Exercise 3**

- 1 True (lines 7–8)
- 2 False – It took her nine months to learn to walk again after her accident. (lines 13–14)
- 3 False – An Italian designer wrote to Chiara to ask her to model the decorative leg she was making (lines 15–17).
- 4 False – Chiara decided to make her prosthetic leg part of her image. (lines 18–19)
- 5 False – Orlando had a bad headache for weeks. (lines 35–36)
- 6 True (lines 37–40)

- 4 • Students do the task. Point out that there are two statements for each person.

**Exercise 4**

1 Chiara    2 Orlando    3 Orlando    4 Chiara

- 5 • Students do the task.
  - ▶ **Reinforcement** Students could work in pairs.
  - ▶ **Challenge** Confident students could attempt the task from memory before reading the text to check their answers.

**Exercise 5****Suggested answers:**

- 1 She had a terrible accident.
- 2 She was working on a decorative prosthetic leg.
- 3 She hopes to become a doctor.
- 4 He was playing baseball.
- 5 No, he didn't.
- 6 No, he doesn't. He thinks he's ordinary.

- 6 • **Word work** Before students begin, read the definitions as a class and decide what part of speech they need to look out for.

### Fast finishers

Ask students to find three more words or phrases in the text that are new to them and write definitions. Allow them to use their dictionaries. When the rest of the class has finished, ask the fast finishers to share their definitions.

### Exercise 6

- |             |               |              |
|-------------|---------------|--------------|
| 1 modelling | 2 photo shoot | 3 determined |
| 4 recovered | 5 prosthetic  | 6 campaign   |

- 7 • Tell students to take turns to ask and answer the questions.
- For less confident classes, write some prompts to help students think of an incredible ability they would like to have and an area in their life that they would like to improve in, e.g. *athletics, music, academic, psychic, linguistic, business, etc.*

### Extra activity

Ask students to underline all the adjectives in the text.  
([in the order in which they appear in the text] **title:** unique  
**introduction:** famous, ordinary, incredible, different, new, interesting **paragraph 1:** positive, confident, young, impossible, terrible, left, Italian, decorative, prosthetic, determined, world-famous  
**paragraph 2:** amazing, unusual, bad, surprised, interested, ordinary  
**conclusion:** amazing, wonderful, difficult, good, awesome)

## CRITICAL THINKING



- **Understand** (LOT) Elicit a definition of the word *campaign* (= a planned group of activities that try to achieve social or political change by persuading other people or the government to do something). Drill the pronunciation, /kæm'peɪn/. Give students one to two minutes to complete the task. Share their ideas on the board.
- **Analyse** (HOT) Ask students for examples of campaigns they know of.
  - Before they discuss one of the campaigns, model an example:
    - Student Climate Strike: Greta Thunberg started protesting on her own outside the Swedish parliament in 2018.*
    - Tactic:* Public pressure on politicians. Since then, thousands of other students have copied her and gone on strike.
    - Successful?* Yes. It's now a global protest movement.

- For less confident classes, elicit some tactics campaigns use to achieve their goals: *public pressure, online petitions, demonstrations, collaboration with other organisations with similar aims.*
  - Give students time to work in pairs to discuss a campaign. Elicit answers from some pairs around the class.
- 3 • **Create** (HOT) Ask students what issues they care about and why. Elicit the changes they want to see happen in their school, community, etc. and how they will engage with others to join in.
- After they have had time to note down some ideas, nominate students to share their campaigns. Have a class vote on the best campaign idea.

## Research

Share some of the information about Chiara and Orlando from the *Culture note* with the class. Tell students to go online and research information about the amazing abilities of Stephen Wiltshire or a person of their choice. Ask them to take notes and write a short summary of any interesting and relevant information.



### Culture note

**Chiara Bordi** became a model when she was 15. She was the first disabled contestant in Miss Italy in 2018, where she won third place. Chiara has participated in Models of Diversity's campaigns to promote greater equality and diversity in the fashion and beauty industries.

**Orlando Serrell** is an 'acquired savant' – someone who exhibits increased mental skills after an injury to the central nervous system or a disease. His 'calendar brain' is interesting for scientists because it could mean that, by stimulating a key area in the brain, we could all acquire the skills he has.

**Stephen Wiltshire** is an artist with an amazing ability to draw detailed cityscapes. In 2005, after a 20-minute helicopter ride over Hong Kong, he drew a 10-metre-long picture of Hong Kong's harbour – all from memory. Stephen was diagnosed as autistic as a child and didn't learn to speak until the age of nine. He has his own art gallery in London and his artwork is exhibited in venues all over the world.

### Further practice

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



## Homework

Ask students to write three sentences about things they have learnt from the texts today.

### Get online

Ask students to look for the following:

- the aims of the organisation Models of Diversity
- information about another model who is promoting equality or diversity in fashion and beauty industries
- information about another person who suddenly had special skills after an injury or a disease

Ask students to write a short text to present the information they found.

## Grammar

### Student's Book p16

**Lesson aims** *Students learn and practise the form and use of used to and of the past simple and past continuous with when and while.*

### Warmer

Write these sentences on the board and ask students to write them in the past tense:

1 *I do English on Tuesday.*

2 *I'm wearing a white shirt.*

3 *I usually read a newspaper.*

Tell students that they will discover the answers through the lesson, and allow students to review the sentences again at the end of the lesson.

## Past simple, past continuous and *used to*

### 1 • Students do the task.

#### Choosing the correct tense

ABCD

Highlight some common errors.

- Students will often use the past continuous when the action was carried out over a long period of time:  
*I was living **lived** in Gdansk for 20 years.*
- Remind students that stative verbs cannot be used in continuous tenses:  
*I wasn't liking **didn't like** that song.*

#### Exercise 1

1 past simple    2 past continuous    3 was, could    4 used to

### Extra activity

Write the sentences below on the board for students to complete. Then ask students to match the sentences to the rules in exercise 1.

1 I \_\_\_\_\_ (drive) to the cinema last night. (drove – 1)

2 I \_\_\_\_\_ (drive) to the cinema last night when it started to rain. (was driving – 2)

3 I \_\_\_\_\_ (not go) to the cinema when I was young but now I go all the time. (didn't use to go – 4)

4 Our seats \_\_\_\_\_ (be) in the front row and we \_\_\_\_\_ (can) see the screen really well. (were, could – 3)

### 2 • Students do the task.

#### Fast finishers

Ask students to read the article on p15 again and find more sentences to add to each rule in exercise 1.

#### Exercise 2

1 Paul didn't go to the cinema yesterday. Did Paul go to the cinema yesterday?

2 I wasn't doing my homework at 9 pm. Was I doing my homework at 9 pm?

3 They weren't at school yesterday. Were they at school yesterday?

4 Lara couldn't swim at the age of four. Could Lara swim at the age of four?

5 They didn't use to take the bus to school. Did they use to take the bus to school?

### 3 • When reviewing, ask students to explain why the other option is wrong.

#### Exercise 3

1 was sleeping

2 went

3 was shining, went

4 didn't do

5 used to live

6 arrived, were working

### 4 • When checking answers, ask students to say what their partner did.

#### Exercise 4

1 were

2 did

3 Did

4 was

5 was

## When and while

### 5 • Remind students that the clauses are interchangeable, but when the time clause comes first, a comma is always required.

#### Exercise 5

1 past continuous, past simple

2 when

3 when, while

**6** ▶ **Reinforcement** Give students these hints: *when* x 1, *while* x 1, *past continuous* x 1, *past simple* x 6.

• **Follow-up questions:**

*How well can Moken children see in deep water?* (perfectly well in deep; twice as well as European children)

*How do you think the Moken children got the ability to see well under water?* (**Suggested answer:** perhaps a change in their genes)

**Exercise 6**

1 was studying	2 suggested	3 When
4 discovered	5 could	6 While
7 kept	8 caught	9 didn't get

**7** • Before students start thinking about the puzzle by themselves, read it together.

- Elicit why the names **Romeo and Juliet** have been used. (They are two characters who die in Shakespeare's famous play *Romeo and Juliet*.)

**Exercise 7**

Romeo and Juliet were fish. The cat knocked the fishbowl on the floor. It broke and the fish died.

**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 Exercise 2**

/d/: discovered, raised

/t/: worked, asked, helped, changed, stopped

/ɪd/: suggested, decided, encouraged, supported, ended

**Pronunciation p116 Exercise 3**

1 /d/: bored, determined, surprised

2 /t/: convinced, embarrassed, relaxed

3 /ɪd/: disappointed, excited, interested

**Homework** 

Ask students to write a description of an experience they had on holiday or at another time. They should describe the scene using the past continuous, at least two sentences with the past simple after *when* and at least two sentences with the past continuous after *while*.

## Vocabulary and Listening

**Student's Book p17**

**Lesson aims** Students learn about verb patterns and collocations and practise predicting what they will hear in a radio interview.

**Warmer**

Write these words and definitions on the board (or just write the words and read out the definitions):

*campaign petition award deaf*

1 a prize or reward that is given to someone who has achieved something

2 an event, thing or person that makes something happen

3 a document that people sign to ask someone in authority to do something

4 not able to hear

Ask students to choose the right word to match each definition. Then check their answers and elicit what students think the lesson is going to be about. (helping others)

(1 award 2 campaign 3 petition 4 deaf)

## Verb and noun collocations: helping others

1 • Students do the task.

• **Follow-up questions:**

*What type of people are the radio show looking for?* (inspiring people)

*Where can you find this type of text?* (in a magazine or newspaper or on the Internet)

2 • Students do the task.

**Exercise 2**

**Verb + noun:** start a campaign, sign an online petition, change the world, achieve their goals, gain knowledge, made a difference, win an award

**Verb + person:** helping others, encouraged a friend

**Collocations**

ABCD

- Point out to students that collocations are words that are frequently placed together.
- Tell students that collocations can help them sound more natural and they should always try to learn collocations as *chunks* or single blocks of language.
- Tell students to look at the examples then elicit other collocations students know.

3 • Write some prompts on the board, e.g. *Do you agree? I don't agree/I disagree/I agree because ...*

- After students have done the task, have a class vote to find out whether they agree with the

sentences or not and elicit some reasons for their answers. Encourage a class discussion.

### Exercise 3

- |            |            |             |
|------------|------------|-------------|
| 1 an award | 2 Starting | 3 achieve   |
| 4 make     | 5 support  | 6 knowledge |

## A radio interview

- 4 • Students do the task.

### Exercise 4

- The interview is about Jade Chapman and her sister Laura.
- They use sign language to communicate.
- Jade won an award for a campaign.

### Extra activity

In pairs, ask students to speak for 30 seconds about the photos without hesitation or repetition. They should answer the questions in this exercise and use as much language as they can from exercise 1. Their partner should time them and then they swap roles.

### ► Subskill: Predicting what you will hear

Remind students that identifying the key words in the questions will give them helpful clues, e.g.:

- the relationship between the speakers
- what they are talking about
- where they are
- what the speaker wants to achieve

Students can then predict vocabulary they expect to hear or predict answers.

- 5 • Encourage students to skim read the sentences in exercise 6. Do not check their answers at this stage, wait until they have listened to the audio in exercise 6.

### Exercise 5

- |        |         |        |
|--------|---------|--------|
| 1 True | 2 False | 3 True |
|--------|---------|--------|

- 6  See the audioscript on p130.

- Students do the task.

- **Challenge** Write some follow-up questions on the board for more confident students to answer:

*What was difficult for Jade's sister?* (shopping, talking to friends)

*What is the Bernard Matthews Youth Award?* (It's an award for young people who make a difference in their community.)

### Exercise 6

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

- 7 • When students have done the task, ask if they know anyone who is deaf and if they know any other facts about deafness and sign language.

### Exercise 7

- |          |        |      |          |      |      |
|----------|--------|------|----------|------|------|
| 1 87,000 | 2 2003 | 3 80 | 4 £1,000 | 5 13 | 6 20 |
|----------|--------|------|----------|------|------|

- 8 • When students have finished talking, elicit suggestions on how to make a difference.

### 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

### Homework

Ask students to go online and learn basic words in sign language, such as *Yes, No, Hello, Goodbye, Nice to meet you, Help, Mother, Father*, etc., using online tutorials.

## Grammar

### Student's Book p18

**Lesson aims** Students compare subject and object questions.

### Warmer

Write these sentences on the board:

1 *Jade wanted to support her sister.*

2 *She started an online petition.*

Ask students to say what the subject and object is in each statement.

Elicit what the subject of a sentence is (*the person or thing that performs the action*) and what the object is (*the person or thing that is acted upon or receives the action*).

(**Subjects:** Jade/She **Objects:** her sister/an online petition)

## Subject and object questions

- 1 • Students do the task.

### Exercise 1

- |           |          |
|-----------|----------|
| 1 subject | 2 object |
|-----------|----------|

### Extra activity

For less confident classes, write these sentences on the board:

1 *Who loves Romeo?*

2 *Who does Romeo love?*

Elicit the subject and object.

(1 Who (subject) loves Romeo (object)? 2 Who (object) does Romeo (subject) love?)

## Word order

ABCD

Point out that most questions in English are object questions – we want to know about the receiver of the actions. These questions follow the QuASM formula for word order: Question word, Auxiliary, Subject, Main verb.

*Who does Romeo love?* (Romeo loves Juliet)

Sometimes, however, the thing we want to know is the subject of the question, i.e. the person or the thing who performed the action. These are called subject questions because the question word is the subject of the sentence. Remind students that for subject questions there is no auxiliary verb and the word order is not inverted.

*Who loves Romeo?* (Juliet loves Romeo)


- Before they start, explain that four teenagers each helped one person.
- With less confident classes, write the pairs of names students will need for the four additional questions and answers on the board:  
*Luke/Emily, Luke/Grace, Oscar/Grace, Oscar/Emily*

### Exercise 2

1 b 2 c 3 a 4 d

Who did Luke help? He helped Emily. Who helped Luke? Grace helped Luke.

Who did Oscar help? He helped Grace. Who helped Oscar? Emily helped Oscar.

-  See the audioscript on p131.

- Ask students what they know about the singer Lorde, e.g. nationality, age, type of music.
- Students do the task.

### Exercise 3

- Subject – What happened after Lorde released her song *Royals*? It went to number one in the United States.
- Subject – Who encouraged her to read? Her mum.
- Object – What did she do in 2017? She released her second album.
- Subject – Who influenced her music style? Rihanna
- Object – Who does she admire? She admires Lady Gaga.
- Object – What did she do at the MTV Music Awards? She performed.

- If necessary, do the first two questions together.

### Fast finishers

Write two extra sentences on the board for fast finishers to write more subject or object questions:

1 *David Bowie inspired Lorde. Who ... ?*

2 *Jack Antonoff co-wrote one of her albums. Who did ... ? / Who co-wrote ... ?*

(1 Who inspired Lorde? 2 Who did Lorde co-write one of her albums with?/Who co-wrote one of Lorde's albums with her?)

### Exercise 4

- Who do you admire?      2 Who admires Lorde?
- What song did Lorde write?      4 Who wrote the song *Royals*?
- What did she win?
- Who did Lorde perform with on her international tour?/Who performed with Lorde on her international tour?

- Students do the task.
- Draw students' attention to the example questions.
  - ▶ **Reinforcement** Tell students to write the questions for all five sentences in exercise 5 before they start working in pairs.

### GRAMMAR ROUND-UP

- Before they complete the text, ask students what they already know about Zoe Saldana. See the *Culture note* below for some information you can share with the class.

### Exercise 7

- do you admire      2 When      3 studied
- decided      5 was working      6 ago
- married      8 have



### Culture note

**Zoe Saldana** is a famous Hollywood actress. She was born in Passaic, New Jersey, in 1978, but her father is from the Dominican Republic and her mother is Puerto Rican. She started her own media company, BESE, to help bring greater diversity to Hollywood.

### 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

Write these sentences on the board:

1 *Her mother inspired Zoe to become an actor.*

2 *She starred in Star Trek.*

3 *She likes eating salads for lunch.*

4 *Her dance training helped her get her first film role.*

Ask students to write a subject *and* an object question for each sentence.

(Suggested answers: 1 Who inspired Zoe? What did Zoe's mother inspire her to do? 2 Who starred in *Star Trek*? / What film did Zoe star in? 3 Who likes eating salads for lunch? What does Zoe like eating for lunch? 4 What helped her get her first film role?/What did her dance training help her get?)

# Real-world speaking

Student's Book p19

**Lesson aims** Students learn Key phrases and adjectives for asking and giving opinions and use them in a dialogue to talk about a visit or an experience.

## Warmer

Ask students to think of an awesome experience they have had or a visit to an amazing place. Tell them to write down some notes about it.

Elicit six key question words for asking for information (*What, Why, When, How, Where* and *Who*).

In pairs, ask students to use these words to ask each other questions about their experience or visit.

Ask a few more confident students to tell the class about their partner's experience or visit.

## Giving an opinion

- Draw students' attention to the photos and elicit what they know about the ArcelorMittal Orbit Slide and if they have been on a similar slide.
  - Ask students to think of opinion adjectives to describe an experience on the slide.



### Culture note

The **ArcelorMittal Orbit Slide** in London is the world's tallest and longest slide! It's 76 m high and 178 m long, and it takes 40 seconds to go down. You travel at about 24 km/hour!

- When checking answers, elicit why Logan didn't enjoy the experience (it was crowded, they waited for ages, it was over quickly, it was boring, he shut his eyes, and the ride was over very fast) and what bit he did enjoy (the views from the top).

### Exercise 2

Mae

- When checking answers, highlight how the speakers stress the intensifying adverbs and use rising intonation to help emphasise their point.
  - Ask students to work in pairs and practise the dialogue. Encourage them to try to use the intonation patterns they heard in the video. Students who finish early can swap roles.
    - ▶ **Challenge** Ask students to think of other adjectives to describe experiences, both negative and positive.
    - ▶ **Reinforcement** Ask students to make sentences with the opinion adjectives in the box to show that they have understood them.

### Exercise 3

- |             |            |                 |
|-------------|------------|-----------------|
| 1 brilliant | 2 exciting | 3 disappointing |
| 4 amazing   | 5 boring   |                 |

- Ask students to read the Key phrases and feed in information from the *Asking for and giving opinions* box on the right.
  - Then ask students to read the Real-world grammar phrases. Point out that these are examples of the grammar they have learnt in this unit.
  - Ask students to find other examples of the unit's grammar in the dialogue.

### Exercise 4

#### Asking for and giving opinions:

What did you think?, I reckon . . . , I thought . . . , If you ask me . . . , Didn't you think . . . , . . . in my opinion.

**Opinion adjectives:** amazing, awesome, boring, brilliant, disappointing, exciting, incredible

#### Asking for and giving opinions

ABCD

- Point out that all the Key phrases in this lesson are informal.
  - Remind students that adverbs can be used to enhance an opinion statement: *I really think . . . I strongly believe . . .*
  - Highlight that *I reckon* (= I think) is a very common phrase in the UK today. British people use the word *reckon* more often than *think* when speaking.
  - Typical mistakes to avoid: *I am agree* **How What** do you think about . . . ?
- **THINK** In pairs, ask students to think of a place they have both visited or an experience they have both had and to make notes.
    - Give them some ideas, e.g. a visit to a local tourist attraction, a trip to another city, etc.
    - Tell students that they can talk about a place they would like to visit or an experience they would like to have if necessary.
    - **PREPARE** Ask students to prepare their dialogue.
      - ▶ **Challenge** Encourage them to look up more complex positive and negative adjectives in their dictionaries to describe their place or experience.
    - **PRACTISE** Give students time to practise. Remind them to think about intonation.
    - **PERFORM** Before students perform, ask them to read through the **Peer review** questions in exercise 6 and to check if they need to make any final changes to their dialogue.

- 6 • **Peer review** Remind students to consider the questions while their classmates perform. This will help them pay attention.
- After everyone has performed, nominate students to discuss, in general terms, whether their classmates used a variety of phrases and how they could improve their dialogues.

### Further practice

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

### Homework

Ask students to write a short text giving their opinion about a boring experience or a visit to an amazing place. Remind them to use Key phrases from the lesson.

## Writing

Student's Book pp20–21

**Lesson aims** Students write a profile using conjunctions.

### Warmer

Read out or write some answers to questions about Cambodia on the board:

- 1 in Southeast Asia
- 2 Phnom Penh
- 3 Thailand, Laos and Vietnam
- 4 about 180,000 km<sup>2</sup>
- 5 16 million

Elicit or tell students what the words are all about Cambodia. Then ask them to think of the questions for these answers about Cambodia.

Elicit any other facts they know about this country.

(**Suggested answers:** 1 Where is Cambodia? 2 What's the capital? 3 What countries are next to Cambodia? 4 How big is it? 5 What's the population?)

## A profile

- 1 • Before students read the text, elicit the connection between soap, health and disease. (being clean reduces the spread of infection)
- Check their answers and elicit or explain that *bank* in the organisation's name refers to a place where things are stored, not a financial institution.
- Ask why the prefix *eco-* is appropriate in the name. (it helps the environment because it recycles soap that hotel guests do not use)

### Exercise 1

He started Eco-Soap Bank to help children in Cambodia. They had no soap to wash with and so became ill.

### Culture note

The **Kingdom of Cambodia** has a population of around 15 million and is one of the fastest growing economies in Asia.

- 2 • Before they start, check students understand the meaning of *social entrepreneur* (= someone who sets up an organisation with the aim of solving social problems) and *solar lighting* (= lighting which is powered by batteries charged during the day by converting sunlight to electricity).
- **Follow-up questions:**  
*How successful is Eco-Soap Bank?* (It has provided hygiene education and soap to over 650,000 people, employs 35 Cambodian women and has four recycling centres in Cambodia.)  
*What are Samir's future plans for Eco-Soap Bank?* (He plans to expand to seven more countries.)  
*What are his other projects?* (He is developing solar lighting projects in Cambodia, Nepal and Bangladesh and has worked on nutrition projects in Cambodia.)  
*Why does Josh admire Samir?* (He's generous, enthusiastic, creative and talented and shows anyone can change the world.)

### Exercise 2

a 2                      b 1                      c 4                      d 3

### ► Subskill: Using conjunctions – *because, so, although*

Point out that when the phrase with *although* comes at the beginning of the sentence, a comma is required after it:

*Although they wanted to, they couldn't wash their hands.*

- 3 • Students do the task.

### Exercise 3

1 a although    b so    c because    2 although

### Extra activity

Write prompts on the board:

*became ill – couldn't wash their hands*

Ask students to make two sentences with *so* and *because*.

Then write another prompt:

*it was raining – didn't bring an umbrella*

Ask students to make two sentences with *although*.

(They became ill because they couldn't wash their hands./

They couldn't wash their hands so they became ill.

Although it was raining, I didn't bring an umbrella./I didn't bring an umbrella although it was raining.)



- 4 • Students do the task.
- Follow-up questions:  
*What was wrong with school libraries in poor areas?*  
 (They didn't have interesting books.)  
*How does the group involve the local community?*  
 (They ask students, parents and staff to help decorate the libraries.)

#### Exercise 4

- |           |            |      |
|-----------|------------|------|
| 1 so      | 2 because  | 3 so |
| 4 because | 5 Although | 6 so |

- 5 • Do the first sentence together as a class, then ask students to continue the task independently.
- Remind them to make any necessary changes.
  - Ask one or two students to read their answers out.

#### Exercise 5

- 1 **Although** Rebecca's organisation has provided over 1.5 million books, she wants to do more.
- 2 Her work certainly made me think **because** I didn't realise there was a problem.
- 3 In my opinion, Rebecca's work is making a difference **because** she has helped to improve literacy.
- 4 **Although** you might not know Rebecca's name, she is someone I admire and she inspires me.
- 5 Now, young people in these schools are more interested in reading **so** they do better at school.

- 6 • **THINK** Tell students that they don't have to copy the sentences. They can put these ideas into their own words.
- **PREPARE** With less confident classes, elicit from students which parts of exercises 4 and 5 should go in each of the paragraphs in the paragraph plan given.  
**Paragraph 1:** exercise 4 bullet point 2, exercise 5 sentence 4  
**Paragraph 2:** exercise 4 bullet points 1 and 5, exercise 5 sentences 1 and 5  
**Paragraph 3:** exercise 4 bullet points 3, 4 and 6  
**Paragraph 4:** exercise 5 notes 2, 3
  - ▶ **Challenge** Encourage students to go online to research more about Rebecca Constantino. Point out that they can expand on the suggested content in **PREPARE**.
  - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section to see what they should include.

- ▶ **Reinforcement** Give students a set amount of time to complete the first two stages. After the time is finished, ask students to share their ideas with a partner before they write their profile.
- **CHECK** Ask students to go through their profile and answer the questions. Ask them to make corrections if necessary.

#### Exercise 6

##### Suggested answer:

Although you might not know Rebecca's name, she is someone I admire and she inspires me. Rebecca set up the non-profit Access Books because she wanted to improve school libraries in poor areas.

While she was researching literacy, she discovered school libraries in poor areas were terrible. The books were old and in bad condition. Young people didn't have access to interesting books so they were doing worse at school. Access Books has provided over 1.5 million books. Now, because young people in these schools are more interested in reading, they do better at school.

Rebecca didn't stop there. Many of the libraries were in poor condition so the group decorated them together with students, parents and staff. Access Books also offers author visits because they want to interest young people in books and writing.

Rebecca's work certainly made me think because I didn't realise there was a problem. In my opinion, Rebecca's work is making a difference because she has helped to improve literacy and her work.

- 7 • **Peer review** Ask students to exchange profiles with another student and answer the questions.

##### Further practice

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

##### Homework

Ask students to write three or four sentences about an environmental project or group using the information from the text and *because*, *so* and *although*.

##### Get online

Elicit if students know about any similar recycling projects around the world. Ask students to research further into Samir's work or similar projects. Some of the most interesting are in developing countries, so you could ask them to base their research on this.

Ask them to share their information in groups.

##### Culture note

NGOs such as Plastics for Change, WaterAid and WasteAid are backing community recycling projects to help developing countries manage their waste.

For the urban poor in developing countries, informal waste recycling is a common way to earn income. Waste recycling creates jobs, reduces poverty, saves money, conserves natural resources and protects the environment.

## Project

Student's Book pp22–23

**Lesson aims** Students create a video about an inspiring person and learn about verbal and non-verbal communication for effective presentations.

### 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 inspiring people and what they have enjoyed most about the unit.

### WDYT? Who inspires you?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask them to reflect on how their thoughts have developed, and discuss the question.

Write some prompts on the board to help less confident students contribute to the discussion:

*be ambitious, aim high, never give up, positive, optimistic, challenge, enthusiasm, change people's lives*

Leave these phrases on the board for use during exercise 2.

### TASK

Read through the task and the learning outcomes with the class. Tell students that they will need to use the language from the Quick review on p21 to successfully complete their project.

Elicit the meaning of *non-verbal communication* (= conveying meaning without words). Ask students to think of examples of this. (facial expressions, body movements, eye contact, posture, how much space we put between us and others)

1  See the videoscrypt on p139.

- Read out the question. If necessary, revise the meaning of *inspire*.
- Students do the task.
- Ask students if they know the people that the students talk about.
- Ask students what they think of the presentations in the video. Ask: *Is there anything you would do differently when doing your own presentation?*

#### Exercise 1

Zayn Malik, Jason Barnes, and Melati and Isabel Wijsen.

### STEP 1: THINK

- Remind students of their discussion of the WDYT? question.
  - With less confident classes, you could make a list of inspiring people on the board and elicit Key phrases about each one. This will help students decide which person they are interested in.
- See the Model project on p23 and the Model project notes for further ideas.

#### Exercise 3

Where the people were born and their complete life history

### STEP 2: PLAN

- When choosing their inspiring person, remind students that it can be someone famous or someone they know.
- Refer students to the texts in the Model project to help them recognise the appropriate grammar and vocabulary for the task.
  - Remind students to use the language from the Quick review on p21 in their presentation where possible.

### STEP 3: CREATE

- The Super skills focus is on verbal and non-verbal communication.
  - Remind students that they should use the tips to make their communication as effective as possible when they are putting the presentation together.
- Give students time to read the *How to ...* tips before dividing the class into pairs to practise their presentations.
  - Encourage pairs to use the Key phrases to feed back to one another. Remind them to offer positive feedback as well as negative.
  - Tell students when it is time to stop practising and move on to recording, to ensure that everyone has enough time to complete their video.

### STEP 4: PRESENT

- Ask students to think of questions to ask their classmates, e.g.:
  - Why did you choose this person?*
  - What do you think we can learn from this person?*
  - Encourage them to also think of questions while watching.
  - Give students time to ask some of their questions in a short Q&A session after each presentation.



- 9 • **Peer review** As a class, discuss the review questions.
- Students raise their hands to vote for the most inspiring person and best video presentation.
  - Then elicit students' reasons for how they voted.

## Model project

**Content:** All three presentations include the information in exercise 3 (correctly excluding their complete life history).

Each speech is just six sentences long. Each one answers the questions in a logical way, without using many linking words, to provide brief answers and emphasise the most interesting points of their story.

Note the attention-grabbing direct question in the first speech: *Who inspires me?*

**Artwork:** Photos can demonstrate either what the person looks like or what they do. Sometimes an 'action' photo or a photo of an object is more relevant and interesting.

**Language:** The text uses the pronoun *I* when expressing opinions and *he/she/they* to talk about the inspiring people. The text uses vocabulary from the unit.

The present simple is used to talk about who inspires them and why, the past simple describes what they did to overcome difficulties in the past and the present continuous (and present simple) to say what they are doing now that is inspiring and *used to* to talk about things that were true for a while but not any more.

## Beyond the task

Ask students to reflect on the ideas that the inspiring people in the unit have had and the ways they achieved their goal.

## Further practice

- Super skills → Workbook p10

## Homework

Ask students to write a few sentences about how one person in the unit has inspired them to do something differently.

## 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



## FINAL REFLECTION

- Help students to think about why they would award themselves each face by eliciting what the faces could say for the three different areas, e.g.:
  - **The task:** *I've completed the task really well; I need to rehearse more and then record myself again; I need to rewrite my presentation and record it again.*
  - **Super skills:** *I've used the Super skills really effectively; I didn't do badly but I need to reflect on some aspects of Super skills, like working on my non-verbal communication. Practice makes perfect!; I need to practise more and work on my Super skills.*
  - **Language:** *I've included loads of language from the unit; I've included some of the language but I need to use a wider range of vocabulary and all the structures I've learnt; I need to do some consolidation exercises at home and revise the language in the unit to keep up with the course.*
- Ask students to give examples of language from the unit they used in their presentations.