

## Appearance

### Warmer

In pairs, students discuss the meaning of the unit title *Identity match* and what they think the unit is going to be about. Elicit ideas from around the class.

- In pairs, students put the words in the correct columns. You may like to provide students with dictionaries to help them with this task.
- 1.01** Play the CD for students to listen, check and repeat.

#### Audioscript and Key

Build	Height	Hair	General
thin	short	short	handsome
overweight	medium	bald	good-looking
well-built	height	blonde	plain
	tall	curly	pretty
		dark	ugly
		fair	
		long	
		straight	

- 3a PRONUNCIATION 1.02** Ask students to say the words and decide if we pronounce *gh* in the words. Check answers in open class, then listen and check.

#### Audioscript

height, straight, weight

#### Key

No, we don't.

#### TEACHER DEVELOPMENT: PRONUNCIATION

##### Silent letters

Silent letters can make English pronunciation difficult. Point out to students that some silent combinations are easy to spot because the words would be difficult to pronounce if you sound the letters. Build students' pronunciation skills by focusing for a short time on key features in every lesson. Regular practice will help add correctly pronounced words to students' vocabulary.

- 3b** Ask students to decide in which two words we pronounce *gh* and how it is pronounced.

#### Key

*gh* is pronounced as 'f' at the end of *enough*  
*gh* is pronounced as 'g' at the beginning of *ghost*

- 4 SPEAKING** In pairs, students take it in turns to describe the people in the photos, using adjectives from 1. In a less confident class, brainstorm descriptions of the photos and write key phrases on the board before they do this as a speaking activity.

#### TEACHER DEVELOPMENT: LANGUAGE

##### Adjectives

Many adjectives describe qualities that can exist in different degrees, such as size, beauty, age, etc. These adjectives are often called *gradable adjectives*, because they can be used in comparative or superlative forms, or with grading adverbs. When using more than one adjective to describe a noun, place the adjectives in the

following order before the noun: 1 opinion (*interesting*) 2 dimension (*big*) 3 age (*old*) 4 origin (*Spanish*) 5 material (*cotton*). We don't usually use more than three adjectives before a noun.

#### Example answers

**Photo 1** (Wojciech Szczęsny): He's tall and handsome. He's got short blonde hair. He's good-looking and quite well-built.

**Photo 2** (Zach Galifianakis): He's short and a little overweight. He's got dark hair.

**Photo 3** (Jennifer Lawrence): She's very pretty. She's medium height and slim. She's got long, blonde hair.

## Personality

- 5** Students match the personality adjectives with their opposites.

#### Key

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

#### TEACHER DEVELOPMENT: LANGUAGE

##### Negative prefixes

The prefixes *un-*, *in-* and *im-* can form antonyms (opposites) of adjectives in English. The most common prefix is *un-* = 'the opposite of', but there are no hard and fast rules for which prefix students should use (except words that start with the letters *b*, *m* and *p* always take the prefix *im-* rather than *in-*). Advise them to consult a dictionary if they have doubts.

- 6** Students match the personality adjectives with their definitions.

#### Key

- |            |            |
|------------|------------|
| 1 arrogant | 5 shy      |
| 2 selfish  | 6 reliable |
| 3 nice     | 7 bossy    |
| 4 clever   |            |

- 7 LISTENING 1.03** Play the CD for students to listen to four people talking about themselves. Ask them to note the adjective of personality that best describes each person. Elicit answers from students around the class.

#### Audioscript

**ROSE:** Well, yes, I suppose that it is fair to call me that. I dunno, it's just that I love sleeping. I hate getting up early. And if you give me a choice between doing something active like sport or just lying on a sofa watching TV all day, I'd definitely go for lying on the sofa. And even better if I can stay in my pyjamas all day.

**WILLIAM:** No, the thing is that I don't think I'm the best, the most intelligent and the most attractive. I am the best, the most intelligent and the most attractive. In fact I'm the best at everything.

**JESSICA:** I hate it when people move my things. In my room, everything is always in exactly the right place. I never leave my clothes out and my desk is always ready for work. The thing is that when you're like me, you always know where to find things.

**BRANDON:** Oh I really hate that. When my friends arrive late and make me wait, I get really angry with them. And waiting for buses or trains just makes me lose control. Even waiting for just two or three minutes gets me angry.

**Key**

- |            |             |
|------------|-------------|
| 1 lazy     | 3 tidy      |
| 2 arrogant | 4 impatient |

**8a SPEAKING** Ask students to choose five adjectives from 5 and 6 to describe themselves. Students then tell their partner their adjectives and say why they chose them. In a less confident

class, ask students to make notes before they do this as a speaking activity.

**8b SPEAKING** Students tell the class one adjective their partner chose and say why.

**Homework**

▶ Refer students to the **Workbook, page 2**.

## Lesson 2 Reading ▶ Reading for global and specific information ▶ Avatars and Their Creators

**Warmer**

Play 20 questions to start the class. Put students in pairs and tell them to think of a person from a category they choose (e.g. actors/actresses, athletes, musicians, politicians, writers, etc.). They can ask up to twenty yes-no questions to guess who their partner has in mind. Tell students to focus on the people's appearance and character.

**1 SPEAKING** In pairs, students discuss the questions. Elicit possible answers from around the class.

**Example answers**

- 1 An avatar is a visual representation of a person on the Internet.
- 2 Students' own answers
- 3 Because people can play their own character within a fantasy game, or they can play the sort of character they would like to be.

**2** Students read the text and complete the table with information about the people and their avatars.

**Key**

- 1 ill, needs a machine to live
- 2 medium-height, thin, short fair hair
- 3 long brown hair, young
- 4 very shy
- 5 tall, strong, well-built soldier
- 6 strong, well-built, long black hair
- 7 older, grey hair, fatter face
- 8 different (we don't know how)

**3** Students read the texts again and decide if the statements are true or false. Tell them to write down the number(s) of the line(s) where they found the answer.

**Key**

- 1 F (lines 7–8)
- 2 T (line 10)
- 3 F (lines 19–20)
- 4 F (line 25)
- 5 T (lines 28–29)
- 6 T (lines 31–32)
- 7 F (lines 37–39)
- 8 T (lines 38–39)

**4** Students correct the false sentences in 3.

**Key**

- 1 Robbie Cooper wrote the book because he was interested in the connection between avatars and real people.

- 3 Jason Rowe finds it easy to make friends with his avatar because people treat him normally
- 4 Kim Nyvang is happy with his appearance but thought it was fun to create an avatar that didn't look like him.
- 7 April Hatch's avatar shows April as she really is because she makes more friends when she is more like her real self.

**5** Students find words in the text to match the definitions.

**Key**

- |                            |                          |
|----------------------------|--------------------------|
| 1 online                   | 5 permission             |
| 2 chatting and interacting | 6 looks like             |
| 3 occasionally             | 7 be like                |
| 4 barriers                 | 8 feeling more confident |

**6 SPEAKING What about you?**

In pairs or in small groups students discuss the questions. If necessary, provide some suggestions, e.g. *My avatar looks like me and is like me as well. My avatar doesn't look like me. It looks like how I would like to be.*

**TEACHER DEVELOPMENT: CLASSROOM TIPS****Cutting down on Teacher Talking Time**

Teacher Talking Time (TTT) is the amount of time the teacher talks in the classroom. The teacher should be aware of the quality of their TTT and how it is used. A large amount of TTT can result in a monotonous pace and student under-involvement leading to a loss of concentration, boredom and reduced learning.

Strategies for reducing the amount of TTT include:

- Wait for an answer when you ask a question. Students need 'processing' time.
- Correct student responses but don't repeat them. If necessary, gesture to the first student to repeat.
- Ask open-ended questions (e.g. *Wh-* questions) which require longer answers, e.g. *What did you do yesterday?* instead of *Did you go to school yesterday?*
- Vary feedback: students can check activities in pairs. Feedback involving the teacher can be left to more problematic questions rather than every exercise.
- Elicit explanations from students instead of explaining.
- Present students with clear examples and guided questions so that they do not need to be 'told'. Guided discovery leads to better understanding and learning.

A useful guideline is to limit TTT to 30% of class time and no more than 10 minutes at a time.

**Homework**

▶ Refer students to the **Workbook, page 3**.

## Present simple and present continuous

### Test before you teach

In order to find out how much students remember about these tenses, write these seven uses of the present simple and present continuous on the board and ask students to write example sentences in their notebooks.

*A routines and habits*

*B things that are always or generally true*

*C scientific facts*

*D actions that are happening now or near the moment of speaking*

*E actions that are temporary or not a normal routine*

*F actions that happen very often and annoy the speaker*

*G changing situations*

If students seem to be very familiar with the use and form of these two tenses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students as an open-class activity.

**1a** Students match sentences 1–7 with rules a–g.

#### Key

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

**1b** Students rewrite sentences 1 and 2 in the negative and interrogative form. Elicit the answers and use this opportunity to remind students of rising intonation patterns in *Yes/No* questions.

#### Key

- Avatars aren't becoming more and more popular.  
Are avatars becoming more and more popular?
- Jason doesn't play online 80 hours a week.  
Does Jason play online 80 hours a week?

▶ Refer students to the *Grammar reference* on **page 14**.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Effective study of grammar

Students should learn structures in context to show how they are used in real-life communication. They should note down any new grammatical item in an example sentence and make sure they know how to say it, write it, where it goes in a sentence, and its grammatical function (e.g. *What does it tell us?*). Students should reflect on how grammar structures relate to other familiar structures they know, such as verb tenses. Where feasible, students could do a translation exercise (provided this will not promote interference from L1).

**2** Ask students to look at the adverbs of frequency and choose the correct alternative to complete rules a–d.

#### Key

- after
- before
- present simple
- always; present continuous

### Extra activity

Ask students to write the names of three people who annoy them in some way. They can be people from their family or famous people. Then ask them to write about the annoying habits of the three people, e.g. *My sister is always borrowing my clothes. My brother is always playing on the computer.*

**3** Ask students to complete the text with the present simple or present continuous form of the verbs and the adverbs given.

#### Key

- |                        |                    |
|------------------------|--------------------|
| a am                   | h usually say      |
| b always using         | i play             |
| c doesn't usually play | j is changing      |
| d 's becoming          | k don't often play |
| e 's making            | l always do        |
| f doesn't usually wear | m is finishing     |
| g has got              | n usually goes     |

**4** Tell students to write two true sentences about themselves or other people using each set of words given. Remind them to write one in the present simple and one in the present continuous, writing negative sentences if necessary. Direct students' attention to the example sentences.

**5** Ask students to read their sentences to each other and see if any of their sentences are the same.

**6** **SPEAKING** In pairs, students take turns to ask and answer the questions. Do this activity in open pairs first before students continue in closed pairs.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Sentence stress

Sentence stress is the 'music' of English. Sentence stress will affect the degree to which a student sounds 'natural' and will make what they say easier to understand.

In any given English utterance there will be particular words that carry more 'volume' (stress) than others. This is not random. The stressed words carry the meaning or the 'content' of the sentence, and for this reason they are called 'content words'. Unstressed words tend to be smaller words that have more of a grammatical significance. They help the sentence function syntactically and for this reason they are called 'function words'.

**7** **SPEAKING** Ask students to write at least three more questions like the ones in 6 and the examples for this exercise, and continue interviewing their partner. At the end of the activity, ask students to read out their questions and interview other students in open class.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Intonation

Remind students that the intonation goes down at the end of a *Wh-* question (a question that begins with any of the words *who, where, when, what, why* or *how*).

#### Yes/No questions

- Is his name Juan?*
- Is she from China?*
- Is he the teacher?*
- Is class at nine?*

#### Wh- questions

- What is his name?*
- Where is she from?*
- Who is the teacher?*
- When does class start?*

**Lesson 4** Developing vocabulary † Synonyms and partial synonyms  
Listening † Identifying key words and listening for the gist † People and their pets

**Synonyms and partial synonyms**

**Warmer**

Ask students to write down five sentences describing their personality and character. Tell students that one, two or three sentences should be true about them and the other(s) should be false. Then put students in pairs. Students take turns reading their sentences (e.g. *I'm lazy because I never do homework on time*) and guess if their partner is telling the truth or not. Ask selected students to describe their partners.

- 1 Students read the words and decide if they have similar meanings or if there is any difference between them. If there is a difference, ask students to say what it is. You may like to provide students with dictionaries for this task.

**Key**

All these words are ways of saying *beautiful*:  
*attractive* – used for describing men and women who are pleasant to look at  
*beautiful* – extremely attractive (usually used of women)  
*good-looking* – used for describing adults and older children who are nice to look at  
*handsome* – used of a man or boy (= good-looking)  
*pretty* – used for young women and girls who have nice faces

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Synonyms and partial synonyms**

A *synonym* is a word which means the same as another word. *Partial synonyms* are words that are very similar, but with some difference between them. Teaching synonyms is a good way to increase students' vocabulary and encourage them to use more interesting and expressive language. A thesaurus is a useful resource that provides lists of similar or related words.

- 2 Students match the words in the box to the synonyms or partial synonyms. Remind students that each word can have more than one synonym or partial synonym.

**Key**

fat – overweight	difficult – hard
cheerful – happy – glad	slim – thin – skinny
friendly – sociable – outgoing	elderly – old

**TEACHER DEVELOPMENT: LANGUAGE**

**Partial synonyms**

*Slim* is a partial synonym of *thin* because we use it to say that someone is *thin* but in an attractive way. *Elderly* and *overweight* are more polite ways of saying someone is *old* or *fat*. *Glad* is also a partial synonym of *cheerful/happy* because it means to be happy about something. We tend to use *glad* for events but *happy* for attitude.

- 3 Students choose the best alternative in each sentence. If there is no difference, tell them to choose both.


**Key**

1 old; elderly	5 skinny
2 fat; overweight	6 hard/difficult, clever/ bright
3 attractive/good-looking	
4 cheerful	

- 4 Students prepare a description of a famous person using words from 1 and 2 and words from page 6.
- 5 **SPEAKING** In pairs, students take it in turns to describe the person they chose in 4 for their partner to guess who it is.

**Before you listen**

Write this question on the board and ask students to discuss in pairs.  
*What pet do you think makes the best pet? Why?*

- 1 **SPEAKING** In pairs, students make guesses to match the people and the pets in the photos. Elicit possible answers from different students around the class.
- 2 **LISTENING**  **1.04** Play the CD for students to listen to five people talking about their pets on a TV programme and check how many predictions in 1 they got right.

**Audioscript**

**PRESENTER:** Our next report on Animal Mania looks at the relationship between you and your pet. There are often jokes about people being similar to their pets, or perhaps we should say, their pets being similar to them. But in a recent experiment, people were given photos of five pet-owners and their pets. Two out of every three people in the experiment matched the owners to their pets correctly! So we decided to go out and ask pet-owners what they think. Are there similarities between them and their pets?

**PRESENTER:** Excuse me, madam. Can I ask if you have any pets?

**SPEAKER 1:** Yes, I have a small dog.

**PRESENTER:** Do you think you and your dog are similar?

**SPEAKER 1:** Oh yes, yes, I do. We understand each other. I know what Tinkerbelle is saying or what she wants just by looking at her. And if I have a problem, Tinkerbelle comes and does something to make me feel better. It's like telepathy!

**PRESENTER:** Hello there. Do you have a pet?

**SPEAKER 2:** Yes, I've got a tarantula.

**PRESENTER:** Oh really? I was going to ask if you and your pet are similar?

**SPEAKER 2:** Well, tarantulas are lazy during the daytime and come out at night, and people say I'm a bit like that too! Actually, I suppose I *am* quite lazy, that's why I have a tarantula, cos you only need to feed it once or twice a week. They're really easy to look after.

**PRESENTER:** Hi. Is this your pet?

**SPEAKER 3:** Yeah.

**PRESENTER:** Do you think you're similar in any way?

**SPEAKER 3:** Well, I love running and my dog often comes with me. He seems to enjoy it too. The funny thing is, there are days when



we both run really well, but there are other days when we both get tired straight away. We always seem to feel the same way.

**PRESENTER:** Excuse me, sir. Is this your pet?

**SPEAKER 4:** Yes, it is.

**PRESENTER:** Do you think you and your pet are similar in any way?

**SPEAKER 4:** Well, look at us. What do you think? You can see that we both enjoy our food. You could say that we're both a little overweight. Err, that may be cos we don't like taking exercise either. I hate doing sport, and Toto hates going for walks. Oh, now that I think about it, when there's a song on the radio, I start singing and Toto always joins in and sings *with* me. Actually my wife says she can't tell the difference between us when we sing!

**PRESENTER:** Excuse me. Do you have a pet? Do you think you and your pet are similar?

**SPEAKER 5:** Well, I own a pet, but I don't think we're very similar.

**PRESENTER:** Why not?

**SPEAKER 5:** Well, look. I've got a photo of it here on my phone.

**PRESENTER:** Oh! I see.

**SPEAKER 5:** Yes, I wanted a hamster, but my mum hates hamsters and mice. She calls them 'rats'! So she bought me this instead.

**PRESENTER:** Are you similar in *any* way?

**SPEAKER 5:** Well, actually my mum says we *are* similar. These things are really good at hiding. They're quite difficult to find because they look just like plants and leaves and they don't move. And my mum says that she can never find me when she wants help around the house.

**PRESENTER:** So, there you have it. It seems from our interviews that there *are* similarities between owners and their pets ... even when their pets are a little unusual!

**Key**

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

3 **1.04** Play the CD again for students to choose the correct speakers.

**Key**

- |        |     |
|--------|-----|
| a 4    | e 1 |
| b 1    | f 3 |
| c 5    | g 5 |
| d 2, 4 | h 4 |

4 **SPEAKING What about you?**  
In pairs or small groups, students ask and answer the questions.

**Homework**

Students write a short text about themselves, using the adjectives of personality and appearance they have studied so far.

▶ Refer students to the **Workbook, page 5**.

Lesson 5 Grammar in context ▶ State and action verbs

▶ Grammar in context

State and action verbs

Test before you teach

Read out each of the sentences below and ask students to say which verbs express states and which express actions.

1 I surf the Net most evenings. (*action*)

2 My house is in the town centre. (*state*)

1a Students read the sentences and decide if they describe states and situations or if they describe actions.

**Key**

states and situations

1b Ask the students to read the sentences again and decide if they are in the present simple or present continuous and say why.

**Key**

present simple – permanent situations

Extra activity

Write the following four categories on the board and ask students to think of as many verbs as they can for each category in a three-minute time limit: *verbs of feeling (emotion)/verbs of thinking/verbs of the senses/verbs of possession*. Tell them to open their books at page 10 and check to see they have thought of the state and action verbs in the *Grammar reference*.

1c Tell students to put the verbs in bold in 1a in the correct list.

**Key**

- 1 love, like
- 2 know, understand
- 3 sounds, looks
- 4 have (got), own

▶ Refer students to the *Grammar reference* on page 14.

2 Students decide if each verb describes a state or an action and choose the correct alternative.

**Key**

- |                           |                    |
|---------------------------|--------------------|
| 1 am looking; Do you know | 5 Do you know      |
| 2 looks                   | 6 don't understand |
| 3 has got                 | 7 believe          |
| 4 is having               | 8 don't like; want |

3 Students complete the sentences with the correct form of the verbs.

**Key**

- |          |          |
|----------|----------|
| 1 sounds | 5 tastes |
| 2 smells | 6 hear   |
| 3 seem   | 7 feels  |
| 4 looks  |          |

## TEACHER DEVELOPMENT: LANGUAGE

### State and action verbs

State verbs generally fall into four groups: verbs of feeling (emotion), verbs of thinking, verbs of the senses, verbs of possession. When a verb describes a state and not an action, we do not use the continuous tense. For example, *play* is an action so we can say *playing*, whereas *be* is a fixed state which does not change.

Students can be confused by advertising slogans. There is a popular example at the moment which is used by an American restaurant company in their advertising. They simply say for the experience of eating in their restaurant, *I'm loving it*. Grammatically it is not correct to say *I'm loving it*. *Love* is a state verb and so we should say *I love it*.

Some words can be state verbs and action verbs. The meaning of these verbs is then different. Take a look at these:

*I have a car.* **state verb** showing possession

*I am having a bath.* **action verb** which, in this case, means *taking*

*I think you are cool.* **state verb** meaning *in my opinion*

*I am thinking about buying a motorbike.* **action verb** meaning *considering*

- 4a** Students write sentences about the things in the pictures. Remind them to use at least one of the verbs and one of the adjectives in the boxes.

#### Example answers

- 1 It looks horrible. It sounds loud in a kitchen late at night.
- 2 It looks really soft. I think it feels warm.
- 3 It feels cold and wet.
- 4 It looks difficult to play. It sounds too loud.
- 5 It's cold and tastes great.
- 6 It feels cold. It looks frightening.
- 7 I think it tastes delicious.

- 4b** **SPEAKING** Students read out their sentences to their partner without saying the name of the things. Their partner must guess which things are being described. Focus students' attention on the model dialogue.
- 5** Ask students to complete the dialogue with the verbs in present simple or continuous.

#### Key

- |                     |                     |
|---------------------|---------------------|
| <b>a</b> sound      | <b>i</b> are, doing |
| <b>b</b> 'm having  | <b>j</b> 'm getting |
| <b>c</b> 'm staying | <b>k</b> cooks      |
| <b>d</b> remember   | <b>l</b> 's making  |
| <b>e</b> has        | <b>m</b> smells     |
| <b>f</b> belongs    | <b>n</b> 're making |
| <b>g</b> lets       | <b>o</b> need       |
| <b>h</b> wants      | <b>p</b> 's calling |

- 6** **SPEAKING** Students complete the sentences about themselves and then predict their partner's answers. Students compare their predictions in pairs.

### Extra activity

Students could write their answers from the speaking activity in 6, but this time with three false sentences. At the beginning of the next class, students could read out their sentences for their partner to guess which sentences are false.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Portfolio assessment – learning diaries

Students can be encouraged to keep a diary where they reflect on how well they feel they are doing. A learning diary can constitute part of a student's CEFR Language Portfolio. Encouraging learners to become active, reflective learners is one of the many strengths of portfolio assessment. It gives learners the opportunity to reflect on their own progress and help them to take responsibility for their own learning. Such autonomous learners become successful learners, and this success can lead to more motivation. Portfolio assessment can support this cycle by contributing positively to each of the three factors: enhanced motivation, active learning, and autonomous learning.

An example of a learning diary page:

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: *Page 11 Speaking activity*

What was the task? \_\_\_\_\_

What do you think you did well? \_\_\_\_\_

What do you think you could improve? \_\_\_\_\_

What do you think your partner could improve? \_\_\_\_\_

Other comments: \_\_\_\_\_

**1 Needs working on! 2 This could be improved  
3 So-so (not good, not bad) 4 OK 5 Great!**

### Homework

- Refer students to the **Workbook, page 6**.

## Lesson 6 Developing speaking ▶ Asking for and giving personal information

### Asking for and giving personal information

#### Warmer

Students think of the name of a hobby for each letter of the alphabet. Give students five minutes.

#### Example answers

acting, basketball, computers, drumming, football, guitar, horse-riding, ice-skating, juggling, kite-flying, listening to music, making models, needlework, origami, photography, quilting, role-playing games, stamps, train-spotting, UFOs, video and computer games, woodwork

- 1 **LISTENING** 1.05 Play the CD for students to listen to a conversation between two teenagers and decide what each person's hobbies are.

### Audioscript

**MEGAN:** Hi. You're Lucy's cousin, aren't you?  
**ELLIE:** Yes, that's right. My name's Ellie.  
**MEGAN:** I'm Megan. This is your first year at this school, isn't it?  
**ELLIE:** Yes, we moved house in the summer and this school is closer to where we live now.  
**MEGAN:** Hey, Ellie, you don't play basketball, do you? We need new players for the team.  
**ELLIE:** I play a little, but I'm not very good.  
**MEGAN:** Do you play any other sports?  
**ELLIE:** I really enjoy swimming, but I'm not in a club or team or anything.  
**MEGAN:** So, what are your other hobbies then?  
**ELLIE:** I'm mad about music.  
**MEGAN:** Really? Me too. What kind of music do you like?  
**ELLIE:** I like all sorts, but my favourite is rock.  
**MEGAN:** Now I remember! You can play the guitar, can't you? Lucy told me once.  
**ELLIE:** Yeah, I'm in a band. We aren't bad but I need to practise more.  
**MEGAN:** Do you know Josh, Josh Smith? He plays the guitar too. Come on. Let me introduce you to him ...

### Key

Megan's hobbies: basketball, music  
 Ellie's hobbies: swimming, (rock) music, playing the guitar

- 2 **LISTENING** 1.05 Ask students to complete the dialogue. Play the CD again if necessary.

### Key

a first	d rock
b basketball	e guitar
c swimming	f bad

- 3 In pairs, students practise the completed dialogue in 2. Fast finishers can swap roles and do the activity again.  
 4 Students read the sentences with the question tags in the *Speaking Bank* and read the information about question tags. Students then choose the correct alternative in the statements.

### Key

1 subject pronouns  
 2 auxiliary verbs and 'to be'  
 3 negative, affirmative

## TEACHER DEVELOPMENT: LANGUAGE

### Question Tags

A question tag is a mini-question at the end of a statement. Question tags are very common in English. We use them at the end of statements when we want to keep a conversation going or confirm information. They mean something like: *Am I right?* or *Do you agree?*

- We form question tags with the auxiliary verb + subject.
- If the auxiliary verb in the sentence is positive, the tag is negative (*You are Spanish, aren't you?*).
- If the auxiliary verb in the sentence is negative, the tag is positive (*You're not Spanish, are you?*).

- If there is no auxiliary verb in the sentence, we use *do* (*You live in Spain, don't you?*).

We can change the meaning of a question tag with our intonation. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer.

*You don't know where the police station is, do you?* = real question

*You've got a sister, haven't you?* = not a real question

- 5 Students complete these sentences with question tags.

### Key

1 haven't you	5 wouldn't he
2 can you	6 is he
3 doesn't she	7 does he
4 isn't she	8 can't they

- 6 **SPEAKING** In pairs, students take it in turns to read out the first part of the sentences from exercise 5 to see if their partner gives the correct question tag.

### Extra activity

Play bingo with tag endings. Write different tag endings on the board. Ask students to draw a 3x3 grid and write different tag endings in the squares. Read out a sentence (e.g. *She went to the supermarket.*). If students have a possible ending, they cross it out. The winner is the first student to complete the card.

## Practice makes perfect

- 7a Individually, students write down six things they think they know about what their partner likes or doesn't like doing in their free time.  
 7b **SPEAKING** In pairs, students have a conversation about their hobbies. Remind them to use question tags to ask for confirmation of their ideas and to keep the conversation going. Draw students' attention to the example dialogue.

For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

### Model dialogue

**A:** Tell me something about your hobbies. You like playing tennis, don't you?  
**B:** Yes, I do. I'm in the school tennis club and I play twice a week.  
**A:** Do you play any other sports?  
**B:** I quite like playing football, but I'm not very good.  
**A:** Well I'm not very good at any sport! I like music though. You don't play an instrument, do you?  
**B:** Yes, I do, I play the guitar and the clarinet.  
**A:** Oh yes, you play in the school orchestra, don't you?  
**B:** Yes, that's right. You play the flute, don't you?  
**A:** Yes. And I really like listening to music.

- B:** Me too. What kind of music do you like?  
**A:** Oh, I like all sorts, but my favourite band at the moment is Florence and the Machine.  
**B:** Great! Come to my house some time and we can listen to music.  
**A:** OK, thanks!

**7c SPEAKING** When students have finished, they have a different conversation with a new partner.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### CEF Portfolio: Speaking

The portfolio consists of three parts:

- 1 The Language Passport with information about a student's proficiency in one or more languages, i.e. qualifications.

- 2 The Language Biography where students reflect on their learning process and progress and say what they can do in their foreign language(s).
- 3 The Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Within each unit there are several opportunities for students to practise speaking and record their conversations for their dossier. Students could record their conversations, date them and include them in their portfolio. Ask students to assess their performance and give themselves a mark from 1 to 5.

### Homework

- ▶ Refer students to the **Workbook, page 7**.

## Lesson 7 Developing writing ▶ Informal emails describing people

### Informal emails describing people

#### Warmer

Write these three statements on the board and ask students to discuss if they are true or false.

- 1 We start an informal email with the word **Dear**.
- 2 We end an informal email with words like **Take care**, or **Love**, or **Thinking of you**.
- 3 When we finish an email, we write our first and last name.

#### Key

- 1 F (we write *Hi* and the name of the person we are writing to)
- 2 T
- 3 F (we write our first name or nickname)

- 1 Students read Joe's email to his e-pal and name the different people in the photo. Elicit answers in open class.

#### Key

Laila, Freya, Joe  
Lucy, Connor

- 2 Tell students to read the email again and write notes about each person's personality.

#### Key

Connor: He is very quiet.  
 Freya: She is really funny and always makes her friends laugh.  
 Laila: She is nice but she sometimes looks bossy. She is also very clever and helpful.  
 Lucy: She is mad, totally crazy.  
 Joe: He is a bit arrogant (he says he is extremely good-looking!), sociable, sporty.

- 3 Ask students to complete the sentences in the *Writing Bank* by looking again at Joe's email. Point out that we generally use *rather* instead of *quite* with negative feelings or words.

#### Key

- 1 quite bossy
- 2 me

- 3 she's having a good time
- 4 very
- 5 totally
- 6 quite

- 4 Ask students to complete the sentences to describe some of the people in the photo.

#### Key

- 1 Jack, good-looking
- 2 Jess, happy
- 3 Oscar, clever boy
- 4 Anika, nice
- 5 Sarah, pretty
- 6 Sarah, long hair
- 7 Jess, she is taking a photograph

### Practice makes perfect

- 5a Students find a photo of themselves with friends or family. Tell them to write an email describing the appearance and personality of the people in the photo. Remind them to use the email in 1 as a model and include words and expressions from the *Writing Bank*.
- 5b Students show their photo and description to their partner to see if they can identify the people in the photo correctly. For students who are less confident, photocopy the model text for extra support during the writing task.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### How to use model texts in class

A model is a text that provides a good example of how texts of a particular kind can be written. Students will notice features such as layout, structure and fixed phrases that they can make use of in their own written text. Model texts can also develop useful exam techniques such as planning and self-correction. Always read the model text provided and go through the writing tasks in detail so that students are fully aware of why they are writing and who they are writing to.



## Model text

Hi Sam!

You asked me to send you a photo of me and my family.

So here it is! I'm the one in the black T-shirt. My sister, Alison, is sitting next to me. Everybody says we look a bit like each other. I'm sitting next to her daughter, Abby. She's very talkative.

That's my nephew, Greg, at the top of the table. He's really funny. My mum is at the end of the table. She's really patient and helps us a lot. Then there's my dad next to her, he's always cheerful. The photo was taken when we were on holiday in Puerto Pollença, Mallorca. It's a totally amazing place!

When you send your next email, don't forget to send me a picture of you and your family.

Take care,  
Susie

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Assessing writing

Ask students to assess their performance in each writing activity in the *Developing Writing* section and give themselves a mark according to the following self-assessment criteria. Their written work and assessments could form part of the CEF dossier.

- Are your sentences complete?
- Is there subject-verb agreement?
- Is there consistency in verb tense?

- Are pronouns used correctly?
- Are punctuation, capitalisation, spelling and paragraphs used correctly?
- Provide students with a key to the marking symbols you use to correct texts to help them grade their or their partner's work:

WF	wrong form The movie was the <u>most good</u> WF she had seen.
WW	wrong word She smiled happily and <u>sweet</u> WW.
T	wrong tense He woke and <u>had jumped</u> T out of bed.
Sp	wrong spelling The chair was not <u>confortable</u> Sp.
WO	wrong word order When I got to the restaurant, she <u>already</u> WO <u>had</u> ordered a meal.
P	wrong punctuation Be careful, P The train is coming.
V	wrong verb form She <u>drunk</u> V the wine elegantly.
∪	Join the ideas in one sentence She sat down. ∪ She drank the coffee.
?	What does this mean? ? They waking up teeth brushed daily. ?

- **Teacher's Resource File (www.staffroom.pl):** See Unit 1 Communication worksheet *What are they like?*

#### Homework

- Refer students to the **Workbook, page 8.**

## Self-check Unit 1 ▶ Grammar revision ▶ Vocabulary revision

### ▶ Grammar revision

#### Present simple and present continuous

- 1 Students check if the sentences are correct or not. If not, they correct them.

##### Key

- 1 I'm not usually going **I don't usually go** to school by bus.
- 2 ✓
- 3 My friends and I ~~play~~ sometimes **sometimes play** football after school.
- 4 ✓
- 5 Mia can't speak to you at the moment because she ~~does~~ **is doing** her homework.
- 6 Where ~~are penguins living~~ **do penguins live**, in the Arctic or the Antarctic?

- 2 Students put the verbs given in present simple or present continuous.

##### Key

- |                      |               |
|----------------------|---------------|
| a are, wearing       | d 'm starting |
| b don't usually wear | e work        |
| c 'm getting ready   | f 're saving  |

#### State and action verbs

- 3 Students choose the correct alternative.

##### Key

- |                  |                   |
|------------------|-------------------|
| 1 need           | 5 don't seem      |
| 2 Do you know    | 6 prefer          |
| 3 Are you having | 7 are you looking |
| 4 owns           | 8 belongs         |

### ▶ Vocabulary revision

#### Appearance

- 1 Students look at the pictures and complete the sentences with the words given in the table.

##### Key

- 1 straight
- 2 ugly
- 3 bald
- 4 overweight
- 5 well-built
- 6 curly

## Personality

2 Students write the opposites of these words.

### Key

- |           |              |
|-----------|--------------|
| 1 noisy   | 5 unfriendly |
| 2 untidy  | 6 lazy       |
| 3 serious | 7 impatient  |
| 4 clever  |              |

## Synonyms and partial synonyms

3 Students write a synonym for each underlined word.

### Key

- |                |             |
|----------------|-------------|
| 1 clever       | 5 sociable  |
| 2 good-looking | 6 elderly   |
| 3 hard         | 7 difficult |
| 4 cheerful     |             |

You can do the Unit 1 tests ([www.staffroom.pl](http://www.staffroom.pl)).

## Lesson 8 Gateway to success Unit 1 ▶ Rozumienie ze słuchu – wybór wielokrotny

### Warmer

Elicit from the class what an ideal receptionist should be like. Have students talk about personality, physical appearance, clothes, skills and qualifications. Find out what students think of the job and whether they would like to work as receptionists.

**1a LISTENING** **1.06** Students read the task and analyse the TIP. Play the CD. Students listen and choose the correct option. Check the answer with the open class.

#### Audioscript

**INTERVIEWER:** Dr Peterson, can you explain why good-looking people are usually more successful than those who aren't very attractive?

**DR PETERSON:** It's because they usually make a good first impression. It's easy to trust someone who is pleasant to look at.

**INTERVIEWER:** How much time do we usually need to decide whether we like somebody or not?

**DR PETERSON:** Only a few seconds.

**INTERVIEWER:** And do we often change our minds later on?

**DR PETERSON:** Rarely. We are usually right in our first impressions of other people, because we're genetically programmed to make immediate decisions when we come across a dangerous situation. And meeting someone unfriendly is potentially dangerous.

**INTERVIEWER:** What do you mean?

**DR PETERSON:** For the first human beings, meeting new groups of people was a life or death experience. That's why they had to decide quickly whether these new people were friends or enemies.

**INTERVIEWER:** Have you ever been wrong in your first impression, Dr Peterson?

**DR PETERSON:** Yes, in fact, I have. A few years ago, when I opened my first clinic, I was looking for a receptionist. I invited three candidates to the job interview. The first candidate was a very pretty woman in her late twenties. She was not only good-looking but also experienced. When I first saw her, I thought she would be perfect for the job. I wanted to employ her straightaway but there were two other candidates I had to talk to. The second candidate was a bald, slightly overweight man in his forties, who seemed completely out of place, so I thought that talking to him would be a waste of time. The third person was a plain, middle-aged woman who looked like my aunt Tessa ...

**INTERVIEWER:** So who got the job in the end?

**DR PETERSON:** The attractive woman turned out to be rather arrogant and impatient. The woman who resembled my aunt was too bossy and talkative. However, the bald, overweight man proved to be bright, friendly and reliable, and he got the job.

**INTERVIEWER:** Phew! So it means that unattractive people can also be successful, can't they?

**DR PETERSON:** Of course, they can. I guess I am the best example.

### Key

B

**1b** In pairs, students answer questions 1–2. Get class feedback.

### Key

- 1 At first, Dr Peterson wanted to employ the attractive young woman, because she was very pretty and experienced; she made a good first impression on him.
- 2 The bald, overweight man was good for the job, because he was bright, friendly and reliable.

**1c** **1.06** Students read the task and analyse the TIP. With a stronger class, tell students to complete sentences 1–3 from memory and compare them in pairs. Play the CD for students to check their answers. With a weaker class, let students listen to the recording before they complete the sentences.

### Key

- 1 didn't get, arrogant, impatient
- 2 didn't get, too bossy, talkative
- 3 got, bright, friendly, reliable

**2a** **LISTENING** **1.07** Students read the sentences A and B. Elicit the meaning of: *genetically programmed, make judgements, to face, to come across*. Play the CD. Students listen and write down the words they hear. Let students compare their answers in pairs before you check them with the class.

### Key

- A situation  
B come across a dangerous situation

**2b** **1.07** Play the CD again and ask students to choose the correct answer. With a strong class, there might be no need to listen the second time. Tell students to read the TIP and choose the correct option in italics. Check the answers with the class.


### Key

- A  
TIP: wrong; right

**3** Students read the task, put statements 1–9 in the right topic column and compare their answers in pairs. Ask different students to read out the answers to the class.


### Key

Dr Peterson's job: 3, 6, 8  
First impressions: 2, 4, 7  
Attractive people: 1, 5, 9

- 4 **LISTENING**  **1.08** Play the CD again. Students listen and write down the numbers of statements in 3 that they can hear in the recording. Invite volunteers to read out the sentences they have ticked. Ask students to analyse the TIP and choose the topic in the table, which is the main theme of the radio programme.

### Key

Statements in 3 that can be heard in the recording: 2, 3, 4, 5, 7  
The main theme of the radio programme is: *First impressions*

- 5 **LISTENING**  **1.09** Tell students they are going to do an exam task which involves listening to an interview and answering five multiple-choice questions. Ask students to read the task and statements. Play the CD. Students listen to the recording twice and decide on their answers. Students compare their answers in pairs before you check them with the class.

### Audioscript

**INTERVIEWER:** Kim, your story is rather unusual. Can you tell us how you became a model?

**TOP MODEL:** Well, I was 16 and rather plain-looking when my 18-year-old friend, who was a real beauty, was trying to win her first model agency contract. She went to a lot of interviews and I accompanied her to make her feel more confident. One day, a well-known fashion designer saw me and offered me a contract.

**INTERVIEWER:** Wow! So this is how your career began?

**TOP MODEL:** Not really. At that time, I wanted to be a vet and didn't accept the offer. However, a year later, I changed my mind and phoned the guy, and he still remembered me. We met and I got my first contract.

**INTERVIEWER:** What advice can you give young girls who are preparing for model agency interviews?

**TOP MODEL:** A lot of people believe that the most important thing is beauty, but it's not.

**INTERVIEWER:** So what is it?

**TOP MODEL:** Positive attitude and self-confidence. Models can't be shy, because they have to sell themselves to the camera.

**INTERVIEWER:** Alright, what else is important?

**TOP MODEL:** It's essential to make a good first impression, and that's why I'd advise the girls to choose their clothes carefully. They shouldn't look cheap, so it's best to wear a casual outfit which shows off their best features. As for make-up, less is better.

**INTERVIEWER:** What about a portfolio? The girls often worry that they don't have enough professional photographs, don't they?

**TOP MODEL:** Well, they shouldn't worry, because it's quality, not quantity that matters. They should bring between 3 to 5 good photos, including one of the face and one of the full body.

**INTERVIEWER:** Is there anything else the future models should know?

**TOP MODEL:** Yes, modelling is thought to be nothing but fun, but the truth is that it's a very hard job, extremely tiring and stressful. It's not for everyone.

**INTERVIEWER:** Thank you Kim for being with us today. And here's the 7 o'clock news ...

### Key

- 5.1. B  
5.2. C  
5.3. A  
5.4. D  
5.5. B

### Extra activity

In small groups, students brainstorm the advantages and disadvantages of being a model. Set a time limit of three minutes. Have feedback with the class.

### Homework

▶ Refer students to the **Workbook, page 9**.

## Gateway to success *Unit 1* ▶ Mówienie – zestaw zadań

### Zadanie 1. (4 minuty)

- A:** Andy, do you know Mr McAlister? The new English teacher at our school?  
**B:** No, I don't think I've met him yet. Is he British?  
**A:** Yes, he is. Actually, he comes from Scotland. He is quite tall and slim, he's got reddish hair and a lot of freckles. And he smiles a lot. He's difficult to miss.  
**B:** *What's he like?* Do you like him?  
**A:** He seems nice, but we've only had a few lessons with him. He seems friendly, helpful and open, but he has a strange sense of humour and we sometimes don't know what he is laughing about.  
**B:** *What do you mean?*  
**A:** Well, he told us a joke and started laughing, but we didn't get it, so he seemed angry.  
**B:** Well, I'm not sure. I suppose he was surprised or confused maybe. How about his lessons? What kind of teacher is he?  
**A:** He wants us to talk all the time and gives us pair work. We have to prepare a lot for discussions about different topics. I quite like that idea, but I'm really worried about speaking in public, you know. And we all have to speak English to him, all the time, because he doesn't speak Polish at all.  
**B:** I reckon it's rather good, isn't it?  
**A:** Yes, that's true, but *I must admit it's* quite noisy in our lessons now. Once we start speaking, he can't make us stop and a lot of people speak Polish, not English. He keeps saying silence, but nobody listens.

- B:** Why don't you just try to be quiet during lessons? I think it's great that you have so many chances to speak English.  
**A:** Yeah, I suppose you're right. But you know some of my classmates, if they see a teacher is not strict, they just won't listen. And Mr McAlister seems lost sometimes. He tried to punish them with extra homework but it didn't work in fact.  
**B:** I know what you mean. On the other hand, maybe he needs some time to get used to the new situation and Polish students. Is this his first year in Poland?  
**A:** Yes, it is. He came to Poland at the end of August.  
**B:** Right. I'm sure it'll take him some time to adjust. If I were you, I'd wait and see. Maybe you shouldn't trust your first impression. It might be wrong.  
**A:** I hope you're right.

### Zadanie 2. (3 minuty)

#### Uczeń A

*The picture shows* three people sitting at a table. I suppose it's an interview for a job. All the people are wearing formal clothes, suits and jackets. The woman who is sitting in the middle is probably a candidate for the job, and the two people whose faces I can't see must be the employees. The woman is probably answering a question or explaining something, and the other people are listening to her. On the table there also some papers and a glass of water.

### 1. Why are the people wearing formal clothes?

The people are wearing formal clothes because they are in a job interview. The woman who is being interviewed is wearing them because she wants to make a good impression on her potential employers. *In my opinion* she wants to look serious and be treated seriously. The employers probably wear formal clothes to work.

### 2. Should you be yourself or try to make a good impression in a job interview? Why?

I think everybody tries to make a good impression in a job interview. People always want to look good, not to show they're nervous and are quite careful about what they're saying. I wouldn't use some of the language that I use with friends, for example. On the other hand, I don't think it's a good idea to pretend to be someone else and lie in a job interview. If I lie that I can do some things which in fact I have no idea about, they'll find out about my lie sooner or later, won't they?

### 3. Describe the last time you had or wanted to make a good impression on someone.

Last time I wanted to make a good impression on someone was in the summer, two months ago. I was invited to my older sister's wedding. Ewa, my sister, told me they had also invited her fiancé's cousin Ola. I had met her briefly before, and I really liked her, so I wanted to impress her. I put on my best shirt, my only suit and I borrowed my dad's tie. I wanted to look smart and more adult as Ola is one year older than me. I even had my hair cut. I tried to be on my best behaviour: I helped her, brought her food, asked her to dance, I was a real gentleman all evening! That didn't help much, though, as she kept talking to my older brother.

### Uczeń B

*In the picture I can see* a group of young people going somewhere. Two people are holding some kind of basket, I think. They are outdoors, in a park or forest. It must be warm as they're all wearing T-shirts. Actually, they're wearing the same T-shirts, and there is some slogan on them. I think it says Team Green so they're probably involved in some ecological project, like cleaning the forest. They're all smiling and chatting to each other so I suppose they like what they're doing.

### 1. Why do you think the people are wearing the same T-shirts?

Well, they are probably members of some club or foundation, and their T-shirts represent the foundation's logo. Or, it is the name and logo of a campaign in which they are involved. *I suppose* they want to demonstrate to others that they are members, or maybe show to the world that they're proud to be doing something for the earth.

### 2. How much can clothes people wear tell about their interests and personality?

In my view clothes can tell us quite a lot about the person wearing them, like how much money they have, or whether they're tidy and clean. If we talk about young people, clothes also tell us about people's interests or the kind of music they listen to, especially if they listen to heavy metal or punk. Talking about adults, we can often guess people's professions, like whether they work in a big corporation or bank. People who are artistic often tend to look more original, so I'm sure there's quite a lot you can learn from people's clothes.

### 3. Tell us about the last time you saw somebody who looked extraordinary.

When I was in Scotland during the holidays, I saw a young man who looked really unusual. He was like a combination of a Scot and a heavy metal fan. He was wearing a kilt, which looked extraordinary to me, as I don't know too many men who wear kilts, even if they're Scottish! He also had thick black socks and heavy black boots. That was accompanied by a worn-out black leather jacket and a scarf with the same pattern that his kilt had. He looked absolutely amazing - everybody turned round to look at him!

### Zadanie 3. (5 minut)

*I suppose I'd choose the first photo* which shows a woman having some kind of injection into her face. I believe people will be more and more obsessed with beauty and looking young in the future. In fact, there are already a lot of people who have plastic surgery and all kinds of treatment to look young even if they are 40 or 50, especially people who work in the media and celebrities. I wouldn't choose the third picture because I think having make-up is already popular and it won't be anything new in the future. In fact, with all this plastic surgery and injections, people might not need so much make-up. As for taking pills and medications, they will lose popularity, as people will soon realise that no pills can make them look younger, more beautiful or more healthy. I think people will also become more aware of what kind of medicines they are taking, and realise that this kind of medication is not really helpful, but a waste of money.

### 1. Do you think men will take more and more care of their appearance in the future? Why?/Why not?

In my opinion some groups of men will take more care of their appearance in the future. I think these will be men who are famous and popular, and often appear in the media. There are quite a lot of men already who like to look good, like David Beckham or Cristiano Ronaldo. They always have good hairstyles, trendy clothes, earrings and tattoos. Yet I can't imagine most men taking so much care about how they look, as in most situations it is not considered very masculine. We may admire such men on television, but I think in our society it won't become fashionable too soon.

### 2. In which jobs does appearance matter most? Why?

*To my mind*, there are quite a lot of jobs in which appearance is important. In every job in which you have contact with people, like a teacher, a banker, an office clerk or a sales assistant you should look tidy and dress properly. Some jobs require more formal clothes, like working in a bank, while in some other places - like school or shop - the style may be more informal. I suppose formal clothes make a good impression on clients and customers who feel respected and treated seriously. However, in some job you should avoid formal clothes; for example, if you are an artist, a fashion designer or musician, you should show more creativity in your appearance and wear original or unusual clothes. You can wear a suit if you're a man, but not the kind that bank employees wear, maybe a suit in a bright colour combined with a T-shirt and trainers. In this way you can show your individualism and artistic spirit in your appearance, I guess.

## ► Znajomość środków językowych

### Uzupełnianie par zdań brakującym wyrazem – wybór wielokrotny

- 1 For each pair of sentences, students choose one word (A, B or C) which best completes both sentences.

#### Key

- 1 C  
2 B  
3 B

- 4 B  
5 C  
6 B

### Słownictwo

- 2 Students read the text and complete each gap with the correct form of the word in brackets.

#### Key

- 1 good-looking  
2 good/better  
3 employer/employers  
4 talented



## ► Vocabulary plus

- 1 Students put the words in the correct columns. Then they use them to describe the people in the pictures a–c below.

### Key

**Nouns:** beard, freckles, moustache, ponytail, redhead, suit, wrinkles

**Adjectives:** bald, casual, dyed, middle-aged, medium-sized, pale, plump, striped

- 2 Students find the odd adjective out. They explain why it does not belong with the other three.

### Key

- a *slow-witted* – the others generally refer to someone who can learn quickly and easily and have the opposite meaning to *slow-witted*
- b *obese* – the others generally refer to someone thin and have the opposite meaning to *obese*
- c *ugly* – the others generally refer to someone attractive and have the opposite meaning to *ugly*
- d *outgoing* – the others generally refer to someone who has difficulties socialising
- e *indifferent* – the others generally refer to someone who is kind, sympathetic and helps others
- f *sensitive* – the others generally refer to someone rude
- g *mean* – the others generally refer to someone who can be counted on and is willing to help others