

1 PERSONALITY PROFILE

Vocabulary in context p6

Using vocabulary to describe physical appearance and personality

Warmer

Write *personality test* on the board and give some examples of fun online tests, e.g. *What kind of animal/vegetable/Disney® character are you?* Elicit more examples from students.

Ask: *Do you ever do any of these tests? Why/Why not? What did the test tell you about your personality? Did you agree with the test?*

1 SPEAKING

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask students to listen and repeat each word/phrase.
- Before students do the task, check understanding of *build* (n.) (*the size and shape of someone's body*).
- When checking answers, highlight the fact that *short* can be used to describe height and hair, but *tall* must be used to describe height and *long* to describe hair length. Elicit another word that can be used to describe the height of buildings and mountains (but not people): *high*.

Answers

build – stocky, strong, well-built

height – medium-height, tall

hair (beard/moustache) – bald, blonde, curly, dark, fair, long, medium-length, spiky, straight, wavy

general – cute, good-looking, gorgeous, plain, pretty

- Elicit other adjectives for describing physical appearance and ask students to categorise them according to the table, e.g. *Build*: athletic, slim; *Hair*: red, black, brown, frizzy, grey; *General*: beautiful, handsome.

2 SPEAKING

- Elicit or provide example sentences. Remind students that they can use negative verbs, *isn't*, *hasn't got* (as well as other adjectives), and words like *looks*, *probably*, *very* and *quite* to vary their descriptions of the people.

Possible answers

a The man is well-built and he looks medium-height. He is probably strong. He's got short curly hair. He's quite good-looking.

b The woman is thin. She's got long straight blonde hair. She's very attractive.

3 SPEAKING

- Discuss the second question as a class and note students' ideas on the board.

4a

- Before students do the task, tell them that they won't need all the adjectives in the box as many are in the text already.
- Ask students if they think the adjectives in the box are mostly positive or negative (*mostly positive*). Elicit those that are usually considered negative (*arrogant*, *bossy*, *impatient*, *shy*, *talkative*) and discuss their meanings.

+ Extra activity

If you can project the boxed adjectives onto the board, play the audio and ask volunteers to mark the stress on each word.

Answers

affectionate, arrogant, artistic, bossy, cheerful, clever, confident, determined, easy-going, energetic, generous, hard-working, impatient, likeable, lively, loyal, optimistic, outgoing, patient, reliable, sensible, sensitive, serious, shy, talkative, tidy, well-organised

Ask students where the main stress falls on most of the words (*the first syllable*).

4b

- After students listen to check their answers, ask them to read out the phrases in the text which helped them to decide on the best adjective for each gap (**a** enjoy meeting and talking to people **b** hate waiting **c** happy to give other people your time **d** ready to stay and help **e** show ... that you love them and care about them **f** like things to be in the right place **g** not laughing much **h** don't want to hurt **i** can depend on **j** always telling others what to do **k** think you are better than everyone **l** love being active **m** think that good things are going to happen **n** find it hard to chat to new people).

Answers

a outgoing **b** impatient **c** generous **d** loyal **e** affectionate
f tidy **g** serious **h** sensitive **i** reliable **j** bossy **k** arrogant
l energetic **m** optimistic **n** shy

- Check understanding of *imaginative* (paragraph 7) and elicit a phrase like the ones in the text to define it, e.g. *you are good at thinking of new and original ideas*.
- Elicit alternative adjectives that could also fit in some of the gaps, e.g. **a** friendly, **c** patient, **d** kind, **g** thoughtful, **h** kind, considerate.
- Compare and discuss students' ideas for exercise 3 question 2 with the ideas in the text.

5 SPEAKING

- After students discuss in pairs, ask them to share their opinions with the class, using appropriate personality adjectives if possible. Ask some follow-up questions, e.g. *Is the Colour Test right about you/your partner? Do you think there is any scientific basis for the Colour Test?*
- Ask students to vote on whether they think the Colour Test is a serious test of personality, then tell them they are going to read more about it on the next page.

Use it ... don't lose it!

6 SPEAKING

- Before students discuss in pairs, tell them two or three adjectives you would choose for yourself, and why.
- Ask for volunteers to tell the class the adjectives they chose to describe themselves (remind them to give reasons).

Reading p7

Reading for specific information

Warmer


Play *Hot Seat*. Divide the class into two teams. A volunteer from Team A sits with their back to the board. Choose words from exercise 4 in the previous lesson and write them on the board one by one. Team A have one minute to define as many words as they can for the volunteer to guess. After one minute, it is Team B's turn to define as many words as they can. The team that successfully defines the most words in one minute wins the round.

1 SPEAKING

- After students discuss in pairs, nominate individuals to say why they like/don't like doing these things.
- Make sure students realise that for the question, they only need to find three names. They therefore need to scan the three texts as quickly as possible to find this information (you could set a time limit for this).
- For the second part of the task, students will need to read more slowly, although they still don't need to understand every word.

Possible answers

The University of California found out that you can predict a person's favourite colour from the objects they like or dislike.
Indiana University's Media School found out about people's personalities by asking if they watch cat videos on YouTube™.
The University of Toronto found out that people who often take selfies see themselves as more attractive and likeable than other people see them.

-  **Exam tip** To answer the question in the Exam tip box, make sure students cover these points:
 - Read the text first to get a general understanding of it, then read the true/false sentences.
 - Identify any key words (e.g. content words such as names, numbers, nouns, verbs, adjectives; negatives; quantifiers) in the true/false sentences which will help them to find the information they need.
 - Locate the relevant places in the text(s) where the information is and read these sections again very carefully. If they don't find information to say that a sentence is true, they should mark it as false.
 - Base answers on what the text actually says – not on their own assumptions.
 - Always choose an answer for each question, even if they are not sure, and don't leave any blank, as they may still earn marks.

3

- Point out that as well as deciding whether the statements are true or false, students need to give the line numbers where they find any corresponding information. (Explain that they can write a number range, e.g. *lines 5–7*.)
- Make sure students use the key words in the True/False statements to locate each relevant section of text.
- Before students do the task, check understanding of *high opinion* (*good opinion*) in sentence 6.

Answers

- False, lines 3–4 – *some people are changing their minds*
- False, lines 7–9 – *From that information, they could predict*
- True, lines 20–21 – *somewhere between answers 5 [two or three times a week] and 6 [once a day]*
- False, lines 26–27 – *they are often more cheerful*
- False, lines 39–41 – *They all took a selfie in a lab...*
- False, lines 44–47 – *people who often take selfies generally gave themselves a higher mark*

- Remind students (or elicit) that they should use clues given by the context surrounding each word to help them guess. They should also think about the overall sense of a sentence or phrase and whether the new word is a verb, a noun, an adjective, etc.
- Elicit the adjective form related to *accuracy* (*accurate*) and the verb form of *assessor* (*to assess*). Point out that *survey* can be used as a noun or a verb.

Answers

accuracy – the ability to do something correctly or exactly
survey – a set of questions that you ask a large number of people
conducted – done in an organised way
average – the amount, level, standard, etc. that is typical of a group of people or things
according to – used for saying where information or ideas have come from
lab – a laboratory; a place where people do scientific experiments or research
assessors – people who make calculations to come to a judgement

5 Critical thinkers

- Before students do Critical thinkers tasks, remind them that the objective is to justify their opinion and give suitable examples.
- Elicit more ideas of daily activities and preferences that might give clues about personality, e.g. *watching other kinds of videos, following certain vloggers, doing lots of exercise*, etc.

1 PERSONALITY PROFILE

Grammar in context 1 p8

Using the present simple and present continuous; using adverbs of frequency

Warmer

Write the following verbs on the board: *learn, play, study, work, eat, use*. Draw two bubbles next to them, one containing *right now* and one containing *routine, habit*. Point to one of the bubbles and ask a student to provide a true sentence using either the present simple or the present continuous and one of the verbs on the board, e.g. *We're playing a game right now. We aren't eating right now. I play football every week*. Repeat with other volunteers or nominated students.

- 1 Before students do the task, focus on sentence **a** and ask them to locate it on page 7 of the Student's Book (first line in the third text, *Selfie Fans*). Ask: *Do you think the writer is happy or annoyed about people taking selfies all the time?* Check understanding of *annoyed* and *to annoy*.

Answers

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

2 Answers

1 do, rule 2 2 is playing, rule 4 3 watch, rule 1 4 is becoming, rule 7 5 produces, helps, rule 3 6 is doing, rule 5 7 is always showing, rule 6

- 3 If necessary, help students distinguish between the use of *do* as a main verb (sentences b and g) and as an auxiliary verb (sentence a) – see Language note below.

Language notes

If you like, point out that adverbs of frequency normally go after auxiliary verbs (*be, have, do*) and modal verbs (*can, must, etc.*) and before a main verb, e.g. *I **don't usually** buy expensive clothes. You **must never use** your mobile phone in an exam.* *Be, have* and *do* can also be used alone as main verbs.

Answers

1 after 2 before 3 present simple 4 'always', present continuous

- Highlight the difference conveyed by the different tenses in *They're always watching videos instead of working!* (an expression of annoyance) and *They always give themselves high marks.* (a neutral statement about something generally true).
- Encourage students to read the whole text before they decide which form of each verb to use.
- When checking answers, elicit the rules from exercises 1 and 3 which helped students decide which tense to use and where to place the adverb (second rule is from exercise 3 where appropriate – **a** rule 6 and rule 1, **b** rule 4, **c** rule 1 and rule 2, **d** rule 2 and rule 1, **e** rule 6 and rule 1, **f** rule 1, **g** rule 2, **h** rule 2 and rule 2, **i** rule 5, **j** rule 1 and rule 2, **k** rule 1, **l** rule 4, **m** rule 5).

Answers

a are always posting **b** are eating **c** often writes **d** are usually
e are always talking **f** creates **g** is not **h** usually shows
i is studying **j** doesn't usually post **k** shares **l** am reading
m is living



Mixed ability

Give less confident students two verbs (choose from *talk about, borrow, play, watch, make [a noise/a mess]*) and ask them to write two sentences about a friend or family member's annoying habits. Tell them to use the present continuous and *always*, e.g. *My sister's always borrowing my best trainers.*

Ask more confident students to make up their own sentences about three famous people who annoy them using the present continuous and *always*, e.g. *He's always talking about how much money he earns.*



5a and b SPEAKING

- When they write, remind students to think about the difference between something that is generally true or a routine and something that is happening right now.

6 SPEAKING

- Students may need help thinking of appropriate things for question 4, so give examples if necessary, e.g. *My friends and I are growing up. My little sister is becoming more confident. My brother is getting better at football.*
- Ask students to make brief notes of their partner's answers so that volunteers can tell the class something about their partner.

Use it ... don't lose it!

7 SPEAKING

- Draw attention to the fact that the three example questions match three different rules from exercise 1. One asks about a temporary action/routine, one about something that is always/generally true and one about a habit/routine. Encourage students to try and write questions that also ask about different types of activity.

+ Extra activity

Ask students to use the present continuous to write two sentences about members of their family and their temporary routine. One sentence should be false and one true. They challenge their partner to identify which is which, e.g. *My brother is learning Japanese at the moment. My cousin is working in San Francisco.*

Developing vocabulary p9

Using synonyms and partial synonyms

Warmer

Write these letters on the board: A, C, L and S. Give students two minutes to write down as many adjectives to describe physical appearance or personality for each letter as they can. Students award themselves 1 point for every correct adjective and 2 for every correct adjective that no one else has.

Possible answers

A attractive, affectionate, arrogant, artistic, **C** curly, cute, cheerful, clever, confident, **L** long, likeable, lively, loyal, **S** short, spiky, stocky, straight, strong, sensible, sensitive, serious, shy

- Elicit what students already know about the different meanings and uses of the words and discuss as a class. Provide phrases to help: *... means the same as ...*, *... has a similar meaning to ...*, *You use ... to describe ...*, *... is normally used for ...*, *... is more positive than ...*
- Give examples and elicit phrases/sentences that use the words in appropriate ways.
 - attractive** – used for describing men and women who are pleasant to look at
 - beautiful** – extremely attractive (normally used of women)
 - cute** – used to describe an attractive young man or woman (normally by younger speakers or speakers

of American English), or to describe a sweet little child/animal

good-looking – used for describing adults of both sexes and older children who are nice to look at

gorgeous – very attractive (normally used of women)

handsome – normally used for a man or boy (= good-looking)

pretty – normally used for young women and girls who have nice faces

- If necessary, model the pronunciation of any new words here.
- Students can work in pairs, then discuss the answers with the whole class. They will practise their understanding of these words more in the next exercise.

Answers

calm – easy-going – relaxed
cheerful – glad – happy
childish – immature
difficult – hard
elderly – old
energetic – lively
friendly – outgoing – sociable
generous – kind
slim – thin

- When checking answers, discuss the differences between the two alternatives for sentences 2, 3 and 6 (see Language note). Use the phrases you provided for exercise 1 to help students with this.

Answers

1 attractive/good-looking 2 cheerful 3 thin 4 hard/difficult
5 clever/bright 6 elderly

Language notes

Some adjectives are close synonyms (meaning roughly the same); other adjectives are only partial synonyms and may have different uses.

Note the differences in these partial synonyms:

glad/cheerful: *glad* (not usually before a noun) is normally used after the verb *to be* to describe being happy about something: *I'm really glad to see you. I'm glad he got the job.* *Cheerful* is used as an adjective to describe someone's general personality or mood, e.g. *Jake is a cheerful person.*

slim/thin: *slim* is more positive than *thin* and is normally used to describe someone who is thin in an attractive way; *thin* is more likely to be used to describe someone who is underweight or even unhealthy.

elderly/old: *old* can be used to describe many things: *An old house, an old car*, etc. *Elderly* is used mainly for describing people and is a politer word than *old*. *Elderly* is often used to talk about policies and conditions that affect older people.

generous/kind: *generous* implies the giving of money or time to other people, while *kind* has a more general sense of being nice, gentle and considerate in many different ways.

Use it ... don't lose it!

4 SPEAKING

- Model the example exchange with a student and try to stress the adverbs and adjectives to show admiration or criticism.

1 PERSONALITY PROFILE

GREAT LEARNERS GREAT THINKERS p10

Thinking about different ways to improve your confidence and self-esteem

Warmer

Ask students to think of a recent occasion when they made a positive comment about a friend or gave them a compliment, or received a positive comment/compliment themselves, either on social media or in everyday life. Ask volunteers to share these with the class and say how the comment made them feel, or how they think their friend felt.

1 SPEAKING

- If helpful for your class, tell students about, or quote from, a favourite poem that gives you encouragement and confidence.

2 VIDEO

- Read out the video title (*Finding yourself through poetry*) and ask students what they think it means, e.g. *knowing what you are like, understanding your character and personality*.
- Students don't need to provide formal answers here, but the following may help them answer the question:

Possible answers

Writing poetry helps Lucrecia to feel better, to say things she can't say to other people, to express herself and her feelings.
Writing and performing poetry is exciting and makes her feel good; she wants to share poetry with other people to help them, she helps to run a charity that uses poetry to help people.

3 VIDEO

- Before students watch again, encourage them to read the gapped sentences and try to guess what the missing words are. Tell them that the sentences do not always contain exact quotes from the video; they need to add words that complete the meaning in a logical way.
- Check understanding of the adjective *caring* (*kind, helpful, sympathetic*) and elicit the verb/noun form (*care*). Compare these to *share* and *sharing*.
- Elicit the meaning of SOS /ˈes əʊ 'es/ (*an urgent request for help – originally the initial letters of Save Our Souls used in radio signals*).

Answers

1 of the night 2 who is she? 3 a pen, her phone 4 didn't speak/say much 5 not easy 6 (very) caring 7 feel less alone 8 through the art

- 4 After students read the suggestions, explain that *perfect* in sentence 2 is normally an adjective but is used here as a noun to mean the same as *being perfect* (or *perfection*).

Possible answers

5, 7, 8, 9

GREAT THINKERS



5 SPEAKING

- Advice on health and well-being is often given as a list of suggestions like those in exercise 4. Using a diamond diagram to rank these ideas will help students to think more deeply about why they like or prefer certain suggestions, and to decide which suggestions are most useful and appropriate for them as individuals. (Point out that none of the ideas is necessarily better than any of the others; students should think about their own opinions here.)
- Encourage students to copy the diagram and write the phrases in bold in each section.
- Remind students to use *-ing* forms of any verbs as the subjects of sentences, e.g. *Thinking positively really helps me. Having realistic goals is the best thing to do.*
- Encourage students to give reasons for their choices and to ask each other questions to elicit more information.

- 6a Give some answers that are true for you and write one or two examples on the board. Include, or elicit, examples of small, modest achievements to show that these are just as important as big ones, e.g. *I'm good at remembering names. Last week, I did the shopping for my neighbour because she was ill.*

6b SPEAKING

GREAT LEARNERS SEL



- Some students may be reluctant to share their lists with the whole class. If so, allow them to share with one partner. Alternatively, ask them to work in small groups, appointing a more confident student to start things off.
- Encourage students to give examples of times when positive thinking in a difficult situation helped them personally, e.g. *before a sports match against a very strong team or during a particularly difficult exam*. Ask: *How might thinking negatively stop you from doing well? How can you help yourself to think positively? (First, accept that there is a difficult situation or problem, then focus on any good aspects of the situation, remember your strengths and abilities, remember all the times when you did well, say positive things to yourself, etc.)*

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 142, then grade themselves from 1 to 5. Explain that here 1 means *not a very positive thinker* and 5 means *a very positive thinker*.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for increasing positive thinking strategies. Alternatively, ask students to think individually of ways to become more positive thinkers.

Listening p12

Listening for gist and specific information

Warmer

Ask students to look at their Student's Book and think about its design. Ask what they think of the layout, the size of the type and the fonts used for headings and text, the photos and coloured backgrounds, e.g. *I like the unit headings and I like the different colours for different sections. I think the fonts could be more interesting.*

1 SPEAKING

- After students discuss in pairs, elicit votes for each font and some reasons for their choice from individual students. Write any adjectives they use on the board, e.g. *exciting, boring, modern, colourful*, etc.

3

- Make sure students understand that they must write the letter of the speaker's favourite font from exercise 1 followed by *agree, partly agree* or *disagree* next to each speaker. Point out that some of the speakers mention more than one font but only their favourite is needed. Point out also that some speakers may agree with some things but disagree with others, so should be described as *partly agree*.

Answers

1 a, agree 2 c, partly agree 3 e, partly agree 4 d, disagree
5 b, partly agree

- Exam tip** To answer the question in the Exam tip box, make sure students cover these points:
 - Always read any questions/statements before they listen, notice (note down or underline if possible) any key words in the questions/statements and think of relevant vocabulary.
 - Speakers may say what is in the written statements/questions using different words or expressions. Thinking of synonyms for these words and expressions will help students to identify the answers.
 - Be absolutely sure what information they have to give; a name, a number or a correct word or phrase.

4

- Make sure students know what information they have to provide (*the number of each speaker*). Elicit the kinds of words they need to listen out for (*words for giving opinions, agreeing/disagreeing and adjectives for describing personality*).

Answers

1 2 2 4 3 4 4 1 5 3 6 5 7 2 8 1

- Before students listen again, check understanding of *official* (*expressed, used or done by people in authority*) and *personal* (*expressed, used or done by one person*). Remind students of the use of the prefix *un-* to change an adjective to its opposite.
- When checking answers, ask students to give or summarise in their own words the phrases on the audio that helped them identify the answers, e.g.
 - 1 Speaker 2: *looks a bit ... personal touch*
 - 2 Speaker 4: *I'm exactly the opposite*
 - 3 Speaker 4: *didn't really choose it, I just don't believe ... important*
 - 4 Speaker 1: *I don't know ... boring!*
 - 5 Speaker 3: *I just chose ... Isabel*

6 Speaker 5: *Bossy sounds really negative* 7 Speaker 2: *I don't think ... font they like!* 8 Speaker 1: *I use ... lighter stuff, I use it for school work ... official.*

5 Critical thinkers

- Ask students to try and remember words and phrases the speakers in the audio used and to use similar expressions when they talk to a partner.



Homework

Workbook page 7

Grammar in context 2 p12

Using state and action verbs

Warmer

Write the following phrases on the board and get students to complete them so that they are true for them:

I like / don't like ...

Today I feel ...

I think ... is the best singer in the world.

... taste/tastes delicious.

... smell/smells horrible!

Share your own completed sentences with the class.

Get students to compare their sentences with a partner and see how many are the same.

1a-d You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Elicit another way of using *have* to talk about possession by asking students to give alternative versions of *I have curly hair*. (1a) (*I've got curly hair.*) and *He has a bike*. (1d) (*He's got a bike.*)

Answers

1a They describe states and situations. **1b** They are in the present simple because they describe states and not actions.

1c 1 love, like 2 believe, know, think 3 look, sound 4 have

1d Because they describe a state in 1 and an action in 2.

- Use the Language notes on TN18 to explain the different uses and meanings of the verbs in exercise 1d.

2 When checking answers, point out that all the verbs are in the present simple. Elicit another possible verb for sentence 3 (*You look really serious.*); note that *You're looking really serious* is also possible here (see Language notes on TN18).

Answers

1 tastes 2 feel 3 seem 4 look 5 smells 6 sounds

1 PERSONALITY PROFILE

Language notes

If helpful for your class, explain that some state verbs (*look, feel*) referring to people's temporary physical states and feelings can be used in continuous forms, e.g. *How are you feeling today? / How do you feel today?* Verbs of the senses like *taste* and *smell* are normally not used in continuous forms when they mean *have a flavour, give a smell*, e.g. *This milk tastes bad. These flowers smell wonderful.*

Some verbs can be both state verbs and action verbs, e.g. *have, look, think*, with different meanings. For example: *I have a car. have = state verb / I am having a bath. have = an action verb*
I'm thinking about going home. / I think this font is ugly.
He's looking at the text. / My sister looks like me.

3a If necessary, remind students to use phrases with *look* and *sound*, e.g. *It looks/sounds* After students discuss their answers in pairs or groups, elicit reasons for their choice (there are no right or wrong answers here).

3b Remind students to think carefully about state verbs and their meanings while they do the task (looking back on page 12 of the Student's Book if necessary). If appropriate for your students, work through this task together as a class.

Answers

a Are, looking **b** do, think **c** isn't/is not **d** believe **e** sounds
f looks **g** are thinking **h** Do, have **i** sounds **j** are **k** think
l belongs **m** seems **n** 'm/am having **o** feels

- When checking answers, elicit students' reasons for each choice (*present continuous for action going on right now: a, b, c; present simple for things that are always or generally true: d, e, h; present simple with state verbs: f and g*).

Answers

a am sitting **b** am writing **c** is it making **d** make
e Do dogs go **f** sounds **g** do you think **h** makes

- Check understanding of *go (make a sound, say)* in *Do dogs go woof*.
- Discuss students' ideas for what makes each noise and compare the equivalent noises in their language.

Possible answers

atishoo – someone sneezing
beep beep – a car horn, a microwave, a timer, an alarm
buzz – a bee, a drone
cock-a-doodle-doo – a cockerel
ding dong – a door bell
fizz – a fizzy drink, something dissolving
screech – a bird, especially an owl, or a monkey; a person who is scared or very angry
splash – something falling in water, waves
tick-tock – a clock

- Crash* and *bang* are the usual verbs and nouns for (to make) a loud noise or striking action; *kerblam* is an onomatopoeic way of showing a loud noise or the sound of a striking action in writing.

Culture notes

The German psychologist Wolfgang Köhler carried out the first experiment. He showed people drawings of two different shapes (like the ones in the Student's Book) and asked them to label the pictures either *takete* or *baluba* (*maluma* in later experiments). Most people chose *takete* for the spiky shape and *baluba* for the curved one. He published his findings in 1929 but did not try to explain the reasons.

In 2001 V.S. Ramachandran and Edward Hubbard, at the University of California, used similar shapes to Köhler's but with different words. This time 95 per cent of people labelled the spiky object *kiki* and the curved one *bouba*.

- When checking answers, discuss the reasons for each verb form. Students can also use the categories on page 8 of the Student's Book to explain the use of the present continuous or present simple (*present continuous for actions happening right now: a, g, n; present simple with state verbs: b, e, f, h, i, k, l, m, o; present simple for things that are always or generally true: c, j; present simple for scientific facts: d*).
- Compare the meanings of the different forms of *think* in **b** (*have the opinion*), **g** (*have thoughts, wonder, consider*) and **k** (*have the opinion*). Do the same for *look* in **a** (*direct eyes*) and **f** (*appear*) and *have* in **h** (*possess*) and **n** (*take*).

Culture exchange

- Before students do the task, read out the title and the three words at the bottom and elicit what students know about onomatopoeia. Ask for examples in their own language.
- Encourage students to try to complete the task without looking back on pages 8 and 12 of the Student's Book for help.

+ Extra activity

Ask students to choose five of the words in the text and write sentences saying which animal/thing makes the sound and comparing it with the word in their own language, e.g. *In English, dogs go 'woof', but in [my language] they go*

- Remind students about their work on synonyms on page 9 of the Student's Book and encourage them to use other adjectives as much as they can, e.g. *sweet, cute, dangerous, hot, refreshing, beautiful, lovely, ugly, scary, tasty, terrible*.

Developing speaking p14

Asking for and giving personal information

Warmer

Ask students to look at the photo and use the adjectives they have learned during the unit to describe the people. They can describe the two girls' physical appearance and also try to guess what each one's personality is like. Encourage them to use *look* with its state verb meaning, e.g. *She looks shy and sensitive. She looks confident and outgoing.* Ask them to guess what the girls' free-time activities might be.

- 1 Tell students to read the whole of the gapped conversation and all the missing sentences before they complete the task. Elicit another word that means the same as *sort* in *all sorts* in sentence E (*kind* or *type*).

2 06

- Ask follow-up questions after students check their answers, e.g. *Who is the new girl at the school? (Ellie)* *What sports does Ellie like doing? (swimming and tennis)* *What's her favourite type of music? (rock).*

Answers

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

3 SPEAKING

- Remind students to swap roles when they practise.

Fast finishers

Ask fast finishers to close their books and try to practise the conversation from memory. They can write short notes as prompts first if they wish.

- 4 After students have done the task, elicit some positive and negative statements about different sports and types of music from volunteers.

Answers

(not) be mad about, enjoy, be (quite) keen on, love, my favourite is

- 5 If necessary for your class, check understanding of the words and phrases used in the rules, particularly the difference between *main verb* and *auxiliary verb*, before students choose the correct options. Point out that a modal such as *can/can't* is also used in a question tag.
- When checking answers, make sure students understand the key point: if the first statement is affirmative, the question tag will be negative and vice versa.

Answers

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

Language notes

Question tags are often used to ask for confirmation of something we think we know, or to ask for agreement. Most of the question tags in the dialogue and on this page are of this kind.

A speaker can change the meaning of a question tag by using different intonation. To ask for confirmation, a speaker uses falling intonation (with the voice getting lower) on the tag.

You've got a sister, haven't you? ↘ falling intonation

If a speaker uses rising intonation ↗ (with the voice getting higher), a question tag sounds like a genuine question.

You don't know where my phone is, do you? ↗ rising intonation

- 6 If necessary, go through the sentences eliciting the correct verb (*be*, auxiliary or modal *can*) for each question tag first. Students may need extra help with the answer to 5, where the auxiliary verb used in question tags with *have* got is *have*, *haven't* (*has*, *hasn't*).

Answers

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

7 07

- Tell students that they will hear a short silence on the audio track before the speaker completes their question, during which they can supply the correct question tag. (Pause the audio if necessary.) Encourage them to use the correct falling intonation.

Answers

1 isn't she 2 do they 3 can't they 4 hasn't she 5 is he
6 can we 7 doesn't he 8 does she

Practice makes perfect

8a-c SPEAKING

- Tell students just to write short notes rather than full sentences for 8a.
- Start off 8b by modelling some examples using information you already know about students, e.g. Q: *You play in a football team, don't you?*, and encouraging students to add more information in their answers, e.g. A: *Yes, I do. I play every weekend.* Q: *Your brother plays as well, doesn't he?* A: *Yes, he does, but he plays for a different team.*
- If necessary, revise the use of short answers (*Yes, I/he/she do/does*, etc.) and point out that students may need to say *No, I don't*, etc. and add the correct information, e.g. *No, he doesn't. He plays basketball.*



1 PERSONALITY PROFILE

Developing writing p15

An informal email 1

Warmer

Start by asking a student a question tag seeking agreement about famous people's personalities, e.g. *Greta Thunberg is serious, isn't she?* *Ariana Grande is generous, isn't she?* The student responds by agreeing or not using a short answer: *Yes, she is/No, she isn't.* The student then asks another student a similar question, e.g. *Ed Sheeran is hard-working, isn't he?* *CNCO are really energetic, aren't they?* Students continue round the class.

1 SPEAKING

- Remind students to use the state verb *look* to make guesses about personality in this task. Write their ideas (e.g. *Person a looks friendly/lively/cheerful*) on the board for comparing in the next task.
- When students have read the email, check they know who Eric is in the photo (c) and ask who the other people are (*his mum, sister and dad*).
- Elicit any differences students found between their guesses for exercise 1 and what they have just read in the email (e.g. *person a/the woman/mother/Sandra looks cheerful/lively in the photo but is usually quite serious*).
- If helpful for your class, check students know who each person in the photo is first (**a** = *Eric's mum, Sandra*; **b** = *Eric's sister, Emma*; **c** = *Eric*; **d** = *Eric's dad, Mike*).

Answers

	Name	Physical Appearance	Personality
a	Sandra	blonde hair	serious
b	Emma	long, blonde hair	cheerful, talkative, annoying, funny
c	Eric	wavy hair	lively
d	Mike	dark hair	calm, relaxed

- Before students do the task, explain that *interjection* here means a word that is used to introduce a new section or new idea.
- When checking answers, draw attention to the way the email is divided into paragraphs and discuss the reasons for this (*to make it easier and clearer to read, to organise the different subjects in a sensible way: one paragraph per topic/person/ group of people*).

Answers

Hi, name; your (last) email, to hear from you; it's/hair's/he's/she's/ don't; Thanks; Oh; !; Anyway; the best

+ Extra activity

Ask students to find examples of the following kinds of verbs in the email:

- present tense state verbs (not *be*), e.g. *I look, I think, she looks, she loves*
 - one present simple verb for a habit/routine: *she makes us laugh*
 - two present continuous verbs describing something happening now (and 'happening now' in the photo): *Today, I'm sending you; my parents are having a great time*
- Point out that present tenses are often used to describe what is happening/how people are/look in a photo, even though it was taken in the past.

Culture notes

Students may want to find an English-speaking friend to write to from one of the many pen-friend websites. Students often prefer to use email (this kind of pen friend is also called an *e-pal*). There are lots of online organisations that students can join to find a suitable e-pal. As always, students should be reminded about the dangers of online friendships and should use reputable sites.

Practice makes perfect

5a and b

- Remind students to divide their own emails into paragraphs.

5c SPEAKING

- Make sure students read the question in 5c before they start to write (*Can they identify the people in your photo correctly?*) so that they make sure their physical descriptions are clear and accurate.

Test yourself p17

Grammar test

1

Answers

a are, wearing b don't normally wear c 'm/am going
d 'm/am starting e work f 're/are saving

2

Answers

1 I don't usually go to school by bus.
2 correct
3 My friends and I sometimes play football after school.
4 Adam is often late.
5 correct
6 My friend is a vegetarian. He never eats meat.

3

Answers

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

Vocabulary test

1

Answers

1 gorgeous, general 2 well-built, build 3 medium-height, height
4 straight, hair 5 cute, general 6 curly, hair 7 bald, hair

2

Possible answers

1 reasonable and practical
2 pleasant, friendly and easy to like
3 someone who keeps telling other people what to do, in a way that annoys them
4 nervous and embarrassed in the company of other people
5 not willing to let anything prevent you from doing what you have decided to do
6 someone who thinks they are better or more important than other people
7 willing to support, work for or be a friend to someone

3

Answers

1 relaxed 2 lively 3 hard 4 childish 5 sociable 6 elderly

2 GETTING FROM 'A' TO 'B'

Vocabulary in context p18

Using vocabulary to describe types of transport, travel and accommodation

Warmer

Ask students to look at the photo at the top of the page and describe the woman's appearance and make guesses about her personality. Remind them to use *She looks ...* and the personality adjectives from the last unit.

Ask: *Where do you think she's going? How do you think she's going to travel? What is she holding?*

1 SPEAKING

- Before students do the task in pairs, ask them for an example for each of the columns. Tell them to add other words they know to each column, e.g. *Land: car, bicycle/ bike, bus, train; Air: glider, microlight; Water: boat, ship, rowing boat, motorboat, etc.*

Answers

Land: coach, lorry/truck, motorbike, scooter, skateboard, tram, underground/subway, van

Air: cable car, helicopter, hot-air balloon, plane, spacecraft

Water: cruise ship, ferry, jet-ski, yacht

+ Extra activity

Students work in pairs and find out what types of transport their partner usually uses and one type of transport he or she never uses. If necessary, give them the form of one or two simple questions, e.g. *What types of transport do you usually/ often use? Do you ever travel by train/ride a bike?* etc. Revise the relevant prepositions if necessary: *by bus, by car, by bike, by train; on the bus, on a bike, on foot.*

2 SPEAKING

- If necessary, provide a sentence beginning for describing what each place is, e.g. *A bus stop is a place where ...*, or *You can ... in/at a ...*. See Language note for the correct prepositions to use with the places in this task.

Answers

bus stop, car park, coach/train station, service station, taxi rank, ticket office, lost property office, waiting room

Language note: prepositions

at – a bus stop, a coach/train/service (petrol) station, a taxi rank, a ticket/lost property office

in – a car park, a waiting room

3a 09 and 3b 10

- After students complete the text and listen to check their answers, ask some follow-up questions, e.g. *What kind of ticket do you buy if you just want to go one way? (a single) What kind of ticket do you buy if you want to go somewhere and then come back again? (a return) What happens if you don't get to the station on time? (You [might] miss your train.)*

Answers

a catch b single c return d fare e luggage f platform
g miss h delay i cancel j information screens k arrivals
l departures

4a 11

- Before students do the task, check their understanding of *accommodation* and elicit examples students already know, e.g. *house, hotel, flat*. Explain that the text is about different types of holiday accommodation.

4b 12

- When checking answers, ask students to give the words/phrases in the text that helped them decide on the correct words for each gap.

Answers

a motel – *for you when you're driving around* (Explain that the clue here is that motel is accommodation usually aimed at motorists and the word is a combination of the words *hotel* and *motor*; elicit another option that would also be possible here: *bed and breakfast*.)
b homestay – *share a local family's home, eat with them, and really get to know [them]*
c hostel – *You're young; without spending too much*
d bed and breakfast – *sleep ... for the night, eat ... in the morning*
e holiday home/apartment – *cook your own meals; more space; come and go as you like*
f campsite – *driving around with a caravan; carrying your own tent; open areas*
g caravan – *driving around; open areas where you can stop*
h tent – *carrying your own; open areas*

Use it ... don't lose it!

5 SPEAKING

- Before students do the task in pairs, elicit some of the advantages or disadvantages of different types of transport and different types of accommodation. Provide phrases for this if necessary, e.g. *It's cheaper/more expensive/slower/faster/greener/more environmentally friendly. Staying in ... is more comfortable/more interesting/quieter, etc.*
- Encourage students to use relevant phrases from the text in exercise 4a to explain their choices for question 2 as well as their own ideas, e.g. *I prefer to stay/staying in a holiday home because I like to have a bit more space.*
- Nominate students to tell the class some of their partner's preferences.

Reading p19

Reading for specific information

Warmer

Play *Snowman* with the words from exercise 1 on page 18 of the Student's Book.

Divide the class into two teams. Team A chooses a word from the previous lesson and a student from that team writes the correct number of spaces for the word on the board. Team B guesses the letters that are in the word, and Team A writes in every letter they guess correctly.

For every incorrect guess, Team A draws part of the snowman. If the drawing of the snowman is completed before the word is guessed, the guessing team loses.

1 SPEAKING

- After students discuss in pairs, elicit their ideas and discuss as a class, e.g. *Perhaps the woman in the first photo is famous because she cycled a long way/across a desert. The woman in the other photo looks like a traveller.*
- Note students' ideas on the board so they can compare them with what they read in the text in exercise 2.

- 2 After students read the text, compare and discuss their ideas from exercise 1. Ask what each woman did and elicit anything students found surprising.

3

- Before students do the task, check understanding of the eight sentences. Elicit/Explain the meaning of *incident* (serious or dangerous event) in sentence 5 and *changed their mind about* (changed their opinion of) in sentence 8.
- When checking answers, ask students to explain their reasons and elicit the paragraphs where the answers can be found.

Answers

- L – Lexie was 21 when she finished (paragraph 1), whereas Annie was 24 when she started (paragraph 1) and ... *her journey had taken exactly 15 months* (paragraph 3), so she would have been over 25.
- A – ... *her journey had taken exactly 15 months* (paragraph 3) but Lexie began *when she was just a child* (paragraph 1) and finished when she was 21, *a 21-year-old woman ... world* (paragraph 1).
- A – *One said ... accepted the challenge* (paragraph 1)
- L – *she was careful ... didn't waste money* (paragraph 2)
- A – *In her talks ... Japan* (paragraph 2)
- B – *Annie began writing about them* (paragraph 3) and Lexie, *writing articles* (paragraph 2)
- A – *to use Londonderry as her last name* (paragraph 2)
- L – *She was surprised ... dangerous* (paragraph 3)

4 SPEAKING

- Give students time to look at the texts again if necessary, then ask volunteers for their ideas.

Possible answers

they both sold photos; they both advertised things, they both had to pay for their trips

- 5 After students do the task, elicit the infinitive of *fought* (*fight*), and ask which of the words can be both nouns and verbs (*bet*, *challenge* and *budget*).

Answers

bet – an amount of money that you risk by saying what you think will happen
challenge – something that needs skill, energy and determination to achieve
fought – used guns and weapons
term – a word or phrase for something
travel agents – someone whose job is to plan holidays and make travel arrangements
applied – made an official request for something
budget – the amount of money you have to spend on something
portrayed – showed someone or something in a particular way
incredible – something amazing and extremely good

6 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- Elicit the meaning of *inspirational* (*giving you the enthusiasm to do something*) and ask students to name some inspirational famous people. Ask: *Has ... inspired you to do anything?*
- If students need more support, write these prompts on the board:

On the one hand ..., but on the other hand ...

In addition, ..., Also, ...

... was more difficult/dangerous

For me/In my opinion ... is more inspirational than ... because ...

... inspires me to ...

Possible answer

On the one hand, I think Annie's journey was more difficult because she travelled at a time when it was very hard for women to do anything on their own, especially something dangerous. On the other hand, I'm not sure all her stories were true! In addition, it's still hard for women to travel to some countries, so Lexie's journey is more inspirational for me. I think she's right that the media sometimes make the world sound more scary than it is.



2 GETTING FROM 'A' TO 'B'

Grammar in context 1 p20

Using the past simple, past continuous and past perfect

Warmer

Write these questions on the board and ask students to find the answers in the text on page 19 of the Student's Book:

True or false?

1 Annie had ridden a bike before she started her journey.

2 Annie was wearing a long skirt when she started her journey.

3 Lexie had visited 90 countries by the time she was 18.

Answers

1 F 2 T 3 F

1a Answers

- a past simple, past perfect
- b past simple, past simple
- c past simple, past continuous

- If you still have the sentences from the Warmer on the board, ask students to identify the tenses in these as well (1 *past perfect, past simple* 2 *past continuous, past simple* 3 *past perfect, past simple*).

1b Answers

1 past simple, b 2 past perfect, a 3 past continuous, c

- After students do the task, ask them to find four more examples of past perfect verbs in the text on page 19 of the Student's Book (*had hunted* – Annie, second paragraph; *had taken* – Annie, third paragraph; *had travelled* – Lexie, first paragraph; *hadn't expected* – Lexie, third paragraph).

Language notes

The past simple may be used for more than one verb describing a sequence of actions at *approximately* the same time in the past, even if one happened before another, e.g. exercise 1a *She **applied** once and then she **tried** again and again.*

The past perfect is normally used to describe an 'earlier' past time, when we are already talking about the past using the past simple, e.g. exercise 1a *When she **began** the journey, she **hadn't ridden** a bike before.*

(Some students may remember that the past perfect is also used for reported speech after past simple verbs like *said*, *told*, etc., e.g. *He said he **had** seen them.*)

1c Answers

- 1 She didn't sit down. / Did she sit down?
- 2 She wasn't riding her bike. / Was she riding her bike?
- 3 She hadn't travelled around the world. / Had she travelled around the world?

- 2a When checking answers, ask students which part of rule 1 or 3 in exercise 1b the verb matches (1 and 7 – rule 1, to say that one thing happened after another 2, 4 and 6 – rule 3, to talk about activities in progress at a moment in the past

3 – rule 3, to describe scenes in a story or description 5 – rule 1, to describe finished actions in the past 8 – rule 3, to talk about an activity in progress in the past that is interrupted by another action).

Answers

1 picked up 2 was riding 3 was shining 4 was raining
5 caught 6 was waiting 7 bought 8 heard

- Highlight and practise the correct spellings of *caught* and *bought* if necessary.

2b Answer

the past continuous

- 3 After checking answers, highlight the examples of the past perfect in sentences 3 and 7 and ask why the past perfect is the correct form. (The sentences are already talking about the past, using past simple verbs, and both past perfect verbs refer to an earlier past time: *I realised I **had met** her; I realised I **had forgotten**.*)

Answers

1 was looking 2 met 3 had met 4 were watching
5 was leaving 6 heard 7 had forgotten 8 were doing

- 4 Note that sentence 1 contains two mistakes (*got, had left*), but the other sentences each contain one mistake. All the mistakes are verbs except in sentence 3, which has an incorrect conjunction (*while*).

- When checking answers, project the exercise onto the board and nominate students to come up and make the corrections.

Answers

- 1 When everybody had got ~~got~~ on the train, it left ~~had left~~ the station.
- 2 I was having breakfast when my friend called ~~was calling~~ me.
- 3 She was running in the park when ~~while~~ she saw her friend.
- 4 When Harry received her message, he read ~~had read~~ it.
- 5 When we were small, we went ~~were going~~ everywhere by bus.
- 6 When Rachel had switched ~~was switching~~ the light off, she left the room.
- 7 He was making a sandwich when he cut ~~was cutting~~ his finger.
- 8 When Jack had put ~~was putting~~ his pyjamas on, he got into bed.

5 Answers

1 were 2 Had 3 did

Possible answers

4 reading 5 study

+ Extra activity

Ask students to write three questions to ask a partner, one using the past simple, one using the past perfect and one using the past continuous. Supply ideas if necessary.

Use it ... don't lose it!

6 SPEAKING

- Before they do the task, nominate a few students to ask you the questions they completed for exercise 5.

Developing vocabulary p21

Using phrasal verbs connected with travel

Warmer

Play *Memory Game*. Draw a grid of ten squares (two rows of five) on the board. Number each square 1–10. Draw the same grid on a sheet of paper (for your reference only) and write these words in the squares: *bus, room, ticket, car, waiting, taxi, office, rank, park, stop*.

Ask a student to say the numbers of two squares, then write the corresponding words in those squares on the board. Ask the student if the words go together – if they do, leave the words in the grid, if not, erase them and ask another student for two more numbers.

Continue until all the correct combinations have been found: *bus stop, waiting room, ticket office, car park, taxi rank*.

- Before students do the task, revise the meaning of *phrasal verb* if necessary.

Language notes

Remind students that a phrasal verb is a two-word verb (or sometimes a three-word verb), made up of a verb plus an adverb or preposition. Point out that sometimes the meaning of a phrasal verb is different from the meaning of the verb on its own (e.g. *set* and *set off*, *take* and *take off* in this task).

- Explain that *get* is often used to mean *move* or *go* in the context of travel. Encourage students to think about the meanings of the different prepositions to help them do this task.

Answers

a set off b got on/got off c get away d go on
e gets in f checked in g break down h got into/got out of
i take off j got back

- Encourage students to look at the words that precede each bold item as well as thinking about the meaning, e.g. *to*, a noun (*the plane*) and *didn't* before verbs and *the*, *is* and *a* before nouns.
- If necessary, highlight the fact that in the noun forms, the verb and preposition are either joined into one word or linked by a hyphen.

Answers

Verbs: 1, 3, 5
Nouns: 2, 4, 6

2b PRONUNCIATION

- If possible, project the sentences in exercise 2a onto the board, play the audio and nominate individuals to come to the front and underline the stressed part.

Answers

In phrasal verbs, we usually stress the second part (or the preposition); in nouns, we usually stress the first part (or the verb).

2c

- For extra practice, call out a sentence number from exercise 2a and nominate a student to read the sentence aloud, using the correct stress on the phrasal verb or noun.

- Ask students to look at the title and the photo and say what they think the text is about.



Mixed ability

Allow students who are less confident to look at the sentences in exercise 1 to help them decide on the correct words.

Ask students who are more confident to try and do the exercise without looking at exercise 1.

Answers

a off b into c out of d on e in f off g down h on i back

- After students do the task, check understanding of *rented* (used by someone who pays money to the owner).
- Ask follow-up questions, e.g. *How many countries did the three men visit? (19) What was a problem with one of their rented cars? (It almost broke down.) Why didn't they go on to Italy? (because the weather wasn't good/was bad).*



Culture notes

Gunnar Garfors, Oyvind Djupvik and Tay-yong Pak made the trip in September 2014 and visited Greece, Bulgaria, Macedonia, Kosovo, Serbia, Croatia, Bosnia, Slovenia, Austria, Hungary, Slovakia, the Czech Republic, Germany, the Netherlands, Belgium, Luxembourg, France, Switzerland and Liechtenstein. One man, Djupvik, did all the driving.

- Before students do the task, check understanding of *destination* (from question 5).
- Tell students that they can invent a journey if they prefer. Remind them to make short notes (not full sentences) as prompts to prepare for exercise 5.

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, remind them to listen closely to what the members of their group say and to respond with relevant questions. If helpful for your class, revise past simple, past continuous and past perfect question forms.
- Provide some more example question beginnings on the board if necessary: *What did you do next/then? Had you brought ...? Were you waiting ...?*



2 GETTING FROM 'A' TO 'B'

GREAT LEARNERS GREAT THINKERS p22

Thinking about how to improve transport in cities and towns

Warmer

Ask students about their journeys to school this morning: *Which parts of the journey went slowly/badly/well? Were there any problems, e.g. traffic jams, roadworks, traffic lights? Was the bus/train/metro late or very crowded?*

1 SPEAKING

- Ask if any students have ever travelled on a cable car in a town or city. Encourage volunteers to tell the class about their experience.

2 VIDEO

- Make sure students understand that *quite positive* here means *fairly/moderately positive*.
- When checking the answer, elicit positive words or phrases students can remember from the video, e.g. *amazing and colourful views, success, cheap, convenient, better connection, simple, easy, fast, brighter, optimistic*.

Answer

The video is very positive.

3 VIDEO

- Remind students to read the statements before they watch again. Check understanding of *suburb* in 3 (*area of a large city away from its centre where there are many houses*) and *operator* in 8 (*someone whose job is to operate a machine*).

Answers


- True – *Every day, 22 million people need to travel in and out of Mexico City.*
- False – *the 30,000 people who use the Mexicable system every day*
- False – *the roads from Ecatepec into the city centre are not very good*
- False – *with cable cars there's no traffic, and no traffic lights*
- False – *they completed the system in 2016*
- True – *Just one big red engine moves all the cable cars across four different stations.*
- False – *These stations help to connect a large number of people who live in some of the poorer parts of the city.*
- True – *In these control rooms, they can make the cable cars go slower if they need to*
- True – *Thanks to this new transport system, the future of this suburb of Mexico City is looking brighter and more optimistic!*

- 4a** Check understanding of *limit* (v.) (to prevent a number from increasing past a particular point).

- 4b** Tell students to think about the advantages or disadvantages of each idea and decide on which are stronger in each case.

GREAT THINKERS



- 5** This routine helps students to think carefully about why they hold an opinion by teaching them to evaluate, support and justify these opinions. Anticipating questions or doubts from other people will help them to think of counter-arguments and supporting reasons to make their views stronger. Remind them to think about the disadvantages/negative aspects of their choice of idea and then to think of ways of disagreeing with these negative aspects or ways of solving any potential problems.
- They should start by thinking of statements which express their opinion about the idea they chose.
 - If necessary, provide examples, e.g. *... is the best idea/ would be cheaper/more practical than ... because ...*, etc.
 - Remind them to think about the negative aspects of the other ideas in 4a as well to prepare for the group discussion.
- 6** SPEAKING 
- Explain that students should take turns to make and support their claims (steps 1 and 2 in the thinking routine in exercise 5), then answer and discuss questions and doubts (step 3) from the other members of the group.
 - Encourage students to read the SEL tip before they discuss.
 - Ask students if any members of their group have changed their minds as a result of their discussion. Then take a vote and compare with another group.

GREAT LEARNERS SEL



- Elicit reasons why students may not feel able to participate (e.g. *lack of confidence, feeling other people's opinions are stronger/better*, etc.) and any suggestions for tackling these.
- Elicit ways in which students were able to make sure everyone participated actively in the discussion for exercise 6. Ask: *How can you encourage others to speak? (Give everyone a turn, divide up the time fairly between all participants, ask one person to lead the discussion and invite everyone to speak, encourage others to pay attention to every speaker, listen with respect, etc.)*

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile, then grade themselves from 1 to 5. Explain that here 1 means *not participating very actively*, and 5 means *participating very actively*.
- If appropriate, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage partners to help each other with suggestions for increasing their own participation or other people's. Alternatively, ask students to think individually of ways to participate more actively or help others to do so.

Listening p24

Listening for gist and specific information

Warmer

Ask students to look at the photo. Ask questions such as:

- What sort of bicycles are these? (public bikes for people to rent/hire for a short time in a city)
- Have you ever used one? What did you think of it?

2 SPEAKING

- After students do the task, ask volunteers for their ideas and write these on the board for comparing in the next task. Ask students which key words they could listen out for and elicit any synonyms or alternative ways of saying the same thing.

3 15

- Pre-teach *horse*, *repair* (to fix, mend something that is broken) and *aircraft* (a vehicle that flies, e.g. plane, helicopter).
- When they have listened, compare the ideas on the board with what students remember from the recording. Ask: *What does the word coach mean in this recording?* (an old-fashioned vehicle pulled by horses)

4 15

- Before students do the task, remind them to use the strategies for listening that they have learned.
- When checking answers, elicit phrases and facts students remember to support their choices. Help students with question 2 where they may miss the fact that *Bicycle clubs started appearing globally* supports c as the answer.

Answers

- a incorrect – There were horses, coaches and trains.
b incorrect – Early bicycles were dangerous.
c correct – ... prices went down, Almost anybody could buy one ...
- a incorrect – ... men ... and women ... were cycling.
b incorrect – just in Britain refers to the number of cyclists in 1890.
c correct – globally
- a incorrect – This happened before people started driving.
b correct – When the car started to become popular ... thanks to cyclists
c incorrect – This is not stated.
- a correct – they would study them ... first plane
b incorrect – light, fast design for their first plane
c incorrect – ... used a lot of the money they made from selling bikes to build ...

6 15

Answers

Changed the world in the past: safe, cheap, bicycle clubs helped people to meet up more often, gave women more freedom and mobility, changed women's fashion (women started to wear trousers, which were more practical), improved road conditions, the Wright brothers used funds from their bicycle shop to build their first plane.

Continue to have a positive impact: good for health, good for the environment, reduces traffic

Grammar in context 2 p24

Using would/used to and be used to

Warmer

Write these sentences on the board and ask students to correct the mistakes in the phrasal verbs:

- 1 My car broke off yesterday.
- 2 I'm really tired of studying – I need to get in for a week.
- 3 They checked off their luggage at the airport.
- 4 His plane was delayed – it didn't go off until 11 pm.

Answers

1 broke down 2 get away 3 checked in 4 take off

- 1 You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section. Make sure students realise that the paired sentences are almost the same except for different verbs or verb phrases.
- When checking answers, ask students to say which sentences 1a–5b each rule matches (rule a: 1a and 2a, rule b: 2b, rule c: 1b, rule d: 3a, rule e: 3b, rule f: 4b, rule g: 5b).

Answers

a can b can c can't d can e can't f can't g can't

- Make sure students understand the key point that these verbs talk about *habitual* actions or states in the past. Check also that they know that *used to* can go before *be* and other state verbs or action verbs, e.g. *He used to be a teacher/ She used to visit me every day*, while *would* can only be used with action verbs, e.g. *We would go to the park every day*.
- 2a Before students do the task, if helpful for your class, demonstrate the formation of questions with *used to* on the board: Highlight the spelling of *use to* in questions and in the negative example 3a in exercise 1. Note that *would* isn't normally used in questions about habitual action in the past.
- When checking answers, elicit which rule from exercise 1 matches all these sentences (rule a) and ask students to say whether each sentence is about a habitual *action* in the past (1, 2, 4, 7) or a habitual *situation* (3, 5, 6). Note that *have* in sentence 3 is a state verb meaning possession.

Answers

1 used to 2 didn't use to 3 Did, use to 4 used to 5 used to
6 used to 7 used to

2b Answers

Would is possible in 1, 4 and 7 because they are about habitual actions. Although sentence 2 is also about a habitual action, *would* is not possible because a negative verb is needed here (see rule e).

2 GETTING FROM 'A' TO 'B'

- 3 When checking answers, ask students to give the matching rule from exercise 1 on page 24 of the Student's Book (1 rule f 2 rule a 3 rule g 4 rule d 5 rule a 6 rule d).
- Make sure students understand that sentence 1 is about a single action in the past, not a habit, and that the first part of sentence 3 is about a present habit, not a past habit.

Answers

1 went 2 used to go 3 cycles 4 didn't use to like 5 used to play
6 didn't use to go

Culture exchange

- 4 Ask students to look at the photo and say what they can see (a London Underground station). Elicit the meaning of icon in the title (a very famous, important example). Find out if any students have used the London Underground and what they thought of it.
- When checking answers, elicit the rules from exercise 1 which helped students identify them (a rule f b rule a c a present simple state verb for present situation d rule b e rule g f rule f g rule e h rule f i rule g (like use to, would can't be used to talk about present habits) j rule b).

Answers

a opened b used to c has d would e usually f became
g didn't use to h started i usually j would

- Check understanding of *nickname* (an informal name), *steam* (hot water vapour) and the usual meaning of *ghost* (the spirit of a dead person) and ask some follow-up questions, e.g. *What is the common nickname for the London Underground? (the Tube) What happened in the Second World War? (Many people slept in Underground stations to stay safe.) What are ghost stations? (stations that are empty, aren't used any more).*

+ Extra activity

Ask students to close their books. Read out these dates and numbers one by one:

1863, 49, 11, 270, 1890, 177,000

Ask students to try to remember what fact from the text each date or number refers to and write these down. They open their books to check their answers.

Answers

1890: year electricity was first used
177,000: people who slept in the Underground during the war
49: number of ghost stations
270: number of Underground stations today
1863: year the Tube opened
11: number of lines today

Culture notes

The London Underground is nicknamed the Tube because many of the deep underground lines were built inside roughly circular tunnels, like tubes. Although it is called the Underground, about half of the lines and stations are not under the ground at all.

- 5 Before students do the task, elicit other words that mean the same thing as *common* (frequent, ordinary) and *familiar* (well-known, normal).

- When checking answers to rules d and e, ask students to find examples in the sentences of three gerund (-ing) forms (sentence 1 – *seeing*, sentence 2 – *riding*, sentence 4 – *living*; and one noun: sentence 3 – *this bike*).
- If appropriate for your class, explain that they may also frequently hear *get used to* (become used to), which follows the same pattern as *be used to*.

Answers

a are b are not c never d gerund (-ing) e can

- 6 When checking the answer to sentence 3, focus on the different pronunciation of the letter s in *used to* /'ju:st tu:/ and *using* /ju:ziŋ/.

Possible answers

2 We're used to/We aren't/We're not used to doing exams at least once a week.
3 We're used to/We aren't/We're not used to using computers, tablets or smartphones in class.
4 I'm used to/I'm not used to hot weather.
5 My parents are used to/aren't used to working at the weekend.
6 I'm used to/I'm not used to doing physical exercise every day.
7 I'm used to/I'm not used to walking to school every day.

- 7 Remind students to be careful about the different uses for *used to* and *would* here, as well as the structure *be used to* which they practised in exercise 6. (They can look at the rules on page 24 of the Student's Book again if necessary.)
- If it will help your students, give some example sentences that are true for you, e.g. *When I was five, I used to help my grandfather feed his chickens. I didn't use to like spicy food, but now I eat it all the time. Nowadays I'm used to not eating meat or fish.*

Use it ... don't lose it!

8 SPEAKING

- Ask for volunteers to tell the class about any surprising answers.

Developing speaking p26

Asking for information

Warmer

Ask students to look at the photo and write down as many words associated with this place (not just the things they can see) as they can. Students swap lists with a partner. Each student awards one mark for each correct word and two for each correct word that no one else has.

Possible answers

bus, train, coach, ticket, luggage, ticket office, bus station, train station, waiting room, lost property office, arrivals, departures, cancel, catch, delay, fare, information screens, miss, platform, return, single

1 SPEAKING

- Give an example that is true for you, e.g. *I prefer travelling by train because I often feel ill on coaches. It's also easier to walk around on a train. Coaches get really hot and stuffy and there's only one toilet!*

2 16

- Check students understand the words in the table, in particular *direct* (the coach or train goes directly to your destination) or *change* (you need to change to a different train/coach to continue your journey to a destination) and *bay* (here = bus stop in a bus station).

Answers

1 16:05 2 direct 3 single 4 39 minutes 5 £8.80 6 8
7 ten past six 8 direct 9 single 10 (usually) 45 minutes
11 £10.40 12 6

Fast finishers

For students who complete the table after listening once, write these questions on the board for them to answer:

Which train is more expensive than the others? (the 16.28)
Does the girl use a student railcard? (No, she doesn't.)

What time does the previous coach to Brighton leave? (ten past four)

- Ask follow-up questions, e.g. *Where do both the students want to go? (Brighton) Who is going to arrive in Brighton first? (the girl).*

3 16

- After checking answers, drill and practise all the sentences.

Answers

Can/Could you tell me (the times of trains to ...)?
Can/Could you tell me (which platform it is)?
Can/Could you tell me (how long it takes)?
Pardon?
Sorry, I didn't catch that.
Can I help you?
How can I help?
Could I have/buy (a ticket)?
I'd like (a ticket).

- With less confident classes, allow students to write the correct versions of these sentences first.

- Focus on the example and ask students to notice the change in word order between the direct and the polite indirect question here. Point out that the verb (sometimes an auxiliary verb) comes before the noun in the direct question (*How much is a return?*) but the verb comes after the noun in the polite question (*... how much a return is?*), as it would in a statement.
- Ask students to look again at the examples in the Speaking bank and draw their attention to the polite question: *Can you tell me if the train leaves now?* Highlight the use of *if* to change Yes/No questions into polite (indirect) questions. Elicit the more direct version of this question: *Does the train leave now?*
- Point out that, with polite forms of *What is/are* questions, there is no need to repeat *What* and use the verb *to be* (although this is still correct). See the first example in the Speaking bank (*Can/Could you tell me the times of trains to ...*) and sentence 3 (*Can you tell me the cheapest fare/ what the cheapest fare is?*).

Possible answers

- Can/Could you tell me if it is/it's possible to go direct?
- Can/Could you tell me the cheapest fare? / Can/Could you tell me what the cheapest fare is?
- Can/Could you tell me where I change trains? / Can/Could you tell me where to change trains?
- Can/Could you tell me what time it is? / Can/Could you tell me the time?
- Can/Could you tell me what time the train arrives?

5 SPEAKING

- After students do the task with a partner, ask for volunteers to perform their dialogue for the class.

Practice makes perfect

6a SPEAKING

- Students B have more information to look at and so may need more time here.

6b SPEAKING

- Remind students to use the polite question forms in the Speaking bank and, if they don't understand anything their partner says, the phrases asking for clarification.
- Exam tip** Ask students to think about the question in the Exam tip box in relation to the Practice makes perfect activity they have just done. Make sure they understand that the most important thing was asking for and giving clear and accurate information about the journey destination, the times and days of the journey and the type of ticket required. Students need to do this in order to earn marks in an exam.
- Remind students that listening carefully to what the other speaker says is essential to success in this kind of task.

2 GETTING FROM 'A' TO 'B'

Developing writing p27

Writing a blog post

Warmer

Books closed. Play *Holiday Activities Bingo*. Ask students to write down six outdoor holiday activities (these will be mostly words ending in *-ing*). Read out items randomly from the list below (and others if appropriate), crossing them off as you do so. Students listen and cross off an activity in their lists when they hear it. The first student to cross off all their activities shouts *Bingo!* Continue until you have a second and third winner.

Activities (adapt for your class): *camping, swimming, bungee-jumping, (horse-)riding, skiing, water-skiing, hiking/walking, mountain-climbing, sky-diving, cycling, skateboarding, kayaking, go-karting, playing tennis/football*

1 SPEAKING

- Elicit/Explain the meaning of *break* in the context of *holiday break* (a [usually] short period of time when you stop working or studying).
 - Before students do the task, check they know the words for the activities in the photos (a *having a fire on the beach* b *kayaking* c *go-karting*).
- 2 If you want students to practise scanning a text quickly to find key information, set a time limit and ask them to read the questions and find the relevant information as quickly as they can.

Answers

- Aberafon
- by car
- a tent at a campsite
- kayaking, going on a train/a trip on a train, go-karting, swimming in the sea, a fire on the beach
- It was good fun and exciting. The train trip and go-karting were special.

Culture notes


Aberafon is located in North Wales on the northern coast of the Llyn peninsula, south of the island of Anglesey and not far from the mountains of Snowdonia. Many people in this part of Wales speak Welsh as their first language.

- 3 Check students understand the meaning of *emphasis* (extra importance or stress). Elicit words and expressions in their own language that are used in similar ways.

Answers

beautiful, brilliant; good fun, exciting; do want

- Point out that *so* goes before an adjective, e.g. *so exciting*, but *such* must be used before a noun, usually one with an adjective in front of it, e.g. *such a wonderful day*.
- Explain that using an auxiliary verb like *do* or *did* in an affirmative sentence makes the meaning much stronger: *I want*; *I really want* (stronger); *I really do want* (much stronger).

-  **Exam tip** To answer the question in the Exam tip box, ask students:
 - How do the expressions in the Writing bank make the text sound? (enthusiastic, positive)*
 - Why does a writer want to make a blog post like this sound positive? (to entertain blog followers, to tell friends and family about recent activities, to give followers ideas for great holidays, to inspire followers to travel more, to encourage people to book up similar holidays)*
- 4 Some of these sentences just require the addition of the word in the correct position (e.g. 3 and 4) but make students aware that some sentences will need to be reworded, especially 2 which also needs *It ...* as the subject. (Note that *It* as a subject has already been supplied in 8). Watch out also for any students who add *such* before *great*, e.g. *The trip was such great*.

Answers

- What an amazing place!
- It was such a great trip.
- We were so tired when we arrived.
- I do love the sea.
- We did have a good time.
- We were so happy to get back.
- What a great holiday!
- It's such a fantastic place for relaxing.

Fast finishers

Ask students to find examples of three past perfect verbs and one past continuous verb in the blog post and to think about the reasons these tenses are used.

Answers

Past perfect: *we had booked, we had arrived, my dad had brought* (all used to talk about a time that was further back in the past)

Past continuous: *we were staying* (used with *while* to talk about an activity that was in progress in the past when other past actions happened – *my brother and I made lots of friends*)

- 5a Remind students to write short notes only to answer these questions – they will expand them into a blog post in exercise 6a.

5b SPEAKING

- Encourage students to ask each other questions when they talk about their holiday breaks. Answering these will help them to add more detail to their account and to fill in any gaps in their notes.

Practice makes perfect

- 6a–b Remind students to use the expressions from the Writing bank to add emphasis and make their break and their blog posts sound really fun and exciting.

Test yourself p29

Grammar test

1 Answers

1 stopped 2 was waiting 3 put 4 got 5 were crying
6 were watching 7 dropped

2 Answers

1 She started driving when she had got into the car.
2 When he had finished using the computer, he switched it off.
3 They went into the cinema when they had bought their tickets.
4 As soon as she had done her homework, she went to bed.
5 When we had eaten our meal, we paid the bill.
6 They went into the house when they had unlocked the door

3 Answers

1 use 2 didn't use to 3 usually 4 won 5 used to 6 riding
7 'm used

Vocabulary test

1 Possible answers

1 *service station* – a place that sells petrol or fuel and other things for vehicles
2 *platform* – the area next to a railway line where passengers get on and off a train
3 *delay* – when a train/bus/plane arrives or departs late
4 *fare* – the money that you pay for a journey
5 *taxi rank* – a place where taxis wait for customers
6 *a return ticket* – a ticket you can use to travel to a place and return from it
7 *to miss (the bus)* – to be too late (for a bus/train/etc.)
8 *lost property office* – a room where possessions that people have accidentally left in a public place are kept until the owners come to get them

2 Answers

1 motel 2 bed and breakfast 3 holiday home/apartment
4 tent 5 homestay 6 hostel

3 Answers

1 in 2 off 3 in 4 into 5 down 6 away

Reading

1 SPEAKING

Possible answers

- 1 1 on a school noticeboard/website
- 2 at a bus stop, on a bus service/timetable website
- 3 in an email
- 4 in a message on a mobile phone
- 5 text message on a phone
- 2 1 To invite students to apply for a job/post/position as class president
- 2 To tell passengers about a change to the bus service
- 3 To tell a friend some news and invite them to do something
- 4 To tell a friend about a holiday
- 5 To give passengers travel information

2 Answers

- 1 A incorrect – The text asks if students are confident but it doesn't say they must be confident.
B incorrect – *you need three names to support your application*
C correct – You have to *apply today at the latest*.
- 2 A incorrect – This is not stated in the text.
B correct – *Please check the website before you travel*.
C incorrect – *Buses 49 and 612 are no longer stopping at Green Lane*; different buses are not mentioned in the text.
- 3 A incorrect – Sam's new friend was *on the other team* playing in a match against Sam.
B incorrect – This is not stated in the text.
C correct – Sam invites Lucia to go skateboarding with her new friend: *Tell me when you're free and we can go together*.
- 4 A incorrect – This is not stated in the text.
B correct – ... *we went in a cable car. What a view!*
C incorrect – *Dan's dad wanted to go on a hot-air balloon*, but Dan thought *it's quite scary*.
- 5 A correct – The train leaves at 13.05, and passengers need to *be on the platform at least five minutes before your train leaves*.
B incorrect – This is not stated in the text.
C incorrect – ... *doors close 30 seconds before departure*.

Speaking

5 SPEAKING

Make sure that what you say is relevant to the question(s) that the examiner asks you.

If you don't understand the examiner's questions or instructions, ask them to repeat.

Make sure you speak. If you are too nervous or shy, the examiner won't be able to give you a good mark.

Speak loudly and clearly so that the examiner can hear you.

Listen carefully to what the examiner or your partner(s) are saying, and react to it.

Practise speaking as much as you can before the exam.

An icon of transport in your country

1 SPEAKING

- Students work in groups of three to four.
- Next, ask the class if they can think of any very famous, iconic transport systems in their country.

2 SPEAKING

- Elicit more general suggestions of different icons of transport in your country from the whole class, then write up a shortlist of the best six ideas. Organise the class into groups. You could allocate students to each group in order to include a range of abilities. Groups can discuss which topic they want to work on.
- Tell students that they will need to prepare or gather some visual items, e.g. maps, photos, videos, realia, digital slides, depending on the type of project they do.
- Whole class: ask individuals to read aloud the tips and discuss them with the class.
- In the Collaboration section, make sure students understand that the Useful language contains phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

4 SPEAKING

- Discuss a final deadline for presenting the project, as well as any interim dates when students should have completed particular stages. Suggest when they will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class. Remind students to use the Useful language from the collaboration tip.
- Internet use: if necessary, provide a list of relevant and reliable websites for students to choose from for their research.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.
- If students mark the projects of their classmates, encourage them to share and justify their marks.
- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.



Virtual Classroom Exchange

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.