

1 | AMAZING PEOPLE

Objectives

FUNCTIONS	talking about things you have and haven't done; offering encouragement
GRAMMAR	present perfect with <i>just</i> , <i>already</i> and <i>yet</i> ; present perfect vs. past simple
VOCABULARY	personality adjectives; collocations; phrases with <i>just</i>

Student's Book page 12–13

READING

- 1 In open class, brainstorm adjectives with students and ask them to write three adjectives which describe their own personality. Collect these and read some out to the class (e.g. *This person is cool, friendly and intelligent*). The rest of the class can guess which student wrote the adjectives.

Books open. Read through the adjectives and check pronunciation. In open class, ask concept check questions to check students' understanding (e.g. *Which of the adjectives is negative?* (boring); *Is a cheerful person sad or happy?* (happy).) Ask students to predict where the stress falls in each word. Say the words for students to repeat and check stress. In open class, students look at the photos and choose adjectives to describe them. Listen to their ideas and ask them to explain the reasons for their choices.

- 2 **SPEAKING** Read through the instructions and example sentences. Remind students that we use *looks/seems* + adjective and *looks like* (+ adjective) + noun. Students complete the exercise in pairs. Monitor and help with any questions.
- 3 **SPEAKING** In small groups, students describe their family and friends. To introduce the activity, you could describe somebody you know. Encourage students to give reasons for their choice of adjectives and to ask each other questions about the people they describe. Monitor to help with pronunciation of adjectives. Listen to some examples in open class.
- 4 Tell students they are going to read an article about amazing people. Students read the text quickly to find the answers to the questions. Tell them not to try to understand every word, but to focus on getting a general understanding of the text. Set a time limit of two minutes to encourage students to read quickly.

Answers

- 1 Jack
- 2 Sofia Marconi/Bia's mum
- 3 Mr Donaldson
- 4 Gwen

- 5 **1.09** You could set a homework research task for students to find out about Papua New Guinea and India before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Papua New Guinea (population c. 7 million) is a country in the south-western Pacific region. It is one of the most culturally diverse countries in the world with over 800 different languages spoken. Most of the population live in tribal communities and only 18% live in urban areas. It is one of the world's least explored countries and many undiscovered plants and animals are thought to exist in the interior.

India (population c. 1.2 billion) is a country in South Asia. It is the second most populous country in the world (after China). In the last thirty years, India has seen major economic growth and is now the world's tenth largest economy.

Read through the sentences with students and check understanding. The text contains some quite difficult vocabulary, so it is a good idea to check/clarify: *wildlife*, *endangered*, *messes about*, *parachute jump*, *wheelchair*. Using pictures from the Internet or describing the language in context, ask students: *Can you think of any endangered animals? Can you describe somebody you know who messes about?* etc.

Ask students to answer any of the questions they can from memory before they read again. Encourage students to underline the key information in the questions that they will be looking for in the text. Play the audio while students read the text to find out if the statements are true or false, and to correct any false statements. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback.

Answers

- 1 T
- 2 F – She's very popular with Bia's friends. They think she's fab.
- 3 F – Mr Donaldson doesn't have a problem controlling his students. No one ever messes about in his class.
- 4 T
- 5 T
- 6 T
- 7 T
- 8 F – Oliver's uncle didn't change after the accident. He's still the same lovely person he always was.

Optional extension

For further work with the reading text, ask students to underline the language that tells them how the writer feels about the person they are describing (e.g. in Jackie's text ...*the most amazing person I know, a really cool mum; all her friends think she's fab; really lucky to have such a great mum*). Discuss their answers in open class and ask students to write any useful expressions in their notebooks.

- 6 **VOCABULARY** Look at the example with students to demonstrate the activity. Students work individually or in pairs to complete the exercise. As you check the answers, highlight the pronunciation of the vocabulary. As a follow-up, ask students to work in pairs and ask each other questions such as *What does a cheerful person do?*

Mixed-ability

Stronger classes: Ask students to try to complete the exercise without looking back at the text. Weaker students can check their answers in the text.

Answers

1 cheerful 2 laid-back 3 creative 4 positive
5 talented 6 brave 7 charming

Optional extension

As a follow-up to the reading exercise, divide students into pairs and ask them to imagine they are one of the people in the survey. Ask them: *How would your lives be different?* Ask students to think of at least four differences. Listen to some of their ideas in open class as feedback.

- 7 Use Internet images to check the meaning of *advertising*. Students complete the exercise. Allow them to check answers with a partner before whole-class feedback.

Answers

1 brave 2 charming 3 laid-back 4 talented
5 creative 6 active 7 positive

Fast finishers

Ask students to close their books and write down as many of the personality adjectives as they can remember. Students open their books to check answers and spelling.

THINK VALUES**Human qualities**

- 1 Focus on the exercise in open class. You may like to give your own example before students attempt the task. Encourage them to give reasons for their choice of adjectives.
- 2 **SPEAKING** In pairs, students describe the person they admire. Monitor and help as they complete the task. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Also encourage each student to speak for at least one minute without interruption. Listen to some of the examples in open class.

Student's Book page 14–15**GRAMMAR****Present perfect with *just*, *already* and *yet***

- 1 Focus on the example sentences and ask students to fill the gaps. When checking answers, ask students the following questions:
Which word means a short time before now? (just)
Which word means before now? (already)
Which word do we use when something hasn't happened? (yet)

Answers

1 just 2 yet; already

Ask students to read the rule and complete the gaps with the correct words. Check answers.

Rule

1 yet 2 just 3 already

- 2 Students look at the pictures and match them with the sentences. During feedback in open class, ask students to explain the reason for their choices.

Answers

1 middle picture 2 bottom picture 3 top picture

- 3 Books closed. As a lead-in to this activity, divide the class into pairs and ask them to imagine they are planning a birthday party for a friend for the weekend. *What things do they need to organise?* Set a three minute time limit and ask them to make notes. Monitor and help with vocabulary and to encourage students to use only English. Ask students to open books and compare their lists to the one in the book. Students work individually and write sentences with *already* and *yet*. Monitor to make sure students are writing complete sentences.

During feedback, ask concept check questions to make sure students have understood the target language e.g. *Is he going to make a cake in the future?* (yes); *Does he have the invitations in his house?* (no).

Answers

2 He's already sent out the invitations.
3 He hasn't organised the music yet.
4 He's already chosen what to wear.
5 He hasn't decorated the room yet.
6 He's already bought the drinks.

Language note

Students may make the following types of error:

I just see my friend.
I already have seen that film.
I didn't go to Paris yet.

Remind them that we use the present perfect as follows in the structures:

To have + *just/already* + past participle
To have + *not* + past participle + *yet*

- 4 Focus on the example and elicit other possible answers. Ask students to work in pairs to complete the exercise and then compare their answers with another pair and discuss who has the most interesting or amusing answer to each question. Listen to some of their ideas in open class feedback.
- 5 Books closed. As an introduction to the exercise, write *bucket list* on the board and ask students to guess what it means (a list of things somebody wants to do before they die). Ask students to work in pairs and discuss what they would put in their own bucket list. Ask them: *Which of the things on your list would you like to do before you are 20?*
- Books open. Check/clarify: *enter a competition*. Students work individually to complete the exercise.
- 6 **SPEAKING** Focus on the sample dialogue and pay attention to pronunciation. Students should use a rising intonation for the first question, with a strong stress on *you* at the end of the second question. Divide the class into pairs or small groups and ask them to complete the exercise. Monitor and help with any questions. Listen to some examples in open class.

Fast finishers

If any students finish the activity early, ask them to think about their family and friends and write sentences to describe which of the things in Exercise 5 they have done.

Optional extension

Divide the class into small groups to find out which group has done the most things in the list and give points per item they have done. Give students three minutes to write a list of other interesting things they have done. Give them an extra point if you feel it is an interesting activity. Make sure students only score a point for the things they have written down – no copying ideas later!

Workbook page 10 and page 122

LISTENING

BACKGROUND INFORMATION

Lewis Hamilton (born 7 January 1985) is a British Formula One racing driver, currently racing for the Mercedes AMG team. He signed his initial contract with the McLaren team when he was just 13. He is the 2008 and 2014 Formula One World Champion.

Sebastian Vettel (born 3 July 1987) is a German Formula One racing driver, currently driving for the Austrian team Red Bull Racing. He won the Formula One World Championship four times in 2010, 2011, 2012 and 2013.

- 1 **1.10** Show students some photos of famous people, either from magazines or on the Interactive Whiteboard (IWB). Divide the class into small groups and ask them to make a list of everything they know about each individual. As feedback, ask each group to describe one of the people in open class without saying the name. The rest of the group guess who is being described.
- Tell students they are going to hear two people playing a game. Play the audio while students listen for the answer to the question. Tell them not to try to understand every word, but to look for the specific information required by the question. Check answer.

Answer

Two people

Audio Script Track 1.10

- Will Kiki, do you want to play a game?
- Kiki Depends. What kind of game is it?
- Will It's called Mystery Guest. Basically I have to pretend I'm introducing a famous person who's about to win some kind of prize. I can't say who it is, but it's someone who I really admire. Your job is to guess who it is. Got it?
- Kiki OK, sounds fun.
- Will Ladies and gentlemen. I am so excited to be here today. The man I am here to present this prize to is quite simply the fastest and bravest man on four wheels. He was the youngest driver ever to win the world championship, and, of course, he has gone on to win several more. He is currently the most famous German on the face of the planet. Ladies and gentlemen. A big round of applause please for ... Well, go on. Who is it?
- Kiki A German racing driver.
- Will Yeah, but which one?
- Kiki I don't know. Lewis Hamilton?
- Will Lewis Hamilton?! He's British. It's Vettel. Sebastian Vettel.
- Kiki Never heard of him.
- Will Oh, I give up.
- Kiki Shall I have a go?
- Will Oh, go on then.
- Kiki Ladies and gentlemen. Blah, blah, blah. The girl we are here to celebrate today is one of the most talented and creative singers in the world. She's also an amazing violin player.
- Will Adele?
- Kiki No, I haven't finished yet. Besides, Adele doesn't play the violin. Our guest hasn't made a record yet, but it won't be long before she's an international superstar. But she's not just an amazing musician, she's one of the warmest, most charming people I have ever met. Ladies and gentlemen. Please make some noise for the fabulous, the one and only. The greatest ...
- Will I've absolutely no idea. Who?
- Kiki Kiki Young!
- Will That's you.
- Kiki I know. You did say someone you really admire.

- 2 **1.10** This exercise is closely modelled on **Listening Part 1** of the Cambridge English: Preliminary exam. Read through the instructions and the questions in open class. Before they listen, give students some time to underline key words. Play the audio while students listen and tick the correct pictures. Allow students to compare answers with a partner before feedback. Play the audio again, pausing as necessary to clarify any problems.

Answers

1 A 2 C 3 C 4 B

- 3 **1.10** Read through the questions with students. Before repeating the audio, give students the opportunity to answer the questions from memory. Play the audio again while students listen for more detail to answer the questions. Students compare answers with a partner before open class check.

Answers

- 1 Sebastian Vettel 2 fast, brave, young, famous
3 Kiki Young 4 talented, creative, amazing, warm,
charming, fabulous, great

- 4 **SPEAKING** In open class, elicit the rules of *Mystery Guest* and write them on the board (one person has to describe a mystery guest; the other has to guess who it is). Students play in pairs. Monitor and help with any questions. If students enjoy the game, divide the class into two teams and play in open class, giving points for the number of guesses needed to find the mystery person (lowest score wins).

Optional extension

If you have an IWB, use the reveal feature to slowly show a picture of a famous person. Divide the class into teams. Each time you reveal part of the picture, allow each team one chance to guess the identity of the hidden person. Award a point to the team which guesses correctly and an extra point if they can tell you three things about the person.

THINK SELF-ESTEEM**Personal qualities**

- 1 Ask students if they have any favourite poems and whether they've ever written a poem before. Tell students they are going to write a short poem called a cinquain. Read the poem in open class. Students complete the exercise. Check answers.

Answers

- 1 someone's name 2 adjectives 3 verbs
4 adjective 5 three

- 2 **WRITING** Students can do the preparation for this in class and the writing can be set for homework. If students need help thinking of adjectives, hold a brainstorming session and write adjectives on the board for students to choose from. Encourage students to use the adjectives from the beginning of this unit. Students write their cinquain.
Monitor and help with vocabulary. If time allows, encourage students to decorate their cinquains for display in the classroom. Listen to some in open class and ask students to choose the best one.

Student's Book page 16–17**READING**

- 1 **SPEAKING** A recording of this text is available with your digital resources. As a warm up, ask students to work in small groups and decide who the most talented person they know is and why. Ask them: *Can you think of any very talented children in real life or in fiction? What can they do?*
Students discuss the questions in pairs. Listen to some of their ideas in open class and find out who was the first student to do each of the things.

- 2 **SPEAKING** Students continue their conversations with a partner and discuss other milestones. Write some examples on the board for them to discuss e.g. *swim; ride a bicycle; play tennis; write*. Ask students to find three things that they have in common. Listen to their answers in open class.
3 Show pictures on the IWB of Albert Einstein, Leonardo Da Vinci or a genius of your choice. Use the pictures to explain the word *genius*. Tell students they are going to read about three children who did things at a very early age. Students read the text quickly to answer the questions. Tell them not to worry if they do not understand every word. Students compare answers with a partner before checking in open class.

Answers

- 1 Jordan Welsh 2 Samantha Price 3 Daniel Manning
4 Mark Swallow

- 4 Check/clarify: *university degree, contract, publishing house, exhibition, gallery*. Read through the questions with students to check understanding. Ask them to work with a partner to decide which are the key words in the questions. Students read and listen to the text to answer the questions. Play the audio, pausing where appropriate to check comprehension and help with difficult vocabulary. Check answers.

Answers

- 1 Shakespeare, Charles Dickens 2 English, French, German, Latin, Greek 3 £20,000 each for three books
4 Four (piano, cello, clarinet, guitar) 5 Six 6 Former child geniuses

Optional extension

Write the following questions on the board.

- Which child in the text impresses you most?
How does a child become a genius?
Are they already a genius when they are born?
Is it because of their parents?
Is it because they practise a lot?
Would you like to be a genius? Why/Why not?*

In pairs or small groups, students discuss their answers to the questions. Hold an open class discussion and write any interesting vocabulary on the board.

GRAMMAR**Present perfect vs. past simple**

- 1 Ask students to answer the questions from memory before referring back to page 16 to check. During feedback, ask students: *When did all of these events happen; in the past, present or future? (the past); Which questions could you answer with a specific point in time? (1 and 3); Which tense is used; the past simple or present perfect? (past simple); Which tense is used in 2 and 4? (present perfect)*. Students complete the rule in pairs before you check in open class.

Answers

Questions 1 and 3

Rule

past simple; present perfect

- 2 In open class, elicit the answers to question 1 and demonstrate why each tense is used. Ask students to work individually to complete the sentences. Allow them to check answers with a partner before open class feedback. During feedback, refer to the rule and check understanding of the difference between the tenses.

Answers

1 a has/won b won 2 a has met b met
3 a have done b did 4 a recorded b have recorded
5 a lived b have lived 6 a has/signed b signed

Fast finishers

If any students finish the activity early, ask them to turn to page 128 in their Workbooks and test themselves on the past simple and past participle of irregular verbs.

Workbook page 11 and page 122



Be aware of common errors related to present perfect vs. past simple, go to Get it right on Student's Book page 122.

VOCABULARY

Collocations

- 1 Do the first question in open class as an example and to introduce the concept of collocation (you can sign a contract or an autograph, but you can't sign a lesson). Point out that there may be more than one correct answer to each question. Students complete the exercise and check with a partner. Check answers in open class and focus on pronunciation.

Answers

1 a, b 2 a, c 3 b, c 4 a, b 5 a, b 6 b, c

- 2 Focus on the six words and ask students which words could collocate with them. Remind them that there may be more than one answer. Check answers.

Answer

The verb have can go before all of them. Other verbs can go before some of them.

- 3 **SPEAKING** Explain to students that they are going to ask questions to other members of the class in a *Find someone who ... ?* activity. In preparation for the exercise ask students to decide which questions they need to ask to get the information. They should think of a *Have you ever ... ?* question and a 'details' question for each. Point out that the details questions will use the past simple as they are asking about a specific point in the past. Students circulate asking

questions to complete the table. Make sure students don't look at each other's answers. During feedback, encourage students to answer in full sentences.

Mixed-ability

Weaker classes: Give students time to write down full questions before they mingle.

Stronger classes: Suggest more questions to add to the list.

Optional extension

If any students finish the activity early, ask them to write a short paragraph describing one of their experiences.

Workbook page 12

WRITING

Ask students to make notes on their answers and monitor to help with any vocabulary. You may like to give an example of your own to get them started. Give students a short while to think about their answers to the questions and to make notes of their answers. Divide the class into pairs for students to discuss their plans with a partner. Finally, students should make further notes in their notebooks before writing their final version in class or at home.

Language note

When responding to students' written work, it is important to focus not only on grammatical and lexical accuracy, but on various other factors. These factors can be neatly remembered with the acronym CARROT!

Content Has the student answered the question?

Accuracy Is the grammar and spelling correct?

Range Has the student used an appropriate variety of tenses, vocabulary and structures?

Register Is the writing suitably formal, informal or neutral?

Organisation Has the student used paragraphs? Have they used linking words?

Target Reader What effect does it have on the person reading it?


Student's Book page 18–19

PHOTOSTORY: episode 1

The new café

- 1 Write these questions on the board: *Have you ever been to an opening ceremony? What was opened? Who would you invite to open a new café in your town?* Students ask and answer the questions in pairs. Ask some pairs to report back to the class.


Students look at the photos and describe what the people are doing. Ask them to guess the answers to the questions without reading the conversation and write their ideas on the board. These can then be referred to during feedback.

- 2  1.11 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During whole-class feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

Paul Norris Paula Mayberry

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment at this stage.
- 4  **EP1** Play the video while students check their ideas. During feedback, refer to the ideas on the board and check which were correct.
- 5 Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

1 the boys 2 Olivia 3 Megan 4 the headmaster
5 the girls 6 the girls 7 Mr Lane

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 18 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

1 Ryan 2 Olivia 3 Ryan 4 Olivia 5 Megan 6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 I don't think so 2 Are you sure? 3 that sort of thing
4 Let's face it 5 Know what? 6 and that's that

PRONUNCIATION

For pronunciation practice in intonation and sentence stress, go to Student's Book page 120.

WordWise**Phrases with just**

- 1 Books closed. Write on the board:
I have just passed my driving test.
There were just twelve people at the concert.
The film was just brilliant.
- Ask students to try to explain the different meanings of *just* in the three sentences.
- Books open. Students match the meanings and sentences. Check answers and elicit further examples.

Answers

1 b 2 a 3 c

- 2 Students read through the sentences and match the meaning of *just* with the three options in Exercise 1. Ask students to compare answers with a partner before feedback in open class.

Answers

1 only 2 a short time ago 3 really 4 only
5 a short time ago


- 3 Students complete the exercise and compare answers with a partner before whole-class feedback.

Answers

1 c 2 a 3 b

Workbook page 13 

FUNCTIONS**Offering encouragement**

- 1  **EP1** Students watch the video again and identify who says the sentences. Pause the video after each sentence if necessary.

Answer

Olivia says all of these things to Megan to show excitement for her idea and to offer encouragement.

Good causes

- 2 **ROLE PLAY** Divide the class into pairs and assign a letter A or B to each student. Ask students to turn to pages 127 and 128 and read their role cards. Tell students they should use some of the sentences from Exercise 1. Students work in pairs and hold the conversations. Monitor to help with any problems and also offer ideas. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Ask students to put a tick next to a sentence each time they use it and compete to use as many phrases as possible.