

6

Who are you?



Unit plan

- Reading:** comprehension questions, realising you sometimes have to use different words to the ones in the text
- Vocabulary:** adjectives and other words related to people, prepositions, collocations, phrasal verbs, word formation, countries, nationalities & languages
- Grammar:** present continuous, present simple & present continuous
- Listening:** multiple matching, realising that you may not hear the words in the options on the recording and understanding paraphrasing
- Speaking:** describing photos, talking about what people are like, using the present continuous to describe what people in pictures are doing
- Writing:** description (person), giving examples to support your opinion, using adjectives to describe appearance and personality

Unit Opener (SB page 73)

- You may use L1 during the class discussion.
- Ask students to read the title of the unit and say how it relates to the picture (*The title is 'Who are you?' and the picture is of a girl wearing unusual clothes.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Explain what 'style' means here (*a way of dressing*). Elicit that they must answer two questions, one question about the girl's clothes and another about why she is wearing them.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- After the discussion, ask students if they have their own style and what that style is.

Answers

Student's own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to answer two questions about current fashions and clothes as an expression of identity.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Student's own answers

TOP TIP

Allow students to express themselves when the topic allows for personalisation. Here, for example, students can discuss their personality in terms of how they see themselves, what they like to wear and how they spend their free time.

Let's talk about it!

- Do you like shopping for clothes?
- Do you think it's important to be in fashion?
- What clothes do you like to wear? Why?

DVD 6

Summary of DVD 6: The video is about a boy called Adrian and his friends from around the world. He tells us which countries they are from, what they're like as people, what they enjoy doing and what they want to be when they grow up. He tells us about his hopes and dreams for the future.

Answer

He's from Poland.

Reading (SB pages 74-75)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to answer two questions. Explain that they need to read the information about the people and their activities in the speech bubbles. Then based on that information, they need to say which person they are most like. Make sure they understand that 'like' is not a verb here, and that it means 'similar to'. For the second question, they need to say which kind of people they like to spend time with. Explain that here, 'like' is the verb.
- Ask students to read the information in the speech bubbles and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Student's own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the personality quiz and then read their results.
- Ask students to read the quiz and explain anything they don't understand.
- Tell students to read only the section relating to their results, not all four sections. Explain to them that they do not need to read everything at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then compare their results in pairs before discussing as a class.

Answers

Student's own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain the task type to students. Tell them they need to answer the questions in their own words. Tell them to read the whole text and then look at the questions. Explain that they should try to answer the question based on their first reading of the text and then to look for the information in the text. Tell them if their answer is the same as the information in the text, they should write it down. If it isn't, tell them to read the question again to make sure they understand it, and then to look more closely at the text for the answer. Point out that they may have to use different words to those in the text in order to answer the question.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the quiz results again, not the actual quiz.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to answer the questions based on their first reading of the text before looking in the text for the information.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 When they have a problem. (... *but when they have a problem, they ask you to help them.*)
- 2 They often feel bored. (*You're often bored in lessons.*)
- 3 They enjoy being outside. (*You like being outside ...*)
- 4 Because they think differently to other people. (... *you think differently to other people, so you have your own amazing style.*)
- 5 Mostly B people often use their time badly. (*You often waste time ...*)

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match the words with the sentences.
- Remind students that the words in the list on the left are in the text and that they should find them because seeing them in context will help them to complete the task.

- Ask students to read the words and the sentences, and explain anything they don't understand. Elicit that the words in the list are adjectives and the sentences on the right are definitions.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the adjectives to the students and asking them to repeat after you. Correct where necessary.

Answers

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

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must talk about the jobs in the orange box and say what kind of people would be suited to them, using the adjectives in 4.
- Read the words in the orange box and explain anything they don't understand.
- Students discuss the jobs in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Time permitting, students may tell the class about the jobs and the people who are suited for them.

Answers

Student's own answers

▶ EXTENSION ACTIVITY

Ask students to write a few sentences about a person they know using the adjectives in 4. They can then read out their sentences to their partner. Time permitting, students can read their sentences to the rest of the class.

a-z Vocabulary 1 (SB page 76)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the words in the orange box.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that the words in the orange box are adjectives.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the adjectives in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

1 interesting	3 brave	5 tired
2 kind	4 rich	6 poor

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items in both columns and explain anything they don't understand. Elicit that the phrases on the left contain prepositions and the phrases on the right are definitions.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the phrases to the students and asking them to repeat after you. Correct where necessary.

Answers

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

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to complete the sentences with the phrases in 2.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class.

Answers

1 crazy about	4 chat to
2 live with	5 agree with
3 afraid of	6 laugh at

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the paragraph with the words in the orange box. Explain that the words in the orange box form collocations with the words in bold in the paragraph.
- Ask students to read the words in the orange box and the paragraph, and explain anything they don't understand. Elicit that the words in the orange box are verbs.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the collocations to the students and asking them to repeat after you. Correct where necessary.

Answers

1 become	4 go	7 buy
2 leave	5 learn	8 have
3 finish	6 get	

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the question beginnings and endings, and explain anything they don't understand. Elicit that they will match the parts to form questions with phrasal verbs.

- Draw students' attention to the example and go over it with them. Elicit that the words in bold in the two columns combine to form phrasal verbs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the phrasal verbs to the students and asking them to repeat after you. Correct where necessary.

Answers

1b 2e 3a 4c 5d

▶▶ EXTENSION ACTIVITY

Ask students to work in pairs and discuss when (or if) they think they will achieve the adult milestones in 4. Monitor and help with vocabulary, but do not interrupt fluency. Time permitting, students can tell the class when they think they will achieve the milestones.

Extra Task (for early finishers)

See photocopiable material on page 130.

⚙️ Grammar 1 (SB page 77)

Before you read the Grammar box

- Introduce the different forms of the present continuous (affirmative, negative, question) and short answers with the class.
- Write a few (but not all) of the time expressions in 1 on the board.

1

- Read through the grammar theory with the class.
- Ask students to give you examples of things that are happening now, temporary situations, and future plans, in L1.
- Ask students to look back at the text in Reading and to find examples of the present continuous (*From the quiz: What **are** you **doing**? I'm **studying**. I'm **having** fun with my friends. I'm **drawing** in my bedroom. I'm **reading** a good book. I'm **helping** my friend. I'm **playing** a sport. I'm **taking** photos in the park. / There are no examples in the results.*)
- Write on the board, *I am teaching English now. You are learning English at the moment.* Ask a strong student to explain. Leave the sentences on the board.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the example sentences in order to see how the present continuous is formed.
- Refer them to the grammar theory to help them answer the question if necessary.
- Check answer as a class. Underline the relevant parts in the two sentences written earlier on the board.

Answer

We form the present continuous with the verb *to be* and the main verb + *-ing*.

Read 6.1 of the Grammar Reference on page 144 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that they will use all forms of the present continuous (affirmative, negative, question).
- Tell them to pay attention to the subject of each sentence. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------------------|--------------------------|
| 1 are sitting | 6 isn't lying |
| 2 aren't travelling | 7 am beginning |
| 3 is learning | 8 Are ... going |
| 4 is chatting | 9 are ... doing |
| 5 is ... getting | 10 aren't feeling |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that all three uses of the present continuous are covered in the task. Tell them to pay attention to the time expressions.
- Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | | | |
|-------------|-------------|-------------|-------------|
| 1 HN | 3 TS | 5 TS | 7 TS |
| 2 FP | 4 HN | 6 FP | 8 HN |

EXTENSION ACTIVITY

Ask students to work in pairs and write three sentences to show the different uses of the present continuous. Remind them to use suitable time expressions. Monitor and help if necessary. When students are ready, they may read out their sentences to the class.

Extra Task (for early finishers)

See photocopiable material on page 130 .

Vocabulary 2 (SB page 78)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the names of the countries in the orange box under the correct flags.
- Ask students to read the names of the countries in the orange box and explain anything they don't understand.
- Tell students to look at the flags and ask them if they recognise any.

- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the countries in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------------|-----------------------|
| 1 Italy | 7 Mexico |
| 2 Vietnam | 8 Japan |
| 3 Poland | 9 South Africa |
| 4 Sweden | 10 China |
| 5 Canada | 11 Spain |
| 6 Australia | 12 the USA |

2

- Ask students to read the instructions and check that they understand what they have to do. Explain what 'nationality' means (*being a legal member of a country, ie a citizen*).
- Tell them to look at the table and explain that the words in bold are endings, and that they need to write the nationalities of the countries in 1 using the endings in 2.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the nationalities to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|------------------------|---------------------|
| 1 Italian | 7 Vietnamese |
| 2 Canadian | 8 Japanese |
| 3 Australian | 9 Chinese |
| 4 Mexican | 10 Polish |
| 5 South African | 11 Swedish |
| 6 American | 12 Spanish |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that some of the nationalities in 2 are also languages.
- Write *England* on the board and ask for the nationality adjective and name of the language (*English*).
- Students may work in pairs to complete the task before checking as a class.
- Once answers have been checked, ask students if they know the name of their language in English.

Answers

In any order: Chinese, Italian, Vietnamese, Japanese, Polish, Swedish, Spanish

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to find which languages are spoken in Canada, Australia, Mexico, South Africa and America.
- Students may work in pairs to complete the task before checking as a class.

Answers

Canada – English and French; Australia – English; Mexico – Spanish; South Africa – English, Afrikaans, Zulu, etc; America – English

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Elicit that the words in bold are either countries, nationalities or languages.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-------------|
| 1 Swedish | 5 Spanish |
| 2 Italian | 6 Japan |
| 3 Poland | 7 American |
| 4 Vietnamese | 8 Australia |

▶ EXTENSION ACTIVITY

Students work in pairs. Each student says a country or a nationality. Their partner must say the corresponding nationality or country.

Extra Task (for early finishers)

See photocopiable material on page 130.

Grammar 2 (SB page 79)

Before you read the Grammar box

- Revise the different forms of the present simple (affirmative, negative, question). Then elicit some adverbs of frequency and time expressions that are used with the tense.

1

- Read through the grammar theory with the class.
- Ask students to look back at 1 in Reading and to identify the tense that is used throughout (*present simple*). Ask them why this tense is used (*because the people are talking about the things they often do or things and situations that are always or usually true*).
- Ask individual students to give you sentences to show the different uses of the two tenses.

Answers

Suggested answers

Present simple

things we often do: *I often spend my free time with my friends.*

things and situations that are always or usually true: *I like reading.*

facts and general truths: *They speak Spanish in Mexico.*

Present continuous

things that are happening now: *I'm reading at the moment.*

temporary situations: *He's working in a shop this summer.*

future plans: *We're going to the cinema on Saturday.*

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the question.
- Check answer as a class.

Answer

the present simple

Read 6.2 of the Grammar Reference on page 145 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will match the questions to the answers according to the tenses used.
- Ask students to read the questions and the answer choices, and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1b 2a 3b 4a 5a 6b 7a 8b 9b 10a

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that for each gap, they must decide whether to use the present simple or the present continuous. Tell them to read carefully for context in order to understand which tense to use.
- Ask students to read the dialogue and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------------|-------------------|
| 1 are you looking for | 5 go |
| 2 read | 6 study |
| 3 are you reading | 7 Do you have |
| 4 are you laughing | 8 am not studying |

▶ EXTENSION ACTIVITY

Ask students to think of a verb and write two gapped sentences – one requiring the present simple and the other the present continuous. They then swap with a partner and complete each other's sentences.

Extra Task (for early finishers)

See photocopiable material on page 130.

Listening (SB page 80)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to answer two questions – one about each person's place of employment and the other about the kind of person best suited to the job.
- Ask students to read the jobs and explain anything they don't understand. Remind them to use adjectives to say what kind of person is best suited for each job.
- Students work in pairs to discuss the first question before discussing as a class.
- Check the first question as a class before students proceed to the second question.
- Students work in pairs to discuss the second question before discussing as a class.

Answers

- 1 at/in a hospital (Suggested answers: kind, friendly)
- 2 at/in a school (Suggested answers: active, sporty)
- 3 at/in a library (Suggested answers: quiet, clever)
- 4 at/in a café or restaurant (Suggested answers: friendly, quick)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen for specific pieces of information. Make sure students understand the difference between 'what somebody is like' and 'what somebody likes doing'.
- Play the recording and ask students to write down their answers.
- Students work individually.
- They then check their answers in pairs before checking as a class.

Answers

- 1 wants to work in a café, likes meeting people, friendly
Tom likes people ... wants to work in a cafe ... he's friendly.
- 2 wants to work in a hospital, looking after people, kind
Alice wants to work in a hospital. She likes looking after people ... she's very kind ...
- 3 sporty, active, loves working with children, wants to work in a school
He's sporty and active ... he loves working with children ... he wants to work in a school ...

See the recording script on page 121.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear the recording again in order to match the people to the jobs in 1.
- Play the recording again.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 waiter
- 2 nurse
- 3 PE teacher

See the recording script on page 121.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain that in multiple-matching listening tasks, the speakers don't always use the same words as those on the list for matching. Tell them they need to listen for similar information that expresses the same meaning as the items on the list. Tell them when they listen the first time, they should match as many of the names and items on the list as they can. Then the second time they listen, they should check those answers and match the rest of the names and the items on the list.

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that Nick and Martha will talk about other people, as well as themselves.
- Ask students to read the adjectives and explain anything they don't understand.
- Remind them to listen for paraphrasing of the adjectives on the list.
- Play the recording and ask students to match the names with the adjectives. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1E *Martha ... You get good marks in all your subjects.*
- 2F *Callum ... He loves drawing and painting.*
- 3C *Dora ... She makes friends easily, so she's got lots of them ... she loves chatting to them.*
- 4A *Mum ... She sometimes makes a cake for them. She looks after us and our friends!*
- 5D *Dad ... he goes running in the evening, and he plays basketball at the weekends ...*

See the recording script on pages 121-122.

Speaking (SB page 81)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Student's own answers

TOP TIP

Involve students more closely in the lesson by asking them to bring in their own materials for discussion. For example, in this lesson, they could bring photos of people doing jobs that interest them and explain to the class why they're interested in the job and what kind of person is well suited to it.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that when we describe a photo, we use the present continuous because, for the person looking at the photo, the action is happening now.
- Ask students to read the paragraph and explain anything they don't understand.
- Refer them to the grammar theory in Grammar 2 on page 79 of their Student's Book for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|------------------|
| 1 are doing | 4 aren't wearing |
| 2 are sitting | 5 is watching |
| 3 are wearing | |

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain that when we describe a photo, we approach it as though the activities it shows are happening now, and for this reason, we describe what is happening and what people are doing with the present continuous. Explain also that when we describe a photo, we talk about the whole photo first and then describe what the people in the photo are doing.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will describe what people are doing in a picture to their partner, and vice versa.
- Ask students to look at the pictures for a minute and decide where the people are and what they are doing. Elicit that in the first picture they are in a library and in the second picture they are at home.
- Go through the *Language Bank* with the students. Spend some time going over the different vocabulary sets, and explain anything they don't understand.
- Remind students to say something about the whole picture first and then describe the different activities which are happening in the picture. Remind them to use the present continuous to describe what the people are doing.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, continue until all students have had a turn.

Answers

Photograph A
Students' own answers, but suggested answer:
This is a photo of a library. There are two elderly women. One of them is carrying some books. The other woman is reaching for a book on the shelf. →

Photograph B

Students' own answers, but suggested answer:
This is a photo of a family at home. The furniture is blue and the walls are white. There are two parents and two children - a boy and a girl.
The father and his daughter are reading a book.
The mother and her son are writing something.

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Student's own answers

Writing (SB pages 82-83)

Description of a person: Giving examples

- Ask students to read the information on describing a person and giving examples.
- Explain to students that when they describe a person, they should use adjectives to show what the person is like. Tell them it is a good idea to give examples of behaviour that support the adjective used. Tell them this helps them to explain their opinions clearly.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the adjectives in the orange box and the descriptions, and explain anything they don't understand. Elicit that they have practised the adjectives in the unit, but if necessary, ask individual students to explain what they mean in L1.
- Draw students' attention to the example and go over it with them. Elicit that the adjective is supported by an example.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------|----------|
| 1 brave | 4 clever |
| 2 popular | 5 sporty |
| 3 creative | 6 crazy |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to use the adjectives in the orange box to write their own descriptions like the ones in 1.
- Ask students to read the adjectives in the orange box and explain anything they don't understand.

- Tell students to think of people they know who can be described with those adjectives. Otherwise, they can make people up. Remind them also to support the adjectives used by giving examples of people's behaviour.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

Student's own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and the questions, and explain anything they don't understand.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a description
- 2 someone in your family
- 3 what he/she looks like, the kind of person he/she is

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read a description and find and circle the adjectives used to describe the person.
- Elicit that the description in 4 has been written in answer to the writing task in 3.
- Ask students to read the description and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students circle: tall, short, dark, brown, active, sporty, good at

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the adjectives in 4 under the correct headings in the table, and also they need to think of other adjectives for the two different headings.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Adjectives to describe what someone looks like: tall, short, dark (hair), brown (eyes), plus students' own answers
Adjectives to describe what kind of person someone is: active, sporty, good at, plus students' own answers

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to underline the examples given in the description in 4 to explain the writer's opinion of George.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students underline:

He's in the school computer club, he helps our dad in the garden every weekend, and he likes taking photos of animals and flowers.

For example, he plays football for our school, and he goes swimming every weekend. He's really good at other sports like tennis too!

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own words and phrases in their descriptions.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write a description of their best friend, including what he/she looks like and the kind of person he/she is.
- Go over the *Plan* with the students.
- Remind them that the *Plan* acts as a checklist for what they need to include in their writing. Tell them to provide all the information they are asked for.
- Assign the writing task for homework.

Answers

Student's own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words in L1.
- Remind them to use adjectives in their descriptions and to support them with examples of their friend's behaviour.
- Remind them to look back at 4 for an example of a completed description.

▶ EXTENSION ACTIVITY

Time permitting, students can make brief notes about their friend. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 6 (SB page 84)

Objectives

- To revise vocabulary and grammar from Unit 6.

Revision

- Tell students that Reload 6 revises the material they saw in Unit 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the adjectives. Write the adjectives on the board one by one and ask individual students to tell you what they mean in L1 and then use them in a sentence (*brave, interesting, kind, poor, rich, tired.*)
- 2 and 3: Revise the prepositions. Write them on the board (*about, at, of, to, with, with*) and then write the following gapped sentences on the board and ask individual students to complete them with the correct preposition.
 - 1 Yes, you're right. I agree [with] you.
 - 2 They are laughing [at] the funny boys.
 - 3 She loves animals. She's crazy [about] them!
 - 4 I live [with] my parents in a nice house.
 - 5 Are you afraid [of] horses?
 - 6 I'm chatting [to] my friends at the moment.
- 4: Revise the collocations. Write the collocations on the board in random order. Ask individual students to tell you what they mean, and then ask students to put them in the order in which they think they will achieve the milestones in their lives *finish secondary school, become an adult, go to university, learn to drive, leave home, get married, buy a house, have children.*
- 5: Revise the phrasal verbs. Write the phrasal verbs on the board and ask individual students to tell you what they mean and to give you example sentences using them (*cheer up, look after, grow up, get on with, come round*).

Vocabulary 2

- 1: Revise the countries. Write part of each country's name on the board and ask students to complete the names in their notebook. Check answers by asking individual students to spell the names while you complete them on the board (*It _____ [Italy], Viet _____ [Vietnam], Po _____ [Poland], Swe _____ [Sweden], Can _____ [Canada], Aus _____ [Australia], Me _____ [Mexico], Ja _____ [Japan], South _____ [South Africa], Chi _____ [China], Sp _____ [Spain], the U _____ [the USA]*). Leave the names on the board as they will be needed for the following task.
- 2, 3, 4 and 5: Revise word formation. Ask students to write the nationalities of the countries in their notebook. Then ask individual students to write them

on the board. Ask the class to check the spelling. (*Italian, Vietnamese, Polish, Swedish, Canadian, Australian, Mexican, Japanese, South African, Chinese, Spanish, American*)

Grammar Revision

Grammar 1

- Practise present continuous.
- Read out the uses of the present continuous (*something that is happening now, at this moment; temporary situations; future plans*).
 - Ask students to tell you some time expressions we use with the present continuous. Write them on the board.
 - Write the following sentences on the board and ask students to tell you which uses they show.
 - 1 He's playing tennis on Sunday. (*future plans*)
 - 2 Stop talking! I'm studying at the moment! (*something that is happening now*)
 - 3 We're staying with our aunt this week. (*temporary situations*)
 - Then ask students to give you their own sentences using the present continuous and time expressions.

Grammar 2

- Practise the present simple and present continuous.
- Read out the uses of the present simple one by one and ask students to give you examples for each (*present simple – things we often do, things and situations that are always or usually true, facts and general truths*).
 - Ask students to tell you the adverbs of frequency we use with the present simple and write them on the board (*always, usually, often, sometimes, never*).
 - Ask students to tell you some time expressions we use with the present simple and write them on the board (*eg every day, at the weekend, once a week*). Then ask students to give you sentences using the present simple, adverbs of frequency and time expressions.
 - Write the following gapped sentences on the board and ask students to complete them with the present simple or the present continuous.
 - 1 _____ (they / play) football tomorrow? (*Are they playing*)
 - 2 Sally _____ (study) every evening. (*studies*)
 - 3 I _____ (look for) my phone. Can you help me? (*am looking for*)
 - 4 We _____ (not live) in a house. (*don't live*)
 - 5 When _____ (school / start) in England? (*does school start*)
 - 6 Harry _____ (not spend) time in France this week. (*isn't spending*)

- Students are now ready to do Reload 6.
- Draw students' attention to the examples and go over them with them.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2c 3b 4a 5a 6b 7c 8b 9c 10b

Grammar

1a 2b 3a 4a 5c 6a 7b 8b 9b 10b



Progress Review (SB pages 85-86)



Objectives

- To revise vocabulary and grammar from Units 5 and 6.

Revision

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise school subjects.

- Unit 5, Vocabulary 1, Exercise 1: Write the following subjects on the board: *computer science, English, geography, history, maths, music, PE, science*.
- Ask individual students to answer the following questions with the words on the board.
 - You learn about cities and countries. (geography)*
 - You can play basketball. (PE)*
 - You learn about people and places in the past. (history)*
 - You learn how to use a laptop, for example. (computer science)*
 - You can listen and sing. (music)*
 - You can learn about plants and animals. (science)*
 - You learn to use numbers in special ways. (maths)*
 - You learn a language. (English)*

Revise easily confused word words.

- Unit 5, Vocabulary 1, Exercise 2: Write the word pairs on the board (*read-study; learn-teach; lesson-subject; class-year; fail-pass*). Then choose word pairs at random and ask individual students to explain what the words mean, in L1 if necessary.

read = to look at words on a page and understand what they mean

study = to learn about a subject at school or university

learn = to get knowledge of something

teach = to give knowledge of something

lesson = a period of time when a teacher teaches people

subject = an area of knowledge studied in school or university

class = a group of students who have lessons together

year = a group of students who start school or a course together

fail = to not be successful in a test or exam

pass = to succeed in a test or exam

Revise collocations.

- Unit 5, Vocabulary 1, Exercise 3: Write the collocations on the board one by one and ask individual students to tell you what they mean, in L1 if necessary (*do a course, do/have an exam, get good marks, get tired, have a lesson, have a problem*). Then ask individual students the following questions.
 - What courses do you do?*
 - When do you have exams?*
 - Do you get good marks?*
 - Do you get tired at school?*
 - When do you have your next English lesson?*
 - Who helps you when you have a problem?*
- Unit 5, Vocabulary 2, Exercise 3: Write the collocations on the board one by one and ask individual students to tell you what they mean, in L1 if necessary (*do some/a lot of work, get a job, go to a meeting, have an interview, work for a company, work in an office*).
- Unit 6, Vocabulary 1, Exercise 4: Write the life stages on the board one by one, in non-chronological order, and ask individual students to tell you what they mean. Then ask the class to agree on a chronological order for the stages. (*become an adult, finish secondary school, learn to drive, have children, leave home, buy a house, get married, go to university*)

Revise phrasal verbs.

- Unit 5, Vocabulary 1, Exercise 4: Write the phrasal verbs on the board and ask individual students to tell you what they mean, in L1 if necessary, and to give you example sentences. (*fill in, find out, go back, go over, hand in, look up*)
- Unit 6, Vocabulary 1, Exercise 5: Write the phrasal verbs on the board and ask individual students to tell you what they mean, in L1 if necessary (*cheer up, come round, get on with, grow up, look after*). Then ask the following questions.
 - Who cheers you up when you're sad?*
 - When do your friends come round to your home?*
 - Who do you get on with in your class?*
 - What do you want to do when you grow up?*
 - Do you look after a brother, a sister or a pet?*

Revise jobs.

- Unit 5, Vocabulary 2, Exercise 1: Write the words on the board, without the vowels. Read out the descriptions and ask students to complete the words and tell you what they mean.
 - p _ l _ c _ _ f f _ c _ r*
This person stops bad people. (police officer)
 - w _ _ t _ r*
This person brings you food. (waiter)
 - d _ c t _ r*
This person wears a white coat and works in a hospital. (doctor)
 - s h _ p _ _ s _ s _ t _ n t*
This person helps you when you buy something. (shop assistant)
 - f _ r _ f _ g h t _ r*
This person uses a lot of water. (firefighter)
 - n _ r s _*
This person helps you when you're sick. (nurse)

Revise word formation.

- Unit 5, Vocabulary 2, Exercise 2: Copy the table below onto the board. Ask individual students to complete the names of the jobs and to tell you what they mean. Tell them to use the endings *-er* and *-ist*.

Verb / Noun	Job
<i>art</i>	(<i>artist</i>)
<i>drive</i>	(<i>driver</i>)
<i>manage</i>	(<i>manager</i>)
<i>science</i>	(<i>scientist</i>)
<i>teach</i>	(<i>teacher</i>)

Revise prepositions.

- Unit 5, Vocabulary 2, Exercise 4: Write these adjectives in a circle on the board (*bad, bored, excited, good, interested, worried*) and these prepositions in another circle (*about, at, in, of*). Ask individual students to come to the board and combine an adjective with a preposition to make a phrase. Then ask them to give you example sentences with the phrases. (*bad at, bored of, excited about, good at, interested in, worried about*)
- Unit 6, Vocabulary 1, Exercises 2 and 3: Write these words in a column on the board (*afraid, agree, chat, crazy, laugh, live*) and these prepositions in another column (*about, at, of, to, with*). Choose a word at random and ask individual students to combine it with a preposition to make a phrase (*afraid of, agree with, chat to, crazy about, laugh at, live with*). Then ask students the following questions.
 - 1 Are you afraid of cats? Why?
 - 2 Do you always agree with your best friend?
 - 3 Who do you chat to at the weekend?
 - 4 Are you crazy about sports? Which sports?
 - 5 What do you laugh at? Why?
 - 6 Who do you live with?

Revise adjectives.

- Unit 6, Vocabulary 1, Exercise 1: Write the adjectives on the board (*brave, interesting, kind, poor, rich, tired*). Choose one at random and ask individual students to give examples of people they know who can be described with that adjective.

Revise countries.

- Unit 6, Vocabulary 2, Exercise 1: Read out the countries one by one and ask individual students to spell them as you write them on the board. Then ask students what the name of the country is in L1. Keep the names of the countries on the board as you will need them for the following revision task. (*Australia, Canada, China, Italy, Japan, Mexico, Poland, South Africa, Spain, Sweden, the USA, Vietnam*)

Revise nationalities and languages.

- Unit 6, Vocabulary 2, Exercises 2-5: Point to the countries on the board one by one and ask the class to tell you the nationality words. Write them on the board next to the countries. (*Australian, Canadian, Chinese, Italian, Japanese, Mexican, Polish, South African, Spanish, Swedish, American, Vietnamese*). Then ask students which nationality words are also languages (*Chinese, Italian, Japanese, Polish, Spanish, Swedish, Vietnamese*).

Grammar Revision

Revise the comparative.

- Write the school subjects, the jobs and the adjectives on the board (*computer science, English, geography, history, maths, music, PE, science*) / (*doctor, firefighter, nurse, police officer, shop assistant, waiter*) / (*dangerous, difficult, easy, good, exciting, boring, important, interesting*). Ask students to compare the subjects first and then the jobs using the adjectives. Give them a few minutes to write down a few sentences comparing the school subjects, then go around the class asking students to read out their sentences. Once every student has read out their sentences, ask them to compare the jobs. Check the sentences by having students read them out to the rest of the class.
- Write the adverbs on the board (*carefully, quickly, quietly, slowly, hard, fast, noisily*) and ask students to use them in comparative sentences about people they know (*eg John works more quietly than Tom.*). Do not erase the adverbs from the board as you will need them for the following revision task.

Revise the superlative.

- Write the countries on the board (*Australia, Canada, China, Italy, Japan, Mexico, Poland, South Africa, Spain, Sweden, the USA, Vietnam*) as well as your students' country and ask them to give you adjectives that we can use to talk about countries (*big, small, hot, cold, interesting, etc*) and write them on the board. Choose a country at random and ask individual students to give you sentences with the superlative, comparing that country to the rest (*eg X is the most interesting. / Y is the best. / Z is the coldest.*)
- Refer students back to the adverbs on the board (*carefully, quickly, quietly, slowly, hard, fast, noisily*) and ask them to use them in superlative sentences about people they know (*eg Anita speaks the fastest of all the students.*).

Revise present continuous.

- Write these prompts on the board. Ask individual students to come to the board and write sentences using the present continuous.
 - 1 Jenny / study / now (*Jenny is studying now.*)
 - 2 we / not do / a vocabulary exercise (*We aren't doing a vocabulary exercise.*)
 - 3 ? / I / listen to / the teacher (*Am I listening to the teacher?*)
 - 4 it / not rain / today (*It isn't raining today.*)
 - 5 they / watch TV / this evening (*They are watching TV this evening.*)
 - 6 ? / you / go / to school / tomorrow (*Are you going to school tomorrow?*)
 - 7 he / stay / with his grandma / this week (*He's staying with his grandma this week.*)
 - 8 you and Nick / talk / loudly / at the moment (*You and Nick are talking loudly at the moment.*)

Revise present simple and present continuous.

- Write these sentences on the board. Ask individual students to come to the board and complete them with the present simple or present continuous.
 - 1 We ____ (have) an English lesson right now. (*are having*)
 - 2 He ____ (usually study) at the weekend. (*usually studies*)
 - 3 Lucy ____ (not go) to the library tomorrow. (*isn't going*)