

1 Personal profile

Unit profile

Vocabulary: Describing people
Reading: Three friends and their profiles
Grammar: Present simple and continuous
Vocabulary: Verbs: *want, like, love, know*
Writing: An online profile


Warmer

Put students into small groups and give them 30 seconds to brainstorm a list of adjectives to describe appearance and personality. Invite different groups to read out their lists. Write the adjectives on the board and award a point for each answer which is correctly spelled. Leave the adjectives on the board. Then draw a stick person on the board. Make it look young/old, tall/short, have curly/straight hair, etc. Ask students to call out adjectives to describe it. Put them into pairs to draw and describe their own stick people.

Your profile

Direct students to the two questions. Ask 'Which question asks about your appearance?' (the first one) and 'What does the other question ask about?' (your personality). Model the answers to the questions by answering them about yourself. For example, point to your hair and say 'I've got curly/straight hair'. Describe your personality, for example, 'I'm friendly and polite'. Use gesture, e.g. smiling, to help demonstrate meaning.

VOCABULARY Describing people

1  **1.02** Tell students to look at the three photographs and ask 'What can you see?' to elicit the fact that each photo shows a different family. Tell students that they are going to listen to three people describing a member of their family. Explain that the people who are being described are each in one of the photos and that they need to find each person as they listen. Give students 30 seconds to look at the photos again carefully before they listen.

Play the recording, pausing after the first speaker. Ask 'Who is it?' and point to the photos. Hold up your book and encourage students to point to the right person. Then play the rest of the recording, checking answers after each speaker.

Audioscript

Narrator: Ali

Ali: Hi! I'm Ali. You can see me here with my family. I'm the good-looking one! The person that I'm describing has got dark, curly hair. He's my younger brother and he's usually quite good fun.

Narrator: Matt

Matt: I'm Matt. This person is a teenage girl. She's got straight, fair hair and she's two years older than me. I guess she's quite attractive, well, she certainly thinks so! And she's my sister.

Narrator: Jess

Jess: My name's Jess. The person that I want to describe is in his forties. He had dark hair when he was younger, but now he's nearly bald! He's my dad.


Answers

Ali: his younger brother (the boy on the right)
Matt: his sister (the girl on the left)
Jess: her dad (the man on the left)

- 2** Tell students to look at the adjectives in the box. Ask 'What do these adjectives describe?' (appearance). Drill pronunciation by saying each word two or three times for the class to repeat. You may need to practise *bald* /bɔːld/ and *straight* /streɪt/. Check the meaning of each adjective using the people in the photos in exercise 1. Ask, for example, 'Who's got curly hair?' and get students to point to the relevant person. Put them into pairs to complete the exercise. Check answers. Tell students to look at the list of adjectives from the Warmer on the board and ask them to add them to the table.

Answers

Age: in his/her twenties/thirties, teenage
Looks: good-looking
Hair: bald, curly, dark, fair, straight

- 3** Ask two students to read out the example conversation. Using this as a model, describe another person from the photos using some of the new adjectives. Say, for example, 'He's ... Who is it?' for the class to guess. Students play the guessing game in pairs.
- 4**  **1.03** Ask students to look at the photo of Ali, Matt and Jess and explain that they are going to find out what type of people they are. Check the meaning of the adjectives in blue by using gesture and mime. Explain that students should listen and circle the correct adjective according to what they hear. Play the first item. Then pause the recording and check that students understand what to do. Play the rest of the recording for them to choose the correct adjectives. Allow students to compare their answers with a partner before playing the recording again. Pause it after each item and invite students to call out the correct adjective. Ask students to find other adjectives in the sentences (*clever, great* and *lazy*) and check meaning.

Audioscript

Narrator: 1

Ali's really polite. He always says 'hello' at the start of lessons. He's quite clever, too. He usually does well in tests.

Narrator: 2

My brother's called Matt. He borrows my things without asking. He thinks he's funny, but he doesn't make me laugh!

Narrator: 3

Jess is very friendly. She lives opposite us and she always says hello. She looks after our cat when we're on holiday.

Narrator: 4

Matt talks a lot – like his mum! He's sometimes a bit careless. I always encourage him to check his homework, but he doesn't do it!

Narrator: 5

Jess is a great friend. She's always smiling, and she's never miserable. She really makes me laugh.

Narrator: 6

Ali knows what he's good at, so he's quite confident. But he can also be quite a lazy person. His room's always a mess!

Answers

1 polite 2 funny 3 friendly 4 careless 5 miserable
 6 confident

- 5 Go through each of the adjectives in the box and drill pronunciation. Put students into pairs to find the opposite adjectives in exercise 4. Check answers.

Answers

careful – careless cheerful – miserable rude – polite
 serious – funny shy – confident unfriendly – friendly

- 6 Model the activity by describing yourself to the class. Say, for example, 'I'm cheerful and friendly, but sometimes I'm careless.' Choose a confident student and ask 'What about you?' Encourage them to use at least three of the adjectives. The student who answered then asks a classmate and so on until several students have described themselves.
- 7 Model the activity by describing someone in the class, adapting the example. Say, for example, 'She's got curly hair and she's cheerful.' for students to call out who you are describing. Put students into groups to take turns to describe and guess their classmates.

Extension activity

Play 'Guess who?' Tell students to draw pictures of their favourite cartoon characters. Tell them not to worry about their drawing ability and set a strict time limit for this part of the activity.

Display the pictures around the classroom. Describe one of the characters for the class to guess. Students look around the room at the pictures and ask 'Is it ... ?' The first student to guess correctly then takes a turn to describe another character and so on until several students have had a turn.

READING

- 1 Ask students to read the information and discuss the questions in pairs. Then hold a short class discussion. Ask 'Do you think this is a good idea?' and 'Would you like to do something like this?'

Answer

The website helps you meet people with the same hobbies and interests.

- 2 Give each student one of the profiles to read, making sure there is an equal number of students reading each text. Tell them not to worry about any words they don't know at this point. Ask them to match their text to one of the activities in the box.

Put students into groups of three, including one student who has read each text. They tell their group about the person they read about. Students then read all three profiles and check that they have matched the people and activities correctly. Check answers.


Answers

Jess – kite surfing
 Ali – designing computer games
 Matt – visiting film studios

- 3 Set a short time limit for students to read the profiles again and answer the questions. Allow them to compare their answers with a partner before checking as a class. Check understanding of any new words in the text. Encourage students to work out the meaning with a partner before confirming their ideas. New words may include *properly* (correctly) and *keen on* (very interested or enthusiastic).
- Tell students they will find out more about Jess, Ali and Matt throughout the book.

Answers

1 Matt 2 Jess 3 Ali 4 Jess 5 Matt 6 Ali

- 4  *Preliminary Reading and Writing*, Reading Part 1 tests students on being able to understand the main message of notices and short texts. Students read five short texts, e.g. messages, signs, postcards and notes, and answer five multiple-choice questions, choosing from options A, B or C. Ask students to look at the two texts and say where they might find them (a website or leaflet; a text message). Set a short time limit for them to match the texts to one of the profiles (Ali; Matt). Then put students into pairs to answer the multiple-choice questions. Check answers, encouraging students to explain why.

Answers

1 C 2 B

- 5** Take a class vote to find out who the class would most like to spend time with. Invite different students to explain why.

Talking points

Put students into small groups to discuss the questions. Monitor and join in with the discussions, giving positive feedback for interesting ideas.

EP Word profile

Ask students to work in pairs and discuss the meaning of *right* in each sentence. Feed back as a class (*right opposite* means directly opposite; *They're right* means they are correct; *right now* means immediately). Put students into small groups to write another sentence for each of the meanings. Invite them to read their sentences aloud for the class to say whether the word has been used correctly. Monitor as students complete the exercise on page 122. Check answers.

Answers

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

GRAMMAR Present simple and continuous

- 1** Books closed. Say 'My name is ... I live in ... I'm a teacher. I'm teaching right now. In my free time, I play tennis. I play tennis with my friend every Saturday morning. This Saturday we're playing in the afternoon. I'm going shopping in the morning.'

Write the sentences on the board and ask students to say what they notice about the verb forms (they are likely to notice *am/are + -ing*). Elicit the name of this tense (present continuous) and when it is used (to say what's happening right now and to talk about temporary situations for future arrangements).

Books open. Tell students to look at the sentences and elicit which ones are in the present simple (3 and 5). Ask 'When is the present simple used?' (for facts and things which happen regularly). Ask them to underline the verb forms and elicit the present continuous form (*be* in the present simple + verb + *-ing*). Elicit the present simple forms of *be*.

Put students into pairs to match the examples to the rules. Check answers.

→ Grammar reference Student's Book page 138

Answers

1 c 2 e 3 b 4 d 5 a

- 2** Tell students to read the first sentence and ask 'Which of the rules in exercise 1 does this sentence follow?' (b). Then tell them to decide which verb form is correct (*get* – present simple).

Put students into mixed-ability pairs to complete the exercise, encouraging stronger students to explain the rules again, if necessary.

Invite different pairs to read out the sentences, using the correct verb form. Ask stronger students to explain why the form they have chosen is correct, using the rules in exercise 1 to help them.

Answers

1 get (rule b) 2 is spending (rule d)
 3 isn't concentrating (rule c) 4 Are you doing (rule e)
 5 plays (rule a) 6 goes (rule b)

- 3** Tell students to work in pairs to underline the time expressions in exercises 1 and 2.

Tell them to look at the table and the example. Set a short time limit for students to work in pairs to complete the table. As they are working, draw the table on the board.

Invite different students to come to the board and write one of the expressions in the correct column. Ask the class to say whether it is right or wrong.

Answers

Present simple: never, sometimes, always, every day/week/year, on Saturdays
Present continuous: this month/term/week, later, tomorrow, next week/weekend/month

- 4** Say 'At the moment we're having an English lesson. I'm teaching. What are you doing?' to elicit an answer in the present continuous, for example, 'We're learning English'. Then say, 'I get up at six o'clock every day. What time do you get up?' to elicit an answer in the present simple.

Ask students to choose six words or expressions from the box in exercise 3. Tell them to choose three present simple and three present continuous expressions. Direct them to the example sentences and explain that they are going to write six of their own, using the time expressions they have chosen. Tell them to write their sentences on a piece of paper.

Monitor as students write their sentences individually, helping where necessary. Collect the papers (make sure they don't write their name on the top!) and redistribute them. Ask different students to read out one of the sentences for the class to guess who wrote it.

- 5** Tell students to look at the first sentence. Ask 'What is the time expression?' (on Sundays). Elicit that this expression is used with the present simple.

Write the prompts on the board, and elicit the question. You may need to revise the word order in present simple and present continuous questions (present simple = question word (*wh-*) + auxiliary verb *do* + subject + main verb; present continuous = question word + auxiliary *be* + subject + main verb with *-ing*). Point out that the time expressions are at the end of the questions.

Students complete the exercise in pairs, first deciding which tense the sentence should be in by looking at the time expression. Invite different students to read out the questions. They should practise asking and answering the questions with their partner. Remind them to answer using the same tense as the question. Invite different students to tell the class something about their partner.

Answers

- 1 What do you usually do on Sundays?
- 2 What subjects are you studying this year?
- 3 What TV programmes do you watch every week?
- 4 What are you doing after school today?

Corpus challenge

Ask students to look at the sentence and elicit which tense is used (present continuous). Put them into pairs to correct the mistake, and say why it is wrong (we use the present simple to describe something that happens regularly).

Answer

We go out together every week.

VOCABULARY Verbs: *want, like, love, know*

- 1 Tell students to look at the verbs in the box. Ask stronger students to explain the meanings if they can, e.g. of *mean* (have a particular meaning) and *own* (have something that legally belongs to you).


Direct them to the example sentence and explain that we do not usually use these verbs in the continuous form. Explain that these are called 'state verbs'.

- 2 Elicit the negative form of the verbs in the present simple (do not/don't; does not/doesn't). Then ask students to look at the example and complete the exercise.

Encourage students to work individually before comparing their answers with a partner. Check answers. Nominate a student to read the first sentence and name another student to read out the next sentence. Continue until all the sentences have been read out.

Answers

- 1 like/love 2 don't know 3 does; mean 4 prefer
- 5 don't like/hate 6 don't understand

- 3  1.04 Ask students to work in pairs to complete the conversation with the correct tense of the verbs in brackets. Invite them to say what they think, but don't confirm answers at this point.

Play the recording for students to listen and check their answers.

Audioscript

- Amy:** Come on, Lottie! We're leaving soon. Are you ready?
Lottie: Yeah. I'm getting my things ready now. Can you give me five minutes?
Amy: Yes, but I don't like being late. The class starts at seven o'clock.
Lottie: I know, and we always catch the bus at six thirty. There's plenty of time.
Amy: But they're doing work on the roads at the moment, so the buses are all late.
Lottie: OK. I'm nearly ready. I just need to do my hair.
Amy: Your hair? Lottie, we're going to the swimming pool!

Mixed ability

To help weaker students prepare for the listening, go through each of the gapped sentences and decide as a class which tense the verb in brackets should be in. Encourage stronger students to explain their choices.

Answers

- 1 'm getting 2 don't like 3 starts 4 know 5 catch
- 6 're doing 7 need 8 're going

WRITING An online profile

- 1 Elicit what an online profile is (personal information about you and the things you like doing that appears on a website). Find out when students last wrote an online profile.

Set a short time limit for students to read the profiles carefully and decide which person is most like them. Tell them not to worry about the underlined or highlighted words. Invite several students to say who they are most like and why.

Tell students to read the profiles again. Put them into small groups to make a list of what they talk about, for example, their age and username, school, appearance, personality, hobbies, where they live, what they are learning to do, what their friends think about them. Find out which group identified the most topics.

- 2 Direct students to the *Prepare* box and set a short time limit for them to find the phrases. Check answers.

Answers

- Tom:** I'm Tom, but my online name is Snowy.
Flic: My name's Felicity, but everyone calls me Flic.

- 3** Put students into pairs to answer the questions. Tell them to look carefully at the underlined verbs in the two profiles.

Answers

1 present simple 2 present continuous

- 4** Direct students to the highlighted words and ask 'What kind of words are these?' to elicit that they are adverbs. Direct students to the two headings in the table. Check what *stronger* and *weaker* mean (*more* and *less*). Monitor and help students complete the table. Check answers.

Answers

Make adjectives stronger: really

Make adjectives weaker: quite, a bit, fairly

- 5** Put students into small groups to write down as many of the adjectives for personality (from exercises 4 and 5 on page 10) as they can in one minute. They exchange lists with another team and read out the list they have. Award points for each correct answer to find the winning team. Model an example for each of the sentences that is true for you. Say, for example, 'I'm very cheerful. Sometimes I'm a bit shy'. Monitor and help as students complete the sentences individually. Remind them that the sentences should be true for them. Then give them time to discuss their answers in their group. Share some ideas as a class.

Fast finishers

Ask fast finishers to make extra sentences with adjectives and adverbs they haven't already used. They can share their sentences with their group.

- 6** Ask students whether they think Tom and Flic's profiles are serious or not (no) and why they think this.

Answers

They use exclamation marks and dashes, the profiles have a friendly tone, and use informal English, e.g. *Oh yes*.

- 7** Write the prompts on the board. Choose a confident student and say you are going to make some notes about them. Ask the class to say one or two positive things about the student and add notes to the appropriate point on the board. Students make their own notes about themselves. Put them into pairs to discuss their ideas.
- 8** Students write their online profile, using the three bullet points to guide them, and the notes they made in exercise 7. Ask them to use as much of the new language and vocabulary as they can, but not to make their profile too long (it doesn't matter if they don't use everything!). Monitor and help as they are working. Ask confident students to read their profiles aloud.

Sample answer

I'm Victor and I'm from Manchester in England. I love sport and I'm really into football. I play every day with my friends and I'm in the school team, too. There are two fantastic football teams in Manchester – it's a very good place for football! I'm quite confident and I like learning new things. At the moment I'm learning to play ice hockey. It's fairly difficult, but I know I can do it! (73 words)

Cooler

Play 'Guess the word' using *believe, hate, know, like, love, mean, need, own, prefer, understand* and *want*. Give students one minute to look at the verbs and then tell them to close their books. Put them into small teams. Write short lines on the board to represent the letters of one of the verbs. Students work in teams and take turns to call out a letter. If the letter is in the word, write it where it occurs in the spaces. If the letter isn't in the word, write it on the board and cross it out. The first team to guess the word receives one point.

Project

Tell students that they are going to write a blog post describing a famous person they admire, and that they are going to use the internet to find out more about them. Provide a list of prompts, e.g. how old they are, where they're from, where they live, what they look like, their hobbies. Students should write a short description and include photos of their chosen person. Students share their blog posts in small groups in the following class. They could publish them on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 138

Vocabulary list page 129

Workbook

Unit 1, page 4

Go online for

- Pronunciation
- Corpus tasks