

# 1 Talking about people

**Big question** What are you like?

## Unit overview

In this unit learners will:

- talk about their personalities
- do a personality quiz
- interview their partners about their lives
- write a *My Page* profile
- read poems about special people.

Learners will build communication and literacy skills as they read and listen to poems and interviews; read and write diary entries; do a personality quiz; develop vocabulary study skills; and speak about their favourite people and things.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: writing about their favourite person or about the day they were born.

### Language focus

-ed and -ing adjectives

Wh- questions

**Vocabulary topics:** adjectives to describe personality.

### Critical thinking

- Analysing what makes a poem
- Predicting
- Memorising.

### Self-assessment

- I can talk about my life and what I am like.
- I can interview my partner about their life.
- I can write a profile page.
- I can understand a poem.
- I can recognise rhyming words.

### Teaching tip

Ask learners to start a Vocabulary journal in their notebooks. They write the words they find the most difficult to remember and add a sentence to contextualise them.

Review the learners' work, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 2**.

## Lesson 1: Talking about people

Learner's Book pages: 6–7

Activity Book pages: 4–5

### Lesson objectives

**Listening:** Listen for information, listen and match.

**Speaking:** Practise theme vocabulary, talk about yourself.

**Reading:** Read for gist, read a diary entry.

**Critical thinking:** Discuss personality, awareness of self.

**Vocabulary:** Adjectives to describe personality, opposites: *confident, lazy, generous, cheerful, bad-tempered, selfish, tidy, nervous, shy, untidy, hardworking, outgoing*

**Materials:** A few pictures of people in different situations, dictionaries.

### Learner's Book

#### Warm up

- Show some pictures of people and ask learners to describe them. Ask: *What is she/he like?*
- Encourage learners to speculate about the personality of the people in the photos. Remind learners that we cannot always judge someone's personality from the way they look.
- Work with the class to come up with a list of adjectives and write it on the board.

#### 1 Talk about it

- Ask: *What are you like?* Encourage learners to reflect on this and give honest answers. Ask them to give examples to support what they say, e.g. *I think I'm ... because ...*
- Add to the list of adjectives on the board.
- **Critical thinking:** Encourage learners to focus on positive aspects of their personalities. Help them by asking questions, e.g. *What would you do if a friend needs help?*

#### Answers

Learners' own answers.

### 2 Vocabulary

- Ask learners to work in pairs or small groups and look at the picture. Ask them to describe what the children are doing.
- Focus on the adjectives in the box and ask learners to find children in the picture who match the adjectives. Encourage them to explain their choices.

#### Answers

Learners' own answers.

### 3 Listen

- Tell learners they are going to listen to some people speaking about the children in the picture. They listen and pay attention to the adjectives the speakers use to describe the children.
- Play the audio at least twice. Then pause after each speaker and ask learners which child is being described.
- Ask them what adjective they would use to describe the child. Encourage them to explain their choices.

#### Audioscript: Track 2

**Speaker 1:** What always surprises me about my granddaughter is the way in which she loves to take centre stage. She doesn't get nervous at all and seems quite at home speaking to lots of people.

**Speaker 2:** I just don't understand why he gets so angry. If we don't pass him the ball all the time he just stops playing and walks off the football field.

**Speaker 3:** I really admire my friend Aisha. She's so studious! She loves learning about new things and always has her head in a book. Needless to say she always gets top marks in class.


**Speaker 4:** Camila is my best friend. She's such a kind, generous person. We share everything: our pencils, our pens, our secrets and our sweets and chocolates – of course!

**Speaker 5:** Come on Natasha! Why are you hiding? It's my friend, she's just saying hello to you.

**Speaker 6:** Cheng is a very tidy person. He always tidies up his bedroom and puts his food wrappers and empty bottles in the bin in the park.

#### Answers

Speaker 1 – confident 1; speaker 2 – bad tempered; speaker 3 – hardworking; speaker 4 – generous; speaker 5 – shy; speaker 6 – tidy.

 For further practice, see Activities 1 and 2 in the Activity Book.

### 4 Word study

- Write two antonyms on the board, e.g. *hot/cold*. Tell learners that these two words are *antonyms*. Ask them what they think this word means (antonyms are words with opposite meanings). Elicit some ideas.
- Ask learners to work individually. They look at the adjectives and match them to their opposites.
- Tell them to use their dictionaries to help them.
- When they have finished, ask them to check their answers with a partner.
- Then, you may check the answers as a class.
- **Study skills:** Ask learners to write down in their notebooks the meanings of those words that are new or they have found the most difficult to understand. They can add a sentence to contextualise the word.

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

**ABI** For further practice, see Activity 3 in the Activity Book.

**Reading strategy**

- Focus on the **Reading strategy**. Read the explanation with learners. Ask them why this reading strategy is so useful when approaching a text.
- How do they think it helps them understand the text? e.g. predicting the topic, activating background knowledge, predicting the vocabulary they will encounter, understanding the attitude of the writer.

**ABI** For further practice, see Strategy check! in the Activity Book.

**5 Read**

- Ask learners to read the text quickly and determine the type of text it is (e.g. is it a poem, a newspaper article, a story?)
- Elicit answers from the class and ask them to explain what helped them decide. Focus on features such as use of the first person and the date.
- Ask learners if they keep diaries. What sort of things do they write in their diaries?
- Ask learners what the tone and attitude of the writer is (he's angry). How do they know?
- Study skills:** Remind learners to use the context to work out the meaning of new words. If they still have doubts, they can use their dictionary. Then they can make an entry in their Vocabulary journal or in their notebooks.

**Answers**  
 Learners' own answers.

**ABI** For further practice, see Activities 4 and 5 in the Activity Book.

**6 Talk**

- In pairs, learners discuss the questions. Tell them to use adjectives from **Activity 4**.
- Ask them to reflect on the last question and give honest answers.
- Informal assessment opportunity:** Circulate, listening to learners' interactions and noting strong points and mistakes for remedial work.

**Answers**  
 Learners' own answers.

**Wrap up**

- Discuss as a class what learners do to help around the house. What adjectives would they use to describe their attitude at home?

**Activity Book**

**1 Adjectives**

- Learners work independently. They read the adjectives and find them in the wordsearch.
- Then, they can compare their answers in pairs or small groups.
- Check the answers as a class.

**Answers**

N	V	Y	H	B	O	P	D	A	B	I	V	C
E	L	P	A	L	M	U	T	I	D	Y	O	S
R	G	R	R	N	C	C	T	J	X	N	R	C
V	E	E	D	N	O	H	P	G	F	L	R	U
O	N	A	W	U	N	E	G	I	O	Z	D	H
U	E	Q	O	C	F	E	D	L	C	I	S	N
S	R	O	R	E	I	R	G	U	F	I	N	Y
M	O	A	K	O	D	F	O	K	F	A	Z	G
N	U	Y	I	T	E	U	Y	L	M	A	Z	X
K	S	G	N	M	N	L	E	U	L	B	J	V
C	D	Q	G	U	T	S	O	O	S	H	Y	Z

**2 Adjectives**

- Learners complete the sentences with an adjective from **Activity 1**.
- Then, they can compare their answers in pairs or small groups.
- Check the answers as a class.

**Answers**  
 1 nervous  
 2 hardworking  
 3 lazy  
 4 cheerful  
 5 outgoing  
 6 tidy

**3 Antonyms**

- Learners find and match the adjectives to their opposite meaning.
- Then, they can compare their answers in pairs or small groups.
- Check the answers as a class.

**Answers**  
 bad-tempered – cheerful  
 tidy – untidy  
 lazy – hardworking  
 shy – outgoing  
 confident – nervous  
 selfish – generous

### Strategy check!

- Tell learners to read and tick the strategies that will help them to read a text for gist.
- Tell them they should use these strategies before they read the text.

### Answers

Look at pictures. ✓  
 Read the text quickly to find out what the topic is or the writer's feelings. ✓  
 Read the text quickly for the general meaning. ✓

### 4 Read

- Learners read the school report and choose the picture of the boy described in the report.
- Ask them if they think Juan's parents are going to be happy with his report.
- Check the answers as a class.

### Answers

Picture b.  
 Learners' own answers.

### 5 Read

- Learners decide which adjectives in **Activity 3** describe Juan's personality.
- Check the answers as a class. Encourage learners to explain their answers.

### Answers

cheerful, outgoing, lazy, tidy, nervous

### Differentiated instruction

#### Additional support and practice

- Play a guessing game as a class. Describe people using **Activity 3** in the Learner's Book as a model. Learners choose an adjective from the box on page 5 to describe the person.

#### Extend and challenge

- Ask learners to work independently and write a short diary entry about the chores they do around the house.

## Lesson 2: Our profiles

Learner's Book pages: 8–9

Activity Book pages: 6–7

### Lesson objectives

**Listening:** Listen for specific information.

**Speaking:** Talk about oneself.

**Reading:** Read a personality quiz.

**Writing:** Complete a profile, complete questions.

**Critical thinking:** Awareness of self, being critical about one's own behaviour.

### Language focus: Question words

**Materials:** Pictures of people in different situations, a sample profile of a real or imaginary person, a copy of **Photocopiable activity 1** for each learner.

### Learner's Book

#### Warm up

- Show learners pictures of people and ask learners to describe them using one adjective they have learned.
- Show the class a sample profile and write the word *profile* on the board.
- Ask learners what they think a profile is (e.g. information about a person, it focuses on important or interesting things about that person).
- What information would learners expect to find in a profile? Encourage them to look at the sample, e.g. age, name, personal characteristics.

#### 1 Talk about it

- **Critical thinking:** Focus on the positive aspects of the learners' personalities. Pay special attention and be sensitive to those learners who may have a negative self-image and encourage them to identify and talk about their strengths.
- Ask learners to reflect on what they are like and discuss the questions.

### Answers

Learners' own answers.

### 2 Read

- Ask learners if they know what a personality quiz is. Have they ever done one? What questions do they expect to find in a quiz? Elicit some answers.
- Focus on the four questions. Ask learners to match them to the correct options in **Activity 3**.

### Answers


1 B    2 D    3 A    4 C

### 3 Read

- Ask learners to read the questions and to choose the correct answer for them.
- When they have finished, they work out their scores and read the Results box at the end of the quiz.
- Discuss what their score is. Are they happy with it? Can they think of ways to improve their behaviour?

### Answers

Learners' own answers.

 For further practice, see **Activity 1** in the **Activity Book**.

### Listening strategy

- Focus on the strategy. Ask learners how this strategy can help them, e.g. they don't need to understand everything they hear so they can concentrate on what they need to know. Make sure learners use this knowledge to help fill in the missing words in **Activity 4**.

### 4 Listen 3

- Ask learners to look carefully at the type of information they need to complete the profile.
- Tell them to listen and complete Santiago's profile. Play the audio a few times.
- When learners have finished, discuss how similar they are to Santiago.

### Audioscript: Track 3

Hi, my name's Santiago. I'm from Argentina. I'm 11 years old and I live with my family: my mum, my dad and my little brother in Buenos Aires. I've got two pets, a hamster and a dog, and I play football and basketball for the school team. I've got two best friends, Pedro who is in my class at school and my cousin Luca who I've known all my life.

What do people like about me? Mmm, well ... I suppose I'm quite outgoing and cheerful most of the time, so people think I'm fun to be with.

What do I like about me? Well ... I'm quite a tidy person. I hate it if my bedroom gets messy. I'm also a patient person especially with my little brother!

What could I improve about me? Well, my family would say that I am very bad-tempered when I get up in the morning. It's something I really need to change.

### Answers


**Name:** Santiago  
**Age:** 11  
**Country:** Argentina  
**Family:** mum, dad, little brother  
**Pets:** two – a hamster and a dog  
**Hobbies:** football and basketball  
**Best friends:** Pedro and Luca (cousin)  
**What people like about me:** outgoing, cheerful, fun to be with  
**What I like about myself:** tidy, patient  
**What could I improve about myself:** bad-tempered in the morning

### 5 Use of English

- Review the question words in the **Use of English** box. Ask learners to give some examples of questions.
- Focus on the activity and ask learners to complete questions 1–7 with the question words in the box.
- When they have finished, check the answers as a class.
- Then, learners answer the questions about Santiago in their notebook.

### Answers

- What** is his name? His name is Santiago.
- Where** is he from? He is from Argentina/Buenos Aires.
- Who** are the people in his family? His mum, his dad and his little brother.
- What** pets has he got? He's got a rabbit and a dog.
- What** are his hobbies? He plays football and basketball.
- Who** are his best friends? His best friends are Pedro and Luca, his cousin.
- What** do people like about him? He is outgoing, cheerful and fun to be with.

 For further practice, see **Activity 2** in the **Activity Book**.

### 6 Talk

- In pairs, learners ask and answer the questions about each other and make notes.

### Answers


Learners' own answers.

### 7 Write

- Tell learners to write a profile about their partner using the notes they made in **Activity 6**.

### Answers

Learners' own answers.

 For further practice, see **Activities 3 and 4** in the **Activity Book**.

### Wrap up

- Once learners have finished writing their partner's profile, ask them to share it with the class.
- Portfolio opportunity:** Learners write their name and date on the profiles. Collect the profiles and keep them in their portfolios.
- Home-school opportunity:** Learners take it in turns to take the profile home and show it to their family.

## Activity Book

### 1 Read

- Learners read the profiles and match them to the correct summary.
- They work with a partner and compare their answers.
- Check the answers as a class. Encourage learners to explain their choices.

### Answers

Profile 1: Lucia – 3  
 Profile 2: Tasanee – 1  
 Profile 3: Sam – 2

## 2 Use of English

- Learners make questions and answer them with information from the profile texts in **Activity 1**.
- Check the answers as a class.

### Answers

- 1 What pets has Lucia got?  
She got a dog called Bruno and a cat called Silke.
- 2 What is Lucia like?  
She's a very confident, outgoing and active person.
- 3 Where is Tasanee from?  
She's from Thailand.
- 4 Who are the people in Tasanee's family?  
Her mum, her dad and her brother and sister.
- 5 How old is Sam?  
He's twelve years old.
- 6 What are Sam's hobbies?  
Football and training his parrot.

## 3 Write

- Learners complete their own profile.
- They read it to the class.

### Answers

Learners' own answers.

## 4 Challenge

- Learners interview their partner using the questions in **Activity 2** as a guide.
- They take notes in their notebook and then write sentences about their partner's life.

### Answers

Learners' own answers.

### Differentiated instruction

#### Additional support and practice

- Give each learner a copy of **Photocopiable activity 1**. They work independently and complete the questions and answer them.
- They compare their work with a partner.

#### Extend and challenge

- Learners use the questions in **Activity 5** of the Learner's Book to make a profile of a family member and add a picture to it.

## Lesson 3: An interview

Learner's Book pages: 10–11

Activity Book pages: 8–9

### Lesson objectives

**Listening:** Listen and choose *true* or *false*, listen and write questions, listen and mark the intonation.

**Speaking:** Talk about interviews, prepare an interview.

**Writing:** Prepare questions for an interview.

**Critical thinking:** Reflect on the differences between speaking in one's mother tongue and in English.

**Language focus:** Useful expressions *I really like ...*, *It makes me (angry)*, *Sorry, could you repeat that?*, *What I meant was ...*, *I'm not very keen on ...*, *I don't think ...*, *We both like ...*, *I'm not sure if ...*

## Learner's Book

### Warm up

- Ask learners who their favourite famous person is.
- If they had the chance to interview this person, what questions would they ask? Would they ask the questions in their mother tongue or in English?

### 1 Talk about it

- Ask learners if they have ever had an interview either in their own language or in a foreign language. Ask them how they felt and what they talked about.
- If nobody has ever had an interview, you may invite learners to imagine how they would feel.
- **Critical thinking:** Discuss with learners what would be easier to do – to have an interview in their own language or in another language, for example in English. What difficulties might they have? How would they overcome these difficulties? Encourage them to give reasons for their answers.

### Answers

Learners' own answers.

**AB** For further practice, see **Strategy Check!** in the **Activity Book**.

## 2 Listen 4

- Tell learners that they are going to listen to Ben being interviewed by his new English teacher.
- Tell learners to listen to the interview and order the topics Ben talks about.
- Play the audio at least twice. Check the answers as a class.

**Audioscript:** Track 4

**English teacher:** Hello Ben, How are you today?

**Ben:** I'm fine thank you.

**English teacher:** Tell me about your family. Have you got any brothers or sisters?

**Ben:** Yes, Max a younger brother who is a bit of a pain!

**English teacher:** Where were you born?

**Ben:** I'm from ... Sorry, what I meant to say was I was born in a small town called Flintown in the USA.

**English teacher:** Tell me about yourself. What are you like?

**Ben:** Sorry, could you repeat that, please?

**English teacher:** Yes, of course. What are you like?

**Ben:** Well, I'm quite a confident person and I like to do things properly, although I'm not sure if my mum would agree with my last point. I'm quite popular at school too, I suppose.

**English teacher:** Who are your best friends?

**Ben:** Well, my best friend is Micky, he's really good fun. We've been friends for as long as I can remember. I think we met when we were babies.

**English teacher:** What are you good at at school?

**Ben:** I don't think I'm good at many things to be honest. Well, Mrs. Jones would say I'm good at singing, but I don't agree with her at all. I'm good at drawing and I'm quite good at sewing too, but don't tell anyone about that last one!

**English teacher:** Do you have a favourite sport?

**Ben:** No, I don't excel at any sport. Once Dad thought I was going to be a great rugby player, so he made me join the local team, but he was wrong, of course!

**English teacher:** What are your favourite things?

**Ben:** Well that has to be my mega collection of video games. I absolutely love playing them. Micky and I play quite a lot together. Then there's my collection of comics. I remember when Micky and I wrote our own comic strip, *Zippy Racer*.

**Answers**

- 1 family
- 2 town
- 3 personality
- 4 friends
- 5 school
- 6 sport
- 7 favourite things

**3 Listen 4**

- Tell learners they are going to listen to the interview with Ben again and they are going to decide if the sentences are true or false.
- Allow some time for them to read the sentences before doing the task.
- Play the recording a few times. Then, check the answers as a class.

**Answers**

- 1 false
- 2 true
- 3 true
- 4 true
- 5 true
- 6 false
- 7 true

**4 Match the questions**

- Ask learners to read the questions and match them to the answers. Tell them these are some of the questions they heard in the interview with Ben.
- Check the answers as a class.

**Answers**

- 1 d   2 a   3 b   4 e   5 c

**AB** For further practice, see Activities 1 and 2 in the Activity Book.

**5 Pronunciation 5**

- Explain that questions in English have a special intonation depending on whether they are *wh-* questions or *yes/no* questions.
- Focus on the examples and on the arrows. What do learners think they mean?
- Tell them that they are going to listen to some questions and mark the intonation.
- Play the recording a few times and allow time for learners to mark the intonation.
- When they have finished, play the recording again. Pause after each question for learners to repeat.

**Audioscript:** Track 5

- 1 Where were you born?
- 2 What are you like?
- 3 Who are your best friends?
- 4 What are you good at at school?
- 5 Do you have a favourite sport?
- 6 What are your favourite things?

**Answers**

Learners' own answers.

**AB** For further practice, see Activity 4 in the Activity Book.

**Speaking tip**

- Focus on the expressions in the box. Tell learners that these are useful expressions they can use to talk about themselves.
- Give some examples of completed sentences and ask learners to give their own.
- You could play the audio of the interview with Ben (Track 3) again and ask learners to spot the expressions.

**6 Vocabulary**

- Ask learners to look at the categories and at the expressions in the **Speaking tip** box. They match the expressions to the correct category.
- Check the answers as a class.

**Answers**

- a 3   b 4   c 1 and 5   d 7   e 2 and 8

**AB** For further practice, see Activity 3 in the Activity Book.

**7 Write**

- Learners prepare a list of questions to ask their partner using the prompts provided. They write the full questions in their notebooks.

**Answers**

Learners' own answers.

### An interview

- Tell learners to prepare their interview. They make notes under the headings and use the useful expressions in the box to describe what they like and don't like.
- In pairs, learners interview each other. Tell them to make notes about their partner's answers.
- **Informal assessment opportunity:** Circulate, listening to learners and making notes about their performance. You may wish to set up some remedial work on the most common mistakes you have observed.

#### Answers

Learners' own answers.



For further practice, see Activity 5 in the Activity Book.



#### Wrap up

- When learners have finished their interview, invite them to report back to the class about their partner's answers.

### Activity Book

#### Strategy check!

- Tell learners to read and tick the strategies that will help them to listen for specific information.
- Then, they use these strategies before they listen to the text.

#### Answers

Read the text first and think about the type of words that are missing. ✓  
 When you listen again focus on the answers you have written. ✓  
 Read the completed text to check it makes sense. ✓

### 1 Listen **56** [CD2 Track 25]

- Learners listen and complete the dialogue between the two children.
- Check the answers as a class.

#### Audioscript: Track 56

**Hiro:** Hello, my name's Hiro. What's yours?

**Ben:** Hi, I'm Ben. Where are you from?

**Hiro:** I'm from Tokyo. And you?

**Ben:** I'm from New York. Have you got any brothers or sisters?

**Hiro:** Yes, I've got an older brother. And you?

**Ben:** I'm an only child.

**Hiro:** Sorry, could you repeat that?

**Ben:** Yes, there's just me. I haven't got any brothers or sisters.

**Hiro:** Do you have a favourite sport?

**Ben:** Yes, I really like playing baseball and table tennis.

**Hiro:** Me too! Well, I'm not so keen on baseball, but I love playing table tennis!

**Ben:** What are you like?

**Hiro:** Well, I think I'm quite hardworking and cheerful, but my mum doesn't think so. She thinks I'm a bit lazy. Not true, of course!

**Ben:** Ha, ha! Just like my mum! I'm quite hardworking, but mum says I spend too much time playing computer games!

**Hiro:** Well we both like playing computer games then. Which one is your favourite?

#### Answers

- 1 Tokyo
- 2 brothers and sisters
- 3 only child
- 4 baseball and table tennis
- 5 like
- 6 hardworking

### 2 Find an expression

- Learners find an expression highlighted in the dialogue to complete the definitions.
- Check the answers as a class.
- You may ask learners to work in pairs and roleplay the dialogue for intonation practice.

#### Answers

- 1 Sorry, could you repeat that?
- 2 I really like...
- 3 I'm not so keen on...
- 4 we both like...
- 5 I think...

### 3 Write

- Learners complete these sentences about themselves.
- Then, they read them to the class.

#### Answers

Learners' own answers.

### 4 Pronunciation **57** [CD2 Track 26]

- Learners read the pronunciation guide.
- Then, they listen to the audio and practise saying the questions.
- Circulate, checking for correct pronunciation and intonation.

#### Audioscript: Track 57

1 What are you like?

2 Where are you from?

3 Do you like playing computer games?

4 Are you outgoing?

#### Answers

Learners' own answers.



## 5 Challenge

- Learners work in groups of four and ask questions from **Activity 1** to members of the group.
- They make notes. Explain that they don't need to write full sentences at this stage. It is enough to note a few words that reflect the most important information.
- Using the notes, learners compare the information and find the classmate who is most similar to themselves.
- They present their findings to the class. Tell them to use expressions from **Activity 3**.

### Answers

Learners' own answers.

### Differentiated instruction

#### Additional support and practice

- Ask learners to use their notes to write the dialogue between them and their partner. They can use the dialogue in **Activity 1** in the Activity Book as a model.

#### Extend and challenge

- Ask learners to look back at their partner's answers and write down a summary of the interview.

## Lesson 4: Favourite things

Learner's Book pages: 12–13

Activity book pages: 10–11

### Lesson objectives

**Speaking:** Speak about yourself.

**Reading:** Read for information.

**Writing:** Write your own *My Page*.

**Language focus:** *-ed and -ing* adjectives: *bored/boring, amazed/amazing, frightened/frightening, depressed/depressing, excited/exciting, interested/interesting*

**Vocabulary:** *surfer, tiger shark, attack, bite off, blood, board, major film, world-class, hiking, rollerblading, download, apps, exhilarating*

**Materials:** Each learner brings in a photograph of themselves, copies of **Photocopiable activity 2**.

### Learner's Book

#### Warm up

- Ask learners about their favourite activities, what they like doing in their free time and what sports they like to do or watch.

#### 1 Talk about it

- Ask learners to look at the photos and describe them. Do they know the girl in one of them? Encourage them to say what they know about her.

- Ask learners to read the text and say what they think about Bethany. What adjectives would they use to describe her?

### Answers


Learners' own answers.

## 2 Read

- Ask learners to read Bethany's *My Page*. Ask learners if they think they have anything in common with her.
- Ask them to look at Bethany's favourite things. Does she like the same things as the learners? What differences do they find between her and them?

### Answers

Learners' own answers.

-  For further practice, see **Activity 1** in the Activity Book.

## 3 Talk

- Ask learners to ask and answer questions about their favourite things. Tell them to use the questions to find out.
- Encourage them to extend the questions to other aspects of their lives, e.g. favourite book, sport, film.
- Ask them to make notes of their partner's answers.

### Answers


Learners' own answers.

## 4 Read

- Ask learners to read the text again and find adjectives that describe the words in the box.
- They complete the **Use of English** box and write the rules in their notebooks.

### Answers

the beach – relaxed, happy; apps – amazing; my birthday – excited; the sea – exhilarating


-  For further practice, see **Activities 2 and 3** in the Activity Book.

## 5 Use of English

- Tell learners to choose the correct form of the adjectives and complete the sentences.
- Then, they talk about the statements with their partner.
- Check the answers as a class.


### Answers

1 amazed  
 2 frightened  
 3 boring  
 4 exciting  
 5 depressed

-  For further practice, see **Activities 4** in the Activity Book.

### Write: My Page

- Learners write their own *My Page*. Read through the instructions with the class and make sure they understand what is expected from them.
- Tell them to use Bethany's page as a model if necessary.
- **Writing tip:** Focus on the writing tip and ask learners to find examples in the texts that reflect this. Also, encourage them to provide their own examples.

 For further practice, see Activity 5 in the Activity Book.

### Wrap up

- Learners show their *My Page* to the class and read what they have written.
- **Portfolio opportunity:** Collect the pages and file them in the learners' portfolios.
- **Home-school opportunity:** Learners take their page home and share it with the family.

### Activity Book

#### 1 Read

- Learners read and match the headings to Natalie du Toit's *My Page*.
- They compare their answers with a partner and discuss any differences.
- Check as a class and encourage learners to justify their choices.

#### Answers

- 1 City/country
- 2 Family
- 3 Personality
- 4 Best feeling
- 5 Favourite place
- 6 A dream come true
- 7 Advice to others

#### 2 Use of English

- Learners circle the adjective that best describes how Natalie feels about some things from her profile.
- They compare their answers with a partner and discuss any differences.
- Check the answers as a class.

#### Answers

- 1 exhilarating
- 2 amazing
- 3 exciting

#### 3 Write

- Learners choose the correct form of the adjectives to complete the sentences.
- Check the answers as a class.

#### Answers

- 1 boring
- 2 frightened
- 3 excited
- 4 interesting
- 5 bored

#### 4 Write

- Learners complete the sentences for themselves.
- They use *-ing / -ed* adjectives.
- Check the answers as a class.

#### Answers

Learners' own answers.

#### 5 Challenge

- Learners write a *My Page* for their favourite famous person.
- Learners find out information about this person on the Internet or in a magazine. They make a selection of the most important information to use.
- They cut out photos from magazines to add to the page.
- They show their page to the class and explain what they have found.

#### Answers

Learners' own answers.

#### Differentiated instruction

##### Additional support and practice

- Learners do **Photocopiable activity 2** for extra practice and personalisation of *-ed / -ing* adjectives.

##### Extend and challenge

- Learners make a *My Page* for a family member.

## Lesson 5: My favourite people

Learner's Book pages: 14–17

Activity Book pages: 12–13

### Lesson objectives

**Listening:** Listen to a poem.

**Speaking:** Speak about people who inspire us.

**Reading:** Read a poem.

**Writing:** Write about an inspirational person.

**Critical thinking:** Predicting, learning ways to find the meaning of words.

**Vocabulary:** *superlatively, dozen, hoist, enormous, bulge, ripple, to and fro, juggle, airborne, somersault, champion, dozen, masterful, wrestle, comb, impressive, carry, expert*

**Materials:** Dictionaries.