

# 1 | AMAZING PEOPLE

## OBJECTIVES

**FUNCTIONS:** talking about things you have and haven't done; offering encouragement

**GRAMMAR:** present perfect with *just, already, and yet*; present perfect vs. simple past

**VOCABULARY:** personality adjectives; collocations; phrases with *just*



## READING

1 Look at the photos. What is your first impression of these people? What adjectives could you use to describe them?

caring | friendly | boring | serious | cheerful  
funny | intelligent | cool | confident | easy-going

2 **SPEAKING** Discuss the photos in pairs.

*He seems friendly.*

*She looks like a cheerful person because she's smiling.*

3 **SPEAKING** Use the adjectives in Exercise 1 and other adjectives to describe people you know. Give reasons.

*My brother is very easy-going.  
He doesn't get angry very often.*

4 Read the responses to an online survey quickly. Write the name of each person under the photos.

5 **1.09** Read and listen to the responses again. Mark the sentences T (true) or F (false). Correct the false information.

- 1 Sandra Garcia has a dangerous job. \_\_\_\_
- 2 She isn't very popular with Mia's friends. \_\_\_\_
- 3 Mr. Donaldson has a problem controlling his students. \_\_\_\_
- 4 Jacob thinks Mr. Donaldson will be famous one day. \_\_\_\_
- 5 Alex's grandmother is older than she looks. \_\_\_\_
- 6 Gwen thinks it's important to enjoy life. \_\_\_\_
- 7 Oliver's aunt had a car accident. \_\_\_\_
- 8 Oliver's uncle changed after the accident. \_\_\_\_

# 1 | AMAZING PEOPLE

## READING

- 1 Brainstorm adjectives with the class. Give a piece of paper to each student and ask them to write three adjectives that describe their own personality. Collect these and read some aloud to the class (e.g., *This person is cool, friendly, and intelligent*). The rest of the class can guess which student wrote the adjectives.
- Books open. Read through the adjectives and check pronunciation. Ask concept-check questions to check students’ understanding, e.g., *Which of the adjectives is negative? (boring) Is a cheerful person sad or happy? (happy)* Ask students to predict where the stress falls in each word. Say the words for students to repeat and check the word stress. Ask the class to look at the photos and choose adjectives to describe them. Listen to some of their ideas and ask them to explain the reasons for their choices.
- 2 **SPEAKING** Read through the instructions and example sentences. Remind students that we use *looks/seems* + adjective and *looks like* (+ adjective) + noun. Divide the class into pairs. Students complete the exercise. Monitor and help with any questions.
- 3 **SPEAKING** In small groups, students describe their family and friends. To introduce the activity and give them an example, you could describe somebody that you know. Encourage students to give reasons for their choice of adjectives and to ask each other questions about the people they describe. Monitor to help with pronunciation of adjectives. Listen to some examples with the whole class.


### Optional activity

If the students know each other well, ask them to work in pairs and describe other members of the group without naming them. Their partner should guess who is being described.

- 4 Tell students they are going to read an article about amazing people. Students read the text quickly to find the answers to the questions. Tell them not to try to understand every word but to focus on getting a general understanding of the text. Set a time limit of two minutes to encourage students to read quickly.

### Answers

- 1 Jack 2 Sandra Garcia / Mia’s mom 3 Mr. Donaldson  
4 Gwen

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

## Background information

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

**India** (population c. 1.2 billion) is a country in South Asia. It is the second most populous country in the world (after China). India was part of the British Empire until it became independent in 1947. In the last 30 years, India has seen major economic growth and is now the world’s tenth largest economy.

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

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

### Answers

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

### Optional activity

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

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

**Mixed-ability idea**

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

**Answers**

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

**Optional activity**

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

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

**Answers**

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

**Fast finishers**

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

**THINK VALUES**

**Human qualities**

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

**Optional activity**

Ask students to work in pairs and think about a person who they do not admire and to think of three things they do not like about that person. Ask them to discuss three pieces of advice they would give to that person to encourage them to change their ways and become somebody that they can admire. In preparation for this activity, you might like to brainstorm some of the things that students do not like and offer vocabulary to help them with their answers.



WHO

Popular

Recent

DO YOU ADMIRE MOST?

**Jackie, 14** ★ Sandra Garcia, my friend Mia’s mom, is probably the most amazing person I know. She’s also extremely **brave**. She’s a wildlife photographer, and she travels to some of the most dangerous places on Earth to take photos of the world’s most endangered animals. She’s just come back from Papua New Guinea. I haven’t seen her photos yet, but I bet they’re amazing. She’s pretty famous, and she’s already been on TV. Although she spends a lot of time away from home, she’s also a really cool mom. She’s really **charming**, and all of Mia’s friends think she’s great. Mia’s really lucky to have such a great mom.

**Jacob, 16** One of my heroes is Mr. Donaldson, our music teacher. First of all, he’s an awesome teacher. He’s really **laid-back**, but we all respect him, and no one ever messes around in his class. He’s so **creative** and finds different ways to get us interested in his lessons. He’s also a really amazing guitar player – I mean, he is seriously **talented**. He’s in a band. They haven’t made any recordings yet, but they’ve already attracted lots of interest, and I’m sure they’re going to be famous one day. I’ll be really happy for him, but I hope it doesn’t happen too soon. I don’t want to lose my teacher!

**Alex, 15** The person I admire more than anyone is my grandmother Gwen. She’s 78 and looks just amazing. Many people think she’s my mother when they see us together. But she doesn’t just *look* young, she *is* young. She’s one of the most **active** people I know. She spends a lot of her time doing things for charity. For example, she just ran ten kilometers to raise money for a children’s charity in India. Ten kilometers! At her age! She’s such a **positive** person, always seeing the good in other people. “Life is for living,” she tells me. I hope I have that much life in me when I’m her age.

**Oliver, 17** ★ The greatest person I know is my uncle, Jack. He and my aunt Alice had the perfect life: good jobs, a nice house, and three young children. Then one day their life changed forever. My aunt was in a terrible car accident. It left her in a wheelchair. From that day on, my uncle has devoted his time to taking care of her and the family. But I have never heard him complain. He’s still the same happy person he always was. I know life is hard for him, but he’s always so **cheerful**, with a huge smile on his face. He’s such a warm person – someone you want to spend time with.

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- 6 **VOCABULARY** There are eight words in bold in the responses. Match the words with these meanings. Write the words.
- 0 is always doing things active
  - 1 is usually happy \_\_\_\_\_
  - 2 is very easy-going \_\_\_\_\_
  - 3 has very original ideas \_\_\_\_\_
  - 4 looks for the good in all situations \_\_\_\_\_
  - 5 is very good at doing something \_\_\_\_\_
  - 6 doesn’t get scared easily \_\_\_\_\_
  - 7 is very easy to like \_\_\_\_\_

- 7 **Complete the sentences with the words from Exercise 6.**
- 0 Why are you so *cheerful* today? Have you heard some good news?
  - 1 He stood up in front of the whole school and read his poem out loud. He was really \_\_\_\_\_.
  - 2 She’s very \_\_\_\_\_, and it’s easy to see why she has so many friends.
  - 3 He’s so \_\_\_\_\_ that some people think he’s a little lazy.
  - 4 Have you seen him doing ballet? He really is a \_\_\_\_\_ dancer.
  - 5 If you want to work in advertising, you need to be \_\_\_\_\_ and come up with really good ideas.
  - 6 My dad is really \_\_\_\_\_ around the house. He’s always cooking or fixing things or working in the yard.
  - 7 He’s had a really difficult life, but he’s really \_\_\_\_\_ about the future.

THINK VALUES

Human qualities

- 1 **Think about someone who is not famous but who you think is special.**
- a Think of three adjectives to describe the person.
  - b Think about why you chose these adjectives. Make notes.
- 2 **SPEAKING** Tell your partner about the person you admire.

*I really admire my brother. He’s really confident in difficult situations.*

GRAMMAR

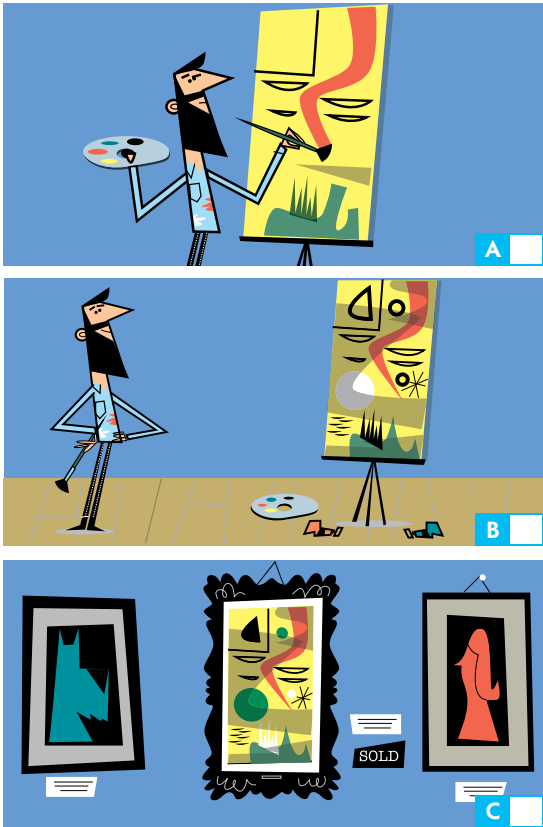
Present perfect with *just*, *already*, and *yet*

- 1 Complete the example sentences with *just*, *already*, and *yet*. Then complete the rules with the missing words.
- 1 She's \_\_\_\_\_ come back from Papua New Guinea.  
2 They haven't made any recordings \_\_\_\_\_, but they've \_\_\_\_\_ attracted lots of interest.

**RULE:** In the present perfect, we often use

- 1 \_\_\_\_\_ in negative sentences and questions to talk about something that hasn't happened but that we expect to happen soon. It comes at the end of the sentence.
- 2 \_\_\_\_\_ to emphasize that something happened very recently. It goes before the past participle.
- 3 \_\_\_\_\_ to show that something has been done or finished sooner than expected. It usually goes before the past participle.

- 2 Match the pictures and the sentences. Write 1–3 in the boxes.
- 1 He's just finished his painting.  
2 He's already sold the painting.  
3 He hasn't finished his painting yet.



- 3 Look at Mike's list of things to do for his party. Make sentences with *already* and *yet*.



- 1 He hasn't made the cake yet.
- 4 Use your imagination to answer the questions. Use the present perfect and *just* in each one.
- 0 Why is Mom so angry?  
*Because Dad's just crashed her car.*
- 1 Why is Colin so sad?  
2 Why is your face so dirty?  
3 What's Liam so scared about?  
4 Why is Dana so excited?  
5 Why are you smiling?
- 5 Check (✓) the things you have already done.



- 6 **SPEAKING** Work in pairs. Ask each other questions.
- Have you started a blog yet?  
Yes, I've already done that. Have you?  
No, I haven't done that yet.

GRAMMAR

Present perfect with *just*, *already*, and *yet*

- 1 As a warm-up, create a grid on the board describing a man’s (preferably a famous person) journey around the country, for example:

Town	Visited?	When
Seattle	yes	last month
Portland	yes	last week
Los Angeles	yes	yesterday
San Francisco	no	–
San Diego	no	–

Ask students to describe the journey and attempt to elicit the following sentences:

*He has already been to Seattle/Portland.* (in the past)  
*He has just been to Los Angeles.* (in the recent past)  
*He hasn’t been to San Francisco/San Diego yet.* (This has not happened, but will happen in the future.)

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

Answers

- 1 just    2 yet; already

Ask students to read the rule and fill in the blanks with the correct words. Check answers.

Rule

- 1 yet    2 just    3 already

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

Answers

- 1 B (middle picture)    2 C (bottom picture)  
3 A (top picture)

- 3 Books closed. As a lead-in to this activity, divide the class into pairs and ask them to imagine they are planning a birthday party for a friend for the weekend. Ask: *What things do you need to organize?* Set a three-minute time limit and ask them to make notes. Monitor and help with vocabulary, and encourage students to use only English. Ask students to open their books and compare their lists to the list in the book.

Students work individually and write sentences with *already* and *yet*. Monitor to make sure students are writing complete sentences. Check answers with the whole class.

During feedback, ask concept-check questions to make sure students have understood the target language, e.g.: 1 *Is he going to make a cake in the future? (Yes.)* 2 *Does he have the invitations in his house? (No.)*

Answers

- 2 He’s already sent out the invitations.  
3 He hasn’t chosen the music yet.  
4 He’s already decided what to wear.  
5 He hasn’t decorated the room yet.  
6 He’s already bought (the) drinks.

Language note

Students may make the following types of error with *just*, *yet*, and *already*:  
*\*I just see my friend. \*I already have seen that film. \*I didn’t go to Paris yet.*  
Remind them that we use the present perfect in the structures:  
have + *just/already* + past participle  
*have + not* + past participle + *yet*  
Point out that while *just* and *already* are usually placed between *have* and the past participle, *yet* is always placed at the end of a negative sentence or question (e.g., *Have you finished yet?*)

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

Fast finishers

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

Optional activity

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



LISTENING

**Background information**

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

**Sebastian Vettel** (born July 3, 1987) is a German Formula One racing driver who competed for the Austrian team Red Bull Racing from 2009 to 2014 then signed with the Ferrari team in 2015. He won the Formula One World Championship four times in 2010, 2011, 2012, and 2013 and is one of the most successful F1 drivers of all time.

**Adele** (born Adele Laurie Blue Adkins on May 5, 1988) is a multimillion-album-selling British singer and songwriter and a winner of several Grammy awards. In 2013 she also won an Oscar for the title song in the James Bond movie *Skyfall*.

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

**Answer**  
Two (people are playing.)

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

**Answers**  
1 A 2 C 3 C 4 B

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

**Answers**  
1 Sebastian Vettel, a German race-car driver.  
2 fastest, bravest, youngest, most famous  
3 Kiki is her own mystery guest.  
4 one of the most talented, creative, amazing, warmest, most charming, great

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

**Optional activity**

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

THINK SELF-ESTEEM

Personal qualities

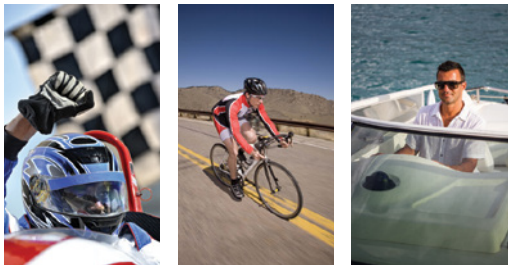
- 1 Ask students if they have any favorite poems and whether they’ve ever written a poem before. Tell students they are going to write a short poem called a *cinquain*. Read the poem with the whole class. Students complete the exercise. Check answers.

**Answers**  
1 someone’s name 2 adjectives 3 verbs 4 adjective  
5 three

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

LISTENING

- 1 1.10 Listen to some people playing a game called Mystery Guest. How many people are playing?
- 2 1.10 Listen again. For each question, there are three pictures. Choose the correct picture and put a check (✓) in the box below it.
- 1 What does Will's mystery guest do?



- A ☐ B ☐ C ☐
- 2 Where is Will's mystery guest from?



- A ☐ B ☐ C ☐
- 3 Who does Will think Kiki's mystery guest is?



- A ☐ B ☐ C ☐
- 4 What does Kiki's mystery guest do?



- A ☐ B ☐ C ☐

1 AMAZING PEOPLE

- 3 1.10 Work in pairs. Answer the questions. Then listen again and check.

- 1 Who is Will's mystery guest?  
2 What adjectives does Will use to describe him?  
3 Who is Kiki's mystery guest?  
4 What adjectives does Kiki use to describe her?

- 4 **SPEAKING** Work in pairs. Play Mystery Guest.

*Ladies and gentlemen, my guest is ...*

*He/She has won / played / recorded / helped ...*

THINK SELF-ESTEEM

Personal qualities

- 1 A cinquain is a short, five-line poem. Read the cinquain and complete the rules with the words in the list.



adjectives | three | verbs  
someone's name | adjective

On the first line write <sup>1</sup> \_\_\_\_\_.  
On the second line write two <sup>2</sup> \_\_\_\_\_ to describe the person.  
On the third line write three <sup>3</sup> \_\_\_\_\_ to show what the person likes doing.  
On the fourth line write another <sup>4</sup> \_\_\_\_\_.  
On the fifth line write a description of the person in just <sup>5</sup> \_\_\_\_\_ words.

- 2 **WRITING** Write a cinquain about:

- a your partner or best friend  
b your hero



READING

1 **SPEAKING** Work in pairs. At what age did you learn to do these things?

- read
- play a musical instrument
- draw
- speak a foreign language

*I learned to read when I was ...*

*I've never learned to ...*

2 **SPEAKING** What other things have you learned in your life, and when did you start to do them?

*When I was seven I learned how to cook an omelette.*

3 Read the TV show preview quickly. Which of the children is a genius at these things? Write the names.

- 1 art \_\_\_\_\_
- 2 music \_\_\_\_\_
- 3 creative writing \_\_\_\_\_
- 4 languages \_\_\_\_\_

4 Read the TV show preview again and answer the questions.

- 1 What writers did Mark enjoy when he was three?
- 2 What languages does he know?
- 3 How much will Daniel get for writing each book?
- 4 How many instruments does Samantha play?
- 5 How many weeks is the show on for?
- 6 Who will the show have interviews with?

Don't miss this week:



While other children were just starting their ABCs, three-year-old Mark Swallow was already reading Shakespeare and Charles Dickens. By the age of seven he was speaking fluent French and German and studying both Latin and Greek. Now, at the age of 12, Mark has just started college, studying English literature. Mark and other child geniuses will be the subject of a new documentary series that takes a look into the lives of these remarkable children and their families. On the show, we will meet children like eight-year-old Daniel Manning, who wrote

The Country's Smartest Kids

his first book when he was just five and who has just signed a \$120,000 contract with a publishing company to write three novels. Then there is 12-year-old Samantha Price, who started piano lessons when she was three. Along with the piano, she now also plays the cello, clarinet, and classical guitar. She has already played with three top European orchestras. And how about ten-year-old Jordan Welsh? She first picked up a paintbrush before she could walk. She has already had an exhibition of her paintings in a top gallery and has just won a major prize for one of her paintings.



Over the next six weeks, we will see what it is that makes these children so special. We will find out how and when their parents knew they were different and about the changes it made to their family life. We will hear from the children about their hopes and plans for the future. There are also interviews with former child geniuses, some who have gone on to great things and others who decided they wanted to return to a more normal life.



Join us Monday for the first episode in this amazing series, **The Country's Smartest Kids.**

READING

You could assign a homework research task for students to find out about William Shakespeare and Charles Dickens, since they are mentioned in the text. You could then start off the lesson by asking students to tell the class what they have found out.

Background information

**William Shakespeare** (1564–1616) was an English poet and playwright. He wrote 38 plays, which have been translated into every major language and are performed more often than those of any other playwright. His most famous plays include **Hamlet**, **King Lear**, **Macbeth**, and **Romeo and Juliet**.  
**Charles Dickens** (1812–1870) was an English writer. He was very famous during his lifetime, and he remains popular today. He had very little formal education, but he wrote 15 novels and hundreds of short stories. His novels include **Oliver Twist**, **Great Expectations**, **Bleak House**, and **A Tale of Two Cities**, which is the best-selling novel of all time, with approximate sales of over 200 million copies.

- 1 **SPEAKING** As a warm-up, ask students to work in small groups and decide who the most talented person they know is and why. Ask them: *Can you think of any very talented children in real life or in fiction? What can they do?* Listen to some of their ideas with the whole class.  
Divide the class into pairs. Students discuss the questions. Listen to some of their ideas with the whole class, and find out who was the first student to do each of the things.
- 2 **SPEAKING** Students continue their conversations with a partner and discuss other milestones. Write some examples on the board for them to discuss (e.g., *swim, ride a bicycle, play tennis, write*). Ask students to try and find three things that they have in common. Listen to some of their answers with the whole class.
- 3 Show pictures on the IWB of Albert Einstein, Leonardo Da Vinci, or a genius of your choice. Use the pictures to explain the word *genius*. Tell students they are going to read about three children who did things at a very early age. Students read the text quickly to answer the questions. Tell them not to worry if they do not understand every word. Students compare answers with a partner before checking with the whole class.

Answers

- 1 Jordan Welsh 2 Samantha Price 3 Daniel Manning  
4 Mark Swallow
- 4 Check/clarify: *college degree, contract, publishing company, exhibition, gallery*. Read through the questions with students to check understanding. Ask them to work with a partner to decide which are the key words in the questions. Students read and listen to the text to answer the questions. Play the audio, pausing where appropriate to check comprehension and help with difficult vocabulary. Check answers.

Answers

- 1 Shakespeare, Charles Dickens 2 English, French, German, Latin, Greek 3 \$40,000 each for three books  
4 four (piano, cello, clarinet, guitar) 5 six (weeks)  
6 former child geniuses

Optional activity

Write the following questions on the board.  
*Which child in the text impresses you most?*  
*How does a child become a genius?*  
*Are they already a genius when they are born?*  
*Is it because of their parents?*  
*Is it because they practice a lot?*  
*Would you like to be a genius? Why/Why not?*  
In pairs or small groups, students discuss their answers to the questions. Hold a whole-class discussion, and write any interesting vocabulary on the board.

GRAMMAR

Present perfect vs. simple past

- 1 If students need a reminder of the difference between the simple past and the present perfect, write on the board: *Paul bought a new bicycle yesterday, Sally has bought a new car.* Ask students: *When did Paul buy a new bicycle? (yesterday)* Ask them: *When did Sally buy her car? (We don’t know, sometime in the past.)* Ask students to identify the tenses in each sentence. Elicit or explain the use of the simple past tense to indicate an action at a given time in the past (we know when it happened) and the present perfect to describe an action at an unspecified time in the past (we don’t know when it happened). Elicit the construction of each tense. Point out that regular verbs have the same past form and past participle. Students complete the exercise.

Mixed-ability idea

Stronger classes: Read the instructions and ask students to do the exercise and the rule without looking back at the review on page 16. Check answers with the class.  
Weaker classes: Look for the answers to questions 1–4. During class feedback, discuss which refer to a specific or non-specific point in the past.

Answers

Questions 1 and 3

Rule

simple past; present perfect

- 2 With the whole class, read through the instructions and the example sentences. Elicit the answers to question 1, and demonstrate why each tense is used. Ask students to work individually to complete the sentences. Allow them to check answers with a partner before whole-class feedback. During feedback, refer to the rule and check understanding of the difference between the tenses.

Answers

1 a has / ’s ... won; b won    2 a has / ’s met; b met  
3 a have / ’ve done; b did    4 a recorded; b have / ’ve recorded  
5 a lived; b have / ’ve lived    6 a has / ’s ... signed; b signed

Fast finishers

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

Workbook page 11



Be aware of common errors related to present perfect vs. simple past. Go to Get it right! on page 122.

VOCABULARY

Collocations

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

Answers

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

- 2 Focus on the five words and ask students which verbs could collocate with them. Remind them that there may be more than one answer. Check answers.  
3 **SPEAKING** Explain to students that they are going to ask questions of other members of the class in a *Find someone who ...?* activity. Have students first decide what questions they need to ask to get the information. They should think of a *Have you ever ...?* question and a “details” question for each. Point out that the details questions will use the simple past because they are asking about a specific point in the past. Students circulate, asking questions to complete the table. During feedback, encourage students to answer in full sentences.

Workbook page 12

WRITING

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

Language note

When responding to students’ written work, it is important to focus not only on grammatical and lexical accuracy, but on various other factors. These factors can be neatly remembered with the acronym CARROT! They include **Content**: Has the student answered the question? **Accuracy**: Is the grammar and spelling correct? **Range**: Has the student used an appropriate variety of tenses and structures? Is there a good range of vocabulary? **Register**: Is the writing suitably formal, informal, or neutral? **Organization**: Has the student used paragraphs? Have they used linking words? **Target Reader**: What effect does it have on the person reading it?



1 AMAZING PEOPLE

GRAMMAR

Present perfect vs. simple past

1 Look back at the preview on page 16. Which questions can you answer with a specific point in time? Complete the rules with *present perfect* or *simple past*.

- 1 When did Daniel write his first book?
- 2 When did he sign a \$120,000 contract?
- 3 When did Samantha start piano lessons?
- 4 When did she play with orchestras?

**RULE:** When we talk about a specific point in time in the past, we use the <sup>1</sup>\_\_\_\_\_.  
When we don't refer to a specific point in time, we often use the <sup>2</sup>\_\_\_\_\_.

2 Complete the pairs of sentences. Use the simple past and the present perfect of the verbs.

- 0 visit
  - a I have visited Mexico more than 20 times.
  - b I first visited Mexico in 1998.
- 1 win
  - a He \_\_\_\_\_ already \_\_\_\_\_ three gold medals, and he hopes to win more.
  - b He \_\_\_\_\_ a gold medal in the 2012 Olympics.
- 2 meet
  - a My mom \_\_\_\_\_ a lot of interesting people in her life.
  - b My mom \_\_\_\_\_ Steven Spielberg ten years ago.
- 3 do
  - a Mom, I \_\_\_\_\_ my homework. Can I go out?
  - b I \_\_\_\_\_ all the things on my to-do list before lunch!
- 4 record
  - a They \_\_\_\_\_ their last album two years ago.
  - b They \_\_\_\_\_ more than 20 albums so far.
- 5 live
  - a We \_\_\_\_\_ in Ecuador for three years when I was a teenager.
  - b We're living in Colombia now, but we \_\_\_\_\_ in many different countries.
- 6 sign
  - a She \_\_\_\_\_ just \_\_\_\_\_ a contract with a new e-publishing company.
  - b She \_\_\_\_\_ the contract for her first book on her 16th birthday.

Workbook page 11

VOCABULARY

Collocations

1 Circle all the correct answers.

- 1 Which of these can you sign?  
a a contract    b an autograph    c a lesson
- 2 Which of these things can you write?  
a a novel    b a party    c a song
- 3 Which of these things can you win?  
a a prize    b a competition    c an exhibition
- 4 Which of these can you make?  
a friends    b a cake    c homework
- 5 Which of these can you miss?  
a the future    b your family    c the bus

2 What verbs can go before the five words you didn't circle in Exercise 1? Write at least one verb for each word.

3 **SPEAKING** Talk to other people in the class. Ask and answer questions and complete the table.

Have you ever ... ? What happened?

Who did you ask?

What was the poem about?

What did you win?

Find someone who has ...	Who?	Details
asked someone for an autograph.		
written a poem.		
been in the news.		
won a prize.		
made a cake.		
missed a train or a bus.		

Workbook page 12

WRITING

Write a short passage about someone you have admired for some time. Include

- how long you have known them.
- what you admire about them.

PHOTOSTORY: episode 1

The new café

1 Look at the photos and answer the questions.

There is going to be a new café in the park.  
Who does Luke think should open it?  
Who does Ryan think should open it?

2  1.11 Now read and listen to the photostory. Check your answers.



LUKE Have you read this? They're opening a new café in the park. Saturday afternoon.  
OLIVIA That's fantastic. Who's going to do the big opening ceremony?  
RYAN The mayor probably. She always does store openings and conferences, things like that.  
MEGAN They should get somebody more important.  
LUKE What? More important than the mayor?



LUKE Hey, I know. They should get Paul Norris.  
RYAN Yeah! He's a great soccer player! He plays in Europe now, but he grew up around here.  
OLIVIA But he doesn't live here anymore. He's a big star now. Let's face it, he won't want to open a little park café.  
RYAN Yeah, you're probably right.



RYAN What about Paula Mayberry?  
OLIVIA The actress from the soap opera, what's it called ... *Linden Street*?  
RYAN Yes.  
MEGAN But why her? Did she live here once?  
RYAN No, I don't think so. I'd just like to meet her.




LUKE Come on, there has to be somebody!  
OLIVIA Look, the mayor is going to open the park café, and that's that.  
RYAN I guess you're right. No one special lives in our town.  
MEGAN Are you sure?  
LUKE What do you mean?  
MEGAN Know what, guys? I've just thought of someone *very* special, and he's just the person for the job.

PHOTOSTORY: episode 1

The new café

If the class used *Think Student’s Book 1* before, ask students to say who the four main characters are and what their relationships are. Elicit any interesting details they remember from previous episodes. Allow one or two minutes for this lead-in.

- 1
- Write these questions on the board: *Have you ever been to an opening ceremony? What was opened? Who would you invite to open a new café in your town?* Students ask and answer the questions in pairs. Ask some pairs to report back to the class.  
  
Students look at the photos and describe what the people are doing. Ask them to guess the answers to the questions without reading the conversation, and write their ideas on the board. These can then be referred to during feedback.
- 2
-  1.11 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback with the whole class. During whole-class feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

Paul Norris, a soccer player  
Paula Mayberry, a TV soap opera actress



DEVELOPING SPEAKING

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

Answers

- 1 the boys 2 Olivia 3 Megan 4 some people  
5 the girls 6 the girls 7 Mr. Lane

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 18 and decide who says them. How would they say the expressions in their own language? Ask students to compare their answers with a partner before whole-class feedback.
- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct. In pairs, students practice the conversations.

Answers

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

Answers

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

Pronunciation 1.12 1.13

For pronunciation practice of intonation and sentence stress, go to page 120.

WordWise

Phrases with *just*

- 1 Books closed. Write the following sentences on the board:  
*I have just passed my driving test.*  
*There were just 12 people at the concert.*  
*The film was just amazing.*  
Ask students to try to explain the different meanings of *just* in the three sentences. Listen to some of their answers.

Books open. Students match the meanings and sentences. Check answers and elicit additional examples from students.

Answers

- 1 b 2 a 3 c

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

Answers

- 1 a 2 b 3 c 4 a 5 b

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

Answers

- 1 c 2 a 3 b

Workbook page 13

FUNCTIONS

Offering encouragement

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

Answers

- 1 Olivia, because she likes Megan's idea.  
2 Olivia, because she wants Megan to get Mr. Lane to open the café.  
3 Olivia, to encourage Megan to carry out her idea.  
4 Olivia, because she wants to help Megan with her plan.  
5 Olivia, because she wants to start working on the plan now.

Good causes

- 2 TELL students they are going to do a role play in which they have to give encouragement to their partner. Divide the class into pairs and assign a letter A or B to each student. Ask students to turn to page 127 and 128 and read their role cards. Tell students they should use some of the sentences from Exercise 1. Students work in pairs to practice the conversations. Monitor to help with any problems and also offer ideas if students have none. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Ask students to check a sentence each time they use it and compete to use as many phrases as possible. Listen to some examples with the whole class as feedback.

DEVELOPING SPEAKING

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

*We think the boys go and talk to Paul Norris, the soccer player.*

4 EP1 Watch to find out how the story continues.

5 Complete the sentences with the words in the list.

Megan | some people | the girls | Mr. Lane  
Olivia | the boys | the girls

- 1 Megan doesn't tell her idea to \_\_\_\_\_.
- 2 Megan shares her idea with \_\_\_\_\_.
- 3 Olivia offers to help \_\_\_\_\_.
- 4 The girls go to see \_\_\_\_\_.
- 5 The boys follow \_\_\_\_\_.
- 6 The mayor thanks \_\_\_\_\_.
- 7 Megan's special person is \_\_\_\_\_.

PHRASES FOR FLUENCY

1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?

- 0 ... things like that. Ryan
- 1 Let's face it, ... \_\_\_\_\_
- 2 I don't think so. \_\_\_\_\_
- 3 ... and that's that. \_\_\_\_\_
- 4 Are you sure? \_\_\_\_\_
- 5 Know what? \_\_\_\_\_

2 Complete the conversations with the expressions in Exercise 1.

- 1 A That new girl, Sally – she likes you!  
B No, <sup>1</sup>\_\_\_\_\_.  
A <sup>2</sup>\_\_\_\_\_? I have a feeling she likes you a lot.  
B No. She never smiles at me. And she criticizes me a lot, doesn't laugh at my jokes, <sup>3</sup>\_\_\_\_\_.
- 2 A Oh, you lost again!  
B I know. <sup>4</sup>\_\_\_\_\_, I'm no good at computer games.  
A <sup>5</sup>\_\_\_\_\_? You just need a break. Let's go and watch some TV.  
B OK, but I don't want to play this game again, OK? I'm terrible at it, <sup>6</sup>\_\_\_\_\_!

Pronunciation

Intonation and sentence stress  
Go to page 120.

WordWise  
Phrases with just

1 Look at the sentences from the unit. Choose the correct meaning of just in each one.

- 1 She's just come back from Papua New Guinea. ☐
- 2 He wrote his first book when he was just five. ☐
- 3 She's 78 and looks just amazing. ☐  
a only  
b a short time ago  
c really

2 What does just mean in these sentences? Write a, b, or c.

- 1 Don't be angry. It's just a joke. ☐
- 2 I've just seen a fantastic movie. ☐
- 3 The weather is just awful. ☐
- 4 No food, thanks – just a drink. ☐
- 5 She just heard some bad news. ☐

3 Match the questions to the answers.

- 1 How many teaspoons of sugar would you like? ☐
- 2 When did Jane get here? ☐
- 3 What do you think of Beyoncé? ☐  
a She's just arrived.  
b She's just great.  
c Just one.

Workbook page 13

FUNCTIONS  
Offering encouragement

1 EP1 Watch the video again. Listen for sentences 1–5. Who says them? Why?

- 1 That is a great idea.
- 2 You should definitely do it.
- 3 You have to make this happen.
- 4 I'll help you if you want.
- 5 Let's go and talk to some people.

Good causes

2 ROLE PLAY Work in pairs. Student A: Go to page 127. Student B: Go to page 128. Use the sentences from Exercise 1 to do the role play.