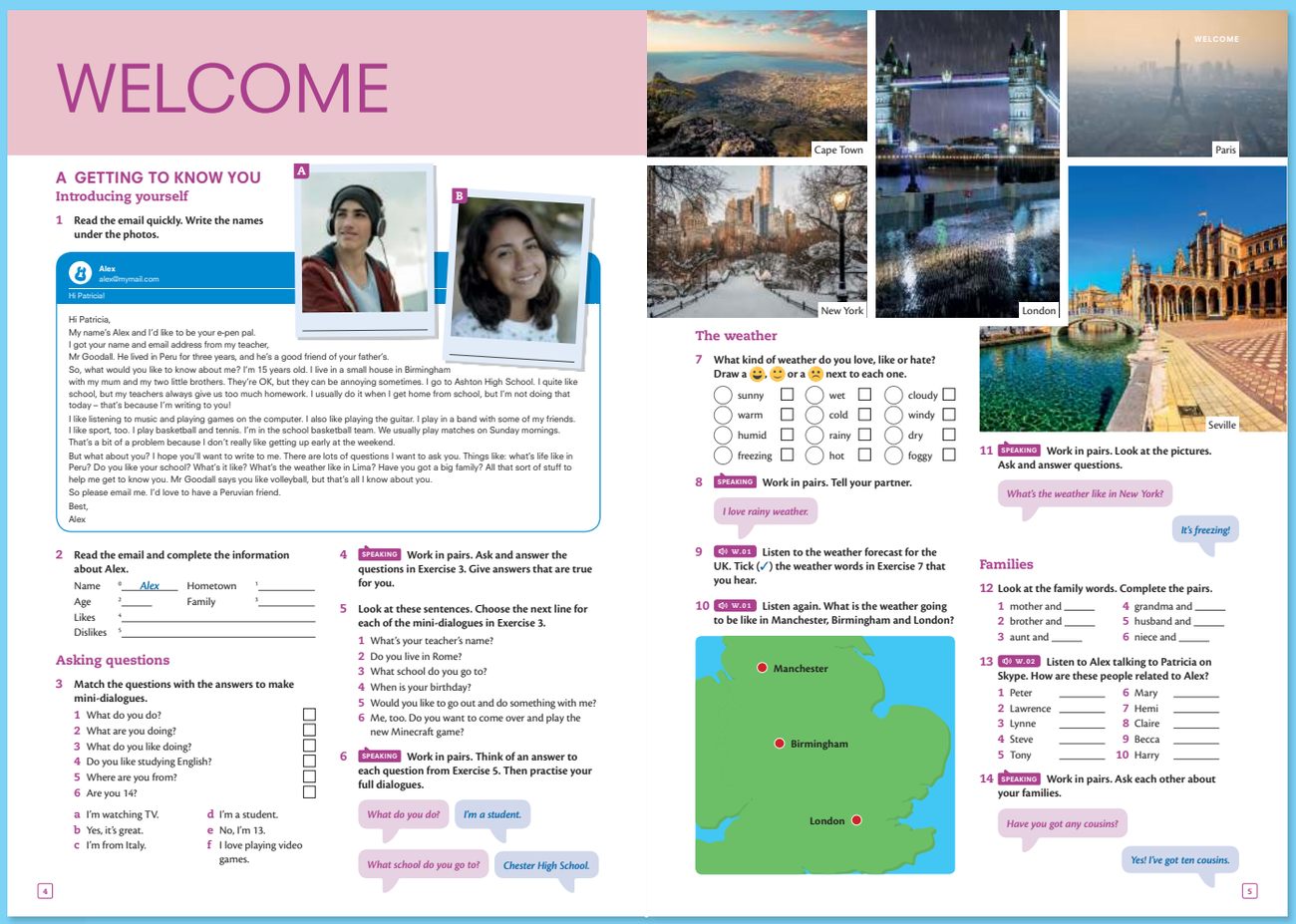
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2nd Edition
Herbert Puchta , Jeff Stranks , Peter Lewis-Jones
Excerpt
More Information

Welcome
A Getting to know you



WELCOME

A GETTING TO KNOW YOU
Introducing yourself

1 Read the email quickly. Write the names under the photos.

A B

Alex
alex@mymail.com
Hi Patricia!

Hi Patricia,
My name's Alex and I'd like to be your e-pen pal.
I got your name and email address from my teacher, Mr Goodall. He lived in Peru for three years, and he's a good friend of your father's.
So, what would you like to know about me? I'm 15 years old. I live in a small house in Birmingham with my mum and my two little brothers. They're OK, but they can be annoying sometimes. I go to Ashton High School. I quite like school, but my teachers always give us too much homework. I usually do it when I get home from school, but I'm not doing that today – that's because I'm writing to you!
I like listening to music and playing games on the computer. I also like playing the guitar. I play in a band with some of my friends. I like sport, too. I play basketball and tennis. I'm in the school basketball team. We usually play matches on Sunday mornings. That's a bit of a problem because I don't really like getting up early at the weekend.
But what about you? I hope you'll want to write to me. There are lots of questions I want to ask you. Things like: what's life like in Peru? Do you like your school? What's it like? What's the weather like in Lima? Have you got a big family? All that sort of stuff to help me get to know you. Mr Goodall says you like volleyball, but that's all I know about you.
So please email me. I'd love to have a Peruvian friend.
Best,
Alex

2 Read the email and complete the information about Alex.

Name [0] Alex Hometown [1] _____
Age [2] _____ Family [3] _____
Likes [4] _____
Dislikes [5] _____

Asking questions

3 Match the questions with the answers to make mini-dialogues.

1 What do you do? ☐
2 What are you doing? ☐
3 What do you like doing? ☐
4 Do you like studying English? ☐
5 Where are you from? ☐
6 Are you 14? ☐

a I'm watching TV.
b Yes, it's great.
c I'm from Italy.
d I'm a student.
e No, I'm 13.
f I love playing video games.

4 SPEAKING Work in pairs. Ask and answer the questions in Exercise 3. Give answers that are true for you.

5 Look at these sentences. Choose the next line for each of the mini-dialogues in Exercise 3.

1 What's your teacher's name?
2 Do you live in Rome?
3 What school do you go to?
4 When is your birthday?
5 Would you like to go out and do something with me?
6 Me, too. Do you want to come over and play the new Minecraft game?

6 SPEAKING Work in pairs. Think of an answer to each question from Exercise 5. Then practise your full dialogues.

What do you do? — I'm a student.
What school do you go to? — Chester High School.

4

Cape Town · New York · London · Paris · Seville

The weather

7 What kind of weather do you love, like or hate? Draw a 😀, 🙂 or a ☹️ next to each one.

sunny ☐ wet ☐ cloudy ☐
warm ☐ cold ☐ windy ☐
humid ☐ rainy ☐ dry ☐
freezing ☐ hot ☐ foggy ☐

8 SPEAKING Work in pairs. Tell your partner.

I love rainy weather.

9 W.01 Listen to the weather forecast for the UK. Tick (✓) the weather words in Exercise 7 that you hear.

10 W.01 Listen again. What is the weather going to be like in Manchester, Birmingham and London?

11 SPEAKING Work in pairs. Look at the pictures. Ask and answer questions.

What's the weather like in New York?
It's freezing!

Families

12 Look at the family words. Complete the pairs.

1 mother and _____
2 brother and _____
3 aunt and _____
4 grandma and _____
5 husband and _____
6 niece and _____

13 W.02 Listen to Alex talking to Patricia on Skype. How are these people related to Alex?

1 Peter _____
2 Lawrence _____
3 Lynne _____
4 Steve _____
5 Tony _____
6 Mary _____
7 Hemi _____
8 Claire _____
9 Becca _____
10 Harry _____

14 SPEAKING Work in pairs. Ask each other about your families.

Have you got any cousins?
Yes! I've got ten cousins.

5

1 A Alex B Patricia

2 1 Birmingham 2 15 3 mum, two little brothers 4 (quite like) school, (listening to) music, (playing) computer games, (playing) the guitar, (playing) sport, (basketball and tennis) 5 getting up early at the weekend

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

4 Students' own answers

5 Dialogue 1 (d) – 3 Dialogue 2 (a) – 5 Dialogue 3 (f) – 6
Dialogue 4 (b) – 1 Dialogue 5 (c) – 2 Dialogue 6 (e) – 4

6 Students' own answers

7 Students' own answers

8 Students' own answers

9 W.01
sunny ✓ wet ✓ cloudy ✓ warm ✓ cold ✓ windy ✓
humid ✓ rainy ✓ dry ✓ hot ✓

10 W.01
Manchester: cold, windy, rainy, wet
Birmingham: warm, dry, cloudy
London: hot, clear, sunny, humid

11 Students' own answers

12 1 father 2 sister 3 uncle 4 grandad 5 wife 6 nephew

13 W.02
1 brother 2 brother 3 mum 4 uncle 5 uncle 6 aunt
7 cousin 8 cousin 9 cousin 10 grandad

14 Students' own answers

THINK more

Workbook
A Getting to know you p4–5, Ex.1–8

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Welcome
B Experiences



B EXPERIENCES
Meeting people

1 Put the parts of the dialogue in order. Write 1–10 in the boxes.

- ☐ A Really! Where? When?
- ☐ A What book was it?
- ☐ A Did she give you one?
- [1] A Have you ever met a famous person?
- ☐ A Did you say anything to her?
- ☐ B It was my English course book, believe it or not. I had it with me to help me with my English.
- ☐ B Well, I realised that I didn't have my phone with me, so she signed a book that I was carrying.
- ☐ B It was last summer. We were on holiday in LA. We were walking out of a restaurant when she walked in.
- ☐ B Yes, I did. I asked her for a selfie.
- ☐ B Yes, I have. Millie Bobby Brown.

2 W.03 Listen and check your answers.

3 SPEAKING Work with a partner. Practise the conversation. Change names, places and other details.

4 Find examples of the following tenses in Exercise 1.

1 A past simple positive statement.
2 A past simple negative statement.
3 A past simple question.
4 A past simple short answer.
5 A past continuous statement.
6 A present perfect question with *ever*.
7 A present perfect short answer.

Irregular past participles

5 Write the past participles of these irregular verbs.

1 think	_____	7 eat	_____
2 drink	_____	8 make	_____
3 wear	_____	9 run	_____
4 see	_____	10 win	_____
5 lose	_____	11 read	_____
6 hear	_____	12 ride	_____

6 Complete the questions with past participles from Exercise 5.

0 Who's the most famous person you've ever *seen* ?
1 What's the strangest food you've ever _____ ?
2 What's the best book you've ever _____ ?
3 What's the funniest joke you've ever _____ ?
4 What's the most expensive thing you've ever _____ and never found again?
5 What's the best prize you've ever _____ ?
6 What are the most embarrassing clothes you've ever _____ ?
7 What's the longest phone call you've ever _____ ?
8 What's the longest distance you've ever _____ ?

7 Answer the questions in Exercise 6 with your own information.

The most famous person I've ever seen is Usain Bolt.

8 Work in groups. Each person takes one of the questions from Exercise 6 and thinks of two questions to add.

Who's the most famous person you've ever seen?
Where did you see him/her?
Did you say anything to him/her?

9 Ask the other students in your group your questions.

10 Report back to the class.

The most famous person Giovanni has seen is Usain Bolt. He saw him outside a shop in London. He didn't say anything to him.

Losing things

11 Read Liam's story. What was in the wrong container?

People often complain about airline companies losing their suitcases when they fly. It's never happened to me, but something a lot worse happened to my family recently.

About ten years ago my mum got a job teaching at a university in Thailand. At first she only went for six months, but she really liked it and agreed to stay longer, so we all went to live with her. We had a great time, but last year my parents decided that they wanted to return to the UK. Because we'd been there so long, we had loads of things we wanted to take back with us – all the furniture from our house, in fact.

So Mum and Dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchairs and sofas, the TV, wardrobes, desks, even all the rugs and curtains. Our whole house was inside that big green metal box.

We flew back to the UK and waited for the container to arrive. About ten weeks later, we were having breakfast one morning when a big lorry arrived outside our house. On the back was a big green metal box. We were so excited. The men opened the container and started to take out our things. But they weren't our things. The container was full of gym equipment. It was the wrong one. We were so upset. But the story has a happy ending. The men took the container and gym equipment away, and about two months ago our things finally arrived.

12 Read the story again and answer the questions. Use the word in brackets in your answer.

1 When did Liam's mum start her job in Thailand? (ago)
2 When did the family move to Thailand? (later)
3 How long did they stay there? (about)
4 When did they decide to move back to the UK? (last)
5 How long after they got back to the UK did the first container arrive? (about)
6 When did the correct container finally arrive? (ago)

13 WRITING Write a short story about something you lost. Use these questions to help you.

- When did it happen?
- What was it?
- Where did you lose it?
- What did you do?
- How did you feel?
- Did you find it? If so, when and where?

Furniture

14 Tick (✓) the items mentioned in the story.

15 SPEAKING Name the other items. Which of these do you think Liam's parents probably didn't put into the container?

They probably didn't put the toilet into the container.

16 SPEAKING Discuss in small groups.

Your family is moving to the other side of the world. What five items from your bedroom or house do you want to take with you?

1 & 2 W.03
4, 10, 1, 8, 5, 9, 3, 7, 2, 6

3 Students' own answers

4 1 It was last summer. We were on holiday in LA. I asked her for a selfie. I realised that … . … she signed a book … . It was my English course book … I had it with me … 2 I didn't have my phone … 3 Did you say anything to her? Did she give you one? What book was it? 4 Yes, I did. 5 We were walking out of a restaurant … … a book that I was carrying. 6 Have you ever met a famous person? 7 Yes, I have.

5 1 thought 2 drunk 3 worn 4 seen 5 lost 6 heard 7 eaten 8 made 9 run 10 won 11 read 12 ridden

6 1 eaten 2 read 3 heard 4 lost 5 won 6 worn 7 made 8 run / ridden

7 Students' own answers

8 Students' own answers

9 Students' own answers

10 Students' own answers

11 Gym equipment

12 1 About ten years ago 2 Six months later 3 About nine or ten years 4 Last year 5 About ten weeks 6 About two months ago

13 Students' own answers

14 desk ✓ sofa ✓ armchair ✓ curtains ✓ wardrobe ✓ rug ✓

15 Students' own answers

16 Students' own answers

THINK more

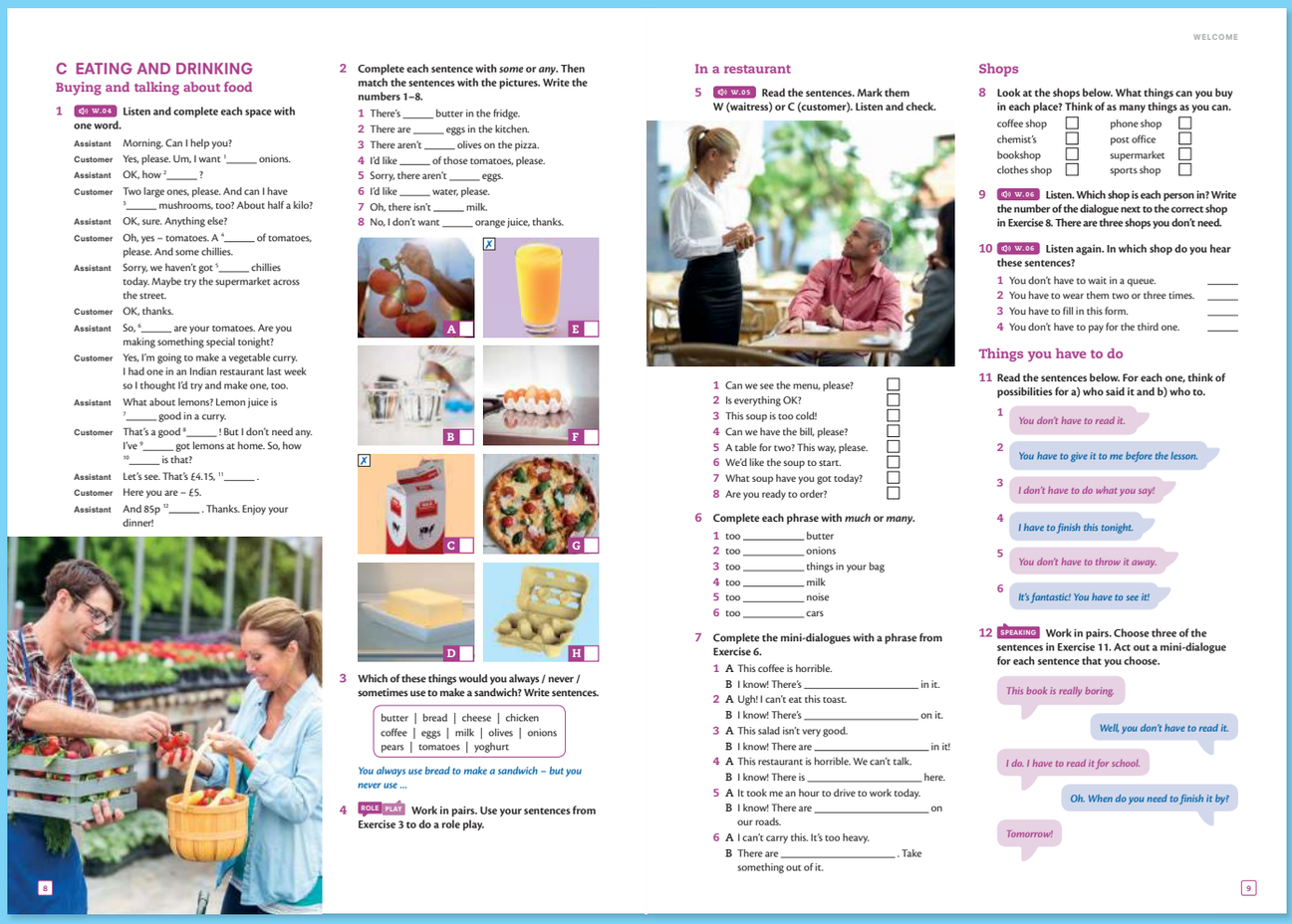
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Welcome
C Eating and drinking



C EATING AND DRINKING
Buying and talking about food

1 W.04 **Listen and complete each space with one word.**

Assistant Morning. Can I help you?
Customer Yes, please. Um, I want [1]_____ onions.
Assistant OK, how [2]_____ ?
Customer Two large ones, please. And can I have [3]_____ mushrooms, too? About half a kilo?
Assistant OK, sure. Anything else?
Customer Oh, yes – tomatoes. A [4]_____ of tomatoes, please. And some chillies.
Assistant Sorry, we haven't got [5]_____ chillies today. Maybe try the supermarket across the street.
Customer OK, thanks.
Assistant So, [6]_____ are your tomatoes. Are you making something special tonight?
Customer Yes, I'm going to make a vegetable curry. I had one in an Indian restaurant last week so I thought I'd try and make one, too.
Assistant What about lemons? Lemon juice is [7]_____ good in a curry.
Customer That's a good [8]_____ ! But I don't need any. I've [9]_____ got lemons at home. So, how [10]_____ is that?
Assistant Let's see. That's £4.15, [11]_____ .
Customer Here you are – £5.
Assistant And 85p [12]_____ . Thanks. Enjoy your dinner!

2 **Complete each sentence with *some* or *any*. Then match the sentences with the pictures. Write the numbers 1–8.**

1 There's _____ butter in the fridge.
2 There are _____ eggs in the kitchen.
3 There aren't _____ olives on the pizza.
4 I'd like _____ of those tomatoes, please.
5 Sorry, there aren't _____ eggs.
6 I'd like _____ water, please.
7 Oh, there isn't _____ milk.
8 No, I don't want _____ orange juice, thanks.

3 **Which of these things would you always / never / sometimes use to make a sandwich? Write sentences.**

butter | bread | cheese | chicken
coffee | eggs | milk | olives | onions
pears | tomatoes | yoghurt

You always use bread to make a sandwich – but you never use ...

4 ROLE PLAY **Work in pairs. Use your sentences from Exercise 3 to do a role play.**

WELCOME

In a restaurant

5 W.05 **Read the sentences. Mark them W (waitress) or C (customer). Listen and check.**

1 Can we see the menu, please?
2 Is everything OK?
3 This soup is too cold!
4 Can we have the bill, please?
5 A table for two? This way, please.
6 We'd like the soup to start.
7 What soup have you got today?
8 Are you ready to order?

6 **Complete each phrase with *much* or *many*.**

1 too _____ butter
2 too _____ onions
3 too _____ things in your bag
4 too _____ milk
5 too _____ noise
6 too _____ cars

7 **Complete the mini-dialogues with a phrase from Exercise 6.**

1 A This coffee is horrible.
B I know! There's _____ in it.
2 A Ugh! I can't eat this toast.
B I know! There's _____ on it.
3 A This salad isn't very good.
B I know! There are _____ in it!
4 A This restaurant is horrible. We can't talk.
B I know! There is _____ here.
5 A It took me an hour to drive to work today.
B I know! There are _____ on our roads.
6 A I can't carry this. It's too heavy.
B There are _____ . Take something out of it.

Shops

8 **Look at the shops below. What things can you buy in each place? Think of as many things as you can.**

coffee shop ☐ phone shop ☐
chemist's ☐ post office ☐
bookshop ☐ supermarket ☐
clothes shop ☐ sports shop ☐

9 W.06 **Listen. Which shop is each person in? Write the number of the dialogue next to the correct shop in Exercise 8. There are three shops you don't need.**

10 W.06 **Listen again. In which shop do you hear these sentences?**

1 You don't have to wait in a queue. _____
2 You have to wear them two or three times. _____
3 You have to fill in this form. _____
4 You don't have to pay for the third one. _____

Things you have to do

11 **Read the sentences below. For each one, think of possibilities for a) who said it and b) who to.**

1 *You don't have to read it.*
2 *You have to give it to me before the lesson.*
3 *I don't have to do what you say!*
4 *I have to finish this tonight.*
5 *You don't have to throw it away.*
6 *It's fantastic! You have to see it!*

12 SPEAKING **Work in pairs. Choose three of the sentences in Exercise 11. Act out a mini-dialogue for each sentence that you choose.**

This book is really boring.
Well, you don't have to read it.
I do. I have to read it for school.
Oh. When do you need to finish it by?
Tomorrow!

1 W.04
1 some 2 many 3 some 4 kilo 5 any 6 here
7 usually 8 idea 9 already 10 much 11 please
12 change

2 1 some, D 2 some, F 3 any, G 4 some, A 5 any, H
6 some, B 7 any, C 8 any, E

3 Students' own answers

4 Students' own answers

5 W.05
1 C 2 W 3 C 4 C 5 W 6 C 7 C 8 W

6 1 much 2 many 3 many 4 much 5 much 6 many

7 1 too much milk 2 too much butter 3 too many onions
4 too much noise 5 too many cars 6 too many things in your bag

8 Students' own answers

9 W.06
1 clothes shop 2 post office 3 bookshop 4 sports shop
5 coffee shop

10 W.06
1 coffee shop 2 sports shop 3 post office 4 bookshop

11 Students' own answers

12 Students' own answers

THINK more

Workbook
C Eating and drinking p7–8, Ex.1–10

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Welcome
D Looking ahead



Katy
katy@thinkmail.com

Party

Hi Lucy,

I was really happy to get your text saying that you're coming to visit us at the end of the month. I'm very excited, and you're going to be here at just the right time! On the 29th our town is having its special weekend gala. There is one every year. What's a gala? Well, it's like a party but with sports and other events, too. There are lots of different activities. We're going to join in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony in the morning, and after lunch, there are things for kids – like races and games. And at five o'clock there's a football match – we're playing against a team from another town. Then in the evening, there's dancing in the town square. A famous DJ is playing the music! (I can't say who yet – it's secret!)

On Sunday morning there's a charity run – it's about five kilometres. It starts at the town hall and goes past the school and down the High Street to the park, where it finishes. And guess what? I'm running in the race! (Would you like to run, too? I think we can get you in – let me know ASAP, OK?) And on Sunday afternoon, there's a big street party with games and food. It's going to be great. The only problem is the weather forecast says it's going to rain, so I'm going to wear my raincoat.

We're looking forward to seeing you here. Oh, I almost forgot! On Sunday evening we're having a party at our place for my dad's 50th birthday! We're going to make it a really special party. Please say you don't have to leave on Sunday evening!

Anyway, let me know more about your plans. When are you arriving on Friday?

See you soon,

Katy

D LOOKING AHEAD
Plans and arrangements

1 **Read the email. Match the times and the events.**

1 Saturday morning ☐
2 Saturday afternoon ☐
3 Saturday evening ☐
4 Sunday morning ☐
5 Sunday afternoon ☐
6 Sunday evening ☐

a sports events
b party for Katy's dad
c opening ceremony
d dancing
e charity run
f street party

2 **Read the sentences. What do the underlined verbs express? Write A (arrangement) or I (intention).**

1 A famous DJ is playing the music. ☐
2 I'm running in the race. ☐
3 We're going to join in. ☐
4 I'm going to wear my raincoat. ☐
5 We're going to make it a really special party. ☐
6 We're having a party at our place. ☐

3 **Find other examples of the present continuous for arrangements in Katy's email.**

4 SPEAKING **Work in pairs. Ask and answer questions about plans you have for next weekend.**

What are you doing on Saturday morning? / *I'm going running. / I'm not doing anything.*

Sports and sport verbs

5 **Complete the table with the sports in the list.**

athletics | football | gymnastics | karate | rock climbing | running | skiing | tennis

play	do	go

6 SPEAKING **Work in pairs. Which sports do you often / sometimes / never do? Talk to your partner.**

I often go running, but I never do karate.

10

WELCOME

Travel plans

7 W.07 **Put the parts of the dialogue in order. Then listen and check your answers.**

☐ A Great idea. OK, see you soon. We're going to have a lot of fun this weekend!
☐ A Ah, OK. 3.15 is difficult for me. Is it OK if I don't meet you at the station?
☐ A Hey, Connor. What time are you arriving on Saturday?
☐ A Well, sometimes the train's late. If it's late, I'll meet you.
☐ B OK. As soon as the train leaves Liverpool, I'll send you a text message.
☐ B 3.15 – I'm going to catch the two o'clock train from Liverpool.
☐ B I know. It's going to be great!
☐ B Of course. I can walk. No problem.

8 **Complete the sentences with the correct form of the verbs in brackets.**

1 If I _____ (miss) the bus, I _____ (catch) the next one.
2 If the bus _____ (arrive) late, I _____ (take) a taxi.
3 If there _____ (not be) any taxis, I _____ (walk) to your place.
4 I'll send you a text message when I _____ (get) to the station.
5 As soon as I _____ (get) to your place, we _____ (start) having a good time.
6 If we _____ (not have) a good time, I _____ (not visit) you again!

9 **Ellie travelled a lot last year. Complete the sentences with the past simple of the verbs in the list.**

catch | drive | fly | miss | ride | ~~take~~

10 **Complete the sentences with *be going to* and the verbs in the list.**

buy | get up | not visit | take | try | visit

1 We don't like flying so we _____ a boat.
2 I want to go to Dublin. I _____ my ticket online.
3 My train leaves at 5.00, so I _____ very early tomorrow.
4 We'll only be in Madrid for one day, so we _____ any museums.
5 When we're in Birmingham, we _____ my cousins.
6 We love Italian food, so we _____ all the best restaurants in Rome!

11 **Imagine you can go on a holiday to wherever you want, any time you want. Make notes about your plans:**

- where you're going to go
- where you're going to stay
- how long your holiday is going to be
- what you're going to do
- who you're going to go with
- what you're going to eat
- what time of year you're going to go

12 SPEAKING **Work in pairs. Ask and answer about the holiday you planned in Exercise 11.**

Where are you going to go on holiday? / *Thailand. And I'm going to stay in a hotel on the beach.*



0 She *took* a taxi in Paris.



1 She _____ the train in Vienna.



2 She _____ to Madrid.



3 She _____ the train in Berlin.



4 She _____ to Rome.



5 She _____ a bike in Athens.

11

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

2 1 A 2 A 3 I 4 I 5 I 6 A

3 … you're coming to visit us at the end of the month …
… our town is having its special weekend gala.
… we're playing against a team from another …
When are you arriving on Friday?

4 Students' own answers

5 play: football, tennis
do: athletics, gymnastics, karate
go: running, rock climbing, skiing

6 Students' own answers

7 W.07
3, 6, 2, 8, 4, 5, 1, 7

8 1 miss, 'll catch 2 arrives, 'll take 3 aren't, 'll walk 4 get 5 get, 'll start 6 don't have, won't visit

9 1 caught 2 drove 3 missed 4 flew 5 rode

10 1 're going to take 2 'm going to buy 3 'm going to get up 4 're not, going to visit 5 're going to visit 6 're going to try

11 Students' own answers

12 Students' own answers

THINK more

Workbook
D Looking ahead p8–9, Ex.1–9

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Unit 1
Incredible people Reading

Warmer

Ask students to write three adjectives to describe their own personality. Read some out to the class (e.g. *This person is cool, friendly and intelligent*). The class guess which student wrote the adjectives.

▶ 01 Get TH!NKing

Play the video and discuss the question with your class.

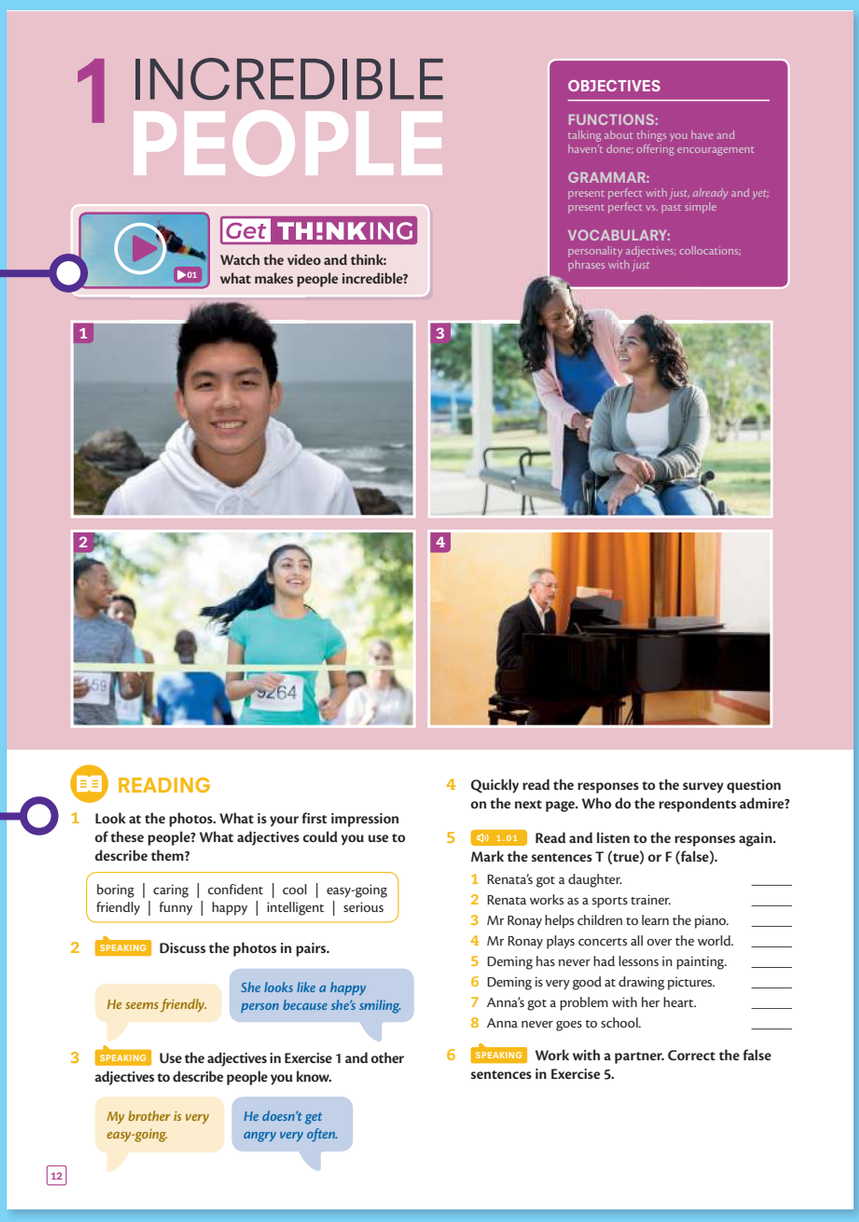
1 Before students do the task, get them to cover Exercise 1 and just look at the photos. Give students two minutes to think about adjectives to describe the people in the photos. Bring the class together and compare their ideas with the words in the box. Check pronunciation and ask: *Which words can be negative?* (*boring, serious*).
Students' own answers

2 At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

3 Describe a famous person and ask students to guess who it is. Encourage students to do the same for people they know.

4 Give students two minutes to read the responses and write the names. Encourage them not to focus on every word for now.
1 Renata 2 Mr Ronay
3 Deming 4 Anna

5 **1.01 Check/clarify:** *marathon, operation, wheelchair.*
Give students time to read the responses and answer the questions. Encourage them to justify their answers.
1 T 2 F 3 T 4 F 5 T 6 T
7 T 8 F



1 INCREDIBLE 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. past simple
VOCABULARY: personality adjectives; collocations; phrases with *just*

Get TH!NKING
Watch the video and think: what makes people incredible?

1 2 3 4

READING

1 Look at the photos. What is your first impression of these people? What adjectives could you use to describe them?
boring | caring | confident | cool | easy-going
friendly | funny | happy | intelligent | serious

2 SPEAKING Discuss the photos in pairs.
He seems friendly. She looks like a happy person because she's smiling.

3 SPEAKING Use the adjectives in Exercise 1 and other adjectives to describe people you know.
My brother is very easy-going. He doesn't get angry very often.

4 Quickly read the responses to the survey question on the next page. Who do the respondents admire?

5 1.01 Read and listen to the responses again. Mark the sentences T (true) or F (false).
1 Renata's got a daughter. ____
2 Renata works as a sports trainer. ____
3 Mr Ronay helps children to learn the piano. ____
4 Mr Ronay plays concerts all over the world. ____
5 Deming has never had lessons in painting. ____
6 Deming is very good at drawing pictures. ____
7 Anna's got a problem with her heart. ____
8 Anna never goes to school. ____

6 SPEAKING Work with a partner. Correct the false sentences in Exercise 5.

12

6 2 Renata works as a teacher.
4 Mr Ronay played concerts all over the world (when he was younger).
8 Anna goes to school when she can.

Objectives

Functions and speaking Talking about things you have and haven't done; **Developing speaking:** Offering encouragement
Grammar Present perfect with *just*, *already* and *yet*; present perfect vs. past simple
Vocabulary Personality adjectives; collocations; **WordWise:** Phrases with *just*
Values Human qualities
Life Competencies Recognising others' good work

Resources for this unit

All available online

Videos
- Get **TH!NK**ing: *What makes people incredible?*
- Grammar rap!: Present perfect vs. past simple
- Vlog: Recognising others' good work

Tests
- Unit, extension and skills tests 1

Worksheets
- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Amazing characters
- Communication: Amazing people
- Literature Worksheets: *The Mill on the Floss*
- Grammar presentation: Present perfect vs. past simple
- Get **TH!NK**ing, Grammar rap! and Life Lessons video Worksheets

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7 Ask students to try to write the words from memory first, before referring back to the texts to check.
1 cheerful 2 laid-back 3 creative
4 positive 5 talented 6 brave
7 charming

8 Go through the first sentence as a class, asking students to explain why the correct answer is *cheerful*. With stronger classes, you could ask them to complete the gaps from memory before referring back to Exercise 7.
1 brave 2 charming 3 laid-back
4 talented 5 creative 6 active
7 positive

9 Give your own example before students do the task. Encourage them to give reasons for their choice of adjectives.

10 In pairs, students describe the person they admire. Monitor and help as they complete the task.

Homework

Ask students to find a photo of a person they admire and upload the picture. You might like to give them some ideas, e.g., a Paralympian from your country, someone who has overcome adversity. Ask students to research this person. They can use the internet to find out more. Ask students to make a poster that shows their person and to write a short text about why they admire them or why they are admirable. As a follow-up, students can bring the poster to the next class, present it to the class and discuss who is the most admirable.

Activity idea Fast finishers

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



WHO DO YOU ADMIRE MOST?

1 My cousin Renata is an amazing person. She's 26 and she's got a little girl, Bruna, aged four. Her husband died three years ago, so she is bringing Bruna up on her own. Renata lives in São Paulo, where she works as a teacher. It's hard work, but she's always happy and smiling. Renata's a keen athlete, too – she's a very good runner and she trains a lot. She's already run two half-marathons, but she hasn't won a race yet. She hopes to run a marathon one day. Her life isn't easy, but she always stays **positive** about everything.
Juliana, 17

2 There's an elderly man who lives near us called Mr Ronay. He's very **charming** and I think he's just incredible. He's 85 and he has difficulty walking now, but that doesn't stop him being **active** and doing the thing he loves most: playing the piano. He has always been a very **talented** performer. When he was younger, he played concerts all over the world, but he can't do that any more. Now, he teaches the piano. He gives lessons at home, and he's just started to give free lessons to neighbourhood kids.
Urgun, 16

3 There's a boy at my school called Deming. He's 15 years old and he can be quiet and shy, but he's very interesting when you talk to him. He's also a wonderful artist with an amazing memory – he looks at a building for just a few minutes, then goes away and paints it exactly as it is in real life. He also paints things from his imagination. He's very **creative**. He has never studied art; he just knows how to draw and paint. He's already sold a lot of paintings, and he's just won a place at an art school in Beijing. But he's very **laid-back** about the success he's had.
Li Ju, 16

4 My best friend's sister, Anna, is amazing. She's 13 and she was born with a serious heart problem. She's already had about ten operations, but she is incredibly **brave**. She knows that there will be more operations, but she doesn't complain and always seems so **cheerful**. The problem makes her very weak, so she spends a lot of time in bed or in a wheelchair. But she goes to school when she can, and when she can't go to school, she studies in hospital or at home. She's just had another operation, but she's also just passed all her exams!
Luigi, 15

INCREDIBLE PEOPLE UNIT 1

VOCABULARY
Personality adjectives

7 **There are eight words in bold in the texts. 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 _____

8 **Complete the sentences with the words from Exercise 7.**

0 Why are you so *cheerful* today? Have you had some good news?
1 He stood up in the front of the whole school and read out his poem. He was really _____ .
2 She's very _____ and it's easy to see why she's got so many friends.
3 He's so _____ that some people think he's a bit 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 garden.
7 He's had a really difficult life but he's really _____ about the future.

THINK values
Human qualities

9 **Think about someone who is not famous but who you think is special.**
a Think of three adjectives to describe them.
b Think about why you chose these adjectives. Make notes.

10 SPEAKING **Tell your partner about the person you admire.**

I really admire my sister. She's really confident in difficult situations.

13

THINK more

Worksheets
Project Amazing characters
Communication Amazing people
Get THINKing *What makes people incredible?*

Practice Extra
Vocabulary: Personality adjectives

Workbook
Vocabulary p12, Ex.1–3
Vocabulary Extra p13, Ex.1–2

Worksheets
Vocabulary Worksheets 1

Emotional Development
Empathy and relationship skills
Shows understanding of other people's perspectives and feelings.

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Excerpt
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Warmer

In pairs, ask students to imagine they are planning a birthday party for the weekend. Ask: *What things do you need to organise?* Set a three-minute time limit and ask them to make notes.

1 Students complete the example sentences and rules. Check understanding by asking: *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*).
1 already, yet 2 just
RULE: 3 yet 4 just 5 already

2 Students match the pictures with the sentences. Ask students to explain the reason for their choices.
A 2 B 3 C 1

3 Students work individually and write sentences with *already* and *yet*. Monitor to make sure students are writing complete sentences.
2 He's already sent out invitations.
3 He hasn't organised the music yet.
4 He's already chosen what to wear.
5 He hasn't decorated the room yet.
6 He's already bought the drinks.

4 Students' own answers

5 **Check/clarify:** *start a vlog, abroad, enter a competition.* 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). In pairs, ask students to discuss what they would put on their own bucket list.

Ask students to complete the exercise.



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

1 Complete the sentences with *just, already* and *yet*. Then complete the rules.
1 She's _____ run two half-marathons but she hasn't won a race _____ .
2 She's _____ had another operation.

RULE: In the present perfect, we often use
- [3]_____ 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.
- [4]_____ to emphasise that something happened very recently. It goes before the past participle.
- [5]_____ 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 woken up.
2 He's already got out of bed.
3 He hasn't woken up yet.

A
B
C

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

Party list
– things to do
1. make cake
2. send out invitations ✓
3. organise music
4. choose what to wear ✓
5. decorate room
6. buy drinks ✓

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 Mum so angry?
Because Dad's just crashed her car.
1 Why is Jacob so sad?
2 Why is your face so dirty?
3 Why is Liam so scared?
4 Why is Dana so excited?
5 Why are you smiling?

5 Tick (✓) the things you have already done.

EIGHT THINGS TO DO BEFORE YOU'RE 20:
- ☐ start a vlog
- ☐ meet a famous person
- ☐ travel abroad
- ☐ write a song
- ☐ act on stage
- ☐ learn to play a musical instrument
- ☐ enter a competition
- ☐ climb a mountain

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

→ workbook page 10

14

6 Focus on the sample dialogue and pay attention to pronunciation. Students should use a rising intonation for the first question, with a strong stress on *you* at the end of the second question. Divide the class into pairs or small groups to complete the exercise. Monitor and help with any questions. Listen to some examples in open class.

Workbook p10

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

Students may make the following types of error:

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

Remind them that we use the present perfect as follows:

have + *just/already* + past participle

have + *not* + past participle + *yet*

THINK more

Workbook
Grammar p10, Ex.1–3

Worksheets
Grammar Worksheets 1

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7 1.02 **Check/clarify:** *your turn.* Before students listen, explain that they will hear Jack, Sarah and Ella playing a game.
1 never 2 what it is 3 both of you 4 a point 5 one of you 6 don't get 7 your turn

8 1.03
Jack: 0 Sarah: 0 Ella: 2

9 1.03
1 C 2 B 3 C 4 B

10 1 If the other people have done the things you say you haven't, then you get a point.
2 When she went to Italy.
3 Because they had spring rolls for lunch and she didn't know that they weren't Japanese.
4 She says she's bored. Students' own answers.

11 You may want to give an experience of your own as an example. Allow students six to eight minutes to play the game. Monitor to make sure all students are on task.

12 Write on the board: *I have just passed my driving test. There were just 12 people at the concert. The film was just brilliant.* Ask students to try to explain the different meanings of *just* in the three sentences (*a short time ago*; *only*; *really*).
1 b 2 a 3 c

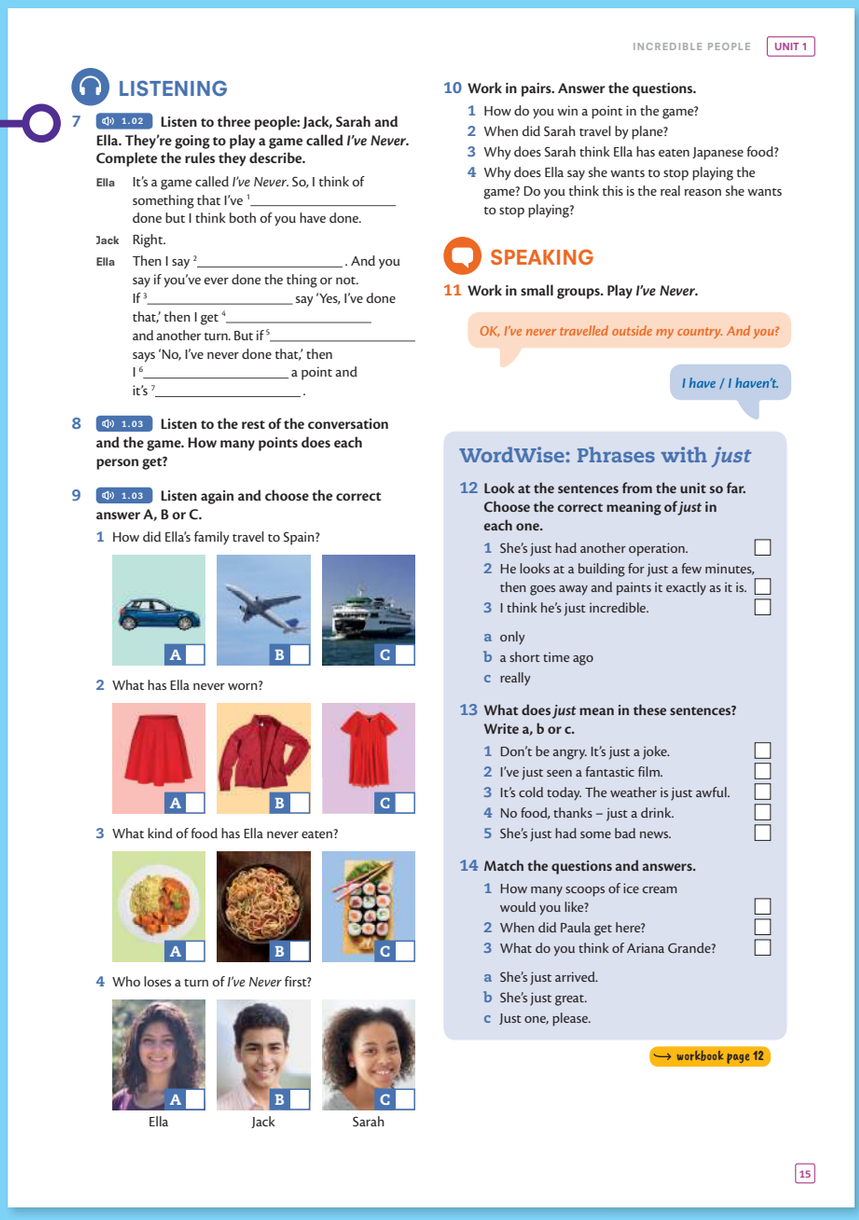
13 1 a 2 b 3 c 4 a 5 b

14 1 c 2 a 3 b

Workbook p12

Homework

Ask students to write their own 'bucket list'. Include *Things I have already done* and *Things I haven't done yet*. As a follow-up, students can share their lists in the next class.



INCREDIBLE PEOPLE UNIT 1

LISTENING

7 1.02 **Listen to three people: Jack, Sarah and Ella. They're going to play a game called *I've Never*. Complete the rules they describe.**

Ella It's a game called *I've Never*. So, I think of something that I've [1]_____ done but I think both of you have done.
Jack Right.
Ella Then I say [2]_____. And you say if you've ever done the thing or not. If [3]_____ say 'Yes, I've done that,' then I get [4]_____ and another turn. But if [5]_____ says 'No, I've never done that,' then I [6]_____ a point and it's [7]_____.

8 1.03 **Listen to the rest of the conversation and the game. How many points does each person get?**

9 1.03 **Listen again and choose the correct answer A, B or C.**

1 How did Ella's family travel to Spain?

2 What has Ella never worn?

3 What kind of food has Ella never eaten?

4 Who loses a turn of *I've Never* first?

Ella Jack Sarah

10 Work in pairs. Answer the questions.
1 How do you win a point in the game?
2 When did Sarah travel by plane?
3 Why does Sarah think Ella has eaten Japanese food?
4 Why does Ella say she wants to stop playing the game? Do you think this is the real reason she wants to stop playing?

SPEAKING

11 Work in small groups. Play *I've Never*.

OK, I've never travelled outside my country. And you?

I have / I haven't.

WordWise: Phrases with *just*

12 Look at the sentences from the unit so far. Choose the correct meaning of *just* in each one.
1 She's just had another operation. ☐
2 He looks at a building for just a few minutes, then goes away and paints it exactly as it is. ☐
3 I think he's just incredible. ☐

a only
b a short time ago
c really

13 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 film. ☐
3 It's cold today. The weather is just awful. ☐
4 No food, thanks – just a drink. ☐
5 She's just had some bad news. ☐

14 Match the questions and answers.
1 How many scoops of ice cream would you like? ☐
2 When did Paula get here? ☐
3 What do you think of Ariana Grande? ☐

a She's just arrived.
b She's just great.
c Just one, please.

→ workbook page 12

15

Activity idea Extension

In pairs, students write ten questions with *Have you ever …?*, then swap partners and ask and answer each other's questions. They can then compare answers with their original partner.

THINK more

Workbook
Listening p16, Ex.1–3
WordWise p12, Ex.5–6

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Warmer

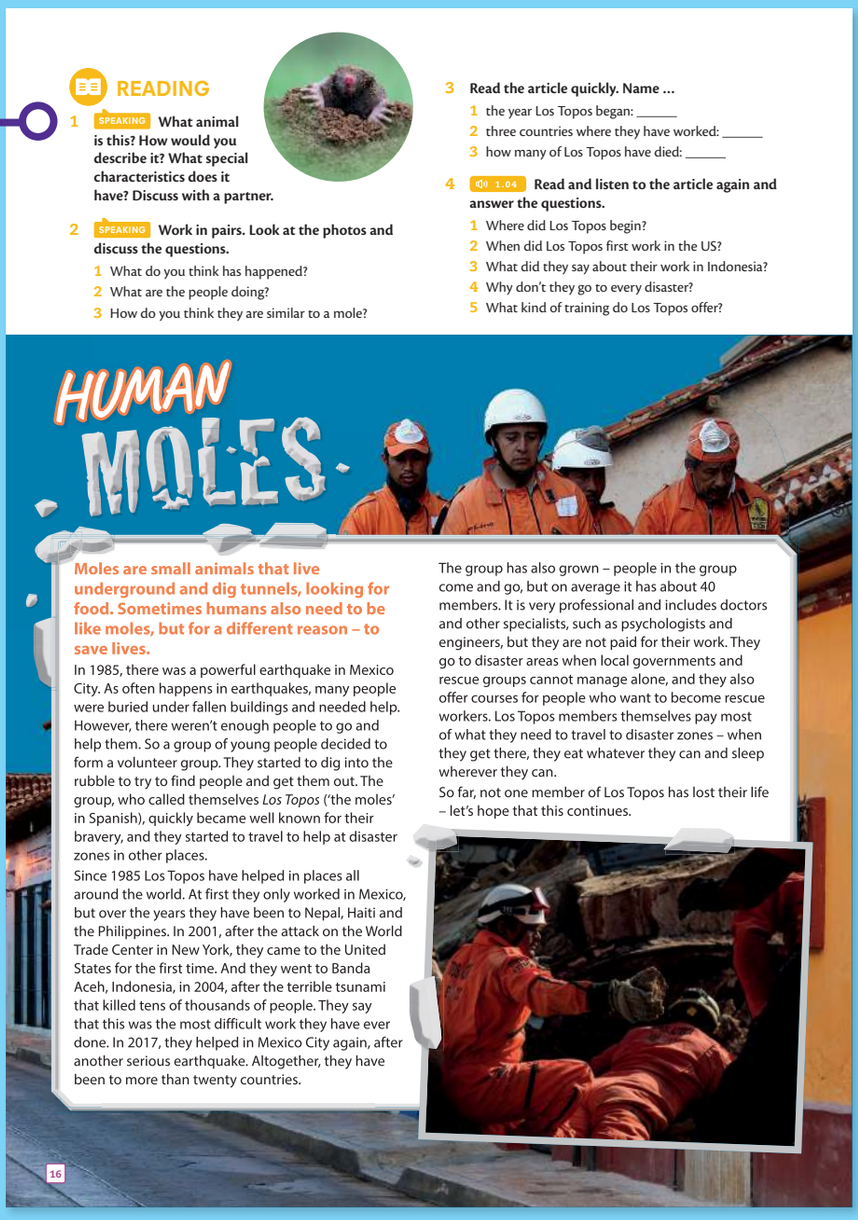
Give students two minutes in pairs to write down as many animals as possible. Go through the alphabet, asking students to offer animals beginning with each letter.

1 Ask students to look at the photo. Elicit what animal it is (a mole) and any adjectives to describe it.

2 *Students' own answers*

3 Before students read the task, get them to cover the article and just look at the title. Ask: *What do you think the article is about?*
Give students two minutes to read the article and write the answers. Encourage them not to focus on every word for now.
1 1985 2 Mexico, Nepal, Haiti, the Philippines, the United States, Indonesia 3 None of them

4 **1.04 Check/clarify:** *mole, tunnel, earthquake, buried, volunteer, tsunami, psychologist.*
Before students read and listen to the article again, get them to read the questions.
1 in Mexico / Mexico City
2 In 2001, after the attack on the World Trade Center
3 It was the most difficult work they had ever done
4 They only go when local governments and rescue groups cannot manage alone.
5 They offer courses for people who want to become rescue workers.



READING

1 SPEAKING **What animal is this? How would you describe it? What special characteristics does it have? Discuss with a partner.**

2 SPEAKING **Work in pairs. Look at the photos and discuss the questions.**
1 What do you think has happened?
2 What are the people doing?
3 How do you think they are similar to a mole?

3 **Read the article quickly. Name ...**
1 the year Los Topos began: _____
2 three countries where they have worked: _____
3 how many of Los Topos have died: _____

4 1.04 **Read and listen to the article again and answer the questions.**
1 Where did Los Topos begin?
2 When did Los Topos first work in the US?
3 What did they say about their work in Indonesia?
4 Why don't they go to every disaster?
5 What kind of training do Los Topos offer?

HUMAN MOLES

Moles are small animals that live underground and dig tunnels, looking for food. Sometimes humans also need to be like moles, but for a different reason – to save lives.

In 1985, there was a powerful earthquake in Mexico City. As often happens in earthquakes, many people were buried under fallen buildings and needed help. However, there weren't enough people to go and help them. So a group of young people decided to form a volunteer group. They started to dig into the rubble to try to find people and get them out. The group, who called themselves *Los Topos* ('the moles' in Spanish), quickly became well known for their bravery, and they started to travel to help at disaster zones in other places.

Since 1985 Los Topos have helped in places all around the world. At first they only worked in Mexico, but over the years they have been to Nepal, Haiti and the Philippines. In 2001, after the attack on the World Trade Center in New York, they came to the United States for the first time. And they went to Banda Aceh, Indonesia, in 2004, after the terrible tsunami that killed tens of thousands of people. They say that this was the most difficult work they have ever done. In 2017, they helped in Mexico City again, after another serious earthquake. Altogether, they have been to more than twenty countries.

The group has also grown – people in the group come and go, but on average it has about 40 members. It is very professional and includes doctors and other specialists, such as psychologists and engineers, but they are not paid for their work. They go to disaster areas when local governments and rescue groups cannot manage alone, and they also offer courses for people who want to become rescue workers. Los Topos members themselves pay most of what they need to travel to disaster zones – when they get there, they eat whatever they can and sleep wherever they can.

So far, not one member of Los Topos has lost their life – let's hope that this continues.

16

Culture note

Mexico City is the capital of Mexico and the most populous city in North America with approximately 8.9 million people in 2009. It is the oldest capital city in the Americas and was founded by the Aztecs in 1325. The historic centre is a UNESCO World Heritage Site. It is the largest Spanish-speaking city in the world. The city is approximately 2,240 metres above sea level and surrounded by mountains and volcanoes that reach over 5,000 metres. The area suffers from a lot of earthquakes.

THINK more

Workbook
Reading p14, Ex.1–3

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Unit 1
Incredible people — Grammar; Vocabulary; Writing

▶ 02 Grammar rap!
Present perfect vs. past simple

5 Ask students to try to answer the questions from memory before referring back to page 16 to check.
1 and 3.
RULE: 5 past simple
6 present perfect

6 During feedback, elicit the difference in meaning between the pairs.
1 a has, won; b won 2 a has met; b met 3 a recorded; b have recorded 4 a lived; b have lived 5 a has, signed; b signed

Workbook p11

Get it Right!
Present perfect vs. past simple

Student's Book p122

7 Do the first question in open class as an example and to introduce the concept of collocation (you can make a mistake or an appearance, but you can't make homework). Remind students that there are two correct answers.
1 b, c 2 a, c 3 b, c 4 a, c 5 a, c 6 a, b

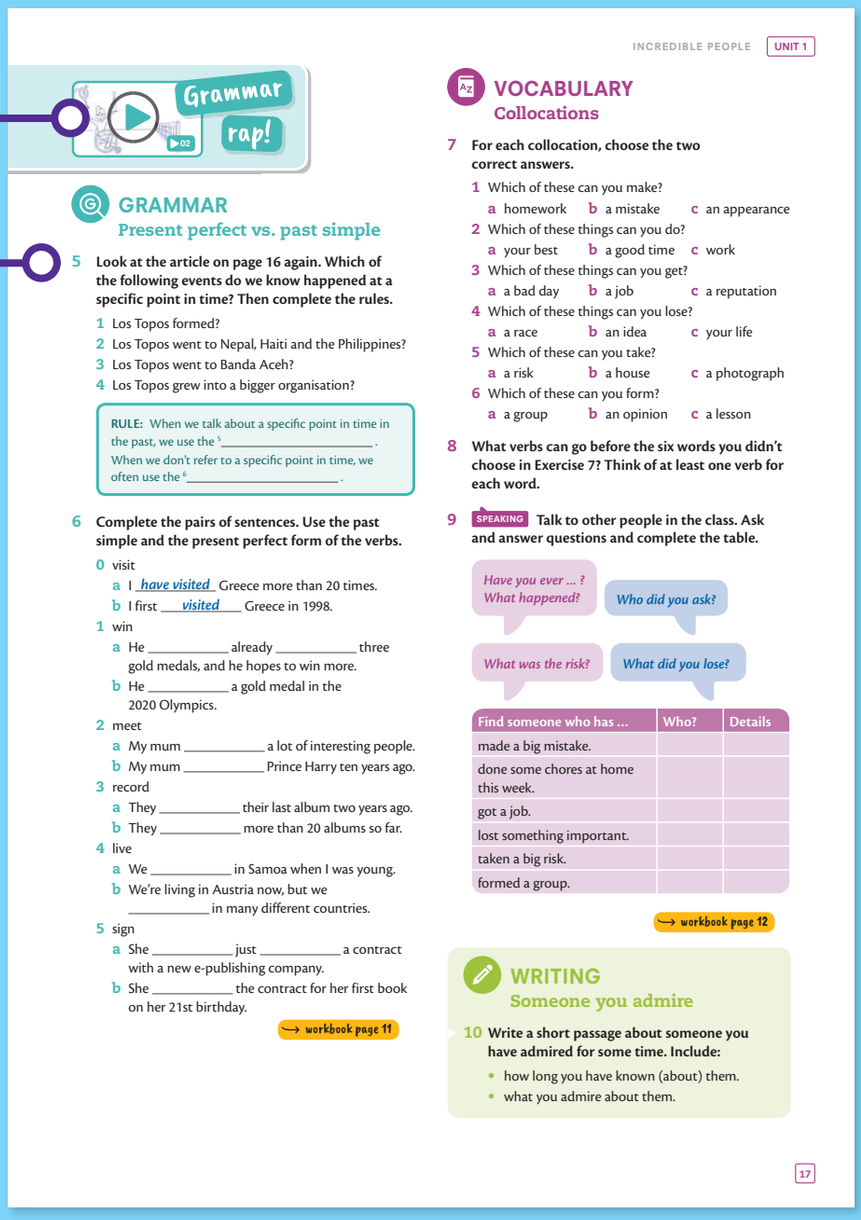
8 Focus on the six words and ask students which words could collocate with them. Remind them that there may be more than one answer.
The verb have can go before all of them.

9 Ask students to decide which questions they need to ask to get the information. They should think of a *Have you ever …?* question and a 'details' question for each.

Workbook p12

10 Get students to make notes before they begin to write.

Homework
Ask students to write a short paragraph describing one of their experiences.



INCREDIBLE PEOPLE UNIT 1

Grammar rap! ▶02

GRAMMAR
Present perfect vs. past simple

5 **Look at the article on page 16 again. Which of the following events do we know happened at a specific point in time? Then complete the rules.**
1 Los Topos formed?
2 Los Topos went to Nepal, Haiti and the Philippines?
3 Los Topos went to Banda Aceh?
4 Los Topos grew into a bigger organisation?

RULE: When we talk about a specific point in time in the past, we use the [5]_____. When we don't refer to a specific point in time, we often use the [6]_____.

6 **Complete the pairs of sentences. Use the past simple and the present perfect form of the verbs.**
0 visit
a I *have visited* Greece more than 20 times.
b I first *visited* Greece in 1998.
1 win
a He _____ already _____ three gold medals, and he hopes to win more.
b He _____ a gold medal in the 2020 Olympics.
2 meet
a My mum _____ a lot of interesting people.
b My mum _____ Prince Harry ten years ago.
3 record
a They _____ their last album two years ago.
b They _____ more than 20 albums so far.
4 live
a We _____ in Samoa when I was young.
b We're living in Austria now, but we _____ in many different countries.
5 sign
a She _____ just _____ a contract with a new e-publishing company.
b She _____ the contract for her first book on her 21st birthday.

→ workbook page 11

VOCABULARY
Collocations

7 **For each collocation, choose the two correct answers.**
1 Which of these can you make?
a homework b a mistake c an appearance
2 Which of these things can you do?
a your best b a good time c work
3 Which of these things can you get?
a a bad day b a job c a reputation
4 Which of these things can you lose?
a a race b an idea c your life
5 Which of these can you take?
a a risk b a house c a photograph
6 Which of these can you form?
a a group b an opinion c a lesson

8 **What verbs can go before the six words you didn't choose in Exercise 7? Think of at least one verb for each word.**

9 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 risk?* *What did you lose?*

Find someone who has …	Who?	Details
made a big mistake.		
done some chores at home this week.		
got a job.		
lost something important.		
taken a big risk.		
formed a group.		

→ workbook page 12

WRITING
Someone you admire

10 **Write a short passage about someone you have admired for some time. Include:**
- how long you have known (about) them.
- what you admire about them.

17

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

TH!NK more

Practice Extra
Unit 1 Practise it!

Workbook
Grammar p11, Ex.4–6
Vocabulary p12, Ex.4
Developing Writing p15

Worksheets
Grammar Worksheets 1
Grammar presentation: Present perfect vs. past simple
Grammar rap! Present perfect vs. past simple

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