

**Unit profile**

**Vocabulary:** Personality adjectives  
**Reading:** A blog post  
**Grammar:** -ing forms  
**Vocabulary:** Prefixes: *un-* and *dis-*  
**Listening:** A homework project  
**Speaking:** Talking about yourself

**Warmer**

Write these questions on the board: *What kind of friend are you? Why?* Ask students to discuss them with a partner. Nominate pairs to report back to the class and write any useful vocabulary for the lesson on the board, e.g. adjectives such as *kind, fun, reliable*. Encourage them to give reasons and examples of things they do to justify their description, e.g. *I'm reliable. I never forget my friends' birthdays*. Check meaning and pronunciation of new vocabulary as necessary.

**Your profile**

Ask students to make notes to answer the questions. They mingle and exchange ideas and opinions with others in the class. Encourage them to respond to, and show an interest in, what other students are saying. Nominate individuals to give opinions and say who shares the same ideas.

**VOCABULARY** Personality adjectives

- 1 Read the instructions and check students understand the concept *most true*. Direct students to look at the first sentence and ask *Does this sentence describe you? Do you always, usually, sometimes or never like to do this?* Tell students to read the sentences in each of the boxes, ignoring or guessing the meaning of new words at this stage. They choose five out of the twelve sentences that describe them best. Ask students to count up how many of each colour boxes apply and identify the colour they have the most of.
- 2 Read the headings in the table in exercise 2 aloud and ask students to guess the meaning of *pal* (friend). Tell them to guess the meaning of new vocabulary in the descriptions. Monitor and help as students do the exercise individually. Allow them to compare their answers with a partner before checking as a class. Ask for a show of hands for each of the friend types and see if individuals agree or disagree with their results. Encourage them to give reasons.

- 3 Do the first one as a class (*annoying*), and monitor and help as students continue individually. As you check answers, ask for examples to check understanding of the vocabulary, e.g. by asking *Give me an example of an annoying situation*. You could also play a team spelling game. Put students into teams of four. Choose a word in red and draw one numbered line for each letter on the board. Give each team the opportunity to say a letter and a number. Give them one point for each time the letter occurs, and two points if they can say where it goes. After each team has had a turn, ask them to write down what they think the word is. Repeat for five more words. Check answers and award two points for each correct guess.

**Mixed ability**


Encourage stronger students to complete exercise 3 without looking back at exercise 2. Allow weaker students to work in pairs.

**Fast finishers**

Ask fast finishers to think of an example situation for each adjective and elicit these when checking answers to exercise 3.

**Answers**

1 annoying 2 intelligent 3 cruel 4 reliable 5 sensible  
 6 sociable 7 anxious 8 honest 9 easygoing  
 10 confident 11 silly 12 talented

- 4  1.03 Read the instructions and play the recording once. Allow students to compare their answers with a partner before checking as a class. If they found the listening challenging, break it down by playing the recording again and pausing for students to check and confirm what kind of friend Eva is. Then play the second half of the recording for them to find out about Marty.

**Audioscript**

**Eva:** Hey Marty, look, here's a quiz about the kind of friend you are. Do you want to do it? Let's see what kind of a friend we are! So we look at the sentences and choose the ones that are most true for us. Oh look! Here's one for you. 'I'd do anything to help my best friends.'

**Marty:** You think so? That's a nice thing to say. Thanks, Eva!

**Eva:** Well it's true! You always listen to people, especially us girls and our problems! And you know how to keep a secret, so we all trust you with our secrets.

**Marty:** Yes, that's true. OK, well here's one that is true for you, Eva: 'I love hanging out with a big group of friends.' I mean, that's because everyone loves you. You're a fun girl!

**Eva:** Thanks, and I do love my friends. This one is also true for me: 'I have lots of best friends – girls and boys.' You know I'm not the kind of person who only has one or two best friends. I have loads, really!

**Marty:** Well, that's because you're reliable and honest!

**Eva:** Aw! Thanks Marty!

**Marty:** If you say you'll do something, then you do it. That's the kind of person you are. I like that. I think that's a great personal quality. Oh, now here's one that definitely isn't you. 'I prefer to listen to other people's ideas.' Haha! Er, no!

**Eva:** Well, I can't be perfect! I just have loads to say! Mind you, like you, I don't mind listening to other people's problems. Do you agree?

**Marty:** Yes, I do actually, and I guess the one thing here that isn't true for either you or me is this one about feeling anxious.

**Eva:** Hmm no, I don't feel that, but there are plenty of people who do. OK, er, and this is also true for me, 'I love my friends but I really love being on my own,' you know, doing my own things.

**Marty:** OK, well, is that it? Can we see now? I want to know what kind of a friend we are.

**Eva:** Let's see. If we just go to page ...

### Extension activity

Put students into pairs and ask them to write five questions using the personality adjectives, e.g. *When do you feel anxious? Who is the most talented person you know?* Put pairs together to make groups of four and tell them to ask and answer their questions. Discuss ideas as a class.

### Answers

Eva: sociable, reliable, honest; Marty: reliable

- 5** Put students into pairs or small groups to discuss the questions. Monitor and help as necessary and give positive feedback when students give examples. Invite two or three students to tell the class about themselves. As an alternative, ask students to describe someone in the class in a positive way. The others should guess who they are talking about.

## READING

- 1** Set a short time limit for students to write a list of personality adjectives that describe Eva. Check answers and ask for reasons.
- 2** Give students time to read the five points before they read the blog post and check understanding. In feedback, ask students which of the five points they agree with.

### Answers

2, 3, 4

- 3** Ask students how many people have written on Eva's blog (*two*) and their names (*Wasabiboy and Surfingforever45*). Read the instructions and ask *Are you going to read the blog carefully or scan it until you find similar comments?* (scan). Students continue individually. Allow them to compare their answers with a partner before checking as a class.

### Fast finishers

Tell fast finishers to read the six statements and decide whether or not they agree with them, and why. Elicit their ideas when checking answers to Exercise 3.

### Answers

1 Eva 2 Surfingforever45 3 Wasabiboy 4 Wasabiboy  
5 Eva 6 Surfingforever45

- 4** Do the first item as a class. Show or remind students to check their answers by substituting the highlighted words and phrases in the text with the appropriate meaning from 1–6. Tell them that to check their answers they should re-read the new sentence to see if it makes sense. Check answers.

### Answers

1 depends on 2 pals 3 fear 4 disagree  
5 keeping in touch 6 keen on

### EP Word profile

Books closed. Write *close* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercise on page 132. Check answers.

### Answers:

1 FRIENDLY 2 NEAR  
3 PUBLIC PLACE 4 RELATIVE

### Talking points

Put students into pairs to discuss the questions. Monitor and encourage them to justify their opinions. Give positive class feedback and examples of interesting comments.

### Extension activity

For homework, tell students to ask four other people for their opinions on the questions in *Talking points*. In the following class, put students into small groups to discuss what they found out. Ask each group to report back on any interesting findings.

### Cooler

Tell students to put the highlighted words in the blog post in order of difficulty, with the most difficult first. Ask them to write one sentence for the two words they find most difficult.

## GRAMMAR -ing forms

- 1 If you think your students will find this challenging, write additional example sentences on the board, e.g. *You love having fun. I really like going to the cinema. Some people are bad at replying to texts. Most people are keen on using social media.* Ask students to complete the rules individually. Check answers and highlight the form in the sentences on the board.

### Answers

- a -ing form
- b preposition; -ing form

→ Grammar reference Student's Book page 146

- 2 Ask students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class.

### Answers

- 1 going 2 watching 3 preparing 4 working 5 studying
- 6 visiting

- 3 Do the first item as a class. Set a short time limit and put students into pairs to complete the exercise. Remind them to look at the prepositions to help them find the correct answer.

### Mixed ability

Put students into mixed-ability pairs to do exercise 3. Stronger students can say or confirm which preposition is used with each verb.

### Answers

- 1 b 2 e 3 c 4 a 5 d

- 4 ● Read the instructions and do the first item as a class. Point out that the words before and after the gap will help them identify the answer. In the first item, the word *on* provides a clue. Monitor and help as students continue in pairs. Check answers. As an alternative, put students into groups of five, and tell them to choose one sentence each. They should write this on a slip of paper, including the gap. They should then write the correct answer on the back of the slip of paper. Monitor and check everyone's answers are correct. Tell students to show their group their sentence and see if the others can give the correct answer. Students can say if they are correct, as they have the answer on the back of their slip of paper.

### Answers

- 1 are keen 2 at playing 3 in learning 4 stand losing
- 5 to improve

- 5 Monitor for accuracy as students complete the sentences and find someone who has similar ideas. Make a note of common mistakes with prepositions. Ask for individuals to explain to the class who they are similar to.

### Extension activity

Put students into mixed-ability pairs to test each other on dependent prepositions (*of, at, on, about, in*) in the sentence stems in exercise 5. Student A says the first part of the sentence, pausing before the preposition. Student B completes the sentence. Students monitor each other's use of prepositions.

## Corpus challenge

Ask students to look at the sentence and find the mistake before comparing with a partner. Ask a student to write the correct sentence on the board and confirm with the class before feeding back.

Books closed: set a one-minute time limit for students, in pairs, to list other verbs followed by *-ing*. Students check their answers on page 16, exercises 1–5.

### Answer

We love going out together to the cinema.

## VOCABULARY Prefixes: *un-* and *dis-*

- 1 Read the example sentences aloud and answer the questions as a class.

### Answers

They make the words negative; *dis-*

- 2 Monitor and help as students do the exercise individually. Allow them to compare their answers with a partner before checking as a class. As an alternative, put students into small groups. See which group can complete the exercise correctly and most quickly.

### Extension activity

Draw two columns on the board, headed *un-* and *dis-*. Say the following words for students to tell you which column the opposites should go in: *agree (dis)*, *tied (un)*, *tidy (un)*, *cover (dis)*, *continue (dis)*, *able (un)*, *advantage (dis)*, *finished (un)*, and write the words in the appropriate column. Point out or elicit by modelling that the prefix *un-* is unstressed, whereas *dis-* is stressed. Give pronunciation practice as necessary. Underline or mark *dis-* to illustrate that it carries syllable stress. Say a positive form of the word from one of the columns for students to say the negative form.

### Answers

1 unpleasant 2 disappear 3 unhappy 4 dislike  
5 unlucky 6 unkind

- 3 Read the instructions and do the first one as a class. Nominate individuals to give answers and monitor for accurate pronunciation. In feedback, ask students for the opposites of *lucky* (unlucky) and *agree* (disagree).

### Mixed ability

Put students into same-ability pairs. Give weaker pairs the forms of the words needed before they start the exercise.

### Answers

1 uninteresting 2 unpleasant 3 disappeared  
4 unkind/unpleasant 5 lucky 6 agree

## LISTENING

- 1 Nominate individuals to explain what is happening in the photo. Invite two or three students to tell the class about times they have been asked questions in the street.

- 2 Direct students to the Homework Project notes. Put them into pairs to answer the questions before checking as a class. In feedback, ask students which words (if any) gave them the answers.

### Answers

1 the quiz title 2 who to ask the questions 3 a book title  
4 a number 5 a date 6 part of an email address

### Prepare for Preliminary for Schools Listening Part 3

#### Task description

Listening Part 3 tests students' ability to identify, understand and interpret information. It consists of a monologue and six gap-fill questions. Students listen and complete the numbered gaps with one or two words or a number from the text they hear. They hear the recording twice.

#### Tip

Tell students to use the pause before the recording starts to read the information on the page. They should predict the sort of information they need for each gap (e.g. a number, a date, a place), so that they feel prepared for the answers when they hear them. Tell them it is easier and quicker to write numbers as figures.

→ See Exam Profile 3, Student's Book page 125

- 3   1.04 Play the recording and check answers.

With weaker classes, play the recording again, pausing after each answer. Note that as this is an introduction to the Listening Part 3 task, the amount of 'distraction' in the recording has been kept to a minimum, to make it easier for students to complete the task. See answers to 4 and 5 below.

### Audioscript

OK, class, quiet everyone. I'm going to tell you about our next homework project. It's called a 'People Quiz'. You're going to write a questionnaire to find out about someone you know, what their main qualities are, and what kind of a person they are. I'd like you to try out the questionnaire on five different individuals – you can ask friends, but try it out on your family as well.


Then, I also want you to choose one of the main characters from the book we've been reading this term, *Black Night*, and answer your questionnaire as you imagine the character would answer it. We'll use this for our character study. That's our next project! So, altogether you'll have answers about six individuals to work with.

First, you need to write the questions. The whole questionnaire should have around twelve questions, but if you can't think of that many, do at least nine. Don't forget that each question should have a choice of three answers – so write answers a), b) or c). Try to give a reason each time – you know, a situation. For example, don't just ask: Are you a generous person? You need to write something like ... In this situation, what would you do? And when do I want you to hand everything in? Well, the date on the school calendar for this project is in two weeks' time. Today is July first so that makes it the fifteenth, doesn't it. That will give you plenty of time! If you have any questions while you're doing it, you can email me on [englishstaff@school.com](mailto:englishstaff@school.com). But for now, is there anything you don't understand in what I've just said ...

### Answers

- 1 People 2 family 3 *Black Night*  
4 9 (Students also hear the number 12, but the minimum number is 9 – see underlining in audioscript)  
5 15 July / July 15th (Students hear two dates, but only one is correct – see underlining in audioscript)  
6 englishstaff

## SPEAKING Talking about yourself

- 1  1.05 Before students listen, read the instructions to the class and check they understand the different parts of the exercise. Play the recording again, pausing to give students time to complete their notes.

## Audioscript

1


- Examiner:** What's your name?  
**Faisal:** I'm Faisal.  
**Examiner:** What's your surname?  
**Faisal:** It's Qureshi.  
**Examiner:** How do you spell that?  
**Faisal:** It's Q-u-r-e-s-h-i.  
**Examiner:** Where do you live?  
**Faisal:** I live in Muscat. It's the capital of Oman. I like it because there are lots of things to do there.  
**Examiner:** Do you study English?  
**Faisal:** Yes, I do. I have English three times a week.  
**Examiner:** Do you like studying English?  
**Faisal:** Er no, I don't like it because I think it's hard. I prefer maths.  
**Examiner:** Do you get up early or late?  
**Faisal:** Hmm, that's an interesting question. At the weekends, I get up late because I love sleeping but when I have school I have to get up early because my first lesson is at 7.30 am!

2

- Examiner:** What's your name?  
**Anne-Marie:** I'm Anne-Marie.  
**Examiner:** What's your surname?  
**Anne-Marie:** It's Bonnard.  
**Examiner:** How do you spell that?  
**Anne-Marie:** It's B-o-double n-a-r-d.  
**Examiner:** Where do you live?  
**Anne-Marie:** I live in Montpellier, in the south of France. It's near the sea.  
**Examiner:** Do you study English?  
**Anne-Marie:** Yes, I do. I have four hours of English every week and I like it because I think it's important.  
**Examiner:** Do you listen to music?  
**Anne-Marie:** Yes, I do. I like music and I usually listen to it on my phone on my way to school. I'd really like to learn to play the guitar.  
**Examiner:** How often do you go to the cinema?  
**Anne-Marie:** I sometimes go to the cinema but I usually watch films at home or on my computer.


## Answers

- 1 both speakers
- 2 neither of the speakers
- 3 both speakers
- 4 both speakers
- 5 neither of the speakers
- 6 both speakers. Faisal – the capital of Oman; Anne-Marie – where Montpellier is
- 7 both speakers. Faisal – how often the classes happen; Anne-Marie – how many hours of English she has per week
- 8 both speakers, reasons
- 9 Anne-Marie, wants to learn the guitar
- 10 neither of the speakers
- 11 Faisal, when
- 12 Anne-Marie – how and where she watches films

- 2  **1.05** Read the instructions as a class. Point out the purpose of the groups of phrases – talking about habits, likes and dislikes and giving opinions. Read each one aloud before students listen again. Check answers.

## Answers

Faisal: I don't like it because ..., I prefer, I think it's ...  
 Anne-Marie: I usually, I sometimes, I like it because, I think it's

- 3  Before you put students into pairs to ask and answer, explain that you will be monitoring to check they use phrases from the *Prepare* box and give extra information for yes/no questions. Demonstrate the activity by nominating an individual to ask you the questions. Monitor and give individual feedback as students do the exercise in pairs.

## Extension activity

Students repeat exercise 3, adding more questions from exercise 1, with a new partner. As an alternative, you could do the interview in open pairs. Nominate a student to choose a question and name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn.

## Cooler

Students conduct a class survey using the questions in Speaking exercise 1. Tell them to choose a question and to write it on a slip of paper. They should ask as many people as they can in five minutes, trying to ask the question from memory. They can report back any interesting findings to the class.

## Project

Students write a comment for Eva's blog post. In the following class, put students into small groups to discuss their ideas. Tell them to choose an adjective from the quiz on page 14 which best describes the writer of each comment. Their comments could be published on the class blog, if you have one.

## Teacher's resources

### Student's Book

Grammar reference and practice page 146  
 Vocabulary list page 138

### Video

Forever friends  
 Speaking Part 1

### Workbook

Unit 2, page 8

### Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks