



Make it happen

4

READING

topic: teenage athletes in Jamaica
skill: identifying key words
task: multiple choice

GRAMMAR

modal verbs 1
modal verbs 2

VOCABULARY

relationships
adjectives + prepositions
word formation: adjectives

LISTENING

topic: making up your mind
skill: rewording questions
task: multiple matching

USE OF ENGLISH

key word transformation
word formation

SPEAKING

topic: doing something together
skill: expressing opinions
task: discussion

WRITING

topic: happiness and satisfaction
skill: contrasting and summarising
task: essay

SWITCH ON

video: my 'year 12' life
project: create a vlog post

Lead-in SB p51

Focus students' attention on the photograph and elicit what is happening to the cat. Read through the quote *You don't find happiness; you have to make it* and ask the class what they think this means and whether they think this is true or not.

Put students into pairs to discuss questions 2–3. Conduct class feedback.

Possible answers

- 1 Happiness isn't something you should try to look for. Instead, it is something that it's possible to create.
- 2 Ideas might include: money; a good job; good friends; family support; good health.
- 3 Some people think that happiness can be the result of things like good looks, or your place in society, and other things we can't control. For that reason, happiness can sometimes be the result of good luck.

extra

Ask students to work in pairs and discuss the following questions: *Can money buy you happiness? If so, how much money do you think you need to be really happy?* Ask students to think of reasons to support their opinions. Then conduct feedback as a class.

4 Make it happen

READING

SB pp52-53

To start

Ask students: *What things help us achieve what we want?* (e.g. hard work, training, commitment, studying, reading, asking for help, etc.). Write their ideas on the board. Then ask them to put the qualities in order of how important they think they are for success.

Power up

1 Put students into small groups to discuss the questions. Encourage them to think about family and friends as well as people in the public eye (e.g. politicians, sports and music stars and people they know who have overcome a difficulty). Conduct class feedback. Write a list on the board of all the common qualities that are mentioned. Students should realise that even though the achievement might be very different, the qualities are the same.

Possible answers

working hard, fighting difficulties, commitment to something, etc.

extra

Personalise the discussion by asking students to go back into their groups and decide if they have any of the qualities listed on the board and/or if they can think of examples of these in their own lives.

Read on

2 Look at the picture on page 53 with the class. Tell students to look at the athlete's face. Ask: *What is he feeling? How do you know?* (tired, concentrating, in pain, determined, etc). Then ask them to look at the title of the article and point out this is a colloquial version of 'champions'. Students read the article individually. Give them two minutes for this. Then say *Stop* and ask them to find the information and to put their hand up as soon as they have all three answers. Check answers with the class.

- 1 Christopher Taylor
- 2 Okhalia Buchanan
- 3 Alesha Kelly

exam tip

3 This refers to Part 5 of the Reading and Use of English paper. Students can often feel overwhelmed by the amount they have to read through in six questions with four options each. Despite the fact there is a lot to read, make sure they understand it is important to first skim read the text quickly. Point out to them that the sets of questions are always in the same order as the text. If they have read the text, they will be able to see this. Read the first part of the exam tip together with the class. Point out that the initial question (or stem) is what they need to focus on. It is a good idea to underline the key words in the questions, and then to look for similar ideas in the text.

Ask students to do the second part of the exam tip individually. Then check the answers with the class.

Key words: competitors at Champs, members of athletics teams, around the world, doing well in their sport, can help, families, won Olympic medals, win, international running races
Information in text: teenagers see athletics as a way to build a better life for themselves and their families
Correct option: B

exam task: multiple choice

4 e Students complete the task individually. Ask them to underline the words in the text that give them their answers. Then ask them to check answers in pairs. Check the answers with the class. Finish by asking students if they are surprised by any of the information in the text.

- 1 B *Teenagers see athletics as a way to build a better life for themselves and their families.*
- 2 C *Several hours of training on top of school work every day is an exhausting routine.*
- 3 D *... far away from friends and family. She has had some lonely moments.*
- 4 A *... be offered a scholarship to a US university by one of the many athletics scouts in the crowd who are looking for talent.*
- 5 C *When she was fourteen, she won the 400 metres in a time that put her eighth in the world for her age group ... Since then, Okhalia has had to cope with painful injuries, and she wasn't able to compete in the last two Champs.*
- 6 D *The aim will be to win every event, not to break world records.*

5 Students can do this in pairs, then check answers with another pair. Check the answers with the class.

1 J 2 A 3 H 4 B 5 E 6 G 7 F 8 D 9 C 10 I

Sum up

6 Ask students to work in small groups and to make a short set of list notes in answer to each question. Then ask someone in each group to report back on the answers, taking questions in turn round the groups.

Possible answers

- 1 It's only for young people aged 10-19. It gives them a chance to create a better future for themselves and their families.
- 2 Okhalia Buchan won the 400 metres when she was 14 and became eighth in the world in her age group. Christopher Taylor became the fastest 15-year-old in 400-metre history.
- 3 Alesha Kelly wants to win a scholarship to the US. Okhalia Buchan wants to win her opponents' respect and get the attention of the national team selectors. Christopher Taylor wants to do well for his school, and may also do well at the next Olympic Games.

Speak up

extra

Before you ask students to do this task, you could put them into groups to think about which tasks are best done by a team and which by an individual. Ask them to think about the qualities of each task that make it most suitable for one or the other and why.

- 7 Put students into two teams (or if you have a large class, split it into four or six teams). Go through the task, and ask each team to think of their arguments. Then run a class debate. Let the class vote for the debate winner.

Possible answers

as a team: better results because collaborative, more creative, friendly, can solve problems

as an individual: faster, no arguments, you get the credit, more focused

Fun footer

Read through the fun footer with the class and ask them if they agree. You could have a class discussion about how much they do or don't like competition and why.

To finish

Remind students of the quote on page 53: *Those who want to do well have got to be extremely committed.* Ask students: *Is this true of other things in life, too, such as studying a language? What percentage of success is hard work, and what percentage is luck?*

Encourage students to discuss the questions in pairs before conducting class feedback.

Explain to students that the next lesson will focus on modal verbs. Ask them to complete the exercises in the Workbook in preparation for this.

Presentation tool:

Unit 4, Reading

Workbook / Online Practice:

WB pp38–39

Extra Practice App

GRAMMAR

SB p54

To start

Tell students about a real or imaginary problem you have. Say something like: *I don't know what to do about my neighbour. She's always having really loud parties in the middle of the week and I'm finding it really difficult to sleep. Then it's hard to stay awake at work the next day. I'm frightened to speak to her, because she seems like a scary person. What should I do?*

Allow students to discuss their ideas for a few minutes before conducting class feedback. Listen to your students' advice and take a mental note of any issues with modal verbs which can be addressed in the grammar lesson.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB 150

- 1 Read the examples with the class and ask them to think of a context for each sentence. This will help them think about whether the sentence is giving advice, permission, etc.

Then read through the explore grammar box and the examples. Students match the sentences with the uses in the box.

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

watch out for

Depending on their first language, many students make errors by using *must* with the infinitive (e.g. *I must to go shopping*). Ask students to think about how they express *must* and *have to* in their own language, and make a point of emphasising any differences in structure. Also make sure they get extra practice of this grammar to embed their learning. For example, you could ask them to write example sentences using *must* or *have to* about their home life.

extra


Play a game. Put students in a circle and ask them to take it in turns to say a sentence about what they *must* or *have to do* in the near future. They should try to speak as quickly as possible, without pauses. For example: *This weekend, I must decorate my flat.* If they make a mistake the round stops, and changes direction. Encourage them to go faster and faster.

- 2 4.1 Explain to students that they will hear a recording of three people talking about activities. Play the recording. Check answers with the class.

- 1 lifesaving
2 hockey
3 playing the piano

4 Make it happen

GRAMMAR (Continued)

- 3**  4.2 Give students time to read through the sentences, then play the recording. You may wish to play it twice. Check the answers with the class.

- 1 don't have to
- 2 able to
- 3 mustn't, can't
- 4 should
- 5 couldn't
- 6 should've/should have

- 4** Students do this in pairs. Check the answers with the class.

- 1 don't have to = E
- 2 able to = A
- 3 mustn't = C, can't = C
- 4 should = F
- 5 couldn't = A
- 6 should have = G

- 5** Ask students in small groups to discuss if they have ever overcome any physical challenges when doing any school activities, e.g. sport, music, etc. (such as playing with an injured leg). If appropriate, ask: *Is there anything you have had to stop doing because of an injury or illness?* Ask students to share any ideas with the class, but be sensitive and only elicit stories from those who want to share. Tell students that the blog post is about doing something difficult. Give students two minutes to read the blog post. Then ask: *What difficulty did the writer overcome?* (He became deaf but still enjoyed singing). Students do the exercise in pairs. Check the answers with the class.

- 1 couldn't
- 2 weren't allowed to
- 3 had to
- 4 mustn't
- 5 can
- 6 ought to
- 7 needn't
- 8 need to
- 9 'm able to

- 6** Students do the exercise individually. Check the answers with the class. Check any problems and if necessary, refer to the Grammar File on page 150 of the Student's Book.

- 1 May
- 2 able
- 3 permitted
- 4 may not
- 5 don't need
- 6 shouldn't have
- 7 had better
- 8 Would

Speak up

- 7** Ask the class: *Do you think your school has a lot of rules?* Then put them into small groups ask them to discuss the questions. Remind them to say why to support their decisions. Have a class round up and see which rules everyone agrees on and if they have the same reasons.

extra

Ask each group to create a new rule and to think about the impact the rule will have or how it will make school life better. Get them to share their ideas with the class, and conduct the vote for the best new school rule.

game on

Students play the game in small groups. Give them time to think of a sport. Remind them they must not say the name of the game, or any specific equipment that could give it away (e.g. *surfboard*).

To finish

Tell your class about things you had to do when you were a child, e.g. *I had to keep my room really tidy*. Ask students to make a list of things they had to do when they or their parents were small children.

Write the following discussion question on the board: *Is life harder for young people today than it used to be?* Give students a minute to work with a partner and note down some ideas. Then open this up into a class discussion and generate as many ideas as possible. Focus throughout on students' use of modal verbs.

Fun footer

Go through the footer with the class. Ask students how much they agree with the statement and why. You could extend by asking them how many times they laugh a day, e.g. in school, at the weekend, on holiday, playing sports, etc.

Presentation tool:	Unit 4, Grammar
Workbook / Online Practice:	WB p40
Grammar reference and practice:	SB p150
Audioscript:	SB p183
Photocopiable:	4A
Grammar PowerPoint presentation	

relationships

To start


Do this activity to find out how many adjectives for describing personality students can use, before you start the lesson. Tell students what kind of animal you would be and why. Say something like: *If I was an animal, I'd be an owl. I don't need much sleep and I can work and concentrate better at night.* Ask students to write down what kind of animals they would be on a small piece of paper. Collect the pieces of paper and redistribute them. Students must move around the room and try to guess the owner of the piece of paper. They must give reasons for their guesses and when they are correctly identified as the writer of an animal, they must explain why they chose this particular animal, using character adjectives to describe their choices. Conduct class feedback, writing down useful language on the board.

- 1 Students complete the exercise individually. Check the answers with the class.

1 rival 2 mate 3 coach 4 role model 5 community
6 company 7 referee

- 2 Remind students that a phrasal verb is a whole expression that needs to be treated as a single item of vocabulary, with its own meaning. Write *get someone down* on the board and elicit the meaning as an example (= make someone feel depressed). Ask students to look at the bold verbs in the exercise and in pairs to complete the exercise. Check the answers with the class.

1 get me down = D, cheer me up = B
2 talk it over = C, fall out with = E
3 get on with = A, get away from = F

- 3  4.3 Go through the task with the class. Play the recording and ask students to compare answers in pairs. If necessary, play the recording again. Check answers with the class. Encourage students to use phrasal verbs in their answers. Ask: *Do you understand the girl's problem? Would you give the same advice?* Elicit answers from round the class.

1 getting away from everything
2 not being chosen for the school play and her relationship with her friends
3 by telling her about an acting club.
4 talk things over with her friends and apologise for being sensitive.
5 they will get on better

extra

Put students into different pairs and give each pair one of the sets of phrasal verbs in sentences 1–3 in Ex 2. Ask them to think of their own situations, e.g. *What gets you down?* (losing a game) *What cheers you up?* (winning a game!)

Conduct feedback with the class and find out if there were any similarities.

explore vocabulary

- 4 Go through the explore vocabulary box with the class. Ask students if they like giving advice to friends and why or why not. Then ask students to look at the article. Ask: *Where do you think you would see this?* (in a magazine, on a problem page). Students read the article individually and complete the sentences. Check answers with the class.

Ask: *Which do you think is the worst situation? Why?*

1 of, of
2 about, at, at
3 about, about
4 on, about, of

watch out for

Prepositions are often hard to learn and learners tend to use prepositions from their own language. Help them to notice these issues by:

- discussing and noting where prepositions are different from their first language, and where there might be some confusion
- reminding them to record adjectives with their accompanying prepositions that they notice when they are reading or listening
- encouraging them to have a vocabulary notebook and to put a preposition at the top of a page and note down adjectives that go with it as they go through the course.

- 5 Students compete the sentences in pairs. Check the answers with the class. Make sure you point out where more than one answer is possible.

1 brilliant/good, fed up
2 popular, afraid/frightened
3 addicted, embarrassed/worried/anxious
4 capable, stressed/worried/anxious

Speak up

- 6 Ask students to discuss the situations in small groups and to decide what to do in each case. Conduct feedback with the class and find out how many students agreed on the response or which situations were more controversial and why. Then ask each group to write a situation of their own. Pass the situations round to the next group who write an answer and return it to the original group. Each group then reads out their problem and solution to the class and the class vote on how successful the advice is.

To finish

Focus students on the adjectives in the explore vocabulary box. Ask: *Which ones describe you?* Put students into pairs to talk about the adjectives they chose, giving reasons for their choices, e.g. *I'm good at football because I practise everyday.*

Presentation tool:	Unit 4, Vocabulary
Workbook / Online Practice:	WB p41
Audioscript:	SB p183
Extend Vocabulary:	SB p162
Photocopiable:	4B
Extra Practice App	

4 Make it happen

LISTENING SB 56

To start

Put students into small groups to discuss how many decisions they make:

- in a day
- in a week
- in a month

Conduct feedback with the class and elicit the things students make decisions about, e.g. food, after-school activities, homework, etc. Ask: *Would you like to make more or fewer decisions in your life?*

Power up

- 1 Students look at the photo in pairs and decide what is happening. Conduct feedback with the class, making sure they give reasons for their decisions.

Possible answers

He's thinking about applying for an exchange programme because he's looking at the ad closely.

- 2 Students discuss the questions in pairs. Ask them to make a list and think about why it is easy or difficult to make decisions. Conduct feedback with the class.


Example situations could include: which college to go to; getting married; moving home; choosing a career; deciding whether or not to accept a job, etc.

- 3 Students work in pairs and decide which and how many of the things in the list they would do and why. Conduct feedback to see which are the most popular choices and elicit the reasons why they might use each one.

Possible answer

Deciding which college to go to might mean 4 is the most important, partly because parents might be paying for it.

Listen up

- 4  4.4 Tell students that they are going to hear five students talking about a decision. Play the recording and ask them to answer the questions.

Speaker 5. He is worried about getting homesick and missing his friends and family. He is also worried it might be cold.

exam tip


- 5 This refers to Part 3 of the Listening paper. Students listen to five recordings and have to decide which statement represents what each speaker says. Read the first part of the exam tip and point out that usually, the sentences are a summary of what each speaker says so students have to listen to the whole recording for each speaker before making a decision. Also point out that there are three statements that do not apply to any speaker, but might sound as if they do.

Put students into pairs to do the task in the exam tip box. Go round monitoring. Check the options with the class.

Possible answer

Decisions make me feel worried, even if they aren't very important.

exam task: multiple matching

- 6  4.5 Ask students to read through all the statements and underline key words. Then, ask them to think of other ways of expressing the key words, e.g. B *effect* = *result*, C *surprised* = *unexpected*.

Play the recording and ask students to think about the statements that could apply to each speaker. Play the recording a second time. Check answers.

- 1 H I kept it to myself for ages, but in the end I decided to tell my parents. I was really glad I did.
- 2 E I find the internet more useful for advice, because there's always someone out there who's been through the exact same thing as you.
- 3 A I'm OK with big decisions, but I'm hopeless when it comes to things that don't really matter.
- 4 B I'd be in hospital now – or worse – if I'd made the opposite choice.
- 5 G I never thought for a moment I'd actually get selected. But now they've offered me a place, and I don't know if I should take it up.

- 7 Students discuss the question in small groups. Conduct feedback with the class.

Possible answer

I find it hard to make decisions, and I often worry about unimportant things. I think it's because I spend too much time imagining all the different things that might happen, and don't really focus on what needs to happen.

- 8 Students compete task in pairs. Check the answers with the class.

- | | |
|------------------------------------|------------------------------------|
| 1 aren't very important | 6 stop doing things that upset me |
| 2 didn't tell anyone | 7 purple or brown marks on my skin |
| 3 hurried | 8 accept it |
| 4 much better | 9 experienced |
| 5 feel unhappy because I miss home | |

Speak up

- 9 Students do the task in pairs. Conduct feedback with the class and vote for who has made the silliest decision.

Possible answers

buying a bad fashion item; trying to get into a sports team when you are hopeless at the sport; not doing enough work before an exam, etc.

To finish

Ask students to go online and research someone famous and an important decision that they made. Then put students into groups and ask them to share what they found out, including if possible, the outcome of the decision.

Presentation tool:	Unit 4, Listening
Workbook / Online Practice:	WB p42
Audioscript:	SB p183
Extra Practice App	

USE OF ENGLISH 1 SB p57

To start

Practise some of the phrases that your students learned in the previous lesson. Organise students into two teams. Tell them that you are going to say part of a phrase. The first student to put up their hand and tell you the complete phrase wins a point for their team. The team with the most points at the end of the game is the winner. Say the following. Students should complete the phrase with the word in brackets.

- *It doesn't (matter)*
- *Keep something to (yourself)*
- *Rush (in)*
- *Leave me (alone)*
- *You should take it (up)*
- *I've been through the exact same (thing)*

explore grammar

SB 150

1 Read through the explore grammar box with your students. Put them into pairs to think about what they would say in each situation. Ask them to write their responses down. Elicit some responses from the pairs, making sure they use stress correctly.

Possible answers

- 1 That can't be true.
- 2 I should be free but I'll have to check.
- 3 It might be brilliant, but it could be really boring.

extra

Practise the language by nominating a confident student to come to the front of the class. Tell your student that she or he is going to mime a situation and that the rest of the class are going to guess what is happening using the target language. Whisper to your student to mime 'being at a disco' and ask your students to make guesses, e.g. *I'm not sure. She could be at a party. She's dancing. She must be at a disco!*

Repeat this a few times, nominating a few students to come forward and mime different activities.

Suggested situations:

- *getting your exam results*
- *robbing a bank*
- *waiting in the doctor's surgery*
- *dancing in a ballet*
- *visiting the opticians*
- *arguing with your friend*

2 Students do this individually. Check answers with the class.

- 1 different (*may* refers to future possibility)
- 2 different (*must* does not have the same meaning as *could*, i.e. 'very sure' vs. 'it's possible')
- 3 same (*I'm sure* has the same meaning as *can't be*, i.e. very sure)

3 Put students into pairs to think about a time when they changed their mind about something. Elicit ideas as to why they changed their mind (e.g. they didn't like something, the situation changed, they were ill, etc.).

Students read the blog. Ask: *Why did the writer change his mind?* (because he hated science). Students complete the task individually and then compare answers in pairs. Check the answers with the class.

- 1 must 2 might 3 may 4 could 5 can't 6 couldn't
7 should

extra

Ask students to discuss these questions:

- *Why is it sometimes important to change your mind?*
- *Is changing your mind a sign of weakness or strength?*
- *Should politicians ever change their minds?*

exam tip

4 This refers to Part 4 of the Reading and Use of English paper. Discuss the task with students and elicit what they have to do (e.g. they have to write a sentence with the same meaning as the first, but using the word given. They are not allowed to change the word given.)

Read the first part of the exam tip and focus on the fact that they may need to change the grammar or vocabulary or use a collocation (or all three) when considering the changes they need to make. Ask students to look at the first question in Ex 5. First of all, ask them to focus on *can't* and *must* and elicit that they are opposites. Then ask them what the opposite of 'easy' is.

'Difficult' is the opposite of 'easy'. Yes, you will need it in the answer.

exam task: key word transformation

5 Students complete the exercise individually. Point out the number of words they must use. Go round monitoring. Students compare answers in pairs. Then check answers with the class.

- | | |
|-----------------------|-----------------------------------|
| 1 must be difficult | 5 should have/ought to have given |
| 2 wasn't able to | 6 will have/need to |
| 3 might not be | |
| 4 should really enjoy | |

Speak up

6 Go through the task with the class, then put students into pairs to prepare. Give them time to practise their roleplays, and go round helping. Then give each pair time to perform their roleplay in front of the class. Students watch and decide if the advice is appropriate or not. In each case make sure they give a reason for their opinion.

Possible situations

a friend hasn't answered your email
you've run out of money; you've lost your phone
you're not happy with something you've bought

To finish

Write the following questions on the board and ask students to discuss them in pairs.

- *What might life be like in this school ten years from now?*
- *How do you think people might travel in the future?*
- *What kind of problems should your local area focus on in the future?*

Fun footer

Students read and ask them to explain the joke here (i.e. the idea of not being sure at the end).

Presentation tool:

Unit 4, Use of English 1

Workbook / Online Practice:

WB p43

Grammar reference and practice:

SB p150

Exam Practice App

USE OF ENGLISH 2 SB p58

To start

Give students an adjective quiz. Read out the following definitions. Students listen and write down the adjective.

Someone who gets angry very easily is ... (bad-tempered)

Someone who feels sure of themselves is ... (confident)


Someone who can look after themselves is ... (sensible)

Ask students to think of three adjectives and write their own adjective quiz. Ask students to swap the quizzes they have written with a partner. Conduct class feedback.

Consider flipping the classroom by asking students to look at the explore vocabulary box before class and to add any extra words of their own to the list. Then check this and their new words in class.

- 1 Students do the task in pairs. Encourage them to think of why. Go round checking they understand all the words. Discuss with the class how similar or different their best friends are to them and what might be the reasons for this. NB suggest you do not check answers to first point as a class in case students feel uncomfortable.

explore vocabulary

- 2  4.6 Read through the box with the class. Elicit any other words students can add to any points in the list. Then play the recording and students complete the task individually. Check the answers with the class.

1 confident, outgoing, sensitive and sensible.

2 active and sensible.

3 anxious, generous and patient.

- 3 Give students an example of behaviour and a personality adjective, e.g. *I think someone is anxious if they worry about exams all the time.* Elicit ideas for the same example from the class. Then put students into small groups of 3 or 4 to compete the task. Go round helping. Then ask one person from each group to join another group so they are in new but different groups of 3 or 4. Students share their ideas in their new group.

exam tip

- 4 This refers to Part 3 of the Reading and Use of English paper. Read the first part of the exam tip with the class. Refer students back to the explore vocabulary box and remind them to use a single word and to consider different options, e.g. depend, dependent, independent. Ask students to complete the task in the exam tip box. Check the answers with the class.

You need an adjective. Yes, you need a prefix (*in-*).

exam task: word formation

- 5 Remind students to read through the whole text before they start to get a general idea of what the text is about without worrying about the gaps. Time them, e.g. one minute for this. Then students complete the task individually. Check in pairs then check the answers with the class.

1 competitive 2 unpleasant 3 patience

4 independent 5 anxious 6 impossible

7 ambition 8 aggressive

alternative

If you think students will find this task hard, then go through each of the gapped sentences in the task first and elicit what type of word is needed for each gap, e.g. positive, negative, countable, uncountable, etc. Then check if they know the appropriate versions of each of the given words and then ask them to choose.

Speak up

- 6 Students complete the task in small groups. Ask them to agree to choose one person and to list the qualities this person has. Ask them also to use online sources (phone or computer) to find evidence of those qualities, e.g. what did the person do or how do they behave. Go round helping and monitoring. Each group then presents their case to the class.

Possible answers

footballer – talented, competitive, responsible;

my granddad – patient, sensitive, decisive

extra

They could write up their notes about the person for homework. Ask them to write about 100 words.

Fun footer

Students read the footer and discuss why this might be the case. Discuss as a class.

To finish

Whole class: Students work in a circle. One student says an adjective and the next must give its noun form or add a prefix to make it negative. You must say in each case.

Student A: *active*

Teacher: *make it negative*

Student B: *inactive*

Student B: *responsible*

Teacher: *make it into a noun*

Student C: *responsibility*

When one student makes a mistake they drop out until the whole class has dropped out.

Presentation tool:

Unit 4, Use of English 2

Workbook / Online Practice:

WB p44

Audioscript:

SB p183

Photocopiable:

4C

Exam Practice App

To start

Explain to students that the lesson will concentrate on expressing opinions. Put students into small groups and ask them to discuss these questions:

- What is the hardest part of the Speaking test?
- What's the easiest part?
- What's the best way to practise speaking in a foreign language?

As students discuss the questions, make a note of any phrases they use to introduce an opinion, especially ones that they over-use such as *I think ...* and *In my opinion*.

Conduct class feedback on the discussion and find out what other phrases students know for expressing an opinion.

Power up

- 1 Students look at the photo and suggest where this is and what this is, e.g. a festival or rock concert. Elicit ideas for different kinds of social events from the class and write a list on the board. Then in pairs students discuss the last two questions.

Possible answers


festival, rock concert, sports competition, fair, cultural celebration eg fireworks, feast, costume plays

- 2 Students discuss the task in small groups. Go round observing. Conduct feedback with the class.

Battle of the bands: amateur bands get up and compete in an informal competition.


Multicultural feast: people from different countries or with diverse cultural backgrounds bring foods from their own cultures which everyone can sample.

Games evening: a large social event where people bring along various board games, e.g. Monopoly, Trivial Pursuit, chess, etc. and people play what they choose. This could include video games as well.

- 3  4.7 Tell students they will hear a conversation about social events. Play the recording. Check the answers with the class.

multicultural feast and games evening

useful language: expressing opinions

- 4  4.8 Read through the useful language box and the examples. Play the recording again and students tick the phrases. Check the answers with the class. Ask: *Why is it important to use a range of expressions? (so that you don't repeat yourself, or to make your point more powerful).*

I think ..., In my opinion ..., Personally ..., It (just) depends on ...

- 5 Students complete the task individually, then conduct feedback with the class.

Possible answers

- 1 they're really good fun to have with friends / they're awful and the singing is terrible
- 2 joining a club or a sports team; doing homework together
- 3 yes, there are loads of trips and plays and discos; no, we need to do more, we never do anything after school

exam tip

- 6 This refers to Part 4 of the Speaking test. Read the first paragraph in the exam tip box with the class. Explain that in this part of the exam they will be asked some questions by the examiner that are connected to the collaborative topic they have just discussed in Part 3. Point out to students that this is an opportunity to show how much language they know and they should take the chance to give answers which are as full as possible. Discuss with them how they can do this, e.g. by giving reasons or examples. Point out the questions all ask for the students' opinions in some way but with reasons etc. Read the example together for question 1. Students work in small groups to complete the task in the Tip box. Set up so that A asks the question, B responds and C gives feedback on how full their answer was. Go round monitoring. If helpful, check the Speaking File on page 166 of the Student's Book.

exam task: discussion

- 7 **e** Students ask and answer the questions in pairs. Encourage students to prompt each other to give longer responses, e.g. by asking 'Why' if the responder dries up. Go round monitoring and making mental notes.

Possible answers

- 1 I think the music festival would be because you would have to get all the groups organised and they are usually very busy. Also there's a lot of equipment to think about and it could be very expensive. The other thing is I think timing would be a very important issue and it would be hard to make them keep to a time.
- 2 I would say that you have to be very organised yourself and practical. Also you have to be sensible and calm and not get nervous or cross when things go wrong. Then you have to be a leader for the group you are organising and in the end you have to be prepared to do all the jobs yourself.
- 4 In my opinion a multicultural feast would be very interesting because you would get so much opportunity to try new things and through the food you could learn about other cultures. It depends on how they organise it but it would be good to have the chance to learn how to cook some of the dishes as well.

Assessment: Go round monitoring students and focus on the Discourse Management criterion in the exam assessment criteria. Consider:

- Do they produce extended stretches of language?
- How much do they hesitate?
- Is their answer relevant to the question?
- Do they use a range of cohesive devices?

Make notes as you observe and feed back to the class on any general points on this aspect of communication. If necessary ask them to repeat the task.

4 Make it happen

SPEAKING (Continued)

extra: digital



Give students another chance to go through the task in pairs, taking account of the ideas generated above if necessary. Suggest they each answer different questions this time. Tell them to record their responses and to decide together how full their answer was each time. This allows them to work on improvements more collaboratively, which is more motivating and memorable.

Speaking extra

- 8 Ask the class to think about a range of social events that could take place in the school, e.g. a festival, a fair, etc. Put the list on the board then in pairs students choose one and complete the task. Go round helping and monitoring. Remind them they need to prepare to present their ideas to the class.
- 9 The pairs in Ex 8 take it in turns to present their ideas to the class and the class votes on the best idea.

To finish

Ask students in pairs to talk about a social event that they have attended, what its goal was, and how successful it was. Go round monitoring. Then ask pairs to get together with two other pairs and share their ideas. Encourage the other pairs to take notes and ask follow-up questions.

Presentation tool:	Unit 4, Speaking
Workbook / Online Practice:	WB p45
Speaking File:	SB p166
Audioscript:	SB p183
Exam Practice App	

WRITING SB pp60–61

To start

Write the following sentence on the board:

Our teenage years are the best years of our lives.

Ask students to discuss this with a partner for a minute. Circulate as students do this, noting down any interesting language or ideas that you hear, especially points connected to happiness.

Power up

- 1 Students look at the photos and in pairs and discuss the questions. Also ask: *What different types of happiness do the photos show?* Conduct feedback with the class.

Possible answers

the feeling of swinging
laughing with friends
riding fast
taking a risk being upside down
making silly jokes
being in a team; bonding

- 2 Students do this task individually then compare in small groups. Conduct feedback with the class. Make a list on the board of the different points they mention for things that make them happy, e.g. *sunny weather, being with friends, finishing some work, helping other people, having time to myself, shopping*. Find out what the most common points are. Then discuss the first question with the class.

Plan on

- 3 Ask students to remember all the points they can about writing an essay, e.g. it gives an opinion, an argument, it's formal or semi-formal. Ask: *Who do you usually write an essay for?* (the teacher). If necessary check the Writing File on page 167 of the Student's Book with the class. Then ask students to read the essay task and essay title. Check understanding and ask: *Why do we write notes about the essay topic?* (to put down our ideas / points we want to include). Ask students in pairs to look at the notes and complete the final point. Check their ideas with the class. You may want to put some ideas on the board.
- 4 Students read individually and then discuss in their previous pairs if the third point is the same. Put students into small groups and ask them to discuss if they agree with the writer. Conduct feedback with the class.

extra

As a revision activity, students in pairs check how many paragraphs there are in the essay and what the focus of each paragraph is. Check the answers with the class.

1 = introduction, 2 = for and against on main point (possessions), 3 = examples of personal relationships, 4 = writer's suggestion on how to be happy through hard work, 5 = conclusion.

explore language

- 5 Read through the explore language box with the class. Point out or elicit from the class that we would use the contrasting expressions in the main part of the essay and the summarising phrases at the end. Students do the task individually then check in pairs. Check the answers with the class.

On the one hand, it is lovely to have the latest gadgets ...

On the other hand, many people have all these things but **despite that**, they are unhappy in themselves.

However, people sometimes think they can buy love by giving expensive presents.

Although a diamond ring is an amazing gift, a bunch of flowers may bring more pleasure.

To sum up, we can chase happiness ...

- 6 Students complete individually, then share their ideas in small groups. Go round monitoring and making mental notes. Raise any points about the use of the phrases with the class when they have finished.

Write on

exam tip

- 7 This refers to Part 1 of the Writing paper. Point out that students should always try to give opposing views and reasons for those views but explain which 'side' they agree with and why in their conclusion/summing up. Ask them to think about why (an argument is more objective if you look at both sides). Read the exam tip with the class and remind them to look back at the explore language box for examples of contrasting phrases. Students complete the task in the tip box and connect the two opposing ideas. Check with the class.

On the one hand, On the other hand

extra

Ask students in pairs to write down notes for two opposing arguments, on one of these topics.

Playing video games

Doing homework at the weekend

Learning about sport in school

Tell them to pass their notes to another pair who must write complete sentences to show the opposing arguments. This can be done as a single sentence or as two contrasting sentences as in the tip. Students then read each of their arguments out to the class.

- 8 Read the task with the class and check understanding. In pairs, students make notes on ideas for the third point. Check some ideas with the class. Make sure all students have some ideas/notes for point 3.

- 9 Students individually make notes. Remind them of previous ways you have made notes e.g. spider diagrams, tables, etc. Go round helping and monitoring. They can then check their notes with a partner to check if they make sense or to share different ways of making the notes.

exam task: essay

- 10 **e** Students can write their article for homework. Remind them of importance of checking their work before handing it in. If necessary remind them to use the Writing File on page 167.

Model answer

I think that having a particular aim can help you to do better generally in all areas of life.

Regarding your school or college work, on the one hand it is fairly easy just to do your homework and follow the lessons. On the other hand, if you have a goal, say, of getting a grade A, that will make you push yourself more. On a personal level, although none of us can ever be perfect, there's a lot of opportunity at our age to become the best that we can. If you say things to yourself such as 'I must be nicer to people', then that is a way to improve yourself.

Not everyone is sporty or musical. However, if you have a particular hobby then in my opinion, it really helps to aim for something. For example, I really wanted to get into the basketball team and, despite not being the best player, I got there eventually!

To sum up, people say that if you fix your mind on something good, it will happen to you! So let's all aim to achieve our personal goals.

Improve it

- 11 Students check each other's essays. Ask them to check if different opinions have been expressed, if they have used the useful language, and that the arguments are clear. They can make notes or discuss in pairs.

Assessment: Focus on the Content criterion of the exam assessment criteria and bear the following in mind:

- Does the essay complete the task?
- Are there points about different types of goals?
- Does the essay cover different arguments, e.g. for and against?
- Is the student's opinion clear?

When they are checking their work or your marks, talk to them about any points that need improvement and, if necessary, give them another chance to rewrite the essay and pay attention to the points you have raised.

4 Make it happen

WRITING (Continued)

extra

Students read their essay again with their partner's notes and see where they can make corrections or add in points that are missing. Go round helping or give them this to do for homework then check their work again. If necessary ask students to write an updated/new version.

Fun Footer

Ask students to read and discuss in pairs if this is true for them. If so, why? if not, why not? Conduct feedback with the class.

To finish

Put students into different pairs from Ex 11 and, having seen other people's ideas, ask them to discuss the task in Ex 8 orally. Go round monitoring.

Presentation tool: Unit 4, Writing
Workbook / Online Practice: WB p46
Writing File: SB p167
Exam Practice App

SWITCH ON SB p62

My 'Year 12' life

- 1 Pre-teach or elicit the understanding of vlog (a vlog is a video-blog, usually found on sites like YouTube, where people discuss their opinions or publicise things like fashion). Ask students to discuss in pairs then conduct feedback with the class. Find out which types of vlogs they like best and why.
- 2 Check the task with the class then play the video as student match. Check the answers with the class including is important to them.

Possible answers

Alex = friendship and fun (Friendship is important to Alex and a big part of Year 12 life.)

Angela = sport (Taekwondo helped her when she moved from China to Australia. It helped her become who she is.)

- 3 Give students time to read through the sentences then play the video again while students do the task. Check the answers with the class.

1 T 2 F (they are friends) 3 F (sport is her priority this year)
4 T
5 F (it is hard to balance school and competing but believes she is making the right choice to focus on Taekwondo)

- 4 Put students into small groups to discuss the questions. Make sure they give reasons why. Go round monitoring. Ask groups to share their ideas.

extra

Ask students in pairs or small groups to think about what might happen to vlogs in the future. Ask them to consider the following:

- if vlogs will become more or less popular and why
- how vlogs might change in the future
- what other social media phenomenon might replace vlogs in the future

Project

- 5 Read through the project with the class and make sure they understand what to do. Put students into pairs based on their interests in Ex 4. Make sure you give them enough time to complete (1) properly. Then ask them to complete the spider diagram perhaps using some of the prompts in (1) to help them. Once they are writing the script, remind them they will have to time themselves. If you want them to share their vlogs at the end make sure they are short, e.g. 2–3 minutes.

Presentation tool:
Switch on videoscript:

Unit 4, Switch on
TB p167

INDEPENDENT LEARNING

SB p62

Reading and writing

- 1 Read through the task with the class and check they understand what to do. Ask them to do the task individually.
- 2 Put students into pairs to discuss their answers to Ex1. Go round monitoring and helping.

Possible answers

- 1 Make sure you read the whole paragraph or section to get a sense of the writer's purpose or intention.
- 2 Use the words around the unknown word to help; read the section before the unknown word and think about what a logical guess might be in context.
- 3 Underline the pronouns then go back and look at all the previous nouns and see which fits best.

- 3 Ask students to do this individually then check answers in pairs. Ask them to think about how they can avoid these mistakes (e.g. recording whole phrases).

peoples	people's
On other hand	On the other hand
friends	friends
culdn't	couldn't
on	about
must	had
defnitly	definitely

- 4 In the same pairs ask the students to mark the essay and think about reason for their mark. Discuss their answers with the class.

Possible answers

- 1 = 4 despite mistakes meaning is clear
- 2 = 3 tried variety but not always successfully
- 3 = 3 fairly basic vocabulary
- 4 = 4 a few basic mistakes
- 5 = 2 some very basic spelling errors

- 5 Ask students to bring in or find their essays from the unit. Put them into different pairs and ask them to do the task. When they have finished have a class discussion about what they find easy to assess, what they find hard and why.

- 6 Ask students to complete individually.

UNIT CHECK

SB pp63-64

Practice

- 1 1 about, with 2 away, up 3 of, on 4 with, out 5 at, at 6 about, on
- 2 3 4.9, 4.10 1 decisive 2 confident 3 generous 4 sensitive 5 ambitious 6 independent
- 4 1 championship 2 coach 3 relationships 4 opponent 5 optimistic 6 consumer society 7 community 8 intense

Review

- 1 1 should, can't 2 shouldn't 3 allowed 4 may, had 5 have 6 need
- 2 1 will not be able to / won't be able to 2 should not have asked / shouldn't have asked 3 ought to take up 4 have got to see / 've got to see 5 have been performing together for 6 do not need to get / don't need to get / need not get
- 3 1 could / would 2 was 3 had 4 allow/permit 5 should 6 did 7 had 8 will
- 4 4.11 1 could 2 mustn't 3 must 4 can't 5 have to

5 Model answer:

At school, I think there are ways you could change the situation without causing any problems. For example, why don't you take up a new sport or hobby – something your cousin wasn't interested in – and join a club at school? That could be 'your thing' and if the teachers see you doing well in something different, then they'll stop comparing you to him.

As far as your parents are concerned, perhaps you should sit down and talk to them about the way you feel. Try to explain to them that you really like your cousin, but it doesn't help you to hear about his achievements all the time. They might not realise what they are doing and I'm sure they'd understand.

GRAMMAR FILE

SB pp151

- 1 1 A and B 2 B and C 3 A and B 4 B and C 5 A and C 6 A and C 7 B and C 8 A and C
- 2 1 may 2 can't 3 need to 4 should have 5 had 6 couldn't 7 ought 8 need
- 3 1 You had better book the concert tickets soon.
2 May I eat the last slice of pie?
3 I shouldn't have told her the truth.
4 Will you give this note to Mrs Strong, please?
5 You mustn't share this secret with anyone.
6 She needn't be there until 8 o'clock.
7 We're not able to run as fast as you.
8 I must have a rest.
- 4 1 she may be 2 must be able 3 it should be 4 Could that woman be 5 can't be 6 might not come
- 5 1 B 2 A 3 C 4 A 5 C 6 B 7 A

Presentation tool:

Unit 4, Unit check

Workbook / Online Practice:

WB p47

Audioscript:

SB p184