

9

That's Life!

Unit plan**Reading:****Vocabulary:****Grammar:****Listening:****Speaking:****Writing:**

multiple choice, identifying which answer option paraphrases the text
 words related to problems, collocations & expressions, prepositions, commonly confused words
 relative clauses, participle clauses
 multiple choice, staying focused while you are listening
 discussion and decision making, talking about problems, responding or adding to a comment and making an alternative suggestion
 article, making notes and planning 2, identifying which kind of plan suits the writing task

Unit Opener (SB page 109)

- Ask students to read the title (*That's Life!*) and tell you what the expression means (*used by someone to show they have accepted a difficult situation*). Ask students to look at the picture and ask them what they see (*Students in class are taking notes and paying attention to the lesson.*). Ask them how they think the title relates to the picture.
- Ask students if they are attentive in class or if they are trouble-makers.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must list the problems from most serious to least serious. Tell them to approach the task from the point of view of the average teenager and not necessarily themselves.
- Ask students to read the problems and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class. Take a survey to see which problems the class thinks are the most serious.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs.
- Monitor and help with vocabulary and grammar if necessary, but do not interrupt fluency.
- When students have finished discussing with their partner, have a class discussion about the negative effects of the problems.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the quotations and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary, but do not interrupt fluency.

Suggested answers

When faced with a problem, you have the opportunity to push yourself and try hard to solve it. By talking to someone about a problem, you will feel better and perhaps the problem won't seem as bad to you.

TOP TIP

Help students to recycle and consolidate language by encouraging the use of vocabulary taught in previous units. For example, when discussing problems in this unit, reintroduce some of the language from Units 1 and 2 about feelings.

Let's talk about it!

- Do you talk to family or friends when you have a problem? Why?
- Is it better to be the same as everyone else or different? Why?
- How do you think you could be a better friend?

DVD 9

Summary of DVD 9: This DVD is a motivational video about getting back on your feet after you've been knocked down. The famous people mentioned are Lucille Ball (famous American actress/comedienne), the Beatles, Ulysses S. Grant (former US President), Michael Jordan (US basketball player), Thomas Edison (inventor of the first record player and the motion picture camera), Walt Disney and Abraham Lincoln (former US President who abolished slavery).

DVD link: <https://www.youtube.com/watch?v=hZBCI13rJmA&list=RDpTgOLLmTQI0&index=3>

Answers

The main message is 'If you've never failed, you've never lived.'
 Students' own answers

Reading (SB pages 110-111)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the definitions and explain anything they don't understand.
- Students work individually to answer the question.
- They then check their answer in pairs before checking as a class.

Answer

b

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to think about peer pressure problems they or their friends have experienced.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary if necessary.

Suggested answers

play truant, dress a certain way, act a certain way, not be friends with certain people

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the texts quickly and tell you what kind of peer pressure can lead to health problems.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answers as a class.

Answers

Pressure to consume more junk food.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they need to look at multiple-choice questions very carefully because the correct answers are often paraphrased from the text, whereas the incorrect answers often contain the same words as the text in order to trick or confuse them.
- Refer students to the options in Question 2 and ask them to look for the same words in the text and to find the correct answers.
- Check answers as a class.

Answers

The words from the text are *understandable, decisions, familiar*. The correct answer is d.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.

- Ask students to read the texts again and to look at the questions and options, and look for paraphrasing.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer questions 7 and 8.
- They then check their answers in pairs before checking as a class.

Answers

- 1a *I find it really childish ...*
2d *If people give in to the pressure, it's usually because they want to fit in with their peers.*
3c *But peer pressure isn't all negative. It can be helpful, ... This kind of pressure is intended to help teens to feel better, healthier or happier.*
4d *... all schools in the northern district had joined forces to fight peer pressure. 'While peer pressure has always been a problem among teens,' he said, 'it is obvious that it has become worse in recent years.'*
5c *We believe that by raising awareness of the issue, we can help ...*
6b *... Marie was forced to admit the girl wasn't there. ... and the other girls are furious with her.*
7b (a) *They asked me to do something I wasn't comfortable with. Basically, they wanted me to skip school with them (they go to one near mine) and to sneak out of home at night and go clubbing with them.* (b) *Common pressures include pressure to try cigarettes, alcohol or drugs, to engage in actions such as stealing or shoplifting, to play truant for the day, to dress in a way that doesn't feel comfortable, and pressure to ignore or look down on certain people in social situations.* (d) *Reluctantly, Marie agreed to cover for them after they had threatened to drop her as a friend.*
8b (c) *... we can help teens ... by encouraging potential victims not to put up with peer pressure and to feel confident about saying 'No' when they have to.* (d) *My advice to you is ... And next time, be strong and say 'No'.*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the correct form of the phrasal verbs in the orange box.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to find and underline the phrasal verbs in the texts and to see how they are used in context in order to work out their meaning.
- Students work individually to rewrite the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 looks down on
2 gave in
3 fit in
4 go along with
5 put up with
6 get rid of

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the expressions and ask them if

- they have the same expressions in their language.
- Students work in pairs to complete the task.
- Check answers as a class.

Answers

The black sheep of the family and a square peg in a round hole are real expressions; the expressions are about not fitting in/standing out because of an obvious difference.

▶ EXTENSION ACTIVITY

Role play. One student has a peer pressure problem that is making them very anxious. Their partner is an authority figure such as a parent, older relative or teacher whom they go to for advice. The first student must explain what the problem is and how it makes them feel; the second student must give advice on dealing with the problem.

Vocabulary 1 (SB page 112)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

1 addiction	4 violence
2 disorder	5 bullying
3 pressure	6 image

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

1 cyber-bullying	4 eating disorder
2 body image	5 Internet addiction
3 youth violence	6 peer pressure

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the first item and elicit that the words are adjectives and opposites. Explain that all of the pairs in the task are adjectives that have opposite meanings.
- Ask students to read the words and the sentences and explain anything they don't understand.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1a negative	4a lenient
1b positive	4b strict
2a civil	5a eager
2b nasty	5b reluctant
3a mature	
3b childish	

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Explain to students that they must use only vowels to complete the words.
- Ask students to work in pairs before checking answers as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

1 e e e e (self-esteem)
2 o i a a u (social status)
3 a o u (backgrounds)
4 a a i (campaign)
5 a a e i e o a e (academic performance)
6 a u i (maturity)

▶ EXTENSION ACTIVITY

Ask students to choose six words from the items in Vocabulary 1 and draw a word formation table including the three headings (Verb, Noun, Adjective). Students complete the table for their chosen words. Tell them that not all of the words need to have a verb, noun and adjective form. When they have finished, ask them to read out their words or write them on the board.

Extra Task (for early finishers)

See photocopiable material on page 153.

Grammar 1 (SB page 113)

Before you read the Grammar box

- Revise relative clauses. Write this sentence on the board: *The girl who was bullying my brother is a coward.* Ask students to identify the relative pronoun (*who*) and to say whether the sentence contains a defining or non-defining relative clause (*defining*). Ask students to give you examples of other relative pronouns (*which, that, whose, where, when, etc.*).

1

- Read through the grammar theory with the class.
- Ask individual students to give you sentences using the relative pronouns *who, that, whom, which, whose, where, when, why*.
- Ask for examples of both defining and non-defining relative clauses, as well as prepositions with relative pronouns.

2

- Ask students to read the instructions and check that they understand what they have to do. Ask them which parts of the sentence will change (*the relative pronoun and the position of the preposition*). Refer them to the grammar theory to help them complete the task.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

The girl that I am going to the party with is in my peer group.
 The girl I am going to the party with is in my peer group.
 The girl with whom I am going to the party is in my peer group.

Read 9.1-9.4 of the Grammar Reference on page 172 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|----------|
| 1 which | 8 where |
| 2 who | 9 that |
| 3 why | 10 which |
| 4 who | 11 whose |
| 5 who | 12 when |
| 6 which | 13 which |
| 7 whom | 14 - |

▶ EXTENSION ACTIVITY

Ask students to write a short paragraph about a problem that is common to teenagers. Tell them they must use relative clauses. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their paragraphs.

Extra Task (for early finishers)

See photocopiable material on page 153.

1-2 Vocabulary 2 (SB page 114)

1

- Explain to students that in this exercise they will be looking at expressions with verbs.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the expressions all contain verbs and that these must be in the correct form, ie the correct tense or infinitive form.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences with the expressions.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------------|-------------------|
| 1 spreading rumours | 4 playing truant |
| 2 going hiking | 5 raise awareness |
| 3 join forces | 6 skip school |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Tell students to pay attention to the words before the prepositions in order to work out which preposition is correct.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | | | |
|--------|--------|--------|-------|
| 1 in | 3 from | 5 with | 7 for |
| 2 from | 4 into | 6 of | 8 for |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they look similar or have similar meanings.
- Ask students to read the words and the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|------------------|
| 1a childlike | 4a revealed |
| 1b childish | 4b betrayed |
| 2a impresses | 5a colleagues |
| 2b influences | 5b acquaintances |
| 3a injure | |
| 3b damage | |

▶ EXTENSION ACTIVITY

Ask students to write a sentence with an expression from 1, a prepositional phrase from 3 and a commonly confused word from 4. For example, *Alice **received** a text message **from** a friend telling her that some **childish** students were **spreading rumours** about her.*

Extra Task (for early finishers)

See photocopiable material on page 153.

Grammar 2 (SB page 115)

Before you read the Grammar box

- Explain to students that participle clauses are similar to defining relative clauses and that they give us more information about someone or something.
- Tell students that participle clauses can make sentences shorter by replacing relative pronouns; by being used with conjunctions and prepositions; and by replacing the subject and the verb in a sentence in some cases.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board without the underlining. Ask individual students to come to the board and underline the participle clauses and say if they are present participles or past participles. Then ask them to explain what the sentences mean.

1 *A girl riding a bike nearly ran into me. (present) (A girl who was riding a bike nearly ran into me.)*

2 *The student awarded the scholarship was very pleased. (past) (The student who was awarded the scholarship was very pleased.)*

3 *Before leaving the house, I fed the dog. (present) (Before I left the house, I fed the dog.)*

4 *I know the girl walking in the park. (present) (I know the girl who is walking in the park.)*

5 *Not knowing the answer, I was worried. (present) (I didn't know the answer, so I was worried.)*

6 *Falling off the horse, I broke my arm. (present) (I broke my arm when I fell off the horse.)*

7 *Told to leave, the boy got up immediately. / Having been told to leave, the boy got up immediately. (past) (The boy was told to leave and he got up immediately.)*

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must do three things: underline the participle clause, identify the participle used, and rewrite the sentences without the participles. Ask them what they can use instead of a participle (*relative pronoun/clause*).
- Ask them to read the sentences and explain anything they don't understand.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

a Students bullying their classmates might have personal problems.

b The anti-bullying campaign set up last month has been successful.

The participle in sentence a is a present participle and the participle in sentence b is a past participle.

a Students who/that are bullying their classmates might have personal problems.

b The anti-bullying campaign which/that was set up last month has been successful.

Read 9.5-9.8 of the Grammar Reference on pages 172-173 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.

- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 Not knowing what to do, Nancy decided to ask her friend for her advice.

2 Given a choice, Tim preferred to speak to his teacher without his mother there.

3 Having broken his aunt's favourite vase, Dan decided to deny what he had done.

4 The teenager accused of spreading rumours was sent to see the head teacher.

5 ✓

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them. Remind them that they must use the present participle for active meanings and the past participle for passive meanings.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 Gossiping about Jack, Jan didn't see him come in.

2 My parents spoke to a psychologist working in a different city.

3 Not being able to provide an excuse, Ben was punished for coming home late.

4 Having broken several laws, the club was closed.

5 Expelled / Having been expelled for truancy, my son left the school.

EXTENSION ACTIVITY

Ask students to look back at Reading texts A and D on pages 110 and 111 of their Student's Book and write about the situations of George and Marie using participle clauses. For example, *Asked to skip school, George refused.*

Extra Task (for early finishers)

See photocopiable material on page 153.

Listening (SB page 116)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear four extracts and that they must match them to the four questions by listening for the information they need.
- Ask students to read the questions and explain anything they don't understand.
- Play the recording and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.

- Play the recording again if necessary, and check answers as a class.

Answers

- 1D** ... as a teenager, I used to listen to Yell. You were my favourite band.
- 2C** ... you made that unforgettable advert against cruelty to animals ...
- 3A** ... I once played truant ... I just hung around with my friends at the park ... I got bored and went back home to play my guitar.
- 4B** ... my family moved to Manchester when I was fourteen and I had to change schools!

See the recording script on page 141.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will have to answer the questions in their own words and that they may take notes as they listen.
- Ask students to read the questions and explain anything they don't understand.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Compare answers as a class.
- Explain that the same questions are asked in 3 and they will be told the answers once they have completed that task.

Answers

Students' own answers

See the recording script on page 141.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they must remain focused while listening in order to identify the parts of the recording that contain the information required to answer the question. Point out that in the event they miss the information, they should not waste time trying to work it out as they might miss the answer to the next question too. Tell them they must answer all the questions even if they aren't sure of the answer and that in such cases it's a good idea to answer the question in their own words and then decide which of the options is closest in meaning to it.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to read the options and ask them to underline key words in the questions.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C** You're famous! You were the lead guitarist in one of the rock bands of the 70s.
- 2B** ... I'm sure half your audience is too young to have seen me play back in the old days. They're probably wondering 'who's the old guy in the fabulous leather boots?'
- 3C** Kids today still 'get' your songs, they know what you mean when you talk about what it feels like to be a young man – or woman. That never changes, does it, Lou?
- 4A** ... although I didn't do too badly academically, I wasn't very confident.
- 5B** I was furious! I thought 'This has to stop, I'm going to show them. I'll go to the gym, get fit and teach them a lesson for what they did to my friend.'
- 6B** I'd also just discovered music and that made me more popular. It did wonders for my self-esteem and I started to feel more sure of myself.
- 7A** You're really destroying the 'bad boy' image, here. ... Sorry, but that was never my type.

See the recording script on page 141.

Speaking (SB page 117)

1

- Ask students to read the four questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

If possible, try to begin or end every Speaking lesson with a discussion that is not connected to the lesson. Students aren't always interested in the lesson topic, so make sure they don't switch off by including something for discussion which appeals to all the students.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to have short dialogues based on the statements.
- Go through the *Language Bank* with the students and make sure they understand the functional language and how to use it.
- Ask students to read the statements and explain anything they don't understand.
- Students work in pairs to develop the statements into short dialogues.

- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, ask one pair to act out their dialogue in front of the class.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in a discussion like this there must be interaction between them and their partners. Tell them it is very important to keep the conversation going and that they can do this by responding appropriately to their partner, adding a comment to what they have said, or even making an alternative suggestion and then asking for their partner's opinion.

3

- Go through the *Language Bank* again with the students and make sure they understand how to use the functional language.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the options within the context of the task (*How would these suggestions help your cousin make new friends?*) and that they are not being asked to choose the best ways to make friends in general. Elicit that there is a second part to the task which requires them to reach a decision about the two suggestions they would recommend. Point out that there are no right or wrong answers.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 118-119)

Article: Making notes and planning 2

- Ask students to read the information on articles and making notes and planning.

- Explain to students that if they decide to write about one side of an issue, their paragraph plan should be different to one for writing about both sides of an issue.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to compare the paragraph plans from Unit 2 with the paragraph plan in Unit 9.
- Refer students back to Unit 2 Writing, pages 26 and 27 of their Student's Book. Go over plans A and B again with the students to refresh their memories. Remind them that the plans are suitable for discussing the positive and negative aspects of an issue.
- Go back to Unit 9 Writing. Ask students to read the writing task and answer any questions they might have about it.
- Ask students what they would say in response to the question, 'Do young people worry too much?' and elicit that it would receive a 'yes' or 'no' answer.
- Students work individually to complete the task.
- Discuss as a class why Plan C would be the best plan for the task.

Answer

This plan (Plan C) is better because the issue cannot be viewed from different sides.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must decide on the three paragraph topics, then they must decide in what order to write about them and finally, they need to complete the plan.
- Explain to students that for the first part of the task they need to look at the groups of words (*ie face, spots, hair, clothes*) and decide what the general topic area is for each one. Then they have to write the topics into Plan C in 1, in the order in which they think they should appear in the article.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Suggested answers

- 1 appearance/what they look like
- 2 school/studies
- 3 friends/other people/peers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task and explain anything they don't understand.
- Students work in pairs to complete the task before checking as a class.

Answers

Students should underline: what things, which people affect teenage behaviour the most, giving examples.
Students' own ideas

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there

are two parts to the task. First, they should complete the topic sentences and then decide if the topics are the same as the ones they came up with in 3.

- Elicit that the article is written in answer to the task in 3.
- Ask a strong student to read the article and explain anything students don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Suggested answers

- 1 friends/peers
- 2 parents
- 3 Advertising/The media

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which plan (A, B or C) is best for each task and in order to do so they will have to refer back to pages 26 and 27 in Unit 2 again.
- Ask students to read the task extracts and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 A,B (The topic requires a response in which two sides of an issue are considered. Plan A allows for a discussion of the positives and negatives of applying to university, while Plan B would allow for a discussion of the positives and negatives of applying to university as well as the positives and negatives of not doing so. Plan C is not suitable for a discussion of pros and cons.)
- 2 B (The topic requires the writer's opinion about two things – a hotel and a town. This means both the positives and the negatives of each need to be considered. For this reason, Plan B works best. Plan A is suitable for a discussion of one thing or issue, not two as in the review. Plan C is not suitable because it does not allow for a discussion of positive and negative aspects.)
- 3 B (The topic requires the writer to give advice about a situation by considering the positives and negatives of getting a summer job versus the positives and negatives of a nice summer holiday. Plan A is not suitable because it does not allow for a discussion of two issues. Plan C is not suitable because it does not allow for a discussion of positive versus negative aspects.)
- 4 C (Plan C is the only one that allows for descriptions, and this is what the writer is required to do when talking about their best friend. Plans A and B are only suitable for comparisons of issues and aspects.)

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to use the words and phrases to express positive and negative aspects in their articles.

▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about the best and worst things about being a teenager.

6

- Read the task out to students and explain anything they don't understand.
- Remind them to choose a suitable writing plan and to give their article a title.
- Go over the *Plan* with the students.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Explain to students that they need to use a suitable plan for their writing task and that once they have it, they can then brainstorm for ideas. When they have their ideas, tell them they should group their ideas into topics and decide on the order of their paragraphs. Finally, tell them to stick to their plans when writing as this will keep them from going off topic.

Reload 9 (SB page 120)

Objectives

- To revise vocabulary and grammar from Unit 9.

Revision

- Tell students that Reload 9 revises the material they saw in Unit 9.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1 and 2: Revise the compound nouns by writing the first word of each on the board and asking students to complete the compound noun. Then ask students to explain what the compound nouns mean.
- 3: Revise the adjectives by writing one from each pair on the board and asking students to tell you what the opposite is. Once they have done that, ask them to use one or the other word in a sentence.
- 4: Revise the words by writing them on the board and asking students to tell you what they mean. Once

they have explained the meanings, ask them to use the words in sentences.

Vocabulary 2

- 1 and 2: Practise collocations and expressions. Write the expressions on the board and ask individual students to explain what they mean and use them in sentences.
- 3: Practise prepositions. Write the verbs on the board one by one and ask individual students to tell you which prepositions they go with. Then ask them to use the prepositional phrases in sentences.
- 4: Practise commonly confused words. Read out the words pair by pair and ask individual students to explain what they mean and to use them in sentences.

Grammar Revision

Grammar 1

Practise relative clauses.

- Read out the relative pronouns and ask individual students to use them in sentences which they write on the board. Then ask the class if the relative pronoun is necessary, if the clause is defining or non-defining, and if the sentence can be rewritten.

Grammar 2

Practise participle clauses.

- Write the sentences on the board and ask individual students to complete them with the correct participle of the verb given.

1 Parents _____ (wait) for their children stood outside the school. (waiting)

2 Before _____ (answer) the question, Jim drank some water. (answering)

3 _____ (ignore) by her friends, Kathryn started crying. (ignored)

4 The advice _____ (give) to the students was excellent. (given)

5 My friend _____ (remember) my birthday, called me. (remembering)

6 _____ (tell) a lie, he looked down at his shoes. (Telling/Having told)

7 _____ (bully), he knew how I felt. (Having been bullied)

8 _____ (not pass) his exams, he decided to quit university. (Not having passed)

- Students are now ready to do Reload 9.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2d 3c 4a 5c 6c 7d 8a 9d

Grammar

1b 2a 3c 4c 5c 6d 7c 8b 9c