



Unit 12 | Session 1

Practice makes perfect - Change the world

LEARNING OBJECTIVE: discuss how to make life better

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Lesson Overview

1. GET STARTED: Practice makes perfect
2. PREPARE: Skills and performance
3. GRAMMAR: Adverbs with adjectives and adverbs
4. SPEAKING: How skilled are you?
5. PREPARE: Describing emotional impact
6. SPEAKING: A little goes a long way
7. PROGRESS CHECK

GET STARTED

Practice makes perfect

Look at the photo. How long do you think it took the person to learn to do this?

Talk about an activity you know about that takes a lot of practice to do well.



PREPARE

Skill and performance

Take turns with your partner(s) using the phrases in the box to describe the professions.

1. an astronaut
2. a painter
3. a teacher
4. a concert pianist
5. an accountant
6. an architect
7. a chemist
8. a psychologist

analytical	be competent at
artistic	be gifted at
athletic	be determined to
imaginative	be skilled at
intellectual	be trained to
musical	have technical skills in

A chemist is someone who **is gifted at math and science . . .**

. . . and they're usually very analytical and intellectual.

GRAMMAR

Adverbs with adjectives and adverbs

Add more detail to each sentence by adding the adverb in parentheses.

1. The bride looked beautiful at the wedding. (**amazingly**)
2. I'm excited about going backstage after the concert. (**especially**)
3. But it's not true. (**necessarily**)
4. It's supposed to be cloudy tomorrow. (**partly**)
5. They weren't interested in buying the house, but they said they'd think about it. (**particularly**)
6. There was enough food in the pantry. (**barely**)
7. There's plenty of food leftover after dinner. (**always**)
8. He walked quickly down the street. (**rather**)

The bride looked **amazingly** beautiful at the wedding.



SPEAKING

How skilled are you?

Work in small groups. Compare how skilled you are at doing the following activities. Use adjectives and/or adverbs and examples to support your opinions.

1. cooking
2. saving money
3. fixing things
4. making decisions
5. managing your time
6. playing sports
7. learning a foreign language
8. using new technology
9. dancing

I'm not **especially** good at cooking. In fact, just the other day I burned a whole batch of cookies!

I'm not an amazing cook, either, but thanks to my mom, I'm **fairly** skilled at baking . . .



PREPARE

Describing emotional impact

Complete the sentences with the verbs in the correct form.

be	brighten	capture	do
get	ruin	stress	take

1. You can _____ up people's lives with just a smile.
2. She says her work is _____ her out right now.
3. You need something to _____ your mind off your problems.
4. It will _____ you good to get out of the house for a while.
5. Failing my exam yesterday _____ a real downer.
6. The speaker's ideas really _____ our imagination last night.
7. This cloudy, rainy weather is _____ me down.
8. That bad news _____ my day yesterday.



PREPARE

Describing emotional impact

Share a time when someone in your life had a positive or negative impact on you. Use vocabulary from the box.

Positive	Negative
brightened up my day left a lasting impression on me put my mind at rest raised my spirits took my mind off things	was a real downer got me down ruined my day stressed me out

I remember a time when work was really stressing me out, and my boss took me out for a coffee to take my mind off things. He really brightened up my day because . . .



SPEAKING

A little goes a long way

Work in small groups. Think of what you could do in the following situations to make others feel better.

- Your friend is worried about his grades.
- Your coworkers are stressed about a project.
- Your parents are tired and overworked.
- People in your community are struggling to pay their bills.


If your friend is worried about his grades, you could suggest a day trip together to take their mind off things – maybe a game of soccer.





PROGRESS CHECK

Now I can . . .

- ☐ discuss how to make life better and talk about talent.
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Thank you!