3 My way of life



Vocabulary: Life events **Reading:** Teenage life

Grammar: Comparatives and superlatives

Vocabulary: too, not enough

Writing: An informal letter or email (1)

Warmer

Write *Life events* on the board and elicit its meaning (important things that happen in our lives). Brainstorm different life events as a class and write a list on the board, for example, *start school*, *get married*.

Put students into pairs to discuss which things they have done from the list. Share some ideas as a class and find out who has accomplished the most so far. Leave the list on the board, as you will need it in exercise 1.

Your profile

Ask students to read the two questions. Tell the class when you did these things, for example, say 'I learned to walk when I was two. I learned to swim when I was five'. Then put students into new pairs to discuss the questions. Invite several students to tell the class about their partner.

VOCABULARY Life events

1 Direct students to the six photos and ask 'What can you see?' Invite different students to describe what is happening in each photo, and elicit that they show different life events.

Tell students to read the life events in the box.

Check meaning by asking, for example, 'What is a driving licence?' /'laɪsəns/ Put them into pairs to match six of the phrases to the photos. Check answers.

Tell students to put the events in the box in order. They may have different ideas about this, so accept any reasonable answers.

Refer students back to the list of life events on the board and compare this list to the events in the box. Ask 'Which events are the same?' and discuss ideas as a class.

Answers

Ask students to read the quiz questions quickly with their partner to find which event in exercise 1 is not mentioned. Award a point to the pair who finds the missing event most quickly. Make sure students do not start answering the quiz questions yet.

Answers

be born

3 1.12 Tell students that they are going to listen to Ali answering the quiz. Read it as a class, checking any unknown words before they listen. You may need to explain *state* (one of the parts that some countries, such as the US, are divided into) and *degree* (a qualification given for completing a university course). Play the recording for them to listen and circle the answers he chooses

Allow students to compare their answers with a partner. Play the recording again, pausing it after each question to check answers.

Audioscript

Ali: What are you reading?

Jess: It's a quiz about different countries and various stages

of life. I got four out of eight. Do you want to do it?

Ali: Sure. In Britain, most children start school when they are ... Oh, well, that's easy. It's definitely four. I can remember it really clearly!

Jess: OK. So a.

Ali: Yeah. So, question 2. In Belgium and Germany students cannot leave school before they are ... Well, it's 16 in most countries. But this is a quiz ... so it's probably higher.

Jess: OK. So are you saying c?

Ali: Yes, 18. c.

Jess: OK. Question 3.

Ali: In some states in the USA, the youngest age you can get a driving licence is ... I can't believe it's 14 – that's too young. It's 17 here. Maybe it's younger in the US.

I say <u>b</u>.

Jess: OK. Question 4.

Ali: In the UK ... per cent of young people go to university but only 30% get a degree. Hmm ... this quiz is getting harder. I don't think that most people go to university. It's probably a or b. I'm not sure it's as high as 50%. So that leaves the first one.

Jess: OK. Number 5. So who leaves home earlier?

Ali: Let me think. <u>I think women probably</u>. They're better at saving money so they can leave home earlier.

Jess: I'm not sure that's true for me, but OK. Question 6. Have you got a job of any kind?

Ali: No, my mum doesn't want me to have one. Let me read the question ... In the UK, children of ... are allowed to get a job. I don't think there are any rules. I mean, you can only work part-time, of course – because you can't leave school until you're 16.

Jess: OK. Question 7. This one's about marriage.

Ali: In ... OK. India doesn't seem like the right answer. It's quite a traditional country in some ways, I think. So ... Spain or Japan. I know Japan's really expensive. Maybe they can't afford to get married until they're in their thirties.

Jess: Maybe.

Ali: I reckon it's c. I think they get married at a younger age in Spain.

Jess: Eight. This one's quite difficult.

Ali: Oh, I don't know. I guess it's ... have children? Fifty-five per cent is too high for living with their parents.

Jess: Right. Let's see how many points you got.

Answers

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

4 Ask 'Do you agree with Ali's answers?' In pairs, students look again at the quiz, choosing the answers they think are correct.

Read each question and ask 'Which is correct, a, b or c?' Say each letter in turn and take a class vote on the correct answer. Only one student from each pair should raise their hand for each question.

Refer students to page 120 to check their answers. Ask 'Did you get more points than Ali?' Find out which pair got the most correct answers.

5 Refer students back to the life events in exercise 1.

Model the exercise by providing some examples. Say,
for example, 'I want to get married before I'm 30'. Ask
different students, for example, 'When do you want to get
married?' to encourage similar answers.

Mointor and help as students write their sentences individually.

Invite different students to read out their sentences to the class. Ask them to listen out for the person whose answers are most similar to their own.

Fast finishers

Tell fast finishers to make sentences for the remaining life events in exercise 1. They can share these during class feedback to exercise 5.

6 Divide students into small groups and ask them to read the questions.

Monitor and join in as they discuss the questions, encouraging them to give reasons for their answers. Invite one person from each group to report back their group's ideas to the class. Ask a different student from each group to discuss each question.

Extension activity

Ask each group to write three more questions, using the events in exercise 1. For example, At what age do children start school in your country? When can you get a driving licence? What do you think is the best age to have children?

Ask different students to read out a question and invite other students to answer it (if you have a multinational group, several students can answer each question).

READING

1 Tell students to look at the photo. Ask 'What can you see? What do you think they are talking about?'

Then refer them to the title of the article. Ask 'What information do you think the article will include?' Invite students to offer ideas but do not confirm them.

Set a short time limit for them to read the article and the comments quickly to answer the question. Tell them not to worry about any unknown words at this point.

Find out whether their predictions about the information in the article were correct.

Answer

Tom

2 Ask students to read the questions and options. Tell them to read the article again and answer the questions. Allow them to compare their answers with a partner. If they disagree, encourage them to look again at the article and find the section which answers the question.

Check answers. Ask 'Do you agree with the comments? Why / Why not?'

Answers

1 B 2 A 3 A 4 B 5 A 6 A

3 Tell students to look at the highlighted words in the article. Ask 'Are these words nouns, verbs, adjectives or adverbs?' (adjectives).

Put them into pairs to guess the meaning of the words from the context. Monitor as pairs match the highlighted adjectives to the meanings.

Check understanding of any other new words in the text. Encourage other students to provide definitions if they know the words. New words may include *complaining*, (saying that something is wrong or that you are annoyed about something), *nowadays* (at the present time, especially when compared to the past) and *admits* (agrees that something bad is true).

Answers

1 awful 2 tiny 3 huge 4 essential 5 exhausted

Talking points

Refer students to the questions and tell them that you are going to hold a class discussion, but that first they should note down some ideas to talk about. Allow them five minutes to do this. Remind them to make notes only. They can do this individually or in pairs.

Ask the first question, and encourage different students to offer their ideas, giving reasons for their opinions. Ask the second question, and discuss ideas as a class.

EPWordprofile

Tell students to look at the life events in exercise 1 on page 20 and elicit what *get* means in each one (get a degree / driving licence / job = *obtain*; get married = *become*).

Put students into pairs to read the sentences and to discuss the meaning of *get* in each one. Monitor and help as they are working. Check answers (sentence 1 = *becoming*; sentence 2 = *obtained*; sentence 3 = *have a good relationship with*).

Give students a few minutes to write three example sentences (one for each use) of their own. Ask them to compare their ideas with a partner. Invite different pairs to read out their sentences.

Monitor as students complete the exercises on page 122. Check answers.

Answers

- 1 gets home at
- 2 she's getting married
- 3 's getting better
- 4 got to school

Cooler

Write three ages on the board and tell students to guess which life event happened to you when you were those ages. Only answer the question if they form it correctly, for example, 'Did you get your driving licence when you were 21?'

Students then write three ages of their own for their partner to guess what happened. In feedback, invite different students to tell the class about their partner.

GRAMMAR Comparatives and superlatives

1 Tell students to look at the table. Ask them to complete items 1 and 2 and check answers.

Tell students to look at the comparative and superlative forms of *big*. Point out that for one-syllable adjectives which end with a vowel and a consonant, we double the consonant in the comparative and superlative forms. Elicit some more examples, e.g. *hot*, *sad*, *wet*.

Tell students to look at the second row of the table. Ask 'What do you notice about the spelling of the superlative form?' (the -y changes to -ier) and elicit the comparative form. Elicit some more examples of adjectives ending in -y, e.g. easy, happy.

Tell students to look at the third row of the table.
Ask 'How many syllables does essential have?' (three).
Ask what they notice about the comparative form (more + adjective), and ask 'What is the superlative form?'
You may need to teach this form, i.e. most + adjective.

Direct students to the last row of the table, and tell them to complete item 5. You may need to teach this form, i.e. *better*. Tell them that there is no rule for irregular adjectives; they just have to be learnt.

Answers

- 1 the greatest 2 safer 3 healthier 4 the most essential
- 5 better
- 2 Invite different students to read the examples aloud.
 Put them into pairs to complete the rules. Check answers.
 - → Grammar reference Student's Book page 140

Answers

- a comparative b superlative
- **3** Give students a few minutes to read the text quickly to check any unknown words. Ask 'What are the words in brackets?' (adjectives).

Put students into mixed-ability pairs to complete the facts. Monitor and help as they are working. Invite different students to read out each sentence. Ask the class 'Which fact do you think was most amazing?'

Answers

- 1 The oldest 2 heavier 3 the happiest 4 shorter than
- 5 The most expensive 6 cheaper than 7 the best
- 8 The friendliest

not as ... as

4 Ask two students of different heights to stand at the front of the class. Ask the class to compare their height, e.g. 'Nadya is taller than Belinda'.

Look at the shorter student and shake your head, indicating that they are not as tall as the other student. Elicit/teach, for example, 'Belinda is not as tall as Nadya'. Refer students to the example and complete the rule as a class.

Answer

not the same

5 Check students understand the meanings of the adjectives in the box by eliciting examples of what each adjective could describe, e.g. a messy bedroom or casual clothes.

Ask them to look at the example, and provide one of your own. Say, for example, 'My mum is not as old as my dad'. Put students into pairs to complete the exercise as a speaking activity. Tell them that they may be able to use different adjectives in each sentence. Monitor and help as they are working. Invite different students to say their sentences in front of the class.

Fast finishers

Ask fast finishers to write two more sentences using *not as ... as.* They then read them out for the class to decide whether they are correct.

Extension activity

Ask students to draw a picture of five different people. The people should represent some of the adjectives from exercise 5, e.g. *messy*, *fashionable*, *serious*. Tell students to show their picture to their partner and compare the people using *not* as ... as.

Possible answers

- 1 Children are not as old as adults.
- 2 I am not as messy as my best friend.
- 3 My dad is not as serious as my mum.
- 4 My teacher's clothes are not as casual as my clothes.
- 5 I am not as fashionable as my cousin.

Corpus challenge

Put students into pairs to find and correct the mistake. Invite a student to say what the mistake is and why it is wrong (the comparative form for two-syllable adjectives ending in -y is -ier).

Answer

Suddenly the man became happier.

VOCABULARY too, not enough

1 Do the first item as a class. Put students into pairs to complete the exercise. Check answers. Ask them to note the position of *not* in 2 and 3 (it comes after the verb and can be contracted), and *enough* (it comes after the adjective but before the noun).

Answers

1 a **2** a **3** b

2 Look at the example conversation. Draw attention to the use of *too* and *not enough*.

Ask students to read the conversations and check any unknown words. Monitor as they complete the exercise in mixed-ability pairs.

Invite pairs to read out the conversations.

Answers

- 1 big enough; too tight 2 enough time; too tired
- 3 too slow; enough memory 4 enough places; good enough

WRITING An informal letter or email (1)

Tell students that they are going to write an informal letter and check the meaning of *informal* (relaxed and friendly). Find out who they would send an informal letter to (e.g. a friend or family member). Ask 'Do you write/receive letters? Do you think it is nice to write/receive letters? Why?' Point out that the language of informal letters is similar to the language used in informal emails.

Ask 'What do people write about in informal letters/ emails?' Tell students to read the part of Jack's letter to Jamal. Elicit what *getting on with* means (dealing with a situation).

Tell them to read Jamal's reply. Ask 'Does Jamal answer all of Jack's questions?' (yes).

2 Ask students which words Jamal uses to begin and end his letter. See if students know any other ways to begin or end a letter before referring them to the *Prepare* box.

Answers

Hi; Speak soon

Put students into small groups and ask them to brainstorm some of the differences in language between an informal and a formal letter. Discuss ideas as a class and explain that one way to make writing informal is to used contracted verb forms, for example, is not = isn't. The vocabulary may also be different, for example, Dear and Yours faithfully are used to begin and end a formal letter, whereas Hi and Bye are fine in informal writing. Ask students to read Jamal's letter again and underline ten short forms. They can do this individually before comparing answers with a partner. Check answers.

Answers

How's, There's, that's, It's, isn't, weren't, Everyone's, He's, he's, we're

4 Put students into pairs to complete the exercise. Invite different students to write the sentences on the board. Get students to find examples of adjectives, comparatives and superlatives in the letter (nice, new, small, bigger than, isn't as modern, friendly, funny, good). You could also ask them to find the example of not enough (weren't enough laptops).

Answers

- 1 He's really nice and we're good friends.
- 2 How's school? I hope you're getting on well.
- 3 I'm getting to know people and they're all really nice.
- 4 We've got tickets and we're going to an Avicii concert.
- 5 Remind students that some words and phrases are more informal than others. Ask them to look at the highlighted words in Jamal's letter and match them to the more formal equivalents. Check answers. Drill pronunciation of the new vocabulary.

Answers

1 I guess 2 really 3 guy 4 great 5 mates

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- **6** Ask students to read the letter again in exercise 1 and the questions in exercise 6. Put students into small groups to make notes before sharing ideas as a class.
 - Preliminary Reading and Writing, Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. For the informal letter, students are given part of a letter providing the topic they must write about.

Refer students to the *Prepare* box and tell them to use the tips in their letter.

Students write their letter, using the notes they made in exercise 6. Ask them to include some examples of comparative and superlative adjectives, and one example each of *too*, *not enough*, and *not as ... as*. Remind students to write about 100 words and to check their spelling and grammar carefully. Monitor and help as they are working.

Ask confident students to read their letters aloud.

Mixed ability

Stronger students should be able to incorporate all of their notes in their reply. Weaker students can focus on giving just one piece of information per question.

Sample answer

Hello Jack!

Thanks for your letter. Our new house is really nice.

My bedroom's great! I can see the park from the window.

The town's quite small but there's lots to do. There's a cinema and a swimming pool, and you can play tennis and football.

I reckon it's going to be a good place to live.

My new school is smaller than my old one, but the people are friendly and I've already got some new mates. I sit next to a guy called Oli in Science. He's funny and we get on really well. See you soon,

Ben (100 words)

Cooler

Play a memory game about life events. Start by saying 'I started school when I was four'. Ask a stronger student to repeat the sentence, changing I for you (You started school ...) and then add one sentence of their own, e.g. 'You started school when you were four. I learned to swim when I was five'.

Ask a third student to add another sentence, e.g. 'He started school when he was four. You learned to swim when you were five. I learned to talk when I was two'. Continue around the class with each student repeating the sentences in the correct order and adding one of their own. When someone makes a mistake, they're out of the game. Stop the game when there is a winner or after five minutes.

Project

Tell the class that they are going to talk to an older family member or friend about what their life was like as a teenager. They can do this in their own language. Tell students to think about who they are going to talk to and what they want to find out. Put them into small groups to think of four different topics, and write them on the board, e.g. technology, free time activities, homework, daily routines.

In their groups, students brainstorm a list of questions for each topic, e.g. What technology was there when you were a teenager? Did you have a mobile phone/ laptop/MP3 player? What did you do in your free time? How much homework did you have? What did you do before and after school? Share some ideas as a class. After students have talked to their friend or family member, they should prepare a presentation using PowerPoint. Tell them to write Teenage life as the title on the first slide.

Students prepare further slides, writing short sentences about teenage life in the past and now, using the information from their family members, for example, In the past/in the 1980s, teenagers didn't have mobile phones. Now everyone has a mobile phone. Encourage them to include pictures.

In the following class, students give their presentations. Encourage them to listen to each other's presentations and say which ones they like best and why.

Teacher's resources

Student's Book

Grammar reference and practice page 140 Vocabulary list page 130

Video

Life events

Workbook

Unit 3, page 12

Go online for

- Pronunciation
- · Video extra worksheet
- Corpus tasks