

20 Making plans

Unit profile

Vocabulary: Hopes and dreams
Reading: Teen enjoys snowboard success
Grammar: Verbs with two objects
Vocabulary: Phrasal verbs
Listening: Friends talk about their achievements
Speaking: Discussing options (3)

Warmer

Write the following time phrases on the board: *next week*, *next month* and *next year*. Ask students to write one thing they hope to have done by each of the dates before comparing ideas with a partner. Say one sentence to model the structure, e.g. *This time next month, I'll be on holiday*. Nominate individuals to tell the class what they'll be doing.

Your profile

Ask one or two stronger students to answer the questions in front of the class before putting students into pairs to discuss their plans and hopes. Monitor and give positive feedback, encouraging students to show an interest in, and respond to, each other's ideas. Discuss ideas as a class.

VOCABULARY Hopes and dreams

- Put students into same-ability pairs and ask them to take turns to describe the photos. Their descriptions should answer the questions *Who?*, *Where?*, and *What?* Monitor and help with vocabulary as necessary. Ask students to say if they would like to be any of the people in the pictures and why.
- 2.22 Read the instructions and play the recording for students to do the matching exercise. Check answers.

Audioscript

Speaker 1: Well, it all started when my parents gave me a piano. We had been to a concert and I'd seen someone playing the piano – that's when I knew I wanted to be a pianist. I always dreamt of playing in a big concert hall for lots of people. My mother was definitely very important in helping me – she always encouraged me to keep on practising, even when it was really hard. But you know, at the end of the day, I think you should just try your best. No one can ask more!

Speaker 2: I'm a sports fan and I've always admired lots of football heroes. You can learn so much just by watching people who are excellent at doing something. My coach often shows me great matches and we watch them together. I once read somewhere that people who achieve a lot often imagine that they are doing something, so, for example, if you have a test coming up and you want to do well, imagine yourself doing that test, imagine yourself knowing all the answers! Imagine yourself winning! I don't know, but that's what I do before a game. It makes me feel confident.

Speaker 3: Well, I'm studying hard. It's crazy that I have to think about it now, but yes, I have to think about where I want to be in five years' time! I aim to study in the United States, and to do that I need really good grades. I'd like to do art, but I'm finding it difficult to decide where I want to go. People tell me to just go for it, you know, study hard and then I will get some offers. But I'm not sure – if I pick one place, then maybe I won't like it in the future. And I'm going to be a long way from home. It's difficult. I just know I want to be in the US – my dad is American. I guess, at the end of the day, whatever you choose to do, you just have to go for it!

Answers

1 a 2 d 3 c

- 2.22 Tell students to read the questions and check vocabulary. Play the recording, pausing after each of the speakers to give students time to write their answers. Allow them to compare their answers with a partner. Then check as a class.

Answers

1 playing in a big concert hall 2 keep on practising
 3 lots of football heroes 4 imagines himself winning
 5 the United States 6 go for it

- Do the first item as a class. Point out that there are often clues before and after the space to help students choose the correct word, e.g. in the first item, the preposition *of* follows the space, so students know they need to find a verb that often goes with *of* (*dream*). Ask them to choose the correct verb (*dream*), before deciding on the correct tense (*dreamt*).
 Monitor as students complete the exercise in pairs. Invite students to give answers.

Answers

1 dreamed 2 imagine 3 chose 4 kept on 5 admire
 6 encouraged 7 achieved 8 aimed 9 is going for
 10 tried your best

- 5** Nominate stronger students to give detailed answers to each question before putting students into pairs to discuss the questions. Monitor and give positive feedback for correct use of the vocabulary from exercise 4 and for interesting ideas. Ask each student to report one thing their partner told them to the class.

READING

Books closed. Write the title of the article (*Teen enjoys snowboard success*) on the board and ask for suggestions of what it might be about. Write key words from students' suggestions on the board, e.g. *young, teenager, win, competition, winter sports, snowboarding*.

- 1** Books open. Direct students to Bonnie's profile and ask for adjectives to describe her. Check understanding and pronunciation of *passion* (an extreme interest; /'pæʃ.ən/).

Possible answers

active, sporty

- 2** Give students a short time limit to find out what Bonnie's story is. Ask them to raise their hands when they have the answer. Check answers when most students have their hands raised.

Possible answer

Bonnie is a champion snowboarder.

- 3** Tell students to read the first question and to say which words will help them direct their reading (*happened, recently*). Ask students to find the key words in the rest of the questions, and monitor and help as necessary. (For example, 2 *say, agreement, Booyong*; 3 *interested, snowboarding*; 4 *opinion, Millie Furilly, coaching*; 5 *winning, competition*; 6 *hopes, future*.)
- Tell students to read and answer the questions individually. Monitor and encourage them to guess the meaning of new words from the context. Invite students to give answers and see if the class agrees before confirming.

Extension activity

Set a short time limit and give students the following meanings for them to find the matching words in the text: 1 the things that are used for a particular activity (*equipment*); 2 an amount of money provided by an organisation for a special purpose (*grant*); 3 did something successfully (*managed*); 4 relating to an area near you (*local*). Check answers.

Answers

- A – has just become the champion of the Perisher Snowboarding competition
- C – After that, I was certain that I could be really good because people outside my family believed in me.
- B – ... after her father gave her a snowboard
- B – But I'm so grateful to Millie.
- C – I don't know how I did it. I just always try my best!
- A – ... aims to get a grant to go to the Australian Institute of Sport.

EP Word profile

Ask students to read the sentences and then set the exercise on page 137. Check answers and then ask students to write two sentences about Bonnie using the word *place*.

Answers

- 1 places are 2 a place 3 took place 4 in last place
5 place

Talking points

Put students into small groups to discuss the questions. For question 1, ask them to make a note of their suggestions and then to rank them in order of importance. Bring the class together and ask a spokesperson from each group to tell the others their most significant point. Monitor as students discuss question 2, encouraging them to give reasons.

GRAMMAR Verbs with two objects

- 1** Books closed. Do the exercise as a class. Write the sentences in exercise 1 on the board. Tell students that the direct object answers the question *What?*, e.g. *What did he give his daughter?* Ask for the direct object in each of the sentences (*a snowboard; snow sports equipment*).

Answers

gave; a snowboard, snow sports equipment

- 2** Put students into mixed-ability pairs to complete the rules. Monitor and encourage stronger students to give further examples of verbs with two objects. Check answers.

Answers

a thing b person c direct d indirect

→ Grammar reference *Student's Book* page 164

- 3** Do the first item as a class before asking students to continue in pairs. Encourage them to refer to the rules if necessary. Ask students to give answers and see if the class agrees before confirming. After checking answers, elicit which of the rules in exercise 2, c or d, the sentences are examples of (d).

Answers

- 1 underline – flowers; circle – him
- 2 underline – a present; circle – his dad
- 3 underline – a photo; circle – her mother
- 4 underline – a secret; circle – me
- 5 underline – a glass of juice; circle – me
- 6 underline – their phones; circle – each other

- 4 Read the example as a class. Suggest that students identify the verb and its subject first, and point out the word *for*, which is a clue to help them sequence the objects. Monitor and help as students work individually to put the words in the correct order. Allow them to compare their answers with a partner before checking as a class.

Answers

- 1 Jack wrote an email to his friend.
- 2 She gave some flowers to the boy.
- 3 She showed a photo to her friends.
- 4 I bought a book for my brother.
- 5 She told her story to the class.

- 5 Look at the example and ask students to rewrite the sentences individually. Check answers.

Answers

- 1 Jack wrote his friend an email.
- 2 She gave the boy some flowers.
- 3 She showed her friends a photo.
- 4 I bought my brother a book.
- 5 She told the class her story.

- 6 Model the activity by giving your own responses to the first three questions. Put students into pairs or small groups to exchange factual information. Invite students to share any interesting or funny answers with the class.

Corpus challenge

Ask students to review the rules for verbs with two objects in exercise 2 before correcting the sentence individually. Ask them to compare in pairs and then ask a student to give the answer. Check the class agrees before feeding back.

Write the following verbs often used with two objects on the board: *give, take, bring*. Ask pairs to write a sentence with two objects for each one. Pairs swap sentences and check they are correct.

Answer

She asked him the time.

VOCABULARY Phrasal verbs

- 1 Elicit what a phrasal verb is (a verb together with an adverb or preposition which has a different meaning to the meaning of its separate parts). Tell students to identify the phrasal verbs in the two sentences and to say what they mean.

Answers

- 1 believed in
- 2 go for

- 2 Monitor and help as students match the phrasal verbs with their meanings. Invite students to give answers. See if the class agrees before confirming.

Extension activity


Play 'Test a partner'. One student says a phrasal verb. The other makes a sentence containing the phrasal verb. Students take turns to make sentences. In feedback, ask students to give example sentences for each phrasal verb.

Answers

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

- 3 Ask students to look at the questions, underline the phrasal verbs and make a note of their ideas. Put them into same-ability pairs to discuss the questions. Monitor and give positive feedback when students use phrasal verbs and report any interesting information to the class.

LISTENING

- 1  2.23 Books closed. Write *achievement* on the board and elicit its meaning (when you succeed in doing something good, usually by working hard). Invite students to share their own achievements with the class. Books open. Read the instructions and see if students can remember what Bonnie achieved (she won a medal for snowboarding). Play the recording for students to complete the table. Tell them to compare their answers with a partner and give them the option of listening again. Check answers.

Audioscript

Marty: So guys! What a year! Wow! Congratulations, Bonnie!

Bonnie: Aw! Thanks guys! I know, it was really hard work but it worked! It was definitely worth it in the end. I had to practise so much it was crazy, like I was getting up at 6 am before the day had even started, and doing gym stuff, and then school work and then snowboarding – that was the fun bit though! But winning the medal was the best thing!

Allan: I wish I could snowboard! But then I have my music!

Eva: How's that going, Allan? What have you done recently?

Allan: Well, after that great course you told me about, I did another course! It was like a part two of the course, you know, more stuff, a bit more detail. Really cool, and the best part was that I had the same cool techno teacher, Matt. I've learnt so much from him. It's been great. Not sure what I'll do next, but I've been accepted to do a recording project. I'm excited about that!

Elena: Cool!

Allan: So what about you, Elena? How's England?

Elena: It's just awesome! I just love London. Everything is so old! I'm not joking! There are old buildings everywhere! And I mean, really old. It's so different from Australia! I love everything here and I've got four cousins and it's cool. It's really interesting, you know the differences and similarities – animals, people, weather – it rains all the time! And I'm pleased because I managed to get round the transport system on my own. But I miss home! I've been following your blog, Eva!

Eva: Really? Ah it's such fun! Everyone in the class has posted at least once. It's been really good, we had some great topics to think about, ones that people are interested in. I think one of the best was about online time, you know, how much time we all spend online! It was really interesting, especially when someone found out the number of hours we all spend online – we could do something more useful with our time. We had an online-free week ... and we managed it! And what about you, Marty?

Marty: Well, I'm still doing my videos! But now I'm doing 'how to ...' videos. When people don't know how to do something, I show them how. I'm interested in making the videos, you know, not the topics so much. As I learn more, the videos are getting much better! I got a thousand likes on the last video!

Bonnie and Eva: That's amazing!


Elena: OK, guys! I have to go! It's dinnertime here! See you!

Bonnie: That's right! Well, it's breakfast time here! And another day! See you all soon! Bye!

Eva, Marty and Allan: Bye!

Answers


Bonnie: She won a medal for snowboarding.
 Allan: He's been accepted to do a recording project.
 Elena: She managed to get round the transport system on her own.
 Eva: She managed to have an online-free week.
 Marty: He got a thousand likes on his last video.

- 2**  **2.23** Ask students to read the questions and underline key words and phrases to direct their listening, for example 1 *Bonnie, schedule, crazy*; 2 *Allan, best part, course*; 3 *Elena, say, London*; 4 *best topic, Eva, blog*; 5 *part, video making, Marty, interested*. Play the recording and pause occasionally to give students time to finish writing. Invite students to give answers.

Answers

- 1 She had to practise so much.
- 2 his teacher, Matt
- 3 She loves it as everything's really old.
- 4 How much time people spend online. She realised she could do something more useful with her time.
- 5 making the videos

SPEAKING Discussing options (3)

- 1 Direct students to the picture and elicit the activities shown. Ask students to put the activities in order, with the most interesting holiday activity first. Take a class vote on the most popular activity.
- 2  **2.24** Ask students to read the task in exercise 1, and then play the recording for them to complete the chart. Ask students to compare their answers with a partner. Play the recording again and check answers.

Audioscript

Examiner: I'm going to describe a situation to you. A boy is going to do a summer activity course during his holidays. Here are the different things that he could do. Talk to each other about the benefits of these different activities and then decide which would be best.

Jon: Well, can I start? I think that sleeping is a waste of time. I mean, why would you want to sleep in your holidays? That's silly and you don't achieve anything! Do you agree with me, Sophie?

Sophie: No, I don't agree with you, Jon, because I actually like sleeping! I need to rest and when I am working very hard during the year, I imagine myself sleeping! You know, because I work very hard. But no, if someone showed me a picture of sleeping and said, 'Here, this is your summer holiday', no, I would think, 'That's boring!' And you, Ana, do you like sleeping?

Ana: Not at all! In the summer I want to do things. I think that the boy should aim to do something different, you know, learn something new. That is always nice to do and it gives you good memories. You know, kinda like, ah, that was the summer I learnt how to draw an animal! Or whatever!

Jon: Yeah. That's a good idea, but what about this one – he is doing something on his computer. I think that is the same as drawing, you know, you are doing it on your own, and painting too. I think it would be better to do something together, you know, a team activity.

Sophie: That's true, Jon, and it's more fun and you know if you are learning something as a team, you have to keep on trying. If not, you'll disappoint everyone, you know what I mean? Like, I mean a good one would be doing rock climbing? Do you agree with me?

Jon: Yes, I do, Sophie, but I don't think rock climbing is actually a team sport!

Ana: Yes, it is! If your friend isn't watching you, you might fall. But I guess it's actually only two people. OK. I agree with you!

Jon: Thank you, Ana! So a team sport could be handball, but I think everyone knows how to play that.

Sophie: I have an idea. What about if the boy was going to show other children how to play it? That might be nice and he would learn because he would be teaching. Ah, but hang on, we have to choose the best one. Which are we going to choose?

Ana: It's difficult, but I think he should do all of them!

Jon: Well, maybe he can do two, you know, rock climbing because we think that is good – it's a team sport and that's important – and also handball, but he has to show other kids how to do it. And the others, he can do them later!

Sophie: That's a great idea!

Ana: I agree, too.

Examiner: Thank you.

Answers

- 1 T – I would think 'That's boring!'
- 2 T – In the summer I want to do things. ... learn something new
- 3 T – I think it would be better to do something together, you know, a team activity.
- 4 T – I don't think rock climbing is actually a team sport!
- 5 F – And the others, he can do them later!

- 3** **2.24** Ask students to read the *Prepare* box and play the recording for them to identify the phrases. Check answers, accepting slight variations on some of the phrases.

Answers

Do you agree with me?, No, I don't agree with you, That's a good idea, Do you agree with me?, That's true, Yes, it is, I agree with you, That's a great idea, I agree

- 4** Tell students to turn to page 131.

- 1** Ask them to decide individually which of the holiday activities are best and why. Give them time to make notes, and monitor and help with ideas if necessary.

Mixed ability

Ask weaker students to say what the holiday activities in the pictures are. Stronger students think of reasons why the activities would be good or not so good before they start speaking.

Prepare for Preliminary for Schools Speaking Part 2

Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions and a drawing or diagram showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.

Tip

Students should not just give one-word responses to their partners. They should develop the discussion by giving examples and reasons.

- 2** Put students into pairs. Remind them to use phrases from the *Prepare* box. Monitor and join in with the discussions, giving positive feedback where possible. Take a class vote on the most popular and least popular summer holiday activities and ask students to give reasons.

Cooler

Students write three sentences about their own hopes and plans for their summer holidays on a piece of paper. Collect the sentences and redistribute them. Students guess who wrote each one.

Project

Write the following words on the board: *sport, film, art, science, music*. Put students into pairs or small groups and tell them they will do some research using the internet to find out about a local young achiever in one of the areas. They should work together to produce a blog post with the following sections: 1 main achievement; 2 how the skill was learned; 3 hopes and dreams for the future. They can use the Reading article as a model. Groups can publish their posts on the class blog or display them around the classroom for other students to read.

Teacher's resources

Student's Book

Grammar reference and practice page 164
Vocabulary list page 144

Workbook

Unit 20, page 80

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks