

10 Give me a hand

Unit profile

Vocabulary: Household tasks

Reading: *Chores: It's a Family Affair*

Grammar: The passive

Vocabulary: *make, let and be allowed to*

Listening: Technology report

Speaking: Asking for and giving permission

Warmer

- 1 Tell students to write five future predictions about technology using *will* and *going to* and to finish the sentences with *because ...*. For example, *People are going to wear glasses like Google glasses all the time, because ...*. Elicit an end to the sentence, e.g. *they give instant access to information about the world around them.*
- 2 Tell students to swap their sentences with their partner and to complete each other's sentences.
- 3 Ask them to swap their sentences back and to discuss whether they agree with each other's reasons or not.

Your profile

Make a mind map of household tasks. Write *household tasks* in a circle in the centre of the board. Get students to volunteer examples, and add these around the board with lines connecting them to the circle. Once there are lots of ideas (e.g. *load the dishwasher, empty the recycling, wipe the table*), put students into small groups to rank them from best to worst. Ask each group for their best and worst tasks, and discuss ideas as a class. Put them into pairs to answer the questions, and get two or three students to tell the class about their partner.

VOCABULARY Household tasks

- 1 Put students into pairs and ask them to match the words using the picture. Check as a class.

Answers

- 2 She has to water the plant.
- 3 She has to load the dishwasher.
- 4 She has to fold the towels.
- 5 She has to sweep the floor.
- 6 She has to put away the shopping.
- 7 She has to fix the coffee pot.
- 8 She has to clear up the mess on the table.
- 9 She has to sort the recycling.

- 2 Ask students to complete the sentences individually before comparing their answers with a partner. Check answers. You could choose one of the verbs and nominate a student to give a sentence using it. They then nominate another student and give them a verb, until all the verbs have been practised.

Answers

- 1 sort / clear up
- 2 fix / mend
- 3 sweep
- 4 put away; fold
- 5 wipe

- 3 This exercise could be set up as a 'Find someone who ...' activity. Write these sentences on the board and tell students to walk around the classroom talking to as many people as possible until they find someone for each question who answers 'yes'. Feed back as a class.

... regularly loads the dishwasher
... doesn't have to do any of the tasks
... gives their parents a hand with the recycling
... whose parent cleans the floors

Extension activity

Put students into pairs to rank the household tasks in exercise 1 from most to least favourite. Ask students to discuss how much they would want to be paid for each task. Share ideas as a class.

READING

- 1 Ask students to read the text quickly to check their predictions. Elicit who they think the article is aimed at and reasons why (the title of the book includes the words *Parenting a Teenager*).

Answer

Teenagers doing chores badly.

- 2 Remind students that these types of matching exercise can often be done by reading just the first sentence of each paragraph, but sometimes they will need to read further. Ask them to do this exercise individually before checking answers as a class.

Answers

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

- 3 Ask students to read the comments in the 'Have your say' section and to find out the answers to the five questions. Allow them to compare their answers with a partner before checking as a class. You could also get students to find positive and negative words in the comments, e.g. *praised, annoying, insulting, frustrating, stressful*.

Answers

1 Ana 2 Viktor 3 Keira 4 Giancarlo 5 Viktor

- 4 Ask students to match the highlighted words in the text to the definitions. Check answers. Remind them that they can see if their answers are correct by reading the sentence with the definition in it and deciding if it makes sense.

Fast finishers

Ask fast finishers if they know any other meanings of the words in exercise 4, e.g. *handle* (touch or hold), *beg* (ask someone for money or food), *demonstrate* (protest), *input* (enter data), *praise* (give respect and thanks to a god). Elicit their ideas after checking answers to exercise 4.

Answers

1 handled 2 begged 3 gender-neutral 4 demonstrate
5 input 6 praised

- 5 Put students into small groups to discuss which comments and ideas they agree or disagree with and why. In feedback, ask students to raise their hands if they think they should be paid for doing chores, know how to use the washing machine, think chores should be gender-neutral, think they are too busy and stressed to do chores. Discuss some ideas as a class.

Extension activity

Tell students to write a 'Have your say' response to the article. Monitor and help with ideas and vocabulary. Put them into groups to share their responses. Ask each group to choose the most interesting response to share with the class.

Talking points

Put students into small groups to discuss the questions. You could also ask them to decide how much they think they should be paid, if anything, for different chores. Get them to produce a list of chores and a price list. Feed back as a class.

EP Word profile

Ask students to read the sentences on page 124 and then set the exercises on page 125. Check answers and then tell students to write sentences of their own using each of the phrases with *hand*.

Answers

1
1 by hand 2 hand in hand 3 a hand 4 hand in 5 hand over
6 hand out 7 on the one hand, ... on the other hand,

2

- 1 I asked Tom to give me a hand with my homework.
- 2 They were handing out leaflets in the street.
- 3 When are you going to hand in your homework?
- 4 Did Vanessa make this dress by hand?
- 5 On the one hand, I am quite enjoying French at the moment.
On the other hand, I don't want to study it at university.
- 6 The couple were walking along the beach hand in hand.

Cooler

The article contains some stereotypes of teenagers. Explain what a stereotype is (*a fixed idea that people have about what a particular type of person is like, especially an idea that is wrong*) and ask them to highlight any in the text, e.g. teenagers are messy. Put students into small groups to talk about their opinions on the stereotypes. Feed back as a class. Then tell them to think of three stereotypes about parents and to discuss in their group whether they think these stereotypes are true or not.

GRAMMAR The passive

- 1 Books closed. Write on the board *The floor was cleaned properly* and *He cleaned the floor properly*. Elicit the differences between the two sentences (in the first sentence the focus is on the action and in the second sentence the focus is on who completed the action) and any rules the students know about the passive. Books open. Ask them to read the examples and complete the rules. Check answers.

→ Grammar reference Student's Book page 147

Answers

b to be; past participle c by

- 2 Put students into pairs to read the sentences and discuss which two would be better in the passive form. Ask them to explain their choice before confirming the answer.

Answer

2 and 3 would be better in the passive. The mess has been cleared up – it doesn't matter who cleared it up. The parcel hasn't been delivered yet as the person causing the action (the courier) is obvious.

- 3 Before students change these sentences, remind them that it is the verb *be* that changes form to indicate the tense. Also point out that modal verbs are followed by *be*. Ask students to complete the exercise individually before checking answers as a class.

Fast finishers

Ask fast finishers to write some example sentences using the passive to describe famous inventions and inventors, e.g. *The telephone was invented by Alexander Graham Bell*.

Answers

- 1 were put up 2 is being mended 3 is being sorted
4 shouldn't be set 5 have been put away

- 4 Make sure students realise that the sentences can be in both the active and the passive, and that the subject can be omitted and *by* added if necessary. Complete the first one as an example and then set the rest as individual work. Check answers. Alternatively, this could be set up competitively by dividing the class into teams. Give students two or three minutes to complete the sentences. When checking, award one point for each correct answer a team gets.

Mixed ability

Give weaker students possibilities to choose from for the first two or three sentences. For example, *is fixed / is being fixed; are awarded / awarded*. Stronger students can complete the exercise without this support.

Answers

- 1 was fixed / was/is being fixed 2 awarded
3 hasn't been paid 4 (was) opened 5 spoke
6 should be collected 7 might be beaten
8 wasn't written by

- 5 Explain that this type of exercise is a common task in many exams. Specifically, it provides preparation for *First Reading* and *Use of English Part 4*. Highlight the number of words to be used and emphasise the importance of using no fewer than two and no more than five words. Ask students to complete the exercise individually before checking answers as a class.

Answers

- 1 was made by 2 wasn't / was not launched until
3 is being taken by 4 am given about

Corpus challenge

Ask students to read the sentence. Then ask students if we know or need to know who held the festival (we don't as the key information is that the person went to a festival and not who held it). Then ask students to correct it.

Answer

I went to the music festival which was held last weekend.

VOCABULARY *make, let and be allowed to*

- 1 Write *make, let and be allowed to* on the board. Ask students to write sentences using each of these words before comparing their sentences with those in the book. Do their sentences have the same meaning as those in exercise 1? Tell students to complete the exercise and check answers.

Answers

- 1 should 2 can't 3 is


- 2 Get students to raise their hands if they are allowed to eat whatever they want at home. Ask them who decides the rules in their house and discuss ideas briefly as a class. Put students into pairs to compare the rules in their home. Ask for a show of hands for each one when checking answers. As an alternative, you could get pairs to take it in turns to talk for one minute about the rules. Nominate two or three students to tell the class about their partner.

Extension activity

Put students into two or three large groups. Tell everyone that they should write a sentence using *I'm allowed to ...* and that the aim is to make as many people as possible in their group raise their hands. They should take it in turns to read their sentences out loud and ask the others to raise their hands if it's also true for them. In whole-class feedback, find out if anyone managed to get their whole group to raise their hands, and to share their sentence with the whole class. Is it true for everyone?

- 3 Ask students to invent imaginary rules for their parents and to compare their ideas in small groups. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Tell each group to choose their favourite rule, and to feed this back to the class.

LISTENING

- 1 Put students into pairs to look at the picture and answer the questions. Monitor for interesting ideas and feed back as a class. (*The Internet of Things* is explained in the Listening: it refers to devices that are not computer or smartphones but which are connected to the internet.)
- 2  1.27 Check pronunciation of the things in the box. Students are going to listen to a report about new technology and they must identify the thing not mentioned.

Answer

cooker


Audioscript

Imagine a scenario where your first class of the day has been cancelled, so you don't need to be at school at eight-thirty. You can get there at nine-fifteen instead, for your second class of the day. This information is sent by a school calendar to your home server early in the morning. Imagine another example – your server checks the traffic report and finds out that there has been an accident, so your bus will be running thirty minutes late that morning. Your server programs your phone so that your alarm goes off half an hour later than usual. OK – so this scenario isn't typical today, but very soon, machines that talk to each other, machines that can make decisions that make your life easier, won't just be science fiction. They'll be a part of daily life.

After smartphones, the 'Internet of Things' is going to be the next big revolution in our digital lives. The 'Internet of Things' refers to all of the devices that are connected to the Internet that are not regular laptops and smartphones. By 2020, more than fifty billion devices will be connected to the Internet, and the majority of these devices will be everyday objects such as vehicles, games, home servers and domestic equipment like fridges and vacuum cleaners.

The 'Internet of Things' is already being used in ultra-modern smart homes, where the occupants can control every aspect of their home from their phone or tablet, whether they're at home or out. Smart homes are programmable and automated, so for example, right from the moment you walk into your home after a hard day at school, lights are turned on and your favourite early-evening music is played in the rooms that you usually visit. The temperature is just right because the heating and cooling system has learnt what time you tend to get home on certain days. The fridge has placed a shopping order online so that it never runs out of snacks and drinks. You walk past the living room, where a small, circular robot-vacuum cleaner is cleaning. The washer-drier has cleaned all of the family's clothes and folded them into neat piles in the laundry room.

The audiovisual system in your room greets you as you enter and you pick up your tablet and select the lighting that suits your mood, before you take off your jacket and lie on your bed. Your tablet welcomes you with the news that your younger brother is already at home and your mum will be home at six-thirty to have dinner with you. It also reminds you to put away your clean clothes. You decide to play a computer game but you can't find your console. It doesn't seem to be in your room, so you look for it using the downstairs security cameras – your parents can also access these as a safety measure using their smartphones from wherever they are. You spot the console in the kitchen where you were playing with it the previous evening. The house may be smart, but it can't move your stuff around for you. Not yet! You're going to have to go all the way downstairs again to fetch your console – in person!

- 3**  **1.27** The exercise provides practice in the skills needed for *First* Listening Part 2. Play the recording again and ask students to complete the gaps with the words they hear. Allow them to compare their answers with a partner before checking as a class.

Mixed ability


Give weaker students a choice of two answers for each gap. Use the answer key and one more phrase for each one.

Answers

- 1** alarm **2** everyday objects **3** cooling system
4 (the) lighting **5** (your) clean clothes
6 security cameras

- 4** Put students into small groups to think of as many ways as possible to use the *Internet of Things*. Give groups two minutes and then elicit ideas. Get the group with the most ideas to read their list. Then ask the rest of the class if they have any other ideas they would like to share.

SPEAKING Asking for and giving permission


- 1**  **1.28** Divide the class into four groups, and allocate a person from exercise 1 to each one. Tell groups to make a list of different things they might ask each person for permission to do. Elicit some ideas from the class and then play the recording. Check answers.

Answers

Ryan girl in a café **Luke** mother **Ellie** teacher
Mia older brother


Audioscript

Narrator: a: Ryan
Ryan: Do you mind if I sit here?
Girl: Go ahead, both of those seats are free.
Ryan: Thanks.
Narrator: b: Luke
Luke: Am I allowed to stay over at Ryan's on Friday night?
Mum: Sure, as long as you text me when you get there.
Last time, I didn't know where you were and I was really worried.
Luke: I'm sorry. I won't forget to text you this time.
Narrator: c: Ellie
Ellie: Would it be OK if I left? I've answered all of the questions.
Teacher: I'm afraid not. Everyone has to stay in the room until the exam has finished.
Narrator: d: Mia
Mia: Do you mind if I use your tablet?
Brother: Yes, I do.
Mia: But I really want to check something online.
Brother: I'm sorry, but I'm about to use it myself. Use your phone.

- 2  **1.28** Elicit the type of phrases students associate with asking for permission, e.g. *allowed*, *let*. Then play the recording for them to answer the questions.

Answers

- 1 Ryan and Luke 2 Ellie and Mia
3 Yes, I do. / No, I don't mind.

- 3  **1.28** Ask students to read the *Prepare* box and to answer the question. Play the recording again if necessary.

Answers

Do you mind if I ...?

- 4 Put students into pairs to discuss who they would ask permission of for each situation. Get them to add one more thing to ask each person, and feed back as a class.

Possible answers

friend: use your phone; eat a few of their crisps; borrow a tablet
parent: go shopping on Saturday; have motorcycle lessons;
dye your hair; borrow some money; have judo classes; have a new jacket
teacher: give in homework late; miss the last class today

- 5 Put students into same-ability pairs to role-play at least one situation involving each person. Encourage stronger students to practise more situations. Nominate one or two pairs to perform their role plays to the class.

Cooler

Tell students to think about the rules in their school. Elicit these rules from the class. Put students into small groups to choose the best rule and the one they would most like to cut. Put groups together to debate their choices. Finally, ask the class to vote on the best rule and the rule they would like to cut.

Project

Ask students to use the internet to research school systems which put more emphasis on tests and exams and those that don't. They should decide which they think is the better approach and why. In the following class, put students into small groups to summarise the systems they researched and to say why they think it is or isn't a good approach.

Teacher's resources

Student's Book

Grammar reference and practice page 147
Vocabulary list page 133

Workbook

Unit 10, page 40

Go online for

- Pronunciation
- Progress test
- Corpus tasks

Culture

Saving money

Learning objectives

- The students read about a bank for homeless people in India and discuss attitudes towards saving money.
- In the project stage, students answer questions about their own plans for their money.

Warmer

- 1 Tell students they have just won a million dollars and have to decide what to do with it. Ask them to spend one or two minutes planning what they would do with the money.
 - 2 Put students into pairs to compare their ideas and to agree on four things they would spend the money on.
 - 3 Tell students that in the UK, the most common things to spend lottery winnings on are: 1 property, 2 savings, 3 savings for children or future children, 4 gifts for family and friends. Ask them to compare their four things to this list. How similar or different are they? Discuss some ideas as a class.
- 1 Before students read the article, ask them to discuss three problems they think homeless people face and what can be done to solve them, e.g. *the weather, finding somewhere to sleep, lack of food*. Elicit ideas and then set the exercise. Check answers.

Answers

A group of young homeless people in New Delhi. Young people who have nowhere to live.

- 2 Ask students to read the questions and options and choose the best answer based on the text. Allow them to compare their answers with a partner before checking as a class. You could also get students to highlight the money collocations in this exercise and record them in their vocabulary notebooks, e.g. *pocket money, spend/ save money, start a business, open a bank account, bank loan, manage money*.

Fast finishers

Ask fast finishers to read the information about Ram, Karan and Sharon. Tell them to think about whether they could save half their money and how they would feel if other teenagers decided whether they could withdraw their savings or not. Elicit some ideas after checking answers to exercise 2.

Answers


1 c 2 a 3 c 4 c 5 c

- 3 Put students into small groups to discuss the questions. After a few minutes, elicit some ideas from the class. You could extend the exercise by giving some opinions to consider, e.g. teenagers should not be given pocket money as they have no control, teenagers with weekend or holiday jobs should give their earnings to their parents, no one under the age of 25 should be allowed to borrow money.

Mixed ability

Put students into mixed-ability groups for exercise 3. Encourage stronger students to explain in English why the chosen answers are correct.

Extension activity

- 1 Write these sayings about money on the board:
Neither a borrower nor a lender be.
Money is the root of all evil.
A penny saved is a penny earned.
 - 2 Put students into pairs to discuss what they think each one means. Do they agree with the sayings or not? Why? Share some ideas as a class.
- 4  1.29 Tell students that they are going to listen to two friends talking about a budget. Before they listen, go through the pronunciation of the numbers in the box, paying attention to /i:/ and /i/ sounds in *-teen* and *-ty*. Play the recording. Allow students to compare their answers with a partner before checking as a class. Ask them to discuss Victoria's budget. Do they think it sounds realistic? Is it similar or different to their own spending and saving habits?

Answers

My savings at the moment:
 bank account \$115
 savings from last month \$12
 birthday money \$25
 Earnings expected this month:
 monthly allowance \$16
 housework money \$16
 weekend babysitting \$40
 My budget for this month:
 money for snacks/drinks at school \$20
 money for going out with friends \$28
 money for shopping / other spending \$10

Audioscript

Jeremy: Hi Victoria. What are you doing?

Victoria: Oh, hi, Jeremy. I'm working on a project for Economics class. I have to work out a budget. Listen to this, and tell me what you think.

Jeremy: OK, go ahead. What's this first part here? Your savings at the moment?

Victoria: Exactly, that's the money that I've got right now. There's a hundred and fifteen dollars in my bank account, which is pretty good, I think! And I've got another twelve dollars that I saved last month – it's in a jar in my bedroom, but I'm going to put it in the bank this week. And then, there's also twenty-five dollars that I got from my grandparents for my birthday.

Jeremy: So, altogether you've got one hundred and fifty-two dollars to spend? Wow! You could buy yourself a new phone with that, or even a tablet!

Victoria: Well, I could, but I'm not going to! Those are my savings, and I really don't need any more gadgets. My phone works just fine, and I've got my dad's old tablet for now. Anyway, so that's what I've got saved up so far.

Jeremy: Right, and then this section is about new earnings?

Victoria: Yep, that's how much money I hope to make this month, if everything goes right, that is.

Jeremy: Seventy-two dollars? Wow, your parents are really generous! I only get twenty dollars a month!

Victoria: No. I get less allowance money than you ... only four dollars a week, so about sixteen dollars a month.

Jeremy: Oh, so where does the rest come from?

Victoria: Well, my parents pay me another four dollars a week for doing housework, like cleaning the kitchen, or watering the garden, so that's another sixteen dollars in my pocket every month.

Jeremy: OK, but what about the other forty dollars you earn? Where do you get that?

Victoria: From our neighbours! They've got two children, and I usually babysit for them on Friday or Saturday night. I don't earn the same amount every month, but I put down forty dollars in my plan. I think that's about right.

Jeremy: OK, so you're going to make seventy-two dollars this month. And what are you going to do with it?

Victoria: That's the last section, down here, where I've written down my savings and expenses. First of all, I want to save about twenty per cent of my earnings, so that's fourteen dollars, more or less. Then, I've divided my spending into three parts: there's twenty dollars for snacks and drinks at school ...

Jeremy: That much? Really?

Victoria: Well, I figure about one dollar a day. That's enough for either a drink or a snack. And there are about twenty school days this month, so yeah, twenty dollars.

Jeremy: Wow, it sounds like so much when you say it that way.

Victoria: It is. I'm thinking about bringing some snacks from home to save money! That way, I'd have more for going out with friends. Right now, I've planned to spend twenty-eight dollars for that ... only seven dollars a week, which isn't too bad. And then another ten dollars a month for buying things like clothes, or shoes, when I go shopping with friends.

Jeremy: Only ten dollars for shopping? Is that enough?

Victoria: Well, not really. If I want something really nice, I'll have to spend some of my birthday money. Or I can stop eating snacks at school. Then I'll have more money for clothes.

Cooler

Ask students to imagine these two people:

Maria is 25. She has lots of savings in the bank.

She buys very cheap food. She buys second-hand clothes and doesn't have a car. She owns her flat and has no debt.

Paula is 25. She doesn't have any money in the bank.

She often eats out in nice restaurants. She buys designer clothes and has an expensive sports car. She lives with her parents.

Put students into groups to discuss whose situation they would rather be in and why. Elicit some ideas and reasons from the class.

Project

Tell students to raise their hands if they help at home, e.g. cleaning, cooking, ironing, and find out if they are paid to help or if they are just expected to help.

Ask students to work out their answers for 1 to 4 and to then share these in small groups. Get them to discuss questions 5 and 6 with their partner. Elicit from the class who could earn more money and find out the most popular things to do with the money.