

Unit objectives

Reading:	multiple-choice questions
Vocabulary:	words related to personality and behaviour; idioms; words related to crime
Grammar:	modal verbs; speculation past and present
Listening:	multiple-choice questions
Speaking:	collaborative task
Writing:	writing an email

READING (SB pages 102–103)

To start

Play *Hangman* on the board with the whole class using the word *discipline*. Then organise students into pairs and ask them to write down what they think are the three most important rules at school. Conduct feedback and see how far students agree.

Power up

- Focus students' attention on the photo of the family. Ask them to describe it and speculate on the connection between the two teenagers and the family. Write their ideas on the board.

Students' own answers.

Read on

- Students read the article quickly to check their ideas. Check general understanding of the article by asking: *What was Chezdan's behaviour like before going on the programme?* (He was very badly behaved.) *What sort of programme is this?* (a reality TV show) *Where are the young people sent?* (to new families a long way from their homes) *How were their lives different in the new places?* (They had to follow strict rules.)

Students' own answers.

- If necessary, pre-teach these words: *mistreated* (treated badly), *fancied* (wanted), *lost cause* (something not worth spending time on because you can't change it), *giggle* (laugh), *rude awakening* (shock), *etiquette* (manners), *clashed* (argued, fought), *symptom* (indication of a problem).

Students complete the task. Refer them to the Exam advice and remind them to read the whole section of the text that relates to a question and not to be distracted by words from the text that may appear in options. This does not necessarily mean that the option is the right one. Conduct class feedback and ask students to tell you the parts of the text that gave them the answers.

- D (I was rude, obnoxious, difficult)
- A (He applied ... to get on the telly and have a giggle)
- C (the teenagers get a very rude awakening. They have to start school at 5 a.m.)
- B
- D (Chezdan backed down)
- A

- Students work in pairs to complete the task. Conduct feedback to check answers.

- obnoxious
- defiance
- chores
- chaos
- outrageous
- a row
- a standoff
- impassé
- backed down
- resented

Sum up

- Ask students to cover the text and then answer the question. Ask for examples from the whole class, e.g. *He learnt to deal with problems by discussing them rather than shouting. His relationship with his mother improved. His behaviour at home was better. He stopped being angry about having to look after his mother. He realised he was lucky to have a mother. He started to look after his mother better.*

Students' own answers.

Speak up

- Students discuss the questions in pairs. Circulate and contribute to the conversations. Conduct feedback and ask for comments in open group. How similar or different are the students' experiences and opinions?

Students' own answers.

To finish

Tell students that they are going to roleplay an interview with Chezdan. As a whole class, brainstorm some questions they would like to ask him. Then, in pairs, students conduct the interviews. Monitor and help when needed. Conduct feedback to hear interesting questions and answers.

Homework

MyEnglishLab

Personality and behaviour

To start

Tell students about a celebrity who has behaved badly recently (or when he/she was younger), without giving his/her name. Use some negative adjectives (e.g. *He was rebellious/selfish/greedy.*) and examples and ask students to guess who you're talking about, e.g. *This person was recently in the news. He had ...*. Then put students in pairs. They take turns to choose a celebrity and talk about a him/her as you did for their partner to guess. Conduct class feedback.

- 1 Remind students that nouns can have different endings. Elicit as many as they can remember. This is useful revision for exam word formation tasks. List them on the board in different columns, e.g.:
-ion: impression, -er: teacher, -ist: biologist, -ant: assistant, -ment: encouragement, -ght: weight, -acy: accuracy, -th: length. Look at the words in this task and ask students to give you the nouns. Do the endings match any on the board? Add them to existing columns or make an extra column for them. Ask in what context the words were used in the reading text in the previous lesson.

2 defiance 3 improvement 4 behaviour 5 rebellion

- 2 Draw two columns on the board headed *Negative* and *Positive*. Brainstorm negative adjectives for personality and behaviour and write them in the appropriate column (e.g. *rebellious, rude, horrible, impolite*).
Ask students to find the odd words out in the task. Conduct feedback and ask for reasons. Add extra adjectives from the task to the lists on the board, writing them under the correct heading. Now read out these adjectives one by one: *disobedient, well-mannered, cruel, helpful, easy-going, fussy*. Nominate students to write them on the board in the correct column.

- 1 well-behaved (the only one that refers to good behaviour)
 - 2 rude (the only one that refers to bad manners)
 - 3 charming (the only one that refers to pleasant behaviour)
 - 4 nasty (the only one that refers to unpleasant behaviour)
 - 5 stubborn (the only one that refers to a negative characteristic)
 - 6 thoughtful (the only one that refers to a positive characteristic)
- 3 Students tell each other about someone they know, using adjectives from the board. Read through the example in the SB and then put students in pairs. Conduct feedback.

Students' own answers.

- 4 Students complete the task individually. Check answers together.
- 1 divorced 2 engaged 3 widowed 4 adopted 5 separated

- 5 Play the recording all the way through. Ask students what the speakers' problems are (Speaker 1's friends are angry with each other and she's in the middle. Speaker 2's parents are too strict about letting him go out. Speaker 3 has to share a room with a sister whom she doesn't get on with). Then students read through the summaries and complete what they can remember. Play the recording again for them to check/complete other gaps.

▶ Track 9.1

- 1:** Hi! I'm Diana and I've got a problem. You see, I've got two best friends – we've been friends for ages and ages, since we all started this school, and the three of us used to get on really well. Anyway, they've just fallen out in a really big way, over a boy in our class that they've both got a crush on. It's crazy because I don't think he's interested in either of them, not seriously. He just likes flirting with people – it doesn't mean anything. Anyway, my friends won't speak to each other any more, and I'm stuck in the middle. If I talk to one of them, the other one gets really upset. I'm getting really fed up with it all. What should I do?
- 2:** Hi! I'm Matthew. My problem is my parents – they're so strict it's ridiculous! They won't let me go out any weekday evenings. They make me stay in and study for my exams and they're still months away. All my friends are allowed out and I feel such an idiot that I can't hang out with them. Even at the weekends, I have to be home by nine o'clock! It's really unfair. How can I convince them I'm old enough to be trusted? I know when I need to study and when I don't. I am seventeen, after all!
- 3:** Hi! I'm Carla. I've got a problem with my sister. In fact, she's driving me mad! I have to share a room with her, and it's impossible because we just don't get on. She's younger than me, but only by a year, so it's not like she's a baby. She's just so selfish. She won't share any of her things with me, but she's always 'borrowing' my clothes when I'm not there. She goes through my letters and texts, too, so I can't keep anything private from her. And she's always telling tales to Mum and Dad, so I keep getting into trouble. What can I do? I'm getting really desperate now.

- 1 same boy 2 flirting 3 ignoring/not speaking to 4 stuck
5 weekday evenings 6 study 7 9/nine o'clock 8 trust
9 share a room 10 selfish 11 private 12 telling tales

Word XP

Remind students that although idioms are very common in English and useful to learn, they should not overuse them because it can sound unnatural. They must also be careful to make sure that every word in an idiom is correct, because they sound very strange if students make a mistake with even one word, e.g. *She's hard like nails* (correct idiom = *She's as hard as nails*).

- 6 Students match the idioms and meanings in pairs. Check answers and elicit examples of situations when they might use these idioms.

1 c 2 d 3 a 4 e 5 b

- 7 Students complete the task individually. Check answers together. In pairs, students ask and answer the questions.

1 row 2 chores 3 ignore 4 defy 5 resent

Write on

- 8 Write a sentence about someone you know on the board. Use three adjectives, e.g. *My best friend is kind, generous and thoughtful*. Advise students that when writing a description, you can make it more vivid by using a list of three adjectives together. We usually put *and* instead of a comma between the final two adjectives. Students write sentences and read them to their partners.

Students' own answers.

To finish

Students write down five personality adjectives from this unit. In pairs, they take turns to read their adjectives to their partner and see whether they can think of the opposites.

Homework

Workbook pages 52–53

MyEnglishLab

GRAMMAR (SB page 105)

To start

As a whole class, give students the beginning of an adjective from the previous lesson or the first words of an idiom. Students call out the endings, e.g.:

ob ... noxious

spite ... ful

charm ... ing

have the last ... laugh

get a rude ... awakening

Grammar XP

Write these modal verbs on one side of the board:

can/can't/be able to

could/couldn't/was/were able to

should/ought to

need to/have to

must/mustn't

don't have to

needn't

don't need to

Write the uses on the other side:

not necessary or important in the present

ability in the past

general ability in the present or future

advice

rules/necessary actions in the present

As a whole class, ask students to match the rules and the modals and give examples for each.

If necessary, prompt with words, e.g. *swim: You mustn't swim here because it's dangerous. I couldn't swim when I was three. You don't need to swim, you can just sunbathe. You shouldn't swim if you've got a cold.*

Point out the difference in meaning between:

I could speak French, so I could ask for things in shops. (ability, but doesn't say whether you did or not)

I could speak French, so I was able to order from the menu easily. (had ability and used it)

Read through the first section of the Grammar XP box to revise and check.

Elicit from students what Chezdan had to do when he was in Atlanta and what he couldn't or wasn't allowed to do. Then check by reading the last section of the box.

1 Students complete the sentences individually. Circulate and offer support. Check answers.

1 should/ought to 2 had to

3 needn't/don't have to 4 mustn't

5 couldn't/wasn't able to 6 shouldn't/ought not to

2 Students complete the task individually. Check answers in feedback. Point out that in Question 3 *You've just got to* indicates informal advice as well as something being important.

1 must 2 don't have to 3 You've just got to

4 did you have to 5 could 6 mustn't

3 Ask students to read through the letters quickly and to tell you what the problems are (Steven's mum hates his new friend. Caroline caught her best friend shoplifting. Chris wants to help a young boy who is being bullied). Students complete the task individually. Conduct feedback to check answers.

1 must/have to 2 should 3 can't

4 needn't/doesn't need to/doesn't have to

5 mustn't 6 should 7 couldn't 8 must

4 Students think of advice in pairs. Circulate and comment. Conduct feedback. Possible answers:

1 *Ask your mum for her reasons. Try to discover why she might not like him. Talk to other members of your family.* 2 *Talk to your friend about it. Explain the trouble she can get into. If she's threatening not to speak to you she can't be a good friend. See if she does it again.* 3 *Talk to your friends about it and get them to look out for him. Talk confidentially to a teacher to get advice.*

Students' own answers.

Speak up

5 Students discuss the question as a whole class. They may feel happier discussing it in pairs first.

Students' own answers.

To finish

Play *Noughts and crosses* with the modal verbs from the lesson. Draw a grid on the board with nine squares (3 × 3). Write one modal verb in each of the boxes. Divide the class into two teams (X and O). Teams take it in turns to choose a square from the grid and make a correct sentence using the modal verb in it. If the sentence is correct, rub out the verb and put an X or an O in the box. If the sentence is not correct, leave the modal verb in the box. The team that gets a line of three Xs or Os wins the game.

Homework

Workbook pages 54–55

MyEnglishLab

Vocabulary

To start

Put the following words with missing letters on the board (correct answers in brackets):

- m _ _ _ _ _ r (murderer)
- v _ _ _ _ l (vandal)
- t _ _ _ f (thief)
- d _ _ _ _ _ e (detective)
- j _ _ _ e (judge)
- b _ _ _ _ r (burglar)
- p _ _ _ _ _ n (policeman)
- v _ _ _ _ m (victim)
- c _ _ _ _ _ l (criminal)

Tell students that all the words are for people related to the topic of crime and justice. In pairs, students race to find the words.

- 1 Discuss the question as a whole class. Ask students whether they know if anything interesting is going to happen in a soap opera this week.

Students' own answers.

- 2 Students complete the task individually. Check answers in feedback.

- 1 get 2 made 3 backed 4 left 5 fell 6 get 7 making 8 felt
9 made

- 3 Ask students whether they have heard about any crimes on the news recently. In pairs, they then find the odd words out and report back, giving reasons for their choices.

As an extension, put the following words on the board: *cop* (police officer), *do community service* (work in the community as an alternative to prison), *fine* (ask somebody to pay money as a punishment), *court* (where trials take place), *cell* (where prisoners are kept), *stab* (cause harm with a knife), *head-butt* (use the head to hit somebody in the face), *sentence* (when a judge announces a prison sentence), *release* (free), *arson* (deliberately setting fire to something). In pairs, students do a 'dictionary race'. Give pairs three minutes to guess or find meanings in the dictionary for as many of the words as they can. Conduct feedback.

- 1 report (the others are things the police/ authorities do)
- 2 vandalise (all the other crimes involve stealing things)
- 3 sack (the others are related to punishment in schools)
- 4 victim (the others are people in the legal system)
- 5 cheat (the others are all illegal; when cheating is a crime, it is called *fraud*)

Game on

Students play the game in pairs.

- 4 Focus attention on the photo and ask students to describe it. Students read the article, ignoring the gaps for now, to tell you what crimes or bad behaviour is mentioned (gangs, shoplifting, joy-riding, arson). Students complete the task individually. When they have finished, they compare answers in pairs.

1 D 2 C 3 B 4 A 5 B 6 B 7 A 8 C

Speak up

- 5 Students discuss the question in pairs first to get ideas and then as a whole class. Possible strategies: *get students to have discussions about the problem, get outside speakers to come in and give talks (e.g. people who used to be in gangs).*

Students' own answers.

To finish

In pairs, students choose a new word or phrase from this page. They must say whether it is a verb, noun or phrase. Then they give a comment or statement as a clue for their partner to guess, e.g.:

- (noun, person) *I'm going to take you down to the police station.*
(police officer/cop)
- (verb) *You have to stay away from school for a month.*
(suspend)
- (noun) *Oh! It's very hot!* (arson)

Homework

Workbook page 53
MyEnglishLab

To start

Choose some words from the previous lessons and ask students:

What's the fourth letter of the word 'vandalise'?

What's the fifth letter of the word 'detention'?

What's the third letter of the word 'probation'?

What's the final letter of the word 'burgle'?

What's the third letter of the word 'stalk'?

What's the second letter of the word 'suspend'?

What's the fourth letter of the word 'cheat'?

What's the fifth letter of the word 'exclude', etc.

Make sure you keep the questions going quickly so as not to give students too long to think! Remember: if you add any questions, write them down so that you remember what you've asked for!

Grammar

Refer to the short spelling test you did in the 'To start' activity. Ask students the following questions and then add the bracketed comments:

Did I give you a long time to find the answers? (I could have given you longer to think about the answers.)

Did I think of the questions myself? (I could have read the idea somewhere in a book.)

Did you think very quickly? (You should have thought more quickly.)

Did I need to look at my SB to find the words? (When I chose the words I didn't have/need to look back at the page.)

Read through the Grammar XP box with the class to clarify and consolidate. Points to make clear are:

1) The same form *could have done* can be used in two ways (a possible action that didn't happen and an event that possibly happened).

2) the difference between *I didn't need to do* (it wasn't necessary, so I didn't do it) and *I needn't have done* (I did it, but it wasn't necessary)

1 Students rewrite the sentences individually. You may wish to go through the first one with the class as an example. Check in feedback.

1 I shouldn't have watched a late film last night.

2 I needn't have rushed to finish my essay.

3 Peter could have gone to Tom's party but he didn't.

4 Gina and Vicky might/may/could have had an argument.

5 We didn't need to take our coats on our trip to London.

2 Students read the conversation, ignoring the alternatives for now. Ask: *What are the characters discussing?* (anti-social behaviour in school) *Who do they think is responsible?* (Dan Myers) *What is the boy's problem?* (He joined a gang.) Students choose the correct answers individually.

1 I didn't need to stay

2 could

3 should have suspended

4 didn't have to join

5 could have said

6 needn't have bothered

3 Conduct feedback to hear answers and then play the recording for students to check. Ask a strong pair to read the conversation (with the correct alternatives). Focus on the pronunciation by modelling first and getting students to repeat.

► Track 9.2

Amy: Did you see the graffiti on the school walls this morning?

Grant: Yeah. It's the Beat gang's sign. But it wasn't there when I left school yesterday evening.

Amy: I didn't need to stay for music practice yesterday because Miss Dukes was ill. So I left early and didn't see anything. They could have done it late last night, I suppose.

Grant: Dan Myers was looking pleased with himself this morning. I bet it was him. The head should have suspended him after the fight last week, but he didn't.

Amy: He's had a lot of problems, you know.

Grant: Yeah, but he didn't have to join a gang, did he? He had a choice!

Amy: True. He could have said no when they asked him to join. But it's hard to say no to the Beat gang leader.

Grant: I tried to give Dan some advice when he joined the gang. But I needn't have bothered! He's just not listening to anybody.

4 Students complete the task individually and then compare answers with a partner. Remind them to look at the words before and after each gap to get clues to the type of word they need. Monitor and give help when needed.

1 have 2 when 3 about 4 what 5 like 6 there 7 it 8 since

Speak up

5 Students discuss the question in pairs. Circulate and listen to the ideas. Conduct feedback and compare pairs' ideas.

Students' own answers.

To finish

Students play *True or false* in pairs. They tell each other some things that they should have done, didn't have to do or needn't have done recently. Two of these things should be false, e.g. *I should have gone shopping last night. I didn't have to mark any essays last night. I needn't have got up so early this morning.* Their partner must guess which ones are false.

Homework

Workbook page 55

MyEnglishLab

LISTENING (SB page 108)

To start

Ask students, in pairs, to write down different things that bullies do. Give them one minute and then conduct feedback to see which pair has written the most ideas and what the most common ideas are.

Power up

- 1 Focus attention on the photo and ask students to describe or speculate on what's happening. Direct them to the title of the documentary and ask for suggestions about the meaning.

The documentary is about online bullying. *Faceless haters* refers to the fact that online bullies are anonymous and hard to identify.

- 2 Read through the list of possible ideas that might come up in the interview and ask students to choose which they think they will hear mentioned.

Students' own answers.

- 3 Play the recording for students to check their ideas. Conduct feedback.

► Tracks 9.3 and 9.4

Interviewer: Today my guest is Rachel Brooks. Rachel is just eighteen, but she's been working with Channel 5 to make some fascinating documentaries about problems teenagers face today. The first of these documentaries is called *Cyber-bullying: the faceless haters* and she's with us today to tell us all about it. Hi there, Rachel. Thanks for coming on the programme.

Rachel: Thanks for inviting me.

Interviewer: Rachel, this documentary ... it's quite incredible. I watched it last night and I learnt an awful lot. It was very informative. I really had no idea what cyber-bullying was really all about. I felt really ignorant.

Rachel: You're not alone. A lot of people are unaware of the problem. That's why I made the programme. I mean, everyone knows about the sort of bullying you get at schools. Many of us have seen it happening or even actually been through it ourselves. It can have disastrous effects on young people. It can lead to depression or even, at its worst, to suicide. Fortunately, these days a lot of people are looking out for it – teachers, parents, friends all know what to do and who to tell if they see signs of bullying. It still happens, but at least people talk about it and there's advice on how to deal with it. Cyber-bullying, however, is something else! People are not that aware of it and it's very, very difficult to deal with.

Interviewer: So what exactly does it involve?

Rachel: Well, it's a step on from normal bullying. It all happens online. People post vicious comments about you online – usually on social network sites. It started with nasty texts when mobile phones started to become popular and was a way that bullies could follow their victims outside school and into their own homes. Now, with social networking sites becoming so popular, this sort of bullying has reached yet another level. Not only do you see the comments, but everyone else can see them, too! But the worst thing is that you just can't get away from it.

Interviewer: Can I ask you what sort of comments?

Rachel: Well, most of them are too horrible to repeat but they include things like 'Everyone hates you!', 'Don't come to school tomorrow – you know what's waiting for you!', 'You're fat and ugly' and so on. Terrible, insulting things.

Interviewer: But why do people do this?

Rachel: Well, one reason is because they're anonymous online. The victim doesn't know who is posting the comments. And because they are anonymous, the bullies feel they can say absolutely anything they want – there are no limits. They aren't face to face with their victim so they can't see the effect their words have and the comments just get worse and worse.

Interviewer: I've heard that these people are called 'trolls'. Is that right?

Rachel: Yes. And these people don't just attack and bully people they know from school. It goes further. There are trolls who post horrible comments on sites of people they've never even met – like celebrities. For them it's like a hobby. It's fun!

Interviewer: So what can people do about this?

Rachel: That's the big problem. There's very little you can do. Some people try to respond to the trolls but they shouldn't. This just encourages them to do more. There's a saying going round these days: 'Don't feed the trolls!' That's probably the best advice.

Interviewer: But it's hard to ignore such personal messages. And if everyone can see them, it must be so humiliating.

Rachel: Yes, it is. But these people are almost impossible to track down. They hide behind other identities online. But what they are doing is actually illegal. If people can get some evidence – like a printout of the messages before they delete them – they can take them to the police.

Interviewer: And do you think the problem will be resolved soon?

Rachel: Some people think that bullies will get tired of this type of activity, but I don't agree. And it's not going to be enough just for people to be more careful about who they give their email addresses to. We need more online protection from bullies like these. However, I think we're a long way from that at the moment. It's all tied up with whether there should be more policing of the Internet and if so, how this can be done. Maybe then the problem will disappear.

Interviewer: OK, Rachel. Thank you so much. Believe me, listeners, this is a must-see documentary. Watch out for it. Next Tuesday at 7.30.

1 B (Many of us have seen it happening or even actually been through it ourselves)

2 A (you just can't get away from it)

3 B (You're fat and ugly)

4 C (the bullies feel they can say absolutely anything they want)

5 A (on sites of people they've never even met)

6 B (they can take them to the police)

7 A (We need more online protection from bullies like these ... there should be more policing of the Internet)

5 Students complete the task. Check answers together. Ask whether they can remember what context these appeared in during the conversation.

1 c (interviewer: the documentary was very informative)

2 d (interviewer: had no idea what it was about)

3 e (Rachel: describing the comments)

4 a (Rachel: says that the bullies are anonymous, nobody knows them)

5 f (Rachel: everyone can see the comments so they are humiliated)

6 b (Rachel: the effects on young people are disastrous)

Speak up

6 Students discuss the questions in pairs or small groups. Feed back ideas as a whole class.

Student's own answers.

To finish

In pairs, students design a slogan to put into primary schools to tell young children what to do if they are bullied. Conduct feedback, compare slogans and vote on the best one.

Homework

MyEnglishLab

They talk about 2, 3 and 5.

4 Read through the question stems and options with the class. Refer students to the Exam advice and remind them that just because an option makes sense and they agree with the opinion, does not necessarily mean it is the right option. Play the recording again all the way through. Conduct class feedback to check answers. Play the recording through and ask students to tell you when to stop because the speaker gives the correct information.

SPEAKING (SB page 109)

To start

Put this phrase on the board and elicit the meaning: *under pressure*.

Put students in pairs and give them a one-minute time limit. Ask them to list as many different types of pressure that school children of their age are under. Conduct feedback and list on the board the different types of pressure.

Power up

- 1 Discuss the question as a whole class. Start by giving an example of some pressure you are under at the moment, e.g. *marking, some deadlines, buying a house/car*.

Students' own answers.

- 2 Focus attention on the photos and the blog extract. Don't ask for descriptions at this point. Ask which photo the blog relates to and why.

Photo 1: It mentions races and representing the school.

- 3 Now, as a whole class discussion, ask students to say what each photo shows and how the people might be feeling, giving their reasons.

Students' own answers.

- 4 Read through the task and prompts with the students. Are any of the prompts in the list you made on the board at the beginning of the lesson? Make sure students know what the prompts mean and emphasise that the question asks them: *How difficult it is for teenagers to cope with these pressures?* Therefore, they will need to say: *It's very difficult because It's quite easy because* Put students in pairs and ask them to discuss the question. Circulate, but do not interrupt. Conduct feedback.

Students' own answers.

- 5 The class needs to listen to see what the students talked about and compare the recording with their own discussions. Tell them that there is one point the students don't have time to discuss. Which is it? Play the recording all the way through. Give pairs some time to talk about what they heard.

► Tracks 9.5, 9.6 and 9.7

A: I want to start with this one. Kids often have to choose one family member to support when there's fighting at home. I think that's very hard. If your parents are fighting and having arguments all the time, you sometimes have to take sides. That must be horrible. And if they separate, the kids have to go and live with just one. It can cause loads of problems. That's a lot of pressure. And now, to talk about gangs ...

B: Excuse me, Stella. Before you go on, I'd just like to say that it's particularly difficult for kids that are in their teens. They're trying to cope with exams and stuff at the same time. In fact, they often feel that their parents' problems are their fault. They start thinking that if I hadn't done this, Dad wouldn't have left, or whatever. And the parents say bad things to the kids about each other. It can get really nasty. OK, what did you want to say about joining gangs?

A: Yeah, it's interesting. It's not such a problem here, at least not with the traditional sort of gang. You know, the ones that fight with rival gangs and have their own territories or 'turf', I think they say. But there is a lot of pressure on kids to be part of a group. Everyone wants to belong and not be different, so I think a lot of kids go along with what their friends do, even if they don't agree with it. That's how some kids get drawn into crime. And then there's being popular ...

B: Sorry to interrupt, but I must say that I completely agree with you about the gangs. And in places where gang warfare is a problem, there's also the pressure of physical threats if you don't go along with the gang members. Also, once you've joined a gang, it's very hard to try to get out of it.

A: Absolutely. Now, doing what your parents expect is a huge pressure. Sometimes it's getting top grades, sometimes it's winning races ...

B: Can I jump in here? This sort of pressure can be very destructive. When you want to live up to your parents' expectations, it can affect all sorts of areas of your life. Sometimes parents want too much from their kids. Then the kids get into problems trying to be good enough. For me it's the pushy parents at sports events that get me angry.

A: My turn now. In my opinion, having the latest things is a real pressure, too. It's because people don't want to be different ... and it's awful if everyone else has got a laptop or a tablet and you haven't. But what can you do if your family isn't particularly rich? You have to ...

Students' own answers.

The students don't talk about 'to be popular and have a good social life'.

- 6 Ask the class whether they thought the students did the task well or not. You may need to play the recording again. Ask for ideas as a whole class discussion.

No, they don't do it well. Student A monopolises the conversation and Student B has to interrupt her. Also, they don't ask for each other's opinions or interact. It's just a series of long turns. Student A actually says, 'My turn now.'

- 7 Tell students that if you need to interrupt someone, these are useful phrases to learn. Can they remember which ones the students used? If not, play the recording again to check and ask for answers as a whole class.

He uses 1, 2, 3 and 4.

- 8 Refer students back to the task in Exercise 4. Read the decision question with the class and ask students to discuss it in their pairs. Conduct feedback.

Students' own answers.

- 9 Ask students to look at the task on page 151. Students complete the task in pairs. Monitor without interrupting and conduct feedback.

Students' own answers.

To finish

Put this question on the board:

Is this area a good or bad area to live in? Why?

Students discuss the question in pairs. They take it in turns to monopolise the conversation so much that the other has to keep interrupting to make comments and give his/her opinion. Circulate and conduct feedback by asking the best monopoliser in the class to demonstrate in open group – and elicit interruptions from the class.

Homework

MyEnglishLab

To start

In pairs, students think of as many problems as they can that people write to magazines or websites for advice about. Give them a time limit – one or two minutes. Conduct feedback and list the problems on the board. Encourage students to use verbs and phrases related to conflicts and relationships when appropriate, e.g. *fall out with*, *break up with*, *go on at someone*, *nag*, *talk things through*, *have a row with*. Find which pair thought of the most problems.

Power up

- 1 Ask students to read the comments and tell you as a whole class which person they are most similar to and why. Do they think any of the teenagers is doing the wrong thing? Point out some useful phrases in the comments and put them on the board: *talk things over*, *calm someone down*, *decide for yourself*, *take someone's advice*, *get embarrassed about something*, *work problems out*. Ask students when they last did these things, e.g. *When did you last talk something over with a friend? When did you last calm someone down?*

Students' own answers.

- 2 Ask students to read the quiz questions and find the following: *a word that means 'a little unsure' (wary)*, *another word meaning 'shy' (timid)*, *a word meaning 'not wanting to draw attention to yourself' (self-conscious)*, *a phrase meaning 'who have power/give orders' (in authority)*. Students should answer the quiz questions individually and then compare their answers with a partner and see whether they agree or disagree with how they have described themselves. Conduct feedback.

Students' own answers.

- 3 Students read the letter to find out what situations the writer mentions.

Tomas mentions:

being with people he doesn't know very well, talking to strangers, going to parties, talking to people in authority, asking questions in class, giving opinions and disagreeing with people.

Check vocabulary from the letter by asking students to cover or close their SBs and complete these sentences: *He looks down at his feet because he can't look people in (the eye). To say that he can't speak, Tomas says that he (clams up). Because Tomas doesn't like asking questions in class his school work (suffers). He believes that teachers think he is (thick). Instead of saying that he can't remember anything, Tomas says that his mind goes (blank). Tomas says that he can't speak clearly and he (stammers). He often goes red, too. This is called (blushing).*

- 4 Ask students to decide, in pairs, which of the things 1–5 they should do to help Tomas. Check understanding of the collocation *show sympathy* (be understanding and say something kind) and the phrasal verb *pull yourself together* (don't be weak and silly). Ask for ideas during class feedback.

You should do 1, 2 and 4. Point 3 would probably be unhelpful to Tomas; you need to focus on him. Point 5 would give him no help at all. It would probably make him feel even worse.

- 5 Ask students to read the reply. Ask them: *How does Karen sympathise with Tomas?* (She tells him that he's not alone.) *What advice does she give him?* (to talk more with people he knows, start to talk more in small groups, then to participate more in class, take deep breaths if he gets nervous). As a whole class, ask whether the students agree with the advice and the way Karen gives it.

Students' own answers.

The advice is good and she is tactful and diplomatic in giving it.

- 6 Students work in pairs to discuss the questions. Circulate and give advice when necessary, or prompt and encourage. Conduct feedback and compare answers and ideas.

- 1 Yes
2 Hi Tomas, Best wishes, Karen, Good luck, Tomas, and let us know how you get on!
3 the imperative
4 quite informal (*Loads of people, Don't panic!, If you mess up*)
5 She uses three main paragraphs: para 1: sympathises with Tomas for being shy para 2: explains why some people are shy para 3: gives advice, lists ways to tackle the problem and gives reassurance
6 sympathy: sentence 1 para 1 reassurance: *It's not difficult to, don't give up, it gets easier with time* advice: any sentence from para 3
7 linking words: *though, If, too, Instead of, and*; listing: *First, next, Finally*
- 7 Read the email through with the class and then ask students to talk with a partner about what advice they would give. Monitor and give help if necessary with weaker pairs. Conduct feedback to share ideas.

Students' own answers.

- 8 Read the task and discuss with the class as a whole.
- 1 Greet Amanda and briefly sympathise about the problem.
2 Discuss the problem in detail and possible reasons for it.
3 Give advice on how to deal with the problem and more reassurance.

Language XP

Read through the phrases with the class. Give them some problems or situations and ask for appropriate comments using the phrases, e.g.:

My cat has just died and I feel awful!

My parents lent me £100 to buy some new software for my computer and I left it on the bus!

My friend stole some things in a shop and I don't know if I should tell someone!

- 9 Students plan and write their email in class. Monitor and help, pointing out ways to improve their writing as you go round the group. If appropriate, let students read each other's emails and vote on the best advice.

Students' own answers.

Model answer

Hi Amanda,

I'm sorry to hear that you're having a problem making friends at your new school. I remember when I first moved here, I had problems, too. It felt awful, especially when I saw everyone else chatting together and going round in groups.

It's probably because you and I are quite similar. I mean, we're both a bit shy and it takes a long time to get to know people. Just think how long it took to get to know all the people you were friends with at your last school!

If I were you, I'd join some clubs where everyone is interested in the same things. First, you've got something in common to talk about and secondly, you meet up regularly and you see the same people again and again. I bet you make some good friends that way. You like drama, don't you? So, why not join the drama club?

Anyway, the most important thing is not to worry about it. Just remember that you're just a click or a phone call away from some people who care about you!

And let me know how you get on at drama club!

Lots of love,

To finish

Write a problem on the board, e.g. *I really like my best friend's boy-/girlfriend and he/she has asked me out. What should I do?*

In pairs, students discuss the best advice. Conduct feedback and discuss the situation as a whole class.

There is additional writing practice on page 163 of the Students' Book.

Homework

Workbook pages 56–57

MyEnglishLab

SWITCH ON (SB page 112)

I've been grounded!

- 1 Read through the list of possible punishments and check understanding of: *grounded* (not allowed to go out), *indefinite time* (time is not stated or made clear), *give him the silent treatment* (ignore him). Ask students to make their guesses. Play the video to check.

Kyle mentions B, C, E and F.

- 2 Students answer the questions in pairs. Circulate and help if required.

1 Because his parents have threatened to 'take away his stuff' and he doesn't want to draw their attention to what he's doing.
2 'Until further notice', i.e.: he must wait for an indefinite time, until his parents come and tell him he can leave. He isn't allowed to hang out with his friends.

3 *It sends shivers down my spine!* (This means he feels quite scared.)

- 3 Students discuss the questions in pairs. Bring their comments into a whole class discussion.

Students' own answers.

Project

- 4 Divide the class into small groups and ask them to roleplay an argument with one or both parents. Another member of the group can video the roleplay. When all the groups have finished, they can share their videos with the rest of the class.

Students' own answers.

REVISION (SB page 113)

1

1 shouldn't have refused 2 couldn't catch

3 was allowed/permitted to make 4 did we need (did we have)

5 don't have to stay 6 needn't have reported

2

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

3

1 nightmare 2 having 3 rude 4 put 5 opened 6 tell

4

1 judge 2 chore 3 interview

4 probation officer 5 shoplifting 6 impasse

5

1 vandalising 2 sacked 3 suspended

4 didn't charge 5 burgled 6 robbed