

# Friends for life?

What personal

characteristics help us

to get on with others?

(B)



**Vocabulary:** describing people; friends and acquaintances; things that friends do

**Grammar:** defining and non-defining relative clauses; reflexive pronouns and *each* other

**Reading:** an online article about doppelgängers

**Listening:** a radio programme about online and offline friends

**Speaking:** reaching an agreement

**Writing:** an email about a problem

**Project:** create a podcast giving advice to teens



Video skills p25



Real-world speaking p31



Project pp34-35

### Describing people

Read the words in the box. Which could you use to describe the people in photos A–F?

friendly honest kind loyal mature patient reliable responsible sociable tolerant

2 Read the information. Copy and complete the table with the negative form of the adjectives in exercise 1.

### **Negative prefixes**

We make the negative form of some adjectives with prefixes.

un-	unreliable,
dis-	dishonest,
in-/im-/ir-	impatient,

**Exercise 2** 

un-: unfriendly,

dis-: disloyal

in-/im-/ir-:
immature,
intolerant,
irresponsible

unkind, unsociable



### Vocabulary

**Lesson aims** Students learn how to use vocabulary related to personal characteristics, friends and acquaintances.

#### Warmer

Books closed. Write the letters *NIDYEFLR* on the board. Ask students to unscramble the letters and identify the word. (friendly)

Ask students if the word describes someone's appearance (no) or someone's character (yes).

Put students in groups to brainstorm as many positive words to describe character as they can. Allow them to use a dictionary if you like.

You could also set a time limit of one minute.

Elicit some words from each group and write them in a word cloud on the board. You can use them for the WDYT? discussion below.

## WDYT?

What personal characteristics help us to get on with others?

Check the meaning of to get on with (= to have a good relationship with). Elicit or give the opposite phrase. (to not get on with someone)

If you did the Warmer, discuss with students the words from the word cloud that they think are most important for getting on with people.

Remind students that they will return to this question at the end of the unit, to see how their ideas have developed.

### **Describing people**

- 1 Clarify to students that they can choose more than one word for each photo and that some words might be used multiple times.
  - Have students work in pairs to discuss each photo.
  - After checking ideas, ask students what is the form of the words (adjectives) and if they are positive or negative (positive). Ensure that all students understand all of the words by concept-checking.
  - Direct students back to the word cloud on the board. Elicit any new adjectives and add them to the cloud.
  - You could also add a positive or negative symbol next to the words to show if they are positive or negative.
- 2 Share with students the information below on negative prefixes for personal characteristics.
  - Reinforcement Allow students to work in pairs.

 Drill the pronunciation of each negative adjective. Pay attention to correct word stress.
 The stressed syllable is highlighted in bold:

unreliable, unfriendly, unkind, unsociable

dis**ho**nest, dis**lo**yal

in**to**lerant

imma**ture**, im**pa**tient

irre**spon**sible

### **Negative prefixes**

ABCD

- Students have already met some negative prefixes in B1. Remind them that we add a prefix to the beginning of the word, but do not make any other changes.
- Elicit or remind students which adjectives take imand ir-:
  - im- adjectives beginning with m or p
  - ir- adjectives beginning with r (Note that reliable is an exception to this.)
- Tell students that un- is a very common negative prefix but that aside from these patterns, students will simply have to learn how to form words with negative prefixes individually. It is a common area for errors, so encourage students to keep good vocabulary records.

### **Extra activity**

Ask pairs to take turns saying the positive and negative forms of each adjective in exercise 2: one student says the positive form and the other says the negative.

Ask students if the word stress changes between the positive and negative forms.

(No – the prefix doesn't affect the word stress.)

### Friends and acquaintances

- - Encourage students to share their ideas about the meanings and to find examples in the photos. Ensure students have access to dictionaries, if possible.
  - When students are finishing, remind them to also discuss which people they think are not friends.
  - When checking answers, correct any errors in pronunciation and drill the words with the class.

### **Extra activity**

Ask students which words are negative. (enemy, opponent, rival)

- 4 Students do the task. Encourage them to talk about different relationships.
- **5** Students do the task.

### **Extra activity**

Ask students to write definitions for *colleague* (= someone you work with), *next-door neighbour* (= someone who lives in the house/apartment closest to your home) and *travel buddy* (= a friend who you travel with or who you meet while travelling).

- **6** Give an example of your own to the class: I think a friend should be kind.
  - Then ask a more confident student for another example.
  - Students continue to discuss the ideas in pairs or small groups. Remind students that there are no incorrect answers because this is an opinion task.
- **7** ◆ 12 See the audioscript on T135.
  - Before listening, check students understand the task. Ask: Are the people talking about someone they know or are they talking about themselves? (someone they know)
  - Tell students they will listen twice: the first time, students should identify which person the speaker is talking about (a–d).
  - After checking answers to the first task, ask students what they should listen for the second time. ((the form of) the adjectives from exercises 1 and 2)
  - Pause the recording after each speaker to allow students time to make notes and compare answers.
  - When checking answers to the second task, ask students to identify the words with negative prefixes (irresponsible, unkind, unfriendly) and the word in the superlative form (kindest).

- **8** Students do the task. Encourage them to use as many of the adjectives from exercises 1 and 2 as possible.
  - Have a short feedback of ideas and check for correct pronunciation of the target language again.

## VIDEO SKILLS

- **9** See the videoscript on T143.
  - Students watch the video and note down the questions.
  - Check answers by nominating individual students to say each question.
  - Then ask: What were Louise's answers to the questions? (1 She tells secrets to her sisters first. 2 Nico is her rival at computer games. 3 honesty)
  - Follow-up questions:
    (You will probably need to write these on the board and allow students to watch the video a second time.)
    Why does Louise tell secrets to her sisters first?
    (They give her really good advice.)
    Which adjectives does Nico use to describe Louise? (competitive, honest, loyal)
    How many answers does Louise think she will get right? (three)
- **10** Ask students if they have ever done a personality quiz, either about themselves or a friend.
  - For the first question, give pairs a few minutes to discuss before eliciting ideas from the whole class.
  - Before students do the second question, ask them what the topic of the questions should be (personality and information about the friends) Nominate pairs to share their questions with the class.

### **Further practice**

- Vocabulary → Workbook p19
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework 🛍

Following on from exercise 8, ask students to write a short description of the three people they described. If you like, you can also have them add descriptions of the two categories they didn't choose in exercise 8.



### Friends and acquaintances

**3** Check the meaning of these words. Which ones can you see in pictures A-F?

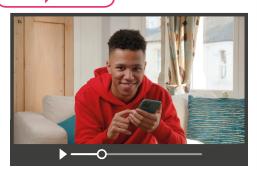
> acquaintance best friend/mate classmate close friend colleague enemy flatmate (UK)/roommate (US) next-door neighbour opponent relative rival sibling stranger teammate travel buddy

- 4 Look at these words from exercise 3. Which ones do you have? Which ones don't you have?
  - colleague
- sibling
- flatmate
- teammate
- next-door neighbour
- travel buddy

### **5** Find words from exercise 3 that mean:

- 1 your brother or sister
- **2** a member of your family (not your siblings)
- **3** someone that you share a house with (not family)
- 4 someone who competes against you in sport
- 5 someone who competes with you for success, love, money or power
- 6 someone you know, but not well
- 7 someone you don't know at all
- 8 someone you work with
- **6** Look at the personal qualities in exercise 1 again. Which ones are most important for:
  - 1 a friend?
- **3** a teacher?
- **2** a neighbour?
- 4 a teammate?
- 7 🕩 12 Listen to four people talking about people they know. Write a-d in the order you hear them. Which forms of the adjectives from exercises 1 and 2 do you hear?
  - **a** a classmate
- **c** a best friend
- **b** neighbours
- **d** a relative
- **8** Choose three people you know and describe them. Use adjectives from exercises 1 and 2.
  - a sibling
- a teammate
- a close friend
- a classmate
- a relative
- Nesrin is a close friend. She's friendly and sociable, but she's also impatient!

### VIDEO SKILLS



- Watch the video. What questions does the vlogger ask his friend?
- **10** Work in pairs. Discuss the questions.
  - 1 Why do vloggers make 'friend quiz' videos? Why are they popular?
  - **2** What questions would you ask a friend in this type of video?

### Exercise 3

### Suggested answers:

- **A** sibling
- **B** rival/opponent
- **C** best friend/mate. close friend, travel buddy
- **D** next-door neighbour
- **E** teammate/rival/ opponent
- **F** classmate/close friend

### **Exercise 5**

- **1** sibling
- 2 relative
- **3** flatmate/roommate
- **4** opponent
- **5** rival
- **6** acquaintance
- **7** stranger
- 8 colleague

### **Exercise 7**

- **1** c, reliable, kindest
- **2** a, irresponsible, unkind
- **3** d, friendly, sociable
- 4 b, unfriendly

### Exercise 9

Who does your friend tell secrets to? Who are your friend's rivals? What quality does your friend most admire in a person?

- **Exercise 10**
- 1 Vloggers normally make 'friend quiz' video to attract viewers to their YouTube channel and make money from the ads on the channel. Quizzes are a fun way of getting a friend involved in a vlogger's YouTube channel. They are also relatively easy and inexpensive to make.
- 2 Students' own answers



### Reading and critical thinking

### An online article

### Exercise 1

It comes from German.

Read the dictionary extract. What is the origin of the word 'doppelgänger'?

### doppelgänger

NOUN: someone who looks like someone else; lookalikes

From the German compound noun *Doppelgänger:*Doppel (= double) + Gänger (= walker)

Have you met your doppelgänger?

#### **Exercise 2**

**1** seven

2 seven billion

3 three

2 Read the first paragraph of the text and look at the pictures. Answer the questions.

- 1 How many doppelgängers do we all have, according to the text?
- 2 How many people are there in the world today?
- **3** How many doppelgängers can you see in the pictures?

### ► Subskill: Topic sentences

paragraph will you:

doppelgängers?

A topic sentence is usually the first sentence in a paragraph. It often summarises what the paragraph is about.

three topic sentences in the text. In which

1 find out about the possible reasons why people

2 read about people who tried hard to find their

**3** Read the information and identify the

are interested in doppelgängers?

3 read about the possibility of meeting a

4 1) 13 Read and listen to the article. Check

surprising thing you read in the text?

your answers in exercise 3. What was the most

**Word work** Match the definitions to the

1 to defeat an opponent in a game or competition

2 invited (someone) to take part in a competition

4 to (not) have the same interests or opinions as

**5** looked for someone/something in many different

doppelgänger by chance?

words in bold in the text.

another person

**3** to meet someone unexpectedly

### Exercise 3

1 paragraph 3

2 paragraph 2

**3** paragraph 1

### Exercise 5

**1** beat

2 challenged

3 bump into

**4** have (nothing more) in common

**5** searched far and wide

### Exercise 6

Students' own answers

### Suggested answers:

- 1 they're unique
- 2 have a doppelgänger
- 3 Niamh's website
- **4** Many doppelgängers

### **Critical thinking**

See T27 for answers.

**6** Look at the information. Then complete the sentences with ideas from the text.

### **Indefinite pronouns**

People: someone, anyone, no one, everyone

**Things:** something, anything, nothing, everything

**Places:** somewhere, anywhere, nowhere, everywhere

- **1** Everyone wants to believe (...).
- **2** You might (...) somewhere in the world.
- **3** On (...), you can try to find your doppelgängers anywhere in the world.
- **4** (...) share something more than physical appearance.

### **7** Choose the best option.

- 1 Santana and Isobel ...
  - a are siblings.
  - **b** met by accident.
  - c met through social media.
- 2 In the 28-day challenge, ...
  - a Harry won.
  - **b** Karen was Niamh's rival.
  - © Niamh beat Terence and Harry.
- **3** Niamh ...
  - **a** uploaded videos after meeting her doppelgängers.
  - **b** found three lookalikes in Ireland.
  - c met her first doppelgänger in Italy.
- 4 Doppelgängers ...
  - **a** always have more in common than casual acquaintances.
  - **b** are usually distant relatives.
  - **c** sometimes feel a special connection.

### **8** Work in pairs. Answer the questions.

- 1 Do any of your friends look similar to you?
- 2 Would you like to find your doppelgänger?
- **3** Have you ever met any doppelgängers or identical twins?

### **CRITICAL THINKING**

- 1 Understand Read the text again. Are the doppelgänger stories generally positive or negative?
- **2** Apply Give examples to illustrate your answer to question 1.
- Analyse Can you think of any ways in which having a lookalike could be negative?

# Reading and critical thinking

**Lesson aims** Students learn about doppelgängers and how to identify topic sentences (in an online article) and practise using indefinite pronouns.

#### **Warmer**

Close books. Write the word *doppelgänger* on the board. Ask students if the word is English (no) or what language they think it could be (German). Encourage and praise all ideas. Do not confirm any ideas as correct or incorrect.

### An online article

- Open books. Check the meaning of origin (= where something came from or started).
  - Students read the dictionary extract and check their ideas from the Warmer.
- 2 Students do the task. Set a time limit to encourage students to read efficiently and find the specific information for the questions.

### Subskill: Topic sentences

Identifying the topic sentences will help students to achieve a *general understanding* (= the gist) of a long text. However, also remind students that reading the topic sentence is not a substitute for reading the rest of the paragraph!

- Set students another time limit for the task in order to keep the focus on identifying the topic sentences.
  - Do not check answers until after exercise 4.
- 4 1) 13 Students do the task and compare their answers in pairs before confirming with the class.
  - Encourage students to share their thoughts on the most surprising thing they read. Give your own example, e.g. doppelgängers feeling an 'instant connection' with each other (final paragraph, lines 5–6).
- **5** Word work Students do the task.
  - Correct any pronunciation errors of the target language when checking answers.

### **₹ast** finishers

Ask fast finishers to write an example sentence for two of the bold words.

### **Extra activity**

Close books. Put students into pairs. Tell them you will tell them a story that will include some missing words. (You can make a 'beep' sound for the gap or just say 'gap' – see answers in square brackets below.) Each gap is one word from exercise 5.

I bumped [into] an old classmate last week. It was great to see her!

She told me she's still a fan of gaming – it's nice to know we still have something in [common].

When we were younger, she [challenged] me on my favourite game and I thought I'd win, but I didn't. She [beat] me!

We swapped numbers, but when I got home, I searched far and [wide] for her number and I couldn't find it.

- Remind students that indefinite pronouns are used to refer to non-specific people, things or places; they are not used for specific or exact information.
  - Students do the task.
  - When you have checked answers, ask students to look at the sentences and identify the indefinite pronoun in each. Ask them to say whether it refers to people, things or places.
    - (1 Everyone people 2 somewhere place 3 anywhere place 4 something thing)
- 7 Check the meanings of *siblings*, *rival*, *acquaintance* and *relative*. Then ask students to do the task without referring to the text.
  - When checking answers, ask students to confirm the location of the answers or information in the text.
  - Reinforcement Allow less confident students to refer to the text if they need to.
- **8** Students do the task.

### **CRITICAL THINKING**



Turn to T27 for notes on the Critical thinking tasks.

### **CRITICAL THINKING**

- 1 Understand (LOT) Give students
  3–4 minutes to read the text again. Tell
  students that they are now reading for details
  about the stories (compared to reading for
  topic sentences in exercise 3) so should read a
  little more slowly.
  - Ask students to put up their hand if they think the stories are generally negative or positive.
- 2 Apply (HOT) Ask students to refer back to the text and find examples to support their answers to question 1. Allow students to work in pairs, if necessary.
- **3** Analyse (HOT) Students could work in pairs or small groups to do this task. If necessary, elicit or give an example to the class, e.g.:
  - Your doppelgänger might be a bad person and other people could then think you are the bad person.

### **Critical thinking**

**Suggested answers:** 1 The stories mentioned are generally positive. In Niamh's story there was some rivalry, but all between friends. 2 Santana made a new friend; Niamh found her 'soulmate'; Niamh set up a business related to doppelgängers. 3 People could accuse you of something that you didn't do, because they thought you were someone else/they could arrest the wrong person for a crime; you could be very disappointed if you met your doppelgänger but didn't like them; you could find out that your doppelgänger is really your relative, which could cause problems in the family.

### **Further practice**

- Reading → Workbook p22
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

### Homework 🛍

Ask students to write a few sentences describing what a doppelgänger is and how some people meet theirs. Ask them to think of some questions they would like to

ask their own doppelgänger, e.g.: What are your hobbies?

What food do you like? What are your favourite subjects?

### **Get online**



Ask students to go online and find an example of a news story about doppelgängers. Ask them to make notes of some basic information (e.g. names, countries, ages) plus any interesting background to the story and share with the class.

Allow students to show pictures of the doppelgängers, if appropriate.



Everyone wants to believe they're unique, but it's actually possible that we all have a 'doppelgänger' somewhere in the world. In fact, it's said that we each have seven lookalikes! But in a world of seven billion people, it isn't likely that you'll just bump into your twin stranger ... or is it? Seventeen-year-old Santana Gutierrez, who lives in San Diego, USA, was walking around a shopping mall when she met a total stranger who looked just like her. Her doppelgänger, Isobel, was at the mall.

While Santana met her doppelgänger by chance, others have **searched far and wide** for theirs. University friends Niamh Geaney, Harry English and Terence Manzanga, who all studied in Dublin, Ireland, **challenged** each other to find their doppelgängers in less than 28 days. Niamh was confident that she could **beat** her rivals, and she did. In less than two weeks she'd

found Karen, who also lived in Dublin, and the two met up. But the story didn't end there! Niamh soon found two more doppelgängers: Luisa from Genoa, Italy, and Irene from Sligo, Ireland. The YouTube videos which she made soon went viral. And Niamh, whose doppelgänger story fascinated people around the world, decided to help others with their search. She set up a website where people can try to find their double anywhere in the world. So far, more than four million people have signed up.

So why are we so fascinated by the idea of finding our doppelgänger? Research shows that we generally trust people whose features are similar to ours more than other people. Historically, this made sense because people who



resembled us were probably our relatives, and therefore not enemies. Nowadays, though, you may have nothing more in common with your doppelgänger than with any neighbour or acquaintance. However, many doppelgängers say they feel an instant connection and share something more than just physical appearance. Luisa even described her twin stranger as her 'soulmate'. But don't worry if you've been searching and haven't found your doppelgänger yet – it might happen when you're least expecting it!

### Niamhandherthreedoppelgängers







### **Exercise 1**

a stranger (who), people (whose), the videos (which), a website (where)

**Exercise 2** 

2 which/that

4 who/that

**Exercise 3** 

3 They're my

with me.

4 That was the match

2 That's the house

where my best

friend used to live.

teammates who/

that play rugby

which/that our

opponents won.

**5** 2018 was the year

when my niece

was born.

**Exercise 4** 

Yes, they would.

**Exercise 5** 

2 My best friend,

whose birthday is

on the same day as

mine, is three hours

3 Last summer, when

our exams, it was

flatmates, who

at university, are

**5** The city of Ankara,

which is the capital

of Turkey, is in Asia.

also study law

really friendly.

older than me.

we were doing

really hot. **4** My sister's

1 where

3 when

**5** whose

### Grammar

### Defining and non-defining relative clauses

1 Read the examples. Which nouns are defined by the relative clauses?

### **Defining relative clauses**

A defining relative clause gives essential information that defines the noun.

Santana met a stranger who looked like her.

We trust people whose features are similar to ours.

The videos which Niamh made soon went viral.

Niamh's website is a place where people can look for their doppelgänger.

### Relative pronouns and adverbs

who for people which for things when for times whose for possession where for places

who and which can be replaced by that

Work in pairs. Complete the phrases with the correct relative pronoun or adverb. Ask and answer.

Tell me about ...

- 1 the place (...) you grew up.
- 2 an object (...) is important to you or your family.
- **3** a time (...) a friend has helped you.
- **4** a person (...) is one of your neighbours.
- **5** a relative (...) surname is different from yours.

## **3** Join the sentences using a defining relative clause. Make any necessary changes.

- 1 That's my friend. His mum works with my mum. That's my friend whose mum works with my mum.
- **2** That's the house. My best friend used to live there.
- **3** They're my teammates. They play rugby with me.
- 4 That was the match. Our opponents won it.
- **5** 2018 was the year. My niece was born then.

## 4 Read the examples. Would these sentences still make sense without the relative clauses?

### Non-defining relative clauses

A non-defining relative clause gives extra, but not essential, information about the noun. We always use commas with non-defining relative clauses.

In non-defining relative clauses, we can't replace who/which with that.

Niamh, Harry and Terence, who all studied in Dublin, challenged each other to find their doppelgängers.

Niamh, whose story fascinated people around the world, set up a website to help others.

- 5 Choose the correct relative pronoun or adverb and rewrite the sentences, adding commas where necessary.
  - 1 My dad **who/whose** loves tennis taught me to play. My dad, who loves tennis, taught me to play.
  - **2** My best friend **who/whose** birthday is on the same day as mine is three hours older than me.
  - **3** Last summer **when/which** we were doing our exams it was really hot.
  - **4** My sister's flatmates **which/who** also study law at university are really friendly.
  - **5** The city of Ankara **where/which** is the capital of Turkey is in Asia.

## **6** Join the sentences using a non-defining relative clause.

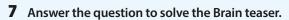
 Mo Salah and his doppelgänger are both from Egypt. His doppelgänger's name is Ahmed Bahaa. (whose)

Mo Salah and his doppelgänger, whose name is Ahmed Bahaa, are both from Egypt.

2 Mo Salah scored 44 goals in one year for Liverpool. He is a famous footballer. (who)

Standard

- **3** A few years ago Mo Salah met his lookalike. He was visiting his home town. **(when)**
- **4** Photos of the lookalikes show how similar they are. The photos went viral on social media. **(which)**
- 5 In the village of Nagrig Mo Salah has built a school and a hospital. He is from there. (where)





Everywhere you go, I am always with you. I'm with all the people who you love and also with those who are strangers. Without me, your enemy is no longer your enemy, and your friend is no longer your friend.

What am I?

### Exercise 6

See T28 for answers.

### **Exercise 7**

air/oxygen

### **Grammar**

**Lesson aims** Students learn how to use defining and non-defining relative clauses and relative pronouns and adverbs.

#### Warmer

Books closed. Remind students of the doppelgängers article (p27). Then write these sentences on the board, leaving gaps for the words in square brackets. Tell students that the sentences begin with a person's name. [Santana] met a stranger in a mall [who] looked exactly like her. [Niamh]'s website is a place [where] people can look for their doppelgänger.

## Defining and non-defining relative clauses

- Do the first example as a class. Ask students who the relative clause refers to, Santana or the stranger? (the stranger)
  - Students then work individually and compare answers in pairs before checking as a class.

## Defining relative clauses/Relative pronouns and adverbs

Explain that defining relative clauses start with a relative pronoun/adverb: who, whose, which, where, when and that. The clause gives essential, important information about the noun: it helps define it.

**2** • Remind students to refer to the *Relative pronouns* and adverbs box while they do the task.

### **₹ast** finishers

Ask students to decide which relative pronouns or adverbs could be changed to *that* in phrases 1–5. (2, 3, 4)

- If necessary, ask students to suggest which relative pronoun would be used in each sentence (2 where 3 who/that 4 which/that 5 when) and then allow students to continue with joining the sentences.
  - After checking answers, draw students' attention to the changes in the sentence structure. Ask students in which sentences the relative pronoun replaces a subject (1 His 3 They) or an object of the sentence (2, 4, 5).
- Before students do the task, read aloud the example sentences to the class, using slightly lower tone for the non-defining relative clause and slight pause before and after it.
  - To review, share the information below.

### **Non-defining relative clauses**

ABCD

Explain that unlike a defining relative clause, a non-defining clause does not offer essential information about a noun; it is just extra. Therefore, it is always surrounded by commas.

- When checking answers, ask students to dictate the complete sentence and to try using the intonation you modelled in exercise 4.
- Briefly revise whether a non-defining relative clause uses commas or not (it does), before students do the task individually.

#### Exercise 6

- **2** Mo Salah, who is a famous footballer, scored 44 goals in one year for Liverpool./Mo Salah, who scored 44 goals in one year for Liverpool, is a famous footballer.
- **3** A few years ago, when he was visiting his hometown, Mo Salah met his lookalike.
- **4** Photos of the lookalikes, which went viral on social media, show how similar they are./Photos of the lookalikes, which show how similar they are, went viral on social media.
- **5** In the village of Nagrig, where he is from, Mo Salah has built a school and a hospital.
  - ▶ **Reinforcement** Allow students to work in pairs, and provide further support by doing another example with them.

### **Get online**

ABCD



Ask students to go online and find Mo Salah and his doppelgänger. Ask students to decide if they look alike or not.

- Put the class into teams and allow them five minutes to solve the puzzle.
  - If necessary, give other clues at the end of each minute.

I am not a person – I am a thing. The first letter of my name is 'a'.

- The last clue: You can't breathe without me. Then demonstrate breathing in and out.
- Check final ideas as a class.

### **Further practice**

- Grammar bootcamp → Student's Book pp118–119
- Grammar → Workbook p19
- Grammar reference and practice → Workbook pp86–87
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p128

### Homework 🛍

Ask students to complete the sentences:

- 1 The actor [who] I like the most is ...
- **2** The place [where] I feel most relaxed is ...
- **3** The time [when] I feel happiest is ...
- **4** The job [which] I would most like to do is ...

## **Vocabulary and Listening**

**Lesson aims** Students learn and use separable and inseparable phrasal verbs related to friends and learn how to infer meaning when listening.

#### Warmer

Play **Snowman** to practise personal qualities vocabulary from p24.

(See Activities bank, ppvi-vii, for full instructions.)

(**Suggested vocabulary:** honest, loyal, mature, reliable, sociable)

### Things that friends do

- Before students read the text, briefly elicit what words they would use to describe themselves as a friend.
  - Students read the text and choose which type of friend they are. Allow students to choose more than one category, as they may be a different type of friend to different people.
- Point out that there are more bold words than needed for this task, so ask them to think carefully about which words are correct.
  - When checking answers, correct any pronunciation errors and drill as necessary.

### **Extra activity**

Ask students to consider if they have or had friends who match any of these types.

- 3 Ask students to read the information in the box, then share with them some more information from the box below on *Learning phrasal verbs*. Refer students back to the text to now use the remaining bold words to complete the table.
  - When checking answers, ask students to read the exact words from the text and ask them to then confirm if the phrasal verb is separable or inseparable. (cheer you up: separable; fall out with: inseparable; hang out with: inseparable)

### **Learning phrasal verbs**

ABCD

- Students have already met phrasal verbs in B1.
   Revise what a phrasal verb consists of: a verb and a preposition(s) (or particle(s)) that create a new meaning when combined together.
- Explain that students will need to learn whether a phrasal verb is separable or inseparable on an individual basis.
- Encourage students to keep a vocabulary record that includes the phrasal verb in a sentence, e.g. My best friend never lets me down. This will help students remember the usage and correct form and is more memorable than simply recording let down (separable).

### A radio programme

- **4** 14 See the audioscript on T135.
  - Tell students to read all of the topics first.
  - Encourage students to recall words or ideas that helped them choose the two correct topics.

### Subskill: Inferring meaning

Revise what *inferring meaning* is by asking concept-check questions:

Do we use the speaker's exact words to infer meaning? (No – there is no need to infer meaning if the speaker has told you what he/she means. We infer meaning when the exact words are not the same as in the question.)

Do we use ideas or other clues expressed by the speaker to infer meaning? (Yes – we may use our prior knowledge about a situation to infer meaning or we may hear clues that provide additional information.)

- Play the recording twice: ask students to listen and make notes on the answers the first time.
  - Reinforcement Allow students to speculate before listening again to confirm.
  - Play the recording a second time and ask students to check or revise their ideas.
  - Challenge On the second listen, ask students to note down one or two more points from the radio programme that they found interesting.
- **6** Ask students to recall or guess what the missing information is and encourage all ideas.
  - If necessary, play the recording again.

### **Extra activity**

Put students into pairs or small groups. Ask students to discuss if they agree with sentences 1–4 in exercise 6.

Ask your class to write two numbers (1 ideal number of online friends; 2 ideal number of offline friends), and then ask them to raise their hands for different groups of numbers, e.g. Who thinks the ideal number of online friends is more than 50? More than 100? 200?

### **Further practice**

- Vocabulary → Workbook p20
- Vocabulary extension → Workbook p101
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p23
- Listening worksheet → Teacher's Resource Centre
- Pronunciation → Student's Book p128

### Homework 🛍

Ask students to use three phrasal verbs in exercise 3 to write a short description about a friend.

## Vocabulary and Listening 2



### Things that friends do

1 Read the text. What type of friend are you?



The friends you need:

- The 'brutally honest' friend this friend will never **lie** to you. They will always **tell** you **the truth**, even when it hurts, because they care about you.
- The 'shared interest' friend someone who you can share a specific hobby with, be it sporty, crafty or plain crazy!
- The 'life and soul of the party' although not the most reliable friend, they are fun to hang out with and will always cheer you up and make you laugh.
- The 'mentor/motivator' this is someone who you always respect. They inspire and **support** you, and encourage you to go out of your comfort zone.
- The 'well-connected' friend this sociable friend knows everyone, and will put you in touch with anyone that you need to meet.
- The 'loyal best friend' last, but definitely not least, this is the friend that you always **get on** with and never **fall out with**. They will never **judge** you and they will always **forgive** you!

And the one to avoid:

The 'fake bestie' – they act like you're best friends, making plans and promising to **keep in touch**. But in the end they always **let you down** ...

## **2** Find the words in bold in the text to match these definitions.

- 1 always say what's true; never lie
- 2 not be angry with someone if they upset you
- 3 maintain contact with someone
- 4 criticise someone
- **5** make jokes or be funny for others
- **6** help someone achieve their goals

3 Read the information. Complete the table with three more phrasal verbs from the text.

### Separable and inseparable phrasal verbs

You can insert other words between separable phrasal verbs, but inseparable phrasal verbs can't be separated.

In the end they always **let** you **down**.

You always get on with your best friend.

Separable	Inseparable
let (someone) down	get on with (someone)

### A radio programme

- 4 (1) 14 Listen to a radio programme about friendship. Which of these topics do they mention?
  - how to be a good friend
- bullying
- online and offline friends
- travel buddies
- friends and money

### Subskill: Inferring meaning

When we listen, we often use clues and previous knowledge to answer questions e.g. Who is speaking? What is their relationship?

- **5** Listen again and answer the questions.
  - 1 Who is talking?
  - 2 Where are they?
  - **3** What is their relationship?
  - 4 What are they talking about?
  - **5** Whose voice do you hear near the end?
- **6** Complete the sentences with information from the radio programme.
  - 1 According to a recent study, we only have space in our life for (...) close friends.
  - **2** The average person in Britain has (...) online friends.
  - **3** According to the presenters, the advantages of online friends include (...) and (...).
  - **4** The disadvantage of making friends online is (...).
  - **5** In the next episode of the programme, they are going to talk about (...).
  - **6** One listener has a problem because (...).
- 7 In your opinion, what's the ideal number of friends to have in your life (online and offline)?

### **Exercise 2**

- 1 tell (you) the truth
- 2 forgive
- **3** keep in touch
- **4** judge someone
- **5** make (you) laugh
- **6** support

#### **Exercise 3**

**Separable:** cheer (someone) up

**Inseparable:** fall out with (someone), hang out with (someone)

### **Exercise 4**

online and offline friends, friends and money

### **Exercise 5**

- **1** Two radio presenters (a boy and a girl) are talking to each other.
- **2** They are in a radio studio.
- **3** They are colleagues./ They get on well together.
- **4** They're talking about friendship/ about online and offline friends.
- **5** We hear a listener's voice near the end.

### Exercise 6

- **1** five
- **2** 500
- 3 (any two of) playing online games, practising languages together, meeting people who are going through a similar situation, it can be easier to make friends online if people are shy in real life
- **4** you can't necessarily trust people they might not be who they say they are
- 5 friendship and money
- **6** her friend buys her lots of expensive presents, and she can't spend as much money

### Reflexive pronouns and each other

### **Exercise 1**

- 1 himself
- 2 herself
- **3** itself
- 4 yourselves
- 5 themselves

None of the forms are the same.

1 Complete the sentences with these reflexive pronouns. Are any of the forms the same?

herself himself itself themselves yourselves

### **Reflexive pronouns**

Reflexive pronouns are used when the same person is the subject and object of an action.

### singular

I promised myself that I'd see friends more often.

Do you see yourself as a good friend?

My brother never buys 1 (...) new things.

My sister treats 2 (...) all the time!

Does your phone often turn 3 (...) off?

### plural

We surround ourselves with friends.

Enjoy 4 (...) and see you all next week!

Can people call 5 (...) friends if they've never met?

### **2** Match the sentence halves.

- 1 She taught C
- a yourself!
- 2 We watched e
- **b** themselves new clothes.
- **3** You have to respect **a c** herself Russian.
- 4 They bought **b**
- d himself.

- 2 see yourself
- **5** He often talks to **d e** ourselves on video.
- **3** enjoy yourselves 4 hurt yourself **5** record yourselves

Exercise 3

1 taught yourself

- **3** Work in pairs. Complete the questions with the verbs in brackets and the correct reflexive pronouns. Then ask and answer.
- Students' own answers
- 1 Have you ever (...) (teach) a new skill?

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- **2** What do you (...) **(see)** doing in five years' time?
- **3** Where do you and your friends go to (...) **(enjoy)**?
- **1** each other 2 each other

**Exercise 5** 

- 4 Have you ever (...) (hurt) in an accident?
- **3** themselves **4** each other
- **5** Do you and your classmates ever (...) **(record)** in class?
- **5** itself
- 4 Match examples 1–2 with pictures A–B.

### Exercise 6

### Suggested answers:

They should support each other. They shouldn't be jealous of each other. They shouldn't fall out with each other. They should talk to each other. They shouldn't fight with each other. They should look after each other.

### each other

- 1 They bought themselves gifts. B
- 2 They bought each other gifts. A

We use each other when each person does the same action for the other person.





### **5** Complete the sentences with a reflexive pronoun or each other.

- 1 My two cats don't like (...) . They fight a lot!
- **2** Hove hanging out with my friends. We make (...)
- **3** Some friends of mine are in a band. They call (...) 'The Rockettes'.
- **4** My first friend and I have kept in touch with (...) since we were two.
- 5 I've got a problem with my tablet. It keeps turning (...) on.

#### **6** Write sentences. Use each other.

Good friends should listen to each other. They shouldn't let each other down.

### Good friends should/shouldn't ...

listen (to) fall out (with)

let (someone) down talk (to) support fight (with)

be jealous (of) look after (someone)

### **7** Choose the correct option.

### **GRAMMAR ROUND-UP**

3 4 5 6 7 8

### Post Pals

There's nothing better than making someone smile, listhere/there is? That's the idea behind a small charity called Post Pals, 2 where which supports children 3 who/which are in hospital by sending cards, letters and small gifts. Post Pals, 4 whose/who patron is the DJ and TV presenter Fearne Cotton, was set up by 17-yearold Vikki George at a time 5 which/when she was spending almost 24 hours a day in bed due to a serious illness. Vikki promised 6 herself/ themselves that she would do something to help other sick children. Now, years later, Post Pals 7 has already/already has supported hundreds of sick children and their siblings. So if you 8 we been thinking/thought of doing something positive, give it a go!

### Research

Go to the Post Pals website and find at least three suggestions for writing a letter.

### Grammar

**Lesson aims** Students learn how to use reflexive pronouns and each other.

#### Warmer

Books closed. Tell students you will dictate one question that they should write down:

What do you see yourself doing in five years' time?

Allow students to compare in pairs. Then ask students to repeat the question back to you and you write it on the board. (Praise students for correct spelling of *yourself*, if offered.)

Ask pairs to discuss the question or, if appropriate for your class, ask students to walk round the class and ask the question to five other students.

## Reflexive pronouns and each other

- Read the reflexive pronouns to the class and ask if each one is singular or plural.
  - Do the first sentence as an example with the class, before students do the rest.

### **Subjects and objects**

ABCD

- To help with reflexive pronouns, revise what the subject and object of an action is. Write on the board: Tom promised Anna that he'd visit soon.
- Elicit who is the subject (Tom) and who is the object (Anna). Then replace the word *Anna* with *himself*.
- Again, ask students who is the subject (Tom) and who is the object (Tom).
- Explain to students that a reflexive pronoun helps to emphasise or explain who or what is doing an action.
- 2 Students do the task.
  - When checking answers, ask students to explain why they matched each option.

(1 third person, female, singular; 2 first person, plural; 3 second person, singular; 4 third person, plural; 5 third person, male, singular)

- Books closed. Read the sentence beginnings 1–5 to the class. Ask students to recall which reflexive pronoun follows each beginning.
- For question 1, elicit the correct form of the verb teach. (taught)
  - Encourage students to go through this process for each question:

    Who is the subject of the question?

    Which reflexive pronoun follows this subject?

    Which tense is being used?
- **4** Ask students to look at the pictures and ask: Do the pictures show people with gifts? (yes) Which picture shows someone giving a gift? (A) Which picture doesn't show someone giving a gift? (B)

- Check answers, then read the final line in the box with students and discuss what it means. Feed in information from the box below on each other.
- Ask students if *each other* is used in the same place in the sentence as a reflexive pronoun.

(Yes, usually after the main verb.)

### each other

ABCD

Tell students that *each other* is a reciprocal pronoun. Explain the meaning of *reciprocal* (= you do something for someone and they do the same for you). *Each other* is often used when talking about friendship.

- Remind students to use the boxes in exercises 1 and 4 to help them.
- **6** Students do the task.
  - Challenge Ask students to add additional descriptions about what a good friend should/ shouldn't do.
- Read aloud the text to the class or nominate different students to read aloud each sentence.

### Research

Allow students time to explore the Post Pals website and learn more about what Post Pals is and does. Encourage them to read the FAQs.

Then ask students to find at least three suggestions and to choose their favourite.

**Reinforcement** Direct students to the *How you can help* tab and then the *Guide to writing post* page.

### **Culture note**

**Post Pals** is a simple and valuable way for young people to volunteer to help others. It can be a one off or regularly.

There are many charities that offer **opportunities for teenagers to volunteer**. These charities may be local to where the teenager lives or even in another country. For teenagers, it is an opportunity to learn new skills and build confidence in new situations.

### **Further practice**

- Grammar bootcamp → Student's Book pp119–120
- Grammar → Workbook p21
- Grammar reference and practice → Workbook pp86–87
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework 🗊

Ask students to write out answers to the questions in exercise 3 using full sentences and a reflexive pronoun.



## **Real-world speaking**

**Lesson aims** Students learn and practise Key phrases to reach an agreement.

#### Warmer

Tell students about a favourite gift you received, perhaps for your last birthday. Put students into groups to describe a favourite gift they have received. Groups choose their favourite gift from their discussion and report to the class. The class then considers all the gifts and votes for their favourite.

### Reaching an agreement

- 1 After the task, ask students if they think comics is the best gift or if they would give something different.
  - Follow-up questions: (You will probably need to write these on the board and allow students to watch the video a second time.)

What were Ryan's suggestions? (Sudoku puzzle book and a video game)

Why did Monica suggest a comic? (It would make

Do they reach an agreement? (Yes, they do.)

- 2 Direct students to the Key phrases box and give them time to read the phrases.
  - Quickly ask students: How many categories of phrases are there? (three)
  - Students do the task and compare answers in pairs, before confirming as a class.

### **Extra activity**

Tell students to focus on Monica and Ryan's facial expressions while watching the video with no sound. Elicit if they think the characters are making suggestions, agreeing and disagreeing or checking with others. Point out that facial expressions can help us understand what someone is saying.

- Ask students to read the US→UK note. Point out that in British English, the isn't used when we are talking about the use or general idea of places, e.g. hospital, school, university. The is used to refer to a specific hospital, school, etc.
- **3** After the task, elicit which phrase isn't used.
  - ▶ **Reinforcement** Tell less confident students they don't need Enjoy yourselves! in the exercise.
  - ► **Challenge** Students complete the gaps from memory before watching the video again to check their answers.

### **∓ast** finishers

Encourage students to read through the dialogue and check their answers are correct.

- 4 1) 15 Students do the task. Play the recording again, if necessary, and encourage students to be as expressive as possible when saying the Key phrases.
  - Ask: Are there any phrases you don't understand? Give students the chance to brainstorm as a class any they don't understand. Help with those they find it difficult to decipher.

### **Extra activity**

Ask students to take turns saying the Key phrases in pairs. Nominate a few students to say a Key phrase to the class and reward all attempts at good intonation.

- Ask students to practise the dialogue in pairs, using the correct intonation. Allow plenty of time to swap parts and read again.
- **5 THINK** Brainstorm some gift ideas with students (e.g. books, DVDs, comics, clothes). If you wish, give an example of gifts you would and wouldn't choose for a friend of yours, and explain why. Ask students to do the task individually.
  - PREPARE Remind students to use at least two phrases from each category in the Key phrases box.
  - PRACTISE Before students begin practising, encourage them to read through the Peer **review** section in exercise 6, so that they know what their classmates will be looking and listening for when they perform.
  - Monitor while students do the task, and encourage students to use the intonation practised in exercise 4.
  - PERFORM When watching their peers, encourage students to think carefully about each **Peer review** question in exercise 6 and to make notes.
  - **Reinforcement** Less confident students may find pre-recording their dialogue less overwhelming than performing it in front of the class. Allowing them this option when possible will yield better results.
- **6** Peer review After each performance, ask the class to share their answers. The students who performed can confirm or correct the answers.

### **Further practice**

- Speaking → Workbook p23
- Phrasebook → Workbook p157

### Homework 🗓



Ask students to rewrite the dialogue, replacing each of Student B's gapped answers with another appropriate Key phrase.

### Real-world speaking





### Reaching an agreement

- Watch the video. What do Ryan and Monica decide to buy?
- **2** Watch again. Which Key phrases do you hear?
- 3 Complete 1–4 in the dialogue with four of these phrases.

Enjoy yourselves! I completely forgot!
It's not his thing. Let's do it! That'll make him laugh!

4 1) 15 Listen and repeat the Key phrases. Pay attention to the intonation.

Remember we're going to visit Jason in the hospital after school today.

Monica

Oh **1** (...)

Should we buy him something to cheer him up?

Monica

Yes – that sounds like a great idea!

Ryan

Let's get him a Sudoku puzzle book! That's something that he can do in the hospital. What do you think?

Monica

I don't think he's someone who does Sudoku really. **2** (...)

Ryan

OK, what about a video game then?

Monica

It's not a bad idea, but can he play video games in the hospital? Why don't we get him a comic? **3** (...)

Ryan

Great, how about a couple of comics then? Does that sound OK?

Monica

Yes, sounds good to me. 4 (...)

5 Create your own dialogue. Follow the steps in the Skills boost.

#### **THINK**

SKILLS BOOST end's birthday Choose a few

Imagine it's your friend's birthday. Choose a few ideas for gifts. Make notes about whether your friend would like them or not, and why.

### **PREPARE**

Prepare your dialogue. Remember to use the Key phrases for reaching an agreement.

#### **PRACTISE**

Practise your dialogue.

#### **PERFORM**

Act out your dialogue for the class.

### **Peer review** Listen to your classmates.

### Answer the questions.

- 1 Which possible gifts did they mention?
- 2 Which phrases did they use?
- **3** Did they reach an agreement?

### **Key phrases**

### **Making suggestions**

Shall we (buy) (him) something?

How/What about (a DVD)?

Why don't we get (him) (a comic)?

### Agreeing and disagreeing

Yes, that sounds like a great idea/a good plan!

Yes, sounds good to me.

(Sudoku) isn't really (his) thing. (He's) not really into (Sudoku).

#### **Checking with others**

Does that sound OK?

What do you think/reckon?



**⇒** US → UK

We're going to visit him in the hospital. (US) 
We're going to visit him in hospital. (UK)

### **Exercise 1**

They decide to buy a couple of comics.

### **Exercise 2**

What about ...?

Why don't we get (him) (a comic)?

Yes, that sounds like a great idea!

Yes, sounds good to me.

Sudoku isn't really (his) thing.

Does that sound OK? What do you think?

### Exercise 3

- **1** I completely forgot!
- 2 It's not his thing.
- **3** That'll make him laugh!
- **4** Let's do it!

## Writing

'All about life' podcast is preparing a special edition all about friends.

Have you got a problem to resolve?

Email Sally at dearsally@allaboutlife.com.



### Exercise 1

## Suggested answer:

problems related to friends, e.g. friends falling out with each other, being jealous of each other, worrying about each other — maybe also relationships with boyfriends/ girlfriends, problems with parents about how much time teens are allowed to spend with their friends, etc.



## Suggested answer:

Tom is worried about his friend Joe, who doesn't keep in touch with him anymore.

### Exercise 3

## Suggested answers:

- **1** gives advice on the podcast
- 2 is called 'All about life', is preparing a special edition about friends
- **3** is about one of his friends
- **4** used to be close friends, don't see each other much now
- 5 is in Tom's sister's class at school, says that Joe hardly ever goes out now

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### **Tom Johnson**

To: dearsally@allaboutlife.com

Friday

### 'Friends' edition of the 'All about life' podcast

Dear Sally,

I saw the information about your special edition of the podcast, and I wonder if you can help me with a problem which is related to a friend of mine.

So, this friend – let's call him Joe – used to be a close friend but we hardly see each other anymore. I mean, we didn't fall out – he just stopped getting in touch and we don't hang out together now. To be honest, it feels like he's let me down just at a time when I need someone to talk to.

**Anyway**, what I really mean is that I'm worried about 'Joe'. We used to go out and enjoy ourselves, but now he seems to be quite unsociable. His sister, who's in my sister's class, says he hardly ever goes out now. **Basically**, I want to support him if he's unhappy, but I don't want to force the situation if he doesn't want to be friends anymore. What should I do?

**Well, that's enough about** my problem! I'm really looking forward to hearing your reply. Best wishes,

Tom

P.S. I know you can't reply directly but I hope you can discuss my problem on the podcast!

### An email about a problem

- Look at the advert. What kind of problems do you think you will hear about in the podcast?
- 2 Read Tom's email. Then write one sentence to summarise the problem that he's writing about.
- 3 Complete the sentences with information based on Tom's letter. Use defining or nondefining relative clauses.
  - **1** Sally is someone who (...).
  - **2** This podcast, which (...).
  - **3** Tom is writing about a problem which (...).
  - **4** Tom and Joe, who (...).
  - **5** Joe's sister, who (...).

- 4 Look at Tom's email and match paragraphs 1–4 with a–d.
  - a introduction to the situation 2
  - **b** concluding phrase, closing greeting and postscript 4
  - c opening greeting and reason for writing 1
  - **d** more detailed information about the situation **3**

### Subskill: Informal linkers

We use informal linkers such as so or anyway to change a topic or give more detail about a topic.

**5** Copy and complete the table with the words in bold from Tom's letter.

To give more detail about a topic	To change topic
So	Anyway

### **Exercise 5**

To give more detail about a topic: I mean, To be honest, Basically
To change topic: Well, that's enough about

Writing competence → Workbook pp110–111

## Writing

**Lesson aims** To learn and practise writing an email about a problem, including using informal linkers.

#### Warmer

Books closed. Write *All about life* on the board and tell students that this is the title of a (fictional) podcast for teenagers.

Give pairs or small groups one minute to brainstorm what topics the podcast might include, e.g. money, study, siblings, friends and music.

Have a brief feedback session to share ideas. Accept all answers, and acknowledge that the title leaves the topic of the podcast purposefully broad, so they can cover any aspects of teenage life.

### An email about a problem

 Put students in pairs, or set up a class discussion if you prefer. Ask students to look at the advert and think about possible problems together.

### Culture note

A **podcast** is a digital audio file that people access through the internet. People usually download an episode or a series of podcasts and listen to them at a time and place that is convenient.

- **2** Before students do the task, ask the following: Who is writing the email? (Tom) Who is he writing to? (Sally)

  Are they friends? (No, Sally is a presenter on a podcast.)
  - Reinforcement Allow students to work in pairs and remind them not to worry about any unknown words for this task.
  - Give students time to read the email and find out what the problem is. Encourage students to underline key words.
  - Students compare answers and underlined parts of the text in pairs, before eliciting some example answers from around the class.

### **Fast** finishers

Make notes on advice you could give Tom.

- Briefly revise the difference between a
   defining relative clause (gives essential information
   that defines the noun; no commas) and a
   non-defining relative clause (gives extra but not
   essential information about the noun; the phrase is
   between commas).
  - Ask students to identify the relative pronouns in the sentences. (1 who 2 which 3 which 4 who 5 who)

- If you wish, do sentence 1 as an example with the class. Ask students to provide evidence. (We know Sally gives advice on the podcast because her name and email is in the advert.)
- 4 As students do the task, ask them to underline the words and phrases that helped them decide on their answers.

### **►** Subskill: Informal linkers

Explain to students that informal linkers help writers to organise and structure their writing. It helps readers understand when the writer wants to continue talking about a topic and to give more detail or when the writer wants to start talking about a new topic.

Informal linkers can be used in any type of informal writing, e.g. informal emails, blog posts, text messages and stories.

### **Extra activity**

Ask students what other phrases can be used to end an email to someone you don't know well (i.e. a semi-formal email). (Kind wishes, Kind regards)

- Draw students' attention to the two examples in the table. Elicit how So gives more detail about the topic (It introduces the friend and explains the two of them used to be close friends but are no longer close.) and how Anyway changes the topic (Tom was talking about how 'Joe' let him down, and then says he is worried about 'Joe').
  - Students do the task.
  - Reinforcement Tell students that there are four words to give more detail about a topic and two to change topic.
  - Check answers with the class, and ask students to explain what extra detail is given (I mean: explaining they didn't fall out; To be honest: explaining that he felt let down; Basically: explaining that he wants to support Joe) or what the new topic is (Well, that's enough about: to say that he's looking forward to Sally's reply).

- Students do the task.
- **7 THINK** Students work individually for this task.
  - Remind them they can use ideas from the Warmer as well as exercise 1 (e.g. siblings – I don't get on with my sister).
  - Run an example: ask the class to suggest a
    possible problem, or use one you have thought
    of (e.g. you are always tired) and elicit some
    ideas about why it's a problem (e.g. can't
    concentrate or study, too tired to meet friends
    or do exercise).
  - PREPARE Ask students to read the paragraph plan and say if the emails in exercises 2 and 6 follow this plan. (yes)
  - Monitor and assist by checking students are following the paragraph plan and using suitable Key phrases.
  - Challenge Ask more confident students to add another relative clause and two more vocabulary items related to friends, etc.
  - WRITE Before writing, refer students to the four questions in the CHECK section plus the Peer review questions in exercise 8. Ask them to make sure they take these points into consideration when writing.
  - Remind students to follow the paragraph plan and write four separate paragraphs.
  - CHECK When students have finished writing, ask them to answer the four questions. If necessary, give students a few more minutes to self-correct their review.
- **Peer review**Put students into pairs for this task.
  - Ask students to read their new partner's email and answer the two questions.
  - Allow time for students to receive their own review back and to discuss the comments with their partner.
  - Allow students time to make any further amends to their review.

### **Further practice**

- Writing → Workbook p24
- Writing competence → Workbook pp110–111

### Homework 🛍

Ask students to write a short reply to their partner's email giving advice about the problem their partner described. Elicit examples of language used for giving advice and write them on the board for students to copy and use at home. Add these if they don't come up:

You should ... (+ infinitive) What about ... (+ -ing)? Have you tried ... (+ -ing)?

### **Get online**



Ask students to go online and choose one podcast (or more than one) that they would like to listen to. Ask them to tell the class why they chose that podcast.

### QUICK REVIEW 2



#### **6** Choose the correct informal linkers.

Dear Sally,

I wonder if you can help me with a problem.

**1 Casically Anyway,** my sister is always borrowing my things, even without asking. I mean, I don't mind sharing things with her, but I think she should ask first!

**2 (nywa)/I mean,** what I want to know is how I can talk to my sister without making her angry.

**3 So/To be hones**, I guess I feel bad because I'm older so I should set a good example.

4 Wei) Basically, that's enough about my problem. I'm looking forward to listening to your podcast!

All the best,

I aila

Write an email to Sally about a real or imagined problem related to a friend. Follow the steps in the Skills boost.

#### THINK

### **SKILLS BOOST**

Choose the problem that you want to talk about. Use your ideas from exercise 1.

Make notes about the situation and why it's a problem.

#### **PREPARE**

Organise your notes into four paragraphs:

Paragraph 1 opening greeting and reason for writing

Paragraph 2 introduction to the situation

**Paragraph 3** more detailed information about the situation

Paragraph 4 concluding phrase and closing greeting

#### WRITE

Write your email. Use the example in exercise 1 and your notes to help you.

### **CHECK**

Read your email and answer the questions.

- 1 Have you used informal linkers?
- 2 Have you used at least two relative clauses?
- **3** Have you included vocabulary related to friends, character adjectives and phrasal verbs?
- **4** Have you used the correct opening and closing greetings?
- **Peer review** Exchange your email with another student and answer the questions.
  - 1 Have they explained the problem clearly?
  - **2** What advice would *you* give?

### Grammar

expect it!

### **Defining relative clauses**

A defining relative clause gives essential information that defines the noun.

Santana met a stranger **who/that looks like her**.

We trust people **whose features are similar to ours**.

The videos **which/that Niamh made** soon went viral.
You might find your double at the moment **when you least** 

### **Non-defining relative clauses**

A non-defining relative clause gives extra, but not essential, information about the noun.

We always use commas with non-defining relative clauses. In non-defining relative clauses, we can't replace who/which with that.

Niamh, Harry and Terence, **who all studied in Dublin**, challenged each other to find their doppelgängers.

Niamh, **whose story fascinated people around the world**, set up a website to help others.

On the website, **where millions of people have signed up**, you can search for your double.

### **Indefinite pronouns**

anyone, everyone, no one, someone = people anything, everything, nothing, something = things anywhere, everywhere, nowhere, somewhere = places

#### Reflexive pronouns and each other

I promised **myself** that I'd see friends more often.

Do you see **yourself** as a good friend?

My brother never buys **himself** new things.

We surround **ourselves** with friends.

Enjoy **yourselves** and see you all next week! Can people call **themselves** friends if they've never met?

They bought **each other** presents.

### Vocabulary

### **◆**)) 16 Describing people

dishonest, disloyal, friendly, honest, immature, impatient, intolerant, irresponsible, kind, loyal, mature, patient, reliable, responsible, sociable, tolerant, unfriendly, unkind, unreliable, unsociable

### **◄**) 17 Friends and acquaintances

acquaintance, best friend/mate, classmate, close friend, colleague, enemy, flatmate (UK)/roommate (US), next-door neighbour, opponent, relative, rival, sibling, stranger, teammate, travel buddy

### **◄**) 18 Things that friends do

cheer (someone) up, fall out (with someone), forgive (someone), get on (with someone), hang out (with someone), judge (someone), keep in touch (with someone), let (someone) down, lie (to someone), make (someone) laugh, support (someone), tell (someone) the truth



# Project



What personal characteristics help us to get on with others?

**TASK:** Create a podcast giving advice to listeners about their friendship problems.

#### **Learning outcomes**

- 1 I can make a podcast.
- 2 I can use appropriate language from the unit.
- 3 I can use empathy to collaborate with others.

Graphic organiser → Project planner p130

### Exercise 1

Friends who have fallen out and don't speak to each other anymore.

A girl who has had problems working with other classmates. They don't listen to her.

Watch a video of students recording their podcast. What problems do they discuss?



### STEP 1: THINK

- 2 Look at the podcast script in the Model project. Match parts 1–4 with a–d.
  - a introducing the special guest and discussing the first letter 2
  - **b** short introduction to the podcast 1
  - c conclusion 4
  - **d** discussing the second letter **3**
- **3** Work in groups of three: two podcast presenters and a special guest. Think of two friendship problems to discuss.

### STEP 2: PLAN BEE

4 Read the Super Skills information and look at the proverb. What is *empathy*? What does the proverb mean? Do you have a similar proverb in your language?

'Never judge someone until you've walked a mile in their shoes.'

**5** Work with your group. Read the tips in the Super skills box and practise saying the Key phrases with your group.

### **COLLABORATION**

# SUPERS

#### **Empathy**

#### Tips

Try to understand the situation from the other person's point of view.

Keep an open mind and don't judge.

#### Key phrases

Thank you for taking the time to ...

We realise that it isn't easy for you to ...

You're absolutely right to feel ...

If I were in your position, I'd ...

What would be best for you?

6 In your group, think about the problems you chose in exercise 3. Discuss possible responses to the problems using the tips and Key phrases in the Super skills box.

### STEP 3: CREATE

- **7** Read the *How to* ... tips on p130 and plan your podcast script using the Model project. Then record your podcast.
- **8** Edit your podcast and add any music or sound effects.

## **Project**

**Lesson aims** Students prepare and create a podcast, using appropriate grammar and vocabulary as well as demonstrating empathy.

#### Warmer

Ask students to look at the Graphic organiser for this unit on p130. Give them five minutes to discuss with a partner what they learnt about friendship and what they enjoyed most about the unit.

## WDYT?

What personal characteristics help us to get on with others?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit.

Give students time to look through the unit and their notebook to reflect with their partner on the useful language they have learnt that can help them answer this question.

Then ask them to think about the different topics surrounding friendship that they have learnt about in the unit:

Positive and negative personal characteristics (pp24–25)

An online article about doppelgängers (p27)

Types of friends (p29)

How many friends we need/want (p29)

The charity Post Pals (p30)

How to reach an agreement in a discussion with a friend (p31)

Ask students if the different topics have prompted them to think about their own relationships and how they get on with people in a different way and, if so, how.

### **TASK**

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to prepare their podcast.

Tell students that they will discuss the meaning of *empathy* later in the lesson.

- 1 See the videoscript on T144.
  - Before the task, ask students to look at the photo. Elicit what equipment the students have in front of them (microphones).
  - Follow-up questions: (You will probably need to write these on the board and allow students to watch the video a second time.)

What do they do at the beginning of the podcast? (They check the material and discuss the plan for the show.) What is the topic of the next podcast? (problems related to exams)

What did they forget to do at the end? (Stop recording.)

### STEP 1: THINK

- 2 Refer students to the model podcast script on p35.
  - Remind students not to worry about unknown words but to read for the main idea or purpose of each paragraph.
- **3** If possible, place less confident students with two more confident students for this task.
  - Allow groups a few minutes only to choose two friendship problems. Point out that they don't need to be real. You may wish to encourage students to stick to entirely false scenarios to avoid subsequent discussions becoming too personal.

### STEP 2: PLAN

- 4 Read the proverb aloud, then give students time to read the Super skills tips by themselves.
  - Ask students to discuss each of the three questions in pairs for one minute.
  - Elicit any ideas students have about what *empathy* means.
  - Explain the proverb if necessary.
  - Ask students to find the word you or your in each Key phrase. Tell them this shows that the speaker is valuing the other person's position or viewpoint.
- Drill the phrases, using suitable intonation.
   Tell students that intonation is another way of expressing empathy. (See the box below.)

### **Intonation for empathy**

ABCD

Tell students that changing the pitch of your voice to a lower tone and/or speaking slightly more slowly can help speakers express empathy. This change in intonation shows the speaker is sincere and is trying their best to understand the other person's point of view.

- Allow students to take turns practising saying the Key phrases in their groups.
- Students do the task. Check they are using the tips and the Key phrases.

### STEP 3: CREATE

- Ask students to read the questions in the Final reflection and to think about these as they plan and record their podcast. Give groups time to practise and to make any changes.
- 8 Tell students that there are many examples of free software (and also free web hosts) available online which students can use to edit their podcast.

### STEP 4: PRESENT

- **9** Tell students which way you would like them to present their podcast, i.e. through the host site or played as an audio file.
- **10** Peer review Ask students to make notes for each question as they listen to the podcasts.
  - Alternatively, choose just three groups' podcasts to listen to, and have groups take turn listening to each of the podcasts, e.g. Group 1 listens to Podcast A while Group 2 listens to Podcast B and Group 3 listens to Podcast C, then the groups each listen to a different podcast.
  - Ask students to answer questions 1 and 2 after listening to each podcast, so that they can give feedback and ask questions at the end.
  - Only ask students to name those that they gave a 4 or a 5 to.

### **Model project**

**Layout:** The model on p35 shows a script for a podcast called *Teen Life*. The podcast script has four parts and starts and ends with some music. The podcast script shows who will speak in the different parts of the podcast. There are sections of the script missing – it demonstrates the structure of the podcast, but doesn't include the specific emails and consequent discussions (these can be found on the video and in the full videoscript on T144).

**Text:** There are four main parts to the podcast script. The first part is an introduction: it includes the name of the podcast, the name of the presenters and the topic of the podcast. The second part introduces a guest and includes a discussion about the first email/problem. The next part is a discussion about the second email/problem. The final part is a conclusion: the co-host repeats the name of the podcast, reminds listeners about the next podcast and thanks people for listening.

**Language:** The speakers use suitable language to introduce the podcast (*Welcome to ...*), people (*we're going to talk with ...*) and a new section (*Now, we've time for ...*). They also conclude the podcast with suitable language (*You've been listening to ... Catch up with us again ... Thanks for listening!*).

When discussing the problems in detail (not in the script), speakers will use Key phrases to express empathy.

## 2

### **FINAL REFLECTION**

- Ask students to answer the questions individually first and then to compare answers with their group, as most of the questions relate to the group's collaborative work. Encourage students to give reasons and examples to support their answers. For example: We followed the instructions very carefully.
- If students have chosen a neutral or frowning face, ask them what they think they can do differently next time to improve. Remind students that there is a project in each unit, so they can aim for improvement with Unit 3's project. Point out, too, that there will likely be many other opportunities in the students' lives for them to utilise empathy, and they should aim to do so when they can.

### Beyond the task

 Write the categories on the board and elicit examples from the class.

### **Further practice**

• Super skills → Workbook p24

### **Homework**

Ask students to choose a problem from the unit (e.g. the fake bestie p29, being in hospital p31, the end of a friendship p32) and then complete each of the Key phrases on p34 with a suitable ending for the problem chosen.

### **End-of-unit further practice**

- Social and emotional competence → Workbook pp124–139
- Literary competence → Workbook pp140–145
- Exam trainer → Workbook pp146–156
- Progress test (standard and higher) → Teacher's Resource Centre
- Translation and Dictation worksheets → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre

- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre



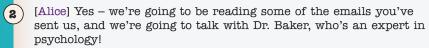
## **Model project**

### Podcast script

[intro music]

[Jack] Welcome to the 'Teen Life' podcast! First of all, let's introduce ourselves – we're Jack and Alice and we're your

hosts today. Coming up we have a special edition which is all about friendship, and we'll be dealing with your problems!



[Dr. Baker] Hi everyone!

[Alice] OK, let's get going and read the first email, which is about friends who have fallen out.

[Jack reads the first email]

[Jack, Alice and Dr. Baker all discuss their response to the problem in the email!

- [Jack] Now, we have time for another email!

  [Jack reads the second email]

  [Jack, Alice and Dr. Baker all discuss their response to the problem in the email]
- (Jack) You've been listening to the "Teen Life" podcast we hope you've enjoyed it! Catch up with us again next time, when we'll be discussing your problems related to exams.

  Thanks for listening!

[final music]

### STEP 4: PRESENT

- **9** Upload your podcast to a host site and play the audio file in class. Answer any questions about your podcast.
- 10 Peer review Listen to your classmates' podcasts and answer the questions.
  - 1 Which podcast sounded most professional? Why?
  - **2** Think of a question to ask your classmates about the creation or presentation of their podcast.



### **FINAL REFLECTION**

1 The task

Did you successfully follow the instructions to create your podcast? Did your podcast sound professional?

2 Super skill

Did you use empathy to respond to your listeners' problems?

Did you collaborate effectively as 'co-hosts' and 'special guest' on the podcast?

3 Language

Did you use new language from this unit? Give examples.







### **Beyond the task**

Think about other situations when people need to use empathy. Give examples related to school, family life and the world.