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POTENTIAL

TEACHER'S BOOK

- Student's Book Contents
- Comprehensive introduction
- Guided unit tour
- Clear lesson objectives
- Step-by-step teaching notes and answer keys
- Ideas for differentiation and extra activities
- Audio and video scripts
- Full digital resources on App and on e-zone

B2
Level 4



Unit objectives

Vocabulary: Students learn vocabulary to talk about emotions and body functions.

Grammar: Students learn and practise using reported questions and reporting verbs.

Speaking: Students practise empathising.

Writing: Students write an informal email asking for advice.

Life skills and values: Students discuss techniques for mindfulness and try out a mindfulness activity.

Get ready!

- Focus on the images and ask students to describe what they see. Elicit the following vocabulary: *tears, frown, smile, laugh, clench your fists, cross your arms (anger)*.
- Give students time to read the questions and think about what they could say.
- Students discuss the questions in pairs. Encourage them to express their opinions about question 3 and ask follow-up questions. Monitor and help with language and ideas. Make a note of any useful vocabulary related to the theme of emotions which emerges.
- Invite some students to share their ideas with the class. Have a brief class discussion about question 3. Go over any language related to emotions which you noted.
- Go over the goals of this unit.

Vocabulary 1

Emotions

1a/b Individual, then pairwork

- Focus on the word cloud and ask students to make a list of the words they already know.
- Students discuss the meanings of the words and exchange explanations to peer-teach vocabulary. Monitor and help with language. Encourage students to use a dictionary if they can't work out meaning from context.
- Students put the words into two lists.

1c 55

- Play the audio and ask students to check their lists are correct.
- Go over errors and check understanding.

Answers / Audioscript

Positive: cheerful, contented, delighted, relaxed, satisfied, thrilled, upbeat

Negative: anxious, cross, disappointed, embarrassed, frustrated, furious, grumpy, irritated, nervous, puzzled, tense

Language note Many of these words are revision:

B1: *anxious, cheerful, delighted, embarrassed, nervous, tense*

The others which you could check understanding of are:

B2: *furious, irritated, puzzled, thrilled*

C1 : *grumpy, cross* (angry)

Unlisted: *upbeat* (positive, happy and energetic), *contented* (happy with a current situation)

Pronunciation tip The following words may cause pronunciation problems for learners.

anxious /'æŋkʃəs/ = The 'x' is pronounced as 'ksh'.

furious /'fjʊəriəs/ = There is a 'y' sound after the 'f'.

grumpy /'grʌmpi/ = Students may pronounce the 'u' as 'oo'.

nervous /'nɜːvəs/ = Students sometimes say *ner-vi-ous*, adding an extra syllable.

2a Pairwork

- Focus on the emojis and elicit a few answers for the first one.
- Give students time to complete the exercise and then check answers with the class.

Suggested answers

A puzzled B nervous C delighted

D furious E embarrassed F grumpy

2b Individual and pairwork

- Draw an emoji on the board for one of the other words from exercise 1 and ask students to guess which word it is showing.
- Give students time to draw their emojis and then ask them to guess the meanings in pairs.
- Check how many students could guess and invite them to draw their favourite new emojis on the board.

Extra activity Invite students to come up to the board and draw all the newly invented emojis. Ask students to copy them and write the meaning under each image. They can use these in later writing exercises. They may want to put a translation next to the word in English to recall the meanings.

3 Individual work

- Give students time to read through the text and ask what tips it gives for feeling happier.
- Elicit a few examples and then ask students to read the text again and choose the correct adjectives.
- Check answers with the class.

Answers

1 contented 2 thrilled 3 anxious 4 grumpy
5 tense 6 irritated 7 cross

Extra activity In pairs, ask students to discuss the things from the text that can make you happier. Have they tried them? Do they agree these things can make you happier? Do they have any other tips for improving feelings of happiness?

4 Pairwork

- Read out the first situation and elicit some ideas from students about how they might feel. Focus on the example.
- Give students time to read the sentences and think about how they would feel. Pairs then discuss the situations, asking follow-up questions, eg *Why would you feel like that?*
- In feedback, ask students to share some adjectives their partner used for the situations.

Extra challenge Ask students to use the second conditional (as in the example) when they describe their feelings.

5 Individual work

- Focus on the first dialogue and ask students to suggest the correct adjective from the box (bored).
- Give students time to complete the other dialogues.
- Check answers with the class.

Answers

1 bored 2 delighted 3 relaxed 4 nervous
5 tense 6 furious

Extra activity Students work in pairs and test each other on the idioms. Student A reads out the dialogue, inserting the adjectives from the box in place of the idioms. Student B covers the dialogue and says the idiom which should replace the adjective.

6 Pairwork

- Demonstrate the activity and focus on the examples so students are clear on the activity.
- Students mime the emotions in pairs.
- Ask volunteers to mime words and expressions for the class.



Reading preview

Using Previews, page 19 >

- Discuss the questions as a class.
- Students could look up EQ for homework. Tell students that they will find out the answers in the next lesson.

Reading

1 Pairwork

- Go over the questions from the Reading preview and check students are clear on the meaning of *put yourself in someone else's shoes* (= imagine what it is like to be in their position).
- Give students time to discuss the questions.
- In feedback, ask: *What makes someone a good listener? Do you know anyone who is a good listener? How does it feel when you speak to them?*

2 Individual work

- Focus on the web article and ask students to read it quickly to identify the intended audience. Tell them to ignore the gaps for now.
- Check answers and ask students to give reasons for their choice.

Answer

b

Language note These are some of the higher-level words you could clarify with learners.

quotient = a particular degree or amount

interfere = to involve yourself in a situation when it's not wanted or helpful

handle (disagreements) = to manage

empathy = the ability to share someone else's feelings or experiences by imagining what it could be like to be in that person's situation

overreact = to react in an extreme way

pave the way = to make other things possible

3a/b Individual work

Using Build your potential, page 19 >

- Read through the information in the box and explain that focusing on this can help make reading easier and faster.
- Ask: *Does 'it' refer to a singular or plural noun?* (singular) *What about 'these'?* (plural) Give students time to find the words and figure out what they refer to.
- Check answers with the class.

Answers

- 1 intelligence quotient (IQ)
- 2 linguistic intelligence
- 3 emotions
- 4 students
- 5 anxiety, disappointment and frustration
- 6 individuals with high emotional intelligence
- 7 the idea that EQ can improve your relationships with others
- 8 EQ skills
- 9 the idea of improving your EQ skills
- 10 other people's

Alternative Ask half of the class to do 1–5 and the other half to do 6–10 to make this activity slightly faster.

4 Individual work

- Students read the article again and insert the correct sentences. Do the first one with the class to get them started. Show how they need to use the referencing words to select the correct sentences, as well as other contextual clues.
- Check answers with the class.

Answers

a 7 b 1 c 5 d 4 e 3 f 6 g 2

5 Individual work

- Do the first one as an example with the class. Give students time to answer the other questions.
- Check answers with the class, asking them to refer to the part of the text which helped them answer the questions.

Answers

- 1 False (She must have a very high IQ because she always gets really good grades, even though she doesn't study that hard.)

- 2 False (EQ can be more important than IQ for doing well at school or university or being successful in your job.)
- 3 True
- 4 False (... individuals with high emotional intelligence tend to be more successful in their careers [...] and are more satisfied with their jobs.)
- 5 False (... sometimes you need to know when it might not be the right time to do that and use self-control instead.)
- 6 False (Emotional intelligence, of course, tends to develop naturally as we get older.)

6 Pairwork

- Give students time to summarise.
- Check ideas with the class.

7a/b Group work

- Focus on the example dialogue to give students an idea of how to do the activity.
- Students ask and answer the questions.
- Students ask follow-up questions to get more information about specific situations, as in the example.
- Students discuss how they could become more emotionally intelligent.

Extra support Ask students to read through the questions and think about their answers for each question and also what follow-up questions they could ask each other. Monitor and help with language and ideas. This will help students to feel more prepared and confident to ask and answer questions.



Grammar preview

Using Previews, page 19 >

- Do the first one with the class to demonstrate how to change the sentence from reported speech to direct speech. Students read the other sentence from the article and rewrite it in direct speech.
- Check the answer with the class.

Answers

- a Could / Can you give us some tips on how to do it?
- b How good are you at asking for help?

Grammar 1

Reported questions

Figure it out

Using Figure it out, page 20 >

- Focus on the image and speech bubbles and ask: *What problem might this person be having?*
- Ask students to read the text message quickly and ask if their predictions were correct.
- Ask: *Why is Ada using the verbs asked and said?* (She's reporting what someone else asked and said.)

1a Individual, then pairwork

- Ask students to read the text again and think about the actual questions and sentences the sleep expert used.

1b Pairwork

- Focus on the first question and show what changes between the direct and reported speech. (*How have you been sleeping?* → *She asked me how I'd been sleeping.* The question form in the direct question changes to affirmative word order in reported speech.)
- Give students time to discuss the changes in word order in 2–6 to confirm their understanding. You could also ask them to focus on tense changes as revision if you think they need to go over other aspects of reported speech.
- Check answers with the class.

Common errors Students may make mistakes with tenses. In fact, if what they are reporting is a general truth or something which has just happened, it's OK to use the same tense. For example, these reported questions are correct: *I like strawberries.* → *She said she likes strawberries.*

I want the pizza. (someone ordering in a restaurant) → *She said she wants the pizza.*

Students make mistakes with word order in questions, eg *Can you help me?* → *She asked can I help her.* They may also drop the *if*.

1c Individual work

- Students complete the rules by looking at the examples in Figure it out.
- Give students time to discuss answers in pairs before you check with the class.

- Also mention that you don't need to change the tense if you are reporting something that is still true, eg *Where do you work?* → *She asked me where I work.*

Answers

- 1 did 2 had done 3 ask 4 whether
5 pronouns

CCQs To further clarify issues with form in reporting questions, write this sentence on the board.

She asked if we wanted to go to the party tonight.

Ask: *What is the direct question?* (Do you want to go to the party tonight?) *What changes about the word order?* (It changes from interrogative order in direct speech to affirmative order in reported speech.) *What word do we add when we report the question?* (If / whether)

There is more information about reported questions in the Grammar reference on page 145. >

2a 56 Individual work

- Give students time to read through 1–6 and think about what might go in the gaps.
- Play the audio and ask students to complete the reported questions.
- Give them time to check answers in pairs before you check with the class.
- Write answers on the board as you give feedback.

Answers

- 1 if, was 2 if, sleeping OK 3 whether, wanted
4 if, could 5 if, 'd give 6 when, 'd pick

Audioscript

Maja: I saw my cousin Jakub this morning. He's still not very well. I asked him if he'd been sleeping OK, and he said he was awake most nights for two to three hours, poor thing. I also asked him what he'd been eating. He said he'd been eating well. So that's good.

Emily: Did you ask him whether he wanted to come on a hike with us on Saturday?

Maja: Yeah, I did. He said he'd like to come. And I asked him if he could recommend somewhere. He said there's a nice hike around the lake near him.

Emily: OK. How are we going to get there?

Maja: I asked him if he'd give us a lift in his car and he said he would.

Emily: Good. The fresh air will be good for us all! What time do I need to be ready?

Maja: I asked him when he'd pick us up and he said about 11 am. Is that OK?

2b Individual work

- Focus on the example and ask students to write the other questions.
- Don't check answers yet.

Fast finishers Students who finish quickly can help other students or write answers on the board.

Extra support Write the first word of each question on the board to help students who are finding this difficult.

2c 57 Individual work

- Play the audio so students can check their answers.

Answers

- 2 What have you been eating?
- 3 Do you want / Would you like to come on a hike with us on Saturday?
- 4 Can you recommend anywhere?
- 5 Can you give us a lift in your car?
- 6 What time will you pick us up then?

Audioscript

Maja: Hey Jakub, how've you been? Have you been sleeping OK?

Jakub: Not great to be honest. I'm awake for about two to three hours most nights.

Maja: Oh, you poor thing! What've you been eating?

Jakub: I've been eating well, don't worry. I still have a good appetite!

Maja: Well, that's good. Would you like to come on a hike with us on Saturday? Emily and I thought it might help you sleep better.

Jakub: Oh yes, I'd love to come.

Maja: Great. Can you recommend anywhere? We were thinking about the lake near you.

Jakub: Yes, it's lovely there. There's a nice walk around the edge of the lake.

Maja: Oh ... and one more thing, Jakub. Can you give us a lift in your car?

Jakub: Of course! That's really why you want me to come, isn't it!

Maja: No, it's not that at all, we're genuinely worried about you.

Jakub: I know, only teasing.

Maja: What time will you pick us up then?

Jakub: About 11 – is that OK?

Maja: Great! See you then.

3 Individual work

- Do the first one as an example with the class.
- Students match the other phrases.
- Students compare answers in pairs and then check as a class.

Answers

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

4 Individual work

- Focus on the example and remind students about the word order, tense change and insertion of *if* / *whether*. Note that the answers below are given with *if*, but *whether* is also possible in all cases.
- Students rewrite the other questions.
- Check answers with the class.

Answers

- 2 She asked us if we were going to the party the following night. / She asked us if we're going to the party tomorrow night.
- 3 Seb asked me if I would help him with his project.
- 4 He asked her where she'd put the keys.
- 5 Alex asked his mother if she could lend him some money.
- 6 She asked them if they wanted to go to the beach the next day.
- 7 Julia asked him how long he'd been working on the project.
- 8 He asked me why I was always late. / He asked me why I'm always late.



Quick talk video 7

Using Quick talk videos, page 19 >

This video challenges students to form reported questions correctly.

- Explain that the video is going to ask them to report questions they hear.
- Give an example by asking a question and writing *He / She asked me ...* on the board. Ask students to complete the sentence. For extra support, leave the example on the board during the video exercise.
- Ask students to close their books and play the video.
- To extend this, students could do the same activity in pairs or small groups, taking turns to say a question and to report it.

5a Group work

- Explain to students that they are going to survey each other and report back on results. Focus on the questions and give them time to write six more in their groups.
- Monitor and help with language and ideas.

5b Group work

- Ask students to speak to other students and ask their questions. Make sure they make a note of answers for everyone they speak to.
- After they have asked at least three or four other students, tell them to go back to their original groups and share results.
- Ask each group to share results about any general trends they saw in the results, eg when people tend to go to bed.

Vocabulary 2

Body functions

1 Whole class, then individual work

- Focus on the picture and elicit words students already know related to the human body. Elicit *heart* and *blood*, and teach *immune system* n. (= the cells and tissues in the body that make it able to protect itself against infection) and *antibodies* n. (= proteins produced in the blood that fight disease).
- Students complete the matching exercise. Encourage them to look up words they don't know in a dictionary. Monitor and help with language.
- Check answers with the class, focusing on pronunciation of the words below in the Pronunciation tip.

Answers

A lungs B heart C blood D carbon dioxide
E abs (abdominal muscles) F spine G cells
H oxygen I liver

Pronunciation tip Students might mispronounce:

- the 'oo' in *blood* /blʌd/
- the 'i' in *liver* /'lɪvə/
- the 'g' in *oxygen* /'ɒksɪdʒən/
- the 'i' in *spine* /spaɪn/.

2 58 Individual work

- Pre-teach *pump* v. (= to force liquid to move somewhere). Students complete the sentences.
- Play the audio so students can check their answers.

Answers

1 lungs 2 oxygen 3 carbon dioxide 4 blood
5 liver 6 hormones 7 cells 8 abs 9 spine
10 immune system 11 antibodies

Audioscript

- Teacher:** OK, just to recap. The main function of the lungs is the process of gas exchange called 'respiration' or 'breathing'. They take in oxygen and remove carbon dioxide from the body. The heart pumps this oxygen-rich blood to the rest of the body. What about the liver? Lisa – can you tell us what it does?
- Lisa:** The liver filters toxins from the blood and produces substances to help digestion.
- Teacher:** Good. Perfect answer. OK – next, hormones. Any ideas? Yes, Francesco.
- Francesco:** I think hormones are chemicals which tell the body to do certain things, like when to grow and when to stop growing.
- Teacher:** Correct! Next, the cells. Cells are ... Diego?
- Diego:** ... the basic building blocks of the body which carry out many special functions.
- Teacher:** Yes, good. And what about the abs, or abdominal muscles. What do they do? Anybody? No? OK, they support the spine and help with movement. And finally, who can tell me what the immune system is? Silvia?
- Silvia:** The immune system is a network of cells, tissues, organs and the substances they make, for instance special proteins called antibodies, which help the body fight infections and other diseases.
- Teacher:** Great answer. Thank you. So, just make sure you know all the words and their functions before the lesson next week. We'll be having a test on them.

3 Group work

- Tell students they are going to test their knowledge of the body. Ask if they have studied any information about the body at school. Some students might take / have taken biology as a subject.
- Give them time to work through the questions and tell them to write their answers on a piece of paper. Tell them to choose a team name and write it at the top of their papers.
- Tell students to swap their papers with another group. Direct them to page 153 and ask them to correct each other's answers.
- Check which group won.

Answers

1 the lungs 2 oxygen 3 carbon dioxide
4 in the blood 5 the heart
6 help fight infections and disease
7 They are chemicals which help tell your body what to do. 8 cells 9 spine
10 abs / abdominal muscles

Extra activity Ask students to work in pairs and think of other parts of the body which they don't know the word for in English. Ask them to create a list or draw a diagram of the body and label it. They can use a dictionary to help them. Afterwards, elicit vocabulary they learnt and write it on the board, encouraging other students to make a note. Check pronunciation as you do this.



Listening preview

Using Previews, page 19 >

- Students discuss this as a class or in pairs. Alternatively, they could write a short response for homework.

Answer

Laughter is good for you and often makes you feel better.

Listening

Laughter is the best medicine

1 Whole class

- Go over the Listening preview question and elicit ideas about the meaning of the saying.
- Ask students if they have a similar phrase in their language.
- Focus on the images and ask the question.
- Put students into pairs and ask them to put the situations in order. Then ask some students to share their order with the class to see if people have similar answers.

2 59 Individual work

- Read the instructions and pre-teach *endorphins* n. (= chemicals that are released in the brain to reduce pain which can make you feel relaxed or full of energy) and *dopamine* n. (= a hormone that is made naturally in the body and plays a part in many body functions, such as movement, mood, motivation and reward).
- Read through 1–5 and then play the audio and ask students to make a note of the two topics not discussed.
- Check answers with the class.

Answers

2 and 5

Audioscript

- Presenter:** Welcome to today's *You and your health*. Have you had a good laugh today? Well, there's a saying 'Laughter is the best medicine' ... and today we're going to be talking about what this means exactly. Yesterday, I checked in with Dr Dana Brown, who's been studying the health benefits of laughter, and asked her if there's any truth in the saying. She believes that it is true, and she explained why.
- Presenter:** So, just what does the phrase 'Laughter is the best medicine' mean?
- Dr Brown:** Well, it means quite simply that laughing or good humour is good for our health.
- Presenter:** And is it true? If so, why's laughing good for us?
- Dr Brown:** Well, it's true to say that laughing has many benefits – one thing is that laughter helps to strengthen the immune system. It decreases stress hormones and increases immune cells and antibodies which help fight infection. At the same time, it increases the 'happy' hormones – endorphins and dopamine – which are the body's natural feel-good chemicals. These are the same chemicals that are released when we exercise – and they can even temporarily relieve pain.
- Presenter:** Wow! So instead of going to the gym, we can just have a good laugh instead. Sounds good to me!
- Dr Brown:** Well, yes, in some ways, and not only in terms of the mental benefits. Did you know that you burn calories and strengthen the abs when you laugh? Laughing for 15 minutes can burn around 40 calories!
- Presenter:** So laughter is a great workout, then. Are there any other benefits?
- Dr Brown:** Well, laughter also protects the heart, believe it or not. It increases the flow of blood, which can help protect you against heart attacks. And that's also good for the lungs. As we laugh, we force air out, expelling more carbon dioxide, and therefore we take in more oxygen, which means we have more energy.
- Presenter:** That's fascinating ... so we all need to laugh more.
- Dr Brown:** Absolutely. One Norwegian study even showed that people with a strong sense of humour live longer than those who don't laugh as much.
- Presenter:** So, what makes us all laugh? We chatted to some students from a local school. They told us what makes them laugh.
- Teen 1:** What makes me laugh is when I remember my cousin falling into the swimming pool with all his clothes on. I burst out laughing when I think about it.

- Teen 2:** The thing that makes me laugh most are rollercoasters at fairgrounds ... even though they're scary, they make me scream with laughter.
- Teen 3:** My brother always makes me laugh. He tells the best jokes. He has me in stitches.
- Teen 4:** When people get the hiccups. That always makes me fall about laughing. But not when I get them – that's just annoying!
- Teen 5:** Watching my favourite comedy programmes on TV makes me laugh, like *Friday Night Dinner* – that's the funniest. I laugh my head off.
- Teen 6:** Funny videos on social media make me laugh.
- Presenter:** Some great ideas there. I asked Dana Brown if she had any other tips for our listeners on how to bring more laughter into their lives. Here's what she had to say.
- Dr Brown:** The obvious thing is to spend time with fun people who laugh easily – it's always easier to laugh with others. Try to introduce humour into your conversations. Ask your friends, 'What's the funniest thing that's happened to you this week?', watch a funny film or read a funny magazine.
- Presenter:** OK ... but what happens when there's nothing funny going on? Sometimes we can wait a long time for those moments that make us laugh.
- Dr Brown:** Well, the good news is, it doesn't actually matter if we fake laughter. The body can't tell the difference between real laughter and pretend laughter. We can choose to laugh when we want. As we laugh, we start to feel the emotions associated with laughter, it increases our feelings of happiness. So, practise laughing.
- Presenter:** Fantastic, and the best thing of all, of course, this medicine is not only fun, it's free and has no side effects. So, let's just finish up by having a good old laugh – you listeners out there – let's practise together.

3 59 Individual work

- Play the audio so students can identify the correct words. Give them some time after the audio finishes to compare notes in pairs.
- Check answers with the class.

Answers

- 1 stressed 2 do exercise 3 gym 4 oxygen
5 live longer 6 laugh anyway
7 you don't pay for it

4a Individual work

Using Build your potential, page 19 >

- Read the title of Build your potential and ask: *Why is it hard to understand fast speech sometimes?* Elicit some ideas and write them on the board.
- Read through the information in the box and clarify that being able to identify these phrases means students can ignore them and focus on the words which communicate the message.

4b 60 Individual work

- Tell students to write the words they hear and then count them. Contractions count as two words (eg *it's* = two words).
- Play the audio and elicit answers. It might help to write lines on the board to represent each word, eg _____ for sentence 1.
- Play the audio again and ask students to write the sentences. In pairs, students compare answers.
- Elicit the words they heard and write them on the lines you wrote on the board. If there are any gaps, ask students to try and work out what the missing word(s) might be.
- Play the audio again and ask students to confirm the answers. Write the full sentences on the board.

Answers / Audioscript

- 1 Why's laughing good for us? (6 words)
- 2 We can just have a good laugh. (7 words)
- 3 What makes us all laugh? (5 words)
- 4 We can choose to laugh when we want. (8 words)
- 5 It's free and has no side effects. (8 words)

Extra support Play the audio and ask students to listen and repeat. Encourage them to mimic the pronunciation.

Pronunciation tip If students struggle with this, try chain drilling. For example,
Why's laughing good for us?

Teacher: for us

Students: for us

Teacher: good for us

Students: good for us

Teacher: laughing good for us

Students: laughing good for us

Teacher: Why's laughing good for us?

Students: Why's laughing good for us?

Students can then do the same for the other phrases in pairs, taking turns to drill each other.

5 61 Individual work

- Students listen and make a note of the answers. Give them time to finish their notes and compare answers in pairs.
- Check answers with the class.
- Ask some students to share any interesting points they discussed about what makes them laugh.

Answers

Speaker 1 – my cousin falling into the swimming pool with all his clothes on

Speaker 2 – rollercoasters at fairgrounds

Speaker 3 – my brother – he tells the best jokes

Speaker 4 – when people get the hiccups

Speaker 5 – watching my favourite comedy programmes on TV

Speaker 6 – funny videos on social media

Audioscript

Presenter: So, what makes us all laugh? We chatted to some students from a local school. They told us what makes them laugh.

Teen 1: What makes me laugh is when I remember my cousin falling into the swimming pool with all his clothes on. I burst out laughing when I think about it.

Teen 2: The thing that makes me laugh most are rollercoasters at fairgrounds ... even though they're scary, they make me scream with laughter.

Teen 3: My brother always makes me laugh. He tells the best jokes. He has me in stitches.

Teen 4: When people get the hiccups. That always makes me fall about laughing. But not when I get them – that's just annoying!

Teen 5: Watching my favourite comedy programmes on TV makes me laugh, like *Friday Night Dinner* – that's the funniest. I laugh my head off.

Teen 6: Funny videos on social media make me laugh.

6 62 Individual work

- Read through the sentences and ask students to think about which words go in the gaps to make idioms.
- Play the audio so they can complete the gaps. Check answers.

- Students discuss if they have similar idioms in their language. You could ask them to think of other idioms in their own language related to laughing and find translations online.

Answers / Audioscript

- 1 That always makes me fall about laughing.
- 2 I laugh my head off.
- 3 He has me in stitches.
- 4 I burst out laughing when I think about it.
- 5 They make me scream with laughter.

7 Group work

- Students ask and answer the questions to practise using the idioms.
- Afterwards, ask students to share what they discussed with the class and to try telling jokes they know.



Grammar preview

Using Previews, page 19 >

- Students read the two sentences from the audio and discuss the questions.
- Clarify that *believes* gives us more information about the speaker: what they were thinking or intending to communicate.

Answers

- a believes, explained (gives more information)
- b told

Grammar 2

Reporting verbs

1a 63 Whole class

- Focus on the image and explain to students that they are going to listen to a voice message. Ask if they use voice messages a lot. Why? / Why not?
- Play the audio and ask students to answer the question.

Answer

She's calling her to tell her about her session with a counsellor.

Audioscript

Hey Lian, it's me. I've just come out of my counselling session. You asked me to let you know how it went, but you must be in class, so I'll leave a message. Do call me later, though. Basically, the counsellor recommended that I take more care of myself. She suggested taking time out each day to do something that I enjoy, like reading a book, going for a walk or practising meditation. She also advised me to get enough sleep each night and to eat a balanced diet to keep my body healthy. Interestingly, she warned me not to compare myself to others. She claimed that social media can often create a false sense of reality, because people usually only share their highlights. That's what we were talking about before, isn't it? She offered to call me again next Friday for a catch up.

Oh, and another thing, she encouraged me to talk to someone I trust about my feelings and concerns, for example a friend or relative. She said that it can really make a difference. I'm so glad I've got you to talk to. Call me later, anyhow, and I can tell you more about it.

Figure it out

Using Figure it out, page 20 ➤

- Ask students to read the seven sentences and ask: *Did you catch all that information when you listened to the message?*

1b Individual work

- Refer to the Grammar preview and ask what the reporting verbs were (believe, explain, tell). Remind students that reporting verbs are used to describe what the speakers is / was intending to communicate.
- Students read the extracts and find the reporting verbs.
- Check answers with the class.

Answers

1 recommended 2 suggested 3 advised
4 warned 5 claimed 6 offered 7 encouraged

2 Individual and pairwork

- Read through the information in the box and then ask students to complete the rules.
- Give students time to compare answers in pairs before you check with the class. Explain that when we use the verb *said*, we often miss out *that*, eg *She said I worried too much*.

Answers

1 offer 2 advise 3 warn 4 encourage
(2, 3, 4 in any order) 5 suggest 6 recommend
7 claim (6, 7 in any order)

Common errors Students often have problems with adding unnecessary indirect pronouns after reporting verbs, eg *She explained me it was a good idea*.

They also might make mistakes when making the sentences negative, eg *She warned me don't do it* instead of *She warned me not to do it*.

They may also struggle to remember the correct verb patterns and when to use verb + *-ing* or infinitive, eg *He suggested go to the Italian restaurant*.

CCQs For further clarification of the grammar, write these sentences on the board:

Tom recommended speaking to my teacher.

Ask: *What were Tom's original words?* (You should speak to your teacher. / If I were you, I'd speak to your teacher. – any type of advice sentence) *Why do we say speaking and not speak?* (Because after *recommend*, we use verb + *-ing*) *Can we say this sentence with a different structure?* (Yes)

What can we say? (Tom recommended (that) I speak to my teacher.)

Sam warned me to study harder.

Ask: *What were Sam's original words?* (You have to study harder.) *How do we make this sentence negative?* (Sam warned me not to study harder.)

Nico explained me her problem.

Ask: *Is this sentence correct?* (No) *What is the extra word?* (me) *How can we use me in this sentence correctly?* (Nico explained her problem to me.)

There is more information about reporting verbs in the Grammar reference on pages 145–146. ➤

Extra activity Ask students to make four columns in their notebooks – one for each type of structure shown in the grammar box. Ask them to think of more verbs which follow each pattern.

They can do this in pairs or small groups. Monitor and help with language. Check answers with the class and write their verbs on the board in four columns. Encourage students to add verbs to this table every time they encounter a new reporting verb from now on.

3 Individual work

- Give students time to complete the sentences and ask them to compare answers in pairs.
- Check answers with the class.

Answers

1 persuade 2 invited 3 reminded 4 warned
5 suggested 6 recommends 7 denied

4 Individual work

- Focus on the example and do the second sentence with the class if you think they need to work through an answer together.
- Give students time to write sentences for the other situations.

Answers

- 2 My friend encouraged me not to give up and to keep on trying.
- 3 Our teacher advised us to give ourselves lots of time to complete our assignments.
- 4 My mum warned me not to leave home without my umbrella (because it was / is going to rain).
- 5 Antonio persuaded me to go along to the dance classes with him.
- 6 Sophia reminded her brother to pick her up from the party.

5 Pairwork

- Explain to students that they are going to summarise some advice they read about. Ask them to decide who is Student A and B and direct them to the relevant pages.
- Give them time to read their advice.
- Focus on the examples, eg *They explained that ...*, and ask students to take turns sharing the advice they read about. Monitor and make a note of any errors you hear with reporting verbs.
- Afterwards, ask students if the advice was useful.
- Go over any errors you noted.

Extra activity To give students further practice of reporting verbs, do this speaking + reporting activity.

Write this statement on the board:

Leaving voice and video messages is bad for the environment and should be banned. It increases your carbon footprint a lot. Just send a text message and save storage space!

Ask students to work in small groups and share opinions about this statement. To increase the level of challenge, ask some students to agree with the statement and defend it, and others to disagree and challenge it. Make sure each group has a scribe who makes notes of people's ideas and opinions. Give students time to discuss the statement and, once all students have given their opinion and seem to be ending their conversations, ask them to write a report on what everyone said using

reporting verbs, eg *Ruben argued that ... Berta suggested using ... David admitted ...*

Ask students to compare notes and see if their notes align – did they see the conversation in the same way? Did they remember the same details? Ask one person from each group to share what the others said using reporting verbs. Have a brief class discussion about the statement and why text messages are better (They use less storage and so need less energy.).

Speaking

Empathising

1 Whole class and group work

- Focus on the image and the idiom, and ask students what it means (to put yourself in their situation / place and try to imagine how they are feeling). Ask if they have a similar idiom in their language. Link back to the title of the lesson and how putting yourself in someone else's shoes increases empathy.
- Put student into groups and ask: *What is the adjective for empathy?* (empathetic) *What is the difference between sympathetic and empathetic?* (If you are sympathetic, you feel sorry for the person; if you are empathetic, you have experienced something similar or are really putting yourself in their shoes to try and feel what they are feeling.).
- Ask groups to discuss what we can do to show empathy and put ourselves in another's shoes.

Suggested answers

- 1 It means trying to imagine what the person is thinking or feeling. To show empathy, you can think about a person's past experience, as well as their present and future concerns

2 64 Individual work

- Play the audio and ask students to listen and make notes of answers to the question.
- Give them time to finish writing their notes and then check answers with the class.
- As you do feedback, ask how well Toby's friend shows empathy. Ask: *Does she put herself in his shoes? How does she show support with her tone of voice?* Try to elicit that you can tell she cares from the tone of her voice and how she speaks.

Discuss how important this is when we are speaking another language. We have to adjust our intonation to show interest and empathy.

Answers

His mum has a new job and they're moving to the US. He's worried about a new school.

Audioscript

- A: You seem a bit upset, Toby. Are you OK?
 B: Oh, hey, sorry, yes, I'm OK, just a bit fed up we're moving.
 A: Wow. That's tough. Why are you moving? Do you want to talk about it?
 B: Well, my mum's got a new job as a lecturer at a university in Denver in the USA. It's a really good job.
 A: Yes, I can see that it's a great opportunity for her, but how do you feel about it?
 B: Well, I don't want to go, of course. I have such good friends here and I love the school. It's going to be really hard to say goodbye to all that ...
 A: Yes, I don't blame you for feeling like that. I'd feel the same in your shoes.
 B: I'm also worried that it'll be hard to catch up at school. The curriculum there's very different, so I'll be bottom of the class.
 A: Yeah, I get why you might be worried.
 B: And they don't play much football there. I love football!
 A: Mmm ... You must feel nervous about it all ... It sounds like it's going to take some time to adapt, but there'll be lots of positive things about the move ... you can play basketball and baseball, for example. That'll be fun.
 B: I guess that's true. I suppose I just need time to get used to the idea.
 A: Exactly ... and remember if you want to talk about it, I'm always here.
 B: Thanks, Amara, I really appreciate that.

3 64 Individual work

- Play the audio again and ask students to order the phrases.
- Give them time to compare answers and then play the audio again and ask them to check their order is correct.
- Check answers with the class. Make sure they are clear on the meaning of *That's tough* (= That's difficult).

Answers

1 c 2 e 3 f 4 a 5 h 6 i 7 j 8 b 9 g
10 d

4 Individual work

- Give students time to complete the exercise and compare answers in pairs.
- Check answers with the class.

Answers

1 upset 2 that's 3 get 4 must 5 blame
6 feel 7 sounds

5 Pairwork

- Students act out the conversation, taking turns to be Ajay and Jo.
- Encourage them to focus on their intonation and emphasising the right words in order to communicate the right emotion – to show empathy and support.

6a Pairwork

- Ask students what active listening is (listening carefully and showing interest, paying full attention to what the person is saying).
- In pairs, students read the tips about being a good listener and think of more tips if they can.

6b Pairwork

- Ask students to decide who is A and B and direct them to the relevant pages. Give them time to read their information. Monitor and check that they are all clear on their problems.
- Students listen to each other's problems and respond, using the tips and responding phrases.
- Monitor and listen for correct examples, and errors made with the expressions.
- Afterwards, ask students how it felt as the speaker explaining their problems. Do people usually listen like this? Ask if they would like to become better listeners after this activity.
- Go over the language you noted down. Write it on the board and ask students to work in pairs and identify good language and errors. Then, ask them to try and correct the errors. Check corrections as a class.

Writing

An informal email asking for advice

1 Individual work, then whole class

- Focus on the image and tell students the woman is feeling worried. Elicit some ideas about what the problem might be.
- Give students time to read the email and then ask the question in open class. Ask students to explain what *ghosting* is (ignoring someone and not replying to their messages, calls or emails).

- Ask students if they know any situations where this has happened. How common is it? Why do people do it?

Answers

Because she wants his advice about a friend who's ignoring her.

2a Individual work

Using Build your potential, page 19 >

- Ask if the email Maria is writing is formal or informal (informal).
- Read through the information in the box.
- Compare the second point (direct questions) with formal emails where you use often indirect questions such as *I was wondering ... Would you mind ...* etc, which were covered in unit 5.
- Clarify that *kind of* does not have any meaning on its own, but we use it when we are explaining something and cannot be exact. You can also use *sort of* in the same way.

2b Individual work

- Do the first one as an example with the class and then give students time to find the other phrases. Tell them to use the context in the email to work out the meaning of the words and phrases.
- Check answers with the class.

Answers

1 How are you doing? 2 kind of 3 pick up
4 bugging 5 down 6 What do you reckon?
7 get it 8 get in touch 9 catch up

3 Individual work

- Focus on the first sentence and ask if students can identify the error(s). Correct the mistakes and write the correct sentence on the board.
- Students read the other sentences and rewrite them correctly. Monitor and help.
- Check answers with the class and ask if there are any errors they couldn't correct.

Answers

1 bugging to me 2 catch in up 3 kind at of
4 picked on up 5 on in touch

Fast finishers Ask any students who finish quickly to help other learners. That will give you more time to help any who are struggling with the exercise.

4a Whole class

- Ask students to find the three ways of giving advice and write them on the board.
- You could ask students if they know any other ways to ask for advice. Add their ideas to the board.

Answers

1 I'm writing to ask you for some advice.
2 What do you reckon? 3 What do you suggest?

4b Individual work

- Give students time to read the situations and choose which they would like to reply to.
- Give them time to write the emails. Tell them to use phrases from exercise 3, as well as the phrases and questions for asking for advice.
- Monitor and help with language and ideas.
- Students could write the email at home.

5 Individual work

- Read through the points and ask students to check their writing using them.

Alternative If students are comfortable giving and receiving peer feedback, you could ask them to check each other's work.

Extra activity Ask students to swap emails with someone else in the class. They have to write a reply giving advice. They could also do this as a speaking activity, working in small groups, reading each other's emails and then discussing advice.

Life skills and values

Mindfulness

In this lesson on life skills and values, students discuss the value of mindfulness and share their experiences of practising different aspects of mindfulness, such as breathing exercises and meditation.

Using Life skills and values, page 20 >

1 Pairwork

- Ask students what *mindfulness* is. Elicit a few ideas and then focus on the photo and ask: *How is she practising mindfulness?* Elicit some answers, eg She is taking a moment to be in nature and relax and notice the things around her.

- Give students time to discuss the questions in pairs.
- Share ideas as a class.

Critical thinking To lead into the reading and encourage critical thinking, ask students to discuss why mindfulness is important. What aspects of daily life can make mindfulness an important thing to practise? They could also discuss if they think it is a more common practice now than it was in the past and why that is.

2 Individual work

- Students read the introduction and answer the questions by writing notes. Ask them to compare answers in pairs.
- Check answers with the class and ask: *What is the opposite of living a life on autopilot?* (Being fully present in the moment and aware of your surroundings and emotions)

3 Individual work

- Students read the sentences and choose which options are mindful.
- Check answers and ask students if they normally do the mindful or not mindful things.

Answers

1 a mindful b not mindful 2 a mindful b not mindful 3 a not mindful b mindful

Fast finishers Students who complete this exercise quickly could write two more examples of mindful / not mindful activities.

4a Group work

- Tell students they are going to practise mindfulness and then talk about it.
- Put them into groups and give them time to read the two activities and decide which they'd like to try.
- You could send them to quiet parts of the classroom or school for this exercise. Tell them to do the activity. Assign one person as a guide who is there to make sure everyone takes it somewhat seriously and does the exercise.
- Monitor and check they are indeed on task.

4b Group work

- Ask groups to share their thoughts about the experience.
- Discuss their reflections with the class. Which activity was more popular?

Extra activity If students enjoyed the exercise, they could try the other activity and then report back in a similar way. They could also try it at home. Here is another mindfulness exercise they could try out of class.

Sky and earth

Sit, stand or lie down somewhere outside with a good view of the sky. For one or two minutes, be still, feel the ground beneath you. Look up at the sky and notice whatever passes across it: clouds, birds, planes. Stay connected to the earth and the empty space of the sky above.

5a/b Pairwork

- Focus on the 'note to self' and explain this is a mindful practice which can help people stay focused and present.
- Give students time to read the note and discuss the question.
- Students write their own notes and keep them.

Extra activity To finish the lesson, ask students to discuss what the benefits of practising mindfulness in education and within the wider community might be. Ask them to work in groups and make a list of benefits for:

- young people in education people being aware of their environment and nature around them
- reducing current issues with polarisation and people getting angry with each other on social media, etc
- public health
- productivity.

Ask each group to read out their benefits and have a class discussion about some of the points made.