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How to give your ideas

Orientation

Context
In this lesson, students will practice giving advice and making suggestions.
Personality Test invites the reader to answer questions to find out if they react logically (with their head) or emotionally (with their heart) in different situations. The key for answers is on p.34.

Culture note
Modal verbs *could* and *should* are commonly used for giving advice. They distance the adviser from the advice, which is often framed as a question (Why don't you...? What about...? Have you thought about...?). This gives people more freedom to respond or reject the advice without feeling uncomfortable about doing so.

Language	
Focus grammar	verb + infinitive (with to); plan to, decide to, if like to, etc.
Focus words	hope, imagine, pretend, promise, refuse, suggest, etc.
Focus phrases	hurt his feelings
Recognition vocabulary	words: cheat, lifestyle, white lie phrases: an important step, cross your fingers, hope for the best, etc.
Recycled language	I think you should..., What about...?, Why don't you...?, You could...
Pronunciation	stress in two-syllable verbs and nouns: compare, problem, reason, refuse, etc. TIC 3-2

Language note
When a verb is followed by an infinitive the two verbs are always stressed, so to in a weak form. It is pronounced /sə/ unless the second verb begins with a vowel in which case it is pronounced /ə/ and a /w/ sound intrudes, e.g. /I promise to /sə/ go / I promise to /hə/ eat.
End product
In Put it all together, students work in groups, giving suggestions for problems. Students have practised the activity in advance.

Preparation

Take some extra dictionaries to class for exercise 1.
Think about how to manage the groupwork in exercises 17 and 18.

Warmer

Ask students to suggest areas in life where people have to make difficult decisions. Accept any relevant suggestions and write them on the board. Make sure friendships, relationships, career, health, education, family and home are included. Ask students to suggest some example difficult decisions that someone might have to make, e.g. which university to go to, which house to buy. Put students in pairs or small groups to discuss these questions: *What sort of decisions are the hardest to make? Do you find it easier to make decisions about your own life or to give your friends advice about decisions? Get some feedback on their views at the end.*
Write *How to give your ideas* on the board.

A Vocabulary verbs for giving ideas

1 Direct students to *ideas* on p.30 and go through items 1 and 2 as a class. Put students into pairs or small groups and tell them to find new vocabulary in their dictionaries. Monitor and elicit explanations or examples of a word in a sentence, e.g. *hope*: want something good for the future / *hope you pass your exams next week* to check understanding. Do not focus on pronunciation as this will be done in section B.

2 Use the example to demonstrate the activity. Write the sentence *I hope to go to university next year* on the board. Ask students, in pairs, to look at the verbs in *ideas*. Write *imagine* on the board and ask students if it can be used in the sentence in place of *hope* (*like* the sentence wouldn't make sense, and *imagine* is not followed by a to + infinitive structure). Ask students to look up *imagine* in their dictionaries to check.

Ask students to read items 2-6 and answer any questions. Students complete the activity. Remind them to think about meaning and grammar. Monitor and help as necessary.
2 plan, want 3 wants 4 refused 5 forget 6 tried

B Pronunciation stress in two-syllable verbs and nouns

3 TIC 1 Go through the instructions and check students understand the activity. Write the first two words, agree and become, on the board. Ask *What kind of words are these? (Verbs.) How many syllables do they have? (Two.)* Tell students to read through the list of verbs. Play the audio for students to listen and identify the verb with a different stress pattern. Ask students to compare in pairs and play the audio a second time if necessary. Play the audio again, pausing after each word for students to repeat.

promise is different because the stress is on the first, not second syllable.

4 TIC 2 Write *Feelings and finger* on the board. Ask *What kind of words are these? (Nouns.) How many syllables do they have? (Two.)* Tell students to read through the list of nouns and check vocabulary as necessary. Play the audio, for students to listen and identify the noun with a different stress pattern. Ask students to compare in pairs and play the audio a second time if necessary. Play the audio again, pausing after each word for students to repeat.

exam is different because the stress is on the second, not first syllable.

5 Do the exercise together as a class. Point out that although the rules apply to most rather than all two-syllable verbs and nouns, it's a useful rule to know and follow if in doubt.

1 Most / second 2 Most / first
6 Students practise saying the words in pairs. Monitor and praise correct word stress.

C Read a personality test

In this section, students scan a text to identify where it would be found, before reading for inference and detail.

7 Remind students of the difficult decisions they thought about in the *Warmer*. Write the title of the personality test on the board and ask *What do you think it is about? (Making difficult decisions.)* Ask *What does the head represent? (Logic.) And the heart? (Feelings.)*

Go through question 1 and check students understand options a-c. Direct students quickly to *Personality Test* on p.30 to say the answer for Read question 2. Tell students to look quickly at questions 1-6 only and to think about the topics to decide the age of people the quiz is for. In pairs, students exchange ideas. Monitor and help as necessary. Elicit answers around the class.

The answer could be b or c. The topics are: getting married, getting a job, finding somewhere to live, taking an exam, staying with others, socializing.

8 Read the question and do item 1 together. Tell students to look quickly at question one and the options a-d to find the phrase. Ask students to look again at answer c, and discuss in pairs what they think a white lie is. Ask *Is a white lie a big lie or a small lie? (A small lie.) Why do people tell white lies? (To protect other people's feelings.)* Students continue in pairs.

2 make a decision based on what you feel rather than think
3 to copy the answers from something or someone
4 change a decision (or make a different one)
5 hope something will happen

9 Tell students to do the personality test. Encourage them to look at phrases and words to help them guess meaning.

10 Direct students to the key on p.33 and give them a minute to add up their scores and work out their result. In small groups, students say whether they agree or not.

D Grammar verb + infinitive (with to)

11 Write *Your friend /hope/ become a singer* on the board and elicit the full sentence *Your friend hopes to become a singer.* Ask *How many verbs are in the sentence? (Two.) What are they? (Underline hopes and to become.)* Ask *What form is hopes? (Present singular.) and to become? (Infinitive.)* Show students that *plan to, decide to, would like to* follow this pattern.

Explain that students can find verb patterns in their dictionaries. Ask them to find examples of the pattern in *Personality Test* and to write a list. Put students in pairs to compare lists. Ask them to call out their answers and write them on the board.

try to prefer to want to pretend to refuse to agree to
ask to promise to start to

12 Go through the instructions and check students understand. Write item 1 on the board and point out that although the verb *wanted* is in the past tense, the infinitive form doesn't change. Highlight the position of *always*. Monitor and help as necessary. Put students in pairs to share their sentences and feedback on anything interesting they learnt about each other.

Extra plus
Give students paper to write their answers on. Collect the papers in and read them out. Can students identify who wrote what?

E Listen for general meaning

In this section, students listen to a short conversation for gist and detail.

13 Ask for three volunteers to read the example conversation. Ask students to guess the problem and make a note of suggestions on the board. Direct students to the *Problem* page on p.33. Ask them to look at the information in boxes 1-2 to find the problem (Problem 4).

14 TIC 3 Read through the instructions and tell students that this time they will listen to a short conversation with three people talking about a problem. Check students have their books open at *Problem* page on p.33. Play the audio and ask students to check in pairs (Problem 8). Play the audio a second time if necessary.

15 Go through the instructions and read items 1-6 with the class. Play the audio, pausing to give students time to write their answers. Students compare answers in pairs. Play the audio a second time if necessary.

16 Direct students to audio script TIC 3 on p.38 and play the audio again. Pause after each item for students to check answers.

Extra activity
In pairs, students choose a topic from *Personality Test* and write a conversation. They say their conversation in small groups for the class to identify the problem.

ABCDE Put it all together

17 Put students into small groups and direct them to *Problem* page on p.33. Go through the instructions and tell students to write notes about the advice they would give to somebody in each situation.

Ask for two volunteers to read the example conversation. Explain that each student states their problem and the others give advice. The person with the problem decides whose advice is best.

18 Ask each student in turn to use their notes to say their pieces of good advice. The class guesses the problems.

Student performance

Students should be able to make short statements. Use this checklist for monitoring and feedback or to assess students' performance.

Accuracy	Do students say phrases for giving advice accurately? exercise 16
Vocabulary	Do students use two or three different phrases for giving advice? exercise 16
Pronunciation	Do students sometimes use word stress correctly? exercise 16

I can give my ideas.
Students tick on my own if they have read their suggestions and the group guesses the problem. They tick with some help if they need to repeat one or two suggestions.

Early finishers
In pairs, students write another *Personality Test* question for another pair to discuss.

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Language

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Focus words	hope, imagine, pretend, promise, refuse, suggest, etc.
Focus phrases	hurt his feelings
Recognition vocabulary	words: cheat, lifestyle, white lie, phrase; an important step, cool your fingers, hope for the best, etc.
Recycled language	I think you should..., What about...? Why don't you...? You could...
Pronunciation	stress in two-syllable verbs and nouns: compare, problem, reason, refuse, etc. TIC-2

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End product

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- Use the example to demonstrate the activity. Write the sentence / *hope to go to university next year* on the board. Ask students, in pairs, to look at the verbs in *ideas*. Write *imagine* on the board and ask students if it can be used in the sentence in place of *hope*. (No, the sentence wouldn't make sense, and *imagine* is not followed by a to + infinitive structure.) Ask students to look up *imagine* in their dictionaries to check. Ask students to read items 3-6 and answer any questions. Students complete the activity. Remind them to think about meaning and grammar. Monitor and help as necessary.
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- TIC 1 Go through the instructions and check students understand the activity. Write the first two words, agree and become, on the board. Ask What kind of words are these? (Verbs.) How many syllables do they have? (Two.) Tell students to read through the list of verbs. Play the audio for students to listen and identify the verb with a different stress pattern. Ask students to compare in pairs and play the audio a second time if necessary. Play the audio again, pausing after each word for students to repeat.
promise is different because the stress is on the first, not second syllable.
- TIC 2 Write feelings and finger on the board. Ask What kind of words are these? (Nouns.) How many syllables do they have? (Two.) Tell students to read through the list of nouns and check vocabulary as necessary. Play the audio, for students to listen and identify the noun with a different stress pattern. Ask students to compare in pairs and play the audio a second time if necessary. Play the audio again, pausing after each word for students to repeat.
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- Students practise saying the words in pairs. Monitor and praise correct word stress.

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In this section, students scan a text to identify where it would be found, before reading for inference and detail.

- Remind students of the difficult decisions they thought about in the Warmer. Write the title of the personality test on the board and ask What do you think it is about? (Making difficult decisions.) Ask What does the head represent? (Logic.) And the heart? (Feelings.)

Go through question 1 and check students understand options a-c. Direct students quickly to Personality Test on p. 34 to say the answer (a). Read question 2. Tell students to look quickly at questions 3-6 only and to think about the topics to decide the age of people the quiz is for. In pairs, students exchange ideas. Monitor and help as necessary. Elicit answers around the class.

The answer could be b or c. The topics are: getting married, getting a job, finding somewhere to live, taking an exam, staying with others, socializing.

- Read the question and do item 1 together. Tell students to look quickly at question one and the options a-d to find the phrase. Ask students to look again at answer 1c, and discuss in pairs what they think a white lie is. Ask Is a white lie a big lie or a small lie? (A small lie.) Why do people tell white lies? (To protect other people's feelings.) Students continue in pairs.

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Extra plus

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In this section, students listen to a short conversation for gist and detail.

- Ask for three volunteers to read the example conversation. Ask students to guess the problem and make a note of suggestions on the board. Direct students to the Problem page on p. 34. Ask them to look at the information in boxes 1-12 to find the problem (Problem 4).

TIC 3 Read through the instructions and tell students that this time they will listen to a short conversation with three people talking about a problem. Check students have their books open at Problem page on p. 34. Play the audio and ask students to check in pairs (Problem 8). Play the audio a second time if necessary.

Go through the instructions and read items 1-6 with the class. Play the audio, pausing to give students time to write their answers. Students compare answers in pairs. Play the audio a second time if necessary.

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Vocabulary	Do students use two or three different phrases for giving advice? exercise 16
Pronunciation	Do students sometimes use word stress correctly? exercise 6

I can give my ideas.

Students tick on my own if they have read their suggestions and the group guesses the problem. They tick with some help if they need to repeat one or two suggestions.

Early finishers

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