

Warmer

Ask students to work with a partner and brainstorm a list of typical fancy-dress costumes to gauge how familiar your students are with the vocabulary explored in this unit.

▶ 07 Get **TH!NK**ing

Play the video and discuss the question with your class.

- 1 Give a couple of your own examples before students do the exercise.
- 2 Before students do the task, get them to cover the blog on page 31 and just look at the title and photos, as well as the photos on page 30. In pairs, give students two minutes to think about the answer to the question.
- 3 **3.01** Before playing the audio, give students another two minutes to read the blog quickly and check ideas. The focus here is on gist understanding. Encourage them not to focus on every word for now.
- 4 Encourage students to underline the parts of the blog that helped them find the answers.
 - 1 *They waved from the doorstep.*
 - 2 *180 days*
 - 3 *Rain's brother and his mum*
 - 4 *American football player, pirate*
 - 5 *\$ 50*
 - 6 *He used the family fancy-dress collection and friends and neighbours helped.*
 - 7 *He was embarrassed at the beginning but thought he was pretty cool in the end.*
 - 8 *He was there again in fancy dress.*

3 GROWING UP



Get **TH!NK**ing

Watch the video and think: what's the hardest part of being a teenager?

OBJECTIVES

FUNCTIONS:
emphasising

GRAMMAR:
quantifiers; so and such (review); do and did for emphasis

VOCABULARY:
costumes and uniforms; bringing up children



READING

1 **SPEAKING** Look at the photos and discuss the questions in pairs.

- 1 Do you enjoy dressing up? Why do you think people enjoy wearing costumes?
- 2 Do you think fancy dress is just for kids?
- 3 Do you think it's okay to make animals wear costumes? Why (not)?

2 **SPEAKING** Look again at the photos, and look at the title and the photo on the next page. What do you think the blog will be about?

3 **3.01** Read and listen to the blog to check your ideas.

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4 Read the blog again and answer the questions.

- 1 What did Rain's parents do on his first day of high school?
- 2 How many days did Rain's dad, Dale, wave at the bus?
- 3 Which other family members got involved?
- 4 What were the first and last costumes that Dale wore?
- 5 How much did Dale spend on the costumes?
- 6 How did he keep the cost so low?
- 7 What did Rain think about his dad dressing up at the beginning? And at the end?
- 8 What happened at the beginning of the next school year?

5 **SPEAKING** Work in pairs and discuss the questions.

- 1 Does Dale sound like a good dad? Explain your reasons.
- 2 How would you feel if your dad was like Dale? Why?
- 3 Why do you think Dale wanted to dress up?

5 As this is a fluency activity, do not interrupt to correct errors unless they impede communication. Listen to some of their ideas in open class as feedback, encouraging students to react to and debate with each other.

Objectives

Functions and speaking Emphasising

Grammar Quantifiers; so and such (review); do and did for emphasis

Vocabulary Costumes and uniforms; bringing up children

Literature About a Boy

Resources for this unit

All available online

Videos

- Get **TH!NK**ing: *What's the hardest part of being a teenager?*
- Grammar video!: Quantifiers

Tests

- Unit, extension and skills test 3
- End of term test 1

Worksheets

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Growing up
- Communication: The next generation
- Literature Worksheets: *Gulliver's Travels*
- Get **TH!NK**ing and Grammar video! video Worksheets

AN EMBARRASSING DAD



If you think you have the world's most embarrassing dad, then think again.

American teenager Rain Price was waved off to school from the bus stop outside his house, by his dad, every day for a whole school year. OK, so that doesn't sound too bad, but this was no ordinary goodbye, because each day Rain's dad did it while wearing a different fancy-dress costume!

It all started on 16-year-old Rain's first day of high school. Like many proud parents, Rochelle and Dale, Rain's mum and dad, sent him off to school with a big wave from the doorstep. That evening Rain made the mistake of complaining about how embarrassing they were, which gave Dale a great idea.

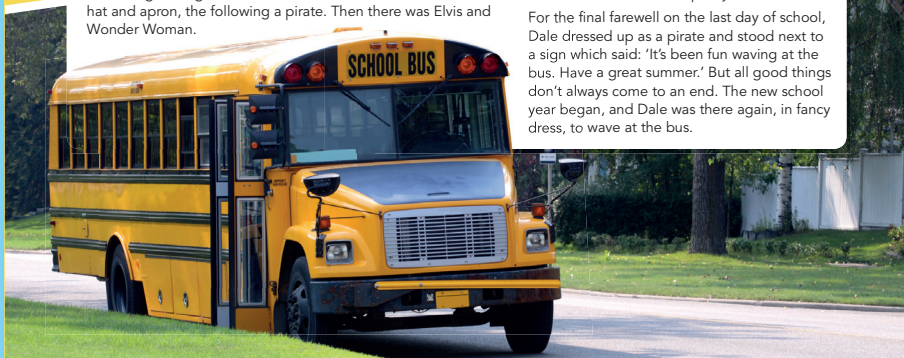
The next morning, as Rain stepped onto the bus outside his house, he could hear all of his school friends laughing at something. He turned around and to his horror, there was his dad waving him off, dressed as an American football player, complete with ball and helmet. But that was just the beginning. For the next 180 school days, come rain or shine, Dale waved goodbye to his son dressed in a different costume. One day he was a king waving his sword and shield, the next a chef in his hat and apron, the following a pirate. Then there was Elvis and Wonder Woman.

Dale even got other members of the family involved, using Rain's younger brother to play Batman alongside his Robin.

Amazingly, Dale only spent \$50 on all of the costumes. He got loads of costumes from the family fancy-dress collection and then there were several friends and neighbours who were happy to help.

Some of Rain's friends didn't find it funny, but most of them looked forward to seeing what Dale would be wearing every day. And Dale found an international audience for his dressing up, too, as each day Rochelle took a photo of her husband in fancy dress and put it on their blog, waveatthebus.blogspot.com, which became a hit on the internet. Even Rain was eventually able to see the funny side and realised that his dad was pretty cool after all.

For the final farewell on the last day of school, Dale dressed up as a pirate and stood next to a sign which said: 'It's been fun waving at the bus. Have a great summer.' But all good things don't always come to an end. The new school year began, and Dale was there again, in fancy dress, to wave at the bus.



- Ask students to find all the people mentioned in the blog and write them on the board as prompts (Rain, Dale (Rain's dad), Rochelle (Rain's mum), Rain's younger brother, Rain's friends).
1 Rain 2 Rain's friends 3 Rochelle
- Point out the use of *Initially* and *with time*. Encourage students to find evidence in the article to justify their answers.
- Give a couple of your own ideas as examples before students work in pairs. At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

Homework

Ask students to write a short text about an embarrassing moment that they have had. If they haven't had any, or the subject is too personal, they can interview someone or invent some ideas. As a follow-up, students can present their text to the class in the next lesson. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the most embarrassing.

Culture notes

Makani Rain Price is from Utah, USA. He has an older sister, Rikki, and a younger brother, Ryatt. In 2011, when his school bus changed route and drove past his house, he became the focus of his dad Dale's prank to dress up and wave at the bus.

Dale Price is a stay-at-home dad who previously owned a chain of paintball stores in the USA. On Rain's last day of school, Dale chose a pirate costume for his final send-off. Other costumes included a giant chicken and The Little Mermaid. He even brought an old toilet bowl onto the street and sat on it reading a newspaper. The family's blog received more than two million page views.

Train to THINK

Changing your opinions

It can be a mistake to believe something just because it's based on an opinion you've formed. Becoming a critical thinker means continually reflecting on your opinions, and being willing to change them if they aren't based on evidence.

- Which people from the story may have had these opinions at some point? Write their names.
 - 'My dad is the most embarrassing person in the world.'
 - 'Rain's dad is really silly!'
 - 'I don't think Dale should do this – it's going to cost a lot of money.'

- SPEAKING** Work in pairs and discuss how the people's opinions in Exercise 6 changed throughout the school year and why.

Initially, Rain thought that his dad was the most embarrassing dad in the world. But, with time, he realised that maybe that wasn't true. He learned to appreciate his dad's sense of humour.

- SPEAKING** Work in groups and discuss some opinions that you or family members have had that have changed. Think about music, school, fashion, friends, etc.

Activity idea Extension

Write the following statements on the board:

Cycling should not be allowed in the city centre.

People who write graffiti on walls should go to prison.

If students do not pass an exam, they should do extra classes on Saturdays.

Divide the class into two groups: A and B. Group A agrees with the statements. Group B disagrees. Give students three minutes to brainstorm with a student from their own group reasons why they might agree or disagree. Regroup students into AB pairs to debate the statements and to try to change each other's opinions. Ask volunteers to report back on their discussions during open-class feedback.

THINK more

Worksheets

Project Growing up

Communication The next generation

Get THINKing What's the hardest part of being a teenager?

Warmer

To revise clothes, give students two minutes to think of as many different items of clothing as they can. After two minutes, play a game of 'vocabulary tennis' with each group taking turns to say a piece of clothing until one team runs out of ideas.

- 1 Ask students to try to complete sentences from memory before looking back at page 31 to check their answers. This encourages students to notice language and helps activate their curiosity around the target language.
1 many 2 all 3 loads
4 several 5 Some; most
RULE: 6 none 7 a little
8 several 9 loads 10 all
- 2 1 loads 2 a lot of 3 most
4 Most 5 Most 6 hardly any
- 3 Monitor and encourage students to answer in full sentences.

Workbook p28

▶ 08 Grammar video!
Quantifiers

Get it Right!
much vs. many

Student's Book p123

Get it Right!
much and most

Student's Book p123

- 4 If you have access to the internet, find pictures of the items in the list. Ask students to match the items in the list with the pictures in order to check/clarify *sword, shield, wig, snorkel* and *poncho*. Say the words for students to repeat and check pronunciation.
Suggested answers: sword and shield – gladiator, centurion, knight, warrior
leather jacket – biker
wig – judge, clown
snorkel – diver

THINK more

Workbook

Grammar p28, Ex.1–4
Vocabulary p30, Ex.1–2

Worksheets

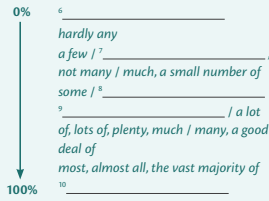
Grammar Worksheets 3
Grammar video! Quantifiers
Vocabulary Worksheets 3

GRAMMAR
Quantifiers

Grammar video ▶ 08

- 1 Look at the blog on page 31 and complete the sentences. Then complete the rule with *loads of, a little, all, several* and *none*.
1 Like _____ proud parents ...
2 He could hear _____ of his school friends laughing at something.
3 He got _____ of costumes from the family fancy-dress collection.
4 There were _____ friends and neighbours happy to help.
5 _____ of his friends didn't find it funny, but _____ of them looked forward to it.

RULE: Quantifiers are words and expressions that we use to talk about amount.



- 2 Choose the correct words.
1 I've got *a few / loads of* followers on my YouTube channel – more than 20,000.
2 I spend *a lot of / hardly any* time with my friends – we meet up every day after school and most weekends, too.
3 I spend *most / hardly any* of my time on my tablet. It's the most important thing I've got.
4 *A small number / Most* of my teachers are really nice. I really like this school.
5 *Most / All* of my family live near me, but I've got an uncle who lives in Australia.
6 I spend *almost all / hardly any* of my money on downloads. I don't really care about music.
- 3 **SPEAKING** Work in pairs and discuss the sentences in Exercise 2. Which of them are true for you?

→ workbook page 28

VOCABULARY
Costumes and uniforms

- 4 **SPEAKING** Look at the list of clothes and accessories. What costumes might people use these items for? Discuss in pairs.
• sword and shield • helmet
• leather jacket • bathrobe
• wig • mask
• snorkel • apron
• poncho • football top
- 5 Look at the photos. Who is wearing a costume? Who is wearing a uniform? Who is wearing a kit?



- 6 **SPEAKING** Work in pairs and discuss the questions.
1 Do you or does anybody you know wear a uniform for work? Describe it.
2 Can you list five jobs in which people wear uniforms?
3 Describe a sports kit to your partner, but don't say what sport it's for. Can your partner guess?
4 Describe your perfect costume to wear to a fancy-dress party.

→ workbook page 30

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poncho – cowboy, hippy
helmet – astronaut, police officer, engineer
bathrobe – boxer, wizard, monk, hospital patient, angel, king or queen
mask – Batman, surgeon; apron – chef, baker; football top – footballer

- 5 Give students two minutes to discuss the difference between a costume, a uniform and a kit (a costume is worn to create the appearance of a particular period or character, e.g. a cowboy costume; a uniform is worn by members of an organisation for doing a specific job, e.g. an army uniform; a kit is worn for a specific sport, e.g. a football kit).
A kit B costume C uniform
- 6 At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

Workbook p30

Activity idea Extension

For further work with quantifiers, write the following on the board: *Loads of students ... , Hardly any students ... , Almost all students ... , The vast majority of students ...*

Ask students to complete the sentences to describe students in their school.

7 Invite students to share their ideas with the rest of the class, but do not give the answers yet.

8 **3.02 Check/clarify: tragic, heart warming.**

Ask students to read the statements before they listen. Tell them not to worry about understanding every word for now, but to focus on listening for the answers. Encourage them to think about the correct answer to the false statements.

1 F (It doesn't have a tragic ending.)

2 T 3 T 4 F (He competes in triathlons with her.) 5 T

9 **3.02 Check/clarify: moving (story), cerebral palsy, devoted, triathlons, heavy smoker, a buggy, diagnosed, sprint, intense, devotion.**

1 B 2 A 3 B 4 B 5 C

10–11 **Check/clarify: sacrifice.**

Give a couple of your own examples before students do the exercises.

Homework

Ask students to research someone from around the world who has made a sacrifice / raised a lot of money / done good for other people. As a follow up, students can present this person to the class in the next lesson. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the most interesting presentation.

LISTENING

7 Look at the photos. What do you think the podcast will be about?

8 **3.02 Listen to the podcast. Mark the sentences T (true) or F (false).**

- This is a story with a tragic ending.
- This is a heart-warming story of a father's love for his daughter.
- We learn how a father is motivated by his daughter's love of the outdoors.
- Ricky van Beek regularly competes in the Paralympics with his daughter, Maddy.
- Many people are inspired by watching the father and daughter duo compete in triathlons.

9 **3.02 Listen again and choose the correct answers.**

- What is unusual about Maddy and her father, Ricky van Beek, competing together in outdoor races?
 - Ricky finds walking difficult.
 - Maddy has a condition that means she is unable to walk.
 - Maddy has a fear of water.
- What was a major handicap for Ricky when they began racing?
 - He smoked heavily and he was not very fit.
 - He couldn't give up smoking.
 - He didn't like running on bumpy roads.
- What is the main motivation for Ricky?
 - the feeling of freedom that running gives him
 - seeing the joy that it gives his daughter
 - being an inspiration to others
- What will Ricky do if Maddy can no longer race with him?
 - He will give up racing.
 - He will continue to race with her in his heart.
 - He will find another sport for her to participate in.
- How does seeing them race together make people feel?
 - They are inspired to take part in future marathons.
 - They wish that they could race with their daughters.
 - They feel moved by the love Ricky's actions show for his daughter.



SPEAKING

10 Work in pairs and discuss the questions.

Look at the examples below. Have your parents or your siblings ever made a similar sacrifice for you or a good cause you are passionate about?

- done a sponsored swim or walk with you
- baked cakes to help you raise money for charity
- climbed a mountain with you
- helped you when you were scared
- given up their time to teach you to play a musical instrument

11 Have you ever done any of these things, or something similar, for a brother or sister, or a friend?



Culture note

Cerebral palsy is the name for a group of lifelong conditions that affect co-ordination and movement. It is caused by a problem with the brain that develops before, during or soon after birth. The severity of symptoms can vary significantly. Some people only have minor problems, while others may be severely disabled.

The triathlon is a multi-discipline endurance sport consisting of swimming, cycling and running. The three disciplines are completed consecutively with athletes transitioning between events as quickly as possible. Although the distances in different contests can vary, a standard triathlon always has the same order. The triathletes compete for the fastest completion time over the three events.

Activity idea Mixed-ability

To increase the challenge in Exercise 9 for stronger students, give them the questions without the multiple-choice options. Give weaker students just two options for each question by identifying one in correct option in each.

THINK more

Workbook
Listening p34, Ex.1–3

Warmer

Write the following on the board: *motel, emoticon, spork, hangry*. Ask: Which two words have been joined to make these? Elicit *motor + hotel, emotion + icon, spoon + fork* and *hungry + angry*. Hold a brainstorming session to see if students can come up with other portmanteau words (see Language note). Write some of their ideas on the board.

Alternatively, ask students to research other portmanteau words and then play 'portmanteau tennis'. One student says a portmanteau word and the other person must reply with the two words that make it up as quickly as possible. Examples could be: *chillax, motel, hangry, emoticon, frenemy, spork, skort, glamping, ginormous, guesstimate, moped, bash, jeggings, kideo*.

1 Students' own answers

2 3.03 Tell students not to worry about understanding every word for now, but to focus on listening for the answer.

'Sharenting' is when parents share photos of their children online.

3 Check/clarify: *familiar, digital footprint, consent, lawsuits, violating, respect*.

Encourage students to underline the answers in the text.

1 Apple Martin 2 Christie Tate
3 Ray 4 Sam 5 Jack 6 Jenny

4 At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

5 Give your own examples before students do the task. Encourage them to think about reasons for their choices.

6 If space allows, encourage students to walk around the classroom to find someone who agrees with their statements. Ask students to report their findings back to the class and encourage them to use the phrase 'So does he/she/[student's name]'.



TO SHARENT OR NOT TO SHARENT

'I can't believe you put that photo of me on Instagram!'

Does this sound familiar? Do your parents post photos of you online? Are there photos out there that you really don't want the world to see?

We all know that parents just want to do their best for their children. However, parents around the world are creating a digital footprint for their children before they can give consent. Future employers might be able to access those images online.

French police have warned that parents could face future lawsuits from their children for violating their privacy. Under French privacy law, you are currently not allowed to publish a photo of someone without their consent.

Some children have publicly asked their parents not to share photos on Instagram or on their blogs. Children grow up fast and parents must respect that.

'Mom, we've discussed this. You may not post anything without my consent.' Apple Martin famously wrote the above comment under a selfie taken by her famous mother, Gwyneth Paltrow, of the two of them skiing, and a media storm followed.

The daughter of Christie Tate, a mummy blogger, found lots of essays and photos of herself online when she googled herself. She did ask her mother if the content could be taken down, but her mother refused.

Ray Fitzgerald, a parenting coach, advises his followers to stick to the 'three P rules of posting':

- **PRIVACY** – Make sure private images stay private and check that your privacy settings are as tight as possible.
- **PERCEPTION** – If you were a teenager, would you like your parents to share that picture of you online? If the answer is no, then don't post it.
- **PERMISSION** – Always ask a teenager's permission before posting an image.

I asked some teenagers and here are some of their comments:

6 I don't usually mind. My mum and dad have given me a very happy childhood. They've been great parents. But then last week my mum shared a picture of me and her in the park. It was such a bad picture. I was so embarrassed. Sharenting is bad news. SAM

6 My mum has so few followers, I don't mind. But it's different if your parents are famous or have thousands of followers. Gwyneth Paltrow is very famous and so many people saw that skiing picture. I do think her daughter was right to be angry. JACK

6 I did see the picture and I do follow Gwyneth Paltrow. I didn't think the picture itself was so terrible. However, I do understand her daughter's anger. JENNY

After much discussion, most people seem to agree that it's time to stop sharenting when your children are about 12 or 13. The pictures can be so embarrassing and they're out there forever. Where do you stand on this issue?

34

READING

1 Work in pairs. Look at the photos and the title of the article. What do you think 'sharenting' is?

2 3.03 Read and listen to the article to check your ideas.

3 Read the article and the comments again. Who said or did these things? Write the name.

1 _____ had previously discussed the issue of sharenting with her mother.

2 _____ made the decision to continue sharenting against her daughter's wishes.

3 _____ said parents should think carefully before they share.

4 _____ thinks it was OK to share some pictures and not others.

5 _____ thinks it's OK to sharent when very few people will see the photos.

6 _____ thinks parents should respect their children's wishes.

4 **SPEAKING** Work in pairs and discuss the questions.

1 Have your parents ever shared a photo of you that you wish they hadn't?

2 What are your opinions on sharenting? Do you think parents should ask for your consent before posting a picture on Instagram or on other social media?

SPEAKING

5 Read each sentence and choose a number from 1–5 (1 = I strongly agree, 5 = I strongly disagree.)

1 Teenagers should always be supported by their parents. 1 2 3 4 5

2 Parents are not the most important people in teenagers' lives. 1 2 3 4 5

3 Parents should give teenagers freedom of choice in everything. 1 2 3 4 5

4 Teenagers should spend as much time as possible with parents/family. 1 2 3 4 5

6 Discuss your answers in groups. Which question(s) do almost all of you agree on? And which one(s) do almost all of you disagree on? Why?

Language note Portmanteau words

Sharenting is an example of a portmanteau word /pɔ:ʔ'tmæn.təʃ wɜ:d/ – a word that is formed by combining two other words (here *share* and *parenting*). Other portmanteau examples are *jeggings* (*jeans* and *leggings*), *Schnoodle* (from *Schnauzer* and *Poodle*), *cosplay* (from *costume* and *play*), *smog* (from *smoke* and *fog*), *floordrobe* (from *floor* and *wardrobe*), *Nintendonitis* (from *Nintendo* and *tendonitis*). Portmanteau words differ from compounds, which have both words in full, by having only a part of one or both of the words.

Culture note

In the UK, around 88% of secondary school children use social networks to broadcast information about themselves and publicly communicate with friends and commercial bodies. All children have Personal, Social, Health and Economic education (PSHE) which covers all the key areas of personal information and internet safety:

- What personal data is and why it's important
- How personal information is used
- How to keep personal and private information safe
- What our rights are

THINK more

Workbook
Reading p32, Ex.1–4

7 Ask students to complete sentences 1–2 before finding the sentences in the article to check their answers.

1 so 2 such
RULE: 3 such 4 so

8 Divide the class into pairs for students to compare answers. Listen to some examples in open class as feedback.

1 so 2 such 3 so 4 such

Workbook p28

9 Before students look at the rule, you could ask them to consider the effect of *do* and *did* in the example sentences (they create emphasis).

1 do 2 did

10 During feedback, refer to the rules and read through the Look box and check understanding.

1 were so few chairs (that) / not enough chairs 2 doesn't save enough 3 too boring to 4 did like

Workbook p29

Pronunciation Adding emphasis

Student's Book p120

11 **Check/clarify:** *do their best, get ahead in life, bring up, grow up, do well.*

Before doing the exercise, ask students to read the text to answer the following question: *Does the text suggest that parenting is easy or difficult?* (difficult). The aim of this is to encourage students to read a text first for gist understanding and then only on a second read to complete the task. Give further examples if necessary.

1 do 2 get 3 bring 4 childhood
5 grow 6 do 7 strict 8 soft

12 **Check/clarify:** *advances.*

a get ahead in life b bring up
c grow up d do well e soft
f do their best g strict
h childhood

Workbook p30

Homework

Ask students to write three more statements for the speaking task in Exercise 5. They can bring them to the next lesson for partners to read and respond to them.

GRAMMAR so and such (review)

7 Write the correct words to complete the sentences. Check in the article on page 34, then complete the rule with *so* and *such*.

- I was _____ embarrassed.
- It was _____ a bad picture.

RULE: We use *so* and *such* to emphasise.

3 _____ (a/an) + (adjective)

+ noun

4 _____ + adjective

We often follow *so* and *such* with a *that* clause to talk about consequences.

It was *such* a difficult question that I didn't know what to say.

It was *so* hot that I couldn't sunbathe.

8 Complete the sentences with *so* or *such* and your own ideas.

- It was _____ *such* a hot day that *we stopped working and went to the beach*.
- The homework was _____ difficult that ...
- He's _____ a good friend that ...
- The train was _____ late that ...
- It was _____ an exciting book that ...

→ workbook page 28

do and did for emphasis

9 Complete the sentences from the article on page 34 with the missing word, then read the rule.

- I _____ understand her daughter's anger.
- She _____ ask her mother if the content could be taken down, but her mother refused.

RULE: We can use the auxiliaries *do*, *does*, *did* to add emphasis to what we want to say, often when we're contradicting someone.

A: *You didn't like the film, did you?*

B: *I did like it!*

A: *She doesn't want to go to the party.*

B: *She does want to go – she's just shy.*

Look

too and not enough

To say something is more than we need, we use *too*, and to say that it's less, we use *not enough*.

too + adjective

too + many + countable noun

too + much + uncountable noun

not + adjective + enough

10 Complete the second sentence so it has a similar meaning to the first, using the word given and *so/such*, *did* for emphasis or *too/not enough*. Write between two and five words.

- There were too many people at the meeting. Some people had to stand.
There _____ at the meeting, so some people had to stand. (chairs)
- He spends too much money.
He _____ money. (save)
- This book isn't interesting enough. I'm not going to finish it.
This book is _____ finish. (boring)
- You're wrong. I thought the book was really, really good.
I _____ the book. (like)

→ workbook page 29

PRONUNCIATION

Adding emphasis Go to page 120.

VOCABULARY Bringing up children

11 Complete the phrases in the text with the words in the list.

bring | childhood | do (x2) | get | grow | soft | strict

The toughest job in the world

Most parents want to ¹ _____ their best for their children and help them ² _____ ahead in life. They try to ³ _____ their children up well and give them a happy ⁴ _____. But it's not always so easy. Children ⁵ _____ up so fast these days and it can be difficult to get it right all the time. Of course, parents know the importance of school and they want their children to ⁶ _____ well, but what happens when the child doesn't want to try? If they are too ⁷ _____, their children might rebel. If they are too ⁸ _____, then the children might only do the things they want to do. It's a difficult balancing act and, of course, parents get it wrong sometimes. After all, they're only human.

12 Match phrases 1–8 from Exercise 11 with their meanings.

- | | |
|--|--|
| a <input type="checkbox"/> make advances in life | e <input type="checkbox"/> to describe a parent who has very few (or no) rules |
| b <input type="checkbox"/> raise | f <input type="checkbox"/> be as good as you can |
| c <input type="checkbox"/> get older | g <input type="checkbox"/> to describe a parent who has lots of rules |
| d <input type="checkbox"/> be a success | h <input type="checkbox"/> the time of being a child |

→ workbook page 30

Activity idea Mixed-ability

In Exercise 12, you could ask stronger students to cover the definitions (a–h) and to work with a partner to try to work out the meanings from context.

THINK more

Practice Extra

Unit 3 Practise it!

Workbook

Grammar p28, Ex.5–6

Pronunciation p118

Vocabulary p30, Ex.3–4

Vocabulary Extra p31, Ex.1–3

Worksheets

Grammar Worksheets 3

Vocabulary Worksheets 3

Warmer

In pairs, give students two minutes to brainstorm a list of films about teenagers. Write the titles on the board. Divide the class into pairs for students to take turns to describe the plot of the films listed for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.

- 1 Check/clarify: depressed, bullied.** Before reading the introduction, focus attention on the film poster and ask students to discuss the question. Ask them to read the introduction to check.
- 2 3.06** Tell students not to worry about difficult vocabulary at this stage and encourage them just to concentrate on answering the question.
Marcus has to decide whether to trust his mother's ideas or to do what he thinks is best.
- 3 Check/clarify: fashion-conscious.** Tell students to underline key information in the extract that helped them to decide whether each sentence is true or false. During feedback, ask students to justify their answers by quoting the text they have underlined.
1 F (He buys him new trainers.)
2 F (She says 'Kids wear what they put on in the mornings', implying that they don't need to think about it.)
3 T 4 F (She says 'we're doing all right our way'.)
5 F (Marcus thinks there were loads of kids at school who stole and swore too much and bullied other kids.) 6 T

Literature

- 1 Look at the poster and then read the introduction to the extract. Who do you think the people on the poster are?
- 2 **3.06** Read and listen to the extract. What two choices does Marcus have?



About a Boy

by Nick Hornby

Marcus is a schoolboy who lives with his mum, who is depressed. Marcus has a hard time at school – he gets bullied quite a lot, especially because of the clothes his mum makes him wear. Recently, Marcus has started to become friends with Will, a rich, lazy man who buys him new trainers. Here, Marcus and his mum are going home after visiting Will at his flat.

'You're not going round there again,' she said on the way home.
Marcus knew she'd say it, and he also knew that he'd take no notice, but he argued anyway.
'Why not?'
'If you've got anything to say, you say it to me. If you want new clothes, I'll get them.'
'But you don't know what I need.'
'So tell me.'
'I don't know what I need. Only Will knows what I need.'
'Don't be ridiculous.'
'It's true. He knows what things kids wear.'
'Kids wear what they put on in the mornings.'
'You know what I mean.'
'You mean that he thinks he's trendy, and that [...] he knows which trainers are fashionable, even though he doesn't know the first thing about anything else.'
That was exactly what he meant. That was what Will was good at, and Marcus thought he was lucky to have found him.
'We don't need that kind of person. We're doing all right our way.'
Marcus looked out of the bus window and thought about whether this was true, and decided it wasn't, that neither of them were doing all right, whichever way you looked at it.
'If you are having trouble, it's nothing to do with what shoes you wear, I can tell you that for nothing.'
'No, I know, but –'

'Marcus, trust me, OK? I've been your mother for twelve years. I haven't made too bad a job of it. I do think about it. I know what I'm doing.'
Marcus had never thought of his mother in that way before, as someone who knew what she was doing. He had never thought that she **didn't have a clue** either; it was just that what she did with him (for him? to him?) didn't appear to be anything like that. He had always looked on being a mother as **straightforward**, something like, say, driving: most people could do it, and you could **mess it up** by doing something really obvious, by driving your car into a bus, or not telling your kid to say please and thank you and sorry (there were loads of kids at school, he **reckoned**, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for). If you looked at it that way, there wasn't an awful lot to think about. But his mum seemed to be saying that there was more to it than that. She was telling him she had a plan.
If she had a plan, then he had a choice. He could trust her, believe her when she said she knew what she was doing [...] Or he could decide that, actually, she was **off her head** [...] Either way it was scary. He didn't want to put up with things as they were, but the other choice meant he'd have to be his own mother, and how could you be your own mother when you were only twelve? He could tell himself to say please and thank you and sorry, that was easy, but he didn't know where to start with the rest of it. He didn't even know what the rest of it was. He hadn't even known until today that there was a rest of it.



- 3 Read the extract again. Mark the sentences T (true) or F (false). Then correct the false sentences.
 - 1 Will buys Marcus a new jacket.
 - 2 Marcus's mum is very fashion-conscious.
 - 3 Marcus doesn't agree that he and his mum are doing OK.
 - 4 His mother doesn't think she's a good mother.
 - 5 The other kids at school never did anything wrong.
 - 6 Marcus didn't think he was capable of being his own mother.

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Culture notes

Nick Hornby (born April 17, 1957) is an English novelist and screenwriter. His novels include *Fever Pitch* (1992), *High Fidelity* (1995), *About a Boy* (1998) and *Just like You* (2020), several of which have been made into films. His novels mainly focus on music, sport and the difficulties of human relationships.

About a Boy was made into a film in 2002, starring Hugh Grant as a rich, lazy man who lives off the royalties from his father's music. Nicholas Hoult plays a young boy who is bullied at school and brought up by his single mother (Toni Collette). The film focuses on the difficulties of growing up, both for the young boy and the older man. It is an excellent film to show to teenagers in class and can lead to a lot of discussion about relationships, bullying, parenthood, life as a teenager and so on.

- 4 Before students do the exercise, write the highlighted words on the board. Tell students to find the words in the extract and to try to work out the meaning of the phrases from the context. Compare their meanings with the definitions in the book.
1 trendy 2 mess it up
3 didn't have a clue 4 whichever way
5 reckoned 6 ridiculous
7 off her head 8 straightforward
- 5 Make a note of any nice expressions or lexical errors to refer to during feedback.

- 6 Ask: *Which words can we use to make sentences more emphatic?* Elicit answers and write *so/such/ do/did* on the board. During feedback, say the sentences for students to repeat and check pronunciation. Encourage them to be emphatic!
1 He's such a good father.
2 She gets on so well with children.
3 She's so patient.
4 My dad did try his best.
5 My parents did make some mistakes.
6 She's so soft on her children.
- 7 Students' own answers
- 8 In pairs, allow students six to eight minutes to prepare their dialogues.
Students' own answers, including a sentence they have selected from Exercise 6
- 9 Give an example of your own. Use emphasis when describing the person's personality and anecdotes to show how the person is good with children.

- 1-2 This could be done as a collaborative writing activity in class or planning for this exercise can be done in class with the writing set as homework.
Two embarrassing things: dressing differently, being affectionate in public
Two ways having a teenager can be hard: they have lost an adoring child, their support is being rejected
- 3 1 e 2 a 3 d 4 c 5 b
- 4 *Second on my list, Now, Firstly, Secondly, To conclude*


- 4 **VOCABULARY** Match the highlighted words in the extract with the definitions.
- | | |
|----------------------------------|---------------------------|
| 1 up-to-date with modern fashion | 5 thought |
| 2 do it in a really bad way | 6 silly, stupid |
| 3 had no idea | 7 crazy |
| 4 no matter how | 8 simple, not complicated |
- 5 **SPEAKING** Work in pairs and discuss the questions.
- What do you learn about Marcus in the passage? What is he like?
 - What are your mum and dad good at? Think of the positive things about them.

FUNCTIONS
Emphasising

- 6 Add *so, such, do or did* to the sentences to make them more emphatic. Make any other necessary changes.
- He's a good father.
 - She gets on well with children.
 - She's patient.
 - My dad tried his best.
 - My parents made some mistakes.
 - She's soft on her children.
- 7 **SPEAKING** Work in pairs. Who might be talking to whom in each of the sentences in Exercise 6? What was said before?

Parents can be really embarrassing sometimes!

Our parents have always been a shoulder to cry on, but now we've reached an age where we want to be more independent. At this stage in our lives, we find some of their actions embarrassing and they find some of our reactions upsetting.



First, let's look at what embarrasses us. Top of my list is dressing differently, which applies to my mum. In fact, my friends think she's cool, but I just wish she would dress like the other mothers. Second on my list is being affectionate in public. My dad is guilty of this. He called out: 'I love you' from the car as he dropped me at the school gate, and all my friends heard him. It was so uncool.

Now, let's look at it from our parents' point of view. Firstly, they have lost an adoring child, who once thought of them as heroes. Secondly, they've spent many years looking after you and now you're rejecting their support. They find this difficult.

To conclude, I think parents should understand that teenagers want to be more independent, and teenagers should understand that parents can feel rejected and that this can be hurtful.

- 8 **WRITING** Choose a sentence from Exercise 6 and develop it into a six-line dialogue. The sentence you choose could appear at the beginning, middle or end.
- 9 **SPEAKING** Think about someone you know who is really good with children or teenagers. Then talk to your partner about your person. Give examples and use emphasis when you can.

WRITING
An essay

- 1 **INPUT** Read the essay and find two embarrassing things parents sometimes do and two ways in which having a teenager can be hard for parents.
- 2 In pairs, think of more embarrassing things your parents or other people's parents do. Write a list.
- 3 **ANALYSE** Find these phrases in the essay and match them with their meanings.
- | | |
|------------------------|---|
| 1 a shoulder to cry on | a has done something wrong/bad |
| 2 guilty of | b in front of other people |
| 3 feel rejected | c showing your love |
| 4 being affectionate | d feel sad and pushed away |
| 5 in public | e someone who listens to you and is sympathetic |
- 4 List some of the ways the author introduces a point.
First, Top of my list, ...
- 5 **PLAN** You're going to write your own essay about the same topic. Make notes for each of the four paragraphs:
- a short introduction
 - two or three things from your point of view as a teenager
 - two or three things from your parents' point of view
 - a conclusion, giving your final opinion.
- 6 **PRODUCE** Write your essay: Parents can be really embarrassing sometimes! Use your notes from Exercise 5 (about 200 words).

- 5 Divide the class into small groups to share ideas and make notes before writing individually (they could do this for homework). Prompt students to use the introductions (from Exercise 4) and emphatic language.
- 6 Students should expand on the notes they wrote in Exercise 5 and follow the same paragraph format.

Homework

If you are short on time, students can do Exercise 6 for homework. If you have done this in class, ask students to exchange their essays with another student for them to read and give feedback on content and structure. Students could check if the essay uses the same structure as the template.

THINK more

Practice Extra
Unit 3 Master it!

Workbook
Developing Writing p33

Tests
Unit, extension and skills test 3
End of term test 1