

Reading: a blog (p. 147)

Lead-in

Elicit what a *blog* is (a diary that people write on the internet). Ask the students if they read or write blogs. Write the phrase *New Year's resolution* on the board, and explain or elicit the meaning (a decision we make on 1st January about something we are going to do or stop doing during the new year). Elicit one or two examples using *going to* and some of the vocabulary from the Vocabulary section on p. 146 (e.g. *I'm going to start exercising, I'm going to stop worrying*). Ask the students *Do you usually make New Year's resolutions? Are you good at keeping them? Why do people make New Year's resolutions? Why do so many people fail to keep them?*

A

- Tell the students they are going to read about people's New Year's resolutions around the world.
- Read the questions with the class and then ask them to read the blog quickly to find out the answers.
- Check the answers with the class.

Answers

- 1 As a symbol for change and new beginnings.
- 2 Because different cultures have different calendars.
- 3 Many people make resolutions about changes they are going to make in their lives.

B

- Give the students time to read the text and decide whether the statements are true or false.
- Make sure the students understand all the vocabulary in the comments section (especially *lose weight*).
- When the students have finished, ask them to compare their answers in pairs. Then check the answers with the class.

Answers

1 T 2 T 3 F 4 F 5 F 6 T

C

- Read the instructions to the class. Give the class a model by telling them a few of your own New Year's resolutions.
- Ask the students to work individually to write their posts. They should write them on a separate piece of paper. Monitor as they work and give help if needed.

D

- Ask the students to get into groups and read out their resolutions. They should nominate one member of the group as the secretary, who will write down everyone's comments.
- When the students finish, ask them to stick their posts on the wall.

E

- Ask the students to circulate and read the other groups' posts.

- Go through the questions with the class. You could take a class vote to find out the most interesting or unusual resolutions.

Alternative

If it is not possible to ask the students to stick their papers on the wall, ask them to exchange their posts with another group, and then read the other group's posts. Repeat this procedure until they have read all the posts.

▶ **Workbook**
p. 74, Read and write
p. 75, Down time



LifeSkills: analysing strengths and weaknesses (p. 148)

Step 1: Determine the areas you want to evaluate yourself in. (Ex. A)

Step 2: Evaluate your strengths and weaknesses. (Ex. B)

Step 3: Identify ways to improve your weaknesses. (Ex. C, Ex. D)

Step 4: Set realistic goals. (Ex. E, Ex. F)

Lead-in

- Ask the students to keep their books closed. Elicit from them what different skills they have practised while using this book. Elicit *speaking, reading, listening and writing*.
- Ask them which of these skills is the easiest and which is the most difficult, and why. Then ask them what general areas of language they have practised. Elicit *grammar, vocabulary and pronunciation*.
- Ask them which of these they think is the most important, and why. Finally, ask them to say which skills and areas of language they like the most/least, and why.
- Tell the students that now that the course is ending, it will be important for them to continue learning on their own. Tell them that this section will give them some ideas for how to make a personalised learning plan that they can use to keep improving their English skills.

A

- Ask the students to look at the headings in the table. Check that they understand *average* (it is OK but could be better).
- Ask them to do the exercise individually and think of two more areas/skills to add to the table. Elicit the answers *Writing* and *Vocabulary*.

B

- Explain to students that they need to reflect on their performance in the different areas of their English language learning in order to identify their strengths and weaknesses. They can think about active participation in the class, their marks on different tasks, confidence in using the language, etc.

C

- Before you do this task, ask the students to work in pairs or small groups to discuss different ways in which they can improve their English outside the classroom. Make sure they keep their books closed during this exercise.
- Elicit some ideas from the class and list the students' suggestions on the board.
- Tell the students to open their books and compare the list on the board with the one in the table. Find out how many of the suggestions are the same. Find out which extra ones there are in the table in the book.

Extra: vocabulary building

You could also check a couple of items of vocabulary at this stage, e.g. *subtitles* (the words at the bottom of the screen in a film), *chatting* (talking informally to friends), *improve* (make something better).

- Before the students complete the table individually, make sure they understand the instructions above the table. In particular, be sure that they understand what they have to write in the third column (i.e. the letter *L* if the exercise helps improve listening, *S* if it helps improve speaking, and so on). Emphasise that they can write more than one letter in the third column (e.g. they could write both *W* and *V* for *Writing emails in English*).

D

- Before you ask the students to do this exercise, draw their attention to the **How to say it** box. Ensure that they understand the phrases, and encourage them to use them while working in groups.
- Put the students into groups of four or five, and ask them to compare their completed tables in Ex. C.
- Tell them that they can add to their answers in Ex. C depending on what other members of the group say (e.g. *Listening to songs in English can improve listening skills, but it can also improve pronunciation and vocabulary*).

E

- Read the instructions to the class. Ensure the students understand that they need to create their own action plan.
- Draw the students' attention to the example of an action plan. Point out the different sections in the action plan. Ask them what other areas could go in the first column (e.g. *speaking, grammar*, etc) and what other expressions could go in the *How often* column (e.g. *twice a week, every day*).
- Focus on the advice in the box on the right. Tell the students to choose only the most important goals for their action plan and to be realistic.
- Encourage the students to use ideas from Ex. C and/or their own ideas.
- Give the students plenty of time to complete the action plan individually. Monitor while the students are working, and give help as required.

F

- Ask the students to look at and repeat the expressions in the **How to say it** box. Encourage the students to use some of these expressions to ask questions or make suggestions about their group members' action plans.
- Encourage the students to read the example sentences.
- Divide the class into groups of three or four students for this exercise.
- When the students finish their discussion, listen to a few examples as a class. Find out which activities are most popular for improving the students' English.



REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Self and Society** and **Work and Career** where the skill of *Analysing strengths and weaknesses* would be useful.
- Elicit the following ideas: giving friendly advice, being a good listener, leading successful work meetings, saying no, etc.

Language wrap-up (p. 150)

See notes on p. 9.

1 Vocabulary

Answers

A		
1 cycling	3 dancing	5 walking
2 swimming	4 running	
B		
1 start studying	4 stop worrying	
2 stop eating fast food	5 start going out	
3 start exercising		

2 Grammar

Answers

A		
1 is having	3 is working	5 are having
2 are visiting	4 is meeting	
B		
1 are, going to do	4 'm/am going to read	
2 'm/am going to relax	5 's/is going to take	
3 'm/am not going to think		