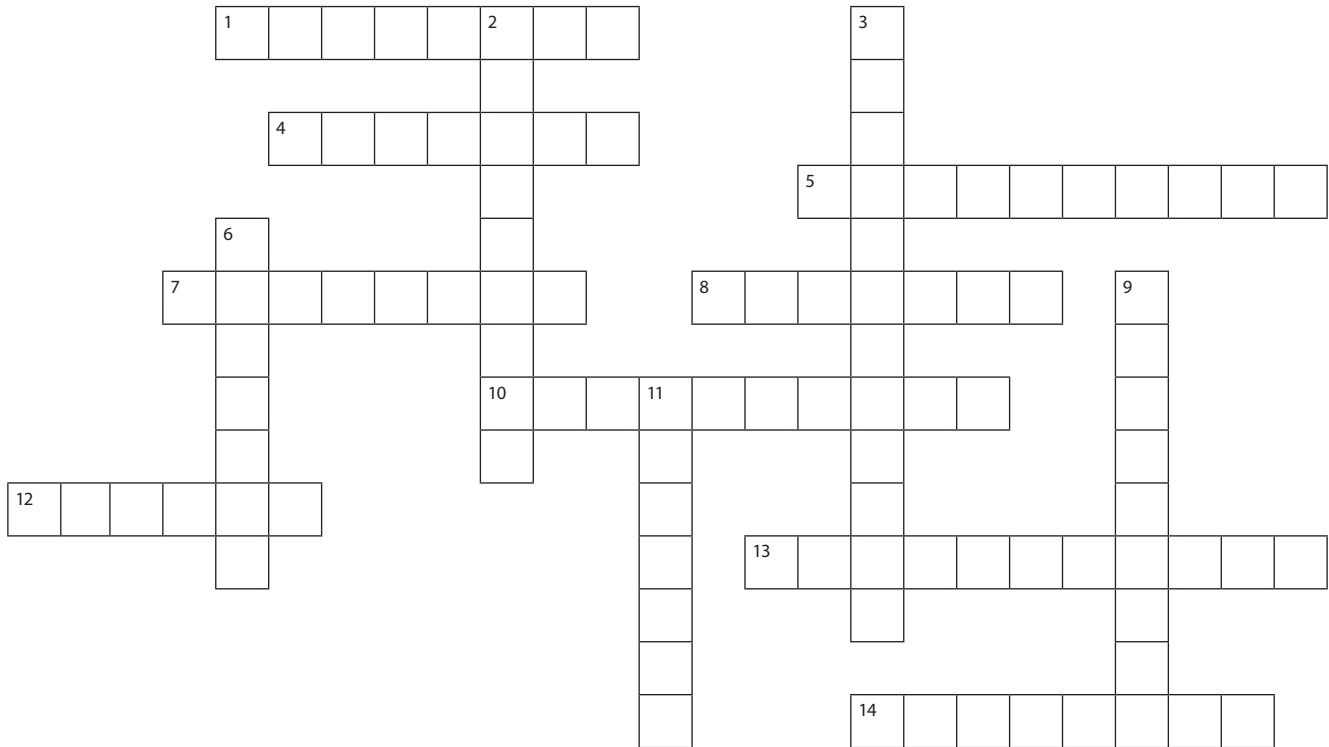


12.1 VOCABULARY

SKILL AND PERFORMANCE

Work in pairs. Use the clues to complete the puzzle.



Across

- 1 showing natural ability in a particular area
- 4 good at music
- 5 wanting to do something very much and not allowing anything to stop you
- 7 able to create or enjoy art
- 8 having the abilities or special training needed to do an activity or job well
- 10 examining or liking to examine things very carefully
- 12 having special ability in a particular subject or activity
- 13 good at thinking of new, original, and clever ideas
- 14 strong, fit, and good at sports

Down

- 2 relating to the knowledge, machines, or methods used in science and industry
- 3 relating to ability to think and understand things
- 6 having special training needed for a job
- 9 able to do something well
- 11 using reason

12.2 VOCABULARY

DESCRIBING EMOTIONAL IMPACT

A Match the halves to make complete sentences.

- | | |
|--|---------------------------------------|
| 1 Spending time with someone who always complains _____ | a it really stressed me out. |
| 2 A good book _____ | b can make somebody's day. |
| 3 When I lost my house keys, _____ | c can capture a person's imagination. |
| 4 Offering your friend comforting advice _____ | d is a real downer. |
| 5 Getting a surprise gift _____ | e may put their mind at rest. |
| 6 If you exercise and eat healthy, _____ | f to try to brighten him up. |
| 7 After Sam failed the exam, his father spoke to him _____ | g it will do you good. |

B Circle the correct phrase to complete each sentence.

- 1 Will's depressed. We have to find some way to *brighten up his life* / *get him down*.
- 2 Cynthia won't stop talking about politics. It's really *making my day* / *stressing me out*.
- 3 I was feeling fine until I heard the bad news. It *ruined my day* / *made my day*.
- 4 Have you read this book? The way it's written really *captured my imagination* / *did me good*.
- 5 Please don't tell Barbara. I don't want to *capture her imagination* / *get her down*.

C Read the situations. Then circle the best answer.

- 1 Ally felt awful. She was tired and her head hurt. So, she drank a cup of tea and then started to feel a bit better.
 - a The tea did her good.
 - b The tea made her day.
- 2 Frank failed the test and he felt horrible. Then his friend Mike reminded him that this was only their first test and he could still get a good grade for the course. This made Frank feel better.
 - a Mike took Frank's mind off the problem.
 - b Mike raised Frank's spirits.
- 3 Clara went to see the new movie, *Dark Skies*. When it was over, she couldn't stop thinking about it.
 - a The movie took her mind off things.
 - b The movie left a lasting impression.
- 4 Amy was feeling sad because she did not get the job she wanted, so her friend Alex took her to the movies and then out to dinner.
 - a Alex wanted to leave a lasting impression on Amy.
 - b Alex wanted to take Amy's mind off what happened.
- 5 Budd woke up in a bad mood, but when he went to check the mail, he discovered that he had been accepted to the college of his dreams. Now his bad mood was replaced by pure joy.
 - a The good news made his day.
 - b The good news took his mind off something.

ANSWER KEY

Teacher's notes for photocopiable activities: VOCABULARY

1.1 FACING CHALLENGES

page T-221

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will do an exercise in which they choose the correct word or phrase to complete a sentence. Give each S a worksheet.
- **Do the task** A Ss work individually to circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 resist 2 get a grip 3 accepted 4 adapt
5 can't take 6 get through 7 tackle 8 cope with
9 is capable of 10 frightened of 11 underestimate
12 a step forward 13 welcomed 14 survive

- **B** Ss work in pairs to complete the conversations using the words and phrases from exercise A.
- Ss check answers by reading the conversations in pairs.
- Check answers as a class.

Answers

1 Welcome 2 capable of 3 can't take 4 frightened of
5 cope 6 tackle 7 underestimate 8 survive
9 Get a grip 10 through 11 resist 12 step forward
13 adapt 14 accept

- **Review** Ask confident Ss to read their conversations aloud.

1.2 DESCRIBING ANNOYING THINGS

page T-222

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
___ of time ___ to operate
___ you crazy ___ on your nerves
___ your patience ___-consuming
- As a class, Ss complete the phrases. On the board, write *get on your nerves*, *drive you crazy*, and *infuriating*. Ask Ss to rank them in order of severity. (= get on your nerves, drive you crazy, infuriating) Give each S a copy of the worksheet.

- **Do the task** A Ss work in pairs to circle the word or phrase that best matches each definition.
- Check answers as a class.

Answers

1 hard to operate 2 a waste of time 3 awkward 4 clumsy
5 get on your nerves 6 drive you crazy 7 complex
8 infuriating 9 lose your patience 10 tricky 11 frustrating
12 time-consuming

- **B** Ss think of examples using words or phrases from exercise A.
- Ss share their examples with a partner.
- **Review** Ss share their sentences from exercise B with the class.
- As an extension activity, have Ss go around the room and find one to three people with whom they have something in common.

2.1 SPACE AND OCEAN EXPLORATION

page T-223

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will match two parts of a sentence to make complete sentences. Give each S a copy of the worksheet.
- **Do the task** A Ss match the sentence halves to make sentences.
- Check answers as a class.

Answers

1 c 2 a 3 b 4 f 5 e 6 d 7 h
8 g 9 k 10 i 11 m 12 l 13 j

- **B** Ss work in pairs to complete the sentences.
- Check answers as a class.

Answers

1 launch 2 resources 3 species 4 atmosphere 5 preserve

- **C** Ss work in pairs to answer the questions from exercise B.
- **Review** Ask Ss to share their ideas with the class.

2.2 THE NATURAL WORLD

page T-224

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will complete sentences with vocabulary from lesson 2.2. Give each S a copy of the worksheet. Model the exercise by doing the first one with the class.
- **Do the task A** Ss complete the sentences with the correct form of the words from the box.
- Check answers as a class.

Answers

1 animal life 2 creatures 3 environment 4 Endangered
5 habitats 6 adaptable 7 Origin 8 Plant life 9 pond
10 forms of life 11 Sea life 12 poisonous 13 survivor
14 volcano 15 Territory

- **B** Ss work in pairs to put the words in the correct order to make questions.
- Ss ask and answer the questions with their partner.
- Check answers as a class.

Answers

1 What is your favorite form of sea life?
2 Can you think of three different poisonous animals?
3 Can you name a famous volcano?
4 Can you think of three creatures that live in ponds?
5 Can you list three different types of habitats?
6 Can you name three endangered species?

- **C** Ss work in pairs to write more questions.
- Pair get together with another pair to ask and answer their questions.
- **Review** Pairs share their questions from exercise C with the class.

3.1 DESCRIBING PERSONALITY

page T-225

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
quiet / **extrovert** / *shy*
introvert / *attract attention* / *show off*
life of the party / *enjoy the company of others* / **be reserved**
- Ask Ss to identify the odd one out. Ask *What other words describe behavior?*

- **Do the task A** Give each S a copy of the worksheet. Ss read about Fred, Dylan, Carmen, and Mae. Then they write one or two additional sentences about each person using as many words and phrases as they can from the box.

Possible answers

Fred is an introvert/introverted and reserved, so he doesn't enjoy the company of others.

Dylan is an extrovert/extroverted, and he enjoys the company of friends, likes to socialize, and likes to be the life of the party.

Carmen is an introvert/introverted. She is reserved, speaks softly, and feels left out.

Mae is an extrovert/extroverted. She attracts attention, likes to show off her outfits, and speaks up.

- **B** Ss walk around the room and ask questions of their classmates to complete the chart. Encourage Ss to ask follow-up questions, e.g., *Why do you think you're an extrovert? When did you last go to a party?* Tell Ss to make notes so they can share this extra information with the class later.
- **Review** Ss read aloud the names and the personalities. Write the names on the board. Are there more extroverts or introverts? Ask Ss to share any interesting extra facts they learned about their classmates.

3.2 STRONG FEELINGS

page T-226

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
bizarre | *creepy* | **fabulous**
irritating | **satisfying** | *disgusting*
stunning | *tense* | *uneasy*
impressive | *weird* | *irritating*
- Ask Ss to identify the odd word out in each group of three words. Ask them to think of examples of things we might describe using these adjectives.
- **Do the task A** Give each S a copy of the worksheet. Ss circle the correct words to complete the sentences.
- Check answers as a class.

Answers

1 creepy 2 disgusting 3 bizarre 4 impressive
5 satisfying 6 stunning 7 irritating 8 tense
9 uneasy 10 weird 11 fabulous

- **B** Ss complete the chart with the words from exercise A.

Answers

Positive: fabulous, impressive, satisfying, stunning

Negative: bizarre, creepy, disgusting, irritating, tense, uneasy, weird

- **Review** As a class, see if you can add other words to the chart.

4.1 PROFESSIONAL RELATIONSHIPS

page T-227

30–45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will write words in a chart to categorize them. Give each S a worksheet. Model the exercise by quickly drawing the chart on the board and asking Ss where *assist* should go to elicit *help*.
- **Do the task** **A** Ss write the words in the correct column.
- Check answers as a class.

Answers

Help: assist, build trust, contribute, enable to, steer away from, turn to
Manage: act as, build a relationship, keep an eye on, oversee, steer away from, take on
Show: demonstrate

- **B** Ss circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 assisted; enabled 2 build trust; contribute
3 demonstrated; turned to 4 acted as; oversaw
5 kept an eye on; built a relationship 6 take on; steer away from

- **C** Ss complete the sentences using words or phrases from exercise A.
- Check answers as a class.

Answers

1 demonstrate 2 assist 3 keep an eye on
4 steer them away from it 5 built a relationship/built trust

- **D** In groups, Ss discuss which statements from exercise C are true for them.
- **Review** Ask volunteers to share which statements from exercise C are true for them.

4.2 ASSESSING IDEAS

page T-228

30–45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask *What steps do we take when we make a big decision? What do we think about and how do we decide on our decision?* Elicit ideas from the class.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the opposites.
- Check answers as a class.

Answers

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

- **B** Ss match the words to the definitions.
- Check answers as a class.

Answers

1 weigh the pros and cons 2 aspect
3 draw attention to 4 assess 5 unreasonable

- **C** Ss complete the conversation using words and phrases from exercises A and B.
- Check answers as a class.

Answers

1 strengths 2 weakness
3 draws attention to/points out 4 constructive

- **D** Ss discuss in groups whether Lynn gave a good answer and what they would say if they were asked to describe a weakness at a job interview.
- **Review** Ss share and discuss answers as a class.

5.1 DEALING WITH EMOTIONS

page T-229

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they choose the correct phrase to match the definition given. Write the first one on the board and elicit the correct answer (*scared to death*) and circle *scared to death* in the sentence. Leave the sentence on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the phrases that best match the definitions.
- Check answers as a class.

Answers

1 be scared to death 2 be conscious of 3 calm down
4 be rational 5 panic 6 be in control of
7 breathing technique 8 cure 9 anxiety level
10 try a therapy 11 overcome fear 12 regain control

- **B** Ss read the passage and complete the paragraph with the correct forms of words from exercise A.
- Check answers as a class.

Answers

1 anxiety level 2 be rational 3 scared to death
4 overcome 5 regain control/calm down
6 breathing (technique) 7 conscious 8 cure
9 a therapy 10 panic

- **Review** Ss take turns reading sentences from the paragraph aloud.

5.2 WILLINGNESS AND UNWILLINGNESS

page T-230

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *WILLINGNESS* and *UNWILLINGNESS* as heads. Ask Ss to say any words or phrases they learned in lesson 5.2 and which column it belongs in. Accept all reasonable answers and write them on the board.

- **Do the task** **A** Ss cross out the phrase that is different in each set.
- Check answers as a class.

Answers

1 be eager to 2 be reluctant to 3 be prepared to
4 hesitate to 5 be dying to

- **B** Ss circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 anxious 2 against 3 passionate about 4 unwilling to
5 had no desire to 6 no intention of 7 more than happy

- **C** Ss read about Tim and then complete the sentences.
- **Review** Ss read aloud their answers.

Answers

Tim is more than happy to play video games for hours on end.
He's reluctant to answer the phone.
He has no intention of joining a gym.

6.1 TALKING ABOUT FAME

page T-231

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they are going to choose the correct word to make a complete phrase. Write the first phrase on the board. Ask Ss which word goes with *make* to make a phrase from lesson 6.1 to elicit *something entertaining*. Circle it and leave the phrase on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the words to complete the phrases.
- Check answers as a class.

Answers

1 something entertaining 2 somebody's attention
3 a broadcast 4 publicity 5 never heard of
6 an appearance 7 somebody 8 a good reputation
9 awareness 10 get hits 11 fame 12 headlines

- **B** Ss work in pairs to match the scenarios with phrases from exercise A.
- **Review** Ss read aloud their answers.

Answers

1 have a bad reputation 2 praise somebody
3 catch somebody's attention 4 do a broadcast
5 get hits 6 get publicity 7 make something entertaining
8 (had) never heard of 9 raise awareness
10 make an appearance 11 seek fame 12 make headlines

6.2 REPORTING VERBS

page T-232

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will do an activity in which they match the correct word or phrase to the definition given. Give each S a worksheet.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class.

Answers

1 argue 2 announce 3 deny 4 have doubts about
5 insist 6 swear 7 claim 8 boast 9 estimate
10 propose 11 confirm 12 hope to

- **B** Ss circle the correct word to complete each sentence.
- **Review** Ss read aloud their answers.

Answers

1 announced 2 hoped to 3 boasting 4 swore
5 denied 6 estimated 7 had doubts 8 proposed

7.1 POSITIVE EXPERIENCES

page T-233

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *What is...? an honor beneficial of use worthwhile*
- As a class, Ss answer in complete sentences.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the sentence halves.
- Check answers as a class.

Answers

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

- **B** Ss choose the correct form of the words or phrases to complete the sentences.
- **Review** Ss read their answers aloud.

Answers

1 gets satisfaction out of 2 reassured 3 take pleasure
4 values 5 be of use 6 be a good influence
7 be an honor 8 makes a contribution 9 be beneficial
10 devoted her life

7.2 MAKING PURCHASES

page T-234

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will categorize phrases as having either a positive or a negative meaning.
- **Do the task A** Give each S a copy of the worksheet. Ss decide whether the phrases have positive (+) or negative (-) meaning.
- Check answers as a class.

Answers

(+) be practical, have appeal, have potential, make financial sense
(-) be foolish, look ridiculous, not be worth the money, regret a/
the purchase

- **B Ss** circle the word that has the opposite meaning.
- Ss read their answers aloud.

Answers

1 discourage 2 sell 3 silly 4 encourage
5 foolish 6 impractical 7 look good

- **C Ss** circle the correct word or phrase to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 potential 2 makes financial sense 3 regret 4 urged
5 practical 6 encouraged 7 convince 8 purchase
9 worth the money 10 foolish

8.1 DESCRIBING NEATNESS AND MESSINESS

page T-235

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss who is neat and who is messy. Ask them to think of some synonyms for *neat* and *messy*. (e.g., neat = organized, tidy, orderly, well-ordered; messy = disorganized, cluttered, untidy, sloppy)
- **Do the task A** Give each S a copy of the worksheet. Ss write the words in the correct category.
- Check answers as a class.

Answers

organized: arrange sth neatly, fold sth, hang up, line up, put away,
put in a pile, put in alphabetical order
disorganized: jumbled up, be tangled up, leave (things) all over
the place
both: throw in/on

- **B Ss** choose the correct form of the phrases from exercise A to complete the sentences.
- Check answers as a class.

Answers

1 jumbled up 2 tangled up 3 hang up 4 Put away
5 lined up 6 arranged 7 all over the place
8 thrown in

- **C Ss** match the halves to make sentences
- **Review** Ss read their answers aloud.

Answers

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

8.2 TALKING ABOUT PROGRESS

page T-236

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will choose the correct word to complete sentences. Write sentence 1 on the board and ask Ss what the correct word or phrase is to complete it (*at my own pace*). Circle it and leave the sentence on the board.
- **Do the task A** Give each S a copy of the worksheet. Ss circle the correct word or phrase to complete the sentences.
- Check answers as a class.

Answers

1 at my own pace 2 smoothly 3 Little by little
4 As expected 5 efficiently 6 successfully 7 thoroughly
8 with ease 9 steadily 10 effectively

- **B Ss** match the words or phrases with a similar meaning.
- Check answers as a class.

Answers

1 d 2 c 3 e 4 b 5 a

- **C Ss** rewrite the parts in **bold** using the words or phrases from exercises A and B.
- Ss compare answers with a partner.
- **Review** Ss read their answers aloud.

Answers

Don't rush. Work at **your own pace/in your own time**.
Study **steadily**, a little every day.
Work **efficiently**. Don't waste time on anything unnecessary.
Always **thoroughly** look over your work. Don't rush, and don't skip
over anything.
And most importantly ...
Don't give up! At first it may seem difficult, but **little by little** it will
get easier.

9.1 LUCK AND CHOICE

page T-237

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss if they have ever experienced a crazy coincidence or a lucky break. Ask them to share their stories. Whose story is most interesting or incredible?
- **Do the task A** Give each S a copy of the worksheet. Ss write the correct word or phrase next to the definition.
- Check answers as a class.

Answers

1 determination 2 be fortunate
3 be in the right place at the right time 4 deliberate decision
5 chance encounter 6 lucky break 7 path
8 life-changing experience 9 fate 10 wind up
11 coincidence 12 not believe my luck

- **B** Ss complete the sentences with words or phrases from exercise A.
- Check answers as a class.

Answers

1 fate 2 fortunate 3 lucky break 4 coincidence
5 wind up 6 chance encounter 7 determination
8 life-changing experience

- **C** Ss read each scenario, and then circle the word or phrase that best matches the situation.
- **Review** Ss read their answers aloud.

Answers

1 a 2 c 3 b 4 a 5 a

9.2 COMMENTING ON MISTAKES

page T-238

20 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *Be careless, Be incompetent, Unfortunate*. Then give the following examples for Ss to categorize: You drop your sandwich on the floor (be careless), You do a terrible job painting your apartment (be incompetent), It rains on your wedding day (unfortunate). Then let Ss make up their own examples.
- **Do the task A** Give each S a copy of the worksheet. Ss match the phrases that have similar meanings.
- Check answers as a class.

Answers

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

- **B** Ss match the phrases with their opposites.
- Check answers as a class.

Answers

1 be incompetent 2 a silly mistake
3 be in too much of a hurry 4 be your own fault
5 see the funny side of 6 not watch what you're doing

- **C** Ss circle the correct word or phrase to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 a bad move 2 unfortunate 3 kick himself
4 wasn't watching what she was doing
5 see the funny side
6 found herself in an awkward situation

10.1 DESCRIBING CHARACTERISTICS

page T-239

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *build, feature, characteristic*. Elicit examples for each, e.g., *build* = short, tall, stocky, thin, strong, etc. *feature* = blue eyes, spiky hair, a long nose, etc. *characteristic* = good sense of humor, serious, funny, etc. Make sure Ss understand characteristics can be personality traits, or they can be *physical characteristics*, which are the same as features.
- **Do the task A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class.

Answers

1 e 2 b 3 a 4 c 5 d

- **B** Ss complete the sentences using the correct form of the words *female, male, individual*, and *characteristic*. Then they circle the form being used, *A* (adjective) or *N* (noun).
- Check answers as a class.

Answers

1 individuals; N 2 female; A 3 individual; A
4 characteristics; N 5 male; A 6 females; N
7 characteristic; N

- **C** Ss choose the correct word to complete each sentence.
- Check answers as a class.

Answers

1 build 2 likeness 3 similarity 4 characteristic
5 feature 6 gender 7 match

- **D** Ss complete the conversation.
- **Review** Ss read their answers aloud.

Answers

1 look-alike/match 2 similarity
3 features/characteristics 4 feature

10.2 DESCRIBING RESEARCH

page T-240

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud the vocabulary and ask Ss whether the words are verbs or nouns.
- **Do the task A** Give each S a copy of the worksheet. Ss complete the sentences with the correct words.
- Check answers as a class.

Answers

1 demonstrated 2 survey 3 calculation 4 demonstration
5 examination 6 calculated 7 identified

- **B** Ss choose the correct words to complete the paragraph.
- Check answers as a class.

Answers

1 assess 2 assessment 3 analyze
4 assessments 5 analysis 6 assess

- **C** Ss choose the best adjective to modify the nouns. Then they write sentences for each pair.
- **Review** Ss read their answers aloud.

Answers

1 in-depth analyses 2 personal identification 3 inaccurate calculation
4 thorough assessment 5 comprehensive survey

11.1 DESCRIBING CONSUMER GOODS

page T-241

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud the vocabulary and have Ss identify which words have negative connotation = counterfeit, deadly, fake, illegal, imperfect, and second-rate.
- **Do the task A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class. Explain that the word *unoriginal* applies to an idea and not a thing. We wouldn't describe a fake/counterfeit bag as being unoriginal.

Answers

1 counterfeit 2 deadly 3 legal 4 fireproof
5 original 6 authentic (or genuine) 7 imperfect
8 inferior 9 sophisticated 10 genuine (or authentic)

- **B** Ss match the words with similar meanings.
- Check answers as a class.

Answers

1 b 2 d 3 a 4 e 5 c

- **C** Ss choose the correct word to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 Authentic 2 inferior 3 counterfeit 4 illegal

11.2 DEGREES OF TRUTH

page T-242

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss whether they always believe what they read online. Why or why not? Ask them to give an example of a *trustworthy* source. Ask *How do you know when a news story is accurate?* Ask Ss to think of examples of popular hoaxes.
- **Do the task A** Give each S a copy of the worksheet. Ss underline the correct word or phrase to complete the sentence.
- Check answers as a class.

Answers

1 biased 2 rumor 3 suspicious 4 accurate
5 misleading 6 hoax 7 exaggerated 8 white lie
9 dishonest 10 urban legend

- **B** Ss match the words and phrases to the descriptions.
- Check answers as a class.

Answers

1 trustworthy 2 dishonest 3 exaggerated
4 controversial 5 white lie 6 inaccurate

- **C** Ss Match the halves to make complete sentences.
- **Review** Ss read their answers aloud.

Answers

1 e 2 d 3 b 4 c 5 a

12.1 SKILL AND PERFORMANCE

page T-243

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *showing natural ability in a particular area*. Ask Ss what word this is the definition of. (*talented*)
- **Do the task** Give each S a worksheet. Check that they know how to complete the puzzle.
- Monitor as necessary.
- Ss compare answers with a partner.
- Check answers as a class.

Answers

Across

1 talented 4 musical 5 determined 7 artistic 8 skilled
10 analytical 12 gifted 13 imaginative 14 athletic

Down

2 technical 3 intellectual 6 trained 9 competent
11 logical

- **Review** Ss work in pairs to write sentences using the vocabulary words. Ask volunteers to share their sentences with the class.

12.2 DESCRIBING EMOTIONAL IMPACT

page T-244

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask *What can you do when a friend feels bad or worried?* to elicit, for example, raise their spirits, brighten their day, put their mind at rest, etc. Are there similar expressions in their native language?
- **Do the task A** Give each S a copy of the worksheet. Ss match the halves to make complete sentences.
- Check answers as a class.

Answers

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

- **B** Ss circle the correct phrase to complete each sentence.
- Check answers as a class.

Answers

1 brighten up his life 2 stressing me out
3 ruined my day 4 captured my imagination
5 get her down

- **C** Ss read about the situations and then choose the best answer.
- **Review** Ss read their answers aloud.

Answers

1 a 2 b 3 b 4 b 5 a