

ANSWER KEY

3c Life's too short

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Goal | summarise an argument

Grammar | forming adjectives

Vocabulary | arguments

GSE learning objective

Can summarise the position at the end of a negotiation in some detail

Introduction

The goal of this lesson is for students to summarise an argument. To help them achieve this, they will revise forming adjectives and the vocabulary of arguments.

Warm-up

Write on the board: *argument, disagreement, war, debate, fight*. Ask Ss to discuss the difference in meaning between the words in groups and write them in order of strength (*debate, disagreement, argument, fight, war*). When they finish, nominate a student from each group to share their ideas with the class. Tell them this is today's topic.

Reading and vocabulary

Arguments

1 Put Ss in pairs to discuss the questions for a few minutes. Monitor and help if necessary. When they finish, have a show of hands to see who Ss argue with the most (sibling, parent, other relative, partner, boss, teacher, strangers) to see if there is a pattern.

2a Tell Ss they are going to read about three disagreements. They should choose one word in the box that caused each. Point out that two are not needed. Give Ss a few minutes, then ask them to check in pairs before going through the answers as a class.

Answers:

- 1** food (Ss may say age and respect – these are features, but food is the main cause.)
- 2** work
- 3** housework

b Ask Ss to read a second time for more detail and decide who is in the right in each case. Ask pairs to discuss before you check answers with the class. There are no fixed answers.

3 Ask Ss to choose phrases in bold from Ex 2a to replace the underlined phrases with similar meaning. Pairs can discuss ideas before whole-class feedback. Go over pronunciation and level of formality. *Pick a fight, gang up on* and *back down* are all informal.

- Answers:** **1** clashed with **2** backed down
3 find a compromise **4** contradict **5** intervened
6 didn't see eye to eye **7** picks a fight **8** underlying issue
9 had an issue with **10** ganged up on

4 Ask Ss to work in pairs and retell each story, using the words in bold. **Stronger classes** may be able to do this without looking. **Weaker classes** can have prompts to help them. Write a few of the phrases for each story on the board in the correct order for them to look at.

Optional extra activity

Put Ss in pairs to roleplay (one of) the three disagreements. If your Ss enjoy this kind of activity, elicit and input a few agreeing and disagreeing phrases first to help them and discuss how the situations require different levels of formality. For example:
That's just not right. I'm not very happy about that. I can't agree, I'm afraid. Let's try and find a compromise. No way! I see what you mean, but...

Further practice

Photocopiable activities: 3C Vocabulary, p193

App: 3C Vocabulary practice 1 and 2

Language focus

Forming adjectives

5a Tell Ss they are going to look at adjective formation. Ask Ss to read the Language focus box and complete each adjective by adding the correct suffix. Complete the first answer as a class, then Ss continue in pairs.

b Tell Ss to check answers by finding the adjectives in the texts in Ex 2a. They should also decide if the meaning of each adjective is negative, positive or neutral. They can mark each word with (+), (–) or (n). Ask Ss to compare in pairs before going through the answers and discussing as a class.

Answers: **1** childish (–) **2** ridiculous (–) **3** sensible (+)
4 ethical (+) **5** tricky (–) **6** disrespectful (–)
7 apologetic (n) **8** hopeless (–)

Vocabulary checkpoint

The shades of meaning between adjectives with similar forms can be explored through examples in context:
economical = cheap – A large box of washing powder is more economical than two small ones.

economic = connected with finance – We can study economics at university.

childish = immature – It was childish to throw the cup on the floor.

childlike = innocent – She's like a child in a positive way.

Ask Ss to give examples to demonstrate the differences between other adjectives with similar forms (*sensible/sensitive, historic/historical, classic/classical*, etc.).

6a Ask Ss to say the words to themselves and decide which one is different in each group. Point out that you are looking at pronunciation, not meaning. For **weaker classes**, tell Ss to focus on word stress. Don't go through the answers as they will listen to the recording.

b 3.8 Ss listen to the words. Ask them to underline the stressed syllable in each word and then identify the odd one out in each group. Check answers with the whole class. Remind Ss that weak forms are common in unstressed syllables and highlight these if Ss are interested. Ss listen again and repeat the examples chorally and individually.

Answers: 1 outrageous 2 comfortable 3 colourful
4 traditional

7 Go through the first example with the class and write the answer on the board. Ss then work alone to complete the text before comparing in pairs. In feedback, nominate Ss to read the sentences aloud focusing on correct stress and weak forms. Write the answers on the board so Ss can confirm the spelling.

Answers: 1 likeable 2 sensible 3 hopeless 4 acceptable
5 disrespectful 6 apologetic 7 pointless 8 ridiculous
9 reasonable 10 outrageous

Optional alternative activity

Create two versions of the text in Ex 7 and make copies, with half the correct answers filled in for Ss A and the other half for Ss B. Ss then complete their five missing words. Organise Ss in AB pairs and get them to check each other's answers against the ones given. Monitor and listen to their pronunciation. This is a good approach for **weaker classes** and classes that need more speaking practice.

LANGUAGE BANK 3C pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Elicit the first answer as an example. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 1 sensible 2 foolish 3 pointless 4 respectful
5 curious 6 Historical 7 logical 8 scary

Further practice

Photocopiable activities: 3C Language focus 1, p191;

3C Language focus 2, p192

App: 3C Language focus practice 1 and 2

Speaking

Prepare

8 Explain that Ss are going to do a roleplay about a disagreement. Name Ss A or B and refer them to the relevant pages to read their information and instructions. Ask them to prepare phrases and vocabulary they could use. Monitor and help as needed.

Speak

9 Put Ss in pairs to roleplay their disagreement. Remind them that they should try and find a compromise as well as express their feelings. Monitor and listen, taking note of good language and errors.

10 Ask Ss to sit with a new partner to report on the discussion they had, what they and their partner said and the final compromise (if any). When Ss finish, discuss their compromises as a class and give feedback on their language.

Optional extra activity

Put Ss A together in small groups and Ss B the same. Ss work together to read, plan and make notes. Regroup them in AB pairs to roleplay their disagreement. At the end of this, give feedback, then re-pair to repeat the roleplay. This is good for **weaker classes** who need more support and practice.

Reflection on learning

Write the following questions on the board:

*How important was the language you learnt in today's lesson?
In what situations will today's vocabulary be useful outside the class?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them if they'd rather not.

Homework ideas

Language bank: 3C Ex 1, pp.140–141

Workbook: Ex 1–5, p22

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3D

Extended route: go to p100 for Develop your reading

3C

WORKBOOK ANSWER KEY

1

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

2

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

3

-al: ethical, historical, logical
-ful: colourful, useful
-ic: allergic, historic
-ish: foolish, nightmarish
-less: colourless, pointless, useless
-ous: outrageous, ridiculous
-able/-ible: acceptable, adaptable
-y: meaty, scary

4

1 doable 2 tricky 3 traditional 4 classic
5 likeable 6 poisonous 7 respectful
8 confidential

5

1 apologetic 2 reasonable 3 delightful
4 accidental 5 sensible 6 disrespectful
7 pointless 8 nightmarish



3C

Language focus 1 Forming adjectives

Materials: One worksheet per student

Instructions:

Explain that Ss are going to do an exercise where they practise forming adjectives and matching them to nouns that they are often used with. Write the words *costume, festival, parrot* on the board, and elicit one of the adjectives from the lesson that might be used with all of these items (*colourful*).

Distribute the worksheets. For Ex 1, explain that the three missing adjectives in each row can be formed from the root words in the left-hand column of the row. Ss work in pairs, or individually, to complete the exercise. Check answers as a class. Demonstrate the pronunciation and syllabic stress of words as required.

For Ex 2, ask Ss to write five sentences about their life or opinions using some of the collocations from Ex 1, although **stronger Ss** can write more. This exercise could be set for homework.

Put Ss in pairs for Ex 3. Monitor and check Ss are using correct adjective forms.

Answer key:

1

1 economic **2** dangerous **3** successful **4** allergic **5** doable
6 classic **7** traditional **8** nightmarish **9** logical **10** tricky
11 acceptable **12** scary **13** childish **14** historical
15 useful **16** meaty **17** foolish **18** classical

Language focus 2 Forming adjectives

Materials: One worksheet per group of Ss, cut into domino cards

Instructions:

Put Ss in groups of three or four and give each group a set of dominoes, which they should shuffle. Each student gets five dominoes and extras are placed face down in a pool on the table. One domino is taken from the pool and placed face up. The first student then places a matching domino at one end to create a complete adjective and says a sentence using it. If a student is unable to place a domino, they must draw an extra one from the pool. Ss take turns until the first student to place his/her final domino on the table wins.

Answer key:

The domino cards are: outrageous, foolish, tricky, dangerous, hopeful, comfortable, logical, historical, doable, accidental, economic, pointless, poisonous, meaty, successful, useless, childish, scary, disrespectful, traditional, nightmarish, acceptable, colourful, allergic

Vocabulary Arguments

Materials: One A and B worksheet per pair of Ss, cut in half

Instructions:

Put Ss in A/B pairs. Give half the pairs a Team A worksheet and the other half a Team B worksheet. Ask pairs to work together to read the statements and complete them with the words in the box. Check answers as a class.

Explain that pairs of Ss are going to have mini-debates against each other about each statement. However, rather than using their real opinion, they need to argue for, or against, the statement according to what is on their sheet.

Give pairs about ten minutes to read through the statements that they need to argue for or against, and think of how they might support their arguments.

Put Ss in groups of four, made up of Team A and Team B pairs. Teams debate each statement on the worksheet. To finish, choose some of the statements to discuss as a class.

Answer key:

1 intervene **2** see **3** contradict **4** have **5** pick **6** clashing
7 issue **8** up **9** down **10** compromise

