

# 4

## Education & Learning



### Unit plan

- Reading:** multiple choice, answering questions about four related texts
- Vocabulary:** words related to learning and education, phrasal verbs, collocations & expressions, prepositions
- Grammar:** future simple, future continuous, *be going to*, (present tenses for future), future perfect simple, future perfect continuous, temporals
- Listening:** multiple choice, identifying speakers
- Speaking:** comparing photos, talking about school, university and gap years, using the correct tense to describe a photo
- Writing:** essay, writing about advantages and disadvantages, using linking words

### Unit Opener (SB page 43)

- Ask students to look at the picture and ask them who they think the people are (*they are students*). Ask students to read the title of the unit and say how education and learning are similar and how they are different (*Education involves attending classes, which is where learning takes place; however, you can learn in other ways, too.*).
- Ask students to work in pairs or small groups to come up with as many places of education and learning they can think of.

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students if they have a favourite way of learning and how they study for an exam.
- Ask students to read the statements and explain anything they don't understand.
- Tell students not to worry about the different colours of the statements at this stage. Students work individually to tick the statements they agree with.
- Once students have finished ticking the statements, tell them that their answers will give them some insight into what kind of learner they are.

### Answers

Students' own answers

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Students then count the numbers of ticks for the coloured statements.
- Ask individual students to read the keys for the colours. Check pronunciation as a class by asking students to repeat the words *visual*, *auditory* and *kinesthetic* after you.
- Students then read the keys again on their own. Ask them if they agree with the assessments. You could do a survey to see if any one type of learning style predominates in the class.
- Ask students if they can think of other ways in which the three different learner types can learn. (*Suggestions: visual – pictures, diagrams, maps and charts; auditory – discussions, read a text out loud; kinesthetic – walk around while reading*)

### Background information

A learning style is a particular way of gaining information and learning.

The main idea behind learning styles is that people differ in how they learn. This idea was first explored in the 1970s. Since then, it has influenced education. Different kinds of models have been suggested by different experts. One of the most popular is the VARK model put forward by Neil Fleming. According to Fleming, there are three basic types of learning – visual, auditory and kinesthetic. He suggested that in order to learn, we depend on our senses to process the information around us, and that most people tend to use one sense more than the others. This was the basis for his model.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that a saying is a short, commonly known expression that offers advice.
- Remind students of the three learning styles – visual, auditory and kinesthetic – and ask them to read the saying.
- Students discuss the saying in pairs and then as a class.

### Answer

This task is designed to create discussion. The speaker is not only a visual or auditory learner. He/She needs to feel that they are part of the learning process.



### TOP TIP

Encourage students to do their own research into subjects that are relevant to them. For example, in this lesson they have touched on the idea of different learning styles and they could further explore this with some online research into their own unique style.

### Let's talk about it!

- Which forms of technology do you use in order to learn?
- Would you be more interested in lessons if you used technology in the classroom?
- Have you ever made a video at your school? What was it about? If not, would you like to? What would it be about?

#### DVD 4

Summary of DVD 4: The video is titled 'Engage me!'. The children in the video are 21st century learners who want to use technology. The video was made by pupils in a primary school in Birmingham, UK. Teachers helped them produce it, but it is the children's own work and the opinions are theirs. They make the point that they would like schools to allow them to use the technology they find useful elsewhere in their lives. They believe it would be useful for their learning too. The technology includes computers, iPhones and PSPs. The message is that technology should be used to make school more relevant and that technology can be a useful educational tool, not just a form of entertainment.

**DVD link:** <http://www.youtube.com/watch?v=ZokqjIy77Y&list=PL48077E1DDE7F6FFE>

#### Answer

21st century learners who want to use technology

### Reading (SB pages 44-45)

1

- Before looking at the task, ask students to look at the picture and make some guesses about the children. Discuss students' answers as a class.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must guess if the statements about the children are true or false.
- Students work individually to complete the task.
- Have students discuss their answers as a class, but do not give them the correct answers at this stage.

#### Answers

Students' own answers

2

- Students now check their answers by looking at the texts.
- Ask students to skim read the texts and look for the answers. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answers as a class.

#### Answers

- 1 F (They don't go to 'normal' school, but they attend Mobile School.)
- 2 T (They live in poverty, so they don't have many opportunities.)
- 3 T (The street workers say this about the children.)
- 4 T (They don't have access to education except for Mobile School, and many don't have families.)

3

- Ask students to read the instructions and check that they understand what they have to do. Ask them what they think 'Mobile School' could be.
- Ask students to read the headings and explain anything they don't understand.
- Students work individually to match the headings with the texts.
- They then check their answers in pairs before checking as a class.
- Time permitting, you could ask students to tell you something about the texts before they match them to the headings. Elicit that there are four different text types with different kinds of information.

#### Answers

1C 2A 3B 4D

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when dealing with questions about a number of connected texts, it is important to look back at all the texts in order to find the information required. Stress that even if they think they know the answer, they should double check.

4

- Ask students to read the texts again and to underline information related to the questions while reading.
- Ask students to read the questions and options and explain anything they don't understand.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer Questions 5 and 6.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1a *This means a lot to me and I always promise that I will keep coming back.*
- 2d *... work without pay.*
- 3c *62% are boys*
- 4d *Mobile School pays particular attention to helping the children to improve their lives.*
- 5b In section A, the man talks about his experiences teaching the children; in section C, there is detailed information (statistics) about the children; in section D, there is information about the ways in which Mobile School helps children. Section B only contains information related to jobs as volunteers for Mobile school.
- 6d In section C, there is information about 'success stories', that is, what children have done after Mobile School; in section D, there is information about some Mobile School students who began their own business raising pigs.

#### Background information

*Mobile School* is an organisation based in Belgium whose main purpose is to help street children all over the world. To do this, the organisation builds small 'schools on wheels' and trains people to work with children. At the moment, Mobile School consists of 36 'schools on wheels'. They operate in 21 countries spread across Latin America, Asia, Africa and Europe. Their website is [www.mobileschool.org/en](http://www.mobileschool.org/en).

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the paragraph with the words.
- They then check their answers in pairs before checking as a class.

#### Answers

- |             |              |
|-------------|--------------|
| 1 skill     | 5 knowledge  |
| 2 talent    | 6 generation |
| 3 attention | 7 volunteer  |
| 4 access    |              |

6

- Ask students to read the instructions and check that they understand what they have to do (*rank the eight skills from the easiest to the most difficult to learn; indicate which skills they have learnt and which they will learn in future*).
- Students work individually to complete the task.
- Copy Table A below onto the board.
- Once students are ready, ask them individually to read out their list from 1 to 8. As each student reads out each skill, place a tick in the corresponding box on Table A. For example, if the student thinks that 'cook' is the easiest skill, put a tick in the box as shown. If they think 'dance' is the second easiest, put a tick in the box as shown. Then repeat with the rest of the students. When all students have read out their answers and the table has been completed, determine which skill(s) is/are the easiest and the hardest depending on the number of ticks in each box.
- Adapt Table A so it looks like Table B below.
- Ask students which skills they have already learnt, which they will learn in future, and which they have no interest in learning at all. Again put ticks in the table each time and determine 1) the most commonly learnt skill(s); 2) the skill(s) most likely to be learnt in future; and 3) the least popular skill(s).

TABLE A

	cook	dance	drive	play football	play the violin	ride a bike	speak a foreign language	use a computer
1	✓							
2		✓						
3								
4								
5								
6								
7								
8								

TABLE B

	cook	dance	drive	play football	play the violin	ride a bike	speak a foreign language	use a computer
already learnt								
learn in future								
not interested								

### EXTENSION ACTIVITY

Ask students to compile their own lists of eight skills. They swap with a partner and rank them from easiest to most difficult, most interesting to least interesting, or most enjoyable to least enjoyable.

## a-z Vocabulary 1 (SB page 46)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand. Elicit that they are all school subjects.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- |              |             |
|--------------|-------------|
| 1 biology    | 4 geography |
| 2 technology | 5 languages |
| 3 economics  | 6 physics   |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and the sentences and explain anything they don't understand. Point out that the words in each pair are similar or related in some way.
- Ask students to work in pairs to complete the sentences before checking answers as a class.

#### Answers

- |                    |                |
|--------------------|----------------|
| 1 revise, remember | 4 learn, teach |
| 2 fail, pass       | 5 miss, lose   |
| 3 test, mark       | 6 read, study  |



3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the correct word(s) in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all types of schools.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 primary school
- 2 secondary school
- 3 university
- 4 private school
- 5 state school

#### EXTENSION ACTIVITY

Ask students to work in pairs. They must think of a school subject and write a description of it in a few sentences. They must not write the name of the subject in the description. The descriptions are read out and the rest of the class must guess the subject.

#### Extra Task (for early finishers)

See photocopiable material on page 146.

## Grammar 1 (SB page 47)

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#### Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers of the future simple, future continuous and *be going to* with the class. Then write down one or two time expressions that are used with each tense and elicit any others the student know.
- Ask students to give you some examples of the tenses by making predictions when they don't have proof and promises (future simple); by telling you what they'll be doing tomorrow at ten o'clock in the morning (future continuous); and telling you some of their intentions (*be going to*).

1

- Read through the grammar theory with the class.
  - Write the sentences and the dialogue below on the board (without the underlining).
  - Ask individual students to come to the board, underline a verb tense and say which example of the uses it is.
- 1 At nine o'clock tomorrow morning I'll be sitting my maths exam. It's going to be a difficult exam, but I think I'll pass. (future continuous, an action that will be in progress at a particular time in the future; be going to, predictions, things we expect to happen in the near future ... see now; future simple, predictions when we don't have proof)
- 2 We'll be going on our school trip to France on Friday, so I'm going to pack my clothes tonight. (future continuous, plans and arrangements for the future; be going to, intentions)
- 3 A: This physics problem is really hard. I can't do it.  
B: Give it to me. I'll help you with it. (future simple, decisions we make at the time of speaking/offers)  
A: Thanks, Mum! I'll do anything you want if you can

do it. (future simple, promises)

B: Great! Will you wash my car, please? It's really dirty! (future simple, ask somebody to do something for us)

- Remind students that the present simple and the present continuous can also be used to talk about the future.

- Write these gapped sentences on the board and ask students to complete them with the correct form of the verb *start*.

Dad \_\_\_\_\_ a French language course for adults tomorrow. (is starting)

It says on the timetable that the history exam \_\_\_\_\_ at 9 o'clock. (starts)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the sentences and tell you in which the action is almost certain to happen (*sentence a*) and in which the action may or may not happen (*sentence b*). Elicit that the action in *sentence a* is happening as we speak and we can see what the consequences of the boy's actions could be, but the action in *b* expresses an opinion and not a fact.
- Then ask them to write down their answers and check the answers as a class.

#### Answers

**Sentence a** is a prediction based on proof and *be going to* is used.

**Sentence b** is a prediction based on an opinion and the future simple is used.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Ask students to look at the first item and elicit what clue will help them to choose the correct tense (*You look like*) and that they will need a form of *be going to* here (*are going to*). Elicit that it is an example of *be going to* being used for things we expect to happen in the near future because of something we can see now.
- Ask students to read the rest of the text carefully and to underline any time expressions or other clues that will help them to choose the correct tense.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 are going to
- 2 'll be sitting
- 3 'll fail
- 4 'll
- 5 'll
- 6 won't
- 7 does your last class finish
- 8 'm seeing
- 9 's going to shout
- 10 'll come
- 11 won't
- 12 leaves
- 13 'll be studying
- 14 's going to be

### ▶ EXTENSION ACTIVITY

Write the following sentence stems on the board. Students copy them into their notebooks and complete them with their own ideas using a suitable future form.

*I'm sure ...*

*At seven o'clock this evening ...*

*Look! ...*

*In 50 years' time, ...*

#### Extra Task (for early finishers)

See photocopiable material on page 146.

## a-z Vocabulary 2 (SB page 48)

1

- Ask students to read the instructions and check that they understand what they have to do (*match the phrasal verbs in bold with their meanings*).
- Ask students to read the sentences and explain anything they don't understand.
- Before students do the task, ask them to cover column a-h and see if they can work out the meanings of the phrasal verbs by looking at them in context.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask if any of the meanings they came up with were correct.

#### Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do. Point out that some of the expressions are not in the correct form and will need to be changed.
- Ask students to read the expressions in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the expressions in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 gets a scholarship
- 2 do (their) homework
- 3 Take a break
- 4 has a degree
- 5 sit an exam
- 6 have good study habits
- 7 do an assignment
- 8 take a gap year

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.

- Explain to students that in this task they need to choose the correct preposition.
- Tell students to read the whole sentence first and then to look carefully at the words before and after the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 into
- 2 through
- 3 onto
- 4 past
- 5 out of

### ▶ EXTENSION ACTIVITY

Individually, students write three gapped sentences using a phrasal verb from 1, an expression from 2, and another expression from 3. For each sentence, the verb is removed. Students swap with a partner and must write the correct verbs in the gaps.

#### Extra Task (for early finishers)

See photocopiable material on page 146.

## Grammar 2 (SB page 49)

### Before you read the Grammar box

- Go through/Revise the affirmative, negative, question forms and short answers of the future perfect tenses as a class.
- Write the following sentence on the board:  
*My parents will have been married for twenty years in September.* Then ask students the following questions about the sentence: *Is it September now? (no); How long have they been married now? (less than 20 years).* Explain that this is the future perfect simple tense and that it is used to talk about something that will be finished before a particular time in the future. Ask students what the particular time in the future is in the example (*September*) and what will be completed in September (*20 years of marriage*). Repeat with the following sentence:  
*By the time Joe receives the postcard, Mary will have returned from her holiday.*  
*When Joe gets the postcard, will Mary still be away? (no); Where will Mary be? (home); What is the order of events? (Mary will return home and then Joe will receive a postcard)*
- Write the following sentence on the board:  
*By 2020, he will have been living in Greece for ten years.* Then ask students the following questions about the sentence: *Will the action continue until a particular time in the future? (yes) What is the period of time that will have been completed? (10 years)*
- Elicit that the future perfect simple expresses the idea that something will occur before another action or a specific time in the future. Explain that the future perfect continuous is used to show that an action will continue up until a particular event or time in the future and is often used with time expressions such as *by March, by the summer, for ten years, for a month*, etc.
- Ask students to look back at the example sentence  
*By the time Joe receives the postcard, Mary will have*

returned from her holiday. Ask students which tense follows *By the time* (present simple) and explain that temporals are not followed by a future tense even though they are used to talk about the future.

- Make sure students understand by writing the sentence below on the board and asking a student to come to the board and complete it with the correct tense.  
*By the time Dad \_\_\_\_\_ (come) home, we will have finished dinner. (comes)*

**1**

- Read through the grammar theory with the class.
- Make sure students understand the difference between the future perfect simple and the future perfect continuous. Ask them to write two sentences using the tenses and to use time expressions. They may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

**2**

- Ask students to read the instructions and check that they understand what they have to do. Remind them that the future perfect simple is used to talk about actions that will be finished before a particular time in the future and that the future perfect continuous is used to talk about something that will continue up to a particular time in the future.
- Students work individually to do the task.
- They then check their answer in pairs before checking as a class.

**Answer**  
sentence a

Read 4.5-4.7 of the Grammar Reference on page 146 with your students.

**3**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct verb and the correct tense for each sentence.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory so as to write the correct tense.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 won't have finished
- 2 Will we have learnt
- 3 will have been watching
- 4 will have been staying
- 5 will have got
- 6 will have been working

**4**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct temporal and write the correct tense of the verb.
- Ask students to read the sentences and explain anything they don't understand.
- Remind students to look back at the grammar theory as they do the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- |                            |                            |
|----------------------------|----------------------------|
| <b>1</b> won't buy; until  | <b>4</b> the moment; get   |
| <b>2</b> when; move        | <b>5</b> as soon as; reads |
| <b>3</b> will take; before | <b>6</b> before; gives     |

**5**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must form sentences by putting the words in the correct order.
- Remind students to look back at the grammar theory as they do the task.
- Tell students to underline the temporals and time expressions and to think about where these usually go in a sentence and what tenses they are used with.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 We won't have cleaned up the mess by the time the teacher gets back./By the time the teacher gets back, we won't have cleaned up the mess.
- 2 Will they have been working at this school for ten years next August?
- 3 He won't text me until he finishes studying./Until he finishes studying, he won't text me.
- 4 As soon as the bell rings, we'll go to the canteen./We'll go to the canteen as soon as the bell rings.
- 5 In five minutes' time I will have been waiting for my geography teacher for over an hour./I will have been waiting for my geography teacher for over an hour in five minutes' time.
- 6 The students will have arrived in Venice by now.

### ▶ EXTENSION ACTIVITY

Ask students to complete the following sentences in two different ways. One must be about an action that will be finished before a particular time in the future (future perfect simple) and the other must be about an action that will continue up to a particular time in the future (future perfect continuous).

*By ten o'clock tonight, ...*  
*By ten o'clock tonight, ...*

### Extra Task (for early finishers)

See photocopiable material on page 146.

### Listening (SB page 50)

**1**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and answer any queries they may have about them. Make sure they understand the concept of a gap year by asking them to explain the term in L1.
- Students complete the task individually and then discuss their answers as a class.

**Answers**

Students' own answers

2

- Ask students what sort of things people can do during a gap year. Make a list on the board. Then ask them what they would like to do during a gap year. Add their answers to the list.
- Ask students to read the instructions and check that they understand what they have to do.
- Go through the items together and explain any unknown words to them.
- Students work individually to make their choices.
- Once they have finished, do a class survey to see which activities are the most and least popular among the students.

#### Answers

Students' own answers

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out the importance of identifying different speakers in a conversation when there are more than two people speaking. Elicit that this will help them to answer questions about the speakers. Elicit the types of questions that relate directly to a speaker, eg *Who says/believes/thinks ...?*, *What does X say about ...?*, etc.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear three speakers and that they must answer questions about them. Stress the importance of recognising each speaker as they listen to help them answer the questions.
- Play the recording and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

#### Answers

1G 2I 3H 4G 5I

See the recording script on pages 136-137.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Remind students to pay close attention to the different speakers.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

#### Answers

- 1B *It means different things to different people ...*  
2C *So it's a kind of break, you could say.*  
3B *... I'll be volunteering with America Conservation Experience, helping to preserve America's natural beauty. I'm going to help to mend paths, plant trees and build fences. →*

4A *Some young people like to work abroad during their gap year. It's a good opportunity to get a bit of experience ... It's a big advantage with future employers too ... you're also investing in your future.*

5A *I want to work in the media, in journalism specifically ...*

See the recording script on pages 136-137.

## Speaking (SB page 51)

1

- Ask students to read the four questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

#### Answers

Students' own answers

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students that we use the present continuous tense when we talk about actions that are happening now, and that this is the tense they should use when describing a photo.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that the mistakes will be grammatical.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Ask students to justify their answers.

#### Answers

- 1 They are all wearing white shirts and striped ties. (present continuous for an action happening now)  
2 He looks as if he is having fun. (*as if* is the correct phrase)  
3 I think they are having an art lesson. (present continuous for an action happening now)  
4 The students are concentrating on their work. (present continuous for an action happening now)  
5 They seem to be in a classroom. (*seem* + full infinitive)

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs*



*A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about wearing school uniform. Student B must reply to one question about school uniform. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about creative subjects at school. Student A must reply to one question about their preference for a lesson.)*

- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

#### Answers

Students' own answers



#### TOP TIP

Have a class debate on topics of interest to the class. Divide the class into two teams and write a topic for debate on the board. In this lesson, the topic could be 'All students should wear school uniform'. The teams decide on their arguments, but also come up with arguments to counter the other team. This exercise gives valuable practice in justifying opinions and disagreeing with different point of view.



## Writing (SB pages 52-53)

### Essay: Writing about advantages and disadvantages

- Ask students to read the information on essays and writing about advantages and disadvantages.
- Explain to students that when the writing topic requires them to discuss both the advantages and disadvantages of a topic, they must not only discuss both sides, but also provide a balanced argument. That is, they should discuss the same number of advantages and disadvantages. Stress the importance of noting down their ideas before they begin writing and to then choose the best ideas to use in their essay.
- Point out the importance of linking words in essays. Explain that they must use appropriate words and phrases to make their writing flow when they discuss a topic and when they introduce a new topic or opposing view. Elicit some linking words/phrases and write

them on the board. Only one example per function is necessary at this point as students will see a longer list in the *Language Bank*. For now, it is important to make them realise that different linking words/phrases are used for different functions.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify the ideas in the speech bubbles and place them correctly as advantages or disadvantages.
- Ask students to read the speech bubbles and answer any queries they might have about them.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

Advantages: better chance of finding job, get well paid, learn a lot about a subject/specialise, find work I enjoy

Disadvantages: not independent, rely on parents, not enough money

2

- Ask students to read the instructions and check that they understand what they have to do (*choose the best opening paragraph*).
- Ask students to read the writing task and the opening paragraphs and explain any unknown words.
- Emphasise the importance of using the right register in an essay (formal) and ask students to tell you what elements of a piece of writing can make it informal, (*contracted forms, writing in the first person singular, talking about yourself*), and that they should avoid these in a formal essay.
- Students work individually to choose the best opening paragraph.
- Check answers as a class. Ask students to justify their choice based on the elements of formal and informal writing.

#### Answer

Opening paragraph **b** is best. Opening paragraph **a** is informal and therefore not appropriate for an essay.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Read out the rest of the essay or ask a strong student to do so.
- Ask students if they think it is a good essay. Then look at the questions in depth to analyse the task.
- Students work individually to complete the task.
- Check answers as a class. Once answers have been checked, look at the essay in more detail. Point out that a good opening paragraph should tell the reader what they will be reading about in the rest of the essay and that this is the case with Opening paragraph **b** in 2; there, the writer mentions two opinions and then goes on to discuss both opinions in the essay. Stress that in such essays, their opinion should go at the end, in the conclusion, because this is where they should sum up their arguments.

#### Answers

- 1 The writer mentions 2 opinions.
- 2 In the last paragraph
- 3 The most important advantage (given). Students should underline: Furthermore / Lastly / However, / The main disadvantage / In addition



4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct linking words.
- Ask students to read the sentences and explain any unknown words.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

- 1 Secondly
- 2 However
- 3 In addition

#### LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain any unknown words.
- Draw students' attention to the linking words and ask them to put the words into groups depending on what we use them for. Elicit the following groups:  
*Introducing an idea (The main advantage of ... is that ..., The most important advantage is that ...)*  
*Adding an idea (Another advantage is that ..., Furthermore, Moreover, In addition)*  
*Expressing contrast/an opposing view (However, On the other hand)*  
*Ordering ideas (Firstly, First of all, To start with, Secondly, Lastly, Finally)*
- Ask students to look at the *Language Bank* again and find words to replace the linking words that they underlined in the essay.

#### EXTENSION ACTIVITY

Time permitting, students can write their own sentences to express their points of view as in 4. Write a list of topics on the board for students to choose from. Suggested topics: *Computers are educational; A gap year broadens your knowledge; Everyone should play a sport at school.*

5

- Read the task out to students and explain anything they don't understand. Elicit that they must discuss both the advantages and disadvantages of the topic.
- Go over the *Plan* with the students. Stress the importance of noting down their ideas before they start writing.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

#### Answers

Students' own answers

#### DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students of the importance of choosing their ideas before they start writing. Stress that this will help them to focus their thoughts and keep on track. Remind them to use formal language and grammar throughout, eg no contractions or colloquial language.
- Finally, emphasise the importance of using linking words in their essays to introduce ideas, add ideas, express contrast and order their ideas. Remind them

to write their opinion at the end, in the conclusion, and to introduce it with an appropriate expression.

## Reload 4 (SB page 54)

#### Objectives

- To revise vocabulary and grammar from Unit 4.

#### Revision

- Tell students that Reload 4 revises the material they saw in Unit 4.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they can do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

#### Vocabulary Revision

##### Vocabulary 1

- 1: Revise the school subjects by writing associated words on the board and asking students which subject they belong to (*ie biology – plants, animals, life; technology – information, computers, modern; economics – money, rich, poor; geography – mountains, rivers, capital cities; languages – grammar, vocabulary, communication; physics – sound, electricity, energy*).
- 2: Write the twelve verbs on the board in mixed up order. Ask individual students to come to the board and match the verbs that are related (*remember/revise, fail/pass, test/mark, teach/learn, lose/miss, study/read*), and to explain the difference between them (in L1 if necessary). Once the verbs have been matched and a definition given, ask other students to give you sentences using the verbs.
- 3: Revise the different types of schools by asking students the following questions:  
*What is the difference between a state school and a private school? (State schools are free; you have to pay money to attend a private school)*  
*Which school do you go to when you are 6-11 years old? (primary school)*  
*Which kind of school do you go to become a teacher or a doctor? (university)*  
*Which school do teenagers go to? (secondary school)*

##### Vocabulary 2

- 1: Practise phrasal verbs. Write the verbs below on the board in one column and the prepositions below in a separate list. Ask students to match the verbs and the prepositions to form the phrasal verbs. Once they have matched them, ask individual students to give you example sentences using the phrasal verbs.

Verbs	Prepositions
bring	stick
deal	with
help	up
keep	at
look	up with
make	out
stay	

- 2: Practise collocations & expressions. Write the verbs and gapped sentences below on the board. Students must complete the sentences with the correct verb in the correct form.

do sit  
get take  
have

- 1 Helen is so clever! She \_\_\_\_\_ a scholarship to a top university! (got)
- 2 I don't want to \_\_\_\_\_ my homework when the weather is nice. (do)
- 3 If you're tired, you should \_\_\_\_\_ a break. (take)
- 4 Harry \_\_\_\_\_ a degree in medicine, so he's a doctor. (has)
- 5 The students are \_\_\_\_\_ their end-of-year exams next week. (sitting)
- 6 I'm so tired of studying! I want to \_\_\_\_\_ a gap year! (take)
- 7 If you \_\_\_\_\_ bad study habits, you'll fail. (have)
- 8 Let's \_\_\_\_\_ the history assignment together. (do)

- 3: Practise prepositions. Write the following sentences on the board and ask students to choose the correct prepositions.

- 1 I was angry, so I ran through / out of the room. (out of)
- 2 When I was walking onto / past the pet shop, I saw a cute puppy. (past)
- 3 My dog jumped onto / out of the sofa and sat next to me. (onto)
- 4 Jerry walked through / into the door, and said hi to us all. (through)
- 5 She went out of / into the bathroom to wash her hands. (into)

## Grammar Revision

### Grammar 1

Practise the future simple, future continuous, *be going to* and present tenses for future.

- Revise all forms of the tenses. Then write these gapped sentences on the board and ask students which verb tense is required, and which use of the tense it shows.

- 1 At nine o'clock tonight, I \_\_\_\_\_ (study) for my exams. (will be studying; an action that will be in progress at a particular time in the future)
- 2 Don't drive so fast! You \_\_\_\_\_ (have) an accident! (will have; warning)
- 3 I've decided I \_\_\_\_\_ (become) a teacher. (am going to become; intention)
- 4 Perhaps Joe \_\_\_\_\_ (come) with us to the party. (will come; predictions when we don't have proof)
- 5 We \_\_\_\_\_ (visit) Oxford next month. (will be visiting/ are visiting; plans and arrangements for the future)
- 6 Are you thirsty? I \_\_\_\_\_ (bring) you a glass of water. (will bring; decision made at the time of speaking)

- 7 Mark left school early. His parents \_\_\_\_\_ (be) very angry. (are going to be; prediction for the future based on what we know now)

- 8 I \_\_\_\_\_ (do) the shopping for you, Mum. (will do; offer to do something for somebody)

- 9 The train \_\_\_\_\_ (leave) at nine o'clock. (leaves; present simple for timetables)

### Grammar 2

Practise the future perfect simple, future perfect continuous and temporals.

- Ask students when we use the future perfect tenses and elicit that the future perfect simple is used for something that will be finished before a particular time in the future and that the future perfect continuous is used for something that will continue up to a particular time in the future. Ask students which time expressions are normally used with these tenses and write them on the board. Make sure students understand the difference in usage of the tenses by writing the gapped sentences below on the board and asking which tenses are needed to complete them.

- 1 By the time I finish high school, I \_\_\_\_\_ (spend) 12 years at school. (will have spent)

- 2 In ten minutes, we \_\_\_\_\_ (wait) for Fred for two hours! (will have been waiting)

- Ask students to write their own sentences using the two tenses.

- Revise temporals by writing the sentences below on the board and asking students to find the incorrect ones. They must explain why the sentences are incorrect.

- 1 I'll phone you when I will finish my exam. (wrong; when I finish because 'when' is a temporal)

- 2 Let's leave as soon as Bill gets here. (correct)

- 3 I will be asleep by the time you will arrive. (wrong; you arrive because 'by the time' is a temporal)

- 4 We will wait here until the rain will stop. (wrong; rain stops because 'until' is a temporal)

- Students are now ready to do Reload 4.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

### Answers

#### Vocabulary

1b 2a 3c 4a 5b 6c 7d 8d 9a

#### Grammar

1b 2d 3a 4a 5a 6c 7a 8b 9d



### Objectives

- To revise vocabulary and grammar from Units 3 and 4.

### Revision

- Tell students that Progress Review 2 revises the material they saw in Units 3 and 4.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

### Vocabulary Revision

Revise words for free time.

- Unit 3, Vocabulary 1, Exercises 1 and 2: Write these words from the two exercises on the board in mixed up order. Tell students they must match the free-time activities with the objects that we use to do them.

*video games, console; photography, camera; collection, stamps; chess, chessboard; martial arts, belt; social media, computer*

- Unit 3, Vocabulary 1, Exercise 4: Revise the word sets for the activities by writing these gapped sentences on the board. Students must complete the sentences with the correct words.

- 1 I love \_\_\_\_\_. I camp in the summer at a really nice \_\_\_\_\_ by the sea. (*camping, camp site*)
- 2 I'm very good at \_\_\_\_\_; I can draw anything and one day I want to have my own \_\_\_\_\_. (*drawing, studio*)
- 3 There's a \_\_\_\_\_ near my house and that's where I jog; lots of people go \_\_\_\_\_ there. (*park, jogging*)
- 4 We're learning \_\_\_\_\_ at school, but I also cook at home in my \_\_\_\_\_. (*cooking, kitchen*)
- 5 I love to act. That's why I'm learning \_\_\_\_\_ at a \_\_\_\_\_. (*drama, theatre*)

Revise words for education and learning.

- Unit 4, Vocabulary 1, Exercise 1: Write the first letter of each of the subject words on the board and gaps to represent the rest of the letters for the subjects. Tell students these are the names of school subjects and ask them to complete each word. Once you have checked their answers, ask individual students to give you sentences using the subjects.
- Unit 4, Vocabulary 1, Exercise 2: Revise the verbs by reading them out one by one. After each verb, students must write a sentence using that verb. When all of the verbs have been read out, students compare their answers in pairs. Then ask individual students to read out their sentences.
- Unit 4, Vocabulary 1, Exercise 3: Write the names of

the different places of learning on the board. Then read out these sentences to the class. After each sentence is read out, students must match it to a place of learning.

- 1 It costs a lot of money and we have to wear school uniform there. (*private school*)
- 2 In some countries, you can leave this place when you are 16. (*secondary school*)
- 3 I'll never forget my first day there; I cried and cried for my mum! (*primary school*)
- 4 You aren't a child anymore when you study there; you're an adult. (*university*)
- 5 You don't have to pay anything to attend one of these schools. (*state school*)

Revise word formation.

- Unit 3, Vocabulary 2, Exercise 1: Copy the table with the four headings and columns on the board. Complete the list of verbs. Ask individual students to come to the board and complete the word forms. Alternatively, ask students to copy the table and the verbs into their notebooks and to complete the rest of the word forms on their own. Remind them that not all of the words will have an adjective form.

Revise phrasal verbs.

- Unit 3, Vocabulary 2, Exercise 2: Write the phrasal verbs on the board and revise them by asking students to explain what they mean (in L1 if necessary).

Then read out these incomplete sentences one by one. There is a gap at the end of each sentence and students must complete it, orally, with the correct phrasal verb and any extra necessary words.

- 1 Mark, Jim and Tom are my friends. They're the people I \_\_\_\_\_. (*hang out with*)
- 2 Let's play Call Of Mega Zombie online! But first, I have to \_\_\_\_\_. (*sign in*)
- 3 You would be really good at painting. Why don't you \_\_\_\_\_? (*take it up*)
- 4 Everyone's having fun in the pool. Let's put on our swimsuits and \_\_\_\_\_. (*join in*)
- 5 I was watching TV and that terrible show, X Idol, came on, so I \_\_\_\_\_. (*turned it off*)
- 6 I'd like to try playing a game on this console. How do I \_\_\_\_\_? (*turn it on*)

- Unit 4, Vocabulary 2, Exercise 1: Check that students understand the phrasal verbs by saying/asking the following one by one:

- 1 Give me an example of something you have to deal with.
  - 2 When do you make up excuses?
  - 3 What are you doing if you bring up a topic?
  - 4 What kind of things should you stick at?
  - 5 How do you keep up with your homework?
  - 6 Give me an example of something you can look up.
  - 7 Who helps you out with your schoolwork?
  - 8 When do you stay up late?
- (Students' own answers)

Revise collocations & expressions.

- Unit 3, Vocabulary 2, Exercise 3: Write these sentences on the board and ask students to choose the correct words.

- 1 Why don't you do / make an effort to study harder for your exams? (*make*)
- 2 Let's go for a nice walk in the park to pass / go the time. (*pass*)



- 3 *I'm too busy to go / do online now that I've got exams. (go)*
- 4 *He wants to make / get a hobby because he's got a lot of free time. (get)*
- 5 *Lots of people do / make nothing when they are on holiday. (do)*

• Unit 4, Vocabulary 2, Exercise 2: Write these verbs on the board and ask students what words they can go with to create collocations about education and learning.

- 1 *do – an assignment, a degree*
- 2 *get – a scholarship*
- 3 *have – a degree, good/bad study habits*
- 4 *sit – an exam*
- 5 *take – a break, a gap year*

Once they have completed the task, ask them for any other collocations they know with the same verbs that are related to education and learning (eg *do homework, get good marks, have a test, etc.*).

Revise prepositions.

• Unit 4, Vocabulary 2, Exercise 3: revise the prepositions of movement by asking students to tell you which ones they know. Write them on the board. Then ask students to give you sentences using the prepositions of movement.

### Grammar Revision

Revise present perfect simple and present perfect continuous.

• Write these prompts on the board and ask individual students to write complete sentences using the present perfect simple or present perfect continuous.

- 1 *I / know / Mark / five years*  
(*I have known Mark for five years.*)
- 2 *they / study / all morning*  
(*They have been studying all morning.*)
- 3 *Jody / wait / for you / since / three / o'clock*  
(*Jody has been waiting for you since three o'clock.*)
- 4 *Jim / never / read / this book / before*  
(*Jim has never read this book before.*)
- 5 *My brother / annoy / me / all afternoon*  
(*My brother has been annoying me all afternoon.*)
- 6 *you / see / Nigel / today / ?*  
(*Have you seen Nigel today?*)
- 7 *she / not play / chess / for long*  
(*She hasn't been playing chess for long.*)
- 8 *I / not finish / my assignment / yet*  
(*I haven't finished my assignment yet.*)

Revise past perfect simple and past perfect continuous.

• Write these sentences on the board and ask students to choose the correct words.

- 1 *Jenny had been studying for weeks before she went / had gone on holiday. (went)*
- 2 *By the time we got to school, the exam began / had begun. (had begun)*
- 3 *Joe had worked / had been working for hours and he was very tired. (had been working)*
- 4 *Had you known / Had you been knowing Tim long before you got married? (Had you known)*
- 5 *Dad had made / had been making three cakes while we were at the shops. (had made)*
- 6 *I had never seen / had never been seeing a basketball game before! (had never seen)*
- 7 *The baby hadn't slept / hadn't been sleeping for long when he woke up. (hadn't been sleeping)*
- 8 *I hadn't finished / hadn't been finishing the test yet when the teacher told us to stop writing. (hadn't finished)*

Revise future simple, future continuous, *be going to* and present tenses for future.

• Write the tenses and the uses on the board in separate lists. Ask students to complete the gaps with the correct tenses.

*future simple*  
*future continuous*  
*be going to*  
*present simple*  
*present continuous*

- 1 \_\_\_\_\_ (*be going to*)  
– *intentions*  
– *predictions in the near future based on what we know now*
- 2 \_\_\_\_\_ (*future continuous*)  
– *an action that will be in progress at a future time*  
– *plans and arrangements for the future*
- 3 \_\_\_\_\_ (*present continuous*)  
– *future plans and arrangements*
- 4 \_\_\_\_\_ (*future simple*)  
– *predictions without proof*  
– *decisions made at the time of speaking*  
– *offering to do sth or asking sb to do sth*  
– *promises, warnings and threats*
- 5 \_\_\_\_\_ (*present simple*)  
– *timetables and programmed events*

• Once students have completed the gaps with the tenses, select a tense and a use, and ask them to give you sentences. Go around the class until everyone has had a turn.

Revise future perfect simple, future perfect continuous and temporals.

• Write these gapped sentences on the board. Ask individual students to come to the board and write the correct tense – future perfect simple or future perfect continuous – of the verb given.

• Ask them to justify their answers.

- 1 *The teachers \_\_\_\_\_ (leave) by four o'clock. (will have left)*
- 2 \_\_\_\_\_ (you/finish) your assignment by tomorrow? (*Will you have finished*)
- 3 *By December, I \_\_\_\_\_ (study) English for five years. (will have been studying)*
- 4 *How long \_\_\_\_\_ (you/be) at university when you get your degree? (will you have been)*
- 5 *When our teacher retires, he \_\_\_\_\_ (work) for forty years. (will have been working)*
- 6 *Jim \_\_\_\_\_ (not complete) his studies by September. (won't have completed)*
- 7 *He \_\_\_\_\_ (not sleep) all morning because he's got an exam today. (won't have been sleeping)*
- 8 *How long \_\_\_\_\_ (we/wait) when our pizza finally arrives? (will we have been waiting)*

• Write these temporals on the board and ask students to copy them into their notebooks (*when, before, after, until, as soon as, by, by the time*). Then write these sentences on the board and ask students which tenses are correct.

- 1 *I'll phone you as soon as I will arrive / arrive in Paris. (arrive)*
- 2 *By the time the exam finishes / will finish, I'll be very tired. (finishes)*

• Elicit that temporals are followed by the present simple and not the future simple.

- Students are now ready to do Progress Review 2.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

**Vocabulary**

**Answers**

- 1

1 bring up

2 homework

3 Social media

4 Camping
- 5 revised

6 participate

7 deal with

8 geography
- 2

1 read

2 surf

3 take up

4 study
- 5 respond

6 mark

7 draw

8 test
- 3

1 bored

2 cookery/cooking

3 participants

4 collection

5 assignment(s)

6 education

7 entertaining

8 Photography
- 4

1 making up

2 look up

3 to keep up with

4 are going to learn

5 don't stay up

6 hanging out

**Grammar**

**Answers**

- 1

1 had been studying

2 haven't participated

3 had been waiting

4 has been doing

5 Has your teacher given/been giving

6 had already had

7 had started

8 hasn't joined
- 2

1 will have been playing

2 will help

3 'll be sitting

4 Will you show

5 doesn't start

6 will have graduated

7 get

8 finish
- 3

1 will have started

2 when I have read

3 has been having

4 will be playing

5 had been telling

6 am going to be/become
- 4

1 've been thinking

2 Have you made

3 had decided

4 Will you give

5 's going to be

6 will a talk help

7 will be talking

8 will be

9 starts

10 'll have decided

11 'll pick

12 'll be