

Topic 1 How can I do better in school?

When we ask students to think about how they can do better in school, we are encouraging them to assume a more reflective as well as a more active role in their learning. First of all, we want them to reflect on their current abilities in order to assess their strengths and weaknesses. Secondly, we ask them to consider some alternative approaches to learning that they may not be using at the moment, but which could improve their performance. Finally, we model effective learning strategies and encourage students to use them for practical tasks both in the classroom and at home when they are studying on their own. In this way, we can encourage student autonomy, and a more independent approach to studying and learning.

Video

Maddie is having problems at school, so the other members of the *Follow the Compass* team give her some helpful advice.



Project

Poster: How to Be a Better Student

Students will create a poster including the qualities of a successful student and ideal school facilities that foster learning.



Vocabulary

Study Nouns

communication, concentration, correction, distraction, education, imagination, information, instruction, motivation, participation, presentation, suggestion

Study Verbs

analyze, brainstorm, check, compare, discuss, memorize, plan, practice, report, research, review, study, test

Changing Verbs to Nouns

A common way of making the noun form of a verb is by adding *-ion*. This is especially the case with verbs of Latin origin.

Grammar

Direct and Reported speech

Direct speech is what people actually say: *I'm tired*. Reported speech—also called indirect speech—is how we later report what they say, making changes to the words that the speaker originally used: *She said (that) she was tired*.

Reported Commands and Requests

In reported commands and requests, reporting verbs such as *told* and *asked* are followed by the base form of a verb with *to*. In the negative form, *not* is added before *to*: *Amy told me (not) to speak*. *They asked us (not) to leave*.

Reported Questions

In reported yes/no questions, the reporting verb is followed by *if* and then regular sentence order. The object—who is being asked—is optional, and an auxiliary is not included: *The teacher asked (us) if we were finished*. With information questions, the verb is followed by a question word: *The teacher asked (us) what we were doing*.

Reading

Previewing a Text

Before reading, students should always preview a text and its titles and graphics (photos, drawings, graphs, etc.). They may also notice the format (e.g., story or article) and the number and length of paragraphs. This can help them navigate and understand the text more effectively.

Determining the Theme

Stories usually develop one or more general themes or messages, such as a moral or lesson about life and its challenges. If students can determine the theme, they will be able to analyze the rest of the story more easily.

Writing a Summary

When writing a summary, students have to distinguish between the main ideas and supporting details in a text. Diagrams, such as a mind map, can aid in organizing the main points and supporting details before writing begins.

Listening

Listening for Key Words and Phrases

Speakers often emphasize and repeat key words when they speak about a topic. If students are aware of this, they can pick up the main ideas more easily.

Listening for Points of View

When people express their points of view about a given topic, they often use words that indicate subjective opinions, such as *like*, *hate*, *great* or *nice*. Their tone of voice may also give clues about their attitude toward a topic. By calling attention to these details, teachers can help their students better understand the overall message being communicated as well as nuances of meaning.

Speaking

Making and Responding to Suggestions

During the teamwork activities of this lesson, students will share their ideas by making helpful suggestions and by responding to those offered by their teammates, using a list of key phrases provided for that purpose.

Conducting a Survey

In this lesson, students will conduct a survey about personal learning styles and strategies using useful phrases for posing questions, requesting examples, and asking other students to repeat things or provide more detailed answers.

Writing

Brainstorming

Students can use brainstorming to generate ideas and enrich the content of their writing. Putting these ideas into categories also helps students to organize content more effectively.

Giving Examples and Writing Resolutions

In this lesson, students will write about their own study habits and learn several phrases for giving examples to illustrate the points they make and for making resolutions about their study habits in the future.

Topic 1

How can I do better in school?

1 Read the lists and add these skills.

helps classmates does homework tries his/her best
waits his/her turn

A good student...

Individual Skills	Team Skills
• is organized	• treats others with respect
• listens carefully	• shares
• works hard	• is outgoing
• asks questions	• doesn't disturb others
• follows directions	• joins in
•	•
•	•
•	•

✦ Discuss other skills for each list.

2 Draw an emoji next to each skill.

- 😊 I think this is one of my strong points.
 😐 Maybe I could develop this skill.
 😞 This isn't my strength. I'm going to work on it.

✦ Share your answers.

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Language

Vocabulary
Study Nouns
Study Verbs
Changing Verbs to Nouns
Grammar
Reported Commands and Requests
Reported Questions

Skills

Reading
Previewing a Text
Determining the Theme
Writing a Summary
Listening
Listening for Key Words
and Phrases
Listening for Points of View
Speaking
Making and Responding to
Suggestions
Conducting a Survey
Writing
Brainstorming
Giving Examples
Writing Resolutions

Project

Poster: How to Be a Better Student



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Objective

Students will consider and discuss individual and team skills.

Lead in to the Lesson (5 min.)

- Encourage students to guess about the photo on pages 6–7 and speculate about the title of the topic: *What do you see in the photo? Where are they? What do you think they're doing? Why are they sitting at one table? Do you think they're working on a project? Read the title of the topic. What do you think you'll learn about in this topic?*

Take the Lesson Further (5 min.)

Get Students Thinking

- Ask students about their preferences for group and individual activities in class and the reasons behind their preferences: *Do you like working in teams at school? What makes it fun or interesting? Is there anything you don't like about teamwork? What activities do you like doing on your own? Reading? Writing? Some people don't like individual work. Why wouldn't they?*

1 Read the lists and add these skills. (10 min.)

- Copy or project the lists on the board and have students copy them in their notebooks. Have them add the activities from the box to the correct column. Elicit the first activity as an example, if necessary.

Answers does homework, tries his/her best; helps classmates, waits his/her turn

✦ Discuss other skills for each list. (15 min.)

Manage Your Class

First, tell students to work individually to add skills. Then tell them to work in pairs and pool their ideas. Finally, ask each pair to share one idea with the class.

2 Draw an emoji next to each skill. (5 min.)

- Tell students to draw an appropriate emoji next to each skill in the two lists. If necessary, explain the language used: *my strong points = things that I'm good at; develop = work to make something better; my strength = my best quality.*

✦ Share your answers. (5 min.)

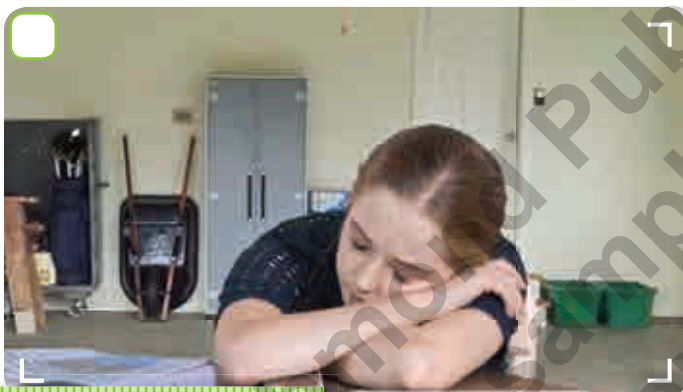
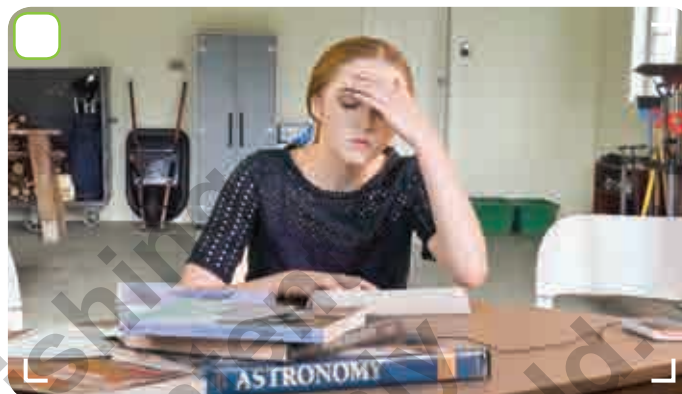
- Elicit answers in full sentences from several students: *I'm very organized. This is one of my strong points.*

Take the Lesson Further (15 min.)

- Write the following sentences on the board and ask students to copy and complete them in their notebook:
I'm (not) good at (music). I'm into (art and science). I don't like (history) very much. I hate (math). I find it difficult. I love (languages. They're) interesting. (PE) is my favorite class.
- Hold a class discussion on their preferences and why they feel that way. Ask how they could improve on their performance in the difficult subjects.

Vocabulary

1 Watch the video and number the scenes in order. ▶



Changing Verbs to Nouns

You can make nouns from some verbs by adding the suffix **-ion**:

instruct—**instruction**

inform—**information**

★ Watch again. Why does Lee think Maddie can't concentrate? What advice does he give?

2 Write verbs for the study nouns.

1

2

3

4

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11

12

Study Nouns

communication
concentration
correction
distraction
education
imagination
information
instruction
motivation
participation
presentation
suggestion

3 Discuss. Complete each sentence in different ways.

1 ... is a terrible distraction for me.

2 Communication happens when...

3 When I need to find information, I...

4 I use my imagination when...

5 My biggest motivation when I study is...

Vocabulary

Objectives

Students will see how Maddie deals with some problems at school. Students will acquire and practice nouns formed by adding *-ion* to verbs.

Teaching Resources

Video Episode 1, Video Worksheet 1

Lead in to the Lesson (15 min.)

Get Students Thinking

- Tell students that you are going to describe some situations. Tell them to imagine themselves in each situation and think about how they feel:

1 *You only slept for four hours last night.*

2 *You got a good grade on an English test.*

3 *You didn't have anything to eat all day.*

4 *You just exercised for two hours at the gym.*

5 *You're going to speak in front of the class.*

- Repeat each of the situations and have students, in groups of three, compare their feelings and reactions:

1 *You only slept for four hours last night. How do you feel right now? (I feel tired and sleepy. I've got a headache. I need to go home and take a nap!)*

1 Watch the video and number the scenes in order. (5 min.)

- Read the instructions aloud and elicit who the person is and what students remember about her. Play the video and have students number the scenes in order.

Answers Clockwise from top left: 4, 1, 2, 3

✦ Watch again. Why does Lee think Maddie can't concentrate? What advice does he give? (10 min.)

- Read the questions with the class and see if anyone can recall. Play the video. Have students discuss their ideas in pairs. Ask for volunteers to answer the questions.

Answers He thinks she hasn't eaten enough or done any exercise. She has to eat well and exercise.

Take the Lesson Further (30 min.)

- Have students do the first task from memory.
- Read the lines with the class. Tell students they should try to remember who said them. Play the video again to check. Then ask students how many they got correct from memory.
- Tell students to work in pairs or groups of three and discuss the questions. Elicit the answers in full sentences.
- Tell students to complete the synopsis alone. Then correct the answers as a class. Ask for volunteers to read a sentence each aloud.

Answers 1 1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗ 2 1 Max 2 Maddie 3 Max 4 Lee 5 Maddie 6 Lee 3 1 If she doesn't improve her grades, her parents will make her quit the show. 2 They're going to film the next episode after dinner. 3 She hasn't eaten very much and she hasn't done any exercise. 4 Lee suggests eating better and doing more exercise. 4 1 homework 2 low 3 surprised 4 quit 5 upset 6 admits 7 feeling 8 exercise

2 Write verbs for the study nouns. (15 min.)

Present the Vocabulary

- Tell students to read the vocabulary entry. Ask them to notice differences between verb and noun forms: *What letters are added to the verb "instruct"? (-ion) What else is added to the verb "inform"? (at)*
- Tell students to do the exercise alone and then compare with a partner. Check the answers as a class.

Answers 1 communicate 2 concentrate 3 correct 4 distract 5 educate 6 imagine 7 inform 8 instruct 9 motivate 10 participate 11 present 12 suggest

Take the Lesson Further (10 min.)

- Get students to practice the pronunciation and stress of the vocabulary words. Remind students that we pronounce some syllables in a word with more stress than others. Demonstrate with words from the vocabulary list. Write them on the board. Then say the words and ask students which syllables are stressed. Underline those syllables on the board. Elicit which syllable is stressed in each *-ion* word (the penultimate one).

3 Discuss. Complete each sentence in different ways. (15 min.)

Manage Your Class

- This activity may be done in pairs or as group work, and all orally or in writing first. In any case, answers can be discussed as a whole class so that students hear a wider range of opinions.

Take the Lesson Further (20 min.)

- In pairs or groups, ask students to write a rap with rhyming nouns that end in *-ion*. Write the following example on the board and rap it aloud to get them started:
*For good education,
All around the nation,
What we need is motivation!
That's the secret to participation!
And it helps your concentration!
So you can learn new information!*
- Before they start writing, tell students to brainstorm more words that end with *-ion* or *-ation*, such as *association*, *creation*, *relation*, etc. If they have access to the Internet, they can search for "words that end with *-ion*" and download a list.
- Ask volunteers to perform their rap for the class.

Grammar

Objective

Students will discover and practice the form and use of reported commands and requests.

Teaching Resources

Grammar Worksheet 1.1, Track 2

Lead in to the Lesson (10 min.)

Get Students Thinking

- Students should already have some knowledge of reported statements. On the board, write direct statements and ask students to report them:
 - Maddie said, "I have to write my essay." (Maddie said (that) she had to write her essay.)
 - Lee told Maddie, "You need to exercise more." (Lee told Maddie (that) she needed to exercise more.)
 - Max said, "We are filming after dinner tonight." (Max said (that) they were filming after dinner that night.)
- Elicit the changes from direct to reported speech (the tense moves back and pronouns change).

1 Listen and follow. 2 (15 min.)

- Tell students to look at the comic. Ask: *Where is the story happening? (At school.) What is the girl wearing on her head? (Headphones.) What problems could they cause for her at school? Why?*
- Play Track 2 while students listen and follow silently. Then give them time to read the comic again.
- Ask about all the people in the story: *What's the boy's name? (Charlie.) Who is the first teacher? (Mrs. Evans.)*

Present the Grammar (15 min.)

- Write these examples on the board:
 - The teacher told us, "Hand in your homework."
 - Amy asked Tom, "Can you help me?"
 - My dad told me, "Don't use your phone so much."
 - Paul asked Suzy, "Could you close the door?"
- Ask students which are commands and which ones are requests. Explain: *Commands are when we tell people what to do. Requests are when we ask them to do something.*
- Ask students to read the grammar entry. While they are reading, write on the board: *1 The teacher told us... 2 Amy asked Tom... 3 My dad told me... 4 Paul asked Suzy...*
- Ask volunteers to complete them once everyone has finished reading: *...to hand in our homework. ...to help her. ...not to use my phone so much. ...to close the door.*
- Point out that the reporting verbs *told* and *asked* require an object (us, Tom, me, Suzy), and that we use *not* rather than *don't* in the negative forms.

✦ Read the comic. Underline the direct commands and requests. Circle the reported commands and requests. (5 min.)

- Have students do the activity alone. Then play the track again for students to raise a hand when they hear a command or a request. Ask: *Is it a command or a request? Is it direct or reported?*

Answers Direct: Could you go inside now, please? Don't run! Can you take off your headphones, please? Reported: Mrs. Evans asked us to go inside. He told us not to run. I asked you to take off your headphones.

2 Report other commands and requests from Ms. Martinez. (10 min.)

- Have students work individually to report the commands and requests.
- When they finish, ask them to compare with a partner. Check the answers as a class.

Answers 1 She told them to listen carefully. 2 She told them not to talk during the test. 3 She asked them to look at the board. 4 She asked them to clean up the classroom. 5 She told them not to forget their homework.

3 What commands do your teachers give? What requests do they make? Write a list. (15 min.)

- Have students work in pairs or groups of three. After a few minutes, tell them to pass their list to another group, which should add two more examples. Repeat the process so that the lists continue circulating around the class.

Take the Lesson Further (25 min.)

- Tell students to do the exercises individually. Then check the answers as a whole class.

Answers 1 1 not to, them 2 to help, told 3 Paul to, her 2 1 to wash 2 not to be 3 brother to lend her 4 him to clean his room 3 1 Jenny asked Kate to meet her at the shopping mall. 2 Dad told Ming not to forget his dentist appointment. 3 Kevin told Zahra to bring her new tablet to school that day. 4 Mom asked Lisa to pick up some milk at the store.

Take the Lesson Further (15 min.)

- Have pairs write four more text messages, including the names of the people who send and receive them.
- Have pairs exchange their papers and transform the messages into reported commands and requests.

Take the Lesson Further (10 min.)

- Choose a volunteer and say a command or make a request. Then ask: *What did I say?* The volunteer reports your command or request: *Open the window. What did I say? (You told me to open the window.)*
- If the answer is correct, the volunteer makes the next command or request for another classmate.

1 Listen and follow.



Reported Commands and Requests

To report commands, use **tell + object + (not) + to + verb**:
 "Don't run."
 He **told** us **not to run**.

To report requests, use **ask + object + (not) + to + verb**:
 "Could you go inside?"
 Mrs. Evans **asked** us **to go** inside.

✦ Read the comic. Underline the direct commands and requests. Circle the reported commands and requests.

2 Report other commands and requests from Ms. Martinez.

- 1 Listen carefully.
- 2 Don't talk during the test.
- 3 Can you look at the board?
- 4 Could you clean up the classroom?
- 5 Don't forget your homework.

3 What commands do your teachers give? What requests do they make? Write a list.

Mr. Hunter tells us not to copy homework from the Internet.

I

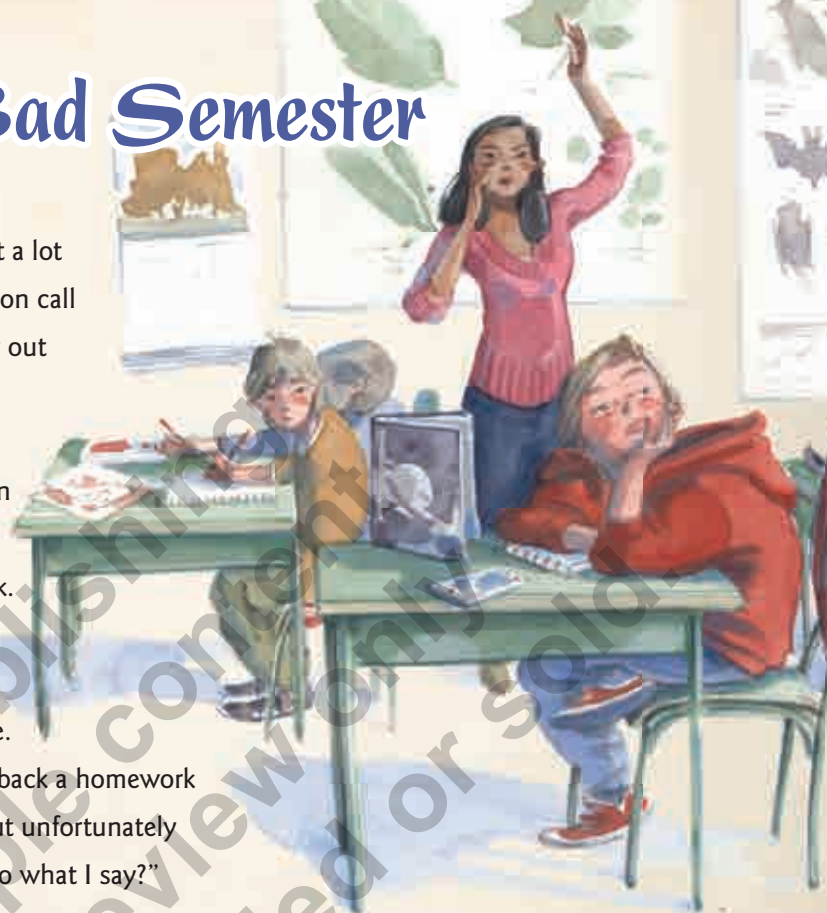
The new semester started badly for Ben. And then it got a lot worse. In the very first lesson, he didn't hear Ms. Wilson call out his name three times because he was too busy looking out the window.

"What are you thinking about, Ben?"

"Oh, um, my new video game, Ms. Wilson." Ms. Wilson told him to concentrate on the lesson.

A few days later, Ms. Wilson asked to see his homework. Ben searched in his bag, but it wasn't there. He had left it at home!

Another time, Ms. Wilson caught Ben using his phone. Then, the following week, while Ms. Wilson was handing back a homework assignment, she said, "OK, Ben, you did do homework, but unfortunately you answered the wrong questions. Don't you ever listen to what I say?"



Previewing a Text

The title and pictures help you prepare to read a text. You can predict what it is going to be about and prepare for the language ahead.

1 Look at the title and the pictures. Answer the questions.

- 1 Why do you think Ben is having problems at school?
- 2 What is he doing wrong?

2 Listen and follow. Check your answers.

- ✦ What grade do you think Ben got on the test?

Ben was struggling this semester and finding it really hard to concentrate. He felt so tired! There were all sorts of reasons for this. He had a new baby brother and his parents didn't have much time to help him. Alfie (that was his name) cried a lot and always needed attention. Another reason was that his best friend, Luis, had gone to live in another city, so they were always chatting online and texting each other. Ben would check his phone every few minutes for new messages. They texted all day, Skyped in the evening and even played online video games together.

But Ben's worst moment of all was when Ms. Wilson gave them a test. It might sound strange, but he normally enjoyed tests. They were almost like a game for him. But this time he didn't feel prepared. He couldn't remember anything. And when he saw his grade...

* * *

"Hey, Ben, what's up?"

He was walking home with his friends Lisa, Nick and Chloe, and looking worried.

"I don't get it," said Ben. "Everything's going badly this year. I normally do well in school, but..."

"Yeah, you're usually top of the class!" said Nick, laughing.

"So what am I doing wrong?" asked Ben. "What can I do?"

"We could think of some advice, couldn't we, guys?" said Lisa.

The others agreed it was a good idea. Ben asked them to send ideas over the weekend. He needed help... and fast.

II

When he woke up on Saturday morning, Ben checked his phone. There were some new messages, but this time they weren't from Luis.



Hi Ben. Do some exercise!

Always do your homework before you start playing video games.

Don't take your phone to bed with you.

And this was just the beginning! His friends gave him a lot more advice, too. Ben shook his head. This was going to be tough. He loved his phone and he loved video games! But he had to try.

A few days later, Ben's older sister, Scarlett, saw his phone on the kitchen table. It was ten o'clock at night and Ben was already in bed. She called upstairs.

"Hey, Ben, your phone's down here."

Ben asked her to leave it where it was. Scarlett couldn't believe her ears. Ben and his phone were joined at the hip!

The next morning, Scarlett asked their mother, "Is Ben OK? Why isn't he having his breakfast?"

"Oh, he had it early," said Mom. "He's running in the park."

Scarlett shook her head. This was seriously weird!

* * *

Two weeks later, Ms. Wilson was giving another homework assignment back to the class. Ben's was last. Ms. Wilson looked at him with a serious expression.

"Here we go," he thought. "I'm in trouble again."

"Your homework, Ben, was excellent," she said. "In fact, it is your best work this semester. Did you do it yourself?"

"Of course!"

"So why is it so much better?"

Ben took his phone from his backpack. Ms. Wilson frowned.

"It's OK, I'm not going to use it. Look at this list! They're good study habits that my friends suggested. They told me to exercise and to do my homework before I play video games. They told me not to take my phone to bed, and lots of other things, too. And, well, I've tried to follow their advice."

Ms. Wilson looked at Ben and his friends for a moment, then smiled.

"Well done. That's some fantastic advice to make you all better students. Could you make a poster, 'Good Study Habits,' for the classroom?"

"Sure, Ms. Wilson," they said in unison, "we'd love to!"



Reading

- 1 Read “Ben’s Bad Semester” again and find the events.

staring out the window running in the park
texting Luis forgetting his homework
sleeping without his phone
doing the wrong homework

- ✦ Which helped Ben be a better student and which didn’t help? Discuss.



Determining the Theme

The theme of a story is its message or lesson. A character often faces challenges in a story and learns a lesson. Look at Ben’s challenges—and how he changes and learns—to discover the theme of this story.

- 2 Read Part II again and answer the questions in your notebook.

- 1 What advice did Ben’s friends give him?
- 2 What two things was Scarlett surprised by?
- 3 Why did Ms. Wilson look at Ben with a serious expression?
- 4 What did Ms. Wilson think of the advice?

- 3 Discuss the questions.

- 1 What lesson can we learn from the story?
- 2 What advice would you give to someone like Ben?
- 3 Talk about a time when friends helped you.

- 4 Find the expressions in the text. Match them with the situations.

I don’t get it. I’m in trouble! Well done. What’s up?

- 1 Somebody gets a good grade on a test.
- 2 Somebody looks worried.
- 3 You don’t understand something.
- 4 Your teacher catches you doing something wrong.

- ✦ Improvise short conversations using the expressions.

Reading

Objectives

Students will use the title and illustrations to preview a fictional story. Students will determine the theme of the story.

Teaching Resources

Track 3

Lead in to the Lesson (10 min.)

- Introduce students to the theme of the text. Ask: *Have you ever forgotten to bring your homework to class? Have you ever done the wrong assignment? How did that feel? Have you ever had problems concentrating at school? Was there a reason for it? Were you tired or distracted? Were you hungry?*
- You could also write the questions on the board first and then give students time to collect their thoughts before asking them to answer aloud.

Present the Skill (5 min.)

- Read the entry with the class and have them follow along. Make sure they understand the key words: *preview (look ahead), prepare (get ready), predict (guess what comes next).*

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1 Look at the title and the pictures. Answer the questions. (10 min.)

- Tell students they are going to preview this text. Read the instructions and questions with the class and ask them to think about their answers.
- When students are ready, they can compare answers with a partner.

2 Listen and follow. Check your answers. 3 (15 min.)

- Play Track 3 and have students listen and follow. If some students have trouble following, play it in four or five chunks, stopping to make sure everyone is at the right place.

✦ What grade do you think Ben got on the test? (5 min.)

- Lead a short class discussion on the question. Students need to infer the answer.

Answer Ben's usually top of the class, but everything's going badly this year, so students can infer that he got a poor grade.

Take the Lesson Further (10 min.)

- Explain that to understand a story, it's helpful to identify the main characters and understand the roles that they play.
- Write the following names on the board and ask the students who they are in the story: *Lisa and Chloe, Scarlett, Nick, Ms. Wilson, Luis—Who are these people? How does Ben know them? (Lisa and Chloe are his friends and classmates. Scarlett is his sister. Nick is another friend. Ms. Wilson is Ben's teacher. Luis is Ben's best friend, but he has moved to another city.)*

p. 12

1 Read "Ben's Bad Semester" again and find the events. (10 min.)

- Explain that all the events in the box happened in the story. Tell students to read again and find the events. They can underline or highlight them.

✦ Which helped Ben be a better student and which didn't help? Discuss. (5 min.)

- Go through the events with the class. For each one, ask: *Where was Ben doing this? Did it help his studies? Why (not)?*

2 Read Part II again and answer the questions in your notebook. (15 min.)

- Read through the questions with the class. Then tell students to read only Part II again and answer the questions in full sentences in their notebooks. They may need help inferring the answer to question 3.

Manage Your Class

- Students who finish quickly can look for reported commands and requests in the text and transform them into direct speech.

Answers 1 Chloe told him to do some exercise. Lisa said to always do his homework before playing video games. Nick told him not to take his phone to bed with him. 2 She was surprised when Ben left his phone downstairs when he went to bed, and when he went out running in the park. 3 She may have thought he cheated. 4 She thought it was fantastic advice.

Present the Skill (5 min.)

- Read the entry with the class and have them follow along. Encourage them to think about the message or lesson of Ben's story. Don't confirm or correct suggestions yet.

3 Discuss the questions. (10 min.)

- Tell students to work in pairs or groups and discuss the questions. Then have a class discussion.

Answers 1 If you have a problem, ask other people for help.

4 Find the expressions in the text. Match them with the situations. (5 min.)

- Have students scan the text quickly for the expressions before matching them with the situations.

Answers 1 Well done! 2 What's up? 3 I don't get it. 4 I'm in trouble.

✦ Improvise short conversations using the expressions. (15 min.)

Know Your Students

- All students should be able to come up with a two-line dialogue for at least one of the situations, write it down and perform it for the class.
- Most students will be able to add a line or so before and/or after each expression for each dialogue, write it down and perform it for the class.
- Some students may be able to come up with longer dialogues and even perform them from memory.

Listening

Objective

Students will practice listening for key words and phrases.

Teaching Resources

Track 4 and transcript (one copy)

Lead in to the Lesson (15 min.)

Get Students Thinking

- Before students open their books, write these sentence starters on the board: *Good students are/aren't... Good students always/don't...*
- Have students think of ways to complete each sentence. The first one can be completed with adjectives, such as *hardworking* or *lazy*. The second can be completed with verb phrases, such as *pay attention* or *forget their homework*. Give students time to take notes, alone or in pairs, before leading a class discussion on their ideas.

Present the Skill (5 min.)

- Read the entry with the class. Explain that it is not always easy to determine the main ideas when listening, but that speakers may repeat and emphasize them, making them easier to identify.

1 Listen to the teacher and write key words and phrases. 🎧 4 (15 min.)

- Explain to students that they are going to listen to the teacher in the photo speaking to her students about the topic on the board. Ask: *How many habits are you going to listen for? (Seven.)*
- Tell students to think about the sentences they completed at the start of the lesson. Ask: *What words or phrases do you expect to hear in the recording? Do you think the teacher will talk about any of the ideas that you suggested?*
- Tell students they are going to listen for repeated and emphasized words and phrases and write them down. Explain that the task is to note the key words and phrases, and they don't need to understand the track beyond that.
- Play Track 4.

Know Your Students

- Most students will have to listen to the whole track more than once to get many of the seven ideas down.
- Some students may be able to note the main ideas in a single listening.
- A few students may need the track paused after each idea.

✦ Compare your notes. (5 min.)

- Tell students to compare their notes in pairs. Ask if they wrote down the same key words and phrases.

Answers See activity 2, page 13.

2 Look at these key phrases. Did you write any above?

(5 min.)

- Go through the key phrases: *How many of you wrote (take breaks or similar)?*

✦ Listen again. Write details about the key phrases.

(10 min.)

- Explain that the teacher also says why each study habit is useful. Play Track 4 again. Have students write details in note form. You may need to play the track more than once or pause it after each study habit is discussed.

Answers See transcript for Track 4.

✦ Report the details. (10 min.)

- Choose volunteers to report the details to the class.

3 Put the tips in order of usefulness for you. Which ones do you do already? Which ones do you plan to do?

(15 min.)

- Write the following helpful phrases on the board: *I think it's (very) useful to (take breaks). How important is it (not to waste time)? Which habit is more useful: planning your study time or checking your notes? I already (check my notes before tests). I plan to start (doing the hard homework first).*
- Tell students to work alone, putting the seven habits in order of usefulness to them. When they have finished, tell them to work in pairs and discuss their ratings, using the phrases on the board. They can change their minds about the order they have chosen.

Take the Lesson Further 🎧 4 (10 min.)

- Play a game to practice listening for specific details in the recording. Write the following words on the board: *1 better 2 amazing 3 difficult 4 habits 5 tired 6 energy 7 schedule 8 breaks 9 snack 10 easy 11 videos 12 down 13 exercise 14 block 15 stuff 16 achievement 17 review 18 difficulties*
- Tell students to listen only for the words on the board. Play the track. When they hear each word, they should silently raise a hand and then drop it down until they hear the next one. Do the activity more than once if necessary.

Take the Lesson Further (30 min.)

Manage Your Class

- For some tasks, you may want to give students or groups more freedom to use their imagination, choosing their own topic for discussion and presentation to the class.
- For example, tell students to work in groups and write seven habits for good friends, good teachers, successful athletes, popular celebrities or other people. You might write some of these ideas on the board, but allow students to come up with their own ideas if they wish.
- Groups should brainstorm ideas and then choose the best seven. They can also rate the habits in order of importance, from 7 (least important) to 1 (most important) before presenting them to the class.



- 1 Listen to the teacher and write key words and phrases. 

✦ Compare your notes.

- 2 Look at these key phrases. Did you write any above?

- 1 Take breaks:
- 2 Plan your study time:
- 3 Don't waste time:
- 4 Get some exercise:
- 5 Do the hard stuff first:
- 6 Check your notes:
- 7 Ask friends to leave you alone:

✦ Listen again. Write details about the key phrases.

✦ Report the details.

The teacher told them to take breaks so they don't get tired.

- 3 Put the tips in order of usefulness for you. Which ones do you do already? Which ones do you plan to do?

Listening for Key Words and Phrases

Key words and phrases help you understand the main idea when you listen. Speakers will often stress the key words and repeat them. Once you understand the main idea, you will understand more details the next time you listen.

Speaking



Making Suggestions

How about...?
Let's...
Why don't we...?
What do you think?

Responding to Suggestions

Yes, OK.
That's a good idea.
That sounds great!
I don't think so.
I agree.
I don't agree.
I'm not sure.
Are you sure?

1 Discuss the questions.

- 1 Are you on any sports teams or other teams?
- 2 Do you ever work in teams in the classroom?
- 3 Does teamwork get better results? Is it fun to be part of a team?
- 4 What makes a good team member?

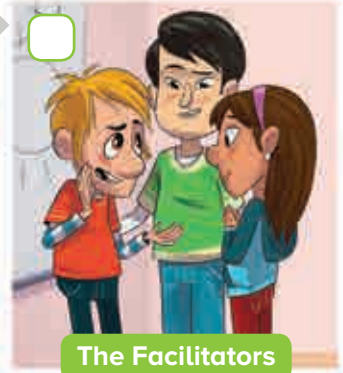
2 Match the tasks with the team roles.

- 1 takes notes of ideas and decisions
- 2 makes sure the group stays on subject and on time
- 3 make suggestions and give opinions
- 4 is in charge of the team and presents its work

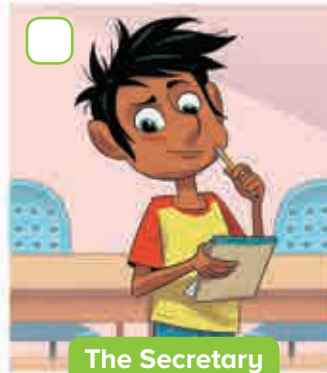
✦ Why is each role important? Which role or roles do you like to take?



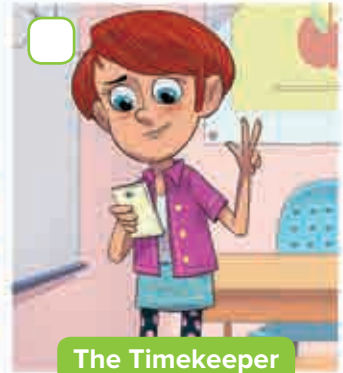
The Leader



The Facilitators



The Secretary



The Timekeeper

3 Choose roles and brainstorm as many uses as possible for a brick, a paperclip and a shoe.

✦ Present your ideas to the class.

4 Think about your performance.

- 1 Did your team work well together?
- 2 How well did you perform your role?

Speaking

Objective

Students will learn about the importance of team roles and also use phrases for making and responding to suggestions.

Lead in to the Lesson (15 min.)

- Draw three spider diagrams on the board, each with a central title and several lines projecting outward: *Team Activities*, *Pair Activities*, *Individual Activities*.
- Ask students to complete the spider diagrams with their own ideas: *What are some team activities that people do in their free time? Can you think of any games or sports that you play with one other person? How about individual activities? What exercise can you do by yourself?*
- When students have three or four examples for each category, they can compare with a partner. Then they take turns writing a few ideas around the diagrams on the board.

1 Discuss the questions. (15 min.)

- Preview the questions with the class to make sure they understand. Then tell them to discuss their ideas in small groups. If time permits, you can have a class discussion, asking volunteers to answer the questions for the whole class.

Know Your Class

- All students should be able to answer the questions and elaborate on their answers a little.
- Some students will be able to take the discussion further:
 - 1 *Would you like to join any other teams? Why or why not?*
 - 2 *In which subjects are there more teamwork activities? What do you do?*
 - 3 *Which teams have you enjoyed being on? Which have you not enjoyed and why?*
 - 4 *What about bad team members? What do they do?*

2 Match the tasks with the team roles. (15 min.)

- Tell students to look at the four images and their captions. Ask if they can guess what roles that these people usually play in a teamwork activity.
- Tell students to read about roles 1-4 and match them with the images of the people.

Answers 1 The Secretary 2 The Timekeeper 3 The Facilitators 4 The Leader

✦ Why is each role important? Which role or roles do you like to take? (10 min.)

- Lead a class discussion on the importance of each role, eliciting ideas from several students. Then ask for a show of hands to see which students prefer which roles. Explain that they can only vote for two of the four roles. Ask one student to keep track of the votes.

Present the Skill (15 min.)

- Ask students how they could complete the Making Suggestions phrases. Elicit the forms for several activities: *How about basketball? (noun) How about playing basketball? (gerund) Let's play basketball. (base form) Why don't we play basketball? (base form)*
- Model these phrases and the Responding to Suggestions phrases for students to repeat.
- Act out spontaneous dialogues with volunteers about what to do after school today: *How about playing tennis after school today? I don't think so. Let's play baseball!*
- Have students continue in pairs.

3 Choose roles and brainstorm as many uses as possible for a brick, a paperclip and a shoe. (20 min.)

- Tell students to work in groups of four or more people. First, they should assign the roles: leader, secretary, timekeeper and facilitators.
- The leader will decide the order and the timekeeper will keep time: five minutes for each item. The facilitators will suggest ideas and help others develop theirs, asking questions for more details. The secretary will take notes of the ideas.

✦ Present your ideas to the class.

- When all the students have spoken, the leaders can present their ideas to the class.

4 Think about your performance. (10 min.)

Get Students Thinking

- In the same groups, have students think about how well they performed during the team discussion task and how they could improve next time. Focus their evaluation on the description of each role: *Did the leader present your ideas well? What else did the leader do? Did the secretary record all your ideas? Did the timekeeper keep the discussion on topic and did you finish in time? Did the facilitators come up with good ideas and help others speak? How could you all improve?*

Take the Lesson Further (20 min.)

- Tell students they are going to plan an activity day at school. They must create a schedule of activities for the whole day, from 9 a.m.–4 p.m. It should include a variety of activities (sports, music, arts and crafts, theatre, games, etc.) and time for breaks and lunch.
- Remind students to assign roles in their groups and take turns speaking so that everyone participates.
- The secretary will take notes about the activities and the schedule with starting and finishing times.
- Each group will present its plan for the activity day, and then the class will vote for the best plan.

Writing

Objectives

Students will use brainstorming techniques to generate ideas.
Students will write about their study habits, giving examples, and resolutions about their future habits.

Lead in to the Lesson (10 min.)

Get Students Thinking

- Write the following categories on the board. Then tell students they will have two minutes to write down as many words as they can think of for each category:
 - 1 *Things you see on a desk*
 - 2 *Things that distract students*
 - 3 *Things that you do to relax*
- Check the answers as a class and create class lists on the board.

Present the Skill (10 min.)

- Read the entry while students follow along.
- Tell students they just used brainstorming to list things for different categories.
- Explain that during brainstorming, there are no bad ideas, and the idea is to come up with as many as possible before deciding afterward which are useful.
- Give students another task to brainstorm ideas and sort them into categories: *You have two minutes to brainstorm places where people study.*
- Encourage them to come up with as many ideas as possible, before reporting them to the class and evaluating if they're useful at the same time.

1 Discuss the questions. (15 min.)

- Go over the questions with students to make sure they understand all the vocabulary: *manage = organize; cope with = handle or control.*
- In pairs, have students take turns asking and answering the six questions.
- When they have finished, tell students to change partners and repeat the same task with a new person and trying to express themselves more fluently and with more detail than the first time.

Present the Skill (5 min.)

- Read the entry with the class.
- Explain that we put a comma before *such as* and *including*.
- Explain that resolutions are decisions about personal changes that we want to make in the future.
- Point out that we use base forms of verbs after *to*, and elicit some possible resolutions for each phrase.

2 Brainstorm ways of improving your study habits. Note down all your ideas. (10 min.)

- Say: *Today you are going to write a short text about your study habits. But before you start, you're going to use brainstorming to come up with lots of ideas.*
- Tell students they will have five minutes to write down ideas for improving their study habits. Then they will compare their ideas with a partner. At this point, they can add additional ideas to their list.

✦ Organize your ideas into three categories. (10 min.)

- When students have finished brainstorming, tell them to sort their ideas into the three categories.
- Allow them to create new categories if any of their ideas are useful but do not fit any of the categories.

3 Write a short text to answer this question: What are your study habits and how could you improve them? Include three paragraphs, using the categories in 2. (50 min.)

- Explain the task to the students, encouraging them to use phrases from the entries for giving examples and writing resolutions.
- As students work on their texts, circulate to check how they are doing, answering questions and making sure that everyone is on task. Encourage students to work quietly and to raise their hands if they need help. This allows others to continue working without distracting noise and interruptions.
- When students have completed their texts, have them form small groups and take turns reading their texts aloud. Encourage the other students to respond to the ideas in each paragraph constructively.
- Have groups report good or unusual ideas to the class.

Topic 1

How can I do better in school?

- Tell students to read and answer the questions on their own in preparation for a class discussion.

1 What are your good and bad study habits? (5 min.)

- Lead a class discussion. Ask volunteers to say one good or bad habit that they have. Ask other students to raise their hands if they have that same good or bad habit.

2 Are you going to change any study habits? Which ones and how? (5 min.)

- Ask volunteers to say one study habit that they would like to change. Again, ask others raise their hands if they would like to make that change in their own habits.
- Encourage students to put their ideas into practice. Revisit their resolutions in future lessons to see how successful they have been.

1 Discuss the questions.



- 1 Where do you study?
- 2 Do you keep your study space neat and clean?
- 3 Do you have a study plan? Do you set goals?
- 4 How do you manage your time? Do you take breaks?
- 5 How do you cope with distractions like the Internet or your phone?
- 6 What are your best and worst study habits?

2 Brainstorm ways of improving your study habits. Note down all your ideas.

✦ Organize your ideas into three categories.

My Study Space My Study Habits My Resolutions

3 Write a short text to answer this question: What are your study habits and how could you improve them? Include three paragraphs, using the categories in 2.

Brainstorming

Brainstorming is thinking of lots of ideas before you start writing. Brainstorming can make your writing more creative, original and interesting. After you brainstorm ideas, organize them into categories.

Giving Examples

My desk isn't very neat. There are lots of things on it, **such as** sticky notes and notebooks.

I write information about my homework assignments in my notebook, **including** when the teacher told us to hand them in.

Writing Resolutions

In future, I'm going to keep my study area neat and clean.

My plan is to turn off my phone.

I've decided to take regular breaks.

Topic 1

How can I do better in school?

- 1 What are your good and bad study habits?
- 2 Are you going to change any study habits? Which ones and how?

1 Listen and follow the song.  5

10 Ways to Study Better

I'm the Study Guru,

I like helping kids at school.

We their problems,

And I tell them what to do.

Remember to, Stan.

..... ideas, Mia.

..... all your work, Dirk.

..... your theories, Tilly.

..... to the team, Dean.

You know what I mean!

If you want to study better,

You have to learn some rules.

So all my advice,

And learning will be so cool.

Don't forget to, Lou.

You have to, Alice.

..... the facts, Max.

..... your answers, Sara.

..... on the Net, Chet.

For your best year yet!

Study Verbs

analyze
brainstorm
check
compare
discuss
memorize
plan
practice
report
research
review
study
test

✦ Listen again and complete the song with study verbs.

✦ Listen and sing along.

2 Complete the comments with study verbs.

1 I my spelling in an online dictionary.

2 I my English with native speakers whenever I can.

3 I start to at least two weeks before an exam.

4 I information for assignments in online encyclopedias.

5 I love to in a group. We get so many great ideas!

✦ Which sentences are true for you?

3 Imagine you are a study guru. Give advice to these students.

1 My stories lack imagination. What can I do to improve them? *Paige*

2 I never have enough time to do all my homework. *Christopher*

3 I get really nervous before tests. Then I can't remember anything! *Mila*

4 I'm no good at doing projects. I don't know where to start. *Andres*

Vocabulary

Objective

Students will learn study verbs through a song and practice using them to talk about study habits.

Teaching Resources

Track 5

Lead in to the Lesson (15 min.)

- Play the game Find Someone Who (see page xvi):

Find someone who ...

- 1 *never forgets his/her homework*
- 2 *prefers individual work to teamwork*
- 3 *would rather write stories than read them*
- 4 *doesn't usually get nervous before tests*
- 5 *often sings English songs in the shower*

Present the Vocabulary (10 min.)

- Ask students to look at the list of study verbs and count how many they know, or think they know. Model the pronunciation of the verbs and ask students to raise their hands if they think they know the meaning.
- Tell students to use the glossary on pages 168–179 to check the meaning of the new words. Tell them to note which words they didn't guess correctly. Explain that they should pay more attention to those words and make an effort to memorize their meaning.

1 Listen and follow the song. 5 (10 min.)

- Give students a minute to read the song. Answer any questions they have about the vocabulary: *kids = children; theories = a formal explanation, often about science; advice = suggestions; Net = Internet.*
- Play the song once without stopping. Tell students not to write yet, and to focus on listening only.

✦ Listen again and complete the song with study verbs. (10 min.)

- Play the song again, more than once if necessary, so that students have a chance to write the verbs that they hear.

Answers discuss, plan, brainstorm, check, test, report, memorize, review, practice, analyze, compare, research

✦ Listen and sing along. (15 min.)

Manage Your Class

- This activity can be done as a whole class, with everyone singing together, or you can assign different parts to individual students, pairs or groups.
- If students enjoy the song, allow them to sing it several times, even memorizing their parts.

Take the Lesson Further (10 min.)

- Use the illustrations on the page to play a definitions game in groups or as a class. One student describes an image from the page. The other students must guess which image is being described. The first person to guess correctly describes the next image.

2 Complete the comments with study verbs. (5 min.)

- Tell students to work alone to complete the sentences with study verbs from the entry. Then check the answers.

Answers 1 check 2 practice 3 study/review 4 research 5 brainstorm

✦ Which sentences are true for you? (5 min.)

Know Your Students

- All students will be able to report the sentences that are true for them.
- Most students will be able to say why they are good study habits.
- Some students will be able to give extra details and personal examples about each true sentence.

Take the Lesson Further (10 min.)

- Ask students to write similar sentences with the study verbs. Call special attention to the verbs that haven't been used (analyze, compare, discuss, memorize, plan, report and test).
- Have volunteers stand up and read their sentences for the class. In each case, ask students to once again raise their hands when a sentence is true for them.

3 Imagine you are a study guru. Give advice to these students. (15 min.)

- Tell students to read the four situations silently and think about the advice that they would give. Then tell them to compare their ideas in pairs before reporting to the class.

Take the Lesson Further (15 min.)

- Tell students to write and act out dialogues for the situations in exercise 3. In each case, one person will be the study guru and the other will be the student. They should exchange roles each time.
- Ask for volunteers to act out their dialogues for the whole class.

Grammar

Objective

Students will discover and practice the form and use of reported questions.

Teaching Resources

Grammar Worksheet 1.2, Track 6

Lead in to the Lesson (15 min.)

- Before students open their books, take a class survey using the following questions:

- 1 Do you like reading stories?
- 2 How often do you buy magazines?
- 3 Where do you usually read at home?
- 4 Do you have any favorite authors?
- 5 What book would you take to a desert island?

Tell students to copy the questions into their notebooks and think about their answers. Then tell students to work in pairs, taking turns to ask and answer the survey questions.

Present the Grammar (15 min.)

- Read the entry aloud to the class. Then tell them to look at the survey questions about reading that they wrote in their notebooks.
- Say: *How would you change those survey questions about reading to reported questions?*
- Write the first question on the board in reported speech as an example and then read it aloud: *The teacher asked us if we liked reading stories.*
- Do the same with the rest of the questions, eliciting answers from volunteers. Point out grammatical changes that affect pronouns and tenses: *The teacher asked us how often we bought magazines.*
- Point out that reported questions use sentence order and do not require auxiliary verbs.

1 Read the survey report and find four reported questions. (15 min.)

- Explain to students that they are going to read a report on a survey about memory.
- Read the introduction to the survey out loud and then let students continue on their own. Have them underline the four reported questions, referring to the entry if necessary.
- Ask comprehension questions to check that everyone in class has understood:

- 1 Whose memory isn't perfect?
- 2 Whose memory has improved?
- 3 Who has problems remembering names?
- 4 Who recommends eating green vegetables?
- 5 Who is learning to play the guitar?

Answers I asked them if they had a good memory. I asked them what kind of things they forgot. I asked my grandma how she had improved her memory. I asked them what their best piece of advice was.

2 Write the survey questions. (10 min.)

- Tell students to look back at the survey report and write the four survey questions in direct speech.

Answers 1 Do you have a good memory? 2 What kind of things do you forget? 3 How did you improve your memory? 4 What's your best piece of advice about memory?

Listen and check. 6 (5 min.)

- Play Track 6 so that students can check their answers.

Take the Lesson Further (30 min.)

- Have students do the activities on the worksheet alone or in pairs.

Answers 1 1 b 2 d 3 a 4 c 2 1 if he had 2 when we were 3 if I could 4 how she had 3 1 The boys asked the coach when basketball practice would start. 2 Emily asked Eva if she had taken her English dictionary. 3 We asked the teacher what we had to do for homework. 4 I asked my sister if she could turn down the television. 4 1 Sergio asked Ali if she liked reading mystery novels. 2 Omar asked us who was coming to his party on Friday. 3 I asked David if he was good at doing projects. 4 My teacher asked me why I had forgotten to do my homework.

3 Conduct a survey. Choose one of the topics below or another, and write four questions. Ask three people the questions and then write a short report. (30 min.)

- Tell students to choose one of the topics in the box. You could also let them choose another topic, after checking to make sure that it's appropriate.
- Tell students to write four questions—two with question words and two without. When everyone is ready, tell them to conduct their surveys in pairs, changing partners until they have answers from three people.
- Tell students to write a short report, using activity 1 as an example. Remind them to use reported speech.

Know Your Students

- All students will be able to write several sentences in reported speech.
- Most students will be able to add additional details, such as comments about the number of people who gave similar answers.
- Some students will be able to write more extensive reports, comparing answers given by various people who were interviewed.

1 Read the survey report and find four reported questions.

I asked my mom, dad and grandma to take a survey about memory. This is my report on their responses!

1 I asked them if they had a good memory.

My mom and dad said their memories were OK, but they weren't perfect. My grandma said that her memory had actually improved. That's amazing because most people's memories get worse as they get older.

2 I asked them what kind of things they forgot.

My dad said he couldn't remember names. My grandma said the same thing. My mom said her biggest problem was remembering where she had put her car keys!

3 I asked my grandma how she had improved her memory.

She said she had improved her memory by doing Sudoku and crossword puzzles.

4 I asked what their best piece of advice about memory was.

My grandma told me to play brain games. My mom said it was important to eat fish, nuts and green vegetables. My dad told me that the most important thing was to keep learning new skills. He just started taking guitar lessons (and the noise is terrible!).

Reported Questions

The word order in reported questions is the same as in sentences, and the verb usually moves one tense back. After the reporting verb **ask**, the object (who you asked) is optional.

If the question contains a **question word**, repeat it in the reported question:

"What are you reading?"

I asked each member of my family **what they were** reading.

Use **if** when there isn't a question word. Don't include **do** or **did**:

"Do you prefer e-readers or books?"

I asked **if** they **preferred** e-readers or books.

2 Write the survey questions.

- 1
- 2
- 3
- 4

✦ Listen and check.  6

3 Conduct a survey. Choose one of the topics below or another, and write four questions.

Ask three people the questions and then write a short report.

how to get better at sports how to get better grades
how to learn another language

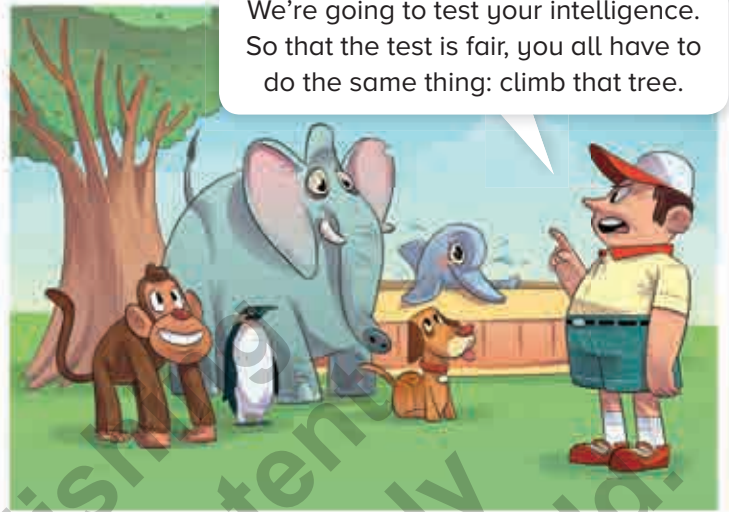
Reading

1 Read the cartoon and answer the questions.

- 1 Which animal passed the test? Why couldn't the others pass it?
- 2 Why isn't the test fair?
- 3 How could it be made fairer?
- 4 How does the cartoon reflect school tests?

2 Read the article and answer the questions.

- 1 What are the four learning styles?
- 2 Why is it useful to know your learning style?



Learning Styles

If you ask ten different people how they learn best, they will each give a different answer. This isn't surprising, because there are so many ways to learn. Some people learn best from books, and some prefer to look at diagrams. Others like to listen to explanations. And many need to do things with their hands to really understand something. We're all individuals, and we each have our own unique learning style. Despite this, most people are divided into four main learning styles, or modalities. These learning styles are known by their acronym, VARK: Visual, Auditory, Read/Write and Kinesthetic.



Know Your Learning Style

When students see new information according to their learning style, they are more motivated to learn and they understand more. Knowing your dominant modality allows you to choose the best way to study. For example, an auditory learner should listen to new information. A read/write learner prefers to read it. And a kinesthetic learner may need to do something more physical. In the classroom, a teacher cannot always take all the learning styles into account. This means that students sometimes have to choose their own way of learning. Let's look at the four VARK learning styles in more detail. Remember, more than one style may appeal to you.

Visual

Visual learners learn most effectively when information is presented graphically. They respond well to patterns, pictures, diagrams and videos. If you are a visual learner, think of ways to study by looking at things. In a lesson on volcanoes, for example, you could look at a labeled diagram to see how a volcano works. And you could draw tables and pictures in your notebook to help you remember. If you think that you are a visual learner, the next time you encounter a new idea in a text, record it in a diagram or draw a picture to help you remember.



Auditory

Auditory learners absorb information best by listening. They like it when the teacher explains



new ideas to them. They also respond well to songs and chants. Auditory learners benefit from working in pairs and groups so that they can discuss a topic. Students with this learning style might talk out loud and interrupt their classmates, and they'll want to answer all the teacher's questions. But they are also good at explaining what the teacher has said and can use this skill to help other students.

Read/Write

Reading and writing are fundamental study and life skills for everybody. But some students have a strong preference for learning from text in all its forms—from websites and online forums to books and magazines. Read/write learners love reading quietly in class or writing an essay for homework—it's fun for them! If you like to work quietly and check information for yourself online or in books, then your dominant modality is probably read/write.

You may get distracted by the auditory and kinesthetic learners in class, but don't get annoyed: it's just their learning styles.



Kinesthetic

Some students are always on the move. They can't sit still, and they tend to run around the classroom. Their teachers may get annoyed and ask them to sit down and concentrate. These are the kinesthetic learners. They like movement and hands-on learning experiences. Physical activities help them understand concepts and make connections with real life. Kinesthetic learners need freedom to move around, handle materials and make things. In a science lesson, for example, they are more likely to learn by doing experiments rather than by hearing or reading about a theory.



Multimodal

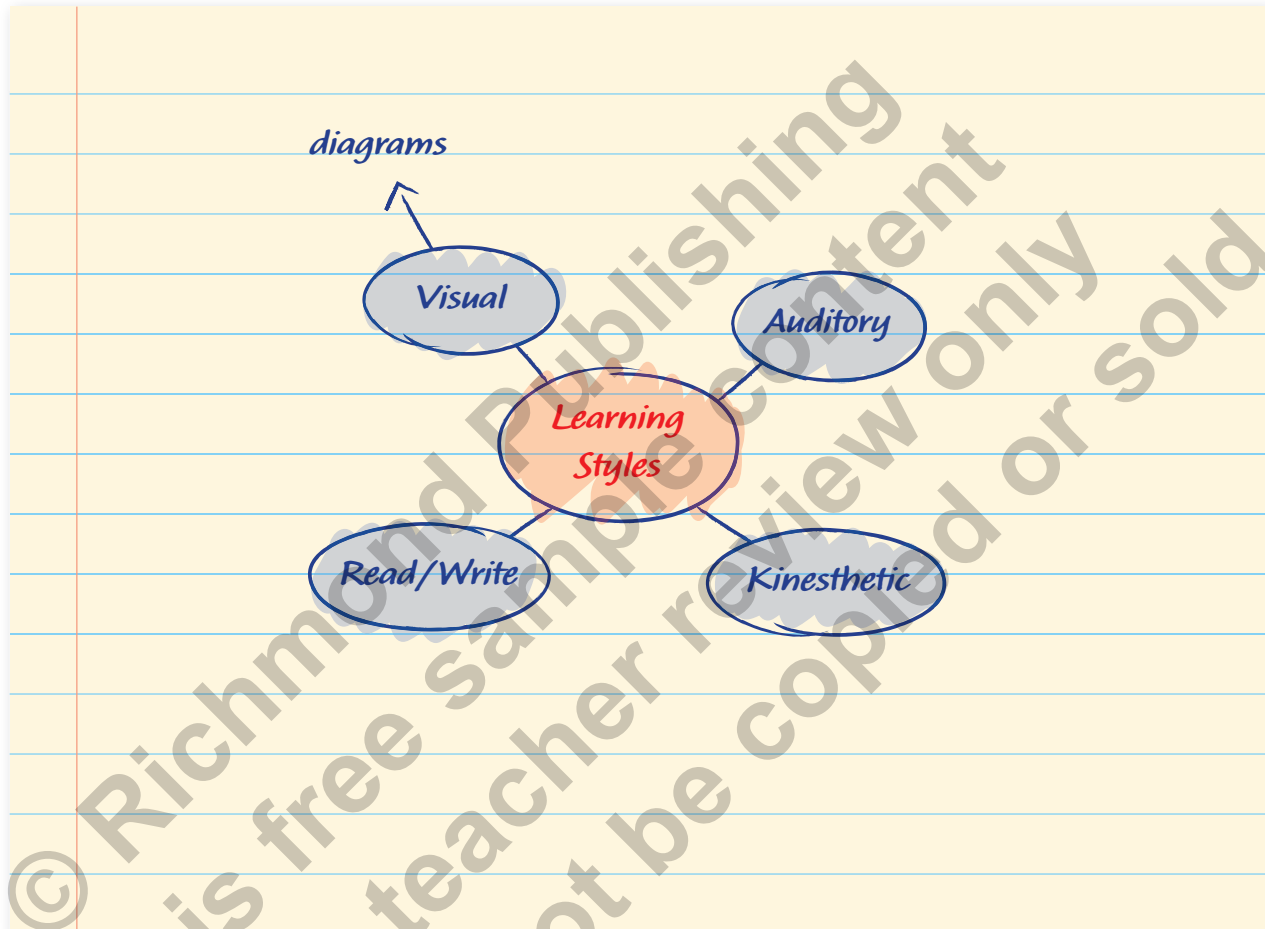
There are many ways to learn, and none of them are wrong. While most students are stronger in one or two modalities, others favor a mix, or apply a different strategy according to what they need to learn. These are the multimodal learners.

Becoming a Better Student

Whatever your learning style or styles, the important thing is to think about how you learn best. Then you can employ strategies that will help you understand and remember new information. This will make you a better student!

1 Read the article again. Underline the four learning styles. Circle or highlight key words and phrases about each one.

✦ Complete the mind map with the key words and phrases.



Writing a Summary

Writing a summary of a text helps you remember what you read:

- First, underline the main ideas.
- Then, circle key words or phrases that support the main ideas.
- Next, create a mind map with the main ideas and the key words and phrases.
- Finally, use the mind map to write a summary.

2 Write a summary of one learning style. Refer to your mind map for help.

3 Discuss. What learning style or styles do these students have?

- 1 You're likely to find Tom dancing with his troupe or playing a sport.
- 2 Beth likes working in teams. She's often the leader and gives the team's presentations.
- 3 Harry loves playing soccer. He reads all the reports about his favorite team, and he likes it when his coach explains new strategies.
- 4 Anna can often be found curled up reading her *Harry Potter* books. She's also started writing her own stories, and she has several online pen pals in other countries.
- 5 Sam likes to draw pictures and often doodles in class. He organizes his notes in tables and diagrams with lots of color.

4 Discuss. Which is your dominant learning style?

Reading

Objective

Students will use a mind map to identify the main ideas and supporting details in a nonfiction text in order to write a summary.

Lead in to the Lesson (10 min.)

Get Students Thinking

- Write the following words on the board: *Stories, songs, essays, diagrams, videos, experiments, dialogues, explanations, websites, arts and crafts, cartoons, books, exercise, pictures, puzzles, discussions.*

Put students into pairs and ask: *Which of these things do you enjoy in your classes at school? Why do you like them?*

- Ask volunteers to say what they like about the things on the list. Focus on the positive aspects of each.

p. 18

1 Read the cartoon and answer the questions. (10 min.)

- Tell students to read the cartoon silently.
- Ask a volunteer to rephrase the man's words. When everyone understands, tell them to read the questions and think about their answers, writing down their ideas in their notebooks.
- Discuss the answers as a class.

2 Read the article and answer the questions. (15 min.)

- Read the questions with the class. The first answer is found in the paragraph headings and the second answer in the introduction.

Answers 1 Visual, Auditory, Read/Write, Kinesthetic 2 You can employ strategies that will help you understand and remember new information.

Take the Lesson Further (10 min.)

- Ask students to look back at the list from the beginning of the lesson. Ask: *How many of those things appear in the reading text? In which sections are they mentioned?*

p. 20

Present the Skill (5 min.)

- Read the entry while students follow along.
- Explain that in this case the main ideas are the four types of learning styles and their basic descriptions.
- The key words and phrases from the mind map are the supporting ideas.

1 Read the article again. Underline the four learning styles. Circle or highlight key words and phrases about each one. (15 min.)

- Have students do the activity alone and then compare which words and phrases they highlighted in pairs. Check the answers as a class. Write them on the board as students will need the key phrases to write the summary.

Answers Visual: graphically, patterns, pictures, diagrams, videos, looking at things, draw pictures; Auditory: listening, teacher explains new ideas, song and chants, working in pairs and groups, discuss; Read/Write: learning from text, websites, forums, books, magazines, reading and writing, essay, quietly; Kinesthetic: move, can't sit still, run, movement, hands-on, physical activities, handle materials, doing

- Complete the mind map with the key words and phrases.

- Tell students to use the highlighted key words and phrases to complete the mind map.

2 Write a summary of one learning style. Refer to your mind map for help. (30 min.)

Manage Your Class

- Explain that students should write no more than thirty words for each summary.
- Students can work in groups of four, with each summarizing one learning style.
- Alternatively, pairs can summarize half the content each.
- When students finish, they can check each other's work, offering advice for improvements.

Know Your Students

- All students should be able to write short, simple sentences with main ideas and details: *Visual learners like pictures.*
- Most students will be able to write more complex sentences with connectors: *Auditory learners learn by listening so it helps when the teacher explains things to them.*

3 Discuss. What learning style or styles do these students have? (10 min.)

- Read the descriptions out loud or ask volunteers to read while the class listens in silence. Then tell students to write answers in their notebooks. Finally, ask them to compare answers with a partner before reporting to the class and justifying their ideas.

Answers 1 kinesthetic 2 auditory 3 kinesthetic and auditory 4 read/write 5 visual

4 Discuss. Which is your dominant learning style? (10 min.)

- Students describe their own learning style. In most cases they will be multimodal, but they can rate their styles from 1 (strongest) to 4 (weakest).

Take the Lesson Further (5 min.)

- Ask students to think about other people in their family, such as parents, brothers or sisters: *Can they guess what preferred learning styles these people might have?* Ask volunteers to talk about one person in their family.

Listening

Objective

Students will listen to identify the different points of view.

Teaching Resources

Tracks 7 and 8

Lead in to the Lesson (10 min.)

- Play the game Word Snap (see page xvii) with the categories “objects at school” and then “school and study verbs.”

Present the Skill (10 min.)

- Read the entry with the class. Make sure that students understand any new words: *stressful = it makes you feel stressed, nervous or upset; depressing = it makes you feel very sad and down.*
- As an example, ask students for their point of view about different classes or other aspects of school. Tell them to say a sentence with one of the key (orange) words from the entry or another word that expresses feelings: *I like (science). It's great! I hate (math) because it's difficult and stressful for me.*

1 Listen and follow the introduction. 🎧7 (10 min.)

- Tell students to look at the photos. Ask: *Where does the boy live? What do you see in the photo? What about the girl? Where does she live? What do you see in the photo?*
- Play Track 7 and have students listen and follow the introduction.

2 Listen to Harry and Nina. Answer the questions about their points of view in your notebook. 🎧8 (10 min.)

- Tell students to preview the questions before they listen, so they will have a goal for listening. Play Track 8. Pause after each speaker and discuss the answers.

Answers 1 He has a negative opinion of his old school. He loves his new school. 2 She thinks it's great but different from schools in other countries.

✦ Listen again. Who talks about the following topics? Write *H* (Harry) and/or *N* (Nina). (10 min.)

- Tell students to preview the task by looking at the eight topics before they listen. Ask if they remember anything that Harry and Nina said about these topics.

Answers 1 N 2 H, N 3 H 4 N 5 N 6 N 7 H, N 8 H

- ✦ What do they say about each topic? How do they feel about it? Listen again and take notes in your notebook. (20 min.)

Manage Your Class

- This may be a challenging activity for some students. You can play the track several times for them to make a few notes each time. Or you can stop every few lines for them to note their ideas. Or you can have students raise a hand each time one of the points is raised in order to discuss it before moving on.

Answers 1 N: Big, light and space, sofas for reading, tables for playing games, small garden. A happy place. 2 H: only if you ask for it. He says it's amazing. N: no homework, less stressful. 3 H: ten students, different ages. Nice because you can really concentrate. 4 N: ninety minutes. Not boring. 5 N: seventy-five minutes per day. 6 N: take care of school garden, collect wastepaper, help in kitchen and library, take care of houseplants and school tortoise. Learn to be good citizens. 7 H: no tests, amazing. N: no tests, less stressful. 8 H: can choose which subjects to study. It's so cool.

3 How are these schools similar to your school? How are they different? (20 min.)

Get Students Thinking

- Tell students to make three charts in their notebooks: one for each school in the listening and one for their own school. Each chart should have two columns: one for good points and the other for bad points. Then tell them to work alone completing the charts.
- When they have completed all three charts, tell students to compare their ideas in small groups. Ask if they would like to go to these schools or if they prefer their own school and why.

Take the Lesson Further (30 min.)

- Tell students they are going to design an ideal school in groups of four or more. They should think about the topics from exercise 2 and can add others, such as teachers, sports and vacations.
- Remind students of the four roles for teamwork. They should assign these roles before starting their work.
- Encourage students to use their imagination. For example, they could design a performing arts school with teachers who are popular musicians, actors and dancers, or a sports school with teachers who are famous athletes.
- Ask for a volunteer from each group to present their plan for an ideal school.

1 Listen and follow the introduction. 

Culture Focus

My School

You go to school in the morning, you sit in classes, your teacher gives you homework and then you go home. Sound familiar? Yes, it's just another day at school. But, in fact, not all schools are the same. Let's hear from two students about their learning experiences at two very different schools: first, Harry from New York City, and then Nina from Helsinki in Finland—schools with a difference.

Brooklyn New York City, USA



Helsinki Finland



2 Listen to Harry and Nina. Answer the questions about their points of view in your notebook. 

- 1 In general, does Harry have a positive or a negative opinion about his old school? How does he feel about his present school?
- 2 What does Nina think about her school? What does she like about it?

✦ Listen again. Who talks about the following topics? Write *H* (Harry) and/or *N* (Nina).

- | | |
|------------------------------------|--------------------------------|
| 1 what the school looks like | 5 recess |
| 2 homework | 6 school chores |
| 3 size of classes | 7 tests |
| 4 the length of classes | 8 the choice of subjects |

✦ What do they say about each topic? How do they feel about it? Listen again and take notes in your notebook.

3 How are these schools similar to your school? How are they different?

- 1 Note down good and bad points of these schools and your school.
- 2 Compare your ideas.
- 3 Would you like to go to either of these schools?

Listening for Points of View

You will often hear people express a point of view, or opinion, of something: Do they like it? Did they have a good or bad experience? Listen for their tone of voice and words such as **like**, **hate**, **great**, **stressful**, **happy**, **depressing** or **nice**.

Conducting a Survey

May I ask you a question?
 Could you give me an example?
 Could you repeat that?
 Do you mind telling me a little more?
 OK, next question.
 That's great, thanks.
 Thanks for your time.

1 Write the learning styles next to the descriptions.



- 1—you're a listener
- 2—you're an observer
- 3—you're a mover
- 4—you're a reader and writer

2 Listen and follow. Match the learning styles—V, A, R or K—with the questions. 

LEARNING STYLES QUESTIONNAIRE

- | | |
|---|---|
| 1 Do you like sports, dancing and acting? | 9 Do you enjoy class discussions and debates? |
| 2 Do you understand written instructions quickly? | 10 Do you remember what you read easily? |
| 3 Do you like making things with your hands? | 11 Do you find it easy to follow spoken instructions? |
| 4 Do diagrams help you understand difficult concepts? | 12 Do you use mental pictures to visualize information? |
| 5 Do you need your teacher to explain things? | 13 Do you read for pleasure in your free time? |
| 6 Do you find it hard to keep still in class? | 14 Do you like to work standing up? |
| 7 Do you need to take notes to remember things? | 15 Do colors evoke strong feelings in you? |
| 8 Do you like drawing and painting? | 16 Do you remember everything you hear? |

3 Work with a classmate. Take turns asking and answering the questions.

✦ Identify your partner's preferred learning style. Does he or she agree?

4 Report your learning styles to the class. What is the dominant learning style in your classroom?

Speaking

Objective

Students will conduct a survey about learning styles using appropriate phrases for the task.

Teaching Resources

Track 9, graph paper

Lead in to the Lesson (5 min.)

- Play the game Stand Up! (see page xvii) using verb phrases from this topic and other phrases familiar to students: *Stand up if you (are organized). Sit down if you (work hard). Stand up if you (play video games).* Continue with these phrases: *always do your homework, have a baby brother, do exercise every day, take your phone to bed, have breakfast at home, go running with friends, get nervous before tests, listen to music when you study, are good at brainstorming, have a good memory, like crossword puzzles, play team sports.*

1 Write the learning styles next to the descriptions. (10 min.)

- Before they open their books, ask students to recall the four learning styles that they read about in this topic: *What are they called? What are some of the characteristics of each?* Then tell students to open their books to page 22 and match the learning styles with the descriptions.

Answers 1 auditory 2 visual 3 kinesthetic 4 read/write

2 Listen and follow. Match the learning styles—V, A, R or K—with the questions. 9 (15 min.)

- Tell students to read the questionnaire at their own pace. When they've finished, play Track 9 while students follow.
- Answer any questions they might have about the vocabulary: *concepts = ideas and theories; keep still = not move; mental pictures = pictures in your head; pleasure = fun; evoke = cause or make you think about something.*

Answers 1 kinesthetic 2 visual 3 read/write 4 visual 5 auditory 6 kinesthetic 7 read/write 8 visual 9 auditory 10 read/write 11 auditory 12 visual 13 read/write 14 kinesthetic 15 visual 16 auditory

Take the Lesson Further (5 min.)

- Play Track 9 again for students to listen and repeat the question, mimicking the pronunciation and intonation.

Present the Skill (15 min.)

- Have students look at the entry about conducting a survey. Let them read through the phrases.
- Model all the phrases for students to repeat.
- Play the game Echo Names (see page xvi) using the questions.

3 Work with a classmate. Take turns asking and answering the questions. (15 min.)

- Tell students to work in pairs to ask and answer the questions. Explain that they should note each other's answers for the following steps of the lesson.

✦ Identify your partner's preferred learning style. Does he or she agree? (10 min.)

- Tell students to analyze their partner's answers in order to guess their preferred style. They should explain their guess, especially if it does not match their partner's opinion. Have several pairs report to the class.

Take the Lesson Further (15 min.)

- Tell students to change partners and repeat the learning style survey with another person or even in a group. In this way, students get more speaking practice and a chance to express their ideas more fluently.
- You can let students choose their own partners for this, or you can pair up students with similar levels of fluency and accuracy.

4 Report your learning styles to the class. What is the dominant learning style in your classroom? (10 min.)

- Students report about their own learning style to the class and say how they like learning in that way. If they are multimodal learners, ask them what their preferred styles are. Tally the results on the board and ask students to comment on which styles seem more popular.

Take the Lesson Further (20 min.)

Integrate Math

- Use the results of the learning style survey on the board to have students create bar charts.
- Explain that the chart will have four vertical bars—one for each learning style, in the following order from left to right: visual, auditory, read/write, kinesthetic.
- Tell student to work in pairs, using graph paper to make their bar charts, using the tallies on the board.
- When students have finished, tell them to write a short summary of the results, comparing the number of people for each dominant style.
- Post the graphs and summaries on the wall where everyone can see and compare them.
- Lead a class discussion on ways to learn in the classroom that would facilitate the predominant learning styles.

Project

Objective

Students will work in teams to make posters about how to be a better student.

Teaching Resources

Poster paper, markers, glue

Lead in to the Lesson (10 min.)

- Ask students to describe the responsibilities of the four teamwork roles from Lesson 5 (leader, secretary, timekeeper, facilitators).
- Write the following sentence head on the board: *Teamwork is more effective when...*
- Give students time to think and take notes before asking anyone to offer their ideas. Possible answers include: *everyone performs their role, people are respectful, we cooperate and help each other, everyone does their share, we don't waste time, etc.*

1 Work in teams. Choose a leader, a secretary and a timekeeper. The other team members are facilitators. (5 min.)

- Divide the class into teams of four or more students. Tell them to assign roles to the members of the group.

Integrate Learning Styles

- Students will get more out of the project if they are assigned or choose roles that suit their learning styles. Most students will perform several roles during this project.
- Visual: These students will enjoy visual tasks, such as drawing diagrams or images for the poster.
- Auditory: These students will like listening to others and participating in group discussions.
- Read/Write: These students will do well taking notes and writing the text for the poster.
- Kinesthetic: These students will like the more active tasks, such as cutting out images or pasting them onto the poster. They might enjoy presenting the poster if they can do so in a dynamic way.

2 Brainstorm the qualities of a successful student. The secretary records all the ideas in a mind map. (20 min.)

- Remind students of how they used a similar mind map in Lesson 9. Encourage them to brainstorm freely and get as many ideas as possible down on paper. They could also review Lessons 4, 6 and 7 for ideas.

✦ Choose the ten best qualities and brainstorm ways to develop them. (20 min.)

- Explain to students that they must choose only ten qualities to develop in detail. For each one they will need to provide details and practical suggestions, so they should choose carefully.

3 What school facilities would help students study better? Brainstorm ideas. Choose the best five and say why they would help. (15 min.)

- Before students begin, remind them of the schools that they saw in Lesson 10: *What facilities did those schools in New York and Helsinki have? What are the best facilities at our school? Is there anything missing?*

Take the Lesson Further (5 min.)

Get Students Thinking

- Ask students what a good poster should look like. Ask: *What makes a good poster? Why are some posters better than others? Should there be more pictures than text? Or more text than pictures? What other visual features could you include in a poster? How big should your poster be? Should it have different sections?*

4 Make a poster titled "How to Be a Better Student." (45 min.)

- Go over the three steps with students. Make sure they understand what is required. Ask volunteers to repeat or rephrase the instructions. Monitor groups closely while they work, helping them with materials and ideas.

5 Present your poster to the class. Explain your ideas. (30 min.)

- Tell groups to choose two people to present the poster. They should decide which sections each person will explain and what they should say.
- The presenters should rehearse their lines while the other group members listen. Then everyone can give suggestions for how to improve the presentation.
- Ask the presenters of each group to come up and present their posters to the class, explaining why the qualities lead to successful students and why the school facilities would help students.

Topic 1

How can I do better in school?

1 What's your learning style? How are you going to learn new things in the future? (10 min.)

- Ask several students: *Do you agree with your identified learning style? Will you change how you study in the future?*

2 How can you do better in school? Think of study habits and skills and the qualities of a successful student. (10 min.)

- Encourage students to be honest about areas in which they could improve. Revisit the topic in a few weeks and then at the end of the semester, and check if students were able to implement any changes and if they were effective.

Take the Lesson Further (10 min.)

- Have a class discussion about the lessons and activities that students liked in this topic.
- Take a vote about the most popular lesson of the topic. Students could also vote about the easiest and the most difficult lesson, or the lesson in which they learned the most.

- 1 Work in teams. Choose a leader, a secretary and a timekeeper. The other team members are facilitators.
- 2 Brainstorm the qualities of a successful student. The secretary records all the ideas in a mind map.



Poster: How to Be a Better Student

Make a poster about how to be a better student. Include the qualities of a successful student and ideal school facilities.

- ✦ Choose the ten best qualities and brainstorm ways to develop them.
cooperative—offer to help other students, share your ideas, listen to others
- 3 What school facilities would help students study better? Brainstorm ideas. Choose the best five and say why they would help.
quiet spaces big tables to sit around free Wi-Fi access

4 Make a poster titled “How to Be a Better Student.”

- 1 Include your mind map of the qualities of a successful student and the ways to develop them.
- 2 Include your top five school facilities and why they help students.
- 3 Plan your poster:
 - where to put each section and how much space to give it
 - what to illustrate
 - who will create each part
- 5 Present your poster to the class. Explain your ideas.



Topic 1

How can I do better in school?

- 1 What's your learning style? How are you going to learn new things in the future?
- 2 How can you do better in school? Think of study habits and skills and the qualities of a successful student.