

11 Off to school

Unit profile

Vocabulary: School

Reading: Classrooms around the world

Grammar: Past perfect

Vocabulary: Compound nouns

Writing: A story (2)


Warmer

Draw two columns on the board, headed *Nouns* and *Verbs*. Put students into mixed-ability groups and set a three-minute time limit for them to write as many nouns and verbs connected with the topic of school as they can. Ask each group to read their lists aloud, and write their words on the board. Award one point for each relevant word that no other group has thought of. Award an extra point if a student from each group can make a grammatically-correct sentence using one of the nouns and verbs from the board.

Your profile

Ask students to make brief notes to answer the questions. Nominate individuals to give answers, and see who spends the most number of hours at school and who has to travel the longest. Tell students to add up the number of hours they spend doing homework, and invite comments on the total time they spend on school-related activities in a week.

VOCABULARY School

- 1 Read the instructions and direct students to look at the photos. Monitor and help with ideas as they do the exercise in mixed-ability groups. Encourage stronger students to give reasons and any examples from their own experiences. Discuss ideas as a class and write any useful topic-related vocabulary on the board, e.g. *dangerous* (could harm you), *challenging* (difficult in a way that tests your determination), *tiring* (makes you feel tired).
- 2  1.29 Tell students they will listen to a photographer talking about the journeys. Play the recording for them to answer the question and allow them to compare their answers with a partner. Give students the option of listening again if necessary. Check answers, inviting students to give any other information they can remember from the recording.

Audioscript


A couple of years ago I was working on a project about journeys for a magazine. And then I heard about the amazing journeys some kids make on their way to school. Some are really dangerous. After I had taken the first photo, I decided to find out a little bit more about the kids and where they went to school.

This first one, I took in the Philippines and it was early in the school year. I had heard about children crossing a fast river to get to school, but seeing it was completely different. The children are very young and go to the primary school in the village. I'm not sure where they will go to school when they are secondary school age. One boy was very small, and he looked so scared as he crossed the river with his brother. I think he was in grade one, so age six. I wonder what qualifications these children will end up getting and what jobs they'd like to do. In the next picture, I was doing a trek when I noticed these children below me, on the mountain. Then I saw the man leading the way. I took the photo because it was unusual. Later I found out that the man was the headteacher of a local school, which he'd attended when he was a boy. He had done really well at school, and when he left school, he realised his dream and got a degree, well, his teacher's qualification, and returned to teach in his home village.

And in this picture, these children were crossing the river when I took the photo. There had been an enormous amount of rain and flooding, and the children had to use a broken bridge. Really scary. Anyhow, this was the last day of school before the kids broke up for the holidays. They had had an exam and were going home. I stayed in the town and then I saw one of the girls the following week. She thought she'd done really badly in her exams. I left the following day and so never knew how her story turned out. But I know that education was important to her.

Answers

a, c, b

- 3  1.29 Tell students to read the summaries, and explain that the information they hear might occur in a different order. Play the recording, pausing after each text to invite students to give answers. Ask for a show of hands to see if the class agrees before confirming.

Mixed ability

Put students into mixed-ability pairs to guess the answers before they listen. Monitor and encourage stronger students to help with vocabulary and explain their suggestions.

Answers

1 primary 2 secondary 3 grade 4 qualifications
5 attended 6 done well 7 degree 8 broke up
9 done; badly 10 education

- 4 Ask students to read sentences 1–9 and check vocabulary as necessary. Give them time to note whether or not they agree with the statements. Put students into pairs to discuss their opinions. Monitor and encourage them to give reasons. Give positive feedback where possible.

Extension activity

Play 'Find someone who ...'. Write *Do you agree that ... ?* on the board. Students talk to as many other people as possible in a set time limit to find one person who shares the same opinion as them about each of the statements in exercise 4. Bring the class together and ask for a show of hands to see how many agree with each of the statements. Encourage students with different opinions to explain their reasons to each other.

READING

- 1 Put students into same-ability pairs to discuss the question. Monitor and help with ideas. You could give the following topics: *desks, space, decorations, type of board, colour*. Bring the class together and invite two or three students to report back to the class. You could search for a clip about cave schools, for example the one in China.
- 2 Tell students not to worry about any new vocabulary, but to concentrate on understanding the main ideas. Set a short time limit for them to read the texts and discuss the question, encouraging students to explain their opinion. Alternatively, you could put students into groups of three. Tell students to read different texts before regrouping to tell each other about the schools.
- 3 Read the instructions and ask *How are you going to read? Are you going to read all the texts carefully to find the answer for each question? Or are you going to read quickly to find similar words and phrases before reading carefully to check?* (quickly to identify the text and then slowly to check). Monitor and help as students do the exercise individually. Help weaker students by pointing out key words in the questions that will help them locate the information. Nominate individuals to give answers and see if the class agrees before confirming. Ask students to read the sentence from the text which contains the answer.

Fast finishers

Tell fast finishers to write similar comprehension questions to exchange and answer with each other. They could ask the class one of their questions after checking answers to exercise 3.

Answers

- 1 C (the parents and teachers had built several outdoor classrooms)
- 2 A (the families of the village had built the school in the cave about 50 years before)
- 3 C (There was a classroom in the vegetable garden, there was another one surrounded by trees and there was even a classroom in a rose garden.)
- 4 A (I never thought that a school classroom could be in a cave!)
- 5 B (There were hardly any computers)
- 6 A (Having these lessons in a cave was incredible because of the sound produced inside caves. The classroom made music by itself!)
- 7 C (I found I missed having a whiteboard!)
- 8 B (The teacher had the most beautiful wooden desk that her grandfather had made for her by hand to celebrate her first job.)

- 4 Read the instructions and ask students to read meanings 1–6. Go through each one and ask what type of words or phrases are needed (1 verb, 2 noun, 3 adjective, 4 verb, 5 adjective, 6 noun). Ask students to do the exercise individually before comparing their answers with a partner. Ask students to give answers, and see if the class agrees before confirming.

Answers

- 1 apply 2 furniture 3 ordinary 4 celebrate
- 5 surrounded 6 effort

EP Word profile

Ask students to explain each use of the phrases with *by* to their partner. Discuss ideas as a class. Then set the exercises on page 134. Check answers. Discuss answers to exercise 2 as a class.

Answers

- 1 by hand 2 by accident / by mistake 3 by
- 4 by heart 5 by itself

Talking points

Put students into pairs to discuss the questions. For the first question, tell them to provide reasons to support their opinion. For the second question, tell students to think of at least three things which help children learn well. Discuss ideas as a class.

Cooler

Ask students to choose five words from the Vocabulary and Reading sections, and to write definitions for them, using their dictionary to help. Books closed. Put students into pairs to read their definitions and guess the word. Alternatively, you could set this up as a team game. Put students into groups of four. They take turns to read their definitions and the others write the words on a slip of paper. Students swap papers and check answers. They award one point for a correct answer. Students continue until each one has had a turn reading their definitions and then add up their points.

GRAMMAR Past perfect

Books closed. Draw a time line on the board. Write 7.30 am on the left and 8 am on the right. Under 7.30 am, write *My brother went to school* and under 8 am write *I got up*. Tell students to make a sentence using the information and the word *when*. Elicit suggestions and write the following sentence on the board, stopping after each word to elicit the next one: *When I got up, my brother had gone to school*. Underline the verb forms (*got up, had gone*) and ask the following questions: *Which event happened first?* (My brother went to school), *Which happened second?* (I got up), *Which verb is in the past simple?* (*got up*), *Which verb is in the past perfect?* (*had gone*), *How do we make the past perfect?* (*had* plus past participle). Tell students that we use the past perfect to talk about an action that happened before the past time we are talking about.

- 1 Put students into mixed-ability pairs. Ask them to read the sentence and answer the questions. Check answers.

Answers

1 b 2 past simple – *went*; past perfect – *had built*

- 2 Complete the rules as a class.

Answers

a before b *had* + past participle

→ Grammar reference Student's Book page 155

- 3 Read the instructions and look at the example as a class. If students need more support, draw a time line showing which action happened first. Monitor and help as they continue in mixed-ability pairs, encouraging stronger students to explain the sequence of activities if necessary. Nominate individuals to give answers and check they are using the contracted form of the verb where appropriate. See if the class agrees before confirming.

Extension activity

Put students into pairs to write three similar sentences to those in exercise 3 and an answer key. They swap with another pair to complete and check the sentences.

Answers

1 b 2 b 3 a 4 b

- 4 Do the first item as a class before students continue individually. Monitor and help as necessary. Ask students to read the entire sentence when you check answers, and point out the position of the negative in item 3 (after the auxiliary verb *had*).

Fast finishers

Tell fast finishers to highlight the examples of the past perfect in the texts (*had built the school, had transported, had made, had attended, had built, had spent, had planted, had put*). Ask a student to feed back to the class after checking answers to exercise 4.

Answers

1 had stolen 2 was 3 hadn't seen 4 took 5 had done

Corpus challenge

Nominate a student to say the correct sentence. Ask a student to say the name of the tense and how it is formed. (See answers for exercise 2.)

Answer

Her teacher told her that she had got a scholarship to Cambridge University.

- 5 Tell students to read the text and say what the writer found interesting about the school in Norway (every child has their own computer; children have to leave the island at 16 to study on the mainland). Ask students to complete the text with the correct form of the verbs and remind them to think about the position of the negative where appropriate. Monitor and help, checking they are using the past participle and contracted forms of the auxiliary verb *had*. Check answers.

Mixed ability

For exercise 5, give weaker students the past participles of the verbs before they begin. Stronger students can complete the exercise without this support.

Extension activity

Write the following sentence stems on the board: *When Paula arrived home ... ; When the film started ... ; Mark wasn't happy ... ; My mum phoned me ...*. Put students into pairs or small groups to complete the sentences using the past perfect. Tell them to make the sentences as interesting or as funny as they can. Go through each of the sentence stems in turn, inviting students to complete them. Take a vote on the most interesting or amusing sentence.

Answers

1 went 2 'd worked 3 'd seen 4 was 5 'd experienced
6 hadn't worked 7 hadn't been 8 reached

VOCABULARY Compound nouns

- 1 Books closed. Write *classrooms* and *whiteboard* on the board. Ask students for suggestions of school-related words made up of two parts, e.g. *blackboard*, *homework*, *notebook*, *playground*, *textbook*, *workbook*. Give them the first half of the word if they need help. Do the exercise as a class and underline and label the parts of *classrooms* and *whiteboard* on the board.

Answers

1 classrooms: noun + noun 2 whiteboard: adjective + noun

- 2 Read the instructions and do the first item as a class. Ask *Which word can you use with 'head' to make a compound noun?* (teacher). Ask students to find the definition of *headteacher* in 1–6 (5). Monitor and help as students continue individually. Encourage them to work from the definitions if they can't think of, or are unsure of, their answer. Check answers, pointing out that sometimes compounds are written as two separate words, e.g. *bus stop*.

Answers

1 firework 2 sunflower 3 bus stop 4 football
5 headteacher 6 skateboard

- 3 Put students into mixed-ability groups and tell them to choose one person to write. Set a short time limit for them to write compound nouns using the words given. Ask students to come to the board to write the words. Award one point for a correct answer and deduct points for wrong answers.

Possible answers

homework, home time, housework, lunchtime, lunch break, train ticket, train time, train journey, school work, school bus, schoolhouse, break time, journey time, bus ticket

WRITING A story (2)

- 1 Books closed. Ask students if they have read or seen any of the Harry Potter books or films. Elicit what they know about Hogwarts School, the setting of many of the books (e.g. it teaches magic to students aged 11–18, it's in Scotland, and looks like a big castle). Put students into mixed-ability groups to discuss the questions. Monitor and encourage them to use the past perfect in their descriptions of the plots. Ask a spokesperson from each group to tell the class about stories they discussed.

- 2 Tell students to read Alec's story and to choose the best first line before comparing their answers with a partner. Take a class vote on the best answer, encouraging students to give reasons for their answer.

Answer

b (a is incorrect because it turned out to be a good day; c is incorrect because Alec's story is about what happened after the summer holidays)

- 3 Tell students to read the *Prepare* box. Draw three columns on the board headed *Past simple*, *Past continuous* and *Past perfect*. Ask students to give you the verbs in the story, and to come up and write them in the appropriate column on the board.

Answers

Past simple: was, was (worried), came, took, didn't mention, carried on, said, handed, got

Past continuous: was sitting, (was) feeling

Past perfect: had asked, hadn't done, 'd forgotten

- 4 Put students into mixed-ability pairs to discuss the questions, and share ideas as a class.

Answers

Adjectives and adverbs add detail to the story, giving the reader more information and making the story more interesting and entertaining.

- 5 Do the first item as a class, encouraging students to give different suggestions. Monitor and help as they continue in mixed-ability pairs. Encourage stronger students to check for correct spelling, and to check that the indefinite article (*a*, *an*) doesn't need changing. Give positive feedback for interesting ideas. Nominate individuals to give answers.

Possible answers

1 tall / short / fat / thin / red-haired / blond

2 difficult / easy / interesting / boring

3 fantastic / awful / tiring / (an) exciting / fun

4 big / small / noisy / (an) uncomfortable / tidy / (an) untidy

- 6 Ask students to look at the box and say which adverb is the odd one out (*well*, the others end in *-ly*). Elicit what the adjective related to *well* is (*good*). Tell students to make as many sentences as they can for 1–5 and monitor and help as they continue individually. Check answers and elicit ideas about the circumstances (or contexts) of each situation.

Fast finishers

Ask fast finishers to think of the details or events which led up to each situation, and write a sentence for each one using the past perfect, e.g. *She walked out of the room immediately. She'd been told a police officer was waiting for her in the office.* Elicit these sentences as you check answers to exercise 6.

Possible answers

- 1 She walked out of the room slowly.
- 2 I finished my homework quietly.
- 3 We ate our lunch quickly
- 4 He smiled at me cheerfully.
- 5 The teacher answered her questions well.

- 7 Read the instructions. Ask students to plan their ideas before comparing with a partner, and helping each other by suggesting additional information. Remind them to think about using different tenses, and using adjectives and adverbs to add extra detail.

● Prepare for Preliminary for Schools

Reading and Writing, Writing Part 3

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter (Question 7) or a story (Question 8). They need to write about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the story, they are given the title or the first sentence.

Tip

Tell students to underline key words in the title or first sentence before they start writing and use these to plan their answers. Tell students to use a range of school vocabulary to set the scene, e.g. *classroom*, *exams* and *break up*.

- 8 ● Monitor and offer ideas to students who need more support as they write their stories. Students can swap their stories with each other and check they have followed the advice in the *Prepare* box. You could display stories around the classroom, or publish them on the class blog.

Sample answer

I set off for school as usual that morning. I thought I would be really bored all day, but the teachers had a big surprise for us all! Every lesson was cancelled and instead, we were allowed to spend the whole day outside on the grass, where they had set up some fun activities for us. It was absolutely fantastic – I had a go on some African drums, learned how to make jewellery, and played volleyball in the afternoon. When it was time to go home, we were all sad! It had been the best day ever at school.

Cooler

Tell students to review the unit to find ten verbs connected with school or education. Put them into pairs to take turns saying the infinitive for their partner to give the past participle. Possible verbs: *start (school)*, *go (to school)*, *attend*, *study*, *get (a degree)*, *do (badly/well)*, *break up*, *teach*, *work*, *leave*.

Project

Tell students that they are going to give a group presentation about education in a country they would like to visit. If possible, they should do this in PowerPoint. Put them into pairs or small groups and ask them to brainstorm ideas for information they could include (e.g. the age when children start school, if they have primary and secondary schools, the subjects usually studied, the school leaving age, any school leaving exams, further education). Monitor and help with ideas as necessary. Tell students to use the internet to research the information and prepare their presentation for the following class. Take a class vote on the most informative presentation.

Teacher's resources

Student's Book

Grammar reference and practice page 155
Vocabulary list page 141

Video

Off to school

Workbook

Unit 11, page 44

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks