

**Unit profile****Vocabulary:** Education: phrasal verbs**Reading:** *Enrichment at King Edward's – learning beyond the classroom***Grammar:** Question forms**Vocabulary:** Education: *-ion* nouns**Writing:** A profile of a person**Warmer**

- 1 Ask students if they can explain what a New Year's resolution is (*a promise that you make to yourself on 1 January to start doing something good or stop doing something bad*). Then put them into pairs to make a list of five common New Year's resolutions.
- 2 Elicit some examples of New Year's resolutions from the class and write them on the board.
- 3 If they have mentioned *Lose weight, Get organised, Spend less money and save more, Enjoy life, Stay healthy or Learn something new*, circle them. If not, add them to the board.
- 4 Tell students to rank the resolutions in step 3 from most to least common (the order is how they appear above). Discuss ideas for the ranking and then share the correct answer with the class.
- 5 Ask how long they think it takes before people typically give up on a resolution. In America, 75% of people give up after just one week.

**Your profile**

Find out if students have ever made any New Year's resolutions. Monitor while they discuss the questions in pairs. Then hold a brief class discussion to see if they share similar ambitions. You could get them to make a note of their resolutions to look back at at the end of the school year.

**VOCABULARY Education: phrasal verbs**


- 1 Look at the example with the class. Ask students whether they already knew the meaning of the phrasal verb *read out* or whether they used the context of the sentence to help. Remind them that guessing from context clues is a useful reading strategy. Give students time to match the other words individually. Monitor and deal with any difficult vocabulary before checking answers as a class.

**Fast finishers**

Tell fast finishers to write example sentences for two or three of the phrasal verbs. When checking answers to exercise 1, elicit their example sentences.

**Answers**

- 1 stay behind 2 join in 3 give out 4 try out 5 give in  
6 put off 7 break up 8 get on 9 note down 10 get in  
11 go for 12 figure out

- 2  1.02 Ask students to read the questions and think about words they might hear. For example, for question 1 they might hear words like *hard, easy, challenging, impossible*, etc. Elicit ideas from the class for each question and then play the recording.

**Answers**

- 1 Ryan 2 Mia 3 brother and sister

**Audioscript**

- Mia:** How was the first day back for you?  
**Ryan:** Don't ask! I had double maths. How was yours?  
**Mia:** Well, it's never easy to concentrate after the holidays, but it was cool to hang out with people again.  
**Ryan:** I suppose so.  
**Mia:** Hey, Ellie found this 'Back to School' quiz in a magazine. Why don't we do it together?  
**Ryan:** OK.  
**Mia:** So, what's your answer to question one, a or b?  
**Ryan:** I'm afraid it's a. Breaking up is definitely the best part of the school year!  
**Mia:** That's so typical. I'm putting b. I think I'll get on well this year. OK. Question two.  
**Ryan:** You know me. I never note things down. It's b. I never worry!  
**Mia:** Hmm. You need to worry about some things! I can't believe that we're brother and sister sometimes. Well I'm putting a for question two. I always write everything down, I like being organised. Right! Question three.  
**Mia:** Joining the school swimming team. Why not? I'd go for it. I'll put b. What about you?  
**Ryan:** Well ... b for me too. Don't look so surprised! I'd probably get in – I'm quite good at swimming you know!  
**Mia:** Question four.  
**Ryan:** 'Stay behind and complete it before you go home?' No way! The answer's a, obviously.  
**Mia:** Actually, I'm an a for question four as well. I don't think my teacher would mind if I give the form in a few days later. Next, question five.  
**Mia:** Well, I love clubs, and I'm always keen to try out new things, so I'm a b. Let me guess: you're an a?  
**Ryan:** You guessed it! How well you know me. I guess I probably should join in a few more activities!

**Mia:** Definitely! Right. Last question. 'You have masses of homework this week ...'

**Ryan:** Oh, I'll put b for this one! Avoid the stress!


**Mia:** Yeah, well. I figured that out for myself! But you aren't going to do very well this year if you put everything off. I'd start right away, personally, a.

**Ryan:** Yes, that sounds just like you. Did you enjoy the quiz then?

**Mia:** Yeah, I thought it was fun!

**Ryan:** And what did you learn from it?

**Mia:** Only that my brother is going to try to copy all my homework again this year! Let's see what the results say about us.

- 3**  **1.02** Discuss what type of language the speakers might use. As it is a personality quiz, the speakers are likely to express their personal opinions and qualities, e.g. *I'd go for it, I'm quite good at ...*. They are also likely to hear *will* used as the speakers make decisions as they speak, e.g. *I'll put ...*. Elicit some of these expressions and then play the recording again. Allow students to compare their answers with a partner before checking as a class.

#### Answers

2 R b M a 3 R b M b 4 R a M a 5 R a M b 6 R b M a

- 4** Tell students to do the quiz individually before comparing their answers with a partner. In feedback, ask students how they would feel if they had to follow the other option in each case, e.g. putting your homework off when you usually start right away might make you feel anxious or stressed.
- 5** Tell students to check their answers and the answers of Ryan and Mia. Put them into pairs to discuss the questions. After a few minutes, nominate two pairs to give you their responses and to say whether they agree with the results or not.

## READING

### Cultural background

In England, full-time education is compulsory from the age of 5 to 17 (18 from 2015). Students generally start secondary school at the age of 11, with some regional variations. At the age of 16, they take national academic exams. After this, students can follow different vocational or academic routes, including continuing their secondary studies for two more years at Sixth Form, where they can take AS and A2 exams, or the International Baccalaureate.

- 1** Give students 30 seconds to look at the webpage to find out what it is about. Ask students if they know the meaning of the word *enrichment*. If they do, tell them to check their prediction against the first paragraph. If not, ask them to define it after reading the introduction. Give them a few minutes to read the introduction, and then elicit or check the definition. In this context, *enrichment* means self-improvement by doing extra sport, volunteer or cultural activities outside of normal school work.
- 2** Give students a short time limit of two or three minutes to complete this exercise. This will encourage them to read quickly to practise scanning for information. Allow students to compare their answers with a partner before checking as a class.

#### Answers

1 Eliza 2 Madeleine 3 Jacob

- 3** Encourage students to think about the type of information they would expect in response to each question, and elicit ideas as a class. Give them a few minutes to complete the exercise before checking answers.

#### Answers

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

- 4** Ask students to do the exercise in pairs. Then feed back as a class and share any interesting ideas.

## Talking points

Monitor as students discuss the questions in pairs. Find out if they think these programmes are valuable or not and whether they take part in any enrichment programmes.

## Extension activity

Put students into groups of three or four. Tell them that they are going to plan an enrichment activity and that together they need to decide:  
What would they do and why? (e.g. *Water Sports. It's a fun, healthy activity and one which encourages taking responsibility for your personal safety.*)  
Which school subject they would link it to? (e.g. *P.E.*)  
How the activity would help a university or job application. (e.g. *It shows that you have interesting hobbies outside of school and that you work well in a team.*)  
Ask each group to briefly present their ideas to the class. Take a class vote to find out which enrichment activity is the most popular.

## EP Word profile

Ask students to read the sentences and then set the exercises on page 122. Check answers and then tell students to write sentences of their own using each of the phrases with *use*.

## Answers

- |                             |                   |
|-----------------------------|-------------------|
| 1                           | 2                 |
| 1 be no use doing something | 1 make use of     |
| 2 make use of something     | 2 be (of) no use  |
| 3 be (of) no use            | 3 be (of) any use |
| 4 be (of) any/some use      | 4 's no use       |

## Cooler

Think of some phrasal verbs you want to revise. Write each phrasal verb onto a small card and give one set of cards to each group of four students. The cards should be placed face down in the middle of the group and one student should pick up the top card. They should use the phrasal verb on their card to tell the group something about themselves. The group should ask this person one or two questions to find out more information. The group then continues with students taking turns to pick a card.

## GRAMMAR Question forms

- Books closed. Introduce the activity by asking four students one of these questions: *When did you start school? Have you ever been on a school trip? Are you enjoying your studies? Can you study a musical instrument at school?* Tell students to write four questions about school or education. They should write one in a simple tense, one in a perfect tense, one in a continuous tense and one with a modal verb. Ask students to exchange their questions with a partner and to decide whether they think the word order is correct in each one. Books open. Get them to complete the rules and then use them to check their own questions. Remind them that the subject comes after the auxiliary or modal verb in questions.

→ Grammar reference **Student's Book page 138**

## Answers

a does, did b has c are d before

- Demonstrate the first question as an example, and write the answer (*are you getting on*) on the board. Point out that the verb form in the answer matches the one in the question. Give students a few minutes to complete the questions, and check answers.

## Answers

- 1 are you getting on 2 Can you join 3 Have you given in  
4 Do you do 5 were you doing

- Tell students to write three more questions about studying, e.g. *Can you describe the sports activities at your school?*, using a different tense or modal verb in each one. Monitor and check while students do this and help with vocabulary as necessary. Elicit an example for each structure from the class and write it on the board. Put students into same-ability pairs to ask and answer the questions. Monitor and give positive feedback for interesting ideas. Nominate one or two students to tell you something interesting they found out about their partner. As an alternative, you could get them to write something they learnt about their partner on a piece of paper. Take the papers in and redistribute them. Ask students to read their paper and guess who wrote it.

## Fast finishers

Tell fast finishers to write a fourth question using the structure they didn't use in exercise 3.

## Subject and object questions

- 4** Books closed. Demonstrate the two types of question by asking a stronger student *Who has texted you today?* *Who have you texted today?* Focus students' attention on the different responses. Then write the example questions from the Student's Book on the board. Elicit what is different about the structure of each question, and which noun in the answers each question is asking about. Books open. Tell students to look at the sentences again and to complete the rules.

→ Grammar reference Student's Book page 138

### Answers

**a** question **b** statement

- 5** Tell students to complete this exercise individually. Allow them to compare their answers with a partner before checking as a class. Encourage students to explain their answers.

### Answers

- 1 a** do you know  
**b** knows you  
**2 a** did Carl call  
**b** called Carl  
**3 a** did their car damage  
**b** damaged their car

- 6** Books closed. Write the example from the Student's Book on the board. Elicit two questions for the sentence, one using *what* and one using *who*. Books open. Compare the questions students gave you with those in the book. Set the exercise as individual work and check answers.

### Extension activity

Tell students to write three subject and three object questions to ask their partner. Monitor and help as they write the questions. Put students into pairs to ask and answer the questions. Nominate three or four students to tell the class about their partner.

### Answers

- 1** What did Suzanne Collins write? / Who wrote *The Hunger Games*?  
**2** What did Mark Zuckerberg start? / Who started Facebook?  
**3** What award has Cristiano Ronaldo won twice? / Who won the 'Footballer of the Year' award twice?  
**4** What has the USA never won? / Who has never won the FIFA World Cup?

## Corpus challenge

Ask students what word they put before the subject of a question in the present perfect and past simple. Then ask students to look at the sentence and to correct it.

### Answer

Have you had a good time on your holiday? OR Did you have a good time on your holiday?

## VOCABULARY Education: -ion nouns

- 1** Write *educate* on the board and elicit the noun form (*education*). Put students into pairs to write down the nouns for each verb in exercise 1. Check answers.

### Extension activity

Read these sentences out loud and ask students to complete each one with a noun from exercise 1. Make a 'beep' sound where the missing noun should go.

- 1** ..... (Communication) methods have changed a lot due to technology.  
**2** I don't think my ..... (preparation) for the test was very good.  
**3** I need my parents' ..... (permission) to go.  
**4** I missed the ..... (registration) date for the competition.  
**5** I love ..... (action) movies.  
**6** They have started a ..... (collection) to buy her a present.

### Answers

- 1** collection **2** action **3** preparation **4** registration  
**5** permission **6** discussion

- 2** Give students a few minutes to complete this exercise. Allow them to compare their answers with a partner before checking as a class. Remind students that being able to change one part of speech into another is a very useful skill, and that it is a good idea to make a note of both the noun and verb form of new words when recording new vocabulary. As an alternative, you could play a game using these words. Put students into groups of six and tell them to choose one sentence each and to copy it onto a piece of paper. On the back of the paper, they should write the correct answer, without anyone else in the group seeing it. Monitor and check that everyone has the correct answer. Students then show the front of their paper to the rest of their group to see if they can give the correct form of the word.

### Answers

- 1** introduction **2** application **3** contribution **4** education  
**5** satisfaction

- 3** To consolidate subject/object questions, start this exercise by eliciting whether each question is a subject question or an object question. Then tell students to complete the sentences individually before checking answers as a class.

### Answers

- 1** suggestions **2** a description **3** his invention  
**4** your decision **5** permission

## WRITING A profile of a person

- 1 Books closed. Put students into pairs to discuss what types of article they would expect to read in a school magazine (sports reports, interviews, reports from school clubs or days out, etc.). Elicit some ideas from the class. If anyone suggests a profile, or a biography, ask what type of information this might include (questions and answers about opinions and events). If no one suggests a profile, explain what one is and the type of information they might expect to find in one. Books open. Tell students to put the questions in the correct place.

### Answers

1 b 2 a 3 e 4 d 5 c

- 2 Ask students to do this exercise individually. Explain that they only need to circle one example of each type of punctuation. Check answers.
- 3 Give students time to do the correction exercise individually before checking answers as a class. As an alternative, you could make this competitive by giving them three minutes to correct as many as possible.

### Mixed ability

To make exercise 3 more achievable for weaker students, provide them with some of the corrections for each sentence. Encourage them to make at least one correction to each sentence individually.

### Answers

- 1 Yes, in fact I'm doing extra Italian because we've got an important exam soon.
- 2 What date is your exam?
- 3 It's on a Monday, either the 14th or 21st October, at the Huntingdon Street exam centre.
- 4 Do you get on well in subjects like Spanish, French or English literature?
- 5 Yes, I tend to find them easier than science and maths.
- 6 Where are you going to study Modern European Languages?
- 7 I want to study Russian and French, so I guess I'll either go to Paris, or maybe somewhere in Russia, like Moscow or St Petersburg.

- 4 Model the activity by briefly answering the questions yourself. Then put students into pairs to discuss the questions. Elicit a response to each one from a different pair.

### Mixed ability

Ask students to tell you one or two of the additional questions they have written and add them to the board. This will support any weaker students in the next exercise. You could also add one or two questions yourself to help students when writing the profiles.

- 5 Give students 15 to 20 minutes to complete this exercise. Monitor and help with ideas about who they can write about (e.g. their brother, their friend, another student, etc.) and what they can ask (e.g. what they are studying now, what they would like to do in the future, whether they do any enrichment activities, etc.). Once students have completed the task, tell them to compare their answers with a partner. Encourage students to check their partner's use of punctuation.

### Cooler

Display the profiles around the classroom. Students should then walk around the room reading them.

They should try to add an extra question to each one that they read. Finally, ask students to get their profile and to write responses to any questions that were added.

### Project

Tell students they are going to interview someone in school, or a club they are part of, to write a profile about. Ask them to think about who they would like to interview and what questions they will ask. For homework, students should conduct their interviews. If possible, they could film the interviews to show to the class on a video-hosting website, such as YouTube. Alternatively, students can write up their findings in a short paragraph to present in the following class.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 138

Vocabulary list page 129

#### Workbook

Unit 1, page 4

#### Go online for

- Pronunciation
- Corpus tasks