

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

- is organized
- listens carefully
- works hard
- asks questions
- follows directions
-
-
-

Team Skills

- treats others with respect
- shares
- is outgoing
- doesn't disturb others
- 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.

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

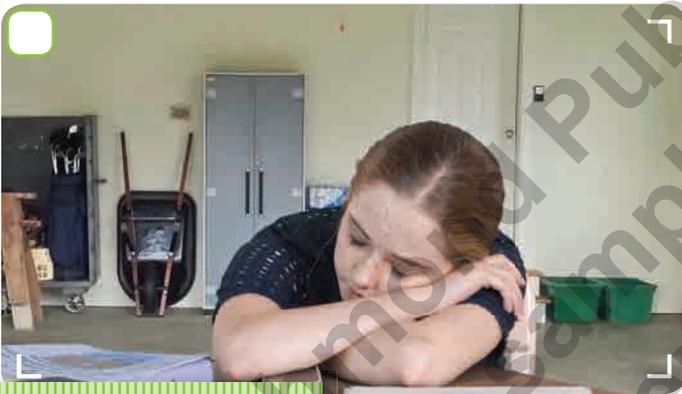
Project

Poster: How to Be a Better Student



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**

Study Nouns

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

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

2 Write verbs for the study nouns.

- | | |
|---------|----------|
| 1 | 7 |
| 2 | 8 |
| 3 | 9 |
| 4 | 10 |
| 5 | 11 |
| 6 | 12 |

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...

1 Listen and follow. 2



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.

Ben's Bad Semester

I

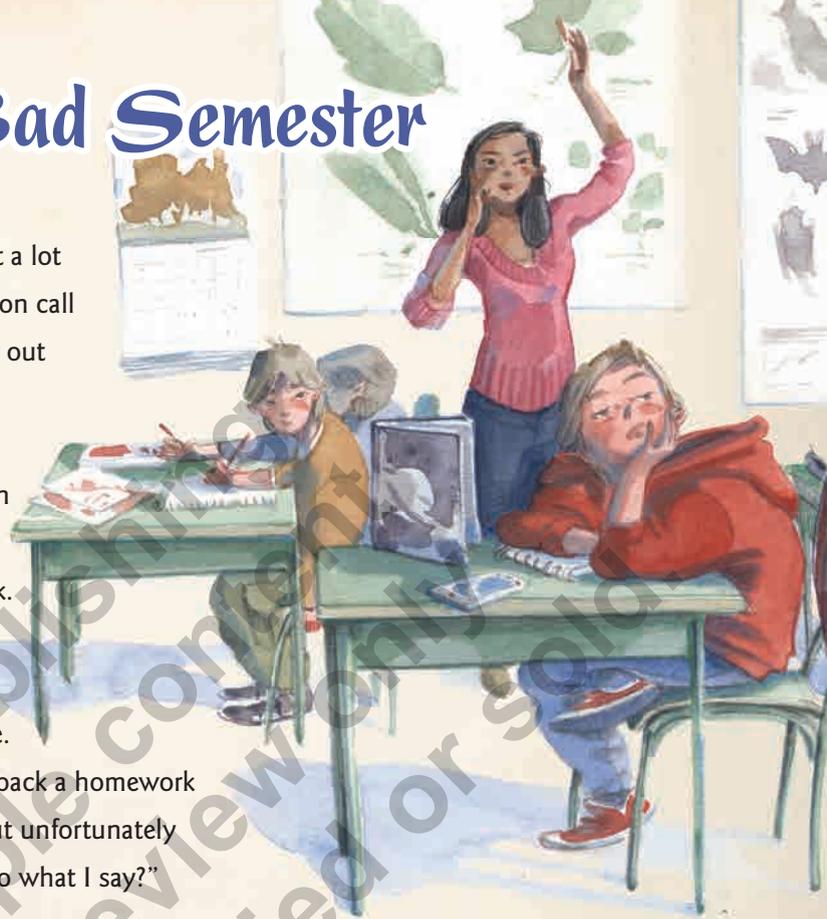
The new semester started badly for Ben. And then it got a lot worse. In the very first lesson, he didn't hear Ms. Wilson call out his name three times because he was too busy looking out the window.

"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!"

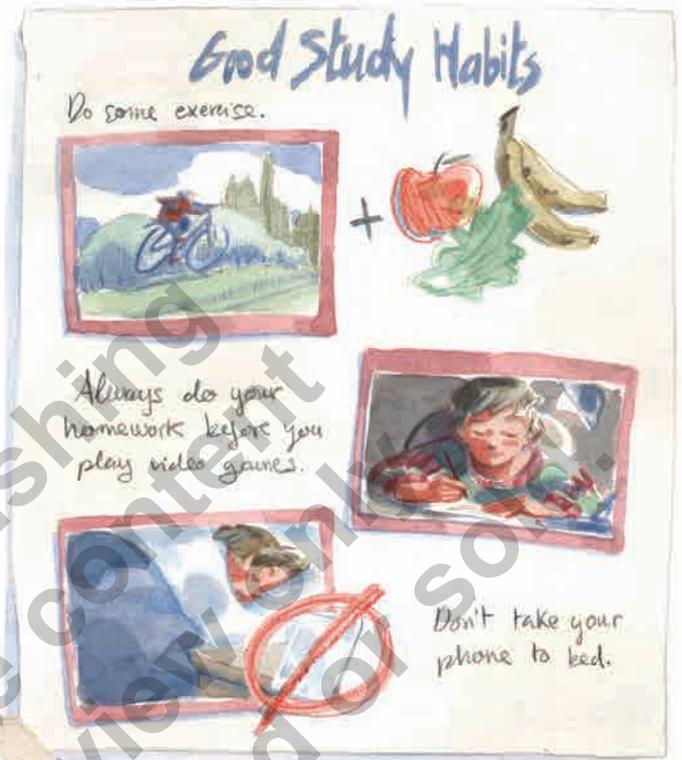


Reading

- 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.



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

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.

✦ 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?

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?

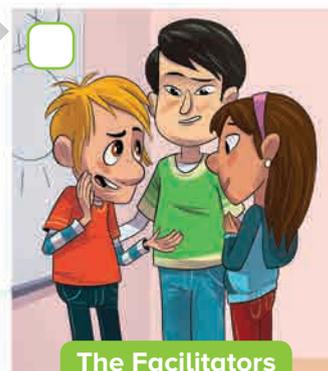
2 Match the tasks with the team roles.

- 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?

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.

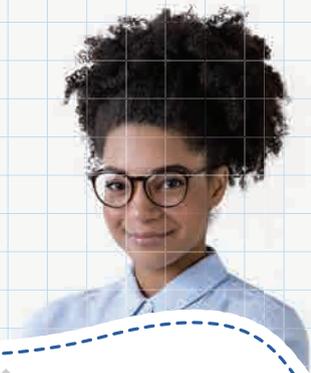
I've decided to take regular breaks.

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. 



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*

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

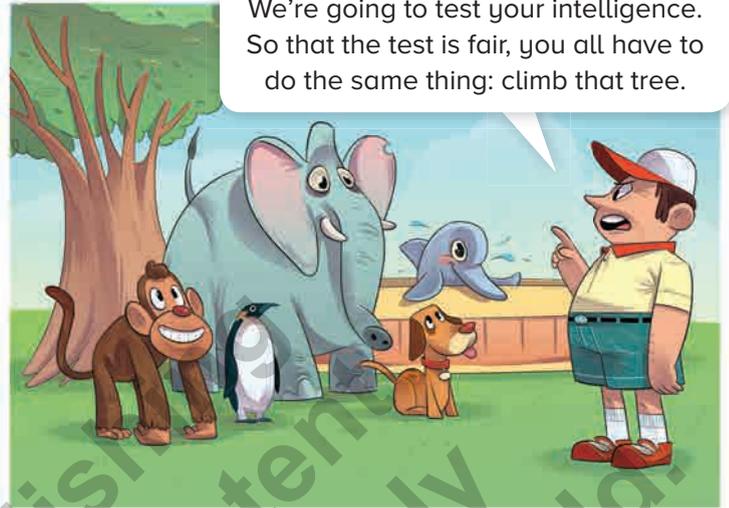
how to learn another language

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.

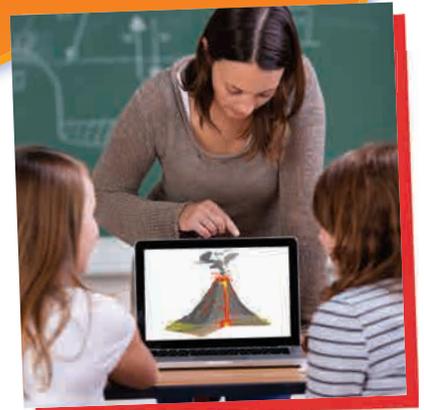


Know Your Learning Style

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.



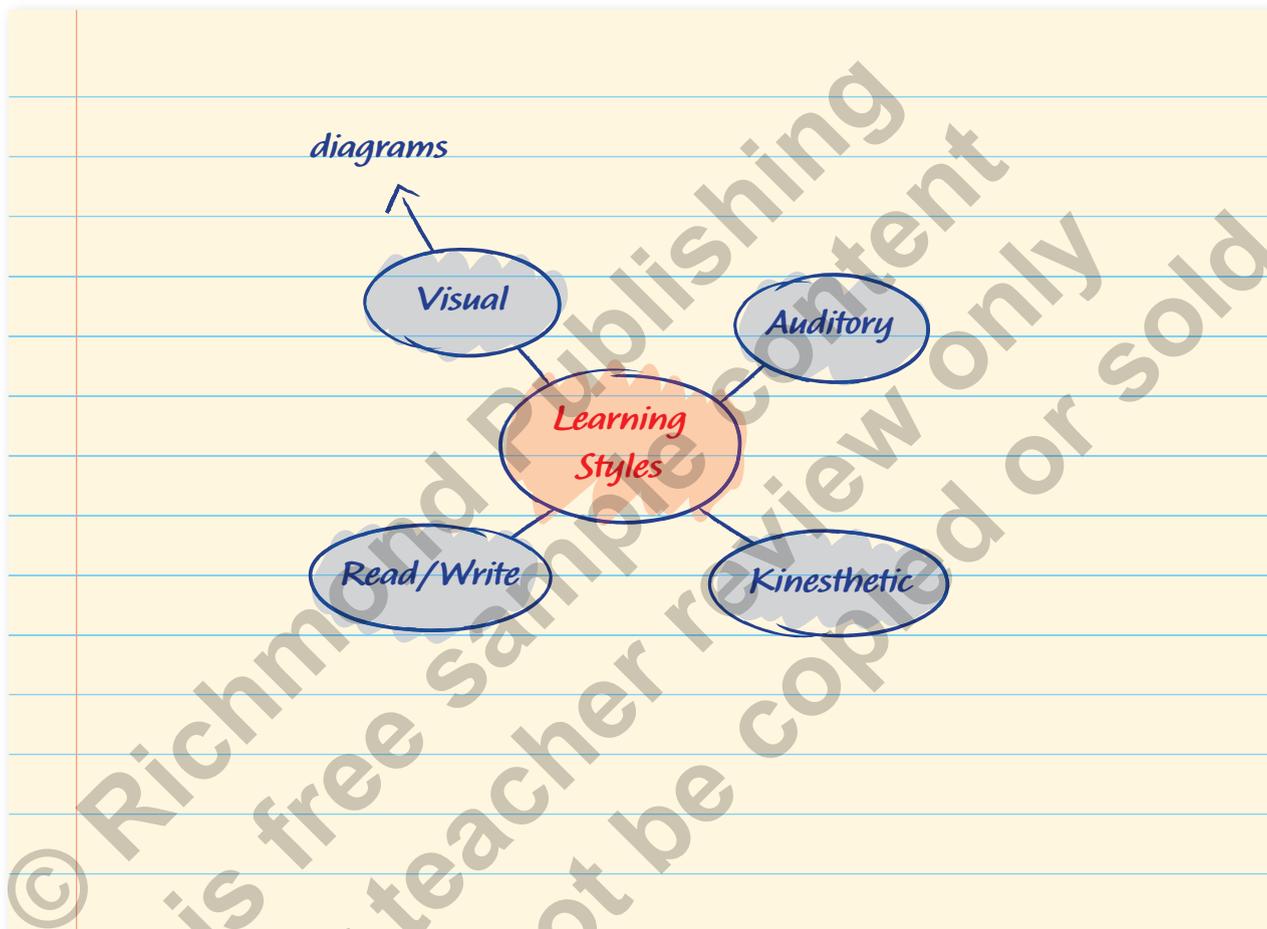
Multimodal

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?

1 Listen and follow the introduction.  7

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.  8

- 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

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

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?

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.

- 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.



- 3 ✦ 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.