

**ALWAYS
LEARNING**

Exam stress relief

Better the devil you know than.....

the devil you don't know

Tonya Trappe

Donna never considered pursuing romances with other men. "Better the devil you know than the devil you don't know," was her philosophy.

Free dictionary

- The nature of the beast
- Reading
- Writing
- Speaking

Understanding teenagers



Sarah Jane Blakemore

Teenage diaries

20th July 1969

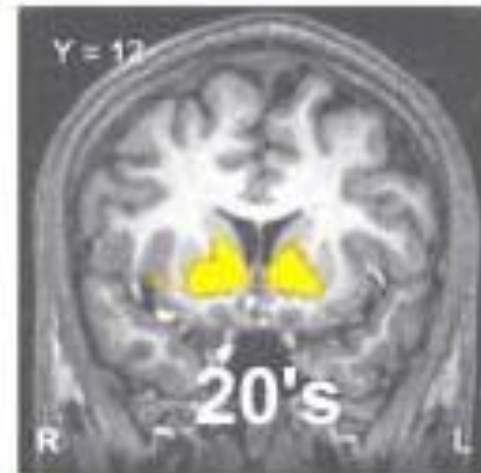
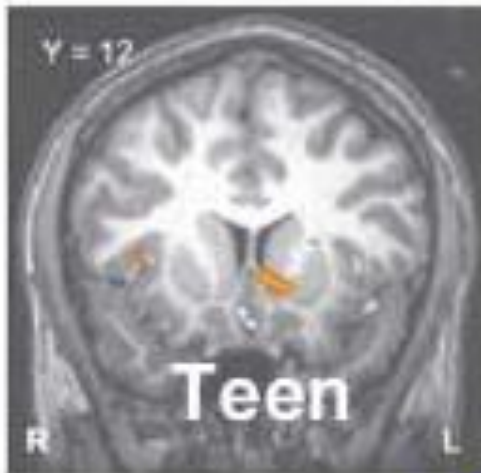
I went to the arts centre by myself in yellow cords and new blouse.

Ian was there but he didn't speak to me. Jessica says someone has a crush on me.

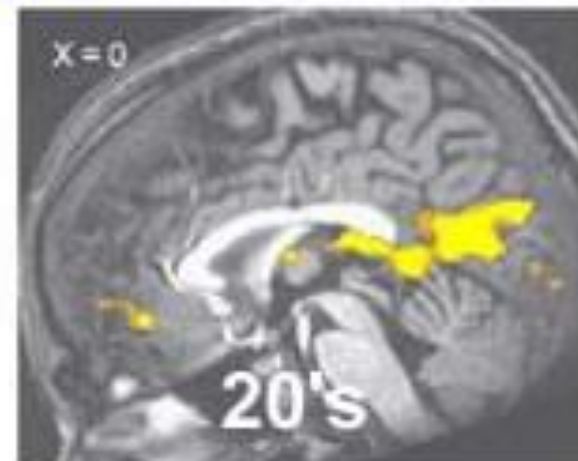
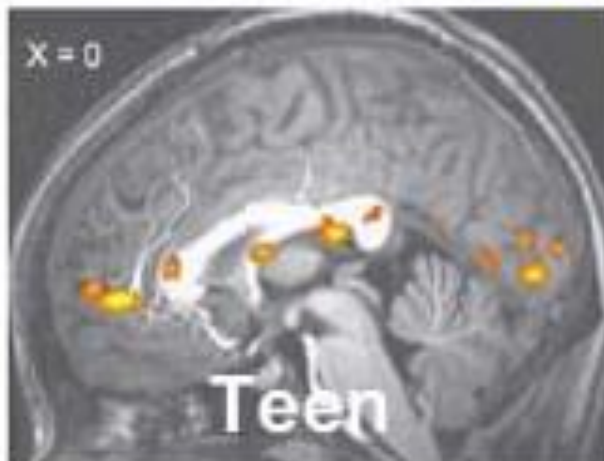
It's Nicolas I think.

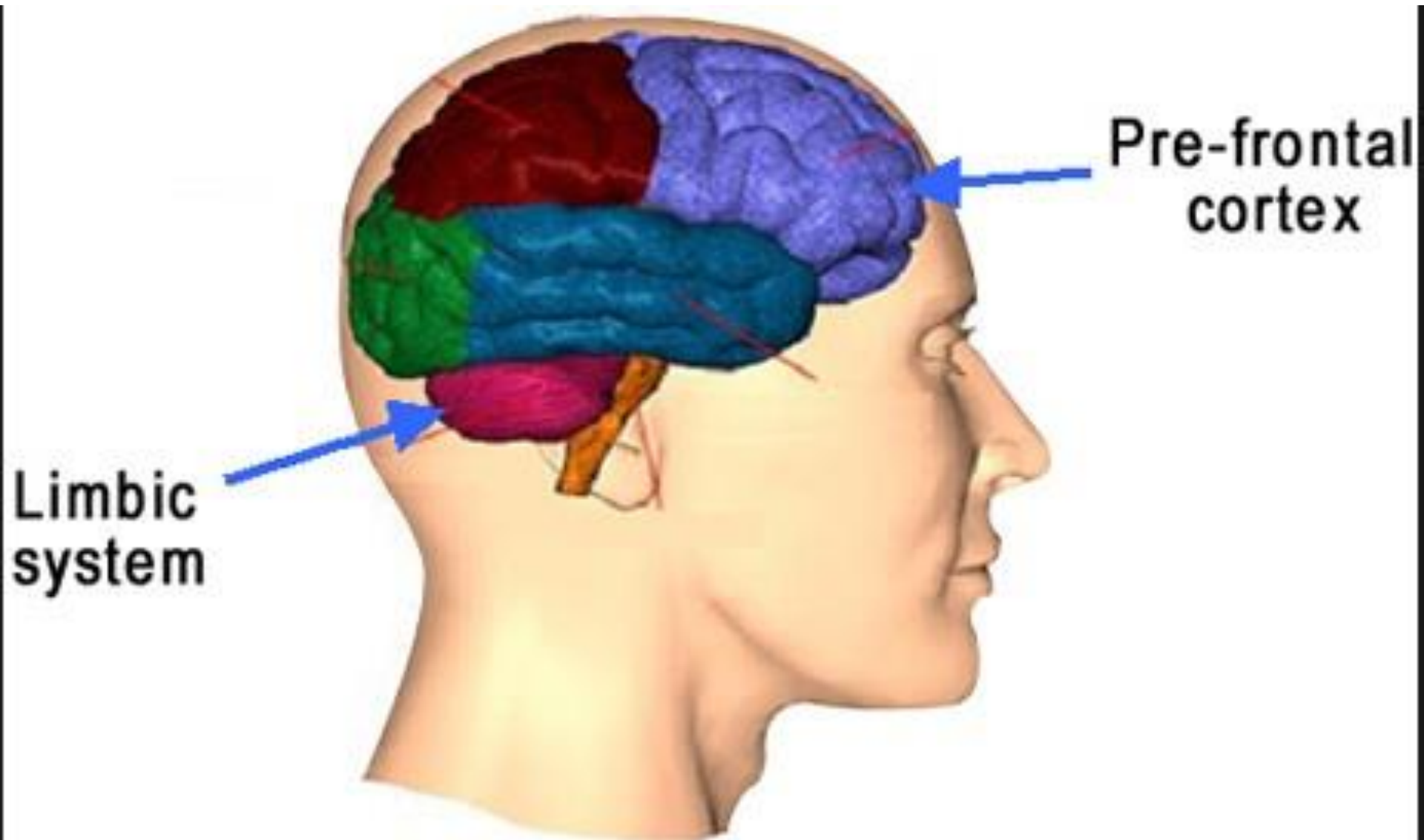
Man landed on moon.

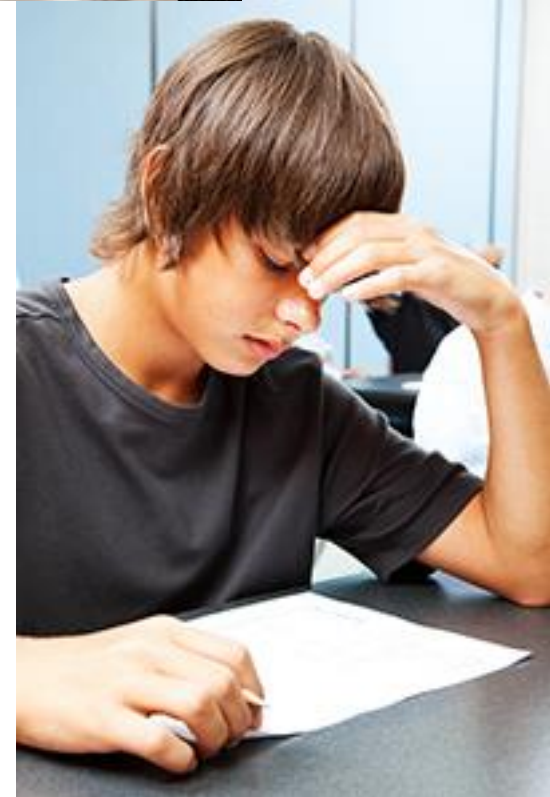
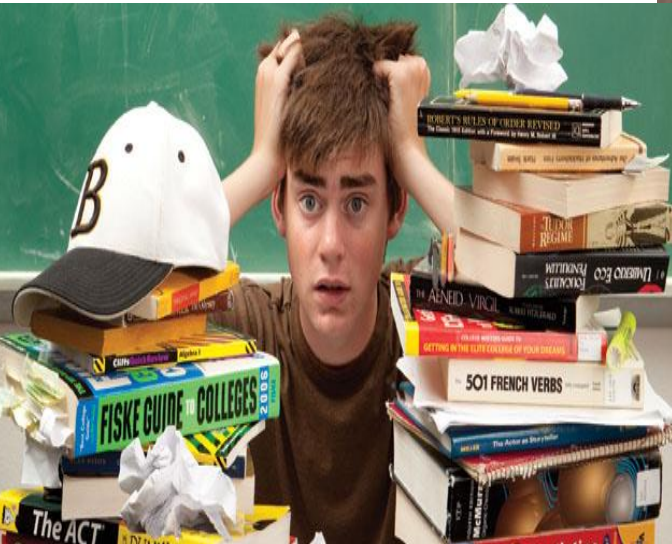
Anticipation of Reward



Reward







“What are seen as the problems; heightened risk taking, poor impulse control, self-consciousness shouldn’t be stigmatised. They reflect changes in the brain which provide excellent opportunity for education and social development.”

- Be positive about the exam and the course you are using (exam strategies). Make it as fun and interesting as possible.
- Help students to stay focussed by being clear and organised. Know your stuff!
- Explain exactly what is expected.
- Give achievable goals and reward progress.(self fulfilling prophecy)
- BUILDING CONFIDENCE

Reading Paper

Common Problems:

Lack of vocabulary to make the connections between the question and the text



What's the Text About?

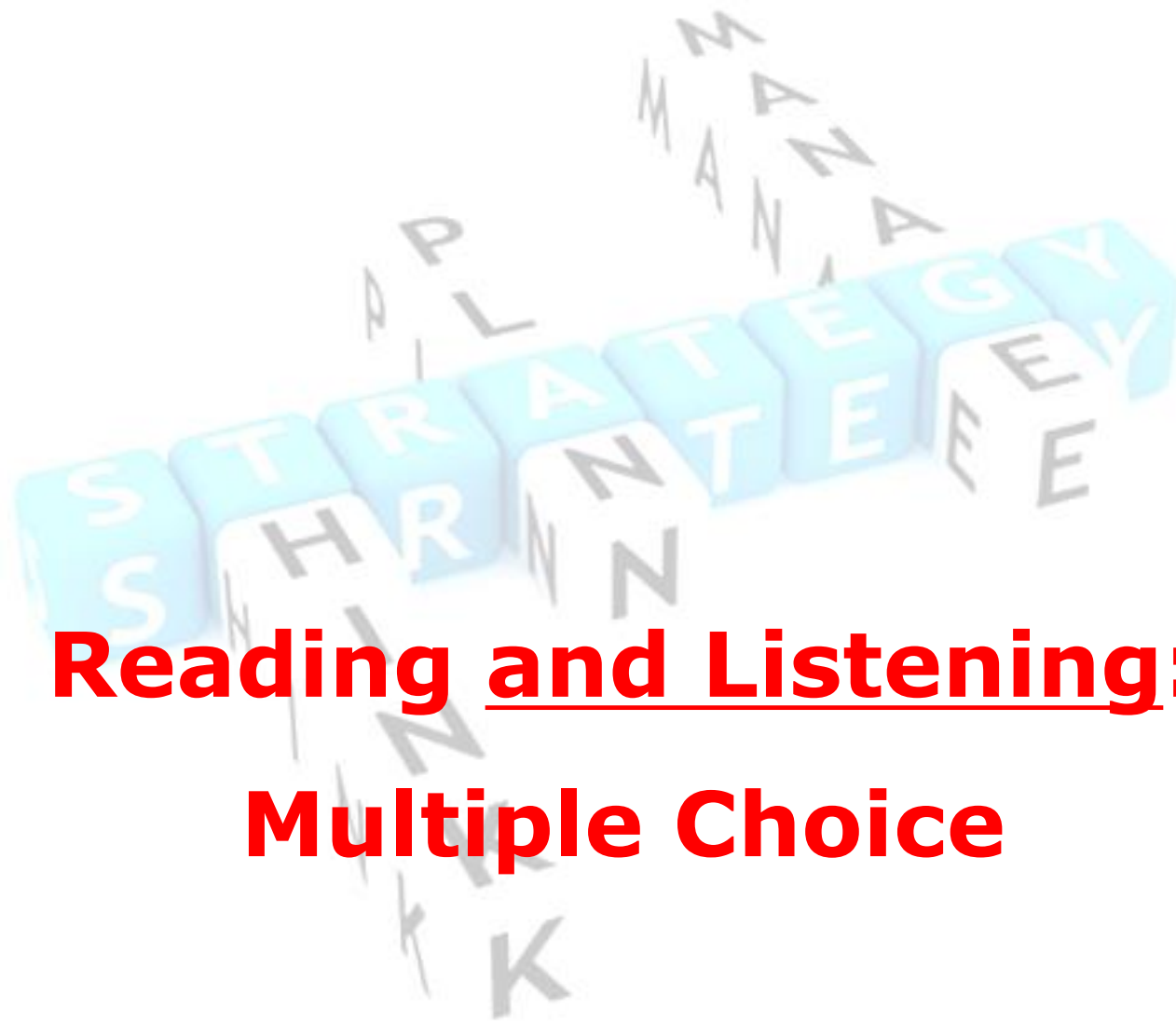


THE WORLD'S STRICTEST PARENTS

Seventeen-year-old Chezdan Mills used to be, in his own words, 'every parent's worst nightmare. I was rude, obnoxious, difficult. I treated my mum like a slave. I'd stay out all night and if she objected, I'd just ignore her or give her a hard time. School was a nightmare. I had to leave and go to a special school for a while. I just didn't care.'

Luckily for his mum, Chezdan has changed. These days he may not be a model son, but the improvement in his behaviour is just amazing. He's at college and is second to top in his class. At home his bedroom is neat – well, neat-ish! – and his mum hasn't been in tears at his defiance for a long time. What changed was that Chezdan, who always claimed he was a 'lost cause', signed up for a TV programme about parenting strategies. He really applied to *The World's Strictest Parents* just 'to get on the telly and have a giggle', but the programme makers and his mum seem to have had the last laugh. He is a reformed character. And nobody could be more surprised than him.

The UK programme makers look for host parents with very strict ideas of how young people should behave, in places as far away from the UK as India and Jamaica. Then two rebellious teenagers are sent to live with them for about ten days. On arrival, the teenagers get a very rude awakening! They may have to start school at 5 a.m., they usually need to do daily chores and they must follow the highest standards of obedience on everything from iPod listening habits to mealtime etiquette. In Botswana, two UK teenagers were horrified to discover that they had to cook dinner every evening. They even had to wash their host parents' hands before dinner, as a traditional mark of respect!



Reading and Listening: Multiple Choice

Seventeen-year-old Chezdan Mills used to be, in his own words, 'every parent's worst nightmare. I was rude, obnoxious, difficult. I treated my mum like a slave. I'd stay out all night and if she objected, I'd just ignore her or give her a hard time. School was a nightmare. I had to leave and go to a special school for a while. I just didn't care.'

- 1 Before Chezdan went on the TV show,
- A** he gave his parents nightmares.
 - B** his mum mistreated him.
 - C** he was bullied at school.
 - D** he was hard to discipline.

o top in his class. At home his bedroom is neat – well, neat-ish! – and his mum hasn't been in tears at his defiance for a long time. What changed was that Chezdan, who always claimed he was a 'lost cause', signed up for a TV programme about parenting strategies. He really applied
5 to *The World's Strictest Parents* just 'to get on the telly and have a giggle', but the programme makers and his mum seem to have had the last laugh. He is a reformed character. And nobody could be more surprised than him.

2 Chezdan signed up for *The World's Strictest Parents* because he

A thought he'd have a good time.

B fancied doing some acting.

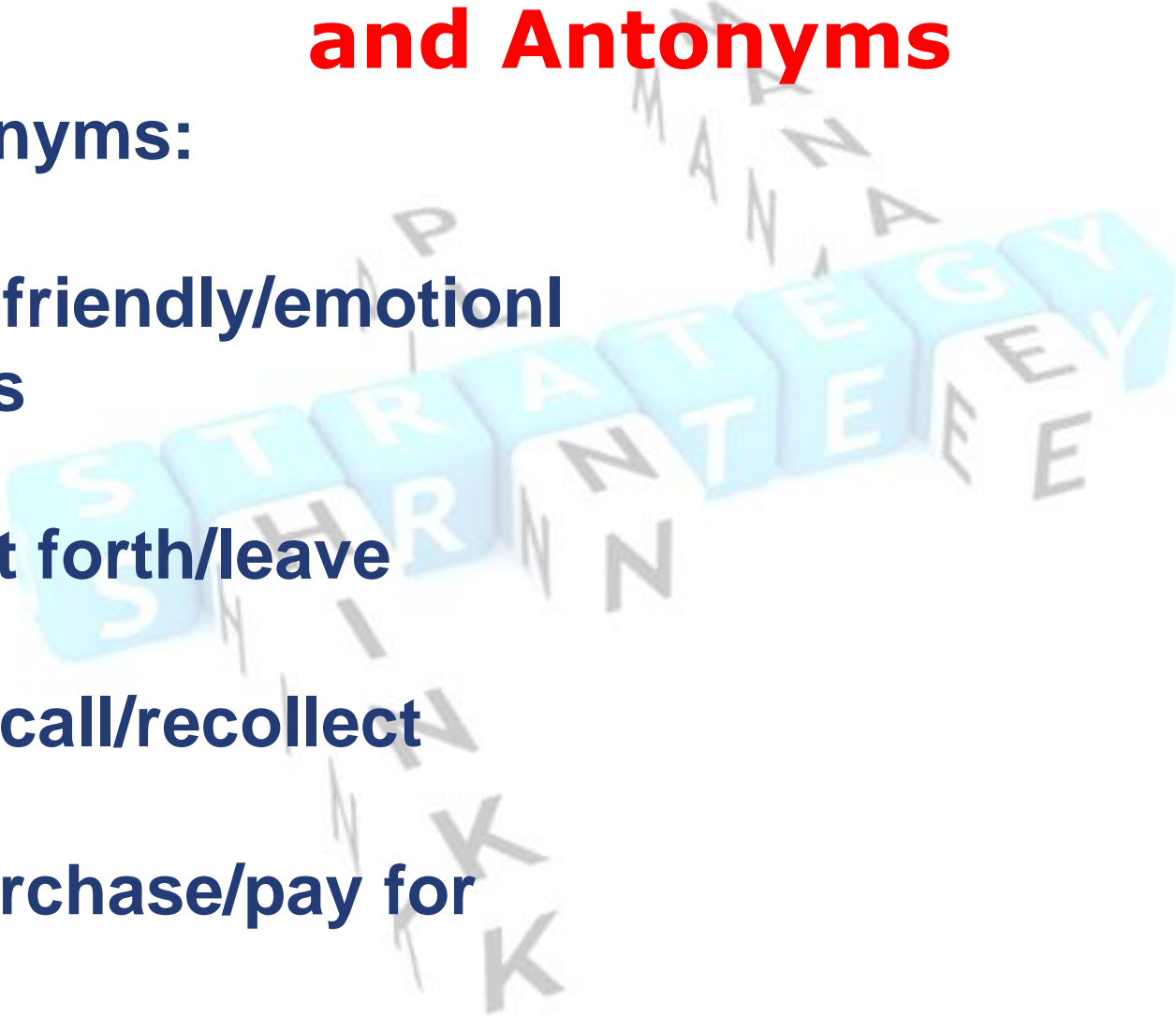
C thought he could make people laugh.

D wanted to get away from his mum.

The Clues are in the Synonyms and Antonyms

Synonyms:

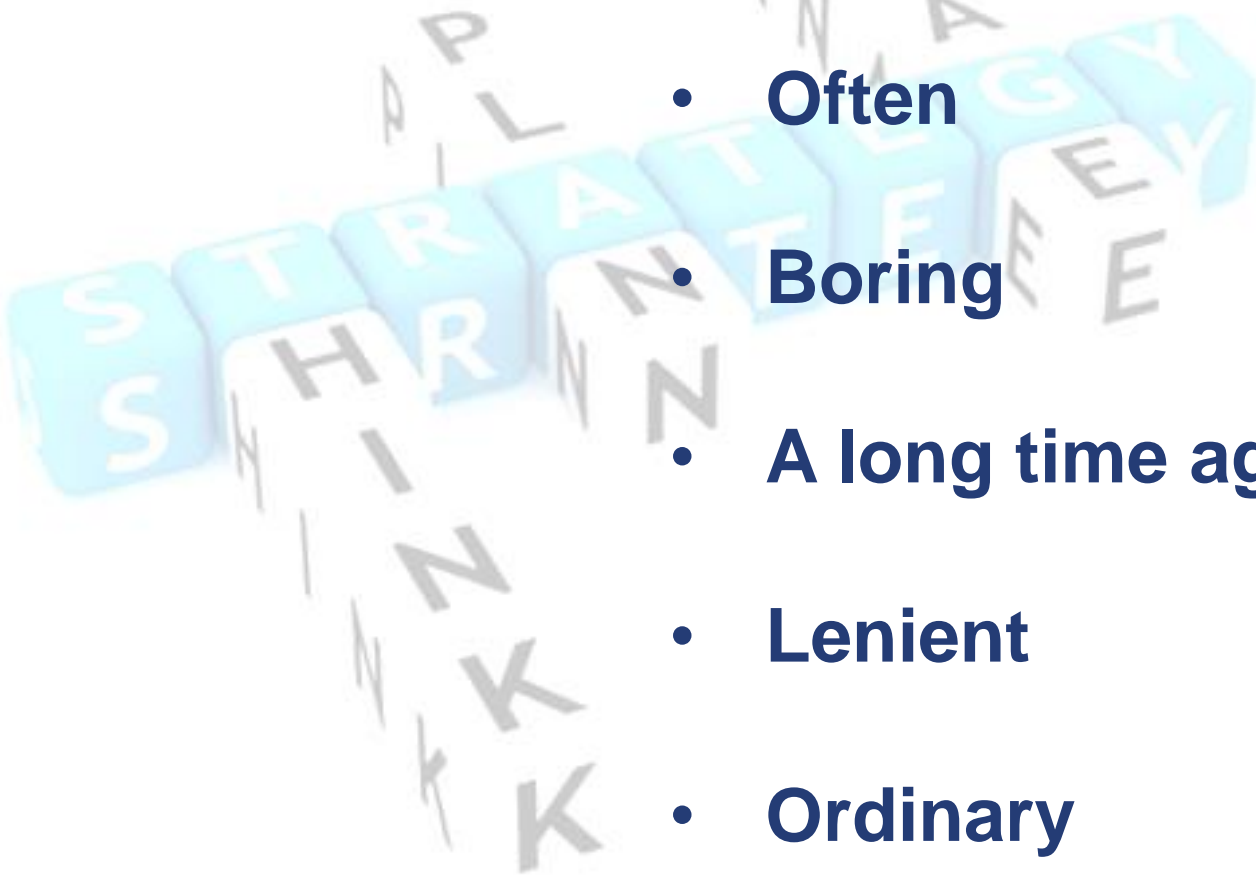
- Unfriendly/emotionless
- Set forth/leave
- Recall/recollect
- Purchase/pay for
- Automobile



The Clues are in the Synonyms and Antonyms

Antonyms:

- Often
- Boring
- A long time ago`
- Lenient
- Ordinary



The Clues are in the Synonyms and Antonyms

- **Unfriendly/emotionless** **COLD**
- **Set forth/leave** **DEPART**
- **Recall/recollect** **REMEMBER**
- **Purchase/pay for** **BUY**
- **Automobile** **CAR**

The Clues are in the Synonyms and Antonyms

Often

SELDOM/RARELY

Boring

INTERESTING

A long time ago

RECENTLY

Lenient

STRICT

Ordinary

SPECIAL

The Reading Paper – Multiple Choice Strategies:

Get Learners to:

- **Develop awareness of synonyms / antonyms (also important for T/F tasks)**
- **Always read the whole text before answering the questions**
- **Guess if unsure!**
- **correct papers**



Question 1

**Correct the error in the sentence:
The girl were extremely intelligent.**

The boy were extremely intelligent.

Reading and Use of English Paper (1 hour 15 minutes)

Part 1 (Multiple-choice cloze)

What is being tested?

with similar meanings. It also tests some grammatical features, e.g. phrasal verbs and fixed phrases.

What do you have to do?

- Choose the correct word or phrase from each set of four options.

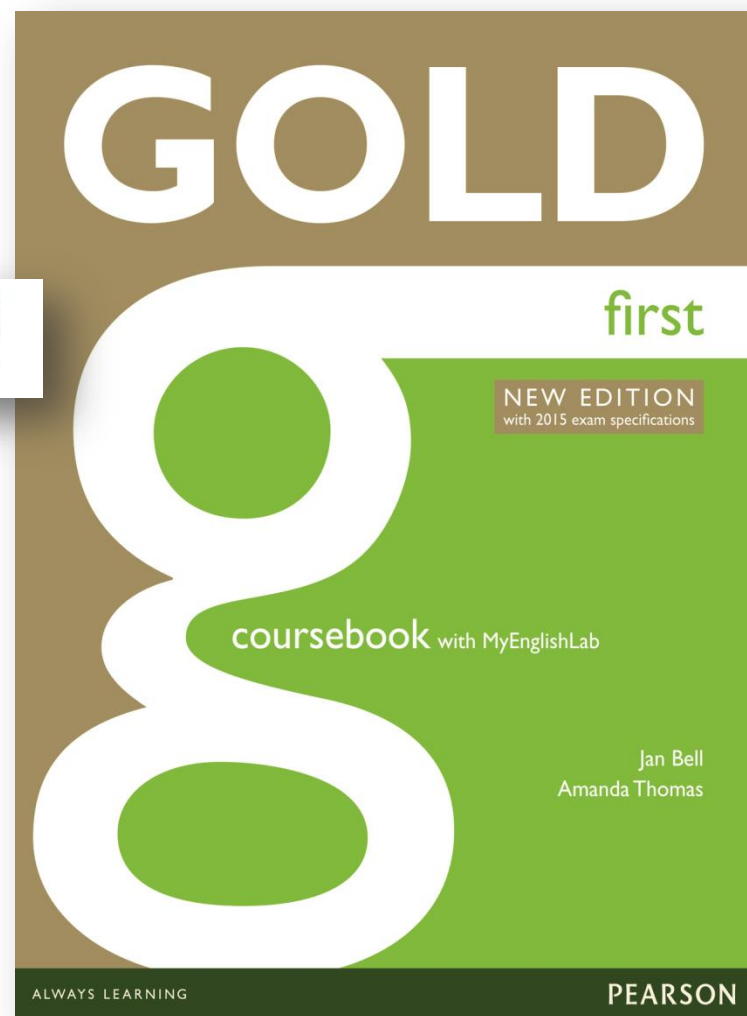
Mark the correct letter A, B, C or D on your answer sheet.

Strategy

Read the text quickly to get a general idea of what it is about, without trying to fill any of the gaps.

- 2 Read the text again. Stop at each gap and try to predict what the missing word or phrase might be.
- 3 Look at the options for each gap carefully. Try putting each of the options in the gap to see which one fits best.
- 4 Check the words on either side of the gap to see if the option you have chosen goes with these.
- 5 Read the whole text again to make sure the options you have chosen make sense. Do not leave a blank; if you are not sure, choose the one which seems most likely.
- 6 Transfer your answers to the answer sheet.

The materials



The benefits of forming friendships with those we meet online are obvious, so why do people still make fun of the idea?

A NOTHER WEEK, another survey claiming to reveal great truths about ourselves. This one says that (shock horror!) people are increasingly turning 'online friends' into people they'd think worthy of calling real-life friends. Well, that's stating the obvious, I would have thought! If there's a more perfect place for making friends, I have yet to find it. However, when surveys like this are reported in the media, it's always with a slight air of 'It's a crazy, crazy world!' And whenever the subject crops

How many collocations?

I woke up in a cold sweat after a very bad dream.

**If you want to be ready to run a marathon in March,
you're going to have to push yourself to the limit.**

I woke up in a cold sweat after a very bad dream.

If you want to be ready to run a marathon in March, you're going to have to push yourself to the limit.

6 I woke up in a _____ sweat after a very bad dream.

a cold **b** wet **c** hot **d** deep

7 If you want to be ready to run a marathon in March, you're going to have to _____ yourself to the limit.

a race **b** rush **c** force **d** push

I was (Q2) ____ enough to get the opportunity to go to university in America.

A lucky

B happy

C excited

D satisfied

4 My dad needed two _____ teeth after a skiing accident.

a touch b sight c hand d time

2 I've been told by the doctor to _____ weight.

a lose b drop c waste d save

3 My mum's a shopaholic. She loves that first _____ of excitement when she enters the shop door.

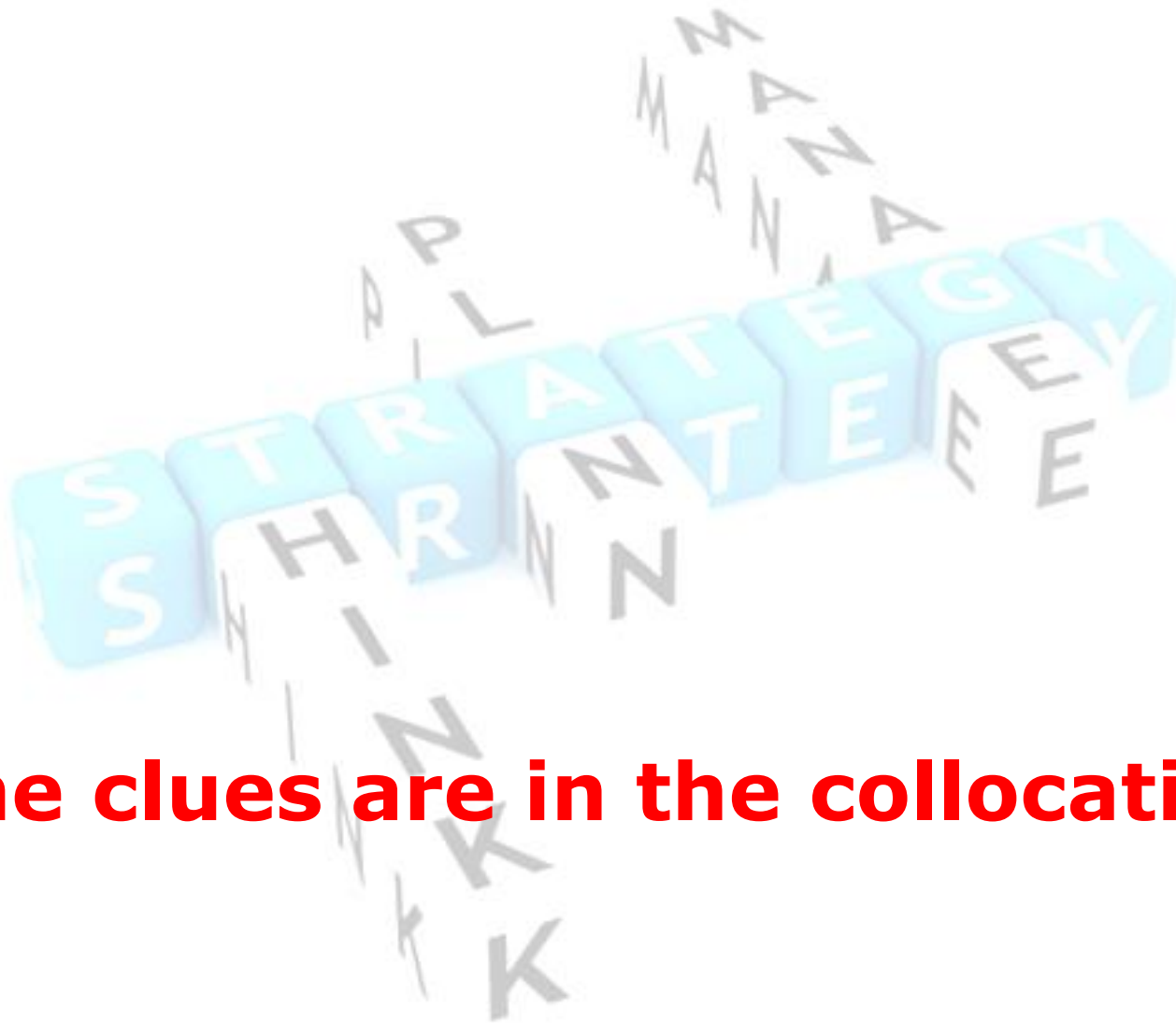
3 My mum's a shopaholic. She loves that first _____ of excitement when she enters the shop door.

6 I woke up in a _____ sweat after a very bad dream.

a cold b wet c hot d deep

7 If you want to be ready to run a marathon in March, you're going to have to _____ yourself to the limit.

a race b rush c force d push



The clues are in the collocations

What collocates with...

Points

10 demand

8 *and* justify your

6 *and* course of

4 *and* spring into

2 *and* plan of

1 *and* decisive

action

The Use of English Paper – Cloze Tasks

Strategies:

Get students to:

- become familiar with collocations and set expressions
- play games with collocations
- make quizzes and practice activities for each other
- avoid translation from L1 – it rarely works!

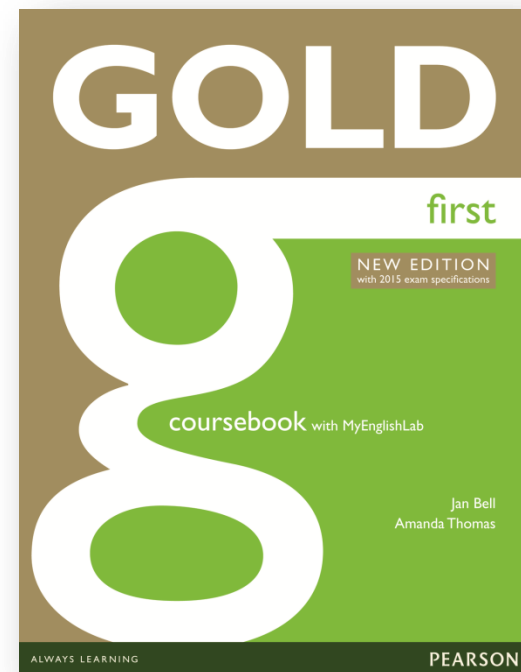


Exam information

Writing (1 hour 20 minutes)

The Writing paper is divided into two parts, and you have to complete one task from each part. Each answer carries equal marks, so you should not spend longer on one than another.

Part 1	<i>Focus</i>	Outlining and discussing issues on a particular topic
	<i>Task</i>	Part 1 is compulsory, and there is no choice of questions. You have to write an essay based on a title and notes. You have to write 140–190 words.
Part 2	<i>Focus</i>	Writing a task for a particular purpose based on a specific topic, context and target reader.
	<i>Task</i>	Part 2 has three tasks to choose from which may include: • a letter or email • an article • a report • a review. You have to write 140–190 words for Part 2.



The Writing Paper.

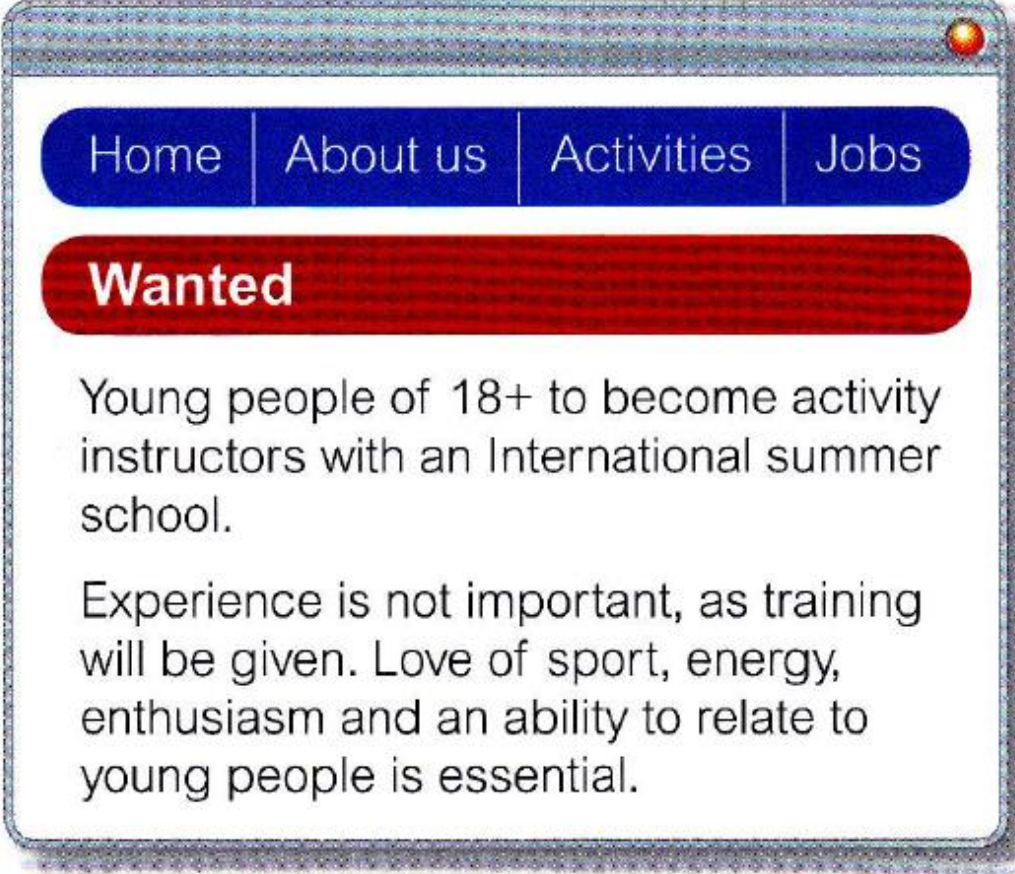
Common Problems:

Not fully answering the question.

Inaccurate grammar, vocabulary, punctuation



You have seen a job advertisement on the internet and have decided to apply for it. Read the advertisement and write your **letter** in **140–190** words.



Home | About us | Activities | Jobs

Wanted

Young people of 18+ to become activity instructors with an International summer school.

Experience is not important, as training will be given. Love of sport, energy, enthusiasm and an ability to relate to young people is essential.

What do students need to know about what they are going to write?

Guide to writing genres

4.2 Part 2

Email/Letter

An informal or semi-formal letter or email is written as a response to part of a letter or email provided in the task.

There may also be a situation you have to respond to, such as an advertisement for a job or course. The letter or email

may be written to an English-speaking friend, a possible employer, a college principal or an editor of a newspaper or magazine.

It is important that you write in a consistent and appropriate style for the reader of your letter or email, and that you include all the information required so that the reader is fully informed.

Purpose

Target audience

Register

FCE criteria for marking writing

C [redacted]

- Task Achievement

C [redacted] **A** [redacted]

- Functional Language

O [redacted]

- Paragraphing

- Linking

L [redacted]

- Accuracy

- Range

- Spelling & Punctuation

3 Marking guidelines

Both Parts of the Writing paper carry equal marks. Here are some guidelines for assessment

Band	Content	Communicative achievement	Organisation	Language
5	All the content is relevant. The reader has all the information they need.	Communicates both straightforward and complex ideas effectively.	The text is well-organised and coherent, with a variety of connecting words.	Uses a range of vocabulary, including less common words, appropriately. Uses a range of simple and complex grammatical forms with only occasional errors.
4	A mix of bands 3 and 5			
3	Nearly all the content is relevant. In general, the reader has all the information they need.	Communicates straightforward ideas effectively.	The text is generally well-organised and coherent, with a variety of connecting words.	Uses a range of everyday vocabulary appropriately. There may be occasional errors with less common lexis. Uses a range of simple and complex grammatical forms. There may be some errors, but these do not cause difficulty for the reader.
2	A mix of bands 1 and 3			
1	Some of the content is irrelevant. Some information needed by the reader is omitted.	Generally communicates straightforward ideas appropriately.	The text is connected and coherent, using basic linking words.	Uses everyday vocabulary generally appropriately, while occasionally overusing some words. Uses simple grammatical forms with a good degree of control. Errors are noticeable, but the meaning can still be understood.
0	The content is totally irrelevant. The reader does not have the information they need.	Below band 1		

Gold First New Edition

Dear Sir/Madam.

Following your recent advertisement in *The Traveller*,
I would like to apply for the (1) *job/position* of hotel
receptionist.

(2) *Right now/At present* I am completing my second
year at Poznan University, where I have been
studying Spanish. I would now like to spend some
time developing my confidence in spoken Spanish.

As well as Polish and Spanish, I also speak
fluent English. I (3) *got/obtained* the diploma you
(4) *require/want* three years ago and I have worked in
hotels (5) *on a number of occasions/lots of times*.

(6) *In addition/Also*, (7) *I possess/I've got* the energy
and good communication skills which you are
looking for.

in using English in my

applying for this job

dealing with the public.

at any time/from the

my application.

ould send me further

58 48 43 **at any time.**

rom you soon.

Gold First New Edition

Improving Organisation – Paragraphing

Dear Sir/Madam.

Following your recent advertisement in *The Traveller*, I would like to apply for the (1) *job/position* of hotel receptionist.

(2) *Right now/At present* I am completing my 3rd year at Poznan University, where I have been studying Spanish. I would now like to spend some time developing my confidence in spoken Spanish.

As well as Polish and Spanish, I also speak fluent English. I (3) *got/obtained* the diploma (4) *require/want* three years ago and I have worked in hotels (5) *on a number of occasions/lots of times*. (6) *In addition/Also*, (7) *I possess/I've got* the excellent and good communication skills which you are looking for.

I would be grateful if you could send me further details of the job, including the salary. I enclose my CV and I (8) *look forward/am looking forward to* hearing from you (9) *soon/in the near future*.

I have only three weeks (10) *left/remaining* of my university year. After that time, I will be (11) *free/available* if (12) *I am required/you need me to* come for an interview.

Yours faithfully,

Magda Koblewska

3 In which paragraph is Magda

- A giving her qualifications and experience?
- B giving a reason for writing?
- C saying when she can meet her possible employers?
- D saying why she wants the job?
- E asking for information?

Improving Organisation – Linking

Text analysis

Choose the correct alternative

Gapfill

Vocabulary

linking words and expressions

5 Look at the linking expressions underlined in the text. Which are used to

- 1 give extra information?
- 2 express reason/result?
- 3 express a purpose for doing something?
- 4 contrast information?

6 Look carefully at how the linking expressions are used in context, including the punctuation. Complete the sentences with the linking words or phrases in the box.

although	as well as	despite	however
in order to	so	that's why	too

- 1 I applied for the job., I didn't get it, unfortunately.
- 2 I didn't even get an interview, I am more than qualified for the job.
- 3 I love travelling. the work was perfect for me.
- 4 I think the reason I didn't get the job was my poor Spanish, I have enrolled on a beginners' course.

Gold First New Edition

Prepositions....

Adjectives and verbs with prepositions

1 Choose the adjective which does NOT fit in the sentence.

- 1 She's very *committed/involved/dedicated/devoted* to teaching young people about safety.
- 2 She was very *concerned/worried/timid/anxious* about taking part in the race.
- 3 He felt *sure/convinced/determined/confident* of his ability to win.
- 4 He's *thrilled/excited/enthusiastic/keen* about joining the skydiving team.

2 Use four of the adjectives to write sentences that are true for you. Then discuss your sentences with a partner.

3 Complete the sentences with the prepositions in the box.

about from in on to with

- 1 He complained the inaccurate map of the area.
- 2 She always insists the best diving equipment.
- 3 My father admitted feeling nervous.
- 4 He was involved a skiing accident.
- 5 He was prevented competing because of an injury.
- 6 She has to deal many dangerous situations.
- 7 You have to rely your partner when you're climbing.
- 8 He's determined enter the race.
- 9 My boss congratulated me my achievement.
- 10 He's very keen sky-diving.

Finished!!!!

Not
quite...

Checklist

Answering the question

Have you

- answered all parts of the question and included all the necessary information?
- written the required number of words?
- organised your ideas appropriately, using paragraphs where necessary?
- written clearly so that it is easy to read?

Accuracy

Have you checked for mistakes with

- grammar, such as agreement, verb tenses?
- vocabulary, such as incorrect word or wrong word formation?
- spelling or punctuation?

Range

Have you used a variety of grammatical structures, interesting vocabulary and linking words?

Style and layout

Have you

- used a layout appropriate for the type of writing?
- included an appropriate introduction and conclusion?
- used language appropriate for the type of writing?
- made your answer interesting for the reader? Would it have a positive effect?

People are less active from in the past. They don't play sports. They do other things insted. The stay at the house. Should we do more sport at school? I don't reckon that's the answer. Our school timetables are alredy full. There is no time for sport. Good schools offering lots of good after-school activities, so a good idea is to join one of those. And another thing, we all know it's really bad siting around all day doing nothing, so we should exersice. However, if you make something compulsry, then it puts students off. In conclusion...

Content
Communicative Achievement
Organisation
Language

People are less active from in the past. They don't play **sports**. They do **other things** insted. The **stay at the house**. Should we do more sport at school? I don't reckon that's the answer. Our school timetables are alredy full. There is no time for sport. Good schools offering lots of good **after-school activities**, so a good idea is to join one of those. And another thing, we all know it's really bad siting around all day doing nothing, so we should exersice. However, if you make something compulsry, then it puts students off. In conclusion...

Content

People are less active from in the past. They don't play sports. They do other things insted. The stay at the house. Should we do more sport at school? **I don't reckon** that's the answer. Our school timetables are alredy full. There is no time for sport. Good schools offering lots of good after-school activities, so a good idea is to join one of those. **And another thing**, we all know it's **really bad** siting around all day doing nothing, so we should exersice. However, if you make something compulsry, then it puts students off. In conclusion...

Communicative Achievement

People are less active from in the past. They don't play sports. They do other things insted. The stay at the house. Should we do more sport at school? I don't reckon that's the answer. Our school timetables are alredy full. There is no time for sport. Good schools offering lots of good after-school activities, so a good idea is to join one of those. And another thing, we all know it's really bad siting around all day doing nothing, so we should exersice. However, if you make something compulsry, then it puts students off. In conclusion...

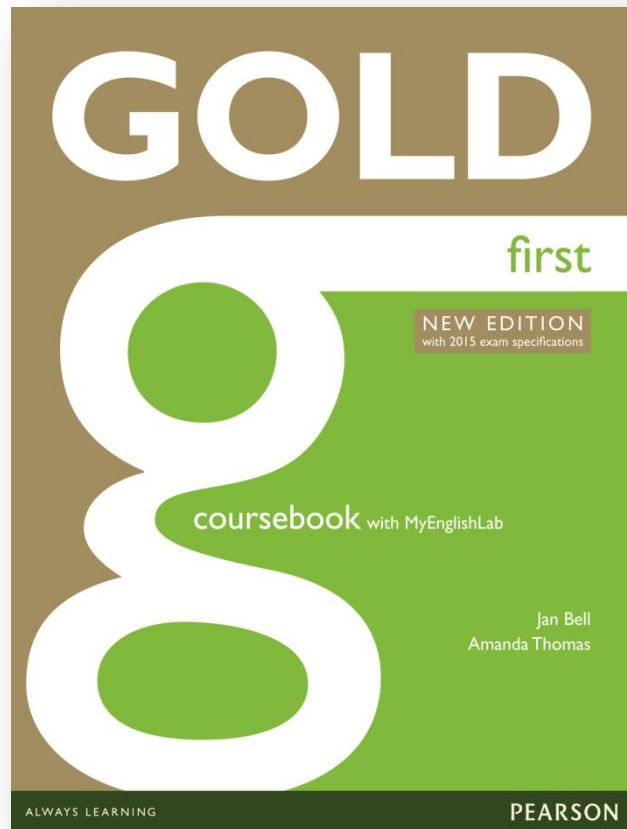
Organisation

People are less active **from** in the past. They don't play sports. They do other things **insted**. The stay **at the house**. Should we do more sport at school? I don't reckon that's the answer. Our school timetables are **alredy** full. There is no time for sport.

Good schools **offering** lots of **good** after-school activities, so a **good** idea is to join one of those. And another thing, we all know it's really bad **siting** around all day doing nothing, so we should **exersice**. However, if you make something **compulsry**, then it puts students off. In conclusion...

Language

Writing Bank



1.3 Semi-formal letter (Part 2)

For work on semi-formal letters, see page 86.

TASK

You see this advertisement in a local English language newspaper.

LOOKING FOR PART-TIME WORK?

We need students of English to spend two mornings a week helping in the local tourist office.

Good pay and conditions for the right applicants.

Write to us, giving information about your level of English and explaining why you would be suitable for the job.

Write your **letter**. Do not write any postal addresses. (You should write **140–190** words.)

Useful language

- *I have always been interested in using English in my work.*
- *One of the main reasons I am applying for this job is that I want to work in England.*
- *I have a lot of experience of dealing with the public.*
- *I am available to start work at any time/from the end of the month.*
- *Thank you for considering my application.*
- *I would be grateful if you would send me further details of the job.*
- *I can be contacted on 0849 58 48 43 at any time.*
- *I look forward to hearing from you soon.*

Model answer

Dear Sir/Madam,

I am writing to apply for one of the positions helping in the local tourist office which were advertised in 'Kent Weekly' on 23 August.

I am nineteen years old and come from Switzerland. German is my mother tongue and I have been learning English and French for five years at a comprehensive school. At the moment I'm a student at English International, studying for the Cambridge First Exam.

I have always been interested in working with people. As I have already spent three months in England, I know the local tourist attractions quite well. I would also say that I have a good knowledge of history and old places because I have read a lot about the subject recently. In the near future, I would like to continue studying English, and so the job in your tourist office would be a great opportunity for me to improve my speaking.

I am available for interview at any time. I can be contacted on 0795 51 32 41 after 6 p.m. every evening.

Thank you for considering my application. I look forward to hearing from you.

Yours faithfully,

DO say which job you are applying for and where and when you saw it advertised. You can invent a newspaper and date.

DO organise your **letter** so that you mention each of the areas in the advertisement.

DO say when and how you can be contacted.

DON'T make mistakes with time expressions and tenses.

DON'T forget to mention why you think you are suitable for the job.

DO begin and end your letter as you would other formal letters.

Model answer and useful language

Sample answers



PEARSON

You have received this letter from the organisers of a competition you entered.

Write your **letter**. Do not write any postal addresses. (You should write **140–190** words.)

Congratulations! You have won first prize in our competition – a two-week trip to Vancouver OR San Francisco. Your prize includes FREE return flight to the city of your choice, a two-week English course and FREE accommodation with a family.

Which city would you prefer, and when? Would you like us to make any special arrangements for you?

A

Dear Mrs Thompson,

Thank you very much for the letter. I am very pleased that I've won the prize. I would like to go to San Francisco because I have never been to the USA before. However, there are several questions I would like to ask.

First of all, I would like to know whether the return flight is a direct flight or not. I would like to book a direct flight because it is much more comfortable.

Secondly, I would like to know how long we are being taught every day and if there are classes in the morning or the afternoon. Is there a difference between Vancouver and San Francisco concerning this point?

You wrote about a free accommodation with a family. Are the meals included and/or do I have the opportunity to cook by myself? How far is the distance from the school?

Finally, at school we know I like to look for Yours

Anders

Comments

A There is no irrelevant information in the question with some grammatical mistakes (free accommodation) but it

Com

A The answer is **Band 5** (some free access to ideas and understanding of structure and vocabulary). The word *know* (concerning this point) but the letter shows a high level of communicative achievement. **Band 5**

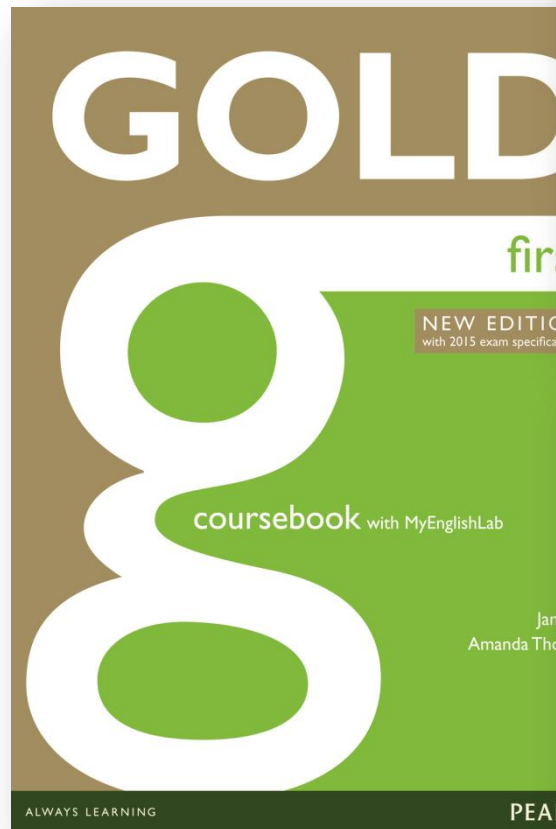
B

Dear Sir or Madam

Thank you very much for your letter which I received yesterday. I would like to go to Vancouver, because I have never been there. As I know that the weather in Canada is very nice in summertime, my preferred month is July.

Furthermore, I would like to enquire whether you could let me have some more information about my prize. First of all, I am interested in my course: how many lessons in a week do we have? And only in the morning, or in the afternoon as well? In addition to this, I would like to know if my flight is a direct one or not. My other questions concern my host family. As I am vegetarian, I would prefer to go in a family who

Writing Bank



6 Discourse markers and linking words and phrases

6.1 Time sequencers

Examples include *before, after, after a while, eventually, later, then, finally, as soon as, at first, at last, when, while*.
*I immediately phoned the police. **While** I was waiting for them to arrive, I watched the house.*

***At first**, no one got out of the car, but **after a while** the driver's door opened.*

*And **then** I **finally** found what I was looking for.*

6.2 Listing points

Examples include *first, firstly, first of all, to begin with, secondly, thirdly, finally*.

*Our holiday was spoiled, **firstly** because the hotel was uncomfortable and **secondly** because the weather was bad.*

6.3 Adding information/Emphasising points

Examples include *as well as (that), in addition (to), moreover,*

however

However can come at the beginning or end of a sentence. It must be separated off by commas.

*The advert claimed that there were huge discounts for students. **However**, the discount was only five percent.*

*I love travelling. I don't enjoy long flights, **however**.*

although, even though, though

These expressions introduce a subordinate clause of contrast. If the subordinate clause comes first, it is separated from the main clause by a comma.

***Although** he practised every day, he didn't manage to improve.*

*I walked home **even though** it took me two hours.*

NOTE *though* can be used after a comma at the end of a separate sentence that expresses something surprising.

*We lived in the middle of a city. We still had a large garden, **though**.*

whereas, while

- Whereas and while are used to compare two things and show how they are different.

*She likes football **whereas** I prefer tennis.*

*My sister is very like my father, **while** I take after my mother.*

While is also used in the same way as although.

7 Academic language

For the Writing paper, it is important to use the correct style. If you are writing an essay or report, it may be appropriate to use language that is academic. Here are some examples of sentences using: **1** non-academic English, and **2** academic English.

7.1 Nouns

function

- I don't know what they will use the new building for.
- The **function** of the new building is unclear to me.

area

- This is something that we don't know much about.
- This is an **area** that we know little about.

role

- An important way to improve people's eating habits is by

significant

- Technology is very important in people's lives.
- The effect of technology on people's lives is very **significant**.

financial

- Often, young people don't have enough money.
- Young people often suffer from **financial problems**.

specific

- The speaker talked about the special problems that people around here have.
- The speaker **discussed the specific problems affecting** people living in this area.

sufficient

- I hope there will be enough money from the government to finish the project.
- I hope to have **sufficient government funding to** complete the project.

7.3 Verbs

establish

More help with linking and range

The Writing Paper

Strategies:

- **Planning – and checking – is everything**
- **Get students to keep an organised file of model texts and language feedback from previous tasks.**



But they still get it wrong...

- 1. (at the start of a letter) 'Expensive Maria, ...'**
- 2. I spent Christmas in the Turkey**
- 3. I like my coffee cremated**
- 4. My sister is having three cats**
- 5. The dog was hungry because my sister forgot to eat him.**
- 6. You must sing your name on the form.**
- 7. In the holidays I tripped on the mountain**
- 8. (at the end of a formal letter) 'With best regrets...'**

The Speaking Paper.

Common Problems:

Limited Functional Range

Drying Up – lack of vocabulary

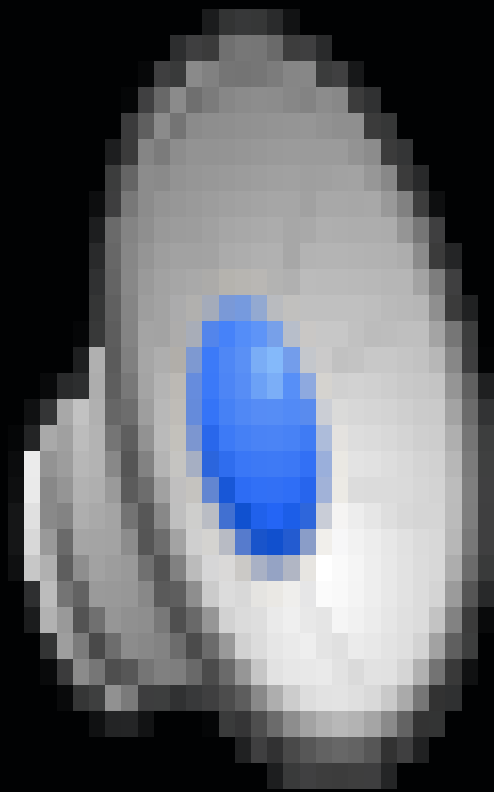


The 'functions box' – coursebooks as they used to be...

**In my opinion...
From my point
of view...
As far as I'm
able to judge...**

**I agree
I agree completely
I couldn't agree
more
I'm in favour of
that**

**I disagree
I don't agree
You're wrong there
You must be joking**





1 Guess the answers. Then watch and check.

Kyle and Jasper are discussing whether school is easier for them than it was for their parents. Which of these aspects do they compare?

- A discipline C exams
B uniforms D technology

2 Answer the questions

3 Do you think it is important to have printed books as well as technological devices like computers in school? Why/Why not?

- 1 The boys have tried to compare school in the past? Why?
- 2 How do school parents compare the past? What do they agree about this?
- 3 The boys agree that they have technology 'at their fingertips' these days. Do they agree that this makes life easier?

1 Guess the answers

Kyle and Jasper are discussing whether school is easier for them than it was for their parents. Which of these aspects do they compare?

- A discipline
B uniforms

2 Answer the questions

- 1 The boys have tried to compare school in the past? Why?
- 2 How do school parents compare the past? What do they agree about this?
- 3 The boys agree that they have technology 'at their fingertips' these days. Do they agree that this makes life easier?

3 Do you think it is important to have printed books as well as technological devices like computers in school? Why/Why not?

Project

- 4 Work in groups. Interview people about the ways they use technology in school and what they think are the advantages and drawbacks. Make a video of your findings if you like.

How often do you use ...? How helpful do you

Gold Experience B2

Switch on

IS SCHOOL TOO EASY?



1 Guess the answers. Then watch and check.

Kyle and Jasper are discussing whether school is easier for them than it was for their parents. Which of these aspects do they compare?

- A discipline C exams
- B uniforms D technology

2 Answer the questions.

- 1 The boys have trouble deciding about exams. Why?
- 2 How do school punishments differ now from the past? What do both boys agree about this?
- 3 The boys agree that they have technology 'at their fingertips' these days. Do they agree that this makes life easier?

3 Do you think it is important to have printed books as well as technological devices like computers in school? Why/Why not?

Project

- 4 Work in groups. Interview people about the ways they use technology in school and what they think are the advantages and drawbacks. Make a video of your findings if you like.

How often do you use ...? How helpful do you

Gold Experience B2

Project

- 4 Work in groups. Interview people about the ways they use technology in school and what they think are the advantages and drawbacks. Make a video of your findings if you like.

How often do you use ...? How helpful do you find it?

In your opinion, what are the advantages/disadvantages of using ... ?

The Speaking Paper

Strategies:

- Train students to define words they do not know
- Maximise classroom opportunities for developing and practising fluency
- Expose students to real English as often as possible





Thank you

tonyabeguin@yahoo.fr