



LEARNING TO LEARN

Šárka Miková

MY SECONDARY SCHOOL YEARS



DLGNT

IMGNTV

DBTFL

RMNTC

FRNDL

THGHTFL

IMPTNT

MD

VRCRTCL

WK-WLLD

ADOLESCENTS

SRCH FR IDNTT

ND FR SLF-STM

GRTR SLF-WRNSS

VLNRBL T NGTV JDGMNTS

ND FR PR PPRVL

CRWD MMBRSHP

ADOLESCENTS

SEARCH FOR IDENTITY

NEED FOR SELF-ESTEEM

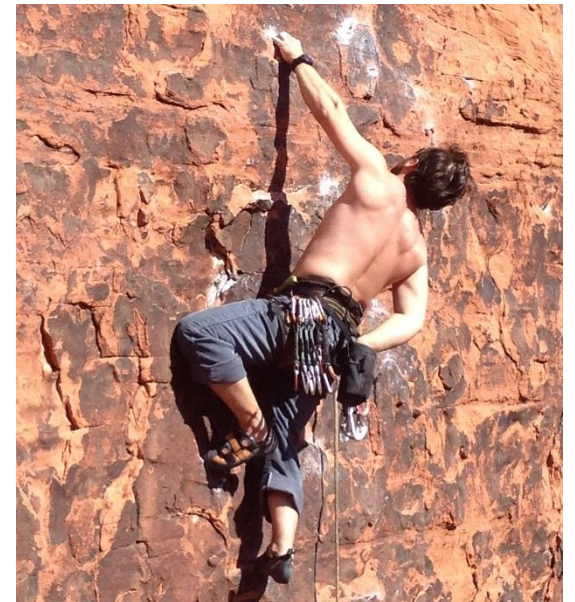
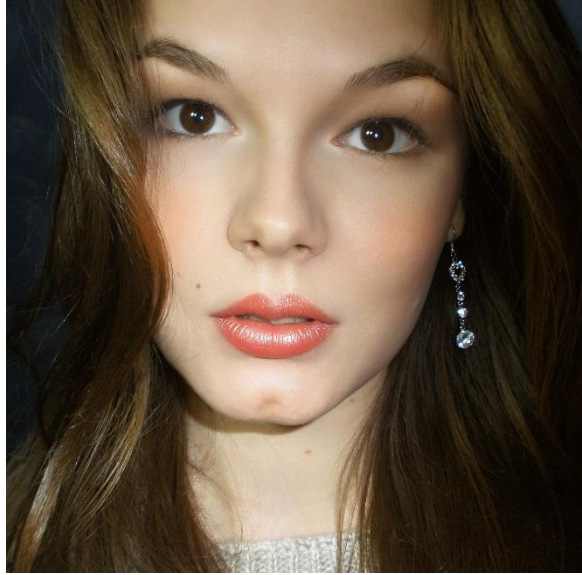
GREATER SELF-AWARENESS

VULNERABLE TO NEGATIVE JUDGEMENTS

CROWD MEMBERSHIP

NEED FOR PEER APPROVAL

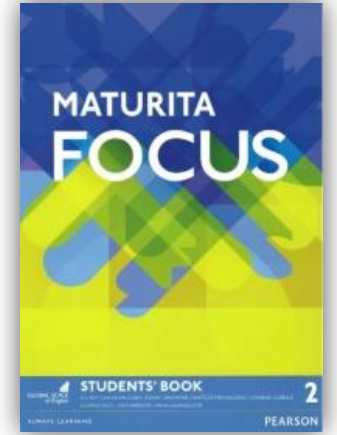
MY facebook PROFILE PHOTO



Resource 2

Facebook profile photos

1.1 Vocabulary (personality adjectives)



Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.

The pretty portrait

Girls often take photos of themselves. They do their hair, put their make-up on, look straight into the camera, and 'click'.

What it means: Look at me – I'm ¹ _____ (RESUOOGG), fascinating and ² _____ (EHYCKE)!

The strange close-up

You can just see one eye, or a mouth or part of the face from an unusual angle.

What it means: Hey, I'm ³ _____ (EVAETIRC) and imaginative, but I'm also cool, sophisticated and ⁴ _____ (YTISLSH).

The party shot

A group of friends at a party, laughing with their arms in the air.

What it means: I'm ⁵ _____ (MGNCAHRI). I'm really ⁶ _____ (APPUOLR), I'm one of the gang!

Doing something interesting

You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.

What it means: I'm ⁷ _____ (AMNCIYD) and ⁸ _____ (USOVAEDTNUR) and I like taking risks.

You as baby

You're in your late teens, but you post a cute photo of yourself as a baby.

What it means: Look, I used to be cute and adorable, and I still am! And maybe I'm a bit ⁹ _____ (AMTRUIME) and ¹⁰ _____ (HILCHSDI) and I don't want to grow up.

ADOLESCENT STUDENTS

- ✓ once engaged, **PASSIONATE COMMITMENT** to what they are doing
- ✓ greater ability for **ABSTRACT THOUGHT**
- ✓ their intermediate level of language stock and skills allows them to **STUDY ON THEIR OWN**
- ✓ have to prepare for their **SCHOOL-LEAVING EXAMS**



WHAT DOES THIS MEAN FOR TEACHERS?

- ✓ Link language teaching closely to **STUDENTS' EVERYDAY INTERESTS**
- ✓ Provoke student **ENGAGEMENT** with material that is **INVOLVING AND PERSONALIZED**
- ✓ Exploit their ability for **ABSTRACT THINKING**
- ✓ Give students enough chance to record and practice **ON THEIR OWN**
- ✓ Provide students with **STRATEGIES TO SUCCEED AT EXAMS**



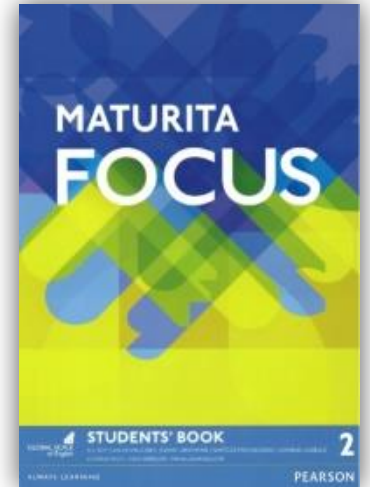
Provoke student **ENGAGEMENT** with material that is **INVOLVING**



Provoke student **ENGAGEMENT** with material that is **PERSONALIZED**

SHOW WHAT YOU KNOW

- 1 Think about your house and complete the task. You have five minutes.
 - List all the different rooms.
 - Put the rooms in order according to the time you spend in them.
1 = My bedroom (I spend most time in here).
 - List at least six items you can find in each room.
- 2 In pairs, combine your lists. What is your total number of different words for rooms and furniture?



Exploit their ability for **ABSTRACT THINKING** – practice word associations and definitions

TABOO WORDS

- **spring**
- season
- year
- time
- new

- **exam**
 - test
- assessment
 - Maturita
 - student

- **brain**

- head

- think

- organ

- understand

FOCUS

•TEACHER'S BOOK

Resource 36 Taboo words 8.1 Vocabulary (crime)

Group/Student A

EVIDENCE

Don't use:

- crime
- criminal
- things

GUILTY

Don't use:

- innocent
- crime
- judge

CASE

Don't use:

- crime
- court
- evidence

TO INTERVIEW

Don't use:

- questions
- suspect
- police

SHOPLIFTER

Don't use:

- shop
- criminal
- steal

MUGGING

Don't use:

- street
- attack
- mobile



Group/Student B

WITNESS

Don't use:

- see
- crime
- person

VICTIM

Don't use:

- person
- crime
- attack

COURT

Don't use:

- place
- judge
- criminal

TO ARREST

Don't use:

- police
- criminal
- crime

CAR THEFT

Don't use:

- car
- steal
- thief

BURGLARY

Don't use:

- house
- steal
- crime

2 Word families

NOUN	ADJECTIVE
1 <u>bravery</u>	<u>brave</u>
2 <u>generosity</u>	_____
3 <u>laziness</u>	_____
4 <u>loyalty</u>	_____
5 <u>modesty</u>	_____
6 <u>responsibility</u>	_____

4

Useful phrases – shopping

- 1 can't afford it = don't have enough money
- 2 _____ = get your money back
- 3 _____ = look at things in shop windows but not buy anything
- 4 _____ = offer big price reductions on everything
- 5 _____ = save the piece of paper which shows you have bought sth
- 6 _____ = on promotion at a low price
- 7 _____ = find things that cost much less than normal

3

Collocations

VERBS		NOUNS
<u>find</u> fix	+	crazy events
follow get		your hand home
go raise		a problem <u>a solution</u>

- 1 find a solution
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

5 Adjective antonyms

POSITIVE	≠	NEGATIVE
1 <u>caring</u>	≠	selfish
2 cheerful	≠	_____
3 _____	≠	lazy
4 modest	≠	_____
5 _____	≠	shy
6 _____	≠	crazy

6

Art and music

[sculpture black and white song
~~painter~~ band singer landscape]

ART

People: 1 painter, photographer, sculptor

Type: painting, 2 portrait, 3 photo, 4 colour

7

The justice system

a crime is committed

a suspect is ¹ arrested

victims and/or witnesses are interviewed

² _____ is collected

the ³ _____ goes to ⁴ _____

⁵ _____

not guilty

the person is ⁶ _____ (e.g. to three months in ⁷ _____)

the case ends

8

Adjectives with positive or negative meanings

[amusing boring emotional
entertaining funny inspiring
moving predictable relaxing
unoriginal unrealistic]

positive

inspiring

negative

9

Adjective order

[cotton lovely old
single ~~wooden~~ yellow]

	article	opinion	size/age	colour	material	make/type	noun
1	an	-		-	<u>wooden</u>		bed
2	a	-	large			-	duvet
3	a		-	blue	-	teddy	bear

WORD STORE 4A

Describing houses

Type of house

a bungalow, a cottage, a detached house, a semi-detached house, a terraced house, a flat, 1 an eco-house

Location

in the city centre, in the suburbs, in a village, near the sea, 2 _____, 3 _____

Building materials

brick, concrete, 4 _____, 5 _____, 6 _____

Description

modern, traditional, spacious, 7 _____, 8 _____, 9 _____

WORD STORE 4B

Things inside and outside a house

Inside

- 1 bookcase
- 2 carpet
- 3 cooker
- 4 cupboard
- 5 floorboards
- 6 kitchen sink
- 7 shelves
- 8 stairs
- 9 windowsill
- 10 wood-burner
- 11 worktop

Outside

- 12 back door
- 13 front door
- 14 path
- 15 patio
- 16 pond
- 17 porch
- 18 shed
- 19 stone wall

WORD STORE 4C

Phrases with make and do

make	do
a decision	your homework
<u>a noise</u>	_____
_____	_____
_____	_____
_____	_____
_____	_____

WORD STORE 4D

Words for free – houses

- 1 balcony = _____
- 2 garage = _____
- 3 lamp = _____
- 4 sofa = _____
- 5 toilet = _____

WORD STORE 4E

Adjective order

[cotton lovely old
single wooden yellow]

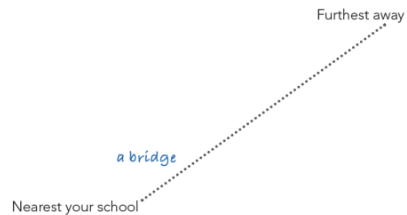
article	opinion	size/age	colour	material	make/type	noun
1 an	–	–	–	<u>wooden</u>	–	bed
2 a	–	large	–	–	–	duvet
3 a	–	–	blue	–	teddy	bear

WORD STORE 4F

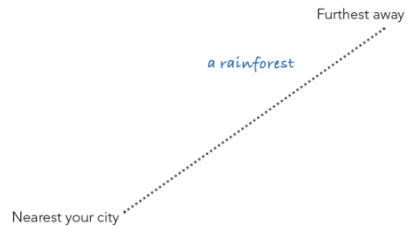
Places in the city and in the country

[a beach a bridge a canyon
the coast a harbour an island
a monument a mountain a rainforest
a reef a river a ruin a slum
a square a statue a temple a valley]

In the city



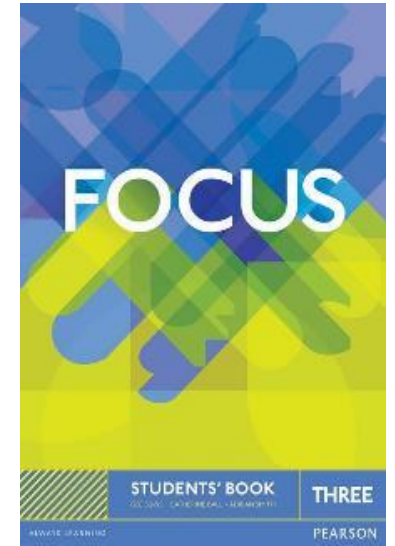
In the country



Provide students with **STRATEGIES TO SUCCEED AT EXAMS**

Matching tasks

- One type of matching task requires candidates to match missing sentences with gaps in a text. Remember that this type of task includes an [redacted] sentence or option, so you will have to [redacted] unnecessary items.
- When you match missing sentences with gaps in the text, [redacted] the text first, ignoring the gaps, to get its general [redacted]. Then try to choose the missing information to complete the text, paying special attention to the words that come before and after the [redacted].
- It can be useful to look at [redacted] words in the missing sentence and those sentences before and after the gap. A [redacted] in the option may refer back to a person in the previous sentence.
- Another type of matching task requires you to match items of information with the sections of a text in which they can be found. It is important to be able to scan the texts quickly to find the matching information.
- Remember that the information will be [redacted] in the items, so don't look for the exact same words.



reference, rephrased, pronoun, extra,
gap, eliminate, meaning, skim

Provide students with STRATEGIES TO SUCCEED AT EXAMS

Příklady 45–49 (vzorové úlohy k 8. části didaktického testu – čtení)

Přečtěte si informace o pěti lidech, kteří hledají práci, a pracovní nabídky. Na základě informací v textech přiřadte k úlohám 45–49 vždy jednu pracovní nabídku A–G. Dvě nabídky jsou navíc a nebudou použity.

- 45 **Evan** _____
He is a 19-year-old secondary-school graduate who is looking for a summer job before he goes to university. He loves all outdoor activities. Previously, he worked at a French restaurant, which he wouldn't do again, but last year he enjoyed taking care of children in a primary-school club. He prefers not to work at weekends.
- 46 **Laura** _____
She is a mature 16-year-old secondary school student with good computer skills but no foreign language knowledge who wants a summer job. She loves cooking but she is a vegetarian and will not touch meat. She loves animals and often looks after her neighbours' pets. She spends weekends at tennis tournaments.
- 47 **Cathy** _____
She is a 58-year-old retired narcotics police officer who loves spending weekends with her grandchildren. She would like to find a part-time job where she could help other people but she can't do hard physical work or walk a lot because of an old leg injury. Money isn't a problem for her.



A)

NOW HIRING
Chez Michel is looking for a reliable waiter/waitress to work at our non-smoking French restaurant. Previous restaurant experience isn't necessary but you should be a hard worker, polite and able to speak French. The position is only temporary – from July to September. However, if you're good enough, we may offer you a permanent job. Generous salary and free meals. Interested? Contact us at 555-9588.

D)

MAKE A DIFFERENCE
Do you want to make a difference in someone's life? Now is your chance! Riverside Farm is looking for someone who has finished secondary school education to work with young children at our camp in July and August. You will be working outside in hot weather, doing a lot of running, hiking and helping with farm animals. However, you will work only on weekdays, the job is great fun and we pay very well! Call us today: 785-1342.

E)

POSITION AVAILABLE
Designing for Children is the hottest magazine for graphic designers who specialise in children's art. We publish the latest news related to art, advertising, design, etc. We need an accountant with at least 8 years of experience to work at our office doing accounting work for our magazine. This is a great chance for anyone who's looking for a well-paid career. Good computer skills are necessary. Call us at 755-4359.

EXAM STRATEGIES

Pracovní sešit k učebnici Maturita Focus vám přináší cvičení, která vám pomohou nejen při přípravě na českou maturitní zkoušku, ale i při přípravě na mezinárodní jazykové zkoušky, např. Cambridge English: Preliminary (PET), Cambridge English: First (FCE), Trinity a PTE (Pearson Test of English). Pracovní sešit obsahuje cvičení, která vás budou připravovat na všechny části zkoušky: Poslech (Listening), Čtení (Reading), Test jazykové kompetence (Use of English), Ústní projev (Speaking) i Písemný projev (Writing). Cvičení, která jsou vhodná pro přípravu na maturitu, jsou v každé lekci označena jako FOCUS ON MATURITA. V maturitním testu a ve výše zmínovaných mezinárodních zkouškách (tedy i ve vaší učebnici a pracovním sešitě) se bude objevovat několik typů úloh. Na následujících stránkách naleznete užitečné rady a tipy, jak k jednotlivým typům zkouškových úloh přistupovat.

Poslech (Listening)

Jak postupovat

- Před poslechem si pečlivě přečtete zadání a všechny otázky/výroky. Následně se pokuste odhadnout obsah toho, co uslyšíte (např. kolik mluvčích uslyšíte, jaké slovní obraty budou asi používat apod.).
- Nezapomeňte, že nahrávku uslyšíte dvakrát. Během prvního poslechu si čtete otázky/výroky a dělejte si k nim vlastní poznámky.
- Před druhým poslechem si přečtete otázky znovu a soustředte se zejména na ty, které jste buď nezapověděli vůbec, nebo u kterých si odpovědi nejste jisti.
- Během druhého poslechu vše doplňte, případně opravte a následně zkontrolujte.

Čeho se vyvarovat

- Nebojte se, pokud některým slovům nerozumíte. K tomu, abyste úlohu úspěšně splnili, nemusíte rozumět úplně každému slovu.
- Pokud nerozumíte některé části nahrávky hned napoprvé, nezdávejte se. Další šanci budete mít při druhém poslechu. Navíc vám pomůže i to, že jste porozuměli ostatním částem nahrávky.
- Nevěnujte příliš času otázkám, na které neumíte odpovědět. Budete mít možnost se k nim vrátit později. Přejděte raději k další otázce.
- Žádnou otázku nenechávejte bez odpovědi. Nejste-li si jisti, zkuste odpověď odhadnout.

1 Úlohy s výběrem odpovědí

- Pamatujte si, že otázky jsou obvykle kladeny ve stejném pořadí, v jakém jsou v nahrávce řazeny informace, ke kterým se otázky vztahují.
- Při prvním poslechu si na otázky stručně odpovězte vlastními slovy. Pak svoji odpověď porovnejte s odpověďmi v nabídce a vyberte tu, která se s vaší nejvíce shoduje.
- Pozor na odpovědi, které vypadají a znějí téměř identicky jako informace v nahrávce – často jsou nesprávné. Každá z nabízených odpovědí se pravděpodobně k nahrávce bude nějakým způsobem vztahovat, ale jen jedna bude konkrétní otázce vyhovovat naprosto přesně. Všimněte si zejména synonym, antonym a vět v záporu.
- Někdy není odpověď v nahrávce řečena přímo, ale je nutno odvodit ji ze slyšeného. Nejste-li si s výběrem odpovědí jisti, zkuste odpovědi z nabídky postupně vyřadit: nejdříve vyberte ty, které jsou zcela jistě nesprávné, pak ty, které jsou méně pravděpodobné, až vám zbyde jen jedna možnost.

- U úloh vztažených k určitému úseku a odpověď týkala se z možnosti v nabídce na něž jste tážáni.

2 Volba ze dvou

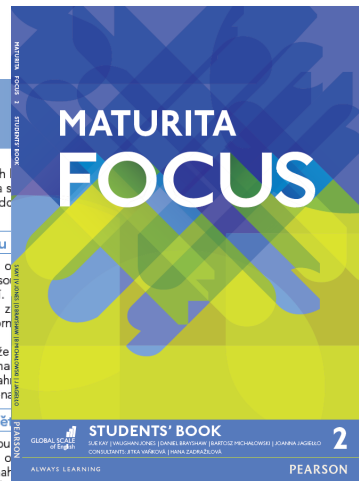
- Pamatujte si, že o pořadí, v jakém jsou otázky vztažují, se rozhodování, z vyčázejte z informací a zkušeností.
- Nezapomínejte, že jako informace v nahrávce je často parafrazována, nahrazeno jinými slovy. Všimněte si zejména

3 Doplnování vět

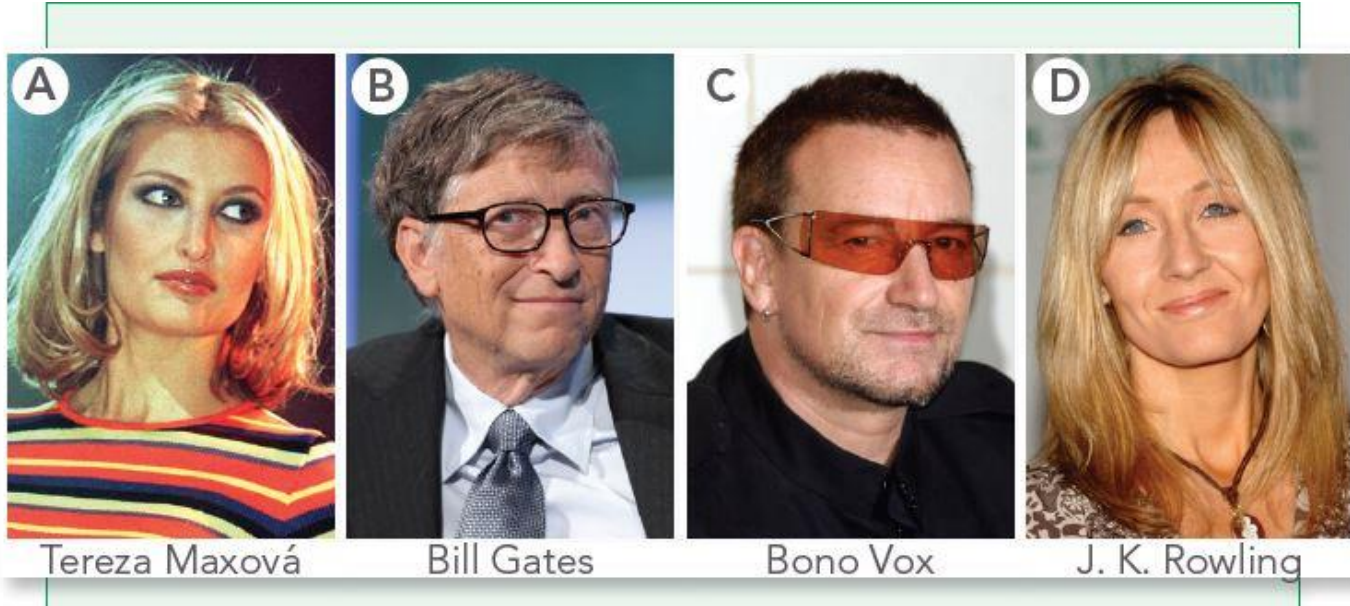
- V testu se mohou objevit úlohy, kdy máte použít, o poznámku, o odpovědním archu nebo poznámku, o bude parafrazován (tj. vyjádřen jinými slovy).
- Jestliže doplňujete běžná slova, bude k uznání odpovědi požadován i zcela bezchybný pravopis. Jména mohou být hláskována, poslouchajte proto pečlivě. Neprávný pravopis např. u složitých zeměpisných názvů, které nebyly hláskovány, může být tolerován.
- Před prvním poslechem si věty k doplňování pečlivě přečtete, abyste měli představu, o čem nahrávka je. To vám také pomůže rozpoznat část poslechu, ve kterém se hledaná informace pravděpodobně nachází.
- Snažte se z vět odhadnout, jaké informace máte zachytit – zda půjde o osobu, místo, časový údaj, datum, jméno apod. Buďte opatrní – někdy můžete mít správný odhad, že půjde např. o jméno. V nahrávce ale může zaznít několik jmen za sebou a jen jedno z nich se bude do kontextu doplňované věty hodit.

4 Přiřazování odpovědí

- V této úloze budete mít většinou za úkol přiřadit různé informace či výroky k různým mluvčím.
- Je důležité nezapomenout, že nabídka odpovědí je navýšena o možnosti, které nevyužijete. Budete je muset vyřadit.
- Pokud potřebujete v nahrávce k řešení úlohy identifikovat osobu nebo místo, snažte se při poslechu zachytit typické výrazy s lidmi a místy obvykle spojované. Někdy vám může pomoci najít správnou odpověď i jediná charakteristická fráze.
- Máte-li za úkol přiřadit k určitým částem nahrávky vždy jednu klíčovou větu z daného výběru, snažte se shrnout si pro sebe obsah každé části a pak přiřadit tu větu, která obsahu dané části nejvíce odpovídá.
- Nenechte se zmást, pokud o stejném problému v nahrávce hovoří více mluvčích. Při výběru odpovědi se soustředte jen na osobu, která je v otázce zmíněna, a na její postoj. Názor ostatních mluvčích není pro odpověď na zadanou otázku určující.
- Někdy je lépe se během prvního poslechu zaměřit jen na hlavní myšlenku a teprve poté si přečíst možné odpovědi. Vyzkoušejte si, která strategie vám vyhovuje lépe.



Provide students with STRATEGIES TO SUCCEED AT EXAMS



CHARITY

4 You are going to speak about a person who is your favourite role model. Read the ideas below and make notes. Next work in pairs. Then swap roles. Use the Vocabulary Booster.

Student A: You are the examiner. Ask the questions in the box. Questions:

- 1 Who is your favourite role model? What job does this person do?
- 2 Are they a celebrity or a silent hero? What do they do for others?
- 3 What personality features does this person have?
- 4 Why can this person be a role model? Why do you admire him/her?

Student B: Talk about your role model, answering the examiner's questions.

You may use the following ideas:

- Features of character/ personality
- What they do for others
- Why they do it and how
- Celebrity or silent hero?
- Other

VOCABULARY BOOSTER

My role model is ...

He/She

- is an activist/a leader/a politician/a historical figure/a celebrity/a silent hero
- works for international/environmental organisations / charity
- helps the poor / the sick / people with AIDS / drug-addicts / victims of natural disasters
- is engaged in the battle against anorexia/cancer/ inequality/intolerance
- wants to / tries to make a difference / save the planet / promote culture

5 Work in pairs. You are going to talk about pictures A-D showing volunteers doing different things.

Student A: You are the examiner. This is what you say: *Imagine the following situation. I'm your English-speaking friend and I'm writing an article about how teenagers can help others. I need illustrations. You are showing me four photographs that in your opinion illustrate the idea really well. I would like you to tell me more about them. I'm going to start the conversation.*

Student B: Choose two photographs and answer the examiner's questions.

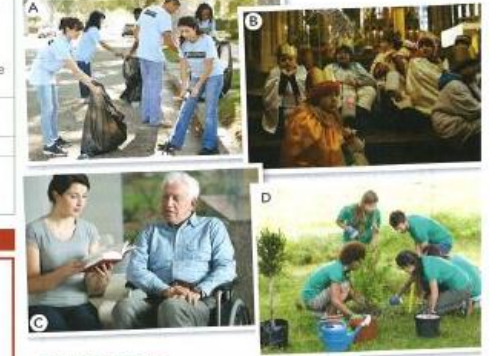
Questions:

- 1 What do these people do? How do they help others?
- 2 What personality features do you think they need to have?
- 3 Are they good role models for your generation?

Now swap roles.

VOCABULARY BOOSTER

Volunteers: help the local community / help in an old people's home / collect money for charity (e.g. on Three Kings' Day/Epiphany) / clean their local area / grow plants / do the gardening / help elderly people, ...
I think they need to be caring/hard-working, ...



EXAM TIME

1 You are going to speak on your own about how teenagers can help the community.

You may use the following ideas:

- Volunteering
- Role models
- Helping elderly people

2 You are going to talk about pictures A-D, using the following situation. You are showing your friend from Canada four photos of the people you admire. He/She would like you to tell them more about these people.



MATURITY

- Don't get distracted even if you don't know much about the people/places.
- Start talking about people/places you have more information about.
- If you lack detailed knowledge, use more general opinions, e.g. *This person is a politician. I think politicians are important for society because ...*

EXAM – SPEAKING PART

4 You are going to speak about a person who is your favourite role model. Read the ideas below and make notes. Next work in pairs. Then swap roles. Use the Vocabulary Booster.

Student A: You are the examiner. Ask the questions in the box.

Questions:

- 1 Who is your favourite role model? What job does this person do?
- 2 Are they a celebrity or a silent hero? What do they do for others?
- 3 What personality features does this person have?
- 4 Why can this person be a role model? Why do you admire him/her?

Student B: Talk about your role model, answering the examiner's questions.

The following ideas may help you:

- Features of character/personality
- Celebrity or silent hero?
- What they do for others
- Why they do it and how

VOCABULARY BOOSTER

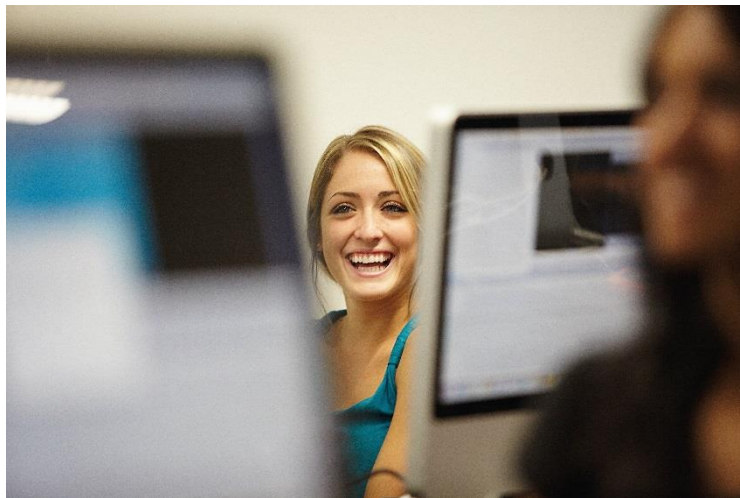
My role model is ...

He/She

- **is** an activist/a leader/a politician/a historical figure/a celebrity/a silent hero
- **works for** international/environmental organisations / charity
- **helps** the poor / the sick / people with AIDS / drug-addicts / victims of natural disasters
- **is engaged** in the **battle against** anorexia/cancer/inequality/intolerance
- **wants to** / **tries to** make a difference / save the planet / promote culture

Give students enough chance to record and practice **ON THEIR OWN**

MyEnglishLab - digital online Workbook for students and the teacher



MyEnglishLab

6

Unit 32 Past simple or continuous?

Attempt 1

Practice 1

Choose the correct words.



I took this picture while we in Iceland last year. We the south of the country when a large volcano suddenly . When we back to the camp, we immediately our bags to go home. I some pictures of the volcano as we were driving past in our car. When we at the airport, everyone . We waited for three days until we could get on a flight. I these pictures to a magazine when we home.



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Save

Submit

Total Score

60%

6

Unit 32 Past simple or continuous?

Practice 1

Choose the correct words.

6/10

60%

I took this picture while we **were travelling** ✓ in Iceland last year. We **were exploring** ✓ the south of the country when a large volcano suddenly **erupted** ✓. When we **were getting** ✗ back to the camp, we immediately **were packing** ✗ our bags to go home. I **took** ✓ some pictures of the volcano as we were driving past in our car. When we **were arriving** ✗ at the airport, everyone **left** ✗. We waited for three days until we could get on a flight. I **sent** ✓ these pictures to a magazine when we **returned** ✓ home.

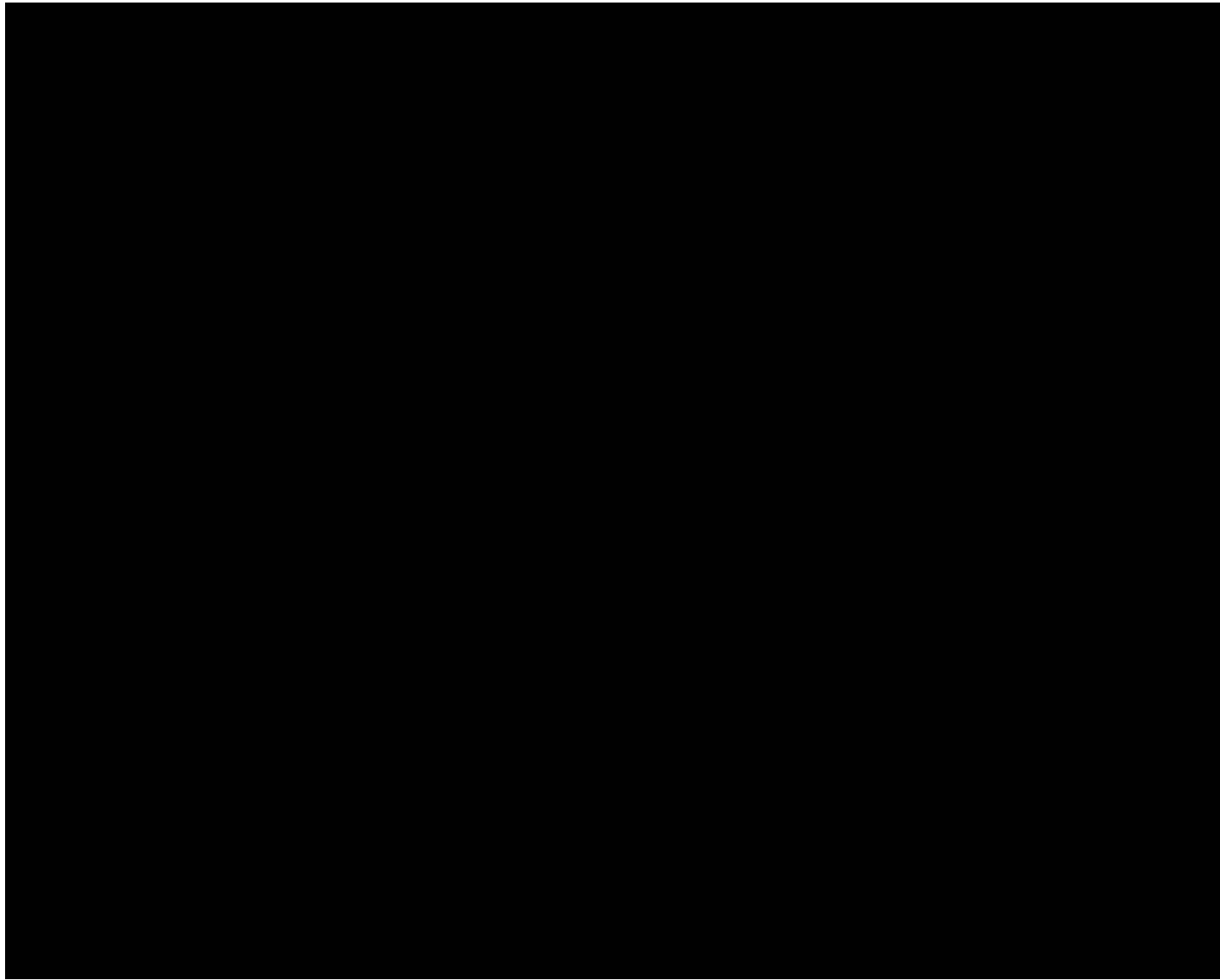


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THANK YOU FOR YOUR ATTENTION, HOPE YOU HAD A GOOD TIME!

