3 Unit overview

Vocabulary

School life: be late for class, do well in something / in an exam, do your best, fail an exam, focus on something, get exam results, get good grades, go on a school trip, hand in homework, have a break, learn by heart, make a mistake, miss school, pass an exam, pay attention in class, prepare for an exam, take an exam, take notes, work hard, write an essay

Grammar

should, *can* for ability and permission
have to, *must*, *mustn't*

Functions

Making and responding to requests:
Can you help me with these chairs? Sure.
Could you please take these boxes to the recycling bin? Yes, of course. Would you mind opening the door for me?
Could you possibly get some markers?
Do you mind getting some water? I'm afraid I can't.
Could you make sure you put your phones on silent? No problem!

Skills

Reading: Understanding a text about the benefits of sleep; Looking for specific information
Listening: Listening to a podcast about storing information
Writing: Writing an email asking for advice; Describing past events
Speaking: A discussion about learning; Talking about study routine

Pronunciation

/ʃən/

Sustainable Development Goal 4

Quality education

Future skills

Future skills project 3: Self-management: learning to learn

GSE Learning objectives	Development indicators
Speaking	
• Can give basic information about an event (e.g. party or school event) using simple language. (GSE 36) • Can make simple, direct comparisons between two people or things using common adjectives. (GSE 37) • Can talk about something they like or dislike and give reasons, if guided by questions. (GSE 39) • Can contribute to simple discussions when asked a question by the teacher. (GSE 39) • Can give simple reasons for a personal opinion about an event or character. (GSE 44)	• Participate in simple professional, academic, or transactional exchanges using simple language. • Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech. • Connect simple related ideas in a logical sequence in short stretches of speech.
Writing	
• Can use appropriate language to start and finish an email/letter. (GSE 37) • Can write a few simple sentences about someone's routines or habits, given prompts or a model. (GSE 38) • Can write short texts about their likes and dislikes, with explanations. (GSE 38) • Can write a short story using simple sentences, if supported by pictures. (GSE 39) • Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (GSE 40) • Can write about the key information they have read in a short paragraph. (GSE 42)	• Write simple sentences on familiar topics and situations. • Write short texts using simple language in social and interpersonal exchanges. • Synthesise key information from short texts or sources to complete a simple written task or paraphrase (e.g. notes or summaries).

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3 School

Lesson goal: Ss can talk about different school activities.

Warm-up: Ask Ss to write down four personality words, three which they would use to describe themselves and one which they wouldn't use to describe themselves. Pairs take it in turns to read out their four adjectives. Their partner has to identify which one they think is the false one and say why. Ss can repeat the activity with different partners.

Setting the goal: Write *school activities* on the board and explain that they are other activities or events connected to school. Ask Ss to suggest some school activities using the Think–Pair–Share technique. Write their suggestions on the board and tell them that in this lesson they will talk about different school activities.

Sustainable Development Goal 4: Teaching notes page 202

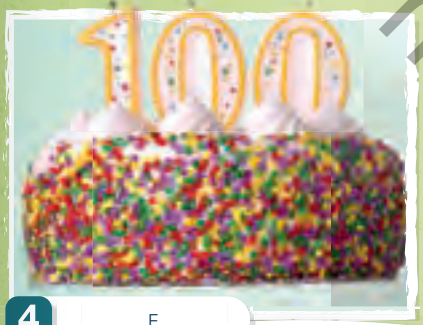
Cathbury School

ABOUT CATHBURY | NEWS & EVENTS | ACADEMIC | CONTACT


1 C


2 E


3 B


4 F


5 A


6 D

1 Look at the photos from the school webpage. What is the news in each picture?

2 In pairs, match the photos (1–6) to the news headlines (A–F).

READ MORE

A Our students come first in the National Physics Competition.

B Do you want to join the hockey club? Come and show us your skills.

C The girls' football team wins the under 14 Schools' Cup.

D Photo album of Year 9's trip to Rome. Send your photos.

E What drama! Auditions for this year's school play start next week.

F Our school is a hundred years old! We're celebrating with a picnic, concert and games!

3 **Your turn** Discuss in pairs which of the school activities in Exercise 2 you find the most interesting. How different is Cathbury school from your school?

A I'm interested in sports, especially hockey.

B My school hasn't got a drama club.

4 **iExplore** Are all schools the same? Find information about an unusual school. What is unusual about it? Would you like to be a student at that school? Then make a short presentation about the school.

4 QUALITY EDUCATION

147 million children lost over half of their in-school learning time due to the pandemic. This may influence their future lives.

☐ I can talk about different school activities.

Teacher's resources
- **Teaching notes** page 202

On the Portal:
- Sustainable Development Goals worksheet

Students' resources
- **Workbook** page 24

On the Portal:
- Digital Workbook

Reflecting on the goal: Read the lesson goal. Ask Ss to use their emoji cards to show how confident they feel about this goal. Make a note to revisit the discussion if some Ss indicate concern.

Sample material © Pearson 2026

Lesson goal:
Ss can talk about learning and school life.

Warm-up: Books closed. Ask pairs to write the alphabet down the left-hand side of a piece of paper. Explain that they should write one word connected to school for each letter. Set a time limit of one to two minutes. Then, invite different Ss to share their words. Elicit any tricky spellings and write them on the board.

Setting the goal:
Write two or three of the nouns from Ex 1 on the board e.g. *an exam, a mistake*. Ask: *What verbs can be used with these nouns?* Elicit ideas and write any correct suggestions on the board (*do / pass / fail / take (an exam), make / correct / find (a mistake)*). Then explain that in this lesson, Ss will learn useful expressions to talk about learning and school life.

3 Vocabulary

School life

1 3.1 **Label the pictures with the phrases in the box. Then listen and check.**

be late for class | fail an exam | get good grades | get exam results | go on a school trip | hand in homework | have a break | make a mistake | pass an exam | ~~pay attention in class~~ | prepare for an exam | take an exam



pay attention in class



1 take an exam



2 get exam results



3 be late for class



4 go on a school trip



5 pass an exam



6 prepare for an exam



7 hand in homework



8 get good grades



9 make a mistake



10 fail an exam



11 have a break

2 3.2 **Match the expressions in the box to the definitions. Then listen and check.**

do your best | do well in something | ~~focus on something~~ | learn by heart | miss school | take notes | work hard | write an essay

focus on something: to think of only one thing; not to think of anything else

1 do well in something: to get good grades or good results (e.g. in maths)
2 take notes: to write down something (e.g. during the lesson) because you want to remember it
3 work hard: to do a lot of work on something
4 do your best: to really try to do something as well as you can
5 learn by hear: to learn something (e.g. names or dates) and remember it
6 write an essay: to write your thoughts or opinions about something
7 miss school: to be away from school

Teacher's resources
- **Teaching notes** page 203
- **Audioscript** page 259

On the Portal:
- Extra practice activities
- Vocabulary game
- Unit 3 Quick Test Vocabulary

Students' resources
- **Workbook** pages 24–25

On the Portal:
- Digital Workbook
- Extra practice activities
- Vocabulary game

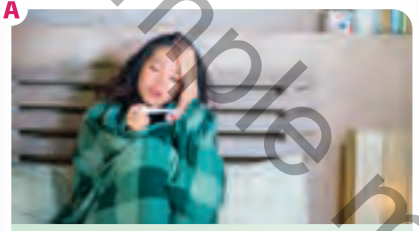
Sample Material © Pearson 2026

3 3.3 **Listen to the dialogues and choose the correct answer.**

Matt	**a** is taking notes	**b** isn't paying attention.
1 Suzie	**a** did well in the exam	**b** hasn't got her exam results.
2 Nia is	**a** missing school today	**b** late for class.
3 They are	**a** having a break	**b** on a school trip.
4 Alex	**a** is learning something by heart	**b** made a mistake.
5 Sajid	**a** is writing an essay	**b** is handing in his homework.

4 3.4 **Look at the expressions in Exercises 1 and 2 and complete the texts (A–B) with one word in each gap. Then listen and check.**

A



Petra works **hard** and she usually gets good [1] grades. She doesn't like [2] missing school, but today she isn't feeling well, so she's staying at home. That's too bad because her class is going on a school [3] trip.

B



Freddie [4] failed his exam. He isn't happy. From now on, he wants to focus [5] on his studies and do [6] well in maths.

5 **Your turn** **Work in pairs. Write three true and three false sentences about you. Use the expressions from Exercises 1 and 2. Guess which sentences are true and false for your partner.**

A I'm never late for school.
B That's false. You were late yesterday!

6 3.5 **Pronunciation** **Listen and repeat the rap with the /ʃən/ sound.**

We're serious about education. And we think about our situation.
So we pay attention. And prepare for the examination!

7 3.6 **Underline the words with the /ʃən/ sound. Listen and check. Do you know any other words ending in /ʃən/?**

1 The decorations on the invitation are excellent.
2 What is the population of Sydney?
3 There's a fashion show at the old train station.
4 I'm watching an action film on TV.

Fun time

8 **Play a game in groups of three or more. A: start a sentence using an expression from Exercises 1 and 2. B: complete the sentence correctly to stay in the game. Then start another sentence. C: do the same.**

A I'm handing in … B … my essay. I'm going on … C … a school trip. I'm taking …

Fast finishers page 129

☐ I can talk about learning and school life.

Feedback:
Exercise 3
Give each student a slip of paper and ask them to write *a* on one side and *b* on the other. Read each number and ask Ss to show the letter that represents their answer. For each item, ask a student with the correct answer to explain it to the class.

Monitoring:
Exercise 5
Walk around and check Ss are using the expressions correctly. If you notice mistakes, decide how to offer support, e.g. identify where the mistake is and give a hint for how to correct it, or say that there is a mistake and let them find and correct it independently.

Exercise 7:
1 decorations, invitation
2 population
3 fashion, station
4 action

Possible answers
competition, comprehension, description, discussion, electrician, explanation, expression, information, musician, pronunciation, situation

Reflecting on the goal: Books closed. Write the goal on the board. Read the following statements and ask Ss to choose which one reflects their feelings: **1** I understand the meaning of some of the new expressions, especially when I can check my ideas in my book. **2** I understand the meaning of all the new expressions, but I'm not ready to use them all yet. **3** I understand the meaning of all the new expressions and I'm confident about using them. Ask Ss to show their answer by holding up one, two or three fingers. Make a note to review the vocabulary if many Ss show one or two fingers.

Sample material © Pearson 2026

Lesson goal:
Ss can use *should* and *can*.

Warm-up: Review the vocabulary from the previous lesson. Write on the board: *Every week / Every month / Every year.* Put Ss in pairs to categorise how often they do the activities on p. 40. Ask a few Ss to share some interesting information with the class.

Setting the goal:
Say and write on the board: *I failed my last exam. What advice do you have for me?* Elicit one or two pieces of advice. If Ss offer advice using *should*, then write it on the board. If they use another structure, reformulate it using *should* and write it on the board. Explain that in this lesson, Ss will learn how to give advice using *should*. They will also practise *can* for ability and permission.

Exercise 2:
A Good. Chatting to friends helps you to relax and feel positive.
B Bad. Cola has a lot of sugar. It gives you energy quickly, but then you get tired.
C Good. Dancing/Exercise helps you to relax and feel positive.
D Good. Water helps you to focus.
E Good. Nuts help your brain to work better.
F Bad. Big meals make you feel sleepy.

3 Grammar 1 presentation



Q&A ABOUT PREPARING FOR TESTS



As a teacher, I get lots of questions about preparing for a test. Here are some of them:

Q1 When should I start studying for a test?

A: As soon as possible! But first, you should make a plan. Let's say there are 20 pages to study. You can easily do four pages a day for five days, but you can't do 20 pages in one day successfully.

Q2 What should I eat or drink while I'm studying?

A: You should drink plenty of water because it helps you to focus. 80% of our brain is water and it can't work properly without it. You can drink fresh juice as well, but you shouldn't have sugary drinks like cola. Too much sugar gives you energy quickly, but you get tired soon after.

You shouldn't have big meals because they make you sleepy. Eat smaller meals more often. Snacks like nuts or dark chocolate help your brain to work better.

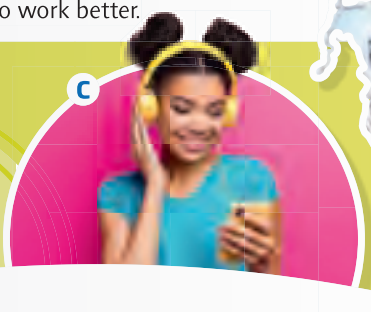
Q3 How can I deal with the stress?

A: Chatting to a friend helps you to relax and feel positive. Exercise does that, too. You should find some time for your favourite sport or just play some music and dance!

Q4 Can I study without a break?

A: No, you can't do that – it is not good for you. Most people cannot focus for more than 45 minutes. You should take a 15-minute break every hour. You can have a longer break for lunch.











1 **Look at photos (A–F). In pairs, discuss which of these things are good or bad for you when you are preparing for a test. Say why.**

2 3.7 **Read and listen to the article and check your answers in Exercise 1. Do you agree with the advice given in the text?**

Sample material © Pearson 2026

Teacher's resources
- **Teaching notes** page 204
- **Audioscript** page 259

On the Portal:
- Extra practice activities
- Grammar 3.1 worksheet
- Grammar map
- Unit 3 Quick Test Grammar 1

Students' resources
- **Workbook** page 26

On the Portal:
- Digital Workbook
- Extra practice activities

Grammar 1 practice

3

12 iExplore grammar

should

+	I **should** wait.
–	You **shouldn't (should not)** wait.
?	**Should** he wait? Yes, he **should**. No, he **shouldn't**.
	What **should** I do?

3 **Look at the article on page 42 and the grammar box. Complete the sentences with *should* or *shouldn't*.**

You **should** start studying as soon as possible.

1 You ___should___ plan when to study and for how long.
2 You ___shouldn't___ study for more than 45 minutes without a break.
3 You ___should___ drink lots of water, but you ___shouldn't___ have sugary drinks.
4 You ___shouldn't___ eat a big meal.
5 You ___should___ exercise.

4 3.8 **Use the prompts to write questions. Listen and check. Then answer the questions so they are true for you.**

What / I / wear / for an exam / ?
What should I wear for an exam?
1 What / I / do / with my phone during the exam / ?
2 I / join / a study group or study on my own / ?
3 When / I / go / to bed / ?
4 How many hours / I / sleep / ?
5 How / I / study / irregular verbs / ?



5 **Work in pairs. A friend wants your advice: she/he is usually late for school in the morning. What should/shouldn't she/he do?**

A You should set the alarm clock for 7 a.m.
B You shouldn't stay up late on a school night.

can

+	I **can** go.
-	You **can't (cannot)** go.
?	**Can** she go? Yes, she **can**. No, she **can't**.
	When **can** we see the film?

6 **Look at the article and the grammar box above. Choose the correct option.**

You (**can**) / **can't** easily study four pages a day.
1 You **can** / **can't** study 20 pages in one day.
2 You **can** / **can't** focus for more than 45 minutes.
3 You **can** / **can't** take a longer break for lunch.
4 You **can** / **can't** drink fresh juice.

7 **Use the prompts to write questions.**

you / play / the drums? **Can you play the drums?**
1 _____ I / use / a calculator in an exam?
2 _____ you / ride / a horse?
3 _____ you / go shopping on your own?
4 _____ your friends / stay out after 9 p.m.?
5 _____ your best friend / speak / Chinese?

Look!

Ability
Can you **learn** 100 new words in one day?
No, I **can't**.

Permission
Can I **leave** early today, please?
Yes, you **can**.

8 **Look at the Look! box and the questions in Exercise 7. In pairs, decide if *can* is for ability (A) or permission (P). Then ask the questions and give true answers.**

A Can you play the drums? (A)
B Yes, I can.

9 **Your turn** **How do you feel about school rules? Write three rules you are OK with and three rules you don't like. Then compare in groups.**

😀 We can wear any clothes we like.
😶 We can't stay in the classroom during breaks.

Fast finishers page 129

☐ I can use *should* and *can*.

Exercise 4:
1 What should I do with my phone during the exam?
2 Should I join a study group or study on my own?
3 When should I go to bed?
4 How many hours should I sleep?
5 How should I study irregular verbs?

Possible answers
1 You should switch it off.
2 You should join a study group.
3 You should go to bed before ten o'clock.
4 You should sleep eight hours.
5 You should learn them by heart.

Exercise 7:
1 Can I use a calculator in an exam?
2 Can you ride a horse?
3 Can you go shopping on your own?
4 Can your friends stay out after 9 p.m.?
5 Can your best friend speak Chinese?

Exercise 8:
1 P
2 A
3 P
4 P
5 A

Reflecting on the goal: Write the goal on the board. Ask Ss to use the Traffic light cards to show how confident they feel about using this language. Review the language point in the next lesson if any Ss show red.

Sample material © Pearson 2026

Lesson goal: Ss can use *have to*, *must* and *mustn't*.

Warm-up: To review *should* and *can*, play Chain sentences. Start by making a sentence about school and learning using *should, shouldn't, can* or *can't*, e.g. *You should pay attention in class.* Invite Ss to repeat your sentence, and add their own, e.g. *You should pay attention in class and you can drink water during lessons.* Continue playing as a whole class, or in groups of four or five. See how many sentences Ss can remember.

Setting the goal: Write on the board: *We can / have to / must do tests at school.* Ask Ss which options are correct and circle *have to* and *must*. Explain that in this lesson, they will practise using *have to* and *must* to talk about school.

Exercise 2:
Possible answers
1 Because it's Friday.
2 He needs to go shopping.
3 She is an actor.
4 Because she lied to Marcus.

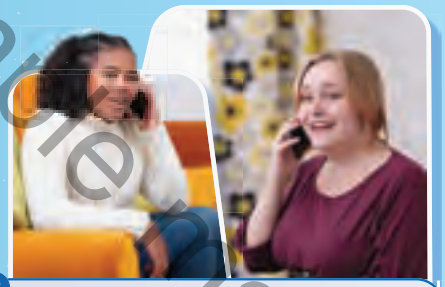
Exercise 3:
1 doesn't enjoy
2 TV series
3 in two weeks' time

3 Grammar 2 presentation video

I have to finish my project.



1
Rosie Don't you just love Fridays? We don't have to get up early tomorrow.
Marcus Oh, about tomorrow – I must buy some clothes. Do you want to go shopping with me?
Rosie Shopping? Sorry, I have to finish my … er … project. I have to work all weekend.
Marcus Oh, OK. See you Monday then!

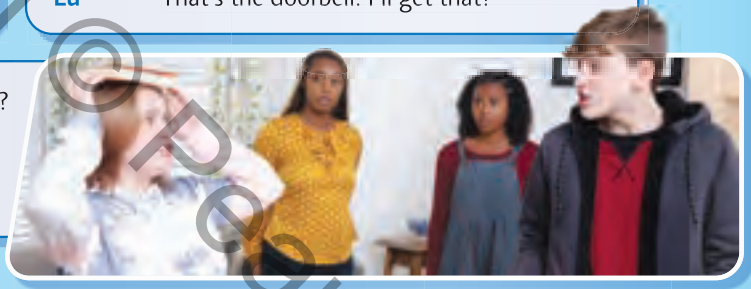


2
Lu Guess what! Aunt Natasha is coming round tomorrow to give me some tips for my audition.
Rosie For that TV series? Oh, I must meet her! She's a brilliant actor! Can I come?
Lu Sure thing!

3
Natasha … And you mustn't be late for your audition.
Lu I'm never late for important things! Only little things …
Rosie Like… school?
Lu Very funny!
Natasha Come on, Lu! Head high, back straight.
Lu Yes, I know. I must look confident.
Natasha Smile – you mustn't look so serious. But you don't have to show *all* your teeth!
Lu That's the doorbell. I'll get that!



4
Rosie Marcus, what are you doing here? Aren't you going shopping?
Marcus What are *you* doing here? Aren't you doing your project today?



Cool talk

Check the meaning of these phrases.
Don't you just love …?
About tomorrow …
I'll get that!

1 **Read the title and look at the photos. What do you think is happening?**

2 13 3.9 **Read, watch or listen. Answer the questions.**
1 Why is Rosie happy?
2 What does Marcus have to do this weekend?
3 What is Aunt Natasha's job?
4 Why does Rosie feel embarrassed when she sees Marcus?

video
Story extra



Rosie says …

3 14 3.10 **Watch or listen to the extra scene. Choose the correct option.**
1 Rosie **enjoys / doesn't enjoy** shopping.
2 Aunt Natasha stars in Rosie's favourite **TV series / film**.
3 Rosie's presentation is **next week / in two weeks' time**.

Sample material © Pearson 2026

Teacher's resources
- **Teaching notes** page 205
- **Audio-/Videoscript** pages 259–260

On the Portal:
- Extra practice activities
- Grammar 3.2 worksheet
- Grammar map
- Unit 3 Quick Test Grammar 2

Students' resources
- **Workbook** page 27

On the Portal:
- Digital Workbook
- Extra practice activities

Grammar 2 practice

3

15 iExplore grammar

have to

+	I/We/You/They **have to** get up. He/She/It **has to** get up.
–	I/We/You/They **don't (do not) have to** get up. He/She/It **doesn't (does not) have to** get up.
?	**Do** I/we/you/they **have to** get up? Yes, I/we/you/they **do**. No, I/we/you/they **don't**.
	Does he/she/it **have to** get up? Yes, he/she/it **does**. No, he/she/it **doesn't**.
	What time **do** you **have to** get up? Why **does** she **have to** go?

must / mustn't (must not)

+	I **must** get up.
–	She **(mustn't) must not** get up.

Look!

I **have to/must** get up early tomorrow. = It's necessary.
We **don't have to** get up early tomorrow. = It isn't necessary.
You **mustn't** get up late tomorrow! = Don't do that!

4 **Look at the story on page 44, the grammar boxes and the Look! box. Choose the correct option.**

Rosie **has to** / **doesn't have to** get up early on Saturday.

1 Marcus **must** / **doesn't have to** go shopping.
2 Lu **must** / **mustn't** arrive late for her audition.
3 Lu **has to** / **doesn't have to** look confident.
4 Lu **must** / **mustn't** look too serious when she does her audition.
5 Lu **has to** / **doesn't have to** show all her teeth when she smiles!

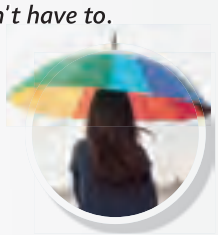
5 **Choose the correct option.**

They **have to** / **don't have to** leave now.
The school bus is waiting.

1 We **have to** / **don't have to** take a test at the end of the year. It's 30% of our grade for the year.
2 You **must** / **mustn't** eat or drink in the chemistry lab. It's dangerous.
3 There isn't much time. Sarah **doesn't have to** / **has to** start preparing for the test today.
4 You **have to** / **mustn't** answer all the questions in the test. You lose marks if you don't do it.
5 Leslie **mustn't** / **doesn't have to** go to bed early. Tomorrow is a holiday.

6 3.11 **Listen to the dialogues. Complete the sentences with *mustn't* or *doesn't have to*.**

Pam **mustn't** take photos.



1 Anna doesn't have to buy the book.
2 Leo doesn't have to take an umbrella.
3 Rita mustn't eat the bread.
4 Zac mustn't wear a hoodie.
5 Paul doesn't have to wait for his sister.

7 **Your turn** **Write true sentences about you with *have to* or *don't have to*.**

I don't have to wear a school uniform.

1 _____ do homework every day.
2 _____ get up at 6 a.m. on weekdays.
3 _____ clean my room.
4 _____ ask my parents to go out with my friends.
5 _____ be back home at 8 p.m.

8 **Your turn** **In pairs, write four things you *mustn't* do in class or at home.**

We mustn't use our phones in class.

Fun time

9 **In pairs, write six rules for home or school. They can be as crazy as you like – they are your rules!**

You must eat chocolate cake for breakfast.
You don't have to do any maths lessons.

Fast finishers page 130

☐ I can use *have to*, *must* and *mustn't*.

Monitoring:
Exercise 9
Check how Ss are progressing, and make a note of any errors to go over at the end of the activity. Avoid interrupting the activity for error correction. At the end, write any incorrect forms on the board and elicit a correction for each mistake. Make sure the examples on the board are corrected clearly so Ss know which form to use later on.

Reflecting on the goal: Books closed. Read the goal to Ss. Use the Exit ticket technique. Ask Ss to write down four example sentences with *have to*, *don't have to*, *must* and *mustn't*. Review the grammar point if a number of Ss make mistakes.

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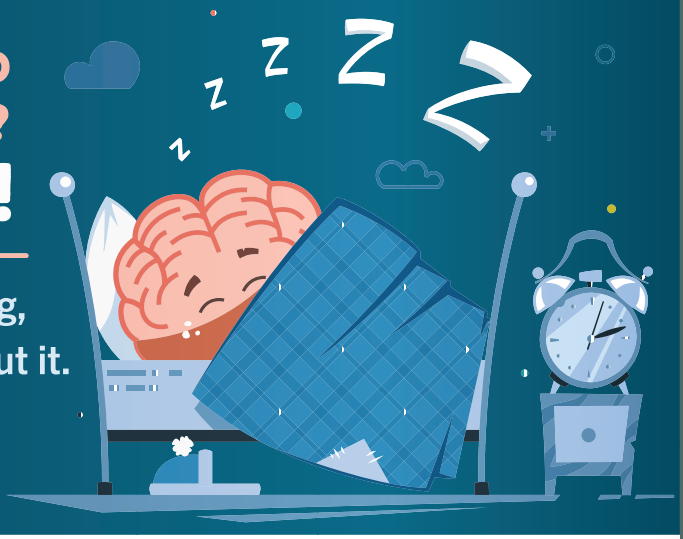
Lesson goal: Ss can understand a text about the benefits of sleep and talk about their study routine.

Warm-up: Draw a common sign that your Ss will recognise on the board, e.g. a stop sign, a don't walk on the grass sign, a no talking sign, etc. Elicit a sentence for the rule, e.g. *You must / have to stop. You can't / mustn't walk on the grass.*, etc. Put Ss in small groups to think of a sign to draw and a sentence to describe the rule. Groups take it in turns to come and draw their sign on the board for the rest of the class to describe.

Setting the goal: Ask: *Why is sleep important?* Elicit a few responses from willing Ss. Explain that in this lesson, Ss will read a text about the benefits of sleep. Then they will talk about their study routine.

3 Culture and skills

DO YOU WANT TO DO WELL AT SCHOOL? GO TO BED!



The human brain is amazing, but we know very little about it. We discover exciting new things about it every day.

One of the things we know is the connection between sleep and learning. During the day, we get a lot of new information. Our brain works on it while we sleep. It goes through the new data, chooses the important parts and turns them into memories. It also gets rid of all the less important things to make room for new ones – that's how we forget things. A good night's sleep helps our brain to work at its best. Without sleep, we cannot focus or pay attention. But we don't have to wait until we go to bed at night to get the **benefits** of sleep. A short **nap** during the day also helps. For teenagers, the best time for a **rest** is between 3 and 5 p.m. A nap should be short – 30 minutes is enough, although you can go up to 60 minutes.

As a matter of fact, an afternoon nap is a **custom** around the world, especially in Mediterranean countries like Spain, Greece and Italy, as well as in Latin America, China and India. In some US high schools, students can take a 20-minute rest in special **nap pods.** You may not be able to do that at your school, but you can start this good **habit** at home. All you need is a comfortable bed or sofa and some quiet.

FUN FACT

Our brain is 2% of our body weight, but it uses up to 20% of our total body energy.

Glossary

Check the meaning of these words.

benefit habit nap pod
custom nap rest

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Reading

1 **THINK • PUZZLE • EXPLORE** **Look at the title of the article and the images on page 46. Then do the task.**

1 **THINK** What is the connection between sleep and learning?
2 **PUZZLE** How much sleep is good for you? Is it good to sleep during the day?
3 **EXPLORE** Talk to your classmates about how much sleep they get, and how they feel when they don't get enough sleep.

2 3.12 **Read and listen to the text on page 46. Choose the correct option.**

We **know** / **don't know** everything about how the brain works.
1 Our brain **rests** / **is busy** while we sleep.
2 We keep **some** / **all** of the new information we get every day.
3 Day sleep **is** / **isn't** as good as night sleep for our brain.
4 A nap **should** / **shouldn't** be long.
5 In the US, **some** / **all** students can take a nap at school.

3 **Complete the sentences with the correct form of the phrasal verbs underlined in the article.**

The project isn't ready. I need to **work on** it a bit more.
1 This history book only goes up to the year 1980.
2 We bought new chairs, so we must get rid of the old ones.
3 This car turns into a boat when it's in the water.
4 I went through my notes carefully, but I didn't find the information I was looking for.

Listening

4 **Read the tip and the sentences in Exercise 5. Guess if they are true or false.**

5 3.13 **Listen to a podcast about how we store information. Are the sentences true (T) or false (F)?**

T Teaching others helps us to understand and remember information.
1 F When we learn something, we remember it forever.
2 F When we know the meaning of a word, we don't forget it.
3 T If we read something many times, we remember it longer.
4 T Learning is more difficult when we are stressed.
5 T Listening to music while we study makes us feel more relaxed.

Listening tip

Making predictions

Before you listen, read the questions. Think about what you already know about the topic and try to guess the answers. This may make it easier to understand the recording.

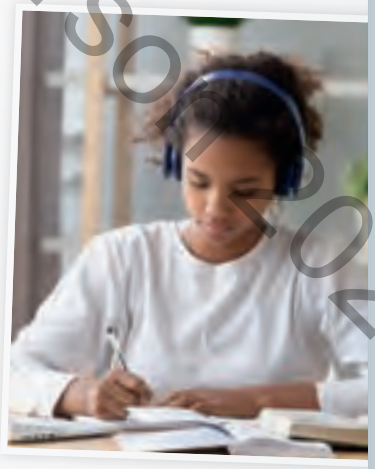
Speaking

6 iReflect **In pairs, discuss the questions.**

1 Do you take naps? If you do, how often and for how long? How do you feel when you wake up? If not, is it something that you want to start doing? Say why.
2 How do you learn new vocabulary? What helps you to remember new words?
3 What is your study routine? Do you study in the same place, or do you like to study in different places? Does it have to be quiet for you to study, or do you listen to music?

I don't take a nap every day. I sleep only when I feel too tired to study.

7 Project **Do some research on which types of food help the brain to work better. Make a one-minute video about it. In groups, discuss how making the video helped you to understand and remember the new information.**



☐ I can understand a text about the benefits of sleep and talk about my study routine.

Exercise 1: Possible answers

1 Sleep helps learning in two ways: it helps the brain focus and learn; it helps the brain remember information
2 Adults: 7–9 hours a day. Teenagers: 8–10 hours a day. Children (age 6–12): 9–12 hours per day. Sleeping for a short period of time during the day helps us to work and learn better.
3 Research shows that: sleep helps us do well in sports – we have more energy and move faster; it keeps our heart healthy; it keeps us in a good mood; it helps our body stay healthy and keeps away illness, or allows us to get well sooner; it helps us be a healthy weight.

Reflecting on the goal: Read out the lesson goals. Ask Ss to use their Traffic light cards to show how confident they feel about their skills. Make a note to revise the relevant skill if there are any red cards shown.

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Lesson goal: Ss can make requests and respond to requests.

Warm-up: Write the phrasal verbs from the previous lesson on the board, but gap the particles, e.g. *work ___, go ___, turn ___, get rid ___, go ___ to.* Ask pairs to discuss what the missing particles are before checking in their books. Elicit answers and write them on the board.

Setting the goal: Make one or two simple requests and see how Ss respond. E.g. *Can you give me a pen? Could you open the window?* Praise them for any appropriate responses. Then explain that in this lesson, Ss will practise making and responding to requests.

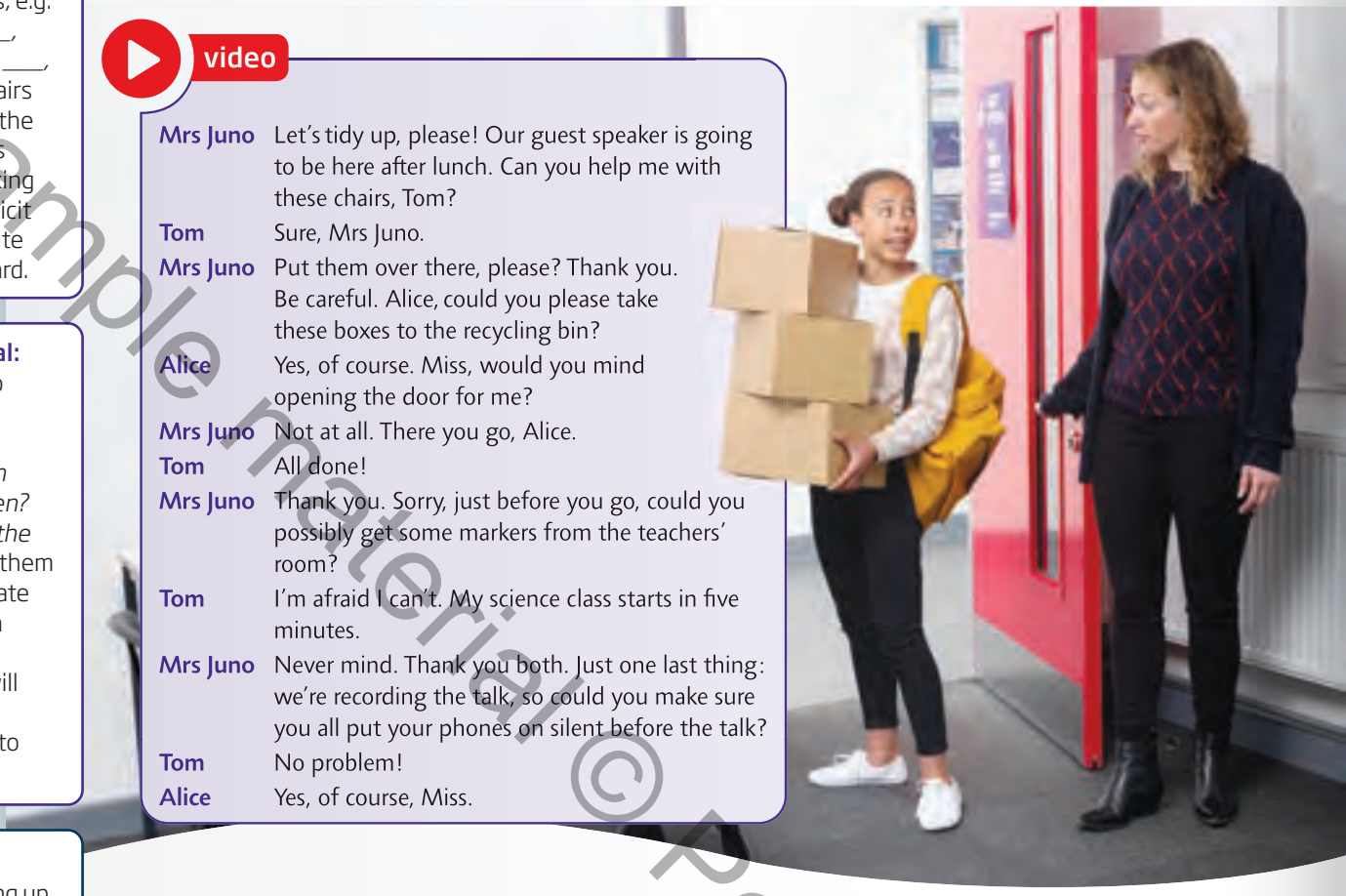
Exercise 1:
They are tidying up (the library). A guest speaker is coming to the school later that day.

Exercise 3:
1 Can you go to the supermarket
2 I'm afraid I can't
3 do you mind going
4 No problem

3 Functions

Making requests

1 16 3.14 **Read, watch or listen. What are Mrs Juno and the students doing? Why?**



video

Mrs Juno Let's tidy up, please! Our guest speaker is going to be here after lunch. Can you help me with these chairs, Tom?
Tom Sure, Mrs Juno.
Mrs Juno Put them over there, please? Thank you. Be careful. Alice, could you please take these boxes to the recycling bin?
Alice Yes, of course. Miss, would you mind opening the door for me?
Mrs Juno Not at all. There you go, Alice.
Tom All done!
Mrs Juno Thank you. Sorry, just before you go, could you possibly get some markers from the teachers' room?
Tom I'm afraid I can't. My science class starts in five minutes.
Mrs Juno Never mind. Thank you both. Just one last thing: we're recording the talk, so could you make sure you all put your phones on silent before the talk?
Tom No problem!
Alice Yes, of course, Miss.

2 3.15 **Key expressions** **Complete the requests and answers. Then listen, check and repeat.**

You ask	You answer
Can you help me with these chairs?	Sure.
Could you [1] ___please___ take these boxes to the recycling bin?	Yes, of [2] ___course___.
Would you [3] ___mind___ opening the door for me?	Not at [4] ___all___. There you go.
Could you possibly get some markers?	I'm [5] ___afraid___ I can't.
[6] ___Could___ you make sure you put your phones on silent?	No [7] ___problem___.

3 **Reorder the words to complete the dialogue.**

Mum It's hot in here. Do you mind opening the window, Nick?
Nick all | not | at. **Not at all.**
Mum Thank you. [1] the supermarket | go | you | can | to | , Bea? I need some potatoes.
Bea [2] I | afraid | can't | I'm. I have my guitar lesson.
Mum Oh, right, I forgot. Nick, [3] going | you | mind | do | , please?
Nick [4] problem | no | , Mum.

4 **Work in pairs. Act out the dialogues.**

1 **A** make me a sandwich? **B** ✗ (go)
2 **A** help me with this exercise? **B** ✓
3 **A** take the dog for a walk? **B** ✗ (finish homework)

A **Could you make me a sandwich?**
B **I'm sorry, but I have to go.**

Reflecting on the goal: Read the goal to Ss. Then as they leave the lesson, stand at the door and make a request as they leave. Ss should respond with an expression from the lesson. Make a note of any Ss who struggled to come up with an appropriate response.

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Writing

3

Lesson goal:
Ss can write an email asking for advice.

Warm-up:
Revise making and responding to requests. Ask Ss to stand in a circle. Make a request to the student on your right, e.g. *Could you take these pens to the teacher's room?* Encourage the student to respond, then ask to make a different request to the student on their right. Go all the way around the circle so everyone has a chance to respond to and make a request.

Setting the goal:
Ask Ss what teenagers can do when they have a problem. Hold a whole class discussion. Then explain that in this lesson, Ss will practise writing emails asking for advice.

Asking for advice

1 Hi Lia,

I hope you're well.

2 I'm writing because I need some advice. It's about school – my grades aren't great, and I must change that. I remember you had the same problem in Year 9, and then you passed all your exams and got top grades. I feel you are the best person to ask. Can you give me some tips, please?

3 There are some study groups in my year, and I'm thinking of joining one of them. The problem is, the study groups meet up three times a week, so I won't have any time for myself. On the other hand, all the kids in the study groups are doing well at school. Do you think it's a good idea? What should I do?

4 Take care,
Stefano



An email

1 Greeting
- Hi Lia,
- I hope you're well.

2 Explain why you're writing
- I'm writing because …
- It's about …

3 Ask for advice
- Can you give me some tips, please?
- What should I do?
- Do you think it's a good idea?

4 End the email
- Take care.

Look!

Use *because* to give the reason.
I got an A **because** *I worked hard.*
↑ result ↑ reason

Use *so* to talk about the result.
I worked hard **so** *I got an A.*
↑ reason ↑ result

1 **When you have a problem, who do you usually ask for advice? Why?**

2 **Read the email and answer the questions.**
1 What is Stefano's problem?
2 Why does he think Lia can give him good advice?
3 Why does he think a study group can help him?

3 **Read the Look! box and complete the sentences with *so* or *because*.**
I knew all the answers, **so** I got 10/10 in the test!
1 Ron didn't prepare for the exam, ___so___ he didn't pass it.
2 They didn't answer the phone ___because___ they were busy.
3 Beth missed the bus, ___so___ her dad drove her to school.
4 I didn't finish my meal ___because___ I was full.
5 We all went to bed ___because___ it was late.

4 **You have a problem at school. Who could you ask for advice? Write an email to this person.**

1 **THINK**
- What is your problem?
- Who can give you good advice? Why?

2 **PLAN AND DRAFT**
- Organise your ideas into paragraphs. Use the writing box and Stefano's email to help you.
- Use the expressions from the Look! box.
- Use the vocabulary on page 40.
- Share the first draft of your email with another student for feedback.

3 **CHECK AND WRITE**
- Use your partner's feedback to make corrections.
- Check you have used the modal verbs correctly.
- Check you have used *so* and *because* correctly.

Exercise 2:
Possible answers
1 He isn't doing well at school.
2 Because she had a similar problem at school, but did well in her exams in the end.
3 The kids in the study group are doing well at school.

☐ I can write an email asking for advice. forty-nine 49

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Reflecting on the goal: Write the goal on the board. Ask Ss to reflect on how confident they feel about writing an email asking for advice. Use the Traffic light cards to gauge how confident students are, and revisit the topic if a number of students indicate concern.

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Lesson goal: Ss can read for specific information and describe past events.

3 Skills trainer

Exam
Key for Schools, Reading and Writing, Part 2
(Three-option multiple matching)

Reading

1 **Read the tip and the texts in Exercise 2. Who goes to school and back by car? Then answer the questions (1–3).**
1 Which texts talk about how the speaker goes to school?
2 Which text matches the question exactly?
3 Why doesn't the other text match the question?

2 **Read the texts. Choose the correct answer.**

Reading tip

Looking for specific information
First, read the text quickly to find the necessary information. Then, read that part of the text carefully again to check if it matches the question.

Warm-up: Explain that you will read out sentences with *so* and *because*, but you will leave a gap for these words. Ss should stand up and jump to the right if the missing word is *so* and to the left if the missing word is *because*. Read out sentences, e.g. *I stayed up late ____ I was talking to my friend online. I love chocolate, ____ I made a chocolate cake for my birthday.*

Setting the goal: Put Ss in pairs to discuss tips for how to be successful in reading tasks. Then elicit suggestions. Explain that in this lesson, Ss will practise reading for specific information and how to describe past events.

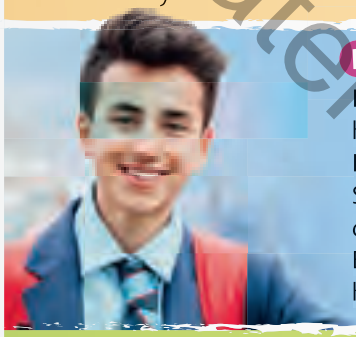
Exercise 1:
1 Texts A and C
2 Text C. Andrea's dad drives her to school in the morning and picks her up in the afternoon.
3 Text A doesn't match the question exactly because Kiera sometimes goes to school by car, but she takes the bus back.

MY WEEK

A KIERA



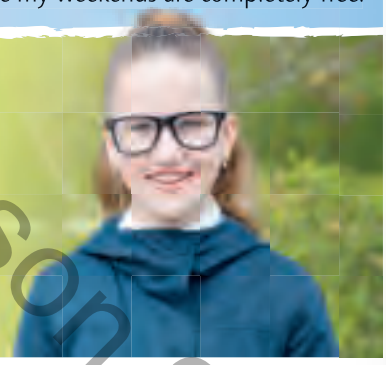
I have to get ready really quickly in the morning because I always wake up late. Our neighbour sometimes gives me a ride to school in her car. She's a music teacher at my school – how lucky is that? She finishes later than me, so I usually take the bus home. I go to a music school, so I do regular subjects like English, maths and French, but we mainly focus on music. I want to be a concert pianist one day. At the weekend, I do a lot of music practice and chat with my friends online – I have friends all over the world.



B LUCA

I don't have to get up very early in the morning, but I do. I like it because the house is very quiet, and I can study. I usually do Spanish in the morning. When I was looking for an online Spanish course, I asked my friend's mum for advice. She teaches French and Spanish, and she helped me to choose a really good course. I think I'd like to be a teacher, too, and travel the world teaching English. Because I start my day so early, I'm always in bed by nine o'clock, so I don't have much free time. That's why I make sure my weekends are completely free.

C ANDREA



My dad gets up early to make breakfast and then drives us to school. In the afternoon my sister gets a bus back home, but I have afterschool clubs, so dad picks me up and takes me home. I'm learning to play the guitar with my uncle Rolando. He teaches music online, but I go to his house for our lessons. I usually go at the weekend except when I have too much homework. When I'm there, we sometimes video call my granny in the US. She wants me to be a doctor, like my dad, but I'm not sure. I think I need some help to decide.

	Kiera	Luca	Andrea
1 Who gets up very early?	A	(B)	C
2 Whose teacher is the person's relative?	A	B	(C)
3 Who never does homework at the weekend?	A	(B)	C
4 Who has music lessons at the weekend?	A	B	(C)
5 Who is doing an online course?	A	(B)	C
6 Who needs advice about their future career?	A	B	(C)
7 Who is already studying what they want to do in the future?	(A)	B	C

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Exam
International Certificate General 1, Use of English, Reading and Writing, Section 4, Gap-fill (Three-option multiple choice)
International Certificate General 1, Writing, Write a text (Write a short text of 80–100 words or more based on three picture prompts)

Use of English

3 **Read the texts. Choose the correct answer (a, b or c).**

1
Before you _____ your homework, check that you have written your name and date.

a turn into
b get rid of
c hand in

2
We offer morning and evening art classes, _____.
To see a detailed timetable, visit: sched-arts/way.org

a Monday to Friday
b from 1 p.m. to 4 p.m.
c all day

3
Do you feel you are doing your _____, but it still isn't enough?
Do you want to get better exam results?
Join our free workshop!

a best
b well
c good

4
Important notice!
_____
School starts at 9.00. All students have to be in their class by 8.55 at the latest.

a School opening hours.
b Don't be late for class!
c You must stay in the classroom.

5
Bark Street School _____
This Friday at 4 p.m.: *Alice in Wonderland*
Tickets: £3, members £1.50
Book at: BarkStr/ed@barkstreet.org.uk

a Film Club
b Online Course
c Study Group

Writing

4 **Look at the pictures. Write Lisa's description of what happened yesterday. Write 80–100 words.**







☐ I can read for specific information and describe past events.

Exercise 4:
Possible answer
I got up late yesterday morning and I had to get ready for school very quickly. I was 15 minutes late for school. Then our teacher gave us the maths test results. I got a B+, so I was happy.
It was a beautiful day and I sat with my friends under a tree in our lunch break. One of them pointed at my feet. I was wearing different shoes: one grey and one white! We all laughed because they looked really funny!

Individual learning:
Exercise 4
Elicit success criteria from Ss and write them on the board for Ss to refer to as they complete the task. This gives Ss a clear idea of what they need to do to be successful.
Appropriate success criteria for this task include:
- Describe all three pictures.
- Use the Past simple and Past continuous.
- Use words and phrases to describe school life.
- Write 80–100 words.

Reflecting on the goal: Write the goals on the board. Then ask Ss to think back to the task in Exs 1 and 2 and use the Traffic light cards to show how easy they found it. Then do the same with Ex 4. Make a note to practise similar tasks regularly if a number of Ss indicate concern.

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Word list activity:
To practise vocabulary for school life, ask Ss to choose eight to ten expressions. Ask them to write these in a list, but not to show anyone. Put Ss in groups of four and explain that they each have two minutes to mime their expressions. At the end, they should count up how many they managed to convey successfully. The winner is the student who mimes the most expressions successfully in each group.

Exercise 3:
1 You shouldn't eat heavy meals.
2 You should have a break every hour.
3 You shouldn't have your phone with you.
4 You shouldn't go to bed late.
5 You should ask someone to help you.

Exercise 6:
1 Sure.
Thanks. And would you mind washing the salad?
Not at all.
2 Could you drive me to the station at three o'clock?
I'm afraid I can't. I have to be at the dentist's at 2.30.
Oh, OK. Can you book a taxi for me?
Yes, of course.

Review Unit 3

Word list 3 page 139

Vocabulary

1 Choose the correct option.

Please stop talking and pay attention / focus to the lesson!
1 We usually go on / to a school trip in May.
2 I haven't got a pen so I can't take any homework / notes.
3 At Beth's school they have / do a break for lunch at 1 p.m.
4 Val didn't prepare for / hand in the test, but she still passed it!
5 I did my best / hard and I got good results.

2 Complete the sentences with the words in the box.

essay heart mistake ~~results~~ school test

Geri got her exam results yesterday. She got 86%.
1 I lost a point because I made a(n) mistake.
2 Brian only answered one out of six questions, so he failed his test.
3 We have to write a(n) essay about school life.
4 Beth was ill last week so she missed school.
5 You don't need to learn the presentation by heart.

Grammar

3 Use the expressions in the box and *should/shouldn't* to give advice.

ask someone to help you
~~do some exercise~~
eat heavy meals
go to bed late
have a break every hour
have your phone with you



I feel very stressed.
You should do some exercise.
1 I ate a burger and fries.
2 My eyes get tired.
3 I text my friends while I'm studying.
4 I can't get up in the morning.
5 I don't understand this exercise.

4 Use *can/can't* to make the sentences true for you.

I can't play video games before I do my homework.
1 _____ go out to meet my friends at the weekend.
2 _____ drive a car.
3 _____ listen to loud music late at night.
4 _____ go shopping with my friends.
5 _____ invite friends home without asking my parents.

5 Complete the sentences with *have/has to*, *don't/doesn't have to* or *mustn't*.



Ryan doesn't have to buy glasses. He got a new pair for his birthday.
1 You mustn't take my tablet without asking first!
2 Kate has to stay at home tonight. Her grandparents are coming to visit.
3 You don't have to take the exam now. You can take it next year.
4 We mustn't use our phones in here. Let's put them on silent.
5 I have to take the dog for a walk. It's my turn.

Functions

6 Reorder the sentences to make dialogues.

1 1 Could you help me to make dinner?
___ Thanks. And would you mind washing the salad?
___ Sure.
___ Not at all.

2 ___ Yes, of course.
___ I'm afraid I can't. I have to be at the dentist's at 2.30.
___ Could you drive me to the station at three o'clock?
___ Oh, OK. Can you book a taxi for me?

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Future skills project

3

Self-management

Learn smart

Lesson goals
Students can create a study plan.
Students can select and use different learning strategies.
Future skills
Self-management: learning to learn
Recycled vocabulary
School life
Recycled grammar
should, Present simple, Present continuous (for future arrangements)

Warm-up

- Elicit the following phrases and write them on the board: *get good exam results, go on a school trip, hand in homework, have a break, make a mistake, pay attention in class, prepare for an exam, do your best*. Ask pairs to decide how important each one is for being successful at school on a scale of 1–3: 1 = very important, 2 = quite important and 3 = not important at all. In feedback, establish that all the items are very important, clarifying these points if necessary: you can learn as much on a school trip as in a traditional lesson, it's important to have breaks to be an effective learner, we learn by making mistakes.
- **Setting the goals** Erase all the phrases except *prepare for an exam* and ask pairs to discuss what they do to prepare for an exam. Elicit responses and acknowledge any good learning strategies the students already use. Then explain that in the lesson they will learn some learning strategies, and make a learning schedule for an imaginary exam.

Procedure

- **Step 1** Write the titles of the learning strategies in bold below on slips of paper and stick them up around the classroom. Explain that each one represents a different learning strategy. Ask pairs to walk around and discuss what they think each strategy is. If students are unable to move around the classroom, write the titles on the board instead. When they've had enough time, elicit ideas and explain each strategy. Ask students to take notes as you explain, so they can remember what each strategy is. You could print the following explanations and hand them out to pairs if you think students will benefit from this.

Change it up: Read a text and then summarise it to a friend or family member. Listen to a podcast and take notes at the same time.
Let's connect: Make connections between what you already know and what you need to learn.
Short and sweet: Instead of one long session, plan a series of shorter study sessions.
Mix it up: Don't study things one-by-one. Choose a few connected things to study at one time and keep changing between them.
Take a break: Meditate, listen to your favourite song, go for a walk or take a bath.
Teach a five-year old: Plan how you would explain the information to a five-year old.
Learning stations: Don't study in the same place all the time. Have different spaces to work in. Our brains associate what we learn with the place we are in, so moving around increases the chances of remembering information.

- **Step 2** Ask pairs to discuss the following questions:
  1 *Which of these strategies do you already use?*
  2 *How useful do you think each strategy is?*
  In feedback, elicit opinions from three or four students in an open class.
- **Step 3** Ask students to imagine they have one week to prepare for an English exam, and they now have ten minutes to prepare a study plan. They have to revise the grammar, vocabulary and functions from the first three units of the course. They should decide on the following:
  - When to study.
  - What to study.
  - Where to study.
  - What techniques to use.

  Encourage them to think about which method is most appropriate for each topic. For example, *Let's connect* is good for learning vocabulary as students can make connections between the different words from each unit. Monitor and help as students prepare their study plans.
- **Step 4** Ask pairs to form groups of four to present their study plans. After each pair has presented their plan, ask students to reflect on how effective they think each plan is.
- **Reflecting on the goals** Give students some questions to help them reflect on the skill. They should reflect individually before sharing ideas with their group. Suggested questions:
  1 *Why is it important to use different learning strategies?*
  2 *Which strategies from the lesson do you want to use in the future? Why?*

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