In the UK, Secondary schools which are funded by the government are called state schools. Secondary schools which are privately funded are called private, public, or independent schools.

Most private schools and some state schools require students to wear uniforms. Schools choose the uniforms that their students wear. Most state schools are day schools and students cannot stay overnight. However, there are more than thirty state boarding schools in the UK. Education is free but students have to pay for living there.

Schools like Sands are often called free schools because students are free to do what they want to do. The most famous free school in the UK is Summerhill, which was started in 1921.

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

LESSON 1

Warmer
Write *Education* on the board and elicit what students know about education in the UK. Ask them if they can name any famous UK schools (e.g. Harrow, St Pauls, City of London). If they have read any of the *Harry Potter* books, ask them if they think schools in the UK are really like Hogwarts!

Vocabulary & Reading

1. Strategies: Predicting
Have students describe what they see in the photos before asking them what they think is unusual.

2. Words to know
Students check the meanings of the words in blue in the Word list before reading the texts.

Answers: A: 1. state school; ? 2. yes – acting, dance and singing 3. compulsory: Maths and English, etc. optional: acting, dance and singing, etc. 4-8 ?  B: 1. private school; mixed 2. no 3. all subjects are optional 4. about 40 5. their own clothes 6. teachers and students together (they vote) 7. ? (but we assume there isn’t a strict discipline policy) 8. yes (e.g. cooking lunch)

3. Practise a few examples with the class using the prompt. Elicit some comments from pairs at the end of the activity.

4. Brainstorm ideas with the class before students start writing. You could create a word map on the board.

5. Check that students know what to do. They should read their role before they start so they are not searching for answers during the roleplay. For better spontaneity and interaction, when students are answering the questions they should have their books closed.

MINI WORKBOOK exercises 6–7 page 101

A different way to learn

The Brit School is the only state school for performing arts in Britain. It prepares students aged 14–19 for careers in theatre, music and film. Students study compulsory subjects like Maths and English every week but they also choose special options like acting, dance and singing. Former students include the singers Amy Winehouse and Leona Lewis. Ashley, 17, is in Year 12.

My main subject is Theatre. The course lasts two years and this week we’re working on a political drama that we’re writing ourselves. My friends are practising right now. Next week we’re producing a musical. I’m getting fantastic experience – my skills are really improving. Brit students sometimes get professional work, too. For example, this term I’m acting in a TV medical drama and next summer I’m appearing in a musical in London.
Lesson 2

Warm  er
Select some phrases or sentences from texts A and B which include key vocabulary and Words2know from exercise 2. Read the extracts and have students identify the schools, or, write the extracts on the board and have students match them to school A or B.

Grammar Focus
Present simple and continuous
Elicit one example for each question to make sure students remember how the present simple and present continuous are used to convey these meanings. Do not accept examples where the present continuous is used to refer to the future.

Answers: a pupils don’t wear uniform b Every week the school has a meeting c Some students are cooking lunch

Grammar 2 know
Present simple
Use the present simple:
a to describe things that are generally true:
The school prepares students aged 14–19.
b to talk about regular actions:
Students study Maths and English every week.
Time expressions: every week, once a month, usually, always, never.

Present continuous
Use the present continuous:
c to talk about actions in progress at the moment of speaking:
My friends are practising right now.
d to talk about actions happening in the present period but not at the moment of speaking:
This week, we’re working on a political drama.
e to talk about gradual changes in the present period:
My skills are improving.
Time expressions: at the moment, right now, these days f to talk about definite arrangements for the future:
Next week, we’re producing a musical.
Time expressions: tomorrow, next week/month/Tuesday

Grammar Plus
Write the example from Grammar Plus on the board to show where the time expression usually goes (at the end of the sentence). Write other time expressions on the board, e.g. twice a month, most weeks and elicit examples for each from students’ experience.

Focus students on the Grammar Plus activity in the Mini Workbook and read the rules with the class. Students choose the correct option to complete the sentences and then check in pairs.

Answers: on student page

Mini Workbook exercises 1–3 page 100

Grammar  + Plus
Write the example from Grammar Plus on the board to show where the time expression usually goes (at the end of the sentence). Write other time expressions on the board, e.g. twice a month, most weeks and elicit examples for each from students’ experience.

Focus students on the Grammar Plus activity in the Mini Workbook and read the rules with the class. Students choose the correct option to complete the sentences and then check in pairs.

Answers: on student page

Extra Discussion
Which of the three schools (The Brit School, Sands, Home school) would students most like to attend and why? Which do they think provides students with the best type of education?

Now your students can:
• extract relevant information from two reading texts
• compare uses of the present simple and the present continuous
• write and talk about different educational systems in the UK and in their own country.
The law in the UK limits the types of work that teenagers can do. Fourteen-year-olds can only do certain types of jobs, e.g., delivering newspapers. They are not allowed to work during school hours and the total amount of time they are allowed to work each week is limited. Sixteen to eighteen-year-olds can do other jobs but they can’t work, e.g., in a factory.

In England, sixteen-year-old students are awarded a number of GCSEs (General Certificate in Secondary Education). Most students take between eight and twelve GCSEs, which are assessed through a mixture of coursework and examinations. After completing GCSEs, students can take their education in a more practical direction, e.g., by doing an apprenticeship. Alternatively, they can take a more academic direction by doing Advanced Subsidiary (AS) levels (one more year of study) and Advanced (A) levels (two more years of study), which prepare them for university.

**Lesson 3**

**Warmer**

Put students into groups of three or four. They exchange information on any jobs they have done, what they did, what they were paid, how much they liked them, etc. They can be summer jobs, evening jobs, etc. Briefly elicit the key points from each group.

**Vocabulary & Listening**

**Education and work**

1 Elicit ideas from the class to make sure students know what to do (use ideas from the warmer to help) before putting students into pairs.

2a 1.3 **Phrases**

Students check the meanings of the words in blue in the Word list and in their dictionaries before they relate the phrases to their discussion in exercise 1. Discuss which phrases students can see in the pictures.

**Answers:** on student page

3a **Strategies: Predicting**

Have students read the statements and underline their predictions in pairs (make boy/girl pairs if possible).

b 1.6 Students listen and circle their answers, then compare with another student to see if their answers were the same.

**Answers:** on student page

4 1.6 **Strategies: Answering questions**

Have students read the two questions before they listen again. Have them make notes as they listen.

**Answers:** 1 Because girls do better at coursework; they’re happier to redraft their work; they work harder; have better concentration and think more about the future than boys do; they know that hard work at school will help them in their career. 2 Because there is more unemployment among young women than young men; women need better qualifications to get the same job as a man; on average, men earn 20% more than women; women don’t focus on moving up the career ladder in the same way that men do; women are more interested in doing the job well than in getting promotion or a pay rise.
Give students thinking time before the class discussion. Encourage as many students as you can to participate and be willing to accept a range of different ideas. Use the prompt as an example and supply words in English if they are needed.

Grammar Focus
State and activity verbs
6 Check students realise that these comments are about the radio programme from exercises 3 and 4. They read the texts silently before answering the questions. Have students check their answers in pairs before the class check.

Answers: 1 on student page
2 A (Natasha) and D (Sue): A boys think revising is ‘uncool’, the girls want to get good marks, D: her son’s having problems concentrating
At the beginning of 2010, research showed that teens in the UK spend an average of 14.7 hours per week on the internet. This includes time spent on internet social networking sites, downloading music and films, playing games, surfing for information, e.g. about stars of their favourite soap operas or game shows.

In the UK in 2007, a total of fifty-seven billion text messages were sent.

Other reasons for poor concentration in teens are: tiredness (their lifestyles mean they don’t get enough sleep); diet (too much fast food and snacking rather than eating proper meals result in a lack of essential vitamins and minerals); boredom (sometimes school work isn’t challenging enough and teens find it difficult to process information in a school context because they are used to the way information is delivered online); anxiety and stress (puberty means teenagers are often worried about relationships, their own development and so on).

Lesson 5

Warmer
Tell students to take out their notebooks. Have them write down how much time they think they spend each week a) in front of a computer screen/on the internet b) in front of the TV c) doing sport d) listening to music. Then, in pairs or groups of three, students compare their figures. Elicit the highest and lowest numbers in each category from the class.

Reading & Vocabulary

1a Strategies: Scanning
Have students cover the text with paper or their notebook as they read the three statements and decide which they think is closest to what the text is going to be about.

b Strategies: Skimming
Students quickly read the first paragraph of the text to check their predictions about its content.

Answer: on student page

2 Words to know
Students check the meanings of the words/ phrases in blue in the Word list and in their dictionaries. They mark the activities and then compare their answers in pairs.

3 Strategies: True/False
Remind students to read through the six true/ false statements before they read section A of the text silently to find the answers. They complete the activity then compare their answers with a partner. When checking answers with the class, have students read out the part of the text which confirms their answer.

Answers: on student page
4 Do a few examples first with the class using the prompts before they continue their discussion in groups. Elicit one or two comments from each group at the end of the activity. Remind students of the figures they wrote down in the warmer. Find out which students in the class are digital goldfish.

**LESSON 6**

**Warmer**

With Students’ Books closed, give students two minutes to remember the methods teachers are using to try and improve their students’ concentration (from the text on page 8). Then elicit other ways students use to improve their own concentration.

5a Have students read the questionnaire in section B silently and mark the statements for themselves before they compare and discuss their answers in pairs.

5b After students have checked their scores, elicit how accurate they think the comments are. Have students choose one or two statements they marked NT and ask them what they can do to improve in these areas.

6a Check that students realise they need to choose the tips from section C that are relevant for their partner, according to their score and the conclusions from exercise 5.

b Discuss ideas as a class. Ask individual students why the tips are useful for them.

7a **ACTIVE STUDY**

**Strategies: Scanning**

Have students write any words which are new to them in their vocabulary books.

**Possible Answers: on student page**

b **Strategies: Scanning**

Students scan the text and then complete the activity. Go over the answers with the class. Have them write any words which are new to them in their vocabulary books.

**Answers:** on student page

**MINI WORKBOOK exercise 9 page 101**

**EXTRA DISCUSSION**

As a class, compile a set of tips for improving concentration which are relevant to all of the students. Brainstorm ideas with the class and write them on the board. Have students copy them onto a piece of paper or into their notebooks. Write them on poster paper for display in the classroom for the next lesson. Alternatively, if you have an interactive whiteboard you can print the tips directly from the board or save them as a document to print later on.

Now your students can:

- scan a text to find relevant information
- use and interpret common suffixes
- discuss attention span problems and give advice on ways of improving concentration.
Real Time

Edinburgh /ˈɛdɪnbərə/ is the capital of Scotland. Edinburgh is famous for its castle, its festivals, and its New Year celebrations called Hogmanay in Scotland.

The city of Edinburgh has several universities and colleges and is popular with young people from all over the UK.

It is common for young people in the UK to go to another city to study at university as Lori is doing in Real Time (she comes from London).

**LESSON 7**

**Warmer**

Elicit from the students the names of cities in the UK and what they know about them. Focus on Edinburgh if they give this to you, or if they don’t, supply this city name and elicit what they know about the city. Find out if any students have been there.

**Having a conversation**

1. **Strategies: Predicting**

Students use the information in the pictures to predict the answers before reading the caption. Have the class share their ideas and give reasons for each question.

2. **Strategies: Multiple choice**

Students read the three questions and the options before they listen to the conversation. Check that students understand key vocabulary, e.g. *in common*. Students compare their answers after they’ve listened to the CD. If necessary, play the CD a second time.

**Answers:** on student page

3. **Strategies: Gap fill**

Students work in pairs to try and complete the conversation with the “Phrases 2 know.” Play the CD so they can check.

**Answers:** on student page

4. **Play the CD one or more times for students to repeat the “Phrases 2 know” paying particular attention to intonation. They then take turns to roleplay the conversation, using the “Phrases 2 know,” in pairs.

**Can you do it in English?**

Brainstorm a few ideas for who the ‘interesting stranger’ might be before students do the roleplay. Have them practise in their pairs and then invite some of the more confident pairs to roleplay their conversations for the class. Remind them not to write the roleplay down.
5 Imagine that you meet an interesting stranger at a bus stop. Act out the conversation using the prompts below and phrases knowing on page 10. You can invent information.
   - Find a reason to start a conversation.
   - Introduce yourself.
   - Find out where the other person is from.
   - Find out what you are both interested in.
   - Find out as much as you can about each other.

6 Listen to Greg and Lori’s conversation. Tick (✓) true and cross (✗) false. Then correct the false statements.
   2. Lori is in Edinburgh to start a course in Music.
   3. Lori is learning to play three different instruments.
   4. Greg is a musician.
   5. Lori already knows a lot of people in Edinburgh.
   6. Greg offers to show Lori around the city.
   7. Lori gives Greg her mobile number.

7 **A FORMAL LETTER OF APPLICATION**

Read Lori’s letter and answer the questions.

1. Does Lori know the person she’s writing to?
2. How does Lori start and end her letter?
3. In which section do you find:
   a) information about Lori’s background?
   b) the greeting?
   c) the conclusion?
   d) information about Lori’s ambitions and her reasons for applying to ECMAS?
   e) Lori’s reason for writing?
   f) Lori’s home address?
   g) school address?

8a Think of a university course you would like to do. Make notes under these headings:
   - why you want to study there
   - why you’re writing the letter
   - where you live now and who with
   - your studies, interests and current activities
   - your ambitions.

8b **Phrases to know**

Greeting
   - Dear Sir/Madam
   - Dear Mr/Mrs/Miss Ms...

Giving reasons for writing
   - I am writing to apply...
   - Describing yourself and your background
   - My full name is...
   - I am... years old and live in...
   - Describing your studies and interests
   - I am attending... School
   - My subjects are...
   - I also enjoy...
   - At the moment I am learning...
   - Describing your ambitions
   - I would like to...

Ending
   - I hope to hear from you soon.
   - Look forward to your reply.
   - Yours faithfully.
   - Yours sincerely.

Organise your notes into paragraphs and write your letter. Use the Phrases to know and Lori’s letter to help you. Write 120-150 words.

8c **Lesson 8**

**Warmer**

Elicit what students remember about Lori and Greg.

**A formal letter of application**

7. Ask students if any of them have written a formal letter of application in their own language. If they have, ask them who it was to. Elicit how a formal letter is different from an informal letter in their language.

Have students read the three questions first before they read the letter and answer the questions. Students discuss their answers in pairs before the class check.

When checking question 3, focus students on each paragraph in turn to raise awareness of the structure and sequence of formal letters. Elicit how similar/different this is to formal letters in their own language.

**Answers:**

1. no
2. start: Dear Sir/Madam
   end: Yours faithfully
3. on student page

**8a Brainstorm ideas for university courses and write them on the board to give students ideas. Monitor them as they are making their notes and make suggestions as appropriate to help students extend their ideas.**

**b Phrases to know**

Check students have organised their notes into the relevant paragraphs as in the model before they start writing. Remind them to set out their letters exactly as in the model, with the address and date on the top right and to use the Phrases to know. Monitor as they are writing.

Once students have written a draft of their letters, have them swap with a partner and read each other’s work to check a) for correct layout of a formal letter of application, b) that they have included the information as specified in exercise 8a, c) that they have used some of the Phrases to know and d) that they have sequenced the information correctly. They give feedback to each other and then rewrite a corrected version of their letters.

**Now your students can:**

- have a conversation with a stranger
- use appropriate language for a first conversation
- write a formal letter of application.