

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. Do you follow the same routine every morning? Why are routines important?

V Insight Daily routines

2 Match photos 1–8 to eight of the daily routines below.

- chat on the phone ■ do homework ■ get dressed
- get home ■ get up ■ go to bed ■ have a shower
- have breakfast ■ have dinner ■ have lunch
- meet friends ■ play football ■ read a book
- start school ■ use the internet ■ watch TV



- 3** 1.1 Listen and write the daily routines from exercise 2 that you hear.
- 4** 1.2 Listen, check and repeat the answers to exercises 2 and 3.
- 5** Look at the photos of a research station in Antarctica and read the factfile. What do you think life is like for the scientists there during the winter? Read the article and check your answers.

6 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 No boats travel to the Antarctic in winter.
- 2 It's cold inside the station.
- 3 Maria doesn't like the food in the canteen.
- 4 She does some exercise every day.
- 5 She likes watching the sky.
- 6 She usually goes to bed late.

WINTER IN ANTARCTICA

FACTFILE

- temperature at the South Pole: -25 to -35°C in summer, and -55 to -65°C in winter
- six months of daylight, six months of night
- sun goes down on 21 September and comes up again on 21 March

Winter in Antarctica lasts for six months, from March to September. The temperature at the South Pole is about -60°C. Boats can't go there because of the ice. Aeroplanes don't fly. At the South Pole, it's **permanent** night for six months.

The Amundsen-Scott South Pole Station is an American research station. 50 people live and work there **in** winter. Maria Corsini, one of the **astronomers** at the research station, studies the stars in the Antarctic sky. She tells us about life at the station.



I get up **at** 6.30 **in** the morning. It's dark outside, of course. It's always dark, but it isn't cold. Inside the station, it's 20°C in winter and in summer. But I only live here in winter. You can't study the stars here in summer – there's no night!





My morning routine is always the same. I have a shower, I get dressed and then I go to the **canteen**. I have breakfast there with everyone else. The food is really good. We have a little garden inside the research centre and we grow **fresh** green vegetables and salad.

After breakfast, I go to the gym. We don't go outside very often because it's so cold, but it's really important to do some exercise every day. After the gym, I start work. The South Pole is the perfect place to study the stars in winter. **Before** dinner, I sometimes watch the Aurora Australis – the Southern Lights. The colours are so beautiful!



I usually go to bed early during the week, but **at** the weekend, there are lots of things to do. We have a cinema room and we sometimes watch films there together **in** the evening. There's a music room as well, with some guitars, a piano and other stuff. Some of the people here are really good **musicians**. We sometimes have a **concert on** Saturday night and we all sit and listen to them play. It's true we live and work **at** night for six months, but you know, life isn't so hard in Antarctica!

Strategy Guessing the meaning of words

To guess the meaning of a word:

- read the sentence carefully – the words before and after it can help you understand the meaning.
- read the sentences before and after the word – they can also help you understand.
- think of similar words in your language.
- look at pictures and photos – they can show the meaning, too.

7 Read the strategy. Guess the meaning of the words in bold in the article.

8 REACT In the summer at the South Pole, it is light for 24 hours a day for six months. Which would you prefer: six months of constant day or six months of constant night? Why?

V Insight Prepositions of time

9 Study the highlighted prepositions in the article. Write them in the table.

Preposition	Time
1 _____	the weekend, night, 6.30 a.m., seven o'clock
2 _____	Saturday
3 _____	the morning, the afternoon, the evening, (the) winter, December
4 _____ / 5 _____	breakfast, lunch, dinner
–	every day / night, all the time, all week, early, late

10 Complete the text with the correct prepositions or no preposition (-).

I'm an astronomer and I work in the USA. I start work ¹_____ 9 p.m. ²_____ every night. ³_____ autumn, winter and spring, I study the sky and stars, but ⁴_____ June, July and August, I work at Space Camp. Teenagers from a lot of different countries come ⁵_____ Monday and stay ⁶_____ all week. ⁷_____ the morning and afternoon, they learn about space. ⁸_____ night, they look at the stars with telescopes. I finish work ⁹_____ late, but I don't work ¹⁰_____ the weekend.

11 TASK Work in pairs. Tell your partner about your routines during the week and at the weekend. Use the phrases in exercise 9 to help you. Find three things that are the same about your routines.

On a school day, I get up at 6.30, but at the weekend, I get up at 10.

Grammar

Present simple: negative

- 7** Underline the other examples of the *he / she / it* form of the present simple affirmative in the article.
- 8** Put the words in order to make sentences about Shona and Nico. Use the correct form of the present simple for the verbs in bold.
- | | |
|--|--|
| 1 at Merryfield High School / study / Shona | 4 two hours of homework / after school / do / Nico |
| Shona studies at Merryfield High School. | 5 dinner / he / with his family / at eight o'clock / have |
| 2 work / her mum / at her school | 6 go / running with / his brother / he / at the weekend |
| 3 her school / at four o'clock / finish | |
- 9 TASK** Work in pairs. Tell your partner about the daily routine of a friend or relative.

My friend Eva gets up at 6 a.m. She does her homework before school. She ...

Grammar Insight

- 10** Study the examples of negative present simple verbs. Find more examples in the article in exercise 1.
- 1 She **doesn't swim** at the weekend. 2 I **don't do** any exercise on Sunday.
- 11** Look at the examples in exercise 10 and complete the rules with *don't* or *doesn't*.
- a After *I, you, we* and *they*, we form the negative present simple with _____ + verb.
b After *he, she* and *it*, we use _____ + verb. We don't add -s to the verb.

➤ For further reference and practice > Workbook > page 92

- 12** Complete the sentences with the verbs below. Then choose the correct negative form.

do ■ have ■ like ■ meet ■ start

- 1 I **don't / doesn't** _____ mornings.
2 My mum **don't / doesn't** _____ breakfast with me.
3 I **don't / doesn't** _____ my friends before school.
4 School **don't / doesn't** _____ at eight o'clock.
5 My friends and I **don't / doesn't** _____ exercise every day.

- 13** Complete the text with the correct present simple form of the verbs in brackets.

Most teenagers ¹_____ (not do) exercise before school. They ²_____ (like) staying in their beds in the morning. But Jo ³_____ (get up) at six. She ⁴_____ (get) dressed to go to the gym because she is a gymnast. She ⁵_____ (not have) breakfast with her family. They're still in bed! After the gym, Jo ⁶_____ (go) to school. Her school ⁷_____ (start) at half past eight and it ⁸_____ (finish) at three. But she ⁹_____ (not feel) tired. 'Gymnastics gives me energy,' she ¹⁰_____ (say). Well done, Jo!

- 14** 🎧 1.3 Listen to Jake. What is his hobby?

- 15** 🎧 1.3 Listen again and choose the correct words.

- 1 Jake **plays / doesn't play** games with his cousin.
2 Mia **goes / doesn't go** to school in Singapore.
3 Jake and his mum **live / don't live** in Canada.
4 Jake and Alex **play / don't play** games together before breakfast.
5 Alex **does / doesn't do** sport after school on Monday.
6 Jake and Alex **like / don't like** different online games.

- 16 TASK** Work in pairs. Write three true and two false sentences about you, your friends or your family. Use the present simple negative. Your partner guesses if they are true or false.

📝 Assess your progress Workbook page 17

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

- 1 Is it a good idea for school to start in the afternoon?
- 2 What are the advantages? What are the disadvantages?

2 Read an article about a British school that opens only in the afternoon. Does it mention any of your ideas from exercise 1? Is Robbie happy with the afternoon timetable? Why / why not?

3 Read the interview with Robbie again. Put the activities below in the order he does them (1–8).

- do sport ■ get up ■ go to bed ■ have breakfast ■ have a shower
- have lunch ■ start school ■ study and do homework



Global skills Culture

4 Work in pairs and discuss the questions.

- 1 Would you like to go to a school like this?
- 2 How do you think schools are different in other countries?
- 3 Would you like to study in another country? Why / why not?
- 4 Do you think students from other countries would like to study in your country? Why / why not?

V Insight School subjects

5 1.4 Label icons 1–14 with the school subjects below. Then listen, check and repeat.

- art ■ citizenship ■ design and technology (DT) ■ drama ■ English
- geography ■ history ■ information and communication technology (ICT)
- maths ■ modern languages ■ music ■ physical education (PE)
- religious education (RE) ■ science



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

6 Which lessons do you hear these words in?

- | | |
|---|--|
| 1 Shakespeare, Emily Brontë, Wordsworth | 4 Australia, the Nile, Everest |
| 2 Mozart, Beethoven, The Beatles | 5 molecule, photosynthesis, carbon dioxide |
| 3 geometry, algebra, arithmetic | |

7 TASK Work in pairs. Which school subjects do you study at your school? Which do you like? Why? What other subjects would you like to study? Why?

Grammar

Present simple: questions, question words

8 Complete the questions and answers from the interview with Robbie.

- 1 'Do you _____ this new timetable?' 'Yes, I _____.'
- 2 '_____ your headteacher like the idea?' 'Yes, she _____!'
- 3 '_____ your teachers like the new timetable?' 'Yes, they do.'
- 4 'Do you want to go back to the old timetable?' 'No, I _____!'

School in the afternoon?

Average school starting times for year 10 (14–15 years old)

China: 7 a.m.

Brazil: 7.30 a.m.

USA: 8 a.m.

UK: 8.45 a.m.

Teenagers just don't get enough sleep. It's a fact: most of them go to bed late. At the weekend, they can sleep until late the next day. But during the week, they get up early and they don't get a full eight hours of sleep. This is a big problem. Parents know this, teachers know this, but what can they do?

One school in London is trying something new. They have a new timetable for years 10 to 13. The school day doesn't start in the morning; it starts in the afternoon – at 1.30 p.m. And it finishes at 7 p.m. They have the same number of classes, but they start later in the day. We asked one of the students about the timetable.

Grammar Insight

9 Study the questions and answers in exercise 8. Then choose the correct form of do in the table.

Questions

¹Do / Does + I / you / we / they like the new timetable?

²Do / Does + he / she / it like the new timetable?

Short answers

Yes, I / you / we / they ³do / does. No, I / you / we / they ⁴don't / doesn't.

Yes, he / she / it ⁵do / does. No, he / she / it ⁶don't / doesn't.

➔ For further reference and practice > Workbook > page 92

10 Add do or does and put the words in order to make questions.

- 1 do your homework / before school / you?
- 2 on Saturday morning / you / study?
- 3 you and your friends / at break time / football / play?
- 4 study / other people in your family / at your school?
- 5 wear / your English teacher / glasses?
- 6 do sports / at the weekend / you?

11 TASK Work in pairs. Ask and answer the questions in exercise 10.

Grammar Insight

12 Study the questions in the interview with Robbie. Then match the question words to their functions.

We use:

- 1 where
- 2 what
- 3 who
- 4 when
- 5 how old
- 6 how many

for questions about:

- a things.
- b time.
- c age.
- d numbers.
- e people.
- f places.

➔ For further reference and practice > Workbook > page 92

13 Complete the questions with the question words in exercise 12.

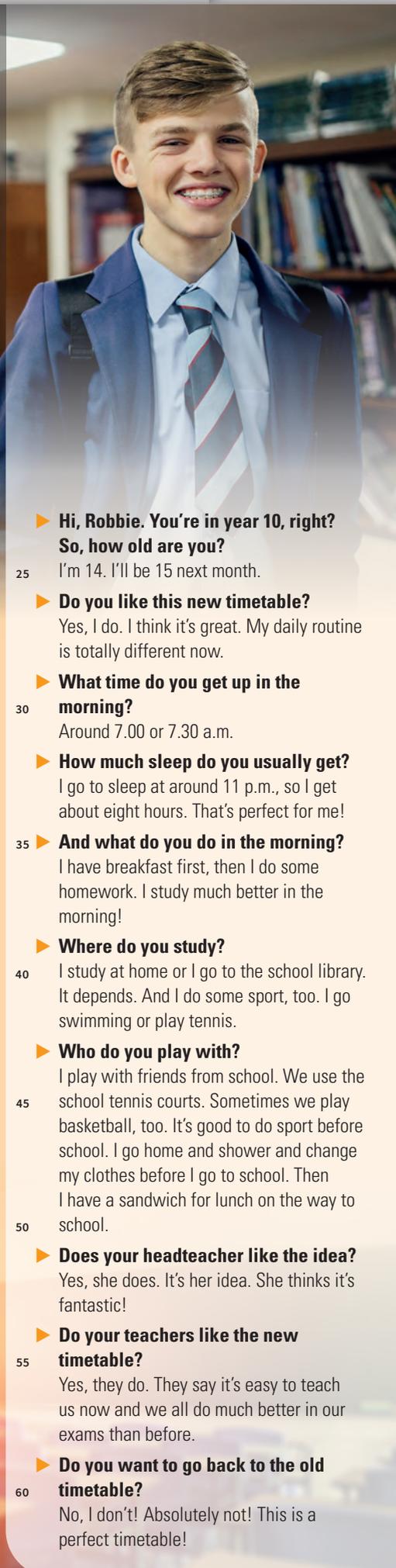
- 1 '_____ is the drama club?' 'On Friday afternoon.'
- 2 '_____ 's the teacher?' 'I'm the teacher.'
- 3 '_____ do you teach in the club?' 'Lots of different drama techniques.'
- 4 '_____ are the students?' 'They're 14-18.'
- 5 '_____ students do you teach every week?' 'About 25.'
- 6 '_____ is the club?' 'Room 301.'

14 TASK Work in pairs. Plan your perfect school timetable. Use these ideas to help you.

- What time does school start and finish?
- How many break times do you have during the day?
- Do you have lunch at home or at school?
- What subjects do you study?
- How many classes do you have for each subject?
- What equipment do you have in your classrooms?
- How much homework do you get each day?
- What clubs or extra classes do you go to after school?

➔ Vocabulary extra > Classroom items > page 134

✔ Assess your progress Workbook page 17



▶ **Hi, Robbie. You're in year 10, right? So, how old are you?**

25 I'm 14. I'll be 15 next month.

▶ **Do you like this new timetable?**

Yes, I do. I think it's great. My daily routine is totally different now.

▶ **What time do you get up in the morning?**

30 Around 7.00 or 7.30 a.m.

▶ **How much sleep do you usually get?**

I go to sleep at around 11 p.m., so I get about eight hours. That's perfect for me!

35 ▶ **And what do you do in the morning?**

I have breakfast first, then I do some homework. I study much better in the morning!

▶ **Where do you study?**

40 I study at home or I go to the school library. It depends. And I do some sport, too. I go swimming or play tennis.

▶ **Who do you play with?**

45 I play with friends from school. We use the school tennis courts. Sometimes we play basketball, too. It's good to do sport before school. I go home and shower and change my clothes before I go to school. Then I have a sandwich for lunch on the way to school.

▶ **Does your headteacher like the idea?**

Yes, she does. It's her idea. She thinks it's fantastic!

▶ **Do your teachers like the new timetable?**

55 Yes, they do. They say it's easy to teach us now and we all do much better in our exams than before.

▶ **Do you want to go back to the old timetable?**

60 No, I don't! Absolutely not! This is a perfect timetable!

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

- Are there a lot of cars in the centre of your town or city?
- Does your town or city do anything to stop the use of cars? If yes, what?

V Insight Transport

2 1.5 Match the photos to the forms of transport below. Then listen, check and repeat.

- bike ■ bus ■ car ■ plane ■ train ■ walking



Strategy Understanding words and phrases with the same meaning

We call words with the same meaning *synonyms* – for example, *excellent* and *fantastic*. Record words and phrases which have the same meaning together in your vocabulary notebook.

3 1.6 Read the strategy. Match the verbs to the phrases. Listen, check and repeat. Then write the words and phrases with the same meaning in your vocabulary notebook.

- | | |
|---------|---------------|
| 1 walk | a go by bike |
| 2 fly | b go by car |
| 3 drive | c go on foot |
| 4 cycle | d go by plane |

4 1.7 Listen to a radio programme about teenagers' journeys to school. Who lives on a farm? Who lives on an island?

5 1.7 Listen again and complete the table. Who has the longest journey and who has the shortest journey?

	Amanda	Joseph	Claire	Henrik	Salma	Brad
Country						
Transport to school						
Journey time						

6 1.8 Match the questions to the answers. Then listen and check.

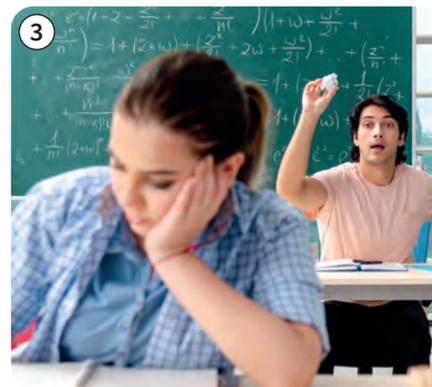
- | | |
|-----------------------------------|---------------------|
| 1 How do you go to school? | a About 15 minutes. |
| 2 When do you leave home? | b I go by bike. |
| 3 How long does the journey take? | c At 8.25. |
| 4 When do you arrive at school? | d At 8.10. |

7 TASK Work in small groups. Ask and answer the questions in exercise 6. Find out who has the longest and shortest journey to school every day.

Speaking Classroom language

8 Match three of the actions below to photos 1-3. Do you do these things in class? What does your teacher say if you do?

- answer questions ■ chat ■ listen ■ throw paper ■ use a dictionary ■ use your phone



9 1.9 Listen to a dialogue. What is Simon doing in class? Choose a photo from exercise 8.

10 1.9 Complete the phrases from the dialogue. Then listen again and check.

Instructions (affirmative)	Instructions (negative)	Asking for help
Sit down, ¹ _____.	Don't ⁴ _____ your mobile phone in class.	How do ⁶ _____ say that in English?
Open your ² _____ at page 22.	⁵ _____ write in your textbook.	Sorry, I ⁷ _____ understand.
Answer ³ _____ questions (in exercise five).		Can you say ⁸ _____ again, please?

11 1.10 Complete the dialogues with the phrases in exercise 10. Then listen and check.

- 1 **Teacher** Eva, what's your surname?
Eva Sorry, I _____, please?
Teacher What's your surname?
- 2 **Teacher** Charlie, _____ in class.
Charlie Sorry, Mrs Taylor.
Teacher Put the phone in your bag, Charlie.
- 3 **Cosimo** _____ *treno* in English?
Teacher _____ at page 86. Transport words are there.
- 4 **Teacher** Now _____ about the text.
Marisa Mrs Taylor, what does 'journey' mean?
Teacher Guess from the context, Marisa, or use a dictionary.

12 Read the dialogue again. Underline more affirmative instructions and ways of asking for help.

GS Global skills **Saying sorry**

When someone asks you to stop doing something, often because they don't like it, you should say *sorry* or *I'm sorry*. It's very important to say *sorry* because:

- it makes people feel better.
 - it can stop a situation from getting worse.
- 'Please don't look at your phone, Mark.' 'I'm sorry, Mr Jones.'

13 **TASK** Work in pairs. Choose photo 1 or 3 from exercise 8 and write a dialogue between a teacher and a student. Use expressions from exercises 10 and 11. Act out your dialogue for another pair.

Vocabulary extra > Classroom language > page 134

Assess your progress Workbook page 17

1 Read the questionnaire and complete the questions with the words and phrases below.

■ school bag ■ school day ■ subject ■ teacher ■ time of day

Getting to know you



1 What's your favourite _____ ?

It's Friday because it's the end of the week and we have some fun classes on Friday afternoon – drama and music. After school, I go to a dance class with my friends and sometimes we have something to eat after class. I usually come home late, but that's OK because I don't get up early on Saturday.

2 What's your favourite _____ ?

Maths. My friends say I'm crazy, but I really like it because we have a very good teacher. He explains things so well and his classes are really interesting. I'd like to study maths at university.

3 Who's your favourite _____ ?

My French teacher, Claudette. She's from Paris and she's new to the school. She's quite young – only 25 years old. We all like her because we learn a lot in her classes and she doesn't give us a lot of homework!

4 What's your favourite thing in your _____ ?

My phone, of course! I chat with my friends on it and I play games. I've got a cool app for doing maths problems and I listen to music on it when I do my homework.

5 What's your favourite _____ ?

It's three o'clock, of course, because school finishes then, and I walk home with my friends. It's good to chat with my friends before I go home to do my homework. It's the best time of day – especially in summer!

2 Work in pairs and discuss the questions in the questionnaire.

Writing Insight

3 When do we use capital letters? Look at the questionnaire and tick (✓) the correct answers.

We use capital letters for:

1 the first letter of a sentence.

2 the personal pronoun *I*.

3 other personal pronouns.

4 languages and nationalities.

5 the names of people and places.

6 days and months.

7 seasons.

8 school subjects (except languages).

4 Look at the highlighted word *because* in the questionnaire. Choose the correct word to complete the rule in the language box.

because

Use *because* to explain **why** / **when** in your answers.

5 Read the strategy. Find and correct ten mistakes in the paragraph below.

Strategy Checking your writing

When you finish writing, check your work carefully. Check and correct:

■ capital letters. ■ grammar. ■ spelling.

Who's your favourite person?

My favourite person is my friend Carmen. She's Spanish, but she live in Manchester. We're in the same class at school, but we're very different. I like maths, but she don't like it. She play football and I don't like football at all! On Saturdays, I not see Carmen in the morning becaus she plays football. But she meets me afterwards on two o'clock and we spend the afternoon and evening together. we meet our friends in the park or we go to the shops. Sometime she comes to my house.

Writing your questionnaire answers

Write answers to the questionnaire in exercise 1.

PLAN Look at each question in the questionnaire again. Think about your answers in exercise 2, and use the extra questions below to help you.

- 1 Why is it a good day? What do you do on that day?
- 2 Why do you like it? What does it teach you?
- 3 What's his/her name and subject? Why do you like this teacher?
- 4 What is it? What do you do with it? Why do you like it?
- 5 Why? What do you do at that time?

Think about your answer to each question. What can you write? What language can you use? Make some notes.

WRITE Write your answers. Use your notes to help you. Write one paragraph for each question. Each paragraph should have at least three sentences.

REVIEW Check your answers. Use the strategy on page 20 to help you.

Assess your progress Workbook page 17

Review 1

Vocabulary

1 Complete the text with the correct prepositions.

My school starts ¹_____ 8.50 a.m. Most of the students come to school ²_____ foot, but some of them come ³_____ car. Lunch is ⁴_____ 12.15 p.m. Some students have sandwiches ⁵_____ lunch. School finishes ⁶_____ 3.20 p.m. ⁷_____ winter, it's dark when we get home. Most students do homework ⁸_____ the evening. ⁹_____ Friday evening, they meet friends. We don't go to school ¹⁰_____ the weekend.

Marks ___ / 10

2 Match the words in A to the words in B to make daily routines. Then complete the sentences.

A ■ do ■ get ■ go ■ have ■ meet

B ■ dinner ■ homework ■ my friends ■ to bed ■ up

- 1 We _____ late on Sunday morning.
- 2 We _____ in a restaurant on Saturdays.
- 3 What time do you _____ at night?
- 4 I chat online when I can't _____.
- 5 We _____ when we get home from school every day.

Marks ___ / 5

3 Complete the sentences with school subjects.

- 1 You do sport in _____.
- 2 You learn about the past in _____.
- 3 You learn about the world in _____.
- 4 You use a computer in _____.
- 5 You learn to act in _____.

Marks ___ / 5

Grammar

4 Complete the text with the correct present simple form of the verbs in brackets.

School at home

Some children ¹_____ (not go) to school because their parents ²_____ (teach) them at home. This is called homeschooling. Hari Patel is 13, and he's a homeschooler. He ³_____ (get up) at the same time as his friends, but he ⁴_____ (not walk) to school with them. His classes ⁵_____ (start) after he ⁶_____ (have) breakfast. He ⁷_____ (study) some subjects with his mum and others with his dad.

His brothers and sisters also ⁸_____ (learn) at home. They ⁹_____ (read) a lot of books and they ¹⁰_____ (use) the internet, too. They all love homeschooling.

Marks ___ / 10

5 Complete the questions and short answers in the dialogue.

- A ¹_____ you go to school?
 B Green Park High. Do you go there, too?
 A No, ²_____. I go to a bilingual school.
 B ³_____ languages _____ you speak?
 A Three. My mum's Swiss.
 B Does she speak French?
 A Yes, ⁴_____.
 B Does your father speak French, too?
 A No, ⁵_____.

Marks ___ / 10

Total ___ / 40

1 WHAT DO YOU THINK? Work in pairs. Read statements 1–4. Do you agree? Why / why not?

Good students:

- 1 don't have time to relax.
- 2 often work until very late at night.
- 3 organize their time well.
- 4 think about their health.

2 Look at the photos in Zoë's blog post below. Then look at statements 1–4 in exercise 1 again. Which ones do you think Zoë agrees with?

3 Read Zoë's blog post and check your answers to exercise 2.

BLOG
PREVIOUS
NEXT

Study smart

Posted on 15 March | 16.13

Hello! I'm Zoë and I'm in my third year of secondary school. My goals for the rest of this year are to:
 ★ study better. ★ learn Spanish. ★ have more free time.
 And yes, I think all three things are possible! 😊

This is my typical school day.



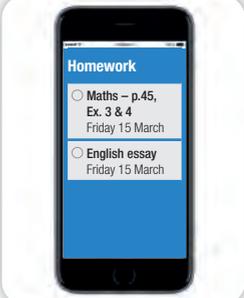
Before school
 It's 7.30 and it's time to get up! I have a shower and get dressed. Then I have breakfast with my family. I usually have a big bowl of cereal and fruit. I've got a science test later today, so I don't want to be hungry.



Then my friends and I often go outside for a while before lessons start again. We love playing football in the playground!



After breakfast, I look at my flashcard app and learn three new Spanish words. Then I try to remember them while I brush my teeth. I do the same thing every evening.



After school
 I get home and watch TV with my little sister. I need a break after a long day at school! Then I start my homework. First, I look at my homework app and check what I need to do. Today I've got maths and English homework. There are only two exercises to do for maths, so I finish them before we all eat dinner together.



I walk to school with my friend Elsa and we revise for our tests together. Elsa asks me questions and I answer them. Then I ask her some questions.



After dinner, I start my English homework. I need to write an essay. I've got three days to do it, but I want to start today. First, I read my notes from class and do some research online. Next, I take some paper and coloured pens and make a mind map. After that, I can write the introduction and the first paragraph.



At lunchtime
 I eat lunch at school with my friends. My dad makes a packed lunch for me. It's always very healthy, with some fruit and vegetables. It stops me feeling tired in the afternoon.



In the evening
 I quickly revise my Spanish words from this morning. But that's enough work for today and now it's time to relax! I listen to music, play games on my tablet or watch some more TV. And I spend time with my family and my cat, Cleo. At 10.30 I go to bed. I need at least eight hours' sleep!

4 Read the blog post again. When does Zoë use these strategies?

- Use apps to help with learning and to organize work.
- Take time to relax and sleep.
- Learn information in small amounts and look at it lots of times.
- Study with friends.
- Do a big piece of work in small steps.
- Make mind maps to organize ideas.
- Eat healthy food and eat regular meals.
- Do exercise.

5 Work in pairs and discuss the questions.

- How is your school day similar to Zoë's? How is it different?
- Which of the strategies in exercise 4 do you already use? Tell your partner about each one.
- Which ones don't you use? Why not? Can you try any of them? How?

6 Read the checklist. Match the ideas about learning to learn to the strategies in exercise 4. Think of at least one more strategy for each idea.

Learning to learn

We all need to learn *how* to learn. There are lots of ways to do this. Here are some useful ideas.

1 Experiment and use strategies that work for you.

Everyone is different. Try different strategies to discover the best ones for you.

2 Big doesn't always mean better.

Don't try to do too much in one go. Large amounts of information are more difficult to remember. Long essays feel shorter when you divide them into paragraphs.

3 Health matters, too.

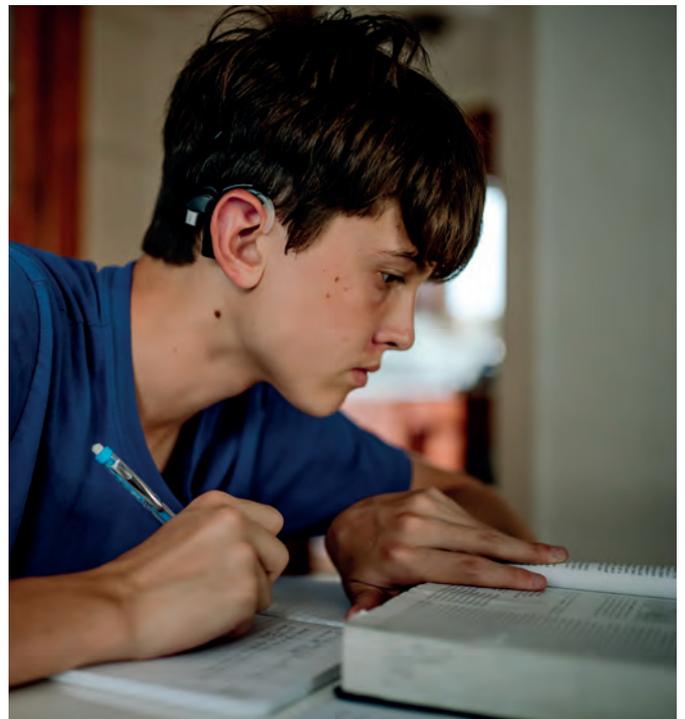
Look after yourself. Remember that you study better when you feel well.

7 Complete the collocations in bold with the verbs below. Then check your answers in Zoë's blog post.

■ ask ■ do ■ make ■ revise ■ write

- Let's _____ **a mind map** to organize our ideas.
- We need to _____ **an essay** of 200 words for homework.
- Can I have your Wi-Fi password? I want to _____ **some research** for my project.
- Please be quiet. I need to _____ **for a test**.
- Put up your hand before you _____ **a question** in class.

8 PROJECT Work in groups. Make a poster with the title 'How to be a good language learner'. Use your own ideas, do some research online or talk to other students about the strategies they use.



Assess your progress

Workbook page 132

Video

Studying effectively



Watch **Aimee, Louis, Ruaridh** and **Valentina** sharing their studying tips.



Watch the video online