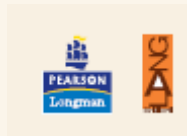




# FORMARSI AGGIORNARSI CONDIVIDERE



**Workshop for English teachers**



# Achieving excellence in mixed-ability classes

How to help all students achieve their full potential

**Relatore: Roy Bennett**  
**ELT Consultant Pearson**

Addison Wesley Longman



# WORKSHOP AIMS

- **Understanding our class**
- **Classroom management**
- **Adapting activities**

- 
- *Understanding our class*
  - *Classroom management*
  - *Adapting activities*

# Understanding our class

What problems have you experienced with mixed ability classes?

# Understanding our class



# Understanding our class

## DEPENDE

Que el \_\_\_\_ sea \_\_\_\_

y que el \_\_\_\_ sea \_\_\_\_,

que uno y uno sean \_\_

porque exactos son los números..... depende.

Que aquí estamos de prestao,

que hoy el cielo está \_\_\_\_,

que uno nace y luego muere,

y este cuento se ha acabao..... depende.



# Understanding our class

## DEPENDE

Que el **n**\_\_ sea **n**\_\_  
y que el **b**\_\_ sea **b**\_\_,  
que uno y uno sean **d**\_  
porque exactos son los números..... depende.  
Que aquí estamos de prestao,  
que hoy el cielo está **n**\_\_,  
que uno nace y luego muere,  
y este cuento se ha acabao..... depende.



# Learning styles test



# Learning styles test

Where were the majority of your *yes* answers?

**1-10**

**Visual Learners**

**11-20**

**Auditory Learners**

**21-30**

**Kinaesthetic/Tactile  
Learners**

# Understanding our class

## Visual Learners

...like to see information expressed as maps, charts, graphs, diagrams and mind maps. Clear and logical use of pictures, colour, font, layout and graphics keep them focused. They learn well with activities which involve drawing lines, arrows and circles, and underlining, highlighting and crossing out.

# Understanding our class

## Auditory Learners

...like to hear information and learn best from listening and pronunciation activities, teacher talk time and group and pair discussion work. They tend to deal with language as they speak rather than before which means they may make mistakes but these are a key part of their learning process.

# Understanding our class

## **Kinaesthetic/Tactile Learners**

...respond best to 'reality', be it through demonstration, simulations or video of the physical world. They may have difficulty learning by reading or listening and will retain information better when they are free to move. They will respond well to activities with micro-movement in class such as games and card matching activities.

# Our class – some observations

- All classes have mixed abilities/levels
- Differences are a positive thing!
- Sometimes we have to teach the class as a whole, but we must also respond to the needs of **individuals**
- Better to choose/adapt exercises

- 
- Understanding our class
  - Classroom management
  - Adapting activities



# Classroom management

- Plan your lessons and set clear goals
- Organise class for groupwork

AB

IJ

QR

CD

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GH

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XYZ

AB



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XYZ

# Classroom management

- Plan your lessons and set clear goals
- Organise class for groupwork
- Focus on how you nominate/respond to students

# Classroom management

- Plan your lessons and set clear goals
- Organise class for groupwork
- Focus on how you nominate/respond to students
- Give clear instructions

- 
- Understanding our class
  - Classroom management
  - Adapting activities

# Adapting activities - basics

## 5 I remember ...

### OBJECTIVES

**Grammar**  
• Past simple - to be and can

• Past simple affirmative (major and minor verbs)

**Vocabulary**  
• Personality adjectives.

• School and school subjects

**Functions**  
• Talking about ability in the past  
• Talking about the past  
• Dating and scanning news

### PRESENTATION

1 Look at the photos 1 and 2 and answer the questions. Use the adjectives and verb phrases below.

#### Adjectives:

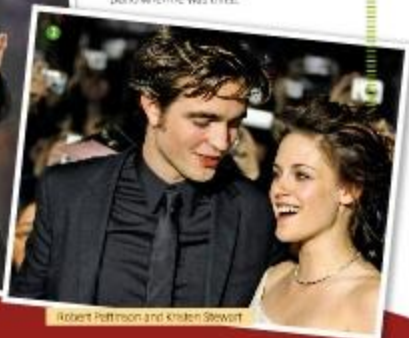
confident • generous • hairy • glamorous  
good-looking • hard-working • musical  
poor • rich • shy • talented • determined

#### Can:

play the guitar • act • sing  
play the flute • speak a foreign language

- What are the people like?
- What can they do?

Robert Pattinson is good-looking and he can act.



Robert Pattinson and Kristen Stewart

2 **Listen** Now listen and read. Check your ideas from Exercise 1.

- A** Look, that's Annie Lennox.  
**B** Who's she?  
**A** She's a singer.  
**B** She looks really glamorous ... is she in a band?  
**A** No, she isn't. She was in a band - but now she's a solo singer. Do you know she could play two instruments when she was at school?  
**B** Really?  
**A** Yes, she could play the piano and the flute.  
**B** Could she sing then too?  
**A** Yes, she could sing when she was a small child, and she was very confident about her singing and determined to be successful.  
**B** Is she rich?  
**A** She is now but her family were quite poor when she was a child. She did three part-time jobs to pay for music college. Now she does a lot of work for human rights charities.  
**B** Wow. Generous, hard working, rich and generous - what more could you want?  
**A** Oh, stop! It's Robert Pattinson and Kristen Stewart.  
**B** Were they in young Victoria together?  
**A** No, they weren't. They were in Twilight. They were both fantastic ... Kristen's first big film was Panic Room. She was brilliant in it.  
**B** What was his first big film?  
**A** A hairy Potter film, I think. Anyway, they are both very famous now. It says here they were musical children. They could both play the guitar when they were young, and Robert could play the piano when he was three.

## I remember ... 5

5 Use the questions below to complete Andy's film in the dialogue. Then complete the answers with the correct form of the Past Simple of to be or can.



Lewis Hamilton

- 3 Read the dialogue again and choose the correct alternative.
- Annie Lennox could play two / three instruments at school.
  - She was / wasn't rich when she was a child.
  - Kristen and Robert were in Twilight / Young Victoria together.
  - Kristen could play the piano / guitar when she was young.
  - Kristen / Robert couldn't play the piano when she / he was three.

### GRAMMAR

#### Past simple - to be and can

##### to be

I/He/She/It	was	wasn't	confident.
You/We/They	were	were not / weren't	musical.
	were	were not / weren't	

Was I/She/He/It determined?  
Yes, I/She/He/It was. No, I/She/He/It wasn't.  
Were you/We/They musical?  
Yes, you/We/They were. No, you/We/They weren't.  
**can**  
She could sing.  
She could not / couldn't play the piano.  
Could she play the piano? Yes, she could.  
Could they play the guitar? No, they couldn't.

4 Complete the sentences with was, wasn't, were, weren't, could or couldn't.

- When Annie Lennox \_\_\_\_\_ young, she \_\_\_\_\_ sing.
- A** \_\_\_\_\_ Annie Lennox confident about her singing?  
**B** Yes, she \_\_\_\_\_.
- A** \_\_\_\_\_ Annie Lennox play any instruments when she \_\_\_\_\_ young?  
**B** Yes, she \_\_\_\_\_ play the piano and the flute.
- Annie Lennox \_\_\_\_\_ in a band but she is a solo singer now.
- Robert and Kristen \_\_\_\_\_ musical children.
- Robert and Kristen \_\_\_\_\_ play the guitar when they were young but they \_\_\_\_\_ play the drums.
- A** \_\_\_\_\_ Robert and Kristen both in a hairy Potter film?  
**B** No, they \_\_\_\_\_.
- A** \_\_\_\_\_ they in Twilight?  
**B** Yes, they \_\_\_\_\_.

Could he do any sports when he was young?  
Could he race cars when he was a child?  
Could he play any musical instruments?  
Was he a good student?

**Lily** Look, it's Lewis Hamilton the world famous racing driver. He's great, talented, good-looking and rich!  
**Andy** Was he rich when he was a child?  
**Lily** No, he \_\_\_\_\_ . His parents \_\_\_\_\_ quite poor.  
**Andy** \_\_\_\_\_ ?  
**Lily** Yes, he \_\_\_\_\_ . His teachers were very happy with him, but when he \_\_\_\_\_ a teenager he \_\_\_\_\_ a worker in the school holidays.  
**Andy** \_\_\_\_\_ ?  
**Lily** Yes, he \_\_\_\_\_ drive when he \_\_\_\_\_ seven years old.  
**Andy** \_\_\_\_\_ ?  
**Lily** Yes, he \_\_\_\_\_ play the guitar.  
**Andy** \_\_\_\_\_ ?  
**Lily** Yes, he \_\_\_\_\_ do skate when he was 10.

### FUNCTIONS

6 Write three questions with were you ... ? and three with Could you ... ? Then, in pairs, ask and answer.

- A** Were you shy when you were 10?  
**B** Yes, I was / No, I wasn't.

7 Now write six sentences about you - four true and two false. The other students guess which sentences are false.

- A** I could dance when I was three.  
**B** I think that's true.  
**A** No, it's false!

# Adapting activities - basics

## 5 I remember ...

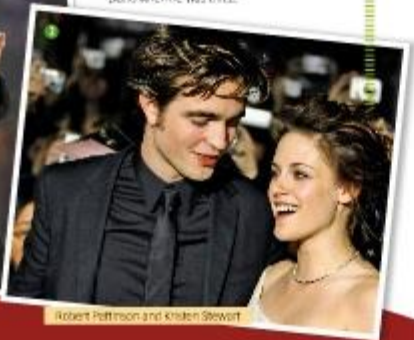
### OBJECTIVES

- Grammar**
- Past simple - to be and can
  - Past simple affirmative (regular and irregular verbs)
- Vocabulary**
- Personal objectives
- Functions**
- Talking about ability in the past
  - Talking about the past
  - Doing and learning

### PRESENTATION

1 Look at the photos 1 and 2 and answer the questions. Use the adjectives and verb phrases below.

- Adjectives:**
- confident • generous • busy • glamorous  
 good-looking • hard-working • musical  
 poor • rich • shy • talented • determined
- Can:**
- play the guitar • act • sing  
 play the flute • speak a foreign language
- What are the people like?
  - What can they do?
- Robert Pattinson is good-looking and he can act.



### 2 Listen now listen and read. Check your ideas from Exercise 1.

- A** Look, that's Annie Lennox.  
**B** Who's she?  
**A** She's a singer.  
**B** She looks really glamorous... is she in a band?  
**A** No, she isn't. She was in a band - but now she's a solo singer. Do you know she could play two instruments when she was at school?  
**B** Really?  
**A** Yes, she could play the piano, and she could sing then too?  
**B** Could she sing then too?  
**A** Yes, she could sing when she was at school and she was very confident about her singing and determined to be successful.  
**B** Is she rich?  
**A** She is now but her family were quite poor when she was a child. She did three part-time jobs to pay for music college. Now she does a lot of work for human rights charities.  
**B** Wow. Glamorous, hard-working, rich and generous - what more could you want?  
**A** Oh, stop! It's Robert Pattinson and Kristen Stewart.  
**B** Were they in young Victoria together?  
**A** No, they weren't. They were in Twilight. They were both fantastic... Kristen's first big film was Piano Room. She was brilliant in it.  
**B** What was his first big film?  
**A** A Harry Potter film, I think. Anyway, they are both very famous now. It says here they were musical children. They could both play the guitar when they were young, and Robert could play the piano when he was three.

- 3 Read the dialogue again and choose the correct alternative.
- Annie Lennox could play two instruments at school.
  - She was / wasn't rich when she was a child.
  - Kristen and Robert were in Twilight / Young Victoria together.
  - Kristen's / Robert's first big film was Piano Room.
  - Kristen could play the piano / guitar when she was young.
  - Kristen / Robert couldn't play the piano when she / he was three.

### GRAMMAR

**Past simple - to be and can**

to be	was	were	wasn't	weren't
I/He/She/It	was	wasn't	wasn't	wasn't
You/We/They	were	were	were not	were not

**can**

can	could	couldn't
I/He/She/It	could	couldn't
You/We/They	could	couldn't

- 4 Complete the sentences with was, wasn't, were, weren't, could or couldn't.
- When Annie was three, she \_\_\_\_\_ sing.
  - A: \_\_\_\_\_ Annie Lennox confident about her singing?  
 B: Yes, she \_\_\_\_\_ when she was at school.  
 A: \_\_\_\_\_ she \_\_\_\_\_ play the piano and \_\_\_\_\_ sing?  
 B: Yes, she \_\_\_\_\_ in a band but she is a solo singer now.
  - Robert and Kristen \_\_\_\_\_ musical children.
  - Robert and Kristen \_\_\_\_\_ play the guitar when they were young but they \_\_\_\_\_ play the drums.
  - A: \_\_\_\_\_ Robert and Kristen both in a Harry Potter film?  
 B: No, they \_\_\_\_\_.  
 A: \_\_\_\_\_ they in Twilight?  
 B: Yes, they \_\_\_\_\_.

## I remember ... 5

5 Use the questions below to complete Andy's film in the dialogue. Then complete the answers with the correct form of the Past simple of to be or can.



- Andy: \_\_\_\_\_ he do any sports when he was young?  
 Lily: \_\_\_\_\_ he race cars when he was a child?  
 Andy: \_\_\_\_\_ he play any musical instruments?  
 Lily: \_\_\_\_\_ he be a good student?
- Lily: Look, it's Lewis Hamilton the world famous racing driver. He's great, talented, good-looking and rich!  
 Andy: \_\_\_\_\_ was he rich when he was a child?  
 Lily: Yes, he \_\_\_\_\_ his parents \_\_\_\_\_ quite poor.  
 Andy: \_\_\_\_\_  
 Lily: Yes, he \_\_\_\_\_ his teachers were very happy with him, but when he \_\_\_\_\_ a teenager he \_\_\_\_\_ also a worker in the school holidays.  
 Andy: \_\_\_\_\_  
 Lily: Yes, he \_\_\_\_\_ drive when he \_\_\_\_\_ seven years old.  
 Andy: \_\_\_\_\_  
 Lily: Yes, he \_\_\_\_\_ play the guitar.  
 Andy: \_\_\_\_\_  
 Lily: Yes, he \_\_\_\_\_ do karate when he was 10.

### FUNCTIONS

- 6 Write three questions with **were you ... ?** and three with **could you ... ?** Then, in pairs, ask and answer.
- A: **Were you shy when you were 10?**  
 B: Yes, I was / No, I wasn't.
- 7 Now write six sentences about you - four true and two false. The other students guess which sentences are false.
- A: I could never when I was three.  
 B: I think that's true.  
 A: No, it's false!



# Adapting activities - basics

- 1** Look at the photos 1 and 2 and answer the questions.  
Use the adjectives and verb phrases below.

**Adjectives:**


confident ▪ generous ▪ funny ▪ glamorous  
good-looking ▪ hard-working ▪ musical  
poor ▪ rich ▪ shy ▪ talented ▪ determined

**Can:**

play the guitar ▪ act ▪ sing  
play the flute ▪ speak a foreign language

- What are the people like?
- What can they do?

*Robert Pattinson is good-looking and he can act.*

- 2**  **1.62** Now listen and read. Check your ideas from Exercise 1.

- A** Look, that's Annie Lennox.  
**B** Who's she?  
**A** She's a singer.  
**B** She looks really glamorous ... Is she in a band?  
**A** No, she isn't. She was in a band – but now she's a solo singer. Do you know she could play two instruments when she was at school?  
**B** Really?  
**A** Yes, she could play the piano, and the flute.



# Adapting activities - basics

**4** Complete the sentences with *was*, *wasn't*, *were*, *weren't*, *could* or *couldn't*.

- 1 When Annie Lennox \_\_\_\_\_ young, she \_\_\_\_\_ sing.
- 2 **A** \_\_\_\_\_ Annie Lennox confident about her singing?  
**B** Yes, she \_\_\_\_\_ .
- 3 **A** \_\_\_\_\_ Annie Lennox play any instruments when she \_\_\_\_\_ young?  
**B** Yes, she \_\_\_\_\_ play the piano and the flute.

---

Could he do any sports when he was young?

Could he race cars when he was a child?

~~Was he rich when he was a child?~~

Could he play any musical instruments?

Was he a good student?

---

**Lily** Look, it's Lewis Hamilton the world famous racing driver. He's great, talented, good-looking and rich!

**Andy** <sup>1</sup> Was he rich when he was a child?

**Lily** No, he <sup>2</sup> \_\_\_\_\_. His parents <sup>3</sup> \_\_\_\_\_ quite poor.

**Andy** <sup>4</sup> \_\_\_\_\_

**Lily** Yes, he <sup>5</sup> \_\_\_\_\_. His teachers were very happy with him. But when he <sup>6</sup> \_\_\_\_\_ a teenager he <sup>7</sup> \_\_\_\_\_ also a waiter in the school holidays.

# Adapting activities - basics

10 \*\* Put the words in brackets in the correct past tense.

There was a big student protest in London last year. I <sup>1</sup> \_\_\_\_\_ (go) there with my friend Nancy. We <sup>2</sup> \_\_\_\_\_ (travel) by coach with about 30 other students. Me and Nancy <sup>3</sup> \_\_\_\_\_ (get) on the coach late because we <sup>4</sup> \_\_\_\_\_ (stop) to buy some sandwiches on the way. While we <sup>5</sup> \_\_\_\_\_ (look) for a free seat a boy <sup>6</sup> \_\_\_\_\_ (shout) my name. It was Danny <sup>7</sup> \_\_\_\_\_ (see) him for the first time. We <sup>8</sup> \_\_\_\_\_ (go) the way to London. It <sup>9</sup> \_\_\_\_\_ (rain) heavily when we got on the coach! My friends near

11 \*\*\* Complete the dialogue using the correct form of the verbs in brackets.

Hi Fran, how are you?

I'm ok, but I'm tired because I <sup>1</sup> \_\_\_\_\_ (go) to bed very late last night.

## used to/would

12 \* Use the cues in brackets and *used to/didn't use to* to rewrite the sentences.

I used to work in the campaign to end sexism in the education system! Don't forget the sacrifices people made for you. Now you can attend any university, but in the past women didn't use to go to university.

Now  
o  
—  
—  
n  
have

choices and a voice - use it!

13 \*\* Read the dialogue and rewrite all the underlined sentences using *used to*.

# Adapting activities - basics

## FUNCTIONS

- 6** Write three questions with *Were you ... ?* and three with *Could you ... ?* Then, in pairs, ask and answer.
- A *Were you shy when you were 10?*  
B *Yes, I was. / No, I wasn't.*
- 7** Now write six sentences about you – four true and two false. The other students guess which sentences are false.
- A *I could swim when I was three.*  
B *I think that's true.*  
A *No, it's false!*



# Adapting activities - basics

How could you use this picture?



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# Adapting activities - speaking

## Speak

10 Ask your partner about his/her daily routine and take notes.



- 1 What time do you usually get up?
- 2 What do you have for breakfast?
- 3 Do you sometimes have lunch at home?
- 4 What do you do after school?
- 5 What time do you go to bed on school days?

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# Adapting activities - speaking

## SPEAKING FOCUS

### Telling a story

#### Use the right tenses.

- Past Continuous for the 'background':

The sun <sup>1</sup> was shining and I was enjoying myself.

- Past Simple for the 'problem' and the 'main events':

The weather changed. I couldn't see the path.

#### Use linkers.

- Beginning: To start with,/At <sup>2</sup> \_\_\_\_\_
- Middle: Suddenly/All of a <sup>3</sup> \_\_\_\_\_/  
Lucky/Fortunately/<sup>4</sup> \_\_\_\_\_
- End: In the end/Finally/<sup>5</sup> \_\_\_\_\_

#### Say how you felt.

I was excited/frightened/relieved/surprised/  
shocked/worried, etc.

#### Make a final comment.

It was the best/worst day of my life!  
I'll never forget the look on his face!  
I'll never <sup>6</sup> \_\_\_\_\_.

### Listening to a story

#### Give a neutral response.

Really?/Oh dear!/Oh no!

#### Give a strong response.

That sounds amazing/funny/? \_\_\_\_\_.

What a great story/a <sup>8</sup> \_\_\_\_\_!

#### Respond with questions.

What happened?

What did you do?

- 5 You are going to tell a story and your partner is going to listen and respond. In pairs, follow the instructions.

- Choose a topic from the box or use your own idea.

a dangerous situation	•	a nice surprise
some good or bad luck	•	a mistake
something that happened on holiday		

- Think about what you are going to say and make notes under the headings for the five stages of a story from Exercise 3.



# Extension activities - speaking

- Ban easy words like 'nice'
- Ask students to justify their opinions
- Record dialogue and self correct
- Pair higher level students

# Adapting activities - writing

## THE GAMES STORE

Do you like computer <sup>1</sup> \_\_\_? Are you <sup>2</sup> \_\_\_ years old or more?

We need <sup>3</sup> \_\_\_ shop assistants on <sup>4</sup> \_\_\_ at The Games Store on Oxford Street.

We pay <sup>5</sup> \_\_\_ per hour and you get one free game per month.

Are you interested? Phone the manager, Mr McAndrew, on <sup>6</sup> \_\_\_.

### Write

- 8 Write a job advert for a shop assistant in a music shop. Use the advert in Exercise 7 as a model.

# Adapting activities - writing

## FOCUS ON PRELIMINARY a story

Your teacher has asked you to write a story. Your story must begin with this sentence.

When I opened the gift box I found a book about...

A Write your story in about 100 words.

Remember to:

- give your story a title.
- make your story interesting for the reader.
- give your story a strong ending.

**Increase word limit**

**Correction codes**

### LANGUAGE IN USE

- When/While ...
- Suddenly, ...
- After that, ...
- I was completely surprised!
- I finally realised ...
- What a relief!/What a nightmare!
- In the end, ...

**Find more interesting solutions**

Focus Ahead - © 2016, Pearson Italia

# Adapting activities - reading

## ‘HOUSTON, WE HAVE A PROBLEM’

**045**

It was 13 April  
launch of Apol  
Turnill was rep  
the space centre  
moment he real  
Apollo 13:  
‘I looked into n  
going to bed. I  
when I heard Ji  
have a problem  
Instead of goin  
back to his desl  
three days.

### Space travel

I can find specific details in a story about space travel.

**1** In pairs, look at photos A–E on page 25 and match them with headings 1–5. Then discuss what you know about Apollo 13.

1 NASA engineers at mission control in Houston	<input type="checkbox"/>	
2 The capsule splashed down in the sea	<input type="checkbox"/>	SA’s third mission to on the moon. But this
3 The launch of Apollo 13	<input type="checkbox"/>	smoothly that Joe
4 Earth seen from the moon	<input type="checkbox"/>	The spacecraft is in
5 Astronauts who were on board the spacecraft	<input type="checkbox"/>	.’

**2** **045** Read and listen to the text on page 25. Answer the questions.

- 1 Where was Apollo 13 flying to?
- 2 Why didn’t it get there?
- 3 Who helped the astronauts solve the problem?
- 4 How many days in total did the astronauts spend in space?

On board the  
fuel tanks was empty  
after the explosion,  
g into space.  
xperienced

# Adapting activities - reading

The spacecraft orbited the moon, using its gravity to return to earth.

<sup>40</sup> As the spacecraft left outer space and re-entered into the earth's atmosphere, nobody knew whether the astronauts would live or die.

Under parachutes, the spacecraft appeared through the clouds and exhausted workers at mission control were finally able to breathe a sigh of relief, raise their hands and cheer.

<sup>45</sup> The capsule successfully returned to earth on Friday 17 April 1970.

It splashed down in the Pacific Ocean, near Tonga, where a rescue boat was waiting to recover the three astronauts.



Rewrite a part of the text in a different tense/person

# Adapting activities - reading

- Write new words on board with definitions
- Write personal opinion of text
- Write a short summary of the text
- Write quiz questions about the text

# Adapting activities - listening

- Give out the tapescript and ask students to look up tricky words and expressions
- Dictation/dictogloss
- True/false – why/why not?

# Additional support – reading/listening

- Pre-teach vocabulary
- Set scene – look at title, pictures, etc.
- Break text into chunks
- Provide tapescript



# Vocabulary

## TRAVELLING



7 Look at the photo and tick (✓) the things you can see.

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> adaptor plug    | <input type="checkbox"/> playing cards | <input type="checkbox"/> anti-sickness tablets | <input type="checkbox"/> rail timetable    |
| <input type="checkbox"/> battery charger | <input type="checkbox"/> shampoo       | <input type="checkbox"/> camera                | <input type="checkbox"/> sleeping bag      |
| <input type="checkbox"/> guidebook       | <input type="checkbox"/> suntan lotion | <input type="checkbox"/> money belt            | <input type="checkbox"/> toothbrush        |
| <input type="checkbox"/> passport        | <input type="checkbox"/> towel         | <input type="checkbox"/> penknife              | <input type="checkbox"/> waterproof jacket |

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# Vocabulary - creativity



**What do you know  
about this person?**

**Speed Up Your Mind - © 2015, Pearson Italia**

# Vocabulary - creativity



- **Think of a friend in your class (or a famous person)**
- **Draw or write what he/she would have in a backpack on holiday**

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# Vocabulary – creativity

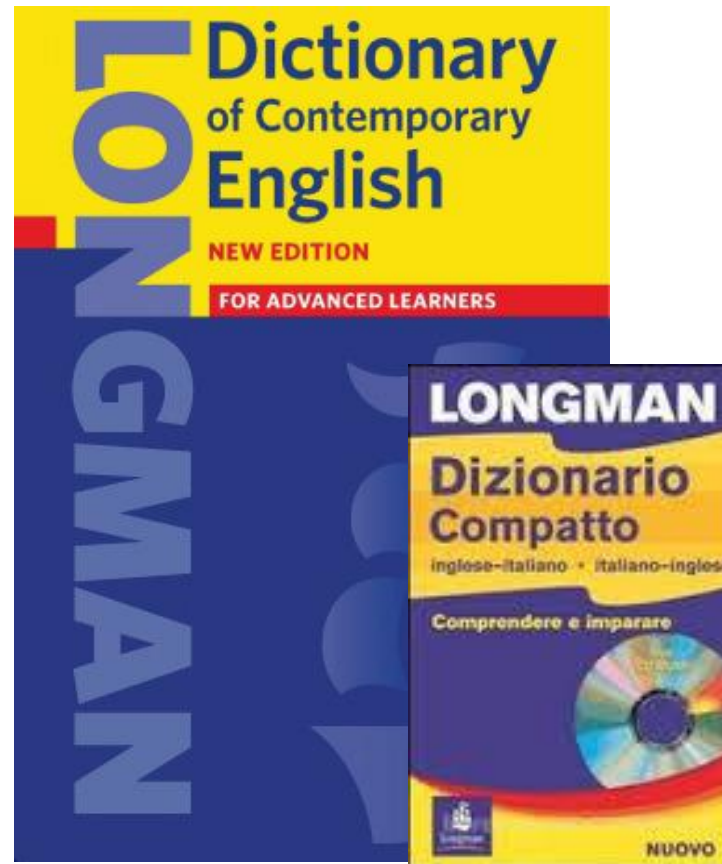
## Story telling



# Learning strategies

- **Highlighting words in different colours**
- **Creating tables**
- **Using illustrations and symbols**
- **L2 definitions**
- **Word families (meaning/form)**

# Vocabulary – dictionary work



# Dictionary work - synonyms

**flat = apartment**

**dialect**

**kid = child**

**style**

**skinny = thin**

**connotation**

**conceal = hide**

**grammar**

# Dictionary work – antonyms



Idem, 1986: 24-27



## Over to you...

## 7.1 STUCK IN A RUT

GRAMMAR | used to | VOCABULARY | verbs + prepositions | HOWTO | talk about a life change

## VOCABULARY verbs + prepositions

1A Work in pairs. Discuss. Would you like to change anything in your life? What would you change. Why?

B Read the text and circle the correct answer to complete sentences 1–3 below.

**Radio Highlights: Life Change** Saturday 7p.m.

Are you bored with your life or your job? Do you do the same thing every day? Perhaps you're stuck in a rut, and it's time to look for something new. Every year thousands of people dream about changing their lives. Many want to give up their jobs and start a new career, or move house or learn a new skill. Lots of people say they'd like to do something different, like travel around the world, or move to a new country. But only a few people actually follow their dreams. Around holiday times a quarter of the people in the UK think about changing jobs, but when the holiday finishes, they just go back to work as normal. Others wait for an opportunity their whole lives but it never comes. We talked to two women who were not afraid of changing their lives. Listen to their stories on *Life Changes*.

1 To be stuck in a rut means:

- a) to work/live in a boring situation which never changes.  
b) to work/live in the same place for many years.

2 Most people who think about changing their lives:

- a) change one thing.  
b) don't change anything.

3 When twenty-five percent of people in the UK go on holiday:

- a) they have ideas about changing their jobs.  
b) they want to move to another country.

2A Complete the sentences with the phrases in bold from the text in Exercise 1.

- 1 I sometimes **think about** doing a different job.  
2 I really enjoy travelling, but I wouldn't **\_\_\_\_\_** another country to live.  
3 I want to **\_\_\_\_\_** my job, and **\_\_\_\_\_** to studying.  
4 I need to speak English because I want to **\_\_\_\_\_** a better job. I **\_\_\_\_\_** working as a famous journalist.  
5 I should **\_\_\_\_\_** a pay rise before I buy a new car.  
6 I would love to **\_\_\_\_\_** different countries.

B Tick the sentences you agree with. Work in pairs and compare your ideas.

## SPEAKOUT TIP

There are many phrases with prepositions in English. Keep a page for phrases with prepositions in your notebook. Write the examples of verbs + prepositions in your notebook. Can you think of any other examples?



## LISTENING

3A Look at the photos. What life changes do you think these women have made?

B 7.1 Listen and check.

4A Read sentences 1–10 below. Are the sentences true (T) or false (F)?

Anita

- Anita worked long hours in an advertising job.
- She was nearly thirty years old when she decided to change her life.
- She wanted to travel around the world.
- She gave up her job to follow her dream.
- She worked on a farm in South America.

Jasmin

- Jasmin worked more than a hundred hours a week.
- She looked after children in a hospital.
- She played the piano well when she was a child.
- She started piano lessons and learnt to write songs.
- Now she plays her own music.

B Listen again to check.

5 Work in pairs. Discuss the questions.

- Do you think it was a good idea for the women to make these life changes? Why/Why not?
- Would you make any changes like this yourself?

## GRAMMAR used to

6A Read sentences a)–c) and answer the questions.

- Anita used to work in advertising.
  - Jasmin didn't use to have time for anything else.
  - Did you use to play the piano?
- Did Anita work in advertising in the past?
  - Does she work in advertising now?
  - Did Jasmin have time for leisure activities in the past?
  - Does she have more time for these activities now?
  - Does question c) ask about the past or present?

B Look at your answers to questions 1–5 above and underline the correct alternatives to complete the rules.

## Rules:

- Used to* describes a habit or situation which was true in the past but it is not the same now. You can also use the *present/past simple* with the same meaning.
- If something used to happen, it happened *once/ more than once*.

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## 7.1

## PRACTICE

7A Find and correct the mistakes. There are mistakes in four of the sentences.

- When I was a child I used to cycle to school yesterday.
- My brother always used listen to heavy metal music.
- My family used to live in a different city.
- I used to stay up all night dancing. Now I get tired at 10p.m.
- We didn't used to have any pets.
- We used to go skiing in the holidays last year.

B 7.2 Listen to check. Repeat the sentences.

C Change the sentences so they are true for you. Compare your sentences with other students.

## SPEAKING

8A Make a note of three things that have changed in your life in the last ten years. Think about your appearance/home/work/studies/free time.

B Work in pairs. Discuss. How have your lives changed?

## WRITING paragraphs

9A Read about Ryan's life-changing decision. Put the sentences in the correct order to complete the paragraphs.

Paragraph 1

One of the best decisions I ever made was to go back to school. 1 I've always thought that being a teacher would be interesting. 2 So I went back to college and did a teacher training course. 3 Before that, I was working for a company, but I didn't enjoy my job. 4

Paragraph 2

Doing the course wasn't easy. 1 Now, I have a teaching qualification, and I'm doing the job I've always wanted to do. 2 So I used to study in the evenings. 3 For example, I had to work to earn money, and find time to do coursework. 4

B In each paragraph find sentences which:

- contain the main idea
- support the idea
- finish or conclude the paragraph

C Write about a decision which changed your life. Write your story in paragraphs. Use sentences to introduce and support the idea and conclude the paragraph.

One of the best decisions I ever made was                     .  
I wanted to                     . So I                     .  
                     wasn't easy because                     .  
But                     . Now, I                     .

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# THANK YOU!

- [roy.bennett@pearson.it](mailto:roy.bennett@pearson.it)
- **334 6240756**