



ABOUT YOU

03 Watch the video and discuss the questions.

How many different subjects do you study?
How much homework do you usually get each day?



VOCABULARY

AND

READING

School subjects

1 Match the school subjects in the box to the pictures A-L.

EP

biology chemistry
design and technology drama
foreign languages geography
history ICT maths
PE physics science



Listen and check. Then repeat.

2 Read the article about schools in Finland and choose the best title.

- A Starting young
B New ways of learning
C Time for homework

3 Read the article again and answer the questions.

- At what age do Finnish students go to school?
- How long are they at school every day?
- Do students have any homework?
- Do subject words appear on all school timetables?
- How do some experts think our brains work?
- In Finland, do students
 - complete a project at the same time as they learn school subjects, or
 - study school subjects and then complete a project?
- What subjects do students learn when they do the project on Pompeii?

4 In pairs, ask and answer the questions.

- Which are your favourite subjects?
- Which subjects don't you enjoy as much?
- Which subjects are you best at?

A



B



C



D



E



F



G



H



I



In international tests of maths, science and reading, students in Finland do well. This is good news! But when you look more carefully at the schools, it's not easy to explain. Finnish students don't start school until they are seven years old. The school day is short, about five hours, and there are only three or four classes a day. Students don't have much homework and there are no exams. So, why don't they do badly in tests? Perhaps something else can explain it.

There is another unusual feature of schools in Finland. For most of us, the school timetable is a list of subjects, for example ICT, history, foreign languages, geography, with one lesson following another. But some experts believe our brains work in a different way. They say our brains don't divide our learning into subjects. Our brains learn better when they get new information in context. This is why some Finnish schools don't teach subjects separately. Instead, they give students a project, such as 'the weather', and then bring school subjects into the project.

So how do some experts believe we learn most easily? Here's an example of a project with a class of 12-year-olds. Students watch a video re-enactment of the end of the city of Pompeii. Then on their laptops they compare ancient Italy under the Romans with modern Finland. Groups look at different parts of the topic and then share their ideas. They also use 3D printers to make a tiny Roman building. Later, they use the pieces of the building for a game. This project includes history, ICT, and design and technology.

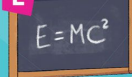
J



K

234+567

L





PRONUNCIATION Word patterns



5 Listen and look at the word patterns in the table. Then put the words in the box into the correct column.

Oo	Ooo	oOoo
<i>topic</i>	<i>audience</i>	<i>communicate</i>
biology history	chemistry languages	classroom science
	favourite technology	geography



Listen and check. Then repeat.

GRAMMAR

Comparative and superlative adverbs

1 Look at the **adverbs** in the sentences. Decide which ones are simple adverbs, comparative adverbs or superlative adverbs.

- In international tests of maths, science and reading, students in Finland do **well**.
- When you look **more carefully** at the schools, it's not easy to explain.
- So, why don't they do **badly** in tests?
- Do students learn **better** when the school day is shorter?
- When there is no exam, do students study **hard**?
- Do students learn **more efficiently** when they study subjects or when they study a topic?
- So, how do some experts believe we learn **the most easily**?

2 Look at the comparative and superlative adverbs and in Exercise 1 again and answer the question.

Which word do we often use before superlative adverbs?

3 Complete the table.

Adjective	Simple adverb	Comparative adverb	Superlative adverb
<i>bad</i>	1 _____	<i>worse</i>	<i>the worst</i>
2 _____	3 _____	4 _____	<i>the best</i>
5 _____	6 _____	7 _____	<i>the most carefully</i>
8 _____	<i>efficiently</i>	9 _____	10 _____
<i>easy</i>	11 _____	12 _____	13 _____
14 _____	15 _____	<i>harder</i>	16 _____

➤ GRAMMAR REFERENCE AND PRACTICE PAGE 151

4 Write the correct form of the adverb for the adjective in brackets.

- Laura often makes mistakes because she always does her homework very _____ (quick).
- Hans speaks _____ (fast) in our class.
- You speak English much _____ (good) than me.
- Please can you speak _____ (slow)? I didn't understand you before.
- None of us did well in the exam, but I did _____ (bad)!
- I think I work _____ (hard) in English lessons than I do in science.

5 Correct the mistakes in the sentences.



- You speak English really good.
- I made friends much easier at my new school.
- Drama classes helped me speak clearer and better.
- Catch this bus and you can get more quickly home.
- My brother likes best the music class.

6 ➤ Work with a partner. Go to page 136.

READING

- 1 Read Clarissa's blog quickly. Where is she studying now, at home or at school?

clarissa's blog



39

31 July 2018

A few years ago, I wasn't very happy at school and I wasn't doing well in tests. So, when I was eight, Mum and Dad decided to teach me at home.

Homeschooling – great, I thought! I could stay in bed all day! Well, it wasn't quite like that! My parents found out what I needed to learn. Sometimes I had lessons, but most of the time I studied things I liked and found interesting. That's how homeschooling works best.

My favourite hobby was playing computer games, so, with Dad's help, I began to write my own computer programs. But I liked making models too, and for that I needed ... maths! At school, maths was boring, but now it was useful for making my models. I made a model boat and I needed to understand science and maths to do that – oh, and design and technology too!

So were there any bad things about homeschooling? Not really. I missed my friends, but I saw them at weekends and we talked about school! They told me about their week at school, and I told them about mine. Mine always seemed more fun to me. Some weeks I studied more than they did. Other weeks I didn't study much at all. And I never had homework!

I'm 15 now, and I'm back at school because I need to take exams. I don't mind. It's nice to study with my friends again.



PREPARE FOR THE EXAM

Reading Part 3

- 2 Read Clarissa's blog again. For each question, choose the correct answer.
- Why did Clarissa's parents teach her at home?
 - A Her parents didn't like her school.
 - B She was too old for her school.
 - C She was having problems at school.
 - 2 What does Clarissa say about homeschooling in the second paragraph?
 - A She only learned what her parents told her to.
 - B She chose what she wanted to learn.
 - C She studied in bed a lot of the time.
 - 3 Clarissa preferred doing maths at home because
 - A her dad was able to explain it to her.
 - B it helped her do things she enjoyed.
 - C she had more time to spend on it.
 - 4 What was the difference between Clarissa's and her friends' school experiences?
 - A Clarissa didn't have to do any homework.
 - B Clarissa always had more work to do than they did.
 - C Her friends enjoyed themselves more.
 - 5 What does Clarissa say about homeschooling in her blog?
 - A It's important to have daily lessons.
 - B It's hard to find time to see friends.
 - C Learning doesn't always have to come from books.

» PREPARE FOR THE EXAM PAGE 123



TALKING POINTS

What do you like about going to school?
 What are the good things about homeschooling?
 What are the bad things about it?
 Would you like to study at home? Why? / Why not?

VOCABULARY

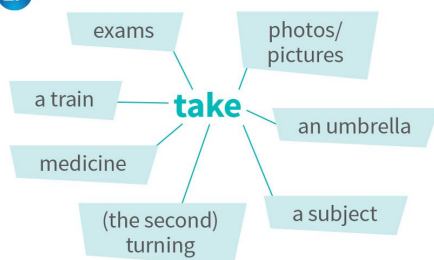
take

1 What does *take* mean in this sentence?

I'm 15 now, and I'm back at school because I need to **take exams**.

2 Now look at the mind map. Match the meanings of *take* a–g to these words.

EP



- | | |
|---------|------------|
| a carry | e go along |
| b make | f use |
| c do | g catch |
| d study | |



Listen and check. Then repeat.

3 Write an example sentence for each meaning of *take*.

4 Complete the questions with the correct form of the words from Exercise 2 and then answer them.

- When did you last take an _____ out with you in the rain?
- Which _____ do I need take to get to the park from here? The one on the left or the one on the right?
- What extra _____ would you like to take at school?
- Have you taken any _____ today with your new camera? How many?
- When was the first time you took a _____ to go somewhere? Were you on holiday?
- Do you usually take _____ when you are ill?
- How do you feel when you take an _____ at the end of the school year?

5 In pairs, compare your answers.

LISTENING



1 Listen to the *What's New* section on a morning radio show. A boy called Ethan is talking about his experience of schooling. What phrase does Ethan use for the education he had on the trip?



2 Listen again. Are the sentences right (✓) or wrong (X)?

- There are four people in Ethan's family.
- Ethan's mum left her job because she wanted to see the world.
- Ruth and Ethan were homeschooled before they went travelling.
- Ethan's parents didn't tell anyone else about their plans.
- Ruth and Ethan's parents helped with the 'world schooling'.
- Ruth and Ethan do a lot of different things when they are travelling.
- Ethan's parents wanted him to go back to school.
- Ethan says he works harder at school than he did when he was world schooled.

3 In pairs, discuss the questions.

- Would you like to be 'world schooled'?
- Would your parents be good teachers?
- Which parts of the world would you like to visit?
- What would you miss about your school?

SPEAKING

1 In pairs, or a small group, use the questions to describe your perfect school. Make notes about what you discuss.

- Where is the school?
- What lessons do you have?
- How many students are there?
- Who are the teachers?
- Do you have homework?
- How many lessons do you have in a day/week?
- How long are the school days/holidays?
- Do you wear a uniform?
- What's the food like?
- Do you sleep there?
- What makes your school better than other schools?

2 Now tell the rest of the class about your perfect school. Take turns in your group to speak.

UNIT 5

COMPARATIVE AND SUPERLATIVE ADVERBS

Adjective	Adverb	Comparative	Superlative
Regular			
slow	slowly	more slowly	the most slowly
easy	easily	more easily	the most easily
simple	simply	more simply	the most simply
beautiful	beautifully	more beautifully	the most beautifully
Irregular			
good	well	better	the best
fast	fast	faster	the fastest
hard	hard	harder	the hardest
late	late	later	the latest

We use **adjectives** to describe a noun and **adverbs** to describe a verb.

- We form most adverbs by adding **-ly** to the adjective.
bad → badly, careful → carefully, easy → easily
- Some adverbs do not end in **-ly**.
good → well, fast → fast, hard → hard, late → late

We use **comparative adverbs** to compare two things.

*My brother talks **more quickly** than me.*

- We use **more** with adjectives that finish in **-ly**.
*Jack did the exam **more carefully** than Nick.*
- The opposite of **more** is **less**.
*Nick did the exam **less carefully** than Jack.*
- We add **-er** to **fast**, **hard** and **late**.
*Peter swims **faster** than Mike. Jim arrived **later** than me.*
- The comparative form of the adverb **well** is **better**.
*My sister speaks French **better** than my mum.*
- The comparative form of the adverb **badly** is **worse**.
*I did **much worse** in my exam than Theo.*
- We can also use **often** to compare things.
*I play tennis **more often** than basketball.*
- We can also use **(not) as + adverb + as** to compare things.
*Oliver talks **as loudly as** Phil. (= They both talk loudly.)*
*Jane doesn't write **as quickly as** Paula. (= Paula writes more quickly than Jane.)*

We use **superlative adverbs** to compare one thing with two or more other things.

*My dad walks **the most slowly** in our family.*

- We use **most** with adverbs that finish in **-ly**.
*Of all our teachers, our maths teacher speaks **the most quickly**.*
- The opposite of **most** is **least**.
*Kevin did his exam **the least carefully**.*
- We add **-est** to **fast**, **hard** and **late**.
*Jason ran **the fastest**, so he won the race.*
- The superlative form of the adverb **well** is **the best**.
*My grandma cooks **the best** in my house.*
- The superlative form of the adverb **badly** is **the worst**.
*None of the teams played very well, but our team played **the worst**.*
- We can also use **often** to compare things.
*When I was young, I played football **the most often**.*

Practice

- 1** Write the adverb, comparative and superlative adverbs of the adjective.

- cheap, *cheaply*, _____, _____
- heavy, _____, _____, _____
- fast, _____, _____, _____
- bad, _____, _____, _____
- serious, _____, _____, _____
- wonderful, _____, _____, _____

- 2** Complete the sentences with the comparative or superlative form of the adverb in brackets.

- Natalie ran *the fastest* (fast), so she won the race.
- Laura won the competition because she danced _____ (beautiful).
- I watch films _____ (often) than sports programmes.
- My sister plays the guitar _____ (well) than me.
- Matt's mum helped him, so he finished the homework _____ (easily) than us.
- Luke's teacher was happy with him because he did the exercise _____ (quickly).

- 3** Complete the sentences with **as + adverb + as**.

- We all finished the exam quickly. I finished the exam *as quickly as* my friends.
- I arrived home late, but my brother arrived home later. I didn't arrive home _____ my brother.
- My best friend speaks more quietly than me. I don't speak _____ my best friend.
- My parents eat very slowly. My dad eats _____ my mum.
- William watches TV more often than his sister. William's sister doesn't watch TV _____ William.
- My cousin is the best guitar player in my school. Nobody plays it _____ him.