



with Teach
DAVE

masterclass

On closer examination

Session 2: 12th May 2021



macmillan
education

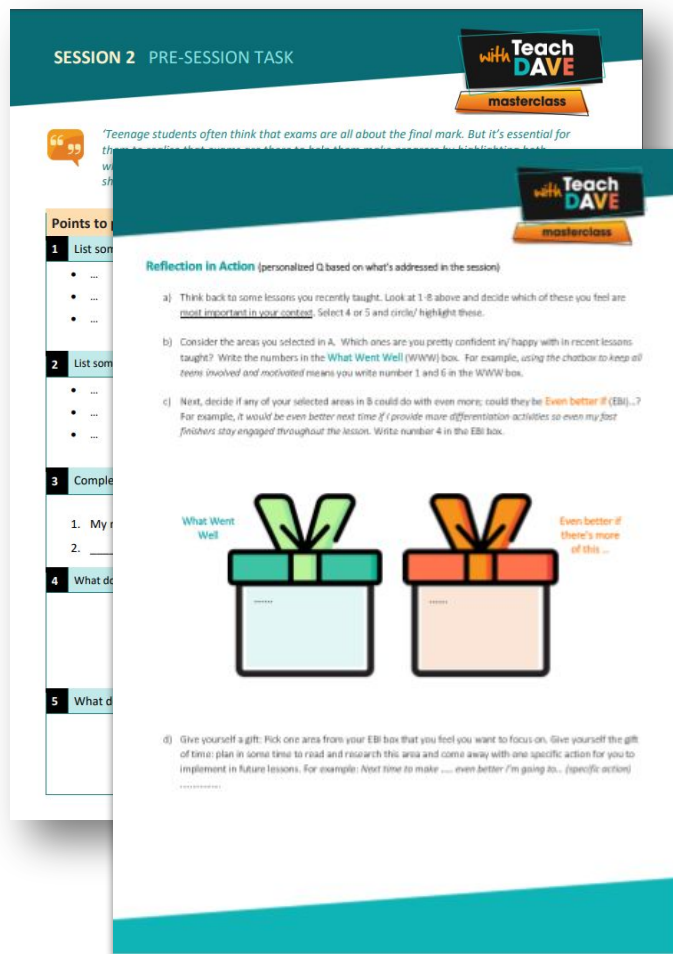


DAVID SPENCER

After studying languages at Oxford University, David Spencer trained to be a Secondary School teacher. He then moved to Spain where he has been living and teaching ever since. He continues to teach teenage students every day in a school near Madrid. Dave began writing courses for Macmillan in 1994. His brand new series for teenagers is a multi-level course designed to prepare teenage students for exams and life after school. Dave has given talks to teachers in twenty-eight countries and is active on social media.

Follow Dave Spencer at facebook.com/teachwithdave

EXTRA MATERIALS



Next week you will receive an email with access to a special post-webinar package, including:

- a handout with different activities to try and test with your students,
- a podcast with Dave Spencer and Anna Hasper,
- Teacher Exam Tips,
- a recording of the session and a presentation
- a link to your personalised certificate of attendance.

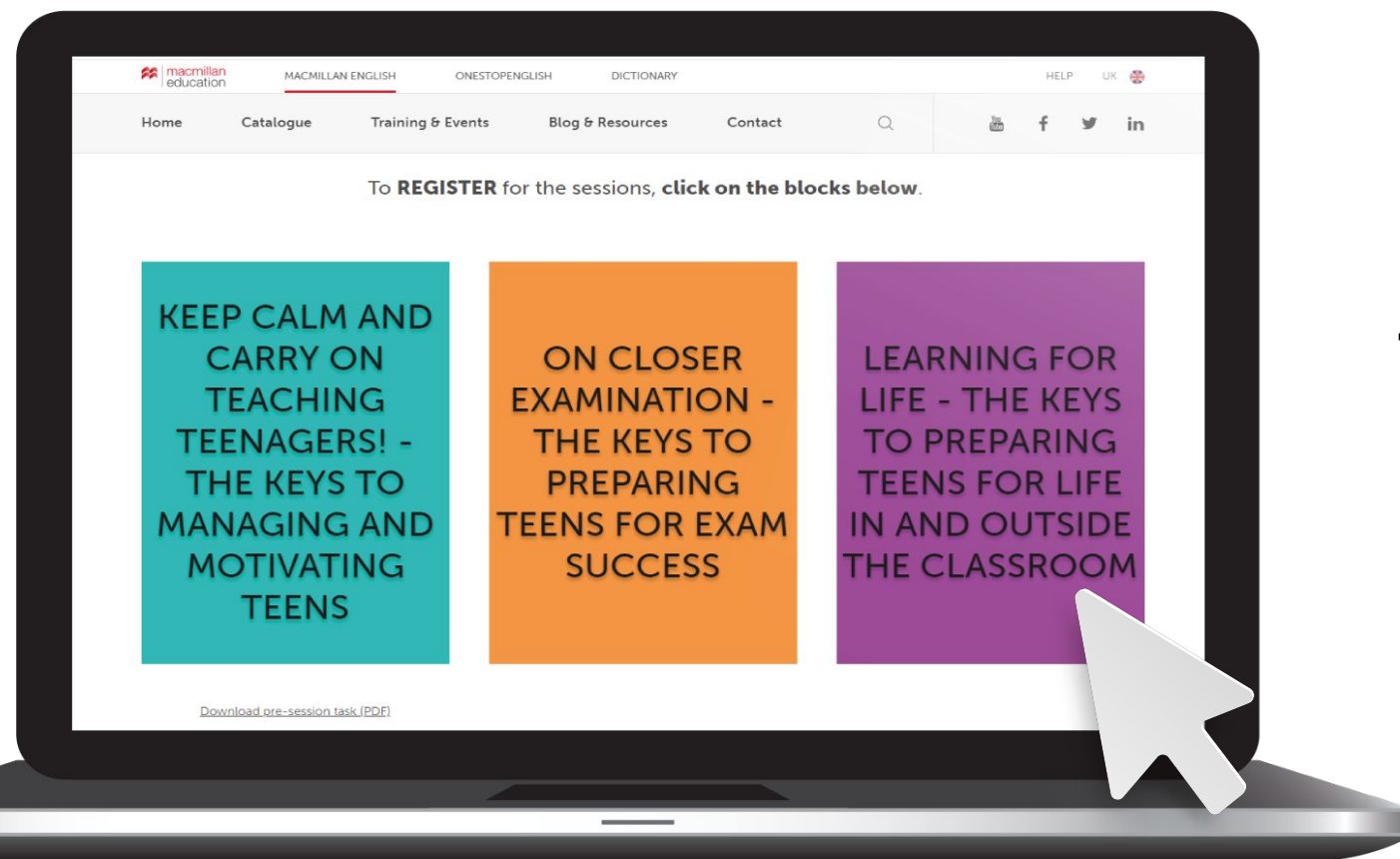


CERTIFICATE



The link to download certificate of attendance will be sent next week in the same email. Check your mail boxes next week.

REGISTER for the upcoming session



Learning for life

The keys to preparing teens for life in and outside the classroom

16th June, 2 p.m. UK time

macmillanenglish.com/teach-with-dave-masterclass



1) Edit

Enter your notes to your test below by typing in below

2) Print

Print in "landscape" mode on Sticky paper, cut, and apply to your water bottle (Make sure you press "Show background" on your printer settings)

3) Ace the test

Place bottle on desk and make your mama proud



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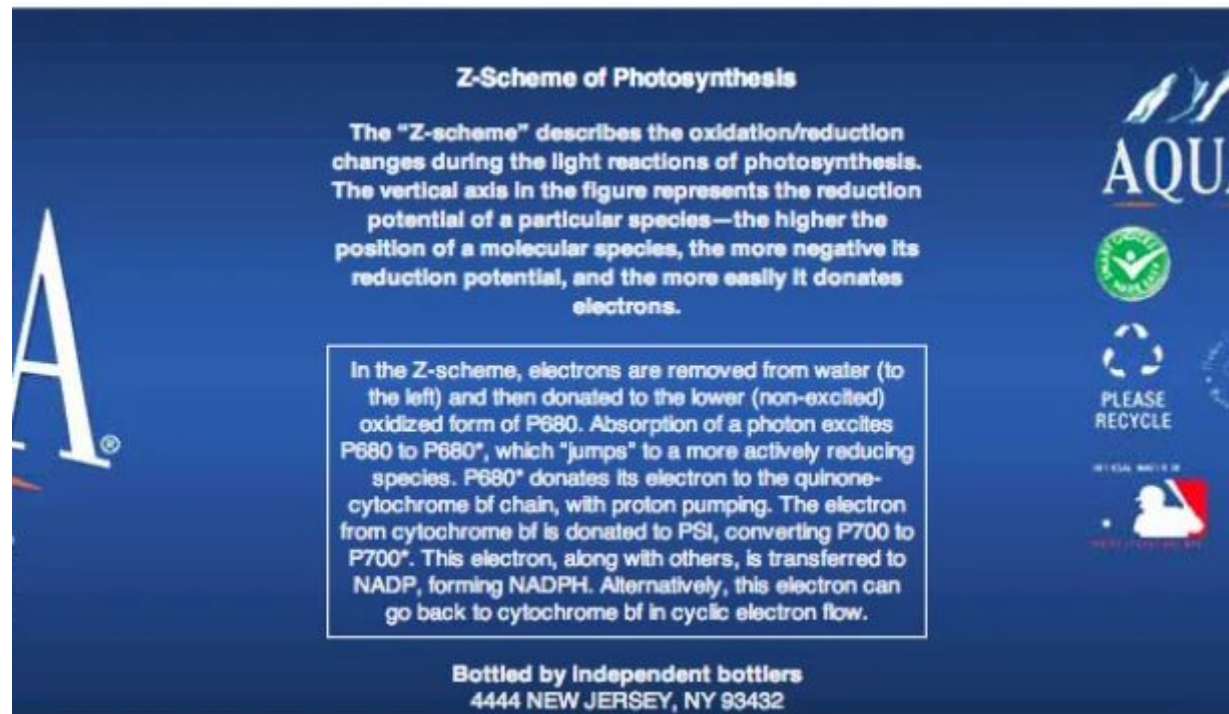
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RDX
CALCULATOR





EXAMS – FOR	EXAMS – AGAINST

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- (They're there, whether we, or our students, like it or not!)

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- There can be negative washback, depending on the exam.
- Teachers are sometimes evaluated, solely perhaps, on the basis of their students' exam results
- 100% focus on an exam can lead you to pay no attention to things that are important for our students to learn.

*Encourage students to open up
about their FEELINGS towards
exams (SEL)*



EXAMS AND ME

Complete the sentences and then compare your answers.

- 1) My best exam was...
- 2) My most unusual exam was...
- 3) helps me feel more confident before an exam.
- 4) ... makes me feel especially nervous before an exam.
- 5) The way I revise best is by...
- 6) I think we do exams at school because...

COMPASS POINTS (W-E-N-S)

Getting in the zone for exams

1. What **WORRIES** do you have about your upcoming exam(s)?
2. What do you find **EXCITING** about the opportunities the exam(s) may offer you?
3. What do you **NEED** to know to help you prepare for the exam(s)?
4. What **STEPS** can you take to prepare?

- *Make sure students know **WHAT** exactly comes in their exam.*
- *Teach them **STRATEGIES** to do those exam tasks successfully.*
- ***REVISE** those strategies regularly.*



✓ Exam tip

You are going to do a missing sentences activity. In this type of activity, you need to find the best place to put various sentences taken from a text. How can you check your answers when you finish?



Reading

A DIFFERENT WAY TO VISIT

LONDON

(1) If you have, I'm sure you've already seen lots of blue plaques on your walks. These plaques celebrate famous people and the historic link they have with the building where you find them. The plaques help you get inside the history of the city, and the fascinating people who have lived there.

(2) But the organisation that awards them only gives them to somebody who has been dead for at least 20 years. The person doesn't need to be from Britain, and they can be famous for any reason. But the building where the blue plaque goes needs to be more or less in the same condition as when the person lived there.

(3) However, not all famous people begin their lives in luxury. A good example is Freddie Mercury, the singer in Queen. He arrived in London from Zanzibar (now Tanzania) in 1964 and lived in a modest terraced house on the outskirts of London which had no central heating. He was living in the house when he met guitarist Brian May and they formed a band. A plaque has been there since 2016.

(4) But one of the great things about the blue plaques is that they also celebrate the lives of heroes who are less well-known. Take Mary Seacole, for example. She was a Jamaican nurse who helped to save the lives of many soldiers during a

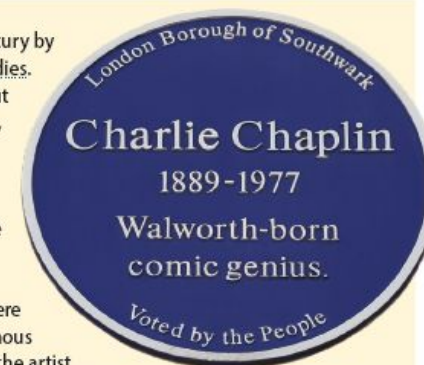
war in the 19th century by using herbal remedies.

People forgot about her after her death, but now, perhaps thanks partly to her plaque, she has taken her place in history again.

(5) So it's no surprise that there are plaques for famous foreigners such as the artist Vincent van Gogh. Van Gogh lived in

London for a year when he was 20 years old. He hadn't started painting yet, but his visits to see the paintings in the National Gallery probably inspired some of his later works. And it's clear that London was a city close to his heart. One day he received a painting of Westminster Bridge and told his brother, "When I saw this painting, I felt how much I love London."

(6) They could be for world-famous singers like David Bowie or actors like Charlie Chaplin. Or they may be there to celebrate somebody you've never heard of before, like "Luke Howard (1772–1864). Namer of clouds", the first person to use the words *cumulus*, *stratus*, *cirrus* and others to describe cloud shapes. And what about the plaque that says "Jacob Von Hogflume, 1864–1909, Inventor of Time Travel, Lived here in 2189"? Don't worry. The plaque was a joke.



Reading

Reading exam tip

In gapped-text activities, when you have to complete gaps, remember ...

Check every sentence in each gap. Don't ignore one because you have already selected it.

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- 1** **SPSA KING** Look at the title of the blog and answer the questions.
 - Do you think food in restaurants is very different from food you eat at home? Why/Why not?
 - Which do you prefer? Why?
- 2** Read the blog about a restaurant dish. Then, complete the blog with sentences A-H. There are three extra sentences which you do not need to use.

Speaking

Speaking exam tip

In speaking exams, when you have to give personal information, remember ...
Listen to the question carefully and make sure the information you give answers the question.

- 3** Look at these topics. Make notes on all the different things you could talk about for each one.
 - your home
style, size, what it looks like
 - the town or city where you live
 - your favourite food
 - where you enjoy eating
- 4** **SPSA KING** Work with a partner and take turns to talk about the topics in 3. Give reasons for your answers.

About

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MY BEST RESTAURANT DISH!

By Sophie Delilly

Have you ever gone to a restaurant and wanted to try and make the same food at home? I really like cooking a lot and sometimes I cook for our family. Last week, we went to a new restaurant and we had a really delicious dish that is famous in Italy. (1) It was so good I wanted to try to make it at home but I had never made it before. I asked the waiter for the recipe but he said it was a secret! (2)

I made some notes under the table on my phone. I knew the sauce had a lot of tomato in it and I think the meatballs were made with lamb. But I couldn't work out how they had cooked it. When I got home, I searched online for some recipes and made my best guess about how the dish was made. (3) Then I made the meatballs and I also fried them, but they looked very greasy so I took them out of the pan quickly. I mixed the meatballs and the tomatoes together and let it cook for quite a long time. My mum said we could eat it for dinner so we had it with spaghetti and it was really nice. But mum suggested we try to make it without meat because we are going to try to eat less meat in my family. (4)

So I started thinking how I could make meat-free 'meatballs'! I found a recipe called *malai kofta* which used potatoes and cheese to make the balls. I started to make this and I added my own ideas. I decided to put some spinach in and then I baked the vegetable balls in the oven so they were less fattening. (5) All my family loved the new dish so now I think I have a better recipe than the restaurant we went to - and it's healthier!



- I don't think I will be making it again!
- So I ate it very slowly and tried to taste all the different ingredients.
- They were really delicious!
- I don't think I put enough salt in it.
- I decided to use some carrots and onions so I fried these first in some olive oil.
- We have eaten it every day since then!
- It was spaghetti with meatballs.
- We think eating more vegetables will be less fattening and better for our health and for the environment!

- *Don't just TEST skills and strategies.*
- *DEVELOP them.*



Developing writing

A for-and-against essay



1 Look at the people in the photos above. Do you know who they are? Do you think they deserve to earn a lot of money? Why/Why not?

2 **SPEAKING** Look at this essay title and make notes with arguments for and against the statement.

'Doctors should be paid more than top sports stars.'

3 Read this essay. Tick any of the ideas you wrote down that appear in the essay. Do you agree with the writer and their conclusion? Why/Why not?

We all love the excitement of watching our favourite sports stars in action. Therefore, to my mind, it seems fair that they earn a lot of money. However, the problem comes when we think about how much a doctor earns in comparison with our favourite football players or Formula 1 drivers. Is it right that somebody can make more by scoring goals or winning races than by saving lives?

Firstly, it is important to remember that top sports stars are precisely that, at the top of their profession. Not all athletes earn millions a year, only the very best. What is more, to get to the top, all of these sports men and women have made lots of sacrifices and trained to the maximum to be the very best they can, just like doctors. Lastly, because they train hard and look after their health, we could say that they help society by acting as inspirational role models.

On the other hand, what job could be more important than a doctor's, saving lives every day? In order to become a doctor, people have to dedicate years to learning the skills and knowledge they need to help patients. Furthermore, their training never stops. In addition, doctors often have to work overtime, at any time of the day, and in very stressful conditions.

All in all, I believe that top sports stars deserve to earn a lot of money. Nevertheless, society needs to recognise the essential work that doctors do and make sure they are paid at least as well as people like popular sports stars, actors or singers. After all, a world with few doctors but hundreds of sports stars would definitely not be a good place to live.

4 Look again at the essay and answer the questions.

- What is the purpose of each paragraph?
- How are for-and-against essays different from opinion essays?

5a Put the underlined words in the essay in the correct section in the Writing bank.

5b Can you add any other linkers or expressions to the different sections?

Writing bank

Useful linkers and expressions in for-and-against essays

1 Introducing and sequencing arguments	4 Expressing consequences
.....
Secondly,	and so
2 Adding arguments	as a result
.....	5 Expressing opinions
not only ... but also
3 Making contrasts	In my opinion,
.....	Personally,
On the one hand,	As far as I'm concerned
In contrast,	6 Concluding
Despite/In spite of
(+ noun/gerund/ the fact that ...)	In conclusion,
	To sum up,

6 **SPEAKING** Read the essay task. Make a paragraph plan and write down notes with ideas for each paragraph.

'We should always try to avoid any type of stress in our lives.'

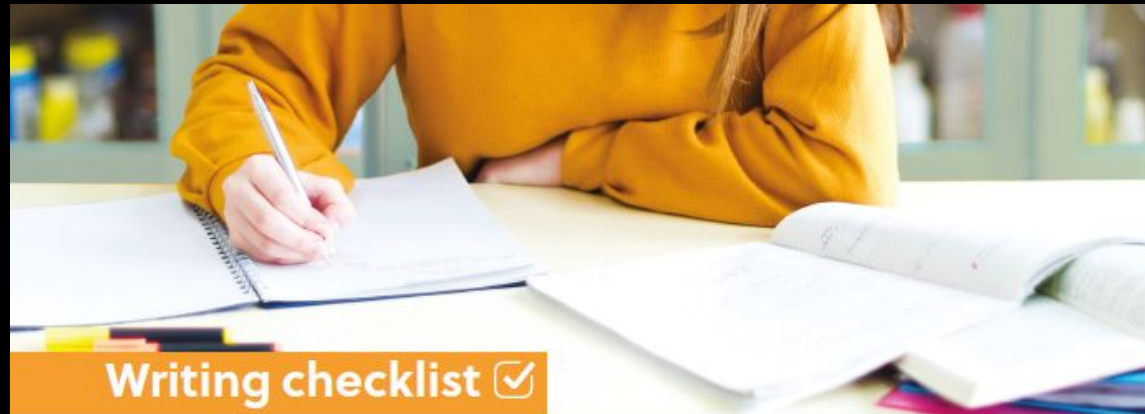
Exam tip

Remember that in for-and-against essays, you must think of points for both sides of the argument. You can express your own view in the conclusion.

Practice makes perfect

7a Write your essay individually. Use your notes and the expressions in the Writing bank.

7b When you finish your essay, use the Writing checklist on page 141 to check it.



Writing checklist ✓

Great writers check their work carefully to find and correct any mistakes before they complete their final version. Here are the top ten things to check:

1 Content

Check that you have answered the specific question and done everything that appears in the task.

Think about these things:

- Is it easy to understand your ideas and opinions?
- Have you given reasons or examples to illustrate your ideas?
- Have you used the correct number of words?

2 Style

Make sure that you have written in an appropriate style for the task (e.g. formal/informal). Is your writing interesting, informative, descriptive ...?

3 Paragraphs and organisation

Check that you have paragraphs made up of different sentences talking about one main topic or idea. Make sure the paragraphs are in a logical order.

4 Linkers

Check that you have used a variety of linkers (e.g. *firstly*, *furthermore*, *however* ...) to join your ideas clearly and appropriately.

5 Grammar

Check for any mistakes with verb agreement, tenses, prepositions, word order, regular and irregular forms, etc. Be particularly careful with the new grammar you have just learnt in the unit.

6 Vocabulary

Use a wide range of vocabulary and try not to repeat the same words. A dictionary and thesaurus can help. See www.macmillandictionary.com

7 Spelling

If you aren't sure how to spell a word, check in a dictionary. See www.macmillandictionary.com

8 Punctuation

Check your use of commas, full stops, question marks, exclamation marks, etc.

9 Capital letters

Make sure you have used capital letters correctly (e.g. for the first word in the sentence, names, nationalities, days of the week, months, etc.).

10 Presentation

Decide if it is easy to read your handwriting. Are you proud of the presentation?

Model texts

- an informal email
- a story
- an opinion essay 1
- an article 1
- a formal email
- a for-and-against essay
- a review
- an opinion essay 2
- a report
- an article 2

Workbook

Developing writing

A for-and-against essay

- 1 ☆ Does the writer agree or disagree with the statement in the essay title?

'DIET FOOD COMPANIES GIVE AN UNHEALTHY MESSAGE'



Diet food companies advertise the importance of being fit and healthy; however, is their message always correct?

Use expressions to sequence arguments.

Firstly, in my opinion, the companies that advertise diets and health products need to take into account the influence they can have on people. Therefore, to my mind, they should think carefully about who they use in their adverts. For example, only using skinny models can give the impression that that is how everyone should look. (Not only is this misleading, but it is also very irresponsible.)

Use expressions to express consequences.

Use expressions to make contrasts.

On the other hand, we need to be aware of the importance of eating healthy food. As far as I'm concerned, when I feel hungry, I have to make an effort to choose fruit over junk food. As a result, I believe that if I received no advice, I'd end up having a poor diet.

Use expressions to add arguments.

Use expressions to sequence arguments.

To sum up, it is good that there is a lot of information available about what is healthy and what isn't. Nevertheless, I believe that if the diet food industry used a range of models with different body types, they could promote a healthy lifestyle instead of a way to be thin.

Use expressions to express your opinion.

- 2 ☆☆ Read the essay again. Are these sentences True (T) or False (F)?

- The writer is concerned about the way diet companies advertise their products. T / F
- Most adverts show a range of different types of people. T / F
- The writer believes that using skinny models is fine. T / F
- The writer eats junk food. T / F
- The writer can't understand why people eat junk food. T / F
- The writer thinks it's good to educate people about what is healthy. T / F

- 3 ☆ Read the sentences and choose the correct alternative.

- The essay has three/four paragraphs. 4 The writer doesn't include/includes their own opinion.
- The topic of the essay is how diets are advertised/ the importance of good diets. 5 The writer gives/doesn't give reasons for the points they make.
- There are arguments both for and against/only for one side. 6 There is/isn't a conclusion.

- 4 ☆☆ Complete the expressions with the words in the box.

also • believe • hand • mind • opinion • result • secondly • sum

- in my 5 up ...
- to my 6 to that ...
- not only ..., but it is 7 as a 8 as a
- on the other 8 as a

- 5 ☆☆☆ Add the expressions from 4 to the table.

Introducing and sequencing arguments	Adding arguments	Making contrasts	Expressing consequences	Expressing opinions	Concluding
				<i>in my opinion</i>	

Task

Write an essay giving arguments for and against this statement. Use about 170 words.

Advertising can affect our health.

Prepare

- 6 Read the writing task and plan your essay. Make notes.

Introduction

Arguments for

Arguments against

Your opinion

- 7 Use this paragraph plan in your essay:

Paragraph 1: Introduction: Introduce the topic and state your opinion.

Paragraph 2: Give arguments for the topic.

Paragraph 3: Give arguments against the topic.

Paragraph 4: Conclusion: Summarise the arguments and restate your opinion.

Write

- 8 Write your essay. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.

Writing bank

Useful linkers and expressions in for-and-against essays 1

- | | |
|---|--|
| 1 Introducing and sequencing arguments
<i>Firstly, Lastly, Secondly,</i> | 4 Expressing consequences
<i>Therefore, and so, as a result</i> |
| 2 Adding arguments
<i>What is more, Furthermore, In addition, not only ..., but also</i> | 5 Expressing opinions to my mind, I believe, In my opinion, Personally, As far as I'm concerned, |
| 3 Making contrasts
<i>However, On the other hand, Nevertheless, On the one hand, In contrast, Despite/ In spite of (+ noun/ gerund/ the fact that ...)</i> | 6 Concluding
<i>All in all, In conclusion, To sum up,</i> |



- *Skills and strategies aren't much use if students do not have the level of language required for the exam.*
- *So, let's not forget the importance of teaching and practising grammar and vocabulary.*



*Make sure students know the
EVALUATION CRITERIA for each
exam/exam section.*



1. Do you lose marks for incorrect answers? What happens if you leave answers blank?
 2. What happens if you write too many/don't write enough words in an essay?
 3. Are there any 'tricks' that can get me a higher mark?
 4. Can you answer questions out of order?
 5. Can you use correction fluid?
 6. Can/do you have to use a pencil?
 7. Can I drink sparkling water during the exam??
 8. Am I evaluated on my opinions?
 9. Am I evaluated on my ideas or content?
- Etc...

Speaking

Exam summary

Paper 4: Speaking

The First for Schools Speaking exam has four parts with each assessment criteria being marked out of a scale of five. In general, you take the exam with a partner, but on some occasions, there may be three students in the exam. The examiner will ask you the questions and an assessor will mark your performance during the exam, which lasts 14–20 minutes.

In **Part 1**, you will answer questions giving personal information about you, your family, your likes and dislikes, etc.

In **Part 2**, you will have one minute to talk about a pair of photographs. You will also be asked to comment on your partner's photographs.

In **Part 3**, you will work with your partner making and responding to suggestions, expressing and justifying opinions and negotiating an agreement.

In **Part 4**, you will discuss opinions related to the task in Part 3.

In the speaking test, you are assessed on the following:

- **Pronunciation.** Is your speech intelligible? Do you use stress and intonation appropriately?
- **Interactive communication.** Have you responded appropriately and maintained the conversation?
- **Discourse management.** Have you organised your ideas in a logical order?
- **Grammar and Vocabulary.** Have you used a variety of vocabulary and different tenses and grammatical structures without making mistakes?

Part 1

This part tests your ability to take part in an everyday conversation. You will have a general conversation with the examiner for two minutes and answer personal questions. For this part of the test, you should:

- listen carefully to the examiner's questions and answer them by giving as much information as possible.

- 1 Look at the following five questions. Practise answering them, giving as much information as possible.

- 1 What do you enjoy doing at school?
- 2 What's your best friend like?
- 3 Have you visited anywhere interesting lately? Where did you go? Why?
- 4 Do you use the Internet much in your free time?
- 5 What kinds of things do you like doing at the weekend?

Part 2

This part tests your ability to speak fluently on your own and to organise a longer stretch of discourse. You and your partner will receive a pair of photos each in turn. You will have about one minute to compare the photos based on a question the examiner asks you. You will also be asked to comment on your partner's photos. For this part of the test, you should:

- speculate on what you can see in the photos and compare them
- make sure you answer the summary question which the examiner asks you
- listen carefully to your partner's turn so you can comment on his or her photos.

- 2 Look at these photographs. They show people doing exercise. I'd like you to compare the photographs and say what benefits you think people might get in these situations.



- 3 Now imagine you are the other candidate. Answer this question about the photographs in 2.

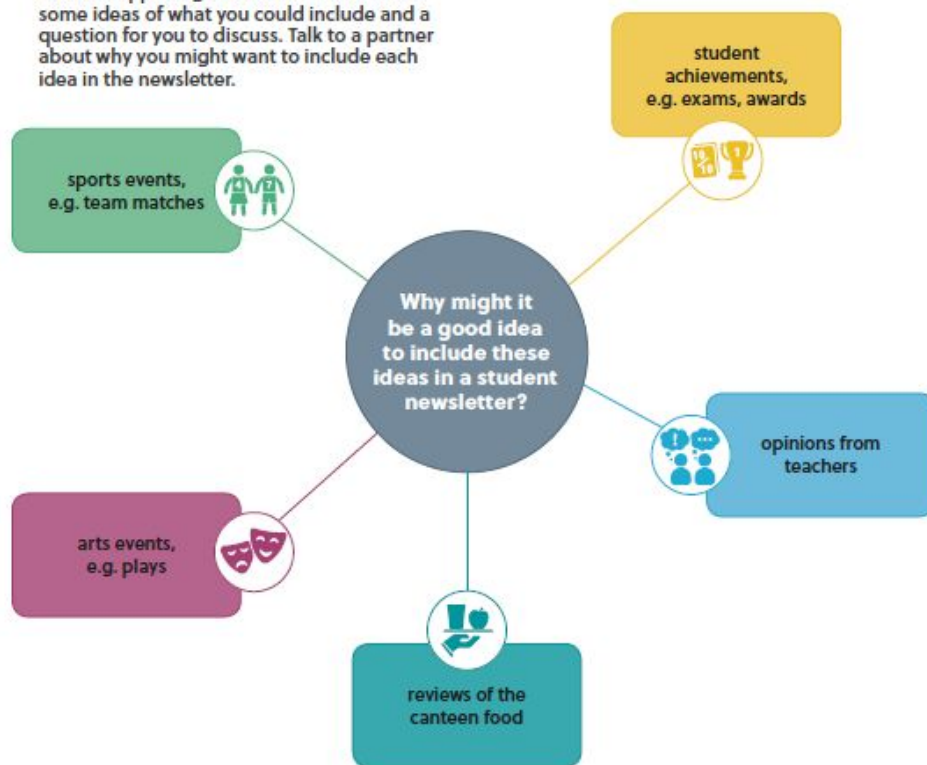
Which type of exercise would you prefer to do?

Part 3

This part tests your ability to use appropriate language and to exchange ideas with your partner. The examiner will show you and your partner a discussion question with five written prompts. You need to discuss the issue with your partner and then the examiner will ask you to make a decision. For this part of the test, you should:

- discuss the main question with your partner by asking him/her questions, giving your opinion about the situation or about his/her ideas
- discuss alternatives, make recommendations and come to a decision
- talk about some of the written prompts; you don't need to discuss all of them
- listen carefully to what the examiner asks you to decide; discuss this with your partner, but you don't need to agree.

- 4 Imagine you are going to start a school newsletter to keep students informed about what is happening in their school. Here are some ideas of what you could include and a question for you to discuss. Talk to a partner about why you might want to include each idea in the newsletter.



- 5 Now you have a minute to decide which three ideas it is essential to include in the student newsletter.

Part 4

This part tests your ability to speak fluently and accurately, and to interact with your partner. You and your partner will have four minutes to answer six questions on topics linked to Part 3. The examiner may ask you to answer these questions individually or with your partner. For this part of the test, you should:

- listen carefully to the questions and always give full answers
- give reasons and examples where you can
- remember that it's your use of English that is evaluated, not your opinions.

- 6 Answer these questions in about two minutes.

- 1 Do you think a newsletter would be popular in your school? Why/Why not?
- 2 How important do you think a newsletter is for students?
- 3 How could you ensure that all students had an opportunity to contribute?

- *Remember that most higher level English exams are not just about English.*
- *Students usually need to have something intelligent, relevant and interesting to say/write, and be able to justify their answers and opinions.*
- *So, encourage and develop Thinking Skills.*



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso 2017-2018

MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos. **TIEMPO:** 90 minutos.

OPCIÓN B**Clara Barton: American Red Cross Founder**

Clara Barton was born on December 25, 1821 in Massachusetts. As the youngest of five children, young Clara often felt as if she had six parents instead of two. Her older sisters were schoolteachers and they taught her everything they knew since they found the little girl to be an eager pupil.

In April 1860, the Civil War began. She asked the War Department if she could go to the battlefield to distribute medicine and food to the troops. Imagine their shock! No unmarried woman had ever gone to the battlefield before, but Barton was determined to go and she didn't stop until someone gave her permission. She had found a way to serve her country. Her work of soliciting and distributing supplies, as well as nursing the wounded was gruelling. She often criticized the Army about the lack of food and supplies for the fighting men. When the war was about to finish, she also set up an office to sort out the difficult business of locating and identifying prisoners, missing men, and the dead buried in unmarked graves. But she was ordered to go to Europe by her doctor for a rest cure in 1869.

While abroad, Barton came into contact with the International Committee of the Red Cross. After recovering, she returned to the USA and campaigned to establish an American branch of the Red Cross. In 1882, the US Senate ratified the Geneva Convention, forming the American Association of the Red Cross. Then, Barton became its president. Her subsequent domestic program was impressive. Her energy and commitment to humanitarian causes over a forty-year period made her a household name, a symbol of charitable self-sacrifice. However, her inflexibility forced her to resign in 1904 from the organization she had founded and built. Nevertheless, Barton remained active in relief work until her death in 1912 at the age of ninety-one.

QUESTIONS

1.- Are the following statements **TRUE** or **FALSE**? Copy the evidence from the text. No marks are given for only **TRUE** or **FALSE**.

- a) Clara Barton couldn't help soldiers in the battlefield because she wasn't married.
- b) Clara first learned about the Red Cross while she was away from home.

(Puntuación máxima: 2 puntos)

2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) What did Clara do just before the end of the American Civil War?
- b) What did she do after coming back from Europe?

(Puntuación máxima: 2 puntos)

3.- Find the words in the text that mean:

- a) enthusiastic (paragraph 1)
- b) established (paragraph 2)
- c) extraordinary (paragraph 3)
- d) dedication (paragraph 3)

(Puntuación máxima: 1 punto)

4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a) If I _____ (know) that the Red Cross helped in so many countries, I _____ (join) as a volunteer years ago.
- b) From a shy little girl _____ talked in a low voice, Clara Barton _____ (become) a teacher, government clerk and battlefield nurse.
- c) After _____ (resign) from the American Red Cross, she founded the National First Aid Society, _____ mission was to promote local first aid programmes.
- d) Complete the following sentence to report what was said.
"When was the Red Cross founded in your country?" he asked Mary.
He asked Mary _____.

(Puntuación máxima: 2 puntos)

5.- Write about 150 to 200 words on the following topic.

Are humanitarian organisations important today? Give reasons to explain your answer.

(Puntuación máxima: 3 puntos)

- ***INVOLVE students!***
- ***Encourage active revision, study and practise.***
- ***Get students to prepare exam practice for other students.***



STUDENTS CAN...

- prepare speaking questions for other students.
- prepare comprehension tasks.
- correct other students' work.
- prepare grammar and vocabulary exercises and tests for other students.

Why get students to predict and prepare exam questions?

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- All in all, you're making great use of your, and their, time.

1. go/goes/is going/are going
2. must/has to/must have/had to
3. as/and so/so as to/although
4. so/such/too/enough
5. looked after/took after/took up/came up
6. journey/trip/travel/voyage

1. Josh go/goes/is going/are going to school by bus today because he hasn't got his bike.
2. He must/has to/must have/had to studied all night because he looks really tired this morning.

- *Make sure students understand that mistakes are not only normal.*
- *They're helpful!*
- *FAIL = First Attempt In Learning!*



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- Particularly with external exams, balance positivity with honesty.

MISTAKE	CORRECTION	EXPLANATION

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People has many problems today.	People HAVE many problems today.	People = PLURAL (one person, two people)

- *Make the most of the limited time you have.*
- *Use a flipped classroom approach to maximise practice in the classroom.*
- *Combine exam practice with game-like activities to increase motivation.*

NOW YOU SEE IT!
NOW YOU DON'T!





WORD FORMATION

NOUGHTS AND CROSSES!

mis-

re-

ir-

un-

over-

under-

il-

inter-

dis-

TEST THE TEACHER!

Vocabulary B1+ Unit 5

1. School and university subjects

architecture art biology business studies chemistry citizenship computing
design and technology drama engineering English geography history law
literature marketing maths media studies medicine music philosophy
physical education (PE) physics politics and international relations psychology

2. Nouns connected with school and studying

assessment assignment coursework essay excursion extra-curricular activities
field trip mark/grade research term timetable

3. Verbs and phrases connected with school and studying

catch up fail an exam fall behind hand in make an effort make progress pass
an exam pay attention resit an exam skip a lesson

4. Noun suffixes *-er, -or, -ist, -ian, -ee*

director economist electrician employee employer instructor journalist
librarian manager photographer physician physicist politician professor
psychologist researcher scientist technician trainee trainer translator

5. Other words and phrases

- *Exams are an important and stressful part of teenagers' lives. So we need to prepare students for exams as well and as sensitively as we can.*
- *At the same time, we should also be aware of 'exam tunnel vision'.*
- *Our ultimate goal should be to help produce well-rounded learners of English, ready to face 'a life of tests', but also 'the tests of life'!*

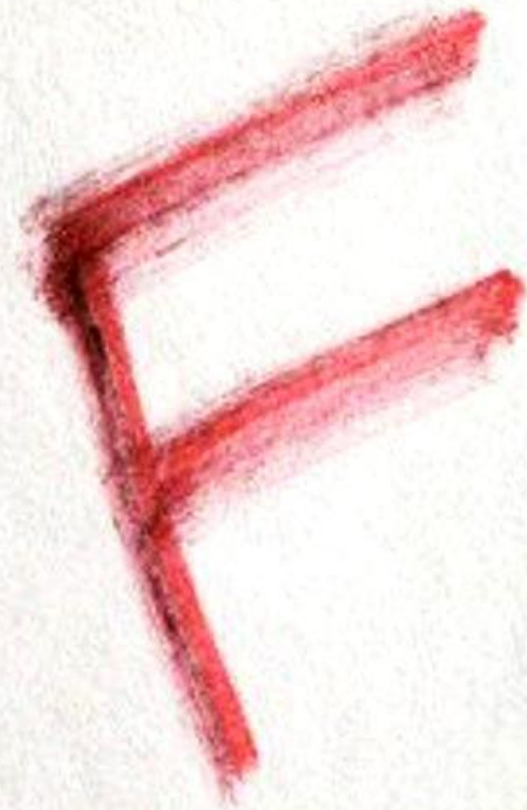




**FAILING EXAMS...
BUT WITH STYLE!**



YOU SHALL NOT PASS



Describe what an irrational number is.

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Numbers that don't make any sense,
like twelve by zero.

3) Come up with an equation that is true when $x = 7$ (Be creative, you can make the equation as simple or as complex as you want).

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$$x = 7$$

Really?

Transparency Worksheet 23

Hard and Soft Water

Briefly explain what hard water is.

Transparency Worksheet 23

Hard and Soft Water

Briefly explain what hard water is.

ice

What does the Law of Gravity refer to?

What does the Law of Gravity refer to?

*I don't know, but it sounds
very serious.*



with Teach
DAVE

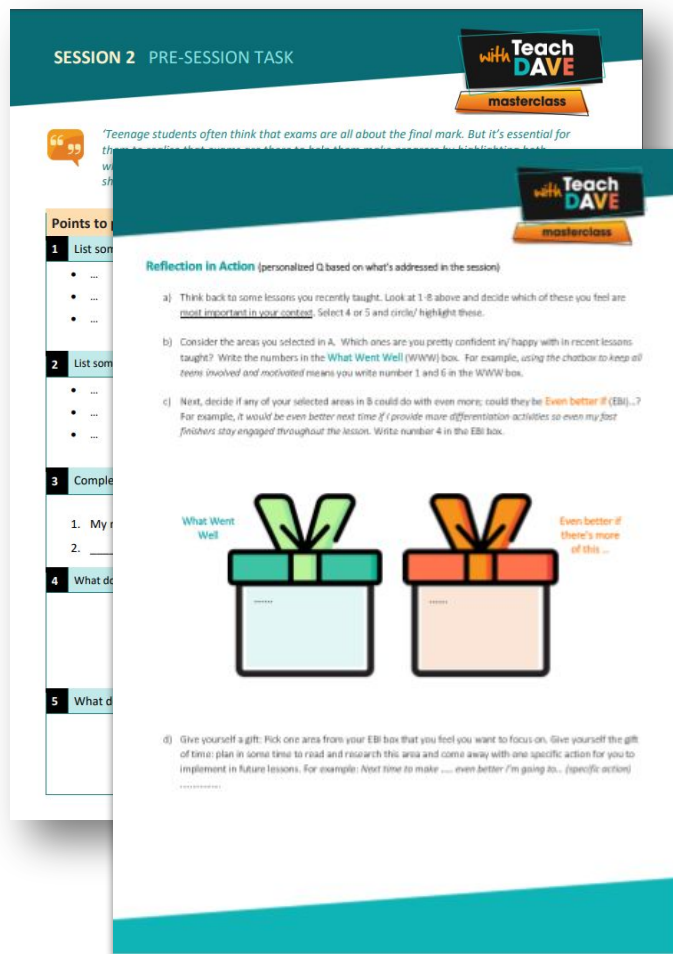
masterclass

Thank you!



Follow me at facebook.com/teachwithdave

EXTRA MATERIALS



Next week you will receive an email with access to a special post-webinar package, including:

- a handout with different activities to try and test with your students,
- a podcast with Dave Spencer and Anna Hasper,



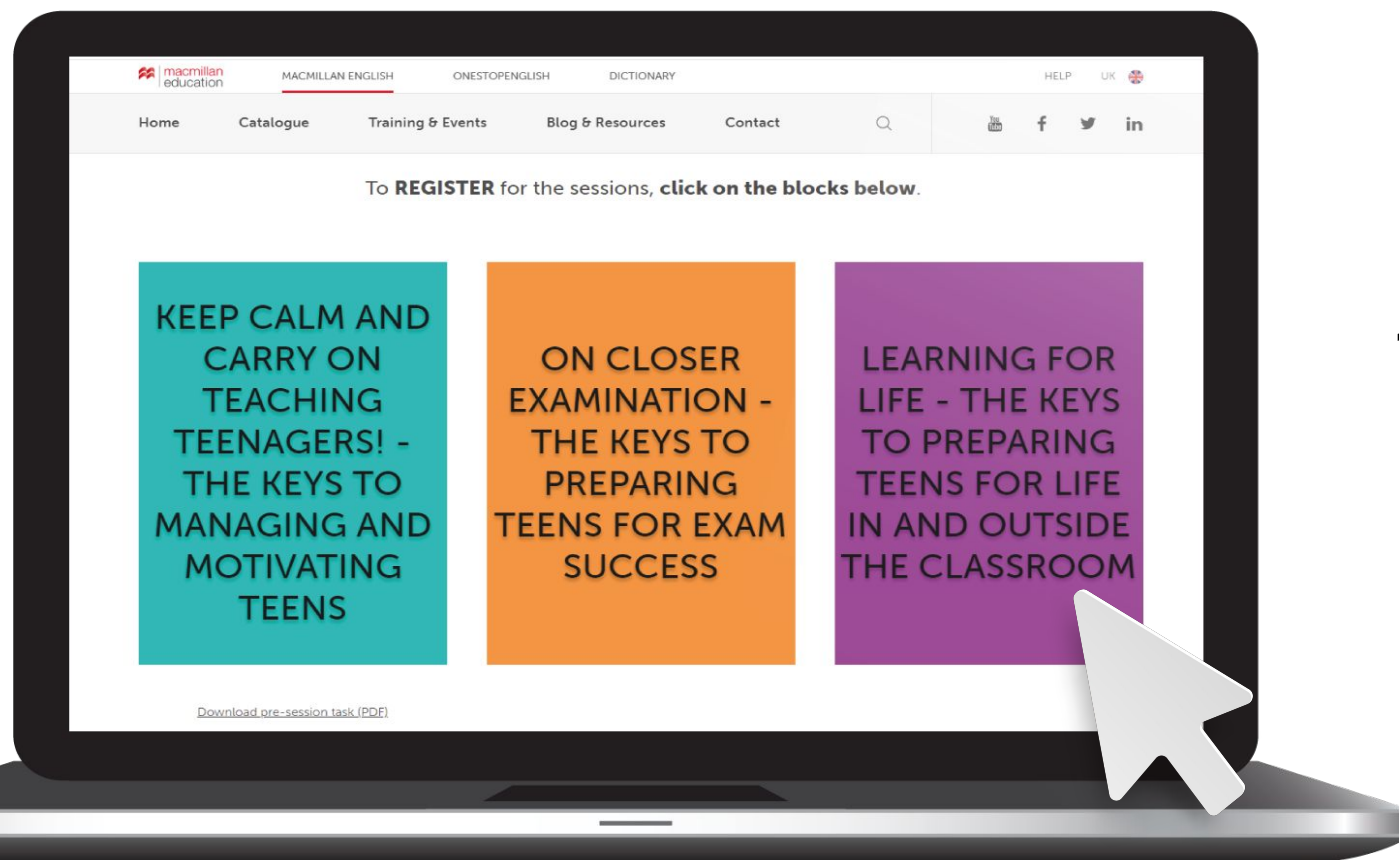
- Teacher Exam Tips,
- a recording of the session and a presentation
- a link to your personalised certificate of attendance.

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Learning for life

The keys to preparing teens for life in and outside the classroom

16th June, 2 p.m. UK time

macmillanenglish.com/teach-with-dave-masterclass



Teach with Dave & NILE (the Norwich Institute for Language Education)

SPECIAL EVENT

- a day of practical sessions with Dave Spencer and experts from NILE
- a goodie bag
- a certificate from NILE and Macmillan Education

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