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References

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To the student

Hey there, welcome to *Scraps*! Do you know what a scrap is? In this book, you will make a scrapbook to tell people about your life. A scrap is anything you can put into a scrapbook. A scrap could be...

a photo

a shopping list

a concert ticket

a map

a pressed flower

a letter

origami

a phone bill

an invitation

a postcard

a lock of hair

a school report

a business card

song lyrics

a love letter

a special handkerchief

a newspaper article

a sketch

a shopping receipt

a birthday card

a candy wrapper

... and there are so many more great ideas... it's up to you... it's your life, it's your scrapbook!

Starting your scrapbook

Start off by pasting your photo and filling in the information on the scrapbook cover page. Use the extra lines at the bottom to add your own ideas. At the end of the course, you can tear this out of your book and use it as the front cover of your scrapbook.

Vocabulary guide

When you learn new vocabulary, it is important to be very accurate about what kind of words they are. This book helps you by using a special system to show you more information about vocabulary items.

Countable nouns use an article

e.g., *a guitar*

Uncountable nouns use "(u)" after the word

e.g., *music (u)*

Plural nouns use "(pl)" after the word

e.g., *people (pl)*

Verbs are in the infinitive form

e.g., *to enjoy*

Adjectives and adverbs use just the word itself

e.g., *quiet, rapidly*

To the teacher

A full teacher guide and answer key can be downloaded from <www.perceptiapress.com>. For your convenience, some brief teaching notes are given below.

Scraps is designed to be used in a two-lesson cycle, lessons A and B, explained below with reference to Unit 1. Of course, you can easily tailor the use of the book lessons to your own teaching situation.

Lesson A

Lesson A is based on pages 6-8. It offers a model for the students' presentations and also provides extensive practice in listening and speaking. If students finish early, they can start *Scraps Magazine* on pages 12-13. For homework, students prepare their own scrapbook page and presentation (pages 9-10).

Lesson B

Lesson B is based on pages 11-13. In this part, students make their presentations and ask questions about each others' work. The most important page of lesson B is *Presentation Time*, where students make their presentations. In large classes, presentations are generally best carried out in small groups. Students take turns making a presentation based on their scraps. Other students should listen actively, taking notes and asking questions to the presenter. Depending on the time available, you can use *Scraps Magazine* in class or assign it for homework. *Scraps Magazine* consists of interesting articles related to the topic of the unit. The crossword recycles the vocabulary of the unit, and all the sentences or questions in the crossword are designed as language that the students can easily use in their own presentations. These crosswords can be done by students alone or as an information gap in which one student reads the *across* clues and the other reads the *down* clues.

Worksheet

Each unit has a worksheet at the back of the book that provides extra vocabulary practice and gives students more opportunities to prepare their presentations. The discussion questions can be used for additional conversation practice and to generate more ideas about the topic.

Review units

Review units appear after units 4 and 8. These provide an opportunity to review both the model presentations and the students' own scraps. They also provide an opportunity to explore the culture of the characters in *Scraps*. The wordsearch puzzle reviews all the vocabulary items within the four units.

Recycling language

Scraps has been carefully designed to recycle language. In each unit, core topic vocabulary is recycled in the model presentation, vocabulary section, interview, *Scraps Magazine*, and crossword. In addition, the key language for presentation introduced in units 1-4 (standard openings and closings, presentation tips, scraps pointers) is recycled in units 5-8 to ensure that students receive maximum exposure to useful language. For easy reference, this key presentation language is also shown on page 74.

Finishing the scrapbook

When students have successfully completed *Scraps*, they should transform their work into a real scrapbook and add the included front and back cover. Completing the scrapbook will give both students and teachers a real sense of achievement. Be sure to tell students to show off their scrapbooks to family and friends. It will provide many wonderful opportunities to practice language as they talk about their own lives. When they get opportunities to talk to other English speakers or to travel overseas, the scrapbook offers an excellent way to introduce themselves and maintain conversation.



Frederick from South Africa

Unit 6: School

I Brainstorm

Fit as many words as you can on the topic School into this box.

Share your words with other students. Then compare your list with the useful vocabulary on page 50.

2 Frederick's Scraps

A: Looking at the Scraps

Work with a partner. Why do you think Frederick chose these Scraps?



01-01	1684	11	8H PRE-ALG	2003	BRA
02-02	3822	12	08 CHOIR	2087	FUL
03-03	2589	13	08H PHY SCIE	2097	HEN
04-04	2082	14	08H CIVICS	2107	HAY
05-05	0807	15	08H ENGLISH	2022	LAW
06-06	4610	16	COMPUTER APP	2002	HAR
07-07	4080	37	08 PHYS ED	2009	PIT

T12 B: Listening

Listen to Frederick talking about his Scraps and answer the questions.

1. What is his major at university?	
2. Where does he live?	
3. What is his part-time job?	
4. What is Helen playing with?	
5. What happens if he fails an exam?	



3 Interview

T13 A: Practicing

Listen and repeat the conversation. Then practice with a partner.

Interviewer: What was the name of your high school?

Frederick: I went to Saint Thomas Moore High School in Johannesburg. It was a big school with almost three thousand students. It was co-ed.

Interviewer: Who was your favourite teacher?

Frederick: My favourite teacher was Mrs. Casey. She taught French and was very kind to the students. She didn't fail anyone!

Interviewer: What was your worst subject?

Frederick: I was pretty good at most things, but I couldn't stand Physical Education. I was never good at sports.

Interviewer: Which clubs did you belong to?

Frederick: I belonged to the movie club and I also played tuba in the brass band.

Interviewer: What are you studying now?

Frederick: I major in international business. After I graduate, I want to start my own company and become rich!

B: Your Turn

Write your own answers to the interview questions. Then interview three other students.

	Me	Partner 1	Partner 2	Partner 3
What was the name of your high school?				
Who was your favourite teacher?				
What was your worst subject?				
Which clubs did you belong to?				
What are you studying now?				

If you finish your interview early, you can start reading Scraps Magazine on page 54.

4 Preparing Your Presentation

A: Useful Vocabulary

These are words and phrases you can use in your own presentation. Also use them to complete the crossword on page 54.

Subjects	At school/On campus	After school	Passing and failing
I study ...	a classroom	to live away from home	an entrance exam
physical education.	a library	an apartment	to pass
geography.	a teacher/lecturer	rent (u)	to fail
history.	a bachelor degree	a dormitory	a credit
physics.	a masters degree/PhD	to make new friends	an elective course
chemistry.	a major	to socialize	a compulsory course
social studies.	tuition fees (pl)	an extracurricular activity	homework (u)
English.	a freshman/sophomore/ junior/senior	a part-time job	to study hard

B: Finding Your Scraps

You must use at least four scraps. Here are some ideas.

- photos of school and teachers
- a timetable
- a plan of your school
- a list of teachers
- an old report card
- a list of what your old school friends are doing now

Think of some scraps that you would like to use in your scrapbook.

Paste your scraps into your book on this unit's scrapbook page. Write notes or sentences on the back of the scrapbook page.

C: Scraps Pointers

Look at the model presentation script on page 78. Put a check next to the expressions that Frederick used.

- ☐ If you look closely, you can see...
- ☐ This map of the campus shows ...
- ☐ This is my favourite picture because it shows ...
- ☐ This photo of the ...
- ☐ This picture might surprise you ...
- ☐ I like this photo ...
- ☐ This is one of my old ...

Fill in the missing words in the expressions that Frederick used. Use these expressions when you talk about your Scraps.

School

Notes

In this space, write notes or sentences about your scraps.

1.

2.

3.

4.

5.

5 Presentation Time

Here are some tips to help you. Read them first, then make notes in the table below during each presentation. Write your question and the answer.

When you're the presenter...

- Speak in a loud voice. People want to hear you.
- Smile sometimes. It makes people like you.
- Use gestures to explain what you are saying.

When you're the listener...

- If you don't understand a word, ask "what does _____ mean?"
- Be careful not to interrupt the flow of the speaker. Raise your hand so that she can answer your question at the best time.

HINTS...

Presenter's Name	Notes	Questions to Presenter
		Q:
		A:
		Q:
		A:
		Q:
		A:
		Q:
		A:
		Q:
		A:

Today's Best Scrap

Who presented it?

What was it about?

Why did you like it?



Scraps Magazine

Career Advice for High School Students

The decisions you make in high school can affect the rest of your life. You should think about them carefully.

It is difficult to advise you about a choice of course. Be sure to talk to family, friends, and as many other people as you can. However, in the end, it is your life and it must be your own choice. If you're interested in physics and chemistry, you might like to major in science and engineering. If you prefer subjects like history and geography, you could consider something related to social studies or even philosophy. If you like English, you could study modern languages or consider a career in international business.

Of course, to enter the course of your choice, you will need to pass the entrance exam. Some universities have very difficult exams and it is not unusual for 90% of the students to fail, so be sure to start studying early.

When you enter university, you will have many opportunities to socialize with new friends. Some students also have a part-time job which helps pay for the tuition fees and rent. Enjoy these extra-curricular activities, but be sure to study, too.

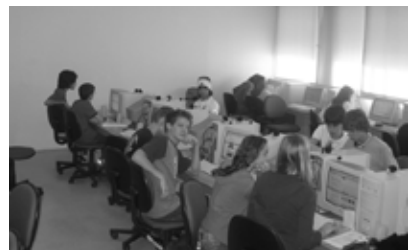
In contrast to high school, you will have many more choices about what you study at university. Courses that you must take are called compulsory courses. Courses that you can choose to take are called electives. When you successfully pass a course, you earn credits. You can fail a course by missing classes, not submitting assignments, or getting a poor score in the final examination. If you fail a course, you may have a chance to retake the exam.

You graduate when you get enough credits. After you graduate, you receive a bachelors degree. At this point, you can look for a job, or you may choose to study further by doing a masters degree or doctorate. This will make you a specialist in your chosen area, and it may help you to find a higher-paying job.

New Campus

The new campus of Michigano University has opened in Waterville, one kilometer from the main campus. It has a residence with 200 rooms for freshman students. The rent for these rooms is lower than commercial apartments. From sophomore year, students must find their own accommodation off campus. The new campus also has a large playing field which will be used

for physical education classes as well as sports games. All of the classrooms have high-speed wireless Internet connections and plasma video screens.



Comprehension

1. Why are decisions in high school important?
2. What do you call a course that is optional?
3. What is one reason to do a masters degree?

Discussion

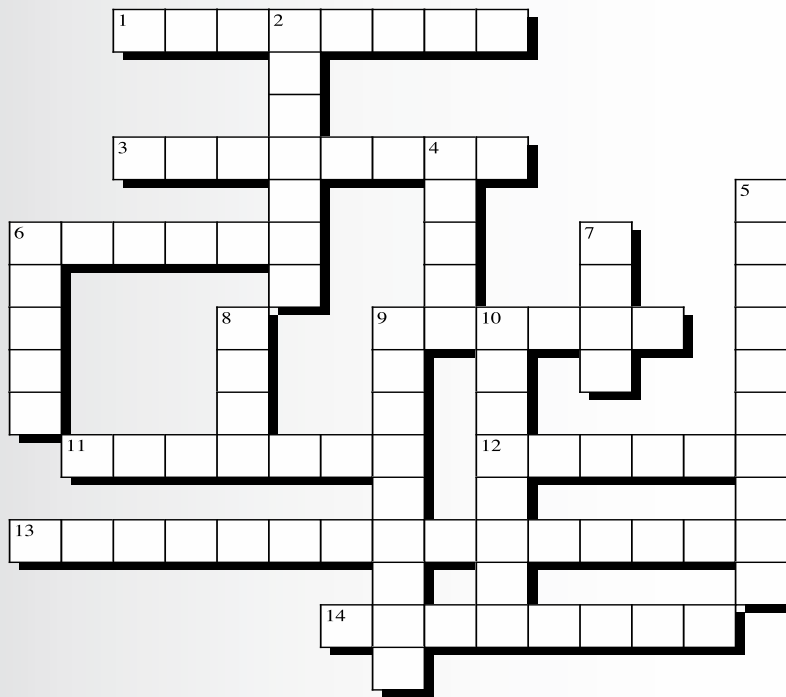
1. What is the best time of the day to study?
2. How many hours a day do most high school students study?

Crossword

Try the Scraps Magazine Crossword. All the answers are in the useful vocabulary box on page 50.

ACROSS

- 1 What kind of degree do you get when you graduate from university?
- 3 What kind of job helps you make some money while you study?
- 6 Who is a student in fourth year?
- 9 What do you get when you complete a university course?
- 11 What can you do after you have finished your Bachelor degree?
- 12 Where are the university buildings?
- 13 What do you call an activity that you do after school?
- 14 What does your teacher tell you to do before the next class?



DOWN

- 2 In what subject do you learn about the past?
- 4 What is the main subject that a person studies at university?
- 5 What kind of course do you have to take?
- 6 What must you do to pass your exams?
- 7 What happens if you don't study?
- 8 What is the money you pay to live in an apartment?
- 9 Where can you listen to your professor?
- 10 What kind of course can you choose to take?

Unit 6 Worksheet

I Vocabulary dictation

Write the words and phrases that you hear.

- 1) 2) 3) 4) 5)
6) 7) 8) 9) 10)

2 Fill in the blanks

Fill in the blanks in these sentences with words or phrases from the vocabulary list.

1. When I complete my masters degree, I want to do a
2. What is your? I mean, what is your specialty?
3. Do you want to or do you want to stay with your parents for a few more years?
4. Did you think the for this university was difficult?
5. After classes, I don't like to study. I prefer to with my friends.

3 True sentences

Choose five words or phrases from the vocabulary list. Use each to write true sentences about yourself.

e.g., When I was in high school, I studied very hard to pass the entrance exams. But now that I'm in university, I'd like to study subjects that I really enjoy.

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

Share your sentences with other students.

4 Discussion

Answer these questions in pairs or groups.

1. What did you do in the school festival at your high school?
2. What is the most difficult thing about learning English?
3. How many students were there in your high school?
4. What would be your ideal timetable?
5. Describe the perfect teacher.
6. Why did you choose this school?
7.
8.