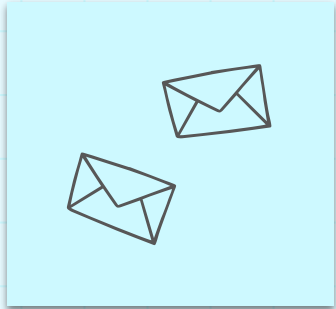




UNIT 3

Lesson A: A helping hand

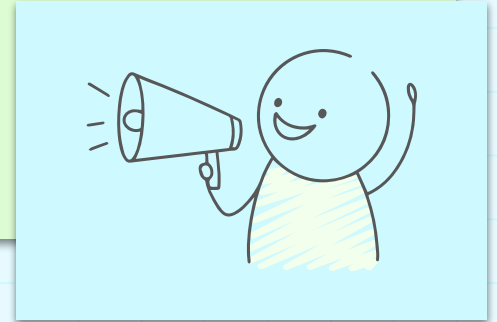


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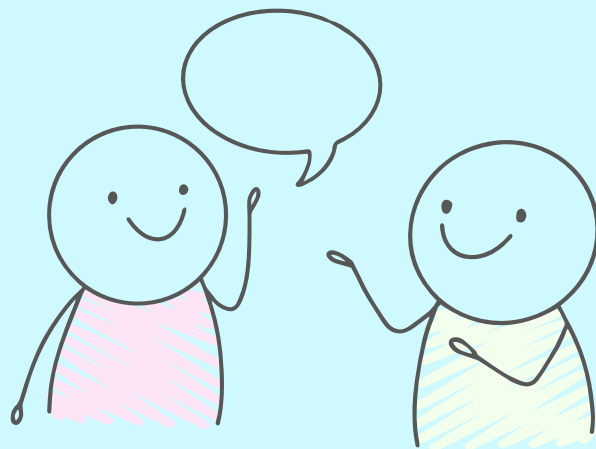
Grammar

Have to, don't have to, can't

04

Speaking

Opinions



Objective of the lesson

At the end of the lesson, you will be able to talk about ideas for education around the world.



Warm-up

When you were a child, did you like to read? And if so, what were your favourite books?

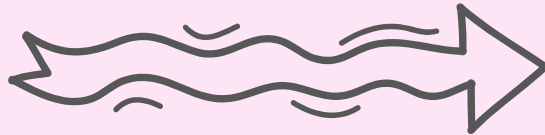
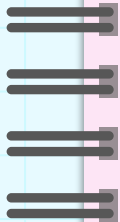
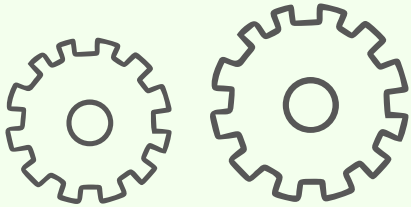




01

Reading

SB page 28



Dolly Parton, 'The Book Lady'

Dolly Parton is a world-famous country singer and performer, but she also does a lot to help students get a better education.

1 The Imagination Library Parton was born in Sevier County, Tennessee, in the USA, the fourth of twelve children. Her father never learnt to read or write and many children in the county didn't do well at school. Children everywhere have to learn to read before they can learn to study, but in Sevier County there was a problem. Many children didn't learn to read well because they didn't have any books.

Parton saw the problem and **decided** to help. In 1995 she started the Imagination Library. The library gives one book every month to every child in the programme, from birth to the age of five. Families don't have to pay for the books. They're free. Parents say their children love it when a book arrives each month. The Imagination Library programme started in Parton's home county and is now in five different countries – the USA, Canada, the UK, Ireland and Australia. Between 1995 and 2020, the library gave 150 million books to children.

**scholarship: money that an organisation gives to someone to help pay for their education*

2 The 'Buddy Program' Parton **discovered** that over thirty percent of students in Sevier County didn't finish high school. She wanted to do something about this problem and **searched** for an answer. In the end she **developed** her 'Buddy Program'. In 1991, Parton spoke to all the 13- to 14-year-old students in the county and told them about her programme. First, each student needed to choose a partner, or 'buddy'. Then Parton promised to give each student \$500 when they finished high school at the age of eighteen. And then Parton **explained** one important rule – the Buddy needed to finish high school, too. Parton **expected** a change, but nothing so amazing. The thirty percent went down to six percent – about ninety-four percent of students finished high school.

3 The Dolly Parton Scholarship* Every year Parton's foundation, the Dollywood Foundation, gives five students \$15,000 each. The five are students who finish high school in Sevier County. The rules say that students who don't finish high school can't win the money. To win the money, the Foundation tells students that they have to have a dream, and they have to **plan** the steps to make that dream come true. Finally, they have to **describe** their plan to the Foundation in a clear way. Thanks to the scholarship, many students can take a big first step towards living their dream.

B Read the article. Work in pairs. Match the sections (1–3) with three of the ideas (a–d).

a a library in every town

b a plan is important 3

c together we are stronger 2

d books for every child 1



C Read the article again. Are the statements True (T) or False (F)?

1 Dolly Parton has twelve brothers and sisters. F

2 Her father didn't learn to read. T

3 Every child in the programme gets one free book every year. F

4 The Imagination Library gave away 150 million books in 2020. F

5 More than half of the students in Parton's home county didn't finish high school. F

6 In the 'Buddy Program', if one buddy didn't finish high school, both buddies lost their money. T

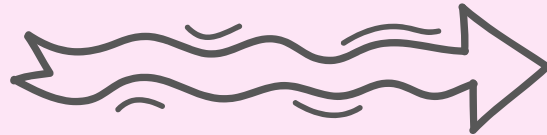
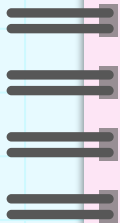
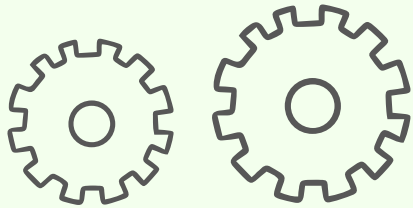
7 The 'Buddy Program' changed things a lot. T

8 Winners of the Dolly Parton Scholarship get \$3,000. F

02

Vocabulary pt. 1

SB page 28



2A Replace the words in bold in the sentences (1–8) with the correct form of the bold words in the article.

When I was at school,

- 1 my friend and I **said 'we're going** to do homework together', but we never did. **planned**
- 2 in the first lesson of term, the teacher asked all of us to **talk or write about** our holiday. **describe**
- 3 I was often late and I usually **gave the reason** that the alarm on my phone didn't work. **explain**
- 4 when I had a science exam, I always **knew I was going** to do well. **expected**
- 5 in history class, we sometimes **looked** for information on the internet. **searched**
- 6 I **found out** that I was really good at languages, but bad at maths. **discovered**
- 7 sometimes, our art teacher **chose** to teach us outside, not inside. **decided**
- 8 one of my classmates **started and grew** a great idea for helping people. **developed**



knowing, understanding and thinking

1 A  Choose the correct word or phrase to complete the sentences.

1 I need someone to the situation to me.

- a decide **b explain** c develop

2 I've that I work best in the mornings.

- a expected b planned **c discovered**

3 We a different teacher to the one we have.

- a planned b searched **c expected**

4 We need to our work better from now on.

- a develop **b plan** c decide

5 What information should I for on the internet?

- a search** b describe c decide

6 We've a system that works very well.

- a decided **b developed** c explained

WB page 18





B Complete the forum post with the words in the box.

decide describe develop discover
expect explained plan search for

@Dani

One hour ago

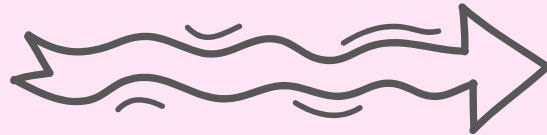
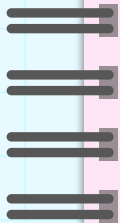
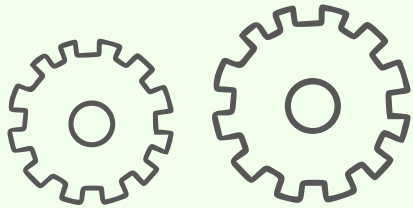
A teacher once ¹ explained to me why it's important to understand how you learn. It's so that you can ² plan your studies better and you don't waste time on things that don't work for you. The best thing is to try different ways of learning. Ask your friends and other people on your course to ³ describe their study habits and ⁴ search for some ideas online. Then, try them all out yourself.

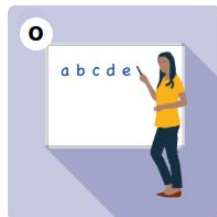
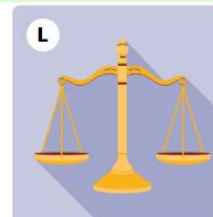
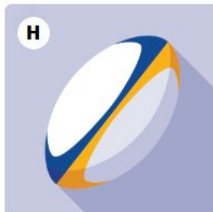
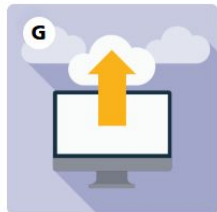
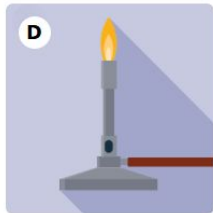
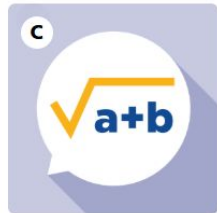
⁵ Decide on which ones to use and which ones to forget. For example, try working in the mornings and in the evenings. Take regular breaks and do a bit of exercise. You can ⁶ discover some interesting things about yourself and ⁷ develop a learning system that works for you. Don't ⁸ expect things to change overnight, though. It takes time to really understand yourself.

02

Vocabulary pt. 2

SB page 131





Match the sections (1-18)
with the pictures (A-R)



2 Complete the descriptions with a school or university subject. The first letter is given.

- 1 I love knowing how machines work. I'm studying e ngineering.....
- 2 I want to be a teacher. I'm studying e ducation.....
- 3 I'm really interested in computers. I'm studying i nformation t echnology.....
- 4 I like learning about forests, seas and rivers. I'm studying g eography.....
- 5 I want to manage my own company. I'm studying b usiness s tudies.....
- 6 I'm interested in how people manage our country. I'm studying p olitics.....
- 7 I want to be doctor. I'm studying medicine.....
- 8 I'd like to work for a travel company. I'm studying t ourism.....

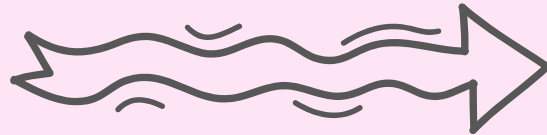
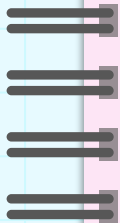
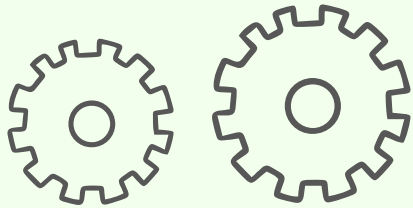
WB page 18



03

Grammar introduction

SB page 104



Have to

	subject	verb	infinitive	phrase
+	I/You/We/They	have to	leave	before ten o'clock.
	He/She/It	has to		
-	I/You/We/They	don't have to	work	at the weekend.
	He/She/It	doesn't have to		

	wh-word	auxiliary	subject	verb	infinitive
wh- questions	Where Why	do	I/you/ we/they	have to	go?
		does	he/she/it		
yes/no questions		Do	I/you/ we/they		speak English?
		Does	he/she/it		

We use *have to* + infinitive when something is necessary. We use it for rules and obligations. In these situations, we can't choose.

You **have to drive** on the right.

She **has to finish** the report before this afternoon.

We use *don't have to* + infinitive when something is not necessary or there are no rules or obligations. In these situations, we can choose to do something or not do it.

You **don't have to go** to the party. (You choose.)

He **doesn't have to have** a dessert. (He can if he wants.)

We can use short answers to *yes/no* questions with *have to*.

Yes, I **do**./Yes, she **does**.

No, you **don't**./No, he **doesn't**.

Notice

Use the auxiliary *do/does not have/has*.

Do I have to pay now?

NOT ~~Have I to pay now?~~

Does Teresa have to get a visa?

NOT ~~Has Teresa to get a visa?~~



have to, don't have to, can't

4A Complete the sentences with *have to*, *don't have to* or *can't*.
Then check in the article.

- 1 Children everywhere learn to read before they can learn to study.
- 2 Families pay for the books. They're free.
- 3 The rules say that students who don't finish high school win the money.
- 4 They plan the steps to make that dream come true.

B Choose the correct alternative to complete the rules.

- 1 We use *have to* when something **is** / **isn't** necessary. We **can** / **can't** choose.
- 2 We use *don't have to* when something **is** / **isn't** necessary.
- 3 We use *can't* when the rule says it **is** / **isn't** OK.
- 4 After *have to* and *can't* we use the **infinitive** / **-ing** form of the verb.

1. have to
2. don't have to
3. can't
4. have to

3 A  The sentences below have a mistake. Choose the best option to correct the mistake.

1 We has to leave now or we'll be late.

a don't have to **b** can't **c** have to

2 You don't have to eat here, only in the dining hall.

a can't **b** has to **c** haven't

3 I haven't to finish this project until next week.

a have **b** don't have **c** can't

4 You can to drive without wearing a seatbelt.

a can't **b** has to **c** doesn't have to



WB page 18

B Complete the second sentence so that it means the same as the first. Use *have to*, *don't have to* or *can't*.

1 It's necessary to learn all these words by Friday.
I have to learn all these words by Friday.

2 It's not OK to copy work from the internet.
You can't copy work from the internet.

3 It isn't necessary for my friend to help me, but he likes it.
My friend doesn't have to help me, but he likes it.

4 It's not OK for children under thirteen to use this website.
Children under thirteen can't use this website.

5 It isn't necessary for you to read this book, but you'll enjoy it.
You don't have to read this book, but you'll enjoy it.

6 Is it necessary for us to do this exercise?
Do we have to do this exercise?

7 It's not OK for them to sit here.
They can't sit here

8 Is it necessary for me to finish the work by tomorrow?
Do I have to the work by tomorrow?

SB page 104

1. Complete the sentences with the correct form of *have to*.

1. I leave home at 6.55 every day because my bus goes at 7.00.
2. My son wear a uniform to school. It's a grey jumper and trousers.
3. speak English in your job, Ali?
4. We pay for lunch. It's included in the price of the conference.
5. Drivers carry their driving licence with them at all times. It's the law.
6. What time get a taxi? Her flight is at 9.30.
7. Lucas study advanced maths for his engineering course. It's important.
8. Mandy's pleased because she work today. It's a holiday.
9. You buy a present for William. I bought one from both of us.
10. Why wait? We're all ready to start.



2. Rewrite the phrases in bold. Use the correct form of *have to*, *don't have to* or *can't* and make any other necessary changes.

1. **It's necessary for you to** turn off the lights when you leave.

You have to turn off the lights when you leave.

2. **It isn't necessary for children under five to** pay.

Children under five don't have to pay.

3. **It's not OK for you to** eat in the library.

You can't eat in the library.

4. **When is it necessary to** finish our homework?

When do we have to finish our homework?

5. **You need to** have your ID card with you all the time.

You have to have your ID card with you all the time.



6. **Is it necessary for us to** go to the party?

Do we have to

go to the party?

7. **It's not OK for my son to** stay out after midnight.

My son can't

stay out after midnight.

8. **Do all of us need to** sign the contract?

Do all of us have to

sign the contract?

9. **What is it necessary for my friend to** do?

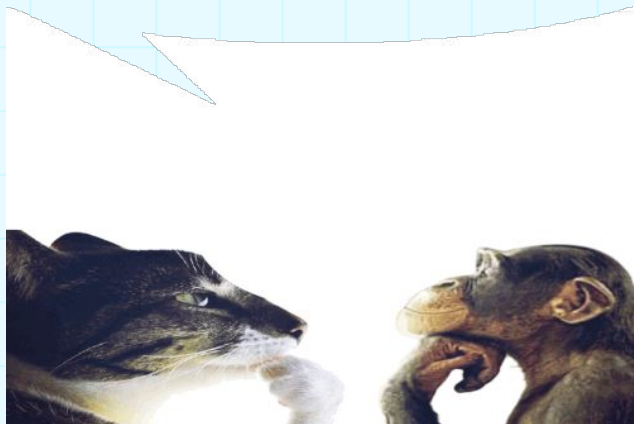
What does my friend have to

do?

10. **It's not OK for students to** use a dictionary in the exam.

Students can't

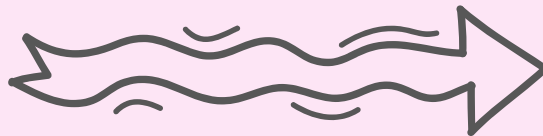
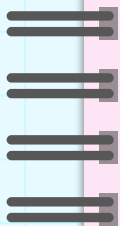
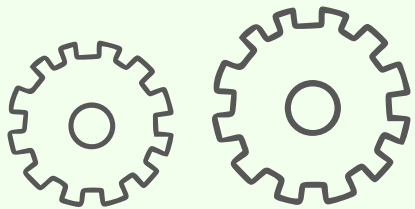
use a dictionary in the exam.





04

Speaking: Opinions



SB page 29, ex. 6A (adapted)

"I expect the teacher to explain everything."

"Is it good when I have to search for answers because I discover a lot of new ideas."

"The school, not the students, should decide what the students learn."

"It's important to develop IT skills at a very young age — they're more important than social skills."

"Students can't learn very much without the teacher's help."

"Students should plan after-school activities."

Discuss these ideas, and tell if you agree or disagree with them, why?





**Do you have any questions? Remember
to ask your teacher and go to
consultorías!**



THANK YOU

