



My classroom

Unit aims

I can ...

- describe my school and school subjects.
- talk about what I like and don't like.
- understand about schools in other countries.
- talk about things we can and can't do.
- ask and answer questions about personal information.
- write an email about my school.

Unit contents

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Discover culture	🔍 South African schoolgirl
Speaking	Asking and giving permission 🔍 Real talk: <i>Can you use your mobile phone at school?</i>
Pronunciation	can
Writing	An email Informal language used in emails
Get it right!	👁 can
CLIL	Design and Technology: Drawing tools 🔍 Da Vinci's design

Be curious

- Books closed. Ask: *What do you like and dislike about school?* Elicit students' answers to the question, e.g. *I like break time. I don't like lunch at school.*
- Ask students to open their books at page 36.
- Refer student to the photograph and ask them to describe what they see. To help students with this, check understanding of the following vocabulary and write it on the board: *truck, roof, road, children, bags.*
- Put students into pairs.
- Students ask and answer the questions.
- Check answers.
- Tell students that the theme of Unit 3 is school.

Suggested answers

It is a country somewhere in Asia. They are schoolchildren. They're probably going to school.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2–4 p40 5–7 p42 1–5 p44
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Vocabulary Places in a school


Objectives

- learn vocabulary for places in a school.
- draw and describe a map of a school.

Warm-up

- Books closed. Put students into small groups and give them one minute to think of as many places in a school as they can.
- Ask one member of each group to report back to the class.
- You could make this competitive by telling students that the group which comes up with the most correct places is the winner.

- 1
 - Ask students to open their books at page 37.
 - Read out the places on the plan of the secondary school and check students' understanding of them.
 - Point out that *lab* is an abbreviation of *laboratory*, that the acronym *IT* stands for *Information Technology* and that the adjective *main* refers to *the most important or largest example of something*.
 - Put students into pairs. Students tell each other which places they have in their own schools, e.g. *We've got a library in my school, but we haven't got a playing field*. If students all attend the same school, ask them to tell each other their favourite place in the school, e.g. *I like the IT room because the computers are really good*.

- 2  **1.27** Check students' understanding of the following vocabulary: *whole*, *outdoor*, *indoor* and *experiment*.
 - Write: *The whole class does homework* on the board. Underline *whole* and explain that it refers to every member of a particular group, e.g. *we say the whole team, the whole family, the whole school*. Point out that the 'w' is silent, so that the pronunciation is /həʊl/.
 - Draw two swimming pools on the board, one in a park and one in a sports centre. Explain that the one in the park is an *outdoor* pool, i.e. it is outside and not inside a building, and that the one in the sports centre is an *indoor* pool, i.e. it is inside a building.
 - Ask: *What happens when we throw a pencil in the air?* Elicit the answer (it falls to the ground) and ask: *How do we know this?* Elicit or introduce the idea that we conduct an *experiment* to test out ideas.
 - Ask a student to read out the example.
 - Put students in pairs to complete the matching exercise.
 - Play the recording for students to check their answers.
 - Play the recording again for students to repeat the words.
 - Encourage students to pay attention to how to say the new words that they learn.

Fast finishers

Students can turn to the **Vocabulary Bank** on page 113 and do the *Jog your memory!* activities.

Answers

2 main hall 3 playing field 4 sports hall 5 IT room
6 science lab 7 library 8 classroom

Game

- Play *Correct the sentence* using the vocabulary for places in a school.
- See **Games Bank** on page 28.

Your turn

- 3
 - Give students 2–3 minutes to draw and label a map of a school. This could be their own school or one of their own inventions. Encourage students to use all the words in Exercise 1.
 - Monitor while students do this. Check that students are labelling the places on their map correctly.
- 4
 - Ask two students to read out the example.
 - Put students in pairs.
 - Students ask and answer questions about the maps they drew in Exercise 3.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 113 and do the *Jog your memory!* activities.

Optional activity

- Put students in pairs (A and B).
- Student A describes a place on their map, e.g. *We do experiments here*.
- Student B identifies the place being described.
- Students swap roles.

Optional activity

- Put students into small groups of three or four.
- Ask them to go to this website and do the quiz about places in a school:
<http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/school>
- Students keep a record of their score.
- Find out which group got the highest score.



Set Exercises 1, 2, 3, 4 and 5 on page 27 of the **Workbook** for homework.

Students can also take photographs of different places in their school. At the beginning of the next lesson, they show and describe them to their partner, e.g. *This is the playing field. It's very big. We usually play football here.*

Reading A magazine article

Objectives

- read about a Kung Fu school.
- learn noun and verb forms.
- talk about learning martial arts.

Preparation


- Bring photos of people doing martial arts or look for images to show on the interactive whiteboard.

Background

Kung Fu is an ancient method of self-defence, which involves striking an attacker's body using legs and hands. The term *Kung Fu* comes from the Chinese *gongfu*, with *gong* meaning *merit* and *fu* meaning *master*.

Warm-up

- Books closed. Distribute photos of people doing martial arts or show them on the interactive whiteboard.
- Explain that martial arts are forms of self-defence and attack, which originated in Asian countries such as Japan, China and Korea.
- Find out if any students practise a martial art. Ask them to tell the class something about it, e.g. *I do judo three times a week*.

- 1  **1.28** Ask students to open their books at page 38.
- Ask students to describe the pictures. Explain that moves in Kung Fu are named after animals and three of them are shown in the book (Dragon, Frog and Snake).
 - Students read the text quickly to find the answers to the three questions. Encourage them to focus on finding the answer and not to worry about any words or phrases they might not understand.

Answers

The school is in China. The students are there to learn Kung Fu. The girl in the photo is 13 years old.

- 2
- Read out sentences 1–4.
 - Ask students to work alone to decide whether or not the sentences are true or false. Make sure they know they have to correct the false sentences.
 - Students compare their answers in pairs, before you check answers with the whole class. Invite students to volunteer to read the answers to a complete exercise. Other students say if they agree or disagree with each answer.
 - Read out the information about martial arts in the **FACT!** box. Tell students that not all martial arts are very old. Judo, one of the most well-known martial arts, was invented in Japan in the late 19th century.

Answers

- 2 F (They are from different parts of China.)
3 F (She wants to be a police officer.) 4 T

- 3
- Ask a student to read out the questions.
 - Elicit answers from the class and then ask students to read the text again to check.

Answers

- 1 She wants to be a police officer.
2 She sees her parents in the holidays.

Explore nouns and verbs

- 4
- Before you refer students to the chart, elicit some examples of nouns and verbs.
 - Ask students to work in pairs to find the words in the article and to copy and complete the chart.
 - While students do this, put the chart on the board.
 - If you have the Presentation Plus software, put the chart on the interactive whiteboard and ask individual students to complete the chart with the correct nouns and verbs.
 - Students can then work alone to complete the sentences. To help **weaker students**, tell them whether the gaps in each sentence need to be filled with nouns (sentences 1, 3 and 4) or a verb (sentences 2).
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and do the *Explore vocabulary* exercise on nouns and verbs.

Fast finishers

Students write their own gapped sentences using some of the words in the chart in Exercise 4. Use these with the class as further practice.

Answers


- a study b practise c training d exercise
1 exercises 2 practise 3 studies 4 training

Your turn

- 5
- Before students do this activity, write *Yes, I would* and *No, I wouldn't* on the board. Explain that these are the short answers used when responding to *Would you ...?* questions.
 - Encourage students to justify their answers and to say as much as possible.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What is Kung Fu?* Elicit the answer (a martial art from China).
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Would you like to go to the Kung Fu School? Why? Why not?*
- Put students into small groups to answer the questions.
- See page 128 for further activities you can do with this video.

Answers

They learn Kung Fu.
There are 30 boys.
They learn how to fight and how to live.

-  Set Exercises 1, 2, 3, 4 and 5 on page 31 and Exercise 5 on page 28 of the **Workbook** for homework.

Language focus 1 *can* for ability and permission

Objectives

- learn *can* for ability and permission.
- learn the different ways of pronouncing *can*.
- ask and answer questions about what I can do.

Warm-up

- Books closed. Mime playing tennis well. Do this by miming a serve and raising your arm in triumph to indicate you have served an ace. Write *I _____ play tennis very well* on the board. Elicit the verb to complete the gap (*can*).
- Mime playing tennis very badly. Write *I _____ play tennis very well* on the board. Elicit the verb to complete the gap (*can't*).
- Elicit or teach the idea that we use *can* to talk about ability.
- Introduce the idea of permission by writing the following question on the board: *Can I play tennis in my bedroom, please?* Ask students to imagine that a child is asking its parent this question.

- 1
- Ask students to open their books at page 39 and copy the chart into their notebooks.
 - Students to work alone to complete the chart. Encourage them to underline the grammatical forms they are learning when writing example sentences in their notebooks.
 - Students check their answers with the text on page 38.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

	I / You / He / She / It / We / They
+	He can break a brick with his hand! Chinese children can go to special schools and study Kung Fu every day!
-	Li can't live at home. They can't see their parents during the week.
?	Can Li break a brick with her hands? Yes, she can . / No, she can't . Can they break a brick with their hands? Yes, they can . / No, they can't .

Get it right!

Read through the correct example with the class.
Draw attention to the fact that *can* does not change in the third person.

Common Error


Students may confuse the modal verb *can* with ordinary verbs such as *play* or *go*. Modal verbs do not take an -s in the third person, e.g. we say *she can sing well* not ~~*she cans sing well*~~.

- 2
- Read out the examples.
 - Students choose four ideas from the list to write sentences about and write further sentences using their own ideas.
 - Students work alone to write their sentences.
 - Monitor while students do this. Help as necessary.

Fast finishers


Students write four pairs of sentences about what their family can or can't do, e.g. *My father can draw. My mother can't sing.*

Say it right!

- a  1.29 Refer students to the **Say it right!** box. Explain that the *a* in *can't* is a *long sound* and it is pronounced the same as the one in *car* (/ɑ:/).
- Play the recording for students to choose which verb they hear.
 - Students compare answers before you check answers with the class.

Answers

2 can 3 can't 4 can 5 Can

- b  1.29 Play the recording again for students to listen and repeat the sentences.
- Pay particular attention to students' pronunciation of *can't*.

Optional activity

- Students record each other saying the sentences in the **Say it right!** box using their phones.
- They play the recording back. Did they pronounce *can* and *can't* correctly?

Your turn

- 3
- Put students in pairs.
 - Students ask and answer questions using the information in Exercise 2.
- 4
- Give students a couple of minutes to write some sentences about their partners.
 - Ask some students to read their sentences out to the class.

Game

- Play *The memory game* using *can* for ability.
- See **Games Bank** on page 28.

- 5
- Explain that *can* for permission is practised here.
 - Read out the instructions. Make sure that students understand what they have to do.
 - Ask students to work alone to write their sentences.
- 6
- Put students in pairs to ask and answer questions using the information in Exercise 5.
 - Check that they are pronouncing *can* and *can't* correctly.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Ask one student to sit at the front of the class with his/her back to the board.
- Write the name of an object on the board, e.g. *ball*.
- The class gives the student clues using *can* or *can't*, e.g. *You can throw it*.
- The student has to guess what the object is.



Set Exercises 1, 2, 3 and 4 on page 28 of the **Workbook** for homework.

Listening and Vocabulary


Objectives

- listen to a boy talking about his school.
- learn vocabulary for school subjects.
- talk about the school subjects.

A podcast

Warm-up

- Books closed. Write *performing arts school* on the board.
- Explain that students at a performing arts school learn acting, dancing and singing.
- Ask: *Would you like to go to a performing arts school?*

- 1 • Ask students to look at the photos on page 40 or put them on the interactive whiteboard. Ask students to describe the photos.
 - Put students in pairs to ask and answer the question.
- 2  **1.30** Read out the question. Ask students to guess what the answer is.
 - Play the recording. Encourage students to listen for key words in a recording.
 - Check answer. Find out which students guessed correctly.


Audioscript

Teen boy: Hello! My name's Tom – that's me in the blue shorts! I'm a pupil at the New Bank School of Performing Arts. It's a really good school and I love it! The teachers are great. Everyone likes them. Pupils at New Bank want to be professional dancers, singers or actors in the future, so we study the performing arts – Singing, Music, Dance and Drama. As well as performing arts, we also do academic subjects like Maths and English. I like them but I prefer Dance. Our teachers tell us it's really important to do our academic schoolwork and pass our school exams.

The timetable at New Bank is different from a normal school. Lessons start at 9 o'clock in the morning and finish at four o'clock in the afternoon. We have a lot of lessons – three in the morning and three in the afternoon. In the morning, we study performing arts and in the afternoon we do our 'normal' or academic subjects and other schoolwork! I don't mind working this hard but it's a very long day. In the evening, we do our homework so there's no time to relax! We also have lessons on Saturday, but only in the morning. I like the lessons but I'm really tired at the end of the week. And I *really* don't like getting up early on Saturday mornings! My best friend loves Dance too. I practise with him on Saturday afternoons. My favourite subject is Dance. I love dancing! I want to be a professional dancer when I leave New Bank.

Answers


Dance

- 3  **1.30** Give students time to read through the gapped sentences.
 - Play the recording again.
 - Students listen to it and complete the sentences.
 - Check answers.

Answers

2 4 pm 3 three 4 morning 5 dancer

School subjects

- 4  **1.31** Books closed. Elicit school subjects students know. Write the words on the board.
 - Ask students to look at the list of school subjects in the box on page 40.
 - Point out that the acronyms *ICT* and *PE* stand for *Information and Communication Technology* and *Physical Education* respectively.
 - Students work in pairs to match the words in the box with the pictures.
 - Alternatively, if you have the Presentation Plus software, put Exercise 4 on the interactive whiteboard and ask students to come to the board in turn to do the matching activity.
 - Play the recording. Students listen to it, check their answers, and repeat the words.

Fast finishers

Students turn to the **Vocabulary Bank** on page 113 and do the *School subjects* activity.

Answers

b French c Music d ICT e Maths f Science
g Geography h PE i English

Your turn

- 5 • Read out the instructions.
 - Put students into pairs to ask and answer the questions about school subjects.
- 6 • Give students a couple of minutes to write sentences about the subjects they and their partner like, dislike and are good at.
 - Ask some students to read their sentences out to the class.

Optional activity

- Create your own class podcast, using e.g. Audacity (<http://audacity.sourceforge.net>).
- Start by doing a feature on school subjects (this could take the form of an interview with the students).
- Create a class blog or social media page and upload the podcast to it.
- You can return to this throughout the course, adding episodes to build up an archive.



Set Exercises 1, 2 and 3 on page 29 of the **Workbook** for homework.

Language focus 2 Object pronouns

Objectives

- learn object pronouns.
- learn (*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*
- talk about what I like and dislike.

Warm-up

- Books closed. Write *Susan loves tennis* on the board. Elicit the pronouns *she* and *it* to replace the underlined words.
- Teach the difference between subject and object pronouns. Use L1 if necessary.
- Explain that a subject pronoun tells us who does an action (*She* in our example), whereas an object pronoun tells us what the verb refers to or what is affected by the verb (*it* in our example).
- Write *John likes Tom and Richard* on the board. Elicit subject and object pronouns to replace the proper nouns. Write the new sentence on the board: *He likes them*.

- Ask students to open their books at page 41.
 - Explain that the gapped sentences are from the listening on page 40.
 - Students to copy and complete the sentences with object pronouns. Help **weaker students** by pointing out that the object pronoun forms can be seen in the box in Exercise 2.
 - Play the recording for students to check their answers.

Answers

1 me 2 it 3 them 4 him 5 us

- Students work in pairs to complete this matching exercise.
 - Check answers.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

you – you it – it he – him she – her we – us
they – them you – you

Game

- Play *The ball game* using subject and object pronouns.
- See **Games Bank** on page 28.

(*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*

- Read out the sentences. Ask students the question.
 - Elicit that the second verb in each sentence has the *-ing* ending.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

-ing ending

- Read out the example sentence.
 - Students work alone to complete the exercise.
 - Remind students to use the *-ing* ending and pay attention to which verbs are in the third person singular and so require an *-s* ending.
 - Check answers.

Optional activity

- Give each student a piece of paper. Students write four more sentences using *like*, *hate*, etc.
- Collect these and then read them out to the class. Say *This is a sentence from Marek about TV. What does he think of TV?*
- Students say *I think he hates it* or *I think he doesn't mind it*.
- Respond by saying *No, that's wrong, he doesn't hate it* or *Yes, that's right, he doesn't mind it*.

Background

Mo Farah is a British long-distance runner. Born in Somalia in 1983, he moved to the UK when he was eight years old. At the 2012 Olympics in London, he won gold in both the 5,000 and 10,000 metres.

Dakota Fanning is an American actress. She first came to attention in *I Am Sam*, in which she appeared when she was only seven years old. Born in 1994, she has starred in several high-profile films, including the *Twilight* series.

- Ask students to work alone to complete the quiz questions.
 - Remind students to write one more option for the *Sport* and *People* categories.

Your turn

- Point out that we always use an object pronoun after (*don't*) *like*, *don't mind*, *love* and *hate*.
 - Put students in pairs to ask and answer the questions using the information in the quiz in Exercise 5. Encourage students to write down their partner's answers as they will need this information for the next exercise.
 - Monitor while students do this.
- Give students a few minutes to write sentences based on their conversations in Exercise 6.
 - Ask some students to tell the class something they found out about their partner.

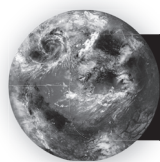
Optional activity

- Ask students to work in pairs.
- Give them 15 minutes to write and record a dialogue using as many examples of the target grammar (*like*, *love* + *-ing*, object pronouns) as they can manage.
- One pair plays their recording for another to note down examples of the target grammar.



Set Exercises 1, 2, 3, 4 and 5 on page 30 of the **Workbook** for homework.

Ask students to choose three objects that are important to them. They bring these to the next lesson, show them to a partner and explain their significance, e.g. *This is my MP3 player. I love it! I take it with me all the time because I love listening to music.*



Discover Culture

South African schoolgirl

Objectives

- watch a video about a schoolgirl from South Africa.
- compare my school day to the schoolgirl's.

Preparation

- Bring photocopies of the videoscript.

Background

South Africa is located in the southernmost part of the African continent. Rich in minerals, it is known around the world for its extraordinary natural beauty.

Nelson Mandela spent 27 years in prison for resisting South Africa's apartheid system. He became the country's first democratically elected president in 1994. He died in 2013 at the age of 95.

Zulu is the language of the Zulu people of Southern Africa.

Warm-up

- Write *South Africa* on the board.
- Ask: *What do you know about the country?* Students can think of places, climate and people.

- Ask students to open their books at page 42.
 - Use the interactive whiteboard, focus students' attention on the map and photographs, and elicit answers to the two questions.

Answers

Nelson Mandela, South Africa

- Read out the three questions.
 - Put students into pairs and ask them to guess answers.

- **3.2** Play the video so that students can check their answers to Exercise 2.

Videoscript

This is South Africa. Tobilay Subezi lives here.

This is Tobilay. She's 14 years old. And this is her village.

In the morning, Tobilay walks to school. Her school is five kilometres from her home. It's a long walk!

School starts at 8 o'clock. Every morning, Tobilay and the other students sing the national song. It's a special song. It's got words from five different South African languages in it.

This is Tobilay's class. Their teacher tells them about a very important president in South Africa.

TEACHER: "This is Nelson Mandela."

Today is Nelson Mandela's birthday. Tobilay answers her teacher's questions in class. She really loves school.

At midday, the students have lunch. The school makes lunch for 300 children!

In the afternoon, they study Zulu history and culture. They learn traditional South African songs and dances. Tobilay loves dancing! In the PE lesson, Tobilay and her classmates play netball. Netball is similar to basketball. Tobilay is very good at it!

In the evening, Tobilay does her homework. She writes in her notebook and reads notes from her class. She works fast because she always has a lot of homework.

But she usually finishes in time! Good night Tobilay!

Answers

- 1 She's at school. 2 She's 14 years old.
- 3 She's from South Africa.

- **3.2** Give students a minute to read through sentences 1–5.
 - Play the video for students to decide if the sentences are true or false.
 - Give **weaker students** a copy of the script, which they can then read as they watch the video.

Answers

- 1 F (The school children wear blue shirts.)
- 2 F (They have rice for lunch.) 3 T 4 T
- 5 F (Tobilay does her homework at home.)

- **3.2** Give students a minute to read the gapped profile.
 - Play the video.
 - Students watch and complete the gaps.

Answers

- 1 14 2 5 3 8 4 sings 5 history 6 songs
- 7 dances 8 dancing 9 homework 10 notebook
- 11 notes 12 homework

- 6 Ask students to work in pairs to try to complete the captions.

- 7
 - **3.2** Play the video for students to check their answers to Exercise 6.

Answers

- a birthday b 5 c songs, dance

Your turn

- Read out the example.
 - Put students in pairs and ask them to compare their own school day with Tobilay's.
- Give students a few minutes to write a short description of how their school day compares to Tobilay's.
 - Monitor while students do this task. Help as necessary.

Optional activity

- Ask who goes to school by car, train, etc., and who walks or cycles.
- Students keep a record of how many students use each different mode of transport, then work in small groups of three or four to produce a graph to illustrate the information.
- Students report back to the class, e.g. *Five students cycle to school.*



For homework, students find out five facts about South Africa, e.g. capital city or population. At the beginning of the next lesson, students share their facts in small groups and turn those facts into questions to ask you.

Reading A profile

Objectives

- read a profile of a school in Wales.
- learn some adjectives opposites.


Warm-up

- Books closed. Write *UK* on the board and ask: *What does 'the UK' stand for?* (The United Kingdom of Great Britain and Northern Ireland).
- Ask: *Can you name any places in the UK?* Elicit students' answers and write them on the board.

Background


Wales is a mountainous region to the west of England. It is the smallest of the four countries that make up the United Kingdom. Its language, *Cymraeg* – known as *Welsh* in English – is one of the oldest in Europe.

Aberystwyth is a small university town on the coast of West Wales. It plays a significant role in Welsh-language culture.

- 1  **1.32** Ask students to open their books at page 43.
- Use the interactive whiteboard to show students the map of the British Isles.
 - Put students in pairs to identify Wales on the map (it's to the west of England) and say what activities they think students in Wales can do.
 - Check answers.

Answers

Wales is to the west of England.
guitar club, hip-hop group, rugby club, surf club

- 2  **1.33** Tell students to cover the profile.
- Ask: *What can you remember from Gareth's profile?*
 - Read out the gapped sentences and elicit information to fill the gaps. Do not confirm or deny students' ideas at this point.
 - Students can then look at the profile to check their ideas.
 - Check answers with the class.
 - Refer students to the information in the **FACT!** box. Tell students that Welsh does not have a single word for *yes* and that the affirmative is dependent on the verb used in the question. (If English worked in the same way, the question *Are you happy?* would be answered by the word *am*.)

Answers

1 Gareth speaks two languages, English and Welsh. He speaks Welsh with his family. He goes to the Surf Club. He can swim fast. He loves surfing. 2 Isabel goes to the Guitar Club. She loves playing music and singing. 3 Darren goes to the Rugby Club. He can run very fast.

Answers

great, brilliant

- 4
- Ask students to work alone to do this exercise.
 - Students can then compare answers in pairs before you check answers with the class.
 - Encourage students to read the article again and make a note of an idea or a fact in it that interests them. They can then share this with a partner.

Answers

b terrible c slow

Your turn

- 5
- Ask: *Do you remember Tobilay from the video? What do you remember about her?* Elicit some ideas. If you have enough time, you could play the video again.
 - Refer students to the chart and then ask them to work alone to copy it and complete the information in it. Alternatively, use the interactive whiteboard and complete the chart as a class.

Suggested answers

	Tobilay's school	Gareth's School
Languages	different South African languages	English and Welsh
Activities/ Clubs	singing and dancing, netball	guitar club, hip-hop group, rugby club, surf club
Likes/Loves	dancing	surfing

- 6
- Read out the example sentences and then ask students to write some sentences of their own.
 - Monitor while students write their sentences. Help as necessary.
 - Put students in pairs to compare their sentences and then ask some students to report back to the class on their partner.

Optional activity

- Put students into pairs or small groups.
- Students log on to this website using their phones: <https://site.saysomethingin.com/communities/welsh-for-english-speakers/courses/course-1-cyen>
- Give students a few minutes to learn a word, phrase or sentence in Welsh.
- Ask some students to say their Welsh word, phrase or sentence to the class.



Set Exercises 6 and 7 on page 30 of the **Workbook** for homework.

Explore adjectives

- 3
- Refer students to the list of adjectives and then ask students to work alone to find them in the text.
 - Identify which adjectives mean *very good* with the class.
 - You could then write *synonym* on the board and explain that it refers to words with the same or similar meaning such as *brilliant* and *great*.
 - To **extend** this work, ask students to turn to the **Vocabulary bank** on page 113 and do the *Adjectives* activities.

Speaking Asking and giving permission



Objectives

- watch or listen to teenagers talking about using their mobile phones at school.
- practise asking for and giving permission.

Warm-up

- Books closed. Ask: *What verb do we use to ask permission?* Elicit *can* and write the verb on the board.
- Elicit some *Can I ...?* questions that students might ask teachers in school, e.g. *Can I give you my homework tomorrow?*

Real Talk: Can you use your mobile phone at school?


- 1  **3.3** Ask students to open their books at page 44.
- Tell students they are going to watch some teenagers answering the following question: *Can you use your mobile phone at school?*
 - Read out the three questions and then play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.
- 

Videoscript

- Adult:** Can you use your mobile phone at school?
Girl 1: We can use our mobiles at school, but we can't take them into the classroom.
Boy 1: We can't use our phones anywhere in school.
Boy 2: We can use our phones to surf the Internet, but not to make a call.
Girl 2: We can only use them in the school in an emergency.
Boy 3: In my school, we can't use them at all.
Girl 3: We can't use them, but the teachers can.
Adult: Can you use *your* mobile phone at school?


Answers

a none b one c three


- 2  Ask students to work in pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *What do you like most about your phone? How many texts do you send a day?*
- Ask some students to report back to the class on what their partner said.
 - To **extend** this activity, you could then ask the class: *Are mobiles in class a good or a bad idea?*

Optional activity

- Write *I can't live without my mobile phone* on the board.
- Elicit or teach some phrases used in discussions, e.g. *I think, I agree, I disagree, In my opinion.*
- Put students into small groups of three or four and give them two or three minutes to discuss the statement you put on the board. Encourage them to justify their views and to say as much as possible.
- Ask a member of each group to tell the class what the group's general view was.


- 3  **1.34** Give students time to read the question, then play the recording.
- Students can compare answers in pairs before you check the answer.


- 4 Ask **stronger students** try to complete the conversation without looking at the phrases in the *Useful language* box.

- 5  **1.34** Play the recording for students to check their answers to Exercise 4.

Answers

- 1 Can I 2 sorry, I'm afraid you can't 3 Why not?
4 Can we 5 Yes, you can 6 Great, thanks

- 6  Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.

- 7  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Fast finishers

Students can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class.

Optional activity

- Put students into pairs and tell them to take it in turns to play the roles of teacher and student.
- Students ask each other permission to do something using *can* and respond by using phrases from the *Useful language* box, e.g. *Can I use my mobile in class? I'm sorry, I'm afraid you can't.*



Students can read this article about what British parents, teachers and students think of mobile phones and learn some text message abbreviations: <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/mobile-phones>

Objectives

- read an email.
- learn informal language used in emails.
- write an email about my school.

Warm-up

- Books closed. Ask students to tell their partner what form of digital communication they prefer, e.g. emails, tweets, text messages, Facebook updates.

Background

Penzance is in a town in the county of Cornwall in the southwest of England. A popular destination for British holidaymakers, it was the birthplace of the chemist **Sir Humphrey Davy**, who, in 1815, invented the Davy Lamp, a portable safety lamp for miners.

- 1 • Ask students to open their books at page 45 and read Mert's and Anna's emails.
- Elicit answer to the question from the class.

Answer

Anna's school is in Penzance, England. It's got 900 pupils.

- 2 • Put students into small groups and tell them to close their books.
- Read out the questions and see how many students can answer from memory.
- Students can then uncover the email and check their answers.

Answers

1 Humphrey Davy School 2 It's big. 3 They are from 11 to 16 years old. 4 Yes, they do. 5 School starts at 9 o'clock and finishes at 3.30pm. 6 Anna does 12 subjects. 7 Her favourite subject's Maths.

- 3 • Write *formal/informal language* on the board and check that students understand the difference between the two.
- Ask students to find examples of informal language.
- Check answers.

Answers

to start: Hey

to end: Write back if you need more info!

contractions: It's, can't, subject's, teacher's

- 4 • Read out the words and phrases and then ask students to work in pairs to put them into the *Useful language* box.

Answers

to start: Hello! How are you?

to end: Bye for now!

contractions: How's it going?

Language note

Informal language, contractions, abbreviations, exclamation marks and emoticons are common features of email, text messages, tweets and blog posts. However, students should avoid them when writing more formally.

- 5 • Go through the first sentence with the whole class as an example.
- Students can then work alone or in pairs to rewrite the sentences so that they are more informal.
- Check answers.

Suggested answers

1 Hi Anna, 2 My class teacher's great. 3 My school's very big → it's got 1,500 pupils. 4 We've got a new teacher. 5 Bye, Mert

Get Writing

PLAN

- 6 • Students should do their planning in class. The writing can either be done in class or at home.
- Tell students they are going to write an email to Mert about their school.
- Refer students back to the information in Exercise 2 and then ask them to work alone to make notes about their school.

WRITE

- 7 • Make sure students know how to use the language in Exercise 7 before they write their emails. Elicit example sentences using the language and write them on the board.
- Tell students to use Anna's email as a model to follow. Encourage them to add extra information to their own descriptions, e.g. a description of the school buildings, their favourite teacher, etc.
- Give students ten minutes to complete the writing task.
- Monitor while students are writing. Help with grammar and vocabulary as necessary.

Fast finishers

Students can write Mert's response to their email.

CHECK

- 8 • Give students a few minutes to look through their emails and check them against the points here.
- Alternatively, students check their partner's email.
- Collect students' descriptions and mark them.
- Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also share good sentences from students' work with the rest of the class.



Ask students to make contact with other students in schools around the world via this website: <http://www.epals.com/>. Students under the age of 13 will need their parent's email address to sign up. You can also set Exercises 1–12 on pages 32 and 33 of the **Workbook** for homework.