

4

Time for school

Unit aims

- Talking about school subjects and school places
- Using prepositions of time
- Using *can* / *can't* for permission
- Using *(don't) have to* and *must* / *must not* to talk about rules
- Understanding a cell phone chat and a conversation about school rules
- Asking for and giving information about a school club
- Writing an email to make a polite request
- Learning about schools where students make the rules
- Giving a presentation about an ideal school

1 Look at the picture and answer.

- 1 Where are they? What are they doing?
- 2 Do you ever do things like this at school?
- 3 What is your favorite thing about school? Why do you like it?

2 Watch the video and answer.

- 1 What is Eddie's favorite subject?
- 2 Which class is hard for Eddie?
- 3 When does Eddie play basketball?

VOCABULARY

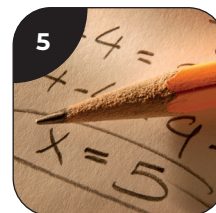
1 Look and write the school subjects. Then listen and check.

music art biology ✓ chemistry geography
Spanish gym class history IT math physics

Science



biology



2 Write the subjects to complete the sentences. Then listen again and check.

- We study numbers and shapes in math.
- We learn to draw and paint in _____.
- We study plants and animals in _____.
- We learn to play sports in _____.
- We study people who lived many years ago in _____.
- We learn about computers in _____.
- We study how things move in _____.



math | maths
gym class | PE

3 Which subjects do you find interesting? Why? Compare with a partner.

I like IT because I'm good at using computers ...

I like ... because ...

Learning to Learn

4 Answer the questions.

- Which word is similar to the word *chemical*? _____
- Which word is similar to the word *physical*? _____
- In the word *geography*, *-graphy* means "to write about."
What do you think *geo* means? _____



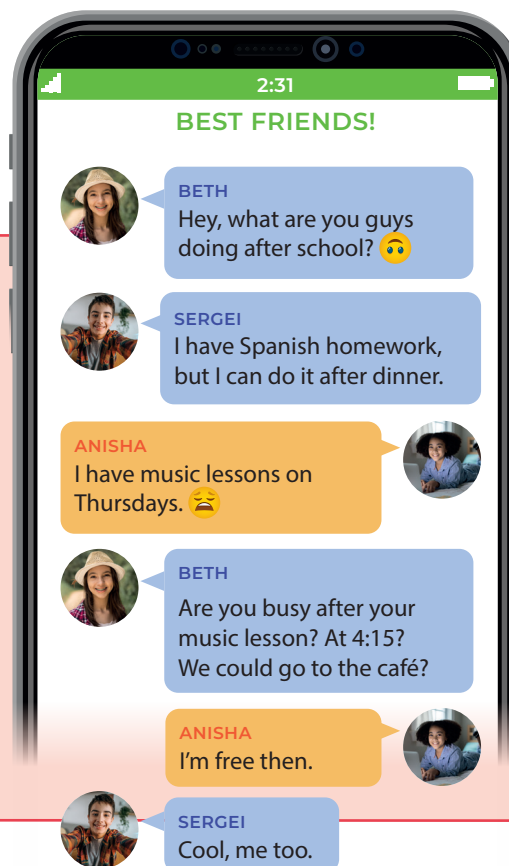
Look carefully at word parts. They can help you guess and remember the meaning of words.

- 1 Read the messages quickly.
What are the friends planning?



- 2 Read the messages again and complete the table. Then listen and check.

	Subjects
Anisha	has ¹ <u>Spanish</u> and ² _____ lessons
Sergei	has ³ _____ before lunch and ⁴ _____ homework; not good at ⁵ _____
Beth	has ⁶ _____; likes ⁷ _____



- 3 Complete the sentences with the words in the box.

music favorite friends fun ✓
homework after same

- Sergei thinks math is fun.
- Chemistry is Beth's _____ class.
- The Spanish teacher gives a lot of _____.
- Anisha wants to have lunch with her _____.
- They have lunch at the _____ time.
- Beth wants to meet her friends _____ school.
- Anisha is free after her _____ lesson.

- 4 Work in pairs. How do you communicate with your friends at school? What do you talk about?

We talk between classes.

We send texts about our plans.



Prepositions of time

- 1 Listen to the conversation between two cousins on a video call. Complete the table with the phrases in the box.

A on December 13 ✓ B at 3:15 C sometimes at 2:30 D in December and January
E at 9:00 F at 7:45 G on December 20 H in July and August

	Starts Christmas vacation	Summer vacation	Starts school day	Ends school day
Australia	¹ A	³ _____	⁵ _____	⁷ _____
U.S.	² _____	⁴ _____	⁶ _____	⁸ _____

- 2 Complete the Language tools with *in*, *at*, or *on*.

LANGUAGE TOOLS

- We use ¹ _____ before **specific times**: 9:00, 2:30, etc.
- We use ² _____ before **parts of the day**, such as *the morning / afternoon*, and before **months, seasons, and years**, such as *December, (the) fall, 2022*.
- We use ³ _____ before **days**, such as *my birthday, Friday, weekdays, September 20, New Year's Day*, and before **short time periods**, such as *the weekend*.

» Grammar reference page 138

- 3 Circle the correct words. Complete the sentences so they are true for you. Then tell a partner.

- In / On / At Saturdays, I eat lunch at / in / on _____ (time).
- School starts on / at / in _____ (time) in / on / at Monday mornings.
- We start the school year in / on / at _____ (month).
- I celebrate my birthday in / on / at _____ (date).



on the weekend | at the weekend

On Mondays, I eat breakfast at seven thirty.

- 4 Look at Aaron's schedule and write sentences.

- He does Spanish homework on Tuesdays and Thursdays at eight o'clock in the morning.
- _____
- _____
- _____

	MON	TUES	WED	THURS	FRI
8:00		Spanish homework		Spanish homework	
3:15		Spanish lessons		Spanish lessons	Start relaxing!
5:30	Baseball practice		Baseball practice		

COMMON ERROR

- ✗ in Saturday
- ✓ on Saturday
- ✗ on July, on summer, on 2022
- ✓ in July, in (the) summer, in 2022

- 5 Talk about your favorite day of the week. Think about the activities you do and the time you usually do them.

On Fridays, I always hang out with my friends in the afternoon.

Nice! I usually have a soccer game at eleven o'clock on Saturday morning.

LISTENING AND VOCABULARY

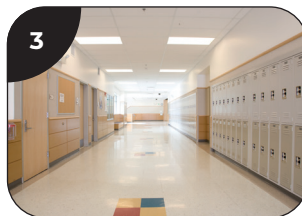
1 Complete the names of the school places. Then listen and check.



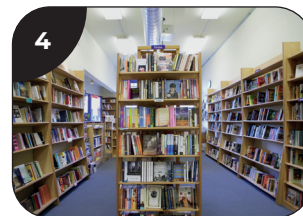
auditor ium



class _____



h _____



lib _____



cafe _____



_____ ice

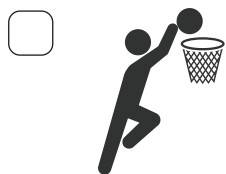


g _____

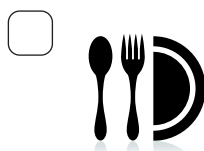


_____ room

2 Listen and number the school places in the order you hear them. Then write the words.



A _____



B _____



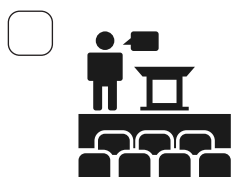
C classroom



D _____



E _____



F _____



3 Listen again. Complete the sentences with a word or a number.

- 1 Chris and Denise have to go to Classroom 2 A in the morning.
- 2 You can take books from the library if you have a library _____.
- 3 The auditorium is for _____, assemblies, and drama club.
- 4 All _____ need to go to the office.
- 5 Chris says the _____ is nice.

4 Play a game. Describe a school place for your classmates to guess.

There are big tables. People have food.

The cafeteria!

Modals for permission and obligation

1 Circle to complete the rules 1–6. Then match to pictures A–F.

- You have to / **can** show your library card before you take a book.
- You **must not** / **don't have to** use your phone in class.
- You **don't have to** / **have to** take your bag to class. You can leave it in your locker.
- You **must** / **can't** skateboard at school.
- You **can** / **can't** recycle your trash here.
- You **don't have to** / **must** respect your classmates.

2 Circle to complete the Language tools.



LANGUAGE TOOLS

- We use ¹ **can** / **can't** to say that something is permitted.
- We use **can't** and **must not** to say that something ² **not permitted** / **not necessary**.
- We use **must** and **have to** before a verb to say things are ³ **necessary** / **not necessary**.
- We use **don't have to** before a verb to say things are ⁴ **not necessary** / **not permitted**.

>> Grammar reference page 138

3 Read what Marc does when he gets home from school. Complete the sentences using the verbs in the box and the verbs in parentheses.

don't have to have to ✓ must must not can can't

On Monday, I ¹ have to take care of (take care of) my little brother because my mom works late. She says that we ² _____ (watch) TV for an hour before we do our homework, but we ³ _____ (eat) any cookies before dinner – only fruit. Before my mom gets home, we ⁴ _____ (finish) our homework, but we ⁵ _____ (leave) the house. I ⁶ _____ (wash) the dishes on Mondays. My big sister washes them!

4 Write sentences so they are true for you using the verbs in the box. Then compare with a partner.

have to ✓ can don't have to can't

- study for at least two hours on the weekend
I have to study for at least two hours on the weekend.
- start school at seven in the morning

- do homework at the school library

- watch TV after 9 p.m.

COMMON ERROR

- ✗ We can't to eat any chips before dinner.
- ✓ We **can't eat** any chips before dinner.
- ✗ You must to respect your classmates.
- ✓ You **must respect** your classmates.

I can't watch TV after 9 p.m.

Really? I can watch it until 9:30.

Asking for and giving information

1 Look at the picture and read.
What are they talking about?

2 Listen and circle the correct answer.

- A The club meets in the library.
- B The club meets in the gym.
- C The club meets in Room 102.

3 Listen to the conversation again.
Write *T* (true) or *F* (false).

- 1 The club meets every Tuesday and Thursday. T
- 2 The club meets at 4 o'clock.
- 3 Room 102 is across from the library.
- 4 Sarah knows where to get the paint set.
- 5 With Sarah, there are six students in the art club.

4 Look at the Useful language. Choose one phrase and write one more question for Carl.

Can I ask you about the art teacher?

Useful language

Asking for information

- Can I ask you about ...?
- How often do/does ...?
- What time ...?
- Wait, is that ...?
- Where can I find ...?
- How many ...?

Giving information

- What do you want to know?
- Any other questions?

How often does the art club meet?

We meet twice a week.

5 Complete the conversations with the words in the box. Then listen and check.

what any wait what time ✓ where

1 What time is the meeting?

It's at 5 o'clock

2 Can I ask you about the math club?

Sure. _____ do you want to know?

3 _____, is that next to the library?

Yes, it is.

4 _____ other questions?

No, thank you.

5 _____ can I find a camera?

You can use your cell phone to take pictures.

6 Work in pairs. Choose one of the clubs and role play a conversation asking for information.



An email to make a polite request

New Message

- 1 Dear Mr. Clarke,
- 2 I'm writing to ask if there's still time to sign up for the drama club. I love to act, and the club looks like a lot of fun! I can't come to the meeting on Wednesday because I have to go to the dentist at 4:00. Can I meet with you later this week, please?
- 3 I have a lot of questions about the drama club. For example, what play are you planning now? Can we make suggestions for other plays in the future?
I have to meet with Mrs. Rojas at 3:30 tomorrow. She is helping me prepare for my math test. I am free at any other time and any day this week. Please let me know what day and time I can come and speak to you.
- 4 Many thanks,
Enzo Marcos



1 Read Enzo's email to his teacher. What club does he want to join?

2 Read Enzo's email again and write the numbers.

Questions about club ☐ Greeting ☐ Ending ☐ Request ☐

3 Read the email again. Answer the questions.

- 1 Why does Enzo want to join the club? _____
- 2 Why can't Enzo come to the meeting on Wednesday? _____
- 3 When does Enzo want to meet with his teacher? _____
- 4 Who is helping Enzo with math? _____

4 Complete the Useful language with the words in the box.

Best wishes, Hey, Can I ..., please? ✓ What's up? Write soon.

Useful language

Writing an email to ...

A teacher (formal language):

Dear Mr./Mrs./Ms. ...,

I'm writing to ask ...

¹ Can I ..., please?

Many thanks,

2 _____

A friend (informal language):

3 _____

Hi!

4 _____

See you later.

Bye,

5 _____

5 Write an email to your teacher about an after-school club or sports team that you want to join.

Remember to:



- Write a formal greeting and ending.
- Make your request clear.
- Ask any questions you may have.
- Use formal language from the Useful language box.


6 Work in pairs. Compare your email with your partner's. What's the same? What's different?

We both ask a question about when the club meets.

I ask about the Spanish club. You ask about the tennis club.

Democratic schools

- 1  Read the sentences about democratic schools. Circle the one you think is true. Then watch the video and check.
 - A Teachers make all the important decisions about education.
 - B Students make all the important decisions about education by voting.
 - C Students and teachers make all important decisions about education together.
- 2 Read the blog post quickly. What is Isabella's opinion about democratic schools? Circle the correct answer.
 - A She thinks they're the best way to teach students.
 - B She thinks they're interesting but maybe not best for her.
 - C She doesn't like them very much.
- 3  Read the blog post. Does Isabella go to a democratic school? How do you know?

- 4  Work in pairs. Read the blog about Emily's school again. Circle *pro* (what you like) or *con* (what you don't like). Give reasons.

You can choose ...

- | | |
|---|-----------|
| 1 the time classes start. | pro / con |
| 2 the classes you take. | pro / con |
| 3 the tests you take. | pro / con |
| 4 if you have homework. | pro / con |
| 5 to not wear a uniform. | pro / con |
| 6 what to learn. | pro / con |
| 7 to stay home for as long as you want. | pro / con |

- 5 Read the sentences in blue in the text (1–4). Write *F* (fact) or *O* (opinion). Then circle.


1 ____ 2 ____ 3 ____ 4 ____

⁵A **fact** / **an opinion** is a statement that has evidence to show it is true or false.

⁶A **fact** / **an opinion** is something that someone thinks or feels.



Critical Thinking

- 6  Work in pairs. Discuss the questions.

- 1 Is it always easy to tell if something is a fact or an opinion? Why? How can you check?
- 2 Why is it important to know the difference?

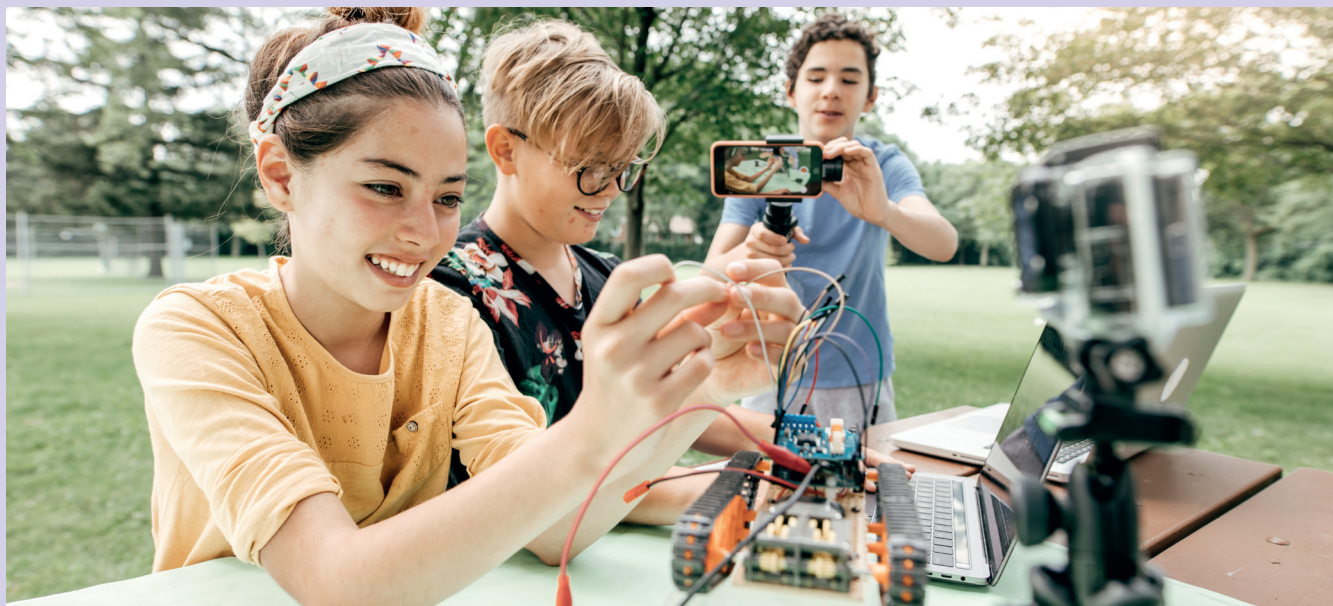
You can look for information in other places that shows it is true.



Opinions will often use words about feelings, like *think* or *believe*, or strong descriptive adjectives, like *wonderful* or *awful*.

ISABELLA'S BLOG

HOME | ABOUT ME | PHOTOS | PEN PALS | CONTACT ME



Democratic schools

My pen pal Emily goes to a democratic school. In these schools, students can make a LOT of choices about what happens. For example, ¹[Emily and her classmates choose what time classes start](#), the classes they take, if they have homework, if they take tests, or if they wear a uniform.

When she doesn't like a topic she's learning in class, she can talk about it with the teacher and decide what she wants to learn instead. For example, Emily loves IT, but she doesn't enjoy English topics. So her teacher said she can write about robotics for her English essay!

When Emily is tired, she can decide to stay home and not go to school for weeks! The school supports her decision. ²[She doesn't have to go until she is ready](#). Wow!

I'm not sure that I want to make so many big decisions. ³[Some important subjects are boring or difficult](#), but we need to study them to do well. We can't only do fun things. Sometimes we need other people to tell us what to do!

However, I think ⁴[it's nice to make some choices](#). In my school, we can decide which clubs we want to join. I always choose music and dance. I want to be a professional dancer when I grow up.

Share your opinion about democratic schools!

Collaboration Plus

Project 4:
Plan your ideal school.





Communication

Being a good conversation partner



1 Imagine you are having a conversation with a friend. Mark (✓) the good advice.

- A Look at your phone.
- B Show you're interested.
- C Ask about the other person.
- D Show when you agree.
- E Only talk about yourself.

☐
☐
☐
☐
☐

2 Listen to Hayley and Luciana. Circle what they talk about.

- A school clubs
- B school subjects
- C their friends
- D their hobbies

3 Listen again. Who says the phrases A-I? Write Hayley or Luciana.

Useful language	Why do we use the phrases?
A Oh yeah? <u>Hayley</u>	1 <u>B</u>
B Really? _____	
C Wow! _____	2 _____
D That's awesome! _____	
E Oh no! _____	
F I know, right? _____	3 _____
G Me neither. _____	
H Me too! _____	
I What about you? _____	4 _____

4 Why do we use the Useful language? Match A-D with 1-4 in Exercise 3.

- A to ask about the other person
- B to show we're interested
- C to show we're surprised
- D to show when we agree

5 Listen and repeat.

6 Read Hayley and Luciana's conversation and circle the best response. Then listen and check.

- 1 HAYLEY I don't bring my cell phone to school.
LUCIANA Me neither. / Me too!
- 2 HAYLEY It's my birthday on Saturday.
LUCIANA What about you? / Oh yeah?
- 3 HAYLEY I can't hang out with you. I have a test tomorrow.
LUCIANA Oh no! / What about you?
- 4 HAYLEY Look at my new computer!
LUCIANA That's awesome! / Oh no!
- 5 HAYLEY We have a lot of homework for math.
LUCIANA I know, right? / And you?
- 6 HAYLEY There's a new music club at school.
LUCIANA What about you? / Really?

7 Continue the conversations below with a partner. Use the Useful language in Exercise 3.

1 What do you do in your free time?

Lots of things. For example ...

2 Tell me about your family.

Well, I have ...

Remember to:

- Show you're interested.
- Show you're surprised.
- Show when you agree.
- Ask about the other person.

SELF-ASSESSMENT

- 1 Work in pairs. Look at the picture. Write as many words as you can to describe what you see.



Hi, what are you doing right now?
I'm listening to music and getting ready for Andre's birthday party.
I don't know what to wear. What do you usually wear to parties?

- 2 Imagine you receive this message from a friend. How do you feel about replying in English?



I feel ready. Let's go!

☐


I think I can do it. It's OK if I make some mistakes.

☐


I want to practice more before trying.

☐

- 3 Write your reply to the message (30–40 words). Then swap with a partner.

- Find one thing your partner did well.
- Find one thing your partner can practice more.

- 4 Work in pairs. Look at the posters and read the roles. Role play a conversation. Then change roles and repeat.



Student A

You know everything about City High School clubs. You want to help a new student choose the best club for them.

Student B

You're a new student at City High School. You want to join a club. You like sports and art, but you're often busy after school.

Can I ask you about school clubs?

Sure, what are you interested in?

- 5 How do you feel having a conversation like the one in Exercise 4? Mark (✓) the sentence that is true for you.

☐

I feel confident I can get the information I need.

☐

I can get some of the information, but I need to practice a bit more.

☐

I don't feel very confident having a conversation like this yet.

- 6 Look at these ways to become more confident in using English. Which one(s) do you think are the most useful? Circle the letters.

- A Invent and practice conversations with a friend.
- B Write example conversations and practice them alone.
- C Write messages to your friends in English and reply to their messages.
- D Study the Useful language in Units 3 and 4 and test your memory regularly.

- 7 Choose one of the ideas from Exercise 6 and try it for the next two weeks. Then do Exercises 2 and 5 again. Do you feel more confident?