

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 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

Resources

- Workbook Unit 4
- Practice Extra Unit 4
- Collaboration Plus 4
- Extra Grammar Practice Worksheet 4

STUDENT'S BOOK PAGE 44

Warmer: Write *School* on the board and draw a line down the middle to divide the board in two. Split the class in two and give each group a board pen. Give students a time limit (e.g., three minutes) and have each group write as many words that they already know related to the topic as they can on their side of the board, taking turns writing a word and passing the pen to the next student. The team with the most related words wins. If your class is particularly big, you could split into smaller groups and write on large sheets of paper.

- 1 • Draw students' attention to the picture. Invite volunteers to read the questions aloud. Put students into pairs to discuss the questions.
 - Students work in different pairs to compare their ideas. Invite volunteers to share their answers with the class and write some of them on the board.

Video: Time for school

The video is about Eddie and a video tour of his school. Tell students they're going to watch a video tour of Eddie's school: McKinsey High School. Before playing the video, have them predict the different classrooms, activities, and subjects the boy mentions.

Video script page 135

- 2 • Play the video twice. Put students into groups to discuss the questions.
 - Take feedback as a class. Make a list on the board of similarities and differences between Eddie's school and yours.

Answers: 1 science, 2 math, 3 in gym class in the afternoons and after school on Tuesday

Extra support (optional)

When watching the video the second time, pause after every few lines and ask questions to check understanding, e.g., *Where is Eddie? Who is he with? What is he doing now?*

Extension (optional)

Play the video again. When the footage shows an item that students listed in the Warmer, pause and ask students which word(s) it shows. Challenge them to find more words to add to the lists from what they see.

Homework (optional)

Students copy down or take a photo of the words from the Warmer activity. For homework, they arrange these into categories in their notebooks, e.g., subjects, objects, people, places. They then choose 3–4 to use in a sentence about their own school.

Vocabulary

Lesson aim: Talking about school subjects

 **Cambridge Life Competencies** – Learning to Learn

Core area: Developing skills and strategies for learning

Component: Using effective strategies for learning and retaining information

Can-do statement: Breaks words down into parts to help guess and remember the meaning of words.

Warmer: Write the names of school subjects from the video in scrambled order on the board, for example: *gilEnhS*. Put students into pairs to unscramble the terms correctly. Set a time limit and invite students to write the correctly spelled words on the board.

1 Audio script page 145

- Point to the pictures and have students describe what they can see.
- Draw attention to the words in the box and point to the example. Students label the rest of the pictures with the correct school subject. Then play the track for them to check their ideas. Point out that they will hear the answers in the order that the pictures appear.
- Draw attention to the American vs. British English box. Point out that PE means physical education.

Answers: 2 chemistry, 3 physics, 4 Spanish, 5 math, 6 history, 7 geography, 8 art, 9 IT, 10 music, 11 gym class

2 Audio script page 145

- Have volunteers read the sentences aloud. Tell them not to worry about the blanks. Check understanding of *many years ago*.
- Put students into pairs and have them discuss and agree on the subject to complete each sentence. Encourage them to refer to Exercise 1 to check spelling.
- Play the track again to check answers. Pause the track if necessary for students to repeat what the audio says about each subject.

Answers: 2 art, 3 biology, 4 gym class, 5 history, 6 IT, 7 physics

- ### 3
- Keep students in pairs. Ask two volunteers to read the example conversation aloud. Monitor the activity to make sure they are giving reasons.
 - Invite volunteers to share their information with the class.

Extra support (optional)

Write *School subjects* in a circle on the board. Elicit the names of two or three subjects and write them around the circle to start a spidergram. Students copy the spidergram into their notebooks and add more words. Encourage them to include subjects they study at their school that might not be on the vocabulary list for this class. Help with language as necessary.

4 Learning to Learn

- Read the questions aloud and ask students to work individually. They can use their notebooks if they need more space. Point to the tip and have a volunteer read the tip aloud. Students think about a word in their L1 to exemplify the tip.
- Tell students that for the first two questions the words are the names of school subjects. Ask if students can guess what *chemist* and *physical* mean using what they know about *chemistry* and *physics*. Ask: *Are these words similar in your language?*
- To help with the second two questions, ask: *What do you learn about in geography? What do you learn about in biology?* Monitor and help as necessary.
- Put students into different pairs from previous exercises and give them time to compare their answers. Then elicit the answers.

Answers: 1 chemistry 2 physics, 3 geo = the Earth/world

Extension (optional)

Put students into pairs. Tell them to take turns describing different school subjects to their partner without saying the name. Their partner has to guess the subject. Alternatively, students could draw or act out different subjects.

Homework (optional)

Students write a short text saying what their favorite school subject is and why. Tell them to give at least two reasons.

» **Finished?** Student's Book page 128, Exercise 1

» **Workbook:** Vocabulary practice page 28


Reading

Lesson aim: Understanding a cell phone chat about school subjects

Warmer: Draw a simple happy emoji, a sad emoji, and a tired emoji with “zzz” coming from it on the board. Students guess what each of them mean. Then elicit the names of school subjects and write a list. Students copy the list and draw an emoji next to each subject to describe how they feel about it (they can use the same emoji more than once). Hold class feedback to find the most common feelings about each subject. Encourage students to give reasons.

- 1 • Ask students to read the messages quickly to answer the question. Remind them it is not necessary to understand every word to get the main idea.

Answers: to sit together at lunch, to go to the café after school

- 2 •  Point to the table and the example. You can help students by pointing out that the missing information is the names of school subjects.
 - Students read the chats again to complete the table individually.
 - Play the track and have students follow along with the text. Pause after each chat and elicit the names of subjects that the students mention.


Answers: 2 music, 3 math, 4 Spanish, 5 math, 6 chemistry, 7 science

- 3 • Put students into pairs. Tell them to read the sentences but not to worry about the blanks. Point to the word box and tell the class they need to use these words to complete the sentences.
 - Encourage students to read the messages again to check their answers. Monitor and help as necessary.
 - Check answers as a class. Invite volunteers to read each completed sentence aloud. Ask students to say where in the chat they found the information.

Answers: 2 favorite, 3 homework, 4 friends, 5 same, 6 after, 7 music

Extra support (optional)

Put students into groups of three. Have them practice reading the messages. Depending on their level, ask students to change the information in the messages to real information about the subjects they are studying today or things to do after school.

- 4 •  Ask two volunteers to read the example conversation aloud.
 - Put students into pairs to discuss the questions. Monitor and help with vocabulary and language as necessary.
 - If time permits, have students switch partners and exchange information again.
 - Invite students to share their ideas with the class. Students identify similarities and differences between their answers.

Extension (optional)

Put students into pairs or groups of three. Have them use their ideas from Exercise 4 to write a short text message conversation to their friends about making plans for after school. You could allow students to do this on their cell phones if they have them in class.

Homework (optional)

Students continue the conversation between Anisha, Sergei, and Beth for the next day. Check answers in the next class. They should include some plans to meet up and some opinions on other subjects.

Language toolkit

Prepositions of time

Lesson aim: Using prepositions of time

Warmer: Write three questions on the board: *Which month is your birthday? What day do you study your favorite subject? What time do you go to bed?* Then have students walk around the classroom to ask and answer the questions. Tell them to find someone who has the same answer as them for each question. The first person to find someone with the same information as them for all three questions is the winner.

1 Audio script page 145

- Draw attention to the table and make sure students understand the information they need in each column.
- Go through the phrases in the box and point to the sample answer. Play the track and have students complete the table.
- Students swap books with a classmate. Students listen to the audio track again and check their partner's answers. Ask general comprehension questions: *Where are the two girls? What month is it? How is December different in Australia than the U.S.?*


Answers: 2 G, 3 D, 4 H, 5 E, 6 F, 7 C, 8 B

- 2 • Point to the sentences in the Language tools and have students complete them with *in*, *at*, or *on*. Refer students to the previous exercises to find the patterns and encourage them to check the Grammar reference on page 138.
- Elicit more examples of times that go with each preposition and write them on the board.
 - Finally, draw attention to the American vs. British English box. Tell students both expressions have the same meaning, and speakers of American or British English understand such expressions.

Answers: 1 at, 2 in, 3 on

Extra support (optional)


Students draw three spidergrams in their notebooks with *at*, *on*, *in* in the center of each with different times around them. Encourage them to add to each spidergram when they learn new preposition + time phrases.

- 3 •  Have a volunteer read the example aloud. Point out that students will need to choose the correct preposition as per what they learned in Exercise 2, but they can complete the rest of the information with personalized information. Model the activity by reading the speech bubble aloud.
- Check answers by having volunteers read each sentence aloud. For question 4, elicit a few examples from around the class.

Answers: 2 at, on; 3 in; 4 on, Students' own answers

- 4 • Look at the schedule with the class and ask: *What days are missing from the schedule? (Saturday, Sunday/the weekend) Is this similar to or different from what you do during the week?*
- Read the example with the class. Draw attention to the Common error tip before students begin the exercise. Check answers as a class.

Possible answers: 2 He has Spanish lessons at a quarter after three on Tuesdays and Thursdays. 3 He has baseball practice at five thirty on Mondays and Wednesdays. 4 He starts relaxing on Fridays at a quarter after three.

- 5 •  Invite two volunteers to read the example conversation aloud. Ask students to think about the activities they do during the week and choose their favorite day. Then put students into pairs to share the activities they do and the time they do each one of them.
- Monitor and check the correct use of prepositions.
 - If time permits, have students share their information with the class.

Homework (optional)

Have students write their schedule for a perfect week. Then have them write sentences to describe it. *I always have a break at 10. I sleep late on Saturday morning, etc.*

» **Workbook:** Grammar practice page 29

» **Practice Extra:** Unit 4 Listening practice

Listening and Vocabulary

Lesson aim: Talking about places in school

Warmer: Draw a simple, large floor plan of a school on the board. Add pictorial clues to your drawing (e.g., a sketch of stick people in the bathroom, food in the cafeteria). Write the names of each room on the drawing, e.g., classroom, restroom, cafeteria, hall, office, gymnasium. Students form groups. Each group nominates a runner. Read aloud a clue for each room in turn, e.g., *The place where you eat lunch*. After discussing in groups, the group runner should go to the board and touch the correct room. The first team to do this wins a point. Continue playing until all the rooms have been guessed. At the end, go through the clues and elicit the names of the rooms.

1 Audio script page 145

- Point to the word parts and tell students they need them to complete the names of the places in the school. Point to the example and have students complete the rest of the school places.
- When they finish, put students in pairs and have them check their answers. Then play the track and have students repeat the names aloud.

Answers: 2 classroom, 3 hall, 4 library, 5 cafeteria, 6 office, 7 gym, 8 restroom

2 Audio script page 145

- Students look at the icons that represent school places. Tell students they will hear a student showing a new student around their school. The speakers talk about the places represented by the icons. While pointing at the example, explain that they should number the icons in the order they hear them.
- Play the track again and pause after the speakers mention each place. Then give students some time to write the corresponding word under each icon. Check answers as a class.
- Draw attention to the American vs. British English box. Elicit the words for these places in their L1.

Answers: A 6, gym; B 5, cafeteria; C (1, classroom); D 4, office; E 2, library; F 3, auditorium

Extra support (optional)

Students create a picture dictionary of the places in Exercise 1 by drawing a school floor plan in their books and labeling it (it can be their own school or an imaginary school).

Extension (optional)

Put students into groups. Tell them to imagine they are giving someone a tour of their school. Have them think about what places they would show and what people do in those places. They should write notes to be ready for the homework.

3 Audio script page 145

- Read the example aloud. Have volunteers read the rest of the sentences, but tell them not to worry about the blanks.
- Play the track again. Students complete the sentences with the missing word or number. If necessary, pause the track at the relevant points.
- Ask students to check answers in pairs before checking with the whole class.

Answers: 2 card, 3 concerts, 4 visitors, 5 gym

- #### 4
- Ask a pair of volunteers to read the example conversation aloud.
 - Put students into groups of four. Ask them to take turns describing a place for their group to guess. Encourage them to describe different places to practice all of the words from the lesson.
 - Invite confident students to describe a place for the class to guess.

Extension (optional)

Students work in the same groups as Exercise 4. Ask them to think of their perfect school. Ask: *What rooms or things does it have?* Encourage groups to use their imagination, and tell them it can have any place they want (e.g., a game room, swimming pool, candy store). Have groups share ideas.

Homework (optional)

Option 1: Students create a map of their ideal school (or use the map they created in the Extra Support activity) and add labels about what happens in each room.

Option 2: Students write a tour of their own school for a new student. They take pictures of the different rooms and write a short description of each.

» **Finished?** Student's Book page 128, Exercise 2

» **Workbook:** Vocabulary practice page 30

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Language toolkit

Modals for permission and obligation

Lesson aim: Giving permission and expressing obligation

Warmer: Draw three columns on the board labeled *Place*, a check (✓), and an X (✗) at the top of each. Say: *In the gym, I can run but I can't study*. Write *gym* in the *Place* column, *run* in the check column, and *study* in the *X* column. Put students into pairs and have them copy the chart. Then say the names of other places in school. Ask students to write one activity they can do and one activity they can't do in each place in the table. Award points for each correct answer when you check.

- 1 • Point to the pictures and have students describe what they can see. Then students read the sentences and choose the correct options to complete the rules and match them with the pictures.
 - Invite volunteers to read the completed sentences aloud to check answers. Compare the sentences with students' ideas from the Warmer activity.

Answers: 2 must not, 3 don't have to, 4 can't, 5 can, 6 must

- 2 • Students work alone or in pairs to circle the correct words. Tell them to refer to the sentences in Exercise 1 or use the Grammar reference on page 138 if necessary.
 - Invite volunteers to read the completed sentences aloud. Elicit one example for each rule from the class and write it on the board.

Answers: 1 can, 2 not permitted, 3 necessary, 4 not necessary

Extension (optional)

Put students into the same pairs as in the Warmer. They use the ideas from their charts in the Warmer to write sentences about rules in different places in their school. Join pairs together to compare rules.

- 3 • Point to the words in the box and review when we use each word. Students read the paragraph, without worrying about the blanks at this stage.
 - Point to the example and read it aloud. Point out that students need to use a modal verb from the box as well as the verb in parentheses to complete the text.
 - Review the Common error tip box with the class. Explain that we don't use *to* after *must*, *must not*, *can*, and *can't*.
 - Invite a volunteer to read the text aloud the check answers. Restate the rule for each answer: *Marc has to take care of; it is necessary to do it*.

Answers: 2 can watch, 3 can't eat / must not eat, 4 must finish, 5 must not leave / can't leave, 6 don't have to wash

- 4 • Have volunteers read the ideas aloud. Then read the example with the class and tell students they can use their own ideas, but they must use the verbs in the box. Encourage students to use a different verb in each sentence.
 - Monitor the activity to check that students are using the modal verbs correctly.
 - Put students into pairs to compare their sentences. Encourage them to give extra information if possible. Monitor and help as necessary.
 - Invite students to share their sentences with the class.

Answers: Students' own answers

Extra support (optional)

Students write more sentences using the modal verbs in the box in Exercise 4. Have them form different pairs for them to share ideas.

Homework (optional)

Students choose a place they know (sports center, shopping mall, street, etc.) and write at least six rules using the language from the lesson. Tell them to pay attention to the meanings (permissions, necessity, etc.).

- » **Finished?** Student's Book page 128, Exercise 3
» **Workbook:** Grammar practice page 31

STUDENT'S BOOK PAGE 50

Speaking

Lesson aim: Asking for and giving information about a school club

Warmer: Ask: *Are you in an after-school club? What is it? What activities do you do?*

- 1 • Invite volunteers to read the conversation aloud. Elicit the answer (the art club). Ask: *What else can the girl ask about the art club?* Take all suggestions.

2 Audio script page 146.

- Read the sentences and ask: *What information do you need?* (where the art club meets) Before playing the track, remind students they don't need to understand every word to identify this information.

Answer: C

3 Audio script page 146

- Have the class identify the type of information they need (when, where, how, number of students).
- Play the track again for students to identify which sentences are true and which are false. For false statements, have students tell you what the correct information is.

Answers: 2 F, 3 T, 4 F, 5 F


- 4 • Go through the Useful language box with the class. Point out that we use these expressions when asking for and giving information.
 - Invite volunteers to share their questions with the class. Write examples on the board.

Answers: Students' own answers

5 Audio script page 146

- Students complete the sentences in pairs.
- Once they finish, have them swap books with a different pair. They listen and check each other's answer.

Answers: 2 What, 3 Wait, 4 Any, 5 Where

- 6 •  Students work in the same pairs. They read about the IT or hip-hop club and take turns asking and answering questions about it.
 - Invite pairs to role play their conversations for the class.

STUDENT'S BOOK PAGE 123

Pronunciation: /dʒ/ vs. /ʒ/

1 Audio script page 146

- Point to the symbols and say the sounds. Then play the track and pause after each word for students to repeat it.

2 Audio script page 146


- Play the track and pause after each word for students to circle the sound they hear.

Answers: 1 /ʒ/, 2 /dʒ/, 3 /dʒ/, 4 /ʒ/

3 Audio script page 146

- Encourage students to pay special attention to the words with the target sounds. Students circle or underline the words. Check answers as a class.

Answers: 1 (circle) join, (underline) decision; 2 (circle) just, (underline) usually

- 4 •  Put students into different pairs to practice the conversations from Exercise 3. Invite pairs to perform the conversations for the class.

» **Practice Extra:** Unit 4 Speaking practice

Writing

Lesson aim: Writing an email to make a polite request

Warmer: Elicit from students what is most important to them when they decide to join a club. Ask what information they need and who they get this information from. Then brainstorm ways of getting this information (conversation, email, text, etc.). Tell students in this lesson they are going to write an email to ask for information.

- 1 • Students look at the pictures and elicit what the people are doing (rehearsing or acting in a play). Then draw students' attention to the text and ask what it is (an email).
 - Students read the email. Then invite volunteers to read each of the paragraphs aloud, and elicit the answer.

Answer: the drama club

- 2 • Ask students to read the email again. Explain that they need to decide which numbered part of the email refers to each section. Then put students into pairs to check their ideas.
 - Check answers with the class. Then ask: *What is the request? What questions does Enzo ask?*

Answers: 3, 1, 4, 2

- 3 • Have volunteers read the questions aloud. Put students into pairs and have them read the email again to answer the questions. Encourage students to underline the answers in the text when they find them. Monitor and help as necessary.
 - Check answers with the class. Students share where they found the answers in the email.

Answers: 1 He loves to act and the club looks like fun. 2 He has to go to the dentist. 3 Later this week. 4 Mrs. Rojas

- 4 • Point to the words in the box and read them aloud. Ask: *Which phrases are greetings? Endings? Requests? Questions?*
 - Draw students' attention to the Useful language box and point out that the top half has formal phrases and the bottom half has informal phrases. Ask if Enzo's email is formal or informal. Ask: *What language gave you that answer?*

- Students complete the Useful language box. Give students time to compare their answers in pairs before eliciting the answers.

Answers: formal: 2 Best wishes; informal: 3 Hey, 4 What's up?, 5 Write soon.

- 5 • Tell students they are going to write an email to a teacher about an after-school club or sports team they are interested in and want to know more about.
 - Go over the things they should include in their email. If necessary, elicit some ideas for each tip and write them on the board. Make sure students have a clear request and one or two additional questions to ask.
 - Refer students to the email in Exercise 1 and give them some time to plan their email by writing short notes about the things they want to include. You could exemplify this on the board, eliciting ideas from students.
 - Remind students to go over the checklist once they've finished writing their email to ensure they've included all the points.
 - Monitor and help with language and vocabulary.

Extra support (optional)

Put students into groups to check each other's emails. Ask them to check whether their messages included formal greeting and ending a clear request, asked further questions, and used formal language. Encourage them to make suggestions to improve each other's work.

- 6 • Invite two volunteers to read the example conversation aloud. Then put students into pairs to compare their final emails.
 - Monitor as students compare similarities and differences between their emails. Then invite students to share what they found with the class.

Extension (optional)

Collect the emails at the end of the class to review. Begin the next class by writing common mistakes on the board for the class to note down and correct.

Homework (optional)

Students make corrections to their emails at home.

» **Workbook:** Writing practice page 33

 STUDENT'S BOOK PAGES 52–53

Culture

Democratic schools

Lesson aim: Understanding and responding to a video and blog about democratic schools

 **Cambridge Life Competencies** – Critical Thinking

Core area: Evaluating ideas and arguments

Component: Evaluating specific information or points in an argument

Can-do statement: Distinguishes between fact and opinion.

Background information: A democratic school is one where students take responsibility for their own lives and learning. They choose their own subjects, and activities, and they learn from each other. The staff help students instead of directing them, and students aren't separated by age. Famous examples of democratic schools include the Summerhill boarding school in England, founded in 1921, and the Sudbury Valley School in Massachusetts, founded in 1968. Both have served as models for other democratic schools around the world.

Warmer: Point to the title. Ask: *Have you heard of democratic schools? How do you think they are different from other schools?* Elicit different ideas from the class.

 **Video:** Democratic schools


Video script page 135

- 1 • Ask three students to read the sentences and predict what a democratic school is.
 - Students watch the video and check their answers.


Answer: C

- 2 • Go through the options. Then have students read the blog post individually to find the answer. Tell them they don't need to read the blog in detail; they can read it quickly to get the main idea.
 - Invite students to read aloud the parts of the blog that helped them find the answer.

Answer: B


- 3 •  Play the track and have students follow the text. Then elicit the answer to the first question and have volunteers read sentences from the blog aloud that show Isabella doesn't go to a democratic school.

Answer: No. She writes about learning about the schools from her pen pal, who attends one.

- 4 •  Put students into pairs. Have pairs discuss their answers and agree on what they like and don't like about Emily's school. Encourage them to give reasons for their opinions.
- 5 • Point to the sentences in blue in the text and as a class decide whether each sentence is a fact or an opinion.
 - In pairs, students discuss and circle the correct answers in 5 and 6 to finish the explanations of *fact* and *opinion*.
 - To check understanding, ask students for more examples of facts and opinions.

Answers: 1 F, 2 F, 3 O, 4 O, 5 A fact, 6 An opinion

6 Critical Thinking

-  Read questions 1 and 2 and the speech bubble as a class. Ask students how they could find information to show that sentences 1 and 2 in Exercise 5 are facts (e.g., check the school website, ask teachers or people who work at the school).
- Read the focus tip. Elicit that sentence 3 in Exercise 5 includes the descriptive adjectives *boring* and *difficult*, and sentence 4 includes *I think*.
- Students discuss the questions in pairs. Monitor to help with language gaps. You could ask them to imagine a situation in which they are looking for information and need to know if it's a fact or opinion, e.g., doing research for homework.
- Invite some volunteers to share ideas with the class.



Project 4: Plan your ideal school

- Tell students that they will be working in a group to create and draw a plan for an ideal school. They will research different kinds of schools and write a list of ideas for what an ideal school needs.
- Access Collaboration Plus for notes on the Project.

 **Collaboration Plus:** Project 4

» **Workbook:** Units 3–4 Language review pages 34–35

» **Practice Extra:** Units 3–4 Consolidation

Communication

Being a good conversation partner

Lesson aim: Using simple phrases to develop a conversation

Cambridge Life Competencies – Communication

Core area: Managing conversations

Component: Using communication strategies to facilitate conversations

Can-do statement: Uses appropriate strategies to develop a conversation (e.g., showing interest, giving non-minimal responses, asking follow-up).

Warmer: Choose a topic from: family, friends, school, sports and hobbies, clothes, and shopping. Put students in pairs. Write the question stems on the board:

What ... Where ... How ... When ... Why ...
What time ... How often/old/much/many ...

Students have one minute to write questions for their partner on the topic. They take turns asking and answering their questions.

- 1 • Show the following phrases on the board to help them do the exercise together entirely in English:
 - *I think ... is good/bad advice.*
 - *What do you think?*
 - *I agree.*
 - *It's (very) important.*
- Make a note of any pairs who made a real effort to speak in English, and at the end of the activity, praise them. Check answers as a class.

Answers (students mark): B, C, D

2 Audio script page 146

- Ask: *Where are the two girls? What are they talking about?* There are no right or wrong answers.
- Tell students they are going to listen to a conversation between two students at school, one of whom is new. Play the track. Give students time to compare their answers in pairs before eliciting the answers.

Answers (students circle): B, C, D

3 Audio script page 146

- Direct students to the table and read the phrases aloud. Play the track again. Students listen for the

Useful phrases A–I in the table and write the name of the person who says each phrase. Elicit answers.

Answers: B Hayley, C Luciana, D Hayley, E Hayley, F Hayley, G Luciana, H Luciana, I Luciana

- 4 • Draw attention to the second column of the table. Explain that the language in the first column helps us follow the good advice from Exercise 1; however, it's equally important to know why we use such phrases.
 - In pairs, students discuss and match items A–D with 1–4 Exercise 3.

Answers: 2 C, 3 D, 4 A

5 Audio script page 147

- Point to the phrases in the Useful language box. Play the track and pause after each phrase for students to repeat it.


Teaching tip (optional)

To ensure the students get the intonation right, say the phrases yourself with very exaggerated intonation and have the students repeat after you.

6 Audio script page 147

- Students work alone to read the conversation and choose the correct response.
- Students swap books with a classmate. They listen to the audio and check their partner's answers.

Answers: 2 Oh yeah?; 3 Oh no!; 4 That's awesome!; 5 I know, right?; 6 Really?

- 7 •  Put students in pairs. Draw students' attention to the checklist. The speech bubbles give them the first lines of two conversations. They continue each one for as long as possible.
 - Check students are following the advice in Exercise 1 and using the Useful language in Exercise 3.

Teacher tip (optional)

One way to ensure learners use the Useful phrases is to have them copy them into their notebook. When they are having the conversations with their partner, they check off the ones their partner uses. The conversation should continue until both learners have checked off all the phrases on their lists, meaning both of them have used them each at least once.

Self-assessment Units 3–4

Lesson aims: Reflecting on the language and skills gained in the previous two units and selecting appropriate ways to develop them further

Warmer: Play *Drawing game*. Students choose a word they learned from Units 3 and 4 (clothing items and accessories from Unit 3 or school subjects and places from Unit 4). Each student comes to the board and draws a picture of the word they chose on the board, line by line, pausing to ask each time, *What am I drawing? Can you guess?* Students try to guess what the picture is before their classmate has finished it. They can also play in teams or in pairs.

- 1 • Put students in pairs and have them write down as many words as they can to describe what is in the picture.
 - Take feedback as a class. Accept any answers that fit the image, not just key vocabulary from the previous units.


Possible answers: sweater, jeans, pants, shirt, scarf, cell phone, boys, girls, friends

- 2 • Ask a volunteer to read the message aloud. Check that students understand who it is from and what it is about.
 - Have another student read the message next to the emoticons. Students circle the face that reflects how they feel about replying to the message.
 - You may wish to elicit reasons why it's OK to make mistakes. Discuss how people will often still understand what we want to say, and if we try, then we will learn from the mistakes and make fewer next time.

Answers: Students' own answers

- 3 • Tell students that they're now going to reply to the message. Give students a few minutes to write their reply.
 - Students read over their reply to check that they are happy with it. Remind them to check spelling, grammar, and punctuation.
 - Students swap with a partner and read their reply. They tell their partner one thing they have done well and one thing they can improve. Monitor to check that students are only giving one example of each. You may wish to ask questions to prompt responses, e.g., *Has your partner answered all the questions? Have they used the correct tenses? Have they spelled the words correctly?*

- Students note down their partner's feedback. Tell them they can think about it next time they practice writing. If there is time, you could give students the opportunity to improve their reply now using their partner's feedback.
- You may wish to note down some anonymous examples of both common errors and positive feedback to talk through as a class.

- 4 •  In this exercise, students have the opportunity to check they can use a variety of language from Unit 4. Put them in pairs and explain one will be Student A, the other Student B. Have two volunteers read the example sentences aloud.
 - Allow a few minutes for learners to read the posters first and write notes on the questions and answers they want to use. Set a time limit for them to role play the conversation. Students change roles and repeat.
 - Monitor as students carry out the role play. You could ask a confident pair to perform their conversation for the class.

- 5 • Ask students to imagine they are having a similar conversation to Exercise 4 in real life. Have a volunteer read the sentences aloud.
 - You could ask students to write down specific examples of things they think they can practice to become more confident, e.g., *I can learn more vocabulary*, or *I can practice choosing the correct tense*.

- 6 • Have a volunteer read the examples of ways to become more confident in using English aloud. Students discuss the ideas in pairs to decide which are most useful.
 - Take feedback as a class. You could elicit other ideas from students.

- 7 • Ask students to select one idea from the list or one of the other ideas suggested by the class. They should try the idea at least 2–3 times over following two weeks, and then do Exercises 2 and 5 again to see if they feel more confident. You may wish to ask for feedback at the beginning of the next Self-assessment class to see which ideas students found useful.
 - If confidence levels were generally low in either of these, you could revisit Exercises 3 and 4 in class after two weeks, before students answer Exercises 2 and 5.