

School life

1

Vocabulary: Classroom objects; Adjectives

Grammar: Articles; Plural nouns; *be*: affirmative and negative

Speaking: Talking about timetables

Writing: A student profile

VOCABULARY Classroom objects

I can talk about things in the classroom.

1 1.1 Match the words in the box with the pictures. Listen, check and repeat.

board chair computer desk door headphones laptop pen pencil
pencil case rubber ruler shelf smartphone tablet window



2 Copy the table in your notebook. Complete it with the objects from Exercise 1.

Things in a pencil case	
Parts of a classroom	
Technology	

3 Work in pairs. Point at the picture and ask and answer questions.

A: *What's this/that?*

B: *It's a desk.*

4 With a partner, say the things you see in your classroom.

It's a chair.

Now watch the vlog.

FAST FINISHER

Write a list of classroom objects that you also have in your bedroom.

door, window, desk ...

School life

1

UNIT 1 OVERVIEW: The topic of this unit is school and learning. Sts read three students' accounts of what is in their school bag and listen to a phone conversation about school. They learn vocabulary for classroom objects and some common adjectives, and read a school timetable. They then read about an unusual school in New Zealand where students learn outdoors. They also watch a vlog about a classroom and a culture video about a different type of school in Bangladesh. Finally, they read a student profile and write their own student profile for their school website.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Classroom objects; Adjectives	Articles; Plural nouns; <i>be</i> : affirmative and negative	Negative contractions	Matching descriptions with pictures	Listening for details	Talking about timetables	A personal profile

VOCABULARY Classroom objects

Sts learn nouns for 16 familiar classroom objects. They identify these by matching them to pictures. They confirm understanding by categorising the objects and testing a partner. They personalise the vocabulary by saying what things they can see in their classroom.

Vocabulary

Classroom objects (*board, chair, computer, desk, door, headphones, laptop, pen, pencil, pencil case, rubber, ruler, shelf, smartphone, tablet, window*)

Vlog

Isa: *Study with me!*

WARMER

Point to the classroom and ask: *What's this?* Elicit or teach the word *classroom*. Put sts into teams, then point to some familiar objects and ask: *What's this?* Teams race to say the correct word. Revise vocabulary that sts learned in the Starter Unit, e.g. *book, notebook, bag, phone, coat, window*. Extend the activity to some of the new classroom vocabulary from this lesson, to see if any sts already know or can guess some of the words, e.g. *tablet, desk, laptop*.

- 1** **1.1** Put sts into pairs to match the words with the pictures. Explain that they will not know all the words, but they can guess some which are similar in their own language. Play the audio. See Answers for audio script. Sts listen and check their answers. Then play the audio again, pausing for them to repeat.

Answers

- | | |
|--------------|----------------|
| 1 window | 9 laptop |
| 2 board | 10 tablet |
| 3 door | 11 smartphone |
| 4 shelf | 12 pencil |
| 5 computer | 13 rubber |
| 6 desk | 14 rubber |
| 7 chair | 15 pencil case |
| 8 headphones | 16 pen |

- 2** Ask sts to copy the table into their notebooks, then complete it with the objects. Check answers by asking individual sts to say words for each category and point to each object in the classroom as they say the word.

Answers

Things in a pencil case: pen, pencil, rubber, ruler
 Parts of a classroom: board, chair, desk, door, shelf, window
 Technology: board, computer, headphones, laptop, smartphone, tablet

- 3** Demonstrate the task by holding up your book and pointing to a desk in the picture. Ask: *What's this?* Elicit the answer: *It's a desk*. Put sts into pairs and ask them to take turns to ask and answer questions. Monitor and correct any mistakes in a feedback session at the end.
- 4** Sts work in pairs and take turns to say objects they can see in the classroom. To check answers, say each word in turn and ask sts to hold up or point to the objects in the classroom.

Vlog

This lesson features a vlog in which a vlogger talks about his classroom. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 266 and 284.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing a list of the classroom objects they also have in their bedroom. Weaker sts could work in pairs, taking turns to say an object they have in their bedroom.

- V** **Vocabulary practice: WB p.6**
 Sts will find more practice of classroom objects here. Set these exercises for homework.

- LS** **Language summary: Unit 1 SB p.118**

This is my bag

READING

I can match descriptions with pictures.



WHAT'S IN YOUR BAG?

Bags are important. We carry everything we need for the day in our bags. Today we ask three people from Burnham High School, 'What's in your bag?'



1

Hi, what's your name?

My name's Lorna.

What's in your bag, Lorna?

This is a Science book and these are lunch boxes. I have two. My sandwiches are in this box, and an apple and an orange are in that box. And this is a pencil case with one, two, three pencils, a rubber and a ruler.



2

Hello, what's your name?

I'm Mrs Johnson. I'm a teacher.

What's in your bag?

OK, let's see. This is a pencil case. And in the pencil case ... pens. They're black, blue and red. And what are these? They're books. These are two dictionaries. An English dictionary and a French dictionary. And this is a laptop and this is a smartphone.



3

And what's your name?

Fabian.

OK, Fabian, what's in your bag?

These are my books ... a Maths book, an Art book, a notebook. What's this? Oh yes, it's an umbrella. And this is a pencil case – with pens and pencils. And this is an apple and my smartphone. Oh, and finally these are headphones.



a



b



c

1 Look at the pictures of the bags. What can you see in them?

pencil case, ruler...

2 1.2 Read and listen to the text. Match the bags with the people.

1 Lorna ... 2 Mrs Johnson ... 3 Fabian ...

3 Copy the table in your notebook. Read the text again and tick (✓) the things in the bags.

	books	technology	food
Lorna	✓		
Mrs Johnson			
Fabian			

4 Work in pairs. Ask and answer the question from the text.

A: What's in your bag?

B: This is a pencil case ...

5 **Word Power** Find five school subjects in the text and write them in your notebook. Which is your favourite subject?

Science, ...

6 **THINK CRITICALLY** In some schools, students use their smartphones in the classroom. Is this a good idea or a bad idea? Think of one good thing and one bad thing.

I think it's a good idea because ...

I think it's a bad idea because ...

What's in your bag?

READING

Sts read three descriptions of the things students have in their school bags and focus on matching descriptions with pictures. They also study vocabulary for school subjects. They see examples of using articles before nouns and plural nouns to talk about familiar classroom items, and discuss the use of smartphones in the classroom.

Reading text

Three descriptions of the objects in students' school bags

Reading skill

Matching descriptions with pictures

WARMER

Hold up your bag and ask: *What's in my bag?* Take out one or two objects, e.g. a pen and a phone. Ask sts to say the names of the objects. Ask individual sts: *What's in your bag?* Ask them to take out one object and say the name, e.g. *a book*.

- Put sts into pairs to look at the pictures and say all the things they can see. Check answers with the class and use the pictures to teach words that sts may not know.

Answers

apple	book(s)	dictionary	headphones
laptop	lunch box	pencil case	pencils
pens	smartphone	umbrella	

- 1.2 Matching descriptions with pictures** Focus on the pictures again. Say some objects and ask sts to call out which bags the objects appear in, e.g. *a pencil case, an umbrella*. Explain to sts that they are going to read the three descriptions and they must match each one to the correct picture. Explain that they must read and listen carefully because some objects are in more than one bag. Play the audio for sts to read and listen and complete the matching task. Allow sts to compare their answers in pairs, then check with the class.

Answers

1 Lorna c 2 Mrs Johnson a 3 Fabian b

- Ask sts to copy the table into their notebooks. Check they understand *food*. Sts then read the text again and complete the table with ticks. Allow sts to compare their answers in pairs, then check with the class.

Answers

Lorna: books, food
Mrs Johnson: books, technology
Fabian: books, technology, food

- Explain to sts that they will now ask and answer questions about what is in their bags. Read out the example question and answer. If necessary, ask sts to find examples of *this is* and *these are* in the texts. Elicit or explain that we use *this is* for one object, and *these are* for more than one. Sts then work in pairs. Monitor while they are working and correct any errors in a feedback session at the end.

- Word Power** Read out the task and check that sts understand school subjects. Ask sts to find the words in the texts. Check answers, and check that sts understand all the words. Model and drill the pronunciation and point out that we use a capital letter when we write school subjects. Ask individual sts: *Which is your favourite subject?* With stronger classes, you could elicit or teach more words for school subjects, e.g. *History, Geography, P.E.*

Answers

Science, English, French, Maths, Art

21st Century skills

- THINK CRITICALLY**

Ask: *Do you use your phone in the classroom?* Elicit the answer, then read out the task. Give an example of one good thing about using phones, e.g. to take photos of notes on the board, and one bad thing, e.g. the temptation to play games. Sts can work in pairs to think of one good thing and one bad thing. They could discuss their ideas in their own language if necessary. For feedback, ask pairs in turn to tell the class their ideas, in English if possible, or in their own language. If sts use their own language, repeat their ideas in English. When sts have heard all the ideas, you could ask for a show of hands to see who thinks using phones in the classroom is a good idea, and who thinks it is a bad idea.

Suggested answers

Good ideas: phones allow students to access educational learning apps; phones allow easy access to information
Bad ideas: phones can be very distracting; phone use can lead to cheating in tests

- R Reading practice: WB p.7**

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Articles

I can use articles before nouns.

Now watch the grammar animation.

- 1 **1.3** Read the grammar box. Copy the words with the correct articles in your notebooks. Listen, check and repeat.

Use *an* before nouns that begin with vowels (a, e, i, o, u).

an apple **an** umbrella

Use *a* before nouns that begin with consonants.

a teacher **a** book

1 orange



2 watch



3 pen



4 ice cream



Plural nouns

I can use singular and plural nouns.

- 2 **1.4** Read the grammar box. Write the plurals of the words in the pictures in your notebooks with the correct numbers. Listen, check and repeat.

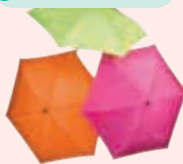
	Singular	Plural
Most nouns	a pen	pens
Nouns ending in -ch, -s, -sh, -x, -z	a box	boxes
Nouns ending in -f, -fe	a shelf	shelves
Nouns ending in consonant + -y	a dictionary	dictionaries

1 a sandwich



two sandwiches

2 an umbrella



3 a dress



4 a baby



5 a book



6 a leaf



- 3 Read the **Look!** box. Match the singular nouns with the irregular plural nouns.

Look! Irregular plural nouns

Some plural nouns don't end in -s.

- | | |
|------------|------------|
| 1 a person | a children |
| 2 a child | b men |
| 3 a woman | c people |
| 4 a man | d women |

- 4 Work in pairs. What can you see in the picture? Use the nouns in the box with articles or numbers.

apple board child clock desk laptop
pen rubber ruler shelf smartphone
tablet umbrella window woman

an apple, two windows ...



FAST FINISHER


Write about the things in your classroom. Use numbers or articles.

a dictionary, six pens ...

GRAMMAR Articles

 Grammar animation

This lesson features an optional animated presentation of the grammar in context called *An apple! My favourite fruit!*, including the form and use of articles and plural nouns. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for animation script.

- 1  1.3 Read the rules and examples in the grammar box. Check that sts understand that consonants are all the other letters of the alphabet, apart from the five vowels. Ask sts to write the words in their notebooks with the correct articles. Play audio track 1.3 for sts to listen and check their answers. Play the audio again, pausing for sts to repeat.


Answers

- | | |
|-------------|----------------|
| 1 an orange | 3 a pen |
| 2 a watch | 4 an ice cream |

Ask questions to check concept.

Concept check questions: *Pen* – p: vowel or consonant? (consonant), *a pen*, or *an pen*? (a pen). *Sandwich* – s: vowel or consonant? (consonant), *a sandwich* or *an sandwich*? (a sandwich.) *Apple* – a: vowel or consonant? (vowel), *a apple* or *an apple*? (an apple). *Umbrella* – u: vowel or consonant? (vowel), *a umbrella* or *an umbrella*? (an umbrella).

Plural nouns

- 2  1.4 Read the rules in the grammar box, pointing out the spelling changes in some nouns. Model and drill pronunciation of the plural nouns, especially boxes. If necessary, briefly revise numbers from one to ten. Ask sts to write the plural forms in their notebooks. Play the audio for them to listen and check their answers. See Answers for audio script. Write the correct plural forms on the board for them to check their spellings. Play the audio again, pausing for sts to repeat.

Answers

- | | |
|-------------------|---------------|
| 2 three umbrellas | 5 seven books |
| 3 three dresses | 6 six leaves |
| 4 two babies | |

Ask questions to check concept.

Concept check questions: *Chair* – singular or plural? (singular). *Laptops* – singular or plural? (plural). *One computer, two ...* (computers). *One phone, two ...* (phones). *One desk, three ...* (desks) -s or -es? (s). *One watch, two ...* (watches) -s or -es? (-es). *One dictionary, two ...* (dictionaries) -s? (no -ies). *Why?* (because it ends in -y). *One shelf, two ...* (shelves) s? (no -es because it ends in -f).

- 3 Read the Look! box with sts. Sts match the singular nouns with the irregular plural. Check answers, then model and drill pronunciation of the plural forms.

Answers

- 1 c 2 a 3 d 4 b

- 4 Put sts into pairs to write the things that they can see in the picture. Monitor and help while sts are working and correct any mistakes in a feedback session at the end.

Answers

an apple, a board, four students, a clock, five desks, a laptop, a pen, a rubber, a ruler, three shelves, three smartphones, a tablet, an umbrella, a woman

 **FAST FINISHER**

Sts who finish early can practise the grammar further by writing about things in their classroom. Weaker sts could work in pairs and do the same activity.

- G Grammar practice:** WB p.8

Sts will find more practice of articles and plural nouns here. Set these exercises for homework.

- LS Language summary:** Unit 1 SB p.118

This isn't difficult!

VOCABULARY and LISTENING Adjectives

I can listen for detail.

1 **1.5** Match the pictures with the adjectives. Listen, check and repeat.

beautiful big boring cheap difficult
easy expensive happy interesting old
sad short small tall ugly young

1 

2 

3 

4 

5 

6 

7 

8 

Look! Adjective order

Adjectives come before nouns:

*This is a **big** classroom.*

Adjectives come after *be*:

*This classroom **is big**.*

2 Read the **Look!** box. In your notebook, put the words in the correct order to make sentences.

- 1 is / tall / father / my
- 2 men / the / old / are
- 3 young / are / children / those
- 4 lessons / are / English / easy
- 5 a / subject / difficult / is / that
- 6 am / I / person / a / happy
- 7 computers / expensive / these / are
- 8 an / interesting / is / book / this

3 **1.6** Listen to a dialogue between two friends, Liam and Ava. Match them to their Maths classes.

Ava 

Liam 

a 

b 

4 **1.6** Listen again. Are the sentences true (T) or false (F)?

- 1 Liam is happy.
- 2 Maths is difficult.
- 3 Liam's Maths lessons are boring.
- 4 Ava's Maths lessons are interesting.
- 5 Ava uses tablets in Maths lessons.
- 6 Today is Friday.

This isn't difficult!

VOCABULARY AND LISTENING

Adjectives

Sts learn 16 common adjectives and learn how to use adjectives before nouns and after *be*. They listen to a phone conversation about school and focus on listening for detail.

Vocabulary

Adjectives (*beautiful, big, boring, cheap, difficult, easy, expensive, happy, interesting, old, sad, short, small, tall, ugly, young*)

Listening text

A phone conversation about school

Listening skill

Listening for detail

WARMER

To introduce the idea of adjectives, draw a smiling face on the board and say: *He's happy*. Draw a sad face and say: *She's sad*. Write the words on the board and elicit how to say them in the students' own language. Find two objects of different sizes, e.g. two books, bags or pens. Hold them up and use them to teach the words *big* and *small*. Write these on the board. Teach the word *adjective* and explain that these words are adjectives and they describe things. Tell students they are going to learn some adjectives in English.

- 1 **1.5** Read through the adjectives in the box with the class and elicit or teach the meanings. Sts could then work in pairs to match the pictures with the adjectives. Play the audio for them to listen and check their answers. See Answers for audio script. Play the audio again, pausing for sts to repeat.

Answers

- | | |
|------------------------|--------------------|
| 1 beautiful / ugly | 5 easy / difficult |
| 2 big / small | 6 happy / sad |
| 3 interesting / boring | 7 old / young |
| 4 cheap / expensive | 8 tall / short |

- 2 Read the Look! box with the class. Elicit or give one or two more examples of each pattern, e.g. *This is a small classroom. This is an old classroom. This classroom is small. This classroom is old*. Read out the first set of prompts and elicit the correct sentence as an example answer. Sts then write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers. Point out that the rule about *a / an* works with adjectives as well as nouns: we use *an* before adjectives beginning with a vowel, e.g. *a book*, but **an** *interesting book*; a man, but **an** *old man*.

Answers

- 1 My father is tall.
- 2 The men are old.
- 3 Those children are young.
- 4 English lessons are easy.
- 5 That is a difficult subject.
- 6 I am a happy person.
- 7 These computers are expensive.
- 8 This is an interesting book.

- 3 **1.6** Explain to sts that they are going to listen to a phone conversation about school. Focus on the pictures of the two Maths classes. Ask: *Which class is boring? Which students are happy? Which class is difficult?* Play the audio for sts to listen and match the people to the Maths classes. See TG page 256 for audio script. Check answers, playing the audio again if necessary and pausing to confirm the answers.

Answers

Liam a Ava b

- 4 **1.6 Listening for detail** Read through the sentences with the class and point out that to decide if the sentences are true or false, sts need to listen for some details, e.g. if Liam is happy or sad, if Maths is easy or difficult. Play the audio again for sts to decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

- | | |
|-----|-----|
| 1 F | 4 T |
| 2 T | 5 T |
| 3 T | 6 F |

- V L Vocabulary and Listening practice: WB p.9**
Sts will find more practice for listening, and practice of adjectives here. Set these exercises for homework.

- LS Language summary: Unit 1 SB p.118**

GRAMMAR *be*: affirmative and negative

I can use *be* in the affirmative and negative.

Now watch the grammar animation.

- 1 Read the grammar box. Copy and complete the rule with the long form of *be*.

	Affirmative	Negative
I	I'm a teacher.	I'm not a student.
you	You're happy.	You aren't sad.
he	He's at home.	He isn't at school.
she	She's tall.	She isn't short.
it	It's cheap.	It isn't expensive.
we	We're in this class.	We aren't in Class 3.
they	They're from the UK.	They aren't from Brazil.

Rule

We can use *be* in the long form or the short form after subject pronouns.

Long form 1 ... 2 ... 3 ... 4 ... 5 ... 6 ...

Short form 'm 's 're 'm not aren't isn't

- 2 1.7 Choose the correct answers to complete the start of Ava and Liam's dialogue. Listen and check.

Ava: Hi, Liam. How are you?

Liam: Oh, I ¹ *am not / aren't* bad.

Ava: Uh-oh, you ² *are / aren't* happy. What's wrong?

Liam: It's my Maths lessons. They ³ *are / 's* difficult.

Ava: Well, Maths ⁴ *aren't / isn't* easy. What's the teacher like?

Liam: She ⁵ *is / isn't* OK, but the lessons ... they ⁶ *aren't / 're* boring.

Ava: Boring? Maths lessons ⁷ *am not / aren't* boring. They ⁸ *are / aren't* fun!

3 PRONUNCIATION Negative contractions

- 1.8 Listen and repeat.

- 1 **isn't** He isn't happy.
2 **aren't** They aren't cheap.

- 4 Copy and complete the sentences with the affirmative (+) or negative (-) form of *be*.

- Today ... Saturday. (-)
- I ... happy today. (+)
- The students ... at school. (-)
- This smartphone ... cheap. (+)
- You ... my teacher. (-)
- English lessons ... interesting. (+)
- I ... tall. (-)
- My school ... big. (+)

- 5 Work in pairs. Make affirmative and negative sentences about the pictures.

That's an ugly building. It isn't beautiful.



- 6 Work in pairs. Write three true sentences and three false sentences about you. Can your partner guess if the sentences are true or false?

A: *I'm happy today.*

B: *True.*

A: *I'm thirteen.*

B: *False! You aren't thirteen. You're twelve.*

FAST FINISHER

Write three affirmative and three negative sentences about your classmates.

Jorge isn't tall ...

GRAMMAR *be*: affirmative and negative

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You're a musician!*, including the form and use of affirmative and negative forms of *be*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 288 for the animation script.


- 1 Read the grammar box with the class. Read the affirmative examples first, and remind sts that they have already learned these. Then read each affirmative example again, this time followed by the negative example. As you read the negative examples, shake your head to indicate the negative meaning. Point out that the short form *n't* in *isn't* and *aren't* is short for *not*. Ask students to copy the rules into their notebooks and complete them. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 am
- 2 is
- 3 are
- 4 are not
- 5 is not

Ask questions to check concept.


Concept check questions: *Maths is easy* – affirmative or negative? (affirmative). *They are happy* – affirmative or negative? (affirmative). *We aren't English* – affirmative or negative? (negative). *I'm not old* – affirmative or negative? (negative). *She aren't sad* – correct? (no – she isn't sad). *I not tall* – correct? (no – I'm not tall). *I'm at school* – can you make it negative? (I'm not at school). *Maths is boring* – make it negative? (Maths isn't boring). *We're sad* – make it negative? (We aren't sad).

- 2  1.7 Teach the phrases *How are you?* and *What's wrong?* Ask sts to read the conversation and choose the correct verb forms. Play the audio for them to listen and check answers. See TG page 256 for audio script. Check answers, referring back to the rules if necessary.

Answers

- | | |
|----------|----------|
| 1 'm not | 5 's |
| 2 aren't | 6 're |
| 3 're | 7 aren't |
| 4 isn't | 8 're |

PRONUNCIATION

- 3  1.8 Play the audio once for sts to listen to the pronunciation. Play it again, pausing for sts to repeat.
- 4 Read out the first gapped sentence and point out the (-) prompt. Elicit the negative verb *isn't* as an example answer. Sts then write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers with the class.

Answers

- | | |
|----------|----------|
| 1 isn't | 5 aren't |
| 2 'm | 6 are |
| 3 aren't | 7 'm not |
| 4 is | 8 is |

- 5 Read out the task and the example sentences, then put sts into pairs to look at the pictures and make affirmative and negative sentences. To check answers, focus on each picture in turn and elicit some possible sentences about each one.
- 6 Read out the task and the example answers. To demonstrate, say some sentences about yourself and ask sts to guess if they are true or false, e.g. *I'm a teacher*. (True) *My house is big*. (false). Allow sts time to prepare their sentences individually, then put them into pairs to take turns to say their sentences and guess which of their partner's sentences are true and false. Monitor while sts are working and correct any errors in a feedback session at the end.

FAST FINISHER

Sts who finish early can practise the grammar further by writing three affirmative and negative sentences about their classmates. Weaker sts could work in pairs and write the sentences in Exercise 4 with the opposite meaning, e.g. *Today is Saturday*.

Grammar practice: WB p.10

Sts will find more practice of *be*: affirmative and negative here. Set these exercises for homework.

Language summary: Unit 1 SB p.118

KEEP TALKING!

Time for class!

READING and LISTENING

I can understand a school timetable.

- Look at the pictures. Which school subjects can you see?
- Read the school timetable for Monday and Tuesday. Write the day and time of each lesson (a-d).



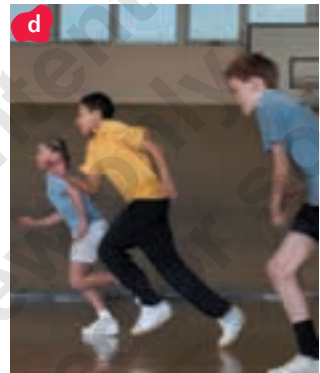
Day: _____
Time: _____



Day: _____
Time: _____



Day: _____
Time: _____



Day: _____
Time: _____

		9.00–10.15	10.15–10.45	10.45–12.00	12.00–1.00	1.00–2.30	2.45–4.00
MONDAY	Lesson:	English	BREAK	Spanish	LUNCH	Art	P.E.
	Classroom:	B14		C3		A6	Gym
	Teacher:	Mrs Jones		Sra García		Mr Ashton	Mr Sansom
TUESDAY	Lesson:	Maths	BREAK	History	LUNCH	Science	English
	Classroom:	C3		A12		B2	B14
	Teacher:	Mr Norton		Ms Foster		Ms Hancock	Mrs Jones

FRIDAY	Lesson:	1 ...	BREAK	3 ...	LUNCH	5 ...	7 ...
	Classroom:	2 ...		B4		A3	8 ...
	Teacher:	Mr Garrett		Mme ⁴ ...		Mr ⁶ ...	Mrs Davis

3 Read the timetable again and answer the questions.

- Which subject is on Monday and on Tuesday?
- Which classroom has two different lessons?
- What time is break?
- Which two lessons are 1.5 hours?

4 Which day do you prefer: Monday or Tuesday? Why?

5 FIND OUT Students in the UK learn Maths, Science, Art, P.E., History, English and other languages. Find two more British school subjects.

6 1.9 Listen to a teacher talk about the timetable for Friday. Which of the lessons in the box do the students have?

Art English French History
Music P.E. Science Spanish

7 1.9 Listen again. Copy and complete the timetable for Friday.

KEEP TALKING!

Time for class!

READING and LISTENING

Sts read a school timetable and focus on understanding it. They listen to a teacher talking about the timetable for a different day and complete it with the correct information. They then learn how to talk about timetables. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan to practise talking about timetables.

WARMER

Ask: *Which school subjects do you have today?* Elicit a few answers and write the school subjects on the board. Put sts into pairs and give them two minutes to write as many more school subjects in English as they can. Elicit their answers and write all the subjects on the board. Make sure the list on the board includes *Art, English, French, History, Maths, Music, P.E., Science* and *Spanish*. Ask questions about when the sts have different subjects, e.g. *Do you have Science on Mondays? Which days do you have Music?* Revise the days of the week.

- 1 Ask sts to look at the pictures and decide which school subjects they show. Elicit the answers.

Answers

a Art b Science c Maths d P.E.

- 2 Focus on the timetable and teach the meaning of *break* and *lunch*. Focus on the first picture and ask *When is Art?* Elicit the day and the time. Sts then write the day and time of each lesson. Check answers.

Answers

a Day: Monday Time: 1.00 – 2.30
 b Day: Tuesday Time: 1.00 – 2.30
 c Day: Tuesday Time: 9.00 – 10.15
 d Day: Monday Time: 2.45 – 4.00

- 3 Sts could work in pairs to read the timetable again and answer the questions. Check answers with the class.

Answers

1 English 3 10.15– 10.45
 2 C3 4 Art and Science

- 4 Ask sts to look at the timetable for Monday and Tuesday and decide which day they prefer. Ask some sts to tell the class which they prefer and why. You could teach the word *because* and the phrases *I like* and *I don't like* to help them with their answers, e.g. *I prefer Monday because I like Art.*

21st Century skills

5 FIND OUT

Set this exercise for homework if you prefer. Sts can find the information by searching online, then try to find information about what sts in the UK learn about in the different subjects. Possible answers are: *Geography, Design and Technology, Music.*

- 6 1.9 Tell sts they will hear a teacher talking about the timetable for Friday. Read out the question, then play the audio for students to listen and note down the lessons that the students have. See TG page 256 for audio script. Check answers, playing the audio again if necessary and pausing to confirm answers.

Answers

Music, French, English, History

- 7 1.9 Ask sts to copy the timetable into their notebooks, including the numbered gaps. Focus on the times in the timetable and ask sts if they can remember how the teacher said any of the times. Elicit or teach: *nine o'clock, quarter past ten, quarter to eleven, twelve o'clock, one o'clock, quarter to three* and *four o'clock*. Play the audio again for sts to listen and complete the timetable. Allow sts to compare their answers in pairs, then play the audio again for them to check and complete their answers. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

1 Music	5 English
2 A9	6 Godfrey
3 French	7 History
4 Dubois	8 A12

EXTRA PRACTICE

Ask sts to write their own ideal timetable for Friday, writing the times of lessons, break and lunch, and the school subjects. They could compare their timetables in groups and decide which they prefer.

SPEAKING Talking about timetables

I can say the days of the week and tell the time.

1 1.10 Listen and read. What is the problem?

Jake: What day is it today?

Sarah: It's Wednesday.

Jake: Science is on Wednesday. What time is it?

Sarah: It's five to nine.

Jake: Oh no!

Sarah: What?

Jake: The Science lesson is at nine o'clock. We're late!



2 1.11 Listen and repeat the days of the week.

3 Work in pairs. Ask and answer the questions.

- 1 What day is it today?
- 2 What day is it tomorrow?
- 3 What days are the weekend?

4 1.12 In your notebook, complete the times with the words in the box. Listen, check and repeat.

half o'clock past quarter ten to



- 1 It's four ...
- 2 It's ... past seven.
- 3 It's ... past ten.
- 4 It's quarter ... nine.
- 5 It's five ... twelve.
- 6 It's ... to three.

5 What time is it now?

6 1.13 Listen and repeat the Useful language.

Useful language

Talking about days

What day is it today?

It's Monday/Tuesday, etc.

What day is the Maths lesson?

It's on Wednesday/Thursday, etc.

Talking about times

What time is it?

It's ten o'clock / quarter past nine, etc.

What time is the English lesson?

It's at half past three / quarter to twelve, etc.

Look! Prepositions of time

We use *on* to talk about days and *at* to talk about times.

The Science lesson is on Monday.

The Science lesson is at nine o'clock.

7 Work in pairs. Ask and answer questions about your timetable. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Write your timetable for a week.
- > Check how to say the school subjects in English.

Speak

- > Ask your partner questions from the **Useful language** box to find the days and times of five lessons.
- > Use phrases from the **Useful language** box to answer your partner.

Reflect

- > How can you improve next time?
- > Swap partners and act out a new dialogue.

Now play *Keep moving!*

FAST FINISHER

Choose a day of the week. Write sentences about the time of your lessons.

Maths is at quarter past nine ...

SPEAKING Talking about timetables

- 1 1.10 Focus on the photo and explain that it shows Sarah and Jake. Ask: *What is the problem?* Explain the meaning of this if necessary. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer and check that sts understand *late*.

Answer

Jake and Sarah are late for their Science lesson.

- 2 1.11 Elicit which days of the week sts already know, then play the audio once for them to listen. See TG page 256 for audio script. Play the audio again, pausing for sts to repeat.
- 3 Read out the questions and check that sts understand *today, tomorrow, yesterday* and *weekend*. Put sts into pairs to ask and answer the questions, then elicit the answers from the class.
- 4 1.12 Ask sts to copy the clocks into their notebooks, then write the correct time for each one. Play the audio for them to listen and check their answers, then play the audio again, pausing for them to repeat. See Answers for audio script.

Answers

- | | |
|-------------------------|---------------------------|
| 1 It's four o'clock. | 4 It's quarter past nine. |
| 2 It's half past seven. | 5 It's five to twelve. |
| 3 It's ten past ten. | 6 It's quarter to three. |

- 5 Read out the question and elicit the time now.
- 6 1.13 Focus on the Useful language, then play the audio once for sts to listen to the questions and phrases. Check that sts understand everything, then play the audio again, pausing for sts to repeat.
- Read the Look! box with students. Check sts understand when to use *on* and *at*.
- 7 Sts follow the steps in the Speaking plan to practise talking about timetables.

Speaking plan

Prepare

Sts work individually to write their timetable for a week and check how to say the subjects in English. Sts could ask you if they are unsure of how to say the subjects.

Speak

Demonstrate the task by asking a confident student: *What day is the Maths lesson? What time is it?* Elicit their answers. Sts then work in pairs and take turns to ask and answer questions about the day and time of five lessons, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations.

Reflect

Discuss as a class how sts could improve next time, for example, by using the Useful language more fluently. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time. Sts could then work with a new partner and repeat the task.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Fast finishers can practise the useful language further. They choose a day of the week and write sentences about the time of their lessons. Weaker sts could work in pairs and write two sentences about the times of some of their lessons.

- S** **Speaking practice: WB page p.11**
Sts will find more practice for talking about timetables here. Set these exercises for homework.

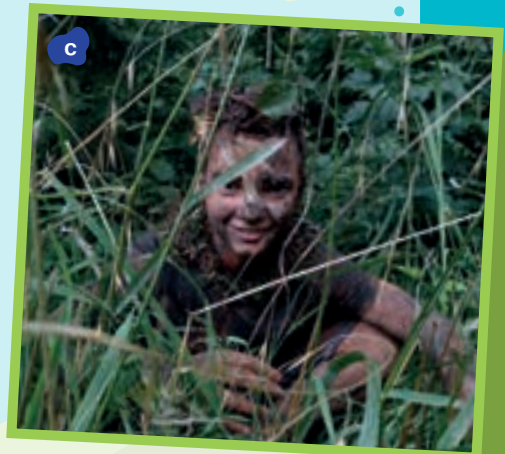
- LS** **Language summary: Unit 1 SB p.118**

A DIFFERENT SCHOOL

- The Whole Earth Nature School in the USA is different from most schools. Students aren't in a classroom all day. There aren't computers or laptops. At this school, the lessons are outside in a beautiful forest!

LESSONS

- The students play a lot of games and the timetable is always interesting. The lessons have animal names.
- In 'The Way of the Cougar', students paint their faces and bodies with mud. Now they're the same colour as the forest. They're very quiet, too... shh... Where are they?!
- In 'The Way of the Raccoon', students learn about plants. They find edible plants in the forest and make a big salad for lunch. Yum!
- In 'The Way of the Owl', students study the animals in the forest. They listen to different birds and look for wild animals and their homes. But they need to be careful – there are black bears here!
- In 'The Way of the Wolverine', students make a home in the forest. They make a fire, too!



TEACHERS

- The teachers at Whole Earth are different from your teachers. They have nature names like Lonestar, Thunder and Foxfire. They tell stories and sing songs by the fire. Their clothes are different, too!



CLOTHES

There aren't any uniforms at Whole Earth. Students wear T-shirts and they paint them with mud. Their clothes get very dirty!

At this school, the lessons aren't boring. At the end of the school day, the students are tired and dirty, but they are happy!



A different school

Sts learn some facts about a different type of school. They answer comprehension questions and compare their school to the school in the article. They read about school uniforms in different countries, learn some words for clothes and then work together to design a school uniform.


This lesson features an optional culture video about a different type of school in Bangladesh: see SB page 17.

 **WARMER**

Write these words on the board: *chair, plant, book, animal, pen, bird, computer, fire, desk, mud, clock, tree*. Ask: *Which things are in a school?* Put sts into pairs and ask them to check the meaning of words they don't know, then decide which ones are usually in a classroom. Elicit the answers and write the school words in a list on the board. Point to the other words and ask: *Where are these things?* Elicit some possible answers, then teach the word *forest*. Ask: *Is a school sometimes in a forest?*

BACKGROUND INFORMATION

The Whole Earth Nature School is located in Oregon, USA. Its aim is to help people rediscover their relationship with the natural world and give people a greater understanding of the environment. The school offers after-school programmes and summer camp activities camps for children who are home-schooled.

- Put sts into pairs to look at the pictures and guess the answers to the questions. Elicit some possible answers, but don't confirm them.
-  1.14 Play the audio for sts to read and listen to the article and check their answers to Exercise 1. Tell sts not to worry if they don't understand everything in the article. Check answers, eliciting the part of the article which confirms each answer.

Answers

1 in a forest 2 the USA

- Sts could work in pairs to match the photos with the blue sentences in the article. If sts are struggling, read out each blue sentence in turn and teach the meaning of any words that sts don't know. Check answers.

Answers

- They make a fire, too.
- They listen to different birds and look for wild animals and their homes.
- Students paint their faces and bodies with mud.
- The students play a lot of games.
- The teachers at Whole Earth are different from your teachers.
- They find edible plants in the forest and make a big salad for lunch.

- Read out the first sentence and elicit the correct form of *be* as an example answer. Sts then read the sentences and write the correct forms of *be* in their notebooks. Allow sts to compare their answers in pairs, then check with the class. Write the correct forms of *be* on the board for sts to check the spellings.

Answers

- | | |
|----------|----------|
| 1 isn't | 4 is |
| 2 aren't | 5 aren't |
| 3 is | 6 are |

21st Century skills**5 COMPARE CULTURES**

Read out the task and the example answers, then put sts into pairs. Ask them to write three more differences between the Whole Earth Nature School and their school. Ask pairs in turn to read their sentences to the class.

1 Look at the photos of the students at Whole Earth Nature School. Where are the students? What country is the school in?

2 1.14 Read and listen to the article and check.

3 Match the photos a-f with the **blue** sentences in the article.

4 Read the article again. Complete the sentences with the correct form of *be*.

- 1 The Whole Earth school ... in the UK.
- 2 The lessons ... in a classroom.
- 3 The timetable ... interesting.
- 4 'The Way of the Owl' ... a lesson about animals.
- 5 The students ... in school uniforms.
- 6 The students ... happy at the end of the school day.

5 **COMPARE CULTURES** Work in pairs. Compare your school with the Whole Earth Nature School.

The lessons in the Whole Earth Nature School are outside. The lessons in my school are in classrooms.

6 1.15 Read the text. Match the countries in the box with the pictures 1-4. Listen and check.

Australia Japan UK Uruguay

7 **Word Power** Match the words in the box with the clothes in the photos.

hat jumper shirt shoes shorts
skirt socks tie trousers

8 **GET CREATIVE** Work in pairs. Design a school uniform.

9 Describe your school uniform to the class.

The hat is pink and green.

Now watch the culture video.

FAST FINISHER

Write a list of good things and bad things about Whole Earth Nature School.

Good things: no uniforms, ...

Bad things: no computers, ...

FUN FACT


This is the City Montessori School in Lucknow, India. It is the biggest school in the world. There are more than 50,000 students at the school and there are more than 1,000 classrooms!

SCHOOL UNIFORMS AROUND THE WORLD

In many countries, students wear school uniforms. But the clothes aren't the same in every country. We hear from four students about their school uniform.



REAL CULTURE!

- 6**  **1.15** Read out the task, then read through the countries in the box with the class and make sure sts understand them. Ask sts to read the text about school uniforms, or read it out to the class. Sts can then work in pairs to match the countries with the pictures. Elicit a few possible answers, but don't confirm them. Then play the audio for sts to listen and check their answers. See TG page 257 for audio script. Check answers with the class, playing the audio again and pausing for sts to hear the answers.

Answers

- | | |
|-------------|---------|
| 1 Uruguay | 3 Japan |
| 2 Australia | 4 UK |

- 7** **Word Power** Sts could work in pairs to match the words in the box with the clothes. If you think your sts will struggle with this, read out each word in the box in turn and elicit or explain the meaning. Elicit which picture or pictures show each kind of clothes.

Answers

- | | |
|------------------|-------------|
| hat 2 | skirt 3 |
| jumper 4 | socks 2, 3 |
| shirt 1, 2, 3, 4 | tie 1, 3, 4 |
| shoes 2, 3 | trousers 1 |
| shorts 2 | |

21st Century skills

8 **GET CREATIVE**

Read out the task, then put sts into pairs to design their uniform. Read out the example sentence and encourage them to design a fun uniform that they would like to wear. Ask them to write a description and draw a picture of their uniform if they can. Monitor and help while they are working.

- 9** Ask pairs in turn to describe their uniform to the class. The class could vote for their favourite.

Culture video

This lesson also features an optional culture video about a different kind of school. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Boat schools in Bangladesh* on TG pages 275 and 286.



Encourage sts to read this fun fact for pleasure. You could discuss good and bad things about going to a very big school, e.g. lots of friends, but big classes and lots of walking to different classrooms. Sts might also be interested to know that there have been examples of very small schools where the number of students has fallen to only one or two, but these schools usually close!

FAST FINISHER

Sts write sentences about good and bad things about the Whole Earth Nature School. Weaker sts work in pairs and write some sentences about the Whole Earth Nature School from memory.

Me and my school

WRITING A student profile

I can write about myself.

1 Look at the pictures on the school website. Guess the answers to the questions. Read and check.

- 1 Where is the boy from?
- 2 How old is he?
- 3 What are his favourite subjects?

Brandon Gate School

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Gus Winter - Year 8

Hi, my name's Gus and I'm twelve years old. I'm a student at Brandon Gate School and I'm in Year 8. The school is in Bristol, a city in the UK. It's a big school and there are 2,000 students. My favourite day is Wednesday. English and P.E. are my favourite subjects and they're on Wednesday! English is difficult, but it's interesting. P.E. is fun ... football is my favourite sport, but I'm not in the school football team.



2 Work in pairs. Compare yourselves with Gus.

Gus is twelve and I'm twelve, too.

I'm not from the UK. I'm from Brazil.

3 Look at the **Useful language**. How do you say these expressions in your language?

Useful language

You and your school

I'm in Year ...

I'm a student at ...

It's a big/small/old/new school.

There are ... students.

My favourite day/subject is ...

I'm (not) in the school ... team.

4 Read the **Look!** box. Find examples of capital letters in Gus's profile.

Look! Capital letters

We use capital letters:

- at the start of sentences: *It's an old school.*
- when we use the subject pronoun *I*: *I'm ten years old.*
- for names of people and places: *My name's Ana and I'm from Madrid.*
- for countries and nationalities: *I'm from Spain and I'm Spanish.*
- for days of the week: *Friday is my favourite day.*

5 In your notebook, rewrite the sentences with capital letters.

- 1 hello, this is edward and he's mexican.
- 2 today isn't tuesday. it's monday.
- 3 my name's sonia and i'm from the usa.
- 4 this is kate. she's eleven years old.
- 5 it's a small school in birmingham in england.

6 Write a student profile about you for your school website.

Writing plan

Prepare

- › Make notes about you and your school.
 - Which year are you in?
 - What's the name of your school?
 - Where is it?
 - What's your favourite subject? Why?

Write

- › Use your notes to write sentences.
- › Use the expressions from the **Useful language** box.

Reflect

- › Check your use of capital letters.
- › Check your spelling.
- › Check your grammar: articles, *be*: affirmative and negative

Me and my school

WRITING A student profile

Sts read a student profile by a school student in the UK. They learn useful language for talking about you and your school and learn about using capital letters. They then follow the steps in the Writing plan to write their own student profile.

Writing

A student profile

Listening text

You and your school (*I'm in year ... , I'm a student at ... , It's a big/small/old/new school. There are ... students. My favourite day/subject is ... , I'm (not) in the school ... team.*)

Look!

Capital letters

WARMER

Ask: *Does your school have a website? What's on the website?* Elicit what information is on the students' school website. Say: *There are sometimes student profiles on a school website. Explain the meaning of student profile, and elicit the kind of information they might include, e.g. a student's age, favourite subject, hobbies etc.*

- Focus on the pictures, and explain that Gustavo is a student at Brandon Gate School. Put sts into pairs to guess the answers to the questions. Elicit a few ideas, then ask sts to read the profile to check their answers. Check answers. Explain that in the UK, students start their first full year of school (Year 1) when they are five, and continue through Year 2, year 3, etc.

Answers

1 Bristol, UK 2 12 2 English and P.E.

- Read out the task and the example answers. Explain the meaning of *too*. Put sts into pairs to compare themselves with Gus. Ask pairs in turn to tell the class how they are the same as Gus or different.
- Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts could then read Gus's profile again to find examples of the useful language in context.
- Read the Look! box with sts. Sts find examples of capital letters in Gus's profile. Discuss the answers with the class.

Answers

Start of sentences: *Hi, ... , I'm ... The school ... , It's ... My ... English ... P.E. ...*

Names of people and places: *Gustaveo Winter, Gus, Brandon Gate School, Bristol*

Subject pronouns: *I'm*

Countries: *UK*

Days of the week: *Wednesday*

- Ask sts to rewrite the sentences in their notebooks, using capital letters. Allow time for sts to compare their answers with a partner, then check answers by inviting sts to come and write the sentences on the board. As they do this, you can also check that they use apostrophes correctly in the forms of *be*.

Answers

- Hello, this is Edward and he's Mexican.
- Today isn't Tuesday. It's Monday.
- My name's Sonia and I'm from the USA.
- This is Kate. She's eleven years old.
- It's a small school in Birmingham in England.

- Sts write a student profile following the steps in the Writing plan.

Writing plan

Prepare

Sts could work individually or in pairs to make notes for their profile. Monitor and help with vocabulary if necessary. Remind them to include basic information too, e.g. their name and age.

Write

Explain that sts should organize the information in their profile in the same order as Gus's profile. You could read out Gus's profile again and write some notes on the board to help sts, e.g. *name, age, city, etc.* Sts write their profile using Gus's profile as a model. Encourage them to use phrases from the Useful language box, and remind them to use capital letters correctly.

Reflect

Ask sts to check their grammar, spelling and punctuation. Encourage them to focus especially on capital letters and the spelling of the forms of *be* and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts could then work in pairs to swap profiles with a partner and give feedback on the use of capital letters and the forms of *be*. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

W Writing practice: WB p.12

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.84

LS Language summary: Unit 1 SB p.118