



The right answer!

3

READING

topic: music and studying
skill: finding specific information
task: multiple choice, open cloze

GRAMMAR

past simple regular and irregular verbs
past simple questions and short answers

VOCABULARY

school and education
school words, places in school,
school collocations

LISTENING

topic: schools around the world
skill: listening for specific information
task: multiple choice

SPEAKING

topic: first day at school
skill: asking and answer questions about the past
task: talk about the first day at school

WRITING

topic: a different school day
skill: ordering events
task: a description

SWITCH ON ►

video: life at Gordonstoun
project: community project proposal

Lead-in SB p35

Ask students to look at the photo and say what they can see and what is happening (a bear and it seems to be putting its hand up as if to answer a question). Ask students if this is how they answer questions at school, (in some cultures students may speak without putting their hand up). Read the unit title and the quotation with the class and ask: *Do you like putting your hand up in class to answer questions? Why/Why not? Do you think it's a good idea? What are the advantages/disadvantages? Can you think of other ways to get more students in the class answering questions?* You may like to share one or two of the ideas in the Background information box with them.

Read the questions with the class. Ask students to discuss them in groups, then ask for feedback from the groups. Then ask students what they think this unit will be about (school and education).

background



information

Putting up your hand is traditionally used in the classroom in English-speaking countries for students to indicate to the teacher that they want to ask a question or that they know the answer to a question the teacher has asked. However, in the last few years teaching methods are moving away from this approach, with teachers arguing that this only engages a small percentage of the class and that many students who are shy do not get to interact.

In 2016, one school in the UK banned putting hands up, saying that it was always the same hands going up and that they wished to promote more participation across the whole of the class.

New methods include putting students into small groups to discuss answers, using sticks with students' names on, asking students to write the answer on a small whiteboard and holding it up, and using a clicker (an electronic device that students can each use to vote on a question so that individual students will not feel embarrassed about being singled out to answer a question).

To start

Put students into pairs to brainstorm the perfect school day. Give them some ideas of things to think about: how long the day is, what time it starts, how many lessons there are, how long lunchtime is. Write these on the board as prompts if you think it will help. Encourage students to give reasons for their choices. Give students four minutes to come up with ideas, then tell them to join another pair to swap ideas. Elicit ideas from the groups.

Power up

- 1 Tell students that the topic of this lesson is music and studying. Refer students to the photos and ask them to say what they can see. Help with any vocabulary they might need. (For G (physics) the equipment is called a Van Der Graaf generator and generates static electricity.) Ask students to match the photos to the words, then generate some discussion by asking students if they do the things in the pictures in their lessons at school and what things they are learning about at the moment. Allow students to volunteer information about any subject rather than asking them about specific subjects as their vocabulary will be limited.

A P.E. B maths C biology D history E geography
F chemistry G physics H art

- 2 Ask students to discuss the question in pairs. You could also ask students if there are some subjects they study while listening to music and others they don't.

Read on

background information



George Hammond-Hagan, a British songwriter and producer created Studytracks when his son, Paris was having trouble concentrating for his exams in 2014. Studytracks is a computer program and smartphone app that sets homework and exam study to music and can also be used by teachers in the classroom. Studytracks is very popular and the app has been downloaded more than 150,000 times.

- 3 Before students do the task, give them one minute to quickly read the text and find out what it's about (Paris's dad created a music app to help him study). Allow students to compare their answers in pairs before eliciting ideas from one or two students.

Read the instruction and headings with the students, then ask them to underline the important words in each heading. Ask students why we do this (it helps us find the information easily in the text). Ask students to match the headings on their own then check answers with a partner. Go through the answers as a class.

1 C 2 – 3 A 4 B

exam tip

Go through the exam tip with the class. Put students into pairs to decide what they think are the key words and underline them. Elicit ideas from the class, (key words: 1 *difficult*, *Paris*; 2 *What*, *idea*; 3 *surprised*; 4 *Why*, *like*, *songs*; 5 *George's app*, *help students*). Time permitting, go through the key words in each of the questions and elicit synonyms. Tell students that words with the same or a similar meaning are called *synonyms*. Tell them to write them down above the key words.

Tell students that the questions are always in the same order as the text, so once they have found the answer to a question in the text the answer to the next question will always be below it.

exam task: multiple choice

Note that the rubric for this task type is slightly different in the Cambridge A2 Key for Schools exam: *For each question, choose the correct answer.*

- 4 **e** If you think it will help, do the first one as a class. Ask students what the key word is in the first question (*difficult*). Elicit synonyms for *difficult*, e.g. *hard*, then tell students to read the first paragraph of the text and find the synonym/paraphrase *wasn't easy*. Students should underline the answer so that it's easy for them to see where to start looking for the next answer. Students should complete the rest of the task on their own as they would in the exam. Elicit answers from the students and ask different students for the synonym of the key word and the underlined part of the text where they found the answer.

- 1 B (Paris had a lot of different subjects to study for and he forgot facts.)
- 2 C (His dad got the ideas for a hip hop song from the exam notes in a physics book.)
- 3 A (The use of *but* tells us Paris didn't think he'd like his dad's music.)
- 4 C (The songs were 'useful' – the verb *use* is a distractor here.)
- 5 B (*Anywhere* means in any place, so students don't have to be at a desk (distractor) to study.)

3 The right answer!

READING (Continued)

exam task: open cloze

5 Tell students that this is an exam-style task. Ask students to read through the text quickly to find out what it's about (a student talking about the study app).

Explain to students that as this is an exam-style task, they should do the task on their own.

If they have any time left at the end of the task, they should read the completed text to see if their answers make sense. Check answers around the class and elicit from students the reason why they chose each answer. If they aren't sure, use the answer key explanations to help explain it to them.

- 1 are (*there is/there are* – plural)
- 2 me (object pronoun – the possessive pronoun *my* tells us which person the object pronoun is)
- 3 of (*lots of* – phrase)
- 4 is (present simple *to be* – the verb *I've got* and the time expression *this year* at the beginning of the sentence tell us that the verb needs to be in the present tense)
- 5 because (conjunction – introducing a reason: *because she can study for hours*)
- 6 but (conjunction – introducing an opposite view: *it's difficult for me*)

extra: fast finishers



Tell fast finishers to read the paragraph again with the completed answers to make sure that it makes sense.

Sum up

6 You could do the first part of the activity as a class brainstorm to allow more time to discuss the second question. For the second question, ask for a quick show of hands for who has used study apps like this one, then put students into groups of three so that they can pool their experiences of educational apps. Make sure there are students who use apps in each group. Give students 2–3 minutes to discuss the question, then elicit ideas from the class.

Possible answers

The music and songs help you remember facts. You can listen to it when you're not at your desk.

extra



If students have access to their smartphones in class, they can search for 'study' in the app store and choose an app they think would help them study English (e.g. it has flashcards or a study plan/timetable) and present it to the class. The app can be in the students' L1 but they should give their presentation in English. Allow groups 4–5 minutes to research their app and write down the main advantages, giving help with any vocabulary needed, then give students just 30 seconds to pitch their idea to the rest of the class. Have a class vote on the most useful app.

Speak up

7 Read through the questions, then put students into pairs to answer. Allow 4–5 minutes for discussion, then ask pairs to join another pair to share their ideas.

Fun footer

Read the fun footer with the class. Ask students if they have the same expression in their own language. If it's slightly different, help them to translate it. Ask students if they know any similar phrases in English and write them on the board for students to record, e.g. *It's a piece of cake*.

If students have access to the internet in class and it's appropriate to do so, ask them to search for 'phrases or idioms meaning something is easy' and share them with the class.

To finish

Put students into groups of three (or four for larger classes) to design their own study app to present to the class. Tell them they can draw sketches on paper to help them and they can draw a diagram on the board during their presentation. Students have probably discussed study apps enough to start the task straight away, so monitor groups and offer any help where needed. Allow groups 5–6 minutes or longer to design their app, then invite groups to present their app to the class. After all the presentations, ask students to vote on the best idea.

To prepare for the Grammar lesson, ask students to use the explore grammar box to complete Ex 1 on page 38 of the Student's Book for homework, and to read the Grammar reference section on the past simple on page 132.

Also share the PowerPoint Grammar Presentation on the past simple with them. Tell them to write down any questions they have from either place and tell them you will go over these in the next lesson.

Presentation tool:

Unit 3, Reading

Workbook / Online Practice:

WB p24

Extra Practice App

To start

Ask students which apps they have on their phones. Which ones do they use all the time and which ones not much? Which ones do they use every day? Ask students to discuss in groups of three, then elicit answers.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

→ SB p132

1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the first exercise and go over any questions students have from the Grammar reference section or from the PowerPoint presentation if you used it.

If you didn't use the flipped classroom approach at the end of the Reading lesson, read the explore grammar box now with the class, then go through each of the sentences 1–6 individually and elicit the rules. Elicit more irregular verbs, and their past simple forms if students know them, and write them on the board, e.g. *ate, drank, drove, got, left, went*.

Reminding students of the To start activity, ask students which apps they used and didn't use this morning before school.

Ask students to read through the Grammar reference on page 132 of the Student's Book if they haven't already done so for homework.

1 C 2 A 3 B 4 B 5 A 6 B

watch out for

We use *didn't* for the negative past simple with all verbs apart from *be*: *You weren't at football practice yesterday*. Students might try to use *didn't* with the negative form of *be*. Listen out for this and correct it.

2 Less able students can do this activity in pairs; otherwise ask students to complete the conversation on their own. When they have finished, students should read their completed paragraph to themselves to check all the answers make sense.

1 didn't see 2 arrived 3 was 4 had 5 made
6 didn't hear 7 gave 8 wrote 9 watched 10 found

extra: fast finishers



Fast finishers can write their own conversation (with each other) in pairs. If they can, ask them to include an example of each of the rules in the explore grammar box. If they finish their conversation before the end of the activity, ask pairs to act it out for the class. Otherwise, they can complete it for homework.

3 Elicit from students who the Romans were (they lived in Italy between 27 BC and 1453 AD) and what the *Titanic* was (a large ship that set sail for America from the UK in 1912). Teach *sink-sank-sunk* (to go down under the water). Draw students' attention to *be* in the word choice box and elicit how we form the negative (*wasn't/weren't*, i.e. not with *didn't*). Weaker classes can do the activity in pairs, otherwise ask students to do it alone then check their answers with a partner. Elicit answers around the class, then ask students which their favourite fact was and why. Do students know any more interesting facts about any of the three topics mentioned in the text?

1 called 2 wasn't 3 wore 4 ate 5 didn't sit 6 liked
7 was 8 had

extra



If students have access to the internet in class, and it is appropriate, split the class into three and ask pairs in each group to find two more facts about Louis XIV, the Romans and the *Titanic*. Elicit them from the class. They can search for the facts in their own language but they should try to explain them in English.

Possible answers

Louis XIV: was king of France 1643–1715; he was king for 72 years, which is the longest time in Europe by any king or queen.

The Romans: The Romans spoke Latin; they gave London its name – they called it Londinium.

Titanic: There were 2,224 people on board the *Titanic* the night it sank. *Britannic*, *Titanic*'s sister ship, also sank.

Speak up

4 Students can work in pairs and play this as a game. Read the instruction as a class and demonstrate with a strong student. Say your three sentences (e.g. *I slept for nine hours. I ate two bowls of spaghetti. I spoke English all day*), then ask the student to guess which one is false, eliciting the full sentence plus a reason why they think it is false (e.g. *You didn't speak English all day because you speak Spanish at home*). Extend the activity with one or more time expressions from the Grammar reference: *yesterday, last week, last year, two weeks ago, a month ago, in 2018*.

3 The right answer!

GRAMMAR (Continued)

Fun footer

Read the fun footer with the class. Explain that the Greeks liked to study in their free time before there was school. Ask students if they know any other words in their language which come from Greek, for example in English: *Europe* and *music*.

To finish

Play a game with the class. Split the students into two or more groups, then give them one minute to think of as many irregular past simple verbs as they can. Students nominate one person in the group to write them down on a piece of paper. When the minute is up, get them to swap papers with another group to mark their answers for spelling, assign a point for each correct verb, and add up the total. Go around the groups and scan the papers for any errors. Find out which group was the winner.

To prepare for the Vocabulary lesson, you could ask students to do Ex 1 on page 39 at home. To help them, students can do an internet search for any unknown words and click on 'images' which will give them a picture of the object. You could bring up an internet search engine on the IWB and demonstrate with the first item.

Presentation tool:	Unit 3, Grammar
Workbook / Online Practice:	WB p25
Grammar Reference and Practice:	SB pp132–133
PowerPoint Grammar Presentation:	Unit 3, Grammar
Extra Practice App	

VOCABULARY

SB p39

school and education

To start

Play a game of family fortunes with your class. Write on a piece of paper five popular things students put into their school bag each morning, e.g. pen, pencil, books, lunch box, phone. Split the class into teams (it doesn't matter how many teams) and tell them that you have five things written on your piece of paper that students put into their school bag each morning. They have to discuss and decide which five things are on the piece of paper. Give students three minutes to do this, then elicit from each group their items. The winner is the group with the highest number of matching items to yours.

- 1 Read through the instructions and words in the box with the class. Drill the pronunciation of the words, paying particular attention to *noticeboard* and *uniform*, but don't tell students the meaning of any unknown words – tell them to try to find them in the picture. If they didn't complete the activity at home as part of the flipped classroom approach, put students into pairs to find the things, then elicit the answers. You could enlarge the picture on the IWB and circle the items so that students are clear about the meaning of the words. Then give students a minute to discuss the question in their pairs, and elicit some ideas. Ask students: *Do you like your bedroom? Why/Why not?*

A bookshelf B noticeboard C note D desk E notebook
F timetable G uniform H mark

Pupil and ruler are not in the picture.

- 2 Students can do the exercise individually, then compare their answers with their partner. Elicit one or two ideas from the class.

1 desk 2 timetable 3 mark 4 notebook 5 note
6 noticeboard

explore language

- 3 Read through the explore language box with the class. With simple noun + noun structures, the first noun modifies the second. Tell students that in the second example *school + uniform*, school tells us more about the *uniform* – it tells us what kind of uniform it is. Tell students compound nouns can be one word or two. There is no rule here so students have to learn each compound noun individually. Ask students to find more compound nouns on the page. Students compare with a partner, before checking as a class.

bookshelf timetable school café science lab bedroom
football football shirt

- 4 Tell students that some verbs go with some nouns to make phrases. Students can do this activity individually or in pairs depending on their confidence. Elicit answers around the class, then ask the class if they can think of any more phrases with *have/do*, e.g. *do chores, have a party*.

1 have / do 2 wear 3 write 4 learn 5 get

extra

Ask students one or two questions around the class using the phrases, e.g. *Pedro, did you have homework at the weekend?* Then ask students to ask and answer questions of their own using the prompts and phrases in Ex 4. Go around the class checking for errors with the phrases, then invite one or two pairs to say one of their exchanges for the class.

exam task: multiple-choice cloze

- 5 e Ask students to quickly read the text to find out what it is about, and elicit some ideas from the class (at Anton's school the students decide what to study, not the teachers). As this is an exam-style task, ask students to complete it on their own, then check the answers as a class.
- 1 B (collocation – the other two options don't collocate with *bored*)
 - 2 C (A *timetable* is a plan of the hours students learn in the classroom, so without a timetable, teachers have to plan the lesson time.)
 - 3 A (students sit in a classroom to listen to a teacher, not an office or a gym)
 - 4 A (collocation – the other two options don't collocate with *camping*)
 - 5 B (collocation – the other two options don't collocate with *language*)

alternative

Ask the students to cover up the options and try to complete the text without them. Students can then check their answers against the options and finally compare answers with a partner. If partners have any answers which are different, tell them to look back over the vocabulary lesson as all the words come from the lesson. Check answers as a class.

Speak up

- 6 Read through the instruction with the class. Are there any other places students would like help to talk about? If so, assist students with vocabulary. Walk around the class while students are talking in their pairs and correct any errors with the target language. Allow students a few minutes to talk, then invite pairs to share their ideas with the class.

To finish

Write the following compound nouns from Unit 2 mixed up on the board and see who is the first pair to solve them. For weaker classes tell students the words can be found in the wordlist in Unit 2: *digital, mobile, head, key, phone, top, phones, cam, board, lap, camera, web*

Answers: *digital camera, headphones, keyboard, laptop, mobile phone, webcam*

To prepare for the grammar focus in the Listening lesson, ask students to look at the explore grammar box and complete Ex 6 on page 40 of the Student's Book for homework, and to read the Grammar reference on page 132 on forming past simple questions and short answers.

Also share with students the PowerPoint Grammar Presentation on past simple questions and short answers. Tell them to write down any questions they have with any of the above, and say that you will go over these in the next lesson.

Presentation tool:	Unit 3, Vocabulary
Workbook / Online Practice:	WB p26
Photocopiable:	3A
Extend vocabulary:	p146
Extra Practice App	

LISTENING

SB p40

To start

Write the word *friends* in the centre of the board in a circle and draw lines off the circle to create a spidergram. Ask students: *What words do you think about when you see this word?* (pointing to *friends*). Write down whatever students say, then ask them to draw their own spidergram in groups of three and come up with more ideas. Allow 3–4 minutes for discussion, then add any more interesting ideas.

Possible answers

free time, happy, tell them everything, hang out

Power up

- 1 Keep students in the same groups as the To start activity and allow a few minutes for discussion. Elicit from groups what the similarities and differences are. You could write these on the board in a table under the two headings.


Model answer

My best friend goes to a different school on the other side of the world. Her school is much bigger than mine. There are 30 students in her class, but in my school there are only 15 in each class. She eats in the classroom at lunchtime, but I eat in the school café.

- 2 Put students into groups of three. If the students in your class go to different schools, split them up so that they are in a group with students from another school, not the same one.

Allow students to discuss the statements in their groups for five minutes and encourage them to give full answers, especially if they attend different schools. Also encourage students to say how it makes them feel, e.g. *'We don't have many exams or homework.'* *That's not true in my school because we have exams at the end of every term and homework at least three times a week. Sometimes this makes me feel really tired.*

Listen up

- 3  3.3 Read the instruction with the class, then ask students to underline the important words in the question. Remind students they should always do this with a listening task before they listen, to help them know what to listen out for. Play the recording, then elicit the answers from the class.


Lucas visited a friend and then his grandparents.
Ana visited family/her cousin.

exam tip

Read through the exam tip before the task. Tell students that in this exam-style task, they will always hear two people having a conversation so it's a good idea to underline the name of the person in the question.

exam task: multiple choice

Note that the rubric in the Cambridge A2 Key for Schools exam is slightly different: *For each question, choose the correct answer.* The task layout is different with each option on a new line in the exam, and the exam dialogue is slightly shorter than what is used here.

- 4  3.4 Give students 30 seconds to underline the important words in the questions, including any names, then play the recording again. After the recording, elicit the answers from the class.

- 1 B (*A week's enough for me*)
- 2 C (*I always tried to sit near the window because I loved watching the amazing blue birds fly past*)
- 3 B (*and the classes began at 7 o'clock*)
- 4 A (*amazing cheese balls ... sort of bread balls ... I bought lots of those every day*)
- 5 B (*That was fun and his girlfriend invited me to a game of tennis.*)

extra

Before you check the answers to Ex 4, ask students to turn to the audioscript on page 153 of the Student's Book. In pairs, students should underline in the text the part of the conversation which gave them the answer (see the answer key above).

For stronger classes, pairs can also highlight in a different way the sections of the text which told them that the wrong answers were wrong. For example, in question 1 A *a few days* is incorrect because he stayed with Jack for a few days; and C *a weekend* is incorrect because he had the weekend with his grandparents, so altogether it was a week.

- 5 Put students into pairs to discuss the question. You could also ask: *Did the schools in Ex 2 make you think differently about your school?* Give students two minutes to discuss, then elicit ideas from the class.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB p132 

If you followed the flipped classroom approach suggested at the end of the last lesson, check students' answers to Ex 6 now, and discuss whether they have any questions about the explore grammar box, the Grammar reference material or the PowerPoint grammar presentation.

If you didn't use the flipped classroom approach, quickly recap on the past simple with the class, referring back to the explore grammar box on page 38 of the Student's Book, if necessary. Tell students that you are going to look at past simple questions and short answers now. Write *It was sunny yesterday.* on the board and elicit what verb it contains (*be*). Ask: *How do we turn this into a question?* and elicit *Was it sunny yesterday?* Elicit the positive and negative answers (*Yes, it was. No, it wasn't.*) and write these on the board using a happy and a sad face or a tick and a cross. Then read A in the explore grammar box with the class. Continue in the same way for the other letters, eliciting the structures on the board first if you think it will help.

For C explain to students that *Wh-* questions are questions that always start with a question word, i.e. *who, what, why, where, when*, e.g. *Where did she go?* But remind students that they also include *how/how much/how many*: *How did she know? How much homework did you get on Friday?*

- 6 Read the instructions with the class and ask students to do the task individually. You could check the answers to the first part of the activity before directing students to match the questions and answers, or allow stronger classes to do both activities at the same time.

1 Was 2 Did 3 What 4 Were 5 What 6 Where
1 E 2 D 3 A 4 B 5 F 6 C

watch out for



Since the auxiliary *do* doesn't exist in questions in many languages, some students may omit it due to L1 interference. Listen out for this and correct it.

extra: fast finishers



Fast finishers can work in pairs to practise the exchanges together.

Fun footer

Ask students what the joke is (that a ruler measures length, not time). Ask students if they know any jokes like this in their own language which play on the two different meanings of one word. Ask them to tell you about them in English.

To finish

Play an elimination game with your class. Tell the students they are going to stand up and play a game using the past simple to ask and answer questions. If they make a mistake, they must sit down and they are out of the game. Questions can be *Wh-* questions or *Yes/No* questions (recap on what these are using the Grammar box if necessary). Demonstrate the activity with a strong student: ask the student an easy question, e.g. *What did you have for breakfast this morning?* Once the student has answered correctly, direct them to ask another student a question and so on. If a student makes a mistake, either when asking or answering, they must sit down. Continue for as long as time permits or until you have a couple of winners.

Presentation tool:	Unit 3, Listening
Workbook / Online Practice:	WB p27
Audioscript:	SB p153
Grammar Reference and Practice:	SB pp132–133
PowerPoint Grammar Presentation:	Unit 3, Grammar
Extra Practice App	

SPEAKING SB p41

To start

Review the past simple with the class by asking a few students some questions about what they did between the last lesson and this one. Include *Wh-* questions and *Yes/No* questions. If students are responding well, invite them to ask each other questions across the class.

Possible answers

Greta, what did you do yesterday?
I watched TV and played with my little brother.

Power up

- 1 Weaker classes can do this exercise in pairs, otherwise challenge students to do this on their own. Go around the class and check students' questions are grammatically correct. When the three minutes are up, ask students/pairs how many questions they have. Elicit answers from the student or pair with the most questions and invite other students in the class to say if each one is correct. They lose a point for any incorrect answers, which might mean they fall behind the second student or pair to create a new winner, so be careful not to overlook this.

Possible answers

Did you/your friend:
learn English
have an exam
have sport
study in the library
last night/yesterday/last week?

extra



Before you start the activity, teach students the (Q)ASI rule for forming questions so that they can check their own work, e.g.

Did you have P.E. yesterday?

A = auxiliary (*Did*)
S = subject (*you*)
I = infinitive (*have*)

What did she make last night?

Q = question word (*What*)
A = auxiliary (*did*)
S = subject (*she*)
I = infinitive (*make*)

When you check the answers to Ex 1 with the class, invite a few students to tell you the (Q)ASI rule for their question and write their example on the board next to the rule. Keep the rule on the board as it will be helpful for the useful language section.

skill tip

Read the skill tip before students do Ex 2. Elicit some questions students can ask if they don't know the meaning of a particular word in a question: *What does X mean? I don't understand what X means. Could you explain it, please?*

3 The right answer!

SPEAKING (Continued)

- 2** Students ask and answer with a partner, then invite one or two pairs to say one of their questions and answers for the class.

Model answer

Did your friend have an exam yesterday?
No, she didn't. She had an exam last week.

useful language

Write an example question on the board, e.g. *Did you have an exam yesterday?* or if you went through the (Q)ASI rule on the board, use this as an example. Invite students to tell you the grammatical names for all the words in the structure (auxiliary + subject + infinitive + object) then ask students if they can tell you what *yesterday* is an example of (a time expression). Elicit or explain to students that we often use time expressions with the past simple to make it clear that the action ended at a time in the past, e.g. *When did the exam end? It ended yesterday.*

- 3** Students ask and answer in pairs, then come together as a class. Ask each question to a few students, then ask students about their partner, e.g. *Omar, where was Juan ten minutes ago?*


Possible answers

- 1 I was in the school café.
- 2 No! I was still asleep at 7 a.m.!
- 3 I went camping with my class.
- 4 No, I wasn't. I was at a school in another town.
- 5 No, I didn't. I had an exam last week.


- 4** You could do this as a class discussion or put students into small groups to discuss, then elicit ideas from the class.

Model answer

I didn't know anyone on my first day at school. I was scared but I saw my friend in the classroom. She smiled and I was OK. My first school lunch was great but I was very tired after lots of lessons. I went to bed early!

- 5**  3.5 Draw students' attention to the photo and ask them to say what they can see. They are going to listen to a student talking about his first day at school. Students listen and answer the question. Tell them to try to remember what Jake said to answer the question. Check the answer as a class and elicit their justification.

He loved it. (*I loved it.*)

- 6**  3.6 Read through the instruction and the questions with the students. Tell students the questions are all in the same order on the recording. Ask students to listen again and complete the questions with question words. Check answers as a class.

- 1 How 2 Who 3 What 4 Where 5 How much

alternative: mixed ability



Give students a minute to try to complete the questions before they listen. Allow stronger students to compare and justify ideas in pairs while you go around helping weaker students by offering prompt questions, e.g. 2: *Do we usually go 'with' someone or something?* Then go through their ideas as a class and discuss the clues in the words that helped them guess the answer. Play the recording for students to check their answers.

Speak up

- 7** If you have a large class, you could put students into pairs or groups of three to brainstorm ideas. Encourage students to give reasons for their answers.

To finish

Students work in pairs and take it in turns to say sentences about their past for their partner to guess if they are true or false. Remind them to use the time expressions from the useful language box. Students get a point if they guess correctly. If they don't guess correctly, the other student gets the point. For example:

A: *I went to New York last summer.*

B: *False.*

A: *No, it's true! I went with my family for my dad's birthday. One point to me.*

Give students five minutes to play the game, then elicit a couple of interesting facts about students' partners. Which student had the most points?

Presentation tool:	Unit 3, Speaking
Workbook / Online Practice:	WB p28
Photocopiable:	3B
Audioscript:	SB p153

To start

Write these questions on the board and read them with the class: *What's your favourite thing about school? What's your favourite day of the week?* Put students in pairs or groups of three and ask them to discuss the questions and give reasons for their answers. Bring the class back together and elicit a few ideas.

Power up

1 Read through the signs as a class. Ask students: *Do you have any of these days at your school?* ('Sports day' and 'no uniform day' are both popular in the UK. For 'no uniform day', students bring in 50p or £1 instead of wearing uniform and the school gives the money to a charity.) Have the discussion as a class or put the students into smaller groups of 3 or 4. Elicit feedback and find out which was the most popular day. Ask: *Do you think any of the days is a bad idea? Why?*

2 Ask a strong student to read the blog to the class, then elicit the answers from the class. Ask: *What kind of class is a yoga class?* (an exercise class/P.E./sport) and elicit what other activities Oscar did (they are listed in Ex 4).

Oscar did yoga.

explore language

3 Read through the explore language box with the class, then have students underline the words in the blog. Elicit what tense is used (past simple). Tell students that time expressions like these sequence markers usually go with the past simple. Tell students to try to learn these time expressions as they will help them to notice a past simple answer in a multiple-choice or open cloze exam task.

When, First, Then, Before lunch, At lunchtime, After that, At the end of the day; past simple

4 Ask students to read the blog again and put the activities in the correct order. Elicit the order around the class.

1 B 2 F 3 C 4 E 5 A 6 D

extra

Once students have ordered the activities, they can then add the words from the explore language box to create a summary of the text, e.g. *First he did a yoga class, then ...*

5 Students can find the adjectives on their own, then compare answers with a partner to check they have them all. Elicit the answers from the class, then ask students if they can think of any more adjectives to describe any of the activities. They can add these to their list.

Ask students to write their sentences on their own, then join with a partner to say their sentences to each other. Students can peer correct any errors. Elicit some ideas from the class.

interesting, brilliant, great, amazing, loud, fun

Model answers

Chemistry is really interesting. It's my best subject.

My new study app is brilliant! It explains everything clearly.

Our new classroom is great. It's got new desks and chairs.

My teacher is amazing. She really helps us if we don't understand something.

I didn't like the concert last night. It was too loud!

Football practice wasn't fun yesterday. It rained the whole time!

6 Ask students to read the email quickly to find out what Emma is writing about (her school day). Students read the email again on their own and complete the gaps. Then check answers as a class.

1 you 2 did 3 with 4 me 5 much 6 is

extra: fast finishers



Fast finishers can write their email reply to Emma and talk about the no uniform day. Students can finish their email for homework if they don't finish before the end of Ex 7.

7 Elicit the answer from the class and invite a student to read the parts of the email which gave them the answer.

It was her birthday; she had a cake; her friends sang *Happy Birthday*; her dad's making her favourite pizza.

Plan on

8 Ask students to read the advert for a writing competition on their own and underline the important words (*favourite day at school, what, who, why, write a paragraph*). Students then read questions 1 and 2 in pairs and discuss the answers. Elicit ideas from the class.

1 B 2 C

9 Put students into groups to discuss what makes a school day fun. Give students 4-5 minutes to discuss their ideas while you go around and offer help with any new vocabulary.

Possible answers

School is fun when: you make new friends, have your favourite subjects, get a good mark, leave early, a famous person/visitor comes to the school, etc.

3 The right answer!

WRITING (Continued)

Write on

exam task: email

→ SB p149

The rubric for this task in the Cambridge A2 Key for Schools exam is slightly different to what students see here – in the exam there is a context sentence which asks candidates to write an email, then three bullet points, OR there is an input email which contains three questions, and then the instruction to write 25 words or more.

- 10** **e** Students can either do this activity in class or for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students ten minutes to complete their writing on their own.

Model answer

Last week we had a fun school trip. When we arrived at school, we got on a bus. First, we visited a cool museum. Then we ate lunch in a park. After that, we came back to school. We didn't have any homework that day.

Improve it

- 11** If students do Ex 10 for homework, they can also do this activity for homework. Alternatively, students can swap work and their partner can check their paragraph for each of these three things.

If students did Exs 10 and 11 in class, they can do this exercise for homework. You might want to ask the class to rewrite their paragraphs based on the corrections from Ex 11, then collect the work in for marking.

Fun footer

Read the fun footer with the class. Do students have a similar expression in their language?

To finish

Give students one minute to write down as many time expressions and words for ordering events as they can. At the end of the minute, ask students to total up their words/expressions and say how many they have got. Ask a student with an average number of words to read them out. Write them on the board for everyone to check their spelling, then ask if anyone has any more words to add. Write these down as well. Acknowledge and congratulate the student with the most words.

Presentation tool:

Unit 3, Writing

Workbook / Online Practice:

WB p29

Photocopiable activity:

3C

Writing file:

SB p149

SWITCH ON

Life at Gordonstoun

- 1** Put students into pairs to answer the questions. Alternatively, put them into small groups so that there is a wider variety of experiences/ideas for students to talk about. Give students 2–3 minutes to discuss, then elicit feedback from the pairs/groups.

Model answer

We have gardening club at school and sometimes we go out into the community and help other people with their gardening. We also have a knitting club and we knit hats and jumpers for old people in the community in the winter months.

- 2** **▶** Tell students that they are going to watch a video about some teenagers who go to a special school. Read through the instruction and elicit or teach the meaning of the different services in the list. Tell them to tick the ones they hear.

Play the recording, then check answers around the class. Check students' understanding by asking: *Do students work in the services in lesson time or after school?* (after school). *Do they work every day of the week?* (no, just one day a week). Ask students if they think doing these services at school is a good idea. Why/Why not?

coastguard rescue, the fire service, mountain rescue, first aid

- 3** **▶** Read through the instruction with the class, then play the recording again for the students to match the people to the sentences. Tell the class that the students don't say the exact words in the Student's Book, so they will need to listen carefully for the answer.

1 A 2 C 3 B

- 4** Put students back into their groups from Ex 1 to discuss the question. For weaker classes, brainstorm some things they can include in their discussion and write these on the board in a spidergram, e.g. lessons six days a week, doing services work in their free time.

Model answer

I think it's great to have something different and interesting to learn, but I think it looks very tiring. The students don't have much free time after their lessons and they have to spend this doing something instead of relaxing.

Project

- 5 Put students into groups of three or four. If the class isn't all from the same school, mix students up so that they are not in the same group as others from their school. Read through the instructions with the class and ask students if they can think of any more questions to add to the list, e.g. *How much will it cost? Where will the money come from?* Write their suggestions on the board.

Give students five minutes to come up with ideas in their groups, while you move around the class listening to their ideas. Offer help where needed.

- 6 Allow groups 2–3 minutes for their proposal presentation depending on the size of your class – if there are a small number of groups, you could give them more time. While students are presenting, ask the other groups to make notes on how well they did by answering these questions: *Was the presentation interesting? Was there enough information? Did everyone in the group participate? Did they speak clearly?* Write the questions on the board if you think it will help.

When all the groups have finished, have a class vote on the best presentation (not idea). Ask students to say why the presentation was better than the others. Then have a show of hands for the best idea to present to the headteacher.

Project extension

Tell students: *You are the headteacher at your school. You have just watched the proposal presentation for a new after-school activity. Write an email to the students and say if you agree or disagree with the proposal.*

Read through the four presentation bullets with the students again and elicit some or all of the following ideas for students to include in their email. Write them on the board:

- Thank the students for making the presentation.
- Say that students can/can't have their after-school activity and say why, e.g. it's cheap/it's too expensive; there are/aren't enough teachers to help.
- Agree or disagree about when and where the activity can take place.

Also elicit from students how to start and end their email, e.g. *Dear ... ; Best wishes/Regards ...*. Tell students to write 25 words or more and to include three points in their email. Students can write their email in class or for homework.

Students can then swap emails to check they have written three points, 25 or more words and started and ended their email appropriately. Students can then rewrite their email including any corrections, then display them around the classroom for the rest of the class to read.

Presentation tool: Unit 3, Switch on
Switch on videoscripts: TB p153

INDEPENDENT LEARNING

SB p44

My four skills progress

- 1 You might like to put students into groups of three at this stage so they stay with the same students to discuss their ideas in Exs 2 and 3. Give them a few minutes to look through the skills sections in Units 1–3 to remind themselves what they did. If time is short, they can look at Unit 3 only.

Copy the diagram onto the board and demonstrate with the Listening (L) example. Ask one or two strong students where they think they are on the line for Reading and Speaking and elicit their reasons for their choices. Ask students to copy the diagram into their books and complete it with the four skills. Allow them to compare their completed diagrams in their groups and say why they placed each letter where they did.

- 2 If students only looked at Unit 3 in Ex 1, ask them to now go back to Unit 1 in their groups and look at the four skills lessons to remind them of how far they have come. Tell students to discuss in their groups. Elicit some feedback from each group.

- 3 Students can stay in their groups or work in pairs. Do Reading as an example on the board and elicit some ideas, then ask students to continue in their pairs/groups. They should each draw the spidergram in their notebooks and give advice to each other based on their discussions in Exs 1 and 2. Give students 4–5 minutes to discuss, then elicit some ideas from the class. Write any good advice on the board for students to copy down.

- 4 Ask students to look at their spidergram and write one piece of advice to themselves. You could make a note to review this in a few units' time.

3 The right answer!

UNIT CHECK SB p45

This Unit check covers vocabulary and language related to school subjects, education, places at school, collocations and compound nouns.

extra

- Students take it in turns to choose a word from the wordlist for their partner to make a sentence containing that word. If they say the sentence correctly, they get a point. If their partner thinks they have said the sentence incorrectly and can correct it themselves, they get the point instead.
- In pairs, one student chooses a noun from any of the vocabulary sets and describes it to their partner without saying the word. The partner can look at the wordlist and has to guess what the word is.

Practice

- 1** 1 biology, chemistry, physics
2 classroom, library, bedroom, science lab
3 board, bookshelf, note, timetable
- 2** 1 E 2 C 3 A 4 B 5 D
- 3** 1 library 2 uniform 3 history 4 got bored 5 mark
6 lunchtime
- 4** 3.7 1 school café 2 note 3 timetable
4 learn Chinese 5 art 6 break time

Review

- 1** 1 was/were 2 found 3 went 4 met 5 sat 6 spoke
7 wore 8 wrote
- 2** 1 F 2 B 3 D 4 E 5 A 6 C
- 3** 1 was 2 finished 3 Did (you) buy 4 didn't wear
5 Did (they) find 6 didn't see
- 4** 3.8 1 isn't 2 was 3 had 4 wasn't 5 gave 6 makes
7 didn't go out 8 played 9 Did (Maria's team) win?
10 couldn't watch
- 5** 1 Did 2 Were 3 Do 4 Are 5 Was 6 Did
- 6** 1 gets 2 with 3 was 4 were 5 went 6 play
- 7** 1 rained, was
2 didn't get up
3 had, didn't want
- 8** Students' own answer

GRAMMAR FILE SB p133

- 1** 1 was 2 were 3 wasn't 4 weren't 5 was 6 Were
- 2** 1 were 2 read 3 talked 4 took 5 wore 6 won
- 3** 1 travelled
2 started, finished
3 didn't study, didn't feel
4 ran, were
5 gave
6 stopped, came
- 4** 1 Did you like your primary school?
2 Where were you two hours ago?
3 Did you finish the last exercise?
4 Did you arrive late this morning?
5 Was your last exam difficult?
6 Who did you see last night?
- 5** 1 Where 2 Did 3 Were 4 Why 5 Was 6 Did
1 E 2 C 3 F 4 A 5 D 6 B
- 6** 1 was 2 Did 3 had 4 went 5 were 6 was

Presentation tool:

Unit 3, Unit check

Workbook / Online Practice:

WB p30

Audioscript:

SB pp153

Extra Practice App