In this lesson

Lesson aims:
- Vocabulary: school subjects and items.
- Resources:
  - Vocabulary worksheet 1.1, p. 148
  - Tests: Vocabulary check 1.1

Homework:
- Workbook Unit 1, p. 8

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Exercise 1, 3, 5 and 7
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up
- (Books closed) Ss work in pairs and look in their bags and say the words for any items they already know in English.
- (Books open) Introduce the aims of this lesson with this question: What is this lesson about? Ss quickly look at pages 10–11; ask random Ss for their ideas.

Lead-in
- Teach the vocabulary with the photos, real objects or ActiveTeach. Hold up your book, the objects or draw Ss attention to the screen, read out the new words one at a time and point to the correct photos or objects. Ss do the same.

Exercise 1
- Say Have you got a [calculator] in your bag? Hands up for ‘Yes’. Check answers with all class using their response cards.

Exercise 2
- Make sure Ss understand all the vocabulary in the box.
- Ss can work in small groups or pairs to find the subjects and items in the photos, e.g. Look. I can see a Maths lesson / a pencil case. Monitor pairs for understanding and pronunciation.

Exercise 3
- Ss think about which items you need for which subjects. Ss raise their hands and make suggestions. Have two students write the ideas on the board. Encourage class discussion.

Extra activity
- Ss work in pairs and ask each other questions about the school items, e.g. Have you got a ruler in your bag? Monitor pairs for correct question forms and pronunciation.

Exercise 4
- This is preparation for the CYLET Movers Reading and Writing test Part 1.
- Ss look at the photos on page 10, then look for key words connected to each subject. Involve Ss using the WILF technique by encouraging them to underline the key words.

In this unit

Vocabulary
- I can talk about school.

Grammar
- Present Simple affirmative, negative, questions and short answers
- Adverbs of frequency

Resources:
- Assessment for Learning response cards.

1. Which things have you got in your school bag?
  - calculator
  - dictionary
  - laptop
  - map
  - paints
- pencil case
- trainers

2. Lead-in
- What is this lesson question: What is this lesson about? Ss quickly look at pages 10–11; ask random Ss for their ideas.

3. Warm-up
- (Books closed) Ss work in pairs and look in their bags and say the words for any items they already know in English.
- (Books open) Introduce the aims of this lesson with this question: What is this lesson about? Ss quickly look at pages 10–11; ask random Ss for their ideas.

4. Lead-in
- Teach the vocabulary with the photos, real objects or ActiveTeach. Hold up your book, the objects or draw Ss attention to the screen, read out the new words one at a time and point to the correct photos or objects. Ss do the same.

5. Exercise 1
- Say Have you got a [calculator] in your bag? Hands up for ‘Yes’. Check answers with all class using their response cards.

6. Exercise 2
- Make sure Ss understand all the vocabulary in the box.
- Ss can work in small groups or pairs to find the subjects and items in the photos, e.g. Look. I can see a Maths lesson / a pencil case. Monitor pairs for understanding and pronunciation.

Answer → student page

7. Exercise 3
- Ss think about which items you need for which subjects. Ss raise their hands and make suggestions. Have two students write the ideas on the board. Encourage class discussion.

8. Extra activity
- Ss work in pairs and ask each other questions about the school items, e.g. Have you got a ruler in your bag? Monitor pairs for correct question forms and pronunciation.

9. Exercise 4
- This is preparation for the CYLET Movers Reading and Writing test Part 1.
- Ss look at the photos on page 10, then look for key words connected to each subject. Involve Ss using the WILF technique by encouraging them to underline the key words.

Answer → student page

10. Vocabulary
- I can talk about school.

- School subjects and school items
- Collocations with do and play
- Places in a school
- Present Simple affirmative, negative, questions and short answers
- Adverbs of frequency

- Grammar animation
- Communication video
- Computer Studies
- English
- French
- Geography
- History
- Maths
- Music
- P.E.
Exercise 5

1.18 Listen and match the school subjects to the days.

1. Maths  a. Monday
2. Art  b. Tuesday
3. RE.  c. Wednesday
4. History  d. Thursday
5. English  e. Friday

6. Ask and answer the questions in pairs.
   A: What's your favourite subject?
   B: It's Music.
   A: When is it?
   B: It's on Monday.

7. Look at the school bags. Which subjects have they got today? Write in your notebook.

8. Look at the picture. Illustrate three other subjects in a similar way. Make a class exhibition.

Exercise 6

Ask two students to read out the dialogue.

Monitor pairs for correct question forms and pronunciation of the subjects. Listen to pairs and correct individual Ss as necessary.

Exercise 7

Ss open their notebooks and work individually.

Check answers. Ss use their response cards. Ask Has Sophie got Art/Maths today?, etc.

Choose three students to write the answers on the board. Ss can mark each other's work.

Exercise 8

Different Ss say what they can see in the picture.

Ask other Ss for ideas on other subjects. Write or draw ideas on the board.

Allow enough time for Ss to create their pictures. Ss look at the pictures on display and choose a favourite one.

Finishing the lesson

(Books closed) Ss take turns to say one new word from the lesson. Ask random Ss to write them on the board.

Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

Fast finishers

Ss look at the Vocabulary box in Exercise 2 for 1 minute, then close their books and try to write down all the subjects. Ask Ss how many words they remembered and if they could spell them.
In this lesson

Lesson aims:
- Grammar: Present Simple affirmative, adverbs of frequency (always, usually, often, sometimes, never).
- Resources:
  - Grammar worksheet 1.2, p. 152
  - Tests: Grammar check 1.2
- Homework:
  - Workbook Unit 1, p. 9
  - Extra Online Practice Unit 1

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 7 and Get Grammar!
- Peer learning: Exercise 8 and 9
- Independent learning: Finishing the lesson

Warm-up
- (Books closed) Give Ss one minute to write down new words from L1.1. Check answers using the Lollipop stick technique.
- Revise the subjects. Write the first letter of each subject on the board, and ask different Ss to complete the words. Then revise the school items. Ask e.g. “Have you got a calculator in your bag?” and elicit answers.
- Give Ss learning feedback by asking them how many words they remembered. Suggest they keep a word list.
- Set the goal of the lesson. Write two sentences on the board and read them out (I always get up at 7 a.m. I usually have breakfast before work.) Ask Ss if they know what they will learn today. Say today we will learn about the Present Simple so that you can talk about your daily routine.

Lead-in
- (Books open) Ss look at the photo story and make suggestions what it is about.

Exercise 1
- Read the question first, so Ss have a purpose for watching or listening.

Exercise 2
- Ss complete the exercise, then watch or listen again to confirm answers.

Exercise 3
- Read out the sentences. Ss respond with a phrase from the Say it! box: Science class is in room 3A. It starts in five minutes!
  - Oh no! There are books, pens and paper on the classroom floor! It’s ten past one. P.E. is always at 1 o’clock!

Exercise 4
- Critical thinking: Students discuss the options in pairs.

Exercise 5
- Do a class vote using their response cards.

Video/Audio script
- Phew! We aren’t late!
- Hello everyone. Today, I’ve got a short test for you. Have you all got your calculators?
- Yes, Miss.
- Er … sorry Miss, I haven’t got my calculator. It’s at home.
- Never mind, Lucas. I’m sure you can do the test without it.
- Oh no!
- Only joking. Here’s my calculator. You can use it.
Grammar Present Simple affirmative

| I listen to music. |
| You listen to music. |
| He/She/It listens to music. |
| We listen to music. |
| You listen to music. |
| They listen to music. |

6 Circle the correct answer.
1 I bring/brings my phone to school.
2 She listens/ listen to music on the bus.
3 We eat/ eats lunch at school.
4 They study/writes school in summer.
5 He loses/ loses things all the time.
6 You have/ has Maths on Monday morning.

7 1.22 Complete the sentences with the Present Simple form of the verb. Try to guess the correct option. Then listen and check.
1 Tom watches (watch) football in the afternoon/evening.
2 Amy does (do) her homework before/after school.
3 Elena loves (love) Beyoncé /Ado songs.
4 Tom goes (go) to computer club /football club on Friday.
5 Lucas plays (play) sports / chess at break time.

Grammar Adverbs of frequency
always
usually
often
sometimes
never

Adverb + verb
I never listen to music.
We sometimes watch TV.
He is often late for school.

Adverb + to be
I always happy.

8 Complete the sentences with adverbs of frequency so they are true for you. Compare your sentences in pairs.

My daily routines
On school days I ________ get up at 7.
I have an egg for breakfast.
I ________ have chicken for lunch.
I ________ study English on Saturday.
I ________ ride a bike on Sunday.

9 In your notebook, put the words in the correct order to make sentences.
1 always  We  on Friday  have Art  .
We always have Art on Friday.
2 are  Elena and Amy  noisy in Science class  sometimes  .
I never in class send text messages.
3 often  We  in the park  play football  .
We often play football in the park.
4 usually  Tom  after dinner  watches TV  .
Tom usually watches TV after dinner.
5 late for English!  You  are  .
You are never late for English!

10 Write three true sentences and one false one about what you and your family do every day. Ask your partner to guess which sentence is false. Then swap roles.
A: I do my homework in the kitchen.
B: True!
A: My dad sings in the shower.
B: False!

Exercise 6
• Choose different Ss to read out the answers. Monitor answers and pronunciation.

Exercise 7 1.22
• Ss choose answers and compare in pairs.

Exercise 8
• Give Ss one minute to study the spelling rules in the Look! Box. Ss close their books. Write the basic form of the verbs on the board. Ss write He/She/It form in their notebooks. Then they open their books and check.

Exercise 9
• Read the Grammar box again. Draw Ss attention to the position of the adverbs with verbs and with to be.
• Ss write their sentences in their notebooks and then compare answers in pairs, offering feedback.

Exercise 10
• Give Ss two minutes to write their sentences.
• Monitor pairs for correct grammar forms and pronunciation.

Finishing the lesson
• (Books closed) Clarify the grammar goals of lesson 1.2. Ask different Ss to think of a sentence using an adverb of frequency.

Fast finishers
• Ss look at the photo story. They underline the basic form of verbs in the Present Simple affirmative and circle the He/She/It forms.
Lesson aims:
- Grammar: Present Simple negative, questions, short answers
- Vocabulary: word friends with play and do

Resources:
- Grammar worksheet 1.3, p. 153
- Tests: Grammar check 1.3

Homework:
- Workbook Unit 1, p. 10

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up and Exercise 4
- Giving feedback: Get Grammar! and Exercise 7
- Peer learning: Exercise 4, 6 (follow-up) and Extra activity
- Independent learning: Finishing the lesson

Warm-up
- (Books closed) Review the Present Simple He/She/It form. Ask different Ss for the spelling rules from L1.2 Look! box. Write both forms of the verbs on the board (love-loves, eat-eats, play-plays, do-does, go-goes, watch-watches, wash-washes, study-studies, fly-flies).
- Set the goal of the lesson. Write two sentences on the board and read them out (Do you play the guitar? I don’t play the guitar.) Ask Ss if they know what they will learn today. Say Today we will learn how to ask and answer questions about hobbies. Write the lesson objectives on the board.

Lead-in
- (Books open) Introduce the cartoon characters. Ss look at the images before proceeding to the exercise.

Exercise 1
- Ss answer the question. Ask follow-up questions: Can you see animals/people? How many?

Exercise 2
- Make sure Ss understand the sentences before you play the recording.
- Ask different Ss to read the sentences and their answers. For false answers ask Ss to say the true sentence.

Get Grammar!
- Play the Get Grammar! video. If you don’t have access to a computer/projector, read the Grammar box to the class. Ss repeat in chorus.
- Write I paint on the board. Tell Ss to look at the Grammar box. Ask What extra word is in the negative sentence? Elicit don’t. Ask What extra word is in the question? Elicit Do.
- You may check comprehension & exercise difficulty with the Traffic Lights technique.
Grammar  Present Simple negative, questions and short answers

<table>
<thead>
<tr>
<th>Short answers</th>
<th>I don't paint.</th>
<th>Do I paint?</th>
<th>You don't paint.</th>
<th>Do you paint?</th>
<th>He/She/It doesn't paint.</th>
<th>Do he/she/it paint?</th>
<th>We don't paint.</th>
<th>Do we paint?</th>
<th>You don't paint.</th>
<th>Do you paint?</th>
<th>They don't paint.</th>
<th>Do they paint?</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>No, I don't.</td>
<td>Yes, I do. / No, I don't.</td>
<td>No, you don't.</td>
<td>Yes, you do. / No, you don't.</td>
<td>Yes, he/she/it does. / No, he/she/it doesn't.</td>
<td>Yes, he/she/it does. / No, he/she/it doesn't.</td>
<td>Yes, we do. / No, we don't.</td>
<td>Yes, we do. / No, we don't.</td>
<td>Yes, you do. / No, you don't.</td>
<td>Yes, you do. / No, you don't.</td>
<td>Yes, they do. / No, they don't.</td>
<td>Yes, they do. / No, they don't.</td>
</tr>
</tbody>
</table>

Do you play football in your free time?

3 Correct the sentences.
1 Carla paints houses.
   Carla doesn’t paint houses. She paints pictures.
2 Carla plays the piano.
3 Rocco does judo.
4 Freddie and Fifi want Carla’s picture.

4 Complete the questions with do or does.
1 Does Big Al play the guitar?
2 Does Carla and Rocco have hobbies?
3 Does Rocco paint pictures?
4 Does Carla and Rocco like Big Al’s picture?
5 What does Big Al think of his new hobby?

5 1.24 Complete the dialogue with do, does, don’t or doesn’t. Then listen and check.

Big Al: 1 Do you play an instrument, Rocco?
Rocco: No, I 2 don’t, but my sister plays the drums.
Big Al: 3 Does she play in a band?
Rocco: Yes, she 4 does. They’re called “The Rocking Raccoons”.
Big Al: 5 How often 6 do they meet?
Rocco: They meet every Wednesday, and on Thursday she does ballet.
Bi Al: Wow, your sister is busy!

6 1.25 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures?

Vocabulary  do, play

- do ballet, judo, karate, pottery
- play basketball, chess, football, tennis; the drums, the guitar, the piano

7 Complete the questions with do or play. Then ask and answer in pairs.
1 Do you play basketball?
2 Does your dad play karate?
3 Does your grandma play ballet?
4 Does your mum play chess?
5 Do you play pottery after school?

8 1.26 1.27 Go to page 107. Listen and sing My Busy Week song.

Exercise 3
- Ss complete the exercise individually.

Answer
Carla doesn’t play the piano. She plays the guitar. Rocco doesn’t do judo. He does karate. Freddie and Fifi don’t want Carla’s painting. They want Big Al’s painting.

Exercise 4
- Ss complete the questions individually.
- Follow-up: Involve Ss in how to do reading comprehension questions using the WILF technique. Tell them to underline the parts of the cartoon story where they find answers to the questions.

Exercise 5
- After checking answers with different Ss, divide the class into two groups and assign the roles: Big Al and Rocco. Read out the dialogue and Ss in each group repeat.
- Ask several pairs to read out the dialogue.

Exercise 6
- Read out the Vocabulary box and Ss repeat.
- Ss label the pictures they know. Ask different Ss for feedback. Make sure all Ss understand the vocabulary.
- Follow-up: Ss work in pairs and think of more activities that collocate with play and do, e.g. play football, the piano; do puzzles, homework, then share with the class.

Exercise 7
- Ask two Ss to read out the questions and make sure all Ss have the correct question forms. Ss answer as a class with their response cards.
- Ss work in pairs and take turns to ask and answer the questions. Monitor pairs.
- Extend the exercise to challenge stronger Ss. Ask individual students questions with Where, When and How often, e.g. Where / When / How often do you play basketball?

Exercise 8 1.26 1.27
- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along. Different groups could perform the song. Have a class vote for the best performance.

Finishing the lesson
- (Books closed) Ask Ss to finish the sentences: Today I have learned… and I can… Check with all class using the response cards.

Fast finishers
- Ss write three sentences in their notebooks: 1 using the Present Simple affirmative and an adverb of frequency, 2 using the Present Simple negative, 3 using the Present Simple question form.
1.4 Communication
I can ask for and give personal information.

Where do you live?

Lesson aims:
- Communication skills: asking for and giving personal information
- Resources:
  - Communication worksheet 1.4, p. 168
  - Tests: Communication check 1.4
- Homework:
  - Workbook Unit 1, p. 11
  - Extra Online Practice Unit 1

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Exercise 2
- Independent learning: Exercise 2

Warm-up
- (Books closed) Ask Ss some questions about themselves: What’s your name? How old are you? Do you like …?
- Set the goals of the lesson. Say In this lesson we will learn how to ask for and give information about us. Can you give me an example?

Lead-in
- (Books open) Ss cover the dialogue, look at the photo and say/guess who they can see.

Exercise 1
1.28 Watch or listen and read.
Answer the questions.
1. Where is Tom? Tom is in a sports centre.
2. Why is he there? He wants to join the basketball club.

Exercise 2
1.30 Listen and check.
In your notebook, write questions to these answers.

Exercise 3
1.29 Listen and repeat.
- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.

Look!
- Read out the Look! box and Ss repeat. Make sure they understand all the information.

Exercise 4
- Ss work individually referring to the Communication and Look! box.

Exercise 5
1.30 Make sure Ss have the correct questions. Choose pairs to read out questions and answers.

Extra activity
- Ss make up a phone number and an email address and write it down. Ss then work in pairs and dictate the info to each other. Then, have them swap the written information, check and correct if necessary.

Exercise 6
- This is preparation for the CYLET Movers Listening test Part 2.
Lead-in
• (Books open) Ss take turns to describe the photos.

Exercise 1 1.32
• Give Ss one minute to read the text, or play the text once.

Exercise 2
• Involve Ss in reading comprehension using the WILF technique. Say What are the key words in the questions? Different Ss answer.

Exercise 3 1.33
• Make sure Ss understand all the vocabulary in the box.

Exercise 4
• Make sure Ss understand the sentences.
• Ss do the exercise using the Think-pair-share technique.

Extra activity
• Groupwork: Play Snowman with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. snowbolls). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

Exercise 5
• This is preparation for the CYLET Movers Reading and Writing test Part 2.
• Ss take turns to answer questions. Different Ss answer.
• Ss work individually and then read each other's work to give feedback. Have a vote for the funniest ideas.

Exercise 6
• Different Ss give ideas for funny sentences.
• Ss work individually and then read each other's work to give feedback. Have a vote for the funniest ideas.

Finishing the lesson
• Critical thinking (Books closed) Ss share their opinions. Ask Are boarding schools a good idea?
• (Books closed) Refer back to lesson goals: Was the text easy/difficult to read?

Fast finishers
• Ss study the new vocabulary for one minute, cover the words and try to spell them.
1.6 Listening and Writing

I can understand and write short texts about my day.

Lesson aims:
- Listening for specific information.
- Writing a blog entry. Time expressions in writing: in, on, at.

Resources:
- Tests: Writing Test 1

Homework:
- Workbook Unit 1, p. 13

Assessment for Learning in this lesson
- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 7
- Peer learning: Exercise 4 and 7
- Independent learning: Finishing the lesson

Warm-up
- (Books closed) Ss say the days of the week as a class.
- Set the goals of the lesson. Ask Ss to quickly look at the text in Exercise 5 and close their books again. Ask What type of text is it? Ask Ss if they know what they will learn today. Say Today we will learn how to write a blog entry.

Lead-in
Exercise 1
- Ask different Ss to write the days on the board so all Ss can check spelling.

Exercise 2 1.34
- Before Ss listen, say You’re going to listen to four students talk about their favourite day.

Exercise 3 1.34
- This is preparation for the CYLET Listening test Part 3.
- Have different Ss answer and check with rest of the class using the Thumbs up/down technique.

Exercise 4
- Ss do the exercise using the Think-pair-share technique. Encourage all Ss to share by choosing different Ss to speak.

Exercise 5
- Give Ss one minute to read the text and answer the questions.

Exercise 6
- Ss work individually and underline the expressions. They can then add them to the Writing box.

Exercise 7
- Read out the notes. Ask different Ss for ideas and write them on the board.

Exercise 8
- Ss write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback at this stage.
- Ss write their final text in their notebooks. Check work in class, or Ss hand in their notebooks.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information), and also praise good use of grammar and vocabulary.

Extra activity
- Ss copy their entries onto a piece of paper to display. Ss vote for their favourite text.

Finishing the lesson
- Ss say what was easy/hard in the lesson.

Fast finishers
- Ss underline the verbs in Daisy’s blog and circle the adverbs of frequency.
Vocabulary
1. Look at the photos and complete the names of school subjects.
2. Complete the days of the week. Which two days are at the weekend? Which two days are weekdays?
3. Match the words in the box to the correct verb. Which activities do you do?

<table>
<thead>
<tr>
<th>Mathe</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Computer studies</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
</tbody>
</table>

Pronunciation
7. Listen and repeat: /s/, /z/ or /z/?

Communication
8. Complete the receptionist’s questions. Then act out the dialogue in pairs.

| Receptionist: | What’s your email address? Paula: paula@net.com. |

Grammar
4. Complete the text with the correct form of the verbs in the box.

walk / send / start / get up / talk

On weekdays Elena 1 gets up at 7.30 a.m. She 2 has breakfast with her family. Then she 3 goes to school with her sister. On the way to school, the girls 4 talk about their day, listen to music and 5 send text messages. School 6 starts at 9 a.m.

Assessment for Learning in this lesson
Setting aims and criteria for success: Warm-up
Giving feedback: Exercise 4
Peer learning: Exercise 2 and Extra activity
Independent learning: Finishing the lesson

Warm-up
• (Books closed) Help Ss clarify the vocabulary goals of Unit 1. Ask: What new words are in this unit?
• Set the goals of the lesson. Say: In this lesson we will revise the language from Unit 1.

Exercise 1
• (Books open) Choose Ss write the answers on the board.

Exercise 2
• Ss work using the Think-pair-share technique.
School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

**Josh**: Hi, I’m Josh and I’m twelve. At my school, we wear a light blue shirt with a blue and yellow tie, and a dark blue jumper. We also wear grey trousers and black shoes. Girls wear the same clothes; I don’t like my uniform. It’s expensive, and the shirt and tie aren’t very comfortable. Cars are dark blue. I also wear a green jacket. There’s also a green skirt, but I don’t always wear it.

**Sara**: Hi, I’m Sara and I’m thirteen. I wear a green and purple skirt and a cream shirt. There’s also a green jacket, but I don’t always wear it. With the skirt, I wear black tights and black shoes. I think school uniform is good because it’s comfortable, and because we think about our lessons, not our clothes.

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**Warm-up**

- **Books closed** Write Clothes on the board. Ss write down 5 items of clothing they know in English. Choose different Ss to write one of their words on the board. Encourage Ss to say what they are wearing today.
- **Books open** Have Ss look at the photos for a few seconds. Ask What do you see? What do they think the lesson is about? Introduce the aim of the lesson. Say: In this lesson you will learn about schools in the UK.

**Exercise 1** 1.36

Read and listen to the texts about school uniforms in the UK.

**Exercise 2**

- **Lesson** Do you think school uniforms are good or not?

**Exercise 3** 1.37

Listen to two more children. What clothes do they wear to school? Are they for or against school uniforms?

**Assessment for Learning in this lesson**

- **Setting aims and criteria for success:** Warm-up
- **Giving feedback:** Exercise 4, A, C and Extra Activity
- **Peer learning:** the Project
- **Independent learning:** Finishing the lesson

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**Culture notes**

- **School uniform:** Most students wear a school uniform at secondary school. Boys usually wear trousers, shirts, jumpers and ties. Girls usually wear skirts, shirts and jumpers.

**Secondary schools:** Students start secondary school when they are 11. Most schools start lessons at 9 a.m. and finish at 3 p.m. Students do mainstream subjects, and also e.g. cooking. They stay at school for lunch, which is 1 hour. After-school clubs are popular. The summer holidays are 6 weeks long.

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**Exercise 3**

- **Extra activity**
  - (a) Check understanding using the Basketball technique and questions, e.g.: Which uniform do you like more? How often do you wear a tie/skirt/jacket?
  - (b) Draw a happy and sad face on the board. Point to the faces and say: I am for something that I think is good. I am against something that I think is not good.
  - (c) Play the recording once. Ss complete the table individually, then compare in pairs. Play the recording again to confirm answers.
Exercise A

Watch the video and answer the presenter’s questions. Which topics does the video talk about?

- school uniform
- after-school clubs
- school rules
- school subjects

Exercise B

Watch the video again. Circle T (true) or F (false). Correct the false sentences.

1. Lessons usually start at eight o’clock. T/F
2. Students go home for lunch. T/F
3. Lessons finish at five o’clock. T/F
4. After school, students can go to clubs. T/F
5. The school holidays are from June to October. T/F

Exercise C

Which things are the same in your country? Which things are different? Discuss your answers as a class.

Project

Setting the project up

- Divide Ss into groups of four.
- Student A: write about the boys’ uniform
- Student B: write about the girls’ uniform
- Student C: create pictures of the boys’ uniform
- Student D: create pictures of the girls’ uniform
- Give Ss the Project worksheets to help them prepare.
- Ss discuss their ideas and make notes. They write up their ideas and create pictures.

Sharing the project

- When Ss have completed their tasks, they work together to create an electronic presentation to give to the class. After a class vote for the favourite uniform, discuss what makes a good presentation, e.g. Don’t use too many slides: 5 or 6 slides is enough. Keep text short: just a few words per slide. Add pictures and videos (and music). Add a title to the presentation and each slide. Use animations to make words appear, but not too many.
- If Ss don’t have access to computers, ask them to create a poster presentation instead with drawings and/or photos. They display their poster on the wall or board and read out the descriptions to the class.

Finishing the lesson

- (Books closed) Ask Was the lesson interesting? Do you know something new?
- Fast finishers
  - Ss underline the clothes and colour words in the texts.