

Lesson

1

New friends

Lesson aim: By the end of this lesson students will be able to:

- introduce themselves

Grammar: Simple present *Yes/No* questions and short answers; *What, Who* and *How* questions and answers.

Vocabulary: Names, Age, Country of origin, Habits, Likes

1 Vocabulary review

This exercise reviews and practises language for introducing oneself.

A  CD1, Track 2

- Have students quickly look through their Student's Book. Explain that, as in Student's Books 1 and 2, there are eight units and that each unit contains four lessons. There is a *Get Connected* lesson (reading, listening and writing practice), *Review, Game* and *Project* at the end of each unit. Also, after every other unit there is a special *Get It Right!* lesson focusing on the typical mistakes made by Polish students. Tell students that there are six new characters in this level. Encourage students to ask any questions they may have about *Let's Connect 3*.
- Have students read the instructions and look at the photo. Ask: *Who are the people in the photo?* (Students at Wells International School.)
- Have students read the captions.

Note: Students can read the text silently or aloud as a group. There are benefits to both. The benefit of having students read silently is that they can read at their own pace and will not be distracted by other students' voices. The benefits of having students read aloud as a group are that weaker students will be prompted by the stronger students as they read, and that the whole class will finish reading at the same time.

- Play the recording. Students listen and read along.

Audio script

Same as the captions in the Student's Book.

- Ask students to underline what they feel is the key information about the characters in the captions.
(For example, names, ages, countries of origin, hobbies, etc.)
- Ask: *What are the girls' names?* (Ania, Amy and Amanda.) *How old are the boys?* (Andy is 13; Josh is 12; Philip doesn't say his age.) *Where are Amy and Josh from?* (They're from the USA.) *Is Ania American?* (No. She's Polish.) *Who's got three brothers and three sisters?* (Philip has.) *Does Andy like school?* (Yes, he does.) *Who's got a nickname?* (Amanda does.)

Note: If you think that students will understand the questions in English, ask them exactly as they appear in the Teacher's Book. If you think students will have difficulty understanding them, either explain the questions or rephrase them in simpler language.

- Invite volunteers to ask their classmates similar questions about the characters.
- Play the recording or read the captions aloud. Students listen and repeat.
- **Optional** Have students practise in groups of six.
- **Optional** Ask students to close their books. Call out the following information about the characters. Students respond with the name of the appropriate character. *Nickname is Mandy.* (Amanda.) *Plays computer games.* (Josh.) *Is from Scotland.* (Andy.) *Likes to go shopping.* (Ania.) *Plays volleyball.* (Philip or Ania.) *Loves karate.* (Amy.)

Note: Whenever students listen to the recording, be sure to pause the recording after individual items. This gives students time to repeat or complete the task.

B

- Have students read the instructions and the example.
- Elicit the information students should include in their introduction. (Name, age, number of brothers and sisters, hobbies, likes and dislikes.)
- Give students several minutes to prepare their introductions. Ask them to make notes about what they plan to say.
- Ask some students to introduce themselves to the class, or ask students to introduce themselves in groups of five or six.

2 Language focus review

This exercise reviews and practises simple present **Yes / No** questions and short answers and **What, Who** and **How** questions and answers.

CD1, Track 3

- **Language Chart** Have students study the examples on the left-hand side of the chart. Remind them that we use *do* in questions and in short answers with the pronouns *I, you, we* and *they*.
- Ask: *When do we use Does?* (With the pronouns *he, she* and *it* or the third person singular.) Remind them that *don't* is the contraction for *do not* and *doesn't* is the contraction for *does not*.
- Focus students' attention on the right-hand side of the chart. Explain that we cannot answer this type of question with *Yes* or *No*, we must answer them with specific information like time, age or a sport.
- **Optional** Read the examples aloud, pausing for students to repeat.
- Tell students that they should complete the questions and then answer them with the information about the characters in Exercise 1A on page 2. Read the example with the class. Then do the second question together. Ask: *Who loves football and karate?* (Amy does.)
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Play the recording. Students listen and check their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Invite a volunteer to read one answer aloud. Then ask a second volunteer to confirm the answer by reading the relevant sentence(s) from the text in Exercise 1A on page 2.

Answers

- Who; Amy does
- How many; She's got two brothers
- What time; He gets up at 6:30 am.
- How old; She's 12.
- Does; No, he doesn't.
- What sport; He plays volleyball.
- Do; Yes, they do.

- **Optional** Have students practise the questions and answers in pairs.

3 Speaking

This exercise practises asking general information questions.

A

- Have students read the instructions and the example. Demonstrate the task with students. Write the three sections of the chart for number 1 on the board. Ask individual students *Do you play volleyball?* until one of them answers, *Yes, I do*. Write that student's name under the 'Classmates who answer *Yes, I do*' portion of your chart.
- Invite a volunteer to stand and help you demonstrate the task for number 2.
- Ask students to stand, walk around the classroom and ask their classmates the questions to complete the chart. (Questions: *Do you like rock music? Do you stay up late? Do you get up early? Do you read comic books?*)

B

- Ask some students to ask their classmates *Who . . . ?* questions about their charts, following the example.
- **Optional** Divide the class into three or four teams. Ask a student from each team to stand. Say one of the following questions, omitting the underlined word or words. The first student to raise his or her hand tries to fill in the blank. If the answer is correct, that student's team gets one point. If not, the other students have a chance to give the correct answer and earn a point for their team.

How old is Philip?

Do Mandy and Andy like volleyball?

What time do they get up?

Does she have any sisters?

Who wants to go shopping?

Workbook

Note: Explain that the Workbook provides extra practice of the language studied in the Student's Book. All Workbook exercises can be done either in class or for homework.

- Assign the exercises on Workbook page 2. (Workbook answers begin on page 157.)

Extra Grammar

Note: The Extra Grammar activities can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher
 The activities are intended to be done as homework. The site also has information about how teachers can obtain an answer key. www.cambridge.org.pl

- Assign the exercises for the Extra Grammar, Lesson 1.

Lesson 2

School dinner

Lesson aim: By the end of this lesson students will be able to:

- describe what someone is doing

Grammar: Present continuous and simple present

Vocabulary: Common activities

Review of Lesson 1

- Write these sentences on the board without the answers:
 1. I like rock _____ . (music)
 2. I've got three brothers and three _____ . (sisters)
 3. I _____ volleyball and tennis. (play)
 4. He plays _____ games and listens to music. (computer)
 5. I love football and _____ . (karate)
 6. I'm _____ Scotland. (from)
- Give students a few minutes to guess the missing words. If needed, write the answers in random order on the board to help them.
- Check answers with the class.
- Ask students which of the six main characters each sentence refers to. (1. Amanda. 2. Philip. 3. Ania. 4. Josh. 5. Amy. 6. Andy.) If students are unable to do this, allow them to look back at Exercise 1A in Lesson 1.

1 Language focus review

This exercise practises and reviews the present continuous and the simple present.

A CD1, Track 4

- Have students read the instructions and look at the photos. Ask: *What are their names?* (Andy and Amy.)
- Have students read the dialogue.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the dialogue in the Student's Book.

- Ask: *Is Amy making a pie?* (No, she isn't.) *What's she doing?* (She's making a chocolate cake.) *Is she talking to Philip?* (No, she isn't.) *Who's she talking to?* (She's talking to Andy.) *Is Andy making a cake?* (No, he isn't.)
- Play the recording or read the dialogue aloud. Students listen and repeat.
- **Optional** Have students practise in pairs.

B CD1, Track 5

- **Language Chart** Have students study the examples in the language chart.
- Write the following chart on the board:

Happening now	Repeated / regular action
<i>She's talking to Andy.</i>	<i>She often talks to Andy.</i>

Ask a student to come to the board and write *present continuous* or *simple present* above each column of the chart.

- Underline the verb forms in the examples and remind students that the continuous is formed with *be + -ing*, and that an *s* is added in the simple present with *he* or *she*.
- Remind students that the final *e* is dropped in verbs ending in *e* when adding *-ing*.
- Focus students' attention on the note in the language chart. Explain to students that certain verbs like this which are non-action (or 'state') verbs are not usually used in the continuous form.
- **Optional** Read the examples aloud, pausing for students to repeat.
- Focus students' attention on the exercise. Explain to students that they should write the correct forms of the verbs in the spaces provided.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and check their answers.

Audio script

Same as the dialogue in the Student's Book.

- Check answers with the class. Ask some students to read their answers aloud. Invite other students to write the answers on the board as they are read.

Answers

Mum: cooking
 Andy: making
 Andy: need
 Mum: make
 Mum: like

- **Optional** Have students practise the dialogue in pairs.

C

- Have students read the instructions and look at the photo.
- Have students work individually or in pairs to write the sentences.
- Check answers with the class. Invite volunteers to come to the board to write their answers.


Answers

He's eating pizza.
 He's watching TV.
 He's sitting on the bed.
 He plays the guitar.
 He listens to CDs.
 He collects trading cards.

- **Optional** Ask students to make a simple present statement, and then choose a classmate to convert it to a present continuous statement. For example, Classmate 1 says, *He plays basketball*. Classmate 2 responds, *He's playing basketball*. Encourage students to use both positive and negative forms.

2 Listening

In this exercise, students listen for activities in the present continuous.

 **CD1, Track 6**

- Have students read the instructions and the sentences.
- Tell students that they will listen to four separate mobile phone conversations and should tick the sentences that correctly describe what the characters are doing.

Note: Remind students that in the Listening section of a lesson you will usually play the recording three times: first for them to listen only, a second time for them to do the task, and a third time for them to check their answers.

- Play the recording. Students only listen at this stage.

Audio script

See page 171.

- Play the recording again. Students listen and tick the correct sentences.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Answers

1 Martin is walking to school.
 2 Sally is walking the dog.
 3 Jake is playing video games.
 4 Chloe is buying drinks.

3 Speaking

This exercise practises talking about dinnertime routines with *usually*.

- Have students work in pairs to describe what they usually do at dinner time, following the example.
- Invite volunteers to describe their partner's dinner time routine. Remind them to use the third person singular in the simple present.

Workbook

Assign the exercises on Workbook page 3. (Workbook answers begin on page 157.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 2.

Lesson 3

My new school

Lesson aim: By the end of this lesson students will be able to:

- talk about obligations and rules related to school

Grammar: *have to / don't have to*

Vocabulary: Common activities

Materials needed: pieces of paper to write verb phrases on

Review of Lesson 2

- Write the following *-ing* verb phrases on separate pieces of paper: *reading a magazine, making a cake, talking on the phone, walking the dog, playing computer games*. Place the pieces of paper in a bag.
- Divide the class into two groups. Invite a volunteer from the first group to come to the board. Ask the volunteer to choose a piece of paper from the bag and read it silently. The volunteer then mimes the verb phrase for his or her group. The group must guess the action within ten seconds in order to earn a point.
- Alternate turns. Make sure groups have an equal number of turns.

1 Language focus

This exercise presents and practises *have to / don't have to*.

A CD1, Track 7

- Have students read the instructions.
- Play the recording. Students listen and read along.

Audio script

Same as the dialogue in the Student's Book.

- Ask: *Who's Mandy talking to? (Ken.) Are they talking on the phone? (No. They're chatting on the Internet.) What are Mandy and Ken chatting about? (Daily school routines.)*
- Tell students that you will say some sentences as Mandy. Students tell you whether they are true or false.
 - I have to walk to school. (False.)*
 - I don't have to take the train. (True.)*
 - I have to get up at 5:45. (True.)*
 - We have to wear a uniform to school. (False.)*
 - I don't have to buy lunch in the cafeteria. (False.)*
- Focus students' attention on Mandy's line: *Actually, I like school lunch*. Explain that Mandy begins the sentence with *actually* because she is going to express an opinion that is different from the one that Ken gave. She thinks her positive opinion of school lunches may be unexpected, so she says *actually* before expressing the opinion to be more polite. Write another example on the board:
 - A: I hate cheese.*
 - B: Actually, I like it.*
- Play the recording or read the dialogue aloud. Students listen and repeat.
- **Optional** Have students practise in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the first two statements at the top of the chart. Tell

- students we use *have to* and *don't have to* if we want to say we need to do something or we don't need to do something.
- Write the following on the board: *Do / Does you have to take the bus? Do / Does Mandy have to take the bus?* Ask students to choose the right options.
- Have students look at the questions and answers. Explain that both the short and long answers can be used, but the short answers are more common in dialogue.
- **Optional** Read the examples aloud, pausing for students to repeat.

B CD1, Track 8

- Ask students to read the instructions.
- Have students work individually to write the sentences.
- Play the recording. Students listen and check their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Ask some students to write their sentences on the board.

Answers

- 2 She has to take the bus.
- 3 She doesn't have to take the train.
- 4 She doesn't have to wear a uniform.
- 5 She has to buy lunch in the canteen.

C

- Ask students to read the instructions and the example questions and answers. Invite volunteers to ask their classmates questions, or divide the class into small groups to practise.

Culture Note

Most British children have the option of buying a school lunch or bringing their own lunch from home. In most schools there is usually a choice of hot or cold lunches. Some popular school lunches are roast meat, sausages and mashed potato, pasta and pizza. Free school meals are provided for children from low-income families. School lunches must meet nutritional requirements set by the government. Fizzy drinks, crisps, chocolates and sweets are not allowed.

2 Word power

This exercise presents and practises some everyday activities.

A

- Ask students to read the instructions and the words and phrases in the box. Have students call out any words or phrases they do not understand. Explain them by using them in sentences or by miming them.
- Draw students' attention to the example. Do the second example together as a class. Ask: *What other phrase goes with be?* (on time for class.)
- Have students work individually or in pairs to match two words or phrases to each verb.
- Check answers with the class. Copy the chart onto the board. Ask volunteers to come to the board to write one answer each.

Answers

1 on time for class	4 a Maths class, the bus
2 an instrument, football	5 my classroom, my room
3 a uniform, special gym clothes	

- **Optional** Divide the class into small groups. Ask groups to brainstorm other words to pair with the verbs. Give a point for each appropriate word or phrase.

B

- Have students read the instructions, the sentence starters, and the examples in the speech bubble.
- Have students work individually to write three things they have to do and three things they do not have to do using words and verb phrases from Exercise A.
- Have students work in pairs to talk about the things they have to do and do not have to do.

3 Listening

In this exercise, students listen for activities students have to do in school.

A  CD1, Track 9

- Have students read the instructions, look at the photo and read the phrases.
- Explain to students that they will listen to a conversation between Mandy and Keiko about Keiko's school. They should tick three things that the students in Keiko's school have to do.
- Play the recording. Students only listen at this stage.

Audio script

See page 171.

- Play the recording again. Students listen and complete the exercise.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class.

Answers

clean the school
 attend school baseball and basketball games
 go to club activities at the weekend

B

- Have students read the instructions and the example.
- Have students work in pairs, taking turns making both positive and negative statements about what students have to do and don't have to do at Keiko's school.
- **Optional** Ask students to write their sentences on a separate piece of paper for writing practice. Then invite volunteers to write one sentence each on the board. Do not allow students to duplicate sentences.

Workbook

Assign the exercises on Workbook page 4. (Workbook answers begin on page 157.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 3.

Lesson 4

After school

Lesson aim: By the end of this lesson students will be able to:

- talk about preferences related to after-school clubs

Grammar: *would like + to* (verb)

Vocabulary: After-school clubs

Review of Lesson 3

- Write *have to*, *has to*, *don't have to*, *doesn't have to* on the board. Assign the words to several students, and ask them to make sentences with the verbs.
- Divide the class into four groups. Ask the first group to make a sentence using *have to* or *has to*. (I have to get up early.)
- Ask the second group to use the first group's sentence and add on a verb or verb phrase of their own. (I have to get up early and take the bus to school.)
- The third group follows the same procedure, using the second group's sentence and adding yet another verb or verb phrase. Continue the activity until one of the groups makes a mistake or forgets part of the sentence.
- Do the activity once again using *doesn't have to* or *don't have to*.

1 Language focus

This exercise presents and practises some after-school activities.

A CD1, Track 10

- Give students several minutes to read the instructions and the verb phrases and their meanings.
- Focus students' attention on the verb phrases in red. Read the phrases aloud, pausing for students to repeat.
- Have students work individually or in pairs to match the phrases to their definitions.
- Check answers with the class. Ask some students to read their answers to the class.
- Have students work individually to write sentences using information from the club descriptions and the verb phrases in Exercise A.
- Check answers with the class. Ask some students to read their sentences to the class.

Answers

2d 3a 4c 5f 6b

- Play the recording. Students listen and repeat.

Audio script

See page 171–172.

B

- Give students several minutes to read the instructions and the texts and look at the pictures. Explain to students that the texts and pictures represent some typical British after-school activities. Ask students if they have similar activities at their school. If so, ask if any of the students have participated in them. Did they enjoy it? Why? Why not?
- Ask: *What day is the volleyball club?* (Tuesdays.) *Is the chess club open to students in Year 3?* (No.) *Can you sing, dance or play an instrument in student council?* (No, you can't.) *What can you do in student council?* (Share ideas about school life and plan school activities.)

Answers

- I can sing songs in the drama club.
- I can talk about stories and poems in the student magazine club.
- I can work on class assignments in the computer club.
- I can make new friends in the chess club.

- **Optional** Divide the class into four or five small groups. Ask each group to write a list of five *Wh-* questions about the after-school brochure. For example: *What club is open to beginners?* (Computer club.) *What clubs meet on Mondays?* (Chess club and drama club.) Groups take turns asking their questions. For example, Group A asks Group B a question. If Group B gives a correct answer, Group B earns a point. If Group B gives an incorrect answer, Group A earns a point. The group with the most points wins.

Culture Note

Popular after-school clubs in UK schools include: sports clubs, ITC (information technology), book clubs, art clubs, drama and music. They may be run by the school or by private or voluntary organisations. Breakfast clubs are also provided at many schools to cater for parents who need to drop their children off before regular school lessons begin. The cost for these extra activities may be as much as £1,000 per year.

2 Language focus

This exercise presents and practises *would like + to (verb)*.

A CD1, Track 11

- Have students read the instructions and look at the photo.
- Explain the meaning of *Too bad* and *In fact* by using them in sentences.
- Play the recording. Students listen and read along.

Audio script

Same as the dialogue in the Student's Book.

- Say the following sentences, one by one. Students respond with *Philip* or *Ania*, depending on which character it refers to:
I'd like to join the volleyball club. (Ania.)
I'd like to join a football club. (Philip and Ania.)
I'd like to join the drama club. (Philip.)
I'd like to be the president of a football club. (Philip.)
- Ask: *Would Ania like to join the volleyball club?* (Yes.)
What does she say? (I'd like to join the volleyball club.)
Would Ania like to join the drama club? (No.) *What does she say?* (No, I wouldn't!)
- Play the recording or read the dialogue aloud. Students listen and repeat.
- **Optional** Have students practise in pairs.
- **Language Chart** Have students study the examples in the language chart.
- Point out the contracted forms (*I'd* and *wouldn't*). Remind students of the full forms (*I would* and *would not*).
- **Optional** Read the examples aloud, pausing for students to repeat.

B CD1, Track 12

- Have students read the instructions and the example.
- Have students work individually to write the sentences, using the club names in Exercise 1B on page 8.
- Have students work in pairs to check their sentences.
- Play the recording. Students listen and check their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.

Answers

- I'd like to join the student magazine club.
- I'd like to join the computer club.
- I'd like to join the student council.
- I'd like to join the volleyball club.

- **Optional** Invite a volunteer to come to the front of the room. Ask the volunteer to use *like to* or *want to* to describe what he or she enjoys doing. Classmates guess which type of club the student would like to join, using *You'd like to join the _____ club*.

3 Speaking

This exercise practises asking about organised after-school activities.

- Ask students to read the instructions and the example dialogue in the speech bubbles. Demonstrate the activity with a volunteer.
- Invite two more volunteers to come to the front to demonstrate the activity again.
- Tell students that they will ask their partners at least four questions. Students work in pairs to complete the activity.
- Invite volunteers to share one of their findings with the class. For example: (*Maria*) *would like to join the computer club.* (*Pedro*) *wouldn't like to join the drama club.*

Workbook

Assign the exercises on Workbook page 5. (Workbook answers begin on page 157.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 4.

Unit 1 Get Connected

Lesson aim: To practise vocabulary and grammar introduced in Lessons 1–4

- To develop reading, listening and writing skills

Skills: Reading about a special school, Listening to two students talking about school, Writing a paragraph about your ideal school

Vocabulary: *waters* [n.], *navigate*, *overcoming fear*, *afraid of*

Review of Lesson 4

- Ask students to brainstorm as many after-school activities as possible. Write them on the board.
- Write this chart on the board:

Would you like to join the _____ ?

1. _____
2. _____
3. _____

- Ask students to copy the chart on a separate piece of paper.
- Have students fill in the left-hand side of their charts with three clubs, sports teams or school organisations. Students may use the activities brainstormed earlier.
- Tell students to find a classmate for each of the three after-school activities by asking the question at the top of the chart. Students write their classmates' names on the lines at the right.
- Give students several minutes to complete their surveys. Ask volunteers to share their results.

Read

This exercise practises reading for information about a special school.

Note: Tell students that there is a *Get Connected* lesson in each unit. This lesson provides additional practice in reading, listening and writing. It uses vocabulary and grammar from previous lessons in the unit, and it presents new vocabulary.

A

- Have students look at the blog's title and the photos.
Ask: *Where are the students?* (At a school on water.)

Culture Note

Class Afloat is a programme organised by West Island College, a private boarding school based in Quebec, Canada. Students sail on a tall ship for one or two terms, visiting different ports around the world. Students study seamanship and crew the ship as well as continuing their secondary school studies with the onboard teachers.

- Invite a volunteer to read the instructions and the statements aloud. Tell students to read quickly to find the answers, and not read every word carefully. They are reading for gist.
- Have students work individually to read the blog quickly and write *True* or *False* next to the statements. Do not check answers at this point.

Answers

- 1 True
- 2 True
- 3 False

B CD1, Track 13

- Invite a volunteer to read the instructions aloud. Tell students to read slowly and carefully, and to concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *waters* [n.], *navigate*, *overcoming fear*, *afraid of*. Explain their meaning. (*waters* [n.]: a river or lake, for example; *navigate*: to direct the course of a boat; *overcoming fear*: not afraid anymore; *afraid of*: feeling fear.) Or, have students use their English–Polish Glossary at the end of their Student's Book (page 122) to find the meanings of the new words.
- Have students read the blog again.
- Have students check their answers in Exercise A in pairs. Elicit the answers from one pair.
- **Optional** Ask students to correct the false statement in Exercise A. (3. The students learn important life skills, such as overcoming fear.)

Audio script

Same as the blog in the Student's Book.

C

- Ask a volunteer to read the instructions and example.
- Have students work individually to answer the questions.
- Check answers with the class.

Answers

- 2 They learn how to sail, navigate, cook and clean.
- 3 They learn life skills like overcoming fear and helping one another.
- 4 Marine biology.
- 5 Yes, he does.

Listen

In this exercise, students listen for information about after-school activities.

A  CD1, Track 14

- Focus students' attention on the photo. Ask: *Where are these teens?* (At school.) Explain that these two students, Nick and Amy, are friends at the same school.
- Tell students that they will listen to Nick and Amy talk about school.
- Have students read the first question and the example answer.
- Explain that students should listen to the dialogue and answer the questions.
- Play the recording. Students only listen at this stage.

Audio script

See page 172.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and check their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Answers

- 2 Nick's cousin Joe is homeschooled.
- 3 No, they don't.
- 4 Yes, she does.
- 5 Yes, he does.

B

- Have students read the instructions and all the statements aloud.
- Explain that *I agree* means you think something is right, and *I disagree* means you think something is not right. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree or disagree, and give reasons for their answers.
- Have students work in groups of four to compare answers.

Write

In this exercise, students answer questions and write a paragraph about their idea of a perfect school.

A

- Invite a volunteer to read the instructions and the questions aloud.
- Have students work individually to answer the questions. Tell them that they are answering questions about their ideal school and that there are no right or wrong answers.
- **Optional** Invite a few students to share some of their answers with the class.

B

- Invite a volunteer to read the instructions aloud. Tell students that they will use their answers to the questions in Exercise A to help them write a paragraph about their perfect school.
- Have students work individually to write their paragraphs.
- Invite several volunteers to read their paragraphs to the class.

- **Optional** Have students work in groups of four and read each other's paragraphs. Students can ask questions about anything they do not understand. They can also ask questions to get more information.

Teaching Tip

Sharing their writing helps students become more invested in the writing task and gives them a sense of pride in their work. It also helps students learn about their classmates and fosters a sense of community in the classroom.

Workbook

Assign the exercises on Workbook page 6. (Workbook answers begin on page 157.)