

Unit objectives

Reading:	matching headings with paragraphs
Vocabulary:	school and education; verb–noun collocations
Grammar:	past simple: <i>to be</i> ; regular and irregular verbs; past simple questions
Listening:	completing sentences; listening for specific information
Speaking:	asking and answering questions about the past
Writing:	a paragraph/short article; ordering events

Background

In the UK, students usually attend school from Monday through to Friday. School systems vary in different parts of the UK (the Scottish education system is very different from the English system, for example), but children usually start school at about five years of age and can leave school from the age of seventeen. Many pupils choose to stay on to do higher qualifications: *A levels* in England and *Highers* in Scotland.

Popular British school subjects are art, craft and design, PE and home economics. Foreign languages are not such a popular choice: in fact, relatively few children choose to study French or German, which are the languages usually taught in UK schools.

Schools usually start at around nine o'clock and finish at around three o'clock. At lunch time, children can eat in the school canteen, but many bring a packed lunch from home. Older students sometimes go to the local shops and buy lunch there.

READING (SB pages 26–27)

To start

Write the title of this unit on the board: *We love school*. Ask students to express some other possible opinions about school, e.g. *We don't mind school*, *We like school*, *We don't like school*, etc.

Ask students to jot down a sentence describing how they feel about school. Students now need to find someone who has a different opinion from them. Students work in pairs or small groups to discuss their opinions with a partner.

Conduct class feedback. How do your students feel about school? Encourage them to give reasons for their answers, boarding any new vocabulary which comes up.

Power up

- Focus students' attention on the photos. Provide a short time limit for students to match the photos with the school subjects. Conduct class feedback, eliciting useful vocabulary where appropriate, e.g. *test tubes*, *globe*. Ask students which of these subjects they study.

a science b music c maths d history e computer studies f PE
g art h geography

- Ask students to tell you what subjects they do which aren't in Exercise 1. Write these on the board. Students work in pairs to ask each other about their favourite subjects. Encourage them to give reasons for their answers. Nominate a few students to report back on their partners' answers.

Students' own answers.

Read on

- Focus students' attention on the photos on page 27 and ask them to tell you what they can see. Ask students if they can predict what the text is going to be about and to discuss their ideas with a partner. Nominate a few students to report back and write their predictions on the board. If necessary, pre-teach *excited* (very enthusiastic about something), *original* (the first or earliest version of something) and *amazing* (excellent).

Ask questions to check students' understanding, e.g. *If you are excited about something is it a good or bad feeling?* (good) *When do you feel excited?* (before a party, before a holiday, etc.) *If two singers sing the same song, whose song is the original version: the one which came first or the one which came after?* (the one which came first) *If something is amazing do we like it?* (yes)

Read the heading and the short introductory paragraph aloud to the class. Ask students if anybody knows what a lip dub video is.

Tell your students that they are going to read the text carefully and that, as they read, they are going to decide what the heading of each paragraph is. Read through the paragraph headings in Exercise 3 together, checking understanding as you go. Focus students' attention on the Skill advice. Students check their answers in pairs before whole class feedback.

Note

There are many lip dub videos available to watch online, many of which have been created by schools. If your students are unsure about what a lip dub video is, show them an example before you start the reading exercise to help them process what they are about to read.

2 A 3 extra heading 4 D 5 C

4 Students read the text again and decide whether the sentences are true or false. Ask students to correct the false statements. Then conduct feedback around the class.

2 T 3 F 4 F 5 T 6 T

Sum up

5 Students work in pairs to discuss their ideas. The ideas don't come in any definite sequence, so there are various possibilities here. Give students a few minutes to work in small groups and decide how to make a lip dub.

Students' own answers.

Suggested answer:

You use a digital camera. You choose a song. Then you dance and sing and film different places in the school. You tell a story. Then you add music to the video.

Speak up

6 Read the questions together as a class. Organise students into small groups, nominating one student in each group to chair the discussion, one person to take notes and one person to report back to the class. Bring the whole class together again and ask groups to report back on their ideas.

Students' own answers.

To finish

Write down the following sentence heads on the board:

My dream school is ...

In my dream school the teachers are ...

At my dream school I learn ...

In my dream school canteen the cooks serve ...

My dream school starts at ... and finishes at ...

Read the sentence heads aloud, supplying your own ideas, e.g. *My dream school is very modern. In my dream school the teachers are very friendly. At my dream school I learn Chinese and art. In my dream school canteen the cooks serve homemade pizza and fresh pineapple juice. My dream school starts at eleven o'clock and finishes at four o'clock.*

Ask students to complete the sentences with their own ideas and then compare their ideas with a partner. Nominate a few students to report back on their dream school and encourage discussion of what makes a good school. Do your students have similar ideas?

Homework

MyEnglishLab

VOCABULARY (SB page 28)

School and education

To start

See how much your students remember about making a lip dub. Organise students into pairs, making sure that pairs contain mixtures of students who are stronger and weaker at speaking. Students take it in turns to tell each other what they remember about how to make a lip dub.

Monitor, helping with language where necessary. Allow students to open their books and see if they have missed anything. Ask the class: *How much did you remember?*

1 Explain to the students that they are going to listen to Nathan giving a tour of his school. Read through the places listed with your class, modelling correct pronunciation: remind students in particular that *gym* begins with a /dʒ/: /dʒɪm/.

► Track 3.1

Hi, I'm Nathan. So, it's your first day. Don't worry, this is a great school. Look, here's the gym. At the moment there's a basketball game, but I think we're losing! And now we're going to the library. I sometimes do my homework in here. Oops, let's go. OK, here's a classroom. I think they're doing maths at the moment. Next door is the science lab. It's always fun in here because we do experiments. And finally, my favourite place – the canteen. I love coming here because the food is fantastic! Do you want a sandwich?

2 Students listen to Track 3.2 and check their answers. Ask students to compare the order of their answers and then conduct class feedback.

► Track 3.2

- 1 gym
- 2 library
- 3 classroom
- 4 science lab
- 5 canteen

1 gym 2 library 3 classroom 4 science lab 5 canteen

3 Set students a time limit to find the items that are in the picture and see who can be first to finish. Ask which thing hasn't been included in the picture (pencil case) and ask students to show you or describe what these things are, e.g. *school uniform – It's clothes you have to wear to school.*

Students' own answers.

4 As a class, read through the verbs in the box. Give students a minute to select a verb to go with the nouns.

2 wear 3 write 4 learn 5 get

- 5 Tell the class that they are going to read an email from Amy about her new school. Ask students to choose the correct answers. Read the email around the class.

Draw students' attention to the present continuous and present simple forms in the email. What other form is present in this email? (past simple: *We had a quiz yesterday and I won. I got a prize.*). Do any of your students demonstrate an awareness of the past tense?

1 wearing 2 learning 3 got 4 have 5 get

Word XP

Read through the notes in the Word XP box. Ask students if they can think of any more examples of compound nouns, e.g. *football* and *dustbin*.

- 6 Challenge students to see who can be the first to find all the compound nouns on the page.

notebook, pencil case, timetable, homework, school uniform

Game on

Put students in pairs. After they have played the game with their partner for a few minutes, play it around the class, keeping the pace as brisk as you can.

Speak up

- 7 Give students a minute to prepare their thoughts. Circulate, providing vocabulary where necessary. Ask students to share their ideas with a partner. List the possibilities for break-time activities on the board, e.g. *the library, the corridors, the playground, the school canteen, the social area*. Elicit as much descriptive language as possible.

Students' own answers.

To finish

Tell students that you are thinking of a place in the school. You are going to talk to them about it and they are going to have to guess where it is.

Say: *This is a place where people run, jump and climb. People learn PE here. People usually wear trainers and tracksuits in this place. It is a very big room.* Ask your students to tell you the place you have chosen (the gym).

Ask your students to think of a place in their school. They should jot down some notes about their chosen place and then read it to their partner, who has to guess where in the school they are talking about. Nominate a couple of students to report back on the places they chose and ask them what language they used to describe it.

Homework

Workbook pages 14–15

MyEnglishLab

To start

Organise students into pairs and write the following anagrams on the board:

brilrya

hocsol unfrimo

shriyto

Tell students they are going to race to see who can be the first pair to unscramble the letters and find three words to do with school. (*library, school uniform, history*). Students then choose a word they have learnt in the unit so far and jumble the letters up. They should then give it to their partners to solve. Ask a couple of students to report back on the words their partner gave them.

Grammar XP

Write *now* on the board to mark the present tense and an arrow pointing backwards to show the past. Then write sentences on the board to illustrate the difference between past and present, e.g.

We weren't at school yesterday (because it was Saturday). → We are at school today.

Yesterday it was rainy. → Today it is sunny.

Last night my mum cooked dinner. → Usually my dad cooks dinner.

Read through the information in the Grammar XP box, eliciting the past tense of *is* and *are* from students (*was/were*). Also elicit how to form the negative (*wasn't/weren't*). Read through the examples and stress that we only add *-ed* with regular verbs.

- 1 Draw students' attention to the questions and read the pronunciations of the different endings together: /t/ /ɪd/ /d/. Write the three different pronunciations on the board. Play Track 3.3. Pause after each word so that students can repeat it. Ask students to indicate which of the three endings they heard.

► Track 3.3

changed, talked, started, cooked, filmed, decided, arrived, liked, studied

- 2 Check that students remember how we form *is* and *are* in the past simple (*was/were*). Tell them they are going to read a short conversation about Elena's school day. Ask them to complete the conversation using *is/are* and *was/were*. Students check their answers with a partner and practise reading the conversation aloud together. Nominate a couple of students to perform the conversation for the rest of the class. During feedback, focus in particular on the pronunciation of *was* /wɔːz/ and *wasn't* /wɔːzənt/ and how endings are often not pronounced in connected speech, e.g. *school* becomes /hauwɔːsku:l/.

2 was 3 wasn't 4 Were 5 wasn't 6 was 7 was 8 Were 9 weren't

- 3 Direct students' attention to the prompts about what Emma did and didn't do last week. Ask students *Did Emma cook on Monday?* and elicit the sentence *Emma didn't cook on Monday.* Ask *Did Emma go to school on Monday?* and elicit the sentence *Emma didn't go to school on Monday.*

Ask students to write affirmative and negative sentences about what Emma did and didn't do last week. Allow students to discuss their answers with a partner before conducting class feedback.

-
- 1 She had an exam on Monday.
2 She didn't see her friends on Tuesday.
3 She finished her homework on Wednesday.
4 She didn't play tennis with Adrian on Thursday.
5 She went to a party with friends on Friday.

-
- 4 Ask a student: *Are you tired this afternoon?* Elicit the response: *Yes, I am* or *No, I'm not.* Ask students how the same question could be asked about this morning, e.g. *Were you tired this morning?* *Yes, I was/No, I wasn't.* Ask the class: *Do you learn English today?* and ask them to write it in the past.

Focus students' attention on Exercise 4. They work in pairs to make questions and short answers. Circulate, offering support and noting down any problems with comprehension, form or pronunciation. Ask students to practise the completed questions and answers in their pairs. Write the correct answers on the board.

-
- 2 Did she see her friends on Tuesday? No, she didn't.
3 Did she finish her homework on Wednesday? Yes, she did.
4 Did Emma and Adrian play tennis on Thursday? No, they didn't.
5 Did Emma and her friends go to a party on Friday? Yes, they did.

- 5 Tell students that they are going to read about someone who had to move to a new school. Look at the verbs in the box. Check that students understand the verbs – you may need to check students' understanding of *arrive* (to reach a place at the end of a journey) by asking: *What time do you usually arrive at school?*

Ask students to read the article, filling in the blanks with the correct forms of the verbs. Read the article around the class, focusing on the correct pronunciation of the past simple verbs, and writing them up on the board.

-
- 2 got 3 arrived 4 were 5 didn't speak 6 made 7 went

Write on

- 6 Students write three things they did or didn't do yesterday. You can provide model sentences for your students, e.g. *I didn't go shopping, I taught English, I ate pizza.* Students read their sentences to their partner. Nominate a few students to read their sentences to the class.

Students' own answers.

To finish

Write two true sentences about what you did or didn't do yesterday and one false sentence, e.g.

I visited a friend in hospital. I went for a long run in the park. I cooked spaghetti bolognese.

Don't make the false one too easy to spot! Ask your students to guess which sentence is false.

Students now do the same. They work in small groups and read their sentences out; the others in the group have to spot the lie.

Homework

Workbook pages 16–17

MyEnglishLab

LISTENING (SB page 30)

To start

Bring a soft ball into class. Say the infinitive of a verb your students will know, e.g. *have* and throw it to one of your students. Your student throws the ball back to you after he or she has said the past simple form of the verb. Use regular and irregular verbs here and focus on the pronunciation of regular verb endings.

Power up

1 Tell students that they are going to be listening and learning about schools around the world. Focus students on the photos and national flags. Read out the names of the countries and drill pronunciation.

Students work in small groups and read through the sentences, deciding if they are true or not true for them. Encourage them to give their opinions here, writing *I think this is a good idea because ...* and *I don't think this is a good idea because ...* on the board.

Students' own answers.

Listen up

2 Direct students to Exercise 2 and read the question together. Quickly revisit the names of the students in Exercise 1, so that students know what they are listening for. Play Track 3.4.

Ask students to tell you the name and nationality of the student mentioned. Recap on what students already know about schools in Mexico from Exercise 1, e.g. *José goes to school in the afternoon.*

► Tracks 3.4–6

Jacob: Did you have a good holiday, Grace?

Grace: It was brilliant, thanks.

Jacob: Where did you stay?

Grace: I stayed with my aunt and uncle and their son José.

Jacob: Cool! Did you go to the beach every day?

Grace: No, only at the weekend. Actually, I went to school with José.

Jacob: School? Was it good?

Grace: Yes, it was. The classrooms were big and the canteen sold great food!

Jacob: Did you see the gym?

Grace: Yes, but I couldn't go in because some students had an exam there.

Jacob: But ... it was a holiday, you were in Mexico. Did you get up early every day?

Grace: No. It was great! You see, the classes started at one o'clock.

Jacob: In the afternoon?

Grace: Yes. I slept late in the morning, but José usually did his homework.

Jacob: And what did you do after school?

Grace: Well, school finished at eight in the evening. When we got home, we could play computer games.

Jacob: Mmm. I like that idea!

3 Read the questions around the class, recapping on recently introduced lexis, e.g. *canteen*. Play Track 3.5. Give students a few minutes to check their answers with their partners and then discuss as a class.

1 brilliant 2 to the beach 3 great 4 she slept

5 play computer games

4 Read the Skill advice together, checking that students understand the meaning of each of the categories: *adjective, place, person, time*. You could ask them to give you examples. Students work in pairs to read the sentences in Exercise 4. Beside each sentence they should jot down their ideas of what kind of word each sentence should contain.

Discuss the answers as a class. Ask students to work individually to fill in what they think the actual missing words are.

5 Play Track 3.6, so that students can check their answers.

2 classrooms 3 Mexico 4 one o'clock, eight o'clock 5 morning

Grammar XP

Read through the information in the Grammar XP box together. Personalise questions for your students. Write:

Were you at school yesterday? Yes, I was/No I wasn't.

Did you have an exam? Yes, I did/No I didn't.

Did you have English yesterday? Yes, I did/No I didn't.

Was it interesting? Yes, it was/No, it wasn't.

Did you have lunch in the school canteen yesterday? Yes, I did/No, I didn't.

What did you have? I had pasta and fruit.

Ask students these questions, eliciting the correct short answers from them. Focus on the pronunciation of the contracted forms of *wasn't* /wɔːzənt/ and *didn't* /dɪdnt/.

6 Ask students to match the questions with the correct answers. Do the first example together, and ask students to complete the rest of the exercise in pairs. Organise students into small groups and ask them to check their answers together. Ask students to take it in turns to ask and answer questions. Monitor as they do this, noting any issues with pronunciation.

1 e 2 a 3 b 4 d 5 c

7 Read a–e together and ask students to work in pairs to match them with a question from Exercise 6. Conduct class feedback, focusing on any issues with pronunciation you observed in Exercise 6.

1 e 2 a 3 b 4 d 5 c

To finish

Organise a debate on the subject of when it is best to go to school. Divide the class into two large groups: one group thinks that school in the morning is a good idea, and one group thinks that school in the afternoon is a better idea.

Students then work in pairs within these groups to think of as many points as they can to argue their case. The class comes together, with students from each side taking it in turns to argue their case. Give a point for each good reason that students come up with.

Homework

MyEnglishLab

SPEAKING (SB page 31)

To start

Draw a smiley face and an unhappy face on the board. Tell students that the smiley face belongs to Harry, who had a very happy day at school yesterday. The sad face belongs to Bobby, who had a very bad day. Tell students that Harry had an exam and got a very good mark, while Bobby also had an exam and got a very bad mark.

Organise students into two teams. Tell one half of the class that they have two minutes to think of things that went wrong for Bobby yesterday. The other half of the class has to think of good things that happened to Harry.

Monitor as students complete this exercise, providing help with language and past simple forms where necessary.

Nominate students to come up to the board and write their ideas. Conduct class feedback, focusing on form and pronunciation.

Power up

- 1 Ask a student to read out the time expressions. Ask students whether these times belong to the present or to the past. Elicit what time it was two hours ago. Nominate three students to read the conversation in the speech bubbles. Then nominate another student and ask them an example question e.g. *Were you in the canteen two hours ago?*

Students work in pairs asking and answering the questions using the places and times. Monitor, noting examples of good pronunciation and form, and also any issues you can feed into the instructions for the next part of the exercise.

Students' own answers.

- 2 Focus students' attention on the words/phrases in the shapes. As a class, follow the words in bold and read out the question: *Did you have an exam yesterday?* Set a time limit of a minute and see how many questions your students can write down, e.g. *Did you speak English last night/yesterday/last week? Did your friend go to the library last night/yesterday/last week?* Conduct feedback orally around the class.

Students' own answers.

- 3 Students work in pairs to ask and answer the questions from Exercise 2. Refer students back to the Grammar XP box on page 30 for extra help if needed.

Students' own answers.

Speak up

- 4 Focus students' attention on the questions. Give them a minute to read them quietly before playing the recording.

► Track 3.7

Jacob: Hi Marissa. Where were you at lunchtime? I couldn't find you.

Marissa: Oh, I didn't go to the canteen today. I had a basketball game.

Jacob: Who won the game?

Marissa: The other school, of course, but it was fun. What did you do today?

Jacob: Well, after lunch, we had a school trip.

Marissa: Brilliant! Where did you go?

Jacob: We went to a sports centre and did rock-climbing. I loved it!

2 Who 3 What 4 Where

- 5 Draw a five-pointed star on the board and ask your students if they can give you the five *wh-* question words in English: *who, what, where, when* and *why*. Ask students to give you a question for each word. Organise students into pairs and read through the prompts together. Elicit a question from your students and write it on the board. Give students a few minutes to think about the questions they are going to ask. Then ask them to work together, asking and answering questions. Monitor, noting good examples of questions and answers and any other issues.

2 Where were you last night? 3 What time did you finish?

4 What did you do? 5 Who did you see?

6 What did you have for lunch?

- 6 Organise students into pairs. Focus students' attentions on the prompts and tell them that they are going to ask their partner questions in the past simple using the prompts to help them. Ask for a volunteer to demonstrate a question with you and answer it, e.g. *What did you do after school yesterday? I went for a long walk in the sunshine.*

Refer students to the Skill advice. Ask students to read and repeat the phrases which ask for repetition. Drill chorally and individually. Students ask and answer the questions. Monitor, checking that students are forming and pronouncing the past simple correctly.

Student A

What did you do after school yesterday?

Who did you see at the weekend?

When did you finish your homework last night?

Student B

What TV programme did you watch yesterday?

What did you eat last night?

Where did you go after school yesterday?

- 7 Think of three things you did last week and tell your students, e.g. *I went to a friend's birthday party, I worked in my garden, I saw a great film on TV.* Write your sentences on the board.

Organise your students into pairs and give each student the letter A or B. Ask the A students to turn to page 132 of their coursebook, and the B students to turn to page 142. Focus their attention on the examples and ask them to write a list of five things they did last week.

Direct students' attention back to your original sentences on the board. Read the sentence *I saw a great film on TV* and ask a student: *Did you watch a great film on TV?* Point to another sentence and elicit another question, e.g.: *Did you work in your garden?* Students ask each other questions and find two things they did last week which are the same.

Monitor, noting the questions you hear for use in the class feedback session. Ask students to report back. Who found two things in common? Board examples of sentences you have heard: two should be correctly formed and two should be incorrect. Ask students to tell you which sentences are incorrect and why.

Students' own answers.

To finish

Write the title *Yesterday at school* on the board.

Give students a three-minute time limit and ask them to work in pairs to think of five questions they could ask another student on this subject. Monitor as students do this, helping them to form questions in the past simple, e.g. *Did you have an exam? Did you have a good day? What did you do? What subjects did you have? What did you do after school?* Ask students to work with another pair and interview each other, using the questions they have written. Nominate a few students to report back.

There is additional speaking practice on page 118 of the SB.

Homework

MyEnglishLab

WRITING (SB pages 32–33)

To start

Write *My last birthday* on the board. Tell your students they are going to think of questions in the past simple about this topic. Write the word *when* on the board and elicit the question: *When was your last birthday?* Organise students into pairs. Give them a time limit of two minutes to write as many questions as they can on this subject. After the time is up, ask students to ask you their questions. Make sure to answer only correctly formed questions! If a question is incorrectly formed, tell students that they need to try again.

Possible questions:

What did you do? Did you have a party? Where was your party? How many people came to your party? Did you have a cake? What was it like?

Did you get a lot of presents? What did you get?

Ask students to ask and answer questions about their last birthday with their partner. Nominate a few students to report back on their partners' birthday.

Power up

- 1 Ask students to tell you what after-school clubs their school has. Find out which clubs are popular with your students and why. Generate as much new vocabulary as possible and write any new words on the board.

Students' own answers.

- 2 Ask students if they can remember how they felt on their first day at school. Excited? Nervous? Worried? Tell them they are going to read about an Australian student's first day at a new school in Canada. Ask students what they know about these two countries. What do they think the biggest differences between them would be?

Focus students' attention on the words in the box and tell them they are going to look for them in the text. Give them a minute or so to read the text and find the words. Read the text aloud. Students put their hands up when you come to one of the words. Ask students if you think this girl enjoyed her first day at school. Encourage them to give reasons for their answers.

Students' own answers.

- 3 Students work together to order the things that Chelsea did. During feedback, ask students to tell you where they found the answers in the text.

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

Plan on

- 4 Read the list together as a class. Ask students to add two more things to the list, e.g. *I like the food at the canteen.* Alternatively, add a competitive element and ask students to work in groups of four and see who can have the longest list of things they like about school.

Students' own answers.

5 Students write sentences to say what they did and didn't do at school last week. Students read their sentences to their partner. Ask students to report back on one thing their partner did or didn't do.

Students' own answers.

6 Students read the advert in the school magazine and choose the correct answer before class feedback.

1 B 2 C

Write on

Language XP

Direct students' attention to the Language XP box. Go over the example words/phrases with the class. Tell students they will need to use these words/phrases in Exercise 7.

7 Refer students to the Skill advice and the list they made in Exercise 4. Ask them to imagine a great day at school and elicit what would happen, e.g. *you get a good mark in an exam; you go on a school trip*. Give students a strict time limit to discuss their ideas with their peers. Monitor, offering suggestions where necessary.

At this point, check their work and discuss any issues with them. Students should now be ready to write their article. They should use the words/ phrases in the Language XP box to order their events. Display the entries on the wall or read out a couple of the best entries.

Students' own answers.

Model answer:

Last month I had a really great day at school. We had a special day to make money for charity and there were fun things to do all day.

First, we arrived in school and we had a special assembly with music and singing. Everyone was in fancy dress – even the teachers! After that we went to our classrooms, but we didn't have any lessons! We bought cakes from each other and ate them in the class and all the money went to charity.

After lunch there was a big football game in the park – teachers versus pupils. I didn't play, but I really enjoyed watching it. Then we had a knowledge quiz in teams and my team won. It was a great day, because it was fun and it was different from usual!

To finish

Tell students they are going to have the chance to design a new school. Write a few headings on the board: *Teachers, Building, Subjects, After-school clubs, Classrooms, Cafeteria*.

Ask students what the classrooms in their dream school would be like. (*Would they be comfortable? What colours would the walls be?*) Encourage students to be as creative as possible.

Divide students into small groups. Tell them that they are going to design their dream school. They must discuss all the headings on the board and then create a leaflet to welcome students to their new school.

After reading all the leaflets, you can discuss the advantages and disadvantages of the schools your students have designed.

There is additional writing practice on page 117 of the SB.

Homework

MyEnglishLab

SWITCH ON (SB page 33)

Welcome to our school

1 Ask students to tell you what they remember about how to make a lip dub. Ask students: *What is a lip dub? How do you make one?* (It's when students use a digital camera and choose some music, then sing and dance around their school.) Focus students' attention on the words in the box. Ask students to look at the words in the box with a partner and predict which words they will hear.

Check students' understanding of *choir* (a group of people who sing together, often in a church) and *balloons* (rubber bags that you fill with air and use at parties). Drill the pronunciation of *choir*: /kwaɪər/ and ask questions to check understanding of new words: *Do you usually find balloons at school or at parties?* (parties) *Do choirs usually sing at rock concerts or churches?* (churches)

Pre-teach the following: *post online* (put on the Internet for people to see) *PR video* (a video that explains what something is about so that people like it) *proud* (happy because you have done something well). Check students' understanding by asking questions: *Do you post emails online?* (no) *What can you post online?* (films, songs, photos) *Does a PR video for a school show the good things about the school or the bad things?* (good things) *What would a PR video for this school show?* *Are you proud when you get a bad mark in an exam?* (no) *When are you proud?* (when you get a good mark or do something well)

Play the video so students can check whether their predictions were correct. Conduct class feedback. Were there any surprises for your students?

a DJ, a science teacher, balloons, the gym

2 Read the sentences with your students and tell them they will have the chance to watch the video again and choose the correct answer. Play the video. Allow students to work in pairs and check their answers before whole class feedback.

1 going into 2 thousand 3 ex-pupil 4 Canada 5 place
6 unforgettable

3 Read the question together and ask students to discuss in pairs. Conduct class feedback and ask students if they would like to make a lip dub at school and why/why not.

Students' own answers.

Project

4 Organise students into small groups. Tell students that they are going to make a lip dub about their school. Read through the question and example. Write headings on the board and work as a class to generate some more examples.

Give students time to discuss the questions and present their ideas on a poster. Make sure that everyone in the group plays an active part: you can nominate a group leader, an artist, a presenter and a note taker.

At the end of each poster presentation encourage the rest of the students to offer constructive criticism and ask questions. If you video the presentations, focus on the groups' presentation style as well as their ideas. Highlight examples of enthusiastic-sounding intonation. Organise a class vote where students get to choose the best ideas for the school lip dub.

Students' own answers.