# > Unit 1 School Subjects

# **Vocabulary**

#### **School Subjects**

art, English, geography, history, IT, math, music, P.E., science, social studies





# Everyday Language

#### **Expressing Preferences**

What's your favorite day?

Why?

It's Monday.

Because we have math on Mondays.

# **▶** Grammar Focus

#### **Present Simple**

I have geography on Wednesdays.

I don't have math on Mondays.

Do you like science?

Yes, I do. / No, I don't.

Does he like music?

Yes, he does. / No, he doesn't.

# Social and Emotional Learning / Value

Task Performance / Diligence





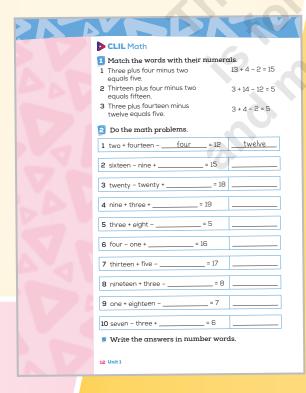
# Dearning Tip Organizing and Planning Always write down your homework assignments in a weekly planner.

Encourage students to use a daily planner. Planners are useful for writing down homework assignments and keeping records of school activities and projects. Encourage them to color code their planners to mark the activities that have been completed.

#### CLIL: Math

#### **Addition and Subtraction**

Students identify and name addition and subtraction symbols. They solve simple math problems using addition and subtraction, and also write number words.



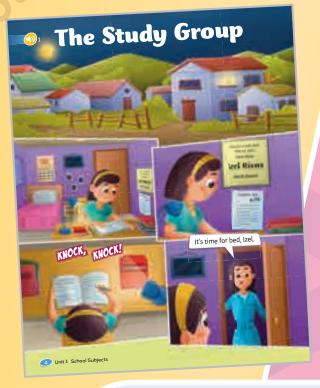
#### Reader: Comic

#### **The Study Group**

Izel is good at math but struggles in English class. Together with two classmates, she forms a study group to help each other do better in school.











# Unit 1 **School Subjects**

Vocabulary School Subjects: art, English, geography, history, IT, math, music, P.E., science, social studies

#### Warm-Up

Materials Photos of school places taught in Go for it! 2 (cafeteria, classroom, computer lab, gym, library, playground)

Display the photos of school places and encourage students to name them. Elicit students' responses to questions about those places: What's your favorite place at school? What do you do in the computer lab? Where can you eat lunch at school? Once all pictures have been discussed, ask students to name more places at school. Students may mention the teachers' room and the bathrooms, among other places.

Write School Subjects on the board and explain that school subjects are different concepts that schools teach. Then, together with students, list the subjects they are able to on the board. Remind students that school subjects are important because they help us learn many things about the world.

#### **Class Activities**

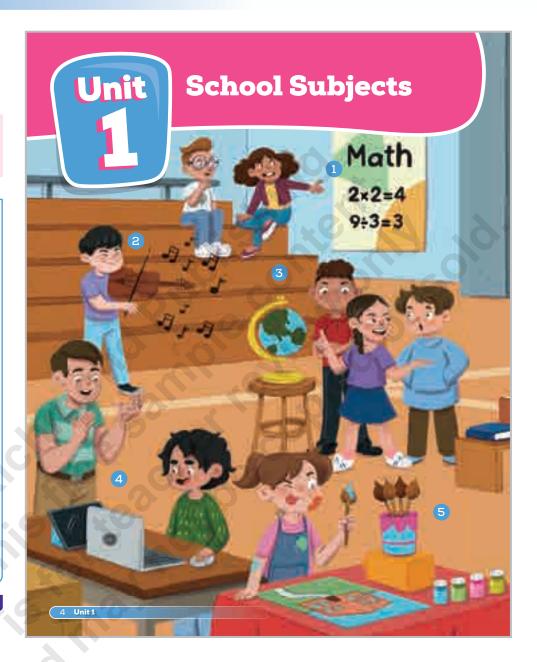
Materials Unit 1 i-Flashcards



#### **⊘** ▼ Vocabulary Presentation

Use the flashcards to introduce each school subject one by one. Say each word aloud and elicit choral and individual repetition. Show students the flashcards randomly and encourage individuals to name the school subjects. Then display the 10 flashcards one by one again. Ask: *Is this history? Yes or no? What is it?* Continue with all the flashcards.

Have students work individually to attach the stickers corresponding to the spaces onto the Unit Opener. Play Track 1 for students to check their answers.



#### Track 1

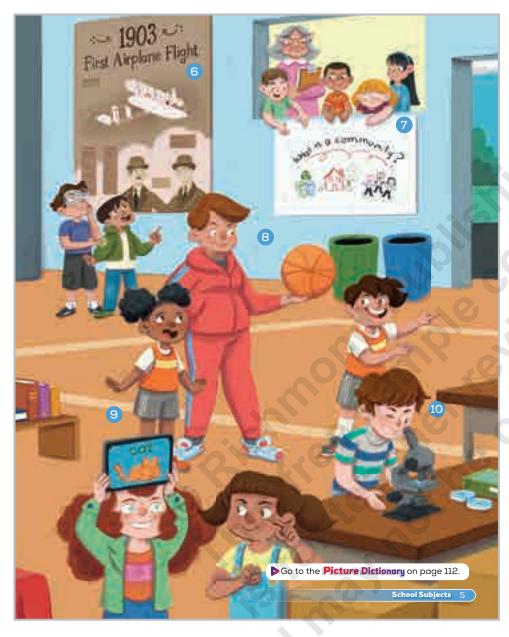
1. math 6. history 2. music 7. social studies 3. geography 8. P.E. 4. IT 9. English 5. art 10. science

#### **Oral Practice**

Direct students to the Unit Opener. Introduce Emma and Oliver as the level characters. Emma is the girl in the blue skirt and Oliver is the boy wearing a striped shirt looking into the microscope. These characters will appear in all the units and will give students learning tips and talk about values and aspects of social emotional learning. Ask students what the Unit Opener shows: a school fair about different school subjects. Direct

students' attention to number 1 and ask a student: What school subject is this? *Do you like math?* Ask students to look at picture 2. Nominate a student and ask: What can you see? What's the boy using? What class is this? Continue in the same way as you ask different students to describe all the pictures. Divide the class into pairs and have students take turns pointing to the pictures and naming the subjects.

Name a school object and ask different students to name a subject for which they use the object. (Examples: computer -IT; pencil - math; map - geography, picture of a diverse group of people  $social\ studies;\ book-history;\ ball-P.E.;$ microscope – science; paintbrush – art; piano - music; pictures - English).



students. Then ask students to talk about their pictures for their classmates to guess the school subjects. Remind them not to show their pictures until their classmates have named the corresponding school subject.



#### Picture Dictionary 🗿 71



Assign page 112 as homework. Students complete the vocabulary items that correspond to the pictures. Then they listen to the words and check their answers. Finally, they listen again and repeat the vocabulary words. Students can check they have spelled the school subjects correctly in their notebooks.

#### Track 71

1. art	6. math
2. English	7. music
3. geography	8. P.E.
4. history	9. science
5. IT	10. social studies

# **Written Practice**

Display the word side of the flashcards one by one. As you show each word, have students work individually to write them in their notebooks. Then encourage students to draw a small picture to illustrate each school subject next to its word or words.



#### Wrap-Up

Play Simon Says from the Game Generator to practice spelling words for School Subjects.

#### **Optional Activity**

Materials Sheets of paper (1 per student), crayons or colored pencils **Preparation** Draw your own sample picture to demonstrate before the activity.

Make sure students have all the materials. Invite them to draw and color a picture showing themselves in their favorite class at school. Ask them not to show anyone their pictures. When they have finished, talk about your sample picture and have students guess the school subject (e.g., In this picture, I'm using a map. I'm looking at different countries in the world). Elicit the corresponding school subject (geography). Show your picture to

# Vocabulary and Grammar

Number the pictures.





















- 1 math
- 2 music
- 3 geography
- 4 IT
- 5 art

- 6 history
- social studies
- 8 P.E.
- 9 English
- 10 science

Work hard to get good grades.

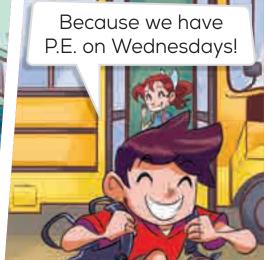


- Listen and repeat the words.
- Listen and follow along. 🕦 2

Everyday Language









Role-play the dialogue. Answers will vary.

#### **▶** Vocabulary and Grammar

**Vocabulary** School Subjects

Everyday Language Expressing Preferences: What's your favorite day? It's Monday. Why? Because we have math on Mondays.



Materials Unit 1 i-Flashcards

Show the class the picture sides of the flashcards one by one to elicit the names of school subjects from students. Show students a school object (for example, a ruler). Model a sentence: *I use a ruler in math class*. Then show students other school objects one by one and encourage them to make similar sentences.

#### **Class Activities**

#### 1 Number the pictures.

Direct students' attention to the list of words. Say the numbers one by one and ask different students to read the corresponding words. Ask students to look at the first picture and elicit the corresponding word and number. Have students write the number in the circle. Continue in the same way or have students work in pairs as they number the rest of the pictures.

#### Listen and repeat the words. 🕕 1

Play Track 1 for students to check their answers and repeat the names of school subjects as a class. Then play Track 1 again, pausing the track after each item to have a volunteer spell the word. Continue until all the words have been reviewed.

#### Task Performance / Diligence

Invite a volunteer to read what Emma says aloud. Elicit the importance of working hard at school. Students may say that through hard work, they will get better grades in all their school subjects. Emphasize, too, that working hard at school will help them learn to solve problems creatively in all aspects of their lives. It will also teach them discipline, dedication and determination, which are essential for future success. Ask students which school subjects they like, and which others they struggle with. It is important for students to understand that just because they struggle with a certain subject, it does not mean it will always be that way. Give students a few tips to help them deal with subjects they struggle with. For example, they can study with a friend who understands the subject, or make flashcards to study key concepts and use mind maps to illustrate important information.

#### ► Everyday Language

#### 2 Listen and follow along. 🕕 2

Direct students' attention to the pictures and ask: Where are the girl and boy? Where are they going? Then invite them to say how they get to school (by bus, by car, on foot, etc.). Play Track 2 for students to listen to the dialogue. Then ask: What is the boy's favorite day? What class does he have on Wednesdays? Then play Track 2 again. Encourage students to repeat the dialogue line by line as a class. If necessary, use gesture (for example, a quizzical face with palms raised) to help students understand the question Why?



#### Role-play the dialogue.

Divide the class into pairs. Have them take turns asking and answering questions about their favorite weekdays and school subjects and why they like them. Invite them to act out a dialogue similar to that in the book. Finally, ask different pairs to present their dialogues to the class.



#### Wrap-Up

Materials Thick construction paper (1 sheet per group), markers, a ruler

Encourage students to work in groups to make a weekly schedule showing the classes they have every day. Tell them to include the school days and class times. When the groups have finished, ask them to show their schedules to the class and talk about them.



#### 🔁 Flip It 💄

Materials Pictures of the flags of these countries: Argentina, Canada, France, Japan

**Preparation** Find websites that give information about school subjects and schedules in Argentina, Canada, France and Japan.

Display each flag and help students to label them. Then invite students to name the continent where each country is located. Tell students that children in different countries may have different school schedules and subjects. Tell students they are going to do some research. Give them the links to the websites you found and ask them to find out the number of hours students spend at school and the classes they have in each country.



#### Extra Practice Activity 1 \_

Students are now ready to do EPA 1 for Unit 1 on the RLP.

#### Workbook

Assign page 4 as homework or work on this page during class.

- **1** 1 (E)n(gli)sh 2 (sc)ie(nce) 3 I(T) 4 (h)is(tory) 5 (P).E(.) 6 (m)us(ic) 7 (a)r(t) 8 (geogra)ph(y) 9 (s)o(ci)a(l) (stud)ie(s) 10 (m)a(th)
- *Left to right, top to bottom:* 10, 4, 1, 2, 7, 9, 3, 5, 6, 8
- 2 1 your 2 Wednesday 3 art 4 Wednesdays

#### **▶** Vocabulary and Grammar

**Vocabulary** School Subjects

Other Key Vocabulary Days of the Week: Monday, Tuesday,

Wednesday, Thursday, Friday

**Grammar Focus** Present Simple: I have geography on

Wednesdays. I don't have math on Mondays.

#### **Present Simple**

We use the Present Simple to describe frequent actions and habits. In this unit, students talk about their schedules during the school week.

I	have math	on Mondays.
I	don't have geography	on Tuesdays.
Не	has history	on Wednesdays.
He	doesn't have history	on Fridays.

**Common error:** She don't have math.



#### Warm-Up

Materials Bingo cards with six grids and a subject pronoun written on each grid (six of these, varied on each card: I, you, he, she, we, they, it) (1 per student), beans or counters

Play Bingo! (see page viii) with subject pronouns using the Bingo cards. Say a logical sentence using a pronoun: *He has English on Fridays.* When a student has that pronoun, he or she covers it with a bean or counter.

#### **Class Activities**

Materials A class schedule (optional)

3 Listen and write the day of the week. 🕕 3

Direct students' attention to the picture. Tell them the names of the two children: Matt and Laurie. Explain that they are going to listen to Matt and Laurie talking about school. Point to the first incomplete sentence and ask students to complete it as they listen. Play Track 3. Then elicit the answer from students: *Thursday*.

#### Track 3

MATT: Hi, Laurie.

LAURIE: Oh, hello, Matt. What day is it today?

**MATT:** It's Thursday.

**LAURIE:** Great! Thursdays are excellent!

MATT: Oh? Why?

**LAURIE:** Because I have art on Thursdays!

MATT: Really? We have art on Mondays, but I have math

today. And English.

LAURIE: I don't have math today. I have history. I like

MATT: History is my favorite subject. I have history on

Tuesdays.

 Listen again and mark (✓) the subjects Matt and Laurie have today. 🕠 3

Call on different students to read out the subjects listed. Read out the instructions. Ask students to listen and mark the subjects listed. Play Track 3 again for students to do the activity. Elicit students' answers. Encourage them to make complete sentences, such as Matt has art on Mondays.

 Look at the table and complete the sentences. Direct students' attention to the table and ask: Who has English on Fridays? Who doesn't have IT on Fridays? Invite students to complete the sentences using the information in the table. Ask volunteers to read the complete sentences aloud. Refer students to the Grammar Focus box. Read the examples to the class. Ask individual students to make similar statements about themselves: I have science on Mondays. I don't have science on Tuesdays. Then have other students report the same information to the class: Fred has science on Mondays. He doesn't have science on Tuesdays.

#### Compare your schedule with Matt's and Laurie's.

Ask students questions about their weekly school schedule: What class do you have on Mondays? What class do you have on Fridays? Do you have history on Wednesdays? Direct students' attention to the sample dialogue in the activity. Ask two volunteers to read it aloud. Then form pairs. Invite students to compare their schedules with Matt's and Laurie's. Give student pairs enough time to talk. Finally, invite several students to tell the class how their schedule compares with Matt's and Laurie's.



#### Wrap-Up

Materials Sheets of paper (1 per student), markers **Preparation** Prepare information cards about school subjects and school schedules in Argentina, Canada, France and Japan. (1 card per country) (optional).

Ask students where they think Matt and Laurie go to school. If students investigated school schedules in different countries in the previous lesson (see optional Flip It activity in previous lesson on page T 6), ask them to form groups and share what they found out about the school subjects students study in Argentina, Canada, France and Japan. Invite them to share information about school schedules in those countries: Children in (Japan) have math, art and geography. They don't have social studies. If students did not do the activity, divide the class into four groups and give each group a card with information about a country (Argentina, Canada, France, Japan). Have students read the information on their cards. Then have each group report to the rest of the class about its

Finally, ask students which of the four countries they would prefer to live in and why.



#### **Optional Activity**

#### Materials Unit 1 i-Flashcards

Nominate a student. Select a flashcard and name a weekday. Encourage the student to make a true sentence about the subject and day of the week according to his or her schedule: I don't have geography on Mondays. Continue in the same way, nominating other students and choosing different subjects and days of the week.

#### Workbook

Assign page 5 as homework or work on this page during class.

- 3 Tuesday: ✓ science; Wednesday: ✓ math; Thursday: ✓ art, X music; Friday: X IT
- 1 She has music on Mondays. 2 She has art on Thursdays.
- 4 1 has 2 doesn't have 3 has 4 doesn't have 5 has

🔞 Listen and write the day of the week. 🐽 3



<u>T</u>	<u>hursday</u>	
	Laur	ie
<b>⊘</b>	P.E.	
	history	$\checkmark$
	art	<b>✓</b>
$\checkmark$	math	
		P.E. history art

- Listen again and mark (√) the subjects Matt and Laurie have today. 🕦 з
- Look at the table and complete the sentences.



Student	Monday	Friday
Matt	math <b>X</b>	English 🗸
Laurie	geography 🗸	IT <b>X</b>



1	Matt has <u>geography</u>	on	<u>Mondays</u> .	
2	Matt doesn't have	<u>IT</u>	onFridays	
3	Laurie has <u>English</u>	on	Fridays .	
4	Laurie doesn't have	math	on <u>Mondays</u>	



Compare your schedule with Matt's and Laurie's.

Student A: Laurie has art on Thursdays. I have art on Fridays.

Student B: I don't have art on Fridays. Answers will vary.

# **▶ Grammar Focus**

## **Present Simple**

- I have geography on Wednesdays.
- I don't have music on Fridays.
- Laurie has history on Thursdays.
- Matt doesn't have art on Thursdays.

6

1 Mark the subjects you like (✓) or don't like (✗). Then ask a classmate.

Answers will vary.

Subject Me Classmate
math
history
science
English
music
P.E.

Student A: Do you like math?

Student B: Yes. I do. I love it!

Student A: Do you like P.E.?

Student B: No, I don't. Do you?

# **▶Grammar Focus**

### **Present Simple**

- Do you like science?
   Yes, I do. / No, I don't.
- Does he like music?
   Yes, he does. / No, he doesn't.
- Write about you and your classmate in your notebook.

Answers will vary.

#### **About My Classmates**













I like math. My classmate, David, doesn't like math. I don't like geography. David likes geography.

2 Look and answer the questions.



Does Laura like music?

<u>Yes, she does.</u>



Does Fred like history?

No, he doesn't.



Does Simon like science?

Yes, he does.

#### **▶** Vocabulary and Grammar

**Vocabulary** School Subjects

**Grammar Focus** Present Simple: *Do you like science? Yes, I do. | No, I don't. Does he like music? Yes, he does. | No, he doesn't.* 

#### **Present Simple**

We can also use the Present Simple to describe preferences.

I like science.	I don't like geography.
She likes history.	She doesn't like history.
Do you like science?	Yes, I do. / No, I don't.
Does she like history?	Yes, she does. / No, she doesn't.

**Common error:** She like science.



#### Warm-Up

Write on the board: school subject, pet, food, color and month. Tell students about your favorite school subject, pet, food, color and month. Where possible, give reasons why they are your favorites: My favorite month is March because the weather is warm and my birthday is in March. Ask students to form pairs and tell each other about their favorite school subject, pet, food, color and month in the same way.

#### **Class Activities**



# Mark the subjects you like ( $\checkmark$ ) or don't like ( $\cancel{X}$ ). Then ask a classmate.

#### Write about you and your classmate in your notebook.

Direct students' attention to the instructions. Invite a volunteer to read the sample sentences. Then ask students to write four sentences about themselves and their classmate based on the information they have in the completed table. Invite some students to read out their sentences to the class. You could also form pairs and have students read their sentences to each other. Each student can then present his or her partner to the rest of the class based on the information given: Juan likes music. Mary doesn't like music.

#### 2 Look and answer the questions.

Invite students to describe the children in the photos. Encourage them to say if they look happy or unhappy. Then ask: *Are you happy when you do activities you don't like?* Students work individually to answer the questions, or they can work in pairs for additional support. Finally, check answers with the whole class.



#### Wrap-Up

Encourage a student to make a false statement about a classmate (for example, *Laura doesn't like music*. Invite a volunteer to correct the statement: *Laura likes music*). Repeat with different students, encouraging them to make both affirmative and negative statements about each other. As we usually like subjects we are good at, this activity may provide students with a good opportunity to identify a classmate who could help them with classes they struggle with. You can also detect which school subject seems to be the one students struggle with the most, and provide them with some tips to help them enjoy it more.

# 6

#### **Optional Activity**

Materials Sheets of paper (1 per group), markers

Divide the class into pairs or small groups. Have students think of a cartoon character they like. Together, they create profile information for this character that includes his or her preferences: *This is Sandy. She is seven years old. She likes dogs. She likes history, but she doesn't like art. Her favorite day is Friday.* 

#### Workbook

Assign page 6 as homework or work on this page during class.

- **1** 1 Yes, he does. 2 No, she doesn't. 3 Yes, he does. 4 No, she doesn't.
- Answers will vary.
- **2** 1 Do, Yes, they do. 2 Does, No, he doesn't. 3 Does, Yes, she does.

#### **Vocabulary and Grammar**

**Vocabulary** *School Subjects* **Other Key Vocabulary** *Days of the Week* **Grammar Focus** Present Simple



**Warm-Up** 

#### Materials Unit 1 i-Flashcards

Nominate a student as you display a flashcard. Invite this student to ask a classmate: *Do you like history? Do you have history on Mondays?* Elicit responses: *Yes, I do. / No, I don't.* Call on different students to ask each other similar questions as you display more flashcards. Continue until all students have participated.

#### **Class Activities**

#### 3 Read and answer the questions.

Point to the boy and girl in the pictures. Invite students to say what they are doing. Ask them if they have ever texted a friend, or sent a message via an online messaging service. Then ask two or three pairs of students to read out the text as they play each child's role. Direct students' attention to the first question. Read it out and elicit the answer. Encourage students to write the answer in their books. Continue in the same way until students have answered all the questions.

#### • Complete the chat with your information.

Refer students to the chat. Read out the question: *Hey! Do you like your school?* Then invite students to answer by completing the chat about themselves. When they have finished writing, encourage several students to read out their sentences.



#### Make a Snap! game.

Read the instructions aloud. Make sure students have the materials. Explain what they have to do, demonstrating as you go along. Students cut out their cards and write the words on five of them. They illustrate the school subjects on the remaining cards. When they finish, invite students to play the game in pairs: Each student plays with his or her own cards turned face down in a pile. Students take turns turning over the first card in their pile, creating two new ones. When one student notices a pair has been formed (with matching word and picture cards) he or she shouts *Snap!* and keeps the cards. When all cards have been turned over, the student with the most pairs wins.



Wrap-Up

#### Materials Unit 1 i-Flashcards

Display two flashcards one after the other. Say a true sentence about someone you know: *My brother Carlos likes geography, but he doesn't like art.* Display two different flashcards on the board, one after the other. Nominate a student and invite him or her to make another true sentence about a family member or friend: *Sam has math and English on Thursdays*. Continue in the same way until all students have participated.



Flip It

#### Materials A world map

**Preparation** Choose one or two educational websites that provide information about Portugal.

Play a game of **Snowman** (see page viii) and have students guess the word *Portugal*. Display a world map and show students where Portugal is. Dictate these questions or write them on the board for students to copy: *Where is Portugal? What's the capital of Portugal? What are two important places there?* What's a traditional food in Portugal? What language do people speak there? Provide the websites to students and invite them to answer the questions at home using the information from the websites.



#### Extra Practice Activity 2

Students are now ready to do EPA 2 for Unit 1 on the RLP.

#### Workbook

Assign page 7 as homework or work on this page during class.

- **3** 1 Does he like math? 2 Does she like art? 3 Does he have P.E. on Tuesdays? 4 Does she like geography? 5 Does he have IT on Fridays?
- 4 1 Friday; 2 has; 3 likes, doesn't like

Read and answer the questions.



Hi, Julie. How's your new school? 😉

Hi, Nick. It's great! But I don't like Mondays because I have math III and I don't have art. 😥

We have math on Thursdays, and we also have art. ... Do you have art on Thursdays?



No, I don't. I have art on Fridays. I love Fridays! 🥸

- 1 Does Julie like her new school? Yes, she does.
- 2 Does she like art? Yes, she does.
- 3 Does she have art every day? No, she doesn't.
- 4 Do Nick and Julie have the same school schedule?

No, they don't.

Complete the chat with your information. Answers will vary.

Hey! Do you like your school?

Hi! My school is great because I have 1\_ on Mondays. I love it! ••• I don't like 2\_\_\_\_ because I don't have 3



# Make a Snap! game.

#### You need

- construction paper
- scissors
- colored pencils

#### **Instructions**

- 1 Cut out ten square cards from the construction paper: 5 cm x 5 cm.
- 2 Write five subjects on five different cards.
- 3 On the rest of the cards, draw pictures to illustrate the five school subjects.
- 4 Put your picture cards and your word cards in a pile. Shuffle them.
- 5 Play Snap! with a classmate.

# Skills Development

Circle the activities you do at school. Answers will vary.









CONTACT



Listen along and mark (1) the true sentences. 104



**NEWS** School in Lisbon

This is Manuel. He lives in Portugal, and he goes to school in Lisbon from Monday to Friday. Manuel starts school at 9:00 in the morning and goes home at 3:00 in the afternoon. He has recess from 12:00 to 12:30. That's lunchtime too. He eats a sandwich and some grapes.

> Manuel likes school, but he doesn't like geography and social studies. He loves science, IT and math. On Mondays and Tuesdays, he has math, geography and history. On Wednesdays and Thursdays, he has music and social studies. Friday is his favorite day at school because he has IT and science.

Manuel wears a uniform on Mondays, Tuesdays and Thursdays. On Wednesdays and Fridays, he wears sports pants or shorts because he has P.E. in the school gym. After school, Manuel goes swimming. He plays soccer with his friends on Fridays. Manuel likes music too. On Saturdays and Sundays, he plays the drums at home.

- 1 Manuel has lunch at recess.
- 2 Manuel has cookies for lunch.
- 3 Manuel likes geography.
- 4 He likes math and science.

- **5** His favorite day is Friday.
- 6 He has P.E. on Tuesdays.
- 7 He goes swimming after school.
- 8 He plays the drums at school.









#### **Skills Development**

**Skills Focus** *Reading and Listening:* Students read and listen to a text about a student in Portugal to identify true and false statements.

Vocabulary School Subjects
Other Key Vocabulary Activities: swimming, dancing, cooking, soccer; Days of the Week



#### Materials Unit 1 i-Poster

Display the poster. Invite students to name the classes they can see there. Then direct their attention to each class one by one and encourage students to say what the students and teachers are doing. Ask students to think about school objects they might need in each class. For example, they need paintbrushes in art class. Have different students complete the poster by placing the corresponding objects onto the correct class and saying what each teacher has: *The math teacher has paint and paintbrushes*. Continue until all the objects have been placed.

#### **Class Activities**

**Preparation** Prepare some visual information about Portugal that includes a map, a phrase in Portuguese and a picture of Lisbon. (optional)

1 Circle the activities you do at school.

Read the instruction aloud and have students complete the task individually. Elicit answers from different students, encouraging them to make complete sentences: I have music at school. I don't have swimming lessons. You may then like to discuss with students which other scheduled and extracurricular activities they have at school. Be prepared to provide students with additional vocabulary such as doing

crafts, playing outside, going to recess, etc.

2 Listen along and mark (✓) the true sentences. Ask students to recall the information they gathered about Lisbon (see optional Flip It activity in previous lesson on page T 9). If students did not do this activity, provide them with some basic information about Portugal using visual information you have prepared. Then tell students that they are going to read about a boy from Lisbon and his school activities. Direct their attention to the picture and ask a student to describe the boy. Point out that the text is divided into three parts. Ask students to look at the first part and answer this question: What's the boy's name? Then encourage them to skim the second part and answer: What's Manuel's favorite day? Finally, refer students to the third paragraph and ask: Does he wear a uniform every day? Play Track 4 and invite students to listen and read along. Direct their attention to the statements below the text and ask them to mark  $(\checkmark)$  those that are true.



Materials Construction paper (1 sheet per group), markers Ask students: What healthy habits does Manuel have that help him at school? Elicit from students that he does several things outside school that keep him healthy. Discuss together how our habits outside school may help us be successful in school. Form groups and tell students to brainstorm their healthy habits that help them at school. Once students have their lists, have them create a poster illustrating the five most important healthy habits for success at school. Invite each group to present its poster to the class.



#### **Optional Activity**

Materials Sheets of paper (1 per group)

Divide the class into groups of four. Invite the groups to make a list of school activities they would like to include in an after-school club. Then encourage them to choose one activity and make a post for the school bulletin board about this new club. Tell them to name the club, include a schedule and list the activities to be practiced. Finally, invite each group to present its post to the class. If time allows, you could take a vote on which club most students would like to join.

#### Workbook

Assign page 8 as homework or work on this page during class.

- 1 IT, math, history, science, P.E., music
- Order of stickers may vary: 1 [IT, math, P.E.] 2 [history, science, music]

#### **▶** Skills Development

Skills Focus Reading and Writing: Students read and complete an email. Then they write their own email to somebody who lives in another country.

**Vocabulary** School Subjects

Other Key Vocabulary Colors, Clothing Items, Food



#### Warm-Up

Play **Snowman** (see page viii) with the whole class. Invite students to review the spelling of words for colors, clothing items, and food from *Go for it!* 1 and 2. Play the game with at least one word for each category. Then elicit other words students know in each category and write them on the board.

#### **Class Activities**

#### 3 Read and complete the email.

Invite students to look at the email and ask: What kind of text is this? How do you know? What are the characteristics of an email? Who would you normally write an email to? Direct students' attention to the email and ask who wrote it. Ask them to skim the email and tell you three things about Manuel. Then read out the first two sentences and invite students to complete them. Ask them to complete the rest of the email individually. Finally, check the answers with the whole class as you write them on the board.

- Complete the table with information about you. Direct students' attention to the table and invite them to complete it with true information about themselves. Monitor their work. When they have finished, elicit information about favorite things from different students.
- Write an email to Manuel.

Ask: Do you remember where Manuel lives? What would be the best way to communicate with him? Ask students to write a reply to Manuel. Remind them to use the information from the table they have just completed. Monitor students' work and provide help when needed. Then ask several students to read out their emails to the class.



#### Wrap-Up

Invite students to draw two pictures representing their favorite things from the following categories: food, clothing items, school subjects, colors, pets, days of the week. Then ask a student to describe his or her drawings without specifying what favorite thing it shows: *This is a book. It's about life in Ancient Egypt.* Encourage the class to guess: *Is history your favorite school subject? Is pizza your favorite food?* Continue until all students have participated.



#### **Optional Activity**

Have students copy their email to Manuel in their notebooks, replacing six words with pictures representing those words. Form pairs and have students exchange their emails. Each student should read out his or her partner's email, guessing the missing words as they do so.



#### Flip It \_

Write the following math problems on the board: 10 + 12 =\_\_\_\_\_ 20 - 8 =\_\_\_\_ and  $18 \div 2 =$ \_\_\_\_. Then write the following key below the problems:

- + (plus)
- (minus)
- ÷ (divided by)
- = (equals)

Have students copy the math problems and key into their notebooks. They should solve the problems at home and use the key to write out in full how each math operation is said in English.

#### Workbook

Assign page 9 as homework or work on this page during class.

- **2** 1 history; 2 doesn't like; 3 Thursday; 4 history; 5 likes IT, but he doesn't like P.E. His favorite day is Wednesday because he has IT and English
- Answers will vary.

3 Read and complete the email. Hellol My name's Manuel, and I'm from Portugal. I'm nine years old. My favorite color is 🍀 1 \_\_\_\_\_, and my favorite clothes are my red 📕 shorts ... My favorite food is \_\_\_\_\_\_ carrot It's delicious! I study at Lisbon Elementary School. It's a big school in my country. My favorite subjects are science, IT and 📆 4 I love playing the \_\_\_\_s\_\_\_ too! Write me an email and tell me about yourself. Bye for now! Manuel Complete the table with information about you. Answers will vary. Favorite Color Name Favorite Clothing Item Country Age Favorite Food Favorite Subject(s) School Write an email to Manuel. Answers will vary. Hi. Manuel!

Bye!

1 Listen and complete the song using the words below. 🕕 5

art

English

history

math

music

Chorus

School is cool, school is fun,

We like school, and so does everyone.

On Mondays, we have 1 English. We learn to read and speak.

English is fantastic—it's the start of a great week.

On Tuesdays, we have 2 art. We learn to paint and draw.

We like drawing pictures! Can we do some more?

Chorus

On Wednesdays, we have 3 math. It's not our favorite thing.

Add, subtract and divide, but we prefer to sing!

On Thursdays, we have 4 <u>history</u>. We learn about the past.

History is interesting, and the time goes by really fast!

Chorus

On Fridays, we have 5 <u>music</u> and instruments

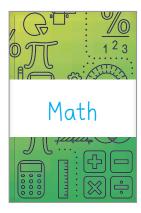
we play.

They make great noises—hip, hip, hooray!

Sing "School Time." (1)5

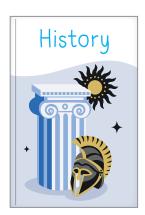
Label the book covers using words in the song.











#### **Skills Development**

Skills Focus Listening and Speaking: Students listen to a song about a school schedule and complete it. Then they label a set of book covers with words from the song.

Vocabulary School Subjects



#### Materials Unit 1 i-Poster

Ask students to take out their math operations (see optional **Flip It** activity in previous lesson on page T 11). Check their answers on the board. If students didn't do this activity at home, teach them how to say operations in English by writing the same problems, solving them and writing how to say each operation on the board as you do so:

10 + 12 = 22

Ten plus twelve equals twenty-two.

Tell students that they are going to do some math calculations. Give students random numbers to be added or subtracted. Encourage different students to call out the answers. Ask students in which class they are likely to be doing this: *math*. Then show the Unit 1 poster and review the other classes, asking students what activities they do during these classes as different volunteers place each object in its classroom.

#### **Class Activities**

1 Listen and complete the song using the words below. ① 5

Read the title aloud and ask students what they think the song is about. Then ask what they think is cool and not so cool at and about school. Play Track 5 for students. Then have them complete the song lyrics. Elicit the missing words from different students. Finally, write *Add*, *Subtract* and *Divide* on the board and have students draw its correct mathematical symbol below each word.

- Sing "School Time." ① 5
  Invite students to listen to the song again and sing along. Play the track several times, miming the school activities with students.
- Label the book covers using words in the song. Direct students' attention to the book covers. Focus their attention on one cover at a time, and ask questions such as What subject do you think this book is for? What can you see on the cover? Could this be a math book? Why or why not? Then invite them to label the covers using the words for school subjects from the song.



Play **Mystery Identity** (see page ix). Invite a volunteer to act out a school subject and encourage the rest of the class to guess. Repeat with several other students until all school subjects have been acted out.



#### **Optional Activity**

Play **Memory** from the Game Generator to practice Unit 1 vocabulary.

#### Workbook 🕕 1

Assign page 10 as homework or work on this page during class.

1 1[paintbrushes] 2 [paintbrushes] 3 [pyramid] 4 [basketball] 5 [dictionary]

let cooled of the cooled

- 1 music 2 science 3 IT 4 math 5 geography
- 2 1 / 2 x 3 / 4 x 5 x

#### **Skills Development**

**Skills Focus** *Listening*: Students listen for numbers and specific information.

**Vocabulary** *Numbers:* (1–40)

Other Key Vocabulary Math: plus, minus, equals



#### Warm-Up

Review or teach numbers 1–40 with a game. Divide the class into two teams. Write a number that is between 1 and 40 on the board. Invite a volunteer from one team to say the number and spell it out as you write it on the board. Repeat the procedure, alternating teams, until all students have participated. The team with the most points wins the game.

#### **Class Activities**

# 2 Write the correct symbol (=), (+) or (-) next to each word.

Focus students' attention on the symbols in the instruction. Ask them to remember from the previous class what each stands for (equals, plus, minus). Invite students to draw the symbols accordingly.

#### 

Play Track 6 and encourage students to write the number word for each answer. Invite students individually to read and spell out the number words. Write students' answers on the board.

#### Track 6

One.

NARRATOR: Five plus four equals...

Two.

NARRATOR: Thirteen minus two equals...

Three.

NARRATOR: Ten plus seven equals...

Four.

NARRATOR: Twelve plus eleven equals...

Five.

NARRATOR: Twenty minus five equals...

Six.

NARRATOR: Nineteen plus ten equals...



#### Choose the odd one out.

Review odd and even numbers from 1 through 20 with students. Help students to understand the difference between them (odd numbers cannot be divided by two and even numbers can). Then refer students to the activity. Read out the instructions and the first set of number words. Invite students to explain why the number five does not belong in the first set. (Number five is an odd number while the other three -two, six, eight- are even numbers.) Make sure students understand that they are to choose either odd or even numbers accordingly. Continue in the same way as you complete the task with the whole class. Encourage students to explain their choices for each set.

# 4

#### Complete the sequences.

In this activity, students complete number patterns. Direct students' attention to the number patterns. Read out the instructions and elicit the number that completes the first sequence (because it is the next multiple of three). Make sure students understand why number 12 completes the sequence correctly. Elicit the missing numbers to complete the remaining number patterns. Invite different students to explain their choices.

• Listen and check your answers. ① 7
Play Track 7 for students to check their answers. Then encourage students to read the sequences chorally.

#### Track 7

One.

**NARRATOR:** three, six, nine, twelve, fifteen

NARRATOR: four, eight, twelve, sixteen, twenty

**NARRATOR:** fifteen, twelve, nine, six, three

Four

**NARRATOR:** thirty-six, thirty, twenty-four, eighteen, twelve Five.

NARRATOR: five, ten, fifteen, twenty, twenty-five



#### Wrap-Up \_

Do some **Brainstorming** (see page viii) with the class. Display a word for a school subject. Invite students to say words related to the school subject as you create a mind map on the board using them. Encourage them to explain how their words and the school subject are connected.



#### **Optional Activity**

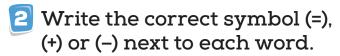
**Preparation** Write five math problems on the board, or on a poster or sheet of construction paper. Make sure that the problems are aimed at doing additions or subtractions only and that they include words that students know. (Example: *There are twelve rabbits and eight frogs near the river. How many animals are there?*)

Ask students to form groups of four. Display the math problems. Invite students to write out the numbers and do the calculations for each problem. Then have them present their results to the class.

#### Workbook 🕕 2

Assign page 11 as homework or work on this page during class.

**3** Tina: Monday, [art]; Tuesday, [geography]; Wednesday, [P.E.]; Thursday, [history]; Friday, [math]; Bob: Monday, [math]; Tuesday, [history]; Wednesday, [geography]; Thursday, [art]; Friday, [P.E.]







2 minus



3 equals





## Listen and write the answers. 🕦 6



1	nine	
2	eleven	
3	seventeen	

4	twenty-three
5	fifteen
6	twentu-nine

# 3 Choose the odd one out.

1 two 2 three

3 three

**5** five

4 sixteen

six

nine

eight

twenty

fifteen

five

ten)

twelve

fifteen

ten

eight

seven

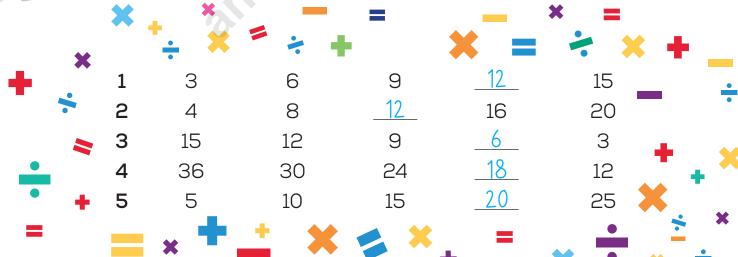
nine

seventeen

eleven



# Complete the sequences.



Listen and check your answers. 🕦 7





#### Review

Vocabulary School Subjects **Grammar Focus** Present Simple



#### **Warm-Up**

#### Materials Unit 1 i-Poster

Display the unit poster. Direct students' attention to the first classroom. Work with a volunteer on a short exchange of questions and answers about the picture: What class is it? It's art class. What does the teacher have? He has a paintbrush and palette in his hand. He's painting some mountains. What do you think the teacher is saying to the students? He's saying "Look, I'm going to paint some clouds in the sky. What color shall I use?" Point to the next classroom and elicit a new exchange about it between two different volunteers. Continue in the same way until all 10 classrooms have been asked and answered about in the same way.

#### **Class Activities**

Materials Place markers (1 per student), coins (1 or more per group)



#### 1 🚱 Play The School Game.

Divide the class into groups of four. Make sure all groups have the materials. Before playing, show both sides of the coin and make sure students understand which side is heads and which side is tails. Tell students to take turns flipping the coin in their groups. When the coin shows heads, they move forward one space. When it shows tails, they move forward two spaces. Students should answer the question or carry out the task on the corresponding space of the board game where they land. If they land on one of the math problems, they should successfully complete the equation and say the number aloud. If they do it correctly, they can stay there. If they don't, they return to the previous space. Monitor and help students as necessary. The first student in each group to get to the Finish sign is the winner.

#### Wrap-Up

Play Letter Game (see page viii). Say a letter and nominate a student. Tell this student to give you a word beginning with that letter. Then nominate another student and elicit a new word beginning with the last letter in the previous word. If a student says a word seen in this unit, write the word on the board and award two points to the student. Continue in the same way until all students have participated. Congratulate all those students with two points.

#### **Optional Activity**

**Preparation** Prepare several jumbled sentences in the present simple that include the verbs *like* and *have*, and display them on the board:

Does | science | like | he | ?

don't have | on Mondays | They | art |.

likes / geography / She

Play **Ordering Sentences** (see page ix) using the sentences.

#### Workbook

Assign page 12 as homework or work on this page during class.

- **1** 1 3+4-2=5; 2 13+4-2=15; 3 3+14-12=5
- **2** 1 four 2 eight 3 eighteen 4 seven 5 six 6 thirteen 7 one 8 fourteen 9 twelve 10 two
- 1 twelve 2 fifteen 3 eighteen 4 nineteen 5 five 6 sixteen 7 seventeen 8 eight 9 seven 10 six

#### **CLIL** Math

#### Addition and Subtraction

Addition is used to work out the total of two or more numbers. Subtraction is used to find the difference between two numbers. Addition and subtraction are useful for many activities of everyday life, such as setting the table, checking change at the supermarket and playing some games. Addition and subtraction also prepare students for learning about other math topics, including multiplication and division. Students recognize numbers, number words, and mathematics symbols for addition and subtraction. Encourage students to do the problems without the help of a calculator, as students of this age are still expected to do them by hand.

#### **CLIL Extension**

**Preparation** Be sure students have something to draw with. Invite students to form groups of four. Have each group create two math problems—one using addition and the other using subtraction. Then ask each group to display its math problems one by one for the rest of the class to solve. Invite all groups to participate.

#### Review

Vocabulary School Subjects **Grammar Focus** Present Simple



#### Wrap-Up

**Preparation** Prepare a set of incomplete number sequences (e.g., 3, 6, 9, 12, 15, \_\_\_).

Read each sequence aloud as students listen. Elicit the last number in each sequence. Then encourage different volunteers to make their own sequences and recite them for the class to solve.

#### **Class Activities**

Materials Colored pencils or crayons



#### Read and complete using school subjects.

Direct students' attention to the activity. Have a student read out the instructions and the first incomplete sentence. Elicit the missing word from another student. Then ask a volunteer to complete the second sentence. Continue until all sentences have been completed. Invite students to identify the key words that identify each subject in the sentences.

#### 3 Unscramble the days of the week.

Guide the class to look at the first set of jumbled letters. Encourage students to guess the corresponding day of the week. Ask a student to spell out the word. Invite all students to write down the unscrambled word. Continue in the same way until the six words have been spelled out and written down.

#### Number the days in order.

Ask the class: What's the first day of our week? When do classes begin? Direct students' attention to the numbered word Monday. Then ask: What's the second day of the week? Have students write number 2 in the circle next to the word Tuesday. Continue in the same way until all the weekdays have been numbered.



#### **Self-Evaluation**

Read the statements and help students with meaning if necessary. Encourage students to reflect on their abilities and color the corresponding circles. Explain that they should color one circle if they aren't confident about that particular language point, two if they feel more confident and three circles if they feel very confident. Form pairs and tell students to work together. They should show evidence of how much they know by naming as many school subjects as they can and by talking about their schedules. Invite them to discuss their preferences using affirmative and negative statements.

#### ► Learning Tip



Ask a volunteer to read the Learning Tip aloud. Invite students to share how they use their weekly planners. Encourage them to talk about the usefulness of using color-coding, highlighting and underlining to keep a record of their school assignments.



Say each school subject one by one. Have students raise their hand if 1) it is their favorite or 2) it is their least favorite. Keep a tally on the board to discover which is the class's favorite and least favorite subject. Remind students that if they work hard in a subject that is not their favorite, they may come to enjoy it more and get better at it.

#### Workbook

Assign page 13 as homework or work on this page during class.

- **1** 1 art 2 music 3 history 4 science 5 IT 6 P.E.
- *Left to right, top to bottom*: 6, 4, 1, 5, 2, 3
- 2 1 Do you like; 2 Do, have; 3 he does; 4 Does, she doesn't
- **3** Answers will vary.

#### Craft (page 123)

#### Make a Schedule.

Draw five columns on the board. At the top of each column write one day of the week, from Monday through Friday. Have students copy these columns onto a piece of paper. (Make sure they turn their papers sideways, as shown in the picture, so that the paper is wider than it is high, for the best fit of their columns.) Now have students glue the schedule to a piece of cardboard.

Have students go to the Unit 1 Craft on page 123. Tell them to color the four boxes. Then have students cut the boxes out and glue them at the bottom of their schedules for decoration. Next, ask students to color the icons. Tell them to color as many as necessary depending on the number of times they have each subject during the week. Have students cut out their icons. Then tell them to glue each icon onto their schedule, taking into consideration how often and when they actually have those subjects. Last, divide students into pairs and have them tell each other what subjects they have during the week.



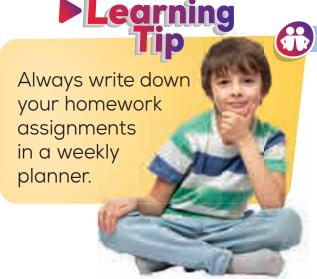
#### Flip It for Reader .

Tell students that in the next lesson they are going to read a comic about some students who form a study group. Ask several students what their favorite subject is and why they like it. For the next lesson, have students draw a picture of themselves studying their favorite subject. Encourage them to include details about the classroom in their pictures.



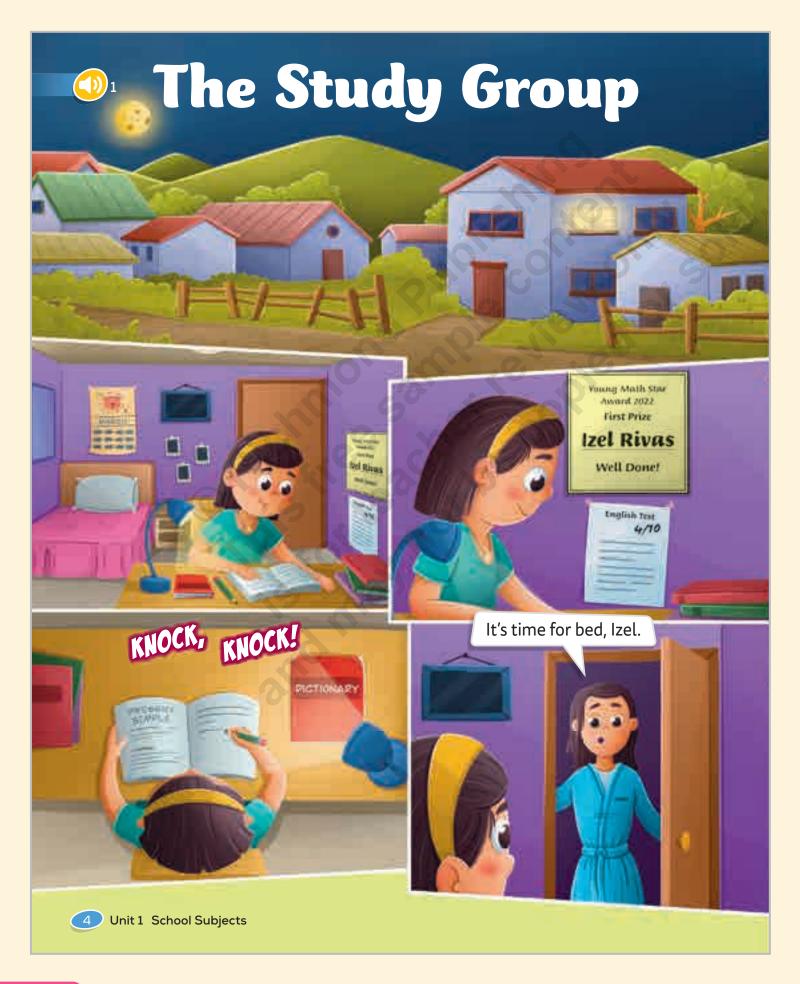
Students are now ready to do the Unit 1 test.

2	Read and complete	using school sub	ojects.	
1	In <u>history</u>	class, we study the past.		
2	In <u>math</u>			
3	We are studying our	community in our _	social studies	_ class.
	We paint and draw in			
5	On Monday morning, I have <u>music</u>	. ,		
6	The experiments in	<u>science</u> cl	ass are cool.	
	I like <u>English</u>			guage.
	We exercise when we		0 10 1	0
9	I love computers, so I	like myIT	class.	
	l love maps, so my fav			
3	Unscramble the da	ys of the week.	COR	
_	aydirF (5) Friday	daMony ( <u>Monday</u>	D	seduTya 2 Tuesday
_	tyarSaud (6) Saturday	deWesnyad <u>Wednesda</u>		hruTsyda (4) Thursday
	Number the days in	n order.		
) Se	elf-Evaluation	<b>b</b>		
	l can name ten school subjects.		<b>Le</b>	arning Tip
	l can talk about my school schedule.		Always write	
3	l can talk about likes	$\bigcirc$	assignments	



4 I can write an email to a new friend.

and dislikes.





#### **▶** Reader: Comic





#### Reader: Comic

The Study Group



Task Performance / Diligence



**Quality Education** 



**Pre-Reading** 

Materials Students' drawings (optional)

If students drew pictures of their favorite subjects (see optional Flip It for Reader activity in previous lesson on page T 15), form small groups. Have students take turns showing their pictures and then removing them from view before their classmates recall what's in the classroom and what the students are doing. If students did not draw pictures at home, show a picture of their classroom, then remove it from view before inviting volunteers to describe it.

#### While Reading 🐠 1 🗕

Play Track 1 and have students read along in their books. Then play Track 1 again, and pause to ask questions and confirm understanding. At the end of page 4, have students describe what Izel is doing. At the end of page 5, ask: How does Izel feel? Why? What does Izel think can help? Invite volunteers to share ideas about the subjects they are good at and the ones in which they need help with. At the end of page 6, ask: What class are they in? What happens? What does the teacher tell Juan Pablo and Fabio? At the end of page 7, elicit what the students decide to do. Invite volunteers to point out the different subjects (classes) they have on Monday. At the end of page 8, elicit what the students are doing, what day it is and where they are. At the end of the comic, elicit what happens. Tell students that sometimes the pictures give information that the dialogue doesn't. Ask: What score does Izel get on her test? Then ask: Is it good or bad to study together?

#### **Class Activities**

#### 1 Look and label the school subjects.

Elicit the school subjects students study every week. Point out the answer options and then item 1. Elicit the name of the school subject and have students label it. Tell students to complete the activity individually. Then invite volunteers to say the school subjects and spell them.

#### Read and write the school subjects.

Invite volunteers to read the answer options aloud. Encourage students to describe what they do in those subjects. Echo any responses in English if necessary. Then read item 1 aloud and elicit the subject it describes. Continue guiding students through the activity or have them work individually.

#### 3 Number the scenes in the correct order.

Invite volunteers to describe the scenes. Then elicit which scene happens first. Divide the class into pairs. Have students number the remaining scenes in the correct order. Tell students to take turns retelling the story, in their own words, according to the scenes. Encourage students to add more details where appropriate.

4 Who says it? Write Izel, Juan Pablo or Fabio. Divide the class into pairs. Invite a volunteer to read item 1 aloud. Then have students turn to page 4 of the comic. Explain they don't need to read the comic again, but that they can look quickly at the first word in the sentences to find the word Why in order to find the line of dialogue faster. Have pairs continue to scan the dialogue and complete the activity.

#### 5 Complete the sentences using the present simple. Have students scan the sentences and identify the actions. Write them on the board. Then write a few fill-in sentences, such as He \_\_\_\_ (have) English class every day. Invite volunteers to complete the sentences. Read item 1 aloud and elicit the answer. Continue guiding students through the activity or have them complete it individually.

#### 6 Unscramble the questions. Then choose the correct answers.

Display a sample question, such as *Do you like history class?* Encourage students to point out how they can identify the beginning and end of a question. Then invite volunteers to point out other parts of the question, such as the subject, verb, etc. Tell students to look at item 1. Elicit the first and last words. Guide students to construct the question and write it. Students can then choose the correct response and circle it before going to item 2, or they may choose to unscramble all the questions and then choose the correct responses. Divide the class into pairs for students to confirm their answers.

#### **Post-Reading**





Discuss the questions. Why is it important to go to school? Do you study more for some subjects? Why?

Have students recall the characters in the comic. Ask: *Do they* think school is important? Do they study hard? Divide the class into small groups. Tell students to discuss the questions. Afterward, invite volunteers to share their ideas. Echo their ideas in English if necessary.



#### Optional Activity 1

Form small groups. Have students talk about their school subjects—which ones they are good at and in which ones they would like some help. Display a chart with the students' school subjects. Invite volunteers to share their best and most challenging subjects. Write students' names in the chart—for both categories. Then encourage students to create their own study groups. They can also decide how to work together and when they can meet.



#### **Optional Activity 2**

#### **Collaboration / Cooperation**

Materials Posters, crayons, colored pencils (optional)

Form small groups and have students brainstorm other ways they can help each other. Encourage them to think beyond help they may need in their school subjects. Afterward, invite volunteers to share their ideas, and write them on the board. As a class, decide what other ways they can help each other. If time allows, they may want to create a poster with drawings to remind them of these ways to help.

# Comprehension

Look and label the school subjects.

science art geography music









geography

science

music

Read and write the school subjects.

English social studies history math

- 1 In this school subject, you learn about numbers and shapes. <u>math</u>
- 2 You learn about the past in this class. history
- 3 In this school subject, you learn the language spoken in the USA, Canada and the UK. <u>English</u>
- 4 You learn about how people live in this class. <u>social studies</u>
- 3 Number the scenes in the correct order.













10 Unit 1 School Subjects

4	Who says it? Write Izel, Juan Pablo or Fabio.
	Why isn't English easy like math, Mom?
	We need your help. <u>Juan Pablo</u>
	What's a study group?
	It's a group of students that help each other to learn. <u>Juan Pablo</u>
5	Do you want to study at my house?
5	Complete the sentences using the present simple.
	Juan Pablo and Fabio <u>don't want</u> (not want) to go to math class.
	Izel <u>needs</u> (need) Juan Pablo and Fabio to help her.
	Juan Pablo doesn't know (not know) what a study group is.
4	The childrenhave (have) their study group at a soccer game.
6	Unscramble the questions. Then choose the correct answers.
1	like / Do / math? / Juan Pablo and Fabio
	Do Juan Pablo and Fabio like math? No, they don't.
	Yes, they do. / No, they don't.
2	English / Do / study / at the / soccer game? / the children
	Do the children study English at a soccer game? Yes, they do.
	Yes, they do. / No, they don't.
3	study / at the / the children / swimming pool? / Do / math
	Do the children study at a swimming pool? Yes, they do.
_	Yes, they do. / No, they don't.
4	Does / the math test? / pass / Fabio
	Does Fabio pass the math test? Yes, he does.
_	Yes, he does. / No, he doesn't.
5	Izel / Does / on the English test? / get a 7
	<u>Does Izel get a 7 on the English test? No, she doesn't.</u> Yes, she does. / No, she doesn't.
7	Discuss the questions. Answers will vary.
	Why is it important to go to school? Do you
	study more for some subjects? Why?

The Study Group 11