

**OBJECTIVES:** By the end of the lesson, students will have read and talked about appropriate behavior in the classroom.

### ● TARGET LANGUAGE

**Key language:** values, respect, classroom, What do you think is wrong?

**Review:** classroom objects, simple past, adjectives: worried, late, hungry, angry, tired, happy, unhappy; should/shouldn't, never, sometimes, always, because, better, before, during, after, contract, must / must not, correctly

### ● MATERIALS REQUIRED

Extra activity 2: The following sentence halves written on separate pieces of paper (one set of 14 pieces of paper for each pair of students): *I should arrive / on time. / I shouldn't forget / the things I need for class. / I should eat / a good breakfast. / I should listen / to the teacher. / I shouldn't / talk to my friends. / I should go to bed / early on school nights. / I shouldn't eat / in class.*

### Warmer

- Stand at the front and yawn as if you are very tired. Look around for the things you need (bags, book, board pen), saying *Where's my pen? Did I forget my books today?* etc. as if you are not ready for class. Try to make this seem serious. Stop and ask students in L1 what they think about your behaviour. Elicit that it isn't the right way for the teacher to start the class. Say *There are things a teacher should do before class and in the class. And there are things students should do, too.* Tell students they are going to talk about these things in today's lesson.

### SB82. ACTIVITY 1. Look at the picture. What's wrong? Talk to your friends.

- Tell students to open their Student's Books to page 82. Focus on the heading *Values* and elicit the meaning. Read the lesson title and check that students understand *respect*. Elicit things students can see in the picture, e.g., *pencil case, bag, ruler* and what the pictures in the thought bubbles show, e.g., an angry face, someone texting in bed late at night.
- Ask volunteers to read the speech bubbles. Ask how the girl who's forgotten her book feels (*unhappy*). Students work in pairs or small groups to talk about the rest of the children marked by letters. Do not confirm answers.

### SB82. ACTIVITY 2. Listen and check. Say the letter.

- Play the CD. Students listen and check their answers to Activity 1. Play the CD again, pausing after each sentence for students to say the letter (as in the model speech bubble). Play the CD again and check comprehension. Ask, e.g., *How does girl "a" feel? (unhappy) Why? (because she forgot her book)*.

**Key:** 1d, 2a, 3j, 4b, 5h, 6i, 7f, 8g, 9e, 10c

### CD 3, 37

1. He's worried because he's late.
2. She's unhappy because she forgot to bring her book.
3. He's hungry because he didn't have breakfast.
4. He's angry because they're playing with his pencil case.
5. He's angry because his friend's eating in class.
6. He's tired because he went to bed late.
7. She's happy because she's talking to her friend.
8. They're unhappy because the girls are talking.
9. She's unhappy because her school bag's messy.
10. They have his pencil case and they think it's funny.

### SB82. ACTIVITY 3. Ask and answer.

- Read the activity instruction and the questions. Students work in pairs. They take turns answering each question. Elicit ideas and have a brief class discussion. Elicit/Explain that even if each person only does one wrong thing, put together this makes it difficult for everyone to learn. Behaving well in class is about respect for the teacher and for the other students.

### WB82. ACTIVITY 1. Read and choose the answer.

- Tell students to open their Workbook to page 82. Focus on Activity 1. Point out that this is a quiz. Go through the questions and options, reviewing the meaning of *never, sometimes, always, before, and after*. Students choose their answer individually by circling a, b or c. They compare answers in pairs. Elicit recommended answers without judging or being too authoritarian and have a brief class discussion.

**Key:** Students' own answers

### WB82. ACTIVITY 2. Write a class contract.

- Focus students on Activity 2. Read the activity instruction and check comprehension of *contract*. Ask a student to read the example sentence. Elicit/Explain why we use *must* or *must not* in a contract (these are rules, not advice). Work together with the class to agree on and elicit rules 2 to 5, e.g., *We must speak English, ... listen to the teacher, ... come to class with the right things*. Point out that for sentence 6 you need to agree on the rewards students will get if they keep to the contract. Discuss these, agree and write them on the board, e.g., *We can play a game. We can sing the song again*. Students copy the sentences for the contract into their Workbooks.

**Key:** Students' own answers

### Extra activities: see page T109 (if time)

### Ending the lesson

- Books closed. Write the title *Respect in the classroom* in the center of the board. Elicit the things students should/shouldn't do to show respect in class and make a mind map.

**OBJECTIVES:** By the end of the lesson, students will have read and talked about the role of the emergency services.

### ● TARGET LANGUAGE

**Key language:** *break (her) leg, hit (her) head, fall off (my bike), hero(es)*

**Additional language:** *emergency services, cycle, dark, lights, clearly, hill, suddenly, thanks to them, X-ray, operate, ambulance, accident, save (someone's) life, team, on fire, catch thieves, robbery*

**Review:** simple past and past progressive, *help, hospital, helmet, driver, doctor, nurse*

### ● MATERIALS REQUIRED

Extra activity 1: Five pieces of paper (A5 size) for each student

## Warmer

- Write *emergency services* and *911* on the board. Elicit/Explain what emergency services are (police, fire, ambulance) and that *911* is the emergency phone number in the U.S. Ask students if there is a similar system in their country / what number they should call in an emergency. Ask who helps us in an emergency. Elicit *police / police officers, firefighters, doctors, nurses, ambulance drivers*.

### SB83. ACTIVITY 1. Read and answer the questions.

- Tell students to open their Student's Books to page 83. Direct them to the article and the photograph. Elicit that the girl is being interviewed. Choose students to read the title and the introduction. Check comprehension of *heroes*. Read through the questions and make sure students understand *break her leg* and *hit her head*. Tell them not to worry about new vocabulary, but to focus on answering the questions. Students read the text, then talk about the questions in pairs. Check with the class and explain any new words.

**Key:** 1 She fell off her bike. 2 because she wasn't wearing a helmet, 3 a car driver, ambulance drivers, doctors and nurses

### SB83. ACTIVITY 2. Listen and say "firefighter," "doctor," "police officer," or "ambulance driver."

- Choose a student to read the activity instruction. Check comprehension of the four jobs and practice pronunciation. Talk briefly in English about where each person works and the things they do. Tell students that there may be more than one answer for each sentence. Play the CD. Students whisper the answer(s) to a partner. Play the CD again, pausing to elicit ideas.
- If time, organize a discussion in small groups. Write some of the following questions on the board: *When did you last see a doctor? What do police officers do? Would you like to be a firefighter? Why? / Why not? Do you know anyone who has had an accident? What happened?*

**Key: (possible answers):** 1 doctor, 2 firefighter, 3 police officer, 4 doctor/nurse, 5 ambulance driver, 6 police officer, 7 police officer, 8 doctor

## CD 3, 38

1. She works with a team of nurses.
2. She carries people out of buildings on fire.
3. He looks for and catches thieves.
4. When she works at night, she has to sleep at the hospital.
5. He has to drive people to the hospital quickly and safely.
6. He goes to schools to teach young people to use the Internet safely.
7. When there is a robbery at a bank, he arrives quickly.
8. She has to operate to save people's lives.

### WB83. ACTIVITY 1. Read and order the text.

- Tell students to open their Workbook to page 83. Focus on Activity 1. Students work in pairs to put the lines in order. Check with the class. Ask, e.g., *Who is Harry? What happened to him? What did the firefighters have to do? What did the police officers do? How long did he stay in the hospital?*

**Key:** 4, 8, 14, 2, 11, 6, 13, 3, 7, 10, 9, 12, 1, 15, 5

**Completed text:** Last week William's dad, Harry, / had a bad car accident. His car hit a / truck and he couldn't get out of / his car. Firefighters had to cut the car door / and pull Harry out. Police / officers called the hospital and / told the nurses about Harry and his / accident. The police officers drove Harry / to the hospital with the ambulance / to help stop the traffic. At / the hospital a team of doctors and / nurses worked together to save / Harry's life. Now, two weeks later, Harry is / much better. He's going to leave / hospital and go home to his family.

### WB83. ACTIVITY 2. Write a letter to thank the firefighters.

- Focus on Activity 2. Check comprehension of the instructions and the words in the box. Students write a first draft of their letter in their notebooks. Monitor and help as necessary. Students compare letters. When you have checked their drafts, students copy them into their Workbooks.

**Key:** Students' own answers

## Extra activities: see page T109 (if time)

## Ending the lesson

- Review what students have learned in the lesson. Ask if there are any other people/professions they think are heroes and why.

**OBJECTIVES:** By the end of the lesson, students will have read and talked about telling the truth / telling white lies.

### ● TARGET LANGUAGE

**Key language:** tell the truth / tell a lie, hurt someone's feelings

**Additional language:** haircut, make a face, shower gel, deodorant, tell a little white lie, kind, unkind

**Review:** look (great/horrible), smell (bad)

### ● MATERIALS REQUIRED

Extra activity 1: Paper for each pair of students

Extra activity 2: White chalk or white tape (for making a line on the floor)

## Warmer

- Say Listen and do “thumbs up” for true and “thumbs down” for false. Tell students some things about yourself, some true, some false, e.g., I went on vacation to London last year. I’m really good at playing volleyball. I have five children. Make sure the false things are not too obvious. Students respond to each sentence with “thumbs up” or “thumbs down.” See if they all agree / if they can tell when you are lying. Reveal which sentences were false.

### SB84. ACTIVITY 1. Read and choose answers.

- Tell students to open their Student’s Books to page 84. Focus on the lesson title and check comprehension. Explain that they are going to take a quiz about telling the truth. Pre-teach new vocabulary from the quiz questions and options, e.g., haircut, make a face, shower gel. Ask the students to read and answer the questions on their own by writing a letter for each question in their notebooks.
- Monitor as students read, and help as necessary but do not go through the answers at this stage.

### SB84. ACTIVITY 2. Talk about your answers with your friend. Are they the same or different?

- Students reread the quiz in pairs and compare their answers for each question. Encourage them to give reasons for their choices.

### SB84. ACTIVITY 3. Discuss these questions.

- Focus on Activity 3. Choose three students to read the questions. Check comprehension of situation and hurt someone’s feelings. Students discuss the questions in small groups, then have a class discussion. Ask students which words/actions are kind and unkind and remind them to think about other people’s feelings. Teach the expression (tell a) little white lie.

### WB84. ACTIVITY 1. Read and answer the questions.

- Tell students to open their Workbook to page 84. Focus on Activity 1. Read the activity instruction and the questions. Students answer individually then compare answers in pairs. Check with the class.

**Key:** 1 It can make them feel bad or unhappy. 2 because we don’t want to hurt someone, 3 and 4 Students’ own answers

### WB84. ACTIVITY 2. Imagine a situation and write about telling a little white lie.

- Focus students on Activity 2 and on the activity instruction. Remind students of the situations in the quiz in the Student’s Book and the language used to describe them. Point out that they need to imagine a situation in the past when someone told a little white lie. Brainstorm other possible situations when it would be better to tell a white lie than tell the truth. Write notes on the board if necessary. Students write about their chosen situation in their notebook. Monitor and help with new vocabulary. They copy their ideas into the Workbook individually, then compare in pairs or small groups.

**Key:** Students’ own answers

## Extra activities: see page T109 (if time)

## Ending the lesson

- Write the following phrases from the lesson on the board, split into two halves and mixed up, as shown:

- |                  |              |
|------------------|--------------|
| 1 tell the       | a) face      |
| 2 tell a         | b) truth     |
| 3 tell a little  | c) feelings  |
| 4 hurt someone’s | d) lie       |
| 5 make a         | e) white lie |

Students copy and match the phrases in pairs. Check with the class. Elicit an example sentence for each phrase.

**Key:** 1 tell the truth, 2 tell a lie, 3 tell a little white lie, 4 hurt someone’s feelings, 5 make a face

**OBJECTIVES:** By the end of the lesson, students will have read problem letters and advice. They will have discussed moral dilemmas and given advice with *should*/*shouldn't*.

### ● TARGET LANGUAGE

**Key language:** *value* (v), *friendship*, *marks*, *cheat* (v)

**Additional language:** *fail/pass* (*an exam*), *out of ten*, *make a mistake*, *steal*, *shopping mall*

**Review:** *the best*, *should/shouldn't*, *You (don't) have to ...*, *It's better to ...*, *It's a good idea to ...*, *going to*, imperatives, simple past, present perfect, adjectives

### ● MATERIALS REQUIRED

Warmer: Example of a “problem page” from a magazine or newspaper (in English or L1)

Extra activity 2: Large pieces of paper, colored markers

## Warmer

- Show the class an example of a “problem page” from a magazine or newspaper. Ask students if they ever read these pages and point out that they are usually made up of letters and replies. Explain/Remind students that in English the experts who answer such letters are often called Agony Aunts (or Uncles). Tell students they are going to read some letters from a problem page in today’s lesson.

### SB85. ACTIVITY 1. Read the letters and answer the questions.

- Tell students to open their Student’s Books to page 85. Focus on the lesson title and elicit a translation of *Value your friendships*. Point to the picture of Betty and Robert and explain that they are an agony aunt and agony uncle. Read the activity instruction and questions 1 to 3 aloud. Check comprehension of *marks* and *cheat*. Pre-teach *fail* (*an exam*) and *out of ten*. Students read the problem letter and answer the three questions in pairs. Check with the class. Repeat the process with questions 4 and 5.

**Key:** 1 Yes, he does. 2 No, he doesn’t. 3 She takes pictures of the book on her cell phone. 4 If you cheat, you learn very little. 5 No, they don’t.

### SB85. ACTIVITY 2. Discuss these questions.

- Focus students on Activity 2. Choose two students to read the paragraphs of the letter aloud. Check comprehension of new vocabulary (*make a mistake*, *popular*, *unkind*). Read through the questions with the whole class and make sure they know that they need to give their own opinions. They discuss in pairs or small groups. Monitor and encourage students to speak in English. Elicit ideas from pairs/groups and have a class discussion about loyalty, friendship, and forgiveness. Students can write Betty and Robert’s answer to Katy for homework.

### WB85. ACTIVITY 1. Write the sentences and questions.

- Tell students to open their Workbook to page 85. Read the activity instruction and go through the example. Students work in pairs to reorder the rest of the sentences and questions. Check with the class.

**Key:** 2 I didn’t tell the truth. 3 Who should he speak to? 4 My best friend cheats in exams. 5 I’ve made a really big mistake. 6 What should I do?

### WB85. ACTIVITY 2. Read the letter and answer the questions.

- Focus on Activity 2. Read the activity instruction. Pre-teach *shopping mall*. Check comprehension of *steal*. Students read the letter individually and answer the questions. They compare answers in pairs. Elicit ideas and have a class discussion, if time.

**Key:** Student’s own answers

- Ask the following questions: *Is there a difference between stealing big and little things? Why shouldn’t we steal? Are cameras the only reason for not stealing, or should the “camera” be inside us?*

### WB85. ACTIVITY 3. Write a reply to Daisy.

- Focus on Activity 3. Read the activity instruction. Remind students of the reply letter from Betty and Robert to Richard in the Student’s Book. Give them time to re-read this letter and write useful phrases on the board (e.g., *You (don't) have to ...*, *It's better to ...*, *I'm sorry that ...*, *It's (not) a good idea to ...*, *You should/shouldn't ...*, *Don't worry about ...*, *This situation is difficult*). Students write a reply in their notebooks first. They compare with a partner. When you have checked their work, they copy their reply into the Workbook.

**Key:** Students’ own answers

## Extra activities: see page T109 (if time)

### Ending the lesson

- Ask students if they would ever write a letter to a problem page. Elicit reasons for their answer. Ask who they talk to if they have problems like the ones they have read about in the lesson.