

SUMMER TRIP
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4  **5** 

Is your
notebook organised?

Have we got a / an
class tomorrow?

3  **1.40**
 Watch or listen and answer the questions.
 1 Why does Georgia like Wednesday?
 2 What language does Ben prefer?



4  **1.40** Watch or listen again and complete the Key Phrases.

KEY PHRASES

Talking about school subjects

- I've got no / a bit of / loads of (maths) homework.
- Our (art) teacher is / isn't very / quite strict.
- I'm great / not great at
- I'm really good at
- I enjoy
- I'm OK at
- I prefer

5  **USE IT!** Complete the Key Phrases so that they are true for you. Then compare with your partner.

I'm really good at maths.

Me too!

I'm OK at maths.

Finished?

Write two text messages to a friend. Invent a very good day at school and a very bad day at school.

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Exercise 3 **1.40**

Play the video or audio for students to watch or listen and decide why Georgia likes Wednesdays and what language Ben prefers. Play the video or audio again for students to check their answers. With **weaker classes**, pause after each conversation to check that students have understood. Play the conversation again, if necessary, for students to hear the answer. Check answers with the class.

ANSWERS

Georgia likes Wednesday because she has her two favourite subjects: maths and geography.
Ben prefers Spanish.

Exercise 4 **1.40**

Allow students time to read through the gapped key phrases. Play the video or audio again for students to complete the phrases. Check answers and check that students understand all the key phrases. With **stronger classes**, you could elicit a few more phrases, e.g. *I'm very bad at ...*, *I love ...*, *I don't enjoy ...*.

ANSWERS

- I've got a bit of maths homework.
- Our art teacher is very strict.
- I'm not great at science.
- I'm really good at history.
- I enjoy French.
- I'm OK at French.
- I prefer Spanish.

Exercise 5 USE IT!

Students complete the key phrases so that they are true for them. Ask two confident students to read out the example conversation. Elicit one or two questions that students could ask their partner about school subjects, e.g. *What are you good at?* *Do you enjoy English?* *Do you prefer maths or French?* *Is your maths teacher strict?* With **weaker classes**, write some example questions on the board. Students ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to write three sentences using the key phrases, two true and one false. Students work with a new partner and take turns reading out their sentences. Their partner must guess which one is false. Ask who guessed correctly.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their messages individually and compare with another fast finisher. Alternatively, ask them to read their messages to the class. Ask other students if the sentences are also true for them.

More practice

Workbook page 30

Assessment

Five-minute test, Teacher's Resource Disk