

Unit 1 >>> Be a good classmate

Aim: to make students aware of appropriate and inappropriate behaviour in class and to encourage students to respect the teacher and their classmates

1 Lead-in

- Put students into pairs. Write the following on the board and ask students to tick the things they are doing now or have done in class today.
be noisy
be quiet
be nice
help classmates
listen to the teacher
talk
throw rubbish in the bin
use a phone
- Ask students to put the words into two groups of things *it's good to ... in class* and *it's bad to ... in class*. Ask if any activities can be both good and bad.
Answers: good: be quiet, be nice, talk (in a speaking activity or to your partner), help classmates, listen to the teacher, throw rubbish in the bin
bad: be noisy, talk (when the teacher is talking), use a phone
- Ask students which of the things in the *bad* list they do, and elicit possible solutions to help them stop their bad habits (eg *be noisy: be quiet when the teacher is talking, don't talk to other students*).
- Encourage students to think of ways that they can be a good classmate.

2 Choose a scenario

- Ask students to work in pairs and choose one of the three scenarios (A–C).
- Ask them to read through their scenario and check understanding.
- Write on the board: *What are the challenges?* Encourage pairs to identify and list the problems in the scenario they chose (eg in A, Josh and Anna don't work. They talk when the teacher is talking and they don't listen to the teacher).
- Ask pairs to write some ideas of solutions for each of the problems they identified in their scenario. Ask the questions:
How can you be a good classmate?
What can you do to change things?
- Monitor and help with language where necessary.
- Encourage students to look at the Reflection point while doing the task.

3 Reflection point

- Explain to students that a good classmate respects the teacher and the other students. We can only learn when everyone respects each other.

4 Class discussion

- Ask each pair to work with another pair who chose the same scenario, and to compare their problems and the solutions they suggested. Encourage them to identify differences and similarities in their solutions to their scenarios.
- Write the questions below on the board. Allow groups time to discuss their answers before holding a whole-class discussion.
To help with the problem ...
what can you do?
what can the teacher do?
what can your classmates do?

5 Work alone

- Ask students to work alone and choose a second scenario from A–C and follow the same steps to identify the problem and think of possible solutions.
- Once they have finished, invite volunteers to present their scenario to the class and explain what their possible solutions are.

6 Extend

- Ask students to think of how they can be a good friend.
- Ask them to write three good things and three bad things friends do.
- Encourage them to think of ways they can change bad things they do and be a good friend.