



Unit 3 — Fairness at School

Track G+M · Klasse 8 · Niveau G/M

Learning objectives

- *I can argue a school-fairness point in 5 sentences.*
- *I can use the second conditional (if I were ... I would ...).*
- *I can use connectives of contrast (although, however, on the other hand).*

Lead-in

Jonas's class is voting on a new rule: *no phones at lunch*. Half the class is for it. The other half thinks it is mostly aimed at one group of students who happen to be loud anyway. Hawa says, "If I were the headteacher, I would ask why we are voting on phones and not on actual fairness."

Vocabulary

- rule
- rights
- equal
- equality
- privilege
- discrimination
- exception
- vote
- debate
- agree
- disagree
- valid

Key points

- Structure: *If* + past simple, *would* + base verb.
- *Were* (not *was*) is preferred for *I/he/she/it* in formal writing: *If I **were** you ...*

Practise

- Fill in second conditional: If I _____ (be) *the headteacher*, I _____ (change) the rule.
- Connective fill-in: _____ I agree with the rule, I think it is unfair to one group. (although)
- Build 3 second-conditional sentences and 2 contrast sentences about a school rule you would change.

Your turn

Mini-debate. Two teams of 4. The motion: *This class would replace the no-phones rule with a no-loud-phones rule.* Each speaker uses one second conditional + one contrast connective. Two minutes per side.

Reflect

- I can argue a school-fairness point in 5 sentences.
- I can use the second conditional in writing.
- I can use 3 connectives of contrast.