



## Unit 3

# Time for school

### Main activities

action game, Wondernet message, timetable quiz, survey, ideal timetable, make a timetable wheel, timetable game, song

### Language and learning skills

- ◆ Listening and reading for information about different schools
- ◆ Writing a description of you and your school
- ◆ Listening and identifying subjects on a timetable
- ◆ Asking and answering questions in a quiz
- ◆ Carrying out and reporting on a survey
- ◆ Inventing and writing an ideal school timetable
- ◆ Identifying and saying times and school subjects in a game
- ◆ Reading and matching famous people and school subjects

### Cross-curricular content

Children learn that:

- ◆ schools are different in different countries
- ◆ timetables help us to know what we're going to do at school everyday

### Main language introduced

*What time is Maths?*

*It's at half past ten.*

*quarter past/to*

*It's time for ...*

*English, Art, History, Music, Geography, Science, P.E.*

### Main receptive language

*England, Senegal, Argentina, Australia,*

*Thailand, Russia*

*... is famous for ...*

### Main recycled language

*My name is ...*

*I live in ...*

*I go to school/go home at ...*

*What time is it? It's ... o'clock.*

*Days of the week*

*What's your favourite ... ?*

### Main attitudes

- ◆ Curiosity in finding out about schools in different countries
- ◆ Awareness that not all children go to school
- ◆ Awareness that computers can be used to exchange information
- ◆ Appreciation of the usefulness of timetables
- ◆ Awareness that being organised at school helps us learn
- ◆ Interest in finding out other people's opinions
- ◆ Interest in relating famous people to school subjects
- ◆ Willingness to take turns and co-operate in a game
- ◆ Enjoyment in singing a rap

### Cut out

AB p79 Timetable wheel

### Poster

Clocks and school subjects  
(Pre-teaching, PB1, PB8)

### Other materials you will need

School atlas or globe (optional) PB1

Children's school timetable (optional)

PB4

Paper fasteners PB5

### Extra Ideas Bank

See pages 134-137

### Pronunciation Activity

Sounds /ð/ and /θ/ pages 138-140



# Unit 3

**Unit 3**  
**Time for School**

**1 Listen and read.**  
Please send us a photo and information about you and your school.

**1** My name is Helen. I live in England. I go to school at 9 and go home at 4. I have lunch at school at 1. My favourite subjects are Maths and Science.

**2** My name is Youssif. I live in Senegal. I go to school at 7 and go home at 1. I have lunch at home. My favourite subjects are Art and Music.

**Pupil's Book page 18**

**Unit 3**

**3** My name is Isabel. I live in Argentina. I go to school at 8 and go home at 4. I have lunch at school at 1. My favourite subject is English.

**4** My name is Mick. I live in Australia. I don't go to school. I have school on my computer. My favourite subject is History.

**5** My name is Katya. I live in Russia. My mother and father work in a circus. My school is in the circus bus. School is at different times every day. My favourite subject is Geography.

**6** My name is Preet. I live in Thailand. I go to school at 7 and go home at 1. I have lunch at school at 1. My favourite subject is P.E.

**2 Play an action game.**

**Pupil's Book page 19**

**Unit 3**  
**Time for school**

**1 Look and write.**  
Popariz i napisz.

1. Name: \_\_\_\_\_

**2 Match.**  
Dopasuj.

quarter past ten    half past eleven    nine o'clock    quarter to one

**Activity Book page 16**

## Initial evaluation and setting objectives

Say *Today you've got an English lesson. Do you have English every day?* Listen to the response (Yes or no). Then say e.g. *That's right. You have English on ...* (e.g. *Monday, Wednesday and Friday*) and elicit or remind the children of the relevant days of the week. Point to your watch and ask e.g. *Is English at the same time on Monday and Wednesday?* (Yes or No). Explain that in this unit the children are going to learn to talk about their timetable and subjects they learn at school.

## Pre-teaching

**Note:** If you do not have the poster for this unit, draw four clocks on the board showing different times (o'clock, quarter past, half past, quarter to).

**1** Stick the poster on the board. Point to the clock showing nine o'clock and elicit or remind the children how to say the time. (*It's nine o'clock.*) Ask if they can see other clocks showing o'clock and elicit the times. (*It's four o'clock/It's five o'clock.*)

**2** Point to the clock showing half past seven. Elicit or remind the children how to say the time. (*It's seven thirty.*) Then say *In English we say it's seven thirty or it's half past seven.* Say the time for the other clocks showing 'half past' (*It's half past seven./It's half past twelve./It's half past one.*) Children listen and point to the clocks. Repeat this with the clocks showing 'quarter past' (*It's quarter past eight/It's quarter past twelve*) and 'quarter to' (*It's quarter to nine./It's quarter to four.*)

**3** Get the children to ask you *What time is it?* in chorus and respond by saying the time on one of the clocks on the poster. Ask different children to come and touch the correct clock as you do this.

**4** Turn your back to the poster and ask the children *What time is it?* Ask one child to come and point to a clock on the poster and the rest of the class to answer you in chorus e.g. *It's half past seven.* You then look at the poster and identify the clock. Repeat this several times and then invite individual children to have a turn in the same way.

**5** Say *Look at the pictures showing different school subjects. Can you say what the subjects are?* As the children respond, remodel their answers in English and ask questions as you point to the poster e.g. *Do you like Maths? Have you got Maths today?*

**Note:** You may like to explain that P.E. is short for Physical Education.

## Pupil's Book pages 18 and 19

### 1 Listen and read.

**1** Books closed. Say *Some children send information about themselves and their schools to Rob and Nicky through Wondernet. Can you guess the information they send?* Elicit the children's ideas e.g. *their name, how old they are, the country they live in, their school day, the subjects they learn and like etc.*

**2** Say *Now listen. How many children send information to Rob and Nicky?* Play the recording once and check the answer. (Six.) Briefly compare the information with the children's guesses in stage 1.

### 1.16

Chippy: *Please send us a photo and information about you and your school.*

*My name is Helen. I live in England. I go to school at nine o'clock and go home at quarter to four. I have*



*lunch at school at half past twelve. My favourite subjects are Maths and Science.*

*My name is Youssef. I live in Senegal. I go to school at half past seven and go home at half past one. I have lunch at home. My favourite subjects are Art and Music.*

*My name is Isabel. I live in Argentina. I go to school at quarter to nine and go home at five o'clock. I have lunch at school at half past one. My favourite subject is English.*

*My name is Mick. I live in Australia. I don't go to school. I have school on my computer. My favourite subject is History.*

*My name is Katya. I live in Russia. My mother and father work in a circus. My school is in the circus bus. School is at different times every day. My favourite subject is Geography.*

*My name is Pruet. I live in Thailand. I go to school at quarter past eight and go home at four o'clock. I have lunch at school at quarter past twelve. My favourite subject is P.E.*

**3** Stick the poster on the board and invite a pair of children to the front. Play the part of the recording giving information about Helen. Pause after each time and subject and get the pair at the front to point to the clocks and pictures on the poster while the rest of the class listens and checks. Repeat with the remaining descriptions, inviting different children to the front each time.

**4** Books open. Say *Now listen and read the information the children send to Wondernet. Look for information which is true for you.* Give an example e.g. *Isabel says 'My favourite subject is English'. My favourite subject is English so it's true for me.* Play the recording again while children follow in their books. Then invite individual children to tell you information which is true for them e.g. *My favourite subject is History. I have lunch at home. I go home at five o'clock.* etc.

**5** Ask questions and invite individual children to answer e.g. *What time does Youssef go to school? (Half past seven.) What time does Isabel go home? (Five o'clock.) What's Katya's favourite subject? (Geography.)* etc.

**6** Ask the children *Are their schools the same or different?* Use L1 if necessary to ask the children their ideas about ways schools differ in different countries e.g. *school day, school subjects, facilities, number of children in the class* etc. Point out that in some countries some children are not able to go to school

at all because they have to work. Ask the children if they would like school like Mick or Katya and, if so, why and listen to their response.

**Optional extra:** Children find the countries in the descriptions on a school atlas or globe. If you like, you can get them to identify the countries which are nearest and furthest away from their own.

## 2 Play an action game.

**1** Say sentences using language similar to the descriptions in Activity 1 e.g. *I go to school at half past eight. I go home at half past four. My favourite subject is Maths.* Children respond by standing up and repeating the sentence if the information is true for them. See how many sentences you can say which get all the children standing up and repeating them at the same time. Use this activity to introduce or remind the children of the name of their country in English e.g. *I live in Spain/Italy* etc.

**2** Divide the class into groups. Children take turns to say a true sentence. The rest of the group listens and repeats the sentence if it is also true for them.

**Note:** If you do not want the children to stand up in stage 1, they can simply raise their hands.



**Now turn to page 16 in the Activity Book and do Activities 1 and 2.**

## 1 Look and write.

**1** Say *Look at the pictures and letters. Work out the names of the subjects and write them in the spaces. Look at Activity 1 in the Pupil's Book to help you find and spell the words if necessary* and hold this up.

**2** Children work out the anagrams individually and write the names of the subjects under the pictures.

**3** Children check their answers in pairs and then with the whole class.

## Key

*1 Music; 2 P.E.; 3 Science; 4 Maths; 5 English; 6 Geography; 7 Art; 8 History*

## 2 Match.

**1** Ask the children to tell you the time on each clock. Draw their attention to the example.

**2** Children work individually and match the times and clocks.

**3** Children check their answers in pairs and then with the whole class.

## Key

*1 nine o'clock; 2 quarter to one; 3 half past eleven; 4 quarter past ten*





**3** Mime and say the subjects.  
It's Monday! It's eleven o'clock!

Name: *Helen Singh* Class: *5A*

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.45	Maths	English	History	Maths	P.E.
9.45 - 10.30	History	English	Science		
10.30 - 11.00	<b>B R E A K</b>				
11.00 - 11.45	Science	Maths	Geography	Music	English
11.45 - 12.30	<b>L U N C H</b>				
12.30 - 2.15	English	Art	P.E.	English	Science
2.15 - 3.00	English	Art	P.E.	English	Science
3.00 - 3.45	Geography		Geography	Music	

**4** Do a timetable quiz.  
How well do you know your school timetable?  
What time is English on Monday?  
It's at quarter past two.

**Pupil's Book** page 20

**3** Write the times.  
Name: *gabby*

Country	Children go to school at:	Children go home at:
England	nine o'clock	quarter to four
Senegal		
Argentina		
Thailand		

**4** Read Nicky's Wondernet message.  
Przepraszam, że nie mogę być z wami dzisiaj. Jestem w Anglii. Idę do szkoły o dziewięć i pięć minut i wracam o cztery i pięć minut. Dziękuję, Nicky.

Now write a message about you and your school for Wondernet.  
My name is \_\_\_\_\_  
\_\_\_\_\_

**Activity Book** page 17

**5** Listen and write.  
Przepraszam, że nie mogę być z wami dzisiaj. Jestem w Anglii. Idę do szkoły o dziewięć i pięć minut i wracam o cztery i pięć minut. Dziękuję, Nicky.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.45	Science				
9.45-10.30	Geography				
10.30-11.00	Break	Break	Break	Break	Break

**6** Write answers.  
Look at Helen's timetable in Activity 3 in the Pupil's Book.

- What time is History on Thursday?  
It's at quarter to twelve.
- What time is English on Tuesday?  
It's at quarter past two.
- What time is break every day?  
It's at quarter past ten.
- What time is Science on Friday?  
It's at quarter past nine.

Now write two questions to ask a friend.

- \_\_\_\_\_?
- \_\_\_\_\_?

**Activity Book** page 18



Now turn to page 17 in the Activity Book and do Activities 3 and 4.

### 3 Write the times.

- Ask children to tell you the time children go to school and go home in each country e.g. *In England children go to school at ... (nine o'clock)* etc.
- Point to the last row in the table and say *Write your country and the time children go to school and go home here.* Write the name of their country on the board if necessary.
- Children work individually and complete the table.
- Children compare and check their answers in pairs and then with the whole class. You may like to use L1 to point out that although these times are typical there is often quite a lot of variation between schools in the same country.

### Key

England: *nine o'clock/quarter to four*; Senegal: *half past seven/half past one*; Argentina: *quarter to nine/five o'clock*; Thailand: *quarter past eight/four o'clock*

### 4 Read Nicky's Wondernet message.

- Read out Nicky's message while children follow in their books.
- Build up a similar message orally about one of the children in the class.
- Children work individually and write their own message using Nicky's message to help them.
- Children read and compare their messages in pairs. You may also like to ask a few individual children to read their messages to the class.

### Pupil's Book-page 20

#### 3 Mime and say the subjects.

- Books closed. Say *Look at me. Can you guess the subjects?* Do a mime for each subject and get the children to say the names e.g. Maths - pretend to use a calculator; Art - pretend to paint; Science - pretend to look through a microscope; Music - pretend to play the piano; English - hold up your hands to make a gesture of two people talking to each other; Geography - draw a globe in the air with both hands; P.E. - stretch out and raise your arms; History - pretend to bow to an imaginary king or queen.
- Say the names of the subjects again and get the children to respond by doing the mimes with you.
- Books open. Say *Look at Helen's timetable.* Briefly revise or remind the children of the days of the week. Ask questions to familiarise the children with the timetable e.g. *Look at Monday. What time is English? (It's at quarter past two.) Look at Tuesday. What time is Maths? (It's at eleven o'clock.)* etc.
- Say *Now listen. Mime and say the subject.* Give an example e.g. *It's Monday. It's eleven o'clock.* Children look at the timetable, find the day and time and respond by saying *It's science* and pretending to look through a microscope. Repeat the activity saying other days and times e.g. *It's Wednesday. It's nine o'clock. (It's History)./It's Thursday. It's quarter past two. (It's English).*
- Invite individual children to say days and times and get the rest of the class to respond by miming and saying the subjects in the same way.
- Ask the children *Is Helen's timetable different to yours?* and listen to their response. If there are



subjects the children learn which are not on Helen's timetable, teach them to the children.



**Now turn to page 18 in the Activity Book and do Activity 5.**

### 5 Listen and write.

**1** Say *Rob can't find his timetable* and use mime to convey the meaning of this. *Rob is talking to Nicky and writing a new timetable. Listen and look at the timetable.* Play the recording once.



#### 1.17

Nicky: *On Monday it's Science at nine o'clock and Geography at quarter to ten.*

Rob: *Right. I've got that ...*

Nicky: *And on Tuesday it's English at nine o'clock and History at quarter to ten.*

Rob: *Right. And what time is English on Wednesday?*

Nicky: *It's at quarter to ten. And at nine o'clock on Wednesday it's P.E.*

Rob: *Oh, good. I love P.E! And what's on Thursday?*

Nicky: *On Thursday ... mmm ... it's Maths at nine o'clock and Music at quarter to ten.*

Rob: *O.K. And Friday?*

Nicky: *It's Maths again - at nine o'clock. And at quarter to ten it's Art.*

Rob: *Right. Now what about after break ...*

**2** Play the recording again. This time use the pause button to give the children time to write the subjects in the timetable.

**3** Children check their answers in pairs and then with the whole class.

### Key

Monday: 9.00 Science/9.45 Geography; Tuesday: 9.00 English/9.45 History; Wednesday: 9.00 P.E./9.45 English; Thursday: 9.00 Maths/9.45 Music; Friday: 9.00 Maths/9.45 Art

### Pupil's Book page 20

#### 4 Do a timetable quiz.

**Note:** If the children are all in the same class at school, it is recommended that you use their school timetable for this activity. Make sure the children have copies before starting. If the children are at different schools, use Helen's timetable in Activity 5.

**1** Use either Helen's timetable or the children's timetable for the activity. Divide the class into groups and say *You have a few minutes to look at the timetable before the quiz.* Encourage the groups to work together and use co-operative strategies for

remembering the timetable and give an example e.g. each child takes one day.

**2** After a few minutes, ask the children to put away their timetables or close their books. Join groups together to make two teams for the quiz. Children choose a name for their team and write these on the board.

**3** Ask the teams questions about the timetable in turn and allow them to confer before one child answers e.g.

*T: What time is English on Monday?*

*P1: It's at quarter past two.*

*T: Very good. What time is Music on Friday?*

*P2: (from the other team) Three o'clock.*

Keep a score of the correct answers for each team on the board.

**4** Say *Now work with your group. Look at the timetable and prepare two questions to ask the other team.* Give the groups a few minutes to do this. If you like, you can also ask them to write the questions.

**5** After a few minutes, the children put away their timetables or close their books. Children from different teams to take turns to ask each other the questions they have prepared. Continue to keep a score on the board in the same way as stage 3. At the end of the quiz, see which team has the best score.

**6** Use L1 if necessary to ask the children e.g. *Is it useful to have a timetable at school? Is it useful to know your timetable? Why?* and listen to their ideas.

**Optional extra:** Children write their school timetable in English. If all the children are at the same school, you may like to keep a copy of this on the classroom noticeboard.



**Now turn to page 18 in the Activity Book and do Activity 6.**

### 6 Write answers.

**1** Hold up Activity 3 in the Pupil's Book and say *Look at Helen's timetable and write answers. Then write two questions to ask a friend.*

**2** Children work individually and write answers and questions.

**3** Children check their answers in pairs and then with the whole class. They can then ask you or their partner the questions they have prepared.

### Key

*1 It's at quarter to twelve. 2 It's at nine o'clock. 3 It's at half past ten. 4 It's at quarter past two.*



**5** Make a timetable wheel. (Activity Book page 79)

**6** Listen and set the timetable wheel.

**7** Play the timetable game.

**Pupil's Book page 21**

**8** Sing a song.

**The timetable rap**

Hurry up now! Don't be late!  
It's time for History. History is great!

Hurry up now! Run, run, run!  
It's time for Science. Science is fun!

Hurry up now! It's my favourite day!  
It's time for English. Hurry, hurry!

Hurry up now! You can't catch me!  
It's time to go home. It's time for tea!

**Pupil's Book page 22**

**7** Do a class survey.  
Przeprowadź klasową ankietę.

Polish	1111	11	Subject?
Polish			
Maths			
Art			
English			
P.E.			
Music			

In my class, the favourite subject is \_\_\_\_\_.

**8** Write your ideal timetable for one day.  
Napisz idealny plan lekcji na jeden dzień.

Time	Subject
9:00 - 10:00	
10:00 - 11:00	
11:00 - 11:30	Break
11:30 - 12:30	
12:30 - 1:30	
1:30 - 3:00	Lunch
3:00 - 4:00	
4:00 - 5:00	

**Activity Book page 19**



**Now turn to page 19 in the Activity Book and do Activities 7 and 8.**

## 7 Do a class survey.

- Say *We're going to do a survey and find out the favourite subject in the class.* Ask a few children *What's your favourite subject?* and then get the children to ask you in chorus. Pretend you didn't hear and get them to repeat the question more loudly. Then pretend it is too loud and get them to repeat the question quietly before answering.
  - Show the children how to complete the table on the board. For every answer they should write '1' by the subject and for every fifth answer they should draw a line through the numbers. Explain that this makes it easy to count the answers later.
  - Demonstrate the activity with one child e.g.  
T: *What's your favourite subject?*  
P: *Art.* (T pretends to write '1' by Art in the table)  
*What's your favourite subject?*  
T: *Music.* (P pretends to write '1' by Music in the table.)
  - Say *Stand up.* Children walk round the class asking everyone about their favourite subject and recording the answers in the table.
  - Children count up the answers and complete the sentence with the class's favourite subject. Find out if everyone agrees! Then ask questions about the other subjects e.g. *How many children say Polish is their favourite subject?* etc.
- Note:** If you don't want the children to stand up, they can remain seated and do the survey in groups. You can then record the answers of the groups on

the board in order to find out the class's favourite subject.

## 8 Write your ideal timetable for one day.

- Refer to answers in the class survey and say e.g. *We all like different subjects. Now write your ideal timetable for one day.* Explain to the children that they can't write any subject more than twice in the table.
- Children work individually and write their ideal timetable for one day.
- Children compare their timetables in pairs and note similarities and differences. You may also like to ask some children to tell their ideal timetable to the class e.g. *At nine o'clock I've got P.E.* etc.

## Pupil's Book page 21

### 5 Make a timetable wheel.

- Show the children the timetable wheel you have prepared and hold up page 79 in the Activity Book. Say *We're going to make a timetable wheel like this. Look at page 79 and cut out the timetable wheel and cards. Make the timetable wheel but do not write on the cards yet.*
- Give a paper fastener to each child. Children make the timetable wheel.

### 6 Listen and set the timetable wheel.

- Say *Listen and set the timetable wheel.* Play the recording. Pause to give the children time to set their timetable wheels and compare them in pairs. Check the children have set their timetable wheels correctly by getting them to say the time and *It's time for ...* after each one.



**1.18**

- 1 *It's quarter to twelve. It's time for Music.*
- 2 *It's nine o'clock. It's time for English.*
- 3 *It's half past eleven. It's time for Maths.*
- 4 *It's quarter past three. It's time for History.*
- 5 *It's eleven o'clock. It's time for Art.*
- 6 *It's half past two. It's time for Science.*
- 7 *It's quarter to ten. It's time for Geography.*
- 8 *It's quarter past nine. It's time for P.E.*

**7 Play the timetable game.**

**1** Say *We're going to play a game. First complete your timetable cards. Write different times and subjects on each one and give an example e.g. It's half past eleven. It's time for P.E.* Give the children a few minutes to complete their cards. Get them to write their initials on the cards so they don't lose them or confuse them with anyone else's.

**2** Divide the class into groups. Get the children to put the timetable cards in a pile face down on the table. Say *In the game you take turns to read a card and set your timetable wheels. The child who sets their wheel first keeps the card.*

**3** Say *Look at the example in your book and draw the children's attention to classroom language they can use to play the game i.e. I'm ready, Finished, Here you are.* Remind them of any other expressions they already know e.g. *It's my/your turn and encourage them to use these as they play.*

**4** Demonstrate the game with one group e.g.

*P1: (takes a card from the pile.) It's nine o'clock. It's time for Gym!*

*(P2, P3, and P4 listen, set their timetable wheels and show them to P1.)*

*P2: I'm ready!*

*P3: Finished!*

*P4: Here you are!*

*(P1 decides who gets the card; if it is a draw, the card is put back to the bottom of the pile. P2 has the next turn.)*

**5** Children play the game in groups.



**8 Sing a song.**

**The timetable rap**

Hurry up now! Don't be late!  
It's time for History. History is great!

Hurry up now! Run, run, run!  
It's time for Science. Science is fun!

Hurry up now! It's my favourite day!  
It's time for English. Hurray, hurray!

Hurry up now! You can't catch me!  
It's time to go home. It's time for tea!

What's your favourite subject?

**SCHOOL**

**Pupil's Book page 22**

**9 Listen and read.**

**Picasso 1881-1973**  
Picasso is famous for his paintings. There are paintings by Picasso in museums in many different countries.

**Mozart 1756-1791**  
Mozart is famous for his music. Many people like listening to Mozart's operas.

**Marie Curie 1867-1935**  
Marie Curie is famous for her work as a scientist. Her work is still important today.

**Sir Isaac Newton 1643-1727**  
Isaac Newton is famous for inventing Calculus. Children learn Calculus at school in many countries.

**Agatha Christie 1890-1972**  
Agatha Christie is famous for her detective stories. People read her books all over the world.

**Joan of Arc 1412-1419**  
Joan of Arc is famous in French history. Many people admire her courage.

**Pupil's Book page 23**

**9 Look and write.**

Picture 1 maps:

1 It's quarter past ten. 2 It's time for English. 3 It's time for Science.

**10 Match and write.** Look at Activity 9 in the Pupil's Book. Draw a line.

1 Picasso 2 Isaac Newton 3 Mozart 4 Joan of Arc 5 Marie Curie 6 Agatha Christie

**Activity Book page 20**



**Now turn to page 20 in the Activity Book and do Activity 9.**

### 9 Look and write.

- Children work individually and write sentences.
- Children check their answers in pairs and then with the whole class.

### Key

1 It's quarter past ten. It's time for Maths. 2 It's half past eleven. It's time for English. 3 It's quarter to one. It's time for Science. 4 It's nine o'clock. It's time for Geography.

### Pupil's Book page 22

#### 8 Sing a song.

1 Books closed. If you have the Unit 3 poster, stick this on the board. Say *This song is called 'The timetable rap'*. If you like, explain that rap music originally comes from Jamaica in the Caribbean and that singers almost talk rather than sing. Say *Listen and point to the subjects on the poster as you hear them in the rap*. Play the song once. Check the subjects. (*History, Science, English.*)



1.19

#### The timetable rap

Hurry up now! Don't be late!  
It's time for History. History is great.

Hurry up now! Run, run, run!  
It's time for Science. Science is fun.

*Hurry up now! It's my favourite day!  
It's time for English. Hurray, hurray!*

*Hurry up now! You can't catch me!  
It's time to go home. It's time for tea!*

2 Books open. Say *Now listen and sing 'The timetable rap'*. Play the recording once or twice again. Children follow in their books and join in singing the rap.

**Optional extra:** In groups children invent and sing their own version of the rap substituting the names of subjects in the different verses.

### Pupil's Book page 23

#### 9 Listen and read.

1 Books closed. Say the names of different subjects e.g. *Art, Music, Science* and get the children to tell you the names of famous people they know associated with the subject.

2 Books open. Say *Now we're going to listen and read about some famous people. How many famous people? (Six.) Which ones do you know?* Give the children a few minutes to look at the photos and descriptions and listen to their answer. (The children are likely to know some but not necessarily all.)

4 Say *Now listen and read. Tell me the subject you think of for each person*. Play the recording while the children follow in their books.



1.20

*Picasso is famous for his paintings. There are paintings by Picasso in museums in many different countries.*





**Wondernet Web Page 3**

**Key language**

- What time is Maths on Monday? It's at half past nine.
- Nine o'clock/quarter past ten/half past eleven/quarter to twelve.
- It's time for English.
- What's your favourite subject? History.

**Word bank**

Science \_\_\_\_\_

School subjects

**Things I can do**

Now I can

ask and say the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talk about my school timetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask and say my favourite subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sing the 'Timetable Rap'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Look and tick (✓)** I like working ...

on my own	in pairs	in groups
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Activity Book page 21**

Mozart is famous for his music. Many people like listening to Mozart's operas.

Marie Curie is famous for her work as a scientist. Her work is still important today.

Isaac Newton is famous for inventing Calculus. Children learn Calculus at school in many countries.

Agatha Christie is famous for her detective stories. People read her books all over the world.

Joan of Arc is famous in French history. Many people admire her courage.

5 Play the recording again. This time pause after each description and ask the children to name the subject associated with each person.

### Key

Isaac Newton: *Maths*; Mozart: *Music*; Marie Skłodowska-Curie: *Science*; Picasso: *Art*; Joan of Arc: *History*; Agatha Christie: *English*

**Note:** In the Pupil's Book the dates of the famous people are included for general historical/cultural interest only and should not be actively taught.

**Now turn to page 20 in the Activity Book and do Activity 10.**

### 10 Match and write.

1 Read out the names of the famous people and get the children to say the subject associated

with each one. Draw their attention to the example.

2 Children work individually. They match the famous people and subjects and write the names of the subjects.

3 Children check their answers in pairs and then with the whole class.

### Key

1 Mozart; 2 Joan of Arc; 3 Isaac Newton; 4 Marie Curie; 5 Picasso; 6 Agatha Christie



**Now turn to page 21 in the Activity Book and do the Wondernet Web Page.**

### Key language

Books closed. Ask the children to tell you what they think is the key language they have practised in Unit 3. Then say *Now open your books* and compare their ideas with the summary given, which also includes main recycled language.

### Word Bank

Say *Write the names of school subjects you have learnt in Unit 3 in your Word Bank* and draw their attention to the example. Give the children time to do this and encourage them to look through the unit to check spelling if necessary.

### Things I can do

Read out the statements and use examples of language the children have practised to clarify meaning. Remind the children of the meaning of *very well*, *well* and *not very well*. Explain that the children should write a tick (✓) in the column that corresponds to how well they think they can do each thing in the table. Give the children time to work individually and complete this section. If appropriate, briefly discuss their responses in L1. When you next collect in the children's Activity Books note any points either to review or to talk about with the whole class or individual children.

### Look and tick

Encourage the children to think about activities they have done in the unit and the ways they prefer working and read the options. Children put ticks in one or more boxes. If appropriate, use L1 to discuss their preferences.