

MODULE 5 My school day

UNIT 1

I love history.

Listening and vocabulary

Preparation

- Bring in a clock face with movable hands or a teaching clock to teach the time in English. (You could make one or use a big old kitchen clock.)

- Start with “o’clock” times. Move the hands and model a sentence for time and ask students to repeat chorally and individually. Elicit different o’clock times. Use the question, “What’s the time?” to ask students individually to familiarise them with it.

- Introduce “half past” in the same way, and then mix them up to keep the students on their toes.

- Model the question and repeat chorally and individually. Change the time and ask one student to ask another across the room.

- Add “past” in the same way, and then students ask the question in open pairs each time you move the clock hands and the times up.

- Finish on a “half past” time.

1. Look at the pictures. Listen and repeat the time.

- Ask the students to look at the pictures. Elicit what they can see (e.g. clocks and different times).

- Play the recording and ask them to listen and look at the words and pictures.

- Ask the students to check with each other in pairs.

- Play it again and ask them to listen for the question. Elicit and repeat it chorally and individually.

- Ask the time for the first picture and then have the students ask and answer for the other three in open pairs.

Tapescript

1. A: What’s the time?
B: It’s twelve o’clock.
2. A: What’s the time?
B: It’s twenty past one.
3. A: What’s the time?
B: It’s half past six.
4. A: What’s the time?
B: It’s twenty to eleven.

2. Match the pictures with the words from the box.

- Write the word “subjects” on the board and ask the students to think of all the subjects in school that they study.

- Put them into groups to brainstorm the subjects they know in English.

- Do a whole class feedback. Give out a piece of chalk to each group and ask a student from each group to run to the board, write one word each then pass the chalk to another student in their group.

- Look at the words on the board, check the spelling and ask the class to repeat them. Then look at the subject words in the book, check the spelling with those on the board.

- Ask them to match the words with the pictures and then check with a partner.

- Elicit answers from the whole class.

Answers

- | | | | |
|----------|------------|--------------|------------|
| 1. art | 2. Chinese | 3. English | 4. history |
| 5. maths | 6. IT | 7. geography | 8. PE |

3. Listen and read.

- Demonstrate the meaning of “favourite” and ask them to guess what their partner’s favourite subjects are. In pairs, they discuss what they think Betty and Tony’s favourite subjects are.

- Elicit and write their ideas under Betty and Tony’s names on the board. Then only listen once to find the answers.



- Check but put a “?” where they are unsure or disagree.
- Ask the students to read the conversation silently to find the answers.
- Play the recording and ask them to listen and read.
- Check their answers and elicit from the whole class.

Now check (✓) the true sentences.

- Read through the statements and ask the students to repeat them after you.
- Ask them to check the true sentences individually, and then check with a partner.
- Ask a student to read a statement and another to say the answer.

Answers

1. T 2. T 3. F 4. T 5. T 6. F

4. Complete the passage with the correct form of the words from the box.

- Go through the words in the box with the class and check understanding.
- Tell the students to read the passage and find the answers to two questions: a) What is Betty’s favourite subject? b) What is Tony’s favourite subject?
- Tell the students to read the passage again and fill in the blanks with the words in the box individually. Then check with their partners.
- Monitor as they work.
- Ask the students to read out their answers one sentence at a time.

Answers

1. favourite	2. because	3. interesting
4. subject	5. lessons	6. difficult

Pronunciation and speaking

5. Listen and repeat.

- Explain that the aim of this activity is to practise pronunciation.

- Play the recording without stopping and tell the students to listen to the sounds and words.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Do the same again and ask individual students to repeat.
- Ping-Pong practise in pairs.

6. Answer the questions about yourself.

- Ask the students to work alone and to answer the questions.
- Then ask them to ask and answer the questions in pairs.
- Put subjects on the board. Point to one of the subjects. Have one student ask another across the room a “when” question. Tell them they can answer the time.
- Ask when their English class is. Use their answers to introduce the present simple, “We have English in the morning.” Model and repeat it chorally and individually.

- Tell the students to look at the questions and ask each other in pairs.

7. Work in pairs. Talk about your lessons.

- Draw a timetable on the board. Elicit the subjects and times and fill it in.
- Teach the question “What time is your... lesson?” Point to a subject word and have the students ask. Check the word order of time, “I have... at... / I have... in the morning”, and ask the students if they can tell you the difference between the ways this is said in English and Chinese.
- Ask them to look at the table in the textbook. Ask some questions about different subjects, then model and repeat the question chorally. Say a subject and elicit the question. Ask another student to answer it.
- Elicit two more questions and answers based on the language in the table and the example given. Model the question “What about you?”
- Put them in pairs or groups to talk about their lessons, using the examples from the table. Monitor as they work.



UNIT 2

We start work at nine o'clock.

Reading and vocabulary

Preparation

- Write times of day on the board for some of your own daily routines.
- Elicit and teach some daily routines. Try to mime some, draw pictures next to the times on the board or bring in pictures showing these daily activities (e.g. get up / have breakfast / go to school / start work / have lunch / go home / play football / go to bed).
- Have the students match the routines with the times. Model sentences chorally and individually: I get up at half past seven. I have breakfast at eight o'clock.

1. Read the passage and put the pictures in order.

- Ask the students to read through the passage and order the pictures individually, and then check with a partner.
- Elicit the answers from the whole class. Have a student read out a section in order and another say which picture it is.

Answers

1. e 2. f 3. d 4. a 5. b 6. c

2. Match the times with the pictures in Activity 1.

- Read out the times and the students repeat them after you. Ask the students to work in pairs, point at a time and ask what it is.
- Ask them to read the passage again and underline the times. Then match the times and the pictures individually. Tell them to check with their partner.
- Elicit the answers from the whole class.

Answers

7:30 am—e; 10:00 pm—c; 11:00 am—d;
12:30 pm—a; 3:30 pm—b; 9:00 am—f

3. Underline the correct expressions.

- Tell the students to read the sentences and underline the correct expressions individually.
- Students check their work with a partner. Elicit answers from the whole class.

Answers

1. get up 2. have lunch 3. watch TV
4. do my homework 5. go to sleep

Extension

- Put the students in pairs to practise routines.
- One student mimes an everyday routine. The class watches and then one student says what he/she thinks it is. (e.g. I get up. I go to school.) Demonstrate as a game with the whole class.
- Put the students in pairs. One mimes and the other says what he/she thinks. Then they change.

Writing

4. Write about yourself. Use the expressions in Activity 3 to help you.

- Ask the students to do this individually. Then tell them to work together to compare and correct any mistakes.
- Check the answers with the whole class.

Possible answers

1. I get up at half past seven.
2. We have lunch at half past twelve.
3. I watch TV in the evening.
4. I do my homework in the evening.
5. I go to sleep at ten o'clock.

5. Work in pairs. Talk about your school day.

- Go through the routines in Activity 3 and repeat chorally.
- Tell them to use the verbs and write down the order of their own daily routine and the times.



- Tell them to work in pairs. One tells the other his/her routine. The other listens to note what is the same or different from his/her own routine.
- Then they change, do the same again and then discuss their differences.
- Monitor as they work.

6. Look at the sentences.

- Read through the examples with the class.

Now join the sentences with *and then*.

- Ask them to do the activity individually, and then check with a partner.
- Ask the whole class to call out their answers.

Answers

1. In the morning, we get up and then go to school.
2. In the afternoon, we have lessons and then play football in the playground.
3. In the evening, I have dinner and then do my homework.
4. In the evening, I do my homework and then go to bed.

UNIT 3

Language in use

Language practice

Preparation

- Read through the language examples in the box with the whole class. Check and make sure they understand their meaning and use.
- Draw a blank table on the board (see below) or show it on the PPT. Ask the students, "What lessons do you have today?" and elicit subjects and fill in the table.
- Point to one and ask "Do you like...?" and nod your head/shake your head and elicit the short answers "Yes, I do./No, I don't."
- Tell the students to draw and fill in their own

tables and ask each other in pairs.

Subjects	Yes ☺	No ☹
maths		
geography		
history		
art		
English		
...		

1. Talk about your activities in a week.

- Ask the students what they do and don't do during the week with questions such as "Do you come to school in the morning/in the afternoon?"
- Write "DO/DON'T" on the blackboard. Elicit activities for each and write them in the appropriate column. Then point and ask for some examples with full sentences.
- Ask which day they have a lot of classes and do a lot of things. Ask what and then say, "It's a busy day." Ask students to repeat chorally.
- Ask students to work alone and make a list of what they do and don't do during the week.
- Ask them to work in pairs and ask each other about their weekly activities.
- Elicit some examples from them about their partners.

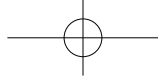
2. Match the words in Column A with the words and expressions in Column B.

- Point out that certain words always go together and we need to try and remember which "friends" a word has when we learn it.
- Ask the students to do the activity individually and then check with a partner.
- Check answers with the whole class.

Now talk about your school day.

Answers

- 1—a, d, e
- 2—b
- 3—c, f, g



Learning to learn

- These three verbs are often used in phrasal and prepositional verb expressions and can be a useful way of simplifying the language (e.g. go in = enter).
- Point out examples to the students when they occur and suggest they keep a page for each verb in their notebooks.

3. Complete the passage with the expressions from the box.

- Ask the students to read the passage quickly and find the answers to two simple questions: a) Is Friday a busy day? b) What time do they leave school?
- Tell the students to read the passage again and fill in the blanks with the words in the box individually. Then check with their partners.
- Monitor as they work.
- Ask the students to read out their answers one sentence at a time.

Answers

1. get up
2. have breakfast
3. go to school
4. start work
5. have a break
6. have lunch
7. do homework

4. Complete the sentences with *at*, *in* or *on*.

- Write the question, "What lessons do you have at .../on.../in the...?" on the blackboard and ask what information is missing. Check the meaning and order of the time prepositional expressions.
- Elicit different examples of time. Then model the question with one time expression and repeat it chorally. (e.g. What lessons do you have on Wednesday?)
- Substitute different times, days or times of day by just saying the time and the class repeating the new question. (e.g. afternoon / What lessons do you have in the afternoon?) Tell them to listen carefully and be ready to change.
- Put the students in different pairs or groups to ask each other.
- Ask the students to read the sentences and complete them with the appropriate prepositions.

- Elicit the answers in full sentences from the whole class.

Answers

1. in
2. on
3. on
4. at
5. in
6. at

5. Complete the sentences with the words from the box.

- Tell the students to look at the words in the box. Ask them to repeat the words after you for pronunciation. Check the meaning.
- Tell them to read the sentences on their own and then go back and fill in the spaces with words from the box.
- Ask them to check their answers in pairs.
- Call back answers in full sentences from the whole class.

Answers

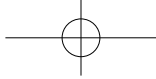
1. break
2. subject
3. interesting
4. because
5. homework

Around the world: The school day in the UK

- Look at the picture and discuss it with the students.
- Compare the information with what happens in China.

Culture box: *British customs and habits*

- In Britain, many people drink tea or coffee in the morning at breakfast. But "tea" can also be a meal in the afternoon, with tea (the drink) served with sandwiches and cakes.
- Most shops and offices in the UK open at 9:00 in the morning and close at 5:00 in the evening, although food shops and supermarkets often stay open much later.
- Most people work from Monday to Friday.
- Schools start between 8:30 and 9:00 in the morning and finish at 3:30 or 4:00 in the afternoon. There is a six-week holiday from school in the summer.



Module task: Talking about your ideal school day

6. Look through Module 5 and find expressions to say what you do and enjoy every day.

- Allow the students time to look through the module and recollect some of the key expressions they have learnt.
- Write more expressions on the board to add to the list (e.g. have lunch, have my favourite lesson, go home).
- Students work in pairs and talk about what they do and enjoy every day using the expressions on the list.

Now complete the table with information about your ideal school day.

- Elicit some ideas of what would make a school day perfect.
- Put the students in groups of 4-6 to discuss what they think is an ideal school day. Tell them to think

of everything they have learnt, activities and times, looking at the list.

- Tell them they can disagree as there are no right answers. This is about their own ideas, *their* ideal day.
- Each student then makes a timetable individually for an ideal perfect school day. Either complete the table in their books or draw a new one in their notebooks.
- Monitor as they work. Help them notice any errors.
- Tell them to use their timetable to write a paragraph called "My school day".

7. Work in pairs. Talk about your ideal school day.

- Put the students in pairs.
- Tell them each student tells his/her partner about his/her ideal day and says why.