

## Stella's studies

### ACTIVITY TYPE

pairwork information gap

### LANGUAGE FOCUS

past simple questions

times

school subjects

### LEVEL

3

### AGE RANGE

11–12

### TIME

15 minutes

### MATERIALS

a copy of the *Stella's studies* worksheet per pair of pupils

### Before class

Make a copy of the *Stella's studies* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

### In class

- 1 Revise or pre-teach the vocabulary used in the activity by brainstorming school subjects. Ensure I.T. (Information technology / computer studies) is included. Ask the class to name all the school subjects they can think of as you write them on the board.
- 2 Ask specific questions to incorporate times: *Which lesson did you have yesterday at nine o'clock? Which lesson did you have at twelve o'clock on Monday?*
- 3 Repeat the procedure with other days, times and subjects, getting individual pupils to ask and answer the questions using the form *I had maths* or *I had a science lesson*. Remind pupils to use the preposition *at* with times, e.g. *at eleven o'clock* and *on* with days, e.g. *on Monday*.
- 4 Arrange the class in pairs: A and B. Give pupils their part of the worksheet, A or B. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Explain that pupils are going to find out about Stella's timetable, and the subjects she had last week, by asking their partner questions. Copy part of the chart from the worksheet onto the board:

	Thursday	Friday
9:00		

Ask *Which lesson did Stella have at nine o'clock on Thursday?* to elicit the response *She had English*.

Write *English* in the box on the board. Repeat for Friday. Write *Drama* in the box on the board.

- 6 Ask pupils to face their partners. They ask and answer questions to complete the sheet.
- 7 Circulate to monitor and correct.

A

Ask questions to complete the chart.

Example: A: Which lesson did Stella have at 9 o'clock on Thursday?

B: She had English.



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Maths			English	Drama
9:50			English		English
B R E A K					
11:10		French		French	
12:00	L U N C H T I M E				
1:15	English		French		Maths
2:05	Games	Art		Science	
2:55		Swimming	I.T.	Science	



B

Ask questions to complete the chart.

Example: A: Which lesson did Stella have at 9 o'clock on Thursday?

B: She had English.



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00		History	Geography	English	
9:50	I.T.	Drama		History	
B R E A K					
11:10	Geography		Music		French
12:00	L U N C H T I M E				
1:15		Art		Maths	
2:05			Maths		I.T.
2:55	Games				Music

# Fabio's timetable

## ACTIVITY TYPE

individual reading, cognitive puzzle

## VOCABULARY

### FOCUS

days of the week, school subjects, o'clock times

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading for information, writing

## TIME

30–40 minutes

## MATERIALS

an enlarged copy of the *Fabio's timetable* worksheet, a copy of the *Fabio's timetable* worksheet per pupil

## Before class

Make one enlarged copy of the *Fabio's timetable* worksheet and a copy of the *Fabio's timetable* worksheet for each pupil.

## In class

- 1 Give out the photocopies. Pupils do the first activity on the worksheet. Correct collectively on the board, explaining any vocabulary they do not know. (PE is Physical Education.)
- 2 Pupils read the information in the second activity in silence, while you stick the enlarged copy of the timetable onto the board.
- 3 When they have finished reading, draw pupils' attention to the timetable and read the first piece of information on the worksheet aloud. Point to the timetable and show them that the information is organised according to days and times.
- 4 To illustrate that the information is not in progressive order, say the first sentence: *Fabio's got English and maths every day except Tuesday*, and move your finger along the first three rows of the timetable with a questioning expression, shrugging your shoulders, or write question marks in the spaces if you prefer. Say *It's not possible* and encourage pupils to continue reading the information.
- 5 Read the second piece of information aloud. Say *Aha! History at nine o'clock on Tuesdays*. Look excited and point to 'Tuesday 9.00' as though you have made a great discovery. Write the information onto the timetable.
- 6 Continue to explain by example and when you feel that pupils have got a clear idea of what they have to do and seem confident, ask them to complete the puzzle individually.
- 7 While the class are doing the puzzle, circulate to help and correct. Try not to give them too much help, only prompting and suggesting.
- 8 Correct the activity collectively. Ask pupils to read the information back to you, point by point, while you write it on the board. Encourage them to justify their answers.

## Key

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Maths	History	Geography	English	Computer studies
10.00	Science	Computer studies	English	History	English
11.00	Geography	French	Music	French	French
12.00	Lunchtime				
1.00	English	Art	French	Science	Maths
2.00	PE	Art	Maths	Science	Music
3.00	PE	Swimming	Science	Maths	Drama

## Extension

Once they have completed the timetable on the worksheet, ask pupils to write out their own school timetable.

Write the words next to the pictures.

English	drama	history	French	maths	computer studies
science	PE	art	music	geography ✓	



geography



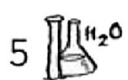
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

7 4+5=9

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Read the information and complete Fabio's school timetable.

- Fabio's got English and maths every day except Tuesday.
- He's got history on Tuesday and Thursday mornings. History is at nine o'clock on Tuesdays.
- He's got French before lunch on Tuesdays, Thursdays and Fridays, and after lunch on Wednesdays.
- He's got computer studies on Tuesday and Friday mornings. Computer studies is at nine o'clock on Fridays.
- He's got four science classes a week – one is on Monday mornings and one is on Wednesday afternoons. The other two are at one o'clock and two o'clock on Thursdays.
- On Monday afternoons he's got two hours of PE.
- He's got two hours of art on Tuesday afternoons.
- He's got music after English on Wednesdays, and before drama on Fridays.
- He's got geography on Wednesday and Monday mornings. On Mondays geography is after science, and on Wednesdays it's at nine o'clock.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00				English	
10.00	Science				
11.00					
12.00	Lunchtime				
1.00	English				Maths
2.00			Maths		
3.00		Swimming			Drama



## 4A At school (30 minutes)

### Pairwork; school subjects (+ have got)

*Each student will need one copy of either A or B worksheet.*

- Revise school subjects and telling the time using the students' timetable, for example:

*T: What have you got at (10.00) on (Tuesday)?*

*ss: We've got (English).*

When the students are confident, they ask each other questions: *What have we got at 11.30 on Friday? We've got I.T.*

- Divide students into A and B pairs and give them the appropriate worksheet.
- Explain that they must complete the timetable by asking and answering questions.
- Students check their work by comparing timetables.
- Students write sentences using the information in the table and read them out to the class.

### Options

If you are short of time, give Student A worksheet to all the students. They complete it by asking you the questions.

Extend the activity by telling the students to write their (perfect) timetable in English.

## At school

STUDENT A

### 1 Look at the subjects in Fran's timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Maths		Geography	R.E.	Geography
9.45		History			
10.30	break	break	break	break	break
10.45	I.T.		Art	Science	English
11.30		Music			

### 2 Work with Student B and complete the table.

Example A What's Fran got at 9.45 on Monday? B She's got Science.

### 3 Write sentences about the subjects.

Fran has got Geography on Wednesday and Friday. She's got ...



## At school

STUDENT B

### 1 Look at the subjects in Fran's timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00		Maths			
9.45	Science		Maths	History	English
10.30	break	break	break	break	break
10.45		P.E.			
11.30	History		I.T.	P.E.	Art

### 2 Work with Student A and complete the table.

Example B What's Fran got at 9.00 on Monday? A She's got Maths.

### 3 Write sentences about the subjects.

Fran has got Geography on Wednesday and Friday. She's got ...

---

# School subjects and timetable

---

## Language Focus

\* school subjects and timetables


## Materials

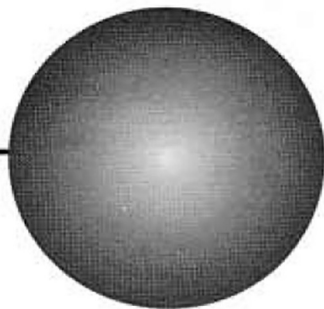
\* copy of the repromasters on page 63 and 64 for each student

## Procedure

- 1 Students match the subjects and the pictures on the repromaster (page 63).
- 2 Students work in pairs and think about their ideal school timetable. It might help if they have their school timetables in front of them, so that they can talk about what they like and dislike about their current school timetable.
- 3 Ask: *Do you think you have enough choice of subjects at this school? Are there any other subjects you would like to choose? Do you think you have enough/too many/too few lessons in any one subject in a school week? Why? Are the lessons the right length? Do you like the number of break times you have? What do you think of after-school activities?*
- 4 Students think about the length of lessons, and the frequency of lessons in the same subject in a school week.
- 5 Remind students to think about break times, lunch and optional after-school activities.
- 6 Students work with another pair and compare their ideas. In groups of four, students fill in the 'ideal' timetable (page 64).
- 7 Display the timetables on the classroom wall for the students to look at.

# TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8					
9					
10					
11					
12					
1					
2					
3					
4					
5					



# Half crosswords

**ACTIVITY TYPE**

half crossword

**LEVEL**

1–3

**AGE RANGE**

7–12

**TIME**

20 minutes

**MATERIALS**

a copy of the each worksheet,  
A and B, per pair of pupils

**Before class**

Make a copy of the *Half crossword* worksheets A and B for every pair of pupils.

**In class**

- 1** If necessary revise the vocabulary in the crossword.
- 2** Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their worksheet is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 3** Select a competent pupil and demonstrate the activity, following the instructions on the worksheet (taken here from *About the house*).  
A: *What is 2 down?*  
B: *This is the room where we sleep.*  
A: *Bedroom.*  
B: *Yes, that's right. / (No, that's wrong.)*
- 4** Pupils take it in turn to ask each other questions to complete their crossword.
- 5** Circulate to monitor and correct.
- 6** If a pupil has some unsolved clues at the end of the crossword his or her partner can give more clues, for example give the first and last letter of the word.
- 7** Once they have finished, pupils compare their crosswords and correct them together.

**Extension**

In small groups pupils write definitions for the words they have written on their worksheet. Encourage them not to copy the definitions used by their partner, though in some cases dictation may be allowed. By the end of the activity they should have a complete list of lexical items with their definitions.

# A

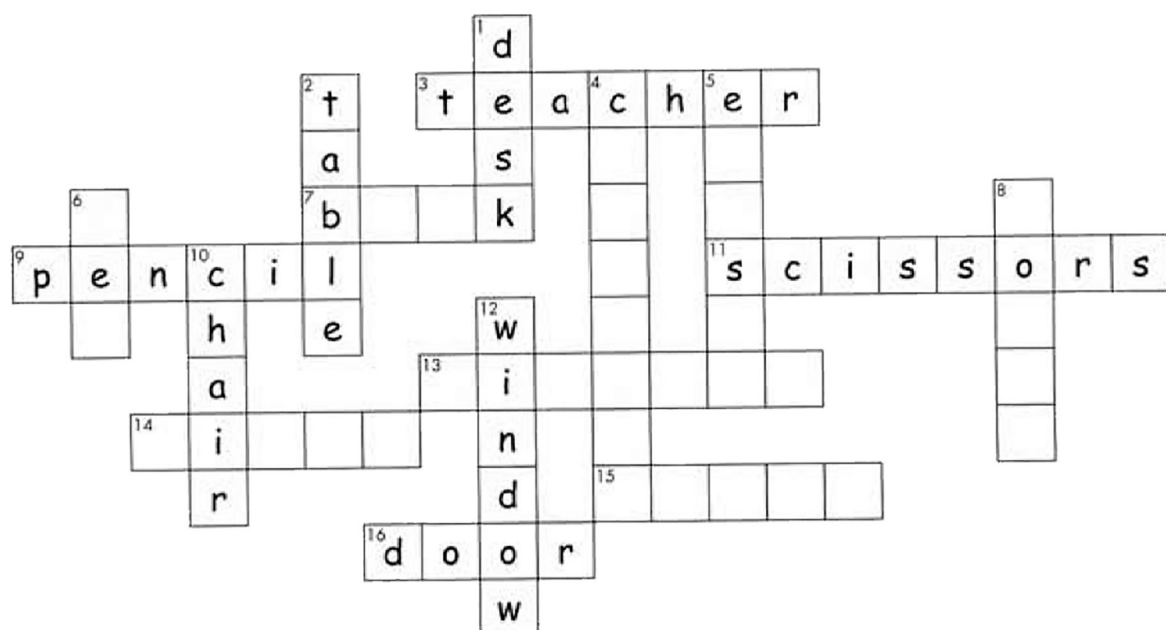
Ask your partner questions to complete your crossword.

Example: A: What's 7 across?

B: It's 'book'.

B: What's 3 across?

A: It's 'teacher'.



Give these clues to your partner.

Across →

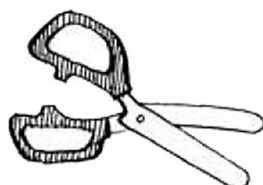
3



9



11



16



Down ↓

1



2



10



12





# B

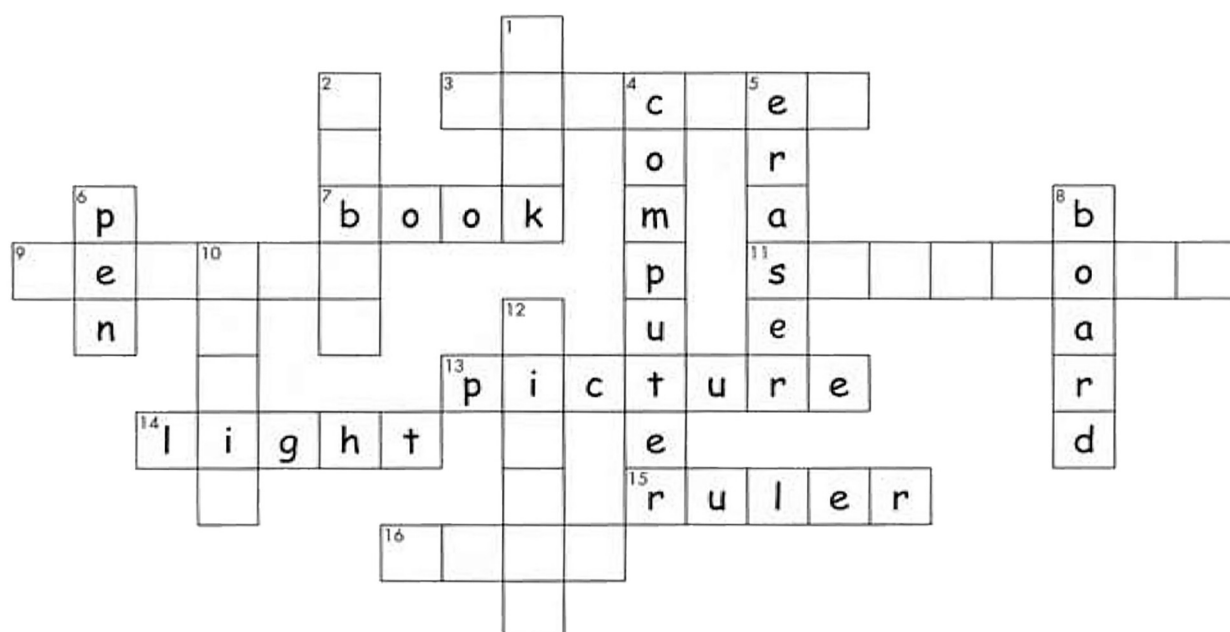
Ask your partner questions to complete your crossword.

Example: A: What's 7 across?

B: It's 'book'.

B: What's 3 across?

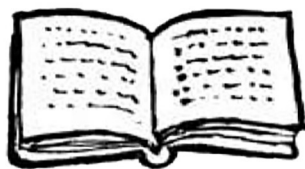
A: It's 'teacher'.



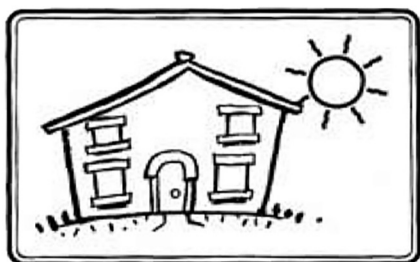
Give these clues to your partner.

Across →

7



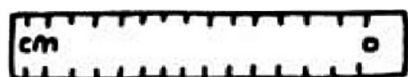
13



14



15



Down ↓

4



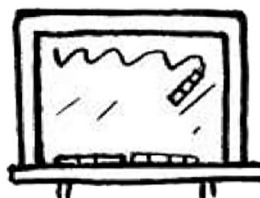
5



6



8



Look and read.



Say.



Fold the page.

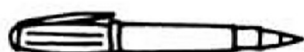


Write the words.

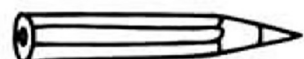


Correct. ✓ X

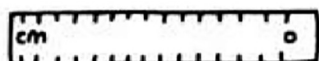
## The classroom



pen



pencil



ruler



schoolbag



calculator



book



notebook



pencil sharpener



pencil case



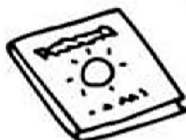
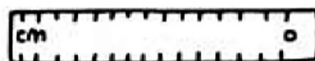
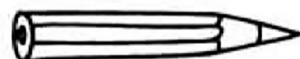
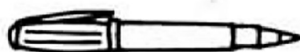
eraser



desk

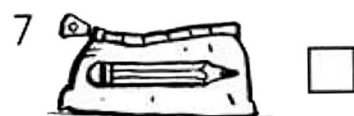


chair



Look for the words and tick (✓) the boxes. → ↓ ↘




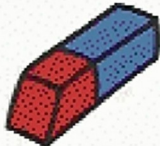





e	r	a	s	e	r	n	b	a	p	d	o	u	r	p
i	n	s	t	i	t	d	d	r	e	s	o	q	g	i
n	p	o	s	t	e	r	m	j	n	g	l	o	m	c
d	i	f	t	k	m	c	n	e	c	h	a	i	r	t
p	t	u	p	e	n	c	i	l	i	t	m	f	u	u
w	e	a	r	c	b	h	f	d	l	b	f	a	c	r
c	a	n	x	u	t	o	t	e	s	o	o	t	y	e
l	c	w	c	k	a	t	o	s	h	r	r	a	e	e
i	h	a	y	i	b	s	s	k	a	i	s	y	r	l
p	e	n	t	m	l	a	r	u	r	n	a	v	l	d
s	r	b	s	o	e	c	u	j	p	k	t	j	o	o
a	r	g	o	n	y	u	a	h	e	f	e	s	m	a
w	i	n	d	o	w	z	i	s	n	l	i	g	h	t
o	h	a	m	i	k	e	g	o	e	s	a	k	i	r
w	e	a	s	t	r	u	l	e	r	u	l	a	r	l



# At school



**Choose the right words and write them on the lines.**

<b>Example</b>  music	 a board	 maps	 a rubber	 pages
 ticks	 pointed	 talked	 happy	

- This is on the classroom wall and the teacher writes on it. a board
- These are in books. They often have small numbers on them at the bottom. .....
- When you make a mistake with your pencil, you need this. .....
- Your teacher sometimes puts these at the end of correct answers in your homework. .....
- Look at these to find roads and rivers and towns. .....

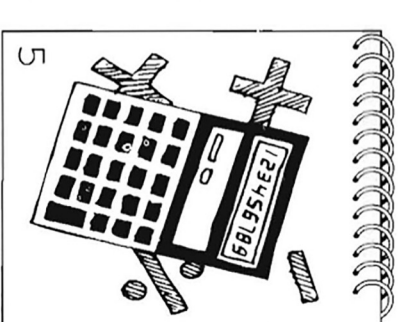
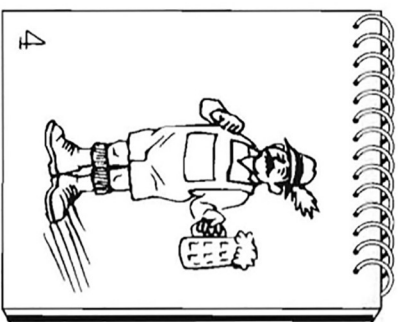
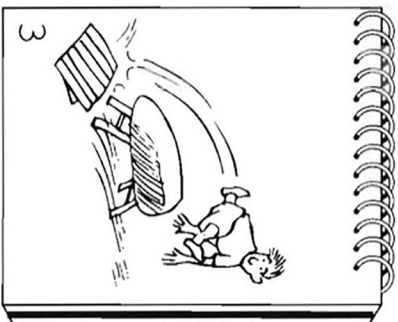
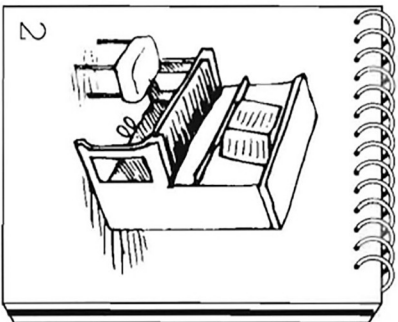
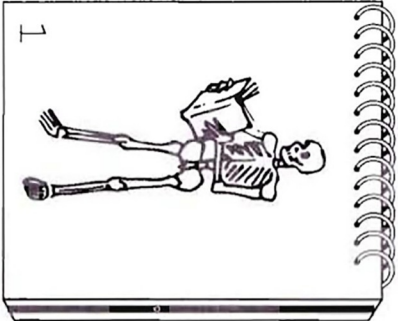


**Read the story. Choose a word from A. Write the correct word next to numbers 1–6. There is one example.**

**Test!** Reading & Writing Part 4

Hello! I'm Nick. On Tuesday, our teacher, Mrs Day, wasn't in the classroom. Our music teacher, Mr Skip, came in and said, 'Mrs Day is making a film about schools today. She wants you to read and answer the questions on <sup>(1)</sup> ..... 66 and 67.' The questions were about the longest rivers in the world. I was <sup>(2)</sup> ..... because I know a lot about rivers. Mr Skip <sup>(3)</sup> ..... to three big books in the bookcase. 'The <sup>(4)</sup> ..... in those books show all the rivers in the world,' he said. 'Find the answers in them.' At the end of the lesson, Mr Skip took our books. Mrs Day came back to school on Thursday. She <sup>(5)</sup> ..... about the film then she gave us our books back. There were lots of <sup>(6)</sup> ..... but no crosses at the end of my answers!





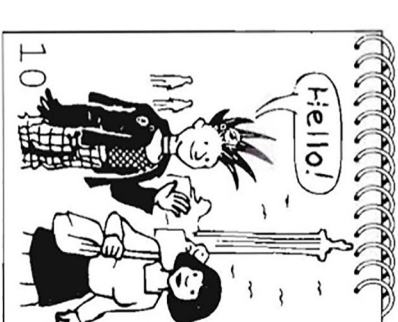
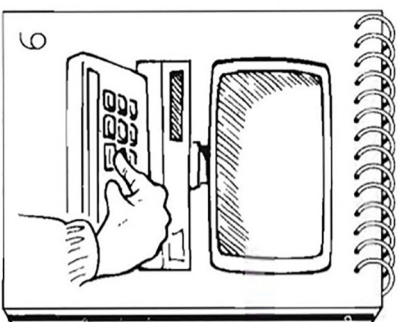
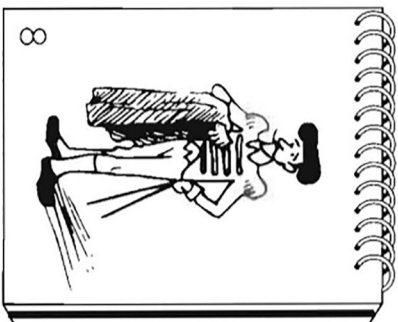
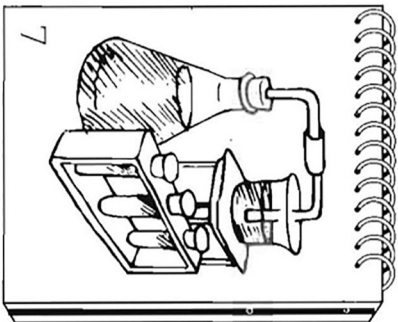
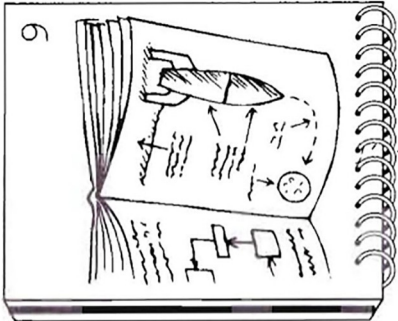
**Art**

**Biology**

**Chemistry**

**Computing**

**English**



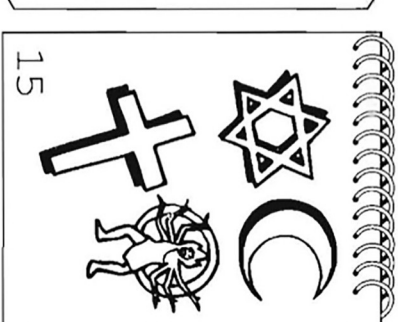
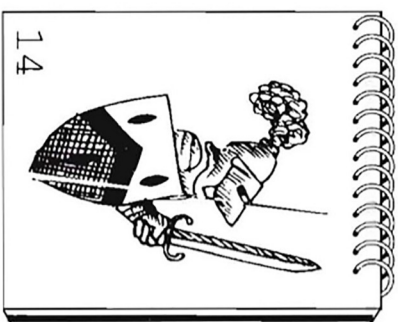
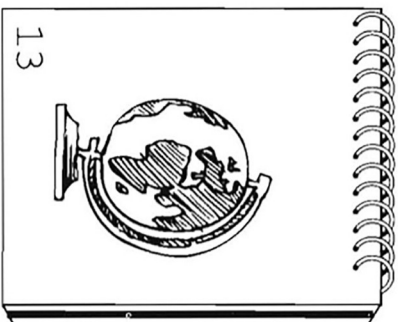
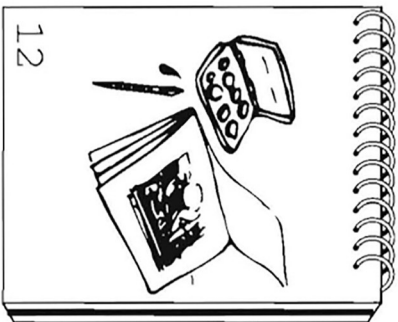
**French**

**Geography**

**German**

**History**

**Maths**



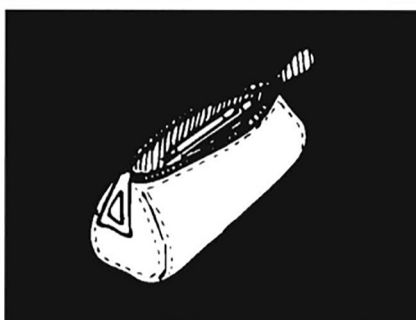
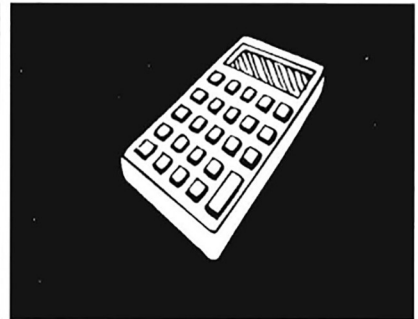
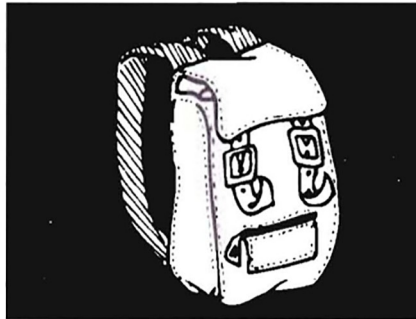
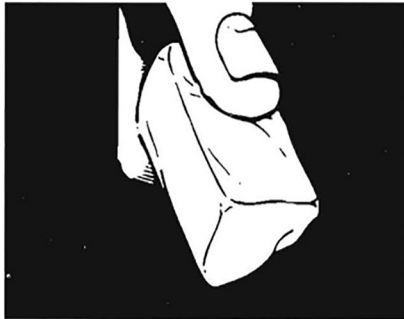
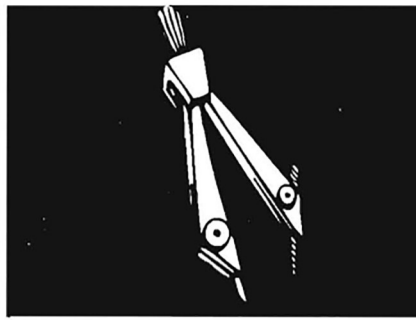
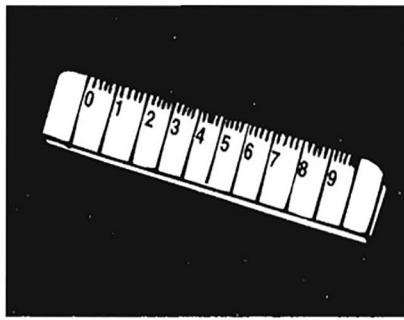
**Music**

**Physical Education**

**Physics**

**Religious Education**

**Spanish**



atlas

calculator

cassette

compass

computer

dictionary

exercise book

file

pen

pencil

pencil case

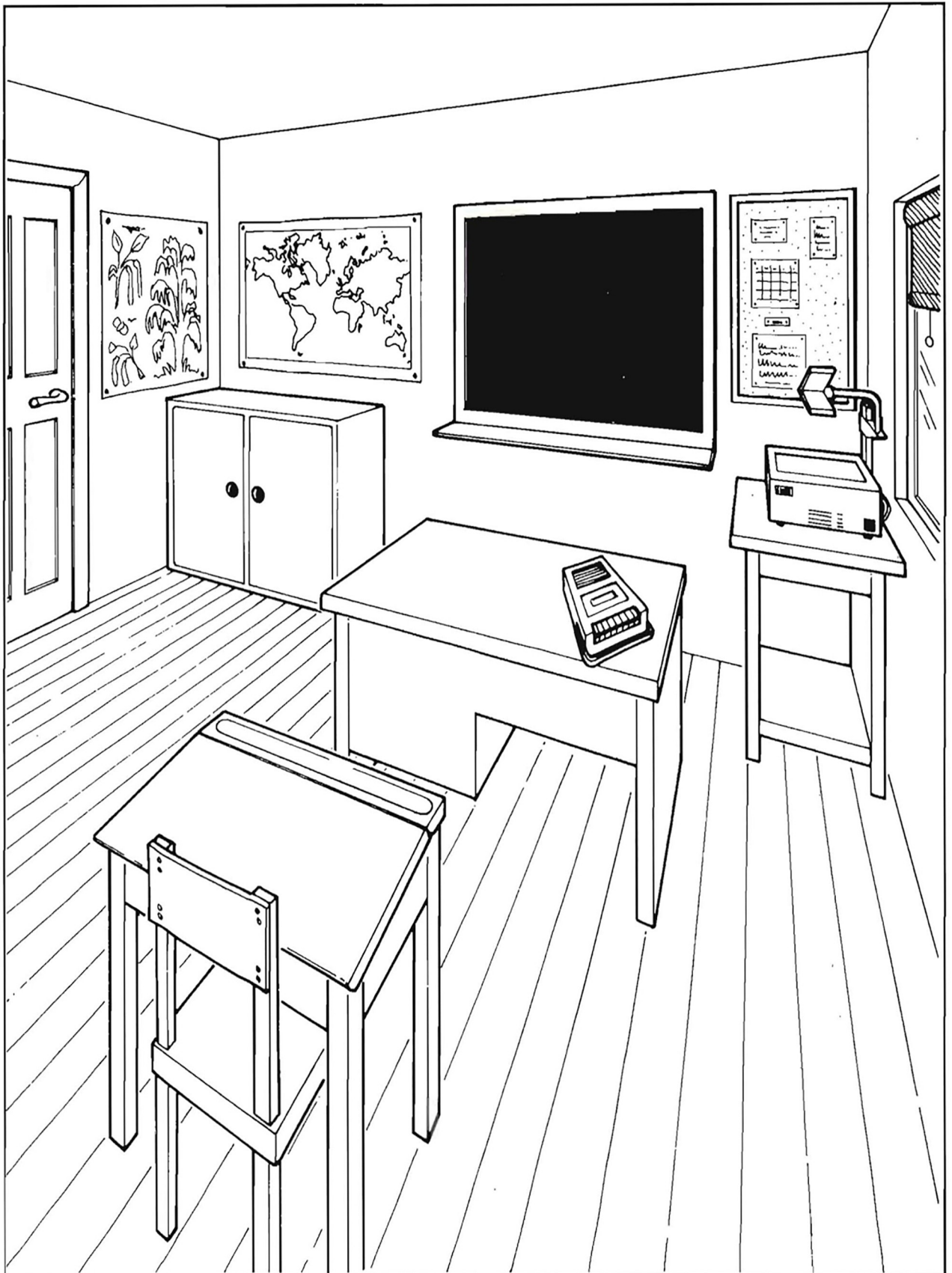
rubber

ruler

school bag

textbook





**1 blackboard**

**2 chair**

**3 cupboard**

**4 desk**

**5 door**

**6 map of the world**

**7 notice board**

**8 overhead projector**

**9 poster**

**10 tape recorder**

**11 teacher's desk**

**12 window**

Class .....

Teacher .....

# In our English class

We agree to:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Pupils' signatures:

Teacher's signature: