

3 We have math on Monday

Opener

Aims: To introduce the theme of the unit.

Review: Vocabulary related to school.

Materials: Flashcards Levels 1 & 2 (classroom objects)

Student's Book, page 22

1 Look at the picture, then ask and answer.

- Draw students' attention to the picture. Ask students questions 1 and 2. Encourage all students to participate and say as much about the picture as possible. If students struggle to do this in English, allow them to do this in L1, then provide them with the words in English.
- Read question 3. Put students in pairs and set a time limit for them to compile a list in their notebooks. Circulate and monitor, helping students as necessary.
- Ask students to share their lists. You might like to carry out this activity as a game, by awarding students a point for each word on their list. The team with the most points is the winner.

Consolidation

- Review *There is / There are* with students. Point to an object in the classroom and say: *There is a board. There are books.*
- Put students in pairs. Ask them to stand up and walk around the classroom, making a note of the items they can see and their quantities. Then, they sit back down and write complete sentences in their notebooks using *There is* and *There are*. Ask pairs of students to read their sentences to the class.

Disney/Pixar Movie: Monsters University

- The image on this page is from the movie *Monsters University*, which a prequel to the movie *Monsters Inc.* The main characters are Michael "Mike" Wazowski, James P. "Sulley" Sullivan and others.
- **MOVIE SYNOPSIS:** Mike and Sulley are monsters studying at college to become "scarers". Although Mike studies hard, Sulley thinks that he doesn't need to because he is naturally good at scaring. Both monsters try to join a fraternity, but only Sulley is accepted. After Sulley and Mike fight, they are both eliminated from the scare program at college, so Mike decides to take part in the "Scare Games" to try and win his place back again. If he loses, he has to leave the university for good. After Mike's team wins only because Sulley cheated, so he could also get back on the scare program, Mike decides to try and scare children in the real world. Sulley tries to help Mike and they make up, but their plan backfires and they are both expelled from college. In the end, they start working in the mail room at Monsters Inc. and eventually work their way up to the scare team.



UNIT
3

We have math on Monday



1

Look at the picture, then ask and answer.

1 What movie is this scene from?

2 What can you see?

3 Can you remember any words about school?

Vocabulary

Aims: To talk about school subjects and schedules.

Target language: (one) fifteen/forty five; art, computer studies, English, geography, history, math, music, science, sport lunch, in the morning

Review: Days of the week, o'clock, thirty

Receptive language: corridor, schedule

Materials: CD; a Large clock; a photocopy of six blank clock faces on a sheet of paper (one copy for each student).

Presentation

- Review the days of the week. Ask: *What day is it today?* Elicit the other days of the week and check students' pronunciation. Ask seven students to write the different days on the board, beginning with *Monday*.
- Review or teach telling the time, using *thirty*, *fifteen*, *forty-five* and *o'clock*. Bring in a large clock. Move the clock hands and elicit times *It's half past one*, *It's one thirty*, *It's one forty five*, etc.

Student's Book, page 23

2 Look, read and listen.

- Ask the students to look at the photos. Ask: *Are Nina and Katy happy?* (*No. They're worried/nervous.*) *Why?* (*It's Monday morning and they are late for class.*)
- Play Track 16 once for students to just listen. Then play again for students to listen as they look at the pictures and read the speech balloons.

Nina: Oh no! It's eight fifteen. 16
 Nina: There's no cereal for breakfast. Typical.
 Boy: Sorry!
 Nina: Oh no! Please stop!
 Nina: We're late! Where's our class?
 Katy: Hmm, it's Wednesday. We have history at nine o'clock.
 Teacher: You're late! Go to class.
 Nina: Sorry, sir. Quick, let's go!

- Pre-teach *schedule* by pointing to a real schedule in your classroom and writing the word on the board. Point to the schedule in the photo and say: *The schedule is in the corridor*. Write up: *corridor*.

- Play the recording again. Clarify any remaining new vocabulary: *math*, *PE* (short for *Physical Education*), etc. Explain that male teachers are usually addressed as *Sir* and female teachers as *Ms*.

3 Read and answer.

- Ask students to look at the schedule and say the subjects after you. Check that they understand the subjects.
- Ask students to say each time (*nine o'clock*, *eleven thirty*, etc). Then ask individual students to read out the questions. Students look at the schedule and answer the questions orally.
- Answers:** 1 *Wednesday* 2 *twelve thirty*. 3 *Wednesday, Thursday and Friday*. 4 *three fifteen* 5 *Students' own answer*

Consolidation

- Hand out the photocopies of blank clock faces. Dictate the following times and ask students to draw them on the clocks.
- 1 *It's ten o'clock*. 2. *It's four fifteen*. 3. *It's eight thirty*. 4. *It's one forty five*. 5. *It's eleven o'clock*. 6. *It's twelve fifteen*.

Optional activity

Students look again at the schedule on page 23 and at the questions in Activity 2. Ask them to think of different questions about the schedule. Give one or two example questions, e.g. *What time is math on Friday?* *What day is science at eleven thirty?*

Students work in pairs and write two new questions and answers about the schedule in their notebooks. The pairs then take turns to ask the class their questions.

Activity Book, page 22

1 Complete the crossword puzzle.

- Students look at the pictures and use them to complete the crossword puzzle with the correct answer.
- Answers:** 1 *music* 2 *PE* 3 *science* 4 *English* 5 *math* 6 *art* 7 *history*

2 Read the schedule. Then complete.

- Students use the information in the schedule to complete the sentences with the correct words.
- Answers:** 1 *English*, 2 *science*, 3 *geography*, 4 *history*, 5 *music*, 6 *Computer*, 7 *math*, 8 *PE*

2 Look, read and listen.
CD 1:16

Oh no! It's eight fifteen!

There's no cereal for breakfast. Typical!

Sorry!

Oh no! Please stop!

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	English	Science	History	Math	English
11:30	Music	Geography	English	Math	English
13:30	L	N	Music	C	Math
2:15	Science	English	Math	Science	Math
3:15	PE	Computer Science	Math	English	PE

You're late! Go to class!

We're late! Where's our class?

Hmm, it's Wednesday. We have history at nine o'clock.

Sorry, sir! Quick, let's go!

3 Read and answer.
CD 1:16

- 1 What day is music?
- 2 What time is lunch?
- 3 What days do Nina and Katy have math?
- 4 What time is PE on Friday?
- 5 What time is it right now?

Vocabulary: You're late! We have (history) on Monday at (nine) o'clock. (Science) is at (two) (fifteen).

23

Skills

Aims: To ask and answer about school schedules.

Target language: *It's five twenty, twenty five, thirty five, fifty. When do you have (music)? – I have (music) at (two twenty) on (Wednesdays).*

Review: School subjects; Telling the time

Materials: CD; a large clock.

Optional activity

Write anagrams of school subjects on the board for students to solve, e.g. *t o y r h i s* (history), *e p* (PE), *h m a t* (math), *n g s h e l i* (English), *r a t* (art), *n e e c c i s* (science).

Presentation

- Use the large clock to show 1:55 and 2:05. Teach the class how to say these times: *one fifty five, two oh five*. Then use the clock to give students plenty of practice in saying times e.g. ten o'clock, ten twenty, ten twenty-five, ten thirty-five, ten forty, ten forty-five, ten fifty, ten fifty-five.

Student's Book, page 24

4 Listen and answer.

- Draw students' attention to the speech balloons and ask two students to read aloud the examples. Play Track 17 Part A once, pausing after each sentence for students to repeat. Play again, and this time ask individual students to say the coordinate of the correct clock.
- Answers:** 1. 2D 2. 1A 3. 2C 4. 3A
- Play Part B of the recording for the class, pausing after each coordinate and asking a individual student to say the time.
- Answers:** 1 *It's two fifteen.* 2 *It's nine forty.* 3 *It's five forty-five.* 4 *It's five twenty.*

Part A. Which clock?

- 1 It's three twenty.
- 2 It's two thirty.
- 3 It's one fifty.
- 4 It's eight o'clock.

Part B. What time is it?

- 1 3C ... It's two fifteen.
- 2 4A ... It's nine forty.
- 3 1D ... It's five forty-five.
- 4 3B ... It's five twenty.

5 Read the schedule on page 23. Then ask and answer.

- Ask students to look read the questions and Katy's answers. Then they look back at the schedule on page 23 and find out which subject she is talking about.
- Answer:** Science
- Then put students in pairs so they can ask and answer the questions in the first speech balloon, talking about their own schedule and favorite school subject.

6 Look, ask and answer.

- Ask students to look at the pictures. Check that they can say the times and identify the school subjects suggested by the shape of the clocks. Check (in L1) the understanding of *need*. Elicit on the board what they might need to take to each lesson.
- Possible answers:** PE, flag; music, guitar; English, books; math, calculator; art, paint brushes.
- Ask pairs of students to read the dialogue in the box. Check students' understanding.
- In pairs, students repeat the dialogues for the other four subjects in Activity 5. Circulate and monitor as students talk.

Consolidation

- Students close their books. Ask them to tell you names they have learned for school subjects.

Optional activity

Students write out their own school schedule, using the format shown on Student's Book, page 23.

Activity Book, page 23

3 Look at page 23, then read. What day is it?

- Students look back at the schedule on page 23 in the Student's Book, and find the correct day.
- Answers:** 1 Wednesday 2 Thursday

4 Complete.

- Students complete the sentences with information about their favorite subject and their timetable.
- Answers:** Students' own answers.

5 Read and check (✓).

- Students check when they do the activities listed.
- Answers:** Students' own answers.

4 Listen and answer.

	A	B	C	D
1				
2				
3				
4				

It's eleven fifteen.

1C.

It's three twenty.

2D.

5 Read the schedule on page 23. Then ask and answer.

What's your favorite subject? When and what time is it?

My favorite subject is on Thursday at two fifteen. What is it?

6 Look, ask and answer.

A: What do you need?
B: I need my paints.
A: When do you have it?
B: I have it at 10:15 on Tuesdays.
A: Is it art?
B: Yes, it is!

Monday	Tuesday	Wednesday	Thursday	Friday

Skills: When do you have (PE)? I have (PE) at (nine)(o'clock) on (Wednesday). What's your favorite subject?

24

24

Grammar

Aims: To describe routines; to imagine and describe a 'perfect' day.
Target language: *take the bus*; Simple present to describe routine: *I get up at ... etc.*
Review: *get up, get dressed, have breakfast*. Telling the time
Receptive language: *fun, all day*
Materials: CD; a large clock

Optional activity

Review telling the time. Bring in a large clock and give it to individual students to set the hands to a time that they know how to say. Students then pass the clock round the class, moving the hands and asking the student next to them: *What time is it?*

Presentation

- Ask individual students questions about their routines. Use mime to help comprehension. Ask: *What time do you get up / have breakfast / go to bed on weekdays? What time do you go to bed on Saturdays?*

Student's Book, page 25

7 Listen and repeat.

- Focus on the titles *Good days* and *Bad days*, which appear here and in the following activity. Explain briefly (L1) that Activity 7 shows us how the day should begin, but in Activity 8 everything goes wrong.
- Give students time to look at the pictures, then play Track 18 for them to listen and repeat.

Good days.
 I get up at seven o'clock.
 I get dressed at seven fifteen.
 I have breakfast at seven thirty.
 I take the bus at seven forty-five.

18

8 Read and answer. What time is it?

- Focus on the cartoon sequence. Elicit the times which appear on the clocks. Say: *Look at picture 1. What time is it?* Repeat for the other pictures.
- Answers:** 1 *It's eight fifteen.* 2 *It's eight thirty five.* 3 *It's eight forty-five.* 4 *It's eight fifty.*

Consolidation

- Write on the board: *On a good day, I ...* Say one or two example sentences: *On a good day, I get up at seven o'clock and I have breakfast.* Students write in their notebooks two or three sentences beginning *On a good day, I ...*

Grammar

- Focus on the chart. Point out that *What time do you ...?* is a fixed phrase to which we may add different verbs to form different questions.
- Elicit more questions and answers using the chart.
- Write on the board: *What time ...?* Ask students to look at the chart and find the next words in the question (*do you*). Then elicit a complete question from the students and write it on the board, e.g. *What time do you get up?* Ask students to write two more questions in their notebooks.
- Put students in pairs so they can ask each other the questions they have written. Circulate and monitor as students talk.

9 Look and choose. Then write in your notebook.

- Draw students' attention to the pictures and elicit what each one represents.
- Read out the sentence prompts and have students repeat. Explain 'ideal day'; using L1 if necessary.
- Tell students about your ideal day by reading out the sentence prompts and completing them. You may like to write the sentences on the board as a model.
- Explain to students that they need to write about their own ideal day. Students write the sentence prompts and complete them in their notebooks. Encourage students to use the pictures in their book and help them as necessary. Students can read out their sentences to the class.

Activity Book, page 24

6 Read and match.

- Students look at the pictures and match the sentences to the clocks.
- Answers:** 1 *It's twelve o'clock. 12:00.* 2 *It's eight thirty. 08:30.* 3 *It's five twenty. 05:20.* 4 *It's seven thirty. 07:30.*

7 Look and read. Then circle T for true and F for false.

- Students look at the pictures and read the sentences, then decide if they are true or false and circle accordingly.
- Answers:** 1. F 2. F 3. T 4. F 5. T

UNIT
3

7 Listen and repeat.

Good days

1 I get up at seven o'clock.

2 I get dressed at seven fifteen.

3 I have breakfast at seven thirty.

4 I take the bus at seven forty-five.

8 Read and answer. What time is it?

Bad days

1 Oh no! It's late!

2 Where are my pants?

3 That's my sandwich!

4 Oh no. Wait!

GRAMMAR

What time do you	get up get dressed have breakfast take the bus go to school have lunch do homework go to bed	at	? ... o'clock. ... fifteen. ... thirty. ... forty five. ... fifty.
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9 Look and choose. Then write in your notebook.

My ideal day

I get up at ...

I go to ...

I go by ...

In the afternoon, I ...

I go to bed at ...

Grammar: What time do you (get up)? I (get up) at (7 o'clock).

25

Story

Aims: To practice using target grammar in the written form; to develop critical thinking and imagination skills.

Review: Vocabulary for daily routine

Materials: CD; strips of paper (optional)

Presentation

- Write on the board:
What time do you wake up? ...get dressed? ...have breakfast? ... go to school?
-I ... at ...
- Model the pronunciation, then invite pairs of students to ask and answer the questions aloud.
- Working in pairs, students take turns to ask and answer questions about what time they do things.

Student's Book, page 26

10 Read and say.

- Ask students to open their Student's Books to page 26. They look at and talk about the pictures, using English as much as possible. The story features traditional Disney characters Mickey, Goofy and Pluto. Encourage students to say what they know about the characters and their personality.
- Ask students to tell you what they think is happening in the pictures. Remind students about the target structures in this unit (*I get up...*, *We're late!*, *I have breakfast*, etc.). Encourage all students to take part. Allow them to speak in L1 if they can't express themselves in English, but provide these words in English.
- Read the text for students. Then put them in small groups so they can take turns reading the story.. Allow students switch characters and act out the story.
- Read the text for students. Then put them in small groups so they can take turns reading the story.. Allow students switch characters and act out the story.
- If you have time, you may like to ask students to work in groups and write their own story using the Disney/Pixar characters in this cartoon strip. Encourage students to rewrite the speech balloons in their notebooks, using the target grammar from the previous page. Students can then act out their new stories for the rest of the class.

11 Tongue Twister! Listen and repeat.

- Play Track 19 once for students to just listen and read. Play it again and encourage the class to join in.

Katy: What's today? It's Sunday. Play day. Fun day. All day.

19

- Draw student's attention to the words containing the target sound [eɪ]: *today, Sunday, fun day, all day, play day*. Ask students to say these words after you. Then they can recite the rhyme in a chain round the class, saying one phrase each.

Consolidation

- Write on the board and ask students to copy in their notebooks:
1. paper 2. bad 3. say 4. week 5. eight 6. age 7. late
- Look at the first two words with the class. Students say the word *paper* and decide if the sound [eɪ] is present (Yes.) Ask one student to underline the letter that makes the sound: paper.
- Students work in pairs, reading and saying the words quietly to each other, underlining the [eɪ] sounds where they occur. (Only *bad* and *week* do not contain [eɪ].)

Activity Book, page 25

8 Look, read and number.

- Students read the sentences and match them to the correct picture.
- Answers: (L-R) 4, 1, 2, 5, 3, 6

9 Match and write.

- Students match the pieces of the puzzle to write sentences.
- Answers: **1** I get up at 7:30. **2** I have breakfast at 8:15. **3** I run to the bus stop. **4** Today we have math and art.

10 Read and say.

Wake up, Goofy!

What time is it?

It's five o'clock in the morning.

But it's dark outside.

Is it breakfast time?

Let's clean the tent.

Is that all?

Yes, it's time for breakfast now. Here you are.

Let's share, Pluto...

What about the meat?

11 Tongue Twister! Listen and repeat.

What's today? It's Sunday. Play day. Fun day. All day.

What's today? It's Sunday. Play day. Fun day. All day.

CD 1.19

Story: What time is it? Let's clean the tent. Breakfast time. Is that all?

Ready for life

Aims: To compare schools in different countries.

Target language: the UK, Australia, France, Uruguay

Recycled language: School subjects; daily routine, months of the year

Receptive language: vacation, uniform

Materials: CD; world map (optional)

Optional activity

Write the words for school subjects on the board, replacing the vowels with dashes. Ask individual students to add the missing letters to the words on the board, and say the words.

Presentation

- Review the months of the year with students. Elicit the months from students and repeat them in order in choral repetition.
- Ask students to stand up. Individually, students should say a month of the year in the correct order. If a student says the wrong month or can't remember it, he/she should sit down. Continue in this way until only one student is left standing.
- If you have a large world map, ask individual students to find their own country, the UK, Australia, France and Uruguay on it.

Student's Book, page 27

12 Listen, read and answer.

- Explain to students that they will find about schools in different places around the world. Play the first part of Track 20, pausing after *When is your first class of the year?* Encourage students to tell you in which month their school year starts.
- Play the second part of the recording. Then pause and ask students comprehension questions about Claude, e.g. *Where is he from? (France)* *Does he wear a uniform? (No.)* *Does he study on the weekend? (Yes)*
- Play the final part of the recording. Then ask students comprehension questions about Maria, e.g. *Where is she from? (Uruguay)* *What color is her uniform? (blue and white).* *Does she go to school in January? (No).*
- Tell students they will listen again, and this time they should try and follow in their books. Play the recording again.

School is different all over the world. In the UK, the first class is in September, but in Australia it is in January. When is your first class of the year? **20**

I'm Claude. I live in France. We don't have school on Wednesdays, but we study on Saturday. I don't wear a uniform. We start school at 8 a.m. Our vacation is in July and August.

I'm Maria. I'm from Uruguay. My uniform is blue and white. School starts at 8.30 am and finishes at 5.00 p.m. We can have breakfast, lunch and dinner at school! We have vacation in January and February.

- Encourage students to compare the schools mentioned in the text to their own school routines. Students then discuss the questions in pairs or small groups.

Consolidation

- Ask students to consider the texts about schools and select five words or phrases that would be useful if they were to write about their own school. Listen to their selections, write them on the board, and discuss them with the class.

13 Project: Make a poster about your school.

- Explain (L1) that students are going to make a poster about their school. Draw their attention to the list of items they can include in the poster. Make sure everyone understands.
- Students then draft their poster in their notebooks. Help with vocabulary and correct any mistakes. Each student can then make the final version of their poster.

Values: Respect

- Take a moment to discuss (L1) the meaning of respect in relation to school rules and common politeness, like being punctual, saying *please*, *thank you* and *sorry*. Elicit examples of respect between teacher and students, parents and their children, amongst students.
- Focus on positive behaviors. You may want to take the opportunity to make a class contract with your students, listing all of the behaviors that are expected in your class.

Optional activity

Ask students to imagine they are writing to a student in an American elementary school. What questions would they like to ask him or her? Write up a list of question prompts for students to complete:

What's your ... How old ... Do you have ... What time do you ... What's your favorite ...

If you wish to extend the activity, there are several organizations which arrange inter-school pen friends, using post or e-mail. Try an Internet search.

Activity Book, page 26

10 Write questions. Then answer them.

- Students use the balloons to think of questions. Then they write the questions and answer with their own information.
- Answers:** *What time do you have breakfast? What time do you go to school? What time do you have lunch? Students' own answers.*

11 Read, draw and write.

- Students think about their ideal day and then complete the sentences with information about themselves.
- Answers:** *Students' own answers.*

UNIT
3

READY FOR LIFE

12 Listen, read and answer.

School is different all over the world. In the UK, the first class is in September, but in Australia it is in January. When is your first class of the year?

I'm Claude. I live in France. We don't have school on Wednesdays, but we study on Saturday. I don't wear a uniform. We start school at 8:00 a.m. Our vacation is in July and August.

I'm Maria. I'm from Uruguay. My uniform is blue and white. School starts at 8:30 a.m. and finishes at 5:00 p.m. We can have breakfast, lunch and dinner at school! We have vacation in January and February.

1 Do you prefer school in France or Uruguay? Why?

2 What time do you go to school?

3 Do you wear a uniform?

4 When are your school vacations?

13 Project: Make a poster about your school.

WELCOME TO TURNER ELEMENTARY SCHOOL

This is our schedule.

This is a classroom.

This is the library.

This is our soccer team.

This is our art class.

These are our teachers.

Ready for life: School Life **27**

Review 3

Aims: To review and practice the language learned in Unit 3.

Review: Telling the time, Describing daily routine (Simple present).
School subjects. *There is ... / There are ...*

Materials: Optional: Worksheet 8

Optional activity

- Draw five rectangles on the board. Tell students they are digital alarm clocks and have students copy them into their notebooks.
- Dictate five times (e.g. *three thirty, two fifteen*) and have students copy the times into the "digital alarm clocks"

Presentation

- Begin by asking questions about students' daily routine. Ask: *What time do you get up? What do you have for breakfast? How do you get to school? Do you walk? Do you go by bus? What color is your bag?* etc.
- Ask students to relay the questions to another student: *Ask Marco.* etc.

Student's Book, page 28

1 Look and say. Then write in your notebook.

- Focus on the photo of Steve and the five speech balloons. Ask individual students to read each balloon in turn, then ask others to repeat. Ensure that all students have a chance to speak, then tell them to write the completed sentences in their notebooks.
- **Answers:** *I don't go to school by bus. I get up at six fifteen. I'm good at geography. I have a rabbit. My favorite subject is science.*

2 Look and say. What subjects does Steve have today? Write in your notebook.

- Do the activity orally with the whole class. Look at the first exercise book and decide which subject it represents. (science)
- Ask: *When does he have science?* Students should look at the clock and say: *At eight o'clock.* Write on the board: *He has science at eight o'clock.* Underline the variable words (*science, eight o'clock*) or write them in a different color.
- Help the class create similar sentences about the other three images.
- **Answers:** *He has science at eight o'clock. He has English at nine thirty-five. He has computer science at ten thirty. He has music at two thirty.*

3 Ask and answer.

- Ask questions 1–4 to different students.
- **Pair activity:** Tell students that they have five minutes to ask their partner the same questions. Circulate, listen and help students as necessary.
- **Answers:** *Students' own answers.*

Consolidation

- Ask students to close their books.
- Use L1 paraphrase to elicit questions from the class. Say (in L1): *Ask me what my favorite sport is ... Ask Johan what time he gets up ... Ask Silvina what time she has art.* If necessary, say the first words of the question in English and write them on the board.

Self-evaluation – Activity Book, page 28

- Say to students: *Go to page 28 in your Activity Book.* Draw students' attention to Jake and Nina's facial expressions and what they are saying. Invite students to check the photo and text that best represents how they feel about their own performance at this point.
- Invite the class to discuss (in L1) what students can do to improve their performance. List review tips on the board.

Progress Evaluation

- Resource Pack, Level 5, Test 3

Optional activity

Students prepare their own rebus puzzle in their notebook, based on Activity 1 on page 28. They do a simple drawing of themselves surrounded by speech balloons. They replace one word of the balloon with a picture. Then they exchange notebooks and read each other's balloons.

Extra practice 3, page 27

1 Find six school subjects. Then answer the question.

- Students find six school subjects in the crossword and circle them. Then they answer the question about which two subjects are missing.
- **Answers:** *science, PE*

2 Find and write.

- Students follow the lines to match the pictures, then write complete sentences following the model.
- **Answers:** **2** *We have music at one thirty.* **3** *We have math at nine fifteen.* **4** *We have science at two forty-five.*

3 Write the times.

- Students complete the sentences with the times that they do each activity.
- **Answers:** *Students' own answers.*

Activity Book, page 28

1 Find and circle.

- Students find the words in the word snake and circle them.
- **Answers:** *classroom, science lab, recess, art class, PE, music, playground, bus stop*

2 Read and answer.

- Students look at the chart and answer about themselves.
- **Answers:** *Students' own answers.*

REVIEW
3

1 Look and say. Then write in your notebook.

I don't go to school by

I get up at

I have a

I am good at

My favorite subject is

2 Look and say. What subjects does Steve have today? Write in your notebook.

3 Ask and answer.

What time do you wake up?

I wake up at 7 o'clock.

1 What time do you get up?
2 How do you go to school?
3 What are you good at?
4 What do you like doing on the weekend?

Our World 3

Aims: To learn about the life in a very different place; to practice talking about different school days

Target language: glaciers, reindeer, seal, amazing

Review: mountains, clothes vocabulary, light, dark, village

- This page is designed as an optional extra activity. It can be used at any point during the course- as a reading lesson at the end of the unit, as a review activity or as a filler activity. You may choose to follow the steps below, or simply set the text and corresponding activities in the Activity Book as homework.

Presentation

- Ask learners to think about their first day of school after the summer vacation and talk about how they feel, what it is like, what they do, what clothes they wear, etc.
- Tell students they are going to read about what school is like for children living near the North Pole. Elicit information from students about the North Pole and ask them what they think going to school there is like and how it might be different/similar to going to school in their own country.

Student's Book, page 29

Living and learning near the North Pole

- Draw students' attention to the pictures around the text and ask students to tell you what they can see in them. If students give any words in L1, write the word on the board in English.
- Pre-teach a selection of the new words in the text, for example *glaciers*, *reindeer*, *seal*, *amazing*.
- Read the text aloud slowly while students follow in their books. Then ask some comprehension questions about the text, such as *What is there in Longyearbyen? What do the children wear to school? What is it like in September? When is there snow?*
- Allow students to read the text silently to themselves. Alternatively, you may like to do a group reading in which individual learners volunteer to read aloud one or two of the sentences.

Consolidation

- Ask students to close their books. Call out some months of the year and ask students if they can remember what the weather is like and how much light there is in Longyearbyen during this month.

Activity Book, page 29

These activities can be performed in class or set as homework and checked in the following class.

1 Read and circle.

- Students read the sentences and circle the correct option. They can refer back to the text on page 29.
- **Answers:** 1 North 2 warmer 3 are 4 winter 5 day

Your World

- Students think about the context of the text in relation to where they live and answer the questions
- **Answers:** Students' own answers.


Your Project

- Students follow the instructions and create their own poster with pictures from their own country.
- They can present their posters to the classmates, in pairs or simply show them to you.


UNIT
3

OUR WORLD

LIVING AND LEARNING
NEAR THE NORTH POLE




Welcome to Longyearbyen School. It's the first day of class and it's windy and very cold. Longyearbyen is a small village between the North Pole and Norway. There are tall mountains with snow and glaciers in the region, but there aren't any fields or forests. There are polar bears, reindeer and seals.



The children hats, gloves, sweaters, jackets and boots. Today they are riding bikes. It's September and there isn't any snow. December, January and February is very cold. There is snow and ice. The children and the teachers come to school on snowmobiles or dog sleds. At Longyearbyen School children have math, language, history and science.

This is an amazing part of the world. It's always dark in winter and it's always light in summer. ➔



Our World 3: Living and learning near the North Pole.

29