

# My school

## Topic

School timetables, subjects and games

## Aims

- To review days of the week
- To review telling the time
- To introduce vocabulary for school subjects and other school words
- To practise question forms
- To review language to say what people do

## Age/level

Primary  
CEFR level A1/A2

## Time

60 minutes

## Materials

1. school timetable example and blank school timetables (one per learner), for example:  
<https://learnenglishkids.britishcouncil.org/en/writing-practice/school-timetable>
2. flashcards of school subjects, for example:  
<https://learnenglishkids.britishcouncil.org/en/flashcards/school-subjects-flashcards>
3. A3 paper

## Introduction

This lesson reviews vocabulary related to school subjects, people and games as well as days of the week and times. Learners will ask each other questions to find out about their school timetables and make posters about the different people in a school. Finally they will be introduced to some playground games and hopefully try some of them out!

## Procedure

### 1. Filling in a timetable

If you can, show an image of a filled-in school timetable on the board. You can make your own or you could use the one from LearnEnglish Kids suggested above.

If you don't have a way of projecting it onto the board, you could print one out for each pair of learners.

	<p>Explain that this was your timetable when you were at school! You can tell them which were your favourite subjects and which subjects you didn't like. Explain any subjects which they don't know using flashcards.</p> <p>Now give each child a copy of a blank timetable. Again, you could make your own or use the one from LearnEnglish Kids. Tell them to choose ten subjects and fill in the timetable. They can decide what they put where, and it doesn't have to be real.</p>
<b>2. Telling the time</b>	<p>Learners can now practise asking each other questions. Review times and days of the week first. Do this by simply drawing a clock on the board and asking for the class to tell you what time it says. For the days of the week, ask them to tell you what day it is today and tomorrow, what day it was yesterday, and so on.</p> <p>Now they can go around the class with their timetables and ask and answer questions, for example:</p> <ul style="list-style-type: none"> <li>• When is your English class?</li> <li>• It's at 9 o'clock on Monday.</li> <li>• What time is your maths lesson?</li> <li>• It's at 11 o'clock.</li> </ul> <p>When they find someone who has a lesson at the same time and on the same day as them, they should write their name on their timetable next to the lesson they have in common. They should try to get as many names as possible!</p> <p>Demonstrate with a pupil or two in front of the class first, and then practise the questions and answers as a class. Write them on the board so that they can refer to them during the activity.</p> <p>Give learners a time limit of five minutes, then, at the end of the activity, ask for feedback as a class about how many classes they had in common and who with, or conversely if anyone had any classes 'alone'!</p> <p>Particularly if you have a smaller class, or you'd like to ensure they are able to find lots of common classes, limit the number of subjects they can put when they fill in their timetable to around five.</p>
<b>3. People at school</b>	<p>In groups of about five, hand out one sheet of A3 paper per group. On the paper learners draw all the different types of people that are in their school. Show them an example on the board first by drawing a teacher, then brainstorm a few ideas as a class, such as a teaching assistant, dinner lady, head teacher, nurse, cleaner, etc.</p> <p>After they have drawn their ideas in their groups, ask for feedback as a class – take one example per group as you go round the class to allow more learners to participate. Instead of you drawing the people on the board you can write up the words in English. As you write up the word, e.g. 'teacher', you can say, 'Yes, good. What does a teacher do? Yes – a teacher teaches children', and elicit the verbs, such as 'A pupil learns ...', 'A cleaner cleans ...', 'A dinner lady cooks ...', etc.</p>

	<p>This can lead into a poster activity with one group drawing the school on a very large piece of paper, another drawing the teachers, another drawing the children, another the dinner ladies, etc. Then they can cut out their figures and stick them onto the school picture and display their work.</p> <p>For the faster finishers you can allocate labels for them to write and stick onto the poster. They could also write the verbs on strips of paper and stick them around the poster too.</p>
<b>4. School games</b>	<p>In order for the children to really take something cultural away from the lesson, you could teach them about some playground games children play in the UK or any other country.</p> <p>Ideally they can try the games out too, if it's possible to take the children outside. If not, one playground game which could be played in the classroom, if you have enough space, is hopscotch. The grid can be marked out with paper or masking tape on the floor instead of with chalk as it would normally be done outside.</p> <p>This website describes a number of other playground games that children in the UK play, which you may like to try:  <a href="http://projectbritain.com/education/break.html">http://projectbritain.com/education/break.html</a> </p>
<b>5. Homework</b>	<ul style="list-style-type: none"> <li>• Learners could choose their favourite games they play at school and their favourite subjects and write a letter to a friend from another country telling them about what they do at school.</li> <li>• They could fill in another timetable but using only activities, games, hobbies or lessons that they enjoy doing. It could be their dream school timetable that they can share with the class next time.</li> </ul>
<b>6. Follow-up</b>	<p>Using the games they came up with for homework, learners could compile a class booklet of games.</p> <p>Put them into pairs or small groups with each in charge of a game. They draw pictures illustrating the game and write simple instructions for how to play it. Collect each pair or group's page and make them into a booklet for new children who join their school.</p>

### Contributed by

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