

1 My week



1 Listen and look. Then listen and say the words.



2 Say the day before and after.

Thursday.

Wednesday and Friday.

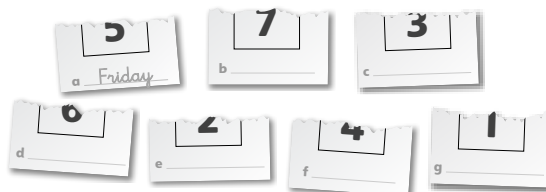
10 Days of the week

Lesson 1

1 My week

1 Look, think and write the days of the week.

Think!



2 Answer the questions.

- Which days have got six letters? Monday and _____.
- Which day has got seven letters? _____.
- Which days have got eight letters? _____ and _____.
- Which day has got nine letters? _____.

3 Complete the table for you. Then ask three friends.

What's your favourite day?

It's Friday.

Name	Favourite day
Me	

10 Days of the week

Lesson 1

Objectives

- to present the core vocabulary (days of the week)
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary
- to practise the core vocabulary through a personalised speaking activity

Language

New language: days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

Recycled language: activities, the alphabet, numbers, *favourite, What's your favourite ...?*

Receptive language: *arts festival, library, puzzle*

Materials

Downloadable Class Audio, Printable Wordcards (days of the week): 5–11, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils identify and name days of the week. Pupils work in pairs to talk about the days of the week.

Mathematical competence: Pupils group the days of the week according to how many letters they have.

Sense of initiative and entrepreneurship:

Pupils ask and answer about their favourite day of the week and complete a table.

Home-school link

- Augmented Reality: vocabulary interactive activity
- Online interactive activities

Pupil's Book, page 10

Warm-up

- Point to the top of the board where you write the day and the date.
- Elicit what day it is today, e.g. *It's Monday*. Elicit the other days of the week.
- Elicit which day is the pupils' favourite and why.

Presentation

- Hold up each wordcard in turn and in sequence. Say the word for the pupils to repeat in chorus. Repeat if necessary.
- Write *Days of the week* in the middle of the board and invite pupils to stick a wordcard around it to make a word map.

1  **Listen and look. Then listen and say the words.**

- Pupils look at the picture in their Pupil's Books.
- Elicit who they can see (Ben and Lucy) and where they are (at school).
- Elicit what there is on Sunday (the school Arts Festival). Check understanding of vocabulary.
- Play the recording. Pupils point to the days when they hear them.

CD1 Track 13

Lucy: Look, Ben! It's the Arts Festival this week!

Ben: Great! I've got Music today and Drawing on Tuesday and ...

Lucy: I've got Painting on Wednesday and Friday. And the festival's on Sunday!

Ben: Yes! Oh ... but what about the puzzle in the book?

Lucy: We've got time for that. Come on. Let's go to the library.

Ben: Good idea. Mr Williams the librarian can help us.

Now say the words.

1 Monday, **2** Tuesday, **3** Wednesday, **4** Thursday, **5** Friday, **6** Saturday, **7** Sunday

- Play the recording again. Pupils repeat the words.
- In pairs, pupils practise pointing to and naming the days.

Note: Focus pupils' attention on the coded message at the bottom of the picture. Ask them what they think it could be and what it might say. Tell pupils that they will find out later in the unit (in lesson 6).

2 **Say the day before and after.**

- Do the example as a class. Check which day is before Thursday (Wednesday) and which is after (Friday).
- Pupils do the activity in pairs.
- Monitor and check.

Activity Book, page 10

1 **Look, think and write the days of the week.**

Think!

Thinking skill: sequencing

- Pupils look at numbers and write the days of the week.

Key: **b** Sunday, **c** Wednesday, **d** Saturday, **e** Tuesday, **f** Thursday, **g** Monday

2 **Answer the questions.**

- Pupils answer questions about the days of the week related to spelling.

Key: **1** Friday, Sunday, **2** Tuesday, **3** Thursday, Saturday, **4** Wednesday

3 **Complete the table for you. Then ask three friends.**

- Pupils write their favourite day in the table. They ask three more pupils to complete the table. Strong pupils explain why it's their favourite day.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

Reinforcement

- Hold a wordcard so that pupils cannot see it. They try to guess the day, e.g. *Is it Monday?*
- The pupil who guesses correctly comes and chooses a wordcard for the class to guess.

☞ *See also Teacher's Resource Book Worksheet 1, p11*

Extension

- Stick the wordcards around the classroom.
- Pupils stand under their favourite day, according to AB Activity 3.
- There groups exchange information about why they chose that day.
- Draw a bar chart on the board to show how many pupils like each day.

1 ^{CD 1} Read and listen. Then say the correct answer.



Rosie: I've got a busy week, but I like it!

Sam: So do I.

Rosie: I play tennis on ⁽¹⁾ Mondays / Wednesdays.

Sam: I don't. I play football on ⁽²⁾ Mondays / Tuesdays.

Rosie: Great! And I go swimming on ⁽³⁾ Thursdays / Fridays.

Sam: Cool! And I fly my kite on ⁽⁴⁾ Saturdays / Sundays. It's fun!

2 ^{CD 1} Listen and say.

Grammar focus

I go swimming on Mondays.

So do I.

I play football on Saturdays.

I don't.



3 Talk about your week.

I don't. I ... on Mondays.

So do I!

I ... on Mondays.



Lesson 2

Free time; So do I / I don't 11

1 ^{CD 1} Listen and tick (✓) the box.



2 Put the words in order.

- Saturdays I on go swimming I go swimming on Saturdays.
- Fridays I play football on _____
- I Sundays kite on fly my _____
- ride Tuesdays horse my on I _____
- on I my Wednesdays ride bike _____

Lesson 2

Free time; So do I / I don't 11

Objectives

- to present the first core grammar
- to practise the core grammar through a personalised speaking activity
- to practise the core grammar through listening for specific information
- to practise word order in affirmative sentences in the present simple

Language

New language: Free time; *So do I / I don't*, days of the week

Recycled language: free time activities

Receptive language: *busy week, Great! Cool!*
What do you do on (Saturdays)? What about you?

Materials

Downloadable Class Audio, Printable Wordcards (days of the week): 5–11, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils talk about what they do in their free time during the week.

Social and civic competences: Pupils interact with each other, talking about their week.

Home-school link

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities

Pupil's Book, page 11

Warm-up

- Clap twice and say a day of the week, e.g. *Tuesday*.
- The class claps three times and says *Wednesday*.
- Pupils continue until they get to *Monday*.
- A pupil starts the clapping game again by saying another day.

Presentation

- Stick the wordcards on the board.
- Under each day write an activity, e.g. *go swimming*, and mime it.
- Point to each day and say, e.g. *Monday. I go swimming*.
- Pupils repeat.

1 ^{CD1}₁₄ Read and listen. Then say the correct answer.

- Look at the photos with the class. Ask what activities the children can see (play tennis, play football). Then elicit the children's names (Rosie, Sam).
- Ask the pupils to read silently through the dialogue and think about the correct answer. Elicit ideas from the class.
- Play the recording. Pupils check answers in class.
- Pupils read the dialogue in pairs.

Key: 1 Mondays, 2 Mondays, 3 Fridays, 4 Saturdays

2 ^{CD1}₁₅ Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Explain that we use *So do I* to agree with someone and *I don't* to disagree.
- They practise saying the sentences and responding in pairs.

3 Talk about your week.

- Write on the board *I play football on _____*. Brainstorm a list of free time activities on the board.
- Demonstrate the example in the Pupil's Book first with one or two pupils.
- Pupils take turns to say what activities they do and other pupils respond accordingly.

Activity Book, page 11

1 ^{CD1}₁₆ Listen and tick (✓) the box. **YLE**

- Pupils listen to a recording and tick the correct picture.

CD1 Track 16

Interviewer: Sue, what do you do on Saturdays?

Sue: On Saturdays I ride my bike. It's fun!

Interviewer: Really? So do I! Bob, what about you?

Bob: On Saturdays I play computer games.

Interviewer: Right. And what about you, Kate?

Kate: I don't. I ride my horse on Saturdays.

Interviewer: And you, Tim?

Tim: I go swimming.

Key: 2 Bob: play computer games (2nd picture), 3 Kate: ride my horse (1st picture), 4 Tim: go swimming (3rd picture)

2 Put the words in order.

- Pupils reorder words to make sentences with the present simple and days of the week.

Key: 2 I play football on Fridays. 3 I fly my kite on Sundays. 4 I ride my horse on Tuesdays. 5 I ride my bike on Wednesdays.

OPTIONAL ACTIVITIES

Reinforcement

- Mime one of the actions for pupils to guess.
- Pupils take turns to mime and guess in pairs.

☞ See also *Teacher's Resource Book Worksheet 2, p12*

Extension

- Pupils draw a 2 x 2 grid. They write two days of the week and draw two pictures of a free time activity in each square.
- Play Bingo. Say a day, e.g. *Monday* followed by an activity, e.g. *play tennis*. If pupils have the day or activity in their grid, they cross it out.
- The first pupil to cross out all of their days and activities is the winner.

Grammar focus [PB p84]

1 Say and answer *So do I* or *I don't*.

- Elicit the full example for the girl in the table, *I play tennis on Mondays*.
- Tell pupils to look at the picture of the boy and elicit the answer for Monday, *So do I*.
- Do another example for *I don't*.
- Pupils work in pairs as the children in the table. They say sentences about what they do and respond.

Key: (possible answers) I play tennis on Mondays; So do I. I play football on Tuesdays; I don't. I go swimming on Fridays; I don't. I play basketball on Tuesday; I don't. I play computer games on Friday; I don't.

1 Listen and sing.



It's a busy, busy, busy, busy,
Busy, busy, busy week ...

On Mondays we go swimming.
On Tuesdays we play ball.
On Wednesdays and on Thursdays,
We play computer games.

On Fridays we play football.
On Saturdays we sing.
On Sundays we play hide-and-seek.
Oh, what a busy week!

It's a busy, busy, busy, busy,
Busy, busy, busy week ...

Oh, yeah!

2 Point to the pictures and say.
On Mondays we go swimming.

12 Singing for pleasure Lesson 3

1 Read the song in the Pupil's Book and tick (✓) the box. Then complete the sentences.

1 On Mondays we
go swimming

2 On Wednesdays we

3 On Fridays we

4 On Sundays we

2 Write a new verse about you.
Draw a picture.

On Mondays I _____
On Tuesdays I _____
On Wednesdays and on Thursdays,
I _____

12 Song practice Lesson 3

Objectives

- to consolidate the core vocabulary and grammar (days of the week, free time; *So do I / I don't*) through a song
- to sing a song for pleasure
- to check comprehension of the song
- to encourage pupil creativity

Language

New language: days of the week, free time; *So do I / I don't*

Recycled language: free time activities

Receptive language: *play hide-and-seek, what a busy week!*

Materials

Downloadable Class Audio, classroom objects (optional)

Digital Minds

- Karaoke song
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils join in with a song.

Cultural awareness and expression:

Pupils sing together as a class.

Sense of initiative and entrepreneurship:

Pupils write a new verse for the song and illustrate it with a picture.

Home-school link

- Augmented Reality: karaoke song
- Online interactive activities

Pupil's Book, page 12

Warm-up

- Mime six activities and ask pupils to write each one in their notebooks.
- They compare with a partner and check each other's spelling.
- Check with the class.


 **1 Listen and sing.**

- Pupils look at the picture in the Pupil's Book. Elicit who they can see (lots of children) and that they are doing lots of different activities. Pre-teach *busy*.
- Play the recording. Pupils follow the song in their books.
- Play the recording again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (CD1 track 18) for pupils to sing in groups.

 **2 Point to the pictures and say.**


- Play the recording again (CD1, track 17). Pupils listen, read and point to the pictures and the corresponding activity and day of the week.
- In pairs, they point to the pictures and say the days of the week.
- Elicit from the pupils what the children are doing that day, e.g. *On Saturdays they sing.*

Activity Book, page 12

 **1 Read the song in the Pupil's Book and tick (✓) the box. Then complete the sentences.**

- Pupils read verses from the song and tick the correct picture.

Key: **2** play computer games (2nd picture), **3** play football (1st picture), **4** play hide-and-peek (2nd picture)

 **2 Write a new verse about you. Draw a picture.**

- Pupils write a new verse about themselves. They draw a picture to illustrate their verse.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

Reinforcement

- Play the karaoke version of the song (CD1, track 18) so pupils can sing the verse that they wrote in AB Activity 2.

Extension

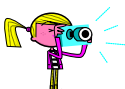
- Play 'Hide-and-peek' using a ruler or a pen.
- A pupil faces the wall and closes his/her eyes.
- Hide the ruler in the classroom.
- The pupil walks around the class. When he/she gets near the ruler, the class says *You're warm*. When he/she goes away from it, they say *You're cold*.
- Hide other objects for pupils to take turns playing the game.
- Pupils can play the game in groups.

1 Listen and say the correct answer.

Do you listen to music at the weekend?



Yes, I do.



No, I don't.

Do you play computer games at the weekend?



Yes, I do.



No, I don't.

2 Listen and say.

Grammar focus

Do you play computer games at the weekend?

Yes, I do.
No, I don't.



3 Play the question game.

Do you ... at the weekend?

Yes, I do.



Lesson 4

Do you ... ? Yes, I do / No, I don't 13

1 Follow the lines and find the answers. Then write.



- 1 Do you play football at the weekend? *Yes, I do.*
- 2 Do you ride your bike at the weekend? _____
- 3 Do you play computer games at the weekend? _____
- 4 Do you ride a horse at the weekend? _____
- 5 Do you take photos at the weekend? _____
- 6 Do you listen to music at the weekend? _____

2 Write the words and tick (✓) the box.

- 1 Do you go swimming at the weekend?
- 2 Do you _____ your bike at the weekend?
- 3 Do you _____ football at the weekend?
- 4 Do you _____ computer games at the weekend?
- 5 Do you _____ to music at the weekend?
- 6 Do you _____ photos at the weekend?

Yes. I do. No. I don't.

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<input type="checkbox"/>	<input type="checkbox"/>
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Lesson 4

Do you ... ? Yes, I do / No, I don't 13

Objectives

- to present the second core grammar
- to practise the core grammar through listening for specific information
- to give further practice in free time activities with the core grammar through a communicative game
- to give further practice in the core grammar through a personalised writing activity

Language

New language: Do you ... ? Yes, I do / No, I don't, days of the week, free time

Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils ask and answer about free time activities using the present simple.

Social and civic competences: Pupils work together to play a game practising questions and short answers with the present simple.

Home-school link

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities

Pupil's Book, page 13

Warm-up

- Divide the class into days of the week.
- Each group sings the line(s) from the song in the previous lesson with or without the recording. Everyone sings the chorus.

Presentation

- Say *I go swimming at the weekend*. Ask a pupil *Do you go swimming at the weekend?* Prompt a short answer: *Yes, I do / No, I don't*.
- Pupils ask and answer the same question around the class in open pairs.
- Say another sentence, e.g. *I play the piano on Tuesdays* and continue.

1 ^{CD1}₁₉ Listen and say the correct answer.

- Pupils look at the pictures. Elicit what they can see to check understanding of *listen to music* and *play computer games*.
- Play the recording. Pupils listen and point.

CD1 Track 19

Boy: Do you listen to music at the weekend?

Girl: No, I don't.

Boy: Do you play computer games at the weekend?

Girl: Yes, I do.

- Play the recording again. Pupils read the questions and say the correct answer in pairs.
- Check with the class.

Key: No, I don't; Yes, I do.

2 ^{CD1}₂₀ Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the question and answers in pairs.

3 Play the question game.

- Pupils work in groups of four to six. Ask a group to stand in a circle at the front of the class.
- Stand in the circle and ask a *Do you ...?* question to the pupil on your left. If he/she answers *Yes, I do*, he/she asks another question to the pupil on the left. If he/she answers *No, I don't*, the game changes direction and he/she asks the pupil on the right.

Activity Book, page 13

1 Follow the lines and find the answers. Then write.

- Pupils read questions and trace the line that matches each question to a picture. They write *Yes, I do* or *No, I don't* to answer the questions referring to the pictures.

Key: 2 No, I don't. 3 Yes, I do. 4 Yes, I do. 5 No, I don't. 6 No, I don't.

2 Write the words and tick (✓) the box.

- Pupils complete the questions with the verbs. Then they tick the correct box for themselves. If there's time, they can ask and answer questions in pairs.

Key: 2 ride, 3 play, 4 play, 5 listen, 6 take

OPTIONAL ACTIVITIES

Reinforcement

- Write *Do you ... at the weekends?* on the board. Mime an action from the lesson, e.g. *riding a bike*.
- Ask the pupils to think of the question you are miming, e.g. *Do you ride your bike at the weekends?*
- Invite individual pupils to mime a different question. Encourage the class to say the question referring to the prompt on the board.

☞ See also *Teacher's Resource Book Worksheet 3, p13*

Extension

- Draw a simple 5 x 5 grid on the board and add the title *At weekends*.
- Down the left side write four activities, e.g. *play football*.
- Pupils copy it in their notebooks, adding the names of four friends to the top of each column.
- They ask and answer in groups of four and record answers with a tick or cross.

Grammar focus [PB p84]

2 Put the words in order. Then ask and answer.

- Pupils reorder the words to write questions in their notebooks.
- Check as a class.
- Then they practise asking and answering the questions in pairs.

Key: 1 Do you play football on Fridays? 2 Do you listen to music at the weekend? 3 Do you go swimming on Mondays? 4 Do you ride your bike on Sundays? 5 Do you play tennis at the weekend?