

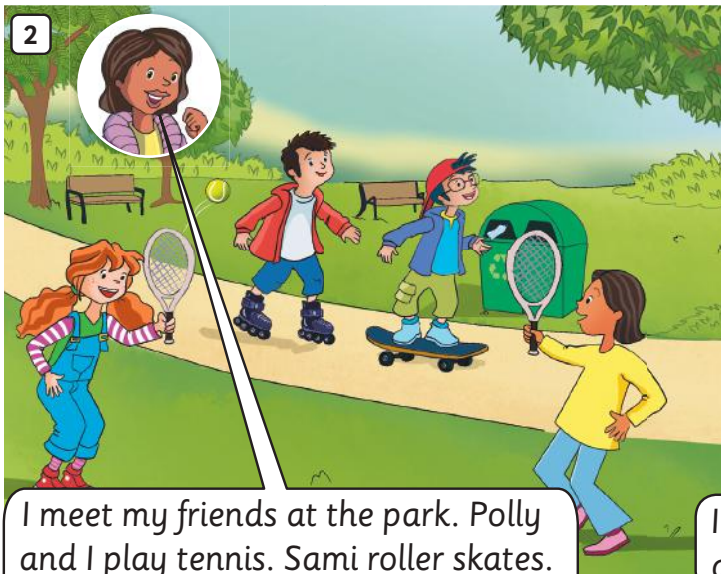
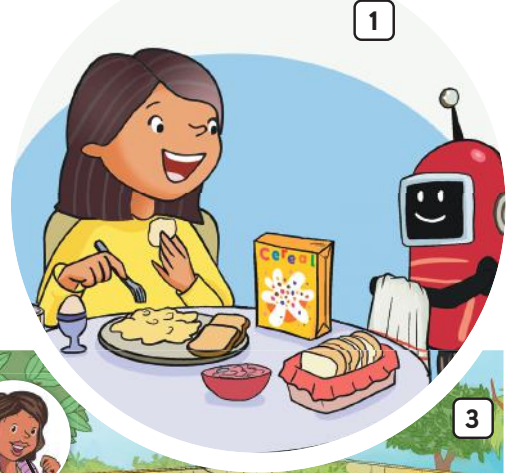
# My favourite day!

1  What colour is Tom's skateboard? *Tom's skateboard is blue.*

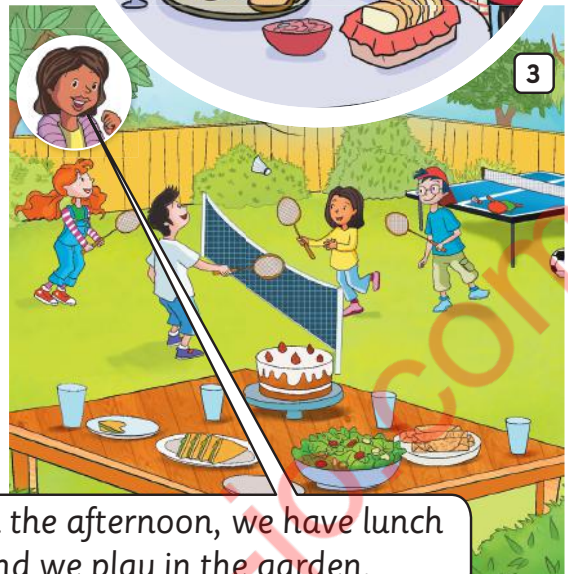
2  Listen and read.



My favourite day is Friday.  
I get up at 7 o'clock in the morning.  
Then I have a big breakfast.



I meet my friends at the park. Polly and I play tennis. Sami roller skates. Tom skateboards. It's fun!



In the afternoon, we have lunch and we play in the garden.



We watch TV in the evening. We're tired.



And where's Atomic?  
Atomic doesn't get up on Fridays!  
It's Atomic's favourite day.

## Objectives

- **Lesson aims:** to read simple cartoon stories; to revise activities and times
- **Target language:** *get up, have breakfast, go to school, meet my friends, play tennis, roller skate, skateboard, have lunch, play in the garden, have art lessons, do my homework, have dinner, watch TV, morning, afternoon, evening, at ... o'clock, I like/ don't like ...*

## Global Scale of English (GSE)

- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can identify key information in short, simple factual texts (GSE 34). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

- Pupil's Book Pages 4–5
- Activity Book Pages 2–3
- strips of paper
- a bag
- sheets of paper, enough for each pupil
- True/False response cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils to recall what they learnt in Semester 1. Write the words they remember on the board.
- Act out some of the activities they learnt for them to name the activities.

## Presentation

- Explain that in this lesson pupils will revise things they learnt in Semester 1.

## Practice

### Pupil's Book

#### 1 What colour is Tom's skateboard?

- Ask pupils to name the main characters. These are Tom, Polly, Sami, Laila and the robot Bo.
- Using the Lollipop stick technique, pupils describe the pictures.
- Have pupils find Tom's skateboard and say its colour.
- **Extension** In pairs, pupils describe each character, what they do and when on a Friday.

### Extra activity Critical thinking

- Ask pupils to tell you what their favourite day is and what they do on their favourite day.

#### 2 W1 Listen and read.

- Play the audio for pupils to read along to.
- Use the Lollipop stick technique to have pupils tell you as many things as they can remember about the story.
- Ask pupils what Tom is doing in the second picture. Elicit that it's important to keep our parks clean by putting rubbish in the bin. Explain that Tom is recycling the plastic bottle which is even better for the environment.



- **Extension** Say a few statements about the story and use the True/False cards technique to elicit answers, e.g. *Laila gets up at 8 o'clock (False). Sami roller skates (True).*

#### 3 Act out the story.

- Write the names of the characters in the story on strips of paper. Place the strips in a bag.
- Place pupils in small groups.
- Bring a group to the front of the class and ask each member to draw a strip of paper to perform that role.

## Diversity

### Support

- Place pupils in small groups, with a strong leader in each. The leader reads each sentence for the group members to repeat after them. Then members read sentences to the group. Monitor and gently correct any pronunciation mistakes.

### Challenge

- In pairs, pupils read a random sentence from the story for their partner to find in the text.

#### 4 Viewing and presenting Design and share a poster of your favourite day.

- Ask pupils what their favourite activities are.
- Ask each pupil to complete the activity on a sheet of A4 paper.
- Use the Lollipop stick technique to ask confident pupils to present their work to the class. Highlight popular activities to the class. Make a classroom display.

#### 5 W2 & W3 Listen and chant.


- Play the chant. The pupils clap along to the song.
- Play the chant. The pupils repeat the chant.
- A karaoke version of the song is also available (track W3).



### Extra activity TPR


- Play the chant. Pupils act out the activities in the chant.

### 6 W4 Listen and read.

- Play the audio for pupils to read along to.
-  Place pupils in pairs to read the dialogue.



### 7 Act out the dialogue. Use different activities and days.

-  Place pupils in pairs and have them act out the dialogues.

#### Activity Book

#### 1 What do the children do in the story? Look and tick (✓).

- Explain to pupils that they will use their Activity Books throughout the course both to consolidate and extend the Pupil's Book lessons and as separate lessons where indicated.
- Pupils tick the corresponding pictures.

**Answer key** Pupils tick: 2, 5, 6, 7, 9, 10, 12

#### 2 Look and write.

- Pupils look at the pictures and write the activities below the pictures.

**Answer key** 2 go to school, 3 have art lessons, 4 go home, 5 do homework, 6 go to bed

#### 3 W5 Read and write. Listen and check.



- Pupils read and complete the dialogue from Pupil's Book page 5 exercise 6. Then they listen and check their answers.

**Answer key** like, don't, playing, play, How

**Boy 1:** What do you like doing?  
**Boy 2:** I like playing football.  
**Boy 1:** I don't like playing football, but I love playing badminton.  
**Boy 2:** Me, too! Let's play now.  
**Boy 1:** I can't. How about Saturday?  
**Boy 2:** OK!



#### Finishing the lesson

-  Place pupils in small groups to act out activities for the rest of the group to guess.
-  Use the Summative questions technique to ask pupils what they think about what they learnt today.

3  Act out the story.

4  **Viewing and presenting** Design and share a poster of your favourite day.

5  **Listen and chant.**



It's another day

Hip, hip, hooray!

I get up in the morning

I have breakfast, too

Then I go to school

What do you do?

I have lunch in the afternoon

I have art lessons, too



I do my homework in the evening

I have dinner, too

Then I watch TV

What do you do?

It's another day

Hip, hip, hooray!



### English in action

Talking about favourite activities

6  **Listen and read.**



What do you like doing?

I don't like **playing football**, but  
I love **playing badminton**.

I can't. How about **Saturday**?

I like **playing football**.

Me, too! Let's  
play now.

OK!



7  **Act out the dialogue. Use different activities and days.**

five

5

## Objectives

- **Lesson aims:** to revise the present simple, activities, clothes and jobs
- **Target language:** *I play ..., She plays ..., We play ..., on Saturday/at the weekend, Does he play ...? Yes, he does./No, he doesn't.*

## Global Scale of English (GSE)

- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions, if spoken slowly and clearly (GSE 19). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24). Can get the gist of a simple song, if supported by gestures (GSE 21).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

- Pupil's Book Pages 6–7
- Activity Book Pages 4–5
- True/False response cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Say True/False sentences about the story from Lesson 1 to see how much the class can remember, e.g. *Polly gets up at 7 o'clock (True). The children do their homework on Friday (False)*. Pupils use the True/False cards technique.

## Presentation

- Explain that in this lesson pupils will revise the present simple and activities.

## Practice

## Pupil's Book

## 1 W6 Listen and match.

- Ask pupils to identify the activities from the photos (*watch TV, roller skate, play badminton, play video games*).
- Play the audio and pupils complete the activity.

- 1  
**Man:** What do you do on Friday?  
**Girl:** I roller skate.
- 2  
**Man:** Do you play badminton on Friday?  
**Boy:** No, I don't. I play video games.
- 3  
**Man:** What do you do on Friday?  
**Girl:** I play badminton with my friends.
- 4  
**Man:** What do you do on Friday?  
**Boys:** We watch TV



## 2 W7 &amp; W8 Listen and point. Then listen and chant.

- Use the Lollipop stick technique to have pupils tell you what things they see in the pictures.
- Ask pupils to read the song.



- Pupils sing the song.
- A karaoke version of the song is available (track W8).

## Diversity

## Support

- Read the lines slowly with the pupils tracing the words.
- Play the audio and pause at the end of each line for pupils to point at the activities in the picture. Replay the audio as necessary.
- Monitor and gently correct any pronunciation mistakes.

## Challenge

- In small groups, pupils write a new verse for the song to sing to the class.

## 3 Ask and answer.






- Ask pupils to tell you when you add an s to the verb in the present simple (when you use *he/she*). Elicit how you make a question and short answers using the present simple by pointing to the questions and answers in the song.





- Draw pupils' attention to the Grammar box and the recorded model.
- Place pupils in pairs and have them complete the activity using different pronouns, activities and days.



1  Listen and match.



1  2  3  4  

a  b  c  d 

2   Listen and point. Then listen and chant.



Yippee!

It's the weekend!

But are my friends free

To play with me?

Does Khalil play basketball on  
Saturday?

No, he doesn't. No, he doesn't.

Does Salwa play basketball on  
Saturday?

No, she doesn't. No, she  
doesn't.

And what about you?



3  Ask and answer.

W9



Does he watch TV  
on Saturday?

No, he doesn't. He roller  
skates on Saturday.

I **play** football.

She **plays** football.

We **play** football.



**Does** he play football **on Saturday**?

Yes, he **does**. / No, he **doesn't**.

### 4 W10 Write. Then listen and check.

- Before pupils do the activity, elicit any clothes they may remember in English.
- Pupils write the words under the photos.
- Play the audio for the pupils to check their work.



### 5 Look and say.

- Ask a pupil to read the speech bubble.
- In groups, pupils make sentences about what the group members are wearing.
- Ask some of the class to demonstrate their sentences in front of the class.

### 6 W11 Look and say. Then listen and number.

- Ask pupils to name as many jobs as they can in English.
- Ask pupils to name the jobs on the page.
- Play the audio for the children to listen and number.

- 1 I want to be a police officer.
- 2 My uncle is a builder.
- 3 I want to be a doctor.
- 4 My mum is a chef.
- 5 I want to be a teacher.



### 7 Say.

- In pairs, ask pupils to say what they want to be when they are older. Ask them to use the speech bubble as a model.
- Using the Lollipop stick technique, ask pupils to say their sentences.

### Activity Book

#### 1 Circle and match.

- Pupils circle the correct words and match to the pictures.

**Answer key** 2 skateboards, b, 3 play, e, 4 reads, c, 5 play, f  
6 plays, a

#### 2 Write the answers.

- Pupils look at the pictures and write the correct answers.

**Answer key** 2 No, she doesn't. 3 No, he doesn't. 4 Yes, she does. 5 Yes, he does. 6 No, she doesn't.

#### 3 Look and circle.

- Pupils look and circle the correct words.

**Answer key** 2 sandals, 3 socks, 4 hat, 5 scarf, 6 jeans

#### 4 Read and match.

- Pupils read the sentences and match them to the correct pictures.

**Answer key** 2 c, 3 d, 4 a

- Now tell pupils to complete the Picture dictionary on page 43.

### Finishing the lesson

- Using the Thought-provoking questions technique, ask pupils how they feel about their learning, if they feel they are learning successfully, what they can work on to improve themselves and what they would like to learn next.

4 Write. Then listen and check.



1



dress

2



sandals

3



socks

4



hat

5



scarf

6



jeans

5 Look and say.

You're wearing a shirt and trainers.

## Jobs

6 Look and say. Then listen and number.



4



2



5



3



1

7 Say.

I want to be an astronaut.

seven

7