



My week

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the days of the week.
- Learners draw a line to spell the days of the week in order, starting from *Monday*, as in the example. You can suggest that they use a different colour for each day.
- They then write out the days of the week. Make sure they use capital letters to start each day.

Key: Learners draw lines to follow the words in the maze, and then write the words: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Optional follow-up activity (reinforcement):

Learners form circles of roughly ten children. Each circle needs a ball. They throw the ball around the circle at random with each learner saying a day of the week in sequence as they throw. They should try to do it as fast as possible.

Grammar 1

Using the worksheet

- This worksheet provides practice of describing habitual activities using the present simple with *How often ... ?*, adverbs of frequency and other frequency phrases.
- For Activity 1, learners write notes to complete the survey in the *You* column. Check that they use the phrases in the box.
- For Activity 2, learners work in pairs to ask and answer *How often ... ?* questions. They note down their partner's answers.

Optional follow-up activity (extension):

Learners write one or two sentences about their partner using the information in the survey, e.g. *My partner does sport every afternoon*. Collect in the sentence sheets. Choose one at random and read it out. Learners guess who it is about.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core vocabulary for freetime activities: *read comics, go skateboarding, watch films, listen to music, roller skate, go shopping, write emails*.

- For Activity 1, learners circle the words and phrases in the word spiral and draw lines to match them to the pictures.
- For Activity 2, learners write a true sentence about themselves under each picture.

Key: 1 2 skateboarding 3 watch films
4 listen to music 5 roller skate 6 go shopping
7 write emails

Optional follow-up activity (reinforcement):

Use pictures or mime to revise other freetime activities that learners know (see list below). They make a word spiral or word snake with these freetime words. Learners swap spirals and find the words and phrases.

Learners may remember these freetime activities from Level 1: *play the guitar/piano, play badminton/baseball/basketball/football/hockey/tennis, ride a bike, swim, watch television*.

Grammar 2

Using the worksheet

- This worksheet provides practice of talking about obligation using *must/mustn't*.
- Read the instructions with the class and do some examples, watching one group to make sure all learners understand how to play the game.
- Learners work in small groups to play the game. They make a list of players and keep the score, marking the number of sentences they make each turn.

Optional follow-up activity (reinforcement):

Learners choose a place and write a *We must ...* and a *We mustn't ...* sentence for it on a small sheet of paper. They swap their sheet with a partner who reads the sentence and guesses the place.

Skills 1: Reading

Using the worksheet

- This activity requires learners to read six short texts for gist and to match them with the correct picture.
- Learners look at the pictures. Ask them to talk about what the children are doing in each picture. You could also ask them to make personal statements about the activities they can see and how often they do them, e.g. *They're watching television. I always watch television in the evening*.

Key: 2 C 3 F 4 A 5 E 6 D

Optional follow-up activity (reinforcement):

Learners work in pairs. Learner A chooses a photo and Learner B asks questions to find out which photo it is. Learner A can only reply *Yes* or *No*. Each learner counts how many questions they ask in order to find the answer. Learners then swap roles.

Skills 2: Writing

Using the worksheet

- On this worksheet learners answer questions about their free time and then write three simple sentences.
- For Activity 1, learners choose a photo or draw a picture of themselves doing a freetime activity of their choice.
- They write notes to answer the questions. They shouldn't write full sentences at this point.
- For Activity 2, learners use their answers to the questions above to write three simple sentences connected to their picture.

Optional follow-up activity (reinforcement)

Learners work in pairs to speak about their work. They show their pictures and ask and answer questions about them.

mission Stage 1:

Learners will do a survey with two friends about their daily activities.

- Make groups of four, with two pairs in each group. In pairs, learners write some daily activities in the *Activities* column, e.g. *play football, ride your bike, watch TV*. Then they write the names of the pair of learners they are going to interview at the top of the second and third columns. They do the survey, e.g. *How often do you play football? I play football on Tuesdays and Thursdays*. They note their friends' answers in the second and third columns.

- For Activity 2, tell learners they are going to read a chat thread. Check (in L1 if necessary) that they know what a chat thread is. Learners scan the three responses and match each one with a photo. Check that learners understand the following words: *origami, popular, relax, tell stories, travel, typical, visit different countries*.
- Focus learners' attention on the countries that the children are from and explain that origami comes from Japan, and that canoeing is a traditional way of travelling for people in Canada and is now a popular freetime activity there. Ask them to call out popular hobbies in their country.
- For Activity 3, learners work in pairs. They read the chat thread again and then read the sentences. With classes that need more support, you may prefer to do the activity with the class as a whole. Check answers.

Key: 2 1 c 2 a 3 b
3 1 yes 2 yes 3 no

Optional follow-up activity (extension):

Learners use the posts as a model to write a short answer about their own hobby. Provide a writing frame for them to follow:

*My favourite hobby is ...
I like it because ...
I often do it ...*

Culture

Using the worksheet

- For Activity 1, pre-teach the words on the page by asking learners to look at the photos and listen and repeat the words. Then they listen to and answer the questions, in pairs and then as a class.

Track 3

go canoeing
collect coins
make models

Do you ever go canoeing?

Do you collect coins?

Do you ever make models?

★ Vocabulary 1





Look and follow. Then write.

In
↓

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




→ Out

WWW.JNOB-JO.COM

Monday

Days of the week




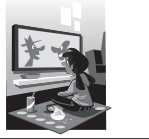










Grammar 1

1 Write true answers for you.

Every day Every morning Every afternoon Every evening
Always Often Sometimes Never On Mondays

Your week		
	You	Your partner
 do sport		
 ride a bike		
 watch television		
 listen to music		
 swim		
 play football		
 go skateboarding		

2 Work with a partner. Ask and answer questions. Write your partner's answers.

How often do you do sport?

Every afternoon.

2 Vocabulary 2

1 Circle the words and draw lines.

1



2



3



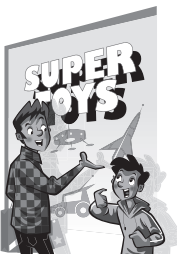
4



6



5



7





2 Write about you under the pictures.

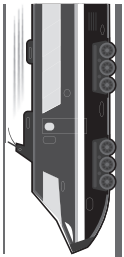
I never read comics.

I read comics on Saturdays.

I sometimes read comics in the evening.


2 Grammar 2

Work in groups. Play the **MUST AND MUSTN'T** board game.



 on a train

FINISH


START


 at school

Miss a turn!


 on a bike

Go back to START!


 in the mountains

Instructions

Play the *MUST AND MUSTN'T* game.

Play in groups of 3 or 4.

You need a board, a dice, a coin. You each need a counter.

Throw the dice and move your counter. When you land on a picture square, throw the coin.

Heads = make sentences with *We must* ...

Tails = make sentences with *We mustn't* ...

For example (land on 'at school', coin heads):

We must listen to the teacher.

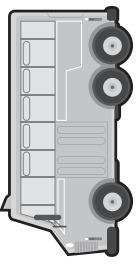
We must do our homework.


We must be nice.


How many sentences can you make? Score a point for each one.

Stop at **FINISH** and count your sentences.

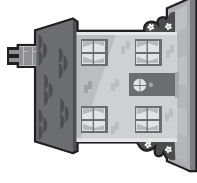
Go back two!



 on a bus



 at the beach


 on a farm

Go forward three!


 at home


 at the zoo


 in the park

2 Skills 1: Reading

Read and match.



A

I love roller skating. When I go skating I always wear a helmet. My dad says I mustn't skate near cars.

B

We sometimes watch TV at the weekend. I never watch it in the morning before I go to school.

BloggerNo9

C

My teacher says I must read every day. I sometimes read comics, but I don't like reading books.

D

We do sports at school on Mondays, Wednesdays and Fridays. I like playing basketball and tennis, but I don't like football.

E

On Saturday mornings I have music lessons. I can play the piano and the guitar. I like listening to music too. I listen to music when I do my homework.

F

My grandma and grandpa live in Australia. Every Sunday we talk to them on the computer. I sometimes write emails to them too.

8:30

2 Skills 2: Writing

1 What do you do in your free time? Draw a picture or stick a photo here. Then answer the questions.



- 1 What do you like doing in your free time? _____
- 2 How often do you do it? WWW.JNOB-JO.COM _____
- 3 What are you doing in the picture? _____
- 4 Who are you with? _____
- 5 Where are you? _____

2 Use your answers to write about your picture.

In my free time I like _____.

I _____ at / on / in _____.

In this picture I _____.

2 mission Stage 1

- 1 Work with a partner to talk to two friends about free time activities.

Activities	Name 1: _____	Name 2: _____



WWW.JNOB-JO.COM

2 Culture

My hobby

1  **Listen and say. Then listen and answer.**



go canoeing



collect coins



make models

2 **Read and match with the pictures. What hobbies are popular in your country?**

1

I love origami because I can do it at home, at school or even on the bus. I like making flowers, animals and boxes. In my family everyone does origami. It's very popular in Japan. We do it when we want to relax.

Hisashi, Japan

2

I often go canoeing with my family on the lake and rivers near our house at the weekend. It's a typical Canadian hobby. We sometimes sing when we're canoeing and we tell stories too.

Kallik, Canada

3

My father travels for work. He visits different countries and he always brings back coins for me. I love collecting them. I've got 92 coins and I want to collect 100. Lots of my friends collect them too.

Esther, Kenya

3 **Read again and write *yes* or *no*.**

- 1 Hisashi and his family like making things. _____
- 2 Kallik does his hobby on Saturdays and Sundays. _____
- 3 Esther collects coins when she's travelling. _____