

UNIT 5. Free Time

Vocabulary. Days of the Week

Teaching Notes

Learning outcomes

- to name and talk about days of the week

New language

Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday, Sunday,

Materials

flashcards of the days of the week

1 Put the days of the week in the correct order.

- Ask students to look at the colorful words on the left.
- Say: *Let's put the days in the correct order, starting with Monday.*
- Students write the days in order in the boxes on the right.
- Read the full list aloud together as a class.

2 Unscramble the words.

- Point to the first scrambled word: *yadaSutr*. Ask: *What day is this?* Students guess and write: *Saturday*.
- Continue with each scrambled word.
- Let students work in pairs and check each other's answers.
- Turn it into a race—*who unscrambles all the days first?*

3 Write and say.

- Read the question together: *What is your favourite day of the week?* Model the answer: *My favourite day of the week is Friday.*
- Students write their own answer and say it aloud to a partner.
- Encourage them to explain why: *Because I play football!* or *Because I play with my friends.*

Warm-up

- Ask students which days of the week they know in English. Point out that all the days end with *day* and explain what it means. Elicit what day it is today, e.g. *It's Monday.*

Additional practice:

Workbook p. 50
Vocabulary practice

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- Write each day on a large card and place them around the room. Call out a day: *Thursday!*
- Students race to touch the correct card.
- Ask them to say what comes before or after that day.

UNIT 5. Free Time

Language Focus 1. Present simple (1st person singular)

Teaching Notes

Learning outcomes

- to talk about free time activities
- to practise present simple first person singular for habitual activities

New language

present simple: *go fishing, go swimming, play football, play the piano, ride my bike/pony/horse, on (Mondays)*

Materials

flashcards of the days of the week

1 Watch the video. Match the sentences with the pictures. Say.

- Play the video to introduce the prepositions visually and aurally.
- Read each sentence aloud together: *I play the piano. I go swimming.*
- Ask students to look at the pictures and match each sentence to the correct image.
- Students draw lines or write numbers to show the matches.
- Review answers as a class and say each sentence aloud with the matching picture.

2 Complete the sentences.

- Read the first sentence together: *I play the piano on _____.*
- Ask: *Which day do you play the piano?* Students choose the correct day from the pictures and fill in the blank. Continue with each sentence.
- Students read their completed sentences aloud in pairs.
- Ask students to write their own sentence using a different activity and day.

Warm-up

- Clap twice and say *Tuesday*. Students clap twice and say the next day (*Wednesday*). Students continue clapping and chanting until they get back to *Monday*.
- A student restarts the chant by clapping twice and saying a different day.

Additional practice:

Workbook p. 51

Video

Grammar practice

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- Prepare cards with activities and days of the week.
- Students match pairs and say full sentences: *I go swimming on Saturday.*
- Turn it into a memory game or timed challenge.

UNIT 5. Free Time.

Worksheet. Practice 1

Teaching Notes

Learning outcomes

- to use the present simple to describe their free time activities
- to write and say full sentences using *I + verb*
- to recognise and use vocabulary for common leisure activities
- to express what they do on specific days of the week

New language

present simple, days of the week

Materials

coloured pencils or crayons, flashcards of the days of the week

Warm-up

- Write or show 6 activity verbs on the board: *play the piano, go swimming, play football, ride my bike, play the guitar, ride my pony.*
- Say each phrase aloud and mime the action. Let students repeat and copy the gesture.
- Ask students: *Who plays the piano? Do you go swimming? Who rides a bike?*
- Students raise their hands or stand up if it's true for them. Then model a sentence: *I play football. I ride my bike.*
- Students take turns saying one sentence about themselves.

Additional practice:

Super Skills Book 2 pp. 46-47

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1 Write the sentences.

- Point to each picture and ask: *What is the child doing?*
Example: *She is riding a bike.*
- Read the activity phrases at the top together: *play the piano, go swimming, etc.*
- Guide students to complete each sentence using the correct phrase. Example: *I ride my bike.*
- After writing, ask students to read their sentences aloud in pairs or small groups.

2 Colour the pictures in Activity 1.

- Ask students to color each picture from Activity 1.
- Encourage them to use realistic or imaginative colors.
- As they color, ask questions like: *Do you ride a bike? Do you play the guitar?*

3 Say.

- Read the example sentence together: *I play the guitar on Friday.*
- Ask students to choose one activity and one day.
- They say their own sentence aloud: *I go swimming on Saturday.*
- Let students share with a partner or present to the class.

- Students fold a small booklet with 6 pages. Each page shows one activity and a sentence:

Page 1: *I ride my pony.*

Page 2: *I play football.*

- They decorate and read their books to a partner.

UNIT 5. Free Time.

Song. I'm bored

Teaching Notes

Learning outcomes

- to sing a song
- to practise the present simple

New language

I'm bored, nothing to do, What can I do (with you)? play board games, play tennis, sing songs, Why don't you come along?

Materials

flashcards of the days of the week

Warm-up

- Mime one of the activities from the previous lesson, e.g. *play the piano*. Students say the phrase. Write it on the board. Repeat for the rest of the activities.
- Students play a mime game in pairs, using the activities listed on the board and guessing the activities mimed.

1 Listen, sing and write the days. Then watch the video.

- Students look at the pictures. Use the pictures to teach *play board games / tennis and sing songs*.
- Play the song *I'm bored* once for listening. Play the audio (60).
- Play it again and encourage students to sing along.
- Play the audio again, pausing for students to write the days near each number.
- Play the song video, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version of the audio (61) or video to practise the song with the whole class and then in groups.

2 Read, think and say.

- Read the first speech bubble and explain the meaning of the question. Students listen, read and point to the day of the week.
- In pairs, students think and make sentences about things they have in common (it can be just the same activity, but on a different day).
- Elicit examples from students who do similar activities. Ask students who do different activities to make sentences about their habits.

Additional practice:

Workbook p. 52

Audio

Video



- Give each pair of students three A4 pieces of paper. Tell them to write *go* on one piece of paper, *play* on another and *ride* on the third.
- Say one of the nouns from the activities in the lesson, e.g. *swimming*. Students confer in their pairs to work out which verb to use and then hold up the correct piece of paper (e.g. *go*). Repeat with different nouns (*tennis, on my pony, fishing, on my bike, football*). When students get the idea, you can make the game competitive by eliminating pairs who make a mistake, until you have a winning pair.

UNIT 5. Free Time. Language Focus 2.

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

Teaching Notes

Learning outcomes

- to use the present simple to talk about free time activities

New language

watch TV, play computer games, Do you ...? Yes, I do, No, I don't, at the weekend

Materials

flashcards of the days of the week

Warm-up

- Divide the class into seven groups, each named after a day of the week.
- Play the song from the previous lesson. Each group sings the line for their day. Everyone sings the chorus.

1 Watch the video. Then read and circle.

- Play the *Penny the penguin* video. Students watch and listen, then watch and read.
- After watching, direct students to the worksheet. For each picture, read the sentence aloud.
- Ask students to circle the answer that matches what they do.

2 Look at the pictures. Write and answer questions about you.

- Students look at each image showing a child doing a free time activity (e.g., *fishing, playing football, riding a bike, watching TV*).
- Each picture has a question underneath, such as: *Do you go fishing? Do you ride a bike?*
- Students think about their own habits and write a short answer: If they do the activity: *Yes, I do*. If they don't: *No, I don't*.
- After writing, students can read their answers aloud to a partner or in small groups. You can prompt them with: *Ask your friend: Do you play football?*

Additional practice:

Workbook p. 53

Video

Grammar practice



- Draw a 5 x 5 grid on the board with the title *At the weekend* and four activities in the first column.
- Students copy the grid, adding the names of four friends to the top of columns 2 to 5.
- They ask and answer in groups and write ticks or crosses in the grid.

UNIT 5. Free Time.

Worksheet. Practice 2

Teaching Notes

Learning outcomes

- to ask and answer questions about weekend activities using *Do you...?*
- to respond with *Yes, I do.* / *No, I don't.*
- to write simple sentences describing their own weekend routines
- to use vocabulary related to free time activities

New language

present simple, days of the week

Materials

flashcards of the days of the week

Warm-up

- Ask students: *Do you play football at the weekend?*
- Students walk around and ask classmates the same question.
- They record answers with ✓ or ✗ on a mini chart.
- Review answers together and highlight common activities.

1 Write a tick or cross . Ask your friend.

- Students mark ✓ or ✗ for themselves in the top row. Then they ask a partner: *Do you play football at the weekend?* Partner answers: *Yes, I do.* or *No, I don't.*
- Students record their friend's answers in the second row.
- Review as a class and discuss similarities and differences.

2 Write what you do at the weekend. Use the phrases from the box.

- Read the activity phrases aloud together: *go fishing, play football, ride my bike, watch TV*, etc. Ask students to choose 3–5 activities they really do at the weekend.
- Write an example on the board: *I go swimming at the weekend.*
- In the lined space, students write 2–3 sentences using different activities from the box. Encourage them to be honest and creative: *I play board games at the weekend. I ride my pony at the weekend.*
- Students read their sentences aloud to a partner or small group. You can prompt them with: *What do you do at the weekend? Do you play computer games?*
- For younger or less confident learners, allow them to copy phrases. For advanced learners, challenge them to add more detail: *I play football at the weekend with my brother.*

Additional practice:

Super Skills Book 2 pp. 48–49

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- Students choose 3–5 activities from the vocabulary box.
- They draw themselves doing each activity and write full sentences: *I play board games at the weekend. I ride my bike at the weekend.*
- Display posters around the classroom for a gallery walk.

UNIT 5. Free Time. Phonics. wh

Teaching Notes

Learning outcomes

- to recognise and pronounce the phonics patterns ow
- to identify and spell vocabulary containing ow
- to develop phonemic awareness through visual and auditory cues
- to apply phonics knowledge in reading and writing tasks

New language

white, whale, who, whose, while, where, why

Materials

flashcards of phonics

Warm-up

- Say a mix of wh words aloud: *white, who, whale, whose*.
- Students listen and sort them into two sound groups:
/w/ (e.g., *white, whale*)
/h/ (e.g., *who, whose*)
- Use hand gestures to reinforce the difference.

Additional practice:

Super Phonics Book 2 pp. 22-25
Cards

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1 Match the words to the correct sound.

- Read all the words aloud together as a class.
- Students sort the words into two groups: /w/ and /h/. Check answers together and write the sorted lists on the board.
- Discuss how both patterns produce the same sound but are spelled differently.
- Ask students to choose one word from each group and write a sentence using both (e.g., *My favourite colour is white.*)

2 Write the missing letters. Match the words to the pictures.

- Show the pictures on the worksheet and say the corresponding words aloud.
- Students complete the missing letters using ee or ea.
Example: *_ho* → *who*, *_here* → *where*.
- Encourage students to say each word aloud after writing it.
- Check answers together and discuss any tricky spellings.
- Ask students to draw their own picture for one word and label it with the correct spelling.

3 Circle the odd words.

- Read each group of three words aloud.
- Ask students: *Which word is the odd one?*
- Students circle the odd one in each set.
- Ask students to create their own odd-one-out sets using wh-words and explain their choices.

- Each student chooses one wh word and creates a mini poster:

- Word in big letters
- A drawing to represent it
- A sentence using the word Example: *Whale* – drawing of a whale – *The whale is big.*

UNIT 5. Free Time

Skills. Listening and speaking

Teaching Notes

Learning outcomes

- to listen for specific information
- to ask and answer about free time activities

New language

days of the week, free time activities, *Do you (ride your bike) on (Saturdays)? Yes, I do, No, I don't.*

Materials

one soft ball per group of seven students (optional)

Warm-up

- Make groups of seven and arrange each group in a circle.

Make a paper ball for each group (or use a soft ball).

- The student with the ball says a day of the week and then throws it to another student, who says the following day, and so on.

Additional practice:

Workbook p. 56

Audio

LEARN
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1 Listen and match.

- Students look at the pictures. Make sentences for them to point to the correct picture (e.g. *I ride my horse.*)
- Write the children's names (Jim and Emily) on the board. Explain that they need to listen to children and choose the correct activity that they do on different days of the week. Ask them to guess which child does each activity.
- Play the recording. Students listen, choose the correct activity and match it to the corresponding name.

2 Ask and answer.

- Read through the table and check comprehension of the activities.
- Model the task, if necessary, by copying the table on the board and completing it with ticks and crosses, according to the answers of a volunteer.
- Students ask and answer the questions in pairs.

- Make four teams. Students stand one behind the other in a line in their team, facing the board.
- Whisper a sentence to the student at the back of each line.
- This student whispers the sentence to the person in front, and so on, and the student at the front of the line writes it on the board.
- Check the sentence and, if it's correct, award the team one point.
- This student then goes to the back of the line.
- Repeat with different sentences, e.g. *I play tennis on Mondays. I go swimming on Fridays. I play with my friends at the weekend.*

UNIT 5. Free Time Skills. Reading and writing

Teaching Notes

Learning outcomes

- to read for specific information
- to write about activities

New language

present simple, days of the week, free time activities

Materials

flashcards of the days of the week

1 Read and match.

- Students read each sentence carefully. Each one describes an activity and the day it happens.
- After reading a sentence, students look at the pictures showing children doing different activities. Each picture is labeled with a day of the week.
- Students match the sentence to the correct picture by drawing a line or writing the number. For example: *On Wednesdays, I ride a pony.* Match it to the picture labeled *Wednesday* showing a child riding a pony.

2 Write about you.

- Students see seven sentence starters—one for each day of the week
- They complete each sentence with an activity they usually do on that day. Example: *On Fridays, I play with my dog.*
- Encourage students to use vocabulary from previous lessons or the phrase box from earlier worksheets (e.g., *go swimming, play football, ride my bike*).
- Once finished, students can read their sentences aloud to a partner

Warm-up

- Write *play* in a circle on the board.
- Elicit free time activities which use the verb *play*, e.g. *play the piano*.
- Create a word map around *play* with these activities.
- Students copy the word map into their notebooks.

Additional practice:

Workbook p. 57

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- Ask a student *What do you do on Sundays?* The student replies.
- Students continue to practise questions and answers in open pairs.
- Students then write three sentences in their notebooks about what they do on Sundays.
- Go around the class and help with vocabulary, if necessary.

UNIT 5. Free Time

Think and Learn. Activities

Teaching Notes

Learning outcomes

- to integrate other areas of the curriculum through English: Physical education
- to identify free time activities and categorise them

New language

go skiing, go surfing, go climbing, go running, go sledging, spring, summer, autumn, winter, What do they do (in winter)? They go (skiing), in the snow, in the countryside, on the beach

Materials

flashcards of *go skiing, go surfing, go climbing, go running, go sledging*

1 Listen and point.

- Play the video.
- Students remember as many of the free time activities as they can.
- Students watch again and answer *What do we do?* Play the video again and elicit answers. Ask students which of the activities they have tried.
- Play the first part of the recording with the free time activities. Students listen and point to the photos.
- Play the second part with the seasons. Students listen and point to the season words.
- Play the recording again. Students repeat.

2 Look at the photos in Activity 1. Ask and answer.

- Students work in pairs, pointing to one of the seasons in Activity 1, asking and answering questions.

3 Look, think and match.

- Students look at the pictures. Ask them which three categories the pictures represent (students answer in L1). Teach *In the snow, In the countryside* and *On the beach*. Write the phrases on the board.
- Point to the first activity in the box and ask which category it should go in (1). Students match the activities to the pictures.
- Monitor and help as necessary.
- Check answers.

Warm-up

- Write *Which activities do we do?* on the board.
- Mime free time activities for students to guess (make sure you review *run, dance, ride a bike, sing*).
- Write each activity on the board.

Additional practice:

Workbook p. 58

Audio

Video

LEARN
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- Write *healthy* in a circle on the board. In pairs, students think about what they do during the week that is healthy.
- Elicit ideas and create a word map. Talk about the importance of having a healthy lifestyle.

UNIT 5. Free Time. Revision

Teaching Notes

Learning outcomes

- to review language from the unit by doing a quiz
- to reflect on learning

Recycled language

vocabulary and grammar from the unit, *before*, *after*

Materials

flashcards of the days of the week

1 Read and circle.

- Explain to students that they need to circle one option for each sentence, using the picture clues. Do the first item as an example.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

2 Say.

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

Warm-up

- Write the days of the week in jumbled letter order on the board.
- Students work in pairs to write each word correctly.
- When checking with the class, elicit what free time activities they do each day.

Additional practice:

Workbook p. 59

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- Mime one of the free time activities. Students guess by asking questions, e.g. *Do you play board games?*
- The student who guesses the activity first does a mime for the rest of the class to guess.