

A holiday week

by Jackie Holderness & Annie Hughes

Level 2 • Beginner–Elementary

Age: Primary (6–11)

Language aims: To practise identifying the days of the week; to practise making suggestions; to introduce vocabulary of places

Time: 50 minutes

Student grouping: Pairs, whole class

Materials: One copy of the worksheet per student; the audio (downloaded in advance or played via onestopenglish); days of the week written large on seven pieces of paper; multiple pairs of scissors; colouring pens or pencils; pictures of *farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool*

Language focus: Days of the week; *Let's play/go to ...; farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool; good idea, great*

Procedure

Step 1

Ask the class about their most recent holiday. Have a general discussion about it in L1, asking things like 'How long was the holiday?' and 'What did you do?' Make a list of things the children enjoy doing in their spare time.

Step 2

Teach the days of the week using the seven pieces of paper. Ask seven volunteers to come to the front. They hold up one slip each and move so they are standing in the correct order.

Step 3

Hand out the worksheet. Ask the children to cut out the days of the week and hold up each day as you call it out.

Step 4

Teach the new vocabulary using visuals: *farm, mountains, lake, island, beach, park, zoo, tennis court* and *swimming pool*.

Step 5

Introduce making suggestions by using *Let's ...* Use actions familiar to the class, such as 'Let's stand up' or 'Let's shake our hands'. Say the phrases and get the class to repeat after you. Vary things by saying 'Boys, let's ...' and then 'Girls, let's ...', etc.

Step 6

The mum and dad of the Smith family are deciding what to do on each day of their holiday. Play the audio, pausing after the final 'Hooray!'. The children listen and place the correct day of the week over the place visited on that day. There is one day left over. Play the rest of the audio, pausing after the question, and ask the children to tell you which day they think it is. Play the final section of the audio, which reveals the answer (*Sunday*).

Step 7

Play the audio again for children to check their answers.

Key:

*Monday – go to the zoo
Tuesday – go to the island
Wednesday – go to the swimming pool
Thursday – go to the farm
Friday – go to the beach
Saturday – go to the lake
Sunday – go to the park*

Step 8

Call two children to the front. The children should sit back to back and have their worksheets and days of the week in front of them. Child A should choose a place for each day of the week and suggest it to child B. Both children place the day of the week on the picture, for example:

- A: Let's go to the lake on Tuesday. (*puts Tuesday on lake*)
B: OK. (*puts Tuesday on lake*)
A: Let's go to the farm on Monday. (*puts Monday on farm*)
B: OK. (*puts Monday on farm*)

They check they have the same answers. Then they swap roles. If you have time, put students into pairs and have them do the same activity.

Follow-up activity

The children could stick the days of the week on the places they like best to show how they would like to spend their holidays. They can share their plans with each other in pairs.

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Transcript

Mum: Let's go to the zoo on Monday.

Dad: Good idea.

Child 1: Let's go to the swimming pool on Tuesday.

Child 2: No, let's go to the farm!

Child 1: Swimming pool!

Child 2: Farm!

Child 1: Swimming pool!

Child 2: Farm!

Child 1: Swimming pool!

Mum: Stop it, children! Let's go to the island on Tuesday, the swimming pool on Wednesday and the farm on Thursday.

Children: OK.

Dad: And let's go to the beach on Friday.

Child 2: And let's go to the lake on Saturday.

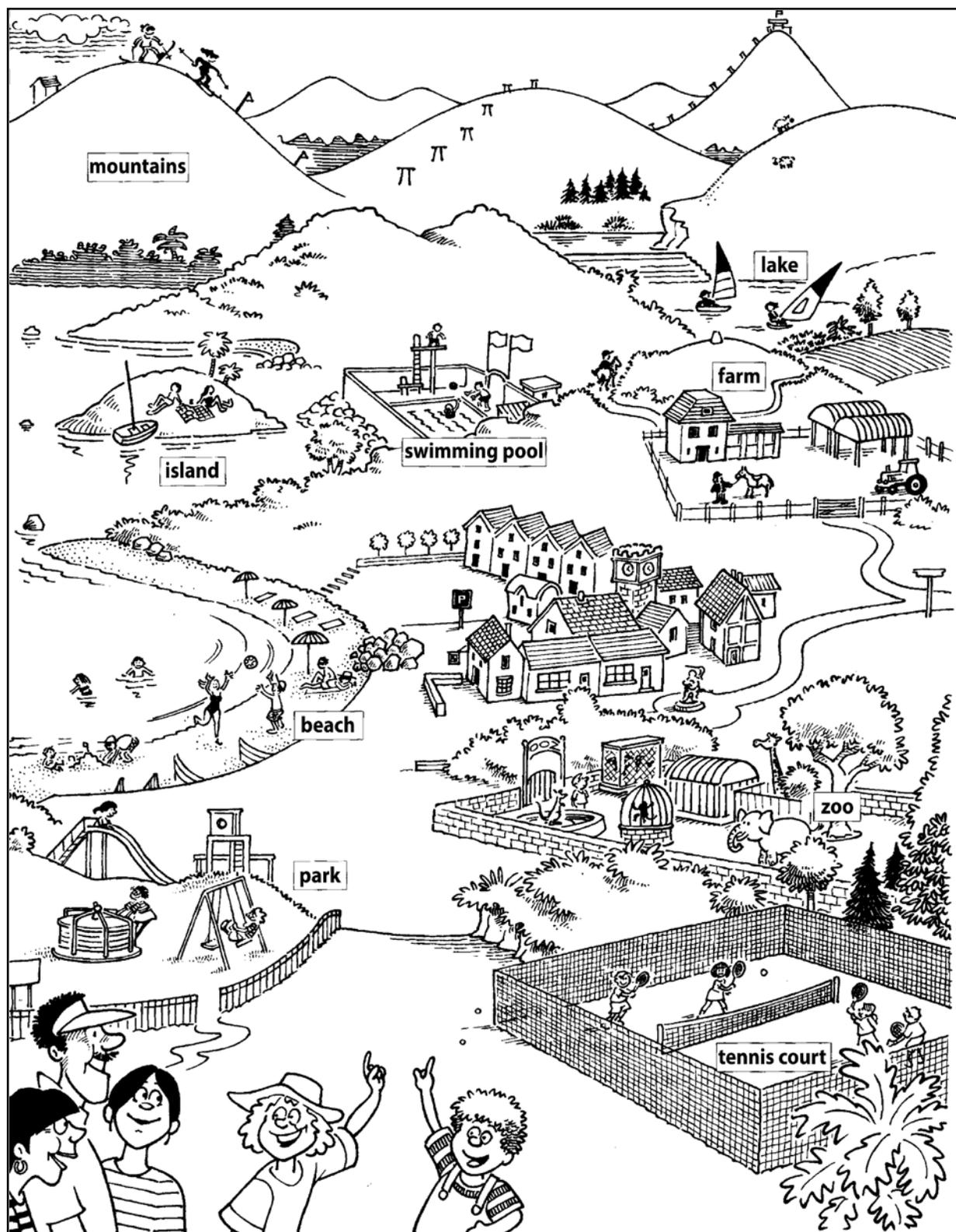
Mum: Great! So, where are we going today? Let's go to the park.

Children: Hooray!

Narrator: Can you guess which day of the week they go to the park? Yes, it's Sunday!

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Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

