

Year 3  
Lesson 11

*The days of the week.*

Pronunciation

<b>Aims</b>	Speaking  Pronunciation – the days of the week	<b>Contents</b>	<p><b>Grammar</b> Passive use of Present Simple - talking about daily routines</p> <p><b>Vocabulary</b> Monday Tuesday Wednesday Thursday Friday Saturday Sunday The weekend</p>	<b>Checklist</b>	<p>1 Master Handout (1 pair work handout – cut out: word puzzle)</p> <p>Blue tack Coloured pencils</p>
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Language Analysis

**Hint:** In BrE and standard AmE the accent in the days of the week falls on the first syllable. The unaccented, last syllable: –*day* we pronounce /**dei**/, which rhymes with *say* or *way*.

In some American Southwest states, however they pronounce it /**di:**/ which rhymes with *see* or *bee*.

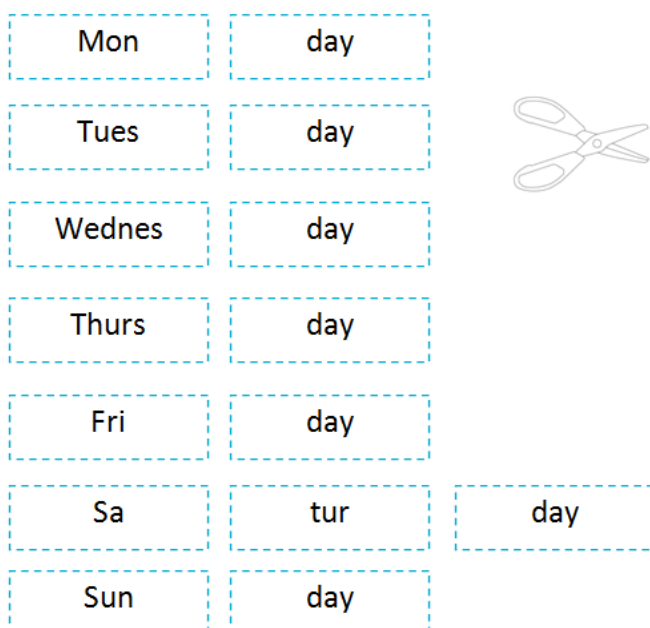
The *weekend* is pronounced differently in BrE and AmE - the stress is on the first syllable in BrE and on the second one in AmE.

# Procedure

## Warm-up Off the screens

1. Give out Handout 1: the sets of word puzzle with days of the week (word puzzle elements need to be cut out)

### Handout



2. Ask students to work in pairs and put the words together and in the correct order from *Monday* to *Sunday* as fast as they can.
3. Tell students to put their hands up when they have finished.
4. When everybody is ready, ask the representative of each pair in the order they have finished to stick the first day of the week on the board with blue tack, then the second pair the following day and so on until all the days of the week are on the board.

## Screen 2

Let's tap out the days of the week.

Monday Tuesday Wednesday Thursday  
Friday Saturday Sunday

The weekend



Ask Ss to sing and clap their hands.

## Screen 3

**Teacher:**

Monday  
Wednesday  
Friday  
Saturday  
The weekend

**Key:**

	Oo	Ooo	oOo
Monday			
Wednesday			
Friday			
Saturday			
The weekend			



## Screen 4

**Audio:**

*I go to school on Monday.  
I go to school on Tuesday.  
I go to school on Wednesday.  
I go to school on Thursday.  
I go to school on Friday.*



The screenshot shows a digital interface for '11 The days of the week' at page 4/7. It features a central image of a school building with the word 'SCHOOL' on its facade. Above the image is a blue button with a speaker icon and the text 'Listen and sing.'. Below the image are play and stop buttons. The interface is framed by a green border with navigation arrows on the sides. At the bottom, there is a 'Practice' button and a copyright notice '© Young Digital Planet 2013'.


Watch the animation and see the ball bounce.  
Listen and join in.

## Screen 5

Audio1: *I go to school on Monday.*  
Audio2: *I ride my bike on Wednesday.*  
Audio3: *I read a book on Friday.*  
Audio4: *I watch TV on Sunday.*

**Key: (from left to right)**

- 1 go to school
- 2 ride my bike
- 3 read a book
- 4 watch TV

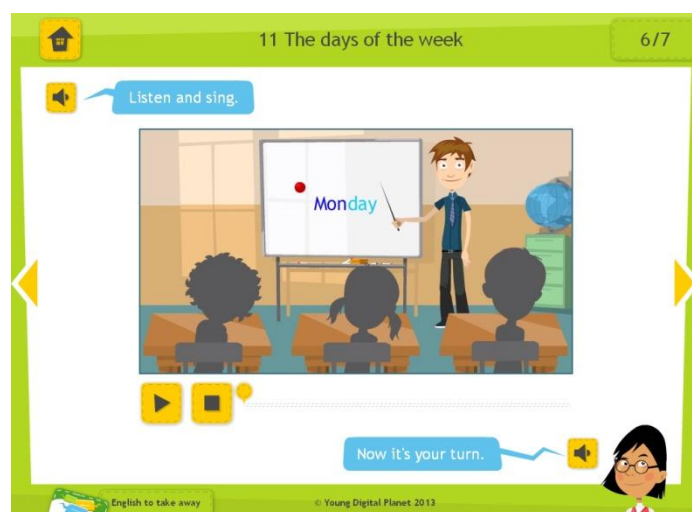


The screenshot shows a digital interface for '11 The days of the week' at page 5/7. It features a 'Choose and say.' instruction with a speaker icon. Below this are four activity cards arranged in a 2x2 grid. Each card has an image, a speaker icon, and a dropdown menu. The cards are: 1. School building with 'I' and a dropdown menu, followed by 'on Monday.'. 2. Bicycle with 'I' and a dropdown menu, followed by 'on Wednesday.'. 3. Open book with 'I' and a dropdown menu, followed by 'on Friday.'. 4. Person watching TV with 'I' and a dropdown menu, followed by 'on Sunday.'. At the bottom right, there are checkmark, key, and refresh icons. The interface is framed by a green border with navigation arrows on the sides. At the bottom, there is a 'Practice' button and a copyright notice '© Young Digital Planet 2013'.

## Screen 6

### Audio:

*Mon.day Tues.day Wednes.day  
 Thurs.day Fri.day Sat.ur.day  
 Sun.day Mon.day Tues.day  
 Wednes.day  
 Thurs.day Fri.day the week.end*



Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practice fluency or vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the animation and join in.

After students have listened and sung, ask them to write the days of the week on separate pieces of paper using the colour scheme as on the screen: accented (stressed) syllable dark blue, unaccented (unstressed/weak) syllable light blue.

1. Nominate the first student to chant the first word of his/her choice.
2. Ask the rest of the students to repeat after their classmate and stand up when the syllable is dark blue (accented/stressed) and sit down when it is light blue (unaccented/unstressed).
3. Then the first student nominates the next one to chant another day of the week.
4. Continue until each student has chanted one word.

# Handout

Mon	day	
Tues	day	
Wednes	day	
Thurs	day	
Fri	day	
Sa	tur	day
Sun	day	

