

**Unit objectives**

To read, listen and talk about hobbies and daily routines

**Target language:** *I go to the park. I don't play football.*

*Do you go to the cinema? Yes, I do. / No, I don't.*

**Grammar:** present simple: (I/we/they) affirmative and negative; question and short answers

**Key vocabulary:** (page 10) *do gymnastics, do homework, go to the park, listen to music, play computer games, play football*; (page 14) *go to the cinema, go to the shops*

**Materials:** white paper, coloured pencils; red ball, green ball

**Lesson 1****Grammar start Pupil's Book, pages 10–11****Warm up**

- Hand out white paper and coloured pencils (see Materials). Pupils draw a simple picture of a hobby or freetime activity that they do. Pupils hold up their pictures for the class to see and say their hobbies: *ballet, swimming, karate, painting ...*

1

**Listen, say and point.**

- Pupils look at the pictures. Elicit if any of the activities that were mentioned in the warm up appear.
- Play Track 8. Pause after each word. Pupils repeat the word and point to the corresponding picture.

**Track 8**

*do gymnastics, do homework, go to the park, listen to music, play computer games, play football*

- Play Track 9, pausing after each word. Pupils listen and point to the correct picture.

**Track 9**

*go to the park, do gymnastics, play football, listen to music, do homework, play computer games*

2

**Listen and read.**

This activity promotes thinking about what activities someone does on different days of the week and about the different routines and interests people have.

- Pupils look at the picture and guess what Anya likes to do.
- Pupils read the text quickly to discover what activities Anya does (*gymnastics, homework, play computer games, watch TV*).
- Play Track 10. Pupils listen and point to the words for activities and the days of the week as they hear them. Ask: *What days does she do gymnastics?* (Mondays, Wednesdays and Thursdays).
- Name each of the days in the text in random order. Pupils call out the activities Anya does on those days.

**Track 10**

*I'm Anya. I'm a gymnast. I do gymnastics after school on Mondays, Wednesdays and Thursdays.*

*On Tuesdays, I don't do gymnastics. I do my homework.*

*After school on Fridays, I play with my sister. We play computer games and we watch TV.*

*I don't go to school at the weekend. I go to gymnastics competitions.*

**MIXED ABILITY** Divide the class into small groups. Pupils take turns saying the days of the week in order. Allow more confident pupils to help pupils who need more support.

**3 Look and colour.**

- Read out the explanation at the top of the grammar box.
- Write a plus sign (+) and a minus sign (–) on the board. Write the first two sentences under the corresponding signs. Elicit what word appears before the verb in the negative that doesn't appear in the affirmative (*don't*).
- Invite a volunteer to read out the second two sentences and elicit which is affirmative and which is negative. Pupils colour the remaining affirmative sentences green and the negative sentences red. Walk around and check their answers while they are working.
- Volunteers read out the sentences. The rest of the class raises their left hand for an affirmative sentence or their right hand for a negative sentence.
- Draw attention to the contraction *don't* and the corresponding full form in the 'Look' box.

#### 4 Look and write the days of the week.

- Point to the photo of the boy and explain that the pictures are about the activities he does. Point to the five pictures one by one. Pupils say the days of the week chorally. Then point to the pictures again one by one and elicit the activities.
- Read out the first sentence and point to the two pictures of the footballs.
- Pupils complete the remaining sentences and compare their answers in pairs.
- Read out the sentences, pausing for pupils to say the answers.

##### Answers

- a** Thursdays    **c** Tuesdays    **e** Wednesdays  
**b** Fridays    **d** Thursdays

Pupils may get confused by the use of *or* in the second and third sentence if their L1 uses *and* in these contexts. Elicit that *and* is used in affirmative sentences and *or* in negative sentences.



**EXTENSION** Pupils write one sentence about themselves using the days of the week and activities they have learnt in this lesson. Pupils walk around the classroom saying their sentences and trying to find someone with the same activity on the same days as them.

#### Lesson 2

#### Grammar practice Pupil's Book, pages 12–13

#### Warm up

- Divide the class into two teams. Draw a line down the middle of the board. One pupil from each team comes to the front. Whisper to them a word from the vocabulary of this unit. The pupils draw the word for their team to guess. The first team to guess correctly wins a point. The team with the most points wins.

#### 1 Listen and circle the correct picture.

- Point to the pictures. Elicit names of any objects pupils already know.
- Play Track 11, pausing after the second sentence to point out the answer. Pupils listen and circle the correct pictures for the remaining days.
- Play the track again for pupils to check their answers.
- Point to the pictures at random. Pupils say the words for the activities.

#### Track 11

**Boys 1 & 2:** *Hi, we're Mark and Dave. We're twins.*

**Boy 1:** *We do a lot of different things after school. On Mondays, we do gymnastics. It's great. We like gymnastics.*

**Boy 2:** *On Tuesdays, we go home and we play computer games.*

**Boy 1:** *On Wednesdays, we do homework. We have a lot to do!*

**Boy 2:** *On Thursdays, we go to the park. It's a very big park.*

**Boy 1:** *On Fridays, we play football. Football is a great sport!*

##### Answers

Mon: gymnastics    Thurs: park  
 Tues: computer games    Fri: football  
 Wed: homework

#### 2 Circle the correct verb.

- Ask: *What do Mark and Dave do on Mondays?* Elicit: *They do gymnastics.* Repeat the sentence, emphasising the word *do*.
- Point to the first sentence in activity 2 and read it out, pointing to and circling the word *do*.
- Pupils read and complete the remaining sentences.
- Check the answers with the class.

##### Answers

**a** do    **b** play    **c** do    **d** go    **e** play

#### 3 Follow the lines and write the verb.

- Pupils look at the first sentence and follow the line to the final part of the sentence. Elicit the sample answer (*watch – I watch TV*).
- Pupils repeat with the remaining sentences to complete the missing verbs.
- Invite volunteers to read out the completed sentences.

##### Answers

**a** I watch TV.    **d** I read books.  
**b** We play football.    **e** We do gymnastics.  
**c** We play computer games.



### Colour the medal.

- Praise pupils for the work they have done so far. They colour the medal at the top of the page with a brown/bronze pencil. Tell them they now have the chance to earn a silver medal.

#### 4 Look and complete the sentences.

- Elicit what the letters *M, T, W* and *T* in the box stand for (*Monday, Tuesday, Wednesday, Thursday*).
- On the board, write: *We play football. We don't play football.* Review the use of the affirmative and the negative in the present simple.
- Read out the first answer and elicit where the information to complete the sentence comes from (the table).
- Divide the class into pairs. Pupils work together to complete the sentences using the affirmative and negative forms of the appropriate verbs.
- Volunteers write the sentences on the board for the class to check their answers.

#### Answers

- |                     |                       |
|---------------------|-----------------------|
| a play / don't play | c play / don't listen |
| b listen / do       | d read / don't play   |

**MIXED ABILITY** If pupils need more support, elicit the verbs they should use in each sentence, and whether they are affirmative or negative, before they start writing.

#### 5 Write true sentences about you.

This activity promotes social and emotional development as pupils use the grammar and language they have learnt to talk about hobbies and activities they do.

- Pupils look at the pictures and describe what they can see. Read out the first sentence and make sure pupils understand they have to write about the activities they do and don't do.
- Pupils work individually to write sentences about their activities. Walk around and help pupils as needed.
- Invite volunteers to share some of their sentences with the class.

**EXTENSION** Pupils stand in a circle. Take out a red ball and a green ball (see Materials). Throw the balls to two pupils. Say a hobby or activity from this lesson. Pupils say an affirmative or negative sentence, depending on the ball they have:

*Gymnastics!* (green ball) *I do gymnastics.* (red ball) *I don't do gymnastics.* The game continues until all pupils have participated.



### Colour the medal.

- Praise pupils for the work they have done so far. They colour the medal at the top of the page with a grey/silver pencil. Tell them they now have the chance to earn a gold medal.

### Lesson 3

#### Grammar goal Pupil's Book, pages 14–15

#### Warm up

- Throw a ball (see Materials) to a pupil and say a word from this unit (*music, football, book, computer game ...*). He or she then throws it to someone else who says another word. Pupils count how many words they can say in a row before someone repeats a word or hesitates for longer than ten seconds. If that happens, they start again.

#### 1 Listen and read.

- Pupils look at the photo. Elicit what the girls are talking about (their freetime activities).
- Play Track 12. Pupils read the dialogue while they listen. Play the track again, pausing after each question and answer for pupils to repeat.

#### Track 12

**Girl 1:** *Do you listen to music at the weekend?*

**Girl 2:** *Yes, I do. Do you go to the shops?*

**Girl 1:** *No, I don't. I go to the cinema.*

#### Grammar box

- Write on the board: *You listen to music.* Below this, write: *Do you listen to music?* aligning the words in common. Elicit the differences and circle the word *Do* and the question mark. Elicit the order of words in questions (*Do + subject + verb*), writing this below the question.
- Pupils look at the grammar box. They read the first question and identify the words in blue and the question mark.
- Pupils read the affirmative answer and identify the words in green. Then they read the negative answer and identify the words in red. Elicit how short answers are formed. Point out that the same short answers are used regardless of the verb used in the question.

## 2 Read and circle the answer for you.

- Pupils read and answer the questions individually.
- Divide the class into pairs. Pupils take turns reading and answering the questions.

**EXTRA ACTIVITY** Divide the class into small groups. Give each pupil two slips of paper (see Materials) and ask them to write two questions similar to those in activity 2. Pupils fold their papers and put them all in the middle of their group. They take turns taking a slip of paper, reading out the question and answering it for themselves.

## 3 Complete the questions.

- Point to and read out the first question. Don't focus on the answers at this point.
- Pupils complete the questions only and then compare them with a partner.
- More confident pupils come and write the full questions on the board for pupils to check their work.

### Answers

- a** Do / go      **c** Do / watch      **e** Do / go  
**b** Do / play      **d** Do / read

## 4 Listen and ✓ or ✗. Write the answers.

- Elicit the possible short answers for activity 3 and write them on the board (*Yes, I do. No, I don't*).
- Play Track 13. Pause after the first question and answer and point to the cross in the box. Play the rest of the track for pupils to tick or cross the boxes.
- Review the answers with the class and then give pupils time to write in the short answers.
- Play the track again, pausing for pupils to repeat the words.

### Track 13

**Girl:** *Hello, Bruno.*

**Boy:** *Hi.*

**Girl:** *What do you do at the weekend? Do you go to the park?*

**Boy:** *No, I don't.*

**Girl:** *Do you play football?*

**Boy:** *Yes, I do. I play with my sister.*

**Girl:** *Do you watch TV?*

**Boy:** *Yes, I do. I like films.*

**Girl:** *Do you read books?*

**Boy:** *No, I don't.*

### Track 13

**Girl:** *Do you go to the shops?*

**Boy:** *Yes, I do. I go with my family.*

### Answers

- a** ✗ No, I don't.      **d** ✗ No, I don't.  
**b** ✓ Yes, I do.      **e** ✓ Yes, I do.  
**c** ✓ Yes, I do.

## 5 Write questions. Ask two friends and ✓ or ✗.

This activity promotes social and emotional development as pupils have to listen carefully to their friends' answers to complete the table.

- Read out the first question and point to the icon. Pupils look at the remaining icons and write the questions.
- Pupils walk around and ask the questions to two friends. They tick or cross the boxes according to their friends' answers.
- Pupils report some of their information to the class.

**EXTENSION** Ask pupils to make a top five list of their favourite hobbies or activities from this unit. Pupils walk around the classroom and read out their lists to see if anyone has the same order of activities as they do.



### Colour the medal.

- Praise pupils for their work and tell them that they have now finished the unit and earned a gold medal. They colour the medal with a yellow/gold pencil.

### Units 1 and 2 Review answers

- 1** There are some restaurants.  
 Are there any mountains?  
 There aren't any lakes.  
 There aren't any farms.  
 There are some shops.  
 Are there any museums?

- 2** **a** do  
**b** don't play  
**c** play  
**d** don't do  
**e** don't listen  
**f** don't play

# Review 1

## Lesson objectives

To review and consolidate target language from Units 1 and 2

**Writing development:** To review use of capital letters, full stops and question marks

**Exam practice:** Cambridge English: Starters, Reading and Writing paper, Part 4

**Language review:** *There are some (shops). There aren't any (restaurants).*

*At the weekend, I (play football).*

**Vocabulary review:** *village, shop, restaurant, mountains, lake, near; go to the park, do gymnastics, play football*

- Point to the lines below the letter and draw pupils' attention to the two words that have already been written with the correct punctuation.
- Pupils rewrite the letter using the correct punctuation. Divide the class into pairs to compare their answers.
- Write the correct version on the board for pupils to check their work.

## Answers

Dear Emily,  
My name's Sally. I'm eight. I'm from Australia.  
There are kangaroos in Australia. Do you like kangaroos?  
Sally

## Lesson 1

**Writing goal** Pupil's Book, page 16

### 1 Circle the capital letters.

- Write a capital *A* and a small *a* on the board. Pupils identify the difference.
- Point to the email from Diego and draw pupils' attention to the circled letters. Elicit that they are capital letters.
- Pupils circle the capital letters in the text.
- Copy the text on the board. Invite volunteers to circle the capital letters on the board for pupils to check their answers.
- Elicit when we use capital letters. Pupils deduce the information by looking at the circled letters in the text. Write their ideas on the board.
- Read the text in the box to confirm.

### 2 Read and match.

- Pupils look at the text in activity 1 and find a full stop and a question mark. Elicit where we use them (at the end of a sentence or a question).
- Pupils read and match the information. Invite volunteers to read the complete sentences.

## Answers

- a** at the end of a sentence.
- b** at the end of a question.

### 3 Read and correct.

- Pupils look at the photo and describe the girl. Explain that her name is Sally and she is writing to a friend, Emily.

## Lesson 2

**Exam goal** Pupil's Book, page 17

### 4 Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity practises Part 4 of the Reading and Writing paper from Cambridge English: Starters.

- Name the vocabulary items in random order. Pupils point to the pictures you name. Ask questions to check understanding: *What can you buy in shops? What books do you read?*
- Point to the text. Explain that pupils have to complete the text using the words from the box below. Point out that two of the words won't be used.
- Point to the sample answer and show them that the word is crossed out in the box below.
- Pupils complete the text individually.
- Read out the text, pausing at the gaps for pupils to call out the missing words.

## Answers

- |               |            |         |
|---------------|------------|---------|
| 1 restaurants | 3 park     | 5 books |
| 2 mountains   | 4 football |         |

### What do you think? Colour a shield.



This activity encourages pupils to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Encourage pupils to choose a shield to colour according to how much they liked Units 1 and 2, and how well they think they did. Allow pupils to colour two shields if they think they did better in one unit than the other.