

Unit objectives

To talk about everyday activities compared with things happening now; to talk about what you are good at

Target language: *We play football on Tuesdays. They're playing football now.*

I'm good at maths. I'm not good at swimming.

Grammar: present simple and present continuous; (*not*) *good at* + noun / *-ing* form

Key vocabulary: *dancing, gymnastics, ice hockey, ice skating, rugby, running, tennis, volleyball*

Lesson 1

Grammar start Pupil's Book, pages 10–11

Warm up

- Review the days of the week. A volunteer writes them on the board in order. Review adverbs of frequency, writing them on the board as pupils say them. Pupils make sentences: *I never go to school on Sunday. We usually have maths on Tuesday.* More confident pupils could say: *We have maths five times a week.*

1



Listen, say and point.

- Pupils look at the pictures. Elicit the topic (*sport*) and any related vocabulary pupils already know in English.
- Play Track 6. Pause after each word. Pupils repeat the word and point to the corresponding picture.



Track 6

dancing, gymnastics, ice hockey, ice skating, rugby, running, tennis, volleyball

- Elicit which activities use a ball (*tennis, volleyball and rugby*). Pupils point to the pictures and say the words.
- Play Track 7. Pupils listen and point to the corresponding picture.



Track 7

ice skating, tennis, gymnastics, dancing, rugby, running, volleyball, ice hockey

EXTRA ACTIVITY Pupils say which sports they do, and which sports they like to watch.

2



Read and listen. What are the children playing?



This activity supports pupils' social and emotional development as it gives them an awareness of geographical and cultural differences around the world.

- Pupils look at the first picture. Elicit the country and whether that country is hot or cold (*Canada, cold*). Pupils look at the second picture. Ask: *Are they playing in a hot or cold country? (hot)*. Elicit or explain that Queensland is in Australia. Pupils point to and name items of clothing they know in English.
- Play Track 8. Pupils listen and follow in their books. Elicit which words they hear from the vocabulary panel (*ice hockey, rugby*).
- Play the track again. Pause after each sentence for pupils to repeat.
- Ask: *How often do the Canadian kids play ice hockey? (twice a week) What are the Australian kids wearing? (shorts and T-shirts).*



Track 8

Boy: *Look! They're playing ice hockey! They play twice a week.*

Girl 1: *They're playing rugby. They're wearing shorts and T-shirts.*

Girl 2: *We never wear shorts. We wear coats and jumpers every day!*

3 Read and write present simple or present continuous.

- Write on the board: *every day – present simple; now – present continuous.*
- Read out the first explanation. Elicit what tense completes the sentence (*present simple*).
- Read out the first present simple sentence, drawing attention to the form of the verb: *play*. Read the second sentence, pointing out the use of *don't* (with *they*) and the infinitive form of the verb: *play*.
- Point to the time phrases (*on Tuesdays and every day*) and elicit that we use the present simple to describe habits and routines.
- Read out the second explanation. Elicit what tense completes the sentence (*present continuous*).
- Read out the first present continuous sentence, drawing attention to the use of the verb *be* with the *-ing* form: *they're playing*. Remind pupils how the verb *be* is made negative: *aren't*, but the *-ing* form doesn't change. Point to the word *now* and elicit that we use the present continuous for actions happening at this moment.

- Use the pictures in the vocabulary panel for additional practice. Pupils say: *She's dancing now. She isn't running now.*

Answers

present simple, present continuous

The differentiation of present simple and present continuous may be difficult for pupils whose L1 only has one present tense. Reinforce the use of adverbs as clues to which tense to use. Be sure to reinforce the use of the auxiliary *be* in the present continuous and give plenty of practice.



4 Look at the school programme. Tick (✓) the true sentences.

- Point to the pictures. Pupils say the sports.
- Point to the sentence below the pictures. Ask: *What day is it? (Monday) What time is it? (4.30 in the afternoon).*
- Read out the first sentence. Elicit the time phrase (*on Tuesdays*), what tense is used (*present simple*), and why (it's a routine). Point to Tuesday and the ice hockey picture. Elicit why the box has been ticked (ice hockey is scheduled for Tuesday so the sentence is correct).
- Read the second sentence and elicit the time phrase (*at the moment*), the tense (*present continuous*), and why (the action is happening right now). Pupils find the ice skating picture. Refer them to the current day and time. Elicit the answer. They tick the box.
- Pupils work in pairs to complete the activity.
- Check the answers. On the board write *a–f* with a box beside each. Volunteers come up and tick the true sentences.

Answers

Tick boxes *a, b, d, f*.

EXTENSION Pupils correct the false statements, *c* and *e* (*c They play football on Wednesdays. / They don't play football on Fridays. e They play volleyball on Fridays.*). Pay careful attention to the use of the present simple and time expressions.

Lesson 2

Grammar practice Pupil's Book, pages 12–13

Warm up

- Mime one of the activities from the vocabulary panel on page 10 for pupils to guess. Invite pupils to mime the activities for the class to guess.

1 Circle the expressions we use with the present simple. Underline the ones we use with the present continuous.

- Read the first two answers and check pupils understand the reasons: *on Saturdays* is used with routines and the present simple; *at the moment* is used for something happening at this moment and with the present continuous.
- Pupils work individually to complete the activity.
- Write the phrases on the board and invite volunteers to come up and circle or underline the correct answers.

Answers

a, b, e, f, g, h are circled; *c, d, i* are underlined

2 Read the email and circle the correct word.

- Point to the picture and elicit ideas about who the girl is and which country she might be from.
- Pupils read the text quickly to find out her name (*Jessica*), and where she is from (*Queensland, Australia*).
- Read out the first sentence and elicit why the answer is *I'm writing* (she's doing it at the moment).
- Pupils work individually to complete the activity.
- Check answers by inviting volunteers to read the email one sentence at a time.

Answers

a 'm writing	e do	i is helping
b go	f don't play	j isn't working
c do	g 're having	k like
d play	h 're writing	l are you doing

MIXED ABILITY If pupils need more support, go through the activity orally first, eliciting whether the activity is a routine or happening at the moment.

3 Read the email again. Answer the questions.

- Ask the class the first question. Elicit both possible answers: *She's having an English class. She's writing an email.*
- Pupils work individually to complete the activity.
- Divide the class into pairs and ask pupils to compare their answers with their partner's. Invite volunteers to read out the sentences.

Answers

- a She's having an English class. She's writing an email.
- b She's helping them/the pupils.
- c They do sport twice a week. They play rugby on Tuesdays. They do gymnastics on Fridays. They don't play football.

EXTRA ACTIVITY Pupils make statements about themselves using the expressions in activity 1: *I play football on Saturdays. I'm studying English at the moment.*



Praise pupils for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

4 Write the correct form of the verb.

- Pupils look at the picture. Elicit where the people are and what they are doing (*they're having a summer party/barbecue at Queensland College*), and what they think the weather is like.
- Read the first sentence. Draw pupils' attention to *usually* contrasted with *today*. Elicit the tense needed in each case (*present simple with usually, present continuous with today*).
- Pupils work individually to complete the activity.
- Invite volunteers to read sentences to the class.

Answers

- | | |
|----------------------|------------------------|
| a wear / 're wearing | d drink / 're drinking |
| b have / 're having | e make / 're making |
| c 're eating / eat | f 're sitting / sit |

5 Imagine you're having a school party. Complete the sentences.

- Brainstorm ideas for a school party on the board: type of party, food, drink, music...
- Pupils choose their favourite ideas and complete the activity.
- Divide the class into pairs and ask pupils to compare their answers with their partner's. Then invite volunteers to read out their party description to the class.

EXTENSION Refer pupils to the school programme on page 11. Pupils create their own programme. They write sentences about what they usually do and then choose a day and a time to write sentences in the present continuous: *I usually play volleyball on Tuesdays. I'm not playing volleyball at the moment.*



Praise pupils for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Pupil's Book, pages 14–15

Warm up

- Brainstorm what the pupils know about the Olympics®. Pupils call out Olympic® sports they have watched or know about. If appropriate, elicit which sports their country usually wins medals in.

1 Read and listen. What are the girls good at?

- Point to the picture. Elicit what the girls are doing. Pupils guess where they are from.
- Play Track 9. Pupils listen and follow in their books.
- Elicit which sports they are good at in Brazil (*volleyball*) and in Russia (*volleyball and ice skating*).
- Divide the class into two groups. Play the track again, pausing after each sentence. Group 1 repeats after Fabiana and group 2 repeats after Dariya.
- Ask questions about the text: *Who's good at football? Who's good at gymnastics? What are they not good at in Brazil?*

Track 9

- F:** *We're good at volleyball in Brazil.*
- D:** *We're good at volleyball, too – the Russian men are gold medalists! And we're good at ice skating – we always win medals.*
- F:** *We aren't good at ice skating – it's too hot here! I'm good at scoring goals in football – what about you?*
- D:** *I'm not good at football, but I'm good at gymnastics!*

Grammar box

- Read out the explanation. Then read out the examples. Draw pupils' attention to the two word forms that can follow *be good at*: a noun or the *-ing* form of the verb.
- Pupils find the examples in the text and write them in two lists (noun: *good at volleyball, football, gymnastics*; *-ing* form: *good at ice skating, scoring goals*).
- Draw pupils' attention to the verb *be* and that it is used to make the idea affirmative or negative.

- Pupils make the affirmative statements in the text negative and the negative ones affirmative: *We aren't good at volleyball.*

2 Complete the sentences for you. Use these words or your own ideas.

- Say something that you are good at: *I'm good at singing.*
- Elicit ideas for the first sentence.
- Pupils complete the activity.
- Invite volunteers to read sentences to the class. Pupils who are good at the same things can raise their hand.

MIXED ABILITY If pupils need more support, do the activity orally first with the given words. More confident pupils can use their own ideas.

3 Listen and complete the sentences with (not) good at and the words in the box.

- Point to the first sentence and invite a volunteer to read it out. Play Track 10 and pause after the first sentence. Elicit why that is the correct answer (the girl answers all of her Maths questions correctly).
- Play the rest of Track 10. Pause after each section to give pupils time to write the answers.
- Play the track again. Remind pupils to check whether the sentence is affirmative or negative, and whether a noun or an *-ing* form is used.
- Volunteers read sentences for the class to check.

Track 10

- a** Teacher: 3 x 9 Girl: 27
Teacher: 8 x 8 Girl: 64
Teacher: *Excellent!* 33 + 27 Girl: 60
Teacher: *Well done!*
- b** Starter: *On your marks, get set ...*
Commentator: *Bolt is looking good, but Blake is very fast. It's Bolt and Blake, Bolt and Blake ... Bolt is the winner – what a race ...*
- c** Boy: *This is really difficult ... woah ... oh no! Ouch!*
- d** *(sound of a children's choir singing beautifully)*
- e** *Wow, look at her. She's so fast ... brilliant.*
- f** *(sounds of a tennis ball being hit into the net)*

Answers

- a** She's good at maths.
b They're good at running.
c He isn't good at ice skating.
d They're good at singing.
e She's good at skiing.
f He isn't good at tennis.

MIXED ABILITY If pupils need more support, pause after each section to check what activity they are doing. You could also ask: *Good or not good?*

4 Complete the email. Use your own ideas.

This activity promotes lifelong learning as it gives pupils the opportunity to think about things they are good at and things they can improve on.

- Point to the picture. Elicit what the girl is doing (*she's skiing*) and if pupils think she's good at it. Elicit what pupils themselves are good at. Brainstorm ideas and write some of them on the board.
- Pupils look at the email. Explain that they should write a reply to Jessica about themselves, their school and things they are good at. They can model some sentences on Jessica's email on page 12.
- Pupils complete the email.
- Divide the class into pairs and ask pupils to compare their answers with their partner's. Then invite volunteers to read their emails to the class.

EXTENSION Pupils make a short brochure about their school on a folded sheet of paper. They should include the school name and address, what they are good at, the days they study and some details of subjects: *We're good at English. We study English three times a week.* Brainstorm ideas first.



Praise pupils for their work and tell them that they have now finished the unit and earned a gold medal.

Units 1 and 2 Review answers

- 1** **a** Tyler plays football once a week.
b Tyler never goes to the shopping centre with mum.
c He always has breakfast with mum and dad.
d He hardly ever combs his hair.
e He plays computer games five times a week.
f He usually catches the bus home.
g He does his homework twice a week.
- 2** **a** wear **d** love **g** don't go
b do **e** 'm **h** have
c 'm playing **f** 'm finishing **i** play

Review 1

Lesson objectives

To review and consolidate target language from Units 1 and 2

Writing development: To recognise and use capital letters

Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 3

Language review: *We never have classes on Sundays.*

We study maths four times a week.

I'm good at science. I'm not good at sport.

Lesson 1

Writing goal Pupil's Book, page 16

1 Circle the capital letters. What kinds of words have capitals?

This activity and the next encourage social skills as pupils realise that the 'weekend' is not on the same day(s) in every country.

- Remind pupils of the term *capital letters*. Elicit words in English that always have capitals.
- Point to the *J* of *Jill* and ask: *Why is this a capital letter? (Jill is a person's name.)*
- Read the first sentence of the email, eliciting the capital letters, and the reason (*Egypt* – name of a country; *September* – name of a month).
- Pupils work individually to complete the activity.
- Volunteers write the words on the board they have capitalised. Check correct formation of the letters.

Answers

Jill, Egypt, September, Sunday, Thursday, UK, Spanish, Arabic, Sundays, Khadija

a names **c** months **e** languages
b countries **d** days

2 Find and circle 10 more mistakes with capital letters.

- Draw pupils' attention to the two circled letters. Elicit why they are wrong (*Khadija* is a name so it needs a capital; *summer* is a season so it doesn't).
- Pupils complete the activity. They use activity 1 as a reference.
- Divide the class into pairs to compare answers. Elicit why *science* and *sport* don't have capitals (they are subjects, not languages).

Answers

Khadija, summer, UK, July, August, Sundays, Saturday, Sunday, Spanish, Arabic, science, sport

3 Write an email about your school year. Write about...

- Brainstorm ideas on the board.
- Pupils write their emails, referring to activities 1 and 2. Give help where needed.
- Divide the class into pairs. They read each other's work, checking for mistakes.

Lesson 2

Exam goal Pupil's Book, page 17

4 Read the text and choose the best answer. Khadija is talking to her friend, Jill.

This activity practices Part 3 of the Reading and Writing paper from Cambridge English: Movers.

- Lead in with some simple questions: *What are you doing now? (We're having an English lesson.) What do you do on Sundays?*
- Draw pupils' attention to the picture. Elicit what is happening (Khadija and her friend, Jill, are chatting online). Explain that Khadija asks five questions, and pupils should select Jill's correct answer from a choice of three.
- Read the first question and answer.
- Pupils work individually to complete the activity.
- Invite volunteers to read their answers to the class.

Answers

1 b 2 c 3 a 4 c

How did you do? Circle an athlete.

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

- Point to the picture. Pupils reflect on how well they feel they did in each unit and circle the appropriate athlete. Allow pupils to circle two athletes if they think they did better in one unit than in the other.