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We're going to a concert

A1

Lesson Objectives

Cultural content: Going to a pop concert

Language: Present continuous for actions happening now, vocabulary for family members and common everyday activities

Skills: Listening comprehension, testing memory, sentence ordering

Remember! Print or photocopy the worksheets for your students.

SCREEN 1

10 mins

I'M CAMPING IN THE STREET!

Overview: This lesson consolidates and revises key grammar points relating to the present continuous. The activities focus on the use of the present continuous for events happening at the time they are being described, e.g. *I am eating. Sophie isn't feeling well.* The lesson also covers affirmative and negative forms and the spelling of present participles. Students respond to present continuous questions but are not required to produce them.

- Before you reveal Screen 1, ask: *Which pop stars and bands do you like? Do you go to pop concerts?*
- Look at Screen 1. Use the image to pre-teach these items of vocabulary: *to camp (v)* – to sleep the night in a tent (see image), *pavement (n)* – the place where people walk next to a road, *sandwich (n)* – for example, cheese or ham inside two pieces of bread, *to play cards (v + n)* – a game with 52 cards (see image), *to win (v)* – to be best in a game.
- Read through the three questions on the whiteboard. Explain to students: *You are going to hear a telephone conversation. One of the people speaking is Elsa.* Tell students that they don't need to understand every word they hear.
- Play Audio 1. Students listen and answer the three questions as a class. Click to reveal the correct answers.
Answers: 1 – Friday, 2 – Her grandma, 3 – No. He's watching TV.

TRANSCRIPT Audio 1

It's Friday night. Elsa and her friends are waiting to buy tickets for their favourite band. They're camping in the street outside the ticket office. They can buy tickets at 9 o'clock on Saturday morning. Elsa is talking to her grandma on the phone.

Elsa: Grandma, guess what I'm doing!

Grandma: Are you watching TV?

Elsa: No. I'm in the street with Mum and my friends. We're camping on the pavement.

Grandma: Why?!

Elsa: We're waiting to buy tickets to a pop concert. It's my favourite band. We can buy tickets tomorrow morning at 9 o'clock.

Grandma: Well, it's a nice warm evening. What are you all doing?

Elsa: I'm drinking hot chocolate and talking to you, obviously! Mum's reading a book. My friend Sophie is doing her homework. My friends Harry and Luke are eating their sandwiches.

Grandma: What's your dad doing?

Elsa: He's not here. He's watching football on TV at home. What are you and Grandpa doing?

Grandma: We're playing cards. I'm winning!

Elsa: Go Grandma!

SCREEN 2

5 mins

WHAT ARE THEY DOING?

- This activity focuses on the third person affirmative form of the present continuous. Play Audio 1 again. Students complete the matching activity on their worksheet.
- Check the answers on the whiteboard with the class.
Answers: 1 – Elsa is talking on the phone. 2 – Elsa's mum is reading a book. 3 – Harry and Luke are eating sandwiches. 4 – Grandma and Grandpa are playing cards. 5 – Sophie is doing her homework. 6 – Elsa's dad is watching football on TV.
- Say: *Elsa's grandma is playing cards. Think about your family. What is your grandma / father / brother doing now?* Elicit some responses from students.

SCREEN 3

5 mins

PRESENT CONTINUOUS: FORM

- Play Video 1, which presents the present continuous affirmative forms in all persons with six common verbs. Use the control bar to pause / play.
- Close the video. Students look at the three images on the whiteboard. Explain that the boy with the apple represents "I" in the task. Complete the sequencing activity with the class.
- Mime each of the three activities. After each mime, ask: *What am I doing?* Students call out: *You are eating / reading / sleeping.* Say: *When I clap my hands, each mime one of the three activities.* While they are miming, ask:

What is Paolo / Maria doing? Students answer: *He / She is ...*
Clap your hands again. Ask: *What are Marcus and Angela doing?* Students answer: *They're ...*

Answers: 1 – I am eating. 2 – My friends are reading. 3 – The cat is sleeping.

TRANSCRIPT Video 1

Hi. I'm Grammar Girl. I love grammar. Grammar is great! So – how does the present continuous work? Let's find out. We need a subject. It could be: I, you, she, my friend, my cat, we, they, my friends and so on. Let's choose I. Now we need the auxiliary verb to be. It can be am, are or is. Which one goes with I? OK. Now we need the main verb. What is happening? We use the –ing form of the verb: reading, drinking, eating, singing, talking, sleeping. Let's choose singing. I am singing. La la la ...

SCREEN 4

3 mins

PRESENT CONTINUOUS: SPELLING

- This screen revises spelling of present participle forms of common verbs. Play Video 2. Use the control bar to pause / play.
- Close the video. Get the class to spell out the three different forms of the verbs on the whiteboard. Check the answers.

Answers: 1 – thinking, 2 – writing, 3 – sitting

TRANSCRIPT Video 2

Hi. So – what's happening to the main verb? Let's have a look. We're adding –ing to the infinitive form. There are some things to remember! Many verbs end with: a vowel, then consonant, then –e. We take away the final –e and add –ing. Smiling! Some verbs have one syllable and end in a consonant. We double the last letter. And then add –ing. Stopping!

SCREENS 5–6

7 mins

AT THE CONCERT

- These screens revise present continuous negatives in context. Show screen 5. Ask: *Where are they?* Ask: *Is Elsa dancing?* and play Audio 2. Check the answer: *No, she isn't dancing.*
- Show screen 6. Read through the True / False options with the class. Check through the meanings of the verbs in the sentences: *watch, film, enjoy, feel well, sing.*
- Play Audio 2 again. Students select the True / False options in their worksheet activity. Check the answers on screen.
Answers: 1 – True, 2 – False (She is filming the band.), 3 – False (They aren't enjoying the music.), 4 – True, 5 – True
- Use the toolbar to draw two empty boxes on the whiteboard labelled: *Enjoying the concert* and *Not enjoying the concert.* Ask: *Is Elsa enjoying the concert?* Write Elsa's name in the correct box (*Enjoying the concert*). Continue with all five characters.

TRANSCRIPT Audio 2

Elsa, her friends and her mum are watching the band at the concert. Elsa isn't dancing, but she's enjoying the concert. She's filming the band. Henry and Luke aren't enjoying the concert. The band aren't playing their favourite songs. Sophie isn't feeling well. Elsa's mum is dancing. She's having a great time!

SCREEN 7

5 mins

PRESENT CONTINUOUS: NEGATIVES

- Play Video 3. Use the control bar to pause / play.
- Close the video and do the sequencing activity with the class.
Answers: 1 – Sophie isn't feeling well. 2 – The band aren't playing their best songs.

TRANSCRIPT Video 3

Hello again. Let's look at a sentence: Elsa is dancing. How do we make a negative sentence? We add not or –n't to the verb to be – Elsa isn't dancing. Let's make another sentence – They are enjoying the concert. Let's make it negative – They aren't enjoying the concert.

SCREEN 8

10 mins

MEMORY GAME

- Select Picture A on the whiteboard. Click the start button. The picture will be revealed and the timer will start automatically. Team A look at the image and try to memorise what the six characters are doing. The picture disappears.
- Someone from Team A comes to the board. Team A has two minutes to write the six activities. They score one point for each correct activity. If Team A can't remember all the activities, Team B has 1 minute to supply any missing activities (1 point per activity).
- Repeat with Picture B for Team B.
- Students can now turn over their worksheets to check the answers and add up the scores. The team with the most points wins.
Answers: Picture A – Grandma is sleeping. Mum is eating. Dad is fishing. Jack is climbing a tree. Kate is listening to music. The baby is crying. **Picture B** – Grandma is eating. Mum is buying shoes. Dad is carrying the shopping. Jack is playing a video game. Kate is talking to her friends. The baby is drinking.

EARLY FINISHER / HOMEWORK

Students choose one of the pictures from Screen 7 and write present continuous sentences describing what everyone is doing.

Best and worst

A1

Lesson Objectives

Cultural content: Facts about Scotland and New Zealand; general knowledge; the solar system

Language: Form and function of comparative and superlative adjectives, vocabulary relating to facts about countries and for the planets of the solar system

Skills: Listening comprehension, carrying out and creating quizzes

Remember! Print or photocopy the worksheets for your students.

SCREEN 1



10 mins

SCOTLAND VS NEW ZEALAND

Overview: This lesson consolidates and revises key grammar points relating to comparative and superlative adjectives. The activities focus on the form of regular comparatives and superlative adjectives, e.g. *Ben Nevis is higher than Mount Cook*; *more than / the most* and *less than / the least*, e.g. *Bikes are less noisy than cars*; Common irregular forms, e.g. *The worst thing about Scotland is the rain*.

- Students work in pairs. They have 30 seconds to write down three things related to Scotland. Compare ideas across the class. Repeat with New Zealand.
- Check the meaning of these vocabulary items: ask students to name *a mountain (n)*, *a lake (n)* and *a river (n)* in their country. Check the meaning of *location (n)* – a place.
- Look at Screen 1 and explain to the students that they are going to hear two children talking about their countries, Scotland and New Zealand. Hand out the worksheets and look through the sentences if you wish. Play Audio 1. Students listen and choose the correct options to complete the sentences.
- Play Audio 1 again. With the class, select the answers from the drop-down options. Click the Answers button.
Answers: 1 – higher, 2 – shorter, 3 – best, 4 – most exciting, 5 – worst, rain, 6 – worst, location
- Go through the images on screen used to represent each country. Did students suggest any of these in at the beginning of the class? Scotland: flag (called the 'saltire'), thistle, bagpipes; New Zealand: flag, kiwi, bungee jumping.

TRANSCRIPT Audio 1

- DJ:** I've got two teenagers in the studio today – Ewan from Scotland and Rebecca from New Zealand. Ewan, tell us about Scotland.
- Ewan:** Scotland is awesome. We have beautiful mountains. Our highest mountain is called Ben Nevis and it's over 1,000 metres high.
- DJ:** Rebecca, do you have high mountains in New Zealand?
- Rebecca:** Yeah, we do. Our highest mountain is Mount Cook – that's over 3,000 metres high.
- Ewan:** We have hundreds of lakes – called lochs – and rivers too. Our longest river is the River Tay, which is nearly 200 kilometres long.
- Rebecca:** I think our longest river is the Waikato river – it's about 450 kilometres long.
- DJ:** So, Ewan, what's your favourite thing about Scotland?
- Ewan:** We have the world's best New Year's Eve party in Edinburgh. It's called Hogmanay!
- DJ:** That sounds fun. And Rebecca – What's the best thing about New Zealand?
- Rebecca:** Sport! We have the most exciting sports in the world – like bungee jumping!
- DJ:** Ewan, what's your least favourite thing about Scotland?
- Ewan:** The worst thing is the rain – it rains too much!
- DJ:** Rebecca, what's your least favourite thing about New Zealand?
- Rebecca:** The worst thing is the location. It's too far away from the rest of the world.

SCREEN 2



6 mins

COMPARATIVE AND SUPERLATIVE ADJECTIVES

- Play Video 1, which presents how to form comparative and superlative adjectives. Use the control bar to pause / play.

- Close the video and ask students to look at their worksheet and complete the adjectives in the first five rows only. Go through with the class on the whiteboard and check the answers.

Answers: horrible – more horrible, most horrible; angry – angrier, angriest; warm – warmer, warmest; long – longer, longest; thin – thinner, thinnest

TRANSCRIPT Video 1

Hi. I'm Grammar Girl. I love grammar. Yes, I LOVE grammar. So – what are comparative adjectives? Comparative adjectives compare two things – Mars is smaller than Earth. Earth is bigger than Mars. Comparative adjectives end in -er. For example: faster, higher, stronger. Superlative adjectives choose one thing from a group – so... Jupiter is the biggest planet in our solar system. Superlative adjectives end in -est. For example: fastest, highest, strongest. When the adjective is long and has three or more syllables, for example, dangerous – DAN-GER-OUS, we use more or the most – Sharks are more dangerous than whales. The most dangerous ants are called fire ants. For words with two syllables you can sometimes use either. You can say cleverer or more clever. With others you have to use more or most: more boring, the most boring. Many adjectives with two syllables end in a -y. For these we take away the y and add -ier or -iest: happier, happiest.

SCREENS 3-5



12 mins

QUICK QUIZ

- Students look at the Quick quiz on their worksheets. They work in pairs and decide if each sentence is true or false.
- Each pair exchanges their answers with another pair. They mark each other's answers. Go through the questions on Screens 3, 4 and 5. Click the numbers to reveal the questions each time. Students say True or False. If they say False, they also give the correct answer. Show the answers and see which pair got the most answers correct out of nine.
Answers: 1 – False! The Empire State Building is taller than the Shard. 2 – False! Montreal is wetter than Beijing. 3 – True! 4 – True! 5 – False! Humans can run faster than crocodiles. 6 – True! 7 – False! Cricket is older than basketball. 8 – True! 9 – True!

SCREEN 6



5 mins

LESS THAN AND IRREGULAR ADJECTIVES

- Play Video 2, which presents *less than* + comparative adjective and *the least* + superlative adjective, and common irregular forms. Use the control bar to pause / play.
- Close the video and ask students to complete rows 6-8 on their grid of adjectives on their worksheet using the correct comparative and superlative forms of the three adjectives. Go through on the whiteboard with the class.

Answers: good – better, best; bad – worse, worst; far – further, furthest

TRANSCRIPT Video 2

Hello again! How are you? Now you know how to compare things like this: *Cars are noisier than bikes. But we can also use 'less' to say the same thing, like this: Bikes are less noisy than cars. We use 'less' in this way for all adjectives – long or short. For superlatives we use 'the least'. So: Maths is my least favourite subject. One more thing to say! There are some irregular adjectives – do you know them?*

SCREENS 7-9



12 mins

THE SOLAR SYSTEM

- Ask: Who can name the nine planets in our solar system? Elicit: *Mercury* (closest to the sun), *Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto* (furthest from the sun). Some people say Pluto is not a planet, but a "dwarf planet", and that there are in fact eight planets in our solar system.
- Students look at the worksheet and write the eight sentences, focusing on getting the comparative and superlative forms correct.
- Reveal Screen 7. Click on the first question. Ask students to provide the correct full sentence. Click on the answer.
- Continue on Screens 8 and 9.
Answers: 1 – Earth is smaller than Jupiter. 2 – Earth is closer to the sun than Neptune. 3 – Venus is hotter than Earth. 4 – Saturn is the least heavy planet. 5 – Neptune is the bluest planet. 6 – Uranus is further from the sun than Mars. 7 – Neptune is the windiest planet. 8 – Mercury is the most difficult planet to see.

EARLY FINISHER / HOMEWORK

Give students these categories: cities, computer games, football teams, pop stars, animals, countries, gadgets (mobile phones, tablets, etc.)

Students choose three categories and write two sentences for each category – one sentence compares two things and the other compares more than two things.

Example: category – pop stars

Sentence 1 (comparative) *Lady Gaga wears more interesting clothes than Adele.*

Sentence 2 (superlative) *One Direction are the best boy band in the world!*