

1 Free time

Unit Overview

Unit Objective

- I can talk about free-time activities

Language

Target Vocabulary	Free-time activities: cooking, playing the guitar, chatting online, playing video games, skateboarding, watching TV, skiing, skipping, painting, playing hockey, reading magazines, watching movies, surfing the Internet, walking the dog, riding a scooter
Target Structures	What do you/they like doing? I/We/They like skiing. What does he/she like doing? He/She likes skiing. I/We/They don't like skiing. He/She doesn't like skiing. Do you/they like skipping? Yes, I/they do. / No, I/they don't. Does he/she like skipping? Yes, he/she does. / No, he/she doesn't.
Features	Values: Set goals. Cross-curricular: Social science: Places to live Phonics: <i>ou, ow</i> (cloud, snow)

Skills

Reading	<ul style="list-style-type: none"> • Can understand a simple story • Can understand details of a story • Can understand a text about what other children like and don't like doing 	
Writing	<ul style="list-style-type: none"> • Can complete simple sentences about what people like/don't like doing in their free time • Can design an unusual house 	<ul style="list-style-type: none"> • Can write questions and answers about what people like/don't like doing (<i>Workbook</i>) • Can complete sentences about my goals (<i>Workbook</i>)
Listening	<ul style="list-style-type: none"> • Can identify free-time activities 	
Speaking	<ul style="list-style-type: none"> • Can ask and answer about what people like doing in their free time • Can role-play a story 	<ul style="list-style-type: none"> • Can talk about setting goals • Can pronounce the sounds <i>ou</i> and <i>ow</i>

Lesson 1 SB page 12 or Poptropica English World

Learning Objective

Can identify free-time activities

Target Language

cooking, playing the guitar, chatting online, playing video games, skateboarding, watching TV, skiing

Additional Language

I've got it!

1 What do you know?

- Open books and ask students to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning words for free-time activities.*
- Close books. Ask students what English words they know for free-time activities, e.g., *play soccer, swim.* Write on board.
- Introduce students to the learning adventure poster. See pages 9–10 of the Introduction for how to use this with your class.
- Ask students to indicate where they are on the poster and say, *Great! You are already moving along your learning adventure!*

2 Listen and find.

- Ask students to open their books. Point at the main characters and ask, *Who are they?* (*Oliver, Uncle James, Sophie, Finley Keen, the movie director, Coco*)
- Play the audio. Students point at the activities as they listen. Play the audio again, then ask some comprehension questions: *Does Oliver like chatting online?* (*Yes, he does.*), etc.

Movie director: I'm making a movie. Do you like skateboarding?

Oliver: Mmmm, it's OK... I like chatting online.

Movie director: Does Finley Keen like skateboarding?

Oliver: No, he doesn't. He likes watching TV.

Movie director: Does the girl with skis like skateboarding?

Sophie: No, she doesn't. She likes skiing.

Uncle James: And I like playing video games.

Sophie and Phil O'Fax: And we like cooking.

Movie director: I've got it! Coco likes skateboarding!



3 Listen and write T = True or F = False.

- Play the audio. Students look and listen.

- | | |
|----------------------------------|---------------------------------|
| 1 He likes skiing. | 2 She likes cooking. |
| 3 They like chatting online. | 4 She likes playing the guitar. |
| 5 They like cooking. | 6 He likes skateboarding. |
| 7 She likes playing video games. | |

- Play the audio again, for students to write *T* or *F*.
- Check answers as a class.

4 Listen and say.

- Play the audio. Students point as they listen.
- Play the audio and have students repeat.

Point at the learning objective on the board. Ask students, *How many words do you know for free-time activities now?* Give students a minute to tell their partner as many free time words as they can.

- Ask students, *Where are you on your learning adventure?* Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: As students are leaving the class, have them mime and say a free-time activity.

Lesson 2 Can ask and answer about what people like doing in their free time. **13**

5 Listen and chant.

Finley Keen... he's so cool.
He likes playing soccer.
He likes going to the pool.
Does he like skiing and watching TV?
Yes, he does, just like me!
Does he like cooking? Does he like cleaning?
No, he doesn't.
And he doesn't like reading.

LOOK!

What do you/they like doing? I/We/They like skiing.
What does he/she like doing? He/She likes skiing.
I/We/They don't like skiing. He/She doesn't like skiing.

6 Listen and ✓ or X.

1 What does Oliver like doing?

a playing soccer	<input checked="" type="checkbox"/>	b cooking	<input type="checkbox"/>
c chatting online	<input checked="" type="checkbox"/>	d cleaning	<input type="checkbox"/>

2 What does Sophie like doing?

a skiing	<input checked="" type="checkbox"/>	b reading	<input checked="" type="checkbox"/>
c watching TV	<input checked="" type="checkbox"/>	d playing video games	<input type="checkbox"/>

7 Ask and answer.

What do you like doing? I like playing the guitar.

Lesson 2 SB page 13 or Poptropica English World

Learning Objective

Can ask and answer about what people like doing in their free time

Target Language

What do you/they like doing? I/We/They like skiing.

What does he/she like doing? He/She likes skiing.
I/We/They don't like skiing.

He/She doesn't like skiing.

Warm-up

- Display Picture Cards 6–12 to review free-time activities. Divide the class into two teams. Show a Picture Card. The first team to call out the correct word wins a point for their team.

Open books and ask students to look at the chant and Look! box at the top of the page. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer about free-time activities.*

5 Listen and chant.

- Tell students they will listen to a chant about what Finley Keen likes and doesn't like doing. Play the audio and have students listen first.
- Play the audio again, pausing after each line. Have students chant along and mime the actions. Tell them to smile when miming an activity that Finley Keen likes doing, and frown for activities he doesn't like.
- Play the chant again. Ask students to chant along. If students feel confident, use the karaoke version.
- Play the audio for the Look! box (track A:16) as reinforcement, and have students follow.

6 Listen and ✓ or X.

- Play the audio. Ask students to check activities the children like doing and put a cross for those they don't.

Sophie: What do you like doing, Oliver?
Oliver: I like chatting online and playing soccer, but I don't like cleaning.
Uncle James: Oliver, what does Sophie like doing?
Oliver: She likes watching TV. But she doesn't like playing video games.
Sophie: But I like skiing and reading.
Uncle James: Sophie, does Oliver like cooking?
Sophie: No, he doesn't, but he likes eating!

- Check answers as a class.

7 Ask and answer.

- Have students read the speech bubbles. Students work in pairs, asking and answering about what they and their partner like doing.

Pop Quiz: Make photocopies of Activity Sheet 1 (see page 155) and give one to each student. Have students check the activities they like, and put a cross next to activities they don't like. Students then take turns to go through the activities and say, *I like/don't like ...ing.*

- Direct students' attention to the toy horse card on page 12. Tell students to go online to the Poptropica English Island Adventure Game and find the item. Once students click on it, they are taken to a supplementary language task.

8 **Listen and number. Then say.**

VOCABULARY

a 2 skipping
 b 5 painting
 c 1 playing hockey
 d 3 reading magazines
 e 4 watching movies
 f 8 surfing the Internet
 g 6 walking the dog
 h 7 riding a scooter

9 **Listen and circle. Then sing.**

SONG

Do you like riding your (scooter / bike)?
 Yes, I do. I like riding my (scooter / bike).
 Do you like playing the (guitar / piano)?
 Yes, I do. Look! Look! I'm a pop star.

What do you, do you like doing?
 What do you, do you like doing?

Do you like playing (video games / soccer)?
 No, I don't. I like riding my (scooter / bike).

Does your brother like (painting / skateboarding)?
 Yes, he does. He likes (painting / skateboarding).

What does he, does he like doing?
 What does he, does he like doing?

14 Lesson 3 Can identify more free-time activities.

Lesson 3 SB page 14 or Poptropica English World

Learning Objectives

Can identify more free-time activities

Target Language

skipping, painting, playing hockey, reading magazines, watching movies, surfing the Internet, walking the dog, riding a scooter

Additional Language

pop star

Warm-up

- Play the chant from page 13 again (track A:14), and have students chant along. Encourage them to mime the actions as they chant.
- Open books and ask students to look at the pictures at the top of the page. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning more words for free-time activities.*
- Close books. Ask students what English words they know for free-time activities, e.g., *reading, playing, cooking, watching TV.* Write on board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

8 **Listen and number. Then say.**

- Present the new vocabulary with Picture Cards 13–20. Hold the Picture Cards up one by one and say the words. Have students repeat.
- Play the audio and have students listen and point at the words in their books.

- 1 playing hockey
- 2 skipping
- 3 reading magazines
- 4 watching movies
- 5 painting
- 6 walking the dog
- 7 riding a scooter
- 8 surfing the Internet

- Play the audio again. This time students number the pictures according to the audio.
- Play the audio one more time. Students repeat each item.
- Say, *I like reading magazines. How about you?* Ask individual students to answer: *I like/don't like reading magazines.* Have students talk about the pictures in pairs.

9 **Listen and circle. Then sing.**

- Ask students questions about the pictures: *What's he/she doing?* Prompt students to answer: *He's riding a bike. She's riding a scooter.*
- Play the song audio and have students listen.
- Play the audio again and students circle the correct word in each line. Have students check their answers in pairs.
- Invite students to sing the song. Play the audio again and ask students to do the actions as they sing. If students feel confident, use the karaoke version.



Pop Quiz: Each student asks two other students,

What do you like doing? The students answer with one activity that they like doing, and one that they don't. Students note down the answers and report back to the class, e.g., *Susana likes playing hockey. She doesn't like playing video games. James likes watching movies. He doesn't like reading magazines.*



LOOK!

Do you/they like skipping?	Yes, I/they do. No, I/they don't.
Does he/she like skipping?	Yes, he/she does. No, he/she doesn't.

10 Listen, read, and stick. Then ask and answer.

11 Write. Then ask and answer.

WRITING AND SPEAKING

Lesson 4 Can ask and answer about what people like doing in their free time. **15**

Lesson 4 SB page 15 or Poptropica English World

Learning Objective

Can ask and answer about what people like doing in their free time

Target Language

Do you/they like skipping?
Yes, I/they do. / No, I/they don't.
Does he/she like skipping?
Yes, he/she does. / No, he/she doesn't.

Warm-up

- Play the song from page 14 again (track A:19), and have students sing along in two groups (e.g. boys and girls). Encourage them to mime the actions as they sing.

Open books and ask students to look at the activities and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're asking and answering about free-time activities.*

10 Listen, read, and stick. Then ask and answer.


- Tell students that they will hear and read about what a boy, a girl, and a dog like doing. Write on the board: *I like skateboarding. I like surfing the Internet. I like skiing.* Ask which activity they think the boy, girl, and dog like doing. Play the audio and have students listen and follow to check their predictions.
- Direct students' attention to the stickers at the back of their Student Book. Tell them to find the correct sticker for each text and stick it in position on the page.
- Ask students to read each text again. Play the audio if you wish. Ask questions, e.g., *What does Timmy like doing? Does Anna like surfing the Internet? Does Charlie like cooking?*
- Pair students and have them read the questions and answers in the speech bubbles. Students then ask each other about Timmy, Anna, and Charlie.
- Play the audio for the Look! box (track A:21) as reinforcement, and have students follow.

11 Write. Then ask and answer.

- Ask students to work individually. Tell them to complete the sentences about themselves and their family.
- Ask individual students questions, using the speech bubbles on the page as a model, e.g., *Do you like (singing)? Does your (brother) like (skateboarding)?* Prompt them to answer, *Yes, I do. / No, I don't. or Yes (he) does. / No, (he) doesn't.* In pairs, students ask and answer their questions.

Pop Quiz: Ask students to write two sentences about what they like and don't like doing on a slip of paper, e.g., *I like reading magazines. I don't like skipping.* Collect the slips of paper, then hand them back out to students randomly. Have students ask each other questions, e.g., *Do you like (reading magazines)?*, etc., until they find the student whose answers match those on their slip. Set a time limit for them to do this.



12  Talk about the pictures. Then listen and read.

STORY



13  Role-play the story.

16 Lesson 5

Can understand a simple story / Can role-play a story

Lesson 5 SB page 16 or Poptropica English World

Learning Objectives

Can understand a simple story
Can role-play a story

Additional Language


skate park

Functional Language

Hmm, Try..., Wheee!, Yippee!, Come on!


Warm-up

- Have students look back at the opening scene of the Movie Island story on page 6. Ask questions, e.g., *Where are the children? (at a movie studio) Who likes Finley Keen? (Sophie)*

 Open books and ask students to look at the story. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're reading a story.*


12  Talk about the pictures. Then listen and read.


- Direct students' attention to the story and ask questions, e.g., *Who can you see in the pictures? (Oliver, Sophie, Uncle James, the movie director, Coco)* Have students make predictions about the story.
- Play the audio and have students listen and follow.
- Check students' understanding of the story by asking questions and pointing at the pictures. Ask, e.g., *What does Coco like doing? (skateboarding) What does Sophie like doing? (riding a scooter)*
- Make some sentences about the story, including some deliberate errors. Ask students to put their hands up each time they hear an error. Ask individual students to correct the errors, e.g., *The children are looking for Uncle James. (No, they're looking for Coco.),* etc.

 Write the following questions on the board: *What is more dangerous, riding a scooter or riding a bike? Why? (Riding a scooter is safer because you can ride on the pavement.) How can you stay safe when riding a bike/skateboarding? (Wear a helmet and elbow/knee pads.)* Tell students to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.

13 **Role-play the story.**


- You might like to ask students, *What makes a good role-play?* Write their ideas on the board and/or add these to a wall display for future role-play activities, e.g., *speak clearly, use actions.*
- See "How to use stories" on page 22 of the Introduction for more ideas on how to build your students' confidence with role-plays.
- Divide students into groups of four (Oliver, Sophie, the Movie Director, Coco). Give each group a set of cut-up Story Cards (see page 46), and have students place them in order, then read the story together.
- Encourage students to say the lines from memory using prompts. Invite each group to come and role-play the story.

 You may also wish to give students feedback on their role-plays.


 **Pop Quiz:** Close books. Read out a phrase from the story, e.g., *Try the skate park.* Students put their hands up if they know who said it. They give the answer and repeat the phrase, using the correct intonation. Repeat with other phrases from the story.

14 Circle.

- Coco likes (riding a scooter skateboarding).
- Sophie loves (climbing riding a scooter).
- Sophie and Oliver are (faster slower) than Coco.
- Coco can (jump ride a scooter).
- Coco likes (skiing climbing).

15  Check (✓) three goals. Then ask and answer.

VALUES
Set goals.



Lesson 6 Can understand details of a story / Can talk about setting goals 17

Lesson 6 SB page 17 or Poptropica English World

Learning Objectives


Can understand details of a story
Can talk about setting goals

Additional Language

I want to...be a good son/daughter/student, learn a sport/to play a musical instrument, make new friends, help people.

Value

Set goals.

 Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're reviewing a story and we're learning about setting goals.*

Warm-up


- Play the story audio again (track A:23), and review the story with students. Ask questions: *Where are the children? (at the movie studio then the skate park) Who are they looking for? (Coco) What does Coco like doing? (skateboarding) What does Coco do at the end of the story? (He jumps and he climbs.)*


14 Circle.

- Have students work in pairs. Ask them to read the sentences and to circle the correct word in each sentence.
- Check students' answers as a class. Ask, *What's number 1?* and ask a volunteer to read out the answer.

15 Check (✓) three goals. Then ask and answer.

- Read the value, *Set goals*. Direct students' attention to the pictures of the boy. Ask questions about each picture, e.g., *What's he doing?* Prompt the students to answer, e.g., *He's cleaning, helping an old lady, etc.* Have students read the caption below each picture.
- Ask students individually to check three goals they want to achieve. Then have them work in pairs.
- Encourage them to ask their friend what they want to do, using the speech bubbles as a model. Have students check the goals that their friend wants to achieve.
- Ask individual students to share their goals with the class. Prompt them to say, *I want to (learn a musical instrument).*

 Write the following questions on the board: *Why are goals important? (They give us something to aim for in life. They keep us motivated and we feel good when we achieve our goals.) Why is it important to be a good student? (If we are good students, we will get good grades. If we get good grades, we will have more opportunities in life.) What happens if we don't set any goals? (We would have no clear plan or direction, and we would just react to things rather than taking responsibility for our own future.)* Tell students to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.

 **Pop Quiz:** Students set some new goals for home and for school, e.g., *I want to learn a new language. I want to learn to cook.* Some of the goals can be false, and a partner has to guess which ones are true and which are false.

16 What do you know?

17 Listen and read. Then check (✓) and say.

SOCIAL SCIENCE

Special houses

This is Rosa. Look at her house. It's a boat. Rosa likes her boat. She doesn't like watching TV. She likes reading and playing the guitar. She also likes riding her bike but not on the boat!

This is Will. This is his house. It's a lighthouse! Will likes living in the lighthouse, but he doesn't like climbing the stairs. He likes playing video games and watching TV. He likes cooking, too.

	Rosa	Will
1 likes reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 likes cooking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 likes playing video games	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 doesn't like climbing the stairs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 doesn't like watching TV	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Rosa likes...
Will doesn't like...

18 Lesson 7

Can understand a text about what other children like and don't like doing.

Lesson 7 SB page 18 or Poptropica English World

Learning Objective

Can understand a text about what other children like and don't like doing

Additional Language

special, boat, lighthouse, stairs

Warm-up

- Ask students to talk about where they live. Prompt them with questions, e.g., *Do you live in a house or an apartment? How many rooms are there? Do you have a yard? What's your favorite room?*, etc.

16 What do you know?

- Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're learning about unusual houses and what other children like /don't like doing.*
- Close books. Ask students what English words they know for homes, e.g., *bedroom, yard*. Write on board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

17 Listen and read. Then check (✓) and say.

- Tell students that they will read about two children who live in special houses. Have students look at the pictures and identify *boat* and *lighthouse*. Ask students what they think a lighthouse is for. Ask also what the boy and girl like doing on the boat/in the lighthouse. Have them read the texts to check their predictions. Play the audio as students read.
- Have students read the text about Rosa again. Ask questions: *Does she like living in a boat? What does she like doing there?* Have them read the text about Will again, and ask, *Does Will like climbing stairs?* Mime to show the meaning of *stairs*. Students answer, *No, he doesn't.*
- Ask students to work in pairs. They read the statements and check the correct boxes.
- Ask individual students to make sentences about Rosa or Will: *Rosa likes (reading). Will doesn't like (climbing the stairs).* Then have students do this in pairs, using the words in the speech bubbles as prompts.

17 Write the following questions on the board: *Which house do you like best? Which would you like to live in? Why?/Why not?* Tell students to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.

17 Ask students, *What do you know about unusual homes now?* Give students a minute to tell their partner as many ideas and new words as they can remember. Ask students, *Where do you think you are on your learning adventure?* Tell students, *Good job!* to reinforce the progress they are making.

17 **Pop Quiz:** Tell students to close their books and stand up. Make some true or false statements about the reading passages, e.g., *Rosa lives in a lighthouse. She likes reading on the boat. Rosa can ride a bike on the boat.* Students stand if the statement is true, and sit down if the statement is false.

18 Design an unusual house.

PROJECT

1 Think about an unusual house.
2 Draw a picture of the house.
3 Write about things you can do in it.
4 Share your design with the class.

My unusual house
This is my favorite house.
It's a treehouse!
It's in a jungle. I can see lots of birds,
tall trees, and monkeys from my house.

PHONICS

19 Listen.

1 cloud 2 snow

20 Listen and blend the sounds.

21 Underline *ou* and *ow*. Read the sentences aloud.

1 I can see a big rain cloud. 2 The yellow sun is low.

3 Blow the snow from the path. 4 Shout out loud!

Lesson 8 Can design an unusual house / Can pronounce the sounds *ou* and *ow* **19**

Lesson 8 SB page 19 or Poptropica English World

Learning Objectives

Can design an unusual house
Can pronounce the sounds *ou* and *ow*

Additional Language

design, unusual, treehouse, jungle

Warm-up

- Ask students to think of unusual homes. Write the words on the board, e.g., *castle, palace, tipi*.

Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're designing an unusual house, and we're learning to pronounce the sounds ou and ow.*

18 Design an unusual house.

- Ask students what steps they will need to take to make a successful poster, e.g., *choose an interesting idea for the design*.
- Give students a few minutes to think of ideas for their posters. Hand out the materials. Then elicit some ideas and write them on the board.

- Students plan and draw their designs, then write about their unusual house and what they like doing in their house.
- Students share their poster with their partner and give feedback on what their partner did well, and what they could improve.

You may also wish to give students feedback on their projects.

- Display the posters on the classroom wall.
- Home-School link:** Read the instruction with the class: *Tell your family about your unusual house. Show them your design.* Ask students to do this at home.

19 Listen.

- Have students open their books and look at the two words, *cloud* and *snow*. Explain to students that they are going to read and pronounce the sounds *ou* and *ow*. Play the audio.

1 ou cloud 2 ow snow

20 Listen and blend the sounds.

- Play the audio, pausing to allow students to repeat the sounds and words. Repeat several times.

1 c l o u d cloud 2 s n o w snow

21 Underline *ou* and *ow*. Read the sentences aloud.

- With books closed, write one of the sentences on the board, e.g., *I can see a big rain cloud*.
- First ask students to find the target grapheme, *ou*. Now run your finger under the sentence as you sound out the words. Then do this as a class. Next have students open their books to find the same sentence on the page, then underline the target grapheme and read it aloud. They then underline the sounds in the other sentences.

Pop Quiz: In pairs, students write down as many words as they can with the graphemes/sounds *ou* and *ow*. They take turns to read out the words to each other.

22 Listen and check (✓).

1 a b ☐ ☐

2 a b ☐ ☒

3 a b ☐ ☒

4 a b ☒ ☐

23 Write.

1 What does she like doing?
She likes skateboarding.

2 What does he like doing?
He likes playing the guitar.

3 Do they like playing video games?
No, they don't.

4 Does she like riding a scooter?
Yes, she does!

24 Choose a picture. Ask and answer.

What does he like doing? He likes cooking.

I CAN

I can identify free-time activities.
I can ask and answer about what people like doing.
I can understand a text about what children like doing.

20 Lesson 9

Lesson 9 SB page 20 or Poptropica English World

Learning Objective

Can assess what I have learned in Unit 1

Warm-up

- Say and mime, e.g., *I like skiing*. Ask a student to repeat the sentence, adding another activity and mime, e.g., *I like skiing and skateboarding*. Continue in the same way around the class.
- Open books and ask students to look at the activities on the page. Write the lesson objective on the board: *We're thinking about our learning adventure*.
- Ask students what they have been learning in the unit. Put their ideas on the board, e.g., *free-time activities, talking about liking or not liking these activities*.
- For each idea, (e.g. *free-time activities*), ask students to tell the class where they think they are on their learning adventure. Reassure students who are less confident that they will have opportunities for more practice.

22 Listen and check (✓).

- Have students look at the pictures. Ask, e.g., *What's the boy in picture 3b doing?* Students answer, *He's skipping*. Ask about all the pictures.
- Have students listen to the audio and check the box next to the item they hear.

- He likes watching movies.
- She likes playing hockey.
- He likes skipping.
- They like playing video games.

- Play the audio again and check answers.
- Pair students and have them ask and answer about the pictures they didn't check.

23 Write.

- Have students read through the activity before they fill in the gaps.
- Write the answers on the board, eliciting the missing words from the students.

24 Choose a picture. Ask and answer.

- Have students ask and answer questions about the pictures on this page and in the rest of the unit (Picture Cards 6–20), using the speech bubbles as a model.
- Encourage students to use as much language as possible from the unit, e.g., *Does he like painting? No, he doesn't. He likes skateboarding. Does William like climbing the stairs? No, he doesn't*. Tell students to ask their partner for help if they don't know a word.

Ask students how they feel about their learning in this unit. Ask students to tell you what they found easy and what they found the most difficult to learn in the unit.

- Students review the I Can statements at the bottom of the page. For each one, students shade the corresponding bar to reflect how confident they feel. (For this first unit, explain that the faces indicate, from left, not confident, confident, and very confident.)
- Ask students, *Where are you on your learning adventure?* Students indicate where they think they are on the learning adventure poster. Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: In groups of four, students tell the others the answers to the following questions: *Which is your favorite activity in the unit? Why? Which activity don't you like? Why? What is your favorite new word? Which word is the most difficult for you?*



25 Write. Then play.

HAVE FUN

	Family member 1 (man)	Family member 2 (woman)	Friend 1 (boy)	Friend 2 (girl)
Me				
My friend				

Friend 1. Does he like skateboarding? No, he doesn't.

Does he like cooking? No, he doesn't.

Does he like watching movies? No, he doesn't. My turn.

How to play

- Students work in pairs. Each student writes an activity for his/her family members and friends.
- Students play rock-paper-scissors. The winner is the first one to ask about his/her classmate's family and friends. If he/she guesses correctly, he/she writes the name of the activity in the space provided.
- Students take turns asking and answering. Each student is allowed to make three guesses. This is a timed activity – the student with more correct guesses when the time is over wins.

Lesson 10

Can use what I have learned in Unit 1

21

Lesson 10 SB page 21 or Poptropica English World

Learning Objective

Can use what I have learned in Unit 1

Warm-up

- Divide the class into two teams. Show a Picture Card, e.g., *playing the guitar*, with either a smile or a frown. Ask students from each team to put up their hands and say, e.g., *You like/don't like (playing the guitar)*. The first student to say a correct sentence wins a point for their team.

Open books and ask students to look at the pictures. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reviewing free-time activities and playing a game.*

25 Write. Then play.

- Direct students' attention to the pictures at the top of the page. For each picture ask, *What's he/she doing?* Prompt students to answer, *He/She's (skiing)*.
- Explain the game to the class. Tell each student to choose four activities that their friends and family like doing, using the pictures as prompts. They write the activities in the "Me" row of the chart.

- Have students work in pairs. Tell them they will try to guess what their partner's friends and family like doing. Read the speech bubbles at the bottom of the page aloud with a volunteer.
- Each pair plays *rock-paper-scissors* to decide who goes first. They then ask each other questions in pairs, e.g., *Does he/she like (chatting online)? (Yes, he/she does. / No, he/she doesn't.)* Each student has three guesses. If they guess an activity correctly, they write the activity in the "My friend" row of the chart. Give students a time limit, e.g. ten minutes. The student who guesses the most activities within the time limit wins the game.

Write the following questions on the board:
Which activities are safe for children to do alone? (e.g., painting, reading magazines). Which activities need help or supervision from an adult? (e.g. skiing, cooking, surfing the Internet) Which activities need special equipment? (e.g. skiing – skis, poles, warm clothes)

- Have students suggest three activities per question and to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.

Ask students to write a profile of the likes and dislikes of someone they know well. Students should write about 30 words in their notebooks, then share their profiles with a partner. This activity helps build students' confidence as they use the language they have learnt in a different context.

I want to know more

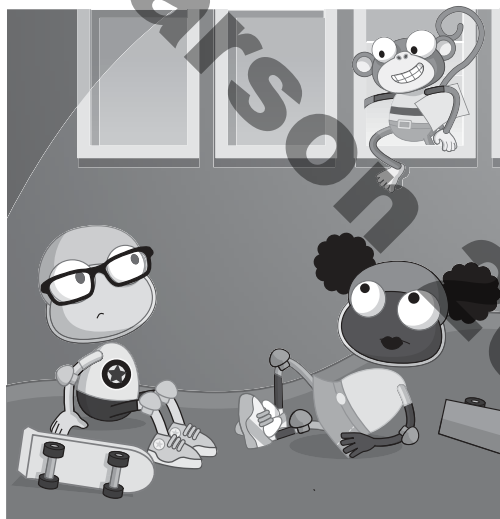
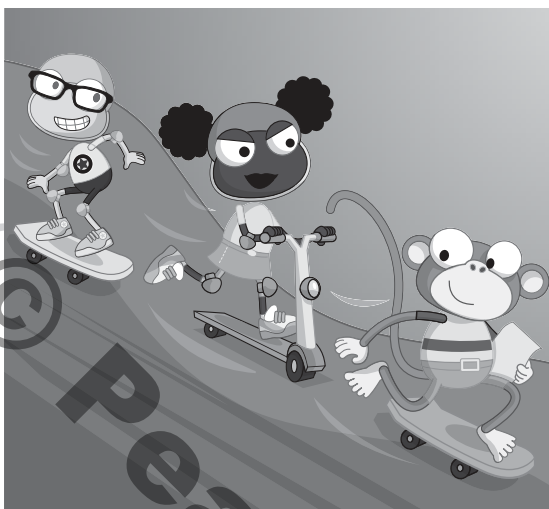
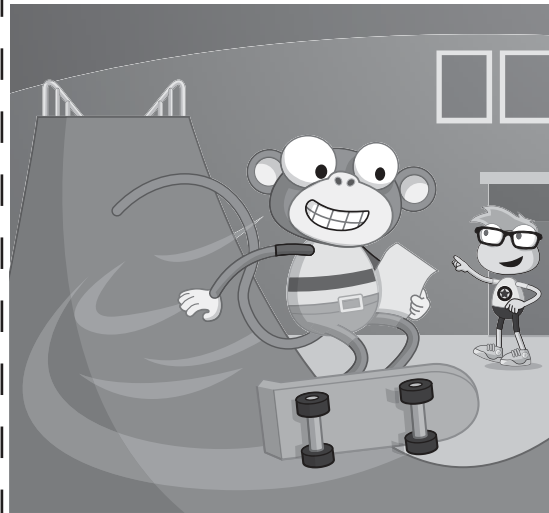
- Ask students to choose anything they enjoyed from the unit and to go and find out more, e.g. find out more free-time activity words, think of more ideas for setting goals, find out more about unusual houses, etc. You might like to set this activity as homework, with a quick feedback session at the beginning of the next class.

Are you ready for Unit 2?

- Ask students if they are ready to move on to the next unit. Tell students that it is fine if they do not remember everything as they will continue to practice throughout the level.
- Encourage students to ask any questions about what they learned in Unit 1.

You may wish to give Unit 1 test (see page 188) at this time.

Unit 1 Story Cards



Wider World 1

SB pages 22–23 or Poptropica English World

Learning Objective

Can understand texts about what other children like doing on the weekend
Can ask and answer about hobbies

Additional Language

Canada, South Africa, France, Mexico
stadium, team, water park, floating, stream

Warm-up

- Write on the board: *Canada, South Africa, France, Mexico* and ask students what they know about each country, e.g., *Canada. It's big/cold/snowy.*

1



What do you know?

- Open books and ask students to look at the pictures. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about what other children like doing on the weekend.*
- Close books. Ask students what words they know for hobbies and activities they do on the weekend, e.g., *watching movies, swimming.* Write the ideas on the board. Ask students where they think they are on the learning adventure poster and say, *Great! You are moving along your learning adventure!*

2



Listen and read.

- Play the audio and have students follow. Encourage students to guess the meaning of any words they don't know, e.g., *stadium, floating, stream.*

3



Listen and say the names.

- Play the audio and ask students to say the names.

- 1 I like floating down the stream.
- 2 I like riding my bike on sunny days.
- 3 I like skiing.
- 4 I like playing soccer at school with my friends.

Wider World 1

On the weekend

1



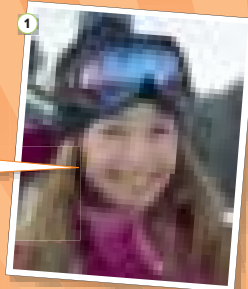
What do you know?

2



Listen and read.

Hi, I'm Kelly. I'm from Canada. It's snowy here. I like skiing. It's fun. I can go very fast. Do you like skiing?



2



Hi, I'm Tumelo. I'm from South Africa. I like playing soccer at school with my friends. I can see the Soccer City stadium from my house. It's really big. My favorite team is the Mamelodi Sundowns.



3



Listen and say the names.

22

Wider World 1

Can understand texts about what other children like doing on the weekend



3 Hi, I'm Anne. I'm from France. I like riding my bike with my mom and dad. It's good exercise. I like riding my bike on sunny days. My little brother likes riding, too!

4 Hi, I'm Carlos. I'm from Mexico. Look! I'm at a beautiful water park in Cancun. I like swimming and floating down the stream with my friends. It's great!

4 Write T = True or F = False.

- Kelly can't ski fast. ☐
- Tumelo likes playing soccer at school. ☐
- Anne likes riding her bike with her family. ☐
- Carlos goes to the water park with his family. ☐

5 Ask your friend about his/her hobbies.

Do you like playing soccer? Yes, I do.

Tell the Class

Wider World 1

Can ask and answer about hobbies

23



Tell the Class



5 Ask your friend about his/her hobbies.

- Have students work in pairs. Encourage students to think about and note down some ideas before they start. They then take turns to ask and answer about their partner's hobbies, using the speech bubbles as a model. They note down the hobbies that their partner likes/dislikes.
- Ask students to look over the notes and then present their findings to the class, e.g., *On the weekend, Simon likes playing tennis. He also likes swimming and watching TV. He doesn't like skateboarding and he doesn't like reading magazines.*



Point at the learning objective on the board. Ask students, *How many words do you know for activities and hobbies now?* Give students a minute to tell their partner as many free-time activity words as they can.

- Ask students, *Where are you on your learning adventure?* Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.



Pop Quiz: In pairs, students make a plan with activities for the next weekend. They should include times for the activities, and ensure that they include activities that they both like. Encourage students to talk in English while they are putting together their plan, e.g., *At two o'clock on Saturday, swimming. Do you like swimming? (Yes, I do. Two o'clock, great. What about playing soccer?)*



4 Write T = True or F = False.

- Have students read the sentences. They write *T* or *F* in the boxes. Ask them to correct the false sentences.



Write the following questions on the board:

Which hobbies are best in sunny places? (e.g., swimming, playing soccer, riding a bike) Why? (e.g., It's great to swim in the sea, play soccer on the beach, or ride a bike when it's sunny. It isn't fun to do these things when it's cold.) Which hobbies are best in cold places? Why? (e.g., skiing, snowboarding and indoor hobbies like watching movies, playing the guitar, or chatting online; You need a lot of snow for skiing so it has to be cold. You can watch movies, play the guitar, etc., inside when it's cold.)

- Tell students to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.