

6

Let's play together!

Key learning outcomes

in Unit 6, the pupils will:

Wonder

Talk about sports they are going to / are not going to do

Imagine

Understand a story about a team race

Build

Make arrangements to do some sports with a friend

Grow

Write a note inviting a friend to do an unusual sport

Shine

Plan a sports weekend

Unit overview

Target vocabulary

Sports: do athletics, do gymnastics, go snowboarding, go swimming, play badminton, play baseball, play basketball, play table tennis, play hockey, play volleyball

Sporting activities: bounce a ball, hit a ball, jump hurdles, run a race, throw a ball, win a race

Adverbs of manner: badly, quickly, slowly, well

Functional language

Are you free on (Saturday)? Yes, I am. / No sorry, I'm not.

Do you want to...? Yes, please.

Recycling and building

This... / That... I want to...

Language stretch

I / You can do it!

Target structures

I'm going to... / I'm not going to...

Are you going to...? Yes, I am. / No, I'm not.

Pronunciation

/θ/ (think) and /ð/ (their)

Values

I learn about playing together as a team.

Competency focus

Show solidarity and an interest in resolving problems.

Key progress indicator chart

GSE range for Level 4: 26–35 (stretch 39)		Development indicator:
Speaking		Have a short conversation about my world.
<i>Working towards: taking part in a simple conversation of 3–4 exchanges on a familiar topic and at the highest level, being able to give a simple, prepared talk.</i>		
Can talk about plans for the future in a simple way. (38)		Use simple language to talk about and describe familiar objects and situations or basic opinions or attitudes in short stretches of speech.
Can talk about their hobbies and interests, using simple language. (34)		Use simple language to talk about and describe familiar objects and situations or basic opinions or attitudes in short stretches of speech.
Can make suggestions about doing common everyday activities, using a basic fixed expression. (38)		Participate appropriately in common social and interpersonal exchanges using simple language and expressions.
Writing		Write simple sentences about the world around me.
<i>Working towards: writing a short text of 4–6 sentences on common topics and at the highest level being able to write for a range of social and interpersonal purposes.</i>		
Can write simple sentences about future plans using fixed expressions. (38)		Write a short text on common topics and situations using simple language.

Wonder

Objectives

- Lesson aim: to learn vocabulary connected to sports
- Target language: *do athletics, do gymnastics, go snowboarding, go swimming, play badminton, play baseball, play basketball, play table tennis, play hockey, play volleyball*
- Recycled language: *This / That: I want to...*

GSE

- Receptive: Listening: Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly.
- Productive: Speaking: Can talk about their hobbies and interests, using simple language.

Wonder: sparking curiosity

- Invite pupils to ask questions during the lesson and unit, and make connections between the sports they see in the unit and the sports they do or would like to do.
- Point to the 'Wonder' stepping stone and write the learning objective on the board: *We're learning to talk about sports.*

Materials

- Audio; *Our World* video; Flashcards; a ball; My free-time activities poster

6 Let's play together!

Museum

- Talk about sports I'm going / not going to do.
- Talk about a team race.
- Make a plan to do sports with a friend.
- Write a note to a friend about an unusual sport.
- Plan a sports weekend.

1 play baseball **2** go snowboarding **3** go swimming **4** do athletics
5 play hockey **6** play volleyball **7** play basketball **8** play table tennis
9 play badminton **10** do gymnastics

I wonder...
 What kind of sport is sepak takraw?

Which of these sports do you want to do?

3 Watch and listen.
4 Look, point and say.
That boy is playing hockey.
Those children are doing athletics.

Lesson 1

1 What can you see?

1 Listen and find.

2 Listen and point. Then listen and repeat.

64 Vocabulary Sports

Starting the lesson: warm up and song

- Play the *Rise and Shine Welcome Song* and have pupils sing along. Then practise with the karaoke version.
- Show pupils a ball and ask them to think of a lot of different ideas for things they could do with the ball. Brainstorm as a class and write their ideas on the board.

Big Picture: What can you see?



- Look at the Big Picture and elicit that the exhibition is about sports. Brainstorm sports pupils already know, e.g. tennis, football, sailing, rock climbing, etc. and write on the board.
- Ask questions about the picture, e.g. *Are they (playing football)?* using the vocabulary you reviewed in the first step. Encourage pupils to answer *No, they aren't (playing football)*.
- **SUPPORT** Write useful target structures on the board for pupils to refer to as they do the activity.
- **STRETCH** Encourage personalisation to engage pupils with the Big Picture by having them point to and say which sports they play or don't play.

1 Diagnose 6.01 Listen and find.

- Look at the Big Picture. Play the audio and have pupils point to the sports in the picture as they hear them.
- Ask a gist question: *Do the children like sports?* and play the audio again.
- Ask follow-up questions, e.g. *What sports does Zoe want to do? Does So ia want to play basketball?*

2 6.02 Listen and point. Then listen and repeat.

- Present the vocabulary using the flashcards.
- Play the audio and have pupils point to each item in the picture.
- Play the audio again for pupils to repeat each word. Then hold up the vocabulary flashcards and elicit the words from the class.

I wonder

- Read the I wonder question on page 64 and have pupils make guesses about the sport. Ask questions to help guide pupils, e.g. *Is it a team sport? Do people play it indoors or outdoors?*
- Pupils will find out more about this sport in Lesson 6.

FUTURE SKILLS: enquiry and imagination

Introduce the global citizenship theme of team sports. Ask pupils if they are in any teams. Elicit answers, then ask *Why is it good to play in a team?*

3  Watch and listen.

- Tell pupils that they are going to watch a video about sports. Ask them which sports they think they will see in the video.
- Play the video once all the way through for pupils to check their ideas.
- Play the *Our World* video on mute so that pupils can't hear it. After each section, pause and ask pupils to tell their partner what they think the narrator was saying. Repeat for the remaining sections.
- Play the video again and ask comprehension questions, e.g. *What hobby / sport can you see here? What do you need to play badminton / hockey, etc. What is the girl / boy doing? What are the girls / boys doing? Are they hitting the ball badly? Are they running slowly?*

4 Look, point and say.

- Write the example sentences from the speech bubbles on the board and underline *to be* and the *-ing* form of the main verb. Elicit more examples using *do*, *go* and *play*.
- Ask a pupil to read the examples and have the class find the children in the picture.
- Pupils take turns to describe what different children are doing in the Big Picture.

**WONDER HELPER**

Read Sofia's question together, then have pupils discuss the sports they want to do in pairs or small groups. For support, write *I want to...* as a prompt on the board.

Extra activity

Draw a Venn diagram on the board. Choose two sports and write one in each circle. Ask pupils to think of similarities and differences between the two sports and write them in the diagram, e.g. *badminton and hockey: You play badminton inside. You play hockey outside. Hockey is a team sport. Badminton isn't a team sport.* Pupils can then make their own diagrams for different sports.

Ending the lesson

- Play a miming game. Pupils can work as a class or in small groups. Pupils take turns to mime a sport from the lesson. The rest of the class / group must guess what the activity is. If they guess at first attempt, they get five points, if at the second try, three points, and at third attempt, one point.
- Pupils can play the game as a class or in small groups. One pupil mimes a sport, e.g. *go swimming* for the rest of the class / group to guess.

Activity Book page 48



Which animals have tails? Think and circle. First, review the vocabulary. Then have pupils classify the words.

ANSWER KEY: shark, whale, seahorse, crab, snail

- 1** **Read and number.** Pupils look at the picture, read the words and number them according to the picture.

ANSWER KEY: 1 gymnastics, 2 table tennis, 3 basketball, 4 swimming, 5 athletics, 6 badminton, 7 volleyball, 8 snowboarding, 9 baseball, 10 hockey

- 2** **Complete. Then tell your friend.** Pupils classify the sports in Activity 1 according to the collocation with the verbs. They then tell a friend what sports they like and don't like doing, using the example dialogue as a model.

ANSWER KEY:

play: baseball, basketball, hockey, table tennis, volleyball
go: snowboarding, swimming
do: athletics, gymnastics

Wonder helper: Pupils make a list of team sports in pairs.

Extra time: Pupils discuss in pairs the sports people do in winter. Extend by having them say which sports people do in summer and in both seasons.

Activity 1**Pupil's Book audioscript**

Marco *Wow! Look at this room! It's amazing!*
Zoe *I can see a lot of different sports.*
Sofia *Look at that girl! She's going snowboarding. And that boy is playing hockey.*
Hugo *Oh, yes! And look at those two children. They're playing table tennis.*
Zoe *I love table tennis! I want to play. I want to play volleyball, too. Oh... and I want to do gymnastics. That looks fun!*
Marco *That boy is playing basketball. I love playing basketball.*
Sofia *Me too! It's a lot of fun. And I want to play baseball.*



Extra activity



Our World video:
Activity 3



Practice:
Activity 4



Wonder
Helper



Activity Book:
Practice



Ending
the lesson



Learning
path

Wonder

Objectives

- Lesson aim: to talk about plans
- Target language: *What are you going to do? Are you going to (do gymnastics)? Yes, I am. / No, I'm not.*
- Recycled language: sports; game, pool, snow
- Receptive language: too, the same, have a go

GSE

- **Receptive: Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- **Productive: Listening:** Can identify key information about future plans in short, simple dialogues.
- **Productive: Speaking:** Can talk about plans for the near future in a simple way.

Wonder: sparking curiosity

- Engage pupils with the Big Picture by having them explore other perspectives and points of view. Ask them to think about what the different people in the picture might be thinking or feeling as they do their sport.
- Point to the 'Wonder' stepping stone and write the lesson objective on the board: *We're learning to talk about what sports we're going to do.*

Materials

- Audio; Flashcards

Wonder Imagine Build Grow Shine

Song

*Let's do sport together.
Let's run, let's jump, let's play!
Let's have fun together.
Let's do sport every day!*

I'm not going to go swimming.
I don't like going to the pool.
I'm going to do athletics.
Do you want to do that, too?

Chorus

I'm not going to play badminton,
I don't like playing that game.
I'm going to play volleyball.
Do you want to do the same?

Chorus

I'm not going to go snowboarding,
I don't like playing in the snow.
I'm going to play table tennis.
Do you want to have a go?

Chorus

Lesson 2

- 1 **6.03** Read and sing.
- 2 **6.05** Listen, find and point.
- 3 Imagine you're at the exhibition. Make sentences about the picture.

Grammar

I'm going to play table tennis.
I'm not going to do gymnastics.

I can shine!

- 4 Talk about sports you're going to do next week.

I'm going to play hockey. I'm not going to go swimming.

I can talk about sports I'm going to do and sports I'm not going to do.

Song and structures *I'm going to (play table tennis). I'm not going to (do gymnastics).* **65**

Starting the lesson

- Put pupils in pairs and have them find the following in the Big Picture: a sport where you run, a sport where you jump, a sport you do in winter and a sport where you need water.

1 **6.03** **6.04** Read and sing.

- Display the flashcards from Lesson 1 on the board. Ask *Which sports are in the song?* Play the audio and ask pupils which sports they heard in the song.
- Play the song and have pupils point to the target vocabulary in the picture as they listen. Encourage pupils to sing along.
- When pupils are confident, play the karaoke version.

TEACHER TIME TO SHINE: making the most of songs

Not all pupils enjoy singing, and this may lead to a lack of interest in song activities. Try providing a variety of activities during songs to keep everyone involved. You could have pupils rap the song instead of sing it (tip – play a hip hop backing track), create and perform a choreographed dance, do a lip dub version or even create a sign language version. Songs can also be used as a listening activity with comprehension questions or by having pupils complete gapped lyrics.

2 **6.05** Listen, find and point.

- Tell pupils they are going to hear the children in the picture talking about the sports they are doing now and the sports they are going to do.
- Play the audio and have pupils point to the sports in the picture.

3 Imagine you're at the exhibition. Make sentences about the picture.

- Present the Grammar box and drill the sentences. Tell pupils that we use the words in blue to talk about our plans.
- Elicit a few more examples of sentences using the target structure in both affirmative and negative forms.
- In pairs, pupils take turns to make sentences about the sports in the picture using the target language.

ANSWER KEY: *Pupils' own answers*

4 Talk about the sports you're going to do next week.

- Invite a pupil to read the example. Highlight that pupils should talk about the sports they are going to do and the sports they are not going to do next week. Point out that pupils don't have to give true answers.
 - Pupils tell a friend about their plans. Monitor and make sure pupils are using the target language and vocabulary correctly. Make notes for group feedback at the end. Then lead a feedback session, eliciting examples from the class.
- SUPPORT** Write further examples on the board and give pupils time to prepare, before doing the speaking activity.
- STRETCH** Have pupils talk about all the sports in Lesson 1. They can also talk about their plans for other sports they know.

I can shine! Assess

ACHIEVE Pupils talk about their plans about sports, using full sentences.

ADJUST Pupils talk about their plans about sports, with support.

EXCEED Pupils talk about their plans about sports, improvising and giving extra information.


Extra activity

Have pupils draw a calendar for next week in their notebooks. Have them write sports and other activities they plan to do in their calendar. Then have them share their calendar with a friend, saying what they are going to and aren't going to do and when, e.g. *I'm going to play table tennis on Wednesday.*


Ending the lesson

- Play *Memory chain game*. Pupils sit in a circle. One pupil says: *Next week I'm (not) going to (play volleyball).* The following pupil repeats the sentence in third person singular and then says their own sentence, e.g. *Next week, she's going to play volleyball. I'm not going to play hockey.* Continue until someone can't remember what goes next.

Activity Book page 49

- 1  **6.06** Listen and write *G* (girl) or *B* (boy). Then read and match. Play the audio. Pupils listen and write *G* or *B* next to the pictures. Play the audio again and have pupils match the sentence halves.

ANSWER KEY: Girl: baseball, gymnastics
Boy: swimming, table tennis, volleyball
2 a, 3 b, 4 c

- 2  **6.07** Look, think and write. Then listen and check. Pupils complete the sentences according to the pictures. Then play the audio for them to check their answers.

ANSWER KEY: 2 going / snowboarding, 3 going / play badminton, 4 going to do athletics

I can shine!

- 3 Imagine the sports you are going to do this weekend. Complete. Then write. Pupils write the sports they are going to do. They then complete the sentences with their ideas and discuss with a friend.

Extra time: One pupil uses their finger to write a sport in the air. Their friend 'reads' the word and writes it down. They then check the word together, making sure it is the correct word and is also spelled correctly.

Activity 2

Pupil's Book audioscript

- 1 Boy 1 *I'm playing basketball now.
Then I'm going to do gymnastics.
I'm not going to go swimming.*
- 2 Boy 2 *I'm playing hockey now.
Then I'm going to go snowboarding.
I'm not going to play baseball.*
- 3 Girl *I'm doing athletics at the moment.
Then I'm going to play badminton.
I'm not going to play table tennis.*

Objectives

- Lesson aim: to read and understand a story about a race
- Target language: *bounce a ball, hit a ball, jump hurdles, run a race, throw a ball, win a race*
- Recycled language: *baseball, basketball, table tennis; team*
- Receptive language: *Ready, steady, go!*

GSE

- Receptive: Reading: Can get the gist of a very simple illustrated story.
- Receptive: Reading: Can identify specific information in a simple story, if guided by questions.
- Productive: Speaking: Can act out parts of a picture story using simple actions and words.

Imagine: fostering imagination

Imagine

- Encourage pupils to be imaginative and creative and to think about the characters' thoughts and feelings at different points in the story.
- Point to the 'Imagine' stepping stone and write the lesson objective on the board: *We're listening to and reading a story about a race.*

Materials

- Audio; Story animation; Flashcards; Story cards

Lesson 3

1 Listen, point and say.

2 Listen or watch. Which team wins the race?

3 Read again and answer. True or false?

4 Read again and answer. True or false?

5 Imagine the race. Who is going to go first, second, third and fourth? Why?

Vocabulary Sports activities

Story value Understanding the importance of team work.

2 Which activities do you think the children are going to do in the story?

- Tell pupils that the children are going to run in a race. Ask pupils which activities from Activity 1 people can do in a running race.
- Have pupils look at the story pictures and check their answers.

ANSWER KEY: jump hurdles, hit a ball, throw a ball, bounce a ball

3 Listen or watch. Which team wins the race?

- Read the question and pre-teach the meaning of *wins*. Play the Story animation or play the audio and have pupils follow in their books.
- Check answers with the class, encouraging pupils to show you where they found the answer in the story on the page.
- Play the story again and check comprehension of the main story events using the story cards.

ANSWER KEY: The Rise and Shine Museum team

SUPPORT Give pupils plenty of time to read the story in their books. Then play the story animation to help them check they've understood the main events.

STRETCH After reading or watching, play the story audio and have pupils listen only.

4 Read again and answer. True or false?

- Give pupils time to read the sentences and think about whether they are true or false, looking back at the text to check. You could also play the audio again for support with reading.
- Pupils compare their answers in pairs.

ANSWER KEY: 1 False, 2 False, 3 True, 4 True, 5 False

Starting the lesson



- Play *Board race*. (See pages 26 and 27.) Pupils make sentences with *I'm going to / I'm not going to* and the sports flashcards. Keep the race track on the board for later use.
- Ask pupils if they have a school sports day and elicit more information about the kind of races pupils take part in.

1 Listen, point and say.

- Call out an action that pupils already know and have them act it out, e.g. *run, dance, hop, jump, catch, climb, ly, kick, ride, skate, swim*.
- Play the audio and have pupils point to the pictures as they listen.
- Play the audio again and have pupils repeat the words.
- Use the flashcards to elicit and practise the new vocabulary without prompting.

FUTURE SKILLS: enquiry and imagination

Ask pupils to think of the actions people do when doing the sports from page 64. Have them draw a table with each sport at the top of a column and the actions from Activity 1 in the first column. They add ticks and crosses to the table.

SUPPORT Teach and drill the ordinal numbers from *first* to *fourth* before asking pupils to read the sentences.

STRETCH Have pupils correct the false statements.



IMAGINE HELPER

Read Hugo's question together. Encourage pupils to compare how Hugo feels in the third frame and the last frame and say why he feels this way. Ask pupils if they sometimes feel like they can't do something or are not good at it. What do they do? Point out that we should try before deciding that we are not good at something and that we can often improve if we keep trying and help each other.

ANSWER KEY: *Pupils' own answers, e.g. happy, proud, excited, confident*

5 Imagine the race. Who is going to go first, second, third and fourth? Why?

- Invite a pupil to read the example. Point to the story frames or cards and elicit that the first event is hitting the ball, the second is bouncing the ball, the third is throwing and catching the ball and the fourth is jumping hurdles.
- Put pupils in groups of four. Pupils discuss the activities they want to do with their group and say what they are going to do. Encourage pupils to use the target vocabulary in Activity 1, the structures from Lesson 2 and vocabulary from Lesson 1.

SUPPORT Display all the flashcards from Vocabulary 1 and 2 and elicit the words from the class before pupils do the activity.

STRETCH Have groups share with the class what each group member is going to do and act out the activities.

I can shine!



Assess

ACHIEVE Pupils understand the order of events in the story and produce a personal response.

ADJUST Pupils understand the order of events in the story and produce a personal response, with support.

EXCEED Pupils understand the order of events in the story and produce a personal response, with some improvising.

Story extension

Write the characters and the sports they do on the board. Put pupils in groups of four and have them choose character roles. Then display the story cards and ask pupils to try to imagine what their character is thinking in each scene. Pupils write down their ideas inside thought bubbles. Then have pupils act out the story, paying special attention to the way they express their character's feelings.

Ending the lesson

- Use the race track on the board for a team quiz about the story. Ask questions about the story events, characters and pictures, e.g. *Why doesn't Hugo want to jump hurdles? Who takes the photo?*

Activity Book page 50

- 1 **Think and write.** Pupils match the verbs with the sports words to make collocations.

ANSWER KEY: 2 jump, 3 bounce, 4 throw, 5 run, 6 win

Extra activity

Extra activity: Write the following table on the board:

___ a ball	___ a race	play ___	go ___
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Pupils copy the table into their notebooks. Divide the class into teams and have pupils fill the table with as many words as possible to match the words at the top of each column, e.g. *bounce* (a ball). Set a time limit of a couple of minutes, so that the class has a sense of urgency.

- 2 **Read the story again. Then number.** Pupils read the sentences from the story and number them in order.

ANSWER KEY: 2 I'm not good at sport., 3 We can help you., 4 Here you go, Marco., 5 I can do it!, 6 We're first!

Imagine helper: Pupils evaluate the story and tick how they feel about it.

I can shine!

- 3 **Plan a race with four sports activities. Write. Then tell your friend.** Pupils think of four activities and then share their ideas with a friend. They then read the sentences and complete with their own ideas.

Extra time: Pupils take turns to mime and guess the actions in pairs.



Objectives

- **Lesson aim:** to describe what people are doing
- **Target language:** *What are you going to do? I'm going to (play volleyball). Are you going to (play table tennis)? Yes, I am. / No, I'm not.*
- **Recycled language:** *do athletics, do gymnastics, go swimming, go snowboarding, play badminton, play baseball, play basketball, play hockey, play table tennis, play volleyball; bounce a ball, hit a ball, jump hurdles, run a race, throw a ball*

GSE

- **Receptive: Listening:** Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. Can understand the main information in short, simple dialogues about someone's hobbies and interests if spoken slowly and clearly and supported by pictures.
- **Productive: Speaking:** Can ask basic questions about everyday activities (e.g. when they occur). Can talk about their hobbies and interests, using simple language. Can talk about plans for the near future in a simple way.

Build: building confidence**Build**

- Build confidence by reviewing the structures from the story and showing pupils how we are building on this knowledge to ask and answer questions. Have pupils look at the Grammar builder box and show pupils that they already learnt the *going to* form in Lesson 2.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to ask and answer about what sports we're going to do.*

Materials

- Audio

Lesson 4

- 1 Listen. What sport is Sofia going to do next weekend?



- 2 Listen and read. Then chant.

Grammar builder

What are you going to do? I'm going to play volleyball.

Are you going to play table tennis? No, I'm not.
do gymnastics? Yes, I am.



Look. Are you going to do these activities next week? Ask and answer.

- 3 Look. Ask and answer.

Are you going to play hockey next week?

No, I'm not. I'm going to do gymnastics.

	✓	✗
1	do gymnastics	play hockey
2	jump hurdles	run a race
3	bounce a ball	throw a ball
4	do athletics	go swimming
5	go snowboarding	play badminton

- 68 **Structures** What are you going to do? Are you going to (do gymnastics)? Yes, I am. / No, I'm not.

Starting the lesson

- Ask pupils what sports activities the children did in the story. They can look back at the story to check.
- Play the *Memory chain game* using affirmative and negative sentences with *going to*. (See pages 26–27.) The pupil who starts says, *On Saturday, I'm going to... / I'm not going to...*

- 1 Listen. What sport is Sofia going to do next weekend?

- Look at the picture and elicit where the children are (at the sports exhibition). Then give pupils two minutes to look at the picture in pairs and name all the things they can see.
- Read the question, then play the audio and ask pupils to listen for the answer.
SUPPORT Draw a table on the board with the children's names across the top and the sports vertically. Play the audio, pausing after each child talks about the sports they will do. Elicit and draw ticks in the table. Then ask the question and elicit the answer.
STRETCH Have pupils write down the actions Sofia will do when she plays baseball.

ANSWER KEY: baseball



RECEPTIVE SKILLS TIP

Support pupils' ability to identify key information in listening texts by playing the audio several times with different tasks. First, play the audio and have pupils act out the actions as they hear them. On the second listen, have them listen for the question: *Are you going to play baseball?* Finally, have pupils listen for further details, such as which sports and actions the other children are going to do.

2  **Listen and read. Then chant.**

- Play the audio and have pupils read and listen to the examples in the Grammar builder box.
 - Play the audio again and have pupils repeat the chant.
 - Play the track again and have half the class repeat the questions and the other half repeat the answers.
 - Focus attention on the Grammar builder box and have pupils notice that the two questions have the same verb structure. Elicit that questions with *What* have a full answer and questions without a question word have a *yes / no* answer.
- SUPPORT** Write both questions from the Grammar builder box on the board and ask pupils which words are the same. Elicit the meaning of *What* and point out that in this case we need to answer with a sport.
- STRETCH** Elicit more questions and answers using both open and closed questions.

**BUILD HELPER**

Read Marco's question together. Point to the picture and elicit a couple examples from the class.

Then ask pupils to use the Grammar builder box to help them ask and answer questions about their sports plans in pairs.

3 **Look. Ask and answer.**

- Focus on the table and the speech bubbles on the left-hand side. Elicit that pupils have to ask and answer questions to find out what activities their partner is going to do. Invite two pupils to read out the model dialogue.
 - Pupils ask and answer in pairs.
- SUPPORT** Elicit further example questions before having pupils do the activity, eliciting model answers from various pupils.
- STRETCH** Ask pupils to have similar conversations about other activities they know, e.g. the city activities from Unit 1, food they are going to eat, creative activities, upcycling, etc.

ANSWER KEY: *Pupils' own answers, e.g.*
 Are you going to play hockey?
 No, I'm not. I'm going to do gymnastics.
 Are you going to jump hurdles? Yes, I am.

Extra activity

Have pupils act out the dialogue from Activity 1 in groups of four. They can either act out along with the audio or improvise their own dialogues.

Ending the lesson

- Elicit and write a list of sports on the board, including those from Lesson 1.
- Then have each pupil write a sport on a piece of paper, secretly.
- In groups, pupils ask and answer questions to guess what activity the other group members have, e.g. *Are you going to hit a ball?* The first group to guess all the activities is the winner.

Activity Book page 51

- 1** **Look, think and write.** Pupils read the model dialogue. They then read and complete the other dialogues using the pictures to help them.

ANSWER KEY:

- 2 Are you going / I'm not / go swimming
- 3 are you going / going to run
- 4 are you going / going to do gymnastics

Build helper: Pupils read the question and write a tick or a cross next to the sports they like. Put pupils into pairs. Elicit the question *Do you like + ing?* and the short answers, *Yes, I do. / No, I don't.* Pupils then take turns to ask and answer the questions about the sports in the activity.

Grammar extension

Grammar 6 lesson offers extended practice of the grammar introduced in Unit 6. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.

Activity 1**Pupil's Book audioscript**

- Hugo** *Look at all these children! They're doing a lot of different sports.*
- Marco** *Yes. It looks fun! I'm going to do sports next weekend.*
- Sofia** *What are you going to do?*
- Marco** *I'm going to play basketball, of course! I'm going to bounce the ball. What about you, Sofia? Are you going to play baseball?*
- Sofia** *Yes, I am. I'm going to play baseball with my team on Saturday. I'm going to throw and catch the ball. I'm going to hit the ball, too!*
- Hugo** *And are you going to play table tennis next weekend, Zoe?*
- Zoe** *No, I'm not.*
- Socks** *Miaow!*
- Zoe** *Look at Socks! I think he wants to play basketball!*



Objectives

- **Lesson aim:** to make arrangements to do sports; to differentiate between the sounds *th* (*think*) /θ/ and *th* (*their*) /ð/
- **Speaking function:** Inviting your friends to do sports.
- **Functional language:** *Are you free on (Thursday afternoon)? Yes, I am! / No, I'm not. Sorry! Do you want to (do athletics) with me? Yes, please! See you then!*
- **Recycled language:** days of the week; *morning, afternoon*

GSE

- **Productive: Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar).
- **Productive: Speaking:** Can make suggestions about doing common everyday activities, using a basic fixed expression.
- **Productive: Speaking:** Can say simple tongue-twisters and other types of playful language.

Build: building confidence**Build**

- Build confidence in communicative tasks by providing numerous opportunities for pupils to practise the language before they attempt Activity 5. Write the model dialogue on the board, then gradually erase words and have pupils practise it until they can say most of the dialogue from memory.
- Point to the 'Build' stepping stone and write the learning objective on the board: *We're learning to make plans with our friends.*

Materials

- Audio; Communication cards

Wonder Imagine **Build** Grow Shine

Lesson 5

1 Look. What sports can you see? 2 Listen and read.

1 Hi, Sam! Are you free on Thursday afternoon?

2 No, I'm not. Sorry!

1 Hi, Jo! Are you free on Thursday afternoon?

2 Yes, I am!

3 Do you want to do athletics with me?

4 Yes, please! See you then!

5 Great! Bye!

3 Listen again and repeat.

Pronunciation

4 Listen and say.

I think these three brothers do athletics on Thursdays with their father and mother!

I can shine!

5 Plan to do some sports with your friend.

Hi! Are you free on... ?

Do you want to... ?

I can make a plan to do sports with a friend.

Communication Making simple arrangements to do something. 69

Starting the lesson

- Draw a table on the board with four columns: *do, play, go, other verbs*. Elicit and write an example sport in each column. Put pupils in groups and give them five minutes to write as many sports and activities as they can in each column.
- Elicit answers and complete the table on the board together.
- 1 **diagnose** Look. What sports can you see?
- Look at the poster and ask pupils where they think they could find it (e.g. in a sports centre).
- Give pupils a few minutes to name the sports in the icons in pairs.
- Invite pairs to share their ideas with the class.
- SUPPORT** Pair up more and less confident pupils to provide differentiated support.
- STRETCH** Have pupils ask and answer questions about the sports in the poster using the target structures from Lesson 4, e.g. *What are you going to do? Are you going to (do gymnastics)?*

ANSWER KEY: table tennis, badminton, volleyball, basketball, hockey, snowboarding, swimming, baseball, gymnastics, athletics

- 2 **6.12** Listen and read.
- Tell pupils that the two children are talking about what sports to do.
- Play the audio and have pupils listen and follow the dialogue on the page.
- Elicit who is going to do athletics with the first girl, the boy or the other girl (the boy).



3 Listen again and repeat.

- Play the audio again. Pause after each question or answer for pupils to repeat. Encourage pupils to copy the speakers' intonation.
- Point to the phrases in blue in the questions and elicit that we can use them to invite our friends to do an activity. Then point to the answers and elicit that *See you then!* is a way of saying goodbye after arranging to meet. Explain that *Sorry!* is a polite thing to say when we say 'no' to an invitation.
- Have pupils practise reading out the dialogue in pairs, swapping roles the second time.
- **SUPPORT** Drill the dialogue section by section several times until pupils are confident saying the phrases.
- **STRETCH** Have pupils have a similar dialogue about a different sport.

4 Pronunciation Listen and say.

- Write a couple of the words from each sound group on the board and have pupils listen and repeat. Show them how to place their hand on their throat to notice the difference between the voiced and unvoiced 'th' sounds.
- Play the audio, pausing every few words for pupils to repeat them. Play the audio again, pausing after longer sections until pupils can say the whole sentence. Elicit more words with each sound, e.g. *theatre, thirteen, third* (unvoiced) and *then, the, their* (voiced).
- Pupils practise saying the rhyme in pairs. They can challenge each other to say it quickly or perfectly, with no mistakes.

TEACHER TIME TO SHINE: using visual prompts

Using visual prompts can help pupils internalise the new sounds. You could draw simple diagrams to show the difference between the voiced and unvoiced sounds, e.g. a loudspeaker icon and the same icon crossed out.

5 Plan to do some sports with your friend.

With communication cards:

- Print the communication cards off before the lesson. Put pupils in pairs (Pupils A and B). Invite two pupils to read out the model dialogue in their Pupil's Book.
- Pupil A invites Pupil B to do three activities, deciding when to do them, making notes in their notebook. Then they swap roles, accepting invitations only when they are free.
- Pairs ask and answer questions and make arrangements to do their activities.

Without communication cards:

- Pupils choose three activities from the unit and decide when to do them, making notes in their notebook.
- Pairs ask and answer questions and make arrangements to do their activities.
- **SUPPORT** Elicit and write a model dialogue on the board for pupils to refer to during the activity.
- **STRETCH** Have pupils act out their conversations as a role play, improvising different sports, times and including more details, e.g. where to meet.

I can shine! Assess

ACHIEVE Pupils make plans to do sports activities and respond appropriately.

ADJUST Pupils make plans to do sports activities and respond appropriately, with support.

EXCEED Pupils make plans to do sports activities and respond appropriately, with some improvisation.

Ending the lesson

- Invite one pupil to sit at the front of the classroom with their back to the board. Write a sport or activity on the board so the rest of the class can see it, but the pupil at the front can't. The pupil asks the class questions to guess what the word is. Write some example structures on the board for support, e.g. *Can you (bounce a ball / play it in winter / do it in water)? Do you need...? Is it...?*

Activity Book page 51

I can shine!

- Which sports do you like? Tick (✓) or cross (x). Pupils tick the sports they like and cross the sports they don't like.
- Write two sports in your diary. When are you free? Ask and answer. Pupils write two sports in the table. With a friend, pupils ask and answer questions, inviting each other to do one of the sports.

Pronunciation: Say *thank you*. Circle the words with the same 'th' sound. Pupils say the words and circle those that have the same sound.

ANSWER KEY: theatre, birthday, Maths



Grow

Objectives

- Lesson aim: to read about unusual sports
- Cross-curricular connection: P.E.
- Global citizenship theme: Importance of teamwork to achieve goals
- Target language: *badly, quickly, slowly, well*
- Recycled language: *cycling, playing hockey, table tennis, running, volleyball; hit the ball*
- Receptive language: *exciting, kick, round, disc*

GSE

- Receptive: Reading: Can understand basic details in simple informational texts (e.g. brochures, leaflets).
- Receptive: Reading: Can identify key information in short, simple, factual texts.
- Receptive: Listening: Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.

Grow: nurturing growth in society

- Promote global citizenship by encouraging pupils to think about the importance of teamwork and helping one's teammates. Discuss the importance of participation, enjoying oneself and how winning is not the most important aspect of a team sport.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're reading about unusual sports.*

Materials

- Audio; *Our World* video



1 Learn about unusual sports.

Lesson 6

1 Do you do any unusual sports?

2 Listen and read.

Try a new and unusual sport!

Come and visit North Street Sports Centre! We've got a lot of sports for you to try!

Disc golf

Let's play disc golf! You don't hit a ball into a hole – you throw a small disc into a net! It's not easy but it's a lot of fun and a lot of people can play.

Ages: 8+; Tuesdays
4.00 p.m.–5.00 p.m.

Team table tennis

It's fun to play table tennis with one friend. It's fun to play table tennis with a lot of friends, too! At North Street Sports Centre, you can play table tennis in a team. You hit the ball and then run around the table. It's interesting and a lot of fun. Come and have a go!

Ages: 8–10; Wednesdays
4.00 p.m.–5.00 p.m.

Kick volleyball

We usually play volleyball with our hands but you can't use your hands in *sepak takraw*, or kick volleyball! You can hit the ball with your feet, your legs or your head. You can hit the ball *badly* or you can hit the ball *well* but you mustn't use your hands! Come and play with us!

Ages: 8+; Thursdays
4.15 p.m.–5.15 p.m.

A morning run

Do you like running? Then come and run with us before school every morning. We all run together as a team! Sometimes we run *quickly* and sometimes we run *slowly*. We run in the sun and we run in the rain. It's a great way to start the day! Come too!

Ages: 8–16; every morning
7.30 a.m.–8.00 a.m.






North Street Sports Centre
Stay happy and healthy

3 Read and choose.

- 1 You can play disc golf on *Tuesdays / Thursdays*.
- 2 Team table tennis is on *Mondays / Wednesdays*.
- 3 You can use your *hands / feet* in kick volleyball.
- 4 You can run every *morning / afternoon*.

4 Listen. Which sport are they going to do together next week?

5 Listen again and complete.

- 1 Ethan's favourite sport is....
- 2 Ethan is going to play... next week.
- 3 Ava thinks the team table tennis looks... .
- 4 They are going to meet at... on Wednesday.

Which sport do you want to try? Why?



70 Global Citizenship A leaflet about unusual sports

Starting the lesson



- Ask pupils to remember the story from Lesson 3 and how Hugo felt before trying to jump hurdles. Ask pupils if Hugo was good at hurdles and elicit that it was Hugo's first time doing the sport.
- Ask pupils which new sports they would like to try and write their ideas on the board.

1 Do you do any unusual sports?

- Look at the photos in Activity 2 and ask pupils if they recognise any of the sports. Encourage them to compare the sports in the photos with the sports in Lesson 1.
- Read the question together and check comprehension of *unusual*. Then elicit answers from the class.

2 Listen and read.

- Ask pupils if they can guess how to play the sports in the pictures. Encourage them to use target vocabulary from Lesson 3.
- Play the audio and have pupils read the leaflet as they listen. Pupils can check their ideas.
 - SUPPORT** Mime actions for the target adverbs from the text to demonstrate the meaning, e.g. *hitting the ball badly* and *hitting the ball well*.
 - STRETCH** Ask *Where can children try the sports?* Ask pupils to find the answer as quickly as possible and elicit answers from the class.

RECEPTIVE SKILLS TIP

As this text is longer than some of the others in the book, split it up into sections. Invite pupils to read one section, then check comprehension by asking questions before moving onto the next section. Encourage pupils to use this technique whenever they encounter a longer text.



154 Starting the lesson



Learning path



Presentation: Activity 1



Practice: Activity 2



Extra activity



Practice: Activity 3

3 Read and choose.

- Have pupils read the sentences, find the relevant part of the leaflet and then choose the correct option. Have pupils compare their answers in pairs before checking with the class.
- Pupils locate the words in bold italics and check comprehension. Elicit the adjectives *quick*, *slow*, *bad* and *good*. Pupils compare these forms with the adverbs in the leaflet.
- Remind pupils of the I wonder question, and ask them to find the answer in the text.

ANSWER KEY: Sepak takraw is similar to volleyball but players can only use their feet, knees, chest and head to hit the ball rather than their hands. It is a popular game in South East Asia. It is also called *kick volleyball*.

ANSWER KEY: 1 Tuesdays, 2 Wednesdays, 3 feet, 4 morning

**GROW HELPER**

Read Eva's question together and have pupils discuss their answers in pairs. Then elicit answers from the class, encouraging pupils to give reasons for their choices. Pupils may need to use L1 for this.

Background information (Culture and CLIL)

In this lesson, pupils explore the idea of *teamwork* in more detail. Encourage pupils to think about their attitude and behaviour while playing sports. Are they good winners and good losers? Do they help each other play the sport? Do they always try their best? Elicit that the sports in Activity 1 are all played in teams and ask pupils why these sports might be more fun than individual sports.

4 Listen. Which sport are they going to do together next week?

- Tell pupils that they are going to listen to two children, Ava and Ethan, talking about the sports in Activity 1. Read the question together.
- Play the audio and have pupils listen for the answer.
- Ask *When are they going to play?* and play the audio again.

ANSWER KEY: team table tennis

5 Listen again and complete.

- Pupils read the sentences and think about the missing words.
- Play the audio, pausing for pupils to say the missing words.

ANSWER KEY: 1 hockey, 2 kick volleyball, 3 difficult, 4 the sports centre / four o'clock

FUTURE SKILLS: critical and reflective thinking

Ask pupils which sports from Activity 1 are better to play in summer and which sports in winter. Encourage them to give reasons for their answers.

Ending the lesson

- Pupils play a game using the adverbs from Activity 1. Invite one pupil to the front, show them an adverb and have them choose a sport to act it out in the manner of the adverb. The other pupils have to guess the sport and the adverb.

Activity Book page 52

- 1 Look and number. Then write.** Pupils read the sentences and match with the pictures. They then complete them with the words in the wordpool.

ANSWER KEY: a 2: well, b 1: quickly, c 2: badly / well, d 1: can

- 2 Listen and tick (✓). Then read and circle.** Listen again and check. Play the audio. Pupils listen and tick the pictures that are mentioned. They then read the paragraph and circle the correct words. Play the audio again for pupils to check their answers.

ANSWER KEY: 1 play basketball, 2 Thursday, 3 bounce, 4 well, 5 throw, 6 well

- 3 Think and write for you.** Pupils complete the sentences about themselves.

Grow helper: Pupils discuss the question in pairs.

Extra time: Pupils make a list of sports with a friend.

Activity 4**Pupil's Book audioscript**

- Ava** Hi, Ethan. Look! I've got a leaflet for that new sports centre on North Street.
- Ethan** Oh, cool! I love doing sport! My favourite sport is hockey. What sports can we do there? Can we play hockey? What about basketball or baseball?
- Ava** No, I can't see those sports on the leaflet. But there are a lot of unusual sports.
- Ethan** Really? Can I see the leaflet? Oh, yes! Kick volleyball sounds fun! You mustn't use your hands. I love playing volleyball, so I want to try that! I'm going to do that next Thursday after school.
- Ava** Fantastic!
- Ethan** What about you, Ava? What are you going to do?
- Ava** Hmm, I don't know. I like playing table tennis, but I can't play very well and team table tennis looks difficult.
- Ethan** Yes, but it's good to try new things! I can come with you. We can play together!
- Ava** OK! It's on Wednesdays at four o'clock. Are you free on Wednesday afternoons?
- Ethan** Yes, I am!
- Ava** Cool! Would you like to play team table tennis with me next Wednesday after school?
- Ethan** Yes, I'd like that!
- Ava** Great! I'm going to ask Diego, too.
- Ethan** OK! Good idea! See you at the sports' centre on Wednesday at four o'clock!
- Ava** See you then. Bye!



Objectives

- Lesson aim: to write a note about an unusual sport
- Text type: a note
- Recycled language: *play table tennis, playing basketball, playing hockey, run a race, snowboarding*

GSE

- Receptive: Reading: Can understand short, simple notes from family or friends communicating information of immediate relevance.
- Productive: Writing: Can write short, simple messages relating to everyday matters. Can write simple sentences about future plans, using fixed expressions.

Grow: nurturing growth in society

Grow

- Encourage a further sense of pupils' social responsibility by fomenting positive relationships and teamwork in the classroom. Change the composition of groups and teams regularly to avoid groups of children excluding others and to encourage pupils to choose new partners each time they do an activity.
- Point to the 'Grow' stepping stone and write the learning objective on the board: *We're learning to write a note about an unusual sport.*

Materials

- Audio

Wonder Imagine Build Grow Shine 6

Lesson 7

1 **6.19** Listen and choose.

Ava is writing to Diego about...

- the unusual sports at the new sports centre.
- playing team table tennis together at the new sports centre.
- how to get to the new sports centre.

Hi Diego,
I'm going to play table tennis with Ethan at the new sports centre next Wednesday. It's team table tennis! It is difficult but it looks fun!
Are you free on Wednesday afternoon?
Do you want to play team table tennis with us?
The sports centre is on North Street.
Team table tennis is from four o'clock to five o'clock.
I hope you can come!
Bye,
Ava

Our writing workshop

2 **6.20** Ideas generator Listen, read and complete.

- I'm writing about running in the....
- I'm writing about snowboarding in the....
- I'm writing about playing volleyball in the....
- I'm writing about playing basketball in the....

3 Give it a go Plan to write a note with a friend.

Which unusual sport are you going to do?

Why is it unusual?

Where are you going to do it?

What time are you going to do it?

I can shine!

4 Write your note about an unusual sport together.

I can write a note to a friend about an unusual sport.

Writing A note about an unusual sport 71

Starting the lesson



- Do a dictagloss using the paragraph about team table tennis from the article on page 70. Have pupils close their books. Read out the text slowly but naturally and have pupils make notes of the words they hear. Read the text again so they can add more ideas. The aim is to gradually complete as much of the text as possible, however, ensure that it is not competitive as some pupils may find this challenging.
- Put pupils in pairs and check their notes to try to recreate the text, or write a paragraph that makes sense. When they have finished, have them compare their paragraph with the one on the page.

1 **6.19** Listen and choose.

- Elicit what kind of text is on the page, who wrote it and who it is for. Then ask pupils if they write notes to their friends. Pupils met Ava in the audio in Lesson 6 so they should recognise the writer.
- Play the audio and have pupils read the note as they listen.
- Ask *Why is Ava writing to Diego?* Give pupils time to read the three options and check comprehension. Then have pupils read the text again and say the correct answer.

ANSWER KEY: b

2 **6.20** Ideas Generator Listen, read and complete.

- Have pupils look at the photos and say what sports they think they show.



- Give pupils time to read the sentences and think about how they could be completed.
- Play the audio and have pupils listen for the missing words. Pause after each section for pupils to say the answer.

ANSWER KEY: 1 forest, 2 sand, 3 snow, 4 river

3 Give it a go Plan to write a note with a friend.

- Tell pupils they are going to plan and write a note about an unusual sport. Brainstorm all the unusual sports that have come up in the unit, including those in Activity 2, and write on the board. Elicit more ideas – perhaps pupils have seen more interesting sports on TV.
- Look at the planning questions together and use the model note in Activity 1 to elicit example answers.
- Pupils discuss ideas in pairs and choose an unusual sport together. They make notes as they discuss the questions.
 - SUPPORT** For each question, elicit a variety of answers from the class and write on the board.
 - STRETCH** Have pupils do some research to find out about other unusual sports before doing the planning stage.

Planning support Have pupils look at the model text in Activity 1 and copy into their notebooks any words or phrases they would like to use in their own writing, e.g. *I'm going to... next... Are you free on...? Do you want to... The... is from... to....* Encourage them to use functional language from the model, but to avoid copying the text.

4 Write your note about an unusual sport together.

- Have pupils decide who they are going to write to and then write their notes using their ideas from Activity 3. As they are writing, monitor and provide support as required.
- Ask pupils to swap notebooks and give each other feedback on their notes.
- Invite a few pupils to read their notes out to the class.
 - SUPPORT** Have pupils write one sentence for each question in the planning section.
 - STRETCH** Have pupils include additional information about their unusual sport, e.g. how to play it.

I can shine! Assess

ACHIEVE Pupils write a note inviting a friend to join them in a sporting activity.

ADJUST Pupils write a simple note inviting a friend to join them in a sporting activity, when a model is provided.

EXCEED Pupils write a note inviting a friend to join them in a sporting activity, including essential and additional information.

TEACHER TIME TO SHINE: making writing meaningful

Help pupils make connections between the activities they do in class and the real world by finding out about sports they can do locally. Pupils can look at the information and choose a sport or activity they would really like to try. You could then have them write a note to a friend inviting them to join them.

Ending the lesson

- Play *Word tennis* with sports. (See pages 26–27.)

Activity Book page 53

- 1 **Read and answer the questions.** Pupils read the note. They then read and answer the questions.

ANSWER KEY: 2 with kayaks in the swimming pool, 3 Saturday, 4 10 o'clock / 12 o'clock, 5 At the water sports centre (on West Street).

- 2 **Give it a go Imagine an unusual water sports event. Complete.** Pupils think of a new sport and answer the questions with their own ideas. Pupils can check their answers in pairs, taking turns to ask and answer the questions.

I can shine!

- 3 **Write a message to a friend about your unusual water sports event. Use your notes in Activity 2.** Pupils use their ideas from Activity 2 to complete the skeleton note.

Check your work! Pupils notice the apostrophes. Elicit that we use apostrophes when we remove a letter, e.g. *he is* becomes *he's*. Pupils then read their work again and check their use of apostrophes.

Extra activity

Write some jumbled sentences with *going to* on the board. Invite pupils to come up to the board and put the words in each in the correct order. Alternatively, pupils can correct the sentences with a friend, e.g. *going are play When volleyball you to? (When are you going to play volleyball?); Thursday Elisa going gymnastics afternoon is to do on. (Elisa is going to do gymnastics on Thursday afternoon.); I to am not this going basketball week play. (I am not going to play basketball this week.); Are going go you swimming to on morning Saturday? (Are you going to go swimming on Saturday morning?)*.



Objectives

- **Lesson aim:** to review the language from Unit 6
- **Revised language:** *do athletics, do gymnastics, go snowboarding, go swimming, play badminton, play baseball, play basketball, play hockey, play table tennis, play volleyball*

GSE

- **Productive: Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly. Can make (decline and accept) a simple invitation, using fixed expressions. Can talk about their hobbies and interests, using simple language. Can talk about plans for the near future in a simple way.

Shine: Time to shine!

- Encourage pupils to develop co-operative learning strategies such as peer learning and support. Where possible, invite pupils to help each other in the review activities and increase pupils' awareness that they can learn from each other.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're reviewing what we've learnt in the unit.*

Shine

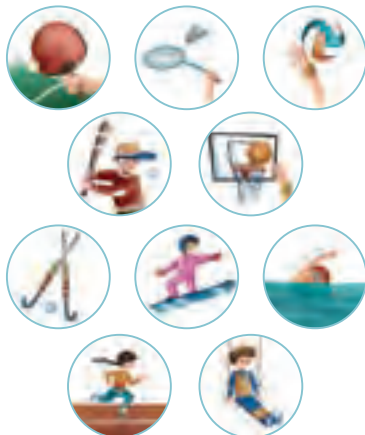
Materials

- Flashcards; *Our World* video; Audio; slips of paper (one per pupil)

Our sports weekend

Step 1 Review

1 Which sports can you see?



2 Choose a sport. Ask, answer and guess.

Are you going to hit the ball?

No, I'm not.

Are you going to bounce the ball?

Yes, I am.

Are you going to play basketball?

Yes, I am. Well done!

3 Look again. Make a plan to do one of the sports together next weekend.

Hi! Are you free on... ?

Do you want to... ?

4 Why is it good to work as a team?

You can help your friends.

5 Watch and listen.

Yes and you can...

72 Unit review Unit objectives review

Starting the lesson



- Do a book scavenger hunt. Have pupils work in teams to find the following things in their books:
 - a unusual sport you do in water
 - a sport where you hit something that isn't a ball
 - a sport you do in a cold place
 - a sport where you bounce a ball
 - something you jump over
 - a sport Socks wants to play.

POSSIBLE ANSWERS: a. underwater hockey, b. badminton, c. snowboarding, d. basketball, e. hurdles, f. tennis

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine! checkpoints and helps prepare pupils for the unit project.
- Vocabulary from the Wonder spread is reviewed in Activity 1.
- Activity 2 helps review and personalise the story value and language from the Imagine spread.
- The speaking element in Activity 3 consolidates the target structures and functional language of the Build spread.
- The question in Activity 4 and the video in Activity 5 encourage pupils to further explore the global citizenship theme.
- Ahead of the pupils completing the activities, reviewing the song from lesson 2 can help them recall vocabulary and language learnt earlier in the unit.

1 Which sports can you see?

- Ask pupils to look at the pictures and name the sports they see in pairs.
- Stick the flashcards on the board. Check answers, encouraging pupils to give answers in a sentence containing *I'm going to / I'm not going to...*. Remove each flashcard as pupils mention the corresponding word, until the board is empty.

ANSWER KEY: table tennis, badminton, volleyball, baseball, basketball, hockey, snowboarding, swimming, athletics, gymnastics

2 Choose a sport. Ask, answer and guess.

- Invite two pupils to read the model dialogue. Elicit that pupils have to guess their friend's sport by asking questions.
 - Pupils play the guessing game in pairs. Monitor and make sure pupils are using the target structure *Are you going to...?*
- (SUPPORT)** Before pupils do the activity, play the chant on audio track 6.11 from Lesson 4 and have pupils repeat it.
- (STRETCH)** Have pupils ask and answer questions in pairs about their plans for this afternoon.

3 Look again. Make a plan to do one of the sports together next weekend.

- Review the functional language by eliciting or writing the model dialogue from Lesson 5 on the board. Drill the dialogue chorally.
- Invite two pupils to read out and complete the examples. Elicit an answer from pupils for each question.
- Have pupils ask and answer questions in pairs to make plans to do sports together.

4 Why is it good to work as a team?

- Read the question and the two examples together.
 - In groups, give pupils time to remember ideas from the unit and discuss the question. Encourage one pupil in each group to make notes. Write any useful language on the board to help support pupils with their discussion.
 - Get feedback from the class, inviting groups to share their ideas.
- (SUPPORT)** Allow pupils to look back through the unit and make notes with a friend before having the discussion.
- (STRETCH)** Have pupils make a list of activities that people often do as a team.

TEACHER TIME TO SHINE: scaffolding speaking

When asking pupils to do discussion activities, encourage them to take turns adding a new idea each time. Point out that as they do this, they are helping each other build their knowledge. Make sure pupils don't feel pressured into always giving an idea and that pupils respect each other's ideas.

5 Watch and listen.

- Ask pupils what they remember about the *Our World* video from Lesson 1. Then play the video again and encourage pupils to notice any new ideas.

- Discuss any new things pupils have noticed with the class and encourage them to draw conclusions about free time and team sports. Ask 'What is good about team sports?' and 'What can you learn from playing sports in a team?' (e.g. the importance of working together, the importance of learning to lose well, supporting and helping team members, learning to play by the rules of the game, having fun with other people, making new friends, doing things out of school). The class can then do the Extra activity that follows, if time allows.

Extra activity

Have pupils make a poster about the importance of teamwork using the ideas they discussed in Activity 4. Help them organise their ideas as they are planning their poster and encourage them to think about the layout of their poster and add a title, illustrations, examples, etc.

Ending the lesson

- Give pupils a slip of paper. Tell them to write their thoughts about what they've done in the unit on the paper. They should write: one thing they found easy, one thing they enjoyed and one thing they need to practise more.

Activity Book page 54

- 1 Think and write.** Pupils read the definitions and use the initial letter of each missing word as a clue. Pupils can work alone or in pairs. Alternatively, this activity could be carried out as a class quiz. Pupils close their books. Arrange pupils into small groups and read the activity clues one at a time. Pupils confer and one person in each group writes down the answer or calls it out. The group with the most correct answers wins.

ANSWER KEY: 2 volleyball, 3 table tennis, 4 bounce, 5 quickly, 6 slowly

- 2** **6.21** **Look and write. Then listen and check.** Pupils look at the schedule, then read and complete the dialogue. Play the audio for pupils to check their answers alone or in pairs.

ANSWER KEY: 2 I'm going, 3 going to go, 4 you going, 5 I am, 6 I'm going to

- 3** **Look at Activity 2. Think and write. Then ask and answer.** Pupils complete the dialogue using their own ideas. Pupils then act out their dialogues in pairs.

Extra time: Pupils read the definition and identify the sport.

ANSWER KEY: volleyball



Objectives

- **Lesson aim:** to plan a sports weekend
- **Revised language:** *do athletics, do gymnastics, go snowboarding, go swimming, play badminton, play baseball, play basketball, play hockey, play table tennis, play volleyball*
I'm going to... / I'm not going to...
Are you going to...? Yes, I am. No, I'm not.
Are you free on (Saturday)? Yes, I am. / No sorry, I'm not.
Do you want to...? Yes, please.

GSE

- **Productive: Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way. Can talk about plans for the near future in a simple way.
- **Productive: Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar).
- **Productive: Speaking:** Can make (decline and accept) a simple invitation, using fixed expressions.

Shine: Time to shine!**Shine**

- Encourage pupils to reflect on what they have learned during the course. Before ending the lesson, ask pupils to look back through from the Welcome Unit to Unit 6 and find their three favourite activities.
- Point to the 'Shine' stepping stone and write the learning objective on the board: *We're going to plan a sports weekend.*

Materials

- Flashcards; A3 or A4 paper or card (one per pair or group), A3 card / card file dividers / folders that open out (one per pupil, for the lapbooks), A4 paper (one per pupil), glue, scissors

Wonder
Imagine
Build
Grow
Shine

6

Step 2
Create


6 Create a sports weekend.

	Saturday	Sunday
Morning		
Afternoon		
Evening		

7 Share your ideas.

*I'm going to play basketball on Saturday morning. What are **you** going to do?*

8 Decide which sports you are going to do together.

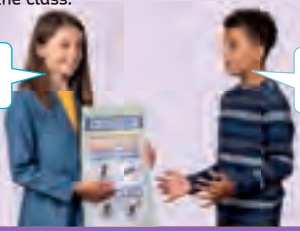


9 Present your sports weekend to the class.

On Saturday morning, we are going to do gymnastics.

10 Choose two new sports to try.

On Saturday afternoon, we are going to play hockey.



I can plan a sports weekend.

Unit project Planning a sports weekend 73

Starting the lesson

- Ask pupils to think about their favourite sports. Display the flashcards for support.
- Do a mingle where pupils ask and answer questions and try to form a group with pupils who like the same sport. When pupils have formed groups, ask questions to find out which sports are the most popular.

Step 2: Create

- This section focuses on personalisation, critical thinking, collaboration and creativity. In Activity 6 pupils work alone and start to think of ideas and review key vocabulary. In Activity 7 they work in pairs to share ideas and plan the project. Activity 8 fosters collaboration and communication skills as pupils work in different pairs or small groups to make final decisions and draw up their plan before presenting to the class in Time to Shine.
- Make sure that pupils understand the steps to success for the project. Give pupils clear step-by-step instructions:
 - 1 Decide which sports you are going to play.
 - 2 Tell your friend which sports you are going to do.
 - 3 Ask your group questions and answer their questions.
 - 4 Present your sports weekend to the class.

6 Create a sports weekend.

- Tell pupils they are going to plan a sports weekend for their class. They need to decide which sports people can play and when.
- Look at the table and point out that pupils have to choose sports for both days and they need to choose at least six sports.
- Give pupils a few minutes to make a list of sports they want to include individually.

7 Share your ideas.

- Invite a pupil to read out the example in the speech bubble. Tell pupils to talk about their plans using their ideas from Activity 6.
- Pupils share their ideas with a friend, using as much of the target vocabulary from the unit as possible.

SUPPORT Write the target structures on the board for pupils to refer to during their discussions.

STRETCH Encourage them to respond to each other's ideas, e.g. *I'm going to play basketball, too!*

8 Decide which sports you are going to do together.

- Ask two pupils to read out the model dialogue.
- In pairs or small groups pupils ask and answer questions about their plans and invite each other to join them in their sports activities. Pupils should make a note of the sports they decide to do together or make a poster.

SUPPORT Write model sentences and functional language on the board for pupils to refer to.

STRETCH Have pupils make a longer version of the table in Activity 1 with slots for different times. They can add in sports as they decide to do them with their friends.

Time to shine!**9 Present your sports weekend to the class.**

- Give pupils time to practise presenting their sports weekends in their pairs or small groups.
- Draw pupils' attention to the speech bubbles and have two pupils read out the model text.
- Have pupils present their sports weekend in their pairs or small groups.
- Encourage the pupils who are listening to ask questions about the presentations.

PROJECT TIP

When asking pupils to give a group presentation to the class, it is useful to include a rehearsal stage so that pupils can decide who will talk about each part and to make sure everybody knows what they have to say. Give pupils plenty of time to practise and help them as necessary with the logistics, e.g. where each pupil will stand, who will hold up the timetable, etc.

10 Choose two new sports to try.

- Ask pupils which sports from other pupils' presentations they would like to try.
- Have a class vote on the sports weekend which sounds most fun.

Extra activity

Have pupils make a leaflet about their sports weekend containing the timetable, other useful information and pictures. Encourage pupils to write a few sentences about the sports weekend. They can look at the text on page 70 for ideas.

Ending the lesson

- Play the *Miming game* with vocabulary from the unit. Pupils can play the game as a class or in small groups. One pupil mimes a sport, e.g. *play badminton* or a sporting activity, e.g. *jump hurdles*. The rest of the class / group have to guess which sport / activity it is. More confident classes can include *badly, well, quickly* and *slowly* in their mimes.
- Refer pupils to the Progress Chart on page 3 in the Pupil's Book. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 55

- 1 **Think and write. Use the activities or your own ideas. Then tell your friend.** Pupils write sports and activities in the graphic organiser. They can then share their ideas in pairs.
- 2 **Make your lapbook. Find pictures or draw. Then write.** Pupils use the questions to help them think about sports. They then find or draw pictures and write sentences about their preferences. Lastly, they paste the pictures and text into their lapbook.

Home-school link: Pupils do this activity at home. They tell their family about their favourite sports.

Time to shine!**Assess**

ACHIEVE Pupils talk about the sports in their sports weekend and answer some questions about it.

ADJUST Pupils talk about some of the sports in their sports weekend, with support.

EXCEED Pupils talk about the sports in their sports weekend and give additional details about the sports.

