

6

Let's play together!

Key learning outcomes

in Unit 6, the students 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 gymnastics, do track and field, go snowboarding, go swimming, play badminton, play baseball, play basketball, play field hockey, play ping-pong, 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, I'm not. Sorry!

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.

Objectives

- **Lesson aim:** to learn vocabulary connected to sports
- **Target language:** *play baseball, go snowboarding, go swimming, do track and field, play field hockey, play volleyball, play basketball, play ping-pong, play badminton, do gymnastics*
- **Recycled language:** *This/That..., I want to...*

GSE

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

Wonder: sparking curiosity

- Invite students 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 play.
- 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; Picture Cards; a ball; *My free-time activities* poster

Wonder

6

Let's play together!

Place & Shine Museum

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

1 play baseball
5 play field hockey
9 play badminton

2 go snowboarding
6 play volleyball
10 do gymnastics

3 go swimming
7 play basketball

4 do track and field
8 play ping-pong

1 wonder...

What kind of sport is sepak takraw?

Which of these sports do you want to play?

3 Watch and listen.

4 Look, point, and say.

That boy is playing field hockey.

Those children are doing track and field.

Lesson 1

What can you see?

1 Listen and find.

2 Listen and point. Then listen and say.

64 Vocabulary Sports

Starting the lesson: warm up and song

- Play the *Rise and Shine Welcome Song* and have students sing along. Then practice with the karaoke version.
- Show students 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 exhibit is about sports. Brainstorm sports students already know, e.g., tennis, soccer, sailing, rock climbing, etc. and write on the board.
- Ask questions about the picture, e.g., *Are they (playing soccer)?* using the vocabulary you reviewed in the first step. Encourage students to answer *No, they aren't (playing soccer).*
- **SUPPORT** Write useful target structures on the board for students to refer to as they do the activity. **STRETCH** Encourage personalization to engage students with the Big Picture by having them point to and say which sports they play or don't play.



6.01 Listen and find.

- Look at the Big Picture. Play the audio and have students 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 play? Does Sofia want to play basketball?*



6.02 Listen and point. Then listen and say.

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

I wonder

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

FUTURE SKILLS: enquiry and imagination

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

3 Watch and listen.

- Tell students 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 students to check their ideas.
- Play the *Our World* video on mute so that students can't hear it. After each section, pause and ask students 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/field 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 student to read the examples and have the class find the children in the picture.
- Students take turns to describe what different children are doing in the Big Picture.

**WONDER HELPER**

Read Sofia's question together, then have students discuss the sports they want to play 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 students to think of similarities and differences between the two sports and write them in the diagram, e.g., *badminton* and *field hockey*: *You play badminton inside. You play field hockey outside. Field hockey is a team sport. Badminton isn't a team sport.* Students can then make their own diagrams for different sports.

Ending the lesson

- Play a miming game. Students can work as a class or in small groups. Students 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.
- Students can play the game as a class or in small groups. One student mimes a sport, e.g., *go swimming* for the rest of the class/group to guess.

Workbook page 48



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

ANSWER KEY: shark, whale, seahorse

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

ANSWER KEY: 1 gymnastics, 2 ping-pong, 3 basketball, 4 swimming, 5 track and field, 6 badminton, 7 volleyball, 8 snowboarding, 9 baseball, 10 field hockey

- 2 Complete. Then tell your friend.** Students 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 playing, using the example dialog as a model.

ANSWER KEY:

play: baseball, basketball, field hockey, ping-pong, volleyball
go: snowboarding, swimming
do: track and field, gymnastics

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

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

Activity 1**Audio script**

Marco Wow! Look at this room! It's amazing!
Zoe I can see a lot of different sports.
So ia Look at that girl! She's going snowboarding. And that boy is playing field hockey.
Hugo Oh, yes! And look at those two children. They're playing ping-pong.
Zoe I love ping-pong! 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.
So ia Me, too! It's a lot of fun. And I want to play baseball.



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, give it a try

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 dialogs.
- **Productive: Speaking:** Can talk about plans for the near future in a simple way.

Wonder: sparking curiosity

- Engage students 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 play 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 play.*

Materials

- Audio; Picture Cards

Wonder Imagine Build Grow Shine

Song

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

I'm not going to go swimming.
I don't like going to the pool.
I'm going to do track and field.
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 ping-pong.
Do you want to give it a try?

Chorus

Lesson 2

1 Read and sing.

2 Listen, find, and write the number.
1 2 3

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

Grammar

I'm going to play ping-pong.
I'm not going to do gymnastics.

I can shine!

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

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

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

Song and structures I'm going to (play ping-pong). I'm not going to (do gymnastics).

65

Starting the lesson

- Put students 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 play in winter, and a sport where you need water.

1 6.03 6.04 Read and sing.

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

TEACHER TIME TO SHINE: making the most of songs

Not all students 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 students 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 students complete gapped lyrics.

2 6.05 Listen, find, and write the number.

- Tell students they are going to hear the children in the picture talking about the sports they are playing now and the sports they are going to play.
- Play the audio and have students write the number that matches the sports in the picture.

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

- Present the Grammar box and drill the sentences. Tell students 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, students take turns to make sentences about the sports in the picture using the target language.

ANSWER KEY: Students' own answers

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

- Invite a student to read the example. Highlight that students should talk about the sports they are going to play and the sports they are not going to play next week. Point out that students don't have to give true answers.
 - Students tell a friend about their plans. Monitor and make sure students 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 students time to prepare, before doing the speaking activity.
- STRETCH** Have students 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 Students talk about their plans about sports, using full sentences.

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

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

Extra activity

Have students 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 ping-pong on Wednesday.*

Ending the lesson

- Play *Memory chain game*. Students sit in a circle. One student says *Next week I'm (not) going to (play volleyball).* The following student 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 field hockey.* Continue until someone can't remember what goes next.

Workbook page 49

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

ANSWER KEY: Girl: baseball, gymnastics
Boy: swimming, ping-pong, volleyball
2 a, 3 b, 4 c

- 2 Look, think, and write. Then listen and check. Students 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 track and field

I can shine!

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

Extra time: One student 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

Audio script

- 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 field hockey now.
Then I'm going to go snowboarding.
I'm not going to play baseball.*
- 3 Girl *I'm doing track and field right now.
Then I'm going to play badminton.
I'm not going to play ping-pong.*



Extra activity



Practice: Activity 3



I can shine: Activity 4



Workbook: Practice



Ending the lesson



Learning path

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, ping-pong; 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 role-play parts of a picture story using simple actions and words.

Imagine: fostering imagination

Imagine

- Encourage students 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; Picture Cards; Story cards

Starting the lesson



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

1 6.08 Listen, point, and say.

- Call out an action that students already know and have them role-play it, e.g., *run, dance, hop, jump, catch, climb, fly, kick, ride, skate, swim*.
- Play the audio and have students point to the pictures as they listen.
- Play the audio again and have students repeat the words.
- Use the picture cards to elicit and practice the new vocabulary without prompting.

FUTURE SKILLS: enquiry and imagination

Ask students to think of the actions people do when playing the sports from page 64. Have them draw a chart with each sport at the top of a column and the actions from Activity 1 in the first column.

They add checkmarks and Xs to the chart.

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

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

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

3 6.09 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 students follow in their books.
- Check answers with the class, encouraging students 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 students 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 students listen only.

4 Read again. Circle true (T) or false (F).

- Give students 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.
- Students compare their answers in pairs.

ANSWER KEY: 1 F, 2 F, 3 T, 4 T, 5 F

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

STRETCH Have students correct the false statements.



IMAGINE HELPER

Read Hugo's question together. Encourage students to compare how Hugo feels in the third frame and the last frame and say why he feels this way. Ask students 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: Students' 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 student 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 students in groups of four. Students discuss the activities they want to do with their group and say what they are going to do. Encourage students to use the target vocabulary in Activity 1, the structures from Lesson 2, and vocabulary from Lesson 1.

SUPPORT Display all the picture cards from Vocabulary 1 and 2 and elicit the words from the class before students do the activity.

STRETCH Have groups share with the class what each group member is going to do and role-play the activities.

I can shine!



Assess

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

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

EXCEED Students 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 students in groups of four and have them choose character roles. Then display the story cards and ask students to try to imagine what their character is thinking in each scene. Students write down their ideas inside thought bubbles. Then have students role-play 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 picture?*

Workbook page 50

- Think and write.** Students 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 chart on the board:

___ a ball	___ a race	play ___	go ___
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Students copy the chart into their notebooks. Divide the class into teams and have students fill out the chart 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.

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

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

Imagine helper: Students evaluate the story and check how they feel about it.

I can shine!

- Plan a race with four sports activities. Write. Then tell your friend.** Students 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: Students 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 ping-pong)? Yes, I am./ No, I'm not.*
- **Recycled language:** *do track and field, do gymnastics, go swimming, go snowboarding, play badminton, play baseball, play basketball, play field hockey, play ping-pong, 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 dialogs 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 students how we are building on this knowledge to ask and answer questions. Have students look at the Grammar builder box and show students that they already learned 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 play.*

Materials

- Audio

Lesson 4

- 1 Listen and write. What sport is Sofia going to play 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 ping-pong? 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 field hockey next week?

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

	✓	✗
1	do gymnastics	play field hockey
2	jump hurdles	run a race
3	bounce a ball	throw a ball
4	do track and field	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 students what sports the children played 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 student who starts says *On Saturday, I'm going to... /I'm not going to...*

- 1 Listen and write. What sport is Sofia going to play next weekend?

- Look at the picture and elicit where the children are (at the sports exhibit). Then give students 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 students to listen for the answer.

SUPPORT Draw a chart 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 play. Elicit and draw checkmarks in the chart. Then ask the question and elicit the answer.

STRETCH Have students write down the actions Sofia will do when she plays baseball.

ANSWER KEY: baseball

RECEPTIVE SKILLS TIP

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

2 **6.11** Listen and read. Then chant.

- Play the audio and have students read and listen to the examples in the Grammar builder box.
- Play the audio again and have students 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 students 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 students 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 of examples from the class. Then ask students 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 chart and the speech bubbles on the left-hand side. Elicit that students have to ask and answer questions to find out what activities their partner is going to do. Invite two students to read aloud the model dialog.
- Students ask and answer in pairs.

SUPPORT Elicit further example questions before having students do the activity, eliciting model answers from various students.

STRETCH Ask students 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: *Students' own answers, e.g.,*
Are you going to play field hockey?
No, I'm not. I'm going to do gymnastics.
Are you going to jump hurdles? Yes, I am.

Extra activity

Have students role-play the dialog from Activity 1 in groups of four. They can either role-play along with the audio or improvise their own dialogs.

Ending the lesson

- Elicit and write a list of sports on the board, including those from Lesson 1.
- Then have each student write a sport on a piece of paper, secretly.
- In groups, students 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.

Workbook page 51

- 1** **Look, think, and write.** Students read the model dialog. They then read and complete the other dialogs 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: Students read the question and write a checkmark or an **X** next to the sports they like. Put students into pairs. Elicit the question *Do you like + ing?* and the short answers, *Yes, I do./No, I don't*. Students then take turns asking and answering 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**Audio script**

- Hugo** Look at all these children! They're playing a lot of different sports.
- Marco** Yes. It looks fun! I'm going to play sports next weekend.
- So ia** 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?
- So ia** 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 ping-pong next weekend, Zoe?
- Zoe** No, I'm not.
- Socks** Meow!
- Zoe** Look at Socks! I think he wants to play basketball!



Objectives

- **Lesson aim:** to make arrangements to play sports; to differentiate between the sounds *th* (*think*) /θ/ and *th* (*their*) /ð/
- **Speaking function:** Inviting your friends to play sports.
- **Functional language:** *Are you free on (Thursday afternoon)? Yes, I am!/No, I'm not. Sorry! Do you want to (do track and field) 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 or calendar). Can ask simple questions about times and events (e.g., in a schedule 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 kinds of playful language.

Build: building confidence

Build

- Build confidence in communicative tasks by providing numerous opportunities for students to practice the language before they attempt Activity 5. Write the model dialog on the board, then gradually erase words and have students practice it until they can say most of the dialog 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 and write. What sports can you see?
I can 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 track and field with me?

5 Great! Bye!

3 Listen again and say.

Pronunciation

4 Listen to the sounds and say.

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

I can shine!

5 Plan to play some sports with your friend.

Hi! Are you free on... ?

Do you want to... ?

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

Communication Making simple arrangements to do something. 69

Starting the lesson

- Draw a chart on the board with four columns: *do, play, go, other verbs*. Elicit and write an example sport in each column. Put students 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 chart on the board together.

1 Look and write. What sports can you see?

- Look at the poster and ask students where they think they could find it (e.g., in a sports center).
- Give students a few minutes to write the sports in the icons in pairs.
- Invite pairs to share their ideas with the class.

SUPPORT Pair up more and less confident students to provide differentiated support.

STRETCH Have students 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: ping-pong, badminton, volleyball, basketball, field hockey, snowboarding, swimming, baseball, gymnastics, track and field

2 Listen and read.

- Tell students that the two children are talking about what sports to play.
- Play the audio and have students listen and follow the dialog on the page.
- Elicit who is going to do track and field with the first girl, the boy, or the other girl (the boy).

3 Listen again and say.

- Play the audio again. Pause after each question or answer for students to repeat. Encourage students 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 students practice reading out the dialog in pairs, swapping roles the second time.
- **SUPPORT** Drill the dialog section by section several times until students are confident saying the phrases.
- **STRETCH** Have students have a similar dialog about a different sport.

4 Pronunciation Listen to the sounds and say.

- Write a couple of the words from each sound group on the board and have students 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 students to repeat them. Play the audio again, pausing after longer sections until students can say the whole sentence. Elicit more words with each sound, e.g., *theater, thirteen, third* (unvoiced) and *then, the, their* (voiced).
- Students practice 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 students internalize 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 play some sports with your friend.

With communication cards:

- Print the communication cards off before the lesson. Put students in pairs (Students A and B). Invite two students to read aloud the model dialog in their Student's Book.
- Student A invites Student 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:

- Students 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 dialog on the board for students to refer to during the activity.
- **STRETCH** Have students role-play their conversations as a role play, improvising different sports and times, and including more details, e.g., where to meet.

I can shine!



Assess

ACHIEVE Students make plans to play sports activities and respond appropriately.

ADJUST Students make plans to play sports activities and respond appropriately, with support.

EXCEED Students make plans to play sports activities and respond appropriately, with some improvisation.

Ending the lesson

- Invite one student 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 student at the front can't. The student 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...?*

Workbook page 51

I can shine!

- Which sports do you like? Check (✓) or put an X.
Students check the sports they like and cross the sports they don't like.
- Write two sports in your calendar. When are you free?
Ask and answer. Students write two sports in the chart. With a friend, students ask and answer questions, inviting each other to play one of the sports.

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

ANSWER KEY: theater, birthday, math



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: *riding a bike, playing field hockey, ping-pong, running, volleyball; hit the ball*
- Receptive language: *exciting, kick, round, disc*

GSE

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

Grow: nurturing growth in society

Grow

- Promote global citizenship by encouraging students 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;

Lesson 6

1 Do you play any unusual sports? **2** Listen and read.

Try a new and unusual sport!
Come and visit North Street Sports Center! We have 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 ping-pong
It's fun to play ping-pong with one friend. It's fun to play ping-pong with a lot of friends, too! At North Street Sports Center, you can play ping-pong on a team. You hit the ball and then run around the table. It's interesting and a lot of fun. Come and give it a try!
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 must not 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 Center
Stay happy and healthy

3 Read and circle.

- 1 You can play disc golf on Tuesdays / Thursdays.
- 2 Team ping-pong 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 play together next week?

5 Listen again and write.

- 1 Ethan's favorite sport is _____.
- 2 Ethan is going to play _____ next week.
- 3 Ava thinks the team ping-pong looks _____.
- 4 They are going to meet at _____ on Wednesday.

70 Global Citizenship A leaflet about unusual sports

Starting the lesson



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

1 Do you play any unusual sports?

- Look at the pictures in Activity 2 and ask students if they recognize any of the sports. Encourage them to compare the sports in the pictures 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 students 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 students read the leaflet as they listen. Students 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 students 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 students to read one section, then check comprehension by asking questions before moving onto the next section. Encourage students to use this technique whenever they encounter a longer text.

3 Read and circle.

- Have students read the sentences, find the relevant part of the leaflet, and then circle the correct option. Have students compare their answers in pairs before checking with the class.
- Students locate the words in bold italics and check comprehension. Elicit the adjectives *quick*, *slow*, *bad*, and *good*. Students compare these forms with the adverbs in the leaflet.
- Remind students 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 Southeast 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 students discuss their answers in pairs. Then elicit answers from the class, encouraging students to give reasons for their choices. Students may need to use L1 for this.

Background information (Culture and CLIL)

In this lesson, students explore the idea of *teamwork* in more detail. Encourage students to think about their attitude and behavior 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 students why these sports might be more fun than individual sports.

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

- Tell students 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 students listen for the answer.
- Ask *When are they going to play?* and play the audio again.

ANSWER KEY: team ping-pong

5 Listen again and write.

- Students read the sentences and think about the missing words.
- Play the audio, pausing for students to write the missing words.

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

FUTURE SKILLS: critical and reflective thinking

Ask students 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

- Students play a game using the adverbs from Activity 1. Invite one student to the front, show them an adverb, and have them choose a sport to role-play it in the manner of the adverb. The other students have to guess the sport and the adverb.

Workbook page 52

- 1 **Look and number. Then write.** Students read the sentences and match them to 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 check (✓). Then read and circle. Listen again and check.** Play the audio. Students listen and check the pictures that are mentioned. They then read the paragraph and circle the correct words. Play the audio again for students 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.** Students complete the sentences about themselves.

Grow helper: Students discuss the question in pairs.

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

Activity 4

Audio script

- Ava** Hi, Ethan. Look! I have a leaflet for that new sports center on North Street.
- Ethan** Oh, cool! I love playing sports! My favorite sport is field hockey. What sports can we play there? Can we play field 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 must not 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 ping-pong, but I can't play very well and team ping-pong 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 ping-pong with me next Wednesday after school?
- Ethan** Yes, I'd like that!
- Ava** Great! I'm going to ask Diego, too.
- Ethan** OK! Great idea! See you at the sports center 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 ping-pong, playing basketball, playing field 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 students' 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 students 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

Lesson 7

1 **6.19** Listen and circle.

Ava is writing to Diego about...

- 1 the unusual sports at the new sports center.
- 2 playing team ping-pong together at the new sports center.
- 3 how to get to the new sports center.

Hi Diego,
I'm going to play ping-pong with Ethan at the new sports center next Wednesday. It's team ping-pong! It is difficult but it looks fun!
Are you free on Wednesday afternoon?
Do you want to play team ping-pong with us?
The sports center is on North Street.
Team ping-pong 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 write.

- 1 I'm writing about running in the _____.
- 2 I'm writing about snowboarding in the _____.
- 3 I'm writing about playing volleyball in the _____.
- 4 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 play?

Why is it unusual?

Where are you going to play it?

What time are you going to play 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

Starting the lesson

- Do a dictagloss using the paragraph about team ping-pong from the article on page 70. Have students close their books. Read aloud the text slowly but naturally and have students 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 students may find this challenging.
- Put students 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 circle.

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

ANSWER KEY: 2**2** **6.20** **Ideas Generator** Listen, read, and write.

- Have students look at the pictures and circle what sports they think they show.

- Give students time to read the sentences and think about how they could be completed.
- Play the audio and have students listen for the missing words. Pause after each section for students 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 students 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 – maybe students 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.
- Students 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 students do some research to find out about other unusual sports before doing the planning stage.

Planning support Have students 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 students 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 students to swap notebooks and give each other feedback on their notes.
- Invite a few students to read their notes out to the class.
- SUPPORT** Have students write one sentence for each question in the planning section.
- STRETCH** Have students include additional information about their unusual sport, e.g., how to play it.

I can shine!



Assess

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

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

EXCEED Students 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 students make connections between the activities they do in class and the real world by finding out about sports they can play locally. Students 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.)

Workbook page 53

- 1 **Read and answer the questions.** Students 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 center (on West Street).

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

I can shine!

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

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

Extra activity

Write some scrambled sentences with *going to* on the board. Invite students to come up to the board and put the words in each in the correct order. Alternatively, students 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
- **Recycled language:** *do track and field, do gymnastics, go snowboarding, go swimming, play badminton, play baseball, play basketball, play field hockey, play ping-pong, 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.

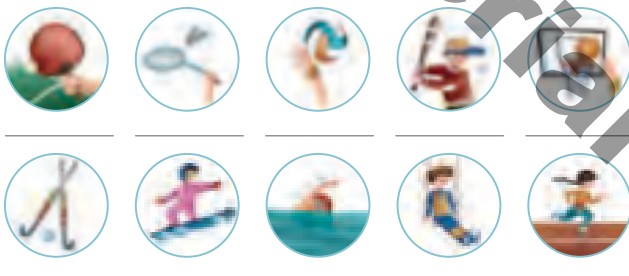
Shine: Time to shine!

- Encourage students to develop co-operative learning strategies such as peer learning and support. Where possible, invite students to help each other in the review activities and increase students' 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 learned in the unit.*

Materials

- Picture Cards; *Our World* video; Audio; slips of paper (one per student)

Shine

Our sports weekend**Step 1 Review****1 Look and write the sports.****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. Good job!

3 Look again. Make a plan to play 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.

Yes and you can...

5 Watch and listen.**Starting the lesson**

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

POSSIBLE ANSWERS: a. underwater field 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 students for the unit project.
- Vocabulary from the Wonder spread is reviewed in Activity 1.
- Activity 2 helps review and personalize 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 students to further explore the global citizenship theme.
- Ahead of the students completing the activities, reviewing the song from Lesson 2 can help them recall vocabulary and language learned earlier in the unit.

72

Unit review Unit objectives review



158

Starting the lesson



Learning path



Review: Song



Review: Activity 1



Review: Activity 2



Review: Activity 3

1 Look and write the sports.

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

ANSWER KEY: ping-pong, badminton, volleyball, baseball, basketball, field hockey, snowboarding, swimming, track and field, gymnastics

2 Choose a sport. Ask, answer, and guess.

- Invite two students to read the model dialog. Elicit that students have to guess their friend's sport by asking questions.
- Students play the guessing game in pairs. Monitor and make sure students are using the target structure *Are you going to...?*

SUPPORT Before students do the activity, play the chant on audio track 6.11 from Lesson 4 and have students repeat it.

STRETCH Have students ask and answer questions in pairs about their plans for this afternoon.

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

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

4 Why is it good to work as a team?

- Read the question and the two examples together.
- In groups, give students time to remember ideas from the unit and discuss the question. Encourage one student in each group to make notes. Write any useful language on the board to help support students with their discussion.
- Get feedback from the class, inviting groups to share their ideas.

SUPPORT Allow students to look back through the unit and make notes with a friend before having the discussion.

STRETCH Have students make a list of activities that people often do as a team.

TEACHER TIME TO SHINE: scaffolding speaking

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

5 Watch and listen.

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

- Discuss any new things students 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 on 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 students make a poster about the importance of teamwork using the ideas they discussed in Activity 4. Help them organize 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 students 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 practice more.

Workbook page 54

- 1 Think and write.** Students read the definitions and use the initial letter of each missing word as a clue. Students can work alone or in pairs. Alternatively, this activity could be carried out as a class quiz. Students close their books. Arrange students into small groups and read the activity clues one at a time. Students 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 ping-pong, 4 bounce, 5 quickly, 6 slowly

- 2 6.21 Look and write. Then listen and check.** Students look at the schedule, then read and complete the dialog. Play the audio for students 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.** Students complete the dialog using their own ideas. Students then role-play their dialogs in pairs.

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

ANSWER KEY: volleyball



Objectives

- Lesson aim: to plan a sports weekend
-  **Recycled language:** *do track and field, do gymnastics, go snowboarding, go swimming, play badminton, play baseball, play basketball, play field hockey, play ping-pong, 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, I'm not. Sorry!
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 or calendar). Can ask simple questions about times and events (e.g., in a schedule or calendar).
- Productive: Speaking:** Can make (decline and accept) a simple invitation, using fixed expressions.

Shine: Time to shine!

Shine


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

Materials


- Picture Cards; A3 or letter-size paper or card (one per pair or group), A3 card/card file dividers/folders that open out (one per student, for the lapbooks), letter-size paper (one per student), glue, scissors


Wonder Imagine Build Grow Shine 6

Step 2 Create

6  Create a sports weekend. Write.


	Saturday	Sunday
Morning	_____	_____
Afternoon	_____	_____
Evening	_____	_____

8  Decide which sports you are going to play together.

7  Share your ideas.

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

Time to shine!

9  Present your sports weekend to the class.

10 Choose two new sports to try.

On Saturday morning, we are going to do gymnastics.

On Saturday afternoon, we are going to play field hockey.

I can plan a sports weekend.

Unit project Planning a sports weekend 73

Starting the lesson



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

Step 2: Create

- This section focuses on personalization, critical thinking, collaboration, and creativity. In Activity 6, students 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 students 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 students understand the steps to success for the project. Give students clear step-by-step instructions:
 - Decide which sports you are going to play.
 - Tell your friend which sports you are going to play.
 - Ask your group questions and answer their questions.
 - Present your sports weekend to the class.

6 Create a sports weekend. Write.

- Tell students 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 chart and point out that students have to choose sports for both days and they need to choose at least six sports.
- Give students a few minutes to complete the chart with sports they want to include individually.

7 Share your ideas.

- Invite a student to read aloud the example in the speech bubble. Tell students to talk about their plans using their ideas from Activity 6.
- Students 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 students 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 play together.

- Ask two students to read aloud the model dialog.
- In pairs or small groups, students ask and answer questions about their plans and invite each other to join them in their sports activities. Students should make a note of the sports they decide to play together or make a poster.
(SUPPORT) Write model sentences and functional language on the board for students to refer to.
(STRETCH) Have students make a longer version of the chart in Activity 1 with slots for different times. They can add in sports as they decide to play them with their friends.

Time to shine!

9 Present your sports weekend to the class.

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

PROJECT TIP

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

10 Choose two new sports to try.

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

Extra activity

Have students make a leaflet about their sports weekend containing the schedule, other useful information, and pictures. Encourage students 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. Students can play the game as a class or in small groups. One student 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 students to the Progress Chart on page 3 in the Student's Book. Have them read the sentences for each skill and notice what they have achieved so far.

Workbook page 55

- 1 **Think and write. Use the activities or your own ideas. Then tell your friend.** Students write sports and activities in the graphic organizer. They can then share their ideas in pairs.
- 2 **Make your lapbook. Find pictures or draw. Then write.** Students 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: Students do this activity at home. They tell their family about their favorite sports.

Time to shine!



Assess

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

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

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



Objectives

- Lesson aim: to review the language from Units 5 and 6

GSE

- Receptive: Listening:** Can identify objects, places, or people from short descriptions.
- Receptive: Reading:** Can understand some simple details about a vacation from a postcard, if supported by pictures.
- Productive: Writing:** Can use appropriate standard greetings and closings in simple informal personal messages (e.g., postcards or emails).
- Productive: Speaking:** Can talk about plans for the near future in a simple way.

Materials

- Audio; Museum Trail Cards

Starting the lesson

- Play a game to review Units 5 and 6. Write Yes and No on either side of the board. Make statements, e.g., *Starfish have hands*. If students think it is true, they point to Yes! If it's false, they point to No!

1 **6.22** Listen. What are the children going to put inside the time capsule?

- Elicit what the children have put inside the time capsule so far. Students look back and guess what they will include this time.
- Play the audio. Students point to the things they hear in the picture.
- Play the audio again. Students answer the question. Check answers. Ask students if the poster is a good thing to put in the time capsule and why.
- (SUPPORT)** Before listening, use the picture cards to review the target vocabulary.
- (STRETCH)** Ask students to listen for the reason why the children choose to put the poster in the time capsule.

ANSWER KEY: the poster for their beach clean-up

2 Look. Ask and answer.

- Look at the Big Picture. Students say what they see. Focus on the model and elicit that we can use the question to describe the picture. Model the activity and elicit answers from a few students.
- Ask and answer questions about the picture using the target language. Monitor to make sure students are using language correctly.

3 Imagine you're at the beach. What are you going to do?

- Remind students of the global citizenship theme from Unit 5: helping the oceans. Give students time to think about how they can help the oceans and what they're going to do. Play the story from Unit 5 again for support.
- Students discuss their ideas in small groups.

ANSWER KEY: Students' own answers

4 How can we help the oceans?

- Students discuss how to help the oceans. Encourage them to use the new vocabulary and the ideas.

Review 3 Our world

- Listen. What are the children going to put inside the time capsule?
- Look. Ask and answer. *What are those children doing?*
- Imagine you're at the beach. What are you going to do?
- How can we help the oceans?
- Read. Where is Zoe going to go today?

Dear Holly,
I'm going to go to the beach today.
I'm not going to go swimming. I'm going to
have a beach clean-up with my friends.
I'm going to pick up trash and I'm going to
recycle it. Then I'm going to play volleyball.
I love playing volleyball! It's great to play on
a team. I'm going to have a wonderful time.
What are you going to do today?
From,
Zoe

- Read again and circle.
 - Zoe is going to go out with her friends / family today.
 - She's going to go swimming / pick up trash
 - She likes / doesn't like playing volleyball.
 - She thinks / doesn't think she's going to have a great time today.
- Imagine you're going to go to the beach today. Write a postcard to a friend about what you're going to do.

74 Review 3 Units 5 and 6

5 Read. Where is Zoe going to go today?

- Students look at the text and say what kind it is (a message to a friend). Then look at the question. Students read quickly to find the answer.

ANSWER KEY: the beach

6 Read again and circle. Students read the sentences. Students read the text again and circle the correct answers.

ANSWER KEY: 1 friends, 2 pick up trash, 3 likes, 4 thinks

7 Imagine you're going to go to the beach today. Write a postcard to a friend about what you're going to do.

- Brainstorm activities you can do at the beach. Write up students' ideas.
- Students think about what they are going to do and make notes, using the model in Activity 5. Ask students to look back at the model text and underline phrases to use, e.g., *Dear...*, *I'm going to go...*, *Then, I'm not going to...*, *I love...*, *What are you going to do today?* *From, ...*
- Students write their postcards individually.
- Students swap their work and give each other feedback. Encourage them to be positive and check for punctuation and spelling.

ANSWER KEY: Students' own answers

Workbook pages 56 and 57

- 1 **Read and write.** Students complete the email by unscrambling the words.

ANSWER KEY: 2 basketball, 3 bounce, 4 well, 5 quickly, 6 starfish, 7 clean, 8 great

- 2 **6.23 Listen and complete. Then match. Ask and answer.** Students complete the dialog, then match and check against the audio. Then they ask and answer in pairs.

ANSWER KEY: 2 want, 3 is/'s, 4 Where, 5 time, 6 finish, b starts, c Yes, e 12 o'clock; 2 c, 3 a, 4 f, 5 b, 6 e

- 3 **Complete the sentences. Then ask and answer.** Students complete the sentences with the phrases. Then they ask and answer the questions.

ANSWER KEY: 2 are playing, 3 are/going to do, 4 are going to, 5 What is/doing, 6 is doing

- 4 **Read and complete. Use was, wasn't, were, and weren't.** Students read, then complete the text.

ANSWER KEY: 2 was, 3 was, 4 wasn't, 5 weren't, 6 Were

- 5 **You are going to go to a summer camp. Think and write.** Students list the activities they want to do and why, then complete the email.

Time to shine!

- 6 **Read and check (✓). Tell your friend.** Students check the self-evaluation sentences that they can do, then tell a friend.

ANSWER KEY: Students' own answers

- 7 **Vote. Sing or role-play.** Ask students which song or chant to do again.

Activity 1

Audio script

Zoe I love the beach and I love the ocean, too!

Marco I agree! There are a lot of ocean animals. Look at those amazing dolphins! They're jumping in the ocean!

Zoe Yes, you're right, Marco! Dolphins are my favorite animals!

Socks Meow!

Zoe No, sorry, Socks. You're my favorite animal, of course!

Hugo There are a lot of children, too. They're having a great time together!

Marco Oh, yes! The beach is a lot of fun! I love playing sports at the beach!

Sofia Some children are playing volleyball and some children are swimming.

Zoe What are those children doing? Are they playing a sport?

Sofia No, they aren't! They're having a beach clean-up! They're picking up trash and they're recycling trash.

Zoe I think beach clean-ups are great!

Marco Me, too! Oh, I have an idea! I know what we can put in the time capsule: our poster about our beach clean-up!

Hugo That's a great idea, Marco. It shows that we're helping the oceans!

Zoe I'm going to go and help those children. I'm going to pick up trash!

Sofia Yes, that's a great idea! Let's all help. Then we can play volleyball with them, too. We can play on a team! Come on, team!

MINI PROJECT

3 Plan a beach clean-up and some team sports. Write.

How are you going to clean up the beach?
I'm going to _____.

Which team sports are you going to play?
I'm going to play _____.

9 Present your ideas to the class.

Today, I'm going to clean up the beach with my friends. I'm going to pick up trash and I'm going to make a movie about it, too! Then I'm going to play some team sports. I'm going to play badminton and field hockey!

Time to Shine!

10 What can you see in the exhibits? Complete your museum trail card.

Museum trail card

1 I can read, write, and say the names of ocean animals and sports.

2 I can ask and answer about sports activities and make plans.

3 I can ask and say when and where an event is.

4 I can make plans with friends.

Help our oceans!

Let's play together!

Review 3 75

- 8 **Plan a beach clean-up and some team sports. Write.**

- Tell students that they need to plan some activities, including team sports and cleaning duties.
- Read the questions and give students time to write their answers in pairs. Groups discuss their ideas and plans.

- 9 **Present your ideas to the class.**

- Students present their ideas to the class, e.g., with pictures, lists, sentences. **SUPPORT** Students make notes individually for each question before sharing their ideas with their group. **STRETCH** Students think of questions to ask after each presentation.

Time to shine!

- 10 **What can you see in the exhibits? Complete your museum trail card.**

- Ask students what they can see in the two exhibit posters.
- Students draw something they would like to put in their time capsules on the front.
- Read through the I can... statements with the class and ask students to check or write the ones they think they have achieved on their museum trail cards. Students can also write their favorite words, phrases, and facts from each unit.

Ending the lesson

- Have a class vote for students' favorite character and story.



Activity 6



Activity 7



Activity 8



Time to shine:
Activity 10



Workbook
Practice



Ending
the lesson