

6

Activities

Unit aims Pupils learn about free time activities. This includes:

- learning vocabulary for activities
- talking about what they can/can't do
- talking about what they and others like doing
- asking what others like doing
- talking about playing nicely
- learning vocabulary for sports equipment

Introduction to the unit

- Say *Open your books at pages 68 and 69, please.* Play the theme song on the recording. Pupils look at the photo and read the title of the unit, while listening to the song.
- Ask *What's Unit 6 about?* Encourage pupils to work out the meaning of *activities*. Then point to the photo and ask *What can you see? How many boys are there? (Two.) How many girls? (Two.) What's the activity? Teach or elicit rollerskate.* Ask different pupils *Can you rollerskate?* Encourage them to reply with short answers *Yes, I can. / No, I can't.* If time, ask more questions about the photo, e.g. *What are the children wearing? / What colours can you see?*
- Elicit actions and activities which pupils already know in English (from *Guess What! Level 1: paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance*). Write these words on the board. Ask individual pupils *Can you (dance)? (Yes, I can. / No, I can't.)* Pupils ask and answer about the activities in pairs.
- If time, play *Pass the ball* (see page xvi). When the music stops (or you say *Stop!*) ask the pupil with the ball a question with *Can you ...?* e.g. *Can you draw? (Yes, I can. / No, I can't.)* Pupils can also practise asking and answering about activities using *Can you ...?* in pairs.

CD1:02

(Theme song – see lyrics on page TB5)



Guess!
Whato



1  Listen. Who's speaking?

2  Listen, point and say.

Activity Day What can you do?



1 play tennis



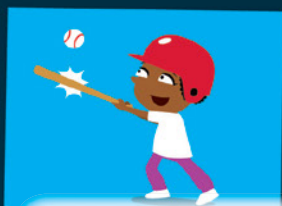
2 play hockey



3 play basketball



4 rollerskate



5 play baseball



6 ride a horse



7 fly a kite



8 take photos

TODAY!

3  Listen and find.



Lesson aims Pupils learn vocabulary for activities.

New language *play tennis, play hockey, play basketball, rollerskate, play baseball, ride a horse, fly a kite, take photos! Activity Day, Cool! enter, What can you do? I love (baseball). today*

Recycled language character names | numbers 1–8 | activities from Level 1 *paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance, I can/can't (paint). Can you (paint)? Yes, I can. No, I can't. Look at this. school, Let's (go). Me, too. What's your favourite sport? What about you/me? I've got ..., Great! Come on.*

Materials CD2 | Flashcards: 65–72 | Word cards: see page TB108 | Level 1 actions flashcards: 76–85, if available | Slips of paper, each with an activity from the lesson or an action from Level 1 written on it (optional)

Warmer

- Use the Level 1 actions flashcards: 76–85 to review vocabulary for activities, if available.
- Play *Simon says* (see page xvi) with actions and activities from Level 1 (e.g. *Simon says 'Ride a bike'.*) (Pupils mime riding a bike.) Volunteers can also give the instructions.

Presentation

- Say *Let's learn more words for activities.* Hold up each flashcard and say the new word. Pupils repeat in chorus and individually. Then show the flashcards in random order. Pupils say the words.
- Stick the flashcards on the board. Make a positive and a negative sentence about two of the activities with *can* (e.g. *I can play basketball. I can't play hockey.*) Write the sentences on the board.
- Ask *What can you do?* Elicit sentences from different pupils (e.g. *I can ride a bike.*) Pupils tell each other which things they can and can't do in pairs.

Pupil's Book page 70

1 Listen. Who's speaking?

- Say *Open your books at page 70, please.* Ask *Who can you see?* Pupils say the names of the characters. Ask *Where are the children? (At school.)* Point to the poster and say *Look! A poster. What's it for?* Explain/Elicit that the poster is for an Activity Day. Check pupils understand *day* and *today*.
- Say *Let's listen. Who's speaking?* Play the recording. Pupils listen and point to the characters. Then play again, pausing for pupils to point to the activities on the poster as they hear the characters mention them.

CD2:34

Olivia: Look at this! A school Activity Day! Cool!

Ben: Let's enter. I can play tennis and I can play hockey.

Olivia: Me, too. And I can play basketball. Basketball is my favourite sport.

Ben: What about you, Tina? What can you do?

Tina: Rollerskate! I can rollerskate. And I can play baseball. I love baseball.

David: What about me? I can ride a horse. And, erm – I can fly a kite! I've got a fantastic kite.

Olivia: Yes! Great! And I can take photos.

Ben: Look – it's today! Come on. Let's go.

2 Listen, point and say.

- Say *Now listen, point and say.* Play the recording. Pupils listen and point to the numbered activities on the poster as they hear them mentioned. Then play again. Pupils listen and say the words.

CD2:35

1 play tennis 2 play hockey 3 play basketball
4 rollerskate 5 play baseball 6 ride a horse 7 fly a kite
8 take photos

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for pupils to find and point to the correct activity. Pupils can also say the correct number.
- If you have time, pupils can repeat in pairs. One says a sentence, e.g. *I can take photos* and the other says the number (e.g. *Eight*), or points to the picture of the activity.

Key: Pupils point to the activities in the following order: 6, 8, 5, 3, 1, 7, 2, 4

CD2:36

I can ride a horse.

I can play tennis.

I can take photos.

I can fly a kite.

I can play baseball.

I can play hockey.

I can play basketball.

I can rollerskate.

Find Leo.

- Say *Now find Leo.* Pupils search for Leo in the picture (he's in Ben's bag).

Activity Book page 56

1 Look, match and write.

- Pupils match the activities with the equipment by drawing lines. Then they complete the phrases on the right.

Key: 2 a horse 3 c kite 4 b baseball

2 Look and write the words.

- Pupils look at the pictures and complete the dialogues with the words in the box.

Key: 1 play 2 ride, fly 3 rollerskate, take

Ending the lesson

- Play *Does it match* (see page xv) with the Unit 6 flashcards and word cards.

Extra activities: see page TB120 (if time)

Lesson aims Pupils practise the activities vocabulary. They practise talking about what they can/can't do.

New language *Good idea!*

Recycled language actions and activities | *I can/can't (play tennis). Let's (play tennis).* | letters a–e | numbers 1–5

Materials CD2 | Flashcards: 65–72 | Word cards: see page TB108 | A piece of blank paper for each pupil (optional)

Warmer

- Review the activities with the flashcards.
- Play *Mime and match* (see page xvi), using the flashcards and word cards. When the pupil with the matching word card stands up, encourage him/her to make a sentence with *can* or *can't* about the activity (e.g. *I can't rollerskate*).

Pupil's Book page 71

4 Say the chant.

- Say *Open your books at page 71, please*. Point to the larger photo and say *I can play ... (tennis)*. Repeat for the other photos. Make sure pupils understand the meaning of the ticks and crosses next to the photos.
- Say *Listen to the chant*. Play the recording. Pupils listen and point to the photos in turn. Explain the meaning of *Good idea!* and practise saying it with the whole class.
- Then say *Now listen and say the chant*. Play the recording again. Pupils can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary, until pupils are chanting confidently. Pupils can also mime the different activities as they chant.

CD2:37

I can play tennis.	I can fly a kite.
I can't play hockey.	I can't ride a horse.
Let's play tennis!	Let's fly a kite!
Good idea!	Good idea!
I can play basketball.	I can take photos.
I can't play baseball.	I can't rollerskate.
Let's play basketball!	Let's take photos!
Good idea!	Good idea!

5 Match and say.

- Write letters *a* to *e* on the board and practise pronunciation of the letter names.
- Point to the first sentence in the list in activity 5 and ask a volunteer to read it aloud. Ask *Which picture? (e)*. Say *Match and say*. Pupils read and match the rest of the sentences in pairs.
- Check answers by saying the number of the sentence, e.g. *Two*. Pupils say, e.g. *c I can take photos*.

Key: 2 c I can take photos. 3 a I can ride a horse.
4 b I can play tennis. 5 d I can play hockey.

6 Point and tell your friend.

- Pupils work in pairs. They take turns to point to one of the pictures in activity 5 (a–e) and say whether they can or can't do it. Circulate and check pronunciation of *can/can't*.

Key: Pupils' own answers.

Activity Book page 57

3 Listen and stick.

- Pupils will need the Unit 6 stickers from the back of the Activity Book.
- Play the recording. Pupils listen and stick the stickers into the correct position (the things the boy can do on the left and the things he can't do on the right).

CD2:38

1 I can rollerskate.	4 I can't ride a horse.
2 I can't play hockey.	5 I can fly a kite.
3 I can take photos.	6 I can't play basketball.

4 Look and write the words.

- Check pupils understand the meaning of the pictures in the two columns (the left-hand column is for activities which require a ball, the right-hand column is for activities which don't require a ball). Pupils write the activities from the box in the correct columns.

Key: ball: play tennis, play baseball; no ball: ride a horse, rollerskate, take photos

My picture dictionary → Go to page 90: Tick the words you know and trace.

- Pupils turn to page 90 and tick the words they know. They then trace over the word labels for each picture.

Ending the lesson

- Suggest activities with *Let's ...* (e.g. *Let's rollerskate!*). Pupils all say *Good idea!* and mime doing the activity. When they get the idea, volunteers can come to the front to make the suggestions. Use the flashcards as prompts, if necessary.

Extra activities: see page TB120 (if time)

4 Say the chant.



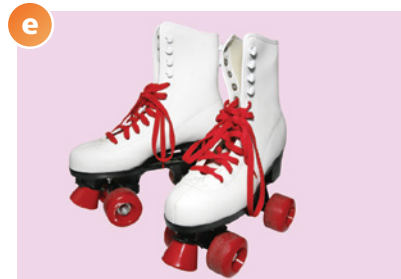
I can play tennis.
 I can't play hockey.
 Let's play tennis.
 Good idea!



5 Match and say.

1, e. I can rollerskate.

- 1 I can rollerskate.
- 2 I can take photos.
- 3 I can ride a horse.
- 4 I can play tennis.
- 5 I can play hockey.



6 Point and tell your friend.

Picture b. I can play tennis.

Picture e. I can't rollerskate.

7 CD2 39 Listen, look and say.



8 CD2 40 Listen and say the name.



Ann



Pam



Jack



Bill



Alex



Grace

9 About Me Things you like. Think and say.

I like painting.

He likes painting.

Lesson aims Pupils talk about what they and others like / don't like doing.

New language *I like / don't like (playing basketball). He/She likes / doesn't like (painting).*

Recycled language activities | family | *This is (me/my family). That's (my cousin). Who's this? Is it your (mum)? dog*

Materials CD2 | Flashcards: 65–72 | Level 1 actions flashcards: 76–85, if available

Warmer

- Review the activities using the flashcards. Review actions from *Guess What!* Level 1 with flashcards, if available, or using mime prompts.
- Pupils play a version of *Mirror game* (see page xvi) in pairs. They stand facing each other. Pupil A says, e.g. *Let's rollerskate*. Pupil B says *Good idea!* Then they both mime the activity, trying to do exactly the same actions at the same time, as if they were looking in a mirror. The game continues, with Pupil B suggesting an activity to mime.

Presentation

- Stick the activity flashcards on the board in a row. Point to one of the flashcards and say, e.g. *I like playing tennis*. Draw a tick next to the flashcard. Point to the next flashcard and say, e.g. *I don't like flying a kite*. Draw a cross next to the flashcard. Repeat the sentences. Check pupils understand the meaning. Make sentences about the rest of the flashcards.
- Invite pupils to make similar positive and negative sentences about different activities by asking, e.g. *What about dancing, Elena? (I like dancing.)*

Pupil's Book page 72

7 Listen, look and say.

- Say *Open your books at page 72, please*. Point to activity 7 and ask *Which activities can you see? (Basketball, swimming.)*
- Say *Listen and point*. Play the recording. Pupils point to the children. Then say *Now listen and say*. Play the recording again, pausing for pupils to listen and repeat.

CD2:39

Boy: I like playing basketball. I don't like swimming.

Girl: I like swimming. I don't like playing basketball.

8 Listen and say the name.

- Say *Look at activity 8. This is a family. Let's read the names*. Point to each photo and ask *What's his/her name?* Help pupils practise pronunciation of the names. Explain that they are going to listen to the boy (Alex) talking about the photos. Review family words (*mum, dad, sister, brother, cousin, grandma, grandpa*).

- Say *Listen and say the name*. Play the recording, pausing after each sentence. Pupils listen, look at the photos and say the correct name each time.

Key: Alex, Grace, Pam, Ann, Bill, Jack

CD2:40

Alex: Look at my photos. This is my family.

Girl: OK.

Alex: This is me. I like painting pictures. What's my name?

Girl: And who's this?

Alex: That's my cousin. She likes riding a horse.

What's her name?

Girl: And who's this? Is it your mum?

Alex: Yes! She likes playing tennis.

Girl: Oh yes. What's her name?

Girl: And who's this? Is it your grandma?

Alex: Yes, it is. She likes taking photos. What's her name?

Alex: And this is my uncle. He likes singing.

Girl: What's his name?

Girl: And this is your dog!

Alex: Yes! He likes playing football. What's his name?

9 Things you like. Think and say.

- Pupils work in pairs. They take turns to talk about things they like/dislike doing (e.g. *I like singing. I don't like playing football.*).
- Make groups of four. Pupils take turns to talk about the person they worked with in the pairwork, e.g. *Gabriel likes singing. He doesn't like playing football*. They use the speech bubbles to help them.

Activity Book page 58

5 Look at the table. Circle the words and write.

- Pupils read, refer to the table and circle *like* or *don't like* in each speech bubble. Then they use the table to complete the sentences below in the third person.

Key: 2 don't like 3 don't like 4 like 6 likes 7 likes 8 doesn't like

Ending the lesson

- Make a sentence with *likes/dislikes* about one of the photos in Pupil's Book activity 8 (e.g. *She likes taking photos.*). Pupils say the name (e.g. *Ann*). If time, they can play the same game in pairs.

Extra activities: see page TB120 (if time)

Lesson aims Pupils ask and answer about what others like doing.

New language *Do you like (flying a kite)? Does he/she like (flying a kite)?*

Recycled language activities | Yes, I do. No, I don't. Yes, he/she does. No, he/she doesn't. I like (flying a kite). He/She likes (flying a kite).

Materials CD2 | Flashcards: 65–72

Warmer

- Play *True or false?* (see page xvii), making sentences with *he/she likes +ing* about pupils in the class. Volunteers can lead the game by making sentences about their friends.

Presentation

- Hand out five of the flashcards to volunteers. Ask a pupil with a flashcard to stand up. Tell the class they need to guess whether the pupil likes or dislikes this activity. Ask individuals to guess, e.g. *Does Dominika like (playing basketball)?* Help them to reply *Yes, he/she does.* or *No, he/she doesn't.* Keep a tally of guesses on the board. Then ask the pupil *Do you like (playing basketball)?* He/She answers *Yes, I do.* or *No, I don't.* See if the pupils guessed correctly. Repeat with different pupils.

Pupil's Book page 73

10 Sing the song.

- Say *Open your books at page 73, please.* Point to the large picture in activity 10 and ask *What activities can you see? (playing tennis, riding a horse, riding a bike, flying a kite, running, playing football).* Say *Listen and point.* Point to each of the people in the large picture (e.g. the boy riding a horse) and ask *Does he like (riding a horse)? (No, he doesn't.)*
- Say *Listen and point.* Play the recording. Pupils listen and point to the small pictures.
- Then say *Now sing the song.* Play the recording a few times, until pupils are singing confidently. The first time pupils can hum to the tune and join in with any words they know. Then pupils can sing along, following the song text and the small pictures. You can also divide the class into two groups, with one group singing all the questions and one singing the answers. **Note:** Pupils can sing along to the version of the song with the words, or to the karaoke version of the song.

CD2:41

Do you like flying a kite?
No, I don't. No, I don't.
Do you like riding a bike?
Yes, I do. Yes, I do.
I like riding a bike.

Does he like flying a kite?
No, he doesn't. No, he
doesn't.
Does he like riding a bike?
Yes, he does. Yes, he does.
He likes riding a bike.

Do you like playing tennis?

No, I don't. No, I don't.

Do you like playing
football?

Yes, I do. Yes, I do.

I like playing football.

Does she like playing tennis?

No, she doesn't. No, she
doesn't.

Does she like playing
football?

Yes, she does. Yes, she does.

She likes playing football.

11 Listen and say the number.

- Say *Look at the pictures. Find the children in the big picture.* Give pupils time to match the small pictures (1 to 6) with children in the picture in activity 11. Elicit a sentence for each picture, to make sure pupils understand which activity each person is doing and whether he/she likes it or not (e.g. *Number 4. She doesn't like playing tennis.*)
- Say *Listen and say the number.* Play the recording, pausing for pupils to find the picture and answer after each short dialogue.

Key: 6, 5, 3, 2, 4, 1

CD2:42

Boy: Do you like
rollerskating?

Girl: Yes, I do.

Girl: Do you like riding
a horse?

Boy: No, I don't.

Boy: Do you like playing
football?

Girl: Yes, I do.

Girl: Do you like riding
a bike?

Boy: Yes, I do.

Boy: Do you like playing
tennis?

Girl: No, I don't.

Girl: Do you like flying
a kite?

Boy: No, I don't.

Activity Book page 59

6 Look, read and circle the answers.

- Pupils look at the pictures, read the speech bubbles and circle the correct answer each time.

Key: 2 No, I don't. 3 Yes, he does. 4 No, she doesn't.

7 Complete the table. Ask and answer.

- Pupils work in groups of three. They complete the table by writing two more activities at the top of columns 3 and 4 and the names of the two other pupils in their group on the numbered lines in rows 3 and 4. They complete the 'me' row by circling 'yes' for activities they like and 'no' for activities they don't like. Then they ask the other two pupils in their group questions with *Do you like ...?* to find out their answers.

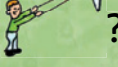


Key: Pupils' own answers.




Ending the lesson




- Pupils work in pairs. They look at the picture in Pupil's Book activity 10 and ask and answer about the different activities shown (e.g. *Do you like riding a bike? Yes, I do. / No, I don't.*)




Extra activities: see page TB120 (if time)

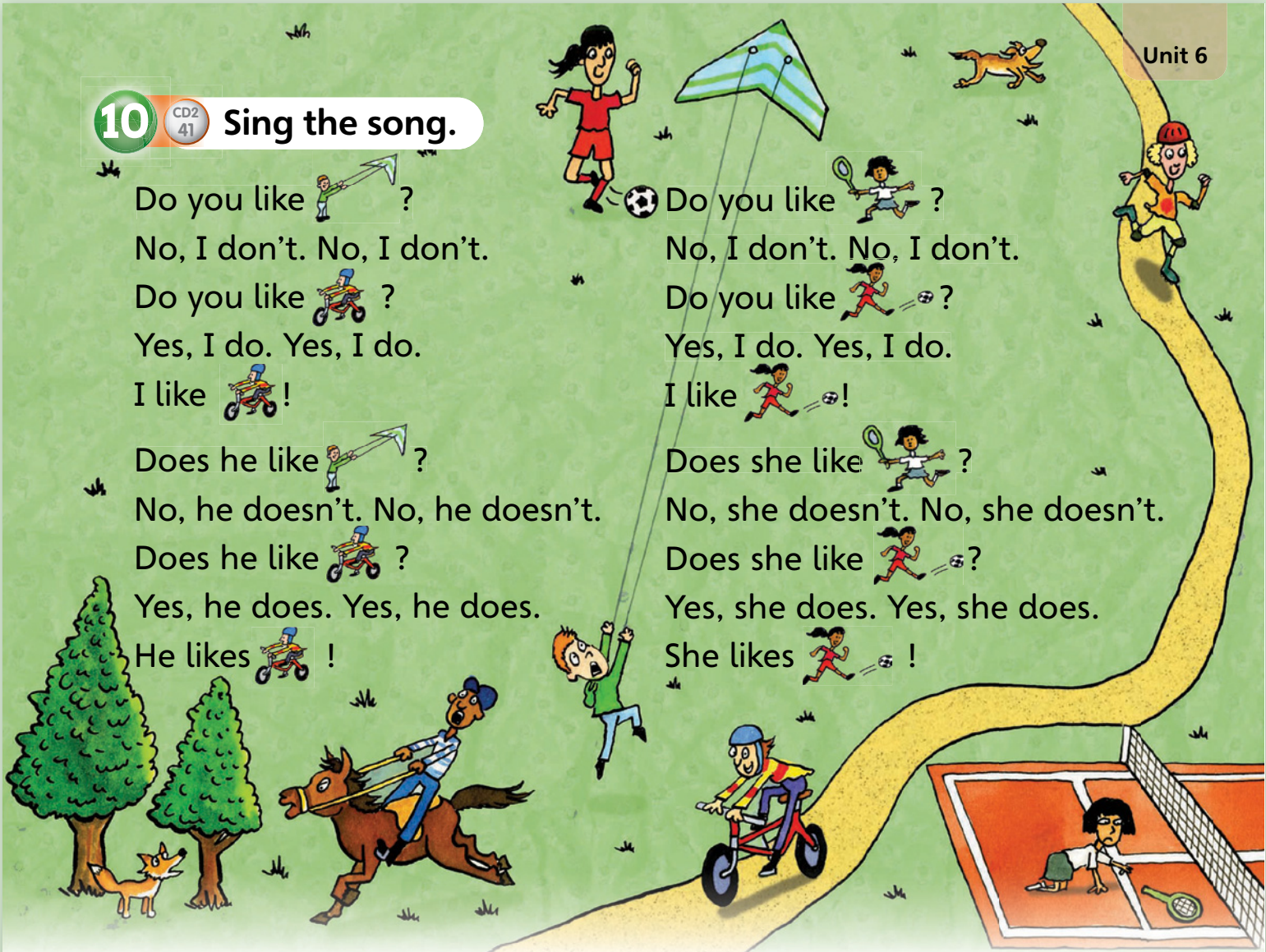
10 CD2 41 **Sing the song.**

Do you like  ?
 No, I don't. No, I don't.
 Do you like  ?
 Yes, I do. Yes, I do.
 I like  !

Does he like  ?
 No, he doesn't. No, he doesn't.
 Does he like  ?
 Yes, he does. Yes, he does.
 He likes  !

Do you like  ?
 No, I don't. No, I don't.
 Do you like  ?
 Yes, I do. Yes, I do.
 I like  !

Does she like  ?
 No, she doesn't. No, she doesn't.
 Does she like  ?
 Yes, she does. Yes, she does.
 She likes  !



11 CD2 42 **Think Listen and say the number.**



12 CD2
43 **Listen and read.**

1

Are you OK, David?

It's a basketball!

2

The All Stars are my favourite team!

Let's play! Put on these shirts!

3

HOME	GUEST
25	25

That's not fair!

Play nicely, iPal.

4

I'm sorry.

That's OK.

5

HOME	GUEST
25	25

Watch me! Throw the ball like this.

Yes!

74 **Value:** Play nicely

6

HOME	GUEST
28	25

Well done, Olivia!

Thanks, iPal.

→ Activity Book page 60

Lesson aims Pupils consolidate language with a story. They also discuss the value of playing nicely.

New language *Are you OK? team, That's not fair! play nicely, Watch me, throw, like this, Well done.*

Recycled language *activities, It's a ..., favourite, Let's play, Put on (these shirts). I'm sorry. That's OK. ball, Thanks*

Materials CD2 | A selection of balls used to play different sports (e.g. basketball, football, tennis, baseball, rugby, table tennis, hockey, volleyball) OR four board pens – one for each team of pupils (optional)

Warmer

- Play the song from the previous lesson. Pupils join in and mime doing the different activities.

Introduction

- Remind pupils of the previous episode of the story. Ask *Do the children go out for breakfast? (No, lunch.) What's the name of the café? (Café Hawaii.) What's iPal's favourite food? (Chocolate cake.) Does iPal eat a little bit of cake? (No, a lot.) Is that healthy? (No.) Is he OK? (No. He's sick.)* Ask pupils to guess which sport the children will play with iPal today.

Pupil's Book page 74

12 Listen and read.

- Say *Open your books at page 74, please.* Point to frame 1 and ask *Who can you see? What has Olivia got on her neck? (A camera.) Has Olivia got a football? (No, she's got a basketball.)* Point to the basketball players in frame 2 and say *Look. There's a red team and a blue team.* Check pupils know the meaning of *team*. Ask *Do you like basketball? What's your favourite team?*
- Point to frame 3 and ask *What's iPal wearing? (A red shirt).* Say *Look at Olivia. Is she happy? Why not? What happens?* Encourage pupils to guess by looking at the other frames.
- Say *Now listen and read.* Play the recording, while pupils listen and follow the story. At the end, ask *Who's the winner? (The red team). Is Olivia happy? (Yes, she is.)*
- Then play the recording again, pausing to ask questions: Frame 1: *Who does the ball hit?* (use gesture to convey the meaning) (*David.*) Frame 2: *What's the name of the basketball team?* (*The All Stars.*) Frame 3: *Are iPal's arms and legs short? (No, they're long.) Is it OK? (No, it isn't.)* Frame 4: *What does iPal say? (I'm sorry.)* Frame 5: *Can Olivia play basketball? (Yes, she can.)* Explain the meaning of *Watch me* and *throw*. Frame 6: *What does iPal say? (Well done!)* Explain the meaning of *Well done!*
- Pupils can listen to the story again for pleasure, or pause after key lines for pupils to repeat. They can join in with the rhymes. Encourage pupils to use gestures and intonation from the story.

CD2:43

Olivia: It's a basketball!

Tina: Are you OK, David?

All: 1, 2, 3, Magic tree.

We're back again. Look and see.

Come with us. Come and play

In our magic tree today.

David: The All Stars are my favourite team!

iPal: Let's play! Put on these shirts!

Players: That's not fair!

Olivia: Play nicely, iPal.

iPal: I'm sorry.

Player: That's OK.

Olivia: Watch me! Throw the ball like this.

Player: Yes!

iPal: Well done, Olivia!

Olivia: Thanks, iPal.

All: 3, 2, 1, that was fun.

Time to go. The magic's done!

Value Play nicely

- Point to frame 3 and play the first line. Explain the meaning of *That's not fair*. Ask why it isn't fair (iPal is using magic to help him reach the basket). *Is it a good idea? (No.)* Play the next line. Explain the meaning of *Play nicely*. Ask pupils what happens next (iPal says sorry) and play the dialogue for frame 4.
- Read the value title *Play nicely*. Talk about how important it is to play by the rules when we play sports or games with other people. Ask for another example of playing nicely in the story (iPal says 'Well done!' to Olivia). Elicit examples of when pupils have played nicely at school or at home.
- Divide the class into two groups (basketball player and Olivia). Then play the dialogue from frame 3 again. Pupils repeat the lines. Rearrange the class into pairs (basketball player and Olivia). Pupils practise the dialogue.

Activity Book page 60

8 Read and number. Then listen and check.

- Pupils number the pictures to show the order of events. Play the recording for pupils to check.

Key: a 6 b 5 c 2 d 4 e 3 f 1

CD2:44

(Repeat of story – see above for story script)

Ending the lesson

- Play *The last word* (see page xvii) with the following lines from the story: *Are you ...? (OK) The All Stars are my favourite ... (team). Put on these ... (shirts). That's not ... (fair). I'm ... (sorry). Watch ...! (me) Well ...! (done).*

Extra activities: see pages TB120–TB121 (if time)

Lesson aims Pupils practise playing nicely. Pupils also practise saying the sound /k/ and learn that the sound can be represented by two different letters.

New language *camel, kangaroo*

Recycled language *activities, camera, kite, That's not fair! Play nicely.*

Materials CD2 | Flashcards of words spelt with the letter *c* or *k*: *car, motorbike, helicopter, tractor, cat, skirt, socks, bookcase, cupboard, clock, carrots, basketball, hockey, rollerskate* | A board pen for each team of ten pupils (optional)

Warmer

- Ask different pupils *What's your favourite sport?* and *What's your favourite team?* If pupils completed the Home-school link task for the previous lesson, ask them to show the pictures/photos they brought to class. Ask about the teams' strip, e.g. *What colour are your team's shirts? Have you got a team shirt?*

Pupil's Book page 75

13 Listen and act.

- Say *Open your books at pages 74 and 75, please.* Remind pupils of the story from the previous lesson. Ask *What sport do the children play? (Basketball.) Can iPal play basketball? (No, he can't. His arms and legs are long. / It's not fair.)* Ask *What does Olivia say to iPal? (Play nicely.)*
- Tell pupils they are going to listen to some other people asking their friends to play nicely. Say *Now look at page 75. What sport is it? (Football.)* Ask *How many boys are there? (Four.)* Then say *Who's speaking? Listen and point.* Play the recording. Pupils listen and point to the person in the photo they think is speaking.
- Then say *Now listen and act.* Play the recording again, pausing for pupils to repeat with the correct pronunciation and intonation.
- Pupils practise the language in groups of three. They decide what sport/game they are playing. One pupil mimes playing in the wrong way / not following the rules. The other two say *That's not fair!* and *Play nicely.* Encourage the first pupil to then say *I'm sorry.* Then they swap roles and repeat.

CD2:45

Ed: That's not fair!

Ian: I'm sorry.

Alex: Play nicely.

14 Listen and say.

/k/

- In this activity, pupils practise saying the sound /k/ and learn to recognise the two spellings ('c' and 'k').
- Say *Look at activity 14. What can you see? (a camera, a kite).* Teach *camel* and *kangaroo*. Point out that the sound /k/ can be represented with the letter 'c' or 'k'.
- Then say *camel – /k/ /k/ /k/ – camel.* Pupils repeat, emphasising the /k/ sound.

- Say *kangaroo – /k/ /k/ /k/ – kangaroo.* Pupils repeat, emphasising the sound /k/ in the same way.
- Say *Listen and say.* Play the sound sentences on the recording. Pupils listen and repeat, emphasising the initial /k/ sounds.
- Pupils can then repeat the sound sentences without the recording, saying them faster and faster each time. See how fast they can say them.
- Ask pupils to think of any other words they know which begin with the sound /k/ (spelt with either 'c' or 'k'). For example, *computer, cousin, climb, car, carrots, kitchen.* You may wish to point out that when the sound /k/ is in the middle or at the end of the word, it is usually represented with the letter 'k' (e.g. *snake, like, bike, milk, book, look, take*), and that the letter 'c' does not always make the sound /k/ (e.g. *cheese, cereal*).

CD2:46

/k/ /k/ A camel with a camera. A kangaroo with a kite. (x2)

Activity Book page 61

9 Look, unscramble and stick.

- Remind pupils of the value. They read the caption, solve the anagram and write the word in the gap. Then pupils look at the pictures and think about which one shows the value. They stick the smiley face sticker in the circle next to the correct picture.
- Pupils then select a smiley sticker from the back of the book and stick it next to the value.

Key: Missing word: play; Pupils put the sticker next to the second picture.

10 Trace the letters.

- Pupils trace the letters *c* and *k* in the sound sentences.

11 Listen and number the pictures.

- Pupils listen to the words on the recording and number the pictures in the order they are mentioned.

Key: a 2 b 3 c 5 d 4 e 1 f 6

CD2:47

1 car, car 2 kite, kite 3 cat, cat

1 kangaroo, kangaroo 2 kitchen, kitchen 3 camera, camera

Ending the lesson

- Prepare a selection of flashcards of words from Level 2 which are spelt with the letter 'c', 'k' or both. Show one of the flashcards (e.g. tractor). Pupils think about the spelling and say *C, K* or *Both* (e.g. for tractor, they say C). Ask a volunteer to spell the word aloud and write it on the board to check.

Extra activities: see page TB121 (if time)

13

CD2
45Talk
Time

Listen and act.



Animal sounds

14

CD2
46

Listen and say.

**A camel with
 a camera.
 A kangaroo
 with a kite.**










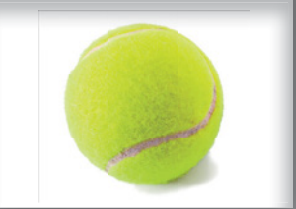
→ Activity Book page 61

Functional language: *That's not fair!* Pronunciation: c, k **75**

What equipment do we need?



1 CD2
48 Listen and say.

1 	2 	3 	4 
			
rackets	sticks	bats	balls

2 Watch the video.


3 Look and say *racket, stick, bat or ball.*

Number 1. Ball. Yes!



Project

4 Make a Carroll diagram.

	We need a ball	We don't need a ball
We need a bat	 	
We don't need a bat	 	 

→ Activity Book page 62

Lesson aims Pupils learn vocabulary for sports equipment.

New language *What equipment do we need? racket, stick, bat*

Recycled language *activities, ball, camera, hat, shoes, kite, I've got a (camera), I like (taking photos).*

Materials CD2 | DVD (optional) | Flashcards: 65–72 and flashcards of activities which require equipment from Level 1 Unit 7 (e.g. paint, climb, swim, ride a bike, play football, dance) | A music CD | Equipment for activities pupils can name in English (e.g. a camera, rollerskates, a basketball, a cycle helmet, a swimming hat, dancing shoes / a music CD, a kite/string)

Warmer

- Show an item used in one of the activities pupils have learned about in the unit so far, e.g. a camera. Say *Look, I've got a ... (camera.) I like ... (taking photos.)* Repeat with other items. Tell pupils that all these items are *equipment* – things we need to do different activities. Write the words on the board.
- Then hand the items to pupils around the class. Play some music. Pupils pass the items around. When the music stops, pupils with the items stand up and say *I've got a (hat). I like (swimming).*

Pupil's Book page 76

What equipment do we need?

- Say *Open your books at page 76, please.* Ask questions about the photo, e.g. *Where are they? What sport is it? (...) How many children can you see? (...) Can you see a (ball)? Is it big or small?*
- Ask pupils if they can play (baseball/hockey).
- Then point to the hockey stick/baseball bat in the photo and ask the opening question *What equipment do we need?* Review the meaning of *need*. See if pupils know any words for sports equipment already.

Pupil's Book page 77

1 Listen and say.

- Say *Now look at page 77, please.* Use the photos to present the words for *equipment* (and revise *ball*).
- Say *Listen and say.* Play the recording. Pupils listen and repeat the words.
- Pupils look at the photo on page 76 again. Ask about the new equipment: *Can you see a bat? Are there any sticks in the photo? How many sticks are there?*

CD2:48

rackets, sticks, bats, balls

2 Watch the video.

- Play the video.
- If you don't have the video, ask pupils to think about their PE (Physical Education) lessons at school. Ask *What sports do you do? What equipment do you use?* Pupils think about what they wear and use for different sports in pairs. They write the name of each sport and a sentence about what they need, e.g. *football – We need football boots, shirts and a ball.* Circulate and provide new language as necessary.
- Ask pairs to read their sentences and write them on the board. Ask pupils about other sports and activities they do outside school. Ask *What equipment do you need?*

Video 06 : see page TB127

3 Look and say racket, stick, bat or ball.

- Pupils work in pairs. They look at photos and say what type(s) of equipment are used in each sport. They use the speech bubbles to help them.
- Check the activity by saying the number of the photo. Pupils say *racket/stick/bat* and/or *ball*.

Key: 2 stick, ball 3 racket, ball 4 ball

Guess What!

- Pupils look at the swirled photo and guess what it is. Check by asking *What's this? (a bat).*

Key: It's a bat (photo 3, activity 1).

Activity Book page 62

1 Look and match the pictures.

- Pupils draw lines to match each sport with the type of equipment needed.

Key: 2 tennis – racket – ball, 3 baseball – bat – ball, 4 hockey – stick – ball

2 Look at Activity 1 and write the words.

- Pupils look at the pictures in activity 1 and complete the sentences.

Key: 2 racket, ball 3 bat, ball 4 stick, ball

Ending the lesson

- Show an activity flashcard (from this unit or from Level 1 Unit 7). Ask *What equipment do we need?* Pupils say the words. Stick the flashcard on the board and write the equipment words around it (or invite pupils to write the words). Repeat for different flashcards, to review as much of the vocabulary from the lesson as possible.

Extra activities: see page TB121 (if time)

Lesson aims Pupils make a Carroll diagram, categorising sports/activities. They also complete the evaluation in the Activity Book.

New language *Carroll diagram, We use a (bat). We don't use a (bat).*

Recycled language *activities, equipment, racket, stick, bat, ball.* Pupils revise all unit vocabulary and grammar in the evaluation.

Materials CD2 | Flashcards: 65–72 and flashcards of activities which require equipment from Level 1 Unit 7 (e.g. paint, climb, swim, ride a bike, play football, dance) | Materials for the project (large piece of blank paper for each group of pupils, coloured pens or pencils, pictures of activities, scissors, glue) | Word cards see page TB108 | A music CD (optional)

Warmer

- Play *True or false?* (see page xvii) with the activity flashcards, e.g. show the tennis flashcard and say *We use a racket to play this sport. (True.)* Show the basketball flashcard and say *There are ten people in a basketball team. (False.)* Present use during the game.

Pupil's Book page 77

4 Make a Carroll diagram.

- Say *Open your books at page 77, please.* Point to the picture in activity 4 and say *Listen and point. We use a bat and a ball.* Help pupils to point to the correct part of the diagram (the top left section). Repeat for *We don't use a bat but we use a ball.* (the bottom left section) and *We don't use a bat and we don't use a ball* (the bottom right section). Ask, e.g. *Which sports use a bat and a ball? (baseball, cricket.) Which sports use a ball but don't use a bat? (football, tennis).* Explain that this type of diagram is called a *Carroll diagram*.
- Say *Make a Carroll diagram.* Pupils work in small groups. Give each group a large piece of blank paper, pictures of activities/sports to cut out, scissors and glue. Each group copies the three-column table from the diagram in the Pupil's Book onto their paper and writes along the top and at the sides. They don't need to use pictures of sports they can name in English, they just need to categorise them according to which equipment is used/not used. Note that pupils can draw and colour the pictures themselves, or just write the names of the sports.
- Circulate and help, providing new vocabulary and asking, e.g. *Do we use a bat? Do we use a ball?*
- Display the diagrams in the classroom and give pupils time to look at their classmates' work.

Activity Book page 63 – Evaluation

1 Look and write the activity.

- Pupils look at the pictures and complete the words.

Key: 2 (p)lay (b)asketball 3 (r)ide a (h)orse 4 (p)lay (t)ennis 5 (p)lay (h)ockey 6 (p)lay (b)aseball

2 What's your favourite part? Use your stickers.

- Pupils choose their favourite part of the unit – the story, the song or the video, and put a sticker under their chosen preference.

3 What's different? Circle and write. Then go to page 93 and write the letters.

- Pupils circle the odd picture and write the name of the activity. They then go to page 93 and write the letters in the puzzle.

Key: ride a horse (picture 1), letters for the puzzle – d, e

Ending the lesson

- Pupils repeat their favourite activity from the unit.

Extra activities: see page TB121 (if time)

Review Units 5 and 6

1 Look and say the words.

Number 1. Fly a kite.



2 Listen and say the colour.



Sue



Dan



Lesson aims Pupils consolidate the language of Units 5 and 6.

Recycled language meals and food | activities | *He/She likes (cereal). He/She doesn't like (sausages). Does (Sam) like (fish)? Yes, he/she does. / No, he/she doesn't. I like (playing tennis). I don't like (playing hockey). He/She likes (riding a horse). Do you like (playing baseball)? Do you like (meat and potatoes) for (dinner)? Yes, I do. / No, I don't. What do you like doing?*

Materials CD2 | Flashcards: 55–72 | A music CD

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out.* Allow pupils time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult. Ask *What's your favourite activity?*

Pupil's Book page 78

1 Look and say the words.

- Say *Open your books at page 78, please.* Pupils look at the close-up photos and guess the words/phrases. Check the activity by saying the picture number, e.g. *Number 1.* Pupils say the word or phrase: *Fly a kite.* Alternatively, check the activity by asking *What's number (1)? / What's this? / What are these?* Elicit *It's (fly a kite).*
- If you have time, provide further revision by asking questions about the photos, e.g. *Number 1. Do you like flying a kite? (Yes, I do. / No, I don't.) What colour are carrots? (They're orange.)*

Key: 2 peas 3 carrots 4 ride a horse 5 rice 6 take photos 7 sausages 8 play tennis/racket

2 Listen and say the colour.

- Say *Let's find out about the people in the photos. What does the girl like? What does the boy like?* Explain that pupils will hear the children talking about the things in the photos. They have to decide which photo matches each conversation.
- Ask *What's the boy's name? (Dan). What's the girl's name? (Sue).* Point to the photos in the bottom row and ask *What food/activity can you see?* Then say *Listen and say the colour.*
- Play the recording, pausing after each mini-dialogue. Pupils listen and guess which photo is being talked about each time. They say the colour of the correct photo frame.
- Depending on time available, ask pupils further questions about the children: *Does Sue like playing tennis? (No, she doesn't. She likes rollerskating.) Does she like fish, rice and carrots? (Yes, she does.) Does Dan like meat and potatoes? (No, he doesn't. He likes sausages and beans.) Does Dan like playing hockey? (Yes, he does.)*

Key: Blue, Yellow, Red, Green

CD2:49

Adult: Hi! What's your name?

Sue: Hi! I'm Sue.

Adult: Do you like playing tennis?

Sue: No, I don't. I like rollerskating.

Adult: Hi! What's your name?

Dan: Hi! My name's Dan.

Adult: What do you like doing?

Dan: I like playing hockey.

Adult: Do you like meat and potatoes for dinner, Sue?

Sue: No, I don't. I like fish, rice and carrots.

Adult: Hello, Dan. What do you like for dinner, Dan?

Dan: I like sausages and beans.

Activity Book page 64

1 Write and draw.

- Pupils use the alphabet code at the top of the activity to work out the letters. They write the words and draw pictures.

Key: 2 fly a kite 3 sausages 4 play basketball 5 cereal 6 rollerskate

2 Read and match.

- Pupils match the sentence/question halves by drawing lines.

Key: 2 f 3 e 4 a 5 b 6 c

Ending the lesson

- Play *Pass the flashcards* (see page xvi) with a selection of flashcards from Units 5 and 6. When the music stops, pupils must ask a classmate a question using the food/activity on the card (e.g. *Do you like rollerskating? / Do you like cereal for breakfast?*). You can check the rest of the class is listening by asking *Does (Thomas) like rollerskating? (Yes, he does. / No, he doesn't.)*

Extra activities: see page TB121 (if time)

Lesson aims Pupils play a board game and continue consolidating the language of Units 5 and 6.

Recycled language meals and food | activities |
Do you like (playing basketball)? Yes, I do. No, I don't. Does he/she like (sausages)? Yes, he/she does. No, he/she doesn't. Would you like some (cereal)? Yes, please. / No, thanks. Me, too. That's not fair! Play nicely. I'm sorry. That's OK.

Materials CD2 | Flashcards: 55–72 | A coin for each pair of pupils and buttons or counters for playing the game (optional)

Warmer

- Play *Odd one out* (see page xvi) with flashcards from Units 5 and 6, e.g. potatoes, fish, carrots, peas (fish – the rest are vegetables); play tennis, play baseball, play basketball, take photos (take photos – the rest are ball sports); cereal, rice, rollerskate, ride a horse (cereal – the rest start with the sound /r/); play basketball, play hockey, ride a horse, play tennis (ride a horse – you need more than one person to do the other activities).

Pupil's Book page 79

3 Play the game.

- The aim of this game is to be the first one to get to the star at the *Finish*. Pupils play in pairs with a coin and buttons or counters. Elicit the food or activity on each of the picture squares before pupils begin the game.
- Pupils place their button or counter on the green arrow marked *Start*. They then take turns to flip the coin and move their counter along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin they move one space.
- On each square of the game board, pupils make a question with the words given and the food or activity pictured. For example, square 1: *Does he like sausages?* and square 2 *Do you like playing basketball?* They use the happy and sad faces as prompts to answer the questions about other people (i.e. for a happy face they answer *Yes, he/she does.* and for a sad face they answer *No, he/she doesn't.*)
- If pupils make a question and answer correctly, they stay on the square they have landed on. If they make a mistake they move back one square.
- Play continues until one pupil moves to the star marked *Finish*.

Key: 1 Does he like sausages? (No, he doesn't.)

2 Do you like playing basketball? (Pupils' own answers)
 3 Does she like rice? (Yes, she does.) 4 Do you like taking photos? (Pupils' own answers) 5 Does he like carrots? (No, he doesn't.) 6 Do you like flying a kite? (Pupils' own answers) 7 Does she like meat? (Yes, she does.) 8 Do you like playing tennis? (Pupils' own answers) 9 Does he like potatoes? (No, he doesn't.) 10 Do you like playing hockey? (Pupils' own answers) 11 Does she like peas? (No, she doesn't.) 12 Do you like rollerskating? (Pupils'

own answers) 13 Does he like cereal? (Yes, he does.)

14 Do you like playing baseball? (Pupils' own answers)

15 Does she like fish? (No, she doesn't.)

16 Do you like riding a horse? (Pupils' own answers)

17 Does he like toast? (Yes, he does.) 18 Do you like beans? (Pupils' own answers)

Activity Book page 65

3 Look, read and write the words.

- Pupils look at the pictures and complete the questions and answers with words from the box.

Key: 2 fish, does 3 rice, doesn't 4 rollerskating, don't

4 Listen and tick ✓.

- Pupils listen and tick the correct picture in each pair.

Key: 1 picture 2 2 picture 2

CD2:50

1 **Girl:** Do you like cereal?

Boy: Yes, I do.

Girl: Me, too. Would you like some?

Boy: No, thank you. Let's tidy up.

Girl: OK. Put the cereal in the cupboard.

Boy: OK.

Girl: Thank you.

2 **Boy:** I like flying a kite.

Girl: Me, too. Can I have a turn?

Boy: No, May.

Girl: That's not fair!

Mum: Play nicely!

Boy: I'm sorry.

Girl: That's OK.

Ending the lesson

- Write the following phrases in a column on the left of the board: 1 *Would you like some toast?* 2 *I like rollerskating.* 3 *I'm sorry.* 4 *Can I have a turn?* Write the following responses in a column on the right: a *That's OK.* b *Yes, of course.* c *No, thanks.* d *Me too.* Pupils match the phrases (they can work in pairs). Check answers (1 c, 2 d, 3 a, 4 b). Then give pupils time to practise the exchanges in pairs (Pupil A: *Would you like some toast?* Pupil B: *No, thanks.* etc.).
- Finish the class by saying phrases to pupils at random, encouraging them to reply as quickly as possible (clean the board to make it more challenging).

Extra activities: see page TB121 (if time)

3 Play the game.



15 Do you like ?

16 Does he like ?

17 Does he like ?

18 Do you like ?

15 Does she like ?

14 Do you like ?

13 Does he like ?

12 Do you like ?

8 Do you like ?

9 Does he like ?

10 Do you like ?

11 Does she like ?

7 Does she like ?

6 Do you like ?

5 Does he like ?

4 Do you like ?

1 Does he like ?

2 Do you like ?

3 Does she like ?

