

UNIT 1

Let's Get Moving



Unit Overview

Themes

How sports can help people
The importance of rules and teamwork

Synopsis

In this unit, students will explore why sports are important. They will learn about unusual sports and their rules. They will discuss the benefits of sports and how sports can help bring people together. Students will plan and prepare a conversation suggesting different sports and write an instructional flyer.



Vocabulary

beginner, BMX racing, expert, harness, helmet, pads, rappelling, Rollerblading, rope, skiing, snowboarding, trampolining

Pronunciation: connected speech:
consonant-vowel linking

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Explore Language

Review of Verb Forms: Present, Past, and Future

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Think It Over

Review and Reflection:
3.2.1

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Language Book

Talk About It

Conversation: making and responding to suggestions

p. 45

Global Citizenship

How do sports bring people together?
charity, fun run, get fit, give up, race, raise money, sponsor, take part in, team, train

p. 39

Write About It

An Instructional Flyer
Paragraph Building: organizing information
Word Study: word families

p. 43

Explore Language

Indefinite Pronouns: *Everyone, Everything, Everywhere, etc.*

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Think Together

Why are rules important for sports?

p. 61

Visible Thinking

See, Think, Wonder

p. 49

Nonfiction

Instructional Text: *The Ultimate Game*
Words in Context: *defends, flip a coin, on offense, substituted, referee, foul*

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Literacy Book

Fiction

Play: *You're Out!*
Words in Context: *hosts, tougher, strikes, shaking, sportsmanship*

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Reading Skill

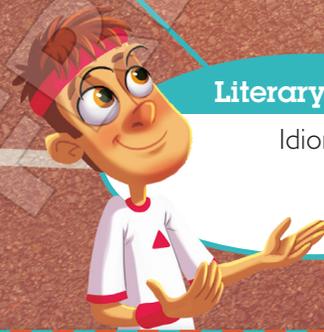
Understanding skimming and scanning

p. 55

Literary Term

Idiom

p. 59



Language and Literacy Connections

The connecting theme for Unit 1 is sports and good sportsmanship.

Language

Literacy

	Language	Literacy
Vocabulary	Set 1: sports and equipment Set 2: fundraising through sports	Fiction: you're out, hotshot, step up to the plate, out of bounds, it's neck and neck, sportsmanship Nonfiction: organize, take part in, team
Grammar	Review of Verb Forms: Present, Past, and Future I'm looking for a new sport. I was watching you. I haven't tried snowboarding before. I'll find it easy. Are you going to go back to skiing? Indefinite Pronouns: Everyone, Everything, Everywhere, etc. Everyone's so colorful. No one has trained harder than me! I'm glad I had something to eat. I can't see him anywhere!	Fiction: A group of students and teachers are stretching. It's going to be a much tougher game today. There hasn't been a game this close since first grade. You're out of bounds.
Skills	Pronunciation: connected speech: consonant-vowel linking Process Writing: generating ideas	Reading: understanding skimming and scanning Literary Term: idiom
International English	rappelling/abseiling; awesome/brilliant; give it a try/have a go; Good job!/Well done!; flyer/leaflet; organize/organise	soccer field/football pitch; flip a coin/toss a coin; on offense/attacking; on defense/defending

START

Lesson 1 Walkthrough Vocabulary

This lesson introduces the theme of the unit, and presents and practices the first vocabulary set.

The teaching notes provide **Warm Up** and **Cool Down** ideas to help set the tone for the lessons, often in the form of games or discussion points.

In the **Enhanced Teacher's eBook**, there is also a **Two-Minute Review** which looks back at language from previous lessons.

A Contextualized Presentation: Picture Dictionary Scene

The unit starts with a dynamic dialogue set in the context of a picture dictionary scene which helps students activate their world knowledge and ignites their interest in the topic. Several of the new words for the unit are contextualized in this audio.

Unit Topic

The unit title is the same in the **Language Book** and the **Literacy Book**, with the topic explored in different ways across the two books.

D Controlled Practice & Critical Thinking

A critical thinking activity provides controlled written practice of the new words. By having to think and at times discuss and justify their choices, students engage actively with the words. Practice of the written forms will also help cement them in the mind.

Characters

One character in each unit “travels” to the next, helping to reinforce the idea of Global Citizens and how we’re connected.

A character or element from the same unit in the **Literacy Book** is part of the picture dictionary scene in the **Language Book**.

B Drill & Controlled Vocabulary Practice

The vocabulary presentation and drill of up to 13 words/phrases has the students look at the picture (which may include definitions) and number the words in the list, before checking with the audio. This can also be used as a pronunciation drill. Encouraging students to make educated guesses and engage with the image helps them to start thinking actively about the words and meanings.

C Visualization

A visualization activity supports the students to assimilate the new words by making them their own. They are guided to build images, memories, or word-associations via an audio track.

E Spoken Word

A spoken word rap, chant, or poem provides a new context for the vocabulary by exploring SEL competencies or other aspects of the topic. It also gives students the chance to practice saying the words in connected speech. There is audio and video to support this activity.

F Pronunciation

Features of connected speech are pulled from the spoken word activity to analyze and practice. This builds on the individual sounds work from previous levels.

Vocabulary

Lesson Objectives

- to learn sports and equipment vocabulary: *beginner, BMX racing, expert, harness, helmet, pads, rappelling, Rollerblading, rope, skiing, snowboarding, trampolining*
- to say a rap about embracing a new challenge
- to practice features of connected speech: consonant-vowel linking

Materials

Audio Tracks 3 to 7; Video

Warm Up

Have students talk in pairs about the different sports they play and if they have ever tried a new sport. Encourage students to remember sports and activities from previous levels.

 **A TRACK 3 TB p. 215 Listen. Which sports do Nishi and Miguel try?**

- Have students look at the picture and discuss in pairs what activities they do or would like to try. Ask students to find Miguel from the Language Review (Miguel is Rollerblading).
- Tell students that they are going to listen to two children, Nishi and Miguel, talk about some of the activities. Play the audio and have students look at the picture.
- Remind students of the gist question *Which sports do Nishi and Miguel try?* Play the audio again. Check answers as a class and ask students which sport they would like to try.

Answer

Nishi and Miguel try Rollerblading and rappelling.

 **B TRACK 4 TB p. 215 Find and number the words in A. Then listen and check.**

- Have students look at the list of words. Point out the example (1) and have students find *rappelling* in the picture. Tell students that they need to match the numbers for each activity with the words.
- Have students find the other words in the picture and write the numbers in their books.
- Have students compare their answers with a friend. Then play the audio to check answers and drill the words.

Answers

1 *rappelling* 2 BMX racing 3 trampolining
4 snowboarding 5 beginner 6 harness 7 rope
8 skiing 9 expert 10 pads 11 Rollerblading
12 helmet



International English



Ask students if they can find the flags. Ask *Which word is American English? Which word is British English?* Drill the pronunciation of both.

 **C TRACK 5 TB p. 215 Close your eyes. Listen, visualize, and say.** 

- Prepare students for the visualization activity (see Visualization).
- Play the audio, allowing students to visualize the actions as they listen. Pause the audio where necessary to give students time to think.
- Have students share what they imagined in pairs.

D Look and write. Complete the missing heading. 

- Display the table using the TTL. Check understanding of the headings and elicit examples.
- Have students complete the activity in their books, using the picture to help them. Then check answers as a class.

Answers

Sports: *BMX racing, rappelling, Rollerblading, skiing, snowboarding, trampolining*
Sports equipment: *harness, helmet, pads, rope*
Ability: *beginner, expert*

 **E TRACK 6 TB p. 215 Listen and write. Then watch and say.**

- Play the video or audio for *Back to School Challenge* Use just the audio if you want to focus on pronunciation.
- Give students time to read the lyrics and try to complete the blanks. Remind students that all the words can be found in A. Play the rap video or audio and have students check their answers.
- Play the video or audio again and have students join in with the rap.

Answers

1 *Rollerblading* 2 snowboarding 3 pads 4 helmet
5 beginner 6 skiing 7 expert

 **F TRACK 7 TB p. 215 Pronunciation. Listen and say. Copy the linking. Find other examples of linking in the rap.**

- Display the three examples from the rap on the board. Have students notice the last and first letter sounds and the linking lines. These lines connect the sounds of final consonants and beginning vowels. Have students repeat the phrases. Then play the audio for them to listen and repeat, noticing how the sounds are linked.
- Have students look for more examples of consonant-vowel linking in the rap.

Answers

like_a monkey; pick_up some pads; Just_a beginner?; you're_into; you're_an expert

Cool Down

Play a version of *Mime It!* (see TB p. 26). Students choose one of the sports from the lesson and mime getting ready to do it instead of miming the actual sport, e.g. *rappelling* – putting on a helmet, connecting the harness, checking the rope.

Lesson 2 Walkthrough Explore Language

This grammar lesson presents and practices the first target structure using a simplified inductive approach.

A Contextualized Presentation

The target grammar structures are presented in context through a comic strip cartoon story, dialogue, or monologue and have an accompanying audio recording.

B Grammar Analysis Table

Students fill in the grammar table by finding the examples in the story in activity A, focusing on form. The key language is highlighted to help students spot patterns in how the structure is constructed. In this level, a “noticing question” draws students’ attention to a particular aspect, encouraging students to start to question and think about grammar for themselves.

C Inductive Analysis

Concept questions help focus students on the meaning and when to use the target grammar. This simplified inductive approach encourages students to make assumptions, discuss, and verify ideas using the examples in activity A. By taking an active role in their learning, they will gain a better understanding of language, and will be better equipped for new ideas in the future.

Explore Language

A Listen and read. What does Jordan learn about being good at sports?

Miguel: Wow, that was even faster than last time. I was watching you. You're an expert at skating, Jordan!

Jordan: I know.

Miguel: Wow, that was awesome! You're an expert at skiing, too, Jordan.

Jordan: I know.

Jordan: But I'm looking for a new sport. Can I look at your snowboard?

Miguel: Oh—yes, of course. Snowboarding's difficult, but a lot of fun. I've done it for about two years.

Jordan: I haven't tried snowboarding before. But I'm really good at skating, skateboarding, and skiing. I'll find it easy. I'm sure ...

Miguel: Why don't you give it a try?

Jordan: Ouch! Maybe snowboarding isn't so easy ...

Miguel: Are you going to go back to skiing?

Jordan: Oh, no—I love a new challenge! Where can I get some lessons, Miguel?

Miguel: Come and meet my snowboarding instructor!

Instructor: Good job, Jordan!

Jordan: I thought skiing was fun, but this is even better!

Miguel: I know!

Review of Verb Forms

You	are	an expert at skiing.	That	is	even faster than last time.
I	was	for a new sport.	I	was	you.
I		snowboarding before.			
Are	you	going back	to skiing?	Yes,	I am.
				No,	I'm not.
I		find	it easy.		

B Look at A. Complete the table. Which verb forms have two parts?

C Think and discuss. Then choose.

- We use the **simple present** / **present progressive** to talk about something happening now and future plans.
- We use the **present perfect** / **simple past** to talk about experiences in the past.
- We use the **simple past** / **past progressive** to talk about something that was already happening in the past when another event occurred.

D Listen and say.

E Complete the sentences with the correct form of the verbs.

- Yesterday I went (go) trampolining.
- No, they didn't try (not try) BMX racing before.
- She (play) soccer last weekend?
- Watch out—you crashed (crash)!
- We skied (ski) down the mountain when it started to snow.
- Today he wears (wear) sneakers. He's going running after school.

F Get to know your friends. Write answers for you. Then ask and answer.

- Why do you enjoy your favorite sport or activity?
- When did you start doing your favorite sport or activity?
- What exciting sports or activities have you tried?
- What were you doing yesterday evening?
- What are you going to do on Saturday?

Remember Verbs must agree with their subjects.

Unit 1 13

International English

Regular *International English* features highlight differences between American and British English, helping raise awareness of different Englishes around the world. Audio for these words is available on the **TTL**.

D Drill: Sentence Level

An audio recording provides example sentences and questions for pronunciation practice. Drilling new grammar structures helps students become comfortable with how they sound before using them in a freer context. (See also TB p. 23)

E Controlled Practice: Written

Controlled written practice helps consolidate the grammar.

F Freer Practice: Communication

The lesson ends with an activity which allows students to use the grammar in a freer context. There is always a speaking task, and it may also include some writing.

Explore Language

Lesson Objectives

- to review verb forms: present, past, and future
- to practice sports and equipment vocabulary

Materials

Audio Tracks 8 and 9

Warm Up

Ask students which sports they enjoy playing. Ask *Which sports are you good at? Were you always good at (soccer)? How did you get better?*

 **A TRACK 8 TB p. 215** Listen and read. What does Jordan learn about being good at sports?

- Tell students they are going to listen to Miguel talking to his friend Jordan about the sports they do. Play the audio and have students follow the dialogue in their books.
- Ask the gist question *What does Jordan learn about being good at sports?* and elicit the answer. Play the audio again to check. Ask further comprehension questions. See the Enhanced Teacher's eBook (ETB).

Answers

He learns that practice makes perfect. Just because someone is good at one sport, doesn't mean they're automatically good at another sport.

B Look at A. Complete the table. Which verb forms have two parts? 

- Display the table using the TTL. Explain that the sentences students need are all in the dialogue in A. The focus for this activity is on the form, and how each tense is made, rather than meaning or usage. Have students complete the table individually and then compare answers in pairs.
- Check answers, having students complete the blanks on the board. Ask if each sentence refers to the present, past, or future. Elicit the name of the verb form and how each one is made. Ask the question *Which verb forms have two parts?* Elicit and discuss answers, e.g. present progressive is the verb *be* plus the main verb ending in *-ing*.



International English



Draw students' attention to the different words and expressions. Elicit which are American English and which are British English. Ask if they have heard any of these expressions before.

- Remind students' of the Grammar tip *Remember*. Write the subject pronouns on the board. Elicit the forms of the verbs *be* (simple present), *be* (simple past), and *have* (simple present) for each subject. Call out a sentence or question from the table, point to a different subject and have students change the sentence, e.g. *I'm looking for a new sport.* (THEY) *They're looking for a new sport.*

Practice Resource Bank: Grammar Printout
Student's App: Grammar Practice

Answers

was; 'm looking; watching; haven't tried; going to; 'll
The present progressive, past progressive, present perfect, future with *going to*, and future with *will* all have two parts.

C Think and discuss. Then choose.  

- Have students read the sentences. This activity focuses on meaning and usage so that students understand how and when each structure is used.
- Elicit what an *experience* is. Have students work in pairs. Refer them to the table in B for examples of verbs in each tense. Check answers. Make sure that students understand when to use each verb tense and how to form it correctly.

Answers

1 present progressive 2 simple past 3 past progressive

 **D TRACK 9 TB p. 216** Listen and say.

- Play the audio, having students repeat each sentence chorally. Encourage them to copy the linking and intonation.
- For ideas on how to vary the drill, see TB p. 23.

E Complete the sentences with the correct forms of the verbs.  

- This activity provides controlled practice of the verb forms. Look at the example together. Have students notice that *yesterday* tells us to use the simple past and identify time phrases in the other sentences that can help them decide which verb form to use.
- Have students complete the sentences individually. Remind them to look at the table in B for help. Check answers.

Answers

1 went 2 haven't tried 3 Did; play
4 're going to crash 5 were skiing 6 's wearing

F Get to know your friends. Write answers for you. Then ask and answer.  

- This activity provides freer practice of the verb forms. Have students read the questions and underline the verbs to ensure that they use the correct forms in their sentences. Give students a few minutes to think about and write their answers.
- Have students work in small groups to ask and answer their questions. Encourage students to respond to each other as in a conversation.

Answers

Students' own answers

Cool Down

Play a Chain Game to practice the different tenses (see TB p. 25). Encourage students to choose a different tense each time. Students will need to listen carefully in order to remember the sentence and repeat it using the same tense.



Lesson 3 Walkthrough Global Citizenship

This lesson presents and practices the second vocabulary set, and explores the Global Citizenship topic through listening and discussion.

A Contextualized Vocabulary

A dialogue, discussion, or monologue provides initial input on the Global Citizenship theme and contextualizes some of the new vocabulary for the lesson.

Comprehension questions are provided in the **ETB**.

Opening Question

The lesson starts with an Opening Question to get students thinking about the lives of other children around the world and issues which affect us globally. There are no right or wrong answers for this as the focus is on raising awareness and provoking thought and discussion.

B Drill & Controlled Vocabulary Practice

The second vocabulary set of up to 12 words/phrases is presented and practiced through a matching activity, which is then checked with an audio recording. The vocabulary items are represented in photos or as definitions.

A Visualization recording is available on the **TTL** for this vocabulary set.

Global Citizenship

How do sports bring people together?

A Listen to Aida and Rahul talk about helping others. What does Rahul challenge Aida to do?

1 get fit

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

an organization that people give money to so they can help other people

be involved in an activity with other people

B Look at the pictures and definitions in A and write. Then listen and check.

charity fun run get-fit give up raise money
race sponsor take part in team train

C Read and complete the website paragraph.

Our class wants to support WaterWater, a 1 charity, that helps villages in our country that don't have much water. We've decided to 2 _____ a sports challenge to 3 _____ for it. We're going to swim 25 km. That's a long way but we'll do it as a 4 _____. Our teacher has helped us to 5 _____ for it. We won't 6 _____—we're going to finish, so we can get as much money as possible. Please 7 _____ us!

D Now listen to Elsa. How did she challenge herself?

E Listen again. Read and choose.

- Elsa felt a little excited / bored when she arrived last summer.
- She wanted to be on her own / meet new friends.
- She used to play on a basketball / soccer team.
- Deciding to play soccer was easy / difficult for her.
- When she started playing, she played well / badly.
- Elsa recommends sport as a good way to feel better about yourself / part of a community.

How can you use sport to help others?
Why do people set themselves challenges?

Unit 1 15

C Controlled Vocabulary Practice: Written

Students practice at least six of the new vocabulary in a written context related to the lesson topic.

Discussion Questions

The lesson ends with Discussion Questions to stimulate thought and conversation about what students have learned from the lesson. One question focuses on their personal experience, while the other encourages them to think more globally. Further notes on developing this discussion and ideas for project work are given in the **ETB**.

D & E Listening for Gist and Details

A second audio recording delves further into the Global Citizenship topic, as a monologue or interview. The speakers may be from different countries, or have a particular interest or expert knowledge to share.

The first listening focuses on understanding the gist, while the second looks at the details, using a variety of activity types often seen in exams.

Global Citizenship

Lesson Objectives

- to learn fundraising vocabulary: *charity, fun run, get fit, give up, race, raise money, sponsor, take part in, team, train* (v)
- to explore how sports help bring people together
- to practice listening for gist and detail

Materials

Audio Tracks 10 to 12; Audio Track A; a map of the world (Activity D); pieces of paper (Cool Down, CD)

Opening Question

Ask the opening question: *How do sports bring people together?* Elicit ideas and encourage students to think about the different ways people can be involved in sports. Record students' ideas in some way, e.g. in a mind map, and come back to these at the end of the lesson.

A TRACK 10 TB p. 216 Listen to Aida and Rahul talk about helping others. What does Rahul challenge Aida to do?

- Tell students they are going to listen to two children talking about helping others through sports.
- Ask the gist question *What does Rahul challenge Aida to do?* Have students predict the answer in pairs, then play the audio and the check answer.
- Play the audio again and ask students how Aida feels about running five kilometers. Ask students if they would like to challenge themselves by taking part in a fun run. Then ask further comprehension questions (see ETB).

Answer

He challenges her to do a five-kilometer fun run.

B TRACK 11 TB p. 216 Look at the pictures and definitions in A and write. Then listen and check.

- Point out the example for number 1, *get fit*. Refer students to the vocabulary box in B and have them write the words for each picture and definition in A in pairs or individually.
- Play the audio for students to check their answers. Use the audio to drill the pronunciation of the words.

Answers

1 *get fit* 2 *race* 3 *team* 4 *give up* 5 *train*
6 *raise money* 7 *sponsor* 8 *charity* 9 *fun run*
10 *take part in*

TRACK A TB p. 216 Visualization

- The TTL has a visualization for this vocabulary set. (See TB p. 21.)
- C Read and complete the website paragraph.** 
 - Have students quickly skim the paragraph. Ask *What is the purpose of the text?* (to encourage people to sponsor the students in their charity swimming race)

- Look at the example together. Then have students complete the sentences individually. Check answers as a class. Point out that the answer for number 5 can be *train* or *get fit*.

Answers

1 *charity* 2 *take part in* 3 *raise money* 4 *team*
5 *train / get fit* 6 *give up* 7 *sponsor*

D TRACK 12 TB p. 216 Now listen to Elsa. How did she challenge herself?

- Tell students they are going to listen to a girl, Elsa, talking about a new challenge. Have students look at the two pictures and elicit the sports. Ask students where they think Elsa is from (Sweden). Challenge students to find Sweden on a map of the world and elicit anything students know about Sweden.
- Ask the gist question *How did she challenge herself?* and play the audio. Check the answer with the class. Ask *How did she feel when she moved to the USA?* (*lonely*) *What sport did she use to play in Sweden?* (*basketball*) Ask students if they can think of a time when they challenged themselves.

Answer

She joined a soccer team and made new friends.

E Listen again. Read and choose.

- Listening for detail: have students read the sentences before they listen again. Then play the audio and have students circle the correct option in each sentence.
- Check answers as a class. Ask students why sports have been so important for Elsa. (She was lonely, and joining the team helped her make new friends). Elicit other ways of making friends in a new city or country.

Answers

1 *scared* 2 *meet new friends* 3 *basketball* 4 *difficult*
5 *badly* 6 *part of a community*

Discussion Questions

- Draw students' attention to the discussion questions. Have students discuss each question in pairs or small groups (see ETB). Elicit responses from someone in each group and write the suggestions on the board. Guide students to conclude that we can all use sports to help others in many different situations. Encourage them to see the importance of setting achievable goals and working hard to reach them.
- Return to the opening question to ask again: *How do sports bring people together?* Revisit any ideas discussed at the beginning of the lesson and encourage students to share any new ideas.

Cool Down

Give each student a slip of paper. Tell them to write one thing they learned or enjoyed in the lesson. Then do an Inside-Outside Circle routine (see p. 21).

Lesson 4 Walkthrough Explore Language

This grammar lesson presents and practices the second target structure using a simplified inductive approach. Differentiation ideas to support or challenge students are given in the **ETB** wherever it would be useful. See also TB p. 24 for some general ideas for differentiated learning. Further written practice is also available through Grammar Printouts in the Resource Bank.

A Contextualized Presentation

A gist question focuses students on the story and further comprehension questions are provided in the **ETB**.

B Grammar Analysis Table

The grammar table is reproduced in the **TTL**, allowing for this to be completed as a heads-up class activity.

Grammar Tip

After every grammar analysis table, there is a tip with additional information. These are divided into three categories:

Watch Out: highlights common errors

Remember: aspects of language students have seen before, e.g. contractions

Look: additional features students should be aware of, e.g. spelling patterns

Explore Language

A Listen and read. How does Casey feel about the fun run?

Casey: Wow! This is great! Everyone's so colorful! I've never done a fun run before, but I think I'll be fine: no one has trained harder than me! And anyway, there's no chance of me giving up—so many people have sponsored me. Has anyone seen my dad? He has my camera to take pictures of us, but I can't see him anywhere! Ooh, it's going to be a long race.

Jordan: Hey Casey, CASEY! I love your costume!

Casey: Thanks, Jordan! Yours too.... I'm glad I had something to eat before we started—I'm going to need a lot of energy! I wonder how fast everyone will be.

Jordan: We'll soon find out—it's nearly time to start!

Everyone: Five, four, three, two, one!

Casey: Let's go, Jordan!

16 Grammar Indefinite Pronouns: Everyone, Everything, Everywhere, etc. 🎧 🗣️ 🏃

B Look at A. Complete the table. Which pronoun has two words?

Indefinite Pronouns		
Person	Thing	Place
everyone	everything	everywhere
someone	_____	somewhere
_____	nothing	nowhere
_____	anything	_____

C Think and discuss. Then choose.

- We use indefinite pronouns to talk about people, things, and places *specifically* / *in general*.
- We use indefinite pronouns with *every-* / *some-* to talk about *all* people, things, and places.
- We use indefinite pronouns with *some-* / *no-* to talk about the absence of people, things, and places.

D Listen and say.

E Read the anecdote and choose.

- Someone / Anyone in my soccer club decided to raise money for a charity which helps animals. "We're going to dress up in funny clothes and play a match," he said. "Wear anything / nothing you like—there are no rules!" I didn't know what to choose. I looked somewhere / everywhere but I saw anything / nothing I liked. Then my brother found a big orange hat and some enormous yellow gloves. They were perfect! Lots of people came to see us play in our funny clothes. No one / Everyone thought that we were really funny, so we raised a lot of money. And everything / something surprising happened—we played better in our silly clothes than we usually do! Maybe that was because we were all really proud of our team.

F Play Tic-Tac-Toe. Make sentences to win the squares.

_____	somewhere	anywhere	everyone
_____	nowhere	anyone	everything
_____	something	no one	someone

Watch Out

✓ everyone is
✗ everyoneare

I choose "anyone!"

I haven't seen anyone this morning.

Correct. You win that box.

17 Unit 1

Characters

One of the characters in this scene will appear in the next unit, in a new setting with a new group of friends.

Competency Icons

Competency icons indicate the areas covered in each lesson (see TB p. 19). The teaching notes tell you which activities address which competencies.

Differentiation ideas to support or challenge students are given in the **ETB** wherever it would be useful.

See also TB p. 24 for some general ideas for differentiated learning.

Further written practice is also available through Grammar Printouts in the **Resource Bank**.

Explore Language

Lesson Objectives

- to learn how to use indefinite pronouns
- to practice fundraising vocabulary

Materials

Audio Tracks 13 and 14

Warm Up

Ask students if they have ever taken part in a fun run. If possible, show an image of people participating in a fun run in fancy dress costumes. Say *Imagine you are choosing a costume for a fun run. What costume would you wear?*

A TRACK 13 TB p. 216 Listen and read. How does Casey feel about the fun run?

- Tell students that they are going to listen to Jordan doing a different sport with his new friend, Casey. Ask students if they remember the sport Jordan tried last time (snowboarding). Play the audio and have students follow the dialogue in their books.
- Ask the gist question *How does Casey feel about the fun run?* and elicit the answer. Ask students if they think she will finish the race.

Answer

Casey feels excited about starting the race.

B Look at A. Complete the table. Which pronoun has two words?

- Display the table using the TTL. Draw students' attention to the three headings in the table and the examples. Have students find the missing words in A and complete the table individually or in pairs.
- Check answers as a class. What do students notice about the words? Elicit that all the words in each column have the same endings. Elicit that, as the second part of the pronoun, *thing* refers to things, *where* refers to places, and *one* refers to people. Have students find an example sentence with an indefinite pronoun from the dialogue. Ask students where the indefinite pronoun is placed in the sentence. Elicit that indefinite pronouns go in the same place as a noun would go in the sentence.
- Then ask the question *Which pronoun has two words?* (no one)
- Draw students' attention to the Grammar tip *Watch Out*. Ask *Is "one" singular or plural?* Point out that although *everyone* refers to a group of people, it is a singular noun and we must use the third-person singular form of the verb. Tell students to remember that pronouns ending in *one* are always singular, like the number *one*.

Answers

Person: no one, anyone

Thing: something

Place: anywhere

The pronoun *no one* has two words.

C Think and discuss. Then choose.

- Have students work in pairs to discuss the sentences and choose their answers. If necessary, check understanding of *absence*. Refer students to the dialogue in A for examples of the indefinite pronouns in context. Then check answers. Clarify any misunderstandings. Review the meaning of *some* and *any* when used in affirmative sentences (Level 1, Unit 10).
- Point out that *no-* and *any-* can both have a negative meaning but that we need a negative verb before *any*.
- For further practice, have students work in teams to use indefinite pronouns to make statements about things or people in the classroom. Call out an indefinite pronoun and have teams think of a sentence, e.g. *Everyone is working hard*. The first team to make a correct sentence gets a point.

Answers

1 in general 2 every- 3 no-

D TRACK 14 TB p. 216 Listen and say.

- Play the audio, having students repeat each sentence chorally. Encourage them to copy the linking and intonation.
- For ideas on how to vary the drill, see TB p. 23.

E Read the anecdote and choose.

- This activity provides controlled practice of indefinite pronouns. Read the example including both options. Ask *Why is "someone" the correct answer?* Elicit that the sentence is talking about one specific person (*anyone* is used to talk about a nonspecified person in affirmative sentences).
- Have students read the anecdote and circle the correct options in their books. Then check answers as a class.

Answers

1 Someone 2 anything 3 everywhere 4 nothing
5 Everyone 6 something

F Play Tic-Tac-Toe. Make sentences to win the squares.

- This activity provides freer practice of indefinite pronouns. Tell students they are going to play a game of Tic-Tac-Toe in small groups. See TB p. 27 for how to play.
- Have one group demonstrate the game using the examples on the page.
- Have students play in their groups until one team wins. Students can then play again if time allows.

Answers

Students' own answers

Cool Down

Play *Stand Up, Sit Down* (see TB p. 26). Call out statements using indefinite pronouns, e.g. *Everyone in the class had cereal for breakfast*. Students decide whether they think the statement is true or false.

Lesson 5 Walkthrough Writing

This first productive skills lesson is dedicated to writing, which now occupies a double page. In Levels 5 and 6, the lessons explore different genres of text, linked to those in the **Literacy Book**, and take students through the different stages of Process Writing. The left-hand page presents the genre and highlights the structure, key features, and aspects of language. The right-hand page scaffolds students to produce their own writing, through carefully staged activities focusing on each step of Process Writing cumulatively: Units 1 and 2 look at brainstorming; Units 3–5 work on brainstorming and planning; Units 6–8 explore brainstorming, planning, and drafting & revising; Units 9 and 10 bring it all together to finish with editing and publishing.

A Contextualized Writing Mechanics

A model text continues the topic of the unit and a gist question ensures students are engaged with the text as “readers”, before becoming writers.

Further comprehension questions are provided in the **ETB**.

D Brainstorming

In every unit, students are encouraged to brainstorm ideas as the first step to writing. A variety of examples are given on the page to encourage students to be flexible and choose the right technique for the final product.

Process Writing

The pencils icon in Units 1, 3, 6 and 9, refer students to a page at the back of the book exploring a Process Writing stage. These can be done before the activities in the unit to give them a better understanding of why each stage is important and useful.

B Text Analysis

Students are guided to analyze the structure and textual features for the text type.

Write About It

A Read the flyer about a sponsored race. What can't your boat have?

Float Your Boat Sponsored Race

We're raising money for a charity which helps dolphins. Come and test your skills on the water!

You will need

- a friend—each team needs to have two people
- a boat—it can be made of any material but it can't have an engine
- sponsors—they have to guess how far your boat will sail

What to do

- Visit our website (www.boatfloatun.org) and tell us you want to take part.
- Download the sponsor form and get as many people as you can to sponsor you.
- Build your boat. If you need ideas, go to the tab called Boats For All on the website. Choose an interesting name for your boat.
- Practice sailing your boat. You want to make it go as fast as possible.
- Come to the river on July 6 at 2:00 p.m. for the Float Your Boat Sponsored Race and bring your supporters!
- Be organized. After the race, collect and send your money to us as soon as you can.

If you don't want to build your own boat, come along and support the race. It's always a really enjoyable event!

B Look at the structure of the flyer. Read and check (✓) all the correct statements.

1 These features help the reader find the information they need:

- a. short sections with clear headings
- b. direct speech in speech bubbles
- c. language to make you want to buy things
- d. bullet points and numbered lists
- e. exclamation points
- f. words like First or Then to show the order to do things

2 These verb forms are used:

- a. the present perfect
- b. the imperative
- c. the present progressive
- d. the you form of the simple present

C Look at the language in the flyer. Complete the word families.

Verb	organize	enjoy	supported
Adjective	sponsored		
Noun	organization	enjoyment	

D Think and discuss. Choose or invent an event. Complete the mind map with lots of ideas.

Chocolate Fun Run Dance! Dance! Dance!!!

Who? Why? How long for?

What's the event for?

Prizes? What's special?

E Plan your flyer. Look at your ideas in D and make notes for these three sections.

Heading and opening sentence	You will need	What to do

F Now write and design your flyer.

Read and Respond
Ask your friend to read your flyer. Does he/she want to take part in your event?

C Language Analysis

This activity focuses students on language used in the model text that they may find useful in their own writing. Where relevant, a *callout* provides additional insights into the features or language in the model text.

E Planning

Every unit includes a planning stage, which is more scaffolded in the earlier units, drawing on the ideas gathered in Activity D.

F (& G) Production: Writing Task

The final writing task can be done in notebooks. *Support* printouts are available from the **Resource Bank** for those students who need it. For some more light-hearted writing practice, there is a Writing Game for each unit in the **Resource Bank**.

Read and Respond

Students are invited to share their work with a friend, who will offer an opinion or some advice. This encourages students to write with a reader in mind, and to get into the habit of editing and making improvements to their work.

Write About It

Lesson Objectives

- to learn how to generate ideas (Process Writing: Step 1)
- to plan and write an instructional flyer
- to learn how to organize information
- to learn about word families

Materials

Support writing printout from the Resource Bank, one per student (F)

Warm Up

Ask students if they have ever made a paper or model boat and invited volunteers to demonstrate for the class.

A Read the flyer about a sponsored race. What can't your boat have? 

This text is also modeled in the Literacy Book for this unit, *The Ultimate Game*.

- Draw students' attention to the flyer and look at the title, pictures, and headings. Review the meaning of *sponsored*.
- Have students read the flyer. Ask the comprehension question *What can't your boat have?* and elicit the answer.
- Ask students if they'd like to take part in the event. Ask further comprehension questions (see ETB).

Answer

Your boat can't have an engine.



International English



Draw students' attention to the two words and elicit which are American English and which are British English. Ask students which words are similar and which words are different.

B Look at the structure of the flyer. Read and check (✓) all the correct statements. 

- Draw students' attention to the instructions. Explain that some texts have features that help us find information.
- Have students look at the text in A to try to find examples of each feature. Show one example, then have students complete. Check answers and elicit examples for each.
- Refer students to question 2. Review the forms of the different tenses, writing an example of each on the board. Have students complete and check the answers.

Answers

1 a; d; e 2 b; c; d

- C** Look at the language in the flyer. Complete the word families. 
- Explain that we can group words together that have a common base form that we can use to make other words, e.g. verbs, nouns, adjectives. These groups of words are called word families. Give an example using a familiar word, e.g. *create, creativity, creative*.
 - Have students complete the table individually and check answers as a class.
 - Draw students' attention to the callout. Remind students that they can use all these words in their own writing.

Answers

sponsor; sponsor; organized; enjoyable; support, supporters

Now ask students to turn to p. 140 to learn about Process Writing Step 1: Generating Ideas (see TB p. 211 for teaching notes). Students will need to do this lesson before they do D.

D Think and discuss. Choose or invent an event. Complete the mind map with lots of ideas.   

- Tell students they are going to generate ideas for a flyer using a mind map. Prompt them to use their answers from the previous activities to brainstorm for this activity.
- Look at the two examples and ask students if they think these events sound like fun. Give students one or two minutes to think of more ideas. Then elicit suggestions.
- Have students complete their mind maps in pairs.

E Plan your flyer. Look at your ideas in D and make notes for these three sections.  

- Refer students to the flyer in A and highlight the different sections in the table. Tell them to look at their ideas in D and decide where each piece of information should go.
- Have students complete the table individually.

F Now write and design your flyer.  

- Have students write a rough draft of their flyer in their notebooks. Encourage them to think about layout and design and how to organize their information. Then have them write up their flyer on paper or the Support printouts from the Resource Bank.
- Have students read each other's flyers. Remind students to make positive comments about the writing.

Cool Down

Have students display their flyers around the room for others to read. Then have students vote on the event they would most like to take part in. Remind students not to vote for their own event.

Lesson 6 Walkthrough Speaking

The second productive skills lesson is dedicated to speaking and functional language, and at this level is set on a single page. There are five *Take the Stage* lessons focusing on presentation skills, and five *Talk About It* lessons focusing on conversation skills. Each lesson starts with a video showing a child/children presenting or having a conversation, which helps to bring the language alive. If it isn't possible to watch the video during class time, encourage students to watch it at home beforehand (see *The Flipped Approach TB* p. 15).

A Video Showcase

The video sets the context for the lesson, showing students what they are working towards. It provides a natural context for the functional language as well as an opportunity to recycle some of the vocabulary and structures from the unit. A gist question gives them an initial reason to watch, and further comprehension questions are in the **ETB**.

Watch

The *Watch* callout encourages students to use all the clues available in the video to help figure out what makes the presentation/conversation successful.

B Functional Language

Students work with the functional language from the video, which they can use in their own presentations/conversations.

Reflect

As with the writing lessons, students are invited to give constructive feedback to their peers with the *Reflect* question. This analysis also helps them reflect on their own contributions and performance.

Talk About It

A Watch and listen. Do you think Gene gives Lloyd good advice? Why?

Watch
What do you all think about how Gene and Lloyd feel from how they moved?

B Watch again. Match the suggestions to the responses.

Suggestions	Responses
1. Do you want to watch it with me?	a. I'd really like that.
2. So, why don't you?	b. You really want to try BMX racing?
3. Give it a try.	c. I'm not fit any more.
4. How about showing me how to do it?	d. That would be great.
5. Well, maybe I could show you ...	e. Oh, BMX racing ...
6. Let's start tomorrow/after school.	f. I'm not sure.

C Imagine you and your friend want to start a new sport. Think about your options.

- Trampolining—fun, jumping
- Water-skiing—outdoors, cold?
- Roller-blading—good at skateboarding, so easy?

D Talk with your friend, using phrases in B. What advice will you follow?

What kind of challenge are you looking for? Well, I used to play ...

Reflect
Did I make helpful suggestions to my friend?

20 Conversation Making and Responding to Suggestions

C Planning

Students are encouraged to brainstorm ideas and plan what they want to keep for the presentations. For the conversations, students are encouraged to be spontaneous in Levels 5 and 6, so while some brainstorming and preparation activities are given, students are not expected to write a full dialogue.

D Production

Students have their conversations in pairs/groups, or give their presentations to a group or the class using the language from Activity B. They should build on their notes and use the opportunity to pull together everything they have learned.

Talk About It

Lesson Objectives

- to prepare and have a conversation about sports
- to learn how to make and respond to suggestions

Materials

Video

Warm Up

Ask students what new sports they would like to try. Elicit answers from the class, encouraging students to use vocabulary from the unit where relevant. Then play *Would You Rather?* (see TB p. 27). Choose pairs of sports or activities, e.g. *Would you rather do judo or go snowboarding?*

A TB p. 239 Watch and listen. Do you think Gene gives Lloyd good advice? Why?

- Tell students they are going to watch a video of two boys having a conversation about a sport.
- Have students look at the picture on the TV screen and say what sport the boy in the picture is doing. Ask students if they think this sport looks fun.
- Tell students that one boy is giving advice to the other boy. Ask the gist question *Do you think Gene gives Lloyd good advice? Why?* Tell them to listen for the answer and watch the body language in the video.
- Play the video and then check the answer. Ask further comprehension questions, e.g. *What sport did Lloyd use to do?* (BMX racing) *Why did he give it up?* (He fell off his bike and hurt his arm.)

Answers

Yes, he does. He encourages Lloyd to start racing again by asking Lloyd to help him learn to do BMX racing.

B Watch again. Match the suggestions to the responses.

- This activity looks at functional language and useful phrases from the conversation. Have students read the suggestions and responses and check comprehension of key words and phrases.
- Play the beginning of the video and look at the example together. Then play the rest of the video and have students do the matching activity. Play the video again for students to check. Then check answers.
- Have students practice saying the suggestions and responses in a drill, encouraging them to use intonation to convey meaning.

Answers

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

C Imagine you and your friend want to start a new sport. Think about your options.

- Tell students they are going to plan a conversation where they give and respond to advice about trying a new sport.
- Look at the example notes together. Have students work in pairs to think of ideas they can use in their conversation. They need to include two or more sports, and they should think of reasons why they would or wouldn't like to try each sport.
- Give students time to plan their conversations in their notebooks individually. Remind students that they only need to write notes as prompts during the conversation and not full sentences.
- Encourage students to think about the sequence of their conversation. How will it start? How will it end? If they wish to, they can include some of the suggestions and responses in their plans. Planning will help students structure their conversations, but they will need to be able to respond to what their friend says spontaneously. At this level, conversations should be more spontaneous and natural than at lower levels; they need to be active listeners and respond to what is being said.

D Talk with your friend, using phrases in B. What advice will you follow?

- Demonstrate the start of a conversation with a confident student by asking the example question on the page and then making a suggestion based on the student's answer.
- Have students have their conversations in pairs. Remind them to take turns and listen when their partner is speaking. Encourage them to use gestures and appropriate body language to show enthusiasm and encourage their partner.
- Have students analyze their own performances in pairs.

Cool Down

Students individually choose a sport or activity that they would like to try and write it down, without telling anyone. Then they stand up and walk around the classroom suggesting their activity, e.g. *How about going trampolining?* When they find somebody with the same activity, they form a group. Allow two minutes for this, and then see how many groups have been formed.

Lesson 7 Walkthrough Think It Over

The final lesson in the **Language Book** encourages students to reflect on what they have learned and what they need to work on. In Levels 5 and 6, students see different graphic organizers based on key strategies of Assessment for Learning: students reflect on their starting point, what they have learned, and what they need to learn or the next steps they can take to continue learning. By taking an active role in their learning, students can discover what works for them and their responses can help you, the teacher, to adapt future lessons to suit their needs or recommend targeted practice.

Graphic Organizers

There are six different graphic organizers: *3-2-1*; *Looking Back*; *Two Stars and a Wish*; *My Planning Sheet*; *My Favorite Mistakes*; and *Monthly Goal Reflection*.

For each one, it's important that the students take time to reflect and respond for themselves on their progress or what they struggled with, rather than doing this as a class or group activity. Full sentences aren't necessary; the focus should be on the reflection and planning for ongoing learning.

How well did you meet the challenge of Unit 1? Read and respond.

3 things I learned in this unit

- 1
- 2
- 3

2 questions I have

- 1
- 2

1 thing I struggled with

Hello! Remember me? I'm Casey. I'm so happy I took part in the fun run! Find out what I'm interested in in Unit 2!

21

Looking Forward

At the end of every unit is a teaser question linking one of the characters with the next unit.

Put It Together

After Units 2, 4, 6, 8 and 10 there is a game that brings together the language and vocabulary of the two previous units. By setting the language in new contexts and adding in a fun and sometimes competitive element, students will want to play them again and again.

Think It Over

Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their own progress

Warm Up

Do a quick quiz with the class about Unit 1. Ask questions about pictures, words, or information and have students find the answers in their books. Have students play in teams. Possible questions: *How many children are trampolining in the Sports Experience Center?* (2) *Who is walking down the stairs in the Sports Center?* *What color is Jordan's ski helmet?* *What is the Grammar tip Watch Out on p. 17?* *What's the word for picture 9 on p. 14?*

How well did you meet the challenge of Unit 1? Read and respond. 

3-2-1

- Tell students they are going to review what they learned in the unit and also think about their own learning. Let them know that it's important that they think about themselves and not worry about what other people think or say, as different students will remember or enjoy different things. Tell them that it's ok if they found something difficult that their friend found easy, as their friend may have struggled with something they found easy. Explain that reflecting on what they've learned and what they enjoyed or found difficult can help them think about what to focus on next time or what they need to practice more or do again. It can help them learn about themselves.
- Draw a spidergram on the board with the following categories: *words; grammar; conversation phrases; things I learned about an instructional text; things I learned about another country; facts; interesting ideas; things that made me think*. Brainstorm things students remember from the unit as a class, but don't prompt them too much. It is important that students lead this brainstorming session and that the ideas generated are things they remember rather than the things you want them to remember.

- When you have a variety of suggestions in the spidergram, refer students to the graphic organizer in their book and the prompt sentences: *3 things I learned in this unit, 2 questions I have, 1 thing I struggled with*. Have students talk in pairs about the different sections. Encourage them to focus particularly on the second section and to discuss what outstanding questions they have about things they learned. Write some prompts on the board to support their conversation, e.g. *I liked ... / I didn't like ...; I thought ... was interesting / boring / fun; I remember we ... / I don't remember doing ...; I'd like to know / learn more about ...; Next time, I'm going to ...*
- When you feel they have enough ideas, have students work individually to fill in the graphic organizer. Remind them that they should write their own responses about themselves. Monitor and help as necessary. Look at what students are writing so you can tailor your classes and any additional practice to their needs.
- If you feel it is appropriate for your class, have students share their ideas with a friend. Encourage them to think together of how they can improve or practice the thing they struggled with. They can use phrases from the speaking lesson to give each other advice.

Looking Forward

Draw students' attention to the character at the bottom of the page. Elicit who it is and what they remember about her. (Casey appeared in Lesson 4, p. 16.) Ask *What costume was Casey wearing in the fun run?* (lynx) Have students read the speech bubble and make predictions about what Casey is interested in. Tell them they will find out in the first lesson of Unit 2.

Lesson 1 Walkthrough Get Ready to Read

There are two sections to this lesson: Section 1 is a Visible Thinking Routine (VTR) and Section 2 has pre-reading activities, which also preview the reading skill that will be explored in more detail in Lesson 4. The sections can be done in one lesson or spread over two lessons, e.g. allowing you to devote more time to the VTR and to do the pre-reading activities immediately before the reading text. In this lesson, there is no Cool Down activity suggested, but the **ETB** has plenty of additional extension ideas if you choose to end the lesson after the pre-reading activities.

Warm Up activities are designed to generate interest in the topic and activate schema, thereby helping students make connections between their own experiences and the unit topic and readings. These activities are purposely not focused on vocabulary to give the **Literacy Book** a distinct first language (L1) feel.

In the **ETB**, there is also a **Two-Minute Review** that helps students make connections between the units.

A, B, C & D Visible Thinking Routine

The first three activities take students through the Visible Thinking Routine using the striking opening image to foster thoughtful and constructive discussion. Five different routines are used in Levels 5 and 6, building on those seen in lower levels. The teaching notes give clear instructions for how to set them up and encourage participation without leading students to specific answers, including example conversations and prompts. See TB p. 19 for details on each VTR.

Unit Topic

The unit title is the same in the **Language Book** and the **Literacy Book**, with the topic explored in different ways across the two books.

The image is a composite. On the left is a photograph of three people in large, clear inflatable bubbles on a green lawn in front of a large building. A yellow ball is on the grass. A red callout box with 'UNIT 1' is overlaid on the top left of the photo. On the right is a worksheet titled 'Get Ready to Read' with a 'See, Think, Wonder' section. It contains six activities (A-F) with response bubbles and a 'Now read You're Out!' section. A red callout box with 'UNIT 1' is overlaid on the top left of the worksheet.

Let's Get Moving

Get Ready to Read

See, Think, Wonder

A Look at the picture. What do you see?

I see... I see...

B What do you think?

I think... I think...

C What do you wonder?

I wonder... I wonder...

D Think and write. How many different sports do you know? Make a list.

E Read and write. Skim *You're Out!* and write the answer. What do you think the story is about?

F Read and write. Read the question. Then scan *You're Out!* and write the answer. What's the name of one of the teachers?

Now read *You're Out!*

Competency icons indicate the areas covered in each lesson (see TB p. 19). The teaching notes tell you which activities address which competency.

Transition

A question linking the VTR discussion with the pre-reading activities is provided in the teaching notes. This could also be used as a Warm Up activity if you decide to do the pre-reading and reading on different days.

D, E (& F) The pre-reading activities aim to prepare and motivate students for the reading text: fiction or nonfiction. The first activity focuses on critical thinking and discussion, and the second gives a preview of the reading skill that will be fully explored with the second text.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about team sports and their rules
- to guide inquiry and deepen understanding through a See, Think, Wonder VTR
- to preview the reading skills of skimming and scanning

Materials

VTR printout from the Resource Bank (Activities A, B, C)

Warm Up

Ask students if they have ever tried a new or unusual sport. Have students raise their hands if they think they have played a sport that no one else in the class has played, then have them explain the sport.



A Look at the picture. What do you see?

- This See, Think, Wonder VTR encourages students to make predictions, observations, and interpretations about the image of people playing bubble soccer. Start by asking *What do you see?* and give them up to a minute to look and think silently.
- Guide students to focus on what is visible, not their interpretation. Have students share more answers in small groups or pairs before bringing the groups together. The main focus here is helping students articulate their ideas.
- Record the students' ideas from each stage of the VTR to revisit in the Think Together lesson.

B What do you think?

- Ask students *What do you think about the picture?* Give them one minute to think silently about the picture and then share their ideas in pairs before sharing as a class. Encourage students to discuss with each other.

Here's an example of this part of the routine.

Teacher: What do you think about the game?

Student A: I think it's difficult.

Student B: Why do you think that?

Student A: Because I don't think the players can see.

Student C: I think they will fall over because they can't move their arms.

Teacher: Interesting. Does anyone have any more ideas?

Student B: I think the game is funny (to watch)!

C What do you wonder?

- Say *I wonder what happens if someone falls.* Then ask *What do you wonder? What questions do you have?* Give students one minute to look at the picture and think.
- Have students discuss their ideas in groups or as a class.

Here's an example of this part of the routine.

Teacher: What do you wonder?

Student A: Is it hot in the bubble?

Teacher: Good question—what do you think? Is it hot?

Student B: Yes, when you play soccer you get hot.

Teacher: Do you think it's hotter playing soccer in the bubble or out of the bubble?

Student A: In the bubble.

Student B: Why do you think that?

Student A: It's plastic. Wearing plastic is hot.

Teacher: Great. What else do you wonder?

Transition

Ask students what they think the sport in the picture is called. Have students call out suggestions and write them on the board. Then have the class vote on the best name.

D Think and write. How many different sports do you know? Make a list.

- Tell students they are going to make a list of sports. Have students write their lists in their notebooks in pairs. The pair with the most sports on their list wins. Check answers by having the winning pair read their list to the class.

Answers

Students' own answers

E Read and write. Skim *You're Out!* and write the answer.

- This activity previews the skill of skimming text for gist.
- Give students up to one minute to skim the reading on pp. 10–15. Remind them that they shouldn't read the text, just have a quick look at the title, pictures, and captions to get a general sense. Have students discuss their ideas in pairs or small groups.

Suggested Answer

I think the story is about a sport/game.

F Read and write. Read the question. Then scan *You're Out!* and write the answer.

- This activity previews the reading skill of scanning a text for specific information.
- Draw the students' attention to the question. Ask *What information do you need to find?* (the name of a teacher) Remind students not to read the story. They only need to look and find one teacher's name.
- Give students one minute to scan the text. Elicit answers from the class.

Answer

Any one of the following: Mr. King, Ms. Ruiz, Mr. Martin, Ms. Sanchez, Mr. Nuñez, Ms. Era

Now read *You're Out!*

Lesson 2 Walkthrough Reading 1

The reading lessons develop literacy in English and aim to foster a love of reading, encouraging students to become lifelong readers and learners. Specific language is sometimes slightly above level because research shows that with the right support, this sort of challenge significantly improves overall reading skills.

Text Type

Every unit has one fictional and one nonfictional text, spread over 10 pages. Texts are laid out to emulate first language (L1) / ESL materials, allowing students to draw on all the relevant contextual clues to support their understanding. Nonfictional texts provide an opportunity for students to learn new concepts and broaden their view of the world. With a realistic look and feel based on websites, articles and nonfiction books, these types of texts often appeal to reluctant readers.

Fiction

YOU'RE OUT!

Luis **Victoria** **Principal** **Mr. King** **Sara** **Camilo** **Ms. Ruiz**
(Team Captain) (Team Captain)

Additional Characters: Max, Ryan, Josh, Erica, Mr. Martin, Ms. Sanchez, Mr. Nuñez, Ms. Eva

(On the court. A group of students and teachers are stretching.)
Luis: (as a sports announcer) Hello, and welcome to the students-versus-teachers dodgeball game. I'm Luis.
Victoria: (as a sports announcer) And I'm Victoria. We're your hosts for this exciting game today. The referee is our principal and the whole school is here, waiting for the game to begin. (Mr. King and Sara are each whispering to their team to make a plan.)
Victoria: Last year, the teachers won easily, but it's going to be a much tougher game today. The students trained a lot!
Luis: These are not beginners. Victoria, and there's a big reward for the students if they win: a pizza and movie party.
Victoria: The students' team has a new captain, Sara Lopez. (Sara waves at the crowd) Sara is a dodgeball hotshot. Bay Elementary has never seen a player catch so well, or throw so fast.
Luis: Sara's the player to watch today.

Do you like competitions?

(Both teams move to their lines and get ready to run.)
Victoria: Everyone looks ready to step up to the plate!
 (The principal blows the whistle. Both teams run to center court.)
Luis: Everyone dashes towards the balls.

(Ms. Ruiz throws a ball at Max.)
Victoria: Oh! The librarian, Ms. Ruiz, gets the first out.
Max: (walks off court sadly) Aw, man.
Luis: Max did NOT see that coming.
 (Sara shoots the ball like a cannon. It hits Mr. Martin.)
Victoria: Out! Mr. Martin, the math teacher, is gone.

Words in Context
 Find these words in the reading. What do you think they mean?
 hosts tougher strikes shakes sportsmanship

10 Reading a Play Unit 1 11

Genre

The footer tells you the genre of text, highlighting the wide variety of text types.

Words in Context

See the Walkthrough notes for lesson 5, TB p. 21.

Three-Stage Reading Approach

The teaching notes are broken into three stages, allowing students to read and work with the text on different levels and with different criteria (see TB p. 13). The main comprehension activities are in the next lesson.

First Reading: focuses on engagement and understanding the main idea. You can use prediction questions to stimulate curiosity and play the audio, with sound effects and character voices, to help set the scene and motivate students to want to understand the details.

Second Reading: encourages students to read more critically, using the embedded comments/questions as a guide. *Text Focus* comments embedded in blue in the texts highlight features of the genre so that students can recognise these traits in other similar texts.

Third Reading: takes students beyond the text to respond in different ways, e.g. perform a role-play, summarize it or think about the characters' feelings.

Fiction: *You're Out!*—Play

Lesson Objectives

- to read a play about a student vs. teacher dodgeball match
- to explore the SEL competency of relationship skills by exhibiting cooperative learning and working toward group goals
- to make a personal connection to the reading

Materials

Audio Tracks 4 and 5

Warm Up

Ask students if they have ever played dodgeball. If this sport is new to students, have them predict the rules of the game by looking at the pictures in their books. Elicit how players become *out*.

TRACK 4 TB p. 229 Reading Approach

Engage with the Text

- Using the TTL, project the opening spread of the reading or use the Story Player. Ask students to notice the title and characters on the page and predict what the story will be about. Elicit that a play always has a character list at the top of the script.
- Play the audio and have students follow along. Pause after the second page for students to make predictions about who will win the game.
- Have students read the whole play before looking at the Words in Context.

TRACK 5 TB p. 229 Words in Context

- Draw students' attention to the Words in Context box. Give students a few minutes to find and highlight each instance of each word (they may appear more than once).
- Have them identify if the words are nouns, adjectives, verbs, or adverbs, and elicit how they know (by looking at the structure of the sentences and at the form of the words themselves).
- Write these strategies on the board for students to use to find the meaning of the words: *pictures; surrounding words and sentences; positive/negative; contrasting ideas; world knowledge; word building, prefixes/suffixes.* (See TB p. 21.)
- Have students work in pairs to discuss the words. Remind them that different words will require different combinations of strategies.

hosts (p. 10, noun) The people who look after an event or a party. In this event, Luis and Victoria are commentators; students can find them in the picture and listen to the audio to confirm what their role is. Strategies to use: pictures

tougher (p. 10, comparative adjective) This is the comparative form of the adjective *tough*. An antonym, *easily*, is in the first clause of the sentence. Strategies to use: contrasting ideas, prefixes/suffixes

strikes (p. 12, verb) The surrounding words show this is an action, and the pictures above also show players getting hit. The synonym *hits* is in the section above. Strategies to use: surrounding words and sentences, pictures

shakes (his head) (p. 14, verb) Reading to the end of the sentence and the following lines tells us Camilo's disagreeing. Strategy to use: surrounding words and sentences

sportsmanship (p. 15, noun) The students can break this word down to understand its meaning. The suffix *-ship* tells us it's a noun.

- Go through each word to elicit the meaning. Play the audio to practice pronunciation.

Analyze the Text and Features

- Have students read the text individually. Ask students to find three (or more) things that make Camilo a good player. (Possible answers: he can throw, jump, and catch; he is fast; he shows great sportsmanship)
- Now discuss the yellow callouts with the class.
 - **Personalization** (p. 10): *Do you like competitions?* Encourage students to talk about competitions they have competed in and how they felt.
 - **SEL** (p. 13): *Why is playing fair important? Ask How does Camilo play fairly?* (He always tells the truth.) Is it more important to win or to have fun? This links to the unit SEL focus of working toward group goals.
 - **Personalization** (p. 15): *What sports do you enjoy?* Have students discuss in small groups, giving reasons why.
 - **Genre Focus** Review the features of plays (a list of characters at the beginning, character names followed by a colon, direct speech, stage directions for the actors) and have students identify these in their books.

Interact with the Text

- Now that students are very familiar with the story and characters, have them work in pairs to choose a section of the play and role-play the commentators, Luis and Victoria.
- Choose a scene or double-page spread and play that part of the audio again, having students repeat the lines. Have students focus on how the characters sound, e.g. excited or enthusiastic, and encourage them to project those emotions into their voices.

Cool Down

Have students write a one-line summary for *You're Out!* The sentence should contain the most important details of the story, e.g. *Star student Camilo helps make students champions!* or *Everyone's a winner in the student vs. teacher dodgeball match.*

Lesson 3 Walkthrough Explore the Reading

This lesson is dedicated to detailed comprehension, analysis, and discussion of the text on the previous pages.

A Reading Comprehension

The first activity provides heads-down comprehension questions and students are often directed to write full sentences or provide evidence from the text.

Students should be encouraged to use strategies they have learned, such as scanning for key words or using pictures or headings, rather than re-reading the whole text.

B/C Post-Reading Discussion & SEL Competency

Fictional texts contain a social and emotional message which is explored in this lesson, often through discussion and reflection. The teaching notes provide ideas and further questions to help develop this discussion. (See TB p. 17)

Explore the Reading

A Read and answer.

- Who are the two hosts? _____
- Which team won the match the year before? _____
- What is the reward for the students if they win the game? _____
- What job does Ms. Ruiz do at the school? _____
- Where does Mr. King step? _____
- Who wins the game? _____

B Think and discuss. Camilo showed great sportsmanship during the game. What did he do?

C Complete the table. What examples of sportsmanship can you give from your life, from books, and from movies?

Your Life	Books	Movies

Literary Term Idiom

An **idiom** is a phrase or saying that has a different meaning than the individual words. Its meaning is not literal.

Read. Then think and write. What do you think the idiom means?

- The firefighter has to be ready to go to the fire station at the drop of a hat. _____
- Let's cool it a day and go home now. _____
- I passed the math test by the skin of my teeth. _____
- I'm going home. It's time to hit the road. _____

Now find more idioms in the reading.

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B/C Text Analysis

Further analysis of the text encourages critical thinking, critical literacy, and often includes opportunities for personalization.

Literary Terms

Building on the work on phonics and spelling in earlier levels, literacy is further developed through the section on Literary Terms, looking at devices and structures writers use to convey their ideas. Having an awareness of these terms can help students analyze and understand a text. This section appears in one of the readings only. (See TB p. 13)

A **Cool Down** activity in the teaching notes helps bring the lesson to a close, often with a game, summarizing activity, or collaborative task.

Explore the Reading

Lesson Objectives

- to understand and analyze *You're Out!* through reading comprehension activities
- to explore the SEL competency of relationship skills by exhibiting cooperative learning and working toward group goals
- to understand some common idioms
- to make a personal connection to the reading

Warm Up

Ask *What equipment do you need to play dodgeball?* Name different items of equipment, e.g. a soft ball, a net, sneakers. If students have already done Lesson 1 in the **Language Book** on pp. 10–11, take the opportunity to recycle the vocabulary words.

A Read and answer.

- Refer back to *You're Out!* in the **Literacy Book**. Have a Group Time discussion (see p. 21) to help students to remember more details about the story. Ask questions to prompt students to retell the story in their own words, e.g. *Who are the characters? Tell me about Camilo. What happens at the beginning?* Students can look back at the reading in their books if they need to.
- Have students look at the activity and do the first question together as an example, encouraging students to look back at the reading. Then have students find the rest of the answers individually. Check answers as a class.

Answers

1 The two hosts are Luis and Victoria. 2 The teachers won the match the year before. 3 The reward for the students if they win the match is a pizza and movie party. 4 Ms. Ruiz is the school librarian. 5 Mr. King steps out of bounds. 6 The students win the game.

B Think and discuss. Camilo showed great sportsmanship during the game. What did he do?

Students are going to explore different ways of showing good sportsmanship. This draws on the SEL relationship skills competency of exhibiting cooperative learning and working toward group goals.

- Review the meaning of *sportsmanship*. Have students find the word in the reading and look at the picture on p. 14 to recall what happened. Have students explain why Camilo's actions were good sportsmanship. Elicit an example of a way in which we can show good sportsmanship and write it on the board.
- Have students do a Think, Pair, Share routine (see TB p. 20) to answer the question with a friend. (Suggested answers: playing by the rules, being friendly to opponents, not cheating, respecting other players and referees)

- Complete the table. What examples of sportsmanship can you give from your life, from books, and from movies?  
- Students are going to make connections between the reading and their own lives. This activity builds on the SEL relationship skills competency of exhibiting cooperative learning and working toward group goals.
- If you are using the TTL, display the table. Elicit one example for each column in the table and write it on the board. Give students a few minutes to think and write their ideas in the table individually.
- Do a Three-Step Interview (see TB p. 20) to have students share their ideas.
- End the discussion by asking the following questions: *Why is it important to play by the rules? Why is it important to treat your opponents with respect? What other ways can you show good sportsmanship?* (Suggested answers: be a good loser; share your equipment with others; try not to hurt others; encourage your teammates; make positive comments about the losing team)

Answers

Students' own answers

Literary Term: Idioms

Read. Then think and write. What do you think the idiom means?

- Draw students' attention to the explanation of *idiom*. Point out that *figurative* and *literal* are opposites. Explain that *literal* means that the words have their usual meaning. *Figurative* means that the words suggest a different meaning by painting a picture in their minds.
- Do the first sentence as a class. Ask *Do you think the firefighter drops his hat?* Elicit from the class that this is an idiom and that the meaning is not literal. Ask *What do you think it means?* Cover the idiom and brainstorm different ways of ending the sentence.
- Have students do the activity in pairs. Give them a few minutes and then check answers as a class. Clarify any problems by providing visual examples, e.g. 51% for the math test.
- Then have students work in pairs to find more idioms in the reading and elicit examples.

Suggested Answers

1 right away 2 end it now 3 just barely 4 leave
In the reading: hotshot, step up to the plate, neck and neck, go the distance

Cool Down

Play *Mime It!* (see TB p. 26) using the idioms from the lesson.

Lesson 4 Walkthrough Get Ready to Read

This lesson sets up the second reading, with focus on a reading skill and pre-reading activities to activate schema and create interest in the text.

A Reading Skill Focus

Using an inductive approach and building on skills they have learned in earlier levels, the first activity provides an opportunity for students to work with the reading skill in a short context. Sometimes drawing on texts read previously, students will actively notice what they have done, before reading the description in the *Skills Box*. Having students use the skill without thinking too much will encourage them to draw on reading skills from LI. At this level, reading skills include: skimming and scanning; sequence of events; drawing conclusions; understanding points of view; identifying sensory details; understanding author's purpose; main ideas and details; recognizing genres; understanding characters; and making inferences.

Get Ready to Read

A Read and write. Skim *The Beginnings of Judo* to find the answer to question 1. Scan to find the answer to question 2.

The Beginnings of Judo
 Kanō Jigorō started the modern sport of Judo.
 As a young man, Kanō learned the skills of *jūjitsu*, an ancient Japanese martial art. But he added different throws, and made the sport safer. Kanō wanted judo to be a way of staying fit, and for learning self-control. *Judo* means the gentle way. In 1882, Kanō began his own school. Today, judo is practiced all around the world, and is an Olympic sport.



1 What is the purpose of this text? _____

2 What year did Kanō Jigorō start his own school? _____

When we **skim**, we read quickly and look for the main ideas. We want a quick overview of the whole reading. To do this, we look at titles, headings, and pictures.

When we **scan**, we search for a specific fact or piece of information. To do this quickly, we don't read every word. For example, when we're looking for a specific date or time, we scan for numbers.

B Read and choose. Then skim or scan *The Ultimate Game* and answer.

1 What is this reading about? *skim / scan* _____

2 What are two things you need to play ultimate Frisbee? *skim / scan* _____

C Think and discuss. What are the benefits of playing a team sport? Which team sport do you like to play?

Now read *The Ultimate Game*

Understanding Skimming and Scanning 17

B Reading Skill Practice

In this activity students put into practice the reading skill from Activity A. This is often related to the next reading. In this way, they work with the skill more consciously and their interest is piqued about what the text to come.

C Pre-Reading Discussion

A discussion question activates schema for the next reading, often encouraging personal reflection, or for students to express an opinion before having it challenged by the text.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about ultimate Frisbee
- to practice the reading skills of skimming and scanning

Warm Up

To practice the skills of skimming and scanning, show students a website advertising a fun sport such as bubble soccer. Tell them to look at the website to find out what it is about. Then have them find out one specific detail that can be clearly seen on the page, e.g. a price or the location of the company.

A Read and write. Skim *The Beginnings of Judo* to find the answer to question 1. Scan to find the answer to question 2.

Students are going to review and practice the reading skills of skimming and scanning.

- With books closed, ask students if they have ever played or seen judo. Ask *What does judo involve? Is it similar to any other sports?* Elicit answers, then have students open their books.
- Draw students' attention to the first question *What is the purpose of this text?* Elicit that the *purpose* of a text is the reason the author wrote it. Then have them read the second question *What year did Kanō Jigorō open his own school?* and underline the key information they need to look for.
- Tell students to quickly read the text to find the answers. Give a short time limit to encourage them to skim and scan, not read for detail. Check answers as a class.
- Have students look at the reading skills box. Ask *What do you look at when you skim? What do you look for when you scan? What were you looking for in question 2? (a number)*

Answers

- 1 The author wants to tell us about how judo started.
- 2 in 1882

B Read and choose. Then skim or scan *The Ultimate Game* and answer.

- Draw students' attention to the questions. Ask *Which skill do you need to do to find out what the reading is about? (skimming) Which skill do you use to find two things you need to play ultimate Frisbee? (scanning)*
- Then have students skim and scan the text to find the answers. Give students a time limit, e.g. one minute. Check answers as a class, having students say where in the text they found their answers.

Suggested Answers

- 1 Skim. The reading is about how to play ultimate Frisbee.
- 2 Scan. You need a flying disc and a field about the same size as a soccer field. (Other options: two teams of at least seven players, two end zones)

C Think and discuss. What are the benefits of playing a team sport? Which team sport do you like to play?



Students are going to make connections between their own lives and the SEL competency of teamwork.

- Do a Round Robin cooperative learning routine (see TB p. 20). Before you start, brainstorm ideas about the first question with the class and write them on the board.
- Give students two to three minutes to do the Round Robin for both questions. Then have groups share their ideas with the class.

Answers

Students' own answers

Now read **The Ultimate Game**

Lesson 5 Walkthrough Reading 2

The second reading lesson follows the same structure as the first, and will be a fictional or nonfictional text depending on the first text. As before, multiple exposure and work with the text, including audio and visual support, helps develop strong literacy skills leading towards autonomy in reading.

Both the fictional and nonfictional texts can also be accessed through the Story Player in the TTL and the **Student's App** on Navio (see TB p. 14).

Photos and Illustrations

Nonfictional texts make use of photos wherever appropriate and are graphically dynamic, providing opportunities to develop skills in identifying hierarchy and reading paths.

International English

Regular *International English* features highlight differences between American and British English, helping raise awareness of different Englishes around the world. Audio for these words is available on the TTL.

Nonfiction

THE ULTIMATE GAME

The History of Frisbee
It all started with a pie tin.

Many years ago, a group of students in the USA discovered that the empty tins from the Frisbie Pie Company flew really well when thrown. They shouted "Frisbie!" while they were throwing the pie tins, and a sport was born.

Today, people around the world play with Frisbees for fun, but there are Frisbee sports, too. One of the most popular is ultimate Frisbee.

More than 300 million Frisbees have been sold in the last 40 years.

Have you ever played Frisbee?

Ultimate for Beginners

You Need: *Substitution* help organize related information so it is easier for us to read and understand.

- A Frisbee
- Two teams of at least seven players each
- A field about the same size as a soccer field—100 meters long, and 37 meters wide
- Two end zones

How to Play:

1. One team stands in one end zone and defends it, keeping the other team from scoring points. The other team stands in the other end zone and defends it. The teams face each other.
2. To start, the teams flip a coin to see which team throws the Frisbee first. This throw is called the pull.
3. The team with the Frisbee is the team on offense. The players try to pass the Frisbee up the field from one player to another. To score a goal, they must catch the Frisbee in the other team's end zone.
4. The team on defense has to try to stop the other team from scoring.
5. The winning team is the first to score 15 goals. Another way to play is with a time limit. The team with the most goals at the end of the time wins.

Words in Context

Find these words in the reading. What do you think they mean?

defends flip a coin on offense substituted referee foul

score field flip a coin on offense on defense

footbal pitch toss a coin attacking defending

Text and Feature Analysis

Every text, both fictional and nonfictional, has several comments/questions in colored boxes to help guide students to take a critical approach to reading. These are dealt with in turn in the Second Reading stage of the lesson, and the teaching notes provide further ideas to prompt discussion on the different themes such as a Language Focus, Personalization, Making Connections (e.g. CLIL/SEL).

Words in Context

This activity focuses on building strategies to deal with unknown words in a text, which is an important skill for a competent reader. These are not words to be learned or pre-taught. In Levels 5 and 6, the teaching notes encourage students to experiment actively with different strategies and to recognize that different texts/words will need different strategies. Each word is recorded in isolation on the audio.

Nonfiction: *The Ultimate Game*— Instructional Text

Lesson Objectives

- to read an instructional text about the game ultimate Frisbee
- to make a personal connection to the reading

Materials

Audio Tracks 6 and 7; a Frisbee or ball (Cool Down, CD)

Warm Up

Play *Different Uses* (see TB p. 25). Bring in objects that could be used for sports, games, or other activities, e.g. a shuttlecock, bottle tops, a skipping rope.

TRACK 6 TB p. 230 Reading Approach

Engage with the Text

- Using the TTL, project the opening spread of the reading. Ask students what they notice first. Elicit the different text features, e.g. title, text, and images, and have students find these. Have them predict one or two ideas about the game.
- Have students read the text individually. While they read, give them questions to answer, e.g. *Would you like to play ultimate Frisbee? Do you think you would be good at it?*

TRACK 7 TB p. 230 Words in Context

- Draw students' attention to the Words in Context box. Give students a few minutes to find and highlight each instance of each word in the reading.
- Have them identify the type of word by looking at the form and the sentence.
- Write these strategies on the board for students to use *using pictures; surrounding words and sentences; contrasting ideas; world knowledge*. (See TB p. 21.)
- Have students work in pairs to discuss the words.

defends / on offense (p. 19, verb / p. 19, adjective)

These words refer to how sports teams play against each other. *Defends* is explained in the second part of the sentence in point 1. Students can find *on defense* in point 4 to contrast with *on offense*. Strategies to use: surrounding words and sentences, world knowledge of sports

flip a coin (p. 19, verb) Knowledge of the word *coin* and what generally happens with a coin at the start of sporting matches explains the meaning. Strategies to use: surrounding words and sentences, world knowledge

substituted (p. 20, verb) This word is explained in the clause that follows, *or replaced*. Strategy to use: surrounding words and sentences

referee (p. 21, noun) The second part of the sentence explains this word, and a synonym is also given, *umpire*. Strategies to use: surrounding words and sentences, world knowledge of sports

foul (p. 21, noun) A similar word, *problem*, is used as an alternative here. Students can use their knowledge of sports to understand what kinds of problems there may be. Strategy to use: surrounding words and sentences

Second Reading: Analyze the Text and Features

- Play the audio for the second reading and have students follow along in their books. If you are using the TTL, the reading is also available on the Story Player.
- Now discuss the green callouts with the class. You could use Group Time for this stage (see TB p. 21).
 - **Personalization** (p. 18): Have you ever played Frisbee? Ask if students like it and how often they play.
 - **Fun Fact** (p. 18): More than 300 million Frisbees have been sold in the last 40 years. Ask Is that a lot? Do you have a Frisbee?
 - **Fun Fact** (p. 20): Ultimate is played in more than 80 countries by about 7 million people. Ask In which continents/countries do you think people play Frisbee? Ask students if they know any other sports that are popular in so many different countries.
 - **Personalization** (p. 21): *Will you and your friends try ultimate? Why or why not?* Have students discuss in pairs and justify their choice.
 - **Text Focus** (p. 19): Subheadings help organize related information so it is easier for us to read and understand. Have students identify the subheadings in the reading.



International English



Point to the flags and elicit which words are American English and which words are British English. Tell students that *attacking* and *defending* can be used as adjectives and must go before the noun, e.g. *the attacking team*. Have them compare this with *the team on offense*.

Interact with the Text

- Now that students are more familiar with the text, have them work in pairs to choose famous people for their "dream ultimate Frisbee" team. They should discuss who would be good at offence or defense, and who would make a good captain and why.

Cool Down

Play ultimate. You will need space for this game. Ask questions about the reading. The student who catches the Frisbee or ball answers. Students can continue by asking their own questions.

Lesson 6 Walkthrough Explore the Reading

This lesson follows the same structure as Lesson 3, with comprehension, analysis, and discussion activities related to the second reading.

A Reading Comprehension

The heads-down comprehension questions include many activities similar to tasks students might see in an exam. The variety of tasks ensures students are engaged and challenged throughout the course.

Explore the Reading

A Write True or False. Then rewrite the false sentences to make them true.

- 1 When a team catches the Frisbee in the other team's end zone, they score a goal. _____
- 2 When a player drops the Frisbee, they have to leave the field. _____
- 3 When two players grab the Frisbee at the same time, they have to dance. _____
- 4 When one team gets 15 goals, they win. _____
- 5 When a player throws the Frisbee out of bounds, it goes to the other team. _____
- 6 When there is a problem, the players check with the referee. _____

B Think and write. Why do you think ultimate Frisbee is so popular around the world?

C Complete the table. Think of two sports or activities. Then discuss their similarities and differences.

Activity	Equipment	Location	Players	Referee



22 Understanding the Reading: Social Studies Link

B/C Text Analysis & Practice

Further practice of the reading skill is provided, where appropriate, and often students are asked for their opinion or a personal response, which encourages them to engage more deeply with the text, whether fictional or nonfictional.

B/C Post-Reading Discussion & CLIL Focus

The nonfictional texts are used as a springboard for a cross-curricular link, giving students the opportunity to pull together knowledge from across their learning journey. This helps to bring the language alive in a real-world context. The **ETB** has more ideas for exploiting this link. (See TB p. 18)

Explore the Reading

Lesson Objectives

- to understand and analyze *The Ultimate Game* through reading comprehension activities
- to make a personal connection to the reading
- to learn about social studies through CLIL: sports and recreation

Warm Up

Play *What's the Next Word?* (see TB p. 27) using sentences from the reading.

A Write True or False. Then rewrite the false sentences to make them true.

- Have a Group Time discussion (see TB p. 21) to help students remember the details of how to play ultimate Frisbee. Ask questions to prompt students where necessary, e.g. *What is the objective of the game? How do you score points? What actions are not allowed?* Students can look back at the reading in their books if they need to.
- Have students look at the activity. Do the first question as an example with the class, encouraging them to look back at the reading.
- Have students do the rest of the activity individually. Check answers as a class.

Answers

1 True 2 False. The other team gets the Frisbee.
3 False. The Frisbee goes to the player whose team is trying to score a goal. 4 True 5 True 6 False. When there is a problem, the players work it out together.

B Think and write. Why do you think ultimate Frisbee is so popular around the world? 

- Remind students of the callout on p. 20: *Ultimate is played in more than 80 countries by about 7 million people.* Ask students why they think the game is so popular and brainstorm one or two ideas with the class.
- Have students write their ideas in their books and then discuss their ideas in pairs. (Possible ideas: it's cheap to buy a Frisbee, it's fun, you don't need any special equipment, any number of players can play, you don't need to be strong or fast)

Answers

Students' own answers

- C Complete the table. Think of two sports or activities. Then discuss their similarities and differences.**  
- This activity allows students to further explore the CLIL social studies focus of sports and recreation by thinking about the similarities and differences between different sports and activities. Have students read aloud the list of sports they brainstormed in the opening lesson on p. 9 or brainstorm a new list.
 - Choose a sport with the class and do an example on the board, eliciting examples for each column.
 - Have students choose two different sports and complete the table in their books individually. Then have them discuss the similarities and differences between the sports in groups.

Answers

Students' own answers

Cool Down As an exit pass, students have to recall one rule of ultimate Frisbee. They have to explain the rule to a friend before they can leave the classroom.

Lesson 7 Walkthrough Think Together

This last lesson in the **Literacy Book** brings the unit full circle, uniting the two readings and the overarching theme to further develop critical literacy.

A Text Comparison

The first activity is a text-to-text comparison, reviewing and comparing what they read in each.

Key Concept Question

The lesson stems from the key concept question that brings together the concepts explored in the reading texts. As students work through the activities, they will be considering the question; it is not necessary to answer it at the start.

Think Together **UNIT 1**

Why are rules important for sports?

A Read and check (✓). Is the rule for dodgeball, ultimate Frisbee, or both?

	Dodgeball	Ultimate	Both
1 Players start on opposite sides of the field or court.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Players are out when a ball hits them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Players cannot run with the Frisbee for more than 10 seconds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Players have to get to the other side to score a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Players are out if they step out of bounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 The team that gets all the other players out first wins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Players must act with good sportsmanship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The team that gets 15 goals first wins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 If the ball bounces before hitting a player, that player isn't out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Invent a new sport your class could play. What do you need to play it?
Do a Rally Robin.

C Write instructions and share your sport with the class.

My Reading Journal

Look back at the unit. Which part did you find the most interesting? What did you learn?
The most interesting part was _____
I learned _____

Imagine you are an author. What sport or activity would you write about?
I would write about _____

Go back to page 9. What new things do you see, think, or wonder?

Making Connections About Sports 23

B/C Speaking Routine

These activities are designed to promote discussion with a text-to-world outlook, helping students compare, contrast, and draw conclusions for the key concept question. A cooperative learning routine helps ensure all students participate and creates an opportunity for purposeful communication and collaboration. (See TB p. 20)

My Reading Journal

In the Reading Journal students give a personalized response to the readings and reflect on the unit as a whole. Through this self-reflection, students are empowered to guide their learning and motivated to participate actively in the process.

Finally, students are directed to return to the image at the start of the unit and revisit the VTR with new ideas and ways of thinking. This allows students to revise opinions and ideas and also serves to show students how much they have learned.

Think Together

Lesson Objectives

- to make connections between the readings
- to explore the key concept: **Why are rules important for sports?**
- to reflect on the unit and provide personal thoughts and opinions

Warm Up

Play *Correct the Teacher* (see TB p. 25). Call out false statements about either of the two readings, e.g. *In ultimate Frisbee, any number of players can play.* (at least seven on each team) *In "You're Out!" Camilo didn't play by the rules.* (Camilo showed good sportsmanship) *In "The Ultimate Game," it says that a group of teachers invented the game.* (A group of students invented it.)

A Read and check (✓). Is the rule for dodgeball, ultimate Frisbee, or both?

- Students will make connections between the readings and the key concept *Why are rules important for sport?*
- Quickly review some of the rules of dodgeball and ultimate Frisbee.
- Give students a few minutes to read the sentences and check the boxes individually. Remind students that they can look back at the two readings if they need to—this is not a memory test. Then check answers as a class.
- Ask *What happens if players don't play by the rules?* and have a Group Time discussion (see TB p. 21). Encourage students to give personal responses about their own experiences. Ask questions to prompt them where necessary, e.g. *How did you feel when that happened?*

Answers

1 Both 2 Dodgeball 3 Ultimate 4 Ultimate
5 Dodgeball 6 Dodgeball 7 Both 8 Ultimate
9 Dodgeball

B Invent a new sport your class could play. What do you need to play it? Do a Rally Robin. 💡 🍌

- Tell students they're going to invent a new sport. Ask *What do you need to think about?* Elicit that students need to think about equipment, location, number of players, how to score and win, and so on. Write these ideas on the board. Ask *What things are not allowed? Who will control the game?*
- Give students a couple of minutes to do the Rally Robin (see TB p. 20) to generate ideas. Have them share their sport with a new partner.

C Write instructions and share your sport with the class. 🍌

- Tell students that they are now going to write the rules of the game. Give them plenty of time to write the instructions and rules of their new game individually. Fast finishers can

draw pictures illustrating different aspects of their sport, e.g. equipment, where to play, uniform, actions required.

- Then have students come to the front and explain (and if they wish, demonstrate) their sport. With large classes, you may need to do the activity in groups or pairs.
- When everyone has shared their ideas, have students vote on the sport they would most like to play.

My Reading Journal 📖

Look back at the unit. Which part did you find the most interesting? What did you learn?

This question focuses on personalization. Ask a student which reading or pages they thought were the most interesting. Then elicit ideas from the class about what they learned during the unit.

Have students complete the sentences. Then encourage students to compare their ideas with a friend.

Example Answer

The most interesting part was the reading about ultimate Frisbee.

I learned how to play the game and I learned the rules.

Imagine you are an author. What sport or activity would you write about?

This question focuses on personalization. Ask a student which sports they would write about and why. Tell students to choose a sport they know about and write it in their books.

Example Answer

I would write about basketball, because I play basketball.

Go back to page 9. What new things do you see, think, or wonder?

Have students look back at the VTR picture on pp. 8–9. If you are using the TTL, project the image onto the board. Ask students how they think the picture connects to the two readings in the unit. Then repeat the See, Think, Wonder routine, asking *What new things do you see, think, or wonder now?* If you recorded students' ideas in Lesson 1, display these. Encourage students to think of new questions and ideas they have now, e.g. *What are the rules of bubble soccer? Is there a referee?*

Cool Down

Have students work in groups of three to write three quiz questions about the unit. The questions can be about the two readings, the VTR picture, or the Literacy Term section. Students can choose to write true or false questions, multiple-choice questions, or challenge questions (e.g. name five rules in dodgeball). Then they get together with another group and quiz the students.