

1 Sport for all

AfL Activity

Suggested answers:
ball, bike, hat, grass,
trousers, T-shirt

1 Sport for all

Lesson 1 Vocabulary 1

Look. What can you see?

1 swimming
2 football
3 basketball
4 skateboarding
5 badminton
6 table tennis
7 hockey
8 cycling
9 baseball
10 tennis

Today
Try a new sport

1 Listen, find and say.
2 Watch or listen. Move and sing.

Have a go!

Try a new sport. Go **swimming** in the morning.
Have a go! Play **baseball** after a snack.
Bounce and kick! Play **badminton** in the afternoon.
Catch and throw! Whack! Whack! Whack!

cycling : skateboarding
basketball : football
tennis : hockey

3 Find and circle the word in the picture that isn't in the song.

10 ten Key learning outcomes: Identify and say ten sports; Sing a song about sports Activity Book, p.8

1 Sport for all

Lesson 1 Vocabulary 1

1 Look and write.

tennis basketball cycling badminton skateboarding hockey

1 play basketball
2 go cycling
3 play badminton
4 play hockey
5 play tennis
6 go skateboarding

2 Read and circle the sports. Write.

I go cycling and I play table tennis with my mum.
I play basketball and I go swimming on Mondays.
I play baseball and I play football

1 football
2 cycling
3 baseball
4 basketball
5 table tennis
6 swimming

8 eight I can read and write ten sports words

Objectives: Identify and say ten sports; Sing a song about sports

Vocabulary: badminton, baseball, basketball, cycling, football, hockey, skateboarding, swimming, table tennis, tennis

Recycled language: eighteen, twelve, twenty

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 10

✓ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.

Review numbers 1–20. Ask pupils to look for numbers in the picture. (12, 18, 20) Ask questions to help pupils engage with the scene and review known language, e.g. *What are the children doing? Where are they? What are they wearing? What parts of the body can you see?*

1 1.1 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

1 swimming 2 football 3 basketball 4 skateboarding
5 badminton 6 table tennis 7 hockey 8 cycling
9 baseball 10 tennis

Engage To provide further practice, put the word flashcards on the board in order. Play the audio and have pupils point to the corresponding flashcard. Then put the flashcards in random order and repeat the activity. Finally, play the audio again and have pupils say the words as they point to the pictures in their books.

Reach higher Instead of playing the audio the final time, challenge pupils to take turns calling out one of the sports. The class point to the corresponding flashcard or point to the pictures in their books.

2 1.2 Watch or listen. Move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Have a go!

Chorus

Try a new sport.

Have a go!

Bounce and kick!

Catch and throw!

Go swimming in the morning.

Play baseball after a snack.

Play badminton in the afternoon.

Whack! Whack! Whack!

Chorus

Go cycling in the morning.

Play basketball after a snack.

Play tennis in the afternoon.

Whack! Whack! Whack!

Chorus

Go skateboarding in the morning.

Play football after a snack.

Play hockey in the afternoon.

Whack! Whack! Whack!

Engage Invite nine pupils to stand in a line at the front of the classroom and give each pupil a flashcard for the sports in the song. Play the audio. Pupils hold up their card when they hear their sport. Encourage the class to point to the flashcards as they listen.

3 Find and circle the word in the picture that isn't in the song.

Activity Book, page 8

1 Look and write.

Point to each picture and elicit the sport. Then pupils find the word in the word box.

Reach higher In pairs, pupils say a complete sentence about each picture, e.g. *She plays basketball.* Their partner listens and points to the correct picture.

2 Read and circle the sports. Write.

Engage Display the speech bubble or copy it onto the board. Read it together as a class. Pupils mime each sport.

Pupils circle the sports, and then find the picture for each one before they start writing.

Support Display the word cards on the board for pupils to refer to as necessary as they write.

Closing routine

Do Communication routine 3 on p. 32.

Activity 1
tennis

Lesson 2 Grammar 1

1 Listen and read. Which sport does Lily choose?

Hi, Lily! Let's try a new sport today! Do you go swimming?

What about baseball? Do you play baseball?

No, I don't. And I don't play tennis.

So what about baseball or tennis?

Can I try tennis, please? Hey, Benny! That's my ball!

Yes, I do. I go swimming on Tuesdays.

Grammar

I go swimming on Tuesdays. I don't play tennis.
Do you play baseball? Yes, I do. / No, I don't.

2 Listen and stick the sports stickers.

3 Ask and answer about the sports on page 10.

Do you play basketball? Yes, I do. I play basketball on Mondays.

Activity Book, p.9 Key learning outcome: Ask and answer about sports you do eleven > 11

Lesson 2 Grammar 1

1 Exam practice Look and read. Write yes or no.

1 I play tennis. no

2 I go cycling. yes

3 I play badminton. yes

4 I go skateboarding. no

5 I play hockey. no

6 I go swimming. yes

2 Look at Activity 1. Write questions and answers for Alice.

1 Do you play tennis? No, I don't.

2 Do you go cycling? Yes, I do.

3 Do you go skateboarding? No, I don't.

4 Do you go swimming? Yes, I do.

I can ask and answer about sports I do nine > 9


Objectives: Ask and answer about sports you do; Exam practice: Pre A1 Starters Reading and Writing, Part 2

Grammar: Present simple (1st person, affirmative and negative): *I go swimming on Tuesdays. I don't play tennis.*; Present simple (question form and short answers): *Do you play baseball? Yes, I do. / No, I don't.*

Recycled language: *baseball, basketball, swimming, tennis*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

 To **energise** the class, do TPR Dynamic routine 1 on p. 32 with the song *Have a go!* from Lesson 1.

Pupil's Book, page 11

1 1.3 Listen and read. Which sport does Lily choose?

Pupils find Lily in the Welcome unit. Elicit what pupils know about her. Pupils predict what sports she plays. Follow the **Grammar presentation routine** on p. 19.

Support Display the flashcards for *swimming, baseball* and *tennis* on the board. Review the words before pupils listen to the audio.

Engage Do a TPR activity. Ask questions about the story, e.g. *Does Lily (go swimming)?* Pupils use the responses on p. 9 of their Pupil's Books.

Grammar

Write the days of the week on the board and stick one flashcard under each day. Then make statements about the sports you do and don't do, e.g. *I go swimming on Tuesdays. I don't play tennis.*

Give one pupil three flashcards, which should be hidden from the class. Ask: *Do you play baseball?* The pupil looks at the cards and answers *Yes, I do. / No, I don't.* Invite pupils to ask questions using other sports.

2 1.4 Listen and stick the sports stickers.

Follow the **Grammar practice: Sticker activity routine** on p. 19.

1 **Alice:** Do you go cycling?

Lily: Yes, I do. I go cycling on Saturday mornings. I go with my mum.

2 **Lily:** I don't play table tennis, but I play football.

Alice: Do you play football at school?

Lily: No, I don't. I play in the garden with my brother.

3 **Lily:** And I play basketball on Mondays.

Alice: Do you play basketball at Amazing Park?

Lily: No, I don't. I play basketball at school.

4 **Alice:** Do you play badminton?

Lily: Yes, I do. I don't play badminton at school; I play at Amazing Park.

5 **Lily:** I go skateboarding on Fridays.

Alice: Do you go skateboarding at school?

Lily: No, I don't. I go skateboarding in the park.

Classroom management tip

To ensure that pupils are ready to do the Sticker activity, ask them to find the stickers and place one of them on each finger of their less-dominant hand. To check that pupils know the vocabulary before doing the listening activity, call out the sports. Pupils point to each sticker with their other hand.

3 Ask and answer about the sports on page 10.

Follow the **Grammar practice: Speaking activity routine** on p. 19.

Activity Book, page 9

1 **Exam practice** Look and read. Write yes or no.

Exam tip

Pre A1 Starters Reading and Writing, Part 2

Before they start, check pupils understand that a tick (✓) means Alice does a sport and a cross (✗) means she doesn't do it. Write an example of each on the board for support:

I play football. ✓

I don't play football. ✗

Explain that for these types of activities, pupils need to read the sentence, find the picture and check if the sentence is correct or not. Then they write *yes* or *no*.

2 **Look at Activity 1. Write questions and answers for Alice.**

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Activity 1
football, basketball,
badminton

Activity 2
Yes, he does.

Lesson 3 Story time

Before you read

- Look at the pictures. What sports can you see?
- Listen and read. Does Sam like sport now?
- Act out the story.

Letters and sounds

- Listen and repeat.
game name
baseball
- Find and circle the words in the story.

Sam plays basketball

1 Lily and Sam are at the playing fields.

Do you play football, Sam?

No, I don't. I don't like sport.

2 Lily has got an idea.

Come on, Sam! Let's play basketball! It's fun.

Hmm, I don't know. Have you got a ball?

No, I haven't.

3

Look! Here's a ball. And there's a yellow button!

Great! Let's push it!

4 Lily and Sam play basketball together. Sam is happy now.

Wow! Well done, Sam!

This is fun!

5 Some children want to play too, but Sam feels nervous.

Sam can play basketball without the button!

Hi! Can we play basketball with you?

Erm ... I don't know.

Come on, Sam! Let's play a game together! You can do it!

6

Well done! What's your name?

I'm Sam.

You're really good, Sam!

7

I'm not good. It's the ball with the button - it's amazing!

No, Sam! Benny has got that ball! Look! You can play!

Really? I can? Wow!

8 One week later ...

Do you play badminton, Sam?

Yes, I do. I play badminton and basketball and baseball too. I like sport!

Lesson 4 Explore the story

1 Watch the video.

After you read (Activity Book, p.11)

2 Read, look and circle.

- How does Sam feel about sport at the start? a 😊 He can do it! b 😞 He can't do it!
- Can Sam play basketball? a 😊 Yes, he can! b 😞 No, he can't!
- How do you feel today? a 😊 I can do it! b 😞 I can't do it!

12 **twelve** Key learning outcome: Listen, read and respond to a story; Read and say words with a_e (Activity Book, p.10)

Key learning outcome: Believe in yourself

thirteen **13**

Lesson 3 Letters and sounds

1 Write the letters a and e. Listen and say.

g a m e n a m e b a s e ball

2 Listen and circle the letters a and e in the words with a_e. Listen again and say the chant.

I can sk@t@ with gr@p@s on a pl@t@!

I can't sk@t@ with gr@p@s on a pl@t@!

3 Write the words with a_e on the plate and the words with sh on the shorts.

face shoe baseball plate shirt fish game

a_e
face
baseball
plate
game

sh
shoe
shirt
fish

10 **ten** I can read, write and say words with a_e 😊 😊 😊


Objectives: Listen, read and respond to a story; Read and say words with *a_e*

Recycled language: *badminton, baseball, basketball, football, game, name; Do you play football? Yes, I do. / No, I don't.*

Materials: Classroom Presentation Kit, Story Cards, Flashcards

Optional: Props for acting out the story (balls or paper balls, pupils' buttons)

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 12–13

Before you read

Follow the **Before you read routine** on p. 21.

1 Look at the pictures. What sports can you see?

Support Display the picture and word flashcards. Pupils look at the pictures and point to the correct sports on the picture flashcards. Encourage pupils to read the sports on the word flashcards.

Reach higher Encourage pupils to answer: *I can see football, basketball and badminton.*

2 1.5 Listen and read. Does Sam like sport now?

Follow the **Story time routine** on p. 21.

Elicit that the button helps Sam play basketball well, which makes him enjoy it more.

Engage Do a TPR activity. Use the story cards or the Classroom Presentation Kit to show the class each scene. For each picture, ask: *Does Sam like sport?* Pupils look at the expressions on Sam's face in each scene and respond with a TPR action for *Yes, No* or *Don't know* (see Pupil's Book p. 9).

Letters and sounds

1 1.6 Listen and repeat.

Follow the **Letters and sounds routine** on p. 21.

Pupils learn and practise the split digraph *a_e*. Show pupils that the vowels (in red) are separated by a consonant. Ask pupils to repeat /eɪ/ before saying the words.


Explain that the *e* at the end of the word changes the sound of the previous vowel – /æ/ becomes /eɪ/. It's important that pupils know that this doesn't happen with all words, e.g. the verb *have*.

2 Find and circle the words in the story.

3 Act out the story.

Follow the **Act out the story routine** on p. 21.

Engage Pupils use their button props as they act out the story in each unit.

 Pupils tell their partner who the characters in the story are (e.g. *Sam is the boy with black hair.*). This enables pupils to **identify and briefly describe** the key characters.

Activity Book, page 10

Follow the **Activity Book routine** on p. 21.

1 1.1 Write the letters *a* and *e*. Listen and say.

Ask what letters Round and Tall are forming with their bodies (*Round – a, Tall – e*). Ask what sound the letters make together. Ask pupils in pairs to form the letters.

Classroom management tip

Keep track of the pupils who you call on to answer in an activity or when checking answers. This is in order to make sure you call on everyone at least once in a lesson. That way, all pupils will feel involved.

Engage Pupils form words using their bodies in groups of four. Each pupil makes a single letter.

a, a

a, a, a, game, game, game (x 2)

a, a, a, name, name, name (x 2)

a, a, a, baseball, baseball, baseball (x 2)

2 1.2 Listen and circle the letters *a* and *e* in the words with *a_e*. Listen again and say the chant.

Pupils repeat the lines in a normal voice, slowly and quickly.

Engage Pupils mime the chant as they say it.

3 Write the words with *a_e* on the plate and the words with *sh* on the shorts.

Support With less confident pupils, say each word aloud for them to repeat after you before they complete the activity.

Closing routine

Do Communication routine 1 on p. 32.

Lesson 3 Story time

Before you read

- Look at the pictures. What sports can you see?
- Listen and read. Does Sam like sport now?
- Act out the story.

Letters and sounds

- Listen and repeat.
game name
baseball
- Find and circle the words in the story.

5 Some children want to play too, but Sam feels nervous.

Sam can play basketball without the button!

Hi! Can we play basketball with you?

Erm ... I don't know.

Come on, Sam! Let's play a game together! You can do it!

6 Well done! What's your name?

I'm Sam.

You're really good, Sam!

1 Lily and Sam are at the playing fields.

Do you play football, Sam?

No, I don't. I don't like sport.

2 Lily has got an idea.

Come on, Sam! Let's play basketball! It's fun.

Hmm, I don't know. Have you got a ball?

No, I haven't.

7 I'm not good. It's the ball with the button - it's amazing!

No, Sam! Benny has got that ball! Look! You can play!

Really? I can? Wow!

8 One week later ...

Do you play badminton, Sam?

Yes, I do. I play badminton and basketball and baseball too. I like sport!

3 Look! Here's a ball. And there's a yellow button!

Great! Let's push it!

4 Lily and Sam play basketball together. Sam is happy now.

Wow! Well done, Sam!

This is fun!

Lesson 4 Explore the story

1 Watch the video.

After you read Activity Book, p.11

2 Read, look and circle.

- How does Sam feel about sport at the start? a 😊 He can do it! b 😞 He can't do it!
- Can Sam play basketball? a 😊 Yes, he can! b 😞 No, he can't!
- How do you feel today? a 😊 I can do it! b 😞 I can't do it!

Pupils' own answers

12 twelve Key learning outcome: Listen, read and respond to a story; Read and say words with a_e Activity Book, p.10

Key learning outcome: Believe in yourself

thirteen > 13

Sam plays basketball

Lesson 4 Explore the story

After you read

1 Think about the story. Circle with the correct colours.

- I don't like sport.
- Can we play basketball with you?
- You're really good, Sam!
- I'm not good.
- Benny has got that ball!
- Do you play badminton, Sam?

2 What sports do you want to try? Write and draw.

Pupils' own answers

Pupils' own answers

I want to try _____ and _____.

I can read and understand the story 😊 😊 😊 elevan > 11

1

Objectives: Read, listen to and respond to a story; Social-emotional learning (SEL): Believe in yourself

Recycled language: badminton, baseball, basketball, football, game, name; Do you (play football)?

Yes, I do. / No, I don't.

Materials: Classroom Presentation Kit, Story Cards, SEL Activity Card 1, SEL Posters 1 and 2

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 13

Classroom management tip

Check the seating to make sure all the pupils will be able to see the screen clearly. Check the volume is loud enough for all pupils to hear. Pupils could sit on the floor at the front of the classroom or bring their chairs over to watch the video, then go back to their desks afterwards for the activities.

1 Watch the video.

Follow the **Before you watch** and **Watch the video routines** on p. 23.

After you read

Activity Book, page 11

1 Think about the story. Circle with the correct colours.

In pairs, pupils look at the story in their Pupil's Books in pairs and find the sentences in the speech bubbles in their Activity Books. Then they complete the activity.

Support Read out each speech bubble in the Activity Book. Pupils look at the story in their Pupil's Books and find the character who says that.

2 What sports do you want to try? Write and draw.

Engage Display the picture and word flashcards. For each one, ask: *Do you want to try (baseball)?* and elicit a Yes or No TPR response (see p. 9 of the Pupil's Book).

Support Keep the flashcards on the board for pupils to refer to.

Reach higher Pupils also write the sports they don't want to try.

Pupil's Book, page 13

2 Read, look and circle.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Social-emotional learning: Believe in yourself



Pupils learn about the importance of believing in themselves.

Display the story cards for scene 1 and scene 8. Pupils compare Sam's face and think about how his feelings change through the story.

Display the story card for scene 4. Elicit that the button on the ball helps Sam learn to play basketball. Display the story card for scene 6. Pupils compare the two pictures. Help them notice that Sam is now playing with a normal ball.

Guide pupils to understand how Sam learned to play basketball by trying. Elicit how the story would be different if Sam hadn't tried basketball, e.g. Sam still doesn't think he's good at sport. He still doesn't like sport at the end of the story. Pupils complete questions 1 and 2.

Ask: *Do you sometimes feel like you can't do something?* Elicit ideas. Read question 3. Pupils think about how they feel today and complete the question. They share their answer with a partner. Try to foster a growth mindset and help pupils realise that although they can't do something yet, they will get better if they try and practise.

SEL sticker activity

Follow the **SEL sticker routine** on p. 23.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Science question
knee, elbow

Lesson 5 Vocabulary & Grammar 2

1 Listen and say. Then listen and number.



helmet 2



gloves 4



racket 1



bat 6



elbow pads 5



knee pads 3

Which two joints can you see on page 14?



2 Watch or listen. Move and sing.

Let's play baseball!

Let's play baseball!
Good idea!
Have you got a bat?
Yes, I have. Look here!
Have you got a glove?
No, I haven't. Oh dear!

Don't worry! I've got two.
One for me and one for you.
Baseball is fun.
Baseball is cool.
Let's play baseball after school!

Let's go skateboarding!
Good idea!
Have you got knee pads?
Yes, I have. Look here!
Have you got a helmet?
No, I haven't. Oh dear!

Chorus
Skateboarding
Skateboarding
go skateboarding



Grammar

Have you got knee pads? Yes, I have.
Have you got a helmet? No, I haven't.

3 Listen and tick (✓) or cross (X).

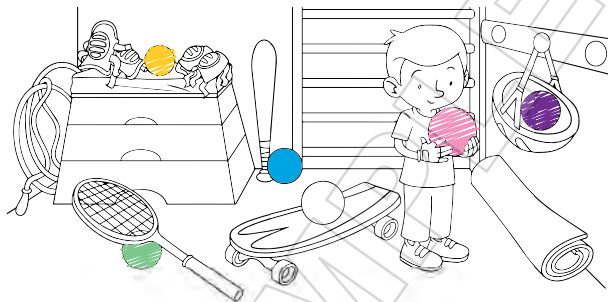


4 Talk Partners Play the game. Win your friend's cards.



Lesson 5 Vocabulary & Grammar 2

1 Exam practice Listen and colour.



2 Read, look and write. Then tick (✓) for you.

knee pads racket helmet elbow pads bat gloves

		Yes, I have.	No, I haven't.
1	Have you got a helmet ?	<input type="checkbox"/>	<input type="checkbox"/>
2	Have you got a bat ?	<input type="checkbox"/>	<input type="checkbox"/>
3	Have you got knee pads ?	<input type="checkbox"/>	<input type="checkbox"/>
4	Have you got elbow pads ?	<input type="checkbox"/>	<input type="checkbox"/>
5	Have you got gloves ?	<input type="checkbox"/>	<input type="checkbox"/>
6	Have you got a racket ?	<input type="checkbox"/>	<input type="checkbox"/>


Pupils' own answers

Objectives: Identify and say six pieces of sports equipment; Ask and answer about the sports equipment you have got; Exam practice: Pre A1 Starters Listening, Part 4

Vocabulary: *bat, elbow pads, gloves, helmet, knee pads, racket*

Grammar: Present simple *have got* (questions and short answers): *Have you got knee pads? Yes, I have. / No, I haven't.*

Recycled language: *baseball, skateboarding*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, do TPR Dynamic routine 1 on p. 32.

Pupil's Book, pages 14–15

Science question

Which two joints can you see on page 14?

This question relates to the natural science topic of parts of the body. Ask pupils to point to their joints, e.g. hips, knees, elbows, etc. Then identify the joints in the pictures (knees and elbows).

1 1.7 1.8 Listen and say. Then listen and number.

Follow the **Vocabulary presentation routine** on p. 25.

2 1.9 Watch or listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.


Grammar

Write a model question with *yes/no* answers on the board. Hold up the flashcards for sports equipment in turn and ask: *Have you got (knee pads)?* Elicit answers.

3 1.10 Listen and tick (✓) or cross (X).

Follow the **Grammar practice: Listening activity routine** on p. 25.

- A:** Have you got blue gloves?
B: Yes, I have.
- A:** Have you got green knee pads?
B: No, I haven't. I've got pink knee pads.
- A:** Have you got a yellow tennis racket?
B: No, I haven't. I've got a purple one.
- A:** Have you got a green helmet?
B: Yes, I have.

 Elicit how pupils say *A blue helmet* in their own language focusing on word order.

4 **Talk Partners** Play the game. Win your friend's cards.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

Demonstrate the game. You each place your cutouts face up in two rows in front of you. Use a book as a divider. Ask: *Have you got a (blue) (helmet)?* If the pupil has, she/he says *Yes, I have. Here you are!* and hands over the card.

Follow the **Assessment for learning routine** on p. 25.

Activity Book, page 12

1 1.3 **Exam practice** Listen and colour.

Exam tip

Pre A1 Starters Listening, Part 4

Pupils use their crayons in the correct colour as they listen and finish colouring the item at the end.

- A:** Can you see the ball next to the bat?
B: Next to the bat?
A: Yes. Colour that ball blue, please.
- A:** Look at the boy wearing gloves. Can you see him?
B: Yes, I can. I can see his gloves – and I can see a ball in his hands!
A: Colour that ball pink.
- A:** Can you colour the ball under the racket now?
B: The ball under the racket? Yes, I can. Can I colour that ball green?
A: Yes!
- A:** Look at the ball between the elbow pads and the knee pads.
B: I can see the knee pads – and the elbow pads! There's the ball.
A: Colour that ball yellow.
B: OK.
- A:** Can you see the ball in the helmet?
B: Yes, I can.
A: What colour for that ball?
B: The ball in the helmet is purple.
A: Fantastic!

2 **Read, look and write. Then tick (✓) for you.**

Closing routine

Do Communication routine 3 on p. 32.

Science question
Upper limbs

Lesson 6 Read the world

AFTER-SCHOOL CLUBS

Have you got free time after school? Do you want to try something new? Come and try one of our exciting clubs!

Garden Fun

I go to Garden Fun after school on Thursdays. We plant vegetables – potatoes, carrots, beans and peas. We water the flowers and we draw them too.

▶ You need: old clothes and gloves



Jack

Bluebirds

Do you like sport? I play baseball on Tuesdays at the Bluebirds Baseball Club. There are girls and boys in our club. We throw and catch the ball and we run a lot. We learn to work together too.

▶ You need: a baseball bat, a glove and a helmet



Elena

Skate Cats

Hi! I go to Skate Cats Skateboarding Club on Fridays. We've got two teachers, Jessie and Mark. They're fantastic. We play lots of games and we learn a lot too.

▶ You need: a helmet, knee pads and elbow pads






Matt

Do you throw a ball with your upper or lower limbs?

1 Before you read
Match the clubs (1-3) to the equipment (a-c). Then read and check.

1 Garden Fun [b] 2 Bluebirds [c] 3 Skate Cats [a]



a  b  c 

2 Read again. Match.

1 You throw and catch here. a Garden Fun
2 You can draw here. b Bluebirds
3 You learn to work together. c Skate Cats
4 You can play games here.

Watch the video

3 Which club do you think Rory chooses? Tick (✓). Tell a friend.

 Drawing club  Dance club

4 Watch again. Which activity is Rory talking about?

1 I'm not very good. drawing drawing
2 This is fun! dancing dancing
3 It isn't my favourite activity. drawing drawing

Why are these activities good for you?
What healthy activities do you like?

16 sixteen Key learning outcome: Read and respond to notices Activity Book, p.13 Key learning outcomes: Predict using previous knowledge; Make inferences from a video seventeen 17

Lesson 6 Read the world

After you read

1 Read the notices on Pupil's Book page 16 again. Match.

1  I love the garden! Garden Fun 

2  I want to play with girls and boys in a team. Skate Cats 

3  My brother has got a skateboard. I want to learn. Bluebirds 

2 What after-school club is your favourite? Tick (✓) and write.

1  2  3 

4  5 


My favourite after-school club is _____

Pupils' own answers


I can understand notices and choose activities for people thirteen 13

Objectives: Read and respond to three notices; Predict using previous knowledge (critical literacy); Make inferences from a video (visual literacy)

Recycled language: *baseball, bat, elbow pads, gloves, helmet, knee pads, play; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.



Pupil's Book, pages 16–17

Science question

Do you throw a ball with your upper or lower limbs?

This question relates to the natural science topic of parts of the body. Pupils identify and name their upper and lower limbs. They do the mime and say they use their upper limbs.

Before you read

- 1  1.11 Match the clubs (1–3) to the equipment (a–c). Then read and check. 

Follow the **Before you read routine** on p. 27.

Critical literacy: Predict using previous knowledge

This activity helps pupils develop prediction skills. Focus on the title and introduction and elicit what the notices are about. Pupils name the activity the objects in the photos could be used for, then identify key words.

- 2  1.11 Read again. Match. 

Follow the **While you read routine** on p. 27.

Watch the video

- 3  Which club do you think Rory chooses? Tick (✓). Tell a friend.

Follow the **Watch the video routine** on p. 27.

 In this activity, pupils report **the main point**.

Visual literacy: Make inferences from a video

This activity helps pupils to infer someone's feelings by observing their facial expressions and body language. Ask pupils to notice how Rory feels about the two activities by looking at his face and body language. Point out that Rory doesn't say which club he wants to go to, but we can guess from what he says.

- 1 **Mum:** Here you go, Rory. You've got the drawing club or the dance club. What do you want to do: the drawing club or the dance club?

Rory: I don't know.

Mum: OK, let's try them and see!

- 2 **Rory:** I'm drawing our garden.

Mum: Have you got your new crayons from Grandma?

Rory: Yes, I have. But I'm using a pencil and a rubber first. Here are the flowers, and the grass and the trees ... I'm not very good.

Mum: Well, I think it's a lovely drawing. What about going to the drawing club?

Rory: Hm ... Drawing isn't my favourite activity ...

- 3 **Rory:** This is fun! And I don't need pencils or crayons, just some music!

Mum: You're good, Rory!

Rory: I like dancing!

Mum: Well, what about going to the dance club?

Rory: Let's see the leaflet. I want to do this dance again!

- 4  Watch again. Which activity is Rory talking about?

ESDC



Why are these activities good for you?

What healthy activities do you like?

This question relates to **SDG Goal 3: Good health and well-being**. It helps pupils start to think about the connection between health and exercise. Elicit that the activities all involve physical activity. Ask why this is good for us. **Possible answers:** it can protect against illness, reduces stress, helps you sleep better, makes you feel happy. In groups, pupils share healthy activities they enjoy doing.

Follow the **Assessment for learning routine** on p. 27.

Activity Book, page 13

- 1 Read the notices on Pupil's Book page 16 again. Match. 

- 2  What after-school club is your favourite? Tick (✓) and write. 

Closing routine

Do Communication routine 2 on p. 32.

Lesson 7 Listening & Speaking **Real-world communication**

1 Listen and circle the sports they choose.

1 Tom a b

2 Nick a b

3 Anna a b

4 Sarah a b

2 Watch or listen. Then practise with a friend.

Can I go cycling, please?

I'm sorry. There isn't a helmet.

OK! There's a tennis racket. Can I play tennis?

Yes, of course!

Ask for and respond to permission

Can I go cycling? I'm sorry ... / Yes, of course.

3 Make a new dialogue.

Can I play baseball, please?

I'm sorry. There isn't a bat.

OK. Can I go swimming?

Yes, of course.

18 **eighteen** Key learning outcomes: Listen for the main idea; Ask for and respond to permission **Activity Book, p.14**

Activity 1

- 2 Pupils draw table tennis bats and a table tennis ball
- 3 Pupils draw a skateboard and a helmet
- 4 Pupils draw a basketball

Lesson 7 Listening & Speaking **Real-world communication**

1 Listen and draw what the children have got.

1 2

3 4

2 Read and write.

Can't Can I Can I helmet glove racket bat

Can I ¹ play badminton?

I'm sorry. There isn't a ² racket.

OK. ³ Can I go skateboarding?

I'm sorry. There isn't a ⁴ helmet.

OK. ⁵ Can I play baseball?

Yes, of course! There's a ⁶ bat/glove and a ⁷ bat/glove.


Great! Thank you!

14 **fourteen** I can ask for permission to do an activity

Objectives: Listen for the main idea; Ask for and respond to permission


Functional language: *Can I (go cycling), please? I'm sorry ... / Yes, of course.*

Recycled language: *badminton, ball, baseball, bat, cycling, football, skateboarding, swimming, table tennis, tennis; helmet, racket, skateboard*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Optional: Sports equipment (e.g. a tennis ball, a ping pong ball, a shuttlecock, swimming goggles)

Opening routine

 Play the mindfulness animation or audio to **energise** pupils for speaking activities.

Pupil's Book, page 18

Engage If you brought sports equipment, show them one by one to the class and ask: *What is it?*

Before you listen

Follow the **Before you listen routine** on p. 29.

1  **1.12 Listen and circle the sports they choose.**

Follow the **Listening activity routine** on p. 29.

Listening skill: Listen for the main idea

Point to the pictures and ask pupils which words they expect to hear in the conversations. Tell pupils that we can understand the main idea of a conversation by listening for words we know.

1 **Adult:** Quiet please, everyone! It's time to choose an activity!

Boy: Let's play hockey, Tom!

Tom: I don't play hockey at school.

Boy: Do you play football?

Tom: Yes, I do.

Boy: Let's play football then.

Tom: OK! Have you got a ball?

Boy: Yes, I have.

2 **Girl:** Do you play tennis, Nick?

Nick: Yes, I do. I go to the tennis club on Mondays.

Girl: I like tennis, but let's play table tennis today!

Nick: OK. Have you got bats and a ball?

Girl: Yes, I have.

Boy: Great! Let's play!

3 **Anna:** Can I play badminton, Miss James?

PE teacher: I'm sorry, Anna. There isn't a badminton racket for you.

Anna: OK. I've got my skateboard and a helmet. Can I go skateboarding?

PE teacher: Yes, of course!

Anna: Thanks!

4 **PE teacher:** Do you like baseball, Sarah?

Sarah: No, I don't. I like basketball. Can I play basketball?

PE teacher: Yes, of course. There's a ball here. Here you go!

Sarah: Thank you!

2   **1.13 Watch or listen. Then practise with a friend.**


Follow the **Video activity: Functional language routine** on p. 29.

Support After playing the video, ask: *Does she go cycling? Yes or no? Does she play tennis? Yes or no?*

Reach higher After playing the video, ask: *Why can't the girl go cycling? (because she hasn't got a helmet). What sport can she play? (tennis)*

Speaking skill: Ask for and respond to permission

Elicit examples of language that pupils use in the classroom to ask for permission, e.g. *Can I go to the bathroom, please?* Elicit what the teacher says in response. Draw pupils' attention to the phrase *I'm sorry ...* and explain that this is a friendly way to say *No*.

 Ask how pupils say *I'm sorry ...* in their own language. Elicit whether they use it to say *No* to a request politely.

3   **Make a new dialogue.** 

Follow the **Speaking activity routine** on p. 29.

Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 14

1  **1.4 Listen and draw what the children have got.**

(Pupil's Books closed.) Ask pupils to remember the sports each child decided to play. (Pupil's Books open.) Then play the audio.

This activity uses the same audioscript as track 1.12.

2 **Read and write.** 

Closing routine

Do Communication routine 3 on p. 32.

Activity 1
Mondays and Wednesdays

1 Read the notice. What days is the after-school club?

Tennis club

I'm Megan and I play tennis after school.
I play on Mondays and Wednesdays.
My teacher is Lucy. I like tennis a lot.
Have you got a racket and tennis shoes?
Come and play too!



2 Circle the capital letters in Activity 1.

Capital letters (1)

Use capital letters ...

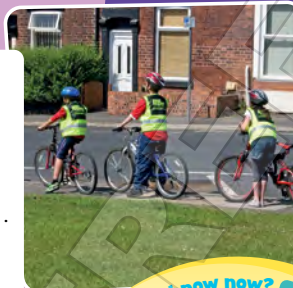
for days of the week: Monday for names: Megan
to begin a sentence: She plays tennis. for I

3 Write the capital letters and names.

Cycling club



1 I 'm 2 Tom . 3 I go cycling
after school. 4 I go on 5 T uesdays and
6 F ridays.
7 M y teacher's name is 8 Lucy .
9 I like cycling a lot.
10 H ave you got a bike and a helmet?
11 C ome cycling too!



What do you know now?

Think about Unit 1.
Go to Activity Book, p.18

Activity Book, p.15

Key learning outcomes: Write a notice;
Use capital letters (1)

nineteen > 19

1 Circle the capital letters.

Bat Fun

I'm Wendy. I go to a table tennis club after school. The name of the club is Bat Fun. I go on Mondays and Wednesdays.
Have you got a bat? Come and play with us! It's lots of fun.



Wendy



2 Choose a club. Write. Remember to use capital letters.



football



craft



music

I'm _____. I go to a _____ club after school. The name of the club is _____. I go on _____ and _____.

Have you got _____? Come and _____.

_____. It's _____!

Pupils' own answers

I can use capital letters and write a notice fifteen > 15

Objectives: Write a notice; Use capital letters (1)

Recycled language: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; cycling, helmet, racket, tennis; I play on (Mondays). Have you got ...?*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Optional: Leaflets or posters for after-school clubs in your area (these don't need to be in English)

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 19

Engage If you brought leaflets or posters for after-school clubs, show these to the class and elicit their ideas about the clubs. Allow pupils to look at them more closely and see what information they provide, e.g. When can you go to the club? Where is it?


1 1.14 Read the notice. What days is the after-school club?

Follow the **Model text and writing skill routines** on p. 31.

Support Review the days of the week.

Writing skill: Capital letters (1)

Go through the information box with the class.

 Ask pupils to notice if capital letters are used the same way in their own language. If possible, have them find examples in their (non-English) school books or around the classroom. Ask pupils how we can identify upper and lower case letters (by size, and often by shape). Ask some pupils to write examples on the board.

2 **Circle the capital letters in Activity 1.**

Display the text on the board and do the activity as a class. Pupils come up and circle the letters on the board.

3 **Write the capital letters and names.**

Allow pupils the freedom to complete the text without using their real name or other personal information. They could write about someone they know, a TV or film character or even invent an imaginary character. Make sure they write in the first person.

Activity Book, page 15

1 **Circle the capital letters.**

2 **Choose a club. Write. Remember to use capital letters.**

Pupils look at the three pictures. Elicit the names of the clubs and the activities. Elicit the equipment or other objects that they might need in each club.

Work through the activity with the whole class. Read each sentence then pause for pupils to write their answers.

Then give pupils time to draw their club.

Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 19

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Review

1 Write the sports in the boxes.

football cycling tennis skateboarding baseball
baseball basketball table tennis badminton

1 a bat baseball table tennis	2 a racket tennis badminton	3 a big ball football basketball	4 a helmet cycling skateboarding baseball
-------------------------------------	-----------------------------------	--	--

2 Look, read and write.

go go don't go play don't play do don't play

Kim



Do you ¹ go cycling?
No, I ² don't.

Do you ³ play hockey?
Yes, I ⁴ do.

I ⁵ go swimming and I ⁶ play tennis.
I ⁷ don't play baseball and I ⁸ don't go skateboarding.

How do you say *Have you got ...?* in your language? Is the number of words the same?

3 Write. Look and write *Yes, I have* or *No, I haven't*.

Have Have Have got got got got

1 Have you got a racket? Yes, I have.

2 Have you got a bat? Yes, I have.

3 Have you got a helmet? Yes, I have.

4 Have you got knee pads? Yes, I have.

5 Have you got gloves? No, I haven't.

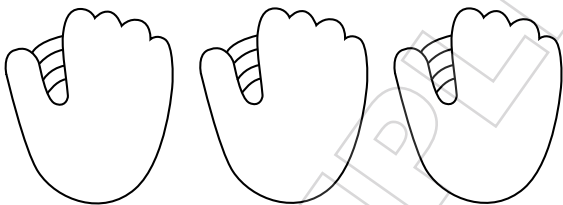
4 Colour the bats with *a_e* words green and the bats with *sh* words pink.



Think about Unit 1

Read. Draw and write your answers. Then colour and tick (✓).

In this unit, I ... Now I can ... My favourite part is ...



How I feel about my work in this unit:



What can I do next?

I can ...

- read the story again.
- watch the video on Pupil's Book page 17 again.
- sing 'Let's play baseball!' to my family.
- play the digital games.

Go to the map on pp.4-5 of your Pupil's Book. Stick your Unit 1 pass.

Exam practice 1

1 Listen and draw lines. There is one example.

Objectives: Review vocabulary and grammar from Unit 1; Assessment for learning Unit 1;

Exam practice: Pre A1 Starters Listening, Part 1

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

Activity Book, pages 16–19

1 Write the sports in the boxes.

2 Look, read and write.

 **How do you say *Have you got ...?* in your language? Is the number of words the same?**

Guide pupils to notice whether they use the same number of words in their own language when asking this question.

3 Write. Look and write *Yes, I have* or *No, I haven't*.

4 Colour the bats with *a_e* words green and the bats with *sh* words pink.

Think about Unit 1

Congratulate pupils for everything they have learned in this unit and do a unit walkthrough. Ask them to look at all the pages in the unit in pairs, pointing to things they remember. Encourage them to think about which lessons they enjoyed, what they did well and what they found more challenging.

Read. Draw and write your answers. Then colour and tick (✓).

Explain the meaning of the sentence stems one by one. Elicit examples of things that pupils can do or give them examples, e.g. *Now I can say ... / read ... / write about ...*

Allow pupils to write or draw pictures of as many things as they want to in each frame.

How I feel about my work in this unit:

Use the 'thinking time' routine. Pupils put their pencils down and think about their answers before they respond. Take notes of how your pupils have evaluated themselves. If they have checked a sad or neutral face, try to speak to them about what they need in order to feel more confident about their learning.

What can I do next?

Review the ideas to keep learning with pupils and explain any words they don't understand. Encourage them to think about when and how often they will do the activities.

Exam practice

1 1.5 Listen and draw lines. There is one example.

Exam tip

Pre A1 Starters Listening, Part 1

Before listening, tell pupils to read the names and identify which are boys and which are girls. Explaining this will help them narrow down answer options when they listen.

The first time pupils listen, they draw their lines with pencil. The second time they listen, they check their answers and redraw the line if necessary.

Narrator: Part 1. Look at the picture. Listen and look. There is one example.

Adult: What's your name?

Dan: I'm Dan.

Adult: Are you in the picture?

Dan: Yes, I am. I go skateboarding after school.

Adult: Have you got a green helmet, Dan?

Dan: Yes, I have.

Narrator: Can you see the line? This is an example. Now you listen and draw lines.

1 **Adult:** Hello, Lucy!

Lucy: Hello!

Adult: Do you play tennis after school, Lucy?

Lucy: No, I don't. I play baseball. Can you see my new red T-shirt?

Adult: Yes, I can. It's great!

2 **Adult:** Who are you?

Mark: I'm Mark. Can you see me in the picture? I've got a hockey stick.

Adult: Yes, I can. Do you play hockey after school, Mark?

Mark: Yes, I do.

3 **Adult:** Hi, Jill.

Jill: Hi.

Adult: Do you play football or basketball after school?

Jill: I play football.

Adult: Have you got a red and blue ball, Jill?

Jill: No, I haven't. My ball is black and white.

4 **Adult:** What's your name?

Tom: I'm Tom.

Adult: Is that you with the blue bike?

Tom: Yes, that's right! I go cycling after school.

Adult: Be careful, Tom!

5 **Adult:** Hello, Kim. What are you wearing in the picture?

Kim: I'm wearing a white T-shirt and yellow shorts.

Adult: Oh, yes! I can see you, Kim! Are you in the tennis club?

Kim: Yes, I am! I love tennis!

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Review

How do you say the months of the year in your language? Which ones are similar?

1 Ask a friend about their year.

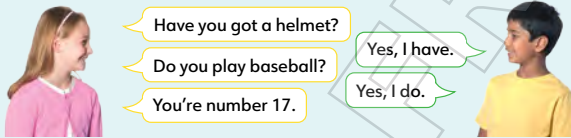
January			December
May			April
February			July
August			March
November			October
September			June

Do you play football in August? No, I don't! I play football in September.

2 Listen and write the numbers.



3 Play a guessing game. Who am I?



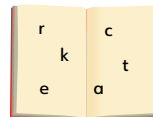
Exam practice 1

1 Look at the pictures. Look at the letters. Write the words.

Example



r a c k e t

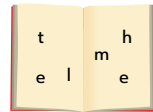


Questions

1



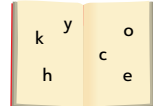
h e l m e t



2



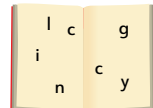
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3



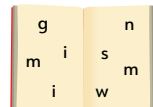
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4



s w i m m i n g



5



g l o v e s

