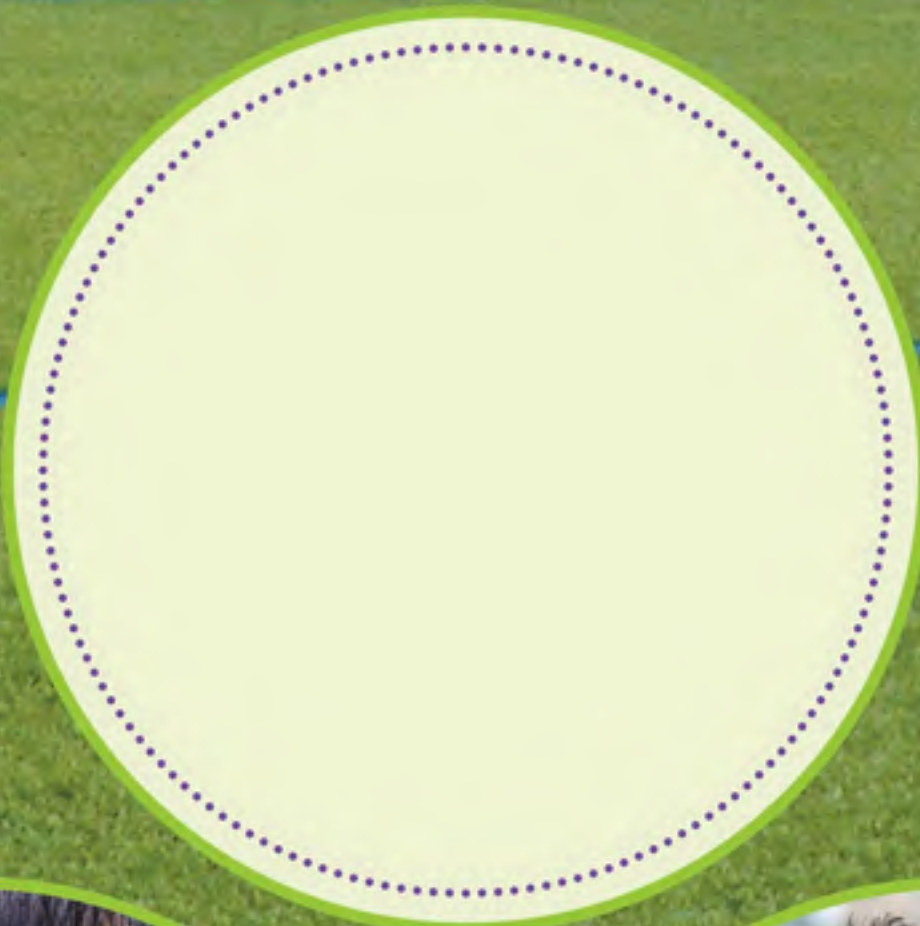




Let's play!



Watch the video. Draw your hobby.



mission

Plan a sports day

In this unit I will:



Practise some activities.



Choose an activity.



Prepare a warm-up routine.



Act out the sports day.

Unit 7 learning outcomes

In Unit 7, learners learn to:

- talk about hobbies and activities
- understand, ask and talk about activities and actions using the present continuous tense
- ask for and understand permission using *can/can't*
- read to learn about a healthy lifestyle
- understand about a healthy lifestyle
- learn about helping friends

Materials video, item that represents your own hobby (e.g. book / walking boots / cooking implement), a ball, a paintbrush, a DVD, a musical instrument (e.g. guitar or recorder), four pictures from Digital photo bank (a child in a sports kit, a person with an easel, a person listening to music, a person at the cinema), sets of cards with letters (one set of three cards – letter *D*, letter *A* and letter *Y*; one set of six cards for each group of six learners: *S*, *P*, *O*, *R*, *T*, *S*), coloured pens or pencils, digital Mission poster

Self-assessment

- **SA** Say *Open your Pupil's Books at page 82. Say Look at the picture. Ask How many people are there? (Four) Say Point to blue/white/brown/pink. Point to the skateboard, the football and the guitar. Ask What is this? Use self-assessment (see Introduction). Say OK. Let's learn.*

Warm-up

- Show the item that represents a hobby you enjoy, e.g. a book. Say, e.g. *I like reading books. It's my hobby.* Check understanding of *hobby*. Say *hobby*. Clap on the stressed syllable. Learners repeat.
- Hold up a ball, a musical instrument, a paintbrush and a DVD. As you show each item, ask *What's this?* Say the word (*a ball, a guitar/recorder, a paintbrush, a film*).
- Display four pictures: a child in a sports kit, a person with an easel, a person listening to music, and a person at the cinema.
- Hold up the first item and ask *Whose ball is it?* Learners point to the picture of the child in the sports kit. Say *Yes – he/she likes sports. Football is his/her hobby.* Repeat for each item (instrument – person listening to music; paintbrush – person with easel; DVD – person in cinema).

Pupil's Book, page 82



1 Watch the video. Draw your hobby.

- Say *In this unit we're talking about hobbies and activities. Say Let's watch the video.* To introduce the topic of the unit, play the video.

- Say *Look at page 82. Show the space on the page. Say Let's draw a picture of your hobby.*
- Learners draw a picture of their hobby. Monitor and check. Tell each learner the name of their hobby.

Fast finishers Learners can write a short sentence for their hobby, e.g. *Gaming is my hobby.*

Extra support Learners can just repeat the name of their hobby when you monitor.

mission Plan a sports day

- Show the digital Mission poster. Say *We plan a sports day.*
- Say *Point to number 1. Say We practise some activities.* Mime running and throwing. Say *Number 1* and gesture for learners to repeat and copy.
- Say *Point to number 2. Say We choose an activity.* Mime thinking and deciding, as if choosing an activity. Learners copy. Say *Number 2* and gesture for them to copy. Say *One* and mime running and throwing; say *Two* and mime thinking and deciding. Repeat.
- Say *Point to number 3. Say We warm up.* Jump up and down. Learners copy. Say *Three* and repeat. Go through mimes 1–3, calling out the numbers for learners to mime.
- Say *Point to number 4. Say with excitement Let's have a sports day!* Mime winning a race, raising your arms and celebrating. Learners copy. Say *Four* and learners jump again. Repeat the whole sequence, the learners miming as you call out the numbers. Say *This is our Mission.*

Activity Book, page 82

My unit goals

- Go through the unit goals with the learners. You can read these or put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page.*

Ending the lesson

- Call three learners to the front. Give each one a letter card randomly (one is *D*, the second is *A*, the third is *Y*). Learners hold up the cards so everyone can see the letters. Ask the other learners which order they should stand in to create a word. The other learners tell them the order so that the cards create the word *DAY*.
- Divide the learners into groups of six. Give out the other letters cards (*S*, *P*, *O*, *R*, *T*, *S*) – one set to each group.
- Learners create a word by lining up and holding up their cards. The first group to order the cards correctly wins.

Learning outcomes By the end of the lesson, learners will be able to recognise and use words or phrases to describe sports and activities.

New language *music, play basketball/football/tennis, play the guitar/piano, ride a bike, sport, swim, watch TV*

Recycled language *I'm sorry, Let's ... , like*

Materials Sports and hobbies 1 flashcards, audio

Warm-up

- Write the words *Music* and *Sport* on the board. Mime playing the piano and ask *Music or sport? (Music)* Continue with other music and sport activity mimes.

Presentation

- Display the Sports 1 flashcards on the board in a line. Point and say the words, e.g. *Play tennis*. Learners repeat.

Pupil's Book, page 83

1 Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 83. Look at the picture.*
- Indicate the caption. Read it.
-  Ask *Where's the person swimming?* The class points. Repeat with different activities.
- Ask *Where's the tractor? Can you find it?* Learners find the picture and point (on the ground).
- Play Track 2.44. Learners point to the activities.

CD2 Tracks 44 and 45

This morning the children are at the Community Centre.

- (1) Eva: Let's play tennis. Tennis is fun.
 (2) Jenny: Oh, no. I want to play football. Football is my favourite.
 (3) Eva: OK, not tennis or football. Let's play basketball. Basketball's nice.
 (4) Tom: Basketball's nice, but ... let's ride our bikes.
 (5) Jim: Hmm. Sport's fine, but what about music? I want to play the piano.
 (6) Jim: ... or let's play the guitar.
 (7) Jenny: Ugh! No, thank you. I'd like to swim.
 Mr Friendly: Oh dear! I'm sorry, kids. The Community Centre isn't open today.
 Jim: Oh, no! It's closed.
 Tom, Jenny, Eva: Closed?
 (8) Tom: Don't worry. Let's watch television. Let's watch sport on television.
 Mr Friendly: I know. Let's go to the farm. Would you like to ride Harry?
 Tom: Oh, great. Yes, please. Let's go now.

- Ask *Where do they go? Why?* Play Track 2.44 again. Ask *Where do they go? (The farm) Why? (To ride Harry because the Community Centre is closed)*

- Display the Sports and hobbies 1 flashcards on the board and number them 1–10. Say *Look at page 83*. Indicate the spaces next to the words and show the example. Quickly take down the flashcards.
- Say *Listen and write*. Play Track 2.45. Learners number the activities 1–8. Monitor.
- Ask *Number 1? (Play tennis)* Put the flashcard back up over number 1. Continue until the sequence is rebuilt.

Key: 1 play tennis 2 play football 3 play basketball
 4 ride a bike 5 play the piano 6 play the guitar
 7 swim 8 watch television

2 Say the chant.

- Play the audio or video and do the actions: 1 watching TV and changing channels, 2 kicking a football / throwing a ball into a basketball net / hitting a tennis ball, 3 playing a guitar, playing the piano, 4 swimming, riding a bike.
- Repeat the audio or video. Learners chant and mime.
- Divide the class into two. Play the audio or video. The first group chants and the second group mimes. Then swap.

CD2 Track 46

Watch, watch, watch

Watch television (x2)

Play, play, play

Football, basketball, tennis (x2)

Play, play, play

The guitar, the piano (x2)

Swim, swim, swim

Ride a bike, ride a bike (x2)

3 Listen and say the activity.

- Play the audio and pause for learners to complete the sentences.

CD2 Track 47

- 1 Jim: Let's play ...
 2 Jenny: I want to play ...
 3 Eva: Let's play ...
 4 Tom: Let's ...
 5 Jim: I want to ...
 6 Jim: Let's ...
 7 Jenny: I'd like to ...
 8 Tom: Let's ...

Key: 1 tennis 2 football 3 basketball
 4 ride our bikes 5 play the piano 6 play the guitar
 7 swim 8 watch sports on television

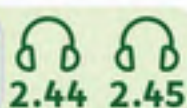
Activity Book, page 83

See pages TB120–132

Ending the lesson

- SA** Say *We learnt about sport and hobbies*. Show the flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.
- Say *You can say the words well. Good work.*

1



Listen and point. Then listen and number.

This morning the children are at the Community Centre.



2



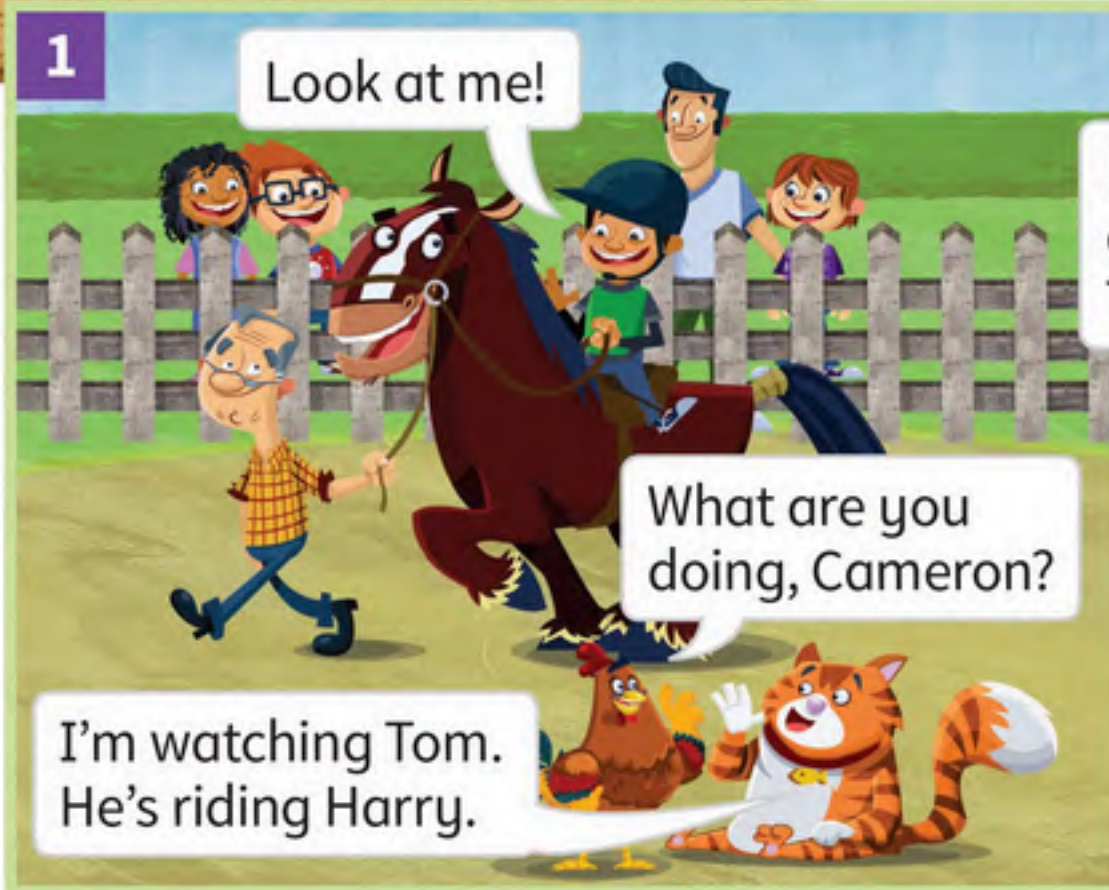
Say the chant.

3



Listen and say the activity.

The Friendly Farm



Learning outcomes By the end of the lesson, learners will be able to understand the present continuous tense to describe actions happening at the moment of speaking.

New language *clean, eat, paint, sing, I am ...-ing, You/We/They are ...-ing, He/She is ...-ing, Are you/we/they ...-ing? Is he/she ...-ing? Yes, they are. / Yes, he/she is. What are you doing?*

Recycled language words and phrases describing sports and activities

Materials pictures from Digital photo bank of people doing activities in groups or pairs (*eating, singing, cleaning, playing tennis*), Sports and hobbies 1 flashcards, audio, video, slips of paper with activities written on them (optional)

Warm-up

- Learners sit in two lines facing each other, with chairs touching, or feet touching if seated on the floor.
- Show each pair of learners who are facing each other a Sports and hobbies 1 flashcard, e.g. riding a bike. Go down the line and show each pair of learners a different flashcard.
- Call out the activities. When learners hear their activity, they walk up between the other pairs. At the end of the line, they run around the back to their places. The first one back wins a point.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Mime eating. Say *I'm eating*. Learners mime and repeat. Act singing. Say *I'm singing*. Learners copy and repeat. Repeat the sequence with painting and playing tennis.
- Learners stand up. Say *I'm eating*. Learners mime the action. Repeat with the other activities.
- Show the learners Sports and hobbies 1 flashcards, e.g. playing tennis. Ask *What is she doing?* (*She's playing tennis*.) Repeat with different flashcards.
- Point to the flashcards and ask *Is he/she playing tennis?* (*Yes, he/she is*.) Repeat with different flashcards.
- Select a learner to come to the front. They mime an activity, e.g. swimming. Ask *What's he/she doing?* (*He's/She's swimming*.) Ask *Is he/she painting?* (*No, he/she isn't*.) Repeat with different learners.
- Put up pictures of people doing activities in pairs or groups (*eating / singing / cleaning / playing table tennis*). Ask *What are they doing?* Point to a picture. Say *They're (singing)*. Learners repeat.

Pupil's Book, page 84



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen. Repeat. Learners listen and sing. As they do, clap hands quickly twice each time the word *Friendly* appears. Repeat the song. Learners sing and clap.

CD3 Track 02

See The Friendly Farm song on page TB5



The Friendly Farm

- Say *Open your Pupil's Books at page 84*. Ask *Who can you see in the pictures?* Learners name the characters. Ask *What is Tom doing?* Point to Tom (*Riding a horse*). Repeat with Rocky's brother and sister (*swimming and singing*) and Gracie (*eating*).
- Ask *Who is cleaning?* Write the question on the board. Play the audio or video. Learners listen and read.

CD3 Track 02

The Friendly Farm song + see cartoon on Pupil's Book page 84

- Learners check answers in pairs. (*Henrietta is cleaning*.) Ask *Is she singing?* (*No – she's cleaning*.)
- Play the audio or video again. Pause after each frame and check comprehension. Frame 1: *What's Cameron doing?* (*He's watching Tom*.) Frame 2: *What are Rocky's brother and sister doing?* (*They're swimming and singing*.) Frame 3: *What's Gracie eating?* (*She's eating a sock*.) Frame 4: *Is Shelly painting her feet?* (*Yes, she is*.) Frame 5: *Is Rocky playing table tennis?* (*No, he isn't*.) Frame 6: *Who's riding a horse?* (*Rocky*)
- Play the audio or video again. Divide the class into groups and give each group a role from the cartoon. Learners repeat the speech bubbles for their character.

Fast finishers Learners can say which activities they like and don't like, e.g. *Swimming is nice. I don't like cleaning*.

Extra support Learners can read their dialogue.

Activity Book, page 84

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Place flashcards of activities from this lesson on the floor like a winding river. Say *It's a river*. Show a picture of a river. Say *Let's cross the river*.
- Choose a learner to stand at the beginning of the river. The other learners watch and answer. Point to the first flashcard and ask a question, e.g. *Is he watching television?* If the learners answer correctly, the learner crossing the river can step on the first flashcard. Continue to ask questions about the flashcards, e.g. *What is he doing? Is she eating pasta?*

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions using the present continuous.

New language *What is he/she doing? What are you doing? I am ...-ing. / You are ...-ing.*

Recycled language family, sports

Materials pictures of people doing activities in groups or pairs (*eating, singing, cleaning, playing table tennis*), Sports and hobbies 1 flashcards, coloured pens or pencils, pictures of sports days, digital Mission poster

Warm-up

- Play 'Noughts and crosses'. Put a grid on the board, three columns by three rows (nine squares). Divide learners into two groups and assign them noughts or crosses. Put a flashcard of an activity in each square. In order to win their square, the learners have to say what the person in the picture is doing, e.g. *He's eating some fruit*. When they get a sentence correct, replace the flashcard with their symbol. The first group to make a row, horizontally, vertically or diagonally, wins.

Presentation

- Show a selection of flashcards from the previous lesson. Encourage learners to make sentences, e.g. *He's playing basketball. They're singing*.
- Write a few of their sentences on the board. Underline the pronoun, e.g. *He*, the auxiliary verb, e.g. *is*, and the *-ing* at the end of the verb. Write a question mark under each sentence. Choose a confident learner. Say *Let's make a question*. Give the opening of the question and encourage the learner to finish it, e.g. *Is he ... (playing basketball?)* (Yes, *he is*.) Draw a line from the *is* in the question to the *is* in the answer. Repeat with other questions.

Pupil's Book, page 85



Gracie's Grammar

- Say *Open your Pupil's Books at page 85*. Point to Gracie's Grammar box. Write the same sentences on the board.
- Play the audio. Pause for learners to repeat each sentence.

CD3 Track 03

See Pupil's Book page 85

- Now rub out the words *are*, *'m* and *'s* in each sentence and draw a line in the space. Learners close their books and tell you what to write back into the spaces.



1 Listen and stick. Then look, read and write.

- Learners look at the four stickers. They do not stick them in yet. Ask them to predict what each person might be doing, e.g. *What's Grandpa doing?*

- Play the audio for learners to point to the correct sticker.

CD3 Track 04

- 1 Jim: What's Grandpa doing?
Jenny: He's listening to music.
- 2 Jim: What's Dad doing?
Jenny: He's reading his book.
- 3 Jenny: What's Mum doing?
Jim: She's playing the guitar.
- 4 Jenny: What's Grandma doing?
Jim: She's watching television.

- Play the audio again. Learners stick in the stickers.
- Check answers.
- Say *Look at the sentences*. Point to sentences 1–4. Show the spaces in the sentences. Say *Look, read and write*. Monitor as the learners write.

Key: 2 Dad's reading his book. 3 Mum's playing the guitar. 4 Grandma's watching television.

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Practise'. Say *Let's practise an activity*.
- Show the class pictures of sports days. Ask the names of the activities.
- Put the learners into pairs. Say *My favourite activity is (running)*. Learners work in pairs and tell their partner their favourite activity.
- Mime an activity, e.g. playing basketball. Encourage learners to say *You're playing basketball*.
- Put the learners into groups of five. Ask each learner to choose an activity. Learners take it in turns to mime their activity. The group guess what it is.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 85

See pages TB120–132

Activity Book, page 82

- Say *Look at page 82 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 1*. Monitor.

Ending the lesson

- **SA** Go back to Stage 1 on the digital Mission poster. Say *We practised an activity. Good work*. Add a tick to the 'Practise' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

What **are** you doing?

I'm riding a horse.

What's she doing?

She's swimming.

Are they cleaning the car?

Yes, they **are**. / No, they **aren't**.

1



Listen and stick. Then look, read and write.



1 Grandpa 's listening to music .

3 Mum _____ .

2 Dad _____ .

4 Grandma _____ .

mission

STAGE 1

Practise some activities for your sports day.

- Play the game. Act out an activity.
- Your friends say what you're doing.

What am I doing?

You're swimming.



My
mission
diary

Activity Book
page 82



Vocabulary 2 and song

1



Listen and number. Then sing the song.

They're playing basketball, basketball.

He is ¹throwing.

She is ²catching.

They're playing baseball with a small white ball.

They're playing baseball. They're playing baseball.

They're playing ³badminton.

He's ⁴riding his skateboard.

He's playing ⁵hockey.

He's ⁶hitting a small ball.

She's running. She's ⁷running.

She's running in the park. ...

They're playing football with a big football.

Are they kicking? Yes, they're ⁸kicking.

We're playing basketball, basketball.

We are throwing. We are catching.

We're playing basketball. ...



2



Listen and say what they're doing.

I do horse riding. What sport do you do?



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language *badminton, catching, hitting, hockey, riding (his) skateboard, running, throwing*

Recycled language adjectives (*big/small*), colours, present continuous

Materials flashcards of badminton, skateboarding and hockey, audio, video, a simple drawing of, e.g. an apple, paper, coloured pens or pencils, card with frowning face on it, blank cards (20 per group of three learners)

Warm-up

- Show flashcards of badminton, skateboarding and hockey. Point to the first flashcard. Say, e.g. *Badminton*. Learners repeat. Continue with the other flashcards.
- Stick the three flashcards on different sides of the classroom. Choose five learners to come to the front. Say *Jump to the picture of badminton*. Learners jump to the correct picture.
- Say *Run to the picture of skateboarding*. Learners run.
- Say *Walk to the picture of hockey*. Learners walk.
- Repeat with a new group of learners, changing the order and verbs.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 86

1 3.05 Listen and number. Then sing the song.

-  Say *Open your Pupil's Books at page 86*. Say *Find someone playing hockey*. Learners point. Repeat with *basketball, baseball, skateboarding and football*.
- Say *Find someone kicking*. Learners point. Mime kicking. Ask *What am I doing?* (*Kicking*) Repeat with *hitting and throwing*.
- Say *He's throwing. Point to the picture*. Learners point. Say *Look*. Point and show learners number 1 is written by the boy throwing the ball. Say *Let's listen and write the numbers*.
- Play the audio or video. Learners listen and write numbers in the boxes.

CD3 Track 05

Rocky: I'm Rocky-Doodle-Do and ... here's our song for today:
Doing our favourite sports.

See song on Pupil's Book page 86

- Check answers.
- Learners stand up. Say each activity that appears in the song and mime the activity, e.g. mime throwing a ball into a basketball, throwing a ball, catching one, swinging a bat for a baseball. Learners repeat and mime.
- Play the audio or video again. Learners listen and sing.
- Repeat the audio. Learners sing and mime.

- Divide the class into three groups. Give each group a different part of the song. They sing and mime again, but only their part.

 3.06

Extension Once learners are confidently singing along to the song, try singing the karaoke version as a class.

2  3.07

Listen and say what they're doing.

-  Say *Let's listen*. Play the first item on the audio. Pause and ask *What's he doing?* Learners say *He's running*. Say *Yes. He's running. Let's listen again*.

CD3 Track 07

- | | |
|------------------------|-------------------------|
| 1 [running] | 5 [riding a skateboard] |
| 2 [playing basketball] | 6 [playing football] |
| 3 [playing hockey] | 7 [playing badminton] |
| 4 [playing baseball] | |

- Play the rest of the audio.

Key: 1 running 2 playing basketball 3 playing hockey 4 playing baseball 5 riding a skateboard 6 playing football 7 playing badminton

- Read the speech bubble from Rocky. Learners call out their ideas.

Activity Book, page 86

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Learners stand in a circle. Hold up a card with a frowning face on it. Look at the picture and make a disgusted face. Pretend to give it away. The aim is to give away the frowning face. Say *Throw a ball*. Mime throwing a ball. Ask *OK?* Learners say *Yes, OK*. Say *My sentence is good. I can give this away*. Give the card to a learner.
- Say an activity. If the learner mimes correctly, they can pass on the frowning face picture. Keep going around the circle until all the learners have mimed an activity. (Example instructions: *kick a ball, hit a ball, catch a ball, run to the middle, jump up and down, put your hands up*.)
- Put learners into groups of three. Give them blank cards – 20 per group. Slowly read out activity verbs: *kick, jump, run, play, catch*. As you say each word, the learners write them down, one letter per card (e.g. *R – U – N* would be on three cards).
- Check their cards and correct.
- Now ask the learners to mix up the cards. Tell them to remember and reassemble the words. The first group to rebuild the five words is the winner.

Learning outcomes By the end of the lesson, learners will be able to ask permission and understand if they can or can't do something.

New language *Can we play tennis? Yes, you can. No, you can't. bat, tennis racket*

Recycled language activities, places

Materials skateboard flashcard, a toy car or ball (optional), four pictures from Digital photo bank: a flat road with low hills, a cliff, the edge of a river, a skate park, Sports and hobbies 2 flashcards, audio, video, coloured pens or pencils, sports caps or flags (optional), digital Mission poster

Warm-up

- Learners draw three things they like doing. In pairs, they look at the pictures and guess what their partner likes, e.g. *You like swimming. (Yes, I do.)*

Presentation

- Show the flashcard of the skateboard. Put up the pictures of a flat road with low hills, a cliff, the edge of a river, and a skate park.
- Point to each picture and ask *Can I skateboard here? (Yes, you can. / No, you can't.)*

Pupil's Book, page 87



1 Which sport do they play? Listen and tick ✓.

- Say *Open your Pupil's Books at page 87. Let's listen and tick.*
- Use the artwork to teach *bat* and *tennis racket*.
- Play the audio or video. Learners listen and tick the correct sport. Check answers.

CD3 Track 08

Jenny: Dad! Can we play baseball?

Mr Friendly: No, sorry. We haven't got a baseball bat.

Jenny: We've got tennis rackets. Can we play tennis?

Mr Friendly: Yes, you can. But you can't play here. The garden's too small.

Jim: Can we go to the sports centre, please?

Mr Friendly: That's a good idea, Jim. Let's go to the sports centre.

Jenny: Great! We can all play tennis at the sports centre.

Key: Picture 3 (tennis)



Gracie's Grammar

- Say *Look at Gracie's Grammar*. Play the audio. Learners repeat the two sentences in the grammar box.
- Write the sentences on the board, but leave out the words *can* and *can't*. Play the audio again. Ask learners which words go into the spaces and write them in.

CD3 Track 09

See Pupil's Book page 87

2 Read and say the dialogue. Act it out.

- Say *Look at Activity 2*.
- Act out the sentences. Learners repeat.
- Divide the class into two: A and B. Play the audio, pausing so learners can repeat the lines of their character.
- Put the learners into pairs.
- Each pair reads the dialogue a few times. Correct pronunciation.
- Pairs cover the dialogue and act it out.

mission Stage 2

- Show learners the second stage of the digital Mission poster: 'Choose an activity'.
- Show learners Sports and hobbies 2 flashcards and ask them the names.
- Put learners into groups of four. They write four activities. Choose one learner from each group to be the 'sports captain'. If you have sports caps or flags, give them out to each captain. Spread the captains around the room.
- Ask the other learners to think of two activities or sports they would like to do on a sports day. Demonstrate going around the room and asking the captains questions, e.g. *Can I play football at your sports day?* The captains say *Yes, you can* or *No, you can't*. The captain can only say *Yes* if the sport is one of the four activities the group wrote. They note who liked their activities and report back at the end, e.g. *Paolo can play tennis and swim in our sports day*.
- Learners mingle and ask about sports.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 87

See pages TB120–132

Activity Book, page 82

- Say *Look at page 82 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 2*. Monitor.

Ending the lesson

- SA** Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Choose?' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

1



3.08

Which sport do they play? Listen and tick ✓.

1


☐

2


☐

3


☐


3.09

Gracie's Grammar

Can we **play** tennis? Yes, you **can**, but you **can't play** here.

2

Read and say the dialogue. Act it out.

A

Mum! Can we play football?

B

Yes, you can, but you can't play in the garden.

A

Can we go to the park, please?

B

That's a good idea. Let's go to the park.

A

Great. We can all play football in the park.

mission

STAGE 2

Choose activities for your sports day.

Can I play hockey?

Yes, you can.

My
mission
diaryActivity Book
page 82

Look after your body!

1  Watch the video.

2 Look and write.

stretch your arms stretch your legs ~~stretch your body~~ run jump



stretch your body



3  Listen and number the pictures. Listen again and do the warm-up.

Learning outcomes By the end of the lesson, learners will be able to understand more about the body and use words to describe it.

New language *stretch*

Recycled language verbs of movement

Materials flashcards of classroom, living room and park, video, some phrases on slips of paper (e.g. *eating an apple, playing football, riding a horse*), blank slips of paper, a soft ball or screwed up ball of paper, a waste paper bin, audio

Warm-up

- Put up three flashcards of places: a classroom, a living room and a park.
- Ask the learners to work in pairs and think of things they can do in the different places. Give them an example, e.g. *I can ride my bike in the park.*
- Give them three minutes to think of at least two things they can do in each place.
- Check their ideas.
- Point to different parts of your body (arms, legs, head, hands, eyes, nose, ears). Learners say the correct words.
- Say *Let's stretch our arms.* Stretch up to the ceiling. Say *Stretch.* Learners copy and repeat.
- Say *Now let's jump.* Jump up and down. Say *Jump.* Learners copy and repeat.

Pupil's Book, page 88

1 Watch the video.

- Say *Let's watch the video.* Learners watch the video about looking after your body and answer the questions at the end of the video.

2 Look and write.

- Look at the pictures. Say *Look at picture a.* Point to the phrases. Encourage learners to say *Stretch your body.* Point out the example phrase under the picture.
- Learners continue to match the phrases with the pictures. Monitor and check.
- Put learners into pairs to compare answers.
- Check answers with the whole group. When you say the phrases, learners repeat.
- Ask the learners to stand up. Say *Stretch your body* and stretch on the spot. Learners copy and repeat.
- Say the other phrases from the activity. Learners repeat and do the action.

Key: b stretch your legs c jump d stretch your arms
e run

3 Listen and number the pictures. Listen again and do the warm-up.

- Play the audio. Learners work in pairs and match the pictures to the exercises.
CD3 Track 10
OK, everybody, it's time to warm up! Let's run in a big circle. Now let's jump.
OK, now it's time to stretch. Stretch one arm ... Stretch the other arm ... Stretch two arms ... Good.
OK, now we stretch our legs. Can you touch your toes? Good, we're stretching our legs.
Now let's stretch our bodies. Yes, that's right, a nice big stretch. Well done, everybody. Now we're ready to do some sport!
- Check answers.
- Play the audio again. Learners do the actions.

Key: a 5 b 4 c 2 d 3 e (1)

Activity Book, page 88

See pages TB120–132

Ending the lesson

- Use a soft ball or a piece of paper screwed up into a ball. Take out your phrases written on slips of paper, e.g. *eating an apple, playing football, riding a horse.*
- Divide the learners into two groups: A and B.
- Invite a learner from group A to the front. Show him/her a slip of paper. The learner mimes the action. Other learners from group A call out what the learner is miming, e.g. *You're eating an apple.*
- Give the ball to group A and see if they can throw it into the waste paper basket. If they do, give them one point. They must give the correct sentence and get the ball into the bin to get a point.
- Repeat with group B.
- Continue to play until the phrases have all been used.

Learning outcomes By the end of the lesson, learners will be able to read and understand about being healthy.

New language *bones, diet, exercise, healthy, muscles, strong, sun cream, vitamin*

Recycled language verbs of movement

Materials picture from Digital photo bank of a skeleton, Food flashcards, large copies of the reading text or cut up copies of the text (optional)

Warm-up

- Choose four learners to come to the front. Say *Let's exercise*. Act out moving and jumping. Say *I'm doing exercise*. Check understanding. Learners repeat.
- Give the four learners at the front an instruction, e.g. *Touch the board*. They run to touch the board.
- Choose four more learners. Repeat the activity, but ask them to use a different part of their body, e.g. *Touch the window with your nose*.
- Continue the game using different parts of the body.

Presentation

- Show a picture of a skeleton. Point to the bones. Ask *What are these?* Say *Bones*. Learners repeat.
- Flex your arm and show where the muscles are. Ask *What is this?* Say *Muscles*. Learners repeat.
- Flex your arms in an exaggerated way and say *Look – I'm strong*. Learners copy and repeat. Jump around and say *I'm healthy*. Learners copy and repeat.
- Act out being weak and unhealthy. Say *I'm not strong. I'm not healthy. What can I do?*
- Encourage the learners to give you ideas, miming to help as necessary, e.g. *You can eat fruit*. Say *Yes – fruit is good for us. It gives us vitamins*. Check understanding. Encourage the learners to think about exercise and offer ideas, e.g. *You can run*.

Pupil's Book, page 89

4 What makes our bodies strong? Read and tick ✓.

- Say *Open your Pupil's Books at page 89*. Focus on the pictures. Ask *What can you see?* (*A child jumping/dancing, the sun, people riding bikes, a girl watching TV, a glass of water*)
- Learners work in pairs and guess which pictures show things that make our bodies strong.
- Learners read the text and check their ideas.
- Put learners into pairs and ask them to tick the correct pictures.
- Check with the whole class and see if the guesses were correct.

Alternative Copy and cut up the text into three sections. Give one part to each group of three learners. Get them to read their own part. They work together to tick the correct pictures by sharing information.

Key: 1 dancing 2 the sun 3 riding bikes
5 drinking water

mission Stage 3

- Show the class the third stage of the Mission poster: 'Warm-up'. Bend and stretch your arms out as if limbering up for an activity. Learners copy and repeat.
- Put the learners into groups of four. Learners plan their own warm-up routine. They practise giving instructions as they plan it, e.g. *Stretch your arms, Kick your legs*.

Stronger learners Learners can write a set of instructions.

Extra support Learners can do the movements and repeat the words. Monitor and guide.

- Once the groups are ready, invite them to the front of the class, group by group. Each group leads a warm-up routine for the rest of the class to follow.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 89

See pages TB120–132

Activity Book, page 82

- Say *Look at page 82 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* 3. Monitor.

Ending the lesson

- Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Warm-up' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

4 What makes our bodies strong? Read and tick ✓.

Body Power

- **Exercise**

Children need to exercise every day. Running, playing football, riding a bike and dancing help make your bones and muscles strong.

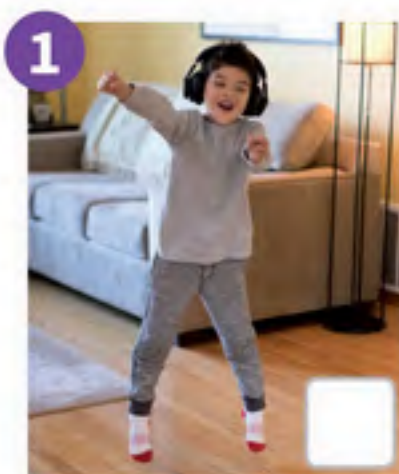
- **Play outside**

Vitamin D is important for your bones. Vitamin D comes from the sun. It's good to play outside, but remember to use sun cream when you are in the sun!

- **Drink water**

It's important to drink a lot of water. Drink more water when you do exercise and when it's hot.

Are you looking after your bones and muscles?



mission

STAGE 3

Prepare a warm-up routine.

Let's stretch our legs.

Now let's stretch our arms.



My
mission
diary

Activity Book
page 82

Show what you know about doing a warm-up

1 What can you see in the pictures? Talk about what you think is happening.



A good friend

‘Can we go and play in the park, Mum?’ Oliver asks.

‘OK,’ says Mum.

‘Come on, Amelia. Let’s go!’ Oliver says to his sister. He’s holding his skateboard, and Amelia’s taking her bike to the park.

‘Goodbye, Dad!’ they shout.

‘See you!’ Dad says. ‘Have fun!’

Now they’re in the park. Amelia’s riding her bike around the duck pond and Oliver’s skateboarding with two boys. They’re ten. Oliver’s only seven, but he’s tall. There’s a boy called Alfie in the park too. His mum is a friend of the children’s mother.



‘Can I play with you, Oliver?’ Alfie asks, but Oliver isn’t listening. He’s skateboarding with the other boys. ‘Can I play with you, Oliver?’ Alfie asks again.

‘I’m skateboarding, Alfie,’ Oliver says. ‘And you haven’t got a skateboard!’

Learning outcomes By the end of the lesson, learners will have read about a picnic, learnt about a balanced diet and learnt about helping a friend.

New language *duck pond, fall, have fun, help, hill, smile*

Recycled language numbers, present continuous, words and phrases describing activities

Materials pictures from Digital photo bank of a park with a duck pond and a hill, paper for each learner, coloured pens or pencils

Warm-up

- Show learners a smiley face emoticon. Say *Look – it's smiling*. Make an exaggerated smile. Learners repeat. Show learners a frowning emoticon. Say *Oh dear. It's not smiling*. Make an exaggerated frown. Learners repeat.
- Put learners into pairs. They tell their partner one thing that makes them smile and one thing that doesn't.

Presentation

- Say *We're going to read about a good friend*. Show a picture of a park with a duck pond. Say *In the story they go to the park and in the park there is ...* Point to the duck pond. Say *A duck pond*. Learners repeat.
- Show a picture of a hill. Say *In the story there is ...* Point to the hill. Say *A hill*. Check understanding. Learners repeat the word.
- Say *Be careful on the hill and at the duck pond. I don't want to ...* mime falling. Say *Fall*. Learners repeat. Ask *Can you help if I fall?* Check understanding of *help*. Learners repeat *Help*. Encourage them to say *Yes, I can help*.

Pupil's Book, pages 90–91

1 What can you see in the pictures? Talk about what you think is happening.

-  Put the class into groups of four. Say *Open your Pupil's Books at pages 90 and 91. What can you see in the pictures?* Give an example by pointing to the first picture. Ask *What are they doing? Where are they? What's happening?* Learners talk about what they see, e.g. *The boy is talking to his mum. The cat is watching. They are in the house*. Monitor.
- Check their ideas.
- Write the same questions on the board: *What are they doing? Where are they? What's happening?*
- Learners look at the rest of the pictures and answer the questions for each one. Don't worry if they are correct at this stage. Ask for some of their ideas.
- Say *Who is a good friend? Point*. Learners indicate their ideas. Ask *Why?* Learners give their ideas. Don't say if they are correct or not.



A good friend

- Ask learners to guess what happens in the story. Write some key words from their ideas on the board.
- Say *Read and listen to the first part*. Show them the paragraphs on page 90. Play the audio. Learners listen and read.

CD3 Track 11

See story on Pupil's Book pages 90–91

- Pause the audio. Ask *Where are they going? (The park) What is Oliver taking? (His skateboard) What is Amelia taking? (Her bike) Who is Oliver playing with? (Two boys) Who else is in the park? (Alfie)*
- Ask *Is Oliver being a good friend? (No) Ask Why? (Because he isn't playing with Alfie.) Ask Is Alfie a good friend? Why?* Learners suggest ideas. Don't give answers yet.
- Say *Read the next part*. Show learners the paragraphs on page 91. Play the audio. Check if their guesses about Alfie were correct.
- Point to the fourth picture. Ask *What are the boys doing? (Jumping) What is Oliver doing? (Jumping too)*
- Ask *Where is the skateboard? (Going down the hill) Is Oliver happy? (No) Who helps Oliver? (Alfie)*

Activity Book, page 90

See pages TB120–132

Ending the lesson

- Draw a skateboard on the board. Write the numbers 1 to 3 along the skateboard.
- Tell learners to think of three things they can do on a skateboard. Encourage them to use their imaginations, e.g. *Have fun, Go to school*.
- Put learners in groups of four to think of ideas.
- Share ideas.

Learning outcomes By the end of the lesson, learners will have summarised a story, recognised and written the spelling of food words and listened to identify people.

Recycled language verbs of movement, present continuous

Materials audio, coloured pens or pencils

Social and Emotional Skill: Identifying ways of being a good friend

- After reading the story, ask *Where are Oliver and Amelia? (In the park) Can Alfie play with Oliver? (No) Is Oliver a good friend? (No) Is Alfie a good friend? (Yes) Say Yes, Alfie is a very good friend because he helps Oliver. Oliver isn't nice to Alfie and makes Alfie sad, but Alfie helps Oliver. He's a nice boy.*
- Invite pairs of learners to role play one of the following sections:
 - Alfie: *Can I play with you, Oliver?*
Oliver: *I'm skateboarding and you haven't got a skateboard.*
 - Then say to the class *Imagine you are Alfie. How do you feel? (Sad) Is Oliver being a good friend? (No)*
 - Amelia: *Hey! Alfie wants to play with you, Oliver.*
Oliver: *Alfie's only six and he hasn't got a skateboard. I'm playing with those boys.*
 - Then say to the class *Imagine you are Amelia. How do you feel? (Angry) Is Amelia being a good friend? (Yes) Is Oliver being a good friend? (No)*
 - Oliver: *Stop my skateboard!*
Alfie: *Here's your skateboard.*
Oliver: *Thank you, Alfie.*
 - Then say to the class *Imagine you are Alfie. How do you feel? (Happy) Is Alfie being a good friend? (Yes) Imagine you are Oliver. How do you feel? (Happy) Is Oliver being a good friend? (Yes)*
 - Point out that being a good friend makes you feel happy.
 - Write on the board: *A good friend ... plays with me. is kind. helps me and other people. helps when I feel sad. makes me feel happy. doesn't get angry with me.*

Warm-up

- Say *Act out the story.* Summarise the story, sentence by sentence, and mime, e.g. *Oliver and Amelia are going to the park. Mime walking. Oliver is playing with the big boys. Mime skateboarding. Say He isn't playing with Alfie. Make a sad face. Say The boys are jumping and Oliver is jumping. Mime jumping. Say His skateboard is going down the hill. Mime shock. Say But Alfie is running after it. Mime running. Say Alfie is a good friend. Mime smiling.*

- Repeat and encourage the learners to act the story with you.
- Repeat and this time encourage the learners to say the sentences to you. Only step in if they get stuck.
- As they say the sentences, write them onto the board.
- Put the learners into groups of five. Give each one a role: Alfie, Amelia, Oliver and the two older boys. Tell them to act the story in their groups using the sentences on the board to help them.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 91

2 Answer the questions.

- Say *Open your Pupil's Books at page 91.*
- Learners work in pairs and answer the first question.
- Check answers.
- Ask learners to think about a friend. Show them some pictures of your own or use pictures from the Internet if you prefer. Give an example, e.g. *This is my friend Jane. We play tennis. We talk. We have fun.* Check understanding of *fun*. Say, e.g. *Jane is nice. She helps me.* Check understanding of *help*.
- Put learners into small groups of three or four. Each learner tells the group about his/her friend and what they do.

Key: 1 Alfie is a good friend. He helps Oliver.

3 Ask and answer.

- Learners stay in their groups. Ask *Do you like skateboarding?* Learners discuss.
- Ask a few groups who likes skateboarding and who doesn't. Ask questions to some of the learners who say they like it, e.g. *Who do you skateboard with? Where do you skateboard?*
- Now ask *What's your favourite hobby?* Learners discuss in their groups, e.g. *I like cooking. I make eggs for breakfast.*

Activity Book, page 91

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Learners draw a picture of a sports activity and write the word. Monitor and check.
- Learners stand in a circle.
- Say *Find someone with the same activity.* Learners run and find a partner. They hold up their activity and say what it is.



Amelia's riding her bike nearby. 'Hey! Alfie wants to play with you, Oliver,' she says. 'Alfie's only six and he hasn't got a skateboard!' says Oliver. 'I'm playing with those boys. They're my new friends. Wow! They're doing jumps.'

Oliver's jumping too, but it's very difficult! WHAM! He falls on the ground. 'Oh, no! Stop!' Oliver's skateboard's moving fast down the hill to the duck pond.



Little Alfie's running down the hill after the skateboard. He's got it! He's giving it back to Oliver. 'Thank you, Alfie,' says Oliver. Alfie's smiling. He's only six, but he runs fast! He's a nice boy. It's good to help your friends.



2 Answer the questions.

- 1 Who is the good friend in the story?
- 2 Have you got a good friend? Talk about your friend.

3



Ask and answer.

Do you like skateboarding?

No, I don't.

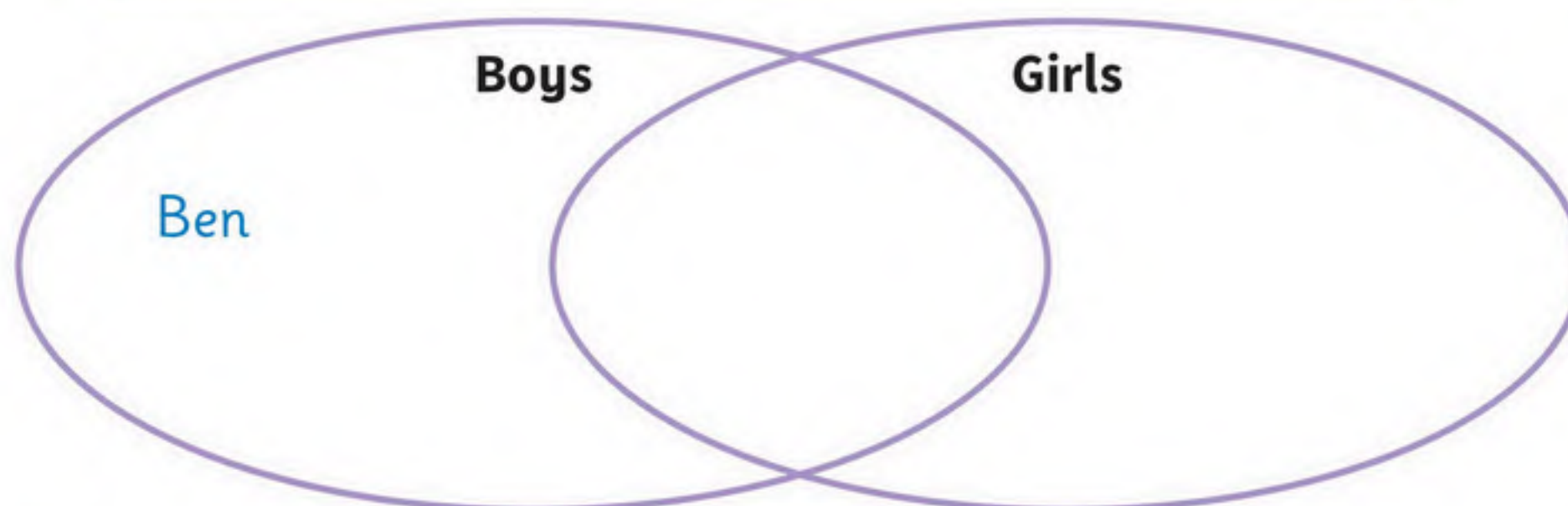
What's your favourite hobby?

It's swimming.



1 Write the names in the diagram.

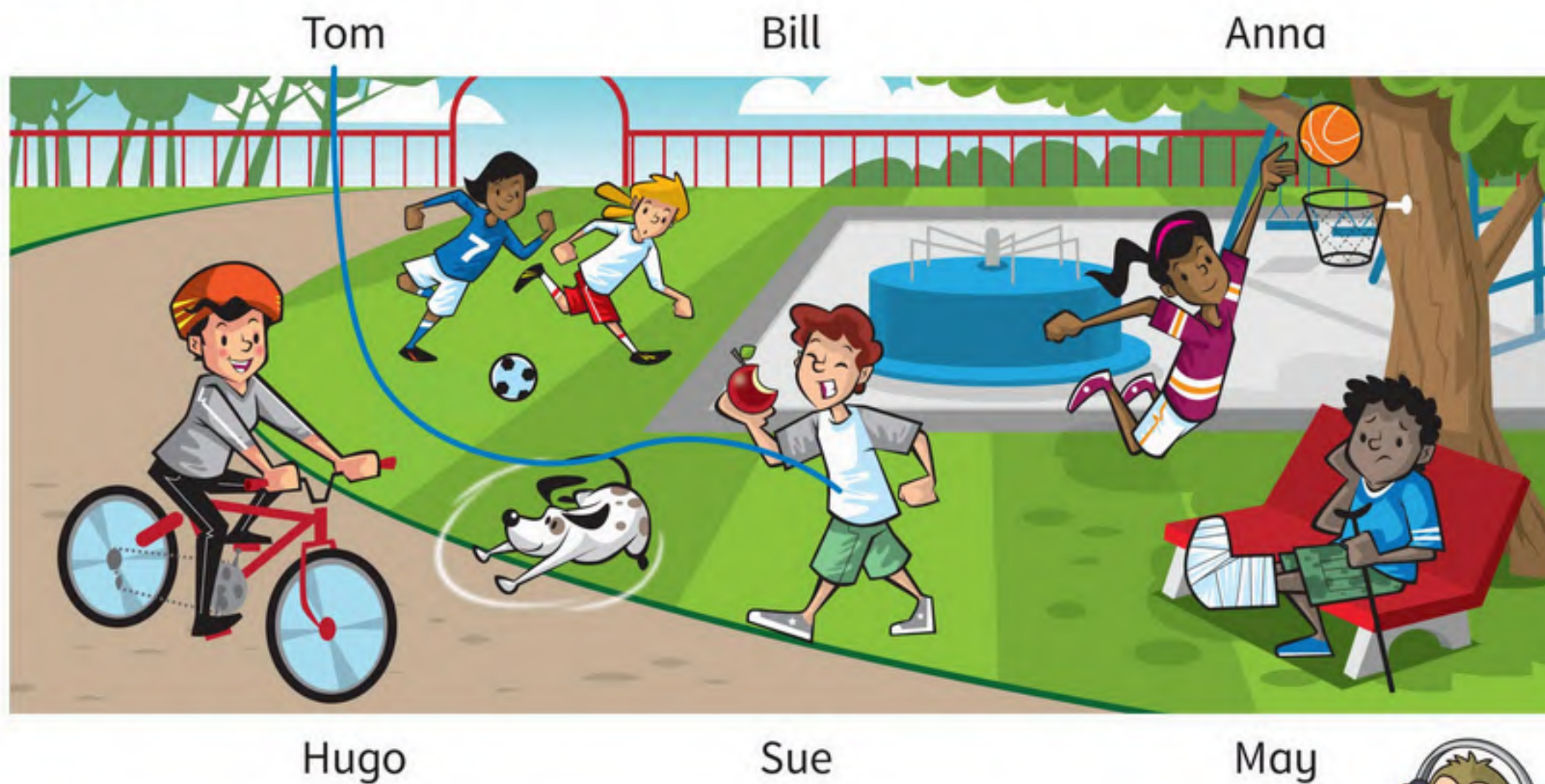
Ben Alex Sue Sam Bill Jill Pat Hugo May



**2 Look at the picture in Activity 3.
Point and say what the people are doing.**

These girls are playing football.

3 Listen and draw lines. There is one example.



Draw one line for each name you hear.



Learning outcomes By the end of the lesson, learners will have listened and labelled a picture accurately by listening to what people are doing.

Recycled language activities, colours

Materials Sports and hobbies 1 and 2 flashcards, audio, paper, coloured pens or pencils

Warm-up

- Put Sports and hobbies 1 and 2 flashcards on a table or the floor, picture side up. Call out one of the phrases.
- Learners run to grab or touch the card. The first person to grab or touch the card wins it.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say *Let's do a listening exam*. Write *Listening Exam* on the board.
- Say *We can use pictures and words to help us*.

Pupil's Book, page 92

1 Write the names in the diagram.

- Ask learners to stand up. Say *Girls, stretch your arms in the air*. Demonstrate. Repeat with the boys.
- Point to a girl. Ask *What's your name?* (e.g. *Eliza*) Repeat with a few girls. Point to a boy and repeat the sequence. Tell the learners to sit down.
- Say the names of the girls again. Ask *Are they girls' names or boys' names?* (*Girls'*)
- Say *Open your Pupil's Books at page 92. Look at number 1*. Read the first name *Ben*. Ask *Boy or girl?* (*Boy*) Show the learners where to write the name on the diagram.
- Learners continue to add the names to the diagram.

Key: Boys: Bill, Hugo Boys and Girls: Alex, Sam, Pat
Girls: Sue, Jill, May

2 Look at the picture in Activity 3. Point and say what the people are doing.

- Point to different people in the picture. Ask *What is he/she doing? What colour is he/she wearing?* Learners ask and answer in pairs.

3 Listen and draw lines. There is one example.

- Point out the exam tip at the bottom of Pupil's Book page 92. Say *Draw one line for each name you hear*. Show the first example. Play the audio to the end of the example. Pause the audio.
- Ask learners *Where's Tom?* (*In the park*) Ask *What's he doing?*

(*Eating an apple*)

- Say *Now listen and draw*. Play the audio. Learners listen and draw lines. Check answers.

CD3 Track 12

Man: That's a nice photo, Tom.

Tom: Yes, I'm in the park with my friends. Look, that's me. I'm eating an apple.

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

1 Tom: Look at the funny dog! That's Bill's dog.

Man: Who is Bill?

Tom: He's the boy with the blue T-shirt.

Man: Is he under the tree?

Tom: Yes.

2 Tom: That boy is very happy!

Man: Which boy? The boy riding a bike?

Tom: Yes.

Man: What's his name?

Tom: It's Hugo.

Man: Oh, OK!

3 Man: Can you see Sue?

Tom: No. Where is she?

Man: She's playing football.

Tom: Oh, yes. There's Sue. She's got a big seven on her T-shirt.

Now listen again.

[Repeat track]

- Say *Well done. When you listened, you used the picture and the words about what people are doing. Good job!*

Activity Book, page 92

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?

Learning outcomes By the end of the lesson, learners will have revised the language in the unit, acted out a sports day and done a warm-up routine.

Recycled language unit language

Materials soft balls (one per six to eight learners)

Warm-up

- Put learners into groups. Give each group a ball. Learners throw the ball to each other. Every time they catch the ball, they say the name of a part of the body. Once they have done this, they can throw the ball to someone else. They can't say the words again.

Presentation

- Write on the board: *Sports Day*.
- Say *Write the name of a sport you like*. Monitor and support.
 - Extra support** You can give out a list of words. Learners choose one to copy.
 - Fast finishers** Learners can add extra activities.
- Put the learners into pairs. Say *Show your partner the sport*. Learners mime and their partner guesses the sport.

Pupil's Book, page 93

mission in action!

Act out your sports day.

- Learners work in groups of five. Demonstrate asking about sports. Ask *Can we play tennis?* (Yes, that's a great idea.) Learners choose three sports to act out together.
- Learners choose a presenter. They act out the sports and the presenter practises saying what they are doing.
- Learners practise a warm-up routine. The presenter practises describing it. Monitor as they prepare.
- Bring all the learners back together. Ask a confident group to do their warm-up with the class. The members of the group stand at the front and demonstrate. The presenter describes. All the class copy. Then the group acts out different sports and the presenter describes, e.g. *Laura and David are playing tennis*.
- Repeat with other groups.
- As each group finishes, encourage the learners to say *Well done!* and for the group to reply *Thank you*.
 - Extra support** Learners can act out the sports.
 - Stronger learners** Learners can ask additional questions, e.g. *Which sport is your favourite?*
-  Say *Open your Pupil's Books at page 82*. Show the picture from the unit opener and point to the girl with the guitar. Say *Tell me about the girl*. (e.g. *She has black hair. She's skateboarding*.) Point to the boy with the football. Ask *What is he doing?* (*He's playing football*.) Point to the ball.

Say *Tell me about the ball*. (e.g. *It's a football. We can play football in the park. It's a big black and white ball*.) Repeat with other pictures on the page and in the unit. Say, e.g. *Tell me about the picnic*. (e.g. *There are apples*.) Learners repeat the activity in pairs.

- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- SA** Say *Did you like our 'Have a sports day' Mission?* Put a picture of a smiley face on the wall at one end of the class and a picture of a frowning face on the opposite wall. Demonstrate that if learners loved the Mission they stand near the smiley face and if they didn't they stand near the frowning face.
- Say *Did you do better than the last Mission – Act out a wildlife tour? Better? Or not?* Ask them to stand near the smiley or frowning face.
- Choose learners near the smiley face and ask *What was good?* Learners answer.
- Say *Our next Mission is 'Have a friend to visit'*. Choose learners near the frowning face and say *What wasn't so good this time? How can we do better?* Learners suggest ideas, e.g. *We can read the words at home*.

Activity Book, page 93

See pages TB120–132

Activity Book, page 82

- Say *Look at page 82 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* the final stage. Monitor.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. They write the new words into their word stack. See Introduction for techniques and activities.

Ending the lesson

- Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell the learners *You have finished your Mission! Well done!*

mission in action!

Act out your sports day.

My
mission
diary

Activity Book
page 82

★ **Do your warm-up routine with the class.**

Now we stretch our arms.

★ **Choose presenters for your sports day.**

Can I be a presenter?

OK!

★ **Act out your sports. The presenters say what everyone is doing.**

They're running.

David is the winner!

★ **Say 'well done' to everyone.**

Well done!

Thank you.

