

## Unit overview

## Key Competences and Key Learning Outcomes



- Identify and say ten sports (Lesson 1)
- Talk about the sports you play (Lesson 1)
- Use the present simple 'I' and 'you' (Lesson 2)
- Read, listen and understand a story about Molly's activities (Lesson 3)
- Identify and say six action verbs (Lesson 4)
- Read about Sports Day in Britain (Lesson 6)
- Watch and understand a video about Sports Day (Video and 21st Century Skills)



- Use the Pupil's App on Navio



- Use a strategy to practise spelling key words (Lesson 1)
- Say a tongue twister and practise 'ai' and 'ay' spellings (Lesson 5)
- Review language in the unit and reflect on your own learning (Lesson 8)
- Practise activity types found in the Cambridge Exams: Pre A1 Starters



- Understand the importance of organising personal possessions (Lesson 3)
- Learn to join in (Video and 21st Century Skills)



- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Play a communication game about sports (Lesson 5)



- Sing three songs (Lessons 1, 4 and 8)
- Understand, act out and give an opinion on a story (Lesson 3)
- Think about the sports you play at school (Lesson 6)
- Read, understand and act out a poem (Lesson 7)

## Vocabulary

## Core vocabulary

*baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball; bounce, catch, hit, jump, kick, throw*

## Extension vocabulary (optional)

*(go) climbing, (go) fishing, (go) sailing, (play) badminton, (play) golf, (play) table tennis; (do) athletics, (do) ballet, (do) gymnastics, (do) karate*

## Other vocabulary

*indoors, outdoors; bat, football boots, goggles, mess, rollerblades, sports centre, tennis racket; underarm, overarm*

## Recycled vocabulary

*I like, I love, I don't like; Days of the week; ball, balloon, big, fast, hands, legs, run, small, swimsuit*

## Structures

## Core structures

*Do you play any sports?  
I play (tennis). I go (swimming) (on Saturday).  
Do you (play football / go cycling)? Yes, I do. No, I don't.  
He / She (plays) (tennis) (on Monday). He / She (kicks / throws / hits) the ball.*

## Other structures

*What's your favourite sport?  
My favourite sport is (football).  
What sports do you play at school?*

## Recycled structures

*I (like / love) ... I don't (like / love) ...  
Do you like (hockey)? Yes, I do. No, I don't.*

## Phonics

Alternative vowel spellings 'ai' / 'ay' (snails, play, rain, day)



## British Culture

Sports Day



## Literacy

**Text type:** a poem (text to express)

**Reading skills:** predicting from pictures; scanning; sequencing; reading a poem



## 21st Century Skills

**Ways of working:** learn to join in



## Cooperative learning

- **Song:** *Well Done!* (Lesson 8)
- **Skills:** Encouraging participation (Lesson 2); Think-Pair-Share (Lessons 3, 8); Working together as a team (Lesson 5); Working together as a class (Lesson 7)

## Values

The importance of organising personal possessions.

## Cross-curricular links

## Links to Science

**The human body:** joints that move when we play different sports; safety equipment for sports; muscles pull our bones to help us move.

## Suggested Arts and Crafts concepts

Identifying and using lines, shapes and colours; creating a matching game.

**Key Competences and Key Learning Outcomes**

- Identify and say ten different sports
- Say the vocabulary chart
- Stick the sports stickers
- Identify joints that move when we play sports (optional)
- Use a strategy to practise spelling key words
- Sing a song about sports

**Key language**

- baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball
- Do you play any sports? I go (cycling). I play (football).

**Extension vocabulary**

- (go) climbing, (go) fishing, (go) sailing, (play) badminton, (play) golf, (play) table tennis
- Recycled:** cloudy, foggy, rainy, snowy, stormy, sunny, windy
- Other vocabulary:** indoors, outdoors

**Materials**

- Pupil's Book p8; Activity Book pp6 and 15; Class CD1; Teacher's App on Navio; Unit 1 stickers
- Weather flashcards; sports flashcards
- Teacher's Resource Bank: Sports word cards
- Teacher's Resource Bank: Task flashcards: Think-Pair-Share, listen, sing, read, stick, say, match, write, tick, Talk Partners

**Optional materials**

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

**At a Glance Lesson Plan**

**Pupil's Book**

**Activity Book**

**Starting the lesson**

- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share** Review weather words.
- Set learning outcomes using the task flashcards.

**Vocabulary presentation**

- Present the new vocabulary.

**Activity 1**

- Listen and point.
- CD1 Track 12 p256
- Sing Do you play any sports?

**Word cards**

- Read the word cards.
- Match them to the flashcards.

**Activity 2**

- Read and stick the ten stickers.
- Listen and say the chant.
- CD1 Track 14 p257
- Go to the Activity Book.

**Unit 1 Move your body Lesson 1 Vocabulary**

**1 Listen and point. Sing Do you play any sports?**

Do you play any sports?  
Do you play any sports?  
I play volleyball and basketball.

Indoors, outdoors, anywhere is fun.  
Come and play with us!  
Do you play any sports?  
Do you play any sports?  
I play football and tennis.

Chorus  
Do you play any sports?  
Do you play any sports?  
I go swimming and rollerblading.

Chorus  
Do you play any sports?  
Do you play any sports?  
I go cycling and skateboarding.

Chorus

**2 Read and stick the ten stickers. Listen and say the chant.**

football basketball tennis baseball skateboarding

**Learning to learn** Spelling: go to page 15 in your Activity Book.

8 eight Key learning outcomes: identify and say ten sports; sing a song about sports Vocabulary: sports

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

- Reinforcement**
- Play Which one's missing?
- Vocabulary extension**
- Present six additional vocabulary items.

**Link to Science**

- The human body:** joints that move when we play sports

**Learning to learn**

- Spelling**
- Practise spelling at any time during this unit (Activity Book p15).

**Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



**Unit 1 Move your body Lesson 1 Vocabulary**

**1 Read and match. Say.**

- I play volleyball and football.
- I go cycling and swimming.
- I play basketball and hockey.
- I go skateboarding and rollerblading.
- I play tennis and baseball.

**2 Look and write. Tick (✓) and say the sports you do.**

basketball football tennis swimming cycling skateboarding

1 I play tennis. I go. I play. I go.

2 I go. I play. I go.

3 I go. I play. I go.

4 I go. I play. I go.

5 I go. I play. I go.

6 six

**Activity Book**

- Activity 1**
- Read and match. Say.

- Activity 2**
- Look and write.
- Tick (✓) and say the sports you do.

- Recycled vocabulary**
- Look, remember and write the word.

**Spelling**

**Let's practise spelling!**

- Use the Look-Copy-Cover-Write technique.

- Recycled vocabulary**
- Look, remember and write the phrase.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### **Think-Pair-Share** Review weather words.

- Ask **Can you remember the weather words?** The class thinks silently for a minute.
-  **Talk Partners** The pupils work with a Talk Partner to name the weather words.
- Invite pairs to say a different weather word. Hold up the flashcard. The class repeats. Ask **What's the weather like today?** The pupils complete a weather chart.

#### Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to learn the names of different sports.**
- Hold up the task flashcards in turn and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Vocabulary presentation

#### Present the new vocabulary.

- (Books closed.) Ask **What sports do you like?** Elicit the names of sports the pupils know.
- Stick the flashcards of any sports the pupils name on the board. Slowly reveal the remaining flashcards naming them as you do so.
- Prompt the class to mime playing each sport. Stick the flashcards on the board. Point to each one in turn and say the word with the pupils.

### Pupil's Book Activity 1

#### Listen and point. Sing *Do you play any sports?*

##### ▶ CD1 Track 12 p256

- (Books open.) Ask **Where are Molly and Jake?** (*At the sports centre.*) **What sports can you see?** The class points to and names the different sports.
- Play the CD. The pupils listen and point to the sports on the page.
- Play the CD again. The pupils sing and do the actions.

### Word cards

#### Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up a sports word card. The pupils read collectively. A pupil sticks the word card next to the flashcard on the board. Repeat.
- Point to each word card. The pupils read the words.

### Pupil's Book Activity 2

#### Read and stick the ten stickers. Listen and say the chant.

##### ▶ CD1 Track 14 p257

- Ask a pupil to read the first word. The pupils stick the corresponding sticker above the word.
-  **Talk Partners** The pupils find and stick the remaining stickers. Encourage them to help each other using cooperative language (*Is this hockey? Yes. Where does this go? Here.*)
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

### Activity Book

#### Activity 1

##### Read and match. Say.

- (Books open.) Ask different pupils to read out the sentences. The class points to the picture.
- The pupils read and match individually.

Answers: 1 d 2 e 3 a 4 b 5 c

#### Activity 2

##### Look and write. Tick (✓) and say the sports you do.

- (Books open.) Invite different pupils to name the sports. The pupils complete the sentences. Point to picture 5 and say **I play football. Do you play football?** The pupils tick this sport if they play it. Repeat for the other sports.
-  **Talk Partners** The pupils tell a Talk Partner which sports they play.

Answers: 1 tennis 2 cycling 3 basketball 4 swimming  
5 football 6 skateboarding

#### Recycled vocabulary

- The pupils look at the picture and write the phrase.

Answer: Arts and Crafts

### Ending the lesson

#### Review the lesson.

- Say **Today we've learnt the names of sports. Which sports do you remember?** Elicit the sports.

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which was your favourite?** Elicit the pupils' favourite activities.

### Extra activities

#### Reinforcement

- Play *Which one's missing?* (See p23.)

#### Vocabulary extension

- Present six additional sports words: (*go*) climbing, (*go*) fishing, (*go*) sailing, (*play*) badminton, (*play*) golf, (*play*) table tennis.
- Use the Vocabulary Booster on Navio to practise these new words.

### Link to Science

- If you are studying the Science topic of **the human body** in English, you could review the joints the pupils move to play each sport.
- Say one of the sports. In pairs, one pupil mimes the sport and the other one points to and names the joints that are moving. Change roles and repeat.

### Spelling (Activity Book p15)

#### Let's practise spelling!

- The pupils can practise spelling the ten sports words using the *Look-Copy-Cover-Write* technique at any time during this unit before the Lesson 8 Review.

#### Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: sunny

## Key Competences and Key Learning Outcomes

- Understand and act out a conversation
- Complete and practise a conversation
- Use the present simple 'I' and 'you'

- Listen for specific information

## Key language

**Recycled:** baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball

**Recycled:** Do you play any sports? I play tennis, I go swimming. Do you (play football)? Yes, I do. No, I don't.

**Other vocabulary:** goggles, mess

## Materials

- Pupil's Book p9; Activity Book p7; Class CD1; Teacher's App on Navio
- Sports flashcards
- Teacher's Resource Bank: Task flashcards: *listen, act out, tick, read, write, follow, circle, Talk Partners*

## Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

## At a Glance Lesson Plan

## Pupil's Book

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the *Do you play any sports?* song.
- ▶ *CD1 Track 12 p256*
- ▶ *CD1 Track 13 p257 (optional karaoke version)*
- **Talk Partners**  
Review sports vocabulary.
- Set learning outcomes using the task flashcards.

## Activity 1

- Listen and repeat.
- ▶ *CD1 Track 15 p257*
- **Talk Partners** Act out.

## Activity 2

- Listen and tick (✓).
- ▶ *CD1 Track 16 p257*

Lesson 2 Grammar 1

1 Listen and repeat. Act out.

Molly: Look at this mess! Do you play tennis and basketball?  
Beth: Yes, I do. And I go rollerblading.  
Molly: Do you go swimming, too?  
Beth: Yes, I do. Where are my goggles?  
Molly: Here they are!  
Beth: Thanks, Beth!

**Grammar**  
I go rollerblading.  
Do you play tennis?  
Yes, I do. No, I don't.

2 Listen and tick (✓).

1

cycling    volleyball    rollerblading    hockey    swimming

Key learning outcomes: use present simple: 'I' and 'you'  
Grammar: I go rollerblading. Do you (play tennis)? Yes, I do. No, I don't. **nine 9**

## Grammar focus

- go or play?
- ➔ Go to the Activity Book.

## Ending the lesson

- Review the lesson.
- Review the task flashcards.



## Cooperative learning

- Encouraging participation**
- Play *Class chain*.

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Activity Book

Lesson 2 Grammar 1

1 Read and write. Follow and circle.

play go Yes, I do. No, I don't.  
1 Do you play volleyball? Yes, I do. No, I don't.  
2 Do you \_\_\_\_\_ cycling? Yes, I do. No, I don't.  
3 Do you \_\_\_\_\_ basketball? Yes, I do. No, I don't.  
4 \_\_\_\_\_ swimming? Yes, I do. No, I don't.  
5 \_\_\_\_\_ hockey? Yes, I do. No, I don't.

2 **Talk Partners** Write a conversation. Act out.

Do you \_\_\_\_\_?  
\_\_\_\_\_ And I \_\_\_\_\_  
Do you \_\_\_\_\_, too?  
\_\_\_\_\_

Do you play tennis?  
Yes, I do. And I go swimming.

**seven 7**

## Activity Book

## Activity 1

- Read and write. Follow and circle.

## Activity 2

- Write a conversation.
- **Talk Partners**  
Act out.

## Recycled vocabulary

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Review the *Do you play any sports?* song.

▶ *CD1 Track 12 p256*

▶ *CD1 Track 13 p257 (optional karaoke version)*

- Sing the *Do you play any sports?* song from Lesson 1 (or use the karaoke version). Hand out the sports flashcards to ten pupils and tell them to stand in a line. The class sings and the pupils hold up the flashcards when they hear the sports in the song.

#### Review sports vocabulary.

- Play *Quick flash*. (See p23.)
-  **Talk Partners** The pupils take turns to mime and guess the sports.

#### Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to ask and answer about sports you play.**
- Hold up the task flashcards and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Pupil's Book Activity 1

#### Listen and repeat. Act out.

▶ *CD1 Track 15 p257*

- (Books open.) Ask **Where are Molly and Beth? Is Molly's bedroom tidy? Explain Beth is helping Molly sort out her sports equipment.**
- Play the CD. The children listen and read the conversation. Ask **Does Molly play tennis? Does Molly play basketball? Does Molly go swimming? What does Beth find?**
- Play the CD again. Pause for the pupils to repeat.
-  **Talk Partners** The pupils practise the conversation with a Talk Partner.
- Ask the children if their bedroom is a mess.

### Pupil's Book Activity 2

#### Listen and tick (✓).

▶ *CD1 Track 16 p257*

- (Books open.) Name the sports in each scene. Ask **What sport does Molly play?**
- Play the CD. Pause and elicit the answer. Check that the pupils have ticked the correct box. Repeat for Beth and Jake.

**Answers:** Molly: football, Beth: volleyball, Jake: skateboarding

### Grammar focus

#### go or play?

- Point out that for some sports we say 'go' and for others we say 'play'. Draw a two-column chart on the board. *Go: cycling, swimming, rollerblading, skateboarding; Play: football, tennis, basketball, volleyball, hockey, baseball.*
- Show the sports flashcards or word cards and elicit: *I play tennis / I go cycling*, etc. Place the flashcards in the corresponding column. Ask what the sports in each column have in common (play: they use a ball; go: they end with *-ing*).

### Activity Book

#### Activity 1

#### Read and write. Follow and circle.

- (Books open.) Hold up your book and read out the first question. Follow the path with your finger to the answer. Ask a pupil to complete the second question orally and read it out.
- Prompt the whole class to follow the path with their finger and elicit the correct answer.
- The pupils work on their own to complete the questions, draw the paths and circle the correct answers.

**Answers:** 1 No, I don't. 2 go; No, I don't. 3 play; Yes, I do. 4 Do you go; Yes I do. 5 Do you play; No, I don't.

### Activity 2

#### Write a conversation. Act out.

- Point to the picture of Molly and Jake. Invite a pupil to act out the conversation with you.
- Focus the class on the incomplete speech bubbles. Invite a pupil to read the first speech bubble and add a sport. Repeat for the other speech bubbles.
-  **Talk Partners** The pupils write and practise their own conversation with a Talk Partner. Invite different pairs of pupils to act out their conversations for their classmates.
- If you introduced any additional sports vocabulary in Lesson 1, encourage the pupils to use some of this in their conversations: *Do you play badminton?*

#### Recycled vocabulary

- The pupils look at the picture and write the word.

**Answer:** Maths

### Ending the lesson

#### Review the lesson.

- Say **Today you've asked and answered about sports.** Elicit the question and short answers from the pupils: *Do you play tennis / go rollerblading? (Yes, I do. / No, I don't.)*

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.



### Cooperative learning

#### Encouraging participation

- Play *Class chain*. Organise the class into a large circle. Show the pupil on your right one of the sports flashcards and ask **Do you (play tennis)?** Elicit *Yes, I do. / No, I don't*. Pass the flashcard to the pupil, who turns to the pupil on his / her right and repeats the question. The flashcard is passed around the circle, with pupils asking and answering each time, until it returns to you. When the pupils are more confident, pass several flashcards around the chain at the same time. Praise the class for working so well together.

**Key Competences and Key Learning Outcomes**

- Read, listen and understand a story about Molly's activities
- Read the story with some fluency
- Become familiar with the story through a pre-reading task
- Understand the importance of organising personal possessions
- Understand and act out the story
- Give an opinion on the story

**Key language**

- I play baseball. Molly plays tennis on Monday.*
- Recycled:** *baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball; ball, run; swimsuit; days of the week*
- Recycled:** *Do you (play tennis / go cycling)? Yes, I do. No, I don't.*

**Other vocabulary:** *bat, football boots, rollerblades, sports centre, tennis racket*

**Materials**

- Pupil's Book pp10–11; Activity Book p8; Class CD1; Teacher's App on Navio
- Sports flashcards
- Teacher's Resource Bank: Task flashcards: *listen, read, act out, write, match, draw, Talk Partners*
- Teacher's Resource Bank: Unit 1 Lesson 3 Animated Story

**Optional materials**

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

**At a Glance Lesson Plan**

**Starting the lesson**

- Use the Trinity Exam Practice cards (optional).
- Review the *Do you play any sports?* song.
- ▶ *CD1 Track 12 p256*
- ▶ *CD1 Track 13 p257 (optional karaoke version)*
- Set learning outcomes using the task flashcards.

**Before you read**

- Explain the story title.
- Read and answer the question.

**Activity 1**

- Listen and read.
- ▶ *CD1 Track 17 p257*
- Talk Partners**
- Act out.

*Now watch the animated story!*

**After you read : Activity 2**

- Go to page 8 in your Activity Book.
- Values: Read and write.

**Pupil's Book**

**1 Lesson 3 Story**

**Before you read** What sports are in the story?

**1 Listen and read. Act out.**

**The very busy week**

**1** Molly loves sport. Every day, she goes to the sports centre. Every day, she plays a different sport.

**2** Today is Monday, Molly plays tennis on Monday.

**3** Today is Tuesday, Molly plays football on Tuesday.

**4** Today is Wednesday, Molly plays basketball on Wednesday.

**5** Today is Thursday, Molly goes rollerblading on Thursday.

**6** Today is Friday, Molly goes swimming on Friday.

**After you read**

**1** Go to page 8 in your Activity Book.

**2 Values** Read and write.

throw away organise play

Remember to \_\_\_\_\_ your things.

ten

eleven

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Cooperative learning**

- Think-Pair-Share**
- Remember ten sports words.

**Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



**Activity Book**

**1 Lesson 3 Story**

**After you read**

**1 Remember the story. Write and match.**

rollerblading baseball swimming basketball football tennis

1 I go \_\_\_\_\_ swimming \_\_\_\_\_ on Monday.

2 I play \_\_\_\_\_ on Tuesday.

3 I play \_\_\_\_\_ on Wednesday.

4 I go \_\_\_\_\_ on Thursday.

5 I play \_\_\_\_\_ on Friday.

6 I play \_\_\_\_\_ on Saturday.

**2** What sports do you play? Write and draw.

I play \_\_\_\_\_

on \_\_\_\_\_

I go \_\_\_\_\_

on \_\_\_\_\_

eight

**Activity Book**

**After you read: Activity 1**

- Remember the story. Write and match.

**Recycled vocabulary**

- Look, remember and write the word.

**Activity 2**

- What sports do you play? Write and draw.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Review the *Do you play any sports?* song.

► CD1 Track 12 p256

► CD1 Track 13 p257 (optional karaoke version)

- Stick the sports flashcards from the *Do you play any sports?* song around the room. Play the CD (or use the karaoke version). The pupils sing and point to the flashcard of each sport as it appears in the song.

#### Set learning outcomes using the task flashcards

- Say **Today we're going to listen to a story.**
- Hold up the task flashcards and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Before you read



#### Explain the story title.

- (Books open.) Focus on the title and explain that Molly is very busy.

#### Read and answer the question.

- Read the speech bubble. The pupils scan the story to find the different sports that Molly does.
- **Talk Partners** The pupils feed back to a Talk Partner. The class names the sports.

**Answers:** tennis, football, basketball, rollerblading, swimming, baseball

### Pupil's Book Activity 1



#### Listen and read. Act out.

► CD1 Track 17 p257

- (Books open.) Play the CD. The pupils follow the text with their finger. Pause the CD between each story frame to check understanding.

#### Suggested comprehension questions

- Frame 1: **What does Molly love?** (*She loves sport.*)
- Frame 2: **What day does Molly play tennis?** (*Monday.*)
- Frame 3: **What sport does Molly do on Tuesday?** (*Football.*)

- Frame 4: **What day does Molly play basketball?** (*Wednesday.*)
- Frame 5: **What sport does Molly do on Thursday?** (*Rollerblading.*)
- Frame 6: **What has Molly got?** (*Her tennis racket.*)
- Frame 7: **What can the magic bike do?** (*Help Molly organise her things.*)
- Frame 8: **What sport does Molly do on Saturday?** (*Baseball.*)
- Ask **Did you like the story? What part did you like best?**
- **Talk Partners** The pupils choose their favourite frame.
- Organise the class into four groups (Beth, Molly, Jake and the narrator).
- Play the CD. Each group joins in when their character speaks. If necessary, pause the CD after each sentence for the pupils to repeat.
- The pupils swap roles and repeat the activity.

### After you read

#### Pupil's Book Activity 2



➔ Go to page 8 in your Activity Book.

### Activity Book



#### After you read: Activity 1

##### Remember the story. Write and match.

- (Books open.) Say **Do you remember the story? Molly is talking about the sports she does.** Read out the first sentence and ask one of the pupils to match it to the corresponding day.
- **Talk Partners** The pupils read the completed sentences with a Talk Partner.

**Answers:** 1 swimming on Friday 2 football on Tuesday  
3 tennis on Monday 4 rollerblading on Thursday 5 baseball on Saturday 6 basketball on Wednesday

#### Activity 2

##### What sports do you play? Write and draw.

- (Books open.) Read out the start of the first sentence and elicit a sport from the story that the pupils do themselves. The pupils write the day and draw themselves doing the sport.

### Talk Partners

- The pupils show their work to a Talk Partner and say which sports they do. Encourage them to ask each other **Do you play (football)?**

### Recycled vocabulary

- The pupils look at the picture and write the word.

**Answer:** ICT

### Pupil's Book Activity 2



#### Values: Read and write.

- Read the value and prompt the class to choose the correct word to complete the sentence. Ask **Do you organise your things?**

**Answer:** organise

### Ending the lesson

#### Review the lesson.

- Say **Today we listened to a story about Molly's busy week.** Elicit some of Molly's activities.

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.



### Cooperative learning

#### Think-Pair-Share

- Ask **Can you remember the ten sports?** Ask the class to think silently on their own for a minute.
- **Talk Partners** The pupils work with a Talk Partner to remember and name all ten items.
- Invite a pair to say one of the sports. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Repeat the procedure, asking different pairs each time, until all ten sports have been named. Encourage the pupils to say 'play' or 'go' with each sport.

## Key Competences and Key Learning Outcomes



- Describe and guess a sport
- Identify and say six action verbs



- Identify safety equipment for sports (optional)



- Sing a song

## Key language

- *bounce, catch, hit, jump, kick, throw*
- *He (throws) the ball. She (catches) the ball.*

## Extension vocabulary

- *(do) athletics, (do) ballet, (do) gymnastics, (do) karate*

**Recycled:** *He / She goes / plays ...*

## Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, say, sing, Talk Partners, circle, write*

## Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)
- Balls for catching

## At a Glance Lesson Plan

## Pupil's Book

## Activity Book

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the Lesson 3 story.
- Set learning outcomes using the task flashcards.

## Vocabulary presentation

- Present the new vocabulary.

## Activity 1

- Listen, point and say.
- ▶ *CD1 Track 18 p257*
- Play *Disappearing words*.

## Activity 2

- Listen and point. Sing *He's a superstar!*
- ▶ *CD1 Track 19 p257*

## Activity 3

- Listen and repeat.
- **Talk Partners**  
Play a game.
- ▶ *CD1 Track 20 p257*
- ▶ Go to the Activity Book.

1 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

hit jump kick bounce throw catch

2 Listen and point. Sing *He's a superstar!*

Jump! Kick! Hit the ball!  
Throw! Catch! Bounce the ball!

He's a superstar!  
He runs like the wind.  
He runs and he jumps  
And he kicks the ball.  
He's a superstar!

Chorus  
She's a superstar!  
She runs like the wind.  
She throws and she catches  
And she bounces the ball.  
She's a superstar!

Chorus

3 **Talk Partners** Listen and repeat. Play a game.

She bounces the ball.  
It's basketball!

12 twelve

Key learning outcomes: describe and guess a sport  
Vocabulary: actions Grammar: He (throws) the ball. She (catches) the ball.

## Ending the lesson

- Review the lesson.
- Review the task flashcards.

## Extra activities

## Reinforcement

- Play a ball game.

## Vocabulary extension

- Present four additional vocabulary items.

## Link to Science

- **The human body:** safety equipment for sports

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



Lesson 4 Vocabulary and Grammar 1

1 Listen and circle the actions.

2 Look and write.

jump catches hits throws bounces kicks

Remember  
he she

1 She  jumps  . 2 He  the ball.

3 She  the ball.  4  the ball.

5   6

nine 9

## Activity Book

## Activity 1

- Listen and circle the actions.
- ▶ *CD1 Track 21 p257*

## Activity 2

- Look and write.
- **Recycled vocabulary**  
• Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Review the Lesson 3 story.

- Randomly name the sports activities that Molly does each day. The pupils scan the story and name the day, e.g. say **Molly plays basketball**. Pupils reply *On Wednesday!*

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to talk about actions we do when we play sports**.
- Hold up the task flashcards in turn and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Vocabulary presentation

#### Present the new vocabulary.

- (Books closed.) Say **When we play sport, we move our bodies and do different actions. When we play baseball or tennis, we hit the ball**.
- Repeat the verb and mime the action. Prompt the class to do the same. Then, repeat the process with the other verbs (*bounce, catch, jump, kick and throw*).

### Pupil's Book Activity 1

#### Listen, point and say.

##### ► CD1 Track 18 p257

- (Books open.) Say **Let's listen and repeat the words**. Play the CD. The pupils repeat each word, pointing to the corresponding illustration each time. Play the CD again and repeat the activity.
- Play *Disappearing words* with the verbs *bounce, catch, hit, jump, kick and throw*. (See p23.)

### Pupil's Book Activity 2

#### Listen and point. Sing *He's a superstar!*

##### ► CD1 Track 19 p257

- (Books open.) Point to the picture of the football star. Ask **Which sport does he play?** Repeat for the basketball star.

- Play the CD. The pupils listen and point to the corresponding superstar in their books. Play the CD again. The pupils sing and do the actions.
- Ask the pupils if they have a favourite football or basketball star.

### Pupil's Book Activity 3

#### Listen and repeat. Play a game.

##### ► CD1 Track 20 p257

- Say **Let's listen and repeat the sentences**. Play the CD.
- (Books open.) Mime kicking a ball and say **He kicks the ball**. Elicit *It's football*. Then say **She bounces the ball**. Elicit *It's basketball*. Repeat the activity, using different verbs to make statements about the sports.
-  **Talk Partners** Encourage the pupils to mime and name other sports that use these verbs with a Talk Partner, for example, *hit: hockey, baseball, tennis. Bounce the ball: basketball, tennis.*

### Activity Book

#### Activity 1

#### Listen and circle the actions.

##### ► CD1 Track 21 p257

- (Books open.) Ask the class to identify the verbs. Elicit that number 1 is about a boy and number 2 is about a girl. Remind the pupils that 'he' is for boys and 'she' is for girls.
- Play the CD. Pause after the first sentence to check understanding. Repeat. The pupils circle the correct information.

**Answers:** 1 a, b, e 2 b, c, d 3 a, b, d

#### Activity 2

#### Look and write.

- (Books open.) Focus attention on the *Remember* box and ask which pictures need 'he' and which need 'she'. Pupils complete the sentences individually.

**Answers:** 1 jumps 2 kicks 3 catches 4 She throws  
5 He bounces the ball. 6 He hits the ball.

### Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

**Answer:** Spanish

### Ending the lesson

#### Review the lesson.

- Say **Today we've talked about sports actions**. Elicit the verbs from the pupils.

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

### Extra activities

#### Reinforcement

- Play a game with an imaginary ball. Give instructions for the pupils to mime: **Throw the ball up in the air and catch it. Bounce the ball three times. Throw the ball to your partner. Throw it up in the air and clap before you catch it!**
- If possible, play the game outside with real balls. After a few turns, the pupils give each other instructions.

#### Vocabulary extension

- Use the Vocabulary Booster on Navio and present and practise four additional sports words: (*do*) *athletics, (do) ballet, (do) gymnastics, (do) karate*.

### Link to Science

- If you are studying the Science topic of **the human body** in English, you could review safety measures. Discuss the safety equipment for each sport in the Lesson 3 story: helmet (cycling), rollerblading, riding a scooter), pads (rollerblading), boots (football), etc.

## Key Competences and Key Learning Outcomes



- Say a tongue twister with the 'ai' sound
- Learn and practise 'ai' and 'ay' spellings
- Listen for specific information



- Play a communication game about sports

## Key language

- *day, May, play, rain, rainbow, say, snail, Spain, train, Tuesday*



**Recycled:** days of the week, *sports*



**Recycled:** *Beth (goes swimming) on (Wednesday). (Jake) (plays tennis) on (Saturday).*, etc.

## Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, say, match, cut out, write, colour, Talk Partners*
- Teacher's Resource Bank: Unit 1 Lesson 5 Activity 3
- Coloured pencils, scissors, large sheet of paper or card and glue

## Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

## At a Glance Lesson Plan

## Pupil's Book

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the *He's a superstar!* song.
- ▶ *CD1 Track 19 p257*
- Set learning outcomes using the task flashcards.

## Activity 1

- Listen and say.
- ▶ *CD1 Track 22 p257*
- ➔ Go to the Activity Book.
- ➔ Go to Magic Phonics.

## Activity 2

- Listen and match.
- ▶ *CD1 Track 23 p257*

## Activity 3

- **Talk Partners** Make and play the game (Teacher's Resource Bank: Unit 1).

Lesson 5 Speaking 1

1 Listen and say. CD1 22

**Toby's tongue twister**

ai - ay - ai - ay. Snails play in the rain all day.

2 Listen and match. CD1 23

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

3 **Talk Partners** Make and play the game. Unit 1

Beth goes swimming on Wednesday.

Thank you.

Key learning outcomes: play a communication game about sports  
Phonics: 'ai' and 'ay' spellings

thirteen 13

## Ending the lesson

- Review the lesson.
- Review the task flashcards.



## Cooperative learning

## Working together as a team

- **Talk Partners** Play *Beat the clock*.
- Make a pronunciation wall display.

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Activity Book

Lesson 5 Phonics

1 Write and say. **Toby's tongue twister!**

ai - ay. Sn\_ ai\_ ls pl\_ in the r\_ n\_ all d\_

2 Colour the 'ai' words red and the 'ay' words blue. Say.

rain	day	May	Spain	play
snail	train	say	rainbow	Tuesday

3 **Talk Partners** Play *Snap!* in pairs.

1, 2, 3 snail!

1, 2, 3 play!

1, 2, 3 say!

1, 2, 3 say!

Snap!

10 ten

**Key Stage:** Pupils play with their Talk Partners. Pupils individually think of a word, count to three together, point to the picture and say the word. If the words are the same, they say 'Snap!' If they are different, they continue playing the game.

## Activity Book

## Activity 1

- Write and say.

## Activity 2

- Colour the 'ai' words red and the 'ay' words blue. Say.

- ➔ Go to Magic Phonics.

## Activity 3

- **Talk Partners** Play *Snap!* in pairs.

**Recycled vocabulary**

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Review the *He's a superstar!* song.

##### ► CD1 Track 19 p257

- Play the *He's a Superstar!* song from Lesson 4. The pupils stand in two lines – boys facing girls. The girls sing the first verse while the boys mime the actions. The boys sing the second verse while the girls mime the actions. All join in on the chorus.

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to say a tongue twister and make a cut-out and talk about it.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Pupil's Book Activity 1

#### Listen and say.

##### ► CD1 Track 22 p257

- Write the words 'play' and 'rain' on the board and ask the pupils which sound they can hear in both words ('ai'). Circle the target grapheme in each word ('ai' and 'ay') and model the sound. The pupils say the sound with you.
- Say **It's time for Toby's tongue twister! What can you see?** (*snails, play, rain*)
- Play the CD. The pupils listen and repeat the target sound, then the words and then the entire tongue twister, faster and faster.

➔ Go to Magic Phonics.

### Activity Book

#### Activity 1

##### Write and say.

- (Books open.) Say **Look at Toby's tongue twister! The letters for 'ai' are missing.** The pupils complete the tongue twister.
-  **Talk Partners** The pupils say Toby's tongue twister and point to the 'ai' sounds. They play *Faster and faster*. The pupils take turns to say the tongue twister faster each time.

**Answers:** Snails, play, rain, day

#### Activity 2

##### Colour the 'ai' words red and the 'ay' words blue. Say.

- Ask the pupils to say the words and then colour them.

**Answers:** red: rain, Spain, snail, train, rainbow  
blue: day, May, play, say, Tuesday

➔ Go to Magic Phonics.

#### Activity 3

##### Play *Snap* in pairs.

- Demonstrate the game with a volunteer. You each think of a word, count to three together, point to the picture and say the word. If the words are the same, say *Snap!* If they are different, continue playing.
-  **Talk Partners** The pupils play the game with a Talk Partner.

##### Recycled vocabulary

- The pupils look at the picture and write the word.

**Answer:** PE / (play) basketball

### Pupil's Book Activity 2

#### Listen and match.

##### ► CD1 Track 23 p257

- (Books open.) Tell the pupils that they are going to listen and find out about Beth's sports timetable.
- Play the CD. Pause after the first piece of information. Ask **What does Beth do on Monday?**

- Repeat. The pupils match the pictures to the days.

**Answers:** Monday: Tennis, Tuesday: swimming, Wednesday: rollerblading, Thursday: baseball, Friday: cycling, Saturday: hockey, Sunday: football

### Pupil's Book Activity 3

#### Make and play the game (Teacher's Resource Bank).

- Focus the pupils on Activity 3. They cut out and colour the cards.
- Demonstrate the activity. Position one of the sports on each day of the week. Choose either Jake, Beth or Molly to describe. The pupils listen and place the sports on the correct day. Next, a pupil takes your part.
-  **Talk Partners** The pupils play the game with a Talk Partner. When they have placed all the cards, they check the answers with their partner: *Is this right? Yes, it is.* The pupils change roles and play again.

### Ending the lesson

#### Review the lesson.

- Say **Today we've practised a tongue twister.** Ask pupils to say it again.
- Then ask **Did you enjoy the *Snap!* game?**

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

### Cooperative learning

#### Working together as a team

-  **Talk Partners** Play *Beat the clock* to practise pronunciation. Pairs work together as a team to say as many words with the 'ai' / 'ay' sound as possible in 30 seconds. Feed back to the group. The pupils include any words from their Science lessons that contain the sound.
- Make a pronunciation wall display. Use a raindrop to represent 'ai' and a speech bubble to represent 'ay'. The pupils write and illustrate words with 'ai' or 'ay'. They stick them in the corresponding shape.

### Key Competences and Key Learning Outcomes

-  • Read about Sports Day in Britain
-  • Learn that muscles pull our bones to help us move (optional)
-  • Listen for general understanding
-  • Think about the sports you play at school

### Key language

- *balloon toss, egg and spoon race, sack race, wheelbarrow race*
- *What sports do you play at school?*
-  **Recycled:** *balloon, catch, fast, hands, jump, legs, run, throw*
-  **Recycled:** *I play / do ... I like ... My favourite ... This is the ...*

### Materials

- Pupil's Book p14; Activity Book p11; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, read, think, number, write, draw, say, tick, Talk Partners*

### Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

## At a Glance Lesson Plan

### Starting the lesson

- Use the Trinity Exam Practice cards (optional).
-  **Talk Partners**  
Review *Toby's tongue twister*.  
▶ *CD1 Track 22 p257*
- Set learning outcomes using the task flashcards.

### Activity 1

- Listen and read. Answer.  
▶ *CD1 Track 24 p258*

### Think about your culture

- What sports do you play at school?
-  Go to the Activity Book.

## Pupil's Book

Lesson 6 **British culture**

1 Listen and read. Answer. 

1 Hello! I'm Tom. And I'm Anna. We go to primary school in England. At school, we have a Sports Day every year. Look at the sports we do.

2 This is the egg and spoon race. We put an egg on a spoon and we run to the finish line.

3 This is the sack race. We get in a sack and we jump very fast.

4 This is the wheelbarrow race. My friend holds my legs and I walk on my hands.

5 This is the balloon toss. We throw and catch balloons. Be careful! The balloons contain water.

14 fourteen

Key learning outcomes: read about Sports Day in Britain; think about the sports you play at school

### Ending the lesson

- Review the lesson.
- Review the task flashcards.

### Extra activities

#### Reinforcement

- Play *Can you guess?*

#### Extension

- Play Sports Day games.

### Link to Science

- **The human body:** muscles pull our bones to help us move

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.



## Activity Book

Lesson 6 **British culture**

1 Listen and number. Write. 

sack race egg and spoon race balloon toss wheelbarrow race

2  Read and tick (✓). Draw, write and say.

1 I do the sack race.

2 I play basketball.

3 I throw and catch a balloon.

4 I do the wheelbarrow race.

5 I run and jump.

eleven 11

### Activity Book

#### Activity 1

- Listen and number.
- Write.  
▶ *CD1 Track 25 p258*

#### Activity 2: Think about your culture

- Read and tick (✓).
- Draw, write and say.

#### Recycled vocabulary

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Review Toby's tongue twister.

##### ▶ CD1 Track 22 p257

- Ask the class **What sound did you practise in Toby's tongue twister?** ('ai'). Ask if they can remember the tongue twister. (*Snails play in the rain all day.*)
-  **Talk Partners** The pupils practise the tongue twister as a class and then with a Talk Partner. The pairs practise saying it as fast as possible, reading from the Pupil's Book (page 13) if necessary. Choose a fast pair to say the tongue twister for the class.
- Draw a chart with two columns ('ai' and 'ay') on the board. Elicit words with both spellings. Ask pupils to write the words in the corresponding column, e.g. 'ai': *rain, Spain;* 'ay': *day, play.*

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to learn about Sports Day in schools in Britain.**
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Background information

- Sports Days are organised once a year by schools in Britain. A wide variety of games are played ranging from the more straightforward sprint to the traditional egg and spoon race, wheelbarrow race, balloon toss and sack race. Other activities include parent races and the three-legged race.

### Pupil's Book Activity 1

#### Listen and read. Answer.

##### ▶ CD1 Track 24 p258

- (Books open.) Say **Let's find out about Sports Day in Britain. What can you see?**
- Play the CD. Check understanding by pointing to each photo and asking the pupils to name the activity.

### Pupil's Book Think about your culture

#### What sports do you play at school?

- Read the question and ask the class what sports they play at school.

### Activity Book

#### Activity 1

#### Listen and number. Write.

##### ▶ CD1 Track 25 p258

- The pupils name the activities on the Sports Day posters. Play the CD. Pause to check pupils' answers. The pupils point to and number the correct Sports Day activity each time. After checking their answers, pupils write the name of each sport under the corresponding poster.

**Answers:** egg and spoon race 2, balloon toss 4, sack race 1, wheelbarrow race 3

#### Activity 2: Think about your culture

#### Read and tick (✓). Draw, write and say.

- Read out the question in the speech bubble. Elicit the pupils' answers.
- Read out the first sentence as a class and ask the pupils to tick the box if they do the sack race at school. Repeat with the other sentences.
- Ask the pupils to design a Sports Day poster and draw one of the sports they do at school.
- Invite pupils to show the class their posters and prompt them to say what they do.

#### Recycled vocabulary

- The pupils look at the picture and write the word.

**Answer:** Music

### Ending the lesson

#### Review the lesson.

- Say **Today you've learnt about Sports Day in Britain. Do you think Sports Day is a good idea? Would you like to have Sports Day in your school?**

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

### Extra activities

#### Reinforcement

- Play *Can you guess?* The pupils take turns to choose and mime activities from the lesson, asking and answering questions to guess the chosen action. Include verbs the pupils know from Level 1: *fly, walk, swim, sit down, stand up*, etc.:  
Pupil A: (mimes swimming)  
Pupil B: *Are you flying?*  
Pupil A: *No, I'm not.*  
Pupil B: *Are you swimming?*  
Pupil A: *Yes, I am.*

#### Extension

- Play Sports Day games. Remind the pupils of the rules for each game:  
*Balloon toss game:* In this game, you throw and catch a balloon with your partner.  
*Egg and spoon race:* Use a golf ball or ping pong ball. In this race, try to keep the 'egg' on the spoon. Run as fast as you can!  
*Wheelbarrow race:* Hold your friend's legs. Don't go too fast!  
*Sack race:* You jump and jump to the finish line.

### Link to Science

- If you are studying the Science topic of **the human body** in English, remind the pupils that muscles pull our bones to help us move. Muscles are elastic and soft and they contract and relax to help us move.
- In pairs, pupils perform the Sports Day activities. Ask them to move in slow motion, concentrating on their muscle movements.

## Key Competences and Key Learning Outcomes



- Read for specific information



- Read and understand a poem
- Write and act out a poem

## Key language

- *overarm, underarm*

**Recycled:** *big, small; basketball, bounce, catch, football, hockey, kick, tennis, throw, volleyball*

## Materials

- Pupil's Book p15; Activity Book p12; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *think, circle, listen, read, Talk Partners, number, act out*

## Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

## At a Glance Lesson Plan

## Pupil's Book

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Play *On Sports Day*.
- Set learning outcomes using the task flashcards.

## Before you read: Activity 1

- Talk about ball games.
- Which balls do you think are in the poem? Circle.

## Activity 2

- Listen and read the poem.
- ▶ *CD1 Track 26 p258*

## After you read

- ➔ Go to page 12 in your Activity Book.

Lesson 7 Literacy 1

Text type: A poem

Before you read

1 Which balls do you think are in the poem? Circle.

2 Listen and read the poem.

**Ball!**

Big ball,  
Small ball,  
Tennis ball,  
Hockey ball.

Football,  
Basketball,  
Volleyball,  
Any ball!

Catch me!  
Bounce me!  
Kick me!  
Throw me!

Underarm,  
Overarm. **Ball!**

After you read

➔ Go to page 12 in your Activity Book.

Key learning outcomes: read and understand a poem

fifteen 15

## Ending the lesson

- Review the lesson.
- Review the task flashcards.

## Extra activity

- Sing a song (optional).



## Cooperative learning

## Working together as a class

- Write a class poem.

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Activity Book

Lesson 7 Literacy

Text type: A poem

After you read

1 Remember the poem. Number.

Underarm, Overarm. BALL!

Football, Basketball, Volleyball, Any ball!

Big ball, Small ball, Tennis ball, Hockey ball.

Catch me! Bounce me! Kick me! Throw me!

2 Choose and write your own poem. Act out.

Small Tennis Hockey  
Big Football  
Volleyball Basketball

\_\_\_\_\_ ball,  
\_\_\_\_\_ ball,  
\_\_\_\_\_ ball,  
\_\_\_\_\_ ball.

Any ball!  
\_\_\_\_\_ me!  
\_\_\_\_\_ me!  
\_\_\_\_\_ me!

Underarm, Overarm. BALL!

Hit Kick  
Catch Throw  
Bounce

twelve 12

## Activity Book

## After you read: Activity 1

- Remember the poem. Number.

## Activity 2

- Choose and write your own poem.

- **Talk Partners**  
Act out.

- **Recycled vocabulary**  
• Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Play On Sports Day.

- Ask the pupils what they remember about Sports Days in Britain. Say **On Sports Day he jumps**. Choose a pupil to repeat your statement and add another action: *On Sports Day, he throws the balloon and he jumps*. The next pupil repeats both statements and adds another: *On Sports Day, he runs and he throws the balloon and he jumps*. Repeat until a mistake is made. Encourage the pupils to include everyday sports in their Sports Day as well.
-  **Talk Partners** The pupils play the game with a Talk Partner, this time talking about a girl, e.g. *On Sports Day, she plays football*.

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to read a poem**.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Before you read: Pupil's Book Activity 1

#### Talk about ball games.

- (Books closed.) Encourage the pupils to name as many ball games as they can. Ask individuals which ball games they play.

#### Which balls do you think are in the poem? Circle.

- (Books open.) Tell the pupils that they are going to read a poem. Ask **Do you know any poems?** The pupils name any poems they have read in English or in L1.
- Tell the pupils the title of the poem (Ball!) and ask them to predict the kinds of balls they will read about. They name different balls and circle those they think will be in the poem.
- Ask **What action words do you think are in the poem?** The pupils predict the actions.

### Pupil's Book Activity 2

#### Listen and read the poem.

##### ▶ CD1 Track 26 p258

- Read the poem collectively.
- After reading, ask **What balls are in the poem? What action words are in the poem?** Elicit the types of balls and action words to see if the pupils guessed correctly. Ask **Do you like the poem? Say My favourite line is (Bounce me!).**
-  **Talk Partners** Pupils select and say their favourite line with a Talk Partner.
- Go through the poem again line by line creating actions with the pupils (see below). The pupils stand up and act out the poem, saying the lines and performing the actions at the same time.

#### Suggested actions

- Big ball (Open arms wide)
- Small ball (Hold finger and thumb close together)
- Tennis ball (Mime serving the ball in tennis)
- Hockey ball (Mime hitting a hockey ball)
- Football (Mime kicking a ball)
- Basketball (Mime shooting a basket)
- Volleyball (Mime punching a ball up into the air with two fists)
- Any ball! (Arms out)
- Catch me! (Mime catching a ball)
- Bounce me! (Mime bouncing a ball on the floor)
- Kick me! (Mime kicking a ball)
- Throw me! (Mime throwing a ball)
- Underarm (Mime an underarm throw)
- Overarm (Mime an overarm throw)
- Ball! (Cup both hands together in the shape of a ball)

### Activity Book

#### After you read: Activity 1

#### Remember the poem. Number.

- Invite the class to identify and read out the first verse of the poem. Then ask **What's next?** The class reads out and numbers the next section of the poem. Repeat for the remaining sections.

Answers: 4 2 1 3

### Activity 2

#### Choose and write your own poem. Act out.

- Explain that the pupils are going to write their own poem. The pupils should select words to complete each line. Remind them to think about which spaces require an action, an adjective or a sport.
-  **Talk Partners** Pupils take turns reading and performing their poem with a Talk Partner.

#### Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: Science

### Ending the lesson

#### Review the lesson.

- Say **Today we read a poem about balls**. Then say **Today you wrote a poem about balls**.

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

### Extra activity

#### Sing a song (optional).

- Choose a song. The class sings and does the actions. Alternatively, invite the class to choose a song to sing.

### Cooperative learning

#### Working together as a class

- Write a class poem about a ball. Elicit types of balls and write them on one side of the board. Elicit words to describe the balls, e.g. *big, small, old, new, fast, slow, red, black, white*.
- Encourage the pupils to suggest new lines for the poem. Write them on the board in the form of a poem, e.g. *Fast ball / Slow ball / New ball / Old ball ...*
- Read the poem once it is finished. Congratulate the class on their team effort.

## Key Competences and Key Learning Outcomes



- Review language in the unit
- Reflect on own learning



- Sing a cooperative learning song

## Key language

- *Well done (everyone)!*

**Recycled:** baseball, basketball, bounce, catch, cycling, football, hit, hockey, jump, kick, rollerblading, run, skateboarding, swimming, tennis, throw, volleyball

**Recycled:** I play / go ... Do you play / go ...? Yes, I do. / No, I don't. He / She (kicks)

## Materials

- Pupil's Book p16; Activity Book p13; Class CD1; Teacher's App on Navio
- Sports flashcards
- Teacher's Resource Bank: Task flashcards: *listen, number, write, say, sing, Talk Partners, think, stick*
- Teacher's Resource Bank: Traffic light cut-out
- *Give Me Five!* sticker

## Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

## At a Glance Lesson Plan

## Pupil's Book

## Activity Book

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the unit vocabulary.
- Set learning outcomes using the task flashcards.

## Activity 1

- Listen and number. Write and say.
- ▶ *CD1 Track 27 p258*

## Activity 2

- Listen. Look at Activity 1.
- ▶ *CD1 Track 28 p258*
- **Talk Partners** Ask and answer.

Activity 3  
Cooperative learning

- Sing *Well done!*
- ▶ *CD1 Track 29 p258*
- Stick the *Give Me Five!* sticker.
- ➔ Go to the Activity Book.

1 Lesson 8 Review

1 Listen and number. Write and say.

2 **Talk Partners** Listen. Look at Activity 1. Ask and answer.

Do you play tennis? Yes, I do.  
Do you go skateboarding? No, I don't.

3 **Cooperative learning** Sing *Well done!*

16 sixteen Key learning outcomes: review language in the unit  
Language: sports and Do you ...?

**WELL DONE!**  
**GIVE ME FIVE!**

## Ending the lesson

- Review the task flashcards.
- Sing a song (optional).

## Cooperative learning

- **Think-Pair-Share** Remember the ten sports words.

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



Remember he / she kicks he / she catches

Lesson 8 Review 1

1 Look and write.

1 He            jumps. She            the ball. the ball.

2 She            the ball. the ball.

3 He            the ball. the ball.

4 Do you play           ? Do you go           ?

5 Do you play           ? Do you go           ?

6 Do you play           ? Do you go           ?

3 **My progress** Use your traffic light. Listen to the teacher and point.

Recycled            thirteen

Key for Activity 3: 1. I can say the names of sports. 2. I can ask and answer about different sports and actions. 3. I can read a poem. 4. I can write a poem. 5. I listen to the teacher and my friends.

## Activity Book

## Activity 1

- Look and write.

## Activity 2

- Look and write.
- **Talk Partners** Ask and answer.

Activity 3 **My progress**

- Use your traffic light. Listen to the teacher and point.

## Recycled vocabulary

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. (See p31.)

#### Review the unit vocabulary.

- Play *Quick flash* (see p23) and stick the flashcards on the board once the pupils have guessed them. Choose one and ask the pupils to guess which it is by asking **Do you play volleyball / go cycling?** Answer **No, I don't.** until the pupils guess the correct card.
-  **Talk Partners** The pupils play with a Talk Partner.

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to remember what we've learnt in Unit 1.**
- Hold up the task flashcards in turn and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Pupil's Book Activity 1

#### Listen and number. Write and say.

##### ► CD1 Track 27 p258

- (Books open.) Point to each of the sports and elicit the words.
- Play the CD. Pause after each sentence. The pupils write the correct number in the circles.
- Play the CD again. The pupils write the correct word under each picture. Then they say the words.

**Answers:** 1 football 2 basketball 3 swimming 4 volleyball 5 baseball 6 cycling 7 rollerblading 8 tennis 9 hockey 10 skateboarding

### Pupil's Book Activity 2

#### Listen. Look at Activity 1. Ask and answer.

##### ► CD1 Track 28 p258

- Play the CD as a model. Invite two confident pupils to act out the conversation.
-  **Talk Partners** The pupils ask and answer questions about the sports with a Talk Partner.



### Pupil's Book Activity 3: Cooperative learning

#### • Sing *Well done!*

##### ► CD1 Track 29 p258

- Praise the class for their hard work and play the *Well done!* song. The pupils listen and do the actions with you. Play the CD a second time and encourage the pupils to join in and do the actions.

#### Stick the *Give Me Five!* sticker.

- The pupils stick the *Give Me Five!* sticker on the Pupil's Book page.
- Variation: Sing the song and stick the *Give Me Five!* sticker after the pupils have also completed the Activity Book Lesson 8 Review.

### Activity Book

#### Activity 1

##### Look and write.

- Look at the first picture and read the sentence. Then ask the pupils to write in the missing words.

 **Talk Partners** The pupils read the sentences to a Talk Partner.

**Answers:** 1 jumps 2 throws 3 She catches 4 She kicks 5 He bounces 6 He hits the ball.

#### Activity 2

##### Look and write. Ask and answer.

- Look at the pictures and elicit the missing words. The pupils complete the questions.

 **Talk Partners** The pupils ask and answer the questions with a Talk Partner.

**Answers:** 1 hockey 2 skateboarding 3 Do you go cycling? 4 Do you play baseball?

#### Activity 3

##### Use your traffic light. Listen to the teacher and point.

- (Books closed.) Ask the class to take out their traffic light cut-out. Say **Let's think about our work in this unit.** Read the first self-assessment statement. Point to the green circle and say **Yes, I can do this very well.** Point to the orange circle and say **Yes, I can do this.** Point to the red circle and say **No, I can't do this.**

- Read the statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

#### Self-assessment statements

1. I can say the names of sports.
2. I can ask and answer about different sports and actions.
3. I can read a poem.
4. I can write a poem.
5. I listen to the teacher and my friends.

#### Recycled vocabulary

- The pupils look at the picture and write the word.

**Answer:** stormy

### Ending the lesson

#### Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

#### Sing a song (optional).

- The class chooses their favourite song from the unit. The class sings and does the actions.



### Cooperative learning

#### Think-Pair-Share

- Ask **Can you remember the ten sports?** Ask the class to think silently on their own for a minute.
-  **Talk Partners** The pupils work with a Talk Partner to remember and name all ten items.
- Invite a pair to say one of the sports. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat the procedure, asking different pairs of pupils each time, until all ten sports have been named. Encourage the pupils to say *play* or *go* with each sport.

## Key Competences and Key Learning Outcomes

- Watch and understand a video about Sports Day at school
- Say what sports you join in
- Understand the importance of joining in

## Key language

- *baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball; egg and spoon race, sack race, three-legged race, skip, tug of war*

## Materials

- Pupil's Book p17; Activity Book p14; Class CD1; Video; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *number, listen, Talk Partners, draw, think, say, tick, circle, read*
- Sports flashcards

## Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from Unit 1)
- Poster paper

## At a Glance Lesson Plan

## Pupil's Book

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- **Think-Pair-Share**  
Review Sports Day in British schools.
- Set learning outcomes and use the task flashcards.

## Pre-watching activity

- Play *Class chain* to review sports.
- Look at the photo and talk about what sports the pupils play.

## Activity 1

- Watch the video with no sound and identify the activities.
- Watch the video.
- **Unit 1 video p278**
- Number the pictures.

## Activity 2

- Watch the video again.
- **Unit 1 video**
- Read and tick (✓) or cross (X).

Video and 21st Century Skills 1

Welcome back to Channel 21! Today's programme is about Sports Day. What sports do you play at school?

1 Watch the video. Number the pictures. ▶

2 Watch the video again. Read and tick (✓) or cross (X). ▶

1 The girls win the tug of war. X 3 The eggs are all different colours. ○  
2 The boys can't skip. ○ 4 All the children join in. ○

3 Read and circle. ◀

Joining in

It's important to join in with the activities on Sports Day. What games do you like?

1 I like / don't like the egg and spoon race. 2 I like / don't like the tug of war.  
3 I like / don't like the sack race. 4 I like / don't like the three-legged race.

Key learning outcomes: watch and understand a video about sports day  
Ways of working: learn to join in

seventeen 17

## Activity 3

- Read and circle.
- Go to the Activity Book.

## Ending the lesson

- Review the lesson.
- Review the task flashcards. Elicit the pupils' favourite activities at school.

## Cooperative learning

- Talk about joining in.

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Activity Book

1 Video and 21st Century Skills

Joining in

1 What sports do they join in with? Listen and tick (✓). (CD 18)

1 2 3 4

2 3 4

21 CHANNEL

What sports do you join in with?

2 Read and tick (✓). Draw, point and say. ◀

1 I do the egg and spoon race. ○  
2 I do the tug of war. ○  
3 I do the sack race. ○  
4 I do the three-legged race. ○

I join in with the \_\_\_\_\_

14 fourteen 3

## Activity Book

## Activity 1

- What sports do they join in with? Listen and tick (✓).
- **CD1 Track 30 p258**

## Activity 2

- Read and tick (✓). Draw, point and say.
- **Recycled vocabulary**
- Look, remember and write the numeral.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

#### **Think-Pair-Share** Review Sports Day in British schools.

- Ask **Can you remember the four activities at the Sports Day in Britain?**

#### **Talk Partners** The pupils work with a Talk Partner to name the activities.

- Invite different Talk Partners to say a different activity. Write the activities on the board and prompt the class to repeat the activity.

#### Set learning outcomes and use the task flashcards.

- Say **Today we're going to watch a video and then ask and answer questions about Sports Day.**
- Hold up the task flashcards, in turn, and elicit the activities. Stick them on the side of the board. Point to them during the lesson to reinforce your instructions.

### Pre-watching activity

- Play *Class chain* with the sports flashcards. (See p23.)
- Look at the photo of Abby, Sophie and Tom. Read the speech bubble to pupils. Ask **What sports do you play at Sports Day?** Elicit responses.

### Pupil's Book Activity 1

#### Watch the video. Number the pictures? p278

- Ask **What is the video about? Does Sophie like sports?** Play Part 1. Elicit answers.
- Ask **What sports can you see?** Play Part 2 with no sound.
- Focus the pupils' attention on the video stills. Ask **Where are the children? What can you see?** Then say **Let's watch and listen.**
- Play Part 2 pausing after the first video still. Ask the pupils to point to the corresponding photo in their book.
- Play the rest of Part 2 for pupils to point to the photos in order and write the numbers in order of the photos.

**Answers:** from left to right 2 1 3 4

### Pupil's Book Activity 2

#### Watch the video again. Read and tick (✓) or cross (X).

- Play Part 1 and 2 again. Pause after Sophie says, *Come on girls.* Read out the first sentence in Activity 2. Ask **Do the girls win the tug of war?**
- Read out sentence 2. Ask pupils if they draw a tick or a cross. Play Part 2. Pupils tick or cross the sentences.
- Ask the pupils some questions to check understanding. Suggested questions. **What sports does Sophie like?** (*Football and basketball.*) **What is it important to do in the three-legged race?** (*Walk slowly and wait for your friend.*) **Who is the winner of the race?** (*The girl in the blue and white top.*) **What activity does Tom want to do?** (*Egg and spoon.*) **Does Sophie want to join in?** (*No.*) **Why?** (*It looks difficult.*) **What does Abby say to make Sophie join in?** (*Come on, it's fun!*)

**Answers:** 1 X 2 X 3 ✓ 4 ✓

### Pupil's Book Activity 3

#### Read and circle.

- Point to the pictures to elicit the vocabulary. Encourage the pupils to say if they like the activity or not.
- Read out number one, including the circled word.
- The pupils read the other sentences and circle if they like or don't like the activity.
-  **Think-Pair-Share** Read out the speech bubble and ask **Why is it important to join in with activities on Sports Day?**

**Answers:** Pupils' own answers

### Activity Book

#### Activity 1

#### What sports do they join in with? Listen and tick (✓).

► CD1 Track 30 p258

- Ask **What sports and activities can you see?**
- Play the first exchange on the CD. Ask **What sport is Grace playing?** Show the ticked picture.
- Play the rest of the CD, pausing after each exchange for pupils to tick the picture.

**Answers:** 1 volleyball 2 hockey 3 cycling 4 skateboarding

#### Activity 2

#### Read and tick (✓). Draw, point and say.

- Ask a few pupils **What sports do you join in with?**
- The pupils tick the activities they join in with on Sports Day. Then they draw the activities.

 **Talk Partners** In pairs, pupils take turns to ask and answer *What sports do you join in with?*

#### Recycled vocabulary

**Answer:** three

### Ending the lesson

#### Review the lesson.

- Say **Today we've watched a video about Sports Day.** Ask **Which activity was easy / difficult?**

#### Review the task flashcards.

- Point to the task flashcards on the board. Say **Look at the activities you've done today. Which activity was your favourite?**

### Cooperative learning

#### Joining in

- Ask the pupils to tell you other times when it's important to join in. For example, working together in pairs and groups in the class, playing games and helping out in the classroom and at home.

Date: \_\_\_\_\_

Unit: \_\_\_\_\_

**1 What did my pupils learn in this unit?**


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**2 How did my pupils work? (✓)**individually  in pairs  in small groups in large groups  as a class **3 Which key competences did my pupils develop?**Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**


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**5 Which lessons / activities did my pupils find the most difficult and why?**


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**6 What did I try in the classroom for the first time? How did it go?**


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**7 Which resources did I find most useful? (including webpages)**


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**8 What could I do differently next time I teach this unit?**


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