

Look What I Can Do

6

What sports do you like?

- What do you see?
- What do you think?
- What do you wonder?

UNIT 6 RESOURCES
Level 1 • Workbook, pages 68–77
Teacher Zone:
- Unit 6 Vocabulary Worksheet
- Unit 6 Grammar Worksheet
- Unit 6 Write About It Worksheet
- Unit 6 Assessment

OBJECTIVE
- Use the photo, Big Question, and Visual Thinking Routine to introduce the unit topic, activate prior knowledge, and spark interest in the unit language and theme.

MATERIALS
- Student's Book, page 79

TEACHING TIP
- Ask students if they have ever been on a bodyboard. Ask *What do you think the girl in the picture is saying? What other fun can you have in the sea?*

LESSON 1

OBJECTIVES

- to learn and practice action verbs relative to an activity center
- to sing a song that explores the value of doing things with friends

MATERIALS

- Student's Book, pages 80–81
- Audio Tracks 70 and 71
- Song video

SKILLS

- Listen to and say actions in an activity center.
- Name actions in an activity center.
- Activate vocabulary by watching a video.
- Listen to, read, and sing a song about activities and having fun with friends.

TRACK 70 AUDIO SCRIPT

Children: Hi, Nina! Hi, Nina!
Nina: Wow, Maya! Everyone is so busy!
Maya: This is the quiet corner. You can do homework or read a comic book here. I like comic books. Look! Asser and Alba are playing a board game.
Nina: Hi! Oh, I like board games.
Maya: Can you draw, Nina?
Nina: Um, no, I can't, but I can paint.
Maya: OK! Well, there are a lot of crayons and paints, so you can paint a picture. Over here there's a big TV. You can watch TV or play video games. Can you cook?
Nina: Hmm, yes ... I can make cookies.
Maya: Great! And look, you can play outside, too.
Nina: Wow. Kids' Club is FUN! And ALL of my friends are here, too!

A Listen. Snap when you hear an activity.



B Listen and say. Listen again and number the words.

I can name actions in an activity center. ◯



C **What activities do you do? Tell a partner.**

D **Watch. Then sing. Clap when you say an action.**

Students' own answers

Let's Go Home and Play

Hooray! Hooray!
Let's go home and play!
Hooray! Hooray!
School's out for the day!
Time to go home. Come with me!
Play a board game. Let's watch TV.
Listen to music. Choose a book,
Read a comic book. It's funny. Look!
Ride our bikes and play outside,
We're hungry now. Let's make cookies!

I can sing about activities.

TEACHING TIPS

- Before listening in Activity A, ask students to look at the scene and say what they see. Encourage them to use *There is / There are ...* and prepositions of place, to say where things or people are.
- Review the words *cookies* (US) and *biscuits* (UK), checking pronunciation of both. Ask *Which one do we use? What cookies / biscuits do you like?*
- Before playing the song in Activity D, ask students *What do you do when you get home from school?* Tell them they will listen to and sing a song about going home and playing. Ask them to listen for words they recognize.

LESSON 2

OBJECTIVES
- to learn how to make statements and questions in the simple present
- to practice making statements and questions in the simple present

MATERIALS
- Student's Book, pages 82–83
- Audio Tracks 73 and 74

SKILLS
- Listen to, read, and understand a text written using the simple present.
- Use the simple present.
- Have a conversation using the simple present.
- Complete an exam practice activity focused on reading comprehension.

A Listen and read. Point to activities the children do regularly.



B Look at A. When do we put –s at the end of a word? Complete the table. Then find one more example.

We put *-s* when the subject is *she* or *he*.

Verbs + Infinitives

✓	He *plays* outside.
✗	I *don't* play outside. He *doesn't* sit down.
?	What *do* you do after school? What *does* Rico do here?
✓	He rides a bike in the yard.

Notice

Don't add *–s* to the main verb in negative sentences and questions.

I can understand the simple present. ◯

does Pete do, paints, do you do, make, don't paint, do they do, watch, don't play

C **Listen and say. Listen again and raise your arms when you hear the simple present.**

D **Look and complete. Then read aloud with a partner.**



1 What does Nina *do* ?
She doesn't paint pictures.
She plays table tennis.

2 What does George do?
He paints pictures.
He doesn't watch TV.

3 What do Nina and Ossie do ?
They don't do their homework.
They make cookies.

E **Imagine you go to Kids' Club. What do you do? Talk to two friends.**
Students' own answers

What do you do?

I play board games.

F **Exam Practice** **Look and read. Write *Yes* or *No*.**



1 She listens to music at home.
Yes



2 He plays ping-pong after school.
No



3 She does her homework.
Yes

I can use the simple present. ○

TRACK 74 AUDIO SCRIPT

1 What does Pete do? He paints pictures.
2 What do you do? I make cookies. I don't paint.
3 What do they do? They watch TV. They don't play outside.

TEACHING TIPS

- Continue to connect prior knowledge to new learning by uncovering what students already know or wonder about activity centers and the activities that might be on offer there. Use student experiences as real-world examples to provide context and relevance.
- Use students' examples of activities they enjoy out of school to practice forming verbs in the simple present, paying special attention to adding *-s* when the subject is *she* or *he*. For example: *Sandy build**s** puzzles.*

LESSON 3

OBJECTIVES
- to learn the vocabulary of activities using *go*, *play*, and *do*
- to name and talk about activities

MATERIALS
- Student's Book, page 84
- Audio Tracks 75 and 76

SKILLS
- Listen to a dialogue about sports and do a comprehension activity.
- Name and say activities that use the verbs *go*, *play*, and *do*.
- Talk about activities using the correct verbs.

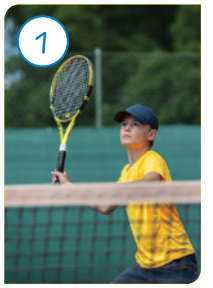
TRACK 75 AUDIO SCRIPT

Lucas: Hey, Paulo, look at this poster. "Are you six to ten years old? Do you like sports? Come to sports camp!"
Paulo: Yes! I'm eight. I like sports.
Lucas: And I'm seven! "You can go horseback riding. All our animals are friendly. You can go swimming in the pool or go surfing in the sea."
Paulo: Surfing! Wow!
Lucas: "We can teach you to do karate" (ha-cha!) "or you can do yoga" (hummmm). "You can learn to play tennis or you can play soccer with your friends."
Paulo: Ooh, ball games. I like ball games, and I love soccer.
Dad: Your mom and I do, too. In Brazil everyone loves soccer!
Paulo: Dad! Can we go to sports camp next vacation?
Dad: Sure! Can I come, too?
Paulo: Dad! You're too old!

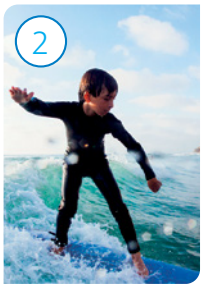
A **Listen to Paulo and Lucas talk about sports. Point to the sports they talk about. Who can't go to sports camp?** Dad



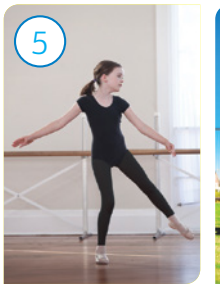
go swimming



play tennis



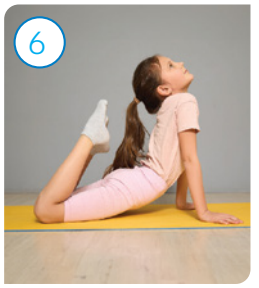
go surfing



do ballet



play soccer



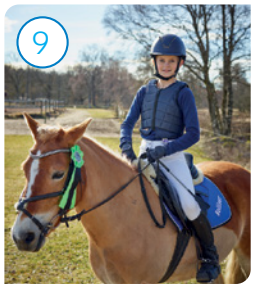
do yoga



play basketball



do karate



go horseback riding

B **Listen and say. Listen again and number the pictures in A.**

US	UK
soccer	football

C **Read and choose. Then read aloud with a partner.**

1 Julie likes to throw and catch. She plays **tennis** / **basketball**.
2 Ricardo likes animals. He goes **horseback riding** / **surfing**.
3 Ada likes to dance. She does **ballet** / **karate**.

D **Look at A. What sports do you do?** Students' own answers

I do yoga. I go swimming.

I can name and talk about activities. ◯

Akiko does karate after school. Sofia does ballet on Mondays, Wednesdays, and Fridays

A **Listen to Sofia and Akiko. Write the countries. When do they play sports?**

Japan Russia

1



2



Japan

Russia

B **Listen again. Choose *True* or *False*.**

1 Sofia does ballet on Tuesdays.	True	False
2 People in Russia don't love ballet.	True	False
3 In Japan, a lot of children do karate.	True	False
4 Akiko has a black belt.	True	False
5 *Sensei* means teacher in Japanese.	True	False

C **What sports do you play after school? Tell a partner.**

Students' own answers

I play soccer after school.

I play tennis after school.

Play Break

Play in groups. Mime your favorite sport. Guess the sport.

I can understand and talk about activities.

LESSON 4

OBJECTIVES

- to explore how different people like to do different activities
- to practice listening for gist and details

MATERIALS

- Student's Book, page 85
- Audio Tracks 77 and 78

SKILLS

- Practice close, active listening for specific information and general knowledge.
- Identify *true / false* statements about the audio.
- Understand and talk about activities in the simple present.

TRACK 77 AUDIO SCRIPT

1 **Akiko:** I'm Akiko. I do karate after school. A lot of children in Japan do karate. We wear white pants, a white jacket, and a colored belt. I have an orange belt. My *sensei* has a black belt. *Sensei* means "teacher" in Japanese. We use our hands a lot and we kick with our feet, too.

2 **Sofia:** My name is Sofia. I do ballet after school on Mondays, Wednesdays, and Fridays. I wear special shoes for ballet class. In Russia we love ballet. I think the best dancers in the world are the Bolshoi ballet dancers from Russia. My favorite ballet is called *The Nutcracker*. I like the story and the music.

TEACHING TIPS

- Tell students they are going to find out more about sports in other countries. Have them look at the pictures. Do they know the sports? (ballet, karate). Ask *Where do you think these sports are popular?* Encourage students to guess, but don't correct them.
- Be aware not to stereotype countries, people or activities. Ask *Do you know someone who does karate / ballet?* Provide real-life context by referring to local karate or dance centers that students might know (case-based learning).

LESSON 5

3 GOOD HEALTH AND WELL-BEING

OBJECTIVES

- to read and understand a Social Studies text about children playing sport in different countries
- to watch a video about sports in other countries
- to raise awareness of SDG 3: Good Health and Well-being

MATERIALS

- Student's Book, pages 86–87
- Audio Tracks 79 and 80
- Video: *Sports Around the World*
- Pictures of children engaged in different sports to demonstrate reasons for doing sports: staying in shape and being healthy, having fun with friends, enjoying time alone, spending time with horses, enjoying music (Optional)

SKILLS

- Read a text for main idea and detail.
- Understand that children play different sports around the world.
- Think about reasons for playing sport.

A Listen. Repeat the words in the box.

B Listen and read. Where can Emirati girls go swimming in the summer?
in the pool or at the beach

Pronunciation
can can't





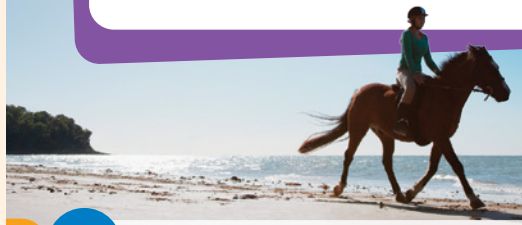
Emirati Girls Love Sports

Hi, I'm Amina. Here in the United Arab Emirates girls can do lots of sports. We do karate, taekwondo, and other activities after school or on the weekend. We can go horseback riding in clubs. We love horses in my country!

In the summer, it's very hot, so we can't play outside, but we can go to **sports centers**. We can go swimming in the pool or at the beach. We can't go surfing because there are no **waves**.

Sports are important for us. We are always active!

Emirati girls play on sports teams, like soccer and basketball. I'm the **goalkeeper** on my soccer team. Some Emirati girls can't play on teams with boys, but they play **matches** with other girls' teams.





I can read about girls' sports. ◯

C Read the text again. Check (✓) *can* or *can't*.

Emirati girls	can	can't
1 do karate	✓	
2 go horseback riding	✓	
3 play outside in the summer		✓
4 go swimming	✓	
5 go surfing		✓
6 play soccer	✓	

D What sports do girls in your country do? Tell a partner.
Students' own answers

E What questions do you want to ask Amina? Discuss with a partner.
Students' own answers

Do you like horses?

Can you play basketball?

F Watch and listen. Match the sports to the country.

1 baseball
2 cricket
3 basketball
4 surfing
5 horseback riding

a Australia
b Mongolia
c India
d the USA
e Japan



I can understand kids' sports around the world. ○

VIDEO SCRIPT

Sports Around the World

What is the most international sport? It's soccer! Boys and girls play soccer all over the world. But they play different sports, too.
In Japan, boys and girls love baseball. They play in teams after school.
In India, children play cricket with their family and friends.
In the USA, they love basketball, at home and in clubs.
And in Hawaii, USA, children go surfing at the beach.
In Mongolia, girls and boys go horseback riding.
Sports are healthy and fun. We love sports!

TEACHING TIPS

- In Unit 3 Lesson 6, students learned about the use of *can* meaning ability. Have them turn back to page 44 and as a class, revisit the dialogue in Activity A. Have students notice the use of *can* (play, run, throw, catch) and its negative form *can't* (catch). In pairs, have students practice saying the words plus their action verbs aloud. This will give them a good introduction to the pronunciation and reading activities in this unit.
- Aim to raise awareness of the importance of good health and well-being. Spark an interest in the diversity of sports, the people who play them, and the reasons they play them. In pairs, let students discuss the question *Why do people play sports?* You could use pictures of people engaged in different sports to prompt discussion (to stay in shape and be healthy, to have fun with friends, to enjoy time alone, to spend time with horses, to enjoy music). Hold a class discussion about what sports or sporting skills the students find hard and how they can improve.

LESSON 6

OBJECTIVES
- to learn how to ask and answer *yes* / *no* questions in the simple present
- to practice asking and answering *yes* / *no* questions in the simple present

MATERIALS
- Student's Book, pages 88–89
- Audio Tracks 82 and 83

SKILLS
- Listen to and read a text with simple present questions and answers.
- Identify and construct simple present questions and answers.
- Have a conversation with simple present questions and answers.
- Complete a reading comprehension activity for exam practice.

A Listen and read. Point to the answers to the questions.





Rico: Do you play soccer on weekends, Pete?
Pete: No, I don't. My brother and I go swimming on Sundays.
Rico: Oh, does Rosie play soccer?
Pete: No, she doesn't.
Rosie: Yes, I do! I play soccer and basketball. I go horseback riding. I do yoga, I play tennis, and I do ballet. Oh, and I go surfing!
Rico: Wow! How do you do so many sports?
Rosie: It's easy, Rico. Look! This is my new video game!

B Look at A. What words are at the beginning of the questions? *do* and *does* **Complete the table. Then find one more example.**

Simple Present: Questions and Answers

?	___Do___ you play soccer? No, I___don't___.
?	___Does___ Rosie play soccer? No, she ___doesn't___.
✓	How do you do so many sports?

Notice

Use *does* and *doesn't* with *she* and *he*.

I can understand simple present questions and answers. ◯

Do you play soccer on weekends? Do you do ballet? Do they go swimming? Does she go horseback riding?

C **Listen and say. Listen again and wave your arms when you hear questions.**

D **Put the words in order. Then write answers.**

1 you / play / Do / basketball / Saturdays? / on
Do you play basketball on Saturdays? Students' own answers

2 your / do / Does / karate? / dad
Does your dad do karate? _____

3 Fridays? / your / on / sister / ballet / do / Does
Does your sister do ballet on Fridays? _____

4 horseback riding? / go / Do / parents / your
Do your parents go horseback riding? _____

5 your / Does / mom / swimming? / go
Does your mom go swimming? _____

E **Look at D. Ask and answer three more questions.**
Students' own answers

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

F **Exam Practice** **Look and read. Write one-word answers.**



1 Does he play soccer?
Yes, he __does__ .



2 Do you go horseback riding?
Yes, I __do__ .



3 Does she go surfing?
No, she __doesn't__ .

I can use simple present questions and answers. ○

TRACK 83 AUDIO SCRIPT
1 Do you play soccer on the weekend? No, I don't.
2 Do you do ballet? Yes, I do.
3 Do they go swimming? Yes, they do.
4 Does she go horseback riding? No, she doesn't.

TEACHING TIPS
- Students follow the dialogue in their books while they listen. Ask them to identify the questions in the text. Ask them to point to the answers.
- Review the contractions *does not = doesn't; do not = don't.*
- Point out that we use *does* and *doesn't* with *she* and *he*.
- Review punctuation to help students order the words in Activity D: Remind students that questions and sentences start with a capital letter, so it's easy to find the first word.
- Tell students that each example is a question. Ask *How do questions end?* (with a question mark–therefore the word with the question mark is last.)

LESSON 7

OBJECTIVES

- to watch a video about two girls making a play date
- to give and respond to an invitation to play
- to recognize and pronounce *can* and *can't*

MATERIALS

- Student's Book, page 90
- Video: *Come and Play*

SKILLS

- Invite a friend to come and play.
- Pronounce *can* and *can't* correctly.

VIDEO SCRIPT

Come and Play

Vicky: Hi, Kim. Can you come to my house on Wednesday?
Kim: Oh, sorry, I can't. I do ballet on Wednesdays.
Vicky: What about Thursday?
Kim: Oh, sorry, I can't. I play basketball on Thursdays.
Vicky: Can you come on Friday?
Kim: Oh, sorry, I can't. I go swimming on Fridays. I'm free on Saturday.
Vicky: Great! Let's watch TV!

A Watch and listen. Write *can* or *can't*.



Watch

How do you know when the girls are sad or happy?

They look down when they are sad and they smile when they are happy.

1 Can you come to my house on Wednesday?
2 Oh sorry, I can't .

B Watch again. Color every time you hear the phrases.

Phrase	Color			Total
Can you come ... ?				2
What about ... ?				1
Sorry, I can't.				3
I'm free ...				1

C Prepare your conversation. Use phrases from B and your own ideas.

Students' own answers



Can you come to my house on ...?

Suggest a different day.

Respond and suggest an activity.

Say *no* and why.

Say *yes*.



Reflect

Did we take turns speaking?

D Practice with a partner.

I can invite my friend to my house. ◯

A Read the description. Circle the verbs.

My dad goes swimming on Mondays. He plays tennis on Fridays. He teaches tennis on Sundays. My mom does yoga on Tuesdays. She goes horseback riding on Sundays. I do karate on Wednesdays. I play soccer on Saturdays. My mom watches me. On Sundays, I play with friends. It's a busy week!



B Look at A and the verbs in the box. Complete.

~~go~~ ~~play~~ teach draw make ~~fly~~
catch walk dance do watch carry

–s	–es	–ies
plays	*goes*	*flies*
draws	teaches	carries
makes	catches	
walks	does	
dances	watches	

C Plan. Think about a busy week. Students' own answers

D Make your Weekly Calendar. Describe the week.

Students' own answers

Reflect

Did I check my spelling?

I can write about a busy week. ○

LESSON 8

OBJECTIVES
- to make third person verb endings
- to plan and write a weekly calendar and description

MATERIALS
- Student's Book, page 91
- A simplified and enlarged version of the teacher's weekly calendar (Optional)

SKILLS
- Understand and read a weekly calendar.
- Plan and make a weekly calendar.
- Write about a busy week

TEACHING TIPS
- Help students to tackle this lesson with confidence by being sure they understand how to read a weekly calendar. You could show a simplified and enlarged version of your own weekly calendar to bring context to the classroom. As a class, ask and answer questions about your week until you are sure students know how to read and use the graphic.
- Give students enough time to illustrate their calendars with drawings, then display them around the classroom.
- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

PROJECT

OBJECTIVES
- to describe an athlete
- to understand what makes a good athlete
- to raise awareness of SDG 3: Good Health and Well-being

MATERIALS
- Student's Book, page 92
- Drawing or poster paper, pictures, paper scissors, crayons, colored pencils

SKILLS
- Understand what makes a good athlete.
- Find details about the athlete.
- Create a visual representation of a great athlete, and share it with the class.

TEACHING TIPS
- Help students to identify athletes who are not necessarily well known on a national or international level. School athletes or athletes from local clubs and families make great role models.
- Invite an athlete from your local community to come and talk to the class, or better still, visit a local sports club to watch athletes training or competing.

Project • A Great Athlete

1 Think

Think about people you know.
- *Girls who play sports*
- *Women who play sports*

2 Plan

Plan what you want to share.
- What's her name?
- What sport does she play?
- How old is she?
- Where is she from?

3 Choose and Create

Choose a way to describe the athlete.
- *Draw a picture*
- *Make a collage*
- *Make a poster*
- *Your own idea*

4 Share

Tell your class about the athlete.



Explore

Make a video of the athlete in action!

I can describe an athlete. ○