



Lesson 1

Vocabulary: play football, play hockey, play basketball, swim, rollerblade, ride a bike

Grammar: passive use of 'can' and 'can't'

Functions: Revision: greetings, introducing oneself, asking someone's name and age.
New: identifying sports.

Lesson starters

- Sing the 'Hello' song.
- Bring in a puppet. Take it out of a bag and introduce it to the class. Make the puppet say his/her name, greet the pupils in the class and ask them their names, eg: *Hello, I'm.../My name is... What's your name?* Repeat this several times.

tip

Pupils really enjoy using puppets. You may use glove puppets or pop-up puppets. You can tell pupils that the puppet only speaks English. You can use it for general warm-up chat, giving instructions, introducing language or practising language. The use of a class puppet helps create a positive atmosphere in the classroom. It is a funny and friendly presence that can motivate the most reticent pupil to speak.

Let's have fun!

Ball game: Pupils stand in a circle. They pass a soft ball round while music plays. When the music stops, the pupil with the ball introduces himself/herself, eg: *Hello, I'm.../My name is...* Provide an example first. Repeat this several times.

1 (06)

- Have pupils open their books at page 8. Hold up your book and point to the scene. To contextualize it ask, *How many children can you see? (Nine.) Where are they? (At the club or sports centre.)*
- Say, *Look! They are playing different sports.* Stick a picture on the board showing one of the sports in the scene in Activity 1. Mime each sport and say the word. Repeat with all the sports. Then have pupils join in. They should associate the movement with the word.

Let's have fun!

Mime and say game: Point to one picture on the board as you say the action and pupils mime it. Then you mime the action and they say the word.

- Play track o6 once. Pupils listen and write the number for each sport in the scene. Stop after the first sport and show them that they have to write the number 1 there. Then go on with the rest of the track.

Audiocscript/Answers

- | | | | |
|---|---------------|---|-----------------|
| 1 | play football | 4 | rollerblade |
| 2 | swim | 5 | play basketball |
| 3 | ride a bike | 6 | play hockey |

- Ask pupils to share their answers with their partners. Check as a whole class. Play the track once more and ask pupils to repeat the words after each sport is mentioned.

Let's have fun!

Magic eyes: Stick a set of pictures showing the sports presented in a row on the board. Point to the each picture and pupils say the words. Remove the pictures one by one. Point to where they were and pupils repeat the names as if they were still there.

2 (07)

- Focus pupils' attention on the picture of the two children. They are Vicky and Bobby. Say, *Look at Vicky, is she happy? (Yes.) Look at Bobby, is he happy? (No.) Why not?* Allow L1 for the answer.

Say, Bobby isn't happy because he is with his leg in plaster, so he can't do any sports.

- Play track 07 once and pupils listen to and read the 'Let's play sports!' song. Check predictions.
- Play the track again. Sing along. Encourage pupils to sing along with you.
- Divide the class into two groups. One sings Vicky's part and the other sings Bobby's part. Then switch roles.

Lesson wrap-up

Let's have fun!

Guessing game: Divide pupils into groups of four or five. They choose one sport and they mime it. The rest of the class guesses which sport they are miming.

- Sing the 'Goodbye' song.



Lesson 2

Vocabulary: Revision: *play football, play hockey, play basketball, swim, rollerblade, ride a bike*

Grammar: *I can play football. I can't swim.*

Functions: Talking about ability and lack of ability.

Lesson starters

- Sing the 'Hello' song.

Let's have fun!

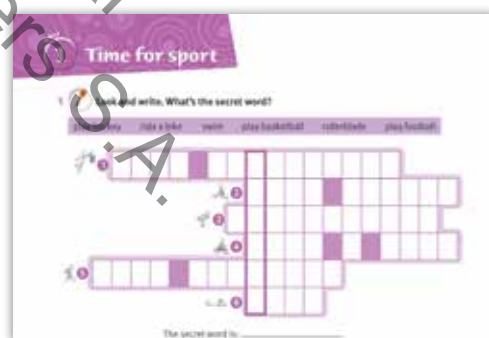
What's missing? Stick pictures showing the sports pupils learnt on the board. Pupils identify the sports and say the words. Then ask them to close their eyes. Remove one of the pictures. Pupils open their eyes and name the missing picture. Repeat several times.

1

- Have pupils open their books at page 9. Draw their attention to Activity 1. Ask them to look at the pictures showing different sports and try to remember the order of the pictures. Allot some minutes.
- Pair up pupils. Explain that one of them will say a number and the other will say the action without looking at the pictures. Then they can switch roles.
- Provide one or two examples first. Then pupils can play several times.

tip

Playing games in the English classroom develops not only language skills but also pupils' social skills such as the ability to cooperate, to listen to others, to take turns, to respect the rules of the game, to compete without being aggressive as well as to learn to be a 'good loser'. In addition to this, games have an important role in developing pupils' concentration and memory skills.



1 AB, p75

- Pair up pupils. Ask them to look at the pictures and complete the crossword puzzle. Focus their attention on the example. Tell them that when they finish, they will discover the secret word hidden in the puzzle. Call volunteers to provide the answers.

Answers: 1 play basketball; 2 play hockey; 3 rollerblade; 4 ride a bike; 5 play football; 6 swim. Secret word: sports

Extra activity Sing the 'Let's play sports!' song. Pupils can sing and mime the sports.

2 

- Tell pupils that they will listen to Hassan talking about the sports he can and can't do. Explain to them that they should put a tick for the action he can do or a cross for the one he can't do.
- Choose one of the exponents as an example.
- Play track 08 twice. Pupils share their answers with a partner. Then call volunteers to provide the answers.

Audioscript

Natalie: N – Hassan: H

N: Hassan, can you play football?	N: Can you rollerblade?
H: Yes, I can.	H: No, I can't.
N: Can you swim?	N: Can you play basketball?
H: No, I can't. I can't swim.	H: Yes, I can. It's my favourite sport.
N: Can you play hockey?	N: Can you ride a bike?
H: Yes, I can.	H: Yes, I can.

Answers: ✓ football, hockey stick, basketball, bike;
 ✗ swimming pool, rollerblades

HOP INTO

GRAMMAR

Take some examples from the listening activity. Say, *Remember what Hassan says?* Write two exponents on the board, eg: 'I can play football but I can't swim.' Ask pupils what we mean when we say, *I can play football.* and what we mean when we say, *I can't swim.* Allow L1 in their answers. If they fail to provide a correct answer, help them with some leading questions.

3

- Have pupils look at the pictures, the ticks and the crosses in Activity 2. Tell them to complete Hassan's sentences.
- Focus their attention on the example given. Tell them to work in pairs.
- Call volunteers to provide the answers.

Answers: 1 can; 2 can't; 3 can; 4 can't; 5 can; 6 can

Lesson wrap-up

Let's have fun!

Freeze ball game: Pupils stand in a circle. Place pictures showing different sports face down in the middle of the circle. Pupils pass a soft ball.

When you say, *Freeze!* the pupil with the ball picks up a picture from the pile and says whether he/she can or can't do that activity. Provide an example first.

- Sing the 'Goodbye' song.



Lesson 3

Vocabulary: Revision: *play football, play hockey, play basketball, swim, rollerblade, ride a bike*

Grammar: Revision: *I can play football. I can't swim.* New: *Can you...? Yes, I can/No, I can't.*

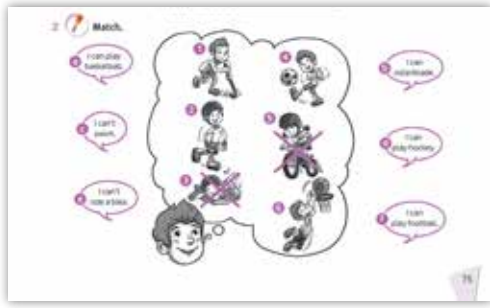
Functions: Revision: talking about ability and lack of ability. New: asking and answering about ability.

Lesson starters

- Sing the 'Hello' song.
- Sing the 'Let's play sports!' song.

Let's have fun!

Sport statues: Ask pupils to walk around the classroom while you play some music. When the music stops, they freeze showing a sport they can do. Choose some pupils to say, *I can (swim).* Provide an example first. Then repeat the game but this time pupils freeze showing a sport they can't do. Repeat the procedure.



2 AB, p75

- Pair up pupils. Tell them to read and match the sentences with the pictures. Invite them to read out the exponents given. Set a time limit. Then call volunteers to provide the answers.

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



3 AB, p76

- Focus pupils' attention on the picture of Vicky and ask, *Who is this girl? (Vicky) Let's see what sports Vicky can or can't do.*
- Pair up pupils. Tell them to look at the table with information about Vicky and complete the sentences.
- Invite them to read the example first. Once they have finished, pupils read their sentences.

Answers: 2 can; 3 play; 4 can rollerblade; 5 can't play; 6 can ride

1 (09)

- Have pupils open their books at page 10. Hold up your book and point to the picture in Activity 1. To contextualize the scene ask, *How many children can you see? (Three.) Where are they? (In the park/sports centre.)* Point to the woman and ask, *Who is she? (The PE teacher.)* Point to the girl and ask, *Who is she? (Natalie.) What are they talking about? (Sports.)* Allow L1 for some of the answers.
- Play track 09 to check pupils' predictions.
- Play the track again. Pupils listen and read.

- Divide the class into two groups. One group is the teacher and the other group is Natalie. Pupils listen and repeat the dialogue.
- Pair up pupils. Tell them to act out the dialogue. Allow some minutes for rehearsal. Then invite some pairs to dramatize the dialogue. Correct once they have finished their acting out.

tip

Acting out provides opportunities for multi-sensory, kinaesthetic responses to dialogues and stories. Pupils learn by doing. They use mime, gestures and imitation to show their understanding. This helps pupils to connect actions, words and meanings and memorize language in a natural and enjoyable way. Thus, it caters for different learning style.

HOP into

GRAMMAR

Write some of Natalie's questions on the board. Read the questions out. Ask, *What does Natalie say when she asks these questions?* Allow L1. Help them with leading questions. Highlight the form, 'Can you...?' and how Mrs Crisp gives short answers, *Yes, I can./No, I can't.*

Let's have fun!

Guessing game: Invite a pupil to be the speaker. Whisper a sport he/she can do. The rest of the class asks Yes/No questions to guess the sport, eg: *Can you swim?* The pupil at the front answers, *Yes, I can.* or *No, I can't.* The pupil who guesses correctly is the next speaker. After one or two rounds with the whole class, pupils can then play the game in pairs.

2

- Explain the task. Pupils read information about the Mrs Crisp and decide whether that information is right or not according to the dialogue in Activity 1.
- Provide an example first.
- Choose volunteers to provide the answers.

Answers: 1 Yes; 2 Yes; 3 No; 4 Yes

3

- Pair up pupils. Tell them to focus their attention on the pictures provided.
- Tell them to ask each other questions taking into account the pictures.
- Provide an example first. You may write the

beginning of the question and the answers on the board as useful language.

- Walk around and monitor. Help when necessary.

Lesson wrap-up

Let's have fun!

Bottle game: Pupils sit or stand in a circle. Spin an empty plastic bottle. When the bottle stops, the pupil facing the top of the bottle asks a question to the pupil sitting opposite him/her. This second pupil answers the question, eg: *Can you (swim)? Yes, I can./ No, I can't.* Repeat several times.

- Sing the 'Goodbye' song.



Lesson 4

Vocabulary: Revision: *play football, play hockey, play basketball, swim, rollerblade, ride a bike;*
 New: *bike, basketball, rollerblades, football, helmet, skateboard.*

Grammar: Revision: *I can play football. I can't swim. Can you...? Yes, I can./No, I can't.*
 New: *I've got...*

Functions: Revision: talking about ability and lack of ability; asking and answering about ability. New: talking about possession.

Lesson starters

- Sing the 'Hello' song.
- Take out the class puppet of a bag and make it ask, *Can you...?* of different pupils. You may give the puppet to one of them and he/she can

make the puppet ask the questions of some classmates.

Extra activity Class survey: Give out copies of the questionnaire grid in the 'Photocopiable activities' section at the Teacher's Resource Centre and explain how to fill it in. Invite pupils to walk around the classroom asking four classmates the questions, eg: *Can you play football?* They write the name of the classmate and register their answers by putting a tick if the answer is 'Yes' or a cross if the answer is 'No'. Provide one or two examples first. Then play some music. Tell pupils to go back to their seats when the music stops. Then they form groups of four, share their answers and report to the class. Walk around and monitor.

tip Class surveys are a good way of getting pupils to use the language they are leaning more naturally. It is a good kinaesthetic activity that provides variety and caters for different learning styles.



4 AB, p76

- Pair up pupils. Explain that they have to put the words in order to form questions. Then they have to look at page 10 and answer the questions using the information on that page.
- Choose some pupils to write the questions and the answers on the board for class correction.

Answers: 1 Can you rollerblade? No, I can't. 2 Can you play football? Yes, I can. 3 Can you play basketball? Yes, I can.

1 (10)

- Have pupils open their books at page 11. Hold up your book and point to the picture in Activity 1. To contextualize the scene ask, *Who can you see in the picture? (Hassan and Natalie.) What are they*

doing? (Looking at some objects we use or wear to do sports.) Allow L1 to answer this question.

- Play track 10. Pupils listen and point to the objects as they are mentioned.
- Play the track again. Invite pupils to repeat each word.
- Pay special attention to the pronunciation of some of the new exponents.

Let's have fun!

Memory game: Stick pictures showing the different objects on the board. Write a number below each picture. Ask pupils to look at the pictures and their corresponding numbers for 1 minute. Then take out a picture, say a number and they say the word.

2

- Pupils listen to Kate, Kevin and Annie and circle the correct picture.
- Play track 11 twice.
- Pupils share their answers with a partner.
- Call volunteers to provide the correct answers.

Audioscript/Answers

Kate: I've got a bike. It's red.

Kevin: I've got a football. It's red and green.

Annie: I've got rollerblades. They are purple.

HOP

GRAMMAR

Take some examples from the listening activity. Say, *Remember what Kate says? 'I've got a red bike.'* And Kevin? *'I've got a red and green football.'* And Annie? *'I've got purple rollerblades.'* What do they mean when they say, *'I've got'*? Allow L1 for the answers. We use *'I've got'* to express possession. Write some exponents on the board for class discussion.

3

- Ask pupils to look at the picture in Activity 3.
- Pair them up and tell them to complete the speech bubble.
- Ask some pupils to read the answers.

Answers: 1 football; 2 helmet; 3 bike

Lesson wrap-up

Let's have fun!

Dice game: Stick pictures of the different objects on the faces of a large size dice. Divide the class into two teams. Pupils take turns to throw the dice, look at the object they get and then make a sentence, eg: *I've got (a blue helmet).* Provide an example first. Repeat this several times.

- Sing the 'Goodbye' song.



Lesson 5

Values: Being good friends. Helping our friends.

Lesson starters

- Sing the 'Hello' song.

Let's have fun!

Flyswatters game: Stick pictures showing the objects learnt on the board. Divide the class into two teams. Call a pupil from each team to the front. Give a flyswatter to each pupil. Make a sentence, eg: *I've got a blue helmet.* Pupils run to the word and slam it with their flyswatter and repeat the sentence. The pupil who does it first and correctly scores a point for his/her team. Repeat several times.

1

- Tell pupils that they are going to read a story about three friends: Joe, Tony and Mandy.
- Have them open their books at page 12 and look at the pictures. Say, *Look at picture 1: Where are they boys? (In the park.) What have they got? (Skateboards.) What's the problem with Joe's skateboard? (One of the wheels has come out.)* Allow L1 for some of the answers.

- Say, Look at picture 2: What has Mandy got in her hands? (A helmet.) What's the problem with it? (It's old.) Allow L1 for this answer.
- Say, Look at picture 3: Are Mandy and Joe happy or sad? (Happy.) Why? (Because Tony has repaired the skateboard and the helmet.) Allow L1. Pre-teach the word 'repair'.
- Say, Look at picture 4: Is Tony happy? (Yes.) Why? (Because he receives a present.) What has he got now? (A new football.)
- Play track 12 once. Pupils listen and read. Check predictions.

tip

When we ask pupils to read a text, it is vital to set the scene and to work on predictions first. We may do this by working on the title or the picture/s that come with the text. It is also important to pre-teach any vocabulary items that we know will be essential to the understanding of the text.

2

- Play the track again. Tell pupils to pay attention to the colours of the skateboard and the helmet.
- Pair up pupils. Ask them to colour the skateboard and the helmet according to the information in the story.
- Pupils share their answers.
- Check as a whole class.

Answers: old skateboard: brown; new skateboard: green and yellow / old helmet: grey; new helmet: pink

3

- Tell pupils to look at the picture in Activity 3 and ask, *Who are the children? (Joe and Mandy.)*
- Pair up pupils and ask them to complete the speech bubbles or circle the correct options using the information in the story.
- Provide an example first.
- Once they have finished, call for volunteers to read the answers.

Answers: Joe: 1 skateboard, 2 yellow; Mandy: 3 've, 4 pink, 5 can



- Divide pupils into small groups. Explain the question Mrs Crisp is asking them and invite them to share their opinion with their classmates and justify their answers.
- Ask different groups their opinions. Allow L1 for their justifications.
- Conclude that if we want to be good friends we should help our friends whenever they need it.

Lesson wrap-up

Let's have fun!

Pass the secret: Pupils sit or stand in a circle. Take the class puppet from the bag. It whispers a sentence, eg: *I've got a blue bike.* to one pupil who then whispers the sentence to the pupil next to him/her clockwise and so on round the circle. The last pupil writes the sentence on the board and reads it. Repeat several times.

- Sing the 'Goodbye' song.



Lesson 6

Lesson starters

- Sing the 'Hello' song.

Let's have fun!

Stand up if...: Say, *Stand up if you've got a football at home.* All pupils who have got a football at home stand up. Continue with the other sports objects.



5 AB, p77

- Pair up pupils. Tell them to look at the picture taken at a sports centre.
- They count the objects and write the corresponding numbers.
- Call for volunteers to read the answers.

Answers: 1 3 helmets; 2 3 basketballs; 3 1 bike;
4 2 skateboards; 5 6 rollerblades; 6 4 footballs



6 AB, p77

- Tell pupils to look at the picture and ask, *Who is she? (Natalie.) Can she rollerblade? (Yes, she can.)*
- In pairs pupils write the words in order to make sentences about Natalie. Provide an example first.
- Choose some pupils to write the answers on the board.

Answers: 1 I've got rollerblades. 2 I've got a black helmet.
3 I've got a basketball.

1



Ask pupils to imagine they want to ask Natalie about the objects she has. We can ask, *Have you got a bike? Or Have you got a football?* She can answer, *Yes, I have.* or *No, I haven't.* Write some more examples on the board for class discussion.

Let's have fun!

Guess what I've got in the bag: Put a picture of one of the objects taught in a bag. Call a volunteer to the front. Show him/her the 'object' in the bag. Explain to the rest of the class that they have to guess the object by asking, *Have you got...?* If pupils guess the object before asking 6 questions, they score a point; if not, you score a point.

- Have pupils go to the 'cut-outs section' at the back of the book and cut out the domino pieces. Before, you may ask them to paste the cut-out page on poster board. Once they have cut out all the pieces, pair them up.
- Tell them to play with only one set. They place all the dominoes face down on their desks on a draw pile. Each player takes 7 domino pieces and places them face down.
- The first player lays down any of their dominoes on the table face up and asks, *Have you got (a skateboard)?* taking into account the pictures at both ends of the domino.
- The other player answers, *Yes, I have.* and matches his/her domino to the end of the trail, or he/she says, *No, I haven't.* and takes a domino piece from the draw pile. The first player to get rid of all of his/her domino pieces wins.
- Provide several examples or ask pupils to have a look at page 14 in their books before playing.
- Walk around and monitor. Help when necessary.

tip

When you introduce a new game, always hold a trial run before starting and explain to pupils that the first round is just for practice. Remember that sometimes pupils need time to get used to new games. Once they have learnt how the game works, you will not have any difficulties and everybody will enjoy the game.

2

- Focus pupils' attention on the paragraph written by a boy in Activity 2. Call for one volunteer to read aloud.
- Explain that the boy wants to know what they have. So they complete the sentences with information about themselves and make a drawing accordingly.
- Provide an example first. You may complete the sentences yourself on the board with information about you and draw.

- Walk around and help.
- Invite some pupils to read their paragraphs and show their drawings. Always praise their work.

Lesson wrap-up

- Sing the 'Goodbye' song.



13 Diamond Quest The adventure begins

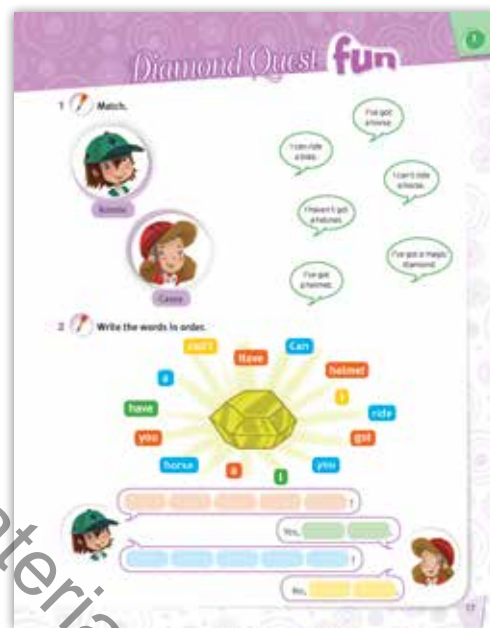
Lesson starters

- Sing the 'Hello' song.

Extra activity Follow the lines and complete the sentences. Pair up pupils. Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Tell them to follow the lines and then complete the sentences. Set a time limit. Pupils read out the sentences.

- Have pupils open their books at page 15 and focus their attention on the first picture where Ronnie and Casey are introduced.
- Say, *Look! We are going to listen to and read a story about two children: Ronnie and Casey. Ask, Where are they? (In the forest.) Are they friends? (No.)*
- Play track 13. Pupils listen and read. Check their predictions. You can also have pupils watch an animated video of the story at the Teacher's Resource Centre or on the Digital Pupil's Book.
- Write the following questions on the board:
Can Ronnie ride a bike? (No, he can't.)
What's the problem with Casey? (She falls down.)
What have they got at the end? (A magic diamond.)
- Read the questions as a whole class to check understanding.

- Pair up pupils. Play the track again and they answer the questions on the board and then provide the answers.
- In pairs, pupils act out different parts of the dialogue. After some minutes of rehearsal, call for volunteers to act out the chosen parts.
- Draw pupils' attention to the title 'Diamond Quest' (explain the meaning of 'quest' – a search for something). Ask them to imagine why the story is called 'Diamond Quest'. Tell the class that in each unit they will get more information about Ronnie and Casey's quest.



Diamond Quest fun

1

- Pair up pupils. They match the speech bubbles with the corresponding child – Ronnie or Casey. Then they provide the answers.

Answers: Ronnie: I've got a horse. I haven't got a helmet. I've got a magic diamond. Casey: I can ride a bike. I can't ride a horse. I've got a helmet.

2

- In pairs, pupils write the words in order to make questions and answer them. Tell them to pay attention to the colours to write the words in the correct place.
- Provide an example first. Then volunteers can say the answers.

Answers: Have you got a helmet? Yes, I have. Can you ride a horse? No, I can't.


Lesson wrap-up


Let's have fun!


Human Bingo: Divide the class into groups of four. Give out each pupil a word connected with the unit, eg: *helmet, rollerblades, bike, football, basketball, skateboard* and put the corresponding pictures in a bag. All the members of the group are sitting. Call a volunteer to draw out a card from the bag. When he/she draws out the picture, eg: of a bike, all the pupils in the different groups with the word 'bike' stand up. Follow the same procedure with the other cards. The first group to have all its members standing calls out, *Bingo!* and has to make sentences with those words to win.

- Sing the 'Goodbye' song.

- Once you have finished checking, draw pupils' attention to the top right corner of the page. Explain what the faces represent:

 This unit is super good. I am happy!

 This unit is all right. I am OK.

 This unit is not good. I am not happy.

To help pupils decide, tell them to go back to page 8 and leaf through the unit.

tip Pupils need visual support. So, when it comes to their own learning and, as most of the work done in class is oral, it is important to highlight their progress by showing them how much they know. Simply take a couple of minutes to review all the work covered in a unit, pupils will be pleasantly surprised and, at the same time, proud of their work.



Let's revise! AB, p78

- Ask pupils to open their books at page 78 and explain that the activities on this page will help them revise what they have learnt in Unit 1. Have them do the activities individually and then check as a whole class. Tell them they can refer to the 'Mini-dictionary' on page 99 to check any new words from the unit they don't remember.

Answers:

- 1 swim; 2 play basketball; 3 I can rollerblade.
- 1 you / No, I can't. 2 Can, ride / Yes, I can.
- 1 helmet; 2 've got; 3 've got, skateboard
Pupils colour accordingly.
- 1 Have you got rollerblades? 2 Have you got a football?
3 Can you play hockey?
Pupils' own answers