1 What sports do you like? Score them 1–10.

1 = Boo! I hate it. 5 = It’s OK. I don’t know. 10 = Hooray! I love it.

Mark (√) your favorite sport.

2 Choose a sport that you play. Act it out for your classmates to guess.
Skills
Reading
Using *But* for Contrast
Previewing and Predicting

Listening
Listening for Prepositions of Movement
Asking Questions to Clarify

Speaking
Using a List to Describe a Topic
Using Tag Questions

Writing
Capitalizing Names

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**Project**

**Class Sports Day**

**Sports Station: Hoop Toss**

<table>
<thead>
<tr>
<th>Equipment</th>
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</tr>
<tr>
<td>hoops</td>
<td>Linda</td>
</tr>
</tbody>
</table>

**Station Helpers:** Linda, Ramon, Kayla, Sean

**Coach:** Kayla  **Referee:** Sean
**Sorting Words**

To remember new words, sort them by what they describe. For sports words, think about these questions: What is the sport? What equipment do you use? Where do you play?

**Sports Nouns**

ball
court
diamond
field
goal
hoop
net
pool
volleyball

1. Watch the video and circle. Which two sports does the Captain like? ▶
   - basketball
   - fencing
   - soccer

2. Watch again. What’s the Captain’s new favorite sport?

2. Write the sports words in the correct columns. Some words can go in more than one.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Equipment</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Discuss. What do you need for each sport?

  *For volleyball we need a net, a ball and a court.*
1 Listen and follow.

KATIE DOES THE HIGH JUMP. SHE ALWAYS JUMPS OVER THE BAR!

I RUN RACES. I RUN AROUND THE TRACK FAST!

I DO THE SHOT PUT. I THROW A HEAVY BALL FAR.

2 Look and write the prepositions of movement.

1 She jump / jumps ........................................ the hurdles.
2 They run / runs ........................................ the track.
3 The ball go / goes ...................................... the hoop.

+ Circle the correct verb forms.

Present Simple
Use the present simple to talk about routines and activities. The form is the same for I, you, we and they:
I play tennis.
You don’t play tennis.
Do they play tennis? Yes, they do.
With he, she, it:
She plays tennis.
He doesn’t play tennis.
Does he play tennis? No, he doesn’t.

Prepositions of Movement
Use a preposition to describe how things move: I run around the track.

Prepositions of Movement
around
over
through

Sports Verbs
jump
run
throw
I get the soccer ball and run across the field. I hear Grandpa cheer, “Go, Eva!”
I try to reach the goal, but the other team blocks me. I kick the ball to my teammate Margo. She kicks the ball into the goal! We score! “Great job, Margo!” I shout.
Then the other team gets the ball. They run to our goal. Samantha tries to stop the ball, but the ball flies past her. It goes into our goal. The other team scores. “Good try, Samantha!” I say.

My team plays hard, but we lose the game. I’m disappointed, but I don’t complain. I lead my team across the field. We give the other team high fives. “Good game!” we all say.
Then I see Grandpa. “I’m proud of you, Eva!” he says. “Why?” I ask. “You’re a good sport! That’s more important than winning!”

Using But for Contrast
The word but signals a contrast. Read the information that comes before and after the word but in a sentence. How are the ideas different?

1 Listen and follow.

Read the story. What do you think “a good sport” is?
1 a person who is good at sports
2 a person who is fair and friendly

2 Underline but in the story. Then read and match the sentences.
1 I try to reach the goal,
2 Samantha tries to stop the ball,
3 My team plays hard,
4 I’m disappointed,
I don’t complain.
we lose the game.
but the ball flies past her.
the other team blocks me.

3 Discuss. Why does Grandpa say Eva is a good sport?

Lesson 3
1 Look at the obstacle course. Color the Start green. Color the Finish red.

2 Listen and circle the correct prepositions.  
Listen again. Trace the path. Draw the correct movement for each obstacle.

3 Challenge a partner. Describe a new path around the obstacle course. Your partner follows your path with a finger.  
Start at the... Go over the...
**Speaking**

**Using a List to Describe a Topic**

To describe a topic, think of important facts about it. Say these facts in a short list. Pause between facts. This will help your listener understand.

**Sports Verbs**

- bounce
- hit
- kick

1. Listen and mark (✓) the correct sport.

2. Choose a sport. Write how to play it. Make a list of important facts.

   **Sport:** ____________________________
   **How to Play:** ____________________________
   ✓ __________________________________________
   ✓ __________________________________________
   ✓ __________________________________________
   ✓ __________________________________________
   X __________________________________________

3. Describe your sport. Use the facts on your list. Your classmates act out the facts and guess the sport.

   Lesson 5
1 Complete the facts on the collector's card.

| ball  | baseball | bat | Brooklyn Dodgers | New York | nine | white and blue |

2 Make a collector's card.
1 Draw or glue a picture of a player from your favorite team on one side of a card.
2 Write the player's name.
3 Write facts on the back of the card.

+ Check your writing. Do all the names start with a capital letter?

3 Share your card with the class. Compare your favorite players and teams.

Capitalizing Names
Begin each word in the names of places, schools and sports teams with a capital letter: Mexico City, Evergreen School, Brooklyn Dodgers.

+ Do a class survey.
1 Ask, "What's your favorite sport?"
2 Count the number of students for each sport. Which sport is the most popular?
3 How do you play this sport?

Lesson 6
Vocabulary

Five, six, seven, eight!
Who do we appreciate?
Our coaches! Our coaches!
They teach us how to play!
They lead us every day!
Let’s go, coaches!
Our refs! Our refs!
At every game they’re there
To keep us playing fair!
Let’s go, refs!

Our fans! Our fans!
Our families and friends!
They all cheer to the end!
Let’s go, fans!
Our players! Our players!
Each player plays a role
In scoring every goal!
Let’s go, players!
Hey, ho! The team’s all here!
Let’s all give one last big cheer!
Go… team!

1 Listen to the cheer and follow. ➡️

+ Read and label the pictures.

coach fans players referee

+ Listen again and cheer along.

2 Write a new verse to cheer for your favorite sports team.

+ Take turns cheering for your favorite team.

Sports Nouns
coach fan player referee (ref) team

Sports Verbs
cheer score

Lesson 7
1 Read and complete Will’s schedule.

Dear Grandma,

I’m excited! I’m playing tennis in the state championship next week!

Mom and I are taking the train to Springdale at three o’clock on Tuesday. We’re sleeping in a hotel on Tuesday night. Then I’m playing tennis on Wednesday at nine. We’re going to the award ceremony at eleven o’clock on Thursday morning.

Are you and Grandpa coming to the championship? I hope so. You’re my favorite fans!

Love, Will

Next Week: Tennis Championship!

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>3:00</th>
<th>Travel to Springdale.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Play tennis!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to the award ceremony.</td>
</tr>
</tbody>
</table>

Present Continuous for Future Arrangements

Use a present form of be and a verb ending in -ing to talk about future arrangements: My team is practicing on Wednesday. We aren’t practicing tomorrow. Are you running in the race at three o’clock? What are you doing tonight?

Time Expressions

Time expressions give the day or time of a future arrangement: today, tonight, tomorrow, after school, on Monday, at one o’clock.

2 Complete the sentences with the present continuous.

1 I .................................................. (swim) in a race at four thirty.

2 .................................................. Grace and Bella .................................................. (play) soccer tomorrow morning?

3 Our team .................................................. (run) around the track after school today.

4 We .................................................. (practice) the hurdles on Thursday.

3 Ask and answer about future arrangements.

What are you doing tomorrow? …after school? …at four? …on Sunday?

Love, Will
Today is March 15. It’s the first day of baseball practice. But I can’t play with my team. I have an injury. Ouch! My arm hurts. My doctor says, “Don’t worry. Rest this week. Then go visit Ms. Ramos and Mr. Davis. Together we can help you get well!”

I’m a coach. I help athletes practice sports safely. In April, I’m helping Paul. He’s coming back to practice on April 1. He’s exercising and stretching with the team. But he’s not playing baseball until his doctor says it’s OK!

I’m a physical therapist. I care for people when they have an injury. Next week, I’m caring for Paul. On March 22 and 29, I’m teaching him new exercises. They can help his arm get better.

I’m Paul’s doctor. On April 15, I’m giving Paul a checkup. I’m examining his arm again.

I’m Paul’s coach. I help athletes practice sports safely. In April, I’m helping Paul. He’s coming back to practice on April 1. He’s exercising and stretching with the team. But he’s not playing baseball until his doctor says it’s OK!

I’m Paul’s physical therapist. I care for people when they have an injury. Next week, I’m caring for Paul. On March 22 and 29, I’m teaching him new exercises. They can help his arm get better.

I’m Paul’s doctor. On April 15, I’m giving Paul a checkup. I’m examining his arm again.

Sports Medicine: A Get-Well Team

Sports Verbs
exercise hurt stretch

Read again and answer the questions.
1 Who helps Paul get well?
2 How do they help?

3 Copy and complete the schedule.

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>15–21</td>
<td>1–14</td>
</tr>
<tr>
<td>Rest.</td>
<td>and and</td>
</tr>
<tr>
<td></td>
<td>with the team.</td>
</tr>
<tr>
<td>22 &amp; 29</td>
<td>15</td>
</tr>
<tr>
<td>Practice new</td>
<td>Checkup with</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Listen and circle. What is the teacher describing?

1 a daily class routine    2 a school sports day    3 after-school activities

2 Listen again for the times. Write them in the schedule.

Listen for the activities. Complete the schedule.

Morning

………….………………………………………………………………………………………………………………………………………………

………….………………………………………………………………………………………………………………………………………………

Afternoon

………….………………………………………………………………………………………………………………………………………………

………….………………………………………………………………………………………………………………………………………………

Listen for the locations. Write O (outside) or I (inside).

3 Choose two new sports for after school. Write the time, activity and location.

After School

………….………………………………………………………………………………………………………………………………………………

………….………………………………………………………………………………………………………………………………………………

Read your schedule for a classmate to write. Take turns and ask questions to clarify.

Asking Questions to Clarify

If you don't understand, ask:

What do you mean?
Could you please explain?
Could you repeat that?
You can also ask for details: What time...? Where...?
Please come to Avery’s party!

Date: ____________________ , October 10  Time: ____________________  
Place: Fairway ____________________  

1 Listen. Complete the party invitation. 

Listen again and match.

1 You’re coming to my party on Saturday, __________ don’t you?
2 It’s at two o’clock, __________ aren’t we?
3 You have some orange cones, __________ aren’t you?
4 We’re eating snacks at the party, __________ isn’t it?

2 Plan a sports party. Write the date, time and place.

Date: ____________________  Time: ____________________  : ____________________  
Place: ____________________  

Role-play a phone call. Talk to a friend about the party.
Use tag questions.

What do you need for your party? List three things.

<table>
<thead>
<tr>
<th>Item</th>
<th>Who is bringing it?</th>
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</thead>
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Find a classmate to bring each item. Use tag questions.

Complete the chart.

You’re coming..., aren’t you? You have..., don’t you? Can you please bring...?

Talk about your favorite sports.
Baseball’s your favorite sport, isn’t it? You like soccer, don’t you?
1 Read the plan for the sports station and look at the photo. Answer the questions.
1 What activity is at this station?
2 What equipment do you need?
3 How do you play?

Sports Station: Hoop Toss

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Station Helpers: Linda, Ramon, Kayla, Sean
Coach: Kayla    Referee: Sean

2 Plan your sports station.
1 Choose a sport or activity. How do you play it?
2 What do you need? Who is bringing each item?
3 Who are the helpers? Decide on a coach and referee.
4 Make your plan. Draw a picture of your sport or activity.

3 Share your plan.
*We’re playing... I’m bringing...*

4 Hold a class sports day!

Class Sports Day
Plan a class sports day. Take turns helping at your station and playing sports.

What’s my favorite sport?

1 Which is your favorite station?
   How do you play?
2 Talk about your favorite sport.
   When are you playing or watching this sport next?