Students at this level enjoy free play and movement, but they are also beginning to take an interest in organized sports. In this topic, students will talk about their favorite sports to play or watch, including what equipment to use and how to play. The topic covers both individual sports, such as gymnastics and track, and team sports, such as soccer and basketball. Students will also learn about the roles of players, coaches, referees, trainers and medical staff. Finally, this topic will introduce students to the concept of sportsmanship—playing by the rules and being friendly to other players, whether they win or lose.

Video
The Captain, Max and Maddie are trapped together on the ship. The Captain shows them his soccer ball and his favorite sport, fencing. They all return home with Lin and Adam and play a fencing video game.

Project
Class Sports Day
A class sports day is a fun and active way for students to use the language from the topic. Students will have the chance to plan and participate in sports-related activities such as obstacle courses, hoop tosses and relay races.

Vocabulary
Sports Nouns
ball, coach, court, diamond, fan, field, goal, hoop, net, player, pool, referee (ref), team, volleyball

Sports Verbs
bounce, cheer, climb, crawl, exercise, hit, hurt, jump, kick, run, score, skip, slide, stretch, throw

Prepositions of Movement
across, around, between, down, into, out of, over, past, through, under, up

Sorting Words
Sorting words into sets or categories helps students remember more new vocabulary and gives them a better understanding of how the words are related to one another. Younger learners may find it helpful to sort using charts or mind maps.

Grammar
Present Simple
The present simple is often used for routines and habits, but the focus in this topic is on activities:

I play soccer.
I kick the ball into the net.
They don’t run around the track.
Does she run races?

Prepositions of Movement
A prepositional phrase (a preposition followed by a noun) can be used to describe movement and direction:
The ball goes through the hoop.

Present Continuous for Future Arrangements
The present continuous can be used to talk about arrangements in the future, such as scheduled activities and appointments. A time and place are often included:

We’re running soccer drills at two o’clock this afternoon.

Time Expressions
Time expressions say when future arrangements are scheduled. They can be adverbs (today, tonight, tomorrow) or prepositional phrases (after school, on Monday, at one o’clock, in the morning).

Reading
Using But for Contrast
The conjunction but connects two opposite or contrasting ideas. When students come across the word but as they read, they should understand that the two ideas in the sentence are different.

Previewing and Predicting
Previewing the title and pictures before reading familiarizes students with the topic of the text, helping them better understand the gist as they read. Predicting helps students be more active readers, as they look for details that show whether or not their prediction was correct.

Listening
Listening for Prepositions of Movement
Listening for prepositions of movement is a way of listening for specific information. In this case, it will help students understand and follow descriptions of actions as they hear them. Students can use this skill in their own lives to help them follow directions.

Writing
Capitalizing Names
Writers need to use correct capitalization in their writing to help readers identify the names of people and places. Students will learn to capitalize important words in the names of cities, schools and teams as they create a collector’s card of a player from their favorite teams.
Objectives
Students will learn about different sports and how they are played. Students will express their preferences for favorite sports.

Lead in to the Lesson (10 min.)
• Guide students to speculate about the main photo: Who are they? Are they inside or outside? What are they doing? Point to the ball. What kind of ball is it? What sport are they playing? (Basketball.) Do you think they like this sport? Why?
• Ask: Do you like basketball? Have students respond with a thumbs-up or thumbs-down.
• Have students look at the smaller photos. Read the name of each sport for students to repeat. Have volunteers act them out.

Take the Lesson Further (10 min.)

Get Students Thinking
• For each sport, ask for a show of hands: Do you play this sport? Do you watch it? Keep a tally on the board.
• Make a bar graph of the results, with sports across the bottom and number of students up the side. For each sport, have students help you make a bar in one color for “play,” and a bar in a second color for “watch.”

1 What sports do you like? Score them 1–10. (10 min.)
• Read the key aloud, exaggerating the phrases.
• Answer the first two as a model: I don’t really like baseball. It’s a 3. I like hockey a lot, but I don’t love it. It’s an 8.

• Have students write their scores individually.
• Discuss which sports most students like or dislike.

Know Your Students
• All students will be able to score the sports and at least hold up fingers to show their rating.
• Most students should be able to state their scores and use like, don’t like and hate to describe their preferences.
• Some students may be able to describe their likes with compound sentences, using but, and and because.

2 Choose a sport that you play. Act it out for your classmates to guess. (10 min.)

Language Vocabulary
Sports Nouns
Sports Verbs
Prepositions of Movement
Sorting Words
Grammar
Present Simple
Present Continuous
Present Continuous for Future
Arrangements
Time Expressions

Skills
Reading
Using But for Contrast
Presenting and Predicting
Listening
Listening for Prepositions of Movement
Present Continuous for Future
Arrangements
Time Expressions

Speaking
Using a List to Describe a Topic
Using Tag Questions
Writing
Capitalize Names

Skills
Reading
Using But for Contrast
Presenting and Predicting
Listening
Listening for Prepositions of Movement
Present Continuous for Future
Arrangements
Time Expressions

Speaking
Using a List to Describe a Topic
Using Tag Questions
Writing
Capitalize Names

Manage Your Class
• Have students act out the sport for the whole class, or divide the class into teams to play charades in turns for points.
• Alternatively, allow small groups time to agree on a sport and plan how they will act it out together. Then students can take the roles of different players.
**Vocabulary**

**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

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>
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</table>

Discuss. What do you need for each sport?

For volleyball we need a net, a ball and a court.
**Vocabulary**

**Objectives**
- Students will learn about the Captain’s favorite sports.
- Students will acquire and practice words for sports equipment, places and actions.
- Students will sort words into categories.

**Teaching Resources**
- Video Episode 1, Video Worksheet 1, Flashcards Topic 1, index cards labeled with a sport (baseball, basketball, gymnastics, soccer, swimming, tennis, volleyball)

**Lead in to the Lesson** (10 min.)
- Have the class brainstorm sports they know, and write their ideas on the board: baseball, basketball, gymnastics, soccer, swimming, tennis, volleyball.
- Play Stand Up! (see page xvii) with the sports on the board: Stand up if you (go swimming/play baseball/do gymnastics). Allow several students to take a turn as the leader.

1 Watch the video and circle. Which two sports does the Captain like? (10 min.)
- Preview the picture. Ask: Who can you see? (Lin, Maddie, the Captain, Adam, Max.) What are they doing? (The Captain and Max are playing a computer game. The others are watching.) Read the instruction with the class and explain what fencing is. Play the video for students to circle two sports.

   **Answers** fencing, soccer

2 Watch again. What’s the Captain’s new favorite sport? (10 min.)
- Read the instruction with the class and elicit ideas. Play the video again for students to check.

   **Answer** video-game fencing

**Take the Lesson Further** (30 min.)
1 Preview the lines with the class. Check students understand the meaning of stuck and glad. Mime if necessary to show the meaning. Have students guess who said each line and then play the video again for them to check. Play it again, pausing after each line for students to imitate the pronunciation and intonation.
2 Read each question and answer out loud for students to repeat. Have them match the questions and answers in pairs. Play the video again if necessary.
3 Check students understand bouncing and swords. Have them complete the synopsis alone and then check in pairs. Play the video again if necessary.

   **Answers** 1 Max 2 Lin 3 Maddie 21 c 2 a 3 b 3 1 ball 2 fencing 3 home 4 video game

2 Write the sports words in the correct columns. Some words can go in more than one. (20 min.)

**Present the Vocabulary**
- Display the flashcards for sports equipment and places. Say each word for students to repeat. Then have students categorize it as equipment or a place and write the word on their chart.
- Say pool and volleyball for students to repeat, and relate each to a sport (swimming, volleyball).

   **Answers** Sports: baseball, basketball, gymnastics, soccer, swimming, tennis, volleyball. Equipment: ball, goal, hoop, net, volleyball. Places: court, diamond, field, pool

3 Discuss. What do you need for each sport? (10 min.)
- Say the name of a sport, and have students tell you the equipment and the place. Have students check that they’ve included these words on their chart in the correct column(s).
- Allow students to supply additional equipment or places if they know them.

   **Answers** Baseball: ball, bat, bases, diamond or field; Basketball: ball, hoop or net, court; Gymnastics: mat, gym; Soccer: ball, goal or net, field; Swimming: swimsuit, goggles, pool; Tennis: ball, net, racquet, court; Volleyball: ball, net, court

**Take the Lesson Further** (15 min.)

**Get Students Thinking**
- Help students compare and contrast the sports equipment. For example, display the flashcard of the net, and ask: What other sport uses a net? Do you see another piece of equipment with a net? How are they different?
- Help students compare and contrast sports places in the same way. Then ask: Which three sports do you play on a court? Which sports are usually played indoors? Outdoors?

**Know Your Students**
- A few students may be hesitant to participate in class discussions. Call on them toward the end, and ask questions they can answer in a single word.
- Most students will be able to answer in words or phrases. Repeat their answers in full sentences.

**Take the Lesson Further** (15 min.)
- Divide the class into two teams. Have a student from one team come up and draw a sports card. The student should give clues related to equipment and places for his or her classmates to guess the sport: You don’t need a ball. You go to a pool. (Swimming.) Then the other team gets a turn. To challenge students, give a time limit for clues and guessing.
- Save the cards for future lessons.
Grammar

Objectives
Students will review and practice the present simple for routines and activities.
Students will learn and practice prepositions of movement.

Teaching Resources
Track 2, Grammar Worksheet 1.1, hula-hoop

Lead in to the Lesson (10 min.)

Present the Vocabulary
• Read the sports verbs for students to repeat three times while they do each motion in place.
• Use a hula-hoop to demonstrate the prepositions as you say them. Place the hoop on the floor and run around it. Jump or step over it. Pick it up and put your arm through it.

Take the Lesson Further (5 min.)
• Lead students in a short obstacle course as you say actions using the new prepositions. For example, place a book on the floor and say: Run around the desk. Jump over the book. Walk through the door.

1 Listen and follow. (10 min.)
• Have students look at the pictures, and elicit that the animals are at a track and field event. Have students name all the animals they can see (flamingo, cheetah, gorilla, kangaroo, lion, rhino, penguin).
• Play Track 2 while students listen and follow silently.
• Have students read the comic again. Ask comprehension questions: Which animal runs races? (The cheetah.) Which animal throws a heavy ball? (The gorilla.) What’s the kangaroo’s name? (Katie.) What does she do? (She does the high jump.)

Take the Lesson Further (10 min.)
• Discuss why each animal (cheetah, gorilla, kangaroo) might specialize in that particular sport. For example, elicit that cheetahs can run fast, so it makes sense that the cheetah runs the races.

Present the Grammar (15 min.)
• Read the Present Simple section of the entry as students follow. Review how the verb changes for he, she and it. Tell students the third-person singular forms for do (does) and go (goes).
• Remind students that in a question, Do/Does comes before the subject.
• Read the Prepositions of Movement section of the entry as students follow. Write the example sentence on the board. Circle the preposition and the noun. Then draw an arrow to the verb that the prepositional phrase modifies (run). Ask: Where do you run? (Around the track.)

Read the comic. Circle the verbs. Underline the prepositions. (10 min.)
• Do the first speech bubble as a class. Then have students do the rest in pairs.
• Have students look at the pictures and run a finger around the track and over the bar.

Take the Lesson Further (5 min.)
• Challenge students to come up with sports in which they run, jump or throw.

2 Look and write the prepositions of movement. (5 min.)
• Read the sentences with the class, and explain that the missing prepositions are in the entry. Encourage them to read the sentence and run a finger over the picture to show the movement before they choose the preposition. Have them do the activity individually.

Take the Lesson Further (5 min.)
• Lead students in a short obstacle course as you say actions using the new prepositions. For example, place a book on the floor and say: Run around the desk. Jump over the book. Walk through the door.

1 Listen and follow. (10 min.)
• Have students look at the pictures, and elicit that the animals are at a track and field event. Have students name all the animals they can see (flamingo, cheetah, gorilla, kangaroo, lion, rhino, penguin).
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• Remind students that in a question, Do/Does comes before the subject.
• Read the Prepositions of Movement section of the entry as students follow. Write the example sentence on the board. Circle the preposition and the noun. Then draw an arrow to the verb that the prepositional phrase modifies (run). Ask: Where do you run? (Around the track.)

Take the Lesson Further (10 min.)
• Call a volunteer to the front, and say: Run around the desk. The student does the action and gives an instruction to the next student, using a preposition of movement. For example, he or she might put a pencil on the floor and say: Jump over the pencil. For more support, write a list of verbs and prepositions of movement on the board. Allow them to use the hula-hoop, too.
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.

Read the comic. Circle the verbs. Underline the prepositions.

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.

Grammar

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

Lesson 2
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, I don’t complain.
2 Samantha tries to stop the ball, we lose the game.
3 My team plays hard, but the ball flies past her.
4 I’m disappointed, the other team blocks me.

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

10 Lesson 3
Reading

Objectives
Students will notice contrasts signaled by the conjunction but as they read.
Students will understand good sportsmanship.

Teaching Resources
Track 3

Lead in to the Lesson (10 min.)
• Have students picture themselves playing their favorite sport. Ask: How do you feel when you win a game? How do you feel when you lose? How do you act toward the other team members? Are you friendly when you win? When you lose?

Present the Skill (5 min.)
• Read the entry as students follow. Give an example. Say: When I win, I feel happy, but when I lose, I feel sad. Point out that these ideas are opposites. Encourage students to look for the word but as they read and listen.

1 Listen and follow. (15 min.)
• Have students preview the first picture. Ask: What sport are they playing? (Soccer.) Do you think the red team wins the game? (No.) Have students look at the second picture, and ask: Who do you think is talking to the girl? (Her grandfather.)
• Play Track 3 for students to listen and follow. If students have trouble understanding the story, play the track again in two chunks. Remind students that it’s OK if they don’t understand every word.

Read the story. What do you think “a good sport” is? (20 min.)

Manage Your Class
• Have the class repeat each sentence after you. Then have students read the story chorally with you. Or you can do the same using the track as the model.
• Alternatively, have students do a round-robin reading, with each student reading one sentence. Repeat with larger chunks of text.
• Have students read the title, and ask them to find “a good sport” in the text (in the last paragraph).
• Ask: Who is a good sport? (Eva.) What does she do? Elicit that she doesn’t complain, encourages other players and congratulates the other team even though her own team loses. Ask: Does she win the game? (No.) How does she act toward the other team? (She gives them high-fives.)
• Then have students circle their choice. Make sure students understand the meaning of fair.

Answer 2

Take the Lesson Further (15 min.)
• Assign some students to read out one or two paragraphs of the story as other students act it out. Continue until all students have had a turn. Encourage students to act out what is described in the story, rather than simply acting out a soccer game.

2 Underline but in the story. Then read and match the sentences. (10 min.)
• Read each sentence part as a class, and clarify the meaning of any words students are unsure about. Then have students work in pairs to match.
• Remind students that the word but connects two different but related ideas. Encourage students to reread their sentences to be sure they make sense.

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

Take the Lesson Further (15 min.)
• Allow students time to read the story again silently. Have them circle any words they don’t understand. Review the meanings of these words, and show students how to look up (block, disappointed, complain) in a dictionary.

3 Discuss. Why does Grandpa say Eva is a good sport? (10 min.)

Get Students Thinking
• Make a mind map on the board to describe a good sport. Write Good Sport in a circle in the middle, and have students brainstorm words and phrases to place around it: fair, friendly, win or lose...
• Have the class vote on the student who is most like “a good sport,” based on the qualities on the board. Encourage students to explain their choice.

Integrate Learning Styles
• Encourage students to choose an activity that suits their learning style, or choose one for them.
• Visual: Students draw a picture of themselves being a good sport while playing their favorite sport.
• Auditory: Students prepare and perform a dialogue showing someone being a good sport.
• Read/Write: Students write a few sentences about being a good sport: I play basketball. I lose the game, but I say, “Good game!”
• Kinesthetic: Students act out a short skit showing someone being a good sport.
Listening

Objective
Students will listen for prepositions of movement to follow an obstacle course.

Teaching Resources
Track 4, green and red crayons or colored pencils (one of each per student), copies of the obstacle course on page 11 (two per student)

Lead in to the Lesson (15 min.)

Present the Vocabulary
• Introduce the new prepositions of movement by calling volunteers to the front and guiding their movements while you describe them: He/She walks between the desks.
• Present prepositions in pairs of opposites when possible: into/out of, down/up, over/under.
• Do the motions for climb, crawl, skip and slide with the class, and have students imitate you. To elicit real-life examples, ask: Where do you (climb) at the playground?

Take the Lesson Further (10 min.)
• Have students look at the picture. Tell them that this kind of race is called an obstacle course. Ask students if they have ever done one. Set up a simple classroom obstacle course, and give directions: Climb on the stool. Step down. Walk around the chair. Crawl under the desk. Skip across the classroom. Then give the steps in a different order, and have students listen carefully to follow your instructions.

Present the Skill (10 min.)
• Read the entry with the class. Remind students what a verb and a preposition are. Give an example. Say: Crawl under the desk. Crawl is a verb. Under is a preposition. Where do you crawl? Under the desk.
• Repeat the process with other instructions from the classroom obstacle course in the previous activity.

1 Look at the obstacle course. Color the Start green. Color the Finish red. (5 min.)
• Make sure students know the meaning of the words start and finish. Have students color and then follow the path with a finger.

2 Listen and circle the correct prepositions. (15 min.)
• Have students trace the path of the obstacle course again and point as you read names of the obstacles and the movement options. Ask them to predict the answers: Do they go around the cone, or do they go past the cone? Students may notice that slide can be both a noun and a verb.
• Play Track 4 for students to listen and follow. Play the track again for them to circle the correct preposition for each obstacle. If students have difficulty, pause the track after each obstacle.

Answers around (the cone), through (the hoop), up (the ladder), across (the bridge), down (the slide), into (the sand), under (the bench), over (the hurdles), past (the goal), between (the trees)

Listen again. Trace the path. Draw the correct movement for each obstacle. (15 min.)
• Play the track again, pausing after the first obstacle. Have students trace a path from the start to the cone, and then draw two arrows around the cone to represent circling it twice. Ask: Is your preposition correct?
• Continue playing the track for students to check their work from activity 2. As they listen, they should trace the path and do each movement with a finger.
• Then play the track again for students to draw the path with a pencil.

Take the Lesson Further (10 min.)
Get Students Thinking
• Distribute copies of the obstacle course, and have students circle the other option for each preposition only if the instruction still makes sense. Then have them draw a new path to match those prepositions.
• Ask students to compare answers with a partner.

3 Challenge a partner. Describe a new path around the obstacle course. Your partner follows your path with a finger. (15 min.)
• Distribute clean copies of the obstacle course before students begin.

Manage Your Class
• If students are comfortable with prepositions, have them work in pairs, taking turns giving a new path and listening and following.
• For more support, do the activity as a class. Draw or project the obstacle course on the board. For each obstacle, ask one student to dictate and another to draw the path. Have the class listen and raise their hand if they think the artist made a mistake.

Take the Lesson Further (25 min.)
Integrate Learning Styles
• Have students create an obstacle course for their playground. Form groups of mixed learning styles.
• Encourage students to choose an activity that suits their learning style, or choose one for them.
• Visual: In small groups, students draw and label at least three obstacles on their playground.
• Read/Write: Students write instructions for the obstacles: Start at the... Go across the...
• Auditory: Students go out to the playground, if possible, and call out the instructions for the obstacle course.
• Kinesthetic: Students do the obstacle course on the playground, if possible, following the instructions.
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...

Listening for Prepositions of Movement

Listen for a verb and a preposition together. Listen for where the movement happens.

<table>
<thead>
<tr>
<th>Sports Verbs</th>
<th>Prepositions of Movement</th>
</tr>
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<tbody>
<tr>
<td>climb</td>
<td>across</td>
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<td>crawl</td>
<td>out of</td>
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<td>skip</td>
<td>between</td>
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<td>slide</td>
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Lesson 4
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

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

Sport: .................................................................
How to Play:
✓ .................................................................
✓ .................................................................
✓ .................................................................
✗ .................................................................

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

Lesson 5
Choose a sport. Write how to play it. Make a list of important facts. (20 min.)

- Read the instructions, and have students preview the form. Make sure students understand that one of the facts should be negative.
- Copy or project the form on the board. Play the track again, and complete the form for basketball as a class.
- Encourage students to use the sports verbs.

Manage Your Class

- You may wish to have students do the activity in groups of four. Assign each group a sport and have each group member contribute one fact.
- Alternatively, group students by favorite sport and allow groups to brainstorm facts. Then have students complete the form individually.

Describe your sport. Use the facts on your list. Your classmates act out the facts and guess the sport. (20 min.)

- Call on students to say their facts. For groups of four, have each student say one fact. Give the class time to mime each one, and then have them guess the sport.

Know Your Students

- Most students may need to use their notes as a reference while they speak.
- Some students should be able to speak without their notes if they have a few minutes to practice first.
- A few students may only be able to say a verb or verb phrase and act out each fact.

Take the Lesson Further (10 min.)

- Have students work in pairs to name each sport in the photos and say one fact about it. Students can take turns saying facts, or they may work together to come up with each fact. Students can use the actions shown in the picture to help them. Prompt students if needed: What do you do in soccer? (You kick the ball into the goal.)

Take the Lesson Further (10 min.)

- Have students preview the sports verbs pictured in activity 2. Review these sports verbs with a game of Simon Says (see page xvii). Have students stand up and mime each verb in place as you say it: bounce the ball, kick the ball, catch the ball, run, hit the ball, slide, throw the ball, jump.
Writing

Objective
Students will correctly capitalize the names of places, schools and sports teams in their writing.

Teaching Resources
Trading cards from students, if available, index cards (one per student), scissors, glue, pictures of famous players for students to cut out and glue to cards, printed fact sheets about famous players and teams, sticky notes (one per student)

Lead in to the Lesson (5 min.)
• Play a version of Board Race (see page xvi) where teams race to write the alphabet in order in capitals and lowercase (Aa, Bb...). Check for alphabetical order and correctly formed capital letters.

Present the Skill (15 min.)
• Read the entry with the class. Have students name the capital letters in the examples. Point out that in terms with more than one word, each important word is capitalized.
• Write more examples on the board in lowercase: australia, my house, taylor swift, a soccer player, manchester united. Invite volunteers to correct the capitalization errors or write a checkmark if the term is correct in lowercase.
• Invite volunteers to come to the board and write capitalized names for other places and teams they know (their school, their city and so on).

1 Complete the facts on the collector’s card. (10 min.)
• Ask students if any of them collect baseball cards or other kinds of trading cards. Display or have students share trading cards as examples. Ask them to name the player, team and sport, and write these on the board using correct capitalization.
• Tell students that they are going to complete a trading card for a famous baseball player. Point out the image of Jackie Robinson.
• Read the instruction and the words in the word bank. Then have students complete the facts independently, using correct capitalization.

Answers
Brooklyn Dodgers; white and blue; New York; baseball; nine; ball, bat

Take the Lesson Further (10 min.)

Integrate Social Studies
• Give students background information about Jackie Robinson. He is famous because he was the first African American to play in Major League Baseball. He played for the Brooklyn Dodgers from 1947 to 1956. (Brooklyn is a part of New York City.)
• Today, the Dodgers are in Los Angeles. In 2017, for the seventieth anniversary of his debut with the Dodgers, Dodger Stadium unveiled a bronze statue of Jackie Robinson stealing home (advancing to home plate—and scoring a run—while the pitcher is throwing the ball, a rare and skillful feat).

2 Make a collector’s card. (30 min.)
• Have students think of their favorite player in any team sport. (Avoid sports such as tennis, swimming and gymnastics that may not have team colors.)
• Suggest players to students who do not know any, and distribute pictures and fact sheets for reference.
• Distribute index cards. Have students cut out and glue or draw a picture of their player on one side of their card and add facts on the other side.

Know Your Students
• Most students will be able to copy the categories from the model and complete them with words or short phrases.
• Some students may be able to write their facts in full sentences. Encourage them to do so if possible.

Check your writing. Do all the names start with a capital letter? (10 min.)
• As a class, discuss the categories that need capitalization (player’s name, team name, city name). Then have students check capitalization in pairs and correct their own work.

3 Share your card with the class. Compare your favorite players and teams. (20 min.)
• Have each student present his or her card to the class. Encourage students to speak loudly and clearly.
• Play Stand Up! (see page xvii) to help students find similarities: Stand up if your team (has blue as a color, plays baseball, is in our city).

Topic 1
What’s my favorite sport?

Do a class survey. (20 min.)

Integrate Math
1 Draw a bar graph on the board with sports across the bottom and number of students up the side. Give students sticky notes. Ask: What’s your favorite sport? Have students answer by attaching their sticky note to the correct column on the board to create a bar graph.
2 Have students analyze the bar graph. They should find the tallest bar to determine the class favorite.
3 Lead students to brainstorm as many rules for this sport as they can come up with, and write them on the board. Encourage students to include negative statements, too.
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.

 capitalize Names

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

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

Topic 1

What's my favorite sport?

 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?
Listen to the cheer and follow. 
Read and label the pictures.

| coach | fans | players | referee |

Listen again and cheer along.

Write a new verse to cheer for your favorite sports team.
Take turns cheering for your favorite team.
**Vocabulary**

**Objectives**
Students will acquire and practice sports verbs and words for sports participants.
Students will say a cheer in rhythm.

**Teaching Resources**
Track 6, Flashcards Topic 1, poster board (one piece per group), large pieces of construction paper

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**Lead in to the Lesson** (10 min.)

**Present the Vocabulary**
- Say: Think about your favorite sport. Who do you see at a game or match? Use the flashcards to teach students coach, fan, player and referee. Point out that a short form of referee is ref. Tell students that a group of players is a team. Say each word for students to repeat.
- Demonstrate cheering, and cue students to start and stop cheering several times. Then lead them in a cheer: T, E, A, M, Go... team!

**1 Listen to the cheer and follow.** (15 min.)
- Play Track 6 for students to listen and follow along. Ask: How is this different from a song? Elicit that it doesn’t have music.
- Point out that like a song, it does have rhythm, or a beat. Play the track again and have students clap or tap along.

**2 Write a new verse to cheer for your favorite sports team.** (20 min.)

**Get Students Thinking**
- Group students according to their favorite sports teams.
- If some students do not have a favorite, group them with students who do.
- For the first line, have students repeat the name of their team: The Lions! The Lions! For the second and third lines, have students describe what they like about their team. For the last line, students should substitute the name of their team: Let’s go, Lions!

**Know Your Students**
- Some students may have difficulty coming up with the middle of the verse. Ask: What does your team do well? Does your team win? Do they run fast? Do they score points? Are they good sports?
- A few students may need to choose from sample language. Write on the board: The players are good sports. They all run fast and score. Our team wins every game. They work together well.

**Take turns cheering for your favorite team.** (15 min.)
- Have groups demonstrate their cheers and then teach them to the class. Groups can call out one line for the class to repeat, then call out two lines at a time, then progress to the whole class. Encourage the class to clap and cheer at the end.

**Take the Lesson Further** (10 min.)
- Engage students in a discussion of how cheering affects players and fans: Why do we cheer at a sports game or match? When you play, how do you feel when people cheer? Is it important for fans to cheer? Why? Are fans always positive with their team and the referee?

**Take the Lesson Further** (20 min.)
- Have students work together to create a new cheer spelling out a team name: L, I, O, N, S. What does that spell? Lions!
- Students can work as a class, in their groups from activity 2 or in new groups of mixed learning styles.
- Have groups present their new cheer to the class.

**Integrate Learning Styles**
- Encourage students to choose an activity that suits their learning style, or choose one for them.
- Visual: Students create a large poster showing the team mascot. They hold the poster up at the end of the cheer when they say the team name.
- Auditory: Students clap to the beat and say the cheer together in rhythm.
- Read/Write: Students write each letter in the team name on a separate piece of construction paper. Students stand in a line in the correct order to spell the team name and hold up each piece of paper as the letter is called.
- Kinesthetic: Students create gestures to go with the cheer, such as forming the letter shapes with their bodies and marching in time.

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**Lesson 7**

12/12/17 1:53 PM
Grammar

Objectives
Students will learn and practice the present continuous for future arrangements.
Students will use time expressions including adverbs and prepositional phrases.

Teaching Resources
Grammar Worksheet 1.2, three signs, each with a large title and smaller details: Days of the Week (all days of the week), Parts of the Day (morning, afternoon, night) and Times (1:30, 3:00...)

Lead in to the Lesson (10 min.)

Present the Grammar

- Read the Time Expressions section of the entry with the class. Check that students know the meanings of all the examples.
- Explain that the preposition on is used with days and dates (on Monday, on October 31st). At is used with times and some parts of the day (at one o’clock, at night). In is used with other parts of the day, months and seasons (in the morning, in February, in summer).

Take the Lesson Further (10 min.)

- Post the three signs in different parts of the room, and play Action Stations (see page xvi) to review words for days and times. Say sentences using the present continuous for future arrangements: We’re eating dinner at six o’clock. (Times.) I’m sleeping late on Sunday. (Days of the Week.) You’re practicing soccer this afternoon. (Parts of the Day.)

1 Read and complete Will’s schedule. (15 min.)

- Read the email aloud as students follow. Ask comprehension questions: Who’s the writer? (Will.) Who’s he writing to? (His grandma.) What is he excited about? (The state tennis championship.)
- Read the schedule with the class, and point out the columns for the day, time and activity.

2 Complete the sentences with the present continuous. (10 min.)

- Remind students to include a form of be and to check their spelling of the –ing forms. Allow students to use contracted forms where appropriate.

Answers
1 (I)'m playing, Are (you and Grandpa) coming
2 She's going to Sami's birthday party at one o'clock. 3 Amber and her dad are watching a basketball game after dinner. 4 Amber has a busy schedule on Saturday!

Take the Lesson Further (30 min.)

1 Remind students to look for both present continuous verbs and future time expressions.
2 Have students match alone and read their completed sentences with a partner to check.
3 Have students write about their own plans and then ask and answer.

Answers
1, 4 2 1 Amber is making pancakes for breakfast in the morning. 2 She's going to Sami's birthday party at one o'clock. 3 Amber and her dad are watching a basketball game after dinner. 4 Amber has a busy schedule on Saturday!

3 Ask and answer about future arrangements. (10 min.)

- Give one question and answer as an example: What are you doing on Saturday? On Saturday, I’m playing tennis at two o’clock. Then have students ask and answer in pairs.

Take the Lesson Further (10 min.)

- Have students write down their own schedules for the upcoming week or weekend. They can use the schedule on the page as a model. Encourage them to use ideas from the previous activity.
- Have students share their schedules with the class.
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Travel to Springdale.</td>
</tr>
<tr>
<td></td>
<td>Play tennis!</td>
</tr>
<tr>
<td></td>
<td>Go to the award ceremony.</td>
</tr>
</tbody>
</table>

Grammar

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?
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!”

Paul

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.

Ms. Ramos

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!

Mr. Davis

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

Dr. Patel

Sports Medicine: A Get-Well Team

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>15–21 Rest.</td>
<td>1–14</td>
</tr>
<tr>
<td>22 &amp; 29 Practice new</td>
<td>15 Checkup with</td>
</tr>
</tbody>
</table>

Sports Verbs

exercise
hurt
stretch

Previewing and Predicting

Before you read, look at the title and pictures. Predict: What is the text about?

Sports Medicine: A Get-Well Team

Read again and answer the questions.

1. Who helps Paul get well?
2. How do they help?

Copy and complete the schedule.
Reading

Objectives
Students will preview the title and pictures to predict what a text is about before reading.
Students will complete a schedule from information in a text.

Teaching Resources
Step-by-step diagrams of how to do simple stretches (1 per small group)

Lead in to the Lesson (5 min.)

Present the Vocabulary
• Say and act out each sports verb, and have students repeat the word several times as they do the motion. Do jumping jacks for exercise. Hold your arm or knee and yell “Ouch!” for hurt. Touch your toes or reach up high for stretch.

Take the Lesson Further (10 min.)

Get Students Thinking
• Describe a scenario for students to give advice. Say, using gestures if needed: Dean is playing baseball. His teammate throws the ball to him. Dean tries to catch it, but it hits his hand. Ouch! Now Dean's hand really hurts. Who can help Dean? (A doctor, a nurse, his mom.) Pretend you are Dean's coach. What should Dean do? (Stop playing baseball for today, rest, put ice on his hand, visit the doctor or school nurse.)

Present the Skill (5 min.)
• Read the entry with the class. Explain that when readers preview, they look at the title and pictures before reading. When readers predict, they guess what the text will be about.
• Students may tend to try to preview by reading the whole text quickly. Remind them to look at just the title and pictures at first.

1 Look at the title and pictures. Circle what the text is about. (5 min.)
• Have students point to the title and read it aloud. Then have students try to identify the people in the pictures (player, physical therapist, doctor, coach). Tell students to answer the question using the title and pictures. Don't give them time to read the full text.

Answer

2 Read the text. Was your prediction correct? (20 min.)
• Read the text one section at a time as students follow along. Then have students read aloud again, taking turns reading one sentence or section each.
• Elicit that prediction 3 is correct because the people in the pictures are Paul's "get-well team."

Take the Lesson Further (10 min.)
• Point out that when we read aloud, we say the ordinal number for the day of the month: March fifteenth. Say each date in the text and have students repeat it after you. Continue for other dates students know: What is today? When is your birthday?

Read again and answer the questions. (15 min.)

Manage Your Class
• Complete a chart as a class to answer the questions. Draw a two-column chart on the board with titles Helper and Job.
Ask: Who is the (first) helper? What does he/she do? How does he/she help Paul?
• Alternatively, divide the class into three groups, and have each group make notes about one of the helpers. Have groups share their results with the class.

Answers
1 Ms. Ramos is a physical therapist. Mr. Davis is a coach. Dr. Patel is Paul's doctor. 2 Ms. Ramos teaches exercises. Mr. Davis helps the team exercise, stretch and play baseball. Dr. Patel gives Paul a checkup and examines his arm.

Take the Lesson Further (10 min.)
• Have pairs quiz each other about the text. One student reads a sentence from the book, and his or her partner (with their book closed) says who said it or which section it's from.

Copy and complete the schedule. (15 min.)
• Ask students to list the dates and events from the text: March 15, Paul's injury. They can use their notes to help them copy and complete the schedule.

Know Your Students
• Most students should be able to create a timeline by rewriting their notes with the dates in order.
• Some students may be able to fit the dates into the weekly schedule by finding the correct range.
• A few students may be able to add more information to the schedule.

Answers
March 22 & 29: Practice new exercises. April 1–14: Exercise and stretch with the team. April 15: Checkup with doctor.

Integrate Health
• Help small groups investigate ways to stretch to prevent injury during exercise.
• Tell students that it's usually a good idea to stretch before exercising so you don't hurt your muscles.
• Give each small group a diagram of how to do one stretch. Encourage students to follow the steps to learn their stretch. Monitor groups to be sure they are stretching safely and correctly.
• Have groups demonstrate their assigned stretches for the class to follow. They should begin by saying what part of the body they are stretching: Let's stretch our legs. Ready?
Listening

Objectives
Students will practice asking speakers to repeat or clarify when they don’t understand.
Students will ask follow-up questions to elicit additional details.

Teaching Resources
Track 7 and transcript (one copy), index cards, each with one question from the entry asking for clarification

Lead in to the Lesson (15 min.)
• Have students play a game in two teams to practice times.
  Have one student from each team come up to the board. Say a time (on the hour or half-hour). The first to write the time in numerals and words gets a point. Progress to more challenging clues: It’s when we eat lunch. / It’s one hour before three thirty.

1 Listen and circle. What is the teacher describing?
  Answer 2

2 Listen again for the times. Write them in the schedule.
  (10 min.)
• Have students preview the schedule and point to where the times should go. Play Track 7 twice for students to listen and circle.
  Answers 8:30, 10:00, 1:30, 2:30

Present the Skill (15 min.)
• Students are sometimes hesitant to admit they didn’t understand something. Throughout the lesson, emphasize that these questions are common and helpful in many conversations.
• Read the entry with the class, and have students repeat the questions after you, chorally, in rows, in pairs and alone.

• Write these questions on the board: Could you repeat…?
  Where…? Play the track again and have students raise a hand when they hear them. Pause after the first question is answered, and ask: What information does the teacher repeat? (1:30 volleyball, 2:30 gymnastics.) Pause after the second question is answered, and ask: What details does the teacher add? (The sports are inside, in the gym.)

Take the Lesson Further (15 min.)
• Give five students an index card with a question asking for clarification. Read a sentence from the Track 7 transcript giving a detail about the sports day, such as: In the morning, we’re playing sports outside. Have students ask the questions on their cards. Respond with an appropriate answer.
• Give the cards to different students and repeat the process. Continue until all students have had a turn.

Take the Lesson Further (10 min.)
• Do a substitution drill to review the present continuous and time expressions: We're playing basketball at ten o'clock.—We're playing basketball at ten o'clock. On Friday—We're playing basketball on Friday. Continue with tomorrow, after school, in the morning and other activities.

3 Choose two new sports for after school. Write the time, activity and location. (5 min.)
• Have students individually choose two sports for the sports day that take place after school. Have them write the time and place (outside or inside) for each.

Read your schedule for a classmate to write. Take turns and ask questions to clarify. (20 min.)
• Read the instructions aloud. Pair students, and have them sit back-to-back. Students should read their after-school schedule for their partner to write. Remind students to use the present continuous for future arrangements: We’re going swimming at four thirty.
• Partners should listen and write the information. Then they should ask at least two clarifying questions.
• Allow pairs to check each other’s work at the end.

Know Your Students
• All students should be able to ask the questions that are fully written out in the entry: What do you mean? Could you please explain? Could you repeat that?
• Some students will be able to complete the questions asking for more details: What time…? Where…?

Take the Lesson Further (10 min.)

Get Students Thinking
• Have students evaluate the school sports day. Ask: Is this a fun sports day? Are there any other activities you’d like in the morning or afternoon? Invite volunteers to share their ideas for after-school activities, and ask students to vote on their favorites. Finally, elicit students’ ideas for the best way to end a school sports day (perhaps with a class party).
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.

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

4 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.

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

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

Date: __________________  Time: __________________  Place: __________________

Listen. Complete the party invitation.

Listen again and match.

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.

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

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?

Using Tag Questions

You can use tag questions to check information. Use a negative form of be or do and a pronoun that matches the subject, or just the word right: Mom is making
snacks, isn’t she?
We have practice
today, don’t we?
Mr. Mason is the new
cochach, right?

Lesson 11
Speaking

Objectives
Students will role-play a phone conversation.
Students will use tag questions to check information.

Teaching Resources
Track 8 and transcript (one copy per student), construction paper, art supplies

Lead in to the Lesson (10 min.)
• Have students draw a picture of the last party they went to, such as a birthday party. Ask students to share their pictures with the class and give the date, time and place of the party.

1 Listen. Complete the party invitation. (10 min.)
• Tell students that they are going to listen to friends planning a party. Have students preview the invitation to see what information is missing. Write the questions on the board: What day is the party? What time is the party? Where is the party? Play Track 8 for students to listen and complete the invitation.
• Play the track again, and ask comprehension questions: What are they doing at the party? (Playing sports.) What are they eating at the party? (Snacks; cookies and drinks.)

Answers Saturday, 2:30, Park

+ Listen again and match. (15 min.)
• Read both columns. Point out that these are all questions that students will hear on the track. Play the track again for students to match.
• You may wish to pause the track after each tag question. Play the track again as needed.

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

Present the Skill (15 min.)
• Read the entry with students. Tell students that a tag question is really a statement followed by a short question—the tag.
• Write the first example on the board. Draw a line between the statement and the tag and have students identify each part. Point out that the verb in the tag matches the verb or verb tense in the statement, and the subjects match, too.
• Walk students through the second example in the same way. Explain that right? can be used at the end of any statement to ask a question.

Take the Lesson Further (5 min.)
• Invite volunteers to read their completed sentences from the matching in activity 1, and elicit that they are all tag questions. Have students point out the statement and the tag in each one, and explain the choice of verb in the tag.

2 Plan a sports party. Write the date, time and place. (5 min.)
• Have the class briefly discuss and agree on a date, time and place for a class sports party.

Role-play a phone call. Talk to a friend about the party. Use tag questions. (15 min.)
• Pair students to role-play a short phone call. Have pairs ask and answer at least three tag questions—one each for the date, time and place of the class party.
• Remind callers to say Hello/Hi or It’s Avery/This is Avery at the beginning of the call and Bye at the end.
• Invite a few pairs to do their role play for the class.

Know Your Students
• A few students may need to use the Track 8 transcript for reference during their role play.
• Some students will need sentence starters written on the board: You’re coming to the party on…, aren’t you? It’s at…, isn’t it? The party is at…, right?
• Allow students to use the general tag right? only if they struggle with forming the other tags.

What do you need for your party? List three things. (5 min.)
• Read the instructions, and have students work in groups of three to complete the left column of the chart.

Find a classmate to bring each item. Use tag questions. Complete the chart. (15 min.)
• In their same groups, have students use tag questions to decide who will bring each item.
• Demonstrate with a student before groups begin: You’re coming to the party, aren’t you? (Yes, I am.) You have a basketball, don’t you? (Yes, I do.) Can you please bring it? (Yes, I can.) Thanks!
• Make sure all students have a chance to both ask and answer tag questions. Have groups complete the right column of their chart.

Take the Lesson Further (15 min.)

Get Students Thinking
• In their same groups, have students create an invitation for their party, including pictures of the items from their chart. Have groups display their invitations. Invite the class to ask tag questions to guess the sports at the party: I see a ball and bat. You’re playing baseball at your party, aren’t you?

3 Talk about your favorite sports. (10 min.)
• Go around the room and have students ask their neighbor a tag question to guess his or her favorite sport. Start by asking the first student: (Baseball)’s your favorite sport, isn’t it? The student should answer you and then ask the next student. Write possible answers on the board: Yes, it is!/ No, it isn’t. It’s...
Project

Objective
Students will plan and participate in a class sports day.

Teaching Resources
Ball that bounces, cone and three hula-hoops, stopwatch or clock or watch with second hand, art supplies, assorted sports equipment

Lead in to the Lesson (10 min.)
• Have a student bounce a ball as you time one minute. Have the class count the bounces in unison. Repeat with others.
• Hand a student three hula-hoops, and place a cone on the floor. Have the student try to throw the hoops over the cones. Have students cheer and count any hoops that go over the cone. Give other students a turn.

Present the Skill (5 min.)
• Tell students they are going to have a class sports day with these and other fun activities.
• Read the entry with the class.

1 Read the plan for the sports station and look at the photo. Answer the questions. (10 min.)
• Have students look at the picture. Ask if they recognize this activity. Read the chart with the class, and have students answer the questions independently.
• Discuss each person’s role. Elicit that the coach teaches others how to play, and the referee keeps score and checks that players follow the rules.

Answers
1 hoop toss 2 cones, hoops 3 Toss the hoops over the cone. One point for each successful toss.

2 Plan your sports station. (40 min.)
• Decide how many sports or activities would be appropriate, and divide students into that number of groups.
• Guide the class in brainstorming a list of fun, doable activities. The class sports day can take place outdoors in the playground, or indoors in a gym. Activities could include a relay race, an obstacle course, “keep the beach ball in the air,” a race with hurdles or cones, a beanbag toss, a sack race, timed basketball bouncing, a long jump and so on.
• Have groups follow steps 1–4 to plan their station. Each student should write and draw his or her own copy.

Integrate Learning Styles
• Students will get more out of the project if they are assigned or choose roles that suit their learning styles.
• Visual: Students design signs for the station and diagrams for how to do the activity.
• Auditory: Students say the rules, keep time and count the score while running the activity station.
• Read/Write: Students write the plan, equipment and group members’ roles. They could also write the rules.
• Kinesthetic: Students demonstrate how the station will run and how the activity is done.

3 Share your plan. (20 min.)
• Circulate among groups as they plan. Arrange to obtain any needed equipment. Encourage them to express their plans in the present continuous: What are you playing? What are you bringing?
• Help students walk through their activity. Map out how much space they will need and how many players will be in each round. Have students practice their roles in advance.

Take the Lesson Further (10 min.)
• Choose a day and time for the class sports day. Have students each make an invitation to invite family and friends. They should include the date, time, place and decorations related to their activity station.

4 Hold a class sports day! (60 min.)
• Set up the stations and supply any additional equipment. Number the stations and give students name tags with their station number.

Manage Your Class
• You may wish to run half the stations at a time, so students get to run their station and participate in other groups’ activities.
• For larger groups, have half the students in each group run the station while the other half participate in activities. Then students can switch roles.
• Alternatively, if parent helpers or other assistants are available, have adults run the stations so all students can participate at once.

Topic 1
What’s my favorite sport?

1 Which is your favorite station? How do you play? (20 min.)

Get Students Thinking
• Evaluate the sports day as a class. Have students summarize the rules for their favorite station and describe why they like it. Ask: How well did the station work? Could students do the activity? What was your favorite part about the sports day? What would you change next time?

2 Talk about your favorite sport. When are you playing or watching this sport next? (5 min.)
• Have students discuss and answer the questions using the present continuous for future arrangements: I’m playing in a big soccer game on Friday. I’m watching Real Madrid next Saturday.
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

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Who is bringing it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>cones</td>
<td>Ramon</td>
</tr>
<tr>
<td>hoops</td>
<td>Linda</td>
</tr>
</tbody>
</table>

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.

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?