

## 6

## Activities

**Unit aims** Pupils learn about free time activities. This includes:

- learning vocabulary for activities
- talking about what they can/can't do
- talking about what they and others like doing
- asking what others like doing
- talking about playing nicely
- learning vocabulary for sports equipment

### Introduction to the unit

- Say *Open your books at pages 68 and 69, please.* Play the theme song on the recording. Pupils look at the photo and read the title of the unit, while listening to the song.
- Ask *What's Unit 6 about?* Encourage pupils to work out the meaning of *activities*. Then point to the photo and ask *What can you see? How many boys are there? (Two.) How many girls? (Two.) What's the activity? Teach or elicit rollerskate.* Ask different pupils *Can you rollerskate?* Encourage them to reply with short answers *Yes, I can. / No, I can't.* If time, ask more questions about the photo, e.g. *What are the children wearing? / What colours can you see?*
- Elicit actions and activities which pupils already know in English (from *Guess What! Level 1: paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance*). Write these words on the board. Ask individual pupils *Can you (dance)? (Yes, I can. / No, I can't.)* Pupils ask and answer about the activities in pairs.
- If time, play *Pass the ball* (see page xvi). When the music stops (or you say *Stop!*) ask the pupil with the ball a question with *Can you ...?* e.g. *Can you draw? (Yes, I can. / No, I can't.)* Pupils can also practise asking and answering about activities using *Can you ...?* in pairs.

**CD1:02**

(Theme song – see lyrics on page TB5)







**1**  Listen. Who's speaking?

**2**  Listen, point and say.

# Activity Day What can you do?

**1** play tennis   **2** play hockey   **3** play basketball

**4** rollerskate      **5** play baseball

**6** ride a horse   **7** fly a kite   **8** take photos

**TODAY!**

**3**  Listen and find.



**Lesson aims** Pupils learn vocabulary for activities.

**New language** *play tennis, play hockey, play basketball, rollerskate, play baseball, ride a horse, fly a kite, take photos! Activity Day, Cool! enter, What can you do? I love (baseball). today*

**Recycled language** character names | numbers 1–8 | activities from Level 1 *paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance, I can/can't (paint). Can you (paint)? Yes, I can. No, I can't. Look at this. school, Let's (go). Me, too. What's your favourite sport? What about you/me? I've got ..., Great! Come on.*

**Materials** CD2 | Flashcards: 65–72 | Word cards: see page TB108 | Level 1 actions flashcards: 76–85, if available | Slips of paper, each with an activity from the lesson or an action from Level 1 written on it (optional)

### Warmer

- Use the Level 1 actions flashcards: 76–85 to review vocabulary for activities, if available.
- Play *Simon says* (see page xvi) with actions and activities from Level 1 (e.g. *Simon says 'Ride a bike'.*) (Pupils mime riding a bike.) Volunteers can also give the instructions.

### Presentation

- Say *Let's learn more words for activities.* Hold up each flashcard and say the new word. Pupils repeat in chorus and individually. Then show the flashcards in random order. Pupils say the words.
- Stick the flashcards on the board. Make a positive and a negative sentence about two of the activities with *can* (e.g. *I can play basketball. I can't play hockey.*) Write the sentences on the board.
- Ask *What can you do?* Elicit sentences from different pupils (e.g. *I can ride a bike.*) Pupils tell each other which things they can and can't do in pairs.

### Pupil's Book page 70

#### 1 Listen. Who's speaking?

- Say *Open your books at page 70, please.* Ask *Who can you see?* Pupils say the names of the characters. Ask *Where are the children? (At school.)* Point to the poster and say *Look! A poster. What's it for?* Explain/Elicit that the poster is for an Activity Day. Check pupils understand *day* and *today*.
- Say *Let's listen. Who's speaking?* Play the recording. Pupils listen and point to the characters. Then play again, pausing for pupils to point to the activities on the poster as they hear the characters mention them.

#### CD2:34

**Olivia:** Look at this! A school Activity Day! Cool!

**Ben:** Let's enter. I can play tennis and I can play hockey.

**Olivia:** Me, too. And I can play basketball. Basketball is my favourite sport.

**Ben:** What about you, Tina? What can you do?

**Tina:** Rollerskate! I can rollerskate. And I can play baseball. I love baseball.

**David:** What about me? I can ride a horse. And, erm – I can fly a kite! I've got a fantastic kite.

**Olivia:** Yes! Great! And I can take photos.

**Ben:** Look – it's today! Come on. Let's go.

#### 2 Listen, point and say.

- Say *Now listen, point and say.* Play the recording. Pupils listen and point to the numbered activities on the poster as they hear them mentioned. Then play again. Pupils listen and say the words.

#### CD2:35

1 play tennis 2 play hockey 3 play basketball  
4 rollerskate 5 play baseball 6 ride a horse 7 fly a kite  
8 take photos

#### 3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for pupils to find and point to the correct activity. Pupils can also say the correct number.
- If you have time, pupils can repeat in pairs. One says a sentence, e.g. *I can take photos* and the other says the number (e.g. *Eight*), or points to the picture of the activity.

**Key:** Pupils point to the activities in the following order: 6, 8, 5, 3, 1, 7, 2, 4

#### CD2:36

I can ride a horse.

I can play tennis.

I can take photos.

I can fly a kite.

I can play baseball.

I can play hockey.

I can play basketball.

I can rollerskate.

#### Find Leo.

- Say *Now find Leo.* Pupils search for Leo in the picture (he's in Ben's bag).

### Activity Book page 56

#### 1 Look, match and write.

- Pupils match the activities with the equipment by drawing lines. Then they complete the phrases on the right.

**Key:** 2 a horse 3 c kite 4 b baseball

#### 2 Look and write the words.

- Pupils look at the pictures and complete the dialogues with the words in the box.

**Key:** 1 play 2 ride, fly 3 rollerskate, take

### Ending the lesson

- Play *Does it match* (see page xv) with the Unit 6 flashcards and word cards.

**Extra activities:** see page TB120 (if time)

**Lesson aims** Pupils practise the activities vocabulary. They practise talking about what they can/can't do.

**New language** *Good idea!*

**Recycled language** actions and activities | *I can/can't (play tennis). Let's (play tennis).* | letters a–e | numbers 1–5

**Materials** CD2 | Flashcards: 65–72 | Word cards: see page TB108 | A piece of blank paper for each pupil (optional)

### Warmer

- Review the activities with the flashcards.
- Play *Mime and match* (see page xvi), using the flashcards and word cards. When the pupil with the matching word card stands up, encourage him/her to make a sentence with *can* or *can't* about the activity (e.g. *I can't rollerskate*).

### Pupil's Book page 71

#### 4 Say the chant.

- Say *Open your books at page 71, please*. Point to the larger photo and say *I can play ... (tennis)*. Repeat for the other photos. Make sure pupils understand the meaning of the ticks and crosses next to the photos.
- Say *Listen to the chant*. Play the recording. Pupils listen and point to the photos in turn. Explain the meaning of *Good idea!* and practise saying it with the whole class.
- Then say *Now listen and say the chant*. Play the recording again. Pupils can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary, until pupils are chanting confidently. Pupils can also mime the different activities as they chant.

#### CD2:37

I can play tennis.	I can fly a kite.
I can't play hockey.	I can't ride a horse.
Let's play tennis!	Let's fly a kite!
Good idea!	Good idea!
I can play basketball.	I can take photos.
I can't play baseball.	I can't rollerskate.
Let's play basketball!	Let's take photos!
Good idea!	Good idea!

#### 5 Match and say.

- Write letters *a* to *e* on the board and practise pronunciation of the letter names.
- Point to the first sentence in the list in activity 5 and ask a volunteer to read it aloud. Ask *Which picture? (e)*. Say *Match and say*. Pupils read and match the rest of the sentences in pairs.
- Check answers by saying the number of the sentence, e.g. *Two*. Pupils say, e.g. *c I can take photos*.

**Key:** 2 c I can take photos. 3 a I can ride a horse.  
4 b I can play tennis. 5 d I can play hockey.

#### 6 Point and tell your friend.

- Pupils work in pairs. They take turns to point to one of the pictures in activity 5 (a–e) and say whether they can or can't do it. Circulate and check pronunciation of *can/can't*.

**Key:** Pupils' own answers.

### Activity Book page 57

#### 3 Listen and stick.

- Pupils will need the Unit 6 stickers from the back of the Activity Book.
- Play the recording. Pupils listen and stick the stickers into the correct position (the things the boy can do on the left and the things he can't do on the right).

#### CD2:38

1 I can rollerskate.	4 I can't ride a horse.
2 I can't play hockey.	5 I can fly a kite.
3 I can take photos.	6 I can't play basketball.

#### 4 Look and write the words.

- Check pupils understand the meaning of the pictures in the two columns (the left-hand column is for activities which require a ball, the right-hand column is for activities which don't require a ball). Pupils write the activities from the box in the correct columns.

**Key:** ball: play tennis, play baseball; no ball: ride a horse, rollerskate, take photos

#### My picture dictionary → Go to page 90: Tick the words you know and trace.

- Pupils turn to page 90 and tick the words they know. They then trace over the word labels for each picture.

### Ending the lesson

- Suggest activities with *Let's ...* (e.g. *Let's rollerskate!*). Pupils all say *Good idea!* and mime doing the activity. When they get the idea, volunteers can come to the front to make the suggestions. Use the flashcards as prompts, if necessary.

**Extra activities:** see page TB120 (if time)



**4** Say the chant.



I can play tennis.  
 I can't play hockey.  
 Let's play tennis.  
 Good idea!



**5** Match and say.

1, e. I can rollerskate.

- 1 I can rollerskate.
- 2 I can take photos.
- 3 I can ride a horse.
- 4 I can play tennis.
- 5 I can play hockey.



**6** Point and tell your friend.

Picture b. I can play tennis.

Picture e. I can't rollerskate.

**7**  Listen, look and say.



**8**  Listen and say the name.



Ann



Pam



Jack



Bill



Alex



Grace

**9**  Things you like. Think and say.

**Lesson aims** Pupils talk about what they and others like / don't like doing.

**New language** *I like / don't like (playing basketball). He/She likes / doesn't like (painting).*

**Recycled language** activities | family | *This is (me/my family). That's (my cousin). Who's this? Is it your (mum)? dog*

**Materials** CD2 | Flashcards: 65–72 | Level 1 actions flashcards: 76–85, if available

### Warmer

- Review the activities using the flashcards. Review actions from *Guess What!* Level 1 with flashcards, if available, or using mime prompts.
- Pupils play a version of *Mirror game* (see page xvi) in pairs. They stand facing each other. Pupil A says, e.g. *Let's rollerskate*. Pupil B says *Good idea!* Then they both mime the activity, trying to do exactly the same actions at the same time, as if they were looking in a mirror. The game continues, with Pupil B suggesting an activity to mime.

### Presentation

- Stick the activity flashcards on the board in a row. Point to one of the flashcards and say, e.g. *I like playing tennis*. Draw a tick next to the flashcard. Point to the next flashcard and say, e.g. *I don't like flying a kite*. Draw a cross next to the flashcard. Repeat the sentences. Check pupils understand the meaning. Make sentences about the rest of the flashcards.
- Invite pupils to make similar positive and negative sentences about different activities by asking, e.g. *What about dancing, Elena? (I like dancing.)*

### Pupil's Book page 72

#### 7 Listen, look and say.

- Say *Open your books at page 72, please*. Point to activity 7 and ask *Which activities can you see? (Basketball, swimming.)*
- Say *Listen and point*. Play the recording. Pupils point to the children. Then say *Now listen and say*. Play the recording again, pausing for pupils to listen and repeat.

**CD2:39**

**Boy:** I like playing basketball. I don't like swimming.

**Girl:** I like swimming. I don't like playing basketball.

#### 8 Listen and say the name.

- Say *Look at activity 8. This is a family. Let's read the names*. Point to each photo and ask *What's his/her name?* Help pupils practise pronunciation of the names. Explain that they are going to listen to the boy (Alex) talking about the photos. Review family words (*mum, dad, sister, brother, cousin, grandma, grandpa*).

- Say *Listen and say the name*. Play the recording, pausing after each sentence. Pupils listen, look at the photos and say the correct name each time.

**Key:** Alex, Grace, Pam, Ann, Bill, Jack

**CD2:40**

**Alex:** Look at my photos. This is my family.

**Girl:** OK.

**Alex:** This is me. I like painting pictures. What's my name?

**Girl:** And who's this?

**Alex:** That's my cousin. She likes riding a horse.

What's her name?

**Girl:** And who's this? Is it your mum?

**Alex:** Yes! She likes playing tennis.

**Girl:** Oh yes. What's her name?

**Girl:** And who's this? Is it your grandma?

**Alex:** Yes, it is. She likes taking photos. What's her name?

**Alex:** And this is my uncle. He likes singing.

**Girl:** What's his name?

**Girl:** And this is your dog!

**Alex:** Yes! He likes playing football. What's his name?

#### 9 Things you like. Think and say.

- Pupils work in pairs. They take turns to talk about things they like/dislike doing (e.g. *I like singing. I don't like playing football.*).
- Make groups of four. Pupils take turns to talk about the person they worked with in the pairwork, e.g. *Gabriel likes singing. He doesn't like playing football*. They use the speech bubbles to help them.

### Activity Book page 58

#### 5 Look at the table. Circle the words and write.

- Pupils read, refer to the table and circle *like* or *don't like* in each speech bubble. Then they use the table to complete the sentences below in the third person.

**Key:** 2 don't like 3 don't like 4 like 6 likes 7 likes  
8 doesn't like

### Ending the lesson

- Make a sentence with *likes/dislikes* about one of the photos in Pupil's Book activity 8 (e.g. *She likes taking photos.*). Pupils say the name (e.g. *Ann*). If time, they can play the same game in pairs.

**Extra activities:** see page TB120 (if time)



**Lesson aims** Pupils ask and answer about what others like doing.

**New language** *Do you like (flying a kite)? Does he/she like (flying a kite)?*

**Recycled language** activities | Yes, I do. No, I don't. Yes, he/she does. No, he/she doesn't. I like (flying a kite). He/She likes (flying a kite).

**Materials** CD2 | Flashcards: 65–72

### Warmer

- Play *True or false?* (see page xvii), making sentences with *he/she likes +ing* about pupils in the class. Volunteers can lead the game by making sentences about their friends.

### Presentation

- Hand out five of the flashcards to volunteers. Ask a pupil with a flashcard to stand up. Tell the class they need to guess whether the pupil likes or dislikes this activity. Ask individuals to guess, e.g. *Does Dominika like (playing basketball)?* Help them to reply *Yes, he/she does.* or *No, he/she doesn't.* Keep a tally of guesses on the board. Then ask the pupil *Do you like (playing basketball)?* He/She answers *Yes, I do.* or *No, I don't.* See if the pupils guessed correctly. Repeat with different pupils.

### Pupil's Book page 73

#### 10 Sing the song.

- Say *Open your books at page 73, please.* Point to the large picture in activity 10 and ask *What activities can you see? (playing tennis, riding a horse, riding a bike, flying a kite, running, playing football).* Say *Listen and point.* Point to each of the people in the large picture (e.g. the boy riding a horse) and ask *Does he like (riding a horse)? (No, he doesn't.)*
- Say *Listen and point.* Play the recording. Pupils listen and point to the small pictures.
- Then say *Now sing the song.* Play the recording a few times, until pupils are singing confidently. The first time pupils can hum to the tune and join in with any words they know. Then pupils can sing along, following the song text and the small pictures. You can also divide the class into two groups, with one group singing all the questions and one singing the answers. **Note:** Pupils can sing along to the version of the song with the words, or to the karaoke version of the song.

#### CD2:41

Do you like flying a kite?  
No, I don't. No, I don't.  
Do you like riding a bike?  
Yes, I do. Yes, I do.  
I like riding a bike.

Does he like flying a kite?  
No, he doesn't. No, he  
doesn't.  
Does he like riding a bike?  
Yes, he does. Yes, he does.  
He likes riding a bike.

Do you like playing tennis?

No, I don't. No, I don't.

Do you like playing  
football?

Yes, I do. Yes, I do.

I like playing football.

Does she like playing tennis?

No, she doesn't. No, she  
doesn't.

Does she like playing  
football?

Yes, she does. Yes, she does.

She likes playing football.

### 11 Listen and say the number.

- Say *Look at the pictures. Find the children in the big picture.* Give pupils time to match the small pictures (1 to 6) with children in the picture in activity 11. Elicit a sentence for each picture, to make sure pupils understand which activity each person is doing and whether he/she likes it or not (e.g. *Number 4. She doesn't like playing tennis.*)
- Say *Listen and say the number.* Play the recording, pausing for pupils to find the picture and answer after each short dialogue.

**Key:** 6, 5, 3, 2, 4, 1

#### CD2:42

**Boy:** Do you like  
rollerskating?

**Girl:** Yes, I do.

**Girl:** Do you like riding  
a horse?

**Boy:** No, I don't.

**Boy:** Do you like playing  
football?

**Girl:** Yes, I do.

**Girl:** Do you like riding  
a bike?

**Boy:** Yes, I do.

**Boy:** Do you like playing  
tennis?

**Girl:** No, I don't.

**Girl:** Do you like flying  
a kite?

**Boy:** No, I don't.

### Activity Book page 59

#### 6 Look, read and circle the answers.

- Pupils look at the pictures, read the speech bubbles and circle the correct answer each time.

**Key:** 2 No, I don't. 3 Yes, he does. 4 No, she doesn't.

#### 7 Complete the table. Ask and answer.

- Pupils work in groups of three. They complete the table by writing two more activities at the top of columns 3 and 4 and the names of the two other pupils in their group on the numbered lines in rows 3 and 4. They complete the 'me' row by circling 'yes' for activities they like and 'no' for activities they don't like. Then they ask the other two pupils in their group questions with *Do you like ...?* to find out their answers.




**Key:** Pupils' own answers.




### Ending the lesson




- Pupils work in pairs. They look at the picture in Pupil's Book activity 10 and ask and answer about the different activities shown (e.g. *Do you like riding a bike? Yes, I do. / No, I don't.*)




**Extra activities:** see page TB120 (if time)

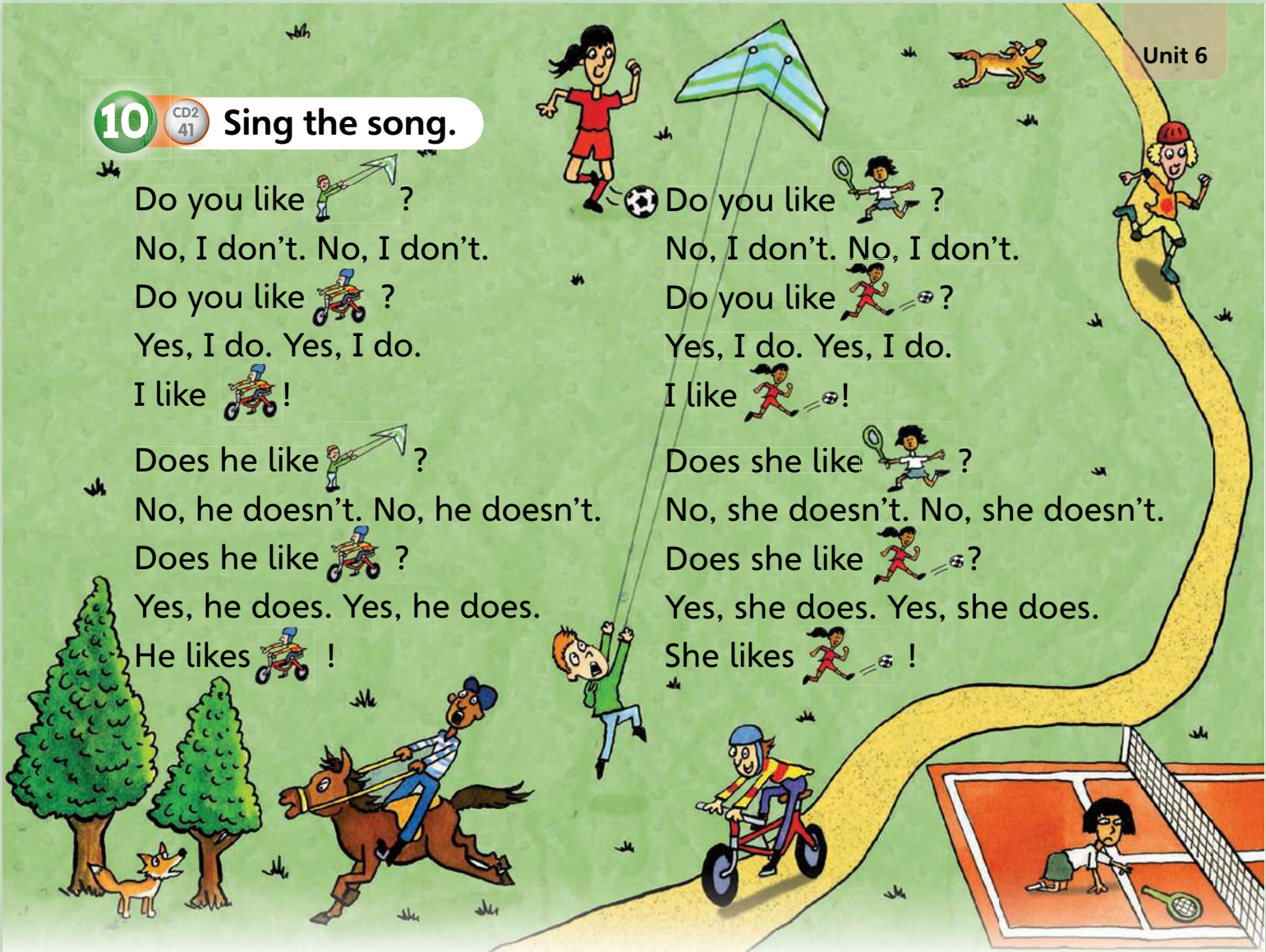
**10** CD2 41 **Sing the song.**

Do you like  ?  
 No, I don't. No, I don't.  
 Do you like  ?  
 Yes, I do. Yes, I do.  
 I like  !

Does he like  ?  
 No, he doesn't. No, he doesn't.  
 Does he like  ?  
 Yes, he does. Yes, he does.  
 He likes  !

Do you like  ?  
 No, I don't. No, I don't.  
 Do you like  ?  
 Yes, I do. Yes, I do.  
 I like  !

Does she like  ?  
 No, she doesn't. No, she doesn't.  
 Does she like  ?  
 Yes, she does. Yes, she does.  
 She likes  !



**11** CD2 42 **Think Listen and say the number.**





**12** CD2  
43 **Listen and read.**

**1**

Are you OK, David?

It's a basketball!

**2**

The All Stars are my favourite team!

Let's play! Put on these shirts!

**3**

HOME	GUEST
25	25

That's not fair!

Play nicely, iPal.

**4**

I'm sorry.

That's OK.

**5**

HOME	GUEST
25	25

Watch me! Throw the ball like this.

Yes!

**74** **Value:** Play nicely

**6**

HOME	GUEST
28	25

Well done, Olivia!

Thanks, iPal.

→ Activity Book page 60