

# Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
<b>Starter Unit</b> <b>The News Room</b>	Lily, Charlie, Stella, Joe, Amy;  Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; news room.	What's your name? My name's (Charlie). I'm (Stella).  What's her name? Her name's (Leila).  What's his name? His name's (Matt).	–	–
<b>1</b> <b>Sports News!</b>	play tennis, skateboard, surf, play soccer, ride a bike, play basketball, play volleyball, play baseball, write stories, draw pictures, take photos, make videos, experiment, pulse, beat, second, minute, heart rate;  Can you (surf)? I can (surf) very well. I can (surf) well. I can't (surf) at all.	Can she/he ride a bike? No, she/he can't. Yes, she/he can.  Can you (draw pictures)? Yes, I can. No, I can't.	Science	We can all do sports! Find a new sport you can do!
<b>2</b> <b>It's Showtime!</b>	dancer, acrobat, director, cleaner, reporter, artist, secretary, builder, excited, bored, afraid, proud, circle, cartoon, face, surprised, angry, tired;  I think they're (acrobat). Really? I don't think so. I think they're (dancers). Yes, I think so, too.	Are they (dancers)? No, they aren't. They aren't (dancers). They're (reporters)!  Are you (afraid)? Yes, I am. No, I'm not.	Art	Work together and be part of a team!
<b>Culture 1</b> <b>Popular Sports</b>	hockey, team, football, player			
<b>3</b> <b>In the Ocean</b>	dolphin, whale, shark, seal, octopus, fish, seahorse, turtle, friendly, smart, shy, funny, habitat, shallow, deep, ocean floor, rock pools;  What's next? Let's go and (see the seals) next.	This is a (fish). These are (seals).  What's that? That's a (shark).  What are those? Those are (whales).	Science	Respect nature! Take care of the ocean!

Unit	Vocabulary	Grammar	CLIL	Value
<b>Project 1</b> <b>Land on Earth</b>	Mountain, Valley, Volcano, Cave, Cliffs, Island			
<b>4</b> <b>At the Fun Run!</b>	medal, backpack, water bottle, first aid kit, umbrella, cap, costume, money, aunt, uncle, cousins, friends, warm up, stretch, take a break, jog, muscles;  Let's go to the (fun run)! What shall I bring? Bring a (water bottle) and (sandwiches).	Does she/he have a (water bottle)? Yes, she/he does. No, she/he doesn't.  Do you have any brothers and sisters? Yes, I do. I have two brothers and a sister. Do you have any cousins? No, I don't.	Science	It's important to help people!
<b>Culture 2</b> <b>Out in the Wild!</b>	rainforest, postcard, souvenirs, monster			
<b>5</b> <b>At the Fashion Show</b>	dress, sandals, shirt, jeans, sneakers, scarf, goggles, coat, sunglasses, gloves, watch, belt, trash can, recycle, made of, design;  I love (purple). Really? I prefer (red).	(She) isn't wearing a (pink dress). (She)'s wearing a (blue dress).  What's (he) wearing? (He)'s wearing (sunglasses).	Art	We are all different! Choose your own look!
<b>Project 2</b> <b>The Ocean</b>	Crab, Jellyfish, Octopus, Shark, Corals, Starfish, Turtle			
<b>6</b> <b>At the Wildlife Club</b>	read, eat, drink, sleep, build, watch, listen, walk, quarter to, o'clock, quarter past, thirty, season, spring, summer, fall, winter;  What are you up to? I'm (at the club). I'm (watching TV).	They aren't (sleeping). They're (drinking).  What time is it? It's quarter to (two).	Science	Help wildlife!

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Unit	Vocabulary	Grammar	CLIL	Value
<b>Culture 3</b> <b>Shopping:</b> <b>New York</b> <b>Style!</b>	shopping, fashion, parade, lunch			
<b>7</b> <b>The Open</b> <b>Day</b>	math, science, art, PE, geography, music, English, history, pottery, drama, gymnastics, judo, Venn diagrams, groups, in common, rule;  I'm good at (math). I'm not good at (PE).	He/She likes (art).  He/She doesn't like (science).  Does she/he like (gymnastics)? Yes, she/he does. No, she/he doesn't.	Math	Try hard at school!
<b>Project 3</b> <b>Earth's</b> <b>Climate</b>	Hurricane, Wet, Lightening, Hail, Fog, Ice, Dry			
<b>8</b> <b>Are You</b> <b>Hungry?</b>	olives, tomatoes, onions, peppers, chili peppers, mushrooms, sausages, potatoes, bread, ham, butter, jelly, energy, vitamins, bones, building blocks, treats;  We need (tomatoes), please. Here you are. Anything else? That's all, thanks!	We need (peppers). We don't need (chili peppers).  Do you need (ham)? Yes, I do. No, I don't.	Science	Remember to eat food from all the groups.
<b>Culture 4</b> <b>Summer Camp</b>	months, summer camp, crackers, marshmallows			
<b>Carnival</b>	samba band, feathers, street, float, parade			
<b>Christmas Eve</b>	stockings, Santa, reindeer, Christmas Eve			

For more information about planning your classes, go to the *Shine On! Plus* Teacher's Resources on

**Oxford English Hub**

# Unit 1 Sports News!

## Lesson 1 pages 6–7

### Classroom Presentation Tool

#### Objectives

To present and practice eight new items of vocabulary.

#### Language and structures

**Active:** surf, play soccer, play basketball, play volleyball, ride a bike, skateboard, play baseball, play tennis; sports news

**Review:** I can (ride a bike). I can't (surf).

**Extra:** surfboard, bat, racket, net

#### Materials

Unit 1 flashcards; Class Audio

#### Warmer

- Play the *Shine On! Plus* song from Starter Unit Lesson 1 (page 2) 01. Ask students to sing along and do the actions.
- Play *Ladders*. See Ideas bank (Teacher's Book page 173) for instructions. Ask teams of students to write ten sports or sport-related words, e.g., *run, swim, dive, catch*, etc.

#### 1 Listen and repeat. 07

- Put students into pairs. Ask them to look at the picture on pages 6–7. Which sports from the Warmer can they see? What other sports can they see? Ask *Which sports do you watch?*
- Introduce the new words using the flashcards. Place the flashcards on the board from left to right. Point to the flashcards and say the sports for students to repeat.
- Play the recording for students to listen and point to the words on pages 6–7. Play the recording again for students to listen, point, and repeat the words.

#### TEACHING TIP

In a less confident class, say the words twice as they are written on the page for students to point to and repeat. Then repeat them in a random order.

In a more confident class, ask students to take turns calling out a sport in a random order for the rest of the students to point to the correct word.

#### Transcript

surf, play soccer, play basketball, play volleyball, ride a bike, skateboard, play baseball, play tennis

#### 2 Listen and number. 08

- Tell students they will hear the sports words. They must write the numbers 1–8 in the correct answer boxes.



Check students understand what they have to do. Point to the answer boxes. Ask *How many boxes are there? (eight)*. Ask *What do you need to write?* Elicit *a number*. Ask *Will you hear a word or a sentence?* Elicit *a word*.

- Play the first part of the recording for students to listen and write the number 1 in the correct box (next to *play tennis*).
- Pause the recording and elicit the answer from the class. Ask *Which sport is number 1? (play tennis)*.
- Play the remainder of the recording for students to write numbers 2–8. Pause after each item in a less confident class.
- Play the recording through again and ask students to check their answers in pairs.
- Go over answers with the class.

#### TEACHING TIP

In a more confident class, go over the answers as a chant. Say the number and the class says the sport.

#### Transcript

- |               |                   |
|---------------|-------------------|
| 1 play tennis | 5 play volleyball |
| 2 skateboard  | 6 ride a bike     |
| 3 surf        | 7 play baseball   |
| 4 play soccer | 8 play basketball |

#### 3 Write. Which sport can you do? Make a ✓.

- Books closed. Place the sports flashcards on the board. Point to a flashcard and use it in a sentence to demonstrate the task, e.g., *I can play tennis*. Make a ✓ next to the flashcard. Repeat with two or three more flashcards.
- Put students into pairs. Ask them to look at the flashcards and tell their partner which sports they can do, e.g., *I can play soccer. I can surf*, etc.
- Books open. Ask students to look at the pictures on page 7. Say *Write the sports here*. Refer students to the spelling on pages 6–7.
- In a less confident class, ask students to work in pairs. In a more confident class,





3 Write. Which sport can you do? Make a ✓.



skateboard



play tennis



play baseball



play volleyball



ride a bike



play soccer



surf



play basketball

4 Tell your friend.

I can ride a bike and I can skateboard. I can't surf!

Hi, Stella! Find out more about sports!

ask students to work independently. They then check their answers in pairs.

- Go over answers with the class.
- Ask *Which sports can you do? Make a check in the boxes of the sports you can do.* Monitor and check that the class is doing this correctly.

#### 4 Tell your friend.

- Read the speech bubble in activity 4 as a class and invite a confident student to read it aloud.
- Put students into pairs. Say *Tell your partner which sports you can do. Which sports can't you do?* The students tell their partners using sentences, e.g., *I can play baseball. I can't skateboard*, etc. Monitor and help throughout.
- Listen for any mistakes the class makes and correct them as a class afterwards, e.g., *Is it "I no play tennis" or "I can't play tennis"? ... It's "I can't play tennis."*

#### 21<sup>ST</sup> CENTURY SKILLS:

**Communication** Students use the vocabulary they have been learning in the lesson to exchange information about what they can do and can't do.

#### Extension activity

Do a class survey about the sports students can and can't do (or sports they like and don't like). Place the sports flashcards across the top of the board. Choose four sports if you don't have time to do all eight. Make two rows below with *Can* and *Can't* as headings. Invite each student to come to the board and make a ✓ or an X next to the sports they can or can't do. Tell them to say *I can* or *I can't* as they do this. Once everyone has contributed, look at the results with the class. Which sport can most people do? Which sport can't a lot of people do? Which sport is most popular?

#### Mega Star: Write four sentences for each: *I can ... I can't ...*

- Ask students to take out their notebooks and to write four *I can ...* and four *I can't ...* sentences using the vocabulary from this lesson. Less able students can refer back to pages 6–7, while more able students should try to write from memory.
- Walk around the class as they work, helping as needed. Ask students to check their spelling.
- When they have finished, students should swap with a partner and check their work. How many of their sentences are the same?
- Students can give themselves a point for each correct sentence they wrote and write their total in the box on page 129 of the Student Book.

#### Junior Crew's assignment

- Point to Stella's tablet and ask students to say who they can see on it (*Amy*). Explain that Amy is giving the Junior Crew a new assignment. Read aloud the speech bubble and ask students what they and the Junior Crew are going to learn about in this unit (*sports*).

#### Finisher

- Play *Mime the word*. See Ideas bank (Teacher's Book page 172) for instructions. Use the sports vocabulary from this lesson.

#### EXTRA VOCABULARY

basket  
basketball court  
bat  
net  
racket  
skateboard park  
soccer field  
stadium  
surfboard  
tennis court  
volleyball court

#### Notes

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# Lesson 2 pages 8–9

## Classroom Presentation Tool

### Objectives

To present and practice a grammar structure in the context of a story.  
To review vocabulary from Lesson 1.

### Language and structures

**Active:** skateboard, surf, ride a bike, play soccer, play basketball, play baseball, play volleyball, play tennis; Can she/he (ride a bike)? No, she/he can't. Yes, she/he can. She can (skateboard).

**Review:** Help! I have an idea! Look!

### Materials

Unit 1 flashcards; Class Audio

### Warmer

- Play *Little by little* with Lesson 1 flashcards to review sports vocabulary. See Ideas bank (Teacher's Book page 172) for instructions.

### 1 Listen and read. 09 What can Charlie do? Act it out.

- Point to the first frame of the story and ask students who they can see in the picture (*Lily, Stella, Charlie, and Joe*).
- Ask *Where are they?* Encourage the class to read the first frame to help them answer: *at a sports park/center.*
- Play the recording, encouraging students to point to the correct pictures as they listen.

- Play the recording again, pausing to ask students questions about each frame. 1 *Which sports do Stella and Charlie mention? (skateboard, baseball, and tennis) What can the girl do? (She can skateboard.)* 2 *What is the girl doing? (riding a bike) What color is her bike? (green) What number is her bike? (twelve) Can she stop? (No, she can't.) What is the problem? (her foot) Can she ride her bike? (No, she can't.)* 4 *Who is her name? (Amelia Angel) Who is the man wearing a yellow hat? (her coach)* 5 *Can Charlie ride a bike? (Yes, he can.)* 6 *Who is in the race? (Charlie) Is he the winner? (Yes!)*

- Ask the reading question *What can Charlie do?*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite a few confident groups to act out their story for the class. Allow them to act with the recording if they need support.

### ANSWER

Charlie can ride a bike.



### Fast finishers

Ask fast finishers to look at the pictures again and find the different sports shown in the story: *skateboard, play baseball, play tennis, surf, and ride a bike.* Put students into teams of three or four. Give them one minute to write as many other sports as they can.

### Further practice

Workbook page 4

### Notes

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# Learn Grammar

Can she ride a bike?

Can he ride a bike?

No, she can't.

Yes, he can.

2 Listen and repeat. 10 Underline the questions and answers in the story.

3 Read and match. Ask and answer.

1



Can she skateboard?

No, she can't.

2



Can he play tennis?

Yes, she can.

3



Can she surf?

Yes, he can.

4



Can he play baseball?

No, he can't.



Find a blue T-shirt in the story. Draw what's on it. Now go to page 105.



Grammar Can she ride a bike? No, she can't. Yes, she can.

Practice Page 104

9

draw a line from number 1 to Yes, she can on the right.

- Ask students to match the remaining questions and answers.
- Go over the answers by asking *Can he play tennis?* to elicit the correct structure, *No, he can't*, etc.

## Help the Junior Crew!

- Tell students there is a clue in every unit of *Shine On! Plus* to solve the secret message the Junior Crew received on page 4. This is their first clue. Ask students to find the blue T-shirt in the story and draw the same symbol that is on the T-shirt in the box on page 9.
- Ask students to find the word in the Junior Crew secret message on page 135. See *How to* section (Teacher's Book page 37) for instructions.

## ANSWER

Symbol: a triangle

Mystery Code word: Congratulations!

## Finisher

- Play *What card is missing?* See Ideas bank (Teacher's Book page 172) for instructions. Use Unit 1 Lesson 1 flashcards.

## Further practice

Extra Practice Student Book page 104  
Vocabulary and Grammar Worksheet  
Unit 1 Lesson 2 in Teacher's Resources on Oxford English Hub  
Workbook page 5

## Notes

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## 2 Listen and repeat. 10 Underline the questions and answers in the story.

- Point to the picture and ask students to say the names of the characters (*Stella, Charlie, Amelia Angel, the coach*).
- Play the recording of students to listen and read the sentence. Play it again and encourage students to repeat the grammar structure.
- Ask students to read the conversation with their partner.
- Ask: *Is Amelia Angel a boy or a girl? (a girl), Is Charlie a boy or a girl? (a boy).* Remind students that we use *she* for a girl (e.g., *Can she ride? No, she can't*.) and *he* for a boy (*Can he ride? Yes, he can.*). Tell students this is how we ask a question about what someone else can do.
- Ask the class to find and underline these questions and answers in the story (see frames 3 and 5).

## Transcript

Stella: Can she ride a bike?

Coach: No, she can't.

Stella: Can he ride a bike?

Coach: Yes, he can.

## ANSWERS

Can she ride? No, she can't. (frame 3)

Can he ride a bike? Yes, he can. (frame 5)

## 21<sup>ST</sup> CENTURY SKILLS:

### Communication

Students analyze the structure of the new grammar they are studying in order to be able to manipulate it and use it correctly.

## 3 Read and match. Ask and answer.

- Tell students to look at the pictures in activity 3 and call out the sports, e.g., *skateboard, play tennis*, etc.
- Do number 1 together as a class. Ask the class to read the question aloud, e.g., *Can she skateboard?* Point to picture 1 and elicit *Yes, she can.* Ask the class to



# Lesson 3 pages 10–11

## Classroom Presentation Tool

### Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

### Language and structures

- Active:** *write stories, draw pictures, take photos, make videos; skateboard; Can you (draw pictures)? Yes, I can. No, I can't.*
- Review:** *rock climb*

### Materials

Unit 1 flashcards; Class Audio

### Warmer

- Play *Watch my lips*. See Ideas bank (Teacher's Book page 172) for instructions. Use Lesson 1 flashcards.

### 1 Listen and repeat. 11 What's your favorite activity?

- Introduce the new words using the flashcards. Place the flashcards on the board from left to right. Point to the flashcards and say the activities for students to repeat.
- Play the recording for students to listen and point to the words on page 10. Play the recording again for students to listen, point, and repeat the words.
- Point to the flashcards in a random order, eliciting the words for the activities. Repeat several times, getting faster and faster.
- Ask two or three confident students *What's your favorite activity?*

### Transcript

*write stories, draw pictures, take photos, make videos*

### Extension activity


Put students into pairs and tell them to ask and answer the question *What's your favorite activity?* Invite two or three confident students to report back to the class, e.g., *I (write stories).*

### 2 Listen and number. 12 Listen again and say the names.

- Ask students to look at the pictures in activity 2 and say what they see, e.g., *write stories, draw pictures*, etc.
- Tell students they will hear the new activity words in a short conversation. They must write the numbers 1–4 in the correct answer boxes when they hear the activity.


# 1 Lesson 3

1 Listen and repeat. 11 What's your favorite activity?




write stories


2 Listen and number. 12 Listen again and say the names.




draw pictures




take photos




make videos




4



2




1



3

3 Find, circle, and write.



1 take photos      3 write stories

2 make videos      4 draw pictures

Vocabulary Activities

Check students' understand what they have to do. Point to the answer boxes. Ask *How many boxes are there? (four).* Ask *What do you need to write?* Elicit a number.

- Play the first part of the recording for students to listen and write the number 1 in the correct box (next to *make videos*).
- Pause the recording and elicit the answer from the class. Ask *Which picture is number 1? (make videos).*
- Play the remainder of the recording for students to write the numbers 2–4.

### Transcript

- 1 A: Can he make videos?  
B: Yes, he can.
- 2 A: Can he draw pictures?  
B: Yes, he can.
- 3 A: Can she take photos?  
B: Yes, she can.
- 4 A: Can she write stories?  
B: Yes, she can.

### 3 Find, circle, and write.

- Point to the word snake. Tell the class that the four activities are hidden in it. They need to read the letters, find the words, and circle them. Refer students to the spelling in activity 1. Don't allow them to write yet.
- Go over the answers with the class. As you go over each word, ask students to write it in the space next to the correct number, e.g., *What's number 1? (take photos).* Say *Yes! Write "take photos" for number 1.*



## Learn Grammar



4 Listen and repeat. 13

5 Listen and make a ✓ or an ✗ for Joe. 14 Ask and answer about you.



6 Listen and sing. 15 Watch!

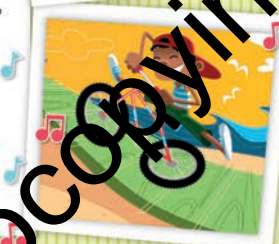
Song!



Tell me, tell me. Can Kate surf?  
Let's make a video! Oh, oh!  
No, no, no. No, she can't.  
Don't make a video! No, no!  
Tell me, Kate. Can you skateboard?  
Let's make a video! Is that OK?  
Yes, I can. Oh yes, I can.  
Let's make a video. That's OK!



Tell me, tell me. Can Spike rock climb?  
Let's make a video! Oh, oh!  
No, no, no. No, he can't.  
Don't make a video! No, no!  
Tell me, Spike. Can you ride a bike?  
Let's make a video! Is that OK?  
Yes, I can. Oh yes, I can.  
Let's make a video. Yeah, OK!



Grammar Can you draw pictures? Yes, I can. No, I can't.

Practice Page 105

11

### 4 Listen and repeat. 13

- Point to the picture and ask students to say the names of the characters (*Amy and Charlie*). Ask them what activities they can see (*draw pictures and make videos*).
- Play the recording for students to listen and read the sentence. Play it again and encourage students to repeat the grammar structure.
- Ask students to read the conversation with their partner.
- Place the Lesson 3 flashcards on the board. Point to an activity flashcard and ask a confident student, or the whole class (*Silvia*), *Can you (take photos)?* Elicit *Yes, I can* or *No, I can't* answers. Repeat with three or four more confident students.

### Transcript

**Amy:** Charlie, can you draw pictures?  
**Charlie:** Yes, I can!  
**Amy:** Can you make videos?  
**Charlie:** No, I can't!

### 5 Listen and make a ✓ or an ✗ for Joe. 14 Ask and answer about you.

- Point to the pictures in activity 5. Elicit the activities, e.g., *write stories, draw pictures*, etc.
- Tell the class they will hear a conversation with Joe. They must make a ✓ for the activities Joe *can* do and make an ✗ for the activities he *can't* do. Make a ✓ and an ✗ on the board.
- Check students understand what they have to do. Ask *Will you hear Joe talking? (Yes, What do you write for "Yes, I can"? (a check) What do you write for "No, I can't"? (an X)*
- Play the first part of the recording and pause. Ask the class *Can Joe write stories? Yes, he can!* Tell students to make a ✓.
- Play the remainder of the recording for students to make a ✓ or an ✗.
- Play the recording again for students to check their answers. Then go over answers with the class.

- Put students into pairs and tell them to ask and answer about the activities using *Can you ...?* and answering *Yes, I can* or *No, I can't*.

### TEACHING TIP

In a less confident class, pause after each question and answer and ask students to check their answers in pairs. In a more confident class, play the recording through and ask the class to check their answers afterwards in pairs.

### Transcript

**Charlie:** Joe, can you write stories?  
**Joe:** Yes, I can.  
**Charlie:** Can you draw pictures?  
**Joe:** No, I can't.  
**Charlie:** Can you take photos?  
**Joe:** Yes, I can.  
**Charlie:** Can you make videos?  
**Joe:** Yes, I can.

### 6 Listen and sing. 15

Tell students to look at the pictures and ask what activities they can see. Ask them if they think the people in the pictures are good at these activities. Ask *Can she surf?* and elicit *No, she can't*.

- Play the *Let's Make a Video* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, nod your head for *Yes, I can* and shake your head for *No, I can't*. Students can also mime the actions in the song, for example, holding a video camera up to their eye for *make a video*, pedaling for *ride a bike*, etc.
- Play the song again for students to sing and do the actions.

### 21<sup>ST</sup> CENTURY SKILLS:

#### Creativity and innovation

Students express themselves through music and mime.

### Finisher

- Play *Musical flashcards*. See Ideas bank (Teacher's Book page 172) for instructions. Use all Unit 1 flashcards and the *Let's Make a Video* song from this lesson 15.

### Further practice

Extra Practice Student Book page 105

Vocabulary and Grammar Worksheet

Unit 1 Lesson 3 in Teacher's Resources on

Oxford English Hub

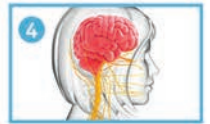
Workbook page 6



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Lesson 4

1 Look. Which picture is the text about?



2 Read and listen.

Take Your Pulse!



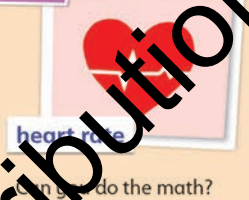
Try this! Put your fingers on your arm. This is your pulse.



beat



seconds



heart rate

Look at the clock. Can you count the beats for 15 seconds?

Write the number.

How do you do the math?

$$\times \square = \square$$

That's your heart rate per minute.



Now run for two minutes. Count your pulse again. Is it the same or different?



minutes

3 Read and correct the mistakes.

1 Put your fingers on your ~~foot~~. arm

2 Count your pulse for ~~20~~ seconds. 15

3 Now run for ~~five~~ minutes. two

4 Count your ~~fingers~~ again. pulse

4 Do the Pulse Rate Experiment.

Objectives

To present a CLIL concept (Science).  
To practice the linguistic content of the unit through a CLIL concept.

Language and structures

**Active:** *experiment, pulse, take your pulse, brain, heart, beats, heart rate, math, seconds, minute; Can you (count the beats)?*

**Review:** *arm, run, foot, finger, eye, clock, same, different*

Materials

Unit 1 flashcards; Class Audio; CLIL Worksheet Unit 1 Lesson 4, a clock or stopwatch

Warmer

- Play *Find the flashcards*. See Ideas bank (Teacher's Book page 172) for instructions.

1 Look. Which picture is the text about?

- Point to the pictures in activity 1. Ask the class to point to the *eye, arm, heart*, and *brain* (*eye* and *arm* should be review, *heart* and *brain* will be new vocabulary). Write these four words next to the corresponding part of the body on the board.
- Ask the class to look at the pictures in activity 2. Ask them *Which picture do you think the text is about: eye, arm, heart, or brain?*

- Elicit ideas but do not confirm the answer yet.

ANSWER

The text is about picture 3: the heart.

2 Read and listen.

- Tell the class to read and listen to the text in activity 2 and discuss if their ideas were correct.
- Play the recording through. Check students' understanding and ask again *Which picture is the text about? (the heart)*.
- Write the words *pulse, seconds, heart rate, and minutes* on the board. Play the recording again, pausing as necessary to clarify the meaning of the words. Encourage the class to feel for their pulse with their fingers. Show students a clock, put two fingers on your pulse, and mark the beats out loud.

3 Read and correct the mistakes.

- Books closed. Write the first sentence from activity 3 on the board. Ask *Is this correct? (No), What's the mistake? (foot), What's correct? (arm)* Correct the

mistake on the board by crossing out *foot* and writing *arm*.

- Books open. Show students number 1 and the example answer. Ask them to read sentences 2–4 and correct the mistakes.
- Go over answers with the class or asking confident pairs.

4 Do the Pulse Rate Experiment.

- Hand out the CLIL worksheet. Tell the class they are going to do the pulse rate experiment.
- Point to a class clock or use a stopwatch. Say *Let's count 15 seconds*. Count as a class.
- Read the text aloud as a class and follow the instructions, i.e., *Put your fingers on your arm to find the beat. Count the beat for 15 seconds. Write the number and do the math to calculate your heart rate*.
- Ask students to do the math in pairs and write their heart rate on the worksheet. Ask *Is your pulse and your friend's pulse the same?*

- Ask the class to stand up and run on the spot for two minutes. Time them.
- Repeat the experiment, asking the students to jump for two minutes and then dance for two minutes. Remind them to check their heart rate after each activity and record it on their worksheets.
- Ask students to compare their recorded heart rates for each activity. Are they the same or different?

21<sup>ST</sup> CENTURY SKILLS:

Information literacy

Students collect data by measuring their resting heart rate and comparing it to their heart rate after exercise.

Finisher

- Play *Guess the flashcard*. See Ideas bank (Teacher's Book page 172) for instructions.

Further practice

Workbook page 7



# 1 Lesson 5

1 Listen. 17 Who is the interview about? Make a ✓.

- 1 Two sisters.       2 A brother and a sister.

2 Listen again and make a ✓ or an X. Ask and answer about Holly.

Holly

- Volleyball:
- Skateboard:
- Baseball:
- Tennis:
- Badminton:

## Everyday English!

3 Listen and repeat. 18

4 Act it out.

Can you surf?

- ✓ ✓ ✓
- ✓
- X

Yes, I can.  
I can surf very well.

Yes, I can.  
I can surf well.

No, I can't!  
I can't surf at all!

5 Make a Sports Hero poster. Ask and answer with a friend.

My Sports Hero

Novak Djokovic

He can play tennis very well!

Can you play tennis?

Yes, I can. I can play well.

13

## Lesson 5 page 13

### Classroom Presentation Tool

#### Objectives

- To review the linguistic content of the unit through a listening text.
- To develop listening for specific information.
- To practice everyday English expressions.

#### Language and structures

**Active:** Can you (surf)? Yes, I can. No, I can't. I can surf very well / well. I can't (surf) at all.

**Review:** brother, sister

#### Materials

Unit 1 flashcards; Class Audio; colored pencils/pens, sports magazines

#### Warmer

- Play *Guess the flashcard*. See Ideas bank (Teacher's Book page 172) for instructions.

1 Listen. 17 Who is the interview about? Make a (✓).

- Books closed. Tell students they are going to listen to an interview.
- Play the recording once through. Ask the class *Who is the interview about? (a brother and a sister)*.
- Books open. Check the *A brother and a sister* box (Jay and Holly).

#### Transcript

**Interviewer:** This is Jay Jones. Jay and his sister love sports! In fact, they are a famous family. The whole family loves sports. Welcome Jay!

**Jay:** Hello!

**Interviewer:** Hi, Jay. Are you playing a lot of sports this year?

**Jay:** Yes, I am. My sister Holly is, too. We love sports!

**Interviewer:** Tell me about your sister, Holly. Can she play volleyball?

**Jay:** Yes, she can. She can play very well. She's on the school team.

**Interviewer:** Can she skateboard?

**Jay:** Well ... Yes, she can. She can

skateboard well. But I'm better!

**Interviewer:** And can she play baseball?

**Jay:** No, she can't. She can't play baseball at all!

**Interviewer:** OK and can she surf?

**Jay:** Yes, she can! She can surf very well!

**Interviewer:** Yes, of course she can! You both can. Jay and Holly are surf stars!

Thanks

Jay and good luck this year with your sports teams.

2 Listen again and make a ✓ or an X. Ask and answer about Holly.

- Point to the picture of Holly and say *This is Holly, Jay's sister*. Tell students to listen to the recording again and make a ✓ or an X next to the sports Holly can and can't do.
- Play the recording again. Students listen and make a ✓ or an X.

3 Listen and repeat. 18

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

#### Transcript

**A:** Can you surf?

**B:** Yes, I can. I can surf very well.

**C:** Yes, I can. I can surf well.

**D:** No, I can't. I can't surf at all.

4 Act it out.

- Place the Unit 1 flashcards on the walls around the room and elicit the sports and activities.
- Put students into small groups of two or three students. Ask the groups to stand up near a flashcard. They take turns asking and answering using the everyday English expressions and sports or activities, e.g., *Can you (take photos)? Yes, I can. I can (take photos very well)*.

5 Make a Sports Hero poster. Ask and answer with a friend.

- Show the class some pictures of famous sports people and ask *Who is it? What can he/she do very well?*
- Ask students to make a poster of their sports hero.

#### 21<sup>ST</sup> CENTURY SKILLS:

##### Communication

Students interact using the expressions and vocabulary they have been studying to exchange information about their sports heroes.

#### Finisher

- Play *Change places* using flashcards from Unit 1. See Ideas bank (Teacher's Book page 172) for instructions.

#### Further practice

Workbook page 8



**Objectives**

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To talk about a value.

**Language and structures**

**Active:** *interview, BMX superstar, skateboard, play tennis, surf, BMX champion; Can you (surf)? I can (surf) very well. I can (skateboard) well. I can't (play tennis) at all. Yes, I can. No, I can't.*

**Review:** *How are you? Fine, thank you.*

**Materials**

Unit 1 flashcards; Class Audio

**Warmer**

- Play *Yes or No*. See Ideas bank (Teacher's Book page 173) for instructions.

**1 Read and listen. 19 What's Amelia's favorite sport?**

- Point to the picture and ask the class who they can see (*Stella and Amelia Angel*).
- Ask the class to read the heading of the text. Ask *What do you think Amelia's favorite sport is?* Take their ideas but don't give the answer yet.
- Ask the class to read and listen to the text to see if they were correct. Play the recording.
- Put students into pairs to take turns asking and answering what their favorite sport is, e.g., *What's your favorite sport? My favorite sport is surfing.*

**TEACHING TIP**

Check that the class knows what BMXing is.

**ANSWER**

Amelia's favorite sport is BMXing.

**Our Values**

- Ask a confident student to read aloud the *Our Values* text.
- Discuss the value. Ask the class, *Why is it good to do sports? What sports can you do? What sports can't you do? Is there a sport you want to try?* Take answers from the class.

**2 What can Amelia do? Read again and make a ✓, an X, or write ? for don't know.**

- Look at the pictures in activity 2 and ask the class to call out the sports they can see, e.g., *surf, play basketball, ride a bike, etc.*

# 1 Lesson 6

1 Read and listen. What's Amelia's favorite sport?

## An interview with Amelia Angel – BMX superstar!

By Stella




**Stella:** Hi, Amelia! How are you?  
**Amelia:** Fine, thank you!  
**Stella:** Let's talk about sports. Can you surf?  
**Amelia:** Yes, I can. I can surf very well!  
**Stella:** Great! Can you skateboard?  
**Amelia:** Yes, I can. I can skateboard very well.  
**Stella:** And can you play tennis?  
**Amelia:** No, I can't. I can't play tennis at all.  
**Stella:** And what's your favorite sport?  
**Amelia:** BMXing! I love it.  
**Stella:** Of course! Amelia is our BMX champion!

**Our Values** Stella says: "We can do sports! Find a new sport you can do!"

2 What can Amelia do? Read again and make a ✓, an X, or write ? for don't know.



3 What sport can you try? Go to the Values chart on page 134.

Writing practice Page 105

Ask the class to read the text again. This time they need to make a ✓ below the sports Amelia can do, make an X next to the sports she can't do, and write a question mark if they don't know.

- Ask students to do this independently and check their answers in pairs.
- Go over answers, asking confident pairs of students, e.g., *She can surf, etc.*

**3 What sport can you try? Go to the Values chart on page 134.**

- Ask students to turn to page 134 in their Student Books to find the Values chart. Ask them to read the Unit 1 Value: *What sport can you try?*
- Put students into pairs and ask them to talk about a sport they would like to try. Encourage them to say where they can do it, e.g., *I can ride a (BMX) bike at the park.* When they have finished, ask them to write the sport in the space next to the value. They then color in the stars according to how interested they are in trying the sport — from 1 for *not very* up to 5 for *very*.

**21<sup>ST</sup> CENTURY SKILLS:**

**Initiative and self-direction**

Students think about a new sport they would like to try and then put a plan in place in order to be able to go and try it out.

**Finisher**

- Play *Bingo!* using flashcards from Unit 1. See Ideas bank (Teacher's Book page 173) for instructions.

**Culture note**

BMX stands for "bicycle motocross". The sport involves riding a special bike on rough tracks or over obstacles. The riders often perform tricks. The world record for the biggest number of "bunny hops" on a bicycle is 73 in 30 seconds and is held by Alberto Limatore from Italy.

**Further practice**

Extra Practice Student Book page 105  
 Workbook page 9

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# 1 Review



1 Complete the puzzle. Who is it?

1 play soccer

2 play tennis

3 play basketball

4 skateboard

5 ride a bike

6 surf

**S t e l l i a**

2 Write the words in order. Answer using **Yes, I can.** or **No, I can't.**

1 tennis? play you Can Can you play tennis?

2 you Can surf? Can you surf?

3 you Can volleyball? play Can you play volleyball?

4 baseball? Can you play Can you play baseball?

3 What can Joe do? Look and write.

☀	Ω	◇	∞	∞	≈	∫	Ω	↕	∞	∞	Δ	Ω	∞	∞	
C	a	n	h	e	s	k	a	t	e	b	o	a	r	d	?

☒	∞	≈	∞	∞	☀	Ω	◇		
Y	e	s	,	h	e	c	a	n	.

2 Write the words in order. Answer using **Yes, I can.** or **No, I can't.**

- Books closed. Do number 1 as a class on the board. Write *tennis? play you Can* in this order on the board. Say *Put the words in the correct order.* Do this together in a less confident class or ask a pair of confident students to come to the front and do it on the board (*Can you play tennis?*).
- Ask two or three confident students in the class, *Can you play tennis?* Elicit *Yes, I can* or *No, I can't* answers.
- Books open. Point to number 2. Say, *Write the words in the correct order.* Then answer *Yes, I can* or *No, I can't*.
- In a less confident class, ask students to work in pairs. In a more confident class, ask students to work independently and then check their answers in pairs.
- Go over answers with pairs of students. One asks the question and the other answers, e.g., *Can you surf? Yes, I can.*, etc.

**Fast finishers**

Put fast finishers into pairs and ask them to take turns asking and answering the questions. Encourage students to say how well they can do the sports using *very well / well* and *not at all*.

3 What can Joe do? Look and write.

- Tell the class they are going to decipher the code. Look at the grid and tell students that each of the symbols relates to a letter.
- Ask students to work in pairs and to use the letters they already have to solve the code.
- Ask *What does the message say?*
- Go over answers by asking a confident pair to write the message on the board. The rest of the class watches and checks to see if they are correct.

**21<sup>ST</sup> CENTURY SKILLS:**

**Critical thinking and problem solving**  
Students decode data to find a solution to a problem.

**Finisher**

- Play *True or False*. See Ideas bank (Teacher's Book page 173) for instructions. Use a rolled-up piece of paper if you do not have a ball.

**Further practice**

**Unit 1 Test in Teacher's Resources on Oxford English Hub**

## Review page 15

### Classroom Presentation Tool

#### Objectives

To review the linguistic content of the unit.

#### Language and structures

**Active:** *skateboard, surf, ride a bike, play tennis, play soccer, play baseball, play basketball, play volleyball; write stories, draw pictures, take photos, make videos; can she/he (ride a bike)? Yes, she/he can. No she/he can't. She can (skateboard). Can you (draw pictures)? Yes, I can. No, I can't. Can you (surf)? I can (surf) very well. I can (skateboard) well. I can't (play tennis) at all.*

#### Materials

Unit 1 flashcards; Class Audio; a ball

### Warmer

- Play *Sharkman*. See Ideas bank (Teacher's Book page 173) for instructions. Use Unit 1 vocabulary. Leave the spelling on the board.

1 Complete the puzzle. Who is it?

- Ask students to look at the pictures and say the sports that they can see.
- Point to number 1. Ask *What sport can you see?* Elicit *play soccer*. Say *Yes*. Write *play soccer* next to number 1 in the puzzle. Refer students to the spelling on the board from the Warmer.
- In a less confident class, repeat with two or more examples.
- Ask students to complete the puzzle, in pairs in a less confident class and independently in a more confident class. Monitor and help throughout.
- Go over answers with the class.
- Tell the class there is a secret word in the puzzle. The highlighted letters in 1–6 spell out a *Shine On! Plus* character's name. Ask *Who is it?* (*Stella*).

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