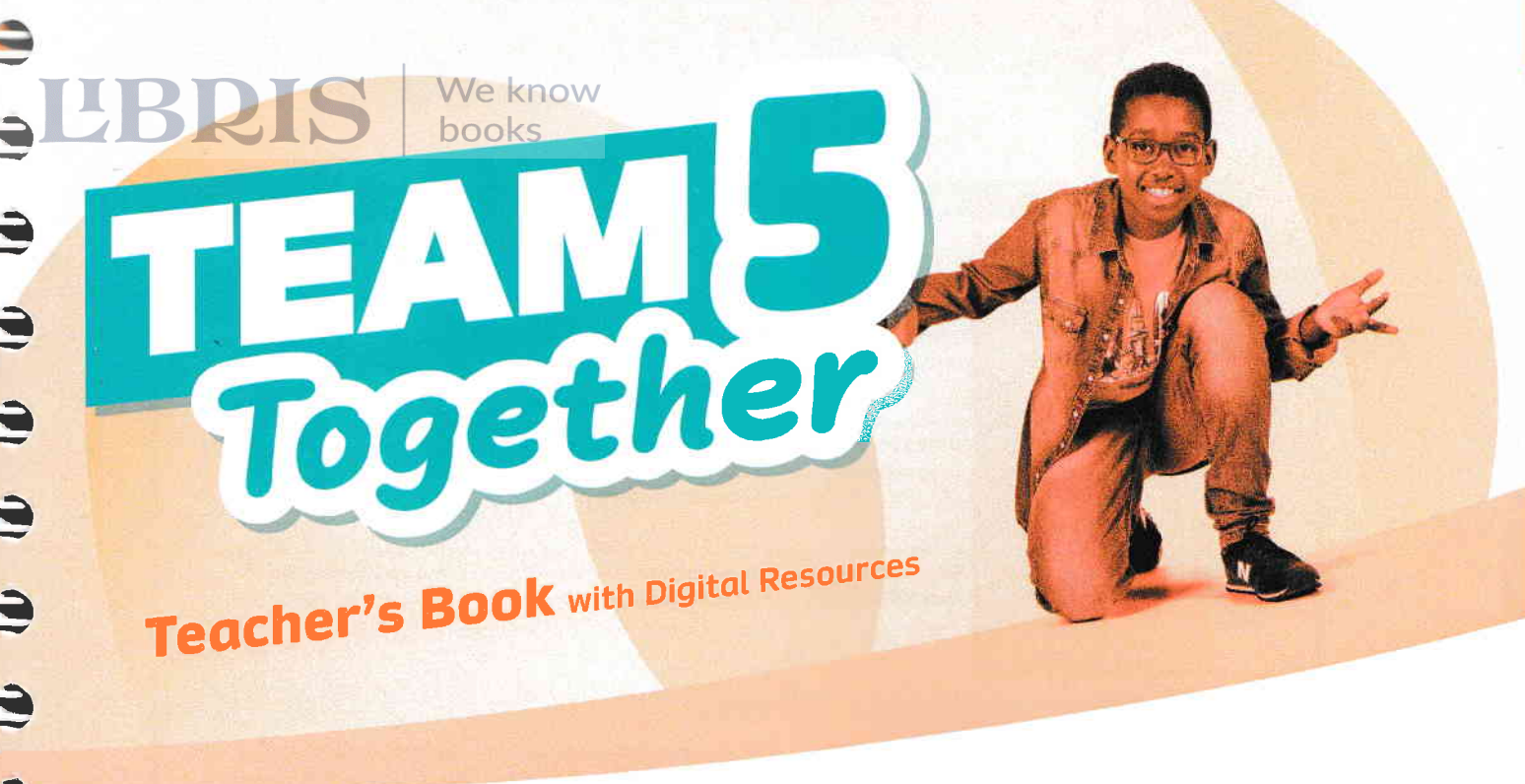




Contents

Scope and sequence 2

Introduction 4

Course components 6

Unit walkthrough 8

Assessment 11

How to work with projects 15

How to work with mixed-ability groups 16

How to work with videos 17

How to work with posters 18

Classroom language 19

Games bank 20

Lessons notes 22

Audioscript 270

Extra resources 283

Free-time fun



World of Wonder! Magazine

[Welcome](#)[Book Club](#)[Culture](#)[Over to you!](#)

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

Arlo has a question for you. Can you think of some answers?



WOW! Question

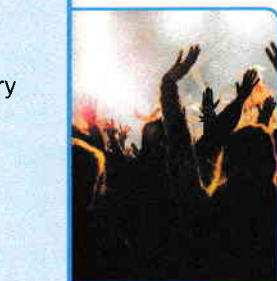


Arlo 3 minutes ago

Why do we do sports and hobbies?

In this unit I will ...

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport



Unit objectives

Talk about sports and hobbies

Language

Vocabulary	<i>Sports go skiing, go snowboarding, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do yoga, do gymnastics, do athletics</i> <i>Hobbies do photography, do puzzles, do the gardening, sing in a choir, put on shows, go to concerts, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary</i>
Grammar	Present simple and Present continuous State verbs
Functions	<i>You could play hockey.</i> <i>Why don't you sing in the school choir?</i> <i>How about going to the video club at school?</i>
Phonics	<i>can</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, science, technological competences: research a project on the internet (L. 6)

Digital competence: use Pupil's Book eBook (L. 1–7)

Social and civic competences: learn to make suggestions (L. 7)

Cultural awareness and expression: learn to be creative (L. 1, 2, 7 and 9); raise awareness of cultural similarities and differences (L. 6)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); following instructions (L. 1–10); personalisation of language learnt (L. 7, 8 and 9)

Initiative and entrepreneurship: choose topic for the project (L. 6)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–9); Finding information (L. 1–9); Planning (L. 3 and 5); Reflecting on learning (L. 1–9)
Creativity	Play a guessing game about sports (L. 2)
Communication	Talking about sports and hobbies (L. 1 and 3); Making and responding to suggestions (L. 6); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 6); Acting out (L. 7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 13
- Unit 1 Extra practice: Activity Book p. 118
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, Culture, English in action
- Unit 1 Test

External exams

Pupil's Book A2 Flyers Reading and Writing Part 4 A2 Key for Schools Speaking Part 2	Activity Book A2 Flyers Listening Part 1 A2 Flyers Reading and Writing Part 1
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Objectives

- **Lesson aims:** to talk about sports and hobbies
- **Target language:** *go skiing, go snowboarding, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do yoga, do gymnastics, do athletics*

Materials

- sheets of A4 paper, enough for each student
- ten slips of paper, enough for each pair of students
- Resource 1A

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can take part in basic games that use fixed expressions or rhymes (GSE 22). Can talk about familiar topics using a few basic words and phrases (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; Thought-provoking questions technique; portfolio

Starting the lesson

- Ask ss to say a few things they remember from the Starter unit.
- Write *Free-time fun* on the board. Use the Thought-provoking questions technique to have a class discussion on how much free time ss have and what they enjoy doing during their free time.

Presentation

- Explain that in this lesson ss will learn about sport and hobbies.
- Have ss tell you what they think they will learn in this unit. Direct ss to the unit objectives at the bottom of the page and have them read them. Ask ss if they think this unit will be interesting.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Ask ss to look at the hobbies and sports on page 8 and name as many as they can. Ask ss if they do any of these.
 - Use the Lollipop stick technique to have a student read the sidebar content.
 - Place ss in pairs and have them discuss the question for two minutes. Have ss say their ideas to the class.

- **Extension** Place ss in groups of four. Have them write a few sentences on whether sports and hobbies should be done in groups or individually and say why. Ss present their ideas to the class.

Extra activity Critical thinking

- Have a class discussion on whether we should spend our free time doing things like watching TV or being active, e.g. playing a sport. Encourage ss to explain their ideas.

2 1.1 Look and match. Then listen, check and repeat.

- Have ss stand up. Using the Lollipop stick technique, ask different ss to read the words in the box. As they do so, the class mime them.
- Ss then complete the activity.
- **Extension** In pairs, one student points to an activity for their partner to say what it is.

Diversity

Support

- Place ss in pairs and give them ten slips of paper. Have ss write the new vocabulary on each slip. Have ss cut the slips in half after the words *do*, *go* and *play*. Ss then mix up the slips and form the words again. When they have formed the words, they say them to their partners.

Challenge

- Give each student a sheet of A4 paper. Have ss write a few sentences about three of these activities they like and don't like. Ss read their work to the class at the end of the lesson. Place work in portfolio.

3 1.2 Listen and read. Do the WOW! Quiz and write the sports.

- After ss read along to the text, they find the answers and check with their partners.
- **Extension** Place ss in pairs. Have them choose two characters from the text and write four false statements about them. They swap statements with another pair who have to correct them.

4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

- Ss work individually to complete the activity.

5 Play a guessing game about sports. Describe a sport. Can your partner guess the answer?

- Bring a student to the front and do the activity with them, using a sport of your choice. Have ss look in their books if necessary.
- Use the Lollipop stick technique to have ss do the activity in front of the class.

Activity Book

1 Read and circle the correct words.

- Do a quick revision on collocations with *do*, *play* and *go*.
- Check answers as a class.

Answer key 2 play, 3 do, 4 play, 5 do, 6 go

We know
books

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

go skiing 4 go snowboarding 9 go ice skating 6 go cycling 10 go scooting 5 play volleyball 8
play table tennis 7 play hockey 11 play badminton 3 do yoga 12 do gymnastics 1 do athletics 2



3 Listen and read. Do the WOW! Quiz and write the sports.

WOW! Quiz Guess the sports!

1 **Arlo** 5 minutes ago volleyball
I love sports. I go scooting every day. I sometimes go snowboarding and ice skating, but my favourite sports are basketball ... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?

2 **Bobby** 1 hour ago skiing
I play football and hockey, but can you guess my favourite sport? It's a winter sport. I do it in the mountains. I wear warm clothes and a helmet. I wear big boots and two long things on my feet.

3 **Lara** 7 minutes ago scooting
I do yoga in the gym after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are dangerous.

4 **Ting** 3 hours ago table tennis
I do athletics outdoors in the summer, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table.

4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

- Which sports have wheels?
- Which sports do we usually do indoors? And outdoors?
- Which are winter sports?
- Which are team sports?

1 rollerskating, scooting, cycling
2 usually indoors: gymnastics, badminton, table tennis
usually outdoors: snowboarding, cycling, hockey
both: yoga, volleyball, ice skating
3 skiing, ice skating, snowboarding
4 volleyball, hockey

5 Play a guessing game about sports. Describe a sport. Can your partner guess the answer?

This is a winter sport. You wear warm clothes and a helmet.

Is it skiing?

No, it isn't.

Is it snowboarding?

Yes, it is. Your turn.

nine 9

2 Look at the pictures. Read and complete the messages.

- Give ss time to complete the activity individually.

Answer key 2 go cycling, 3 play football, 4 do gymnastics, 5 go snowboarding, 6 go scooting

3 Read the I'm learning box. Complete the lists with sports from Pupil's Book page 9. Then add more sports you know.

- Ss work individually to complete the activity.
- Check answers as a class.

Answer key play: volleyball, table tennis, hockey, badminton; go: skiing, snowboarding, ice skating, cycling, scooting; do: yoga, gymnastics, athletics

4 Write five sentences about your favourite sports.

- Have ss read their sentences to their partners.

Finishing the lesson

- Use the Summative questions technique to ask ss what they have enjoyed about today's lesson.