Lesson 1 Vocabulary

1. What water sports do you know? Make a list. What equipment do you need?

2. Listen, point and say the vocabulary chant.

3. Listen, look and sing *Fun in the sea*.

   **Under the water**
   And on the waves. Let’s have fun
   In the sea today.

   I’m wearing a mask
   And flippers, too.
   I’m ready to snorkel.
   What about you?

   **Chorus**

4. **Talk Partners** Play a guessing game.

   I’m wearing a mask, flippers and a wetsuit.
   Are you ready to snorkel?

   Yes. That’s right!

**Key learning outcomes:** identify and say water sports equipment; sing a song about doing water sports. **Vocabulary:** water sports
1 Listen and read. Listen and repeat. Act out.

Lily: Look, Dad. I’m ready to do some water sports.
Dad: Great! Are you going to go water-skiing?
Lily: No, I’m not. I’m going to go kayaking. Look, here’s my paddle.
Dad: What are you going to do after that?
Lily: I’m going to go surfing. There are lots of surfboards over there.
Dad: Have fun, Lily! See you later.

2 Read again. Which things does Lily need? Why?

3 Listen and follow. Repeat.

going to

<table>
<thead>
<tr>
<th></th>
<th>am / am not</th>
<th>play football</th>
<th>next week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>go swimming</td>
<td>tomorrow.</td>
</tr>
<tr>
<td>He / She</td>
<td>is / isn’t</td>
<td>going to</td>
<td>after school.</td>
</tr>
<tr>
<td>We / You / They</td>
<td>are / aren’t</td>
<td>go water-skiing</td>
<td>at the weekend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go surfing</td>
<td>on Tuesday.</td>
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</table>

Grammar clue

We can ask questions with going to.
Are you going to go swimming tomorrow?
What are you going to do on Saturday?

Remember!
He is = He’s
He is not = He isn’t

4 Talk Partners Play a true or false game.

I’m going to play football after school. I think it’s true.
No, it’s false.

Key learning outcomes: Use going to to talk about future plans
Grammar: I’m going to play football after school
Before you read

1. Use the code to read the message from Luke.

I'm going to watch a windsurfing 72-4-12-20 this afternoon. What about you?

What activity do you think the children are going to do in the story?

Listen and read. Act out.

The raft race

1. There are lots of things to do at the Water Sports Day.

Look. There's a raft race. Are you going to enter it?

Definitely!

2. It's three o'clock.

What are you doing here, Dad?

I'm going to enter the race, too.

3. The teams listen to the rules of the race.

You must build your raft with these things.

And you must paddle your raft around that flag.

4. The children begin to build their raft.

Let's use these plastic bottles.

OK. We can tie them to the wood with this rope.

Good idea, Ravi!

Key learning outcomes: read, listen and understand a story about a raft race

Language: I'm going to enter the race. Paddle quickly!
After you read

3 🎤 Talk Partners  Ask and answer.

1 Do the children enter a kayak race?

No, they don’t. They enter a raft race.

2 Do the children use rope to make their raft?

3 Do the children listen to each other’s ideas?

4 Do the children use flippers to move the raft?

5 Do the children help Dad?

4 🧸 Values  Read and discuss.

- Does Josh listen to Lily and Ravi’s ideas in the story?
- Does Dad listen to Josh?
- Do you listen to other people’s ideas?

Values: listening to other people’s ideas
Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

1 swim quickly  2 swim slowly  3 ride well  4 ride badly  5 play quietly  6 play loudly

2 Listen and sing Warm up!

Warm up.
Warm up your body.
Warm up.
Are you ready?
Warm up.
Warm up your body.
One, two. One, two, three.

Let’s move slowly.
Stretch your arms.
Slowly, slowly, slowly.
Let’s move slowly.
Bend your knees.
Slowly, slowly, slowly.
Chorus

Let’s move quickly.
Wiggle your fingers.
Quickly, quickly, quickly.
Let’s move quickly.
Shake your body.
Quickly, quickly, quickly.
Chorus

3 Listen and follow. Repeat.

Adverbs of manner

<table>
<thead>
<tr>
<th></th>
<th>swim</th>
<th>rollerblade</th>
<th>cycle</th>
<th>dances</th>
<th>plays chess</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You / We / They</td>
<td>quietly.</td>
<td>slowly.</td>
<td>well.</td>
<td>badly.</td>
<td>quickly.</td>
</tr>
<tr>
<td>He / She</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar clue

When we say how we do an action, we usually use -ly.
bad – badly  quiet – quietly

Remember!
good = well  fast = fast

4 Talk Partners

Play a mime game.

Swim slowly!

Yes! That’s right!
1. Listen, read and say.

Speak and spell

'ck' says 'k'.

The black monkey kayaks quickly on the lake.

Now practise spelling on page 62 in your Activity Book.

2. Read the quiz. Then listen and identify four differences.

SPORTS QUESTIONNAIRE

Name: Anna Joans  Age: 9

1. What’s your favourite sport? basketball

2. How often do you do sport? twice a week

3. How do you:
   - ride a bike? well
   - swim? fast
   - play tennis? well
   - skate? quickly

3. Talk Partners

Ask and answer to complete the questionnaire.

Tell a friend.

Do you sing loudly or quietly?

Carmen sings loudly.

I sing loudly.

Pablo plays the piano well.

Key learning outcomes: listen for specific information; play a communication game using adverbs of manner  Phonics: alternative spelling for the ‘k’ sound
Imagine you are going to go to a sports camp. Which activities would you like to do?
archery  windsurfing  rock climbing  gymnastics  
mountain biking  volleyball  baseball  kayaking

Read and listen. Which activities is Robert going to do?

Dear Grandma and Grandad,
How are you? I’m very happy because I’m going to go to a sports camp with my friends tomorrow. The camp is in the middle of a beautiful forest and I can do sport all day.

There are lots of exciting sports to try. First, I’m going to play volleyball because that’s my favourite sport. Next, I’m going to go kayaking. The lessons are on a lake and I need to wear a life jacket and a helmet. Finally, I’m going to go mountain biking in the forest with my friends.

I can’t wait!

See you after the camp.

Love,

Robert xxx

Go to page 63 in your Activity Book.
Text type: a letter

Investigate a text

1. Look at the leaflet. What can you do at the adventure camp?

2. Read and listen. Which activity is Laura not going to do?

3. Think and discuss.

   1. Where do you write your address in a letter?
   2. Where do you write the date?
   3. How do you begin a letter?
   4. How do you end a letter to a friend or family member?

   Writing tip!
   We can use **First**, **Next** and **Finally** to order a list of activities.

   **First**, I’m going to do my homework.
   **Next**, I’m going to watch TV.
   **Finally**, I’m going to have dinner.

Plan and write a letter on page 64 in your Activity Book.

Key learning outcomes: prepare and write an informal letter; use simple time sequencers
Key learning outcomes: read about three extreme sports in New Zealand; think about and research New Zealand

**1 Read Luke’s questions. What do you think?**

I’m in New Zealand now. It’s got high mountains and fast rivers. You can do exciting sports here. Can you answer these questions?

1 Which sport can you do in the air in New Zealand?
2 Which sport can you do on a river?
3 Which sport can you do on a hill or on water?
4 Which sport can you do on a beach?

**2 Read and listen. Answer Luke’s questions.**

**EXTREME SPORTS**

New Zealand has got some very exciting sports, but you must be very brave!

**RAFTING**
Do you like adventure? In this sport, you ride down a fast river on a raft. You need lots of energy and you get very wet, but it’s good fun!

**ZORBING**
This is the newest extreme sport in New Zealand. In this sport, you get inside a big, plastic ball and you roll down a hill or on water. Some balls move at 50 km an hour. That’s the same as a car!

**BUNGEE JUMPING**
In this sport, you put an elastic rope around your ankles. Then you jump from a very high bridge. You fall very quickly through the air and you bounce up and down. It’s amazing!

**SAND SURFING**
If you like travelling fast, sand surfing is the sport for you. You can sit, stand or lie down on a surfboard. It’s fantastic!

**Think about your culture**
What exciting sports can you do in your country?

Do the New Zealand web quest and the Unit Review on pages 65 and 66 in your Activity Book.

ICT

**ICT**
Today’s programme is about extreme sports. Are they safe or are they dangerous? What do you think?

1. Watch the video. Which of these objects do you see? Which sport uses them?

2. Watch the video again. Read and say true or false. Correct the false sentences.

   1. The family are going to go rock climbing.
   2. There are five people in the raft.
   3. The rock climbers can see some snow.
   4. You need a torch in the cave.
   5. The man does a bungee jump from a bridge.

3. Read the safety instructions. Think of three different sports for each one.

   **Staying safe**

   1. You must wear a helmet.
   2. Don’t do this on the road.
   3. Always listen to the referee.
   4. You mustn’t wear shoes.

Key learning outcomes: watch and understand a video about extreme sports

21st Century Skills: Living in the world: staying safe when doing sport
Investigate

1. Are there any islands in your country? Where are they? How can you travel there?

2. Work in groups of three. Look at the map and make lists. Where’s the treasure?
   - List five man-made things on the island.
   - List five natural things on the coast.
   - List five natural things in the middle of the island.

3. Listen and check your lists. Listen again and repeat the words.


Digital tip!
Use the Internet to look at photos and maps of the island. What can you see?

Key learning outcomes: remember and learn the names of natural and man-made things on an island; investigate an island

Language: natural and man-made things on an island
Plan and create your project

1. Discuss the questions. Write the information on page 69 in your Activity Book.
   1. What's the name of your island?
   2. What natural things are on the island? Choose eight.
   3. What man-made things are on the island? Choose four.
   4. Where are you going to hide the treasure?

Cooperative learning Listen to and respect everyone's opinion.

2. Draw your treasure map and hide your treasure.

Present your project

3. Present your treasure map to your classmates. Play the game.

Think about your project Go to page 69 in your Activity Book.

Key learning outcomes: remember and learn the names of natural and man-made things on an island; investigate an island Language: natural and man-made things on an island