







# SPORTS

	<p>1</p> <p>I can rollerblade but I can't</p> <p>_____</p>	
	<p>2</p> <p>I can play tennis but I can't</p> <p>_____</p>	
	<p>3</p> <p>I can _____ but I can't play football.</p>	
	<p>4</p> <p>I can play basketball but I can't</p> <p>_____</p>	
	<p>5</p> <p>I can _____ but I can't skateboard.</p>	
	<p>6</p> <p>I can ride a bike but I can't</p> <p>_____</p>	
	<p>7</p> <p>_____</p>	



skateboard.  
ride a bike.

play basketball.  
play football.  
play tennis.  
rollerblade.

## SPORTS

### Art and crafts

#### Aim

- To introduce or review the names of different sports.

#### Materials

- Coloured pencils.
- Scissors.
- Glue.
- Worksheet.
- Flashcards of sports.

#### Duration

30 minutes.

#### Language focus

- Vocabulary: *play football, play tennis, play basketball, ride a bike, rollerblade, skateboard.*
- *I can/can't.*

#### Cross-curricular content

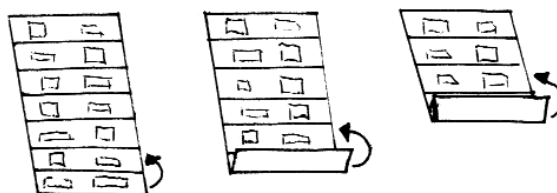
- Art and crafts
- Following instructions to assemble the cut-out.

### Preparation

- Show the sports flashcards (*play football, play tennis, ride a bike, play basketball, rollerblade, skateboard*) and say the words aloud. Get the children to repeat.
- Put the flashcards up on the board and write a number below each one. Say one of the sports aloud and get the children to identify the flashcard by raising as many fingers as the number below the corresponding flashcard.
- Put all but one of the flashcards up on the board. Get the children to guess which one is missing.
- Write the name of the sport below each flashcard and read them aloud.
- Say *I can play football*, miming the action and nodding your head; then say *but I can't play tennis*, miming the action and shaking your head. Write this example on the board. Practice with the children using other sports, and get the children to mime.

### Making the cut-out

- Hand out the worksheet and explain that the children have to match the pictures to the sports.
- Ask the children cut out the big rectangle, then the squares with the pictures and the labels with the names of the sports.
- The children match the pictures and the labels with the correct spaces in the big rectangle. Check that they have done this correctly and then get them to glue the pictures and the labels in place.
- When they have glued the pictures and the labels, the children write a true sentence about themselves in section 7 using the structure *I can ... but I can't ...* and draw pictures in the rectangles to illustrate the sentence they have written below.
- When they have finished, ask the children to fold the big rectangle along the dotted lines as if they were rolling the paper upwards, starting from the bottom section:



- When they have finished their 'rolling minibook', get them to write a title and their names on the blank 'cover': *My sports minibook by ...*

#### Extra activities

- 1 The children colour the pictures in the minibook.
- 2 In pairs, the children exchange books with their partners, unfold the minibooks and read them.