

**5 I can do it!**

58 Unit 5 Identify and use new words: action verbs  
WB page 48

Lesson 1 Vocabulary

1 2.1-2.2 Listen and say. Then listen and number.

catch <input type="checkbox"/>	climb <input type="checkbox"/>	jump <input type="checkbox"/>	kick <input type="checkbox"/>
ride a bike <input type="checkbox"/>	sing <input type="checkbox"/>	swim <input type="checkbox"/>	throw <input checked="" type="checkbox"/>

2 Look at the picture. Find the actions in Activity 1.

3 Which actions use balls? Which actions can animals do?

4 2.4 Sing and act out. **Be a star!**

<p>Look at me!</p> <p>Look at me! I'm happy! So kick a little bit. Climb a little bit.</p> <p>Then jump up and down And sing this song</p>	<p> b  b  b  b</p> <p>Look at me! I'm happy! So throw a little bit. Catch a little bit.</p> <p>Look at me! I'm happy! So ride a little bit. Swim a little bit.</p>
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59 Unit 5 Sing a song  
WB page 48

**Learning objectives:** Identify and use new words: action verbs; Sing a song using the target vocabulary

**Vocabulary:** catch, climb, jump, kick, ride a bike, sing, swim, throw

**Resources:** Class audio CD2; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song (PRC)

### Warm-up: The Big Picture

Refer the children to the picture on page 58. Ask *What are the children's names?* Have different children name a character for the rest of the class to point to. Ask *Where are they?* (in a park / forest) *Are the children happy or sad?* (happy). Then ask *Can you see Bot?* (He's under the jungle gym.)

### 1 2.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

### 2.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

### Audioscript

1 throw, 2 catch, 3 sing, 4 ride a bike, 5 kick, 6 climb, 7 jump, 8 swim

**Answers:** catch – 2, climb – 6, jump – 7, kick – 5, ride a bike – 4, sing – 3, swim – 8, throw – 1

## 2 Look at the picture. Find the actions in Activity 1.

- Hold up your Pupil's Book, point to an action on page 59 and say the verb, e.g. *jump*. Now point to page 58 and say *And here?* Have the children find a person or animal jumping and repeat the verb.
- Invite different children to call out verbs and have everyone point.

**Answers:** catch – Sara, climb – Anna, squirrel, jump – children on trampoline, squirrel, kick – Alex, goat, ride a bike – Tom, sing – birds, swim – boys, duck, throw – Dad

## 3 Which actions use balls? Which actions can animals do?

- Elicit the names of the animals in the picture.
- Have the children find all the activities with balls and animals. While they are thinking, draw two columns on the board labelled *balls* and *animals*.
- Invite different children to tell you actions that use balls. Each time, ask for whole-class agreement, and then write the verb in the *balls* column.
- Repeat for the animals' actions.

**Answers:** Actions that use balls: catch, kick, throw  
Actions that animals can do: climb, jump, swim, kick, sing (also possible: catch, e.g. a dog with a ball, and throw, e.g. monkeys)

## 4 2.3 Sing and act out. **Be a star!**

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear an action verb mentioned, they should do the action. Play the audio and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for the children to repeat (singing).
- Finally, the children listen, sing and do the actions. Repeat the song several times so that they can practise.

### Teaching star!

#### Mixed ability 2.3

Some children will find singing and doing the actions for the whole story very challenging. In this case, have different groups sing and do the actions for

different verses. Everyone is actively involved, and they can enjoy listening to and watching the others.

- Divide the class into three groups. Give a different verse to each group to practise singing and doing the actions. All groups join in and sing the chorus.
- Play the audio and have the children join in and sing / act their part.

### Cooler: A group mime game

- Invite five or six children to come to the front of the classroom. Secretly show each one a different action from Activity 1. They all have ten seconds to mime the action while the rest of the class watch. Then say *Stop!*
- Their classmates raise their hands to say names and the corresponding actions. The children say *yes* or *no*.
- Repeat with different children and actions.

### Workbook page 48


## 5 I can do it!

Lesson 1 Vocabulary

**1 Look and write.**


throw	ride a bike	climb	kick
jump	swim	sing	catch

1




swim

2




sing

3




jump

4




kick

5




ride a bike

6




catch

7



throw


8




climb

**2 Look and complete.**


catch	throw	kick	climb	jump	swim
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

48 Unit 5

### 1 Look and write.

**Answers:** 1 swim 2 sing 3 jump 4 kick  
5 ride a bike 6 catch 7 throw 8 climb

### 2 Look and complete.

**Answers:** Hands: catch, throw  
Feet: kick, jump Hands and feet: climb, swim

Lesson 2 Grammar time

1 2.4 Listen and read. Can Bot sing?

1 Look! We can kick a ball.

2 I can throw.  
And I can catch!

Oh, no! Bot can't kick a ball.

3 Look! I can jump.  
Bot can't jump!

4 Listen! Bot can sing.

2 2.4 Read and tick (✓) or cross (x). Listen again and check.

1 Tom and Alex can kick a ball. <input checked="" type="checkbox"/>	4 Anna can catch. <input type="checkbox"/>
2 Sara can't throw. <input type="checkbox"/>	5 Tom can jump. <input type="checkbox"/>
3 Bot can catch. <input type="checkbox"/>	6 Bot can't sing. <input type="checkbox"/>

3 Work in groups. Act out the story. **Be a star!**

60 Unit 5: can / can't for ability  
WB, page 49

**Learning objectives:** Understand and use *can* and *can't* for ability; Read and act out a story using the target grammar

**Grammar:** *can* / *can't* for ability – affirmative and negative

**Resources:** Class audio CD2; (PK) (TRC)

### 2.3 Warm-up: Sing the song!

- Play the song *Look at me!* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes from the previous lesson.

### 1 2.4 Listen and read. Can Bot sing?

- Refer the children to the pictures, and ask *What actions can you see? (kick, throw, catch, jump)* Ask *Are the children at home or at school? (at school)* *What are their names? (Tom, Alex, Anna, Sarah, Bot)* Ask the children if they also do these actions at school.
- Play the audio. Have the children follow in their books and find the answer to the question *Can Bot sing?* Elicit or prompt the answer *Yes, he can.*
- Play the audio again for the children to repeat chorally. Pay attention to the pronunciation of *can* and *can't*.

- Reinforce the meaning of *can* / *can't*: Say *Look at me – I can jump!* Jump in the air and then repeat: *I can jump!* and ask *Yes or no? (Yes!)* Repeat with *I can kick – yes or no?* This time, fail completely to kick a ball of paper and say *No, I can't kick.* Do the same for the remaining actions and then say, e.g. *I can jump. I can't kick. I can catch. I can't sing.*

Answers: Yes, he can.

### Teaching star! ★

#### Using digital

The *Mask* tool helps engage children by encouraging them to guess or remember.

- Use *Mask* to hide a speech bubble in the Activity 1 story. Elicit the missing text and then reveal to check.
- Repeat with different speech bubbles.

### 2 2.4 Read and tick (✓) or cross (X).

#### Listen again and check.

- Point to Bot in the picture and say *This is Bot. True or false? Yes or no?* to elicit the answer *True*. If the children only respond with *yes*, say *Yes, it's true.* and write a tick on the board.
- Now point to Sara and say *This isn't Sara. True or false?* Elicit *false* and write a cross on the board.
- Ask several more questions about the classroom, including affirmative and negative sentences to elicit *true* or *false*. Each time, point to the tick or cross on the board.
- Read out the first sentence and ask *True or false?* Elicit the answer and point to the example tick. Ask where they can find the answer (Frame 1).
- Read out all the sentences and check understanding. Then have the children complete the activity individually. Fast finishers can compare their answers in pairs.
- Play the audio again for the children to check their answers.
- For feedback, read out the sentences and have the children stand up for *Yes* or sit down for *No*.

Answers: 1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 X

3  **Work in groups. Act out the story.**

**Be a star!** 

- Play the audio again for the class to repeat each line chorally. Check their pronunciation of *can* and *can't*.
- Ask *How many characters are in the story? (five)* Divide the class into groups of five and either have them decide who will be each character, or designate the roles.
- Allow the children a few minutes to practise acting out the story, without the 'props' at this point.
- Ask if any groups would like to act out the story for the class. They can use props now if they want (being careful when jumping – a ruler on the floor to jump over is probably safest!).
- If you wish, you could ask the children to change roles and act out the story again.


**Cooler: Remember the story**

- Write the names *Tom, Alex, Anna, Sara* and *Bot* spaced out on the board.
- Point to a name on the board and ask questions like *Can Tom kick a ball? Can Anna climb?* and have the children call out *Yes, No* or *Don't know!* according to the characters' abilities in the story, and in the picture on page 58.


Workbook page 49

Lesson 2 Grammar time


1 Look and circle.




1 I can / can't kick a ball.




2 She can / can't catch.




3 She can / can't sing.



4 He can / can't swim.

2  Look and read. Write *yes* or *no*. There is one example.




Tom can ride a bike.     yes

- 1 Alex can't sing.     \_\_\_\_\_
- 2 Sara can't jump.     \_\_\_\_\_
- 3 Anna can kick a ball.     \_\_\_\_\_
- 4 Bot can't climb.     \_\_\_\_\_

Unit 5 CEYL Starters, Reading and Writing, Part 2 49

1 **Look and circle.**

Answers: 1 can 2 can't 3 can 4 can

2  **Look and read. Write *yes* or *no*. There is one example.**

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* or *no*.
- If done in class, ask the children what actions they can see in the picture and how the people are feeling.
- Go through the example first, and then have the children complete the activity individually.
- Ask individual children to read out the sentences and the class calls out *yes* or *no*.
- (To help prepare for this part of the test, the children need plenty of practice matching sentences to pictures.)

Answers: 1 yes 2 no 3 yes 4 yes

Lesson 3 Grammar focus

1 2.5 **Look and read.**

**Graphic** **Grammar**

*can / can't for ability*

I <b>can</b> swim .	I <b>can't</b> swim .
He <b>can</b> climb .	She <b>can't</b> climb .
We <b>can</b> sing .	They <b>can't</b> sing .

*can't → cannot*

2 **Look, circle and write *can* or *can't*.**

- They can **climb** / catch
- She \_\_\_\_\_ **kick** / jump
- He \_\_\_\_\_ **sing** / swim
- They \_\_\_\_\_ **ride a bike** / throw a ball
- He \_\_\_\_\_ **kick** / catch
- She \_\_\_\_\_ **sing** / climb

3 **What can you do? Tell your friends.** *Be a star!*

I can swim. I can't swim. I can sing.

Lesson 3 Talk about abilities WB page 50 **61**

1 2.5 **Look and read.**

- Play the audio and have the children follow in their books. Have them stand up for affirmative sentences and sit down for negative sentences (continuing the concept from the Warm-up activity).
- Play the audio again, pausing after each sentence to ask *Is this yes or no?* Have the children point to *can* or *can't* in their Pupil's Book.
- Reinforce the contraction of *cannot* to *can't* by counting out the sentence *I cannot swim* on your fingers (put *cannot* on two fingers) and then push those two fingers together to show the contraction *can't*.
- Play the audio one more time for the children to repeat chorally.

- If using the video, tell the children they will see a video of children at the swimming pool. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the key sentences.
- In part 2 (*We can sing. / They can't sing.*), stop the video before the sentences and elicit ideas from the children. Then check with the video.

2 **Look, circle and write *can* or *can't*.**

- Refer the children to the pictures and elicit the action verbs they can see. Go through the example sentence with the class.
- Elicit the action verb for picture 2 (jump) and ask *Can the girl jump?* (Yes, she can.) Have them write *can* in the space and circle *jump*.
- Then the children complete the activity individually and compare their sentences in pairs.
- For feedback, ask volunteers to read out the complete sentences.

**Answers:** 1 can climb 2 can jump 3 can't swim  
4 can ride a bike 5 can't catch 6 can't sing

**Learning objectives:** Talk about abilities

**Grammar:** *can / can't* affirmative and negative

**Resources:** Class audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

**Warm-up: Sit down for false!**

- Tell the children that you will say some sentences with *can*, and that if a sentence is true for them, they should stand up. If it isn't true, they should sit down, until they hear another sentence that is true for them.
- Make a series of *can* statements using the action verbs from Lesson 1. Finish with one that all the children can probably do, e.g. *I can jump*, so that everyone is standing!

### 3 What can you do? Tell your friends. **Be a star!**

- Invite a confident child to come to the front of the class and tell you one ability they have (e.g. *I can swim*.) Respond with *I can swim!* and then add another sentence about yourself (e.g. *I can't climb trees*.) Indicate that the child should respond and add something new, e.g. *I can climb trees. I can't catch*. Demonstrate the conversation with one or two more turns.
- Divide the class into pairs to have similar conversations. Then have them change partners and repeat.
- To finish, have several children tell the class about an ability and have others raise their hands to respond.







### Cooler: Mime game

- Write a sentence on a large piece of paper, e.g. *I can't swim*, but don't show it. Mime the action, and ask the children to guess what is written on the paper.
- Now divide the class into two halves. Ask one half of the class to turn away while you show the other half another *can / can't* sentence. (Suggestions: *I can jump. I can't ride a bike. I can't catch. I can throw a ball. I can't swim*.)
- Have them mime the action for their classmates to guess the sentence. After five seconds, the other children call out their ideas. Repeat with several sentences.


### Workbook page 50

Lesson 3 Grammar focus

1 Look and complete. Write *can* or *can't*.

					
Lucy	✓	✗	✗	✓	✗
Sam	✗	✓	✓	✓	✗

1 Lucy can sing.  
 2 She \_\_\_\_\_ jump.  
 3 Sam \_\_\_\_\_ sing.  
 4 He \_\_\_\_\_ kick a ball.  
 5 They \_\_\_\_\_ ride a bike.  
 6 They \_\_\_\_\_ swim.

2  What can you do? Write *can* or *can't*.

1 I \_\_\_\_\_ sing.  
 2 I \_\_\_\_\_ jump.  
 3 I \_\_\_\_\_ throw a ball.  
 4 I \_\_\_\_\_ climb.  
 5 I \_\_\_\_\_ swim.  
 6 I \_\_\_\_\_ ride a bike.

50 Unit 5 Go to Grammar reference on page 122

### Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

#### 1 Look and complete. Write *can* or *can't*.

Answers: 1 can 2 can't 3 can't 4 can  
 5 can 6 can't

#### 2 What can you do? Write *can* or *can't*.

Answers: Children's own answers

Lesson 4 Reading

1 2.6 Look at the photos. What can they do? Read and check.

catch climb ride swim throw

2 Read and write *can* or *can't*.

1 Pablo can swim. 4 John \_\_\_\_\_ jump.  
2 Tim \_\_\_\_\_ ride. 5 Kirsty \_\_\_\_\_ catch a ball.  
3 Masha \_\_\_\_\_ hear.

**The kids can do it!**

Kids can do amazing things. Read about these fantastic kids.

**Pablo**  
This is Pablo. He's from Mexico. He can't walk, but he can swim. He's very good.

**Kirsty**  
This is Kirsty. She's from Great Britain. She can't walk, but she can catch a ball. Nice catch, Kirsty!

**Masha**  
Look at Masha! She's from Russia. She can't hear, but she can climb. She isn't scared!

**John**  
This is John. He can't run and he can't jump, but he can throw a ball. Wow! Nice throw!

**Tim**  
This is Tim. He's from Great Britain. He can't see, but he can ride a horse. Tim is happy.

3 Think about the children. What do you think? Circle. Be a star!

1 Pablo can't run. yes no not sure  
2 Kirsty can throw a ball. yes no not sure  
3 Masha can see. yes no not sure  
4 John can catch a ball. yes no not sure  
5 Tim can ride a bike. yes no not sure

62 Unit 3 Read an information text. Use page 62

Unit 3 Infer information from a text. Use page 63

**Learning objectives:** Read an information text; Infer information from a text

**Vocabulary:** hear, horse, run, see, walk

**Recycled vocabulary:** happy, nice, Mexico, Russia, scared

**Resources:** Class audio CD2; (PK) (PRC)

2.4 Warm-up: Stand up / sit down when you hear ...

- Divide the class into two groups. Tell one group that they must stand up and sit down quickly (or raise and lower their arms quickly) every time they hear *can*. The other group must do the same for *can't*.
- Play the audio of the story from Lesson 2 and have the children respond accordingly.

### Vocabulary

- Refer the children to the vocabulary panel on page 62. Write the words on the board and number them 1–5. Then say the words at random and have the children call out the corresponding number. Practise their pronunciation.
- Finally, mime the words, and have the children call out the correct word.

1 2.6 Look at the photos. What can they do? Read and check.



- Refer the children to the photos on pages 62–63 and ask them to point to different items. Say *Can you find ... a ball? ... a blue hat? ... the number 12? ... a horse?*
- Read out the verbs in the box and elicit what they think the kids in the photos can do. Then have them read the text to confirm their ideas.
- Play the audio for the children to listen and follow. Ask them to say *Stop!* and point to the sentence when they hear one of the answers.

**Answers:** Pablo: swim Kirsty: catch  
Masha: climb John: throw Tim: ride

2 Read and write *can* or *can't*.

- Refer the children to the first sentence. Say *Where's Pablo?* and have the children find the text about Pablo on page 62. Point to the photo and ask *Can Pablo swim, yes or no?* (Yes). Point to the example answer.
- Have the children complete the activity individually. While they do this, write the gapped sentences on the board.
- Invite volunteers to come and complete the sentences. Ask for whole-class agreement each time.

Answers: 1 can 2 can 3 can't 4 can't 5 can

3  **Think about the children. What do you think? Circle. Be a star!** 

- Tell the children that it's time to think because the answers to these questions are not in the book.
- Read out the first sentence, *Pablo can't run*, and ask the children to look for the information in the text. (*It isn't in the text.*) Then ask what they think is probably true – elicit some opinions and help the children formulate a reason, if necessary. (You will probably need to use L1.)
- Give the children time to think about the other sentences before continuing the activity as a class. For each question, have the children raise their hands to vote for each answer. (Some children may want to voice an opinion on why, and may need to do this in L1. This is fine because talking through the reasons helps develop their critical thinking skills.)

Suggested answers: 1 yes 2 yes 3 yes  
4 yes 5 not sure

**Teaching star!** 

**Reading**

One of the most motivating things about learning to read for young children is joining in. They learn to recognise key words or phrases and can be an active part of telling the story.

- Either play the audio, or read the story to the children yourself.
- When you come to the key phrases (using *can* or *can't*) encourage the children to join in. They will happily do this at least twice!

**Cooler: Disappearing words** 

- Play *Disappearing words* (see the Games Bank, pages 14–15), asking the children to recall all the key words they can from the story, e.g. *catch, swim, throw, horse, see, walk, Mexico, ball, scared, run, Great Britain, happy*.

Lesson 4 Reading

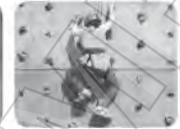
1 Remember your Pupil's Book pages 62–63. Look and match.



Pablo



Kirsty



Masha

ride

catch

climb

swim

throw



Tim



John

2 Read and write *can* or *can't*.

- 1 Masha can't hear, but she can climb.
- 2 John can run, but he can't throw a ball.
- 3 Pablo can't see, but he can swim.
- 4 Tim can ride a horse, but he can't see.
- 5 Kirsty can catch a ball, but she can't walk.

Unit 8 51

1 Remember your Pupil's Book pages 62–63. Look and match.

Answers: Pablo – swim, Kirsty – catch,  
Masha – climb, Tim – ride, John – throw

2 Read and write *can* or *can't*.

Answers: 1 can't, can 2 can't, can  
3 can't, can 4 can, can't 5 can, can't



Lesson 5 Sounds and letters

1 2.7 Listen and say. Complete.

jump      r\_n      s\_n

2 2.8 Listen and say the chant.

Fun! Fun! Fun!  
Let's have fun with Mum!  
We can jump and run  
In the sun with Mum.  
Fun! Fun! Fun!

3 2.9 Match the words with *u*. Listen, check and say. **Be a star!**

1 run      2 jump      5 sun      6 cat  
3 pen      4 frog      7 rubber      8 mum

**Learning to learn**  
If you can't read a word, here are some ideas to help.  
Say the first sounds in the word.      Try to guess the word.

64 Unit 5 Sounds and letters: identify short *u* sound    Learning to learn: read difficult words  
WB, page 32

**Learning objectives:** Sounds and letters: identify short *u* sound; Learning to learn: read difficult words

**Sounds & letters words:** jump, run, sun

**Resources:** Class audio CD2; (PK) (TRC) - Sounds and letters worksheet; (PPK) - Sounds and letters activity (PRC)

### 2.6 Warm-up: What's the last word?

- Play *What's the last word?* (see the Games Bank, pages 14–15). Pause the audio after some of the key words in the text, e.g. *walk, can't, catch, hear, climb, jump, horse*.

### 1 2.7 Listen and say. Complete.

- With the children's books closed, point to each of the pictures in your book and ask *What's this?* Listen to their suggestions.
- Now play the audio and have the children open their books and check.
- Play the audio again for the children to repeat the words chorally. Do this twice.

- Point to the *u* in the word *jump* in your book. Ask *What's this letter? (u) What's the sound? (/ʌ/)*
- Write a big, clear *u* on the board as a model for the children. Have them write the *u* in the three words.

### Audioscript

/ʌ/ /ʌ/ /ʌ/ jump

/ʌ/ /ʌ/ /ʌ/ run

/ʌ/ /ʌ/ /ʌ/ sun

Answers: jump, run, sun

### 2 2.8 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with *u*.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the *u* sound.
- Play the chant once more and have the children join in as much as they can.
- Divide the class into two groups. Have each half of the class say alternate lines. They all join together again for the final *Fun! Fun! Fun!*

### 3 2.9 Match the words with *u*. Listen, check and say. **Be a star!** ★

- Ask the children how many words they can see with the letter *u* (there are five).
- Point out the example and have the children draw lines to join the remaining words with *u* to the big letter *u* in the middle.
- Ask the children which numbers they chose and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

### Audioscript

run, run    jump, jump    sun, sun

rubber, rubber    mum, mum

Answers: run, jump, sun, rubber, mum

**Extension**

Observing and copying mouth shapes can help children tune their pronunciation.

- Ask the children to look carefully at your mouth. Make the shape of the words from Lesson 5 featuring the *u* sound, but don't make any sound. The children try to guess what word you are mouthing.
- Children can continue this game in pairs.

**Learning to learn**


- Explain the *Learning to learn* idea to the children. Have all the children follow your lead and sound out the beginning of the word *happy*. Then suddenly call out the word.
- Do two more examples of 'difficult' words on the board with the whole class, e.g. *Mexico* and *academy*. Sound out the first letters (and have the children join in) and then demonstrate that moment of realisation – *Oh! Mexico!* / *Oh yes – academy!*
- Choose some words from Lesson 5, e.g. *jump*, *rubber*, *frog*, and do the same without writing them on the board. See how quickly the children can guess the words.

**Cooler: Physical spelling**

- Play *Physical spelling* (see the Games Bank, pages 14–15) with some key words from this lesson: *jump*, *fun*, *rubber*, *frog*, *cat*, *happy*.





Lesson 5 Sounds and letters

1 Say the chant. Circle the *u* sounds.  
 Sun, sun, sun!  
 Let's have fun!  
 We can run.  
 And jump with mum.




2 Complete the words. Then match.

1 s \_ \_ n      2 r \_ \_ n      3 j \_ mp      4 m \_ \_ m







3 Read and guess the word. Write.  
 Look at the pictures to help you.


1 f-a-m... family




2 y-o-g... yoghurt



3 r-u-b... rubber



4 u-m... umbrella



52 Unit 5

**1 Say the chant. Circle the *u* sounds.**

Answers: Sun, sun, sun! Let's have fun!  
 We can run And jump with mum.

**2 Complete the words. Then match.**


Answers: 1 sun – c 2 run – b 3 jump – a  
 4 mum – d

**3 Read and guess the word. Write.  
 Look at the pictures to help you.**

Answers: 1 family 2 yoghurt 3 rubber  
 4 umbrella

Lesson 6 Language in use

1 2.10 Listen and say.



Can you see the sun? No, I can't.


Can you see a spider? Yes, I can.

Can you see a bird? No, I can't.

Can you hear the wind? Yes, I can.

2 Work in pairs. Ask and answer.


Student A



a horse a flower a cat a dog

x ✓ x x

Student B



a fox a worm a frog a baby

✓ x x ✓

Student A Can you see a horse? Student B No, I can't.

3 Now it's your turn. Ask and answer in pairs. Be a star!

Can you see a pen? Yes, I can.

can questions and short answers WB, page 33 65

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

## 2 Work in pairs. Ask and answer.

- Refer the children to the photos and give them 20 seconds to look at them. Then ask the children to close their books. Divide the class into pairs to remember and write a list of the things in the photos. Elicit the items, write them on the board and check pronunciation.
- Now refer the children to the example in speech bubbles and point out that the question is the same as in Activity 1, but the blue words are changed for the items in the photos. Elicit and drill another example question.
- In the same pairs, have the children take turns, as Student A and Student B, to ask about the other items in their sets of photos.
- Finish with some questions between children across the class.

## 3 Now it's your turn. Ask and answer in pairs. Be a star! ★

- Start by asking a few *Can you see ...?* questions to the whole class, e.g. *Can you see a pen? Can you see an umbrella?* Have them all answer *Yes, I can* and point to the item, or *No, I can't*.
- The children continue the activity in pairs. Circulate, monitor and offer help and praise as appropriate.

### Cooler: I can see ...

- This is a variation on the traditional game *I spy with my little eye ...* Choose an object in the class that the children know the name of, but don't tell them. Say *I can see something beginning with ...* and give the first sound of the word (rather than the letter).
- Have the children look around and suggest items until they guess the one you're thinking of.
- Repeat the game. Then invite confident children to choose objects for the rest of the class to guess.

**Learning objectives:** can questions and short answers

**Recycled vocabulary:** baby, bird, cat, dog, flower, fox, frog, horse, spider, sun, wind, worm

**Resources:** Class audio CD2; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 21; (PRC) - Language in use video

### 2.8 Warm-up: Say the chant again


- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

### 1 2.10 Listen and say.

- Refer the children to the picture. Ask what they think the boy and girl are talking about.
- Play the audio and have the children follow in their books.
- Play the audio again, pausing after each question for the children to repeat. Before continuing, elicit the corresponding answer and then check with the audio.

Lesson 6 Language in use

1 Look and circle.



1 Can you see the sun? Yes, I can / No, I can't.  
 2 Can you see a baby? Yes, I can. / No, I can't.  
 3 Can you see a fox? Yes, I can. / No, I can't.  
 4 Can you see a frog? Yes, I can. / No, I can't.

2 Read and complete.

hear can't Can see can Yes

Can you <sup>1</sup> see the sun?	4 _____ you see a flower?
Yes, I can.	5 _____, I can.
Can you <sup>2</sup> the wind?	Can you see a cat?
No, I <sup>3</sup> _____	Yes, I <sup>6</sup> _____

Unit 5 Go to Grammar reference on page 122 53

**Grammar reference:**

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

**1 Look and circle.**

Answers: 1 Yes, I can. 2 No, I can't.  
 3 Yes, I can. 4 Yes, I can.

**2 Read and complete.**

Answers: 1 see 2 hear 3 can't 4 Can  
 5 Yes 6 can

**Grammar reference: (page 122)**

**1 Complete the chart. Tick (✓) or cross (X) for you and for a friend. Then answer the questions.**

Answers: Children's own answers

**Lesson 7 Listening and speaking**

1 2.11 Look at the pictures in Activity 2. Can you make the sounds? Listen and check.

2 2.11 Listen again and match the groups to the actions.

1 Red group  
2 Blue group  
3 Green group

a b c

3 2.11 Work in groups. Listen again and follow the patterns.

4 2.12 Listen and say.

Can you ride a horse?  
 Yes, I can.  
 That's great!  
 Can you kick a ball?  
 Yes, I can. Look!  
 That's fantastic!

Ask and answer about different activities. **Be a star!**

**Values**  
We are all good at different things. What's your talent?

66 Listening: listen for key information. Speaking: encourage your friends. WB pages 54-55

1 2.11 Look at the pictures in Activity 2. Can you make the sounds? Listen and check.

- Refer the children to the pictures. Ask *Can you make these sounds?* Encourage them to do all three.
- Play the audio for them to check.

2 2.11 Listen again and match the groups to the actions.

- Play the first part of the audio and go through the example. Then play the rest of the audio with no interruption.
- For feedback, call out the colour and elicit the correct word and the action.

**Audioscript**

1 **Girl:** Red group. Can you stamp?

**Children:** Yes, we can!

**Girl:** Fantastic!

2 **Girl:** Blue group. Can you clap?

**Children:** Yes, we can!

**Girl:** Great!

3 **Boy:** Green group. Can you sing?

**Children:** Yes, we can!

**Boy:** That's nice!

4 **Adult:** Can you do it all together?

**Class:** Uh ... no ... we can't.

**Adult:** Yes, you can. Stamp your feet! Now clap your hands! Now sing! That's fantastic!

**Learning objectives:** Listening: listen for key information; Speaking: encourage your friends

**Vocabulary:** clap, stamp

**Resources:** Class audio CD2; (PK) (TRC) - Vocabulary worksheet 2 (PRC)

**Materials:** a bag with a selection of classroom objects in it, e.g. book, glue, pen, pencil, pencil case, rubber, ruler

**Warm-up: Find it**

- Using the bag with objects (see *Materials*), ask a volunteer *Can you find the (rubber)? Five seconds!* The child has five seconds to feel inside the bag and try to find the object while everybody counts down. Encourage the child to answer *Yes, I can* and show the object or *No, I can't*.
- Repeat with different children.

**Vocabulary**

- Refer the children to the vocabulary panel. Have them do the actions and say the words.

**Answers:** 1 c 2 b 3 a

3 2.11 Work in groups. Listen again and follow the patterns.

- Divide the class into three groups, red, blue and green.
- Play the audio again for the groups to respond and do the actions.

4 2.12 Listen and say.

- Point to the picture and ask *Are the boys happy or sad? (happy)*
- Play the audio and ask *Can he kick a ball? (Yes)* Ask if we say *That's great* or *That's fantastic* when something is good or bad (*good*).
- Play the audio again for the children to repeat with suitable intonation.
- The children practise the dialogue chorally and then in pairs.

5 **Ask and answer about different activities. Be a star!**

- Demonstrate the activity by asking different children a *Can you ...?* question and responding: *That's great / fantastic!* Then change roles.
- The children continue in pairs. When you clap your hands, the children must say *Goodbye!* and talk to someone new.

**Values**

- Explain the message of the Values box and ask the children to think about what their talent is. Point out this can include different things from playing football to being a kind person. The important message is that all children have equal potential to have a talent.

Workbook page 54

**Lesson 7 Functional language**

1 **Read and match.**

1 Can you sing? *Yes, I can.*

2 Can you stamp your feet? *Yes, I can.*

3 Can you clap your hands? *Yes, I can.*

2 **Read and number in order.**

a That's fantastic! Horses are great.

b Can you swim?  1

c Can you ride a bike?

d Yes, I can.

e That's brilliant! I can swim, too.

f No, I can't. But I can ride a horse.

3 **What can you do? Draw and write.**

I can \_\_\_\_\_

1 **Read and match.**

Answers: 1 c 2 b 3 a

2 **Read and number in order.**

Answers: a 6 b 1 c 4 d 2 e 3 f 5

3 **What can you do? Draw and write.**

Answers: Children's own answers

**Cooler: Half phrases**

- Write the following two lists vertically on the board next to each other: *That's ... / Yes, ... / No, ... / Can ... / Can you ... / ... I can't. / ... you swim? / ... fantastic! / ... I can. / ... ride a horse?*
- Invite different children to the board to match the halves and make a complete sentence.

**Answers:** That's fantastic!, Yes, I can.  
No, I can't. Can you swim? Can you ride a horse?

Workbook page 55

**How am I doing?**

1 **Find the action verbs. Circle.**

*Swim x c sing r jump p w c l i m b t h r o w l w c a t c h n s r i d e z d k i c k*

2 **Read. Choose and write a word from the box. There is one example.**

This is a panda. Pandas are from the forests in <sup>1</sup> \_\_\_\_\_.  
Pandas are black and <sup>2</sup> \_\_\_\_\_. They are <sup>3</sup> \_\_\_\_\_ animals.  
They aren't small.  
Pandas are good at different things. They can run, they can swim and they can <sup>4</sup> \_\_\_\_\_.  
But they can't <sup>5</sup> \_\_\_\_\_ and they can't catch.

fish big climb China  
 forests throw white book

UNIT 5 CEYL Starters Reading and Writing Part 4 55

1 **Find the action verbs. Circle.**

Answers: swim, sing, jump, climb, throw, catch, ride, kick

2 **Read. Choose and write a word from the box. There is one example.**

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Starters test. The children complete the text by choosing words from the illustrated list in the box.
- If done in class, go through the example first. Then the children work in pairs. Encourage them to read each sentence and guess the word before they look at the word box.
- Check the answers with the class.
- (To prepare, they should practise reading a text quickly for general meaning.)

**Answers:** 1 China 2 white 3 big 4 climb  
5 throw

FREE SAMPLE

FREE SAMPLE


Lesson 8 Writing

1 **Read and point.**  
Use *and* to join two ideas: Lee can swim. He can ride a bike.  
Lee can swim and ride a bike.


2 **Rewrite the sentences with *and*.**

- Lee can throw. He can catch a ball.  
Lee can throw and catch a ball.
- He can run. He can jump.
- He can swim. He can ride a horse.
- He can clap. He can sing.

3 **Look and complete. Use *and* to join your ideas. Be a star!**



Hi Jill,  
How are you? This is my new friend.  
Her name is Kate.  
She can \_\_\_\_\_ and \_\_\_\_\_  
She \_\_\_\_\_  
She \_\_\_\_\_  
Bye,  
Clare



Unit 5 Write an email  
WB pages 56-57 67

2 Rewrite the sentences with *and*.

- Go through the example sentence. Then elicit an answer for each question. Write the answers on the board, but leave a space in place of either *and* or a verb.
- Invite volunteers to complete the spaces on the board. Ask for whole-class agreement and then have the children complete the activity.
- Write an alternative sentence to one of the answers, e.g. *He can jump and run*. Ask if this makes a difference (no).

**Answers:** 1 Lee can throw and catch a ball.  
2 He can run and jump. 3 He can swim and ride a horse. 4 He can clap and sing.

## Teaching star!

## Pairwork

Children can benefit from the extra practice they get working in pairs. They can gain confidence for contributing to a whole-class activity.

- Hold up your book and point to two of the actions in Activity 3. Elicit a sentence using *and* to join the actions using *I can ... and ...*
- Divide the class into pairs. Have them take turns – one child points to two activities and the other makes a sentence joining them.

3 Look and complete. Use *and* to join your ideas. **Be a star!**

- Explain that Clare is writing an email about her new friend, in the photo. Have the children identify the actions in the pictures. Tell them this will be part of the email.
- Ask a volunteer to read out the beginning of the email while you write the sentences on the board.
- Point to the first two pictures and elicit how to complete the sentence. Write it on the board.
- Repeat with the other sentences. Then read out the email and have the children repeat it chorally.
- Finally, the children copy the text into their books.

**Answers:** She can climb and swim. She can jump and kick a ball. She can run and ride a horse.

## Cooler: A chain memory game

- Start the 'chain' by saying *Kate can climb*. Ask a confident child to repeat this and add a new action, e.g. *Kate can climb and jump*. Continue around the class or in groups.

**Learning objectives:** Use *and* to join ideas; Write an email

**Resources:** Class audio CD2; (PK) (TG) - Unit 5 test

(PRC) (TG)

## Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–15) with *I can / can't ...* sentences, e.g. *I can jump; I can't kick a ball*, etc.

## 1 Read and point.

- Ask volunteers to read out the example sentences while you write them on the board. After each sentence, ask *How many actions?* (*Lee can swim. – 1; He can ride a bike. – 1; Lee can swim and ride a bike. – 2*)
- Explain that we can put two actions in one sentence using *and*. Ask which words aren't repeated in the last sentence (he can).
- Give an example about you, e.g. *I can jump and ride a bike*. Elicit more examples from volunteers.



**Lesson 8 Writing**

**1 Read and circle *and*.**

He can swim and sing.

She can catch a ball and ride a bike.

My cat can jump and climb.

My friend can throw and kick a ball.

They can ride a horse and swim.

**2 Rewrite the sentences. Use *and*.**

1 I can jump. I can catch a ball.  
I can jump and catch a ball.

2 She can ride a horse. She can sing.  
\_\_\_\_\_

3 My friend can clap. My friend can run.  
\_\_\_\_\_

4 He can ride a bike. He can throw a ball.  
\_\_\_\_\_

**3 Plan your email about your friend. Tick (✓) four things your friend can do. Cross (✗) one thing your friend can't do.**

My friend's name: \_\_\_\_\_

**4 Complete your email. Circle and write. Use *and* to join your ideas.**

Hi!  
How are you?  
This is my friend  
His / Her name is \_\_\_\_\_  
He / She can \_\_\_\_\_ and \_\_\_\_\_  
He / She \_\_\_\_\_  
My friend can't \_\_\_\_\_  
Bye.

**5 What's your friend's talent? Draw a picture in the box above.**

**6 Check your work. Tick (✓).**

• *and* to join ideas  • spelling

56 Unit 8 Unit 8 57

**1 Read and circle *and*.**

- The children find and circle all the *ands* in the text.

**Answers:** He can swim and sing. She can catch a ball and ride a bike. My cat can jump and climb. My friend can throw and kick a ball. They can ride a horse and swim.

**2 Rewrite the sentences. Use *and*.**

- The children write new sentences joining the actions with *and*.

**Answers:** 1 I can jump and catch a ball. 2 She can ride a horse and sing. 3 My friend can clap and run. 4 He can ride a bike and throw a ball.

**3 Plan your email about your friend. Tick (✓) four things your friend can do. Cross (✗) one thing your friend can't do.**

- The children think of a friend and tick or cross the activities.

**Answers:** Children's own answers

**4 Complete your email. Circle and write. Use *and* to join your ideas.**

- The children complete the email using the information about their friend.

**Sample answer:**

Hi!  
How are you?  
This is my friend.  
His name is Tim.  
He can run and climb.  
He can jump and swim.  
My friend can't ride a bike.  
Bye,  
Jeff

**5 What's your friend's talent? Draw a picture in the box above.**

- The children draw a picture of their friend doing one of the activities from their email.

**Answers:** Children's own answers

**6 Check your work. Tick (✓).**

- The children use the check list to make sure their work is complete and correct.

**Reading time 2** **The King of the Forest**

1 2.13 Look at the story. What animals can you see?

1 Tiger isn't happy. He's hot and hungry.

2 Look! Tiger is happy now. He can see Fox. 'Rooooarr!' says Tiger.

3 'Hello, Tiger,' says Fox. 'Are you scared?' asks Tiger. 'No, I'm not scared,' says Fox. 'I'm the King of the Forest. Everyone is scared of me.' 'Ha, ha, ha!' says Tiger. 'You're funny!'

4 'Can you run fast?' asks Fox. 'Yes, I can,' says Tiger. Fox and Tiger can run fast.

5 The rabbits can see Tiger. 'You can't catch us,' say the rabbits. 'Look!' says Fox. 'The rabbits are scared of me!'

6 Now, the goats can see Tiger. 'You can't catch us,' say the goats. 'Look!' says Fox. 'The goats are scared of me!'

7 Now, the monkeys can see Tiger. 'You can't catch us,' say the monkeys. 'Look!' says Fox. 'The monkeys are scared of me!'

8 'You are the King of the Forest!' says Tiger. 'Now I can't eat you!'

68 Reading time 2 Read a traditional story

69 Reading time 2 Develop reading fluency

**Learning objectives:** Read a traditional story; Develop reading fluency

**Additional vocabulary:** fast, forest, fox, funny, goat, hot, hungry, king, monkey, rabbit, scared, tiger

**Resources:** Class audio CD2; (PK) (PRC) - Reading time 2 video

**Warm-up: Animals ping pong**

- Divide the class into two teams. Explain that the first theme is *animals* and have the teams take turns to give the name of an animal. This 'sends the ball' to the other team who have five seconds to reply with a different animal. As each team says an animal, quickly write a list on one side of the board. The game stops when a team cannot find a new word in five seconds.
- This game can be repeated a few times – the children get better each time and enjoy the improvement!

**1 Look at the story. What animals can you see?**

- Refer the children to the pictures. Ask *What can you see?* (Possible answers: a fox, a tiger, goats, rabbits, monkeys, a forest, trees, plants)
- Tell them the title of the story, *The King of the Forest*, and clarify *king* with a picture of a king and clarify *forest* by asking *Where are they?*
- Ask the children the following pre-reading questions:  
*Are the fox and the tiger friends?* (No, the fox and the tiger aren't friends.)  
*Is the fox scared?* (No, the fox isn't scared.)  
*Are the other animals scared?* (Yes, the other animals are scared.)
- Ask the children to raise their hands to give a suggestion, but don't confirm anything at this point.
- Have the children look at the story to find and name all the animals.
- Ask the children who they think is *The King of the Forest*.

**Answers:** Animals in the story: tiger, fox, rabbits, goats, monkeys

## 2.13 Read the story.

- Give the children time to read the story, without the audio, so that all children are reading at their own pace.
- If some of the children aren't able to read independently at this point, then support them by reading along with them. Help them with any difficult words. Some children will need motivation. Remind them that reading is fun!
- Then play the audio and let the children listen and follow in their books. This will help consolidate what they read.
- You could invite the children to join in with the key repeated sentences *Everyone is scared of me. The ... are scared of me.*

### Check the story.

- Ask some questions to check the children's understanding of key aspects of the story:
  - Point to picture 1 – *Is Tiger happy? (No, he isn't. Tiger isn't happy.) Why is Tiger not happy? (He's hot and he's hungry.)*
  - Point to picture 2 – *Is Tiger happy now? (Yes, he is. Tiger is happy now.)*
  - Point to picture 3 – *Is Fox scared? (No, he isn't scared.)*
  - Point to picture 4 – *Can Fox and Tiger run fast? (Yes, they can. Fox and Tiger can run fast.)*
  - Point to picture 5, 6, 7 – *Are the rabbits / goats / monkeys scared? (Yes, they are. The rabbits, goats and monkeys are scared.) Why? (They are scared of Tiger.)*
  - Point to picture 8 – *Is Fox happy? (Yes, he is.) Why? (He's the King of the Forest. Tiger can't eat Fox.)*

### Rate the story.

- Ask the children if they liked the story. (They will be doing more critical thinking about the story in the next lesson, but after the first encounter with the story, it is good to get some feedback and set a positive attitude for the follow-up.)
- You may wish to discuss with the children language they can use to talk about whether they liked the reading text. You may wish to write a list of adjectives on the board. Some examples could be:
  - fun
  - good
  - interesting
  - exciting
  - fantastic
  - boring
- Explain or demonstrate the meaning of these with the children.
- If any of the children didn't like the reading text, you may wish to encourage them to consider any positive aspects.
- Finally, you may wish to remind children that everybody has got their own opinion which may be different to their classmates, and that's OK. Encourage children to respect their classmate's opinions.

### Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–15) with key vocabulary from the reading text, e.g. *forest, hungry, scared, rabbit, catch, goat, monkey, king.*



Reading time 2 Activities

1 Read the story again. Circle the animals.

1 He's hot and hungry. **Tiger** / Fox

2 He isn't scared. Tiger / **Fox**

3 He's funny. Tiger / **Fox**

4 He can run fast. Tiger / **Fox**

5 He's the King of the Forest. **Tiger** / Fox

2 Think and answer.

1 Are the animals scared of Fox?

2 Are the animals scared of Tiger?

3 Who is your favourite character? Why?

3 Choose your favourite part of the story. Draw and write. *Be a star!*

4 Now watch the video.

70 Reading strategy Give a personal response to a text

**Learning objectives:** Give a personal response to a text

**Additional vocabulary:** fast, forest, funny, hot, hungry, king, scared

**Resources:** Class audio CD2; (PK) (PRC) - Reading time 2 video

**Materials:** coloured pencils

**Warm-up: How many words?**

- Read out some sentences from the story *The King of the Forest* and have the children tell you how many words there are in each one. Suggested sentences: *Everyone is scared of me.* (5); *Fox and Tiger can run fast.* (6); *The rabbits can see Tiger.* (5); *The monkeys are scared of me!* (6); *You are the King of the Forest.* (7); *Now I can't eat you.* (5).
- Then have the children repeat the sentences chorally.

**1 Read the story again. Circle the animals.**

- Recap the story quickly by asking *Where are Fox and Tiger? What animals can they see? Are the animals scared?*
- Ask different children to dictate sentences 1–5 to you and write them on the board.

- Ask the children if they can remember the answers. Have them circle the answers in pencil in their books (to change later if necessary). Point out that they can circle both animals if necessary.
- Now have the children read the story again, with or without audio as you prefer.
- For feedback, read out the sentences and have the children call out *Fox* or *Tiger*. Circle the answers on the board and have the children make any necessary changes in their books.

**Answers:** 1 Tiger 2 Fox 3 Fox 4 Tiger and Fox 5 Fox

**2 Think and answer.**

- Check that the children understand the questions. Then give them time to look, think and decide.
- The children can then compare ideas with a friend. (They will probably need to use L1 to do this.)
- Finally, ask the whole class and see if there are differences of opinion.

**Answers:** 1 No 2 Yes 3 Children's own answers

**3 Choose your favourite part of the story. Draw and write. Be a star!**

- Ask the children what their favourite part of the story is and listen to a few suggestions (in L1 if necessary).
- Have them choose their favourite part of the story and draw a picture to illustrate it.
- Then ask them to write a phrase that relates to that part of the story. Circulate, monitor and help as necessary.

**4 Now watch the video.**

- Show the children the video of the story. Encourage them to join in with the key repeated sentences.
- Ask which version they preferred, the printed version or the video.

**Cooler: Visualisation**

- Ask the children to close their eyes and imagine they are walking in the forest.
- Ask *What can you hear? What can you see? Can you see any animals? Look – a fox! Are you scared? Look a tiger! Are you scared? Can you run fast? Run, run, run! OK – you're home! Open your eyes.*
- Have the children open their eyes. Recall the questions and encourage the children to share some of their ideas with the class, or in groups.



## Think about it!

Pupil's Book page 71

**Think about it!** **Make a GRAPH**

1 Look at the graph. What does it show?

We can ...

Action	Number of Children
swim	6
ride a bike	5
ride a horse	2
sing	7

2 Look again. Find and complete.

1 Six children can swim.

2 \_\_\_\_\_ children can ride a bike.

3 \_\_\_\_\_ children can ride a horse.

4 \_\_\_\_\_ children can sing.

3 Work in small groups. Write four questions. Ask, answer and tick (✓).

Can you swim? ✓✓

Can you ride a bike? ✓✓✓

4 Make a group graph. Show the class.

Think about it! Use thinking skills 71

**Learning objectives:** Use thinking skills; Make a group graph

**Resources:** (PK)

**Materials:** large (A3) sheets of paper (one sheet for each group) – if possible with an empty grid photocopied onto it (like Activity 1), a ruler and coloured pencils per group for Activity 4

### Warm-up: An action game

- Ask the children a series of questions and have them answer and do the actions or count, e.g. *Can you ride a bike? Can you kick a ball? Can you sing? Can you climb a tree? Can you count from one to ten? Can you count from ten to one?*

## 1 Look at the graph. What does it show?

- Refer the children to the graph and ask *What colours, numbers and actions can you see? Ask What action is yellow / blue / green / red?*
- Now ask the children what information the graph shows and elicit suggestions.

**Answers:** The graph shows how many people, in a class or group, can do different actions.

## 2 Look again. Find and complete.

- Have the children look at the graph again and ask *How many children can swim? (six) How do we know? (Elicit how you can draw a line down to number 6 from the end of the yellow block.)*
- Read out the example sentence, and point out that this is the same information as they just found.
- Read out the remaining sentences. Ask the children to find the action on the graph – ask *What colour is 'ride a bike'?*, etc. Count the squares together, and have them trace a line down from the end of the block to the number at the bottom. Elicit the answers orally. Write the numbers on the board.
- Then have the children complete the sentences in their books.

**Answers:** 1 Six 2 Five 3 Two 4 Seven

## 3 Work in small groups. Write four questions. Ask, answer and tick (✓).

- Elicit all the action verbs the children know and write them on the board (from this unit: *catch, climb, jump, kick, ride a bike, sing, swim, throw, run, walk, ride a horse, clap, stamp*).
- Cross out the verbs used in Activity 1 and ask the class to choose four of the remaining verbs to use on a new graph. Erase all the other verbs. Elicit the *Can you ...?* questions and write them on the board. Have the children copy them into their notebooks with space alongside to add ticks.
- Divide the class into groups of four. Explain that they now have to ask their questions to the children in other groups. Pair off groups and give them time to ask questions, putting a tick next to the question for every positive answer. Repeat until they have talked to at least two or three other groups.

## 4 Make a group graph. Show the class.

- Give each group a sheet of A3 paper (see *Materials*). Explain they will make new graphs similar to the one in Activity 1.
- Have the children write the verbs and a title for the graph in the correct place on the photocopied grid. (If you can't give them a photocopied blank grid, demonstrate how to draw the grid on their sheet.)
- As an example, ask a group how many ticks they have for one verb. Count the squares, mark it and colour in the space up to that point.
- Have the children do the same, with each child adding the results for one verb.
- Invite groups to show their graph to the class.
- Give plenty of praise for achieving a difficult task!

### Cooler: Simon says

- Play *Simon says* (see the Games Bank, pages 14–15) with *I can ...* phrases using the action verbs from Unit 5.