

# 5

# I can do it!

## Lesson 1

## Vocabulary

Pupil's Book pages 58–59

**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 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 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: kick, throw. Actions that animals can do: climb, jump, swim, sing, 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

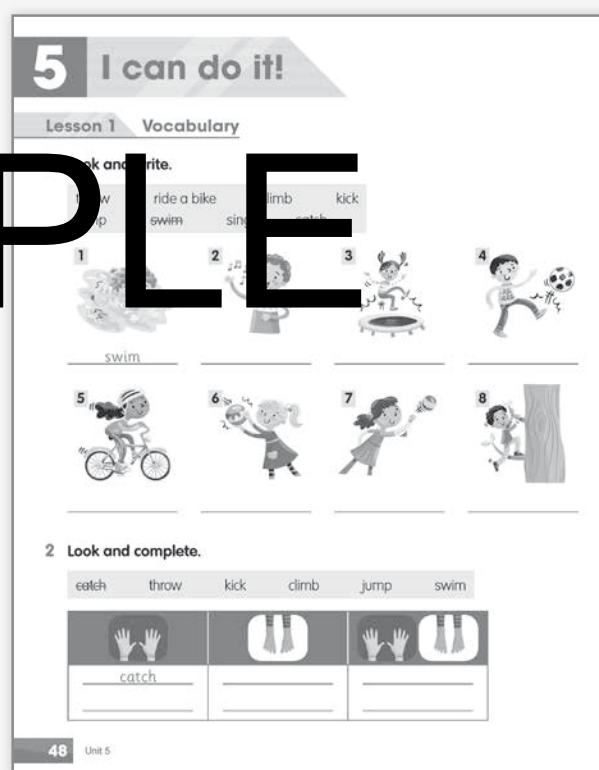
different verses. Everyone is actively involved, and they can enjoy listening to and watching the others.

- 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

Look and write.

1	2	3	4
			
swim			

2 Look and complete.

catch	throw	kick	climb	jump	swim
					
catch					

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

Pupil's Book page 60

Lesson 2 Grammar time

1 2.4 Listen and read. Can Bot sing?

2 2.4 Read and tick (✓) or cross (×). 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

- 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 (×). 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 × 3 × 4 ✓ 5 ✓ 6 ×

**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*.

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.      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

Pupil's Book page 61

Lesson 3 Grammar focus

1 2.5 **Look and read.**

**Graphic**

*can / can't for ability*

I can swim .

He can climb .

We can sing .

**Grammar**

I can't swim .

She can't climb .

They can't 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.

Unit 5 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 CD; **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	✓	x	x	✓	x
Sam	x	✓	✓	✓	x

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

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 5 Read an information text (WR page 31)      63 Unit 5 Infer information from a text (WR page 31)

SAMPLE

**Learning objectives:** Read an information text to 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.

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 leading to read for young children is joining in. They learn to recognise key words and 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.

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

Pupil's Book page 64

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 52

- 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 examples 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

### 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.

**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)

**Teaching star!** ★

**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 Book, pages 14–15) with some key words from this lesson: *jump*, *fun*, *rubber*, *frog*, *cat*, *happy*.

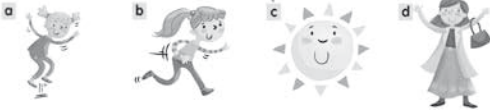
**SAMPLE**

**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 sun      2 run      3 jump      4 mum



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

1 f-a-m... family            

2 y-o-g... \_\_\_\_\_

3 r-u-b... \_\_\_\_\_            

4 u-m... \_\_\_\_\_

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

Pupil's Book page 65

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	Student B
a horse	a fox
a flower	a worm
a cat	a frog
a dog	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.

Unit 5 can questions and short answers WB page 53 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.

**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 2; (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.

### 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.

**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

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

**SAMPLE**

# Lesson 7 Listening and speaking

Pupil's Book page 66

**Lesson 7 Listening and speaking**

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

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

1 Red group   
 2 Blue group   
 3 Green group

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!

5 **Ask and answer about different activities. Be a star!**   
**Values**   
 We are all good at different things.   
 What's your talent?

66 Unit 5 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 them.
- 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.
- 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!

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

**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.

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? a

2 Can you stamp your feet? b

3 Can you clap your hands? c

2 **Read and number in order.**

a That's fantastic! Horses

b Can you swim?

c Can you ride a bike?

d Yes, I can.

e That's brilliant! I can swim.

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

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

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

54 Unit 5

**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: 1. *That's ... / Yes, ... / No, ... / Can ... / Can you ... / 2. ... 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.**

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

This is a panda. Pandas are from the forests in 1 \_\_\_\_\_.

Pandas are black and 2 \_\_\_\_\_. They are 3 \_\_\_\_\_ animals. They aren't small.

Pandas are good at different things. They can run, they can swim and they can 4 \_\_\_\_\_. But they can't 5 \_\_\_\_\_ and they can't catch.

Unit 5 CE:YL 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.
- Review the example. Then the children work in pairs. Encourage them to read each sentence and guess the word before they look at the 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

**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.

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

**Resources:** Class audio CD2; PPK; TG - Unit 5 test

PRC TG

**SAMPLE**

**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.

**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.

**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* 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 5

Unit 5 57

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

- The children find *and* and circle all the *and* 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* 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.