Look and listen. Then read.

1. I'm a big monkey.

2. A monkey can dance. I can dance.

3. A monkey can jump. I can jump.

4. A monkey can climb. I can climb.

5. He can't climb! You're a bear!

6. Come on, run!
Lesson 1

New target language I can dance/jump/climb/run.

Recycled target language It’s a … . It isn’t a … .

Receptive language Can you (dance)? You can dance. A monkey can dance. monkey, bear

Warm-up

- Warm up by singing one of the songs from earlier units. Then dictate four sentences and ask pupils to write them: 1 The car is under the bed. 2 The table is in the kitchen. 3 The book is on the chair. Help understanding by doing drawings on the blackboard.

Presentation

- Tell the pupils to look through the new unit, beginning on Pupil’s Book page 34, to find the jigsaw piece. Have them guess (in L1) what the theme of the unit is. (The jigsaw piece is on page 37. The theme of Unit 5 is actions.)
- If you have any pictures or models of Jungle Book characters, show them to the class. If not, open a copy of the Pupil’s Book at page 34, show it to the class quickly then close it again. Ask (in L1) if anyone has seen the film. If you wish, write the English title on the board: The Jungle Book.
- Ask a confident pupil to come to the front of the class. Do a little dance and say to the pupil: I can dance. Can you dance? Encourage the pupil to dance, then look happy and say: Yes, you can dance! Choose another pupil and repeat, this time with jump. Choose a third pupil, mime ‘flying’, look sad and say: I can’t fly. Can you fly? Elicit No, and say: No, you can’t fly.

Practice

- Play Simon says, to consolidate understanding of action verbs dance, jump, climb, run and fly. Pupils can dance, run or jump on the spot. They can mime climbing or flying by climbing an invisible tree trunk or flapping their arms as if they were wings. Recycle any other action verbs the class may know. Introduce other action verbs if you wish, e.g. walk, swim.

Listen and number

- Pupils listen and write the number of the recording next to the correct picture.

Ending the lesson

- Draw a vertical line down the middle of the board, and write the headings: Monkeys can and Monkeys can’t, one at the top of each column. Elicit suggestions from the class and make two lists, e.g. Monkeys can jump, climb. Monkeys can’t fly, etc. If time allows, they can make similar sentences beginning with Dogs, or with any other animals the pupils know.

Look and listen. Then read

- Ask the class to open their books at page 34 and look at pictures 1 and 2. Ask (in L1) what the bear is doing, and why. (He is dancing because he wants to be like the monkeys.) Write the words: monkey and bear on the board and ensure that everyone understands them.
- Ask the class to point to the appropriate speech bubbles while they listen to the recording.

Listen and number

- Pupils listen and write the number of the recording next to the correct picture.

Read and match

- Pupils match the sentences to the correct animal.

Optional activity

In teams, pupils play a game of Chinese whispers. Teams should stand in a line. Whisper a sentence including can or can’t, e.g. Monkeys can’t swim to the first person in the team. Pupils pass the message down the line, speaking quietly. Ask the two final pupils in the line to say the sentence aloud. Compare and, if necessary, correct.
2 Listen and point. Then say.

1 walk  2 run  3 jump  4 dance
5 climb  6 swim  7 hide  8 fly

3 Listen and show.

Dance.

4 Sing.

I can walk. Yes, I can walk.
I can ride. Yes, I can ride.
I can run. I can hide.
I can dance and jump, too.
I can sing and so can you!
LESSON 2

New target language  walk, swim, hide, fly, ride, sing
Recycled target language  run, jump, dance, climb
Receptive language  too; so can you

Warm-up
• If possible, have the pupils face each other in a circle. Throw a ball to a pupil and say: Dance! That pupil mimes the verb, then throws the ball to another pupil, saying another verb.

PB page 35 Listening and point. Then say
• Ask the class to listen to the recording and point to each action as they hear the word.

RECORDING 49
1 – Walk. 2 – Run. 3 – Jump. 4 – Dance.
5 – Climb. 6 – Swim. 7 – Hide. 8 – Fly.

• Play the recording again and have the pupils repeat each word.
• Books closed. Play the recording a third time. This time, ask the pupils to mime each action as they hear the word.

Practice
• Put the pupils in small groups and tell them to take turns to call out one of the words while the others mime. Walk round the class monitoring their work and giving help where needed.

PB page 35 Picture cards
• Ask pupils to cut out the eight picture cards that show different actions. They should then lay the eight cards face up on the desk in front of them.
• Say different action verbs and ask the class to show you the corresponding picture. Then ask pupils to continue the activity in pairs, taking turns to say the words or show the card.

PB page 35 Sing
• Tell the pupils to look at the pictures while you play the song through once.
• Play the first line again, and ask the pupils to point to the picture representing walk. Play the second line and ask them to find the picture for ride. Ensure that everyone understands the meaning of the word.

• Play the song again from the beginning, with the pupils pointing to the different pictures as they hear the corresponding words. Play the song again and ask pupils to read and join in. Ask them to mime the actions with you as you all sing them.

AB page 35 Look and write
• Pupils write captions for each picture, choosing a verb from the box.

KEY 1. run 2. walk 3. fly 4. jump 5. swim 6. climb 7. dance 8. hide

AB page 35 Read and tick (✓). Then draw yourself and write
• Ask pupils (in L1) to tick each sentence which is true for them. They should then choose one thing that they can do from among the eight actions, and draw a picture of themselves to illustrate it.

Ending the lesson
• Say: I can … . and mime swimming. Elicit swim. Ask pupils to repeat the full sentence I can swim.
• Pupils work in small groups. Ask them to look at Pupil’s Book Activity 2 again and have them each take a turn to say I can … . and mime one of the verbs illustrated, with the others completing the sentence.

OPTIONAL ACTIVITY
You will need to bring in a few old magazines or mail-order catalogues. Pupils select photos from the magazines and write and cut out an appropriate speech bubble, beginning I can. For example, a photo of someone in swimwear can say I can swim.
Be ready to help with unknown vocabulary.
Listen and point. Then say.

Listen and answer.

Listen and read.

Johnny can juggle and jump in the jungle.
8  Read and guess the animal.

1  I can swim.        2  I can’t run.
3  I can fly.         4  I can’t jump.
5  I can climb.

9  Listen. Then say with a friend.

I’m long. I’m green.
I can’t walk.       A snake.
Lesson 3

New target language: tiger, monkey, bear, fish, elephant, bird, snake
I can/can’t … .

Phonics practice: [dz]

Recycled target language: Actions; I’m a … .

Receptive language: tree, grass; What is it?; juggle

Warm-up

- Revise action verbs with a game of Simon says. Then ask the class: Can you stand on one foot and count to twenty? Demonstrate, or choose a volunteer. Then ask everyone to stand up and try, while you count to twenty.

- Ask individual pupils the question again and elicit Yes or No.

Listen and point. Then say

- Ask the class to open their books at pages 36 and 37 and look at the big picture. Remind them of the word jungle. Play the recording while they listen and point to each animal as it is mentioned.

Recording 51

1 – A tiger. 2 – A monkey. 3 – A bear. 4 – A fish. 5 – An elephant. 6 – A bird. 7 – A snake.

Say numbers from 1–7 at random. Ask pupils to point to the corresponding animal and to name it. Let them continue the activity in pairs.

Listen and answer

- Ask the pupils to look at the pictures and listen, while you play the first part of the recording – as far as the first pause. Play it again and repeat the words with the pupils. Explain the meaning of grass.

- Elicit answers to the question What is it?, then play the answer on the recording, to check. Continue with the rest of the recording. At each pause, elicit guesses from the pupils, then have them point to the correct animal.

Recording 52

BOY I can’t walk. I can’t fly. I can hide in the grass.

GIRL What is it? It’s a snake.

BOY I can climb. I can’t fly. I can hide in the trees.

GIRL What is it? It’s a monkey.

BOY I can run. I can’t jump. I’m big. I can’t hide.

GIRL What is it? It’s an elephant.

BOY I can walk. I can run. I can’t climb.

GIRL What is it? It’s a bear.

BOY I can run. I can swim. I can jump. I can hide in the grass.

GIRL What is it? It’s a tiger.

- Play the recording again with the pupils supplying the answers and pointing.

Practice

- On the board, write a list of four verb phrases: climb trees, walk on my hands, fly, juggle. Point to fly and indicate yourself. Say: I can’t fly. (Try flapping your arms about and looking sad.) Then point to juggle and say sadly: I can’t juggle. Try miming bad juggling.

- Put the pupils in pairs and tell them to prepare one or two I can’t sentences each. Provide extra verbs as required. Then elicit sentences from different pupils.

Listen and read

- Write: jungle on the board. Point to the J and make the sound /dʒ/. Have the pupils copy you. Tell them to feel their throats while they do so: the sound /dʒ/ should vibrate.

- Tell them to look at the picture and point to the boy. Tell them his name is Johnny. Have them repeat the name. Say: Johnny can juggle. Mime juggling. Tell them to look at the picture while you play the recording.

- Play it again and ask them to repeat it.

Read and number

- Tell the pupils to look at the pictures and read the four animal names aloud. Ask a pupil to read the text in the first speech bubble. The class should point to the correct picture, i.e. the elephant. Pupils complete the exercise in pairs.

KEY

I can clim b … 3 (the m onkey). / I can jum p … 1 (the tiger). / I can’t w alk … 2 (the snake).

Find the words and circle.

Then write

- Ask the pupils to point to each picture in turn and name the animals. Tell them to circle the words in the word snake, and write them next to the correct picture.

KEY

1. elephant 2. snake 3. fish 4. tiger 5. monkey 6. bird 7. bear

Ending the lesson

- Invite different pupils to imitate one of the animals. Tell them they are allowed to make noises, but they mustn’t speak. Have the class guess by asking: Are you a tiger? etc.

For the next lesson

- Ask the pupils to bring in animal pictures from comics or magazines.

Optional activity

Put the pupils in groups and tell them to choose an animal. Tell them to imagine they are the animal, and write a description, e.g. I’m big. I’ve got four legs and a long nose. I can’t climb trees. Tell them to choose one person to write the description down, and to finish with What am I?

Check the written descriptions, then ask each group to read out their descriptions for the rest of the class to guess.
LESION 4

New target language
I can/can’t … ; Animals; Colours; long

Recycled target language

Warm-up

Tell the pupils (in L1) that you are going to pretend to be one of the animals. Say: I can climb trees. I can’t fly. I can jump. I’m small and brown. Elicit monkey. Invite volunteers to be other animals.

PB page 37 8 Read and guess the animal

Ask the pupils to read the first sentence aloud with you I can swim. Elicit suggestions for which animal it is (there is more than one possible answer; it could be the fish or the snake). Put the pupils in pairs or small groups, and have them read and discuss each sentence. Then elict suggestions from the class for each one.

KEY (These are suggestions only. There are other possibilities.) 1. snake, fish 2. fish, snake, bird 3. bird 4. elephant, snake, bear 5. monkey, tiger, bear, snake.

AB page 37 8 Choose and write

Pupils look at picture 1. Ask: What is it? Elicit Fish. Explain (in L1) that each of the four animals is describing itself.

Tell the pupils to write the missing word. They can check spellings in the Pupil’s Book.

Say: I can … and elicit swim. Have the pupils write the missing word: swim. Say: I can’t … and elicit a verb: it could be climb, run, walk, sing … Pupils choose one action and write it in the gap.

Pupils complete the activity in pairs. Explain that there is often more than one possible answer and that the verbs given can be used more than once.

KEY 1. I’m a fish. I can swim/jump. I can’t run/climb/fly. (pupils’ own answers) 2. I’m a bird. I can fly/run/jump. I can’t climb/swim. (pupils’ own answers) 3. I’m a tiger. I can run/climb/jump/swim. I can’t fly. (pupils’ own answers) 4. I’m a bear. I can run/climb/swim. I can’t fly/jump. (pupils’ own answers)

Ending the lesson

Make a display of the animal pictures which the pupils brought from home. Put the pupils in small groups and tell each group to choose to be one of the animals. Ask them to brainstorm as many sentences as possible, beginning I can, I’m or I’ve got. Ask one pupil in each group to write the sentences down. Circulate, listen and help.

When they have finished, ask each group to read their sentences to the class.

OPTIONAL ACTIVITY

Help each pupil to write a neat copy of one of the sentences from the Ending the lesson activity, above. Make a classroom display with magazine photos surrounded by the pupils’ written work.
Listen and read. Then act.

1. I can do that!

2. No, but I can ride my scooter. Look!

3. Can you run fast, Joe?

Be careful, Joe!

Can you ride a horse?

Play the game.

Can you fly?

No.
LESSON 5

New target language  
scooter; ride a horse, walk on your hands, climb a tree; Can you fly? etc.

Recycled target language

Receptive language  
Be careful!

Warm-up

- Sing the song from Lesson 2. Then elicit the animal names from Lesson 3, using blackboard drawings, mime or animal noises.

Listen and read. Then act

- Ask the class to look at the first picture on page 38. Ask (in L1) what Joe and Harry are looking at. (A circus poster.) What does the poster show? What is Beth doing? Look at the rest of the pictures and ask what happens next. (Joe rides his scooter but falls and lands in the flower bed.)
- Pupils listen to the recording, pointing to the correct speech bubbles.
- Play the recording again, pausing after each speech bubble. The pupils repeat as a class.
- Ask a pupil: Can you ride a scooter? Elicit Yes or No. That pupil then asks another pupil a different Can you? question, and so on.

Picture cards

- Pupils work in pairs, sharing a set of picture cards. They take turns to turn over a card and ask a Can you? question, like the boy in the photo.

Do a survey. Listen then ask three friends

- Divide the class into groups of four pupils and give each group a large piece of paper. Tell them they are going to carry out a survey. Ask them to open their books and look at Activity 9 while you play the recording.
- Ask the same two questions to various individuals. Continue with Can you swim? and Can you climb a tree? Ensure that everyone understands.

- Tell the pupils to complete the first column by answering Yes or No to each question. Then ask them to write the names of the other three pupils in their group at the top of the remaining columns. Within their groups, pupils ask and answer the four questions, and record their friends’ replies.
- If there is time, you can show groups how to record the results of their survey in a bar chart. Alternatively, make a chart showing the results for the whole class.

Ending the lesson

- Give each pupil a piece of blank paper. Ask them to write I can in big letters. Tell them (in L1) to think of one or two skills they are proud of. Give pupils the vocabulary to write about any special skills they have, e.g. I can drive a tractor. I can play the guitar.
- Encourage them to illustrate the paper with patterns or pictures. Make an I can display for the classroom.

OPTIONAL ACTIVITY

Give each pupil a piece of blank paper. Tell them to write the name of an animal on it, in big letters.

Collect the papers and shuffle them. Call six pupils to the front and attach a random piece of paper to each person’s back. The six pupils have to find out who they are, by asking yes/no questions, e.g. Can I fly? Have I got four legs? Model these questions by holding a word card for yourself and trying to find out which animal you are.
12 Listen, read and match.

1 It’s got big feet. It can fly from tree to tree.
2 It hasn’t got arms or legs but it can climb trees. It’s very long.
3 It’s got sticky feet and toes. It can climb up walls.

13 Look at the photos. Talk about the fish.

It can walk!
LESSON 6

Recycled target language
It’s got …, It hasn’t got …; it can/can’t …; I can/can’t …; Actions
Receptive language amazing, sticky, walls

Warm-up
• Use mime to elicit different action verbs. Include those introduced in the most recent lessons ride a horse, ride a scooter, walk on your hands, climb a tree.
• Ask questions around the class: Can you ride a scooter? Once a pupil has answered, say: Ask Marta … Ask Stefan, so that the pupils practise the question form.

PB page 39 Listen, read and match
• Tell the pupils to look at the three animals on page 39. Ask (in L1) if they have ever seen these animals in a zoo.
• It is not essential for pupils to know the animals’ names in English, but teach them if you wish to gecko, flying frog and flying snake. Explain (in L1) that all three animals come from the Asian rainforests.
• Pupils listen while you play the first part of the recording. Ask them to choose the correct picture: the flying frog. Pupils read the text together and point to the frog’s big feet. Tell them it isn’t a bird, but it can fly! (Both the frog and the snake can launch themselves into the air to move from tree to tree.)
• Tell the pupils to listen while you play the whole recording, pausing after each description to make sure they are pointing to the correct pictures.

KEY 1. b 2. c 3. a

• Ask pupils to read the three descriptions quietly to themselves, then have three pupils read them aloud to the class. Explain the meaning of sticky and walls. Play the recording again while the pupils listen and read silently.

PB page 39 Look at the photos. Talk about the fish
• Pupils work in groups, making sentences to describe the mudskipper. Write prompts on the board if necessary It’s got …, It hasn’t got …, It can …, It can’t ….
• Invite one pupil from each group to come to the board in turn and write a sentence. Prompt as necessary.

AB page 39 Look and write
• Pupils complete the crossword individually or in pairs.

KEY 1. dance 2. run 3. climb 4. hide 5. swim 6. walk 7. fly

AB page 39 Write about you
Pupils write sentences about themselves, beginning I can and I can’t.

Ending the lesson
• Ask pupils (in L1) how well they feel they’ve worked in this unit. Ask them to look at the English Adventure section at the bottom of Activity Book page 39 and colour in one of the faces in the usual way. Tell them you are very pleased with all of them. Say: Well done!
• If you want to carry out the end-of-unit evaluation, the photocopiable progress sheet for this unit can be found in the Resource Bank on page 80.

OPTIONAL ACTIVITY
Pupils write three Can you questions on a slip of paper. Circulate and help, ensuring that a variety of verbs are represented. Pupils write their name on their paper.

Collect in all the papers, shuffle them and distribute to other pupils. Pupils write Yes or No in answer to each question.

Return the papers to the pupils who wrote the questions. Each pupil reads the answers and tries to guess who wrote them.