

Lesson 1: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.

5 I can do it!

Lesson 1 Vocabulary

1 Listen and say. Then listen and number.

catch climb jump kick

ride a bike sing swim throw

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

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

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

Look at me!
Look at me!
I'm happy!
So kick a little bit.
Climb a little bit.

Then jump up and down
And sing this song.

Look at me!
Look at me!
I'm happy!
So throw a little bit.
Catch a little bit.

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

Unit 5 Sing a song WB page 48

Activities develop **critical thinking** and **visual literacy**.

Carefully staged presentation of key unit vocabulary.

Lesson aims and **outcomes** are given at the bottom of each page.

A lively song activates new vocabulary and makes it more memorable.

5 I can do it!

Lesson 1 Vocabulary

1 Look and write.

throw jump swim ride a bike sing climb catch

1 2 3 4

5 6 7 8

2 Look and complete.

catch throw kick climb jump swim

catch _____

48 Unit 1

Activities provide carefully staged practice of key vocabulary.

Categorising activities develop **critical thinking** and encourage **learner autonomy**.

Lesson 2: Reading

Lesson 2 Grammar time

1 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.

Look at Bot! He can't catch.

3 Look! I can jump.

Bot can't jump!

4 Listen! Bot can sing.

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

1 Tom and Alex can kick a ball.

2 Sara can't throw.

3 Bot can catch.

4 Anna can catch.

5 Tom can jump.

6 Bot can't sing.

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

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

An appealing story strip, supported by audio, presents new grammar clearly and naturally.

A collaborative activity encourages children to produce the new language in a supported way.

A receptive activity checks understanding of meaning and concept.

Lesson 2 Grammar time

1 Look and circle.

1 I can't / 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 no

1 Alex can't sing.

2 Sara can't jump.

3 Anna can't kick a ball.

4 Bot can't climb.

Unit 5 CEY's Starters, Reading and Writing Part 2 49

Receptive activities reinforce meaning and concept of the new grammar.

Exam-style activities practice tasks from the **Cambridge English Young Learners Starters Tests**.

Lesson 3: Reading comprehension

Lesson 3 Grammar focus

1 **Look and read.**

Graphic Grammar
can / can't for ability

I **can** swim . I **can't** swim .
He **can** climb . She **can't** climb .
We **can** sing . They **can't** sing .

can't → cannot

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

- They can **climb** / catch.
- She can't kick / jump.
- He can sing / swim.
- They can't ride a bike / throw a ball.
- He can kick / catch.
- She can't 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

A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.

A written activity provides controlled productive practice.

Children produce the new language in a communicative activity such as a role-play, game or personalisation task.

Supporting animations present grammar and focus on form in an engaging and memorable way (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Lesson 3 Grammar focus

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

Lucy	✓	x	x	✓	x	x
Sam	x	✓	✓	✓	x	x

- Lucy can't sing.
- She can't jump.
- Sam can sing.
- He can't kick a ball.
- They can't ride a bike.
- They can swim.

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

- I can sing.
- I can't jump.
- I can't throw a ball.
- I can't climb.
- I can swim.
- I can't ride a bike.

50 Unit 3 Use the Grammar reference on page 122

Carefully staged activities provide further practice and consolidation of target grammar.

Children are directed to the **Grammar reference** for model language and further practice.

A personalisation activity enables children to relate language to their own lives.

Lesson 4: Grammar

A range of engaging fiction and non-fiction texts develop reading skills and enjoyment of reading.

Additional vocabulary is contextualised in the reading text.

Lesson 4 Reading

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

catch climb ride swim throw

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

- Pablo can't swim. 4 John can't jump.
- Tim can ride. 5 Kirsty can't catch a ball.
- Masha can't 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!**

- Pablo can't run. yes no not sure
- Kirsty can throw a ball. yes no not sure
- Masha can see. yes no not sure
- John can catch a ball. yes no not sure
- Tim can ride a bike. yes no not sure

62 Unit 5 Read an information text 63

While reading activities check comprehension.

A pre-reading task develops prediction skills to help understanding.

Critical thinking activities encourage children to give a personal response to the text and develop inferential skills.

A focus on a strategy in each unit develops key reading skills.

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.**

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

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Further activities reinforce and check children's understanding of the reading text and encourage them to use key language.

Lesson 5: Language in use

Lesson 5 Sounds and letters

1 2.7 **Listen and say. Complete.**

jump run sun

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 3 pen 4 frog 5 sun 6 cat 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.
 h-a-p... happy!

64 Unit 5: Sounds and letters: identify short u sound Learning to learn: read difficult words
 WB: page 52

A sound is presented via a word which contains it.

A receptive activity checks children can identify the target sound.

A Learning to learn or Learning about language box develops learner autonomy.

The new sounds are contextualised in a short and fun chant to provide further practice.

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 fo-m... family
 2 yo-g...
 3 fu-b...
 4 u-m...

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Activities provide further receptive and productive practice of key sounds.

An activity encourages children to apply the skills and strategies from Learning to learn and Learning about language.

Lesson 6: Listening and speaking

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 flower	a cat	a dog	a fox	a worm	a frog	a baby
x	✓	✓	x	✓	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

A new grammar structure is presented via a short dialogue.

Children produce their own scaffolded dialogue, followed by a freer dialogue.

A supporting, real-world video brings the dialogue to life and supports understanding (available in the Presentation Kit and on the Pupil's Resource Centre).

Lesson 6 Language in use

1 **Look and circle.**

1 Can you see the sun? Yes, I can't / 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 ¹ see the sun? Yes, I can. / No, I can't.
 Yes, I can.
 Can you ² hear the wind? Yes, I can. / No, I can't.
 No, I can't.

Can you see a flower? Yes, I can.
 Can you see a cat? Yes, I can.

Unit 6: Use the Grammar reference on page 102 53

Carefully staged activities provide further practice of the new grammar.

Children are directed to the Grammar reference for model language and further practice.

Review

Review 2

1 **1.50** Look and match. Then listen and check.
 mum dad baby brother grandpa sister grandma

2 **1.30** Work in pairs. Describe and say the family member.
 She's hot. Mum.

3 Find the things in the picture in Activity 1. Write.

1 This is his hat. This is _____ hat.
 2 _____ hat. That's _____.
 3 _____ book. his
 4 _____ book. her
 5 _____ bag.

4 **1.00** Write / or o. Listen, check and say.
 1 d o g 2 f g 3 l g
 4 fr g 5 w g

5 **1.05** Read the question. Listen and write a name or a number. There is one example.

Who's the friend? Hugo

1 How old is Hugo? _____
 2 What's his family name? _____
 3 Who's the girl in the picture? _____
 4 How old is she? _____
 5 What's the name of the cat? _____

The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units

Every **Review** lesson includes a **Cambridge English Young Learners Movers test-style** activity. These help prepare for the Reading and Writing, and Listening papers.

Additional mid-year and end-of-year revision sections are provided in the Workbook.

Reading Time

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

1 **2.15** Look at the story. What animals can you see?

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

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

Look! Tiger is happy now. He can see Fox. "Roarrr!" says Tiger.

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

"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!"

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

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

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

A beautifully illustrated reading text develops a love of reading and builds confidence in reading longer texts. Key vocabulary and structures are consolidated to give examples of natural language use.

A pre-reading task gets children thinking about the content of the story before reading, to develop **visual literacy**.

Reading time activities and Play

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.**

Think about it! **Make a GRAPH**

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

We can ...

swim	1	2	3	4	5	6	7	8	9	10
ride a bike	1	2	3	4	5	6	7	8	9	10
ride a horse	1	2	3	4	5	6	7	8	9	10
sing	1	2	3	4	5	6	7	8	9	10

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.**

The Reading lessons develop children's **literacy skills** and encourage them to give a personal response to the text.

A practical lesson that focuses on **critical thinking** skills. Tasks prepare children to make decisions, solve problems and take control of their learning.

Activities that encourage collaborative learning.

Activities to consolidate learning and give children the opportunity to present their work.

The **Be a star!** activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.

The animated videos bring the stories to life (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).