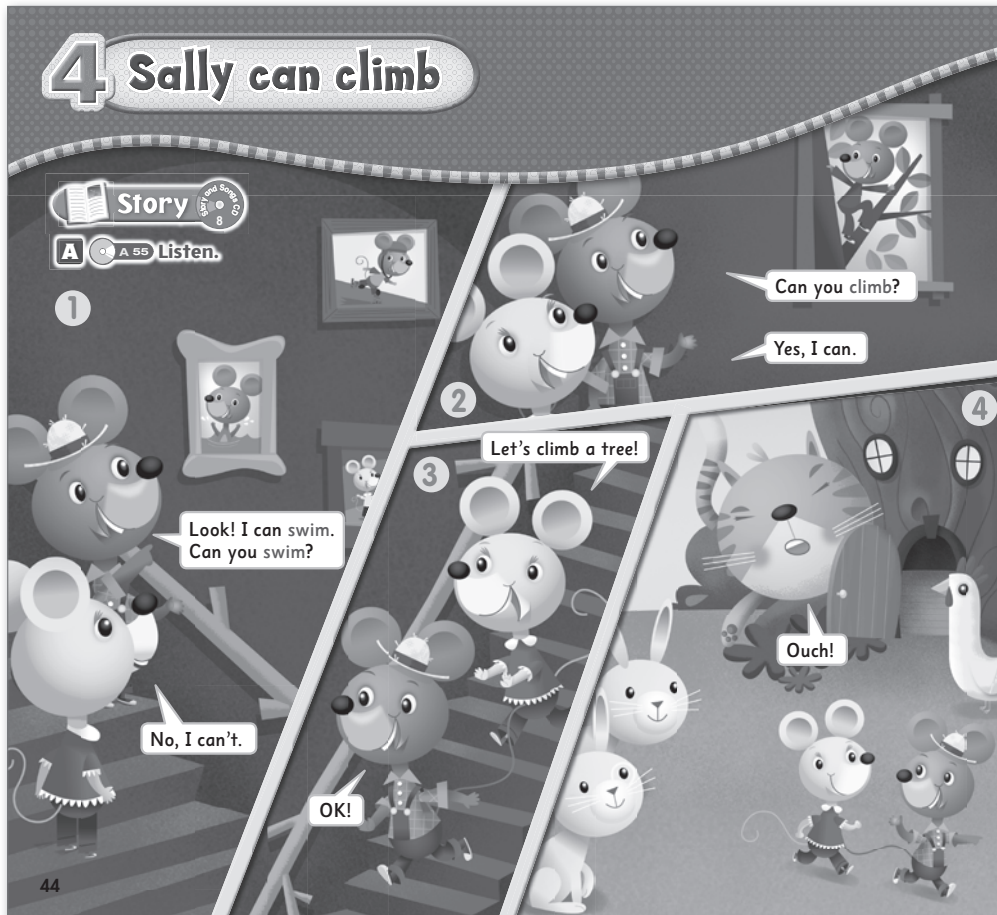


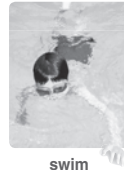
# 4 Sally can climb



## Learn 1

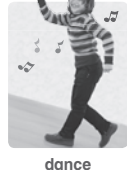
**B** A 56 Listen and say.

1



swim

2



dance

3



climb

4



skate

**C** A 57 Listen and say.

## Grammar A 58

I	can	swim.
He		
She		
Can	you	swim?
	he	
	she	
Yes,	I	can.
No,	he	cannot.
	she	

cannot = can't

45

## Story

### Objectives

- Continue the story of *Town Mouse and Country Mouse*
- Present Learn 1 structure in a story context

### Storyline

Sam proudly shows Sally several photos of him doing different activities. There's one photo of Sam swimming and another photo of him on a tree. Suddenly inspired, Sally invites Sam to go tree climbing. They go out and run. The door hits the cat on their way out.

## Warm-up activity

- Write four letters on the board. Have students think of as many words as they can starting with these letters. Have them call out the words. Write them on the board.
- Alternatively, spread out the picture cards on a table and ask students to come to the front and find the pictures for these words.

## Activity A A 55

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Look!* and *OK!*

- Act out the dialogues and have students repeat after you. Then divide students into groups of three to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

### Extension activity

- Put students into pairs and assign the two roles from the story. Play the audio and have students repeat their character's lines. Encourage the whole class to say, *Ouch!*
- Invite pairs to present the dialogues in front of the class.

## Learn 1

### Objectives

- Learn names of actions
- Learn to talk about abilities and inabilities

### Target language

**swim, dance, climb, skate**

I/He/She can **swim**. Can you/he/she **swim**?  
Yes, I/he/she can. No, I/he/she can't.

### Warm-up activity

- Say, *Look! I can ...* and act out the meaning of one of the action words (*swim, dance, climb, skate*).
- Have students guess the word. The first student to guess correctly comes to the front and acts out another action word.
- Continue in the same way until most of the students have had a turn.

## Activity B A 56

- Have students focus on the action words. Play the audio and have them point to each one. Then play the audio again and have students repeat.

## Activity C A 57-58

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*I can swim. Can you swim? No, I can't.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

### Extension activity

- Put students in a circle and give four random students a picture card each. Use Picture Cards 70–73.
- Play some music and have students pass the cards around the circle. Stop the music and have each student holding the card say what the boy or girl can do, e.g., *He can swim*. and ask the student next to him/her, e.g., *Can you swim?*
- Start the music and continue in the same way until most students have had a turn.

## Song

**D** A 59-60 Listen and circle. Then sing.

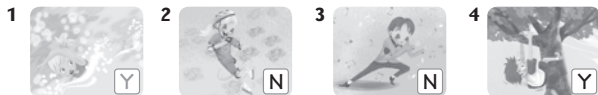
Tell me, tell me, can you swim?  
Swim, swim! ( Yes, I can. / No, I can't. )  
Swim, swim! ( Yes, I can. / No, I can't. )

Tell me, tell me, can you climb?  
Climb, climb! ( Yes, I can. / No, I can't. )  
Climb, climb! ( Yes, I can. / No, I can't. )

Tell me, tell me, can you skate?  
Skate, skate! ( Yes, I can. / No, I can't. )  
Skate, skate! ( Yes, I can. / No, I can't. )

Tell me, tell me, can you dance?  
Dance, dance! ( Yes, I can. / No, I can't. )  
Dance, dance! ( Yes, I can. / No, I can't. )  
Turn around and shout, "Hooray!"

**E** A 61 Listen and write (Y = Yes, N = No).

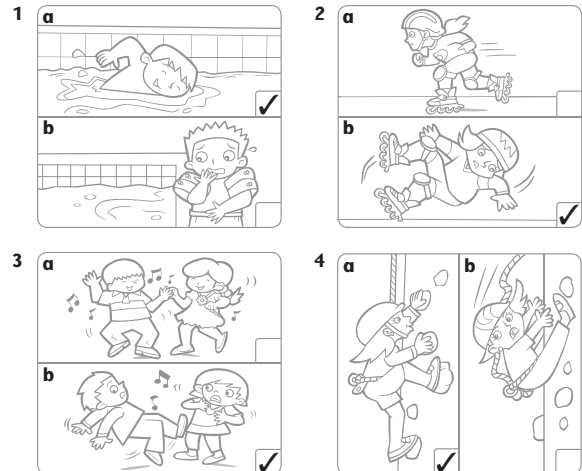


46

## Practice

4

**F** A 62 Listen and check (✓).



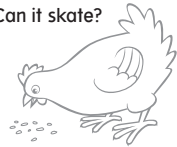
**G** Write.

1 Can it swim?



Yes, it can.

2 Can it skate?



No, it can't.

47

## Song

### Objective

Practice target language from Learn 1 in a song

### Warm-up activity

- Put Picture Cards 70–73 (swim, dance, climb, skate) in the four corners of the classroom.
- Play the song and have students point to the correct cards when they hear the words.

### Activity D A 59-60

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When they are confident enough, try using the music-only version.

### Activity E A 61

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write Y or N in the answer spaces.

- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

### Extension activity

- Play the song. Have students sit in a circle and pass a ball or a stuffed toy animal around the circle.
- Stop the audio suddenly. The student holding the ball/stuffed toy animal should ask another student, e.g., *Jake, can you skate?*
- Continue playing in this way until most students have had a turn.

## Practice

### Objective

Practice target language from Learn 1

### Warm-up activity

- Have the class stand in two lines. Whisper a different *Can you ...* question to the first student in each line, e.g., *Can you dance?*
- Say *Go!* and have the first student whisper his/her sentence to the next one, and so on, until the question gets to the end of the line.
- Have the last students ask you the questions. Answer and continue playing in the same way.
- Vary the actions and the questions.

### Activity **F** A 62

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to draw a check in the correct answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

### Activity **G**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and questions, and write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.

### Extension activity

- Have students walk around the classroom and ask classmates if they can swim, skate, climb or dance. After they find a student for each of the actions, they can go back to their seats. Have students make a note of their findings on a piece of paper. Give students 10 minutes.
- Have each student report his/her findings to the rest of the class, e.g., *Kate can swim. Josh can skate. Danny can climb. Vera can dance.*

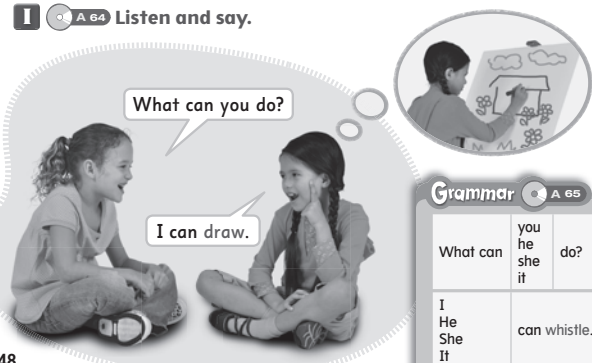


## Learn 2

**H** A 63 Listen and say.



**I** A 64 Listen and say.



**Grammar** A 65

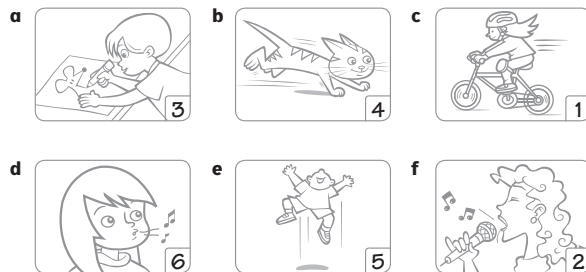
What can	you he she it	do?
I He She It	can whistle.	

48

## Practice

4

**J** A 66 Listen and number.



**K** Trace and write. Then match.

1 What can she do?

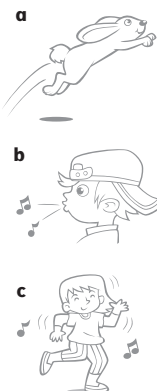
She can dance.

2 What can he do?

He can whistle.

3 What can it do?

It can jump high.



49

## Learn 2

### Objectives

- Learn names of actions
- Learn to ask what someone is able to do
- Learn to say what one is able to do

### Target language

**whistle, sing, draw, jump high, run fast, ride a bike**

What can you/he/she/it do?

I/He/She/It can **whistle**.

### Warm-up activity

- Put up Picture Cards 74–79 on the board. Do each of the actions, and say the word. Have students point to the picture and repeat.

### Activity **H** A 63

- Have students focus on the action words. Play the audio and have them point to each one. Then play the audio again and have students repeat.

### Activity **I** A 64-65

- Have students focus on the dialogue presenting the target structures. (*What can you do? I can draw.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

## Extension activity

- Put students into pairs. Have one student ask, *What can you do?* The other student does three actions. The student who asks the question should guess the actions and try to remember them. Then they switch roles.
- After each student has had a turn, students report back to the class, e.g., *She can dance. She can ride a bike. She can swim.*

## Practice

### Objective

Practice target language from Learn 2

## Warm-up activity

- Have students stand up. Give commands using a phrase such as *Teacher says* or *Simon says* and an action verb.
- Have students do only those actions preceded by the phrase. If the phrase is not used, student should not move.

## Activity J A 66

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the pictures.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

## Activity K

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

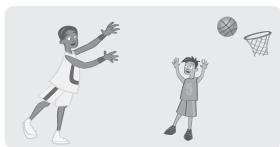
- Have students trace the words and write in the missing text. Then ask them to match the text and pictures. Walk around and monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.

## Extension activity

- Prepare empty Bingo grids of 3 x 3 squares. Give out a grid to each student.
- Put up Picture Cards 70–79 on the board and have students draw a simple picture of each action in any of the squares on their grids. Alternatively, they can write the words.
- Have students play Bingo. Name one card at a time and have students cross out the pictures. When a student has crossed out three pictures in a row (down, across or diagonal), have that student say, *Bingo*. Have the same student name the three actions.

### Learn 3

**L** A 67 Listen and say.



1 tall

2 short



3 big

4 small



5 young

6 old



7 fast

8 slow

**M** A 68 Listen and say.



**Grammar** A 69

I	am	
He		
She	is	tall.
It		
You	are	
We		
They		

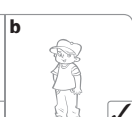
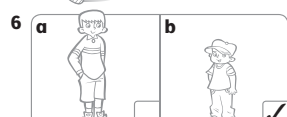
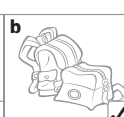
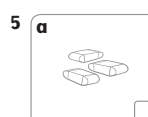
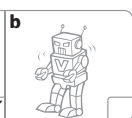
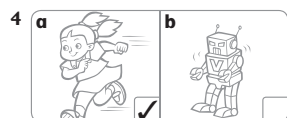
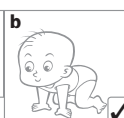
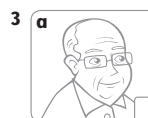
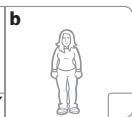
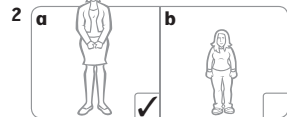
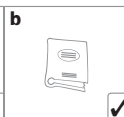
You are = You're  
We are = We're  
They are = They're

50

### Practice

4

**N** A 70 Listen and check (✓).



**O** Trace. Then match.

1 It's big.



2 He's young.



3 They're slow.



51

### Learn 3

#### Objectives

- Learn adjectives to describe physical appearance or movement
- Learn to describe people or things

#### Target language

tall, short, big, small, young, old, fast, slow

I'm/He's/She's/It's/You're/We're/They're **tall**.

#### Warm-up activity

- Put up Picture Cards 80–87 on the board. Say a word, e.g., *tall*, and do an action for it. Ask students to do the same or similar action. Continue in the same way with the other words.
- Once students become more confident, say the words only and have students do the actions.

#### Activity L A 67

- Have students focus on the adjectives. Play the audio and have them point to each one. Then play the audio again and have students repeat.

#### Activity M A 68-69

- Have students focus on the dialogue presenting the target structures. (*It's big. They're small.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

### Extension activity

- Use picture cards of objects, animals and people from the last four units. Pick a card, name it, e.g., *a chicken*, and have students say a sentence about it using any of the six adjectives, e.g., *It's small. It's slow.*
- Continue in the same way, picking different cards and eliciting different descriptions. Make sure students use the correct pronouns, e.g., *They're big. He's fast. She's young.*

## Practice

### Objective

Practice target language from Learn 3

### Warm-up activity

- Put up Picture Cards 80–87 on the board with the word sides showing.
- Have students practice writing the words in the air with their fingers.
- Put students into pairs and have them take turns writing the words on each other's backs. Have their partners guess which adjective is being traced on their backs.

### Activity A 70

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to draw a check in the correct answer spaces.

- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

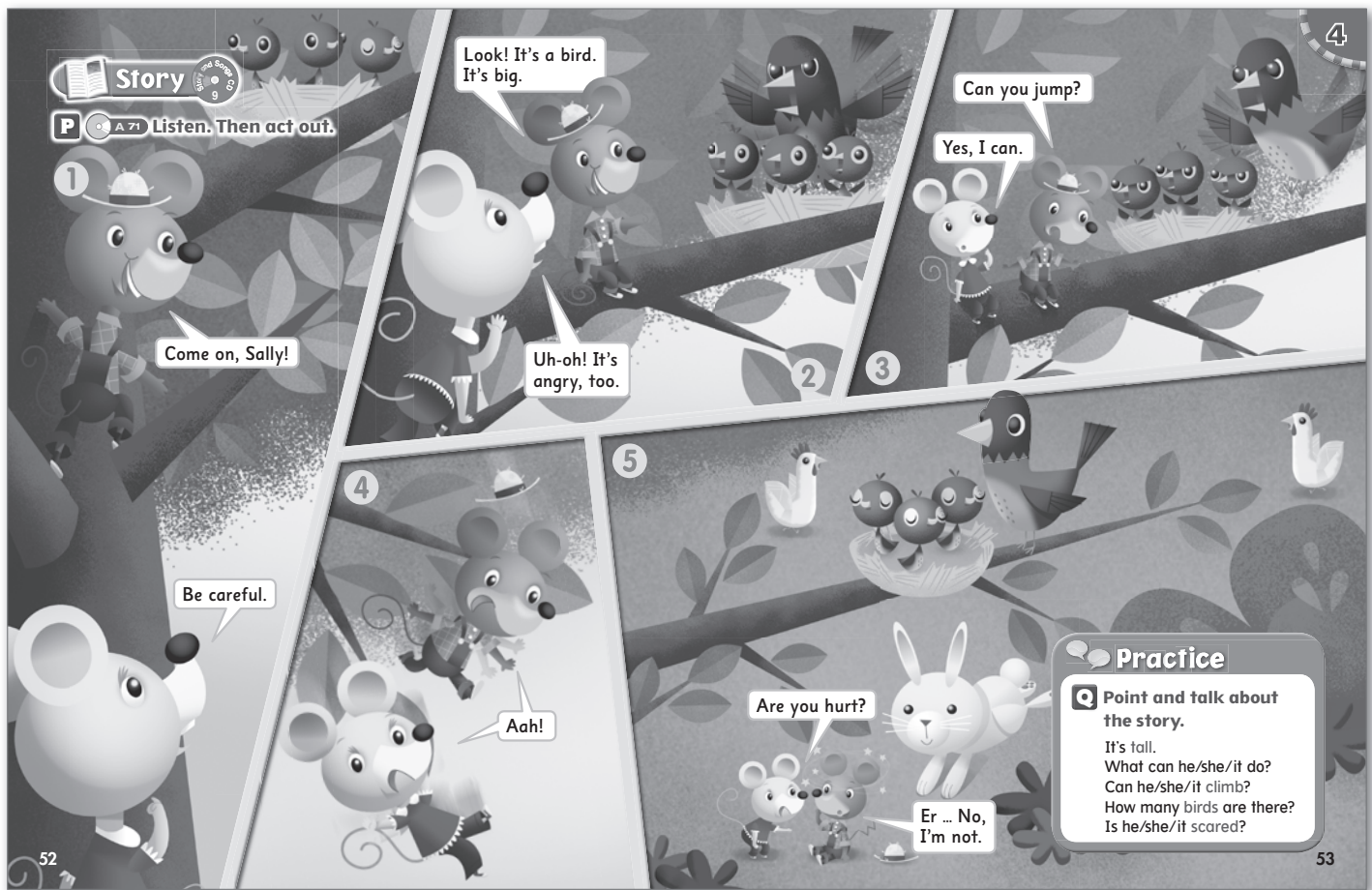
### Activity

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students trace the words. Then ask them to match the text and pictures. Walk around and monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.

### Extension activity

- Put students in a circle and give six random students a picture card each. Use Picture Cards 80–87.
- Play the song from the unit and have students pass the cards around the circle. Stop the music. Each student with a card should show it to the rest and describe it using one of the target adjectives, e.g., *He's tall.*
- Start the music again and continue in the same way until most students have had a turn.





## Story

### Objectives

- Continue the story of *Town Mouse and Country Mouse*
- Consolidate language from Learn 1–3

### Storyline

Sam is up on the tree and he is every excited. Sally climbs after him. They come face to face with a nest of young birds, with the mother bird standing guard. The mother bird looks angry. Nervous, Sam and Sally jump from the tree.

### Warm-up activity

- Use Picture Cards 70–87. Have students sit in a circle. Hold up a picture card and describe it, e.g., *She can run fast.* or *He's short.* Give the card to the student sitting next to you. Have the student repeat what you said and pass it to the next student, who does the same.
- Continue in the same way until the cards comes back to you. Then repeat the process with another card.
- To make the activity more challenging, start with two or more cards in opposite directions.

### Activity **P** **A 71**

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Come on ...* and *Be careful*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

### Extension activity

- Make copies of the story scenes. Blank out the frame numbers and cut them into different puzzle pieces.
- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise students who complete their puzzles quickly and ask them to read out the story.

## Practice

### Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

### Warm-up activity

- Start a 1-2-3-4-5 rhythm. Have students pat their knees twice, then clap their hands three times. Once the rhythm is established, hold up Picture Cards 70–87 one by one. Have student name the cards as they clap the third time.
- Start with students naming the cards as a group, then individually. Increase the pace gradually.

### Activity

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.

- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

### Extension activity

- Invite some students to the front of the class to be interviewed. Tell them that they can't laugh or smile during the interview.
- Have the class ask each interviewee questions such as, *What can you do? Can you swim? Are you tall?* The interviewee should reply accordingly.
- Have some students make the interviewees laugh. If they start laughing during the interview, have other students take their place.

## Test

/10

**R** A 72 Listen and check (✓).


1 a  b 	2 a  b 
3 a  b 	4 a  b 
5 a  b 	6 a  b 
7 Yes, he can. <input checked="" type="checkbox"/> No, he can't. <input type="checkbox"/>	8 Yes, she can. <input type="checkbox"/> No, she can't. <input checked="" type="checkbox"/>
9 It can whistle. <input type="checkbox"/> It can jump high. <input checked="" type="checkbox"/>	10 I can sing. <input type="checkbox"/> I can ride a bike. <input checked="" type="checkbox"/>

54

## Have fun!

4

**S** Write and talk about yourself.

1 What's your name?  My name's Ben _____	2 How old are you?  I'm eight _____
3 What can you do?    I can swim _____	4 What toys do you like?    I like yo-yos _____
5 How are you?    I'm happy _____	

**Suggested answers**  
Students' answers can vary

55

## Test

### Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

### Warm-up activity

- Prepare word cards for the target vocabulary in this unit. Put up Picture Cards 70–87 on the board. Give out the words to students. For bigger classes, include some words from previous units to make sure each student has a card.
- Have students go to the back of the room and make a line. Call out, *Go!* and have them race to the board and place their cards next to the matching pictures.
- Have students swap cards and repeat.

### Activity **R** A 72

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

### Extension activity

- Ask students to go to the back of the room and make a line along the back.
- Use Picture Cards 70–79. Show a card to students and ask, e.g., *Can you whistle?* Students should give individual answers. Some students may say, *Yes, I can.* while others may say, *No, I can't.*

- Student who say, *Yes, I can.* should hop forward twice, while those who say, *No, I can't.* should hop forward only once.
- Continue in this way using different cards and increasing the pace.



### Objective

Review and assess unit language through a personalized activity

### Warm-up activity

- On strips of paper, write the five target questions and answers. Cut them apart into separate words.
- Divide students into five groups. Give a set of cut-up questions and answers to each group. Have groups put the words in the correct order.
- Time the groups. The winner is the group who finishes first.

### Activity

- Have students focus on the activity and explain how it should be completed. If necessary, model the activity to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into pairs. Have them swap books and compare each other's answers. Encourage them to read out their answers to their partners.

### Extension activity

- Have a student come to the front and blindfold him/her. Have another student ask a question, e.g., *What toys do you like?* while trying to disguise his/her voice. The blindfolded student answers and tries to guess who asked the question.

- Continue in the same way with other students. Make the activity more challenging by having two students ask questions.