

Lesson objectives

- To understand simple factfiles
- To review and extend action verbs vocabulary
- To identify verbs and adjectives
- To write sentences describing what an animal can and can't do

Language

A (bat) can (see at night).

A (dolphin) can (hear with its mouth).

Can a (dolphin) (fly)?

Yes, it can. No, it can't.

New vocabulary: see, hear, jump, sleep, play

Other vocabulary: fly, swim, run, climb, walk, talk

More words: crawl, dive, throw, catch

Presentation and pre-reading (page 40)

- With books closed, quickly review the verbs *fly, swim, run, climb, walk* and *talk*. Do a simple mime as you say each word. Then say the words and let the children do the mimes. Finally, do the mimes without speaking, and let the children say the words.
- Ask individual children *Can you fly? Can you swim?* etc. Encourage them to answer *Yes, I can* or *No, I can't*.
- Ask the children to open their books at page 40. Point to the pictures in the vocabulary panel and say the words. Model the words and drill pronunciation.
- Do a simple mime for each of the words, and repeat the process as before.
- Ask the children to look at the photos in the reading text and tell you what animals they can see. Ask them what kind of text they think it is (factfiles about animals).

Reading (page 40)

1 Read and listen. 🎧 10

- Play the recording while the children follow the text in their books. Model and drill pronunciation of the animal names. Discuss some of the more interesting facts in L1 if you like (see note below).
- Play the recording again, pausing after each factfile. Ask questions about each animal to check understanding, e.g. *Can it fly? Can it see at night?* Encourage the children to answer *Yes, it can* or *No, it can't*.

NOTE Children may be surprised to find out that elephants can hear with their noses! Their noses (trunks) contain special vibration sensors. If an elephant lays its trunk on the ground, it can feel the vibrations made by other elephants' feet from far away. Elephants' feet contain similar vibration sensors.

Equally surprising is the fact that dolphins can hear with their mouths. The ear openings on the outside of a

dolphin's body don't seem to be important in conducting sound, because they aren't connected to the middle ears. Instead, sound is conducted through soft tissue and bone, particularly in the dolphin's lower jaw.

Comprehension (page 41)

2 Read and tick (✓) or cross (X).

- Read the first sentence and ask *Is this right?* Point out the example tick. Do the next sentence with the children, explaining that *It* refers to the bat in the previous sentence.
- The children read each of the remaining sentences, putting ticks or crosses as appropriate.
- Let them work individually then check their answers in pairs, then check their answers as a class.

KEY

1 ✓ 2 X 3 ✓ 4 X 5 X 6 ✓

3 Write bat, dolphin or elephant.

- The children use the text to help them complete the sentences. You might want to let them work in pairs.
- Check the answers as a class, asking volunteers to read out the sentences.

KEY

1 elephant 2 dolphin 3 bat 4 elephant 5 bat
6 dolphin

4 Read and write Yes, it can. or No, it can't.

- Ask the questions from Exercise 4 in a random order. Let the children agree their answers (*Yes, it can* or *No, it can't*) with a partner before putting their hands up. Help them to look back at the text to find the answers if necessary.
- The children work individually to write the answers. Then check the answers as a class.

KEY

1 Yes, it can. 2 No, it can't. 3 No, it can't. 4 Yes, it can.
5 Yes, it can. 6 No, it can't.

Vocabulary (page 42)

5 Read and write the letters.

- Explain that you are going to practise verbs. If necessary, remind the children in simple terms what a verb is. Tell the children to close their books, then see how many action verbs they can remember from their work in this unit so far (*see, hear, jump, sleep, play, fly, swim, run*).
- Revise the following verbs using mime: *climb, walk, talk*.
- Ask the children to open their books at page 42 and look at Exercise 5. Read the first sentence and point out the example answer. Then read the rest of the sentences and tell the children to find and point to the appropriate pictures. Note that the sentences are not general facts about what these animals can and can't do, but sentences describing these pictures.

- The children read the sentences again to themselves and write the appropriate letter next to each sentence.

KEY

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

6 Choose and complete the sentences.

- Explain that the children must complete the sentences to make them true, using the given verbs. Revise the animal words if necessary (*fish, snake, monkey, zebra, giraffe*).
- Read the example sentence and ask a child to tell you what the second sentence should be (*It can't walk.*).
- The children work individually or in pairs to complete the sentences. Monitor and help as necessary, making sure they pay attention to whether each sentence says *can* or *can't*.
- Check the answers as a class.

KEY

- 1 A fish can swim. It can't walk.
- 2 A snake can't run. It can see.
- 3 A monkey can climb. It can't talk.
- 4 A zebra can walk. It can't fly.
- 5 A giraffe can hear. It can't swim.
- 6 An elephant can run. It can't talk.

7 Write about you.

- The children complete the sentences to make them true about themselves. They may want to use other action verbs or phrases that haven't been used in this unit, e.g. *ride a bike*. Help them with any vocabulary as necessary.

More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Model and drill the four verbs. Then say the words in a different order and ask children to point at the right picture.
- Quickly practise mimes for all the verbs that children have encountered in this unit so far. Then play a TPR game. Say an action verb but do the wrong mime. The children must do the correct mime. Anyone who does the wrong mime is out!

Read and circle.

- The children circle the correct word in each sentence.

KEY

1 swim 2 throw 3 crawl 4 fly 5 dive

Writing (page 43)

- Ask the children to look at the photo. Say *Look, it's a turtle*.
- Point out the verb phrases and ticks and crosses. Ask *Can a turtle swim? Can it walk?* etc. The children use the ticks and crosses to help them answer *Yes, it can* or *No, it can't*.
- Read the text while the children follow it in their books.
- Draw attention to the action verbs and adjectives in the text, in preparation for Exercise 8. Remind or explain to the children that verbs are usually actions, and adjectives are words we use to describe things. Say *Listen and say the*

action verbs. Read the text, leaving out the action verbs and letting the children say them:

The turtle is an amazing animal. It can ____ and it can _____. It can't _____. It's got small eyes, but it can ____ very well. It can ____ at night and it can ____ underwater.

- Now say *Listen and say the adjectives*. Read the text again, this time missing out the adjectives:

The turtle is an ____ animal. It can swim and it can walk. It can't jump. It's got ____ eyes, but it can see very well. It can see at night and it can see underwater.

8 Underline the adjectives and circle the action verbs.

- Ask the children to look through the sentences and find the adjectives, and underline them.
- Then ask them to read the sentences again and circle the action verbs.
- Let the children check their answers in pairs, then check them as a class.

KEY

- 1 The turtle is an amazing animal. It can see underwater.
- 2 A snake is very long. It can't walk and it can't run.
- 3 An elephant is a very big animal. It can run very fast.
- 4 A dolphin is a clever animal. It can swim and it can jump.
- 5 A bat is a small animal. It can fly.

9 Write about a gorilla.

- Look at the photo and ask *What's this? Say It's a gorilla*.
- Point out the list of action verbs and the ticks and crosses. Choose volunteers to ask the class some questions: *Can it walk? Can it run?* etc. The class answers *Yes, it can* or *No, it can't*.
- Look at the writing frame with the children. Explain that they should use the ticks and crosses to help them to complete the text.
- Let the children work individually, then ask one or two children to read out their texts.

KEY

Example text:

A gorilla is a very clever animal.

It can run. It can climb and it can jump.

It can't swim and it can't talk.

Writing (optional extension activity)

- Tell the children to draw a picture of an animal that they are interested in. Alternatively, they could find and print out a photo from the internet.
- Ask the children to write a short text about their chosen animal, using *It can* and *It can't*. More able children could also include sentences beginning with *It's got*.
- You might like to display the texts and pictures in the classroom.