

Optional lesson starters

- Stick cards with instruction verbs on the board and the title 'My Recipe' above them. Divide pupils into groups and tell them they have 5 minutes to prepare a ridiculous recipe for breakfast. Each group hands in its recipe. Have pupils vote for the best ridiculous recipe.
- Anticipate vocabulary. Try to elicit how many words pupils know that are similar in English and Spanish. They will probably start by 'football'. Make a list and write the words on the board.
 - ▶ The title of the unit may be taken in two ways. You can either work on the different abilities each person has or you can focus on the fact that there are people with certain disabilities that make them different but anyway they can practise whatever they enjoy doing. In fact, both perspectives can give rise to very interesting conversations where pupils can talk about their own abilities either to play an instrument or a sport or, perhaps, they may wish to share with the group a personal experience with respect to special abilities. This is the context within which they may feel comfortable talking about the subject. This experience need not necessarily be connected to sports or music. It is important to use this opportunity to work on how people are different and that a disability in one area does not mean a person cannot be perfectly able or even 'gifted' for other purposes. It is crucial that pupils learn not to

feel pity, but, rather, to appreciate this person as a different 'other', and attend to the special needs he/she may have, just as they would like to be appreciated and helped when in need. We all have special needs!

- ▶ Start by focusing on the title of the unit and ask pupils why they think the unit is called like that. Of course, both words are transparent, so they will have no problem in understanding. Then call their attention to Trip and Cathy and their abilities. Notice that the pictures on the page were probably taken by Cathy.
- ▶ Once you have talked about this and if nobody mentions Ben, focus on the people in Ben's picture and their differences. The idea is: Can all your pupils play basketball? Well, Ben can! Ask pupils if they know anything about the topic like Special Olympics, blind football players, one-legged runners, blind musicians, etc. They can be asked to find out information on the topic for next class. Allot tasks so that they do not overlap.



Interesting links about the topic: (retrieved in November 2014)

Sports

- <http://www.specialolympics.org/>
- <http://www.paralympic.org/>

Music

- <http://www.cultura.gob.ar/elencos/coropolifonico-nacional-de-ciegos-carlos-larrimbe/>
- <http://www.cultura.gob.ar/elencos/banda-sinfonica-nacional-de-ciegos-pascual-grisolia/>

Optional lesson starters

- Discuss results of pupils' investigation. If they bring posters, hang them round the class.
- To review members of the family (they will need them for Lesson 7 again to expand on abilities), play Hangman. Write _____ R on the board and have pupils say a letter. Allow them to use L1 if they do not know the alphabet in English or they can draw the letters in the air and you can say the names in English. Add the correct letter until they discover it is 'SISTER'. You can omit the last letter or write the first one only or both depending on how difficult you want the game to be.



- ▶ The word 'boy' in the opening question has not been formally taught. Point to the male character so pupils can get who the question refers to.

• N A P •

"Los elementos paraverbales –la entonación, el tono y el volumen de la voz, la velocidad, el ritmo, entre otros– son inherentes a la oralidad e imprescindibles de ser considerados, junto a las pistas temáticas y lingüístico-discursivas, a la hora de comprender un texto oral. Así, por ejemplo, el saludo '¡Hola! ¿Qué tal?' (y sus equivalentes en las lenguas extranjeras incluidas en estos NAPs) en tanto pista lingüístico discursiva, servirá para anticipar otro saludo como respuesta o el inicio posible de un diálogo, a la vez que el tono de voz del interlocutor, en tanto elemento paraverbal, será una pista de su sorpresa o alegría, entre otras emociones."



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- ▶ Play track 30 with books closed. Invite pupils to listen and try to imagine what is going on in this situation. They should pay attention to sounds and feelings. There are no known words in this audio. There are words that could be recognized ('difficult') because of their similarity with L1. Help by anticipating that they mention a musical instrument.
- ▶ Play the track again and see if they can spot it. Don't do this if your group is insecure.

TIP

When pupils have to get information through listening, always give them a task to follow, eg: tell them who they are going to listen to, how many people they can hear, what in particular they have to pay attention to, etc. If you do not, they may be at a loss. They will not know what is expected of them and this creates insecurity. In the long run, they will be afraid of listening lessons.

- ▶ Play the track once or twice more if pupils say they need an extra hearing. Listen to their comments; accept them even if you know they are not the right ones. Write them on the board to check when they open their books.
- ▶ Ask pupils what helped them answer: the tone of voice, the words 'Yes', 'No'. They will probably say, when narrating, *No SABE tocar la guitarra* and not *No PUEDE* but they will normally say *No PUEDE trepar al árbol*. These are the correct L1 equivalents.
- ▶ Tell pupils to open their books. Check their guesses on the board and correct. Do not personalize or erase those that do not fit.
- ▶ Play the track once more and have pupils listen and read paying attention to pronunciation, particularly the difference between /kæn/ and /ka:nt/.

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- ▶ Check that pupils understand what they have to do.
- ▶ Focus their attention on the new vocabulary.
- ▶ Say, *Well, 5 minutes.*

Answers: 1 No; 2 No; 3 Yes

LESSON 2

Optional lesson starters

- Say, *Play the guitar* or *Climb a tree* for pupils to mime the action. If they do not remember these phrases, tell pupils to check them in the previous lesson in the book. Do it as a whole class activity first and then nominate individuals to mime.
- If you feel that some pupils are ready, they could now call out in turns any of the two commands 'Play the guitar' or 'Climb a tree' for you to mime the action.



- ▶ With books open, have pupils identify what each of the drawings represents. Tell them you are going to play the track and they are supposed to pay attention to the pronunciation of the words while they point.
- ▶ Play track 31 and invite pupils to repeat the words after the speaker. Tell them to be careful with /dʒʌmp/ and /wɔ:k/. **Make sure** you alert them to the silent /l/.
- ▶ For further practice, looking at the book say, *jump* and pupils say, 3, ie: the number of the drawing. Alternatively, say, 5 and pupils say, *walk*.



TIP

Make sure you work with groups of two or three words at a time and not with all the words together. Otherwise, it can be a bit confusing for pupils at the beginning.

UNIT 5 LESSON 2

Listen, point and say.

fly swim jump

sing walk ride a horse

Match.

1. ride 4. the guitar
2. play 5. a tree
3. climb 6. a horse

Look and tick (✓). Then say.

swim	<input type="checkbox"/>	fish	<input type="checkbox"/>
fly	<input type="checkbox"/>	birds	<input type="checkbox"/>
jump	<input type="checkbox"/>	rabbits	<input type="checkbox"/>
walk	<input type="checkbox"/>	dogs	<input type="checkbox"/>
sing	<input type="checkbox"/>	frogs	<input type="checkbox"/>

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- ▶ Ask pupils what they are going to match and where the information is. If they do not remember, mime the actions or guide them to Lesson 1. Check orally.

Answers: 1 c; 2 a; 3 b



Optional activities

- Elicit the names of the animals in the pictures.
- Call the name of an animal and pupils call out the abilities that animal has, eg: T: *Bird!* P1: *Fly!* P2: *Jump!*
It is important that you accept all the options. If you are in doubt, be open and ask about it. There are animals or abilities that you may not be aware of.
- Call out an ability and pupils contribute the names of animals that have this ability.

- ▶ Make pupils look at the pictures at the top of the table (showing/pointing). Ask if they can all fly, swim, etc. **Make sure** pupils understand they have to tick the animals' abilities.
- ▶ Tell one pupil to read an action from the table and another one to mime the action. Go on until you have checked all of them.
- ▶ Give pupils 10 to 15 minutes to do the activity and walk around checking and helping.

Answers: birds: ✓ fly, walk, sing / dogs: ✓ swim, jump, walk / fish: ✓ swim, jump / rabbits: ✓ swim, jump, walk / frogs: ✓ swim, jump

Optional activity

Tell pupils to prepare a new table for homework with other animals they know. Next class they can exchange it with a partner to put the ticks.



- 1 a; 2 e; 3 d; 4 b; 5 c
a climb a tree; b play football; c ride a horse; d play the guitar; e sing
- 1 swim, 2 walk, 3 ride a horse, 4 climb a tree, 5 play the guitar

LESSON 3

Optional lesson starters

- Pupils exchange the tables they prepared for homework, tick the animals' abilities and frame sentences.
- Mime any action. Have a pupil come to the front and mime the action as well. The rest of the class says the action.



- ▶ Play track 32 once. Ask pupils to listen and try to guess what's going on and who are involved.
- ▶ Tell them to open their books and read the sentences in silence. Copy the table below on the board while they are reading. Tell them they will have to write a tick for 'Yes' or a cross for 'No', to indicate the abilities Niki, Bubba and the birds have or don't have.

	sing	play the guitar
Bubba		
Birds		
Niki		

- ▶ Ask pupils how they got to the answer. They should focus on 'can/can't' in the case of Niki's abilities. When it comes to Bubba and the birds, they may say, *I don't know*, because the information is not stated in the text. You can resort to their knowledge of the world (real animals do not play instruments), so birds would not be included. However, as Bubba is not a real animal and is special, you may have to admit a different response from the one you expect.

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- ▶ If there is any doubt about the meaning, tell pupils to go back to Lesson 1 and you can work on the concept of 'ability' together.
- ▶ Remember here we would say, '*saber' cantar/tocar la guitarra.*

2

- ▶ Make pupils read the rubric and look at Beakie and the boy.
- ▶ Ask them how they are going to complete the speech bubbles. Do it orally and then in writing.

Answers: 1 I can't fly. 2 I can fly.

- ▶ Focus on the 'Look!' box on the right-hand side of the page. **Make sure** pupils understand the equivalence shown in it and remind them of other instances they know where 'n't' replaces the full form 'not'.
- ▶ Have pupils look at the 'Grammar Trip' section. Ask them to read the rubric on the sign and invite them to work on their own. When they finish, check results.

Answers: I can't sing / I can sing

3

- ▶ **Make sure** pupils realize who they will be writing about – what they have to do is clear from the layout. Just in case, you can check they remember the meaning of the verbs in the sentences by reading out each verb and having nominated pupils mime the action.

Optional activity

[Click here](#) for photocopiable material (p11).



3 1 can; 2 can't; 3 can; 4 can't

LESSON 4

Optional lesson starters

- Repeat the same miming game as in Lesson 2 to revise actions.
- Have pupils socialize the sentences from Activity 3 they completed the previous class.



Before listening

- ▶ Make pupils open their books and look at the pictures. Focus on transparent words. Make them realize that they can recognize almost all of them. Tell pupils they are going to hear the words and they will have to tell you in what way they differ from L1 (stress, sound quality).
- ▶ Play track 33 twice or three times. First, focus on the name of the sports. Try to get pupils to see that, even though they are pronounced in a similar way, some are written differently. Then go to 'piano' and 'violin', and make pupils notice that though they are written the same, they sound in a different way.

After listening

- ▶ Play the track again and have pupils repeat the words. Check pronunciation.



- ▶ Before reading the rubric, focus on the 'Look!' box. Make pupils notice that with instruments and sports we use the same verb: 'play'. Then make them think of what the difference between them is. They have never seen 'play' with sports up to now. A focus is needed. **Make sure** pupils understand they use the article 'the' with instruments but not with sports.

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- ▶ Make pupils read the rubric and the words. Pay attention to pronunciation. Faulty pronunciation may lead to difficulties in understanding listening.

→ Learning strategy

Making students grapho-phonically aware

Remind pupils they should anticipate what the facilitating factors will be in each case. Make them read and say the words and ask them what the main differences are: in most cases, the stressed vowel is completely different; in others, the consonants will be of help.

- ▶ Tell pupils that they are going to listen to some sounds. They have to circle the right word in each case.
- ▶ Play track 34 and walk around while pupils are listening. Spot wrong circling, incomplete activities, etc. Try to focus on the problems you noticed when you do the checking.

Audioscript/Answers: 1 [sound of someone playing the violin] violin; 2 [sound of someone playing the drums] drums; 3 [sound of someone playing the piano] piano; 4 [sound of someone playing tennis] tennis



- ▶ This game can be played in groups or in pairs. Demonstrate first to the whole group. Use volunteers the first time and call on a pair of pupils the second time. Then let them play on their own. It is time to have some fun!



Anticipate that you will allow sports in the classroom depending on how well behaved the class is. If necessary, tell pupils they will have to use their hands and never stand up to actually simulate they are playing.



Optional activity

[Click here](#) for photocopiable material (p11).



- Sports: taekwondo, tennis, basketball, football
Instruments: piano, recorder, drums, guitar

Optional lesson starters

- a. Use the same game as in Lesson 4, Activity 3 as a starter. This time pupils may not do whatever they like but they will pick a card with what they have to mime.
- b. Invite pupils to make sentences about famous characters, eg: *Superman can fly. Aquaman can swim. Spider-Man can climb.* etc.



- ▶ Make pupils look at the scenes. The word 'taekwondo', even though it is difficult to read, is a word they have heard and said, and maybe they practised the sport themselves.

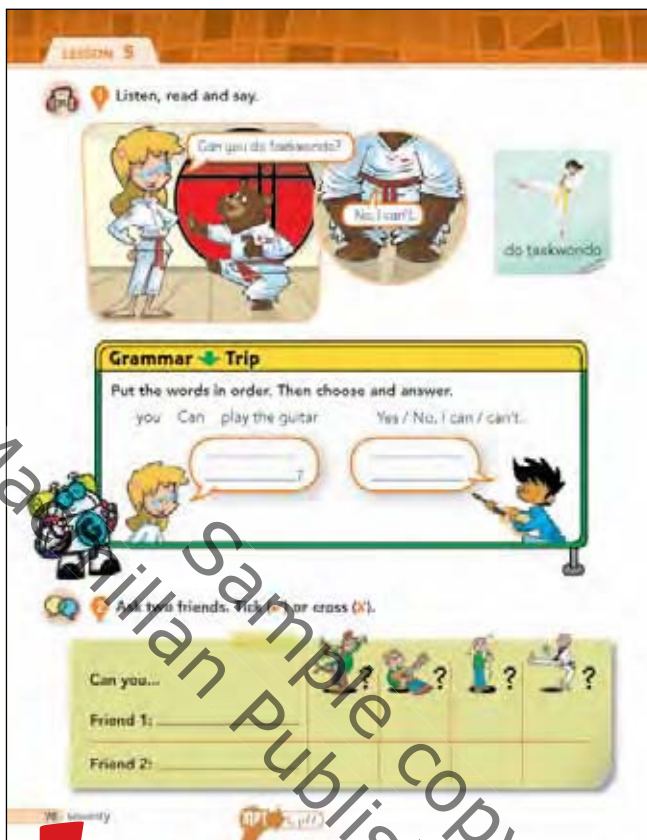
➔ **Learning strategy**

Using punctuation to get meaning

Make pupils notice the question mark and the first word in the answer. This should be enough for them to understand the question. The question mark, the visual context and the word 'taekwondo' should be enough for them to understand the purpose of the question.

- ▶ Make pupils focus on 'do'. They will tend to ignore it and say something like *Can you taekwondo?* Then ask, *Can you do taekwondo, Emilia? And you, Matías?* Accept *Yes/No* for an answer at this stage. After doing this, ask them to look at Bubba's answer so that they spot the negative form of the verb.
- ▶ Have pupils read what they have to do in the 'Grammar Trip' section and, for the sake of clarity, ask one pupil to write the options the book gives on the board. Pupils may have difficulty interpreting slashes. Clarify their use.

Answers: Can you play the guitar? / Yes, I can.



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- ▶ Insist on the production of the question. Ask pupils to write the question and the answer on their own and then use Activity 1 to check.

➔ **Learning strategy**

Developing autonomy

Tell pupils to get used to do this on their own, see how they do it and then check. Read more about this in the Introduction.



- ▶ **Make sure** pupils understand what they have to do. Also see that the pictures are clear to them.
- ▶ Ask one or two pupils to interview you so that they practise the questions and you can guide them with errors.
- ▶ Walk round the room to see what they are doing, especially paying attention to the way they frame the question. Do not interrupt, but write down faulty questions (eg: *You swim?*) on the board. Praise first their successful attempt at communicating their idea and then guide them to provide the correct question all together. Do not forget to ask the pupil who has made the mistake to try and correct it himself/herself or if he/she can't, ask them if he/she has understood before passing on to some other activity.

Answers: Can you climb? Can you play the guitar? Can you sing? Can you do taekwondo?



Do not give too much time when pupils are doing this kind of activities. The key is to leave them with a feeling of 'I want a little more'. When you notice they are getting bored, switch on to another activity. Better still, do it before they give any hint of being bored.



Optional activity

[Click here](#) for photocopiable material (p12).



5 2 Yes, I can. 3 No, I can't. 4 Yes, I can.

LESSON 6

Optional lesson starters

- Socialize the results of the survey done in the previous class.
- If you have a quiet class, you can play a game where a pupil calls out two colours and the rest of the class guesses the football club these colours represent. Alternatively, they name the club and the nominated pupil says the colours.



- ▶ Draw the following table on the board:

Name	
Pets	
Big or small?	
Pets I like	
Pets I don't like	

- ▶ Tell pupils to read the text and complete the table in their notebooks/folders. Check answers. Then ask how many times the cats are mentioned. Ask how they know this if the word 'cat' appears only once in the text. Make them realize that there is a word here that refers to cats. You can ask them, *Are the cats small? (Yes.)* Make pupils check the text and see if the text mentions the cats when 'small' appears.
- ▶ Get them to notice that the word refers to the cats and not to Berta by asking them what word she uses when she talks about herself. Now they can do the matching.

Answers: 1 b; 2 a

The screenshot shows a lesson page with the following sections:

- Read and match:** A text box with a speech bubble: "Hi! My name is Berta. I have two pets. They are small. They don't like vegetables. They like fish like fish, and..." Below it are two columns of names: 'They', 'Berta', 'cats', and 'Berta'.
- Grammar Trip:** A section titled 'Complete' with three sentences:
 - Birds can sing. They can't climb. They = birds
 - I have three dogs. They are brown. They = _____
 - Horses can walk. They can't fly. They = _____
- Choose and complete:** A list of verbs: 'jump / walk', 'jump / fly', 'climb / swim', 'jump / swim'. Below are three sentences:
 - Rabbits can _____ They _____
 - Cats can _____
 - _____ can _____
- Complete with 'He' or 'They':** A text box: "Hi! I am Natalie. I love animals. I have two pets. This is Bob. _____ is my dog. He can walk but he can't climb. _____ is small. This is Lola, my cat. _____ can't swim. _____ can walk and jump. Look! _____ has a pink bed." To the right is an image of a pink bed with a dog and a cat on it.

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- ▶ Have pupils look at the 'Grammar Trip' section. Make them read the example and tell you what they have to complete with. Give them a few minutes and check. Then invite them to read the sentences without substitution: *Birds can sing. Birds can't climb.* Do the first one yourself as an example.

Answers: 2 dogs; 3 horses



- ▶ Once again, **make sure** pupils understand the use of slashes. Focus on the word 'They' in the first sentence. Ask them who 'They' represents here. Make them aware of the full stop. Anticipate that they will need to use 'They' again.
- ▶ Check orally.

Answers: 1 can't walk. 2 jump. They can't fly. 3 can climb. They can't sing.



- ▶ Tell pupils to look for the name of the pets. *The dog's name is... and the cat's name is...*
- ▶ Make them notice that there is a set of sentences for each animal. Ask them what words they should use when referring to each animal individually. Then make them notice the bed. The bed belongs to both, so ask what word they will need to use when they write about the bed.
- ▶ For correction you can make each pupil read a sentence and in this way you also have them practise stress on key words.
- ▶ As homework, have pupils write three or four sentences about a member of their families and their pets.

Answers: 1 He; 2 He; 3 He; 4 She; 5 She; 6 They



- 6 1 She; 2 He; 3 They
- 7 1 She can't swim. 2 They can play the guitar.



Optional lesson starters

- a. Have pupils share their homework with the rest of the class. Find out coincidences and/or differences. Write some sentences on the board for class correction.
- b. Write *like/love/don't like* on the board. Ask the class to frame sentences with the sports they like or not, the instruments they like or not. Invite them to join two sentences with 'and' or 'but'. Don't insist if they can't do it yet.



- ▶ Make pupils read the rubric. Ask what names they are going to write and where. Invite them to scan the text looking for names. Write them on the board.
- ▶ Ask them what can help them decide what name to write. See that they notice that they have the pictures as backup.
- ▶ Allot 10 to 15 minutes to do silent reading to complete the activity. Then draw the following table on the board:

Name	love	can't play
Kathy		
	basketball	
		the recorder

- ▶ Let pupils discuss the answers among themselves and include all the possible responses in the table. Mind there are different possibilities, accept them.
- ▶ Now that they have worked in the comprehension of the text, they can spend a few minutes of the class reading it aloud and paying special attention to punctuation. There are exclamation marks that should



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be given the right tone, and also commas where they should make a slight pause. In this case, it would be good to make pupils aware of the difference in meaning between 'My brother, Thomas' and 'My brother Thomas'. This will help them begin to pay attention to punctuation in spite of their young age.

Answers: ✓ a, c, d



- ▶ Ask pupils to read the rubric and explain what they have to do.
- ▶ Ask them where the necessary information is. After pupils complete the activity, make them frame sentences about the different children in the text with 'can' or 'can't'. You can do it in a game-like fashion: you say a name and pupils say something about that character or vice versa.

Answers: **Nelson:** play the guitar ✗, play the piano ✗, play the recorder ✓, play tennis ✗, play basketball ✗, play football ✗, do taekwondo ✗

Katy: play the guitar ✗, play the piano ✗, play the recorder ✗, play tennis ✓, play basketball ✗, play football ✗, do taekwondo ✗

Thomas: play the guitar ✗, play the piano ✗, play the recorder ✗, play tennis ✗, play basketball ✓, play football ✗, do taekwondo ✗

- ▶ Tell pupils to choose one of the characters and write what they have learnt about it in a few sentences in their notebooks/folders.



- ▶ Have pupils read the rubric and explain what they have to do. Remind them it is not necessary (in fact, it is not advisable) to copy the structure of the example in the book, but just to use it for help.
- ▶ Before they start working on this, invite them to work in pairs and write a card with the information given in the text. They may produce something like:
Name: / Love: / Can play: / Can't play
If you think they can't produce the card, help them.



- 8 1 Can you play the violin? 2 No, I can't. 3 Can you play the violin? 4 Yes, I can. I can help you.
- 9 Pupils' own answers



Don't pretend.

Optional lesson starters

- Have pupils share what they have written about themselves with the rest of the class.
- Divide the class into groups. Have each group appoint a leader. Give each group leader a card showing a feeling. The leader pulls a face depicting the feeling and the rest of the group says what the feeling is. Shuffle the cards and give them out again for a second round.



- ▶ Ask pupils to describe the scene, not to read.
- ▶ Ask them to underline the words that look like exclamations or warnings. They can use the support of the pictures to guess/detect the meaning of 'help'. They will need gestures for 'quick' and an explanation for 'Let's' – tell them we use 'let's' to invite or suggest. Make them use it to invite others to play a game they know. Make them interpret 'Let's swim' in the first scene. Ask them to create an example for the playground (Let's jump/sing).
- ▶ Invite pupils to tell you what learning they can get from this story. Focus on Trip and his friend and the phrase 'Don't pretend'. Help them with some leading questions.
- ▶ Alternatively, play track 36 and have pupils listen to the story before opening the book. Ask pupils to tell you what they interpret through the sounds, words or noises. Play the track again and make them pay attention to the words they recognize. See if they can improve their interpretation and then make them open the books to confirm guesses and follow the listening.



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- ▶ As this is a very easy activity, don't give any kind of explanation. Walk round the room and if you notice some of the pupils can't do it, ask one of those that finished to explain it to the rest.

Answer: No, he can't.



- ▶ Try to get pupils to explain what is going on in the pictures. Focus on facial expressions. When they say Trip invites Cathy to play basketball, ask them how they know it is not inviting her to play tennis. Make them think why Trip invites Cathy, and then why Cathy invites Trip. Highlight the emotional factor. Ask them what words come to their mind (eg: 'make happy'; 'help').

Answers: 1 play basketball; 2 play tennis



- ▶ Allot roles and have pupils read the story. Try to make them act out the parts they can easily understand, shouting *Help!* or reading very quickly *Quick! Jump!* Of course, their speeches should depict the emotion felt as much as possible. In fact, the whole text calls for this type of reading.

Optional activity

[Click here](#) for photocopiable material (p12).

Optional lesson starters

- a. Role play the story on page 72, Activity 1.
- b. Play Hangman with the actions pupils have learnt. Follow the procedure shown in Lesson 1 of this unit.

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- ▶ Invite pupils to read the question which appears next to the robot and find the answer on page 65.

Answer: Man in the middle top photo and man in the bottom left photo.



- ▶ Help pupils out with the explanation of the pictures. They may be a little tricky for them. All the items in the crossword are new. Make pupils focus on the transparencies in the statements. Have them read the sentences to themselves and see that they have no doubts with words like 'practise' and 'study'. These words, though they may have been used in class several times, appear in writing for the first time; as regards the word 'ask', they have only seen it in rubrics, which means that they most probably will not recognize it out of context.
- ▶ **Make sure** they understand the situations and the sentences. You will need to guide pupils so that they understand that the same girl who says 'I can't' is the one who by studying, will get to the 'I can', represented by the boy who gets to the finish line.

LESSON 9

Read and match.

Who can play basketball?

Study

Practise

Ask

Learn

Can't

Can

My Project

Write the song. Then draw and write your 'I can...' song for your friends.

'I CAN...'

I can play the guitar.
I can clean up help.
But I can't, no, I can't.
I just can't fly.

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- ▶ Write the numbers and the letters on two lists but not in order so that pupils have them clear. Then give them 7 minutes to do the matching. Check results on the board.

Answers: 1 l; 2 c; 3 a; 4 n
a 1; b 3; c 2; d 4



My Project

- ▶ Ask pupils to read while you read the song/rhyme aloud (you can decide what form will be easier for your class). Ask them to think about why this is not prose (rhyming words and repetition).
- ▶ Invite them to read it aloud and to think of a tune for it. Have them get the right stress in it (in the affirmative, the main stress falls on the main verb; in the negative, the stress falls on both, the auxiliary and the verb. This is not the case when the same verb has been mentioned before in the interaction, but this may be too much for pupils at this stage). Just **make sure** they stress 'can't' and try to get them not to do it in the affirmative, as a general rule.
- ▶ Invite pupils to write their own song/rhyme. They can use the same structure changing the actions. They can then paste them all together on poster paper.

• **N A P** •

- ▶ “La socialización –dentro y fuera del aula– de los textos escritos mediante la elaboración individual y/o grupal de carteleras, carpeta viajera, entre otros. La reproducción y producción de rimas, canciones, adivinanzas, trabalenguas, entre otros.”
- ▶ “La participación en dramatizaciones –que pueden incluir textos propios creados a partir de un modelo–, juegos y otras instancias lúdicas que impliquen interacción oral.”

Unit 5 • Lesson 3

Match and write. 

dogs

birds

fish

rabbits

cats

can

can't

fly

swim

run

jump

climb a tree

Dogs can run. They can't climb a tree. OR: Dogs can run but they can't climb a tree.

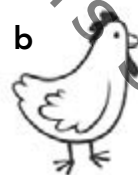
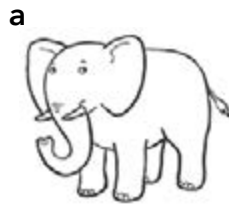
PHOTOCOPIABLE © Macmillan Publishers S.A. 2015

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Unit 5 • Lesson 4

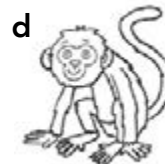
1 Read, look and match.

1 I am small. I am green.
I can jump.



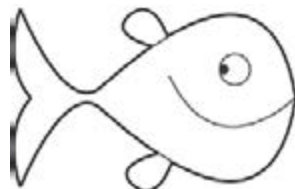
3 I am big. I can walk but
I can't run. I am grey.

2 I like bananas. I can
climb a tree. I am brown.



4 I am a bird. I am small.
I can walk but I can't fly.

2 Now you write. 

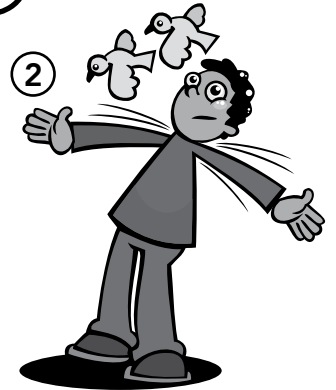


Unit 5 • Lesson 5

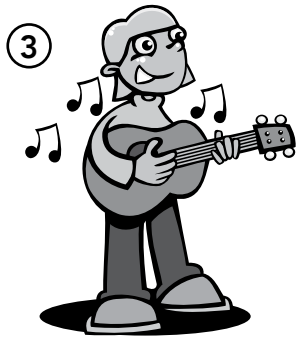
Look and complete. Then answer.



Can he _____?



Can he _____?



Can she _____?

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Look and write. Then number.

Help! Let's swim! Thank you!

