

Vocabulary

Actions

cook, count (to 100 in English), dive, do magic tricks, play table tennis, play the drums, read music, score a goal, speak French, spell a long word, tell a joke, use a tablet





Everyday Language

Apologizing and Accepting Apologies

l'm really sorry! That's all right. Don't worry about it.

Grammar Focus

Talking about Abilities

Can she spell a long word? Yes, she can. / No, she can't.

Can he count? No, he can't.

Can you tell a joke? Yes, I can. / No, I can't.

Who can sing? I can. / Monica can.

What can you do? I can sing, and I can dance.

Social and Emotional Learning / Value Collaboration / Humility

It's important to be polite.

Unit 1 Overview

Learning Tip

Researching

List what makes a good website. Then test some as you research the skills and talents of someone you admire. Good websites for research, like newspapers and encyclopedias, have reliable information (facts that can be proved, rather than opinions). Websites ending in .gov, .edu and .org are often reliable too. Have students research the skills and talents of someone they admire on child-friendly search engines. Ask them to find three or four websites with information about this person and discuss whether each website is reliable.

CLIL: Science

An Animal Quiz

Students learn about the unusual abilities of different animals (ant, bee, blue whale, camel, cheetah, chimpanzee, elephant, giraffe, parrot, python, rat, scorpion, sloth and tortoise), including both physical abilities and skills such as making honey or imitating human speech.



Reader: Comic

Running Late

Natalie, Lucas and Clara want to participate in a talent show, but Natalie arrives very late.



Test

Richmond Learning Platform

Unit 1 Overview

Unit 1 Skills and Talents

Vocabulary *Actions:* cook, count (to 100 in English), dive, do magic tricks, play table tennis, play the drums, read music, score a goal, speak French, spell a long word, tell a joke, use a tablet

Warm-Up

Materials Large photos of activities, such as sports (soccer, basketball), music (guitar, singing) and art (painting, drawing)

Display the photos of the activities one by one. Have students raise a hand if they are good at that activity. Point out which activities the most students can do well. Invite volunteers to draw or act out other activities they are good at.

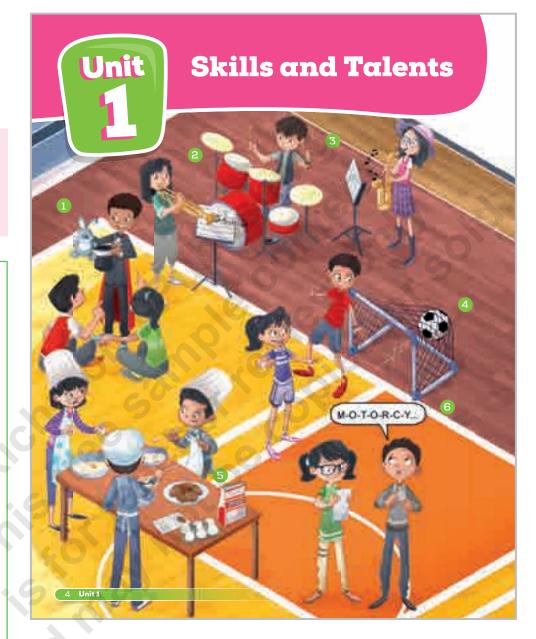
Write *Skills and Talents* on the board. Explain that both skills and talents are abilities, or things you can do well. Explain that a skill is something you have to learn how to do, such as playing the guitar. Explain that a talent is something you can do well without being taught, such as running fast. Point out that with practice, you can get better at both your skills and your talents. Tell students that in this unit, they will learn about other interesting skills and talents and talk about their own abilities and those of others.

Class Activities

Materials Unit 1 i-Flashcards

Vocabulary Presentation

Present each action one by one using the flashcards. Say the word for students to repeat chorally. When you finish, act out each action in random order, using gestures and words as needed, for students to guess. When students correctly guess the action on the flashcard, have them say the word chorally once more.



Have students work individually to attach the stickers in the corresponding spaces onto the Unit Opener. Play Track 1 for students to check their answers.

7. count to 100

in English

9. speak French

11. tell a joke

12. use a tablet

10. play table tennis

8. dive

Track 1

- 1. do magic tricks
- 2. play the drums
- 3. read music
- 4. score a goal
- 5. cook
- 6. spell a long
- word

Oral Practice

Direct students to the Unit Opener. Introduce Ted and Lily as the level characters. Ted is the boy wearing a red striped shirt playing soccer, and Lily is the girl in the pink sweater saying "twenty-seven." These characters will appear in all the units and will give students learning tips and talk about values and aspects of social emotional learning. Read the banner at the top of the Unit Opener aloud. Divide the class into pairs and have students take turns pointing to and identifying the fun activities students are doing at school.

Then discuss the picture as a class. Prompt students to describe the activities. Point to the boy doing magic tricks. Ask: *What's he pulling out of his hat? (a rabbit)* Point to the students cooking. Ask: *What do you think they're cooking? (cookies)* Point to the boy spelling. Ask: *What word do you think he's spelling? (motorcycle)* Sketch a motorcycle on the board. Point to the



students speaking French, and explain that "Ça va?" is a way to say "How are you?" in French. Point to the girl telling a joke, and ask: *When she tells a joke, what do the other students do?* (*laugh*) Finally, ask students if there are any other activities they would like to add to a "School Fun Day."

Written Practice

Display the word side of the flashcards one by one. As you show each word, have students work individually to write the skills and talents in their notebooks. Encourage them to draw a small picture of themselves doing the action next to each word. They can look back at the Unit Opener picture if they need inspiration for their drawings.

🥢 Wrap-Up _

Play **Paper Plane** from the Game Generator with the class to practice spelling the *Actions*.

Optional Activity

Materials Unit 1 i-Flashcards, props such as some of the following: a pot, index cards labeled with numerals 98–100, a deck of cards, table-tennis paddles, a toy drum, a sheet of music, a soccer ball, a French dictionary, an English dictionary, a tablet

Preparation Gather all the props and ask students to collect any similar props they might have.

Play charades with the actions students have learned, using props as

available. Act out one action for the class to guess. Then divide the class into two teams. A student from one team acts out an action for his or her team to guess. If the team can't guess, the other team gets a turn. Continue in the same way, alternating teams, until all actions have been used.

Picture Dictionary 🕥 68

Assign page 112 as homework. Students complete the words that correspond to the pictures. Then they listen to the words and check their answers. Finally, they listen again and repeat the vocabulary words.

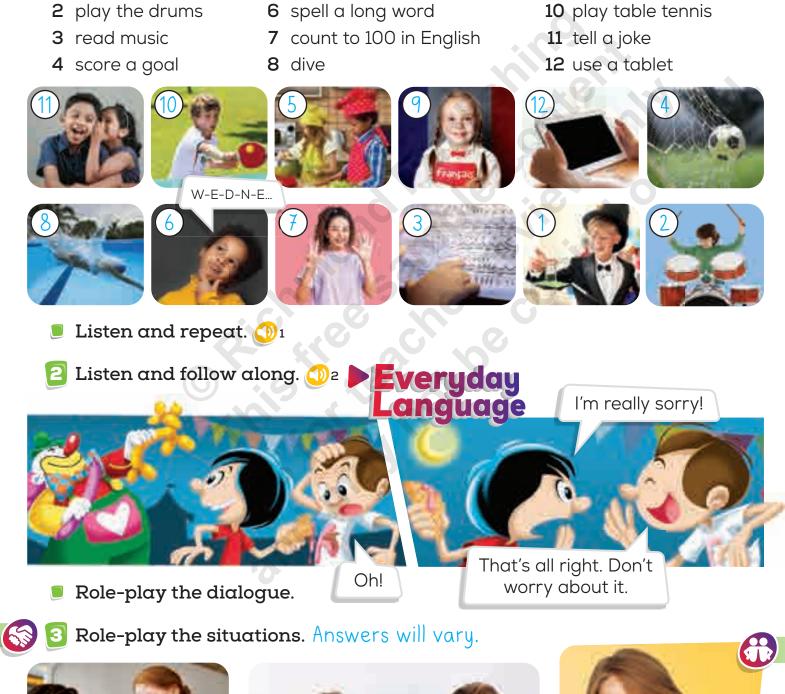
Track 68

- 1. cook
- 2. count to 100 in
- English
- 3. dive
- 4. do magic tricks
- 5. play table tennis
- 6. play the drums
- 7. read music
- 8. score a goal
- 9. speak French
- 10. spell a long word
- 11. tell a joke
- 12. use a tablet

Look and number the pictures.

5 cook

1 do magic tricks









9 speak French

It's important to be polite.

6 **Unit 1**

Vocabulary Actions

Everyday Language *Apologizing and Accepting Apologies* I'm really sorry! That's all right. Don't worry about it.

Warm-Up

Materials Unit 1 i-Flashcards

Call on two students and have them role-play as siblings in this situation: one of them is playing the drums loudly, while the other is coming in to complain because he or she is trying to sleep. Have students act out the situation. Then ask the class to share their advice for what each person should do.

Class Activities

Look and number the pictures.

Divide the class into pairs for this activity. Have partners work together to match each word or phrase to one of the pictures. If students are unsure of any, encourage them to do the ones they know first and then see what is left. Some students may also find it easier to look at the picture first, describe what is happening, and then find the matching word or phrase.

Listen and repeat.

Play Track 1 for students to check their answers as a class. Pause the track after each word or phrase and have a volunteer spell it. Continue in the same way with the rest of the words. Call on a different volunteer for each answer.

Collaboration / Humility

Invite students to read what Lily says aloud. Tell students that being polite means having good manners and thinking about others. Explain that one way to be polite is to apologize, or say you're sorry, when you do something wrong or cause a problem for someone. Have students look at the first panel of the comic. Ask: *What is the girl looking at? (the clown) What is she holding? (ice cream) What happens? (She drops the ice cream on the boy's shirt.) Do you think she needs to apologize? Why?*

Everyday Language

2 Listen and follow along. </u> 2

Play Track 2 as students listen and follow along in the comic. Then ask: *How do you think the boy feels? (surprised, upset) What does the girl say? ("I'm really sorry!") How does she feel? Why? (She is sorry; she feels bad for spilling her ice cream on the boy's shirt.*) Give students some possible ways the boy might respond: he could get angry, he could be sad or he could accept the apology. Have them choose what he actually does. (*He accepts the apology.*) Ask: *What does the boy say? ("That's all right. Don't worry about it.") Look at his face. How does he feel now? (He's smiling. He's not upset anymore.*) Point out that by accepting the apology, the boy is being polite and showing the girl that it's OK.

• Role-play the dialogue.

Divide the class into pairs and have them role-play the dialogue. Have partners switch roles so everyone has a chance to apologize and to accept an apology. Finally, invite a volunteer pair to act out the dialogue for the class.

Role-play the situations.

Form new pairs to have students act out each picture. Before students begin, ask: *Who needs to apologize?* (*the server, the boy*) *What did this person do?* (*Spilled a drink, broke the TV.*) Discuss how the other person might feel if you don't apologize, or if you don't accept his or her apology.

🕀 🧭 🛃 Wrap-Up

Materials Photos of sports such as soccer, basketball and table tennis; Unit 1 i-Flashcards

Display pictures of sports and point out that players sometimes need to apologize when accidents happen. They might run into another player or hit a ball when it is not their turn. Explain that players who are polite and apologize are called "good sports." Discuss these situations and any others. Have students think of when athletes might need to apologize. Invite volunteers to role-play these situations for the class.

💮 Optional Activity

Have students work together in small groups to write and act out a story like the one in the comic. Have them include situations they have lived in the classroom or at home. Give groups time to practice their skit. Then invite them to act it out for the class.

Extra Practice Activity 1

Students are now ready to do EPA 1 for Unit 1 on the RLP.

Workbook

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Assign page 4 as homework or work on this page during class.

- **1** 1 cook 2 play table tennis 3 speak French 4 do magic tricks 5 read music 6 score a goal 7 use a tablet 8 play the drums 0 tall a jake 10 dive 11 count to 100 in English 12 spell a long
- 9 tell a joke 10 dive 11 count to 100 in English 12 spell a long word
- **2** 1 I'm really sorry! 2 That's all right. 3 Don't worry about it.

T6

Vocabulary Actions

Grammar Focus Can to talk about abilities (Yes / No Questions)

Can to talk about abilities (Yes / No Questions)

We use the modal *can* to describe the abilities, skills and talents a person has. In this unit, students will ask and answer about their own and others' abilities. Yes/No questions begin with the modal *can*, followed by the subject and the verb infinitive without to. The short answer is Yes or No followed by the subject (usually a pronoun) and can or can't.

Can	Herbie		dance	
Yes, he can.		No, he can't.		

Common error: Herbie can dance? Can Herbie to dance? Yes, he dance.

Warm-Up

Materials Pictures of dolls or other toys (optional), white paper (optional, 1 sheet per student)

Ask students if they have ever had a toy that moves, lights up or make noise. You may wish to display pictures for inspiration, or have students draw a picture of the toy to show the class. Ask guestions like these: *Can the doll cry? Can her* arms and legs move? Can the spaceship light up? Can the truck go forward and backward?

Class Activities

4 Listen and write what Herbie can or can't do using the words below. 🔿 3

Have students look at the picture and invite a volunteer to describe what is happening. (A girl is asking a salesman about a toy in a toy store.) Have the class chorally read each word or phrase at the top. Point out the columns for Can and Can't. Explain that students will write each word or phrase in the correct column. Play Track 3 all the way through. Then play the track again, pausing as needed for students to write.

Track 3

MAN: Hello. Do you like Herbie? GIRL: Oh yes, I do. MAN: He's very intelligent and funny. **GIRL:** Really? Can he read music? MAN: Hmm... No, he can't. **GIRL:** Can Herbie play the drums? MAN: No, he can't. GIRL: Can he dance? MAN: Yes, he can! **GIRL:** And can he sing? MAN: Yes, he can. Listen... GIRL: Wow! Can Herbie do magic tricks? MAN: Yes, he can. He can speak Spanish too! **GIRL:** Can he speak French? MAN: No, he can't. GIRL: That's OK. I like Herbie a lot! Daddy, please!

 Listen and repeat the answers. Play Track 4, pausing after each question and answer for

students to check their work. Emphasize that these actions

refer to Herbie's abilities. Then divide the class in half. Play Track 4 again, pausing after each question and answer. Have half the class repeat the question and the other half, the answer. Finally, have students switch roles, and repeat the process.

Track 4

GIRL: Can he read music?	GIRL: Can he sing?
Man: No, he can't.	Man: Yes, he can.
GIRL: Can he play the	GIRL: Can he do magic
drums?	tricks?
Man: No, he can't.	Man: Yes, he can.
GIRL: Can he dance?	GIRL: Can he speak French?
Man: Yes, he can!	Man: No, he can't.

Ask and answer questions using can. 5 63

Read the directions, and have students look at the Grammar Focus box. Point out that the question starts with the word *Can*, followed by the subject and then the action. Remind students that *can't* is a contraction for *cannot*. Elicit when we use Can or Can't (When we talk about abilities.) Have students look at the pictures of four more toys like Herbie. Tell them that they all have different abilities. Point out that the check marks (\checkmark) and (\checkmark) marks show what each toy can and can't do. Call on four students to read the model dialogues. Then divide the class into pairs to ask and answer questions about the toys.

Make questions and answer them.

Read the first question and answer as a class. Point out that Harry is the subject of the question and do magic tricks is the action. Have students help you write a question with *can*. Then have students look back at the page to answer the question. Divide the class into pairs to complete the activity.

63 Wrap-Up

Have partners take turns guizzing each other about all four toys. One student looks at a toy and asks a question about it. (Can Anna read music?) The other answers without looking at the toy. The first student checks the answer on the page.

Optional Activity

Materials White paper (1 sheet per student), colored pencils or crayons

Make sure students have all the materials. Have each student design a toy and give it a name. Students should draw a picture of it and write its name below the picture. On the back, have them write a checklist of things the toy can or can't do. Then have students work in small groups. One student at a time holds up his or her picture so the group can see it. The group asks questions about the toy's abilities, and the student answers based on the list on the back.

Workbook

Assign page 5 as homework or work on this page during class.

- **3** 1 can 2 can't 3 can 4 can 5 can't 6 can
- 1 Can Tina drive? Yes, she can. 2 Can Pedro score a goal? No, he can't. 3 Can Kendall play the drums? Yes, she can. 4 Can Ben count to 100 in English? Yes, he can. 5 Can Uma spell a long word? No, she can't. 6 Can Elena and her mom cook? Yes, they can.

Τ7



1 Find a classmate who can... Answers will vary.

Student A: Can you use a tablet? 1 use a tablet. Student B: Yes, I can. 2 tell a joke. Student A: Can you tell 3 cook. a joke? 4 dive Student B: No, I can't. 5 do magic tricks 6 play table tennis. 7 speak French 8 play the drums. 9 count to 100 in English. 10 read music. 11 spell a long word. 12 score a goal. Can Emma Yes, she can. Can use a tablet? Nick and Sam tell a joke? Ask and answer about your classmates. Write what your classmates can or can't do. 1 Answers will vary. 2 _____ 3 4 No, they can't. 5 _____ 6 Grammar 2 Answer the questions about you. Answers will vary. Focus 1 Can you read music? Can 2 Can you play table tennis? • Can you tell a joke? 3 Can you speak French? Yes, I can. / 4 Can you cook? _____ No. I can't. **5** Can you score a goal? Can they dive? Yes, they can. / 6 Can you play the drums? No, they can't.

Vocabulary Actions

Grammar Focus *Can* to talk about abilities (*Yes / No* Questions)

Warm-Up

Materials Pictures of actions from the unit vocabulary Play a version of **Bingo!** (see page viii) with actions from the unit. Rather than reading the definition of each word, display the picture.

Class Activities

🛛 🐼 Find a classmate who can...

Have students look at the list of abilities. Explain that they are going to survey their classmates to find out who can do the things on the list. They will have a chance to ask their classmates about their abilities, and they will write one name by each action. Tell students not to repeat any names, if possible. Invite two volunteers to read the sample dialogue. Ask: *Where would you write (student's name)? (After "use a tablet.*") Allow students time to freely interact with their classmates, asking and answering questions to fill in the survey. Make sure students are asking and answering, not just writing down names.

As time allows, if students have already found one classmate who can do each thing on the list, encourage them to continue looking for students who *can't* do the things on the list.

Ask and answer about your classmates.

Before students begin, invite two volunteers to read the sample dialogue. Then go over the **Grammar Focus** box. Make sure students understand which pronouns to use. Point out that the word *can* and the action stay the same and do not change form. Remind them that the questions ask about other people's abilities.

Have students work in small groups to share what they found out about classmates not in the group. You may wish to have one student read a name from his or her list. Then group members can ask questions to guess their classmates' abilities.

Write what your classmates can or can't do.

Have students work independently to write what they recall about their classmates' abilities from their small-group discussions. Allow students to ask again if they have trouble remembering. Encourage students to write three *can* statements and three *can't* statements.

2 Answer the questions about you.

Invite volunteers to ask you the first two questions. Model answering them for yourself. Then have students individually work on the answers for each question.

Wrap-Up

Ask the questions from Activity 2, and have students raise a hand if they can do that activity. Discuss which abilities are the most common or unusual in your class. If there are some things that few or no students can do, discuss which one students would most like to learn how to do.

🛞 Optional Activity

Materials White paper (1 sheet per student), colored pencils or crayons

Make sure students have paper. Ask them to fold the paper into thirds and draw or write—in random order—two things they can do and one thing they can't do. Place students in pairs or small groups and have them share their papers for classmates to guess the action they can't do. Encourage students to guess by asking questions with *can*.

Workbook

Assign page 6 as homework or work on this page during class.

- **1** Answers will vary.
- 2 Answers will vary.

T8

Vocabulary Actions

Other Key Vocabulary *Actions:* draw, play the piano, play sports, sing

Grammar *Can* to talk about abilities (*Wh-* Questions: *Who* / *What*)

Can to talk about abilities (Wh- Questions: Who / What)

Wh- questions are used to ask for specific answers. *Who* asks for a person. The question begins with *Who*, followed by the modal *can* and then the action. *What* asks for a thing or activity. The question begins with *What*, followed by the modal *can*, the subject and then the action.

Who	can		dance?
What	can	you	do?

Common error: Who can **you** dance? What **you can** do? Mixing up *Who* and *What*.

🖉 🙀 Warm-Up

Play **Word Chain** (see page ix) using some of the action words students have learned. Briefly review the Unit 1 i-Flashcards as needed.

Class Activities

3 Listen and follow along </u> 5

Have students preview the comic, and then play Track 5 as they follow along. Point to the next-to-last panel. Say to students: *He's asking about you! Who can cook in your class?* See if anyone in the class can cook. If so, ask what they like to make. Point to the last panel, and have one or two volunteers answer the question for themselves. As needed, remind students that *Who* asks about a person, and *What* asks about a thing or activity.

• Role-play the story.

You may wish to play Track 5 again before students begin. Divide the class into pairs or groups of three. Have them act out the comic, adding their own answers to the questions in the last two panels.

4 Discuss the questions with a classmate.

Read the **Grammar Focus** box aloud. Have students repeat each question and answer, copying your intonation. For the answers to *Who*, emphasize the subject ("*I* can."). For *What*, emphasize the activities ("I can *sing* and I can *dance*.") Point out that the word *and* joins the two parts of the sentence.

Discuss and answer the first question in Activity 4 as a class. Then divide the class into pairs and have students ask and answer the other questions. Have partners each share their own answers. Finally, invite volunteers to share their answers with the class. If needed, brainstorm lists of words students may find helpful, such as family members, sports and other activities.

🛞 Make a Can / Can't Die with a classmate.

Preparation Before class, make a die to use as an example.

Read the instructions aloud. Make sure students have the materials. Explain what they have to do, demonstrating as you go along. Have students copy the template onto a piece of construction paper, using a ruler if available, and write the words for each side. Then have them cut out the template and fold it. Once students are sure it is correctly folded and all words are facing out, they can tape the sides in place. When students finish, divide the class into pairs. They should take turns rolling their dice and responding to the prompts as follows:

- 1 and 6 *Can?* Ask your partner a *Yes/No* question with *can*.
- 2 *can* Tell your partner something you can do.
- 3 *can't* Tell your partner something you can't do.
- 4 What? Ask what your partner can do.
- 5 Who? Think of an action. Ask your partner who can do it.

Wrap-Up

Invite volunteers to share the most interesting or surprising thing they learned about their classmates from the activity using the *Can* / *Can't* Die.

Optional Activity

Have students work together in small groups to write and act out a story like the one in the comic. Have them include at least two *Yes/No* questions, one *Who* question and one *What* question. Give groups time to practice their skit. Then invite them to act it out for the class.

🖉 🔀 Extra Practice Activity 2 🕘

Students are now ready to do EPA 2 for Unit 1 on the RLP.

Workbook

Assign page 7 as homework or work on this page during class.

- **3** Top to bottom: Betty [picture of woman parachuting]; Donald [picture of boy with cups]; Ben and Ian [picture of chefs]; Wendy [picture of girl playing the violin]; Mike [picture of boy playing the drums]
- 1 Who, Donald can. 2 What, She can read music, and play the piano and the violin. 3 What, (He can play) the drums.
 4 Who, Betty can. 5 What, (They can make) 494 pizzas in an hour.



1 Discuss the questions with a classmate. Answers will vary.

- 1 Can you play the drums?
- **2** Can you do magic tricks?
- **3** Can you tell a joke?

2] Listen and follow along. </u>᠐६

- 4 Can you sing?
- 5 Can you dance?
- 6 Can you play the guitar?

Can You Sing? Can You Dance?

Come to the Jonestown School Talent Show this Friday! Students can share their special talents!

What can Megan do?

Jonestown

Schoo/

picture of girl singing

Who can tell a joke?

picture of boy telling a joke and making people laugh

Megan can sing! She's great! Let's listen to Megan on Friday.

Can Isabel play the guitar?



Yes, she can! We can listen to Isabel play her guitar this Friday.

Peter can! He's funny! Peter can make us all laugh at the talent show.

Can you do magic tricks? You can't?

picture of boy doing a magic trick

Ben can! Ben can show everyone his magic tricks at the talent show. Come and see him!

Draw the pictures for the students' talents.

Skills Focus Reading: Students read an ad for a talent show. Vocabulary Actions Other Key Vocabulary Days: Friday; Adjectives: special, great, funny; Actions: share, listen, laugh; Musical Instruments: guitar

Warm-Up

Materials Unit 1 i-Poster

Display the unit poster. Read the title aloud: *Highlights of Talent Show*. Elicit or explain that a talent show is an event in which people sing, dance or display another talent that they have. Have students name the talents in the pictures, one at a time, and invite volunteers to place the corresponding ribbons/medals next to each one. Ask: *Would you like to watch this talent show? What talent would you most like to see?*

Class Activities

Materials Colored pencils or crayons

1 Discuss the questions with a classmate.

Divide the class into pairs. Have partners read each question together and then share their answers. Encourage pairs to see how many talents they have in common. At the end, have partners share which of these talents they think is their best.

2 Listen and follow along. 🔿 6

Read the title aloud. Discuss what kind of text this is, and explain or elicit that it is an ad for a talent show. Model following the sections in order (the text at the top, then each row of boxes, left to right). Then play Track 6 as students follow along.

Discuss the ad as a class. Ask: When can you see the talent show? (this Friday) Where is it? (Jonestown School) What can you see there?

• Draw the pictures for the students' talents. Make sure students have colored pencils or crayons. Have students work independently to illustrate each space on the ad. Remind them to read the description so they know what person and talent to draw. Then have students share their work in small groups. Finally, have groups discuss this question: Which talent would you most like to see? Why?

Wrap-Up

Play **Guessing Game** (see page viii) with students. Tell students to guess your "talent." Choose a talent that might be in a talent show, such as singing, playing an instrument, doing magic tricks, dancing or telling jokes. Invite a volunteer to take a turn thinking of a talent for the class to guess. Play a few rounds, helping students ask and answer questions as needed.

Flip It

Preparation Choose three or four reliable websites that describe the talents of actors, musicians and other entertainers students might be familiar with.

Tell students that in the next lesson they will talk about their own skills and talents. For inspiration, they are going to research the skills and talents of famous people. Have students brainstorm a few actors, musicians or other entertainers they like. Choose a few for students to research. Place students in small groups based on the person they would most like to learn about. Adjust groups as needed. Have groups brainstorm questions about their chosen person (for example, *Can he play the drums? Can he sing? What else can he do?*) Have students write down a few questions to research at home or on the websites you have prepared. Encourage them to also find out how the person learned his or her talent or skill.

Workbook

Assign page 8 as homework or work on this page during class.

1 frog, It can swim and (it can) jump. 2 cat, It can tell jokes.
3 bear, I can't do anything.

Skills Focus *Reading and Writing:* Students read a text to complete an entry form for a talent show. Then they complete their own entry form. Vocabulary *Actions* Other Key Vocabulary *Personal Information:* name, address, telephone number

🥸 💋 🚺 Warm-Up

Materials Unit 1 i-Poster

Display the unit poster. Make sure you've placed the ribbons on each talent. Explain that sometimes a talent show is a competition. Judges or the audience decide who is the best talent in several categories. Discuss what categories might fit the talents on the poster (for example, *Sports, Music, Language* and *Other*). Ask students if they can think of other talents that might fit each category. Then point out that many students are participating in this talent show. Tell students that in this lesson, they will think about entering a talent show, too.

Class Activities

3 Unscramble and ask the questions to α classmate. Unscramble the first question as a class. Have students start by looking for a word or words with a capital letter and a word with a question mark after it. (You may want to explain that *Megan* is capitalized because it is a name.) Explain to students that they should put the question word first and the word with a question mark at the end. Then have students fill in the middle words. Have them look back at the talent show ad to find Megan's talent. Invite a volunteer to share. Divide the class into pairs, and have them unscramble and answer the remaining questions and talents in the text. Encourage partners to take turns asking and answering.

4 Read and complete Simon's talent show entry form. Read the speech bubble with students. Explain or elicit that Simon wants to enter, or apply to be part of, the talent show. Point out the categories on the form, and have students fill them in based on Simon's words. Point out that Simon included a picture related to his talent—playing the drums.

5 Complete your talent show entry form. Draw a picture of your talent.

Have students independently fill in their personal information. Remind them to begin their own name and place names with a capital letter. Then allow some time for them to think and discuss with a partner or in small groups to decide what talent they would like to display in the talent show. Monitor students' discussions and encourage a variety of talents in the class. Students do not need to choose from only the vocabulary in the lesson. You may want to have the class brainstorm a list of talents before they begin. Ask: *What can you do on a stage? What can you do that people would like to see or hear? What can you do well?* If students have trouble thinking of something they are good at, explain that they could simply tell others about an activity they enjoy. Ask: *What do you like to do?* Some students may want to do a group entry for the talent show, such as a group dance or song. Allow group talents, but have each student fill out his or her own form. Groups may also be helpful for students who are nervous about the idea of performing in front of others—for example, one student could write a poem for another to read at the talent show.

Wrap-Up

Tell students that many professional actors, singers and other entertainers started out performing in talent shows like the one they just read about.

If students researched the actors, musicians or other entertainers (see optional **Flip It** activity in previous lesson on page T 10), invite them to share what they learned about what the person can do and how he or she started out. If students did not investigate actors, musicians, or other entertainers, invite them to brainstorm a few that they like and discuss what they can do.

Optional Activity

Materials Poster paper (optional), white paper (one sheet per student), colored pencils or crayons

Preparation Optionally, prepare a poster similar to the ad on page 10, but with your school's name. Complete the top but leave the rest open.

Have students each design an ad for their talent, following the format in the ad on page 10. They can use the talent they wrote on their entry form, or they can present a new one if they want to. Have students start with a question at the top, draw a picture in the middle and write a description at the bottom. Optionally, compile students' ads onto the poster you started.

Workbook

Assign page 9 as homework or work on this page during class.

- **2** 1 It can swim, and it can jump. 2 The cat. 3 It can't do anything. 4 Because she wants it. 5 It feels happy.
- **3** Answers will vary.
- 4 Answers will vary.

3 Unscramble and ask the questions to a classmate.

- 1 can / Megan / What / do? What can Megan do?
- 2 the / can / play / Who / guitar? Who can play the guitar?
- 3 a / tell / Peter / joke? / Can Can Peter tell a joke?
- 4 Can / do / tricks? / you / magic Can you do a magic trick?
- 5 Ben / What / do? / can What can Ben do?
- 4 Read and complete Simon's talent show entry form.

My name's Simon Harrison. I'm nine. I live at 8 North Road. My telephone number is 580-8937. I can play the drums.

Name <u>Simon Harrison</u> Age <u>9 years old</u> Address <u>8 North Road</u> Telephone number <u>580-8937</u> I can <u>play the drums</u>

5 Complete your talent show entry form. Draw a picture of your talent.

Ans	wers w	ill vary.		
Name	e			
Age				
Addr	ess			
Telep	hone nu	umber		
l can				
ิก				



Student A: This is my robot. Its name is STM. It can cook, but it can't dive.

Ask and answer questions about the robots. Answers will vary.
 Student A: Can your robot tell a joke?
 Student B: No, it can't.
 Student B: It can speak French

Student A: What can it do? Student B: It can speak French, and it can read music.

Skills Focus *Speaking:* Students design and talk about pet robots and their abilities. **Vocabulary** *Actions*

🧐 Warm-Up

Play **Mysterious Picture** (see page viii). Draw a robot. It could be similar to one from Activity 1. Invite volunteers to share what they know about robots. Explain or elicit that robots are machines that can do things by themselves. Say: *Often, robots can do tasks that people can do.*

Class Activities

Materials White paper (1 sheet per student); Unit 1 i-Flashcards

1 🐼 Discuss the abilities using can or can't.

Point out that each robot's name is made up of a letter and a number. Have students say the names chorally. Point out the check marks (\checkmark) and (\checkmark) marks that show what each robot can and can't do. Divide the class into small groups. Have students take turns secretly choosing a robot for the other group members to guess by asking questions about its abilities. At the end, ask: *Which robot do you like best? Why?* Invite volunteers to share their ideas. Encourage them to think about not only what the robot looks like, but also what it can and can't do.

2 🚳 🥘 💽 Design and draw a pet robot.

Tell students that they will each design their own pet robot. Have students first think about what the robot might do and what talents or skills it might have. Write a list of questions on the board for students to consider: *Is the robot fun? Is it useful? How can it help you? What can it do? What can't it do? How is your robot unusual?* Display the flashcards to help students recall talents and skills, but also encourage them to be creative and think of other abilities their robot might have, too. Have students plan their robot on a separate sheet of paper, drawing sketches and writing notes. Then have students draw a picture of their robot and write the robot's characteristics in complete sentences.

Tell a classmate about your robot.

Invite a volunteer to read the sample dialogue. Explain that students should share their robot's name and what it can and can't do. Point out that the word *but* connects the two parts of the sentence with opposite ideas. Divide the class into small groups, and have students take turns telling the group about their robot as they display the picture they drew.

Ask and answer questions about the robots. Call a pair of students to read the sample dialogue. Remind students that a question beginning with *Can your robot...?* is answered with *Yes, it can* or *No, it can't.* Point out that the question *What can it do?* is answered with an ability.

Divide the class into pairs. Explain that students should ask about their partner's robot and answer questions about their own. Display a stopwatch and give students two minutes to ask and answer questions. Then form new pairs and repeat. Do a few rounds so students can talk with different classmates.

Flip It

Preparation Choose three or four reliable websites that describe useful or interesting real-life robots and their abilities. For example, some robots help doctors do surgery. Others move items in warehouses. Still others are shaped like dogs or other pets and keep people company.

Tell students that in the next lesson they are going to sing a song about robots with all kinds of abilities. Now they will have a chance to research how robots' different abilities help people.

Describe the robots you have chosen and have students each select the one that they find the most interesting. Have students research the robot at home or on the websites you have prepared. Help students think of key words they can use in an Internet search to find out more. For example, they might search using the robot's name, its job, or people that use it. Ask students to list the robot's characteristics and draw a picture of it, following the format on page 12.

Wrap-Up

Materials Photos of a radio and rusty metal (optional) Do a **Tongue Twister** (see page ix) with students. Say: *Robby the Robot rolled around repairing rusty radios.* You may want to display photos to show the meaning of *rusty* and *radios.*

🥸 Optional Activity

Materials White paper (1 sheet per student, optional), colored pencils or crayons (optional)

Have students write a short story or draw a comic about a day in their life with the pet robot they designed in this lesson. Encourage students to think about a silly or serious problem that the robot could help them solve.

Workbook </u> 1

Assign page 10 as homework or work on this page during class.

- **1** 1 1 2 1 3 1 4 1 5 1 6 × 7 × 8 1 9 × 10 1
- Sample answer: P3W can speak English and Spanish. It can prepare sandwiches, make cookies and prepare hamburgers. It can't dance or sing, but it can play chess. It can't do magic tricks, but it can tell jokes.
- Answers will vary.

Skills Focus Listening: Students listen to a song about robots. **Vocabulary** Actions

Other Key Vocabulary Actions: ride a bike, skate on ice, drive a car, kick, sing, dance, fly

Warm-Up

Play Drag It! from the Game Generator with the class to practice vocabulary from Unit 1. Choose pictures and audio to help students warm up their listening skills for this lesson.

Class Activities

Materials Highlighters or colored pencils or crayons

3 Listen and complete the song using the words below. 🕕 7

Read the title of the song. Explain that a "fair" is a place where people go to have fun. Ask: What fun things do you think robots can do? Read the first verse of the song aloud. Then have students read it chorally with you, a little more slowly but with rhythm. Point out the rhyming words at the end of lines (such as *today*/*play* or *sight*/*night*) and say them for students to repeat.

Play Track 7 and have students listen to the whole song. Then read the words at the top of the page. Explain that students will write one word in each blank. Point out that the first one has been done for them. Play Track 7 again, pausing after each verse for students to write. Replay the track as needed for students to check their work.

Divide the class into groups of three to five students. Tell students to take turns reading the song aloud as the other group members follow along and compare answers.

Sing "The Robot Fair." 🕕 7

Play Track 7 and encourage the class to sing along. Play the song several times. Have students sing along softly and then louder as they get more comfortable with the song.

Highlight what robots can do and underline what they can't do.

Check that students have a highlighter or light-colored pencil or crayon. Read the second verse with students. Point out the questions, "Can your robot ride a bike?" and "Can he skate on ice?" Have students identify the answer. (No, he can't.) Have students underline *ride a bike* and *skate on ice*. Then have them find one thing in the verse that the robot *can* do. (Dive.) Have students lightly highlight dive.

Have students work in pairs to do the same for the third and fourth verses. Check students' work as a class.

Wrap-Up 🚺 7

Have the class come up with motions to illustrate the actions in "The Robot Fair." Have students practice the motions and then do them while they sing the song again.

Optional Activity

Materials Pictures of robots that help doctors do surgery, move items in warehouses, or are shaped like dogs or other pets and keep people company (optional)

Preparation Prepare fact sheets about the robots to use for reference as needed (optional).

If students researched real-life robots in the previous lesson (see optional **Flip It** activity in previous lesson on page T 12), invite them to share what they learned about what the robots do and how they help people. Encourage students to say what the robots can and can't do.

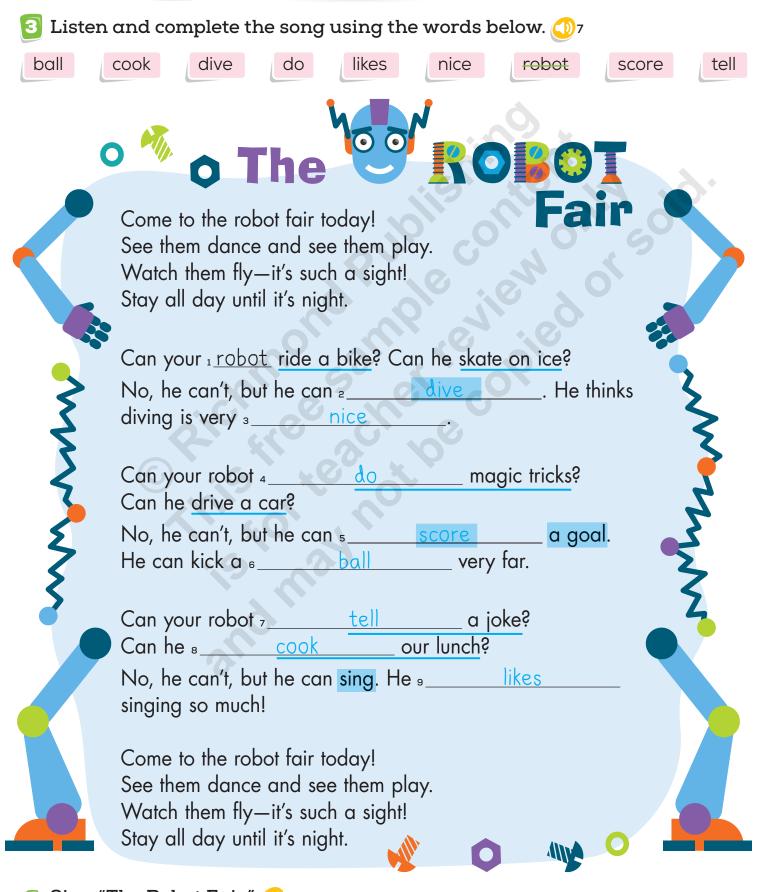
If students did not investigate real-life robots, display the pictures of the robots one at a time and invite students to ask you questions about what the robot can and can't do. Discuss how each robot helps people.

At the end, ask: Do you think there's anything people can do, but robots can't? Accept all ideas. For example, students may say that robots can't feel or make friends the way that people do.

Workbook 🕕 2

Assign page 11 as homework or work on this page during class.

- **2** 1 they 2 watch 3 up 4 catch 5 dance 6 touch
- 1 troubles 2 sun 3 Pop!
- 1 Yes, they can. 2 Yes, they are. 3 Yes, they do. 4 No, they can't. 5 No, you can't. 6 They pop!



📕 Sing "The Robot Fair." 🚺 7

Highlight what robots can do and underline what they can't do.

Skills Development



14 Unit 1

Review

Vocabulary Actions

Other Key Vocabulary *Actions:* jump, stand, lift, imitate, carry, drink, survive, eat, sing, make, sleep; **Grammar Focus** *Can* to talk about abilities (*Yes / No* Questions; *Wh-* Questions: *Who / What*)

Warm-Up

Materials Unit 1 i-Poster

Display the unit poster. Point to a picture, and have students raise a hand if they think animals can do that action. Then invite volunteers to share some other things they know animals can do (either wild animals or pets at home). Tell students that later in this lesson, they are going to learn about some more amazing abilities animals have.

Class Activities

Materials Place markers (1 per student), coins (1 or more per group), small stars (for example, made of paper or stickers attached to paper, a handful per group), scissors

Preparation If needed, cut out small paper stars for groups to use in the game.

1 🐼 Play Let's Collect Stars!

Divide the class into groups of four and make sure students have place markers, coins and stars. Groups can put all their stars in one pile to start. Tell students to take turns flipping a coin. They move one space for heads and two spaces for tails. When students land on a space, they follow the instructions. If they do so correctly, they collect a star (unless the space says they should return one). The first student to reach *Finish* collects an extra five stars, but students should play until everyone finishes. Then students should count up their stars. The player with the most stars is the winner. Monitor students as they play. Provide help as needed.

Wrap-Up

Play **Word Chain** (see page ix) with *Actions* vocabulary. Have students circle the actions. Remind students that some of the actions are more than one word. For example, they should circle "do magic tricks" with one circle, rather than circling the individual words.

Optional Activity

Preparation Prepare some sentences with typical errors students make using language from this unit. (You may wish to include some errors made by students that you heard as they were playing the *Let's Collect Stars!* game but without calling out any specific names.)

Play **Correcting Mistakes** (see page ix) with language from this unit.

Workbook

Assign page 12 as homework or work on this page during class. 1 1 C 2 I 3 K 4 G 5 D 6 L 7 N 8 B 9 E 10 M 11 J 12 A 13 H 14 F

CLIL Science

🥸 🗛 An Animal Quiz

Animals have a variety of abilities. Compared to their body size, many of them are stronger and faster than humans. They may live longer, sleep more, or eat or drink much more or much less than humans. Some animals have skills, such as bees that make honey or parrots that imitate speech. Others, like blue whales, have songs that can travel the ocean. Still others have special abilities related to caring for their young. This quiz will introduce students to some of the amazing abilities animals have.

😵 CLIL Extension

Materials Photos of animals students learned about in An Animal Quiz (optional)

Have students quiz each other about the animals in An Animal Quiz. They should take turns asking and answering questions. Remind them that the student who is answering should not look back at the quiz. Have students use this question frame: *Which animal can (live more than 200 years)?* Explain that the *Wh-* word *Which* asks for one of a group. At the end, as time allows, help students research a few of the animals they are most interested in from the quiz. Finally, you might also encourage students to research animals from the quiz that have other special abilities.

Review

Vocabulary Actions

Grammar Focus *Can* to talk about abilities (*Yes / No* Questions; *Wh-* Questions with *Who* and *What*)

Warm-Up

As a class, make a **Crossword** (see page viii) to review vocabulary from Unit 1.

Class Activities

Materials Colored pencils or crayons

Follow the mazes and talk about the people.

Point out the pictures and read the names for students to repeat. Explain that each path shows what the person or people can do. With students, follow Jack's path with a finger. Explain that students can use the colors to help them. Point out that the path leads first to what the person does (Jack is a "French teacher") and then to what the person can do (Jack can "speak French"). Divide students into pairs and have them follow each path and discuss it in the same way.

• Match the questions with the answers.

Have students work together in the same pairs to match the questions and the answers. Encourage students to read each of the questions and think about what it is asking for. Review that *Who...?* asks for a person, *What does (someone) do?* asks about the person's job, and a question beginning with *Can...?* is answered with *yes* or *no* and it refers to talents or abilities.

Point out that some of the questions mention names, so students can follow the path starting at the person's name. However, two of the sentences mention abilities, so students will need to find the ability and trace it back to the person to see who can do it.

Self-Evaluation

Read the sentences and help students with meaning if necessary. Encourage students to reflect on their abilities and color the corresponding circles. Explain that they should color one circle if they aren't confident about that particular language point; two circles if they feel more confident, but still need more practice; and three circles if they feel very confident. Form pairs and tell students to work together. They should show evidence of how much they know by naming as many skills and talents as they can, asking and answering questions about them, and roleplaying giving and accepting an apology.

🕨 Learning Tip 🖉

Ask a volunteer to read the Learning Tip aloud. Discuss what makes a good website, and have students brainstorm some well-known people whose skills and talents they admire.

🚱 Wrap-Up

Discuss what skills and talents might be required for these jobs: athlete, chef, musician, math or French teacher, and magician. Have students brainstorm as a class, or assign small groups to make a list of skills and talents for one of the jobs. Then have groups share with the class. Ask which of these jobs students might like to do someday.

Workbook

Assign page 13 as homework or work on this page during class.

- 1 (✓) Mark can't score a goal. (?) Can Mark score a goal? (Who?) Who can score a goal? 2 (✗) Sue and Danny can't read music. (?) Can Sue and Danny read music? (What?) What can Sue and Danny do/read? 3 (✓) Joel can play the drums.
 (?) Can Joel play the drums? (What?) What can Joel do/play?
 4 (✓) Paul can cook. (✗) Paul can't cook. (What?) What can Paul do/cook? 5 (✗) Emily can't tell a joke. (?) Can Emily tell a joke? (Who?) Who can tell a joke? 6 (✓) They can use a tablet. (?) Can they use a tablet? (What?) What can't they do/use?
- **2** 1 Can Tom play the drums? 2 Can Lyn use a tablet? 3 What can Zoe and Ted do?
- 1 No, he can't. 2 No, she can't. 3 They can dive.

😵 Craft (page 123)

Make a Movable Robot.

Have students point to the head, arms, legs and body of the robot. Have them color each part as they wish. Then have them cut out all the parts. Help students punch holes in each part where they are marked. Then have students position the parts to make the robot. Make sure students do not mix up the arms and legs. Help students insert brass fasteners to connect the parts, and have students carefully test them out to be sure they move. Finally, divide the class into small groups. Have students take turns demonstrating moving their robot and telling about what it can do.

🕞 Flip It for Reader 🗉

Tell students that in the next lesson they are going to read a comic about three children who want to participate in a talent show. Elicit what they know about talent shows and the types of performances that you can usually see in talent shows. If necessary, explain that some popular acts are comedy shows, dancing, singing, gymnastics, musical performances, juggling and magic. Tell students to imagine they will participate in a talent show. Have them choose what they would do and then draw a picture of their performance.



Students are now ready to do the Unit 1 test.

Pollow the mazes and talk about the people.



Go to the Craft on page 123.

Skills and Talents 15







Running Late

Collaboration / Humility

Decent Work and Economic Growth

Pre-Reading

Materials Students' drawings (optional)

If students drew pictures of their performances for a talent show (see optional **Flip It for Reader** activity in the previous lesson on page T 15), form small groups. Have students share their drawings and plan a talent show to include all of their acts. Tell them to create a program with the acts in order and assign a time for each act. Explain that the average time of a performance is three to five minutes. Have them think of a prize, too. It cannot be money, but it could be a diploma or a certificate that they also design. If students did not draw pictures, elicit what they know about talent shows and the popular acts in them.

While Reading </u> 1 .

Play Track 1 and have students read along in their books. Then play Track 1 again, and pause to ask questions and confirm understanding. At the end of page 4, elicit what the problem is. At the end of page 5, ask: *How do Lucas and Clara feel? How does Natalie feel? What do Lucas and Clara ask Leah? Are they polite or rude?* Encourage students to give reasons for their answer. At the end of page 6, ask: *What do the children ask Leah? What does she say? How long do the children have to wait? What do they decide to do?* At the end of page 7, have students describe Joe's magic trick. Ask: *Do the judges like his magic show?* Have students give reasons for their answer. Elicit how they think the friends are feeling. At the end of page 8, elicit how the judges are feeling. At the end of the comic, have students describe what happens.

Class Activities

1 Label the actions.

Invite a volunteer to read the answer options aloud, and have the rest of the class mime the actions. Then tell students to complete the activity individually. Afterward, do a quick class survey to find out which one of these four talent show activities is the most popular.

2 Match the sentences that have similar meanings. Invite volunteers to describe the pictures and read the sentences aloud. Have students match the pictures and sentences that have a similar meaning to the sentences below (A–D).

3 Match the questions with the answers.

Read the first question aloud and elicit possible answers. Then have students read the answer options and choose the one that fits best. Tell students to complete the rest of the activity individually. Remind students that they can refer back to the comic to confirm their answers.

4 Complete the conversations.

Have students describe the scenes in their own words. Then have students complete the activity. Invite volunteers to read the completed sentences using intonation similar to that from the comic.

5 Read and write *T* (true) or *F* (false).

Divide the class into pairs. Read item 1. Have students refer to the comic and find the scene that confirms their answer. Then tell the pairs to work together to complete the activity and find the scenes that confirm their answers. When checking answers as a class, encourage students to correct the false statements.

Post-Reading

6 Discuss the questions. How are Lucas, Clara and Natalie polite? When are they kind to others? How are you polite and kind?

Elicit the names of the children in the comic. Form small groups, and tell them to find instances in the comic where the children were polite and kind. Afterward, invite volunteers to share their ideas with the class. Elicit the phrases in the text that show politeness: *I'm really sorry, please, thank you, thank you so much, we're very sorry.* Then have them discuss when they are polite and kind.

🚱 🔀 💭 Optional Activity 1

Preparation Choose three or four age-appropriate websites that have information about famous singers or bands.

Ask: Do you watch talent shows on TV? Which one is your favorite? Why? Have students brainstorm what they would like to know about some famous talent show performers and guide them in forming questions: Who are they? Why are they famous? Are they nice to others? What is their best song? What was the talent show? How did the talent show help them? Then have students work in groups. Encourage them to research a singer or a band from a TV talent show on the websites provided. Afterward, they can share their findings with another group.

Optional Activity 2

Task Performance / Courage

Write the word *courageous* on the board. Elicit or explain its meaning. Then elicit the ways the characters in the comic were courageous. Have students work in small groups and role-play situations in which a person shows courage. You can provide some possible scenarios to guide them:

- A student does not know how to swim. He/She is terrified of water. It's his/her first swimming lesson.
- A student sees two classmates bullying another.
- A student broke her grandfather's favorite cup. The grandfather is very strict.

If time allows, invite all groups to perform their situations for the rest of the class.

A

