

Topic	Syllabus Objective(s)	Student's Book Page(s)	Workbook Page(s)	Online Resource
Reading	II.4.ii; IV.5.iv; V.6B.ii; V.9B.i	66–67	n/a	
Speaking and listening	IV.4.i; IV.9.i	67	n/a	
Language: verbs	II.4.ii	68–70	58, 60, 64–65	Poem
Word Work: vocabulary	II.4.ii-iii	71	n/a	
Writing	V.8. vi ; V.9B.i; V.9C.i-ii	71	n/a	

### Suggested starter activity

- 1 If the school has cricket equipment available, bring these items to class. If not, bring in a cricket bat and ball.
- 2 Ask pupils what each item is (but don't tell them it's equipment for playing cricket). You should be able to elicit the following:

**ball      bat      stumps**

- 3 Elicit what sport they can play with these items.
- 4 Next, ask pupils how the sport is played. Select a few volunteers to dramatise how cricket is played to the class.

### Extension activity

Following on from the *Word work* exercise on [page 71](#) of the Student's Book, use the word 'cricket' to extend pupils' vocabulary work by identifying other words they know which contain the sound 'cr'. (Examples: cry, crawl, croak, crab, creep)

# Language Tree

## A poem about verbs

*This poem can be learnt before beginning the lesson on page 68 in the Student's Book.*

- 1 Pupils can get together in small groups and be asked to dramatise, in front of the class, things that they can do (for example, an action such as running, dancing, skipping and so on).
- 2 Next, teach pupils the poem below which will help them understand what the word 'verbs' means.
- 3 Pupils can perform actions for the verbs in the poem as they say the words.

I can run,  
I can play,  
I can dance all day,  
I can do anything I want to do.  
These are VERBS!  
These are VERBS!  
These are VERBS!  
These are VERBS!  
Because they tell about the things that I can DO!

*Rochelle Richards*