

Vocabulary:

badminton, hockey, tennis, table tennis, volleyball, basketball

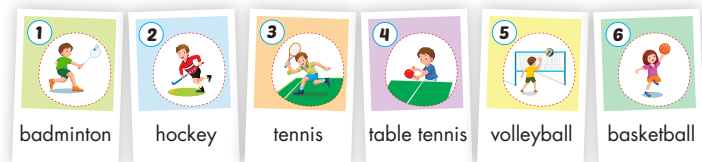
Structure:

Can you play _____?
Yes, I can./No, I can't.

Review

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually

Track 31 

1. M: Badminton.
2. M: Hockey.
3. M: Tennis.
4. M: Table tennis.
5. M: Volleyball.
6. M: Basketball.

- and have students say the words, correct pronunciation when needed.
4. Two teams. Play the game "Heads up. What's missing?". Arrange the flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

B 1. Listen and read. 




1. Now introduce the situation "The children are hungry after football..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and (✓) or (×). 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 32 - 33 

Narrator: Look at the pictures. Listen. There is one example.
Narrator: The children talk about sports they can play...
1. Grace: Lucy, can you play badminton?
Lucy: Yes, I can, Grandma.
Narrator: Can you see the tick? This is an example. Now listen and put a tick or a cross in the box.
2. Alfie: Hey Tom, can you play tennis?
Tom: No, I can't.
3. Grace: Mai, can you play table tennis?
Mai: Yes, I can. I love table tennis.
4. Grace: Alfie. Can you play basketball?
Alfie: No, I can't.
Lucy: What about you, Grandma?
Grace: Watch this!
Children: Wow!

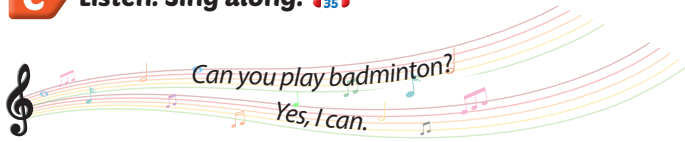
STRUCTURE

Can you play badminton? Yes, I can.
Can you play tennis? No, I can't.

Track 34 

M: Can you play badminton? W: Yes, I can.
M: Can you play tennis? W: No, I can't.


C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Pronunciation tip 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 35 

Can you play badminton?
Yes, I can.

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

Track 36 

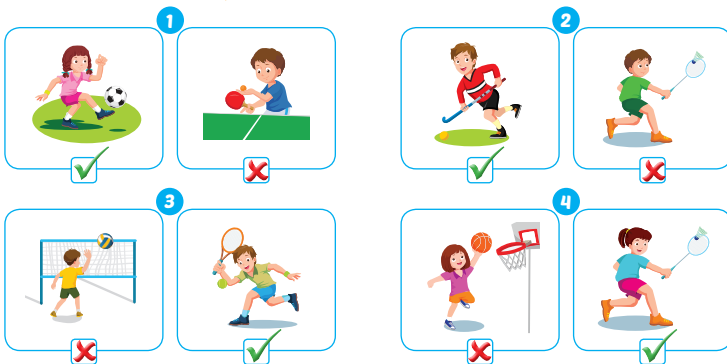
B: I can run. I can't jump.
G: I can run. I can't jump.
M: I can run. I can't jump.

PRONUNCIATION TIP 

In a sentence, "can" is "kən",
"can't" is "kən't".

D Practice. Point, ask and answer.

Can you play soccer? Yes, I can.



Practice.

1. Divide class into Group A and Group B.
T: I say "badminton/yes".
Group A, you say "Can you play badminton?"

Group B, you say, "Yes, I can."
T: I say "tennis/no".
Group A, you say "Can you play tennis?"
Group B, you say, "No, I can't." OK?
T: badminton/yes
Group A: Can you play badminton?
Group B: Yes, I can.
T: tennis/no

Continue whole class/group/individual drills, with:

- table tennis/yes
- hockey/no
- volleyball/yes
- soccer/no
- basketball/yes

Point, ask and answer.

2. Divide the class into pairs.
3. Have student A point to the picture and ask "Can you play _____?" and have student B answer "Yes, I can./ No, I can't."
4. Swap roles and repeat for next pictures.
5. Afterwards, have some pairs demonstrate in front of the class. the class.

E Play the "Chain" game.

Can you play badminton?



Can you play tennis?



1. Demonstrate the game.
2. Have the students stand up.
3. Student 1 turns to student 2 and they ask and answer.
4. Student 2 turns to student 3 and they ask and answer.
5. Continue until all students have practiced.

Vocabulary:

run, jump, hit, kick, throw, catch

Structure:

What can you do?
I can _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

B 1. Listen and read.



1. Review the story from the previous lesson "It was breakfast time at the Browns' house."
2. Now introduce the situation "The children are hungry after football. . ."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and draw lines.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 37

1. M: Run.
2. M: Jump.
3. M: Hit.
4. M: Kick.
5. M: Throw.
6. M: Catch.

4. Play the "Word Tennis" game. Have one student come to the front and play 'Tennis' with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class.

Track 38 - 39

Narrator: Look at the pictures. Listen. There is one example.
Narrator: The children say what they can do. . .

1. (sound of a dog)
James: What can you do, Mai?
Mai: I can jump.
James: Good. You can play with the basketball team.
Narrator: Can you see the line? This is an example. Now listen and draw lines.
2. James: What can you do, Tom?
Tom: I can run.
James: Ok. Soccer for you.
3. James: What about you, Lucy?
Lucy: I can hit the ball. See?
James: Lucy, the volleyball team.
4. James: Alfie, what can you do?
Alfie: I can throw the ball. (WHISH)
James: Good. Baseball team. Ok, Grandma? What can you do?
Grandma: I can do this! (KIAI)

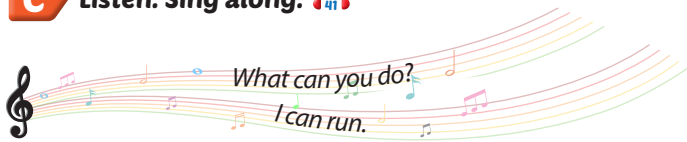
STRUCTURE

What can you do?
I can jump.

Track 40

- M: What can you do?
M: I can jump.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Track 41 

What can you do?
I can run.

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

Pronunciation tip 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 42 







B: I can throw a ball.
G: I can throw a ball.
M: I can throw a ball.

PRONUNCIATION TIP 

Show your tongue for "Th" sound

D Write. Practice. Point, ask and answer.

What can you do? I can run.

 run	 __ c k	 _ u _ _
 t _ r _ _	 _ _ _ ch	 h _ _

Write.

1. Have students call out the objects and people they can see.
2. Demonstrate the activity using the example.
3. Have students look at the pictures and fill in the blanks.
4. Check answers as a whole class

Practice.

5. Divide class into Group A and Group B.
- T: I say "What can you do?/ run".

Group A, you say "What can you do?"
Group B, you say, "I can run."
T: I say "What can you do?/jump".
Group A, you say "What can you do?"
Group B, you say, "I can jump." OK?
T: What can you do?/run
Group A: What can you do?
Group B: I can run.
T: What can you do?/jump

Continue whole class/group/individual drills, with:

- What can you do?/throw
- What can you do?/catch
- What can you do?/hit
- What can you do?/kick

Point, ask and answer.

6. Divide the students into pairs.
7. Have each pair point to the picture, ask "What can you do?" and answer "I can ___."
8. Swap roles and repeat for next pictures.
9. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Board race" game.



1. Divide the class into two teams.
2. Stick two flashcards on the board e.g. "throw" and "jump".
3. Have the whole class ask a question e.g. "What can you do?". Then the teacher shouts a word e.g. "throw".
4. Choose one student from each team to race to the correct flashcard and answer the question e.g. "I can throw."
5. Choose two more students to take a turn.

Vocabulary:

play guitar, play piano, play chess, paint, dance

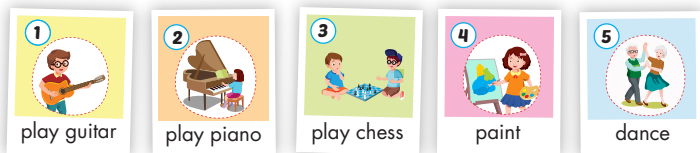
Structure:

Can you _____ well?
 Pretty well./ Yes, very well.
 No, I can't./ No, not very well.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 43

1. M: play guitar.
2. M: play piano.
3. M: play chess.
4. M: paint.
5. M: dance.

4. Play the "Guess" game.
5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

B 1. Listen and read.



1. Review the story from the previous lesson "Tom and Alfie were visiting Bill and Sue..."
2. Now introduce the situation "Tony is buying the children ice cream..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and number.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 44 - 45

Narrator: Look at the pictures. Listen. There is one example.
Narrator: The children say what they are good at...
 1. Grace: Look! She's playing the piano.
 Alfie: Can you play piano well, Lucy?
 Lucy: Me? Yes, pretty well.
Narrator: Can you see number 1? This is an example. Now listen and number.
 2. Tom: My dad can play guitar.
 Mai: Can your dad play guitar very well?
 Tom: Yes, very well.
 3. Mai: Look, they're painting.
 Grace: Can you paint well, Mai?
 Mai: No, not very well.
 4. Alfie: Can you dance well Tom?
 Tom: No, I can't. (Woof... Woof...)
 Tom: Buster! (running sound)
 Lucy: Oh, it's Daddy! He's dancing!

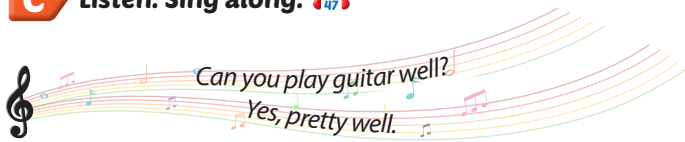
STRUCTURE

Can you play guitar well? Yes, pretty well.
 Can you play piano well? No, not very well.

Track 46

M: Can you play guitar well?
 W: Yes, pretty well.
 M: Can you play piano well?
 W: No, not very well.

C Listen. Sing along.



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Pronunciation tip

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

D Practice. Point, ask and answer.

1. Have students look at the pictures and call out the activities they can see.
2. Demonstrate the activity using the example.
3. Have students match the activity with the symbol. Student A e.g. "Can you play chess well?" and Student B e.g. "Yes, very well."
4. Check answers as a whole class.

Practice.

5. T: I say "play guitar". You say, "Can you play guitar well?"
T: I say "paint". You say, "Can you paint well?" OK?
T: play the guitar
Class: Can you play guitar well?
T: paint
6. Divide class into Group A and Group B.
T: I say "play guitar/very well".
Group A, you say "Can you play guitar well?"
Group B, you say, "Yes, very well."
T: I say "paint/I can't".

E Play the "Tic, tac, toe" game.

Can you play badminton?

Yes, very well.

OK! Our turn.

Pair 1

vs.

Pair 2

Track 47

Can you play guitar well?
Yes, pretty well.

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

Track 48

B: Can you paint well?
G: Can you paint well?
M: Can you paint well?

PRONUNCIATION TIP

"Can you..." "Kanyə..."

- Group A, you say, "Can you paint well?"
Group B, you say, "No, I can't." OK?
T: play guitar/very well
Group A: Can you play guitar well?
Group B: Yes, very well.
T: paint/I can't

Continue whole class/group/individual drills, with:

- play piano/not very well
- play chess/pretty well
- dance/very well
- play tennis/I can't
- play hockey/not very well

Point, ask and answer.

7. Divide students into pairs.
8. Have student A point to a picture and ask "Can you _____ well?"; have student B answer with "Yes, pretty well/very well." or "No, I can't/not very well."
9. Swap roles and repeat.
10. Afterwards, have some pairs demonstrate in front of the class.

Vocabulary:

watch TV/television, play computer games, read comic books, skateboard

Structure:

Let's _____.

Yes. I like _____ (ing).

No. I don't like _____ (ing).

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 49 

1. M: Watch TV/ Television.
2. M: Play computer games.
3. M: Read comic books.
4. M: Skateboard.

4. Play the "Word Tennis" game. Have one student come to the front and play 'Tennis' with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class.

B 1. Listen and read. 



1. Review the story from the previous lesson "Tom and Alfie were visiting Bill and Sue..."
2. Now introduce the situation "Tony is buying the children ice cream..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and (✓) or (×). 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 50 - 51 

Narrator: Look at the pictures. Listen. There is one example. The children want to do something fun...
 1. Lucy: I'm bored.
 Tom: I know! Let's read comic books.
 Grace: Yes. I like reading comic books.
 Narrator: Can you see the tick? This is an example. Now listen and put a tick or a cross in the box.
 2. Alfie: Let's watch TV.
 Tom: Great. I like watching TV.
 3. Grace: What can we do, now?
 Tom: Let's play computer games.
 Lucy: No. I don't like playing computer games.
 4. Tom: OK, let's skateboard.
 Alfie: No. I don't like skateboarding.
 Grace: I do! Watch this!

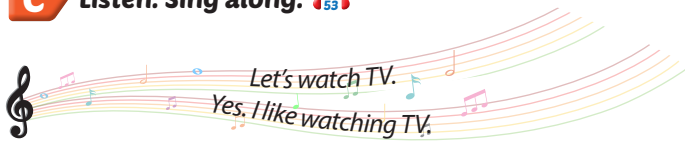
STRUCTURE

Let's watch TV.
 Yes. I like watching TV.
 No. I don't like watching TV.

Track 52 

M: Let's watch TV.
 W: Yes. I like watching TV.
 W: No. I don't like watching TV.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Pronunciation tip 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 53 

Let's watch TV.
Yes, I like watching TV.

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

Track 54 

B: like reading books.
G: like reading books.
B: I don't like watching TV.
G: I don't like watching TV.

PRONUNCIATION TIP 

Intonation: 'like' vs. 'don't like'
"I like reading books."
"I don't like watching TV."

D Practice. Point and say.

Let's read comic books. Yes, I like reading comic books.

Practice.

1. Divide class into Group A and Group B.
T: I say "watch TV/yes".
Group A, you say "Let's watch TV!"

Group B, you say, "Yes, I like watching TV!"
T: I say "read comic books/no".
Group A, you say "Let's read comic books."
Group B, you say "No. I don't like reading comic books." OK?
T: watch TV/ yes
Group A: Let's watch TV.
Group B: Yes, I like watching TV.
T: read comic books/ no

Continue whole class/group/individual drills, with:

- play computer games/ No
- skateboard/Yes
- play chess/No
- listen to music/Yes

Point and say.

2. Divide the class into pairs.
3. Have student A point to a picture and say "Let's ____." and have student B respond with "Yes, I like ____ (ing)." or "No, I don't like ____ (ing)."
4. Swap roles and repeat.
5. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Guess who" game.



1. Demonstrate the game.
2. Have one student face away from the class and say: "Let's read comic books"
3. Have another student answer e.g. "Yes, I like reading comic books."
4. Have the student facing the board turn around and guess who said the sentence.
5. Choose another student to take a turn.

Value - Be healthy

Useful language:

healthy, sack race, relay race, capture the flag

Which game is your favorite?

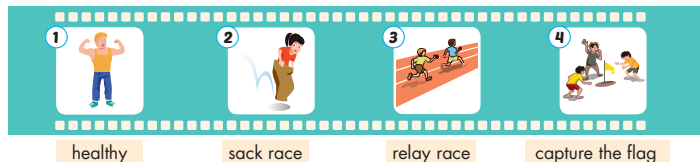
I love _____ because I like

_____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

NEW WORDS Listen, point and say. 



Track 55 

1. M: healthy
2. M: sack race
3. M: relay race
4. M: capture the flag

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

LISTENING Listen and draw lines. 



Track 56 

Narrator: Look at the pictures. Listen. There is one example. Fun at the Phu Dong Sports games...

1. Phong: This is the Phu Dong Sport Games, Kim.
Kim: Mr. Phong, which game is your favorite?
Phong: I love soccer because I like kicking the ball.
Narrator: Can you see the line? This is an example. Now listen and draw lines.
2. Kim: Which game is your favorite, Nam?
Nam: I love the relay race because I like running.
3. Nam: Vinh, what about you?
Vinh: I love capture the flag because I like running.
Nam: Yeah, it's exciting!
4. Vinh: And you, Mom. Which game is your favorite?
Mom: Oh, I love volleyball because I like hitting the ball.
5. Phong: What about you, Kim? Which game is your favorite?
Kim: I love the sack race because I like jumping.
Vinh: Yes, I love it, too!

1. Have students call out the objects and people they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and draw lines.
4. Play audio again and check answers as a whole class.
5. Play audio again and have students listen and repeat.

Useful language box

1. Have students look at the useful language box.
2. Have students listen to audio and repeat.

STRUCTURE 

Which game is your favorite?
I love **soccer** because I like **kicking the ball**.

Track 57 

G: Which game is your favorite?
B: I love soccer because I like kicking the ball.

READING Read and put a tick (✓) or a cross (×) in the box.

★ Dear Mom,
I went to the "Phu Dong Sport Games." It was really fun there. My favorite game is the sack race because I like jumping. Vinh loves capture the flag because he likes running. In Vietnam, kids do exercise and play sports at school to be healthy.
Love, Kim.

1. Kim went to the "Phu Dong Sport Games".

2. Kim's favorite game is the relay race.

3. Vinh's favorite game is the sack race.

4. Vietnamese kids do exercise at school.

★

1. Have students read the passage.
2. Read the passage as a whole class.
3. Demonstrate putting a tick or cross in the box.
4. Have students read the statements and tick for true and cross for false.
5. Check answers as a whole class.

SPEAKING Point and say.

Which game is your favorite?

I love the sack race because I like jumping.



running
catching
jumping
hitting
kicking
throwing

1. Demonstrate the activity using the example.
2. Divide students into pairs.
3. Have student A ask "Which game is your favorite?"; have student B point to a picture and answer, e.g. "I love sack race because I like jumping."
4. Swap roles and repeat.
5. Afterwards, have some students demonstrate in front of the class, saying the instructions for all four pictures.

WRITING Look at **SPEAKING** and write the sentences.

1. I love the sack race because I like jumping.

2. I love _____ because I like _____.

3. I love _____ because _____.

4. _____.

1. Demonstrate the activity using the example.
2. Have students look at the pictures in "Speaking" and write the sentences.
3. Check answers as a whole class.

LISTENING Listen and draw lines. 

throw jump run kick catch

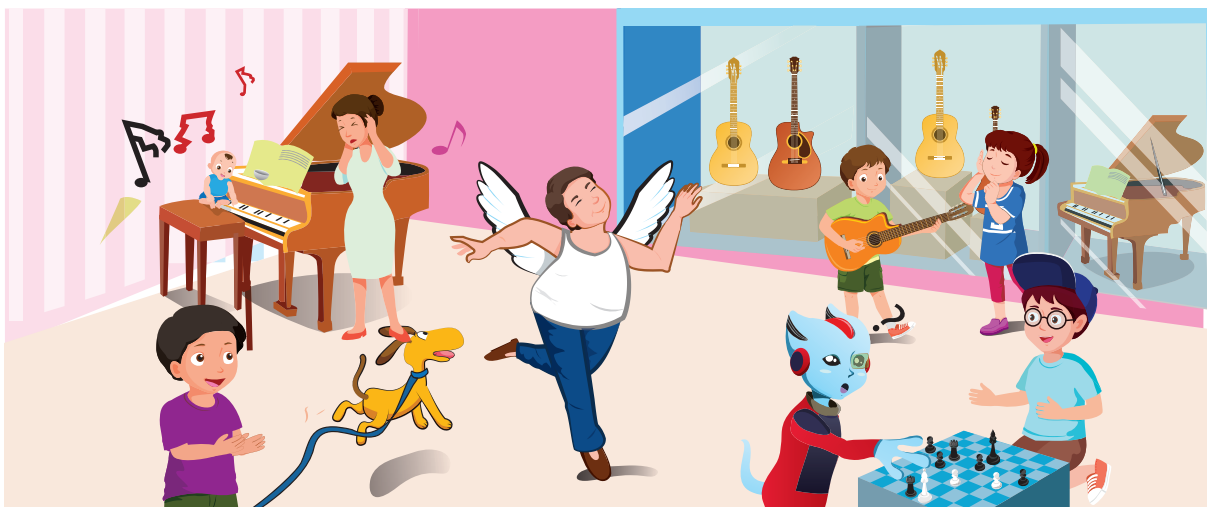


1. Have students look at the picture and call out the things they can see.
2. Play example audio and demonstrate drawing lines.
3. Play audio and have students draw lines.
4. Play audio again.
5. Play audio again and check answers as a whole class.

Track 58 

Narrator: Look at the pictures. Listen. There is one example.
 James: What can you do, Mai?
 Mai: Watch me. (Running sound) I can run.
 Narrator: Can you see the line? This is an example. Now listen and draw lines.
 1. James: What about you, Tom? What can you do?
 Tom: I can jump. (sound of jumping)
 2. James: Next, what can you do, Jill?
 Jill: I can throw. (throw sound)
 3. James: And... what can you do, Bill?
 Bill: I can kick. (Martial art sound)
 4. James: What can you do, Nick?
 Nick: I can catch the ball.
 Narrator: Now listen again.

READING & WRITING Look and read. Put a tick (✓) or a cross (✗) in the box.



Example

Can Tom play guitar well?

Yes, pretty well.



Questions

1. Can Alfie play chess well?
2. Can Sam dance well?
3. Can Alex play piano well?

No, not very well.
 No, not very well.
 Yes, pretty well.

1. Demonstrate looking at the pictures, reading the statements and putting a tick or a cross in the boxes.
2. Have students look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.
3. Check answers as a whole class.
4. Afterwards, have students give new true statements for the false statements.

SONG Turn to page 103. Listen. Sing along. 

1. Have students turn to page 103.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.


GAME Play the "Tic, tac, toe" game.

Can you play badminton? Yes, I can. Let's play computer games. No. I don't like playing computer games.

Which game is your favorite? I love the relay race because I like running.

Pair 1 vs. Pair 2




OK! Our turn.



I win!

1. Divide the class into groups of four, two students in each team.
2. Have teams play rock, paper, scissors. The winning team chooses a square and asks and answers.
3. Have the teams take turns.
4. Swap roles and repeat until the game is finished. (Rock, paper, scissors is played each turn)
5. Before the end of the lesson, check the answers as a whole class.

I CAN...

- I can talk about what sports I can and can't play. 
- I can talk about people's ability in different activities. 
- I can suggest an activity and say whether I like or dislike it. 

Go through "I can" statements with students, have them color the stars to represent their understanding.

- I can talk about what sports I can and can't play.
- I can talk about people's ability in different activities.
- I can suggest an activity and say whether I like or dislike it.

'Can Do' statements

1. Read out the statements and give an example for each. E.g.
2. In pairs, have students give a few more examples of each function, then briefly practice.
3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
 - ★★★ = Great!
 - ★★☆ = Ok
 - ★☆☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it).