

I can run

Topic

Actions

Aims

To develop and practise:

- vocabulary: simple actions
- structure: can/can't for ability
- integrated skills: listening, speaking, reading, writing

Age

Younger primary (7–9 years)

Time

90 minutes approximately

Materials

1. Song, activity sheet, answers and lyrics: 'I can run'
<https://learnenglishkids.britishcouncil.org/en/songs/i-can-run>
2. Grammar practice: 'Modals - can and can't'
<https://learnenglishkids.britishcouncil.org/en/grammar-practice/modals-can-and-cant>
3. Your turn: 'Swimming'
<https://learnenglishkids.britishcouncil.org/en/your-turn/swimming>
4. pictures of run, jump, swim, hop, skip, on individual cards and together on large paper (stages 3 and 4)

For a complete list of all 'Sport' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/sport>

Introduction

In this lesson, learners will be introduced to the popular song 'I can run'. They will listen to the song, complete comprehension activities, practise the vocabulary and structure in the song, and sing the song. Finally learners can do some extension work based on the song, surveying their classmates and creating new verses for the song.

Procedure

1. Introduce the topic (5–10 mins)

- Review or teach the actions in the song: run, jump, swim, hop, skip. Remind learners they should do the actions on the spot rather than moving around the room.
- Play Simon Says.

2. Listening to the song and introducing written form of vocabulary (10 mins)	<ul style="list-style-type: none"> • Play the song. Encourage learners to do the actions during the song. • Play the song again. This time, encourage learners to sing along as well as do the actions. • Learners complete part 1 of the activity sheet: match the picture and the word. Check answers.
3. Focus on structure (10–15 mins)	<ul style="list-style-type: none"> • Ask learners to tell you what they can do. Encourage learners to use 'I can...' as well as the verb. • Play a game. Nominate two learners to come to the front and stand with their backs to you. Hold up a picture of one of the actions. When you say 'go', the two learners must turn around and make a sentence 'I can...' with the action you are holding. • Learners complete part 2 of the activity sheet: write what they can do and draw a picture.
4. Further oral practise and extension of structure (15–20 mins)	<ul style="list-style-type: none"> • Write the question 'Can you swim?' on the board. Tell the learners your answer. Encourage them to ask you more questions, reformulating where necessary. • Now write your answer on the board ('Yes, I can.' or 'No, I can't.') and ask which learners have the same answer. Repeat the answer together. Now ask which learners have the other answer, and they repeat. • Ask learners more questions, drilling the answers in two groups (those who say yes and those who say no) each time. • Play a game. Print, draw or write the actions on a large piece of paper. Learners play in groups of three or four. One learner in the group only answers the questions. The other learners ask 'Can you...?' questions. The learner must answer 'No, I can't.' several times, until finally 'Yes, I can.' at which point the other learners must try to be the first to touch the picture/word of that particular action on the paper.
5. Oral and written personalised production of the language (20 mins)	<ul style="list-style-type: none"> • Brainstorm some more actions with the learners, e.g. climb, ski, spin, cook, etc. Demonstrate meaning by doing the actions, and write the words on the board. • Write a question with one of the new actions on the board. Ask every learner 'Can you ...?' and put a tick or a cross next to the question for every answer. Ask the learners how many people can and how many people can't do the activity. Learners count the ticks and crosses and tell you. • Learners write five questions with actions of their choosing in their notebooks. Then they conduct a class survey by asking their classmates, and recording their answers with ticks and crosses. At the end, they count the ticks and crosses and write the number for how many students can do each action. • Depending on your learners, they could produce a bar chart of the results, or each learner could report back to the class the results of one of their questions ('Five children can...' etc).
6. Oral extension of the language (5–10 mins)	<ul style="list-style-type: none"> • Look back at the brainstorm of actions on the board. Learners vote for their four favourite alternative actions. • Now practise each verse slowly with the learners, using the new actions (instead of jump, swim, hop and skip). Remember to keep the action 'run' in each verse too (to rhyme with 'fun'). • Now sing and do the actions!

**7. Setting
homework (5
mins)**

- Learners can sing the song again, or try the 'Modals - can and can't' grammar practice games. If they are members of LearnEnglish Kids, they can also read the comments on the 'Swimming' Your turn and then leave their own.
- Learners could also make a poster about what they can and can't do. These would make nice display work for the classroom. Alternatively, they could write more questions, survey their friends and family and report back next lesson.

Contributed by

Rachael Ro