# I can do it!

Lesson 1

Vocabulary

Pupil's Book pages 58-59



**Learning objectives:** Identify and use new words: action verbs; Sing a song using the target vocabulary

Vocabulary: catch, climb, jump, kick, ride a bike, sing, swim, throw

Resources: Class audio CD2; (PK) - Vocabulary tool; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1&2, Song; PRC

### Warm-up: The Big Picture

Refer the children to the picture on page 58. Ask What are the children's names? Have different children name a character for the rest of the class to point to. Ask Where are they? (in a park / forest) Are the children happy or sad? (happy). Then ask Can you see Bot? (He's under the jungle gym.)

# 1) 2.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.

# 1) 2.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

### Audioscript

1 throw, 2 catch, 3 sing, 4 ride a bike, 5 kick, 6 climb, 7 jump, 8 swim

**Answers:** catch -2, climb -6, jump -7, kick -5, ride a bike -4, sing -3, swim -8, throw -1

# Look at the picture. Find the actions in Activity 1.

• Hold up your Pupil's Book, point to an action on page 59 and say the verb, e.g. jump. Now point to page 58 and suy are a person or animal jumping and repeat the vol...

Invite different children to call out verbs and have everyone point. page 58 and say And here? Have the children find

Answers: catch - Sara, climb - Anna, squirrel, jump – children on trampoline, squirrel, kick – Alex, goat, ride of bike - Tom, sing - birds, swim - boys, duck, throw - Dad

# Which actions use balls? Which actions can animals do?

- Elicit the names of the animals in the picture.
- Have the children find all the activities with balls and animals. While they are thinking, draw two columns on the board labelled balls and animals.
- Invite different children to tell you actions that use balls. Each time, ask for whole-class agreement, and then write the verb in the balls column.
- Repeat for the animals' actions.

**Answers:** Actions that use balls: catch, kick, throw Actions that animals can do: climb, jump, swim, kick, sing (also possible: catch, e.g. a dog with a ball, and throw, e.g. monkeus)

# (1) 2.3 Sing and act out. Be a star!

- Ask the children to turn their Pupil's Book face down. Explain that they will hear a song and that when they hear an action verb mentioned, they should do the action. Play the audio and join in the actions with the children.
- Now have the children look at the song in their Pupil's Book. Play it again pausing after each line for the children to repeat (singing).
- Finally, the children listen, sing and do the actions. Repeat the song several times so that they can practise.

Teaching star!

# Mixed ability 1) 2.3

Some children will find singing and doing the actions for the whole story very challenging. In this case, have different groups sing and do the actions for

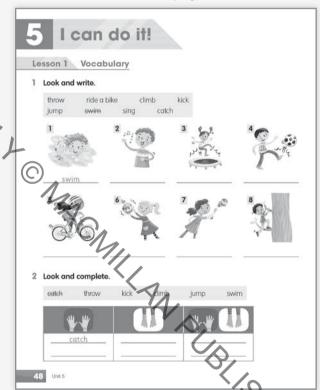
different verses. Everyone is actively involved, and they can enjoy listening to and watching the others.

- Divide the class into three groups. Give a different verse to each group to practise singing and doing the actions. All groups join in and sing the chorus.
- Play the audio and have the children join in and sing / act their part.

### Cooler: A group mime game

- Invite five or six children to come to the front of the classroom. Secretly show each one a different action from Activity 1. They all have ten seconds to mime the action while the rest of the class watch. Then say Stop!
- Their classmates raise their hands to say names and the corresponding actions. The children say
- Repeat with different children and actions.

### Workbook page 48



### Look and write.

Answers: 1 swim 2 sing 3 jump 4 kick 5 ride a bike 6 catch 7 throw 8 climb

### Look and complete.

**Answers:** Hands: catch, throw

Feet: kick, jump Hands and feet: climb, swim

### **Grammar time**

### Pupil's Book page 60



**Learning objectives:** Understand and use can and can't for ability; Read and act out a story using the target grammar

**Grammar:** can / can't for ability – affirmative and negative

Resources: Class audio CD2; (PK) (TRC)

# (1) 2.3 Warm-up: Sing the song!

- Play the song *Look at me!* and have the children join in and do the actions.
- Before playing the song, you may wish to remind the children of the mimes from the previous lesson.

# (1) 2.4 Listen and read. Can Bot sing?

- Refer the children to the pictures, and ask What actions can you see? (kick, throw, catch, jump) Ask Are the children at home or at school? (at school) What are their names? (Tom, Alex, Anna, Sarah, Bot) Ask the children if they also do these actions at school.
- Play the audio. Have the children follow in their books and find the answer to the question Can Bot sing? Elicit or prompt the answer Yes, he can.
- Play the audio again for the children to repeat chorally. Pay attention to the pronunciation of can and can't.

• Reinforce the meaning of can / can't: Say Look at me - I can jump! Jump in the air and then repeat: Ican jump! and ask Yes or no? (Yes!) Repeat with I can kick – yes or no? This time, fail completely to kick a ball of paper and say No, I can't kick. Do the same for the remaining actions and then say, e.g. I can jump. I can't kick. I can catch. I can't sing.

**Answers:** Yes, he can.

### Teaching star!

### Using digital

The Mask tool helps engage children bu encouraging them to guess or remember.

- Use Mask to hide a speech bubble in the Activity 1 story. Elicit the missing text and then reveal to check.
- Repeat with different speech bubbles.

# 2 ◀叭 2.4 Read and tick (✓) or cross (X). Listen again and check.

- Point to Bot in the picture and say This is Bot. True or false? Yes or no? to elicit the answer True. If the children only respond with yes, say Yes, it's true. and write a tick on the board.
- Now point to Sara and say This isn't Sara. True or false? Elicit false and write a cross on the board.
- Ask several more questions about the classroom, including affirmative and negative sentences to elicit true or false. Each time, point to the tick or cross on the board.
- Read out the first sentence and ask *True or false?* Elicit the answer and point to the example tick. Ask where they can find the answer (Frame 1).
- Read out all the sentences and check understanding. Then have the children complete the activity individually. Fast finishers can compare their answers in pairs.
- then
  Play the auc.
  answers.
  For feedback, read out the children stand up for Yes or sit ac.

  Answers: 1 \( 2 \times 3 \times 4 \sqrt{5} \times 6 \t

# Work in groups. Act out the story.

Be a star!

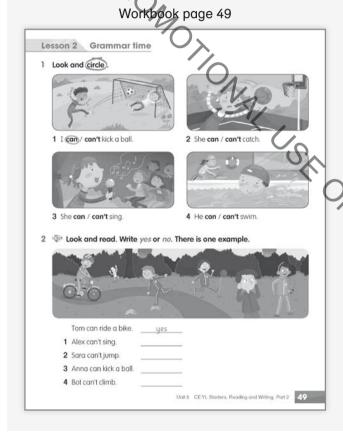
- Play the audio again for the class to repeat each line chorally. Check their pronunciation of can and can't.
- Ask How many characters are in the story? (five) Divide the class into groups of five and either
- have uncondesignate the roles.

   Allow the children a few minutes to practise ucondout the story, without the 'props' at this point.

   Ask if any groups would like to act out the story for the class. They can use props now if they want 'baina careful when jumping a ruler on the floor to change (being careful when jumping – a ruler on the floor to
  - If you wish, you could ask the children to change roles and act out the story again.

### Cooler: Remember the story

- Write the names Tom, Alex, Anna, Sara and Bot spaced out on the board.
- Point to a name on the board and ask questions like Can Tom kick a ball? Can Anna climb? and have the children call out Yes. No or Don't know! according to the characters' abilities in the story, and in the picture on page 58.



### Look and circle.

Answers: 1 can 2 can't 3 can

# Look and read. Write yes or no. There is one example.

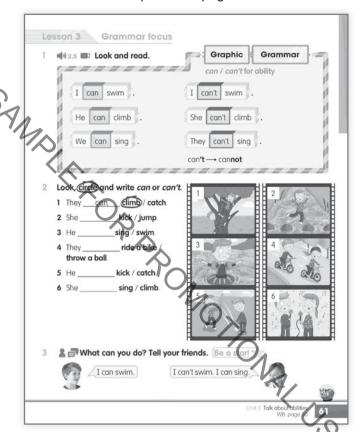
- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write yes or no.
- If done in class, ask the children what actions they can see in the picture and how the people are feeling.
- through the example first, and then have the children complete the activity individually.
- Ask individual children to read out the sentences
- As. and the

   (To help prepare the children need prepare to pictures.)

  Answers: 1 yes 2 no 3 yes 4 yes

### **Grammar focus**

### Pupil's Book page 61



Learning objectives: Talk about abilities

Grammar: can / can't affirmative and negative

Resources: Class audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) -Grammar activity 1; PRC - Graphic Grammar video

### Warm-up: Sit down for false!

- Tell the children that you will say some sentences with can, and that if a sentence is true for them, they should stand up. If it isn't true, they should sit down, until they hear another sentence that is true for them.
- Make a series of *can* statements using the action verbs from Lesson 1. Finish with one that all the children can probably do, e.g. I can jump, so that everyone is standing!

# 1 (1) 2.5 Look and read.

- Play the audio and have the children follow in their books. Have them stand up for affirmative sentences and sit down for negative sentences (continuing the concept from the Warm-up activity).
- Play the audio again, pausing after each sentence to ask Is this yes or no? Have the children point to can or can't in their Pupil's Book.
- Reinforce the contraction of cannot to can't by counting out the sentence I cannot swim on your fingers (put *cannot* on two fingers) and then push those two fingers together to show the contraction can't.
- Plau the audio one more time for the children to repeat chorallu.
- If using the video, tell the children they will see a video of children at the swimming pool. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat the key sentences.
- In part 2 (We can sing. / They can't sing.), stop the video before the sentences and elicit ideas from the children. Then check with the video.

### Look, circle and write can or can't.

- Refer the children to the pictures and elicit the action verbs they can see. Go through the example sentence with the class.
- Elicit the action verb for picture 2 (jump) and ask Can the girl jump? (Yes, she can.) Have them write can in the space and circle jump.
- Then the children complete the activity individually and compare their sentences in pairs.
- · For feedback, ask volunteers to read out the complete sentences.

d ch complete r sentences k volunteers to haces. Climb 2 can jump 3 can 5 can't catch 6 can't sing 4 can ride a bike

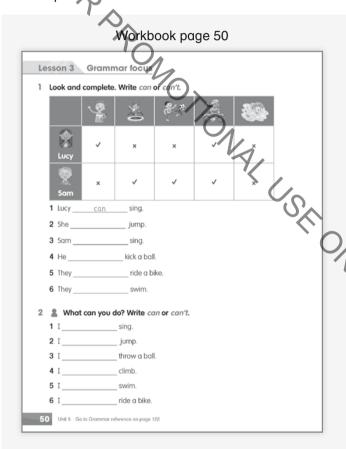
# What can you do? Tell your friends. Be a star!

- Invite a confident child to come to the front of the class and tell you one ability they have (e.g. I can swim.) Respond with I can swim! and then add another sentence about yourself (e.g. I can't climb trees.). Indicate that the child should respond and add something new, e.g. I can climb trees. I can't catch. Demonstrate the conversation with one or
- two more turns.

  Divide the class into pairs to have similar conversations. Then have them change p conversations. Then have them change partners
  - To finish, have several children tell the class about an ability and have others raise their hands to respond.

### Cooler: Mime game

- Write a sentence on a large piece of paper, e.g. I can't swim, but don't show it. Mime the action. and ask the children to guess what is written on the paper.
- Now divide the class into two halves. Ask one half of the class to turn away while you show the other half another can / can't sentence. (Suggestions: I can jump. I can't ride a bike. I can't catch. I can throw a ball. I can't swim.)
- Have them mime the action for their classmates to guess the sentence. After five seconds, the other children call out their ideas. Repeat with several sentences.



### **Grammar reference:**

Remind the children that they can refer to the *Grammar* reference on page 122 to help them when completing these activities.

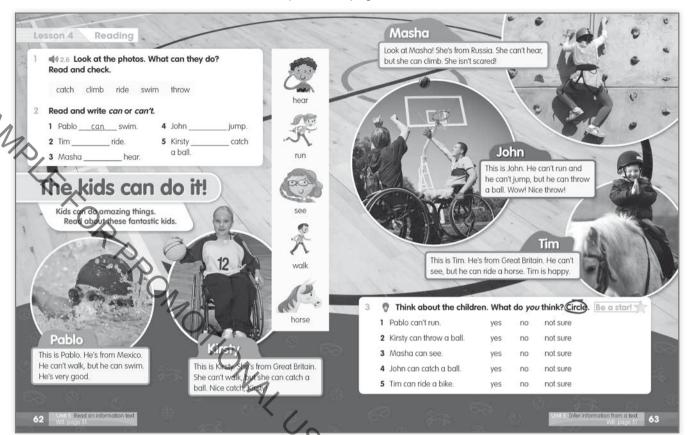
### Look and complete. Write can or can't.

Answers: 1 can 2 can't 3 can't 4 can 5 can 6 can't

What can you do? Write can or can't. Answers: Children's own answers.

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### Pupil's Book page 62-63



**Learning objectives:** Read an information text; Inferinformation from a text

Vocabulary: hear, horse, run, see, walk

**Recycled vocabulary:** happy, nice, Mexico, Russia, scared

Resources: Class audio CD2; (PK) (PRC)

# (1) 2.4 Warm-up: Stand up / sit down when you hear ...

- Divide the class into two groups. Tell one group that they must stand up and sit down quickly (or raise and lower their arms quickly) every time they hear can. The other group must do the same for can't.
- Play the audio of the story from Lesson 2 and have the children respond accordingly.

### Vocabulary

- Refer the children to the vocabulary panel on page 62. Write the words on the board and number them 1–5. Then say the words at random and have the children call out the corresponding number. Practise their pronunciation.
- Finally, mime the words, and have the children call out the correct word.

# (1) 2.6 Look at the photos. What can they do? Read and check.

- Refer the children to the photos on pages 62–63 and ask them to point to different items. Say Can you find ... a ball? ... a blue hat? ... the number 12? ... a horse?
- Read out the verbs in the box and elicit what they
  think the kids in the photos can do. Then have them
  read the text to confirm their ideas.
- Play the audio for the children to listen and follow.
   Ask them to say Stop! and point to the sentence when they hear one of the answers.

Answers: Pablo: swim Kirsty: catch Masha: climb John: throw Tim: ride

### 2 Read and write can or can't.

- Refer the children to the first sentence. Say Where's Pablo? and have the children find the text about Pablo on page 62. Point to the photo and ask Can Pablo swim, yes or no? (Yes). Point to the example answer.
- Have the children complete the activity individually While they do this, write the gapped sentences on the board.
- Invite volunteers to come and complete the sentences. Ask for whole-class agreement each time.

Answers: 1 can 2 can 3 can't 4 can't 5 can

# Think about the children. What do you think? Circle. Be a star!

- Tell the children that it's time to think because the answers to these questions are not in the book.
- Read out the first sentence. Pablo can't run. and ask the children to look for the information in the text. (It isn't in the text.) Then ask what they think is probably true – elicit some opinions and help the children formulate a reason, if necessary. (You will probably need to use L1.)
- Give the children time to think about the other sentences before continuing the activity as a class. For each question, have the children raise their hands to vote for each answer. (Some children may want to voice an opinion on why, and may need to do this in L1. This is fine because talking through the reasons helps develop their critical thinking skills.)

Suggested answers: 1 yes 2 yes 3 yes 4 yes 5 not sure

Teaching star!

### Reading

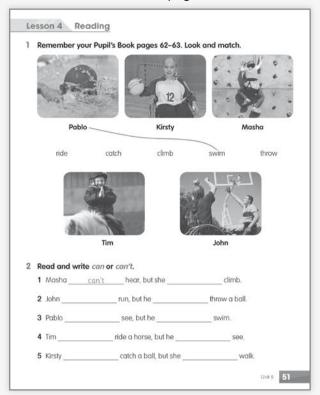
One of the most motivating things about learn to read for young children is joining in. They learn to recognise key words or phrases and can be an active part of telling the story.

- Either play the audio, or read the story to the children yourself.
- When you come to the key phrases (using can or can't) encourage the children to join in. They will happily do this at least twice!

### Cooler: Disappearing words

Play Disappearing words (see the Games Bank, pages 14-15), asking the children to recall all the key words they can from the story, e.g. catch, swim, throw, horse, see, walk, Mexico, ball, scared, run, Great Britain, happy.

### Workbook page 51



Remember your Pupil's Book pages 62-63. Look and match.

Answers: Pablo – swim, Kirsty– catch, Masha - climb, Tim - ride, John - throw

Read and write can or can't.

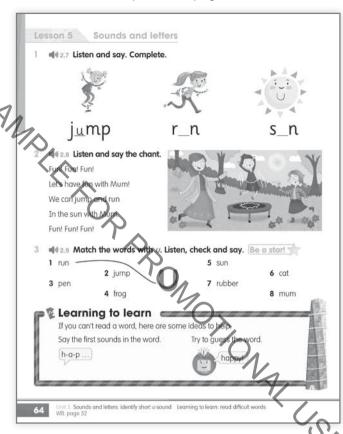
Answers: 1 can't, can 2 can't, can 3 continean 4 can, can't 5 can, can't

TS: . Pean 4

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### Sounds and letters

### Pupil's Book page 64



**Learning objectives:** Sounds and letters: identify short u sound; Learning to learn: read difficult words

Sounds & letters words: jump, run, sun

Resources: Class audio CD2; (PK) (TRC) - Sounds and letters worksheet; (PPK) - Sounds and letters activity; (PRC)

# 1) 2.6 Warm-up: What's the last word?

Play What's the last word? (see the Games Bank, pages 14–15). Pause the audio after some of the key words in the text, e.g. walk, can't, catch, hear, climb, jump, horse.

# (1) 2.7 Listen and say. Complete.

- With the children's books closed, point to each of the pictures in your book and ask What's this? Listen to their suggestions.
- Now play the audio and have the children open their books and check.
- Play the audio again for the children to repeat the words chorally. Do this twice.

- Point to the *u* in the word *jump* in your book. Ask What's this letter? (u) What's the sound?  $(/\Lambda/)$
- Write a bia, clear u on the board as a model for the children. Have them write the u in the three words.

### **Audioscript**

 $/\Lambda//\Lambda//\Lambda/$  jump  $/\Lambda//\Lambda//\Lambda/$  run  $/\Lambda//\Lambda//\Lambda/sun$ 

Answers: jump, run, sun

# 1) 2.8 Listen and say the chant.

- Play the chant and have the children follow in their books. Have them raise their hands every time they see / hear a word with u.
- Play the chant again, pausing after each line for the children to repeat. Pay particular attention to the u sound.
- Play the chant once more and have the children join in as much as they can.
- · Divide the class into two groups. Have each half of the class say alternate lines. They all join together again for the final Fun! Fun! Fun!

## (1) 2.9 Match the words with u. Listen, check and say. Be a star!

- Ask the children how many words they can see with the letter u (there are five).
- Point out the example and have the children draw tines to join the remaining words with u to the big letter u in the middle.
- Ask the children which numbers they chose and play the audio to confirm.
- Play the audio again for the children to repeat the words chorally and then individually to check pronunciation.

Audioscript
run, run jump, jump sun, sun

Answers: run, jump, sun, rubber, mum

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### Teachina star!

### **Extension**

Observing and copying mouth shapes can help children tune their pronunciation.

- Ask the children to look carefully at your mouth. Make the shape of the words from Lesson 5 featuring the *u* sound, but don't make any sound. The children try to guess what word you
- Children can continue this game in pairs.

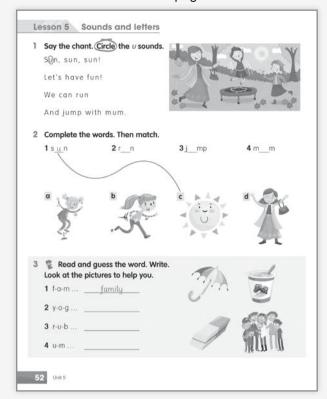
- Learning to learn

  Learning the Childre Explain the Learning to learn idea to the children. Have all the children follow your lead and sound out the beginning of the word happy. Then suddenly call out the word.
  - Do two more examples of 'difficult' words on the board with the whole class, e.g. Mexico and academy. Sound out the first letters (and have the children join in) and then demonstrate that moment of realisation – Oh! Mexico \ Oh yes – academy!
  - Choose some words from Lesson 5, e.g. jump. rubber, frog, and do the same without writing them on the board. See how quickly the children can guess the words.

## Cooler: Physical spelling

Play Physical spelling (see the Games Bank pages 14-15) with some key words from this lesson: jump, fun, rubber, frog, cat, happy.

### Workbook page 52



Say the chant. Circle the u sounds.

**Answers:** S(u)n, s(u)n, s(u)n! Let's have f(u)n! We can r(u)n And j(u)mp with m(u)m.

Complete the words. Then match.

**Answers: 1** sun – c 2 run – b 3 jump – a

ss the working to help your state of the sta Read and guess the word. Write. Look at the pictures to help you.

Answers: 1 family 4 umbrella

### Language in use

### Pupil's Book page 65



**Learning objectives:** can questions and short answers

**Recycled vocabulary:** baby, bird, cat, dog, flower, fox, frog, horse, spider, sun, wind, worm

**Resources:** Class audio CD2; PK - Language in use video; TRC - Grammar worksheet 2; PPK - Grammar activity 2; (PRC) - Language in use video

# (1)) 2.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered. Write it on the board.
- Have the whole class say the chant together.

# 1 (1) 2.10 Listen and say.

- Refer the children to the picture. Ask what they think the boy and girl are talking about.
- Play the audio and have the children follow in their books.
- Play the audio again, pausing after each question for the children to repeat. Before continuing, elicit the corresponding answer and then check with the audio.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class.
   Play the video to confirm and have them all repeat it.
- Now play the video one more time and have the children repeat the questions and answers.
   Encourage them to imitate the intonation and body language as closely as possible.

# 2 Work in pairs. Ask and answer.

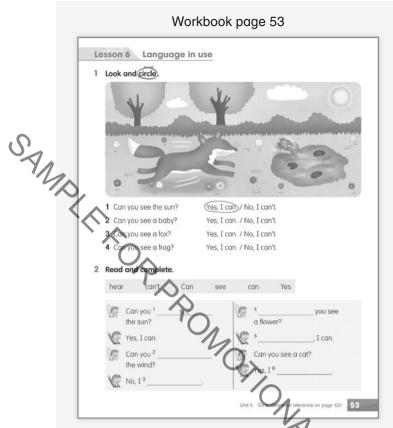
- Refer the children to the photos and give them 20 seconds to look at them. Then ask the children to close their books. Divide the class into pairs to remember and write a list of the things in the photos. Elicit the items, write them on the board and check pronunciation.
- Now refer the children to the example in speech bubbles and point out that the question is the same as in Activity 1, but the blue words are changed for the items in the photos. Elicit and drill another example question.
- In the same pairs, have the children take turns, as Student A and Student B, to ask about the other items in their sets of photos.
- Finish with some questions between children across the class.

# Now it's your turn. Ask and answer in pairs. Be a star!

- Start by asking a few Can you see ...? questions to the whole class, e.g. Can you see a pen? Can you see an umbrella? Have them all answer Yes, I can and point to the item, or No, I can't.
- The children continue the activity in pairs.
   Circulate, monitor and offer help and praise as appropriate.

### Cooler: I can see ...

- This is a variation on the traditional game I spy with my little eye ... Choose an object in the class that the children know the name of, but don't tell them. Say I can see something beginning with ... and give the first sound of the word (rather than the letter).
- Have the children look around and suggest items until they guess the one you're thinking of.
- Repeat the game. Then invite confident children to choose objects for the rest of the class to guess.



### **Grammar reference:**

Remind the children that they can refer to the *Grammar* reference on page 122 to help them when completing these activities.

### Look and circle.

Answers: 1 Yes, I can. 2 No, I can't. 3 Yes, I can. 4 Yes, I can.

### 2 Read and complete.

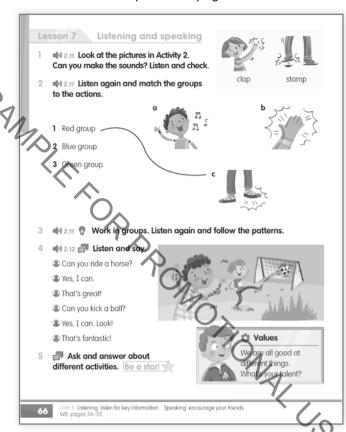
Answers: 1 see 2 hear 3 can't 4 Can 5 Yes 6 can

### Grammar reference: (page 122)

1 Complete the chart. Tick (✓) or cross (X) SOME AND MACHINERS LID for you and for a friend. Then answer the

### Listening and speaking

### Pupil's Book page 66



Learning objectives: Listening: listen for key information; Speaking: encourage your friends

Vocabulary: clap, stamp

Resources: Class audio CD2; (PK) (TRC) - Vocabulary worksheet 2: (PRC)

Materials: a bag with a selection of classroom objects in it, e.g. book, glue, pen, pencil, pencil case, rubber, ruler

### Warm-up: Find it

- Using the bag with objects (see Materials), ask a volunteer Can you find the (rubber)? Five seconds! The child has five seconds to feel inside the bag and try to find the object while everybody counts down. Encourage the child to answer Yes, I can and show the object or No, I can't.
- Repeat with different children.

### Vocabulary

Refer the children to the vocabulary panel. Have them do the actions and say the words.

## 1 (1) 2.11 Look at the pictures in Activity 2. Can you make the sounds? Listen and check.

- Refer the children to the pictures. Ask Can you make these sounds? Encourage them to do them.
- Play the audio for them to check.

# 2 📢)) 2.11 Listen again and match the groups to the actions.

- Play the first part of the audio and go through the example. Then play the rest of the audio.
- For feedback, call out the colour and elicit the correct word and the action.

### **Audioscript**

1. Girl: Red group. Can you stamp?

Children: Yes, we can! Girl: Fantastic!

2. Girl: Blue group. Can you clap?

Children: Yes, we can!

Girl: Great!

Green group. Can you sing? 3. Boy:

Children: Yes, we can! That's nice! Bou:

4. Adult: Can you do it all together? Class: Uh ... no ... we can't.

Yes, you can. Stamp your feet! Now clap Adult: your hands! Now sing! That's fantastic!

**Answays:1**c **2**b **3**a

# Work in groups. Listen again and follow the patterns.

- Divide the class into 3 groups: red, blue and green.
- Play the audio again for the groups to do the actions.

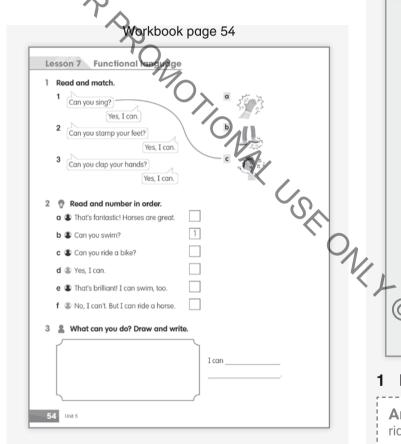
# Listen and Say

- Point to the picture and ask Are the boys happy or sad? (happy)
- Play the audio and ask Can he kick a ball? (Yes) Ask if we say That's great or That's fantastic when something is good or bad (good).
- · Play the audio again for the children to repeat with suitable intonation.
- The children practise the dialogue chorally and then in pairs.

# Ask and answer about different activities. Be a star! 7

- Demonstrate the activity by asking different children a Can you ...? question and responding: That's great / fantastic! Then change roles.
- The children continue in pairs. When you clap your hands, the children must say Goodbye! and talk to someone new.

Values Values box and ask the Explain the message of the Values box and ask the distribution to think about what their talent is. Point out is that all chill the talent all chil children to think about what their talent is. Point out this can include different things from playing football to being a kind person. The important message is that all children have equal potential to have a talent.



Read and match.

**Answers: 1** c **2** b **3** a

Read and number in order.

**Answers: a** 6 **b** 1 **c** 4 **d** 2 **e** 3 **f** 5

What can you do? Draw and write.

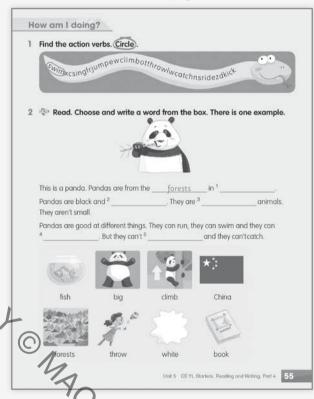
**Answers:** Children's own answers.

### Cooler: Half phrases

- Write the following two lists vertically on the board next to each other: 1. That's ... / Yes, ... / No, ... / Can ... / Can you ... / 2. ... I can't. / ... you swim? / ... fantastic! / ... I can. / ... ride a horse?
- Invite different children to the board to match the halves and make a complete sentence.

Answers: That's fantastic!, Yes, I can. No, I can't. Can you swim? Can you ride a horse?

### Workbook page 55



action verbs. Circle.

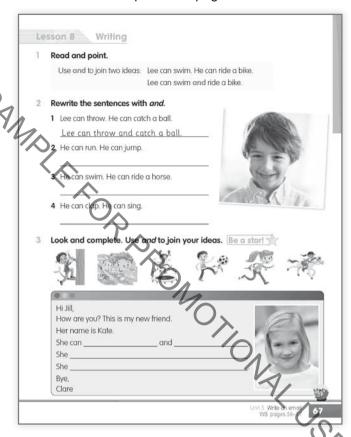
jump, climb, throw, catch, Answers: swim ride, kick

# Read. Choose and write a word from the box. There is one example.

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English: Starters test. The children complete the text by choosing words from the illustrated list in the box.
- Review the example. Then the children work in pairs. Encourage them to read each sentence and guess the word before they look at the box.
- Check the answers with the class.
- (To prepare, they should practise reading a text quickly for general meaning.)

Answers: 1 China 2 white 3 big 4 climb 5 throw

### Pupil's Book page 67



Learning objectives: Use and to join ideas; Write a email

**Resources:** Class audio CD2; (PK)(TG) - Unit 5 test; PRC (TG

### Warm-up: Team sentences

Play Team sentences (see the Games Bank, pages 14-15) with I can / can't ... sentences, e.g. I can jump; I can't kick a ball, etc.

### Read and point.

- Ask volunteers to read out the example sentences while you write them on the board. After each sentence, ask How many actions? (Lee can swim. - 1; He can ride a bike. - 1; Lee can swim and ride a bike. -2)
- Explain that we can put two actions in one sentence using and. Ask which words aren't repeated in the last sentence (he can).
- Give an example about you, e.g. I can jump and ride a bike. Elicit more examples from volunteers.

### 2 Rewrite the sentences with and.

- Go through the example sentence. Then elicit an answer for each question. Write the answers on the board, but leave a space in place of either and or a verb.
- Invite volunteers to complete the spaces on the board. Ask for whole-class agreement and then have the children complete the activity.
- · Write an alternative sentence to one of the answers, e.g. He can jump and run. Ask if this makes a difference (no).

Answers: 1 Lee can throw and catch a ball. 2 He can run and jump. 3 He can swim and ride a horse. 4 He can clap and sing.

## Teaching star!

### **Pairwork**

Children can benefit from the extra practice they get working in pairs. They can gain confidence for contributing to a whole-class activity.

- Hold up your book and point to two of the actions in Activity 3. Elicit a sentence using and to join the actions using I can ... and ...
- Divide the class into pairs. Have them take turns – one child points to two activities and the other makes a sentence joining them.

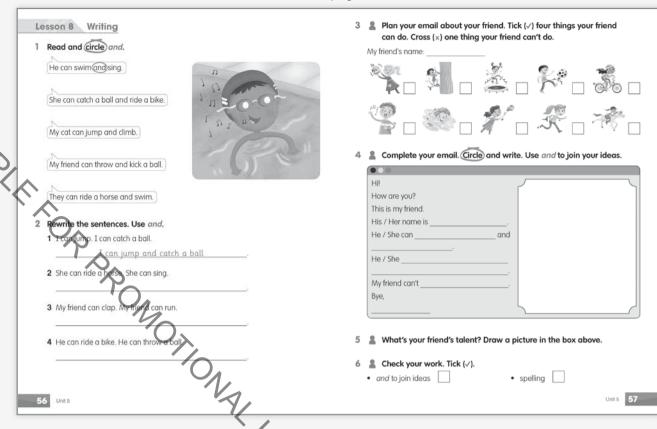
### Look and complete. Use and to join your ideas. Be a star!

- Explain that Clare is writing an email about her new friend, in the photo. Have the children identify the actions in the pictures. Tell them this will be part of the email.
- Ask a volunteer to read out the beginning of the email while you write the sentences on the board.
- Point to the first two pictures and elicit how to complete the sentence. Write it on the board.
- Repeat with the other sentences. Then read out the email and have the children repeat it chorally.
- Finally, the children copy the text into their books.

Answers: She can climb and swime.

### Cooler: A chain memory game

Start the 'chain' by saying Kate can climb. a confident child to repeat this and add a new action, e.g. Kate can climb and jump. Continue around the class or in groups.



### 1 Read and circle and.

 The children find and circle all the ands in the text.

Answers: He can swim and sing. She can catch a ball and ride a bike. My cat can jump and climb. My friend can throw and kick a ball. They can ride a horse and swim.

### 2 Rewrite the sentences. Use and.

• The children write new sentences joining the actions with and.

Answers: 1 I can jump and catch a ball.
2 She can ride a horse and sing. 3 My friend can clap and run. 4 He can ride a bike and throw a ball.

- 3 Plan your email about your friend.

  Tick (✓) four things your friend can do.

  Cross (X) one thing your friend can't do.
  - The children think of a friend and tick or cross the activities.

**Answers:** Children's own answers.

- 4 Complete your email. Circle and write. Use *and* to join your ideas.
  - The children complete the email using the information about their friend.

Hill How are you?
This is my triend.
His name is Tim.
He can run and climb.
He can jump and swim.
My friend can't ride a bike.
Bye,
Jeff

- 5 What's your friend's talent? Draw a picture in the box above.
  - The children draw a picture of their friend doing one of the activities from their email.

Answers: Children's own answers.

- 6 Check your work. Tick (</).
  - The children use the check list to make sure their work is complete and correct.