



**1 Circle the words.**

**How many words can you find?**

**Language focus:**

- Vocabulary
- Word recognition
- Spelling

Explain to pupils that they must find words hidden in the snake. They can use letters more than once. They can do the task in pairs, then compare their answers with another pair. When they have finished the task, go through answers with the class. Check that pupils understand the meaning of all the words that have been found.

**Answers:** scarf, fast, torch, house, shoes, skip, skipping, jump, jumper, rope, present, dress, skirt, tree  
There are 14 words.

**2 Write sentences about the bunnies. Use words from the pink present and words from the green present.**

**Language focus:**

- Building verb phrases
- Sentence structure
- Revision of vocabulary

This task helps pupils to see how they can build phrases from a verb and a noun. Point out that there are several options. Give an example by taking one phrase from each Christmas present, e.g. *playing hopscotch*. Ask pupils for other options using the verb 'playing', e.g. *playing hide and seek*, *playing in the shed*.

Now ask pupils to work in pairs and to construct sentences about the members of the bunny family. There are no correct answers – it is up to pupils to decide what they think the bunnies would be likely to do.

When they have finished, ask pupils to read out their sentences. Answers will vary, but some examples are given below:

- A** Mother Bunny is tidying the bedroom. She isn't making the dinner.
- B** Barney is playing hide and seek. He isn't hiding in the shed.
- C** Becky is reading a book. She isn't wearing a green jumper.
- D** Betsey is wrapping Christmas presents. She isn't helping Mother Bunny.
- E** Billy and Benjy are hiding behind the tree. They aren't playing hopscotch.

**3 Read about Jake.**

**Language focus:**

- Revision of present continuous verbs
- Spelling of continuous form

Ask pupils to look at the text and explain that this is Jake talking about himself. In pairs, pupils try to solve the jumbled words and complete the text. Go through answers with the class.

**Answers:**

Hello. I'm Jake. I like playing with my friends. I like running. I'm very fast. I like jumping, too. I like playing leapfrog. I like playing chase and hide and seek. I like playing with my ball and my kite. I don't like skipping. My favourite game is hopscotch. What do you like?



#### 4 Now write about you.

Pupils must write a short text about themselves, using Jake's sentences as a model. Check if there are any games or sports that pupils want to write about, but which they don't know in English.

Teach the English words for these games. (Be selective. Just teach a few new verbs or phrases: if you try and teach too many then pupils will get confused and will not remember the new vocabulary.)

When pupils have completed their texts you can let them read it to a partner. Pupils can also illustrate their texts if they wish, with drawings of the games or sports they have written about. Read a few texts out loud to the class. (If you have space - in the classroom, or elsewhere in the school, it would be a good idea to display these texts on the wall somewhere.)

#### 5 Can you ...?

##### Language focus:

- Personalisation
- Building pupils' confidence and motivation

This task aims to build pupils' confidence by highlighting the skills they have learnt.

You can ask the questions orally and then ask pupils to write the answers – perhaps for homework.

When they have written the answers, pupils can tell their classmates or partners what they can do. Encourage them to go home and also tell their families and friends what they can do.