



1 How many words can you find?

Language focus:

- Vocabulary
- Word recognition
- Spelling

This exercise encourages pupils to focus on spelling, and to look carefully at how words are spelled.

Explain to pupils that there are some words hidden in the snake. Make sure they understand that not all the letters make up words. Pupils can do the task in pairs, circling the words they find. Pupils also write the words under the snake, for extra spelling practice. They can then compare their answers with another pair.

When pupils have finished the exercise, go through answers with the class. Check that they understand the meaning of all the words by asking them to provide a translation, or a mime, or to point to a picture.

Answers: happy, sky, animal, help, butterfly, fly, yellow, water, red, river

There are 10 words.

2 Match the numbers and words and pictures.

Language focus:

- Building noun phrases
- Revision of vocabulary, numbers, colours

This exercise helps pupils to see how they can construct phrases with colours and numbers. Check that pupils understand what they have to do.

They can work alone and then check their answers in pairs.

Answers: 1 red snake, 4 purple birds, 5 orange fish, 3 pink flamingos, 6 yellow butterflies, 2 grey rhinoceros

Extension: Encourage pupils to make different links between the words, to construct different phrases, e.g. *one pink snake*.

Ask pupils to make one or two phrases, to write them out and to illustrate them by drawing and colouring pictures.

Class memory game (optional)

You can play a class game, by saying, for example:

In the jungle there is one blue snake.

Point to a pupil and encourage them to repeat what you said, and to add another item, e.g.

In the jungle there is one blue snake and two pink flamingos.

Point to another pupil, who must repeat the sentence and add another item, e.g.

In the jungle there is one blue snake, two pink flamingos, and an elephant.

Continue with another pupil, e.g.

In the jungle there is one blue snake, two pink flamingos, an elephant and three leopards.

Continue in this way, pointing to pupils at random, to repeat and add another item to the sentence.

Continue the game until someone forgets an item, or can't think of a new item to add to the sequence. Then start again.

Tell pupils they must concentrate and listen carefully. Point out that they have the important job of noticing whether someone forgets an item in the list.



3 Match the words and pictures.

Language focus:

- Revision of adjectives describing feeling

Pupils should label the pictures, using the words in the box.

Go through answers with the class.

Answers

A happy, **B** sad, **C** dirty, **D** tired, **E** scared

Check that pupils understand the meaning of these words by describing situation – in their mother tongue.

Then ask (in English) How do you feel? and pupils reply with the appropriate word.

e.g. *You fall over and hurt your knee.*

How do you feel? Sad

e.g. *You are in the park and you see*

a tiger coming towards you.

How do you feel? Scared

e.g. *It's your birthday today.*

How do you feel? Happy

Etc.

4 Look at the pictures. How many differences can you see?

Write sentences.

Language focus:

- Revision of *There is / are...*, colours, numbers, animals.

Explain to pupils that this is a 'Spot the Difference' puzzle. Let them work in pairs to try and find the differences, and to write sentences to describe the differences.

Go through answers with the class.

Note that the way pupils describe the differences will vary.

Answers: There are 6 differences.

A In Picture **A** there is a blue butterfly.
In Picture **B** there is a purple butterfly.

B In Picture **A** there is an elephant.
In Picture **B** there isn't an elephant.

C In Picture **A** there are two (red and yellow) birds (in the tree).
In Picture **B** there are three (red and yellow) birds (in the tree).

D In Picture **A** there are three birds (in the sky). In Picture **B** there are four birds (in the sky).

E In Picture **A** there is a snake in the river.
In Picture **B** there isn't a snake in the river. There is a snake in the grass.

F In Picture **A** there aren't (any) chicks (in the tree). In Picture **B** there are chicks (in the tree).

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.