



1 Circle the words. How many words are there?

Language focus

- Vocabulary
- Word recognition
- Spelling

This exercise encourages pupils to focus on spelling, and to look carefully at how words are spelled. They need to concentrate, and not be fooled by 'false' words, e.g. bal.

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

Answers: kite, bricks, key, school, crayon, football, bag
There are 7 words.

2 Read, look and draw lines.

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: 4 yellow kites, 1 green schoolbag, 5 blue keys, 2 red balls, 6 orange crayons, 8 purple bricks.

Extension: Encourage pupils to make different links between the words, to construct different phrases, e.g. *four green bricks*.

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

You can play a class game, by saying, for example: *one blue key*. Point at a pupil and encourage him/her to repeat your phrase and to add another one of their own, e.g. *one blue key, two red keys*. Point to another pupil to add another phrase, e.g. *one blue key, two red keys, three orange keys*.

Depending on how confident pupils are, you can play this game using the same noun in all phrases (as in the example using 'key' above) or with different nouns, e.g. *one blue key, two red kites, three green bricks*, etc.

3 Look at the picture for 2 minutes. Then close your eyes and tell your friend.

Language focus

- Building phrases with *There is / are*
- Revision of vocabulary: numbers, colours
- Statements with preposition of place: *in*

Arrange the class into pairs. Allow pupils 2 minutes to look at the picture, reminding them to look at each detail



carefully. Then tell them that in each pair Pupil A must close their book. Pupil B in each pair can look at their book, but s/he must not let Pupil A see the picture.

Pupil A must make statements about the picture, from memory. These can be simple phrases (e.g. *green bag*) or full sentences (e.g. *There is a green bag*) depending on the level of individual pupils' confidence and ability.

Encourage pupils to make statements about where things are. Make statements about the picture, e.g. *The koala is in the red schoolbag.* and encourage pupils to shout out "Yes, that's right" or "No that's wrong" as appropriate.

Encourage pupils to be adventurous, trying to construct more complex statements such as: *There's an orange kite in the green schoolbag.* It doesn't matter if they make mistakes – let them have fun playing with the language. Even if pupils make grammatical errors, they can begin to understand how English sentence structure works, how words and phrases are put together. It is very important that you allow pupils to experiment with the language, unafraid about whether they make mistakes. Confidence is all-important at this stage, and if you always insist on grammatical correctness pupils will become worried and lose the confidence to take risks and to try things out.

4 Draw a picture. Write about you.

Language focus

- Personalising what pupils have learnt

Ask pupils to draw a picture of themselves in the empty frame. Alternatively, they can bring a photo to school and stick it in the frame.

Ask pupils to look at the picture of Billy and to read the text. Ask (in L1) what they know about Billy. They know his name, his age, which country he comes from, and what the flag looks like.

Ask pupils to write this information about themselves below their picture.

Encourage pupils to stand up and read their texts aloud to the class.

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 as a homework exercise.

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.