



1 How many words can you find?

Language focus:

- Vocabulary
- Spelling
- Word recognition

Explain to pupils that they must find as many words as they can. Point out that some words might overlap, e.g. *sleep* and *play*.

Pupils look for the words and write them down in a list.

Answers

mouse, sleep, play, year, rain, night, torch, box, short, teddy, very, winter, read, day, dad, dark, list

2 Sort the jumbled words into sentences. Then tick (✓) the correct box.

Language focus:

- Sentence construction
- Revision of seasons
- Global understanding of the story

Do the first sentence as an example, showing pupils that the words must be re-ordered to make a sentence. Let pupils work in pairs to 'un-jumble' the sentences.

When they have sorted out the words into sentences, ask pupils to tick the boxes according to whether each sentence describes something that happens in winter or in summer, or perhaps both. Go through answers with the class.

Answers

- A** Andy can play in the snow. *Winter.*
- B** He can play in the sun. *Summer.*
- C** He can play with his friends. *Winter. Summer.*

- D** The days are long. *Summer.*
- E** The nights are short. *Summer.*
- F** It's windy and snowy and rainy. *Winter.*
- G** There's lots of sun and it's hot. *Summer.*

3 Answer the questions.

Language focus:

- Present continuous tense
- Statements
- Questions and answers

Ask pupils to look at the silhouette pictures and to try to work out what is happening in each picture. Ask questions about each picture in turn: *Is he flying a kite? Is he reading a book? Is he playing football?* etc.

Now ask pupils to write answers to the questions. When they have finished allow them to compare answers in pairs and to correct their answers if necessary.

Answers

- B** He's flying a kite.
- C** No, they aren't.
- D** They're playing football.
- E** Yes she is.
- F** She's playing in the snow.
- G** Yes he is.
- H** He's reading a book.

4 Match the questions and the answers.

Language focus:

- Revision of question words
- Structure of questions and answers

Pupils can work in pairs to work out which answer matches each question. When they have finished, let them compare answers with another pair.



Answers

A 4, B 8, C 1, D 6, E 2, F 3, G 7, H 5

5 Where are they?

Language focus:

- Revision of present continuous tense
- Revision of rooms of the house

Ask pupils to close their books. Revise the names of the rooms in a house by saying the rooms in pupils' mother tongue and asking pupils to give you the English equivalent.

Now tell pupils to open their books and look at the picture of the house. Say the names of the rooms together, repeating if necessary to improve pronunciation.

Now ask pupils to write answers to the questions in exercise 4.

Go through answers with the class.

Answers

A garden, B in the bedroom, C bathroom, D in the kitchen, E Yes, she is.

6 Ask your partner the questions from ONE list. They must NOT look at the picture!

Language focus:

- Revision of present continuous tense
- Revision of rooms of the house
- Memory test

Tell pupils to work in pairs. In each pair, one pupil must be A, and the other must be B.

Pupil B must NOT look inside their book.

Pupil A must ask the questions in List A, and pupil B must try and answer them from memory. Pupil A can keep a note of B's answers.

Now pupils swap roles; Pupil A must not look in the book; Pupil B must ask their partner the questions from list B. B should keep a note of A's answers.

Go round the class helping out where necessary.

When they have finished, both pupils can look in their books and check the answers they gave.

Answers

LIST A

- A No, she isn't.
- B No, he isn't.
- C Mum and Dad.
- D Emma.
- E He's sleeping.
- F Sam.
- G In the kitchen.
- H Brushing her hair.
- I Sam.
- J A book.

LIST B

- A No he isn't.
- B No, she isn't.
- C Sam.
- D The baby.
- E He's reading a book.
- F Yes, she is.
- G In the bathroom.
- H Sleeping.
- I Dad.
- J Her hair.

7 Complete Andy's speech balloons.

Language focus:

- Making suggestions with *Let's...*

Mime eating. Say to the class *Let's...* and encourage them to say *Let's eat*. Mime sleeping and elicit *Let's sleep*. Mime playing football and elicit *Let's play football*.

Tell pupils to look at the pictures, to work out what Andy is suggesting and complete the speech balloons as appropriate.

Go through answers with the class, then get individual pupils to stand up and read out one speech balloon.



Answers

- A** Let's play football.
- B** Let's play in the snow.
- C** Lets fly a kite.
- D** Let's read a book.
- E** Let's write a list.
- F** Let's sleep. / Let's go to bed.

8 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.