



1 Circle the words.
How many words can you find?

Language focus:

- Revision of vocabulary
- Spelling

Ask pupils to find as many words as they can in the little snake. They can work in pairs, and then compare their answers with another pair.

Go through answers with the class and write the answers on the board in a list. Check that pupils understand all the words that have been found.

Answers: buy, do, make, eat, watch, close, miss, put on, run, help, read

There are 11 words

If you wish, you can point out that all the words are verbs. You could mime each verb and ask pupils to guess which one it is.

Ask pupils to find as many words as they can in the big snake. They can work in pairs, and then compare their answers with another pair. They shouldn't use letters more than once.

Go through answers with the class and write the answers on the board in a list. Check that pupils understand all the words that have been found.

Answers: eyes, bus, thief, sweets, shoes, dinner, downstairs, homework, book, breakfast, door, coat, newspaper, mother

There are 14 words.

2 Match words from the little snake with words from the big snake.

Language focus:

- Revision and contextualisation of vocabulary, matching verbs + objects, phrase building
- Revision of simple present tense (optional)

Now ask pupils if they can match words from one list with words from the other list, e.g. *Buy sweets, do homework*.

Point out that some verbs have several possible answers. E.g. *buy sweets, buy a newspaper, buy shoes*.

Ask pupils to match words from the two lists. Check answers with the class.

Answers:

Buy sweets, buy (a) newspaper,

buy (a) book, buy (some) shoes

Do (my) homework

Make breakfast, make dinner

Eat sweets, eat breakfast, eat dinner

Watch (the) thief, watch TV

Close (the) door, close (my) eyes, close (the) book

Miss (the) bus, miss (my) dinner

Put on (my) coat, put on (my) shoes

Read (the) newspaper, read (a) book

Help (my) mother, help (the) thief

Run downstairs

If you wish, and if pupils are confident, you can ask the class to use these phrases to build complete sentences. Ask pupils to call out suggestions, refine and (if necessary) correct them, then write them on the board. Note: sentences can be taken from the Fat Cat story, or can be of pupils' own devising e.g. *Emily sometimes buys sweets. I do my homework in the study. Dad doesn't miss the bus.*



3 Look at the table. Complete the sentences about Emily.

Language focus:

- Adverbs of frequency, present simple tense, daily routines, telling the time

Tell pupils to look at the timetable about what Emily does each day. Read through the timetable with the class. Remind pupils of the adverbs of frequency: *always, usually, sometimes, seldom, never*. Make statements about Emily's habits, and ask pupils to say if they are true or false, e.g.

Emily never gets up at 9 o'clock

No, that's wrong.

Emily seldom gets up at 9 o'clock

Yes, that's right

Ask pupils to work in pairs and complete the sentences about Emily, using the information in the table to guide them. Point out that there are several possible answers to some items.

Answers:

- A** Emily usually gets up at half past seven.
- B** Emily never gets up at half past nine.
- C** She seldom cycles to school.
- D** She always has dinner at seven o'clock.
- E** She sometimes watches TV.
- F** She never goes to bed at 10 o'clock.
/She never plays with baby./She never does her homework.
- G** She usually goes to bed at half past eight.
- H** She seldom goes to school on the bus./She seldom goes to the cinema.
/She seldom goes to bed at 9.30.

4 Change the sentences about Emily. Make them true sentences about you.

Language focus:

- Revision of present simple, adverbs of frequency and telling the time
- Personalisation – encouraging pupils to talk about themselves

Tell pupils that they should change the 8 sentences about Emily in order to make them about the pupils themselves. The new sentences must be true! The changes need not be very much – sometimes just a single word needs to be changed. Go through pupils' answers with the class.

5 How many words can you find in the word square?

Language focus:

- Revision of vocabulary and spelling, sorting words into lexical sets

Explain that pupils must find as many words as they can in the word square. They must write the answers down in the appropriate list, according to whether the word is a room in a house, an item of furniture, a day of the week, or a number. Do a couple of examples with the class to make sure they understand the task.

Rooms	Furniture	Days	Numbers
bedroom	wardrobe	Thursday	one
kitchen	rug	Monday	two
garage	pillow	Friday	six
hall	curtains	Saturday	nine
toilet	bookcase		four
	sofa		twenty
	armchair		



When they have found all the words and written them in the appropriate lists, encourage pupils to add other words that they know that they can add to the lists. When pupils have finished, go through answers with the class. If you wish, you can award points for any word that a pupil has written down which no-one else in the class has thought of.

Possible answers:

Rooms

bathroom
living room
nursery
study

Furniture

lamp
bed
desk
chair
bedside table

Days

Sunday
Tuesday
Wednesday

Numbers

three
five
seven
eight

etc.

6 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.