



1 Read. Put a tick (✓) or a cross (X) in the box.

Language focus:

- Vocabulary
- Spelling
- Word recognition

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 some 'false' words.

Explain to children that there are 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 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 point to a picture.

Answers:

stop, go, happy, hare, in, finish, winner, race, sad, start

If you wish, ask pupils to make word snake puzzle for their partner to do. They should look in their Hare & Tortoise book to choose words and to check the spelling of them.

2 Complete the speech balloons.

Language focus:

- Revision of adjectives

Explain to pupils that they must complete the speech balloons. Let pupils do the exercise working in pairs and then go through answers with the class.

Answers:

A I'm fast. B I'm slow. C I'm hungry.
D I'm sad. E I'm happy. F I'm tired.

3 Follow the lines. Tick the true sentences.

Language focus:

- Revision of noun phrases, animal vocabulary and numbers

Check that pupils understand what they have to do. They must follow the lines from each number to see which animal it connects with, and then follow the lines to find which phrase it connects with, and decide if the phrase is correct. They should tick the correct phrases.

Answers:

A ✓, C ✓, F ✓

4 Change the sentences so they are all true.

Language focus:

- Revision of noun phrases, animal vocabulary and numbers

Pupils correct the three false sentences in Exercise 4, to make them true.

Answers:

B three frogs D five hares E four snakes

Extension: If you wish, ask pupils to write noun phrases of their own, e.g. *five fish* and to draw pictures to illustrate them. If pupils are familiar with colours, they can add colours to their phrases, e.g. *five blue fish*. You could display these on the classroom wall.



5 Can you solve the puzzles?

Language focus:

- Revision of *can / can't*
- Revision of verbs and adjectives

Explain that these are riddles, a sort of puzzle where you read clues and have to decide who or what is being described. Pupils work in pairs to read the riddles and to work out which animal each riddle describes. When they have finished, let them compare their answers with another pair, before you go through answers with the class.

Answers:

A frog, **B** bird, **C** snake

6 Read the sentences. Write Picture A or Picture B.

Language focus:

- Revision of sentences with *There is.../are...*
- Revision of numbers, colours, vocabulary

Explain to pupils that this is a 'Spot the Difference' puzzle. Ask pupils, in pairs, to find the differences between the two pictures. Talk about the pictures with the class, asking pupils to tell you (in the mother tongue if necessary) about the differences they have found.

Make statements about the pictures and get pupils to say whether they are true or false, e.g. *There is a frog in Picture A. True.* etc.

Now ask pupils to read the sentences in Exercise 6 and to decide if they refer to Picture A or to Picture B.

Answers:

A Picture **B**, **B** Picture **A**, **C** Picture **B**,
D Picture **A**

7 Can you ...?

Language focus:

- Personalisation
- Building children's confidence and motivation

This task aims to build children's confidence by highlighting the skills they have learnt. You can ask the questions orally and then ask children to write the answers – perhaps for homework.

When they have written the answers, children 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.