



### 1 Word wheel. Write the words and complete the puzzle.

#### Language focus:

- Revision of vocabulary
- Spelling

Explain to pupils that this word wheel puzzle is a type of crossword. They must look at the pictures and then write the word for each picture in the appropriate line of squares. All the words begin with the letter 'h', so all the answers start from the centre of the wheel and work outwards. Show pupils the example *hair*, and show them how it begins in the centre and goes outwards. All the words do this.

Allow pupils to work in pairs. When they have finished the puzzle, they can compare their answers with another pair.

#### Answers:

**A** hair, **B** hamburger, **C** hamster, **D** hand, **E** hat, **F** hedge, **G** hill, **H** hen, **I** house, **J** hole, **K** horse, **L** hopscotch

If you wish, you can ask pupils to choose a different letter (not 'h'), to think of at least six words beginning with that letter, and then to make their own word wheel puzzle. They must draw the word wheel. There are various ways they can supply clues for the six words they have chosen:

- they can draw picture clues
- or they can translate the word and give it in the mother tongue
- or they can give a definition of the word in the mother tongue
- or they can give a definition of the word in English

Circulate around the class, helping where necessary.

### 2 Choose the correct word from the box to complete each sentence.

#### Language focus:

- Revision and contextualisation of adjectives

Revise some adjectives by miming them, e.g. *hot, happy, cold, sad, dark, deep, high, heavy, fat, thin, tall, short*.

Call out an adjective and ask pupils to tell you the opposite, e.g. you say *hot* and they say *cold*. Do this with *happy/sad; thin/fat; long/short; tall/short*

Ask pupils to look at the adjectives in the box at Exercise 2. Check they understand what all the words mean – either through mime or translation into the mother tongue.

Tell pupils to look at the sentences and to fill the gaps by using adjectives from the box. They may need to look at the story of *Henry Harris Hates Hatches* again to check some answers.

Finally, go through answers with the class.

#### Answers:

- A** The hole was dark and deep.
- B** Henry hates Hannah Hunter because she is hateful.
- C** It is hard to pull Harry out of the hole. Harry is heavy.
- D** "It is horrible inside the hole" says Harry.
- E** Harry ties the rope to a very high tree.
- F** When Harry gets out of the hole, he is very happy.
- G** Hannah's hair is brown but her friend's hair is blonde.
- H** Hannah says "He's so handsome."



**3 Follow the ropes and match the clocks and the words. Then write true sentences about you.**

**Language focus:**

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

First of all, ask pupils to work out the times on the clocks and to write them in the six numbered spaces. The first one has been done already as an example. Go through answers with the class:

**Answers:**

- A** three o'clock; **B** half past seven;  
**C** quarter to eight; **D** half past eleven;  
**E** quarter past one; **F** nine o'clock.

Now give pupils a few moments to follow the jumbled lines and work out which clock is joined to each word. Tell pupils to write down the answers on the blank spaces provided.

Go through answers (see below).

Now explain that pupils must use each time with the word it is linked to, and must use them to make sentences.

These sentences must be about pupils themselves, and they must be true!

Ask pupils to look at the first one: *three o'clock / school*. Make suggestions for sentences using these words, e.g. *I start school at three o'clock. My school finishes at three o'clock. I'm never at school at three o'clock.*

Ask pupils to say whether these sentences are true or false.

Give examples of how to change a false sentence so that it becomes true, e.g. *My school finishes at three o'clock* (False)

*My school doesn't finish at three o'clock.* (True) *My school never finishes at three o'clock* (True).

You could quickly revise the adverbs of frequency (sometimes, usually, always, never) and write them on the board, to encourage pupils to use them in their sentences.

Finally, tell pupils to write 6 true sentences about themselves. When they have finished, pupils can compare answers in pairs.

**Answers / Possible answers**

- A** three o'clock / school  
 My school doesn't finish at three o'clock.
- B** half past seven / get up  
 I sometimes get up at half past seven.
- C** quarter to eight / go to bed  
 I go to bed at quarter to eight at the weekend.
- D** half past eleven / breakfast  
 I don't eat breakfast at half past eleven.
- E** quarter past one / TV  
 I never watch TV at quarter past one.
- F** nine o'clock / homework  
 I always finish my homework before nine o'clock.

**4 Match words from the table and write sentences about the story.**

**Language focus:**

- Sentence building
- Revision of prepositions of place and movement

Revise prepositions. Give pupils command about where to put various classroom objects, e.g.

*Put the book on the desk.*

*Put the book under the chair.*

*Put the book in the bag.  
Put the pen inside the bag.  
Put the bag behind the chair.  
Take the pen out of the bag.  
Put the bag next to the chair.  
Look over the bag.  
Look into the bag.  
Look down.  
Look up.  
Sit in front of Maria.  
Sit beside Tomas.  
Stand behind Simon.*

Ask pupils to look at the table, and to choose words to make sentences. You can either insist that their sentences reflect the events of the story about Henry Harris, or you can accept any sentences that are grammatically correct – even if they are not in the story.

### Possible answers

Henry puts the rope in his bag.  
Henry hurries past the park.  
Henry looks over the hedge.  
Henry looks into the park  
Henry follows Harry's voice into the park.  
(or Henry hurries into ... or Henry runs into ...)  
Henry follows Harry's voice over the hill.  
(or runs over / hurries over)  
Henry looks inside the hole.  
Harry is inside the hole.  
Henry ties the rope to a tree.  
Henry throws the rope to Harry. (Henry throws the rope into the hole.)  
Henry pulls Harry out of the hole.  
Hannah runs over the hill.

## 5 Read about Harry. Write the missing words.

### Language focus:

- Revision and consolidation of present simple tense
- Giving personal information

Explain to pupils that Harry has written a short text about himself. Unfortunately, some words are missing from the text. Pupils must fill in the missing words, using the pictures as clues to help them. Let pupils work in pairs to complete the exercise. They can then compare their answers with another pair.

### Answers

**A** haitch / H, **B** homework, **C** Harry, **D** hair, **E** blue, **F** 30, **G** dog, **H** hamster, **I** cat, **J** quarter to nine, **K** maths, **L** quarter past three

## 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.