



## 1 How many words can you find?

### Language focus:

- Spelling, vocabulary

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, (e.g. bal).

Explain to children 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 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:

hungry, happy, home, book, door, hello, story, snore, ear, hear, hands, house, asleep, smiling, big

## 2 Look at the pictures. Look at the letters and write the words.

### Language focus:

- Adjectives, spelling

Ask pupils to work in pairs and fill the gaps in the sentences by unjumbling the letters to make words. They can look in their books to check the spellings. Go through answers with the class.

### Answers:

A Little B asleep, C hungry, D tired, E closed, F open, G big, big, big,

## 3 Complete the speech balloons.

### Language focus:

- Revision of the events of the story
- Revision of common phrases

Revise *Hello, Goodbye, Hurry up, Here I am! Be careful!* translating or miming to make sure pupils understand these phrases. Ask pupils to look at the pictures, and to try and work out which text goes in each speech balloon. They can look in their books and check their answers before they write them down. Ask individual pupils to read out their answers. Why does the wolf say *Goodbye, Grandmother!* What does he mean by this?

### Answers

- A Be very careful!
- B Hello, Mr Dog!
- C Goodbye, little girl!
- D Goodbye, Grandmother!
- E Hurry up, Little Red Riding Hood!
- F Here I am!
- G It's the wolf!

## 4 Match the sentences.

### Language focus:

- Revision of *have/has got*

Point to individual pupils and their belongings and say *(Sofia) has got a red pen. (Marek) has got a blue book.. Encourage pupils to make sentences about themselves: I've got a little bag. I've got three pencils, etc.*

Tell pupils to match the sentence halves to make true sentences.

### Answers:

The wolf has got big ears and big eyes.  
The wolf has got big teeth.  
The wolf has got Grandmother in his tummy.

Little Red Riding Hood has got a red riding coat  
Little Red Riding Hood has got cakes for Grandmother.  
Grandmother has got a house.  
The woodcutter has got an axe.

Now ask pupils to make some more sentences – some true and some false, e.g. *The wolf has got a house. The woodcutter has got a red riding coat. Grandmother has got big teeth.* Pupils give their sentences to a partner who must say if they are true or false.

## 5 Who says this? Make the sentences and tick (✓) the correct box.

**Language focus:**

- Sentence building
- story comprehension

Pupils work in pairs to re-order the words into sentences. They can compare their answers with another pair. Check answers with the class and ask pupils who says each sentence. Ask why Grandmother doesn't say anything (First she is asleep, and then she is eaten!)

### Answers

- A** Are the cakes for us?  
Red Riding Hood ✓
- B** There's a wolf in the forest.  
The woodcutter ✓
- C** I'm going to Grandmother's house  
Red Riding Hood ✓
- D** Oh, you've got big ears.  
Red Riding Hood ✓
- E** Where are you, Little Red Riding Hood?  
The wolf ✓
- F** Big teeth so I can eat you.  
The wolf ✓

## 6 Write sentences about the story. Use words from List A and words from List B.

**Language focus:**

- Revision of the present continuous

Ask pupils to look at the words in List A. Mime *sleeping* and ask pupils to say which verb it is. Repeat, miming other verbs listed in List A: *walking, sleeping, making (cakes), snoring, talking.*

Now ask pupils to match phrases from List A and from List B to complete the sentences.

### Answers:

- A** Mother is making some cakes.  
**2** The woodcutter is walking in the forest.  
**3** Red Riding Hood is going to Grandmother's house.  
**4** Grandmother is sleeping in bed.  
**5** The wolf is tired. He's sleeping in bed.  
**6** The wolf is talking to the woodcutter.

## 7 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.