



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

#### Language focus:

- Vocabulary - adjectives of feeling
- Spelling

Explain to pupils that they must fill in the missing words to complete the sentences. The answers are given as jumbled words. Let pupils work in pairs, then go through answers with the class. Check that pupils understand the answers by asking them to demonstrate or translate the answers.

#### Answers:

- A** The leopard is **hungry**. The monkey is **afraid**.
- B** The leopard is **sad**.
- C** The monkey is **old**.
- D** I can pull a leopard out of a well. I'm **strong**.
- E** The leopard is **happy**.
- F** The tortoise thinks the story is **funny**.
- G** When you see a well, be very **careful**.

### 2 Circle the correct words to complete the sentences.

#### Language focus:

- Verb **to be**

Make statements around the class, using the verb *to be*, e.g. point to a pupil and say *This is Jack*. and elicit the reply *Yes it is* or *No it isn't*.

Continue with: *This is Sarah*. (*Yes it is / No it isn't*.)

*Sarah and Maria are boys*. (*Yes they are / No they aren't*)

*I'm the teacher*. (*Yes, you are / No, you aren't*) etc.

Now ask pupils to do exercise 2, choosing the correct words and circling them.

#### Answers:

**A** are, **B** are, **C** aren't, **D** is, isn't, **E** 'm, **F** are, **G** 'm, **H** is

### 3 Find words in the word square. Write them in the correct list. Can you add more words to the lists.

#### Language focus:

- Consolidation of vocabulary
- Lexical sets

Pupils work in pairs and look for words in the word square. Explain that words can be found going horizontally from left to right and also vertically from top to bottom in the square.

When they have found words, they write them in the appropriate list.

Go through answers with the class. Who has found the most words in each list?

#### Answers:

**Animals** leopard, frog, lizard, monkey, parrot, tortoise

**Feelings** strong, afraid, happy, sad, hungry, old

**Verbs** go, climb, hear, help, want, like, see

Now ask pupils if they can think of any more words to add to the lists – other animals e.g. *cat, dog, mouse*; other feelings e.g. *tired, surprised*; other verbs, e.g. *come, play, run, wake up, read, write, walk*.

Use this as an opportunity for revision; do not teach new words.



### 4 Complete the speech balloons.

#### Language focus:

- Vocabulary – exclamations

Together with the class, read through the exclamations given in the box at the start of this exercise. Get pupils to say these phrases and to give plenty of expression to the words. Check they know what the phrases mean.

Pupils write the phrases in the appropriate speech balloons. Go round the class, helping where necessary.

Let pupils compare their answers with a partner, then go through answers with the class.

#### Answers:

- A** Help! **B** Oh no! **C** Ha ha ha!  
**D** Thank you! **E** Be careful!  
**F** Look out! **G** Goodbye!

### 5 Make sentences.

#### Who says the sentences?

#### Tick the correct box.

#### Language focus:

- Sentence construction
- Revision of the story

Ask pupils to order the words to make sentences. Point out that the capital letters and the punctuation marks give clues to help them.

They must also tick the boxes to show who said each sentence in the story. Was it the leopard or the baby monkey or the tortoise? Pupils can work in pairs, then compare their answers with another pair.

#### Answers:

- A** I can help you. *Baby monkey.*  
**B** Please don't eat me. *Baby monkey.*  
**C** I can climb a rope. *Leopard*  
**D** Now he wants me for breakfast!  
*Baby monkey.*  
**E** Don't be afraid. I'm your friend.  
*Leopard.*  
**F** Ha ha ha! You are very funny! *Tortoise.*  
**G** Oh no! You aren't my friend! *Baby monkey.*  
**H** Come on. Let's show the Tortoise.  
*Baby monkey + Leopard*

### 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.