



## 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 's', so all the answers start from the centre of the wheel and work outwards. Show pupils the example sea, 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** sea, **B** ship, **C** skin, **D** smoke,  
**E** snow, **F** south, **G** see, **H** sit, **I** sing

If you wish, you can ask pupils to choose a different letter (not 's'), 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 Read and draw.

### Language focus:

- *also, both, one of the, two of the, the other, another*

Put a handful of pens on the desk. Ask a pupil to come and count the number of red pens. Then say, *(Six) of the pens are red.*

Ask another pupil to come and count the number of blue pens, and then say *(Two) of the pens are blue.*

Ask a pupil to count the number of pink pens. There are no pink pens. Say *None of the pens are pink.*

Continue, using different objects (e.g. pens, books, bags, shoes) so give several examples of: *one of the... two of the... three/four/five of the...; all of the... the none of the...*

Also use just two items to teach *both of the...*

Now take two different coloured pens and hold them up. Say *One of the pens is (blue). The other pen is (red).* Repeat several times, with different objects, asking pupils to make statements using *one of... the other...*

Now hold up several pens, point to one and say *This pen is green. Can you see another green pen? Yes, look, here is another green pen.*

Repeat with different objects and colours and pupils.

Now ask pupils to read the short text in exercise 2 and to follow the instructions and draw the items in the picture. Circulate round the class helping where necessary.



### 3 Colour your picture. Then write 5 sentences about your picture. Use words in the box to help you.

#### Language focus:

- *also, both, one of the, two of the, the other, another*

Tell pupils to colour their pictures, using a variety of different colours for the items in the picture. When they have finished, ask individual pupils questions about their picture, e.g. *How many pens are red?* and encouraging them to reply with the phrase they have just been practising, i.e. *Both of the pens are red.* Ask other pupils about their pictures, eliciting answers such as *All of the cats are black. None of the cats are white. One of the bags is green. The other bag is pink.*

Now ask pupils to write 5 sentences about their picture, using the phrases in the box.

### 4 Match the phrases to make questions.

#### Language focus:

- Simple past tense
- Question words

Let pupils work in pairs to match the phrases and make questions. When they have finished, they can compare their answers with another pair. Finally, go through answers with the class.

#### Answers:

**A** 5, **B** 8, **C** 1, **D** 10, **E** 9, **F** 6, **G** 2, **H** 7,  
**I** 4, **J** 3

### 5 Now answer the questions.

#### Language focus:

- Simple past tense
- Question words

Pupils write answers to the questions.

#### Answers:

- A** The Selk'nams
- B** On the land and in the sea.
- C** They made clothes / fur capes.
- D** To learn new things and have new experiences.
- E** When Lola arrived in the south of the land.
- F** Because they always went hunting and fishing in their canoes.
- G** She learnt how to build a fire.
- H** Lola and her Yamana family
- I** The people on the big ship.
- J** They wanted to come closer / to look at the fires / to write and draw about the Yamanas / to learn about these people / to write books about them.

### 6 You are a reporter. Write the questions you want to ask Lola.

#### Language focus:

- Revision of the events of the story
- Revision of simple past tense and vocabulary

Explain that pupils are reporters working for a television news programme.

They have been asked to go and interview Lola, to find out what happened to her, how she felt, what she did and said, etc. Stress that they should ask questions to find out more than they know already. Ask pupils if there are any phrases or words they would like to say but do not know in English, and



write these on the board. Keep the language very simple! You might write:

*How did you feel when...?*

*What did you do next?*

## 7 Now work in pairs. Ask 'Lola' your questions.

### Language focus:

- Revision of the events of the story
- Revision of simple past tense and vocabulary

Put pupils into pairs to act out the interview. One is the reporter, the other is Lola. They ask and answer the questions, then they swap roles and answer the other pupil's questions.

## 8 Give your report on the TV News programme.

### Language focus:

- Revision of the events of the story
- Revision of simple past tense and vocabulary

When they have finished the interview, the 'reporters' make their notes into a news article. They could do this for homework if you wish.

When they have finished writing their report, ask individual pupils to come to the front of the class, and either sit or stand facing the class and give their news report. Encourage them to use the style of behaviour and the tone of voice that TV news reporters use. You could possibly play a recording of the TV news channel music for each pupil – to add extra authenticity.

## 9 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.