



1 **Circle** the odd one out

Language focus:

- Revision of vocabulary
- Recognising lexical sets

Ask pupils to look at the Odd One Out puzzle. Explain that they must work out which word does not fit in each set of words, and circle it. Let pupils work in pairs, then go through answers with the class. Accept as correct any answer which pupils can justify, e.g. in number 4 the answer could be *wellington* (because it's the only word which is not a verb) or it could be *sailing* (because it's the only word which does not begin with the letter 'w').

Possible answers

(pupils may have other answers):

- A** *week* (all the other words are numbers)
- B** *sometimes* (all the other words are colours)
- C** *night* (all the other words are days of the week; or all the other words have 2 syllables)
- D** *wellington* (all the other words are verbs) or *sailing* (all the other words begin with the letter 'w').
- E** *felt* (all the other words describe feelings)
- F** *seaweed* (all the other words are animals)
- G** *journey* (all the other words are school subjects)
- H** *got* (all the other words are regular verbs, where the past tense ends in 'ed')

2 How many words can you find in the word square?

Language focus:

- Revision of vocabulary

- Spelling
- Recognising lexical sets

Explain that pupils must find as many words as they can in the word square. They must write each word they find in the appropriate list, according to whether the word is an adjective (i.e. a word that describes someone), an animal, or a job. Do a couple of examples with the class to make sure they understand the task.

Adjectives

excited
tired
dirty
afraid
happy
wet
tall
long

Animals

starfish
jellyfish
shark
dolphin
seal
kitten
puppy
crab

Jobs

doctor
teacher
actor
photographer
scientist

Encourage pupils to add to the lists as many other words as they can think of. Now ask pupils to use words from the lists in exercise 2 to make Odd One Out puzzles (like those in exercise 1) for their partner to do.

3 Choose a phrase from List A and choose a verb from List B and make a sentence.

Language focus:

- Revision of simple present and simple past
- Use of appropriate time expressions with present or past tense
- Sentence building

Tell pupils to look at the time expressions in List A. Ask which ones refer to the present, and which refer to the past. Ask pupils to work in pairs to build



sentences about Rawiri. Point out that there are different possible answers. Go through answers with the class.

4 Now change the sentences in exercise 3. Make them true sentences about you.

Language focus:

- Revision of simple present and simple past
- Use of appropriate time expressions with present or past tense
- Sentence building
- Personalisation of language learnt

Now ask pupils to work alone, and to make any necessary alterations to the sentences they wrote about Rawiri in exercise 3, in order to make them true sentences about themselves.

Circulate round the class giving help where it is needed.

Go through answers with the class, asking individual pupils to read aloud some of their sentences.

5 Complete this form about yourself

Language focus:

- Giving personal information

Go through the information required on the form. Check that pupils understand what they have to do, and demonstrate by completing the form for one pupil in the class. Pupils complete the forms. Now go round the class, asking pupils questions about their personal details. Try and elicit from the class the questions you need to ask in order to find out the necessary information.

What's your name?

How old are you?

When is your birthday?

Where do you live? (or Which country do you come from? Which country do you live in?)

Do you live in a town or a village?

What colour are your eyes?

What colour is your hair?

How tall are you?

Do you have any brothers and sisters?

(or Have you got any brothers and sisters?)

What are your favourite sports?

What are your favourite school subjects?

6 Ask your partner questions and complete this form.

Language focus:

- Asking and answering questions to elicit personal information

Pupils work in pairs, asking and answering questions so that they can complete the personal information form about their friend. If you feel pupils need the help you can write questions on the board as prompts.

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.