



1 Wordsquare. Find words and write them in the right list. How many words can you find? Check with your friends.

Language focus:

- Vocabulary, spelling, lexical sets

Pupils work in pairs to find as many words as they can in the wordsquare. For any pupils who find this too difficult, you could give them the answers and ask them to find the words in the wordsquare. Let them compare answers with another pair before you go through answers with the class. You could play this as a team game, giving each group a point if they find a word which no-one else has found it.

Answers:

river, man, climb, see, mountain, forest, island, tree, sea, woman, girl, boy, children, baby, cat, dog, bear, bir, bite, come, cut, eat, fall, fight, fly, go, hit, hug, jump, run, wait

2 Read. Are the sentences true (✓) or false (X)?

Language focus:

- *have got*
- Comprehension of the events of the story

Ask pupils to read the sentences about the story and decide if they are true or false. Go through answers with the class. You may find pupils' answers are not all the same. Ask pupils to explain (in their mother tongue if necessary) why they think the answer they have given is correct.

Answers:

- A** ✓ (This is true at the beginning of the story)
X (But it is false after they find the baby in the peach)
- B** X
C ✓
D X (It is true that he has got three friends: but it is not true that the friends are a cat, a monkey and bird. Momotaro's friends are a dog, a monkey and a bird)
- E** ✓ (This is true when the friends come to the sea)
X (But it is false after they build a boat)
- F** X
G ✓

3 Complete the sentences. Use words from the box.

Language focus:

- Present simple

Without going into too much detail, and without giving a long and complex explanation, just briefly remind pupils that when we say *He/She does something*, we use 's' after the verb, e.g. *He eats a cake. He opens the door.* We do not use 's' after the verb for other people, e.g. *They eat a cake. You open the door.*

Let pupils work in pairs to fill the gaps in the sentences, using verbs from the box. Tell them that they will have to use some verbs more than once; and that they will have to add 's' to the verbs sometimes. Circulate around the class helping where necessary.

Answers – see below Exercise **4**.

4 Number the sentences to tell the story.**Language focus:**

- Revision and comprehension of the story

When they have completed the sentences, pupils should number the sentences in the correct order, to match the order of events in the story.

Check answers with the class by calling out number 1 and asking a pupil to read out their completed sentence number 1. Call out numbers 2 to 9 in order, and ask individual pupils to read out the appropriate sentence.

Answers:

- A** An old woman sees a big peach She cuts the peach and finds a baby.
- B** Momotaro grows big and strong. He takes his sword. He wants to fight the ogres.
- C** Momotaro sees a dog. 'Come with me,' says Momotaro. 'OK,' says the dog. The monkey and the bird come with Momotaro too.
- D** The friends make a boat and go across the sea. They walk to the castle.
- E** They wait behind a rock. When it is dark the dog bites a hole in the fence.
- F** The bird flies and makes a noise. The ogres hear the noise and run outside.
- G** The friends jump on the ogres and hit them. The ogres run away and fall into the sea.
- H** The king gives Momotaro a key. Momotaro opens the door and finds the treasure.
- I** Momotaro goes home. The old man and woman run and hug him.

5 Write sentences.**Language focus:**

- *Let's*

Ask pupils to look at the pictures and explain that the pictures in the balloons show what Momotaro is thinking about. Draw pupils' attention to number 1 and elicit from the class that this shows that Momotaro is planning to fight the ogres. He says to his friends: '*Let's fight the ogres.*'

Ask pupils to write down sentences to show the other things they say to each other, to show what they are planning to do.

Answers:

- A** Let's fight the ogres.
- B** Let's make a boat.
- C** Let's climb the fence.
- D** Let's wait (and fight the ogres in the dark)
- E** Let's give the people their treasure.

Ask pupils if they can make suggestions about things they would like to do, e.g. Let's play a game. Let's sing a song. Let's eat. Let's go home.

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.