



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

Language focus:

- Revision of vocabulary and spelling
- Sorting words into lexical sets

Explain that pupils must find as many words as they can in the word square. They must write the answers down in the appropriate list, according to whether the word is a game, a family member, an item at the park, or a question word. Do a couple of examples with the class to make sure they understand the task.

Answers: Games: hopscotch, chase, skipping, hide and seek, ball, kite;

Family: mother, sister, grandma, brother, baby, mum, dad; **At the park:** swing, slide, climbing frame, bench, skateboard, trees, girls, boys; **Question words:** when, who, where, what, why, how.

You may wish to point out to pupils that Mum is a familiar term for mother; and that Dad is a familiar term for father.

When they have found all the words and written them in the appropriate lists, encourage pupils to add other words that they know that they can add to the lists. When pupils have finished, go through answers with the class. If you wish, you can award points for any word which a pupil has written down which no-one else in the class has thought of.

Possible answers: Games: chess, football; **Family:** daughter, grandpa, father, son; **At the park:** gate, birds, flowers; **Question words:** which

2 Complete the table

Language focus:

- Revision of plurals and irregular plurals

Write on the board: ball - balls, Ask pupils if they can say (in their mother tongue) what is the difference between ball and balls. Elicit that ball is used for a single item and balls is used when there is more than one item.

Write a few words from the story on the board, e.g.

swing

helmet

knee

bird

Ask individual pupils to come and write the plural form of the words on the board. Now explain that some words do not follow this pattern for their plural form, and ask pupils to work in pairs to try and complete exercise 2.

When they have finished, go through answers with the class.

Answers

One boy	Two boys
One girl	Three girls
One mother	Five mothers
One person	Two people
One child	Three children
One baby	Two babies

If you wish, you could make a poster for the classroom wall, listing any nouns that pupils know which have an irregular plural form,. You can add more nouns to the list as pupils come across them in future lessons.

3 Answer the questions

Language focus:

- Revisions of present continuous tense
- Questions and answers

Ask pupil to work in pairs to answer the questions, then to check their answers with another pair before going through answers with the whole class.

- Answers:**
- A** She's skipping.
 - B** He's running.
 - C** He's skateboarding.
 - D** She's hopping
(Or She's playing hopscotch.)
 - E** He's falling.
 - F** They're talking.
 - G** She's playing on the swing.

4 Complete the sentences with one word from List A and one word from List B.

Language focus:

- Revisions of can/can't
- Revision of verbs
- Revision of the events of the story

Briefly revise can and can't. Write these verbs on the board:

climb a tree,, hop, play football, play chess, run, play hopscotch, skateboard, skip, swim, smile, talk, walk, wave,

Ask individual pupils questions, e.g. *Can you climb a tree? Can you play football?* etc.

Now ask pupils to make true statements about themselves, using the verbs on the board, e.g. I can swim. I can't play chess. If you wish, this can be played as a True/False game.

Finally, ask pupils to write 5 true sentences about what they can and can't do.

Ask pupils to complete the sentences, using a verb from List B and either can or can't as appropriate.

Answers:

- A** Skater Boy is so fast, the mothers can't see. him.
- B** The children can't wave at. Skater Boy because he's too fast.
- C** Baby is scared. He can't get down from the climbing frame.
- D** Skater Boy can catch Baby.
- E** The children can play with Skater Boy.

5 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.