



1 Write the words.

Language focus:

- Vocabulary
- Spelling
- Lexical sets

Ask children to look at the pictures and to write the words in the crossword grid. They can work in pairs, and then compare their answers with another pair. Go through answers with the class. If they wish, they can also draw a picture of the 'mystery word' (a beach umbrella).

Answers: **A** Boat **B** Spade **C** Sea
D Scared **E** Happy **F** Hungry
G Mother **H** Bucket **I** Thirsty
J Waterwings **K** Doll
L Sandcastle **M** Waves

The secret word is beach umbrella.

Write a heading on the board: Beach. Ask children to tell you which words from the crossword are things they see at the beach. (boat, spade, sea, bucket, waterwings, sandcastle, waves). Write these words (or let children write them) on the board, in a list, under the heading Beach. Ask children to look at the other words in the crossword. These are not beach words (scared, happy, hungry, mother, thirsty, doll). Can children suggest headings for these words? e.g. *Feelings* (happy, hungry, thirsty, scared) *Toys* (doll) *Family* (mother) Ask children to suggest other words they know which could be written under these headings.

2 Ask your friend these questions.

Language focus:

- Making and asking questions with have got
- Revision of toys, colours.

Children work alone to complete the questions, then work in pairs and ask each other their questions. Go round the class helping where necessary. If you wish, children can report back the results of their questions to the class, e.g. *Maria has got a teddy bear. She hasn't got lots of books.*

Answers: These will vary, depending on children's responses to the questions.

3 Where are you? Write the answers.

Language focus:

- Revision of vocabulary: places

Ask pupils to complete the speech bubbles with the appropriate phrases from the box. Go through answers with the class. Do not worry too much whether children get the prepositions (in, on, at) right. This will come later. For now, concentrate on the places vocabulary (bed, car, beach, sea, etc).

Answers: **A** I'm in the car.
B I'm on a boat. **C** I'm in the sea.
D I'm at the beach. **E** I'm in bed.
F I'm in the garden.

Ask children *Where are you?* and elicit the answer *I'm in school.*

You can also elicit other responses, e.g. *I'm in (name of the town). I'm in (name of your country). I'm in the classroom or I'm in room 6* (whatever is appropriate).



4 Read and colour.

Language focus:

- There is / are + noun phrases

Revision of colours, numbers, and toys. Ask children to read the text and to colour the picture to match. Note: it doesn't matter what colour children choose to colour the five cars, but they must be five different colours. Go round the class helping where necessary.

5 Answer the questions about Joe.

Language focus:

- Reading comprehension
- Answering questions
- Vocabulary revision

Ask children to answer these five questions about Joe. They can compare answers in pairs.

Answers: **A** No (or No, he hasn't) **B** Five (or He's got five.) **C** No (or No, he hasn't). **D** Green (or It's green.) **E** His boat.

6 Write about your favourite toy.

Language focus:

- Constructing sentences
- Writing a short text (following a sample)
- Personalising the language children have learnt

Ask children to read the short text about Joe's boat. Tell children they must write a short text about their favourite toy. Quickly go round the class asking children to tell you (in one word) what their favourite toy is. Supply the word in English if necessary. Allow children a few minutes to write their

texts. Go round the class helping where necessary. Children can also draw and colour a picture of their toy.

Have a feedback session, where children stand up and read their finished text to the class. Display children's finished work on the classroom wall. Or if possible, display it in a public place in the school; this is a great boost to children's motivation.

7 Exercise 7.

Language focus:

- Personalisation
- Building children's confidence and motivation

This task aims to build children's confidence by highlighting the skills they have learnt. You can ask the questions orally and then ask children to write the answers – perhaps for homework.

When they have written the answers, children 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.