



1 Write the words and complete the star fish puzzle.

Language focus:

- Vocabulary
- Spelling

Explain to pupils that this 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 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** school, **C** salt, **D** scared, **E** sad, **F** sandcastle, **G** see, **H** square, **I** shapes, **J** star

If you wish, you can ask pupils to choose a different letter (not 's'), to think of at least five words beginning with that letter, and then to make their own puzzle.

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 Circle the correct answer

Language focus:

- Verb *to be*

Remind pupils that we use *is* when talking about one person, and *are* when talking about more than one. Give examples in the class, e.g. point to one pupil and say, *Peter is a boy*. Then point to two pupils and say *Peter and Mark are boys*. Point to another pupil and say *Maria isn't a boy*. And also *Maria and Sofia aren't boys*.

Ask pupils to work in pairs and to circle the correct words to complete the sentences. Then go through answers with the class.

Answers:

A is, **B** isn't, **C** is, **D** aren't, **E** is, **F** are, **G** isn't, **H** are, **I** are, **J** are, **K** is, is

3 Follow the lines. Tick (✓) the true sentences.

Language focus:

- Vocabulary: shapes, numbers, noun phrases

Explain what pupils have to do. They must follow the jumbled lines from each number to see which shape it connects with, and then follow the jumbled lines to find which phrase it connects with, and decide if the phrase is correct. Pupils should tick the correct phrases.

Answers:

A ✓, **B** ✗, **C** ✓, **D** ✗, **E** ✗, **F** ✓



4 Change the sentences so they are all true.

Language focus:

- Vocabulary: shapes, numbers, noun phrases

Tell pupils to look at the three sentences which are not true, i.e. items B, D and E. They must correct the sentences so that they are true.

Answers:

B three hearts, **D** five circles, **E** four rectangles

Extension: If you wish, ask pupils to write noun phrases of their own, consisting of shapes with numbers e.g. *five hearts*, *two circles* and to draw pictures to illustrate them. If pupils are familiar with colours and sizes, they can add these to their phrases, e.g. *five blue hearts*, *two small circles*. You could display these on the classroom wall.

5 Write the sentences

Language focus:

- Revision of vocabulary
- Revision of the events of the story
- Sentence building

Ask pupils to work in pairs and to decide on the correct order of the words in each sentence. They can refer to their books to help them. When they have finished, let them compare answers with another pair. Remind them that sentences always begin with a capital letter.

Answers:

- A** Pat can't find Ermy.
- B** The sea is cold and dark *or* The sea is dark and cold.
- C** Ermy is on the big wave.
- D** Ermy and Pat are at the beach. *or* Pat and Ermy are at the beach

E Pat is a little boy.

F Ermy is Pat's best friend.

G Ermy can't see the sea.

H There is no school today.

(NB: The capital letter tells you the answer cannot be: Today there is no school.)

I There are lots of fish in the sea.

J Ermy is back home again with Pat.

K The wave takes Ermy back to the beach.

6 Number the sentences in the correct order to tell the story.

Language focus:

- Revision of the events of the story

Write the numbers 1 – 11 on the board. Ask pupils to call out the sentence from exercise 5 which they think comes first in the story. The answer is sentence E, so write the letter 'E' beside number 1 on the board. Continue with the rest of the sentences.
1 **E**, 2 **F**, 3 **H**, 4 **D**, 5 **G**, 6 **C**, 7 **I**, 8 **A**, 9 **B**, 10 **K**, 11 **J**

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.