



1 How many words can you find?

Language focus:

- Vocabulary
- Word recognition
- Spelling

This exercise can be done in different ways, depending on pupils' ability and confidence.

Ask more able pupils to find any words they can. Can they find all 26?
Alternatively, you can give pupils hints to help them find the words, e.g. Can you find:
4 toys (*ball, bike, skateboard, kite*)
5 things in the house and garden (*watering can, house, fence, lawnmower, flower*)
4 animals (*butterfly, dragon, tiger, fish*)
2 colours (*red, white*)
3 family members (*mum, dad, son*)
2 weather words (*sunny, windy*)

Or you can write the list of the 26 words on the board and ask pupils to try and find the words in the square.

Answers:

ball, bike, skateboard, kite, watering can, house, fence, lawnmower, flower, butterfly, dragon, tiger, fish, white, red, mum, dad, son, windy, sunny, like, yes, no, up, down, sad.

2 Read. Write the names

Language focus:

- Revision of vocabulary
- Present simple
- Has got

Explain to pupils that this is a puzzle. If they read the sentences carefully they

will be able to work out who is who. Ask pupils to read the sentences about Sam, and to check the information given in the sentences with the information in column 2 of the table. Allow pupils to work in pairs. Next, ask pupils to read about Amir, to work out which person in the table is Amir, and to write the name 'Amir' in the appropriate place. Repeat with the other names. When they have finished pupils can check their answers with another pair.

Answers: **A** Lisa, **B** Sam, **C** Amir,
D Maria, **E** Nick

When they have correctly written in all the names, ask questions about Lisa, Sam, Amir, Maria, and Nick, using the information in the table, e.g.
Does Lisa like playing ball?
Has Sam got a sister? Etc

Pupils can work together in small groups, making statements about the pupils, e.g.

<i>Nick has got an orange kite.</i>	Yes.
<i>Maria hasn't got a sister.</i>	No.
<i>Ami doesn't like riding a bike.</i>	Yes.

3 Look at the pictures and write the words.

Language focus:

- Revision of vocabulary

This exercise allows pupils to revise the words they will need for Exercise 4. If you have a strong class, you may wish to omit this activity.



4 Now read about Emma

Language focus:

- Revision of vocabulary: family, colours, toys and pastimes, home & garden
- Revision of: have got, present simple, like

This exercise revises personal information and gives pupils a short text which they can then use as a model for writing about themselves in the following exercise.

Explain that pupils must read the text about Emma, and must fill in the missing words, using the pictures as clues to the correct answers. Pupils can work together in pairs to do the exercise. When they have completed the text, check answers.

Read the completed text aloud. Ask pupils questions about Emma, e.g.

Has Emma got a sister?

Has Emma got a brother?

How many sisters has she got?

Where does Emma live?

Has she got a garden?

Has she got a bike?

Does she like playing football?

Does she like swimming?

etc.

Answers:

(Words in brackets may or may not be included by pupils)

Hello. My name's Emma. I'm nine. I've got two brothers and no sisters. I live in a (red) house in London. I've got a garden. There are (pink and purple) flowers in my garden. I've got a (pink) skateboard, but I haven't got a bike.

I like (playing) football and (playing) hopscotch. I like listening to music but I don't like swimming. I've got a blue and white kite. I like (flying) my kite.

5 Write about you

Language focus:

- Revision of vocabulary: family, colours, toys and pastimes, home & garden
- Revision of: have got, present simple, like
- Giving personal information. Writing a short text

Ask pupils to use the text about Emma as a model to write a short text about themselves.

When they have finished, ask some pupils to read their text aloud to the class.

If they wish, pupils can work at home and make their own gapped texts, replacing some words with little drawings instead. They can then bring these to school for their friends to 'read'.

6 Can you ...?

Language focus:

- 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.