



1 Write the words. Then tick the boxes.

Language focus:

- Revision of vocabulary
- Spelling

Ask pupils to look at the pictures and to write the names of the words. The blank lines will help them spell the words correctly – each line represents one letter. When they have finished, let pupils compare their answers in pairs before you go through answers with the class.

Answers:

A flower, **B** bird, **C** sun, **D** rain, **E** cloud,
F wind, **G** winter, **H** spring, **I** summer,
J autumn

Now ask pupils to look at the words and to tick the boxes to show whether or not they like them. Get pupils to report back to the class, orally, e.g. I like flowers. I don't like rain.

Encourage pupils to try and make longer utterances by linking phrases together with and, or and but, e.g.

I like flowers and birds.
I don't like rain or wind.
I like sun, but I don't like rain.
etc.

If you wish, ask pupils to write about the things on this list that they like and don't like for homework.

2 Match words and make sentences.

Language focus:

- Revision of vocabulary;
- Collocation (learning which words go together)

Ask pupils to draw lines to match the verbs and nouns.

Go through answers with the class.

Answers:

- A** The boy plays. **B** The rain falls.
C The wind blows. **D** The sun shines.
E The bird flies. **F** The fish swims.
G The tree grows.

Ask if pupils can add anything to these sentences, e.g.

The boy plays hopscotch. The boy plays with his friends. The boy plays in the garden.
The rain falls in autumn. The rain falls on the flowers.
The fish swims in the sea.
Etc.

3 Write the questions.

Answer the questions about yourself.

Language focus:

- Sentence structure
- Present simple
- Verb to be

Ask pupils to order the words to make questions. They can do this in pairs if you wish. Pupils then work alone and answer the questions about themselves.

Go through answers with the class, asking pupils to read out their answers.

Answers:

- A** Do you feel tired today?
B Do you like wind and rain?
C Is there a tree in your garden?
D Do you wear boots in summer?
E Is your birthday in winter?
F Do you fly to school every day?
G Do you live on top of a hill?



4 Now change some words and make new questions.

Language focus:

- Sentence structure
- Present simple
- Verb to be

Explain to pupils that they are going to make some new questions. They can use the questions in exercise 3 to help them, and can just change a few words to make new ones. Give some examples, e.g. *Do you feel tired today? Do you feel hot today? / Do you feel tired at night? Is there a tree in your garden? Is there a flower in your garden? / Are there three trees in your garden?*

Pupils make questions. Circulate around the class, helping where necessary. Now let pupils work in pairs and ask each other their questions. If you wish, they can repeat the process with a different partner.

Answers

Pupils' answers will vary, but here are some possibilities:

- A** Do you feel thirsty today?
- B** Do you like sun and rain?
- C** Is there a hill in your garden?
- D** Do you wear boots in winter?
- E** Is your birthday in autumn?
- F** Do you cycle to school every day?
- G** Do you live under a hill?

5 Puzzles: Can you answer the puzzles?

Language focus:

- Present simple
- *can/can't...*
- Revision of nature vocabulary

These riddles help to develop pupils' logic and reasoning skills. You can give hints, and explain any words that pupils do not know, but try not to give the answers. Pupils will get a greater feeling of success and achievement if you let them solve the riddles for themselves. Let them work on the riddles in pairs, and then put pairs together in groups of four to compare their answers and to work on any riddles that the pairs have not been able to solve.

Finally, go through answers with the class.

A rain, **B** a tree, **C** a bird, **D** a cloud, **E** wind, **F** a butterfly

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.