

EXERCISE 25

Aims: II.1. Identifying simple words, compound words and groups of words
V.3. Comparing

Level of difficulty: **3**

Title: **What language?**

Evaluation:

Instructions: Draw a line from the country to the language that is spoken in that country.

Spanish

Australia

German

Guadeloupe

French

Mexico

English

Austria

Arabic

Brazil

Portuguese

Iraq

EXERCISE 26

Aims: II.2. Reconstructing words or word groups
 IV.3. Finding or writing common words
 V.5. Concentration

Level of difficulty: **3**

Title: **Hidden animals**

Evaluation:

Instructions: Find the names of animals hidden in the squares.

A	L	E	K	A	N	G	A	R	O	O	U
D	I	L	S	M	O	N	K	E	Y	M	X
C	O	A	P	A	N	T	H	E	R	G	T
P	I	N	E	L	E	P	H	A	N	T	O
U	G	I	R	A	F	F	E	H	L	G	P
L	A	U	E	M	Z	E	B	R	A	W	V
L	A	F	P	A	N	D	A	G	L	U	T
A	L	L	E	O	P	A	R	D	I	N	E
Q	C	R	O	C	O	D	I	L	E	F	R
B	R	I	A	N	T	I	L	O	P	E	R
R	I	V	A	U	B	E	A	R	S	Y	E
C	A	L	S	L	I	O	N	P	R	Z	I

EXERCISE 27

<i>Aims:</i> IV.3. Finding or writing common words V.5. Concentration
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<i>Level of difficulty:</i> 3

<i>Title:</i> All in a row – almost!

<i>Evaluation:</i>

<i>Instructions:</i> Find the names of food and drink in all these letters.

CHICKENYRTGHERKINELRICEAOPSCAMPISKLFONIONILILEMONADE
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EXERCISE 28

Aims: II.2. Reconstructing words or word groups

IV.1. Identifying spelling

IV.2. Transforming words with a particular aim

III.1. Understanding the meaning of words, word groups or short, simple sentences

I.3. Distinguishing simple (ba - ti - lu...) semi-complex (ch - gn - gu...) and complex (ain - ion...) phonemes

Level of difficulty: 3

Title: **Three series**

Evaluation:

Instructions: Find the series that can form words with “oat”, the one forming words with “ear” and the one forming words with “ain”. (Careful! You mustn’t mix “oat”, “ear” and “ain” in the same series.)

oat?

ain?

ear?

series 1

v_____

g_____

r_____

m_____

l_____

p_____

series 2

d_____

t_____

n_____

f_____

r_____

g_____

series 3

c_____

g_____

m_____

b_____

EXERCISE 29

Aims: III.1. Understanding the meaning of words, word groups or short, simple sentences
III.3. Predicting in reading
V.3. Comparing

Level of difficulty: **3**

Title: **What can it do?**

Evaluation:

Instructions: Link the word on the left to the parts of sentences on the right that go with the word.

	not paying attention
	shining
	arguing with the neighbours
the moon	drinking too much
	forming a crescent
	resting
	running fast

	that's very funny
	that's putting on a hat
	that's playing the guitar
a joke	that's going to bed
	that's sunbathing
	that's making people laugh
	that's taking photos

EXERCISE 30

Aims: III.4. Putting a text to an illustration
III.5. Finding information in a text

Level of difficulty: 3

Title: **What are they doing?**

Evaluation:

Instructions: Find the two sentences that go with the picture



1. An old lady is reading a book under a lamp.
2. A man in a white jacket is bending down to pick something up.
3. Three friends are chatting over a cup of coffee.
4. A man and a woman are sitting watching a television programme.
5. A waiter is taking orders from two customers.
6. The waiter has brought an old cloth to wipe the menu.
7. Two people are ordering something in a restaurant.
8. The waiter is taking back the menus, saying that the restaurant is going to close!

Original drawings by Catherine Beaumont

EXERCISE 31

Aims: II.1. Identifying simple words, compound words and groups of words
II.2. Reconstructing words and groups of words
III.4. Putting a text to an illustration
IV.1. Identifying spelling

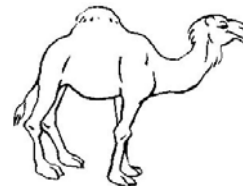
Level of difficulty: 3

Title: All but three letters...

Evaluation:

Instructions: Use the pictures to find the names of the animals and write the missing letters.

R _ _ _ N



P _ _ _ OT

ELE _ _ _ NT



ANTI _ _ _ E

S _ _ _



DR _ _ _ DARY



SQ _ _ _ EL



P _ _ _ ON

Original drawings by Catherine Beaumont

EXERCISE 32

Aims: IV.1. Identifying spelling
IV.2. Transforming words with a particular aim
V.5. Concentration

Level of difficulty: 3

Title: **With three letters...**

Evaluation:

Instructions: As in the example, find as many words as possible containing the three letters in the box. This exercise can be done by groups of 2 to 4 learners.

Example

m - t - s

mattress – tomatoes – mystery – steam
monster – mothers – summit – master...

EXERCISE

d - r - s

EXERCISE 33 / page 1

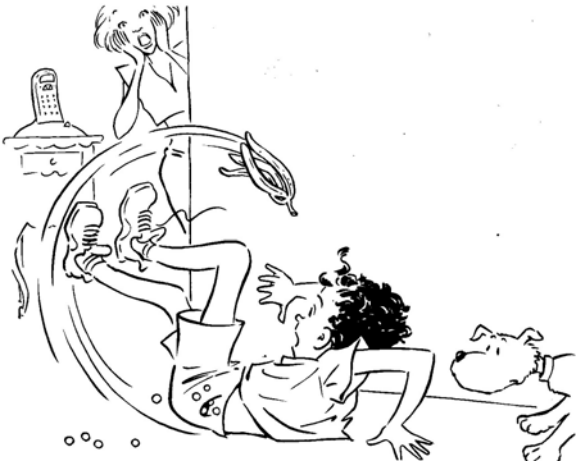
Aims : III.1. Understanding the meaning of words, word groups and short simple sentences
III.4. Putting a text to an illustration
III.5. Finding information in a text
V.3. Comparing
V.4. Memorising

Level of difficulty: 3

Title: The six pictures

Evaluation:

Instructions: Look carefully at the pictures. You must remember them for the rest of the exercise!



Original drawings by Catherine Beaumont

EXERCISE 33 / page 2

Aims : III.1. Understanding the meaning of words, word groups and short simple sentences III.4. Putting a text to an illustration III.5. Finding information in a text V.3. Comparing V.4. Memorising
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Level of difficulty: 3

Title: The six pictures

Evaluation:

Instructions: Underline the 6 sentences that go with the 6 pictures you have seen.

Two friends are walking in a park where there are some monkeys.

A boy has slipped and fallen on a banana skin!

A girl is helping a boy to try on some shoes.

A boy has hurt his ankle and his mother is comforting him.

A boy is singing and his friend is accompanying him on the guitar.

A boy wants his ball back but the dog won't let go!

A dog is trying to catch the banana that his master is throwing to him.

A family is choosing dishes in an Indian restaurant.

A boy is playing the piano and his friend is listening to him.

A boy is saying hello to his friend who is playing with monkeys.

A woman is scolding her son because he has lost his ball.

EXERCISE 34

Aims: III.1. Identifying simple words, compound words and word groups
III.4. Putting a text to an illustration
III.5. Finding information in a text

Level of difficulty: 3

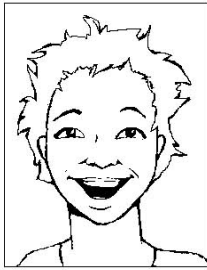
Titre : **Emotions...**

Evaluation:

Instructions: Look at this person's expressions and read what he is saying. Write the number of the picture after the corresponding sentence.



1



2



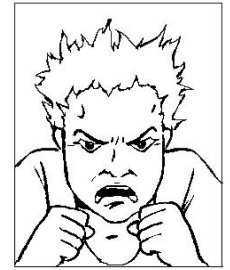
3



4



5



6

Wow! That's incredible! →

Oh, that is so funny! →

Ah !!! What is that horrible thing? →

No, no and no ! It's out of the question! →

Yuck ! How disgusting! →

Oh... That's so sad... →

Original drawings by Catherine Beaumont

EXERCISE 35

Aims: I. 1. Recognising letters of the alphabet (small and capital letters)

I. 2. Using alphabetical order

IV. 3. Finding or writing common words

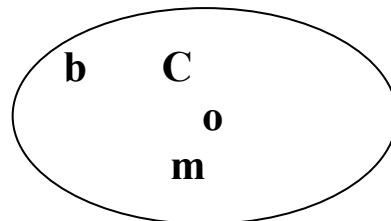
Level of difficulty: 3

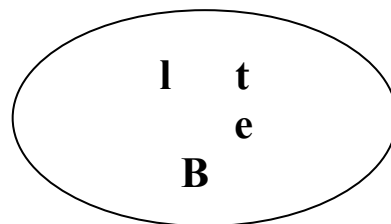
Title: Oh, spelling!

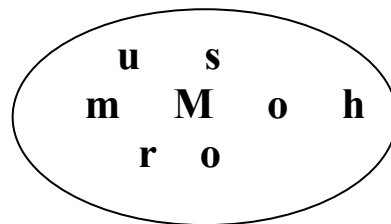
Evaluation :

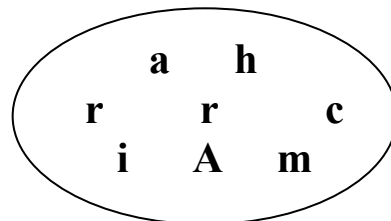
Instructions: Look at the pictures. Then use all the letters in the circle to write the word that goes with the picture. Then write all the words in alphabetical order in the box at the bottom of the page.

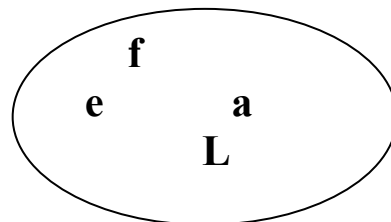


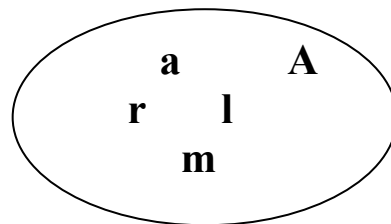












- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

EXERCISE 36

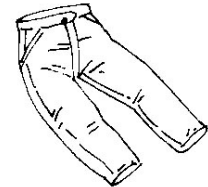
Aims: II.1. Identifying simple words, compound words and groups of words
II.3. Identifying synonyms and words with similar meanings
III.4. Putting a text to an illustration

Level of difficulty: 3

Title: **Good friends**

Evaluation :

Instructions: Find the two words that go with each picture.



Rest

Live

Dress

Cut

Relax

Dwell

Wear

Slice