

Name:

Class:

Date:

Unit 2

1 Look and complete. *He or she?* Then, match   


1 _____ is Annie.

2 _____ is Tommy.

3 _____ is Emma.

4 _____ is Miss Kenny.

5 _____ is Eric.



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2 Read, draw and colour   

Name:

Class:

Date:

My table is red.

My three rubbers are green.

I have five black pencils.

I have a white and blue school bag.

STORYLINE 1 Photocopiable © Pearson Education

Name:

Class:

Date:

3 Read and circle

I'm / I have **Emma.**

I'm / I have **eight years old.**

I'm / I have **a brother.**

He / She is **Eric.**

My school bag *have / is* **red.**











TEACHING NOTES

1 Look and complete. *He or she?* Then, match

Focus: deciding on the correct personal pronoun

- › First Ss should look at the icons and tell you what they have to do.
- › You can work on some examples on the bb before Ss start working on the activity.
- › This is an excellent activity to work on language awareness.
- › Ask Ss to do the activity orally before they put it in writing.
- › Check the answers on the bb.



1 Look and complete. *He or she?* Then, match   

1	<u>She</u>	is Annie.	
2	<u>He</u>	is Tommy.	
3	<u>She</u>	is Emma.	
4	<u>She</u>	is Miss Kenny.	
5	<u>He</u>	is Eric.	

3 Read and circle

Focus: language awareness

- › First Ss should look at the icons and tell you what they have to do.
- › Ask Ss to do the activity orally before they put it in writing.
- › Check the answers on the bb.

3 Read and circle  


I'm / I have Emma.

I'm / I have eight years old.

I'm / I have a brother.

He / She is Eric.




My school bag have / is red.



2 Read, draw and colour

Focus: identification of school objects and colours

- › First Ss should look at the icons and tell you what they have to do.
- › Elicit from them where they can check if they have doubts as to what the words mean.
- › Ask Ss to do the activity orally before they put it in writing.

2 Read, draw and colour   

<p>My table is red.</p>	<p>My three rubbers are green.</p>
<p>I have five black pencils.</p>	<p>I have a white and blue school bag.</p>