



1 Complete the sentences with the correct words.

Language focus

- Revision of events of story
- Prepositional phrases with *look*

Practise the prepositional phrases in class first. Say the phrases and demonstrate their meaning with mime.

Give commands for pupils to obey. e.g. *Look at your book. Look up. Look down. Look through the window. Look towards the door. Look for your pencil.*

This can be played as a team game, with pupils going 'out' of the game when they make a mistake.

Answers:

A looks at, **B** looks up, **C** looks down,
D looks out of, **E** looks towards,
F looks for

2 Read. Write the correct days of the week.

Language focus:

- Vocabulary revision: days of the week

Say the days of the week with the class. At the start of each lesson from now on, ask *What day is it?* When pupils respond, write the day on the board.

Tell pupils to read the sentences and work out the answers. Go through answers with the class.

Answers:

A Friday, **B** Saturday and Sunday,
C Wednesday, **D** Monday, **E** Tuesday,
F Thursday

3 Read and answer the riddles.

Language focus:

- Revision of present simple tense, verb *to be, can, have got*
- General vocabulary

Read the first riddle (puzzle) and ask pupils to suggest answers. Ask pupils to work in pairs to solve the other riddles. Then they can compare answers with another pair before you go through answers with the class.

Answers:

A prince, **B** frog, **C** bird,
D duck, **E** queen, **F** owl

4 Can you write a riddle?

Language focus:

- Active use of present simple tense
- Verb *to be, can, have got*
- General vocabulary

Tell pupils they are going to write a riddle. Draw their attention to the phrases they have been given: *I live in... I can... I've got...*

Give them a few moments to think of an animal or person they think they can write about. They can use the suggestions given in the exercise (i.e. *fish, cat, girl, butterfly, tortoise*) or may think of others. Ask if there are any words that pupils need but do not know in English. Supply these words for them – but don't give too many new words or they will become confused. To give pupils one new word they will remember is much better than giving them five new words they will forget!



Let pupils write their riddles. Circulate round the class, helping where necessary. When they have finished, ask pupils to work in pairs, to try their riddles out on a partner, and to make improvements to them.

Finally, ask individual pupils to read out their riddles to the class. Can their classmates solve the puzzles?

5 Who is talking to who?

Language focus:

- Present continuous tense
- Revision of events of the story

Ask pupils to look at the pictures and to try and say from memory who is speaking, and who they are speaking to. Allow five minutes or for pupils to do this. Then allow them to check answers in their books.

Answers

- A** Freddy is talking to Freddy.
- B** Princess Priscilla / The girl is talking to Princess Priscilla / the girl.
- C** Princess Priscilla / The girl is talking to Freddy.
- D** Freddy is talking to Princess Priscilla / the girl.
- E** The king and queen are talking to Princess Priscilla.
- F** Prince Percy is talking to Princess Priscilla.
- G** Francesca is talking to Freddy.
- H** The king and queen are talking to Princess Priscilla.

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.