



## 1 Word wheel. Write the words and complete the puzzle.

### Language focus:

- Vocabulary, spelling

Let pupils work in pairs to complete the word wheel puzzle. Explain that all the words begin in the centre, and that they all begin with the letter 'F'. Circulate round the class helping where necessary.

### Answers:

**A** fairies, **B** flower, **C** foot, **D** fiddle, **E** five, **F** finger, **G** flute, **H** fourteen, **I** fish, **J** frog, **K** Friday

Ask pupils to make a word wheel puzzle for their partner to do. They can draw pictures as clues, or they can give clues as words in the mother tongue, for their partner to give the answer in English. Remind pupils of words they might use in their puzzle: animals, parts of the face and body, numbers, clothes, foods, school items such as pens, books, etc, games, toys, colours, etc.

## 2 Match words from List A and words from List B to make sentences.

### Language focus:

- Expressions of time

Revise the phrases in List A by reading them aloud one by one and asking pupils to tell you what they mean. Revise any if necessary.

Ask pupils to work in pairs to link phrases from List A with phrases from List B and to make sentences. Pupils can refer to their books, to find the information they need to do the exercise.

### Possible Answers:

One day Lusmore went to the market.

In the evening he walked home.

In the evening it was dark.

In the morning Lusmore woke up.

(or The next day Lusmore woke up.)

That day he was the happiest man in Ireland.

One day a woman and her son came to Lusmore's house.

That night Jack went to the hill.

The next day Lusmore saw Jack's hump.

Point at one pupil, say *In the evening*, and encourage them to complete the sentence, e.g. *In the evening I watch TV.*

Repeat with *In the morning*

## 3 Odd One Out.

### Language focus:

- Vocabulary, lexical sets

Ask pupils to look at the groups of words and to decide which word - in each set of four words - does not fit the set. Ask pupils to say why they have chosen that particular word, using *because...* and accept as correct any answer which pupils can justify.

### Possible Answers:

**A leg:** because it is a part of the body, and the other words are parts of the face.

**B ugly:** because it is not part of the body, all the other words are.

**C candle:** because it is not a musical instrument.

**D Ireland:** because the other words are all days of the week.

**E music:** because it is not an adjective

**F moon:** because the other words are all times of day.

**G star:** because the other words are all things you do.



## 4 Choose the correct word in the sentences and match them with the pictures.

### Language focus:

- Compounds of *some/any/no/every*

Draw this table on the board.

	people	place	thing
no			
every			
some			

Write these words on the board: *nobody*, *everybody*, *somebody*. Ask individual pupils to come to the board and write the words in the correct places on the table. Briefly explain that we use *body* to talk about people; *where* to talk about places, and *thing* to talk about *objects*.

Write these words on the board: *something*, *everywhere*, *nowhere*, *everything*, *nothing*, *somewhere*. Ask individual pupils to write the words in the correct places on the table. The completed table should look like this:

	people	place	thing
no	nobody	nowhere	nothing
every	everybody	everywhere	everything
some	somebody	somewhere	something

Ask pupils to choose the correct words in Exercise 4, and to match each sentences with a picture. Go through answers with the class.

### Answers:

- A** Everybody said bad things about Lusmore. **Picture E**
- B** When Lusmore put his head on the ground, he heard something. **Picture C**

- C** One fairy said something to another fairy. **Picture A**
- D** Lusmore looked at the road, but nobody was there. **Picture D**
- E** Nobody saw Jack Madden again. **Picture B**

## 5 Match the questions with the answers. Write answers for three questions.

### Language focus:

- Giving reasons with *Why? Because...*

Ask pupils to match the questions and the answers. Explain that the last three questions do not have answers, so pupils must write their own answers for these.

### Answers:

- A** 5, **B** 7, **C** 1, **D** 4, **E** 3, **F** 2, **G** 6,
- H** Because they didn't like his singing.  
Because his singing was loud and ugly.
- I** Because Jack's hump was bigger.  
Because the fairies didn't take away his hump.
- J** Because Jack wasn't a good man.  
Because Jack was bad.  
Because fairies are bad for bad people.

## 6 Complete the crossword with the past tense of the following words.

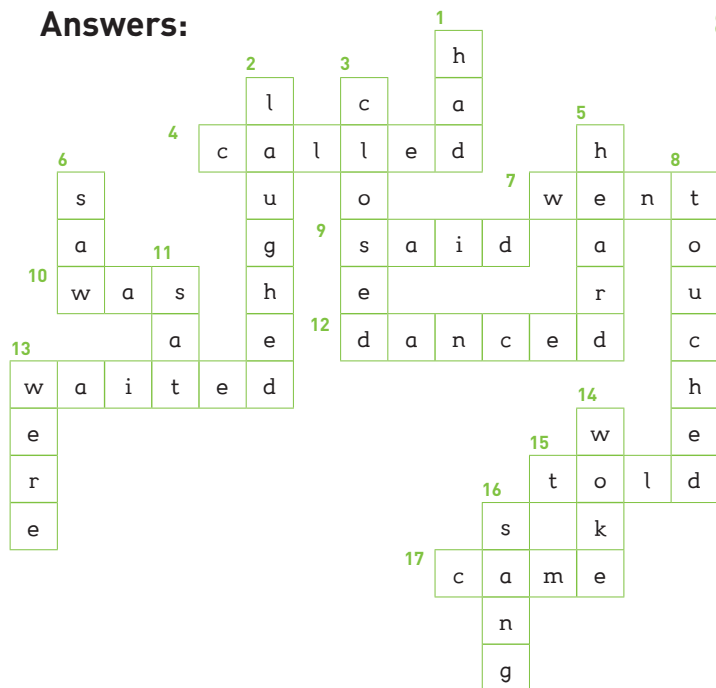
### Language focus:

- Simple past tense, regular and irregular verbs

Explain to pupils that the clues are all present tense verbs, and the answers are the past tense of these verbs. Tell them to write the answers in the list, and then to fit the answers into the crossword grid. Hint: the number of letters in the crossword grid will help them by showing how many letters are in each answer.



## Answers:



## 8 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.

## 7 Now use words from the crossword to complete the story.

### Language focus:

- Simple past, regular and irregular verbs;
- Revision of the events of the story

Ask pupils to complete the text about Lusmore, using all the verbs from the crossword.

Circulate round the class helping where necessary.

**A** called, **B** had, **C** said, **D** sat, **E** closed,  
**F** heard, **G** sang, **H** came, **I** laughed,  
**J** danced, **K** woke, **L** touched, **M** told,  
**N** went, **O** waited, **P** were, **Q** was, **R** saw