



### 1 Write the names. Then tick the boxes.

#### Language focus:

- Vocabulary
- Spelling
- Contextualisation of vocabulary

Ask pupils to write the names of the words – the blank lines give them a clue to help with the spelling.

When they have finished, ask pupils to work in pairs and to tick the boxes beside each word according to whether these items are to be found in the city, in the country, or both.

Go through answers with the class. Ask pupils to think of any other English words they know for items which could be found mainly in the city (e.g. *cars, buses, trains, big shops*, etc) or for items found mainly in the country (e.g. *tractor, farmer, small villages*).

**Answers:** **A** flower, **B** bee, **C** sun, **D** cow, **E** dog, **F** chick, **G** pig, **H** bird, **I** farmhouse, **J** ladybird, **K** peach

### 2 Match the words and make sentences.

#### Language focus:

- Revision of vocabulary - present simple tense

Explain to pupils that they must match the phrases in the 2 columns to make sentences. Pupils can work in pairs to do the task, they can compare their answers with another pair. Finally go through answers with the class.

#### Answers:

- A** The flower grows.
- B** The sun shines.
- C** Sam plants the seeds.
- D** The rain falls.
- E** Grandad laughs.
- F** Sam feeds the chicks.
- G** Sam picks a peach.

If you wish, write these phrases on the board:

Sam plants .....  
 Sam lives in .....  
 Sam feeds .....  
 Sam eats .....  
 Sam visits .....

Now encourage pupils to have fun with the language by adding words to make nonsense sentences, e.g. *Sam plants a football. Sam lives in a school. Sam feeds the teacher. Sam eats sunflowers. Sam visits the pigs.*

### 3 Choose the correct words.

#### Language focus:

- Present simple – positive and negative statements
- Revision of the events in the story
- Ask pupils to draw a circle around the correct phrase in each sentence

#### Answers:

- A** Sam lives in the city.
- B** Sam doesn't live in the country.
- C** Sam loves visiting his grandad.
- D** Sam picks a peach.
- E** Sam loves sunflowers.
- F** Grandad gives some seeds to Sam.
- G** Sam plants the seeds.
- H** He checks the seeds every day.
- I** The seeds don't grow.
- J** Seeds need sun.



Ask pupils questions about the story, using the present simple tense., e.g.

*Does Sam live in the country?*

*No, he doesn't*

*Does grandad live in a farmhouse?*

*Yes, he does.*

*Does Sam pick the sunflowers?*

*No, he doesn't.*

*Does he water the flowers?*

*Yes, he does.*

*Does he love the sunflowers?*

*Yes, he does.*

*Does grandad hide behind a horse?*

*No, he doesn't*

#### 4 Complete the questions. Then answer the questions.

##### Language focus:

- Present simple questions and answers
- Personalisation – the task allows pupils to talk about themselves

Ask pupils to complete the questions, using the pictures as prompts.

##### Answers:

- A** Do you live in the city?
- B** Do you eat peaches?
- C** Do you make your bed?
- D** Do you like bread?
- E** Do you have a cat?
- F** Do you grow seeds?
- G** Do you like flowers?
- H** Do you like Sam and the Sunflower Seeds?

Check answers with the class, then ask pupils to work in pairs, asking and answering the 8 questions. Circulate around the class, encouraging pupils and helping where necessary.

#### 5 Find five questions and complete them. Then ask your friend.

##### Language focus:

- Formation of present simple questions

Now ask pupils to find the 5 questions hidden along the sunflower stems. They must complete the questions with their own choice of words. They can make 'sensible' questions or they can make fun, nonsense questions.

#### 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.