



1 Choose the correct words

Language focus:

- Revision of vocabulary
- Revision and practice of present simple
- Revision of the events of the story

Ask pupils to draw a circle round the correct phrase in each sentence.

Answers:

A is, **B** doesn't live, **C** blows, makes, **D** hug, **E** don't say, **F** look, **G** is, makes, falls, **H** – answers will vary according to children's opinions of the story.

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

Does Grandma Matilda live with the little girl?

Does Buster blow out the candles?

Do Mum and Dad make a wish?

Does Mum read the newspaper?

Does the little girl really see a mail cow?

Do Mum and Dad believe the little girl?

Does Buster want to sing Happy Birthday to the little girl?

Does Grandma Matilda really call the little girl on the phone?

Do Mum and Dad believe Grandma calls on the phone?

Does Buster hug the little girl?

Does the sun really fall into the sea?

Does the little girl really see Grandma in a special plane?

Do Mum and Dad believe the little girl?

Do you believe the little girl sees the mail cow?

Do you believe the little girl Grandma in a special plane?

Do you believe the sun is broken?

2 Write the questions.

Language focus:

- Revision of present simple
- Construction of present simple questions
- Practice using wh- question words.

Ask pupils to sort the jumbled words into the correct order to make questions. Let them work together in pairs to do this.

Answers:

A When is the little girl's birthday?

B How old is the little girl today?

C When does the little girl make a wish?

D Where is the mail cow flying?

E Can cows deliver birthday cards?

F What does Buster want to sing?

G Who calls the little girl on the phone?

H Where does Grandma live?

I How does Grandma fly to her house?

J What falls into the sea?

K Why does the little girl smile?

3 Now answer the questions

Language focus:

- Practice of questions and question words
- Revision of the events of the story

Let pupils stay in pairs to answer the questions.

Answers:

A Today

B (She's) seven

C When she blows out the candles.

D In the sky.

E No, they can't.

F (He wants to sing) Happy Birthday.



- G** Grandma (Matilda)
- H** (She lives) in the sky.
- I** (She flies to her house) in a special plane.
- J** The sun (falls into the sea).
- K** Because she can see Grandma and the mail cow.

4 Choose four questions from Exercise 2. Change the words to make new questions. Ask your partner the questions.

Language focus:

- Revision and extension of present simple question
- Personalisation
- Asking and answering questions about yourself and others, based on a model.

Tell pupils they must choose four questions and change the words to make new questions. Go through a couple of examples with the class, reading out the questions and asking pupils for suggestions of how they could change them, so that they can ask their friends the questions.

e.g.

- A** When is your birthday?
- B** How old are you today?
- C** When do you make a wish?
- D** Can dogs deliver birthday cards?
- E** Who calls you on the phone?
- F** Where does your Grandma live?
- G** How do you go to your house?
- H** What makes you smile?

Allow pupils time to choose four questions and adapt them, and write them down. Circulate round the class helping where necessary. Now let pupils ask their questions. Tell them to circulate quietly round the room, and to choose three

pupils in the class to answer their questions. Point out that it is better if they do not choose their regular friends, as this will make the answers to their questions more interesting.

5 Choose the correct sentence for each picture.

Language focus:

- Revision of weather and nature vocabulary

Make sure that pupils understand what the pictures show, by talking about them in the mother tongue. Then ask pupils to use the phrases in the box to label each picture.

Go through answers with the class.

Answers:

- A** It's sunset.
- B** It's raining
- C** It's sun rise
- D** It's windy
- E** It's sunny.
- F** It's snowing
- G** It's cloudy.

6 Which sentence matches each picture?

Language focus:

- Using language imaginatively

Read the phrase *The sun is broken* and ask pupils which picture it describes. Talk about the phrase in pupils' mother tongue. Do they think the sky is really broken? Or is it just a way of describing what happened at sunset, to make it seem more dramatic?



Explain that the phrases in the speech bubbles describe the other pictures in the same imaginative way. Ask pupils to work together in groups of three and to try and work out what each description is talking about. Go through answers with the class.

Answers

- | | |
|--|----------|
| A It's sunset.
The sky is broken. | 5 |
| B It's raining
The sky is crying. | 2 |
| C It's sun rise
The sky is opening its eyes. | 4 |
| D It's windy
The trees are singing. | 1 |
| E It's sunny
The sky is smiling. | 6 |
| F It's snowing
The trees are in bed. | 3 |
| G It's cloudy.
The sky is sad. | 7 |

Discuss the answers. Did they all get the same answers? Do some pupils disagree and have different answers? If so, ask them to explain why (in L1).

Talk about the sentences and make sure pupils understand them, and understand why they are used to describe the pictures.

e.g. Rain – the rain water is like tears, as if the sky is crying.

Sun rise – the sky is waking up and the sun is like an eye which it is opening.

Windy – the wind blows the trees and the leaves makes a noise, as if the tree is singing.

Sunny – the sky seems to be smiling, it looks happy

Snow – the trees are not moving, they are covered with a white blanket, as if they are asleep in a bed.

Cloudy – the sky is grey as if it were sad.

7 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.