



### 1 Look. Circle the correct words to complete the sentences.

#### Language focus:

- Adjectives
- Comparison of adjectives

Make a happy smiling face and elicit from pupils the adjective happy. Repeat this with *sad, angry, cold, icy, sunny, beautiful*. Point to a pupil, say 'She's sad,' and encourage the pupil to look sad. Point to another pupil and say 'He's sadder' and encourage this second pupil to look more sad than the first pupil. Repeat with *cold/colder, happy/happier; angry/angrier; sunny/sunnier*.

Ask pupils to work in pairs and choose the correct words to complete Exercise 1. Go through answers with the class.

#### Answers:

**A** happy, **B** angry, **C** sad, **D** icy, colder,  
**E** the most beautiful, **F** sad, sadder,  
**G** beautiful, the most beautiful

### 2 Who says it? Read and write

#### Language focus:

- Comprehension of the story

Ask pupils to write down – from memory, without looking in their books, the name of the person in the story who says each of these sentences. Then let them look in their books and check their answers. Finally, go through answers with the class.

If you wish, you can ask pupils to number the sentences in the order they occur in the story.

#### Answers:

**A** the Giant, **B** winter, **C** the Giant, **D** the children, **E** the Giant, **F** the Giant,

**G** the little boy, **H** the Giant

**Order: 1 D, 2 E, 3 B, 4 A, 5 H, 6 C, 7 F, 8 G**

### 3 Complete the questions with the correct word from the box.

### 4 Then answer the questions.

#### Language focus:

- Questions words:  
*when, what, where, who, why*
- Comprehension of the story

Ask a few general questions in the class to revise question words, e.g. *What's your name? Where do you live? Who likes ice cream? When do you watch TV? Why are you smiling?*

Pupils must complete the questions by using one of the words in the box. You can help by giving them a clue: each question word is used twice in this exercise. Circulate round the class helping where necessary; then ask individual pupils to read out the answers, one question at time.

When you are sure that all pupils have got the questions correctly completed, ask pupils to work in pairs and answer all the questions.

#### Answers (Exercises 3 & 4)

- A** **When** do the trees have lots of pink flowers?  
**In spring**
- B** **Who** shouts in an angry voice?  
**The Giant.**
- C** **Why** is he angry?  
**Because the children are in his garden.**
- D** **Where** does the **Giant** put a notice?  
**On the wall.**



**E** What is the most beautiful music in the world?

**The bird singing.**

**F** Where is a little boy standing?

**Under a tree / In the corner of the garden.**

**G** Who kisses the Giant?

**The little boy.**

**H** Why does the Giant feel sad?

**Because the boy doesn't come back.**

**I** When does the Giant see the little boy again? **One winter morning.**

**J** What is the Giant covered with?  
**Flowers.**

### 5 What do these signs mean?

**Language focus:**

- Imperatives, negative imperatives

Draw pupils' attention to the notice in the story: DO NOT ENTER and explain that this means people can not enter, that is they can not go in. Ask pupils to suggest (in their mother tongue if necessary) what sort of places might have a sign like this.

Ask pupils to write down what they think the other signs mean. Go through answers with the class. Note: There are several possible correct answers.

#### Answers

- A** You can't go (come) in here.
- B** You can't play with a ball / play football here.
- C** You can't walk / play on the grass.
- D** You can't make a noise / shout / sing / play

### 6 Choose the correct words to complete the text.

**Language focus:**

- Prepositions

Briefly revise these words and demonstrate their meaning to the class: *around, in, into, inside, out, out of, outside, around, on, under*

Let pupils work in pairs to choose the correct answers. When they have finished, they can check their answers by looking in their books.

#### Answers

The children play **in** the Giant's garden **every** afternoon. The Giant is angry. He builds a high wall **around** the garden to keep the children **out**. In the garden it is always winter. One morning the Giant hears a bird singing **outside**. He jumps **out of** bed. He sees children sitting **in** the trees. It is spring! But a little boy is standing **under** a tree. He's crying. The Giant goes **into** the garden, he puts the boy **into** the tree. The boy puts his arms **around** the Giant's neck.

One winter morning the Giant looks **out of** his window and sees the little boy again.

He runs **into** the garden. The boy smiles and says 'Today you are coming **with** me to my garden'. That afternoon the children find the Giant **under** the tree, covered with flowers.

### 7 Choose the best title for the story.

#### Language focus:

- Global comprehension of the story

Talk to the class (in the mother tongue if necessary) about the story and about what it teaches us. Discuss the various titles given here and vote on which is the best. Remember the title must reflect the whole story, not just a part of it.

#### Answers

- A No – the children are not selfish
- B No – it is not the children who learn a lesson
- C No – it is not winter all the time in the story
- D No – this refers to just one detail, not the whole story
- E Yes
- F No – this does not happen in the story at all
- G No – the Giant feels like is at the start of the story but not at the end.

### 8 Match questions from List A with answers from List B.

#### Language focus:

- why ... because

Ask Why questions about the story in the mother tongue. You can play a game, by making the answer to each question lead to another question; e.g.

*Why does the Giant think spring has come?*

*Because the bird is singing.*

*Why is the bird singing?*

*Because the trees have got lots of flowers.*

*Why have the trees got lots of flowers?*

*Because they are happy.*

*Why are they happy?*

*Because the children are in the garden.*

*Why are the children in the garden?*

*Because they can get in.*

*Why can they get in?*

*Because there's a hole in the wall.*

Ask pupils to match the questions and the answers. Go through answers with the class.

#### Answers

**A 5, B 9, C 3, D 2, E 14, F 10, G 7, H 8, I 1, J 4, K 13, L 6, M 12, N 11**

### 9 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.