



1 Are the sentences true (✓) or false (X)?

Language focus:

- *there is / there are*
- Vocabulary, numbers

Ask pupils to look at the picture for a few moments, and then to read the sentences. They can work in pairs to decide which sentences are true and which are false. Go through answers with the class.

Answers

A true, **B** true, **C** false, **D** true, **E** false, **F** false, **G** true, **H** false

Four of the sentences are false. Look at the first false sentence, number 3, *There are three goats*. Ask pupils if they can change this sentence to make it true. Let the pairs discuss possible answers, and then ask the class for suggestions on how the sentence could be changed to make it true, e.g. it could be changed to:

There is one goat or to *There aren't three goats*.

Pupils work in their pairs and make changes to sentences 5, 6, and 8 to make those sentences true also. Go through answers with the class.

Answers (Pupils may have other answers)

- E** There is a/one bridge. There aren't two bridges.
- G** There are six trees. There are lots of trees. There aren't five trees.
- H** There isn't a troll in the river./ There isn't a troll in the picture.

2 Read and draw.

Language focus:

- *there is / there are*
- Vocabulary, numbers

Ask pupils to read the text and to draw the picture, following the description. Allow them time to complete their drawings. Go round the class helping where necessary. When they have finished, pupils can compare their drawings with each other – in pairs or in groups of three. They will all have interpreted the instructions in different ways, so no two pictures will be alike. Tell them to check that they have all drawn what was required, and to find and discuss the differences between their pictures. (This discussion will have to take place in the mother tongue.)

3 Find words in the wordsquare to match the pictures. Write the words.

Language focus:

- Adjectives
- Verb *to be*

Do a quick revision first. Mime various adjectives and encourage pupils to call out what you are miming, e.g. *sad, mean, sleepy, hungry, scared*.

Call out *sad* and encourage the class to mime it. Repeat with other adjectives.

Now ask pupils to complete the gapped speech balloons in Exercise 3, using words from the wordsquare.

Pupils may want to find the words in the wordsquare puzzle first, write them down and then use these words to complete the speech balloons. Or they may prefer to look



at the pictures, think of the words missing from the speech balloons and then try to find those specific words in the wordsquare. Let them work whichever way they prefer. Go through answers with the class.

Answers

- A I'm sad.
- B I'm wet.
- C I'm not nice. I'm mean.
- D We're sleepy.
- E I'm big. I'm little.
- F I'm hungry.
- G I'm scared.

4 Choose the correct words.

Language focus:

- Verb *to be*

Mime yawning and rubbing your eyes, and say *I'm sleepy*.

Then get a group of pupils to do the same. Point to individual pupils in the group and say *He's sleepy*. *She's sleepy*. Then indicate the whole group and say *They're sleepy*.

Repeat, miming 'sad' and saying *I'm sad*. Get a group of 4 or 5 pupils to copy the mime; point to individual pupils in the group and elicit *He's sad* or *She's sad* from the class. Then point to the whole group of pupils and elicit *They're sad* from the class; and elicit *We're sad* from the group of pupils themselves. Do not try and give any grammatical explanations or rules; pupils just need to hear and repeat the phrases often; in time they will become familiar with them and will use them correctly simply because it 'sounds right'.

Ask pupils to circle the correct answers in each sentence. Let them compare their answers with another pupil before you go

through answers with the class.

Answers

- A is, isn't
- B are
- C isn't
- D are, aren't
- E is, isn't, He's

5 Put the words in order and make true sentences.

Language focus:

- Sentence structure
- Vocabulary

Ask pupils to re-order the words to make true sentences about the story. They may work alone or in pairs, as they prefer. Circulate round the class helping where necessary.

Answers

- A There's lots of grass on the hill.
- B Let's cross the bridge.
- C There's a troll under the bridge.
- D Don't eat me says Little Goat.
- E The troll is sad and wet. / The troll is wet and sad.
- F The three goats are on the hill.

6 Choose the best name for the story.

Language focus:

- Global understanding of the story

Ask pupils to tell you (in their mother tongue) what the story is about. How do the goats solve the problem of the troll? What does the troll learn?

Remind pupils that a story title (i.e. the 'name' of a story) must be about the whole



story, not just part of it. Now go through the various titles for the story, one by one. Explain to pupils what each title means – translating if necessary. Ask pupils to discuss in small groups which of the titles they think are not suitable, and which they think are possible titles for the story. Go through answers with the class; if you wish, have a vote to see which titles are the most popular. Is there a winner? Has one title got the most votes?

Possible answers

The Mean Goat ✘

(There is no such character in the story)

A Nice Troll ✘

(The troll is mean for most of the story; this only refers to the end so it is not a good title for the whole story)

Three Hungry Goats ✔

(This is a possible title)

The Big Goats ✘

(Only one of the goats is big)

I'm Scared ✘

(The goats say they are not scared)

The Grass on the Hill ✘

(This doesn't tell us anything about the characters in the story or about what happens)

The Troll in the River ✘

(This only describes part of the story)

The Clever Goats ✔

(This sums up the whole story)

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.