



1 Write the names of the places. What is the hidden word?

Language focus:

- Revision of place names
- Vocabulary and spelling

Explain to pupils that they must complete the puzzle, and find the hidden word (shown in the green squares).

Let pupils work in pairs to do the puzzle. When they have finished, go through answers with the class, asking individual pupils to spell out answers aloud, so everyone can check their spelling.

Answers:

A school **B** bus stop **C** shops **D** street
E square **F** swimming pool **G** hospital
H park **I** bakery **J** house **K** butcher's

The secret word is **supermarket**.

2 Match the questions and answers.

Language focus:

- Revision and consolidation of question words and question forms

Ask pupils to match the questions and answers. They can check their answers in pairs.

Answers:

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

Now write these question words on the board:

what, who, where, when, which, why

Check that pupils understand these words. Ask pupils to make up questions with these words, orally in class.

Divide the class into pairs. Then ask pupils to write 5 questions, using five of the question words, to ask their partner. Pupils write their questions, then ask their partner; and answer their partner's questions. Go round the class helping where necessary.

3 Complete the sentences and match them with the pictures.

Language focus:

- Revision of compounds of *some/ no/ every*

Ask pupils to complete the sentences, using words from the box, using the pictures to help them. Go through answers.

Answers:

- 1 There's something in the sky.
Picture **c**
- 2 Everyone in the park is looking at the sky. Picture **b**
- 3 There is no one at home.
Picture **d**
- 4 They put everything back in its right place. Picture **a**

4 Complete the table.

Language focus:

- Revision of compounds of *some/ no/ every*

Tell the class that sometimes when we are talking about people, we use names, e.g. *Maria is in the classroom. Jack is in the classroom.*



But when we don't know their name, or we don't now who it is, we say
Someone is in the classroom.

Or if there are a lot of people, we don't name each one, we say:
Everyone is in the classroom.

And if the classroom is empty, we say:
There's no-one in the classroom.
Draw pupils' attention to examples in the story:
Everyone in the park is looking up at the sky.
Everyone in the park is doing strange things.
There is no-one at home.

Make sentences about the pupils in the class:
Everyone is sitting down.
No-one is eating ice-cream.
Someone is sitting by the door.
Encourage pupils to make more sentences about the class.

Explain that when we are talking about objects we use *thing* instead of *one*, but we follow the same pattern: *something, nothing, everything*. Examples in the story are:
Everything is normal (on page 6).
There's something flying in the sky.
Everything is strange (on page 12).
You can put everything back in its place.
Everything starts going back to normal.

And when we are talking about places we use *where* instead of *one*, but we follow the same pattern: *somewhere, nowhere, everywhere*. Examples in the story are:
There are fish everywhere in the sky.
Their parents are somewhere crazy – on the ceiling!

Finally, ask pupils to complete the table in exercise 4.

Answers:

	None	Some	All
People	no one	someone	everyone
Things	nothing	something	everything
Places	nowhere	somewhere	everywhere

5 Use phrases from List A, List B, and List C and write 5 sentences.

Language focus:

- Sentence building
- Revision of present continuous

As examples, ask a couple of pupils to make a sentence, using a phrase from each list.

Now let pupils work alone, writing their 5 sentences. They can write sentences based on the events of the story, or they can use their imaginations to write different, original sentences.

Possible 'Normal' answers:

The children are playing football.
The grandchildren are doing their homework.

Babies are eating fish.

The dogs are chasing the cats.

People are going to the supermarket.

Possible 'Strange' answers

The babies are doing their homework.

The grandparents are flying in the sky.

The dogs are eating the grass.

The children are crawling in the sky.

The fish are playing in the supermarket.



- 6 Now read your partner's sentence. Decide if they are 'normal' or 'strange' and tick the correct box.**

Language focus:

- Revision and comprehension of present simple

Pupils work in pairs, reading their partners sentences and deciding if what they describe is 'normal' or 'strange'.

Let pupils repeat exercise 6 with a different partner.

Go through answers with the class. You could make it a contest, awarding points for any sentences that no-one else in the class has written.

- 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.