

**Vocabulary and real-world link**

**Lesson objectives** name typical farm animals and items; learn about the food chain

**Key language** barn, cow, fence, food chain, goat, grain, grass, grasshopper, hawk, hay, hen house, horse, pig, predator, producer, rooster, snake, toad

**Materials** Class CD

**UNIT 7** On the Farm

**Lesson 1**

1 Listen and number.  
2 Listen and repeat.  
3 Listen and answer.

|           |                          |         |                          |
|-----------|--------------------------|---------|--------------------------|
| barn      | <input type="checkbox"/> | cow     | <input type="checkbox"/> |
| fence     | 1                        | goat    | <input type="checkbox"/> |
| grain     | <input type="checkbox"/> | hay     | <input type="checkbox"/> |
| hen house | <input type="checkbox"/> | horse   | <input type="checkbox"/> |
| pig       | <input type="checkbox"/> | rooster | <input type="checkbox"/> |

How much do you know about food chains?

Put the food chain in the correct order. Then listen and discover.

predator  hawk

producer  grass 1

consumer  toad   grasshopper   snake

Can you draw another food chain?

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**Warmer** Animals, animals!



Divide the class into teams of five or six children. Give the groups three minutes to write down the names of as many animals as possible on a piece of paper. Have them exchange papers and grade each other's answers. Monitor the grading. The team with the most animals wins.

**Teacher Time**

The Warmer is upbeat and very productive! Follow it with something calming, like a listening.

**1 2.02 Presentation of new vocabulary**

Have the children look at the picture. Ask *Where are they? What can you see? (on a farm, animals, etc.)*. Have the children listen to the CD and number the farm items in the order that they hear them. Play the CD twice if necessary. Call out the names of the items in a different order, and have the children call out the numbers.

**Audioscript**

**Mom:** Look at the fence! See that big bird? What's that?  
**Girl:** It's a rooster. It goes cockadoodle-doo!  
**Mom:** That's right. And what's that big, pink animal?  
**Girl:** Mom, that's a pig! What's it eating?  
**Mom:** It's eating the grain. Bad pig! The grain is for the hens. And the white and brown animal on the other side of the fence?  
**Girl:** You mean the goat?  
**Mom:** Yes, the goat!  
**Girl:** And the big, black and white animal is a cow. Moooo!  
**Mom:** Thank you. I wasn't sure.

**Girl:** Look! My favorite animal—a horse. What's the horse eating?

**Mom:** That's hay. Let's go and see the hens.

**Girl:** I like the hens. Where do they live?

**Mom:** In the hen house, over there. They come out to enjoy the sun and to eat the grain the farmer leaves for them.

**Girl:** I like the farm.

**Mom:** Me, too. Let's go to the barn now. But watch out for the cow!

**Girl:** OK!

**Answers**

barn—10 fence—1 grain—4 hen house—9 pig—2  
 cow—6 goat—5 hay—8 horse—7 rooster—3

**2 2.03 Spoken production of vocabulary: pronunciation focus**

Play the CD and have the children listen and repeat. Point out the aspirated "h" in *horse*, *hay*, and *hen house*. Have some children repeat different words individually.

**Audioscript**

barn, fence, grain, hen house, pig, cow, goat, hay, horse, rooster

**3 2.04 Listening and controlled spoken production of vocabulary**

Make statements about the picture and have the children respond *True* or *False*: *The horse is on the fence (False.) The pig is eating the grain. (True.)* Play the first question on the CD, and pause before the answer. Ask the children to call out their suggestions. Play the CD to check. Play the rest of the CD, pausing for the children to call out the answers.

**Audioscript**

- 1 Which animal is on the fence? The rooster!
  - 2 Where do the hens live?
  - 3 Which two animals are eating the hay?
  - 4 Which animal is eating the grain?
  - 5 Where is the cow?
  - 6 Where is the rooster?
  - 7 What is the pig eating?
  - 8 What is the horse eating?
  - 9 Where is the goat?
- Good job class!

**Answers**

- 1 the rooster 2 in the hen house 3 the horse and the cow  
4 the pig 5 in the barn 6 on the fence 7 the grain  
8 the hay 9 on the other side of the fence

#### 4 2.05 Real-world link: learn about the food chain

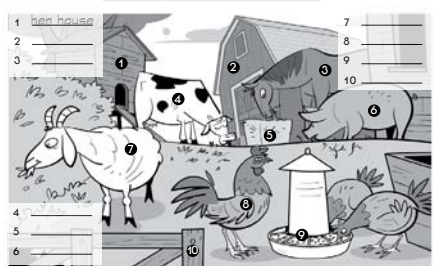
Tell the class what you ate yesterday. Draw a food chain of what you ate on the board, from human to animal to grain or grass. Discuss food chains and how they work. Have the children look at the pictures and repeat the words. Ask them what the first part of this food chain is. Have them continue and then listen to the CD to check their answers.

## UNIT 7

### On the Farm

**1 Label.**

cow goat grain hay horse rooster  
fence hen-house barn pig



**2 Read and match.**

mouse hay grain cow hawk  
cat grass fox hen

producer → consumer → predator

(circle) (circle) (circle)

cat grass fox hen

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- 1 Have the children label the pictures of the farm animals and items. Invite children to come to the board and write a word each. Ask the rest of the class if they agree.

Finally, drill the whole food chain with the class: *The grasshopper eats the grass, the toad eats the grasshopper, the snake eats the toad, and the hawk eats the snake!*

**Audioscript**

A food chain has three parts: producer, consumer, and predator. It starts with a producer. A green plant like grass is a producer. The grasshopper eats the grass. The toad eats the grasshopper. The snake eats the toad. The hawk eats the snake. All the animals are called "consumers". The "predator" is at the top of the food chain.

**Answers**

hawk—5 grass—1 toad—3 grasshopper—2 snake—4

#### Optional Mini-extension: Can you draw another food chain?

Brainstorm ideas about more food chains with the class. Have them start with the animals that are last in the food chain and go backwards, e.g. *Lions, sharks, cats, crocodiles*, etc. Have the children draw a food chain in their notebook. Walk around and help as necessary. Have them write about their food chain e.g., *The insects eat plants, the mouse eats insects, and the cat eats the mouse!*

**Answers**

1 hen house 2 barn 3 horse 4 cow 5 hay 6 pig  
7 goat 8 rooster 9 grain 10 fence

- 2 Have the children look at the words in the circles. Make sure they understand them. In pairs, have the children match the words to the correct circle. Invite children to write the words in the correct circles on the board.

**Answers**

producer: grain, grass, hay consumer: cow, mouse, hen  
predator: fox, hawk, cat

#### Cooler Alphabetical order

Review all the vocabulary from this lesson and have the children write it in alphabetical order in their notebook. Monitor their efforts. Review the order on the board.

#### Quick Stretch

The Cooler can be adapted to any theme and is a good way to get the children to settle. It is challenging for the children, but it provides them with a satisfying outcome.

**Grammar and speaking**

**Lesson objectives** talk about real situations in history using regular simple past verbs

**Key language** *cared for, covered, disappeared, fixed, flooded, harvested, lived, planted, prepared, saved, used, worked*

**Secondary language** *flood, harvest, tool*

**Materials** Class CD

**Warmer Categorize vocabulary**



Have the children work in pairs. Have them make seven columns in their notebook with the following headings: *amusement park, restaurant, sports, feelings, ocean creatures, school places, farm*. Say words from Units 1 to 7 related to the themes and have the children write them in the corresponding column. Write the columns on the board and invite children to come up and write the words in the correct columns. Have the class check their answers.

**Optional Moving Grammar**



Use the Moving Grammar presentation on the Teacher's Resource CD.

**2.06 Presentation of new language**

Have the children look at the picture of the farmers and guess their nationality (*Egyptian*). Ask the children if they think this picture is about the present or the past (*the past*). Pre-teach *flood, tool, and harvest*. Have the children listen to the CD and follow the text in their book.

Write three or four general comprehension questions in simple past on the board about the text. Play the CD again and have the children listen and write the answers. In pairs, have children check their answers. Review the answers with the class. Leave the questions on the board.

Play the CD one more time and encourage the children to do the actions of the text, especially *flooded, fixed, harvested, saved*.

**Sample answer**

*Farmers preparing the land and planting grain in ancient Egypt.*

**Lesson 2**

**Listen and read. Say what the picture shows.**

**What did Egyptian farmers do?**

Farmers were important in ancient Egypt. They lived and worked near the Nile River growing food for everyone.

Between June and September, the Nile flooded. Water covered the land, and it was impossible to farm. The farmers cared for their animals (cows, pigs, goats, and ducks) and fixed their tools. When the water disappeared, the farmers prepared the land and planted grain. They used water from the Nile to water the grain.

The farmers harvested the grain in April. They used some for bread, porridge, and beer and they saved some for later in the year. Then, the farmers planted vegetables: onions, cabbages, and beans. They harvested them before the Nile flooded again.

**Circle all the words in the text ending in -ed. Write them next to the verbs. Then listen and check.**

|                   |             |                 |
|-------------------|-------------|-----------------|
| live <u>lived</u> | cover _____ | prepare _____   |
| work _____        | plant _____ | fix _____       |
| flood _____       | care _____  | disappear _____ |
| harvest _____     | use _____   | save _____      |

**Ask and answer.**

What did the Egyptians do in June? They cared for their animals.

**Take Note!**  
The Nile flooded. They fixed their tools.

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**2.07 Focus on new language**

Have the children look at the text and find all the words that end in *-ed*. Have them circle the words and write them next to the corresponding verbs in their book. Do the first paragraph as an example with the whole class (*lived, worked*). Then have the children continue individually.

Play the CD for the children to check their answers. Play the CD again and have the children repeat each word.

**Answers**

*lived, worked, flooded, harvested, covered, planted, cared, used, prepared, fixed, disappeared, saved*

**Teacher Time**

Remember that if the children need more repetition, vary the speed or the volume to keep them focused.

**Take Note!**

Have the children look at the Take Note! feature in their book. Write the example sentences on the board. Ask again if this story is about the present or the past (*the past*.) Underline the verbs in the sentences and ask if they tell us about the present or the past. Ask how we form the verb in the past (*with -d or -ed*). Read the sentences in the past from the text and encourage the children to repeat them.

### 3 Controlled spoken practice of new language

Have all the children repeat the example question and answer chorally. Drill questions about the text on the board with the whole class. In pairs, have the children take turns asking and answering questions about the text using the simple past. Finally, have open pairs ask and answer questions across the class.

Lesson 2

**1 Write the correct form of each verb.**  
 People 1 (start) started farming more than five thousand years ago. They  
 2 (plant) \_\_\_\_\_ grain and vegetables and also cared for their animals. Early farmers  
 3 (use) \_\_\_\_\_ simple tools. Farmers lived near rivers. They 4 (fish) \_\_\_\_\_ in the  
 rivers and 5 (water) \_\_\_\_\_ their grain with water from the river. When the rivers  
 6 (flood) \_\_\_\_\_ and 7 (cover) \_\_\_\_\_ the land, the farmers 8 (fix) \_\_\_\_\_  
 their tools until the water 9 (disappear) \_\_\_\_\_ again. They 10 (harvest) \_\_\_\_\_  
 their grain and 11 (use) \_\_\_\_\_ some for bread.

**2 Ask and answer with a friend.**

|  |                           |
|--|---------------------------|
| 1 What did the farmers do with their grain?            | They used some for bread. |
| 2 When did the farmers harvest their grain?            |                           |
| 3 What did the farmers do with grain and vegetables?   |                           |
| 4 What did the farmers do with river water?            |                           |
| 5 What did the farmers do when water covered the land? |                           |

**Catchphrase** 50 page 66

Circle the correct words. Then write one more.

1 The farmers cared for their children / their floods / their fields / \_\_\_\_\_.

2 They fixed their houses / their roofs / their rivers / \_\_\_\_\_.

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- 1** Point to the paragraph. Explain that it is a story that took place in the past. Do the first two examples with the whole class. Have the children continue individually. Nominate children to read out a sentence each of the text. Ask the rest of the class if they agree. Write the verbs on the board for the children to check.

#### Answers

1 started 2 planted 3 used 4 fished 5 watered  
 6 flooded 7 covered 8 fixed 9 disappeared  
 10 harvested 11 used

- 2** Drill all the questions chorally with the class. Have the children ask you the first question. Give a wrong answer so the children have to correct you. Have the children continue in pairs.

#### Sample answers

1 They used some for bread. 2 They harvested their grain after the flood. 3 They used grain for bread and ate the vegetables. 4 They watered their grain. 5 They fixed their tools.

**Catchphrase** Have the children circle the correct options in each sentence. Have them write one more correct option for each one. Have children raise their hand to give correct sentences. Then have children give other suggestions of their own. Ask the rest of the class if they agree.

#### Answers

1 their children, their fields 2 their houses, their roofs

### My Grammar (p. 106)

- Explain that we can talk about things that happened in the past by using the past tense.
- Have the children read the example question and answers aloud.
- Point out the Be Careful! box, and remind children that we add *-ed* to the end of regular verbs to make the past tense. Copy the box onto the board and check understanding by asking children to form the past tense of other regular verbs.
- Have the children do the activity. Check answers as a class.
- Go around the class asking children to tell you one thing they did yesterday.

#### Answers

1 Mom cooked pasta. 2 They played computer games.  
 3 The teacher showed us a DVD. 4 Ben and Carl listened and danced to music.

### Cooler What's the next word?

- 2.06** Play the CD of the text about the Egyptian farmers once again, and pause before the verbs. Have children raise their hand to guess the next word. Play the CD to confirm.

**Listening and vocabulary**

**Lesson objectives** listen to and understand a story about Ancient Egypt for global understanding

**Key language** *carried, picked up, took care of*

**Materials** Class CD

**Warmer What's the missing word?**



Have the children take out their notebook and a pen. Read out the following sentences from Lesson 1 with the verbs missing in the simple past. Have them complete the missing words: *Farmers ... important in Ancient Egypt (were). They lived and ... near the River Nile (worked). Between June and September, the Nile ... (flooded). The farmers prepared the land and ... grain (planted). They ... some grain for later in the year (saved).* Review the answers with the class.

**1 Predict content**

Have the children look at the pictures to try to decide what the story is about. Have them talk to a friend about their ideas. Have children raise their hand to put forward ideas about the story.

**2 2.08 Listening for global understanding**

Play the CD and have the children look at the pictures. Have them listen and then ask them which are the first and last pictures of the story (*a* and *f*). Have the children number them *1* and *6*.

Play the CD again and have the children number the remaining pictures in the correct order. To check answers, hold up your book and point to each picture in turn. Have the children call out the numbers for the pictures.

**Audioscript**

- 1 *Rami was 9 years old. He was the son of a farmer in ancient Egypt. Every day, he helped his father. He walked to the river and fetched water for the farm. One day, he noticed an egg next to the river. He picked it up and looked at it.*
- 2 *Suddenly there was a noise. A baby crocodile appeared out of the egg! Rami smiled. "Hello!" he whispered.*
- 3 *Rami cared for the baby crocodile for six weeks. After that, the crocodile was too big! "You have to go back to the river!" Rami explained to the crocodile. "Come on!"*
- 4 *Rami carried the crocodile to the river and dropped it in the water. It disappeared. "Goodbye!" Rami called.*
- 5 *Ten years passed. Rami wasn't a boy now, he was a young man. He wasn't a farmer—he was a sailor. He sailed his boat*

Lesson 3

1 Look at the pictures. What's the story about?

2 Listen and number.

3 Tell the story. Use the pictures and phrases.

helped his father picked up an egg cared for the crocodile too big  
"goodbye!" ten years passed attached his boat carried Rami to the bank

Rami was the son of a farmer in ancient Egypt.

It's important to care for people and animals.

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*on the Nile. One day, four crocodiles attacked his boat. They pushed the boat over. Rami dove into the water. He was very scared. "This is the end for me! I can't escape!"*  
*6 But one of the crocodiles protected him from the other crocodiles. It carried him to the banks of the river. He was safe! Rami was very confused, but very happy! Then he remembered the egg and the baby crocodile. "Is it possible?" he wondered. "Is it really possible?"*

**Answers**

a 4 b 3 c 2 d 1 e 6 f 5

**3 Post-listening and spoken production of language**

In pairs, have the children look at the phrases and decide which picture they refer to. Retell the story *Rami was the son of a farmer in ancient Egypt. Every day ...* Encourage all the children to join in. Then have the children work in pairs to try to tell the story again. Walk around and give positive feedback.



## Responsibility—It's important to care for people and animals

Ask the children think about the story of Rami and the crocodile again. Ask the children to tell you why the crocodile helped Rami. (*Because Rami took care of the crocodile.*) Divide the class into two groups, with each child working with a friend. Have the Group 1 make a list of the people and animals they take care of. Give an example yourself, e.g. *I take care of my brother and my cat.* Have Group 2 make a list of the people and

animals that help them. Give an example yourself, e.g. *My mom takes care of me when I'm sick. My dog plays with me when I'm bored or lonely.* Give the children three minutes to write their lists. Then have the children share their ideas with the class.

**Optional** Use the values Worksheet on the Teacher's Resource CD.

**Lesson 3**

**Read and match.**

1 One day

2 One week later

3 One month later

4 That day

No one helped me!

a After a week, Peter was bored and lonely again, so he cried out "Wolf!" again. The farmers arrived but there wasn't a wolf! The farmers were very angry.

b Peter's father was very angry. "I called out, but no one helped me!" said Peter.

c Peter cared for his father's sheep. One day, feeling bored he cried out "Wolf!" The farmers arrived to help him but there wasn't a wolf.

d A month later, Peter noticed a wolf near the sheep. He cried out "Wolf!" but no one arrived to help him. The wolf attacked his father's sheep.

**Answer.**

1 What happened when Peter cried "Wolf" the first time?  
The farmers arrived to help him.

2 What happened when Peter cried "Wolf" the second time?  
\_\_\_\_\_

3 What happened the third time?  
\_\_\_\_\_

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- 1 Have volunteer children read out the story a sentence or two at a time. Have the children match each section of the story to one of the pictures individually. Nominate a child to give the letter and number of each match. Ask the rest of the class if they agree. Have volunteer children read out the story again, this time in the correct order.

### Answers

a 2 b 4 c 1 d 3

- 2 Write the first question on the board, and elicit a complete answer from the whole class. Have the children continue individually for the remaining questions. Have them compare answers with a friend. Have children raise their hand to read out a question, and then nominate another child to give the answer. Ask the rest of the class if they agree.

### Answers

- 1 The farmers arrived to help him.
- 2 The farmers arrived to help him again.
- 3 The farmers didn't arrive to help him.

## Optional Projectable Poster



Use the Unit 7 poster on the Teacher's Resource CD to review the language from the unit.

## Cooler Mime the story

- 2.08** Divide the class into pairs. Play the CD of the story of Rami again and have the children mime all the actions, one miming the boy and the other miming the crocodile. Then read the story from the end to the beginning, and have the children change roles and mime the story backwards!

**Grammar and speaking**

**Lesson objectives** describe a trip in the past using regular and irregular simple past verbs

**Key language** *arrive(d), climb(ed), collect(ed), do/did, drop(ped), give/gave, go/went, move(d), play(ed), say/said, see/saw, take/took*

**Secondary language** *piglets*

**Materials** Class CD; word cards with the infinitive and simple past form of the verbs above

**Warmer Mime/tell the story**

**2.08** Play the CD of the story of Rami one more time, and have the children act out all the actions. If they are confident enough, you mime the story for them, and they work together to tell the story.

**Optional Moving Grammar**



Use the Moving Grammar presentation on the Teacher's Resource CD.

**1 Reading**

In pairs, have the children look at the pictures and describe what the people are doing. Then have them read the e-mail and find the job that is mentioned in the e-mail but does not appear in the photos.

**Answer**  
*collecting eggs*

Have the children look at you. Drop a pen on the floor and have the children find the word for this in the text (*dropped*). Mime climbing (as if over hay bales) and have the children find the word for this in the text (*climbed*).

Have the children read the text again and ask *What do you think was the best part of the visit to the farm?* Name the actions and have the children vote for the one they think was the best.

**2 Focus on new language**

Have the children look at the text in pairs and circle all the verbs in the past. While they are looking for the verbs, write two columns on the board headed *Regular verbs* and *Irregular verbs*.

Have children say the verbs in the order they appear in the text. Ask if they are regular or irregular each time. Ask for class agreement. Write them in the correct columns on the board. Have the children copy the lists in their notebook.

Lesson 4

1 Read the e-mail and look at the photos. Which job is in the e-mail but not in the photos?

Hi Grandma,  
Last week, my class went to a farm. We arrived in the morning and did some jobs. We collected eggs from the hen house. Josh dropped one toy accident. What a mess! In the barn, we saw a pig with three piglets. They were very cute! There were also lots of sheep. We gave milk from a bottle to some of them. The farmer said we were very helpful! In the afternoon, we moved some hay. Then we climbed on the hay and played games.  
It was a great day and I took lots of photos. Do you like them?  
Love,  
Olivia

2 Find the past of these verbs in the e-mail. Write them in two groups in your notebook.

|                                  |       |         |    |      |      |                          |      |     |     |      |      |
|----------------------------------|-------|---------|----|------|------|--------------------------|------|-----|-----|------|------|
| arrive                           | climb | collect | do | drop | give | go                       | play | say | see | take | move |
| Group 1: Regular verbs (end -ed) |       |         |    |      |      | Group 2: Irregular verbs |      |     |     |      |      |
| arrived                          |       |         |    |      |      | did                      |      |     |     |      |      |

**Take Note!**  
We went to a farm.  
We saw a pig.

3 Let's play a memory game!

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**Answers**

*Regular verbs: arrived, climbed, collected, dropped, moved, played*  
*Irregular verbs: did, gave, went, said, saw, took*

**Teacher Time**

Sometimes it is important to have all the children doing the same thing at the same time. It prepares them for the next activity.

**Take Note!**

Have the children look at the Take Note! feature in their book. Write the example sentences on the board. Underline the verbs and have them identify the tense and if the verbs are regular or irregular. In pairs, have the children say other sentences using irregular verbs from this lesson. Walk around and monitor. Invite some pairs to say their sentences for the class.

**3 Controlled spoken practice of new language**



Have the children close their book. Divide the class into groups of eight to ten children. Tell them to try to remember all the activities from the farm. Have the first child say an activity: *They collected eggs*. Have the next child continue: *They collected eggs, and saw some piglets*. Continue playing the game until all the activities are named. If a child makes a mistake, start a new list.

## Lesson 4

## 1 Write the past form of each verb. Check (✓) the regular verbs.

- |  |  |
|--|--|
| 1 arrive _____ <input type="checkbox"/>  | 6 go _____ <input type="checkbox"/>    |
| 2 collect _____ <input type="checkbox"/> | 7 play _____ <input type="checkbox"/>  |
| 3 do _____ <input type="checkbox"/>      | 8 say _____ <input type="checkbox"/>   |
| 4 drop _____ <input type="checkbox"/>    | 9 see _____ <input type="checkbox"/>   |
| 5 give _____ <input type="checkbox"/>    | 10 take _____ <input type="checkbox"/> |

## 2 Read and complete.

Tim 1 (walk) walked down the street. He 2 (see) \_\_\_\_\_ a small gray cat. He 3 (pick) \_\_\_\_\_ it up. He 4 (want) \_\_\_\_\_ to keep the cat, so he 5 (carry) \_\_\_\_\_ it to school carefully in his pocket. Tim 6 (arrive) \_\_\_\_\_ at school early. His friend Henry 7 (is) \_\_\_\_\_ there. "Hi, Tim," he 8 (say) \_\_\_\_\_ sadly. "What's wrong?" 9 (ask) \_\_\_\_\_ Tim. "My cat 10 (go) \_\_\_\_\_ out last night and didn't come back. It's lost!" "No, it isn't!" said Tim. He 11 (take) \_\_\_\_\_ the cat out of his pocket and 12 (give) \_\_\_\_\_ it to Henry. "I found it!" Henry was happy – and so was Henry's cat!

## 3 Tell the story with a friend.



Tim walked down the street.

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- 1 Read the list of verbs with the class. Do the first and the third examples with the whole class. Then have them identify if they are regular or irregular. Have the children continue individually. Have them compare answers with a friend. Have children raise their hand to give a verb and its past form. Each time, ask the whole class *Is it regular?*

**Answers**

1 arrived 2 collected 3 did 4 dropped 5 gave  
6 went 7 played 8 said 9 saw 10 took

- 2 Have the children look at the picture and describe what they can see. Have the children complete the story using the verbs in the simple past. Have children raise their hand to read a completed sentence of the story each. Ask the rest of the class if they agree.

**Answers**

1 walked 2 saw 3 picked 4 wanted 5 carried 6 arrived  
7 was 8 said 9 asked 10 went 11 took 12 gave

- 3 Retell the story from the previous activity with the whole class. In pairs, have the children retell the story. Monitor and help as necessary.

**Answers**

*Children's own answers.*

**My Grammar (p. 106)**

- Explain that there are some verbs that are irregular and we have to learn what they are like in the simple past.
- Have the children read the example sentences aloud.
- Point out that we use the ordinary form of the verb in simple past questions, with *did*.
- Have the children complete the personalization activity. Check answers by asking the questions around the class.
- Say *I like English*. Choose a child to repeat and add to it, e.g. *She/He likes English, I like* (school subject or object), then choose another child to repeat and add, etc.

**Answers**

*Children's own answers.*

**Cooler Play "Board Pelmanism"**

Attach the word cards from Materials face down on the board in random order. Write a number next to each card. Invite a child to come to the board. Have the other children call out the numbers of the cards to be turned. If they match an infinitive to its past tense, join them together on one side of the board. If not, turn them back and invite another child to come to the board to turn over the next pair. See Games Bank pp. 204–205.



Spelling

**Lesson objectives** focus on spelling patterns of regular simple past verbs

**Key language** *carried, cleaned, cried, crowed, dropped, jogged, lived, looked, noticed, opened, picked, played, rained, rubbed, skated, stopped*

**Materials** Class CD; soft ball

Warmer Play "Tic-Tac-Toe"



Draw a "Tic-Tac-Toe" grid on the board and number the squares 1 to 9. Write the infinitives from Lesson 4 in the squares. Divide the class in two teams. Have a group choose the first number, then make a sentence with the past form of the verb in the square. If they make a correct sentence, they mark an "O" or "X". Continue until one of the teams marks a line of three. See Games Bank pp. 204–205.

2.09 Exposure to spelling patterns

Play the CD. Have the children listen to and read the poem. Ask *Do you know this story or a similar one? Do you think it's true?*

Have the children circle all the words ending *-ed*. Ask them how many they found (14 counting *dropped* and *cried* twice).

Play the CD again, and have the children mime all the actions of the poem. Have the children imitate the rooster sound when they hear it.

Answers

*lived, noticed, picked, opened, dropped, carried, cried, stopped, dropped, rained, crowed, looked, rubbed, cried*

2 Focus on spelling patterns

Have the children look at the poem and complete the past verbs next to the infinitives. Ask *What differences can you see in the spelling of the verbs in the four groups?* Encourage children to comment on the different endings they can see. Say the past tense verbs for the children to repeat.

Answers

Group 1: *looked* Group 2: *lived* Group 3: *cried*  
Group 4: *stopped*

Lesson 5

Listen and read. Circle all the words ending in *-ed*.

**The Beanstalk**  
A farmer lived all alone,  
In a tiny house, with a tiny yard.  
He noticed something in his hall.  
He picked it up. "A birthday card!"  
He opened it and beans dropped out!  
He carried them out through the door.  
"I don't want these!" the farmer cried,  
He stopped and dropped them on the floor.  
That night, it rained. And when the rooster  
crowed, the farmer looked outside.  
He rubbed his eyes, "That beanstalk is  
a thousand meters high!" he cried.

Write the words from Activity 1. Compare the spelling. Then say the words.

|            |                   |           |            |
|------------|-------------------|-----------|------------|
| Group 1    | Group 2           | Group 3   | Group 4    |
| look _____ | live <u>lived</u> | cry _____ | stop _____ |

Match these spelling patterns to the four groups in the chart. Find one more word in Activity 1 for each group.

|          |                          |                     |                          |
|----------|--------------------------|---------------------|--------------------------|
| + -d     | <input type="checkbox"/> | double letter + -ed | <input type="checkbox"/> |
| y → -ied | <input type="checkbox"/> | + -ed               | <input type="checkbox"/> |

Test your friend.

jogged  carried  skated  rained  cleaned  lived

How do you spell "stopped"? S-t-o-p-p-e-d.

Find more *-ed* words.

**Spelling Tip!** The y does not change to i in played.

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3 Focus on spelling patterns

In pairs, have the children look at the rules and try to match them to the words from the previous activities. Elicit and clarify the reasons for the different spellings. (*Regular verbs take -ed; regular verbs ending in -e take -d, verbs ending in "y" lose the "y" and take -ied, one-syllable verbs that end in a consonant, vowel, and consonant double the final consonant.*)

Answers

+ -d 2, *noticed*; "y" → -ied 3, *carried*;  
double letter + -ed 4, *dropped/rubbed*;  
+ -ed 1, *picked/opened/rained/crowed*

Teacher Time

Point out to the children that the spelling rule for doubling final consonants is the same as for comparative adjectives.

Spelling Tip!

Ask the children why they think *play* does not change the "y" to -ied. Have them deduce that it is because there is a vowel before the "y". Write the words *marry* and *stay* on the board and explain their meaning. Ask the children to tell you the past of each verb (*married, stayed*).

Have the children make a note of these examples in the spelling section in their notebook.

## 4 Practice of spelling patterns

Have the children work in pairs to test each other's spelling. Remind the children of the question *How do you spell ...?* Have the whole class ask you the question for *jagged*. Spell it correctly or incorrectly and ask if it is correct. Have the children continue in pairs.


## Optional Mini-extension: Find more -ed words

Have the children look in their Student Book or Workbook and use their knowledge to find more words ending in -ed. Have them write them in their notebook. Review the words on the board with the whole class.

**Lesson 5**

**1 Find the secret word and answer the question.**

- The farmer (diklooe) looked for the eggs in the barn.
- He (ecairid) \_\_\_\_\_ them home in a basket.
- He (ctnodei) \_\_\_\_\_ that one egg was different!
- He (popdest) \_\_\_\_\_ to look at it.
- He (pkicde) \_\_\_\_\_ up the egg.
- His eyes (pnoeed) \_\_\_\_\_ wide.
- "What a big egg!" he (rcdle) \_\_\_\_\_.



What did the farmer do with the egg?  
He \_\_\_\_\_ it. Oh, no!

**Spelling Quest**

**2 Do the puzzle. What's the secret word?**

My first letter is in BARN but not in PLANT or BIG  
My second letter and third letters are in GOAT and FLOOD  
My fourth letter is in MOUSE but not in MOUTH or HEN  
My fifth letter is in CAT but not in COIL or HAY  
My sixth letter is in HEN but not in BARN or HAY  
My last letter is in HORSE but not in HOUSE

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- 1** Have the children unscramble the past verb to complete the sentences and the puzzle. Do the first two examples with the whole class. When finished, have the whole class write the secret word as the answer to the question next to the puzzle. Have the whole class read out the question and answer.

### Answers

1 looked 2 carried 3 noticed 4 stopped 5 picked  
6 opened 7 cried secret word: dropped

## 2 Spelling Quest

Have the children do the puzzle and write the secret word in the space. Have the whole class call out the secret word.

### Answer

rooster

## Cooler Say the past verb

Throw a soft ball to a child. Say a verb from the lesson in the infinitive and have them say it in the past form. Have that child throw the ball to another child and say an infinitive. Now have the next child say the past tense. Continue until all the children have participated.

Reading and writing

**Lesson objectives** read a story set on a farm; deduce the meaning of missing words from context; write the end of a story

**Key language** *ladder, look for, pick, slip*

**Warmer** Play "The Shark Game"



Play the game with farm vocabulary from the story. Play one word at a time, or all together in one big game. (Suggested words are: *farmer, hen house, vegetables, goats, gate.*) When finished, tell the children they will read a story today and ask *Where do you think the story happens? (on a farm).* See Games Bank pp. 204–205.

**1 Pre-reading, reading, and focus on past verbs**

Have the children look at the text and find all the animals and food mentioned (*eggs, vegetables, beans, grain, sheep, goats*).

Have them read the text again and answer the questions. Allow the children to express their ideas freely with the class.

**Answers**

- 1 *One of the goats escaped.*
- 2 *Children's own answers.*

**Pen Pal** **Use of sequencing words**

Have the children look at the sequencing words. Ask which word appears earliest in the story (*first*) and which word appears last (*finally*). Explain that the other sequencers go in the middle. Ask the children for suggestions about why we use sequencing words (*to show the order of information so we can understand the story better*).

Lesson 6

**1 Read the story from *Shapes* and answer.**  
 1 What was the problem? 2 What do you think happened in the end?

**Shapes Magazine**  
 This month we're reading stories.

**L**ast weekend, Lucy and Damian visited a farm. They helped the farmer with his jobs. First, they collected eggs from the hen house. They gave them to the farmer. Then, they watered the vegetables in the vegetable garden and picked some beans. Later, they carried grain to the barn for the sheep and goats. But when they opened the gate, one of the goats escaped! Lucy and Damian tried to catch it, but it was too fast! Finally, ...

**Pen Pal**  
 We can use sequencing words like *first, then, later, and finally* when we tell a story.

**2 Look at the words and pictures. Act out the story with your friends.**

look for the goat  
see the goat

Damian / climb up the goat / jump down

Damian / fall  
Lucy / call / the farmer

farmer / arrive / with a ladder / help / Damian

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**2 Freer spoken practice: act out a story in the past**

Write the first two captions on the board and elicit complete sentences using the words: *Lucy and Damian looked for the goat. Then they saw the goat on the barn!* Underline the verbs and have the children identify if they are past or present. Have the children work in pairs to continue expanding the captions orally. Monitor, guide, and remind the children of the sequencers. Then put the children in groups of four. Have the children act out the story. The child playing the goat will have fun!

**Sample answers**

*First, Lucy and Damian looked for the goat. Then they saw the goat on the barn! Damian climbed up onto the roof but the goat jumped down. Later, Damian fell off and Lucy called the farmer for help. Finally, the farmer arrived with a ladder to help Damian.*

Lesson 6

**1 Pen Pal** Number the sentences in order.

a Finally, he climbed the beanstalk.

b First, Jack planted the beans.

c Later, he saw a tall beanstalk!

d Then, he watered the beans.

**2 Tell the story from *Shapes* with a friend.**

1 What did Damian and Lucy do first?

2 Where did they see the goat?

3 What did Damian do?

4 What happened then?

5 What happened after that?

6 What did Lucy do?

7 What happened in the end?

**3 Write the ending to the story in your notebook. Use the Writing Bank to help you.**

**Writing Bank**

|                   |         |        |
|-------------------|---------|--------|
| First, they ...   | climbed | saw    |
| Then, they ...    | went    | gave   |
| Later, they ...   | ran     | ate    |
| Finally, they ... | told    | picked |

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## 1 Pen Pal

Have the children number the sentences in order. Have the children look for number 1. Ask why they know it is number 1 (*because it starts with "first"*). Have the children continue individually. Have them compare answers with a friend. Have children raise their hand to read out the sentences in order.

### Answers

a 4 b 1 c 3 d 2

**2** Have the children look back at the story from the Student Book, Unit 7, Lesson 6. Elicit the start of the story from the whole class. Have the children continue telling the story using the phrases given. Have them tell it collaboratively. Then have them tell the story with a friend. Monitor the children's answers.

### Answers

Children's own answers.

**3** Have the children use the phrases from the Writing Bank to write the end of the story in the Student Book. Monitor and help as necessary. Check the children's books to make sure they have written the story correctly.

## Picture Dictionary

Have the children look back at the unit and complete the vocabulary list in the Picture Dictionary. Then use one of the Picture Dictionary activities (see pp. 200–201).

### Answers

Children's own answers.

## Optional Projectable Poster



Use the Unit 7 poster on the Teacher's Resource CD to review the language from the unit.

## Cooler Draw and label

Have the children draw a scene from the first part of the story in their notebook. Then have them label it with a sentence from the text.