



# A day on the farm

## Vocabulary 1

### Using the worksheet

- This worksheet provides practice of the farmyard and nature vocabulary: *countryside, farm, field, forest, grass, ground, lake, leaf/leaves, mountain, river, rock, tractor*.
- Learners use the pictures to complete the crossword.

**Key: Across:** 5 lake 7 farm 11 countryside  
12 grass 13 rock  
**Down:** 2 leaf 3 leaves 4 ground 6 mountain  
8 river 9 forest 10 tractor

### Optional follow-up activity (reinforcement):

Play a spelling game. Stick the flashcards for the words around the classroom. Choose a word and spell it aloud. The learners point to the correct picture.

## Grammar 1

### Using the worksheet

- This worksheet provides practice of describing present actions using the present continuous.
- For Activity 1, learners look at the picture, read the sentences and draw extra items in the picture.
- For Activity 2, learners look at the picture and complete the sentences with verbs in the present continuous.
- Extra support can be provided using the optional word pool at the bottom of the page. For stronger learners, you can cut off the word pool.

**Key:** 1 Learners draw: 2 a ball near the puppy  
3 a book in Grandma's hands 4 a chicken near Mum's hand 5 a spider above Dad  
2 2 is eating 3 are playing 4 is riding  
5 is washing 6 is sitting

### Optional follow-up activity (extension):

Learners add other animals they know (*goat, sheep, cat*) to their drawings and write sentences to describe them using the present continuous.

## Vocabulary 2

### Using the worksheet

- This worksheet provides practice of the core vocabulary for daily routines: *wake up, get up, have a shower, clean your teeth, get (un)dressed, towel, toothbrush, toothpaste, tooth/teeth, asleep*.
- Learners draw lines to match each picture with two sentence parts.

**Key:** 2 a Jim's getting dressed. 3 h Jenny's in bed and she's waking up. 4 c Jim's in the bathroom and he's having a shower. 5 f Jenny wants a towel. 6 g Jim and Jenny are in the kitchen and they're having breakfast. 7 d Jim's cleaning his teeth. 8 b Jenny's putting toothpaste on her toothbrush.

### Optional follow-up activity (reinforcement):

Play a mime game. Mime doing one of the routine verbs. Learners say, e.g. *You're cleaning your teeth*. A learner mimes a routine for the others to guess and so on.

## Grammar 2

### Using the worksheet

- This worksheet provides practice of talking about routines using the present simple.
- Learners work in pairs to make the spinners. They stick them on a piece of cardboard, cut them out and put a pencil or a toothpick through the centre. They can also colour the sections different colours.
- Learners take it in turns to spin the two spinners, call out the verb and time phrase and ask a question.

### Optional follow-up activity (extension):

Learners spin the spinners again and write sentences about themselves, e.g. *I don't get up in the evening*.

## Skills 1: Listening

### Using the worksheet

- This activity requires learners to listen to specific details in five conversations and choose the correct picture.
- Read the questions and ask learners to make answers about each of the three pictures. Play the audio question by question. Learners listen and tick the box for the correct picture.

#### Track 2

- 1 Girl: Hi, Alex. Are you going home?  
Alex: No, I'm not. I'm going to the park with Sam.  
Girl: To the park? That's nice.  
Alex: Yes. We play tennis there at five o'clock. Can you play tennis?  
Girl: No, I can't, but I like watching it. Can I come?  
Alex: Sure.
- 2 Mum: Where's Matt? It's eight o'clock and we're late.  
Dad: He's in the bathroom.  
Mum: What's he doing in there? Is he getting dressed?  
Dad: No, he isn't. I think he's cleaning his teeth.  
Mum: Ah, OK. That's good. I want to leave in five minutes.
- 3 Girl: Mum! I can't find the puppies. Where are they?  
Mum: I don't know. Are they in the field? They like playing on the grass.

- Girl: No, they aren't there.  
Mum: Look out of the window! Can you see them?  
Girl: Oh, yes! They're playing behind the tractor.  
Thanks, Mum.
- 4 Man: What time do you get up, Jill?  
Jill: My dad wakes me up at eight o'clock.  
Man: So, do you get up at eight o'clock?  
Jill: Well, I don't like getting up ... but I wake up then!
- 5 Mum: Oh, look, Ben. Isn't that beautiful?  
Ben: What are you looking at, Mum? I can see a farm,  
but it's very old.  
Mum: No, I'm looking over there – at the lake. There's a  
forest next to it. Isn't it beautiful?  
Ben: Yes, it is. It's great! Can we stop the car and go for a  
walk?  
Mum: OK.

Key: 2 b 3 a 4 a 5 c

### Optional follow-up activity (extension):

Drill one of the conversations line by line. Learners act it out in pairs.

## Skills 2: Speaking

### Using the worksheet

- This is a paired speaking activity, so the worksheet needs to be cut in half and learners work in pairs.
- Learners look at their pictures and say what they can see. A group of children are on a class trip to a farm. Each learner has the same picture. Five of the children have name labels in picture A and the other five in picture B.
- Learners have to ask questions to draw lines to match the names with the five children in their picture who aren't named. They take it in turns to do so and then check their answers by comparing their pictures.

**Key: Learner A:** Fred is playing with a puppy. Julia is running in a field. Paul is taking a photo of a goat. Vicky is giving food to the horse.

**Learner B:** Charlie is riding the donkey. Daisy is drawing the farm. Jim is watching the kittens. Lily is sitting on the tractor. Peter is picking up leaves.

## mission Stage 1:

### Learners will make a daily routine chart.

- Learners look at the worksheet. In the frame held by the child, learners write the title 'My daily routine chart' and their name. They can decorate the frame.
- Learners personalise the outline of the child, drawing and colouring themselves.
- Learners cut out the picture of the child with the frame, and also cut out the 12 small cards.
- As they work, learners ask questions in English, e.g. *Are you using the red crayon? No, I'm using the scissors.*

- Give each learner an envelope. Learners put the picture of the child with the frame and the 12 cards in their envelope and write their name on it. Keep these safe for Stage 2.

## mission Stage 2:

- Give learners their envelopes from Stage 1. Learners write daily routines on six cards and draw pictures of these routines on the remaining six cards.
- In pairs, learners pick up their picture cards one by one and ask each other when they do the routines, e.g. *What time do you get up? I get up at seven o'clock.*
- Give each learner a sheet of A4 card. They put the card in landscape position. They stick the picture of the child and the frame at the top of the card. Along the bottom of the card, in a row, they stick the six daily routine word cards. Just above this, in a row, they stick the matching pictures. With scissors, learners cut up between each word card, to create a row of flaps.
- Learners use this chart at home. They begin with the flaps down. They fold up each word flap to cover the picture as they complete the routines.



### Culture Using the worksheet

- For Activity 1, learners look at the photo and say what they can see. Use this stage to revise *grass, forest, river, field, sister, brother, father, walk*. Check or pre-teach the following words: *farmer, help, parents, work*. Ask learners to guess which country it is and then to look quickly at the email to check. Tell learners they are going to read an email and ask if they ever write them. Read the question and answers and explain that a penfriend is a friend that you write to in a different country. Learners read the email and choose the answer. Check that learners understand *school, teacher, lessons, computer*.
- For Activity 2, learners work in pairs. They read the email again and then complete the sentences.
- For Activity 3, learners use the email as a model to complete sentences about themselves.

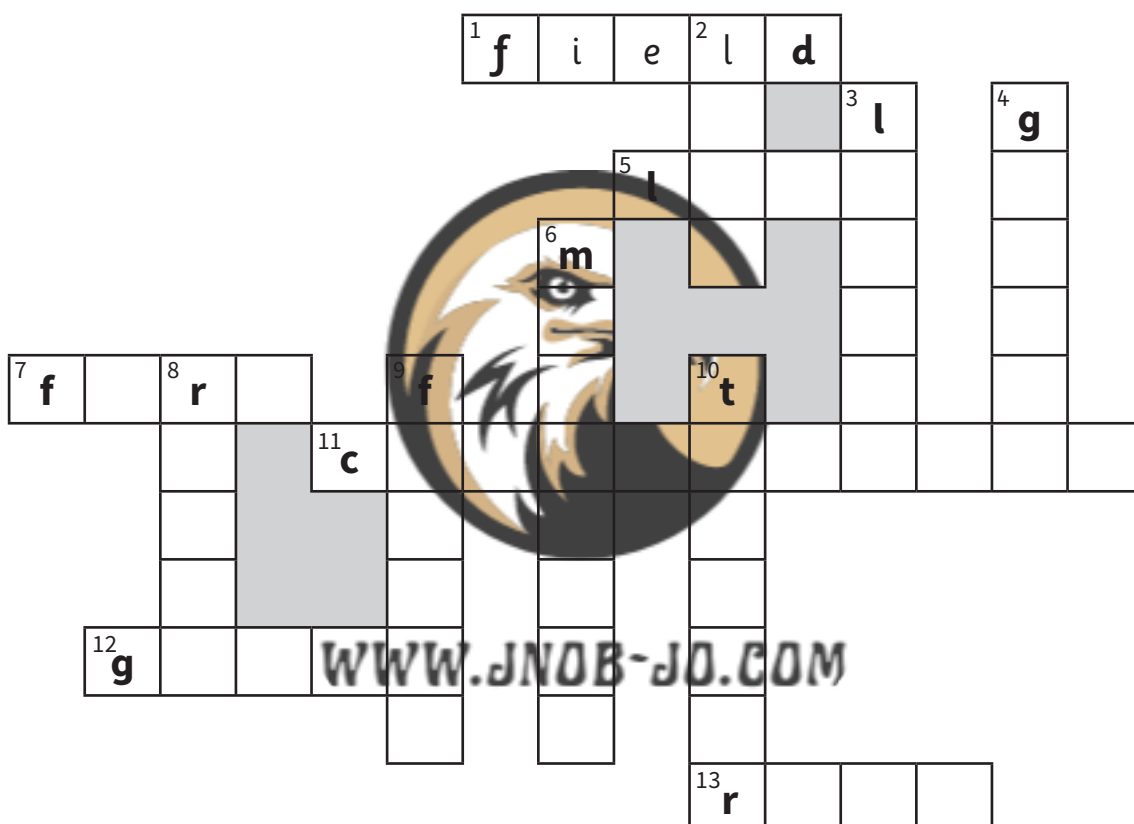
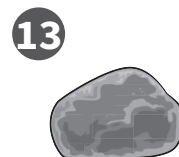
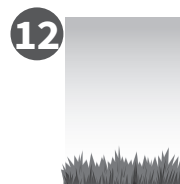
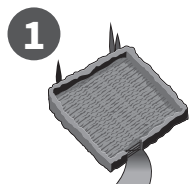
Key: 1 3 a penfriend

2 1 farm, sister 2 school, computer 3 river, swim

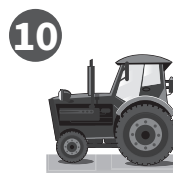
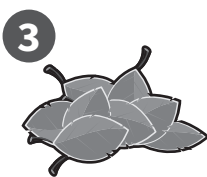
# ★ Vocabulary 1

Look and write.

Across →



Down ↓



# 1 Grammar 1

## 1 Read and draw in the picture.



- 1 Two ducks are swimming on the lake.
- 2 The puppy is running with a ball.
- 3 Grandma is reading a book.
- 4 Mum is giving some food to a chicken.
- 5 Dad is watching a spider.

## 2 Look at the picture in Activity 1 and write.

- 1 The dog is sleeping under the tree.
- 2 The cow is eating some grass.
- 3 The kittens are sitting on the tractor.
- 4 The girl is riding the horse.
- 5 The boy is sitting the donkey.
- 6 Grandma is sitting in an old chair.

eat play ride sit sleep wash

# 1 Vocabulary 2

Draw lines.



a

Jim's getting

toothpaste on her toothbrush.



b

Jenny's putting

and they're asleep.



c

Jim's in the bathroom

dressed.



d

Jim's cleaning

and they're having breakfast.



e

Jenny and Jim are in bed

and she's waking up.



f

Jenny wants

and he's having a shower.



g

Jim and Jenny are in the kitchen

a towel.



h

Jenny's in bed

his teeth.

# 1 Grammar 2

**Cut out and make spinners. Then ask and answer questions in pairs.**

## Instructions

Learner A spins the spinners and calls out the words that the spinners land on.

*get up, in the evening*

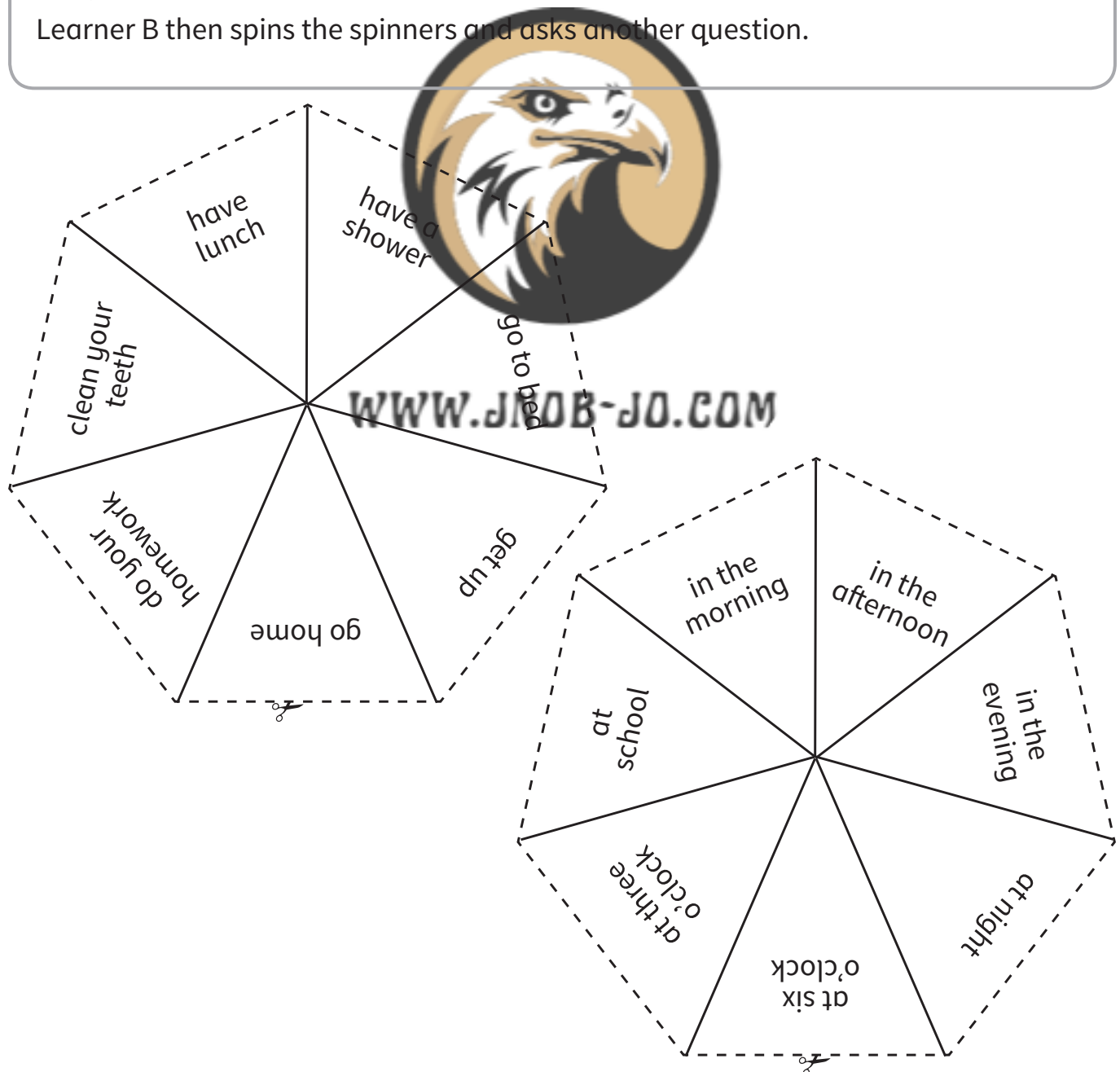
Learner A then asks a question using the verb and time phrase.

*Do you get up in the evening?*

Learner B answers.

*No, I don't.*

Learner B then spins the spinners and asks another question.

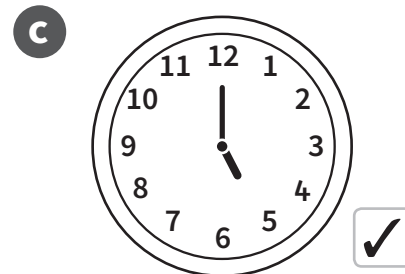
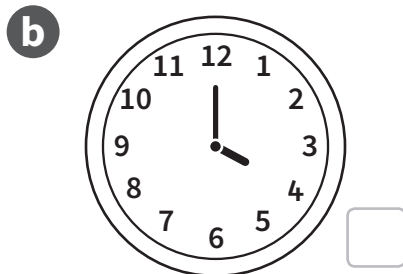
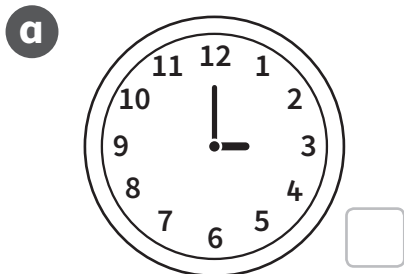


# 1 Skills 1: Listening

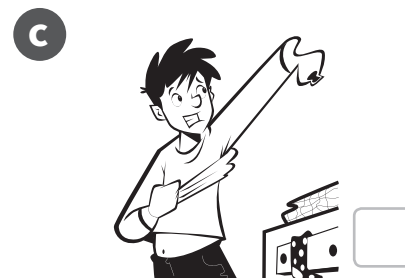


**Listen and tick ✓ the box.**

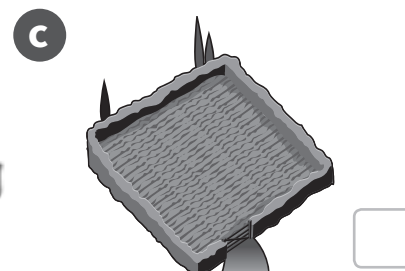
1 When does Alex play tennis?



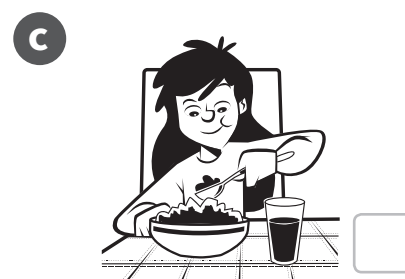
2 What's Matt doing?



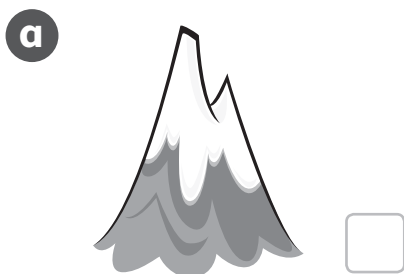
3 Where are the puppies playing?



4 What does Jill do at eight o'clock in the morning?



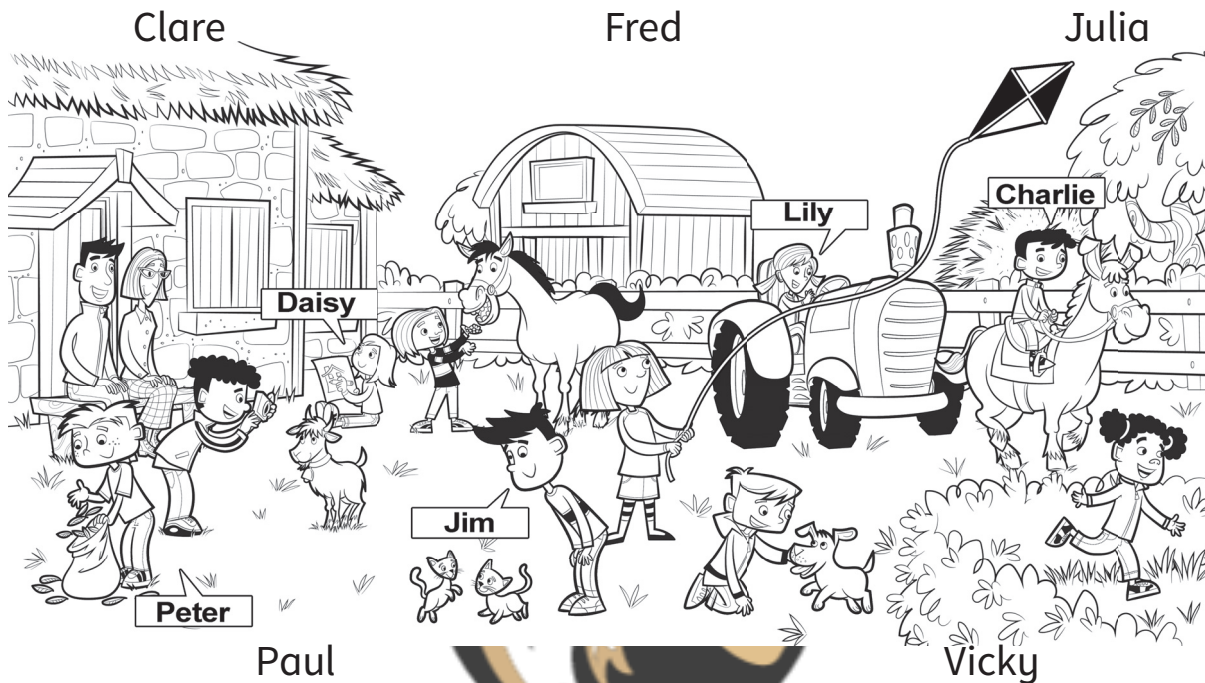
5 What can Mum see?



# 1 Skills 2: Speaking

**A Ask and draw lines. Then answer your partner's questions.**

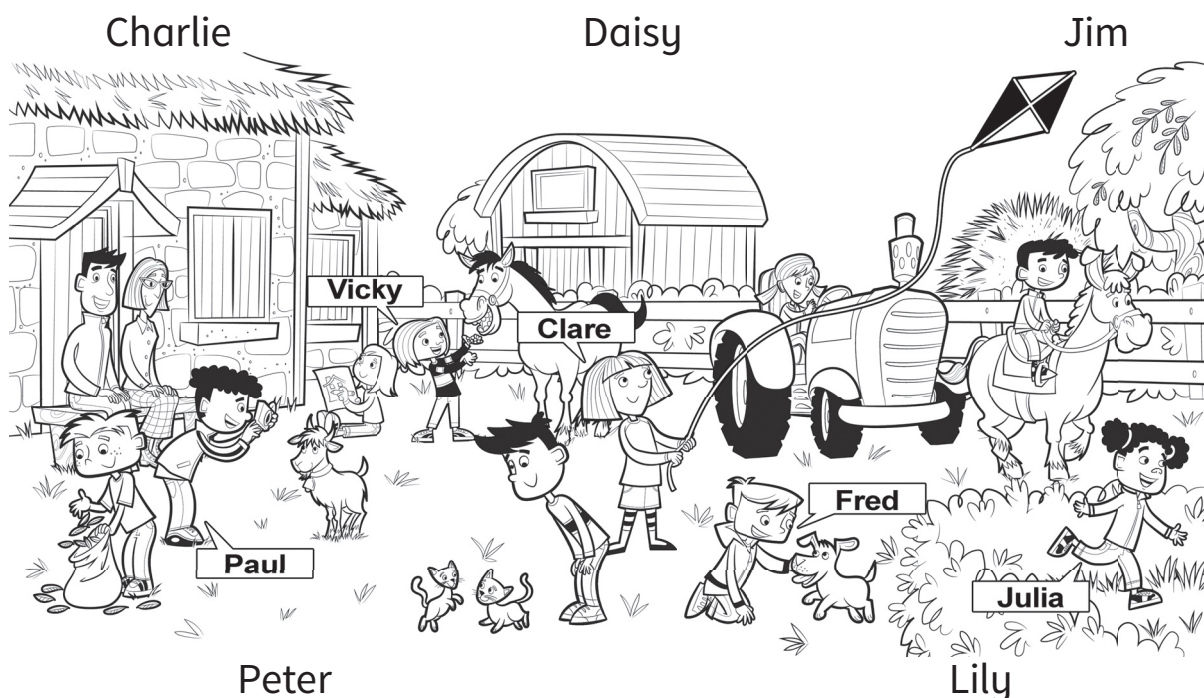
- A** What's Clare doing? **B** She's flying a kite.



**B Answer your partner's questions. Then ask and draw lines.**

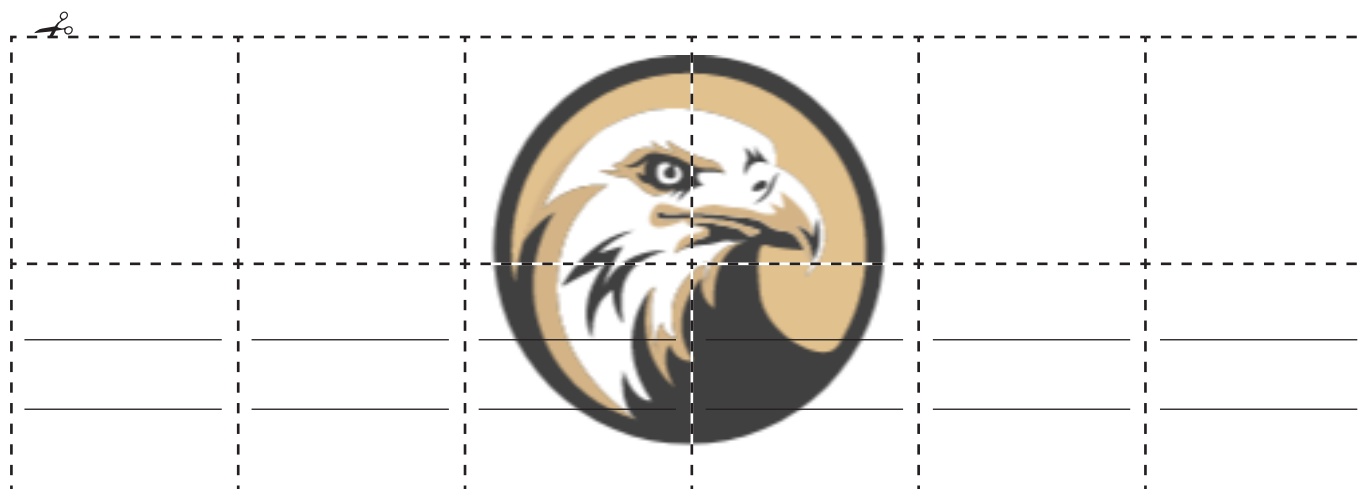
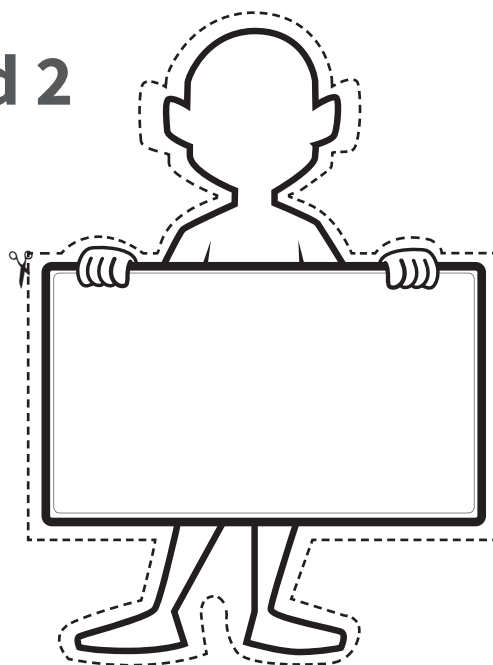
WWW.JNOB-JO.COM

- A** What's Clare doing? **B** She's flying a kite.



# 1 mission Stages 1 and 2

1 Make your chart.



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2 Draw and write your personal daily routine.

Get up	Get dressed	Go to school	Do homework	Have a shower	Go to bed

# 1 Culture

## Living on a farm

### 1 Read the email. Who is George writing to?

- 1 his mum ☐      2 his teacher ☐      3 a penfriend ☐

#### When I grow up

Hi!

My name's George. I live on a farm in Australia with my mum and dad, my sister Lily, Roger (our dog), three horses and 500 cows.

Lily and I don't go to school. We talk to our teachers on our computers.

My parents are farmers and they get up at five o'clock and work. I get up at six o'clock. I do my lessons in the morning. In the afternoon I help on the farm, play or ride the horses.

In the photo you can see me with Lily, Roger and Dad. We're walking on the farm next to a river. We go swimming and fishing there.

Please tell me about your day.

George



### 2 Read the email again. Complete the sentences.

- George lives on a \_\_\_\_\_ in Australia. He's got a \_\_\_\_\_ and a dog.
- He doesn't go to \_\_\_\_\_. He does his lessons on a \_\_\_\_\_.
- There's a \_\_\_\_\_ on the farm. They can \_\_\_\_\_ and fish there.

### 3 Write an email to George. Complete the sentences.

Hi!

My \_\_\_\_\_ . I live \_\_\_\_\_  
in \_\_\_\_\_ with \_\_\_\_\_.

I get up at \_\_\_\_\_ and then I \_\_\_\_\_.

Bye!