

Aims

- To ask and answer about actions in the past
- To further consolidate the past simple of regular and irregular verbs
- To practise pronouncing irregular past simple forms
- To practise for the Listening paper Part 3

Key language

actions with *have*: a bath, a holiday, a shower, a text message, friends/family visiting, hot milk, lunch, pasta, rice
 ball, breakfast, bring, bus, buy, cat, catch, cheese, come, difficult, drive, email, fly, flower, go, interesting,

lesson, letter, lion, phone, picture, ride, sandwich, school, sea, send, (a) text, think, throw, today, town, weekend, write, yesterday
 past simple (regular and irregular verbs) *Did you ...? Yes, I did./No, I didn't. When did you last ...?*

Materials

Pupil's Book pages 26–27
 Verb cards Photocopiable Resource 4 (pages 136 and 137) (one for every four, six or nine pupils)
 CD

OBJECTIVES**Setting objectives**

Tell the children that they are going to learn words for actions with *have* and how to say what they did in the past.

Warmer activity

Walk around the classroom looking at children and asking them one by one *Did you have a shower this morning?* until you find a pupil that answers *Yes, I did.* Write the pupil's name on the board. Do the same for the question *Did you have a bath last night?* Point to the two names on the board and say *(Pedro) had a shower this morning. (Sara) had a bath last night.*

1 Ask and answer. Find someone who ... (PB page 26)

- Ask the children to open their books on page 26. Read the *Find someone who ...* prompt and ask *Who had a shower this morning? (Pedro) Who had a bath last night? (Sara).* Read the rest of the prompts one by one checking the children's comprehension. Explain that the children will walk around and try to find a person for each clue by asking questions. Point out that they won't read the sentence from the page. They have to form the question with *did*. To ensure they have understood the task, say *Find someone who had rice yesterday.* and encourage the class to form the question *Did you have rice yesterday?* Do the same for all the prompts.
- Demonstrate the activity once more. Ask *Did you have hot milk for breakfast?* around the class eliciting *No, I didn't.* until a pupil replies *Yes, I did.* Write the pupil's name in your book or on the board. Point out that they write only their classmate's name. They don't have to write the whole sentence, e.g. *Maria had hot milk for breakfast.* Also point out that they can't write the name of pupils who reply *No, I didn't.* They have to keep asking the question until they find someone who replies *Yes, I did.*
- The children stand up with their books and walk around the classroom asking questions for the prompts in Exercise 1. Monitor and make sure the children write just one name for each prompt and only the name of classmates who reply *Yes,*

I did. Also, make sure that they don't overhear other classmates' conversations copying answers without asking questions themselves.

- Set a time limit or stop the task once a child has completed all the prompts. Then take whole class feedback by asking, e.g. *Who had pasta yesterday?* and eliciting answers, e.g. *Sandra had pasta yesterday.* With older children, put them in groups of three to four to exchange information.

Teaching Tip

It's a good idea to encourage the children to ask the questions in random order to avoid echoing the same question at more or less the same time. It's also important that the children keep moving around the classroom talking to different classmates. Some children might pair up with a classmate and ask him/her all the questions aiming to complete the names as quickly as possible. Changing partners every time they ask a question will help them consolidate the language. If there is an uneven number of pupils, participate in the task so that everyone has a partner to ask and answer a question with.

2 Read and write your answer (On Thursday / Last week / Yesterday ...). (PB page 26)

- Pre-teach the question *When did you last ...? Say When did you last go to the cinema? I went to the cinema last Saturday.* Elicit when the last time was that the children went to the cinema.
- Draw a computer, a mobile phone and an envelope on the board. Ask *What do you write on the computer/on a mobile phone/on paper?* Write *email, text (message) and letter* next to each drawing as you elicit the words from the class. Mime talking on the phone and say *We (hmm) on the phone.* Elicit *We speak on the phone.*
- Read the questions in Exercise 2 with the class and model an answer for each one using *on + day, last week/+ day and yesterday.* Ask the

children to write their answers even if they can't remember the exact day when they did each of the things. Encourage them to answer the questions as if they were somebody famous.

- Put the children in pairs to ask and answer the questions. Take whole class feedback.

Cross-reference

Further practice with technology topics can be found in Lesson 43 *Computers and Things* (TB p.108).

3 Play the game *Matching Pairs*. (PB page 26)

Preparation: Photocopy the verb cards (a set for every four, six or nine pupils) from Photocopiable Resource 4 on pages 136 and 137. Choose whether to use Set 1 or 2 or decide which verbs you want the children to practise, as well as how many depending on their age and knowledge, then select the relevant base and past forms from the resource. There are 44 verbs in total. You can use the other set as well as different combinations of cards in future classes. Make sure you photocopy the cards on thick and/or coloured paper otherwise the children will be able to see the words even when the card is face down. Use a different colour for the pasts or tell the children to draw a line diagonally on the back of the past cards so that they will know to pick up one of each type. This will help you order the cards quickly and it will also help the children play the game.

- If required, before they start playing the game, pre-teach or revise the verbs on the cards. With confident children, call out the base form of each verb showing the card at the same time. For every verb, ask the class to call out the past form. With less confident children, show them both verb cards and drill the two forms a few times.
- Divide the class so that the children play in pairs (groups of four or six) or in two groups of three. Hand them the cards and ask them to spread them face down in two sets: present and past. The children take turns turning over two cards, one from each set, calling out the verbs as they do so. If the verbs match, they keep the cards. If they don't match, they turn them over again without changing their position. Encourage the pairs or teams to work together and help each other with pronunciation. The game is over when there aren't any more cards to turn over. Then the teams count up their cards to find out the winner. With older confident children, set up the game so that they play on their own.
- Keep the cards safe in envelopes to use them again in future lessons and to play other games.

4 15 Listen and write the words on the lines. Listen and repeat. (PB page 27)

- Read the four verbs in their base form. Ask the children to listen and write the past simple of the

verbs. Explain that they will hear the spelling for each verb in the past simple.

- Play CD track 15 twice if necessary. The children write the verbs, check their answers and focus on the pronunciation. Check answers with the class. Ask children to spell a verb for you to write on the board.
- Play the recording again and invite the children to repeat. Point out that all the past forms end with the same sounds: bought – /bɔ:t/; caught – /kɔ:t/; brought – /brɔ:t/; thought – /θɔ:t/.

Key: buy – bought, catch – caught, bring – brought, think – thought



Part 1 Listen and write the words on the lines.

Man: Buy, bought
 Boy: B-O-U-G-H-T, bought.
 Man: Catch, caught.
 Boy: C-A-U-G-H-T, caught.
 Man: Bring, brought.
 Boy: B-R-O-U-G-H-T, brought
 Man: Think, thought.
 Boy: T-H-O-U-G-H-T, thought.

Part 2 Listen and repeat.

Man: Buy, bought
 Catch, caught.
 Bring, brought.
 Think, thought.



5 16 Listen and tick (✓). (PB page 27)

- Allow some time for the children to read the sets of sentences to themselves. Then tell them to listen and tick the sentences they hear in each pair. Play CD track 16 twice for the children to tick the sentences and check their answers.
- Ask the children to compare their answers in pairs before checking with the class. Point out that it's very important to listen to the whole recording carefully as the difference might be in the last word, e.g. item 4.

Key: 1 I bought some cheese sandwiches for lunch.
 2 We caught the bus to town in the morning.
 3 She brought us some pictures of lions.
 4 I thought the lessons were interesting.



16 Listen and tick.

One
 I bought some cheese sandwiches for lunch.

Two
 We caught the bus to town in the morning.

Three
 She brought us some pictures of lions.

Four
 I thought the lessons were interesting.

6 **17** Ben did many things last week. What did he do on the different days? Listen and draw lines. Look at the example. (PB page 27)

- Elicit what the children can see happening in each of the pictures. Then tell them that this is what Ben did last week on different days. Ask them to guess what some of the language they might hear on the CD could be, to tell you how we say these actions in the past *went in the car, caught the bus, learned about animals, bought some flowers, bought some sandwiches*, etc.
- Explain that the children will hear Ben talking with someone. They have to listen and match each picture with a day. Tell the children not to worry about colouring in the pictures (see Cross-reference note below). Play CD track 17 once through for the children to draw lines. Play the recording again once or twice if necessary for the children to check their answers.
- Check the answers with the class by asking *What did Ben do on (day)?* and encouraging the children to answer, e.g. *He learnt about lions at school.*

Key: 1 picture of lion: Tuesday, 2 basketball: Friday, 3 bus: Saturday, 4 flowers: Sunday, 5 sandwiches: Wednesday

17 Ben did many things last week. What did he do on the different days? Listen and draw lines. Look at the example.

Man: *What did you do last week, Ben? Were you busy?*
Boy: *No, it was a quiet week.*
Man: *Were you bored?*
Boy: *Oh, no. On Monday school was good.*
Man: *Why?*
Boy: *We started learning about animals. I thought the lessons were interesting.*

Can you see the line? Now you listen and draw lines.

One

Man: *Which animals did you learn about?*
Boy: *Many. But the best was the lion on Tuesday.*
Man: *Did you look at pictures?*
Boy: *Yes, with the teacher. She brought us some pictures of lions.*

Two

Man: *Did you see Lucy last week?*
Boy: *Yes, she came round to play on Friday.*
Man: *It was a nice evening on Friday.*
Boy: *Yes. We played basketball.*
Man: *Is she good at that now?*
Boy: *Well. She caught the ball when I threw it.*

Three

Boy: *I went to town on Saturday.*
Man: *Who did you go with?*
Boy: *With my mum.*

Man: *Did you go in the car?*
Boy: *No, we caught the bus to town in the morning.*

Four

Man: *Wasn't it Mother's Day on Sunday?*
Boy: *Yes, it was.*
Man: *Did you do anything for that?*
Boy: *I bought some flowers for my mum and gave them to her.*

Five

Boy: *Mum was very busy on Wednesday so I went to buy some food for us.*
Man: *That was good of you.*
Boy: *I bought some cheese sandwiches for lunch and fish and chips for dinner.*
Man: *Well done for helping.*
Boy: *Hmm. I can't cook but I can go to the shops near our house!*

In Lesson 16, Exercise 4 the children listen to a different dialogue about these pictures in Lesson 14, Exercise 6. The activity trains the children in using the language they will hear in Part 5 of the Listening paper but in this activity they are also expected to listen and check that the pictures are correct according to the dialogue, and to identify one mistake.

Cooler activity

Play the game **Bingo** with the verbs that you used in Exercise 3. Write the past simple form of the verbs on the board or stick the past cards for the children to refer to. Ask them to draw a grid with six boxes and write a past simple verb in each box. Take the present cards and shuffle them. Start picking a card, calling out the present form three to four times so that the children think of the past form and check if they have it. They cross it out if they do. The first pupil to cross out all six verbs shouts **Bingo!** Continue until two or three more children have **Bingo**.

Cross-reference

Further practice of the past simple can be found in Lesson 32 *Can You Remember the Past?* (TB p.85).

YLE Skills Movers Photocopiable Resource 4

VERB CARDS

Present, Base Forms

Set 1				Set 2			
bring	buy	catch	choose				
come	draw	drink	drive				
eat	find	fly	get				
give	go	have	hit				
hide	hold	hurt	know				
learn	lose	make	mean				
put	read	ride	run				
say	see	sing	sit down				
sleep	spell	stand up	swim				
take	tell	think	throw				
understand	wake up	wear	write				

Past Forms

Set 1

Set 2

brought	bought	caught	chose
came	drew	drank	drove
ate	found	flew	got
gave	went	had	hit
hid	held	hurt	knew
learnt	lost	made	meant
put	read	rode	ran
said	saw	sang	sat down
slept	spelt	stood up	swam
took	told	thought	threw
understood	woke up	wore	wrote

Aims

- To talk about health problems
- To give advice doing a doctor-patient role play
- To practise children for the Reading and Writing paper Part 3

Key language

health problems (*a cold, cough, earache, headache, stomach-ache, temperature, toothache*)

*What's the matter? *I feel*

*terrible (Flyers). *I don't feel very well (Flyers). My (leg) hurts. You need to/have to/must (take one of these/ drink lots).*

all right, arm, bed, can, doctor, drink, have to, homework, go in, leg, must, need, now, see, sorry, take, thank you, today, wait

Materials

Pupil's Book pages 40 and 41

OBJECTIVES

Setting objectives

Tell the children that they are going to learn words for health problems and how to give advice to a patient.

Warmer activity

Invite a child to the front and model this dialogue:

- *How are you?*
- *Fine, thanks. And you?*
- *Fine, thanks.*

With older children, make the dialogue slightly longer and give a choice of replies:

- *Hello. How are you?*
- *Fine, thanks. And you?*
- *All right, thanks./Not bad, thanks. And you?*
- *Fine./Not bad./All right, thank you.*
- *Bye.*
- *Goodbye.*

Ask the children to mingle saying the mini-dialogue to each other as they meet around the room. Monitor and participate if desired. Set a time limit and ask the children to sit down.

Say *But sometimes we aren't all right. We aren't fine.* stressing *aren't*. Mime having a headache, sore throat and generally feeling ill and say *I don't feel very well*. Mime and say the ailments one-by-one (or elicit if they are familiar with the vocabulary): *I've got a stomach-ache. I've got a cold. My leg hurts. I've got a toothache, a temperature, a headache, a cough and an earache.*

1 Draw lines from the words to the pictures. Look at the example. (PB page 40)

- Tell the children to open their books on page 40 and look at the pictures in Exercise 1. Ask them to read the sentences and draw lines to match them to the pictures or number the pictures accordingly. Check answers with the whole class.

Key: 2 h, 3 a, 4 c, 5 g, 6 d, 7 f, 8 b

Extra activity

Play the game **Noughts and Crosses** in teams. Draw a 3 × 3 grid on the board and write numbers 1–9 in the boxes. For each number 1–9 assign and note an ailment from page 40 Exercise 1. Divide the class into two teams with a captain as spokesperson for each team. Once the first team decides which square they want to

put their O or X, their captain calls out the number of the square. You (or one of the pupils) mime the relevant ailment, the team confer and decide their answer then the team captain says the relevant sentence aloud, e.g. *You've got a headache.* or they focus on practising the question forms, e.g. *Have you got a toothache?* With classes who simply need further reinforcement of the lexis, they could just call out, e.g. *stomach-ache ...*

2 Play the game **Whispering Lines**. (PB page 40)

- Play the game **Whispering Lines** with health problems. Divide the children into teams of equal numbers. Stand the teams in queues facing the front of the class. Take aside the last pupil in each team and whisper *I've got a (headache)*. Make sure they have understood what to whisper by making them all repeat this to you quietly. These pupils return to their places at the back of their queues and when you say *Ready. Steady./Set. Go!* they whisper it to the next in their line. The team pass the whisper *I've got a (headache)* down the line until the end person in the team says out loud *I've got a (headache)* and mimes having a headache simultaneously. The first to do so correctly wins the point for their team.
- The children at the front all come to the back of their respective teams. They all move forward a place and you give them a new whisper to pass down the line. Use the sentences from Exercise 1 and add more if desired. For example: *My back/eye/foot/hand/neck/nose/shoulder hurts*. You could also add *I'm tired/angry/bored/sad*. as they are also an appropriate answer to the question *What's the matter?*
- End the game by asking the children to sit down and prompt them to say as many sentences as they can remember.

3 Ask and answer. (PB page 40)

- Say *Look at the picture. Who is this? (Mum) Where are they? (the doctor's) Is the boy happy? Are they waiting? Who are they waiting to see? This is a waiting room.*
- Hold your jaw and pretend you have a toothache. Say *I don't feel very well!* Prompt the children to ask you *What's the matter?* Point to the example dialogue if necessary. Say *I feel terrible!* and

prompt the children to reply *Go to the doctor's!*
Say *Yes, you're right.*

- Put the children in pairs to role play the dialogue. Tell them they can mime any of the health problems they practised in Exercises 1 and 2. They swap roles a few times. Monitor and make notes of any pronunciation or intonation issues to correct with the whole class.

Extra activity

To consolidate the language of Exercises 1 and 3, the children can do a mingling activity. Write health problems on slips of paper. You should have a different ailment for each pupil. With large classes, split them in smaller groups and use the same ailments. Write on the slips of paper, e.g. *stomach-ache, cold, toothache, temperature, headache, cough, earache and leg hurts, foot hurts, arm hurts, eyes hurt, nose hurts, back hurts, neck hurts, etc.* Show the class a few slips and demonstrate how to form a sentence, e.g. *I've got a (cough).* or *My (arm) hurt(s).* Hand out the slips of paper to the children. Ask them to stand up, walk around the class asking *What's the matter?* and answering with their health problem in pairs. Once they have asked and answered with a classmate, they swap cards and go to the next person, ask and answer and swap cards again ...

This can alternatively be done without written prompts by asking the children to give a different response each time someone asks them *What's the matter?* To close the mini dialogue this could be developed a little further by telling them to in turn respond *Oh, I'm sorry.* or *Oh! Poor you!*

4 Read and circle the correct answer, A or B. Look at the example. (PB page 41)

- Refer back to the picture in Exercise 3 and ask *Who works with the doctor?* Mime being a nurse and say *I help people in hospital. I work with a doctor. I'm a nurse.* if they are unfamiliar with the word. Say *nurse* and ask the children to repeat.
- Read the example with the whole class. Point out that *you have to wait* refers to *you have to wait to see the doctor.* Tell the children to read all the questions and options once carefully. Then ask them to read each question one by one again and choose the correct option. Ask them to read the dialogues one last time and check that they make sense. Check answers with the whole class.

Key: 1 B, 2 A, 3 A, 4 B, 5 A

5 Read and say. Pupil A, be the nurse and doctor, Pupil B, be Jane. Then change. (PB page 41)

- Model the Jane's dialogue with the nurse/doctor in Exercise 3. Read the parts with the appropriate intonation and ask the children to repeat.
- Put the children in pairs. They take turns being Jane and the doctor. Monitor and give feedback to each pair at the end of the role play.

6 Now you visit the doctor and say what's the matter. (PB page 41)

- The children can practise their role plays with the same partner or in new pairs. Ask them to decide who will play the part of the doctor and the patient. Prompt the 'patients' to choose any health problem they want from the lesson. Encourage the 'doctors' to give as much advice as they can.
- The children do their role play and change parts to practise with a different ailment. Monitor and make notes of any errors to correct with the whole class. If there's time, invite pairs to perform their role play for the whole class.

Teaching Tip

If necessary, revise the different ailments that have come up in the lesson. Then brainstorm pieces of advice for the different problems before the children do their role plays. For example, *Don't go out. Drink lots of orange juice. Don't eat chocolate. Have some soup. Don't go to school this week. Go to the hospital if you feel worse.*

Cooler activity

Create Keep Healthy posters. Elicit ideas for what to write on it: *Don't smoke. Eat lots of fruit. Go to sleep early. Do some sport. Walk or ride your bike to school. Laugh every day. Don't eat a lot of chocolate. Don't drink too much coffee,* etc. The children can decorate them with real pictures from magazines.

To develop this as extra practice for Part 6 of the Reading and Writing paper, write the sentences for the Keep Healthy poster on the board as you elicit ideas from your class then rub out one of the words in each line. Write three options next to each sentence and ask the children which one is correct. Once they have done this the children can each be given a sentence to copy on a piece of paper, cut out and add to their group's poster with illustrations, e.g.

___ smoke (*don't/not/didn't*).

Eat ___ of fruit (*much/many/lots*).

Go to ___ early (*sleeping/slept/sleep*).

___ some sport (*do/does/did*).

Walk or ride ___ bike to school (*yours/you/your*).

Laugh ___ day (*every/one/in*).

Don't eat a lot ___ chocolate (*to/at/of*).

Don't ___ too much coffee (*drinks/drank/drink*).

Aims

- To focus on reading skills, to help the children predict content and language
- To practise spoken narrative
- To practise for the Reading and Writing paper Parts 3, 5 and 6 and the Speaking paper Parts 2 and 4

Key language

simple past verbs (regular and irregular); vocabulary from these lexical sets: food and drink, the world

OBJECTIVES

around us, **backache* (non-YLE), *bag, bottle, boxes, farmer, glass, kitchen, market, truck*

Materials

Pupil's Book pages 72, 73 and 74
 41 *Lemons, Lemons and More Lemons*
 Photocopiable Resources 7 and 8 (pages 140 and 141)

Setting objectives

Tell the children that they are going to tell a story about a family and their walk and then read the story.

Before the reading**1 Look at the five pictures. Answer these questions for each picture. (PB page 72)**

- Focus on the five pictures and ask the pupils to *find and touch* the following words as you call them out: *a box, a bag, a truck/lorry, some bread, a glass, some flowers, some fields, some trees, some lemons.*
- The pupils read and answer the three questions about the people in each of the five pictures. Ask the open class for their answers, e.g. point to picture 1 and ask *Where are the family?* (*They are in the country/countryside.*) If they don't answer appropriately, ask *Are they in the countryside?* (*yes*) Ask *What are they doing?* (*They are walking.*) or *Are they walking?* (*yes*) And *how do they feel?* (*They are enjoying the walk but the boy isn't happy.*) If required ask *Is the youngest child happy?* (*No, he isn't.*)
- With classes needing more guidance do the same with the other pictures: Indicate Picture 2, point to the trees and ask *What are these?* (*trees*) Point to lemons *And these?* (*lemons*). Point to the farmers *Who are they?* (*farmers*) if needed ask *Are they farmers?* Picture 3 *Where is the boy now?* (*in the tree*) *Is he smiling?* (*Yes, he is*) *What are they picking?* (*lemons*) Picture 4 *What are they doing?* (*drinking/sitting/relaxing ...*) *Is the boy happy?* (*Yes, he is*) Picture 5 *Where are the family?* (*in the truck*) *Where are they going?* (*home/the market*). With stronger classes, just prompt them with key words when and where required: *next to some lemon trees, in the kitchen, in the truck, talking, helping, drinking, hot, tired, thirsty, happy.*

2 Look at the five pictures and tell the story in your groups. (PB page 72-74)

- Say to the class: *Look at the pictures. They show a story. Just look.* Give them time to think how to tell the story in their own words. This is so that the children predict the gist of the story they will read. If you prefer, start them off by saying *Pat's family went for a walk in the countryside. Pat wasn't happy. He didn't want to go. Now you tell the story.* Point

to the following pictures and the children can continue orally in pairs. Encourage them to use the simple past when they can as they tell their stories in order to help anticipate more of the written text they will meet in the following reading activities but let them use the present where they aren't able. It is more important that they communicate what their story is with their group.

- The children may ask for the word *ladder*, if preferred, pre-teach this to help with Exercise 2 or help them deduce its meaning from the context as they get to it in the following reading activities.

During the reading**3 Now read the story to see if your story was the same. (PB pages 72-74)**

- Encourage the pupils to read the story quickly, training them to skim read the whole text before they do the actual exercises with comprehension questions. Ask them what differences there are between their stories and the one written in their books, e.g. some might have expected the farmer to be the children's grandfather. Ask the pupils *Which story do you like best? Yours or the one in the book?*

4 Read the story and listen to your teacher. (PB pages 72-74)

For closer reading of each part of the story, give the children these further instructions for each part:

- Tell the children to read **Part 1** and individually underline one word they like and one they don't like. Suggest to them that this may be because of the sound, the spelling or the meaning of the word. As you slowly read the first part of the story to the children tell them to read, listen and to stand up whenever they hear their words. Tell the children to move their chairs back from their desks so that they can stand and sit silently and easily. Read direct speech with appropriate grumpy intonation for Pat.
- Read Part 1 again but this time tell the children not to look at their books but to listen and watch a classmate carefully to see when he/she stands up. After, they tell their classmate what they think his or her two words are and guess which word they think he/she likes and which he/she doesn't like, e.g. *Bag and forest? Yes. (I think) you like 'bag'*

and you don't like 'forest'. Right! Older classes can choose four words in total, two they like and two they don't like.

- Read **Part 2** of the story aloud as they follow the text. Pause before the words *forest, fields, lemon trees, farmer, market, backache*. Elicit what these words are and write them randomly over the board. Point to them in turn asking the class to tell you one or more sentences with each word in it. Play the game **Disappearing Words** by rubbing them out one by one as the children close their eyes then call them out.
- Read this wrong version of **Part 3** slowly. As you say a wrong word they call out *Stop* and give you the correct word. "We can help", said *Dad* (Mum). The woman *teacher*, (farmer) Mrs Page, answered, "Really? Wow. Thank you very much." Mr Page smiled and found them all some *socks* (gloves). They put them on and helped to pick the *oranges* (lemons). Pat climbed up to get the lemons at the top of the trees. He shouted, "I love *running!* (climbing)"
- **Part 4:** Draw attention to the picture in Part 4, say *They are in the farmer's kitchen here*, and ask these questions: *What is this? (a table) Where are the flowers? (in front of the window) What is behind Dad? (bread) How many glasses are there? (five) Are they all smiling? (Yes) What are they drinking? (lemonade)*. Ask the children to read Part 4 and tell you how many glasses of lemonade they each drank. (*two glasses each*)
- **Part 5:** The pupils look at the last picture as you ask them *Who is driving? Are they tired? Where are they going?* They read Part 5 and check if their answers to the questions were correct. (*the farmer, yes, home*)

5 Read and write 1, 2 or 3 words. Look at the examples. (PB pages 72–74)

- The children read the sentences carefully and refer back to the relevant story part to decide how to complete the sentences about the story using one, two or three words in the spaces. Read the examples together then elicit answers for question 1.
- For further practice with each part of the story, write these extra questions on the board and elicit the answers: **Part 2** Mr Page was hot and tired and _____ backache. (*had*) **Part 3** Pat got the lemons at the _____ of the trees. (*top*) **Part 4** They all went inside the _____ kitchen to have a break. (*farmer's/ farmers'*) **Part 5** Pat got a present which was _____ lemonade. (*a bottle of*). Ask what else we can have *a bottle of (milk, juice, water...), a box of (chocolates, pencils...), a bag of (shopping, presents, onions ...)*

Key: 1 lemonade, 2 lemons/boxes of lemons, 3 the top of, 4 gloves, 5 climbing (in/up), 6 glass of/drink of, 7 happy, 8 home, 9 back

Exam Tip

Part 5 is a demanding part of the **Movers Reading and Writing paper**. Not only must the children understand the story but they need to be able to complete the answers so that they are grammatically correct sentences. Remind them that sometimes they have to write two or three words not just one. Show them how they can use the story text to check they have the correct words in the spaces, e.g. questions 3 *the top (of the trees)* and 6 *glass (of lemonade)*.

After the reading

6 Read these sentences and draw lines from the first part to the last part. (PB page 75)

- The children read all of the first and last parts of the sentences summarising the story, then draw lines to match them.

Key: 2 e, 3 f, 4 b, 5 c, 6 a

Extra activity

Choose a small section of the story text to use in a **Run and Write** race (as in a **Running Dictation** activity). (See notes on page 82.)

Do A–D on *41 Lemons, Lemons and More Lemons Photocopiable Resource 7*, page 140

A Read and write a number

- Sequencing: Without referring back to the story, the children order the events in a summary of the story. Tell the children to read the sentences about the story and to then decide, alone or in pairs, in what order they happen.
- Copy the sentences onto the board as the children dictate them to you then rub out the past verb forms: *took, met, helped, enjoyed, made and took*. Invite the pupils to come to the board and write them in again. If desired, repeat but this time rub out key nouns: *a picnic, farmers, the lemons, the trees, some lemonade, his truck*.

Key: 2 They met some farmers. 3 They helped pick the lemons. 4 Pat enjoyed climbing the trees. 5 Mrs Page made some lemonade and they all had a drink. 6 Mr Page took them home in his truck.

B Draw lines to make correct sentences.

- The pupils remember what Pat liked and didn't like in the story and draw lines to make true sentences about him. When checking their answers, refer back to the relevant part of the story if they don't remember correctly.

Key: Pat likes: climbing, lemonade, riding in trucks. He doesn't like: long walks, forests.