


Dirección Provincial de Educación Primaria

## *Literatura y Didáctica en la Clase de Inglés*

- **Suggested activities for the book *Click, Clack, Moo, Cows that Type*<sup>1</sup>**

### **TEACHER'S NOTES<sup>2</sup>**

*These **Teacher's Notes** aim to provide us with a wide range of hands-on tasks (oral, written, artistic and creative) to help students read more actively in class. The activities proposed include **pre/while/post reading tasks** meant to guide students in the construction of meaning in the literary text. Through these activities, which involve **reading aloud, debating, interpreting, writing, analysing language, drawing role-playing, etc.**, students will initially get familiar with the worlds of meaning presented in the story; then they will engage and empathise with them and finally they will appropriate them. All **reading comprehension, writing and language exercises come with suggested answers**. Teachers may decide to follow the order and format of these exercises, or to adapt them to suit their classes and timetables. Teachers who choose to follow this particular set of activities can do them orally and/or copy them on the board for students to work on the written tasks proposed. However, for a more practical approach, teachers will find all the activities marked with the icon  already adapted for students and compiled in a photocopyable "**Students' Booklet**" which is available in the **Appendix** to these **Teacher's Notes**.*

<sup>1</sup> Cronin, Doreen. (2001) *Click, Clack, Moo. Cows that Type*. Ilustraciones por Betsy Lewin. Nueva York: Scholastic.

<sup>2</sup> Responsable del material elaborado: Florencia Perduca. Coordinación: Griselda Beacon. Equipo de especialistas de Inglés de la Dirección Provincial de Educación Primaria: Griselda Beacon, Florencia Perduca y María Laura Spoturno.

✓ **Pre-reading activities for *Click, Clack, Moo, Cows that Type***

- **Conjuring up the right scenario for “the Farm”**

**Activity 1**

**a)** Ask students how much they know about life in a farm: What are farms like? What are farmers like? Which typical animals live there?

For this activity you can exploit the book cover and/or show them pictures of farms, farmers and farm animals to appeal to their imagination.

✎ **b)** You can ask them to tick any of the words related to farms, in the box in **Activity 1**, which. (You can help them with this vocabulary by means of showing them pictures or providing translations).

|        |             |          |           |          |           |
|--------|-------------|----------|-----------|----------|-----------|
| __cow  | __tractor   | __car    | __truck   | __hen    | __chicken |
| __duck | __farmhouse | __farmer | __dell    | __barn   |           |
| __milk | __eggs      | __pigs   | __pond    | __dog    |           |
| __cat  | __horse     | __lamb   | __cottage | __butter |           |

**c)** You may ask students what other animals or words for a farm they think are missing from the table.

✎ **d)** Tell students to work in groups. Ask them to leaf their books (from page 1 to 15) and to find as many of the words in the box, written or drawn, as possible. Tell them to write the page number next to each of the words in the box.

✎ **e)** You can also ask students what they think life in a farm is like. What do they think is the typical routine in the life of a farmer?

✎ **e)** Ask them to fill out a chart comparing life in the city to life in a farm.

**f)** Tell students to draw either a farmer or a farm animal. They should decide on a name for the character they choose to draw.

g) Ask students to work in pairs or in groups and to share their drawings with the rest of the class. Have them improvise a conversation between the characters in the drawings. They can also act the conversation out.

h) Remember you can complement these activities with the songs on farms in our Song Booklet "***Canciones en la clase de inglés***" (available at our Web).

To do so, you can use many of the nursery rhymes in our Song Booklet "***Canciones en la clase de inglés***". Recommended songs are: "Old MacDonald had a Farm", "Mary had a Little Lamb", "Baa baa Black sheep", "The Farmer in the Dell".

The most recommendable one to get started with is "Old Macdonald Had a Farm" since it deals with the onomatopoeic sounds animals make. This is very suitable to connect with the title of the book.

### ✓ While-reading activities

#### ***Click, Clack, Moo, Cows that Type, Page 1 (book cover)***

#### **WARM UP**

a) Ask students to look at page one of the book (the book cover) and to describe all the animals they see. How many are there? What do they look like? What are they doing? Is there anything unusual?

b) Ask them what other animals or farm elements they would add to the picture. (Students may refer to the box with farm vocabulary used during the **pre-reading activities**. The idea is mainly to practise vocabulary).

#### **Reading aloud**

##### **Activity 1**

a) Ask students to read the title of the book all together out loud and to relate what they see to the title. (You can recycle the work you did on onomatopoeic words with the song "Old Macdonald Had a Farm").

**Activity 2**

✍ **b)** Now have students work in groups or pairs or whole class divided into two. Each group should imagine what the cows are typing and write it down. What is going on? Are they asking for something? If so, what?

✍ **c)** Students can now exchange writings among groups, read them and answer them.

**d)** The cows, the hen and the duck in the story have no names. You can brainstorm names with your students and write them down on the board. Then you can have each of them vote for their favourite names for each of the characters. You can then divide the class in groups and have each one draw a poster with the name of the character and even a picture of them.

- ***Click, Clack, Moo, Cows that Type, Pages 2 & 3***

**Reading aloud**

Divide the class into two. Read the text on page 2 out loud for them. And then ask each group to take it into turns to read the text. Have them repeat the reading many times, each time aiming at it louder.

**Activity 1**

✍ **a)** Ask all students to look at the pictures on pages 2 & 3. The idea is to motivate them to speak as much as possible recycling what they may already know. If possible elicit and recycle this information:

***(Suggested questions)***

- 1. Who is there? How is he feeling? Why?*
- 2. Which animals are there inside the barn? What are they doing? Why?*
- 3. What should animals be like? What should they be doing?*
- 4. What is the man going to do next? What for?*

When you finish the exchange, ask students to work in pairs and to write down a summary of all the issues discussed.

**Activity 2**

a) ✍ Tell students to describe what the farmer looks like. They will have to circle the right words.

*(The right words are circled)*

1. The farmer looks very **sleepy/worried** and **tired/angry**.
2. He is wearing a **shirt/sweater** and a **vest/jacket**.
3. He's got a white **beard/moustache**.
4. He is wearing a **hat/cap** and a red **scarf/kerchief**.
5. He is standing in **front of /in back of** the **barn/house**.

c) Ask students what else they would like to add to these descriptions. Help them to write them down working all together on the board.

### Activity 3

✍ a) Ask students to imagine they are the cows inside the barn. They can see the face of the angry farmer. What do are they thinking/feeling? Ask them to jot down their ideas.

### Activity 4

✍ Tell students to imagine they are the farmer. He returns home to his wife. He looks very angry. What do they say in their conversation? Ask students to write it down and act it out.

### Activity 5

✍ a) Ask students to look at the pictures with a lot of detail for two minutes. Then they close the books and they complete the following **True or False** activities in pairs. Then ask them to open their books again and correct their own sentences.

*(suggested answers provided)*

1. The barn is green. **F** (*red*)
2. There are no birds around the barn. **F** (*there are many*)
3. The farmer is very angry. **T**
4. The cows are doing what the farmer wants. **F** (*they are typing*)
5. All farm animals seem to be inside the barn. **T**

b) Teacher may read all the sentences out loud and students may call out “true and/ or false” and they can all provide together the right answer.

- **Click, Clack, Moo, Cows that Type, Pages 4 & 5**

**Reading aloud**

a) Read the text out loud. Then divide the class into two and have each of them take it in turns to repeat out loud what the farmer is thinking and what the cows are saying

b) Ask students if the farmer is doing what they predicted in the previous activities.

**Activity 1**

a) Tell students to look at pages 4 and 5 and to describe what they see.

✎b) What is happening? Tell students to match these sentences (1-6) to (a-f) so as to describe the characters’ actions.

**(suggested answers provided): 1-c, 2-a, 3-e,4-f, 5-b, 6-d**

|                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. The farmer is walking...         | a) ... that the cows are typing!   |
| 2. The farmer can’t believe that... | b)... ask the cows to stop typing. |
| 3. The farmer is sure that...       | c) ...towards the barn.            |
| 4. The cows are...                  | d)...the cows to work.             |
| 5. The farmer will ...              | e)... cows don’t type!             |
| 6. The famer wants...               | f)...typing a lot.                 |

**Activity 2**

✎a) What is the character, the farmer, secretly thinking at this moment? Tell students to take some time to decide and to write it down.

b) Tell them to draw and fill out bubbles with more thoughts by the character. Help them to frame their ideas.

**Activity 3**

✎a) Ask students to look at the pictures with a lot of attention and then to close their books and complete the sentences with the words in the box.

|         |       |       |              |
|---------|-------|-------|--------------|
| towards | boots | fence | overall barn |
|---------|-------|-------|--------------|

**(suggested answers)**

1. The farmer is wearing black\_\_\_\_\_ (boots)
2. He is also wearing a blue\_\_\_\_\_ . (**overall**)
3. He is quickly walking \_\_\_\_\_the \_\_\_\_\_. (**towards/barn**)
4. A small bird is standing on the \_\_\_\_\_. (**fence**)

**Activity 4**

✎Tell students to think of they are the farmer. He is very angry by now and he is practising what he is going to tell the cows. Ask students to carefully plan those words.

**Activity 5**

✎Students will work on a prediction activity. Guide them with questions: *When the farmer tells the cows what he planned how will they react?* Students will write diwn and draw what they imagine will happen. Then, have all the class compare their answers and drawings.

**Activity 6**

a) This could be a good moment to act out the scene. Students can take it in turns to come to the front in groups and role-play this part, repeating the lines they have written down and adding some more if they felt like it. Give them some time to prepare themselves, and to memorise and/or think what each character will say and do.

b) To make it more fun. You can also have some of the groups come to the front and play the scene in “slow motion”, in “fast motion”, in a “scared mode”, in an “angry mode” etc.

- **Click, Clack, Moo, Cows that Type, Pages 6 & 7**

**Reading aloud**

a) Read what the cows' letter says out loud. Then divide the class into two and have each of them take it in turns to repeat the content out. Each time they repeat the lines, they should sound **more rebellious and challenging!**

b) Ask students who in the class predicted previously what the cows were writing.

**Activity 1**

✎ a) Tell students to imagine they are the farmer. How does he react as he reads the letter? What is he thinking? How is he feeling? What is he planning to do next?

**Activity 2**

✎ a) Ask students to imagine what else the cows can ask the farmer for and to write it down.

**Activity 3**

✎ Tell students to look at pages 6 and 7 again and to memorise everything they see. They should find the mistakes in the sentences, underline them and correct them.

*(suggested answers provided)*

1. The cows have pinned the letter to a tree. (tree: barn)
2. The farmer can't believe his ears. (ears: eyes)
3. The farmer picks the letter. (picks: reads)
4. The cows want woolen blankets. (woolen: electric)
5. The problem is that the barn is very old. (old: cold)

**Activity 4**

✎ a) Tell students to recapitulate everything that has happened in the story so far. To this end, they will put the jumbled events in order. Read all the sentences out loud a couple of times and ask students to put them in the right order (a-h).

***(Suggested answers: 1-b, 2-a, 3-h, 4-d, 5-e, 6-f, 7-g, 8-c)***

1. They are typing a letter for the farmer (b).
2. The cows are inside the barn together with the duck and the hen (a).
3. So they need electric blankets! (h).



4. He can hear them typing inside the barn (*d*).
5. The farmer decides to go to the barn to talk to the cows (*e*).
6. As soon as he gets to the barn he finds a letter. (*f*)
7. In the letter, the cows tell the farmer that the barn is cold at night (*g*).
8. The farmer is angry because he cannot find the cows (*c*).

**b)** Now read all eight sentences orderly out loud with all the class.

**c)** Ask students to see how they can complete each of the sentences with more information and if they would even like to add some more sentences.

### Activity 5

**a)** Ask students to explore the gap in the scene. What do they believe the cows inside the barn are thinking? How are they feeling now that the farmer is outside?

**b)** This could be a perfect moment to try some more role-playing. This time you can put students into bigger groups. You need some actors for the parts of the farmer and the cows, two more to be the barn door separating them and then some more actors to play the role of the other animals. Tell students to make the most of everything they did in the activities to represent this scene.

- ***Click, Clack, Moo, Cows that Type, Pages 8 & 9***

### Reading aloud

**a)** Read the text says out loud. Then divide the class into two groups and have each of them take it in turns to read it. Each time they repeat the lines, they should **sound more furious!**

### Activity 1

Ask students if they know what “going on strike” is. Why do people go on strike? Tell them to think of examples. What do they think of strikes?

**Activity 2**

✍ Reading these pages, students know that the farmer decides not to give the cows and hens any blankets and that the cows decide to go on strike. But students don't know what happened in between. Ask students to get into groups and to write down the conversation the farmer and the cows had.

**Activity 3**

✍ Tell students to look at the farmer. How is he feeling as he finds out about the strike? What is he thinking? Ask them to write out his thoughts!

**Activity 4**

✍ Tell them to identify what they believe the farmer (F) and the cows (C) are thinking.

1. "We won't be cold anymore!". (C)
2. "A Strike... are they nuts?" (F)
3. "I want milk. That's all." (F)
4. "Now he will give us what we want". (C)
5. "We will talk to other animals!". (C)
6. Farmer also thinks: "....."
7. Cows also thinks: "....."

**Activity 5**

✍ Ask students to concentrate on the pages they have read and to decide whether the sentences are **True of False**. They should provide the right answers.

*(suggested answers provided)*

1. The cows found the typewriter in the farmer's house. **F**: (house: barn)
2. The farmer will get no eggs. **F** (eggs: milk).
3. Mr. Brown was sad that the cows went on strike. **F** (sad: angry)
4. Mr. Brown decided not to give the cows their electric blankets. **T**

**Activity 6**

✍ Ask students to imagine the visitor has a walkie-talkie or mobile phone and decides to phone someone in a very low voice. What does he say? You can tell students to work in pairs or in groups or they can all work with you orally as you write down on the board the dialogue they make up. What will the farmer decide to do next?

- **Click, Clack, Moo, Cows that Type, Pages 10 & 11**

### Reading aloud

Read what the text says out loud. Then divide the class into two groups and have each of them take it in turns to repeat the lines. Each time they repeat the lines they should sound more **enraged!**

#### Activity 1

✍ Ask students to think of the “click, clack, moo”. What are the cows typing now? Students can work in pairs or in groups.

#### Activity 2

✍ Tell students to look at the pictures on pages 10 and 11 with a lot of attention and then close their books. Then they should write down the name of what or who is being described next to each sentence.

*(Suggested answers provided)*

1. ... could be angry because he has no milk. *(Brown)*
2. ... is the instrument used to write the note. *(typewriter)*
3. ... type, type, type and ask for more. *(cows)*
4. ... is very angry outside the barn. *(Brown)*
5. ... may tell other animals to do the same. *(cows)*

#### Activity 3

✍ Tell students to imagine they are Farmer Brown writing a letter to the cows outside the barn. What does he say? Does he threaten them? Does he try to appeal to them? What is his secret plan?

**Activity 4**

a) Tell students to imagine that the other animals, such as the duck and the hens, suddenly interrupt Farmer Brown and the cows. What happens? They can guide themselves with the unfinished sentences below.

✎b) You can also help them by means of copying the endings of the sentences on the board if you feel they need more guided help.

*(Suggested answers provided)*

1. The cows are right because..... *(the barn is too cold)*
2. If the cows give him no milk we, the hens..... *(will give him no eggs)*
3. All animals say: "We are freezing here too! We also ..... *(want electric blankets)*
4. The cows should type that Mr. Brown ..... *(is a very selfish/angry man)*
5. Yes! We, the ducks, also need more heating in ..... *(our pond)*

- **Click, Clack, Moo, Cows that Type, Pages 12 & 13**

**Reading aloud**

Tell students to look at the pictures and at what cows say as you read them out loud. Then tell them to **dramatise** these lines. They should all sound **very sure and convinced of their complaint!**

**Activity 1**

✎Tell students to describe what they see on pages 12 and 13. What are all the characters doing? How are they feeling? Why are they so tense? Who do they think the strange visitor actually is? Who looks more worried? Ask students to jot down their ideas.

**Activity 2**

✎Tell students to look at the pictures with a lot of attention for a few minutes and then to close the books. Then they should fill in the gapped sentences in their activities. They can find some useful words in the box.

|      |                   |      |         |      |
|------|-------------------|------|---------|------|
| cold | electric blankets | hens | worried | cows |
|------|-------------------|------|---------|------|

**(Suggested answers provided)**

1. The \_\_\_\_\_ now also speak for the hens. (*cows*)
2. The \_\_\_\_\_ also want something to keep them warm. (*hens*)
3. The \_\_\_\_\_ are very important for them because they are freezing. (*electric blankets*)
4. The barn is not only \_\_\_\_\_ but also damp. (*cold*)
5. Farmer Brown is very \_\_\_\_\_. What is he going to do now? (*worried*)

**Activity 3**

✎ **a)** Tell students to guess who these sentences describe: F: Farmer Brown, C: cows, H: hens. This is a good chance to practise prepositions of place.

**(Suggested answers provided)**

1. The character is between the scared hens and Farmer Brown. (*cow*)
2. The character is ahead of the hens. (*cow*)
3. These characters are standing behind the cow. (*hens*)
4. The character is above all the others. (*cow*)
5. The characters are standing next to each other. (*hen*)

**b)** Ask students to match the prepositions in the box to those in the sentences.

|        |                  |      |             |            |
|--------|------------------|------|-------------|------------|
| beside | in the middle of | over | in front of | in back of |
|--------|------------------|------|-------------|------------|

**Activity 4**

✎ **a)** Tell students to imagine what all the characters are thinking. They should first match the thoughts with the initials of the names of the characters. C (cows), H (hens), F (farmers).

**(Suggested answers provided)**

1. "They think I will give them what they want? Noooo!" (F)
2. "The cows were too strong!... Will he hate us?!!" (H)
3. "This is not happening to me!" (F)
4. "We will get the blankets!!" (C/H)
5. "If I give them the blankets ... what will they want next" (F)

b) Ask students to write a few more thoughts for each character. They can do it in pairs or all together with the teacher.

- ***Click, Clack, Moo, Cows that Type, Pages 14 & 15***

### Reading aloud

a) Tell students to look at the pictures and at what the text says as you read it out loud. Then tell them to read and dramatise these lines. They should all sound **more impatient than ever**.

### Activity 1

Ask students to look at the pictures. How rebellious are the hens? How are the hens defending the cows' fight for "now milk"? And how are the cows defending the hens' fight for "no eggs"?

### Activity 2

✎ Ask students if they think Mr. Brown is very bad. What is he thinking on the other side of the door? Tell students to complete the activities with their ideas.

### Activity 3

✎ Tell students to look at the scene in the farm for a few minutes. Then they should close their books and fill out the gaps with the words in the box.

|  |
|--|
| <i>strike</i> <i>stool</i> <i>buckets</i> <i>note</i> <i>eggs</i> <i>hens</i> <i>impatient</i> |
|--|

### ***(Suggested answers provided)***

1. The \_\_\_\_\_ have also decided to go on a \_\_\_\_\_. (*hens/strike*)
2. The hens turned the milking \_\_\_\_\_ upside down. (*stool*)
3. The hens have also turned all the \_\_\_\_\_ upside down because the cows say "NO Milk". (*buckets*)
4. The hens will not work anymore! "No \_\_\_\_\_ !" (*eggs*)

5. The animals are growing very \_\_\_\_\_ with the farmer and they leave a very clear \_\_\_\_\_ . (*impatient/note*)

#### Activity 4

✎ Ask students to imagine they are the cows and the hens inside the barn. They have already written very clear notes. But Farmer Brown is not giving them what they want. Tell them to write down a conversation between them growing very impatient.

- ***Click, Clack, Moo, Cows that Type, Page 16 & 17***

#### Reading aloud

Tell students to look at the pictures and at what the text says as you read it out loud. Then tell them to repeat these lines. They should all sound just like **angry Farmer Brown!**

#### Activity 1

✎ Ask students to imagine what all characters are thinking to themselves in this scene. They can use the sentences for ideas and add a few more.

#### ***(Suggested answers provided)***

1. The cows look innocent because they are thinking that they did not do anything wrong. They just..... (*wanted electric blankets because the barn was too cold*)
2. The hens look a bit shocked. They can't understand why ..... (*the farmer is so furious*)
3. The farmer is going crazy. He can't believe his eyes.... (*cows that type and hens on strike!*)
4. The farmer has a terrible problem. He has a farm.....! (*without milk and eggs*)

#### Activity 2

✎ Ask students what they think the farmer, the cows and the hens will do next. What else will the animals ask for? How will the farmer fight them?

**Activity 3**

✍ Tell students to get into pairs. They are the farmer. Mr. Brown goes home and tells his wife everything that has happened. What does he tell her? What does she advise him to do? Ask students to write the dialogue between them.

**Activity 4**

✍ The wife has told the farmer to be strong and to show the animals who the boss is! She tells him to write them a note! What does he write down?

- ***Click, Clack, Moo, Cows that Type, Page 18 & 19***

**Reading aloud**

Tell students to look at the pictures and at what the text says as you read it out loud. Then tell them to repeat these lines. They should all sound just like **angrier and angrier Farmer Brown!**

**Activity 1**

a) Ask students to compare the letter they wrote as Farmer Brown in the previous exercise with the actual letter he writes to the cows and the hens. Is the actual farmer nicer or harsher than they imagined?

b) Students can also draw a comparative chart comparing and contrasting the letter they wrote with what Mr. Brown writes to his rebellious animals (what Mr. Brown demands, the tone of his letter, whether or not he decides to punish them, etc).

**Activity 2**

✍ Tell students to change the content of the letter on page 18. Divide the class into two groups. One group should write a milder and friendlier letter to the animals and the other a stronger and unfriendlier one. Have the groups share their letters and vote for the best versions.



**Activity 3**

Tell students to pay attention to pages 18 and 19 for a couple of minutes. Then they should close their books and match the following questions with their answers.

***(Suggested answers provided)***

1. With what did Mr. Brown write his letter? **b**
2. Who does the farmer write to? **a**
3. What is the most important message in Mr. Brown's letter? **g**
4. What does the farmer demand? **e**
5. What does the farmer look like? **f**
6. How impatient is the farmer? **c**
7. What are the animals going to do next? **d**

- a. He addresses the cows and the hens.
- b. With his own typewriter.
- c. He is very impatient.
- d. They are going to continue on strike!
- e. He wants milk and eggs.
- f. He looks angry and nervous.
- g. There will be no electric blankets.

**Activity 4**

Ask students to think of what they saw and read once more and to correct the mistakes they may find in the sentences.

***(Suggested answers provided)***

1. The farmer types a letter to the cows. (*cows: cows and hens*)
2. Mr. Brown says there will be no food for the animals. (*food: electric blankets*)
3. Farmer Brown demands bread and butter. (*butter and bread: milk and eggs*)
4. The farmer used the animals' typewriter. (*animal's: his own*)
5. The farmer is patient. (*patient: impatient*)

**Activity 5**

Ask students to imagine they are the animals. As they read the letter how do they feel? Tell them to write down what they say and what they decide to do next. Students could then act it out.

**Activity 6**

✍ Tell students to imagine that the cows and the hens have decided to answer the farmer's letter. What do they write down?

- ***Click, Clack, Moo, Cows that Type, Page 20 & 21***

**Reading aloud**

Tell students to look at the pictures and at what the text says as you read it out loud. Then tell them to repeat these lines trying different tones (concerned, ironic, surprised, etc).

**Activity 1**

a) Ask students to compare what they wrote in the dialogues in the previous activity with what the animals and the farmer actually did. Did any student predict the new letter and the intervention of the duck?

**Activity 2**

✍ Tell students to imagine they are the duck. What is it thinking? Ask them to write out the duck's thoughts? Is he curious/afraid? Who does he support?

**Activity 3**

✍ Ask students to imagine they are the cows and the hens on strike inside the barn. How do they react as they see duck bringing a letter to them? Ask students to write down the dialogue and then to act it out.

**✍ Activity 4**

Ask students what they think will happen next in the story. They can discuss this in groups and write a small summary in a few lines so as to check with the next part of the story.

- ***Click, Clack, Moo, Cows that Type, Page 22 & 23***

## Reading aloud

Tell students to look at the pictures and at what the text says as you read it out loud. Then tell them to repeat these lines trying add a lot of suspense to their words.

### Activity 1

a) Ask students to look at the pictures. Which other animals are present in the barn? How important is the meeting they hold? Why? What are they discussing?

### Activity 2

Ask students to draw from what they discussed in the previous activity. What did the animals actually discuss all night long? Ask them to write down the dialogues and then to take it in turns to play the parts of the dog, the cat, the donkey and the sheep.

### Activity 3

Tell students to pay attention to pages 22 and 23 for a couple of minutes. Then they should close their books and match the following questions with their answers.

#### *(Suggested answers provided)*

1. What type of meeting did the animals hold? **b**
  2. Who were together inside the barn? **a**
  3. How much did the animals understand? **g**
  4. How many animals appear in the picture? **e**
  5. How long did the farmer wait for an answer? **f**
  6. How is Mr. Brown probably feeling? **c**
  7. What are the animals going to do next? **d**
- 
- a. All animals gathered to snoop.
  - b. They held an emergency meeting.
  - c. He is terribly impatient.
  - d. They are going to continue on strike!
  - e. There are five.
  - f. Until the next morning.
  - g. Not much! They were very lost.

**Activity 4**

✎ Ask students to think of what they saw and read once more and to correct the mistakes they may find in the sentences.

**(Suggested answers provided)**

1. The animals held an ordinary meeting. (*ordinary: emergency*)
2. All the animals got together outside the barn. (*outside: around*)
3. The farm animals needed to cry. (*cry: snoop*)
4. The farmer waited for some time. (*some: a lot*)

**Activity 5**

✎ Ask students to imagine they are the farmer. What has he thought all night long? Write out what he wrote in his diary while burning the midnight oil.

**Activity 6**

✎ Ask students to imagine they are the other animals at the meeting. They also think of other things to ask Mr. Brown for. What do the sheep, the donkey, the dog and the cat demand? The class can be split into different groups, each one concentrating on a specific letter or all of them can attempt at short request notes for all animals.

- ***Click, Clack, Moo, Cows that Type, Page 24 & 25***

**Reading aloud**

Tell students to look at the pictures and at what the text says on pages 24 & 25 as you read it out loud. Then tell them to repeat these lines. How should they sound in the letter? Friendly or rebellious?

**Activity 1**

✎ Ask students to think of the duck. Is he really so neutral? If he had to write his own ultimatum note, what could he ask Farmer Brown for? Students can work in pairs or in groups. Tell them to keep their answers handy since they may be essential for future activities.

**Activity 2**

✎ Tell students to look at pages 24 & 25 with a lot of attention and then close their books. Then they should write down the name of what or who is being described next to each sentence.

*(Suggested answers provided)*

1. ... went to the farmer's house carrying a letter. *(duck)*
2. ... received the animal's note early in the morning. *(Mr. Brown)*
3. ... type, type, type and give an ultimatum to the farmer. *(cows)*
4. ... will bring the typewriter to the farmer. *(duck)*
5. ... want electric blankets! *(cows)*

**Activity 3**

✎ Tell students to imagine they are Farmer Brown reading the ultimatum letter by the cows. What does he think to himself? Does he feel threatened? Will he try to appeal to them? What will he decide to do?

**Activity 4**

**a)** Tell students to imagine that the other animals such as the cat, the dog, the donkey and the sheep suddenly interrupt Farmer Brown. They bring their own ultimatum notes! They can guide themselves with the unfinished sentences.

✎ **b)** You can also help them by means of copying the endings of the sentences on the board if you feel they need more guided help.

*(Suggested answers provided)*

1. Dear Farmer Brown: We are the cats we..... *(want electric blankets because we are cold in the rooftops)*
2. Dear Farmer Brown: We are the dogs we ..... *(want central heating in our dog houses!)*
3. Dear Farmer Brown: We are the sheep we ..... *(want special volume shampoo for our curly hair)*
4. Dear Farmer Brown: We are the donkeys we ..... *(want special massage sessions for our poor backs)*

5. Dear Farmer Brown: We are the ducks we (*our pond is too little and cold. We want a warm swimming pool*)

### Activity 5

✍ You can ask students to compare these ultimatum notes with the ones they wrote in the previous activities.

- **Click, Clack, Moo, Cows that Type, Page 26 & 27**

### Reading aloud

a) Tell students to look at the pictures and at what the text says as you read out loud. Then tell them to read and dramatise these lines. They should all sound **happier than ever**.

### Activity 1

Ask students to look at the pictures. How effective has the strike been? Have cows and hens finally got what they wanted? Why? Will the fight between farmer and the hens and cows actually end?

### Activity 2

✍ Ask students to imagine they are the cows and hens. What are they all happily thinking of as they lie warm and cozy in their sweet dreams?

### Activity 3

✍ Tell students to look at the scene in the barn for a few minutes. Then they should close their books and fill out the gaps with the words from the box.

|        |                   |      |      |      |           |            |
|--------|-------------------|------|------|------|-----------|------------|
| strike | electric blankets | note | eggs | milk | impatient | typewriter |
|--------|-------------------|------|------|------|-----------|------------|

### (Suggested answers provided)

1. The ultimatum \_\_\_\_\_ was successful and the \_\_\_\_\_ is finally over.  
(*note/strike*)
2. The hens and cows have finally got their \_\_\_\_\_. (*electric blankets*)
3. Now the farmer will have \_\_\_\_\_ and \_\_\_\_\_ again. (*milk / eggs*)

4. The hens will work! "More \_\_\_\_\_ !" (*eggs*)
5. Farmer Brown is no longer \_\_\_\_\_ because he will have his \_\_\_\_\_ back.  
Now he will have no more ultimatum notes. (*impatient/typewriter*)

#### Activity 4

✎ Ask students to imagine they are the cows and the hens inside the barn. They have already written very clear notes. But Farmer Brown is not giving them what they want. Tell them to write down a conversation between them growing very impatient.

- **Click, Clack, Moo, Cows that Type, Page 28 & 29**

#### Reading aloud

Read what the text says out loud on pages 28 & 29. Then divide the class into two groups and have each of them take it in turns to repeat the lines. Each time they repeat the lines they should sound funnier!

#### Activity 1

✎ Ask students to look at their previous activities on the ducks and their ultimatum notes. Ask them to compare what they imagined with what the ducks actually wrote.

#### Activity 2

✎ Tell students to look at the pictures on pages 28 and 29 with a lot of attention and then close their books. Then they should write down the name of what or who is being described next to each sentence.

(Suggested answers provided)

1. ... The ducks say *it* is boring: \_\_\_\_\_. (*pond*)
2. ... *They* want a diving board: \_\_\_\_\_ (*ducks*)
3. ... They are going to use *it* to type more ultimatum notes: \_\_\_\_\_. (*typewriter*)
4. ... *He* will be terribly angry: \_\_\_\_\_. (*Brown*)
5. ... They will type "click, clack, quack": \_\_\_\_\_. (*ducks*)

**Activity 3**

✎ Tell students to imagine they are Farmer Brown after reading the ultimatum note by the ducks in their pond. What does he think to himself? Does he threaten them? Does he try to appeal to them? What is his secret plan?

**Activity 4**

Imagine Farmer Brown decides to go all the way to the pond and to try to convince the ducks not to go on a strike. What do they say? Ask students to write down their dialogues and to get ready to act them out.

**Activity 5**

Discuss with the whole class what they think that this story can teach us.

**✓ Post-reading activities****Activity 1**

Tell students to read whole book dramatising it as they read each line remembering they act out the emotions (surprise, fear, happiness, suspense, terror, etc) they truly expressed when reading each of the scenes).

**Activity 2**

Ask students to get in groups of five and to get ready to rehearse the role-playing of the whole story. They can even prepare fancy dresses for their performance next class.

**Activity 3**

Work with Intertextuality. You can use the many of the songs in our [Songbook](#), or the poems on our [Poetry Anthology](#) to work as follow up activities to this book.

**a)** Remember that if you still have not done this, you can combine and/or complement these activities with the songs on animals in our Songbook “***Canciones en la Clase de Inglés***” available at our website: “Old MacDonald had a Farm”, “Mary had a Little



Lamb”, “Baa baa Black sheep”, “How much is that doggie in the window”, “Oh where has my little dog gone? “, “The Farmer in the Dell”, “Incy Wincy Spider”.

b) You may also work with the poems “Penguin” by Meish Goldish, “Chinese Cat” by Edwin Morgan, “Concrete Cat” by Dorthi Charles, “The Sound Collector” by Roger Mc Gough also available at our website to relate to this story and to further practise and expand all the vocabulary acquired.

#### Activity 4

#### WORK WITH CLIL

CLIL (Content Language Integrated Learning) works very well as an approach with stories such as this one. The combination of this story, the activities, the Songbook and the Poetry Anthology are very useful as triggering materials, input materials or recycling materials to work with the Animal Farm Kingdom and their natural habitat. These activities are ideal to work inter-disciplinarily with Science, Biology, Environmental Management and Geography.

#### Activity 5

#### ARTISTIC PROJECT WORK

a) There is no doubt that the typewriter is Farmer Brown’s worst nightmare ever. Tell students to get into groups and to imagine what the next story will be like. This new story will be entitled: “Click, Clack, Quack”

#### Planning the story

➤b) Tell stories to get into groups and to plan what the story will be about. They should draw a synopsis of all the scenes in the story.

#### Writing the story

c) Once they have their synopses, they should decide on the actual text for each part. They should write them out.

#### Illustrating the story

d) Once they have the texts for the whole story, they should cut each of them so as to later assemble the whole story. Students should work on the illustrations for each part of *Click, Clack, Quack..*

### **Giving life to the story**

e) Students should now match their texts with their illustrations and put the story together. They have become authors themselves!

# APPENDIX

## STUDENTS' BOOKLET

### ✓ Pre-reading activities for *Click, Clack, Moo, Cows That Type*

**Activity 1:**

 How much do you know about animal farms? Tick the words you know.

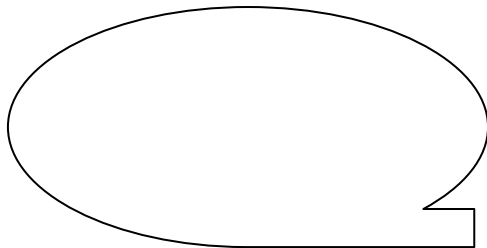
|                               |                                    |                                 |                                  |                                 |                                  |
|-------------------------------|------------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> cow  | <input type="checkbox"/> tractor   | <input type="checkbox"/> car    | <input type="checkbox"/> truck   | <input type="checkbox"/> hen    | <input type="checkbox"/> chicken |
| <input type="checkbox"/> duck | <input type="checkbox"/> farmhouse | <input type="checkbox"/> farmer | <input type="checkbox"/> dell    | <input type="checkbox"/> barn   |                                  |
| <input type="checkbox"/> milk | <input type="checkbox"/> eggs      | <input type="checkbox"/> pigs   | <input type="checkbox"/> pond    | <input type="checkbox"/> dog    |                                  |
| <input type="checkbox"/> cat  | <input type="checkbox"/> horse     | <input type="checkbox"/> lamb   | <input type="checkbox"/> cottage | <input type="checkbox"/> butter |                                  |

c) What animals are missing from the table?.....  
 .....  
 .....

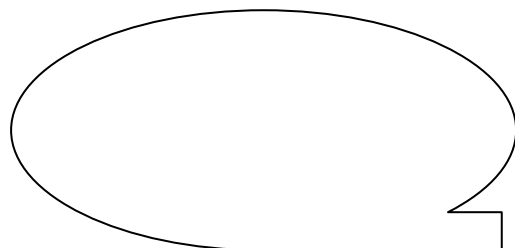
d) Many of the words in the box appear in the book *Click, Clack, Moo...* Find as many of the words in the box, written or drawn, as possible! Write the page number next to each of the words in the box above!

e) What do you think life in a farm is like? What do you think is the typical routine in the life of a farmer?

**In a farm...**



**In farmer's life...**



### e) Compare life in a farm and life in the city!

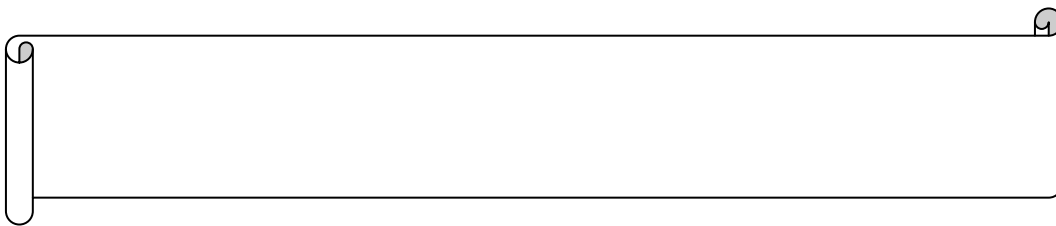
| FARM | CITY |
|------|------|
|      |      |

✓ **While-reading activities**

***Click, Clack, Moo, Cows That Type, Page 2 & 3***

**Activity 1: A big problem at Farmer Brown's.**

 **What is wrong? Summarise it.**




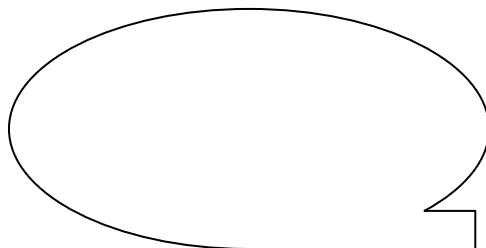
**Activity 2: What is he like?**

**a) Describe what the farmer looks like. Circle the right words.**

1. The farmer looks very **sleepy/worried** and **tired/angry**.
2. He is wearing a **shirt/sweater** and a **vest/jacket**.
3. He's got a white **beard/moustache**.
4. He is wearing a **hat/cap** and a red **scarf/kerchief**.
5. He is standing in **front of /in back of** the **barn/house**.

**Activity 3: Angry cows!**

 **a)** Ask students to imagine they are the cows inside the barn. They can see the face of the angry farmer. What are the cows thinking/feeling? Jot down their ideas.



**Activity 5: Which one is wrong?**

 a) Look at the pictures and write True or False. Correct the mistakes.

1. The barn is green.
2. There are no birds around the barn.
3. The farmer is very angry.
4. The cows are doing what the farmer wants.
5. All farm animals seem to be inside the barn.


- ***Click, Clack, Moo, Cows That Type, Pages 4 & 5***

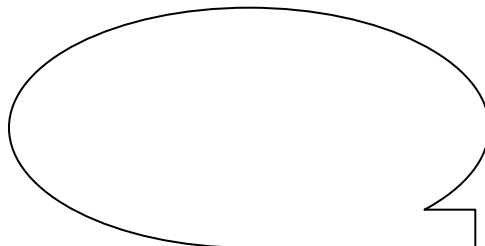
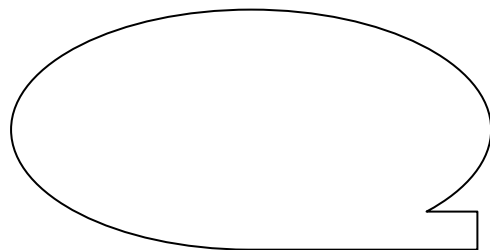
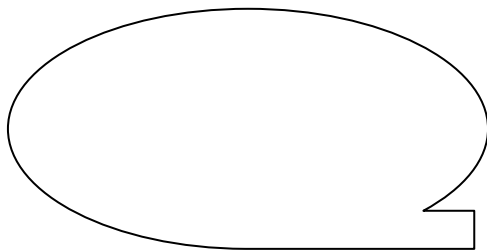
**Activity 1: Match!**

a) Look at pages 4 and 5 and match these sentences (1-6) to (a-f).

|                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. The farmer is walking...         | a) ... that the cows are typing!   |
| 2. The farmer can't believe that... | b)... ask the cows to stop typing. |
| 3. The farmer is sure that...       | c) ...towards the barn.            |
| 4. The cows are...                  | d)...the cows to work.             |
| 5. The farmer will ...              | e)... cows don't type!             |
| 6. The famer wants...               | f)...typing a lot.                 |

**Activity 2: Top secret!**

 a) What is the farmer, secretly thinking at this moment? Fill out the bubbles!



**Activity 3: Poor farmer!**

 a) Complete the sentences with the words in the box.

*towards*    *boots*    *fence*    *overall*    *barn*

1. The farmer is wearing back \_\_\_\_\_.
2. He is also wearing a blue \_\_\_\_\_.
3. He is quickly walking \_\_\_\_\_ the \_\_\_\_\_.
4. A small bird is standing on the \_\_\_\_\_.

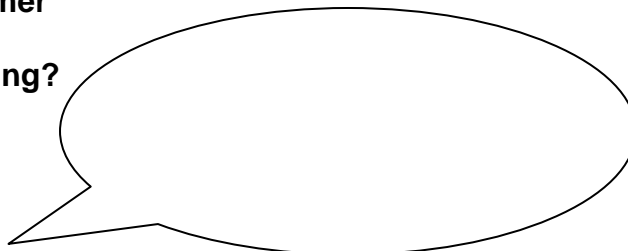
**Activity 4: A terrible day**

 You are the farmer! Write down what you think!

- ***Click, Clack, Moo, Cows That Type, Pages 6 & 7***

**Activity 1: A puzzled farmer**

**What is the farmer thinking?  
Imagine and complete!**



**Activity 2: Angry cows**

 a) What else the cows can ask the farmer for? Write it down.

**Activity 3: Which one is wrong?**

Find the mistakes in the sentences, underline them and correct them.

1. The cows have pinned the letter to a tree.
2. The farmer can't believe his ears.
3. The farmer picks the letter.
4. The cows want woolen blanket.
5. The problem is that the barn is very old.

**Activity 4: What a mess!**

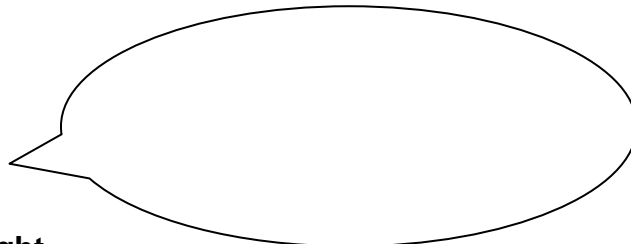
Put the jumbled events in order (a-h).

1. They are typing a letter for the farmer
2. The cows are inside the barn together with the duck and the hen.
3. So they need electric blankets!
4. He can hear them typing inside the barn.
5. The farmer decides to go to the barn to talk to the cows.
6. As soon as he gets to the barn he finds a letter.
7. In the letter, the cows tell the farmer that the barn is cold at night.
8. The farmer is angry because he cannot find the cows.

- ***Click, Clack, Moo, Cows That Type, Pages 8 & 9***

**Activity 1: What a strike!**

Discuss what "going on strike" is. Why do people go on strike?



**Activity 2: A big fight**

What do they farmer and the cows say?



**Farmer**

**Cows**

**Activity 3: Poor farmer!**

What does the farmer finally say?



**Activity 4: What is on their minds?**

**Say what the farmer (F) and the cows (C) are thinking,**

1. "We won't be cold anymore!!".
2. "A Strike... are they nuts?"
3. "I want milk. That's all."
4. "Now he will give us what we want".
5. "We will talk to other animals!".
6. Farmer also thinks: "....."
7. Cows also thinks: "....."

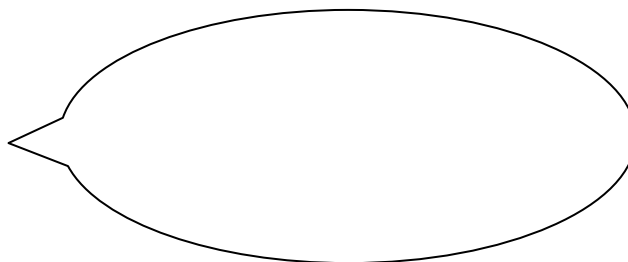
**Activity 5**

**Say True or False. Write the correct answers.**

1. The cows found the typewriter in the farmer ´s house.
2. The farmer will get no eggs.
3. Mr. Brown was sad that the cows went on strike.
4. Mr. Brown decided not to give the cows their electric blankets.

**Activity 6**

**The visitor has a walkie talkie or mobile phone and decides to phone someone in a very low voice. What does he say?**

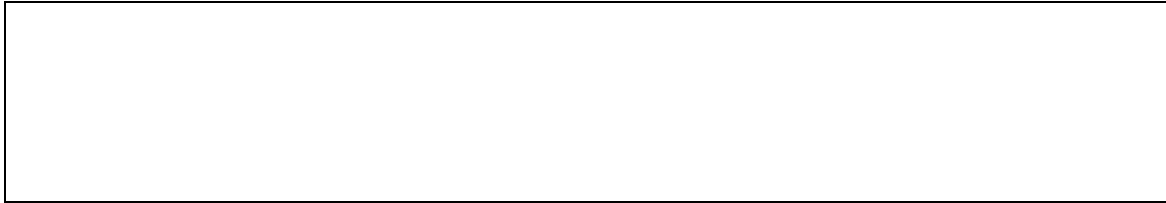


- **Click, Clack, Moo, Cows That Type, Pages 10 & 11**

**Activity 1: Guess!**

**Think of the "click, clack, moo". What are the cows typing now?**





**Activity 2: Who or What is described?**

**Write the right word in the gaps.**

1. ....angry because he has no milk.
2. .... the instrument used to write letter .
3. ....type, type, type and ask for more.
4. .... is very angry outside the barn.
5. .... may tell other animals to do the same.

**Activity 3: What does it say?**

**Farmer Brown is writing a letter to the cows outside the barn. What does he say?**



**Activity 4: So what happened?**

**Finish the sentences!**

1. The cows are right because.....
- 2 . If the cows will give him no milk we, the hens, .....
3. We are freezing here too! We also .....
4. The cows should type that Mr. Brown .....
5. Yes! We, the ducks, also need more heating in .....

- ***Click, Clack, Moo, Cows That Type, Pages 12 & 13***

**Activity 1: What is going on?**

 **Jot it down!**

**Activity 2: What is happening now?**

✍ Use the words in the box to complete.

*cold*      *electric blankets*      *hens*   *worried*      *cows*

1. The \_\_\_\_\_ now also speak for the hens.
2. The \_\_\_\_\_ also want something to keep them warm.
3. The \_\_\_\_\_ are very important for them because they are freezing.
4. The barn is not only \_\_\_\_\_ but also damp.
5. Farmer Brown is very \_\_\_\_\_ What is he going to do now!

**Activity 3: Who do they describe?**

✍ a) Write: F: Farmer Brown, C: cows, H: hens.

1. The character is between the scared hens and Farmer Brown.
2. The character is ahead of the hens.
3. These characters are standing behind the cow.
4. The character is above all the others.
5. The characters are standing next to each other.

b) Match these prepositions in the box to those in the sentences above.


*beside*      *in the middle of*   *over*      *in front of*      *in*  
*back of*

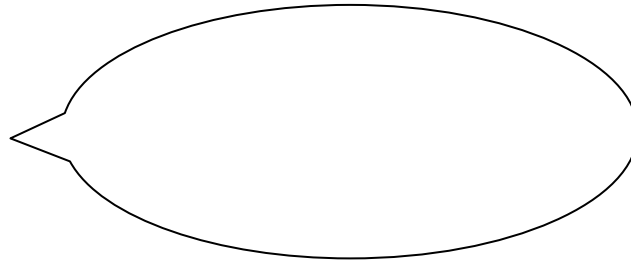
**Activity 4: What are they thinking?**✍ a) Match the thoughts with the initials of the names of the characters.  
C (cows), H (hens), F (farmers).

1. "They think I will give them what they want? Noooo!"
2. "The cows were too strong!... Will he hate us?!"
3. "This is not happening to me!"
4. "We will get the blankets!"
5. "If I give them the blankets ... what will they want next"

- **Click, Clack, Moo, Cows That Type, Pages 14 & 15**

**Activity 2: What is on the farmer’s mind?**

 Is Mr. Brown very bad? What is he thinking on the other side of the door?



**Activity 3: A crazy farm**

 Fill out the gaps with the words from the box.

|               |              |                |             |             |             |                  |
|---------------|--------------|----------------|-------------|-------------|-------------|------------------|
| <i>strike</i> | <i>stool</i> | <i>buckets</i> | <i>note</i> | <i>eggs</i> | <i>hens</i> | <i>impatient</i> |
|---------------|--------------|----------------|-------------|-------------|-------------|------------------|

1. The \_\_\_\_\_ have also decided to go on a \_\_\_\_\_.
2. The hens turned the milking \_\_\_\_\_ upside down.
3. The hens have also turned all the \_\_\_\_\_ upside down because the cows say “NO Milk”.
4. The hens will not work anymore! “No \_\_\_\_\_ !”
5. The animals are growing very \_\_\_\_\_ with the famer and they leave a very clear \_\_\_\_\_.

**Activity 4: What are they fighting about?**

 Write down a conversation between the Farmer, the cows and the hens, all of them growing very impatient.

- ***Click, Clack, Moo, Cows That Type, Page 16 & 17***

**Activity 1: What are they thinking?**


 a) Complete the sentences.

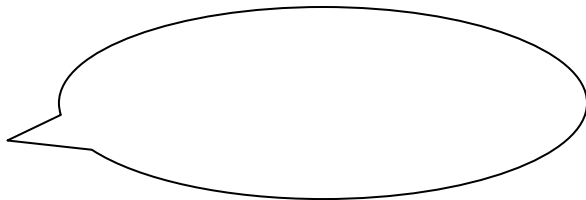
- 1. The cows look innocent because they are thinking that they did not do anything wrong. They just.....
- 2. The hens look a bit shocked. They can't understand why .....
- 3. The farmer is going crazy. He can't believe his eyes.....
- 4. The farmer has a terrible problem. He has a farm.....

**Activity 2: Predict!**

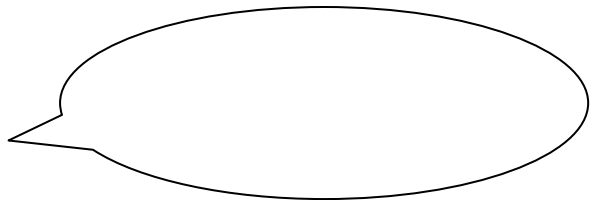
 a) What else will the animals ask for? How will the farmer fight them?

**Activity 3: What are they Saying?**

 Mr. Brown goes home and tells his wife everything that has happened. What does he tell her? What does she advise him to do? Write the dialogue between them.




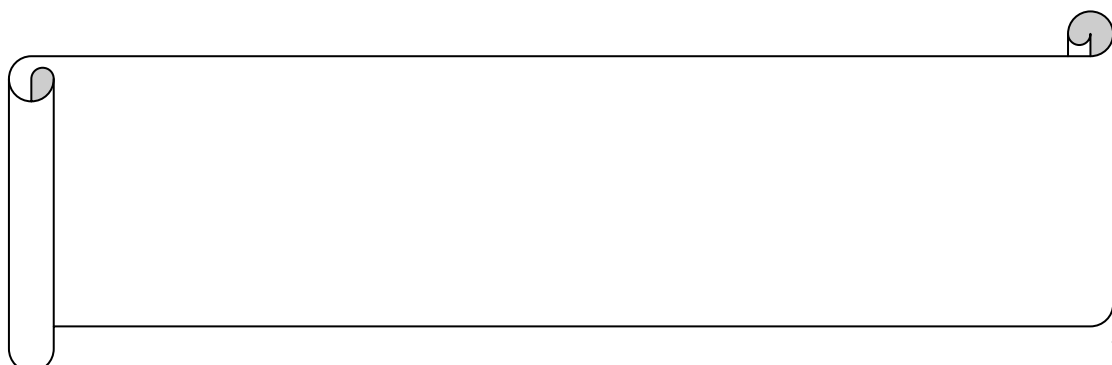
**FARMER**



**WIFE**

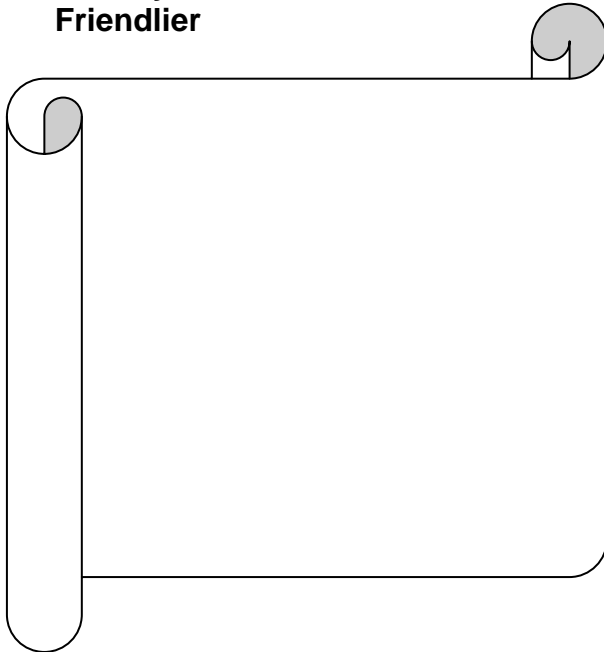
**Activity 4: A strong note!**

 The wife has told the farmer to be strong and to show the animals who the boss is! She tells him to write them a note! What does he write down?

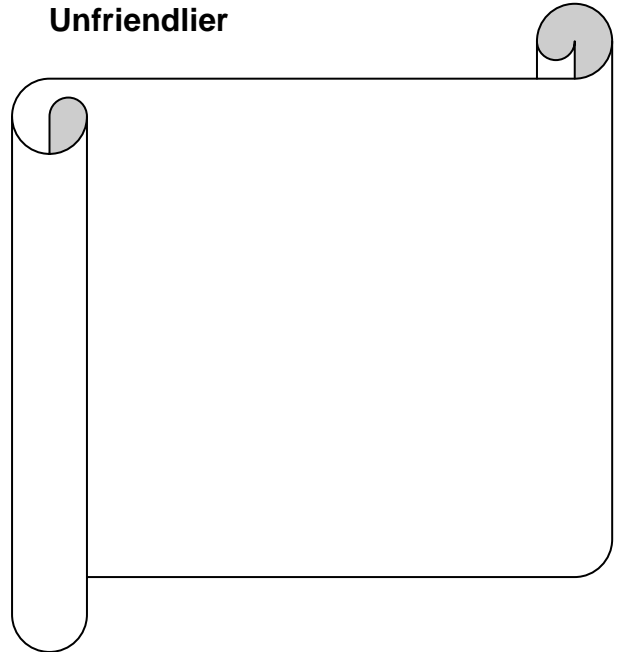


- *Click, Clack, Moo, Cows that Type*, Page 18 & 19

**Activity 2: Alternative letters!**  
**Friendlier**



**Unfriendlier**



**Activity 3: What happened?**

**Match the following questions with their answers.**

1. With what did Mr. Brown write his letter?
2. Who does the farmer write to?
3. What is the most important message in Mr. Brown's letter?
4. What does the farmer demand?
5. What does the farmer look like?
6. How impatient is the farmer?
7. What are the animals going to do next?

- a. The letter addresses the cows and the hens.
- b. With his own typewriter.
- c. He is very impatient.
- d. They are going to continue on strike!
- e. He demands milk and eggs.
- f. He looks angry and nervous.
- g. There will be no electric blankets

**Activity 4: What is wrong?**




**Correct the mistakes they may find in the sentences.**


1. The farmer types a letter to the cows.

2. Mr. Brown says there will be no food for the animals.
3. Farmer Brown demands bread and butter.
4. The farmer used the animal's typewriter.
5. The farmer is patient.

**Activity 5: A strong letter**

 Imagine you are the animals. How does the letter make you feel?


**Activity 6: The animals fight back**

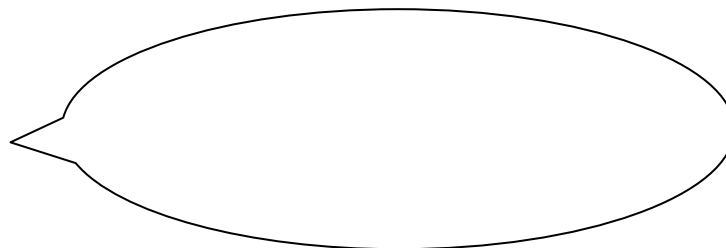
 The cows and the hens have decided to answer the farmer's letter. What do they write?




- *Click, Clack, Moo, Cows that Type, Page 20 & 21*

**Activity 2: An imaginative duck**

 Imagine you are the duck what is it thinking? Write out the duck's thoughts? Is he curious, afraid? Who does he support?




**Activity 3: a rebellious farm**

 Imagine you are the cows and the hens on strike inside the barn. How do you react as you see duck bringing a letter? Write down their dialogue.

 **Activity 4: What will happen next in the story?**

- ***Click, Clack, Moo, Cows that Type, Page 22 & 23***

**Activity 2: All night long**

 What did the animals actually discuss all night long? Write down their dialogues!

**Activity 3: A special meeting**

Match the following questions (1-7) with their answers (a-g).

1. What type of meeting did the animals hold?
2. Who were together inside the barn?
3. How much did the animals understand?
4. How many animals appear in the picture?
5. How long did the farmer wait for an answer?
6. How is Mr. Brown probably feeling?
7. What are the animals going to do next?


- a. All animals gathered to snoop.
- b. They held an emergency meeting.
- c. He is terribly impatient.
- d. They are going to continue on strike!
- e. There are five.
- f. Until the next morning.
- g. Not much! They were very lost.



**Activity 4: What is wrong?'**

 **Correct the mistakes.**


1. The animals held an ordinary meeting.
2. All the animals got together outside the barn.
3. The farm animals needed to cry.
4. The farmer waited for some time.

**Activity 5: Dear Diary.**

 Imagine you are the farmer. What have you thought all night long? Write it down in your diary.



**Activity 6: What do they all want?**


 Imagine you are the other animals at the meeting. What do you demand?



The sheep:.....  
 The donkey:.....  
 The dog:.....  
 The cat: .....

- *Click, Clack, Moo, Cows that Type, Page 24 & 25*

**Activity 1: A neutral animal?**


 If the duck had to write his own ultimatum note, what could he ask Farmer Brown for?

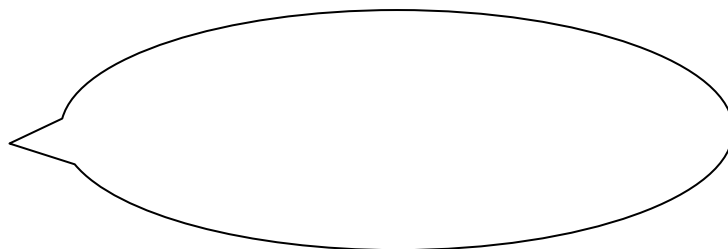
**Activity 2: Who did what?**

 **Write down the name of an animal or a farmer.**

1. ... went to the farmer's house carrying a letter.
2. ... received the animal's note early in the morning.
3. ... type, type, type and give an ultimatum to the farmer.
4. ... will bring the typewriter to the farmer.
5. ... want electric blankets!

**Activity 3: Have they gone mad?**

 **Imagine you are Farmer Brown reading the ultimatum letter by the cows. What are you thinking?**



**Activity 4: Ultimatum notes!**

a) The other animals such as the cat, the dog, the donkey and the sheep suddenly interrupt Farmer Brown. What else do they want? Match the sentences in the box to sentences 1-5.

*...our pond is too little and cold. We want a warm swimming pool*  
*...want special volume shampoo for our curly hair*

...want electric blankets because we are cold in the rooftops  
 ...want central heating in our dog houses!  
 ...want special massage sessions for our poor backs

1. Dear Farmer Brown: We are the cats we...
2. Dear Farmer Brown: We are the dogs we .....
3. Dear Farmer Brown: We are the sheep we .....
4. Dear Farmer Brown: We are the donkeys we .....
5. Dear Farmer Brown: We are the ducks we

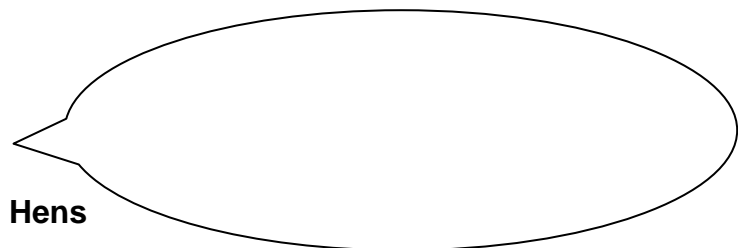
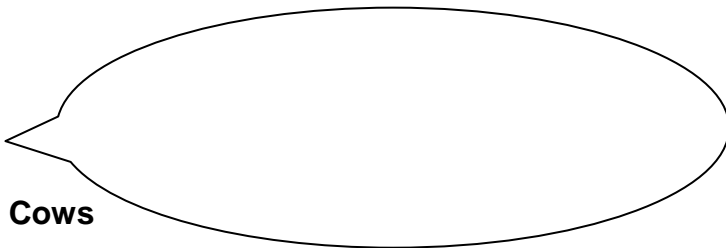
**Activity 5: Are they similar**

 Compare these ultimatum notes with the ones you wrote in the previous activities.

| My ultimatum notes | These ultimatum notes |
|--------------------|-----------------------|
|                    |                       |

- *Click, Clack, Moo, Cows that Type, Page 26 & 27*

**Activity 2: What are they thinking?**




**Activity 3: A perfect farm!**

 Fill out the gaps with the words from the box.

*strike electric blankets note eggs milk impatient typewriter*

1. The ultimatum \_\_\_\_\_ was successful and the \_\_\_\_\_ is finally over.
2. The hens and cows have finally got their \_\_\_\_\_.
3. Now the farmer will have \_\_\_\_\_ and \_\_\_\_\_ again.
4. The hens will not work anymore! "No \_\_\_\_\_!"
5. Famer Brown is no longer \_\_\_\_\_ because he will have his \_\_\_\_\_ back. Now he will have no more ultimatum notes.

- **Click, Clack, Moo, Cows that Type, Page 28 & 29**

 Look at their previous activities on the ducks and their ultimatum notes. Compare what you imagined with what the ducks actually wrote.


| <i>What I imagined about the ducks</i> | <i>What the ducks wrote</i> |
|--|-----------------------------|
|  |                             |

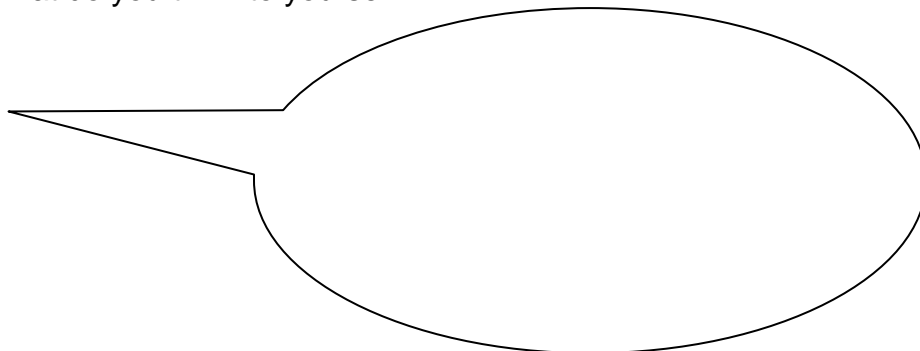
**Activity 2: What or who?**

 Fill in the blanks with the right words.

1. ... The ducks say *it* is boring: \_\_\_\_\_.
2. ... *They* want a diving board: \_\_\_\_\_.
3. ... They are going to use *it* to type more ultimatum notes: \_\_\_\_\_.
4. ... *He* will be terribly angry: \_\_\_\_\_.
5. ... They will type "click, clack, quack": \_\_\_\_\_.

**Activity 3: NO peace in this farm!**

 You Farmer Brown after reading the ultimatum note by the ducks in their pond. What do you think to yourself?



**Activity 4: The never ending story**

**Imagine Farmer Brown decides to go all the way to the pond and to try to convince the ducks not to go on a strike. What do they say? Write down their dialogues and to get ready to act them out.**