

# Classroom posters Old MacDonald had a farm

Teacher's notes



# Old MacDonald had a farm

‘Old MacDonald had a farm’ is a traditional song that is easy to learn and fun to repeat for students of all ages. Find the sheet music and words for the song at the end. Here are some ideas for using the ‘Old MacDonald had a farm’ poster with your learners. The poster is based on the version of the song on the LearnEnglish Kids website.

## Younger children

### Introduce the song

- Show the poster to the children. Do they know the names of the animals on the poster? (Duck, cow, dog) To help the students identify the animals you could ask ‘Is this a duck or a cow?’, ‘Is this a dog or a duck?’, etc.
- Practise the animal names and noises like this: make the animal noise and ask the children to identify the animal. Next, say the animal and this time the children make the correct noise.

### TIP: HOW TO PRONOUNCE THE ANIMAL NOISES

QUACK = /KWÆK/      MOO = /MU:/  
WOOF = /WŪF/      OINK = /ɔ:ɪŋk/

- Point to the man. Ask: ‘What is his job?’ (He’s a farmer) ‘Where does he work?’ (On the farm) ‘Is the man young or old?’ (Old) ‘What is his name?’ (MacDonald)

### Sing the song

- Ask the children to invent actions for each animal, for example: move your arms like wings for the duck, make yourself as big as possible for the cow, make ears on top of your head for the dog, and make a curly tail with your finger for the pig.
- Sing or play the song and ask the children to listen and do the actions for each animal as you sing.
- Sing or play the song again. This time ask the students to do the actions and join in with the animal noises.
- Sing or play the song another time and encourage the children to do the actions and sing along with you.

### After the song

- Ask the children, ‘What other animal noises do you know?’ Here are some examples: bees go ‘buzz’ (/bʌz/), sheep go ‘baa’ (/bɑ:/), cats go ‘miaow’ (/miaʊ/).
- Ask volunteers to perform an animal action or make an animal noise at the front of the class. The other students must identify the animal.
- The children can draw pictures of farm animals for a classroom display.

### Follow-up ideas. Here are some suggestions for other ways to use the poster.

- You could teach animal body parts such as ear, nose, beak, tail, paw, hoof/hooves, wing, trotter. Point to the different parts, say the word, and ask the students to repeat it. Write the words on the board. Can the students match the words with the body parts on the poster? Draw an invented animal on the board, for example: a cow with wings like a duck. Ask the students to tell you what is wrong with the animal. Now they draw an invented animal and label its body parts.
- Practise language for daily routines by talking about what the farmer does every day. Ask the students what time they think the farmer gets up in the morning and goes to bed at night. What other things do they imagine he does during the day? Write the following sentences on the board and ask the students to put them in a logical order:
  - He feeds the animals.
  - He gets up.
  - He goes to bed.
  - He has breakfast.
  - He has dinner.
  - He has lunch.
  - He milks the cows.
- A logical order could be: He gets up. He has breakfast. He feeds the animals. He has lunch. He milks the cows. He has dinner. He goes to bed. Now decide as a class what time he does these things. Add these times to the sentences on the board:
  - He gets up at five o'clock, etc.
- Now erase the verbs (gets up, has, feeds, has, milks, has, goes) from the sentences. Can the students remember the correct words?

## Older children

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### Introduction

- Ask the students to name some typical farm animals, for example: cow, pig, horse, sheep, duck, dog, chicken. Make a list of them on the board. Do the children know the noises that any of these animals make, in English? (Cows go 'moo', pigs go 'oink', horses go 'neigh', sheep go 'baa', ducks go 'quack', dogs go 'woof' and chickens go 'cluck'.)
- Show the poster to the students but cover the animals. Make the noise of the animals on the poster in turn, and see if students can tell you the animal. Reveal the animal when they guess correctly.
- Practise the animal noises by asking students to repeat after you. Exaggerate to make this fun. See the tip on how to pronounce the animal noises in the section for younger children above.
- Write the following chart on the board:
  - Name \_\_\_\_\_
  - Age \_\_\_\_\_
  - Job \_\_\_\_\_
- Ask the students to complete the chart with information about the man on the poster. Tell them to guess his age. Ask a volunteer to complete the chart on the board (Name – MacDonald, Age – we don't know but he is old, Job – farmer).

### The song

- Write the following words on the board.
  - house, farm
  - everyone
  - everywhere
  - here
  - there
  - duck
  - dog

- Tell the students that they are going to listen to part of a song. The song contains some of the words on the board. Which of the words on the board do they hear?
- Play or sing the first three lines of the song to the class (see the song words below).
- Students say which words they heard (farm, everywhere, here, there, duck).
- Play or sing the song and encourage the students to join in. You could ask the students to repeat the song line by line to help them learn the words.
- Divide the class into four groups: ducks, cows, dogs and pigs. Play or sing the song again – this time each group sings the part for their animal.

### After the song

- Cover the poster. Can the students remember the animal noises from the poster? What other animal noises can they remember from the first part of the lesson? Here are some examples: bees go buzz (/bʌz/), sheep go baa (/ba:/), cats go miaow (/miaʊ/).
- Write the following extract from the song on the board. In groups, the students choose a new animal and complete the verse.

Old MacDonald had a farm, ee-eye,  
 ee-eye oh! And on that farm he had a  
 \_\_\_\_\_, ee-eye, ee-eye oh!  
 With a \_\_\_\_\_ here  
 and a \_\_\_\_\_ there,  
 here a \_\_\_\_\_, there a \_\_\_\_\_,  
 everywhere a \_\_\_\_\_,  
 Old MacDonald had a farm, ee-eye, ee-eye oh!

- Each group can read or sing their invented verse to the class.

### Follow-up ideas. Here are some suggestions for other ways to use the poster.

- Listen and draw. Revise animal body parts such as ear, nose, beak, tail, paw, hoof/hooves, wing and trotter by pointing to these items on the poster and asking the students to tell you the correct word. Tell them any words they don't know and practise the pronunciation as necessary. With students in pairs, one person in each pair draws an animal and then describes it, in English, to the other person. The student who is listening can ask questions and tries to draw the same animal without seeing the picture. Set a time limit and then let students compare their animals. The results are usually very amusing – and creative!
- Dialogue building. Invent a family for Old MacDonald, the farmer. Then, as a class, invent a conversation between the farmer and a family member. You can use the conversation to practise specific language. For example, tell the class that the farmer wants to know if his son has fed all the animals today. What questions does he ask? How does the son respond? Create a conversation on the board using suggestions from the students and your ideas, like this:

**Farmer:** Have you fed the cows today?

**Son:** Not yet.

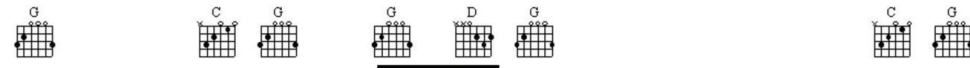
**Farmer:** Have you fed the ducks?


**Son:** Yes, I've just fed them.

**Farmer:** Have you ....


Every time a new line is added to the dialogue ask two volunteers to read the conversation to the class. When the dialogue is completed, students practise the conversation in pairs. Can they remember the dialogue without looking at the board?


## Old MacDonald

1 



Old Mac-Don-ald had a farm ee-eye, ee-eye oh. And on that farm he had a duck

4 

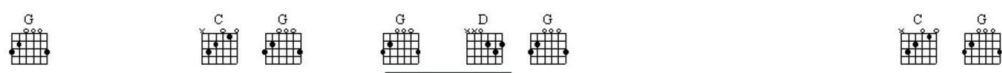



ee - eye, ee - eye oh. With a quack, quack here and a quack, quack there.

6 



Here a quack, there a quack, ev-ery-where a quack, quack. Old Mac-Don-ald had a farm ee-eye, ee-eye oh.

9 



Old Mac-Don-ald had a farm ee-eye, ee-eye oh. And on that farm he had a cow

12 



ee - eye, ee - eye oh. With a moo, moo here and a moo, moo there.

14 

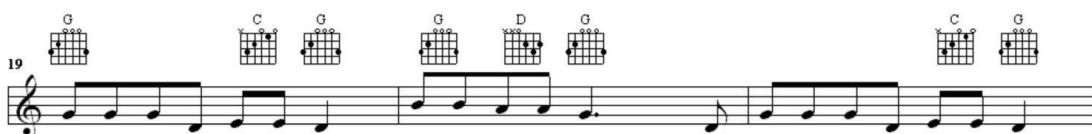
Here a moo, there a moo, ev-ery-where a moo, moo. Quack, quack here and a quack, quack there.

16



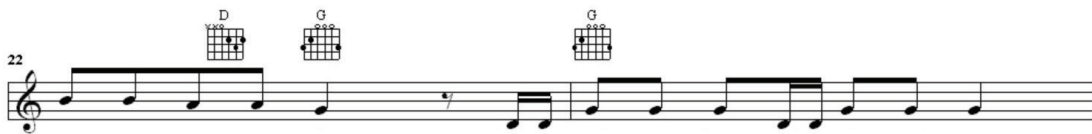
Here a quack, there a quack, ev-ery-where a quack, quack. Old Mac-Don-ald had a farm ee-eye, ee-eye oh.

19




Old Mac-Don-ald had a farm ee-eye, ee-eye oh. And on that farm he had a dog

22



ee - eye, ee - eye oh. With a woof, woof here and a woof, woof there.

24



Here a woof, there a woof, ev-ery-where a woof, woof. Moo, moo here and a moo, moo there.

26

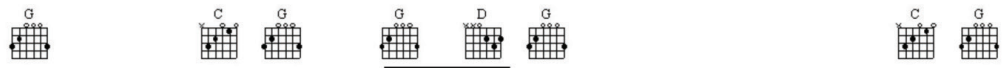



Here a moo, there a moo, ev-ery-where a moo, moo. Quack, quack here and a quack, quack there.

28





Here a quack, there a quack, ev-ery-where a quack, quack. Old Mac-Don-ald had a farm ee-eye, ee-eye oh.

31 



Old Mac-Don-ald had a farm ee-eye, ee-eye oh. And on that farm he had a pig

34 



ee - eye, ee - eye oh. With an oink, oink here and an oink, oink there.

36



Here an oink, there an oink, ev-ery-where an oink, oink. Woof, woof here and a woof, woof there.

38



Here a woof, there a woof, ev-ery-where a woof, woof. Moo, moo here and a moo, moo there.

40



Here a moo, there a moo, ev-ery-where a moo, moo. Quack, quack here and a quack, quack there.

42 



Here a quack, there a quack, ev-ery-where a quack, quack. Old Mac-Don-ald had a farm ee-eye, ee-eye oh.

You can download the Old MacDonald poster from [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

You can find more activities to do with children at [www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

