

Friends 3 Lesson 31		What are you doing?		Grammar & Functions	
Aims	Asking and answering question: <i>What are you doing?</i>	Contents	Grammar Talking about activities happening now Present continuous 1st and 2nd person singular	Checklist	Master handouts with 3 pictures – Mrs Black opening the door, Anna opening the window, Sam listening to music.
	Revising classroom vocabulary.		Vocabulary Everyday classroom activities (<i>listen, open, close, stand up, sit down</i>) and objects (<i>window, door</i>)		Cut-outs – the faces/heads of Mrs Black, Anna, Sam and Lucy.
Language Analysis					
Grammar: Present Continuous, first person singular and second person singular: <i>What are you doing? I am listening.</i>					
Vocabulary: Talking about activities happening now, classroom activities (verbs) and objects (nouns).					

Procedure

Warm-up Off the screens

Chinese whispers - vocabulary revision, pronunciation and listening activity.

1. Ask the children to stand in a semicircle. Tell them to think of a word naming an object in the classroom (e.g. *a window, a door, a ruler, a book, a pen*, etc.) and then whisper it to the student next to them on their right.
2. That student will then whisper the word they heard to the next student. They repeat the word to the next student and so on, until the last student hears the word.
3. The last student says the word aloud and the first student confirms whether it is the correct word. Have all the students repeat the correct pronunciation of the word aloud.. Then repeat the 'whispers' game with the next student in the semi-circle and ask them to choose a new word. e.g. *a window, a door, a ruler, a book, a pen*, etc.

Screen 2

Mrs Black: *Are you sitting down everyone? Good.*

Mrs Black: *Alex! You're not sitting down, you're standing up!*

Mrs Black: *Well done. Now let's play a game!*

Mrs Black: *What am I doing?*

Anna: *You're opening the door?*

Mrs Black: *Yes, well done. Now your turn, Anna!*

Sam: *I know! You're closing the window.*

Anna: *Yes. That's right!*

Mrs Black: *Your turn, Sam.*

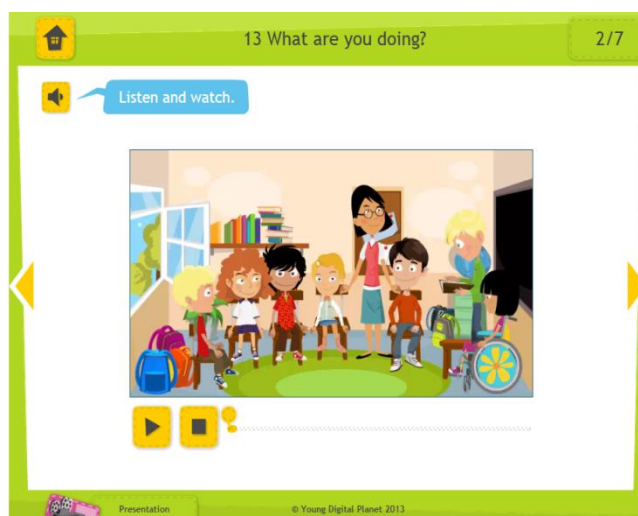
Two children together: *I know! I know!*

Lucy: *You're listening ...*

Sam: *Yes! I'm listening to music!*

Mrs Black: *You are listening to music! Where is the music coming from?!*

Sam: *Sorry, Mrs Black...*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Screen 3



Audio 1: Dialogue

Mrs Black: *What are you doing, Anna?*

Anna: *I'm closing the window.*



Audio 2 Dialogue

Alex: *What are you doing, Mrs Black?*

Mrs Black: *I'm opening the door.*



Audio 3 Dialogue

Mrs Black: *What are you doing, Sam?*

Sam: *I'm listening to music.*



Audio 4 Dialogue

Mrs Black: *What are you doing?*

Anna: *I'm sitting down.*

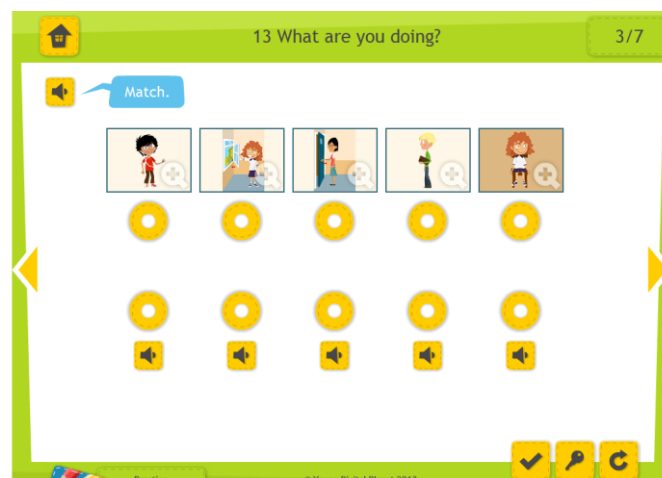


Audio 5 Dialogue

Mrs Black: *What are you doing, Alex?*

Alex: *I'm standing up.*

Key: see pictures above



After the activity is done enlarge some of the pictures and ask students to act out the short conversations.

Screen 4

Audio 1: *I'm listening to music.*

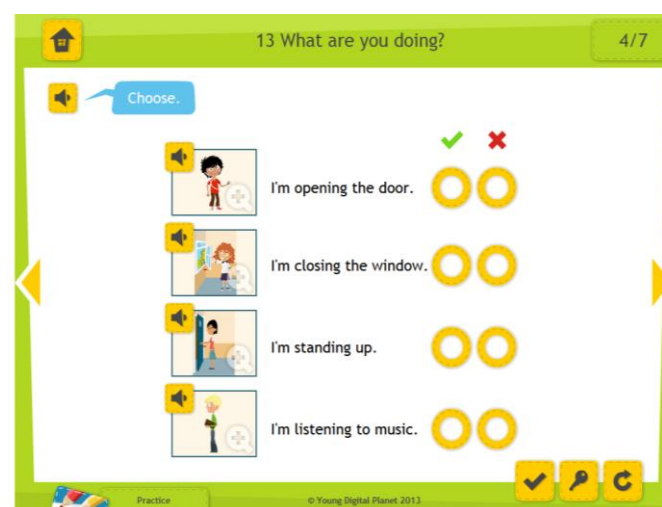
Audio 2: *I'm closing the window.*

Audio 3: *I'm opening the door.*

Audio 4: *I'm standing up.*

Key:

1 False 2 True 3 False 4 False



Screen 5

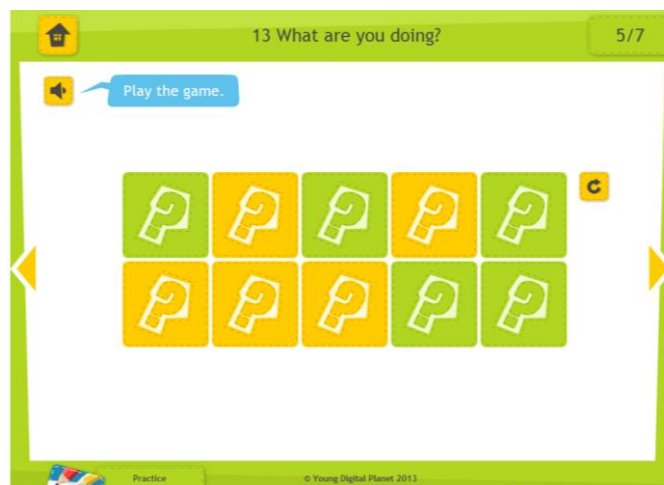
Audio: *I'm listening to music.*

Audio: *I'm closing the window.*

Audio: *I'm standing up.*

Audio: *I'm opening the door.*

Audio: *I'm sitting down.*



Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair. .
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and audio are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Screen 6

Male: *I'm listening to music.*
Male: *I'm opening the window.*
Male: *I'm closing the door.*
Male: *I'm standing up.*
Male: *I'm sitting down.*



Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practice fluency or vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the slideshow or look at the pictures and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

Additional activity

1. Prepare handouts: 3 pictures – Mrs Black opening the door, Anna opening the window, Sam listening to music and cut-outs – the faces/heads of Mrs Black, Anna, Sam and Lucy.
2. Ask students to choose one of the characters and explain they are going to re-enact the first screen scene.
3. Explain that the pictures are your 'storyboard' and go through the script.
4. Distribute the cut-outs. Assume Mrs Black's role and start:

The possible script:

Mrs Black: *Let's play a game! (mime opening the door) What am I doing?*

Anna: *You're opening the door?*

Mrs Black: *Yes, well done. Now your turn, Anna!*

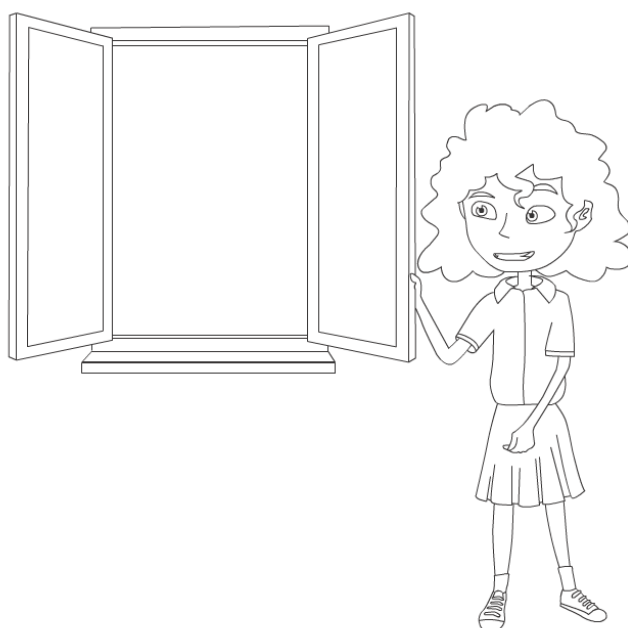
Sam: *I know! You're closing the window.*

Anna: *Yes. That's right!*

Mrs Black: *Your turn, Sam.*

Lucy: *You're listening ...*

Handout



Friends 3 Lesson 32		<i>She's singing.</i>		Grammar & Functions	
Aims	Talking about activities happening now (<i>What's he/she doing? She's singing.</i>).	Contents	Grammar Present continuous 3 rd person singular Vocabulary Everyday classroom activities: <i>listen, open, close, stand up, sit down, draw, dance, sing, read, writ.</i>	Checklist	- One master handout – Handout 1 - Handout 2: pair-work - memory game cards (one set for a pair of students) - Pens or pencils
Language Analysis					
Grammar: Present continuous <i>What's he/she doing?</i> <i>He/She's singing.</i>) *** short forms: <i>what's</i> = <i>what is</i>; <i>she's</i> = <i>she is</i> and <i>he's</i> = <i>he is</i> <i>she's</i> /ʃi:z/ <i>he's</i> /hi:z/ -<i>ing</i> in gerunds is pronounced /ɪŋ/ *** Vocabulary: action verbs: <i>write, read, draw, dance, sing</i>					

Procedure

Warm-up

4. Show an action (e.g. open the book and ask students *What am I doing?* The student answers *You're opening the book*).
5. Ask 2 or 3 students to come individually to the front of the classroom and mime the action verbs from the previous lesson (sitting down, standing up, opening the door, closing the window, listening to music).
or
6. Say *Abracadabra, abrakadabra everyone is sitting down one, two, three*.
7. All the students should do what you're saying, so ask them to get out of their chairs and stand up (obviously if space is restricted you might have to reconsider this activity and have the children doing the actions sitting down). Use action verbs from the previous lesson.

Screen 2

Jill: *Kim ...?*

Kim: *Yes, Jill.*

Jill: *What's she doing?*

Kim: *She's closing her bag. And now she's writing.*

Jill: *Oh ... What's he doing?*

Kim: *He's opening his book. And he's reading.*

Jill: *What's she doing?*

Kim: *She's listening.*

Jill: *What's he doing?*

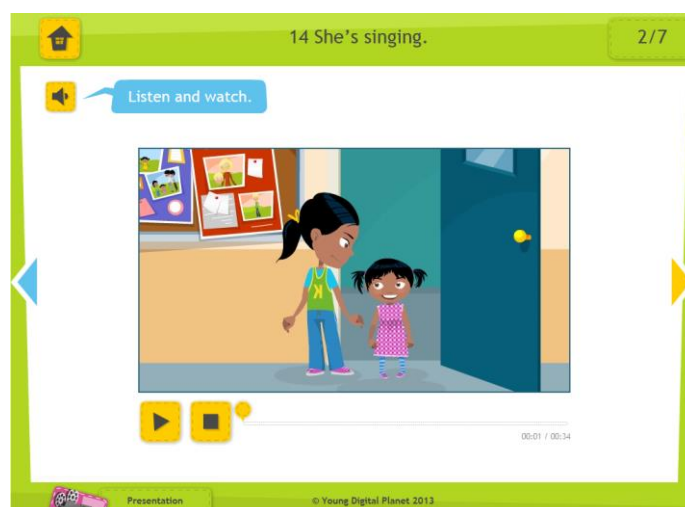
Kim: *He's standing up. He's drawing.*

Jill: *What's she doing?*

Kim: *She's singing.*

Jill: *What's he doing?*

Kim: *Ermm ... He's ... dancing!*

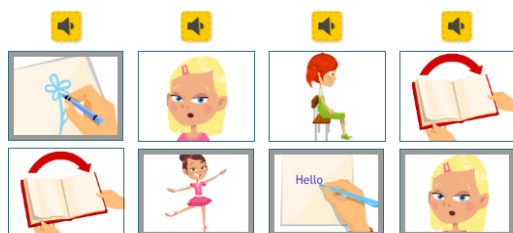


Note: Have students watch the animation several times. In order to practise the pronunciation, you may say the sentence from a dialogue very quietly. The students must "read the sentence" from your lips aloud. Repeat with different sentences. Then the students act out the story in pairs.

Screen 3

AUDIO 1: *He's drawing.*
AUDIO 2: *She's dancing.*
AUDIO 3: *She's writing.*
AUDIO 4: *She's singing.*

Key: see pictures below



Note: Ask students to complete the activity on their own. Then ask them (individually) to ask and answer questions about the pictures: *What's he doing? He's drawing. What's she doing? She's dancing.*

Screen 4

AUDIO:
She's drawing.
She's singing.
She's dancing.
She's reading.
She's writing.

Key: see pictures below



Note: You may ask your students to do the exercise 2 or 3 times if you see them making mistakes. Alternatively, you could mime the activities for them, to provide further practice and variety.

Screen 5



AUDIO 1 Dialogue

Jill: What's he doing?

Kim: He's standing up. He's drawing.



AUDIO 2 Dialogue

Jill: What's she doing?

Kim: She's singing.



AUDIO 3 Dialogue

Jill: What's he doing?

Kim: He's opening his book. And he's reading.



AUDIO 4 Dialogue

Jill: What's he doing?

Kim: Ermm ... He's ... dancing!

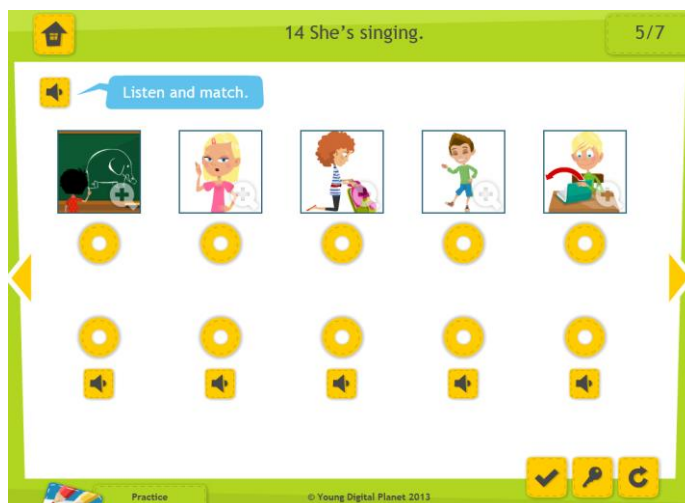


AUDIO 5 Dialogue

Jill: What's she doing?

Kim: She's closing her bag. And now she's writing.

Key: see above (random order)



Additional activity: Handout 1

Handout 1 (individual work)

O	Q	J	L	I	S	T	E	N	K
W	G	E	O	V	Y	W	V	K	S
P	O	P	E	N	L	X	F	T	D
C	V	N	A	R	E	A	D	W	R
W	R	D	A	N	C	E	Y	J	C
Y	G	B	D	R	A	W	K	G	X
M	B	D	W	R	I	T	E	I	O
C	Q	S	I	N	G	S	Z	X	B
E	S	W	J	K	S	K	W	T	Q
I	L	C	C	L	O	S	E	L	X

OPEN
CLOSE
LISTEN

WRITE
READ
DANCE

DRAW
SING

1. Give out handouts – one per students (Handout 1).
2. Ask students to find the words in the word search.

*** With higher level students you may remove the wordlist.

Key:

O	Q	J	L	I	S	T	E	N	K
W	G	E	O	V	Y	W	V	K	S
P	O	P	E	N	L	X	F	T	D
C	V	N	A	R	E	A	D	W	R
W	R	D	A	N	C	E	Y	J	C
Y	G	B	D	R	A	W	K	G	X
M	B	D	W	R	I	T	E	I	O
C	Q	S	I	N	G	S	Z	X	B
E	S	W	J	K	S	K	W	T	Q
I	L	C	C	L	O	S	E	L	X

Screen 6

AUDIO 1
What's he doing?
He's drawing.

AUDIO 2
What's she doing?
She's singing.

AUDIO 3
What's she doing?
She's dancing.

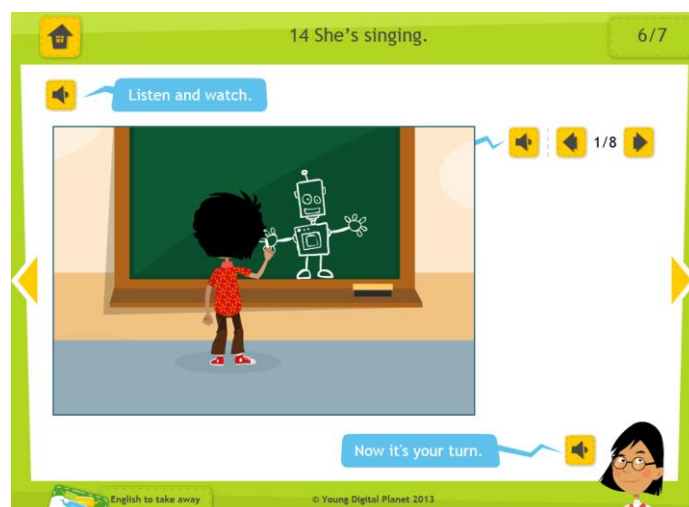
AUDIO 4
What's she doing?
She's sitting down.

AUDIO 5
What's he doing?
He's standing up.

AUDIO 6
What's she doing?
She's reading a book.

AUDIO 7
What's he doing?
He's writing.

AUDIO 8
What's she doing?
She's listening.



Give the Ss these instructions for the 'Listen and watch' activity. The aim is to practise talking about activities happening now.

1. Look at the photo, click the play button and listen to the dialogue.
2. Listen and repeat.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Have students watch the animation several times. You may ask your students to repeat the sentences after you in a different manner (*loudly/ silently, happily/sadly, slowly/fast*).

Finally ask your students to work in pairs asking and answering questions about the pictures.

Optional activity: Handout 2
 Practise action verbs and play memory game.

Handout 2



Instructions:

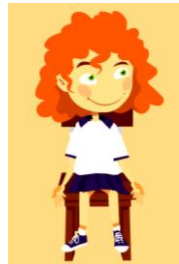
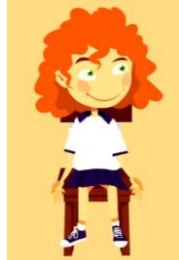
1. Students work in pairs.
2. They shuffle the cards and spread them on the table face down.
3. One by one they uncover two cards. If the pair is matching they keep it and continue the game until they choose a pair of not matching cards.
4. Make sure a pedagogic element is brought in by asking them to say what is happening in the pictures, so further practice is covered.
5. While they're playing the game, circulate and check for correct vocabulary and pronunciation so this becomes a freer activity.
6. The students continue the game until all the cards are taken.
7. The winner is the student with the highest number of pairs.

Handout 1

O Q J L I S T E N K
W G E O V Y W V K S
P O P E N L X F T D
C V N A R E A D W R
W R D A N C E Y J C
Y G B D R A W K G X
M B D W R I T E I O
C Q S I N G S Z X B
E S W J K S K W T Q
I L C C L O S E L X

OPEN
CLOSE
LISTEN
WRITE
READ
DANCE
DRAW
SING

Handout 2



Friends 3 Lesson 33		We're learning English.		Grammar & Functions	
Aims	Asking and answering what other people are doing	Contents	Question: <i>What ... doing?</i> <i>We are ...ing</i> Pronouns: we Present continuous 1st person plural	Checklist	2 master handouts to practise classroom activities (pair work and group work)
	Using the first person plural <i>We are ...ing</i> Revising classroom activities and action verbs		Vocabulary: Everyday classroom activities: <i>listen, open, close, stand up, sit down, draw, dance, sing, read, write, learn; door, window</i>		
Language Analysis					
Grammar: short form <i>we're</i> = <i>we are</i> Vocabulary: “now” is frequently used with Present Continuous. Hints: pay attention to <i>-ing</i> pronunciation: /ɪŋ/. The difference between [ŋg] and just [ŋ] can be heard in the difference between the words <i>finger</i> and <i>singer</i>. The local dialect in several regions of the U.S., and in parts of Britain as well, uses [ɪn] rather than [ɪŋ] for the suffix <i>-ing</i>. This is sometimes spelled <i>-in'</i>. *** We're /wɪə(r)/ drawing /ˈdrɔː(r)ɪŋ/					

Procedure

Screen 2

Lucy: *Hi, Alex.*

Alex: *Hello, Lucy.*

Lucy: *What are you doing?*

All: *A, B, C, D, E ...*

Alex: *We're learning English.*

Lucy: *What are you doing now?*

Alex: *We're drawing!*

Lucy: *And now? What are you doing?*

Alex: *We're reading! And we're writing!*

Lucy: *What are you doing now?*

Alex: *We're singing!*

Lucy: *What are you doing?*

Alex: *We're dancing!*

Alex's mum: *Shhh!! Be quiet, please!*

All the children together: *Oops! Sorry!*



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Additional activity: After listening a few times, ask students to act out the story.

1. Divide students into pairs Student A and Student B.
2. Student A is Lucy (and asks *What are you doing?*), Student B is Alex (and answers the questions)
3. Then tell students to swap roles. You can nominate another student to play the part of Alex's mum, or take this role yourself as there is only one line.

Screen 3

Alex/All together:

We're singing!

We're writing!

We're dancing!

We're learning English!

We're reading!

Key: see pictures below



Tell students to look at the pictures, then listen and put them into the correct order according to what they hear. For students who have difficulty, get them to identify the activity in each picture first e.g, singing, reading, etc. before they listen.

As an extension, put students into pairs and get them to point to the pictures in any order and say the correct sentence

Screen 4

Key: (from left to right)

1 drawing **2** singing **3** learning
4 reading **5** dancing



Additional activity:

1. Put students into groups (3-4).
2. Give out Handouts 1 and 2. Cut out or ask Ss to do it.

Handout 1



Handout 2

singing	dancing
drawing	writing
opening	listening
closing	reading
sitting	learning English

3. Tell students to match the pictures and activities.

Screen 5

What are you doing?
We're listening!
We're singing and dancing!
Come on, everybody!

What are you doing now?
We're sitting down.
Now we're standing up!
Come on, everybody!

What are you doing?
We're opening the window.
We're closing the window.
Come on, everybody!

What are you doing?
We're drawing.
We're reading and we're writing!
Come on, everybody!

And what are you doing now?
We're learning English!
Hurray!



1. Listen to the whole song.
2. Watch the animation and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

Screen 6

*What are you doing?
We're learning English.*



Now it's your turn

Get students to practise the language in pairs. Tell them to ask and answer about themselves e.g. *What are you doing? I'm speaking English.*

Additional activity

1. Put students into pairs.
2. Give out Handout 1 randomly (one picture per pair).

Handout 1



3. The pair first to the left asks the next: *What are you doing?*, they answer according to the picture they have.
4. Now the second pair to the left asks the third pair, and so on. Continue round the class.

Handout 1



Handout 2

singing

dancing

drawing

writing

opening

listening

closing

reading

sitting

learning English

Friends 3 Lesson 34		<i>I'm drawing a robot.</i>		Grammar & Functions	
Aims	Asking and answering question: <i>What are you doing?</i> Revising basic vocabulary (toys, simple actions).	Contents	Grammar Simple questions and responses in the present Continuous Vocabulary Toys, classroom things, action verbs (read, draw)	Checklist	A set of realia (toys) or a set of flashcards with toys. A copy of the handout for each student.
Language Analysis					
Grammar: Present continuous <i>What's he/she doing?</i> <i>He/She's singing.)</i> *** short forms: <i>what's</i> = <i>what is</i>; <i>she's</i> = <i>she is</i> and <i>he's</i> = <i>he is</i> <i>she's</i> /ʃi:z/ <i>he's</i> /hi:z/ <i>-ing</i> in gerunds is pronounced /ɪŋ/ Vocabulary: action verbs: <i>write, read, draw, dance, sing</i> Grammar: short form <i>we're</i> = <i>we are</i> Vocabulary: “now” is frequently used with Present Continuous. Hints: pay attention to <i>-ing</i> pronunciation: /ɪŋ/. The difference between [ŋg] and just [ŋ] can be heard in the difference between the words <i>finger</i> and <i>singer</i>. The local dialect in several regions of the U.S., and in parts of Britain as well, uses [ɪn] rather than [ɪŋ] for the suffix <i>-ing</i>. This is sometimes spelled <i>-in'</i>.					

Procedure

Warm-up off the screens

8. Revise vocabulary for simple toys with the group. Play a guessing game:

Bring a set of real toys (e.g. *a ball, a doll, a teddy, a car, a lorry, a robot, a monster*) – alternatively, a set of similar flashcards. Choose an item, cover it partly or entirely with a sheet of paper, ask questions and elicit answers:

T: *Is it a car?* **S:** *Yes, it is.* **T:** *No, it isn't. It's a lorry.*

T: *Is it a doll?* **S:** *No, it isn't. It's a teddy.*

9. After that, ask students to draw a toy very quickly in their notebooks. Then students take turns to play: student 1 covers the main part of his/her picture and asks the student sitting next to them:

S1: *Is it a robot?* **S2:** *Yes, it is / No it isn't. It's a monster.*

Screen 2

Ann: *Hello, Sam!*

Sam: *Ann! Hi! How are you?*

Ann: *I'm fine, thanks! What are you doing?*

Sam: *I'm reading.*

Ann: *Oh! Are you reading a book?*

Sam: *Yes, I am. What are you doing?*

Ann: *I'm drawing with my pencils.*

Sam: *What are you drawing? Are you drawing a doll?*

Ann: *No, I'm not. I'm drawing a ...*

Sam: *... a ball?*

Ann: *No, I'm not drawing a ball.*

Sam: *Are you drawing a monster?*

Ann: *No, I'm not.*

Sam: *What are you drawing?*

Ann: *I'm drawing a robot ... a blue robot!*

Sam: *Oh, nice! OK, Ann. Bye!*

Ann: *Bye, Sam! See you soon!*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Mime parts of the dialogue and ask students to imitate the intonation. It is good to make them aware of emotions (Ann – enthusiastic, Sam – impatient).

After listening to the whole dialogue, stronger groups can act out a part of the story in pairs. Focus on the part from *What are you drawing?* to *...a blue robot!* Play it twice, then ask students to role play in pairs, repeating their parts after the recording.

Screen 3

Audio 1:

I'm drawing a doll.

Audio 2:

I'm drawing a ball.

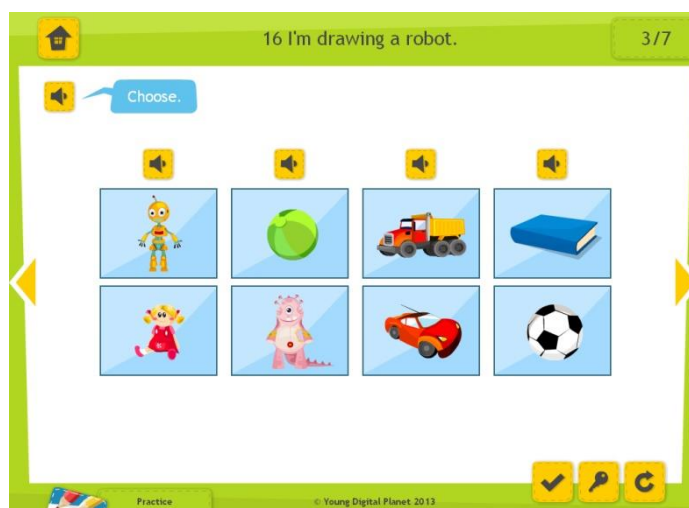
Audio 3:

I'm drawing a lorry.

Audio 4:

I'm drawing a football.

Key: 1 picture of doll 2 picture of a ball
3 picture of a lorry 4 picture of a football



Note: After listening, you can get individual students to repeat the answers, e.g.:

T: *Number 1, Susan?* **S:** *I'm drawing a doll*", etc.

After solving the task, ask students to draw a selected toy in their notebooks. Then T circulates and asks: **T:** *What are you drawing, Haruki?* **S:** *I'm drawing a lorry!* **T:** *Great!*

Students could then work in pairs and ask and answer the same question to each other, giving the correct answer.

Screen 4

Audio 1:

I'm not drawing a ball. I'm drawing a car.

Audio 2:

I'm not drawing a monster. I'm drawing a lorry.

Audio 3:

I'm not drawing a doll. I'm drawing a robot.

Audio 4:

I'm not drawing a car. I'm drawing a football.

Key: 1 car 2 lorry 3 robot 4 football



Note: You can stop the recording after each audio item and get students to repeat and model the pronunciation. Remember to drill the pronunciation chorally and individually.

Screen 5

Audio:

Girl: *What are you doing?*

Boy: *I'm drawing.*

Girl: *Are you drawing a robot?*

Boy: *No, I'm not. I'm drawing a lorry.*

Girl: *Are you reading a book?*

Boy: *No, I'm not reading a book. I'm writing.*

Girl: *What are you doing?*

Boy: *I'm singing.*

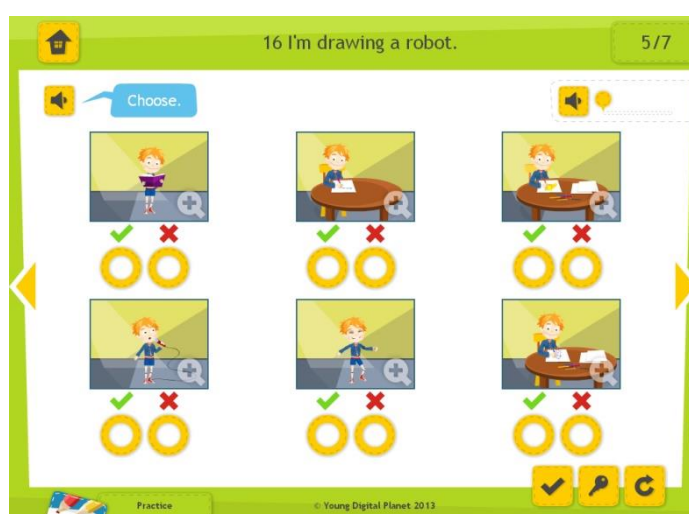
Girl: *Oh. Are you dancing too?*

Boy: *Yes, I am.*

Key: (from left to right)

1 False **2** True **3** True **4** True

5 True **6** False



Note: In weaker groups play the recording twice or make pauses longer. In stronger groups ask students to play a follow-up game in pairs: students stand back to back and mime an action. Then students ask each other questions:

S1: *Are you dancing?* **S2:** *No, I'm drawing.*

Screen 6

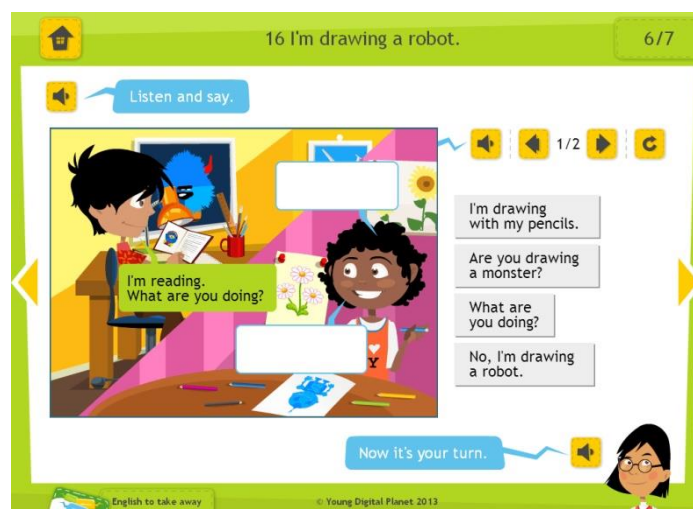
Ann: *What are you doing?*

Sam: *I'm reading. What are you doing?*

Ann: *I'm drawing with my pencils.*

Sam: *Are you drawing a monster?*

Ann: *No, I'm drawing a robot.*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the questions and answers into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.
- 5.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and ask and answer the questions.

Note:

1. Before using the screen, make sure students understand the situation.
2. Ask: What is Sam doing? What about Ann? What is she doing?
3. Point to speech bubble 1 and elicit Ann's question: - What ...? Play the recording and stop after second speech bubble. Elicit Ann's response.
4. Continue in this way with the next part of the screen.

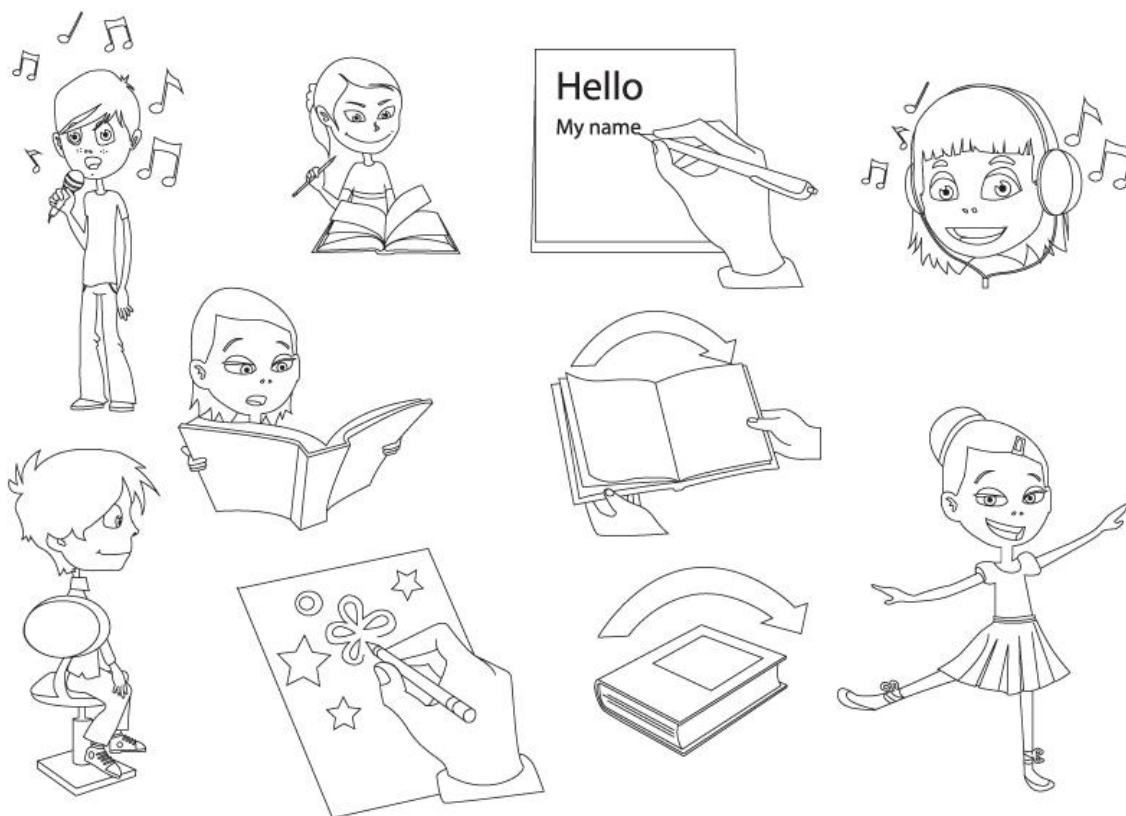
5. Follow up with another speaking exercise – the handout . Give each student a copy of the handout with picture prompts of eight actions.

Handout



6. Give a model of the task by getting one student to ask you a question: What are you doing? Mime an action of your choice – the student asks e.g.: *Are you dancing?*, *Yes, I am/No, I'm not. I'm writing with a pen.* Show students that you cross out the action from your handout. Then ask students to take turns in pairs.
7. Move around and monitor. Encourage extended questions/answers, e.g. *Are you closing the door?* *No, I'm opening the window.* Students could also do this as a mingle activity so it works as a nice energiser.

Handout



Friends 3 Lesson 35		<i>She is dancing!</i>		Pronunciation	
Aims	Practising with <i>-ing</i> form Practicing contractions: <i>I'm, you're, he's, she's, we're</i> Consolidating using the present continuous to talk about actions happening now	Contents	Grammar <i>To be + gerund:</i> <i>I'm/ You're/ He's/ She's/ We're (reading)</i> Contractions Vocabulary Actions: <i>draw, dance, sing, read, write, learn, listen, open, close, stand up, sit down</i>	Checklist	3 master handouts for individual work: match words with pictures, full forms and contractions and infinitives with <i>-ing</i> forms. Scissors
Language Analysis					
Grammar: Short forms <i>I am = I'm, you are = you're, he is = he's, she is = she's, we are = we're</i> Verb + <i>-ing</i>: if the verb ends with an e that isn't pronounced (as in <i>dance</i> or <i>write</i>), then you need to drop this final -e before adding <i>-ing</i>: <i>dancing, writing</i> If the verb has only one syllable and ends with a single vowel plus a consonant (e.g. <i>sit</i>), then you need to double the final consonant before adding <i>-ing</i>: <i>sitting</i>					

Procedure

Warm-up Off the screens

10. Revise action vocabulary. Use Handout 1.

Handout 1



a.

writing



b.

dancing



c.

drawing

11. Put students in pairs

12. Give out Handout 1, ask your students to match the words with the pictures

Key: 1b 2a 3d 4e 5c

Screen 2

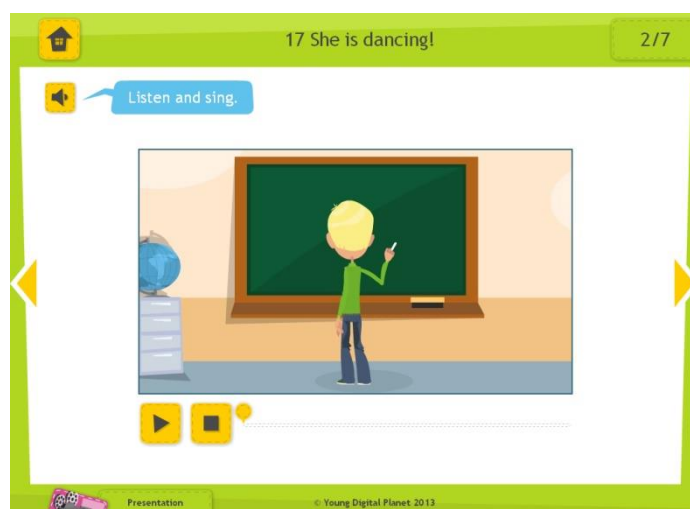
Alex: *I am writing! I'm, I'm, I'm ... writing!*

Alex: *You are reading! You're, you're, you're ... reading!*

Anna: *He is singing! He's, he's, he's ... singing!*

Anna: *She is dancing! She's, she's, she's ... dancing!*

All together: *We are drawing! We're, we're, we're ... drawing!*



Exploit the scene by asking the Ss to describe what they can see.. This will help students with pronunciation and meaning.

1. Listen to the song.
2. Ask your students to join in.
3. Repeat a few times, until they feel comfortable with the text.

Screen 3

Audio 1: *I am writing.*
I'm writing.

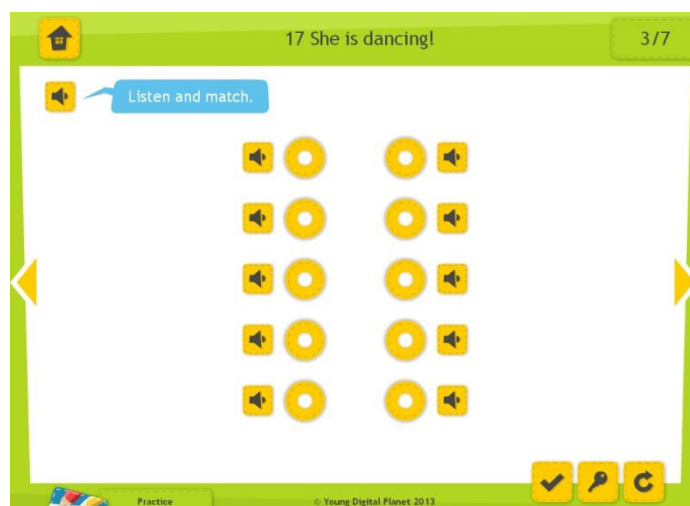
Audio 2: *You are reading.*
You're reading.

Audio 3: *He is singing.*
He's singing.

Audio 4: *She is dancing.*
She's dancing.

Audio 5: *We are drawing.*
We're drawing.

Key: random order, match the sentences: long + short form



Additional activity

1. After the students complete the task, they listen again and repeat.
2. Put your students in pairs.
3. Give out Handout 2.
4. Ask them to match full and contracted forms.
5. When they finish, ask individual students to come and write the full and contracted forms on the board (e.g. I am = I'm).

Handout 2

1. She is	a. You're
2. We are	b. He's
3. I am	c. She's
4. You are	d. I'm
5. He is	e. We're

Key: 1c 2e 3d 4a 5b

Screen 4

Key: (from left to right)

- 1 I'm writing.
- 2 You're reading.
- 3 He's singing.
- 4 She's dancing.
- 5 We're drawing.



Screen 5

Audio 1: I'm listening.

Audio 2: You're standing up.

Audio 3: He's closing the book.

Audio 4: She's opening the window.

Audio 5: We're sitting down.

Key: (from left to right)

- 1 listening
- 2 standing up
- 3 closing the book
- 4 opening the window
- 5 sitting down



Additional activity

1. Put your students in pairs.
2. Give out Handout 3 (mixed up).

Handout 3

sing	ing	listen	ing
read	ing	learn	ing
	sitt	ing down	
danc	ing	open	ing
clos	ing	stand	ing up

3. Ask them to match the pieces of words / phrases to make full expressions.
4. When they finish, ask representatives to write full words and phrases on the board.

Screen 6

Audio 1: *He's listening.*

Audio 2: *I'm drawing.*

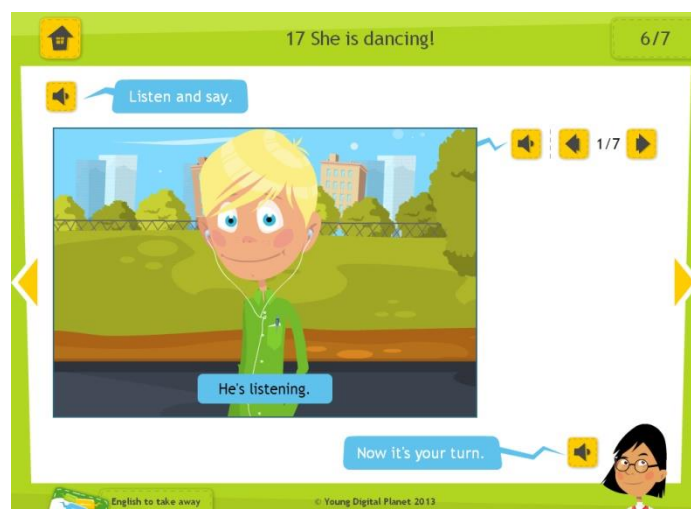
Audio 3: *We're learning English.*

Audio 4: *You're standing up.*

Audio 5: *She's singing.*

Audio 6: *You're dancing.*

Audio 7: *We're reading.*



Give the students the instructions for the Listen and say activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentence.
3. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say what you're doing.

Handout 1

1.



a.

writing

2.



b.

dancing

3.



c.

drawing

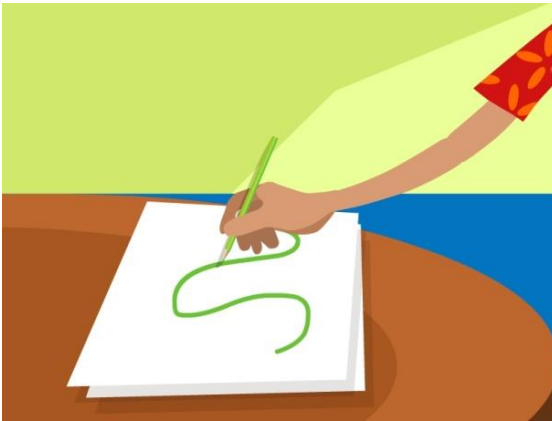
4.



d.

reading

5.



e.

singing

Handout 2

- | | | | |
|----|---------|----|--------|
| 1. | She is | a. | You're |
| 2. | We are | b. | He's |
| 3. | I am | c. | She's |
| 4. | You are | d. | I'm |
| 5. | He is | e. | We're |
-

Handout 3

sing	ing	listen	ing
read	ing	learn	ing
	sitt	ing down	
danc	ing	open	ing
clos	ing	stand	ing up

Friends 3 Lesson 36		<i>What are you drawing?</i>		Skills	
Aims	Extra listening practice Revising a combination of lexis; toys, colours and action verbs	Contents	Grammar <i>I'm/You're/He's/She's/We're drawing a (blue truck)</i> <i>What are you doing?</i> <i>Are you drawing a...?</i> Vocabulary Actions (<i>draw, dance, sing, read, write, learn, listen, open, close, stand up, sit down</i>) Toys (<i>ball, car, doll, lorry, truck, robot, monster, football</i>) Colours (<i>black, blue, brown, gray, green, pink, purple, red, yellow, white</i>)	Checklist	2 master handouts for individual work: vocabulary of toys and anagrams with colours Scissors
Language Analysis					
What about you? – is basically the short way to ask the same question again (instead of repeating it once more) *** Hints: miaow / mi: `au/ – the sound cats make in English colour (BrE) / color (AmE) grey (BrE) / gray (AmE) lorry (BrE) / truck (AmE)					

Procedure

Warm-up Off the screens

13. Revise toys vocabulary using pictures from Handout 1.
14. Put your students in pairs.
15. Give out handout 1.

Handout 1



a) car



b) doll



c) robot



d) lorry



e) ball



f) monster

16. Ask your students to match the words with the pictures.
17. Show pictures from handout 1 and elicit the names of the things from the class.

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

Screen 2

Mrs Black: *What are you drawing, Kim?*

Kim: *I'm drawing a house. A red house.*

Teacher: *Sam, are you drawing a car?*

Sam: *No, I'm not drawing a car. I'm drawing a big truck! It's...yellow.*

Teacher: *Well done. And Lucy, are you drawing a purple robot?*

Lucy: *No, I'm drawing a green robot.*

Teacher: *Alex, what about you?*

Alex: *I'm drawing my black cat, Biscuit. Miaow!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Additional activity

1. Put your students in pairs.
2. Give out Handout 2

Handout 2

a) klabc	_____	
b) ownbr	_____	
c) rulpep	_____	
d) dre	_____	
e) pkin	_____	
f) lowlye	_____	
g) hitew	_____	
h) ryeg	_____	
i) lebu	_____	
j) genre	_____	

3. Ask them to put the letters into correct order to form the names of the colours.
4. Ask them to match the names and colours.
5. Check with the class.

Key: **a)** black **b)** brown **c)** purple **d)** red **e)** pink **f)** yellow **g)** white **h)** grey **i)** blue **j)** green

Screen 3

Audio 1:

*What's Kim drawing?
She's drawing a red house.*

Audio 2:

*What's Sam drawing?
He's drawing a yellow truck.*

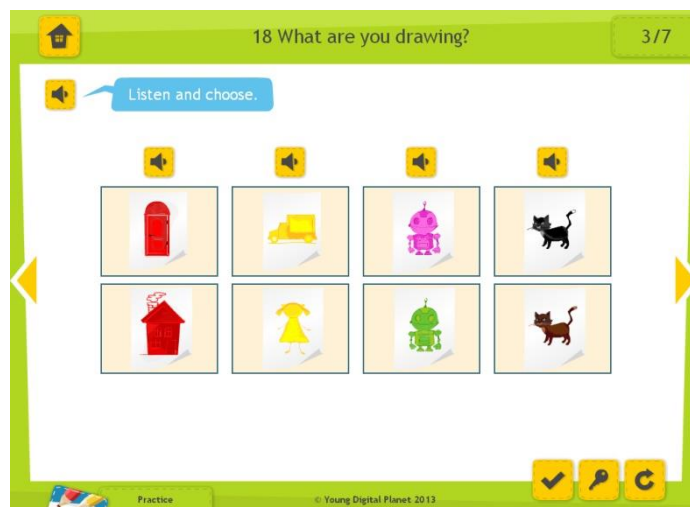
Audio 3:

*What's Lucy drawing?
She's drawing a green robot.*

Audio 4:

*What's Alex drawing?
He's drawing a black cat.*

Key: 1 red house 2 yellow truck
3 green robot 4 black cat



Screen 4

Audio: (random order)

I'm not drawing a yellow robot. I'm drawing a green robot.

I'm drawing a red book, I'm not drawing a blue book.

I'm drawing a purple car. I'm not drawing a pink car.

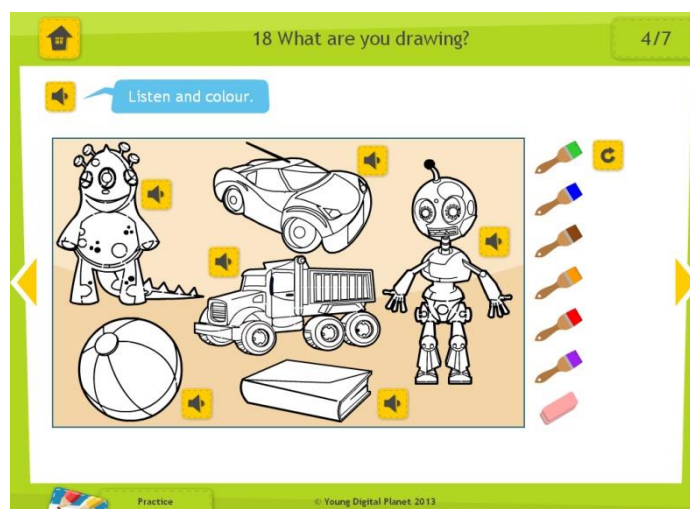
I'm not drawing a black ball. I'm drawing an orange ball.

I'm drawing a brown truck. I'm not drawing a green truck.

I'm not drawing a grey monster. I'm drawing a blue monster.

Key:

- 1 robot – green
- 2 book – red
- 3 car – purple
- 4 ball – orange
- 5 truck – brown
- 6 monster – blue



Screen 5

Audio 1:

A: What are you doing?

B: I'm reading an orange book.

Audio 2:

A: Are you opening a blue window?

B: No. I'm opening a white window.

Audio 3:

A: Is he drawing a grey car?

B: No. He's drawing a purple car.

Audio 4:

A: What are you doing?

B: Hm hm. I'm drawing a pink door.

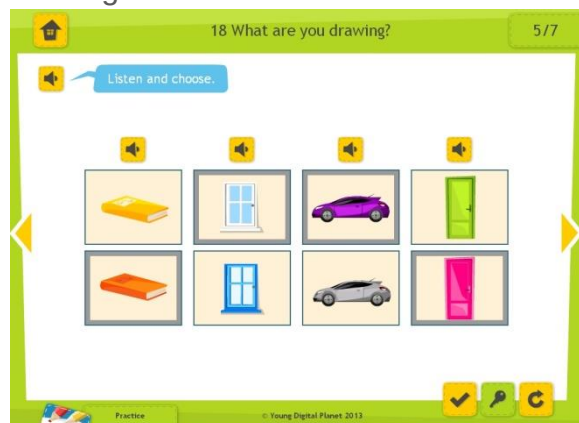
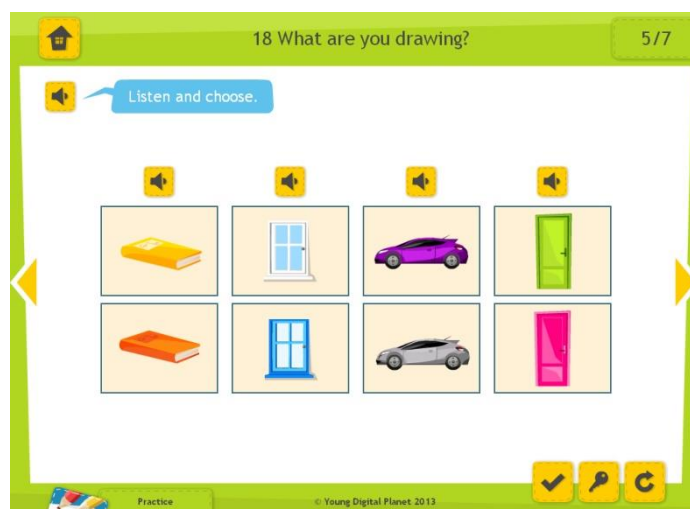
Key:

1 purple car

2 pink door

3 white window

4 orange book



Screen 6

Audio 1:

*What's Kim drawing?
She's drawing a red house.*

Audio 2:

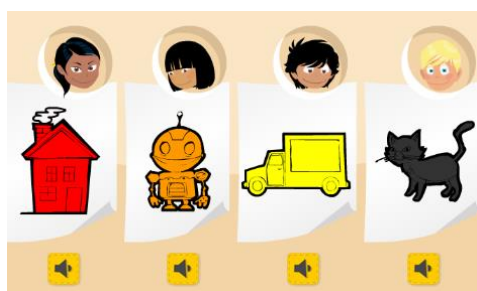
*What's Sam drawing?
He's drawing a yellow truck.*

Audio 3:

*What's Lucy drawing?
She's drawing an orange robot.*

Audio 4:

*What's Alex drawing?
He's drawing a black cat.*



Give the students the instructions for the Listen and colour activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentence.
3. Repeat as many times as you want to.

Students colour the items.

Additional activity

1. Give out sheets of paper.
2. Put your students in pairs.
3. Ask your students to choose a classroom object / a toy and draw it using one colour.
4. Students ask and answer questions about their classmate's picture and colour in the same colours.
5. Ask a few students about their classmate's drawing.

Handout 1

1.



a) car

2.



b) doll

3.



c) robot

4.



d) lorry

5.



e) ball

6.



f) monster

Handout 2

- a) klabc _____
- b) ownbr _____
- c) rulpep _____
- d) dre _____
- e) pkin _____
- f) lowlye _____
- g) hitew _____
- h) ryeg _____
- i) lebu _____
- j) genre _____

