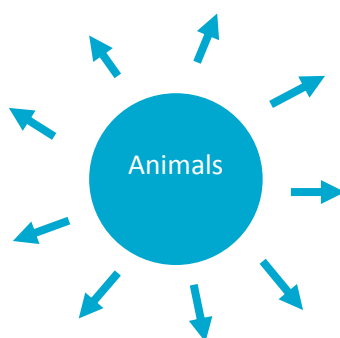


Friends 3 Lesson 55		What's this animal in English?		Vocabulary	
Aims	Identifying animals	Contents	Grammar <i>This is...</i> <i>like – I like</i> Vocabulary <i>animals (elephant, lion, monkey, snake, spider)</i> Revise <i>bird</i> <i>What's this in English?</i>	Checklist	1 master handout for each student to practise vocabulary (animals)
Language Analysis					
<i>bird</i> /bɜ:(r)d/ <i>elephant</i> /'elɪfənt/ <i>lion</i> /'laɪən/ <i>monkey</i> /'mʌŋki/ <i>snake</i> /sneɪk/ <i>spider</i> /'spaɪdə(r)/					

Procedure

Warm-up off the screens

1. Brainstorm to check whether Ss already know the names of any animals in English.
2. Write the words down on the board as a mind map. leave on the board, come back to the map after screen 1.



Screen 2

Tony: *Oh! Animals! Let me see!*

Lucy: *OK.*

Tony: *It's an elephant. It's very big.*

Lucy: *Yes ... and look. Here's a monkey! It's funny!*

Tony: *Oh! A snake!*

Lucy: *And look at the big black spider!*

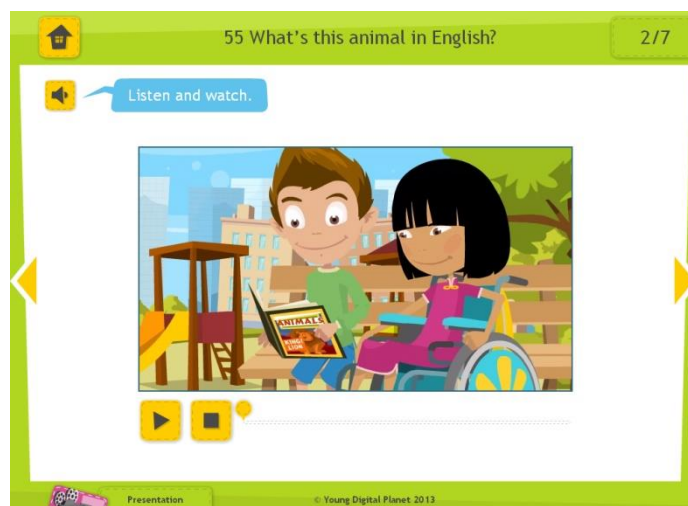
Tony: *That bird is beautiful!*

Tony: *And this is a lion.*

Lucy: *I like animals.*

Tony: *I like lions!*

Lucy/Tony: *Aaaah!!! Sam!*



Students watch the story a few times and act it out. You could invite students to mime being the animals in the magazine.

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.

Come back to the map from the brainstorm session (if done). Add animals from the animation if they have not been mentioned so far.

Play the animation again and stop when the animals are shown. Ask students to listen and repeat.

Screen 3

Audio:

bird

elephant

lion

monkey

snake

spider



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

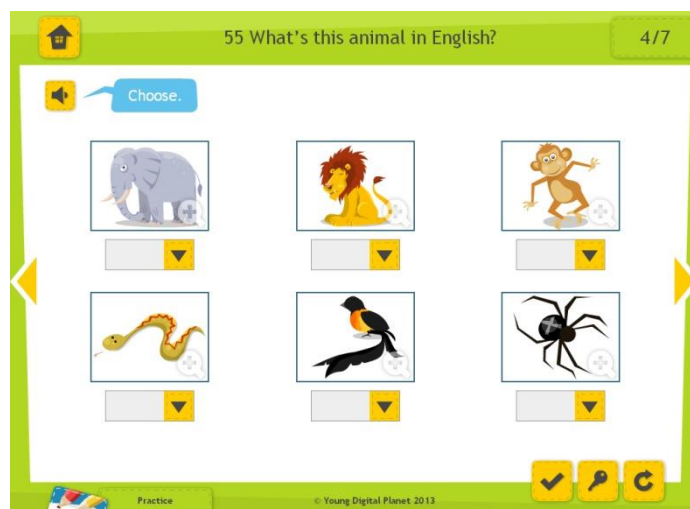
matches wins.

Screen 4

Key: (from left to right)

1 elephant **2** monkey **3** lion

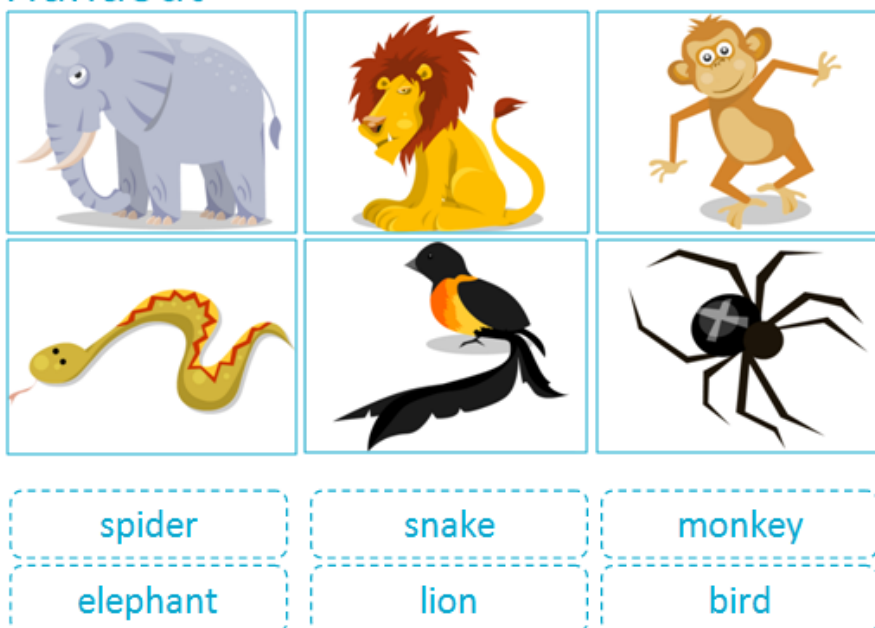
4 snake **5** spider **6** bird



Ask Ss to look at the pictures and choose the correct word from the drop down list.

Additional activity: Handout

Handout



Give out the Handout, ask students to name the animals. They put the pictures in their notebooks, stick them and then write the names of the animals.

In weaker groups give out the cards with the names of the animals, too. In stronger groups give out the pictures only.

Screen 5



Audio 1:

Male: *What's this animal in English?*

Female: *It's a spider.*



Audio 2:

Male: *What's this animal in English?*

Female: *It's a monkey.*



Audio 3:

Male: *What's this animal in English?*

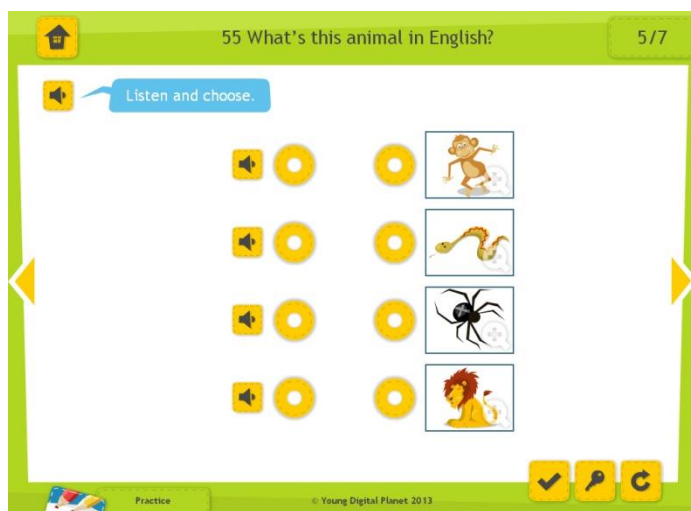
Female: *It's a snake.*



Audio 4:

Male: *What's this animal in English?*

Female: *It's a lion.*



Screen 6

Audio 1:

Male: *What's this animal in English?*

Female: *It's a monkey.*

Audio 2:

Male: *What's this animal in English?*

Female: *It's a snake.*

Audio 3:

Male: *What's this animal in English?*

Female: *It's a bird.*

Audio 4:

Male: *What's this animal in English?*

Female: *It's a lion.*

Audio 5:

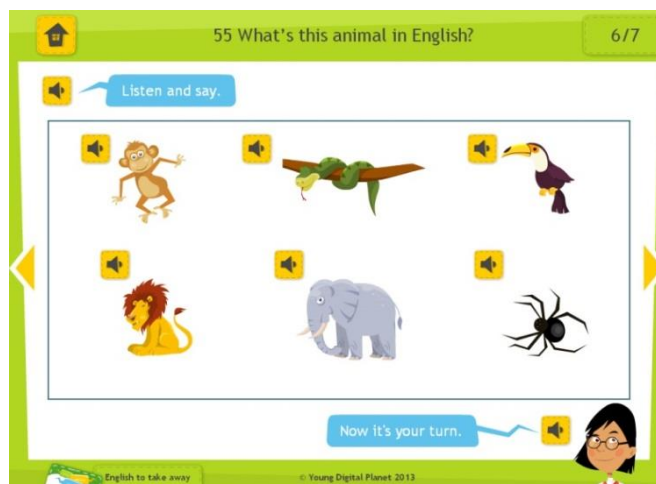
Male: *What's this animal in English?*

Female: *It's an elephant.*

Audio 6:

Male: *What's this animal in English?*

Female: *It's a spider.*



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

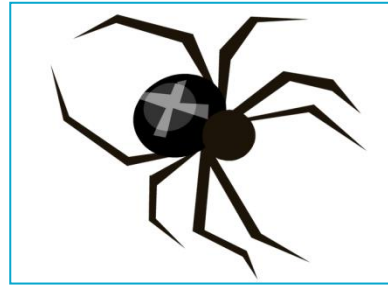
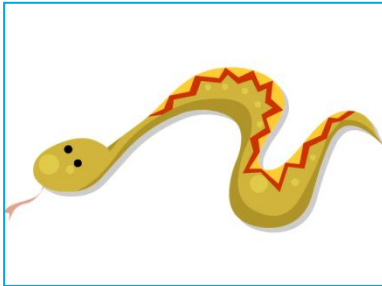
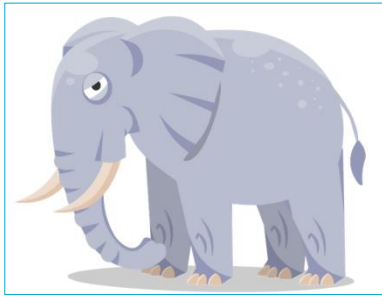
1. Look at the picture, click on the audio, listen and say what the animal is.
2. Work in pairs and repeat the questions and answers as many times as you want to.

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

Ask Ss to work in pairs and take turns to ask and answer questions about more animals.

Note: As an extension, Ss can answer giving more specific information, e.g. *It's green, it's big, it is brown, it is small, it is beautiful, it is funny* etc.

Handout



spider

snake

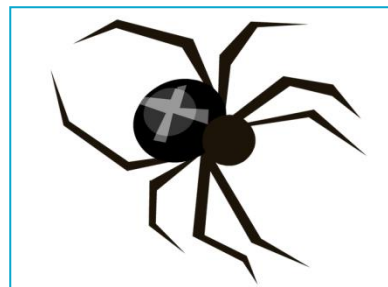
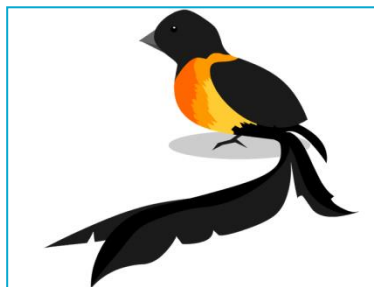
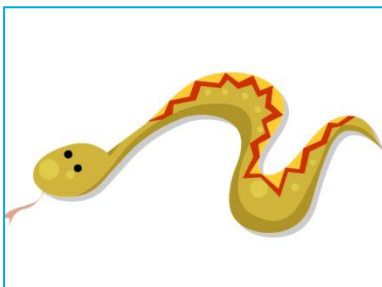
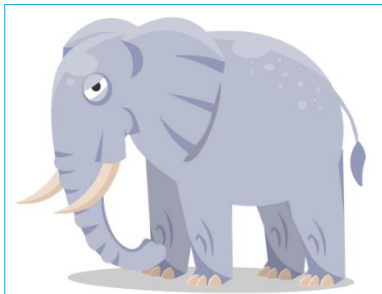
monkey

elephant

lion

bird

Handout



spider

snake

monkey

elephant

lion

bird

Friends 3 Lesson 56		I like cats!		Grammar & Functions	
Aims	Talking about likes and dislikes	Contents	Grammar Verb: <i>like</i> Auxiliary: <i>do</i> in questions Negative: <i>don't</i>	Checklist	Two master handouts for individual work
	Consolidating vocabulary for wild/zoo animals		Vocabulary <i>animals (elephant, lion, monkey, snake, spider, bird)</i> <i>beautiful, big, tall</i> <i>I like/don't like lions.</i> <i>What a big snake!</i> <i>Here we are! Hooray!</i> <i>Let's look at the ...</i>		
Language Analysis					
Plural animal nouns: <i>elephant – elephants /s/</i> <i>lion – lions /z/</i> <i>monkey – monkeys /z/</i> <i>snake – snakes /s/</i> <i>spider – spiders /z/</i> <i>bird – birds /z/</i> Be careful about the pronunciation of the plural s in the sentences. For the right pronunciation please see above <i>/s/</i> or <i>/z/</i> or <i>/ɪz/</i>. <i>I like / I don't like</i> are used to talk about preferences. The form is the present simple that will also be taught later. For the time being students only need to use these two phrases to talk about animals they like and do not like. We use the contracted form <i>don't = do not</i> For questions, we use the auxiliary verb <i>do</i> e.g. <i>Do you like snakes?</i> *** elephant /'elɪfənt/ lion /'laɪən/ monkey /'mʌŋki/ snake /sneɪk/,					

spider /'spaidə(r)/
bird /bɜ:(r)d/

Procedure

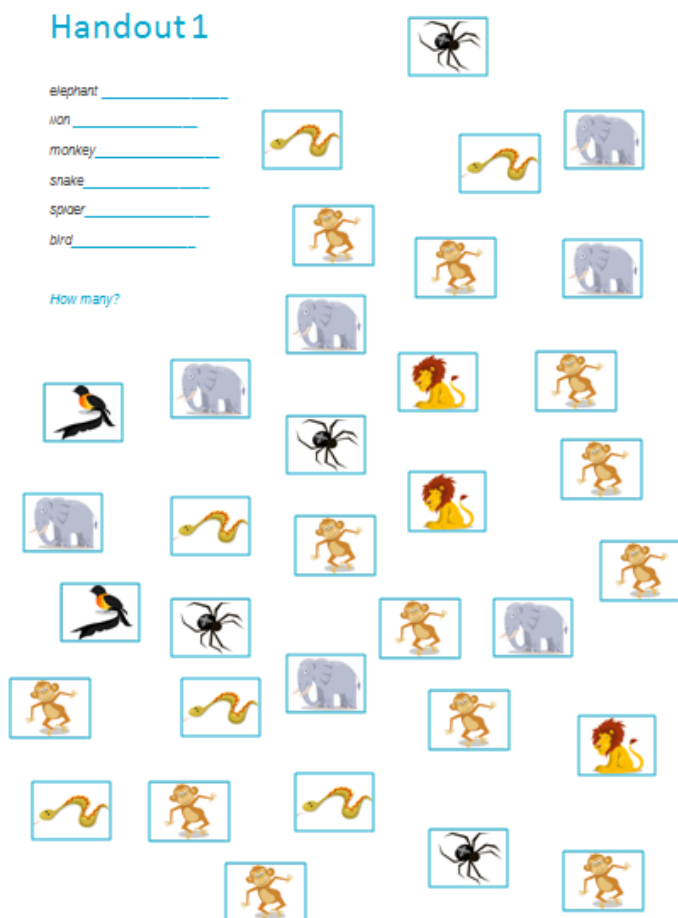
Warm-up Off the screens

3. Revise animals and making plural nouns.
4. Give out Handout 1

Handout 1

elephant _____
lion _____
monkey _____
snake _____
spider _____
bird _____

How many?



Key:

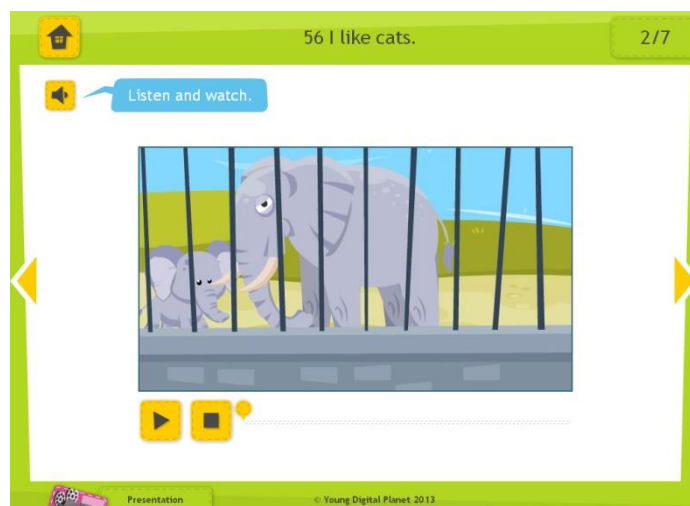
7 elephants, 5 monkeys, 3 lions, 2 birds, 4 spiders, 8 monkeys, 6 snakes

5. Ask Ss to make plural nouns for the animals.
6. Ask Ss to count the animals and describe the picture.

Screen 2

Mrs Black: *Here we are!*
Kim/Pat: *Hooray!*
Pat: *Let's look at the elephants!*
Kim: *OK. I like elephants! Look, it's got a baby.*
Alex: *Look, Kim. There are two lions!*
Pat: *Wow... I like lions!*
Kim: *Look up there! There are three monkeys in the tree!*
Pat: *I like monkeys ...*
Alex: *Look at that snake. I don't like snakes and I don't like spiders..*
Mrs Black: *Shhh! I think the snake is sleeping. Kim: I like birds!*
Pat: *They're beautiful!*

Pre teach the word *baby* for *baby* animals, you can draw a big elephant and a small elephant to elicit the word.



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.

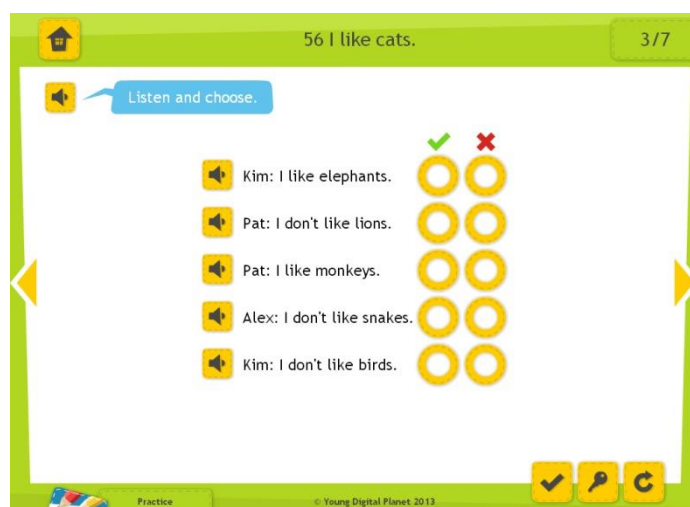
Note: Ss watch the story a few times and act it out. You could invite Ss to mime being the animals in the zoo.

Screen 3

Audio 1:
Mrs Black: *Here we are!*
Kim/Pat: *Hooray!*
Pat: *Let's look at the elephants!*
Kim: *OK. I like elephants! Look, it's got a baby.*

Audio 2:
Alex: *Look, Kim! Lucy! There are two lions!*
Pat: *Wow... I like lions!*

Audio 3:
Kim: *Look up there! There are three*



monkeys in the tree!

Pat: *I like monkeys ...*

Audio 4:

Alex: *Look at that snake. I don't like snakes and I don't like spiders..*

Mrs Black: *Shhh! I think the snake is sleeping.*

Audio 5:

Kim: *I like birds!*

Pat: *They're beautiful!*

Key: 1 True 2 False 3 True 4 True
5 False

Note: Ask additional comprehension questions around the class.

How many lions are there? Two.

How many monkeys are there? Three.

How many elephants? Two.

How many snakes? One.

How many spiders? One.

How many birds? Three.

Additional activity: Handout 2

Handout 2

like OR don't like

~~Mrs~~ Black: *Here we are!*

Kim/Pat: *Hooray!*

Pat: *Let's look at the elephants!*

Kim: OK. elephants! Look, it's got a baby.

Alex: Look, Kim! Lucy! There are two lions!

Pat: Wow... I lions!

Kim: Look up there! There are three monkeys in the tree!

Pat: I like ...

Alex: Look at that snake. I snakes and
I spiders..

~~Mrs~~ Black: *Shhh! I think the snake is sleeping.*

Kim: I birds!

Pat: *They're beautiful!*



Ask Ss to complete the sentences with *like/don't like*.

For key: see the audio transcription from Screen 2.

Screen 4

Audio 1:

Male: *I don't like elephants. I like lions.*

Audio 2:

Female: *I don't like monkeys. I like snakes.*

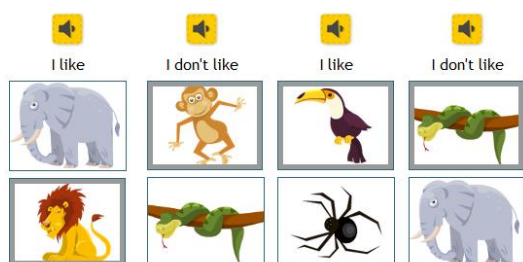
Audio 3:

Male: *I like birds. I don't like spiders.*

Audio 4:

Female: *I like lions. I don't like snakes*

Key: 1 lion 2 monkey 3 bird 4 snake

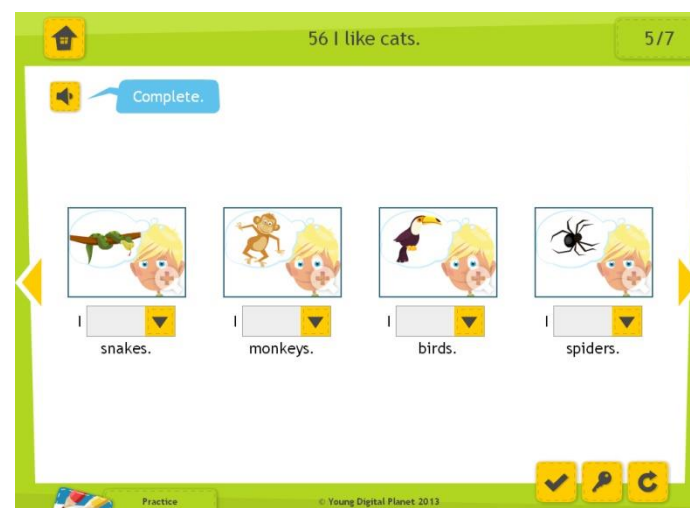


Note: Before doing the activity, point out the verb forms *I like / I don't like...* and have Ss practice saying them.

Click the animals children like.

Screen 5

Key: 1 don't like 2 like 3 like 4 don't like



Note: After Ss have finished, ask them to work in pairs and repeat the sentences.

Screen 6

Audio 1:

I like lions.

I don't like lions.

Audio 2:

I like monkeys.

I don't like monkeys.

Audio 3:

I like snakes.

I don't like snakes.

Audio 4:

I like elephants.

I don't like elephants.

Audio 5:

I like spiders.

I don't like spiders.



Give the Ss these instructions for the 'Listen and choose' activity.

3. Click on the 'like' and 'dislike' faces next to each animal picture to hear the audio.
4. Repeat the sentences as many times as you want to.

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

Ask Ss to work in pairs and take turns to talk about animals they like and don't like. They can point to the animals in the pictures and give answers that are true for them.

Additional activity:

Ask Ss to draw a table with two columns in their notebooks or on paper. Tell them to draw animals they like in the left column, and on the right draw animals they don't like. Ask them to work in pair and ask and answer questions about the animals in each column in the table. Help with any new words they may need for this activity.

I like...

I don't like ...

Handout 1

elephant _____

lion _____

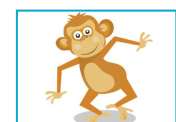
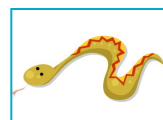
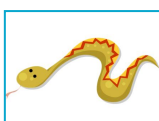
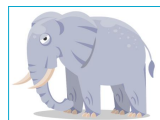
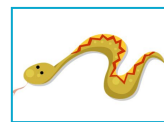
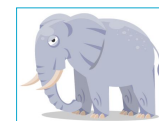
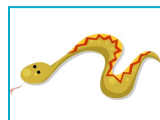
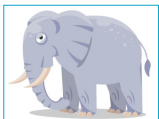
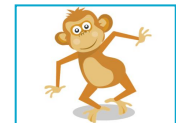
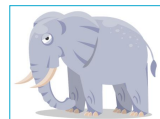
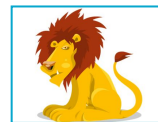
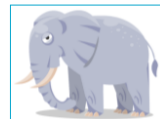
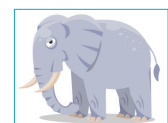
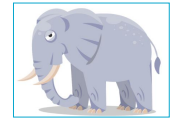
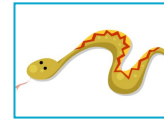
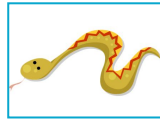
monkey _____

snake _____

spider _____

bird _____

How many?



Handout 2

like OR don't like

Mrs Black: *Here we are!*

Kim/Pat: *Hooray!*

Pat: *Let's look at the elephants!*

Kim: OK. I elephants! Look, it's got a baby.

Alex: Look, Kim! Lucy! There are two lions!

Pat: Wow... I lions!

Kim: Look up there! There are three monkeys in the tree!

Pat: I like

Alex: Look at that snake. I snakes and

I spiders..

Mrs Black: *Shhh! I think the snake is sleeping.*

Kim: I birds!

Pat: *They're beautiful!*



Friends 3 Lesson 57		Do you like lions?		Grammar & Functions	
Aims	Talking about likes and dislikes	Contents	Grammar Verb: <i>like</i> Auxiliary: <i>do</i> in questions Negative: <i>don't</i>	Checklist	Two master handouts (animals + do you like)
	Consolidating vocabulary for wild/zoo animals		Vocabulary animals (<i>elephant, lion, monkey, snake</i>) <i>Do you like ...s?</i> <i>Yes, I do. No, I don't.</i> <i>What about (this monkey)?</i>		
Language Analysis					
do /du:/ don't /dəʊnt/ <i>Don't</i> is used to form negative verb forms in the present simple tense. <i>I like birds. I don't like birds.</i> We also form questions with <i>do</i> e.g. <i>Do you like birds?</i> <i>Yes, I do. No, I don't.</i>					

Procedure

Warm-up off the screens

7. Revise animals.
8. Give out Handout 1.

Handout 1



How many elephants are there?

How many snakes are there?

How many lions are there?

9. Ask Ss to name the animals they can see in the picture, Then ask them to count them and say how many there are.

Key: 1 three elephants 2 two snakes 3 one lion

Screen 2

Jill: So many toys!

Kim: Yes! And it's your birthday.
Choose one!

Jill: I like cats ...

Kim: There isn't a cat ... Look! It's a big cat. Do you like lions?

Jill: No, I don't...

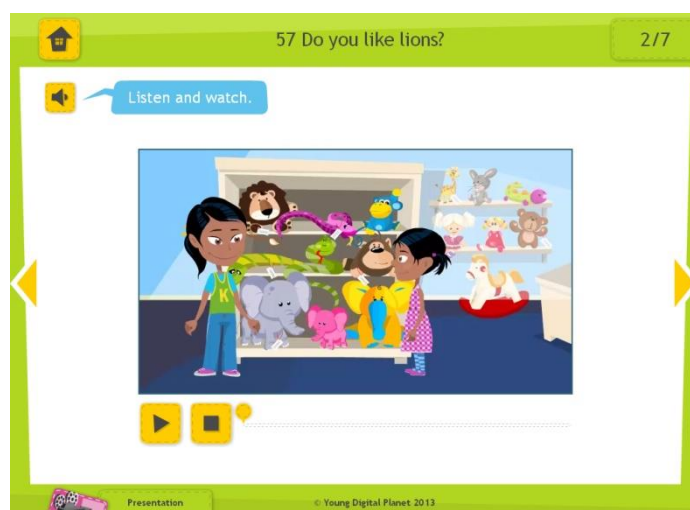
Kim: OK ... What about this monkey?
Do you like monkeys?

Jill: No, I don't. ...

Kim: Oh, look! An elephant! Do you like elephants?

Jill: Yes, I do ... but it's very big.

Kim: Hmmm ... I don't like snakes ...



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the

Jill: *I like snakes!*
Kim: *Eh?? Do you like snakes?*
Jill: *Yes, I do! I like snakes!*

animation. Ask some questions to check understanding.

Note: Tell SS watch the story a few times and act it out. Try to use a realia for the snake.

Screen 3



monkey

Audio 1:

Male: *Do you like lions?*
Female: *No, I don't.*
Male: *Do you like monkeys ?*
Female: *Yes, I do.*



elephant

Audio 2:

Male: *Do you like monkeys?*
Female: *No, I don't.*
Male: *Do you like elephants?*
Female: *Yes, I do*



lion

Audio 3:

Male: *Do you like snakes?*
Female: *No, I don't.*
Male: *Do you like lions?*
Female: *Yes, I do.*

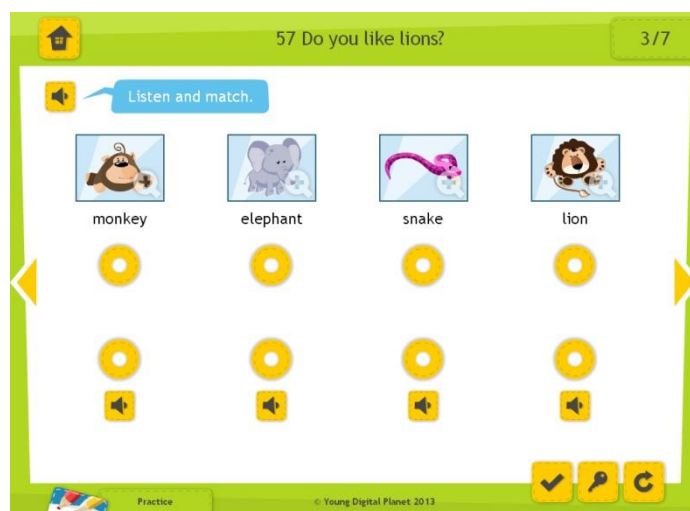


snake

Audio 4:

Female: *Do you like elephants?*
Male: *No, I don't.*
Female: *Do you like snakes?*
Male: *Yes, I do.*

Key: see above (random order)



Note: Ask Ss to work in pairs and act out the dialogues.

Additional activity: Handout 2

Handout 2

do / don't

Tom: *you like lions?*

Lucy: No, I

Tom: *you like monkeys?*

Lucy: Yes, I

Tom: *you like monkeys?*

Lucy: No, I

Tom: *you like elephants?*

Lucy: Yes, I

Tom: *you like snakes?*

Lucy: No, I

Tom: *you like lions?*

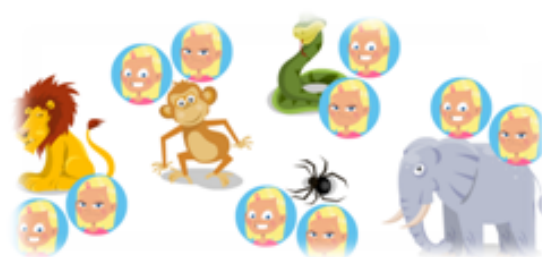
Lucy: Yes, I

Lucy: *you like elephants?*

Tom: No, I

Lucy: *you like snakes?*

Tom: Yes, I



Give out Handout 2, ask Ss to complete the missing parts of the conversation. For key – see the audio transcription from Screen 2.

Screen 4

Male: Do you like elephants?

Female: Yes, I do!

Male: And monkeys? Do you like monkeys?

Female: No, I don't.

Male: What about lions? Do you like lions?

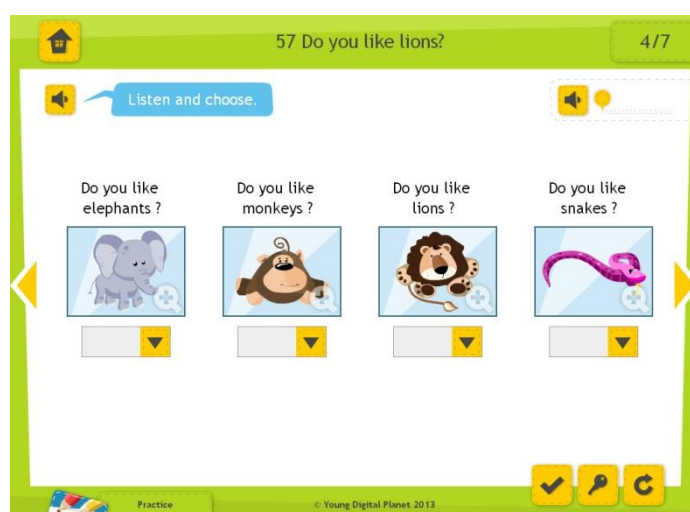
Female: Yes, I do! They're beautiful!

Male: And, do you like snakes?

Female: No, I don't.

Key: 1 Yes, I do. 2 No, I don't.

3 Yes, I do. 4 No, I don't.

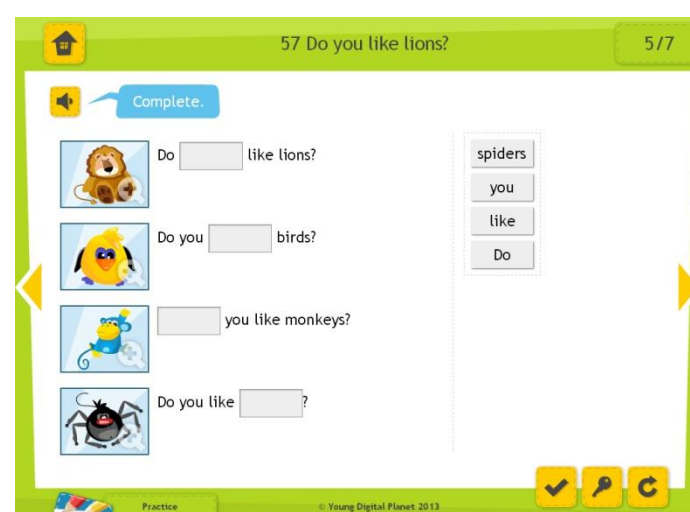


Note: Ask Ss to work in pairs and act out the dialogues.

Students need to listen carefully because the animals aren't mentioned in order in the recording.

Screen 5

Key: 1 you 2 like 3 Do 4 spiders



Note: After doing the task, tell Ss listen to the questions and repeat, copying intonation and pronunciation. Then tell them to work in pairs and practice asking and answering the questions.

Screen 6

Audio 1:

Kim: *Do you like snakes?*

Jill: *Yes, I do! I like snakes!*

Audio 2:

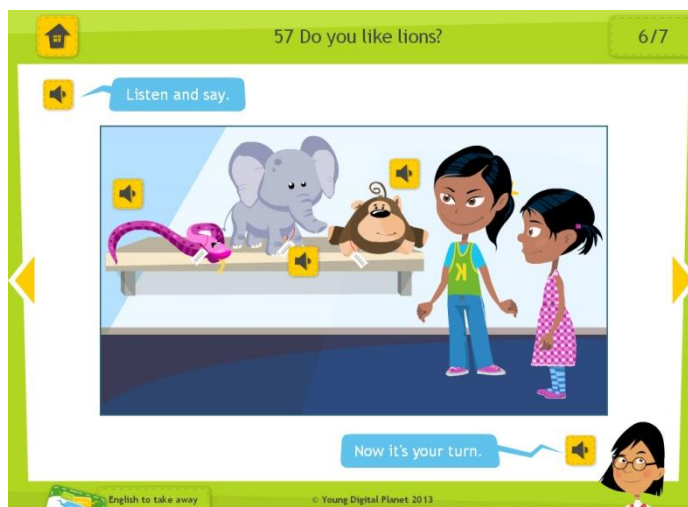
Kim: *Do you like elephants?*

Jill: *Yes, I do.*

Audio 3:

Kim: *Do you like monkeys?*

Jill: *No, I don't...*



Give the Ss these instructions for the 'Listen and say' activity.

5. Look at the picture, click on the audio buttons and listen to the dialogues.
6. Repeat as many times as you want to.
7. Work in pairs and practice the dialogues.

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

Ask Ss to work in pairs. Tell them to take turns to ask and answer questions about animals they like and don't like. They can point to the animals and talk about their preferences.

Note: Ss may want to talk about other animals here as well. Help with any vocabulary they may need.

Handout 1



How many elephants are there?

How many snakes are there?

How many lions are there?

Handout 1



How many elephants are there?

How many snakes are there?

How many lions are there?

Handout 2

do / don't

Tom: you like lions?

Lucy: No, I

Tom: you like monkeys ?

Lucy: Yes, I

Tom: you like monkeys?

Lucy: No, I

Tom: you like elephants?

Lucy: Yes, I

Tom: you like snakes?

Lucy: No, I

Tom: you like lions?

Lucy: Yes, I

Lucy: you like elephants?

Tom: No, I

Lucy: you like snakes?

Tom: Yes, I



Friends 3 Lesson 58		What's your favourite animal?		Grammar & Functions	
Aims	Talking about preferences	Contents	Grammar Revision: <i>What's your favourite...</i>	Checklist	2 master handout (animals)
	Describing a wild animal		Vocabulary animals (<i>elephant, lion, monkey, snake</i> , etc.)		
	Revising <i>can</i> for ability, <i>has got</i> , action verbs and parts of the body		<i>What's your favourite animal? It's the (lion).</i>		
	Asking and answering about favourite animals		<i>My favourite animal is the (lion).</i>		
Language Analysis					
Favourite (BrE) and favorite (AmE) are both possible correct spellings. The BrE spelling /ou/ is /o/ in AmE. Other similar words which have this spelling variation are colour (BrE) / color (AmE), humour (BrE) / humor (AmE) etc. <i>What's your favourite animal?</i> <i>My favourite animal is...</i> <i>It can (swim).</i> <i>It's got (big feet).</i> <i>It's (beautiful).</i>					

Procedure

Warm-up Off the screens

10. Revise animals.
11. Give out Handout 1 and ask Ss to find the seven words listed the word search.
12. In stronger groups cut the names of the animals.

Handout 1

a	n	i	m	a	l	a	n	r	w	a
s	a	s	w	r	e	a	d	f	b	l
s	s	e	l	e	p	h	a	n	t	i
p	d	s	n	a	k	e	o	p	j	o
i	f	e	r	t	y	u	i	h	o	n
d	m	f	b	i	r	d	f	g	h	f
e	o	m	o	n	k	e	t	f	h	g
r	n	g	i	y	m	a	e	l	h	f

animal *elephant* *snake* *spider*
lion *bird* *monkey*

Key:

Handout 1

a	n	i	m	a	l				
									l
s		e	l	e	p	h	a	n	t
p		s	n	a	k	e			o
i									n
d			b	i	r	d			
e		m	o	n	k	e	t		
r									

animal *elephant* *snake* *spider*
lion *bird* *monkey*

Screen 2

Mrs Black: *Lucy, it's your turn. What's your favourite animal?*

Lucy: *My favourite animal is the lion!*

Children: *Wow!*

Lucy: *It's got a big mouth. It's yellow and it's got four legs! It can run! I like lions!*

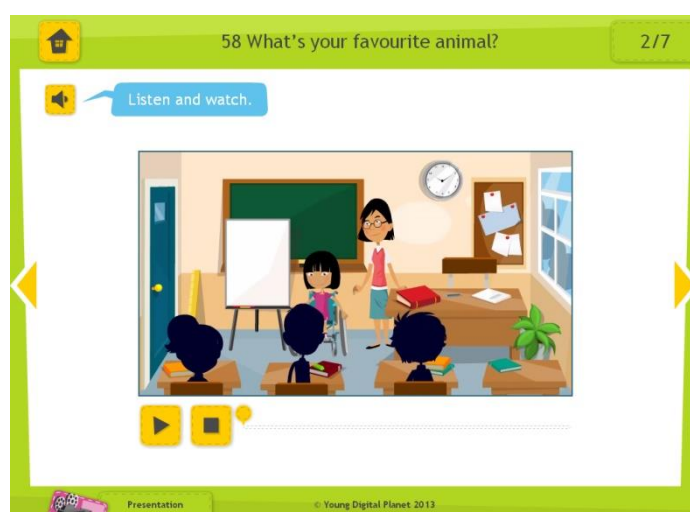
Mrs Black: *Who's next?*

Sam: *It's my turn!*

Mrs Black: *OK. What's your favourite animal, Sam?*

Sam: *The monkey! It's brown! It's got two legs and two arms... It's got small ears. It can run and jump! My favourite animal is the monkey!*

Mrs Black: *Well done, Lucy and Sam! Thank you.*



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: Ask additional comprehension questions:
What's Lucy's favourite animal? Lion.
What's Sam's favourite animal? Monkey.

Screen 3

Audio 1:

Female: *What's your favourite animal?*

Male: *It's the snake.*

Audio 2:

Male: *What's your favourite animal?*

Female: *It's the monkey.*

Audio 3:

Female: *What's your favourite animal?*

Male: *It's the lion.*

Key: 1 snake 2 monkey 3 lion



Screen 4

Audio 1:

Male: *What's your favourite animal?*

Female: *It's got big ears and big feet. It's grey. It can run. My favourite animal is the elephant.*

Audio 2:

Female: *What's your favourite animal?*

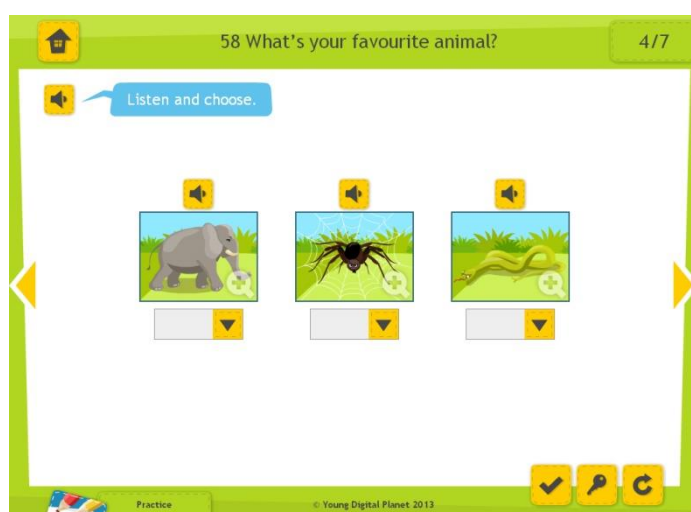
Male: *It's small and black. It's got eight legs. My favourite animal is the spider.*

Audio 3:

Male: *What's your favourite animal?*

Female: *It's long and green. It hasn't got legs. It hasn't got arms. My favourite animal is the snake.*

Key: 1 elephant 2 spider 3 snake



Screen 5

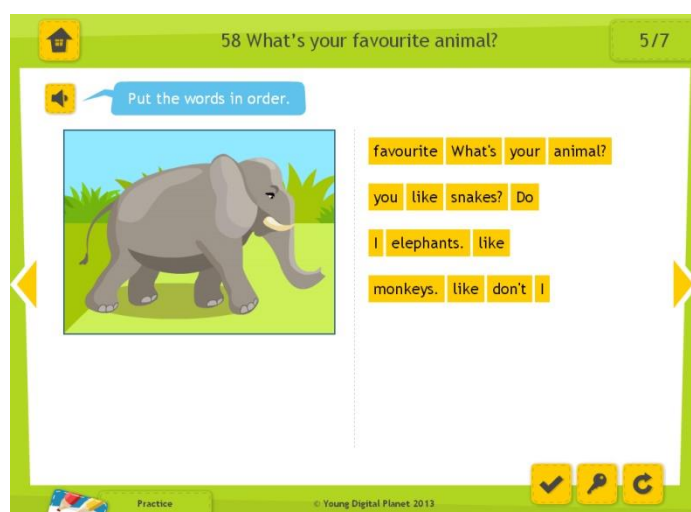
Key:

1 What's your favourite animal?

2 Do you like snakes?

3 I like elephants.

4 I don't like monkeys.



After doing the task, Ss listen and repeat the sentences, then answer questions 1 and 2, and say if they agree with statements 3 and 4.

Screen 6

Audio for Slide 1:

My favourite animal is the snake. It's green!

Audio for Slide 2:

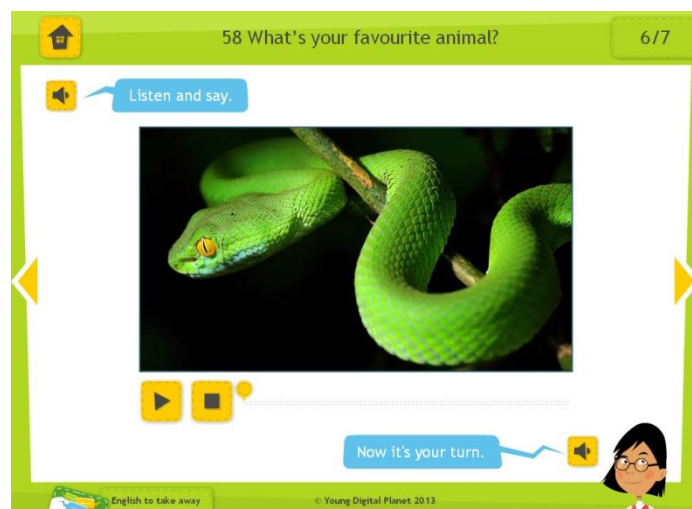
My favourite animal is the elephant. It's got big ears!

Audio for Slide 3:

My favourite animal is the monkey. It can jump!

Audio for Slide 4

My favourite animal is the lion. It can run!



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

8. Watch the slideshow, listen to the audio and repeat.
9. Repeat as many times as you want to.

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

Ask Ss to work in pairs and take turns to talk about their favourite animals.

Note: Get Ss to prepare a presentation of their favourite animal. Ask them to bring a photo or make a simple drawing to illustrate their presentation.

In weaker groups they don't need to produce a lot of language: *My favourite animal is the ... (It's got .. It can ... optional)*

In stronger groups ask them to use *It's got ...* and *It can...* as well.

Note: Get Ss to prepare a presentation of their favourite animal. Ask them to bring a photo or make a simple drawing to illustrate their presentation.

In weaker groups they don't need to produce a lot of language: My favourite animal is the ... (It's got .. It can ... optional)

In stronger groups ask them to use It's got ... and It can... as well.

Additional activity: Handout 2

Handout 2



Ask Ss to work in pairs or groups and play the game. Give out handout and check Ss know the names of all the animals in the pictures. Student A chooses one of the animals and describes it. Student B guesses which animal it is.

To make the game more challenging bring in more photos of different animals.

Optionally, you may start the activity by asking Ss to draw/paint animals they like and make a set of cards this way.

Handout 1

a	n	i	m	a	l	a	n	r	w	a
s	a	s	w	r	e	a	d	f	b	l
s	s	e	l	e	p	h	a	n	t	i
p	d	s	n	a	k	e	o	p	j	o
i	f	e	r	t	y	u	i	h	o	n
d	m	f	b	i	r	d	f	g	h	f
e	o	m	o	n	k	e	t	f	h	g
r	n	g	i	y	m	a	e	l	h	f

animal
lion

elephant
bird

snake
monkey

spider

Handout 2



Handout 2



Friends 3

Lesson 59

I like butterflies.

Pronunciation

Aims	Speaking skills describing a wild animal revising <i>can</i> for ability, <i>has got</i>, action verbs and parts of the body asking and answering about favourite animals	Contents	Grammar Rising and falling intonation Vocabulary <i>What's your favourite animal? Do you like ...?</i> <i>I like/don't like ... spider, butterfly</i>	Checklist	1 master handout for each students of pair work/ group work (intonation)
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Language Analysis

Intonation is the pitch and 'tune' that a speaker uses but it should not be confused with tone of voice.

Intonation can be used to express emotions but also to indicate whether a sentence is a statement or a question. It is crucial for communication.

Intonation can either go up ↗ or down ↘. Changing your intonation can in many cases completely change the meaning of what you are saying.

Remember these important issues about intonation:

- it falls ↘ for statements and questions – *I like spiders.*
- it rises ↗ for yes/no questions – *Do you like spiders?*
- it falls ↘ for wh-word questions – *Why do you like spiders?*

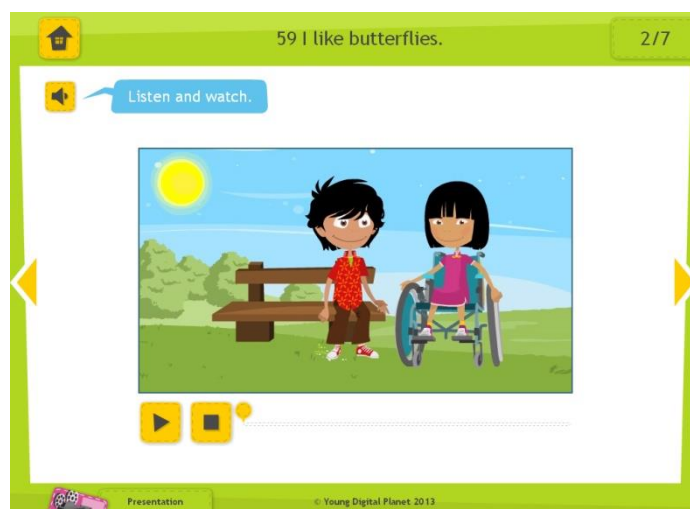
Procedure

Warm-up off the screens

13. In order to make Ss aware of intonation say two sentences and ask 'What is different in these two sentences? Elicit the answer 'intonation'.
I like spiders. ↘
Do you like spiders? ↗
14. Ask Ss to repeat the two sentences and practice the correct intonation.

Screen 2

Sam: *My favourite animal is the spider.*
Lucy: *Really? I don't like spiders.*
Sam: *Why not? They're small and fast. They've got eight legs and small eyes.*
Lucy: *Hmmm*
Sam: *So, what's your favourite animal?*
Lucy: *I like butterflies!*



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.

After watching the animation come back to the discussion on intonation, repeat some of the sentence and ask Ss to say whether the intonation goes up or down.

My favourite animal is the spider. ↘
Why not? ↗
I don't like spiders. ↘

Screen 3

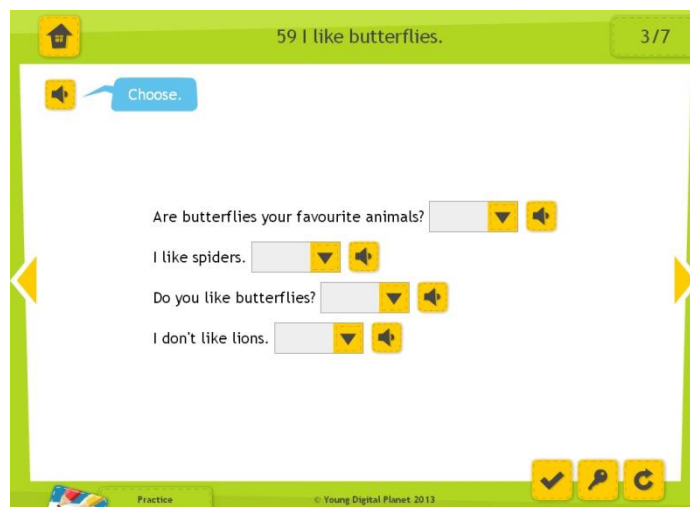
Audio 1: *Are butterflies your favourite animals?*

Audio 2: *I like spiders.*

Audio 3: *Do you like butterflies?*

Audio 4: *I don't like lions.*

Key: 1 ↗ 2 ↘ 3 ↗ 4 ↘



Note: Before doing the activity, give an example to show what the arrows represent. For example, draw two large arrows on separate sheets of paper and hold them up for each intonation pattern.

A ↗ Yes/No question, rising intonation

B ↘ statements, questions, falling intonation

Additional activity: Handout

Give out the Handout.

Handout

Are butterflies your favourite animals?

It's got beautiful colours.

Do you like butterflies?

It can fly!

I don't like lions.

Do you like spiders?

I like lions, monkeys and elephants.

I like spiders.

Do you like butterflies?

It's beautiful.

I don't like snakes.

My favourite animal is the butterfly.

What's your favourite colour?

What's this animal in English?

Ask students to put the sentences into two groups: with falling and rising intonation. Then

ask them to practise saying the sentences.

Key:

Are butterflies your favourite animals? ↗

Do you like butterflies? ↗

Do you like butterflies? ↗

Do you like spiders? ↗

I don't like lions. ↘

I don't like snakes. ↘

I like lions, monkeys and elephants. ↘

I like spiders. ↘

It can fly! ↘

It's beautiful. ↘

It's got beautiful colours. ↘

What's this animal in English? ↘

What's your favourite colour? ↘

My favourite animal is the butterfly. ↘

Screen 4

Audio 1: *What's your favourite colour?*

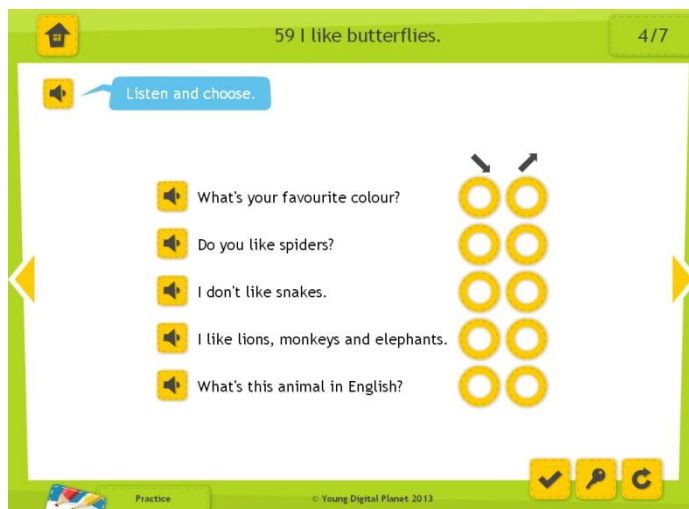
Audio 2: *Do you like spiders?*

Audio 3: *I don't like snakes.*

Audio 4: *I like lions, monkeys and elephants.*

Audio 5: *What's this animal in English?*

Key: 1 ↘ 2 ↗ 3 ↘ 4 ↘ 5 ↘



Ask Ss to click on the audio for each sentence and choose the correct intonation pattern.

Note: Ask Ss to listen and repeat. Pay attention to the intonation.

Screen 5

Audio 1:

Do you like tigers?

Audio 2:

I don't like lions.

Audio 3:

What's your favourite number?

Audio 4:

What's this animal in English?

Audio 5:

I like spiders, tigers and lions.



Ask Ss to look at the pictures and describe what they see. Get them to listen and repeat the questions and statements.

As an alternative, tell Ss to work in pairs and read the questions and statements first and say what the intonation pattern should be – either rising or falling.

Ask them to then listen and check to see if they were right. Tell them to listen and repeat several times.

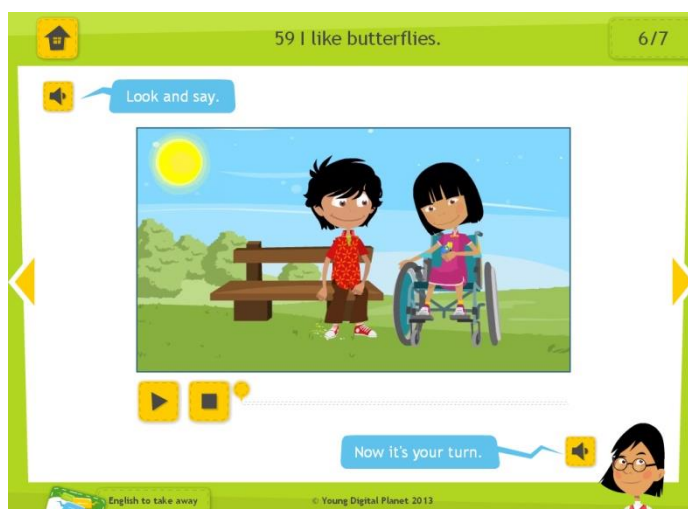
Screen 6

Sam: *Do you like butterflies?*

Lucy: *Yes. My favourite animal is the butterfly. It's beautiful. It's got beautiful colours.*

Lucy: *It can fly!*

Key: N/A



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

10. Watch the animation and listen and repeat.
11. Repeat as many times as you want to.
- 12.

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

Ask Ss to work in pairs and take in turns to talk about the animals they like and don't like. Pay particular attention to intonation.

Handout

Are butterflies your favourite animals?

It's got beautiful colours.

Do you like butterflies?

It can fly!

I don't like lions.

Do you like spiders?

I like lions, monkeys and elephants.

I like spiders.

Do you like butterflies?

It's beautiful.

I don't like snakes.

My favourite animal is the butterfly.

What's your favourite colour?

What's this animal in English?

Friends 3 Lesson 60		<i>What's this animal?</i>		Skills/Writing	
Aims	completing sentences	Contents	Grammar <i>has got</i> – revision <i>can</i> – revision Vocabulary Everyday English: <i>There's one!</i> <i>Be careful!</i>	Checklist	1 master handout
Language Analysis					
<i>can</i> /kən/ <i>can't</i> /kɑ:nt/ <i>can</i> is followed by an infinitive (without <i>to</i>) <i>has got</i> – third person singular for <i>have got</i>					

Procedure

Warm-up Off the screens

15. Revise animals and descriptions – Handout:

Handout



It's small/big and (colour). It's got (how many) legs and small/big eyes. It can... (swim, jump, climb). It's got big/small nose. It's got a long/short tail and big/small ears.

16. Give out the Handout. In stronger groups cut the bottom of the handout off as students will not need any prompts.
17. Give Ss the cards and ask them to choose one of the animals and prepare descriptions of the animals, in pairs or small groups.
18. Ask Ss present their description to the class.
19. Tell the rest of the class to guess what animal it is.

Screen 2

Tablet girl: *What's this animal?*

Kim: *That's an elephant.*

Tablet girl: *Alaphant?*

Kim: *No, no ... E-le-phant.*

Tablet girl: *Elephant.*

Kim: *It's got a long nose and big ears. It's very big and grey.*

Tablet girl: *Oh, OK. And what's this?*

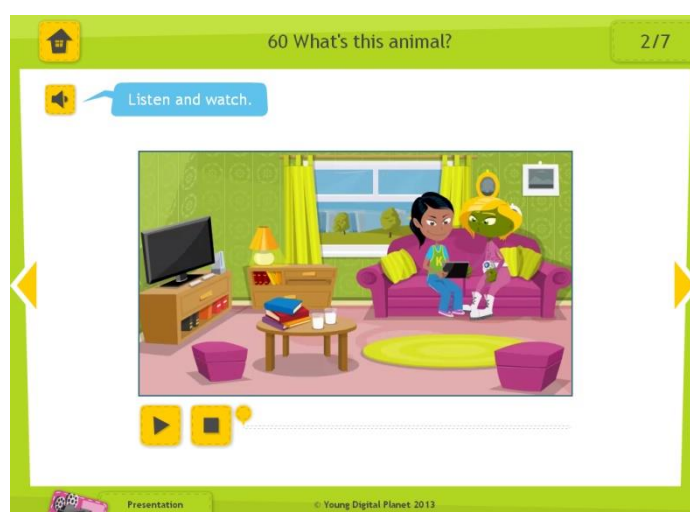
Kim: *It's a spider!*

Tablet girl: *Is it big?*

Kim: *No, it isn't. It's small and black. It's got eight legs and small eyes. It can climb.*

Tablet girl: *Look! There's one!*

Kim: *Oh yes! Be careful!*



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.

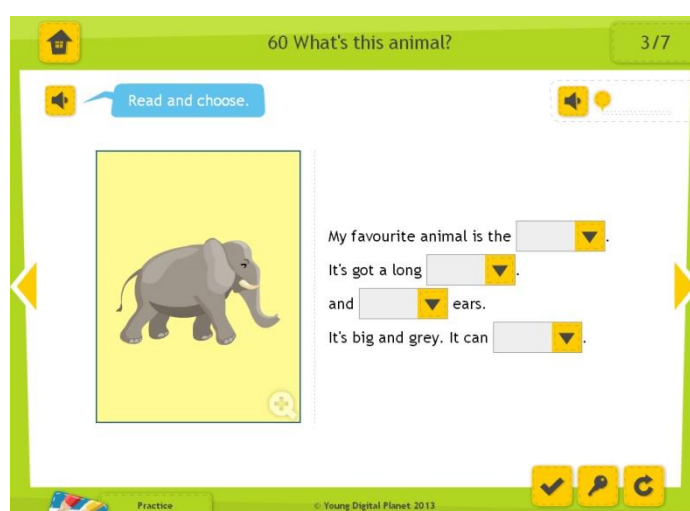
Ask Ss to describe an elephant and a spider again. You can also play the animation mute to help them remember what to say.

Screen 3

Audio:

Tablet girl: *My favourite animal is the elephant. It's got a long nose and big ears. It's big and grey. It can run.*

Key: 1 elephant 2 nose 3 big 4 run



Screen 4

Audio:

Kim: *My favourite animal is the monkey. It's got a long tail and big ears. It's got a small nose. It's round and black. It can jump and climb trees.*

Key: 1 monkey 2 tail 3 big 4 nose
5 climb



60 What's this animal? 4/7

Complete.

My favourite animal is the .

It's got a long and ears.

It's got a small .

It's round and black.

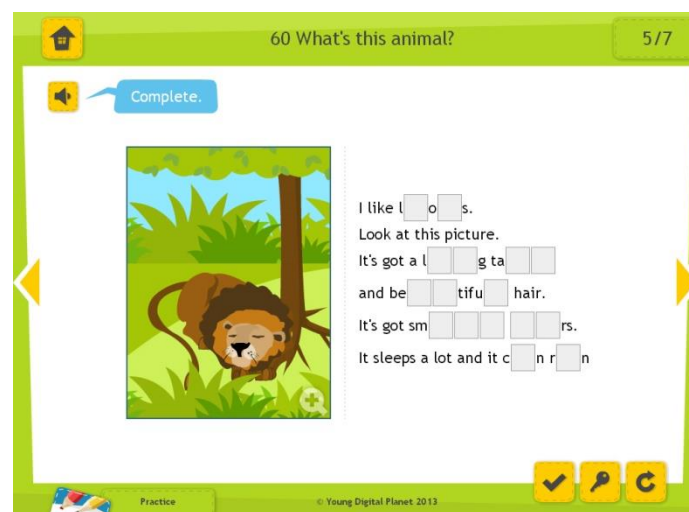
It can jump and trees.

monkey big nose climb tail

Practice © Young Digital Planet 2013

Screen 5

Key: 1 lions: l, n 2 long tail: on, il 3 beautiful: au, l 4 small ears: all, ea 5 can run: a, u



60 What's this animal? 5/7

Complete.

I like l o s.

Look at this picture.

It's got a l g ta .

and be tifu hair.

It's got sm rs.

It sleeps a lot and it c n r n

Practice © Young Digital Planet 2013

Screen 6

Kim: *My favourite animal is the monkey.*

It's got a long tail and big ears.

It's got a small nose.

It's round and black.

It can jump and climb trees.



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

13. Read the description and look at the picture to set the scene. Then listen.
14. Repeat as many times as you want to.

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

Work in pairs and take turns to give a similar presentation about their favourite animals.

Handout



Handwriting practice lines for a descriptive paragraph.

It's small/big and (colour). It's got (how many) legs and small/big eyes. It can... (swim, jump, climb). It's got big/small nose. It's got a long/short tail and big/small ears.