

Friends 4 Lesson 49		<i>It's a tiger!</i>		Vocabulary	
Aims	Practising vocabulary (wild animals) Asking and answering questions in Present Simple	Contents	Grammar <i>I like ..., I don't like ...</i> Simple questions (Present) Vocabulary Wild animals (<i>tiger, crocodile, giraffe, hippo, lizard, etc.</i>)	Checklist	A set of flashcards for the warm-up. A copy of Handout (animals and their habitat) for each student.
Language Analysis					
Names of wild animals (possible extension: farm animals, e.g. <i>cow, sheep, duck, horse</i>). Language of dialogues – please pay attention to intonation and pronunciation in questions and answers (e.g. – <i>Do you know? – I don't like crocodiles!</i>). Structures to practise in dialogues: - <i>What's that?</i> - <i>It's a ...</i> - <i>Is it a ...?</i> - <i>Yes, it is.</i> - <i>No, it isn't. It's a ...</i> Another possible area to focus is negative sentences. Unlike in many other languages, the negative particle is attached to the auxiliary, rather than the main verb. Negative sentences with don't / doesn't: <i>I don't like hippos. Peter doesn't like crocodiles!</i> Pronunciation focus: /dʒ/ - in <i>giraffe</i> /ɪ/ - in <i>lizard</i> /ɔ:/ - in <i>awesome</i>					

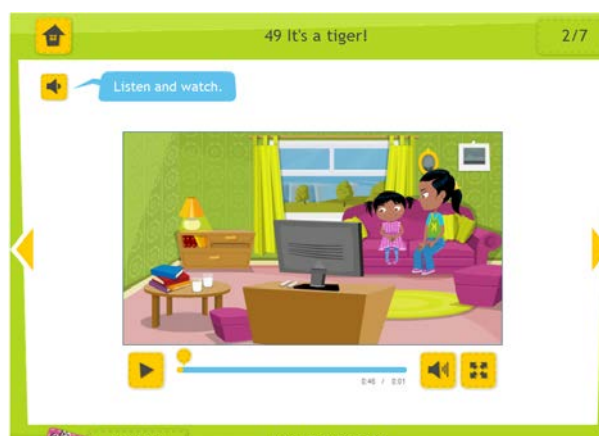
Procedure

Warm-up off the screens

1. Bring a set of flashcards with wild animals and domestic animals - you may be able to find these in your staff room, you might be lucky enough to find them in magazines or you could ask someone who is good at drawing to draw these for you. You may extend the range to include, e.g. *cheetah, lion, chimpanzee, goose, duck*, etc, and pre-teach as necessary.
2. Ask questions and elicit answers: *What is it? Does it live in the jungle? Does it live on a farm? Do you like elephants/hippos/etc.*
3. To help memorisation, play a game on the board – ask students to close their eyes and remove a few cards from the set, then ask what is missing.

Screen 2

Kim: *What's that, Jill? Do you know?*
Jill: *Yes, of course I know! It's a giraffe.*
Kim: *Look Jill! Look at the hippo.*
Jill: *It's a hippo. I like hippos.*
Jill: *Wow! It's a tiger.*
Kim: *Yes, that's right, it's a tiger. I love tigers, they're awesome.*
Kim: *Look! It's a crocodile.*
Jill: *I don't like crocodiles. Crocodiles eat people!*
Kim: *It can't eat you, silly, it's on the telly.*
Jill: *What's that? Is it a baby crocodile?*
Kim: *No, that's a lizard.*



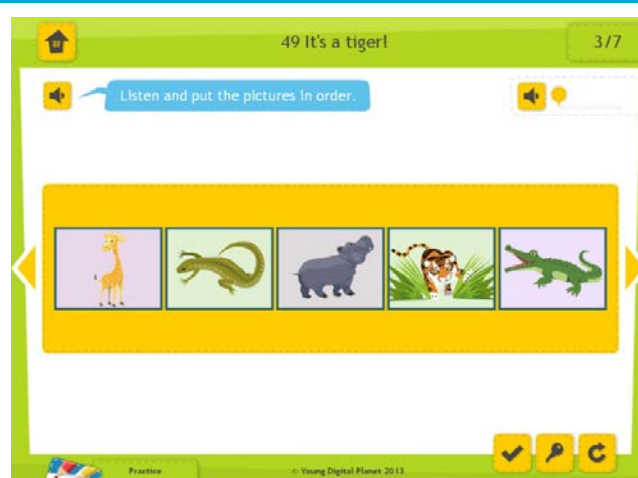
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Ask students to repeat parts of the dialogue. Pay attention to correct intonation in questions and answers. At second listening, strong groups can anticipate responses after the teacher stops the recording.

Screen 3

Kim: What's that, Jill? Do you know?
Jill: Yes, of course I know! It's a giraffe.
Kim: Look Jill! Look at the hippo.
Jill: It's a hippo. I like hippos.
Jill: Wow! It's a tiger.
Kim: Yes, that's right, it's a tiger. I love tigers, they're awesome.
Kim: Look! It's a crocodile.
Jill: I don't like crocodiles. Crocodiles eat people!
Kim: It can't eat you, silly, it's on the telly.
Jill: What's that? Is it a baby crocodile?
Kim: No, that's a lizard.

Key:



Note: After this exercise, elicit the spelling of each animal's name from individual students and write on the board. Then erase and ask other students to repeat.

Screen 4

Key: 1 hippo 2 lizard 3 giraffe
4 crocodile 5 tiger



Note: Explain that students can see the whole picture to check.

Extension: At this stage you may modify the warm-up activity using the same cards but showing only little bits of each picture accordingly. Ask questions and elicit answers accordingly.

The teacher can extend the vocabulary doing a categorisation exercise based on the Handout.

Handout

chicken	elephant	lion
cow	fish	octopus
crab	giraffe	shark
dog	gorilla	tiger
duck	horse	whale

They live in the jungle.	They live on a farm.	They live in the sea.

Distribute a copy of the handout for each student and ask them to put the names of animals into appropriate categories (jungle animals, sea animals and farm animals).

With weaker groups the teacher may need to pre-teach some words (e.g. gorilla, octopus, crab). Check spelling / model pronunciation as necessary.

Screen 5

Key: (from left to right)

- 1 giraffe
- 2 hippo
- 3 crocodile
- 4 tiger
- 5 lizard

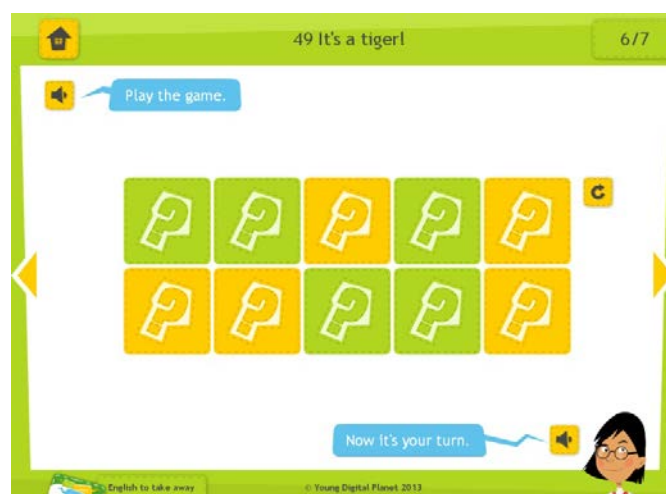


Note: After this screen the teacher may continue with a hangman-type of game using names of farm animals as an extension.

You write the first letter on the board and provide the total number of letters in the word. Students find the hidden word by guessing the letters.

Screen 6

Jill: *What's that?*
Kim: *It's a giraffe.*
Jill: *What's that?*
Kim: *It's a hippo.*
Jill: *What's that?*
Kim: *It's a tiger.*
Jill: *What's that?*
Kim: *It's a crocodile.*



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 the corresponding sounds are.
- 5 Choose two more cards to make a pair.
- 6 Continue until you have matched all the pairs.

If only the IWB is available, choose two students to lead two teams ("yellow" and "green"). Mark the rows and columns with numbers/letters. The students then give you directions, saying e.g. - *number 1 up – number 3 down* etc.

Note: Extend the activity by asking students to mime the actions of some animals in front of the class. Then other students try to guess:

- *Is it a tiger?*
- *No, it isn't.*
- *Is it a lion?*
- *Yes, it is.*

Handout

chicken

elephant

lion

cow

fish

octopus

crab

giraffe

shark

dog

gorilla

tiger

duck

horse

whale

They live in the jungle.	They live on a farm.	They live in the sea.

Friends 4 Lesson 50		Look at the giraffe		Grammar & Functions	
Aims	Using adjectives to describe animals.	Contents	Grammar <i>Look at ... (the giraffe).</i> <i>It's got ... (a very long neck).</i>	Checklist	A set of cards for the warm-up.
	Matching animals with definitions.		Vocabulary Adjective + noun for descriptions. Also very + adjective: <i>small eyes</i> <i>big teeth</i> <i>very long neck</i> <i>very short legs</i>		A copy of Handout (parts of animal body) for each student.
Language Analysis					
Language of descriptions: (very)+adjective + noun (e.g. <i>very long tail</i>) Parts of the body (e.g. <i>neck, legs</i>) and names of animals (e.g. <i>monkey, hippo, giraffe</i>) Language of dialogues: <i>Can you see ...?</i> <i>Where is it?</i> <i>Yes, I can! / No, I can't!</i> <i>Wow! It's got ...</i> Words to pre-teach or refresh: <i>mane, feathers, wings</i> Pronunciation focus: <i>/θ/</i> as in <i>teeth, mouth</i> <i>/ð/</i> as in <i>feather</i> <i>/ŋ/</i> as in <i>wings</i> <i>/ɪə/</i> as in <i>ears</i>					

Procedure

Warm-up Off the screens

1. Prepare a set of cards with parts of the body for various animals: e.g. *ears* (elephant, rabbit, monkey), *neck* (giraffe, monkey, dog), *mouth* (crocodile, cat, hippo).
2. Hide part of a card, show the rest to the class. Ask (mime if necessary): *Is it a mouth?* – No, it isn't. – *Is it a neck?* – Yes, it is. Once you have practised this, elicit what body part it is by saying, *What's this?*
3. Show whole cards to the class. Ask: *Is it a dog?* – No, it isn't – *Is it a giraffe?* – Yes, it is.

Screen 1

Sam: Wow! Look at the giraffe. It's got a very long neck and very long legs.

Alex: Look at the elephant. It's got a very long trunk and very big ears.

Alex: Look! What's that - behind the tree?

Sam: Oh! It's a monkey. It's got a very long tail and very small ears. And look – it's got big eyes. So cute.

Sam: Look! It's got a very big mouth. What is it?

Alex: It's a Hippo. It's got very short legs.

Sam: Look in the water. It's got a very long tail.

Alex: What is it?

Sam: I don't know.

Sam and Alex: Wooow! It's a crocodile.

Sam: It's got really big teeth.

Sam: I'm a crocodile, Alex. I can eat 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: At first listening, write a list of animals on the board, including three that are not in the recording (e.g. *tiger*, *lion*, *zebra*). Ask students to tell you after the listening, which animals they remember.

At second listening, stop after selected sentences and ask individual students to repeat. Pay attention to the emotions expressed in the dialogue.

Screen 2



Audio 1:

Look! It's got a very big mouth and very short legs



Audio 2:

Look! It's got a very long trunk and very big ears.



Audio 3:

Look! It's got very big teeth and a very long tail.



Audio 4:

Look! It's got a very long neck and very long legs.

Key: see pictures above (random order)

Note: After doing the exercise, ask students to reverse the order and give you descriptions of the selected animals: *Peter, please describe an elephant! It's got a long trunk and big ears.*

Screen 3

Audio 1:

It's got a very small tail and very small ears.

Audio 2:

It's got very small ears and a very long tail.

Audio 3:

It's got a very long tail and very long legs.

Audio 4:

It's got a very long tail and very big teeth.

Key: 1 False 2 True 3 False
4 True

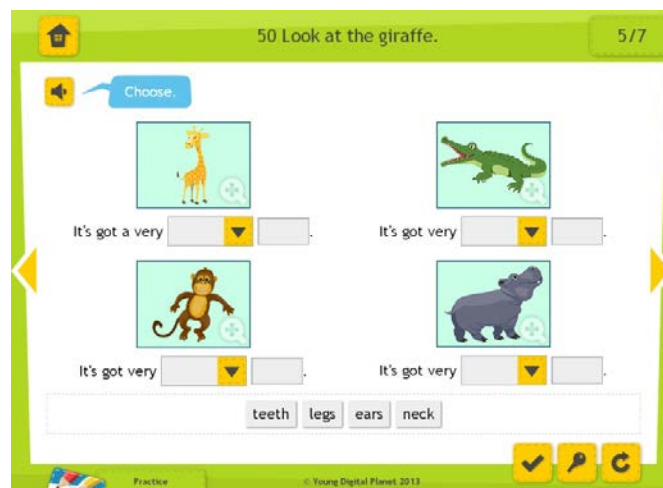
Note: As in previous exercise, follow up by asking students to describe animals

suggested by the teacher, but this time the word *very* must be used at least once.

Screen 4

Key: (from left to right)

- 1 long neck
- 2 big teeth
- 3 small ears
- 4 short legs



Note: To follow up, ask students to play a descriptions game in pairs. Ask them to think about farm animals this time. If necessary, make a list of these on the board.

Start by saying a description of a pig (e.g. *It's got a short tail and very small ears*).

Then get students to take turns in pairs, describing a farm animal, the other person has got two chances to guess. You will need to pre-teach *wings/feathers*.

Screen 5

Audio 1:

Alex: Look! What's that - behind the tree?

Sam: It's got a very long tail and very small ears.

Audio 2:

Sam: Look in the water. It's got a very long tail.

Alex: What is it?

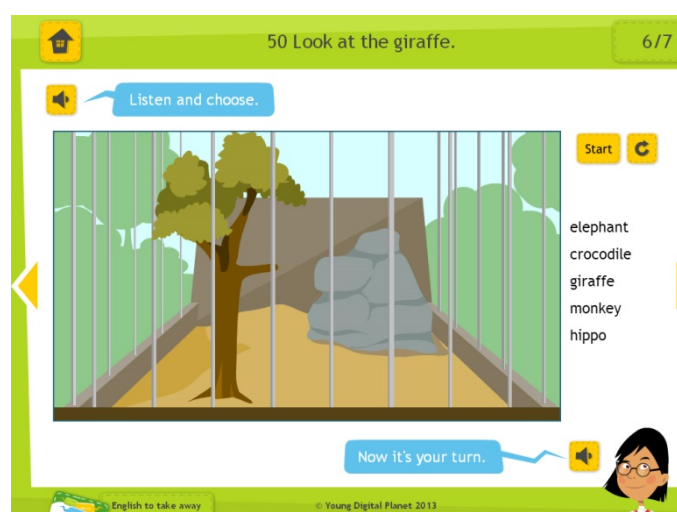
Sam: I don't know.

Sam: Wooow! It's got really big teeth.

Audio 3:

Sam: Look! It's got a very big mouth.

Alex laughing: And it's got very short



Give students instructions for the "Listen and

legs.

Sam: *What is it?*

choose” activity:

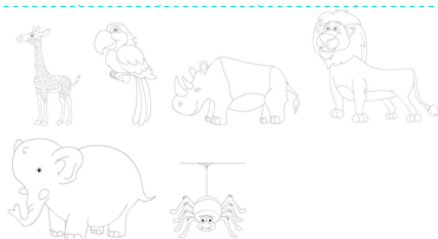
1. Listen to descriptions of animals, then click on the name that matches the description.
2. If you do this exercise on an IWB, divide the class into teams.
3. Each team has got 15 seconds for a quick discussion, then writes an answer on a piece of paper.
4. Monitor and check before moving to next question.

This is a stage for free practice and personalisation. As a follow-up, ask students to play a game in groups of three. See further instructions below.

Note: Each student gets a copy of the Handout. Pre-teach *slim*, *large* if necessary.

Handout

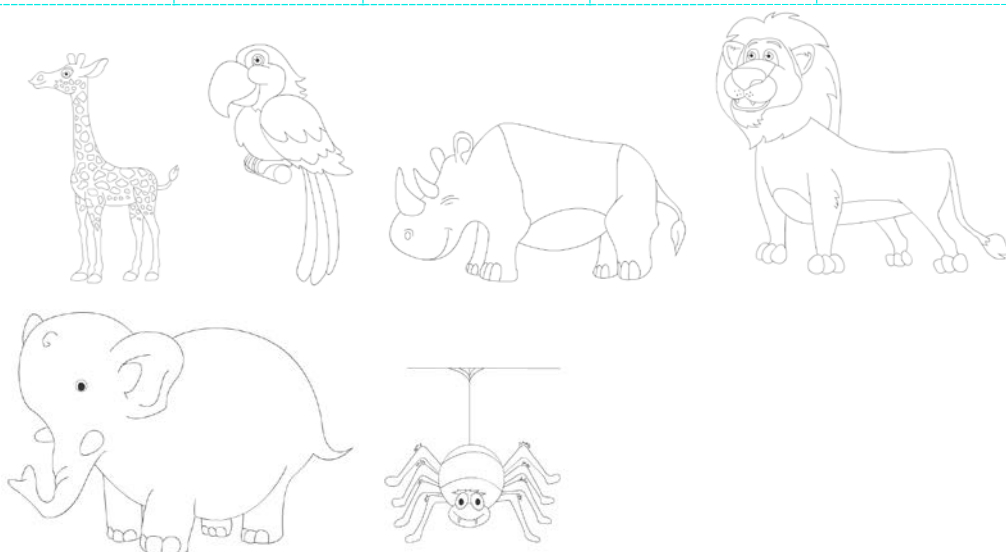
TAIL	LEGS	BODY	NECK	HEAD
very short	short	slim	short and thick	small
short	long	medium	long	big and long, with lots of teeth
long	very long	large	very long	big and heavy



Student 1 thinks about an animal (it may be real or imagined) and picks parts of body from the table, then dictates (eg: *It's got very short tail, very long legs, big body...*) to Students 2 and 3 who draw it in their notebooks. The resulting animals do not have to be realistic. Then the group agrees on a name for each animal (eg. a *Superhippo* or a *Monster Monkey*). Students take turns, so that every student dictates once.

Handout

TAIL	LEGS	BODY	NECK	HEAD
very short	short	slim	short and thick	small
short	long	medium	long	big and long, with lots of teeth
long	very long	large	very long	big and heavy



Friends 4 Lesson51		Has it got big ears?		Grammar & Functions	
Aims	Asking questions about animals (<i>Has it got ...?</i>).	Contents	Grammar <i>Has it got?</i> <i>Yes, it has / No, it hasn't.</i>	Checklist	A copy of Handout 1 (jumbled sentences) for each student.
	Responding with short answers.		Vocabulary Names of animals (<i>crocodile, elephant</i>) Body parts		A copy of Handout 2 (animal bodies) for each group of four students.
	Describing real and imaginary animals.				A pair of scissors for each student; a piece of cardboard per pair to present the work.
Language Analysis					
<i>Has it got?</i> (third person singular questions). Draw students' attention to the importance of the word order here (<i>Has a giraffe got...</i> rather than <i>Has got giraffe...</i> etc). Short answers: <i>Yes, it has / No, it hasn't</i> Language of dialogues: <i>Can you guess?</i> <i>Has it got.... (three legs / a long tail, etc)?</i> <i>Is it... (tall, short, etc)?</i> For optional activity – polite requests and responses (... <i>please, here you are, thank you, etc</i>) Pronunciation focus: intonation in questions (<i>Has it got...? Can you give me...?</i>)					

Procedure

Warm-up Off the screens

Tell students about your pet – real or imagined (*It's name is Brita, it's five years old and it's black and white*). Tell them they must find more details by asking yes/no questions only, starting with *has*; give an example (*Has it got a big mouth? No, it hasn't*).

In weaker groups, write the various parts of the body on the board (*neck, legs, ears, etc.*) You may want to pre-teach whiskers or feathers.

After the students have guessed the animal, ask one of them to present a similar riddle or to work in pairs. They could also come up with descriptions and draw the body parts as they hear the descriptions.

Screen 2

Mrs Black: *Now, can you guess my favourite animal?*

Alex: *Has it got big ears?*

Mrs Black: *No it hasn't.*

Kim: *Has it got a short tail?*

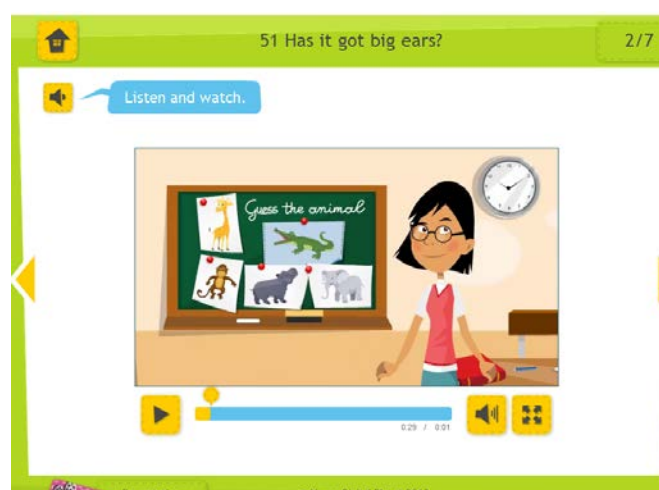
Mrs Black: *Yes, it has.*

Sam: *Has it got a long neck?*

Mrs Black: *Yes it has.*

Sam: *Is it a giraffe?*

Mrs Black: *Yes, it is. Well done!*



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: In stronger groups, stop the recording to elicit guesses at first listening. At second listening, stop after each sentence, ask students to repeat and/or elicit a further question/answer.

Screen 3



Audio 1 :

Child 1: *Has it got a short tail?*

Mrs Black: *Yes, it has.*

Child 2: *Has it got a long neck?*

Mrs Black: *No, it hasn't.*

Child 3: *Has it got big ears?*

Mrs Black: *Yes it has.*

Child: *Has it got a long nose?*

Mrs Black: *Yes it has.*



Audio 2 :

Child 1: *Has it got a short tail?*

Mrs Black: *Yes, it has.*

Child 2: *Has it got big ears?*

Mrs Black: *No, it hasn't.*

Child 3: *Has it got a long neck?*

Mrs Black: *Yes it has.*

Child: *Has it got a long nose?*

Mrs Black: *No, it hasn't.*



Audio 3 :

Child 1: *Has it got a long tail?*

Mrs Black: *Yes, it has.*

Child 3: *Has it got big ears?*

Mrs Black: *No, it hasn't.*

Child: *Has it got big teeth?*

Mrs Black: *Yes, it has.*



Audio 4 :

Child 1: *Has it got a long tail?*

Mrs Black: *Yes, it has.*


51 Has it got big ears?
3/7


Listen and choose.






















Practice
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Child3: *Has it got big ears?*
Mrs Black: *No, it hasn't.*
Child: *Has it got a long neck?*
Mrs Black: *No, it hasn't.*

Key: see pictures above (random order)

Note: After this screen ask students to play a game in groups of three or four. Write a list of animals (not from the lesson) on the board, e.g.: dog, snake, tiger, duck, zebra, hippo, goose, cow.

Each student writes one name on a piece of paper/in the notebook. The rest of the group ask 1 question each (Has it got long/small/big/short...? etc). After this, they agree on a common guess and ask (Is it a duck?). Then students take turns in their group and continue.

Screen 4

Audio1:

Has a giraffe got a long neck?

Audio 2:

Has a hippo got a long tail?

Audio 3:

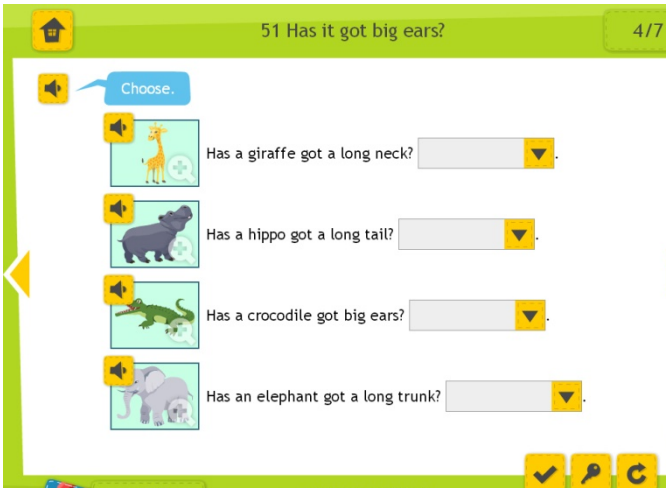
Has a crocodile got big ears?

Audio 4:

Has an elephant got a long trunk?

Key:

- 1 Yes, it has.
- 2 No, it hasn't.
- 3 No, it hasn't.
- 4 Yes, it has.



Note: In stronger groups, ask individual students to choose an animal and describe it in three sentences (eg: It's got thin, long legs and a very long neck). The rest of the class must guess the animal.

Screen 5

Key:

- 1 got
- 2 has
- 3 hasn't
- 4 long
- 5 small



Note: As a follow up, use an exercise with the Handout 1.
Ask students to make sentences from the jumbled words. Then ask them to choose the correct answer.

1. monkey/ Has / got/ a/ five/ legs?

=> example: Has a monkey got five legs?

Yes, it has. / No, it hasn't.

2. Has/ giraffe/ a/ short/ neck? / got/ a

=>

Yes, it has. / No, it hasn't.

3. a/ crocodile/ Has/ big/ ears?/ got

=>

Yes, it has. / No, it hasn't.

4. got/ hippo / a/ tail?/ long/ Has/ a

=>

Yes, it has. / No, it hasn't.

Key:

- 2 Has a giraffe got a long neck? Yes, it has.
- 3 Has a crocodile got big ears? No, it hasn't.
- 4 Has a hippo got a long tail? No, it hasn't.

Screen 6

Audio:

Has it got big ears?
Has it got a big nose?
Has it got a small nose?
Has it got a short tail?
Has it got a long tail?
Has it got small ears?
Has it got big teeth?
Has it got small teeth?



Give the Ss these instructions for the game activity. The aim is to produce a new animal.

Ask students to imagine and/or draw a perfect Monkey, preferably in pairs. Then ask each pair questions about a particular part of the body and complete your picture accordingly on the IWB or on the main computer.

Handout

1. monkey / Has / got / a / five / legs?

=> *example:* Has a monkey got five legs?

Yes, it has. / No, it hasn't.

2. Has / giraffe / a / short / neck? / got / a

=>

Yes, it has. / No, it hasn't.

3. a / crocodile / Has / big / ears? / got

=>

Yes, it has. / No, it hasn't.

4. got / hippo / a / tail? / long / Has / a

=>

Yes, it has. / No, it hasn't.

Friends 4 Lesson52		Can you see him?		Grammar & Functions	
Aims	Locating and describing animals	Contents	Grammar Look at ... the lion etc. Can you see ...?	Checklist	An old class photo for the warm-up.
			Yes, he's ... in front of/behind/next to the tree. Vocabulary Animals (<i>lion, elephant, horse, monkey</i>) <i>her, him, me, us , it,</i> <i>in front of, next to, behind, in, on</i>		A copy of Handout 1 (object pronouns/gap filling) and Handout 2 (jumbled sentences) for each student
Language Analysis					
Names of animals Possible extension: domestic animals, sea animals (e.g. <i>cat, hamster / dolphin, shark</i>) etc. Object pronouns (<i>me, her, him, it, us, them</i>) Note: object pronouns are usually understood by young learners if presented as part of fixed expressions. Thus it is important to practise them repeatedly in the same context (eg. <i>Look at him/her/them!, Can you see her/it?</i> etc.) Prepositions of place (<i>in front of, next to, behind, in, on</i>) Possible extension: <i>above, below, to the right, to the left, top right corner, bottom left corner</i> etc. <i>There is/there are</i> for describing pictures/locating animals, objects etc. Draw the students' attention to short forms (<i>they're, there's, it's, he's, we're</i>) that are usually used in speech. In stronger groups: compare the short forms with the long forms used in writing (<i>they are, there is, it is, he is, we are</i> etc).					

Procedure

Warm-up off the screens

1. Bring a possibly large class photo – preferably a photograph of the class that you are teaching, but made 2 years ago; if that is impossible – another photo of a group of students whose names are known. Ask students, elicit information and answer their questions: *Can you see Anna?* – *No I can't.* – *Yes, I can!* – *Where is she?* – *She's next to Patrick / in front of Sue!*
2. For weaker groups, write a list of prepositions on the board beforehand.

Screen 2

Kim: Look Jill! Look at the lion, Can you see him? He's in front of the tree

Jill: Yes, I can. He's very big.

Kim: Look at the mummy lion, can you see her? She's behind the tree.

Jill: Yes, I can. She's beautiful.

Jill points: 'Oh Look! Baby lions.

Kim: Where? I can't see them.

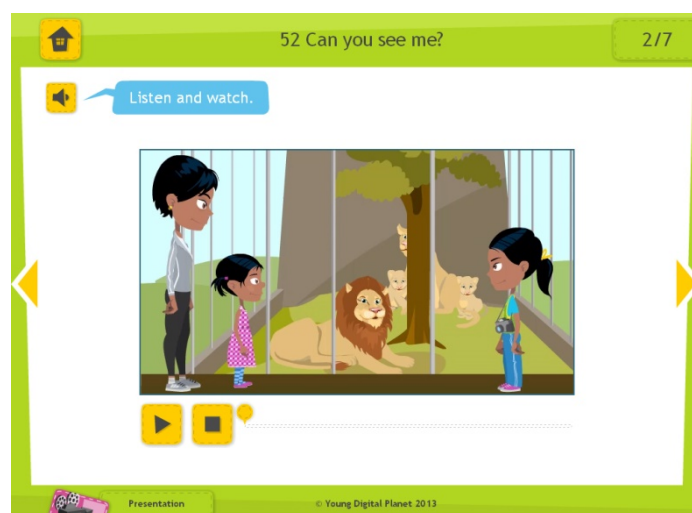
Kim's mum: They're next to their mother.

Kim. Oh yes, I can see them now.

Kim's mum: Look, there's a monkey in the tree. Can you see it?

Kim: Oh yes! Yes I can.

Jill: Hey! There's a banana on his head!



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: After listening for the first time, ask a series of comprehension questions: (*Is the mummy lion in front of the tree? Where are the baby lions?*). You may ask individual students or run this activity as a quick competition for groups. Then listen again to check.

Screen 3

Audio 1:

Kim's mum: Look, there's a monkey in the tree. Can you see it?

Kim: Oh yes. Yes I can.

Audio 2:

Kim: Look Jill! Look at the lion, Can you see him? He's in front of the tree.

Jill: Yes, I can. He's very big.

Audio 3:

Kim: Look at the mummy lion, can you see her? She's behind the tree.

Jill: Yes, I can. She's beautiful.

Audio 4:

Jill points: Oh Look! Baby lions.

Kim: Where? I can't see them.

Kim's mum: They're next to their mother.

Kim: Oh yes, I can see them now.

Key:



Screen 4



Audio 1:

Look at him! He's on a horse.



Audio 2:

Look at her! She's on a horse.



Audio 3:

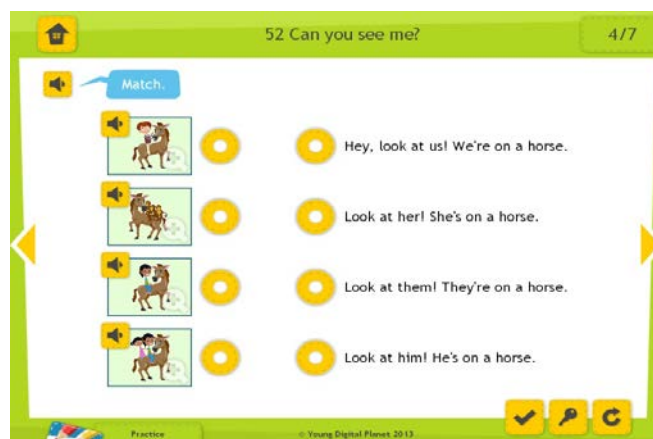
Hey, look at us! We're on a horse.



Audio 4:

Look at them! They're on a horse.

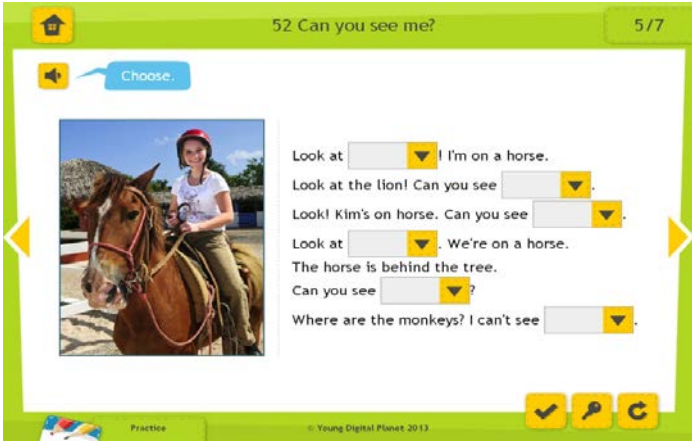
Key: see pictures above (random order)



Note: For weaker groups, write on the board: *a boy – a girl – me and my friend – some people/animals*. Listen to one audio at a time. Use miming and point to the words on the board, asking students if you are right. You can check their understanding through asking these concept check questions.

Screen 5

Key: 1 me 2 him 3 her 4 us 5 it 6 them



Note: To consolidate and practise use the material in Handout 1. Ask students to work individually and complete the sentences with the correct pronouns.

Handout 1

her them me, him, us, it

TEXT

Hi! My name is Maya! Look at (1) – I'm 8 years old and I can ride a horse very well!

This is my brother Finn. Can you see (2)..... in the tree? He can climb trees like a cat!

And this is our Mum! Look at (3).....! She is in the garden now.

That is our favourite animal – a camel. Look at (4).....! It is very strong!

I ride a horse to the city with Finn. Can you see (5)..... in this picture?

We've got three horses – Luna, Tina and Star. But now I can't see (6).....!

Key: 1 me 2 him 3 her 4 it 5 us 6 them

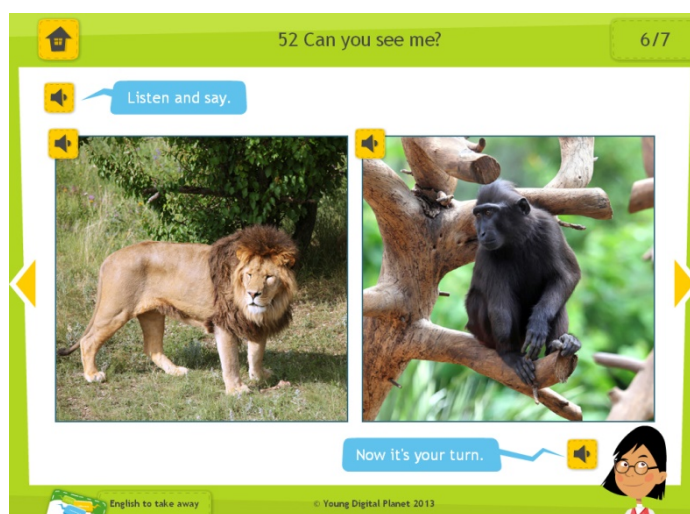
Screen 6

Kim: Look at the lion. Can you see him?

Jill: Yes, he's in front of the tree.

Kim's mum: Look! There's a monkey in the tree. Can you see it?

Kim: Oh yes, yes I can.



52 Can you see me? 6/7

Listen and say.

Now it's your turn.

English to take away © Young Digital Planet 2013

Ask individual students to repeat the phrases with correct intonation.

Note: Ask students to work in groups of four. Play “Your schoolbag’s gone”. One person from each group leaves the classroom for 30 seconds. The others must place one of his school things on/under/behind another desk, and ask/prompt when the student comes back. (e.g.: *Your schoolbag’s gone. Can you see it? – Yes, it’s behind Peter’s chair. – Your scissors are gone. Can you see them? – I can see them on Julie’s desk*). Students take turns. Each student has one minute to find his item.

For another follow-up idea with stronger groups, look at Handout 2.

Handout 2

Make sentences:

1. you / Can / see / Sue / behind/the / tree?

example: Can you see Sue behind the tree?

2. We / on / a / are / horse!

3. baby / at / Look / the / elephants!

4. There / three / horses / are / the / garden. / in

5. brother / My / is / front / of / in / the / house.

Key:

2 We are on a horse!

3 Look at the baby elephants!

4 There are three horses in the garden.

5 My brother is in front of the house.

Handout 1

her them me, him, us, it

TEXT

Hi! My name is Maya! Look at (1) – I'm 8 years old and I can ride a horse very well!

This is my brother Finn. Can you see (2)..... in the tree? He can climb trees like a cat!

And this is our Mum! Look at (3).....! She is in the garden now.

That is our favourite animal – a camel. Look at (4).....! It is very strong!

I ride a horse to the city with Finn. Can you see (5)..... in this picture?

We've got three horses – Luna, Tina and Star. But now I can't see (6)..... !

Handout 2

Make sentences:

1. you / Can / see / Sue / behind/ the / tree?

example: Can you see Sue behind the tree?

2. We / on / a / are / horse!

3. baby / at / Look / the / elephants!

4. There / three / horses / are / the / garden. / in

5. brother / My / is / front / of / in / the / house.

Friends 4 Lesson53		<i>It's got very small ears.</i>		Pronunciation	
Aims	Practising consonant-vowel liaison	Contents	Grammar <i>Can you tell me ...?</i> <i>It's got ...</i> Vocabulary Names of animals (crocodile, hippo, monkey, giraffe) Parts of the body (ears, neck, legs, tail) Simple adjectives	Checklist	A copy of Handout 1 and Handout 2 for each pair of students.
Language Analysis Consonant vowel liaison, as in “ <i>got a</i> ” or “ <i>I know I know</i> ”. It is also good to use the situation to model other areas of connected speech, e.g. sequences like “ <i>very funny monkey</i> ”, as some students find them hard to repeat fluently. It is also quite effective to stress the speaker’s emotions in role plays, as the connected speech comes out more naturally then (e.g.: <i>it's got a very, very big mouth!</i>) The structure <i>It's got a ...</i> + adjective Possible extension in ‘1 st person’ riddles: <i>I've got a ...</i>					

Procedure

Warm-up off the screens

1. Ask students to quickly draw their favourite domestic animal (e.g. a cat or a hamster). Collect the pictures. Choose one and describe it, without using the animal's name. Elicit the name from the class (e.g.: *It's got a long tail and small ears. It's grey and white. It's got very, very nice hair. – It's a cat.*)
2. Then choose a different picture and ask a student to come in front of the class and present it as the next riddle. Continue with one or two students more.

Screen 2

Jill: *Can we play a game?*

Jill's mum: *OK. Can you tell me what it is?*

*It's got a very big mouth,
It's got very big teeth,
It's got a very, very, very big smile.*

Jill:

*I know, I know, I know, I know,
It's a very big crocodile.*

Jill: *It's my turn,*

*It's got a very big mouth,
It's got very short legs,
It's got a very, very, very big nose.*

Kim:

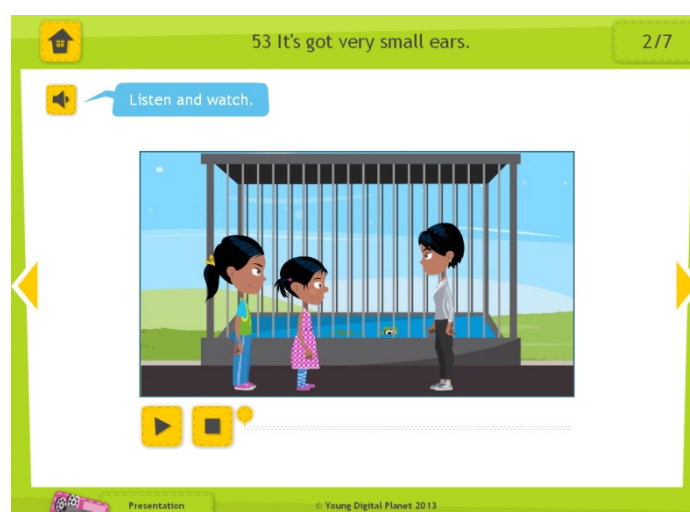
*I know, I know, I know, I know,
It's a very, very, very big hippo.*

Kim: *It's my turn.*

*It's got a very long tail,
It's got very small ears,
I can see it in the tree,*

Kim's mum:

*I know, I know, I know, I know,
It's a very, very funny monkey.*



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: Before listening, ask the students to remember as much as possible from the descriptions. After listening, ask them to close their eyes and try to remember each description. Elicit them from volunteers. Model the pronunciation, paying particular attention to *It's got a ...* part.

Screen 3

Audio 1:

It's got a long neck.

Audio 2:

It's got big ears.

Audio 3:

It's got a big nose.

Audio 4:

It's got a long tail.

Audio 5:

It's got a big mouth.

Key: 1 giraffe 2 elephant 3 hippo
4 crocodile 5 crocodile



Note: After the task is answered, get individual students to repeat the sentences after the recording, i.e. what is called 'backchaining'. Start with the final part of the sentence, then move to a longer section, then to a complete sentence (e.g.: ask several students to repeat "long neck", then others to repeat "got a long neck", finally "It's got a long neck".) Correct and model to achieve appropriate liaison.

Screen 4

Audio on the left:

Jill's mum speaking

1. *It's got a short tail,
It's got very long legs,
It's got a very, very long neck.*

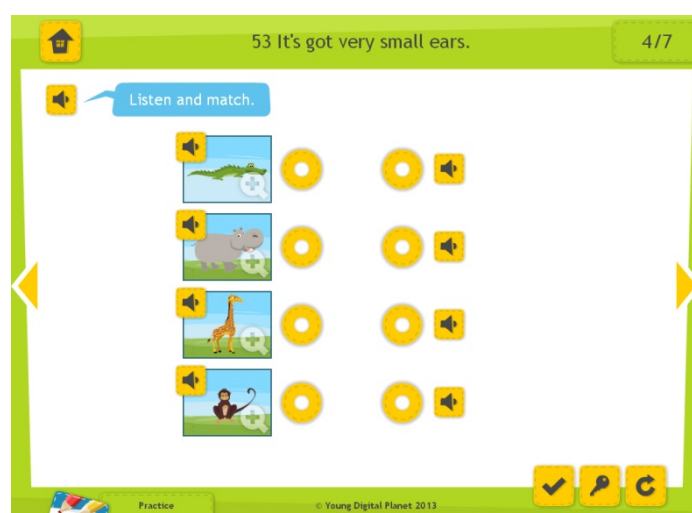
2. *Its' got a very big mouth,
It's got very big teeth,
It's got a very long tail.*

3. *It's got a very big mouth,
It's got very short legs,
It's got very small ears
It's got a very big nose.*

4. *It's got a very long tail,
It's got a small mouth
It's got very, very small ears*

Audios on right of screen:

Jill :





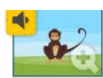
a) I know , I know, I know, I know,
It's a very big crocodile.



b) I know , I know, I know, I know,
It's a very, very, very big hippo.



c) I know, I know, I know, I know,
It's a very, very tall giraffe.



d) I know , I know, I know, I know,
It's a very, very funny monkey.

Key:

See pictures above (random order)

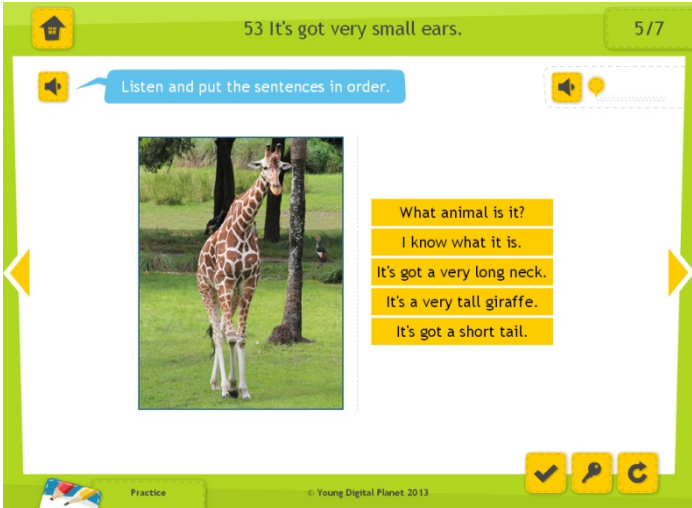
Note: Select some sentences and get students to repeat, in order to continue the pronunciation practice of the consonant-vowel liaison.

Screen 5

Audio:

What animal is it?
It's got a short tail.
It's got a very long neck.
I know what it is.
It's a very tall giraffe.

Key: As in audio



The screenshot shows a digital practice screen with a green header. At the top, it says "53 It's got very small ears." and "5/7". Below the header, there's a blue button with a speaker icon and the text "Listen and put the sentences in order." In the center, there's a photo of a giraffe. To the right of the photo, there's a list of sentences in yellow boxes: "What animal is it?", "I know what it is.", "It's got a very long neck.", "It's a very tall giraffe.", and "It's got a short tail." At the bottom, there are three buttons: a checkmark, a magnifying glass, and a circular arrow. The footer says "Practice" and "© Young Digital Planet 2013".

Note: As a follow-up ask students to work in pairs. Distribute copies of Handout 1 and Handout 2 (for student 1 and 2 in each pair respectively). Students work in pairs, without sharing their handouts. Student 1 puts the sentences in Handout 1 in order, to make a riddle, then reads the riddle to Student 2 – and vice versa.

Handout 1

a) It's got a big head.
b) It's got a body with black and orange stripes.
c) What animal is it?
d) I know what it is!
e) It's got a long tail.

Key:

Student 1 must put c) at the end, the sequence of other sentences is optional. Student 2 should answer: It's a tiger!

Handout 2

a) I know what it is!
b) It's got a very big body.
c) What animal is it?
d) It's grey and very big.
e) It's got a long nose.

Key:

Student 2 must put b) at the end, the sequence of other sentences is optional. Student 1 should answer: It's an elephant!

Screen 6

Audio 1:

*It's got a very big mouth,
It's got very big teeth,
It's got a very, very, very big smile.*

Jill:

*I know, I know, I know, I know,
It's a very big crocodile.*

Jill:

*It's got a very big mouth,
It's got very short legs,
It's got a very, very, very big nose.*

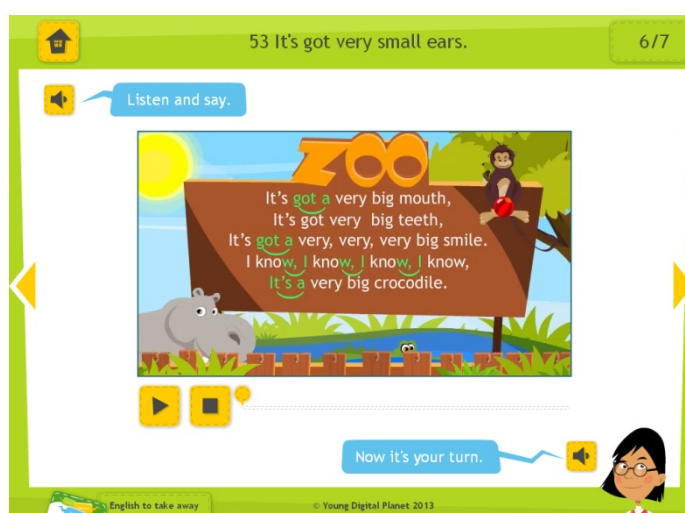
Kim:

*I know, I know, I know, I know,
It's a very, very, very big hippo.*

Kim:

*It's got a very long tail,
It's got very small ears,
I can see it in the tree,*

Kim's mum:



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

*I know , I know, I know, I know,
It's a very, very funny monkey.*

- 1 Look at the picture and read the sentence.
- 2 Click on the audio and listen to the sentence.
3. Students say the sentences.
4. 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 sentences about their day.

Note: To follow up, ask students to form three or four teams. The task is to write a similar riddle about another exotic animal. Monitor to help, explain and correct. The teams take turns to present their riddle to the rest of the class. Model the pronunciation (it's got_a...). The first team to guess the correct answer gets a point.

For weaker groups: write sentence prompts on the board (It's got a...).

For stronger groups: teams must guess and spell the animal correctly to score a point.

Handout 1

a) It's got a big head.
b) It's got a body with black and orange stripes.
c) What animal is it?
d) I know what it is!
e) It's got a long tail.

Handout 2

a) I know what it is!
b) It's got a very big body.
c) What animal is it?
d) It's grey and very big.
e) It's got a long nose.

Friends 4 Lesson54		<i>I'm painting a picture.</i>		Skills Listening	
Aims	Listening for comprehension. Painting and colouring as per description.	Contents	Grammar <i>Look! I'm painting/drawing a ...</i> <i>It's got a big/small mouth etc...</i> <i>There is/are ... in the picture.</i> Vocabulary Prepositions of place. (<i>in front, behind, next to</i>) Simple adjectives, incl. colours (e.g. small, big, long, short, brown, orange) <i>painting, flowers, water</i>	Checklist	A copy of Handout 1: drawing and colouring
Language Analysis					
Present Continuous used for activities happening now: subject + am/is/are + verb-ing Examples: <i>I'm painting ... / Tom's drawing ...</i> Language of descriptions: <i>There is / There are</i>; short forms (<i>there's / it's next to ...</i>) Prepositions of place to describe details of pictures (<i>in front, behind, next to</i>), possible extensions: <i>between...., above, below, to the right/left, in the top right/bottom left corner, etc.</i> Appreciative comments in dialogues (<i>I like your ... That's good!</i>) Pronunciation focus: <i>/ŋ/ - as in painting, drawing</i> <i>/ɜ:/ - as in bird</i>					

Procedure

Warm-up off the screens

1. Ask the class to close their eyes and to imagine the garden you are going to describe. Then describe an exotic garden, different from what they may see normally. Make the description short (5-6 sentences) but colourful, e.g. *It's a really beautiful garden. It's got a big pond and there are two big trees with orange flowers there. There are wonderful blue birds on the trees. In the pond, there are lots of big red fish, etc.*
2. Then ask students to open their eyes and draw a picture in the notebooks based on your description. Encourage students to highlight parts of the drawing with English words (e.g.: →orange flowers).

Screen 2

Sam: Look! I'm painting a red monkey in a tree. It's got a very long tail.

Alex: That's good! I'm painting a big green crocodile in the water. Look, it's got a long tail and very big teeth.

Sam: Wow!

Let me see. Next to the monkey is a yellow lizard. Now, I'm painting a hippo in the water.

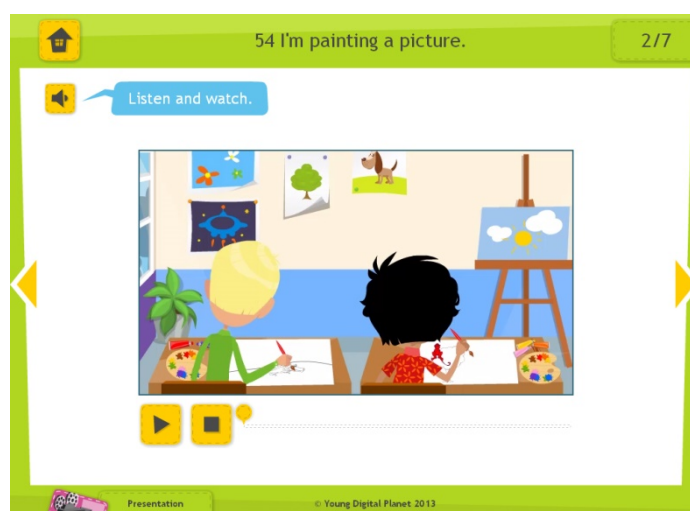
Alex: It's got a very big mouth!

Sam: Yes, and look! On the hippo there's a small, brown bird.

Alex: I'm painting a lot of grey fish in the water and there's a big yellow tree behind the crocodile. **Sam:** Hey, I like your crocodile.

Alex: That's good.

Sam: Thanks.



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 students to repeat parts of the dialogue. Draw their attention to the ways of praising a picture (*I like your crocodile! That's good!*). Then ask students to work in pairs and find what they like most about each other's picture of the garden. Ask them to express their praise (*I like your fish! The flowers are nice!* etc).

Screen 3



Audio1:

Sam: Now, I'm painting a hippo in the water. It's got a very big mouth.



Audio2:

Alex: That's good! I'm painting a big green crocodile in the water. Look, it's got a long tail and very big teeth.



Audio3:

Alex:
I'm painting a lot of grey fish in the water and there's a big yellow tree behind the crocodile.

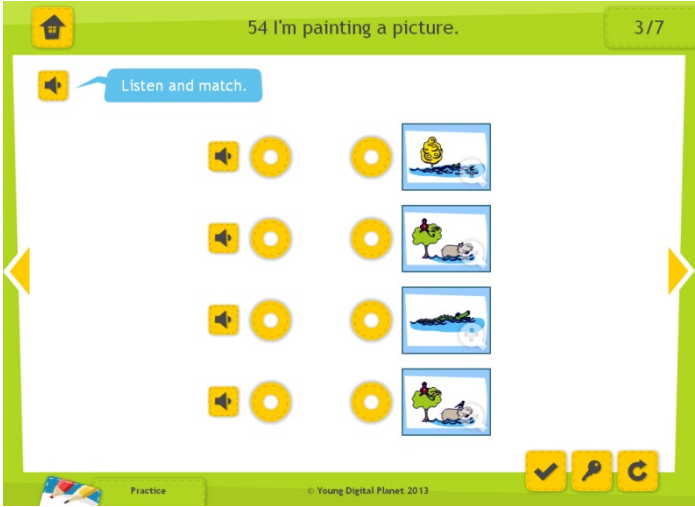


Audio4:

Alex: That's a very big mouth!
Sam: Yes, and look! On the hippo there's a small, brown bird.

Key:

See pictures above (random order)



Screen 4

Audio 1:

Look at the picture. There's a red monkey in the tree. It's got a very long tail.

Audio 3:

On the monkey there's a small, brown bird.

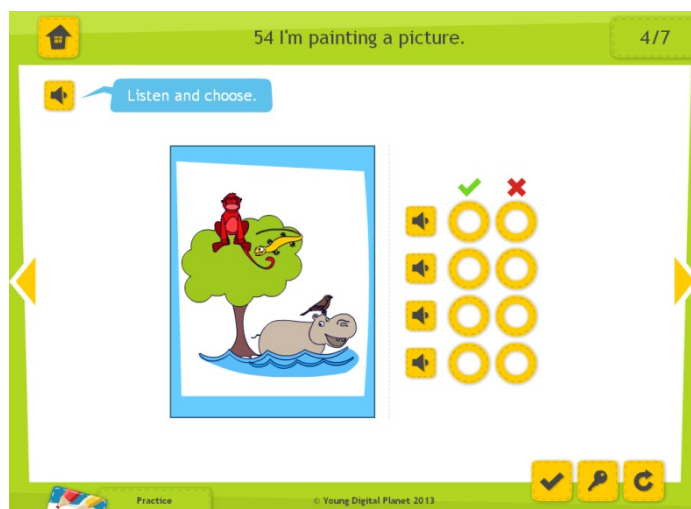
Audio 4:

The hippo is behind the tree.

Audio 5:

The hippo has got a very big mouth.

Key: 1 True 2 False 3 False 4 True



Note: Ask students to write three sentences about their own drawing. Two of them must be true and one false. Give examples (*There are five flowers in my picture. The trees and very small and dark green.* Etc). Students hide their work from their partners and read the sentences, taking turns to guess the false sentence.

Screen 5

Audio 1:

Look! I'm painting a red bird in a tree. It's got a very long tail.

Audio 2:

I'm painting a lot of green fish in the water.

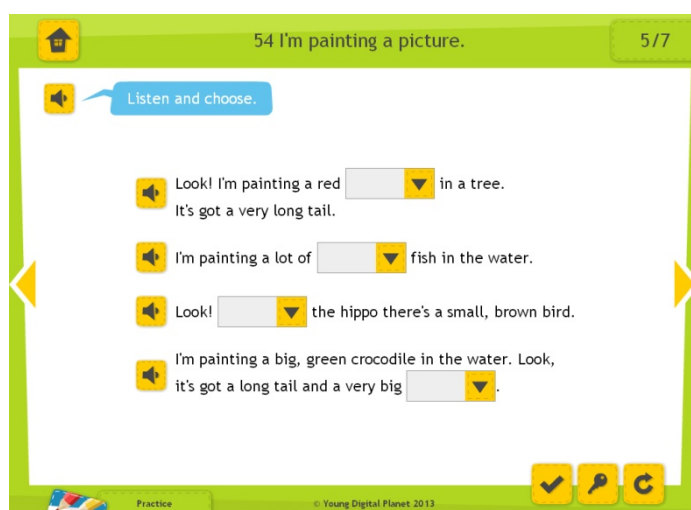
Audio 3:

Look! Next to the hippo there's a small, brown bird.

Audio 4:

I'm painting a big, green crocodile in the water. Look, it's got a long tail and a very big mouth.

Key: 1 bird 2 green 3 under 4 mouth



Note: As a possible extension, you may get the students to draw the four pictures mentioned in this screen, in their notebooks. Set a time limit (e.g. four minutes) and select the most accurate / original pictures.

Screen 6

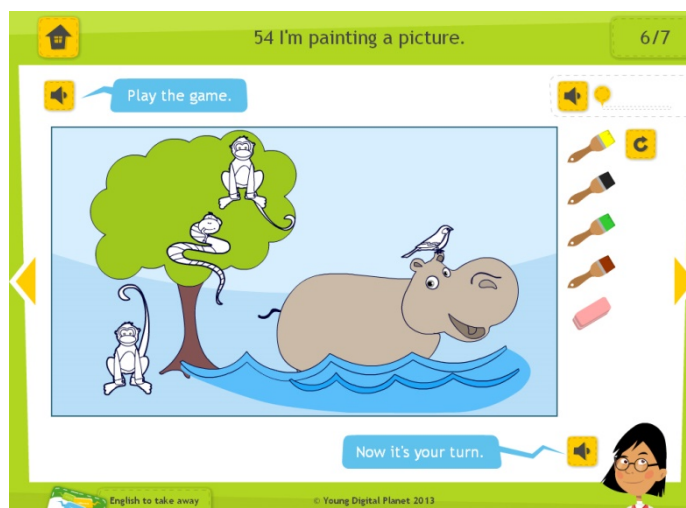
Sam: Look at this painting. There's a black monkey in the tree. Under the monkey in the tree is a big, green snake.

Alex: Wow! It's very big.

Sam: Yes and look! In front of the tree there's a brown, monkey with a very long tail.

Alex: Yes, I can see it.

Sam: There's a hippo next to the water. On the hippo's head there's a small yellow bird.



Give students instructions for the activity:

Listen to the dialogue and colour the animals.

If possible, get students to work individually on their screens. Otherwise, ask questions pointing to particular animals: *What colour is this?* In weaker groups, stop the recording before eliciting the answers.

Additional activity: Use a picture dictation done in pairs by students. Use the Handout and distribute one picture to each student.

Handout

