

Friends 7

Lesson 41

It's got four leg and it hops.

Vocabulary

Aims	Talking about animals and movement	Contents	Grammar Adverbs of frequency: <i>usually always never sometimes</i> Vocabulary Verbs of movement: <i>walk run hop skip jump fly climb swim</i> Animals vocab: <i>bird, monkey, kangaroo, fish, goat, bear, lion, crocodile, frog, giraffe</i> Everyday English: <i>Not really.</i>	Checklist	3 master handouts for each student to practise vocabulary
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Language Analysis

Adverbs of frequency – they how us to say how often / frequently we do something. The words below do not tell us exactly e.g. how many times a week, but give as a general idea.

They usually go before the main verb e.g. *I always get up at 6 o'clock*. We can also put them at the beginning of the sentences e.g. *Often I go to the cinema*.

0%	30%	50%	100%
<i>never</i>	<i>sometimes</i>	<i>usually</i>	<i>always</i>

For verbs such as *can/has/to be*, the order is different, please see some examples:
I can usually swim on Sunday.
Tom is never late.

There are more adverbs of frequency: *always, usually, often, sometimes, occasionally,*

seldom, hardly ever, never.

bear /beə(r)/

bird /bɜ:(r)d/

crocodile /'krɒkədəɪl/

fish /fɪʃ/

frog /frɒɡ/

giraffe /dʒə'reɪf/

goat /ɡəʊt/

kangaroo /,kæŋɡə'ru:/

lion /'laɪən/

monkey /'mʌŋki/

climb /klaɪm/

fly /flaɪ/

hop /hɒp/

jump /dʒʌmp/

run /rʌn/

skip /skɪp/

swim /swɪm/

walk /wɔ:k/

Procedure

Warm-up Off the screens

1. Revise animals.
2. Give out Handout 1, ask students to name the animals.

Handout 1



Key: (from left to right) kangaroo monkey lion spider bird crocodile fish bear frog giraffe goat dolphin cat elephant tiger

3. For weaker groups distribute Handout 2 and ask students to match the names with the pictures. Students may want to stick the animals into their notebooks.

Handout 2

kangaroo	crocodile	goat
monkey	fish	dolphin
lion	bear	cat
spider	frog	elephant
bird	giraffe	tiger

Screen 2

Audio 1:

Sam: OK, Kim. This is a picture of an animal. What's the animal?

Kim: Let's see ... does it fly?

Sam: No, it never flies. It isn't a bird.

Kim: Mmm. It doesn't fly. Does it climb?

Sam: No, it never climbs. It isn't a monkey.

Kim: How many legs has it got?

Sam: It's got four legs.

Kim: So ... it's got four legs and it doesn't climb. Does it walk?

Sam: No, not really. It usually hops.

Kim: It's got four legs and it hops.

Kim: It's a kangaroo!

Sam: Yes!

Audio 2:

Sam: It's your turn now! Take a card.

Kim: So ... what's the animal?

Sam: Does it swim?

Kim: No. It never swims. It isn't a fish.

Sam: Has it got legs?

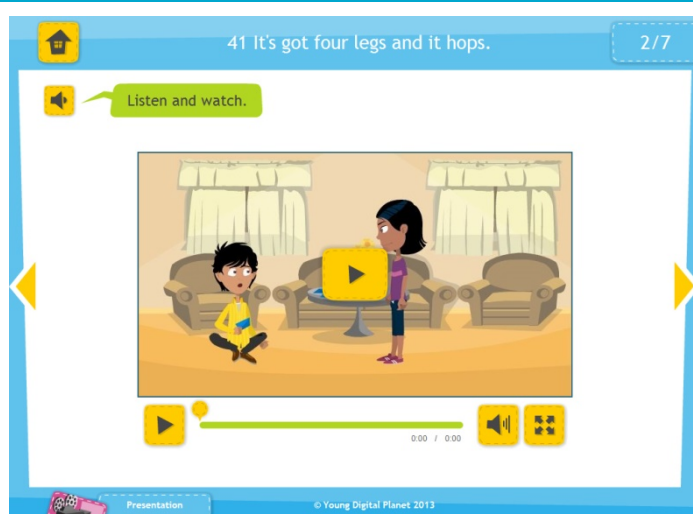
Kim: Yes, it's got four legs and it walks and runs.

Sam: Does it hop? Is it a kangaroo?

Kim: No, it isn't a kangaroo and it doesn't hop. It skips and jumps!

Sam: Oh, that's funny Kim! Is it a rabbit?

Kim: No! It's a goat.



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

Watch again and ask students to name the activities when Kim shows them e.g. climb, hop, fly etc. You may ask students to stand up and imitate the actions, listen and repeat the verbs.

Screen 3

Audio 1:

A kangaroo hops.

Audio 2:

A goat flies.

Audio 3:

A fish swims.

Audio 4:

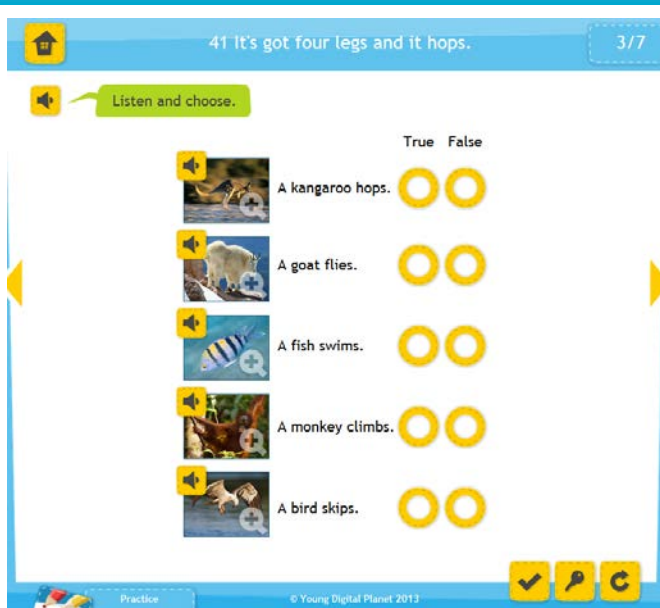
A monkey climbs.

Audio 5:

A bird skips.

Key:

1 True 2 False 3 True 4 True 5 False



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Listen and choose.

	True	False
A kangaroo hops.	☐	☐
A goat flies.	☐	☐
A fish swims.	☐	☐
A monkey climbs.	☐	☐
A bird skips.	☐	☐

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Get your students to say the correct versions of the 'no' sentences.

Screen 4

Key:

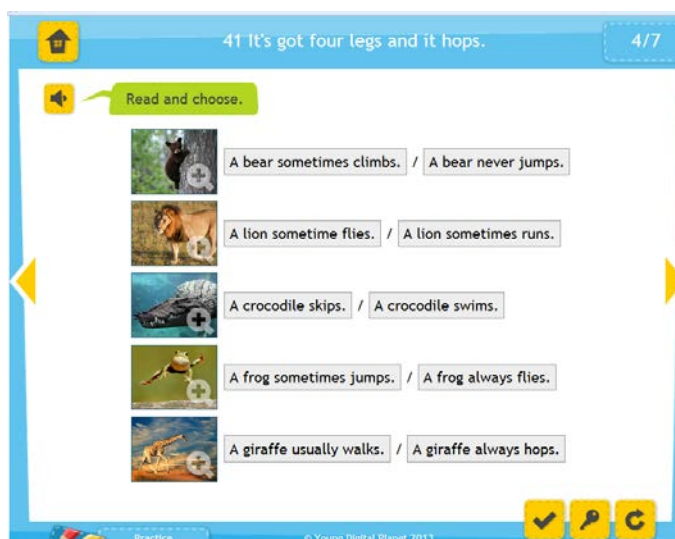
1 A bear sometimes climbs.

2 A lion sometimes runs.

3 A crocodile swims.

4 A frog sometimes jumps.

5 A giraffe usually walks.



41 It's got four legs and it hops. 4/7

Read and choose.

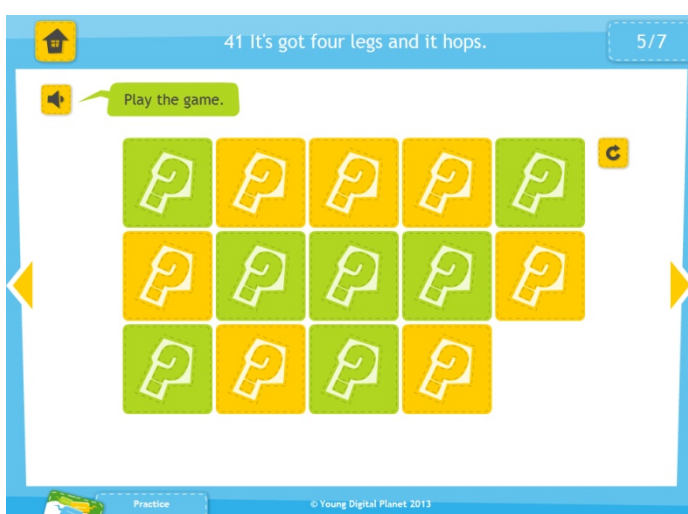
A bear sometimes climbs.	/	A bear never jumps.
A lion sometime flies.	/	A lion sometimes runs.
A crocodile skips.	/	A crocodile swims.
A frog sometimes jumps.	/	A frog always flies.
A giraffe usually walks.	/	A giraffe always hops.

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Screen 5

Key:

1 walk **2** run **3** hop **4** skip **5** jump **6** fly
7 climb **8** swim



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 words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. 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

Audio:

This animal hasn't got any legs and it swims.

This animal has got four legs. It walks and it climbs too.

This animal has got two legs, but it doesn't usually walk. It flies.

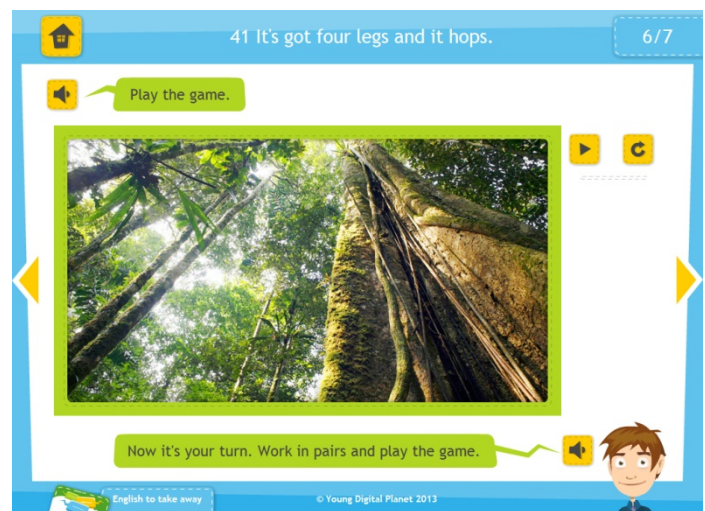
This animal has got four legs. It can skip and jump.

This animal has got four legs. It doesn't usually walk. It hops.

This animal has got four legs and a long tail. It doesn't skip or hop. It walks and it runs.

Key: (random order)

- 1 This animal hasn't got any legs and it swims. (dolphin)
- 2 This animal has got four legs. It walks and runs, and it climbs too. (panda)
- 3 This animal has got two legs, but it doesn't usually walk. It flies. (parrot)
- 4 This animal has got four legs. It doesn't usually walk. It hops. (kangaroo)
- 5 This animal has got four legs. It doesn't skip or hop. It walks and it runs. (tiger)



Give the Ss these instructions for the Shooting game. The aim is to match written words with their pictures.

1. Look at the screen and the pictures.
2. Listen and 'shoot' the pictures of animals you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Additional activity

Give out Handout 2 and 3, put students to work in pairs and ask and answer questions about animals.

Handout 2

kangaroo	crocodile	goat
monkey	fish	dolphin
lion	bear	cat
spider	frog	elephant
bird	giraffe	tiger

Handout 3

climb	fly	jump
skip	swim	walk
hop	run	



Can ... (a tiger)... (fly)? Yes, it can. / No, it can't.

Additional activity

Put students in pairs, give them the animals from Handout 1, one of them describes the animals, the other guesses. Do one pair as a class so that everybody can listen to a model exchange.

You may also do it as a class, pictures cut out, a student comes to you, draws a card, describes the animal, OR draws OR shows.

Handout 1



Handout 2

kangaroo

crocodile

goat

monkey

fish

dolphin

lion

bear

cat

spider

frog

elephant

bird

giraffe

tiger

Handout 3

climb

fly

jump

skip

swim

walk

hop

run



Friends 7 Lesson 42		<i>I think it's a mouse because it's got big ears.</i>		Grammar & Functions		
Aims	Talking about animals	Contents	Grammar Present simple <i>Wh</i> -questions: <i>Where does it live?</i> <i>How does it move?</i> <i>What does it eat?</i> <i>I think ... because...</i> <i>It's got/it's ... /it hasn't got</i>	Checklist	1 master handout: visual aids to prompt vocabulary	
	Recycling language to describe animals (<i>animal names; body parts; adjectives</i>)		Vocabulary <i>Animals: snake, hippo, crocodile, kangaroo, mouse, elephant, crocodile, tiger, giraffe</i> <i>Body parts: legs, tail, ears, neck, trunk, mouth</i> <i>Adjectives: big, strong, long, straight, orange, black,</i>			
	Language Analysis					
	Present simple – <i>wh</i> questions <i>Wh</i> questions ask for more information, they are different than <i>yes/no</i> questions. They usually start with one of the following question words: <i>what</i> (thing), <i>when</i> (time), <i>who</i> (person), <i>where</i> (place), <i>why</i> (reason), <i>how</i> (manner) present simple <i>wh</i> – question: <i>Wh</i>-word + <i>do/does</i> + subject + verb <i>I think it's ... because</i> – here to explain the reason of your choice *** <i>crocodile</i> / 'krɒkədail/ <i>elephant</i> / 'elɪfənt/ <i>giraffe</i> /dʒə'ra:f/					

hippo= hippopotamus /'hɪpəʊ/
 kangaroo /ˌkæŋɡəˈruː/
 mouse /maʊs/
 snake /sneɪk/
 tiger /'taɪɡə(r)/

Procedure

Warm-up Off the screens

1. Revise animals:
2. Give out the Handout (photos cut out), one of the students covers the photo with a piece of paper, the other student has to guess the name of the animal. The first student gradually uncovers the photo. You may even time their results to see who's the fastest.

Handout



3. Do it first as a class so that student know how to play with the photos.
4. Encourage students to say: *I think it's ...*

Screen 2

Audio 1:

One day four men meet an elephant. The men cannot see. 'What animal is this?' asks one man.

Audio 2:

The first man touches the elephant's trunk. He says, 'I think this animal's a snake because it hasn't got any legs.'
The second man touches the elephant's leg, and says, 'Oh yes, it has! It's got four legs. I think it's a hippo because it's got big, strong legs!'

Audio 3:

The third man touches the elephant's tail. 'No, it isn't a snake, or a hippo,' says the man. 'I think it's a kangaroo because its tail is long and straight.'
The fourth touches the elephant's ears. 'It isn't a kangaroo!' he says. 'I think it's a mouse because it's got big ears.'

Audio 4:

The first man listens and puts his hand up. 'It isn't a snake because it's got four legs. It isn't a hippo but it's got big, strong legs. It isn't a mouse but it's got big ears. It isn't a kangaroo but its tail is long and straight. It's an elephant!'



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.

Audio:



One day four men meet an elephant. The men cannot see. 'What animal is this?' asks one man.



The first man touches the elephant's trunk. He says, 'I think this animal's a snake because it hasn't got any legs.'

The second man touches the elephant's leg, and says, 'Oh yes, it has! It's got four legs. I think it's a hippo because it's got big, strong legs!'



The third man touches the elephant's tail. 'No, it isn't a snake, or a hippo,' says the man. 'I think it's a kangaroo because its tail is long and straight.'

The fourth touches the elephant's ears. 'It isn't a kangaroo!' he says. 'I think it's a mouse because it's got big ears.'

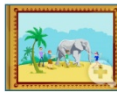


The first man

42 I think it's a mouse because it's got big ears.
3/7

Listen and match.









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listens and puts his hand up. 'It isn't a snake because it's got four legs. It isn't a hippo but it's got big, strong legs. It isn't a mouse but it's got big ears. It isn't a kangaroo but its tail is long and straight. It's an elephant!'

Key:
see pictures above

Additional activity

Give out pictures from the Handout and ask Ss to describe the animals.

Handout



It's got ... Its tail is ...

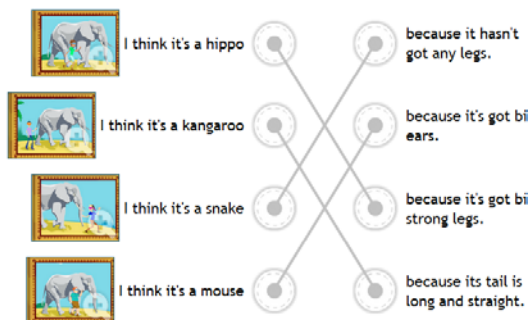
It has got ... It hasn't got ...

It can ...

Explain the difference between *it's* and *its*.

Screen 4

Key: see pictures below (random order)



42 I think it's a mouse because it's got big ears. 4/7

Read and match.

 I think it's a mouse	☐	☐ because it's got big ears.
 I think it's a snake	☐	☐ because it's got big strong legs.
 I think it's a hippo	☐	☐ because its tail is long and straight.
 I think it's a kangaroo	☐	☐ because it hasn't got any legs.

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Screen 5

Key:

- 1 it's got big ears
- 2 it's got a big mouth
- 3 it's orange and black
- 4 it's got a long neck

42 I think it's a mouse because it's got big ears. 5/7

Read and choose.

I think it's an elephant because			v
I think it's a crocodile because			v
I think it's a tiger because			v
I think it's a giraffe because			v

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Screen 6

Audio 1:

I think it's an elephant because it's got big ears.

Audio 2:

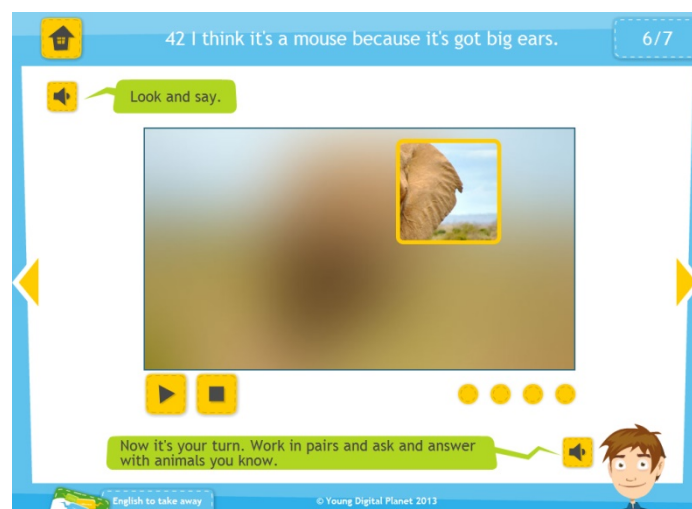
I think it's a crocodile because it's got a long tail.

Audio 3:

I think it's a parrot because its tail is blue and red.

Audio 4:

I think it's a giraffe because it's got a long neck.



Give the Ss these instructions for the activity. The aim is to practise a short text.

1. Watch the slideshow. You may stop in the middle and ask students to finish the sentences *I think it's a... because...* (it's got big ears).
2. Repeat as many times as you want to.

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

1. Tell students to work in pairs.
2. Students play the game with pictures from Handout 1 again, this time encourage students to say: *I think it's ... because ...*

Handout



Friends 7 Lesson 43		She brings them food when they're hungry.		Grammar & Functions	
Aims	Talking about Animals	Contents	Grammar <i>when</i> clause	Checklist	1 master handout: consolidating adjectives and phrases
	Using the <i>when</i> clause (e.g. <i>when</i> <i>they're hungry</i>)		Vocabulary <i>mother, babies</i> <i>hungry, thirsty, hot, tired,</i> <i>cool</i>		
	Recycling direct and indirect objects		 <i>bring, find, food, water,</i> <i>place to sleep, tree</i> <i>lion</i>		
Language Analysis					
<i>Cold</i> and <i>cool</i> – both too mean not hot/warm. <i>Cold</i> is usually colder than <i>cool</i>. <i>Cold</i> is closer to freezing, whereas <i>cool</i> implies a nice atmosphere, like you feel with the air conditioning on when the summer's really hot. With relative clauses it is easier to put two sentences together, the information is then clear and can be easily understood without repeating the subject e.g. instead of saying: My grandmother is 80. <i>My grandmother lives in Manchester.</i> We can say: <i>My grandmother, who is 80, lives in Manchester.</i> <i>When</i> is of the question words / relative adverbs that can be used in relative clauses instead of a relative pronoun (<i>which, that, who, whom</i> etc.) when we talk about the time. <i>This was the summer when we met.</i> <i>hungry</i> /' hʌŋɡrɪ/ - when you need some food <i>thirsty</i> /' θɜː(r)stɪl/ - when you need a drink					

Procedure

Warm-up Off the screens

1. Pre teach vocabulary for this lesson.
2. Give out Handout 1 and elicit the following words for the four pictures: *thirsty*, *tired*, *hungry* and *hot*.

Handout



1

a) *tired* A) *bring food*



2

b) *thirsty* B) *find water*



3

c) *hot* C) *find a place to sleep*



4

d) *hungry* D) *find a cold place*

3. Ask students to match the adjectives with the verbs on the right so that we know what happens when an animal is, for example, hungry – bring food.

Key: 1 b, B 2 a, C 3 d, A 4 c, D

Screen 2

Audio 1:

Lucy: *Oh look! The babies are hungry! What does the mother do when they're hungry?*

Ben says: *She brings them food when they're hungry.*

Audio 2:

Lucy: *And what does the mother do when they're thirsty?*

Ben: *She finds them water when they're thirsty. Look!*

Audio 3:

Lucy: *Phew! It's very hot here. What does the mother do when her babies are hot?*

Ben: *Well, she finds them a cool place when they're hot. Look now, the babies are under the tree.*

Lucy: *Oh yes!*

Lucy: *I'd like to be under that tree!*

Audio 4:

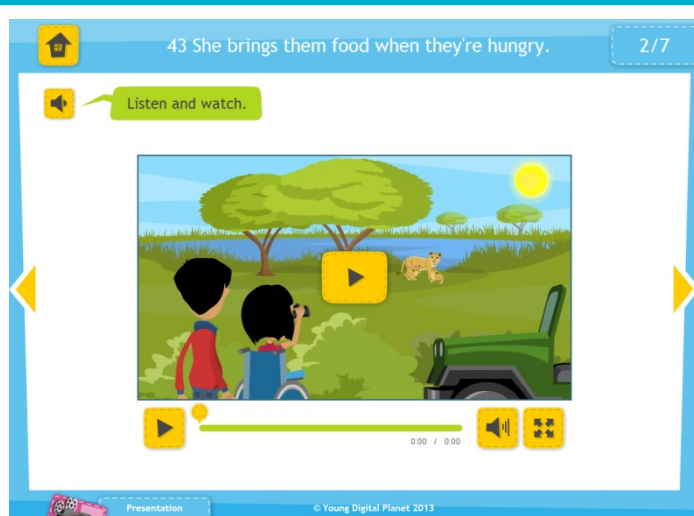
Lucy: *I'm tired now, Ben.*

Ben: *Me too. And the lion and her babies are tired too.*

Lucy: *Oh yes. What does the mother do when they're tired?*

Ben: *She finds them a place to sleep when they're tired. Look!*

Lucy: *Good night, lions!*



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:

Lucy: *What does the mother do when they're hungry?*

Ben says: *She brings them food when they're hungry.*



Audio 2:

Lucy: *And what does the mother do when they're thirsty?*

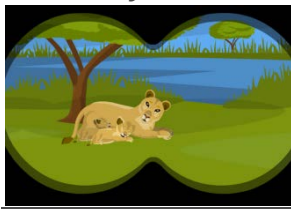
Ben: *She finds them water when they're thirsty.*



Audio 3:

Lucy: *What does the mother do when her babies are hot?*

Ben: *Well, she finds them a cool place when they're hot.*



Audio 4:

Lucy: *What does the mother do when they're tired?*

Ben: *She finds them a place to sleep when they're tired.*

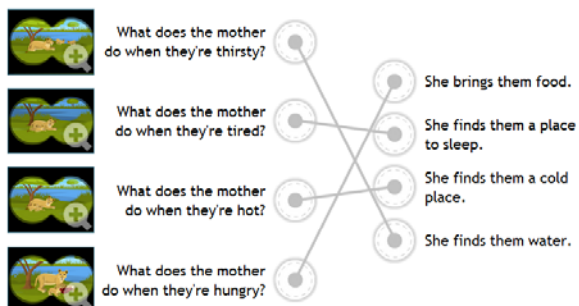
Key: see pictures above (random order)

43 She brings them food when they're hungry.

Listen and match.

Screen 4

Key:



43 She brings them food when they're hungry.
4/7

 Read and match.

 What does the mother do when they're hungry?

 What does the mother do when they're tired?

 What does the mother do when they're hot?

 What does the mother do when they're thirsty?

☐ She finds them a place to sleep.

☐ She brings them food.

☐ She finds them a cold place.

☐ She finds them water.

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Screen 5

Key:

1 hungry 2 thirsty 3 hot 4 tired

43 She brings them food when they're hungry.
5/7

 Complete.

 The mother brings them food when they are h .

 She finds them water when they are t .

 She finds them a cool place when they are h .

 She finds them a place to sleep when they are t .

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Screen 6

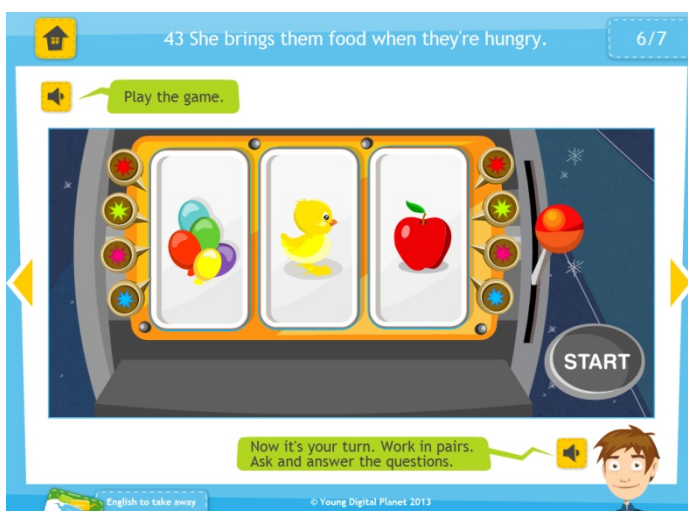
Audio:

She gives them food when they're hungry.

She finds them water when they're thirsty.

She finds them a cold place when they're hot.

She finds them a place to sleep when they're tired.



Give the Ss these instructions for the game.
The aim is to practise a short natural dialogue.

1. Look at the picture and press the start button.
2. Ask students to answer the question.
3. Then they can listen to the samples answer. e.g. *She gives them food when they're hungry.*
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 students to work in pairs and ask and answer the questions:

What does the mother do when the babies are hungry/ hot/ tired / thirsty?

Handout

1



a) tired

A) bring food

2



b) thirsty

B) find water

3



c) hot

*C) find a
place to
sleep*

4



d) hungry

*D) find a cold
place*

Friends 7 Lesson 44		The panda eats a lot of leaves.		Skills	
Aims	Listening and reading skills	Contents	Grammar Adverbs of frequency: <i>never, sometimes, always</i> Present simple – statements, Qs, negative sentences Vocabulary Animal vocabulary: <i>dolphin, fish, shark, spider, monkey, bird, frogs, lizards, snakes, panda</i> Verbs of movement: <i>move, fly, swim, climb</i> Places: <i>river, sea, north, south, America, rainforest, trees, mountains</i> Adjectives: <i>pink, long, tall, cute, strong, small, black, white</i> Other vocab: <i>map, live, eat, mother, baby, hungry, give, water, fruit, leaves, eggs, arms, tail, tired, back</i> Size: <i>metres, centimetres</i>	Checklist	Three handouts for each student: animal vocabulary and paragraph completion.
	Recycling language about animals. Recycling a variety of <i>wh-</i> questions: <i>What animal is that?</i> <i>What colour is it?</i> <i>Where does it live?</i> <i>What does it eat?</i> <i>How big is it?</i> <i>How does it move?</i> <i>What does the mother do when they baby's...</i>				
Language Analysis					
Present simple Please remember to add <i>s/es/ies</i> to 3 rd person singular e.g. eat – eats, live – lives, climb – climbs. Do not forget about the spelling rules. <i>Wh-</i> questions in present Simple: <i>Wh-</i> word + <i>do/does</i> + verb e.g. <i>Where does it live?</i>					

Yes/ No questions: *Do/Does* + subject + verb e.g. *Does it live in the sea?*

Short answers: *Yes, it does. / No, it doesn't.*

Wh- question words:

When – time

Where – place / position

Which – choice

Who – person / people

Whose – person's, to express ownership

Why – reason

How – manner

How many/much – quantity

Adverbs of frequency – they help us to say how often / frequently we do something. The words below do not tell us exactly e.g. how many times a week, but give us a general idea.

They usually go before the main verb e.g. *I always get up at 6 o'clock.* We can also put them at the beginning of the sentences e.g. *Often I go to the cinema.*

0%	30%	50%	100%
<i>never</i>	<i>sometimes</i>	<i>usually</i>	<i>always</i>

For verbs such as *can/has/to be*, the order is different, please see some examples:

I can usually swim on Sunday.

Tom is never late.

There are more adverbs of frequency: *always, usually, often, sometimes, occasionally, seldom, hardly ever, never.*

Procedure

Warm-up Off the screens

1. Revise animals and vocabulary to describe animals.
2. Give out Handout 1 and ask students to describe the animals as much as possible e.g. *It's + colour, it can... it has... it lives in...* etc.

Handout 1



3. In stronger groups ask students to work in pairs, one of the students describes the animal, the other guesses, they earn points, the fewer the sentences they need to guess, the more points they get. Students then swap roles and the other one has a turn.

Screen 2

Audio 1:

Sam: *What animal is that?*

Alex: *It's a dolphin.*

Kim: *It's beautiful! What colour is it? Is it pink?*

Alex: *Yes.*

Kim: *I like the colour! Where does it live? Does it live in the sea?*

Audio 2:

Alex: *No, look at this map. It lives in the rivers in South America. It's a river dolphin.*

Kim: *Amazing! How does it move? Does it fly sometimes?*

Alex: *Of course not! It never flies! It swims.*

Sam: *What does it eat? Does it eat fish?*

Alex: *Yes, it does.*

Kim: *How big is it?*

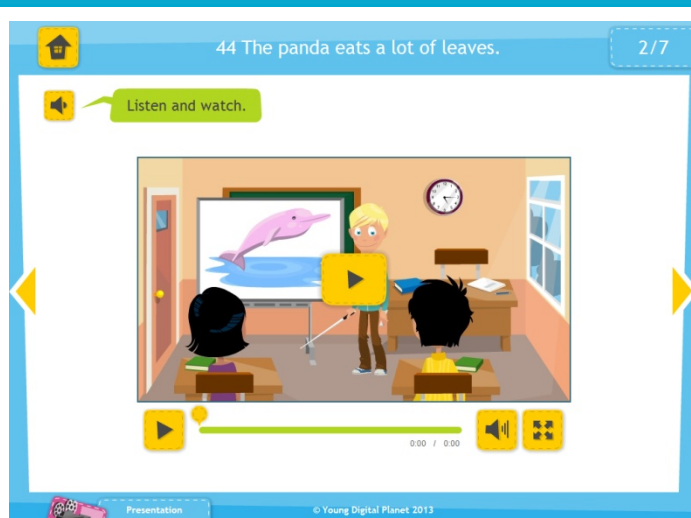
Audio 3

Alex: *It's two metres long - it's taller than a man!*

Audio 4:

Kim: *Oh! So cute! It's a mother and her baby. What does the mother do when the baby's hungry?*

Alex: *She gives it fish when it's hungry.*



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:

Sam: What animal is that?

Alex: It's a dolphin.

Kim: It's beautiful! What colour is it? Is it pink?

Alex: Yes.

Kim: I like the colour! Where does it live? Does it live in the sea?

Audio 2:

Alex: No, look at this map. It lives in the rivers in South America. It's a river dolphin.

Kim: Amazing! How does it move? Does it fly sometimes?

Alex: Of course not! It never flies! It swims.

Sam: What does it eat? Does it eat fish?

Alex: Yes, it does.

Kim: How big is it?

Audio 3

Alex: It's two metres long - it's taller than a man!

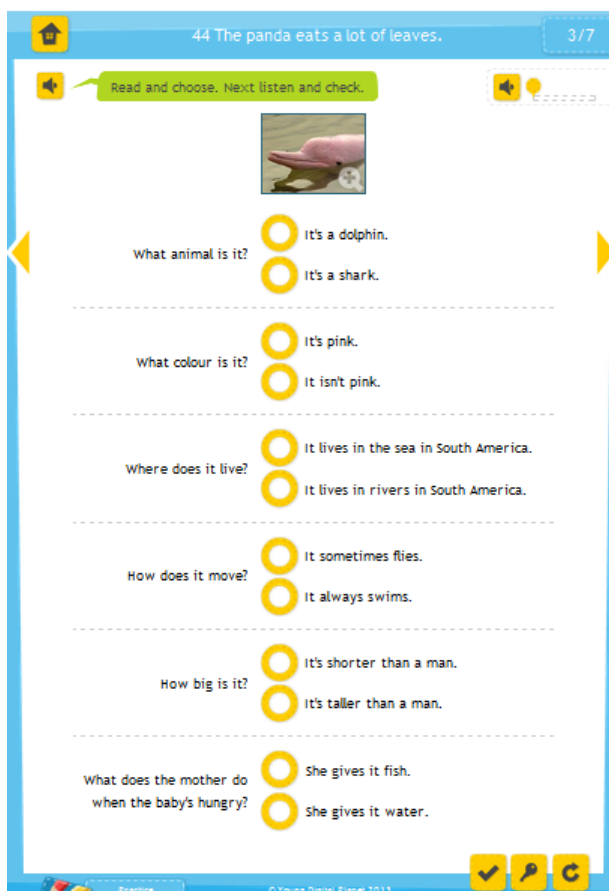
Audio 4:

Kim: Oh! So cute! It's a mother and her baby. What does the mother do when the baby's hungry?

Alex: She gives it fish when it's hungry.

Key:

- 1 It's a dolphin
- 2 It's pink.
- 3 It lives in rivers in South America.
- 4 It always swims.
- 5 Its taller than a man,
- 6 She gives it fish.



44 The panda eats a lot of leaves. 3/7

Read and choose. Next listen and check.



What animal is it?

☐ It's a dolphin.

☐ It's a shark.

What colour is it?

☐ It's pink.

☐ It isn't pink.

Where does it live?

☐ It lives in the sea in South America.

☐ It lives in rivers in South America.

How does it move?

☐ It sometimes flies.

☐ It always swims.

How big is it?

☐ It's shorter than a man.

☐ It's taller than a man.

What does the mother do when the baby's hungry?

☐ She gives it fish.

☐ She gives it water.

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This screen allows Ss to see the questions being asked which will be used on other screens.

Extension: students work in pairs and ask and answer the questions.

Focus on accuracy of question forms.

Screen 4

Sam: What animal is that?

Kim: It's a spider monkey.

Alex: Where does the spider monkey live?

Kim: It lives in the rainforests in South America.

Alex: What does the spider monkey eat?

Kim: It eats fruit, leaves, bird eggs – and spiders!

Sam: How does it move?

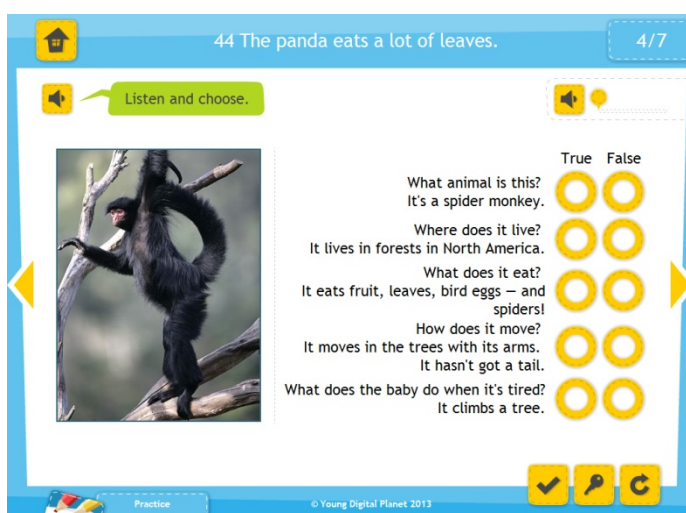
Kim: It climbs in the trees. It moves in the trees with its strong arms and tail.

Sam: What does the baby do when it's tired?

Kim: It climbs on its mother's back.

Key:

1 True 2 False 3 True 4 False 5 False



44 The panda eats a lot of leaves. 4/7

Listen and choose.



	True	False
What animal is this? It's a spider monkey.	☐	☐
Where does it live? It lives in forests in North America.	☐	☐
What does it eat? It eats fruit, leaves, bird eggs – and spiders!	☐	☐
How does it move? It moves in the trees with its arms. It hasn't got a tail.	☐	☐
What does the baby do when it's tired? It climbs a tree.	☐	☐

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Ask children to say what's wrong with the false texts.

Screen 5

Kim: What animal is that?

Sam: It's a spider. It eats birds.

Kim: Where does the spider live?

Sam: It lives in the rainforests in South America.

Alex: What does the spider eat?

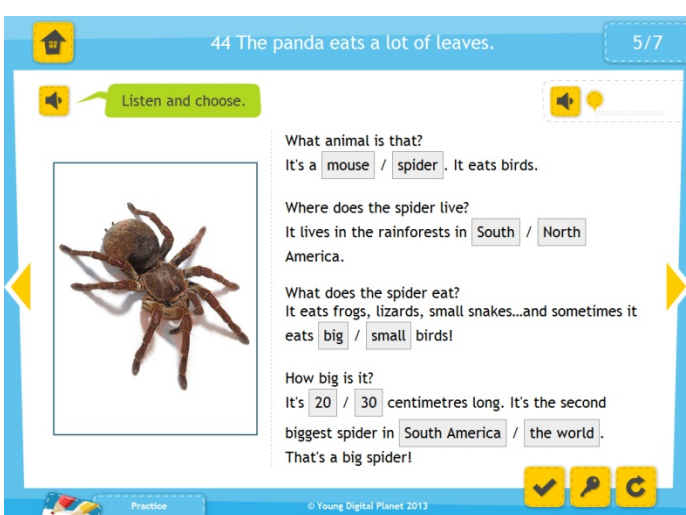
Sam: It eats frogs, lizards, small snakes ... and sometimes it eats small birds.

Kim: How big is it?

Sam: It 's 30 centimetres long. It's the second biggest spider in the world.
That's a big spider!

Key:

1 spider 2 South 3 small
4 30, the world



44 The panda eats a lot of leaves. 5/7

Listen and choose.



What animal is that?
It's a / . It eats birds.

Where does the spider live?
It lives in the rainforests in / America.

What does the spider eat?
It eats frogs, lizards, small snakes...and sometimes it eats / birds!

How big is it?
It's / centimetres long. It's the second biggest spider in / .
That's a big spider!

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Screen 6

Audio:

What animal is that?

It's a panda.

What colour is it?

It's black and white.

What does it eat?

It eats a lot of leaves.

Where does it live?

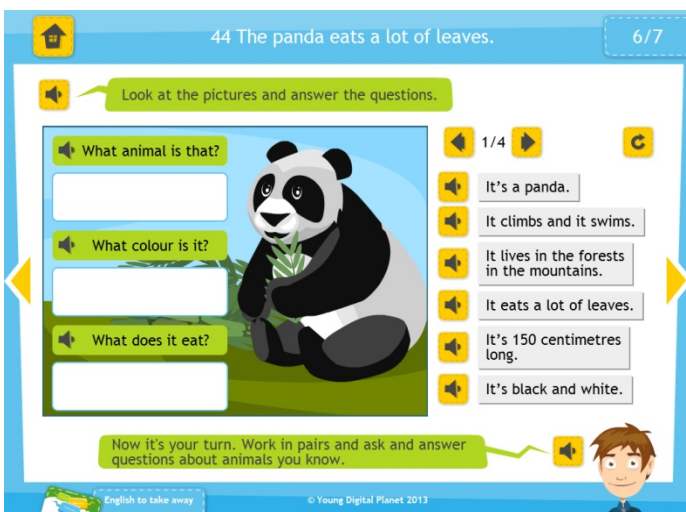
It lives in the forests in the mountains.

How does it move?

It climbs and it swims.

How big is it?

It's 150 centimetres long.



Give the Ss these instructions for the 'Look and answer' activity. The aim is to complete the dialogues.

1. Look at the picture and read the question in a speech bubbles.
2. Choose the correct response. Drag and drop it into the empty speech bubble to complete the dialogue.
3. Listen and check you were right.
4. Do the same with all the other sub-pages.

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.

Teacher's tip: Get Ss to research an animal of their choice OR give out Handout 2.

Handout 2

It's a... It's ... (black). It's... (centimeters long). It lives in... It eats... It moves... It can ... It sometimes... (climbs).





They should find out: where it lives; what it eats; its size. In pairs, Ss ask and answer questions about the animals.

You may give them some time to prepare the descriptions and write them down if the group is strong enough.

Handout 1



Handout 2

It's a... It's ... (black). It's... (centimeters long). It lives in... It eats... It moves... It can ... It sometimes... (climbs).









Friends 7 Lesson 45		Sometimes there are spiders on the ground.		Vocabulary
Aims	Talking about places	Contents	Grammar Past and present tenses Past tense: <i>there were, rained, went, saw, climbed</i> <i>There is/There are (+negative)</i>	Checklist
	Recycling language to describe places: <i>there are/were</i> ; weather and climate; adverbs of frequency		Vocabulary Places: <i>jungle, rainforest, river, trees, on the ground, the sea, lake, mountains</i> Animals: <i>crocodiles, monkeys, spiders</i> Weather vocabulary: <i>it's hot, wet, it rained, rains, it's cold, windy, rainy</i> Time expressions: <i>yesterday, this morning, every day</i> Other vocab: <i>boat, beautiful, difficult</i>	
	Language Analysis			
	Past simple is used to talk about the past: - regular verbs <i>get -ed</i> (please remember about all the spelling rules) <i>climb – climbed</i> <i>rain – rained</i> <i>try – tried (y → ied)</i> <i>play – played (y → y, because of the preceding vowel)</i> <i>stop – stopped</i> - irregular verbs such as <i>go – went</i> have a special form for the past			

go – went

see – saw

be – was / were (I was, he was, she was, it was, we were, you were, they were)

e.g. it is hot – it was hot

In order to express time we have the following time expressions:
yesterday, (two days) ago, last... (weekend), on Monday and many more.

Similarly the phrases *there is / are* have their past counterparts: *there was / there were*.

jungle / 'dʒʌŋɡ(ə)l/

ground /graʊnd/

mountains / 'maʊntɪnz/

lake /leɪk/

sea /si:/

there is + singular / there are + plural

Statements: *there is / are + subject + (where)*

Questions: *is / are there + subject + (where)*

Short answers: *Yes, there is. / No, there isn't.*

Negative forms:

There isn't (= is not) + subject + (where)

There aren't (= are not) + subject + (where)

Procedure

Warm-up Off the screens

1. Revise *there is / there are*.
2. Give out Handout 1 and ask students to complete the sentences with *there is/are*.

Handout 1

there is / are

1. _____ a spider on the ground.
2. _____ spiders on the ground.
3. _____ a lake over there.
4. _____ lots of mountains.
5. _____ a lot of penguins here.
6. _____ a lot of animals.
7. _____ a monkey in the jungle.
8. _____ a lot of monkeys in the tress, too.
9. _____ a crocodile in the lake.
10. _____ a beautiful sea.

Key:

1 There is **2** There **3** There is **4** There are **5** There are
6 There are **7** There is **8** There are **9** There is **10** There is

3. Revise *was / were*.
4. Give out Handout 2 and ask student to complete the sentences with *was/ were*.

Handout 2

was / were

1. Yesterday it _____ windy.
2. It _____ difficult to climb the mountain.
3. The monkeys _____ in the jungle yesterday.
4. Spiders _____ on the ground.
5. The animals _____ hungry yesterday.

Key: **1** was **2** was **3** were **4** were **5** were

Screen 2

Audio 1:

Mr. Hill:

Hello from the jungle! Yes, it's day 11 and I'm in the rainforest. It's always very hot and wet here. It rained yesterday, it rained this morning. It rains every day. Yesterday I went on a boat on the river and I saw two crocodiles. Wow! Listen! Can you hear that? Monkeys! There are always a lot of monkeys in the trees.

Sometimes there are spiders on the ground too.

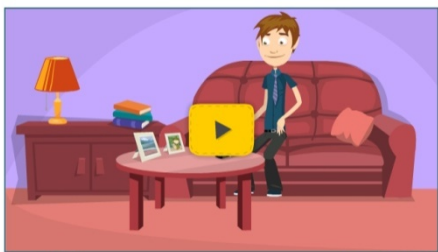
Audio 2:

Mr. Hill:

Hello again. I'm next to the sea now. It's cold here, and it's rainy and windy too, but it's beautiful. Look, there's a lake over there. Can you see it? And there are a lot of mountains here. Can you see that mountain? I climbed that mountain yesterday. It was difficult, but there were no spiders! The animals here are ...

45 Sometimes there are spiders on the ground. 2/7

Listen and watch.



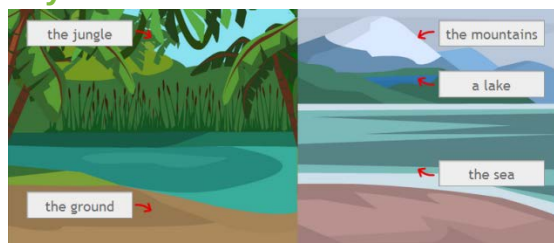
0:00 / 0:00

Presentation © Young Digital Planet 2013

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

Screen 3

Key:



45 Sometimes there are spiders on the ground. 3/7

Label the picture.



the jungle the mountains the sea a lake the ground

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Screen 4

Key:

1 jungle 2 wet 3 river 4 crocodiles
5 trees 6 ground

45 Sometimes there are spiders on the ground.
4/7

Read and choose.

Hello from the I'm in the rainforest. It's always very hot and here. It rains every day. Yesterday I went on a boat on the and I saw two . There are always a lot of monkeys in the . Sometimes there are spiders on the too.

wet
trees
crocodiles
ground
river
jungle

✓
🔍
↺

Practice
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Screen 5

Key:

1 sea 2 rainy 3 lake 4 mountains 5 were

45 Sometimes there are spiders on the ground.
5/7

Read and choose.

Hello again. I'm by the / now. It's cold here, and it's / and windy too, but it's beautiful. Look, there's a / over there. Can you see it? And there are a lot of / countryside here. I climbed that mountain yesterday. It was difficult, but there / no spiders!

✓
🔍
↺

Practice
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Screen 6

Audio:

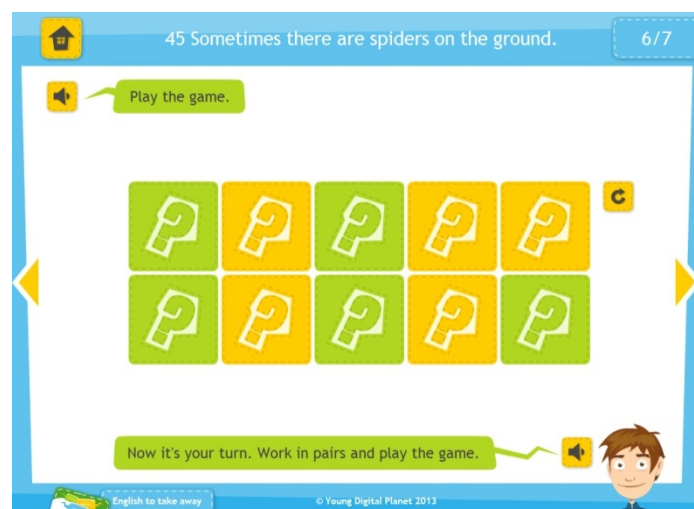
There's a lake.

I'm in the forest.

I'm in the mountains.

I'm next to the sea.

Sometimes there are spiders on the ground.



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 sentences are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. 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.

Handout 1

there is / are

1. _____ a spider on the ground.
 2. _____ spiders on the ground.
 3. _____ a lake over there.
 4. _____ lots of mountains.
 5. _____ a lot of penguins here.
 6. _____ a lot of animals.
 7. _____ a monkey in the jungle.
 8. _____ a lot of monkeys in the tress, too.
 9. _____ a crocodile in the lake.
 10. _____ a beautiful sea.
-

Handout 2

was / were

1. Yesterday it _____ windy.
2. It _____ difficult to climb the mountain.
3. The monkeys _____ in the jungle yesterday.
4. Spiders _____ on the ground.
5. The animals _____ hungry yesterday.

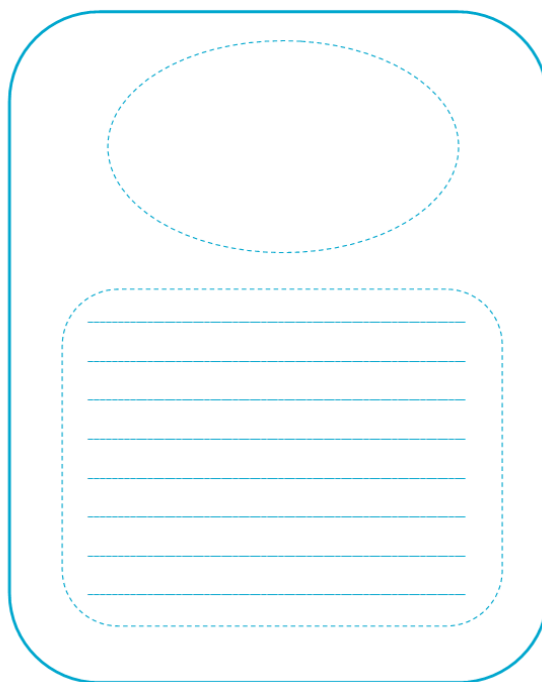
Friends 7 Lesson 46		<i>This is what the lion eats.</i>		Grammar & Functions	
Aims	Talking about places	Contents	Grammar Relative clause with <i>what</i>	Checklist	2 master handouts; students write a paragraph describing an animal
	Vocabulary Animals: <i>lion, fish, penguins, monkeys, leaves, flowers, eggs, lizards, birds, spider</i>				
	Animals foodstuffs: <i>meat, fish, fruit, grass, vegetables, sandwiches, flowers, eggs, lizards, birds</i>				
	Other: <i>eat, kilos, every day, a lot of, big, don't like, forest, small, lunch</i>				
Language Analysis					
This is <u>what</u> the lion eats.					
With relative clauses it is easier to put two sentences together, the information is then clear and can be easily understood without repeating the subject, e.g. instead of saying: My grandmother is 80. <i>My grandmother lives in Manchester.</i> We can say: <i>My grandmother, who is 80, lives in Manchester.</i>					

Procedure

Warm-up Off the screens

1. Ask students to prepare a short profile of their favourite animal.
2. Give out Handout 1 to help them. There is a box for a picture and description. Students may need to use other sources of information to help them (e.g. the internet or books).

Handout 1



3. Ask students to complete the profile.
4. Give out Handout 2 with some phrases to help Ss.

Handout 2

It's ...

It lives in...

It has got ...

It can ...

It/ They eat ... (grass, fruit, fish, meat, birds, flowers, lizards, vegetables etc.)

Screen 2

Audio 1:

Lucy: *That's a lot of meat! Which animal eats that?*

Ben: *This is what the lion eats. A lion needs seven kilos of meat every day. Lions can eat 60 kilos of meat.*

Lucy: *Wow!*

Audio 2:

Lucy: *That's a lot of fish, Ben! Which animal eats that?*

Ben: *This is what the penguins eat. A big penguin eats three kilos every day. Can you eat three kilos of fish in a day?*

Lucy: *No way! I don't like fish!*

Ben: *laughs.*

Audio 3:

Lucy: *Which animal eats all this fruit?*

Ben: *This is what the monkeys eat. Monkeys like fruit, but they also eat leaves and flowers. In the forest they eat eggs ... and small animals too!*

Lucy: *Really? Which small animals do they eat?*

Ben: *Well, sometimes they eat lizards.*

Lucy: *Yuck!*

Audio 4:

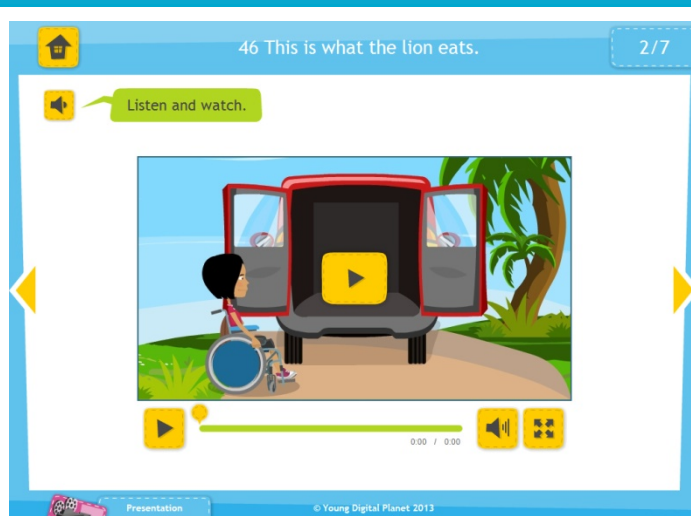
Lucy: *Which animal eats this grass, Ben?*

Ben: *This is what the kangaroos eat. They like vegetables too.*

Audio 5:

Lucy: *Sandwiches? Which animal eats sandwiches?*

Ben: *This is what I eat! It's my lunch.*

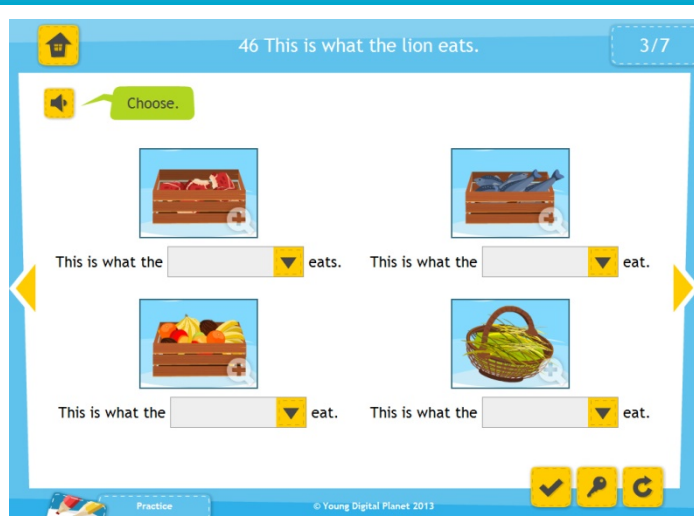


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Screen 3

Key: (from left to right)

- 1 lion
- 2 penguins
- 3 monkeys
- 4 kangaroos



46 This is what the lion eats. 3/7

Choose.

This is what the [] eats. This is what the [] eat.

This is what the [] eat. This is what the [] eat.

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Screen 4



Audio 1:

This is what the lion eats.



Audio 2:

This is what the penguins eat



Audio 3:

This is what the monkeys eat.



Audio 4:

This is what the kangaroos eat.

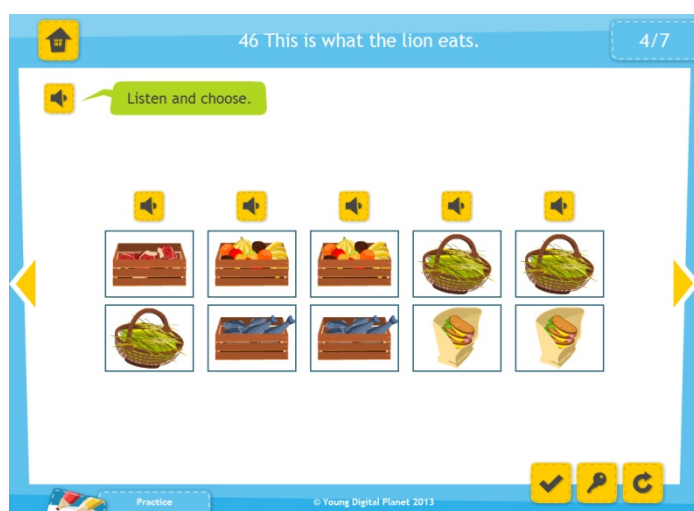


Audio 5:

This is what Ben eats.

Key:

- 1 A pile of meat
- 2 A pile of fish
- 3 A pile of fruit
- 4 A bale of hay/grass
- 5 Sandwiches



46 This is what the lion eats. 4/7

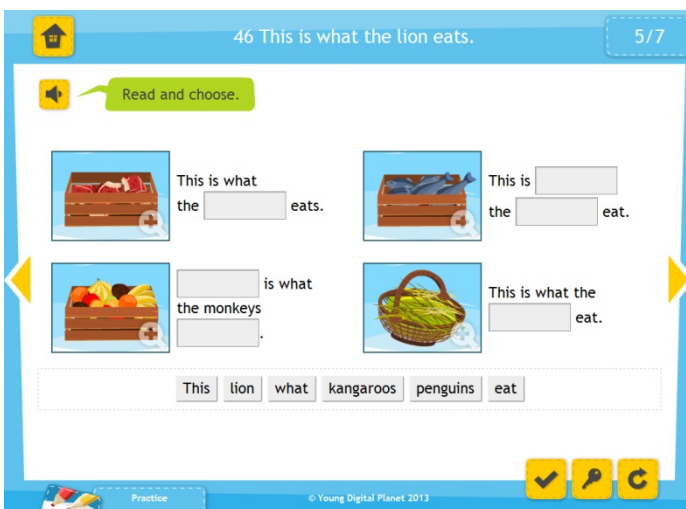
Listen and choose.

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Screen 5

Key: (from left to right)

1 lion **2** what, penguins **3** This, eat
4 kangaroos



Screen 6

Audio 1:

*What does the tiger eat?
It eats meat.*

Audio 2:

*What do the dolphins eat?
They eat fish.*

Audio 3:

*What do the monkeys eat?
They eat fruit.*

Audio 4:

*What do the goats eat?
They eat grass.*

Audio 5:

*What does the panda eat?
It eats leaves.*

Audio 6:

*What do the kangaroos eat?
They eat vegetables.*

Audio 7:

*What do the rabbits eat?
They eat flowers.*

Audio 8:

*What do the snakes eat?
They eat eggs.*

Audio 9:

What do the big birds eat?

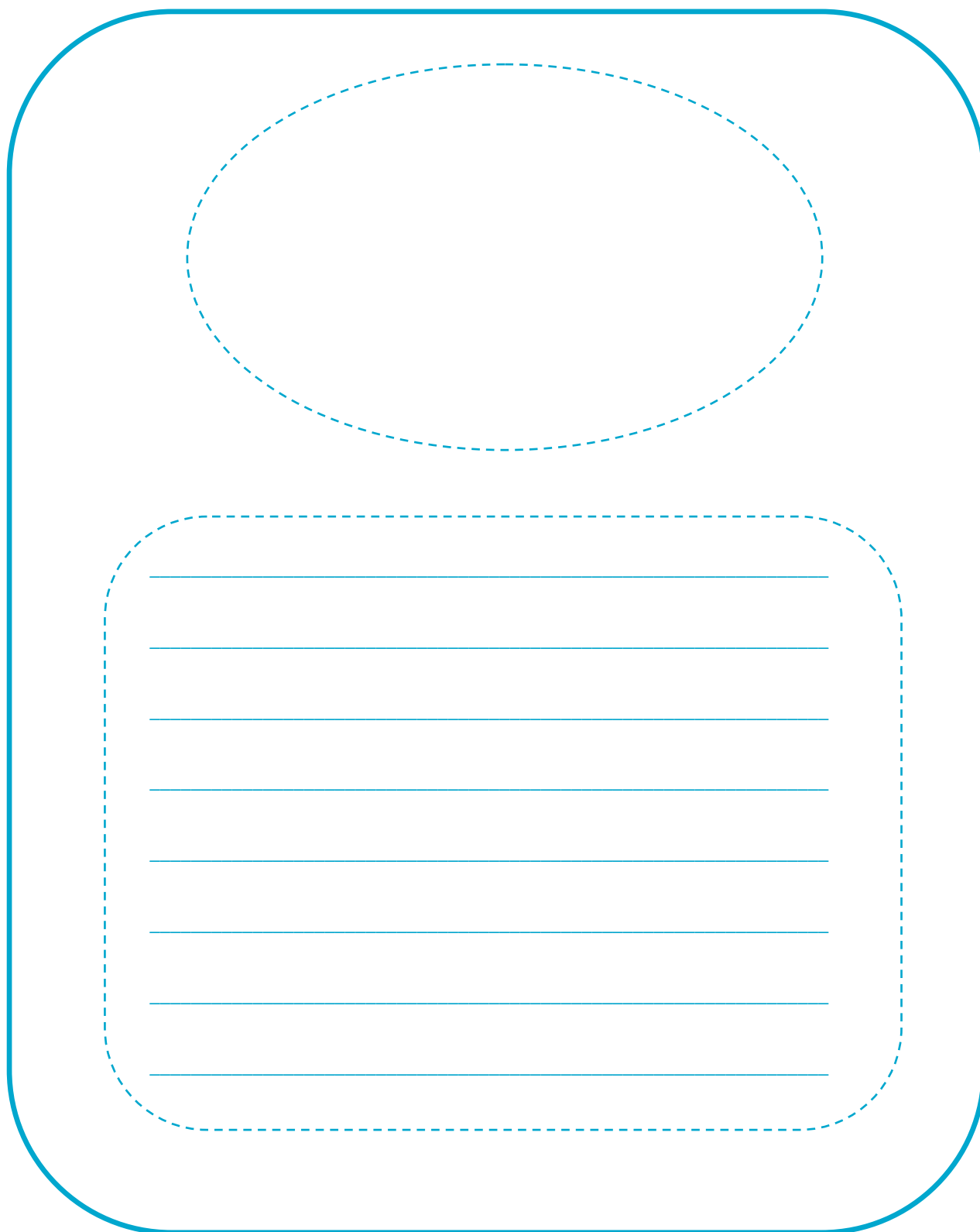


Give the Ss these instructions for the 'Listen and answer' activity. The aim is to complete the dialogues.

1. Look at the picture and read the question in a speech bubble.
2. Choose the correct response. Drag and drop it into the empty speech bubble to complete the dialogue.
3. Listen and check you were right.
4. Do the same with all the other sub-

<i>They eat lizards.</i> <u>Audio 10:</u> <i>What does the big spider eat?</i> <i>It eats small birds.</i>	pages. 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.\ Students may also use the profiles they prepared at the beginning of the lesson.
--	--

Handout 1



A large rounded rectangle with a solid blue border. Inside, there is a dashed blue oval at the top. Below the oval is a dashed blue rounded rectangle containing ten horizontal solid blue lines for writing.

Handout 2

It's ...

It lives in...

It has got ...

It can ...

It/ They eat ... (grass, fruit, fish, meat, birds, flowers, lizards, vegetables, etc.)

Handout 2

It's ...

It lives in...

It has got ...

It can ...

It/ They eat ... (grass, fruit, fish, meat, birds, flowers, lizards, vegetables, etc.)

Friends 7 Lesson 47		That's the forest where the parrot lives		Grammar & Functions	
Aims	Talking about animals and places	Contents	Grammar Relative clauses <i>where</i> Past tenses: <i>had, was, went, lived</i> Past/ present tenses Singular/plural nouns	Checklist	1 master handout to write about holidays
	Recycling vocab of habitats.		Vocabulary Places: <i>South America, forest, jungle, lizards, trees, leaf, river, mountains, sea, beach</i> Animals: <i>birds, parrot, monkeys, spiders, crocodiles, penguins</i> Other vocab: <i>great holiday, a lot of, animals, beautiful, red, blue, awesome, amazing, lives, where, look at, big, jumping, can, jump, next to, boat, live, south, house</i>		
Language Analysis					
With relative clauses it is easier to put two sentences together, the information is then clear and can be easily understood without repeating the subject e.g. instead of saying: <i>My grandmother is 80. My grandmother lives in Manchester.</i> We can say: <i>My grandmother, who is 80, lives in Manchester.</i> Where is a relative pronoun used for places. <i>That's the forest where the parrot lives.</i>					

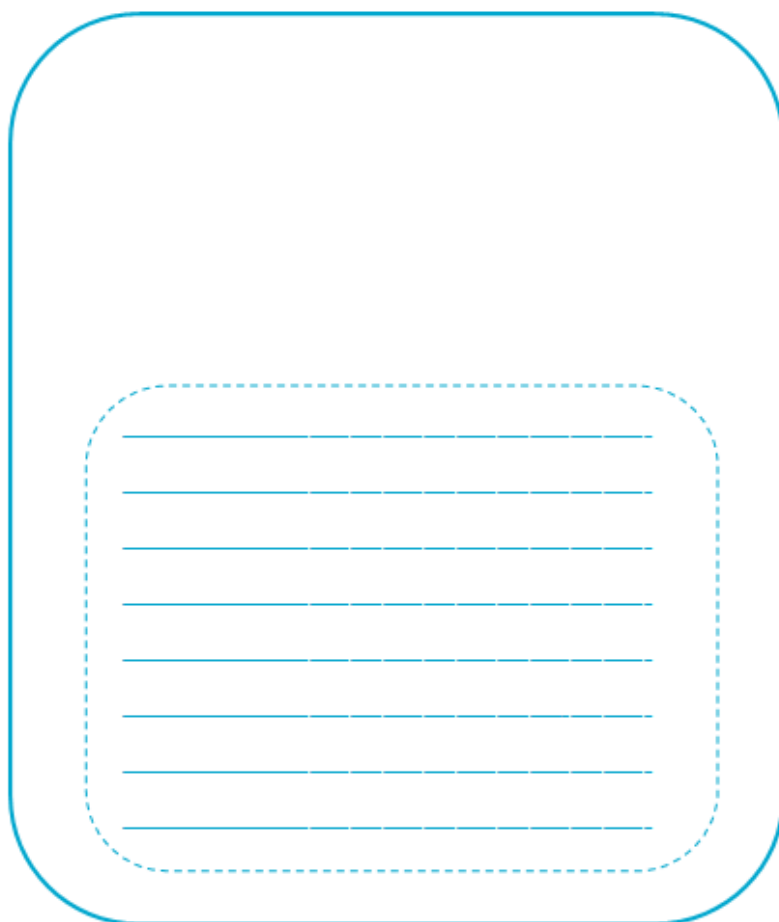
Procedure

Warm-up Off the screens

1. Encourage students to talk about their holidays. You may ask them to bring some photos or draw some pictures if possible in the box – Handout 1.
2. Give out Handout 1 to help them with the sentences. In stronger groups do it as a free practice activity without any handout.

I had a great holiday. I was in ... I saw lots of... I saw many beautiful... I went to ...

(the mountains / the sea) I didn't go to... I was ... I saw ... I lived ... (in a house).



Screen 2

Audio 1:

Mr Hill: *I had a great holiday. I was in South America and I saw a lot of animals.*

I saw many beautiful birds. Look at this red and blue parrot!

Children: *Awesome! Amazing! Beautiful!*

Mr Hill: *And that's the forest where the parrot lives.*

Audio 2:

Mr Hill: *There are a lot of animals in the forest. Look at these monkeys.*

Sam: *Are there any spiders in the jungle, Mr. Hill: Are they big?*

Mr Hill shudders: *Yes, there are a lot of spiders in the jungle. One spider eats lizards and birds. It's very big.*

Mr Hill: *And there's the jumping spider. It lives in the trees and it can jump. And that's the leaf where this spider lives. But I didn't go there!*

Audio 3:

Mr Hill: *I was next to a river on holiday, and I went on a boat.*

I saw two crocodiles.

Mr Hill: *That's the river where these crocodiles live.*

Audio 4:

Mr Hill: *Then I went south to the mountains.*

I went to the sea and saw a lot of penguins.

That's the beach where these penguins live.

Kim: *Wow! They're beautiful!*

Sam: *And what about you, Mr. Hill? Where did you live?*

Mr Hill: *That's the house where I lived! It was a great holiday.*



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

Screen 3



Audio1:

Mr Hill: *I saw many beautiful birds.
Look at this red and blue parrot!*

Children: *Awesome! Amazing!
Beautiful!*

Mr Hill: *And that's the forest where the
parrot lives.*



Audio2:

Mr Hill: *And there's the jumping spider.
It lives in the trees and it can jump. And
that's the leaf where this spider lives.
But I didn't go there!*



Audio3:

Mr Hill: *I saw two crocodiles.*

Mr Hill: *That's the river where these
crocodiles live.*



Audio4:

Mr Hill: *I went to the sea and saw a lot
of penguins. That's the beach where
these penguins live.*



Audio5:

Sam: *And what about you, Mr. Hill?
Where did you live?*

Mr Hill: *That's the house where I lived!*

Key:

see pictures above (random order)

47 That's the forest where the parrot lives.
3/7

Listen and match.

				
○	○	○	○	○
○	○	○	○	○
🔊	🔊	🔊	🔊	🔊

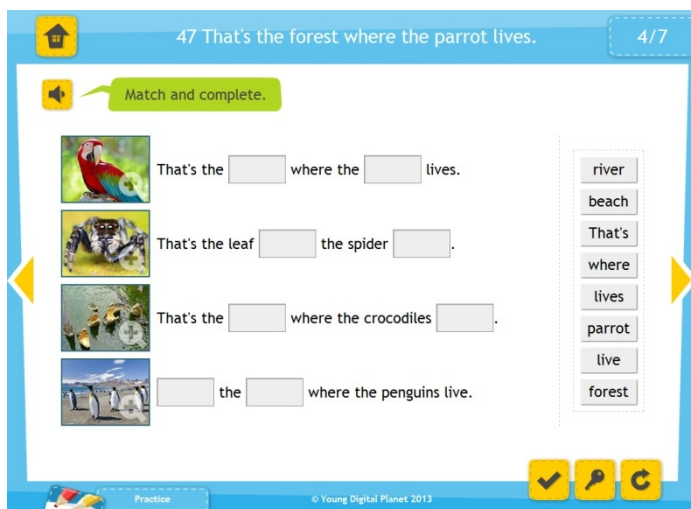
Practice
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✓
🔑
↺

Screen 4

Key:

- 1 forest, parrot
- 2 where, lives
- 3 river, live
- 4 That's, beach



47 That's the forest where the parrot lives. 4/7

Match and complete.

That's the where the lives.

That's the leaf the spider .

That's the where the crocodiles .

the where the penguins live.

river
beach
That's
where
lives
parrot
live
forest

Practice © Young Digital Planet 2013

Screen 5

Audio1:

That's the forest where the parrot lives.

Audio2:

That's the leaf where the spider lives.

Audio3:

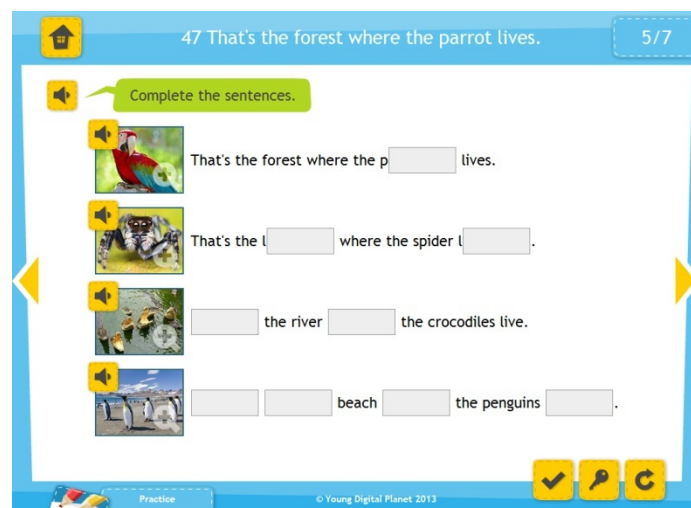
That's the river where the crocodiles live.

Audio4:

That's the beach where the penguins live.

Key:

- 1 parrot
- 2 leaf, lives
- 3 That's, where
- 4 That's, the, where, live



47 That's the forest where the parrot lives. 5/7

Complete the sentences.

That's the forest where the p lives.

That's the l where the spider l .

the river the crocodiles live.

beach the penguins .

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Screen 6

Audio:

Is this where the parrot lives?
Yes, it is. It lives in the jungle.
Is this where the spider lives?
Yes, it is. It lives in the tree, on a leaf.
Is this where the monkey lives?
Yes, it is. It lives in the rainforest.
Is this where the crocodile lives?
Yes, it is. It lives in the river.
Is this where the penguin lives?
Yes, it is. It lives next to the sea.

Key:



47 That's the forest where the parrot lives.
6/7

 Listen and put the pictures in order.







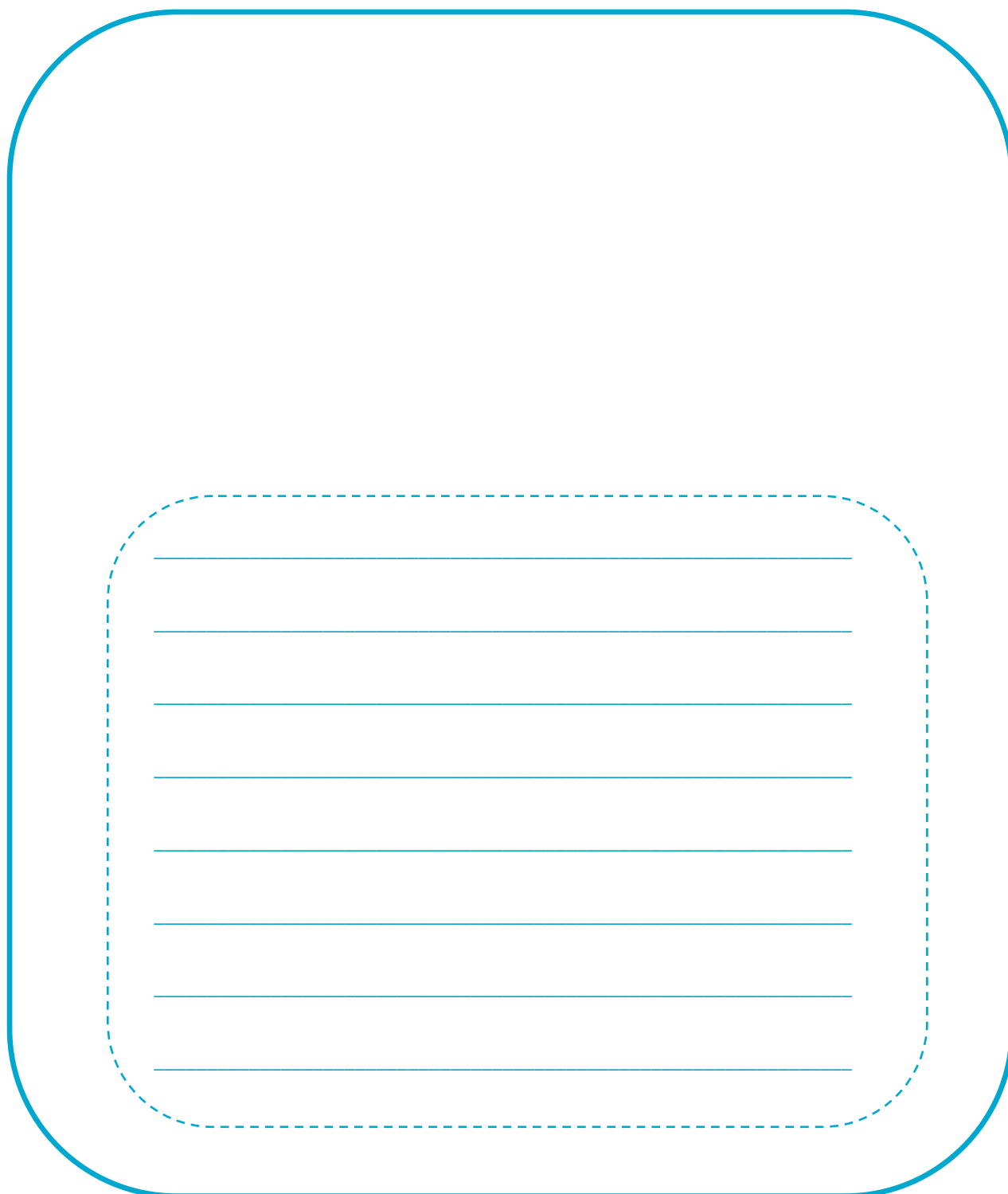
1. Play the audio.
2. Ask students to put the pictures in the right order.
3. Practice: Ask students: *What about where you live? What are the different habitats for animals?* Bring in some photos, or make a list of different environments with Ss. Get them to complete these sentences with as many animals as possible:

That is where the _____ lives.

That is where _____ live.

Handout

*I had a great holiday. I was in ... I saw lots of... I saw many beautiful... I went to ...
(the mountains / the sea) I didn't go to... I was ... I saw ... I lived ... (in a house).*



Friends 7 Lesson 48		First I went to the rainforest		Skills	
Aims	Reading and listening skills	Contents	Grammar Relative clause with <i>what</i> Relative clause with <i>where</i> Past/present tenses Past verbs: <i>rained, had, went, was, saw, were, climbed, touched</i>	Checklist	2 master handouts: matching present and past forms and completing a text.
	Recycling language from units 55-57 Describing natural places (<i>there are/were</i>)		Vocabulary Natural places: <i>South America, rainforest, river, trees, on the ground, mountains, lake, the sea, beach, jungle</i>		
			Animals: <i>monkeys, crocodiles, spiders, penguins, hippos, frogs, whales</i>		
			Adjectives: <i>great, hot, wet, big, biggest, cold, rainy, windy, beautiful, difficult, dry, south, north, snowy</i>		
			Other vocab: <i>holiday, live, photo, look at, second, sometimes, eat, one, day, like, weekend, Monday</i>		
Language Analysis					
With relative clauses it is easier to put two sentences together, the information is then clear and can be easily understood without repeating the subject e.g. instead of saying: My grandmother is 80. <i>My grandmother lives in Manchester.</i> We can say: <i>My grandmother who is 80 lives in Manchester.</i>					
Other relative pronouns include: <i>who, where, when, why, whom, what</i> etc.					

Past simple is used to talk about the past:

- *regular verbs get –ed* (please remember about all the spelling rules)

climb – climbed

rain – rained

try – tried (y → ied)

play – played (y → y, because of the preceding vowel)

stop – stopped

e.g. it rains – it rained

- *irregular verbs such as go – went* have a special form for the past

go – went

see – saw

be – was / were (I was, he was, she was, it was, we were, you were, they were)

e.g. it is hot – it was hot

In order to express the time we have the following time expressions:

Yesterday, (two days) ago, last ... (weekend), on Monday and many more.

Procedure

Warm-up Off the screens

1. Prepare for the past simple and regular / irregular verbs.
2. Give out Handout 1 and ask student to match the verbs from the present with the past tense.

Handout 1

1 have / has

2 be

3 go

4 climb

5 see

6 rain

a) rained

b) was / were

c) had

d) saw

e) went

f) climbed

Key:

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

Screen 2

Audio:

*I had a great holiday in South America.
First I went to the rainforest.*

*It was very hot and wet, and it rained
every day. I went on the river and I saw
crocodiles.*

*There were a lot of monkeys in the
trees, and big spiders too. Sometimes
they live in the trees, and sometimes
they live on the ground. Look at this
photo of the second biggest spider in
the world.*

This is what the spider sometimes eats!



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

Then I went to the mountains in the south. It wasn't very hot there. It was cold and it was rainy and windy.

There were a lot of beautiful lakes, and I climbed a mountain one day!

I went to the beach, and I saw... penguins! Do you like penguins? This is where the penguins live.

Screen 3

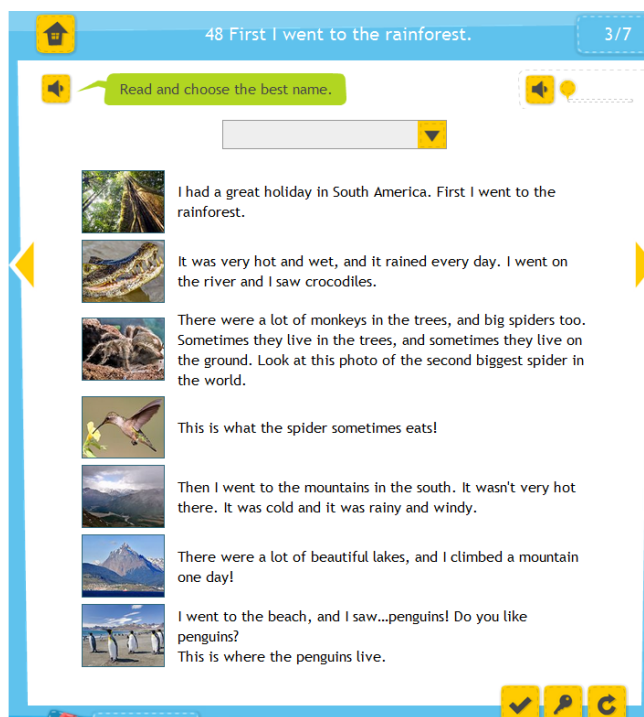
Audio:

I had a great holiday in South America. First I went to the rainforest. It was very hot and wet, and it rained every day. I went on the river and I saw crocodiles. There were a lot of monkeys in the trees, and big spiders too. Sometimes they live in the trees, and sometimes they live on the ground. Look at this photo of the second biggest spider in the world.

This is what the spider sometimes eats! Then I went to the mountains in the south. It wasn't very hot there. It was cold and it was rainy and windy. There were a beautiful lot of lakes, and I climbed a mountain one day! I went to the beach, and I saw...penguins! Do you like penguins? This is where the penguins live.

Key:

1 A holiday in South America



The screenshot shows a digital reading interface. At the top, it says "48 First I went to the rainforest." and "3/7". Below this is a green box with the instruction "Read and choose the best name." and a dropdown menu. The main content area displays a list of text snippets, each preceded by a small image. The snippets are: "I had a great holiday in South America. First I went to the rainforest.", "It was very hot and wet, and it rained every day. I went on the river and I saw crocodiles.", "There were a lot of monkeys in the trees, and big spiders too. Sometimes they live in the trees, and sometimes they live on the ground. Look at this photo of the second biggest spider in the world.", "This is what the spider sometimes eats!", "Then I went to the mountains in the south. It wasn't very hot there. It was cold and it was rainy and windy.", "There were a lot of beautiful lakes, and I climbed a mountain one day!", and "I went to the beach, and I saw...penguins! Do you like penguins? This is where the penguins live." At the bottom right, there are three icons: a checkmark, a magnifying glass, and a circular arrow.

Screen 4

Key:

1 river 2 spiders 3 ground
4 world 5 what 6 wasn't 7 rainy 8 lot
9 saw 10 where

48 First I went to the rainforest.
4/7

Read and complete.

I had a great holiday in South America. First I went to the rainforest. It was very hot and wet, and it rained every day. I went on the and I saw crocodiles. There were a lot of monkeys in the trees, and big too. Sometimes they live in the trees, and sometimes they live on the . Look at this photo of the second biggest spider in the . This is the spider sometimes eats!

Then I went to the mountains in the south. It very hot there. It was cold and it was and windy. There were a of beautiful lakes, and I climbed a mountain one day! I went to the beach, and I ... penguins! Do you like penguins? This is the penguins live.

ground spiders what river world where saw wasn't rainy lot

✓ 🔍 ↺

Screen 5

Key:

1 had 2 was 3 it 4 There 5 on 6 at
7 what 8 went 9 very 10 climbed 11 to
12 Do 13 where

48 First I went to the rainforest.
5/7

Read and choose.

A holiday in South America

I had / have a great holiday in South America. First I went to the rainforest. It was / were very hot and wet, and I / it rained every day. I went on the river and I saw crocodiles. It / There were a lot of monkeys in the trees, and big spiders too. Sometimes they live in the trees, and sometimes they live on / behind the ground. Look at / to this photo of the second biggest spider in the world. This is when / what the spider sometimes eats!

Then I go / went to the mountains in the south. It wasn't very / every hot there. It was cold and it was rainy and windy. There were a lot of beautiful lakes, and I climbing / climbed a mountain one day! I went to / under the beach, and I saw... penguins! Do / Does you like penguins? This is what / where the penguins live.

✓ 🔍 ↺

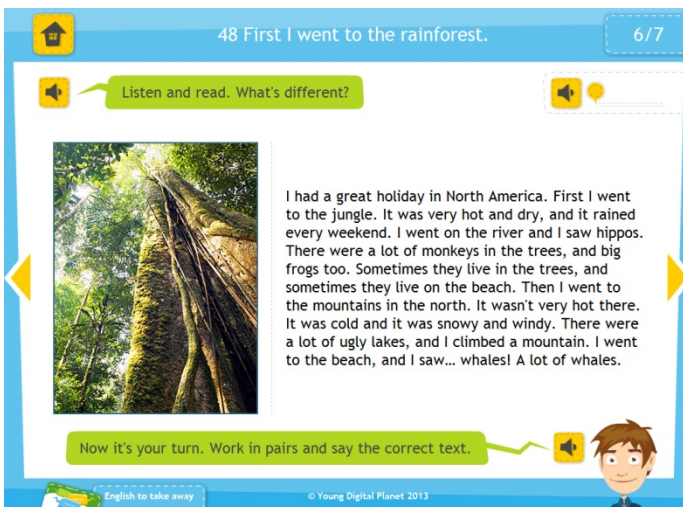
Screen 6

Audio:

I had a great holiday in South America. First I went to the rainforest. It was very hot and wet, and it rained every day. I went on the river and I saw crocodiles. There were a lot of monkeys in the trees, and big spiders too. Sometimes they live in the trees, and sometimes they live on the ground. Then I went to the mountains in the south. It wasn't very hot there. It was cold and it was rainy and windy. There were a lot of beautiful lakes, and I climbed a mountain one day. I went to the beach, and I saw...penguins! A lot of penguins.

Key:

1 North **2** jungle **3** dry **4** weekend
5 hippos **6** frogs **7** beach **8** north
9 snowy **10** ugly **11** whales **12** whales



48 First I went to the rainforest. 6/7

Listen and read. What's different?



I had a great holiday in North America. First I went to the jungle. It was very hot and dry, and it rained every weekend. I went on the river and I saw hippos. There were a lot of monkeys in the trees, and big frogs too. Sometimes they live in the trees, and sometimes they live on the beach. Then I went to the mountains in the north. It wasn't very hot there. It was cold and it was snowy and windy. There were a lot of ugly lakes, and I climbed a mountain. I went to the beach, and I saw... whales! A lot of whales.

Now it's your turn. Work in pairs and say the correct text.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the activity. The aim is to practise a short text.

1. Look at the pictures and read the text.
2. Click on the audio and listen to the text. You may stop in the middle and ask students some additional comprehension questions.
3. Ask students to find differences between the written and the recorded texts.
4. Repeat as many times as you want to.

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

1. Tell students to work in pairs and try to say the correct text they heard on the recording.
2. Finally, tell you students to talk about a place there went to, a holiday they had, what they did etc.

Additional activity

Give out Handout 2

Ask students to complete the text with the missing verbs.

Handout 2

I (1)_____ a great holiday in South America. First I (2)_____ to the rainforest. It (3)_____ very hot and wet, and it (4)_____ every day. I went on the river and I saw crocodiles. There (5)_____ a lot of monkeys in the trees, and big spiders too.

Then I went to the mountains in the south. It (6)_____ very hot there. It was cold and it was rainy and windy. . There were a beautiful lot of lakes, and I (7)_____ a mountain one day! I went to the beach, and I (8)_____ ...penguins! Do you like penguins?

climbed
went
saw
was
rained
wasn't
were
had

Key:

1 had 2 went 3 was 4 rained 5 were 6 wasn't 7 climbed 8 saw

Handout 1

1 have / has

2 be

3 go

4 climb

5 see

6 rain

a) rained

b) was / were

c) had

d) saw

e) went

f) climbed

Handout 1

1 have / has

2 be

3 go

4 climb

5 see

6 rain

a) rained

b) was / were

c) had

d) saw

e) went

f) climbed

Handout 2

I (1)_____ a great holiday in South America. First I (2)_____ to the rainforest. It (3)_____ very hot and wet, and it (4)_____ every day. I went on the river and I saw crocodiles. There (5)_____ a lot of monkeys in the trees, and big spiders too.

Then I went to the mountains in the south. It (6)_____ very hot there. It was cold and it was rainy and windy. . There were a beautiful lot of lakes, and I (7)_____ a mountain one day! I went to the beach, and I (8)_____ ...penguins! Do you like penguins?

climbed
went
saw
was
rained
wasn't
were
had

Friends 7 Lesson 49		First I saw a lion.		Pronunciation	
Aims	Speaking skills	Contents	Grammar Rhyming words with: <i>too; lake; tree; head</i>	Checklist	Three master handouts: vocabulary consolidation, matching sounds that rhyme and line ordering activity.
	Rhythm in connected speech		Vocabulary Animal vocab: <i>lion, kangaroo, monkey, snake, elephant, parrot</i>		
	Stressed and unstressed syllables		Other vocab: <i>banana, lake, swimming, sleeping, tree, bed, head</i>		
	Recycling animal vocab				
Language Analysis					
Past simple is used to talk about the past: - regular verbs <i>get -ed</i> (please remember about all the spelling rules) <i>climb – climbed</i> <i>rain – rained</i> <i>try – tried (y → ied)</i> <i>play – played (y → y, because of the preceding vowel)</i> <i>stop – stopped</i> <i>e.g. it rains – it rained</i> - irregular verbs such as <i>go – went</i> have a special form for the past <i>go – went</i> <i>see – saw</i> <i>be – was / were (I was, he was, she was, it was, we were, you were, they were)</i> <i>e.g. it is hot – it was hot</i> In order to express time we have the following time expressions: <i>Yesterday, (two days) ago, last ... (weekend), on Monday</i> and many more. In order to ask questions in the past simple, we need the auxiliary verb: <i>did</i> Yes/No questions: <i>Did + subject + verb + ...</i>					

Did you go to school yesterday?

Yes, I did. No, I didn't.

Wh- questions: Wh- word + did + subject + verb + ...

What did you see yesterday?

I saw a parrot.

Was and were – do not need did and we form questions by using was/were e.g.

He was at school yesterday.

Was he at school yesterday?

~~Did he was ...~~

Procedure

Warm-up Off the screens

1. Revise animals by showing pictures from magazines or visual aids. Remember to always check pronunciation chorally and individually.
2. Give out Handout 1 and ask student to match the names of the animals with the pictures.

Handout 1

1. 	a) dolphin
2. 	b) bird
3. 	c) kangaroo
4. 	d) fish
5. 	e) monkey
6. 	f) lion
7. 	g) giraffe
8. 	h) spider
9. 	i) bear
10. 	j) goat
11. 	k) frog
12. 	l) crocodile
13. 	m) elephant

Key:

1 c 2 e 3 f 4 b 5 l 6 h 7 d 8 i 9 k 10 j 11 g 12 m 13 a

Screen 2

Audio:

*First I saw a lion, then a kangaroo,
Then I saw a monkey, and a big banana
too!*

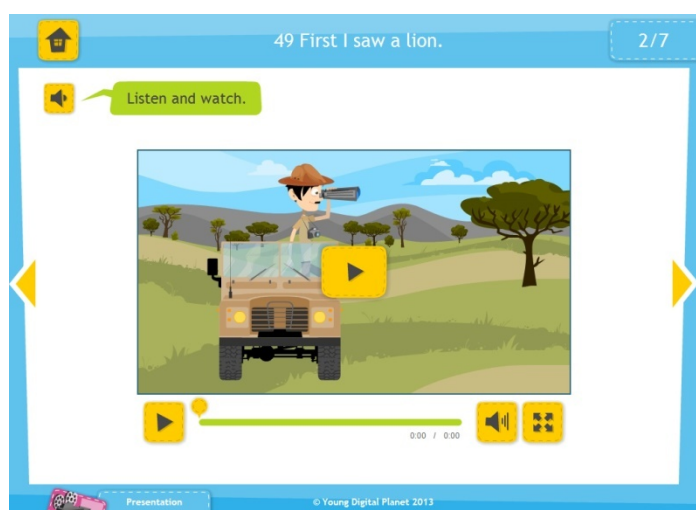
*Then I saw a hippo, swimming in a lake,
I'd like to go and swim with him – but I
can see a snake!*

*Then I saw an elephant, sleeping by a
tree,*

*I watched him for an hour, but he didn't
see me.*

*Then I saw a parrot with a blue and
orange head,*

*I didn't see more animals because it
was time for bed.*



Listen and watch again, ask students to join in and chant.

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

Screen 3

*First I saw a lion, then a kangaroo,
Then I saw a monkey, and a big banana
too!*

*Then I saw a hippo, swimming in a lake,
I'd like to go and swim with him – but I
can see a snake!*

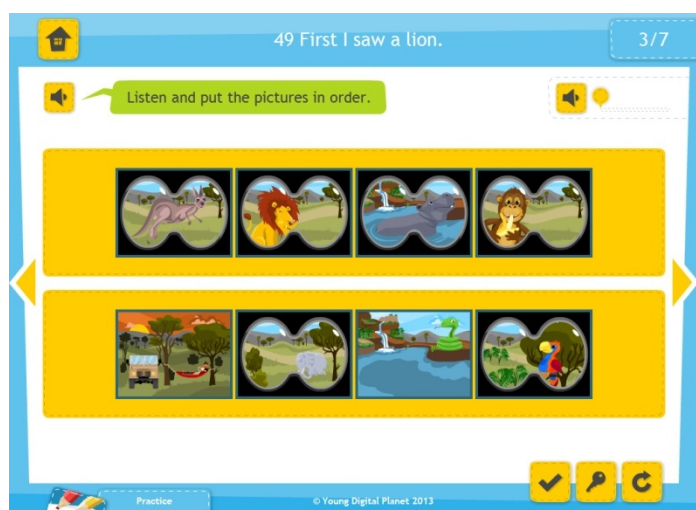
*Then I saw an elephant, sleeping by a
tree,*

*I watched him for an hour, but he didn't
see me.*

*Then I saw a parrot with a blue and
orange head,*

*I didn't see more animals because it
was time for bed.*

Key:





Screen 4

Audio:

*First I saw a lion, then a kangaroo,
Then I saw a monkey, and a big banana
too!*

*Then I saw a hippo, swimming in a lake,
I'd like to go and swim with him – but I
can see a snake!*

*Then I saw an elephant, sleeping by a
tree,*

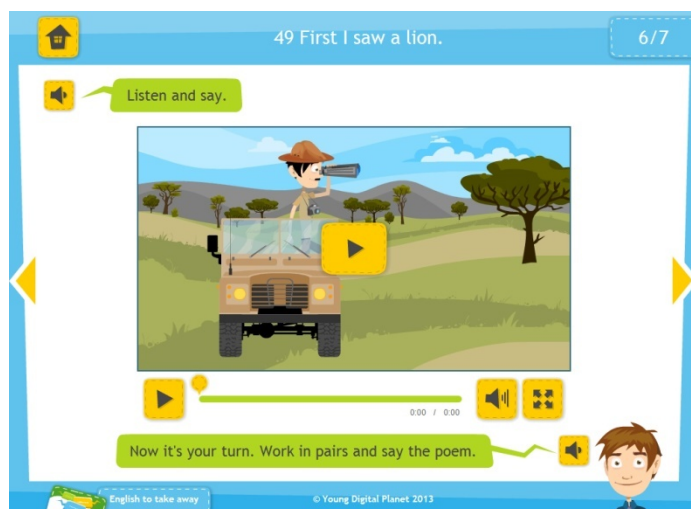
*I watched him for an hour, but he didn't
see me.*

*Then I saw a parrot with a blue and
orange head,*

*I didn't see more animals because it
was time for bed.*

Key:

1 kangaroo **2** too **3** lake **4** snake **5** tree
6 me **7** head **8** bed



Children should be encouraged to put the words in the poem first, and then listen to check.

Screen 5

Audio:

too
lake
me
bed

Key: (a selection of words below)

- 1** too: kangaroo, blue, two, do, Sue, you
2 lake: snake, cake, make, take, wake
3 me: sea, we, knee, three, see
4 bed: head, red



Screen 6

First I saw a lion, then a kangaroo,
Then I saw a monkey, and a big banana
too!

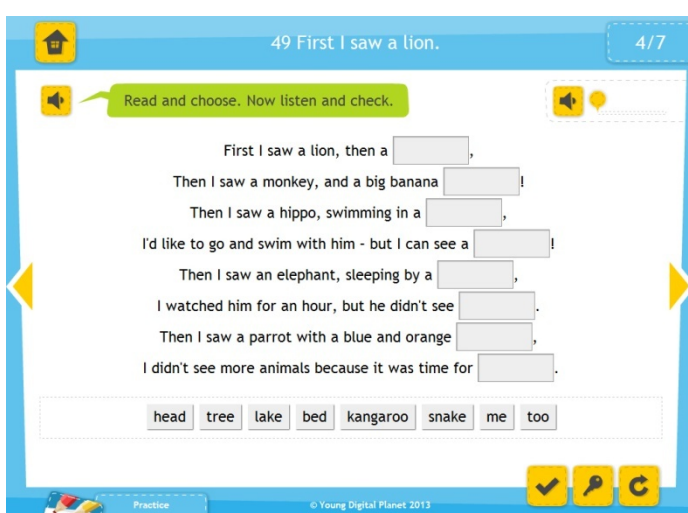
Then I saw a hippo, swimming in a lake,
I'd like to go and swim with him – but I
can see a snake!

Then I saw an elephant, sleeping by a
tree,

I watched him for an hour, but he didn't
see me.

Then I saw a parrot with a blue and
orange head,

I didn't see more animals because it
was time for bed.



Give the Ss these instructions for the Shooting game. The aim is to match words that rhyme.

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Additional activity

Give out Handout 2, ask student to match the words that rhyme.

Handout 2

1 kangaroo	a) snake
2 tree	b) bed
3 head	c) me
4 lake	d) too

Key: 1 d 2 c 3 b 4 a

Give out Handout 3

Handout 3

- A. Then I saw a hippo, swimming in a lake.
- B. Then I saw an elephant, sleeping by a tree.
- C. First I saw a lion, then a kangaroo.
- D. Then I saw a parrot with a blue and orange head.
- E. I didn't see more animals because it was time for bed.
- F. I watched him for an hour, but he didn't see me.
- G. I'd like to go and swim with him – but I can see a snake!
- H. Then I saw a monkey, and a big banana too!

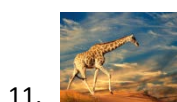
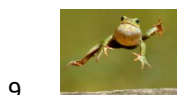
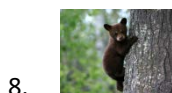
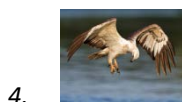
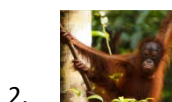
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



Ask student to put the sentences in the right order. Pictures should help them. For the answer key see audio transcript above.

Key: 1 C 2 H 3 A 4 G 5 B 6 F 7 D 8 E

Handout 1



a) dolphin

b) bird

c) kangaroo

d) fish

e) monkey

f) lion

g) giraffe

h) spider

i) bear

j) goat

k) frog

l) crocodile

m) elephant

Handout 2

1 kangaroo

a) snake

2 tree

b) bed

3 head

c) me

4 lake

d) too

Handout 3

A. *Then I saw a hippo, swimming in a lake,*

B. *Then I saw an elephant, sleeping by a tree,*

C. *First I saw a lion, then a kangaroo,*

D. *Then I saw a parrot with a blue and orange head,*

E. *I didn't see more animals because it was time for bed.*

F. *I watched him for an hour, but he didn't see me.*

G. *I'd like to go and swim with him – but I can see a snake!*

H. *Then I saw a monkey, and a big banana too!*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



Friends 7

Lesson 50

It's the biggest in the world.

Skills

Aims	Integrated skills development Understanding a longer text about an animal (fact file). Using the text as a model to create own fact file. Recycling: vocab related to animals and habitats	Contents	Grammar Recycling: relative clauses using <i>when, where, what</i>. Recycling: <i>Wh-</i> questions Vocabulary <i>tiger, biggest, world, live, forest, north, winter, cold, snow, strong, walk, kilometres, metres, fish, rabbits, kilograms, can, eat, babies, young.</i>	Checklist	1 master handout: paragraph completion about the Siberian tiger
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Language Analysis

With relative clauses it is easier to put two sentences together, the information is then clear and can be easily understood without repeating the subject e.g. instead of saying:

My grandmother is 80. *My grandmother lives in Manchester.* We can say:

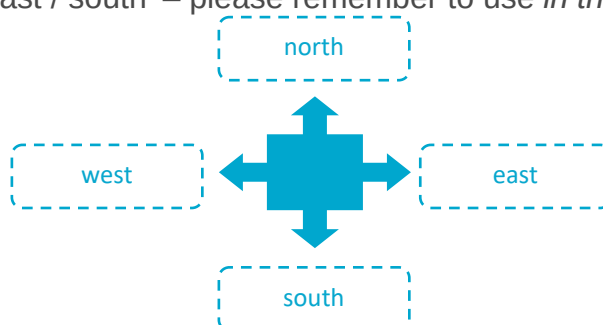
My grandmother, who is 80 , lives in Manchester.

Other relative pronouns include: *who, where, when, why, whom, what* etc.

Siberia **/sar'biəriə/** - a geographical region in the North Asia, very cold and with very little vegetation.

Siberian **/sar'biəriən/** - an adjective to talk about this part of the world.

In the north / west/ east / south – please remember to use *in the ...* when talking about cardinal directions.



Procedure

Warm-up Off the screens

1. Ask students to prepare some information about Siberia and Siberian tigers. You may ask them to prepare at home or do in the classroom (e.g. go online and check some basic facts). Remember to tell your Ss that the Siberian tiger is an endangered species and they are the largest cats in the world.
2. Sum up what students know about Siberia and Siberian tigers. You may use the following set of questions to help you:

What is Siberia? A region in North Asia.

Is it big or small? It is big.

What country is the biggest there? Russia.

Are there any mountains? Yes, there are.

Are there any lakes? Yes, there are a lot of lakes.

What's the most famous city? Irkutsk.

Where does the Siberian tiger live? It lives in forests in the north.

Are tigers weak or strong? Strong.

What do they eat? They eat big forest animals and fish and rabbits?

Screen 2

The Siberian tiger is the biggest tiger in the world. It lives in forests in the north. Winter in these forests is very long and cold, and there is a lot of snow. But the forests are a good place for the tiger to live, because they are very big and there are not many people.

Tigers are very strong, and can walk many kilometres every night looking for food. They eat big forest animals, and fish and rabbits. Tigers can eat 27 kilogrammes of meat in one night.

Mother tigers usually have three or four babies. The babies live with their mothers when they are young. When they are two years old, they find a place in the forests to live.

Pre-teach and show on map: *Siberia* and *Siberian* (adjective/nationality) if you have not done the warm-up activity.



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

Ask comprehension questions:

Where does the Siberian tiger live? It lives in forests in the north.

Are tigers weak or strong? Strong.

What do they eat? They eat big forest animals and fish and rabbits.

How many kilograms can they eat in one night? They can eat 27 kilogrammes of meat in one night.

How many babies do mother tigers usually have? They usually have three or four babies.

Screen 3

Key:

Where does the animal live?	It's a Siberian tiger.
What's the place like?	It usually has three or four babies.
How many babies does the animal have?	It's more than three metres long. It's the biggest tiger in the world.
What does the animal eat?	It eats forest animals and fish and rabbits.
What's the animal?	It lives in forests in the north.
Is the animal big or small?	It's very cold in winter. There are a lot of trees and there are not many people.

50 It's the biggest tiger in the world. 3/7

Match the questions and answers.

Where does the animal live?	It lives in forests in the north.
Is the animal big or small?	It's a Siberian tiger.
What does the animal eat?	It's more than three metres long. It's the biggest tiger in the world.
What's the place like?	It eats forest animals and fish and rabbits.
What's the animal?	It usually has three or four babies.
How many babies does the animal have?	It's very cold in winter. There are a lot of trees and there are not many people.

Practice © Young Digital Planet 2013

Screen 4

Key:

1 long 2 biggest 3 lives 4 cold
5 trees 6 fish 7 three

50 It's the biggest tiger in the world. 4/7

Read and choose.

The Siberian Tiger

The Siberian tiger is more than three metres . It's the tiger in the world. It in forests in the north. The forests are very in winter. There are a lot of and there are not many people. The tiger eats forest animals and and rabbits. It usually has or four babies.

trees lives biggest long three fish cold

Practice © Young Digital Planet 2013

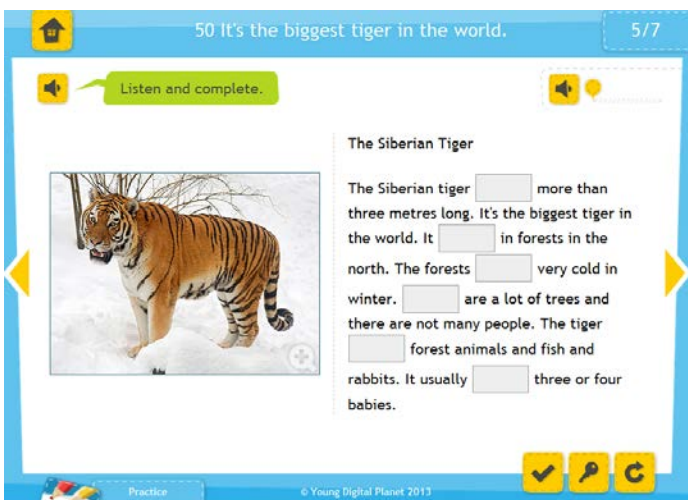
Screen 5

Audio:

The Siberian tiger is more than three metres long. It's the biggest tiger in the world. It lives in forests in the north. The forests are very cold in winter. There are a lot of trees and there are not many people. The tiger eats forest animals and fish and rabbits. It usually has three or four babies.

Key:

1 is 2 lives 3 are 4 there 5 eats 6 has



Screen 6

Audio1:

*What's the animal?
It's a Siberian tiger.*

Audio2:

*Is the animal big or small?
It's more than three metres long. It's the biggest tiger in the world.*

Audio3:

*Where does the animal live?
It lives in forests in the north.*

Audio4:

*What's the place like?
It's very cold in winter. There are a lot of trees and there are not many people.*

Audio5:

*What does the animal eat?
It eats forest animals and fish and rabbits.*

Audio6:

How many babies does the animal have?



Give the Ss these instructions for the 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 questions. Think about how to answer it.
3. Listen to the answer.
4. Repeat as many times as you want to.
5. Go to the next subpages.

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

It usually has three or four babies.

Key: see the text above

The aim is personalisation.

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

Students can use the questions on screen to do online research and write about an animal of their choice.

Additional activity

Give out Handout 1 and ask students to complete the missing information about Siberian tigers.

Handout

big	long
biggest	mother
cold	place
fish	snow
forests	strong
kilograms	walk



The Siberian tiger is the (1) _____ tiger in the world. It lives in (2) _____ in the north. Winter in these forests is very (3) _____ and (4) _____, and there is a lot of (5) _____. But the forests are a good place for the tiger to live, because they are very (6) _____ and there are not many people.

Tigers are very (7) _____, and can (8) _____ many kilometres every night looking for food. They eat big forest animals, and (9) _____ and rabbits. Tigers can eat 27 (10) _____ of meat in one night.

(11) _____ tigers usually have three or four babies. The babies live with their mothers when they are young. When they are two years old, they find a (12) _____ in the forests to live.

Key:

1 biggest **2** forests **3** long **4** cold **5** snow

6 big **7** strong **8** walk **9** fish **10** kilogrammes **11** Mother **12** place

Handout

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