

Friends 3 Lesson 19		<i>The house is big.</i>		Vocabulary
Aims	Describing Adjectives of size: <i>big, small, tall, short</i> Words: <i>house, car, flower, tree</i>	Contents	Vocabulary <i>The house is big.</i> <i>The tree is short.</i>	Checklist 1 Master handout to practise adjectives (handout 1 – pair work) Coloured pencils Visuals – to be painted
Language Analysis				
<p>Vocabulary: There is a difference between two words that describe height: <i>high</i> and <i>tall</i>.</p> <p>We use <i>tall</i> to say that something is above average height.</p> <p><i>High</i> means ‘having a large distance from top to bottom’ or ‘a long way above the ground’.</p> <p>We often use <i>high</i> when we speak about inanimate things (non-living things).</p> <p>If you’re not sure whether the adjective you need is <i>high</i> or <i>tall</i>, try thinking about the <i>overall</i> size of the object:</p> <ul style="list-style-type: none"> ▪ We use <i>tall</i> mainly for things which are narrower or thinner than they are high: <i>tall people, tall trees, tall buildings</i> (with a lot of floors). ▪ We prefer to use <i>high</i> for things which are very wide: <i>high mountains, high walls</i>. 				

Procedure

Warm-up Off the screens

1. Ask Ss to work in pairs.
2. Give out Handout 1 to each pair of Ss: the picture of *small/big* to one student and *short/tall* to the other.

Handout



s _ _ _ _

b _ _

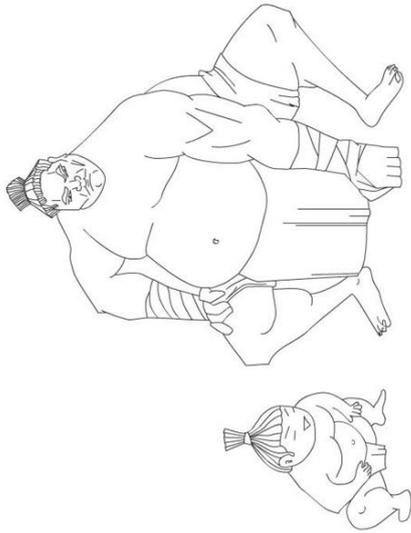


s _ _ _ _

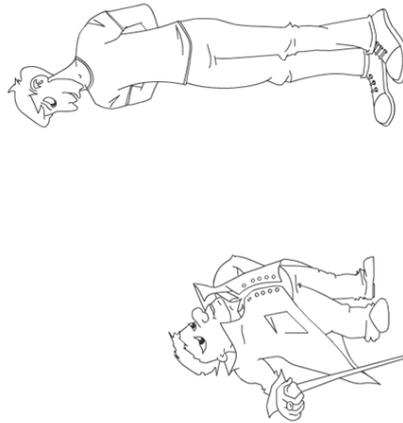
t _ _ _ _

3. Introduce words tall/short/big/small to your Ss according to what they see in the picture.
4. Ask Ss to point out some other objects in the classroom (or other Ss) which/who are tall/ short/big/small.
5. At the end of the exercise ask Ss to colour the pictures. (Use Visuals)

Visual



Visual



Screen 2

Tony: *The house is big.*
Sue: *The house is small.*
Sue: *The tree is short.*
Tony: *The tree is tall.*
Tony: *The car is big.*
Sue: *The car is small.*
Sue: *The flower is short.*
Tony: *The flower is tall.*



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.

Listen and ask student to join in and chant.

Note: Ss may listen to and watch the animation more than once until you are sure they understand the difference between the adjectives.

Screen 3

Audio 1:

Tony: *The house is big.*

Audio 2:

Sue: *The tree is short.*

Audio 3:

Sue: *The car is small.*

Audio 4:

Tony: *The flower is tall.*

Key: (from left to right)

1 No 2 Yes 3 No 4 Yes



Ask Ss to look at the pictures and describe what they see: *a house, a, tree, a, car, a, flower.*

Then tell them to listen and choose Yes or No according to what they hear.

Note: Ask your Ss to repeat the sentences a number of times until they feel confident.

Screen 4

Audio 1:

Tony: *The house is big.*

Audio 2:

Sue: *The tree is short.*

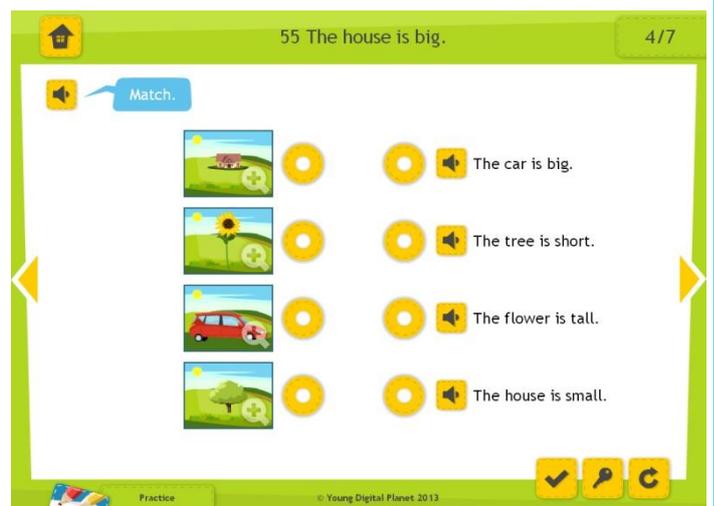
Audio 3:

Sue: *The car is small.*

Audio 4:

Tony: *The flower is tall.*

Key:



			The car is big.
			The tree is short.
			The house is small.
			The flower is tall.

Screen 5

Key:

- 1 small
- 2 tall
- 3 big
- 4 short- as the audio



Ask Ss to look and describe the pictures. Tell them to choose the correct word to drag and drop in order to complete the sentences.

Note: Ask the Ss to spell each of the adjectives.

Screen 6

Audio 1:

Tony: *The house is big.*

Audio 2:

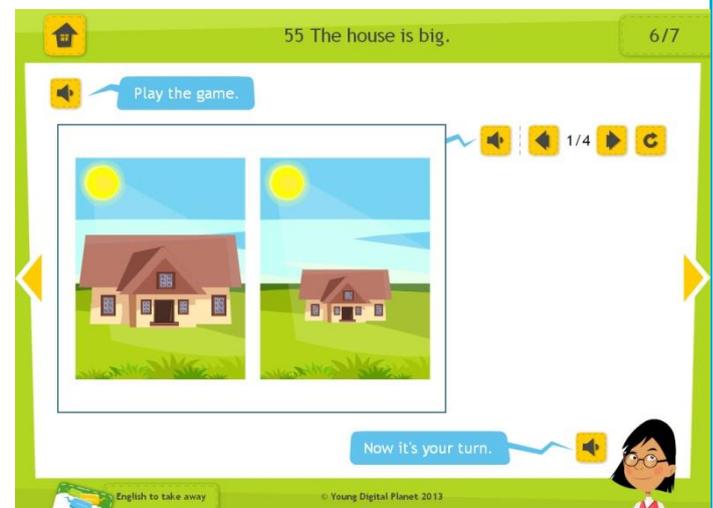
Sue: *The tree is short.*

Audio 3:

Sue: *The car is small.*

Audio 4:

Tony: *The flower is tall.*



Give the Ss the following instructions for the game:

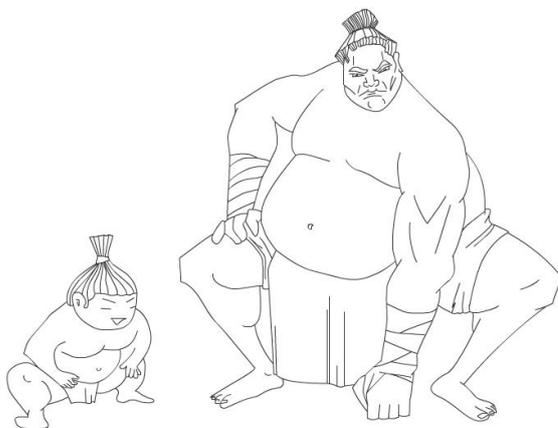
1. Look at each pair of pictures on the screen.
2. Listen to the sentence and click the correct picture according to what you hear.
3. Continue with all of the pictures 1-4.

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

Tell students to work in pairs and click on the pictures and describe them to each other

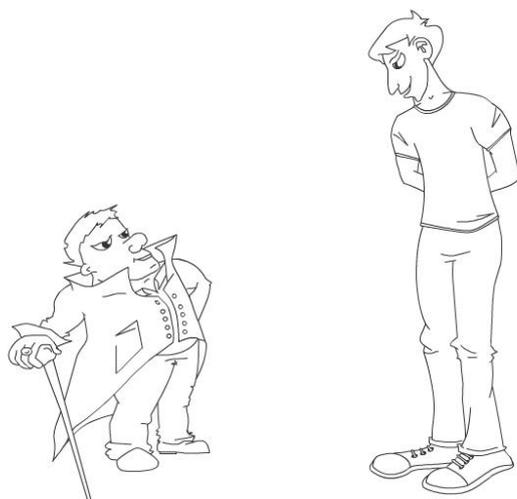
Note: As an extension, Ss can continue the game. Ask them to draw new pairs of pictures using the adjectives. Then ask them to work in pairs. Student A can describe one of the pictures e.g. *The doll is small.* Student B points to the correct picture.

Handout



s _ _ _ _

b _ _

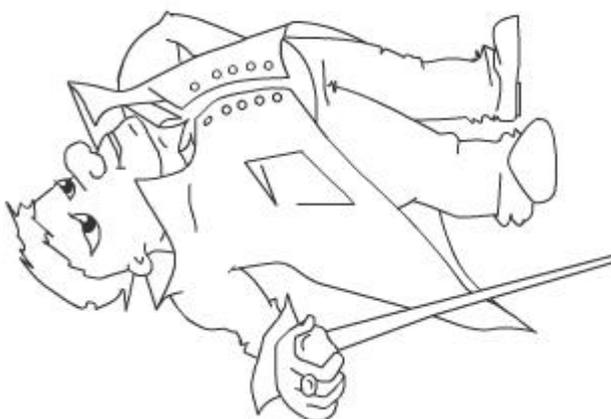
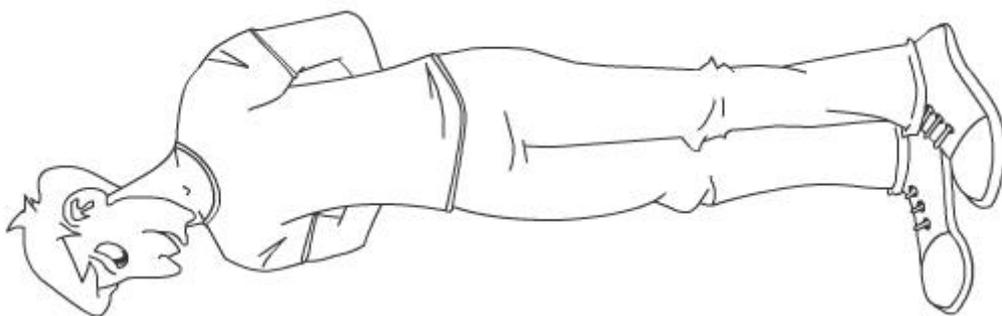


s _ _ _ _

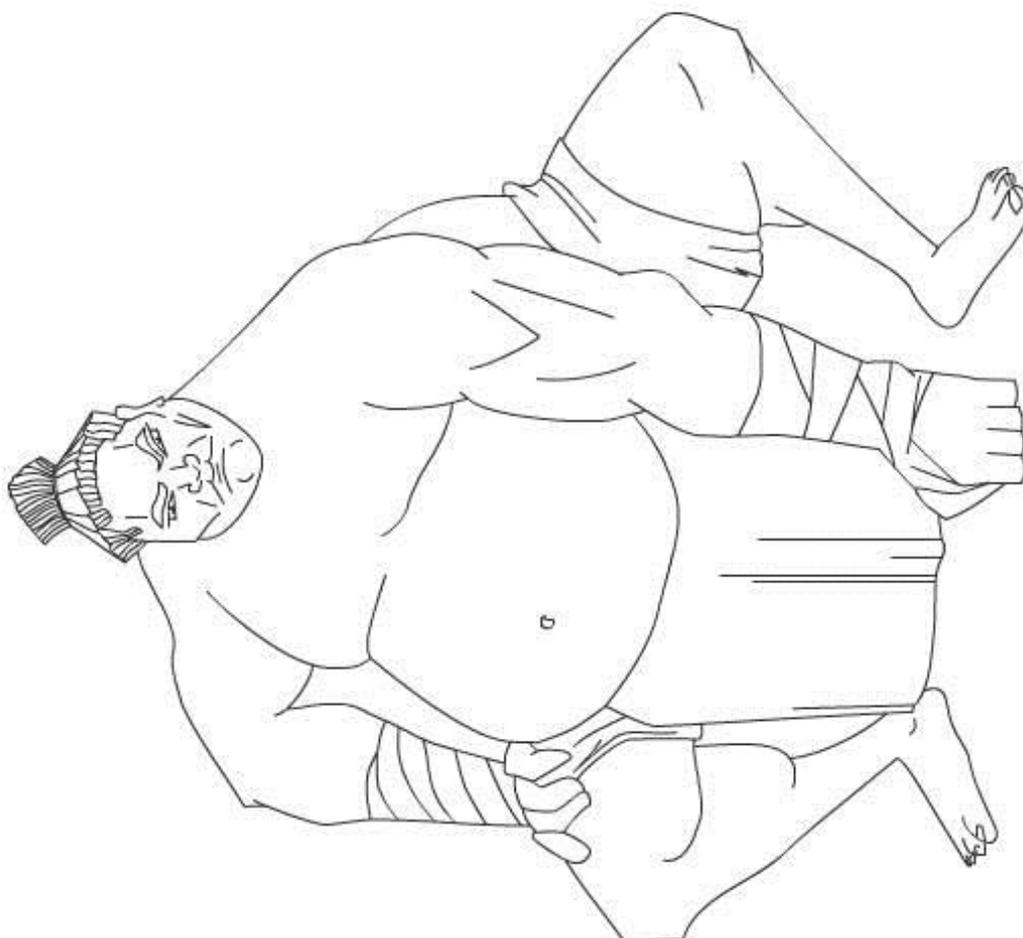
t _ _ _ _

Visual

Visual



Visual



Friends 3 Lesson 20		<i>Biscuit's a small cat.</i>		Grammar & Functions	
Aims	Grammar and Functions Describing familiar objects. Recycle: <i>tall, short, big, small, cat, dog.</i>	Contents	Grammar adjective + noun Vocabulary <i>X is a tall/short girl/boy.</i> <i>Y is a big/small cat/dog.</i>	Checklist	Additional pictures or drawings for an activity following screen 5 (optional)
Language Analysis					
<p>Grammar: We use the indefinite article <i>a</i> followed by adjective + noun, e.g. <i>a tall boy, a big dog, a small cat.</i></p> <p>***</p> <p><i>big</i> /'bɪg/ <i>short</i> /'ʃɔ:t/ <i>small</i> /'smɔ:l/ <i>tall</i> /'tɔ:l/</p>					

Procedure

Warm-up Off the screens

1. The activity is a form of 'picture dictation' that will allow Ss to practice their listening skills.
2. Ask Ss draw what you describe in their exercise books or on a sheet of paper.
3. Say the following phrases: *a small cat / a big car / a tall boy / a short flower*
4. Go around and check Ss drawings.
5. Ask Ss to work in pairs and continue the same task: one student describes an object using an adjective and the other student has to draw it. Then swap roles.

Screen 2

Lucy: *Oh, Robot!*

Robot: *Alex is a short boy.*

Lucy: *No, he isn't, Robot. Alex is a tall boy.*

Lucy: *Is that OK, Robot?*

Robot: *Jill's a tall girl!*

Lucy: *No, she isn't Robot. Jill's a short girl.*

Robot: *Look! He is a small dog!*

Lucy: *No, he isn't. He's a big dog.*

Robot: *Biscuit's a big cat.*

Lucy: *No, she isn't. Biscuit's a small cat.*

Robot: *Biscuit's a small cat.*

Lucy: *Watch out, Robot!*

Children: *Oh, Robot!*



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 Ss to watch the animation a few times until you are sure they understand everything.

Screen 3



Audio 1: *Alex is a tall boy.*



Audio 2: *Jill's a small girl.*



Audio 3: *He's a big dog.*



Audio 4: *Biscuit's a small cat.*

Key: see pictures above (random order)

Ask Ss to listen and match the pictures with the sentences they hear.

Note: Encourage Ss to repeat the sentences aloud.

Screen 4

Key:

- 1 Alex is a tall boy.
- 2 Jill's a short girl.
- 3 He's a big dog.
- 4 Biscuit's a small cat.

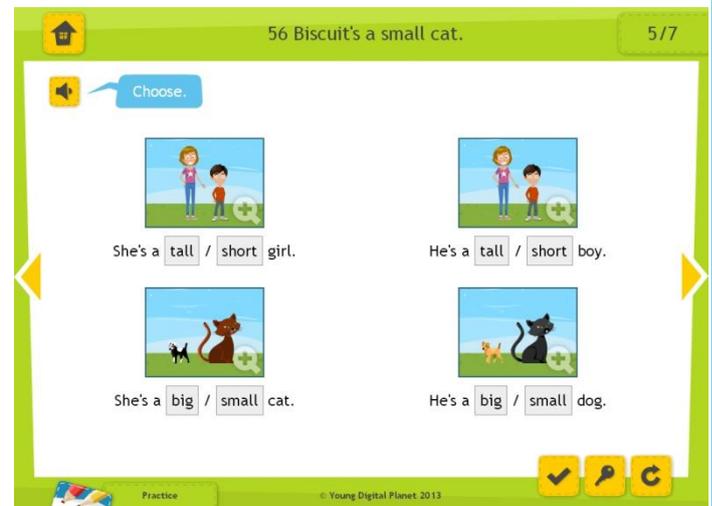
Ask Ss to look at the pictures and put the words in order to make sentences.

Note: Ask Ss to repeat the sentences aloud.

Screen 5

Key: (from left to right)

- 1 tall
- 2 short
- 3 big
- 4 small



The screenshot shows a digital learning interface with a green header. At the top left is a home icon, and at the top right is the page number '5/7'. Below the header, there is a 'Choose.' button with a speaker icon. The main area contains four images with corresponding text and word choices:

- Image 1: A tall girl and a short boy. Text: 'She's a tall / short girl.'
- Image 2: A tall girl and a short boy. Text: 'He's a tall / short boy.'
- Image 3: A large brown cat and a small black cat. Text: 'She's a big / small cat.'
- Image 4: A large black dog and a small brown dog. Text: 'He's a big / small dog.'

At the bottom, there are navigation icons: a checkmark, a key, and a refresh button. The text 'Practice' and '© Young Digital Planet 2013' is visible at the bottom of the interface.

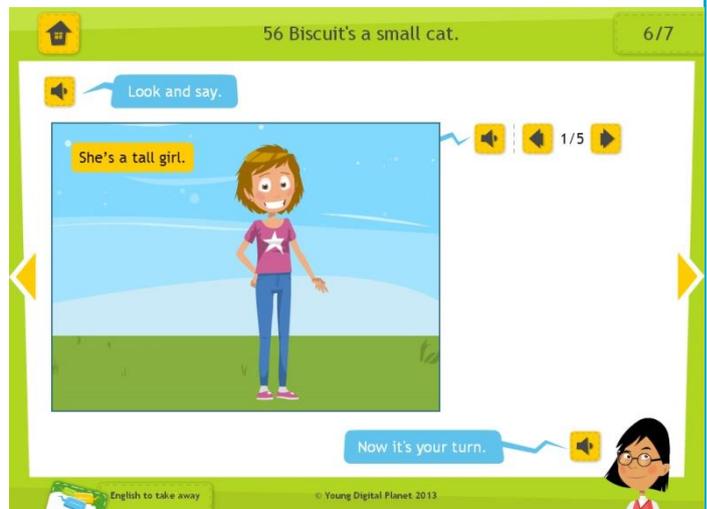
Ask Ss to click on the correct word according to what they see in the picture.

Note: Ask Ss to make new sentence to describe the other things they see in the picture.
e.g. *She's a tall girl. He's a short boy.*

Screen 6

Audio:

*She's a tall girl.
He's a short boy.
He's a tall boy.
He's a big dog.
It's a small cat.*



Give the Ss the following instructions for the 'Look and say' activity. The aim is to practise vocabulary.

1. Look at the picture, click on the audio and listen to the sentence.
2. Repeat the sentences as many times as you want to.
3. Repeat the steps for each picture.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and talk about the pictures.

Note: Bring in more pictures of people and animals or get the Ss to draw their own pictures and describe them.

Friends 3 Lesson 21		<i>The baby's happy.</i>		Grammar & Functions	
Aims	Grammar and functions. Giving simple opinions. Students can understand and say: <i>He's happy/sad/angry /beautiful/ugly.</i> <i>She's happy/sad/angry /beautiful/ugly.</i>	Contents	Grammar Revision: verb <i>be</i> + adjective Vocabulary <i>baby</i> <i>happy, sad, angry, beautiful, ugly</i> <i>He's</i> <i>She's</i> <i>I'm</i>	Checklist	1 Master handout for each student (handout 1 – individual work): colouring pictures Coloured pencils
Language Analysis					
<p>Pronunciation: Remember the correct pronunciation of vowel /æ/ in the adjectives: <i>happy, sad, angry.</i></p> <p>***</p> <p><i>angry</i> /'æŋgri/ <i>beautiful</i> /'bjʊ:tfʊl/ <i>happy</i> /'hæpi/ <i>sad</i> /'sæd/ <i>ugly</i> /'ʌgli/</p>					

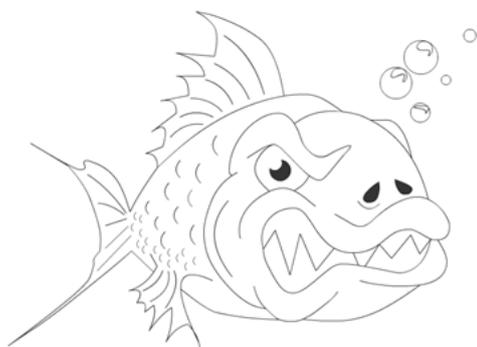
Procedure

Warm-up Off the screens

1. Give out handout 1 to the Ss.

Handout 1

1



2



3



4



5



2. Show the Ss each of the pictures saying the following sentences: *She's ugly. She's beautiful. He's happy. He's sad. He's angry.*
3. Make sure the Ss understand the meaning of each adjective.
4. Ask the Ss to colour the pictures.
5. While presenting the coloured pictures ask the Ss to say the full sentences and write them in below the coloured pictures.

Key:

- Picture 1 He's angry.
- Picture 2 He's happy.
- Picture 3 She's beautiful.
- Picture 4 She's sad.
- Picture 5 He's ugly.

Screen 2

Tablet: Look at the baby. She's beautiful.

Tablet: Oh dear, Spaceman! The baby isn't beautiful now. She's ugly!

Spaceman: Is the baby happy?

Tablet: No, she isn't. She's sad.

Spaceman: Is the baby happy now?

Tablet: No, she isn't happy. She's angry now!

Spaceman: Is the baby happy now?

Tablet: Yes, she is. She's happy!

Spaceman: Now I'm sad ...



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

Note: Allow the Ss to watch and listen to the animation for a few times until they feel confident.

Screen 3

Audio 1: Is the baby happy?

Audio 2: Is the baby beautiful?

Audio 3: Is the baby sad?

Audio 4: Is the baby beautiful?

Audio 5: Is the baby angry?

Key: (from left to right)

- 1 Yes, she is.
- 2 No, she isn't.
- 3 Yes, she is.
- 4 Yes, she is.
- 5 No, she isn't.



Note: Ss choose the correct answer according to what they hear on the recording. Encourage the Ss to repeat the sentences they hear on the recording.

Screen 4

- Audio 1: *The boy's happy.*
Audio 2: *The girl's sad.*
Audio 3: *The girl's angry.*
Audio 4: *The baby's beautiful.*
Audio 5: *The baby's ugly.*

Key: (from left to right)

- 1 happy
- 2 sad
- 3 angry
- 4 beautiful
- 5 ugly



The screenshot shows a practice interface for Screen 4. At the top, it says "57 The baby's happy." and "4/7". A "Choose." button is at the top left. Below it are three rows of audio icons (a green alien) and text boxes: "The boy's", "The girl's", and "The baby's". Each text box has a small empty box next to it for an answer. At the bottom, there is a list of adjectives: "sad", "angry", "happy", "ugly", "beautiful". Navigation arrows are on the sides, and a "Practice" button is at the bottom left. Copyright "© Young Digital Planet 2013" is at the bottom center.

Note: Ss choose the correct adjective from the five below the pictures according to the audio and drag it to the correct sentence.

Screen 5

Key: (from left to right)

- 1 sad
- 2 happy
- 3 angry
- 4 ugly
- 5 beautiful



The screenshot shows a practice interface for Screen 5. At the top, it says "57 The baby's happy." and "5/7". A "Choose." button is at the top left. Below it are three rows of audio icons (a green alien) and text boxes: "She's", "He's", and "He's". Each text box has a small empty box next to it for an answer. At the bottom, there is a list of adjectives: "sad", "angry", "happy", "ugly", "beautiful". Navigation arrows are on the sides, and a "Practice" button is at the bottom left. Copyright "© Young Digital Planet 2013" is at the bottom center.

Note: Ss choose the correct adjective by looking at the pictures. Encourage the Ss to repeat the full sentences.

Screen 6

Audio:

He's happy.

He's sad.

She's angry.

He's ugly.

She's beautiful.



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.

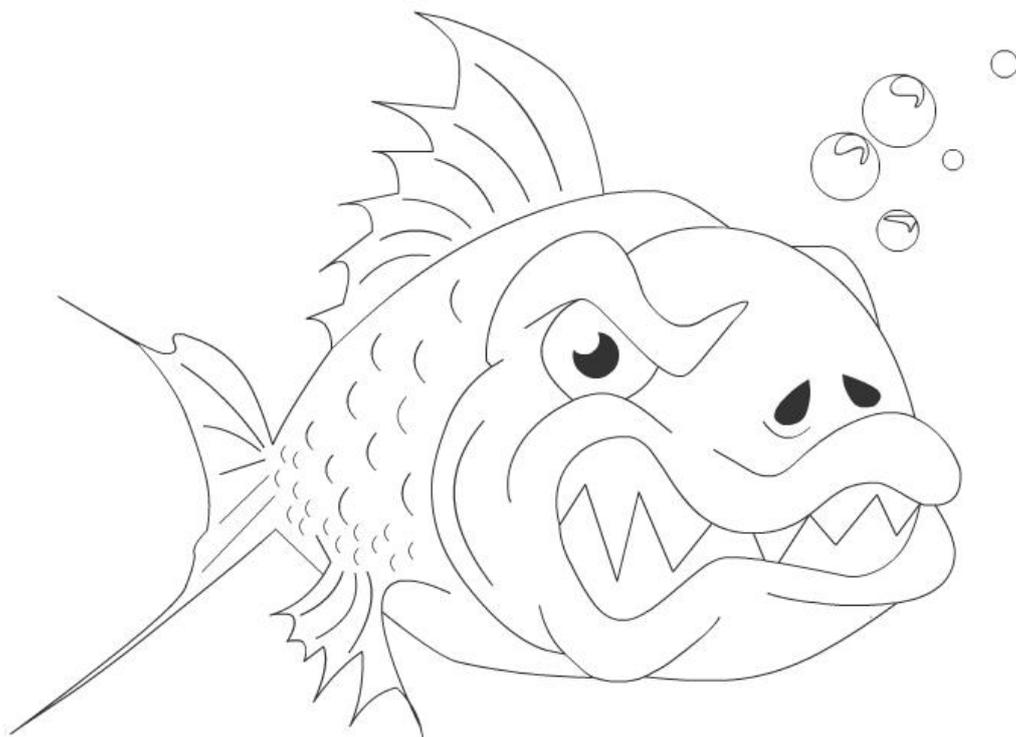
Now it's your turn.

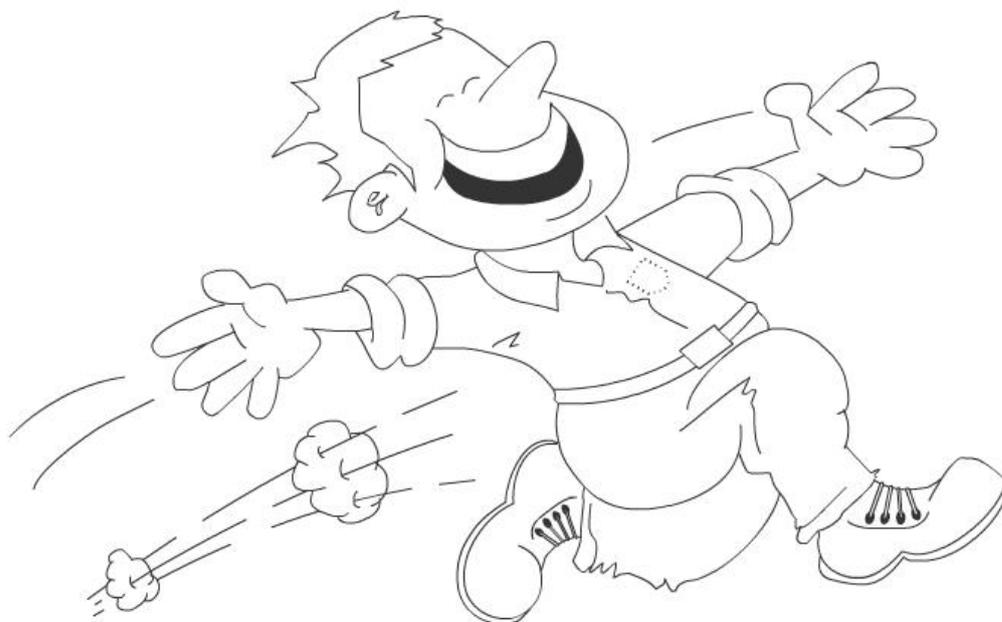
This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask and answer the questions.

Note: 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

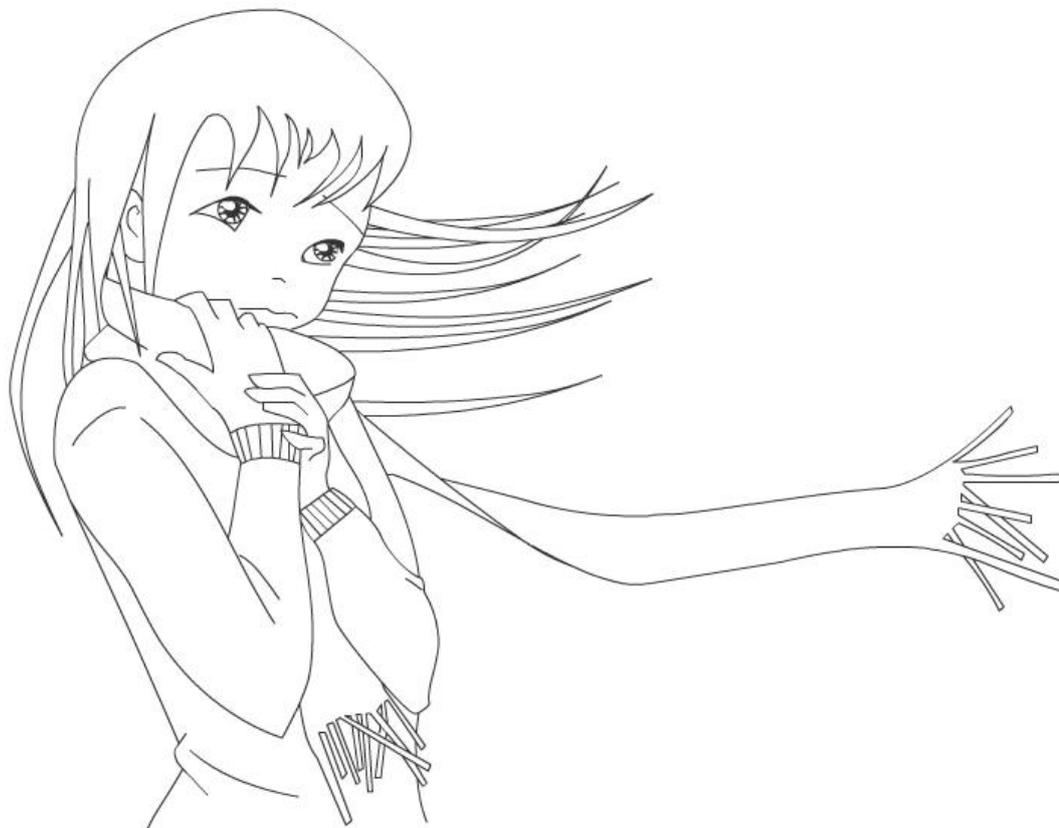
1





3





5



Friends 3 Lesson 22		<i>The cat's in the house.</i>		Grammar & Functions	
Aims	Grammar and functions. Describing a picture. Recycling: <i>Where is/are ... ?</i> <i>house, car, bird, cat, trees, desk, cat, dog in, on, under, next to, behind</i>	Contents	Grammar Revision: prepositions of place Vocabulary <i>Where's the cat?</i> <i>The cat's in the house.</i>	Checklist	Stickers as prizes for the winners of the warm-up exercise Bring photos from a magazine (house, rooms with a lot of details) OR ask Ss to bring some photos
Language Analysis					
<p>Hint: The phrase: <i>Well done!</i> Used in Screen 1 has a meaning of: <i>you did you work well.</i> Instead you may use a number of phrases, e.g.</p> <p><i>That's great!</i> <i>Good job!</i> <i>Excellent!</i> <i>Good work!</i> <i>Superb!</i> <i>Perfect!</i> <i>Fantastic!</i> <i>First Class!</i></p>					

Procedure

Warm-up Off the screens

1. Place some objects around the classroom, e.g. a pen on the desk, a flower under the chair, etc.
2. Stand in front of the Ss and tell them to look around the classroom for a few seconds and remember as many details as possible.
3. Ask your Ss to close their eyes and ask some questions about the objects in the classroom, e.g. *Where is Tom's book?* *Where is the flower?*
4. Elicit answers from the Ss.
5. The student who gives most correct answers is the winner and receives a prize (a sticker).

Screen 2

Mr. Hill: *Look at the picture, children. What a nice picture!*

Mr. Hill: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 ... zero!

Mr. Hill: *Where's the cat?*

Kim: *The cat's in the house.*

Mr. Hill: *Well done, Kim. The cat's in the house.*

Mr. Hill: *Where are the trees?*

Sam: *The trees are behind the house.*

Mr. Hill: *Well done, Sam. The trees are behind the house.*

Mr. Hill: *Now children...Where's the car?*

Pat: *The car's next to the house.*

Mr. Hill: *Well done, Pat. The car's next to the house.*

Mr. Hill: *Where's the bird?*

Sam: *The bird's on the house.*

Mr. Hill: *Well done, Sam. The bird's on the house.*

Mr. Hill: *Now ... Where's the dog?*

Pat: *The dog's under the car!*

Mr. Hill: *Well done, Pat. The dog's under the car.*

Mr. Hill: *Where are the yellow flowers?*

Kim: *I don't know. Where are the yellow flowers?*



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

Mr. Hill: *The yellow flowers are on my desk.*

Note: Allow the Ss to watch and listen to the animation for a few times in order to consolidate it.

Screen 3

- Audio 1: a cat
- Audio 2: a dog
- Audio 3: a bird
- Audio 4: a car
- Audio 5: a tree
- Audio 6: a house
- Audio 7: a flower

Key: _____



Ss drag the words from the bottom of the screen to match the correct object in the picture.

Note: Encourage your students to spell aloud each words that they match.

Screen 4

Audio 1:

*Where are the trees?
They're behind the house.*

Audio 2:

*Where's the car?
It's next to the house.*

Audio 3:

*Where's the bird?
It's on the house.*

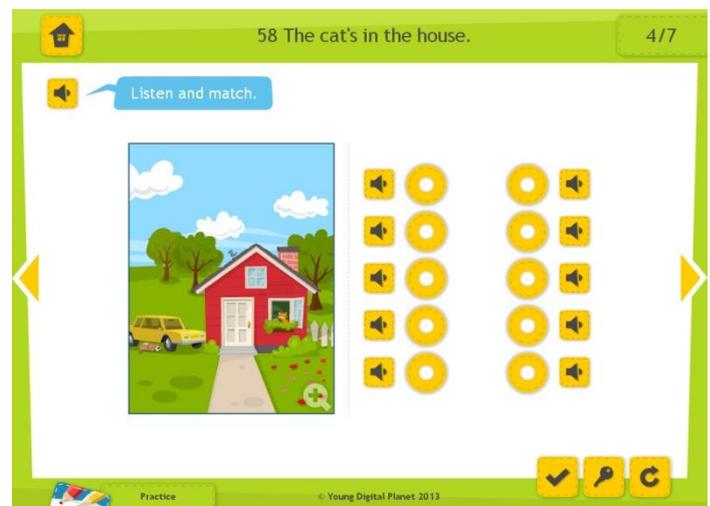
Audio 4:

*Where is the dog?
It's under the car.*

Audio 5:

*Where is the cat?
It's in the house.*

Key: see the text above (random order of sentences)



58 The cat's in the house. 4/7

Listen and match.

Practice © Young Digital Planet 2013

Note: Ask the Ss to match the two columns to make short dialogues.

Screen 5

Key:

- 1 The bird is in the house.
- 2 The cat is on the roof of the house.
- 3 The dog is in the car.
- 4 The trees are next to the house.
- 5 The car is under the house.



58 The cat's in the house. 5/7

Put the words in order.

Practice © Young Digital Planet 2013

SS put the words in each sentence in the correct order. Encourage the Ss to read out the sentences aloud.

Screen 6

1 Mr. Hill: *Where's the tree?*
Sam: *It's in the house.*

2 Mr. Hill: *Where's the dog?*
Kim: *It's in the car.*

3 Mr. Hill: *Where's the car?*
Pat: *It's next to the house.*

4 Mr. Hill: *Where's the cat?*
Kim: *It's on the tree.*

5 Mr. Hill: *Where are the flowers?*
Sam: *They're under the car.*

Key:

- 1 yes
- 2 no
- 3 yes
- 4 no
- 5 yes



Give the Ss these instructions for the game. The aim is to answer the questions on the basis of what Ss see in the picture.

1. Ss click 'start' and they see a picture for 10 seconds with objects in strange places.
2. After 10 seconds, the picture goes away and Mr. Hill asks questions – see audio.
3. Students hear answers and must choose *yes* or *no*.

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

Tell students to work in pairs and try to say the correct text they heard on the recording.

Additional activity

1. Put one of your photos on the board and allow the Ss to look at it for 1 minute and ask them to remember as many details about it as they can.
2. Take the handout off the board and ask the Ss questions concerning various details of the picture , e.g. *Where is the dog? Is the car in the garage?*
3. Elicit answers from the Ss.

Friends 3 Lesson 23		<i>Are you happy, happy, happy?</i>		Pronunciation	
Aims	Recognising and saying the /æ/ sound (<i>happy, sad, angry</i>)	Contents	Pronunciation /æ/ sound pronunciation exercises	Checklist	1 Master handout (handout 1 – individual or pair work): minimal pairs
Language Analysis					
<p>Pronunciation: Vowel /æ/ is commonly referred to as ‘ash’. It is an open, low vowel. It is also a front vowel, which means that the tongue is positioned as far forward as possible in the mouth without creating a constriction that would be classified as a consonant .It is unrounded, which means that the lips are not rounded.</p>					

Procedure

Warm-up Off the screens

6. Give out Handout 1 to each or a pair of your students.

Handout 1

MINIMAL PAIRS

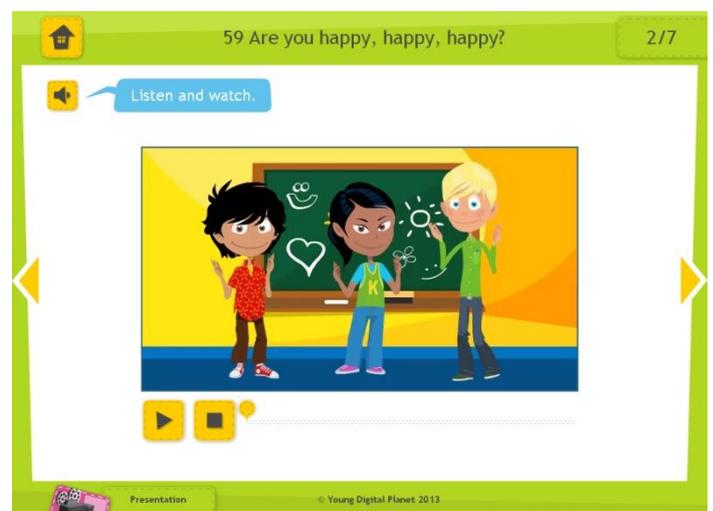
1	2	3
/ʌ/	/e/	/æ/
bun	Ben	ban
but	bet	bat
bud	bed	bad
butter	better	batter
bug	beg	bag
dud	dead	dad
pun	pen	pan
putt	pet	pat

- The aim of the exercise is to practise the pronunciation of minimal pairs (words that differ among each other with only one sound) of three English vowels /ʌ/, /e/, /æ/.
- First read each line on your own and let the Ss repeat each word after you chorally.
- Correct any mistakes that you hear.
- Give the Ss a few minutes to practise the pronunciation of the words but ask them to do it ALOUD, otherwise they do not hear themselves, and they do not know if they can pronounce the word correctly.
- Ask each of the Ss to read out loud one or two lines from the exercise.
- Choose a word from the 3 columns and the Ss have to tell you if the word is in column 1,2 or 3.
- Correct whenever necessary.

Screen 2

Audio:

Are you happy, happy, happy?
Yes, we are!
Are you happy, happy, happy?
Yes, we are!
Are you happy, happy, happy?
Yes, we are happy,
Are you happy, happy, happy?
Yes, we are!
Are you angry, angry, angry?
Yes, we are!
Are you angry, angry, angry?
Yes, we are! Are you angry, angry,
angry?
Yes, we are angry,
Are you angry, angry, angry?
Yes, we are!
Are you sad, sad, sad?
Yes, we are! Are you sad, sad, sad?
Yes, we are!
Are you sad, sad, sad?
Yes, we are sad,
Are you sad, sad, sad?
Yes, we are!



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

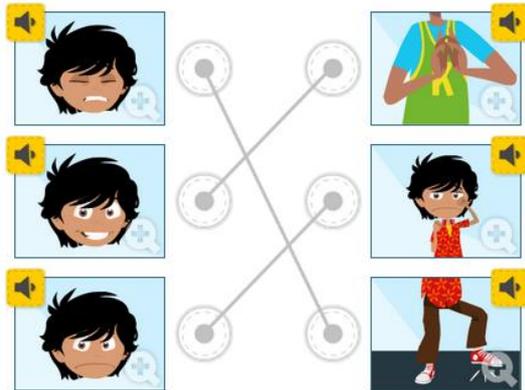
Listen and ask students to join in and sing.

Note: Let the Ss listen to and watch the animation for a number of times until they feel ready to sing with the audio.

Screen 3

Are you happy, happy, happy?
Are you angry, angry, angry?
Are you sad, sad, sad?

Key: see pictures below (random order)




Ss match the pictures according to what they hear on the recording.

Note: Encourage Ss to sing the phrases as they listen to them.

Screen 4

Audio 1: He's happy.

Audio 2: She's angry.

Audio 3: He's sad.

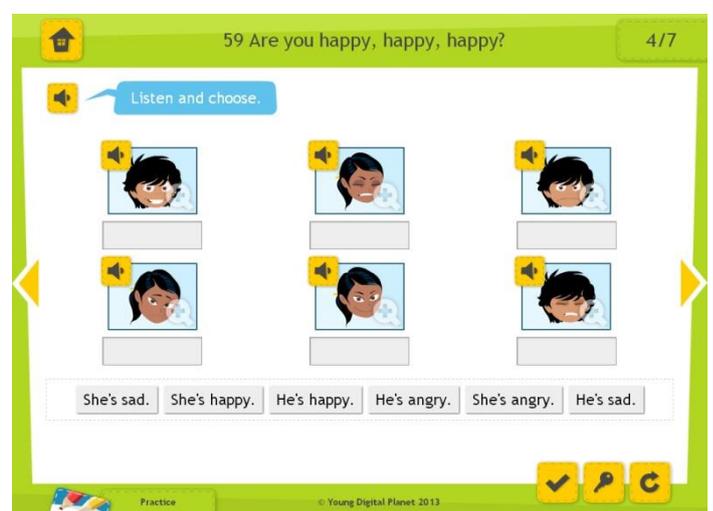
Audio 4: She's sad.

Audio 5: She's happy.

Audio 6: He's angry.

Key: (from left to right)

- 1 He's happy.
- 2 She's angry
- 3 He's sad.
- 4 She's sad.
- 5 She's happy.
- 6 He's angry.



Ss drag the correct sentence from the bottom of the screen to match it with what they hear on the audio.

Note: Encourage the Ss to repeat the sentences.

Screen 5

(from left to right)

Audio 1: *He's happy.*

Audio 2: *She's angry.*

Audio 3: *He's sad.*

Audio 4: *She's sad.*

Audio 5: *She's happy.*

Audio 6: *He's angry.*

Key: N/A



Note: Ss listen to the audio and repeat each of the sentences.

Screen 6

Audio:

Are you happy, happy, happy?

Yes, we are!

Are you happy, happy, happy?

Yes, we are!

Are you happy, happy, happy?

Yes, we are happy,

Are you happy, happy, happy?

Yes, we are!

Are you angry, angry, angry?

Yes, we are!

Are you angry, angry, angry?

Yes, we are! Are you angry, angry,

angry?

Yes, we are angry,

Are you angry, angry, angry?

Yes, we are!

Are you sad, sad, sad?

Yes, we are! Are you sad, sad, sad?

Yes, we are!

Are you sad, sad, sad?

Yes, we are sad,



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

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

*Are you sad, sad, sad?
Yes, we are!*

Key: N/A

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

Tell students to work in pairs and try to say the correct text they heard on the recording.

Teachers' tips: There are lots of variations. Your students can make up some instructions (or you can).

Do the song quickly, slowly; do the verses backwards; do all three actions etc ... It is best to get the children standing in a circle so that they sing at each other and don't feel self-conscious.

Handout 1

MINIMAL PAIRS

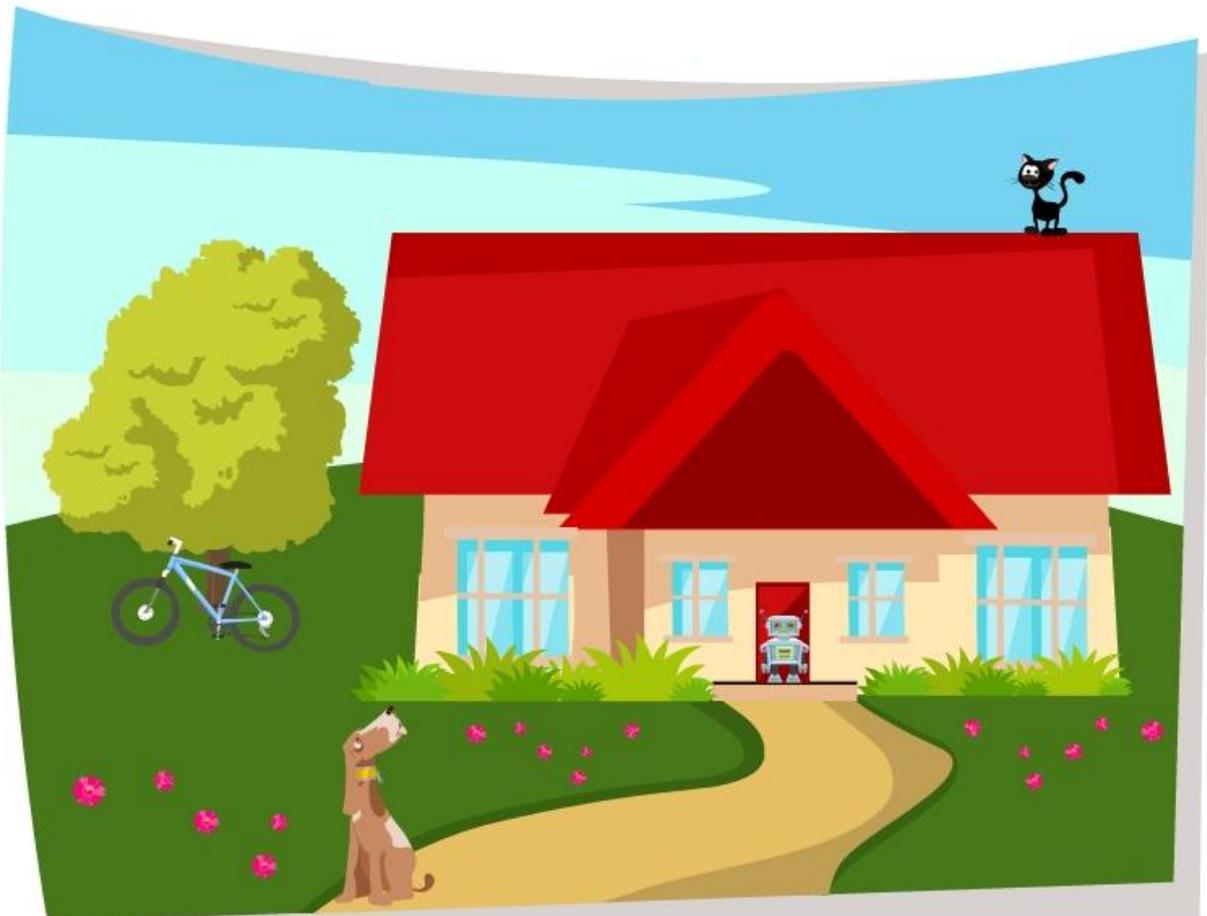
1	2	3
/ʌ/	/e/	/æ/
bun	Ben	ban
but	bet	bat
bud	bed	bad
butter	better	batter
bug	beg	bag
dud	dead	dad
pun	pen	pan
putt	pet	pat

Friends 3 Lesson 24		<i>What's in the picture?</i>		Skills
Aims	Talking about pictures. Recycling language: Nouns: <i>house, door, cat, trees, flowers, picture</i> Adjectives: <i>big, small, tall, short, beautiful, yellow, orange, red, pink, black, white</i> Prepositions: <i>next to, behind</i> Question words: <i>Where/What colour</i>	Contents	Grammar Questions: <i>Where..? What colour ...?</i> Vocabulary Nouns: <i>house, door, cat, trees, flowers, picture</i> Adjectives: <i>big, small, tall, short, beautiful, yellow, orange, red, pink, black, white, purple, blue</i> Prepositions: <i>next to, behind</i> Question words: <i>Where/What colour ...?</i>	Checklist
Language Analysis				
<p>Grammar: The question: <i>What about... (+ a noun)?</i> is a very general question and the answer to it can be a description of the thing or a person. (=a noun)</p>				

Procedure

Warm-up Off the screens

1. Ask your students to work in pairs.
2. Give out Handout 1 to each pair of your Ss.
3. Tell the Ss that their task is to think and write down as many sentences describing the picture as they can.



4. Set the time of 5 minutes and say that the pair who has the most correct sentences wins and gets the prize!

Screen 2

Lucy: Look at my picture. The house is big.

Robot: Oh, look at my picture. The house is small.

Lucy: Oh yes, it is. The trees are behind the house. They're tall. Where are your trees?

Robot: My trees are next to the house. They're short.

Lucy: My door's yellow. What colour's your door?

Robot: It's orange.

Lucy: And look at the flowers. They're beautiful! They're red and pink. What about your flowers, Robot?

Robot: My flowers are purple and blue. They're beautiful too.

Lucy: Look at the cat. She's black. And she's happy!

Robot: Oh, my cat's white. She's sad.

Robot: I'm sad. Now the cat's happy. I'm happy too!



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

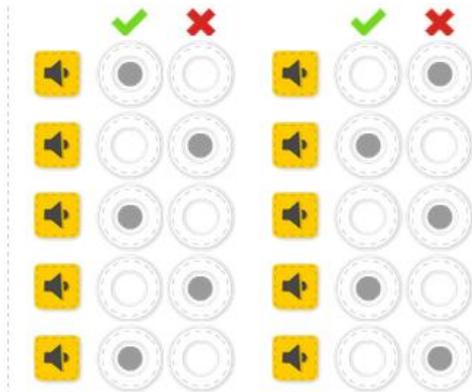
Note: Let the Ss to listen and watch the animation for a number of times to consolidate the dialogue.

Screen 3

(from left to right)

*The house is big.
 The door's orange.
 The house is small.
 The flowers are beautiful. They're red and pink.
 The trees are behind the house. They're tall.
 The flowers are beautiful. They're purple and blue.
 The trees are next to the house. They're short.
 The cat's black and she's happy.
 The door's yellow.
 The cat's white and she's sad.*

Key:



Note: Ss choose the correct answers according to what they hear on the audio.
 Encourage the Ss to repeat the sentences.

Screen 4

(from left to right)

The house is big.

The door's orange.

The house is small.

The flowers are beautiful. They're red and pink.

The trees are behind the house. They're tall.

The flowers are beautiful. They're purple and blue.

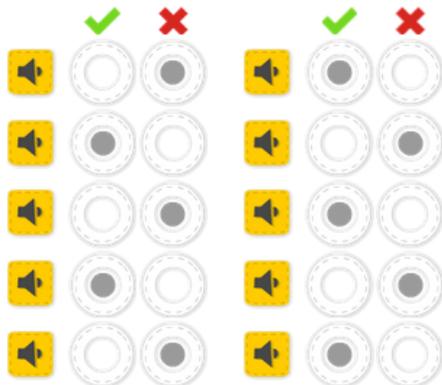
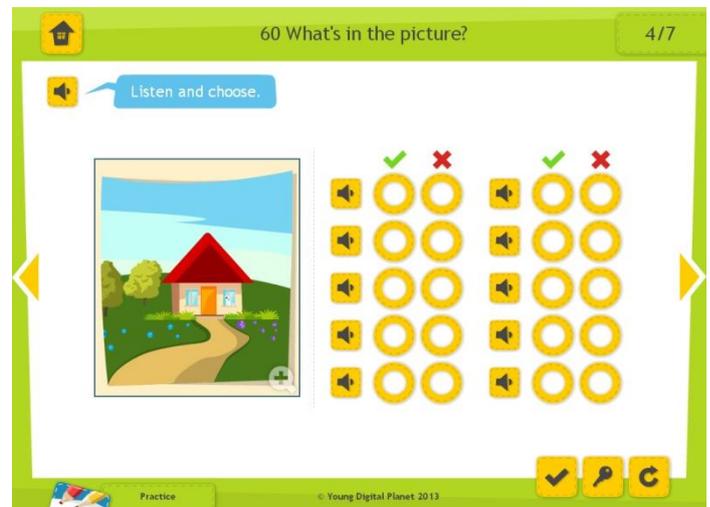
The trees are next to the house. They're short.

The cat's black and she's happy.

The door's yellow.

The cat's white and she's sad.

Key:

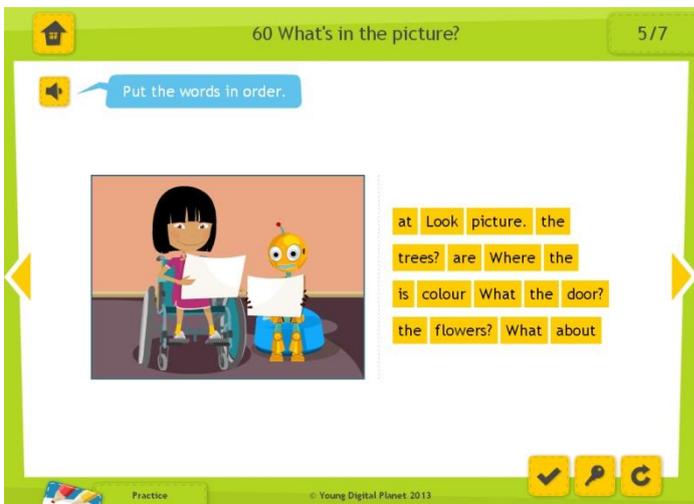



Note: The task is similar to the one in the previous screen 3/7. So tick the correct answers or click on the cross if the sentence they hear is incorrect according to the picture.

Screen 5

Key:

- 1 Look at the picture.
- 2 Where are the trees?
- 3 What colour is the door?
- 4 What about the flowers?



60 What's in the picture? 5/7

Put the words in order.

at Look picture. the
trees? are Where the
is colour What the door?
the flowers? What about

Practice © Young Digital Planet 2013

Note: Ss drag words in each line to make correct sentences. Ask the Ss to read the sentences out loud.

Screen 6

Lucy: Look at the picture. The door's big. What about your picture?

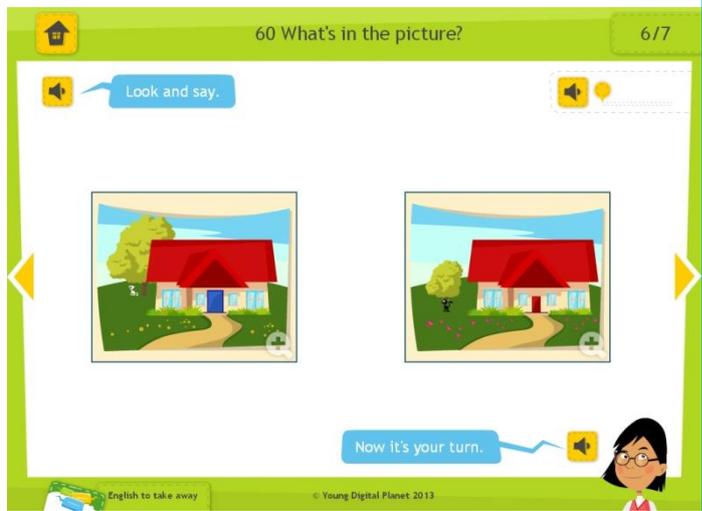
Robot: My door's small. The door's red. What colour is your door?

Lucy: My door's blue. A cat is next to the house. It's white, and it's sad. Where's your cat?

Robot: It's next to the house too. It isn't white. It's black, and it's happy. A tree is behind the cat. It's short. What about you?

Lucy: Oh, my tree is next to the cat, and it's tall. The flowers are yellow.

Robot: Oh, my flowers are pink. They're beautiful.



Give the Ss these instructions for the 'Look and say' activity. The aim is to practise describing the picture.

1. Look at the two pictures and spot the differences between them.
2. Click on the audio and listen to the dialogue. Try to spot the differences that you hear. You can press 'pause' at any time and listen again.
3. Repeat as many times as you want to.

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

Tell students to work in pairs and describe and compare the two pictures.

Additional activity

1. Ask your students to work in pairs.
2. Ask the Ss to draw and paint a similar picture to picture from Handout 1. (Ss should place the objects differently but there should be a house, a tree, a dog etc.)
3. Ask the Ss to describe the picture to the friend in the pair. They then swap pairs.
4. Monitor the Ss and correct whenever necessary.

Handout 1

