

Friends 3 Lesson 37		<i>This is my face!</i>		Vocabulary	
Aims	Identifying parts of the face Practising using <i>This is/These are</i> Recognising written words Identifying parts of the face	Contents	Grammar Positive sentences Singular and plural Vocabulary <i>What's this in English?</i> <i>face, ear(s), eye(s), hair, mouth, nose</i>	Checklist	Two master handouts for individual work: sentence ordering and word completion Scissors
Language Analysis					
<p>Grammar: <i>These are</i> is the plural of <i>this is</i></p> <p>The word <i>hair</i> is usually used without article in the singular when it refers to all the hairs on one's head in general.</p> <p>Vocabulary: the difference between mouth and lips – mouth is the opening in the lower part of the human face, and it is surrounded by the lips</p> <p>***</p> <p>mouth /maʊθ/</p>					

Procedure

Warm-up Off the screens

1. Draw a very simple face on the board including eyes, ears, mouth, nose and hair.
2. Try to elicit the names of each body part or tell the students, and ask them to repeat it after you.
3. Write the names on the board using arrows.

Screen 2

Lucy: *This is my face!*

Robot: *This is my face.*

Lucy: *This is my nose.*

Robot: *This is my nose.*

Lucy: *This is my mouth.*

Robot: *This is my mouth.*

Lucy: *One ear. Two ears. These are my ears.*

Robot: *These are my ears.*

Lucy: *And these are my eyes.*

Robot: *These are my eyes.*

Lucy: *And this is my hair!*

Robot: *This is my*

Lucy: *Poor Robot – No hair!*



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

Additional activity

1. Give out Handout 1.
2. Ask students to match the phrases to make correct sentences.
3. Ask representatives to come to the board to write the sentences.

Handout 1

These are	This is	This is
This is	my eyes.	my ears.
These are	my face.	my hair.
This is	my nose.	my mouth.

Key: As in Screen 2 Audio.

Screen 3

Audio:

These are my ears.

This is my hair!

This is my face.

This is my mouth.

This is my nose.

These are my eyes.

Key: 1 ears 2 hair 3 face 4 mouth
5 nose 6 eyes




Screen 4

Audio 1: *mouth*

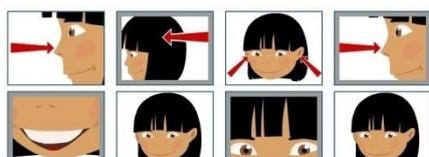
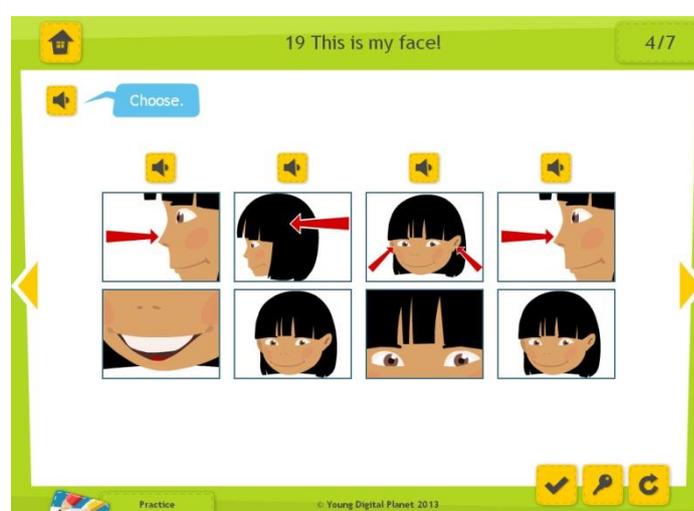
Audio 2: *hair*

Audio 3: *eyes*

Audio 4: *nose*

Key:

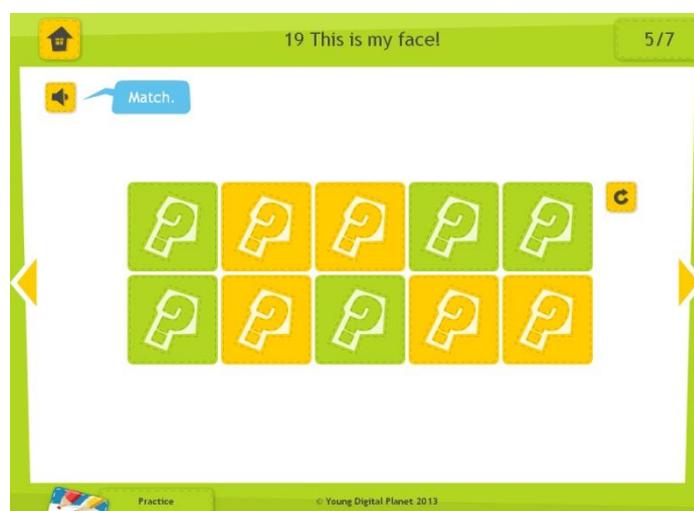
1 mouth 2 hair 3 eyes 4 nose

Screen 5

Key:

- 1 hair
- 2 eyes
- 3 ears
- 4 nose
- 5 mouth



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.

Additional activity:

7. Give out Handout 2.
8. Ask your students to complete the missing letters in the words.
9. Ask them to match words and pictures.

Handout 2

1. f _ ce

2. e _ _ s

3. e _ rs

4. m _ u _ h

5. n _ s _

6. _ a _ r



Key: 1 face 2 eyes 3 ears 4 mouth 5 nose 6 hair

Screen 6

Audio:

What's this in English?

It's your face.

What's this in English?

This is your mouth.

What's this in English?

This is your nose.

What's this in English?

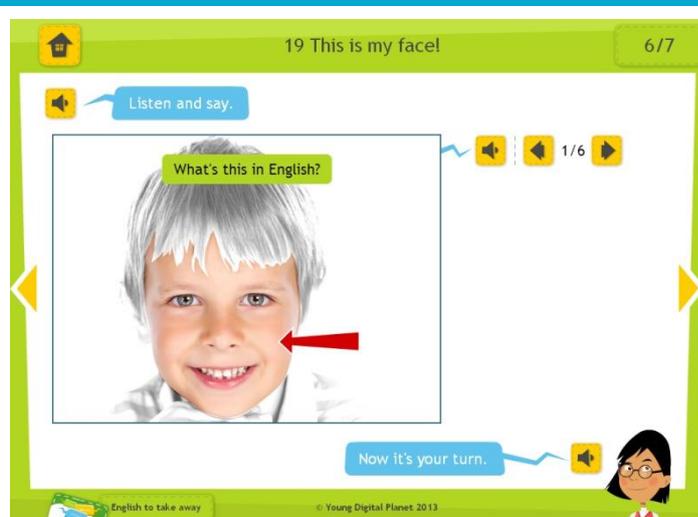
This is your hair.

What are these in English?

These are your eyes.

What are these in English?

These are your ears.



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

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

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

Handout 1

These are	This is	This is
This is	my eyes.	my ears.
These are	my face.	my hair.
This is	my nose.	my mouth.

Handout 2

1. f _ c e

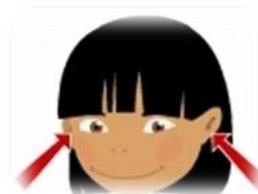
2. e _ _ s

3. e _ r s

4. m _ u _ h

5. n _ s _

6. _ a _ r



Friends 3
 Lesson 38

I've got blue eyes.

 Grammar &
 Functions

Aims	Describing oneself Consolidating vocabulary for parts of the face Using 1 st person and 2 nd person singular of <i>have got</i> + adjective + noun	Contents	Grammar <i>What colour eyes have you got?</i> <i>I've got ... You've got</i> Vocabulary <i>ear(s), eye(s), hair, mouth, nose</i> Colours: <i>blue, brown, black, blonde, white, red, green</i> Everyday English: <i>I get it!</i> <i>We're the same!</i> <i>Wait a minute!</i>	Checklist	Three master handouts (one teacher handout, one individual handout and one pair work handout): visual aids, anagrams and colouring faces according to descriptions. Scissors Coloured pencils
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Language Analysis

Grammar:

Have vs have got: when we are talking about possession, relationships, illnesses and characteristics of people or things we can use either *have* or *have got*. The *have got* forms are more common in an informal style.

Have got is more common in British English. In American English *have* is often dropped in informal speech (e.g. *We've got a problem.* -> *We got a problem.*)

Vocabulary:

blonde - in English, this is one of a few words which can show gender, with *blond* being used of males and *blonde* of females (when used as a noun).

silly – in this context it is not an offensive word. It means to be foolish in an innocent, child-like way.

the same – the opposite of *different*

Procedure

Warm-up Off the screens

4. Use Handout 1.
5. Show two faces that are the same. Say: *the same* and ask your students to repeat.
6. Show two different faces. Say: *different* and ask your students to repeat.
7. Now show the same faces again and elicit the answer from the class.
8. Repeat with different faces. Maybe you could take these from magazines.
9. Repeat a few times.

Handout 1 x2



Screen 2

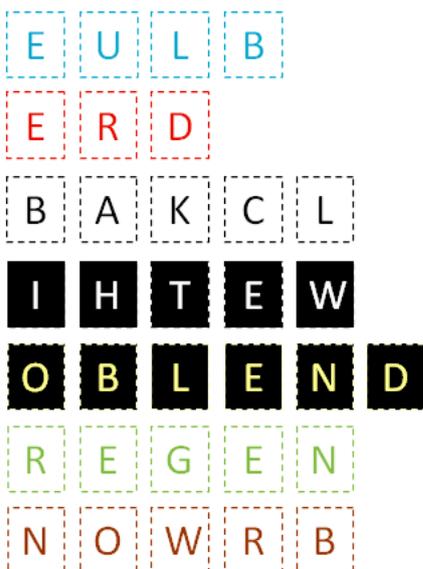
Alien 1: *What's this?*
Kim: *That's a picture – of you, silly!*
Alien 2: *Oh, yes, that's my face ... Oh, I get it. Amazing!*
Sam: *Look at the picture! What colour eyes have you got?*
Alien 1: *I've got green eyes.*
Alien 2: *And you?*
Sam: *I've got brown eyes.*
Kim: *I've got brown eyes, too.*
Sam: *We're the same!*
Alien 2 : *And what colour eyes have I got?*
Alien 1: *Wait a minute ... Look, you've got green eyes. We're the same!*



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

1. Put your students in pairs.
2. Give out Handout 2.
3. Ask your students to form words from the letters of the same colour.
4. Ask representatives to read aloud (one colour per person). Correct if needed. Use coloured pencils to show a colour if needed.
5. Repeat with a whole class.

Handout 2



Key: blue, red, black, white, blonde, green, brown

Screen 3

Audio 1:

Kim: *I've got brown eyes.*

Audio 2:

Sam: *I've got brown eyes.*

Audio 3:

Alien female: *I've got green eyes.*

Audio 4:

Alien male: *I've got green eyes.*

Key:

- 1 I've got brown eyes.
- 2 I've got brown eyes.
- 3 I've got green eyes.
- 4 I've got green eyes.



Screen 4

Audio 1:

Female: *What colour eyes have you got?*

Male: *I've got brown eyes.*

Audio 2:

Female: *What colour hair have you got?*

Male: *I've got black hair.*

Audio 3:

Male: *What colour eyes have you got?*

Female: *I've got green eyes.*

Audio 4:

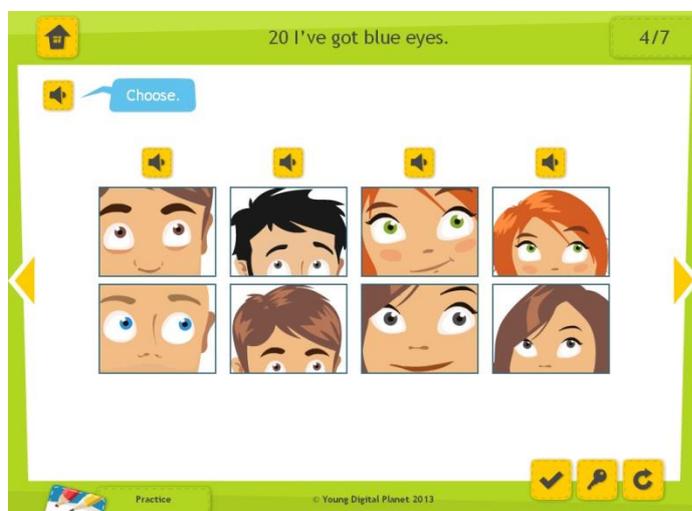
Male: *What colour hair have you got?*

Female: *I've got red hair.*

Key:

1 brown eyes 2 black hair

3 green eyes 4 red hair



Additional activity:

1. Put your students in pairs.
2. Ask and answer the questions in pairs: *What colour eyes/hair have you got? I've got (colour) eyes/hair.*
3. Ask representatives to repeat in front of the class.

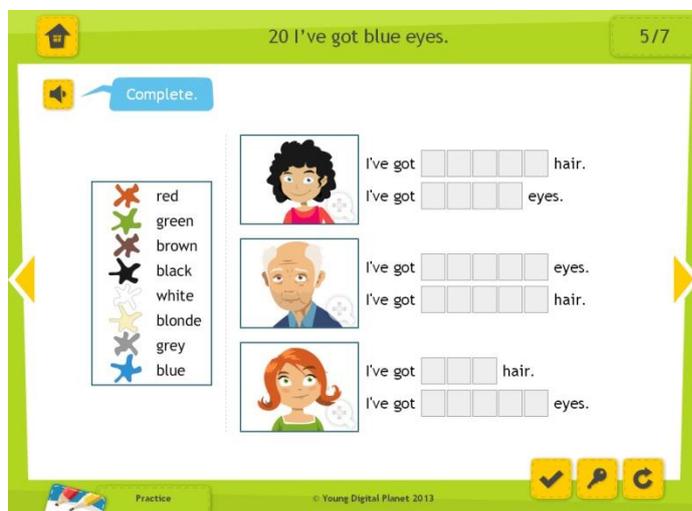
Screen 5

Key:

1 black, blue

2 brown, white

3 red, green



Additional activity

1. Give out Handout

Handout 2



I've got black hair.

I've got green eyes.



I've got red hair.

I've got blue eyes.



I've got blonde hair.

I've got brown eyes.



I've got brown hair.

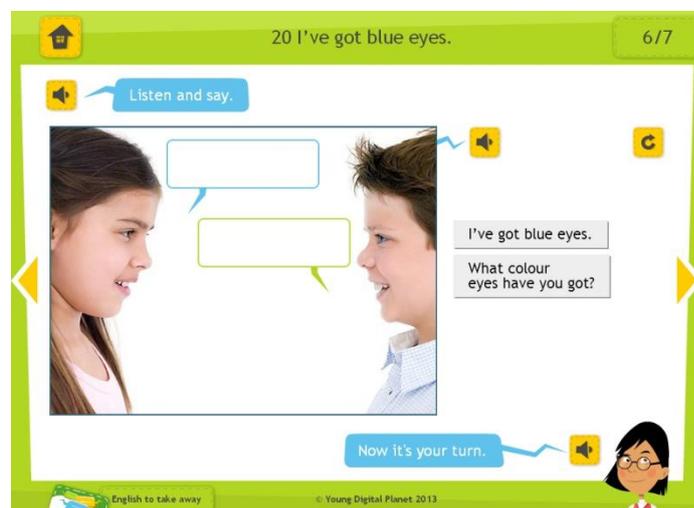
I've got grey eyes.

2. Ask your students to colour the faces following the instructions.

Screen 6

Child 2: *What colour eyes have you got?*

Child 1: *I've got blue eyes.*

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

1. Look at the picture and read the sentences.
2. Click on the audio and listen to the

sentence.

3. Students say the sentences.

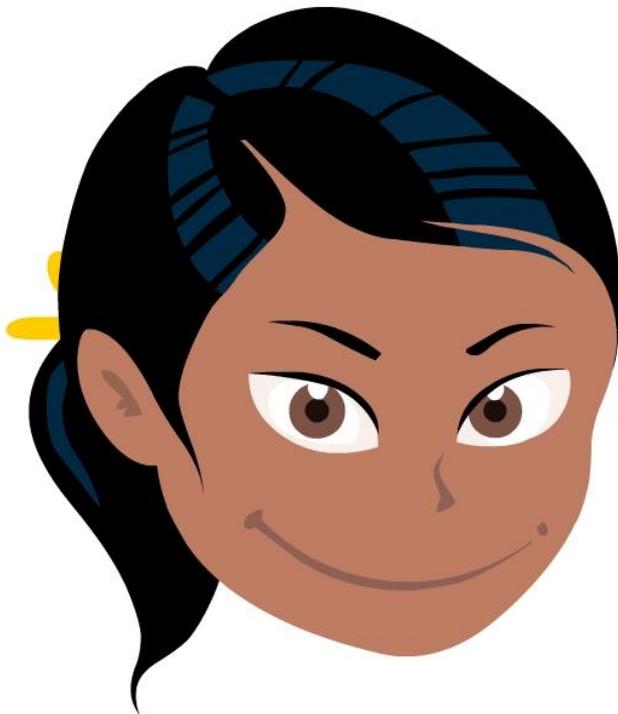
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask and answer questions about themselves.

Additional activity:

1. As a class have your students stand in a circle.
2. Say: *I've got (colour) hair. What colour hair have you got, (name)?* and touch the student to your right (name) on the shoulder.
3. The student answers, asks the question and taps the next student on her/his right on the shoulder.
4. Answer/Question goes around the circle.
5. When it reaches you, say *I've got (colour) eyes. What colour eyes have you got?* and send the question the other way round.

Handout 1



two copies

Handout 2

E U L B

E R D

B A K C L

I H T E W

O B L E N D

R E G E N

N O W R B

Handout 3



I've got black hair.

I've got green eyes.



I've got red hair.

I've got blue eyes.



I've got blonde hair.

I've got brown eyes.



I've got brown hair.

I've got grey eyes.

Friends 3
 Lesson 39

Have you got brown eyes?

 Grammar &
 Functions

Aims	Describing other people Consolidating vocabulary for parts of the face Asking and answering with have got 2 nd person singular Learning <i>long/short</i>	Contents	Grammar <i>I've got ...</i> Short answers <i>Have you got ...? Yes, I have./ No, I haven't.</i> Vocabulary <i>face, ear(s), eye(s), hair, mouth, nose</i> <i>Colours (blue, brown, black, blonde, white, red, green)</i> <i>long/ short</i> <i>Well done!</i>	Checklist	Three master handouts (individual or work in pairs handout): word completion Scissors
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Language Analysis

Grammar:

Do not use *got* in the short answer. *Have you got ...? Yes, I have./ No, I haven't.*

Hints:

Use *well done* often to appreciate students' work. Other useful expressions: *that's great, good job, excellent, I appreciate that, good work, great work, exceptional, wonderful, superb, perfect, wow, fantastic, first class, nice job*, etc.

long /lɒŋ/

short /ʃɔ:t/

Procedure

Warm-up Off the screens

10. Ask your students to stand up, sit down, open the exercise books, open the window, close the window etc.
11. Say *well done* every time they do what you asked. Use positive face expression and OK gestures (thumb up etc).

Screen 2

Lucy: *Have you got brown eyes?*

Tony: *Yes, I have.*

Lucy: *Have you got red hair?*

Tony: *No, I haven't.*

Lucy: *Hmmm ... Have you got brown hair?*

Tony: *Yes, I have.*

Lucy: *Are you Tony?*

Tony: *Yes!*

Lucy: *Have you got blue eyes?*

Anna: *No, I haven't.*

Lucy: *Hmmm ... Have you got green eyes?*

Anna: *Yes, I have.*

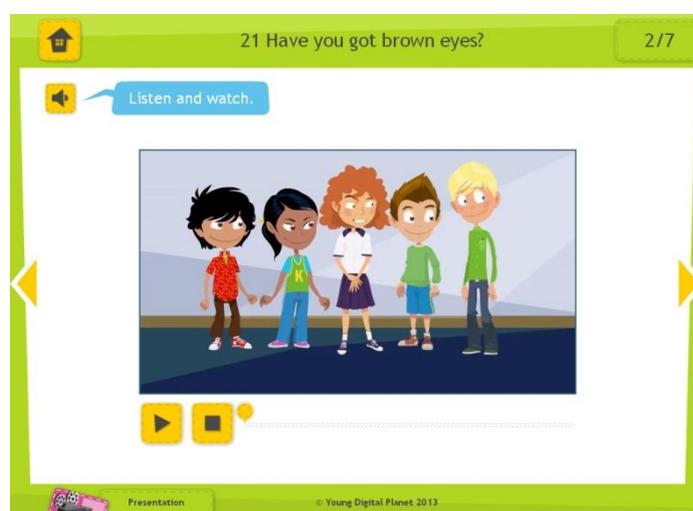
Lucy: *Have you got red hair?*

Anna: *Yes, I have*

Lucy: *Are you Anna?*

Anna: *Yes*

All together: *Well done, Lucy!*



Exploit the scene by asking the Ss to describe what they can see.

This will help students with pronunciation and meaning.

Additional activity:

1. Play the game in groups of 4-5.
2. Use a piece of black cloth or a scarf to blindfold student.

Screen 3

Audio 1:

Female: *Have you got black eyes?*

Audio 2:

Female: *Have you got blue eyes?*

Audio 3:

Female: *Have you got brown hair?*

Audio 4:

Female: *Have you got black hair?*

Key: (from left to right)

1 No, I haven't. 2 No, I haven't.

3 No, I haven't. 4 Yes, I have.



Additional activity:

1. Give out Handout 1.
2. Ask students to put the letters in the right order to make colours and parts of the face.

Handout 1

1. Have you got erd raih _____?

Yes, I have.



2. Have you got wronb seye _____?

Yes, I have.



3. Have you got nobled hira _____?

Yes, I have.

4. Have you got ergen esey _____?

Yes, I have.



5. Have you got bule yeas _____?

Yes, I have.

6. Have you got balck riha _____?

Yes, I have.

Key: 1 red hair 2 brown eyes 3 blonde hair 4 green eyes 5 blue eyes 6 black hair

Screen 4



Audio 1:

Male: *Have you got blonde hair?*

Female: *No, I haven't.*

Male: *Have you got black hair?*

Female: *Yes, I have.*



Audio 2:

Female: *Have you got brown hair?*

Male: *No, I haven't.*

Female: *Have you got blue eyes?*

Male: *Yes, I have.*



Audio 3:

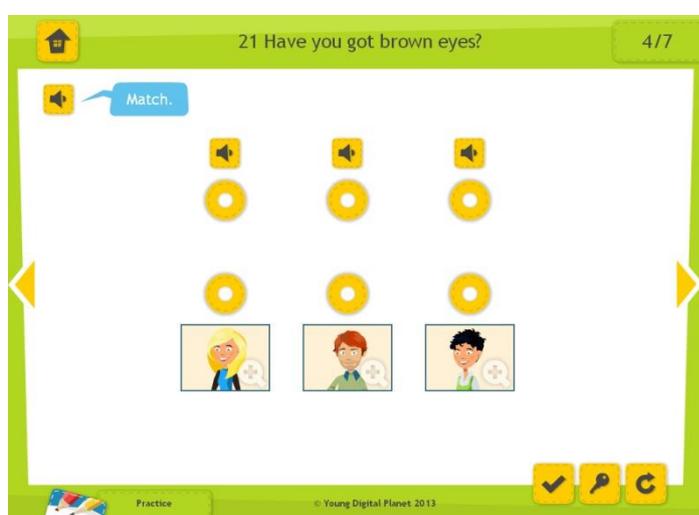
Male: *Have you got green eyes?*

Female: *Yes, I have.*

Male: *Have you got blonde hair?*

Female: *Yes, I have.*

Key: see pictures above (random order of the pictures and audio)



Students may need to listen a number of times before matching the pictures.

Additional activity:

1. Give out Handout 2.
2. Ask students to complete the words.
3. Ask representatives to read aloud when they finish.

Handout 2

1. Have you got blonde hair?

No, I h_v_n't.

2. Have you g_t brown eyes?

Yes, I h__e.



3. H_ve yo_ got short hair?

No, _ haven'_'.

4. __ve you got green eyes?

Y___, I have.



5. Hav_ _ou g_t long hair?

_o, I _ave_'t.

6. H_ve y_u g_t black hair?

Yes, I h ____.



Key: 1. Have you got blonde hair?

No, I haven't.

2. Have you got brown eyes?

Yes, I have.

3. Have you got short hair?

No, I haven't.

4. Have you got green eyes?

Yes, I have.

5. Have you got long hair?

No, I haven't.

6. Have you got black hair?

Yes, I have.

Additional activity:

1. Ask your students to ask each other the questions and practise answering *Yes, I have./No, I haven't.*
2. Make sure they ask about long/short hair too.

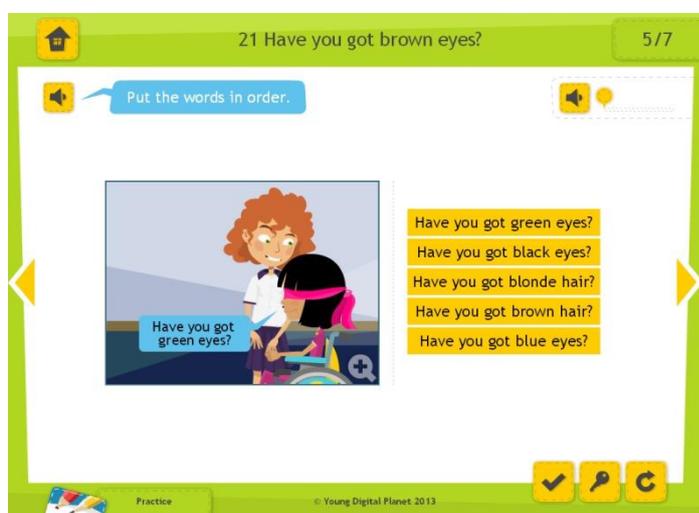
Screen 5

Audio:

*Have you got blue eyes?
Have you got brown hair?
Have you got brown eyes?
Have you got blonde hair?
Have you got red hair?*

Key:

- 1 Have you got blue eyes?
- 2 Have you got brown hair?
- 3 Have you got brown eyes?
- 4 Have you got blonde hair?
- 5 Have you got red hair?



Additional activity:

1. Give out Handout 3.
2. Ask students to complete the words.
3. Ask representatives to read aloud when they finish.

Handout 3



1. Have you got gr__n e_es?
No, I haven't.
2. Have you got br__n ey_s?
No, I haven't.
3. Have you got bl__ _yes?
Yes, I have!
4. Have you got bl__de hai_?
No, I haven't.
5. Have you got b__wn h_ir?
No, I haven't.
6. Have you got red _air?
Yes, I have! Well d__e!

Key:

1. Have you got green eyes? No, I haven't.
2. Have you got brown eyes? No, I haven't.
3. Have you got blue eyes? Yes, I have!
4. Have you got blonde hair? No, I haven't.
5. Have you got brown hair? No, I haven't.
6. Have you got red hair? Yes, I have! Well done!

Screen 6

Audio 1: *Have you got green eyes?*

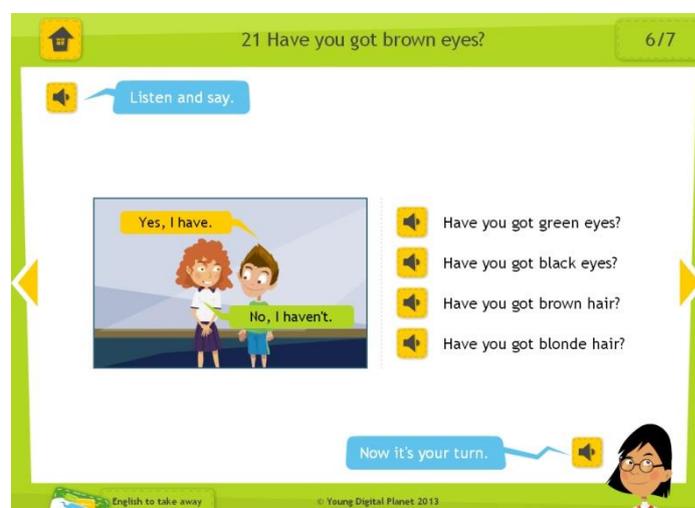
Audio 2: *Have you got black eyes?*

Audio 3: *Have you got brown hair?*

Audio 4: *Have you got blonde hair?*

Yes, I have.

O, I haven't.



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the questions. Think how to answer.
3. Press 'pause' and listen again if you want to, to complete the exercise.

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.

Handout 1

1. Have you got red hair _____?

Yes, I have.

2. Have you got brown eyes _____?

Yes, I have.

3. Have you got blond hair _____?

Yes, I have.

4. Have you got green eyes _____?

Yes, I have.

5. Have you got blue eyes _____?

Yes, I have.

6. Have you got black hair _____?

Yes, I have.



Handout 2

1. Have you got blonde hair?

No, I haven't.

2. Have you got brown eyes?

Yes, I have.

3. Have you got short hair?

No, I haven't.

4. Have you got green eyes?

Yes, I have.

5. Have you got long hair?

No, I haven't.

6. Have you got black hair?

Yes, I have.



Handout 3



1. Have you got gr__ _n e__es?

No, I haven't.

2. Have you got br__ _n ey__s?

No, I haven't.

3. Have you got bl__ _ _yes?

Yes, I have!

4. Have you got bl__ _de hai__?

No, I haven't.

5. Have you got b__ _wn h__ir?

No, I haven't.

6. Have you got red __air?

Yes, I have! Well d__ _e!

Friends 3
 Lesson 40

The monster's got green hair.

 Grammar &
 Functions

Aims	Describing other people using 3 rd person singular <i>has got</i> Asking and answering: <i>Have you got ... ?</i>	Contents	Grammar Verb: <i>has got</i> 3rd person singular <i>Have got</i> + adjective + noun Conjunction: <i>and</i> Adjectives and their opposites Revision of colours	Checklist	1 master handout for each student to colour Coloured pencils
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Language Analysis

Grammar: have got

Affirmative	Affirmative – short forms	Negative	Negative – short forms	Questions	Short answers
<i>I have got</i>	<i>I've got</i>	<i>I have not got</i>	<i>I haven't got</i>	<i>Have I got</i>	Yes, I have. No, I haven't.
<i>You have got</i>	<i>You've got</i>	<i>You have not got</i>	<i>You haven't got</i>	<i>Have you got</i>	Yes, you have. No, you haven't.
<i>He has got</i>	<i>He's got</i>	<i>He has not got</i>	<i>He hasn't got</i>	<i>Has he got</i>	Yes, he has. No, he hasn't.
<i>She has got</i>	<i>She's got</i>	<i>She has not got</i>	<i>She hasn't got</i>	<i>Has she got</i>	Yes, she has. No, she hasn't.
<i>It has got</i>	<i>It's got</i>	<i>It has not got</i>	<i>It hasn't got</i>	<i>Has it got</i>	Yes, it has. No, it hasn't.
<i>We have got</i>	<i>We've got</i>	<i>We have not got</i>	<i>We haven't got</i>	<i>Have we got</i>	Yes, we have. No, we haven't.
<i>You have got</i>	<i>You've got</i>	<i>You have not got</i>	<i>You haven't got</i>	<i>Have you got</i>	Yes, you have. No, you haven't.
<i>They have got</i>	<i>They've got</i>	<i>They have not got</i>	<i>They haven't got</i>	<i>Have they got</i>	Yes, they have. No, they haven't.

It's got ... / It hasn't got ...

Has (it) got ...? Yes, it has. / No, it hasn't.

Is it ...? Yes, it is. / No, it isn't.

Vocabulary:

face, ear(s), eye(s), hair, mouth, nose

blue, brown, black, blonde, white, red, green

long/short, tall/short, big/small, beautiful/ugly

very + adjective

Oh dear!

What an ugly monster!

Oh dear! /əʊ daɪ(r) / – used when you are upset, disappointed, worried or surprised

ear /ɪə(r) /

hair /heə(r) /

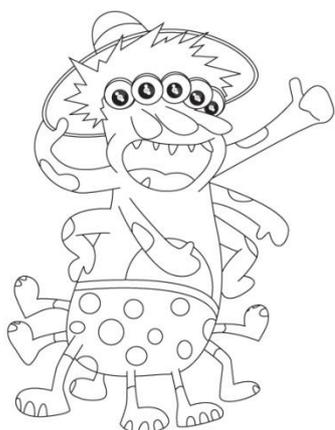
ugly /'ʌgli /

blonde /blɒnd /

Procedure

Warm-up Off the screens – handout – pair work

Handout



12. Show the monster to the students (Handout) and elicit the word *monster*.
13. Distribute the handouts and ask students to colour the monster according to the following instruction:

She's got blue hands.

Her eyes are green.

Colour her hair red.

Her feet are orange.

Colour her nose brown.

She has got a pair of purple shorts.

14. Ask students to show their painted monsters to their partners to compare.
15. Ask the students to put the monsters in their notebooks.

Note: In weaker groups — make sure Ss know what to do and this will become clear if they all take the correct colour pencil when you ask. When they have finished ask

everybody to show their monsters. If there is time and space, you might like to display them on the walls.

Screen 2

Tony: *What an ugly monster!*

Alex: *It is ugly! And big!*

Tony: *And tall!*

Alex: *Look! It's got long, blue hair ...*

Tony: *It's green! Long, green hair!*

Alex: *Oh yes!*

Tony: *Eww! It's got three big eyes!*

Alex: *How many eyes?*

Tony: *Three! Look! And it's got a big nose!*

Alex: *No. It hasn't got a big nose. It's got a small nose.*

Tony: *Hm hm Has it got a mouth?*

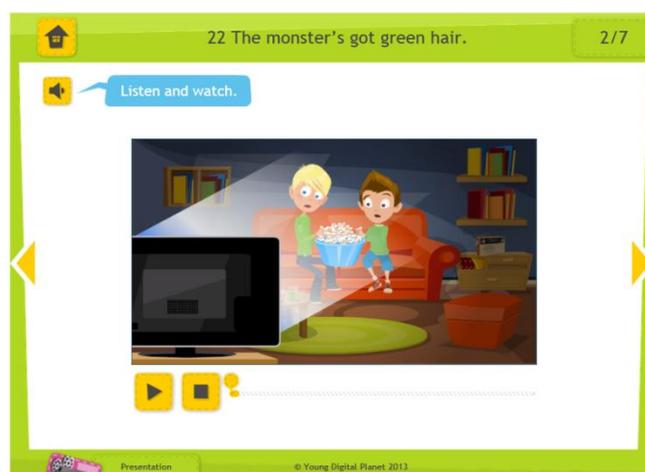
Alex: *Yes. It's got a big mouth, a very big mouth!*

Tony: *Oh, dear!*

Alex: *What?*

Tony: *It's got small ... ears ... but ... but it's got four ears!*

Alex: *Shhh!*



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.

Point to parts of the face one by one and elicit the correct words: *eyes, ears, nose, mouth, hair.*

Check and drill pronunciation of the words individually and chorally.

Play the audio

Note: After watching the animation, ask comprehension questions:

How many ears/eyes/noses has the monster got? Has it got a big or a small nose? Is the monster short or tall? What colour hair has the monster got? etc.

Additional Activity

With higher-level students, teacher can play the audio story without the animation, so students only listen to the dialogue.

They can then draw a quick picture of the monster they imagine and compare it to the real thing in the animation.

Screen 3

As Screen 1

Tony: *What an ugly monster!*

Alex: *It is ugly! And big!*

Tony: *And tall!*

Alex: *Look! It's got long, blue hair ...*

Tony: *It's green! Long, green hair!*

Alex: *Oh yes!*

Tony: *Eww! It's got three big eyes!*

Alex: *How many eyes?*

Tony: *Three! Look! And it's got a big nose!*

Alex: *No. It hasn't got a big nose. It's got a small nose.*

Tony: *Hm hm Has it got a mouth?*

Alex: *Yes. It's got a big mouth, a very big mouth!*

Tony: *Oh, dear!*

Alex: *What?*

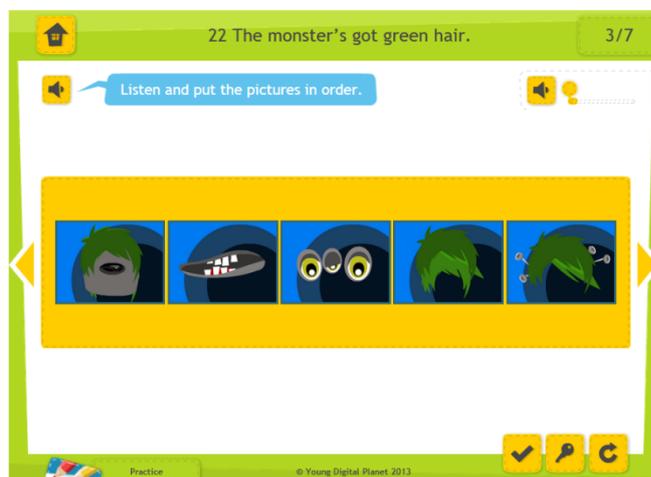
Tony: *It's got small ... ears ... but ... but it's got four ears!*

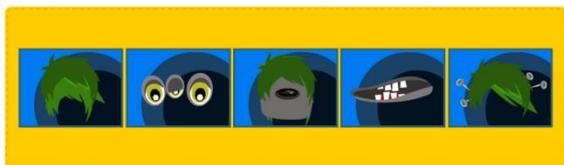
Alex: *Shhh!*

Key: 1 monster's hair 2 monster's eyes

3 monster's nose 4 monster's mouth

5 monster's ears





Note: Children can practise pointing to the images and saying: *It's got (long green hair).*
Teachers can encourage repetition of sentences/descriptions by prompting with just one word: *hair, eyes, mouth, etc.*

Screen 4



Audio 1: *big eyes – small eyes*



Audio 2: *long hair – short hair*



Audio 3: *beautiful – ugly*



Audio 4: *tall – short*

Key: see picture above (random order)

Note: Practise the adjectives by teaching the children actions for each one, eg extend arm from top of head down for 'long', hold index finger and thumb very close together and look through the gap for 'small', etc.

Screen 5

Audio 1: *The monster's got short hair.*

Audio 2: *It's got five eyes.*

Audio 3: *It hasn't got a big nose.*

Audio 4: *It's got three small ears.*

Key: 1 false 2 true 3 true 4 true

<p> The monster's got short hair.   </p> <p> It's got five eyes.  </p> <p> It hasn't got a big nose.  </p> <p> It's got three small ears.  </p>	
--	--

Note: Teacher can ask more true/false questions about the monster, e.g. *It's a tall/short monster. It's got a big/small mouth.* etc. Students can then write 3 or 4 true/false questions which they can test with their partner.

Screen 6

1

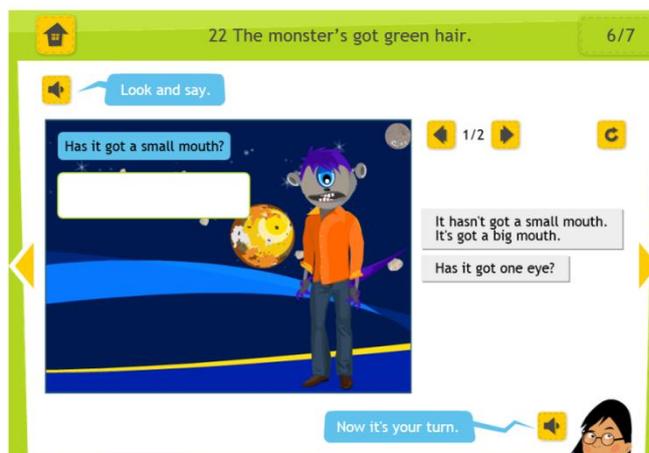
Has it got a small mouth?

It hasn't got a small mouth. It's got a big mouth.

2

Has it got one eye?

No, it hasn't. It's got two eyes.



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

1. Look at the picture and read the dialogue.
2. Drag and drop the questions and answers into the correct speech bubbles.
3. Go to the second page.

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

1. Ask representatives to come to the board and arrange the dialogue in order.
2. Nominate some pairs to read the dialogue in chorus, the rest should read the answers.
3. Reverse the roles and go through the dialogue with students again.

Note: Children should primarily practise the 3rd person singular structure (affirmative, negative, questions and short answers).

But they can also describe the monsters with the verb *to be*. As an extra activity, children can choose one of the two monsters to write a description of and draw an optional picture.

Additional activity

Ask the students to draw a monster in their notebooks according to the following description:

It's tall and ugly. It has got one head, four hands and four legs.

It's got five big eyes. The monster's got short red hair.

It hasn't got a small mouth. It's got a big mouth.

It's got ten small ears.

To make it more complex you could add colours, e.g. 'It's got a small blue mouth.'

Handout



Friends 3
 Lesson 41

This is my mouth!

Pronunciation

Aims	Identifying <i>th</i> sounds: this ð and mouth θ	Contents	Pronunciation <i>th</i> Vocabulary <i>three, thin, throw, mouth</i> <i>this, the, they, with, brother</i> <i>That's not right! That's right!</i>	Checklist	1a -1d – visual aids, print in colour if possible
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Language Analysis

th - represents in most cases one of two different phonemes:
 - the voiced dental fricative /ð/ (as in *brother*) and
 - the voiceless dental fricative /θ/ (*throw*)

In Scottish English, /θ/ is found in many words which have /ð/.

ball /bɔ:l/

brother /'brʌðə(r)/

ear /ɪə(r)/

man /mæn/

monster /'mɒnstə(r)/

mouth /maʊθ/

nose /nəʊz/

thin /θɪn/

thing /θɪŋ/

three /θri:/

throw /θrəʊ/

Procedure

Warm-up Off the screens

16. Revise vocabulary needed for this lesson: *monster, mouth, ear, nose, ball, thin, three, throw, man, brother, thing.*
17. Show the picture from Visual Aids 1a -1d and elicit the words.
18. You may use the following questions to help you:

Is this a monster? No, it's a ball.

How many balls? Five? No, three.

Is this a cat? No, it's a monster.

How many things has monster got? Five? No, three.

Is this his nose? No, it's his mouth. Is it big? No, it's thin.

Are they sisters? No, they're brothers.

Handout 1a



Handout 1b



1

Handout 1c



Handout 1d



Screen 2

Alien 1: *Is this my mouth?*

Alien 2: *That's your ear!*

Alien 1: *Is this my mouth?*

Alien2: *That's your eye!*

Alien 1: *Is this my mouth?*

Alien 2: *That's your nose!*

Alien 1: *Is this my mouth?*

Alien 2: *That's right!*


 A screenshot of a presentation slide. The title is "23 This is my mouth!". There is a "Listen and sing." button with a speaker icon. Below the button is an illustration of three green aliens in a space setting. One alien is in a white space suit, another is in a yellow space suit, and a third is in a white space suit with a green helmet. The slide has navigation arrows and a "Presentation" button at the bottom.

Ask students to listen and then join while doing the song for the second time.

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: After doing it for several times, ask students to do the actions while repeating.

Screen 3

Audio:

They throw three balls.
The man's mouth is thin.
The monster's got three things.
These brothers are three years old.

Key: N/A



Ask students to listen to the recording.
 Play it again.

Stop the recording after each phrase and ask students to repeat.

Screen 4

Audio1: *they*

Audio2: *thin*

Audio3: *brother*

Audio4: *the*

Audio5: *these*

Ss listen the sounds and choose the correct word of the two.

Key:

1 they

2 thin

3 brother

4 the

5 these



Note: This is a more focused noticing task. Teacher can drill the pairs of words in class to help notice the two sounds and show how to produce them.

Screen 5

Audio1: *throw - brother - thin*

Audio2: *three - the - this*

Audio3: *they - these - mouth*

Key:

1 brother

2 three

3 mouth



Students choose the odd one out.

Screen 6

Alien 1: *This is my mouth!*

Alien 2: *That's not right!*

Alien 1: *This is my mouth!*

Alien2: *That's not right!*

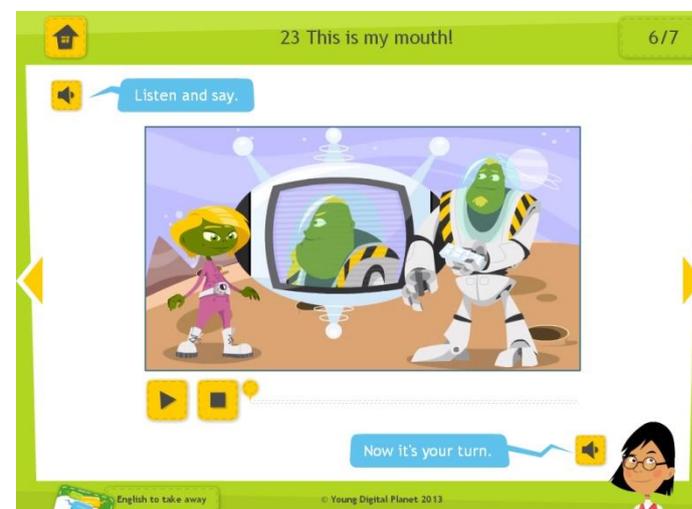
Alien 1: *This is my mouth!*

Alien 2: *That's not right!*

Alien 1: *Is this my mouth?*

Alien 2: *That's right!*

Key: N/A



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

1. Look at the animation and read the subtitles.
2. Stop the animation. Think about how to answer it.

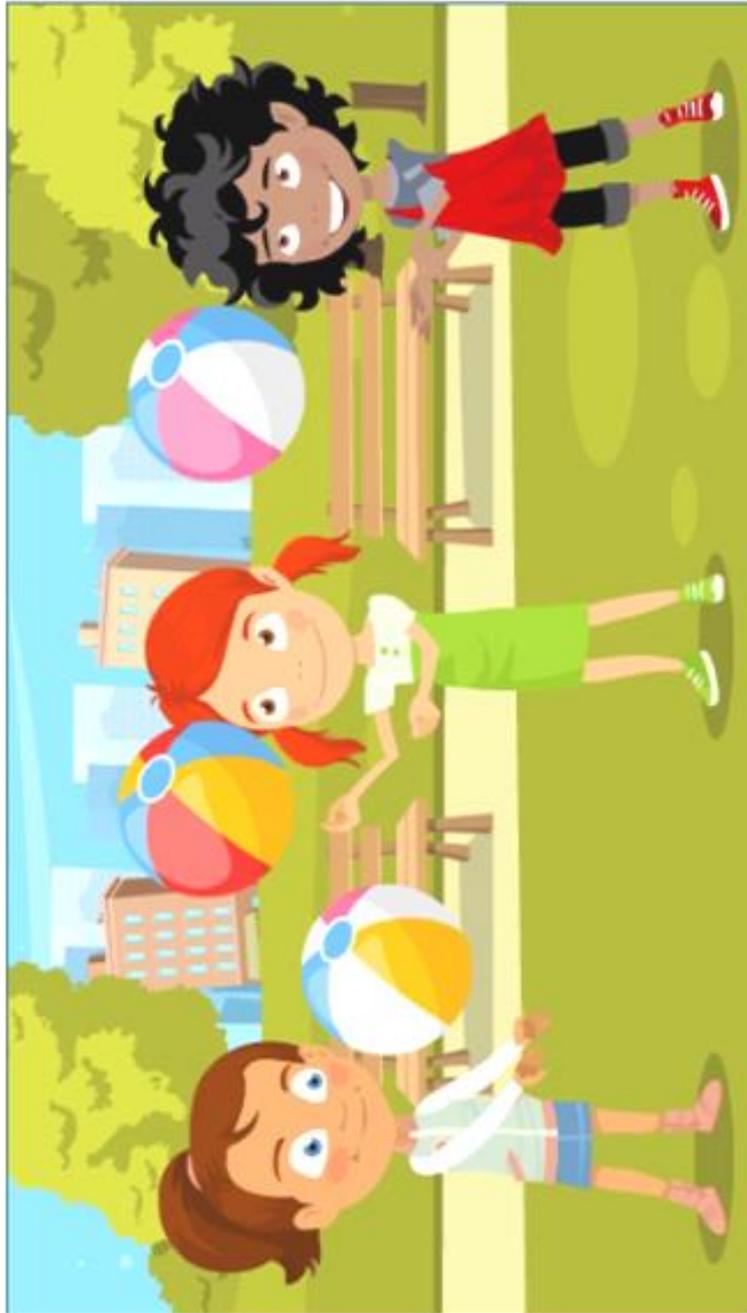
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

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.

After watching, Ss take turns practising similar dialogues in pairs, pointing to their parts of the body.

Visual Aid 1a



Visual Aid 1b



Visual Aid 1c



Visual Aid 1d



Friends 3
 Lesson 42

It's a face!

Skills - writing

Aims	Practising writing – parts of the body	Contents	Vocabulary <i>face, ear(s), eye(s), hair, mouth, nose</i> <i>puzzle</i> <i>It goes/They go here.</i>	Checklist	2 master handouts to practise parts of the body 1 master handout per student: Handout1 1 master handout per pair: Handouts 2a and 2b – cut it.
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Language Analysis

Spelling, revision.

ear /ɪə(r)/

eye /aɪ/

face /feɪs/

hair /heə(r)/

mouth /maʊθ/

nose /nəʊz/

puzzle /'pʌz(ə)l/

Procedure

Warm-up Off the screens

19. Revise body parts (Year 2, Lesson 19)
20. Give out Handout 1 and ask students to name the parts of the body.

Handout 1

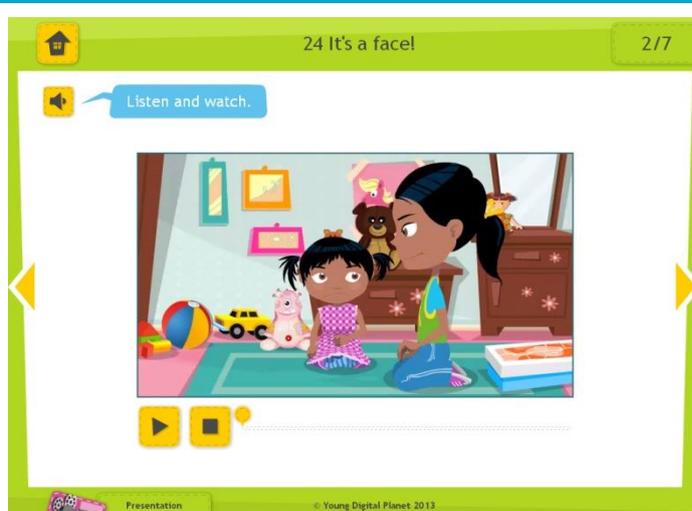
1		h <u>o</u> ir
2		n <u>o</u> s <u>o</u>
3		<u>e</u> ar <u>e</u>
4		mo <u>o</u> th
5		<u>e</u> y <u>e</u> s

21. When finished, ask students to spell the words.

Key: 1 hair 2 nose 3 ears 4 mouth 5 eyes

Screen 2

Kim: Come on, Jill! Let's do a puzzle.
Jill: Yeah! I love puzzles.
Kim: OK. You do it and I can help you.
Jill: This is a ... nose!
Kim: That's right.
Jill: It goes here. That's an eye. And this is an eye too.
Kim: Yes.
Jill: They go here.
Kim: Good. What's next?
Jill: Oh, this is the mouth.
Kim: Now where's the hair?
Jill: Here it is.
Kim: Well done, Jill!
Jill: It's a doll! What a pretty face!



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

Listen and watch, ask student to act it out. For weaker students you can stop the animation and elicit the next phrases. For stronger groups, mute the sound and ask student to act it out while playing the animation.

Screen 3

Key: 1 eyes 2 mouth 3 hair 4 nose



eyes



mouth



hair



nose

ear eyes mouth nose face hair

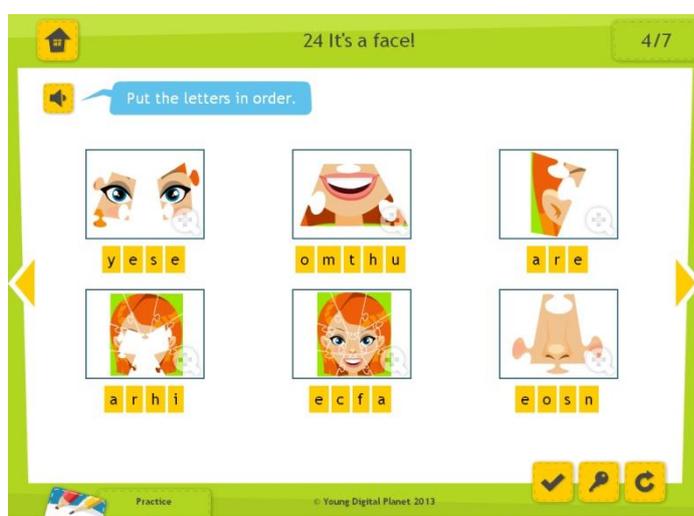


Before doing the activity ask the students to listen and repeat the words at the bottom of the screen.

Screen 4

Key: (from left to right)

1 eyes 2 mouth 3 ear
4 hair 5 face 6 nose



24 It's a face! 4/7

Put the letters in order.

y e s e o m t h u a r e

a r h i e c f a e o s n

Practice © Young Digital Planet 2013

Screen 5

Key: (from left to right)

1 eyes 2 mouth 3 ear
4 hair 5 face 6 nose



24 It's a face! 5/7

Complete.

e _ _ m _ t _ _ _ r

h _ _ f _ _ n _ _

Practice © Young Digital Planet 2013

Screen 6

Alex: Sam? How do you spell 'face'?

Sam: F-A-C-E! Your turn. How do you spell 'ear'?

Alex: E-A-R!

Sam: Good! My turn.

Alex: How do you spell 'eyes'?

Sam: That's easy! E-Y-E-S!

Alex: Well done!

Sam: How do you spell 'mouth'?

Alex: That's difficult. M-O-U-T-H!

Sam: Well done, Alex!

Alex: The last one. How do you spell 'hair'?

Sam: H-A-I-R!

Jill pops up: Wait! How do you spell 'nose'?

Alex and Sam: N-O-S-E!

Now it's your turn!



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

1. Play the animation, listen to the chant and join in.
2. Repeat as many times as you want to.

Now it's your turn.

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

1. Pre-teach the words: *easy* and *difficult*. Write a short and a long word on the board e.g. *Nose* and *computer*. Say that spelling *nose* is easy: *n-o-s-e*. Spelling *computer* is difficult because the word is long.
2. Listen to the chant, ask students to join in.
3. Listen and do the chant again.

After watching, Ss in pairs practise spelling the words.

Now it's your turn: Students work in pairs and spell the words again.

As an extension, give out Handout 2. Put student in pairs and ask them to spell the words to their partners.

Handout 2a

My words:

1. face
2. mouth
3. ear
4. hair
5. nose

My words:

1. _____
2. _____
3. _____
4. _____
5. _____

Handout 2b

My words:

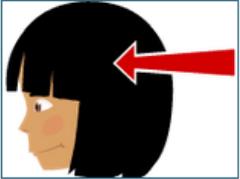
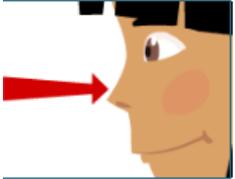
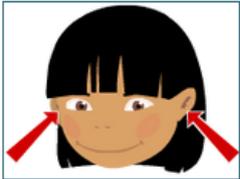
1. nose
2. face
3. hair
4. mouth
5. ear

My words:

1. _____
2. _____
3. _____
4. _____
5. _____

When they have finished, ask student to check their answers with their partners.

Handout 1

1		h <u>o</u> ir
2		n <u>o</u> s <u>o</u>
3		<u>o</u> ar <u>o</u>
4		mo <u>o</u> th
5		<u>o</u> y <u>o</u> s

Handout 2a

My words:

1. face
2. mouth
3. ear
4. hair
5. nose

My words:

1. _____
2. _____
3. _____
4. _____
5. _____

Handout 2b

My words:

1. nose
2. face
3. hair
4. mouth
5. ear

My words:

1. _____
2. _____
3. _____
4. _____
5. _____