

Friends 4 Lesson 43		<i>At the beach</i>		Vocabulary
<b>Aims</b>	Identifying words and objects	<b>Contents</b>	<b>Vocabulary</b> <i>shell</i> <i>sea</i> <i>beach</i> <i>sand</i> <i>sandcastle</i> <i>fish</i> <i>duck</i> <i>frog</i> <i>mouse</i>	2 Master handouts 1 group work, 1 pair work: matching words with pictures and word completion Blue tac Scissors
<b>Language Analysis</b>				
<p><b>Hint:</b></p> <p>sandcastle BrE /'sænd,kɑ:s/ AmE /'sænd,kæs/</p> <p>frog BrE /frɒg/ AmE /frɑ:g/</p> <p>beach /bi:tʃ/</p> <p>sea /si:/</p> <p>duck /dʌk/</p> <p>shell /ʃel/</p> <p>sand /sænd/</p> <p>mouse /maʊs/ plural mice /maɪs/</p>				

# Procedure

## Warm-up Off the screens

Use Handout 1

Pre-teaching target vocabulary *shell, sea, beach, sand, sandcastle*.

### Handout 1



shell

beach

sandcastle

sand

sea

1. Stick the photo on the board and describe it briefly to your students, e.g. *This is Jill and Kim's holiday photo. They are at the beach (point at the beach). The sky is blue and the sand is yellow (point at the sand). The sandcastle is yellow, too (point at the sandcastle). The sea is blue (point at the sea). Jill has got a white shell (point at the shell).*
2. Take slips of paper from handout 1, read the words pointing at their representation in the picture and ask students to repeat. Drill pronunciation chorally and individually.
3. Give out the slips of paper and a photo and ask students to work in pairs and to stick the words to the pictures.
4. Nominate 5 students to stick the words to the photo on the board.

## Screen 2

**Kim:** Ah, I love playing at the beach!  
**Jill:** So do! I love playing with the sand.  
**Kim:** Let's put some shells on the sandcastle.  
**Jill:** Here's a nice shell.  
**Kim:** Thanks.  
**Jill:** Look, three white shells. Put them here ... here ... and here.  
**Kim:** Ok. What else?  
**Jill:** Mouse and frog.  
**Kim:** Ok, mouse and frog can live in the sandcastle. Come Jill, let's get some water from the sea.  
**Jill:** Look! A fish!  
**Kim:** Put the fish back into the sea.  
**Kim:** There. Well done!  
**Jill:** One more thing, Kim!  
**Kim:** Ah, yes, your duck.  
**Jill:** Look – ducks like the beach and she likes swimming in the sea.

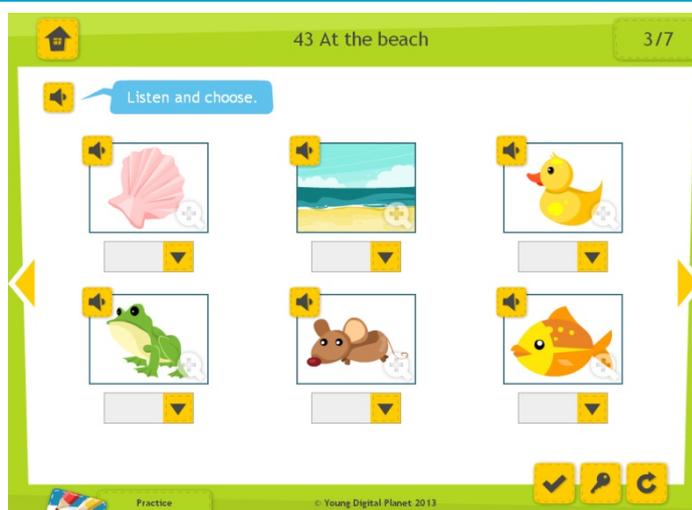


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

## Screen 3

Audio 1:  
shell  
Audio 2:  
beach  
Audio 3:  
duck  
Audio 4:  
frog  
Audio 5:  
mouse  
Audio 6:  
fish  
**Key: (from left to right)**

1 shell 2 beach 3 duck  
 4 frog 5 mouse 6 fish



Additional activity:

1. Play the audio again. Click on a word and ask students to quickly draw what they hear.
2. Give out handout 2 and ask students to fill in the gaps.
3. Ask them to compare their answers in pairs.
4. Nominate students to first spell out and then read the words.

Handout 2

## Handout 2



s \_ \_ \_ \_



b \_ \_ \_ h



d \_ \_ \_ \_



m \_ \_ \_ \_ and f \_ \_ \_ \_



s a \_ \_



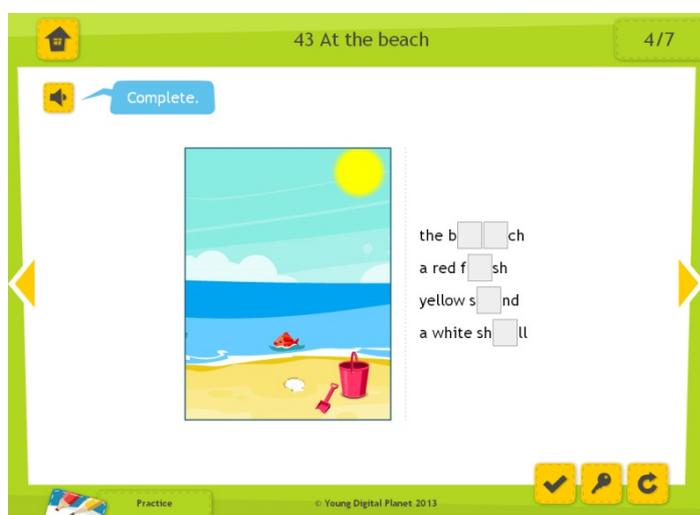
s a n \_ c \_ s \_ \_ \_

**Key:** 1 shell 2 beach 3 duck 4 mouse and frog 5 sand 6 sandcastle

## Screen 4

**Key:**

1 the beach 2 a red fish 3 yellow sand  
4 a white shell



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Complete.



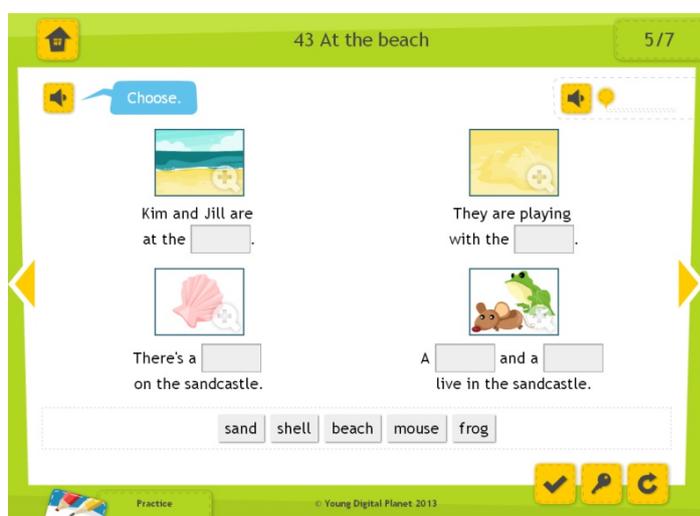
the b  ch  
a red f  sh  
yellow s  nd  
a white sh  ll

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## Screen 5

**Key: (from left to right)**

1 beach 2 sand 3 shell 4 frog 5 mouse



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Choose.



Kim and Jill are at the .



They are playing with the .



There's a  on the sandcastle.



A  and a  live in the sandcastle.

sand shell beach mouse frog

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## Screen 6

Audio:  
*shell*  
*sea*  
*beach*  
*sand*  
*fish*  
*duck*  
*frog*  
*mouse*



1. The alphabet is set out in the middle of the screen.
2. Look at the number of letters in the word.
3. Try to think what word it is.
4. Listen and click the right letter.
5. Guess the next letter.
6. Continue until you have guessed the word.

### Additional activity: Personalisation

1. Ask students to work in groups of 3 and play Hangman on a piece of paper.
2. Explain that one student writes a word as blanks and 2 players guess a letter in turn.
3. For each correctly guessed letter they get a point.
4. They swap roles.

# Handout 1



shell

beach

sandcastle

sand

sea

## Handout 2



s \_ \_ \_ \_



b \_ \_ \_ h



d \_ \_ \_ \_



m \_ \_ \_ \_ and f \_ \_ \_ \_



s a \_ \_



s a n \_ c \_ s \_ \_ \_

Friends 4 Lesson 44		<i>There are a lot of fish in the sea.</i>		Grammar & Functions	
<b>Aims</b>	Describing a place or a picture	<b>Contents</b>	<p><b>Grammar</b>  <i>A lot of, lots of</i>            Revision: <i>there is, there are</i>            Countable and uncountable nouns</p> <p><b>Vocabulary</b>  <i>Are there a lot of fish in the sea?</i>  <i>Yes, there are.</i>  <i>cow</i>  <i>goat</i>  <i>sheep</i>  <i>farm</i>  <i>pond</i>            Revise:  <i>tree</i>  <i>flower</i>  <i>garden</i></p>	<b>Checklist</b>	<p>1 Master handout – pair work: sentence completion</p> <p>Coloured pencils</p>
<b>Language Analysis</b>					
<p><b>Grammar:</b> we use <i>there is</i> for one item (singular nouns):  <i>There is a cow in the pond.</i></p> <p>We also use <i>there is</i> for items we can't count (uncountable nouns):  <i>There is some juice in the kitchen.</i></p> <p>We use <i>there are</i> for many items (plural nouns):  <i>There are a lot of goats on the farm.</i></p> <p><i>A lot of</i> or <i>lots of</i> means a large amount or number of something:  <i>There are a lot of frogs in the pond.</i>  <i>There is a lot of water in the pond.</i></p>					

# Procedure

## Warm-up Off the screens

Word tennis

1. Write a category on the board: *in the garden*.
2. Divide students into two groups and explain that each group has to come up with the word from the category in turn and shout the answer.
3. The first group to repeat a word is out and the other group is awarded a point.
4. The next round then moves onto a different category: *animals* and then *colours*.

## Screen 2

**Kim:** *There are a lot of fish in the sea.*

**Alex:** *There are a lot of frogs in the pond.*

**Sam:** *There are a lot of goats and cows on the farm.*

**Lucy:** *There are a lot of flowers and trees in the garden.*

**Robot:** *There are a lot of sheep in the car.*



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

Additional activity – Handout 1

## Handout

*There is or there are?*

- \_\_\_ \_\_\_ a lot of shells in the sea.  
 \_\_\_ \_\_\_ a lot of frogs in the pond.  
 \_\_\_ \_\_\_ a goat on the farm.  
 \_\_\_ \_\_\_ a lot of flowers and trees in the garden.  
 \_\_\_ \_\_\_ a mouse in the car.

1. Give out Handout 1 and write on the board:  
*There is a cow on the farm.*  
*There are a lot of trees in the garden.*
2. Explain a lot and when we use *there is* and *there are*.
3. Ask students to work in pairs and decide *there is* or *there are*.
4. Nominate students to read out their sentences.

**Key:** 1 There are 2 There are 3 There is 4 There are 5 There is

## Screen 3

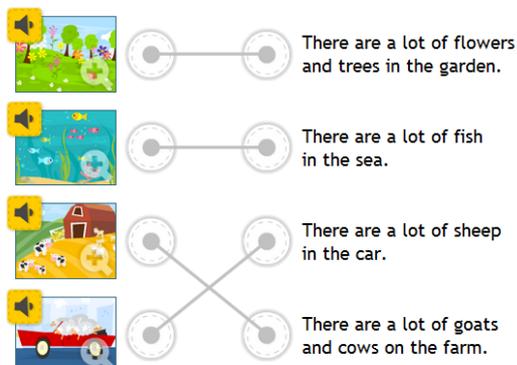
Audio 1: *There are a lot of sheep in the car.*

Audio 2: *There are a lot of fish in the sea.*

Audio 3: *There are a lot of goats and cows on the farm.*

Audio 4: *There are a lot of flowers and trees in the garden.*

**Key:** (see below random order)



There are a lot of flowers and trees in the garden.  
 There are a lot of fish in the sea.  
 There are a lot of sheep in the car.  
 There are a lot of goats and cows on the farm.



44 There are a lot of fish in the sea. 3/7

Match.

There are a lot of sheep in the car.  
 There are a lot of fish in the sea.  
 There are a lot of goats and cows on the farm.  
 There are a lot of flowers and trees in the garden.

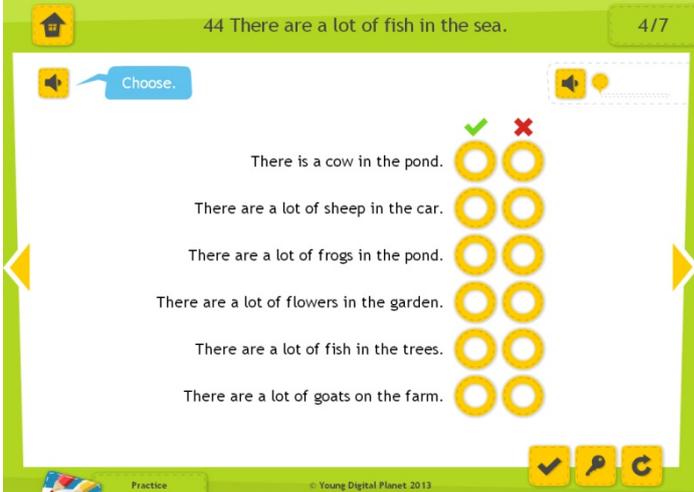
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## Screen 4

### Audio:

*There are a lot of fish in the sea.*  
*There are a lot of frogs in the pond.*  
*There are a lot of goats and cows on the farm.*  
*There are a lot of flowers and trees in the garden.*  
*There are a lot of sheep in the*

**Key:** 1 False 2 True 3 True 4 True  
 5 False 6 True



### Additional activity

1. Ask students to listen to the audio again to check their answers.
2. Ask them to choose three sentences and draw them in one picture.
3. Ask students to work in pairs and compare their pictures.

## Screen 5

### Key:

- 1 There is a cow in the tree.
- 2 There are a lot of flowers in the sea.
- 3 There are a lot of cars on the farm.
- 4 There is a tree in the pond.



### Additional activity

1. Ask students *What's wrong in these pictures?*
2. Elicit the corrected sentences and write them on the board.

Possible sentences:

1. *There is a cow on the farm. There are a lot of cows on the farm.*
2. *There are a lot of fish in the sea.*
3. *There are a lot of goats on the farm.*
4. *There is a duck in the pond.*

## Screen 6

### Key:

cow  
goat  
sheep  
tree  
flower  
fish  
duck  
frog  
mouse



1. Ask students to select 10 animals in turn.
2. After each turn the students have to say what is in the picture e.g. *There is a frog in the pond. There is a tree in the garden.*
3. Ask them to drag and drop the animals (and the tree) to the picture.

Now it's your turn: Ask students to work in pairs and draw their own picture. Ask them not to show it to their partners.

Tell students to describe their pictures to one another, one student describes, another draws what they hear.

Now ask students to show each other their pictures and compare.

## Handout

*There is or there are?*

- \_\_\_\_\_ a lot of shells in the sea.
- \_\_\_\_\_ a lot of frogs in the pond.
- \_\_\_\_\_ a goat on the farm.
- \_\_\_\_\_ a lot of flowers and trees in the garden.
- \_\_\_\_\_ a mouse in the car.

## Handout

*There is or there are?*

- \_\_\_\_\_ a lot of shells in the sea.
- \_\_\_\_\_ a lot of frogs in the pond.
- \_\_\_\_\_ a goat on the farm.
- \_\_\_\_\_ a lot of flowers and trees in the garden.
- \_\_\_\_\_ a mouse in the car.

Friends 4 Lesson 45		<i>Is that your sister?</i>		Grammar & Functions	
<b>Aims</b>	<p>Describing people and things</p> <p>Using <i>that</i> and <i>those</i> to describe a photograph</p>	<b>Contents</b>	<p><b>Grammar</b> Verb: <i>is, are</i> <i>this, that, those, these</i> Pronoun: <i>it</i></p> <p><b>Vocabulary</b> <i>glasses</i> <i>hat</i> <i>handbag</i> <i>watch</i> <i>camera</i> <i>jacket</i> <i>that</i> <i>those</i> (introduced here)</p> <p><i>Are those your parents?</i> <i>Yes, they are.</i></p>	<b>Checklist</b>	<p>3 Master handouts</p> <p>2 group work</p> <p>1 pair work: photo description, vocabulary teaching, sentence completion.</p>
<b>Language Analysis</b>					
<p>Grammar: we use <b>this</b> (singular) and <b>these</b> (plural) as pronouns:</p> <ul style="list-style-type: none"> <li>- to talk about people or things near us: <i>This is a very nice bag.</i> <i>Whose toys are these?</i></li> <li>- to introduce people: <i>This is my sister.</i> <i>These are my friends, Kim and Jill.</i></li> <li>- to introduce ourselves to begin a conversation on the phone: <i>Hello, this is Ben, Can I speak to Tom?</i></li> </ul> <p>We use <b>that</b> (singular) and <b>those</b> (plural):</p> <ul style="list-style-type: none"> <li>- to talk about things that are not near us: <i>What's that?</i></li> </ul>					

*This is our house, and that's Rebecca's house over there.*

*Those are very expensive cars.*

*- Kim is very sad.*

*- Why is that?*

We also use **this**, **these**, **that** and **those** with nouns to show proximity.

We use **this** and **these** for people or things near us:

*We have lived in this city for twenty years.*

*Have you seen all of these films?*

We use **that** and **those** for things that are not near us:

*Does he live in that house?*

*Are those your parents?*

## Procedure

### Warm-up Off the screens

Handout 1



1. Show students the photo and describe it:  
*That is Jill and Kim's holiday photo. That is the beach (point at the beach).  
That is the sandcastle. (point at the sandcastle). That is the sea (point at the sea).  
These are white shells (point at the shells).*
2. Now point at the items in the photo again and ask students to answer your question: *What's that?*

## Screen 2

**Anna:** Are those your parents?  
**Lucy:** No, those are my grandparents. Grandma is wearing glasses and Granddad has a hat.  
**Anna:** Is that your mum with the handbag?  
**Lucy:** Yes, it is.  
**Anna:** And is that your dad with the new watch?  
**Lucy:** No, it isn't. That's my brother. Dad is wearing his green jacket.  
**Anna:** Are those your robots?  
**Lucy:** Yes and no. One is my robot, and one is my sister!



45 Is that your sister? 2/7

Listen and watch.

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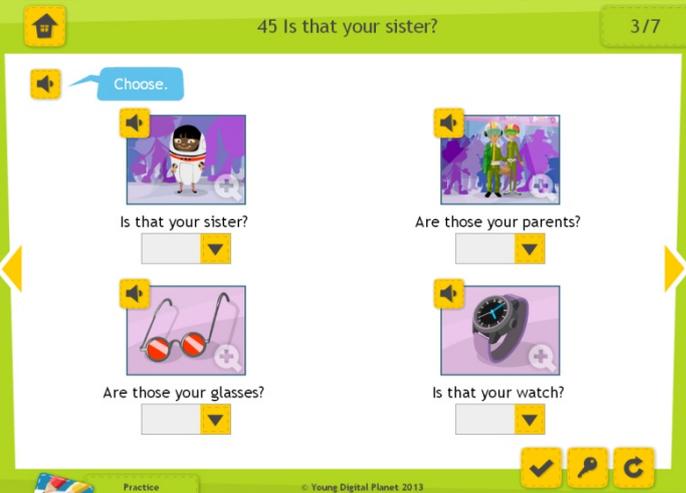
Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

## Screen 3

Audio 1:  
 Is that your sister? Yes, it is.  
Audio 2:  
 Are those your parents? Yes, they are.  
Audio 3:  
 Are those your glasses? No, they aren't.  
Audio 4:  
 Is that your watch? No, it isn't.

**Key: (from left to right)**

**1** Yes, it is. **2** Yes, they are.  
**3** No, they aren't. **4** No, it isn't.



45 Is that your sister? 3/7

Choose.

Is that your sister?

Are those your parents?

Are those your glasses?

Is that your watch?

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Additional activity  
Handout 2

Handout 2

A: Are those your parents?

B: No, \_\_\_ \_\_\_ my grandparents.

A: Is that your mum?

B: No, \_\_\_ \_\_\_ my aunt.

A: And is that your dad with the new watch?

B: No, it isn't. \_\_\_ \_\_\_ my brother.

A: Are those your robots?

B: No, \_\_\_ \_\_\_ my pets.

1. Point out that *this* and *that* are used to talk about one person or a thing (singular nouns) and *these* and *those* are used to talk about many things or people (plural nouns).
2. Ask students to work in pairs and complete the sentences.
3. Ask every pair to read out two sentences (mini-dialogues) each.

**Key:** 1 No, those are my grandparents.  
2 No, that is my aunt.  
3 No, that is my brother.  
4 No, those are my pets

Screen 4

Audio:

*Alien one has a watch.*

*Alien two has a camera.*

*Alien two has a hat.*

*Alien one has glasses.*

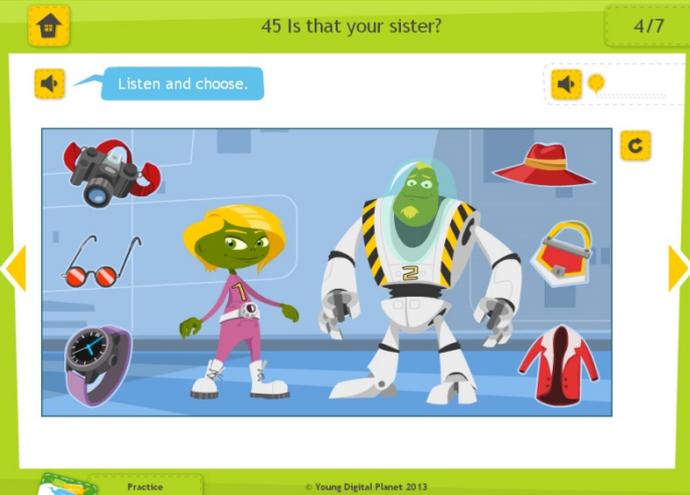
*Alien one has a handbag.*

*Alien two has a jacket.*

**Key:**

Alien one has a watch, glasses, and a handbag.

Alien two has a camera, a hat and a jacket.



Listen and drag and drop the items over the correct alien.

The students have to listen to both the number of the alien and the things they are wearing.

Additional activity  
Handout 3

## Handout 3



a hat



a handbag



a jacket



a camera



a glasses



a watch

1. Give out slips of paper with one item to each student.
2. Make sure students know how to pronounce their word.
3. Ask students to walk around classroom and teach their word to every student.
4. Ask students to stand in a circle, and invite individual students with their words to the middle of the circle, ask them to show their picture and ask *What is that? What are those?*
5. Ask students to raise their hands if they know the answer.
6. Nominate students to say the word.
7. Encourage the use of *That is/Those are...*

## Screen 5

**Key:**



45 Is that your sister? 5/7

Complete.

handbag glasses hat watch jacket camera

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## Screen 6

**Key:**

- 1 This is a photo of my family.
- 2 Cool. Are those your parents?
- 3 Yes, they are.

45 Is that your sister? 6/7

Listen and say.

This is a photo of my family.  
Yes, they are.  
Cool. Are those your parents?

Now it's your turn.

English to take away © Young Digital Planet 2013

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the question and answers into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise

Now it's your turn: Ask students to draw a

	<p>picture of their family and then work in pairs and ask and answer questions about the people and animals in the pictures.</p>
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## Handout 1



## Handout 2

A: Are those your parents?

B: No, \_\_\_\_\_ my grandparents.

A: Is that your mum?

B: No, \_\_\_\_\_ my aunt .

A: And is that your dad with the new watch?

B: No, it isn't. \_\_\_\_\_ my brother.

A: Are those your robots?

B: No, \_\_\_\_\_ my pets.

## Handout 3



a hat



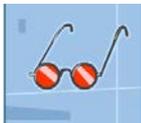
a handbag



a jacket



a camera



a glasses



a watch

Friends 4 Lesson 46		<i>Whose glasses are these?</i>		Grammar & Functions	
<b>Aims</b>	<p>Describing people and things.</p> <p>Asking and answering questions about possessions.</p>	<b>Contents</b>	<p><b>Grammar</b> Questions with 'whose ...' Possessive 's</p> <p><b>Vocabulary</b> Simple toys, animals, school things (<i>glasses, hat, duck, mouse, fish, bike, guitar, bag</i>)</p>	<b>Checklist</b>	<p>Handout (jumbled sentences) for each student.</p>
<b>Language Analysis</b>					
<p>Whose glasses are these? They're Mum's glasses.</p> <p>Difference between the plural ending (toys, glasses) and the possessive (Peter's, mum's). It may be useful to draw the students' attention to the spelling rules for plural possessive: the apostrophe is added to the plural form (e.g. the girls' dresses); exception – when the plural does not in an –s (e.g. children's shoes).</p> <p>Use of <i>is</i> in singular vs <i>are</i> in plural</p> <p>Let's imperative (as in Let's tidy up the garden!) – explain to students that this form is used to make suggestions.</p> <p>It is important to draw the students' attention to appropriate pronunciation of endings:  <i>this</i> vs. <i>these</i> /-ɪs/ vs /- i: z/  <i>glasses</i> /-ɪz/  <i>whose</i> /hu:z/</p> <p>Unlike in some other languages, plural endings are consistently voiced if preceded by a voiced sound            (e.g. /bægz/, /gita:z/.</p>					

# Procedure

## Warm-up Off the screens

1. Go around the class quickly and ask individual students to lend a school-related item, e.g. a ruler, a notebook, a pencil, etc. Collect 7–8 items in total.
2. Ask questions: Whose eraser is this? Elicit answers: It's Paul's eraser. Check to confirm: Is this your eraser, Paul?

## Screen 2

**Alex's mum:** *Come on, let's tidy up the garden, Alex. Whose bike is this?*  
**Alex:** *It's my bike.*  
**Alex's mum:** *Whose mouse is this?*  
**Alex:** *It's Biscuit's mouse.*  
**Alex's mum:** *And whose guitar is this?*  
**Alex:** *It's Sam's guitar.*  
**Alex's mum:** *Whose glasses are these?*  
**Alex:** *They're your glasses, Mum!*  
**Alex's mum:** *Oh, yes they are! And is this your duck?*  
**Duck:** *Quack!*



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:** Listen and watch twice. At second listening, stop the recording and elicit answers to mum's questions from students.

For stronger groups: Ask students to make a list of items Alex's mum is collecting. Then ask them to role-play the dialogue.

## Screen 3

**Alex's mum:** *Come on, let's tidy up the garden, Alex. Whose bike is this?*

**Alex:** *It's my bike.*

**Alex's mum:** *Whose mouse is this?*

**Alex:** *It's Biscuit's mouse.*

**Alex's mum:** *And whose guitar is this?*

**Alex:** *It's Sam's guitar.*

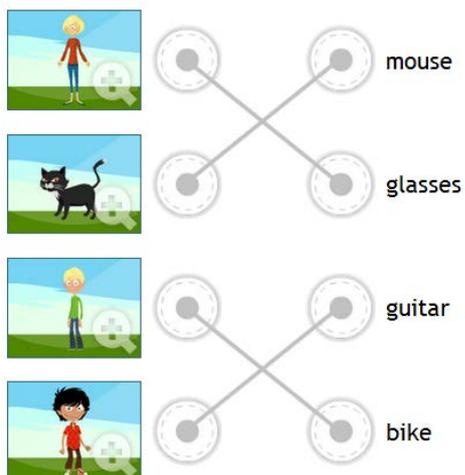
**Alex's mum:** *Whose glasses are these?*

**Alex:** *They're your glasses, Mum!*

**Alex's mum:** *Oh, yes they are! And is this your duck?*

**Duck:** *Quack!*

**Key:** (random order)



Note: Stop the recording to elicit answers from individual students.

## Screen 4

Audio 1:

*Whose hat is this?*

Audio 2:

*Whose fish is this?*

Audio 3:

*Whose glasses are these?*

Audio 4:

*Whose guitar is this?*

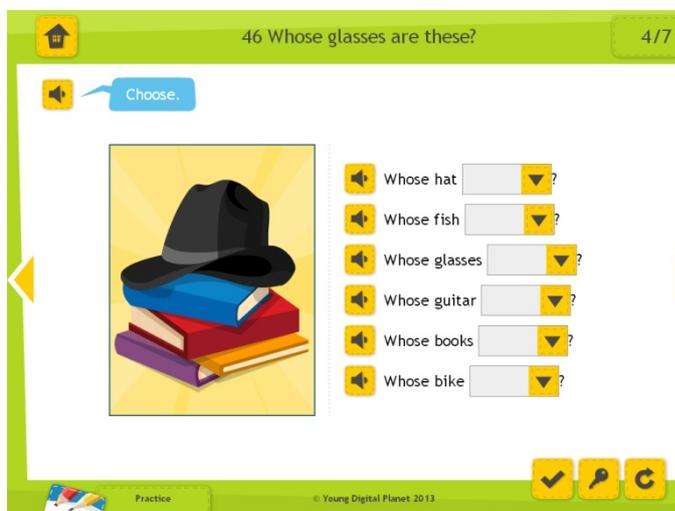
Audio 5:

*Whose books are these?*

Audio 6:

*Whose bike is this?*

**Key:** Answers as in audio above.



Note: Stop the recording to elicit answers from individual students.

## Screen 5

**Key:** 1 toys 2 Sam's 3 Kim's 4 books



Note: As a follow-up, try a written exercise in Handout.

## Handout

1. are / Whose / these? / glasses ⇒ *Example: Whose glasses are these?*

2. guitar / is / This / your ⇒ \_\_\_\_\_

3. got / Peter's / toys / of / lots ⇒ \_\_\_\_\_

4. this? / Whose / case / pencil / is ⇒ \_\_\_\_\_

5. Frank / friends / brother / my / is ⇒ \_\_\_\_\_

### Key:

- 2 This is your guitar.
- 3 Peter's got lots of toys.
- 4 Whose pencil case is this?
- 5 Frank is my friend's brother.

## Screen 6

Audio 1:  
Whose bike is this?  
It's Alex's bike.

Audio 2:  
Whose guitar is this?  
It's Sam's guitar.

Audio 3:  
Whose toy is this?  
It's Biscuit's toy.

Audio 4:  
Whose glasses are these?  
They're Mum's glasses.



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, click on the audio and listen to the question. Think about how to answer it.
2. Answer the question. Repeat as

- many times as you want to.
3. In stronger groups, ask students to guess the dialogue based on the picture, then listen to check.

Note: This is a 'free practice' stage. The aim is personalisation. As a follow-up, ask students to work in groups of four.

One student in each group is asked to leave the classroom for 30 seconds (or close their eyes), the others pool together a set of school items (e.g. three pens) and ask questions such as: Whose pen is this? Groups take turns and continue with other school items/toys/other small objects.

As a variation, the students in groups may ask yes/no questions and practise short answers: Is this Peter's book? etc.

# Handout

1. are / Whose / these? / glasses      => *Example: Whose glasses are these?*

2. guitar. / is / This / your      => \_\_\_\_\_

3. got / Peter's / toys. / of / lots      => \_\_\_\_\_

4. this? / Whose / case / pencil / is      => \_\_\_\_\_

5. Frank / friend's / brother. / my / is      => \_\_\_\_\_

Friends 4 Lesson 47		<i>The cat with a hat.</i>		Pronunciation
<b>Aims</b>	Recognising rhymes. Matching pairs of rhyming words.	<b>Contents</b>	<b>Grammar</b> Sentences with <i>Let's ...</i>  <b>Vocabulary</b> Simple rhyming words:  <i>cat/hat</i> <i>dog/frog</i> <i>coat/goat</i> <i>bed/head etc.</i>	<b>Checklist</b>  A set of pictures or photos for the warm-up (rhymes)  A copy of Handout (rhyming pairs) for each pair of students.  Scissors for each student to cut out the pictures in the Handout.
<b>Language Analysis</b>				
<p>Words with exact rhyme – it is important at this stage to focus on words with very strict rhyme, as it helps in modelling correct pronunciation (e.g. <i>bed-head</i>, but not <i>*bed-bird</i>).</p> <p>Focus on correct pronunciation of vowels, e.g: /æ/ vs. /e/ vs. /a:/            With speakers of some languages, please pay attention to the correct, voiced pronunciation of final consonants (as in <i>dog-frog</i>).</p> <p>Make sure students can hear the different vowel in <i>sleep-sheep</i> /ɪ:/ vs <i>bin-pin</i> /ɪ/.</p> <p><i>Let's</i> imperative – as compared to singular imperative.            Draw the students' attention to <i>says</i> /sez/ vs <i>say</i> /seɪ/ in the various parts of the poem.</p>				

# Procedure

## Warm-up Off the screens

1. To introduce the concept of rhyming pairs, prepare a set of ten picture cards (no words) with pairs, e.g. *snake/cake, cat/hat, bee/tree, pear/chair, dog/frog, bin/pin*
2. Pre-teach individual items if necessary. Model the pronunciation to make sure students can hear the rhymes.
3. Then play a series of memory games with the cards on the board. Place the cards on the board facing up, in two rows (each word above its rhyming pair). Ask students to turn and remove some of the rhymes, then ask them to say the missing word.
4. For stronger groups – mix the rows and remove the words randomly in the next stage.

## Screen 2

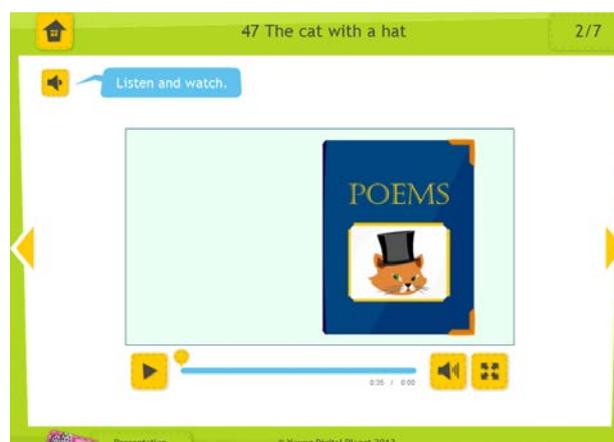
### Audio:

*Let's make a cake  
Says the cat with a hat*

*Let's look at a book  
Says the goat in a coat*

*Let's play all day  
Say the dog and the frog*

*But sleepy-sheep  
puts his head on the bed,  
Closes his eyes and says goodbye!*



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: For the first listening, put a list of animals on the board + 2 or 3 that are not in the story. Ask students to tell you what animals are not there. On second listening, stop at certain times and try to elicit words that follow, paying special attention to rhymes.

## Screen 3

### Audio 1:

*play sleep sheep*

### Audio 2:

*head play bed*

### Audio 3:

*make goat cake*

### Audio 4:

*frog dog cat*

### Audio 5:

*cat dog hat*

### Audio 6:

*bed look book*

### Key: (from left to right)

1 sleep sheep

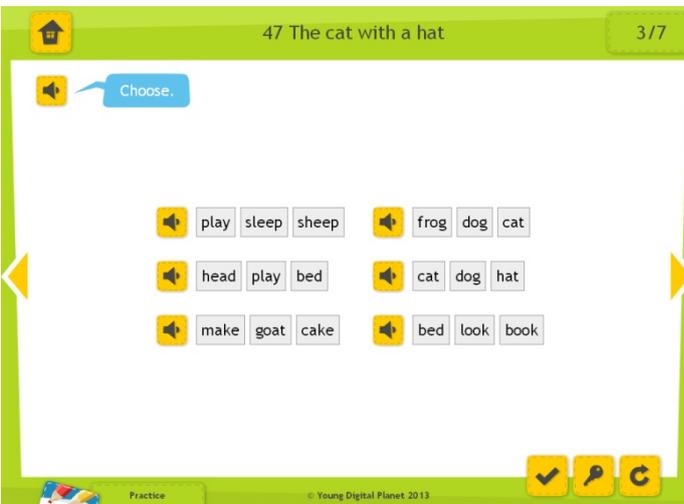
2 frog dog

3 head bed

4 cat hat

5 make cake

6 look book



47 The cat with a hat 3/7

Choose.

play sleep sheep frog dog cat

head play bed cat dog hat

make goat cake bed look book

Practice © Young Digital Planet 2013

Note: After students have completed the digital activity, ask individual students to repeat the rhymes and model the pronunciation, e.g.

*Number one, Paula?*

*sheep – sleep*

In weaker groups – make sure students don't look at the text when practising pronunciation as English is not a phonetic language so students can get distracted by the way it's written.

## Screen 4

### Audio:

*Let's make a cake*

*Says the cat with a hat*

*Let's look at a book*

*Says the goat in a coat*

*Let's play all day*

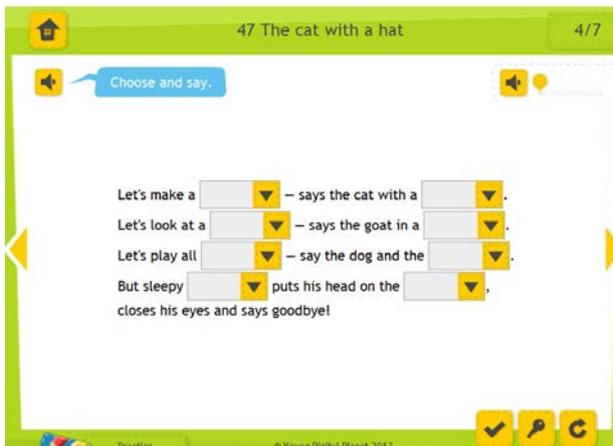
*Say the dog and the frog*

*But sleepy-sheep*

*puts his head on the bed,*

*Closes his eyes and says goodbye!*

### Key: (from left to right)



47 The cat with a hat 4/7

Choose and say.

Let's make a [ ] – says the cat with a [ ] .

Let's look at a [ ] – says the goat in a [ ] .

Let's play all [ ] – say the dog and the [ ] .

But sleepy [ ] puts his head on the [ ] ,

closes his eyes and says goodbye!

Practice © Young Digital Planet 2013

- 1 cake hat
- 2 book coat
- 3 day frog
- 4 sheep bed

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

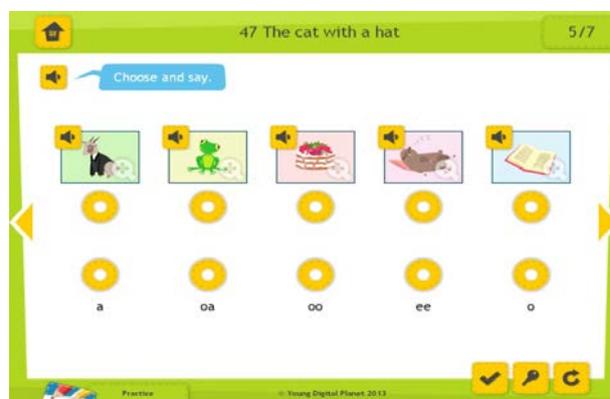
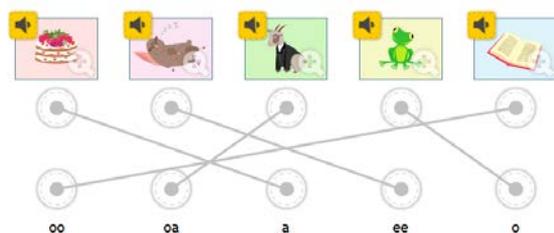
Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Note: After the digital activity for this screen, in weaker groups, follow up choral repetition and ask individual students to repeat. In stronger groups ask individual students to read particular lines.

## Screen 5

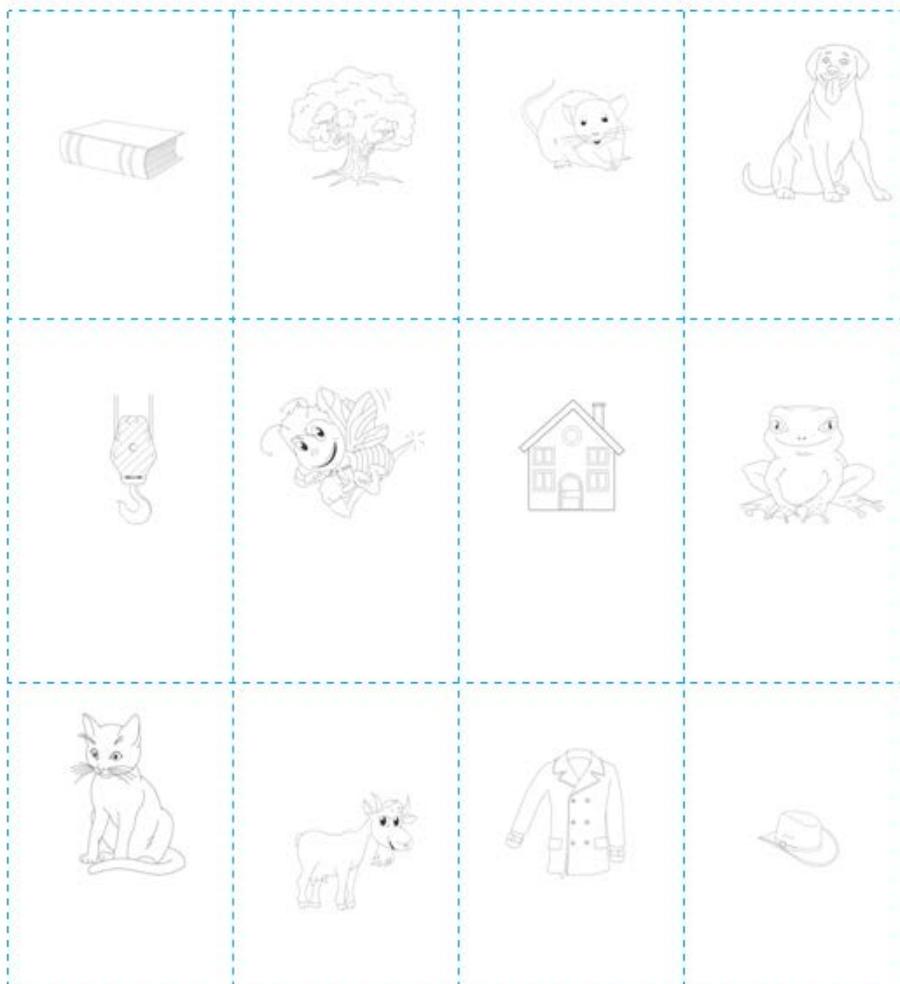
### Key:

- 1 cake = a
- 2 book = oo
- 3 goat = oa
- 4 frog = o
- 5 sheep = ee



Note: This activity might be challenging for some groups, as it deals with spelling as well as with rhymes. As such, it may be a good idea to precede it with an optional activity using the Handout.

## Handout



Students cut out the cards and play a game of pelmanism or a card game, whereby the task is to exchange cards with your partner and collect as many pairs as possible in the shortest space of time. To collect a pair in either game, the student must pronounce the words from the pictures correctly.

### Key:

book – hook

cat – hat

tree – bee

coat – goat

mouse – house

frog – dog

## Screen 6

### Audio:

look / book  
 head / bed  
 frog / dog  
 hat / cat  
 goat / coat  
 sheep / sleep



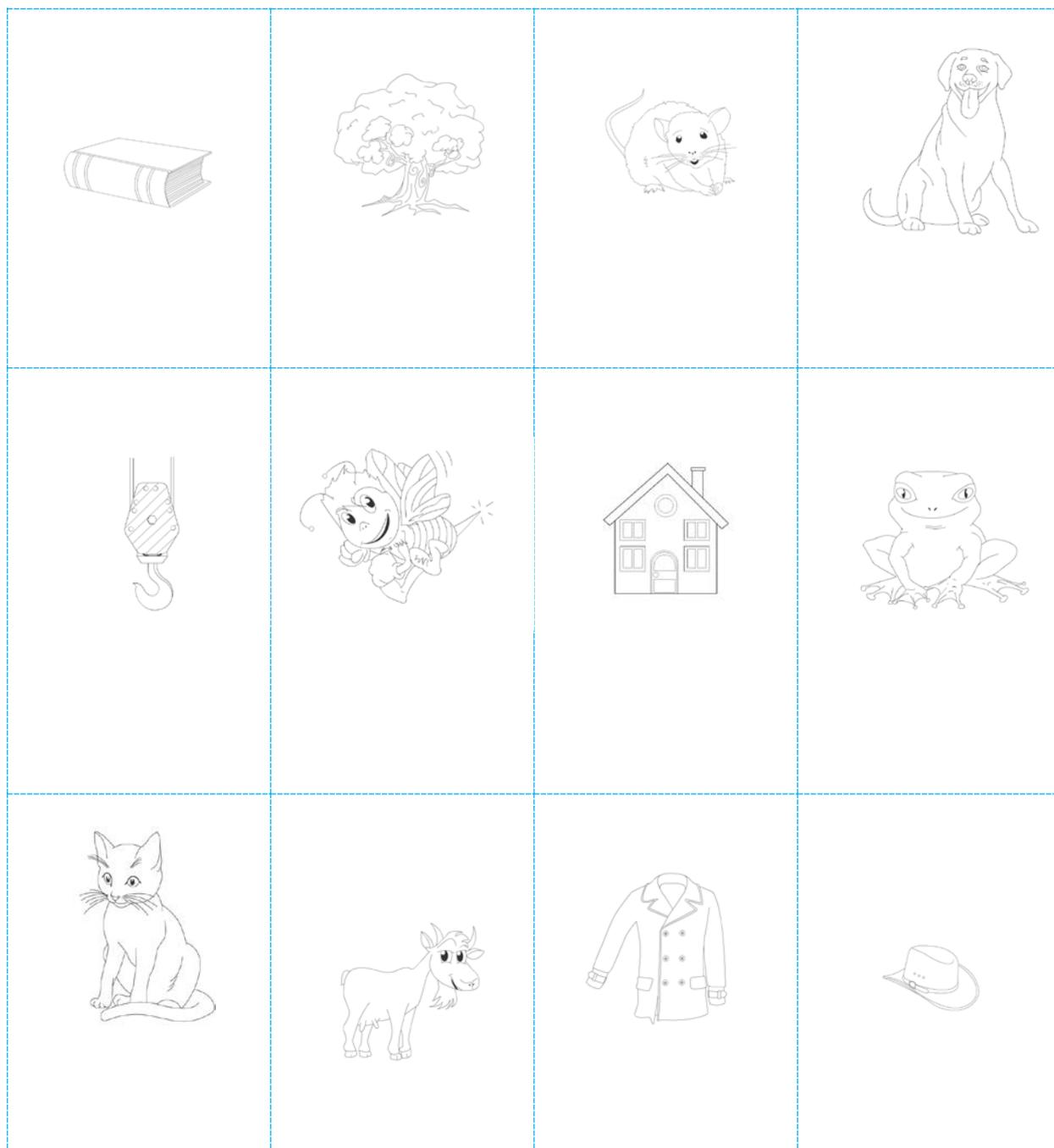
Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

- 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.

Whether this activity is done on individual computers or on an IWB, try to elicit the correct pronunciation from students after each pair is found.

**Note:** Follow up by asking students to draw a picture with a rhymed pair and to write the rhyming words in it (eg. *a bee in a tree* or *a frog next to a dog*.)

# Handout



Friends 4 Lesson 48		<i>Where's the frog?</i>		Skills	
<b>Aims</b>	<p>Asking and answering simple questions about location.</p> <p>Listening and locating objects in a picture.</p> <p>Using the imperative and prepositions of place.</p>	<b>Contents</b>	<p><b>Grammar</b>  <i>Where's...?</i>  <i>Put the frog ...</i>  <i>Find the duck ...</i></p> <p><b>Vocabulary</b>  <i>in, on, in front of, behind, next to, under</i></p> <p><i>cow, sheep, duck</i>  <i>mouse, frog</i></p> <p><i>pond, tree, flower</i></p>	<b>Checklist</b>	<p>A toy box and toy animals for the warm-up.</p> <p>A copy of Handout 1 for each student.</p> <p>Extra sheets of paper for picture dictation.</p>
<b>Language Analysis</b>					
<p><b>Prepositions of place:</b> <i>in, on, in front of, behind, next to, under</i></p> <p><b>Possible extension:</b> to the left / to the right, up/down</p> <p><b>Imperatives:</b> <i>put sth somewhere, find sth, give it to me,</i></p> <p><b>Vocabulary related to animals / farm / garden</b>  <i>cow, sheep, duck</i>  <i>mouse, frog</i>  <i>pond, tree, flower</i></p> <p>This may also be a good opportunity to revise the broader vocabulary for farm/wild/water animals etc., especially in stronger groups.</p> <p>Pay attention to the way <i>Ah!</i> is pronounced, as contrasted with <i>Oh!</i></p>					

# Procedure

## Warm-up Off the screens

1. Bring a small box and a couple of toy animals to class, to practise prepositions.
2. Elicit simple prepositions, asking the students: *Where's the mouse now? It's under the box. Is the mouse in the box now? No, it's next to the box.* etc.

## Screen 2

**Kim:** *Let's play with the farm. Here are the farm animals.*

**Alex:** *Let's put the tree next to the pond.*

**Kim:** *And the ducks can go in the pond, quack, quack .*

**Alex:** *Where's the frog? I can't find it. Ah, here it is. Gribbit, gribbit*

**Kim:** *Put the frog in the pond, next to the ducks.*

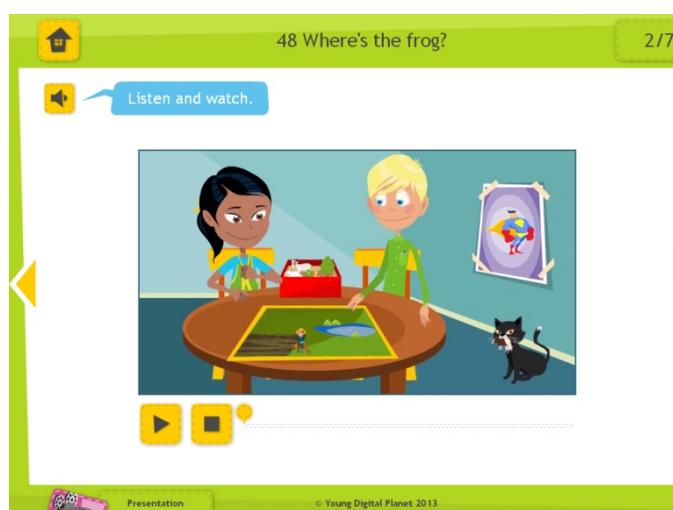
**Alex:** *OK. And let's put the goat and the sheep in the field.*

**Kim:** *Where's the cow? I can't find it.*

**Alex:** *Biscuit has it. Here Biscuit, give it to me.*

**Alex:** *Good cat.*

**Kim:** *Bad cat!*



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

Ask some questions to check understanding.

**Note:** At second listening stop the recording and ask students to repeat individual sentences. Pay attention to connected speech in *next to* and *sheep in the field* etc.

Also, pay attention to the intonation in questions.

## Screen 3

Audio: (random order)

*Find the ducks.*

*Where's the cow?*

*Find the goat.*

*Where's the sheep?*

*Find the frog.*



Look at the picture, listen and click the animals hidden in the pictures.

Note: After students do the task individually, ask some of them to give you directions in English, so that you can find animals using the interactive whiteboard. Practise prepositions like *in front of*, *under/in* etc, as well as *up/down*, *to the left/to the right*.

## Screen 4



Audio 1:

*The cow is next to the sheep.*



Audio 2:

*The duck is under the cow.*



Audio 3:

*The ducks are in the tree.*



Audio 4:

*The sheep is under the tree.*

**Key:** see pictures above (random order)



**Note:** At this stage you might want to extend the 'hiding' activity from the warm-up. Another suggestion is the activity based on the Handout.

### Handout

	is are	next to	
		behind	
		under	
		in	
		on	
		in front of	

Example: The cow is next to the house.

Ask students to write four sentences, choosing items from the table. Each animal should be used once. Monitor and correct. Then students can work in pairs, taking turns to read their sentences to the partner. The partner's task is to draw the picture as dictated, in their notebook.

## Screen 5

### Audio:

cow, sheep, duck  
 sheep, mouse, frog  
 pond, tree, flower  
 flower, frog, sheep  
 duck, goat, mouse  
 cow, tree, pond



Give the Ss these instructions for the Shooting game. The aim is to match written

words with their sounds.

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.

**Note:** Explain to students that the order in which the items are shot is essential.

## Screen 6

### Audio:

Put the frog next to the ducks.  
 Put the goat next to the sheep.  
 Put the tree behind the pond.



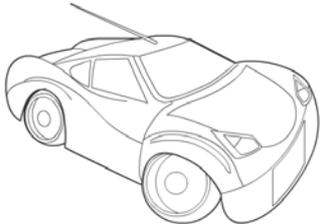
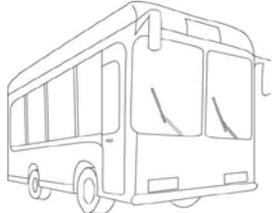
Give the students the instructions for the game activity.

1. Click the start button.
2. Listen and drag and drop animals according to the instruction.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say sentences about their day. In weaker groups, write a list of basic prepositions on the board at this stage.

**Note:** As this is predominantly a stage for free practice, try to extend the activity asking students to play a picture dictation game in pairs. Each student quickly draws a picture of animals in the garden. Ask them to use other animals than those in the digital lesson. Then they get an extra sheet of paper and take turns to dictate their drawing to the partner, eg: *Draw a chicken next to the pond*, etc. Monitor and check understanding.

# Handout

	is are	next to	
		behind	
		under	
		in	
		on	
		in front of	

Example: The cow is next to the house.