

Friends 5
 Lesson 41

It's raining.

Vocabulary

| | | | | | |
|------|------------------------|----------|--|-----------|---|
| Aims | Describing the weather | Contents | Grammar preparatory subject <i>it</i> Vocabulary <i>sun, rain, cloud, wind, snow, wet</i> <i>It's raining.</i> Everyday English: Well done! | Checklist | Handout 1 <i>-ing</i> verb charades Handout 2 The weather forecast |
|------|------------------------|----------|--|-----------|---|

Language Analysis

Some English sentences don't have a grammatical subject, so we can use *it* as *preparatory subject* or *dummy pronoun*. We often use *it* in English to talk about time and weather: *It's raining. It's snowing. Etc.*

Procedure

Warm-up off the screens

1. Play a game of charades with your Ss to review the present continuous tense. Give each student a sentence from the list in Handout 1 and ask them to act out the activity for the rest of the class.
2. Make sure to ask: *What is she/he doing?* and always elicit full sentence answers: *She/he is _____ing.* If you need to remind them of the written form, you could put the question and answer on the board.

Screen 2

Audio 1:

Sam: *Oh dear! It's raining. What can we do?*

Lucy: *I know! Listen.....*

Audio 2:

Lucy: *I am the sun! I'm yellow. People see me and they are happy!*

Audio 3:

Alex: *I am a cloud! I'm grey. People see me and they are sad!*

Audio 4:

Kim: *I am the wind! You can't see me! Children can fly their kites when I'm there!*

Audio 5:

Sam: *I am the snow! I'm white! Children see me and they smile! They can play in the snow!*

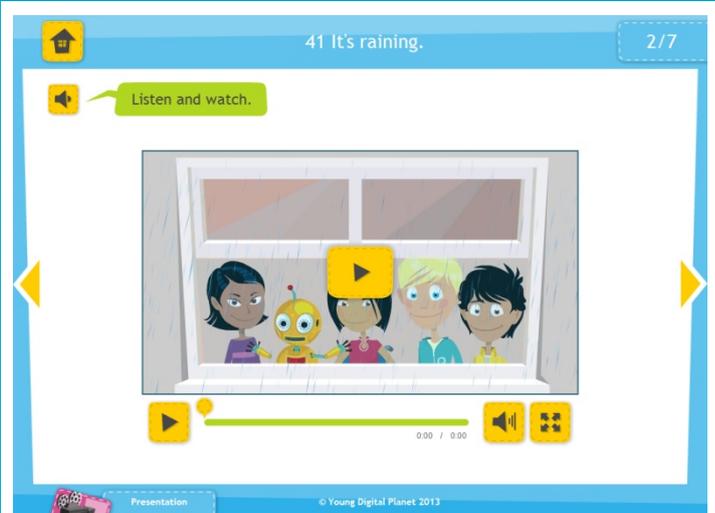
Audio 6:

Robot: *I am the rain.. um..I am the rain...uummm*

Audio 7:

I am the rain. I am WET!

The others: *Well done, 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:

1. *Is it raining outside?*
2. *Is Alex making a yellow mask?*
3. *Is Lucy making a grey mask? Etc.*

Note: We say *Well done!* to someone to encourage and congratulate them for example when they have done a good job, or have succeeded in doing something.

Screen 3



Audio 1:

I am the sun!



Audio 2:

I am a cloud!



Audio 3:

I am the wind!



Audio 4:

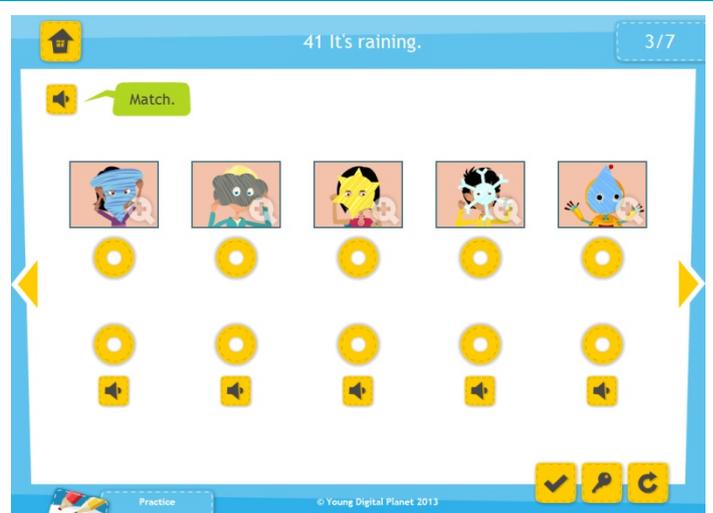
I am the snow!



Audio 5:

I am the rain!

Key: see pictures above (random order)



41 It's raining. 3/7

Match.

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Screen 4

Key:

1 F 2 T 3 T 4 T 5 F 6 T



41 It's raining. 4/7

Choose.

The sun is grey.

Children can fly kites in the wind.

Rain is wet.

Children can play in the snow.

Clouds are yellow.

People see the sun and they are happy.

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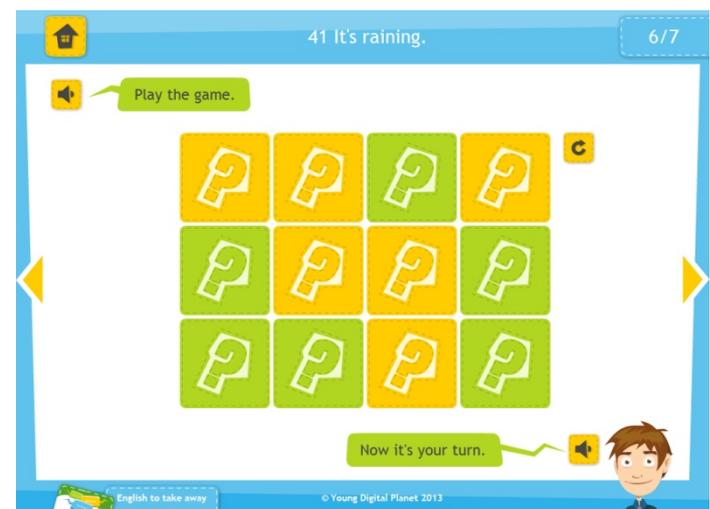
Screen 5

Key:

- 1 sun
- 2 cloud
- 3 snow
- 4 wind
- 5 rain



Screen 6



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 play the game. Ask them to count the number of pairs they found. The player with the most matches wins.

Extension activity: Give out Handout 2 - the weather forecast to each student. Ask Ss to look at the cities on the map and pre-teach their names: Cardiff, Edinburgh, London, Manchester. (Stress is on the first syllable of each city.)

Then ask Ss to draw weather symbols next to the 4 cities on the map of Great Britain. They can choose where to put the symbols and then make sentences about the weather. E.g. *It's raining in Cardiff. It's sunny in London. It's snowing in Edinburgh, It's cloudy in Manchester.* Ask a few Ss to become weather forecast presenters and tell the class about the weather conditions on their maps.

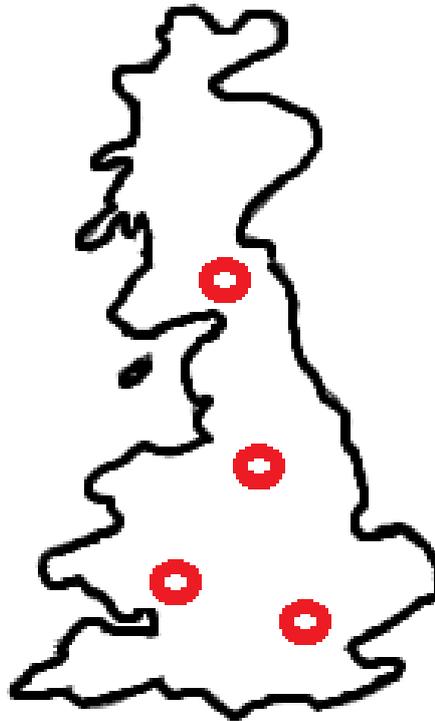
Handout 1

1. Cut up the sentences and give them out to your students.

| |
|---------------------------|
| He's eating spaghetti. |
| She's drinking hot milk. |
| He's playing the guitar |
| She's singing a song. |
| He's watching television. |
| He's drawing a picture. |
| He's riding a bike. |
| She's smiling. |
| She's sleeping. |
| He's saying 'Hello!'. |
| He's throwing a ball. |
| He's running fast. |
| He is spelling his name. |
| She's waving. |
| He's jumping up. |
| She's swimming. |

Handout 2

The weather forecast



| Friends 5 Lesson 42 | | <i>Today it's sunny.</i> | | Grammar & Functions | |
|--|--|--------------------------|---|------------------------|---|
| Aims | Learning words to describe the weather | Contents | Grammar preparatory subject <i>it</i> Vocabulary <i>What's the weather like?</i> <i>It's sunny, cloudy, windy, Rainy.</i> | Checklist | Handout 1 -The weather In the US Handout 2 - Word search |
| Language Analysis | | | | | |
| Some English sentences don't have a grammatical subject, so we can use <i>it</i> as <i>preparatory subject</i> or <i>dummy pronoun</i> . We often use <i>it</i> in English to talk about time and weather: <i>It's rainy. It's snowy. etc.</i> | | | | | |

Procedure

Warm-up Off the screens

Give out Handout 1. Review the vocabulary from the previous lesson with the word search puzzle. There are six words in total. For a more challenging task cut off the words Ss have to find.

Handout 1

1. Find six weather words in the word search.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | U | S | D | I | I | R | U |
| A | E | S | R | I | W | A | R |
| N | N | U | T | N | I | C | A |
| W | S | N | O | W | E | T | I |
| R | W | U | D | I | T | E | N |
| S | L | W | U | N | W | N | U |
| C | L | O | U | D | E | T | N |
| U | O | O | N | I | R | C | N |

CLOUD
RAIN
SNOW
SUN
WET
WIND

Key:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | U | S | D | I | I | R | U |
| A | E | S | R | I | W | A | R |
| N | N | U | T | N | I | C | A |
| W | S | N | O | W | E | T | I |
| R | W | U | D | I | T | E | N |
| S | L | W | U | N | W | N | U |
| C | L | O | U | D | E | T | N |
| U | O | O | N | I | R | C | N |

Screen 2

Audio 1:

Mr Hill: *What's the weather like here?
Yes, Lucy?*

Lucy: *It's sunny!*

Mr Hill: *Yes, Lucy, well done.*

Audio 2:

Mr Hill: *What's the weather like here?
Yes, Alex?*

Alex: *It's cloudy!*

Mr Hill: *Yes, well done, Alex.*

Audio 3:

Mr Hill: *What's the weather like here?
Yes, Kim?*

Kim: *It's rainy!*

Mr Hill: *Yes, Kim, that's right.*

Audio 4:

Mr Hill: *What's the weather like here?
Yes, Sam?*

Sam: *It's windy!*

Mr Hill: *That's right, Sam. Well done.*

Audio 5:

Mr Hill: *And what's the weather like
here today?*

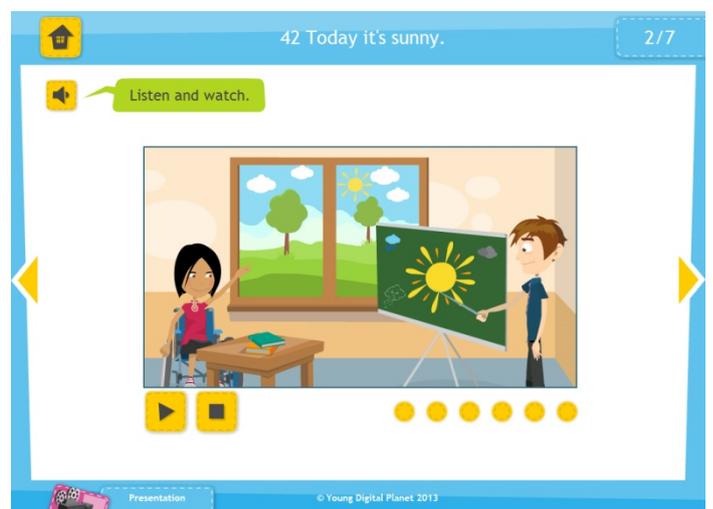
Mr Hill: *Yes, children?*

Children: *It's sunny today!*

Audio 6:

Mr Hill: *Yes, it's a beautiful sunny day
today. Let's have our lesson in the
playground!*

Children: *Hurray!*



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:

Where is Lucy?

What's the weather like outside the classroom?

Why are the children happy? Etc.

Note: *Let's* is a shortened form of *Let us*. We use *Let's* to make a suggestion.

Screen 3



Audio 1:

*What's the weather like today?
It's rainy.*



Audio 2:

*What's the weather like today?
It's cloudy.*



Audio 3:

*What's the weather like today?
It's windy.*



Audio 4:

*What's the weather like today?
It's sunny.*

Key:

See pictures above (random order)

Screen 4

Audio 1:

It's a cloudy day today!

Audio 2:

It's a rainy day today!

Audio 3:

It's a windy day today!

Audio 4:

It's a sunny day today!

Key: (from left to right)

1 F 2 T 3 T 4 F

Screen 5

Key:

1 cloudy 2 snowy 3 windy 4 rainy
5 sunny



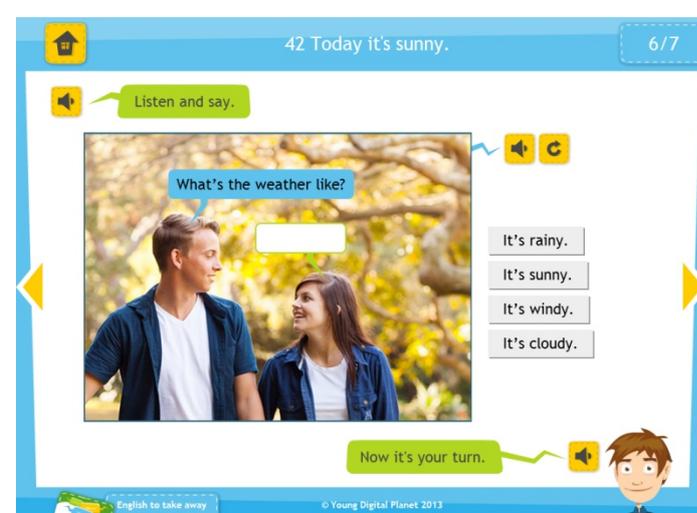
Screen 6

Sam: *What's the weather like?*

Lucy: *It's sunny.*

Key:

1 It's sunny.



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 question.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the answer you hear into the empty speech bubble.

4. Press 'pause' and listen again if you want to.

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

Tell Ss to work in pairs and say what the weather is like using the sentences on the screen.

Extension activity: Follow up with Handout 2. Ask your Ss to complete the text about the weather in the US by reading the symbols on the map. After completing the task ask a few Ss to become weather forecast presenters and tell the class about the weather conditions on their maps.

Handout 2

The weather in the US

Look at the map and complete the sentences about the weather in the US.

It's _____ in Los Angeles. It's _____ in Chicago.
It's _____ in New York. It's _____ in Seattle.



Key:

It's sunny in Los Angeles.

It's windy in Seattle.

It's cloudy in New York.

It's rainy in Chicago.

Handout 1

1. Find six weather words in the word search.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | U | S | D | I | I | R | U |
| A | E | S | R | I | W | A | R |
| N | N | U | T | N | I | C | A |
| W | S | N | O | W | E | T | I |
| R | W | U | D | I | T | E | N |
| S | L | W | U | N | W | N | U |
| C | L | O | U | D | E | T | N |
| U | O | O | N | I | R | C | N |

CLOUD
RAIN
SNOW
SUN
WET
WIND

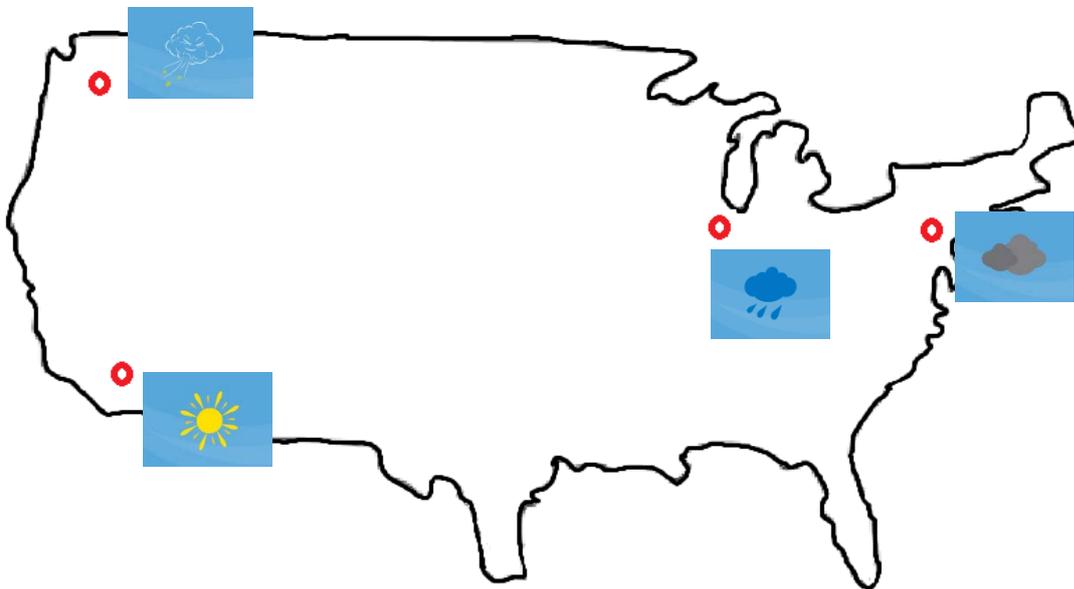
Handout 2

The weather in the US

Look at the map and complete the sentences about the weather in the US.

It's _____ in Los Angeles. It's _____ in Chicago.

It's _____ in New York. It's _____ in Seattle.



| Friends 5 Lesson 43 | | <i>Is it cloudy?</i> | | Grammar & Functions | |
|--|--------------------------|----------------------|--|------------------------|-------------------------------|
| Aims | Asking about the weather | Contents | Vocabulary <i>Is it cloudy today?</i> <i>No it isn't. It's sunny.</i> | Checklist | Handout – vocabulary revision |
| Language Analysis | | | | | |
| <p>In the presentation the characters greet each other with <i>How are you?</i> Explain to your students that it is a standard greeting in the English speaking world and that we generally reply that we are fine unless we are seriously troubled.</p> <p>Notice the pattern in the presentation:</p> <p>Kim: <i>Hi Anna! How are you?</i> Anna: <i>Hi Kim! I'm fine, thanks. What about you?</i> Kim: <i>I'm fine, thanks.</i></p> <p>It is considered polite to return the <i>How are you?</i> question with <i>What about you?</i> or simply <i>And you?</i> Another popular informal variation of the question is: <i>How're you doing?</i> (How are you doing?)</p> <p>Question forms with verb <i>to be</i>: We invert the verb and 'empty subject' <i>It</i> to make the question form: <i>Is it ...?</i></p> <p>Short answer forms Yes, it is. No, it isn't.</p> | | | | | |

Warm-up Off the screens

1. Revise *is it/are they* as well as prepositions of place with a game of Hunt the Thimble:
2. Ask one of your Ss to leave the classroom. Hide a small object belonging to a person who is outside, somewhere in the room. The student must then find the hidden object by asking questions about its location: *Is it under the desk? Is it near the door?* etc.
3. Tell your Ss to give short answers: *Yes, it is.* or *No, it isn't.* Tell the rest of the class not to look in the direction of the place where you hid the missing object. Once the student finds the hidden object, choose another student to go outside and repeat the game.
4. Review weather vocabulary with the Handout.
5. Ask Ss to unscramble the words.
6. Ask Ss to put the words in the correct order to make sentences.

Handout

A. Unscramble the weather words:

1. noysw _____
2. wyidn _____
3. nusyn _____
4. couyld _____
5. rayni _____

B. Put the words in order.

1. *What's like weather the?*

2. *It's a todaysunnyday beautiful.*

3. *windy It's today.*

4. *Let's the lesson in have our playground!*

Key: A: 1. snowy 2. windy 3. sunny 4. cloudy 5. rainy

B: 1. What's the weather like?

2. It's a beautiful sunny day today.

3. It's windy today.

4. Let's have our lesson in the playground!

Screen 2

Audio 1:

Sam: *Hi Ann! It's Sam! How are you? What's the weather like? Is it sunny today?*

Ann: *No, it isn't. It's raining!*

Sam: *Oh dear! It's sunny here.*

Ann: *Lucky you!*

Audio 2:

Kim: *Hi Anna! How are you?*

Anna: *Hi Kim! I'm fine, thanks. What about you?*

Kim: *I'm fine, thanks. What's the weather like? Is it sunny?*

Anna: *No, it isn't. It's cloudy!*

Kim: *Oh dear. It's a beautiful sunny day here!*

Audio 3:

Lucy: *Good morning, Robot! It's time to get up!*

Robot: *Is it rainy today?*

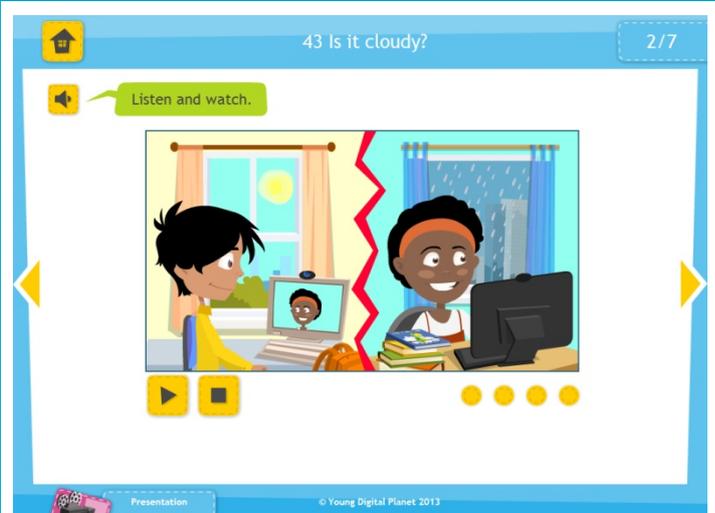
Lucy: *No, it isn't. It's sunny.*

Robot: *It's sunny today? Oh dear!*

Audio 4:

Robot: *I love rainy days!*

Lucy: *Oh Robot, you're silly!*



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.

Who is Sam talking to? Who is Kim talking to?

What is the weather like for Kim?

Does Robot like rainy days?

Note: *Oh dear!* expresses surprise. The letter *h* in *oh* is silent. Make sure you correct any pronunciation mistakes. *Lucky you!* means I envy you because you are very fortunate.

Screen 3



Audio 1:

*Is it windy today?
No it isn't. It's rainy.*



Audio 2:

*Is it sunny today?
No it isn't. It's cloudy.*



Audio 3:

*Is it rainy today?
No it isn't. It's windy.*

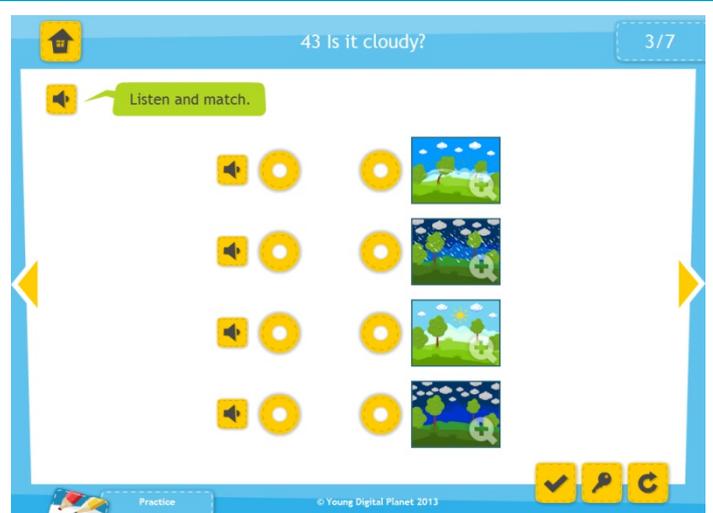


Audio 4:

*Is it cloudy today?
No it isn't. It's sunny.*

Key:

See pictures above (random order)



43 Is it cloudy? 3/7

Listen and match.

Practice © Young Digital Planet 2013

Screen 4

Audio 1:

Is it cloudy today?

Audio 2:

No, it isn't. It's sunny!

Audio 3:

Is it rainy today?

Audio 4:

No, it isn't. It's windy!

Key:

- 1 Is it cloudy today?
- 2 No, it isn't. It's sunny!
- 3 Is it rainy today?
- 4 No, it isn't. It's windy!



43 Is it cloudy? 4/7

Listen and put the words in order.

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

Is it cloudy today?

Audio 2:

Is it sunny today?

Audio 3:

Is it windy today?

Audio 4:

Is it rainy today?

No it isn't. It's windy.

Key: (from left to right)

1 sunny **2** rainy **3** windy **4** cloudy



Screen 6



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

1. Look at the picture and read the questions and answers.
2. Drag and drop the responses into the correct speech bubble.
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 Ss to work in pairs and ask what the weather is like today.

Follow up by practicing a simple conversation with one student:

A: *How are you today?*

B: *I'm fine thank you. What about you?*

A: *I'm fine, thanks.*

Put Ss in a circle and have them practise the conversation in pairs, speaking to the person on their left. The activity is finished once everyone has spoken. Alternatively try practicing the dialogue in pairs with the class seated.

Handout

A. Unscramble the weather words:

1. noysw _____

2. wyidn _____

3. nusyn _____

4. couyld _____

5. rayni _____

B. Put the words in order.

1. *What's like weather the?*

2. *It's a today sunny day beautiful.*

3. *windy It's today.*

4. *Let's the lesson in have our playground!*

| Friends 5 Lesson 44 | | <i>There's snow in the north.</i> | | Grammar & Functions |
|--|---|-----------------------------------|--|--|
| Aims | Asking about the weather in different locations | Contents | <p>Grammar Inverted questions with the verb <i>to be</i>. Short answers.</p> <p>Vocabulary <i>east, north, south, west</i> <i>Is it sunny in the south?</i> <i>Yes, it is.</i></p> <p>Everyday English: <i>Awesome!</i> <i>Oops!</i></p> | <p>Handout</p> <p>A political map of Europe (e.g. from the Internet) to be displayed for the additional activity</p> |
| Language Analysis | | | | |
| <p>Question forms with verb <i>to be</i>: We invert the verb and 'empty subject' <i>It</i> to make the question form: Is it ...?</p> <p>Short answer forms Yes, it is. No, it isn't.</p> <p>Omission (ellipsis) is often used in English in order to avoid repetition. Jill: <i>I'm flying south! Bye-bye!</i> Kim: <i>Flying south? Oh no, you're not! (flying south)</i></p> <p>In the last sentence the words <i>flying south</i> have been omitted.</p> <p>In spoken English it is possible to change a statement into a question just by using rising intonation as illustrated by the line from the presentation:</p> <p>Jill: <i>There's lots to eat in the south?</i></p> <p>Everyday English: <i>Awesome!</i> means terrific, extraordinary or extremely good. We use <i>Oops!</i> to show we are sorry after a small accident or when we have said or done something wrong.</p> | | | | |

Procedure

Warm-up Off the screens

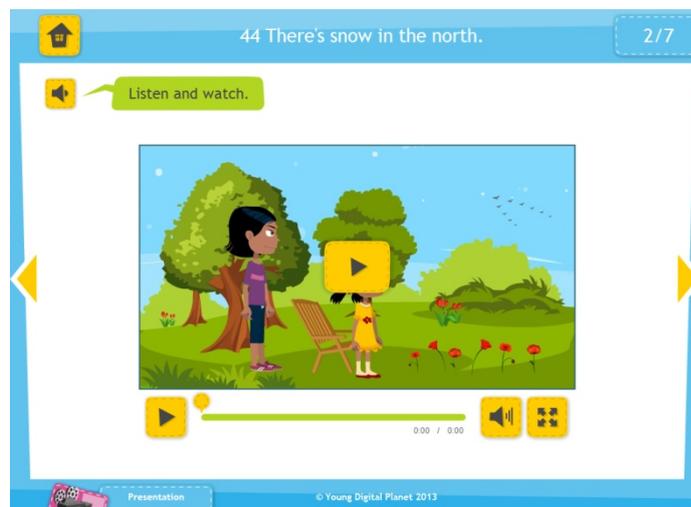
- Review *there is/ there are* structures by asking your students a series of questions about the classroom. Elicit answers in full sentences. Ask the question first before picking a student to answer so as to make everyone pay close attention. E.g.:

Is there a blackboard in the classroom?
Is there a teacher in the classroom?
Are there any students in the classroom?
How many desks are there in the room?
How many windows are there in the room?
Is there a computer on my desk?
Is there a map on the wall?
How many girls/boys are there in the classroom? Etc.
- Ask Ss to translate some sentences from their own language into English e.g.: sentences should include:

It's sunny / rainy / snowy /cloudy.
What's the weather like?
It's a beautiful sunny day today.
Let's go to the playground.

Screen 2

Jill: *Where are those birds going?*
Kim: *They're flying south.*
Jill: *Is it sunny in the south?*
Kim: *Yes, it is.*
Jill: *Is it snowy in the north?*
Kim: *Yes, it is. There's lots of snow in the north. There isn't any food for the birds.*
Jill: *Do the birds fly east? Is it sunny in the east?*
Kim: *No. It's windy in the east and it's rainy in the west. It's snowy in the north – so the birds fly south. There's lots to eat in the south.*



Exploit the scene by asking your Students to

Jill: *There's lots to eat in the south?? Awesome!*
Kim: *Jill! What are you doing?*
Jill: *I'm flying south! Bye-bye!*
Kim: *Flying south? Oh no, you're not!*
Jill: *Oops! Oh dear!*

describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

*Where are the birds going?
 Is there lots of snow in the north?
 Is it sunny in the south?
 What is Jill doing?*

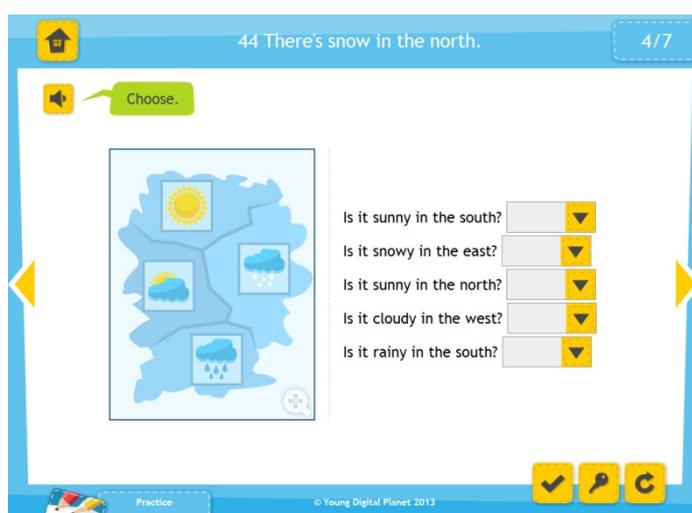
Screen 3

Key:
 1 north
 2 south
 3 west
 4 east



Screen 4

Key:
 1 No, it isn't.
 2 Yes, it is.
 3 Yes, it is.
 4 Yes, it is.
 5 Yes, it is.



Screen 5

Audio 1:

Is it sunny in the south?

Yes, it is.

Audio 2:

Is it snowy in the north?

Yes, it is.

Audio 3:

Is it windy in the east?

Yes, it is.

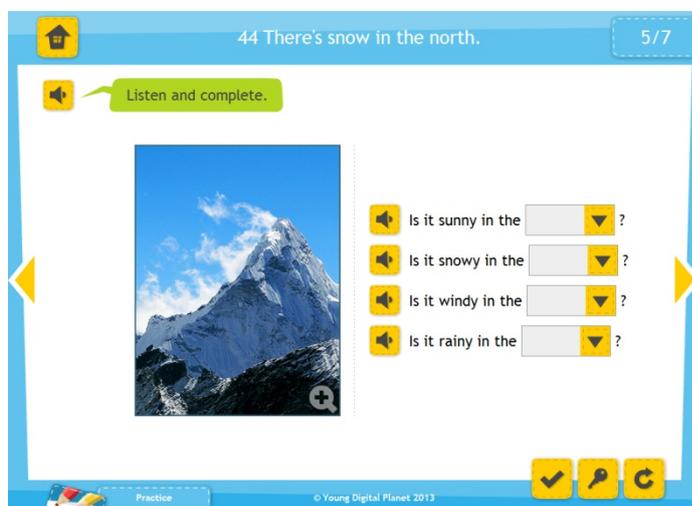
Audio 4:

Is it rainy in the west?

Yes, it is.

Key:

1 south **2** north **3** east **4** west



44 There's snow in the north. 5/7

Listen and complete.



Is it sunny in the ?

Is it snowy in the ?

Is it windy in the ?

Is it rainy in the ?

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Screen 6



44 There's snow in the north. 6/7

Play the game.

There's snow in the north.
It's sunny in the south.



1/2



Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss the instructions for the play the game activity.

1. Look at the picture and read the sentence.
2. Choose the correct weather picture and drag and drop it onto the map.
3. Repeat with sentence 2.

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

Tell Ss to work in pairs and say what the weather is like at different places on the map.

As a follow up activity get your Ss to navigate around the classroom with cardinal points north, south, east and west. Mark north, south, east and west in your classroom with sheets of paper as signs.

They can be approximate or very accurate if you use a compass / compass smart phone application. Ask one student to leave the classroom. While he or she is outside explain to the rest of the class that they will have to give directions to an object you put somewhere in the room using compass directions.

Call the student outside back and ask him or her to stand in the middle of the room.

Model the first set of directions: *go east, stop, go north stop. The book (marker, or any other object) is in front of you.* Repeat the activity with other students and ask your class to direct them to other objects in class.

Extension activity for strong groups: give out the Handout and display a map of Europe.

Handout

A. Look at the map and make five sentences using cardinal points:

1. Hungary is south of Slovakia

2. _____

3. _____

4. _____

5. _____

6. _____

B. Use the map and answer the questions:

1. What country is east of France?

Germany is east of France.

2. What country is north of Italy?

3. What country is east of Portugal?

4. What country is north of Poland?

5. What country is west of Sweden?

6. What country is south of Czech Republic?

Key: B: 2. Switzerland/Austria 3. Spain 4. Sweden 5. Norway 6. Austria

Handout

A. Look at the map and make five sentences using cardinal points:

1. *Hungary is **south of** Slovakia*

2. _____

3. _____

4. _____

5. _____

6. _____

B. Use the map and answer the questions:

1. What country is **east of** France?

*Germany is **east of** France.*

2. What country is north of Italy?

3. What country is east of Portugal?

4. What country is north of Poland?

5. What country is west of Sweden?

6. What country is south of Czech Republic?

| Friends 5 Lesson 45 | | <i>Today's weather.</i> | | Skills | |
|--|-----------------------------|-------------------------|--|------------------|-------------------------|
| Aims | Improving listening ability | Contents | Vocabulary <i>hot, cold</i> <i>east, north, south, west</i> Everyday English Hooray! | Checklist | Handout: map dictation. |
| Language Analysis | | | | | |
| <p>We can use the imperative (=the base form or infinitive of a verb without 'to') to give a direct order, instructions and advice.</p> <p><i>Look at it!</i></p> <p><i>Ssh! Listen!</i></p> | | | | | |

Procedure

Warm-up Off the screens

1. Start the lesson by asking Ss to provide the antonyms (=opposites) for the words you will give them. Put Ss in a circle and throw a soft round object to one student who then has to answer. The words to be revised should include:

hot – cold, sunny – cloudy, east – west, north – south

big – small

silly – smart

black – white

always – never

any – some etc.

Screen 2

Kim: *Oh no! Look at the weather! It's raining! I want to go to the beach today!*

Lucy: *What's the weather like this afternoon?*

Kim: *Look at it! Rain! Rain! Rain!*

Lucy: *Ssh! Listen! Here's the weather!*

Forecaster: *Good morning. Here is the weather for today. This morning it's rainy and wet in the south.*

Kim: *Huh! We can see that!*

Lucy: *Ssh! Listen!*

Forecaster: *In the east it's very windy today. In the north it's cold and cloudy. And in the west it's sunny and hot.*

Kim: *Huh! Sunny and hot in the west! They can go to the beach!*

Lucy: *Ssh! Listen!*

Forecaster: *The rain in the south stops at lunchtime. The weather is sunny and hot all afternoon.*

Kim: *Hooray! Sunny and hot all afternoon! We can go to the beach!*

Robot: *Right! I'm ready! Let's go!*



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.

What's the weather like?

What's the weather like in the south / north / east / west?

Where does Robot want to go?

Note: *Hooray!* is used to express joy, approval or encouragement.

Screen 3

Audio 1:

Good morning. Here is the weather for today. This morning it's rainy and wet in the south.

Audio 2:

In the east it's very windy today.

Audio 3:

And in the west it's sunny and hot.

Audio 4:

In the north it's cold and cloudy.

Audio 5:

The rain in the south stops at lunchtime. The weather is sunny and hot all afternoon.

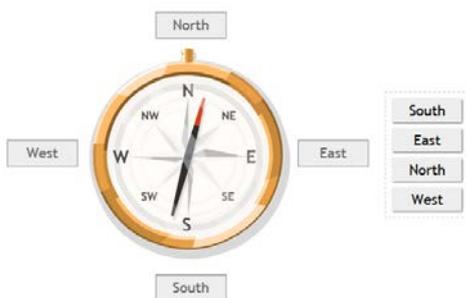
Key:





Screen 4

Key:



45 Today's weather. 4/7

Choose.



West
East
North
South

Practice © Young Digital Planet 2013

Screen 5

Key and audio:

Audio 1:

It's sunny and hot in the west.

Audio 2:

It's cold, cloudy and windy in the east.

Audio 3:

It's cold, rainy and wet in the south.

Audio 4:

There's snow in the north.

45 Today's weather. 5/7

Listen and match.

| | | | | |
|-----------------------------|--|--|--|---------------|
| It's cold, cloudy and windy | | | | in the west. |
| It's sunny and hot | | | | in the south. |
| It's cold, rainy and wet | | | | in the north. |
| There's snow | | | | in the east. |

Practice © Young Digital Planet 2013

Screen 6

Kim: *Oh no! Look at the weather!*

Lucy: *It's raining!*

Kim: *We can't go to the beach today!*

Lucy: *What's the weather like this afternoon?*



The screenshot shows a digital interface titled "45 Today's weather." with a page number "6/7". It features a "Look and say." activity. The main content is a window view of two people, Kim and Lucy, looking out at a rainy day. Kim says, "Oh no! Look at the weather!" and Lucy replies, "It's raining!". Below the window, there is a "Now it's your turn." prompt with a speaker icon. Navigation arrows and a "1/2" indicator are visible. At the bottom, there is a copyright notice: "© Young Digital Planet 2013".

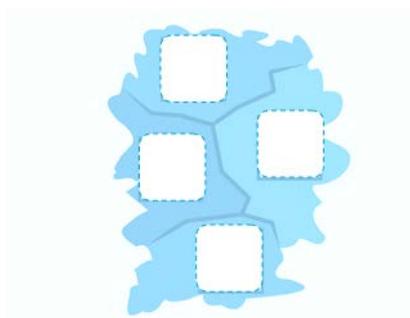
Give the students the instructions for the look and say activity.

1. Look at the picture and read the sentences.
2. Listen and repeat the sentences.
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 Ss to work in pairs and ask what the weather is like.

As an extension activity give out the map: Handout.

Handout

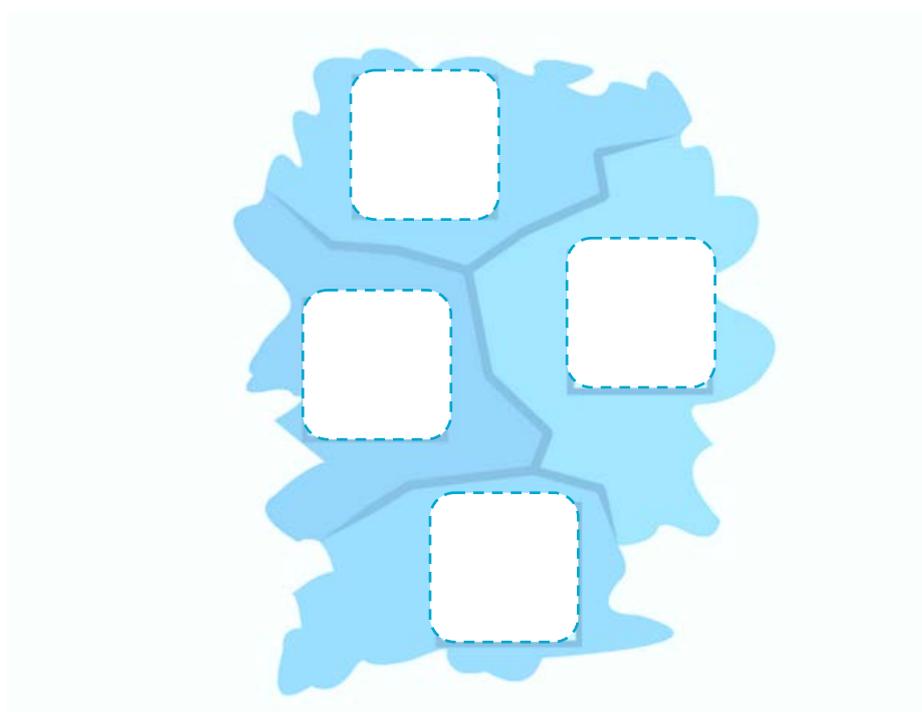


Read the text below aloud and ask Ss to copy the weather symbols onto the map. Read the sentences slowly and repeat them several times as to give the Ss a chance to finish their maps with the correct symbols.

In the west it's very windy today. It's cold and cloudy in the east. It's sunny in the south. There's rain in the north.

Key: A/W show : west – windy, east – cloudy, south – sunny, north – rainy

Handout



| Friends 5 Lesson 46 | | <i>There's snow on the mountains.</i> | | Vocabulary | |
|--|----------------------|---------------------------------------|--|------------|----------------------|
| Aims | Describing a picture | Contents | Vocabulary Places: <i>holiday, island, jungle, lake, mountains, river, waterfall</i> Everyday English: Amazing! Great! Wow! | Checklist | Handout: My Holidays |
| Language Analysis | | | | | |
| <i>holidays</i> (BrE) / <i>vacation</i> (AmE) | | | | | |
| <i>Wow, great</i> and <i>amazing</i> are used In the dialogue to express the speaker's interest in the conversation. | | | | | |

Procedure

Warm-up Off the screens

1. Review *this / that, these / those* by asking questions about the common objects in your classroom. Elicit full sentence answers:

What's this? It's a chair. What are these? They're books.

What's that? It's a pen. What are those? They are posters. Etc.

2. Revise *There is / There are* as well as prepositions of place with a game of Hunt the Thimble. Ask one of your students to leave the classroom. Hide a small object belonging to a person who is outside, somewhere in the room.

Ask one of your Ss to leave the classroom. Hide a small object belonging to a person who is outside, somewhere in the room. The student must then find the hidden object by asking questions about its location: *Is there a pen on the desk? Is there a pen in the box? etc.*

Tell your Ss to give short answers: *Yes, there is. No, there isn't. etc.*

Tell the rest of the class not to look in the direction of the place where you hid the missing object.

Once the student finds the hidden object, choose another student to go outside and repeat the game.

Screen 2

Audio 1:

Sam: *What are these?*

Alex: *They're my holiday photos!*

Sam: *Can I see them?*

Alex: *Ok.*

Audio 2:

Sam: *Where's this?*

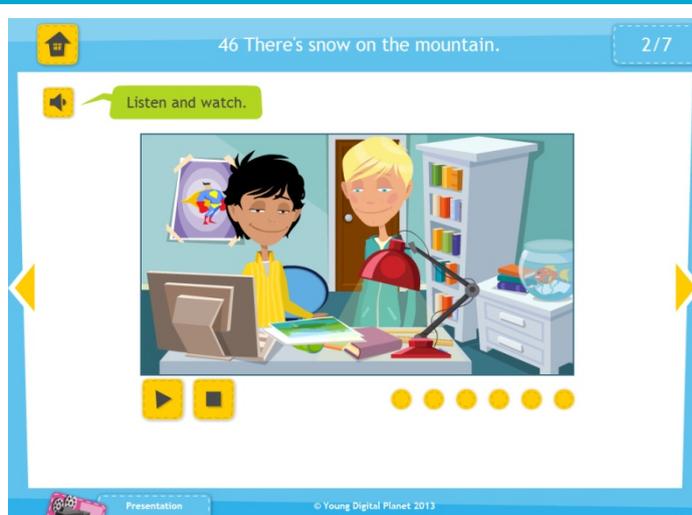
Alex: *It's an island in a lake. The lake's very beautiful. That's me there!*

Sam: *Wow!*

Audio 3:

Sam: *What about this?*

Alex: *This waterfall is amazing – and you can swim in the river under the*



46 There's snow on the mountain. 2/7

Listen and watch.

© Young Digital Planet 2013

Exploit the scene by asking the Ss to describe

waterfall! Look, that's me, there!

Audio 4:

Sam: This is amazing, Alex!

Alex: Yes, there are a lot of tall trees in the jungle. Look, that's me!

Audio 5:

Sam: Wow, Alex, you're on a mountain!

Alex: Yes, there's snow on the mountains. It's very cold up there!

Sam: Great. I love snow!

Audio 6:

Sam : What about this, Alex? Is this you? Wow! Look at you!

Alex: Give me that! Give me that photo, Sam! Now!

Sam: Can I have this photo, Alex? It's a very good photo! Please can I have it!

what they can see. Then listen and watch the animation. Ask some questions to check understanding.

What is there in the room?

What does Alex have?

Why does Sam like the last photo?

Screen 3



Audio 1:

There are some tall trees in the jungle.



Audio 2:

There's snow on the mountains.



Audio 3:

The waterfall is very beautiful!



Audio 4:

There's an island in the lake.

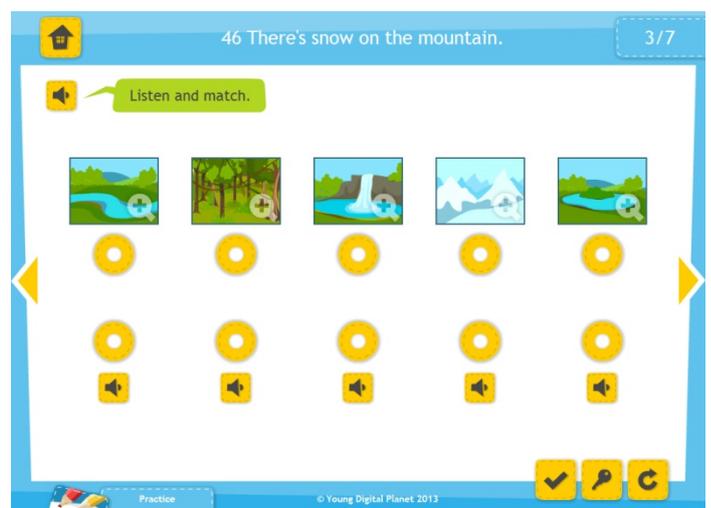


Audio 5:

You can swim in the river.

Key:

See pictures above (random order)

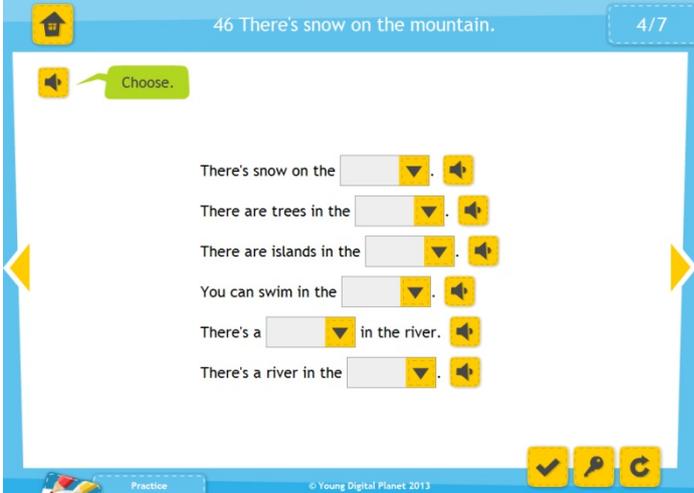


The screenshot shows a digital practice screen titled "46 There's snow on the mountain." with a progress indicator "3/7". The instruction "Listen and match." is displayed. Below the instruction, there are five columns, each containing a small landscape image at the top, a yellow circular button with a white dot in the middle, and a speaker icon at the bottom. The images represent different scenes: a jungle, a snowy mountain, a waterfall, a lake with an island, and a river. At the bottom of the screen, there are navigation icons: a home icon, a "Practice" button, a copyright notice "© Young Digital Planet 2013", and three utility icons (checkmark, magnifying glass, and refresh).

Screen 4

Key:

- 1 mountains
- 2 jungle
- 3 lake
- 4 river
- 5 waterfall
- 6 jungle



46 There's snow on the mountain. 4/7

Choose.

There's snow on the .  

There are trees in the .  

There are islands in the .  

You can swim in the .  

There's a in the river.  

There's a river in the .  

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

There are tall trees in the jungle.

Audio 2:

There's snow on the mountains.

Audio 3:

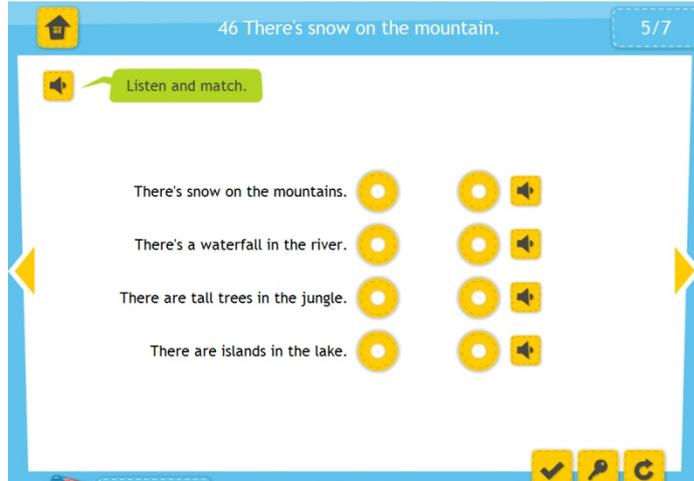
There are islands in the lake.

Audio 4:

There's a waterfall in the river.

Key:

Match the audio with the sentences.



46 There's snow on the mountain. 5/7

Listen and match.

There's snow on the mountains. 

There's a waterfall in the river. 

There are tall trees in the jungle. 

There are islands in the lake. 

Practice © Young Digital Planet 2013

Screen 6

Audio:

mountain
 waterfall
 island
 jungle
 river
 lake



Give the Ss these instructions for the spelling game. The aim is to complete the words by filling in the missing letters.

Explain that if you choose the wrong letter the worm will take a bite out of the apple. The object of the game is to get the spelling right before the worm eats up the whole fruit.

1. Listen to the word and choose the letters to finish spelling the word.
2. Repeat with all the words.
3. The student who completes the most words correctly, wins.

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 how to spell the words.

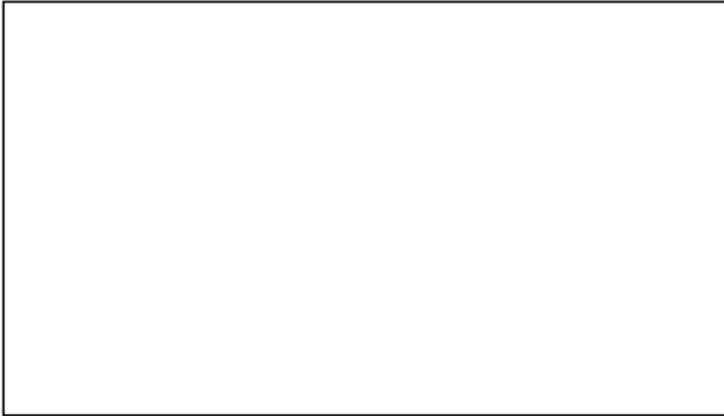
As a follow up activity ask your Ss to draw a picture of something from their last holiday. Or make up a picture of a holiday.

Once they have finished drawing, ask Ss to answer the questions in the Handout.

Handout

My holidays

1. Draw a picture from your last holiday:



1. What is there in the picture?

2. What's the weather like in the picture?

Example:

1. What is there in the picture?

There's a mountain and a lake in the picture.

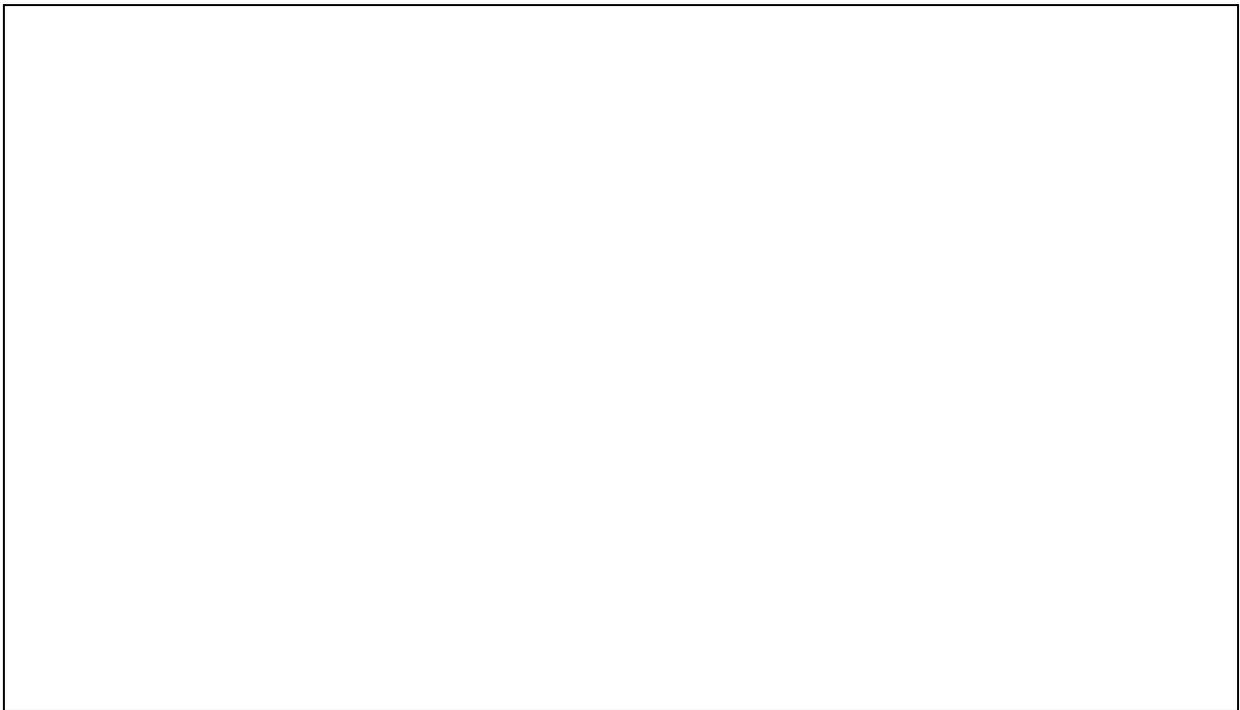
2. What's the weather like in the picture?

The weather is hot and sunny.

Handout

My holidays

1. Draw a picture from your last holiday:



1. What is there in the picture?

2. What's the weather like in the picture?

| Friends 5 Lesson 47 | | <i>It's hot in the jungle.</i> | | Grammar & Functions | |
|---|--------------------------------|--------------------------------|---|------------------------|---------------------------------|
| Aims | Describing geographical places | Contents | Grammar <i>preparatory subject</i> <i>Is it hot in the jungle?</i> <i>Yes, it is.</i> | Checklist | Handout: rearrange the words |
| Language Analysis | | | | | |
| <p>Some English sentences don't have a grammatical subject, so we can use <i>it</i> as <i>preparatory subject</i> or <i>dummy pronoun</i>. We often use <i>it</i> in English to talk about time and weather.</p> <p><i>It's hot and sunny at the beach.etc.</i></p> | | | | | |

Procedure

Warm-up Off the screens

Revise the vocabulary introduced in the previous lesson with a Picture dictation. Read each sentence out loud several times. When they have finished, ask your Ss to compare their drawings to see how similar or different they are. Praise Ss for their drawing and choose some to display.

There is a big lake in the middle of the picture. There is a waterfall on the left and a small river above the lake. There's a small island in the lake. There's a jungle around the lake. You can see some mountains behind the lake. There's some snow on the mountains.

Screen 2

Lucy: *This is from Alex. Look, Robot – this is the jungle!*

Robot: *Is it hot in the jungle?*

Lucy: *Yes, it is. It's hot and rainy in the jungle. I love the jungle!*

Lucy: *This is from Sam! Look! You can see the mountains.*

Robot: *Is it cold in the mountains?*

Lucy: *Yes, it is. It's cold and snowy in the mountains. I love the mountains!*

Lucy: *This is from Kim! Look at that beautiful blue sky!*

Robot: *Is it sunny at the beach?*

Lucy: *Yes, it is. It's hot and sunny at the beach. I love the beach!*

Robot: *This is from me!*

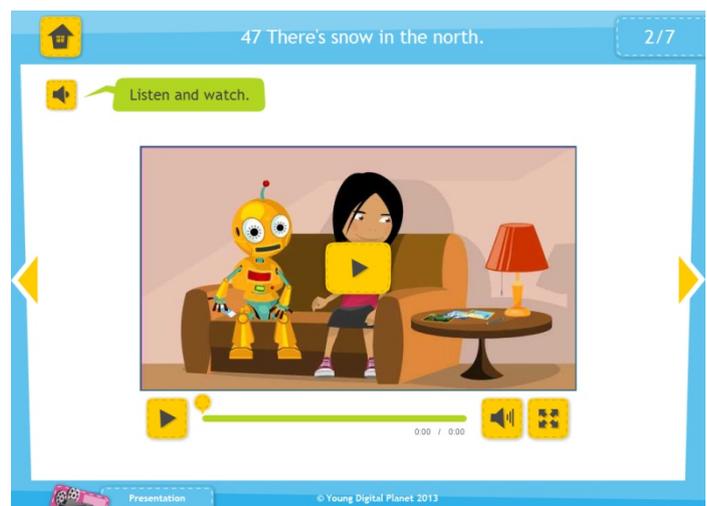
Lucy: *Thank you Robot! Ummm – what is it?*

Robot: *It's the fridge!*

Lucy: *The fridge?*

Robot: *It's cold in the fridge! I love the fridge!*

Lucy: *but it's a funny place for a holiday...*



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.

Does Lucy like the mountains?

Is it hot and sunny at the beach?

Where does Robot like to spend his holidays?

Is it cold in the jungle?

Note: We use *Umm..* to pause when we are not sure what to say. Lucy says *Ummm* to show that she doesn't know what Robot's picture is.

Screen 3

Audio 1:

It's hot and rainy in the jungle.

Audio 2:

It's cold and snowy in the mountains.

Audio 3:

It's hot and sunny at the beach.

Audio 4:

It's cold in the mountains!

Audio 5:

It's cold in the fridge!

Key: (from left to right)

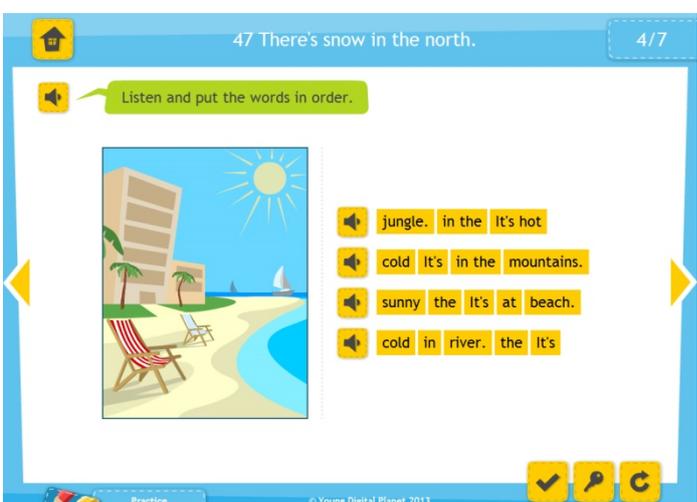
- 1 No, it isn't. 2 No, it isn't. 3 Yes, it is.
4 Yes, it is. 5 No, it isn't.



Screen 4

Key and audio:

- 1 It's hot in the jungle.
- 2 It's cold in the mountains.
- 3 It's sunny at the beach.
- 4 It's cold in the river.



Screen 5



Audio 1:

It's hot and rainy here!



Audio 2:

It's cold and snowy here!



Audio 3:

It's hot, sunny and windy here!



Audio 4:

It's cold here. It's not windy.

Key:

See pictures above (random order)

Screen 6

Kim: *Is it hot in the jungle?*

Ben: *Yes, it is.*

Kim: *Is it hot in the mountains?*

Ben: *No, it isn't.*

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

1. Look at the picture. Read and listen to the first question.
2. Drag and drop the answer into the correct speech bubble.
3. Repeat with the second question and answers.
4. Listen again and repeat the questions and answers as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say what the weather is like in different geographical locations.

Extension activity: Follow up with the Handout. Ask your Ss to rearrange the words in the sentences from the lesson.

Handout

Put the words in the sentences in the correct order:

1. *mountains / You / can / the / see.*

2. *I / the / jungle / love / !*

3. *This / Kim / is / from / !*

4. *Look / at / blue / sky / that / beautiful / !*

5. *it / Is / in / the / mountains / cold / ?*

6. *It's / beach / hot / sunny / at / and / the.*

7. *It's / fridge / in / the / cold / !*

Key:

1. *You can see the mountains.*
2. *I love the jungle!*
3. *This is from Kim!*
4. *Look at that beautiful blue sky!*
5. *Is it cold in the mountains?*
6. *It's hot and sunny at the beach.*
7. *It's cold in the fridge!*

Handout

Put the words in the sentences in the correct order:

1. *mountains / You / can / the / see.*

2. *I / the / jungle / love / !*

3. *This / Kim / is / from/ !*

4. *Look / at / blue / sky / that / beautiful / !*

5. *it / Is / in / the / mountains / cold / ?*

6. *It's / beach / hot / sunny / at / and / the.*

7. *It's / fridge / in / the / cold / !*

| Friends 5 Lesson 48 | | <i>Is there a rainbow in the sky?</i> <i>Yes, there is.</i> | | Grammar & Functions | |
|--|--------------------------------|--|--|------------------------|--------------------------|
| Aims | Describing the world around us | Contents | Grammar <i>There is / there are</i> Question forms <i>Is there a rainbow in the sky?</i> Short answers <i>Yes, there is.</i> <i>No, there isn't.</i> Vocabulary Natural world <i>forest, moon, rainbow, sky, star</i> Everyday English <i>Of course.</i> <i>You're horrible!</i> <i>Yum! Yum!</i> <i>Ow!</i> | Checklist | Handout– Is there a zoo? |
| Language Analysis | | | | | |
| <p><i>There is / There are</i> is a common phrase in English, used to indicate that something is in a certain location.</p> <p>Sam: <i>Don't tell me. Is there a rainbow in the sky?</i> Lucy: <i>Yes, there is.</i></p> <p>Sam: <i>Are there flowers and cute pink animals?</i> Lucy: <i>Yes, there are!</i></p> <p>We say <i>Ow!</i> when we hurt ourselves slightly. Children say <i>Yum! Yum! Or Yummy!</i> when something tastes very nice to eat.</p> | | | | | |

Warm-up Off the screens

1. Review the weather vocabulary with your own flashcards. Use newspaper, colour magazine cut outs as well as any other visual materials you find suitable to depict the following words: *cold, cloudy, hot, rainy, snowy, wet, windy, wet* etc. For instance, an advert for a tropical vacation can illustrate the word *hot*. Make sure the images you find are big enough for Ss to see when you hold them up in the classroom.
2. Show the flashcards and ask questions, e.g. *What's the weather like?* Elicit full sentence answers: *It's hot and sunny etc.*

Screen 2

Lucy: *Let's play 'My Little Kitten'!*

Sam: *Don't tell me. Is there a rainbow in the sky?*

Lucy: *Yes, there is.*

Sam: *Are there flowers and cute pink animals?*

Lucy: *Yes, there are!*

Sam: *Thanks, Lucy, but I want to play 'Monsters in the Forest'.*

Lucy: *Hah! Don't tell me. Are there trees in the forest?*

Sam: *Yes, there are.*

Lucy: *It's night time. The moon and the stars are in the sky...*

Sam: *Yes, that's right.*

Lucy: *Are there monsters in the forest?*

Sam: *Yes, of course there are!*

Lucy: *What are they doing?*

Sam: *They're ...eating!*

Lucy: *What are they eating?*

Sam: *They're eating cute little pink kittens! Yum Yum Yum!*

Lucy: *No, they are not eating kittens! You're horrible!*

Sam: *Ow!*



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

*What game does Lucy want to play?
 What game does Sam want to play?
 What game would you like to play? Why?*

Screen 3



Audio 1:

*Is there a rainbow in the sky?
Yes, there is.*



Audio 2:

*Is the moon in the sky?
Yes, it is.*



Audio 3:

*Is there a star next to the moon?
Yes, there is.*



Audio 4:

*Is the sun in the sky?
Yes, it is.*



Audio 5:

*Are there are trees in the forest?
Yes, there are.*

Key:

See pictures above (random order)



48 Is there a rainbow in the sky? Yes, there is. 3/7

Listen and match.

Practice © Young Digital Planet 2013

Screen 4

Key and audio:

- 1 There are stars in the sky.
- 2 There are trees in the forest.
- 3 There's a rainbow in the sky.
- 4 There's a monster in the forest!



48 Is there a rainbow in the sky? Yes, there is. 4/7

Listen and put the words in order.

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 There is
- 2 There are
- 3 There are
- 4 There is



48 Is there a rainbow in the sky? Yes, there is. 5/7

Choose.

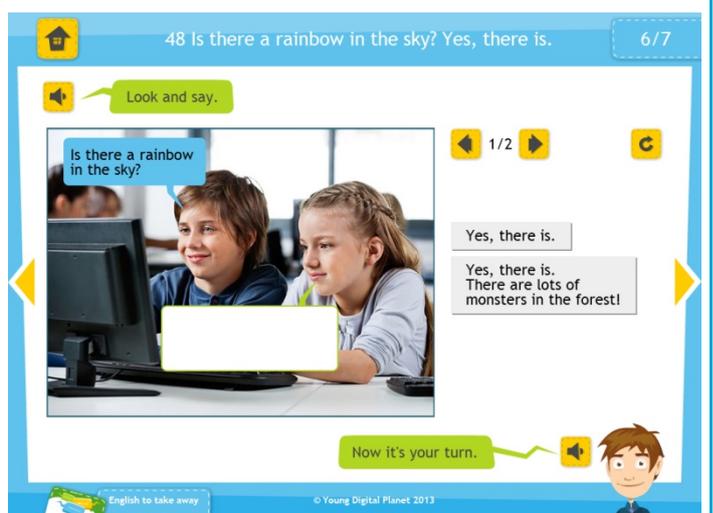
a rainbow in the sky.
 stars in the sky.
 monsters in the forest.
 a star next to the moon.

Practice © Young Digital Planet 2013

Screen 6

Is there a rainbow in the sky?
Yes, there is.

Is there a monster in the forest?
Yes, there is. There are lots of monsters
in the forest.



48 Is there a rainbow in the sky? Yes, there is. 6/7

Look and say.

Is there a rainbow in the sky?

1/2

Yes, there is.

Yes, there is. There are lots of monsters in the forest!

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss the instructions for the Look and say activity.

1. Look at the picture and read the sentence.
2. Drag and drop the correct answer into the box.
3. Repeat for the next question.
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 questions using *Is there...?* You could give out the flashcards from the Introduction as prompts.

Follow up with the Handout. Ask your Ss to answer questions about the places in their town.

Handout

Is there a zoo in the Town?

Yes, there is.

1. Is there a bank in the town?

2. Is there a shop in the town?

3. Is there a forest in the town?

4. Are there trees in the park?

5. Is there a restaurant?

6. Is there a hotel next to the bank?

Handout

Is there a zoo in the Town?

Yes, there is.

1. Is there a bank in the town?

2. Is there a shop in the town?

3. Is there a forest in the town?

4. Are there trees in the park?

5. Is there a restaurant?

6. Is there a hotel next to the bank?

| Friends 5 Lesson 49 | | <i>There are mountains in the north.</i> | | Reading skills | |
|---|--|--|---|------------------|-----------------------------|
| Aims | Reinforcing weather and geography vocabulary Ss practice reading skills | Contents | Grammar There is / there are, prepositions of place Vocabulary <i>high, wide</i> | Checklist | Handout – complete the text |
| Language Analysis | | | | | |
| <p><i>There is / There are</i> is a common phrase in English, used to indicate that something is in a certain location.</p> | | | | | |

Procedure

| Warm-up Off the screens |
|---|
| <p>Ask your students to translate several sentences from L1 into English. The outcome sentences should include:</p> <p><i>What's the weather like?</i> <i>Is it rainy?</i> <i>Are there lots of trees in the forest?</i> <i>The moon and the stars are in the sky.</i> <i>Is the sun in the sky?</i> <i>There is a monster in the forest. Etc.</i></p> |

Screen 2

Audio 1:

There are mountains in the north. They are very high. There's snow on the mountains. It's very cold

Audio 2:

There are jungles in the south. There are lots of tall trees in the jungle. It's hot in the jungle. There's a lot of rain. The river is very wide.

Audio 3:

These waterfalls are very high and very wide. There's a small island in the river.

Audio 4:

There are forests in the north. There are lots of animals in the forest. There are lots of fish in the lakes.

Audio 5:

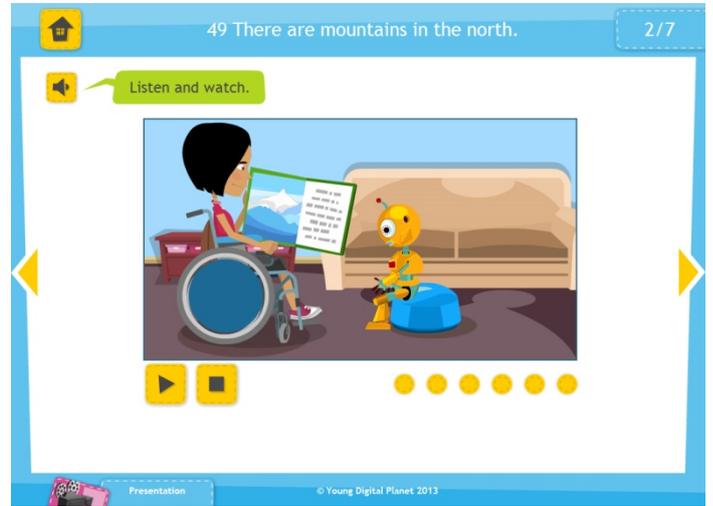
Robot : *Can I have that book, please, Lucy?*

Audio 6:

Lucy: *But you can't read, Robot!*

Audio 7:

Robot: *No, but I can sleep! Good night!*



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.

What is in the north?

What is in the south?

Are there lots of animals in the forest?

Can Robot read?

Note: The plural of *fish* is *fish* (*one fish, two fish*). *Fishes* is an old form of the plural that people do not use very often.

Screen 3

Key:



These waterfalls are very high and very wide. There's a small island in the river.

There are forests in the east. There are lots of animals in the forest. There are lots of fish in the lakes.

There are jungles in the south. There are lots of tall trees in the jungle. It's hot in the jungle. There's a lot of rain. The river is very wide. Thank you.

There are mountains in the north. They are very high. There's snow on the mountains. It's very cold.

49 There are mountains in the north.
3/7

Match.


○

There are forests in the east. There are lots of animals in the forest. There are lots of fish in the lakes.


○

There are mountains in the north. They are very high. There's snow on the mountains. It's very cold.


○

These waterfalls are very high and very wide. There's a small island in the river.


○

There are jungles in the south. There are lots of tall trees in the jungle. It's hot in the jungle. There's a lot of rain. The river is very wide. Thank you.

✓
🔑
↻

Practice
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Screen 4

Key:

- 1 Yes, it is.
- 2 Yes, there is.
- 3 Yes, there is.
- 4 Yes, it is.

49 There are mountains in the north.
4/7

Choose.



Is it hot in the jungle? ▼

Is there a rainbow in the sky? ▼

Is there snow on the mountain? ▼

Is it cold in the mountains? ▼

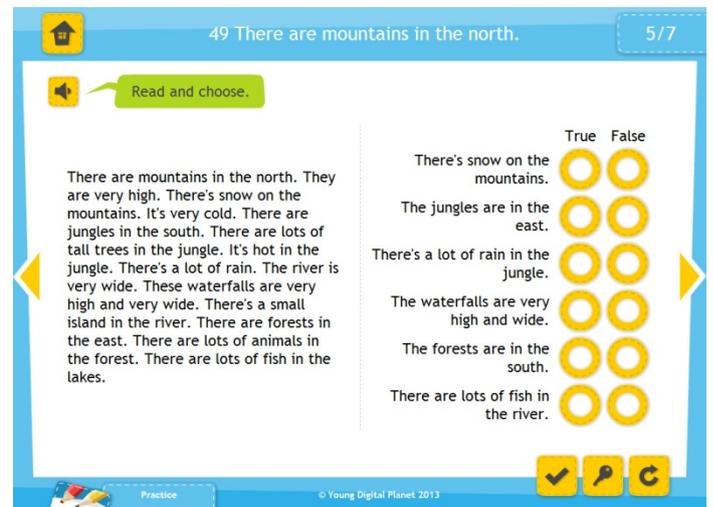
✓
🔑
↻

Practice
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Screen 5

Key:

1 T 2 F 3 T 4 T 5 F 6 F



49 There are mountains in the north. 5/7

Read and choose.

There are mountains in the north. They are very high. There's snow on the mountains. It's very cold. There are jungles in the south. There are lots of tall trees in the jungle. It's hot in the jungle. There's a lot of rain. The river is very wide. These waterfalls are very high and very wide. There's a small island in the river. There are forests in the east. There are lots of animals in the forest. There are lots of fish in the lakes.

| | True | False |
|--|-----------------------|-----------------------|
| There's snow on the mountains. | <input type="radio"/> | <input type="radio"/> |
| The jungles are in the east. | <input type="radio"/> | <input type="radio"/> |
| There's a lot of rain in the jungle. | <input type="radio"/> | <input type="radio"/> |
| The waterfalls are very high and wide. | <input type="radio"/> | <input type="radio"/> |
| The forests are in the south. | <input type="radio"/> | <input type="radio"/> |
| There are lots of fish in the river. | <input type="radio"/> | <input type="radio"/> |

Practice © Young Digital Planet 2013

Ask Ss to read the text and mark the sentences on the right either True or False. For additional practice ask them to take turns reading the text aloud one sentence at the time.

Screen 6

Key:

Is there a river in the jungle?
Yes, there is.

Are there lots of trees in the jungle?
Yes, there are.



49 There are mountains in the north. 6/7

Look and say.

Yes, there is.
Yes, there are.

Is there a river in the jungle?
Are there lots of trees in the jungle?

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss the instructions for the look and say activity.

1. Look at the picture and read the questions and answers.
2. Match the answers to the questions.

3. Practise saying the questions and answers 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 make up new conversations about the reading text and pictures.
Ask questions with *Is there ...? / Are there ...?* and give 'Yes/No' short answers.

As a follow up exercise give out the Handout. Ask Ss to complete the gaps in the text with the words in the box.

Handout

Complete the text with the words from the box.

cold snow jungle lots of fish trees is

There are mountains in the north. They are very high. There's (1) _____ on the mountains. It's very (2) _____.

There are jungles in the south. There are lots of tall (3) _____ in the jungle. It's hot in the (4) _____ . There's a lot of rain.

The river (5) _____ very wide. These waterfalls are very high and very wide. There's a small island in the river.

There are forests in the east. There are (6) _____ animals in the forest. There are lots of (7) _____ in the lakes.

Key:

1 snow 2 cold 3 trees 4 jungle 5 is 6 lots of 7 fish

Handout

Complete the text with the words from the box.

cold snow jungle lots of fish trees is

There are mountains in the north. They are very high. There's (1) _____ on the mountains. It's very (2) _____.

There are jungles in the south. There are lots of tall (3) _____ in the jungle. It's hot in the (4) _____. There's a lot of rain.

The river (5) _____ very wide. These waterfalls are very high and very wide. There's a small island in the river.

There are forests in the east. There are (6) _____ animals in the forest. There are lots of (7) _____ in the lakes.

| Friends 5 Lesson 50 | | <i>I can see a monster.</i> | | Pronunciation | |
|---|--|-----------------------------|---|------------------|---|
| Aims | Improving pronunciation and fluency Pronunciation of the /schwa/ in 'a' and 'the' articles. | Contents | Grammar articles Vocabulary drive, forest, jungle, monster, moon, mountain, river, run, sky, stars, swim, walk, waterfall Everyday English What's the matter? | Checklist | Handout: a, an, the: practice Flashcards |
| Language Analysis | | | | | |
| <p><i>A, An and the</i> are articles in English. <i>A</i> and <i>An</i> are indefinite articles and are used when referring to something the first time. We use <i>A</i> and <i>An</i> with singular nouns when it is not clear which thing or person we are talking about.</p> <p><i>I can see a monster</i></p> <p><i>The</i> is the definite article and we use it to refer to things that are specific and there is only one of them, for example the sky, the stars, the moon. Example: <i>There are some stars in the sky.</i></p> <p>We use <i>Come on!</i> to mean <i>hurry up</i>. We say <i>What's the matter?</i> To ask someone about a problem, for example why they are ill or sad.</p> | | | | | |

Procedure

Warm-up Off the screens

Make small flashcards of the key vocabulary from the lesson: forest, jungle, monster, moon, mountain, river, sun, sky, stars, waterfall and give them out around the class.

Flashcards

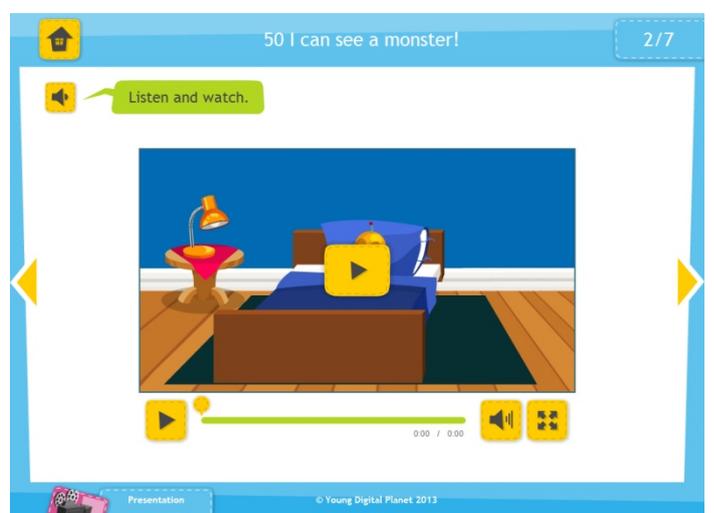


1. Begin your lesson with a variation of the game of '*I spy*'. Note '*spy*' is an unusual word so teach '*I can see ..*' instead.
2. Pick a student and ask him or her to start the game by saying: *I can see with my little eye something beginning with m ...* choosing the first letter of the item on the flashcard they have.
3. Ask Ss to guess the object, e.g. *the moon*.

Screen 2

*I'm walking in the forest.
 What can I see?
 I can see a monster
 Coming after me!
 I'm swimming in the river
 What can I see?
 I can see a monster
 Coming after me!
 I'm running down the mountain.
 What can I see?
 I can see a monster
 Coming after me!
 I'm driving in the jungle.
 What can I see?
 I can see a monster
 Coming after me!*

Lucy: *Robot! Get up!*
Robot: *Aargh!*
Lucy: *What's the matter, Robot?*
Robot: *M-m-monsters!*
Lucy: *Don't be silly, Robot! Come on!*
It's time for breakfast!
Robot: *Breakfast? Oh, good!*



The screenshot shows a presentation slide with a blue header containing a home icon, the title "50 I can see a monster!", and a page indicator "2/7". Below the header is a green box with a speaker icon and the text "Listen and watch.". The main content area features a video player with a play button in the center. The video frame shows a bedroom with a blue bed, a brown desk, a red lamp, and a window. Below the video player is a progress bar and a volume icon. At the bottom of the slide, there is a "Presentation" button and a copyright notice "© Young Digital Planet 2013".

Exploit the scene by asking Ss to describe what they can see. Ask Ss to listen and watch the animation. Ask questions to check comprehension. E.g.

*Where is Robot?
 What can he see?
 What is it time for?*

Screen 3



Audio 1:
a waterfall



Audio 2:
the sky



Audio 3:
a mountain



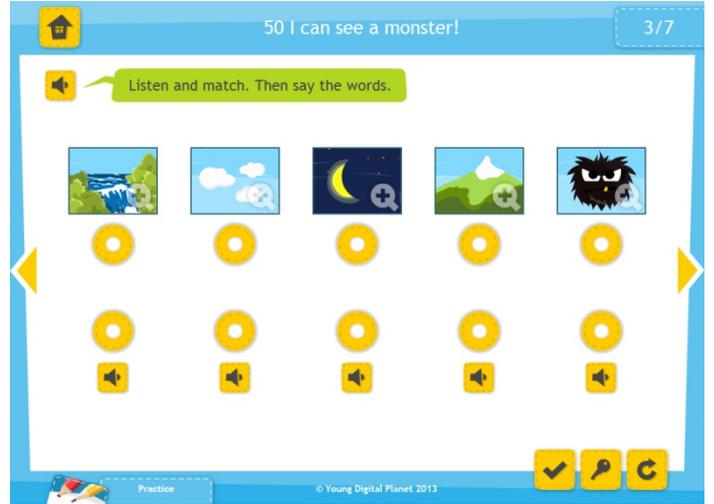
Audio 4:
the moon



Audio 5:
a monster

Key:

See pictures above, random order



Ask Ss to listen to the audio again and repeat the words.

Screen 4

Audio 1:

It's hot in the jungle!

Audio 2:

Is there a rainbow in the sky?

Audio 3:

I can see the moon!

Audio 4:

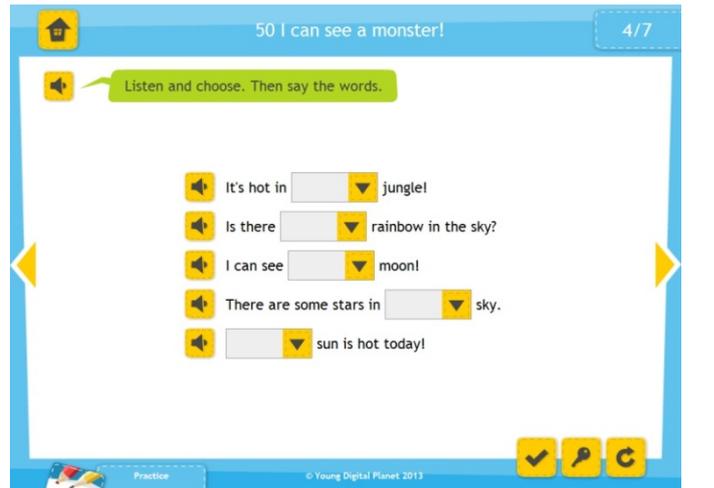
There are some stars in the sky.

Audio 5:

The sun is hot today.

Key:

1 the 2 a 3 the 4 the 5 The



Ask Ss to listen to the audio again and repeat the sentences pointing out the /schwa/ sound in the articles 'a' and 'the'.

Screen 5

Audio 1:

Look!

There's a waterfall.

The waterfall's beautiful!

Audio 2:

Look!

There's a mountain!

The mountain's high!

Audio 3:

Look!

There's a monster!

The monster's big!

AAAARGH!



Ask Ss to listen and repeat the sentences. Follow a few times with individual Ss as well as with the whole class.

Screen 6

I'm walking in the forest

What can I see?

I can see a monster

Coming after me!

I'm swimming in the river

What can I see?

I can see a monster

Coming after me!

I'm running down the mountain

What can I see?

I can see a monster

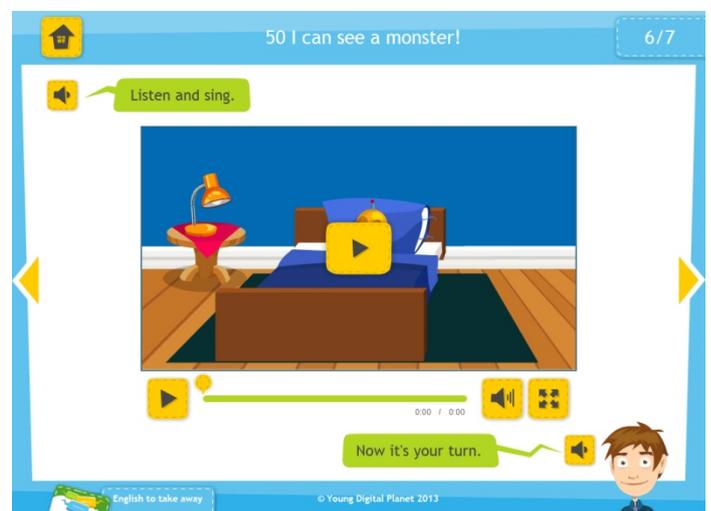
Coming after me!

I'm driving in the jungle

What can I see?

I can see a monster

Coming after me!



Give Ss the instructions for the listen and sing activity.

1. Look at the presentation and listen to the song.
2. Encourage Ss to sing along.
3. Clap your hands to emphasise the rhythm of

the song and the /schwa/ sound in the articles 'a' and 'the'.

Now it's your turn. Ask Ss to sing the song by themselves.

Additional activity: Follow up with the Handout. Ask Ss to complete the song from the lesson with the correct articles. See the text: Screen 2 for the key.

Handout

Complete the song with a, an or the.

I'm walking in _____ forest.

What can you see?

I can see _____ monster

Coming after me!

I'm swimming in _____ river.

What can you see?

I can see _____ monster

Coming after me!

I'm running down _____ mountain.

What can you see?

I can see _____ monster

Coming after me!

I'm driving in _____ jungle.

What can I see?

I can see _____ monster

Coming after me!

Handout

Complete the song with **a**, **an** or **the**.

I'm walking in _____ forest.

What can you see?

I can see _____ monster

Coming after me!

I'm swimming in _____ river.

What can you see?

I can see _____ monster

Coming after me!

I'm running down _____ mountain.

What can you see?

I can see _____ monster

Coming after me!

I'm driving in _____ jungle.

What can I see?

I can see _____ monster

Coming after me!

Flashcards

