

# 1 Hello again

**Topics** colours, clothes, sports and leisure

**Grammar practice** present simple, present continuous, questions

**Pronunciation practice** /aʊ/ in 'ow' and 'ou' spellings. See F.

**Vocabulary** See wordlist page 132 Student's Book

Not in YLE wordlists: *skateboard, skateboarding*

**Flyers practice** Reading and Writing Part 2

**Flyers test** Listening Part 2, Speaking Part 1

**Equipment needed**

- Flyers audio 1D.
- A glass / water / paper / CD (see F).
- Photocopies of page 128 (one for each learner / pair of learners. See Project.

## A Look at the picture. Where are these? Draw lines.

- Ask learners for different ways they can say 'Hello!' (*Hi! Good morning / afternoon / evening.*) Say: *What about when you leave someone, what do you say then? (Bye, Goodbye, See you later/ tomorrow.)*
- Learners look at the picture. Ask questions:  
*How many children are there in the playground? (6)*  
*What's the building that's behind the children? (the school)*  
*How many grown-ups can you see? (1)*  
*Do you think she's a teacher? (yes)*
- Teach/revise the eight words in A. Ask: *What other words can you use for bicycle (bike), seat (chair) and backpack (rucksack)?* Point to the backpack in the picture and ask: *Why do you think this is called a backpack? (because you carry it on your back)* Teach/revise 'shoulders', too.
- Learners draw lines from the words to the parts of the picture where they can see these things. Check answers in open class.

## B Say how the pictures are different. Part 1 Speaking 1

### Flyers tip

In Speaking Part 1, the 'Find the difference' pictures will have about ten differences but, after talking about the example, candidates will only be asked about six more differences.

- Learners look at the two pictures. Say: *Here are two pictures. The first picture is nearly the same as the second picture, but some things are different. For example, in the first picture, two children are waving, but in the second picture, only one child is waving. OK?*

- Point to the first picture. Say: *This is my picture.* Point to the second picture. Say: *This is your picture. In my picture, the teacher is running.*

Encourage different learners to say how their picture is different. For example: *In my picture, she's walking.*

- Do the same to talk about other differences:
  - 1 The skateboard is purple and grey / **pink** and **yellow**.
  - 2 The boy is sitting on the seat / on the **grass**.
  - 3 There's an alien / **a moon** on the screen.
  - 4 There are two birds / **no birds** on the roof.
  - 5 There's a backpack in front of / **on** the seat.
  - 6 The girl with the pink bag is wearing a sweater / **T-shirt**.
- Learners could write the other differences in pairs or for homework. Make sure they know the key words necessary to write these: wave at, sunglasses, round, square.

## C Look at the picture in B and read. Write yes or no.

- Point to the picture in B and ask learners to choose names for the four friends. Ask learners to look at the name 'Robert' on the backpack and decide who this belongs to. Write the chosen names on the board asking learners to call out the spellings.
- In pairs, learners then decide what the friends might be saying to each other. Learners then write mini dialogues including the names in the conversations. Accept any appropriate ideas.
- Learners look again at the picture and at the examples. Learners write yes or no answers for sentences 1–6. When checking answers, ask why 2, 3, 5 and 6 are no answers.

### Check answers:

1 yes 2 no 3 no 4 yes 5 yes 6 no

## D Part 2 Listen and write the answers. Listening 2

- Tell learners they are going to hear a girl asking a boy about a game.  
 Ask: *Whose game is it? (Robert's) What's the name of this game? (Silver Moon)*
- Learners practise asking these questions:  
*What's the name of your game?*  
*When did you get your game?*  
*Who do you like playing your game with?*  
 Write these questions on the board and leave them there.

- Point at the three questions on the board and say: *The girl might ask these questions but she might ask them a different way. Listen carefully.*
- Play the audio once. Learners write any answers they are sure of. Play the audio a second time. Learners complete their answers, then check their answers in pairs. If necessary play the audio a third time.

**Check answers:**

1 Friday 2 brother 3 Zappy 4 orange 5 (red) socks

- Say: *Now ask and answer questions about your favourite games.* In pairs, learners ask and answer three questions about games using the questions on the board.

**Audioscript**

*Listen and look at the picture. There is one example.*

Girl: Is that your new game, Robert?

Boy: Yes, but it's quite difficult to play.

Girl: But you're really good at computer games ...

Boy: Not always! Shall I teach you how to play it?

Girl: OK, yes! What's it called?

Boy: Silver Moon.

*Can you see the answer? Now you listen and write.*

Girl: So, it's a new game. When did you get it?

Boy: It was my birthday last Friday. My grandparents gave it to me when they came to see me that day. I really love it!

Girl: Let me see ... Can you play it with another person?

Boy: Yes. My brother and I played it a lot yesterday. We had lots of fun with it, but he always wants to win!

Girl: Ha! So, who's that alien? The one on the screen?

Boy: It's called Zappy. You spell that Z-A-double P-Y. There's a website too where you can choose other aliens to add to the game.

Girl: Wow! Its face is a funny colour green. Is its body green, too?

Boy: Yes. But its feet are orange. Look!

Girl: OK. So what happens in the game?

Boy: The alien hops from one place to another and you've got to give it food because it gets tired. It collects socks from different places.

Girl: What do you mean?

Boy: It loves socks. It takes them from washing lines in people's gardens and puts them in its backpack. It likes socks that are any colour, but red ones are its favourite!

Girl: Mmm ... I don't think I want to play it, Robert. Skateboarding is MUCH more exciting.

**E Find the answer to each question. Draw lines.**

- Learners read question 1. Ask: *How many more questions are there? (5) How many more answers are there? (6) Say: So there is one answer that you don't need to use.* In pairs, learners find the answers and draw lines.

**Check answers:**

2 d 3 e 4 c 5 b 6 a

- Ask: *Which answer didn't you need? (g) Learners suggest questions for that answer, eg Is your friend's favourite colour pink?*

**F Let's say!****Round clouds and brown cows.**

- Say: *Look at the picture in A again.* Ask: *Can you see something that's round? (the purple backpack, the school clock) Can you see something that's brown? (the cow, the seat)*
- Divide the class into A and B groups. Turn to group A and say: *Listen to your sentence. 'Wow, look at the round clouds!' Can you say that? (Learners in group A repeat the sentence.)* Turn to group B and say: *Listen to your sentence. 'And look at the brown cow, now!' Can you say that? (Learners in group B repeat their sentence.)*
- Check the correct pronunciation of /aʊ/ in 'wow', 'round', 'clouds', 'brown', 'cow', 'now'. Groups then take turns to repeat their sentences. Direct them so they repeat their sentences faster and faster!

**Note:** you may also like to practise 'house', 'town' and 'ground' here.

**Making rainbows!**

- Ask: *Where's the rainbow in the picture in A? (above the house) How many colours are there in a rainbow? (7) Which colours can you see in a rainbow?*
- Using either method or both methods below, tell learners these ways they can make rainbows. You might like to dictate the instructions then check them.
  - 1 Find a CD. Make sure it's clean. Put the CD on a table, silver side up, under a light or in front of a sunny window. Look at the CD and see the rainbow on it.
  - 2 Fill a glass with water. Put the glass in front of a sunny window. Put a sheet of white paper on the floor. Wet the window with warm water. Move the glass and the paper until you see a rainbow.

**Optional extension:**

If possible, learners research rainbows on the internet to learn more about them and how they are formed. They might also research how rain is formed.

Learners glue their 'Rainbow Story' onto a piece of larger paper or card and add to it:

- any rainbow photos they have found
- a rainbow picture they have drawn
- a rainbow fact file.

Learners add their completed 'Rainbow Story' page to their project file. Alternatively, display learners' work on the classroom wall if possible.

## 2 Wearing and carrying

**Topics** clothes, colours, body and face

**Grammar practice** present continuous, present simple, *when* clauses

**Pronunciation practice** /s/ and /ʃ/ at the start of words. See B.

**Vocabulary** See wordlist page 132 Student's Book.

**Flyers practice** Reading and Writing Part 1, Speaking Part 4

**Flyers test** Listening Part 1

**Equipment needed**

- Flyers audio 2D.

### A Write letters to complete the words under the pictures. Where do we wear these? Draw lines.

- Say to different learners: *Tell me a sentence about one thing that I'm wearing.* Encourage them to say the colour too. (For example: *You're wearing a white shirt / black shoes / a red sweater.*)  
Say to other learners: *Tell me one thing that you're wearing today.* (For example: *I'm wearing black shorts / a blue T-shirt / green socks.*)
- Say: *Look at the pictures.* Point to each picture in turn and ask: *What is this/these?* Teach/revise: *hat, ring, scarf, socks, shorts, sunglasses, tights, gloves.* Ask: *Are you wearing a ring / gloves (etc) today?* Learners nod and point to their ring/gloves (etc) or shake their heads if they are not wearing them.
- Learners complete the words under the pictures by writing in the missing letters.

**Check answers:**

1 hat 2 ring 3 scarf 4 socks 5 shorts 6 sunglasses  
7 tights 8 gloves

- Point to the body words in the middle of the pictures. Point to each part of your body. Learners read out the word for each part of your body. (*head, nose, neck, hands, finger, legs, feet*)
- Learners draw lines between the pictures in **A** and the body words to show where people wear these things.

**Check answers:**

1 hat – head 2 ring – finger 3 scarf – neck 4 socks – feet  
5 shorts – legs 6 sunglasses – nose 7 tights – legs  
8 gloves – hands

- Write on the board: *Some people wear ... when they ...*  
Ask learners to complete the sentence about 'a ring'.  
**Suggested answer:** Some people wear a ring when they are married.  
In pairs, learners write sentences about the other clothes. Ask different pairs to tell you one of their sentences.  
**Suggested answers:** Some people wear a hat when they sit in the sun. Some people wear a scarf when they are cold. Some people wear socks on their feet when they go for walks in winter. Some people wear sunglasses when they go to the beach. Some people wear shorts when they do sport.

### B Read the sentences and write the correct words from the box.

- Point to the picture of the boy and say: *This is Dan. What's he wearing?* (a white T-shirt, green shorts and black shoes, green sunglasses) *What's on his T-shirt?* (a lion's head)  
Ask: *What's he carrying?* (a blue rucksack) *How many pockets of the rucksack can you see?* (3) *What's in the biggest pocket?* (a torch)  
Say: *Dan's going camping with his school this weekend.*
- Point to the girl and say: *And this is Sally. Which words in the box can we use to describe Sally?* (a uniform, tights, an umbrella, suitcase, a coat)  
Say: *Sally's staying with a friend after school today.*
- Read out sentence 1: *People can carry things on their back in this.* Point to the words 'a rucksack' on the line at the end of this sentence. Ask: *Can you find another word for rucksack in the box?* (a backpack)  
Say: *This is another word we use for this kind of bag. American people don't usually say 'rucksack' they say (backpack).* Learners write 'a backpack' on the second line.
- Say: *Draw a circle round the words in the box for the 'things we wear'.* (a belt, a coat, shorts, tights, gloves, a uniform, watch)
- Learners read sentences 2–12 and write words on the lines.

**Check answers:**

1 a backpack 2 a coat 3 a handbag 4 a uniform 5 tights  
6 a watch 7 shorts 8 an umbrella 9 suitcases 10 a belt  
11 gloves 12 pockets

- Write on opposite sides of the board: *suitcase shorts*  
Say both these words, then say: /s/, *suitcase*; /ʃ/ *shorts*. Say other words starting with these sounds. Learners point to 'suitcase' if they start with /s/ and 'shorts' if they start with /ʃ/.  
Words to say: *socks, shoes, sunglasses, scarf, shirt, silver, sugar, sure*  
Say the words again. Different learners write each word under *suitcase* or *shorts*.  
**Note:** 'su' at the beginning of some words (for example: 'sugar' and 'sure') is pronounced /ʃ/. Other words that start with the letters 'su' start with /s/: Sue, supermarket, Sunday.
- Say: *Listen and write this sentence: Sarah's son, Sam, wore a spotted shirt and striped shorts and shoes with sheep on them!*

### C Look and read. Circle the correct word.

- Learners look at the castle picture in **D**. Ask:  
*Are most of these people outside the castle?* (yes)  
*Is one person running?* (yes)
- Read out sentence 1: *The queen is wearing a very pretty necklace/ belt.* Point to the circle round *necklace*, then point to the queen in the picture. Say: *The queen's wearing a necklace, not a belt.*
- In pairs, learners read sentences 2–6 and circle the correct word.

**Check answers:**

2 three 3 fruit 4 tights 5 round 6 crown

## D Who are the people at the castle? Part 1 Listen and draw lines. **Listening 1**

- Ask: *How many people are there in the picture?* (nine)  
*How many names are there?* (seven)  
*What are the king and queen doing?* (sitting, laughing)  
*What are the other people doing?* (waving, carrying, playing music, smiling, reading, running, standing, sitting)
- Play the audio twice. Learners listen to the example and look at the line from Helen to the queen. Check learners know what to do. Learners then listen to questions 1–5 and draw lines from the names to the people in the picture. Play the audio a second time if necessary.

### Flyers tip

In Listening Part 1, a person in the picture might be identified by the colour of something they are wearing, for example: *The woman who's wearing a pink coat is called Grace.* Make sure learners are familiar with all the clothes items and colours on the YLE vocabulary lists.

### Check answers:

Lines should be drawn between:

- 1 *Harry* and king
- 2 *Michael* and man in orange tights
- 3 *Mary* and girl playing with puppy
- 4 *Sarah* and woman carrying fruit
- 5 *Peter* and man running with piece of paper

## E Listen again. Answer the questions.

- Learners answer the questions. You may need to play the audio again for learners to answer. Ask:
  - 1 *What is the name of the castle?* (Sky Castle)
  - 2 *Who listens to the king's secrets?* (Michael)
  - 3 *Who is the queen's best friend?* (Sarah)
  - 4 *Who is the important letter for?* (the king)
- Ask: *Which name didn't we hear? Can you remember?* (Robert)  
*Which people have not got a line to a name?* (the boy reading, the man playing the drums, the girl at the top of the castle)
- The whole class decides which person is Robert and learners draw a line from this name to the chosen boy/man in the picture. Learners suggest names for the other two people. Write some of these on the board. The class chooses two names from the list. Learners write these names on the two lines in their books and draw lines from the names to the other two people.
- Point to the drum and ask: *Does anyone know the word for this?* (If not, tell one learner to look in a dictionary and find the word.) Ask them to spell it for the class. Write it on the board.  
*Ask: What other words do you know for things that make music?* (piano, guitar, violin etc) Ask different learners how to spell these words and then write them on the board, too. Ask: *Can anyone play the piano, guitar, violin, drums?* Learners answer.

## Audioscript

*Listen and look. There is one example.*

Girl: This is my favourite picture in my storybook about 'Sky Castle', Uncle Jack.

Man: It looks great. Who are all these people?

Girl: Well, the queen, the woman in the long silver dress who's sitting in the smaller chair, is called Helen.

Man: I see.

*Can you see the line? This is an example.*

*Now you listen and draw lines.*

*One*

Man: And who's that person? Is he the king?

Girl: Yes. I love his blue jacket and curly black hair.

Man: He looks very important. What's his name?

Girl: He's called Harry in the story.

*Two*

Girl: And there's Michael. He's very clever. The king tells him all his secrets.

Man: Which one's he?

Girl: The man who's playing that instrument. It's not a guitar, but it looks like one. His orange tights are funny, aren't they?

Man: Yes. Lots of men wore tights then.

Girl: I know.

*Three*

Girl: And there's the queen's daughter.

Man: The girl who's waving on the castle wall?

Girl: No, not her. I mean the girl with the long blonde hair.

Man: I can see her. She's sitting on the grass.

Girl: That's right. Her name's Mary.

*Four*

Man: And what about the woman who's carrying the fruit?

Girl: That's Sarah. She's the queen's best friend, but she works in the castle kitchen.

Man: Is she a cook?

Girl: Yes. I love her green belt. I think it's very beautiful. The queen gave it to her.

*Five*

Man: Why is that person running?

Girl: You mean the man with the piece of paper in his hand?

Man: Yes.

Girl: He's got an important letter for the king. His name's Peter.

Man: Oh!

Girl: I'm going to read the next part of the story now!

Man: Great!

## F Play the game! Why are you together?

- Choose a particular feature (see suggestions below), which a number of learners in the class have in common.
- Ask groups of different learners to move to certain parts of the room. Do not say which feature (for example, black hair) they share.  
 For example, say: *Marta, Maria, Juan. Go and stand beside the door.*
- Learners guess why each group is standing together. They put up their hands to answer. For example: *They all have black hair.* Learners can also guess why their own group is standing together. For example: *We're all girls.*

**Note:** Large classes could play this in teams, with teams trying to guess the reason and winning a point.

**Suggested features:** boys or girls / what learners are wearing / the colour of learners' clothes / the length or kind of hair they have / the colour of their eyes / their height / the first letter of their names / their interests if known / their ages if known.

# 3 Spots and stripes

**Topics** clothes, leisure, colours

**Grammar practice** prepositions of place, relative clauses, present continuous

**Pronunciation practice** Word stress in compound words. See B.

**Vocabulary** See wordlist page 132 Student's Book.

**Flyers practice** Speaking Part 1

**Flyers test** Listening Part 5, Reading and Writing Part 2

**Equipment needed**

- Flyers audio 3B.
- Colouring pens or pencils.
- Pictures of different flags. See C.  
(See also: [www.cambridge.org/funfor](http://www.cambridge.org/funfor))
- Magazines with pictures of people (one for each group of three learners). See F.

## A Look and read. Write yes or no.

Reading & Writing <sup>Part</sup> 2

- Say: *Look at the picture in A.* Ask:  
*How many people are there?* (10)  
*Where are they?* (At the airport)  
*How many planes can you see?* (three – one big plane and two toy planes.)
- Say: *Read the example sentences.* Ask:  
*Why is 'yes' after the first sentence?* (Because the boy is wearing a scarf and gloves.)  
*Why is 'no' after the second sentence?* (Because the girl is sad/unhappy – she's crying.)
- Learners read sentences 1–7 and write *yes* or *no*.

**Check answers:**

1 no 2 yes 3 no 4 yes 5 no 6 no 7 yes

- Ask learners to change one word in each of the incorrect sentences (including the second example sentence) to make them true about the picture.

**Check answers:**

**Example:** happy – **unhappy/sad** 1 three – **two** 3 writing – **reading** 5 half – **a quarter** 6 Add **not** before 'going through'

## B Look at the picture in A. Listen and colour and draw and write.

Listening <sup>Part</sup> 5

- Say: *Look at the picture again.* Play the example on the audio. Ask: *What two things did you hear about this man?* (He's sitting down, reading a newspaper and he has a brown beard.)
- Play the rest of the audio twice, pausing the audio the first time to give learners 15 seconds to colour, draw or write.

**Check answers:**

- 1 Colour bigger boy's gloves – purple
- 2 Draw yellow spots on bear next to man
- 3 Colour skirt of woman drinking coffee – blue
- 4 Write 'sport' on bag next to girl on the phone
- 5 Colour flower on small girl's dress – orange

### Flyers tip

In Listening Part 5, candidates need to colour three things that are in the picture, for example: a pair of gloves, a plant and a clock. There are usually two of each of these things so they need to listen carefully to make sure they have understood which gloves, plant and clock to colour.

**Note:** Point out that stripes and spots can be described in two ways. Write on the board:

*A bear **with spots** on it. A **spotted** bear.*

*A jacket **with stripes** on it. A **striped** jacket*

Ask learners to point to the bear with spots and the striped jacket in the picture.

### Audioscript

*Listen and look at the picture. There is one example.*

Girl: I like this picture. It's great!

Man: Can you see the man who's sitting down?

Girl: Yes, I can. He's reading a newspaper!

Man: That's right. Colour his beard brown.

Girl: OK. I'm doing that now.

*Can you see the man with the brown beard? Now you listen and colour and draw and write.*

*One*

Man: Now find the boy who's walking with his mother.

Girl: I can see him. He's taller than his brother.

Man: Yes, he is. Colour his gloves purple, please.

Girl: OK, I can do that!

*Two*

Man: Would you like to do some drawing now?

Girl: Yes please! I like drawing.

Man: Draw some spots on the bear. Can you see it?

Girl: The one that's on the chair?

Man: Yes. Then colour them yellow.

Girl: That will look funny!

*Three*

Man: Now, can you see the woman who's drinking coffee?

Girl: Yes. She's there, look, under the clock!

Man: That's right. Can you colour her skirt?

Girl: Yes. Can I colour it green?

Man: No, make it blue, please.

Girl: OK, I'll do that now.

*Four*

Man: Would you like to write something in this picture, too?

Girl: Oh yes! What shall I write?

Man: Well, can you see the bag?

Girl: The one that's next to the girl who's talking on the phone?

Man: Yes. Can you write 'sport' on it, please?

Girl: OK. That's easy!

*Five*

Girl: What else can I colour?

Man: I know. Can you see the two children who are playing with the toy planes?

Girl: Yes. Shall I colour one of the planes?

Man: No. Colour the flower on the girl's dress. Make it orange.

Girl: OK. This picture looks much better now!

### Complete the sentences about the picture.

- On the board, write the beginning of sentences about where the person is or what they are doing or wearing in the picture in **A** (see below). Learners put their hands up and suggest ways of completing them.
    - 1 *The woman who's drinking coffee ...* (is [standing] under the clock.)
    - 2 *The man with the beard ...* (is sitting down / is reading a newspaper.)
    - 3 *The children who are sitting on the floor ...* (are playing with toy planes.)
    - 4 *The girl who's crying ...* (has got curly hair / is wearing a long skirt and T-shirt.)
    - 5 *The woman with the suitcases ...* (has got two sons)
  - Write on the board: *newspaper*. Ask: *Can you find the two words that make this word?* (news, paper)
  - Write on the board: *armchair* and ask: *Which two words make this word?* (arm, chair) Point to the first syllable in each of these words as you say them. Say: *With words that we make from two words, the first word is usually louder and longer: NEWSpaper, ARMchair.* Learners say the words.
  - Ask: *Do you know any words that start with 'grand'?* (grandchildren, grandma, grandmother, grandpa, grandfather, granddaughter, grandson)  
 Make sure that learners stress the first syllable ('grand') in each of these.
- Note:** If your learners' first language has rules for stressing syllables, you could compare their rules with the above.
- Learners think of other words which are made up of more than one word and practise saying them.

**Suggestions:** SUNglasses, FOOTball, TIMEtable.

### **G** Talk about the flags in the first picture.

- Ask: *Can you tell me ten things that you can see in the picture in C?*  
**Suggestions:** boats, flags, rucksacks, birds, T-shirts, shorts, jeans, towel, boys, girl, man, etc.
- Ask: *How many flags can you see?* (8)  
*Which flag is blue and has a rainbow on it?* (learners point to that flag)  
*Ask: What can you see on the different flags?* (a square, stripes, spots, a crown, a moon, a lion, a cross)
- In pairs, learners choose two flags and write a sentence about each in their notebooks. They say what colour the flag is and the colour of the object on the flag. For example: *There's a black flag with a white crown on it.*  
 Ask one pair to read out one of the sentences. The other learners listen and say which flags they are.
- Ask learners to describe flags for different countries they know (including their own country's flag). You could take in pictures of different flags.

### Optional extension:

Make sure learners have colouring pencils. Learners work in pairs. Each learner chooses one flag (either from this picture, or another country flag) and describes it. Their partner listens and draws and colours the flag.

**Note:** You could also ask learners to design their own flag and then describe it to their partner to draw.

### **D** Complete the sentences about the second picture. Use 1 or 2 words.

- Say: *Read the first sentence. Can you find the boat, the green flags and the sharks?*
- Learners complete sentences 1–5. Remind them that they can use only one or two words.

#### Check answers:

1 shoes 2 suitcases 3 shorts 4 sun 5 yellow

### **E** Look at the pictures. What differences can you see?

- Point to the two pictures in **C** and **D** and say:  
*Here are two pictures. They're nearly the same, but some things are different. For example, in this picture* (point to the first picture) *there are two boats, but in this picture* (point to the second picture) *there's one.*  
 In pairs, learners discuss what the differences are and how they can describe them.
- Point to the first picture and say:  
*In my picture, the two boys are carrying rucksacks.*  
 Learners tell you how the second picture is different. (*In this picture, the two boys are carrying suitcases.*)
- Do the same for these sentences and differences:  
*In my picture:*  
*The man and the girl are trying to catch some fish.* (The man and boy are washing/cleaning the boat.)  
*The birds have got black stripes on their wings.* (They **don't have** / haven't got black stripes on their wings.)  
*Eight flags are flying in the wind.* (**Three** flags are flying in the wind.)  
*A girl is wearing pink and yellow shorts.* (A **boy** is wearing pink and yellow shorts.)  
*You can't see any clouds in the sky.* (There are **three** clouds in the sky.)
- *In my picture, the girl on the boat has long, straight fair hair.*  
 (The **boy** has **short, curly** fair hair.)

### **F** Can you find the picture I've written about?

- Give one magazine to each group of three learners. They choose a picture of at least one person and write a detailed description, without saying the page number (or the product if the picture is part of an advert).
- Groups pass on their magazine and description to another group, who read the description, find the picture and show it to the first group to check it is the right picture.

### Optional extension:

Cut out pictures of people from magazines and give four or five to each group. Learners choose one and write a description.