

Friends 4 Lesson 1		<i>I play tennis.</i>		Vocabulary	
Aims	Talking about sports and leisure Asking and answering questions about sports and leisure time Learning and practising vocabulary connected with sports.	Contents	Grammar Present simple: <i>I, you, we, they</i> Verb: <i>play</i> Vocabulary <i>hockey, badminton, tennis, basketball, baseball, football, table tennis</i>	Checklist	Prepare your own flashcards or use Handout 1 – cut out (for warm-up) Glue for warm-up Handout 1 for each student to practise sports and leisure vocabulary Handout 2 for groups (6 groups) to practise sports vocabulary Envelopes Scissors for cutting out Handout 2
Language Analysis					
The present simple is used in the lesson to talk about favourite sports / regular activities. Pay attention to <i>I / you / we play</i> and <i>he / she plays</i> when Ss use the forms.					

Procedure

Warm-up Off the screens

1. Prepare flashcards with names of sports: *hockey, badminton, tennis, basketball, baseball, football*
2. In stronger groups – ask students to give names of sports from cards you show them.
3. In weaker groups – give students the name of the sports and ask them to repeat in chorus.
4. Give out Handout 1 with the same pictures and ask Ss to write the English names of sports.
5. If students have the knowledge, ask them about the most popular sports in their country and about sportspeople they know.

Handout 1

		
_____	_____	_____
		
_____	_____	_____
		

Screen 2

Robot: *What sport do you play, Sam?*

Sam: *I play hockey.*

Robot: *Very good! What sport do you play, Kim?*

Kim: *I play badminton.*

Robot: *And what sport do you play, Alex?*

Alex: *I play table tennis.*

Robot: *What sport do you play, Lucy?*

Lucy: *I play basketball.*

Robot: *And Pat. What sport do you play?*

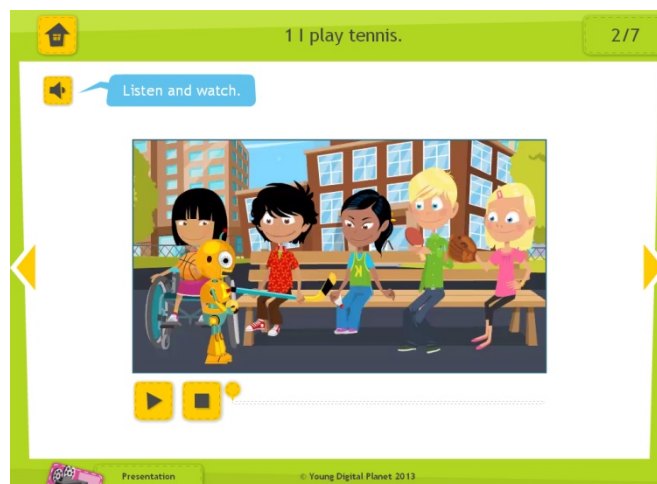
Pat: *I play baseball.*

Kim: *And what sport do you play, Robot?*

Robot: *Me? I...I...I...*

Sam: *He plays tennis!*

Robot: *Oh! I play tennis.*



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

Note: Play the dialogue once for the Ss to hear the target language. Play it a second time and ask Ss to repeat the parts from the characters in chorus. Stop the dialogue after these lines so Ss can repeat them:

Sam: *I play hockey.*

Kim: *I play badminton.*

Alex: *I play table tennis.*

Lucy: *I play basketball.*

Pat: *I play baseball.*

Robot: *Oh! I play tennis.*

In stronger groups – stop the dialogue earlier. As a follow-up, choose one of the flashcards, show it to Ss and ask them to make sentences with *I play* + name of the sport.

Screen 3

Audio 1:

baseball

Audio 2:

basketball

Audio 3:

badminton

Audio 4:

table tennis

Audio 5:

hockey

Audio 6:

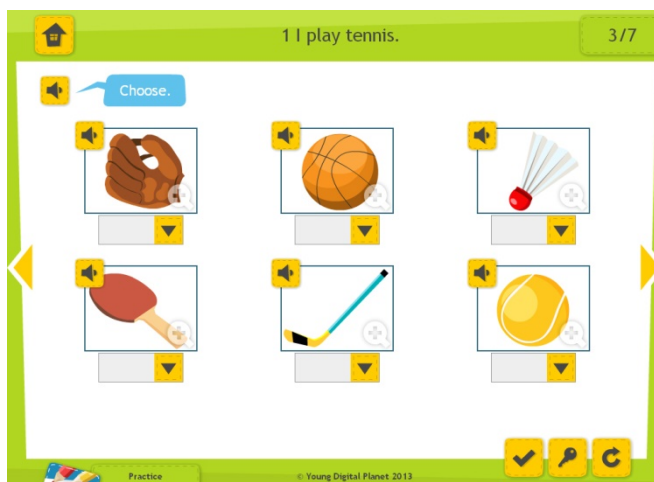
tennis

Key: (from left to right)

1 baseball **2** basketball

3 badminton **4** table tennis **5** hockey

6 tennis



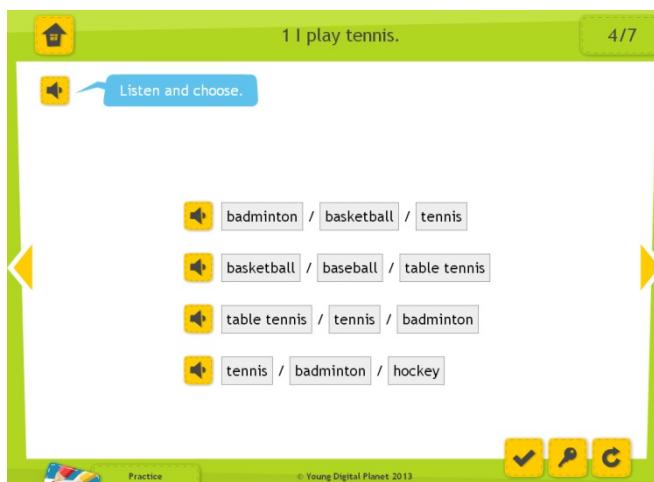
Ask Ss to listen and choose the correct sport, according to what they hear.

Note: Explain to Ss they are going to choose the name for the sport they see in the pictures on the screen.

1. Divide Ss into six groups.
2. Ask each group / or one student from each group to come to the middle of the class and identify one sport.
3. Click on the key icon and ask the Ss to read the names of the sports in chorus.
4. Be ready to monitor and ask for double repetition when anyone has problems.

Screen 4

Key: 1 Basketball 2 Table tennis
3 Tennis 4 Badminton



Ask Ss to listen and choose the sport, according to the sounds they hear.

Note: Explain to Ss they are going to choose the name for the sport after they hear some sounds. Ask them to raise their hands if they know the answer. If necessary, play the audio twice. Choose one student to first say the name of the sports and then click the correct answer. If he/she answer correctly, go on to the next audio. When the answer is wrong, choose the next student from volunteers to correct the answer.

Screen 5

Audio1:

Robot: *He plays hockey.*

Audio2:

Robot: *She plays badminton.*

Audio3:

Robot: *I play tennis.*

Audio4:

Robot: *She plays basketball.*

Key: 1 hockey 2 badminton 3 tennis
4 basketball



Ask Ss to listen and choose the correct sport, according to what they hear.

Note: Explain to Ss are going to listen to children and robot talk about their favourite sports. Ask Ss to choose one of the options on the screen after they hear the full sentence. Choose one volunteer to read his/her answers.

Prepare the set of sports flashcards from the warm-up. Ask one student to choose a card and show it to the rest of the class. Ask him/her to make a sentence: *He plays* +sport or *She plays* + sport. Ask the rest of the class to repeat the sentence

If time allows:

Prepare the flashcards and ask one student to come to your desk and choose a card. They mustn't show the card to anybody or say the name of the sport.

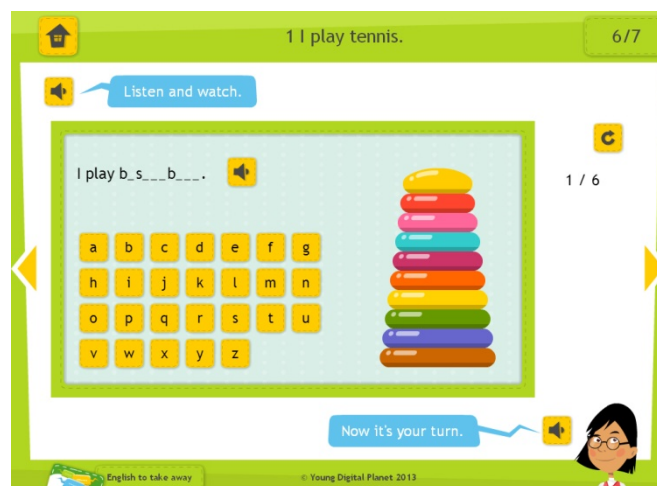
Ask him/her to show the sports for the rest of the class to guess.

Make sure students produce full sentences using the pattern:

He/ She plays + sport.

Screen 6

Key: 1 Basketball 2 Table tennis
3 Badminton 4 Hockey 5 Baseball
6 Tennis



Give the Ss these instructions for the Hangman game. Hangman is a spelling game. The aim is to find the hidden word by guessing the letters.

The alphabet is set out on the screen.

1. Look at the number of letters in the word.
2. Guess the first letter, e.g. 'e'. Click the letters.
3. Guess the next letter.
4. Continue until you have guessed the word.

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

Ask Ss to work in groups and play Hangman with more words they know.

Note: As an alternative, use Handout 2 to practise vocabulary:

Handout 2

1												
h	o	c	k	e	y	b	a	d	m	i	n	t
o	n	t	a	b	l	e	t	e	n	n	i	s
b	a	s	k	e	t	b	a	l	l			

2												
t	e	n	n	i	s	b	a	s	e	b	a	l
l	h	o	c	k	e	y	b	a	s	k	e	t
b	a	l	l									

3												
b	a	s	k	e	t	b	a	l	l	t	a	b
l	e	t	e	n	n	i	s	t	e	n	n	i
s	h	o	c	k	e	y						

4												
b	a	d	m	i	n	t	o	n	t	a	b	l
e	t	e	n	n	i	s	b	a	s	e	b	a
l	l	b	a	s	k	e	t	b	a	l	l	

Divide the class into six groups (if possible, create different than previously). Tell Ss that they will take turns to choose the letters. Follow this procedure until you reveal all the names of sports. Make sure that the group which gets the correct answer repeats the full sentence in chorus.

Additional activity in groups:

1. Divide the class into groups of 3 – 4 students and give each student one of the envelopes with jumbled letters to create four names of sports
2. Make sure that you use different sets of letters for each group, but that all Ss in the group get envelopes from the same set.
3. Explain that Ss must use all the letters to make names of sports and the first group in which all students arrange the words correctly is the winner.

Key:

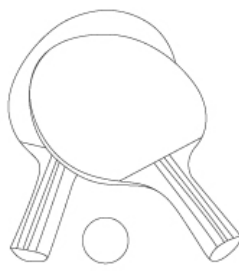
Set 1: hockey badminton table tennis basketball

Set 2: tennis baseball hockey basketball

Set 3: basketball table tennis tennis hockey

Set 4: badminton table tennis baseball basketball

Handout 1

		
_____	_____	_____
		
_____	_____	_____
		

Handout 2

1												
h	o	c	k	e	y	b	a	d	m	i	n	t
o	n	t	a	b	l	e	t	e	n	n	i	s
b	a	s	k	e	t	b	a	l	l			

2												
t	e	n	n	i	s	b	a	s	e	b	a	L
l	h	o	c	k	e	y	b	a	s	k	e	t
b	a	l	l									

3												
b	a	s	k	e	t	b	a	l	l	t	a	b
l	e	t	e	n	n	i	s	t	e	n	n	i
s	h	o	c	k	e	y						

4												
b	a	d	m	i	n	t	o	n	t	a	b	l
e	t	e	n	n	i	s	b	a	s	e	b	a
l	l	b	a	s	k	e	t	b	a	l	l	

Friends 4 Lesson 2		Does he play basketball?		Grammar & Functions	
Aims	Talking about leisure activities	Contents	Grammar Present Simple: <i>he / she</i> questions and short answers	Checklist	Three master handouts for each student to practise vocabulary
	Practising present simple short answers		Vocabulary <i>play + sport,</i> <i>play computer games</i> <i>but</i>		Handout 1 – cards to be cut out
	Practising present simple forms for 3rd person singular – <i>he/she</i>				Handout 2 – one copy per student to practise vocabulary – crosswords
					Handout 3 for each students to practise present simple and sports
Language Analysis					
This lesson focuses on the -s form in the present simple 3rd person singular. Please make sure you explain to Ss why <i>doesn't plays</i> is an incorrect form, as the 's' disappears from the end of the verb form when we use the form <i>does</i> .					

Procedure

Warm-up off the screens

1. Ask Ss to give you English words for activities they like doing in their free time and write them on the board. Ask direct questions e.g. *Kate, do you play computer games? Pay attention to elicit short answers: Yes, I do / No, I don't.*
2. Ask Ss to work in pairs and practise *Do you...?* questions and short answers.
3. Walk around the class to monitor and correct, when necessary.

Screen 2

Lucy: *Robot, you always play computer games!*

Robot: *Yes, I do. I like computer games.*

Lucy: *My friends play sports.*

Robot: *Does Sam play computer games?*

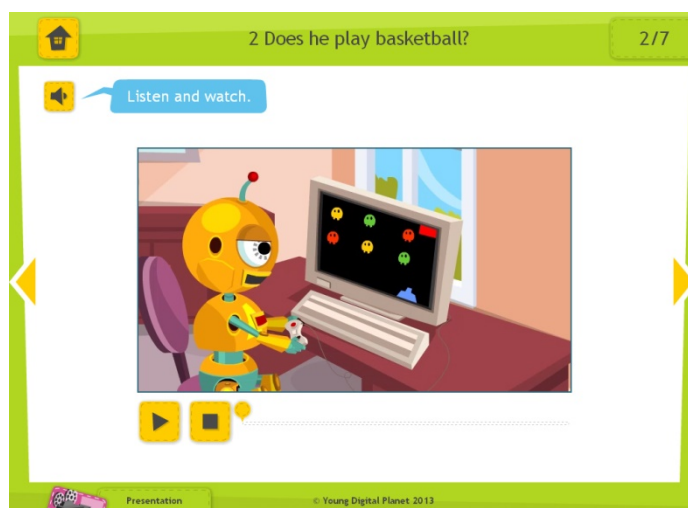
Lucy: *No, he doesn't. He plays hockey.*

Robot: *Does Pat play computer games?*

Lucy: *No, she doesn't. She plays baseball.*

Robot: *OK Lucy. I can't play sports but I can play ...*

Robot: *computer tennis!*



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

Note: Play the dialogue at least once and then ask Ss to act it out. Ask questions to check understanding.

Does Robot like computer games? (Yes, he does.)

Does Pat play basketball? (No, she doesn't.)

Does Sam play computer games? (No, he doesn't.)

Screen 3



She plays tennis. Audio 1:
She plays tennis.



He doesn't play tennis. Audio 2:
He doesn't play tennis.



He plays computer games. Audio 3:
He plays computer games.



She doesn't play badminton. Audio 4:
She doesn't play badminton.

Key: 1 No 2 Yes 3 Yes 4 No



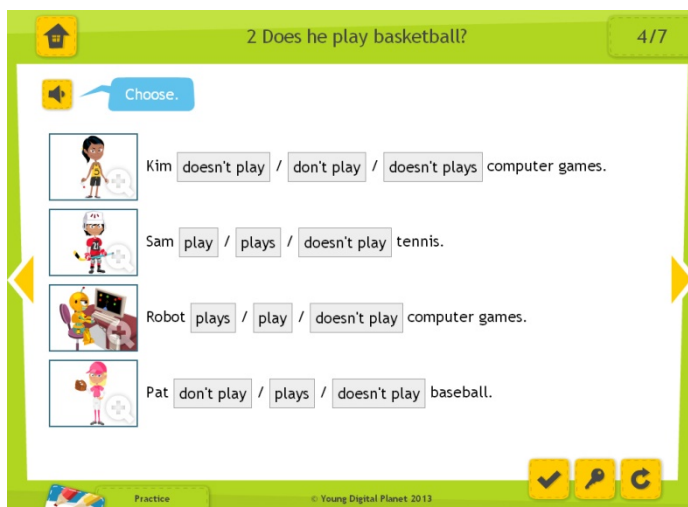
Ask Ss to listen and choose the True or False, according the sentence they hear.

Note: After Ss have done the activity, check their answers by reading the sentences from the screen and ask them to react with Yes / No. Make the activity a bit more difficult by changing verb forms from positive into negative / negative into positive ones.

Screen 4

Key:

- 1  doesn't play
- 2  doesn't play
- 3  plays
- 4  plays



2 Does he play basketball? 4/7

Choose.

Kim doesn't play / don't play / doesn't plays computer games.

Sam play / plays / doesn't play tennis.

Robot plays / play / doesn't play computer games.

Pat don't play / plays / doesn't play baseball.

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Ask Ss to choose the correct option to complete the sentences.

You may want to do this activity together with the Ss first. Draw attention to the -s forms in the verb forms and explain why doesn't plays is incorrect. Then ask individual Ss to read the correct versions. Point to the list of activities from the warm-up and nominate Student A to read one of them. Student B should say a full sentence about his/her classmate e.g. Tom doesn't play computer games. Ask Student A to say if the statement is true/false.

Screen 5

Audio 1:

Does Sam play computer games?

Sam: I play hockey but I don't play computer games.

Audio 2:

Does Kim play badminton?

Kim: I play badminton but I don't play computer games.

Audio 3:

Does Robot play computer games?

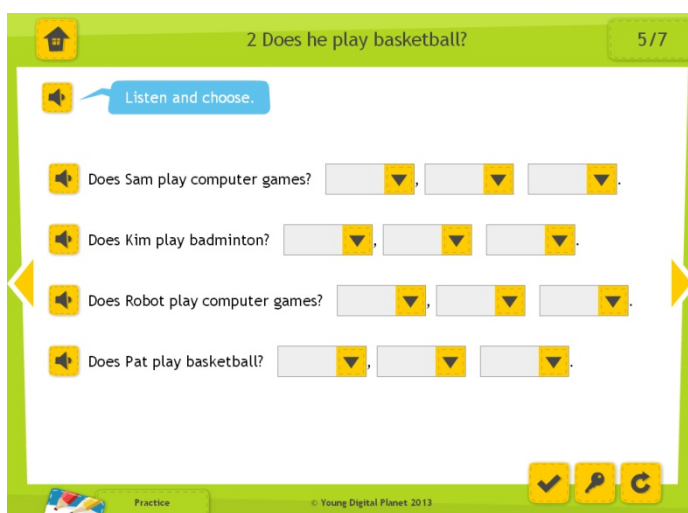
Robot: I play computer games but I don't play tennis.

Audio 4:

Does Pat play basketball?

Pat: I play baseball but I don't play basketball.

Key:



2 Does he play basketball? 5/7

Listen and choose.

Does Sam play computer games?

Does Kim play badminton?

Does Robot play computer games?

Does Pat play basketball?

Practice © Young Digital Planet 2013

Ask Ss to listen and choose the correct short answer to the question they hear.

1 No, he doesn't. 2 Yes, she does.
3 Yes, he does. 4 No, she doesn't.

Note: Nominate Ss to come to the board, choose the correct version and read it. Have Ss repeat all four question-answer pairs.

Screen 6

Audio:

Does she play basketball?
Yes, she does.

Key:

- 1 Does he play tennis? No, he doesn't.
- 2 Does she play basketball? Yes, she does.
- 3 Does he play basketball? No, he doesn't.
- 4 Does she play tennis? Yes, she does.
- 5 Does she play computer games? Yes, she does.
- 6 Does he play computer games? Yes, he does.



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise questions and short answers.

1. Look at the pictures and think about what they show.
2. Click on the audio and listen to the questions.
3. Look at the right and choose the correct answer.
4. Repeat as many times as you want to.
5. Reset the activity and choose a different picture.

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

Note: For Now it's your turn, prepare a set of cards (Handout 1) with sports vocabulary

and give them to some Ss (try not to look at the card yourself).

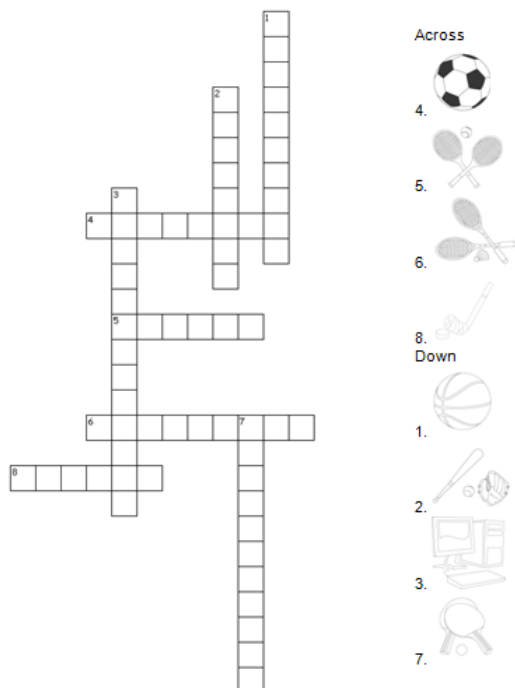
Handout 1

tennis	basketball
baseball	computer games
table tennis	hockey
football	

Ask one student at a time to come to the front of the class holding the card. Ask the class *Does she play ..?* questions to guess what the card says. Ss should answer *Yes, he/she does* or *No, he/she doesn't*.

Additional activity Handout 2 to practise vocabulary.

Handout 2



Ask students to do the crossword.

Key:

1 basketball **2** baseball **3** computer games **4** football **5** tennis
6 badminton **7** table tennis **8** hockey

Give out Handout 3. Ask Ss to write short answers: *Yes, he/she does* or *No, he/she doesn't* according to the pictures.

Handout3

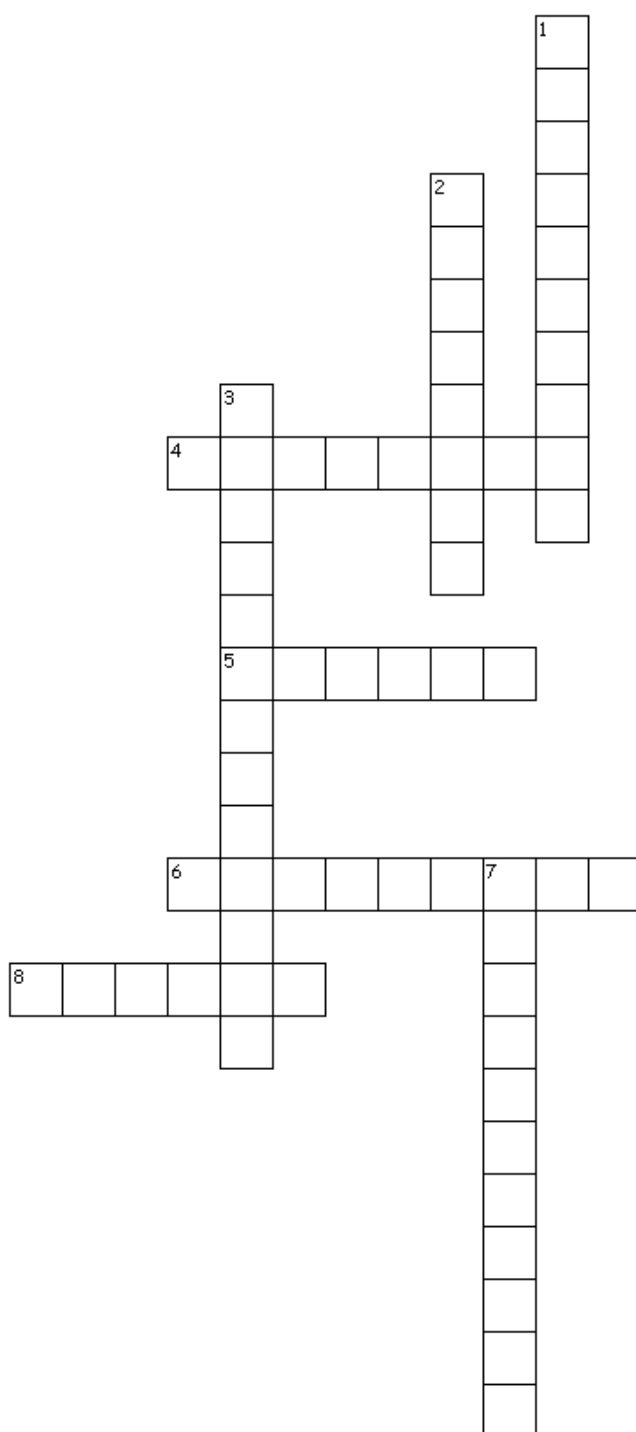
	Does she table tennis? _____
	Does he play computer games? _____
	Does he play badminton? _____
	Does she play hockey? _____
	Does he play tennis? _____
	Do you play computer games? _____

Key: **1** No, she doesn't. **2** Yes, he does. **3** Yes, he does. **4** Yes, she does. **5** Yes, he does.
5 students own answers

Handout 1

tennis	basketball
baseball	computer games
table tennis	hockey
football	

Handout 2



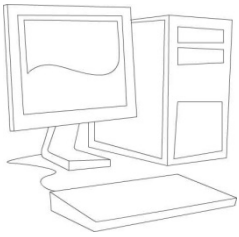
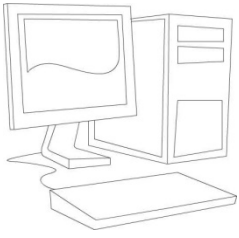
Across



Down



Handout 3

	Does she table tennis?
	Does he play computer games?
	Does he play badminton?
	Does she play hockey?
	Does he play tennis?
	Do you play computer games?

Friends 4 Lesson 3		<i>Do you have a hobby?</i>		Grammar & Functions	
Aims	Talking about leisure activities Asking questions about hobbies: <i>Do you...?</i> Practicing short answers: <i>Yes, I do / No, I don't.</i> Revising and extending vocabulary for hobbies	Contents	Grammar Present simple: questions and answers Vocabulary verbs: <i>listen to, play, ride, watch</i> <i>a bike, TV programme, the guitar, stories</i>	Checklist	One master handout for each student to practise vocabulary Glue Scissors
Language Analysis					
The lesson focuses on asking <i>Yes/No</i> questions about hobbies <i>Do you...?</i> It's important to make sure Ss produce full answers <i>Yes, I do / No, I don't</i> instead of only <i>Yes</i> or <i>No</i>. Be ready to monitor cases when Ss would like to talk about their friends using the 3rd person singular <i>He / She rides a bike</i> or <i>He/She watches TV programme</i>, although the lesson doesn't introduce the form.					

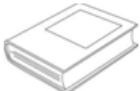
Procedure

Warm-up Off the screens

Give out Handout with pictures and jumbled words connected with hobbies.

Handout

Hobbies. Unscramble the letters.

 ksobo	 msiuc	 vsnoieetl	 mflis
_____	_____	_____	_____
 traug	 uprecmot mgesa	 opain	 cmoci ksobo
_____	_____	_____	_____

Ask Ss to look at the pictures and unscramble the letters. Nominate them to give their answers. Get Ss to stick the handout into their notebooks. As a follow up, ask a couple of Ss the question: *What's your hobby?* or *What are your hobbies?*

Screen 2

Teacher: Today, let's draw pictures of hobbies and put them on the wall. Do you have a hobby, Sam?

Sam: Yes, I do. I play the guitar.

Teacher: Brilliant, Sam! Next, Alex. Do you have a hobby?

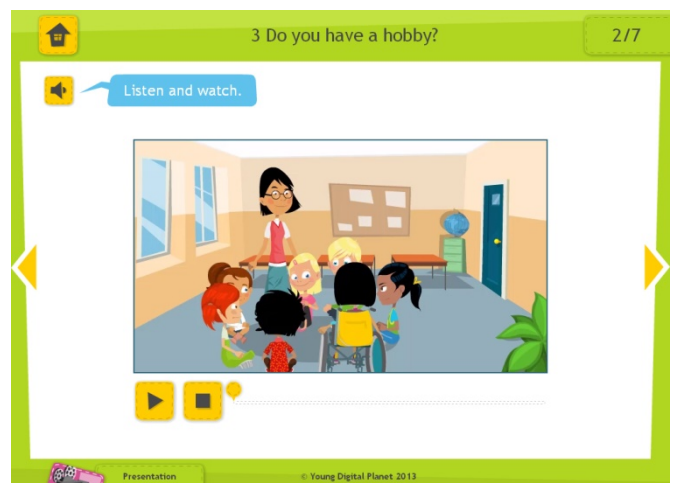
Alex: Yes, I do. I listen to stories.

Teacher: Well done, Alex. And, Kim, what about you?

Kim: I have a great hobby! I ride my bike in the park.

Teacher: Good for you!

Lucy: My turn!



Teacher: Yes, your turn! Do you have a hobby, Lucy?

Lucy: Yes, I do. I watch TV programmes about animals.

Teacher: Super! Yes, Pat? Do you have a hobby?

Pat: Yes, I do. I play the piano.

Teacher: Good. Thanks children. We can put your pictures on the walls!

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

Note: Ask your Ss to concentrate on the dialogue and Handout 1 again. They tick / put numbers next to hobbies mentioned in the dialogue.

Check answers with the whole class. As a follow up, ask similar questions to a couple of Ss according to the example:

T Do you have a hobby Tom?

St Yes, I do. I watch TV.

Remember to give positive feedback after each correct answer.

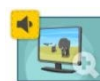
Screen 3



Audio 1:
I play the guitar



Audio 2:
I listen to stories



Audio 3:
I watch TV

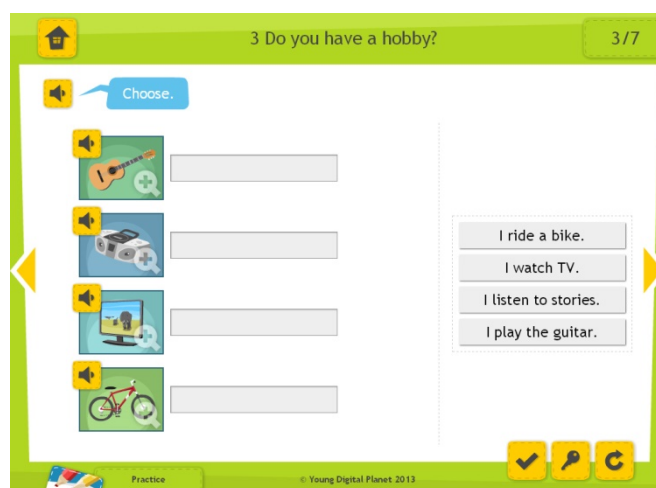


Audio 4:
I ride a bike

Key:

1 I play the guitar **2** I listen to stories

3 I watch TV **4** I ride a bike



Ask Ss to listen and drag and drop the sentences next to the correct picture.

Note: Before the exercise, you can explain to Ss they are going to listen to information about hobbies and they have to choose one of the options to match the picture. Have

students repeat the sentences in chorus. As a follow up, point to the pictures at random and ask Ss to give you the full sentence. To make it more challenging, if possible, cover the sentences.

Screen 4

Key: 1 watch 2 ride 3 play 4 listen to



Ask Ss to choose the correct verb to complete the sentences correctly.

Note: In weaker classes, first play the sentence and ask Ss to click on the correct version. With stronger Ss, have them choose the verb and play the rubric (single sentence only) to check.

As a follow up, say one word / phrase from the rubric and ask Ss to say full sentences, e.g:

T: *stories!*

S: *I listen to stories!*

Decide if the Ss need to see the sentences on the screen or not.

Screen 5



Audio 1:

Pat, do you play the piano?



Audio 2:

Alex, do you play the guitar?



Audio 3:

Kim, do you listen to stories?



Audio 4:

Lucy, do you watch TV programmes about animals?

Key:

1 Yes, I do. **2** No, I don't. **3** No, I don't.
4 Yes, I do.



Ask Ss to listen to the questions and choose the correct short answers.

Note: As a follow up, ask Ss to work in pairs and act out the short dialogues.

Screen 6

Sam: *Do you have a hobby?*

Sam: *Yes, I do. I play the guitar.*

Teacher: *Do you play the piano?*

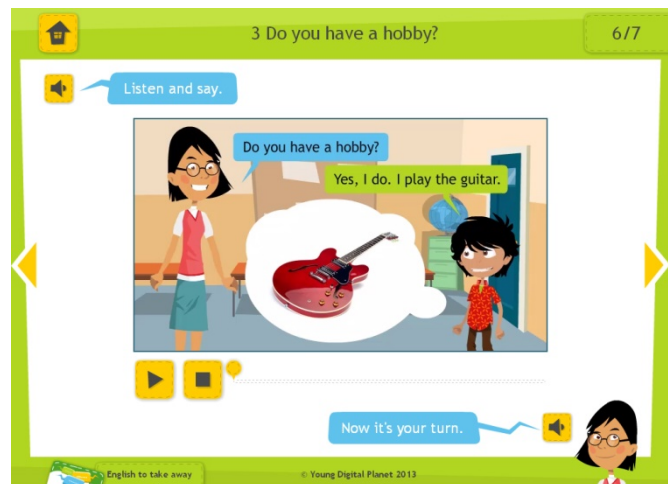
Teacher: *Do you have a play the guitar?*

Teacher: *Do you watch TV?*

Teacher: *Do you listen to stories?*

Teacher: *Do you ride a bike?*

Teacher: *Do you have a hobby?*

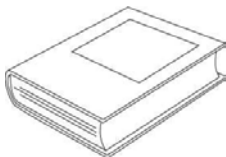


Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

	1. Look at the picture and read the dialogue. 2. Click on the audio and listen to the question. Think about how to answer it. 3. Answer the question so it is true for you. You can press 'pause' at any time and listen again. 4. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask and answer the questions.
Teachers should encourage Ss to answer with 'Yes, I do' and 'No, I don't.' rather than just Yes and No. Teacher's tip: Ask Ss to work in pairs and ask and answer the question <i>Do you have a hobby?</i> OR <i>What's your hobby?</i> Teacher can then provide more vocabulary or recycle other vocabulary from previous lessons such as playing computer games. etc They can also copy the Presentation situation in class and draw their own pictures of their hobbies and then talk about them: I play football, I read stories etc.	

Handout

Hobbies. Unscramble the letters.

 ksobo	 msiuc	 vsnioieetl	 mflis
_____	_____	_____	_____
 traiug	 uprecmot mgesa	 opain	 cmoci ksobo
_____	_____ _____	_____	_____ _____

Friends 4 Lesson 4		<i>Do you like swimming?</i>		Grammar & Functions	
Aims	Talking about leisure activities Practising verb <i>like</i> + <i>ing</i> form Asking and expressing likes about free time activities	Contents	Grammar gerund forms: <i>drawing, reading, singing</i> Vocabulary <i>swim, jump, draw, do</i>	Checklist	One master handout for each student to practise vocabulary
Language Analysis					
Make sure that at the end of the lesson Ss are aware of changes in spelling: <i>swim</i> – <i>swimming</i> (three last letters of words are consonant-vowel-consonant) <i>write</i> – <i>writing</i> (letter 'e' at the end disappears) The lesson stresses the use of gerund forms (<i>writing, swimming, running</i> etc) after verbs of liking (<i>like, love</i>). Pay attention to make sure students' use the correct forms in speech.					

Procedure

Warm-up Off the screens

Distribute Handout 1 in class.

Handout

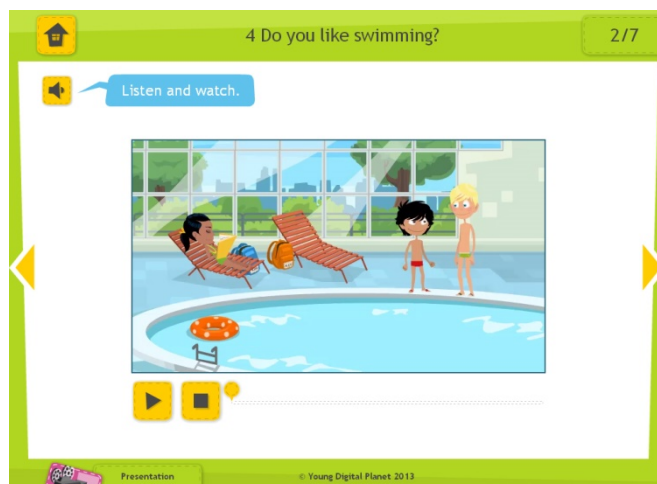
1			a. dance
2			b. draw
3			c. jump
4			d. play ball
5			e. read
6			f. run
7			g. swim
8			h. write

Key: 1 g 2 b 3 h 4 f 5 c 6 d 7 e 8 a

Ask Ss to match words with pictures. The handout includes the verbs used in this lesson with extension.

Screen 2

Sam: *Do you like swimming?*
Alex: *Er....no, I don't. Do you like swimming?*
Sam: *Yes, I do. I love swimming and I love jumping! Look!*
Alex: *Do you like reading?*
Kim: *Yes, I do.*
Alex: *So do I!*
Kim: *Alex, what do you like doing?*
Alex: *Me? I like drawing.*
Kim: *Hmmm.... Draw the pool.*
Alex: *OK.*
Kim: *Now draw Sam and me and you in the pool!*
Sam: *Do you like swimming Alex?*
Alex: *Yes! Yes, I love swimming!*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask questions to check understanding, e.g. *What does Sam love? Does Sam love jumping?* etc

Note: Go through the dialogue with Ss twice. Draw their attention to the forms *I love swimming* and *I love jumping* etc.

Ask individual Ss to repeat the full sentences with verbs of liking. Then, act out the dialogue with the class asking all students to read out loud the sentences with the verb pattern *like* + gerund

Screen 3

Audio 1:

I like reading

Audio 2:

I like drawing.

Audio 3:

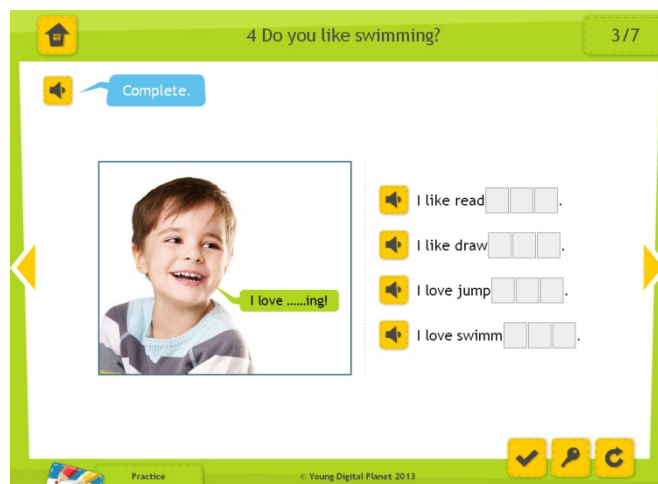
I love jumping.

Audio 4:

I love swimming.

Key:

1 ing **2** ing **3** ing **4** ing



Ask Ss to listen and complete the sentences with the correct missing letters.

Note: Ask Ss to read their answers out loud. As a follow up, write *I like* and *I love* in two columns on the board. Ask students to look at Handout 1 again and choose activities they like and love.

Explain the rules of the double consonant and disappearing 'e' when making gerund forms. In their notebooks, Ss should write sentences according to the example on the screen.

Walk around the class and check for potential problems. At the end, ask questions to individual students: *What do you like, Sarah?* or *What do you love, Tom?* Make sure they use the correct gerund forms when reading their sentences.

Screen 4

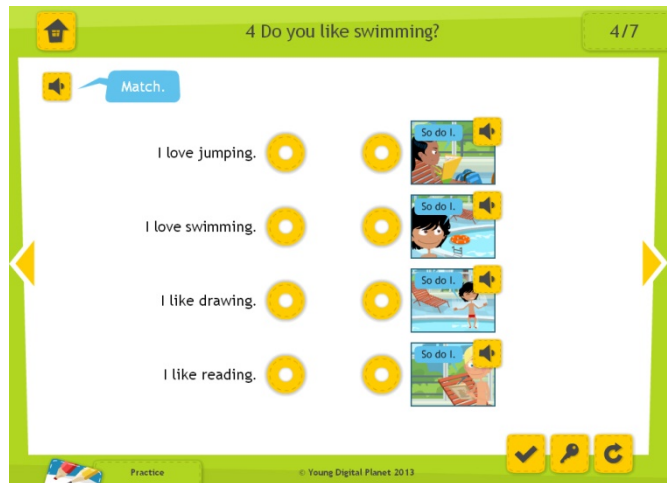
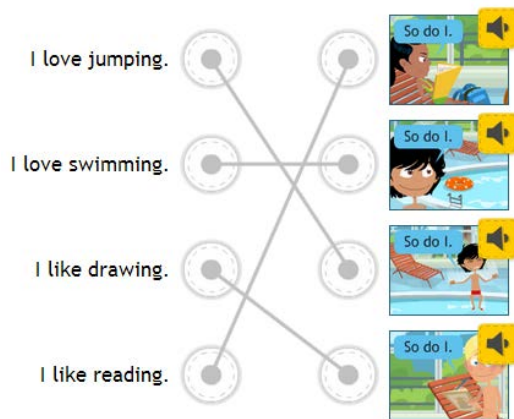
Audio 1:
I love jumping.
So do I.

Audio 2:
I love swimming.
So do I.

Audio 3:
I like drawing.
So do I.

Audio 4:
I like reading.
So do I.

Key: (random order)



Ask Ss to listen to the sentences and match them with the correct pictures.

Note: As a follow up, have the whole class repeat the questions and short answers. You can nominate a student to read a sentence created as a follow up to screen 2. Use *So do I* as an example response for Ss to know how the activity works. Ask more students to read one of their sentences and encourage volunteers to respond using *So do I*.

Screen 4

Audio 1:

I love jumping.

Audio 2:

I love swimming.

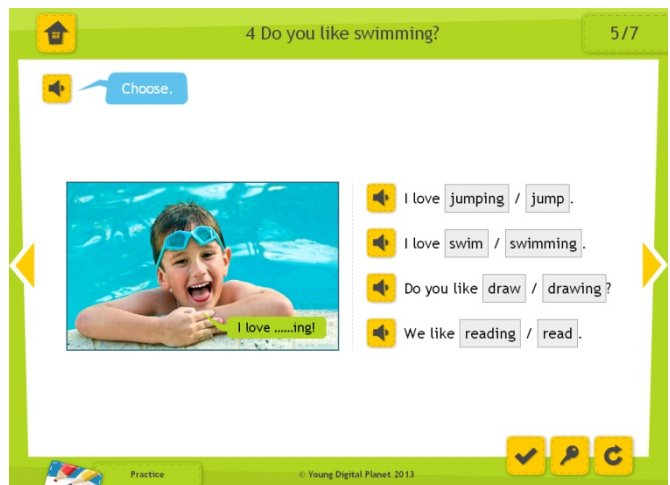
Audio 3:

Do you like drawing?

Audio 4:

We like reading.

Key: 1 jumping 2 swimming 3 drawing 4 reading



Ask Ss to choose the correct verb forms to complete the sentences. Then listen and check the answers.

Note: You can go through the correct answers with the whole class. As a follow up, you could ask students to come to the board. Write up the basic form of a verb and have the student write the correct gerund form.

Screen 5

Key: swimming drawing reading 4 jumping



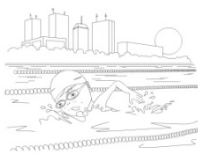
Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

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. Ask Ss to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and make short dialogues: <i>A I like swimming</i> <i>B So do I.</i>
Note: Walk around the class to monitor and correct when necessary.	

Handout

1



a. dance

2



b. draw

3



c. jump

4



d. play ball

5



e. read

6



f. run

7



g. swim

8



h. write

Friends 4 Lesson 5		<i>Sing, song, singing.</i>		Pronunciation	
Aims	practicing pronunciation correct pronunciation of /ng/ sound practicing double consonants in gerund forms	Contents	Grammar Pronunciation of gerund forms <i>-ing</i> Vocabulary <i>drawing, evening, morning, riding, sing, song, swimming,</i>	Checklist	If necessary: list of words for warm-up One master handout for each student to practise vocabulary (word search)
Language Analysis					
Pronunciation of gerund forms can be challenging for students as they might insist on pronouncing the /ng/ combination as it is. In the lesson, make sure to correct each time Ss insist on pronouncing the /g/ sound and remind them that it should be silent.					

Procedure

Warm-up Off the screens

Write '-ing' on the board and ask Ss to give you any English words they remember which have this ending. Write them on the board and have Ss copy the list into their notebooks. Make sure they know all the words. Prepare some examples and write them on the board if Ss have problems giving examples.

Screen 2

Sam: *I have a song
I sing it in the morning*

Sam: *I have a song
I sing it in the morning
I sing it in the evening*

Sam: *morning... evening. Is that right?*

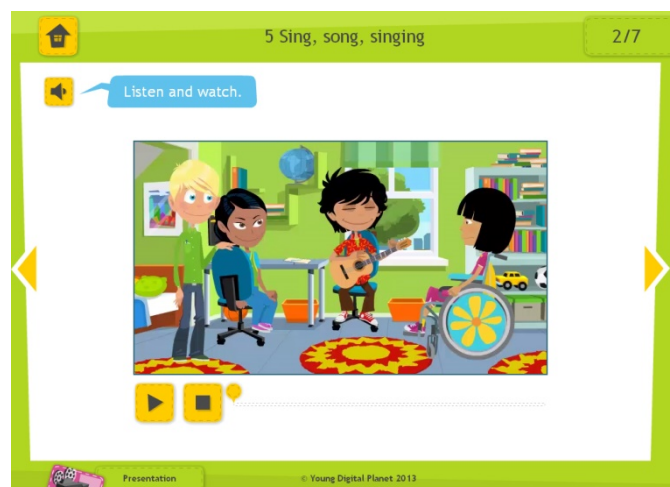
Lucy: *Yes, they both end in -ing!*

Sam: *Yes, that's it!*

Sam: *I have a song
I sing it in the morning
I sing it in the evening
With all of my friends.*

Sam: *OK, let's sing together*

Lucy etc:
*I have a song
I sing it in the morning
I sing it in the evening
With all of my friends.*



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

Play the song a couple of times so that Ss know the tune well enough to sing along. If necessary, stop the recording and sing it together with students.

Note: You can read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Screen 3

All the children:

I have a song

I sing it in the morning

I sing it in the evening

With all of my friends.



Ask Ss to read the song aloud as many times as you wish until they are fluent. Practice the /ing/ sound in the words in bold.

Note: As this is repetition of part of the song, students will be familiar with it by now. As an extension, divide the class into groups of 5-6 and ask them to take turns to either sing the song as they hear it, or to sing it in a specific way e.g. quietly, fast, slowly etc. In a smaller classroom, you could come up with gestures or walk around the room singing the song.

Screen 4

Audio:

I like drawing.

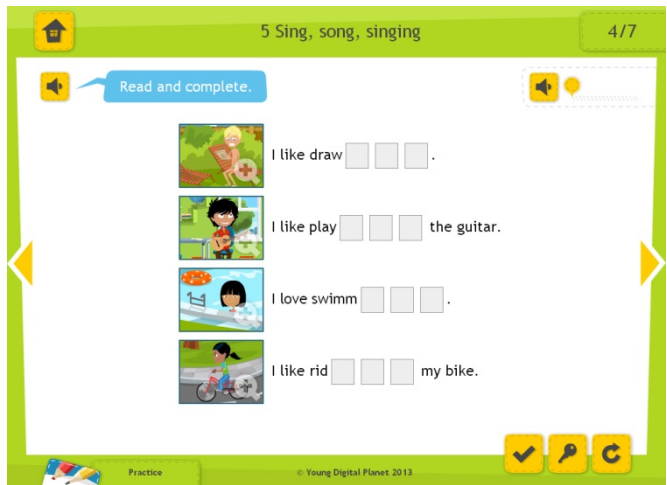
I like playing the guitar.

I love swimming.

I like riding my bike.

Key:

- 1  ing
- 2  ing
- 3  ing
- 4  ing



5 Sing, song, singing 4/7

Read and complete.

I like draw .

I like play the guitar.

I love swimm .

I like rid my bike.

Practice © Young Digital Planet 2013

Ask Ss to look at the pictures and read the sentences. Tell them to complete the words with the correct letters, then listen and check their answers.

Note: When they have completed the words, play the audio two or three times to make sure students know how to pronounce *-ing* endings. Draw attention to double letters and dropping the letter 'e'. As a follow-up, use the list of words from the warm-up stage and have Ss say the words correctly.

Screen 5

Audio 1:

I like drawing.

Audio 2:

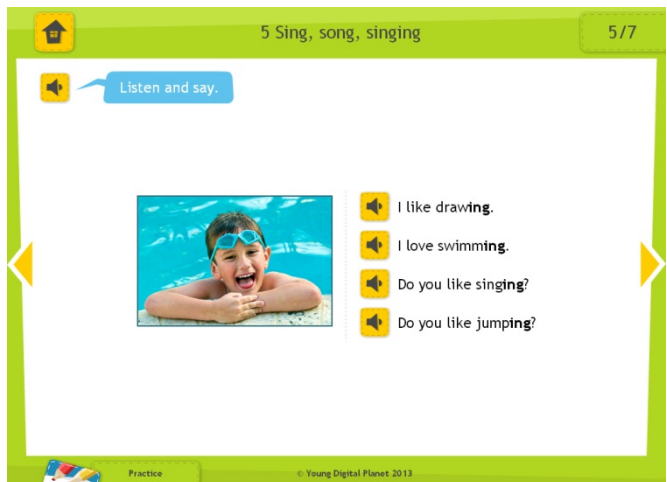
I love swimming.

Audio 3:

Do you like singing?

Audio 4:

Do you like jumping?



5 Sing, song, singing 5/7

Listen and say.



I like drawing.

I love swimming.

Do you like singing?

Do you like jumping?

Practice © Young Digital Planet 2013

Ask Ss to listen and repeat the sentences. Tell them they can repeat as many times as they want to.

Note: This part focuses on stress in gerund forms. Ask individual Ss to repeat the sentences and questions a few times. As a follow-up, you could ask additional questions using other gerund forms students know already. Be careful to correct their pronunciation when necessary.

Screen 6

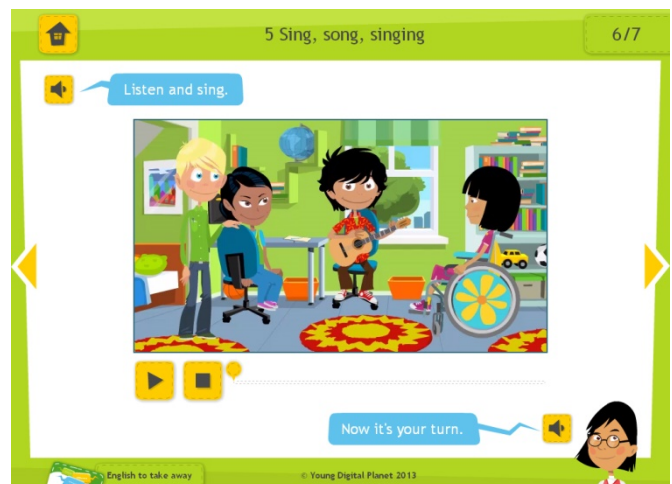
All the children:

I have a song

I sing it in the morning

I sing it in the evening

With all of my friends.



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

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

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

Tell students to work in pairs and make up new songs with words they know.

Note: You may want to divide the class into boys and girls and have them sing the lines in turns.

As an additional activity, give out Handout.

Handout

a	d	r	a	w	i	n	g	e	r	o	s	a	r	h
f	h	j	k	l	l	s	a	w	t	i	w	s	e	g
r	j	u	m	p	i	n	g	y	y	u	i	d	a	d
i	a	c	v	a	a	s	d	u	i	o	m	f	d	s
d	w	e	s	i	n	g	i	n	g	h	m	g	i	s
i	a	r	g	h	d	s	d	f	d	d	i	a	n	f
n	p	l	a	y	i	n	g	w	s	f	n	f	g	a
g	s	w	r	i	t	i	n	g	f	s	g	a	a	d
d	f	t	u	r	u	n	n	i	n	g	w	s	d	s
i	d	a	n	c	i	n	g	s	f	d	w	d	f	s

Explain that students have to find 10 words in the wordsearch. Every word has an *-ing* ending and is from the lesson. Ask them to write the words below to practise spelling.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Key: *drawing, riding, singing, swimming, jumping, playing, writing, reading, running, dancing*

Handout

	d	r	a	w	i	n	g				s		r	
											w		e	
r	j	u	m	p	i	n	g				i		a	
i											m		d	
d			s	i	n	g	i	n	g		m		i	
i											i		n	
n	p	l	a	y	i	n	g				n		g	
g		w	r	i	t	i	n	g			g			
				r	u	n	n	i	n	g				
	d	a	n	c	i	n	g							

Handout

a	d	r	a	w	i	n	g	e	r	o	s	a	r	h
f	h	j	k	l	l	s	a	w	t	i	w	s	e	g
r	j	u	m	p	i	n	g	y	y	u	i	d	a	d
i	a	c	v	a	a	s	d	u	i	o	m	f	d	s
d	w	e	s	i	n	g	i	n	g	h	m	g	i	s
i	a	r	g	h	d	s	d	f	d	d	i	a	n	f
n	p	l	a	y	i	n	g	w	s	f	n	f	g	a
g	s	w	r	i	t	i	n	g	f	s	g	a	a	d
d	f	t	u	r	u	n	n	i	n	g	w	s	d	s
i	d	a	n	c	i	n	g	s	f	d	w	d	f	s

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Friends 4 Lesson 6		What sport do you like?		Skills & Speaking	
Aims	talking about likes and dislikes	Contents	Grammar <i>I like / I don't like</i> <i>What (animal/hobby) do you like?</i> like + gerund form <i>-ing</i>	Checklist	Handout 1 – one per student scissors Handout 2 – 1 copy blue tack or sticky tape
	asking and answering questions in present simple		Vocabulary animal, hobby, penguins, swimming, singing, snakes, playing football		
using gerund forms with verbs of liking					
Language Analysis					
This is a consolidation lesson stressing the use of present simple verbs of liking with a gerund form <i>-ing</i> . Make sure Ss use the gerund form and avoid pronouncing the 'hard 'g' at the end of <i>-ing</i> .					

Procedure

Warm-up Off the screens
Write <i>I like....</i> and <i>I don't like....</i> on the board and a list of colours that they know. Elicit true answers from Ss around the class. Elicit sentences from individual Ss and tell everyone who agrees with them to stand up. Go through the colours and get Ss making sentences around the class.

Screen 2

Sam: Now. let's play this game. Alex, you ask the questions. Green is 'I like' and Red is 'I don't like'.

Alex: OK, right. Sam. It's your go. What sport, hobby and animal do you like?

Pat: You have ten seconds. Go!

Sam: OK, let me see. Sport, well I like swimming and my hobby, yes, I like singing.....er.... animal? I like er....I like penguins...!

Pat: Good. You can stop now! You said: swimming, singing and penguins.

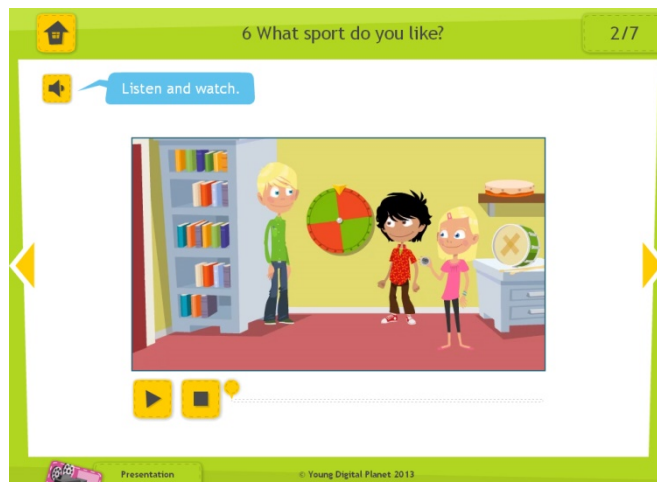
Sam: OK, Alex, it's your turn.

Sam: OK, that's red. So, what don't you like?

Pat: Ten seconds. Go!

Alex: I don't like playing football....er....I don't like snakes and a hobby, oh dear ... er ...?

Pat: Stop! You have only two: snakes and playing football. So Sam, you win!



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 are the children doing? (playing a game)
What is green? (I like) What is red? (I don't like)
 etc

Note: As an extension activity give out Handout 1.

Handout 1



Tick the words you hear: dancing ____ drawing ____ jumping ____ penguins ____ playing football ____ playing basketball ____ running ____ singing ____ snakes ____ swimming ____	Tick the words you hear: dancing ____ drawing ____ jumping ____ penguins ____ playing football ____ playing basketball ____ running ____ singing ____ snakes ____ swimming ____	Tick the words you hear: dancing ____ drawing ____ jumping ____ penguins ____ playing football ____ playing basketball ____ running ____ singing ____ snakes ____ swimming ____
Tick the words you hear: dancing ____ drawing ____ jumping ____ penguins ____ playing football ____ playing basketball ____ running ____ singing ____ snakes ____ swimming ____	Tick the words you hear: dancing ____ drawing ____ jumping ____ penguins ____ playing football ____ playing basketball ____ running ____ singing ____ snakes ____ swimming ____	Tick the words you hear: dancing ____ drawing ____ jumping ____ penguins ____ playing football ____ playing basketball ____ running ____ singing ____ snakes ____ swimming ____

Read through the verb forms on their handout cards listen again and tick the correct phrases. Play the recording again twice. The handout includes all the *-ing* words from the listening as well as some extra ones.

Screen 3

Sam: *I like singing.....I like swimming and I ...I like penguins.*

Alex: *I don't like snakes.... I don't like playing football and I er....*

Key:

1 Sam: singing, swimming, penguins

2 Alex: snakes, playing football



Ask Ss to listen and choose the correct words according to what they hear.

Note: Explain to Ss they are going to hear information about Sam and Alex again and they must choose the correct words.

Tell Ss to work in pairs and ask and answer questions using the words on the screen. *Do you like singing? Do you like swimming?* Correct –ing pronunciation when necessary.

Screen 4

Alex: *I don't like snakes.*

Sam: *I like swimming.*

Alex: *I don't like playing football.*

Sam: *I like penguins.*

Key:

1 I don't like snakes.

2 I like swimming.

3 I don't like playing football.

4 I like penguins.



Exploit the scene by asking the Ss to describe what they can see. Ask them to listen and put the words in order to make sentences. Then tell them to listen again and check their answers.

Note: As a follow up, prepare a set of cards based on the sentences from the screen (Handout 2).

Handout 2

Cut out and put on board.

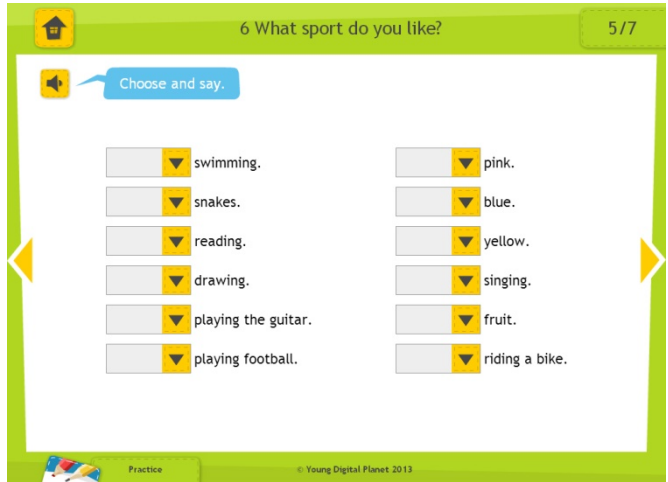


I	don't	like	snakes
I	like	swimming	
I	don't	like	playing football
I	like	penguins	

Attach them to the board. Ask Ss to read all the sentences again. When they finish, take down one / two cards and ask Ss to complete the missing parts from memory while reading all the versions again.

Screen 5

Key: I like / I don't like
Ss' own answers



Tell Ss to choose the phrase from the drop down menu and make sentences that are true for them.

Note: Give Ss some time to look at the phrases on the screen.

Option 1: Ask Ss to say their versions out loud. Elicit one sentence with *I like* and one with *I don't like* from each student.

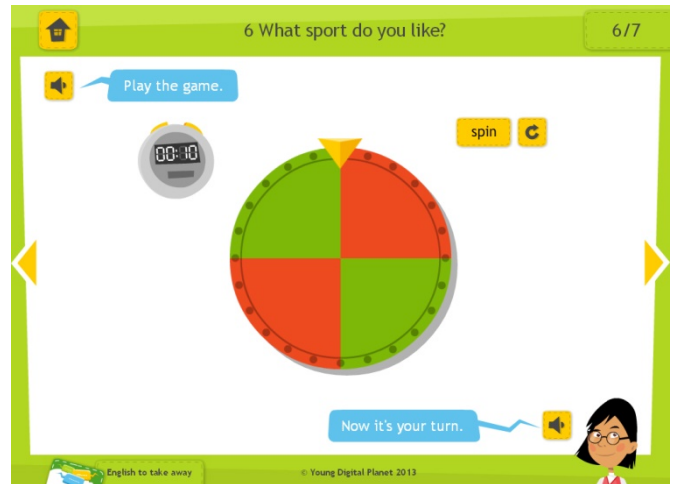
Option 2: Read a sentence aloud and ask Ss to call out if it is true for them.

Screen 6

Audio:

What do you like?

What don't you like?



Give the Ss these instructions for the Spinning game. The aim is to talk about what you like and don't like.

Remind Ss of the game that Sam, Alex and Pat played in Screen 2 ask them which colour is 'I like' (green) and which colour is 'I don't like' (red).

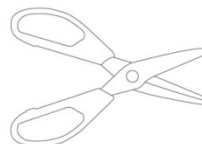
Ss spin the wheel and when it stops ask a question.

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

Tell students to work in pairs and ask and answer new questions with words they know.

Note: As a follow-up or a challenge, change the questions into: What animals/hobbies/colours/English words do/don't you like?

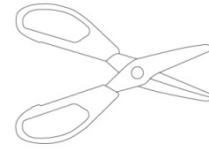
Handout 1



Tick the words you hear: dancing _____ drawing _____ jumping _____ penguins _____ playing football _____ playing basketball _____ running _____ singing _____ snakes _____ swimming _____	Tick the words you hear: dancing _____ drawing _____ jumping _____ penguins _____ playing football _____ playing basketball _____ running _____ singing _____ snakes _____ swimming _____	Tick the words you hear: dancing _____ drawing _____ jumping _____ penguins _____ playing football _____ playing basketball _____ running _____ singing _____ snakes _____ swimming _____
Tick the words you hear: dancing _____ drawing _____ jumping _____ penguins _____ playing football _____ playing basketball _____ running _____ singing _____ snakes _____ swimming _____	Tick the words you hear: dancing _____ drawing _____ jumping _____ penguins _____ playing football _____ playing basketball _____ running _____ singing _____ snakes _____ swimming _____	Tick the words you hear: dancing _____ drawing _____ jumping _____ penguins _____ playing football _____ playing basketball _____ running _____ singing _____ snakes _____ swimming _____

Handout 2

Cut out and put on board.



I	don't	like	snakes	
I	like	swimming		
I	don't	like	playing	football
I	like	penguins		