

Friends 4 Lesson 7		Today is Monday		Vocabulary	
Aims	introducing and practicing days of the week asking and answering questions with days of the week identifying days of the week talking about weekly routine	Contents	Grammar questions and answers days of the week + <i>on</i> Vocabulary Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday today, tomorrow, the weekend	Checklist	3 master handouts for each student to talk about days of the week and weekly routine Handout 1 for each student: Version A for weaker students Version B for stronger students Handout 3 to practise talking about plans for the week
Language Analysis					
This lesson uses days of the week in sentences to talk about plans. Pay attention to the preposition <i>on</i> in the sentences. Tuesday and Thursday can be confused because of their similarity and can be challenging because of their pronunciation as well. Pay special attention to them.					

Procedure

Warm-up Off the screens

Make sure Ss are familiar with *like / don't like + -ing* form

Ask Ss to tell you what they do regularly every week. Write their ideas on board, ask them what they like doing best. Ask them to make a short note in notebooks e.g.:

Every week I play computer games and do my homework. I meet friends and clean my room. I like playing computer games but I don't like cleaning my room.

Ask a few Ss to read their notes.

Screen 2

Audio:

Today is Monday.

Today is Tuesday.

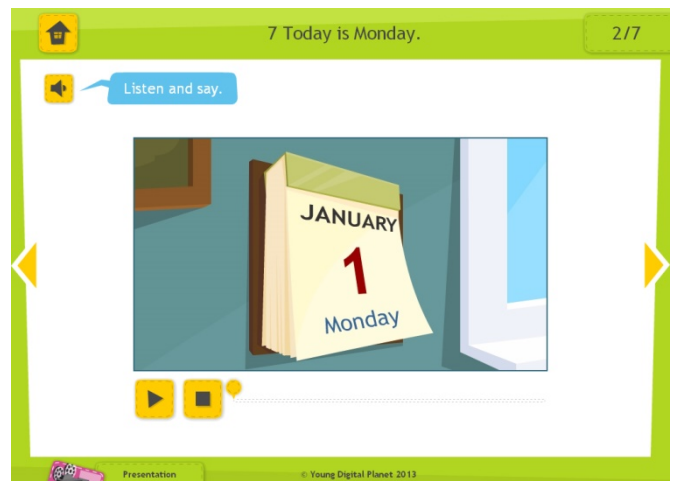
Today is Wednesday.

Today is Thursday.

Today is Friday.

Today is Saturday.

Today is Sunday.



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

Tell Ss to repeat a few times until they are fluent.

Note: Go through the rubric with students, repeat with the whole class. Play the audio at least twice.

Have students make a week-chain: student A says Monday, Student B next to him says Tuesday, next person – Wednesday and so on. Go through every student in this way.

With stronger students go from Monday to Sunday and then from Sunday to Monday, to

add more challenge.

Distribute Handout 1, divide the class into weaker (give version A) and stronger students (give version B), and ask them to do part 1.

Handout 1

Part 1			
VERSION A Put the beginnings and endings of the days of the week in pairs. Next, put all the days of the week in order.		VERSION B Complete the missing letters in the words of the week.	
Mo Tu Wed Thu Fr Sat Sun	day esday iday nday nesday rday urday	_r_day M__day S____rday S__day	T____day Th____day W____day
Part 2			
Next, put all the days of the week in order.		Next, put all the days of the week in order.	
1. 2. 3. 4. 5. 6. 7.		1. 2. 3. 4. 5. 6. 7.	

Walk around the class to monitor their spelling. Follow them to part 2, which is putting the words in order. Use audio to check or ask students to give you their answers. As preparation for next screen, ask at the end *What day is it today?* Write the question on the board.

Screen 3

Key:

- 1 Wednesday
- 2 Tuesday
- 3 Saturday and Sunday



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

Note: Ask Ss to write the question *What day is it today?* in their notebooks. Click / ask students to click to screen 3.

Tell Ss they are going to look at a calendar and choose the correct day of the week. Check the meaning of *today* and *tomorrow* with Ss.

Hide the information on the screen. Ask students to write a short note in their notebooks and complete it:

It's today.

Tomorrow is

.....and are the weekend.

Ask a few students to read their answers and write the correct version on the board as well.

Screen 4

Audio:

On Monday Alex plays table tennis.
On Tuesday Alex goes to Drawing Club.
On Wednesday Alex plays computer games.
On Thursday Alex listens to stories..
On Friday Alex goes to his grandma's house.
On Saturday Alex does his homework.
On Sunday Alex rides his bike.

Key:

- 1 Monday: play table tennis
- 2 Tuesday: Drawing Club
- 3 Wednesday: play computer games
- 4 Thursday: listen to stories
- 5 Friday: go to Grandma's
- 6 Saturday: do homework
- 7 Sunday: ride bike



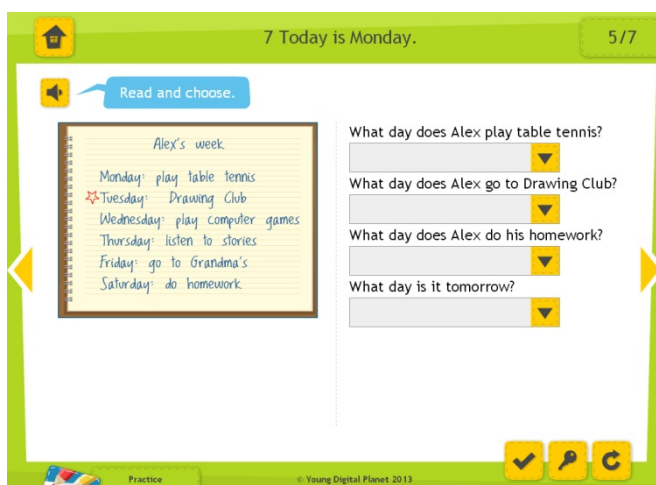
Ask Ss to read through the list of activities on the right of the diary. Tell Ss to listen and drag and drop the activities next to the correct days of the week according to what they hear.

Note: Tell Ss they are going to look at Alex's diary and choose his plans for the week. Check with the recording, and explain the rule of *on + day of the week*. Ask Ss to make sentences about Alex's week. Then ask questions *What does Alex do on?* about other days of the week.

Screen 5

Key:

- 1 Monday
- 2 Tuesday
- 3 Saturday
- 4 Wednesday



7 Today is Monday. 5/7

Read and choose.

Alex's week

Monday: play table tennis
Tuesday: Drawing Club
Wednesday: play computer games
Thursday: listen to stories
Friday: go to Grandma's
Saturday: do homework

What day does Alex play table tennis?

What day does Alex go to Drawing Club?

What day does Alex do his homework?

What day is it tomorrow?

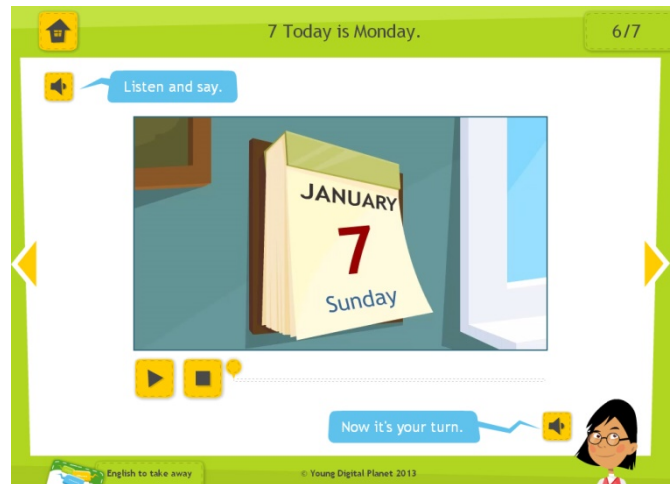
Practice © Young Digital Planet 2013

Note: Tell Ss they are going to look a short note and choose the day of the week. As a follow-up, ask Ss questions *What day do you....?* about their plans for the week (hobbies/friends/doing homework/learning at home). Use their school timetable to ask about their subjects.

Screen 6

Audio:

What day is it today?
Today is Monday.
What day is it today?
Today is Tuesday.
What day is it today?
Today is Wednesday.
What day is it today?
Today is Thursday.
What day is it today?
Today is Friday.
What day is it today?
Today is Saturday.
What day is it today?
Today is Sunday.



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

1. Look at the animation.
2. Repeat as many times as you want to.

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

Tell students to work in pairs and ask and answer the questions.

Note: After the first listening, play it again and ask Ss to answer the question before the audio is played. Check if Tuesday and Thursday are pronounced correctly. To add challenge, ask Ss to answer the same question about days of the week from Sunday to Monday.

Ask Ss to do Handout 2 – complete the information about their plans for the week.

Handout 2 – Homework

 
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

What do you do in your week? Write a sentence about every day.

1.
2.
3.
4.
5.
6.
7.

Handout 1

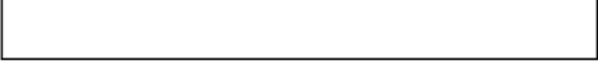
Part 1

VERSION A		VERSION B	
Put the beginnings and endings of the days of the week in pairs. Next, put all the days of the week in order.		Complete the missing letters in the words of the week.	
Mo	day	_ r _ day	T _ _ _ day
Tu	esday	M _ _ day	Th _ _ _ day
Wed	iday	S _ _ _ _ rday	W _ _ _ _ _ day
Thu	nday	S _ _ day	
Fr	nesday		
Sat	rday		
Sun	urday		

Part 2

Next, put all the days of the week in order.	Next, put all the days of the week in order.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Handout 2 – Homework

	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

What do you do in your week? Write a sentence about every day.

1.
2.
3.
4.
5.
6.
7.

Friends 4 Lesson 8		<i>I play football on Tuesday</i>		Grammar & Functions	
Aims	describing weekly activities revising days of the week vocabulary revising ON + day of the week. sharing information about plans in a week	Contents	Grammar day of the week + preposition Vocabulary daily routines: have a dance lesson, ride a bike, watch TV, play football, have a piano lesson, go to music school	Checklist	Handout 1 (days of the week) cut out for every student Handout 2 (diary) cut out half for every student
Language Analysis					
The preposition <i>on</i> is used with days of the week. Be ready to help Ss with any confusion especially if their mother tongue has a different preposition for weekdays.					

Procedure

Warm-up Off the screens

Give out Handout 1 to each student and ask them to complete the days of the week with the correct letters (consonants).

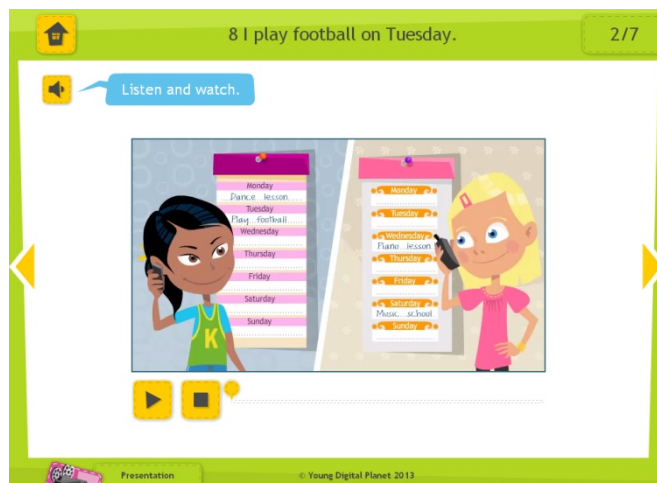
Handout 1

_ _ i _ ay	_ _ u _ _ ay	_ a _ u _ ay	_ e _ e _ ay
_ o _ ay	_ u _ ay	_ ue _ ay	
_ _ i _ ay	_ _ u _ _ ay	_ a _ u _ ay	_ e _ e _ ay
_ o _ ay	_ u _ ay	_ ue _ ay	
_ _ i _ ay	_ _ u _ _ ay	_ a _ u _ ay	_ e _ e _ ay
_ o _ ay	_ u _ ay	_ ue _ ay	
_ _ i _ ay	_ _ u _ _ ay	_ a _ u _ ay	_ e _ e _ ay
_ o _ ay	_ u _ ay	_ ue _ ay	
_ _ i _ ay	_ _ u _ _ ay	_ a _ u _ ay	_ e _ e _ ay
_ o _ ay	_ u _ ay	_ ue _ ay	

When checking, ask students to spell the missing letters to you and then pronounce the full word. Be careful with Tuesday, Wednesday and Thursday as they are often problematic.

Screen 2

Kim: Hello.
Pat: Hello.
Kim: Do you want to come to my house and play on Wednesday? We can ride our bikes in the park and then watch TV.
Pat: I have a piano lesson on Wednesday. And Tuesday?
Kim: On Tuesday I play football. How about Saturday?
Pat: I go to music school on Saturday. How about Monday?
Kim: On Monday I have a dance lesson..
 OK, what about Sunday?
Pat: Yes, Sunday is free!
Kim: Great! See you on Sunday!



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

Note: Go through the dialogue together with Ss and ask them to practice it in pairs.

Screen 3

Kim: Hello.
Pat: Hello.
Kim: Do you want to come to my house and play on Wednesday? We can ride our bikes in the park and then watch TV.
Pat: I have a piano lesson on Wednesday. And Tuesday?
Kim: On Tuesday I play football. How about Saturday?
Pat: I go to music school on Saturday. How about Monday?
Kim: On Monday I have a dance lesson..
 OK, what about Sunday?
Pat: Yes, Sunday is free!



Ask SS to listen to the conversation.

Kim: Great! See you on Sunday!

Key:

Play football

Have a dance lesson

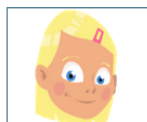
Have a piano lesson

Go to music school



I play ▼ football ▼ on Tuesday.

I have a ▼ dance lesson ▼ on Monday.



I have a ▼ piano lesson ▼ on Wednesday.

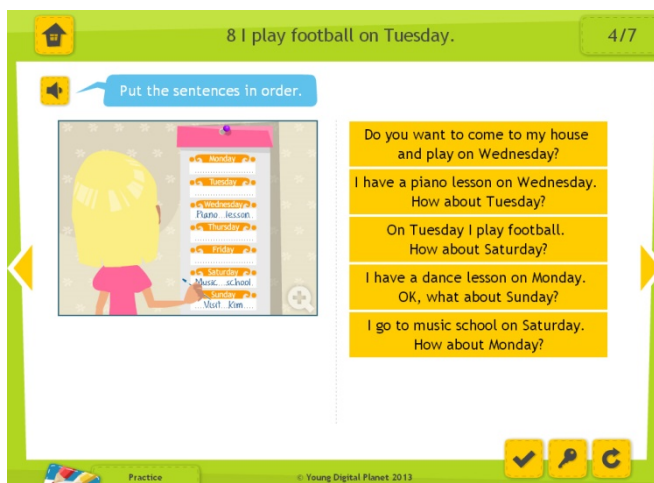
I go to ▼ music school ▼ on Saturday.

Note: Elicit the correct answers and have the whole class say the complete sentences in chorus.

Screen 4

Key: see the text below

- 1 Do you want to come to my house and play on Wednesday?
- 2 I have a piano lesson on Wednesday. How about Tuesday?
- 3 On Tuesday I play football. How about Saturday?
- 4 I go to music school on Saturday. How about Monday?
- 5 I have a dance lesson on Monday. OK, what about Sunday?



Ask Ss to read the conversation. Then listen and click on the sentences and put the in order according to what they hear.

Have two pairs of Ss read all the sentences aloud when they are in the correct order.

Screen 5

Audio:

*I have a piano lesson on Wednesday.
On Tuesday I play football.
I go to music school on Saturday.
I have a dance lesson on Monday.
We can ride our bikes in the park.*



Ask Ss to put the words in order to make correct sentences according to what they hear.

Note: Explain they are going to put the tiles in order to make correct sentences. Have them listen through the whole audio and check sentence by sentence.

As a follow up, you can ask Ss additional questions about days of the week, e.g.: *What do you do on Monday?* Make sure they give you full sentence answers and use the preposition *on* correctly.

Screen 6

Key:

1 Kim:

Do you want to come to my house and play on Wednesday?

On Tuesday I play football. How about Saturday?

I have a dance lesson on Monday. OK, what about Sunday?

2 Pat:

I have a piano lesson on Wednesday. How about Tuesday?

I go to music school on Saturday. How about Monday?



Give the Ss these instructions for the 'Match' activity. The aim is to practice a short natural

Kim's calendar	Pat's calendar
Monday Dance lesson	Monday I go to music school on Saturday. How about Monday?
Tuesday Play football	Tuesday I have a piano lesson on Wednesday. How about Tuesday?
Wednesday Do you want to come to my house and play on Wednesday?	Wednesday Piano lesson
Thursday	Thursday
Friday	Friday
Saturday On Tuesday I play football. How about Saturday?	Saturday Music school
Sunday I have a dance lesson on Monday. OK, what about Sunday?	Sunday

dialogue.

1. Watch the animation from Screen 1
2. Drag and drop the questions into the correct gaps.

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 more questions that are true for them.

Note: Nominate a few people in pairs to read out sentences about Kim and Pat's calendars. As a follow-up, give out halves of a diary from Handout 2.

Handout 2

Ask your friend about information you don't have. Say What do you do on (Monday)? or How about (Tuesday)? Look at the diary and answer your partner's questions	Ask your friend about information you don't have. Say What do you do on (Monday)? or How about (Tuesday)? Look at the diary and answer your partner's questions
Monday	Monday dance lesson
Tuesday help my sister with homework	Tuesday
Wednesday	Wednesday basketball class
Thursday	Thursday Japanese class
Friday homework for next week	Friday
Saturday	Saturday cleaning my room!!! ☹
Sunday have dinner with my grandparents	Sunday

Ask Ss to share the information and complete the missing information in the dairy.

Handout 1

__i__ay	__u__ __ay	_a_u__ay	_e__e__ay
_o__ay	_u__ay	_ue__ay	
__i__ay	__u__ __ay	_a_u__ay	_e__e__ay
_o__ay	_u__ay	_ue__ay	
__i__ay	__u__ __ay	_a_u__ay	_e__e__ay
_o__ay	_u__ay	_ue__ay	
__i__ay	__u__ __ay	_a_u__ay	_e__e__ay
_o__ay	_u__ay	_ue__ay	
__i__ay	__u__ __ay	_a_u__ay	_e__e__ay
_o__ay	_u__ay	_ue__ay	
__i__ay	__u__ __ay	_a_u__ay	_e__e__ay
_o__ay	_u__ay	_ue__ay	

Handout 2

Ask your friend about information you don't have. Say <i>What do you do on (Monday)?</i> or <i>How about (Tuesday)?</i> Look at the diary and answer your partner's questions	Ask your friend about information you don't have. Say <i>What do you do on (Monday)?</i> or <i>How about (Tuesday)?</i> Look at the diary and answer your partner's questions
Monday	Monday <i>dance lesson</i>
Tuesday <i>help my sister with homework</i>	Tuesday
Wednesday	Wednesday <i>basketball class</i>
Thursday	Thursday <i>Japanese class</i>
Friday <i>homework for next week</i>	Friday
Saturday	Saturday <i>cleaning my room!!! ☹</i>
Sunday <i>have dinner with my grandparents</i>	Sunday

Friends 4 Lesson 9		<i>What do you do after school?</i>		Grammar & Functions	
Aims	describing weekly routines asking and answering questions about daily routines identifying correct forms of auxiliaries in questions and negatives identifying verb forms for <i>I/he/she</i>	Contents	Grammar auxiliaries: <i>do / don't, does / doesn't</i> Vocabulary daily routine phrases: do homework, play a sport/with friends, talk with friends in the park, after school/lessons	Checklist	Handout 1 (afterschool activities) – one part for each student glue
Language Analysis					
The lesson focuses on present simple auxiliaries used in negative sentences and in questions. Important aspects of the lesson are: Question formation: Do <i>I/you/we/they speak English?</i> but Does <i>he/she/it need help?</i> Negative formation: <i>I/you/we/they don't speak Japanese and He/She/It doesn't need help.</i> -s disappearing from verbs in questions and negatives when does is used for <i>he/she/it</i>.					

Procedure

Warm-up Off the screens

1. Ask Ss what they like doing after their lessons and what their favourite after-school activities are.
2. Write their ideas on the board in one or two columns.
3. Have Ss copy the table into their notebooks.
4. Ask a few Ss to tell you what they do after school or they like best.
5. Make sure they use like + ing form when necessary.

Screen 2

Sam: *Hi Ann, what are you doing?*

Ann: *I'm answering your questions, Sam!*

Sam: *OK, that's good! Here's the question. I do my homework after school. What do you do after school?*

Ann: *I don't do homework after school. After school I play football in the park. I do my homework after I play football!*

Sam: *Oh, hi Marco. How's it going?*

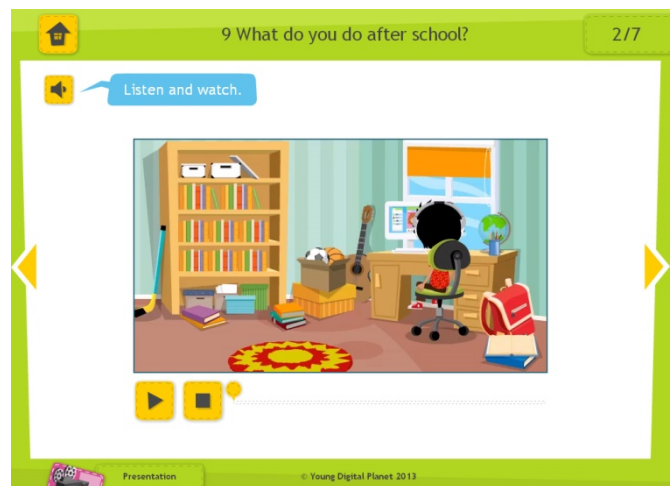
Marco: *Great, thanks!*

What do you do after school, Marco?

Marco: *I play with my friends. I don't do my homework after school. I do my homework in the morning - before school.*

Ann: *So, Sam, what's your homework today?*

Sam: *This is my homework today. Talk to my friends in different countries!*



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

Note: Ask students to focus on the dialogue and tell you what the children do after the lessons.

In weaker classes ask Yes/No questions: *Does Sam do his homework after school? Does*

Marco play with his friends? Stress full answers Yes, he/she does or doesn't if possible. In stronger groups, ask detailed questions, e.g.: What does Ann do after lessons? What sport does she play? What's Sam's homework? etc. Ask Ss to act out the dialogue as well.

Screen 3

Sam: *I do my homework after school.*

Ann: *I don't do homework after school. After school I play football in the park. I do my homework after I play football!*

Marco: *I play with my friends. I don't do my homework after school. I do my homework in the morning - before school!*

Key:

- 1 True
- 2 True
- 3 False



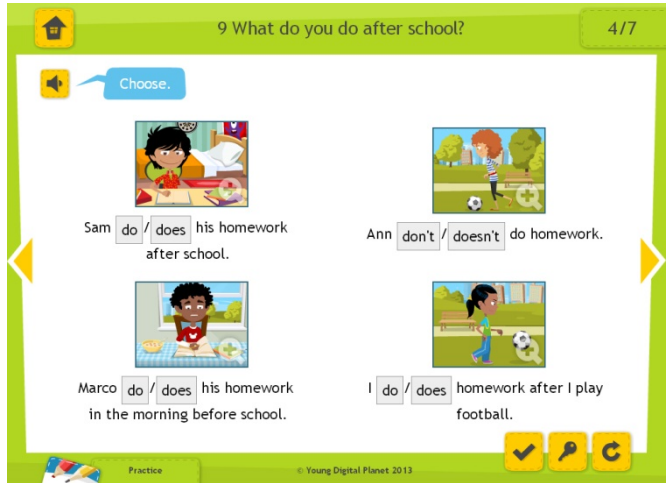
Ask Ss to listen and choose the correct sentence according to what they hear.

Note: Explain they are going to choose one of the options on the screen. Take volunteers from the class to come to the board and do one sentence. When they are all ready, have all students read the correct versions. Be ready to explain the –s added to the last correct version: *Marco plays with his friends after school / He does his homework in the morning.*

Screen 4

Key: (from left to right)

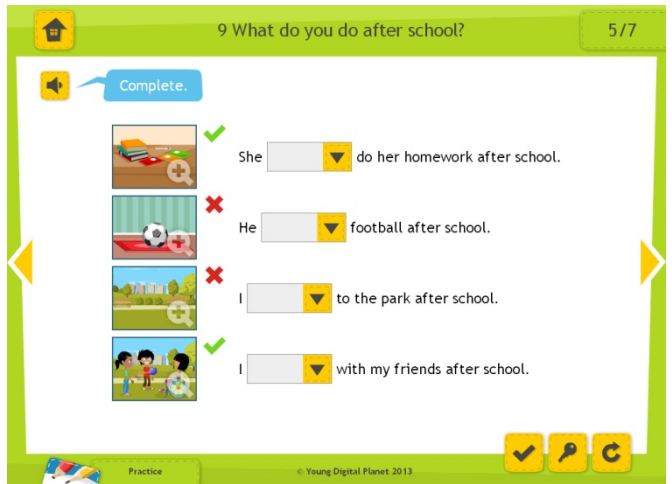
- 1 does
- 2 doesn't
- 3 does
- 4 do



Screen 5

Key:

- 1 does
- 2 doesn't
- 3 don't go
- 4 play



Note: Explain to Ss they are going to complete the sentences but they must look at the tick and cross symbols. Give students some time to do the activity on their own, then nominate a few to read their version.

As a follow-up, give out the Handout to each student.

Handout

Look at the pictures and symbols. Choose one of the versions.

	V She play / plays the guitar after the lesson
	X I do read / don't read books after school.
	X He doesn't do / don't do homework after school.
	V I talks / talk with my friends after school.
	X I clean / don't clean my room after classes.

	V She play / plays the guitar after the lesson
	X I do read / don't read books after school.
	X He doesn't do / don't do homework after school.
	V I talks / talk with my friends after school.
	X I clean / don't clean my room after classes.

Explain the task by doing one as an example. If time allows, ask them to glue the pages into their notebooks.

Screen 6

Sam: *What do you do after school?*

Girl: *I have a dance lesson after school.*

Boy: *I play the piano after school.*

Girl: *I watch TV after school.*

Boy: *I ride my bike after school.*



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

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

	sentence. 3. Use the next subpages and follow the same procedure. 4. Drag and drop a correct sentence into the speech bubble. 5. Listen again if you want to, to complete the exercise. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions.
Note: Have students go through the dialogue with you as the second time – choose two boys and two girls to read the answers from the screen. As a follow up, ask them to look at the table from the warm-up activity and put a tick next to activities they do after school and a cross next to activities they don't. Next they have to ask their partner questions to find out what they do / don't do after class. Write two questions on the board: <i>What do you do after school?</i> <i>What don't you do after school?</i> An easier version: make them ask yes/no questions using each of the verbs from their warm-up table to find out what their friends don't do after school. Make sure they mark their friend's answer using the same symbols of a tick and a cross. Additional activity: Ask Ss to write a short note about their own afterschool activities and their friend's. Remind them to use –s, do / don't, does / doesn't.	

Handout

Look at the pictures and symbols. Choose one of the versions.

	V She <i>play</i> / <i>plays</i> the guitar after the lesson
	X I <i>do read</i> / <i>don't read</i> books after school.
	X He doesn't do / don't do homework after school.
	V I <i>talks</i> / <i>talk</i> with my friends after school.
	X I <i>clean</i> / <i>don't clean</i> my room after classes.

	V She <i>play</i> / <i>plays</i> the guitar after the lesson
	X I <i>do read</i> / <i>don't read</i> books after school.
	X He doesn't do / don't do homework after school.
	V I <i>talks</i> / <i>talk</i> with my friends after school.
	X I <i>clean</i> / <i>don't clean</i> my room after classes.

Friends 4 Lesson 10		Anna walks to school		Grammar & Functions	
Aims	talking about habits – getting to school	Contents	Grammar present simple questions: how do you....?	Checklist	Handout 1 - part for every student Glue
	means of transport		Vocabulary transport vocabulary: bike, car, bus, train, motor, tram by + transport walk		Handout 2 – cut out, one table per student
Language Analysis					
The lesson introduces constructions: <i>I go by bus/train</i> etc. and <i>I walk</i> . We use <i>by</i> with all kinds of transport (bus, train, car, ship, bicycle, tram, plane, etc) but we use the expression <i>on foot</i> to mean <i>walk</i> .					

Procedure

Warm-up Off the screens

1. Give out Handout 1 with pictures of different forms of transport.

Handout 1

Look at the pictures and write words for transport

1  _____	2  _____	3  _____
4  _____	5  _____	6  _____

2. Put Ss in pairs and get them to identify them.

Key:

1 car **2** bus **3** train **4** motor **5** bike **6** tram

3. Ask: *What's this?* Ask Ss *What is your favourite form of transport? When do you use it?*
4. Ask a few questions around the class in open pairs and then ask Ss to work in closed pairs and talk about the other forms of transport using the pictures as prompts. E.g. *What's your favourite form of transport? A bicycle! I go to school by bicycle.*

Screen 2

Lucy: Come on!

Sam: I don't go by bus. I go to school by bike.

Lucy: I go to school by bus. How do you get to school?

Alex: I go by car.

Lucy: How do you get to school?

Kim: I walk.

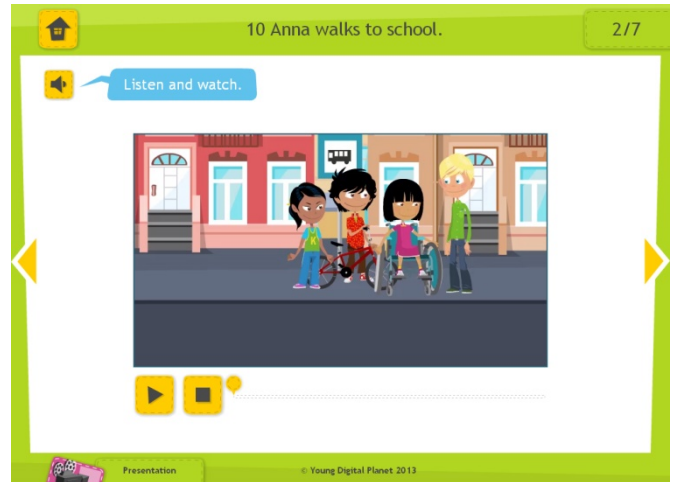
Lucy: Hmmm. Let's play a game.

Sam: Hey! Here I am!

Alex and Lucy: We're here too. But where's Kim?

All together: Oh dear! Kim walks to school ...

Kim: It's not fair!



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

Note: Go through the dialogue with Ss. Have them act it out. Point out the pattern *by + form of transport*. Ask some follow-up questions: *How does Lucy/Alex go to school?* Practice the pattern *He goes by bike. She goes by car.* Then ask about Kim: *She walks to school.*

Screen 3



Audio1:

How do you get to school?

Lucy: I go by bus.



Audio2:

How do you get to school?

Sam: I go by bike.



Audio3:

How do you get to school?

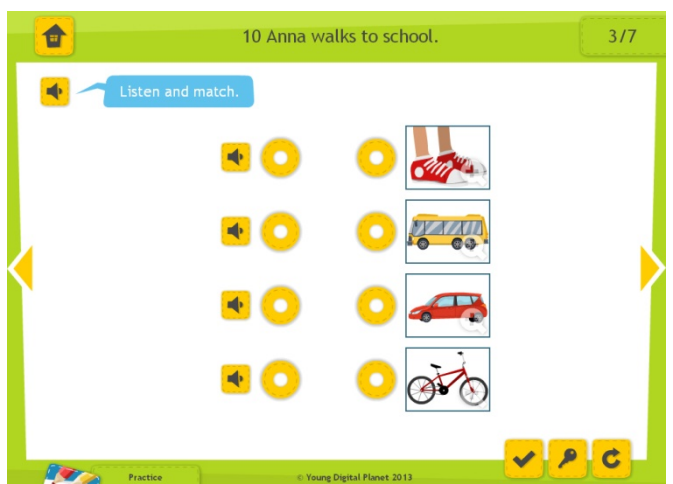
Alex: I go by car.



Audio4:

How do you get to school?

Kim: I walk.

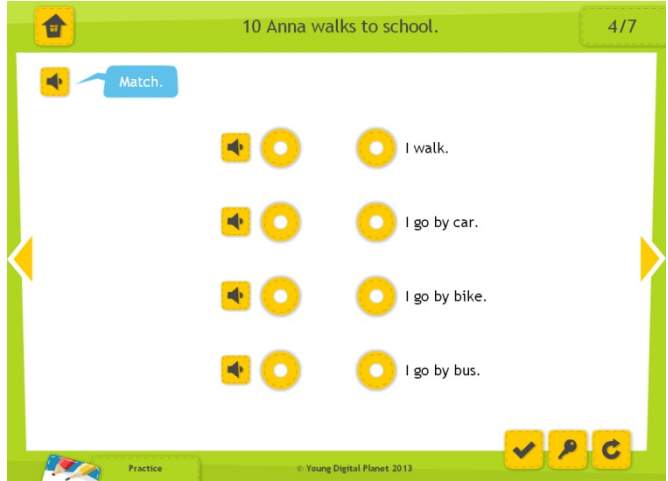


Note: Ask Ss to listen again and repeat all the sentences in chorus.

Screen 4

Key:

- 1 b
- 2 d
- 3 a
- 4 c

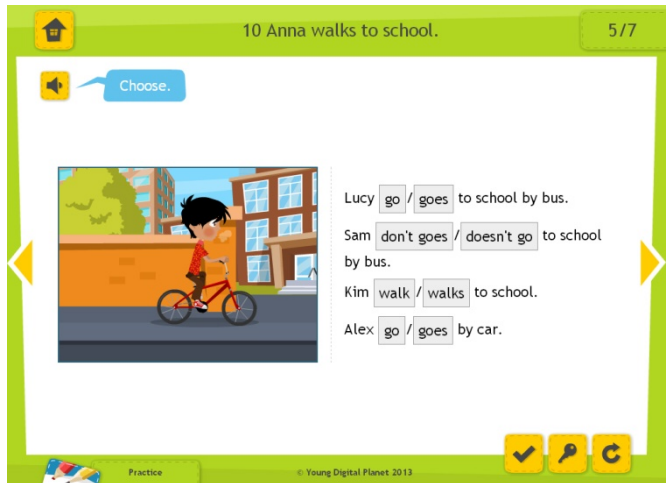


Listen to the sounds and match the sounds with the sentences on the right.

Screen 5

Key:

- 1 goes
- 2 doesn't go
- 3 walks
- 4 goes



Note: As a follow-up, give out Handout 2.

Handout 2

Look at the pictures and symbols. Choose the correct version and complete the words about transport.

✓ = I go

✗ = I don't go

1 	✓	I go / don't go to school by _____
2 	✗	She don't go / doesn't go by _____
3 	✓	She goes / go by _____
4 	✗	My mother goes / doesn't go to work by _____
5 	✓	He doesn't go / doesn't goes to school by _____

Ask students to choose the versions basing on the symbols of a tick and a cross. Check together by pointing to students who read their answers.

Key:

1 I go to school by car. 2 She doesn't go by bus.

3 She goes by bike. 4 My mother doesn't go by motor. 5 He goes to school by bus

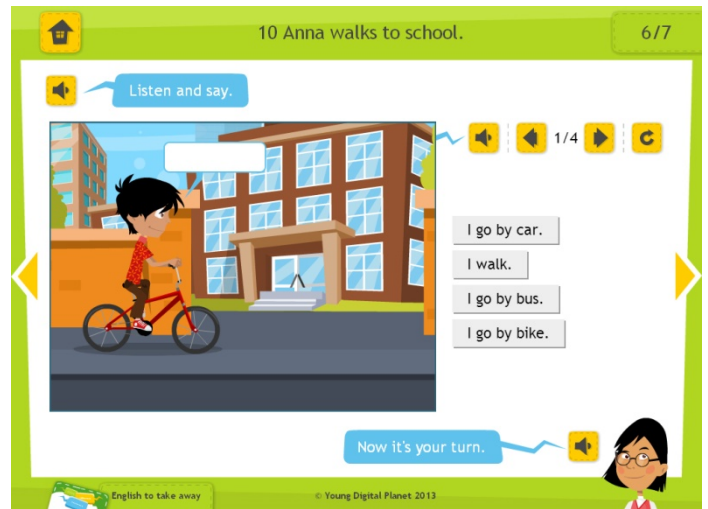
Screen 6

Lucy: *I go by bus.*

Sam: *I go by bike.*

Alex: *I go by car.*

Kim: *I walk.*



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 sentences.
2. Click on the audio and listen to the sentence.
3. Drag and drop the correct sentence into the speech bubble.
4. Repeat as many times as you want to.

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

Tell students to work in pairs and talk about how they get to school.

Note: As an extension, divide Ss into groups of 4 and give each group a different form of transport (tell them what it is, or give out a picture)

If possible, each group should get a different one but give two groups the same if there are too many Ss).

Tell Ss to walk around the class trying to find out how many people use this type of transport when they go to school. Give out Handout 3 for the class survey.

Handout 3

bus	car	bicycle	train	walk

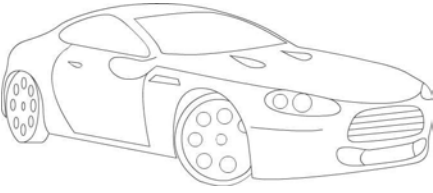
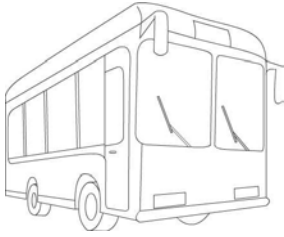
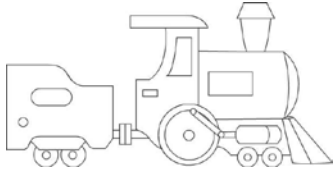
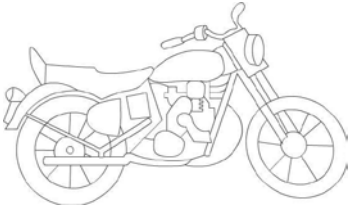
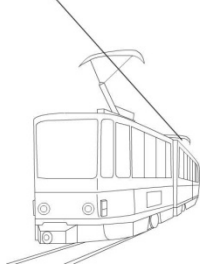
Practice an example dialogue before they start:

How do you get to school?
I go by...
I walk.

At the end, have Ss report back about their findings. E.g. *Ten students go to school by bus. Seven students walk to school. etc*

Handout 1

Look at the pictures and write words for transport

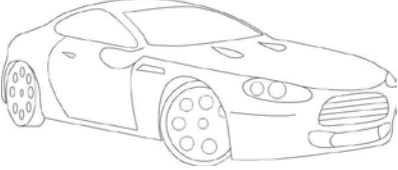
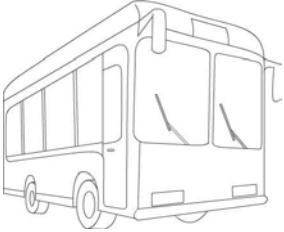
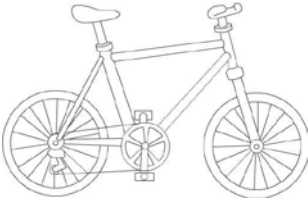
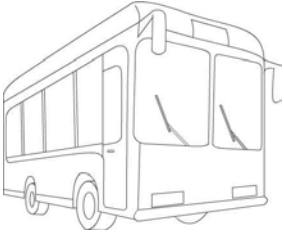
1	2	3
 _____	 _____	 _____
4	5	6
 _____	 _____	 _____

Handout 2

Look at the pictures and symbols. Choose the correct version and complete the words about transport.

✓ = I go

✗ = I don't go

 1	✓	I go / don't go to school by _____ .
 2	✗	She don't go / doesn't go by _____ .
 3	✓	She goes / go by _____ .
 4	✗	My mother goes / doesn't go to work by _____ .
 5	✓	He doesn't go / doesn't goes to school by _____ .

Handout 3

bus	car	bicycle	train	walk

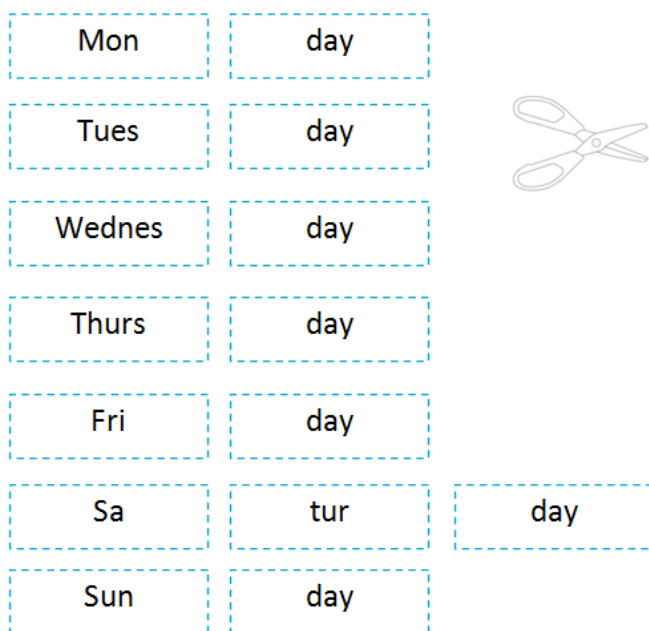
Friends 4 Lesson 11		The days of the week.		Pronunciation	
Aims	Speaking	Contents	Grammar Passive use of Present Simple - talking about daily routines	Checklist	1 Master Handout (1 pair work handout – cut out: word puzzle)
	Pronunciation – the days of the week		Vocabulary Monday Tuesday Wednesday Thursday Friday Saturday Sunday The weekend		Blue tack Coloured pencils
Language Analysis					
Hint: In BrE and standard AmE the accent in the days of the week falls on the first syllable. The unaccented, last syllable: –<i>day</i> we pronounce /dei/, which rhymes with <i>say</i> or <i>way</i>. In some American Southwest states, however they pronounce it /di:/ which rhymes with <i>see</i> or <i>bee</i>. The <i>weekend</i> is pronounced differently in BrE and AmE - the stress is on the first syllable in BrE and on the second one in AmE.					

Procedure

Warm-up Off the screens

1. Give out Handout 1: the sets of word puzzle with days of the week (word puzzle elements need to be cut out)

Handout



2. Ask students to work in pairs and put the words together and in the correct order from *Monday* to *Sunday* as fast as they can.
3. Tell students to put their hands up when they have finished.
4. When everybody is ready, ask the representative of each pair in the order they have finished to stick the first day of the week on the board with blue tack, then the second pair the following day and so on until all the days of the week are on the board.

Screen 2

Let's tap out the days of the week.

*Monday Tuesday Wednesday Thursday
Friday Saturday Sunday*

The weekend



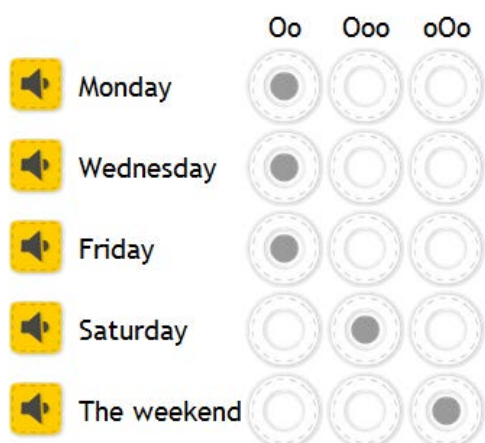
Ask Ss to sing and clap their hands.

Screen 3

Teacher:

*Monday
Wednesday
Friday
Saturday
The weekend*

Key:



Screen 4

Audio:

*I go to school on Monday.
I go to school on Tuesday.
I go to school on Wednesday.
I go to school on Thursday.
I go to school on Friday.*



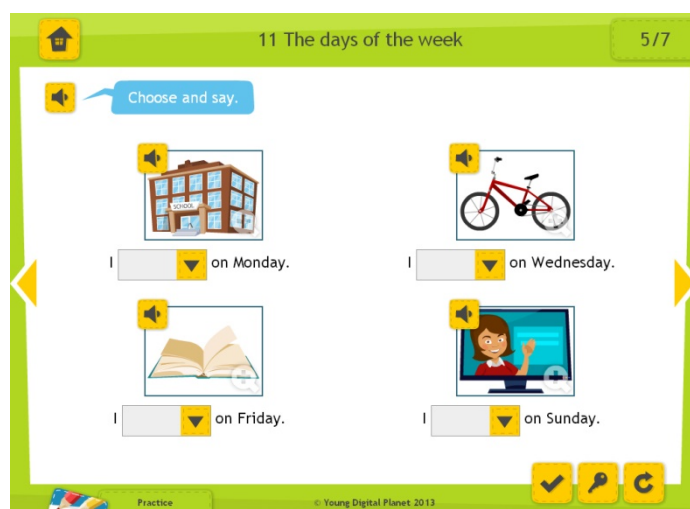
Watch the animation and see the ball bounce.
Listen and join in.

Screen 5

Audio1: *I go to school on Monday.*
Audio2: *I ride my bike on Wednesday.*
Audio3: *I read a book on Friday.*
Audio4: *I watch TV on Sunday.*

Key: (from left to right)

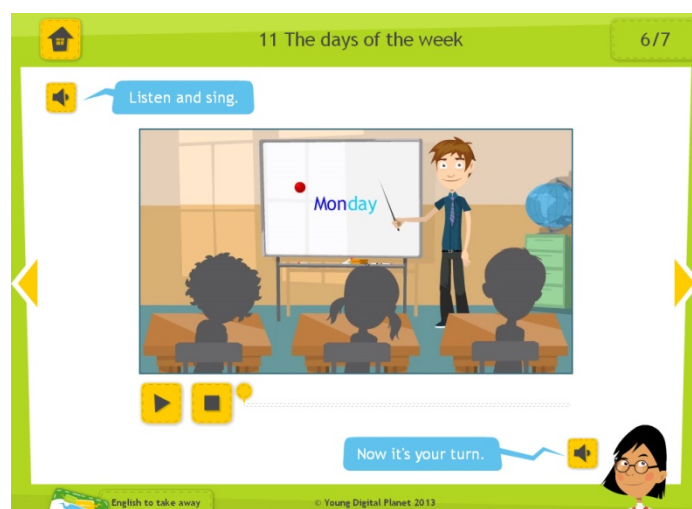
- 1 go to school
- 2 ride my bike
- 3 read a book
- 4 watch TV



Screen 6

Audio:

Mon.day Tues.day Wednes.day
Thurs.day Fri.day Sat.ur.day
Sun.day Mon.day Tues.day
Wednes.day
Thurs.day Fri.day the week.end



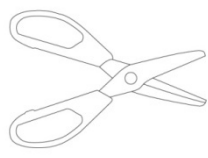
Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practice fluency or vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the animation and join in.

After students have listened and sung, ask them to write the days of the week on separate pieces of paper using the colour scheme as on the screen: accented (stressed) syllable dark blue, unaccented (unstressed/weak) syllable light blue.

1. Nominate the first student to chant the first word of his/her choice.
2. Ask the rest of the students to repeat after their classmate and stand up when the syllable is dark blue (accented/stressed) and sit down when it is light blue (unaccented/unstressed).
3. Then the first student nominates the next one to chant another day of the week.
4. Continue until each student has chanted one word.

Handout

Mon	day	
Tues	day	
Wednes	day	
Thurs	day	
Fri	day	
Sa	tur	day
Sun	day	

Friends 4 Lesson 12		<i>I can spell the days!</i>		Skills	
Aims	Listening and writing Identifying and writing the days of the week Spelling of days of the week	Contents	Grammar Passive use of Present Simple - talking about daily routines in the present Vocabulary Days of the week	Checklist	2 Master Handouts (1 individual work – word search 1 pair work – spelling contest)
Language Analysis					
Learning to spell is important because it helps students to develop a good level of literacy. In English-speaking countries we spell out certain words in everyday life: at the office, in telephone conversations etc. as English pronunciation often differs greatly from the spelling.					

Procedure

Warm-up Off the screens

1. Give out handout with Word Search (Handout 1)

Handout 1

T	U	E	S	D	A	Y	M	D	A	Y	S
H	W	E	R	T	Y	U	O	I	P	S	D
U	D	N	G	W	E	D	N	S	D	A	Y
R	F	M	H	A	M	X	D	W	P	T	C
S	C	O	K	E	C	E	A	E	U	U	R
D	V	F	R	I	D	A	Y	E	T	R	I
A	B	P	L	W	A	D	P	K	S	D	E
Y	N	G	C	R	Z	S	U	N	D	A	Y
W	E	E	K	E	N	D	E	L	O	Y	T

2. Ask students to find 10 words as in the key.
3. When they have finished, ask them to compare their answers with another student.

Key:

T	U	E	S	D	A	Y	M	D	A	Y	S
H	W	E	R	T	Y	U	O	I	P	S	D
U	D	N	G	W	E	D	N	S	D	A	Y
R	F	M	H	A	M	X	D	W	P	T	C
S	C	O	K	E	C	E	A	E	U	U	R
D	V	F	R	I	D	A	Y	E	T	R	I
A	B	P	L	W	A	D	P	K	S	D	E
Y	N	G	C	R	Z	S	U	N	D	A	Y
W	E	E	K	E	N	D	E	L	O	Y	T

Screen 2

Lucy: Hello class! Today we have a spelling test!

Lucy: How do you spell ... Monday?

Aliens together: M O N D A Y, Monday!

Lucy: What? Please be quiet! Now, let's try again. How do you spell Tuesday?

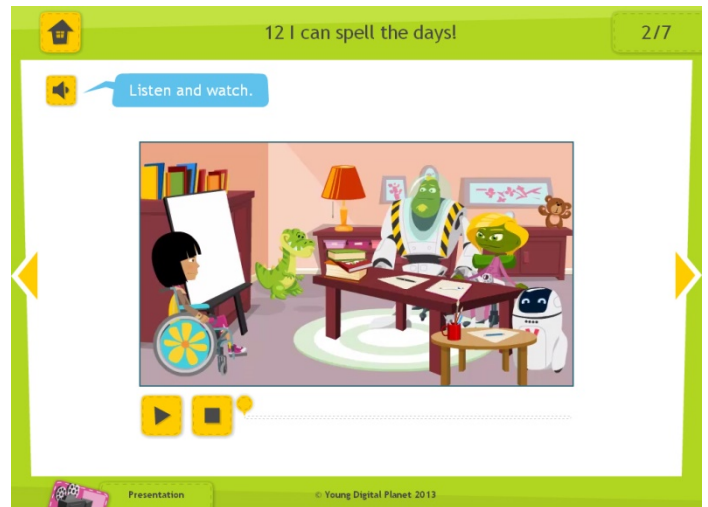
Aliens together: T U E S

Alien 1: It's my turn!

Alien 2: D A Y, Tuesday!

Lucy: I know. Now you write it.

Lucy: How do you spell Wednesday?

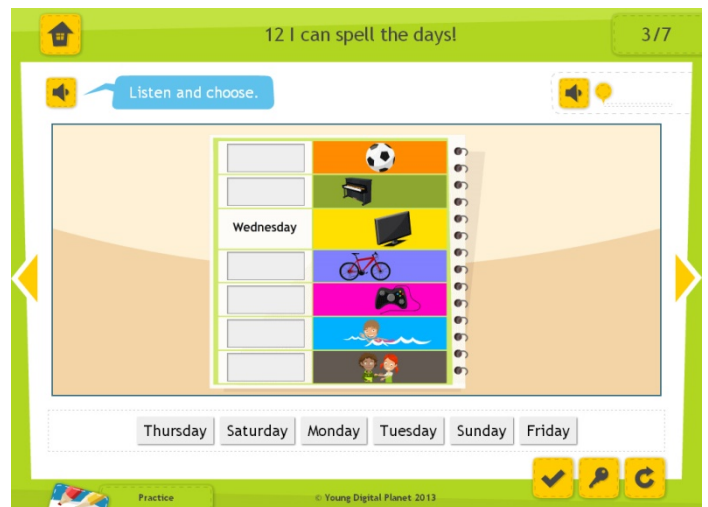


Watch again, mute the sound, ask Ss to spell the words.

Screen 3

Key:

- 1 Monday
- 2 Tuesday
- 3 Wednesday
- 4 Thursday
- 5 Friday
- 6 Saturday
- 7 Sunday

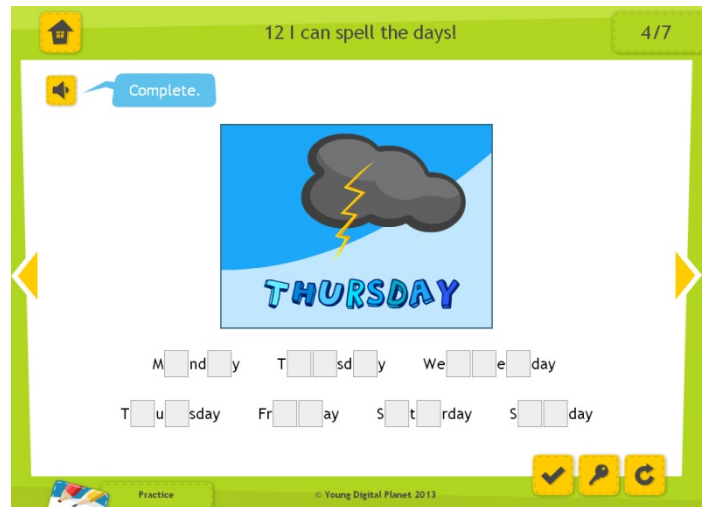


Drag and drop the words into the correct box.

Screen 4

Key:

- 1 Monday
- 2 Tuesday
- 3 Wednesday
- 4 Thursday
- 5 Friday
- 6 Saturday
- 7 Sunday



12 I can spell the days! 4/7

Complete.

THURSDAY

M nd y T sd y We e day

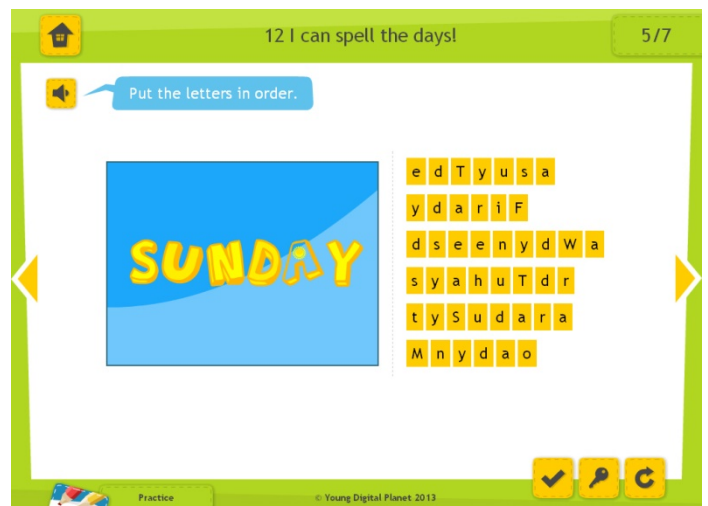
T u sday Fr ay S t rday S day

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Screen 5

Key:

- 1 Tuesday
- 2 Friday
- 3 Wednesday
- 4 Thursday
- 5 Saturday
- 6 Monday



12 I can spell the days! 5/7

Put the letters in order.

SUNDAY

e	d	T	y	u	s	a		
y	d	a	r	i	F			
d	s	e	e	n	y	d	W	a
s	y	a	h	u	T	d	r	
t	y	S	u	d	a	r	a	
M	n	y	d	a	o			

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Screen 6

Audio:

Lucy: How do you spell Monday?

M-o-n-d-a-y
T-u-e-s-d-a-y
W-e-d-n-e-s-d-a-y
T-h-u-r-s-d-a-y
F-r-i-d-a-y
S-a-t-u-r-d-a-y
S-u-n-d-a-y



Ask students to look at the picture and listen to the dialogue.

Ask students to work in pairs and ask each other *Can you spell ...?* and choose the day.

Ask 7 volunteers to come to the front and assign each of them one day to spell in front of the class.

Additional activity: Spelling Contest.

1. Give out Handout 2
2. Ask students to work in pairs, give out handout 'Player 1' to one student and 'Player 2' to the other.

Handout 2

Player 1	Points	Player 2	Points
_____ a _	—	Monday	—
Thursday	—	_____ d _	—
_____ a _	—	Saturday	—
Wednesday	—	_____ d _ y	—
_____ a _	—	Tuesday	—
Sunday	—	_____ a y	—
_____	—	Friday	—
weekend	—	_____ e _	—
Total score:	—	Total score:	—

3. The object of the game is to guess the day of the week, fill in the gaps and spell it to their partners in turns, for each correctly spelled letter they get 1 point. Tell them not to show their sheets to each other.
4. Ask players 1 to start and players 2 to check if the spelling is correct and award players 1 with points.
5. After the first round ask students to swap and now players 2 guess the word and spell it.

Handout 1

T	U	E	S	D	A	Y	M	D	A	Y	S
H	W	E	R	T	Y	U	O	I	P	S	D
U	D	N	G	W	E	D	N	S	D	A	Y
R	F	M	H	A	M	X	D	W	P	T	C
S	C	O	K	E	C	E	A	E	U	U	R
D	V	F	R	I	D	A	Y	E	T	R	I
A	B	P	L	W	A	D	P	K	S	D	E
Y	N	G	C	R	Z	S	U	N	D	A	Y
W	E	E	K	E	N	D	E	L	O	Y	T

Handout 2

Player 1	Points
_____ a _	—
Thursday	—
_____ a _	—
Wednesday	—
_____ a _	—
Sunday	—
_____	—
weekend	—
Total score:	—

Player 2	Points
Monday	—
_____ d _	—
Saturday	—
_____ d _ y	—
Tuesday	—
_____ a y	—
Friday	—
_____ e _	—
Total score:	—

Friends 4 Lesson 13		<i>I can count to twenty!</i>		Vocabulary	
Aims	Recognising and saying numbers from 11-20.	Contents	Counting up to 20. Vocabulary Numbers from 11 to 20	Checklist	2 Master Handouts (2 individual work handouts – <i>Can you count?</i> and Bingo)
Language Analysis					
0 zero (nought (BrE) or zero (AmE)) 1 one 11 eleven /ɪˈleɪv(ə)n/ 2 two 12 twelve /twelv/ 3 three 13 thirteen /θəˈtiːn/ 4 four 14 fourteen /fɔːˈtiːn/ 5 five 15 fifteen (note "f", not "v") /fɪfˈtiːn/ 6 six 16 sixteen /sɪksˈtiːn/ 7 seven 17 seventeen /seɪv(ə)nˈtiːn/ 8 eight 18 eighteen (only one "t") /eɪˈtiːn/ 9 nine 19 nineteen /ˌnaɪnˈtiːn/ 10 ten 20 twenty /ˈtwenti/					

Procedure

Warm-up Off the screens

How many? – vocabulary revision

1. Divide students into three groups and give each group four objects in the classroom to count, e.g.
Group 1: windows, desks, notebooks, boards
Group 2: doors, books, computers, rubbers
Group 3: lamps, chairs, pencils, rulers
2. When they have finished counting, ask each student to write one of the findings on the board, e.g. 2 windows, 9 books etc.

Screen 2

Pat: *Two sixes... one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve*

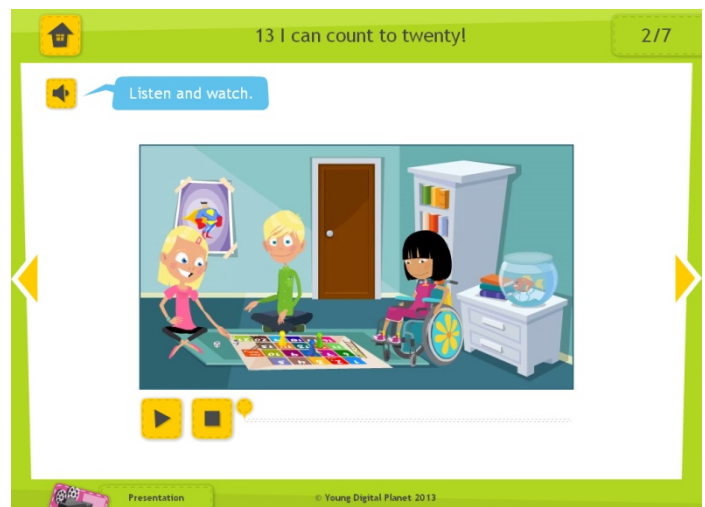
OK, now I'm on twenty. Oh! But there's a snake. Your turn, Alex.

Seven! One, two, three, four, five...seventeen, eighteen and ...nineteen! Your turn, Lucy!

Now I go from 14 to one, two, three, four...eighteen! Your turn, Pat.

Sixteen! Your turn again, Alex.

Two...fifteen...Oh no....Oh yes!



Screen 3

Audio 1: *Eleven*
Audio 2: *twelve*
Audio 3: *thirteen*
Audio 4: *fourteen*
Audio 5: *fifteen*
Audio 6: *sixteen*
Audio 7: *seventeen*
Audio 8: *eighteen*
Audio 9: *nineteen*
Audio 10: *twenty*

Key:

See the text above (from left to right)

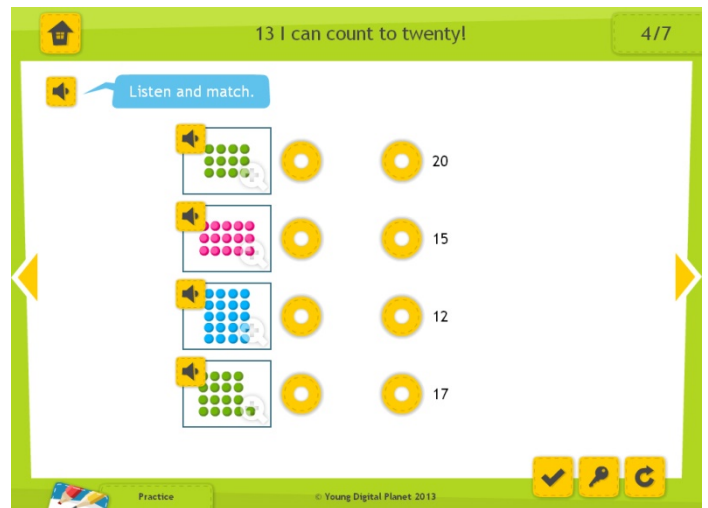
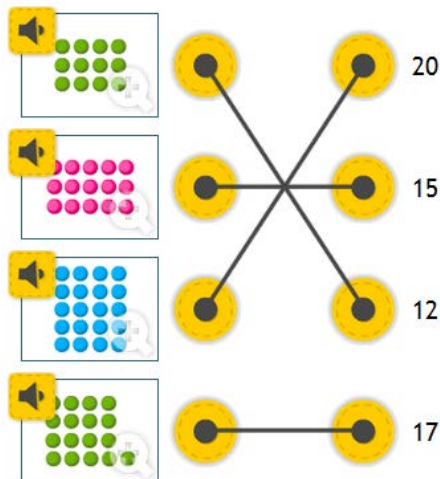


Students listen and choose the right number.

Screen 4

Audio 1: *20*
Audio 2: *15*
Audio 3: *12*
Audio 4: *17*

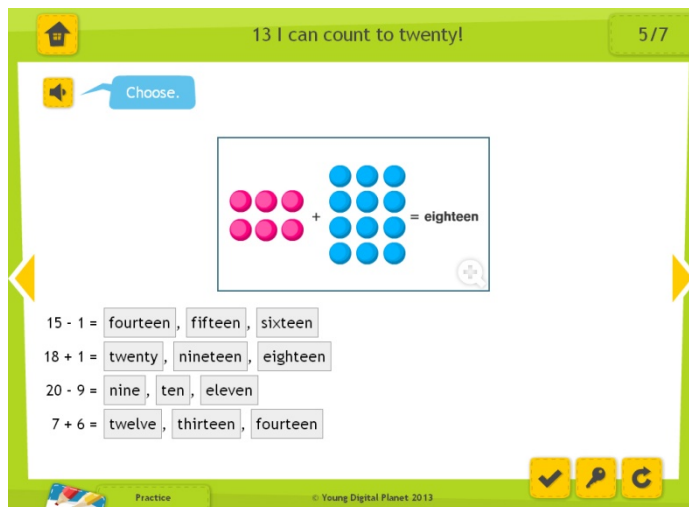
Key:



Screen 5

Key:

- 1 fourteen
- 2 nineteen
- 3 eleven
- 4 thirteen



13 I can count to twenty! 5/7

Choose.

15 - 1 = fourteen, fifteen, sixteen

18 + 1 = twenty, nineteen, eighteen

20 - 9 = nine, ten, eleven

7 + 6 = twelve, thirteen, fourteen

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Additional activity

Give out Handout 1

Handout 1

1	nine + seven =	
2	ten + three =	
3	eight + ten =	
4	one + thirteen =	
5	fifteen - three =	
6	twelve - one =	
7	seven + eight =	
8	nineteen - two =	
9	ten + ten =	
10	sixteen + three =	

1. Ask students to fill in the results.
2. When they have finished, tell them to compare their answers in groups of four.
3. Finally choose individual students to read out the full sentence.

Key:

1 sixteen **2** thirteen **3** eighteen **4** fourteen **5** twelve
6 eleven **7** fifteen **8** seventeen **9** twenty **10** nineteen

Screen 6



Click the start button.

Listen to the number. See the counter go onto the number.

Repeat the number.

Additional activity

Give out Handout 2 – play Bingo

Handout 2

1. Give out the bingo grids.
2. Ask students to fill in the grids with numbers from 1 – 20. They can choose any numbers they like.
3. Read out the numbers, students cross the numbers you have read in their grids.
4. Continue until one of the players wins. The winner completes the line of 4 crossed numbers vertically, horizontally or diagonally. You might like to give out a prize, such as a sweet, to the winner.

Handout 1

1	nine + seven =	
2	ten + three =	
3	eight + ten =	
4	one + thirteen =	
5	fifteen – three =	
6	twelve – one =	
7	seven + eight =	
8	nineteen – two =	
9	ten + ten =	
10	sixteen + three =	

Handout 2

Friends 4 Lesson 14		What's the time?		Grammar & Functions	
Aims	Telling the time	Contents	Grammar Question: <i>What's the time?</i> <i>It's ... o'clock.</i>	Checklist	1 Master Handout – (pair work handout)
	Vocabulary <i>o'clock</i> <i>morning</i> <i>afternoon</i> <i>evening</i>				
	<i>What's the time?</i> <i>It's ten o'clock.</i> Revision of numbers				
Language Analysis					
Telling time is important for practical daily conversation.					
There are many accepted ways of telling the time when it is a full hour:					
 It's seven o'clock					
<i>It's 7:00. / It's seven.</i> <i>It's 7 o'clock.</i> <i>It's 7 am / It's 7 pm</i> <i>It's exactly 7 o'clock.</i> <i>It's 7 (o'clock / am /pm) on the dot.</i> <i>It's 7 (o'clock / am /pm) sharp.</i> <i>It's seven in the morning /in the evening.</i> <i>am</i> stands for the Latin phrase <i>ante meridiem</i> - which means 'before noon' - and <i>pm</i> stands for <i>post meridiem</i> : 'after noon'. <i>Noon</i> or <i>midday</i> is 12:00 during the day. <i>Midnight</i> is 12:00 at night.					

Procedure

Warm-up Off the screens

1. Ask a volunteer to draw a clock face on the board.
2. Ask another student to add numbers to the clock face.
3. When your clock is ready, ask students to count hours around the clock together. You can start saying: *Ready, steady, go 1,2,3,4,5,6,7,8,9,10,11,12.*
4. Now ask the students to count the hours around the clock backwards: *12,11,10,9,8,7,6,5,4,3,2,1.*

Screen 2

Children chant all together: *What's the time Mr Wolf?*

Alex shouts: *It's one o'clock!*

Children: *One o'clock!*

Children: *What's the time Mr Wolf?*

Alex shouts: *It's three o'clock!*

Children: *One o'clock, two o'clock, three o'clock!*

Children: *What's the time Mr Wolf?*

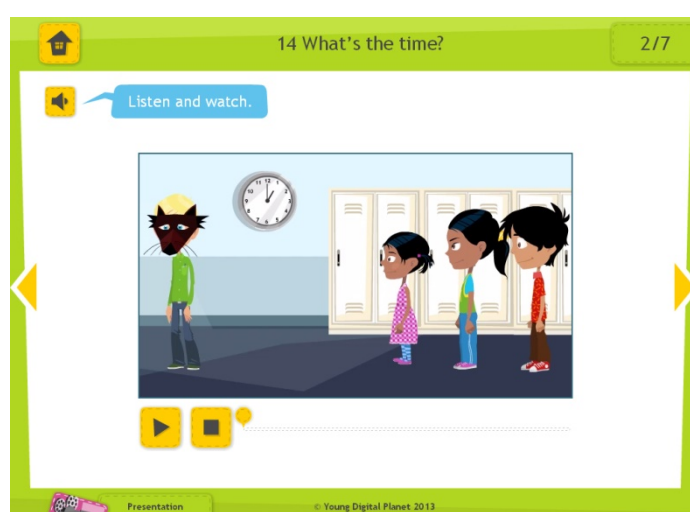
Alex shouts: *It's six o'clock!*

Children: *One o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock!*

Children: *What's the time Mr Wolf?*

Alex shouts: *It's dinner time!*

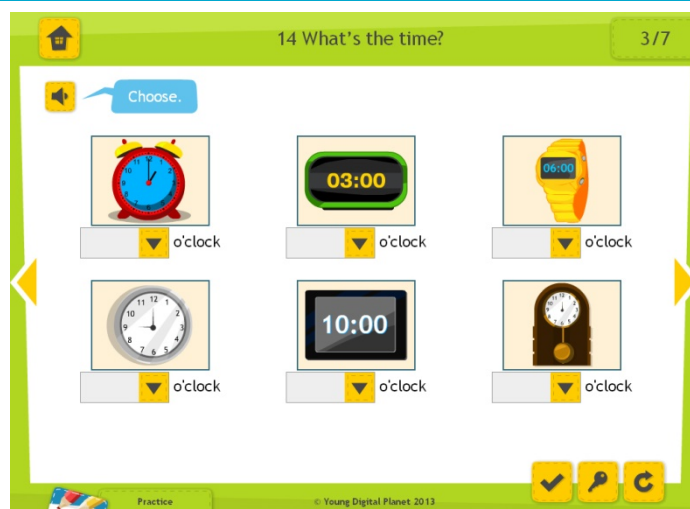
Kim, Sam and Jill: *'Aaahhhhhh'.*



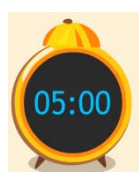
Screen 3

Key: (from left to right)

- 1 one o'clock
- 2 three o'clock
- 3 six o'clock
- 4 nine o'clock
- 5 ten o'clock
- 6 twelve o'clock



Screen 4



Audio 1: *It's five o'clock.*



Audio 2: *It's eleven o'clock.*



Audio 3: *It's seven o'clock.*

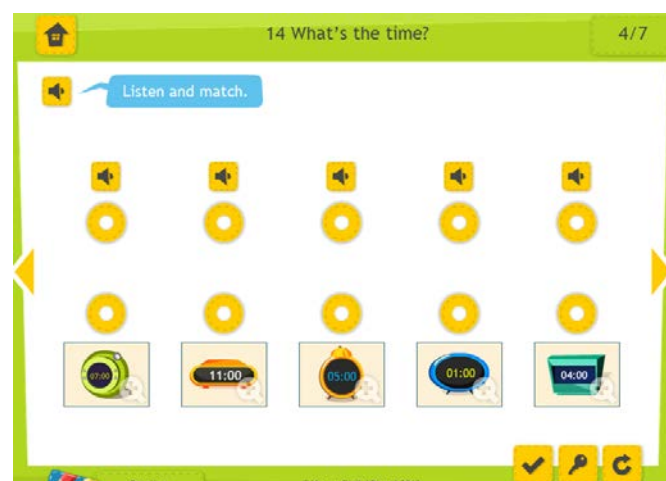


Audio 4: *It's four o'clock.*



Audio 5: *It's one o'clock.*

Key: see picture above (random order)



Screen 5

Audio1:

What time is it?

It's ten o'clock in the morning.

Audio2:

What time is it?

It's three o'clock in the afternoon.

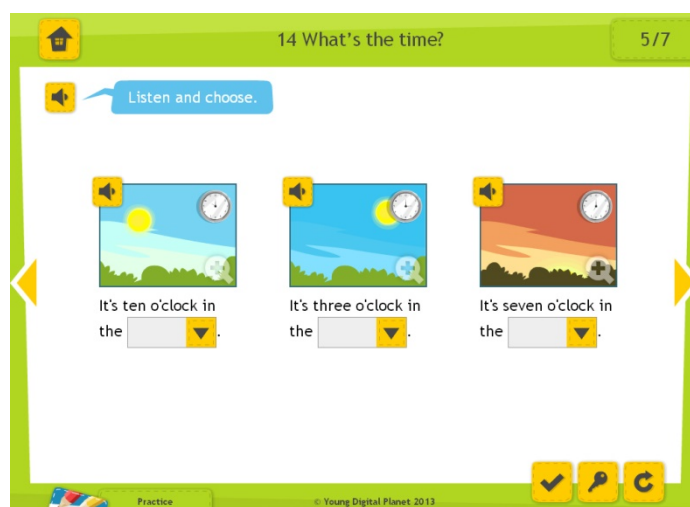
Audio3:

What time is it?

It's seven o'clock in the evening.

Key:

1 morning **2** afternoon **3** evening



Screen 6

Audio:

What's the time?

It's one o'clock.

It's two o'clock.

It's three o'clock.

It's four o'clock.

It's five o'clock.

It's six o'clock.

It's seven o'clock.

It's eight o'clock.

It's nine o'clock.

It's ten o'clock.

It's eleven o'clock.

It's twelve o'clock.



Let Ss play with the clock (move the hand of the clock).

Ask students to listen and repeat after the recording.

Ask them to work in pairs. Tell one person in the pair to ask the question What's the time? and move the short hand of the clock, the other student answers and they swap. Sound muted.

Additional activity

Give out the Handout.

Handout



Example: 5:00

It's five o'clock in the morning.

Clock 1 01:00 _____
 Clock 2 05:00 _____
 Clock 3 16:00 _____
 Clock 4 11:00 _____
 Clock 5 09:00 _____
 Clock 6 19:00 _____
 Clock 7 14:00 _____
 Clock 8 20:00 _____
 Clock 9 18:00 _____
 Clock 10 21:00 _____

1. Ask students to write what time it is in a full sentence under each clock. Include the time of the day, as in the example.
2. Ask volunteers to read out their answers.

Key:

1 It's one o'clock in the morning. **2** It's five o'clock in the morning. **3** It's four o'clock in the afternoon.
4 It's eleven o'clock in the morning. **5** It's nine o'clock in the morning. **6** It's seven o'clock in the afternoon. **7** It's two o'clock in the afternoon. **8** It's eight o'clock in the evening. **9** It's six o'clock in the afternoon. **10** It's nine o'clock in the evening.

Handout



Example: 5:00

It's five o'clock in the morning.

- Clock 1 01:00 _____
- Clock 2 05:00 _____
- Clock 3 16:00 _____
- Clock 4 11:00 _____
- Clock 5 09:00 _____
- Clock 6 19:00 _____
- Clock 7 14:00 _____
- Clock 8 20:00 _____
- Clock 9 18:00 _____
- Clock 10 21:00 _____

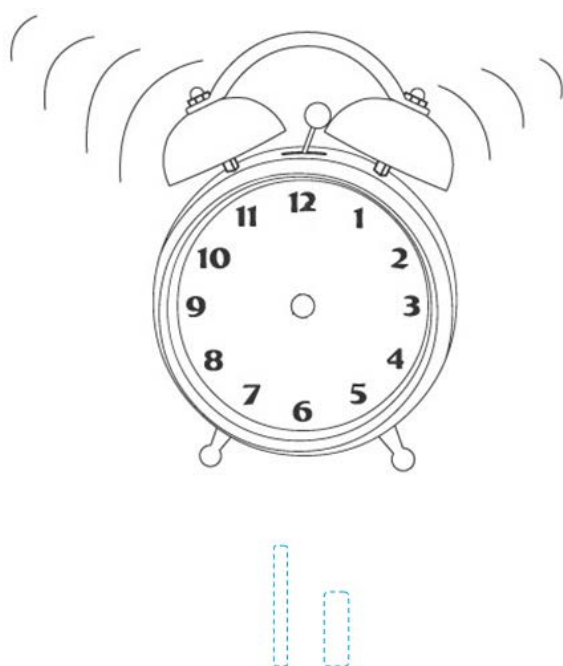
Friends 4 Lesson 15		<i>It's ten o'clock</i>		Grammar & Functions	
Aims	Asking the time (analogue and digital)	Contents	Grammar Question: <i>What's the time?</i> <i>It's ... o'clock.</i> Vocabulary <i>What's the time?</i> <i>It's ten o'clock.</i> <i>watch</i> (noun) <i>talk</i> <i>understand</i>	Checklist	Master handout (1 group work - clock)
Language Analysis					
Telling time is important for practical daily conversation. There are many accepted ways of telling the time when it is full hour:  traditional clock - seven o'clock/19.00 (nineteen hundred hours) for more formal contexts <i>It's 7:00. / It's seven.</i> <i>It's 7 o'clock.</i> <i>It's 7 am / It's 7 pm.</i> <i>It's exactly 7 o'clock.</i> <i>It's 7 (o'clock / am /pm) on the dot.</i> <i>It's 7 (o'clock / am /pm) sharp.</i> <i>It's seven in the morning /in the evening.</i> am stands for the Latin phrase <i>ante meridiem</i> –which means ‘before noon’–and pm stands for <i>post meridiem</i> : ‘after noon’. <i>Noon or midday</i> is 12:00 during the day. <i>Midnight</i> is 12:00 at night.					

Procedure

Warm-up Off the screens

1. Give out the clock (Handout): paper clock and two clock arms to be cut out.

Handout



2. Use the paper clock, which should be mounted on cardboard to make it stiffer and easier to work with, to show students the time, telling them what you do at the given time, e.g. 7.00: *I get up and have a shower*
3. Select one student and lend him/her the clock. Ask them to set a time and ask the rest of the class: *What's the time?*
4. Ask the class to tell the time: *It is 9 o'clock; It is 12:00 o'clock; etc.*
5. Ask student who gave a correct answer to set the clock and ask the class: *What's the time?*

Screen 2

Alien 1: I don't understand. What's the time ?

Alien 2: What does it say?

Alex: Don't be silly. It can't talk!

Look – there's the number '10'. It's ten o'clock.

Aliens: Ooooooh!

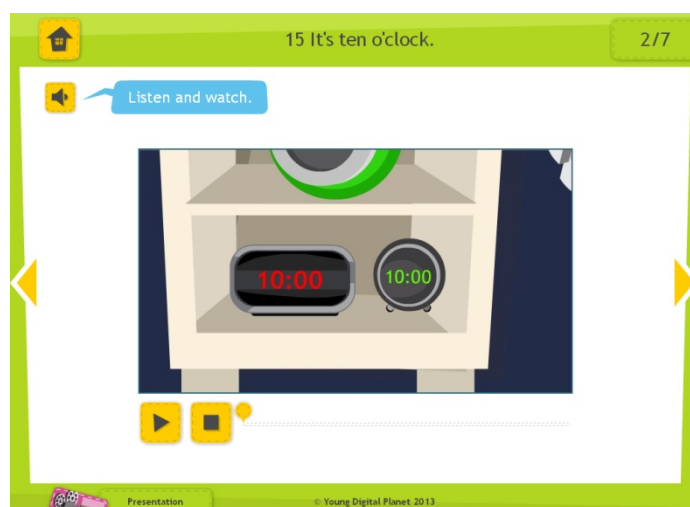
Alex: What time is it now? Look at the number ...

Alien 1: Er , look at the number, is it 11?

Alex: Yes, that's right. 11.

Aliens in unison: It's eleven o'clock.

Alex: Well done!



Screen 3

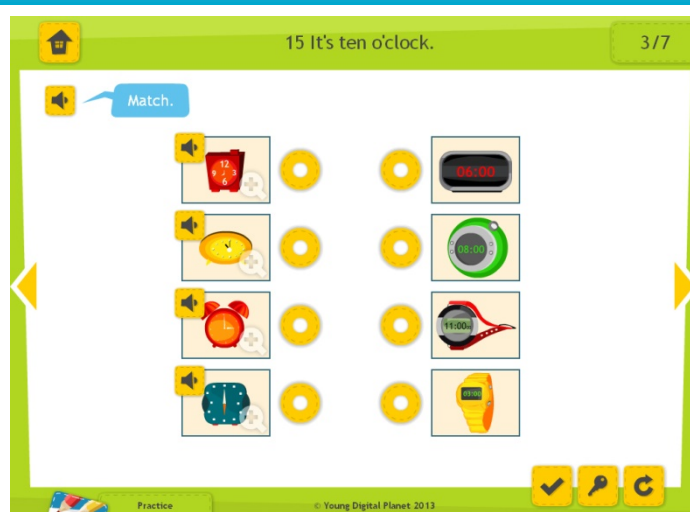
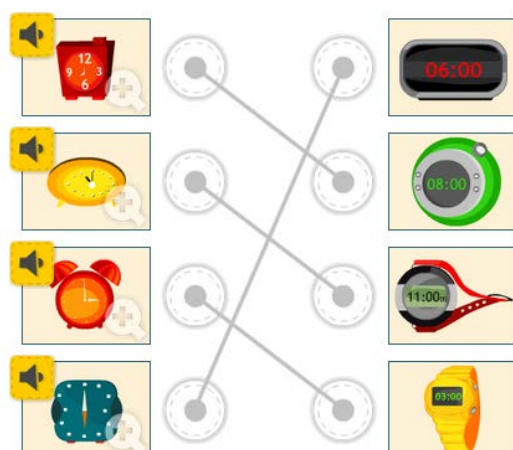
Audio 1: It's eight o' clock.

Audio 2: It's eleven o' clock.

Audio 3: It's three o'clock.

Audio 4: It's six o'clock.

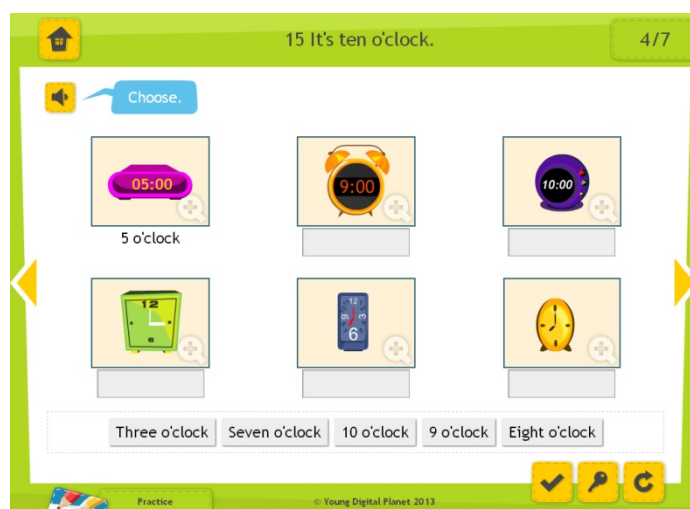
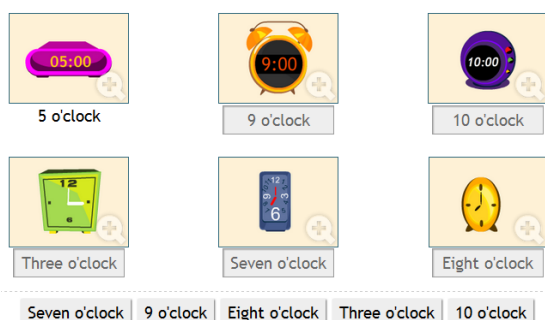
Key:



Screen 4

Key:

- 1 5 o'clock.
- 2 9 o'clock.
- 3 10 o'clock.
- 4 Three o'clock.
- 5 Seven o'clock.
- 6 Eight o'clock.



Screen 5

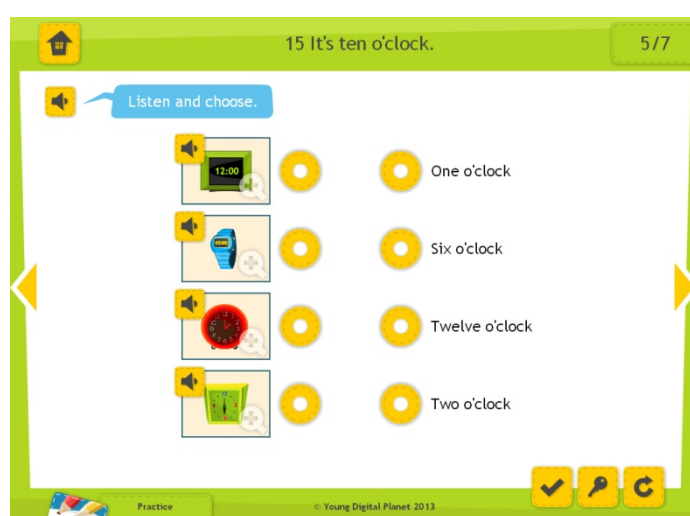
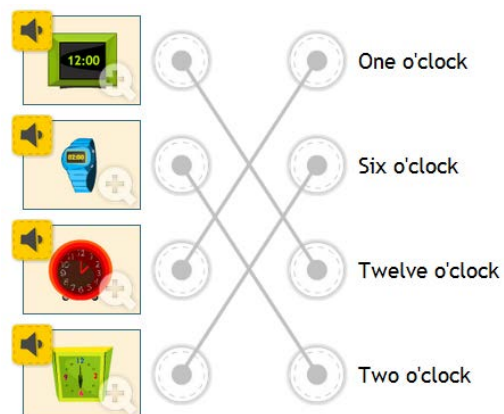
Audio 1: *It's twelve o' clock.*

Audio 2: *It's two o' clock.*

Audio 3: *It's one o' clock.*

Audio 4: *It's six o' clock .*

Key:



Screen 6

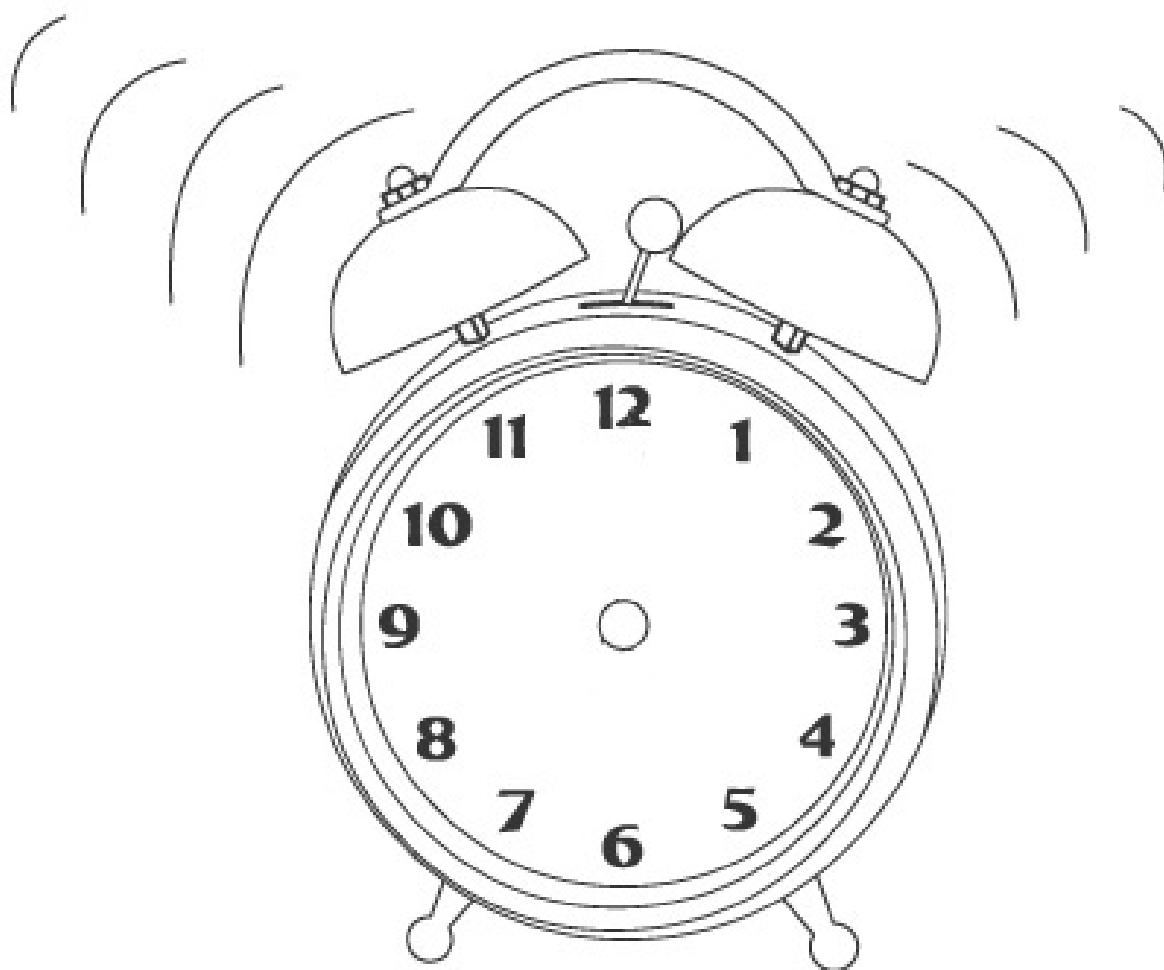
Audio1: *All the times e.g.
It's one o' clock ... two, three etc.*



Give the Ss these instructions for the 'Listen and Say' activity. The aim is to practise telling the time. Let Ss play with the screen.

1. Use the arrows.
2. Look at the clock and listen to the recording.
3. Next turn the sound off and ask each other question *What's the time?* in pairs, changing the digital clock on the screen in turns.

Handout



Friends 4 Lesson 16		What time do you get up?		Grammar & Functions	
Aims	Asking and telling the time	Contents	Grammar Questions: <i>What time do you ...?</i> Present Simple Talking about daily routines <i>What time do you get up?</i> <i>I get up at 7 o'clock.</i> Vocabulary Daily routine verbs: <i>get up</i> <i>have lunch</i> <i>have an English lesson</i> <i>go to bed</i> <i>go to sleep</i> <i>What time do you get up?</i> <i>At seven o'clock.</i> <i>sun</i> Everyday English: <i>Have a break</i>	Checklist	3 master handouts: Handout 1 – individual work – matching activity Handout 2 group work – activity cards Handout 3 – pair work, sentence puzzle (cut out)
Language Analysis					
We use Present Simple : - to talk about daily routines i.e. <i>Tom eats cereal for breakfast every day.</i> <i>He doesn't eat bananas.</i> - to give opinions i.e. <i>I like swimming. I don't like dancing.</i> - to talk about schedules i.e. <i>The bank opens at 8 o'clock. It doesn't open at 7 o'clock.</i> - to give facts i.e. <i>The sky is blue.</i>					
We form <i>Wh</i> -questions using an auxiliary verb (<i>do/does</i>), the main verb is in the base					

form:

question word + auxiliary verb + subject + verb

What time does the lesson start?

Where do you come from?

What does he do every day?

When do they finish their lessons?

Procedure

Warm-up Off the screens

1. Ask students *What time is it?*
2. Give out Handout 1 and ask students to draw 7 clocks with the correct time.

Handout 1

	It's one o'clock.
	It's four o'clock p.m.
	It's ten o'clock p.m.
	It's eight o'clock.
	It's eleven o'clock.
	It's six o'clock a.m.
	It's six o'clock p.m.

3. Ask students to compare their answers in pairs.

Screen 2

Alien 1: Kim, we're making a TV programme. Can you talk about the day here on your planet? What time does the sun get up?

Kim: It gets up at five o'clock but I get up at seven o'clock.

Alien: Then what do you do?

Kim: I go to school. We have an English lesson in the morning at nine o'clock.

Alien: Do you have a break after your English lesson?

Kim: Yes, of course. We have a break at 11 o'clock and we play with our friends.

Alien: And what time do you have lunch?

Kim: Lunch is ... at one o'clock. Yes, that's right, one o'clock.

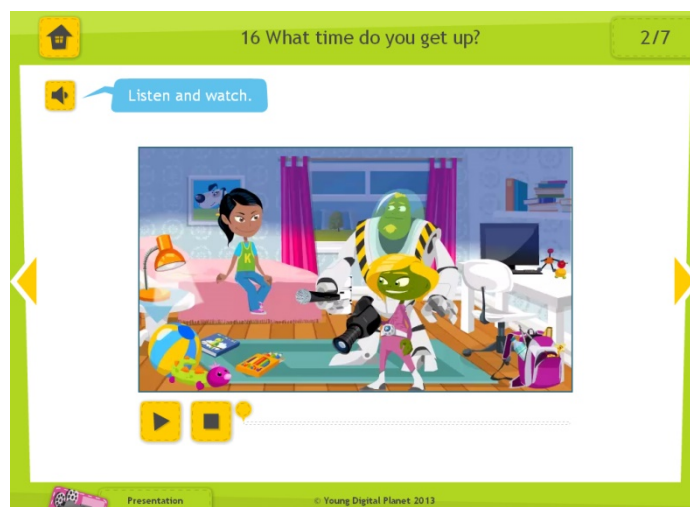
Alien 1: Thank you very much Kim!

Alien 2: No, no, no, one more thing!

Kim: What's that?

Alien 2: What time do you go to bed?

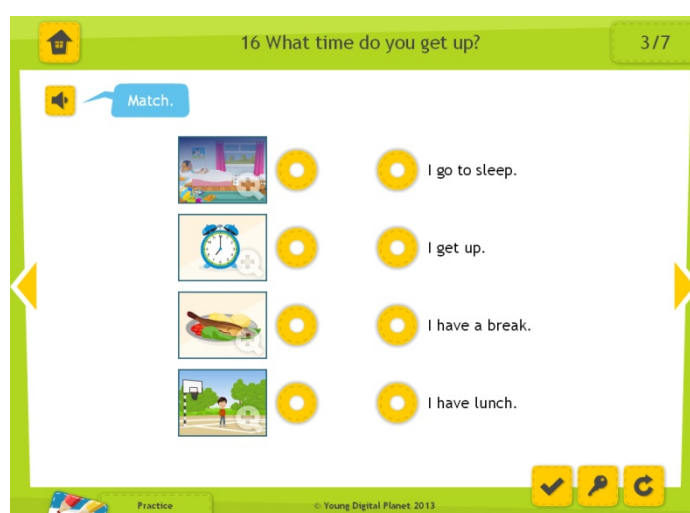
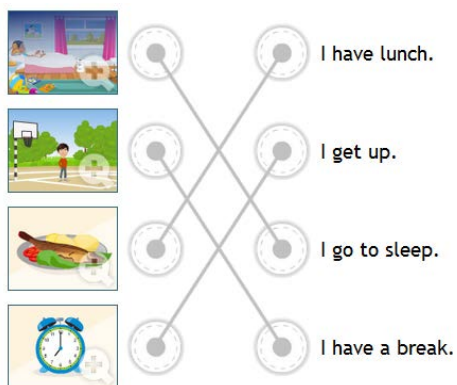
Kim: I go to bed at eight o'clock and I go to sleep at...



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.

Screen 3

Key: see pictures below (random order)



Screen 4

Key:

- 1 seven o' clock.
- 2 one o' clock
- 3 nine o' clock.
- 4 eleven o' clock
- 5 eight o' clock.
- 6 ten o'clock.



16 What time do you get up? 4/7

Listen and choose.

I get up at

We have lunch at

We have an English lesson at

We have a break at

I go to bed at

I go to sleep at

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 get up
- 2 have a break
- 3 have an English lesson
- 4 go to bed



16 What time do you get up? 5/7

Choose.

What time do you

What time do you

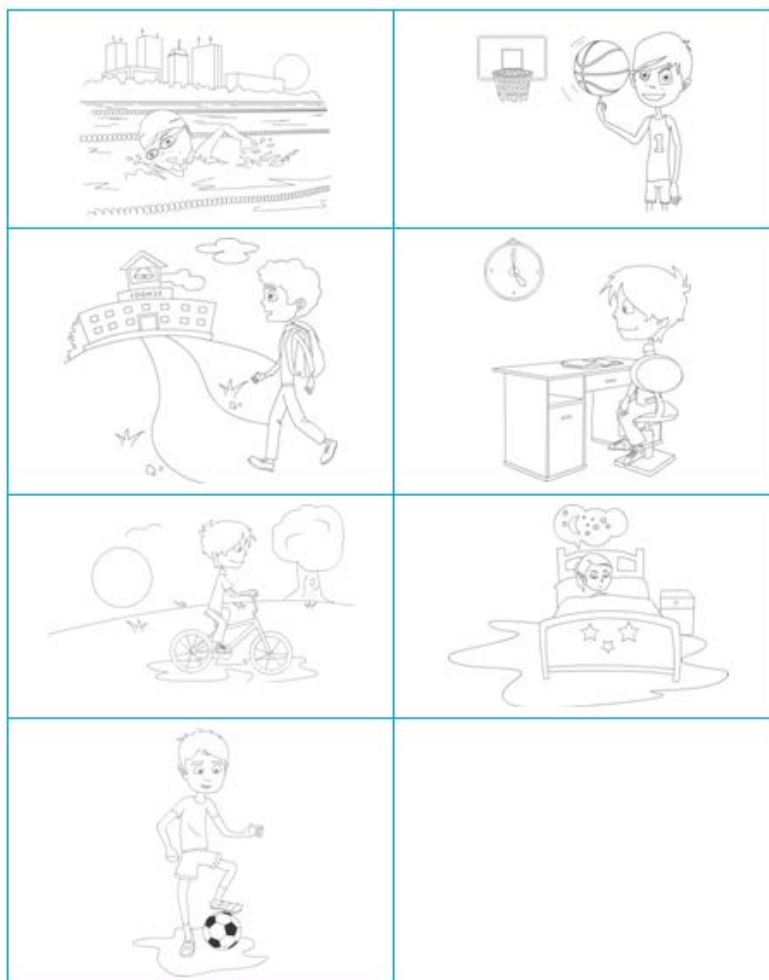
What time do you

What time do you

Practice © Young Digital Planet 2013

Additional activity – Handout 2

Handout 2



7 cards with activities (child riding a bike (the sun is rising); playing football, doing homework (clock indicates 5 p.m.); playing basketball, swimming (the sun is going down behind the swimming pool window); walking to school, going to sleep (clock indicates 10 p.m.)

Ss walk around the class, asking each other questions.

1. Ask students to pull 2 activity cards (Handout 2) and walk around the classroom and ask 2 other students *Do you....*+ activity from the card to report back what these students do.
2. Make sure all students know their questions, prompt students to use in the morning or at 10:00 o'clock when possible.
3. Tell students to take notes i.e. Kim plays football.
4. When they have finished, ask them to share their answers.

Screen 6

Audio:

*What time do you have lunch?
I have lunch at one o'clock.*

*What time do you have an English lesson?
We have an English lesson at eleven o'clock.*

*What time do you go to bed?
I go to bed at eight o'clock.*



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

1. Ask students to listen do the dialogue and repeat the sentences.
2. Tell them to fill in the gaps with the correct sentence.

Now it's your turn.

Tell students to work in pairs and ask each other the questions in turn and answer them.

Ask each student to report one of their partner's answers.

Additional activity

1. Give out sentence puzzle (Handout 3 – needs to be cut out)
2. Tell Ss to work in groups and put the sentences into pair of questions and answers.
3. Ask volunteers to read out the pairs.
4. Ask Ss to give their answers to the questions in their groups.

Key:

What time do you go to bed?

I go to bed at eight o'clock.

What time do you have lunch?

I have lunch at one o'clock.

What time do you have an English lesson?

I have an English lesson at eleven o'clock.

What time do you get up?

I get up at seven o'clock.

What time do you have a break?

I have a break at twelve o'clock.

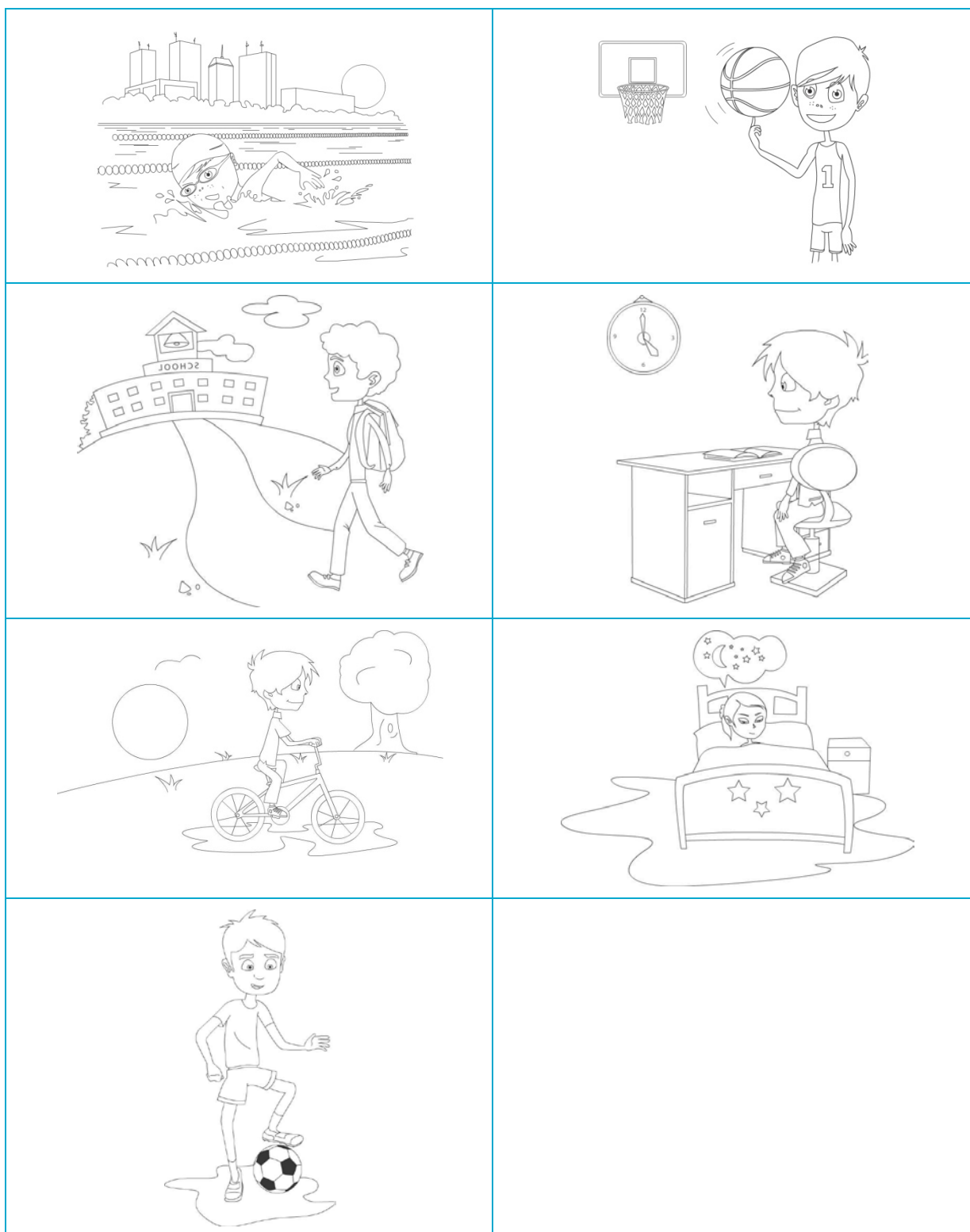
What time do you have breakfast?

I have breakfast at eight o'clock.

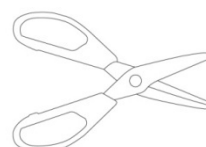
Handout 1

	It's one o'clock.
	It's four o'clock p.m.
	It's ten o'clock p.m.
	It's eight o'clock.
	It's eleven o'clock.
	It's six o'clock a.m.
	It's six o'clock p.m.

Handout 2



Handout 3



What time do you go to bed?

I go to bed at eight o'clock.

What time do you have lunch?

I have lunch at one o'clock.

What time do you have an English lesson?

I have an English lesson at eleven o'clock.

What time do you get up?

I get up at seven o'clock.

What time do you have a break?

I have a break at twelve o'clock.

What time do you have breakfast?

I have breakfast at eight o'clock.

Friends 4 Lesson 17		Nine or nineteen?		Pronunciation	
Aims	Speaking skills	Contents	Vocabulary	Checklist	1 Master handout – individual work
	Stress in numbers		thirteen fourteen fifteen sixteen seventeen eighteen nineteen		Coloured pencils
	Pronouncing two- syllable numbers : thirteen fourteen etc. with the correct stress on the second syllable				
Language Analysis					
Stress is an emphasis we put on certain syllables in words. There are 3 aspects of stress 1. a change of pitch within the syllable or change from the previous syllable 2. stressed syllables usually are longer than unstressed syllables 3. stressed syllables are generally louder than unstressed syllables Teens numbers are stressed on the second syllable. To pronounce it correctly, say the second syllable louder and longer and raise the pitch. Make the “t” in the second syllable very clear, make the “ee” long and exaggerate the final “n” sound. thirTEEN, fourTEEN, fifTEEN, sixTEEN, sevenTEEN, eighTEEN, nineTEEN					

Procedure

Warm-up Off the screens

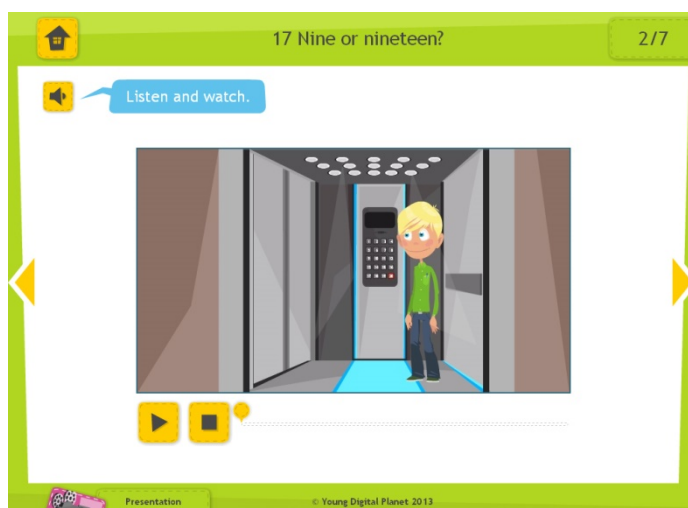
1. Ask students to stand in a circle and tell them they are going to count up from zero to twenty, moving around the circle from student to student.
2. Tell students with the even numbers to clap instead of count: the first student says "one," the second claps, the third student says "three," the fourth claps, and so on until they have moved around the circle.
3. Ask students to repeat the chant but this time clap every third or fifth number.

Screen 2

Lift voice: 1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17 18 19 20.

Lift voice: 3,13, 4,14, 5,15, 6,16, 7,17,
8,18, 9,19, 12, 20.

Alex: Phew!



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. Play the animation again, mute the sound, ask Ss to say the numbers.

Screen 3

Audio1: fifteen

Audio2: sixteen

Audio3: seven

Audio4: seventeen

Audio5: eighteen

Audio6: twenty

Key: (from left to right)

1 teen **2** teen **3** se **4** teen **5** teen **6** twen



Listen and choose the part the word that is stressed.

Note: stress is an emphasis we put on certain syllables in words.

Teens numbers are stressed on the second syllable. To pronounce it correctly, say the second syllable louder and longer and raise the pitch. Make the “t” in the second syllable very clear, make the “ee” long and exaggerate the final “n” sound.

thirTEEN, fourTEEN, fifTEEN, sixTEEN, sevenTEEN, eighTEEN, nineTEEN

Additional activity

1. Explain what stress is to the students and give out the Handout.

Handout

nineteen	thirty	thirteen
fifteen	sixteen	twelve
seven	seventeen	fourteen
eighteen	twenty	forty

2. Ask students to look at the first three words, and tell them that the stressed

syllables have been marked in blue.

3. Read the words exaggerating the stressed syllables, ask students to repeat chorally.
4. Read the words again and ask individual students to repeat.
5. Next, ask students to mark in blue the stressed syllables in the remaining words.
6. Give students a few minutes to think and then read the words exaggerating the stressed syllables.
7. Ask students to compare their answers in pairs.
8. Nominate students to read out the words.

Key:

fifteen, sixteen, twelve
seven, seventeen, fourteen
eighteen, twenty, forty

Screen 4

Audio1: I'd like Number 19.

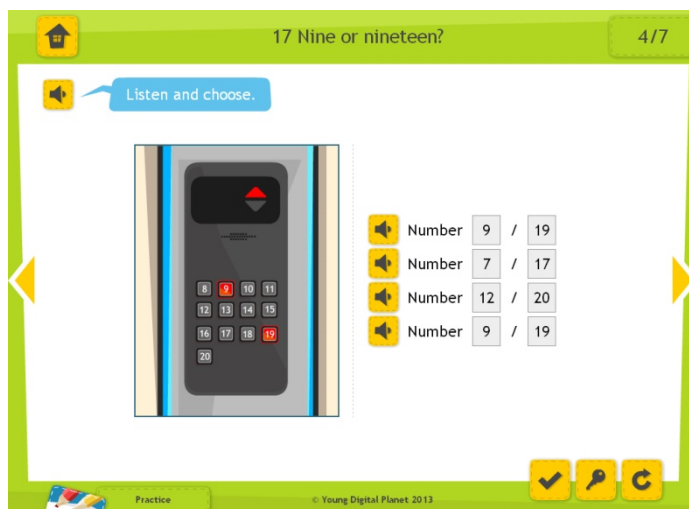
Audio2: I'd like Number 17

Audio3: I'd like Number 12

Audio4: I'd like Number 9

Key:

1 19 2 17 3 12 4 9



17 Nine or nineteen? 4/7

Listen and choose.

Number 9 / 19

Number 7 / 17

Number 12 / 20

Number 9 / 19

Practice © Young Digital Planet 2013

Screen 5

Audio1: *Eight*

Audio2: *Thirteen*

Audio3: *Sixteen*

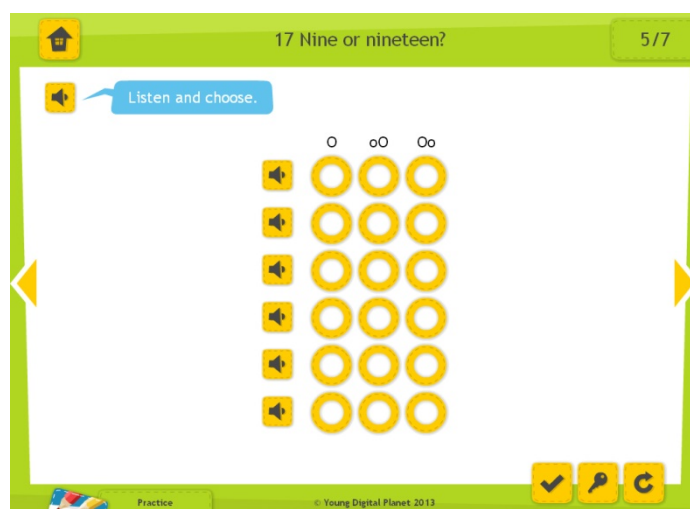
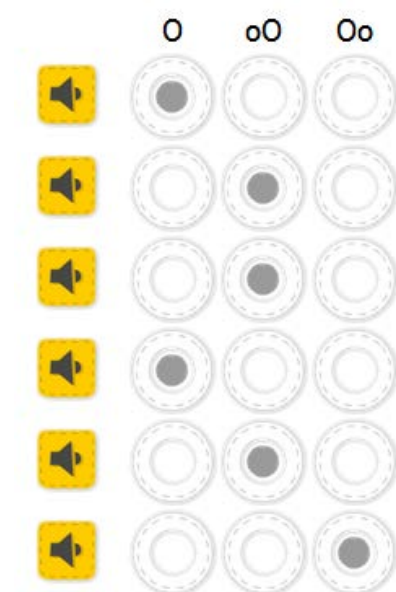
Audio4: *Five*

Audio5: *Fourteen*

Audio6: *Twenty*

Key:

1 O 2 oO 3 oO 4 O 5 oO 6 Oo

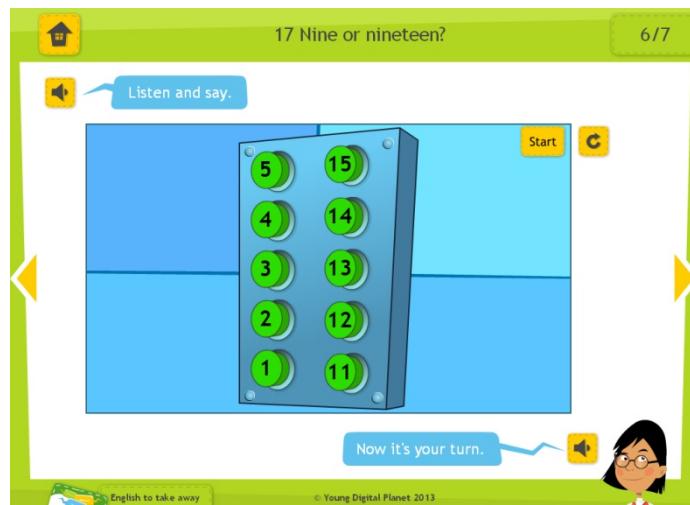


Pre-teach the convention of stress dots: small and large circles which show the pattern of unstressed and stressed syllables.

Screen 6

Lift voice:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15



Give students the instructions below. The aim is

16
17
18
19
20

to practise numbers + stress.

1. Click on the start button and listen to the numbers, then click on the correct button.
2. Repeat the number you hear.

Now it's your turn: work in pairs, test each other indicating the numbers, play the recording to check the pronunciation, keep your score.

Additional activity:

1. Ask students to stand in a circle and tell them that once more they are going to count up from zero to twenty, moving around the circle from student to student.
2. Tell them to clap on the accented syllable while they say their number.

Handout

nineteen	thirty	thirteen
fifteen	sixteen	twelve
seven	seventeen	fourteen
eighteen	twenty	forty

Friends 4 Lesson 18

When do you go swimming? Listening & Speaking

Aims	Asking questions about daily routines in present	Contents	Grammar Questions: <i>What time?</i> Auxiliary: <i>do</i> Vocabulary Revision of times, parts of the day, days of the week, and routines and hobbies	Checklist	1 Master Handout Individual + pair work handout A ball
-------------	--	-----------------	---	------------------	--

Language Analysis

We form Wh-questions using an auxiliary verb (do/does), the main verb is in the base form:

question word + auxiliary verb + subject + verb

What time **does** **the** lesson **start**?

Where **do** **you** **come** from?

What **does** **he** **do** every day?

When **do** **they** **finish** their lessons?

Procedure

Warm-up Off the screens

What time do you ... ? A ball is needed for the activity.

1. Tell Ss to sit in a circle. Explain that the student holding the ball has to complete the question: *What time do you ... i.e. have lunch, get up, go to school* and throw the ball to another student asking them that question.
2. Tell Ss that the catching student answers, completes: *What time do you ... ?* question and tosses the ball to another student.
3. If a student cannot make a sentence or makes an incorrect sentence, they are "out". The last remaining student is the winner.

Screen 2

Audio:

Sam's mum: *You have music at school on Monday morning. Take your guitar. Don't forget!*

Sam: *Mum, Can I play with Alex after school today? Can I take my bike?*

Sam's mum: *Lucy's party starts after school, at 3 o'clock. Have you got her a birthday present?*

Sam's mum: *You have a piano lesson this afternoon. Your lesson is at 5 o'clock. Don't be late!*

Mum: *When do you want to go swimming?*

Sam: *Mum! We go swimming on Friday morning. That's today!*

Mum: *Where's your swimming stuff?*

Sam's mum: *Don't forget. At 3 o'clock this afternoon we go to Grandma and Granddad's house.*

Sam: *But we play football this afternoon!*

Sam's mum: *No you don't. Your football game is on Sunday morning.*

Sam: *Phew!*



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.

Screen 3

Audio:

Sam's mum: You have music at school on Monday morning. Take your guitar. Don't forget!

Sam: Mum, Can I play with Alex after school today? Can I take my bike?

Sam's mum: Lucy's party starts after school, at 3 o'clock. Have you got her a birthday present?

Sam's mum: You have a piano lesson this afternoon. Your lesson is at 5 o'clock. Don't be late!

Mum: When do you want to go swimming?

Sam: Mum! We go swimming on Friday morning. That's today!

Mum: Where's your swimming stuff?

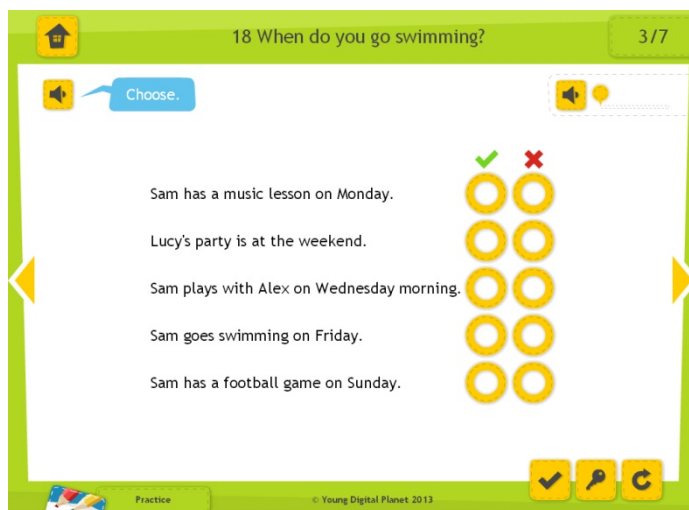
Sam's mum: Don't forget. At 3 o'clock this afternoon we go to Grandma and Granddad's house.

Sam: But we play football this afternoon!

Sam's mum: No you don't. Your football game is on Sunday morning.

Sam: Phew!

Key: 1 Yes 2 No 3 No 4 Yes 5 Yes



Screen 4

Audio:

Sam's mum: You have music at school on Monday morning. Take your guitar. Don't forget!

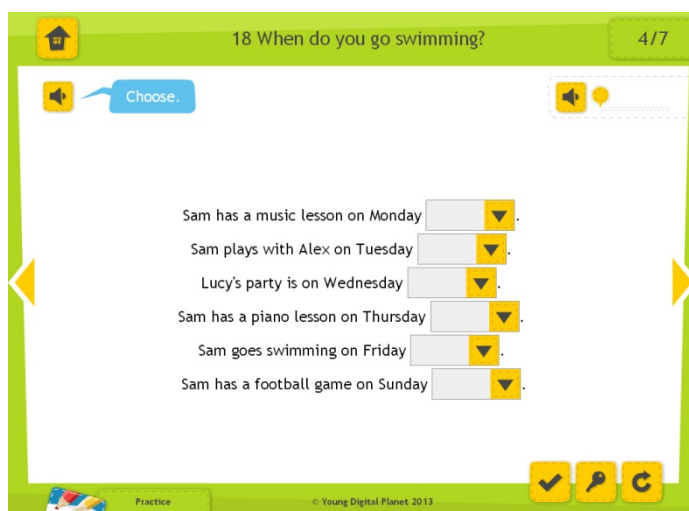
Sam: Mum, Can I play with Alex after school today? Can I take my bike?

Sam's mum: Lucy's party starts after school, at 3 o'clock. Have you got her a birthday present?

Sam's mum: You have a piano lesson this afternoon. Your lesson is at 5 o'clock. Don't be late!

Mum: When do you go swimming?

Sam: Mum! We go swimming on Friday morning. That's today!



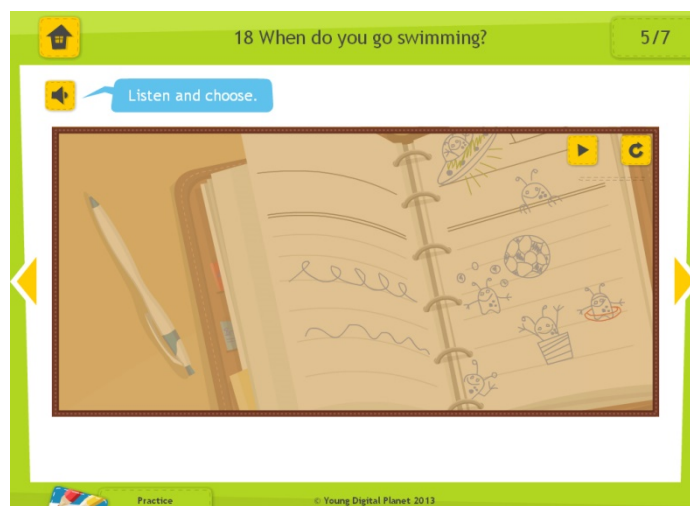
Mum: Where's your swimming stuff?
Sam's mum: Don't forget. At 3 o'clock this afternoon we go to Grandma and Granddad's house.
Sam: But we play football this afternoon!
Sam's mum: No you don't. Your football game is on Sunday morning.
Sam: Phew!

Key: 1 morning 2 afternoon 3 afternoon
4 afternoon 5 morning 6 morning

Screen 5

Audio: (random order)

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
The weekend
Afternoon
Morning
Evening



Give the Ss these instructions for the Shooting game. The aim is to match written words with their sounds.

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Screen 5

Girl: *When do you go swimming?*

Boy: *I go swimming on Friday morning*



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 dialogue.
3. Drag and drop the questions and answers into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.

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

Tell students to work in pairs and ask and answer the questions.

Additional activity

1. Give out the Handout and ask Ss to complete the chart with more words in each column.

Handout

at 7 o'clock	in the morning	on Monday
_____	in the afternoon	_____
_____	_____	_____
_____		_____
_____		_____
_____		_____
		at the weekend

1. I wake up _____.
2. I draw _____.
3. I have breakfast _____.
4. I get dressed _____.
5. I go to school _____.
6. I play the guitar _____.
7. I play football _____.
8. I do the homework _____.
9. I have dinner _____.
10. I go to bed _____.

2. Get some Ss to read out their words around the class.
3. Tell Ss to use the expressions from the chart to complete true sentences about themselves.
4. When they have finished, ask them to work in pairs and ask each other questions about different activities and different days.

Handout

at 7 o'clock _____ _____ _____ _____ _____	in the morning in the afternoon _____	on Monday _____ _____ _____ _____ _____ at the weekend
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1. I wake up _____ .
2. I draw _____ .
3. I have breakfast _____ .
4. I get dressed _____ .
5. I go to school _____ .
6. I play the guitar _____ .
7. I play football _____ .
8. I do the homework _____ .
9. I have dinner _____ .
10. I go to bed _____ .