

Friends 4 Lesson55		Read me a story.		Vocabulary	
Aims	Narrating and describing events and people. Telling a story.	Contents	Grammar <i>Read me a story, please.</i> <i>OK, let's read.</i> Present Simple for narration.	Checklist	A copy of Handout 1 (the jumbled story) and a pair of scissors for each student.
	Vocabulary Vocabulary for listening and reading stories Keywords: <i>man, woman, story, young, old, garden, horse, fly, talk</i>				
Language Analysis					
Present Simple as a narrative tense. -s for third person singular e.g. <i>An old woman lives in a little village. One day, she meets a young girl...</i> Use of <i>can</i> as a special verb (no -s ending in 3rd person singular) Use of <i>can / can't</i> (<i>horses can't talk – people can talk</i>) Language of storytelling – narrating and describing (<i>A woman and her daughter meet a man on a horse. They are very happy</i>) . Sequencing expressions: <i>first, next, then, the next day</i> Some words may need to be refreshed, including <i>man, woman, story, young, old, fly</i>					

Procedure

Warm up off the screens

1. Pre-teach: *man, woman, story, young, old, fly, talk* – using flashcards (from the staff room or photos from magazines) and/or miming and gestures. If possible, bring photographs of young and old horses/other animals.
2. Ask students what animals can fly. Elicit as many names as possible. *Can animals talk? What sounds can a horse/a cow/a cat make?* (Use miming/sounds to limit L1.)

Screen 2

Jill: *Read me a story, please mum.*

Jill's Mum: *OK. Let's read 'The old man and his horses'.*

Jill: *Is she beautiful?*

Jill's Mum: *Yes, she is. She's young and very beautiful.*

'My horse can fly,' says the old man.

'That's not true,' says the young woman.

'Horses can't fly' says her grandmother.

The old man is sad.

The next day they see the old man again. He is on a small white horse.

'This horse can talk,' says the man.

'That's not true,' says the young woman.

'Horses can't talk,' says her grandmother.

The old man is sad.'

The next day the old man ...



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

Note: At the second listening try to stop at times and get students to recall the sequence of events.

Screen 3

Key:



Note: With stronger groups start working with the screen asking students: *Where is the man/the young woman/?* etc. Elicit answers with “*on the horse / next to... / behind*”.

Screen 4

Key: 1 False 2 False 3 True 4 False



Note: With confident groups, try making more statements for the pictures and elicit True/False from the class, e.g.:

The woman's hair is grey.

The man is wearing a red shirt.

Jill is very old.

Screen 5

Key: 1 man 2 fly 3 young 4 garden
5 horse



55 Tell me a story. 5/7

Choose.

The old is on his horse.
Horses can't .
The girl is .
The old woman is in the .
The is black.

man garden young horse fly

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Note: try asking more questions related to the picture, e.g.:

- Is the woman wearing a dress?
- What colour are her eyes?
- What colour are the flowers?

Screen 6

Jill: What's the end of the story, mum?

Jill's mum: The next day the old man comes with the big, black horse, the small white horse and a blue horse.

Jill:

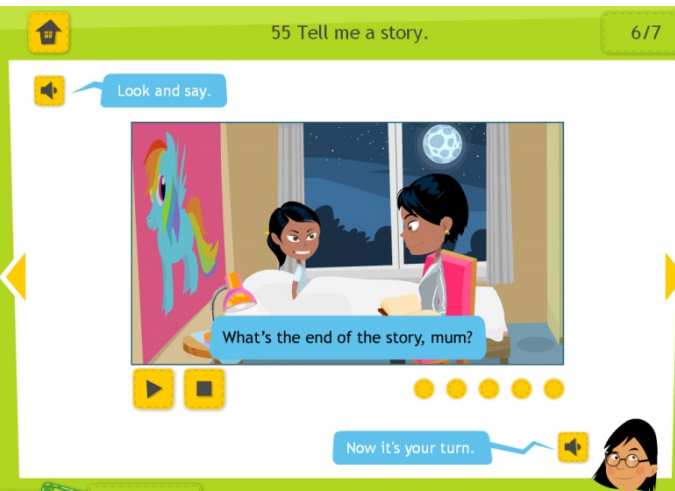
'This horse is blue,' says the old man.

Jill:

'Wow! Yes, that's true,' says the young girl.

Jill:

'Yes. That horse is blue. The black horse can fly and I can talk.'



55 Tell me a story. 6/7

Look and say.

What's the end of the story, mum?

Now it's your turn.

English to take away © Young Digital Planet 2013

Get individual students to repeat, trying to vary the voice (speak as old man/as young girl, etc). If possible, students can role-play the dialogue in small groups.

Note: Extension 1: Ask the students to work in pairs (with one set of sentences for each student as they will ultimately stick them in their notebook), cut out the sentences in Handout 1 (one set of sentences per student) and jumble them up.

Handout

f) One day a young woman is in her garden with her grandmother.

c) 'They see an old man on a big, black horse. 'My horse can fly,' says the old man.

d) 'No, horses can't fly,' says the woman. The old man is sad.

e) 'The next day they see the old man again. He is on a small white horse. 'This horse can talk,' says the man.

g) 'No, horses can't talk,' says her grandmother. The old man is sad.

h) The next day the old man comes with the big, black horse, the small white horse and a blue horse. 'This horse is blue,' says the old man.

a) 'Wow! Yes, that's true,' says the young girl.

b) "Yes" – says the white horse. "That horse is blue. The black horse can fly and I can talk".

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

They exchange the jumbled sentences with another pair, then figure out the correct sequence of events, finally stick the sentences on a page in their notebooks.
For less confident groups – the teacher prompts by reading a part of the story in the correct order.

Extension 2: Ask students to think about a possible different ending. Help them to put it in English sentences.

Handout

f) One day a young woman is in her garden with her grandmother.

c) 'They see an old man on a big, black horse. 'My horse can fly,' says the old man.

d) 'No, horses can't fly.' says the woman. The old man is sad.

e) 'The next day they see the old man again. He is on a small white horse. 'This horse can talk,' says the man.

g) 'No, horses can't talk,' says her grandmother. The old man is sad.

h) The next day the old man comes with the big, black horse, the small white horse and a blue horse.' 'This horse is blue,' says the old man.

a) 'Wow! Yes, that's true,' says the young girl.

b) "Yes" – says the white horse. "That horse is blue. The black horse can fly and I can talk".

Friends 4 Lesson 56		This is a story about flying kites.		Grammar & Functions	
Aims	Telling stories	Contents	Grammar Using gerund after prepositions.	Checklist	Cards with words: storytelling
	Vocabulary robot, kite, running, riding, playing, flying		Flashcards to be prepared from easily recognizable images of fairy tales, children books, etc appropriate to your culture (see Follow-up activity at the end of the lesson)		
Language Analysis					
When changing a verb into its <i>-ing</i> form you should add <i>-ing</i> to the end of the verb: <i>Fly – flying</i> If the verb ends in an e we remove the e and add <i>ing</i>: <i>ride – riding</i> If a one-syllable verb ends in a consonant + vowel + consonant, we double the final consonant and add <i>ing</i>: <i>run – running</i> If we want to use a verb after a preposition, it must be a gerund <i>-ing</i> form. We can't use an infinitive after a preposition: <i>It's <u>about flying</u> kites.</i>					

Procedure

Warm-up Off the screens

1. Write the following words on the board:

place	people	things	animals	verbs
-------	--------	--------	---------	-------

2. Ask your students to work in pairs.
3. Instruct them to write: one place, two people's names, three things, etc.
4. After they have written all the words, students must then create a story using the vocabulary.
5. Once the stories are ready, have one student from each pair present it to the rest of the class.
6. Copy the Handout and mount the words on cardboard to make them more long-lasting.

Handout



basketball	hockey	hobby	swimming
lemonade	pizza	juice	fruit
crocodile	piano	monkey	elephant
sandcastle	banana	robot	horse
ice cream	giraffe	shell	kite
guitar	lizard	smile	painting

7. Give each student a word cut out from the Handout. Ask your students to create a

short (with just a few simple sentences) story they will share with the rest of the group. The story must contain the word given to a student.

8. The rest of the class has to guess what the word was which was given to the student.

Screen 2

Lucy: *I love this story. 'I Can't Stop'. It's about a robot. He likes running but one day he can't stop. It's very funny."*

Alex: *This story is good. 'The Red Kite.'*

Lucy: *What's it about?*

Alex: *It's about flying kites. One day two brothers are flying kites in the park. They see a boy with a red kite and they say hello.*

Sam: *This is my favourite book: 'The Sad Guitar'. The story is about playing a guitar. A boy has got a guitar but he can't play happy songs.*

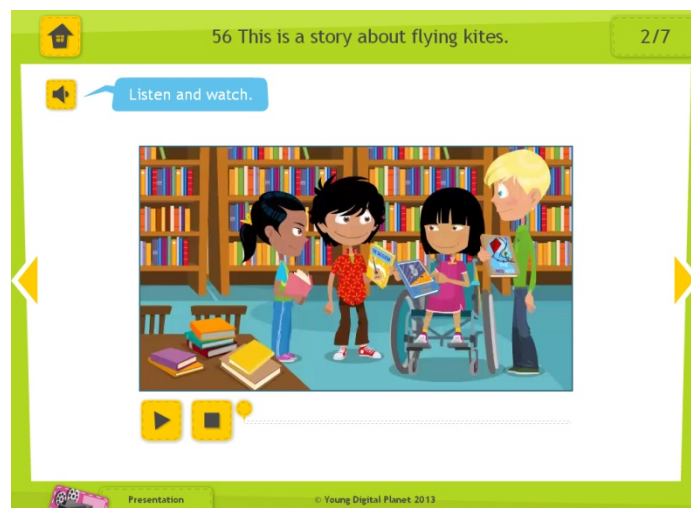
Kim: *I like this story. 'My horse dances' I'm reading it now.*

Sam: *What's it about?*

Kim: *It's about a riding horse. A girl has a beautiful horse but the horse doesn't like running.*

Sam: *Can I read it after you?*

Kim: *Yes, of course you can.*



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation. After viewing try asking your students questions to check how well they understood the story.

The questions may include:

Whose favourite book is 'My horse dances'?

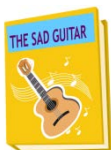
Who loves the story 'I Can't Stop'?

Which story is about a robot?

Have your students respond with full sentences.

Note: favourite – BrE; favorite - AmE

Screen 3



Audio 1:

Sam: *This is my favourite book. The story is about playing a guitar. A boy has got a guitar but he can't play happy songs.*



Audio 2:

Alex: *This story is good.*

Lucy: *What's it about?*

Alex: *It's about flying kites. One day two brothers are flying kites in the park. They see a boy with a red kite and they say hello.*



Audio 3:

Kim: *I like this story. I'm reading it now.*

Sam: *What's it about?*

Kim: *It's about a riding horse. A girl has a beautiful horse but the horse doesn't like running.*



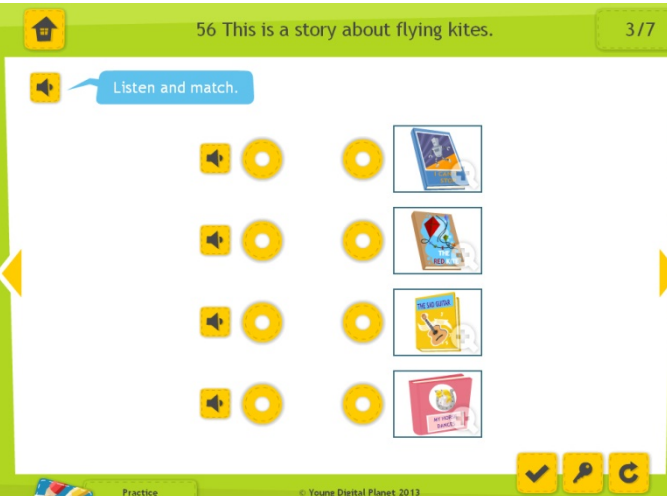
Audio 4:

Lucy: *I love this story. It's about a robot. He likes running but one day he can't stop. It's very funny.*

Key: see pictures above (random order)

56 This is a story about flying kites. 3/7

Listen and match.



Ask your students to listen to the audio extracts and match them with the appropriate book covers.

Screen 4

Key: (from left to right)

1 playing **2** riding **3** about **4** flying



Ask your students to select a missing word from the drop down menu.

Screen 5

Key: (from left to right)

- 1** It's about flying kites.
- 2** The story is about playing a guitar.
- 3** This story is about a robot.
- 4** The horse doesn't like running.



Ask your students to rearrange the words in the sentences.

Screen 6

(random order)

Audio 1:

Student: *What's this story about?*

Sam: *It's about playing a guitar. A boy has got a guitar but he can't play happy songs.*

Audio 2:

Student: *What's this story about?*

Alex: *It's about flying kites. One day two brothers are flying kites in the park. They see a boy with a red kite and they say hello.*

Audio 3:

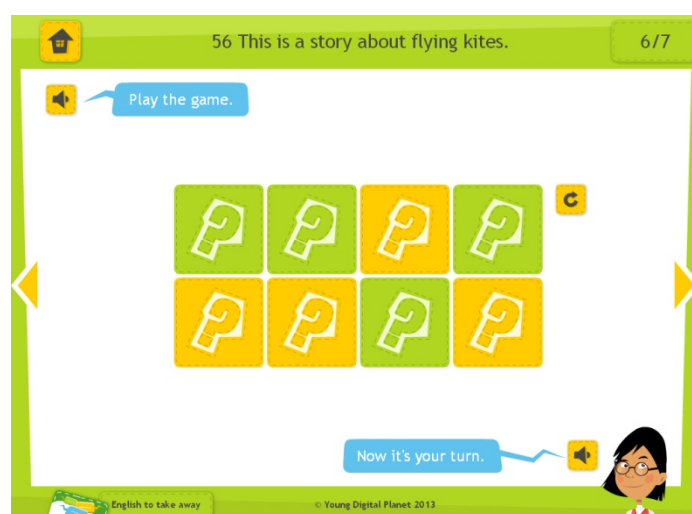
Student: *What's this story about?*

Kim: *It's about a riding horse. A girl has a beautiful horse but the horse doesn't like running.*

Audio 4:

Student: *What's the story about?*

Lucy: *It's about a robot. He likes running but one day he can't stop. It's very funny.*



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 sentences are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

Ask students 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.

Note:

Make sure that your students listen to the entire audio extract before trying to match it with the corresponding book cover.

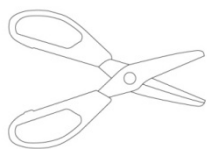
Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and try to say the correct text they heard on the recording.

Follow-up

1. As a follow up activity prepare flashcards with easily recognizable images of fairy tales, children books, etc appropriate to your culture.
2. Select stories your students will be familiar with. They could include Harry Potter, Little Red Riding Hood , Cinderella and others, but make sure the language is simple as some language of fairy tales tends to be very formulaic.
3. Show a flashcard with an image and ask: *What's the story about?*
4. Have a student respond with full sentences and encourage them to express their thoughts in English.

Handout



basketball	hockey	hobby	swimming
lemonade	pizza	juice	fruit
crocodile	piano	monkey	elephant
sandcastle	banana	robot	horse
ice cream	giraffe	shell	kite
guitar	lizard	smile	painting

Friends 4 Lesson 57		<i>What happens in the end?</i>		Grammar & Functions	
Aims	Narrating and asking questions about stories	Contents	Grammar Subject questions Vocabulary <i>kite, robot, horse, ride, fly, say, dance, run, beautiful, player</i>	Checklist	Copies of Handout: stories Blank sheets of paper Marker
Language Analysis					
In the question <i>What happens at the end of the story, Sam?</i> there is no auxiliary verb and the word order is not inverted. This is called a subject question – because the question word is the subject of the sentence.					

Procedure

Warm-up Off the screens

1. Ask your students to tell you 10 words they remember from previous lessons. Write the words on the board.
2. Ask your students to work in pairs, put the words into sentences and create a short story. Reward students who come up with the most original and creative stories:

basketball hockey hobby swimming smile ice cream lemonade pizza juice fruit painting giraffe

There once was a giraffe who liked swimming and playing basketball. One day

3. Have your students write a Fold-Over Story.
4. Hand out a sheet of paper with a sentence written on top of the page.
5. With larger classes you will need several sheets. Explain that everyone will be writing a story sentence by sentence.
6. Tell the student who is the first to write a sentence relating to the sentence given on top of the page.
7. Once he has written his sentence ask him to fold the paper over to cover the original sentence and pass the sheet to another student.
8. Continue until your students run out of space to write.
9. When finished ask your students to unfold the papers and read the stories.
10. Help with any illegible hand writing.
11. Have your students vote on the most amusing story.

Screen 2

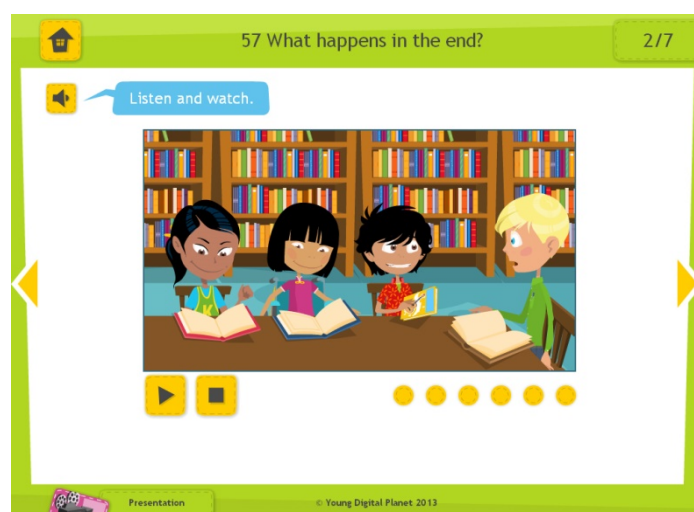
Is it a good book?

Yes it is. It's about a boy. He can't play happy songs on his guitar.

What happens at the end of the story, Sam?

One day the boy sees a girl. She's playing the piano. The boy plays the guitar again and the song is very happy.

This book is good two. Two brothers are flying blue kites. One day they see a boy with a red kite.



What happens in the end?

The three boys fly their kites together and they are very good friends.

Is your book good? Yes, it is. It's about a girl with a beautiful horse. The horse can't run.

What happens in the end?

One day she sees the horse in the garden. It's dancing.

My book's very good too. It's about a robot. He likes running.

What happens at the end of your book Lucy.

One day he can't stop. In the end he becomes a brilliant football player.

Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation.

Check the understanding by asking detailed questions. You may also want to ask some of the students to tell you what happened in the presentation.

Screen 2

What happens at the end of the story, Sam?

One day the boy sees a girl. She's playing the piano. The boy plays the guitar again and the song is very happy.

This book is good too. Two brothers are flying blue kites. One day they see a boy with a red kite.

What happens in the end?

The three boys fly their kites together and they are very good friends.

My book's very good too. It's about a robot. He likes running.

One day he can't stop. In the end he becomes a brilliant football player.

Is it a good book?



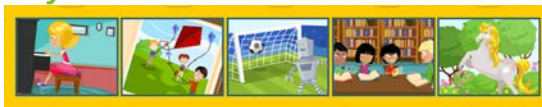
Ask your students to listen and put the pictures in order.

Yes it is. It's about a boy. He can't play happy songs on his guitar.

What happens in the end?

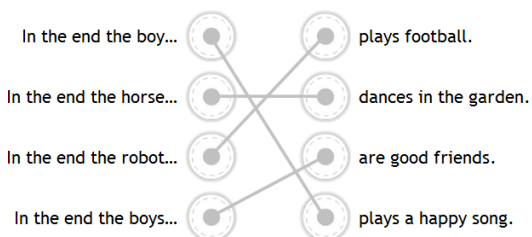
One day she sees the horse in the garden. It's dancing.

Key:



Screen 3

Key:




57 What happens in the end?
4/7


Match.


In the end the robot...			are good friends.
In the end the boys...			plays a happy song.
In the end the horse...			dances in the garden.
In the end the boy...			plays football.





Practice
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Ask your students to match the sentence halves.

Screen 4

Key:

- 1 good
- 2 about
- 3 songs
- 4 happens
- 5 playing
- 6 happy



57 What happens in the end? 5/7

Choose.

Alex: Is it a book?

Sam: Yes it is. It's a boy.

He can't play happy on his guitar.

Alex: What in the end?

Sam: One day he sees a girl. She's the piano.

The boy plays the guitar again and the song is very .

about happy happens playing songs good

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Tell your students to complete the sentences with appropriate words.

Screen 5

Audio 1:

Lucy: *Is your book good?*

Kim: *Yes it is. It's about a girl with a beautiful horse. The horse can't run.*

Lucy: *What happens in the end?*

Kim: *One day she sees the horse in the garden. It's dancing.*



57 What happens in the end? 6/7

Listen and choose.

Is your book good?

Yes it is. It's about a girl with a beautiful horse. The horse can't run.

What happens in the end?

One day she sees the horse in the garden. It's dancing.

Now it's your turn.

English to take away © Young Digital Planet 2013

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 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 try to say the correct text they heard on the recording.

Follow up by asking your students about popular stories they are familiar with. Ask: *What's the story about?* and *What happens in the end?*

For a more difficult task use the Handout.

Ask your student to write questions for the sentences and guess the title of the story.

Handout

Match the questions a and b with the answers below. Guess the titles of the stories. (Harry Potter, Cinderella, Lord of the Rings)

- a. *What's the story about?*
- b. *What happens in the end?*

1. It's about a boy who discovers that he is a wizard.
_____?
2. A boy confronts the dark wizard Lord ~~Voldemort~~.
_____?
3. It's about a poor girl who lives with her wicked stepmother and stepsisters.
_____?
4. The girl loses a slipper at a ball but meets a prince who later marries her.
_____?
5. It's about a hobbit and a group of friends who go on a mission to save the world from evil.
_____?
6. The ring is destroyed in the sea of fire.
_____?

Key:

1. *What's the story about?* **Harry Potter**
2. *What happens in the end?* **Harry Potter**
3. *What's the story about?* **Cinderella**
4. *What happens in the end?* **Cinderella**
5. *What's the story about?* **Lord of the Rings**
6. *What happens in the end?* **Lord of the Rings**

Handout

Match the questions a and b with the answers below. Guess the titles of the stories. (**Harry Potter, Cinderella, Lord of the Rings**)

- a. *What's the story about?*
- b. *What happens in the end?*

1. It's about a boy who discovers that he is a wizard.

_____?

2. A boy confronts the dark wizard Lord Voldemort.

_____?

3. It's about a poor girl who lives with her wicked stepmother and stepsisters.

_____?

4. The girl loses a slipper at a ball but meets a prince who later marries her.

_____?

5. It's about a hobbit and a group of friends who go on a mission to save the world from evil.

_____?

6. The ring is destroyed in the sea of fire.

_____?

Friends 4 Lesson 58		<i>What a funny story!</i>		Grammar & Functions	
Aims	Responding to and commenting on stories	Contents	Grammar Exclamations with <i>what</i> Vocabulary <i>silly, funny, amazing, brilliant, great, cow, smile</i>	Checklist	A copy of the Handout for the T
Language Analysis					
An exclamation is a sentence type used to express a strong emotional state. We use <i>What (a/an) .!</i> with nouns (with or without adjectives): <i>What a mess!</i> <i>What beautiful countryside!</i> <i>What lovely flowers!</i>					

Procedure

Warm-up Off the screens

Play a game of Charades with your students to recycle the adjectives they already know: *happy, sad* etc. Choose students to show (through mimes) a given word for the rest of the group to guess.

Screen 2

Audio 1:

Kim's mother: *Okay, says the cow.
Let's play basketball now.*

Kim: *What a silly story! I like it. It's funny.*

Audio 2:

Lucy: *In the end the old woman sees
the yellow bird in a tree. It is singing.
The old woman is very happy.*

Mrs. Black: *Oh lovely!*

Lucy: *Yes, What a beautiful story!*

Audio 3:

Mrs. Black: *In the end the man isn't
angry. 'Thank you,' he says to the boy
and he smiles.*

Tony: *What a great story! It's brilliant.*

Audio 4:

Sam: *In the end she plays the piano
and sings on television. She's eight
years old!*

Grandfather says: *Wow! What an
amazing story!*



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation.

Note: *silly* is very different from *stupid*. The latter word implies lack of intelligence, thought or good judgement. *Silly* means *foolish* in a childish way.

Screen 3

Audio 1:

Kim's mother: Okay, says the cow.
Let's play basketball now.

Kim: What a silly story! I like it. It's funny.

Audio 2:

Lucy: In the end the old woman sees the yellow bird in a tree. It is singing.
The old woman is very happy.

Mrs. Black: Oh lovely!

Lucy: Yes, What a beautiful story!

Audio 3:

Mrs. Black: In the end the man isn't angry. 'Thank you,' he says to the boy and he smiles.

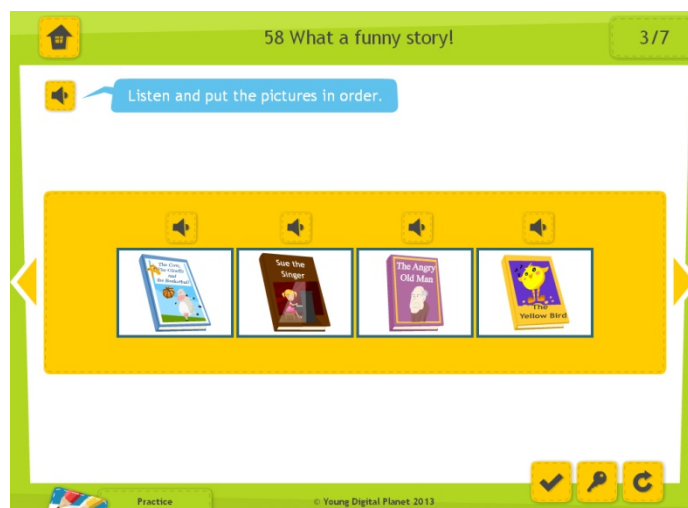
Tony: What a great story! It's brilliant.

Audio 4:

Sam: In the end she plays the piano and sings on television. She's eight years old!

Grandfather says: Wow! What an amazing story!

Key:



Ask your student to listen and match the book cover to the corresponding story.

Screen 4

Key: see below (random order)




58 What a funny story! 4/7

 Listen and match.

In the end the old woman sees the yellow bird in a tree.   Wow! What an amazing story!
 Okay says the cow. Let's play basketball now.   What a beautiful story!
 In the end she plays the piano and sings on television. She's eight years old!   What a silly story! I like it. It's funny.
 In the end the man isn't angry. Thank you,' he says to the boy and he smiles.   What a great story! It's brilliant.

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Ask your students to listen and match the correct reaction to the story.

Screen 5

Key:

- 1 silly
- 2 beautiful
- 3 amazing
- 4 great



58 What a funny story! 5/7

 Play the game.

The animals play basketball.
What a s...y story!

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

1 / 4 

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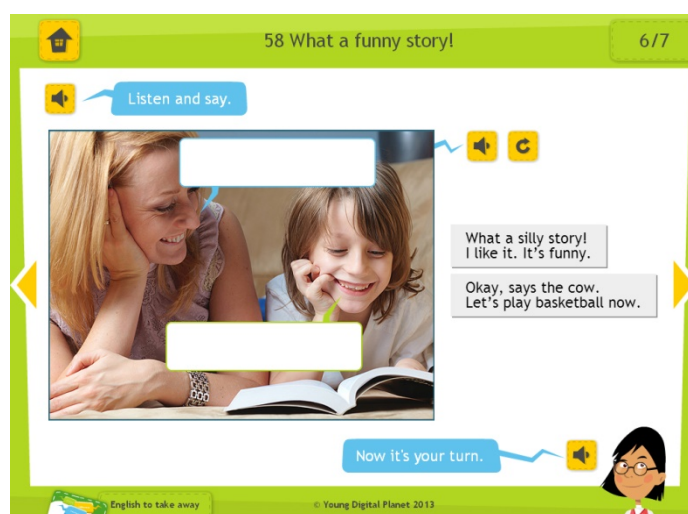
Tell your students to click / touch the letters missing from the words in the sentences.

Screen 6

Audio:

Okay, says the cow. Let's play basketball now.

Jill: *What a silly story! I like it. It's funny.*



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

Ask your students to listen to the audio and match the people with the words they say.

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

Tell students to work in pairs and try to say the correct text they heard on the recording.

Follow up with another session of Charades (see warm up activity) This time try to have your students act out entire phrases (exclamations). Illustrate one of the exclamations by acting it out for your students.

For example with *What a scary film!* you can pretend you turn on the tv with a remote control, eat pop corn and then pretend to be scared by what you see on the screen.

Make sure your students try to guess what you show them exclusively in English.

When your students come up with ideas that are close to the desired outcome encourage them to continue with non verbal signals (hand gestures, head nodding etc.)

Once you elicit the words scary and film put the entire phrase on the board *What a scary film!* Explain that the other sentences will have a similar form (*What a ...!*)

Use examples given in the Handout . Pre- teach new words: scary, fast, angry.

Handout

What a funny book!

What a fast car!

What a scary film!

What an amazing computer game!

What an angry dog!

What a brilliant present!

What a silly boy!

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Friends 4 Lesson 59		<i>I want to paint a picture.</i>		Pronunciation	
Aims	Recognising and saying the /w/ sound	Contents	Grammar Verb + <i>to</i> infinitive verb pattern Vocabulary <i>cow, flower, window, woman, want, now, hat, black, white</i>	Checklist	Printed Handout for the Teacher (alternatively for the students): Tongue twisters
Language Analysis The /w/ sound is created with the jaw mostly closed and the lips formed in a small, tight circle. The sound is voiced, so the vocal cords must vibrate during the production of the sound. After certain verbs (<i>want, plan, decide</i> etc.) we use <i>to</i> + infinitive: <i>I want to paint a picture.</i>					

Procedure

Warm-up Off the screens

Revise the adjectives introduced in the previous lesson (*silly, funny, amazing, brilliant*) by playing a game of Hangman.

Put a word on the board in a form of a row of dashes (representing the number of letters). Tell your students to take turns in guessing the letters in the word. If the guessing student suggests a letter which occurs in the word, write it in all its correct positions. If the suggested letter does not occur in the word, draw one element of the hanged man stick figure.

The game is over when the guessing student completes the word / guesses the whole word correctly or when the teacher completes the diagram.

Screen 2

Sam:

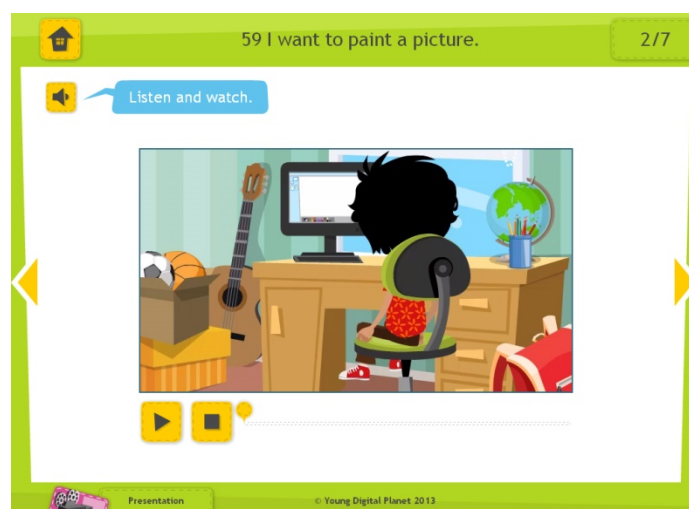
I want to paint a picture of a woman with a hat

She's got an orange flower and a black and white cat.

In a white window there's a big brown cow,

I want to paint a picture

I want to paint it now.



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning. Ask your students to listen and watch the presentation. Pay attention to the words that rhyme.

Note: Ask questions to check the understanding: *What is there in the white window? What does Sam want to paint? When does Sam want to paint the picture?*

Screen 2



Audio 1:
a white window



Audio 2:
a woman with a hat

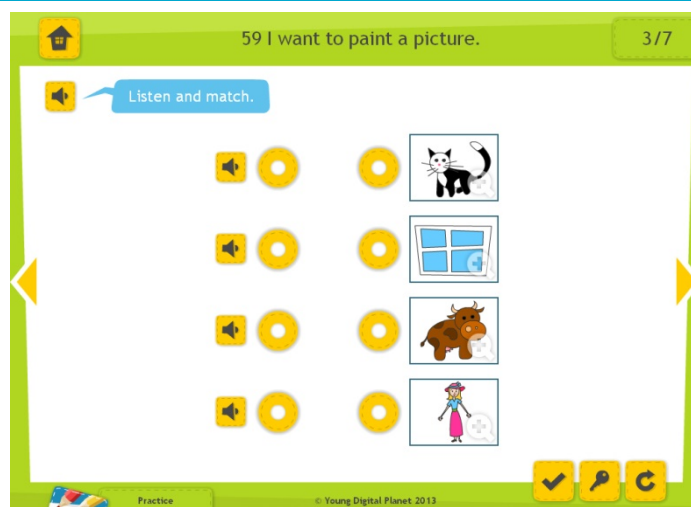


Audio 3:
a big brown cow



Audio 4:
a black and white cat

Key: see pictures above (random order)



Ask your students to match the audio extract to the appropriate picture.

Screen 3

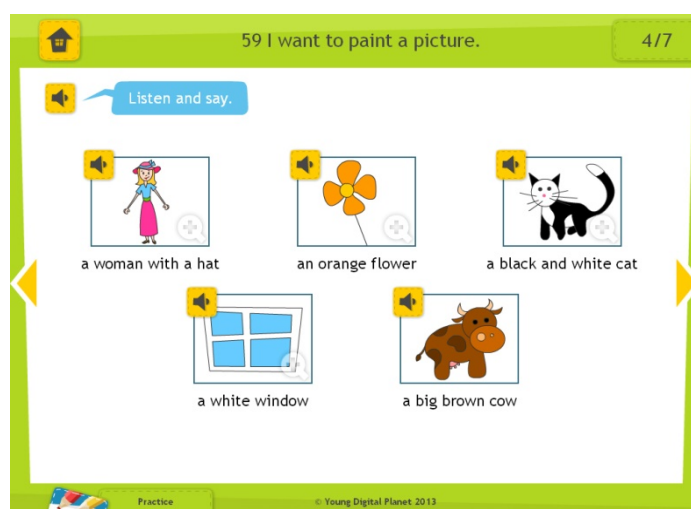
Audio 1:
a woman with a hat

Audio 2:
an orange flower

Audio 3:
a black and white cat

Audio 4:
a white window

Audio 5:
a big brown cow



Ask your students to listen to the audio extracts and repeat the phrases.

Screen 4

Audio 1:

a woman with a hat

Audio 2:

an orange flower

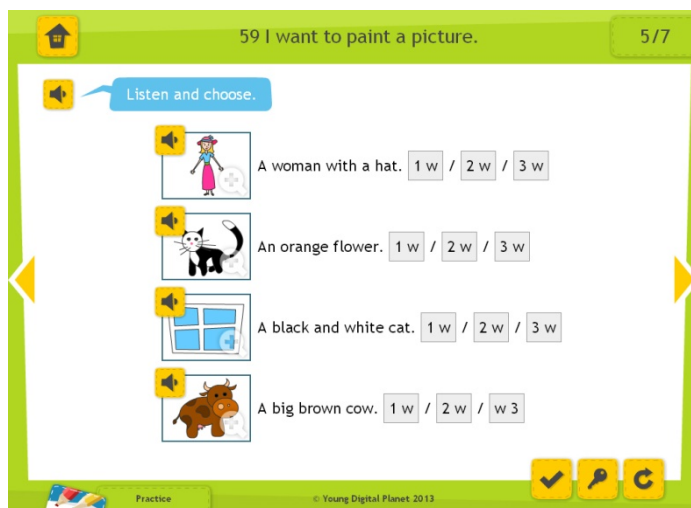
Audio 3:

a black and white cat

Audio 4:

a big brown cow

Key: 1 two 2 one 3 one 4 two



Ask your students to choose the answer corresponding with the number of /w/ sounds in a sentence.

Screen 5

Sam:

I want to paint a picture of a woman with a hat

She's got an orange flower and a black and white cat.

In a white window there's a big brown cow,

I want to paint that picture,

I want to paint it now.



1. Ask your students to listen and repeat after the presentation, paying special attention to the 'w' sound.
2. Tell your students to read the text out loud without prior listening.

Follow up by teaching your students a few selected tongue twisters presented in the Handout.

Handout 1

Say the sentence out loud:

1. I wish I were what I was when I wished I were what I am.
2. Why do you cry, Willy?
3. Why do you cry?
4. Why, Willie? Why, Willie?
5. Why, Willie? Why?
6. Billy Wood said he would carry the wood through the woods, and if Wood said he would, Wood would.
7. If two witches would watch two watches, which witch would watch which watch?
8. Which rich wicked witch wished the wicked wish?
9. How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck the wood as much as he could
If a woodchuck could chuck wood.
10. Which wristwatch is a Swiss wristwatch?

Friends 4 Lesson 60		Storytime		Skills	
Aims	Reading and Listening Practise reading a simple story	Contents	Skills Reading and Listening	Checklist	Copies of Handout 1 & Handout 2: story completion and story ordering. Coloured pencils
Language Analysis					
The present simple tense is often used when telling a story to make it seem more immediate. <i>A man walks into a doctor's office and says...</i> The present simple tense is also used to retell what happens in a book or film. <i>In his new film Arnold Schwarzenegger plays the part of an FBI agent.</i> In order to make a story more coherent and understandable for the audience we can use a variety of sequencing words: <i>then, later on, finally etc.</i>					

Procedure

Warm-up Off the screens
Read or make up a story and ask the students to listen and draw the different scenes. You can help them by explaining which scene to draw. This can be done individually or in small groups on larger paper. Try the story of Tina and her pet: <i>Tina likes to visit her friends. All her friends have pets. Her friends have dogs. Her friends have cats. Her friends have birds. Tina doesn't have any pets. She doesn't have a dog. She doesn't have a cat. She doesn't have a bird. "Can I have a dog, Daddy?" Tina asks.</i>

Daddy says no. He says a dog barks too much. "Can I have a cat, Daddy?" Tina asks. Daddy says no. He says a cat meows too much. "Can I have a bird, Daddy?" Tina asks. Daddy says no. He says a bird sings too much. "All my friends have pets. Can't I have just one pet?" she asks. "Okay," Daddy says. "But it must be a quiet pet. I'll buy you a quiet pet." He goes to the pet store. He buys a pet. He gives Tina her new pet. "Daddy, it's a goldfish!" Tina says.

Screen 2

Alex: Let's read this story.

Sam: The Angry Old Man. Okay.

Sam:

Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house.

'Can we play in your garden?' 'No!' says the old man. I don't like children.'

One day the boys see a big yellow kite in a tree.

'Wow! What a beautiful kite!' says Tom.

'Whose is it?' Ben asks.

'No,' says the woman. 'It's not our kite.'

Tom and Ben go to the big, grey house.

'Oh no! Children!' The old man is angry.

'Go away!'

Alex:

What happens in the end?

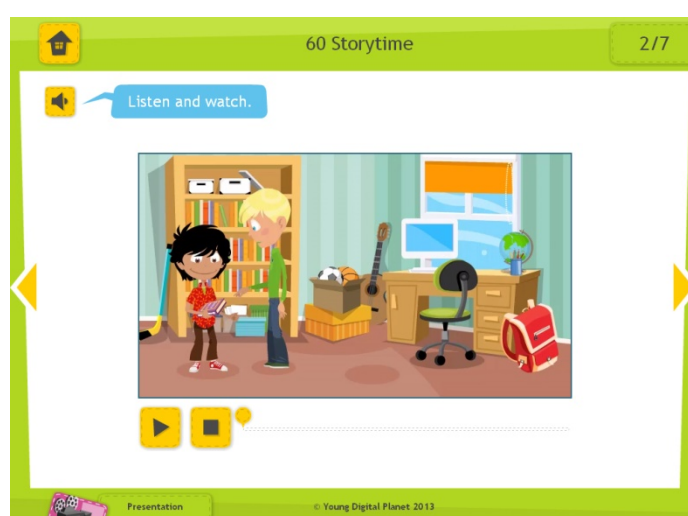
'Oh! That's my kite,' he says.

'Thank you' he says and he smiles.

'You can fly the kites in my garden.'

The old man is happy now.

Alex: What a great story!



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

Ask your students to listen and watch the presentation. You may want to play it several times.

Note: Check the understanding by asking questions: *Where do Tom and Ben live ? Does the old man like children? What colour is the kite in the tree? Is the old man angry in the end?* Make sure your students answer in full sentences.

Screen 3

Audio 1:

Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house.

'Can we play in your garden?' 'No!' says the old man. I don't like children.'

Audio 2:

One day the boys see a big yellow kite in a tree.

'Wow! What a beautiful kite!' says Tom.

Audio 3:

'Whose is it?' Ben asks.

'No,' says the woman. 'It's not our kite.'

Audio 4:

Tom and Ben go to the big, grey house.

'Oh no! Children!' The old man is angry.

'Go away!'

Audio 5:

'Oh! That's my kite,' he says.

'Thank you' he says to the boys and he smiles.

Key:



Ask your students to listen to the audio extracts and put the pictures in the correct order.

Screen 4

Alex: Let's read this story.

Sam: The Angry Old Man. Okay.

Sam :

Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house.

'Can we play in your garden?' 'No!' says the old man. I don't like children.'

One day the boys see a big yellow kite in a tree.

'Wow! What a beautiful kite!' says Tom.

'Whose is it?' Ben asks.

'No,' says the woman. 'It's not our kite.'

Tom and Ben go to the big, grey house.

'Oh no! Children!' The old man is angry.

'Go away!'

Alex:

What happens in the end?

'Oh! That's my kite,' he says.

'Thank you' he says and he smiles.

'You can fly the kites in my garden.'

The old man is happy now.

Alex: What a great story!

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



60 Storytime 4/7

Choose.

The brothers live in a big, grey house. ☒ ☐

The old man has a big garden. ☐ ☐

The old man doesn't like children. ☐ ☐

The boys find a kite. ☐ ☐

The old man doesn't like kites. ☐ ☐

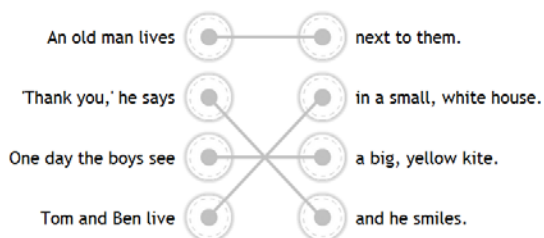
The old man gives the boys the yellow kite. ☐ ☐

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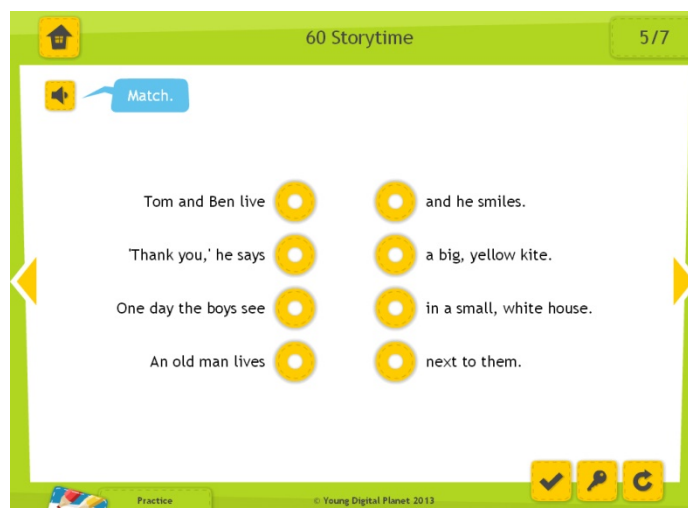
Ask your students to listen to the story and mark the sentences as true or false.

Screen 5

Key:



Ask your students to match the sentence halves.



Screen 6

Alex: Let's read this story.

Sam: The Angry Old Man. Okay.

Sam:

Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house.

'Can we play in your garden?' 'No!' says the old man. I don't like children.' One day the boys see a big yellow kite in a tree.

'Wow! What a beautiful kite!' says Tom.

'Whose is it?' Ben asks.

'No,' says the woman. 'It's not our kite.'

Tom and Ben go to the big, grey house.

'Oh no! Children!' The old man is angry.

'Go away!'

Alex:

What happens in the end?

'Oh! That's my kite,' he says.

'Thank you' he says and he smiles.

'You can fly the kites in my garden.'

The old man is happy now.

Alex: What a great story!



1. Have your students watch the presentation.
2. Ask some of your student to read the story without listening to the audio.
3. Now it's your turn: Ask your students to repeat the story in their own words.

For further work with the story use Handout 1 and Handout 2.

Handout 1

1. Complete the story with the words in the box.:

children	house	kite	go away	happy	garden	old man
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Tom and Ben live in a small, white (1) _____. An old man lives next to them in a big, grey house.

'Can we play in your (2) _____?' 'No!' says the (3) _____. 'I don't like (4) _____.'

One day the boys see a big yellow (5) _____ in a tree.

'Wow! What a beautiful kite!' says Tom.

'Whose is it?' Ben asks.

'No,' says the woman. 'It's not our kite.'

Tom and Ben go to the big, grey house.

'Oh no! Children!' The old man is angry. '(6) _____!'

'Oh! That's my kite,' he says.

'Thank you' he says and he smiles.

'You can fly the kites in my garden.'

The old man is (7) _____ now.

Key:

1 house **2** garden **3** old man **4** children **5** kite **6** Go away! **7** happy

Handout 2

Put the parts of the story in the correct order.

	One day the boys see a big yellow kite in a tree. 'Wow! What a beautiful kite!' says Tom. 'Whose is it?' Ben asks. 'No,' says the woman. 'It's not our kite.'
1	Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house. 'Can we play in your garden?' 'No!' says the old man. I don't like children.'
	'Oh! That's my kite,' he says. 'Thank you' he says and he smiles. 'You can fly the kites in my garden.' The old man is happy now.
	Tom and Ben go to the big, grey house. 'Oh no! Children!' The old man is angry. 'Go away!'

Key:

2	One day the boys see a big yellow kite in a tree. 'Wow! What a beautiful kite!' says Tom. 'Whose is it?' Ben asks. 'No,' says the woman. 'It's not our kite.'
1	Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house. 'Can we play in your garden?' 'No!' says the old man. I don't like children.'
4	'Oh! That's my kite,' he says. 'Thank you' he says and he smiles. 'You can fly the kites in my garden.' The old man is happy now.
3	Tom and Ben go to the big, grey house. 'Oh no! Children!' The old man is angry. 'Go away!'

Handout 1

1. Complete the story with the words in the box.:

children house kite go away happy garden old man

Tom and Ben live in a small, white (1) _____. An old man lives next to them in a big, grey house.

‘Can we play in your (2) _____?’ ‘No!’ says the (3) _____. I don’t like (4) _____.’

One day the boys see a big yellow (5) _____ in a tree.

‘Wow! What a beautiful kite!’ says Tom.

‘Whose is it?’ Ben asks.

‘No,’ says the woman. ‘It’s not our kite.’

Tom and Ben go to the big, grey house.

‘Oh no! Children!’ The old man is angry. ‘(6) _____!’

‘Oh! That’s my kite,’ he says.

‘Thank you’ he says and he smiles.

‘You can fly the kites in my garden.’

The old man is (7) _____ now.

Handout 2

Put the parts of the story in the correct order.

	<i>One day the boys see a big yellow kite in a tree.</i> <i>'Wow! What a beautiful kite!' says Tom.</i> <i>'Whose is it?' Ben asks.</i> <i>'No,' says the woman. 'It's not our kite.'</i>
1	<i>Tom and Ben live in a small, white house. An old man lives next to them in a big, grey house.</i> <i>'Can we play in your garden?' 'No!' says the old man. I don't like children.'</i>
	<i>'Oh! That's my kite,' he says.</i> <i>'Thank you' he says and he smiles.</i> <i>'You can fly the kites in my garden.'</i> <i>The old man is happy now.</i>
	<i>Tom and Ben go to the big, grey house.</i> <i>'Oh no! Children!' The old man is angry. 'Go away!'</i>