

Friends 5 Lesson 1		<i>You start!</i>		Vocabulary	
Aims	Talking about everyday activities. Learning verbs and nouns describing everyday actions.	Contents	Vocabulary <i>watch TV</i> <i>play football</i> <i>read a book</i> <i>play computer games</i> <i>listen to the radio</i> <i>write emails</i>	Checklist	1 Master handout for pair work) Coloured pencils for the warm-up exercise
Language Analysis					
Grammar: remind students about the articles and prepositions in the phrases: <i>read a book or books</i> <i>write an email or emails</i> <i>play a computer game or computer games</i> BUT: <i>listen to the radio</i> <i>watch TV</i> <i>play football</i> *** computer <i>l'kəm'pju:təl</i> listen <i>l'ɪsnl</i> radio <i>l'reɪdiəul</i>					

Procedure

Warm-up Off the screens

1. Ask your students to work in pairs.
2. Give out Handout 1 to a pair of Ss.

Handout

1 read		a. computer games
2 write		b. emails
3 watch		c. to the radio
4 play		d. football
5 play		e. a book
6 listen		f. TV

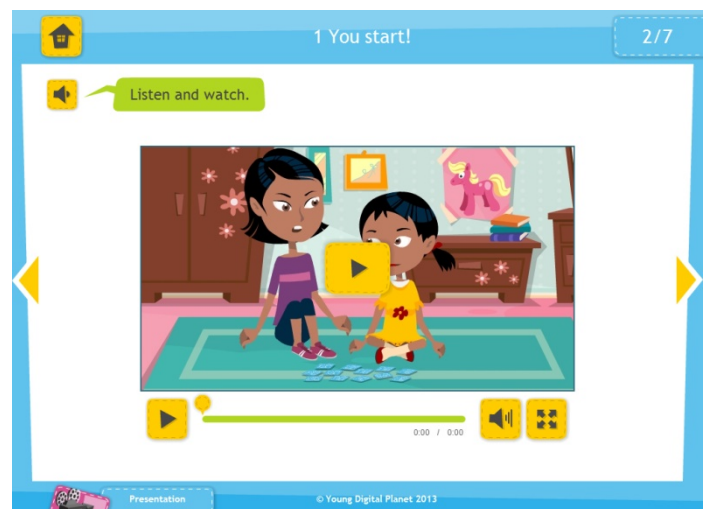
3. Tell your students that their task is to match the verbs and nouns describing everyday activities.
4. Give your Ss a few minutes to match the phrases.
5. Nominate one student to read out the answers and correct whenever necessary.
6. Ask the Ss to draw a picture next to each phrase which will present this activity.

Key:

- 1 e read a book
- 2 b write emails
- 3 f watch TV
- 4 a/d play football / play computer games
- 5 a/d play football / play computer games
- 6 c listen to the radio

Screen 2

Kim: *You start!*
Jill: *Watch TV! Write emails!*
Kim: *Play football. Play computer games!*
Jill: *Read a book. Listen to the radio!*
Kim: *Play computer games!*
Um ... um..where is it? It's here! Oh! Play football!
Jill: *Play football.... play football!*
Jill: *Watch TV! Ok. Right! Where is it? Yes! Watch TV!*
Jill: *Play computer games! I know! Play computer games!*
Jill: *Write emails!*
Jill: *Write emails! Yes!*
Kim: *Huh. I don't like this game!*



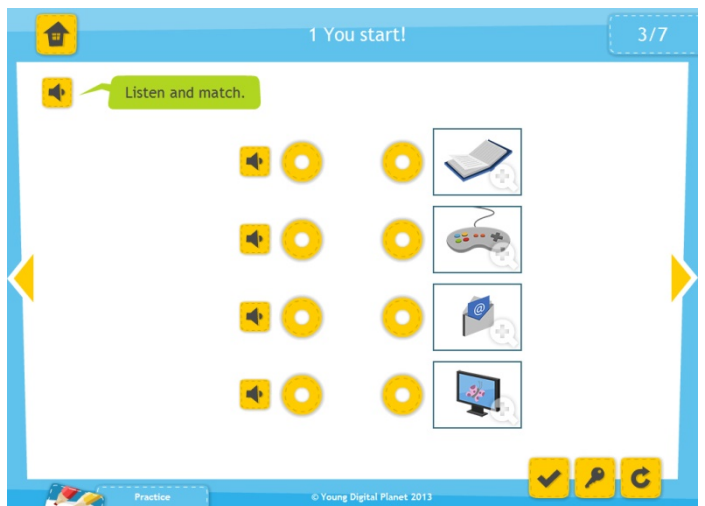
Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Note: Let the Ss watch and listen to the animation a number of times in order to consolidate new phrases.

Screen 3

-  Audio 1: *Read a book.*
-  Audio 2: *Play computer games.*
-  Audio 3: *Watch TV.*
-  Audio 4: *Write an email.*

Key: see pictures above (random order)

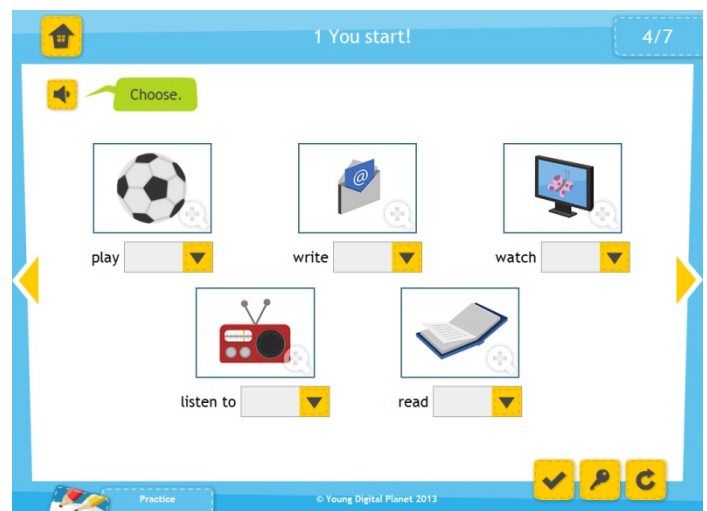


Note: Ask the Ss to match the phrases that they hear with the correct picture. Encourage the Ss to repeat the phrases.

Screen 4

Key:

1 football **2** emails **3** TV **4** the radio
5 a book



Note: Ask the Ss to choose the correct noun to complete each phrase according to what they see in the pictures. Encourage the Ss to read out the phrases.

Screen 5

Audio 1: 1. Watch TV

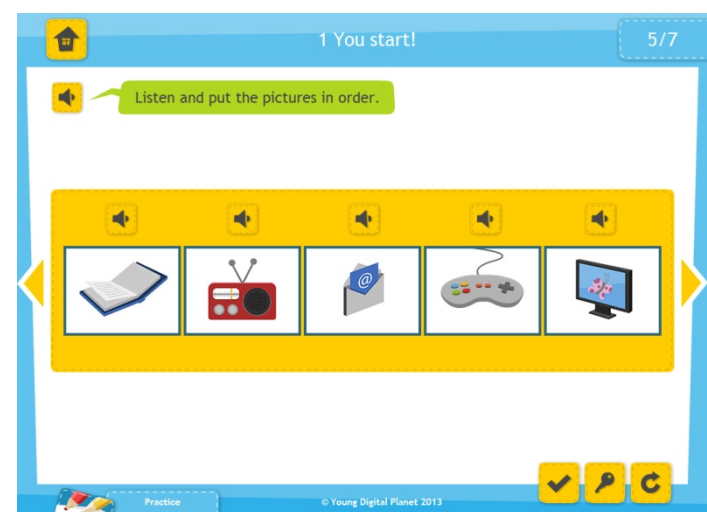
Audio 2: 2. Play computer games.

Audio 3: 3. Read a book.

Audio 4: 4. Listen to the radio.

Audio 5: 5. Write an email.

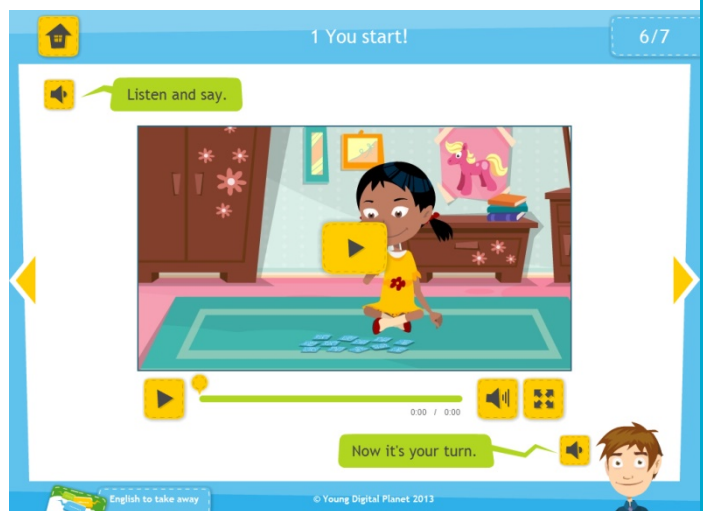
Key:



Note: Ss listen to the audio and put the pictures in the correct order. The pictures are to be dragged and dropped into the correct place.

Screen 6

Jill: *Play football!*
Watch TV.
Play computer games.
Read a book.
Listen to the radio.
Write an email!



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise newly learnt dialogues.

1. Watch and listen to the animation.
2. You can press 'pause' at any time and listen again.
3. Repeat as many times as you want to.

Now it's your turn.

Tell students to work in pairs and work with the phrases, e.g. one student says the verb and the other has to add the noun. Swap the roles.

Handout

1 read		a. computer games
2 write		b. emails
3 watch		c.to the radio
4 play		d. football
5 play		e. a book
6 listen		f. TV

Friends 5 Lesson 2		Do you write emails?		Grammar & Functions	
Aims	Talking about leisure activities	Contents	Grammar Revision: auxiliary forms <i>do/does</i>	Checklist	1 Master handout - interview activity (handout 1 – pair work)
	Vocabulary <i>Do/does</i> <i>Yes, I do.</i> Everyday English: <i>I'd love to.</i>				
Language Analysis					
Everyday English: Use: <i>I'd love to</i> ____ when someone invites you to do something. The phrase shows that you're excited about it and you want to do it. Here are some examples: <i>I'd love to join you guys, if you don't mind.</i> or A: <i>Do you want to get together and have a drink some time?</i> B: <i>I'd love to!</i> *** <i>birthday</i> /'b3:(r)0dex/					

Procedure

Warm-up Off the screens

1. Stand in front of your Ss and ask the following question: *Do you watch TV?*
2. Choose one student and elicit the answer from him/her: *Yes, I do. / No, I don't.*
3. Ask the student to nominate another one and ask him/her a similar question, e.g: *Do you write emails?*
4. The chosen student answers the question (*Yes, I do./No, I don't.*) and continues with his/her question.
5. Continue the task so that all of the Ss have a chance to ask and answer a question.

Screen 2

Ann: *I like your computer, Lucy! Do you play computer games?*

Lucy: *Oh yes, I do!*

Ann: *Do you write emails?*

Lucy: *Yes, I do write emails.*

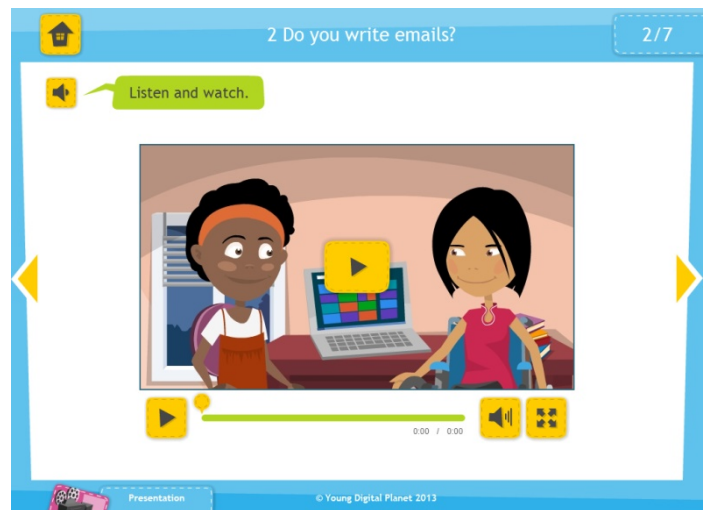
Ann: *Good! You can write to me in New York!*

Lucy: *I'd love to! What about Sam? Does he write emails?*

Ann: *Yes, he does.*

Lucy: *Does he write to you?*

Ann: *Yes, he does. On my birthday!*



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.

Note: Allow the Ss to watch and listen to the animation more than once.

Explain your students the use of the auxiliary verb in order to emphasize something we feel strongly about, e.g. *Yes, I do write emails.*

Screen 3

Key:

1 Do 2 Does 3 Does 4 Do 5 Does



2 Do you write emails? 3/7

Choose.

you write emails?

she watch TV?

Sam play computer games?

you listen to the radio?

he play the guitar?

Practice © Young Digital Planet 2013

Note: Ask the Ss to choose the correct auxiliary verb: *do* or *does*. Encourage the Ss to repeat full sentences.

Screen 4

Audio 1: *Do you write emails?*

Audio 2: *Does Sam play computer games?*

Audio 3: *Does Kim watch TV?*

Audio 4: *Do you listen to the radio?*

Audio 5: *Does he play the guitar?*

Key: see above (from left to right)



2 Do you write emails? 4/7

Put the words in order.

Do you emails? write

computer games? play

Kim Does watch TV?

Does Sam

listen you Do to the radio?

he play Does the guitar?

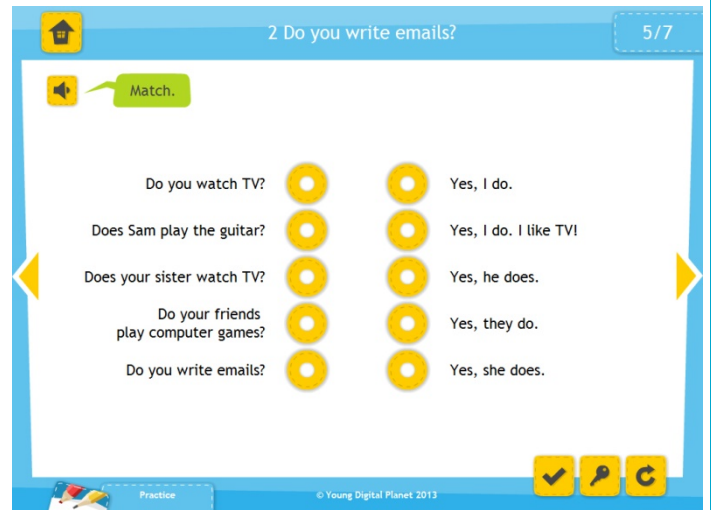
Practice © Young Digital Planet 2013

Note: Ss drag and drop part of the sentences to make correct questions according to what they hear. Ask the Ss to repeat the Ss after the recording.

Screen 5

Key: see below (random order)

Does Sam play the guitar?			Yes, I do. I like TV!
Do you write emails?			Yes, they do.
Do you watch TV?			Yes, she does.
Do your friends play computer games?			Yes, I do.
Does your sister watch TV?			Yes, he does.



2 Do you write emails? 5/7

Match.

Do you watch TV?			Yes, I do.
Does Sam play the guitar?			Yes, I do. I like TV!
Does your sister watch TV?			Yes, he does.
Do your friends play computer games?			Yes, they do.
Do you write emails?			Yes, she does.

Practice © Young Digital Planet 2013

Note: Draw your students' attention to the person in each sentence and the auxiliary verbs. Ask them to match the questions and the answers.

Screen 6

Lucy: Does your father play baseball?
Ann: Yes, he does.
Ann: Do you play computer games?
Lucy: Yes, I do.



2 Do you write emails? 6/7

Look and say.

Does your father play baseball?

Do you play computer games?

Yes, I do.

Yes, he does.

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 complete the dialogues.

1. Look at the picture and read the first part of the dialogue or question in a speech bubble.

	- Listen to the dialogue. Choose the correct response that you hear. - Drag and drop it into the empty speech bubble to complete the dialogue. 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 between themselves.
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Additional activity – Handout – THE INTERVIEW

- Ask the Ss to work in pairs.
- Give out Handout 1 to each pair.

Handout THE INTERVIEW



- Good afternoon,
- Good afternoon,
-
- Yes, I do. Three hours a day.
-
- No, I don't. I don't like computers.
-
- Yes, he does. He loves it.
-
- No, I don't like sports.

-
- Yes, she does. Twice a week.
-
- Yes, I do. I do it every day.
- Thank you for the interview. Bye.
- Bye.

- Tell the Ss that their task is to complete the interview with the correct questions which will match the given answers. They can use language from the different screen in this lesson.
- Add that the question may concern the person interviewed but also his family or friends (answers: *Yes, he does. He loves it.*)
- Remind your Ss that there are is no one answer to the task and the questions may differ.
- Ask the Ss to read out their dialogues and correct whenever necessary.

Handout THE INTERVIEW

- Good afternoon,
- Good afternoon,
-
- Yes, I do. Three hours a day.
-
- No, I don't. I don't like computers.
-
- Yes, he does. He loves it.
-
- No, I don't like sports.
-
- Yes, she does. Twice a week.
-
- Yes, I do. I do it every day.
- Thank you for the interview. Bye.
- Bye.



Friends 5 Lesson 3		<i>He doesn't play football.</i>		Grammar & Functions	
Aims	Talking about leisure activities	Contents	Grammar Negative forms: <i>don't / doesn't</i>	Checklist	1 Master handout (handout 1 – pair work)
	Vocabulary <i>Does he play football?</i> <i>No, he doesn't.</i>		Cut handout 1 vertically for each student within a pair		
Language Analysis					
Grammar: Remember about adding the -s ending and <i>does (n't)</i> in the negative forms and questions in the Present Simple tense, e.g. <i>She likes<u>s</u> football.</i> <i>She doesn't like football.</i> <i>Does she like football?</i>					

Procedure

Warm-up Off the screens

1. Ask the Ss to work in pairs.
2. Ask each student to think about a friend of theirs or a member of their family.
3. The Ss' task is to talk with each other about the chosen people by asking each other questions, like: *Does he/she like sport?*, *Does he/she play computer games?* *Which instrument does he/she play?*, etc.
4. After the interview, ask each student to say what they have learnt about their partner's chosen person, e.g. *John likes sports. He doesn't play football. He likes tennis.*
5. Monitor the Ss and correct whenever necessary.

Screen 2

Lucy: Look! This is your cousin Sam.
He likes music!: Yes, he does.

Lucy: Does he play the piano?

Ann: No, he doesn't. He plays the guitar.

Ann: Who's this?

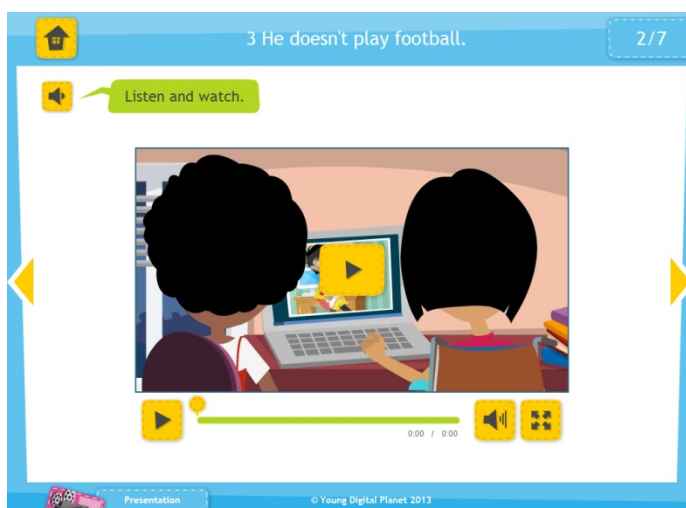
Lucy: This is Kim. She likes sport!

Ann: Does she play tennis?

Lucy: No, she doesn't. She plays football!

Ann: What sports do you play, Lucy?

Lucy: Well, I don't play tennis and I don't play football – but I play computer games!



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

Note: Allow the Ss to watch and listen to the animation for a few times to consolidate the dialogue.

Screen 3

Key: (from left to right)

1 doesn't **2** doesn't **3** don't

4 doesn't **5** don't



Note: The Ss choose the correct auxiliary verb: *don't/doesn't* depending on the person in the sentence.

Screen 4

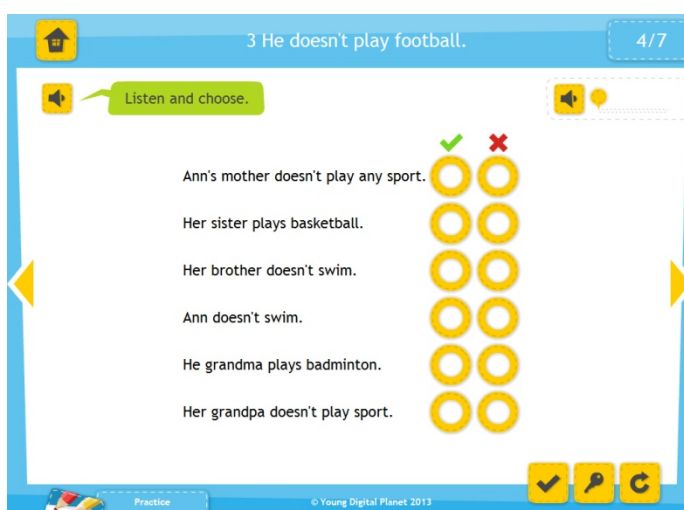
Lucy: Do your family like sport, Ann?

Ann: Well, my parents – yes and no! ...

My dad ... he watches a lot of sport and he plays football. But my mum – no, she doesn't watch sport or play it. My sister? Yes, she loves playing basketball and my brother likes swimming. I don't swim but I play tennis. And you know, my grandma plays badminton!.And my grandpa doesn't play sports but he walks a lot.

Key:

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



Note: Allow the Ss to listen to the audio for at least two times before they choose the correct option.

Screen 5

Key: see below (random order)

Do you play tennis?		No, I don't. I don't like tennis!
Do your parents play computer games?		No, he doesn't.
Does Kim write emails?		No, they don't!
Does Sam play the piano?		No, she doesn't.
Do you write letters?		No, I don't. I write emails!

3 He doesn't play football. 5/7

Match.

Do your parents play computer games?			No, I don't. I write emails!
Do you play tennis?			No, he doesn't.
Does Sam play the piano?			No, I don't. I don't like tennis!
Does Kim write emails?			No, they don't!
Do you write letters?			No, she doesn't.

Practice © Young Digital Planet 2013

Note: Ss match the questions with the answers, paying attention to the person in each sentence.

Screen 6

Audio 1:

Ann: This is my cousin Sam.

Does Sam play the piano?

No, he doesn't.

Audio 2:

Ann: This is Kim. She likes sport.

Does she play tennis?

No, she doesn't.

Audio 3:

Ann: This is Lucy.

Does she play tennis?

No, she doesn't.

Audio 4:

Ann: And this is Alex.

Does he play football?

No, he doesn't.

3 He doesn't play football. 6/7

Listen and say.

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 practise a short natural dialogue.

1. Look at the pictures.
2. Click on the audio and listen to the

dialogue.

3. Press 'pause' and listen again if you want to, to consolidate the dialogues.

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 – Handout

1. Ask the Ss to work in pairs.
2. Copy the handout and give it out to each pair of Ss, 6 questions to S1 and 6 questions to S2.

Handout

STUDENT1	STUDENT 2
1 Does your mother like sport?	1 Does your father watch sport on TV?
2 Does your best friend watch TV?	2 Does your cousin play computer games?
3 Do your parents go to the cinema?	3 Do your parents play tennis?
4 Does your cousin play tennis?	4 Does your best friend like football?
5 Does your cousin play the piano?	5 Do you play the piano?
6 Do you play computer games?	6 Does your grandmother like TV?

3. Ask the Ss to interview each other about various people.
4. The Ss answer each other's questions and they can also add some more information.
5. Monitor the Ss and correct whenever necessary.
6. At the end you can have a class round-up and Ss can talk about the different people they heard about.

Handout

STUDENT1	STUDENT 2
1 Does your mother like sport?	1 Does your father watch sport on TV?
2 Does your best friend watch TV?	2 Does your cousin play computer games?
3 Do your parents go to the cinema?	3 Do your parents play tennis?
4 Does your cousin play tennis?	4 Does your best friend like football?
5 Does your cousin play the piano?	5 Do you play the piano?
6 Do you play computer games?	6 Does your grandmother like TV?

Friends 5 Lesson 4		What do you do after school?		Grammar & Functions	
Aims	Talking about everyday activities	Contents	Grammar Revision of questions: <i>What do/ does + subject + do + adv</i> Vocabulary <i>What do you do after school?</i> <i>I play in the park.</i>	Checklist	2 Master handouts (handout 1 – individual work, handout 2 – pair work) Stickers as prizes for the winners of the additional exercises.
Language Analysis					
Hint: The pronunciation of the days of the week varies depending on the regional variants. Sometimes the last syllable –day is pronounced / dei / sometimes / di /. Students may come across both variants.					

Procedure

Warm-up Off the screens

Revise days of the week:

1. Give out handout 1 to each of your students.

Handout 1

What do you do on.....

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

2. Ask the Ss to fill in the table with the activities your students do every day, e.g. *I play football on Monday.*
3. Ask the Ss to read out loud their activities or ask them to read it to their partners in pairs.
4. Monitor the Ss and correct whenever necessary.

Screen 2

Ann: *What do you do after school?*

Kim: *I play in the park.*

Alex: *I ride my bike.*

Sam: *I play football.*

Lucy: *I watch TV!*



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.

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.

Note: Encourage the Ss to repeat the sentences after the characters in the animation.

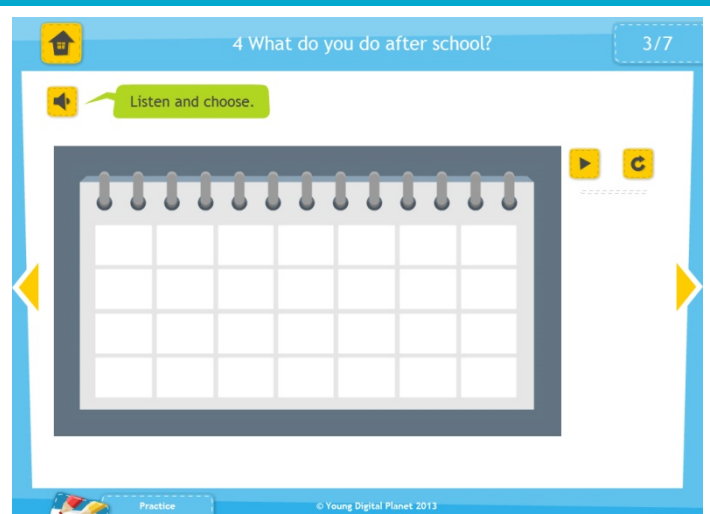
Screen 3

Key: (random order)

1 Monday **2** Tuesday **3** Wednesday

4 Thursday **5** Friday **6** Saturday

7 Sunday



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 4

Audio 1:

Kim: *Well, I go to the park on Mondays*

Ann: *What do you do after school, Kim?*

Audio 2:

Kim: *I swim on Tuesdays.*

Audio 3:

Kim: *On Wednesdays I play basketball.*

Audio 4:

Kim: *I ride my bike on Thursdays*

Audio 5:

Kim: *And on Fridays I play with my friends!*

Key: (from left to right)

1 F 2 F 3 T 4 T 5 F



Ss click the correct answer depending on what they hear on the recording.

Screen 5

Audio 1:

Sam: *Well, I go to the park on Tuesdays.*

Audio 2:

Sam: *I play my guitar on Mondays.*

Audio 3:

Sam: *On Wednesdays I ride my bike.*

Audio 4:

Sam: *I play badminton on Thursdays.*

Audio 5:

Sam: *On Fridays I play computer games with my friends*

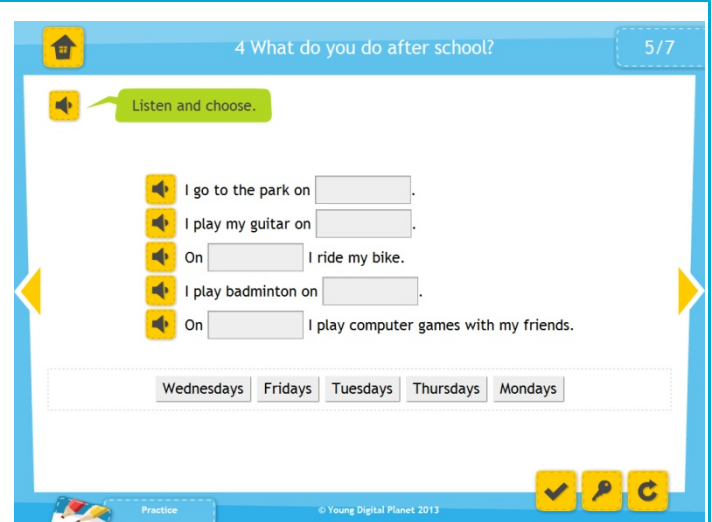
6:

Key:

1 Tuesdays **2** Mondays

3 Wednesday **4** Thursdays

5 Fridays



Students drag and drop the correct day of the week according to what they hear on the recording.

Screen 6

*What do you do after school?
I play in the park.
I watch television.*



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

Look at the photo and read the speech bubbles.

Now it's your turn. Students work in pairs and make questions and answers with words they know.

Additional activity – Handout 2 (pair work)

1. Ask the SS to work in pairs.
2. Give out handout 2 to each pair of the Ss.

Handout 2

- 1 DYNOMA _____
- 2 RSTUAYAD _____
- 3 SRYDHUTA _____
- 4 ASDYUET _____
- 5 IDFARY _____
- 6 YUNSAD _____
- 7 SNDWEEYA _____

3. The task is to unscramble the letters to get the days of the week. Next, the Ss need to put the names in the correct order.
4. Set the time of 5 minutes
5. The first pair who does it correctly wins! Prepare some stickers as prizes for the winners.

Key:

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

Handout 1

What do you do on.....

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

Handout 2

1 DYNOMA

2 RSTUAYAD

3 SRYDHUTA

4 ASDYUET

5 IDFARY

6 YUNSAD

7 SNDWEEYA

Handout 2

1 DYNOMA

2 RSTUAYAD

3 SRYDHUTA

4 ASDYUET

5 IDFARY

6 YUNSAD

7 SNDWEEYA

Friends 5 Lesson 5		Do you write email?		Skills	
Aims	Talking about everyday activities. Reading skills – exercises.	Contents	Grammar Present simple Grammar Everyday activities (<i>watch TV, play football, play the guitar, read books, write emails</i> etc.)	Checklist	1 Master handout – individual work)
Language Analysis					
Hints: <i>Pen pals</i> (or penpals, pen-pals or pen friends) are people who regularly write to each other. A penpal relationship is often used to practise reading and writing in a foreign language to improve literacy, to learn more about other countries and life-styles, and to make friendships. As with any friendships in life, some people remain penpals for only a short time, while others continue to exchange letters and presents for life. Some penpals eventually arrange to meet face to face; sometimes leading to serious relationships, or even marriage ... Penpals come in all ages, nationalities and cultures. Pals may seek new penfriends based on their own age group, a specific occupation, hobby, or select someone totally different from them to gain knowledge about the world around them.					

Procedure

Warm-up Off the screens

1. Ask the Ss to work in groups of 3 or 4.
2. Ask the Ss to sit in circles and talk with each other about what they do on particular days of the week e.g. *On Monday I play tennis. On Saturday I meet with my friends.*
3. Each student has to say what he/she does on each day of the week and ask another student about the same day.
4. Monitor the Ss and correct whenever necessary.

Screen 2

Audio 1:

I'm writing an email to a new friend!

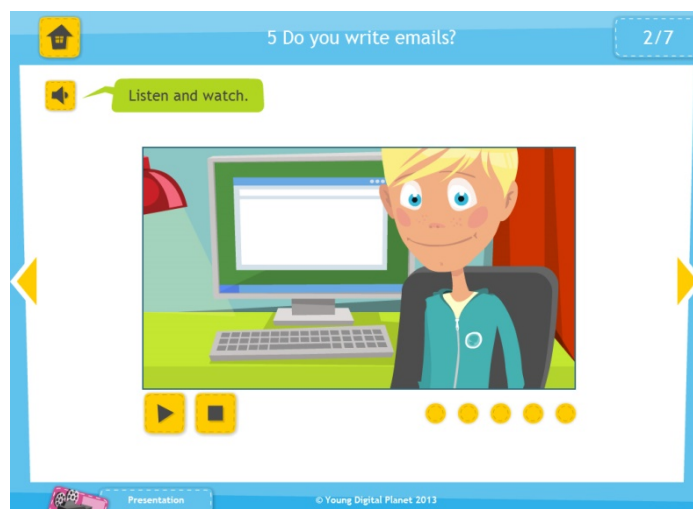
Hi Jack

How are you? Do you write emails? I do! I write emails to my friends after school. What do you do after school? My friends play football and basketball after school. I don't play football or tennis. I play table tennis and computer games. Do you play computer games? I read books and I watch TV. On Saturday I go to the shops with my mum and on Sunday we have lunch with my grandma and grandpa.

What about you? Do you go to the shops on Saturday? What do you do on Sunday?

Please write to me!

Alex



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

Note: Ss listen to the audio and follow the text on the screen. Allow them to do this twice . Ask the Ss questions to check how much they have understood:

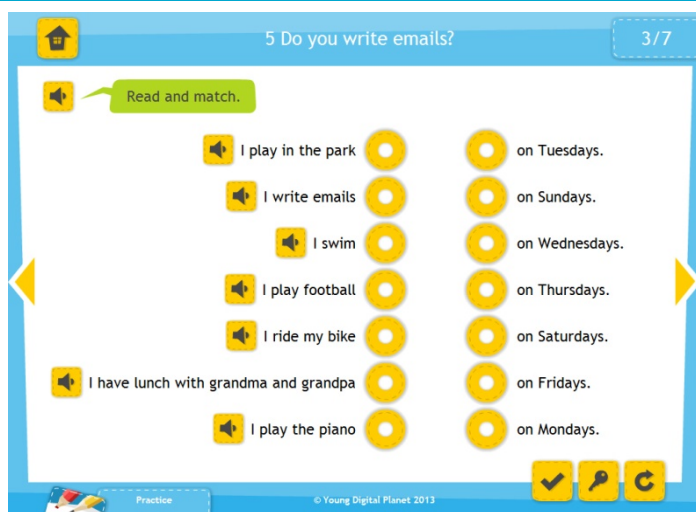
1. What does Alex do after school?
2. What do Alex's friends do after school?
3. Does Alex play football or tennis?
4. Does Alex play computer games?
5. What does Alex do on Saturday?
6. What does Alex do on Sunday?

Screen 3

Audio 1: *I play football on Mondays.*
Audio 2: *I play the piano on Tuesdays.*
Audio 3: *I write emails on Wednesdays.*
Audio 4: *On Thursdays, I swim.*
Audio 5: *I ride my bike on Fridays.*
Audio 6: *I have lunch with my grandma and grandpa on Saturdays.*
Audio 7: *On Sundays, I play in the park.*

Key: (random order of the sentences)

- 1 I play football on Mondays.
- 2 I play the piano on Tuesdays.
- 3 I write emails on Wednesdays.
- 4 I swim on Thursdays.
- 5 I ride my bike on Fridays.
- 6 I have lunch with grandma and
- 7 grandpa on Saturdays.
- 8 I play in the park on Sundays.



Note: Ss match the half of the sentences according to what they hear on the audio.

Screen 4

Key:

- 1 Do, do
- 2 Does, doesn't
- 3 do, play
- 4 does, plays
- 5 Do, don't



Note: Ss choose the correct auxiliary verb depending on the subject in the sentence (I, you, he, she, we, etc.)

Screen 4

Alex: Oh look! There's an e-mail from my new friend Jack! Good!

Dear Alex,
Thank you for your email. Here are the answers to your questions!

What do I do after school? Well, I play in the park or I watch TV. I play computer games, and write emails, too.
On Saturday I play tennis with my friends. On Sunday we have a big family dinner!
From Jack

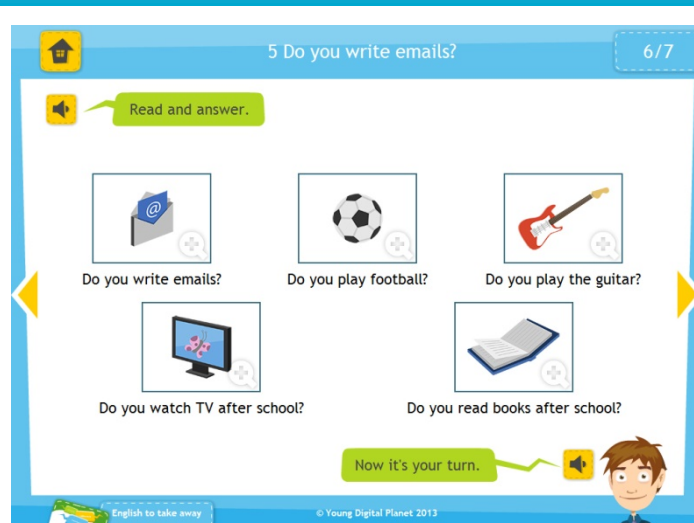
Key:

1 T 2 F 3 F 4 T 5 F



Note: This is a listening exercise. Ss choose T or F depending on what they hear on the recording. Allow the Ss to listen to the audio twice.

Screen 6



Give the Ss the following instructions for the 'Read and answer' activity.

1. Ask the Ss to read the question under each picture.
2. Ss answer each of the questions.

Now it's your turn. Students work in pairs and ask and answer questions.

Additional activity: Handout

1. Ask the Ss to look back at screen 2/7 and go through the letter from Alex to his pen friend.
2. Tell the Ss that they are going to be the pen friends of Alex and they need to write back to him.
3. Give out the Handout.

Handout

Hi Alex,
 Yes, I write emails to my friends and
 family. After school, I.....

.....

I play computer games on.....

No, I shopping on
 Saturday. I go shopping on.....

On Sunday I

Love,

.....

4. Ask the Ss to start their emails from: *Hi Alex!* and they should answer all of Alex's questions in their emails.

Handout

Hi Alex,

Yes, I write emails to my friends and family. After school, I.....

.....

I play computer games on.....

No, I shopping on Saturday. I go shopping on.....

On Sunday I

.....

Love,

.....

Friends 5 Lesson 6		The world around us.		Vocabulary	
Aims	Learning names of places to go in one's leisure time	Contents	Vocabulary <i>swimming pool</i> <i>countryside</i> <i>park</i> <i>playground</i> <i>seaside</i> <i>woods</i> <i>mountains</i> Everyday English: <i>This is me.</i> <i>You can swim well.</i> <i>Brilliant</i> <i>Look at this.</i>	Checklist	1 Master handout (matching places with activities) – individual work
Language Analysis					
Vocabulary: Remember to use the correct preposition with a given name of places to go during one's leisure time: in the countryside in the woods at the seaside in the mountains on a river (meaning <i>in a boat on a river</i>)					

Procedure

Warm-up Off the screens

Handout

in the countryside	FISHING
at the seaside	SWIMMING
in the mountains	RUNNING
in the swimming pool	WALKING

1. Give out the Handout to each of your Ss.
2. Ask the Ss to match the place with the activity one can do there.
3. Check the answers with your Ss.
4. Ask the Ss to draw a picture of a person doing each activity in the right place.

Key:

Running in the countryside

Fishing at the seaside

Walking in the mountains

Swimming in the swimming pool

Screen 2

Audio 1:

Kim: Look! This is me in the swimming pool!

Ann: Wow! You can swim well!

Audio 2:

Kim: And in this photo I'm running in the countryside!

Ann: The English countryside is beautiful!

Audio 3:

Kim: This is me in the woods ...

Ann: Wow!

Audio 4:

Kim: And here I am at the seaside. I'm fishing ...

Ann: Mmm! I like fish!

Audio 5:

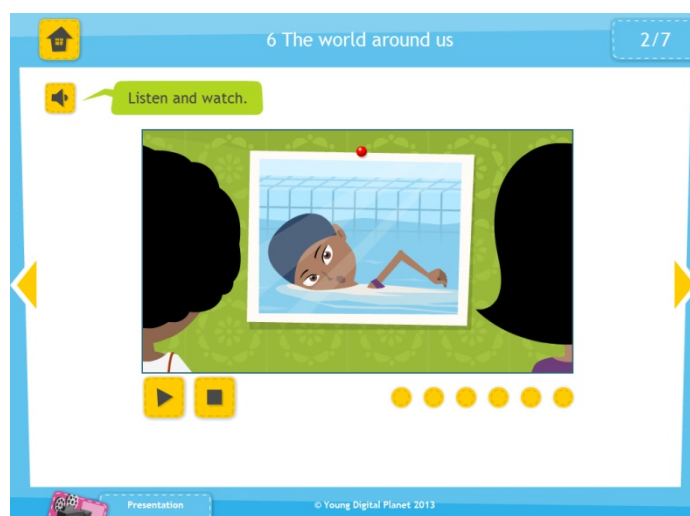
Kim: Look at this! I'm walking in the mountains.

Ann: Amazing!

Audio 6:

Kim: And here I am on the river!

Ann: Awesome! Your photos are brilliant!



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.

Note: Allow the Ss to watch and listen to the animation for a few times to consolidate the dialogue.

Screen 3

Audio 1: mountains

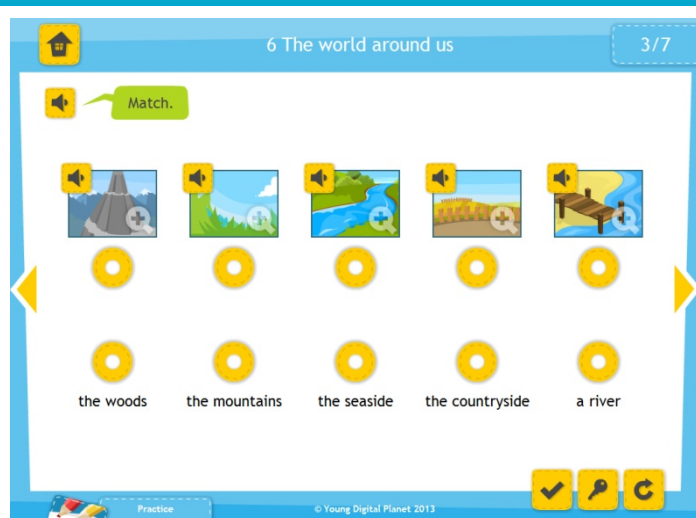
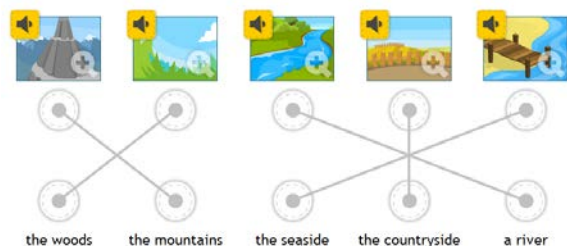
Audio 2: woods

Audio 3: a river

Audio 4: the countryside

Audio 5: the seaside

Key: (random order)



Note: Ss match the name they hear and see in the picture with the correct word below. Encourage the Ss to repeat the words aloud.

Screen 4

Key:

1 the countryside

2 the woods

3 the seaside

4 mountains

5 a river

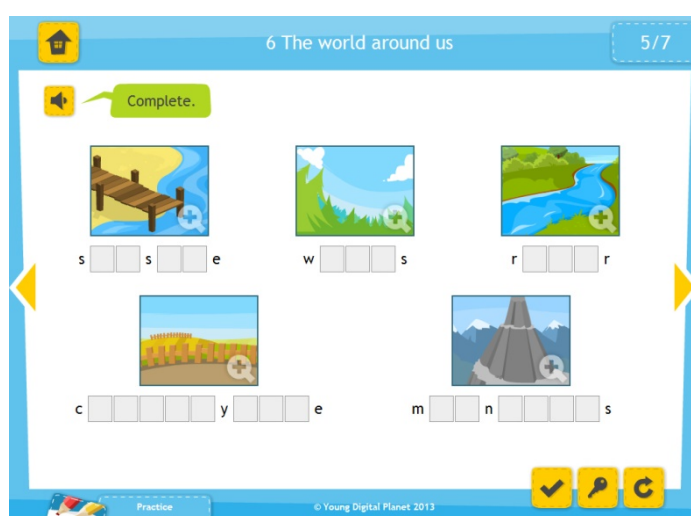


Note: Ss drag and drop the correct name of a place to go in leisure time in each of the sentences.

Screen 5

Key: (from left to right)

- 1 seaside
- 2 woods
- 3 river
- 4 countryside
- 5 mountains



Note: Ss write in correct letters to fill in the names of places to go in leisure time.

Screen 6

Audio 1:

Kim: Look! This is me in the swimming pool!

Ann: Wow! You can swim well!

Audio 2:

Kim: And in this photo I'm running in the countryside!

Ann: The English countryside is beautiful!

Audio 3:

Kim: This is me in the woods...

Ann: Wow!

Audio 4:

Kim: And here I am at the seaside. I'm fishing..

Ann: Mmn! I like fish!

Audio 5:

Kim: Look at this! I'm walking in the mountains.



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 watch the slideshow.

Ann: *Amazing!*

Audio 6:

Kim: *And here I am on the river!*

Ann: *Awesome! Your photos are brilliant!*

2. Click on the audio and listen to the dialogue.
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

Now it's your turn. Students work in pairs and make up their own conversations about the places in the pictures and add more places they know, e.g. park, playground.

Handout

in the countryside

FISHING

at the seaside

SWIMMING

in the mountains

RUNNING

in the swimming pool

WALKING

Handout

in the countryside

FISHING

at the seaside

SWIMMING

in the mountains

RUNNING

in the swimming pool

WALKING

Friends 5 Lesson 7		<i>I always ride my bike!</i>		Grammar & Functions	
Aims	Talking about everyday activities with adverbs of frequency	Contents	Grammar Adverbs of frequency	Checklist	1 Master handout for each student: class survey with frequency adverbs
			Vocabulary <i>every day</i> <i>always</i> <i>sometimes</i> <i>never</i> Everyday English: <i>Watch me!</i>		
Language Analysis					
Grammar: Remember the place of the adverbs of frequency in the sentence. If the sentence has one verb in it (e.g. no auxiliary verb) we usually put the adverb in the middle of the sentence, i.e. after the subject and before the verb:					
<i>subject</i>	<i>adverb</i>	<i>verb</i>	<i>predicate</i>		
Tom	always	goes	to work by car.		

Procedure

Warm-up Off the screens

1. Ask the Ss to work with all the other students in the classroom.
2. Give out the Handout to each of the Ss.

Handout

I never play football.	/students
I always go to the swimming pool on Saturday.	/students
I go shopping every day.	/students
I sometimes ride my bike in the park.	/students

3. Tell the Ss that their task is to find as many people in the classroom as possible who will agree with the sentences in the handout. They are supposed to do it by asking fellow students questions: *How often do you...?* It's very important that you drill the questions with the students before you begin the activity or they could get lost.
4. Give the Ss about 20 minutes to go around the classroom and talk to each other.
5. Once the task is over, check the results with your students. Encourage further discussion.

Screen 2

Sam: *Hi Alex! This is my new bike! Do you like it?*

Alex: *It's great!*

Sam: *I like riding my bike in the park. Watch me!*

Alex: *That's amazing! Do you always come to the park after school?*

Sam: *Yes! I come every day. And I sometimes come to the park on Saturdays, but not always. I sometimes go to the swimming pool on Saturdays.*

Alex: *Me too! I like swimming!*

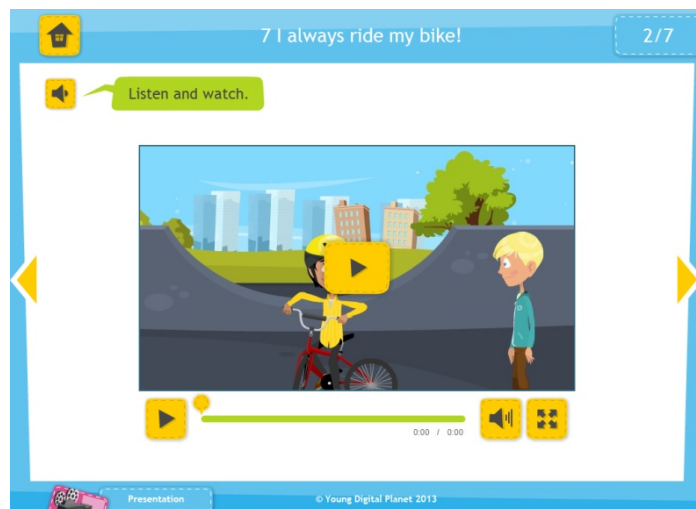
Sam: *Watch this!*

Alex: *Wow!*

Sam: *I can jump on my bike, I can dance on my bike, and I never, I never ... wwwoooOOOO!*

Alex: *You never what, Sam?*

Sam: *Huh!*



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.

Note: Allow the Ss to watch and listen to the animation for a few times. To check their understanding of the dialogue you may ask the following questions:

Does Sam like riding his bike?

What does Sam do after school every day?

When does Sam go to the swimming pool?

What can Sam do on his bike?

Screen 3

Sam: Hi Alex! This is my new bike! Do you like it?

Alex: It's great!

Sam: I like riding my bike in the park. Watch me!

Alex: That's amazing! Do you always come to the park after school?

Sam: Yes! I come every day. And I sometimes come to the park on Saturdays but not always. I sometimes go to the swimming pool on Saturdays.

Alex: Me too! I like swimming!

Sam: Watch this!

Alex: Wow!

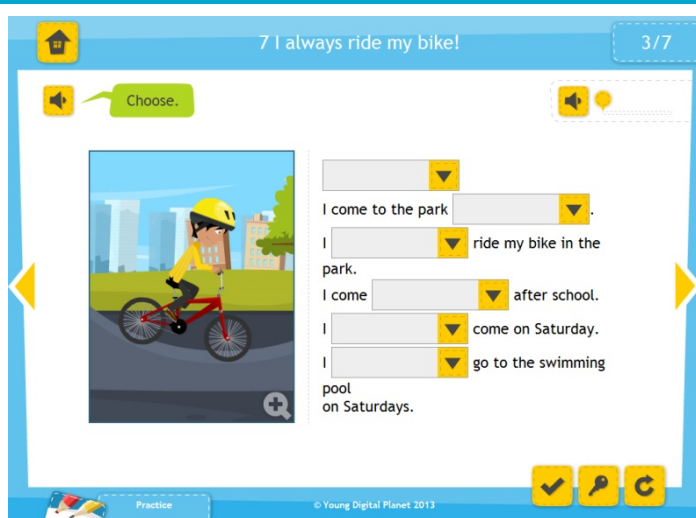
Sam: I can jump on my bike, I can dance on my bike, and I never, I never... wwwooooOOOO!

Alex: You never what, Sam?

Sam: Huh!

Key:

1 every day **2** always **3** every day
4 sometimes **5** sometimes



7 I always ride my bike!

3/7

Choose.

I come to the park .

I ride my bike in the park.

I come after school.

I come on Saturday.

I go to the swimming pool on Saturdays.

Practice

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Note: Give the Ss a moment to go through the text before doing the listening activity. Ss choose the correct option according to what they hear on the audio.

Screen 4



Audio 1:

I come to the park every day. I always ride my bike in the park. I come every day after school!



Audio 2:

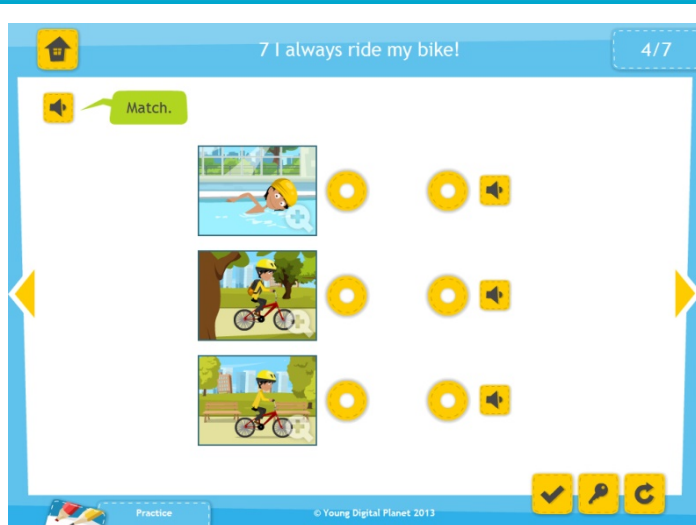
I sometimes come to the park on Saturdays.



Audio 3:

I sometimes go to the swimming pool on Saturdays.

Key: see pictures above (random order)

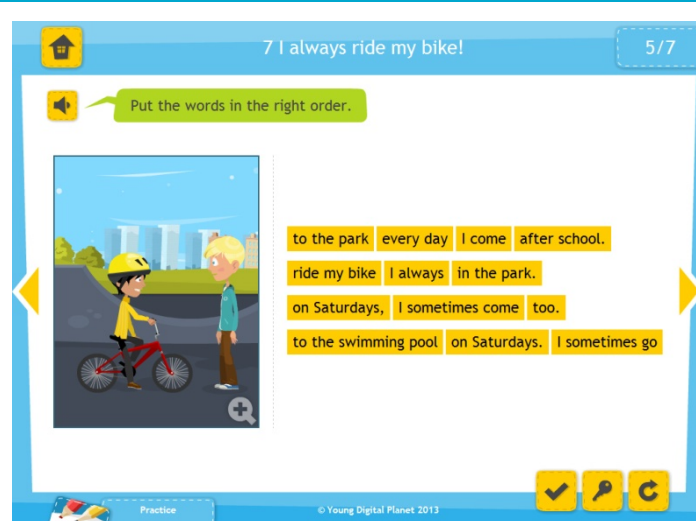


Note: Ss listen to each audio and match it with the correct picture. Allow the Ss to listen to each recording twice.

Screen 5

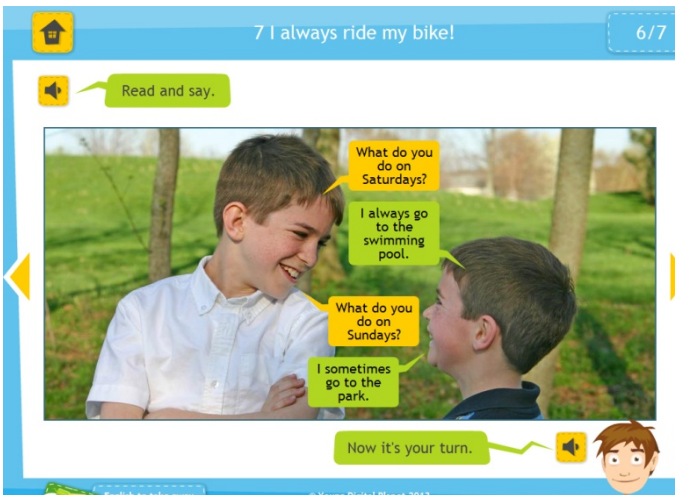
Key:

- 1 I come to the park every day after school.
- 2 I always ride my bike in the park.
- 3 I sometimes come on Saturdays, too.
- 4 I sometimes go to the swimming pool on Saturdays.



Note: Ss drag and drop the phrases in order to put them in the correct order.

Screen 6



7 I always ride my bike!

6/7

Read and say.

What do you do on Saturdays?

I always go to the swimming pool.

What do you do on Sundays?

I sometimes go to the park.

Now it's your turn.

English to take away

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Give the Ss these instructions for the 'Read and say' activity.

Look at the photo and read the speech bubbles.

Now it's your turn. Students work in pairs and using the prompts: *every day*, *sometimes*, *always*, *never* they ask and answer questions about their daily and weekly activities.

Handout

I never play football.	/students
I always go to the swimming pool on Saturday.	/students
I go shopping every day.	/students
I sometimes ride my bike in the park.	/students

Friends 5 Lesson 8		How often do you go to the park?		Grammar & Functions	
Aims	Talking about frequency	Contents	Grammar <i>How often do you + go to + place?</i>	Checklist	1 Master handout for a pair of students: personalization with frequency adverbs
			Vocabulary <i>How often do you go to the park?</i> <i>I go to the park every day.</i>		
			Everyday English: <i>Don't be silly.</i>		
Language Analysis					
Grammar: If the sentence has one verb in it (e.g. no auxiliary verb) we usually put the adverb in the middle of the sentence, i.e. after the subject and before the verb:					
<i>subject</i>	<i>adverb</i>	<i>verb</i>	<i>predicate</i>		
Tom	always	goes	to work by car.		
However, the adverbs such as: every day, <i>Monday</i> , <i>week</i> , <i>month</i> are put at the end or at the beginning of a sentence:					
<i>Every Saturday I go shopping.</i> or <i>I go shopping every Saturday.</i>					

Procedure

Warm-up Off the screens

Handout

SPEECH – choose from the following:

- ride a bike
- go to the swimming pool
- play football
- play computer games
- surf the internet
- go to the cinema
- read a book
- do your homework
- help your parents
- go for a walk
- meet your friends

1. The aim of the task is to revise using of the adverbs of frequency (*always, never, sometimes, every day, every Saturday, etc.*)
2. Tell the Ss that they are going to prepare a short speech about themselves telling everybody in the classroom how often they do particular activities.
3. Give out Handout 1 to a pair of students to give them some ideas concerning various activities.
4. Set the time of 10 minutes to prepare the speech.
5. Ask each student to present his/her speech.
6. Monitor the speeches and correct whenever necessary or after each speech you may ask the fellow students for general assessment.

Screen 2

Ann: How often do you come to the park, Lucy?

Lucy: Well, I sometimes come to the park after school and I sometimes go to the swimming pool.

Robot: I never go to the swimming pool!

Lucy: What about you, Ann? How often do you go to the park?

Ann: I go to the park every day. I go with my friends.

Lucy: What do you do?

Ann: Well, we sometimes play tennis and we sometimes ride our bikes.

Robot: I never play tennis and I never ride my bike!

Lucy: Robot! Don't be silly! You can't swim, you can't play tennis and you haven't got a bike!

Robot: Aah...!

8 How often do you go to the park? 2/7

Listen and watch.



0:00 / 0:00

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

This will help students with pronunciation and meaning.

Screen 3

Ann: How often do you come to the park, Lucy?

Lucy: Well, I sometimes come to the park after school and I sometimes go to the swimming pool.

Robot: I never go to the swimming pool!

Lucy: What about you, Ann? How often do you go to the park?

Ann: I go to the park every day. I go with my friends.

Lucy: What do you do?

Ann: Well, we sometimes play tennis and we sometimes ride our bikes.

Robot: I never play tennis and I never ride my bike!

Lucy: Robot! Don't be silly! You can't

8 How often do you go to the park? 3/7

Listen and choose.



	True	False
Lucy always goes to the park after school.	☐	☐
Lucy sometimes goes to the swimming pool after school.	☐	☐
Robot goes swimming every day.	☐	☐
Ann goes to the park every day.	☐	☐
Ann sometimes plays football.	☐	☐
Robot never rides a bike.	☐	☐

Practice © Young Digital Planet 2013

swim, you can't play tennis and you haven't got a bike!

Robot: *Aah...!*

Key:

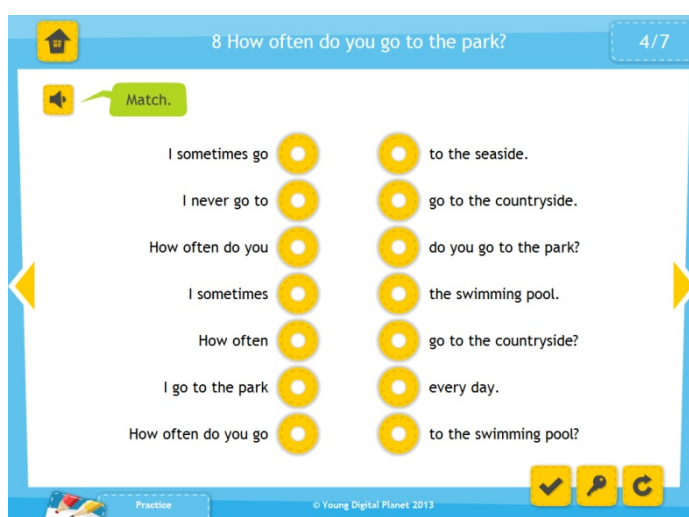
1 F 2 T 3 F 4 T 5 F 6 T

Note: The dialogue is the same as in screen 1 so that it may be used as a listening exercise that will check Ss' understanding of the text.

Screen 4

Key: (random order)

I sometimes go to the seaside.
I never go to the swimming pool.
How often do you go to the countryside?
I sometimes go to the countryside.
How often do you go to the park?
I go to the park every day.
How often do you go to the swimming pool?



Note: Encourage the Ss to read out sentences out loud.

Screen 5

Key:

- 1 often
- 2 every day
- 3 often
- 4 sometimes
- 5 sometimes
- 6 often
- 7 never

Note: Ask the Ss to choose the correct adverb of frequency. Go back to the language analysis part to explain the place of the adverbs within a sentence to your Ss.

Screen 6

Key: N/A

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

Look at the photo and read the speech bubbles.

Now it's your turn. Work in pairs and make

	questions and answers with words you know.
--	--

Additional activity – An interview with the teacher

1. Tell the Ss that they are going to make an interview with you by asking you questions: *How often do you...?*
2. Give the Ss a few minutes to prepare their questions to you.
3. Ask each student to ask you a question.
4. Tell your Ss to write down the answers because they will need them to write a short note about the teacher.
5. Once you have answered all the questions ask the Ss to write a short note about you starting with words: *My teacher ...*

Handout

SPEECH – choose from the following:

- ride a bike
- go to the swimming pool
- play football
- play computer games
- surf the internet
- go to the cinema
- read a book
- do your homework
- help your parents
- go for a walk
- meet your friends

Friends 5 Lesson 9		Tell me...		Skills - Speaking	
Aims	Talking about habits Speaking activities	Contents	Vocabulary Everyday English <i>What a silly question!</i> <i>Great idea.</i> <i>Poor ...!</i>	Checklist	1 Master handout (pair work): mingle exercise about regular activities Cut handout 1 into 2 parts vertically
Language Analysis					
Everyday English: <i>Poor you!</i> has a totally different meaning than <i>You are poor</i>. In <i>poor you</i> the meaning of <i>poor</i> is <i>to be pitied</i>. In <i>you are poor</i>, the meaning of <i>poor</i> is <i>with little or no possession of money</i>. They both mean: <i>you are poor</i> but with two different meanings of <i>poor</i>. <i>What a silly question!</i> <i>Silly</i> means foolish or stupid. A <i>silly question</i> is a question which is not sensible, e.g. <i>Ask a silly question, and you get a silly answer</i>.					

Procedure

Warm-up Off the screens

Handout

1. How often do you watch TV?	1. How often do you stay at home?
2. How often do you go to the swimming pool?	2. How often do you meet your friends?
3. How often do you go for a walk?	3. How often do you go to the swimming pool?
4. How often do you play computer games?	4. How often do you watch TV?
5. How often do you play football?	5. How often do you go to the park?
6. How often do you go to the gym?	6. How often do you go jogging?
7. How often do you go fishing?	7. How often do you play computer games?
8. How often do you go to the cinema?	8. How often do you play football?

1. Ss' task is to carry out a survey and ask their partners in a pair to answer questions. On asking the questions Ss are to assess how active their partners are.
2. Give out handout 1 (cut into half) to a pair of students.
3. Give the Ss time to read the questions, then drill the pronunciation. Students should then ask each other questions starting with: *How often...?*
4. On the basis of the partner's answers Ss judge how active they are. Encourage class discussion.

Screen 2

Lucy: *Ok, Kim. Let's do this. Let's find the answers! Number 1: How often do you play football? Ha! I never play football! What about you?*

Kim: *Well, I sometimes play football.*

Lucy: *Ok. Number 2: How often do you watch TV? I watch TV every day.*

Kim: *Me too.*

Lucy: *Number three: How often do you play computer games? I always play computer games after school. I like playing computer games. What about you?*

Kim: *No, I never play computer games. I always go to the park after school.*

Lucy: *OK. Question 4: How often do you go fishing? How often do you go fishing? What a silly question! Fishing? I never go fishing! How often do you go fishing, Kim?*

Kim: *I never go fishing! Poor fish!*

Lucy: *Ok. Now, Number 5: How often do you see your friends? I see my friends every day, of course!*

Kim: *Me too.*

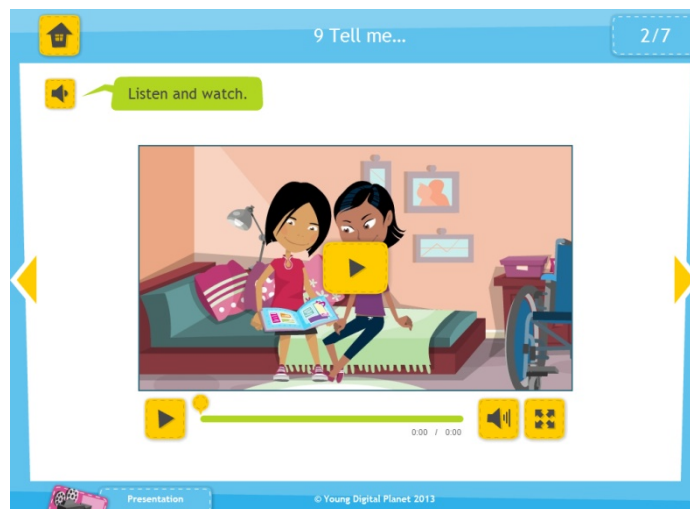
Lucy: *Right. What can we do now?*

Kim: *I know!*

Lucy: *What?*

Kim: *Let's go fishing!*

Lucy: *Fishing! Great idea!*



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

Note: Allow the Ss to listen to and watch the animation more than once. Check their understanding of the animation by asking some questions, e.g.

How often does Lucy play football?
How often does Kim play computer games?
Does Lucy go fishing?

Screen 3

Audio 1:

Lucy: *How often do you watch TV?*

Audio 2:

Lucy: *How often do you play computer games?*

Audio 3:

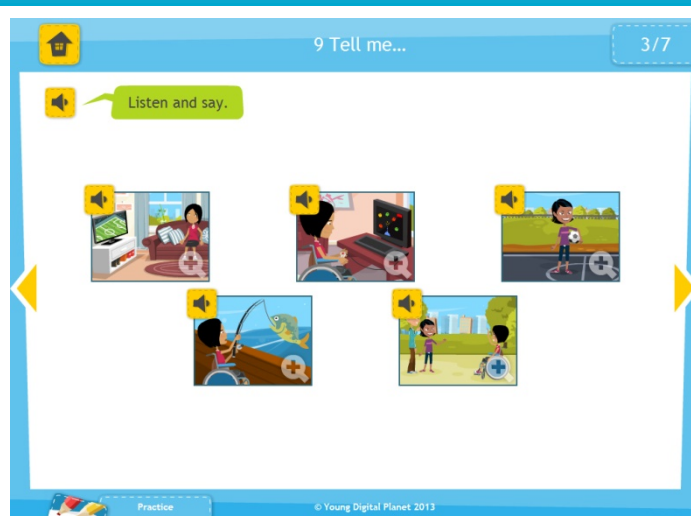
Lucy: *How often do you play football?*

Audio 4:

Lucy: *How often do you go fishing?*

Audio 5:

Lucy: *How often do you see your friends?*



Listen and repeat.

Note: Ss' task is to answer the questions asked directly to them by Lucy.

Screen 4

(random order)

Audio 1:

How often do you watch TV?

Audio 2:

How often do you play computer games?

Audio 3:

How often do you play football?

Audio 4:

How often do you go fishing?

Audio 5:

How often do you see your friends?

Audio 6:

I watch TV every day.

Audio 7:

I never play computer games.

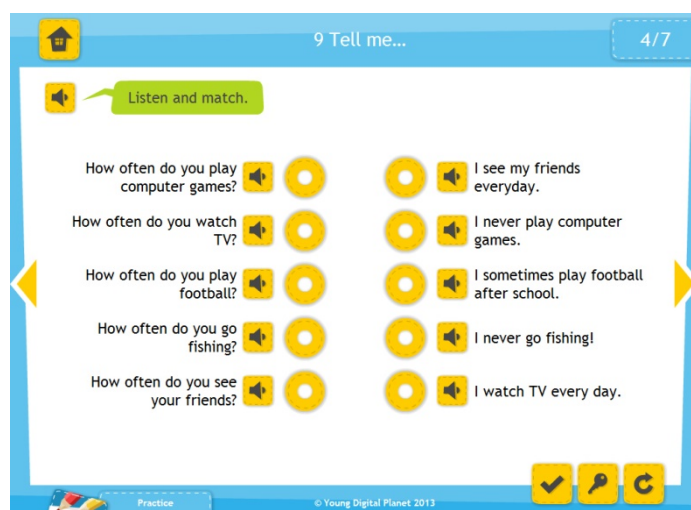
Audio 8:

I sometimes play football after school.

Audio 9:

I never go fishing!

Audio 10:



I see my friends every day.

Key: (random order)

1 How often do you watch TV?

I watch TV every day.

2 How often do you play computer games?

I never play computer games.

3 How often do you play football?

I sometimes play football after school.

4 How often do you go fishing?

I never go fishing!

5 How often do you see your friends?

I see my friends every day.

Note: Encourage the Ss to read the questions and answers aloud.

Screen 5

Audio 1: *I sometimes play football after school.*

Audio 2: *I never play computer games.*

Audio 3: *I always play in the park after school.*

Audio 4: *I sometimes go to the swimming pool.*

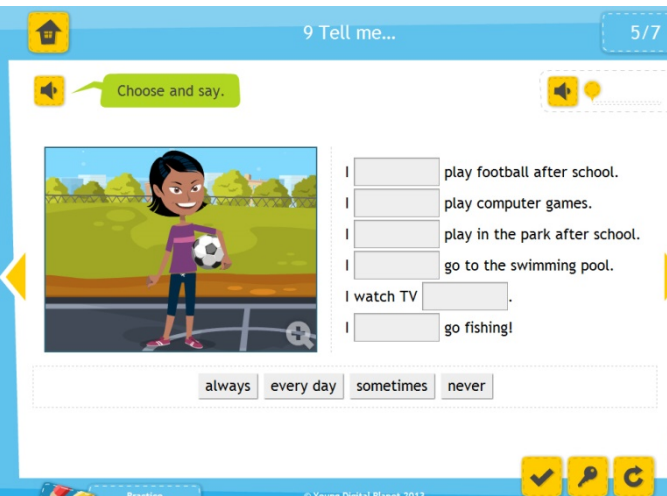
Audio 5: *I watch TV every day.*

Audio 6: *I never go fishing!*

Key:

1 sometimes **2** never **3** always

4 sometimes **5** every day **6** never



9 Tell me... 5/7

Choose and say.

play football after school.
 play computer games.
 play in the park after school.
 go to the swimming pool.
 I watch TV .
 I go fishing!

always every day sometimes never

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Note: Ss drag and drop the correct adverb of frequency while listening to the audio. Allow the Ss to listen to the audio twice.

Screen 6

Lucy: *Ok, Kim. Let's do this. Let's find the answers! Number 1: How often do you play football? Ha! I never play football! What about you?*

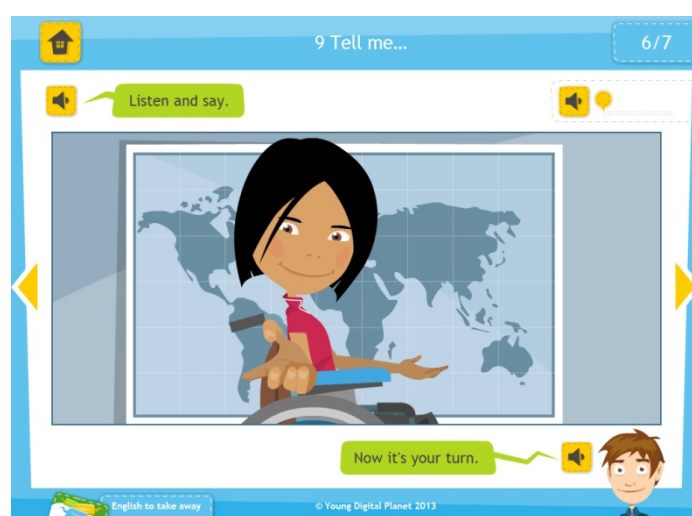
Lucy: *Ok. Number 2: How often do you watch TV? I watch TV every day.*

Lucy: *Number three: How often do you play computer games? I always play computer games after school. I like playing computer games. What about you?*

Lucy: *OK. Question 4: How often do you go fishing? How often do you go fishing? What a silly question! Fishing? I never go fishing! How often do you go fishing?*

Lucy: *Ok. Now, Number 5: How often do you see your friends? I see my friends every day, of course! What about you?*

Key: N/A



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.
2. Click on the audio and listen to the audio.
3. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

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

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

Handout

1. How often do you watch TV?	1. How often do you stay at home?
2. How often do you go to the swimming pool?	2. How often do you meet your friends?
3. How often do you go for a walk?	3. How often do you go to the swimming pool?
4. How often do you play computer games?	4. How often do you watch TV?
5. How often do you play football?	5. How often do you go to the park?
6. How often do you go to the gym?	6. How often do you go jogging?
7. How often do you go fishing?	7. How often do you play computer games?
8. How often do you go to the cinema?	8. How often do you play football?

Friends 5 Lesson 10		<i>What do you do?</i>		Pronunciation	
Aims	Sound differentiation between /v/ and /w/	Contents	Grammar Students distinguish between sounds / v / and / w /. Pronunciation drills.	Checklist	1 Master handout For each student to practise minimal pairs with /v/ and /w/
Language Analysis					
Pronunciation: To make the /v/ sound, put your upper teeth onto your lower lip. Use your voice as your breath passes through the teeth and lower lip. To make the /w/ sound, push the lips forward and say /u:/, then let the tongue and lower lip drop. When you let the first sound glide into the second (usually a vowel follows), /w/ is produced.					

Procedure

Warm-up Off the screens

Handout

MINIMAL PAIRS

1	2
vest	west
veil	wail
vine	wine
viper	wiper
roving	rowing
verse	worse

1. This is a pronunciation exercise called MINIMAL PAIRS in which Ss are supposed to read the words which differ in only one sound /w/ or /v/.
2. Read the pairs aloud and ask the Ss to repeat each example after you aloud.
3. You now need to be sure that Ss can hear the difference between the sounds, tell them you will say a word from the chart and they have to say '1' or '2' to tell you which column it's from. Do this a few times until Ss become sensitised to the sounds.
4. Give the Ss a few minutes to practise the pronunciation of the pairs aloud.
5. Ask each student to read out loud one or two examples. They could then work in pairs, one saying a word and the other identifying which column the word is in by saying '1' or '2'.

Screen 2

What do you do
What do you do
What do you do after school?

Do you write emails?
Do you watch TV
Do you read a book?
Do you swim in the sea?

What do you do
What do you do
What do you do after school?

Do you ride your bike?
Do you go to the pool?
Do you play with your friends?
In the park after school?

What do you do
What do you do
What do you do after school?

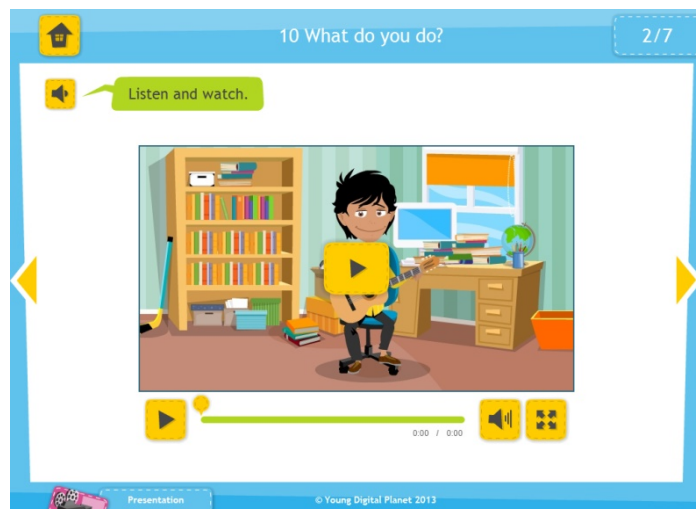
What do I do
What do I do
What do I do after school?

Well, I sometimes read
And I sometimes play.

I play computer games
Every day!
I always ride my bike
And I watch TV
And I never, never swim in the sea!

That's what I do
That's what I do
That's what I do after school!

What do you do
What do you do



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

What do you do after school?

Note: Allow the Ss to listen to and watch the animation more than once.

Screen 3

Audio 1: /w/

Audio 2: /v/

Audio 3: /v/

Audio 4: /w/

Audio 5: /v/

Key:

1 w 2 v 3 v 4 w 5 v



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 sounds you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the sounds.

Note: Ss click on the letter that represent the sound that they hear.

Screen 4

Audio 1:

Water

Audio 2:

Love

Audio 3:

River

Audio 4:

Window

Audio 5:

Television

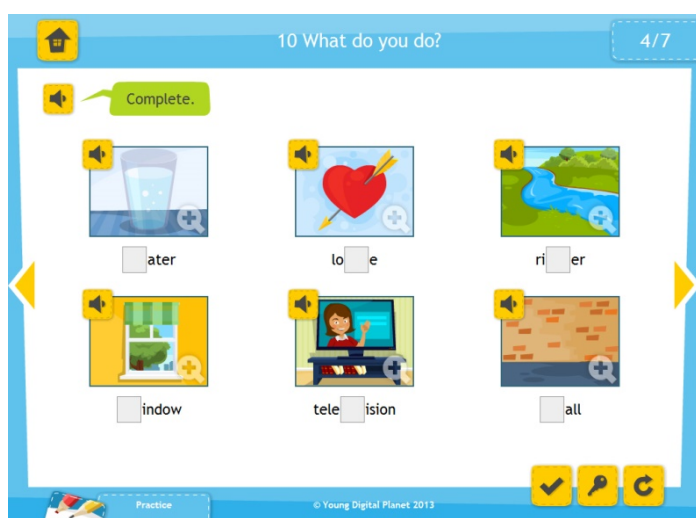
Audio 6:

Wall

Key: (from left to right)

1 w 2 v 3 v

4 w 5 v 6 w



10 What do you do? 4/7

Complete.

Water Love River

Window Television Wall

Practice © Young Digital Planet 2013

Note: Encourage the Ss to read each word out loud.

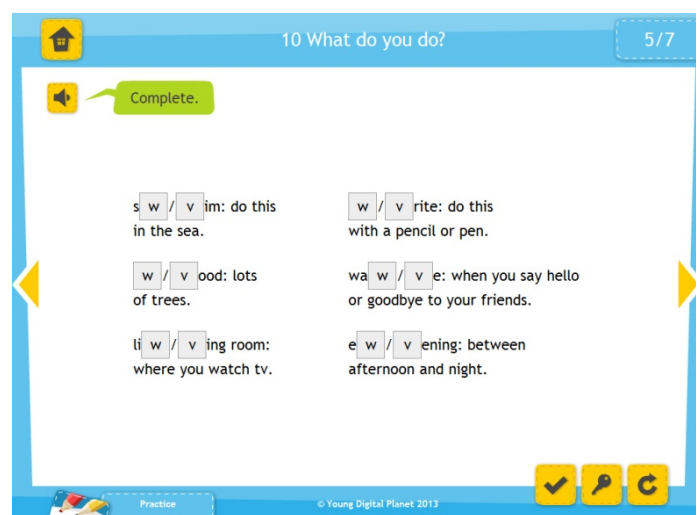
Screen 5

Key:

1 w 2 w

3 w 4 v

5 v 6 v



10 What do you do? 5/7

Complete.

swim: do this in the sea. write: do this with a pencil or pen.

wood: lots of trees. we: when you say hello or goodbye to your friends.

living room: where you watch tv. evening: between afternoon and night.

Practice © Young Digital Planet 2013

Note: Encourage the Ss to read each word out loud.

Screen 6

*What do you do
What do you do
What do you do after school?*

*Do you write emails?
Do you watch TV?
Do you read a book?
Do you swim in the sea?*

*What do you do
What do you do
What do you do after school?*

*Do you ride your bike?
Do you go to the pool?
Do you play with your friends
In the park after school?*

*What do you do
What do you do
What do you do after school?*

*What do I do
What do I do
What do I do after school?*

*Well, I sometimes read
And I sometimes play.*

*I play computer games
Every day!
I always ride my bike
And I watch TV
And I never, never swim in the sea!
That's what I do
That's what I do
That's what I do after school!
What do you do
What do you do
What do you do after school?*



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

1. Listen to the whole song.
2. Watch the animation and join in.
3. Now it's your turn: Listen again and sing the whole song individually, in groups or as a class.

Handout

MINIMAL PAIRS

1	2
vest	west
veil	wail
vine	wine
viper	wiper
roving	rowing
verse	worse