

Friends 5 Lesson 21		Let's go shopping!		Vocabulary	
Aims	Lexis of shopping	Contents	Vocabulary <i>to go shopping</i> <i>to need</i> <i>to buy</i> <i>market</i> <i>money</i> <i>shopping bag</i> <i>shopping list</i> <i>purse</i> Everyday English: <i>Hurry up!</i>	Checklist	2 Master handouts (handout 1 – individual work, handout 2 – individual work) Coloured pencils (for the warm-up and additional activity)
Language Analysis					
*** <i>market</i> /'ma:kɪt/ <i>money</i> /'mʌni/ <i>purse</i> /'pɜ:s/ <i>pear</i> /'peə/ <i>vegetables</i> /'vedʒtəblz/ <i>tomatoes</i> BrE /tə'ma:təʊz/ AmE /tə'metəʊz/ <i>potatoes</i> /pə'tetəʊz/ Note: <i>Purse</i> has different meaning in British and in American English. In British English it refers to a small bag or pouch for carrying money. In American English – a <i>purse</i> is a woman's handbag.					

Procedure

Warm-up Off the screens

Handout 1

- | | |
|-----------------|-------|
| 1. OSEMOATT | ----- |
| 2. RAESP | ----- |
| 3. ENYMO | ----- |
| 4. RUEPS | ----- |
| 5. HSPIOPGN AGB | ----- |
| 6. TAOSETOP | ----- |
| 7. BTEGVEELSA | ----- |
| 8. RKTEMA | ----- |
| 9. TFIUR | ----- |
| 10. RCTSORA | ----- |

1. Give out Handout 1 to each of the Ss.
2. Ss' task is to unscramble the letters to get the correct words that are connected with the idea of shopping.
3. Nominate some students to read their answers aloud and check them together with the Ss.
4. On checking the words ask the Ss to draw the picture next to the correct word.

Key:

- 1 tomatoes
- 2 pears
- 3 money
- 4 purse
- 5 shopping bag
- 6 potatoes
- 7 vegetables
- 8 market
- 9 fruit
- 10 carrots

Screen 2

Audio 1:

Mrs Brown: *We need some fruit. Let's go shopping! We can buy our fruit at the market.*

Kim: *Ok. I can write a shopping list. What do we need?*

Audio 2:

Mrs Brown: *Let's buy some apples, some oranges and some pears.*

Kim: *Apples, oranges, pears. OK!*

Audio 3:

Mrs Brown: *And let's buy some vegetables. We need carrots and potatoes.*

Kim: *Carrots and potatoes. OK. They're on the list.*

Audio 4:

Mrs Brown: *Now, I need my shopping bag. Good! Let's go!*

Kim: *But Mum!*

Mrs Brown: *Hurry up, Kim!*

Kim: *But Mum!*

Audio 5:

Mrs Brown: *Kim! What is it? Hurry up!*

Kim: *Well, Mum – what about money? You need your purse!*

Audio 6:

Mrs Brown: *Oh! Silly me! Thanks, Kim!*



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 and watch the animation twice. Ask the Ss some questions to check their understanding of the animation: e.g. *Where can they buy fruit? Which vegetables do they need? What does Kim write?*

Screen 3



Audio 1:

Let's buy some fruit at the market!



Audio 2:

We need some vegetables!



Audio 3:

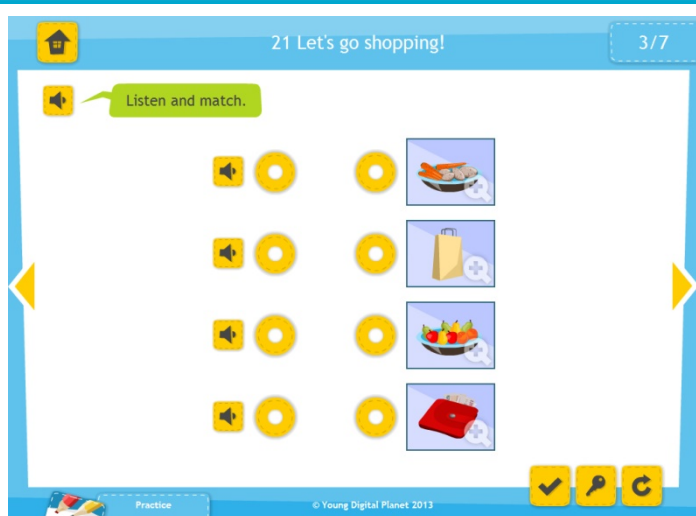
Where's my shopping bag?



Audio 4:

We need some money – where's your purse?

Key: see pictures above (random order)



Screen 4

Key:

- 1 fruit
- 2 vegetable
- 3 purse
- 4 market
- 5 need
- 6 buy



Note: Encourage the Ss to read the full sentences once they are completed..

Screen 5

Key:

- 1 fruit
- 2 shopping bag
- 3 money
- 4 purse
- 5 potatoes
- 6 shopping list



Additional activity – Let's go shopping

Handout 2

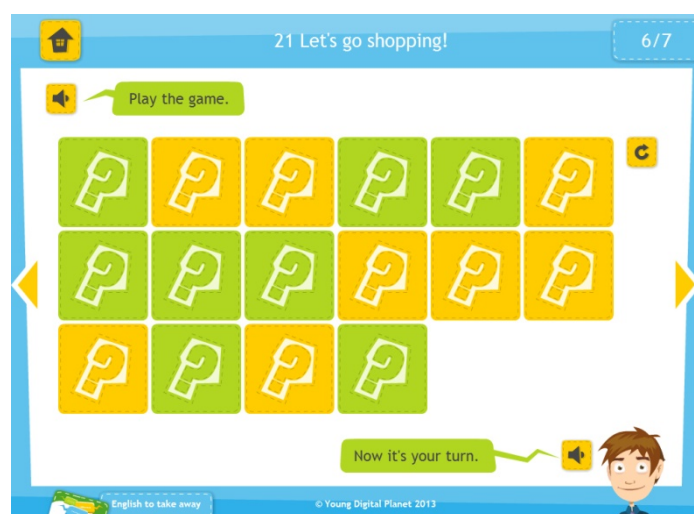


1. Give out Handout 2 to each of the Ss.
2. Ask the Ss to fill in the shopping bag by drawing all the products they are going to buy during the shopping trip.
3. Ask the Ss to talk in pairs and describe their shopping bags to each other.
4. Monitor and correct the Ss whenever necessary.

Screen 6

Key:

- 1 apples
- 2 vegetables
- 3 shopping bag
- 4 shopping list
- 5 a pears
- 6 money
- 7 tomatoes
- 8 potatoes



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

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

Now it's your turn:

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.

Handout 1

1. osemoatt

— — — — —

2. raesp

— — — —

3. enymo

— — — —

4. rueps

— — — —

5. hspiopgn agb

— — — — — — — —

6. taosetop

— — — — — —

7. btegveelsa

— — — — — — — —

8. rktema

— — — — —

9. tfiur

— — — —

10. rctsora

— — — — —

Handout 2



Friends 5 Lesson 22		Can I help you?		Grammar & Functions	
Aims	Offers and requests Can I ...? Food and drink vocabulary	Contents	Vocabulary Can I help you? I'd like some strawberries. Everyday English: Anything else?	Checklist	2 Master handouts (handout 1 – individual work, handout 2 – pair work); word completion and role play.
	Coloured pencils for the warm-up exercise				
Language Analysis					
*** strawberry BrE: /'strɔːbəri/ AmE: /'strɔːberɪ/ sausage /'sɒsɪdʒ/ stall /'stɔːl/					

Procedure

Warm-up Off the screens

Handout 1













1. Give out Handout 1 to each of the students.
2. Ss name the products they see in the pictures. The number of dashes corresponds to the number of letters in a word. Ss check in pairs.
3. Nominate some students to read their answers, correct whenever necessary.
4. Ask some students to spell the names of the products.
5. Ask the Ss to colour the pictures.

Key:

1 sausage 2 bread 3 pear 4 milk 5 apple 6 strawberry

Screen 2

Audio 1:

Stall keeper: *Can I help you?*

Kim: *I'd like some strawberries.*

Audio 2:

Stall keeper: *Anything else?*

Kim: *I'd like some pears and apples too, please.*

Audio 3:

Stall keeper: *Can I help you?*

Kim: *Yes, Please. I'd like some carrots and some potatoes, please.*

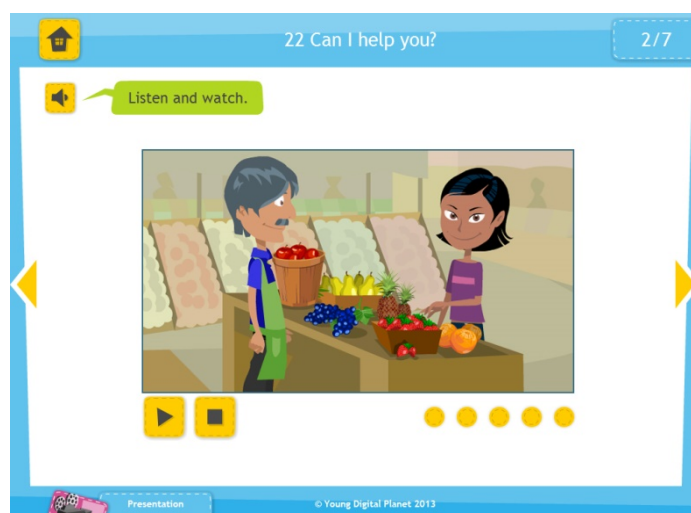
Audio 4:

Lucy: *Hi Kim! Can I help you with those shopping bags?*

Kim: *Yes, please, Lucy!*

Audio 5:

Kim: *This is great! Thanks, Lucy!*



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 listen to and watch the animation twice and then ask questions to check Ss' understanding of the text, e.g. *What would Kim like to buy?*

Screen 3



Audio 1:

Can I help you?

I'd like some strawberries, please.



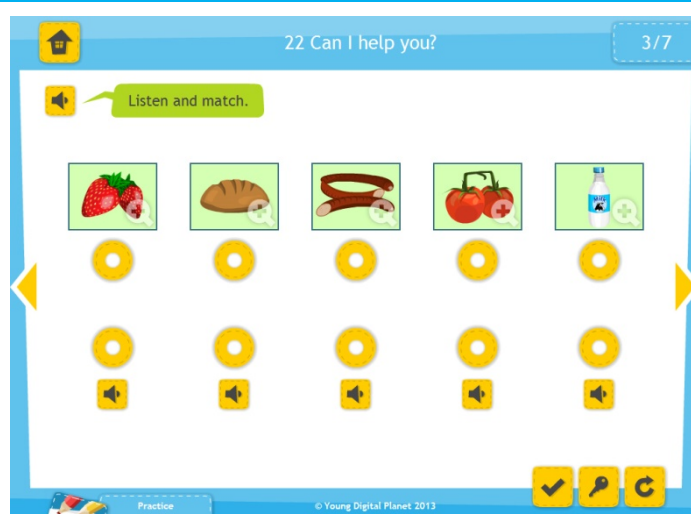
Audio 2:

Can I help you?

I'd like some tomatoes, please.



Audio 3:



Can I help you?

I'd like some sausages, please.



Audio 4:

Can I help you?

I'd like some milk, please.



Audio 5:

Can I help you?

Yes, please. I'd like some bread.

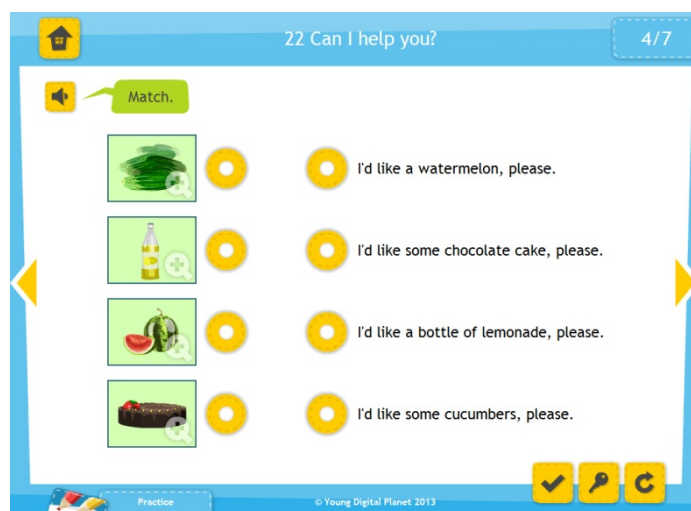
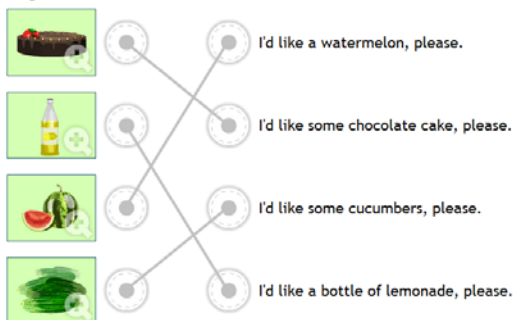
Key:

See pictures above (random order)

Note: Ss listen to the recording and match the audio with the pictures.

Screen 4

Key:



Note: Ss match the pictures with the sentences on the right. Encourage the Ss to read the sentences out loud.

Screen 5

Audio 1:

Stall keeper: *Can I help you?*

Kim: *I'd like some strawberries.*

Audio 2:

Stall keeper: *Anything else?*

Kim: *I'd like some pears and apples too, please.*

Audio 3:

Stall keeper: *Can I help you?*

Kim: *Yes, please. I'd like some carrots and some potatoes, please.*

Audio 4:

Lucy: *Hi Kim! Can I help you with those shopping bags?*

Kim: *Yes, please, Lucy!*

Audio 5:

Kim: *This is great! Thanks, Lucy!*

Key:

1 strawberries **2** else **3** apples **4** some **5** potatoes



22 Can I help you? 5/7

Choose.

Can I help you?
I'd like some .

Anything ?
I'd like some pears and too, please.

Can I help you?
Yes, Please. I'd like
carrots and some , please.

strawberries
some
potatoes
else
apples

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Note: Ss drag and drop the correct word according to what they hear on the audio.

Screen 6



22 Can I help you? 6/7

Look and say.

Can I help you?

Anything else?
I'd like some onions too, please.
I'd like some potatoes, please.

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Look and say' activity. The aim is to complete the dialogue.

1. Look at the photo and read the first part of the dialogue in a speech bubble.
2. Choose the correct response. Drag and drop it into the empty speech bubble to complete the dialogue.
3. Continue with the rest of the dialogue.

Now it's your turn. Work in pairs and make questions and answers with words you know.

Additional activity – Handout 2

Handout 2 - SHOPPING LIST

STUDENT A

3 carrots

half a kilo of apples

4 sausages

2 tomatoes

STUDENT B

a kilo of potatoes

4 pears

1 loaf of bread

a bottle of milk

1. Ask the Ss to work in pairs.
2. Cut Handout 2 into two halves horizontally and give each half to one student in a pair.
3. Students imagine they are doing shopping and they need to buy the products in the handout.

4. Arrange the desks so that the classroom looks like a shop and provide any realia or props available for the food. The students should work in pairs, one student is a customer and the other is a shopkeeper.
5. Monitor the Ss and correct whenever necessary.
6. Students then swap roles.

Handout 1













Handout 2 - SHOPPING LIST

STUDENT A

3 carrots

half a kilo of apples

4 sausages

2 tomatoes

STUDENT B

a kilo of potatoes

4 pears

1 loaf of bread

a bottle of milk

Friends 5 Lesson 23		<i>How many would you like?</i>		Grammar & Functions	
Aims	Students ask about quantity	Contents	Grammar <i>How many + would you like?</i> Vocabulary <i>How many would you like?</i> <i>One box, please.</i>	Checklist	1 Master handout for each student: ordering dialogue in a shop
Language Analysis					
Grammar: A noun can be countable or uncountable. Countable nouns are easy to recognise. They are things that we can count. For example: a <i>pen</i>. We can count pens. We can have one, two, three or more pens. Here are some more countable nouns: <i>dog, cat, animal, man, person</i> <i>bottle, box, litre</i> <i>coin, note, dollar</i> <i>cup, plate, fork</i> <i>table, chair, suitcase, bag</i> Uncountable nouns are substances, concepts etc that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count <i>milk</i>. We can count "bottles of milk" or "litres of milk", but we cannot count <i>milk</i> itself. Here are some more uncountable nouns: <i>music, art, love, happiness</i> <i>advice, information, news</i> <i>furniture, luggage</i> <i>rice, sugar, butter, water</i> <i>electricity, gas, power</i> If you ask for a countable noun, you use the question: <i>How many...?</i> If you ask for an uncountable noun, you use the question: <i>How much...?</i>, e.g. <i>How much milk would you like?</i> <i>How many potatoes would you like?</i>					

Procedure

Warm-up Off the screens

Handout

- 1..... I'd like two apples, please.
- 2..... Thank you.
- 3..... Goodbye.
- 4..... Anything else?
- 5..... Here you are.
6. Here you are.
7. Anything else?
8. Yes, I'd like one bottle of milk,
please.
- 9..... Hello, can I help you?
- 10..... No, thank you. Goodbye.

1. Give out Handout 1 to each of the Ss.
2. Ss' task is to put the dialogue in the correct order.
3. Nominate a pair of Ss to read the dialogue and check their answers.

Key

2, 7, 10, 4/8, 3/6, 3/6, 4/8, 5, 1, 9

Screen 2

Lucy: *I'd like some strawberries, please.*

Stall keeper: *How many would you like?*

Lucy: *One box, please.*

Robot says: *No, two boxes!*

Lucy says: *Robot!*

Lucy: *I'd like some apples, please.*

Stall keeper: *How many would you like?*

Lucy: *One bag, please.*

Robot: *No, three bags!*

Lucy: *Robot! Be quiet!*

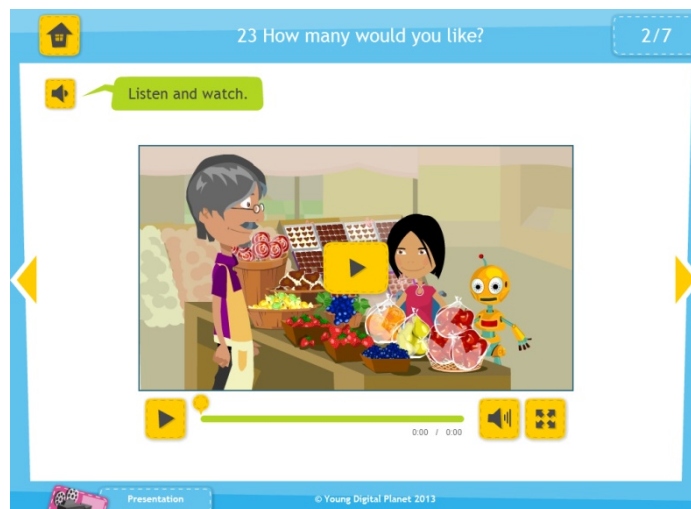
Lucy: *I'd like some chocolates, please.*

Stall keeper: *How many would you like?*

Lucy: *One box, please*

Robot: *No, four boxes!*

Lucy: *ROBOT! BE QUIET!*



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 twice. Ask the Ss some questions to check their understanding of the dialogue, e.g. *How many strawberries would Lucy like to buy? How many apples would she like to buy?*

Screen 3



Audio 1:

How many would you like?
One box, please.



Audio 2:

How many would you like?
One bag, please.



Audio 3:

How many would you like?
Two boxes, please.



Audio 4:

How many would you like?
Two bags, please.

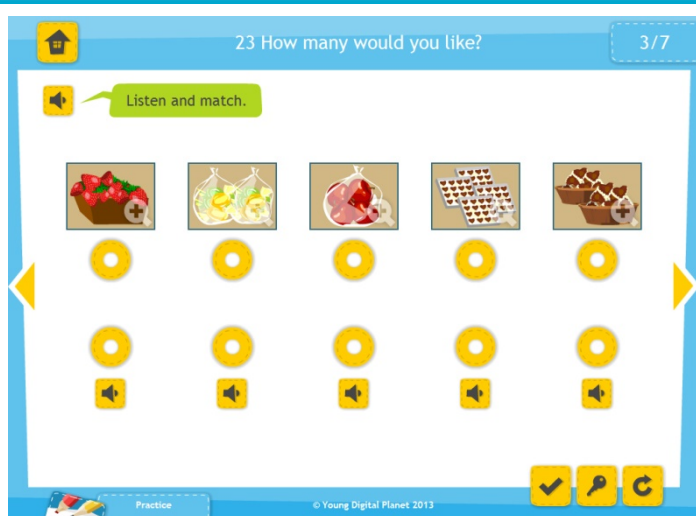


Audio 5:

How many would you like?
Four boxes, please!

Key:

See pictures above (random order)



Note: Ss match the pictures with the audio that they listen to.

Screen 4

Audio 1:

How many would you like?
One box, please.

Audio 2:

How many would you like?
Two bags, please.

Audio 3:

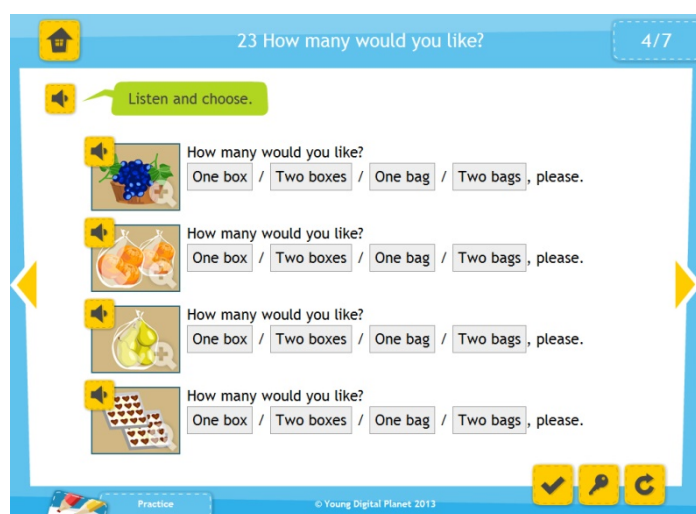
How many would you like?
One bag, please.

Audio 4:

How many would you like?
Two boxes, please.

Key:

1 one box **2** two bags **3** one bag
4 two boxes



Note: Ss choose the quantity according to the recording. Encourage the Ss to read the phrases aloud.

Screen 5

Stall keeper: *Can I help you?*

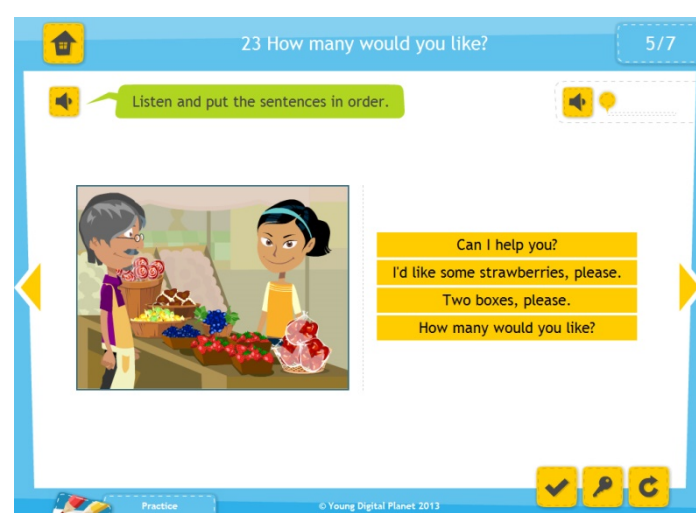
Customer: *I'd like some strawberries, please.*

Stall keeper: *How many would you like?*

Customer: *Two boxes, please.*

Key:

1 Can I help you?
2 I'd like some strawberries, please.
3 How many would you like?
4 Two boxes, please.



Screen 6



Give the Ss these instructions for the 'Listen and say' activity. The aim is to complete the dialogue.

1. Look at the picture and read the first part of the dialogue, a question in a speech bubble.
2. Listen to the dialogue. Choose the correct response that you hear.
3. Drag and drop it into the empty speech bubble to complete the dialogue.

Now it's your turn. Work in pairs and make questions and answers with words you know.

Handout

- 1..... I'd like two apples, please.
- 2..... Thank you.
- 3..... Goodbye.
- 4..... Anything else?
- 5..... Here you are.
6. Here you are.
7. Anything else?
8. Yes, I'd like one bottle of milk,
please.
- 9..... Hello, can I help you?
- 10..... No, thank you. Goodbye.

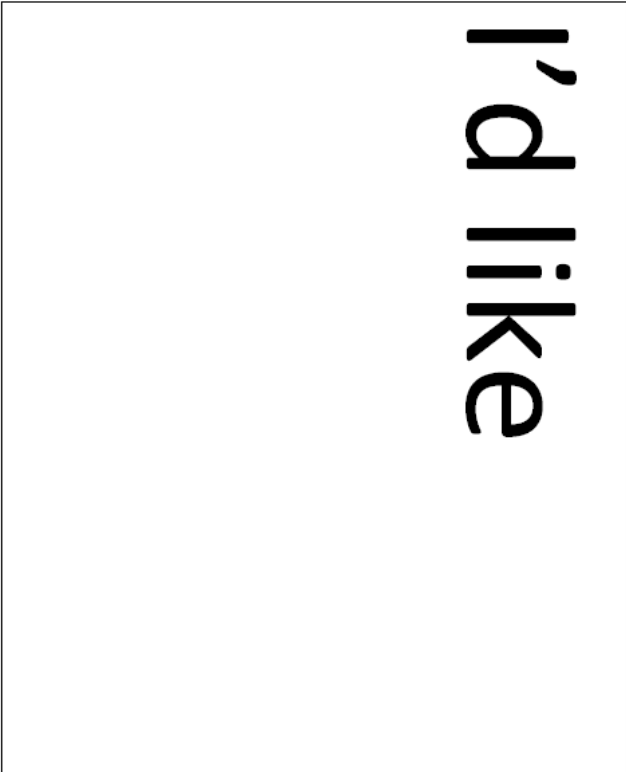
Friends 5 Lesson 24		<i>I'd like six eggs.</i>		Grammar & Functions	
Aims	Making requests	Contents	Grammar <i>I'd like</i> + number	Checklist	1 Master handout (group work: Memory game - a shopping list)
	Vocabulary <i>I'd like six eggs.</i> <i>Here you are.</i>		Stickers as prizes for the winner of the warm-up exercise		
Language Analysis					
Vocabulary: The phrase: <i>here you are</i> is used when somebody asks you for something and you give it to them, e.g. a shopkeeper to a client while handing the products. Instead you may use phrases of similar meaning: <i>here you go</i> or <i>there you go</i>. The phrase <i>would like</i> is used to make a polite request and is used in semi-formal or formal situations instead of using the verb: <i>want</i> or <i>wish</i>, e.g. <i>I would like to say thank you; Would you like a cup of tea?</i>					

Procedure

Warm-up Off the screens

MEMORY GAME – A shopping list

Handout



I'd like

1. Ask the Ss to sit in a circle.
2. Tell the students that they are going to build a long shopping list so they need to listen to each other at all times and try to remember as much as they can.
3. Start from yourself, take the handout and say: *I'd like to buy* and add some products, e.g. *two apples*.
4. Next student takes the handout ,repeats your sentence and adds a new product saying, e.g. *I'd like to buy two apples and three pears*.
5. The game continues with all the Ss passing on the handout and adding a new product until everyone has had a turn twice.
6. The winner is the person who repeats the longest sentence correctly and as a prize he/she gets a sticker.

Screen 2

Audio 1:

Stall keeper: *Can I help you?*

Lucy: *I'd like eight sausages, please.*

Audio 2:

Stall keeper: *Eight sausages. Here you are.*

Lucy: *Thank you.*

Stall keeper: *Anything else?*

Lucy: *Yes, please. I'd like four burgers.*

Audio 3:

Stall keeper: *Four burgers. Here you are.*

Lucy: *Thank you.*

Stall keeper: *Anything else?*

Audio 4:

Lucy: *Yes, please. I'd like six eggs.*

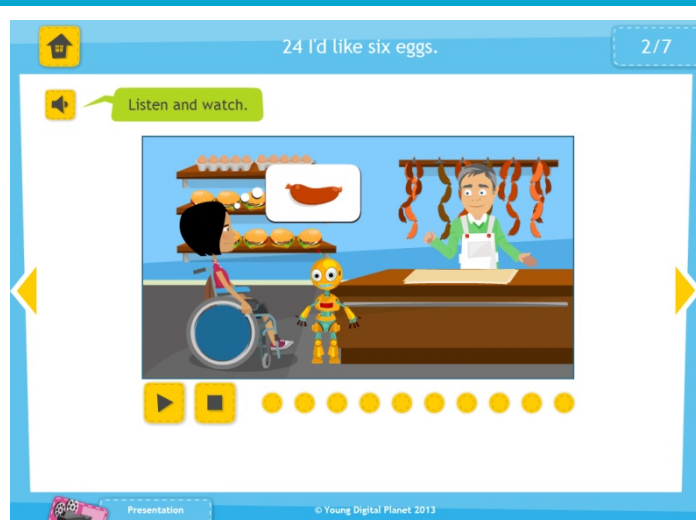
Stall keeper: *Six eggs. Here you are.*

Lucy: *Thank you.*

Audio 5:

Robot: *Hip! Hip! Hooray! I love eggs!*

Lucy: *Robot! NOOOoooooooo!*



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 and watch the animation twice then ask some questions to check the Ss' understanding of the text, e.g. *How many sausages would Lucy like to buy?*

Screen 3



Audio 1:

I'd like six eggs.

Here you are.

Thank you.



Audio 2:

I'd like one chicken.

Here you are.

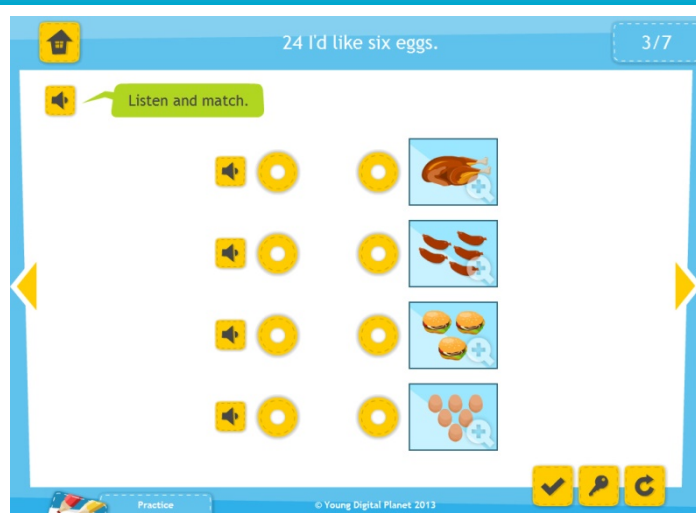
Thank you.



Audio 3:

I'd like three burgers.

Here you are.



Thank you.



Audio 4:

I'd like five sausages

Here you are.

Thank you.

Key: see pictures above (random order)

Note: Ss match the pictures with the dialogues they hear on the recording.

Screen 4

Audio:

Can I help you?

I'd like eight sausages, please

Eight sausages. Here you are.

Thank you.

Anything else?

Yes, please. I'd like four burgers.

Here you are.

Thank you.

Key:

1 like **2** are **3** you **4** please **5** I'd **6** Here



24 I'd like six eggs. 4/7

Listen and complete.

Can I help you ?
I'd eight sausages, please.
Eight sausages? Here you .
Thank .
Anything else?
Yes, like four burgers.
 you are.
Thank you.

like are You I'd please Here

Practice © Young Digital Planet 2013

Note: Ss drag and drop the correct word into the gap according to what they hear on the recording. Encourage the Ss to read the whole dialogue in pairs.

Screen 5

Audio 1:

I'd like six eggs.

Audio 2:

Here you are.

Audio 3:

I'd like eight sausages.

Audio 4:

I'd like ten burgers.

Key:

1 I'd like six eggs.

2 Here you are.

3 I'd like eight sausages

4 I'd like ten burgers.



Note: Ss listen to the audio and put the words in the correct order. Encourage the Ss to read the sentences out loud.

Screen 6

Audio:

Can I help you?

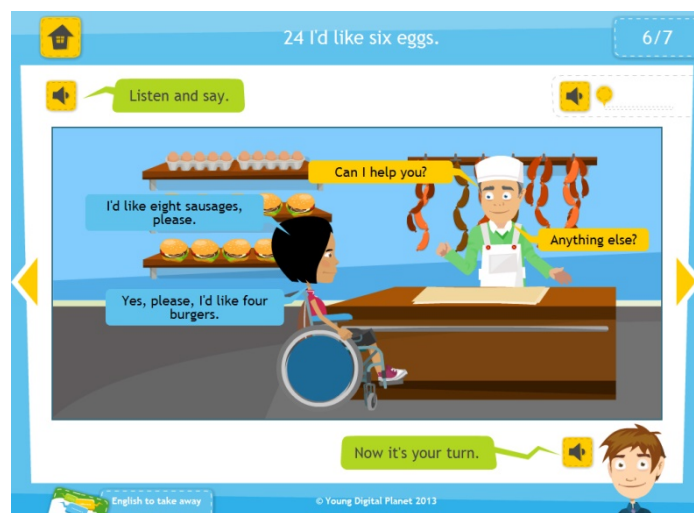
I'd like eight sausages, please

Eight sausages. Here you are.

Thank you.

Anything else?

Yes, please. I'd like four burgers.



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

1. Look at the picture and read the dialogue.

	2. Click on the audio and listen to the dialogue. 3. Press 'pause' and listen again if you want to. Now it's your turn. Use the Handout again if you want. Ss write the things they want to buy. Then they work in pairs and make questions and answers with words they know.
Notes: We want to elicit this mini-dialogue: <i>[Can I help you?]</i> <i>I'd like eight sausages, please</i> <i>Eight sausages. Here you are.</i> <i>Thank you.</i> <i>[Anything else?]</i> <i>Yes, please. I'd like four burgers.]</i>	

Handout

I'd like

Friends 5 Lesson 25		<i>I'd like four ice creams, please.</i>		Integrated skills	
Aims	Reading and listening skills Development (focus on listening and speaking)	Contents	Vocabulary <i>Can I help you?</i> <i>We'd like some ice creams, please.</i> <i>How many would you like?</i> <i>We'd like ...</i> <i>Here you are</i>	Checklist	1 Master handout (handout 1 – for a group of four students) Cut Handout 1 along the lines for the Ss to pick one card.
Language Analysis					
*** strawberry BrE /'strɔ:bəri/ AmE /'strɔ:beri/ coconut /'kəʊkənʌt/ chocolate BrE /'tʃɒklət/ AmE /'tʃɔ:klət/ /'tʃa:klət/ lemon /'lemən/					

Procedure

Warm-up Off the screens

1. Cut the Handout into horizontal strips.

Handout

SHOPPING LIST

BIRTHDAY PARTY
DINNER PARTY
BARBECUE
CHRISTMAS PARTY
PICNIC

2. Ask the Ss to work in groups of 4.
3. Tell the Ss they are going to prepare shopping lists in order to do shopping for particular occasions that they will choose.
4. Ss pick one piece of paper with the name of the occasion on it, e.g. a birthday party. Their task is to make a shopping list with products and their quantities to get ready for the occasion.
5. Give the Ss around 10 minutes to prepare the lists. Later ask one student from each group to present the list to the class. Encourage class discussion.

Screen 2

Audio 1:

Saleslady: *Can I help you?*

Lucy: *I'd like some ice creams, please.*

Saleslady: *How many would you like?*

Lucy: *Four, please.*

Audio 2:

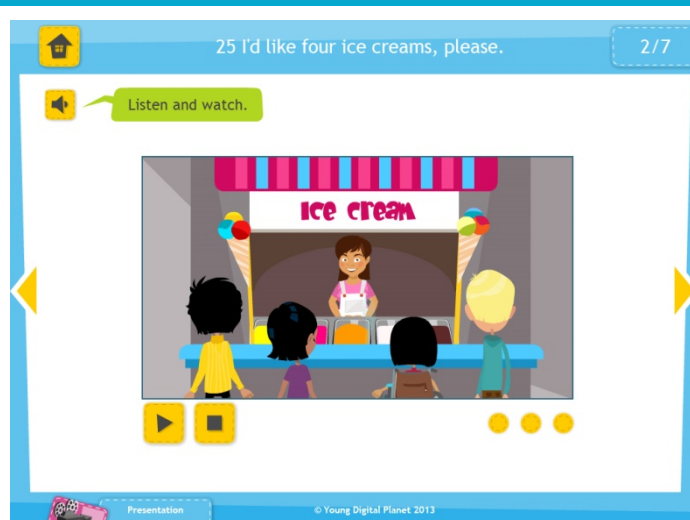
Lucy: *I'd like two strawberry ice creams, one coconut and one chocolate, please.*

Saleslady: *Here you are!*

Lucy: *Thank you.*

Audio 3:

Robot: *Hey Lucy! What about me? I'd like four ice creams, too!*



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 listen to and watch the animation twice to consolidate the dialogue. You may ask some questions to check the Ss' understanding of the text, e.g. *How many ice creams would Lucy like to buy?*

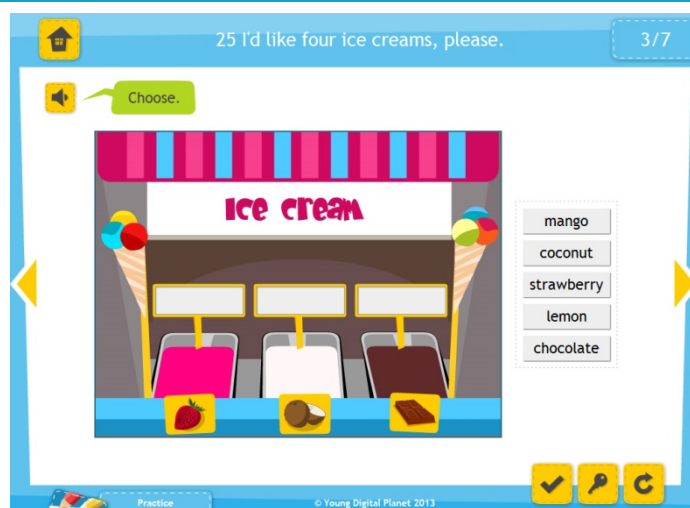
Screen 3

Key: (from left to right)

1 strawberry

2 coconut

3 chocolate



Note: Ss drag and drop the correct name of the flavour into the relevant space.
Encourage the Ss to read the names aloud.

Screen 4



Audio 1:

Kim: *I'd like some ice creams, please.*

Saleslady: *How many would you like?*



Audio 2:

Kim: *I'd like three, please,
one chocolate and two strawberry.*

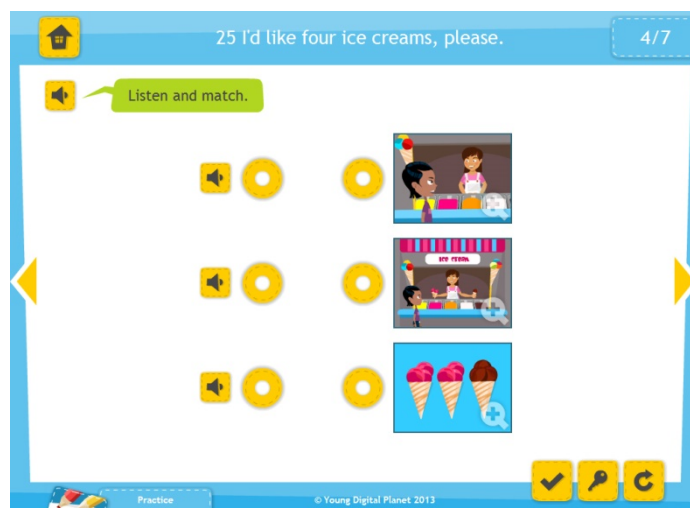


Audio 3:

Saleslady: *Here you are.*

Kim: *Thank you.*

Key: see pictures above (random order)



Screen 5

Saleslady: *Can I help you?*

Lucy: *Yes please. I'd like some ice creams.*

Saleslady: *How many would you like?*

Lucy: *I'd like ten, please.*

I'd like two strawberry ice creams and four chocolate ice creams.

I'd like three coconut ice creams and I'd like one lemon ice cream, please.

Saleslady: *Ten ice creams! Here you are.*

Key:

1 yellow cone **2** pink cones

3 white cones **4** brown cones



Note: Ss listen to the dialogue on the recording and colour the ice creams according to what they hear by clicking the correct brush and then the right number of cones.

Screen 6

Saleslady: *Can I help you?*

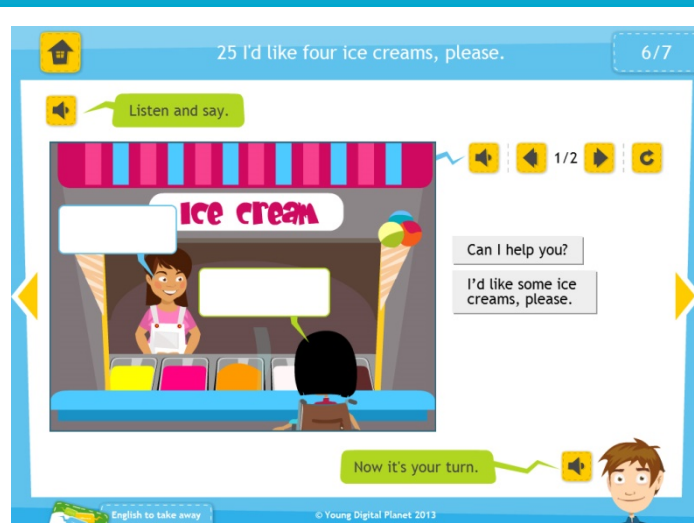
Lucy: *I'd like some ice creams, please.*

Saleslady: *How many would you like?*

Lucy: *I'd like three, please. Two strawberry and one chocolate.*

Saleslady: *Here you are.*

Lucy: *Thank you.*



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the questions and answers into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.

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

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

Handout

SHOPPING LIST

BIRTHDAY PARTY
DINNER PARTY
BARBECUE
CHRISTMAS PARTY
PICNIC

Friends 5 Lesson 26		Are you hungry?		Vocabulary	
Aims	Vocabulary: food and drink	Contents	Grammar <i>Be + adjective:</i> <i>hungry/tired/thirsty</i>	Checklist	2 Master handouts (handout 1 – pair work, handout 2 – individual work): vocabulary brainstorming and word completion. Coloured pencils – for the additional activity
			Vocabulary <i>Are you hungry/thirsty/tired?</i> <i>Yes, I am.</i> <i>cafe, pasta, soup, salad</i>		
Language Analysis					
*** <i>hungry /'hʌŋɡrɪ/</i> <i>thirsty /'θɜːstɪ/</i> <i>tired /'taɪəd/</i>					

Procedure

Warm-up Off the screens

Handout 1

I'm hungry	I'm thirsty	I'm tired

1. Ask the Ss to work in pairs.
2. Give out Handout 1 to each pair of students.
3. Explain to the Ss the meaning of the adjectives in the headings and ask the Ss to write in all the words they know that would suit the heading, e.g. *I'm hungry* - *apple, sandwich, salad, cake, etc.* , *I'm tired* – *bed, watch tv, go for a walk*
4. Give the Ss a few minutes to fill in the table and check with them the kind of products and things they have included.

Screen 2

Audio 1:

Jill: *I'm tired! I want to go home!*

Mum: *I'm tired too. What about you, Kim? Are you tired?*

Kim: *Yes, I am.*

Jill: *I'm tired and I'm hungry!*

Mum: *Are you hungry, Kim?*

Kim: *Yes, I am.*

Jill: *And I'm thirsty!*

Audio 2:

Mum: *Look, there's a café. Let's have lunch there.*

Kim: *Good idea!*

Jill: *Lunch in a café. Hooray!*

Audio 3:

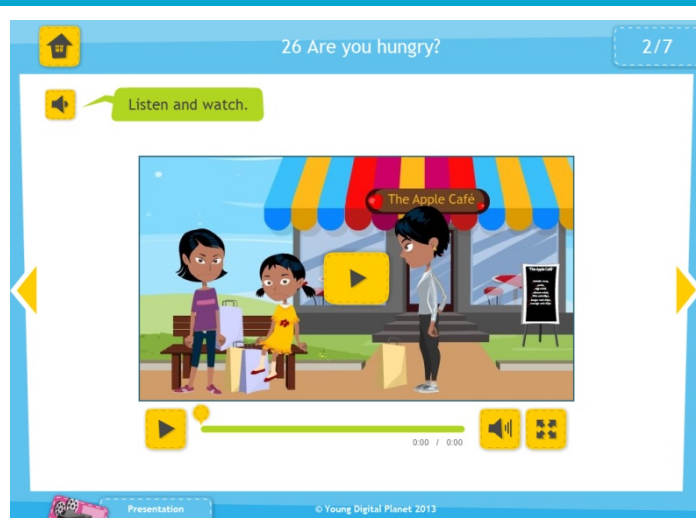
Mum: *Let's see. There's soup...pasta ...egg salad, cheese salad ... fish and chips, sausages and burgers ...*

Audio 4:

Jill: *Yum! Soup! Pasta! Chips!*

Audio 5:

Kim: *But Jill! You're tired ... you want to go home!*



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 twice to consolidate the text.

Screen 3

Key: (from left to right)

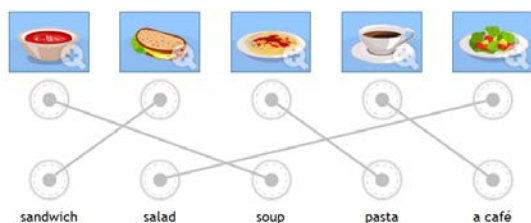
1 tired **2** hungry **3** thirsty



Note: SS choose the correct answer which will match the picture. Encourage the Ss to practise the questions.

Screen 4

Key:



Note: Ss match the pictures with the name of the products.

Screen 5

Key:

1 lunch 2 salad 3 thirsty 4 hungry
5 tired



Note: Ss drag and drop the correct word in the correct gap. Encourage the Ss to read the sentences aloud and repeat them.

Screen 6

Mum: Kim? Are you tired?
Kim: Yes, I am.
Jill: I'm tired and I'm hungry!
Mum: Are you hungry, Kim?
Kim: Yes, I am.
Jill: And I'm thirsty!



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

1. Look at the picture.

2. Listen to the dialogue. Choose the correct sentence that you hear.
3. 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.

Additional activity Handout 2

Handout 2

1.



I'm _ _ _ _ _

2.



I'm _ _ _ _ _

1. Give out handout 2 to each of the Ss.
2. The task is to write in the correct adjective according to the picture the Ss see.
3. Nominate some students to read their answers and check them with the rest of the group.
4. At the end ask the Ss to colour the pictures.

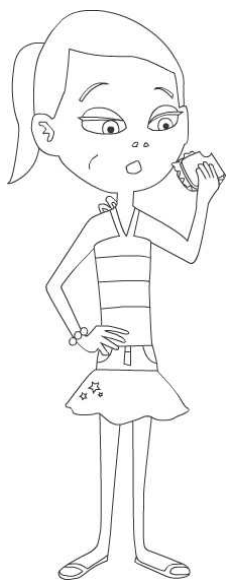
Key: 1 hungry 2 tired

Handout 1

I'm hungry	I'm thirsty	I'm tired

Handout 2

1.



I'm _____

2.



I'm _____

Friends 5 Lesson 27		<i>I'd like some pasta, please.</i>		Grammar & Functions	
Aims	Making polite requests	Contents	Grammar <i>Would like</i> + infinitive	Checklist	1 Master handout (1 - pair work: restaurant dialogue, handout 2 – pictures pinned on the board): visual aids
	Vocabulary <i>What would you like to eat?</i> <i>I'd like some pasta, please.</i> Everyday English: <i>Are you sure?</i>				
Language Analysis					
Fish and chips: It is a hot meal of British origin. It consists of battered fish, commonly Atlantic cod or haddock, and deep-fried chips. A common side dish is mushy peas. In chip shops in the United Kingdom and Ireland, salt and vinegar is traditionally sprinkled over fish and chips at the time it is served. In table-service restaurants and pubs, the dish is usually served with a slice of lemon for squeezing over the fish and without any sauces or condiments, with salt, vinegar and sauces available so the customer can serve themselves.					

Procedure

Warm-up off the screens	
1.	Put pictures from Handout 1 on the board so that all your students can see them.
2.	Ask a general question: <i>What would you like to eat?</i>
3.	Nominate some students to answer the question and elicit the structure: <i>I'd like</i>

Screen 2

Mum: *So, girls, what would you like to eat?*

Jill: *I'd like some pasta, please. No! I'd like salad. Or fish and chips? Yes, fish and chips! I'd like fish and chips, please!*

Mum: *Fish and chips. Are you sure?*

Jill: *Yes, I'm sure. No I'm not! Yes! No! Oh dear – I can't choose!*

Mum: *Kim, what would you like to eat?*

Kim: *I'd like some tomato soup, please, Mum.*

Mum: *I'd like a salad. So, Jill – what would you like to eat?*

Jill: *Pasta! I'd like some pasta, please.*

Mum: *Are you sure?*

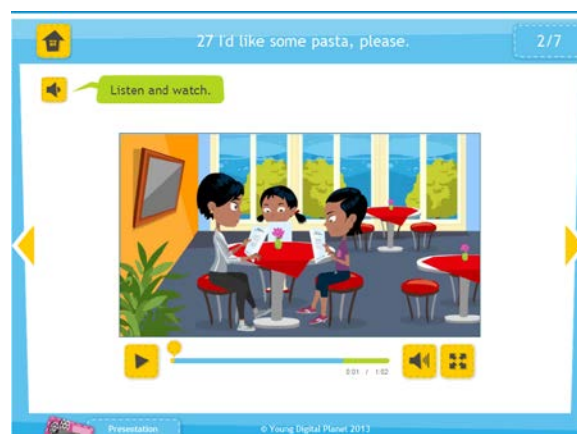
Jill: *Yes, I'm sure!*

Waitress: *Good morning! What would you like to eat?*

Mum: *We'd like one tomato soup, one salad, and one pasta, please.*

Jill: *But Mum ... I'd like fish and chips! I'm sure!*

Kim and Mum: *Jill!*



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 twice. Ask the Ss some questions to check the Ss' understanding of the text, e.g. *What would Jill like to eat? What would mum like to eat?*

Screen 3

Child: *I'm very hungry!*

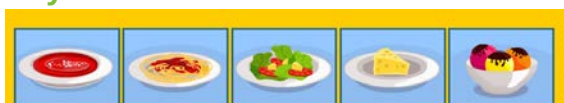
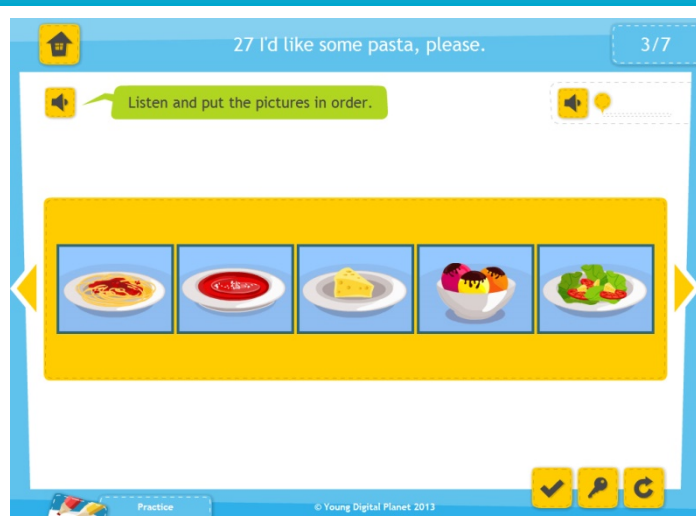
Mother: *What would you like to eat?*

Child: *Well, I'd like some soup ...*

Then I'd like some pasta ... then I'd like some salad ... then I'd like some cheese ... and then I'd like some ice cream!

Mother: *Oh dear! You are hungry!*

Key:

Note: Allow the Ss to listen to the recording twice. Ss put the words in the correct order according to what they hear on the recording.

Screen 4

Audio 1:

What would you like to eat?

I'd like some soup.

Audio 2:

What would you like to eat?

I'd like some pasta.

Audio 3:

What would you like to eat?

I'd like a salad.

Audio 4:

What would you like to eat?

I'd like sandwich.

Key:

1 soup **2** pasta **3** salad **4** sandwich



Note: Encourage the Ss to repeat the sentences.

Screen 5

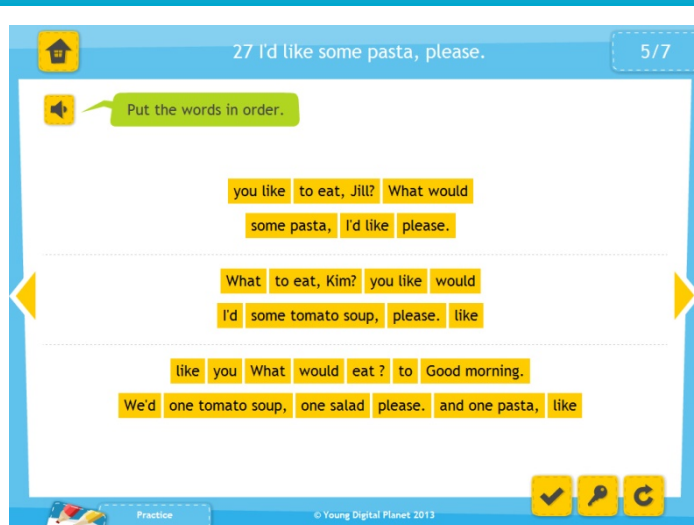
Key:

What would you like to eat, Jill?
I'd like some pasta, please.

What would you like to eat, Kim?
I'd like some tomato soup, please.

Good morning. What would you like to eat?

We'd like one tomato soup, one salad and one pasta, please.



Note: Ss put the phrases in the correct order to make short dialogues. Encourage the Ss to repeat the sentences.

Screen 6



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

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

dialogue.

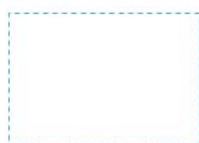
3. Drag and drop the questions and answers into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.

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

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

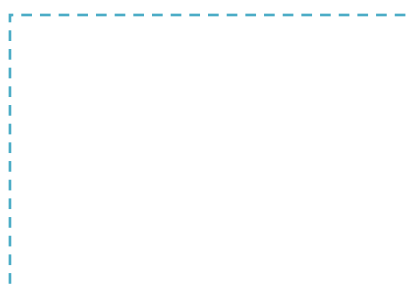
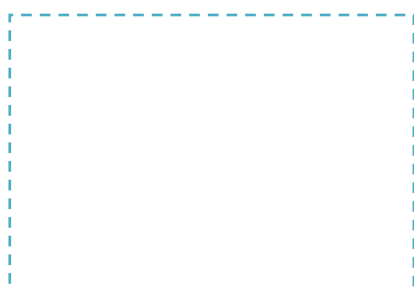
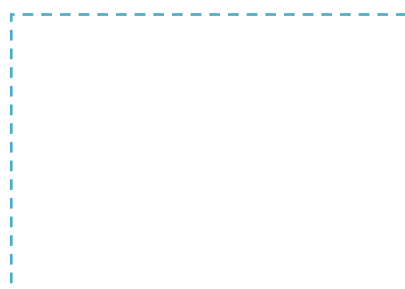
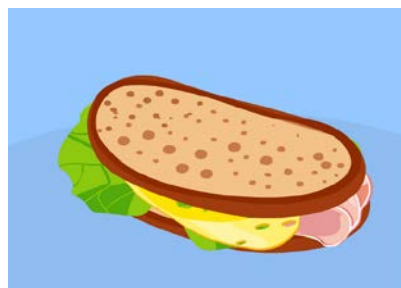
Additional activity - MENU

Handout MENU



1. Ask the Ss to work in pairs.
2. Give out the Handout to each pair of Ss. Ask Ss to draw/ paint three additional dishes.
3. Ss make dialogues pretending they are at the restaurant and choosing something from the menu.
4. Elicit phrases like: *I'd like ...*, *What would you like to eat?*
5. Monitor the Ss and correct whenever necessary.

Handout MENU



Friends 5 Lesson 28		What would you like to drink?		Grammar & Functions	
Aims	Making and replying to requests.	Contents	Vocabulary <i>What would you like to drink?</i> <i>I'd like some lemonade, please.</i> Everyday English: <i>What is there?</i>	Checklist	1 Master handout (pair work): restaurant dialogue Coloured pencils for the warm-up activity
Language Analysis					
Tea as a drink (UK) Since the 18th century the United Kingdom has been one of the largest per capita tea consumers in the world, with each citizen consuming on average 1.9 kg per year. Much of the time in the United Kingdom, tea drinking is not the delicate, refined cultural expression that some might imagine: a cup (or commonly a mug) of tea is something drunk often, with the most serious drinkers drinking four or more cups of tea before leaving the house for work. It is not uncommon for up to 10 cups of tea to be drunk each day. Tea as a meal (UK) Tea is not only the name of the beverage, but of a late afternoon light meal at four o'clock, irrespective of the beverage consumed. Anna Russell, Duchess of Bedford is credited with the creation of the meal circa 1800. She thought of the idea to ward off hunger between luncheon and dinner, which was served later and later. The tradition continues to this day.					

Procedure

Warm-up Off the screens

1. Ask the Ss to draw a picture of something they would like to eat and drink.
2. Ask the Ss to work in pairs and ask each other questions about their pictures.
3. Elicit structures: *What would you like to eat/drink? I'd like to eat/ drink.....*
4. Monitor the Ss and correct whenever necessary.

Screen 2

Mum: *So, girls, what would you like to drink?*

Jill: *What is there?*

Mum: *There's water, orange juice or lemonade.*

Kim: *I'd like some lemonade, please.*

Mum: *Me too. Jill, what would you like to drink?*

Jill: *I'd like some orange juice, please, Mum.*

Mum: *Are you sure?*

Jill: *Yes, I'm sure.*

Mum: *You're sure you'd like orange juice?*

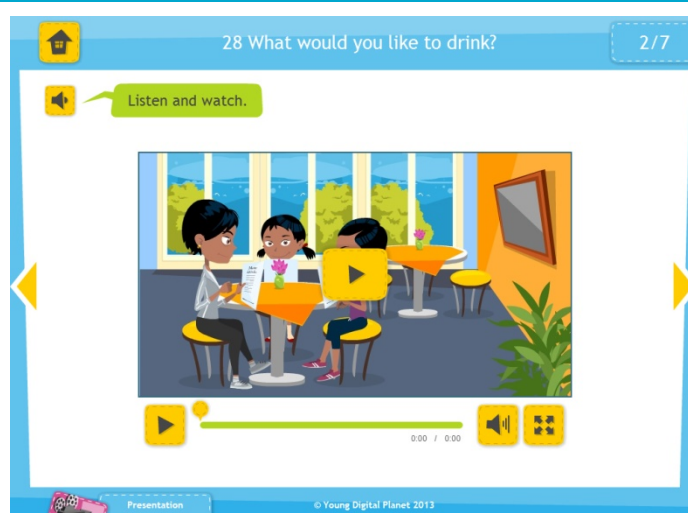
Jill: *Mum! Yes, I'm sure!*

Waitress: *What would you like to drink?*

Mum: *We'd like two lemonades and one orange juice, please.*

Jill: *Mum... I'd like lemonade too, please!*

Kim and Mum: *Jill!*



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 twice then ask some questions to check the Ss' understanding of the text, e.g. *What would Jill like to drink? Would Kim like to drink some coffee?*

Screen 3



Audio 1:

*What would you like to drink?
I'd like some water, please.*



Audio 2:

*What would you like to drink?
I'd like some lemonade, please.*



Audio 3:

*What would you like to drink?
I'd like some orange juice, please.*



Audio 4:

*What would you like to drink?
I'd like some tea, please.*



Audio 5:

*What would you like to drink?
I'd like some coffee, please.*

Key:

See pictures above (random order)



28 What would you like to drink? 3/7

Listen and match.

Practice © Young Digital Planet 2013

Note: Ss listen to the recordings and match the pictures with what they hear.

Screen 4

Key:

1 I'm hungry!

What would you like to eat?

2 I'm thirsty!

What would you like to drink?

3 What would you like to eat?

I'd like some pasta.

4 What would you like to drink?

I'd like some lemonade.



28 What would you like to drink? 4/7

Match.

I'm hungry! What would you like to eat?

What would you like to drink? What would you like to drink?

I'm thirsty! I'd like some lemonade.

What would you like to eat? I'd like some pasta.

Practice © Young Digital Planet 2013

Note: Ss match the phrases on the left with the ones on the right. Encourage the Ss to repeat the short dialogues.

Screen 5

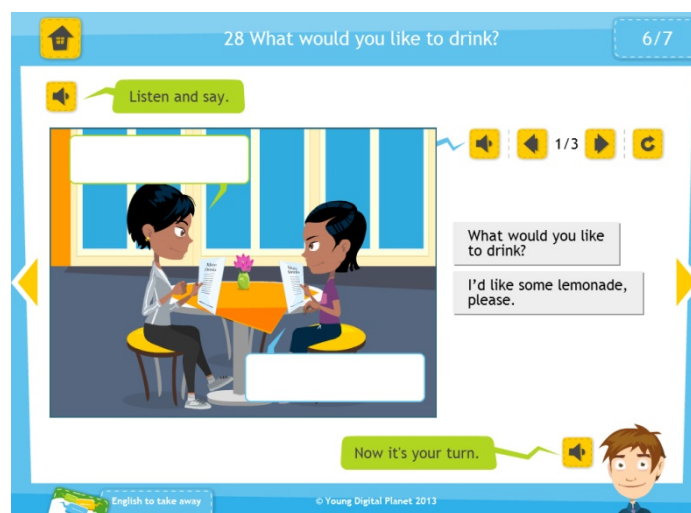
Key and audio:

- 1 So, girls, what would you like to drink?
- 2 I'd like some lemonade, please
- 3 Me too. Jill, what would you like to drink?
- 4 I'd like some orange juice, please, Mum.
- 5 What would you like to drink?
- 6 We'd like two lemonades and one orange juice, please.



Note: Ss put the words in the correct order according to what they hear on the audio. Encourage the Ss to repeat the sentences.

Screen 6



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

1. Look at the picture and read the dialogue.

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

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

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

Additional activity MENU-DRINKS

Handout MENU – DRINKS



1. Ask the Ss to work in pairs.
2. Give out Handout 1 to each pair of Ss.
3. Ss make dialogues pretending they are at the restaurant and choosing something from the menu.
4. Elicit phrases like: *I'd like ...*, *What would you like to drink?*
5. Monitor the Ss and correct whenever necessary.

Handout MENU – DRINKS



Friends 5 Lesson 29		<i>In a café.</i>		Skills	
Aims	Students practise café language.	Contents	Grammar Speaking skills	Checklist	1 Master handout (individual work): dialogue ordering activity
Language Analysis					
Café vs. Cafe In most European countries, such as Austria, Denmark, Germany, Norway, Sweden, Portugal, and others, the term <i>café</i> means a restaurant primarily serving coffee as well as pastries such as cakes, tarts, pies, Danish pastries, or buns. Many cafés also serve light meals such as sandwiches. European cafés often have tables on the pavement (sidewalk) as well as indoors. Some cafés also serve alcoholic beverages, particularly in Southern European countries. In both Ireland and the United Kingdom, a <i>café</i> (with the acute accent) is similar to those in other European countries, while a <i>cafe</i> (without acute accent, and often pronounced "caff") is more likely to be a greasy spoon style eating place, serving mainly fried food, in particular breakfast dishes.					

Procedure

Warm-up Off the screens

Handout

1. Would you like anything to drink?
2. Thank you very much.
3. I'd like a grilled cheese sandwich.
4. Yes, I'd like to have some lunch.
5. Can I bring you anything else?
6. Hello, can I help you?
7. I'd like a glass of Coke, please.
8. What would you like to eat?
9. No, thank you.

--	--	--	--	--	--	--	--	--

1. Give out the Handout to each of your students.
2. Tell the Ss that their task is to put the sentences in the correct order to make a natural dialogue in a café or a restaurant.
3. Nominate a pair of students to read the dialogue aloud.
4. Check the dialogue with the rest of the Ss. Correct all mistakes.

Key: 6, 4, 8, 3, 1, 7, 5, 9, 2

Screen 2

Audio 1:

Lucy: Are you hungry, Robot?

Robot: Yes, I am.

Lucy: You're always hungry, Robot!

Audio 2:

Lucy: What would you like to eat?

Robot: I'd like some pasta, please.

Audio 3:

Lucy: Are you thirsty?

Robot: Yes, I am.

Lucy: What would you like to drink?

Robot: I'd like some lemonade, please.

Oh, and Lucy ...

Audio 4:

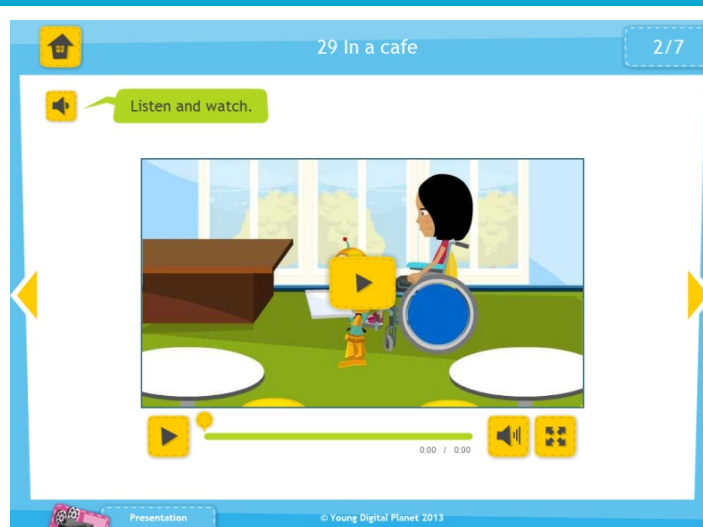
Robot: I'd like some soup ...

Audio 5:

Robot: and I'd like a salad, please –
and some ice-cream!

Audio 6:

Lucy: Robot! That's a lot of food! You
are very hungry, aren't you?!



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

Screen 3

Audio 1:

Lucy: Are you hungry, Robot?

Robot: Yes, I am.

Lucy: You're always hungry, Robot!

Audio 2:

Lucy: What would you like to eat?

Robot: I'd like some pasta, please.

Audio 3:

Lucy: Are you thirsty?

Robot: Yes, I am.

Audio 4:

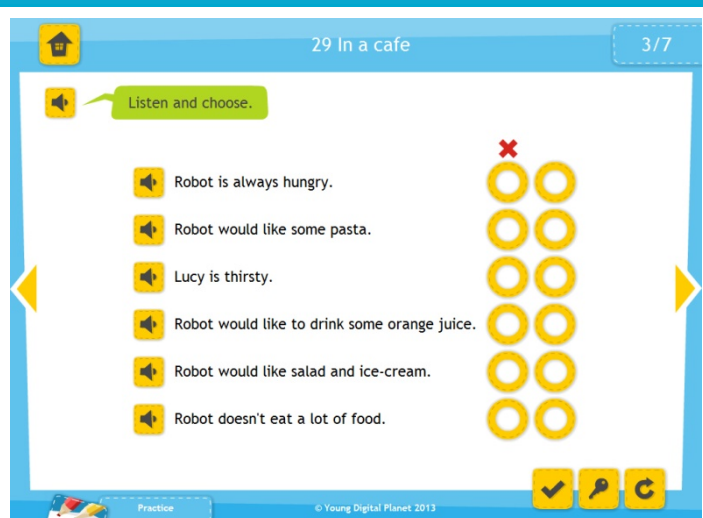
Lucy: What would you like to drink?

Robot: I'd like some lemonade, please.

Oh, and Lucy ...

Robot: I'd like some soup ...

Audio 5:



Robot: *and I'd like a salad, please – and some ice-cream!*

Audio 6:

Lucy: *Robot! That's a lot of food! You are very hungry, aren't you?!*

Key:

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

Note: The dialogue is taken from Screen 1. This is an activity that checks the Ss' understanding of the text. Ss decide if the sentences are true or false. Students correct the false sentences:

3 Robot is thirsty.

4 They would like to drink some lemonade.

6 Robot eats a lot of food.

Screen 4

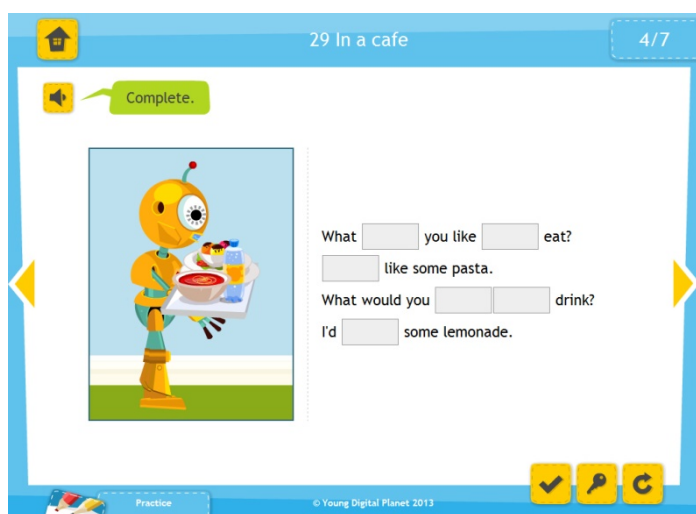
Key:

1 would, to

2 I'd

3 like, to

4 like



29 In a cafe 4/7

Complete.

What [] you like [] eat?
[] like some pasta.
What would you [] [] drink?
I'd [] some lemonade.

Practice

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Screen 5

Key and audio:

- 1 Are you hungry?
- 2 What would you like to eat?
- 3 I'd like a sandwich, please.
- 4 Are you thirsty?
- 5 What would you like to drink?
- 6 I'd like some water, please.



Note: Ss put the words in the correct order according to what they hear on the recording. Encourage the Ss to repeat the sentences.

Screen 6



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

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

	dialogue. 3. Drag and drop the questions and answers into the correct speech bubbles. 4. Press 'pause' and listen again if you want to, to complete the exercise. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions.
--	---

Handout

1. Would you like anything to drink?
2. Thank you very much.
3. I'd like a grilled cheese sandwich.
4. Yes, I'd like to have some lunch.
5. Can I bring you anything else?
6. Hello, can I help you?
7. I'd like a glass of Coke, please.
8. What would you like to eat?
9. No, thank you.

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Friends 5 Lesson 30		<i>I'd like some soup!</i>		Pronunciation	
Aims	Pronunciation Students differentiate and practice pronunciation of /sk/ /st/ and other sounds occurring in the topic vocabulary	Contents	Vocabulary /sk/ /st/	Checklist	1 Master handout: working with the sounds (minimal pairs) – per pair or for an individual student
Language Analysis					
*** scooter /'sku:tə/ skirt /'skɜ:t/ street /'stri:t/ store BrE /stɔ:(r)/ AmE /stɔr/ strawberry BrE /'strɔ:b(ə)ri/ AmE /'strɔ,beri/ school /'sku:l/ peas /'pi:z/					

Procedure

Warm-up Off the screens

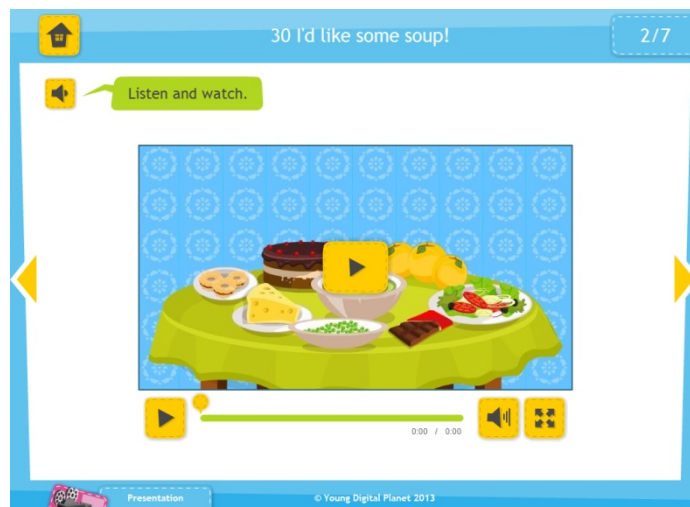
Handout

1 /sk/	2 /st/
ask	stop
basket	lost
sky	monster
mask	star
skiing	start
sketch	steam
risk	best
skate	storm
skinny	past
brisk	install
skunk	mister

1. This is a pronunciation exercise based on practising consonant clusters **/sk/** and **/st/**.
2. Give out Handout 1 to a pair or each of the Ss.
3. Read out loud each of the columns in the table, first with a cluster **/sk/** then with **/st/**.
4. Next, read each word and ask the Ss to repeat after you chorally.
- 5.
6. Give your Ss a few minutes to practise the pronunciation of the words ALOUD.
7. Ask each of the Ss to read out loud one or more words from each column.

Screen 2

What would you like
 What would you like
 What would you like to eat?
 I'd like some soup
 I'd like some cheese
 I'd like some salad
 And I'd like some peas!
 What would you like
 What would you like
 What would you like to eat?
 I'd like some chocolate
 I'd like some grapes
 I'd like some biscuits
 And I'd like some cakes!
 What would you like
 What would you like
 What would you like to eat?



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 the song a few times and encourage them to sing with the recording.

Screen 3

-  Audio 1: scooter
-  Audio 2: school
-  Audio 3: skirt
-  Audio 4: strawberry
-  Audio 5: street
-  Audio 6: store

Key:
 See pictures above (random order)



Note: Ss match the pictures with the words they hear. Encourage the Ss to repeat the words they hear in order to practise their pronunciation.

Screen 4

Audio 1:

/sk/

Audio 2:

/st/

Audio 3:

/st/

Audio 4:

/sk/

Audio 5:

/st/

Key:

1 sk **2** st **3** st **4** sk **5** st



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

1. Look at the screen.
2. Listen and 'shoot' sounds you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the sounds.

Note: Ss click the PLAY button and listen to the sounds pronounced on the recording. At the same time they click on the correct letters they see.

Screen 5

scooter

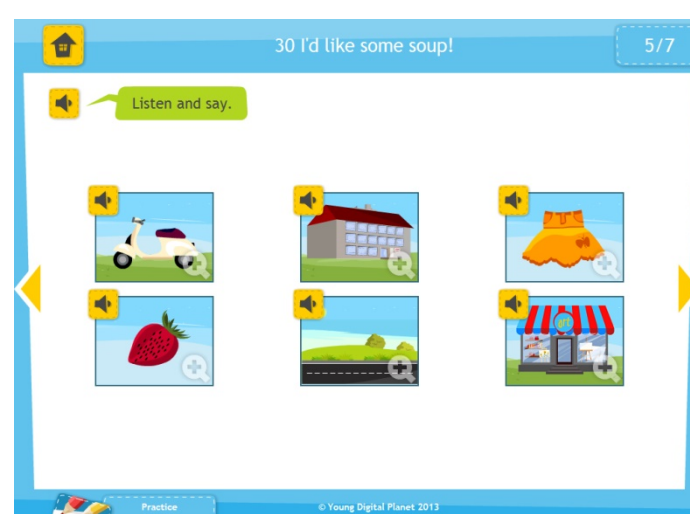
school

skirt

strawberry

street

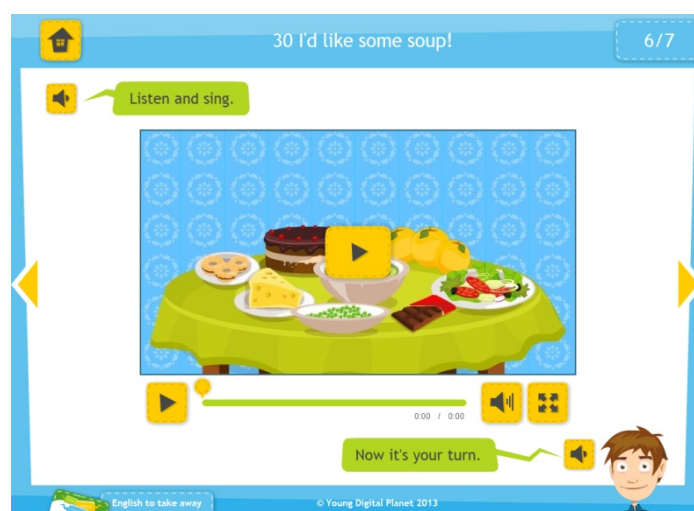
store



Note: Ask the Ss to repeat the words after the audio.

Screen 6

What would you like
What would you like
What would you like to eat?
I'd like some soup
I'd like some cheese
I'd like some salad
And I'd like some peas!
What would you like
What would you like
What would you like to eat?
I'd like some chocolate
I'd like some grapes
I'd like some biscuits
And I'd like some cakes!
What would you like
What would you like
What would you like to eat?



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

1. Listen to the whole song.
2. Watch the slideshow or look at the pictures and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

Now it's your turn. Ask the Ss to work in pairs and make short dialogues, e.g.

What would you like to drink?
I'd like some lemonade, please.
What would you like to drink?
I'd like some orange juice, please.
What would you like to drink?
We'd like two lemonades and one orange juice, please.

Handout

1 /sk/	2 /st/
ask	stop
basket	lost
sky	monster
mask	star
skiing	start
sketch	steam
risk	best
skate	storm
skinny	past
brisk	install
skunk	mister