

Friends 5 Lesson 81		<i>Once upon a time.</i>		Vocabulary	
Aims	Vocabulary – telling a story	Contents	Grammar Present Simple Vocabulary <i>pirate, treasure, box, boat, map, drop, push, sail, look for</i> Revise: <i>parrot, island, story</i>	Checklist	2 master handouts: sentence completion and matching words (anagrams) with pictures 2 individual work activities
Language Analysis					
Grammar: We use the present simple in narrative to tell stories or jokes to recreate the event in a dynamic way. That way the story or joke teller relates the story as if it is/were happening at the moment e.g. At the beginning of the cartoon a big spaceship comes to Earth and lands in London. Then the green aliens eat all the people.. Hint: pirate /'paɪ.rət/ treasure /'treʒər/ island /'aɪlənd/					

Procedure

Warm-up Off the screens

Handout 1

I (1) _____ a (2) _____ in Australia.
 (3) _____ never (4) _____ to visit us.
 But I (5) _____ to them every (6) _____.
 It (7) _____ an exciting (8) _____.
 There were (9) _____ for me and my (10) _____ from
 Australia.
 Later the presents (11) _____ missing.
 There were lots of (12) _____.
 We saw a (13) _____, but it (14) _____ him. It was a (15)
 _____.
 The (16) _____ (17) _____ in his nest.

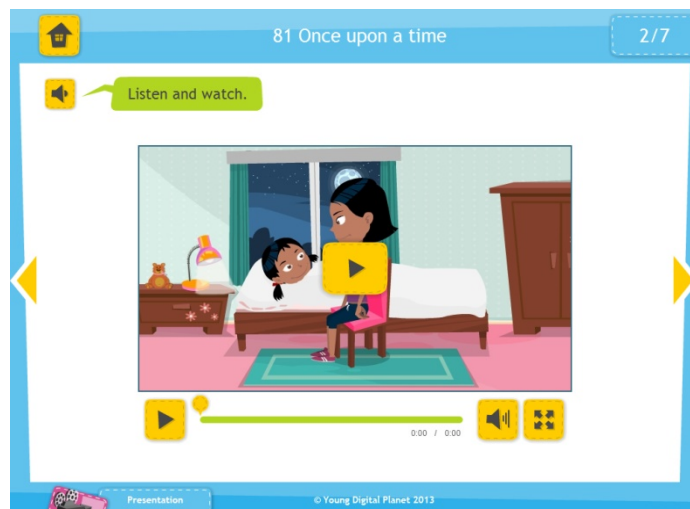
1. Give out Handout 1 and ask students to read the sentences and think what the missing words are.
2. Read out the text below and ask students to complete the story.:
 I have a family in Australia.
 They never come to visit us.
 But I write to them every week.
 It was an exciting weekend here!
 There were presents for me and my family from Australia.
 Later the presents were missing.
 There were lots of animals.
 We saw a cat, but it wasn't him.
 It was a bird.
 The presents were in his nest.
3. Ask individual students to read out the completed sentences.

Key:

1 have **2** family
3 They **4** come
5 write **6** week
7 was **8** weekend
9 presents **10** family
11 were
12 animals **13** cat **14** wasn't **15** bird
16 presents **17** were

Screen 2

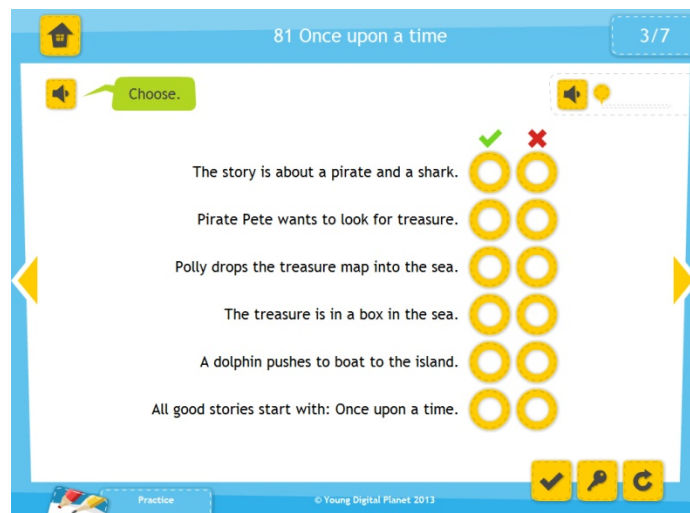
Jill: Tell me a story, Kim, Pleeaaase.
Kim: OK, a story about a pirate ...
Jill: ... and a parrot.
Kim: Pirate Pete and Polly the parrot are in a boat ...
Jill: Start with 'Once upon a time'. All good stories start with 'Once upon a time'.
Kim: Once upon a time Pirate Pete and Polly the parrot were in a boat. They want to look for treasure.
Jill: Where is the treasure?
Kim: In a box on a small island.
Jill: Is there a treasure map?
Kim: Yes, but Pete drops it in the sea.
Jill: Oh no!
Kim: But it's OK. A dolphin gives it back to Pete.
Jill: Oh good.
Kim: It's a hot day with no wind. The pirate boat can't sail to the island. The dolphin helps again.
Jill: How?
Kim: He pushes the boat to the island.
Jill: Good dolphin.
Kim: Go to sleep now Jill.



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

Screen 3

Jill: Tell me a story, Kim, Pleeaaase.
Kim: OK, a story about a pirate...
Jill: ... and a parrot.
Kim: Pirate Pete and Polly the parrot are in a boat...
Jill: Start with 'Once upon a time'. All good stories start with 'Once upon a time'.
Kim: Once upon a time Pirate Pete and Polly the parrot were in a boat. They want to look for treasure.
Jill: Where is the treasure?
Kim: In a box on a small island.
Jill: Is there a treasure map?



Kim: Yes, but Pete drops it in the sea.
Jill: Oh no!
Kim: But it's OK. A dolphin gives it back to Pete.
Jill: Oh good.
Kim: It's a hot day with no wind. The Pirate boat can't sail to the island. The dolphin helps again.
Jill: How?
Kim: He pushes the boat to the island.
Jill: Good dolphin.
Kim: Go to sleep now Jill.

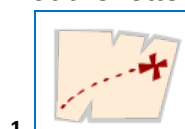
Key:

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

1. Ask students to read the statements and give their answers before listening.
2. Ask students to play the recording to check if their answers are right.
3. Ask students to correct the sentences that are false to make them true.

Additional activity – handout 1

Put the letters in the correct order to make words and match the words with the pictures.



x o b _ _ _



o a t b _ _ _ _



r p a o r t _ _ _ _ _



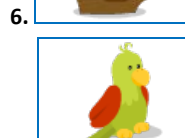
a m p _ _ _



l i d s a n _ _ _ _ _



t s u r r e e a _ _ _ _ _



t p e i r a _ _ _ _ _

1. Give out Handout 1 and ask students to put the letters in the right order.

2. Next, ask students to match the words with the pictures.
3. Nominate individual students to read the words.
4. Ask the group to repeat chorally.

Key:

1 map 2 box 3 island 4 treasure 5 pirate 6 boat 7 parrot

Screen 4

Audio:

*Once upon a time Pirate Pete and Polly the parrot were in a boat.
They want to look for treasure.
The treasure is in a box on a small island.
Pete drops the treasure map in the sea.*

Key:

Once upon a time  Pete and Polly the  were in a .

They want to look for .

The treasure is in a  on a small .

Pete drops the treasure  in the sea.

81 Once upon a time 4/7

Listen and choose.

Once upon a time Pete and Polly the were in a .

They want to look for .

The treasure is in a on a small .

Pete drops the treasure in the sea.

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Screen 4

Audio:

*Pirate Pete and Polly the parrot want to look for treasure.
Pete and Polly drop the treasure map in the sea.
They cannot sail to the island - there is no wind.
The dolphin pushes the boat to the island.*

Key:

1 look for 2 drop 3 sail 4 pushes

81 Once upon a time 5/7

Choose.

Pirate Pete and Polly the parrot want to treasure.

Pete and Polly the treasure map in the sea.

They cannot to the island - there is no wind.

The dolphin the boat to the island.

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Screen 5

Key:

- 1 pirate
- 2 treasure
- 3 map
- 4 island
- 5 box
- 6 parrot
- 7 boat
- 8 dolphin
- 9 sea



Give students 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: make sentences with the pictures on the cards.

Additional activity

1. Prepare slips of paper with new words: *push, drop, look for, pirate, treasure, box, map, island, boat*, fold them and put them in an envelope.
2. Ask students to stand in a circle.
3. Invite one student to the middle of the circle, and ask him or her to draw a word from the envelope and mime it for the rest of the class.
4. The student who guesses correctly draws and mimes another word.
5. Continue until all the students have mimed all the words.

Handout 1

I (1) _____ a (2) _____ in Australia.

(3) _____ never (4) _____ to visit us.

But I (5) _____ to them every (6) _____.

It (7) _____ an exciting (8) _____.

There were (9) _____ for me and my (10) _____ from Australia.

Later the presents (11) _____ missing.

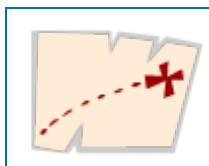
There were lots of (12) _____.

We saw a (13) _____, but it (14) _____ him. It was a (15) _____.

The (16) _____ (17) _____ in his nest.

Handout 2

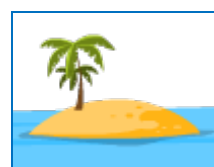
Put the letters in the correct order to make words and match the words with the pictures.



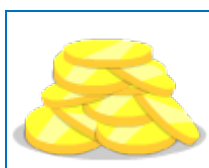
x o b _ _ _



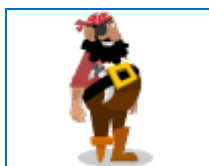
o a t b _ _ _ _



r p a o r t _ _ _ _ _



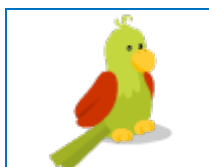
a m p _ _ _



l i d s a n _ _ _ _ _



t s u r r e e a _ _ _ _ _



t p e i r a _ _ _ _ _

Friends 5 Lesson 82		The pirate sailed to an island.		Grammar & Functions	
Aims	Teaching past simple of regular -ed verbs	Contents	Grammar Past simple tense – introduction	Checklist	1 Master handout – individual work: match sentences to pictures
			Vocabulary answered, climbed. lived, sailed, finished, liked, picked up, listened, wanted, shouted Everyday English: What (happened) next? The story's not finished.		
Language Analysis					
Grammar: We use the Past Simple to talk about finished past action in the definite past. Common time expressions we associate with the past simple: <i>last week, last year, last night, yesterday, 10 days / months / years ago, when I was a child, etc.</i> In the positive form, for regular verbs, we add an -ed or -d to the verb. Here are the rules of pronouncing -ed at the end of regular verbs:					
/ɪd/ after d and t sounds		/t/ unvoiced after: p, k, s,f, th		/d/ after all other sounds	
needed visited wanted decided waited		cooked washed watched cooked wrapped missed		played seemed called stayed returned	

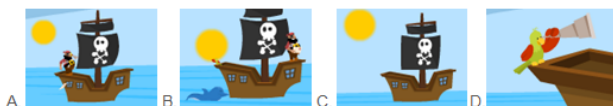
Procedure

Warm-up Off the screens

Handout

Match the sentences with the pictures:

1. Pirate Pete and Polly the parrot want to look for treasure. ____
2. Pete and Polly drop the treasure map in the sea. ____
3. They cannot sail to the island - there is no wind. ____
4. The dolphin pushes the boat to the island. ____



1. Tell students that Pirate Pete and Polly the parrot were on the boat. Ask if they remember the story from the previous lesson.
2. Give out Handout 1 and ask the students to read the sentences and match them with the pictures.
3. Nominate students to read their answers.

Key: 1 D 2 A 3 C 4 B

Screen 2

Jill: Wake up, Kim. What happened next? The story isn't finished.

Kim: Er ... Once upon a time ...

Jill: Yes, I know, but what happened next?

Kim: Pirate Pete dropped the map into the sea and the dolphin picked it up. The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island. Polly said thank you to the dolphin.

Polly: Thank you dolphin.

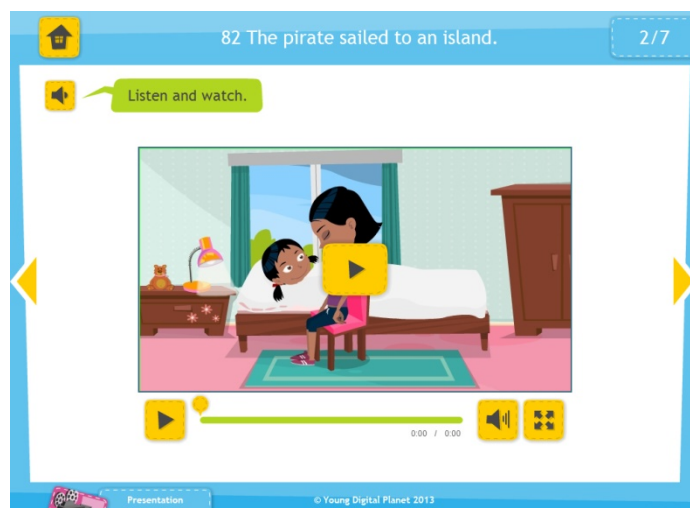
Kim: Pete climbed out of the boat and shouted hello.

Pirate Pete: Ahoy!, Hello, hello!

Jill: Were there other pirates on the island?

Kim: No. No other pirates lived on the island.

Jill: Kim: Yes, no, well, yes. A parrot



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

shouted.

Parrot's voice: Hello Hello!

Jill: Was it Polly?

Kim: No, Polly listened and answered.
It was a red parrot. He lived on the island.

Oh, It's time for my swimming lesson!
See you later, Jill.

Jill: Wait! What happened next? Come back!

Screen 3

Audio:

Pirate Pete dropped the map into the sea.

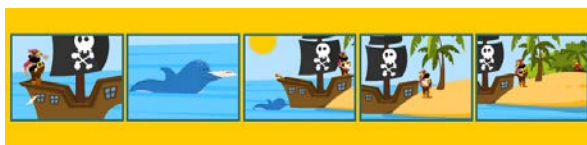
The dolphin picked it up.

The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

Pete climbed out of the boat and shouted hello.

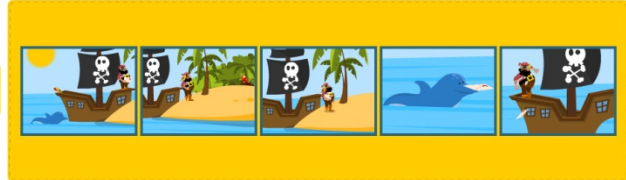
A parrot shouted.

Polly listened and answered, but it was a red parrot. He lived on the island.




82 The pirate sailed to an island.
3/7


Listen and put the pictures in order.





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Screen 4

Key:

1 Past:

Pete dropped the map.

Pete and Polly sailed to the island.

Pete climbed out of the boat.

A parrot shouted.

He lived on the island.

2 Now:

Pete drops the map.

Pete and Polly sail to the island.

Pete climbs out of the boat.

A parrot shouts.

He lives on the island.


82 The pirate sailed to an island.
4/7


Choose.

	Now	Past		Now	Past
Pete climbed out of the boat.	☐	☐	Pete dropped the map.	☐	☐
He lives on the island.	☐	☐	Pete and Polly sailed to the island.	☐	☐
A parrot shouts.	☐	☐	Pete climbs out of the boat.	☐	☐
Pete and Polly sail to the island.	☐	☐	Pete drops the map.	☐	☐
A parrot shouted.	☐	☐	He lived on the island.	☐	☐





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	Now	Past		Now	Past
Pete climbed out of the boat.	☐	☒	Pete dropped the map.	☐	☒
He lives on the island.	☒	☐	Pete and Polly sailed to the island.	☐	☒
A parrot shouts.	☐	☒	Pete climbs out of the boat.	☒	☐
Pete and Polly sail to the island.	☒	☐	Pete drops the map.	☒	☐
A parrot shouted.	☐	☒	He lived on the island.	☐	☒

Screen 5

Key:

finish

answer

like

live

push

shout

pick up

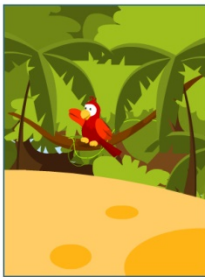
happen

listen

climb


82 The pirate sailed to an island.
5/7


Complete.



finish	answer
like	live
push	shout
pick up	happen
listen	climb





Practice
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Additional activity

1. Ask students to repeat the words in pairs.
2. Ask students to write sentences with three selected verbs.
3. Ask students to compare their answers in pairs.
4. Nominate students to read out their sentences.

Screen 6

Jill: *What happened next?*

Key:

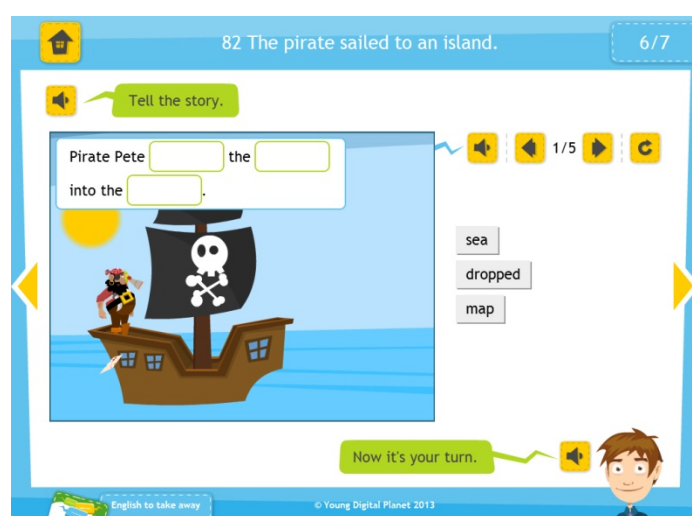
Pirate Pete dropped the map into the sea.

The dolphin picked it up.

The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

Pete climbed out of the boat and shouted hello.

A parrot shouted. Polly listened and answered. It was a red parrot. He lived on the island.



Give students the following instructions for the story:

1. Look at the pictures, read the words on the right hand side of the screen and listen to the story.
2. Drag and drop the words into the empty speech bubble to complete the story.
3. Now it's your turn: ask students to work in pairs and talk about what happened next in the story.

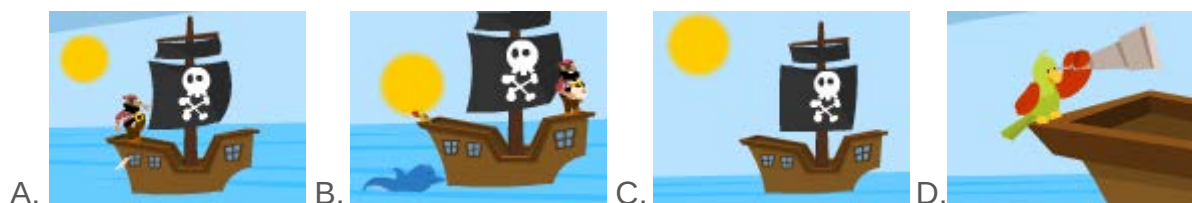
Additional activity

1. Draw a chart on the board and write: *now* and *past*.
2. Ask individual students to come to the board and write their sentences (additional activity Screen 4) in the *past* and change it for the *now* chart.
3. Continue with all the students in the class.

Handout

Match the sentences with the pictures:

1. Pirate Pete and Polly the parrot want to look for treasure. ____
2. Pete and Polly drop the treasure map in the sea. ____
3. They cannot sail to the island - there is no wind. ____
4. The dolphin pushes the boat to the island. ____



Friends 5 Lesson 83		He wanted the treasure.		Grammar & Functions	
Aims	Telling a story	Contents	Grammar Past Simple tense	Checklist	2 Master handouts – individual work: multiple choice and gap fill
	Vocabulary <i>looked, walked, stopped, opened, liked</i> Revise: <i>talked</i>				
Language Analysis					
Grammar: We use the past simple to talk about finished past action in the definite past. Common time expressions: <i>last week, last year, last night, yesterday, 10 days / months / years ago, when I was a child, etc.</i> In the positive form, for regular verbs, we add an <i>-ed</i> or <i>-d</i> to the verb. The rules of pronouncing <i>-ed</i> at the end of regular verbs:					
/ɪd/ after d and t sounds		/t/ unvoiced after: /p/,k,s,f, th		/d/ after all other sounds	
needed visited wanted decided waited		cooked washed watched cooked wrapped missed		played seemed called stayed returned	

Procedure

Warm-up Off the screens

Handout 1

Choose the correct word.

1. Pirate Pete and Polly the parrot ____ to look for treasure.
a) wanted b) picked c) pushed
2. Pete and Polly ____ the treasure map in the sea.
a) picked b) sailed c) dropped
3. They couldn't sail to the island. The dolphin ____ the boat to the island.
a) sailed b) pushed c) picked
4. Pirate Pete and Polly the parrot ____ to the island.
a) shouted b) talked c) sailed
5. They ____ out of the boat and said hello.
a) picked b) shouted c) climbed
6. A parrot shouted. Polly ____ and answered. It was a red parrot that lived on the island.
a) wanted b) listened c) lived

1. Give out Handout 1 and ask students about the meaning of the verbs under each sentence.
2. Encourage students to demonstrate the meaning.
3. Ask students to read the sentences and choose the correct word.
4. Ask students to compare their answers in pairs.
5. Nominate students to read out the sentences.

Key:

1 a 2 c 3 b 4 c 5 c 6 b

Screen 1

Kim: *Pirate Pete and Polly the Parrot were on the island. Polly talked to the red parrot and Pete looked at the treasure map. He walked up and down. Then he stopped. He looked at the map again and he dropped it.*

Pirate: *Grrrr. The map's wet. I can't read it.*

Kim: *But Pirate Pete wanted the treasure.*

Polly: *Red parrot can find the treasure.*

Pete: *Where's the treasure, Red Parrot?*

Polly: *He wants half the treasure.*

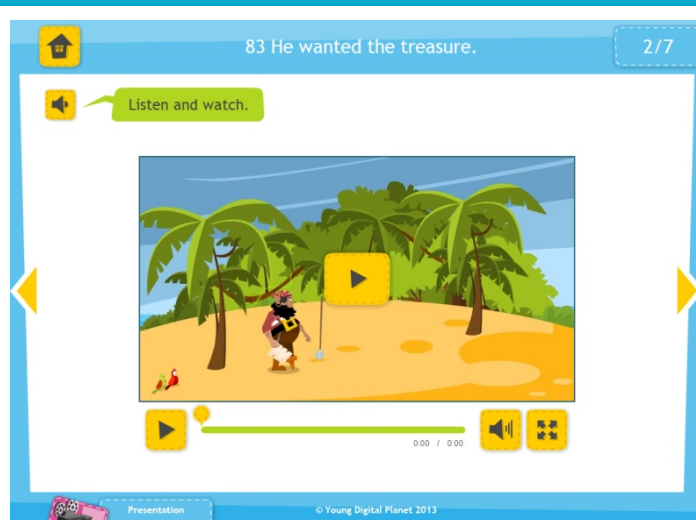
Kim: *Pirate Pete wanted the treasure.*

Pete: *Ok, Red Parrot. Half for you and half for me.*

Kim: *Red Parrot stopped at a tree. Pete and Polly stopped too. Pete looked at his map again.*

Pete: *There's the treasure!*

Kim: *... Pete shouted. He walked to the tree. There was a treasure box under the tree. He opened the box and looked at the treasure. Pete wasn't happy. But the parrots were happy. They liked the treasure a lot. It was parrot food!*

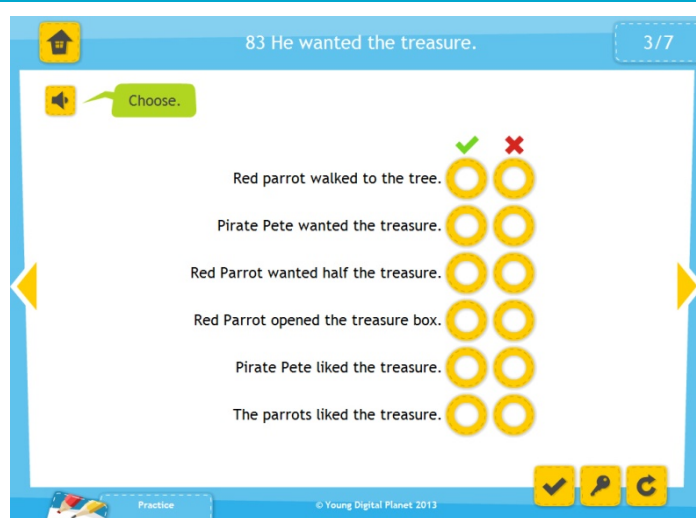


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Screen 2

Key:

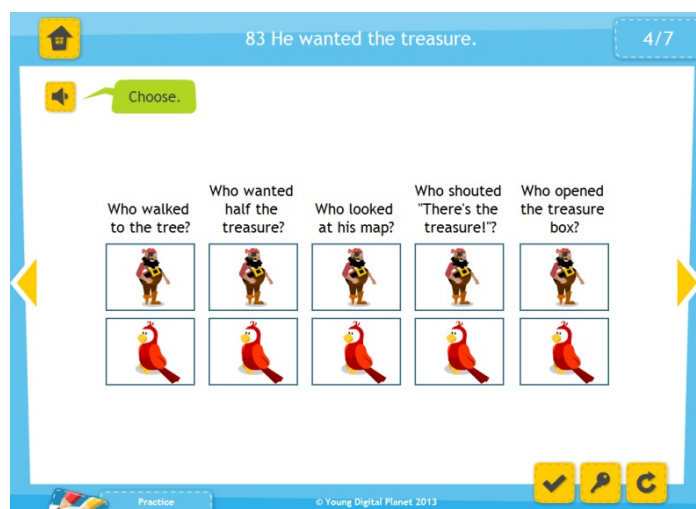
1 F 2 T 3 T 4 F 5 F 6 T



Screen 3

Key:

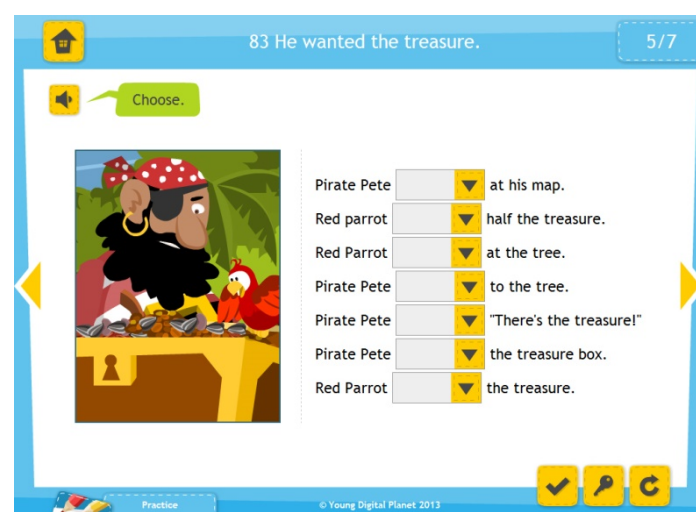
- 1 Pirate Pete
- 2 Red parrot
- 3 Pirate Pete
- 4 Pirate Pete
- 5 Pirate Pete



Screen 4

Key:

- 1 looked
- 2 wanted
- 3 stopped
- 4 walked
- 5 shouted
- 6 opened
- 7 liked



Additional activity

1. Ask individual students to read sentences.
2. Ask all students to come to front of the class and mime the sentence while you read them.
3. Ask students to repeat the sentence.
4. Next read the verb only and ask students to mime the context from memory. If students are a little shy you might like to do this as a circle activity with everyone standing around you and taking part.

Screen 5

Kim: *Pirate Pete and Polly the Parrot were on the island. Polly talked to the red parrot and Pete looked at the treasure map. He walked up and down. Then he stopped. He looked at the map again and he dropped it.*

Pirate: *Grrrrr. The map's wet. I can't read it.*

Kim: *But Pirate Pete wanted the treasure.*

Polly: *Red parrot can find the treasure..*

Pete: *Where's the treasure, Red Parrot?*

Polly: *He wants half the treasure.*

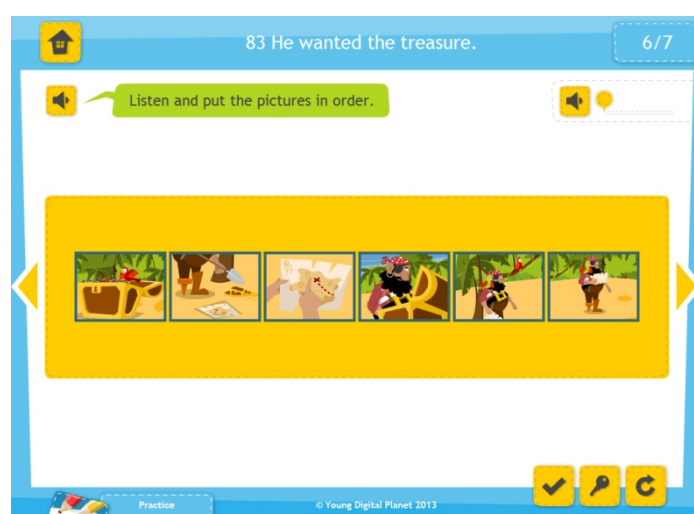
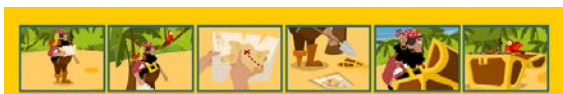
Kim: *Pirate Pete wanted the treasure.*

Pete: *Ok, Red Parrot. Half for you and half for me.*

Kim: *Red Parrot stopped at a tree. Pete and Polly stopped too. Pete looked at his map again.*

Pete: *There's the treasure! ...*

Kim: *... Pete shouted. He walked to the tree. There was a treasure box under the tree. He opened the box and looked at the treasure. Pete wasn't happy. But the parrots were happy. They liked the treasure a lot. It was parrot food!*



Give students the following instructions for the Listen and put the pictures in order activity:

1. Look at the pictures and think what order they should be in.
2. Listen to the story and put the pictures in order.
3. Now it's your turn: work in pairs and tell the story.

Possible extension activity: add adverbs to the verbs, e.g.

The parrot shouted loudly. Pirate Pete walked quickly. He opened the treasure box slowly.

Additional activity – Handout 2

Handout 2

Complete the text using the verbs in the box.

dropped	looked	opened	talked	was	were	walked
wanted	shouted	stopped				

Pirate Pete and Polly the Parrot (1) _____ on the island.

Polly (2) _____ to the red parrot and Pete (3) _____ at the treasure map. He (4) _____ up and down.

Then he (5) _____.

He looked at the map again and he (6) _____ it.

The map (7) _____ wet. He couldn't read it. Red Parrot knew where the treasure was.

He (8) _____ half of it.

Pirate Pete agreed and Red Parrot (9) _____ at a tree.

Pete and Polly (10) _____ too.

Pete (11) _____ at his map again. 'There's the treasure!'

Pete (12) _____. He (13) _____ to the tree.

There (14) _____ a treasure box under the tree.

He (15) _____ the box and (16) _____ at the treasure.

It (17) _____ parrot food!

1. Give out handout 2 and ask students to complete the text..
2. Next, ask individual students to read the full sentences.

Key

1 were 2 talked 3 looked 4 walked 5 stopped 6 dropped 7 was
 8 wanted 9 stopped 10 stopped 11 looked 12 shouted 13 walked
 14 was 15 opened 16 looked 17 was

Handout 1

Choose the correct word.

1. Pirate Pete and Polly the parrot _____ to look for treasure.
a) wanted b) picked c) pushed
2. Pete and Polly _____ the treasure map in the sea.
a) picked b) sailed c) dropped
3. They couldn't sail to the island. The dolphin _____ the boat to the island.
a) sailed b) pushed c) picked
4. Pirate Pete and Polly the parrot _____ to the island.
a) shouted b) talked c) sailed
5. They _____ out of the boat and said hello.
a) picked b) shouted c) climbed
6. A parrot shouted. Polly _____ and answered. It was a red parrot that lived on the island.
a) wanted b) listened c) lived

Handout 2

Complete the text using the verbs in the box.

dropped	looked	opened	talked	was	were	walked
wanted	shouted	stopped				

Pirate Pete and Polly the Parrot (1) _____ on the island.

Polly (2) _____ to the red parrot and Pete (3) _____ at the treasure map. He (4) _____ up and down.

Then he (5) _____.

He looked at the map again and he (6) _____ it.

The map (7) _____ wet. He couldn't read it. Red Parrot knew where the treasure was.

He (8) _____ half of it.

Pirate Pete agreed and Red Parrot (9) _____ at a tree.

Pete and Polly (10) _____ too.

Pete (11) _____ at his map again. 'There's the treasure!'

Pete (12) _____. He (13) _____ to the tree.

There (14) _____ a treasure box under the tree.

He (15) _____ the box and (16) _____ at the treasure.

It (17) _____ parrot food!

Friends 5 Lesson 84		<i>Did the pirate look at the map?</i>		Grammar & Functions	
Aims	Telling a story	Contents	Grammar Questions form: <i>Did ...?</i> Short answers	Checklist	1 Master handout – group work: answering questions
Language Analysis					
Grammar: We use the Past simple to talk about finished past action in the definite past. Common time expressions used with the past simple: <i>last week, last year, last night, yesterday, 10 days / months / years ago, when I was a child, etc.</i> In the positive form, for regular verbs, we add an <i>-ed</i> or <i>-d</i> to the verb. We form <i>yes/no</i> questions in Past Simple using the auxiliary <i>did</i>. The auxiliary is placed before the subject, and the verb is in its base form. <i>They had a party. Did they have a party?</i> The verb <i>to be</i> is an exception; in this case, we use the inversion – we move <i>be</i> before the subject: <i>He was happy. Was he happy?</i> Questions about subject: There is no subject in these questions. The verb is in the past simple tense, not the infinitive form and there is no auxiliary: <i>What happened next?</i> <i>Who gave her a dress?</i>					

Procedure

Warm-up Off the screens

1. Write two rows of words (nouns and verbs) on the board:

*parrot pirate map sea dolphin boat box island treasure
sailed climbed dropped shouted picked up opened*

2. Ask students to write as many sentences as they can using the words above to create a short story.
3. Nominate students to read out their stories.

Screen 2

Kim: Mr Hill wants me to write my pirate story for my class. You can help me, Jill. Did the pirate look at the map?

Jill: Yes, he did.

Kim: And did he drop the map?

Jill: Yes, he did.

Kim: OK, good. Did the dolphin look at the map?

Jill: Yes, it did. And it pushed the boat to the island.

Kim: Ah yes ... Did the red parrot sail to the island with Pete?

Jill: No he didn't. He lived on the island.

Kim: Did Polly talk to the red parrot?

Jill: Yes, she did.

Kim: Did the Pirate shout?

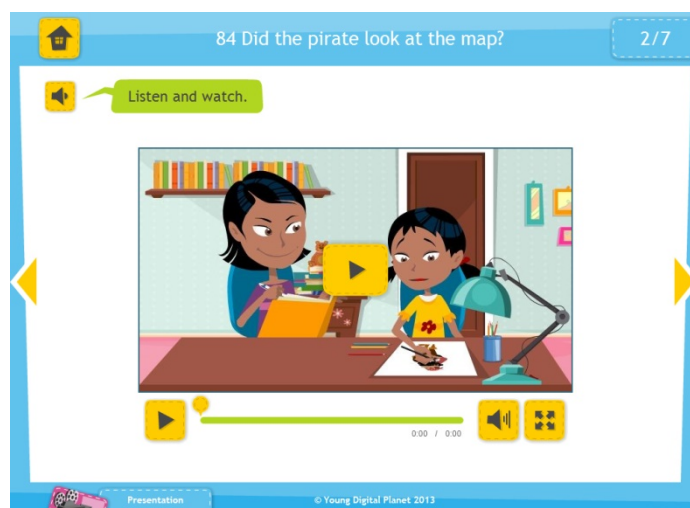
Jill: Yes, he did!

Kim: Ok, and did Polly open the box?

Jill: No, she didn't. Pete opened the box.

Kim: Right. And did the pirate like the treasure?

Jill: No, he didn't, but the parrots did! Squawk!



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

Screen 3

Kim: Did the pirate look at the map?
Jill: Yes, he did.
Kim: And did he drop the map?
Jill: Yes, he did.
Kim: Ok, good. Did the dolphin look at the map?
Jill: Yes, it did. And it pushed the boat to the island.
Kim: Ah yes ... Did the red parrot sail to the island with Pete?
Jill: No he didn't. He lived on the island.
Kim: Did Polly talk to the red parrot?
Jill: Yes, she did.
Kim: Did the Pirate shout?
Jill: Yes, he did!
Kim: Ok, and did Polly open the box?
Jill: No, she didn't. Pete opened the box.
Kim: Right. And did the pirate like the treasure?
Jill: No, he didn't, but the parrots did! Squawk!
Key:
1 Yes, he did. **2** Yes, he did.
3 Yes, she did. **4** Yes, he did!
5 No, she didn't. **6** No, he didn't.



84 Did the pirate look at the map? 3/7

Choose.

Did the pirate look at the map? ☐

Did he drop the map? ☐

Did Polly talk to the red parrot? ☐

Did the Pirate shout? ☐

Did Polly open the box? ☐

Did the pirate like the treasure? ☐

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Screen 4

Key:
1 Did the pirate want the treasure?
2 Did he drop the treasure map?
3 Did Pete walk to the tree?
4 Did the pirate open the box?
5 Did the parrots like the treasure?
6 Did Jill like the story?



84 Did the pirate look at the map? 4/7

Put the words in order.

the treasure? pirate want Did the
 drop the map? Did he treasure
 Pete Did walk to the tree?
 pirate Did the box? the open
 the parrots treasure? like the Did
 the story? Jill Did like

Practice © Young Digital Planet 2013

Additional activity:

Ask students to look at the screen and tell if your statements are True or False.

1. The questions all start with 'Did'.
2. The questions all end with a question mark "?".
3. There are five words in each question.
4. The questions all have a verb (*walk, open, look, etc.*).
5. There is a name or *he* or *she* in all the questions.
6. All the questions are about the parrots.

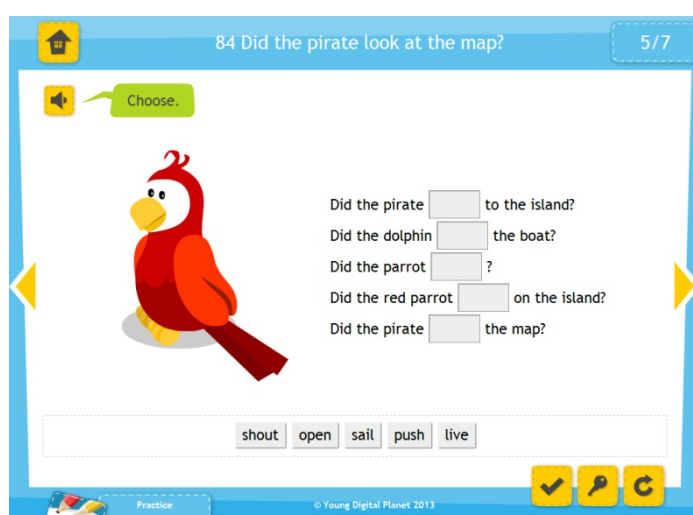
Key:

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

Screen 5

Key:

- 1 sail
- 2 push
- 3 shout
- 4 live
- 5 open



Screen 6

(from left to right)

Audio 1:

Did the pirate drop the map?
Yes, he did.

Audio 2:

Did the Pirate shout loudly?
Yes, he did!

Audio 3:

Did the dolphin push the boat?
Yes, it did.

Audio 4:

Did Polly open the box?
No, she didn't.

Audio 5:

Did Polly talk to the red parrot?



Yes, she did.

Audio 6:

Did the pirate like the treasure?

No, he didn't.

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

1. Look at the picture and read the questions and answers.
2. Click on the audio and listen to the recording.
3. Repeat as many times as you want.
4. Now it's your turn: work in pairs and ask and answer the questions.
5. Ask and answer more questions about the characters from the story.

Additional activity – [Handout 1](#) needs to be cut out

Did you walk to school yesterday?

Did you have an English lesson yesterday?

Did you have a burger for breakfast?

Did you play with your friends?

Did you swim after classes?

Did you visit your grandparents?

Did you watch TV?

Did you play football?

1. Give out the set of 8 questions (Handout 1) once they have been copied and cut up (you will need a set for each group) and ask students to work in groups of 4.
2. Questions are on a pile face down.
3. Tell students to draw a question, answer it and ask the person on the left.
4. That student answers the question, draws another one and asks the person on the left and so on.
5. Walk around the classroom and monitor student's work.

Handout

Did you walk to school yesterday?
Did you have an English lesson yesterday?
Did you have a burger for breakfast?
Did you play with your friends?
Did you swim after classes?
Did you visit your grandparents?
Did you watch TV?
Did you play football?

Handout

Did you walk to school yesterday?
Did you have an English lesson yesterday?
Did you have a burger for breakfast?
Did you play with your friends?
Did you swim after classes?
Did you visit your grandparents?
Did you watch TV?
Did you play football?

Friends 5 Lesson 85		Pirate treasure		Reading	
Aims	Reading	Contents	Grammar Past Simple tense	Checklist	2 Master handouts
			Vocabulary Revision		1 pair work: sentence ordering 1 individual work: story ordering
Language Analysis					
Grammar: We use the past simple to talk about finished past action in the definite past. Common time expressions: <i>last week, last year, last night, yesterday, 10 days / months / years ago, when I was a child, etc.</i> In the positive form, for regular verbs, we add an <i>-ed</i> or <i>-d</i> to the verb.					

Procedure

Warm-up Off the screens

Handout 1 – needs to be cut out

Pirate Pete and Polly the parrot		look for treasure.	wanted to
Pete and Polly		dropped	in the sea. the treasure map
They couldn't		there was no wind.	sail to the island –
pushed	The dolphin	the boat	to the island.
Pirate Pete	sailed	and Polly the parrot	to the island.
of the boat and		They	climbed out shouted <i>hello</i> .
A parrot shouted. Polly listened and answered.			
It was	on the island.	that lived	a red parrot
Polly talked to	at the treasure map.	the red parrot	and Pete looked
wanted		the treasure.	He

1. Copy the handout (one for each group) and cut up the slips of paper. Give out slips of paper – with each sentence in a separate envelope.
2. Ask students to work in pairs and put the sentences together.
3. When they are ready, ask them to put the sentences in the correct order.
4. Nominate students to read out the sentences.

Key:

- 1 Pirate Pete and Polly the parrot wanted to look for treasure.
- 2 Pete and Polly dropped the treasure map in the sea.
- 3 They couldn't sail to the island – there was no wind.
- 4 The dolphin pushed the boat to the island.
- 5 Pirate Pete and Polly the parrot sailed to the island.
- 6 They climbed out of the boat and shouted *hello*.
- 7 A parrot shouted. Polly listened and answered.
- 8 It was a red parrot that lived on the island.
- 9 Polly talked to the red parrot and Pete looked at the treasure map.
- 10 He wanted the treasure.

Screen 2

Audio 1:

Once upon a time Pirate Pete and Polly the parrot were in a boat. Pirate Pete dropped the treasure map into the sea and the dolphin picked it up. The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

Audio 2:

Pete climbed out of the boat and shouted hello.

A red parrot shouted hello. He lived on the island.

Audio 3:

Polly talked to the red parrot and Pete looked at the treasure map. He walked up and he walked down. He stopped. He looked at the map again and he dropped it.

Grrrrr.

Audio 4:

Pirate Pete wanted the treasure.

Red parrot can find the treasure.

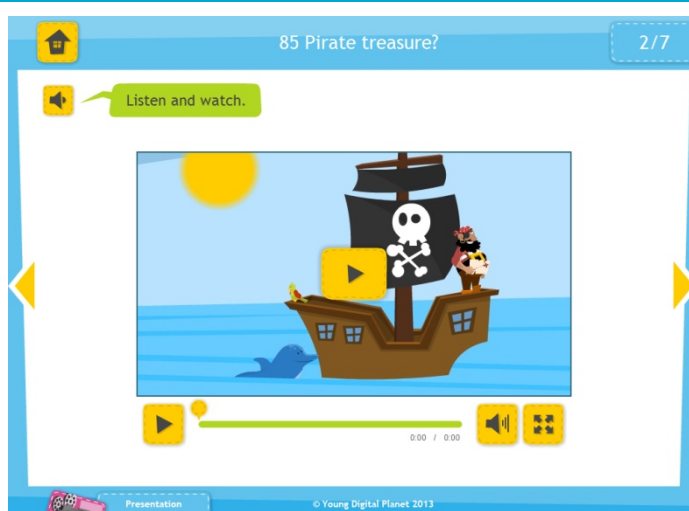
Red Parrot wants half the treasure.

He stopped at a tree. Pete walked to the tree. Pete shouted.

Audio 5:

Pete opened the box. He wasn't happy.

But the parrots were happy. They liked the treasure a lot. It was parrot food!



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

Screen 3

Key + audio"

The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

A red parrot shouted hello.

He lived on the island.

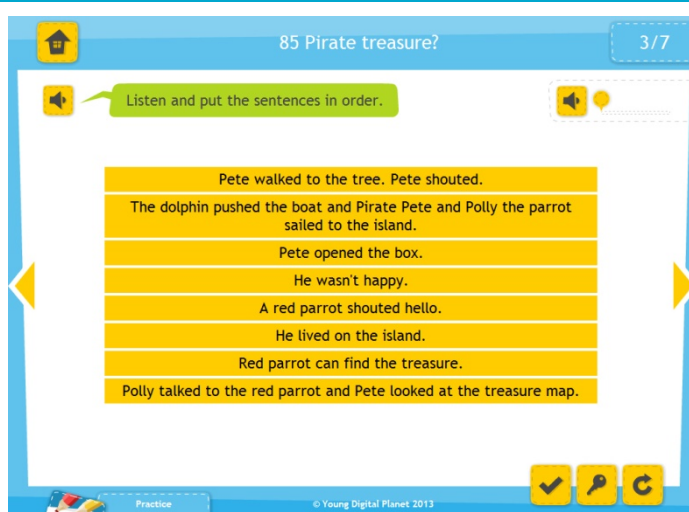
Polly talked to the red parrot and Pete looked at the treasure map.

Red parrot can find the treasure .

Pete walked to the tree. Pete shouted.

Pete opened the box.

He wasn't happy.



Screen 4

Key:



Pete opened the box. He wasn't happy. But the parrots were happy. They liked the treasure a lot.

Red parrot can find the treasure. Pete walked to the tree. Pete shouted.

Polly talked to the red parrot and Pete looked at the treasure map.

The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

85 Pirate treasure?
4/7

Match the sentences with the pictures.











The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

Red parrot can find the treasure. Pete walked to the tree. Pete shouted.

Polly talked to the red parrot and Pete looked at the treasure map.

Pete opened the box. He wasn't happy. But the parrots were happy. They liked the treasure a lot.

Practice
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Screen 5

Audio:

*Pirate Pete and Polly in a boat.
Red Parrot on the island.
Pete dropped the treasure map.
Pirate Pete wanted the treasure.
He wasn't happy.
It was parrot food.*

85 Pirate treasure?
5/7

Listen and read.



Pirate Pete and Polly in a boat.






Practice
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Screen 6

Audio 1:

Once upon a time Pirate Pete and Polly the parrot were in a boat. Pirate Pete dropped the treasure map into the sea and the dolphin picked it up. The dolphin pushed the boat and Pirate Pete and Polly the parrot sailed to the island.

Audio 2:

Pete climbed out of the boat and shouted hello.

A red parrot shouted hello. He lived on the island.

Audio 3:

Polly talked to the red parrot and Pete looked at the treasure map. He walked up and he walked down. He stopped. He looked at the map again and he dropped it.

Grrrrr.

Audio 4:

Pirate Pete wanted the treasure.

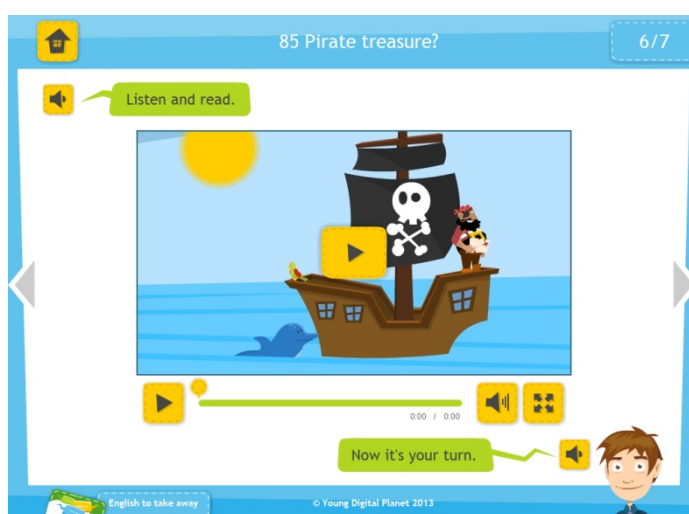
Red parrot can find the treasure.

Red Parrot wants half the treasure.

He stopped at a tree. Pete walked to the tree. Pete shouted.

Audio 5:

Pete opened the box. He wasn't happy. But the parrots were happy. They liked the treasure a lot. It was parrot food!



Give students the following instructions:

1. Look at the pictures, listen and read.
2. Pause at each picture and read the sentences out loud.
3. Now it's your turn: work in pairs and read the story aloud to each other.
4. Make up your own questions for the other students to answer.
5. Work in groups of 3 and ask and answer your questions.

Additional activity

1. Give out Handout 2 and ask students to decide whether the statements are true or false.
2. Next ask them to work in pairs, compare their answers and correct the false sentences.
3. Nominate students to read out the sentences.

Key:

1 T

2 T

3 F and F A red parrot shouted hello. He lived on the island.

4 F and F Polly talked to the red parrot and Pete looked at the treasure map.

5 T

6 F He looked at the map again and he dropped it.

7 F Pirate Pete wanted the treasure.

8 T

9 F Pete opened the box. He wasn't happy.

10 F The parrots liked the treasure a lot.

Handout 1

Pirate Pete and Polly the parrot		look for treasure	wanted to	
Pete and Polly		dropped	in the sea	the treasure map
They couldn't		there was no wind	sail to the island	
pushed	the dolphin	the boat	to the island	
Pirate Pete	sailed	and Polly the parrot	to the island	
of the boat and		they	climbed out shouted hello	
A parrot shouted. Polly listened and answered.				
It was	on the island	that lived	a red parrot	
Polly talked to	at the treasure map	the red parrot	and Pete looked	
wanted		the treasure	he	

Handout 2

1. Once upon a time Pirate Pete and Polly the parrot sailed to the island.
2. Pete climbed out of the boat and shouted hello.
3. A pirate girl hopped to Pete. She lived on the island.
4. Polly talked to the girl pirate and Pete looked at the sea.
5. He walked up and he walked down. He stopped.
6. He didn't look at the map because it was wet.
7. Pirate Pete didn't want the treasure.
8. The treasure was near the tree.
9. Polly opened the box. She was very happy.
10. Nobody like the the treasure.

Friends 5 Lesson 86		Kim's pirate story		Vocabulary	
Aims	Vocabulary	Contents	Grammar Past Simple – verbs, spelling rules	Checklist	2 Master handouts 1 group work 1 individual work: teaching vocabulary and sentence completion
	Vocabulary <i>bring</i> Revise: <i>stopped, dropped,</i> <i>pushed, shouted walked,</i> <i>letter box</i>				
Language Analysis					
Grammar: there are the following rules for verbs in the Past Simple: One-syllable verbs: If the word has consonant-vowel-consonant pattern, it gets a double consonant + <i>ed</i>. <i>rub – rubbed, hop - hopped</i> Two-syllable verbs: If the stress is on the first syllable, the verb only gets one consonant + <i>ed</i>. <i>visit – visited, open – opened</i> If the stress is on the second syllable, the verb gets a double consonant + <i>ed</i>. <i>refer – referred, admit – admitted</i> If the verb ends in -e, simply add <i>d</i>: <i>smile – smiled</i> <i>fine – fined</i> If the verb ends in -y, and has a consonant before it, change the <i>y</i> to <i>i</i> and add <i>ed</i>. <i>study – studied, marry – married</i> If the verb ends in -y, and has a vowel before it, simply add <i>ed</i>. <i>play – played, stay – stayed</i>					

Procedure

Warm-up Off the screens

Handout 1 – needs to be cut out

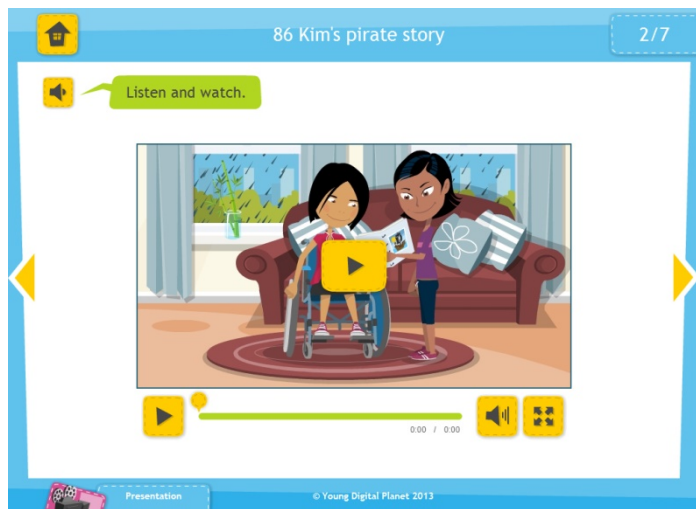
walked	pushed	picked up	climbed
listened	dropped	stopped	shouted
looked	sailed	opened	talked
answered			

What did I do?

1. Give out slips of paper (which is Handout 1 cut into slips) with one word to each student.
2. Make sure students know how to pronounce their word by drilling them individually.
3. Ask students to walk around the classroom and teach their word to every student.
4. Ask students to stand in a circle, and invite individual students with their words to the middle of the circle, ask them to show their picture and ask *What did I do?*
5. Ask students to raise their hands if they know the answer.
6. Nominate students to say the word.
7. Continue until every student has mimed their word.

Screen 2

Lucy: *Is that your phone?.*
Kim: *Yes. Hello?*
Mr Hill: *Hello Kim, It's Mr Hill, your teacher. I'm at school. I want to read your pirate story. Can you bring it to me please?*
Kim: *Er, Ok. Lucy's Robot can bring it to you.*
Mr Hill: *Thank you, Kim. Goodbye.*
Kim: *Goodbye.*
Kim: *Oh, it's raining.*
Lucy: *Robot. Take Kim's story to Mr Hill. He's at the school. Oh*
Lucy: *Did you see Mr Hill?*



The screenshot shows a digital presentation interface. At the top, it says '86 Kim's pirate story' and '2/7'. Below this is a video player with a play button and a progress bar. The video shows two children sitting on a couch, reading a book. The interface includes navigation arrows and a 'Listen and watch.' button.

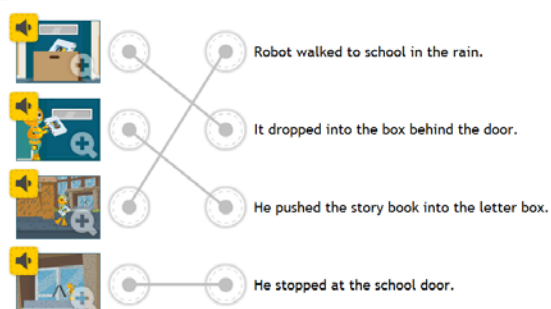
Robot: No, yes, no.
Kim: Yes or no?
Robot: I walked to school. I stopped at the door. I shouted for Mr Hill. But he wasn't there.
Kim: What did you do with my story book?
Robot: I pushed it into the letterbox. It dropped into the box behind the door. I shouted: Post for Mr Hill! And then I walked home again.
Kim: Thank you Robot.

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

Screen 3

Audio:
 Robot walked to school in the rain.
 He stopped at the school door.
 He pushed the story book into the letter box.
 It dropped into the box behind the door.

Key:



86 Kim's pirate story 3/7

Listen and match.

			He pushed the story book into the letter box.
			Robot walked to school in the rain.
			It dropped into the box behind the door.
			He stopped at the school door.

Practice © Young Digital Planet 2013

Screen 4

Audio:

*Robot walked to school in the rain.
He stopped at the school door.
He shouted for Mr Hill.
He pushed the story book into the letter box.
It dropped into the box behind the door.*

Key:

- 1 walked
- 2 stopped
- 3 shouted
- 4 pushed
- 5 dropped



86 Kim's pirate story 4/7

Choose.

Robot to school in the rain.

He at the school door.

He for Mr Hill.

He the story book into the letter box.

It into the box behind the door.

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 walked 2 stopped 3 pushed
- 4 dropped 5 shouted



86 Kim's pirate story 5/7

Complete.

walk stop push

w s p

drop shout

d s

Practice © Young Digital Planet 2013

Note: the one-syllable verbs that end in consonants (here -p) get a double consonant.
drop – dropped

Additional activity

Handout 2

Put the verbs into past simple and complete the sentences.

walk	_____	stop	_____	hop	_____
drop	_____	push	_____	listen	_____
answer	_____	pick up	_____	talk	_____

1. They _____ happily to play with their friends.
2. He _____ to the very nice song.
3. I _____ to school in the rain.
4. He _____ a map into the sea and couldn't find it.
5. I _____ the teacher's question loudly.
6. She played with her friends but _____ to talk to her sister.
7. A dolphin _____ a boat to the island.
8. A teacher _____ a book and showed children a picture.
9. We _____ to our teacher about our homework.

1. Give out Handout 2 and ask students to write the verbs in the Past Simple .
2. Next ask them to complete the sentences.
3. Ask students to compare their answers in pairs.
4. Nominate students to read the sentences.

Key:

1 hopped **2** listened **3** walked **4** dropped **5** answered **6** stopped
7 pushed **8** picked up **9** talked

Screen 6

The wrong story:

*I walked to school in the rain.
I stopped at the school door.
I shouted for Mr Hill.
I pushed the story book into the letter box.
It dropped into the box behind the door.*

The correct story:

*Ah, that's better. Thank you.
I walked to school in the rain.
I stopped at the school door.
I shouted for Mr Hill.
I pushed the story book into the letter box.
It dropped into the box behind the door.*

Key:

I walked to school in the rain.
I stopped at the school door.
I shouted for Mr Hill.
I pushed the story book into the letter box.
It dropped into the box behind the door.



Give students the following instructions:

1. Read the sentences and think of the right word to correct Robot's story.
2. Look at pictures and listen to the recording.
3. Put the words in the correct place.
4. Now it's your turn: you are Robot now, in your pairs write your story.
5. Read out your story to the class.

Handout 1

walked	pushed	picked up	climbed
listened	dropped	stopped	shouted
looked	sailed	opened	talked
answered			

Handout 2

Put the verbs into past simple and complete the sentences.

walk	_____	stop	_____	hop	_____
drop	_____	push	_____	listen	_____
answer	_____	pick up	_____	talk	_____

1. They _____ happily to play with their friends.
2. He _____ to the very nice song.
3. I _____ to school in the rain.
4. He _____ a map into the sea and couldn't find it.
5. I _____ the teacher's question loudly.
6. She played with her friends but _____ to talk to her sister.
7. A dolphin _____ a boat to the island.
8. A teacher _____ a book and showed children a picture.
9. We _____ to our teacher about our homework.

Friends 5 Lesson 87		The pirate shouted, “There’s the treasure!”		Vocabulary	
Aims	Telling a story / direct speech	Contents	Grammar Past simple – passive use	Checklist	1 Master handout – pair work
			Vocabulary said revision: opened, liked play, called, laughed Everyday English: Welcome to ... Is anyone there? Ahoy there!		Scissors Card
Language Analysis					
Grammar: We use two ways to report what a person said: 1. Direct speech 2. Indirect speech If your friend Tom tells you: ‘Betty is very busy so she won’t come to the party’. When you want to tell somebody what your friend told you, you can do it in two ways: Direct speech: Tom said, Betty is very busy so she won’t come to the party’. Indirect Speech: Tom said that Betty was very busy so she wouldn’t come to the party. In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation marks. In indirect speech some changes are made in the person’s original because these words have been stated in the past, so the tense will therefore change and pronoun may also be changed. In indirect speech we do not use quotation marks, the word “that” may be used before the statement.					

Procedure

Warm-up Off the screens

Prepare: 3 pieces of card (20x20cm) for each student

1. Give each student a card and ask them to divide it into six squares and then draw a picture of a verb in each square.
2. Ask students to write down what they have drawn on a piece of paper and cut the words out. Collect the words and put them into a bag.
3. Take the words out one by one and call them out. Explain that students who have the object drawn on their bingo card should cover it. The winner is the first one to cover all his/her cards.
4. The winner reads out the verbs during the next round.

Screen 2

Lucy: *Pirate Pete and Polly wanted to look for treasure. Pete dropped the treasure map in the water. Pirate Pete shouted to a dolphin ... 'Hello Dolphin', said Pirate Pete ...*

Sam: *Hello dolphin. Can you help me, please?*

Lucy: *'Here's your map', said the dolphin.*

Robot: *Here's your map.*

Lucy: *The dolphin picked up the map and pushed the boat to the island. Pete climbed out of the boat. He called ... Sam, that's you!*

Sam: *Ahoy! Is anyone there? Hello?*

Lucy: *A parrot called back ...*

Alex: *Hello Pete and Polly. Welcome to my island.*

Lucy: *The red parrot and Polly talked. Pirate Pete looked at his map, but it was wet. It was no good. Pete was angry.*

Sam: *Grrrrrr*

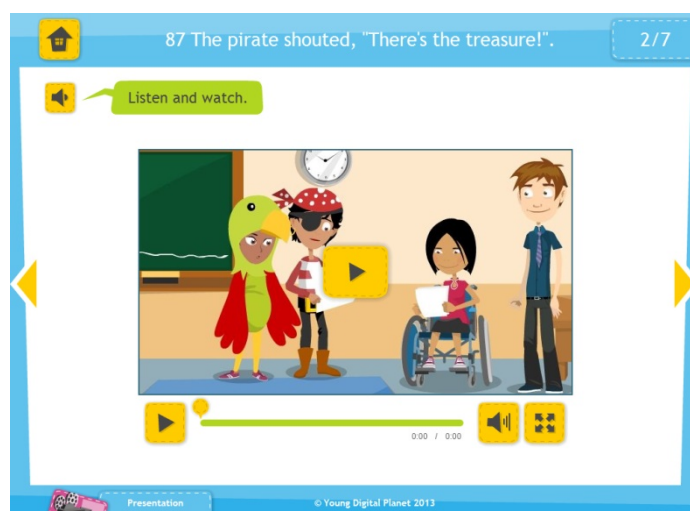
Kim: *Red Parrot can find the treasure.*

Lucy: *Polly said to Pirate Pete.*

Pete and Polly followed the Red Parrot to the tree. The pirate shouted ...

Sam: *There's the treasure!*

Lucy: *He opened the treasure box and*



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

Point out that *said* is the past tense, ends in -d but is spelt irregularly.

said...

Sam: *Grrrrrr. I don't like this treasure.*

Alex and Kim: *We like the treasure!*

Lucy: *... the parrots laughed.*

Screen 3

Robot: *Here's your map.*

Sam: *Ahoy! Is anyone there?*

Kim: *Red Parrot can find the treasure .*

Sam: *There's the treasure!*

Sam: *Grrrrrr. I don't like this treasure.*

Alex and Kim: *We like the treasure!*

Key:



Screen 4

Robot: *Here's your map.*

Sam: *Ahoy! Is anyone there?*

Kim: *Red Parrot can find the treasure .*

Sam: *There's the treasure!*

Sam: *Grrrrrr. I don't like this treasure.*

Alex and Kim: *We like the treasure!*

Key:

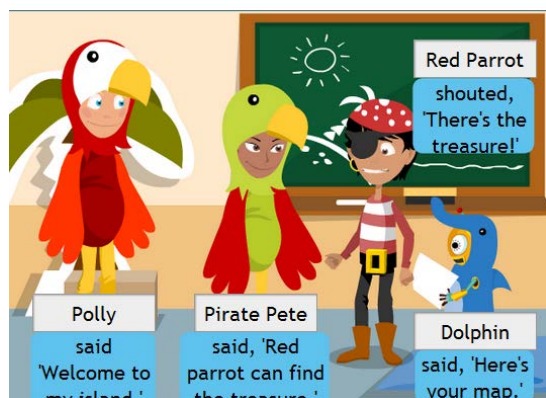
1 Red parrot said 'Welcome to my island.'

2 Polly said, 'Red parrot can find the treasure.'

3 Pirate Pete shouted, 'There's the treasure!'

4 Dolphin said, 'Here's your map.'

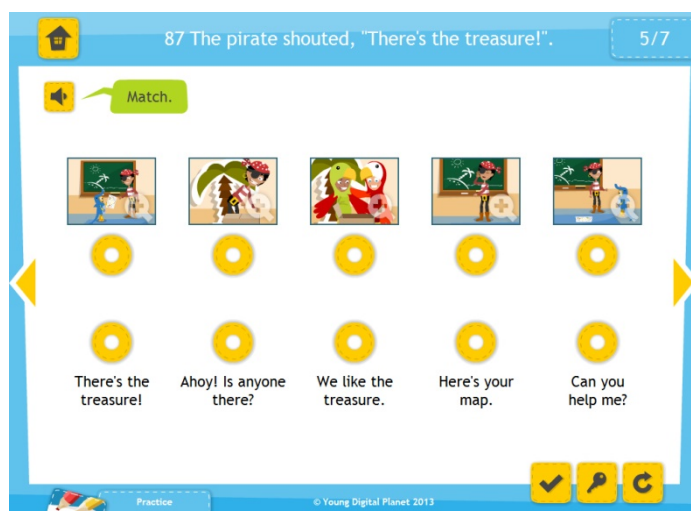
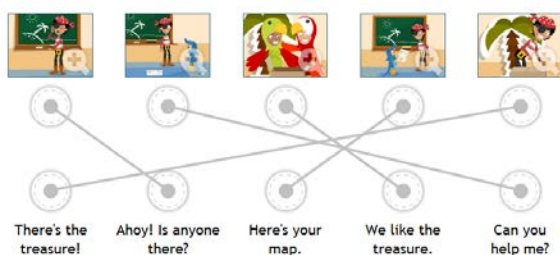




Screen 5

Key: (random order)

- 1 Can you help me?
- 2 Here's your map.
- 3 Ahoy! Is anyone there?
- 4 There's the treasure!
- 5 We like the treasure.



Screen 6

Pirate Pete and Polly wanted to look for treasure. Pete dropped the treasure map in the water. Pirate Pete shouted to a dolphin ...

Hello dolphin. Can you help me, please?

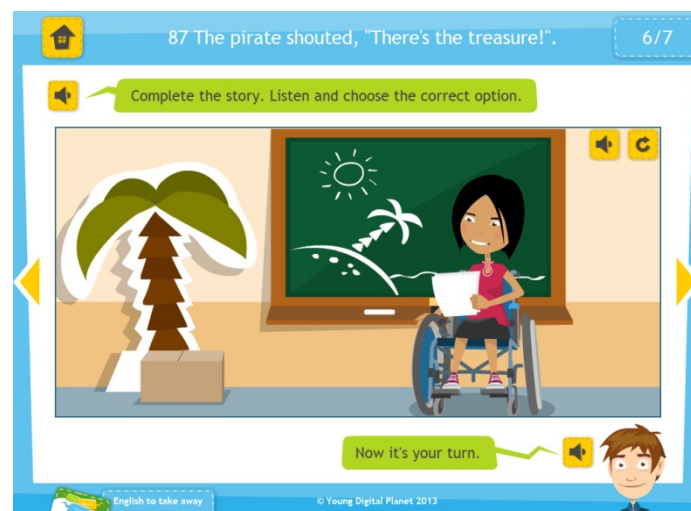
'Here's your map', said the dolphin. The dolphin picked up the map and pushed the boat to the island. Pete climbed out of the boat. He called ...

Ahoy! Is anyone there? Hello?

A parrot called back ...

Welcome to my island.

The red parrot and Polly talked. Pirate Pete looked at his map, but it was wet.



*It was no good. Pirate Pete was angry.
Grrrrrr
Polly said to Pirate Pete.
Red Parrot knows where the treasure is.
Pete and Polly followed Red Parrot to the tree. The pirate shouted ...
There's the treasure!
He opened the treasure box and said...
Grrrrrr. I don't like this treasure.
the parrots laughed and said...
We like the treasure!*

Key:

Hello dolphin. Can you help me, please?
Ahoy! Is anyone there? Hello?
Welcome to my island
Red Parrot knows where the treasure is.
There's the treasure!
Grrrrrr. I don't like this treasure.
We like the treasure!

Give students the following instructions:

1. Listen to the story.
2. Read the sentences and choose the correct one.

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

Tell Ss to work in pairs and practise saying the dialogue with the correct intonation. If you have more time, use the suggested role play below.

Now it's your turn. Ask students to work in pairs and act out the play.
Handout 1 – needs to be cut out

Handout



1. Give out the props (Handout) and tell students to choose two characters each.

2. Give each pair 5-10 minutes to prepare.
3. Invite them to the front of the class to act out the play.
4. You may take the role of narrator for the first pair and then nominate a student to read it to the other pairs.

Narrator's part:

Narrator: *Pirate Pete and Polly wanted to look for treasure. Pete dropped the treasure map in the water. Pirate Pete shouted to a dolphin ... 'Hello Dolphin', said Pirate Pete ...*

Pirate Pete: Hello dolphin. Can you help me, please?

Narrator: *'Here's the map', said the dolphin.*

Dolphin: Here's your map.

Narrator: *The dolphin picked up the map and pushed the boat to the island. Pete climbed out of the boat. He called ... Sam, that's you!*

Pirate Pete: Ahoy! Is anyone there? Hello?

Narrator: *A parrot called back ...*

Red parrot: Hello Pete and Polly. Welcome to my island.

Narrator: *The red parrot and Polly talked. Pirate Pete looked at his map, but it was wet. It was no good. Pete was angry.*

Pirate Pete: Grrrrr

Polly: Red Parrot can find the treasure.

Narrator: *Polly said to Pirate Pete. Pete and Polly followed Red Parrot to the tree. The pirate shouted ...*

Pirate Pete: There's the treasure!

Narrator: *He opened the treasure box and said ...*

Pirate Pete: Grrrrr. I don't like this treasure.

Parrots together: We like the treasure!

Narrator: *... the parrots laughed.*

Handout



Friends 5 Lesson 88		<i>The pirate didn't like the treasure.</i>		Grammar & Functions	
Aims	Telling a story, past simple negatives, questions and answers	Contents	Grammar Past Simple tense – questions and answers: <i>Did you ...?</i> <i>Yes, I did. No, I didn't.</i> Vocabulary <i>didn't</i> Revise: <i>why & because</i> <i>acted</i>	Checklist	1 Master handout – pair work: question and answer completion
Language Analysis					
Grammar: We form <i>yes/no</i> questions in the Past Simple using the auxiliary <i>did</i>. The auxiliary is placed before the subject, and the verb is in its base form. <i>They had a party. Did they have a party?</i> We form short answers using auxiliary <i>did</i>: <i>Yes, I did. No, I didn't.</i> The verb <i>to be</i> is an exception; in this case, we use the inversion – we move <i>be</i> before the subject: <i>He was happy. Was he happy?</i> In the case of the verb <i>be</i> we answer: <i>Yes, I was, Yes, they were.</i> In the negative form we add <i>not</i> (formal) after <i>was not</i> or <i>were not</i>, or informal – <i>wasn't, weren't</i>: <i>No, we were not. No, we weren't.</i> We form '<i>wh</i>' questions putting the question word, e.g. <i>what, where, when, why</i> at the beginning of the question: <i>Where did he live? What did you play?</i>					

Procedure

Warm-up Off the screens

Chinese whispers

1. Ask students to stand in a line.
2. Whisper your first sample sentence in a student's ear:
Did he like the treasure?
3. Ask the student repeat what they have heard to the next student, and so on.
4. Ask the last student to write what they have heard on the board, and then you write the correct sentence below it.
5. Repeat the procedure twice with the sentences:
She didn't go to the party.
Why did they play in the garden?
6. Have fun comparing the telephone version to the correct one, and then explain the structure of the questions in Past simple.

Screen 2

Ann: *So what did you do at school today, Sam?*

Sam: *Oh it was fun. We were in a play about a pirate.*

Ann: *A pirate story? Did the pirate have a parrot?*

Sam: *Yes, but I didn't play the parrot. I was Pirate Pete. Oo arr! Kim and Alex played the parrots, and Robot was the dolphin.*

Ann: *Tell me about the story.*

Sam: *Pirate Pete sailed to an island ...*

Ann: *Why?*

Sam: *To find treasure, of course.*

Ann: *Of course. Did the parrots help him?*

Sam: *Yes they did. The parrots helped him find the treasure and the dolphin helped him push the boat to the island.*

Ann: *Why did the dolphin push the boat?*

Sam: *Because there was no wind to sail the boat to the island.*



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

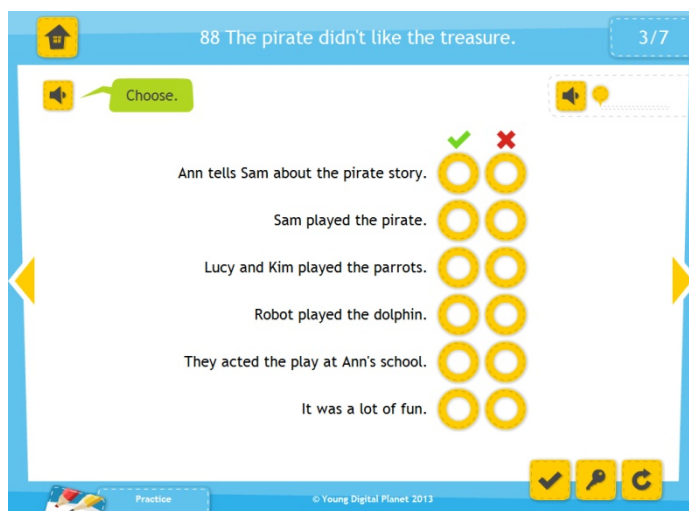
Ann: Nice dolphin! Did the pirate like the treasure?
Sam: No he didn't.
Ann: Why not?
Sam: Because it was parrot treasure!
Ann: What is parrot treasure?
Sam: Lots and lots of yummy parrot food!

Screen 3

Ann: So what did you do at school today, Sam?
Sam: Oh it was fun. We were in a play about a pirate.
Ann: A pirate story? Did the pirate have a parrot?
Sam: Yes, but I didn't play the parrot. I was Pirate Pete. Oo arr! Kim and Alex played the parrots, and Robot was the dolphin.
Ann: Tell me about the story.
Sam: Pirate Pete sailed to an island ...
Ann: Why?
Sam: To find treasure, of course.
Ann: Of course. Did the parrots help him?
Sam: Yes they did. The parrots helped him find the treasure and the dolphin helped him push the boat to the island.
Ann: Why did the dolphin push the boat?
Sam: Because there was no wind to sail the boat to the island.
Ann: Nice dolphin! Did the pirate like the treasure?
Sam: No he didn't.
Ann: Why not?
Sam: Because it was parrot treasure!
Ann: What is parrot treasure?
Sam: Lots and lots of yummy parrot food!

Key:

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



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Choose.

Ann tells Sam about the pirate story. ✓ ✗

Sam played the pirate. ○ ○

Lucy and Kim played the parrots. ○ ○

Robot played the dolphin. ○ ○

They acted the play at Ann's school. ○ ○

It was a lot of fun. ○ ○

Practice © Young Digital Planet 2013

Additional activity:

1. Ask students to correct the false sentences to make them true.
2. Nominate the students to read their sentences.

Key:

- 1 Sam tells Ann about pirate story.
- 3 Kim and Alex played parrots.
- 5 They acted the play at Sam's school.

Screen 4

Audio 1:

Did the pirate push the boat?

Audio 2:

Did the parrots help the pirate?

Audio 3:

Did the pirate like the treasure?

Audio 4:

Did the parrots like the treasure?

Audio 5:

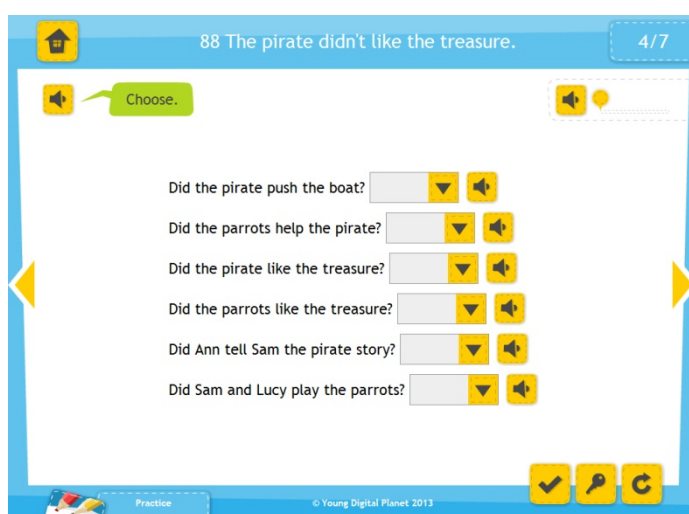
Did Ann tell Sam the pirate story?

Audio 6:

Did Sam and Lucy play the parrots?

Key:

- 1 No, he didn't.
- 2 Yes, they did.
- 3 No, he didn't.
- 4 Yes, they did.
- 5 No, she didn't.
- 6 No, they didn't.



Screen 5

Ann: *So what did you do at school today, Sam?*

Sam: *Oh it was fun. We were in a play about a pirate.*

Ann: *A pirate story? Did the pirate have a parrot?*

Sam: *Yes, but I didn't play the parrot. I was Pirate Pete. Oo arr! Kim and Alex played the parrots, and Robot was the dolphin.*

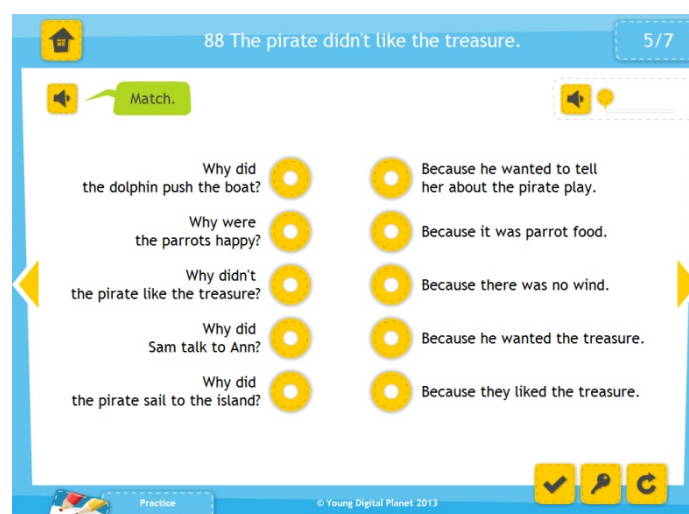
Ann: *(laughing). Tell me about the story.*

Sam: *Pirate Pete sailed to an island...*

Ann: *Why?*

Sam: *To find treasure, of course.*

Ann: *Of course. Did the parrots help*



him?

Sam: Yes they did. The parrots helped him find the treasure and the dolphin helped him push the boat to the island.

Ann: Why did the dolphin push the boat?

Sam: Because there was no wind to sail the boat to the island.

Ann: Nice dolphin! Did the pirate like the treasure?

Sam: No he didn't.

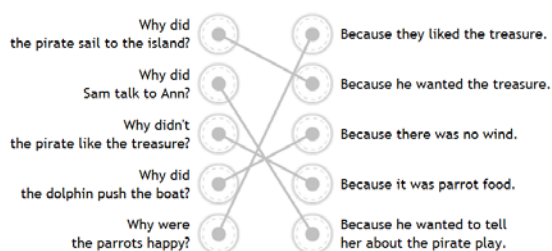
Ann: Why not?

Sam: Because it was parrot treasure!

Ann: What is parrot treasure?

Sam: Lots and lots of yummy parrot food!

Key: (random order)



Screen 6

Lucy: Pirate Pete and Polly wanted to look for treasure. Pete dropped the treasure map in the water. Pirate Pete shouted to a dolphin ... 'Hello Dolphin', said Pirate Pete ...

Sam: Hello dolphin. Can you help me, please?

Lucy: 'Here's the map', said the dolphin.

Robot: Here's your map.

Lucy: The dolphin picked up the map and pushed the boat to the island. Pete climbed out of the boat. He called ...

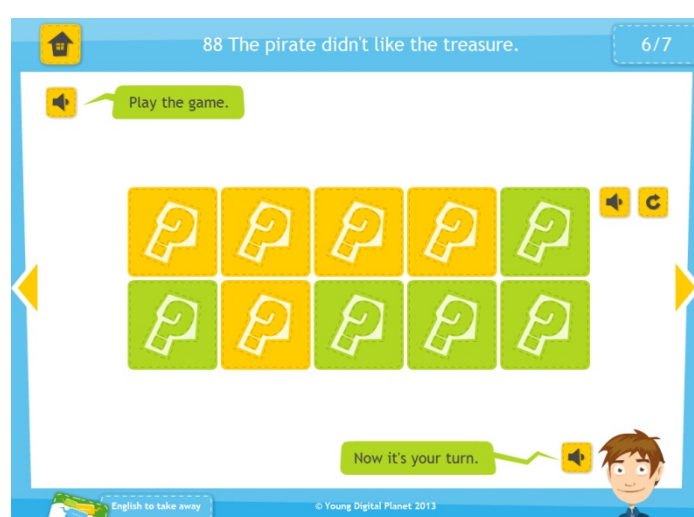
Sam: that's you!

Sam: Ahoy! Is anyone there? Hello?

Lucy: A parrot called back ...

Alex: Hello Pete and Polly. Welcome to my island.

Lucy: The red parrot and Polly talked. Pirate Pete looked at his map, but it was



Give students 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

wet. It was no good. Pete was angry.
Sam: Grrrrrr
Kim: Red Parrot can find the treasure.
Lucy: Polly said to Pirate Pete.
 Pete and Polly followed Red Parrot to the tree. The pirate shouted ...
Sam: There's the treasure!
Lucy: He opened the treasure box and said...
Sam: Grrrrrr. I don't like this treasure.
Alex and Kim: We like the treasure!
Lucy: ... the parrots laughed.

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.
7. 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.

Additional activity – Handout

Handout

Student A

1. Why did Sam talk to Ann?

2. _____

Because there was no wind.

3. Why did the pirate sail to the island?

4. _____

Because it was parrot food.

5. Why were the parrots happy?

Student B

1. _____

Because he wanted to tell her about the pirate play.

2. Why did the dolphin push the boat?

3. _____

Because he wanted the treasure.

4. Why didn't the pirate like the treasure?

5. _____

Because they liked the treasure.

1. Give out the Handout and explain to students they are going to work in pairs but ask them not to show their sheets to their partners.
2. Ask students to complete the missing questions and answers.
3. Next ask students to ask and answer the questions in pairs to check if their answers were correct.

4. Nominate pairs to read out one question and answer.
5. Ask students to write more questions.
6. Invite volunteers to write them on the board.

Key:

1 Why did Sam talk to Ann?

Because he wanted to tell her about the pirate play.

2 Why did the dolphin push the boat?

Because there was no wind.

3 Why did the pirate sail to the island?

Because he wanted the treasure.

4 Why didn't the pirate like the treasure?

Because it was parrot food.

5 Why were the parrots happy?

Because they liked the treasure.

Handout

Student A

1. Why did Sam talk to Ann?

2. _____

Because there was no wind.

3. Why did the pirate sail to the island?

4. _____

Because it was parrot food.

5. Why were the parrots happy?

Student B

1. _____

Because he wanted to tell her about the pirate play.

2. Why did the dolphin push the boat?

3. _____

Because he wanted the treasure.

4. Why didn't the pirate like the treasure?

5. _____

Because they liked the treasure.

Friends 5 Lesson 89		<i>The three bears</i>		Skills	
Aims	Listening and reading	Contents	Grammar Past Simple tense – passive use Vocabulary <i>bowl</i> Everyday English: <i>just right</i>	Checklist	2 Master handouts – 1 individual work 1 group work: complete parts of speech and story ordering
Language Analysis					
Hint: The Story of the Three Bears" (sometimes known as <i>The Three Bears</i>, <i>Goldilocks and the Three Bears</i> or, simply, <i>Goldilocks</i>) is a fairy tale first recorded in narrative form by British author and poet Robert Southey, and first published anonymously in a volume of his writings in 1837. The original story was about three bears and an old woman who trespasses on their property. <i>The Story of the Three Bears</i> went through two significant changes during its early publication history. Southey's old woman became a little girl in 1849, who was given various names referring to her hair, until it became <i>Goldilocks</i> in the early 20th century. Southey's three bachelor bears then became Father, Mother, and Baby Bear. What was originally a frightening oral tale became a cozy family story with only a hint of danger. The story has been adapted to film, opera, and other media. <i>Goldilocks and Three Bears</i> is one of the most popular fairy tales in the English language.					

Procedure

Warm-up Off the screens

Handout 1

Complete the table with the words in the box.

stairs Mummy bear lived hungry walked Daddy bear house bed chair Baby bear
stopped finished bowl tired climbed opened forest bed door sad happy tree bad

Adjective	Noun – person	Noun – thing	Noun – place	Verb – action

1. Give out Handout 1 and ask students to read the word list.
2. Make sure students know all the words.
3. Explain the categories and ask students to put the words under the correct headings.
4. Ask students to add some of their own examples.
5. Nominate students to read out the words in categories.

Key:

Adjective	Noun – person	Noun – thing	Noun – place	Verb – action
hungry tired sad happy bad	Mummy bear Daddy bear Baby bear	stairs bed chair bowl tree	house forest	lived walked stopped finished

Screen 2

Audio 1:

Once upon a time there were three bears, a Daddy bear, a Mummy bear and a baby bear. They lived in a house in the forest.

Audio 2:

One day, the three bears walked out into the forest.

Audio 3:

A girl called Goldilocks stopped at the house of the three bears. The door was open.

Audio 4:

There were three bowls of food on the table. She didn't like the first bowl because it was very hot. She didn't like the second bowl because it was cold. She liked the baby bear's food and she finished it all.

Audio 5:

Goldilocks climbed the stairs. She was tired. Daddy bear's bed was very big. Mummy Bear's bed was very big too. She climbed into Baby bear's bed it was just right.

Audio 6:

The three bears walked home. 'Who's this?' they shouted. Goldilocks opened her eyes and jumped out of bed, climbed down the stairs and – back home! She didn't go to the house of the three bears again!



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:

Once upon a time there were three bears, a Daddy bear, a Mummy bear and a baby bear. They lived in a house in the forest.



Audio 2:

One day, the three bears walked out into the forest.



Audio 3:

A girl called Goldilocks stopped at the house of the three bears. The door was open.



Audio 4:

There were three bowls of food on the table. She didn't like the first bowl because it was very hot. She didn't like the second bowl because it was cold. She liked the baby bear's food and she finished it all.



Audio 5:

Goldilocks climbed the stairs. She was tired. Daddy bear's bed was very big. Mummy Bear's bed was very big too. She climbed into Baby bear's bed it was just right.



Audio 6:

The three bears walked home. 'Who's this?' they shouted. Goldilocks opened her eyes and jumped out of bed, climbed down the stairs and – back home! She didn't go to the house of the three bears again!


89 Goldilocks and the three bears
3/7


Match. Now listen and check.

Practice
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Key: random order of pictures and audio

Screen 4

Audio:

Mummy bear

Daddy bear

Baby bear

house

forest

bowl

bed

stairs

door



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

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

Screen 5

Key:

1 lived **2** walked **3** stopped **4** finished
5 climbed **6** opened



Screen 6

Audio 1:

Once upon a time there were three bears, a Daddy bear, a Mummy bear and a baby bear. They lived in a house in the forest.

Audio 2:

One day, the three bears walked out into the forest.

Audio 3:

A girl called Goldilocks stopped at the house of the three bears. The door was open.

Audio 4:

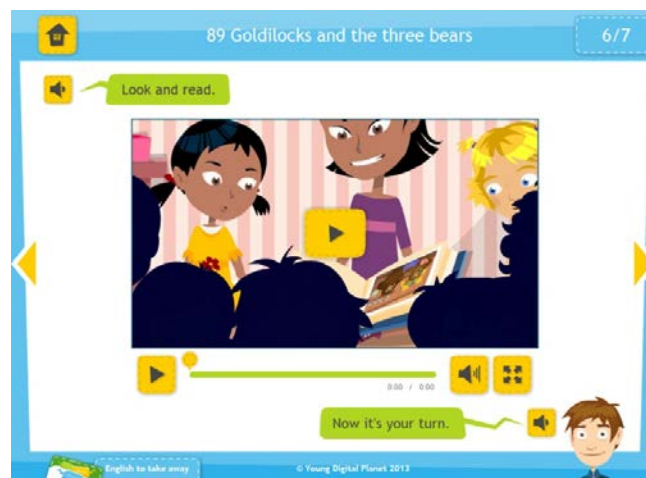
There were three bowls of food on the table. She didn't like the first bowl because it was very hot. She didn't like the second bowl because it was cold. She liked the baby bear's food and she finished it all.

Audio 5:

Goldilocks climbed the stairs. She was tired. Daddy bear's bed was very big. Mummy Bear's bed was very big too. She climbed into Baby bear's bed it was just right.

Audio 6:

The three bears walked home. 'Who's this?' they shouted. Goldilocks opened her eyes and jumped out of bed, climbed down the stairs and – back home! She didn't go to the house of the three bears again!



Give students the following instructions for the Look and read activity:

1. Listen and read the story.
2. Now, it's your turn: work in pairs, listen again, pause and read aloud to your partner in turn.
3. Turn the sound off and read the whole story to each other.

Additional activity – Handout 2

Handout 2

1. 	Once upon a time there were three bears, a Daddy bear, a Mummy bear and a baby bear. They lived in a house in the forest.
2. 	One day, the three bears walked out into the forest.
3. 	A girl called Goldilocks stopped at the house of the three bears. The door was open.
4. 	There were three bowls of food on the table. She didn't like the first bowl because it was very hot. She didn't like the second bowl because it was cold. She liked the baby bear's food and she finished it all.
5. 	Goldilocks climbed the stairs. She was tired. Daddy bear's bed was very big. Mummy Bear's bed was very big too. She climbed into Baby bear's bed it was just right.
6. 	The three bears walked home. 'Who's this?' they shouted. Goldilocks opened her eyes and jumped out of bed, down the stairs and – back home! She didn't go to the house of the three bears again!

1. Give out the handout and ask students to work in pairs.
2. Tell students to look at the pictures, read the sentences and match them with the pictures.
3. Ask individual students to read the sentences out.

Key:

- 4** Once upon a time there were three bears, a Daddy bear, a Mummy bear and a baby bear. They lived in a house in the forest.
- 5** One day, the three bears walked out into the forest.
- 3** A girl called Goldilocks stopped at the house of the three bears. The door was open.
- 2** There were three bowls of food on the table. She didn't like the first bowl because it was very hot. She didn't like the second bowl because it was cold. She liked the baby bear's food and she finished it all.
- 1** Goldilocks climbed the stairs. She was tired. Daddy bear's bed was very big. Mummy Bear's bed was very big too. She climbed into Baby bear's bed it was just right.
- 6** The three bears walked home. 'Who's this?' they shouted. Goldilocks opened her eyes and jumped out of bed, down the stairs and – back home! She didn't go to the house of the three bears again!

Handout 1

Complete the table with the words in the box

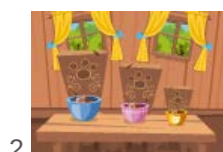
stairs Mummy bear lived hungry walked Daddy bear
 house bed chair Baby bear stopped finished
 bowl tired climbed opened forest bed door sad
 happy tree bad

Adjective	Noun – person	Noun – thing	Noun – place	Verb – action

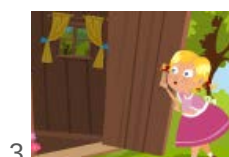
Handout 2



Once upon a time there were three bears, a Daddy bear, a Mummy bear and a baby bear. They lived in a house in the forest.



One day, the three bears walked out into the forest.



A girl called Goldilocks stopped at the house of the three bears. The door was open.



There were three bowls of food on the table. She didn't like the first bowl because it was very hot. She didn't like the second bowl because it was cold. She liked the baby bear's food and she finished it all.



Goldilocks climbed the stairs. She was tired. Daddy bear's bed was very big. Mummy Bear's bed was very big too. She climbed into Baby bear's bed it was just right.



The three bears walked home. 'Who's this?' they shouted. Goldilocks opened her eyes and jumped out of bed, down the stairs and – back home! She didn't go to the house of the three bears again!

Friends 5 Lesson 90		Say it right.		Pronunciation	
Aims	Speaking skills – sounds	Contents	Grammar -ed past tense endings Vocabulary Revision – verbs	Checklist	1 Master handout – group work: vocabulary checking through mime
Language Analysis					
Hint: In case of one-syllable verbs, if the word has consonant-vowel-consonant pattern, it gets a double consonant + <i>ed</i> . <i>rub – rubbed, hop – hopped</i>					
The rules of pronouncing <i>-ed</i> at the end of regular verbs:					
/ɪd/ after d and t sounds		/t/ unvoice d after: /p/,k,s,f, th		/d/ after all other sounds	
needed visited wanted decided waited		cooked washed watched cooked wrapped missed		played seemed called stayed returned	

Procedure

Warm-up Off the screens

Handout: needs to be cut out

laugh	stop	talk	like	climb	push
sail	pick up	listen	look	shout	open

1. Divide the students into groups of 4 and give out one set of cards.
2. Ask students to place them face down on a table, take a card and draw a word which they will mime to each other.

Screen 2

Robot: Oh dear, Lucy! I can't talk today. Can you help me?

Lucy: Poor Robot. Yes, I can help you talk again. You walked in the rain,

Robot: Thank you Lucy. Ow! What did you do?

Lucy: I opened your box.

Now, say these words after me:
Opened ...

Robot: open ...

Lucy: It has a 'd' sound at the end. Try again. Opened, pushed, climbed, answered, listened, happened.

Robot: Opened, pushed, climbed, answered, listened, happened.

Lucy: Good! Now the 't' sound. Liked, dropped, stopped, talked, looked ...

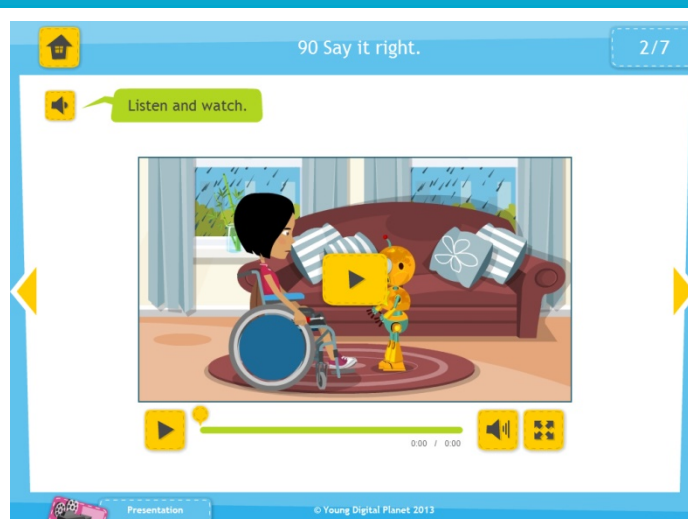
Robot: Liked, dropped, stopped, talked, looked.

Lucy: Great! Now the last one. The 'id' sound. Wanted ...

Robot: want ... want ... er

Lucy: Wanted, shouted.

Robot: wanted, shouted!



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

Screen 3

Key: (random order)

stopped  

talked  

shouted  

wanted  

pushed  

listened  

 /t/

 /id/

 /d/

90 Say it right. 3/7

Listen and match.

listened  

pushed  

wanted  

talked  

shouted  

stopped  

 /id/

 /t/

 /d/

Practice © Young Digital Planet 2013

Screen 4

Key:

wanted  /d/ /t/ /id/

stopped  /d/ /t/ /id/

liked  /d/ /t/ /id/

listened  /d/ /t/ /id/

looked  /d/ /t/ /id/

shouted  /d/ /t/ /id/

opened  /d/ /t/ /id/

happened  /d/ /t/ /id/

answered  /d/ /t/ /id/

talked  /d/ /t/ /id/

90 Say it right. 4/7

Choose.

wanted  /d/ /t/ /id/

stopped  /d/ /t/ /id/

liked  /d/ /t/ /id/

listened  /d/ /t/ /id/

looked  /d/ /t/ /id/

shouted  /d/ /t/ /id/

opened  /d/ /t/ /id/

happened  /d/ /t/ /id/

answered  /d/ /t/ /id/

talked  /d/ /t/ /id/

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

opened: stopped shouted listened

Audio 2:

wanted: pushed shouted liked

Audio 3:

shouted: answered talked wanted

Audio 4:

looked : liked listened happened

Audio 5:

climbed: walked shouted happened

Key:

1 listened

2 shouted

3 wanted

4 liked

5 happened



Screen 6

Audio:

wanted

stopped

liked

listened

looked

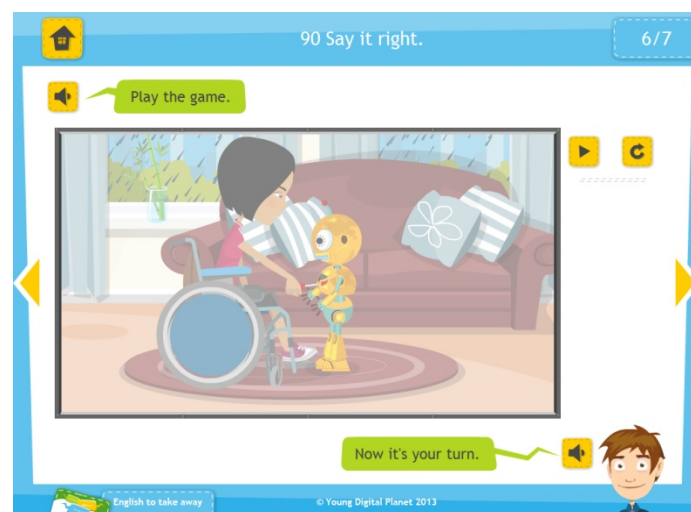
shouted

opened

happened

answered

talked



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

1. Look at the screen and read the sounds of word endings 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 words.
Additional activity 1. Put three headings on the board: /d/, /ɪd/, /t/: 2. Ask students to come to the front of the classroom. 3. Explain that you are going to read the list of verbs and ask them to stand by the heading with the sound they have heard at the end of the words. 4. The list: <i>opened answered liked wanted stopped listened, talked looked shouted happened</i> Key: /d/: opened answered listened happened /t/: liked stopped talked looked /ɪd/: wanted shouted	

Handout

laugh	stop	talk	like	climb	push
sail	pick up	listen	look	shout	open

Handout

laugh	stop	talk	like	climb	push
sail	pick up	listen	look	shout	open

Friends 5 Lesson 91		<i>Cinderella.</i>		Vocabulary	
Aims	Storytelling Vocabulary of Cinderella	Contents	Vocabulary <i>happy sad beautiful</i> <i>cry</i> <i>also</i> <i>dress</i> <i>shoes</i> <i>palace</i>	Checklist	2 Master handouts: opposites exercise and matching words with pictures. 1 pair work 1 group work Blue tac
Language Analysis					
Hint: <i>happy</i> /'hæpi/ <i>sad</i> /'sæd/ <i>beautiful</i> /'bjʊ:tɪfəl/ <i>also</i> BrE /'ɔ:lsəʊ/ AmE /'ɑ:lsəʊ/ <i>palace</i> /'pælɪs/					

Procedure

Warm-up Off the screens

Handout 1

Find the opposite:

1 big – ____

2 tall – ____

3 short – ____

4 ugly – ____

5 sunny – ____

6 dirty – ____

7 early – ____

8 hot – ____

9 young – ____

10 black – ____

1. Give out Handout 1 and ask students to read the adjectives.
2. Ask volunteers to demonstrate or draw the meaning of the adjective to the class.
3. Remind students of the words they don't remember and pay attention to proper pronunciation. Drill chorally and individually.
4. Ask students to work in pairs and complete the columns with the opposite adjectives.
5. Nominate students to read out the pairs of adjectives.

Key: 1 big – small 2 tall – short 3 short – long 4 ugly – pretty/beautiful
5 sunny – cloudy 6 dirty – clean 7 early – late 8 hot – cold
9 young – old 10 black – white

Screen 2

Audio 1:

Fairy Godmother: *Don't cry, Cinderella. Why are you sad?*

Audio 2:

Cinderella: *I'm sad because I can't go to the party.*

My sisters are happy. They've got beautiful dresses. They can go to the party at the palace.

Audio 3:

Cinderella: *I'm sad because I haven't got a beautiful dress and shoes to wear to the party at the palace.*

Audio 4:

Fairy Godmother: *Don't be sad, Cinderella, and don't cry. Here's a new dress and new shoes for you. You can go to the party at the palace!*

Audio 5:

Cinderella: *Oh, they're beautiful! hank you Fairy Godmother, thank you! I'm so happy!*

Fairy Godmother: *Cinderella, go to the party in these beautiful clothes and shoes, but come home at midnight!*

Cinderella: *Yes, don't worry.*



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:

Fairy Godmother: *Don't cry, Cinderella. Why are you sad?*

Audio 2:

Cinderella: *I'm sad because I can't go to the party.*

My sisters are happy. They've got beautiful dresses. They can go to the party at the palace.

Audio 3:

Cinderella: *I'm sad because I haven't got a beautiful dress and shoes to wear to the party at the palace.*

Audio 4:

Fairy Godmother: *Don't be sad, Cinderella, and don't cry. Here's a new dress and new shoes for you. You can go to the party at the palace!*

Audio 5:

Cinderella: *Oh, they're beautiful! Thank you Fairy Godmother, thank you! I'm so happy!*

Fairy Godmother: *Cinderella, go to the party in these beautiful clothes and shoes, but come home at midnight!*

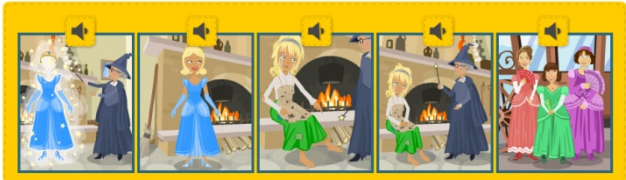
Cinderella: *Yes, don't worry.*

Key:



91 Cinderella
3/7

Listen and put the pictures in order.



Practice
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Screen 4

Audio 1:

Fairy Godmother: *Don't cry, Cinderella. Why are you sad?*

Audio 2:

Cinderella: *I'm sad because I can't go to the party.*

My sisters are happy. They've got beautiful dresses. They can go to the party at the palace.

Audio 3:

Cinderella: *I'm sad because I haven't got a beautiful dress and shoes to wear to the party at the palace.*

Audio 4:

Fairy Godmother: *Don't be sad, Cinderella, and don't cry. Here's a new dress and new shoes for you. You can go to the party at the palace!*

Audio 5:

Cinderella: *Oh, they're beautiful! thank you Fairy Godmother, thank you! I'm so happy!*

Fairy Godmother: *Cinderella, go to the party in these beautiful clothes and shoes, but come home at midnight!*

Cinderella: *Yes, don't worry.*

Key: (from left to right)

1 cry sad

2 sad happy

3 sad

4 sad cry

5 happy



91 Cinderella 4/7

Complete.

sad • happy • cry

Don't , Cinderella.
Why are you ?

I am because I can't go to the party. My sisters are .
They've got beautiful dresses.

I am because I haven't got a beautiful dress and shoes to wear to the party at the palace.

Don't be Cinderella, and don't . Here is a new dress and new shoes.

Oh, thank you Fairy Godmother, thank you! I'm so !

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Screen 5

Audio:

cry
sad
happy
beautiful
dress
shoes
party
palace
sister
clean
home
new



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

Screen 6

Key:

- 1 Don't cry, Cinderella. Why are you sad?
- 2 My sisters are happy. They've got beautiful dresses.
- 3 I'm sad because I haven't got a beautiful dress and shoes.
- 4 Don't be sad, Cinderella, and don't cry.
- 5 Oh, thank you. I'm so happy!



1. Read the dialogue and look at the pictures.
2. Drag and drop the dialogue into the correct

speech bubbles.

Now it's your turn: Now work in pairs and read the dialogue.

Additional activity – Handout 2 (needs to be cut out)

1. Stick the pictures to the board.
2. Give out 2 words to each student and ask them to stick them under the matching picture.
3. Try to elicit a full sentence when students are sticking their word, e.g. *Cinderella is sad because she can't go to the party.*

Match the words with the pictures:

cry	sad	happy
beautiful	shoes	sisters
dress	party	palace
happy	Fairy Godmother	Cinderella



Key:

Possible answers:

Picture 1

Cinderella

sad

cry

party (also acceptable if students can justify e.g. Cinderella is sad because she can't go to the party.)

palace (also acceptable if students can justify e.g. Cinderella is sad because she can't go to the palace.)

Picture 2

happy

sisters

palace

party (also acceptable if students can justify e.g. Cinderella's sisters are happy because she they go to the party.)

Picture 3

Fairy Godmother

beautiful

dress

shoes

Picture 4

happy

party (also acceptable if students can justify e.g. Cinderella is happy because she can go to the party.)

palace (also acceptable if students can justify e.g. Cinderella is happy because she can go to the party at the palace.)

Handout 1

Find the opposite:

- 1 big – _____
- 2 tall – _____
- 3 short – _____
- 4 ugly – _____
- 5 sunny – _____
- 6 dirty – _____
- 7 early – _____
- 8 hot – _____
- 9 young – _____
- 10 black – _____

Handout 2

cry	sad	happy
beautiful	shoes	sisters
dress	party	palace
happy	Fairy Godmother	Cinderella



1.



2.



3.



4.

Friends 5 Lesson 92		Cinderella went to the party.		Grammar & Functions	
Aims	Talking about past events Past Simple - irregular verbs	Contents	Grammar Past Simple – irregular verbs	Checklist	2 Master handouts 1 individual work 1 pair work
	Vocabulary <i>went, had, gave, cried, midnight, prince</i> Everyday English: <i>Have a wonderful time</i>				
Language Analysis					
Grammar: We use the Past Simple tense to talk about finished past action in the definite past. Common time expressions: <i>last week, last year, last night, yesterday, 10 days/months/years ago, when I was a child, etc.</i> In the positive form, for regular verbs, we add an <i>-ed</i> to the verb. However, over 400 verbs are irregular. Some of the most common are: <i>go – went, buy – bought, take – took, come – came, have – had, eat – ate, drink – drank, give – gave.</i> You may want to remind your students of the rules of pronouncing <i>–ed</i> at the end of regular verbs:					
/ɪd/ after d and t sounds		/t/ unvoiced after: p,k,s,f, th		/d/ after all other sounds	
needed visited wanted decided waited		cooked washed watched cooked wrapped missed		played seemed called stayed returned	

Procedure

Warm-up Off the screens

Handout 1

listen live shout sail push drop pick climb answer

1. Pirate Pete _____ the map into the sea.
2. The dolphin _____ it up.
3. The dolphin _____ the boat and Pirate Pete and Polly the parrot _____ to the island.
4. Pete _____ out of the boat and _____ hello.
5. A parrot _____.
6. Polly _____ and _____, but it was a red parrot.
7. He _____ on the island.

1. Tell students they are going to read the story about Pirate Pete.
2. Ask students to put the verbs into the past simple and complete the sentences. Ask them to check in pairs.
3. Nominate students to read out the sentences.
4. Pay attention to the pronunciation of regular verbs in the past simple.

Key:

1 dropped 2 picked 3 pushed 4 sailed 5 shouted 6 listened answered 7 lived

Screen 2

Audio 1:

Cinderella's sisters had beautiful dresses and they went to the party at the palace.

Audio 2:

Cinderella didn't have a beautiful dress. She stayed at home and cleaned the house. Cinderella cried.

Audio 3:

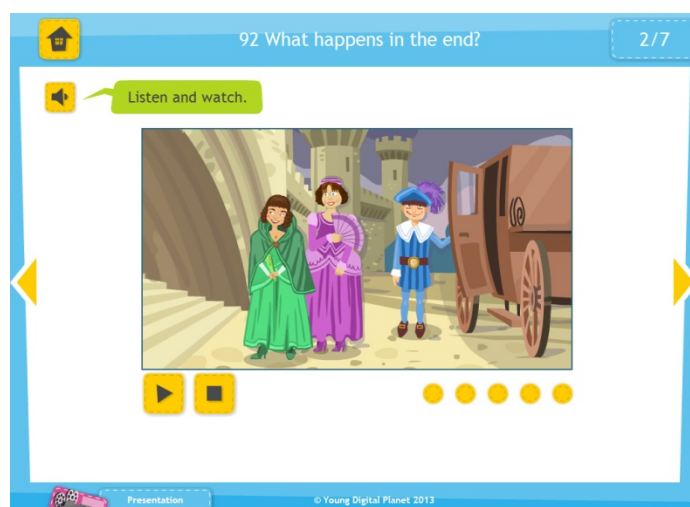
The fairy godmother gave Cinderella a beautiful new dress and beautiful shoes.

Audio 4:

The fairy godmother said to Cinderella, "Have a wonderful time at the party, but come home at midnight!."

Audio 5:

Cinderella went to the party and danced



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

with the prince. She had a wonderful time.

pronunciation and meaning.

Screen 3

Audio 1:

Cinderella's sisters had beautiful dresses and they went to the party at the palace.

Audio 2:

Cinderella didn't have a beautiful dress. She stayed at home and cleaned the house. Cinderella cried.

Audio 3:

The fairy godmother gave Cinderella a beautiful new dress and beautiful shoes.

Audio 4:

The fairy godmother said to Cinderella, "Have a wonderful time at the party, but come home at midnight!"

Audio 5:

Cinderella went to the party and danced with the prince. She had a wonderful time.

Key:



92 What happens in the end? 3/7

Listen and put the pictures in order.



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Screen 4

Audio 1:

Cinderella's sisters had beautiful dresses and they went to the party at the palace.

Audio 2:

Cinderella didn't have a beautiful dress. She stayed at home and cleaned the house. Cinderella cried.

Audio 3:

The fairy godmother gave Cinderella a beautiful new dress and beautiful shoes.

Audio 4:

The fairy godmother said to Cinderella, "Have a wonderful time at the party, but

92 What happens in the end? 4/7

Choose.

Cinderella's sisters beautiful dresses and so they to the party.

The fairy godmother Cinderella a beautiful new dress and beautiful shoes.

The fairy godmother to Cinderella 'Have a wonderful time at the party but come home at midnight.'

Cinderella to the party. She a wonderful time.

went had gave said

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come home at midnight!’

Audio 5:

Cinderella went to the party and danced with the prince. She had a wonderful time.

Key:

1 had, **2** gave **3** said
4 went, had

Screen 5

Key:

1 had **2** cried **3** went **4** gave **5** said



Additional activity – [Handout 2](#)

Cinderella's sisters.	beautiful dresses and	they went to the party	at the palace	had
Cinderella	didn't have	a beautiful dress		
She stayed	at home and	cleaned	the house	Cinderella cried .
a beautiful new dress	the fairy godmother	gave	and shoes.	Cinderella
The fairy godmother	Come home at midnight!.		said to Cinderella,	
Cinderella	and danced	went to the party	with the prince.	
had		a wonderful time		She

1. Give out slips of paper – with each sentence in a separate envelope.
2. Ask students to work in pairs and put the sentences together.
3. When they are ready, ask them to put the sentences in the correct order.
4. Nominate students to read out the sentences. Check as a class.

Key:

- 1 Cinderella's sisters had beautiful dresses and they went to the party at the palace.
- 2 Cinderella didn't have a beautiful dress. She stayed at home and cleaned the house. Cinderella cried.
- 3 The fairy godmother gave Cinderella a beautiful new dress and shoes.
- 4 The fairy godmother said to Cinderella, 'Come home at midnight!'.
- 5 Cinderella went to the party and danced with the prince.
- 6 She had a wonderful time.

Screen 6

Audio:

Cinderella didn't have a beautiful dress. She stayed at home and cleaned the house. Cinderella cried.

The fairy godmother gave Cinderella a beautiful new dress and beautiful shoes. Cinderella went to the party and danced with the prince. She had a wonderful time.



1. Look at the pictures and listen to the whole story.
2. Listen again and repeat every sentence.
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want.
5. Now it's your turn: work in pairs and tell the story in your own words.

Handout 1

listen live shout sail push drop pick climb answer

1. Pirate Pete _____ the map into the sea.
2. The dolphin _____ it up.
3. The dolphin _____ the boat and Pirate Pete and Polly the parrot _____ to the island.
4. Pete _____ out of the boat and _____ hello.
5. A parrot _____.
6. Polly _____ and _____, but it was a red parrot.
7. He _____ on the island.

Handout 2

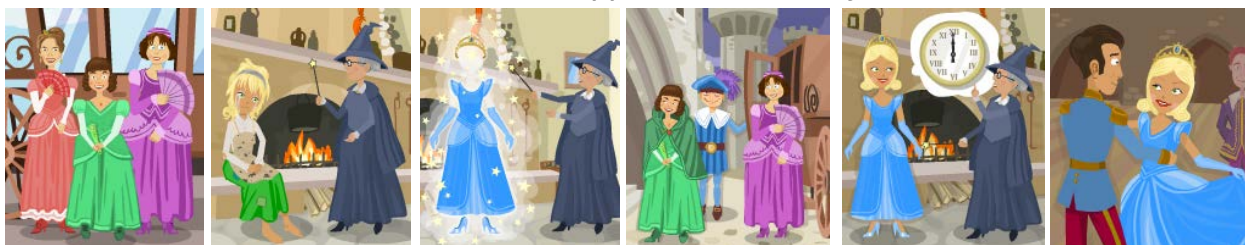
Cinderella's sisters	beautiful dresses and	they went to the party	at the palace.	had
Cinderella	didn't have	a beautiful dress.		
She stayed	at home and	cleaned	the house.	Cinderella cried .
a beautiful new dress	The fairy godmother	gave	and shoes.	Cinderella
The fairy godmother	'Come home at midnight!'		said to Cinderella,	
Cinderella	and danced	went to the party	with the prince.	
had	a wonderful time.			She

Friends 5 Lesson 93		The fairy godmother gave Cinderella a new dress.		Grammar & Functions	
Aims	Past simple irregular verbs	Contents	Grammar Questions and answers with <i>did</i> Short answers	Checklist	3 Master handouts: story summary, spelling of irregular past simple forms and sentence completion.
			Vocabulary <i>lose/lost, find/found</i> <i>know/knew</i> <i>revise: tell/told,</i> <i>go/went, give/gave</i> <i>give someone something</i>		1 group work 1 pair work 1 individual work Blue tac
Language Analysis					
Grammar: We use the past simple tense to talk about finished action in the definite past. Common time expressions: <i>last week, last year, last night, yesterday, 10 days/months/years ago, when I was a child</i>, etc. In the positive form, for regular verbs, we add an <i>-ed</i> to the verb. However, over 400 verbs are irregular. Some of the most common are: <i>go –went, buy – bought, take – took, come – came, have – had, eat – ate, drink – drank, find – found, give – gave, lose – lost, know – knew, tell – told</i>. We form <i>yes/no</i> questions in the past simple by using the auxiliary <i>did</i>. The auxiliary is placed before the subject, and the verb is in its base form. <i>They had a party. Did they have a party?</i> The verb <i>to be</i> is an exception; in this case, we use the inversion – we move <i>be</i> before the subject: <i>He was happy. Was he happy?</i> Questions about subject: There is no subject in these questions. The verb is in the past simple tense, not the infinitive form and there is no auxiliary: <i>What happened next?Who gave her a dress?</i>					

Procedure

Warm-up Off the screens

Handout 1 – Cinderella – What happened in the story?



1. Stick the pictures on the board and ask students: *What happened in the Cinderella story so far?* You may help students by asking the following questions:
 - *Did Cinderella's sisters have beautiful dresses?*
 - *Did they go to the party at the palace?*
 - *Did Cinderella have a beautiful dress?*
 - *Did she go to the party?*
 - *Was she happy?*
 - *What did the fairy godmother give to Cinderella?*
 - *What did the fairy godmother say to Cinderella?*
 - *What did Cinderella do at the party?*
 - *Did she have a good time?*
2. Ask individual students to write the events from the story on the board.

Key: possible answers

Cinderella's sisters had beautiful dresses. They went to the party at the palace. Cinderella didn't have a beautiful dress. She stayed at home and cleaned the house. Cinderella cried/was sad. The fairy godmother gave Cinderella a beautiful new dress and beautiful shoes. The fairy godmother said to Cinderella, "Have a wonderful time at the party, but come home at midnight!" Cinderella went to the party and danced with the prince. She had a wonderful time.

Screen 2

Kim: The fairy godmother gave Cinderella a beautiful new dress and some new shoes.

Kim: Cinderella went to the party at the palace and danced with the prince. She was very beautiful. "Who is she?" said the prince.

Kim: Bong ... bong ... bong. It was midnight. Cinderella looked at the clock and ran home quickly.

Jill: Oh, look. Did she lose her shoe?

Kim: Yes, she did. The prince ran after Cinderella. "Come back" he called.

Jill: Did the prince know her name?

Kim: No, he didn't.

Kim: What happened next?

Jill: Did the prince find Cinderella?

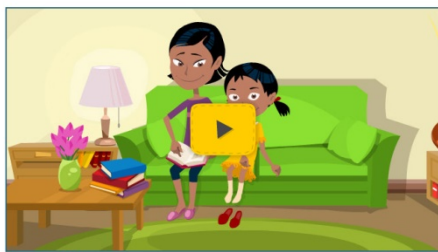
Kim: No.

Jill: Did he find her shoe?

Kim: Yes, he did.

93 The fairy godmother gave Cinderella a new dress. 2/7

Listen and watch.



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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

Kim: The fairy godmother gave Cinderella a beautiful new dress and some new shoes.

Kim: Cinderella went to the party at the palace and danced with the prince. She was very beautiful. "Who is she?" said the prince.

Kim: Bong ... bong ... bong. It was midnight. Cinderella looked at the clock and ran home quickly.

Jill: Oh, look. Did she lose her shoe?

Kim: Yes, she did. The prince ran after Cinderella. "Come back" he called.

Jill: Did the prince know her name?

Kim: No, he didn't.

Kim: What happened next?

Jill: Did the prince find Cinderella?

Kim: No.

Jill: Did he find her shoe?

Kim: Yes, he did.

Key: (random order of the sentences)

1 Did Cinderella go to the party?

93 The fairy godmother gave Cinderella a new dress. 3/7

Choose the right answer.

Did the prince know her name?	☐	☐	Yes, she did.
Did Cinderella lose her shoe?	☐	☐	Yes, he did.
Did Cinderella dance with the prince?	☐	☐	No, she didn't.
Did Cinderella run home at midnight?	☐	☐	No, he didn't.
Did the fairy godmother go to the party?	☐	☐	
Did Cinderella go to the party?	☐	☐	

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Yes, she did.
2 Did the fairy godmother go to the party?
No, she didn't.
3 Did Cinderella dance with the prince?
Yes, she did.
4 Did Cinderella run home at midnight?
Yes, she did.
5 Did the prince know her name?
No, he didn't.
6 Did Cinderella lose her shoe?
Yes, she did.
7 Did the prince find her shoe?
Yes, he did.

Additional activity -- Handout 2

Handout 2

Put the words in brackets into the correct order to complete each of the following questions. Then ask and answer the questions in pairs.

(The prince/know) Cinderella's name?

_____.

(Cinderella/go) to the party?

_____.

(Cinderella/run) home at midnight?

_____.

(Cinderella/lose) her shoe?

_____.

(Cinderella/dance) with the prince?

_____.

(The fairy godmother/go) to the party?

_____.

1. Give out Handout 2.
2. Tell students to put the words in brackets into the correct order to complete each of the following questions.
3. Then ask and answer the questions in pairs.

Key:

- 1** Did the prince know Cinderella's name? No, he didn't.
- 2** Did Cinderella go to the party? Yes, she did.
- 3** Did Cinderella run home at midnight? Yes, she did.
- 4** Did Cinderella lose her shoe? Yes, she did.
- 5** Did Cinderella dance with the prince? Yes, she did.
- 6** Did the fairy godmother go to the party? No, she didn't.

Kim: The fairy godmother gave Cinderella a beautiful new dress and some new shoes.

Kim: Cinderella went to the party at the palace and danced with the prince. She was very beautiful. 'Who is she?' said the prince.

Kim: Bong ... bong ... bong. It was midnight. Cinderella looked at the clock and ran home quickly.

Jill: Oh, look. Did she lose her shoe?

Kim: Yes, she did. The prince ran after Cinderella. "Come back" he called.

Jill: Did the prince know her name?

Kim: No, he didn't.

Kim: What happened next?

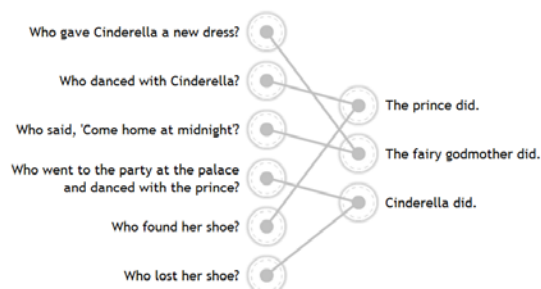
Jill: Did the prince find Cinderella?

Kim: No ...

Jill: Did he find her shoe?

Kim: Yes, he did.

Key: (random order of the sentences)



93 The fairy godmother gave Cinderella a new dress. 4/7

Match.

Who lost her shoe?

Who found her shoe?

Who said, 'Come home at midnight?'

Who went to the party at the palace and danced with the prince?

Who gave Cinderella a new dress?

Who danced with Cinderella?

Cinderella did.

The fairy godmother did.

The prince did.

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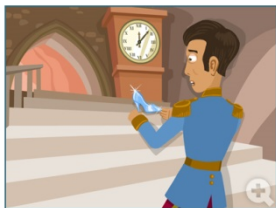
Screen 5

Key:

- 1 found
- 2 gave
- 3 went
- 4 knew
- 5 lost
- 6 ran

93 The fairy godmother gave Cinderella a new dress. 5/7

Complete.



find f _ _ n d
give g _ v _
go w _ n t
know k n _ w
lose l _ s t
run r _ n

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Additional activity – Handout 3

Handout 3

Put the letters in order to make past simple of irregular verbs:

kwen - _ _ _ _ _ solt - _ _ _ _ _ oufnd - _ _ _ _ _
dias - _ _ _ _ _ avge - _ _ _ _ _
twen - _ _ _ _ _ ndceda - _ _ _ _ _

And complete the sentences:

- 1 Who _ _ _ _ _ Cinderella a new dress? The fairy godmother did.
- 2 Who _ _ _ _ _ to the party at the palace and ~~danced with~~ the prince?
Cinderella did.
- 3 Who _ _ _ _ _ with Cinderella? The prince did.
- 4 Who _ _ _ _ _ 'Come home at midnight'? The fairy godmother did.
- 5 Who _ _ _ _ _ her shoe? Cinderella did.
- 6 Who _ _ _ _ _ her shoe? The prince did.
- 7 Who _ _ _ _ _ Cinderella's name? No one did.

1. Give out Handout 3.
2. Ask students to order the letters to make past simple of irregular verbs and ask about the base form.
3. Ask students to complete the sentences.
4. Nominate students to read the questions and answers. Discuss as a class.

Key:

kwen – knew solt – lost oufnd – found

dias – said avge - gave

twen – went ndceda – danced

1 gave **2** went **3** danced **4** said **5** lost **6** found **7** knew

Screen 6

Key:

- 1** Did the fairy godmother give Cinderella a new dress?
- 2** Did Cinderella dance with the prince?
- 3** Did Cinderella lose her shoe?
- 4** Did the prince find Cinderella's shoe?



1. Ask students to look at the pictures, read the questions and think about the answer.
2. Ask students to work in pairs and ask and answer each other questions in turn.
3. Now it's your turn: tell students to ask more questions about Cinderella. eg *Was she happy? No, she wasn't. Where was the party? At the palace?*
4. Ask each student to ask the class his or her question, continue until the questions start repeating.

Handout 1



Handout 2

Put the words in brackets into the correct order to complete each of the following questions. Then ask and answer the questions in pairs.

(The prince/know) Cinderella's name?

_____ ?
_____ .

(Cinderella/go) to the party?

_____ ?
_____ .

(Cinderella/run) home at midnight?

_____ ?
_____ .

(Cinderella/lose) her shoe?

_____ ?
_____ .

(Cinderella/dance) with the prince?

_____ ?
_____ .

(The fairy godmother/go) to the party?

_____ ?
_____ .

Handout 3

Put the letters in order to make past simple of irregular verbs:

kwen - solt - oufnd -
dias - avge -
twen - ndceda -

And complete the sentences:

1 Who _____ Cinderella a new dress? The fairy godmother did.

2 Who _____ to the party at the palace and danced with the prince?

Cinderella did.

3 Who _____ with Cinderella? The prince did.

4 Who _____, 'Come home at midnight'? The fairy godmother did.

5 Who _____ her shoe? Cinderella did.

6 Who _____ her shoe? The prince did.

7 Who _____ Cinderella's name? No one did.

Friends 5 Lesson 94		She lost her shoe.		Grammar & Functions	
Aims	Asking and answering questions about past	Contents	Grammar Past Simple: irregular verbs Questions, negatives, short answers	Checklist	2 Master handouts 1 individual work 1 pair work
			Vocabulary What happened? lost found suddenly At last Everyday English: Happily ever after		
Language Analysis					
Grammar: we form <i>yes/no</i> questions in the Past Simple tense using the auxiliary <i>did</i>. The auxiliary is placed before the subject, and the verb is in its base form. <i>They had a party. Did they have a party?</i> The verb <i>to be</i> is an exception; in this case, we use the inversion – we move <i>be</i> before the subject: <i>He was happy. Was he happy?</i> Negatives are formed by adding <i>did not</i> (formal) or <i>didn't</i> (informal) before the base form of the verb: <i>She didn't give her a dress.</i> In the case of the verb <i>to be</i> we just add not (formal) after <i>was</i> or <i>were</i>, or informal – <i>wasn't</i>, <i>weren't</i>: <i>I wasn't sad.</i> We form short answers using auxiliary <i>did</i>: <i>Yes, I did. No, I didn't.</i> In case of the verb <i>be</i> we say: <i>Yes, I was, Yes, they were.</i> In negative form we add <i>not</i> (formal) after <i>was not</i> or <i>were not</i>, or informal – <i>wasn't</i>, <i>weren't</i>: <i>No, we were not. No, we weren't.</i> Questions about subject: There is no subject in these questions. The verb is in the Past Simple tense, not the infinitive form and there is no auxiliary: <i>What happened next?</i> <i>Who gave her a dress?</i>					

Procedure

Warm-up Off the screens

Handout 1

Find the Past Simple form of the following verbs in the word search:

1. go _____
2. lose _____
3. find _____
4. say _____
5. know _____
6. give _____
7. dance _____
8. have _____
9. clean _____
10. cry _____
11. do _____

C	L	E	A	N	E	D
E	O	H	D	A	B	A
C	S	A	I	D	G	N
B	T	D	D	T	A	C
F	O	U	N	D	V	E
O	R	C	R	I	E	D
K	N	E	W	E	N	T

1. Give out Handout 1 and go through the verbs with the students verbally.
2. Ask students to write the verbs and then find them in the wordsearch.
3. Write *across* and *down* on the board and nominate individual students to write the verbs under the appropriate headings on the board.

Key:

Across: cleaned, said, found, cried, knew, went

Down: lost, had, did, gave, danced

Screen 2

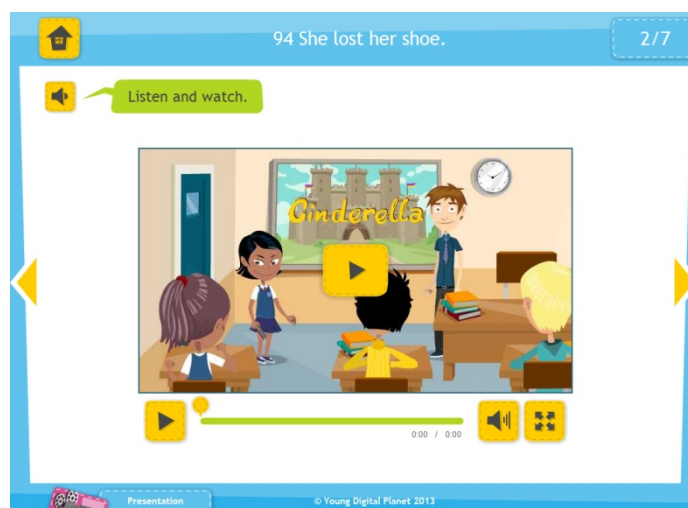
Mr Hill: Now class, listen to Kim's story. You can answer questions after the story.

Kim: Once upon a time a girl called Cinderella was sad. Her sisters were happy. They had new dresses. Cinderella didn't have a nice dress. Cinderella's sisters went to the party at the palace. Cinderella stayed at home and cleaned the house. She cried.

Suddenly she saw her fairy godmother. The fairy godmother gave Cinderella a new dress and new shoes. Cinderella went to the party in her new dress and shoes. Her fairy godmother said: 'Come come home at midnight!.'

Cinderella danced with the prince. At midnight she ran home quickly. She lost her shoe. The prince found it. The prince wanted to find Cinderella, but he didn't know her name. He went to every house with the shoe. All the girls wanted to try the shoe but it was only right for Cinderella. The prince was very happy to find Cinderella.

Cinderella's sisters cried, but Cinderella was very happy. She went to the palace with the prince, and they lived happily ever after.



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

Screen 3

Kim: *Once upon a time a girl called Cinderella was sad. Her sisters were happy. They had new dresses. Cinderella didn't have a nice dress. Cinderella's sisters went to the party at the palace. Cinderella stayed at home and cleaned the house. She cried. Suddenly she saw her fairy godmother. The fairy godmother gave Cinderella a new dress and new shoes. Cinderella went to the party in her new dress and shoes. Her fairy godmother said: 'Come come home at midnight!.' Cinderella danced with the prince. At midnight she ran home quickly. She lost her shoe. The prince found it. The prince wanted to find Cinderella, but he didn't know her name. He went to every house with the shoe. All the girls wanted to try the shoe but it was only right for Cinderella. The prince was very happy to find Cinderella. Cinderella's sisters cried, but Cinderella was very happy. She went to the palace with the prince, and they lived happily ever after.*

Key:



94 She lost her shoe.
3/7

Listen and put the pictures in order.



Practice

Additional activity – Handout 2

Handout 2

1. Did Cinderella go to school with the prince?

2. Were the sisters happy?

3. Was the fairy godmother sad?

4. Did Cinderella cry?

5. Did the prince and Cinderella live happily ever after?

1. Give out handout and ask students to answer the questions in pairs.
2. Nominate pairs to read out their answers and questions.

Key:

- 1 No, she didn't. They went to the party.
- 2 No, they weren't. They were sad.
- 3 No, she wasn't. She was happy.
- 4 No, she didn't. She was happy.
- 5 Yes, they did.

Screen 4

Mr Hill:

Question 1. Who had new dresses?

Question 2. Who cried because she didn't have a nice dress?

Question 3. Who gave Cinderella a new dress?

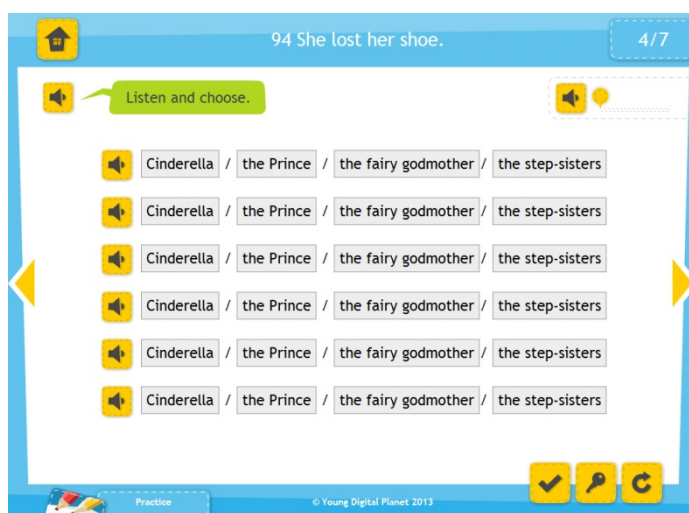
Question 4. Who did Cinderella dance with at the party?

Question 5. Who found Cinderella's shoe?

Question 6: Who went to the palace with the prince?

Key:

- 1 the step-sisters
- 2 Cinderella
- 3 the fairy godmother
- 4 the prince
- 5 the prince
- 6 Cinderella



1. Ask students to listen to the questions and think about answers.
2. Ask them to play the recording.

3. Tell them they may pause the recording at any time and listen again.

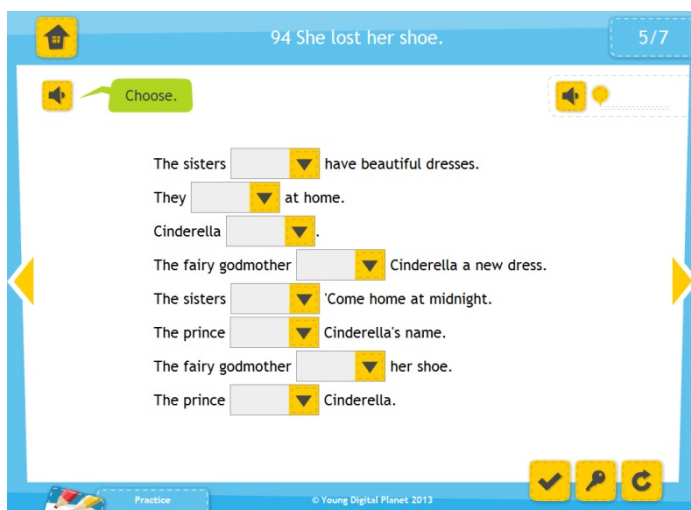
Screen 5

Mr Hill: Now class, listen to Kim's story. You can answer questions after the story.

Kim: Once upon a time a girl called Cinderella was sad. Her sisters were happy. They had new dresses. Cinderella didn't have a nice dress. Cinderella's sisters went to the party at the palace. Cinderella stayed at home and cleaned the house. She cried. Suddenly she saw her fairy godmother. The fairy godmother gave Cinderella a new dress and new shoes. Cinderella went to the party in her new dress and shoes. Her fairy godmother said: 'Come come home at midnight!.' Cinderella danced with the prince. At midnight she ran home quickly. She lost her shoe. The prince found it. The prince wanted to find Cinderella, but he didn't know her name. He went to every house with the shoe. All the girls wanted to try the shoe but it was only right for Cinderella.. The prince was very happy to find Cinderella. Cinderella's sisters cried, but Cinderella was very happy. She went to the palace with the prince, and they lived happily ever after.

Key:

1 had 2 didn't stay 3 cried 4 gave
5 didn't say 6 didn't know 7 didn't lose
8 found



94 She lost her shoe. 5/7

Choose.

The sisters [] have beautiful dresses.

They [] at home.

Cinderella [].

The fairy godmother [] Cinderella a new dress.

The sisters [] 'Come home at midnight.

The prince [] Cinderella's name.

The fairy godmother [] her shoe.

The prince [] Cinderella.

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Screen 6

Audio 1:

Cinderella went to the palace with the prince.

Audio 2:

The sisters were sad.

Audio 3:

The fairy godmother was happy.

Audio 4:

Cinderella was happy.

Audio 5:

The prince and Cinderella lived happily ever after.



1. Ask students to look at the picture and listen to the recording.
2. Ask them to play the recording again and repeat the sentences.
3. Now it's your turn: tell students to work in pairs and use the sentences to help them describe the picture.

Additional activity

1. Ask students to write their own fairytale titled *They lived happily ever after.*
2. Nominate volunteers to read out their stories.

Handout 1

Find the Past Simple form of the following verbs in the word search:

1. go _____
2. lose _____
3. find _____
4. say _____
5. know _____
6. give _____
7. dance _____
8. have _____
9. clean _____
10. cry _____
11. do _____

C	L	E	A	N	E	D
E	O	H	D	A	B	A
C	S	A	I	D	G	N
B	T	D	D	T	A	C
F	O	U	N	D	V	E
O	R	C	R	I	E	D
K	N	E	W	E	N	T

Handout 2

1. Did Cinderella go to school with the prince?

_____ .

2. Were the sisters happy?

_____ .

3. Was the fairy godmother sad?

_____ .

4. Did Cinderella cry?

_____ .

5. Did the prince and Cinderella live happily ever after?

_____ .

Friends 5 Lesson 95		<i>The school play.</i>		Skills	
Aims	Past tense - listening and writing	Contents	Grammar Past Simple Vocabulary Everyday English: <i>At last</i>	Checklist	Group work: story re-enactment, no handouts
Language Analysis					
Grammar: We use the Past Simple tense to talk about finished past action in the definite past. Common time expressions: <i>last week, last year, last night, yesterday, 10 days/months/years ago, when I was a child, etc.</i> In the positive form, for regular verbs, we add an <i>-ed</i> to the verb. However, over 400 verbs are irregular. Some of the most common are: <i>go -went, buy -bought, take – took, come – came, have – had, eat – ate, drink – drank, find – found, give – gave, lose – lost, know – knew, tell – told.</i> We form <i>yes/no</i> questions in the Past Simple using the auxiliary <i>did</i>. The auxiliary is placed before the subject, and the verb is in its base form. <i>They had a party. Did they have a party?</i> The verb <i>to be</i> is an exception; in this case, we use the inversion - we move <i>be</i> before the subject. Here are the rules: <i>He was happy. Was he happy?</i> Questions about subject: There is no subject in those questions. The verb is in the past simple tense, not the infinitive form and there is no auxiliary: <i>What happened next?</i> <i>Who gave her a dress?</i>					

Procedure

Warm-up Off the screens

Chain Fairytale

1. Prepare two pieces of paper with the sentence: *Once upon a time there was ...*
2. Divide students into two groups and give out the pieces of paper. Everyone has to write one sentence and fold the paper so the next student can't see what has been written.
3. After one minute say "switch". Tell students they have to put down their pens, fold and pass the paper to the next student.
4. Let each student write 2 sentences before you announce the last round so that each story has a conclusion.
5. Nominate students to read the stories out loud.
6. Ask the groups to swap their stories so that they can get pleasure from reading and to check each other's writing for any errors.

Screen 2

Mr Hill: *Once upon a time there was a girl called Cinderella. She was sad because she didn't have a dress for the party at the palace. Cinderella cried Cinderella's two sisters had new dresses. They were very happy and they went to the party. Sad Cinderella stayed at home and cleaned the house.*

Lucy: *Hello Cinderella.*

Kim: *Hello fairy godmother.*

Mr Hill: *The fairy godmother gave Cinderella a beautiful dress and shoes. And Cinderella went to the party.*

Lucy: *Come back at midnight, Cinderella.*

Kim: *OK, er Yes, fairy godmother. Thank you for the dress and shoes. Bye.*

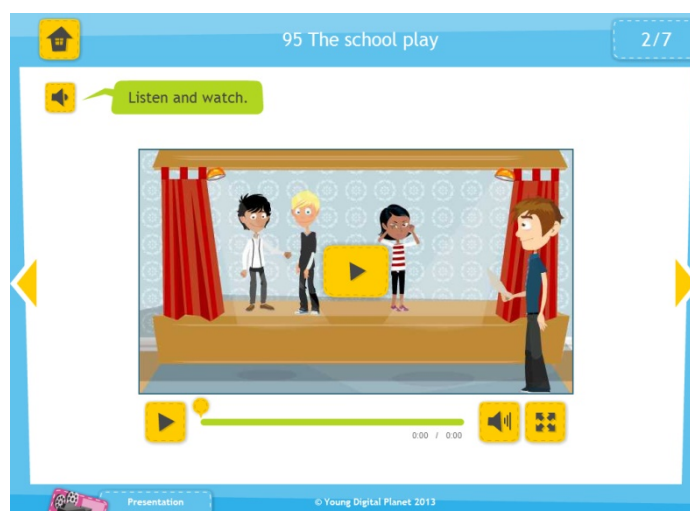
Mr Hill: *At the party, Cinderella danced with the prince.*

Alex: *Who is that girl?*

Sam: *I don't know. What's the time?*

Alex: *Midnight.*

Kim: *Midnight? Oh! Bye, prince.*



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

Tony: Wait! Come back. What's your name?
Mr Hill: Cinderella ran home. On the way she lost her shoe. The prince found it.
Tony: This is her shoe! But where does she live?
Mr Hill: The prince went to every house. At last he found Cinderella. Cinderella and the prince lived, everyone together: happily ever after!

Screen 3

Audio:
 Cinderella cried.
 The sisters went to the ball.
 Cinderella stayed at home and cleaned the house.
 The fairy godmother gave Cinderella a dress.
 The fairy godmother said: 'Come home at midnight.'
 Cinderella danced with the prince.
 Cinderella lost her shoe.
 The prince found the shoe.
 Cinderella and the prince lived happily ever after.

Key:

1				2			
		cried			went	cried	
							
3			stayed	4		gave	stayed
	went	cried			went	cried	
							
5	said	gave	stayed	6	said	gave	stayed
	went	cried			went	cried	
							danced

95 The school play 3/7

Play the game.

Start G



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Listen to the sentences and find the right pictures. Click the picture, it will change into a word.

6

said	gave	stayed
went	cried	lost
		danced

7

said	gave	stayed
went	cried	lost
found		danced

8

said	gave	stayed
Well done!		
found	lived	danced

Screen 4

Audio:

Cinderella cried.

The sisters went to the ball.

Cinderella stayed at home and cleaned the house.

The fairy godmother gave Cinderella a dress.

The fairy godmother said: 'Come home at midnight.'

Cinderella danced with the prince.

Cinderella lost her shoe.

The prince found the shoe.

Cinderella and the prince lived happily ever after.

Key:

1 cried **2** went **3** stayed **4** gave

5 said **6** danced **7** lost **8** found **9** lived

95 The school play
4/7

Match and complete.

Cinderella .

The sisters to the ball.

Cinderella at home.

The Fairy Godmother Cinderella a dress.

The Fairy Godmother 'Come home at midnight'.

Cinderella with the prince.

Cinderella her shoe.

The prince the shoe.

Cinderella and the prince happily ever after.

danced

said

stayed

gave

cried

lived

found

lost

went

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Screen 5

Audio:

cry – cried
dance – danced
find – found
give – gave
go – went
live – lived
lose – lost
say – said
stay – stayed

Key:

1 cried **2** danced **3** found **4** gave **5** went
6 lived **7** lost **8** said **9** stayed



1. Ask students to do the exercise first, then listen and check their answers.
2. Ask the entire group to repeat chorally after the recording.

Screen 6

Key:

1 We went to the party. = Sam and Alex
2 I gave her a new dress. = Lucy
3 I lost my shoe.= Kim
4 I found the shoe. = Tony
5 We lived happily ever after. = Kim & Tony



1. Read the sentences and drag and drop them in the correct speech bubbles.
2. Now it's your turn: write your own story of Cinderella.
3. Read your story to the group.

Additional activity

Characters: Cinderella, the fairy godmother, prince, 2 step-sisters

1. Divide students into groups of 5.
2. Ask students to select a character from Cinderella.
3. Tell students that each group has to prepare their story and re-enact it.
4. Give students help with their English and notes on their performance. When it is time to perform, move the desks and chairs in the classroom back so that students have space to perform. Clap each performance and give a little feedback on positive points and some constructive criticism.

Friends 5 Lesson 96		<i>Lost and found.</i>		Vocabulary	
Aims	Revision of vocabulary from 2nd half of grade 4	Contents	Vocabulary <i>office</i> <i>work</i> <i>bus</i> <i>driver</i> <i>bus station</i> <i>umbrella</i>	Checklist	3 Master handouts 1 group work 1 photo 1 individual work: vocabulary input, photo description and sentence completion. Scissors Blue tac
Language Analysis					
Hint: We say <i>Lost and Found</i> in AmE and <i>Lost Property</i> in BrE; in Canada the office is also called <i>Lost Articles</i>. The offices are in large public buildings or areas where we can go to find lost things that may have been found by others. They are usually located at stations, museums, amusement parks and schools. They will typically be a clearly marked box or room in a location near the main entrance.					

Procedure

Warm-up Off the screens

Handout 1 – needs to be cut out

Handout 1

an office – a place where people work
a bus – a large car to transport people by road
a driver – a person who drives a bus
a bus station - a place where buses start and end their journeys
an umbrella – a thing we use when it's raining to protect against rain
a watch – a thing we use to tell/know the time
glasses – a thing we use to see and read
a hat – a thing we use to put on a head

Prepare the slips of paper beforehand and stick them at the back of the classroom on a board.

1. Ask students to walk around and try to remember the 8 words.
2. Encourage students to ask questions to make sure they understand the meaning of the new words.
3. Collect the slips of paper and ask students to come to the front.
4. Elicit the 8 words.
5. Nominate individual students to draw the representation of the word on the board.
6. Stick the slips with words under the students' drawings. Check that everybody is happy with the answers.
7. Read the words and ask students to repeat chorally.

Screen 2

Mr Hill: *This is my friend Jack. He works at the Lost and Found office at the bus station.*

Kim: *I know him! I come to school by bus.*

Mr Hill: *Yes, lots of people go by bus to lots of places. Before the bus driver finishes work he looks in the bus. He finds lots of funny things. He takes the things to Jack at the Lost and Found office.*

People go home and their families ask: 'Where's your hat', or 'where's your book', or 'where's your bag?' The people say: 'Oh no, It's on the bus!'

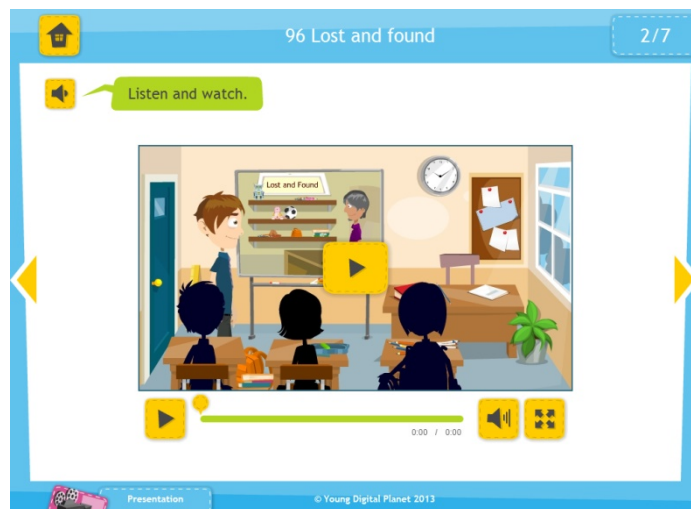
Lucy: *He he. My dad lost his glasses on the bus!*

Mr Hill: *The people go to the bus station and talk to my friend. He finds their lost things and they go home happy.*

Sam: *Can we go to the Lost and Found office and see what funny things are there?*

Mr Hill: *Yes we can!*

Sam and all the others: *Hooray!*



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

Additional activity: Handout 2.

Handout 2

Lost Property Office



1. Show students a photo of the London Transport Lost Property Office.
2. Ask *What can you find in the Lost and Found office?*
3. Write students' ideas on the board.

Screen 3

Audio:

cat

parrot

football

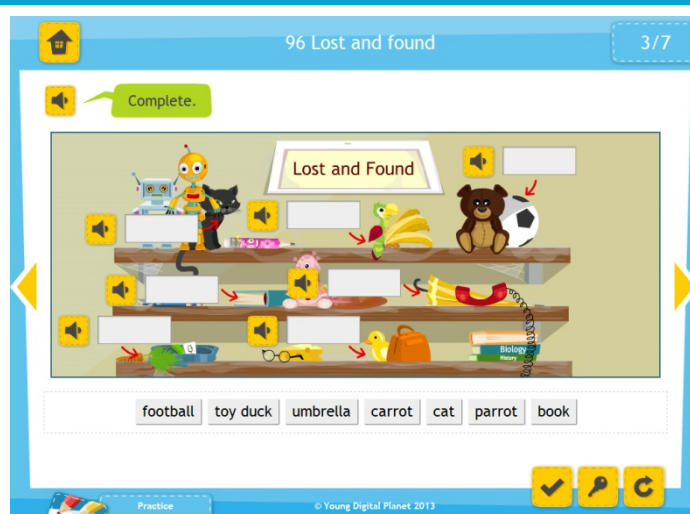
book

umbrella

carrot

toy duck

Key: Same as audio above.



Screen 4

Key:

Mr Hill – a pile of school books

Alex – his cat Biscuit

Robot – his Australian hat

Kim – her pirate book

Lucy – her umbrella

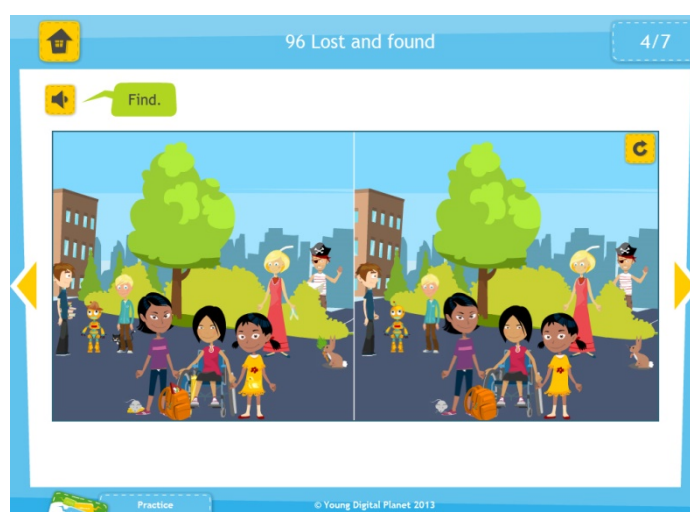
Jill – a toy duck

Mouse – cheese

The pirate – his treasure map

Cinderella – her shoes

Rabbit – a carrot

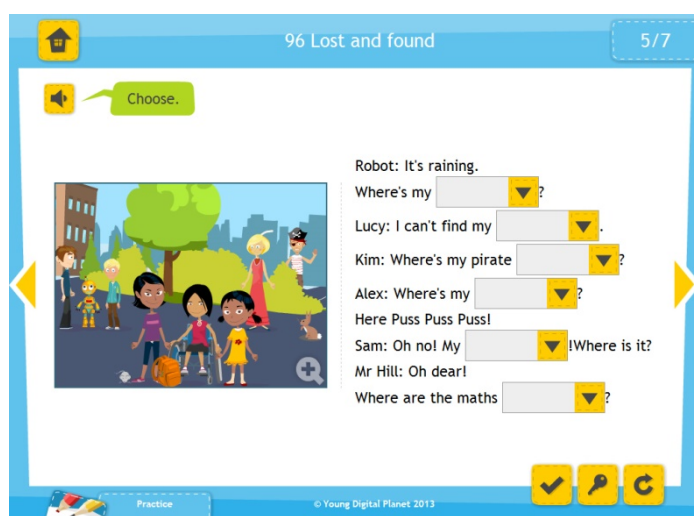


Find the differences.

Screen 5

Key:

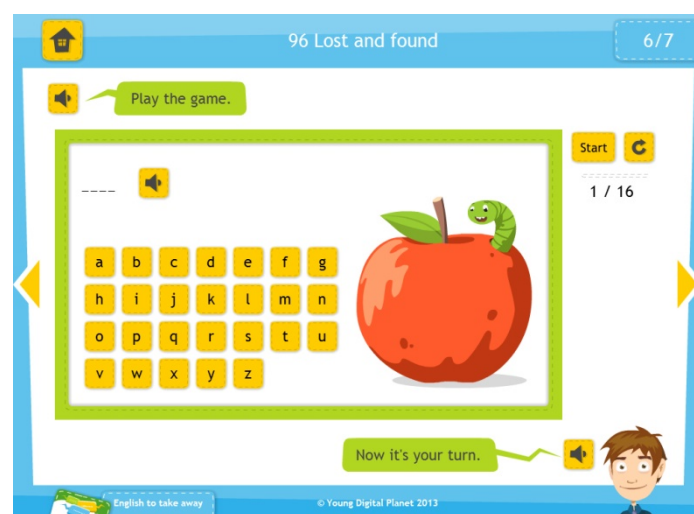
- 1 hat
- 2 umbrella
- 3 book
- 4 cat
- 5 football
- 6 books



Screen 6

Audio:

- lost
- found
- cat
- hat
- book
- umbrella
- football
- books
- duck
- pirate
- cheese
- carrot
- bus
- pirate
- shoe
- map



1. The alphabet is set out at the bottom of the screen.
2. Look at the number of letters in the word.
3. Try to think what the word it is.
4. Listen and drag and drop the letter into position in the word.
5. Guess the next letter and drag and drop it into position.
6. Continue until you have guessed the word.

Now it's your turn: ask students to play again in pairs.

Ask one student to spell the word they hear, while the other one is typing the words.

Additional activity – Handout 3

Handout 3

1. What's	a) in the sky.
2. I can see a rainbow	b) loudly.
3. North	c) eat leaves?
4. There is a lot of rain	d) the matter.
5. Take the lift	e) yesterday?
6. Does the panda	f) to the island.
7. Parrots sing	g) a treasure.
8. Where were you	h) in the rainforest.
9. The pirate sailed	i) to the third floor.
10. I found	j) Pole

1. Distribute Handout 3.
2. Tell students to match the columns.
3. Discuss the sentences and elicit the meaning.

Key:

- 1 What's the matter?
- 2 I can see a rainbow in the sky.
- 3 North Pole
- 4 There is a lot of rain in the rainforest.
- 5 Take the lift to the third floor.
- 6 Does the panda eat leaves?
- 7 Parrots sing loudly.
- 8 Where were you yesterday?
- 9 The pirate sailed to the island.
- 10 I found a treasure.

Handout 1

an office – a place where people work

a bus – a large car to transport people by road

a driver – a person who drives a bus

a bus station - a place where buses start and end their journeys

an umbrella – a thing we use when it's raining to protect against rain

a watch – a thing we use to tell/know the time

glasses – a thing we use to see and read

a hat – a thing we use to put on a head

Handout 2

Lost Property Office



Handout 3

1.What's
2. I can see a rainbow
3. North
4. There is a lot of rain
5. Take the lift
6. Does the panda
7. Parrots sing
8. Where were you
9. The pirate sailed
10.I found

a) in the sky.
b) loudly.
c) eat leaves?
d) the matter.
e) yesterday?
f) to the island.
g) a treasure.
h) in the rainforest.
i)to the third floor.
j) Pole

Friends 5 Lesson 97		The treasure hunt.		Grammar & Functions	
Aims	Giving instructions and commands	Contents	Grammar Imperative form of the verbs	Checklist	2 Master handouts: mime game and sentence construction.
			Vocabulary Revision of verbs and nouns from the second two thirds of Y4: <i>walk, look, jump, climb, sail, open, tree, river, house, box, flower, lion, rabbit, boat</i> <i>Treasure hunt</i>		1 group work 1 individual work
Language Analysis					
Grammar: to form the imperative, we use the infinitive form of the verb without <i>to</i>. To make a negative imperative, we put <i>do not</i> or <i>don't</i> in front of the verb, as in, "Don't touch that!" The imperative is formed the same for all subjects (<i>you, he, we, they</i>), but you can include yourself in the imperative by adding <i>Let's</i>, e.g. <i>Let's play basketball</i>. We can use the imperative to give a direct order: <i>Stand up straight. Sit down</i>. We use the imperative to give instructions: <i>Open your books. Turn left and then go straight ahead</i>. We can use the imperative to make an invitation: <i>Come in and sit down. Have a piece of cake</i>. We can use the imperative on signs and notices. <i>Push. Do not open</i>. We can also use the imperative in menus: stir, mix, boil, etc. If you want to sound more polite when using an imperative, just add <i>please</i>, e.g. <i>Please stop singing</i>. *** <i>tree</i> /tri:/ <i>river</i> /' rɪv.ər/ <i>lion</i> /' laɪ.ən/ <i>box</i> BrE /bɒks/ AmE /bɑ:ks/ <i>flower</i> /' flaʊ.ər/ <i>boat</i> BrE /bəʊt/ AmE /bout/ <i>rabbit</i> /' ræb.ɪt/					

map /mæp/

cake /keɪk/

lake /leɪk/

Procedure

Warm-up off the screens

Handout 1 – needs to be cut out

look	jump	dance	walk	run	climb	eat	open
sail	sleep	drink	wake up	play tennis	swim	sing	shout

1. Give out slips of paper with verbs, one to each student. You might like to mount the slips on card, so that you can use them again.
2. Ask students not to show their verbs to the other students.
3. Ask them to stand in a circle and mime their word.
4. The student who guesses the word is the next to mime.
5. Continue until all the students have mimed their verbs.

Screen 2

Sam: I have the map.

Kim: And I have the compass.

Alex: Let's start!

Sam: First, walk north to the little river.

Sam: Jump across the river.

Tony: Yuck!

Sam: Walk quietly to the yellow flowers.

Kim: Quietly?

Sam, Alex, Tony: Shhhhhhhh!

Tony: Listen. What's that?

Alex: A lion?

Sam: There are no lions here. Look, it's three rabbits, they're eating the yellow flowers.

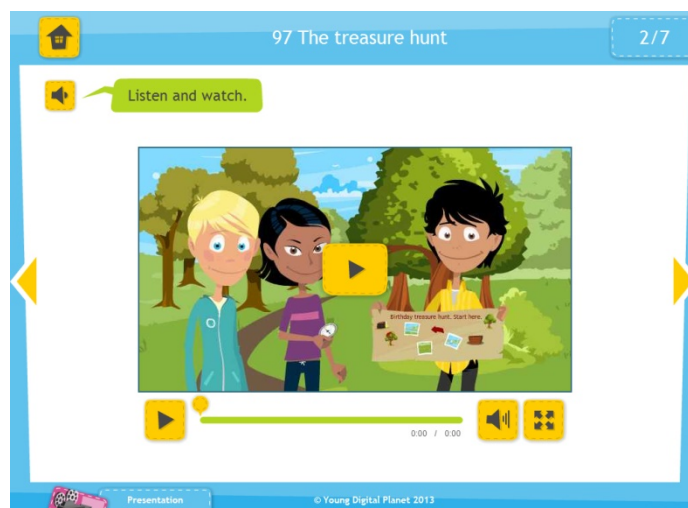
Sam: Run quickly to the tall tree in the west.

Kim: Come on, ready, steady, go!

Sam: Climb the tree and go into the tree house.

Tony: Look, a box!

Alex: And cake and lemonade!



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

Sam: Eat the cake and drink the lemonade.
Tony: And the box?
Sam: Open the box and look in the box!
Sam: ... take the boats and sail them on the lake. Happy birthday, Sam. Love from Mum.
Tony, Kim, Alex: Happy birthday, Sam!

Screen 3

Audio:
 It's Sam's birthday.
 There are toy boats in the box.
 They go west to the tree.
 Sam has a map.
 There is cake in the tree house.
 They climb the tree.

Key:



97 The treasure hunt 3/7

Listen and match.

It's Sam's	in the box.
There are toy boats	in the tree house.
They go west	a map.
Sam has	the tree.
There is cake	to the tree.
They climb	birthday.

Practice © Young Digital Planet 2013

Screen 4

Audio:
 They look at the map.
 They jump across the river.
 They walk to the flowers.
 They run to the tree.
 They climb the tree.
 They eat the cake.
 They open the box.
 They sail the boats on the lake.

Key:

1 jump 2 run 3 climb 4 eat 5 open 6 sail

97 The treasure hunt 4/7

Listen and choose.

They		across the river.
They		to the tree.
They		the tree.
They		the cake.
They		the box.
They		the boats on the lake.

eat open jump run sail come climb

Practice © Young Digital Planet 2013

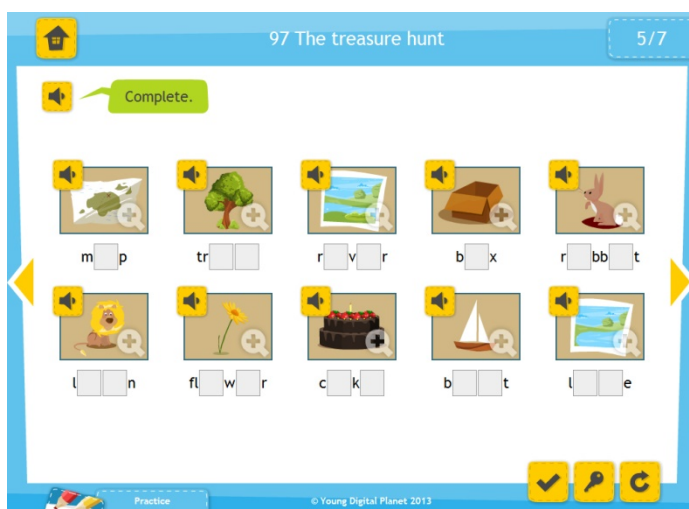
Screen 5

Audio:

map
tree
river
box
rabbit
lion
flower
cake
boat
lake

Key:

1 map 2 tree 3 river 4 box 5 rabbit
6 lion 7 flower 8 cake 9 boat 10 lake



Additional activity

1. Ask students which thing has not appeared on the screen 1 - i.e. Which is the odd one out?
2. Ask students to work in pairs and spell the words in turns.

Key: lion

Screen 6

Audio

*Eat the cake and drink the lemonade.
Climb the tree and go into the tree house.*

Jump across the river.

Walk quietly to the yellow flowers.

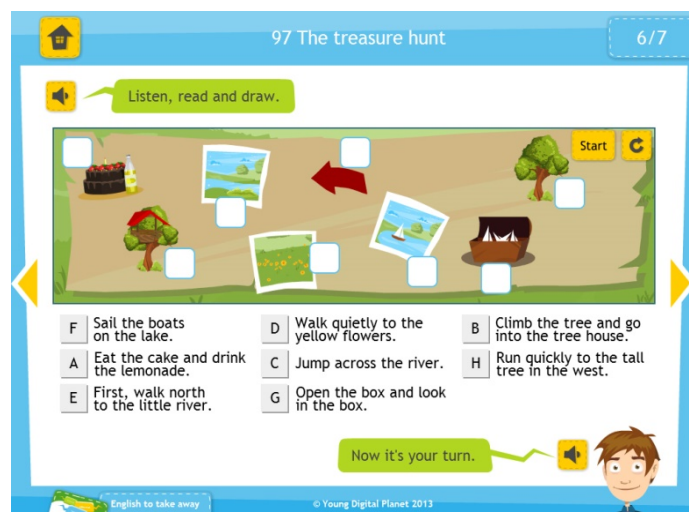
First, walk north to the little river.

Sail the boats on the lake.

Open the box and look in the box!

Run quickly to the tall tree in the west.

Key:



1. Listen, read and choose the correct instruction that you hear.

1. Drag and drop it into the correct box.
2. Listen again and draw the instructions
3. Now it's your turn. Make a treasure hunt.
4. Work in groups and write similar instructions for your treasure hunt in the classroom.
5. Give the instructions to another group and carry out the treasure hunt.

Note: You can provide 'treasure' for a treasure hunt, e.g. some sweets or allow students to bring in a toy.

Additional activity – Handout 2

Handout 2

Adjective e.g. <i>white</i>	Noun e.g. <i>bird</i>	Verb e.g. <i>sings</i>	Adjective e.g. <i>loudly</i>

1. Give out Handout 2 and explain the categories.
2. Ask students to fill in the chart with words under the headings.
3. After 3 minutes, tell them to compare their answers in pairs.
4. Nominate students to read out their words.
5. Show students how the phrases are formed.
6. Read out a few phrases from their charts.

Handout 1

look	jump	dance	walk	run	climb	eat	open
sail	sleep	drink	wake up	play tennis	swim	sing	shout

Handout 2

Adjective e.g. <i>white</i>	Noun e.g. <i>bird</i>	Verb e.g. <i>sings</i>	Adjective e.g. <i>loudly</i>

Friends 5 Lesson 98		<i>We climbed the tree and went into the tree house.</i>		Grammar & Functions	
Aims	Talking about past events	Contents	Grammar Past simple tense - regular & irregular verbs Past simple questions	Checklist	1 Master handout – group work: past simple questions
	Practising and revising Past simple tense		Vocabulary <i>race</i> <i>winner</i> <i>Was it a good party?</i> <i>Yes, it was!</i>		
Language Analysis					
Grammar: We use the Past simple to talk about actions and states which were completed in the past. That's why we use it to talk about a specific point in time in the past. <i>He came back last Friday. They didn't play basketball last week.</i> It can also be used to talk about a period of time. <i>She lived in London for six months.</i> The Past simple is often used with the following time expressions: yesterday / four months ago / last year / in 2012 / from September to March in the 1990s / in the last century / in the past / <i>when I was a child</i>, etc. We form Past simple for regular verbs by adding an <i>-ed</i> to the verb. However, over 400 verbs are irregular. Some of the most common are: <i>buy - bought, take - took, come - came, have - had, eat - ate, drink - drank, find - found, give - gave, lose - lost, know - knew, tell - told, go - went, see - saw, speak - spoke</i>. We form yes/no questions in the Past simple using the auxiliary <i>did</i>. The auxiliary is placed before the subject, and the verb is in its base form. <i>They went on holiday last week. Did they go on holiday last week?</i> The verb <i>to be</i> is an exception; in this case, we use the inversion - we move <i>be</i> before the subject: <i>They were very busy yesterday? Were they very busy yesterday?</i>					

Questions about subject:

There is no subject in these questions. The verb is in the Past simple tense, not the infinitive form and there is no auxiliary:

What happened next?

Who gave her a dress?

Procedure

Warm-up off the screens

Handout – needs to be cut out

What you did last night?	What did you get for birthday last year?	What did you have for breakfast yesterday?
Where did you go on holiday last year?	What game or sport did you play last week?	What did you have for lunch two days ago?
What did you get for Christmas last year?	What did you learn in your English class last week?	What did you do in the morning yesterday?

1. Divide students into groups of 3 and explain that each student draws 3 topics and has to write one full sentence e.g. *Last night I played guitar at home.*
2. Ask students to read their answer and ask their questions to other group members. Circulate and help Ss with vocabulary and pronunciation as necessary.
3. Tell students that the answers can't be repeated.

Screen 2

Lucy: *Sorry I wasn't at your birthday party yesterday Sam. Happy birthday.*

Sam: *Thanks, Lucy. Look, here's my birthday treasure hunt map.*

Lucy: *Huh?*

Sam: *My mum made it. We went to the places on the map and found the treasure.*

Lucy: *Oh, what was the treasure?*

Sam: *First we jumped over the river.*

Lucy: *Yes ...*

Sam: *Then we walked quietly to the yellow flowers.*

Lucy: *Quietly? Why?*


98 We climbed the tree and went into the tree house.
2/7


Listen and watch.




0:00 / 0:00



Presentation
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Sam: *Because there were rabbits near the yellow flowers.*
Lucy: *Uh ha, ... and what was the treasure?*
Sam: *Wait! Then we climbed the tree and went into the tree house.*
Lucy: *Ooh, what was in the tree house?*
Sam: *Cake and lemonade.*
Lucy: *Was that the treasure?*
Sam: *No. The treasure was in a box. We opened the box and found ...*
Sam: *Toy boats! And here's one for you!*
Lucy: *Why is it wet?*
Sam: *Because we played with it. We sailed all the boats on the lake. We had a boat race. This is the winner. It's for you.*
Lucy: *Wow, thanks!*

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

Screen 3

Lucy: *Sorry I wasn't at your birthday party yesterday Sam. Happy birthday.*
Sam: *Thanks, Lucy. Look, here's my birthday treasure hunt map.*
Lucy: *Huh?*
Sam: *My mum made it. We went to the places on the map and found the treasure.*
Lucy: *Oh, what was the treasure?*
Sam: *First we jumped over the river.*
Lucy: *Yes.*
Sam: *Then we walked quietly to the yellow flowers.*
Lucy: *Quietly? Why?*
Sam: *Because there were rabbits near the yellow flowers.*
Lucy: *Uh ha, and what was the treasure?*
Sam: *Wait! Then we climbed the tree and went into the tree house.*
Lucy: *Ooh, what was in the tree house?*
Sam: *Cake and lemonade.*
Lucy: *Was that the treasure?*
Sam: *No. The treasure was in a box. We opened the box and found ...*
Sam: *Toy boats! And here's one for you!*
Lucy: *Why is it wet?*
Sam: *Because we played with it. We*



sailed all the boats on the lake. We had a boat race. This is the winner. It's for you.

Lucy: Wow, thanks!

Key:



Screen 4

Audio:
walked
looked
opened
jumped
climbed
sailed
played

Key:

1 walked 2 looked 3 opened 4 jumped
5 climbed 6 sailed 7 played



Note: these are all regular verbs and just need *-d/ -ed* to make the past simple form.

Ask students if they remember the rule.

Ask which letter in one of the verbs is not pronounced: *-b in climb(ed)*

Screen 5

Key:

have – had
go – went
make – made
give – gave
find – found

- 1 gave
- 2 found
- 3 made
- 4 went
- 5 had



98 We climbed the tree and went into the tree house. 5/7

Match and complete.

- have had
- go
- make
- give
- find

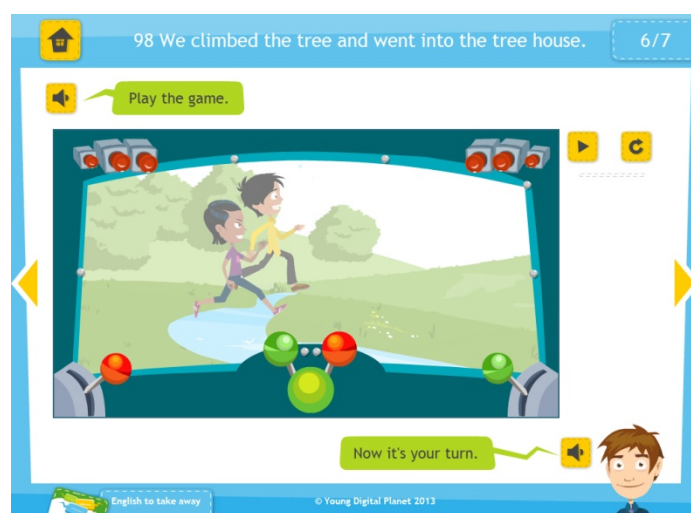
Sam Lucy a toy boat.
He it in a box in the tree house.
Sam's mum a treasure map.
Sam, Alex, Kim and Tony to the woods.
They a lot of fun!

Practice © Young Digital Planet 2013

Screen 6

Audio:

climb
find
give
have
jump
look
make
open
play
sail
walk
go



98 We climbed the tree and went into the tree house. 6/7

Play the game.

Now it's your turn.

English to take away © Young Digital Planet 2013

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.

Now it's your turn:
Write on the board:

1 Sam / have / birthday party: Sam had a birthday party with his friends.

2 Sam's mum / make .
3 they / jump over .
4 they / walk /
5 they / climb / and / go /
6 they / find
7 they / sail

Tell student to work in pairs and tell them they can use prompts from the board to talk about Sam's birthday treasure hunt, using the past simple.



Handout

What you did last night?	What did you get for birthday last year?	What did you have for breakfast yesterday?
Where did you go on holiday last year?	What game or sport did you play last week?	What time did you have lunch two days ago?
What did you get for Christmas last year?	What did you learn in your English class last week?	What did you do in the morning yesterday?

Handout

What you did last night?	What did you get for birthday last year?	What did you have for breakfast yesterday?
Where did you go on holiday last year?	What game or sport did you play last week?	What time did you have lunch two days ago?
What did you get for Christmas last year?	What did you learn in your English class last week?	What did you do in the morning yesterday?

Friends 5 Lesson 99		A happy story.		Skills	
Aims	Writing a story	Contents	Grammar Past Simple and Present Simple tenses	Checklist	1 Master handout 2 parts – individual and pair work: comprehension questions
	Revision		Vocabulary Revision <i>Bus stop</i> Everyday English: <i>What's the matter?</i>		
Language Analysis					
Grammar: We use the Present simple tense to talk about: - Repeated actions. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens: I always walk to school. - Likes and dislikes: I love my piano lessons. - Facts and generalisations: It rains a lot in England. The sun sets in the West. The Present simple is often used with the following expressions: every day / every year / in the morning / always / sometimes / seldom / hardly ever / never We use the Past simple tense to talk about actions and states which were completed in the past. They didn't play football last Saturday. She bought a new tablet two days ago. It can also be used to talk about a period of time. He lived in New York for five years. The Past simple is often used with the following time expressions: yesterday / four months ago / last year / in 2012 / from September to March in the 1990s / in the last century / in the past / when I was a child.					

Procedure

Warm-up Off the screens

Question time

Write on the board:

Do you ...? What do you ...? Can you ...? What's ...?

Would you ...? Did you ...? When did you ...?

Give students five minutes to sit and prepare some questions.

1. Ask students to stand in a circle and ask any question they can think of, e.g. *What time does school start?* to a student on their left.
2. The student answers the question and asks their own and so on.
3. The questions cannot be repeated.
4. Student who cannot come up with a new question is out.
5. The last remaining student is the winner.

Possible questions:

What's your name? How old are you?

Where do you live? How do you get to school?

Do you have a hobby? What's your hobby?

Do you like swimming? Do you like oranges? Would you like an apple?

What day is it today? What's the time?

What time do you get up?

Did you swim last Tuesday? What time did you get up yesterday?

Screen 2

Audio 1:

It was a wet and rainy Tuesday morning. Kim went slowly to school.

Audio 2:

At the bus stop she saw a small boy. He was sad. "What's the matter??" Kim asked the boy.

Audio 3:

"I lost my shoe and my sock is wet", the little boy cried.

"Don't cry", said Kim. "I can help you. Let's find your shoe."

Audio 4:

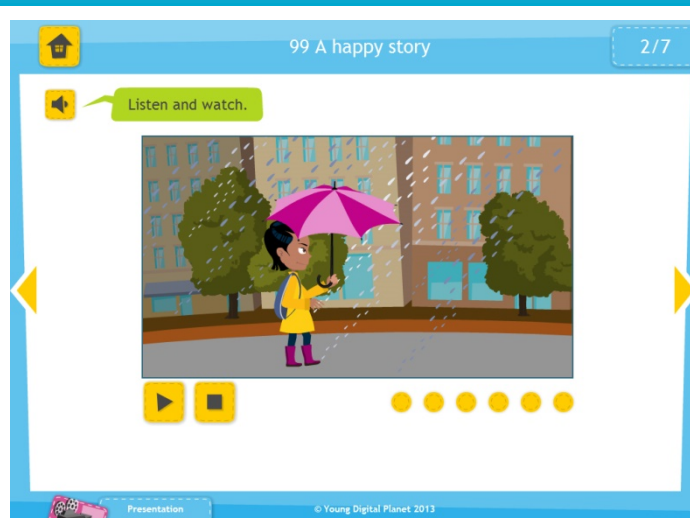
Kim and the boy looked for his shoe. They found it behind a tree. The boy was happy.

Audio 5:

"Thank you", he said to Kim. "But, yuck, my sock is wet".

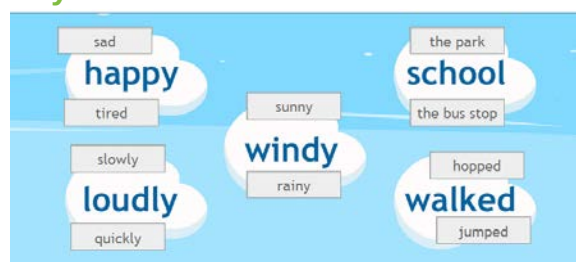
Audio 6:

"I know", said Kim, "Come on". And they hopped to school in the rain.



Screen 3

Key:



Match the opposite adjectives.

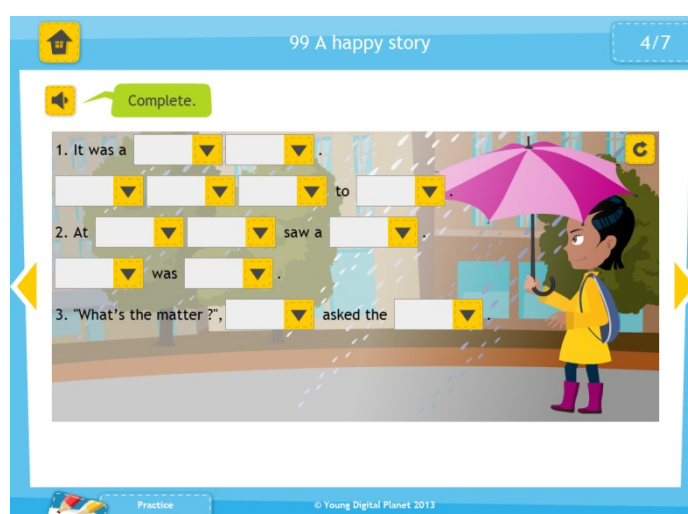
Additional activity:

1. Ask students to add their own words to each category.
2. Ask them to compare their answers in pairs.
3. Ask individual students to write their words on the board.
4. Ask students to write 5 sentences that will include the words from 5 categories.
Then ask them to check in pairs.
5. Nominate students to read their sentences.

Screen 4

Key:

- 1 It was a wet and rainy Tuesday morning. Kim went slowly to school.
- 2 At the bus stop she saw a small boy. He was sad.
- 3 "What's the matter??" Kim asked the boy.



Additional activity - Handout 1, part 1

Handout

Part 1. Answer the questions:

1. When was it?

2. What was the weather like?

3. Where did Kim walk slowly?

4. Who did she see at the bus stop?

5. Did he cry?

6. What did Kim asked the boy.

1. Give out Handout 1 and ask students to answer the questions in Part 1, not looking at the screen.
2. When students have finished, ask them to work in pairs asking and answering the questions in turn.

Key:

1 It was Tuesday morning.
2 It was wet and rainy.

- 3 Kim went slowly to school.
- 4 At the bus stop she saw a small boy.
- 5 Yes, he did. He was sad.
- 6 Kim asked the boy: "What's the matter?"

Screen 5

Key:

- 4 "I lost my shoe and my sock is wet", the little boy said.
- "Don't worry", said Kim. "I can help you."
- 5 Kim and the boy looked for the shoe. They found it behind a tree. The boy was happy.
- 6 "Thank you", he said to Kim. And they hopped to school in the rain.



Additional activity – Handout 1, part 2

Part 2. Write questions about the words in bold:

7. The boy lost **his shoe**. _____ ?
8. "Don't cry", said **Kim**. _____ ?
9. Kim and the boy looked for **his shoe**. _____ ?
10. They found it **behind a tree**. _____ ?
11. **The boy** was happy. _____ ?
12. They hopped to **school** in the rain. _____ ?

1. Give out Handout 1 and ask students to write the questions about the words in bold in Part 2.
2. When they have finished, nominate students to read their questions.
3. Ask students to work in pairs, asking and answering the questions in turn.

Key:

- 7 What did the boy lose?
- 8 Who said "Don't cry"?
- 9 What did Kim and the boy look for?
- 10 Where did they find it?
- 11 Who was happy?
- 12 Where did they hop to in the rain?

Screen 6



The screenshot shows a digital story completion activity. At the top, there is a home icon and the title "99 A happy story" with a page indicator "6/7". A green speech bubble with a speaker icon says "Complete.". Below this is a text box with a light blue background containing a story with several blank spaces for completion. The story text is: "It was a [] weekend. Robot [] slowly to []. At the [] he saw a small []. He was sad. 'What's the matter?' Robot asked the little []. 'I lost my []', the little [] said. 'Don't worry', said Robot. 'I can help you.' They looked for the []. They found it behind a []. The little [] was happy. 'Oh, thank you, Robot', said the []." To the right of the text box are yellow left and right arrow icons. Below the text box, a green speech bubble with a speaker icon says "Now it's your turn." and a cartoon boy character is visible. At the bottom, there is a small icon of a book and the text "English to take away" and "© Young Digital Planet 2013".

1. Ask students to write words to complete the story about Robot.
2. Nominate students to read the story.
3. Now it's your turn: ask students to write their own story.

Handout

Part 1. Answer the questions:

1. When was it?

_____ .

2. What was the weather like?

_____ .

3. Where did Kim walk slowly?

_____ .

4. Who did she see at the bus stop?

_____ .

5. Did he cry?

_____ .

6. What did Kim asked the boy.

_____ .

Part 2. Write questions about the words in bold:

7. The boy lost **his shoe**.

_____ ?

8. "Don't cry", said **Kim**.

_____ ?

9. Kim and the boy looked **for his shoe**.

_____ ?

10. They found it **behind a tree**.

_____ ?

11. **The boy** was happy.

_____ ?

12. They hopped **to school** in the rain.

_____ ?

Friends 5 Lesson 100		<i>Can you say it?</i>		Pronunciation	
Aims	Revision of pronunciation topics from Y4 units and vocabulary from Y4	Contents	Vocabulary Revision (<i>weather, food, animals, family and other</i>)	Checklist	1 Master handout Individual work
Language Analysis					
Hint: Vowels: <i>/ʌ/ sun, fun, run</i> <i>/eɪ/ rain, train, game</i> <i>/aʊ/ cloud, cow, loud</i> <i>/əʊ/ snow, piano, toe</i> <i>/əl/ sister, about, banana</i> Consonants: <i>/sk/ school</i> <i>/st/ street</i> <i>th - three thing birthday that</i> <i>f - fruit football flavour funny fish</i> <i>/ŋ/ singing, walking, dancing</i> <i>/l/ Lucy's lizard has little legs and a long tail.</i> Final -ed <i>/t/ talked</i> <i>/d/ pushed</i> <i>/ɪd/ shouted</i>					

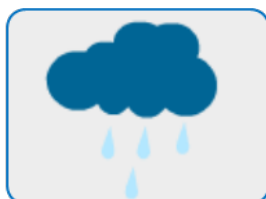
Procedure

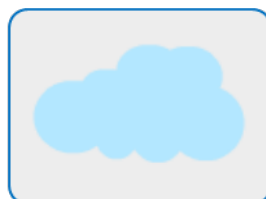
Warm-up Off the screens

Handout 1

toe fun cow loud train piano run game sun rain cloud snow









1. Tell students about My Fair Lady's test sentence: *The rain in Spain stays mainly in the plane*. Drill it with them a few times to get them used to the sounds.
2. Give out Handout 1 and ask students to put the words under the correct picture.
3. Ask students to compare their answers in pairs.
4. Ask students to add more words to each column.
5. Nominate students to read out the columns.

Key:

sun /ʌ/ fun, run

rain /eɪ/ train, game

cloud /aʊ/ cow, loud

snow /əʊ/ piano, toe

Possible answers:

sun /ʌ/ gun, love

rain /eɪ/ face, day, break, place, race, late

cloud /aʊ/ mouth, now, how

snow /əʊ/ boat, show, no, go

Screen 2

Audio:

*What do you drink?
What do you drink?
What do you drink at lunch?*

*Do you drink water?
Do you drink tea?
Do you drink milk
Just like me?*

*What do you eat?
What do you eat?
What do you eat for lunch?*

*Do you eat sandwiches?
Do you eat fish?
Do you eat vegetables, too?*

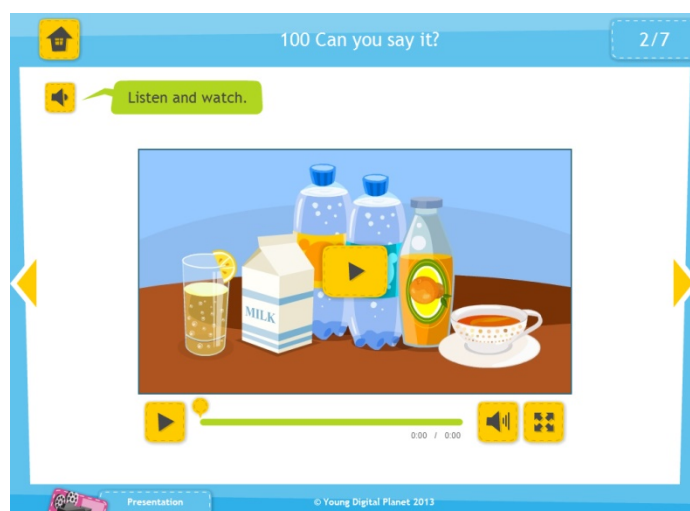
*What do you do?
What do you do?
What do you do after lunch?*

*What do I do?
What do I do?
What do I do after lunch?*

*Well, one thing I like
Is to ride on my bike.*

*I like to play games,
I like to play games with hopping,
But I never, never like to go shopping!*

*That's what I do
That's what I do
That's what I do after lunch.*



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:

mum dad brother sister grandfather

Audio 2:

pizza meat banana soup burger

Audio 3:

boy girl teacher robot monster

Audio 4:

elephant bird cat fish duck

Audio 5:

mountain river jungle waterfall beach

Key:

1 mum dad brotherer sisterer grandfatherer

2 pizzaa meat bananaa soup burgerer

3 boy girl teacherer robot monsterer

4 elephant bird cat fish duck

5 mountain riverer jungle waterfall beach



 mum / dad / brother / sister / grandfather
 pizza / meat / banana / soup / burger
 boy / girl / teacher / robot / monster
 elephant / bird / cat / fish / duck
 mountain / river / jungle / waterfall / beach



100 Can you say it? 3/7

Choose the words that have a / ə / sound.

 mum /  dad /  brother /  sister /  grandfather
 pizza /  meat /  banana /  soup /  burger
 boy /  girl /  teacher /  robot /  monster
 elephant /  bird /  cat /  fish /  duck
 mountain /  river /  jungle /  waterfall /  beach

Practice © Young Digital Planet 2013

Screen 4

Audio 1:

finish flying foot thing

Audio 2:

this that these frog

Audio 3:

thirteen face three funny

Audio 4:

birthday father flavour think

Audio 5:

mother feet face throw



Additional activity

1. Ask students to repeat the words fast and faster.
2. Write on the board: *fourth thirteen three thing birthday that flying fifth football fish flavour funny frogs* and 3 categories: 1 – *th*, 2 – *f*, 3- *th* & *f*.
3. Ask students to match the word with the categories.
4. Nominate students to read out their answers.
5. Ask students to repeat chorally.
6. Ask students to practise in pairs putting words from different categories together: *thirteen flying frogs, fourth funny football, three funny fish*

Key:

1 – *th*: thirteen three thing birthday that

2 – *f* : flying football flavour funny frogs fish

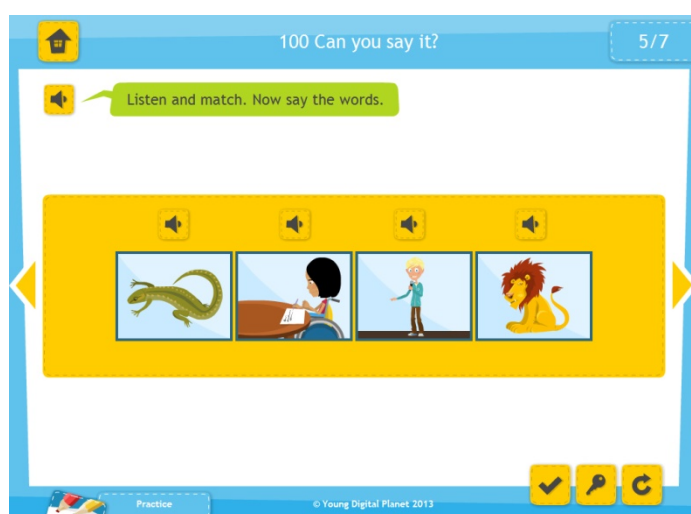
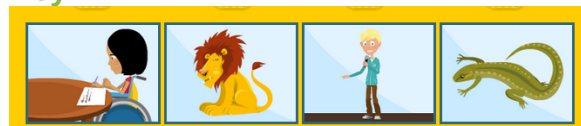
3 – *th* & *f*: fourth fifth

Screen 5

Audio:

*Lucy loves to write long long letters.
Look out! Leo the lion is watching and listening.
Alex loves singing lots of songs loudly.
The little lazy lizard has a long sleep after lunch.*

Key:



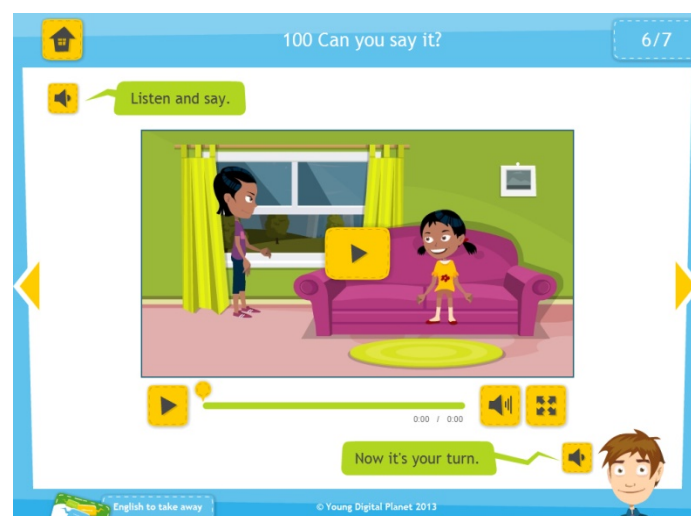
Screen 6

Audio:

*Jill wanted to go to the playground.
Jill wanted to go to the park.
Kim looked outside the window,
And said "No, Jill, it's too dark".*

*Jill opened the door and listened,
She saw the sun and said,
"The birds are singing, Kim.
Get up, get out of bed!"*

*Mum shouted from the kitchen,
"Come on, Kim. You can't sleep all day!"
"Yes!", called Jill to her sister,
"It's time to go out and play!"*



1. Listen to the whole story.
2. Watch, read and join in.
3. Listen again and chant the whole story in groups of 4.
4. Turn the sound off and chant again as a class.

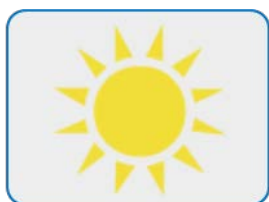
Now it's your turn: explain to students what *dark* means.

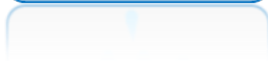
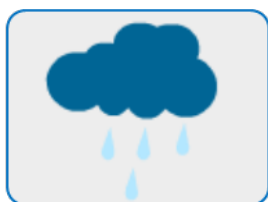
1. Write on a board: *She sells sea shells by the sea shore.*
2. Ask students to repeat.
3. Ask students to work individually and write their own chants using the same sounds to form 'nonsense verse' like *thirteen flying frogs* in the additional activity Screen 5.
4. Monitor students' progress.
5. Nominate students to read their chants.
6. Ask the group to repeat chorally.

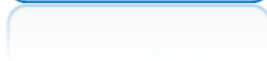
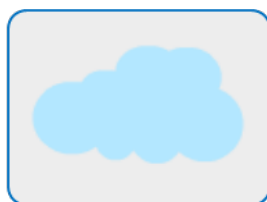
Handout 1

Put the words under the correct picture:

toe fun cow loud train piano run game sun rain cloud snow









Handout 1

Put the words under the correct picture:

toe fun cow loud train piano run game sun rain cloud snow



