Friends 6 Lesson55		*Don't touch!*		Vocabulary	
Aims	Recognizing instructions to *not* do something, using *don't* + verb	Contents	**Grammar** Imperative **Vocabulary** *touch (taught in Starters)* *country* *different* *mobile phone* *skateboard* *China* *dangerous* (Flyers word introduced in U17) *Welcome to…* *Excuse me*	Checklist	Three master handouts (Two pair work handouts One group work handout): anagrams, sentence reordering and visuals

Language Analysis

Grammar:

The word *don't* is a contraction of the words *do not*. We use it to convey a message of what should not be done.

Vocabulary:

The difference between *a country* and *the country* is that *a country* is a nation, e.g. *China*, *United Kingdom*, etc., whilst *the country* is the opposite of the town. Here we use it in the former meaning.

mobile phone /ˈməʊbaɪl fəʊn/, also known as a cellular phone, cell phone, and a hand phone is a small phone that you can take everywhere with you.

China is the name of a country in Asia, but also any porcelain or similar ware (when beginning with a small letter).

Excuse me is often said as a request for an individual's attention.

Hints:

Welcome in is a common mistake. As a greeting, it should always be *welcome to*.

Procedure

Warm-up Off the screens

1. Ask your students to work in pairs.
2. Give out Handout 1.

Handout 1

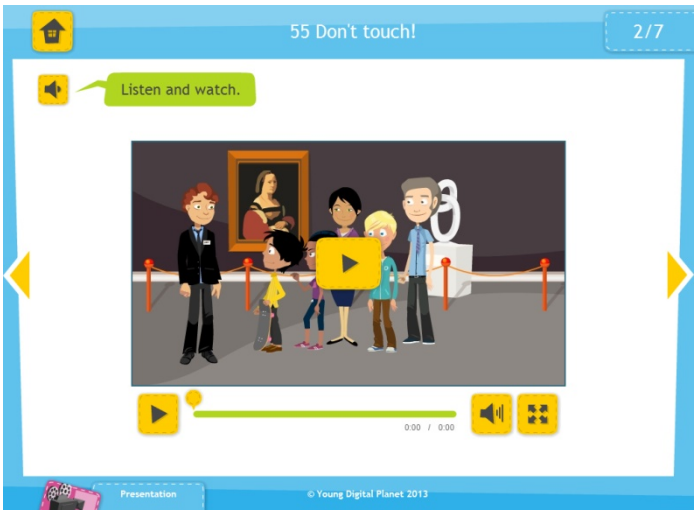
1. eat a locohatec a. 
2. ride a katesbroad b. 
3. nur c. 
4. tchou d. 
5. use a milebo oneph e. 

3. Ask your students to move the letters to make correct words and phrases.
4. Ask them to match the words and phrases with the pictures.
5. Check with the class.

Key:
1 eat a chocolate d
2 ride a skateboard c
3 run e
4 touch a
5 use a mobile phone b

Screen 2

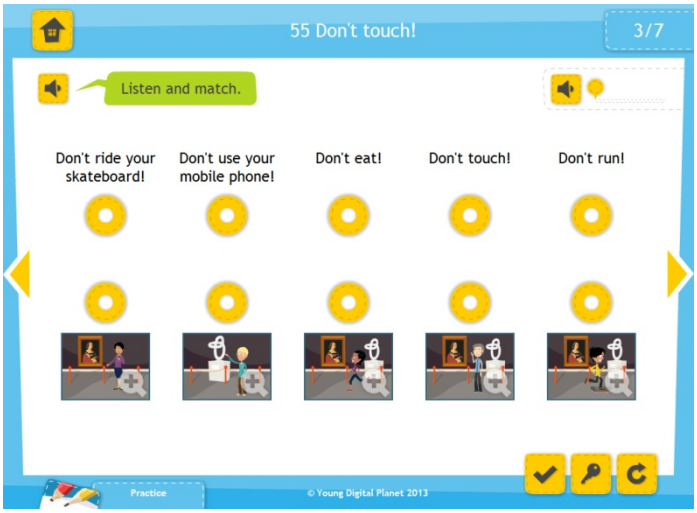
Guide: *Welcome to the museum, children. There are a lot of old things in the museum … Hey! Don't touch!*
Alex: *Sorry.*
Guide: *There are a lot of things in the museum from different countries … Excuse me! Don't eat in the museum!*
Woman 1: *Sorry.*
Guide: *There are a lot of old things in the museum from different countries. Excuse me, Miss! Don't run in the museum!*
Kim: *Sorry.*
Guide: *There are a lot of old things in the museum from different countries. This painting … Excuse me! Don't use your mobile phone in the museum!*
Man 2: *Sorry.*
Guide: *This painting is from … Hey! Don't ride your skateboard in the museum!*
Sam: *Sorry.*
Guide: *This painting is from China. You can see …*



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

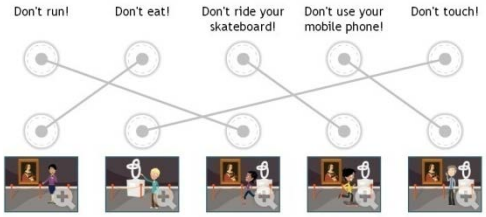
Screen 3

Guide: *Welcome to the museum, children. There are a lot of old things in the museum … Hey! Don't touch!*
Alex: *Sorry.*
Guide: *There are a lot of things in the museum from different countries … Excuse me! Don't eat in the museum!*
Woman 1: *Sorry.*
Guide: *There are a lot of old things in the museum from different countries. Excuse me, Miss! Don't run in the museum!*
Kim: *Sorry.*
Guide: *There are a lot of old things in the museum from different countries.*



This painting … Excuse me! Don't use your mobile phone in the museum!
Man 2: *Sorry.*
Guide: *This painting is from … Hey! Don't ride your skateboard in the museum!*
Sam: *Sorry.*
Guide: *This painting is from China. You can see …*

Key:
See below (random order)



Screen 4

Zookeeper: *Hello children. Welcome to the zoo. There are a lot of animals here: monkeys, lions, bears, kangaroos, and a lot of more.*
Kim, Alex, Sam: *Oooh! Wow!*
Zookeeper: *There are also three very important rules. Are you listening?*
Kim, Alex, Sam: *Yes.*
Zookeeper: *Rule number one: don't feed the animals. They don't like chips, chocolate or sandwiches. They eat animal food.*
Kim, Alex, Sam: *All right.*
Zookeeper: *Rule number two: don't touch the animals. It's dangerous!*
Kim, Alex, Sam: *OK.*
Zookeeper: *Rule number three: don't ride your bicycle or skateboard. You must walk in the zoo. Do you understand? Yes? Great! Have a good time in the zoo!*

Key:
1 feed **2** touch **3** ride **4** run **5** walk



Additional activity:

1. Ask your students to work in pairs.
2. Give out Handout 2.
3. Ask them to put the words and phrases into sentences.
4. When they finish ask representatives to read their sentences. Correct mistakes if needed.
5. Ask them to repeat each sentence together aloud.

Cut out.

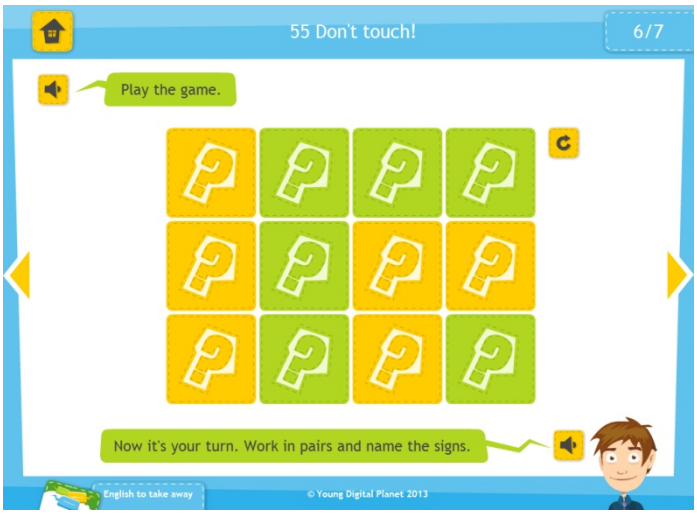
Welcome to	the zoo.			
Are you	listening?			
Rule	number one:	don't feed	the animals.	
Don't touch	the animals.	It's	dangerous!	
You must walk	in the zoo.			

Screen 5

Key:
1 touch
2 mobile phone
3 eat
4 skateboard
5 run
6 feed



Screen 6



Give students instructions for the game activity.

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.

Continue until you have matched all the pairs.
Now it's your turn
Get students to practise the language in pairs.
Tell them to ask and answer about themselves.

Handout 1

1. eat a locohatec a.



2. ride a katesbroad b.



3. nur c.



4. tchou d.



5. use a milebo oneph e.



Handout 2

Cut out.

Welcome to	the zoo.		
Are you	listening?		
Rule	number one:	don’t feed	the animals.
Don’t touch	the animals.	It’s	dangerous!
You must walk	in the zoo.		

:

Friends 6 Lesson 56	*You mustn't play outside at night*	Grammar & Functions
Aims Talking about prohibition	**Contents** **Grammar** Modal – present form negative *I / you mustn't* **Vocabulary** *I must come home at dinner time.* *I mustn't eat lots of sweets.* *dirty, clean* *mushroom* *outside* *ground*	**Checklist** 2 master handouts: matching pictures with phrases; categorising phrases.

Language Analysis

Grammar: We use *must* to express obligation. *Must* is a modal auxiliary verb.
It is followed by an infinitive without the *to*:
You must do your homework.
Must doesn't change its form, it has the same form in all persons:
I / you / he / she / it / we / they must go home.

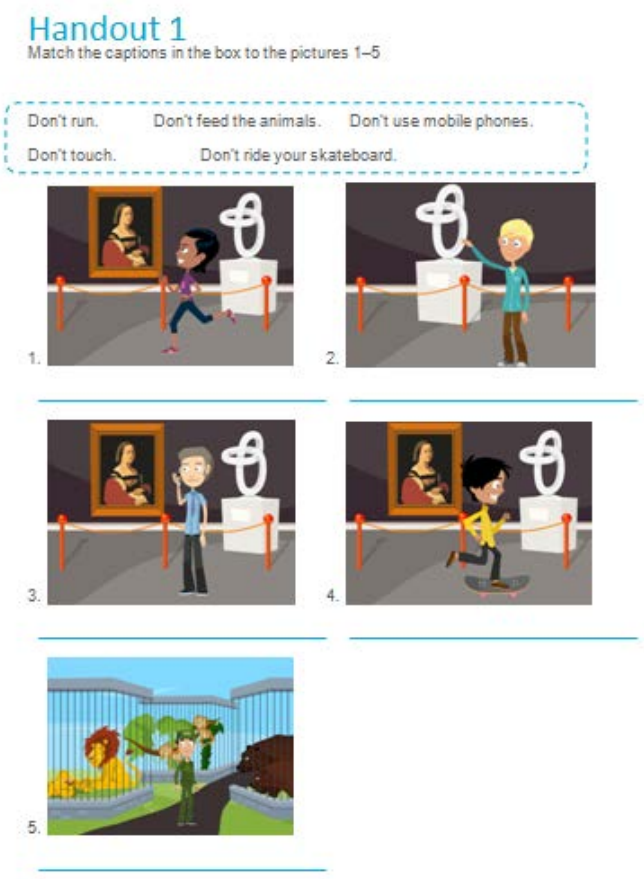
We form questions with *must* using inversion:
Must we wear the uniforms?

We use the negative form *must not* to say that something is not permitted or allowed, for example:
You must not chew gum in class.
We often shorten m*ust not* in conversation or informal writing to *mustn't*:
You mustn't use the mobile phone during lessons.

Procedure

Warm-up Off the screens

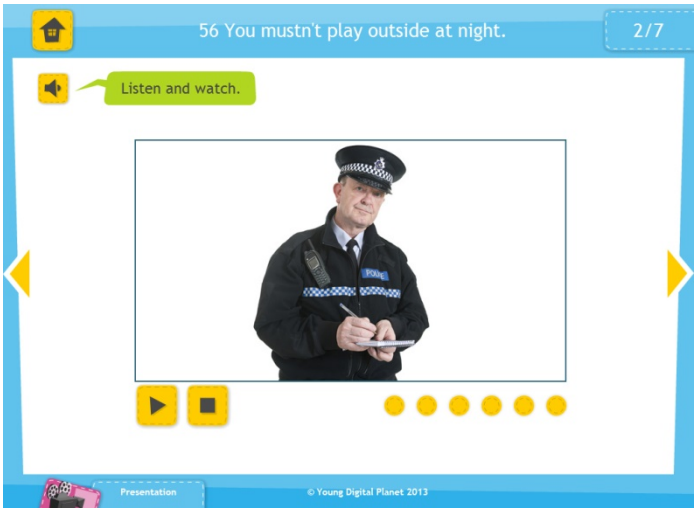
1. Give out Handout 1 and ask students to look at the pictures and phrases.



2. Nominate students to read them out loud.
3. Ask students about the places in which we must behave in a particular way, elicit the answers: *museum, zoo, school, street*, etc.
4. Ask students to match the sentences to the pictures in pairs.
5. Ask volunteers to read their answers.
6. Ask students about rules in the classroom. Elicit the answers: *Don't talk. Don't eat. Don't be late, etc.*

Screen 2

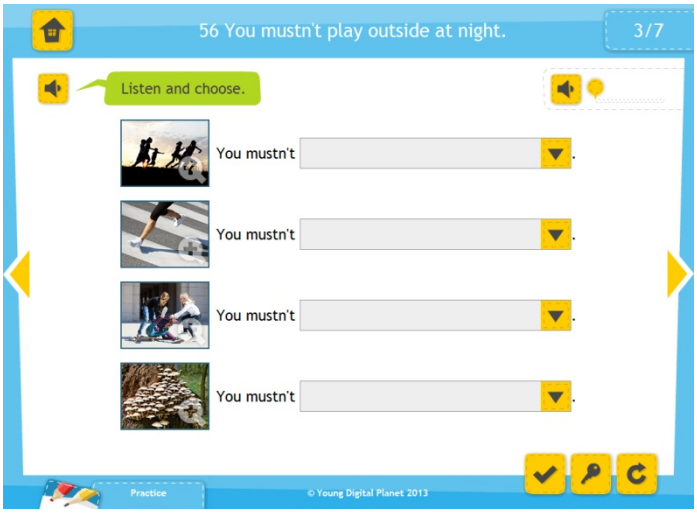
Policeman: *Hello children. Do you like to play outside? Let's talk about things you must do, and things you mustn't do.*
Children: *OK!*
Policeman: *Number one, you mustn't play outside at night. It's dangerous. You must come home at dinner time.*
Children: *Yes, OK.*
Policeman: *Number 2, you mustn't run across the road. It's dangerous. You must walk.*
Children: *OK.*
Policeman: *Number 3, you mustn't ride your skateboard near people. It's dangerous. You must ride your skateboard in the park.*
Children: *OK.*
Policeman: *Number 4, you mustn't eat mushrooms in the countryside. It's dangerous. Don't touch them.*
Children: *OK.*
Policeman: *Number 5, you mustn't throw rubbish on the ground. Why?*
Children: *It's dangerous!*
Policeman: *No! It's dirty! Let's keep our town clean!*



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

Screen 3

Policeman: *Hello children. Do you like to play outside? Let's talk about things you must do, and things you mustn't do.*
Children: *OK!*
Policeman: *Number one, you mustn't play outside at night. It's dangerous. You must come home at dinner time.*
Children: *Yes, OK.*
Policeman: *Number 2, you mustn't run across the road. It's dangerous. You must walk.*
Children: *OK.*
Policeman: *Number 3, you mustn't ride*



your skateboard near people. It's dangerous. You must ride your skateboard in the park.
Children: *OK.*
Policeman: *Number 4, you mustn't eat mushrooms in the countryside. It's dangerous. Don't touch them.*
Children: *OK.*
Policeman: *Number 5, you mustn't throw rubbish on the ground. Why?*
Children: *It's dangerous!*
Policeman: *No! It's dirty! Let's keep our town clean!*

Key:
1 play outside at night
2 run across the road
3 ride your skateboard near people
4 eat mushrooms in the countryside

Screen 4

Alex's mum: *Hello Alex! Did you have a good day at school?*
Alex: *Yes. A policeman came. He talked about rules for outside.*
Mum: *Oh? What did he say?*
Alex: *I mustn't play outside at night. I must come home at dinner time.*
Mum: *Yes, that's right.*
Alex: *I mustn't run across the road, and I mustn't ride my skateboard near people. It's dangerous.*
I must ride my skateboard in the park.
Alex: *I mustn't eat mushrooms in the countryside. It's dangerous.*
Mum: *Yes. You don't want a stomach ache.*
Alex: *And I mustn't throw rubbish on the ground.*
Mum: *Is that dangerous too?*
Alex: *No, it's dirty!*

Key:
1 mustn't **2** must **3** mustn't **4** must



5 mustn't **6** mustn't	

Screen 5

Audio 1:
You mustn't run across the road.
Audio 2:
You must come home at dinner time.
Audio 3:
You mustn't eat mushrooms in the countryside.
Audio 4:
You mustn't throw rubbish on the ground.
Audio 5:
I must ride my skateboard in the park.
Audio 6:
I must walk across the road.
Audio 7:
I mustn't play outside at night.

Key:
1 mustn't **2** must **3** mustn't **4** mustn't
5 must **6** must **7** mustn't



Screen 6

Audio:
I must come home at dinner time.
I mustn't eat lots of sweets.



Give students instructions for the Listen and say activity.

1. Look at the picture and read the text.
2. Listen and read.

	3. Listen again and repeat. Now it's your turn: work in pairs and make sentences. Use *must* and *mustn't* with more words you know.

Additional activity – Handout 2

come home at dinner time
ride your skateboard in the park
eat mushrooms in the countryside
come home at dinner time
throw rubbish on the ground

walk across the street
run across the road
play outside at night
ride your skateboard in the street
play football in the street

YOU MUST	YOU MUSTN'T

1. Divide students into groups of 4.
2. Give out Handout 1 and ask students to fill in the chart.
   Ask them to use their ideas from the Now it's your turn stage and Handout 1.
3. Ask groups to present their charts to the rest of the group.

Handout 1

Match the captions in the box to the pictures 1–5

Don’t run. Don’t feed the animals. Don’t use mobile phones.

Don’t touch. Don’t ride your skateboard.

1. 

_____

2. 

_____

3. 

_____

4. 

_____

5. 

_____

Handout 2

come home at dinner time

ride your skateboard in the park

eat mushrooms in the countryside

come home at dinner time

throw rubbish on the ground

walk across the street

run across the road

play outside at night

ride your skateboard in the street

play football in the street

YOU MUST	YOU MUSTN'T

Friends 6 Lesson 57	*You mustn't eat in your tent.*	Grammar & Functions

Aims	Contents	Checklist
Talking about permissions and prohibition	**Grammar** Modal – present form negative *He / she / we / they mustn't* **Vocabulary** *You mustn't* *tent*	1 master handout – group work Coloured pencils Large sheets of paper

Language Analysis

Grammar: we use *must* and *mustn't* when we talk about rules.
We use *must* to express obligation: *You must do your homework.*
We use *mustn't* to express prohibition: *You mustn't skate in the street.*
We use *can* to express permission: *You can talk but only quietly*.

Modal vebs *must*, *mustn't*, *can* have the same form in/for all persons.
I / you / he / she / it / we / they must /mustn't / can jump in the class.

Procedure

Warm-up Off the screens

Handout 1 – needs to be cut out

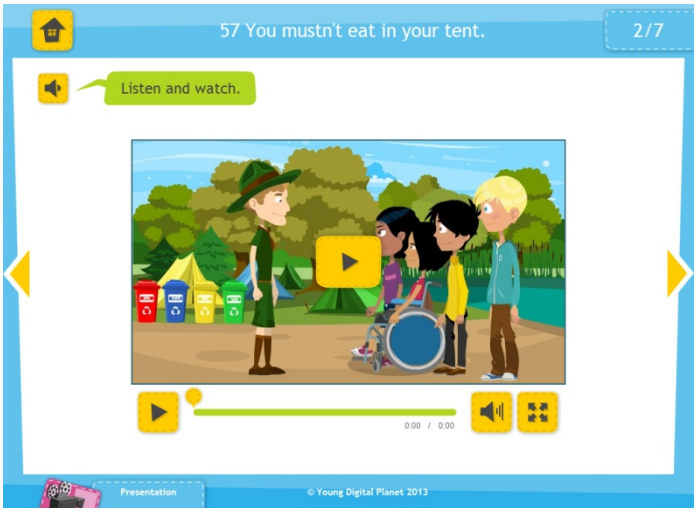
Handout

You mustn't run across the road.
You must come home at dinner time.
You mustn't eat mushrooms in the countryside.
You mustn't throw rubbish on the ground.
I must ride my skateboard in the park.
I must walk across the road.
I mustn't play outside at night.

1. Divide students into 2 groups and ask the representative of group one to come to the front, show them the first sentence without the others seeing and ask them to mime their sentence to their group. If the group guess the sentence, they score a point. If not, the opposite team can have a go.
2. The group with the highest score win. You may consider giving a prize such as candy.

Screen 2

Camp leader: *OK, children. You can have a fantastic time here, but there are a few rules. Listen carefully…*
Children: *OK, yes, sure.*
Camp leader: *Rule number one. You mustn't ride your bikes in the campsite. It's dangerous.*
Sam: *Awwww! Where can I ride my bike?*
Camp leader: *In the park.*
Camp leader: *Rule number two. You mustn't eat in your tent. We don't want bears to come in!*
Kim: *No, we don't! Where can we eat?*
Camp leader: *You can eat outside. But you can drink water in your tent.*
Camp leader: *Rule number three. You mustn't listen to music at night.*

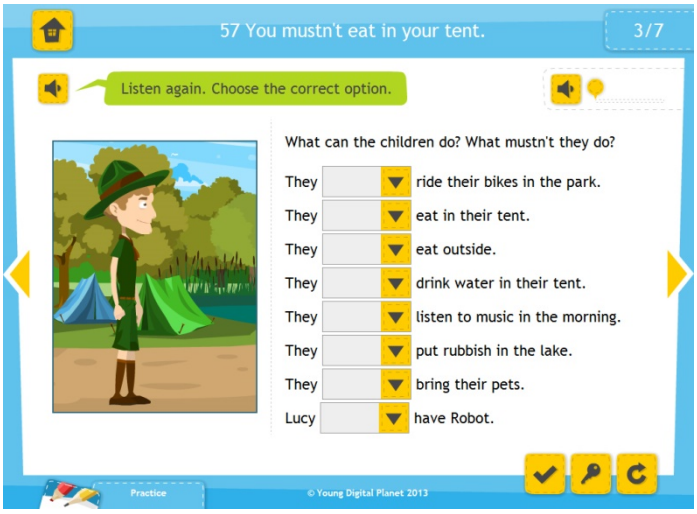


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Lucy: *Can we listen to the radio in the morning?*
Camp leader: *Yes, you can.*
Camp leader: *Rule number four. You mustn't put rubbish in the lake.*
Alex: *Where can we put it?*
Camp leader: *You can recycle it, over there.*
Camp leader: *Rule number five. You mustn't bring pets to the campsite. Lucy?*
Lucy: *I've got Robot.*
Camp leader: *That's OK. You can have Robot. Any questions? No? Good. Have a great time!*

Screen 3

Camp leader: *OK, children. You can have a fantastic time here, but there are a few rules. Listen carefully …*
Children: *OK, yes, sure.*
Camp leader: *Rule number one. You mustn't ride your bikes in the campsite. It's dangerous.*
Sam: *Awwww! Where can I ride my bike?*
Camp leader: *In the park.*
Camp leader: *Rule number two. You mustn't eat in your tent. We don't want bears to come in!*
Kim: *No, we don't! Where can we eat?*
Camp leader: *You can eat outside. But you can drink water in your tent.*
Camp leader: *Rule number three. You mustn't listen to music at night.*
Lucy: *Can we listen to the radio in the morning?*
Camp leader: *Yes, you can.*
Camp leader: *Rule number four. You mustn't put rubbish in the lake.*
Alex: *Where can we put it?*
Camp leader: *You can recycle it, over there.*



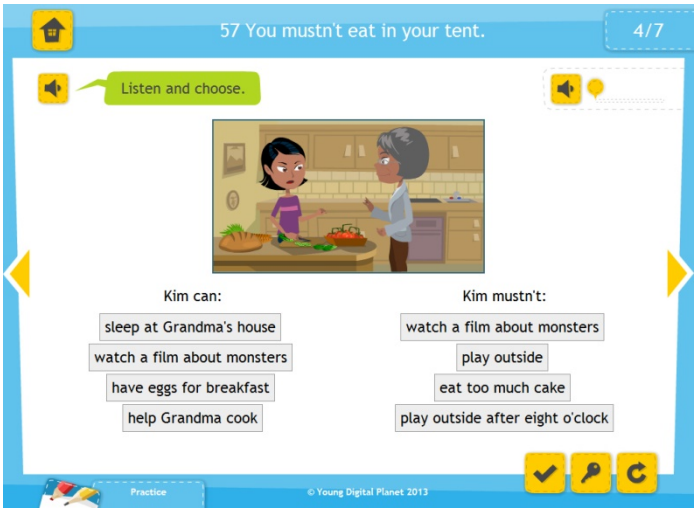
Camp leader: *Rule number five. You mustn't bring pets to the campsite … Lucy?*
Lucy: *I've got Robot.*
Camp leader: *That's OK. You can have Robot. Any questions? No? Good. Have a great time!*

Key:
1 can **2** mustn't **3** can **4** can **5** can
6 mustn't **7** mustn't **8** can

Screen 4

Kim: *Grandma, can I sleep at your house tonight?*
Grandma: *Yes, you can.*
Kim: *Great! Thanks, Grandma! Can I play outside?*
Grandma: *Yes, you can, but you mustn't play outside after eight o'clock.*
Kim: *OK. Can I watch television?*
Grandma: *Yes, you can, but you mustn't watch a film about monsters.*
Kim: *Awww. Can I help you cook?*
Grandma: *Yes, you can. We can make a cake, but you mustn't eat too much cake.*
Kim: *Great! Can I get up late?*
Grandma: *No, you can't. We're going to the market at seven o'clock. You can have eggs for breakfast.*
Kim: *Thanks, Grandma!*

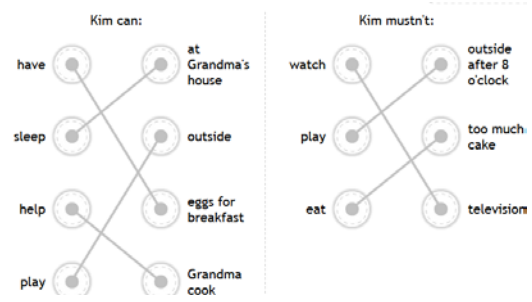
Key:
1 Kim can: sleep at Grandma's house, have eggs for breakfast, help Grandma cook
2 Kim mustn't: watch a film about monsters, eat too much cake, play outside after eight o'clock

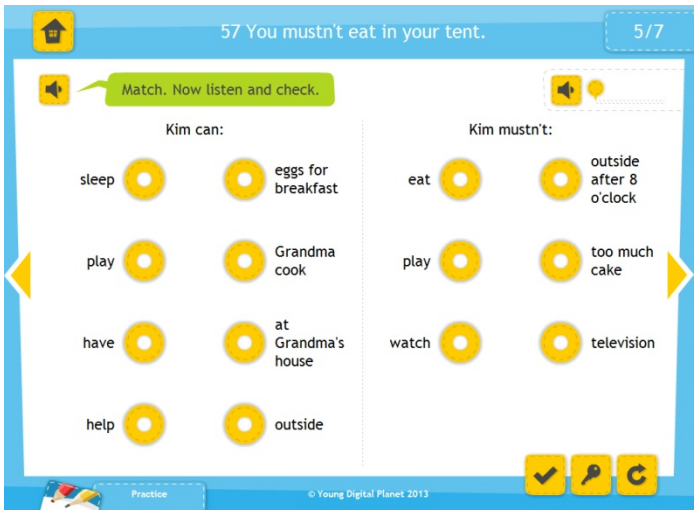


Screen 5

Kim: *Grandma, can I sleep at your house tonight?*
Grandma: *Yes, you can.*
Kim: *Great! Thanks, Grandma! Can I play outside?*
Grandma: *Yes, you can, but you mustn't play outside after eight o'clock.*
Kim: *OK. Can I watch television?*
Grandma: *Yes, you can, but you mustn't watch a film about monsters.*
Kim: *Awww. Can I help you cook?*
Grandma: *Yes, you can. We can make a cake, but you mustn't eat too much cake.*
Kim: *Great! Can I get up late?*
Grandma: *No, you can't. We're going to the market at seven o'clock. You can have eggs for breakfast.*
Kim: *Thanks, Grandma!*

Key:
1 sleep – at Grandma's house
2 play – outside
3 help – Grandma cook
4 have – eggs for breakfast
5 watch – television
6 play – outside after 8 o'clock
7 eat – too much cake
See below, random order:





Ask students to match the phrases and then listen to check the answers.

Screen 6

Kim: *Can I drink water in the tent?*
Man 1: *Yes, you can!*
Sam: *Can I listen to music at night?*
Man 1: *No, you mustn't.*



Give students the following instructions for the Listen and say activity:

1. Look at the pictures and read the dialogues.
2. Next, read and listen.

Now: it's your turn: work in pairs and write your dialogues using the words you know.

Present your dialogues to the class.

Additional activity

Classroom rules poster

1. Divide student into two groups and give out large sheets of paper.
2. Ask them to prepare posters CLASSROOM RULES, in which they write and illustrate what students must and mustn't do in the classroom.
3. Ask students to present their work to the other group.

Handout

You mustn’t run across the road.
You must come home at dinner time.
You mustn’t eat mushrooms in the countryside.
You mustn’t throw rubbish on the ground.
I must ride my skateboard in the park.
I must walk across the road.
I mustn’t play outside at night.

Friends 6 Lesson 58	*We mustn't ride our bikes.*	Reading

Aims	Contents	Checklist
Reading – short texts about permitted and prohibited activities	**Grammar** *Can* and *mustn't* **Vocabulary** Revision	2 master handouts – 1 group work 1 pair work: classroom rules and sentence ordering

Language Analysis

Grammar: we use ***can*** to express:

1. ability – *I can swim very fast.*
2. request – *Can I have a cookie, please?*
3. possibility – *He can do it later but I'm not sure if he will.*
4. permission – *You can bring your comic books to the class tomorrow.*

We use ***can't*** to express:

1. lack of ability – *Tom can't swim*.
2. certainty that something is impossible – *It can't be true!*
3. lack of permission – *You can't see him now.*

We use ***must*** to express:

1. necessity – *You must leave now or you will be late for the plane.*
2. obligation – *You must follow the rules.*
3. certainty that something is true – *Somebody is knocking on the door. It must be Tom*.

We use ***mustn't*** to express prohibition - *You mustn't talk in class.*

Procedure

Warm-up Off the screens

Handout 1

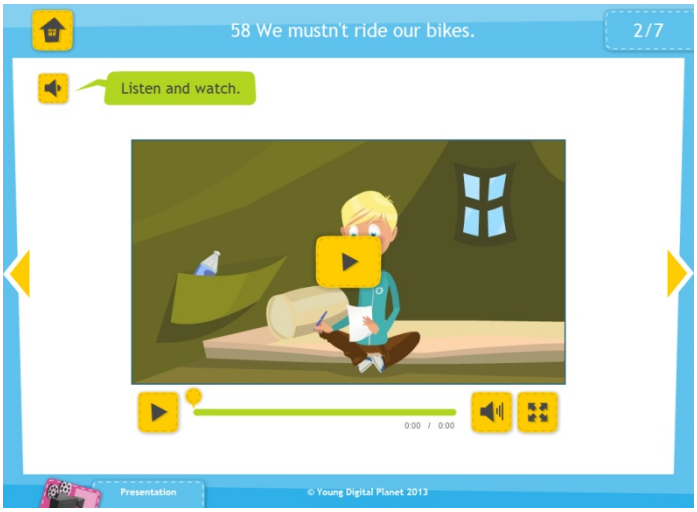
chew gum	play computer games	run quickly	be quiet
talk in class	fight	study	listen
learn	read	read comic books	shout

1. Divide the class into groups of four.
2. Give out Handout 1and explain that students are going to pick one card and make a sentence using *must* and *mustn't* that will create a classroom rule.
3. Ask students to write their sentences.
4. The group that finishes first wins and reads their sentences aloud.

Screen 2

Audio:

Dear Mum and Dad,
I am having a great time here at camp with my class. It's a lot of fun. The weather is sunny and warm, but it is a bit windy. There are some rules here. We mustn't ride our bikes. Sam isn't happy about that! We mustn't eat in our tent – we don't want bears to come in! We mustn't listen to music at night, but we can listen to the radio in the morning. We mustn't throw rubbish in the lake, but we can recycle it. In the evening we can play games and drink hot chocolate !
I miss you, and Biscuit
Love from
Alex



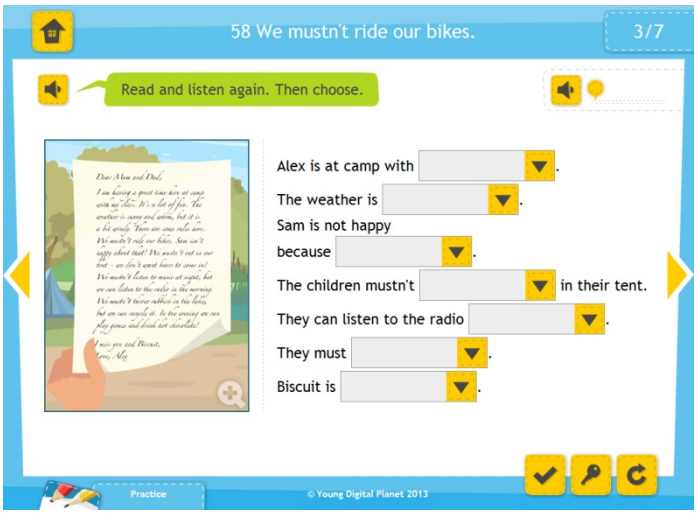
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Audio:

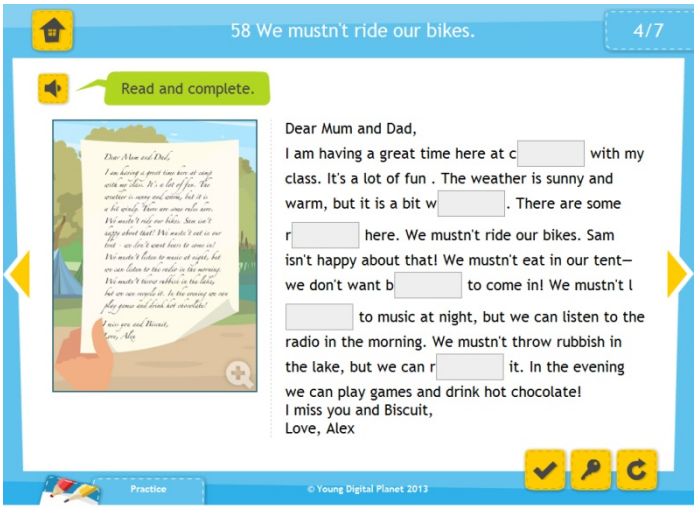
Dear Mum and Dad,
I am having a great time here at camp with my class. It's a lot of fun. The weather is sunny and warm, but it is a bit windy. There are some rules here. We mustn't ride our bikes. Sam isn't happy about that! We mustn't eat in our tent – we don't want bears to come in! We mustn't listen to music at night, but we can listen to the radio in the morning. We mustn't throw rubbish in the lake, but we can recycle it. In the evening we can play games and drink hot chocolate !
I miss you, and Biscuit
Love from
Alex

Key:
1 his class
2 warm
3 he can't ride his bike
4 eat food
5 in the morning
6 recycle their rubbish
7 at home



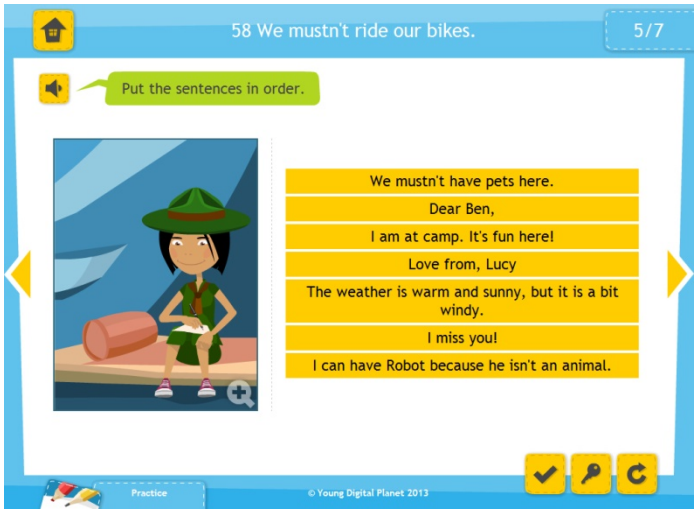
Screen 4

Key:
1 camp
2 windy
3 rules
4 bears
5 listen
6 recycle



Screen 5

Key:
1 Dear Ben,
2 I am at camp. It's fun here!
3 The weather is warm and sunny, but it is a bit windy.
4 We mustn't have pets here.
5 I can have Robot because he isn't an animal.
6 I miss you!
7 Love from, Lucy



Screen 6

Mr Hill: *Now it's your turn. Use the words you know and talk about your summer camp.*



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. 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 2 – needs to be cut out

Handout 2

You	music	at	mustn't	listen	to	night.
bikes	your	in	You	mustn't	the campsite.	ride
the	in	rubbish	put	You	mustn't	lake.
You	eat	mushrooms	in	the forest.	mustn't	
You	must	listen	your	to	teacher.	
must	turn	phone.	your	off	You	
lesson.	a	eat	You	mustn't	during	

1. Give out Handout 2, each sentence in a separate envelope.
2. Ask students to work in pairs and put the sentences together and then divide them into two categories: School rules and Camp rules.
3. Ask students to add more rules to both categories.
4. Nominate pairs to read out their answers.

Key:

School rules

You must listen to your teacher.

You must turn your phone off.

You mustn't eat during a lesson.

Camp rules

You mustn't listen to music at night.

You mustn't ride your bike in the campsite.

You mustn't put rubbish in the lake.

You mustn't eat mushrooms in the forest.

Handout 1

chew gum	play computer games	run quickly	be quiet
talk in class	fight	study	listen
learn	read	read comic books	shout

Handout 2

You	music	at	mustn't	listen	to	night.
bikes	your	in	You	mustn't	the campsite.	ride
the	in	rubbish	put	You	mustn't	lake.
You	eat	mushrooms	in	the forest.	mustn't	
You	must	listen	your	to	teacher.	
must	turn	phone.	your	off	You	
lesson.	a	eat	You	mustn't	during	

Friends 6 Lesson 59	*She mustn't have a party.*	Pronunciation

Aims	Pronunciation – contractions: *mustn't, didn't, wasn't, isn't, doesn't, can't*	Contents	**Vocabulary** Revision – daily routines, hobbies and leisure activities	Checklist	1 master handout – individual work activity: producing contractions from long forms

Language Analysis

A contraction is a shortened form of one or two words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters. The contractions are commonly used in speech and informal writing.

For example, *wasn't* is a contraction for *was not*; the apostrophe in *wasn't* takes the place of the missing *o*.

Another example is *o'clock* a contraction for *of the clock*.

The following are the negative contractions – a negative verb construction that ends in *-nt*:

aren't, isn't, wasn't, weren't

can't, couldn't, mustn't, shouldn't, won't, wouldn't

didn't, doesn't, don't

Procedure

Warm-up Off the screens

1. You are going to dictate the following 10 sentences and students will then complete the missing words:

    1. *Tom was not at school on Monday.*
    2. *They did not go to the circus last Sunday.*
    3. *You must not ride a bike in the street.*
    4. *They do not speak German.*
    5. *He does not like snakes.*
    6. *She is not going to walk to school today.*
    7. *They are not busy on Saturdays.*
    8. *We were not at the cinema last night.*
    9. *They cannot skate very well.*
    10. *We could not go to the party last weekend.*

2. Read the first sentence. After reading it let students think about it, but do not let them write anything. Read the sentence a second time. Now, allow students to complete the sentence from memory. Repeat stages 1-2 until all the sentences have been read.

3. Give out Handout 1 and tell students that you will read some sentences one by one. You will read them twice only.

    ### Handout

1.Tom _____ _____ _____ _____ on Monday.
2.They _____ _____ _____ _____ _____ _____ last Sunday.
3.You _____ _____ _____ _____ _____ in the street.
4.They _____ _____ _____ German.
5.He _____ _____ _____ _____ .
6.She _____ _____ _____ _____ _____ to school today.
7.They _____ _____ _____ _____ Saturdays.
8.We _____ _____ _____ _____ _____ last night.
9.They _____ _____ _____ _____ .
10. We _____ _____ _____ _____ _____ _____ last weekend.

4. Ask them to simply listen while you read first time, and complete the sentence after the second time.
5. Ask students to compare their answers in pairs.
6. Nominate students to write their sentences on the board and check for mistakes. Tell students to compare their own or their partner's work with the answers on the

board.

Screen 2

Audio 1:
A: *Kim cannot have a party.*
B: *She can't have a party.*
Audio 2:
A: *Lucy was not at school today.*
B: *She wasn't at school today.*
Audio 3:
A: *Sam and Ann did not clean the house.*
B: *They didn't clean the house.*
Audio 4:
A: *Ben does not like pizza.*
B: *He doesn't like pizza.*
Audio 5:
A: *Biscuit is not in his bed.*
B: *He isn't in his bed.*
Audio 6:
A: *Alex must not play outside at night.*
B: *Alex mustn't play outside at night.*



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

Screen 3

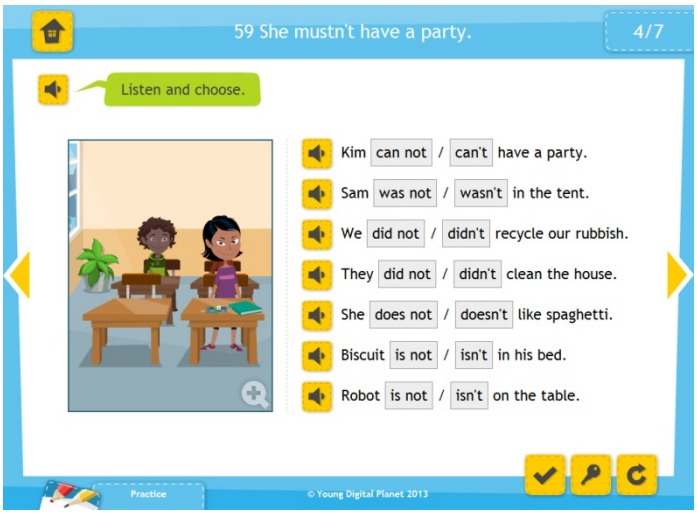
Key:
1 can't
2 wasn't
3 don't
4 doesn't
5 can't, mustn't
6 isn't



Screen 4

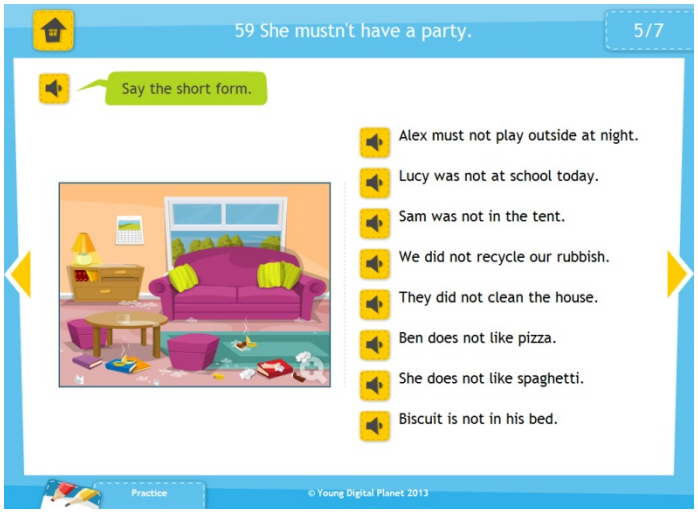
Audio 1:
Kim can't have a party.
Audio 2:
Sam wasn't in the tent.
Audio 3:
We didn't recycle our rubbish.
Audio 4:
They did not clean the house.
Audio 5:
She doesn't like spaghetti.
Audio 6:
Biscuit isn't in his bed.
Audio 7:
Robot is not on the table.

Key:
1 can't **2** wasn't **3** didn't **4** did not
5 doesn't **6** isn't **7** is not



Screen 5

Audio 1:
Alex must not play outside at night.
Alex mustn't play outside at night.
Audio 2:
Lucy was not at school today.
Lucy wasn't at school today.
Audio 3:
Sam was not in the tent.
Sam wasn't in the tent.
Audio 4:
We did not recycle our rubbish.
We didn't recycle our rubbish.
Audio 5:
They did not clean the house.
They didn't clean the house.
Audio 6:
Ben does not like pizza.
Ben doesn't like pizza.
Audio 7:
She does not like spaghetti.
She doesn't like spaghetti.
Audio 8:
Biscuit is not in his bed.



Biscuit isn't in his bed. **Key: N/A**	

Additional activity

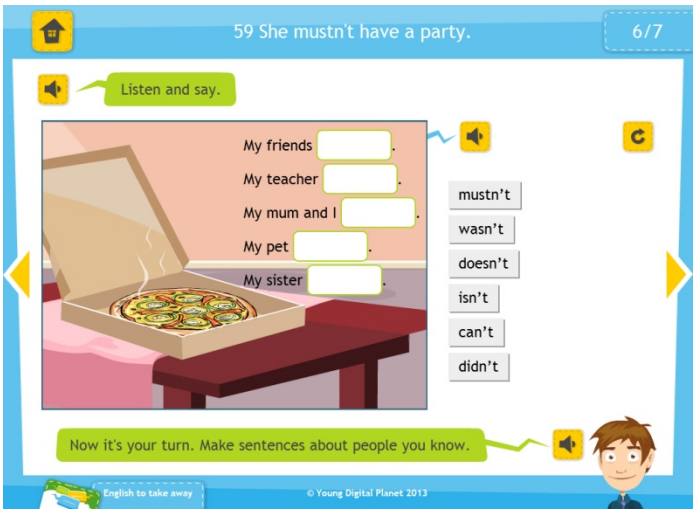
1. Ask students to write the sentences from the screen using short forms or contractions.
2. Next, nominate students to read out the sentences.
3. Ask the class to repeat each sentence chorally. As this class is about pronunciation, make sure the schwa is brought out clearly when the students pronounce the contractions.

Key:

1 Alex mustn't play outside at night.
2 Lucy wasn't at school today.
3 Sam wasn't in the tent.
4 We didn't recycle our rubbish.
5 They didn't clean the house.
6 Ben doesn't like pizza.
7 She doesn't like spaghetti.
8 Biscuit isn't in his bed

Screen 6

Audio 1:
A: *Kim can not have a party.*
B: *She can't have a party.*
Audio 2:
A: *Lucy was not at school today.*
B: *She wasn't at school today.*
Audio 3:
A: *Sam and Ann did not clean the house.*
B: *They didn't clean the house.*
Audio 4:
A: *Ben does not like pizza.*
B: *He doesn't like pizza.*
Audio 5:
A: *Biscuit is not in his bed.*
B: *He isn't in his bed.*
Audio 6:
A: *Alex must not play outside at night.*
B: *Alex mustn't play outside at night.*



Give students the following instructions for the Listen and say activity:

1. Listen to the recording.
2. Pause and repeat the short form of the sentences.

	Now it's your turn: work in pairs and make sentences with the words on the right. Add four sentences about your classmates. Present your sentences to the class.

Additional activity

Handout

1. Tom _____ _____ _____ _____ on Monday.
2. They _____ _____ _____ _____ _____ _____ last Sunday.
3. You _____ _____ _____ _____ _____ in the street.
4. They _____ _____ _____ German.
5. He _____ _____ _____ _____ .
6. She _____ _____ _____ _____ _____ to school today.
7. They _____ _____ _____ _____ Saturdays.
8. We _____ _____ _____ _____ _____ last night.
9. They _____ _____ _____ _____ .
10. We _____ _____ _____ _____ _____ _____ last weekend.

1. Ask students to look at the Handout again and re-write the sentences using the short forms/contractions.
2. Ask students to compare their answers in pairs.
3. Nominate students to read out the sentences.

Key:

1 Tom wasn't at school on Monday.
2 They didn't go to the circus last Sunday.
3 You mustn't ride a bike in the road.
4 They don't speak German.
5 He doesn't like snakes.
6 She isn't going to walk to school today.
7 They aren't busy on Saturdays.
8 We weren't at the cinema last night.
9 They can't skate very well.
10 We couldn't go to the party last weekend.
.

Handout

1. Tom _____ _____ _____ _____ on Monday.
2. They _____ _____ _____ _____ _____ _____ last Sunday.
3. You _____ _____ _____ _____ _____ in the street.
4. They _____ _____ _____ German.
5. He _____ _____ _____ _____ .
6. She _____ _____ _____ _____ _____ to school today.
7. They _____ _____ _____ _____ Saturdays.
8. We _____ _____ _____ _____ _____ last night.
9. They _____ _____ _____ _____ .
10. We _____ _____ _____ _____ _____ _____ last weekend.

Friends 6 Lesson 60	*We can play outside!*	Writing

Aims	Simple letters using the verb *can* to express permission	Contents	**Grammar** *Can* (permission) and *mustn't* (prohibition) **Vocabulary** Revision	Checklist	2 master handouts: categorisation of can and must and a gapped letter 1 group work 1 individual work

Language Analysis

Grammar: we use *can* to express:
1. ability – *We can dance*.
2. request – *Can I bring a pet to the class*?
3. possibility – *He can call tomorrow*.
4. permission – *Can I go with you*?

We use *can't* to express:
1. lack of ability – *I can't speak German.*
2. certainty that something is impossible – *You can't be serious!*!
3. lack of permission – *We can't go home*.

We use *must* to express:
1. necessity – *You must tell me the truth.*
2. obligation – *You must do you homework*.
3. certainty that something is true – *It's 11. She must still be at school.*

We use *mustn't* to express prohibition – *We mustn't play football in the hall.*

Procedure

Warm-up Off the screens

Handout 1

play football
go swimming
write in your books
bring lunch to school
play outside at lunchtime
write stories
eat in the classroom
bring mobile phones to school
eat in the classroom

play baseball
read books
work on the computer
bring a pet to school
draw pictures
work on the computer every day
listen to music
drink juice near the computer
run in the classroom

YOU CAN	YOU MUSTN'T

1. Divide students into groups of three and give out Handout 1 and ask students to work in groups of 3.
2. Ask students to read the list of activities and decide whether they belong to the ***you can*** or ***you mustn't*** chart.
3. Ask students to add some more activities.
4. Nominate the representatives of the groups to read out some of their answers.

Key:

YOU CAN	YOU MUSTN'T
draw pictures play football play baseball go swimming read books bring lunch to school write stories work on the computer every day bring mobile phones to school play outside at lunchtime	eat in the classroom listen to music bring our pets to school drink juice near the computer eat in the classroom run in the classroom write in your books bring a pet to school

Screen 2

Audio:
Dear Grandma,
How are you? I am well!
I love my school. We can play outside at lunchtime. We can draw pictures and we can write stories. We can work on the computer every day!
There are some rules. We mustn't eat in the classroom. We mustn't listen to music. We mustn't bring our pets to school.
I am very happy here!
I miss you.
Love from, Lucy



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

Screen 3

Audio:
Dear Grandma,
How are you? I am well!
I love my school. We can play outside at lunchtime. We can draw pictures and we can write stories. We can work on the computer every day!
There are some rules. We mustn't eat in the classroom. We mustn't listen to music. We mustn't bring our pets to school.
I am very happy here!
I miss you.
Love from, Lucy

Key: See audio above



Screen 4

Audio:
Dear Grandma,
How are you? I am well!
I love my school. We can play outside at lunchtime. We can draw pictures and we can write stories. We can work on the computer every day!
There are some rules. We mustn't eat in the classroom. We mustn't listen to music. We mustn't bring our pets to school.
I am very happy here!
I miss you.
Love from, Lucy

Key:
1 play **2** draw **3** write 4 work **5** eat
6 listen **7** bring



Screen 5

Audio:
Dear Grandma,
How are you? I am well!
I love my school. We can play football and go swimming. We can read books, and we can work on the computer. We can bring lunch to school.
There are some rules. We mustn't bring mobile phones to school. We mustn't drink juice near the computer. We mustn't run in the classroom.
I am very happy here!
I miss you.
Love from, Alex

Key:
1 We can: play football, go swimming, read books, work on the computer, bring lunch to school

2 We mustn't: bring mobile phones ,



drink near the computer, run in the classroom	

Screen 6

Audio:

Dear Grandma,
How are you? I am well!
I love my school. We can play football and go swimming. We can read books, and we can work on the computer. We can bring lunch to school.
There are some rules. We mustn't bring mobile phones to school. We mustn't drink juice near the computer. We mustn't run in the classroom.
I am very happy here!
I miss you.
Love from, Alex



Give students instructions for the Read and listen activity below.

1. Read the letter and listen to the recording.
2. Listen again and complete the sentences.
3. Work in pairs and compare your answers.
4. Read the letter in turn.

Now it's your turn – Handout 2

Dear _____,
How are you? I am well!
I love my school. We can _____.
We can _____ and we can _____.
We can _____ every day!
There are some rules. We mustn't _____.
We mustn't _____. We mustn't _____.
I am very _____ here!
I miss you.
Love from, _____

1. Give out Handout 2.
2. Ask students to write a letter about their school. They can use the model letter

and substitute any information, but encourage creativity.

3. Ask students to swap their letters in pairs and read them out loud.
4. Ask students to think about a person they would like to send their letters to.
5. Tell students they could print out their letters and post or email them to the recipients.

Handout 1

play football

play baseball

go swimming

read books

write in your books

bring lunch to school

bring a pet to school

play outside at lunchtime

draw pictures

write stories

work on the computer every day

eat in the classroom

listen to music

bring mobile phones to school

drink juice near the computer

eat in the classroom

run in the classroom

YOU CAN	YOU MUSTN'T

Handout 2

Dear _____,

How are you? I am well!

I love my school. We can _____.

We can _____ and we can _____.

We can _____ every day!

There are some rules. We mustn't _____.

We mustn't _____. We mustn't _____.

I am very _____ here!

I miss you.

Love from, _____

Friends 6 Lesson 61	*What's your favourite place?*	Grammar & Speaking

Aims	Talking about favourite places	Contents	**Grammar** Present Simple **Vocabulary** Favourite place	Checklist	2 master handouts 1 pair work 1 individual work Coloured pencils

Language Analysis

Grammar: we use the present simple tense to talk about:

1. Repeated actions – habits, hobbies, daily events, scheduled events or something that often happens: *He never rides a bike to school. I go swimming every Saturday.*

2. Likes and dislikes: *I love picnics. They like animals. I like cats but I don't like dogs.*
We can ask about preferences saying *Do you like …?*
Another very common way is to use the question: *What's your favourite …?* To which we reply *My favourite … is….*

3. Facts and generalisations:
It is very hot in Africa.
Water boils at 100 degrees.

The present simple is often used with the following adverbs of frequency:
every day / every year / in the morning /
always / sometimes / seldom / hardly ever / never

Procedure

Warm-up Off the screens

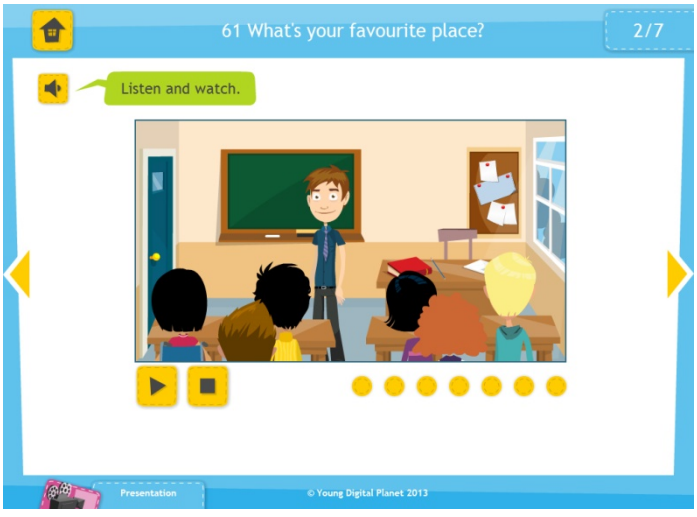
Handout 1

My / My partner's
favourite person is.....
favourite game is.....
favourite song is .....
favourite school subject is.....
favourite animal is .....
favourite colour is .....
favourite number is.....
favourite book is .....
favourite country is .....
favourite day of the week is .....
favourite sport is.....
favourite season is .....
favourite fruit is .....
favourite food is .....

1. Give out Handout 1 and ask students to fill in the part of the chart about themselves.
2. Next ask students to work in pairs ask each other questions about their favourite things in turn and fill in the part of the chart about their partners.
3. Ask students to report back the information they have found out about their partners.

Screen 2

Audio 1:
Mr Hill: *Let's talk about the world around us today. Alex, what's your favourite place?*
Alex: *The seaside!*
Audio 2:
Mr Hill: *The seaside? Why?*
Alex: *I can walk on the beach at the seaside.*
Audio 3:
Mr Hill: *Good! Kim, how about you? What's your favourite place?*
Kim: *The mountains! I can go camping*

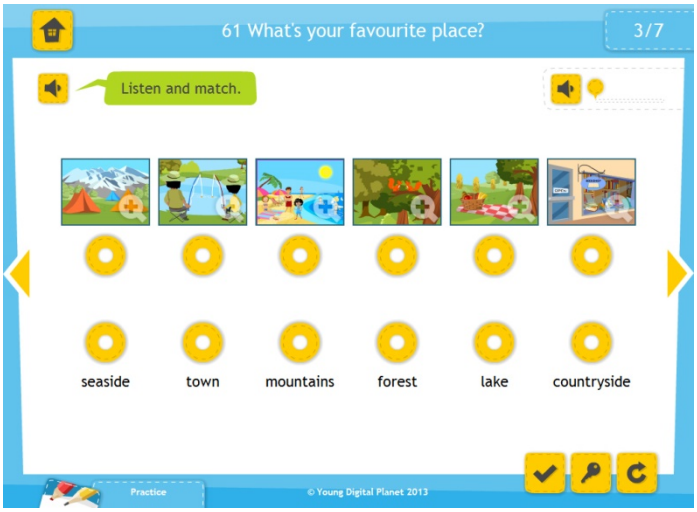


Exploit the scene by asking the Ss to describe

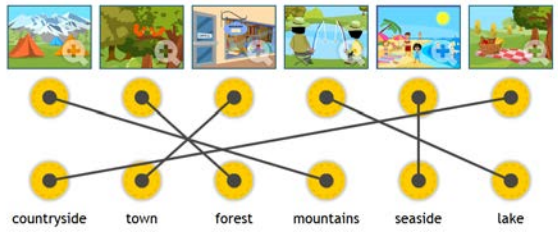
in the mountains with my family. **Mr Hill:** *Yes, you can.* <u>Audio 4:</u> **Mr Hill:** *Sam, and where is your favourite place?* **Sam:** *Well, I like going to the lake!* **Mr Hill:** *Me too! Why do you like the lake?* **Sam:** *Because I can go fishing at the lake with my dad.* **Mr Hill:** *That sounds like fun. Well done.* <u>Audio 5:</u> **Mr Hill:** *Now, Lucy, what about you? Do you have a favourite place?* **Lucy:** *Yes, I do. My favourite place is the town! I can go to bookshops and they are my favourite places in the town!* **Mr Hill:** *Very interesting!* <u>Audio 6:</u> **Mr Hill:** *And Tony, how about you?* **Tony:** *The forest! I can see lots of animals in the forest and I love animals.* **Mr Hill:** *The forest is very beautiful, that's true. And full of animals. Good.* <u>Audio 7:</u> **Mr Hill:** *Now Anna, what's your favourite place?* **Anna:** *I think it's … the countryside.* **Mr Hill:** *The countryside? Can you tell us why?* **Anna:** *Well, it's because I can have a picnic in the countryside.* **Mr Hill:** *And everyone loves picnics, don't they?*	what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Mr Hill: *Let's talk about the world around us today. Alex, what's your favourite place?*
Alex: *The seaside!*
Mr Hill: *The seaside? Why?*
Alex: *I can walk on the beach at the seaside.*
Mr Hill: *Good! Kim, how about you? What's your favourite place?*
Kim: *The mountains! I can go camping in the mountains with my family.*
Mr Hill: *Yes, you can.*
Mr Hill: *Sam, and where is your favourite place?*
Sam: *Well, I like going to the lake!*
Mr Hill: *Me too! Why do you like the lake?*
Sam: *Because I can go fishing at the lake with my dad.*
Mr Hill: *That sounds like fun. Well done.*
Mr Hill: *Now, Lucy, what about you? Do you have a favourite place?*
Lucy: *Yes, I do. My favourite place is the town! I can go to bookshops and they are my favourite places in the town!*
Mr Hill: *Very interesting!*
Mr Hill: *And Tony, how about you?*
Tony: *The forest! I can see lots of animals in the forest and I love animals.*
Mr Hill: *The forest is very beautiful, that's true. And full of animals. Good.*
Mr Hill: *Now Anna, what's your favourite place?*
Anna: *I think it's … the countryside.*
Mr Hill: *The countryside? Can you tell us why?*
Anna: *Well, it's because I can have a picnic in the countryside.*
Mr Hill: *And everyone loves picnics, don't they?*



Key:



Screen 4

Mr Hill: *Let's talk about the world around us today. Alex, what's your favourite place?*
Alex: *The seaside!*
Mr Hill: *The seaside? Why?*
Alex: *I can walk on the beach at the seaside.*
Mr Hill: *Good! Kim, how about you? What's your favourite place?*
Kim: *The mountains! I can go camping in the mountains with my family.*
Mr Hill: *Yes, you can.*
Mr Hill: *Sam, and where is your favourite place?*
Sam: *Well, I like going to the lake!*
Mr Hill: *Me too! Why do you like the lake?*
Sam: *Because I can go fishing at the lake with my dad.*
Mr Hill: *That sounds like fun. Well done.*
Mr Hill: *Now, Lucy, what about you? Do you have a favourite place?*
Lucy: *Yes, I do. My favourite place is the town! I can go to bookshops and they are my favourite places in the town!*
Mr Hill: *Very interesting!*
Mr Hill: *And Tony, how about you?Tony: The forest! I can see lots of animals in the forest and I love animals.*



Mr Hill: *The forest is very beautiful, that's true. And full of animals. Good.*
Mr Hill: *Now Anna, what's your favourite place?*
Anna: *I think it's …. the countryside.*
Mr Hill: *The countryside? Can you tell us why?*
Anna: *Well, it's because I can have a picnic in the countryside.*
Mr Hill: *And everyone loves picnics, don't they?*

Key:
1 seaside
2 the mountains
3 lake
4 town
5 forest
6 countryside

Screen 5

Mr Hill: *Let's talk about the world around us today. Alex, what's your favourite place?*
Alex: *The seaside!*
Mr Hill: *The seaside? Why?*
Alex: *I can walk on the beach at the seaside.*
Mr Hill: *Good! Kim, how about you? What's your favourite place?*
Kim: *The mountains! I can go camping in the mountains with my family.*
Mr Hill: *Yes, you can.*
Mr Hill: *Sam, and where is your favourite place?*
Sam: *Well, I like going to the lake!*
Mr Hill: *Me too! Why do you like the lake?*
Sam: *Because I can go fishing at the lake with my dad.*
Mr Hill: *That sounds like fun. Well done.*
Mr Hill: *Now, Lucy, what about you? Do*



you have a favourite place?
Lucy: *Yes, I do. My favourite place is the town! I can go to bookshops and they are my favourite places in the town!*
Mr Hill: *Very interesting!*
Mr Hill: *And Tony, how about you?Tony: The forest! I can see lots of animals in the forest and I love animals.*
Mr Hill: *The forest is very beautiful, that's true. And full of animals. Good.*
Mr Hill: *Now Anna, what's your favourite place?*
Anna: *I think it's …. the countryside.*
Mr Hill: *The countryside? Can you tell us why?*
Anna: *Well, it's because I can have a picnic in the countryside.*
Mr Hill: *And everyone loves picnics, don't they?*

Key:
1 I can walk on the beach = at the seaside.
2 I can go camping = in the mountains.
3 I can go fishing = at the lake.
4 I can go to bookshops = in the town.
5 I can see lots of animals = in the forest.
6 I can have a picnic = in the countryside.

Screen 6

Child 1: *What's your favourite place?*
Child 2: *My favourite place is the mountains.*



Give your students instructions for the Look and say activity.

1. Look at the picture and say the dialogue.
2. Now it's your turn: work in pairs. Ask questions with words you know.
3. Walk round the class and ask other students about their favourite place.
4. Take notes and report back to the class what you have found out.

Additional activity – Handout 2

A.  B.  C. 

D.  E.  F. 

1. I can walk on the beach in the countryside.
_____ picture ___
2. I can go camping in the town.
_____ picture ___
3. I can go fishing at the seaside.
_____ picture ___

4. I can go to bookshops at the lake.
_____ picture ___
5. I can see lots of animals in the mountains.
_____ picture ___
6. I can have a picnic in the forest.
_____ picture ___

1. Give out Handout 2 and ask students to read the sentences and correct them.
2. Next, ask students to match the sentences to the pictures and compare their answers in pairs.
3. Ask students to draw pictures of their two favourite places and write why they like them.
4. Nominate students to read out their sentences and show their drawings.

Key:

1 I can walk on the beach at the seaside. **E**
2 I can go camping in the mountains. **A**
3 I can go fishing at the lake. **D**
4 I can go to bookshops in the town. **C**
5 I can see lots of animals in the forest. **B**
6 I can have a picnic in the countryside. **F**

Handout 1

My	My partner's
favourite person is.....	favourite person is.....
favourite game is.....	favourite game is.....
favourite song is	favourite song is .....
favourite school subject is.....	favourite school subject is . .....
favourite animal is	favourite animal is .....
favourite colour is	favourite colour is .....
favourite number is….....	favourite number is….....
favourite book is	favourite book is .....
favourite country is ….....	favourite country is ….....
favourite day of the week is	favourite day of the week is.....
favourite sport is.....	favourite sport is.....
favourite season is	favourite season is .....
favourite fruit is …….....	favourite fruit is ….....
favourite food is …….....	favourite food is .....

Handout 2

A.  B.  C. 

D.  E.  F. 

1. I can walk on the beach in the countryside.

_____ picture ___

2. I can go camping in the town.

_____ picture ___

3. I can go fishing at the seaside.

_____ picture ___

4. I can go to bookshops at the lake.

_____ picture ___

5. I can see lots of animals in the mountains.

_____ picture ___

6. I can have a picnic in the forest.

_____ picture ___

Friends 6 Lesson 62	*Let's go swimming.*	Grammar & Speaking

Aims	Contents	Checklist
Making suggestions using *Let's …* Using *go* + gerund to talk about activities	**Grammar** Gerunds, *shall* **Vocabulary** *go swimming, dancing, shopping, running;* *Come on!*	Handout 1 - spelling Handout 2 - gapped text

Language Analysis

Shall is a modal verb used in questions with a first person subject (*I* or *we*), to make offers and suggestions, or request suggestions or instructions:

It's warm. What shall we do?

Gerund is an English noun formed from a verb by adding *-ing.*
The general rule when changing a verb into its *-ING* form is to add *-ING* to the end of the verb:

fish - fishing

If the verb ends in an *e* we remove the *e* and add *-ing*:

skate – skating

If the verb ends in a consonant + vowel + consonant, we double the final consonant and add *-ing*:

swim – swimming
shop – shopping

Procedure

Warm-up Off the screens

1. Ask your students about the weather outside: *What's the weather like today?* Elicit full answer questions. Ask additional questions: *Is it hot / cold / sunny / rainy etc.?*

Handout 1

Write the verb + -*ing* in the correct column:

swim run ~~rain~~ shop hit dance come walk ride fish ski skate

Verb + *ing*	~~E~~ + *ing*	Double consonant + *ing*
raining		

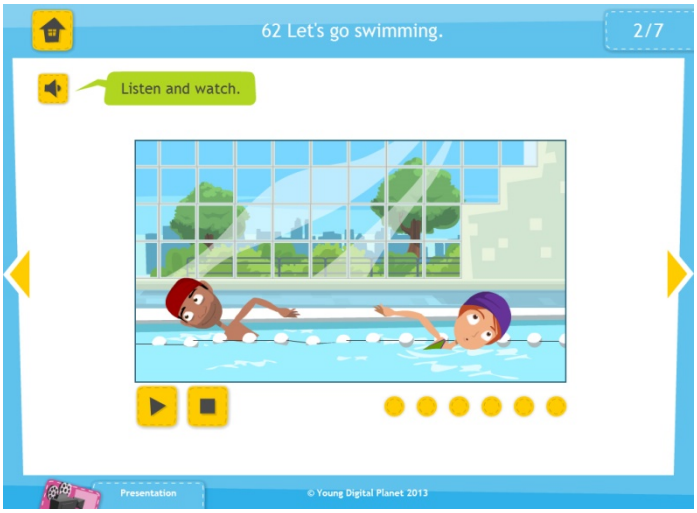
2. Review the spelling of ***-ing*** ending words with Handout 1.

Key:

Verb + *ing*	~~E~~ + *ing*	Double consonant + *ing*
raining	dancing	swimming
walking	skating	running
fishing	coming	shopping
skiing	riding	hitting

Screen 2

Audio 1:
Kim: *Hi Alex. It's sunny today. What shall we do?*
Alex: *Let's go swimming.*
Kim: *At the sports centre?*
Alex: *Yes. What do you think?*
Kim: *That's a good idea. Let's go!*
Audio 2:
Alex: *Sam, it's cloudy today. There's nothing to do.*
Sam: *Let's go running. We can go to the park.*
Alex: *Sure. Cloudy weather is OK for running.*
Sam: *Great. Come on!*
Audio 3:
Ben: *Hi Lucy. What's the matter?*



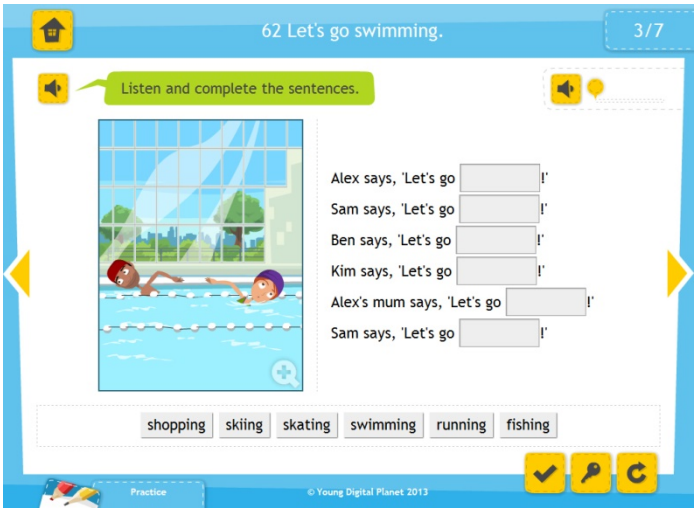
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Lucy: *It's raining. I hate rainy days.* **Ben:** *Let's go shopping. We can go to the book shop. Don't you want a new book?* **Lucy:** *That's a great idea, Ben. Thanks!* <u>Audio 4:</u> **Kim:** *Hi Grandma. What's the weather like today?* **Grandma:** *It's warm. What shall we do?* **Kim:** *Let's go fishing. We can sit near the river.* **Grandma:** *OK. That's a good idea.* <u>Audio 5:</u> **Alex's mum:** *Look, Alex. It's snowing.* **Alex:** *Great! I love the snow. Can we go outside?* **Mum:** *Sure. Let's go skiing. We can go to the mountains.* **Alex:** *Thanks, Mum!* <u>Audio 6:</u> **Sam:** *Hi Alex. Cold weather is great, isn't it?* **Alex:** *I love it! What shall we do today?* **Sam:** *Let's go skating. We can go to the lake.* **Alex:** *Great idea. I'll bring my skates.*	*What does Sam want to do?* *What does Ban suggest doing?* *What does Kim want to do?* *Does Grandma want to go fishing?*
Note: *Come on!* used as an imperative is an encouragement to hurry up.	

Screen 3

Kim: *Hi Alex. It's sunny today. What shall we do?*
Alex: *Let's go swimming.*
Kim: *At the sports centre?*
Alex: *Yes. What do you think?*
Kim: *That's a good idea. Let's go!*
Alex: *Sam, it's cloudy today. There's nothing to do.*
Sam: *Let's go running. We can go to the park.*
Alex: *Sure. Cloudy weather is OK for running.*
Sam: *Great. Come on!*
Ben: *Hi Lucy. What's the matter?*
Lucy: *It's raining. I hate rainy days.*
Ben: *Let's go shopping. We can go to the book shop. Don't you want a new book?*
Lucy: *That's a great idea, Ben. Thanks!*
Kim: *Hi Grandma. What's the weather like today?*
Grandma: *It's warm. What shall we do?*
Kim: *Let's go fishing. We can sit near the river.*
Grandma: *OK. That's a good idea.*
Alex's mum: *Look, Alex. It's snowing.*
Alex: *Great! I love the snow. Can we go outside?*
Mum: *Sure. Let's go skiing. We can go to the mountains.*
Alex: *Thanks, Mum!*
Sam: *Hi Alex. Cold weather is great, isn't it?*
Alex: *I love it! What shall we do today?*
Sam: *Let's go skating. We can go to the lake.*
Alex: *Great idea. I'll bring my skates.*

Key:
1 swimming
2 running
3 shopping



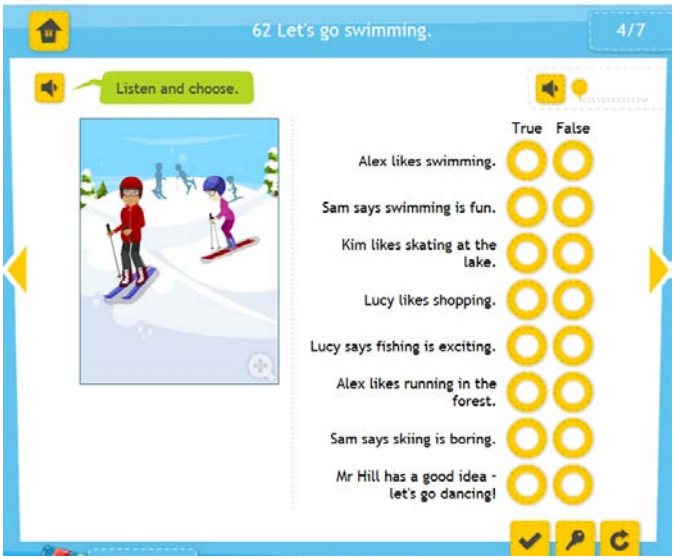
Ask your students to listen and complete the sentences.

4 fishing
5 skiing
6 skating

Screen 4

Mr Hill: *Hello everyone. Let's talk about our class party. What shall we do? Alex?*
Alex: *Let's go swimming! We can go to the sports centre!*
Sam: *That's a good idea, Alex! Swimming is fun!*
Kim: *No, Sam! We always go swimming. Let's go fishing at the lake.*
Lucy: *No, Kim! Fishing is boring. Let's go shopping! I like shopping!*
Alex: *Oh no! That's a terrible idea, Lucy! Let's go outside. Let's go walking in the forest. We can have a picnic.*
Kim: *Hmmm … Sam, how about you?*
Sam: *We often go walking. I have a better idea. Let's go skiing! Skiing is exciting!*
Mr Hill: *Sam, that's a good idea … but there is no snow. It's summer!*
Sam: *Oh yes ... Mr Hill, what do you think?*
Mr Hill: *I have a very good idea! Let's go … dancing!*
Alex: *Huh?*
Kim: *What?*
Sam: *Dancing?!*

Key:
1 T **2** T **3** F **4** T **5** F **6** F **7** F **8** T

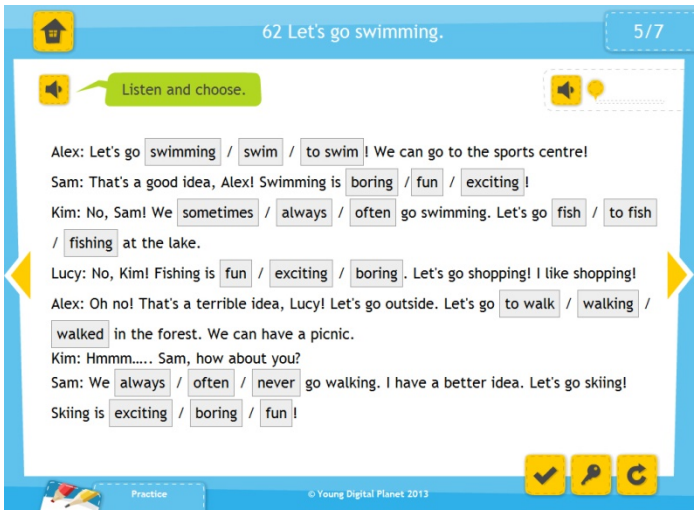


Ask your students to listen and mark the sentences as true or false.

Screen 5

Alex: *Let's go swimming! We can go to the sports centre!*
Sam: *That's a good idea, Alex! Swimming is fun!*
Kim: *No, Sam! We always go swimming. Let's go fishing at the lake.*
Lucy: *No, Kim! Fishing is boring. Let's go shopping! I like shopping!*
Alex: *Oh no! That's a terrible idea, Lucy! Let's go outside. Let's go walking in the forest. We can have a picnic.*
Kim: *Hmmm … Sam, how about you?*
Sam: *We often go walking. I have a better idea. Let's go skiing! Skiing is exciting!*

Key:
1 swimming **2** fun **3** always **4** fishing
5 boring **6** walking **7** often **8** exciting



Ask your students to listen and select the correct form.

Screen 6

Mr Hill: *Now it's your turn. Make new conversations using the prompts and sentence frames.*



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

1. Look at the picture and read the phrases.
2. Select and say the correct response.
3. Repeat as many times as you want to.

	Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs suggesting an activity they would like to do. Tell Ss to either accept or refuse a suggestion.

Follow up with an activity In Handout 2. Ask your students to complete the sentences with the phrases from the box.

Handout 2

Complete the sentences with the words from the box.

fishing	*the sports centre*	*a better idea*	*exciting*	*a terrible idea*

Alex: *Let's go swimming! We can go _____!*

Sam: *That's a good idea, Alex! Swimming is fun!*

Kim: *No, Sam! We always go swimming. Let's go _____ at the lake.*

Lucy: *No, Kim! Fishing is boring. Let's go shopping! I like shopping!*

Alex: *Oh no! That's _____, Lucy! Let's go outside. Let's go walking in the forest. We can have a picnic.*

Kim: *Hmmm … Sam, how about you?*

Sam: *We often go walking. I have _____. Let's go skiing! Skiing is _____!*

Key:

Alex: *Let's go swimming! We can go to the sports centre!*
Sam: *That's a good idea, Alex! Swimming is fun!*
Kim: *No, Sam! We always go swimming. Let's go fishing at the lake.*
Lucy: *No, Kim! Fishing is boring. Let's go shopping! I like shopping!*
Alex: *Oh no! That's a terrible idea, Lucy! Let's go outside. Let's go walking in the forest. We can have a picnic.*
Kim: *Hmmm … Sam, how about you?*
Sam: *We often go walking. I have a better idea. Let's go skiing! Skiing is exciting!*

Handout 1

Write the verb + *-ing* in the correct column:

swim	run	~~rain~~	shop hit	dance come	walk ride	fish	ski	skate

Verb + *ing*	**~~E~~ + *ing***	**Double consonant + *ing***
raining		

Handout 2

Complete the sentences with the words from the box.

fishing	*the sports centre*	*a better idea*	*exciting*	*a terrible idea*

Alex: *Let's go swimming! We can go _____!*

Sam: *That's a good idea, Alex! Swimming is fun!*

Kim: *No, Sam! We always go swimming. Let's go _____ at the lake.*

Lucy: *No, Kim! Fishing is boring. Let's go shopping! I like shopping!*

Alex: *Oh no! That's _____, Lucy! Let's go outside. Let's go walking in the forest. We can have a picnic.*

Kim: *Hmmm … Sam, how about you?*

Sam: *We often go walking. I have _____. Let's go skiing! Skiing is _____!*

Friends 6 Lesson 63	*Let's go for a run.*	Grammar & Speaking

Aims	Talking about activities, making and responding to suggestions	Contents	**Grammar** *Let's go …* **Vocabulary** *run, walk, drive, swim* (nouns) *a bike ride*	Checklist	Handout 1 ordering a dialogue Handout 2 – class survey

Language Analysis

We generally use one negative in an English sentence. Note the various ways in which we can convey the same message:

There's nothing to do.

There isn't anything to do.

Run, *walk, drive, swim* double as both noun and verb form:

I run every day.

Let's go for a run.

Procedure

Warm-up Off the screens

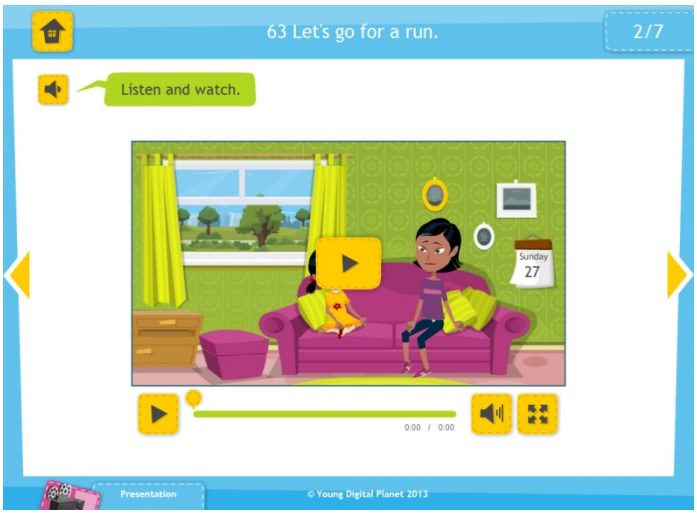
To review the gerunds, ask your students to conduct a survey using Handout 2.

Explain that they have to find classmates who will give a positive answer to each question. Have your students leave their desks, mingle around and ask fellow students questions. Ask them to write down the names of students who answered with a ***yes*** in the chart. Model the first question from the survey:

Do you go fishing with your dad? Yes, I do. /No, I don't.

Screen 2

Kim: *Oh Jill, Sunday afternoon is boring! I've got nothing to do.*
Jill: *Let's go for a walk in the park. We can feed the birds.*
Kim: *We always go for a walk. Let's do something exciting.*
Jill: *Let's go for a swim at the sports centre.*
Kim: *We always go for a swim. Let's do something different.*
Jill: *OK. Let's go for a run.*
Kim: *No. You run slowly, and I run fast. That isn't fun.*
Jill: *Well, let's go for a bike ride. That's fun.*
Kim: *No. It's cold outside.*
Jill: *OK. There's nothing to do. Sunday afternoon is boring!*
Mrs Brown: *Girls, time to go out. Let's go for a drive in the countryside!*
Kim: *Go for a drive?*
Jill: *In the countryside?*
Kim: *Oh, Mum, I can't. I've got lots and lots of homework!*
Jill: *Me too!*



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

Does Jill run fast?
Does Kim run slowly?
Is Sunday afternoon exciting?
Do Kim and Jill really have lots and lots of homework?

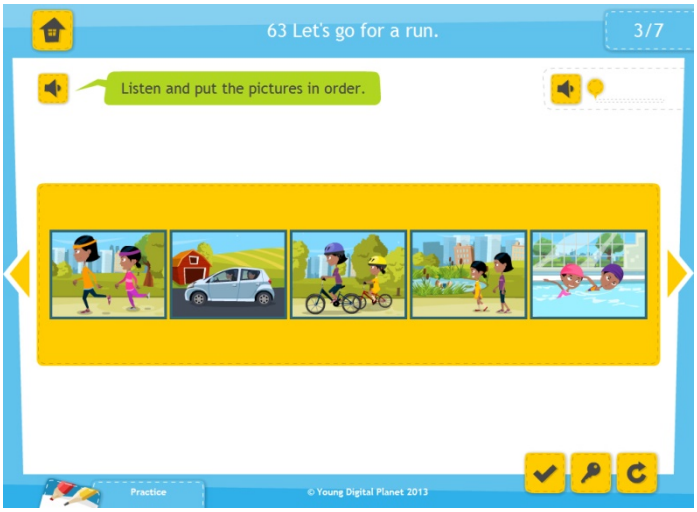
Note: We use *too* in positive sentences to show agreement. It has the same meaning as *also*.

Screen 3

Kim: *Oh Jill, Sunday afternoon is boring! I've got nothing to do.*
Jill: *Let's go for a walk in the park. We can feed the birds.*
Kim: *We always go for a walk. Let's do something exciting.*
Jill: *Let's go for a swim at the sports centre.*
Kim: *We always go for a swim. Let's do something different.*
Jill: *OK. Let's go for a run.*
Kim: *No. You run slowly, and I run fast. That isn't fun.*
Jill: *Well, let's go for a bike ride. That's fun.*
Kim: *No. It's cold outside.*
Jill: *OK. There's nothing to do. Sunday afternoon is boring!*
Mrs Brown: *Girls, time to go out. Let's go for a drive in the countryside!*
Kim: *Go for a drive?*
Jill: *In the countryside?*
Kim: *Oh, Mum, I can't. I've got lots and lots of homework!*
Jill: *Me too!*

Key:





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

Screen 4

Audio 1:
Let's go for a walk in the park.
Audio 2:
Let's go for a swim at the sports centre.
Audio 3:
Let's go for a run.
Audio 4:
Let's go for a bike ride.
Audio 5:
Let's go for a drive in the countryside!

Key: See audio above



Ask your student to rearrange the words in the sentences and listen to check the answers.

Screen 5

Audio 1:
Let's go for a drive in the countryside.
Audio 2:
Let's go for a walk in the park.
Audio 3:
Let's go for a run.
Audio 4:
Let's go for a bike ride.
Audio 5:
Let's go for a swim at the sports centre.

Key:
1 drive
2 walk
3 run
4 bike ride
5 swim



Ask your students to type in the missing letters. Listen to check the answers.

Screen 6

Audio 1:
Let's go for a walk in the park.
Audio 2:
Let's go for a swim at the sports centre.
Audio 3:
Let's go for a run.
Audio 4:
Let's go for a bike ride.
Audio 5:
Let's go for a drive in the countryside!



Give the Ss these instructions for the Memory game.

1. Match the sentence cards with the right audio cards.
2. Play until you make all the cards disappear.
3. Repeat as many times as you want to.

As a follow up try using Handout 1. Ask your students to put the dialogue in order. Check the result with the whole class.

Handout 1

Put the dialogue in the correct order:

1 Oh Jill, Sunday afternoon is boring! I've got nothing to do.
_ Let's go for a swim at the sports centre.
_ We always go for a swim. Let's do something different.
_ We always go for a walk. Let's do something exciting.
_ No. It's cold outside.
_ Go for a drive?
_ Me too!
_ Let's go for a walk in the park. We can feed the birds.
_ Oh, Mum, I can't. I've got lots and lots of homework!
_ Well, let's go for a bike ride. That's fun.
_ OK. Let's go for a run.
_ No. You run slowly and I run fast. That isn't fun.
_ OK. There's nothing to do. Sunday afternoon is boring!
_ Girls, time to go out. Let's go for a drive in the countryside!
_ In the countryside?

Key:

1: *Oh Jill, Sunday afternoon is boring! I've got nothing to do.*
2: *Let's go for a walk in the park. We can feed the birds.*
3: *We always go for a walk. Let's do something exciting.*
4: *Let's go for a swim at the sports centre.*
5: *We always go for a swim. Let's do something different.*
6: *OK. Let's go for a run.*
7: *No. You run slowly, and I run fast. That isn't fun.*
8: *Well, let's go for a bike ride. That's fun.*
9: *No. It's cold outside.*
10: *OK. There's nothing to do. Sunday afternoon is boring!*
11: *Girls, time to go out. Let's go for a drive in the countryside!*
12: *Go for a drive?*
13: *In the countryside?*
14: *Oh, Mum, I can't. I've got lots and lots of homework!*
15: *Me too!*

Optional activity: Handout 2

Find someone who... Ask Ss to go round the class and find people and write their names according to the table.

Handout 2

Find somebody who ...

Question	Name
... goes fishing with his/her dad.	
... goes swimming every week.	
... goes shopping on Sundays.	
... goes skiing in the winter.	
... goes running in the mornings.	
... often goes skating.	

Handout 1

Put the dialogue in the correct order:

1 Oh Jill, Sunday afternoon is boring! I've got nothing to do.

_ Let's go for a swim at the sports centre.

_ We always go for a swim. Let's do something different.

_ We always go for a walk. Let's do something exciting.

_ No. It's cold outside.

_ Go for a drive?

_ Me too!

_ Let's go for a walk in the park. We can feed the birds.

_ Oh, Mum, I can't. I've got lots and lots of homework!

_ Well, let's go for a bike ride. That's fun.

_ OK. Let's go for a run.

_ No. You run slowly, and I run fast. That isn't fun.

_ OK. There's nothing to do. Sunday afternoon is boring!

_ Girls, time to go out. Let's go for a drive in the countryside!

_ In the countryside?

Handout 2

Find somebody who …

Question	Name
… goes fishing with his/her dad.	
… goes swimming every week.	
… goes shopping on Sundays.	
… goes skiing in the winter.	
… goes running in the mornings.	
… often goes skating.	

Friends 6 Lesson 64	*I've got an idea!*	Speaking

Aims	Making and responding to suggestions about daily activities	Contents	**Grammar** *Let's go …*	Checklist	Handout – matching exercise.

Language Analysis

There are several ways of suggesting an activity in English:

1. We can use *let's*:
Let's go to the beach

2. Questions with *shall:*
Shall we go to the beach?

3. Questions with *how about*:
How about going to the beach.

4. Negative questions with *why*:
Why don't we go to the beach?

Procedure

Warm-up Off the screens

1. Draw a chart on the board.

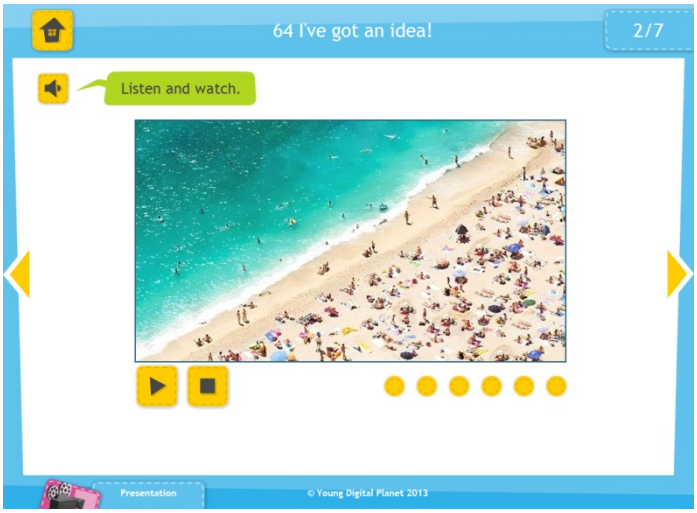
+	-
That's a great / good / fantastic / brilliant idea.	*Oh but it's very cold / wet / rainy / boring.* *It's not a good idea.*

Ask your students out loud:
What shall we do? Let's go for a walk / take a test / let's go outside to play football / go to the beach / go play computer games. etc.

Instruct your students to respond to your questions with a phrase chosen from the box.

Screen 2

Audio 1:
Man 1: *It's a hot day. What can we do?*
Woman 1: *Let's go to the beach. We can go for a swim.*
Man 1: *Yes! That's a good idea. Let's go!*
Audio 2:
Man1: *It's a windy day. What can we do?*
Woman 1: *Let's go for a walk. We can fly a kite in the park.*
Man 1: *OK! That's a great idea. Let's go!*
Audio 3:
Woman 1: *It's a cloudy day. What can we do?*
Man 1: *Let's go fishing. We can go to the river.*
Woman 1: *OK, but we need an*



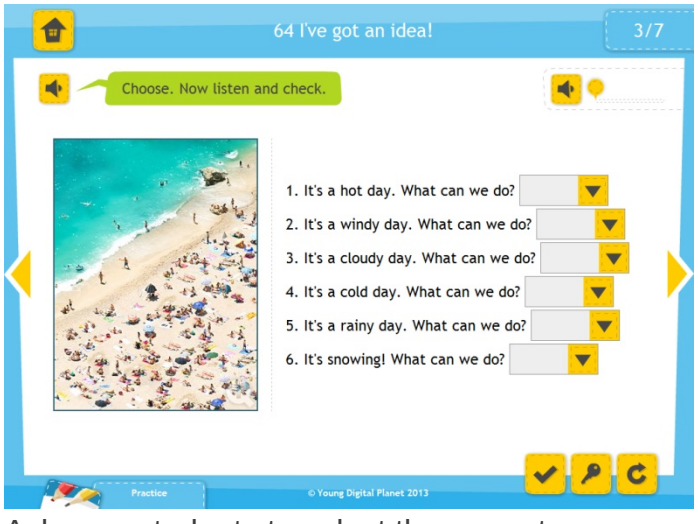
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Is cold and cloudy at the beach?

umbrella and a warm coat. **Man 1:** *Sure!* Audio 4: **Man 1:** *It's a cold day. What can we do?* **Woman 1:** *Let's go skating on the lake.* **Man 1:** *Oh but it's very cold outside!* **Woman 1:** *Well let's stay inside. We can play a computer game.* **Man 1:** *Sure! That's a fantastic idea.* Audio 5: **Woman 1:** *It's a rainy day. What can we do?* **Man 1:** *Let's go shopping. We can buy some new books.* **Woman 1:** *That's a brilliant idea. Let's go!* Audio 6: **Man 1:** *It's snowing! What can we do?* **Woman 1:** *Let's go outside and make a snowman!* **Man 1:** *It's cold! Let's stay inside.* **Woman 1:** *That's boring!*	*Can you fly a kite on a windy day?* *Do you need an umbrella on a cloudy day?* *Can you go skating on a lake when it's hot outside? Etc?*

Note: *Well* is an interjection used to introduce a sentence or resume a conversation.

Screen 3

Audio 1: **Man 1:** *It's a hot day. What can we do?* **Woman 1:** *Let's go to the beach. We can go for a swim.* **Man 1:** *Yes! That's a good idea. Let's go!* Audio 2: **Man1:** *It's a windy day. What can we do?* **Woman 1:** *Let's go for a walk. We can fly a kite in the park.* **Man 1:** *OK! That's a great idea. Let's go!* Audio 3: **Woman 1:** *It's a cloudy day. What can we do?* **Man 1:** *Let's go fishing. We can go to*	 Ask your students to select the correct responses. Listen to check the answers.

the river.
Woman 1: *OK, but we need an umbrella and a warm coat.*
Man 1: *Sure!*
Audio 4:
Man 1: *It's a cold day. What can we do?*
Woman 1: *Let's go skating on the lake.*
Man 1: *Oh but it's very cold outside!*
Woman 1: *Well let's stay inside. We can play a computer game.*
Man 1: *Sure! That's a fantastic idea.*
Audio 5:
Woman 1: *It's a rainy day. What can we do?*
Man 1: *Let's go shopping. We can buy some new books.*
Woman 1: *That's a brilliant idea. Let's go!*
Audio 6:
Man 1: *It's snowing! What can we do?*
Woman 1: *Let's go outside and make a snowman!*
Man 1: *It's cold! Let's stay inside.*
Woman 1: *That's boring!*

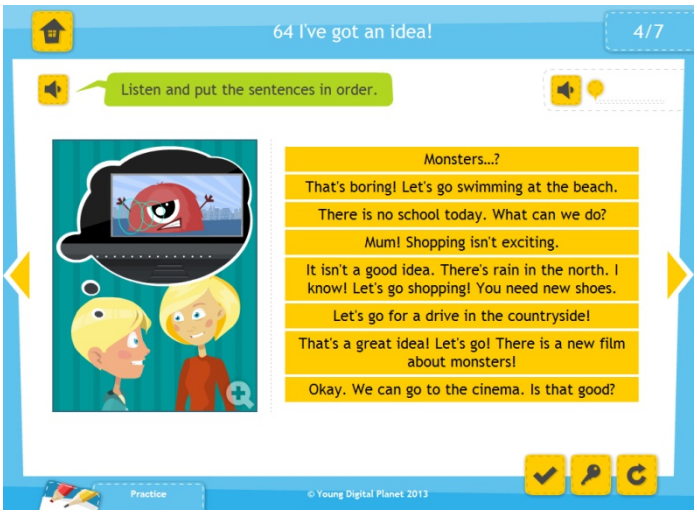
Key:

1. It's a hot day. What can we do?
Let's go to the beach.
2. It's a windy day. What can we do?
We can fly a kite in the park.
3. It's a cloudy day. What can we do?
Let's go fishing.
4. It's a cold day. What can we do?
Let's go skating on the lake.
5. It's a rainy day. What can we do?
Let's go shopping.
6. It's snowing! What can we do?
Let's go outside and make a snowman!

Screen 4

Alex: *There is no school today. What can we do?*
Alex's Mum: *Let's go for a drive in the countryside!*
Alex: *That's boring! Let's go swimming at the beach.*
Alex's Mum: *It isn't a good idea. There's rain in the north. I know! Let's go shopping! You need new shoes.*
Alex: *Mum! Shopping isn't exciting.*
Alex's Mum: *OK. We can go to the cinema. Is that good?*
Alex: *That's a great idea! Let's go! There is a new film about monsters!*
Alex's Mum: *Monsters …?*

Key: See audio above

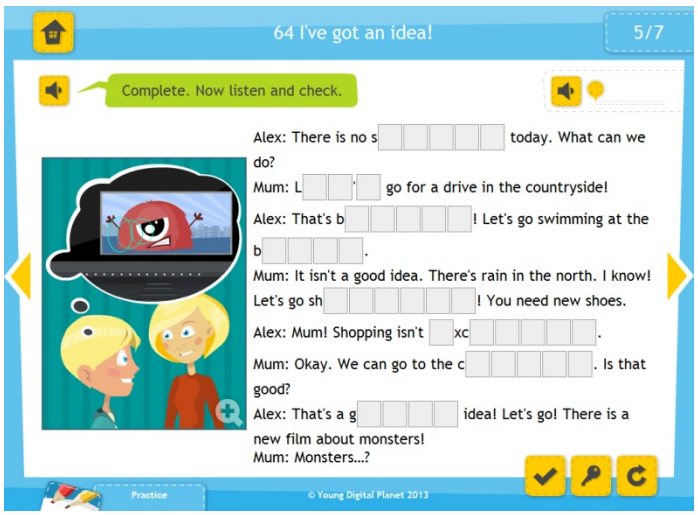


Ask your students to listen to the story and put the sentences in order.

Screen 5

Alex: *There is no school today. What can we do?*
Alex's Mum: *Let's go for a drive in the countryside!*
Alex: *That's boring! Let's go swimming at the beach.*
Alex's Mum: *It isn't a good idea. There's rain in the north. I know! Let's go shopping! You need new shoes.*
Alex: *Mum! Shopping isn't exciting.*
Alex's Mum: *OK. We can go to the cinema. Is that good?*
Alex: *That's a great idea! Let's go! There is a new film about monsters!*
Alex's Mum: *Monsters …?*

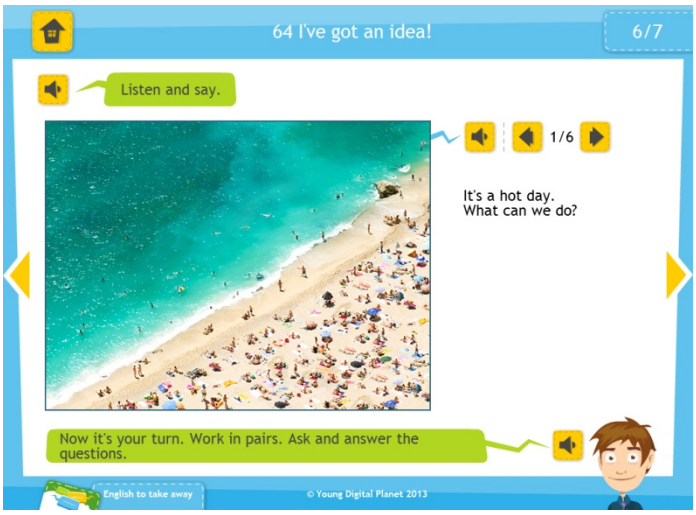
Key:
1 school **2** Let's **3** boring **4** beach
5 shopping **6** exciting **7** cinema **8** great



Ask your students to type in the missing letters. Listen to check the answers.

Screen 6

Audio 1:
Man 1: *It's a hot day. What can we do?*
Woman 1: *Let's go to the beach. We can go for a swim.*
Man 1: *Yes! That's a good idea. Let's go!*
Audio 2:
Man1: *It's a windy day. What can we do?*
Woman 1: *Let's go for a walk. We can fly a kite in the park.*
Man 1: *OK! That's a great idea. Let's go!*
Audio 3:
Woman 1: *It's a cloudy day. What can we do?*
Man 1: *Let's go fishing. We can go to the river.*
Woman 1: *OK, but we need an umbrella and a warm coat.*
Man 1: *Sure!*
Audio 4:
Man 1: *It's a cold day. What can we do?*
Woman 1: *Let's go skating on the lake.*
Man 1: *Oh but it's very cold outside!*
Woman 1: *Well let's stay inside. We can play a computer game.*
Man 1: *Sure! That's a fantastic idea.*
Audio 5:
Woman 1: *It's a rainy day. What can we do?*
Man 1: *Let's go shopping. We can buy some new books.*
Woman 1: *That's a brilliant idea. Let's go!*
Audio 6:
Man 1: *It's snowing! What can we do?*
Woman 1: *Let's go outside and make a snowman!*
Man 1: *It's cold! Let's stay inside.*
Woman 1: *That's boring!*



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

1. Look at the picture and read the sentences.
2. Listen to and repeat the answers.
3. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask their friends what they can do with various weather conditions.

Follow up with an activity in Handout 1. Ask your students to think about the weather conditions best suitable for the given activities.

Handout

Describe the weather for the activities.

1. *It's a cloudy day*

Let's go fishing. We need an umbrella and a warm coat.

2. _____

Let's go for a walk. We can fly a kite in the park.

3. _____

Let's go to the beach. We can go for a swim.

4. _____

Let's go skating on the lake.

5. _____

Let's go shopping. We can buy some new books.

6. _____

Let's go outside and make a snowman!

Key:

1. It's a cloudy day.
Let's go fishing. We need an umbrella and a warm coat.
2. It's a windy day.
Let's go for a walk. We can fly a kite in the park.
3. It's a hot day.
Let's go to the beach. We can go for a swim.
4. It's a cold day.
Let's go skating on the lake.
5. It's a rainy day.
Let's go shopping. We can buy some new books.
6. It's snowing!
Let's go outside and make a snowman!

Handout

Describe the weather for the activities.

1. *It's a cloudy day* _____

Let's go fishing. We need an umbrella and a warm coat.

2. _____

Let's go for a walk. We can fly a kite in the park.

3. _____

Let's go to the beach. We can go for a swim.

4. _____

Let's go skating on the lake.

5. _____

Let's go shopping. We can buy some new books.

6. _____

Let's go outside and make a snowman!

Friends 6 Lesson 65	*Wear a raincoat and bring an umbrella.*	Vocabulary
Aims	Describing clothes suitable for specific activities	
Contents	**Grammar** Imperatives **Vocabulary** *Wear, raincoat, rain boots, shorts, t-shirt, baseball cap, jeans, jumper, jacket, trainers*	
Checklist	Handout – drawing clothes Coloured pencils	

Language Analysis

The imperative is a grammatical mood that forms commands or requests.
In English the subject pronoun is usually omitted in imperative sentences:
Wear a raincoat.
Wear your jeans and a jumper.

Procedure

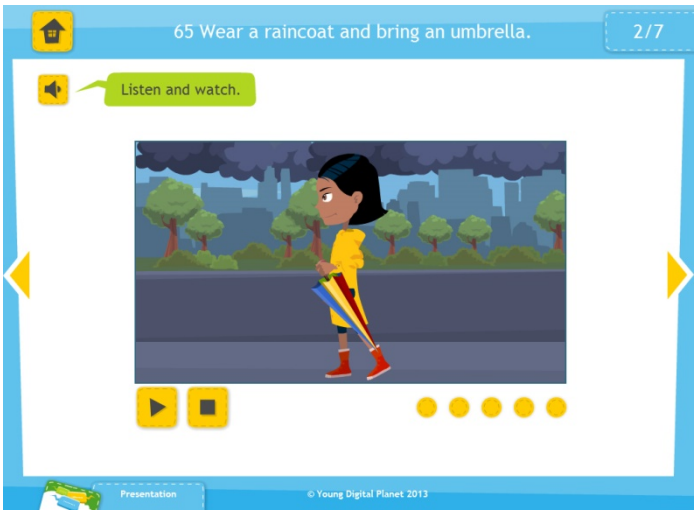
Warm-up Off the screens

Give your students review of body parts while practising the imperative form by playing the game of ***Simon says***. Assemble your students in a circle. Tell them to follow your instructions only when you say Simon says first. Students who fail to follow your instructions or do the actions without the proceeding "Simon says" lose and are eliminated from the game. The last person left wins the game. The instructions usually include physical actions and body parts and may include: *Touch your nose, jump up, raise your hand, stand up, sit down, snap your fingers* etc. Don't worry if your students are unfamiliar with the language used in instructions and simply demonstrate the actions with your instructions / orders.

Rather than have only one person give instructions, have students stand in a circle and take turns being Simon. This way when you give your introduction, students will have already had some practice using the imperative structure.

Screen 2

Audio 1:
Alex: *Kim, let's go for a walk to the waterfall.*
Kim: *It's cloudy.*
Alex: *That's OK. Wear a raincoat and rain boots.*
Kim: *I can bring an umbrella, too. We'll be fine.*
Audio 2:
Kim: *Sam, let's go fishing at the lake.*
Sam: *It's really hot!*
Kim: *Wear shorts and a t-shirt. Wear a baseball cap, too.*
Sam: *All right! I can bring a water bottle, too!*
Audio 3:
Sam: *Lucy, let's go to the park. We can fly a kite.*
Lucy: *It's cold and windy!*
Sam: *Wear your jeans and a jumper.*
Lucy: *Good idea. I can bring a warm jacket, too.*
Audio 4:
Kim: *Jill, there is a dance class at the sports centre. Let's go!*
Jill: *I haven't got any dance clothes.*
Kim: *Wear a pretty skirt and a blouse, and wear trainers on your feet. You'll be fine.*
Audio 5:
Sam: *Ann! It's snowing! Let's make a snowman!*
Ann: *I haven't got any winter clothes.*
Sam: *You've got warm trousers and a coat. You can wear my winter boots.*
Ann: *All right! I love the snow!*



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

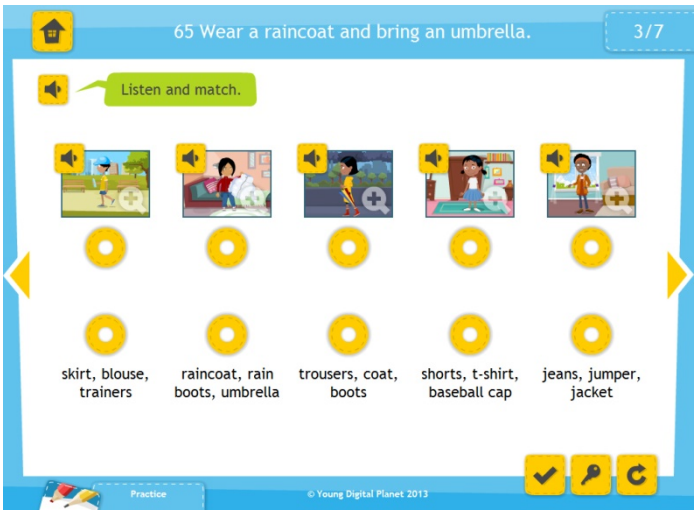
Where does Alex want to go?
Where does Sam want to go?
What clothes should Jill wear for the dance class? Etc.

Note: A *boot* is a kind of footwear covering the foot and part or all of the leg e.g. *cowboy boots*

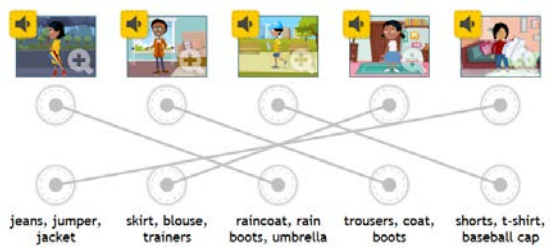
Screen 3

Audio 1:
Alex: *Kim, let's go for a walk to the waterfall.*
Kim: *It's cloudy.*
Alex: *That's OK. Wear a raincoat and rain boots.*
Kim: *I can bring an umbrella, too. We'll be fine.*
Audio 2:
Kim: *Sam, let's go fishing at the lake.*
Sam: *It's really hot!*
Kim: *Wear shorts and a t-shirt. Wear a baseball cap, too.*
Sam: *All right! I can bring a water bottle, too!*
Audio 3:
Sam: *Lucy, let's go to the park. We can fly a kite.*
Lucy: *It's cold and windy!*
Sam: *Wear your jeans and a jumper.*
Lucy: *Good idea. I can bring a warm jacket, too.*
Audio 4:
Kim: *Jill, there is a dance class at the sports centre. Let's go!*
Jill: *I haven't got any dance clothes.*
Kim: *Wear a pretty skirt and a blouse, and wear trainers on your feet. You'll be fine.*
Audio 5:
Sam: *Ann! It's snowing! Let's make a snowman!*
Ann: *I haven't got any winter clothes.*
Sam: *You've got warm trousers and a coat. You can wear my winter boots.*
Ann: *All right! I love the snow!*

Key:



Ask your students to listen and match the pictures with appropriate items of clothing.



Screen 4

Key:



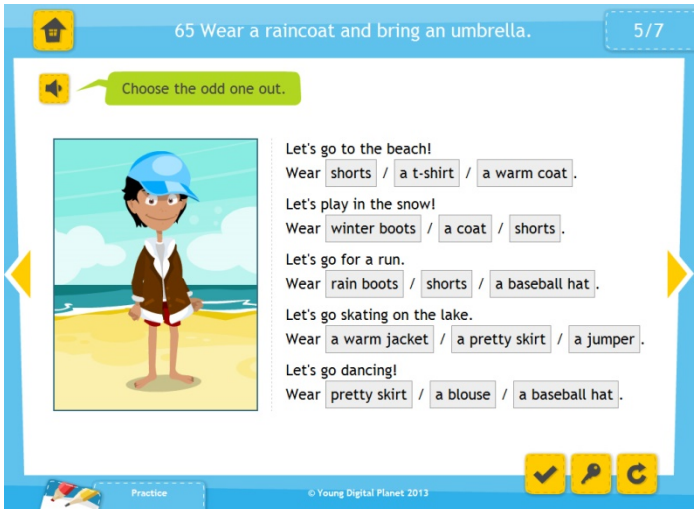


Ask your students to label the picture by dragging correct words into the gaps.

Screen 5

Key:

1 a warm coat
2 shorts
3 rain boats
4 a pretty skirt
5 a baseball hat



Ask your students to choose the odd words out.

	Remind them that *odd* means *different* / *strange*.

Screen 6

Audio: *What do you wear at the beach?* *What do you wear to go shopping?* *What do you wear to go for a bike ride?* *What do you wear to go fishing?* *What do you wear to go for a drive in the countryside?*	 Give the Ss these instructions for the game. 1. Press Start to spin the wheels. 2. Answer the question. 3. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask similar questions with the words they know.

Follow up with the Handout. Ask your students to read the instructions and draw the clothes of different characters.



Handout

Read the instructions and draw the clothes.

Wear a raincoat and rain boots. Bring an umbrella, too 	*Wear shorts and a t-shirt. Wear a baseball cap, too.* 
Wear your jeans and a jumper. Bring a warm jacket, too. 	*Wear a pretty skirt and a blouse, and wear trainers on your feet.* 

Friends 6 Lesson 66		*Where did you go on Sunday?*		Grammar & Functions	
Aims	Students can: -talk about places they went at specific times, using the past simple tense.	Contents	**Grammar** Past simple tense Questions with *Where* + Adverbial phrases of place **Vocabulary** *Where did you go on Sunday?* *We went to the seaside.*	Checklist	2 master handouts (Handout 1 – individual work, Handout 2 – individual work): past simple sentences and multiple choice exercise.

Language Analysis

Grammar: Past simple

Use

1) action finished in the past

I visited Berlin last week.

2) series of completed actions in the past

First I got up, then I had breakfast

3) together with the Past Progressive/Continuous – he past simple interrupted an action which was in progress in the past.

They were playing cards when the telephone rang.

Signal words

yesterday, last week, a month ago, in 2002

Form

- with regular verbs: infinitive + *-ed*
- with irregular verbs: 2nd column of the table of the irregular verbs

Examples

Affirmative sentences:

regular verbs irregular verbs

I played football. I went to the cinema.

We visited Alaska last year. We were in Rome yesterday.

Negative sentences:

You must not negate a full verb in English. Always use the auxiliary *did* (past simple of *to do*) for negatives.

I played football.
I didn't play football.
He didn't play football.
Questions:
Use the auxiliary did (past simple of *to do*).
Did you play football?
Did he play football?

Procedure

Warm-up Off the screens

Handout 1

1. yesterday –
2. three days ago –
3. last Saturday evening –
4. last Sunday afternoon –
5. one month ago –
6. 31st December 2013 –

1. Give out Handout 1 to each of the Ss.
2. Ask them to fill in the handout with their own sentences stating what they did on those particular dates.
3. Ask the Ss to write the sentences next to each point.
4. Nominate some Ss to read out their answers by asking them: *Tom, what did you do yesterday? Kate, what did you do last Sunday afternoon?*
5. Correct the Ss whenever necessary.

Screen 2

Lucy: *Kim, Alex, Sam! I phoned you on Sunday, but no one was at home. Where did you go on Sunday?*
Alex: *I'm sorry, Lucy. I was with my parents. We went to the seaside.*
Lucy: *Oh wow! Did you have fun?*
Alex: *Yes! We went swimming in the sea. It was a hot day.*
Lucy: *How about you Kim? Where were you?*
Kim: *I'm sorry, Lucy. I went to the mountains with my parents and my sister.*
Lucy: *Nice! Did you have a good time?*
Kim: *Yes! We walked to the waterfall. It was great. It was a sunny day.*
Lucy: *Sam, where were you?*
Sam: *I'm sorry, too, Lucy. I went to the sports centre with my dad. We played basketball.*
Lucy: *That's OKOK.*
Kim: *Lucy, I have a great idea! Let's go to town on Saturday. We can go shopping. We can go to the cinema and the library and …*
Lucy: *That is a good idea, I'd love to come.*



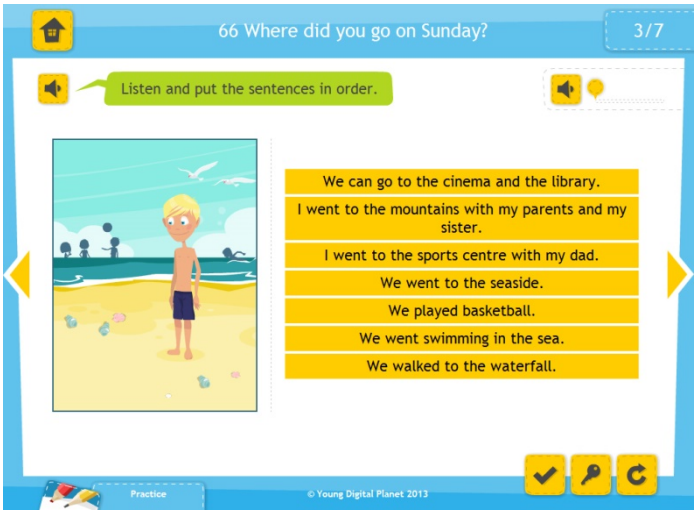
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Allow the Ss to listen to and watch the animation twice. Ask the Ss questions to check their understanding of the dialogue: *Where was Alex on Sunday? What did Sam do on Sunday?*

Screen 3

Lucy: *Kim, Alex, Sam! I phoned you on Sunday, but no one was at home. Where did you go on Sunday?*
Alex: *I'm sorry, Lucy. I was with my parents. We went to the seaside.*
Lucy: *Oh wow! Did you have fun?*
Alex: *Yes! We went swimming in the sea. It was a hot day.*
Lucy: *How about you Kim? Where were you?*
Kim: *I'm sorry, Lucy. I went to the mountains with my parents and my sister.*
Lucy: *Nice! Did you have a good time?*
Kim: *Yes! We walked to the waterfall. It was great. It was a sunny day.*
Lucy: *Sam, where were you?*
Sam: *I'm sorry, too, Lucy. I went to the sports centre with my dad. We played basketball.*
Lucy: *That's OK.*
Kim: *Lucy, I have a great idea! Let's go to town on Saturday. We can go shopping. We can go to the cinema and the library and …*
Lucy: *That is a good idea, I'd love to come.*

Key:
1 We went to the seaside.
2 We went swimming in the sea.
3 I went to the mountains with my parents and my sister.
4 We walked to the waterfall.
5 I went to the sports centre with my dad.
6 We played basketball.
7 We can go to the cinema and the library.



Ss listen to the audio material and put the sentences in order.

Screen 4

Audio 1:
We went to the seaside.
Audio 2:
We went swimming in the sea.
Audio 3:
I went to the mountains with my parents and my sister.
Audio 4:
We walked to the waterfall.
Audio 5:
We can go to the cinema and the library.
Audio 6:
I went to the sports centre with my dad.
Audio 7:
We played basketball.

Key: See audio above.

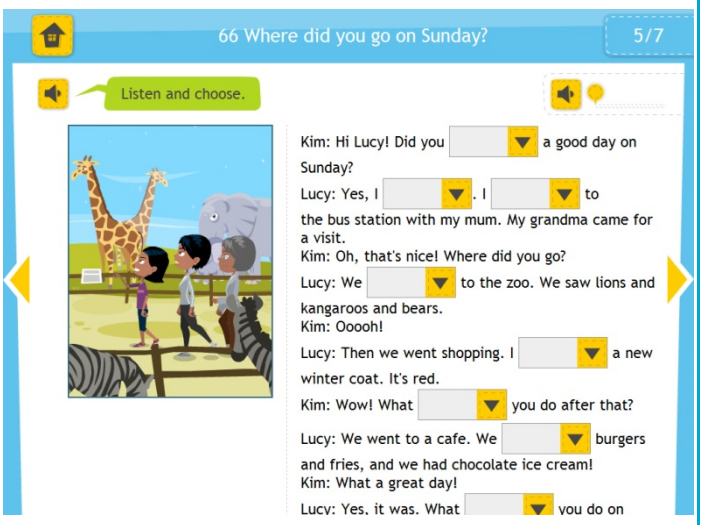


Ss listen to the audio material and put the words in order to make full sentences.

Screen 5

Kim: *Hi Lucy! Did you have a good day on Sunday?*
Lucy: *Yes, I did. I went to the bus station with my mum. My grandma came for a visit.*
Kim: *Oh, that's nice! Where did you go?*
Lucy: *We went to the zoo. We saw lions and kangaroos and bears.*
Kim: *Ooooh!*
Lucy: *Then we went shopping. I got a new winter coat. It's red.*
Kim: *Wow! What did you do after that?*
Lucy: *We went to a cafe. We had burgers and fries, and we had chocolate ice cream!*
Kim: *What a great day!*
Lucy: *Yes, it was. What did you do on Sunday, Kim?*

Key:
1 have **2** did **3** went **4** went **5** got
6 did **7** had **8** did



This is a grammar exercise in the form of a listening task. Ss listen to the recording and choose the right answer. You may ask them first to complete the sentences and only then to listen to the audio and check their answers. Discuss each answer with the Ss to make sure they understand the differences between the correct and incorrect sentences.

Additional activity:

Handout 2

1.Jack, Kate and I _____ in this competition.

a. taked part b. took part c. did took part

2. She _____ in my company in 1989.

a. worked b. is worked c. workd

3. My parents _____ me money for a new computer.

a. don't gave b. didn't gave c. didn't give

4. _____ supper yesterday evening?

a. Did you eat b. Ate you c. Did you ate

5. I _____ Spanish when I _____ ten.

a. understood, be b. understood, was c. understood, were

6. My teacher _____ me a lot.

a. like b. didn't liked c. didn't like

7.Yesterday we all _____ to the cinema to watch a nice comedy.

a. went b. goed c. did go

8. As a child he _____ polite, so she punished him a lot.

a. didn't be b. weren't c. wasn't

9. Last year we _____ to Italy and _____ many famous places.

a. go, visit b. goed, visited c. went, visited

10. _____ she _____ this beautiful dress in London?

a. Does/buy b. Did/buy c. Did/bought

1. Give out Handout 2 to each of the Ss.
2. The task is to choose the correct answer, a, b or c.
3. Nominate some students to read out their answers. Correct whenever necessary and make sure that the Ss know the differences between the answers.

Key: **1** b **2** a **3** c **4** a **5** b **6** c **7** a **8** c **9** c **10** b

Screen 6

Audio:

Where did you go on Monday?
Where did you go on Tuesday?
Where did you go on Wednesday?
Where did you go on Thursday?
Where did you go on Friday?
Where did you go on Saturday?
Where did you go on Sunday?



Give the Ss the following instructions for the game.

1. Ss listen to the questions on the audio.
2. They click on the day of the week that is being mentioned on the recording.
3. Repeat as many times as you need to.

Now it's your turn. Students work in pairs and take turns to ask and answer.

Handout 1

1. yesterday –

2. three days ago –

3. last Saturday evening –

4. last Sunday afternoon –

5. one month ago –

6. 31st December 2013 –

Handout 2

1.Jack, Kate and I _____ in this competition.

a. taked part b. took part c. did took part

2. She _____ in my company in 1989.

a. worked b. is worked c. workd

3. My parents _____ me money for a new computer.

a. don't gave b. didn't gave c. didn't give

4. _____ supper yesterday evening?

a. Did you eat b. Ate you c. Did you ate

5. I _____ Spanish when I _____ ten.

a. understood, be b. understood, was c. understood, were

6. My teacher _____ me a lot.

a. like b. didn't liked c. didn't like

7.Yesterday we all _____ to the cinema to watch a nice comedy.

a. went b. goed c. did go

8. As a child he _____ polite, so she punished him a lot.

a. didn't be b. weren't c. wasn't

9. Last year we _____ to Italy and _____ many famous places.

a. go, visit b. goed, visited c. went, visited

10. _____ she _____ this beautiful dress in London?

a. Does/buy b. Did/buy c. Did/bought

Friends 6 Lesson 67	*We went for a bike ride.*	Grammar & Functions

Aims	Students can: -describe past activities -use frequency adverbs appropriately	Contents	**Grammar** *Went for* + noun, +adverbial phrases, frequency adverbs Past simple affirmative, negative and questions **Vocabulary** *theatre, boat ride,* Everyday English: *We missed you!*	Checklist	1 master handout (individual work): sentence completion with past simple

Language Analysis

Grammar: Forming the Past Simple Tense: with most verbs Simple Past is formed by adding *-ed*. However, with some verbs you need to add *-d* or change the form a liitle. Here are the rules:

Verb ending in ….	How to make past simple	Examples
e	Add *-d*	*live – lived*
Consonant + *y*	Change *y* into *i* and add *-ed*	*try – tried*
One vowel + one consonant (but not *w* or *y*)	Double the consonant, then add *-ed*	*commit – committed*
Anything else including *w*	Add *-ed*	*show –showed, boil – boiled*

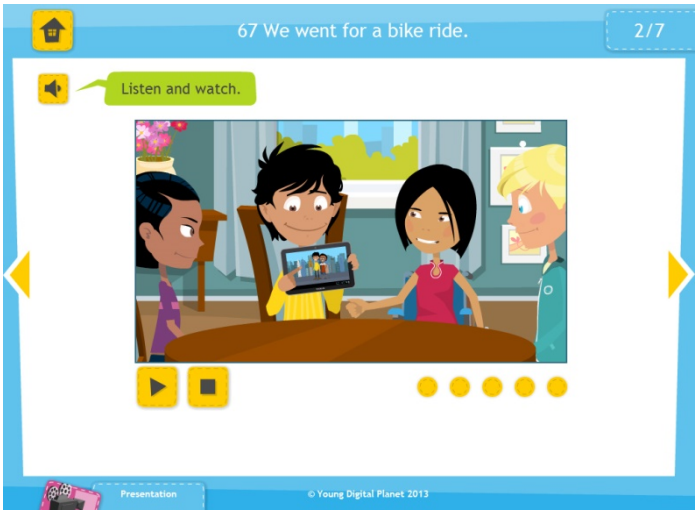
Procedure

Warm-up Off the screens

1. Write on the board the beginning of a sentence: *Did you…?*
2. Ask some students questions like: *Did you go for a walk yesterday? Did you watch TV last Monday?* Elicit answers from the students.
3. Ask the Ss to work in pairs and make 3–4 questions that start from *Did you …?* That they would like to ask their partners.
4. Tell the Ss to ask each other the questions and elicit answers form the partners.
5. Monitor the Ss and correct whenever necessary.

Screen 2

Audio 1:
Lucy: *Sam, welcome back! We missed you! How was your holiday in New York?*
Sam: *It was great! I stayed at Ann's house. She lives near a big park.*
Audio 2:
Alex: *Did you go to the park every day?*
Sam: *Most days. Sometimes we went for a bike ride in the park but usually we went for a walk. We often had a picnic.*
Audio 3:
Kim: *Nice! What other things did you do?*
Sam: *We went to the theatre and the museum. New York is next to the sea, and one day we went for a boat ride!*
Audio 4:
Alex: *Great! Did you go to the countryside?*
Sam: *Yes, one day we went for a drive in the countryside with my aunt and uncle. It was fun. We went to the seaside, too!*
Audio 5:
Lucy: *The seaside?*
Sam: *Yes. We went for a swim in the*



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

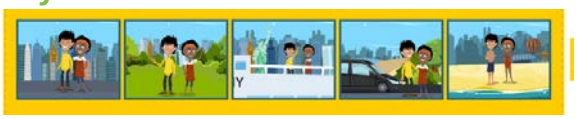
sea. It was cold! **Alex:** *Sam, you're so lucky!* **Kim:** *Yes! Sam, I've got a question. Can I come with you next time?*	

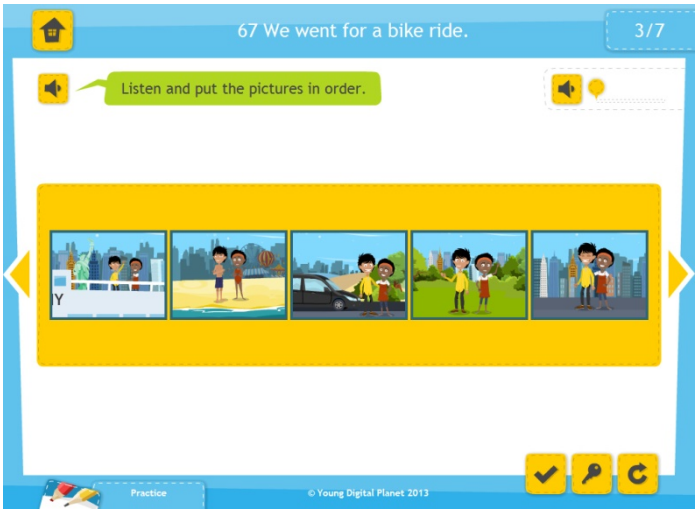
Note: Allow the Ss to listen to and watch the animation twice. Ask some questions to check their understanding of the dialogue, e.g. *Where did Sam go for holidays? Did he go to the countryside?*

Screen 3

Lucy: *Sam, welcome back! We missed you! How was your holiday in New York?*
Sam: *It was great! I stayed at Ann's house. She lives near a big park.*
Alex: *Did you go to the park every day?*
Sam: *Most days. Sometimes we went for a bike ride in the park but usually we went for a walk. We often had a picnic.*
Kim: *Nice! What other things did you do?*
Sam: *We went to the theatre and the museum. New York is next to the sea, and one day we went for a boat ride!*
Alex: *Great! Did you go to the countryside?*
Sam: *Yes, one day we went for a drive in the countryside with my aunt and uncle. It was fun. We went to the seaside, too!*
Lucy: *The seaside?*
Sam: *Yes. We went for a swim in the sea. It was cold!*
Alex: *Sam, you're so lucky!*
Kim: *Yes! Sam, I've got a question. Can I come with you next time?*

Key:



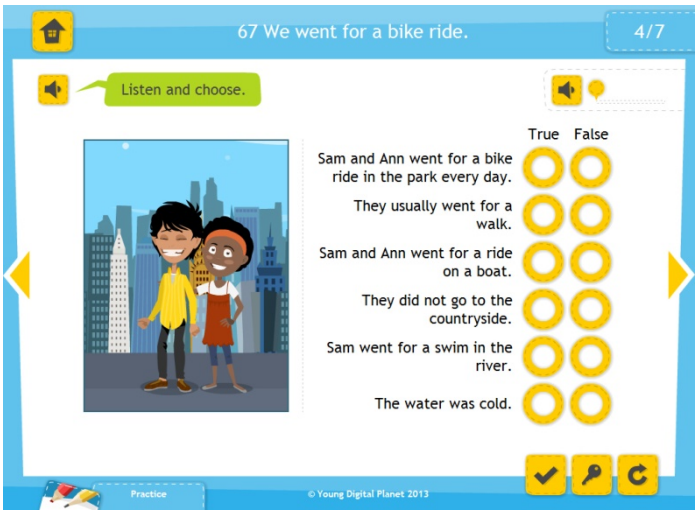


Ss listen to the dialogue and put the pictures in the correct sentences as they hear about them.

Screen 4

Lucy: *Sam, welcome back! We missed you! How was your holiday in New York?*
Sam: *It was great! I stayed at Ann's house. She lives near a big park.*
Alex: *Did you go to the park every day?*
Sam: *Most days. Sometimes we went for a bike ride in the park but usually we went for a walk. We often had a picnic.*
Kim: *Nice! What other things did you do?*
Sam: *We went to the theatre and the museum. New York is next to the sea, and one day we went for a boat ride!*
Alex: *Great! Did you go to the countryside?*
Sam: *Yes, one day we went for a drive in the countryside with my aunt and uncle. It was fun. We went to the seaside, too!*
Lucy: *The seaside?*
Sam: *Yes. We went for a swim in the sea. It was cold!*
Alex: *Sam, you're so lucky!*
Kim: *Yes! Sam, I've got a question. Can I come with you next time?*

Key:
1 F **2** T **3** T **4** F **5** F **6** T



This is another listening exercise that checks the Ss' understanding of the dialogue from Screen 1. Ss listen to the dialogue and decide whether the Ss are true (T) or false (F).

Screen 5

Ann: *Hello?*
Peter: *Hi Ann! Where did you go last week? I went to your house, but you were not at home.*
Ann: *Oh, my cousin Sam was here from England.*
Peter: *Really? What did you do?*
Ann: *We did lots of cool things. We went for bike rides in the park. We went for walks in the park, too.*
Peter: *That sounds nice!*
Ann: *Yes, Sam is great! One day we went for a boat ride. Sam liked it!*
Peter: *Did you go to the theatre?*
Ann: *Yes, and the museum. Sam liked the paintings. Oh! One day we went to the seaside. Sam went for a swim in the sea. Then we went to a restaurant and had burgers and fries! Sam loved it.*
Peter: *Sam is a good New York boy now!*

Key:
1 went **2** were **3** was **4** did **5** went
6 liked **7** Did **8** went **9** had



Ss choose the correct verb form as they listen to the recording. You may ask the Ss first to choose the answers and only then to listen and check.

Additional activity:

Handout

1. Last year I _____ (spend) my holiday in Ireland.

2. It _____ (be) great.

3. I _____ (travel) around by car with two friends and we _____ (visit) lots of interesting places.

4. In the evenings we usually _____ (go) to a pub.

5. One night we even _____ (learn) some Irish dances.

6. We _____ (be) very lucky with the weather.

7. It _____ (not / rain) a lot.

8. But we _____ (see) some beautiful rainbows.

9. Where _____ (spend / you) your last holiday?

1. Give out the Handout to each of the Ss.
2. The task is to complete the sentences with the correct form of the verb in brackets.
3. Nominate some students to read their answers aloud and make sure that everybody understands why a given answer is correct.

Key:
1 spent **2** was **3** travelled **4** visited **5** learnt **6** were **7** didn't rain **8** saw **9** did you spend

Screen 6

Child 1: *How was your holiday?*
Child 2: *It was great.*



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

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

Now it's your turn. Work in pairs. Ask questions with words you know.

Note: Students use the prompt as a conversation starter. The dialogue can go for as long as students wish.

Handout

1. Last year I _____ (spend) my holiday in Ireland.

2. It _____ (be) great.

3.I _____ (travel) around by car with two friends and we _____ (visit) lots of interesting places.

4.In the evenings we usually _____ (go) to a pub.

5.One night we even _____ (learn) some Irish dances.

6.We _____ (be) very lucky with the weather.

7.It _____ (not / rain) a lot.

8.But we _____ (see) some beautiful rainbows.

9. Where _____ (spend / you) your last holiday?

	Friends 6 Lesson 68		*I had a fantastic week!*		Reading & Speaking
Aims	Students can: -read texts about past-tense activities -ask and respond to questions	Contents	Reading and speaking skills	Checklist	1 master handout (individual work): make sentences in the past simple

Language Analysis

***

waterfall /***'wɔːtəfɔːl***/

countryside /'***kʌntrisaɪd***/

seaside - /'***siːsaɪd***/

Procedure

Warm-up Off the screens

1. Give out the Handout to each Ss.

Handout

What did you do yesterday?

NAME	WHAT

2. Ask them to talk to their classmates and collect information about what they did

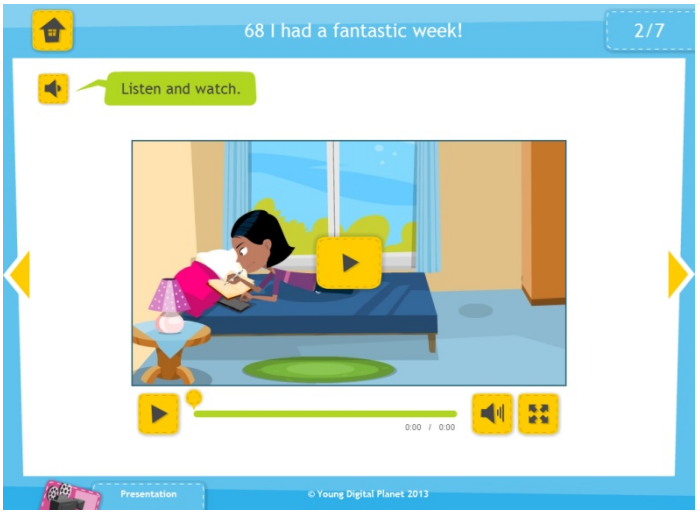
yesterday.

3. Ask some Ss to report back to the class after the activity is done.

Screen 2

Audio:

Dear Diary,
I had a fantastic week! My friend May came to my house for a holiday. We did lots of great things. On Monday we went for a walk in the town. She liked the museum and the sports centre. On Tuesday we went to the seaside with Mum. We went for a swim in the sea. It was warm! After our swim we had pizza and orange juice. It was delicious! The next day we went for a drive in the countryside. We bought apples and eggs at a farm. Usually I don't like drives in the countryside, but this one was fun. On Thursday we went to the shopping centre. On Friday we went for a bike ride to the waterfall. Yesterday we were tired, and we slept all day!
Love,
Kim



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

Note: Allow the Ss to listen to and watch the animation twice to consolidate the text.

Screen 3

Dear Diary,
I had a fantastic week! My friend May came to my house for a holiday. We did lots of great things. On Monday we went for a walk in the town. She liked the museum and the sports centre. On Tuesday we went to the seaside with Mum. We went for a swim in the sea. It was warm! After our swim we had pizza and orange juice. It was delicious! The next day we went for a drive in the countryside. We bought apples and eggs at a farm. Usually I don't like drives in the countryside, but this one was fun. On Thursday we went to the shopping centre. On Friday we went for a bike ride to the waterfall. Yesterday we were tired, and we slept all day!
Love,
Kim

Key:
1 F **2** T **3** F **4** T **5** F **6** F **7** T **8** F

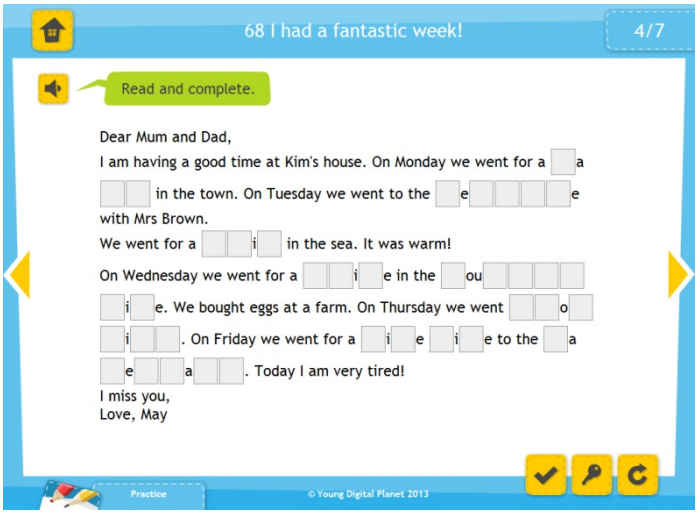


Ss listen to the audio material from Screen 1 and decide if the sentences are true (T) or false (F).

Note: As an extension, ask the Ss to correct the false sentences.

Screen 4

Key:
1 walk **2** seaside **3** swim **4** drive
5 countryside **6** shopping **7** bike ride
8 waterfall

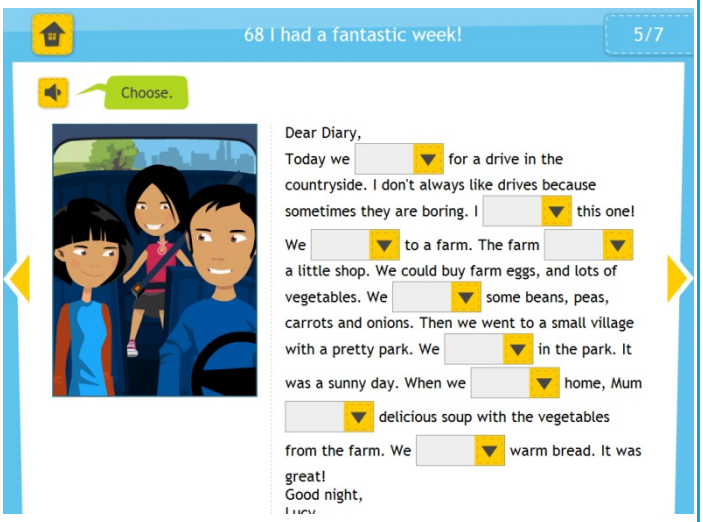


Ss complete the text letters to get full words. Nominate some students to spell the written

	words.

Screen 5

Key:
1 went
2 liked
3 went
4 had
5 got
6 sat
7 came
8 cooked
9 had



This is a grammar activity in which the Ss choose the correct forms of the verbs.

Screen 6

Audio 1:
Do you like bike rides? Why?
Audio 2:
Do you like drives in the countryside? Why?
Audio 3:
Do you sometimes go for a swim?
Audio 4:
What is your favourite place in your town?
Audio 5:
Is there a waterfall in your town?
Audio 6:
Where is the best place to go for a walk?



Give the Ss these instructions for a 'Listen and say" activity.

1. Ss click on the audio and listen to the question asked, they also see the question in point 1.
2. Ss try to answer each question.

	Monitor and correct the SS whenever necessary.
Note: Encourage students to elaborate on their answers, i.e. not just ‘yes’ or ‘no’. Students can write up their descriptions or write a letter as an extension then read them aloud to the class.	

Handout

What did you do yesterday?

NAME	WHAT

Friends 6 Lesson 69	*Can I have something to drink?*	Pronunciation

Aims	Contents	Checklist
Students can: - distinguish between *-in* / *-ing* / *-ink* in word final position - correctly pronounce words with these sounds	**Vocabulary** *bin*	1 master handout (individual work): minimal pairs

Language Analysis

Pronunciation:

Both /n/ and /ŋ/ (*-ing*) are pronounced with air coming through your nose, with you blocking the air in your mouth with the front of your tongue for /n/ and the back of your tongue for /ŋ/.

Procedure

Warm-up Off the screens

Handout

1	2
gone	gong
win	wing
sun	sung
ton	tongue
kin	king
hand	hanged
ban	bang
thin	thing

1. Give out the Handout to each pair of students.
2. Read out loud each column and ask the Ss to repeat after you.
3. Give Ss some time to practise the pronunciation of the words ALOUD.
4. Ask each student to read one column aloud. Correct whenever necessary.

Screen 2

Audio 1:
Kim: *Can I have something to drink?*
Woman 1: *Of course. How about some milk?*
Audio 2:
Man 1: *Let's go fishing!*
Man 2: *Great idea! We can fish in the lake.*
Audio 3:
Woman 1: *Is this a good football match?*
Man 1: *Yes, it is. I think it's great!*
Audio 4:
Man 1: *What colour is your new jacket?*
Woman 1: *It's pink. I love it.*
Audio 5:
Man 1: *What do you do in the evening?*
Woman 1: *I drink tea and watch TV.*
Audio 6:
Man 1: *Let's go for a swim.*
Woman 1: *OK! We can go swimming at the sports centre.*
Audio 7:
Woman 1: *Where can I put this paper?*
Man 1: *Put it in the rubbish bin.*
Audio 8:
Man 1: *Let's go skating!*
Woman 1: *It's cold. Let's stay in the house.*



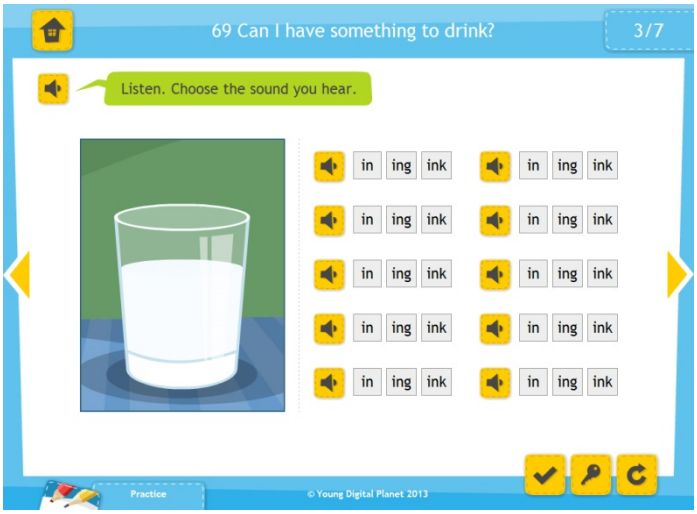
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Audio 1:
something
Audio 2:
drink
Audio 3:
fishing
Audio 4:
in
Audio 5:
think
Audio 6:
pink
Audio 7:
evening
Audio 8:
swimming
Audio 9:
bin
Audio 10:
skating

Key:
1 ing **2** ink
3 ink **4** ing
5 ing **6** ing
7 in **8** in
9 ink **10** ing





Ss listen to a word pronounced in each point and click on the sound they hear.

Screen 4

Audio 1:
-ing
A: drink
B: pink
C: thing
Audio 2:
-ink
A: think
B: thing
C: sing
Audio 3:
-ing
A: bring
B: drink
C: pink
Audio 4:
-in
A: bring
B: bin
C: swimming
Audio 5:
-ink
A: fishing
B: pink
C: thing
Audio 6:
-ing
A: drink
B: dinner
C: dancing

Key:
1 C **2** A **3** A **4** B **5** B **6** C



Ss listen to the audio and click the letter that stands for the word in which you can hear a given sound.

Note: Nominate some students to spell the word they have clicked on.

Screen 5

Audio 1:
Can I have something to drink?
Audio 2:
Let's go skating on the lake!
Audio 3:
I need a pink dress for dancing class.
Audio 4:
Put your paper in the recycling bin.
Audio 5:
I always drink tea in the morning.
Audio 6:
The football match was boring!

Key: N/A



Ss listen to the sentences and repeat after the recording.

Screen 6

Audio 1:
-ing
Audio 2:
-ink
Audio 3:
-in



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

1. Look at the screen.
2. Listen and 'shoot' the words you hear.
3. Repeat until you have 'shot' all the words.

Now it's your turn. Students must look at the pictures and select those that have the sound

	they hear.

Handout

1	2
gone	gong
win	wing
sun	sung
ton	tongue
kin	king
hand	hanged
ban	bang
thin	thing

Friends 6 Lesson 70	*Yesterday was my birthday.*	Skills - writing

Aims	Students can: - write diary entries and short letters describing past events	Contents	**Vocabulary** Diary entries and short letters describing past events	Checklist	2 master handouts (Handout 1 and 2 – individual work): sentence completion and storytelling.

Language Analysis

***

chocolate /***'ʧɒklət***/

mobile phone BrE /***'məʊbaɪl 'fəʊn***/ AmE /***'moʊbl 'foʊn***/ or cell phone

party /***'pa:ti***/

Procedure

Warm-up Off the screens

Handout 1

1) I _____ my Maths homework yesterday. (do)

2) _____ Susan _____ to England by plane? (go)

3) They _____ a farm two weeks ago. (visit)

4) Jenny and Peggy _____ their brother. (not/ help)

5) The children _____ at home last weekend. (not/to be)

6) When _____ you _____ this wonderful skirt? (design)

7) My mother _____ into the van. (not/ crash)

8) The boys _____ the mudguards of their bicycles. (take off)

9) _____ you _____ your aunt last week? (phone)

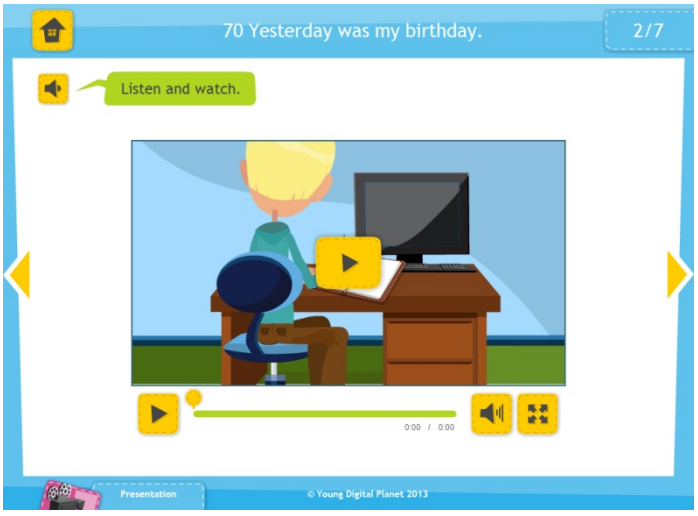
10) He _____ milk at school. (not/ drink)

1. Give out Handout 1 to each of the Ss.
2. The task is to complete the sentences with the words in brackets in the correct form of past simple.
3. Nominate some Ss to read out their answers.
4. Correct whenever necessary.

Screen 2

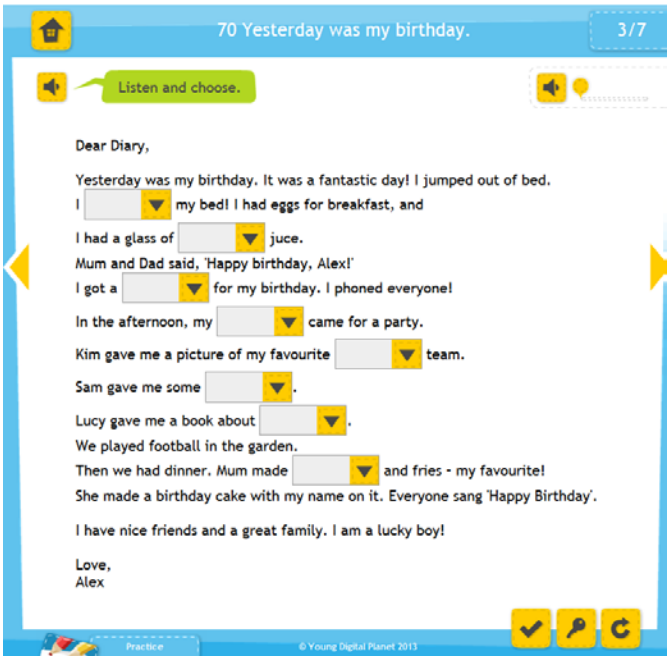
Audio:

Dear Diary,
Yesterday was my birthday. It was a fantastic day! I jumped out of bed. I didn't make my bed! I had eggs for breakfast, and I had a glass of orange juice.
Mum and Dad said, 'Happy birthday, Alex!' I got a mobile phone for my birthday. I phoned everyone!
In the afternoon, my friends came to my party. Kim gave me a picture of my favourite football team. Sam gave me some chocolate. Lucy gave me a book



about computers. We played football in the garden. *Then we had dinner. Mum made burgers and fries – my favourite! She made a birthday cake with my name on it. Everyone sang 'Happy Birthday'.* *I have nice friends and a great family. I am a lucky boy!* *Love,* *Alex*	Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.
Note: Allow the Ss to listen to and watch the animation twice. Check the Ss' understanding of the text by asking questions like: *What did Alex have for breakfast? What happened in the afternoon?*	

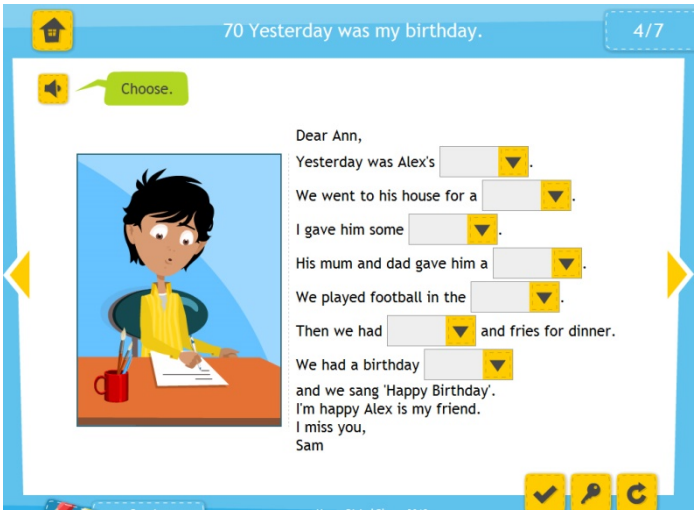
Screen 3

Audio: *Dear Diary,* *Yesterday was my birthday. It was a fantastic day! I jumped out of bed. I didn't make my bed! I had eggs for breakfast, and I had a glass of orange juice.* *Mum and Dad said, 'Happy birthday, Alex!' I got a mobile phone for my birthday. I phoned everyone!* *In the afternoon, my friends came to my party. Kim gave me a picture of my favourite football team. Sam gave me some chocolate. Lucy gave me a book about computers. We played football in the garden.* *Then we had dinner. Mum made burgers and fries – my favourite! She made a birthday cake with my name on it. Everyone sang 'Happy Birthday'.* *I have nice friends and a great family. I am a lucky boy!* *Love,* *Alex* **Key:** **1** didn't make **2** orange **3** mobile phone	 This is an assessment exercise that checks the Ss' understanding of the text in Screen 1. Ss listen to the recording and choose the correct word.

4 friends **5** football **6** chocolate
7 computers **8** burgers

Screen 4

Key:
1 birthday
2 party
3 chocolate
4 mobile phone
5 garden
6 burgers
7 cake



Ss choose the correct word that fits each gap best.

Additional activity:

Handout 2

My.....birthday was great! I got up at .....

1. Give out Handout 2 to each of the Ss.
2. The task is to describe their favourite birthday.
3. In the first sentence the Ss write in which birthday they are going to describe and they describe what they did on that day.
4. Ask some students to read out their stories.
5. Collect all writings and check their correctness and give praise for good use of English.

Screen 5

Kim: *Happy birthday, Alex!*
Alex: *Thanks, Kim. Look! I got a mobile phone!*
Kim: *Wow, that's great. Lucky you. I have something for you.*
Alex: *Oh Kim! It's picture of my football team. That's brilliant. Look! Here are Lucy and Sam!*
Lucy: *Happy birthday, Alex!*
Sam: *Hey Alex! Happy birthday! Here, this is for you.*
Alex: *Oh thanks Sam. I love chocolate. I've got an idea. Let's play football in the garden. Then we can have dinner. My mum is making burgers and fries. She made a cake, too!*
Lucy: *Wow! I'm hungry.*
Alex: *Thanks for coming to my party, everyone. You are all good friends.*

Key:
1 birthday **2** mobile phone **3** football
4 chocolate **5** burgers **6** cake **7 party 8** friends



Ss listen to the recording and write in the correct word that best fits each gap. Stop the recording whenever necessary to give your Ss some time to write in a missing word.

Note: Nominate some students to read out their answers. Ask the Ss to spell the words.

Screen 6

Kim: *When was your birthday?*
Alex: *My birthday was last week.*



Give the Ss these instructions for a 'Listen and say" activity.

1. Ss click on the audio and listen to the question asked, they also see the question in point 1.
2. Ss try to answer each question.
3. Now it's your turn: Students ask and answer the questions.

Monitor and correct the SS whenever necessary.

Note: The goal is to have students practise the structure. The questions and answers do not need to be factually correct. They can substitute with any names they know.

Handout 1

1) I _____ my Maths homework yesterday. (do)

2) _____ Susan_____ to England by plane? (go)

3) They_____ a farm two weeks ago. (visit)

4) Jenny and Peggy_____ their brother. (not/ help)

5) The children_____ at home last weekend. (not/to be)

6) When_____ you_____ this wonderful skirt? (design)

7) My mother_____ into the van. (not/ crash)

8) The boys_____ the mudguards of their bicycles. (take off)

9) _____ you_____ your aunt last week? (phone)

10) He_____ milk at school. (not/ drink)

Handout 2

My_____ birthday was great! I got up at

Friends 6 Lesson 71	*What do you want for your birthday?*	Vocabulary

Aims	Students can: -ask about birthday wishes -respond appropriately, with vocabulary for birthday presents	Contents	**Vocabulary** comic book, CD, present, plant, scarf; surprise; how about a …?	Checklist	2 master handouts (Handout 1, Handout 2 – pair work): prepositions with time and discussing birthday presents

Language Analysis

***

sneeze /'***sni:z***/
stomach ache /'***stʌmək 'eɪk***/

Grammar: Remind the Ss about the use of the correct prepositions concerning dates, e.g.
in three days
on Monday
in July
on 21st March
at the weekend
next week

Procedure

Warm-up Off the screens

Handout 1 When is your birthday?

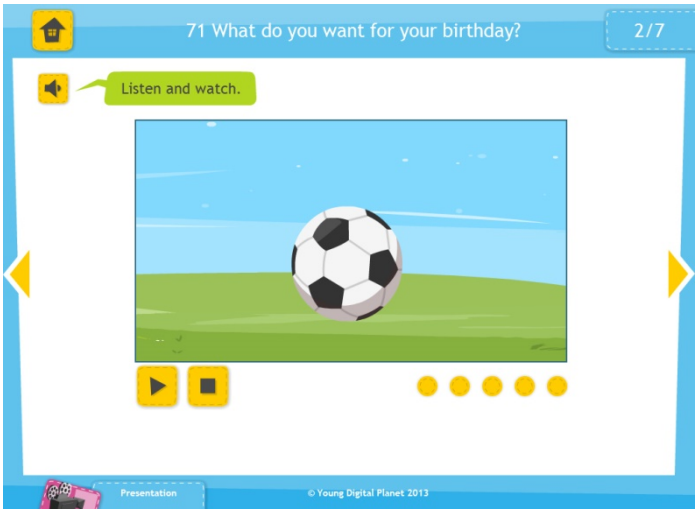
1. 18.05
2. next Monday
3. July
4. three months
5. two days
6. next Thursday
7. winter
8. 25.10

1. Ask the Ss to work in pairs.
2. In pairs, Ss ask each other the question*: When is your birthday?* And answer it with the use of the prompts.
3. Nominate some Ss to say the sentences with the use of the prompts and check whether Ss have used correct prepositions.

Key:
1 It's on the 18th of May.
2 It's next Monday.
3 It's in July.
4 It's in three months.
5 It's in two days.
6 It's next Thursday.
7 It's in winter.
8 It's on the 25th of October.

Screen 2

Lucy: *Sam, when is your birthday?*
Sam: *It's next week.*
Lucy: *What do you want for your birthday?*
Sam: *I really want a new football!*
Lucy: *Why? You've got a football.*
Sam: *Yes, but my football is old. I want a new one.*
Sam: *Kim, when is your birthday?*
Kim: *It's next month.*
Sam: *What do you want for your birthday?*
Kim: *I would love a CD.*
Sam: *What kind of music?*
Kim: *Music for dancing!*
Kim: *Alex, when is your birthday?*
Alex: *It's soon.*
Kim: *What do you want for your birthday?*
Alex: *I don't know. Maybe a comic book.*
Kim: *What's your favourite?*
Alex: *I love Supermonkey. He's funny!*
Alex: *Lucy, when is your birthday?*
Lucy: *It's in winter.*
Alex: *What do you want for your birthday?*
Lucy: *I love things for my computer. I'd like a computer game.*
Alex: *An easy one, or a hard one?*
Lucy: *Oh, a hard one!*
Lucy: *Mrs Brown, when is your birthday?*
Kim's mum: *It's in spring.*
Lucy: *What do you want for your birthday?*
Kim's mum: *I don't know. I love all presents. Maybe a scarf, or a plant …*
Lucy: *That sounds nice.*



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

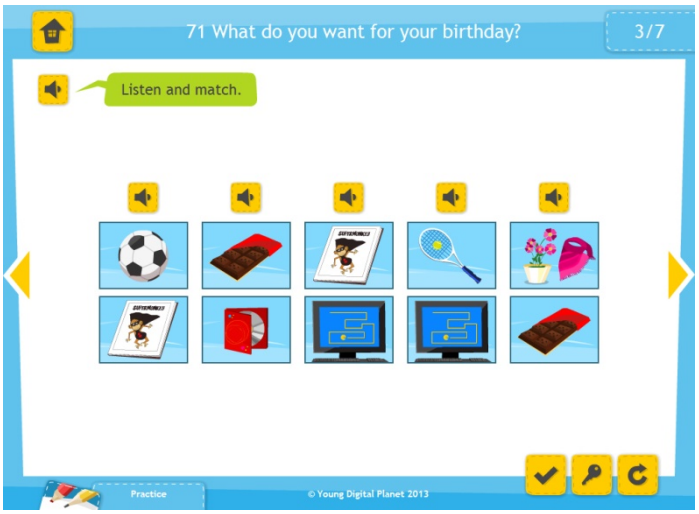
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Note: Note: Allow the Ss to listen to and watch the animation more than once to consolidate the dialogue. Ask some questions to check the Ss' understanding of the

dialogue, e.g. *What does Alex want for his birthday? When is Kim's mum birthday?*

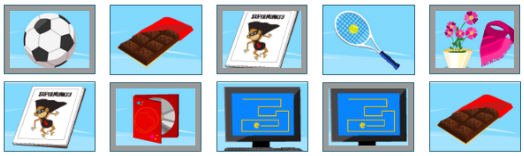
Screen 3

Lucy: *Sam, when is your birthday?*
Sam: *It's next week.*
Lucy: *What do you want for your birthday?*
Sam: *I really want a new football!*
Lucy: *Why? You've got a football.*
Sam: *Yes, but my football is old. I want a new one.*
Sam: *Kim, when is your birthday?*
Kim: *It's next month.*
Sam: *What do you want for your birthday?*
Kim: *I would love a CD.*
Sam: *What kind of music?*
Kim: *Music for dancing!*
Kim: *Alex, when is your birthday?*
Alex: *It's soon.*
Kim: *What do you want for your birthday?*
Alex: *I don't know. Maybe a comic book.*
Kim: *What's your favourite?*
Alex: *I love Supermonkey. He's funny!*
Alex: *Lucy, when is your birthday?*
Lucy: *It's in winter.*
Alex: *What do you want for your birthday?*
Lucy: *I love things for my computer. I'd like a computer game.*
Alex: *An easy one, or a hard one?*
Lucy: *Oh, a hard one!*
Lucy: *Mrs Brown, when is your birthday?*
Kim's mum: *It's in spring.*
Lucy: *What do you want for your birthday?*
Kim's mum: *I don't know. I love all presents. Maybe a scarf, or a plant …*
Lucy: *That sounds nice.*



Ss click the presents each person would like to get for his/her birthday according to what they hear on the audio material.

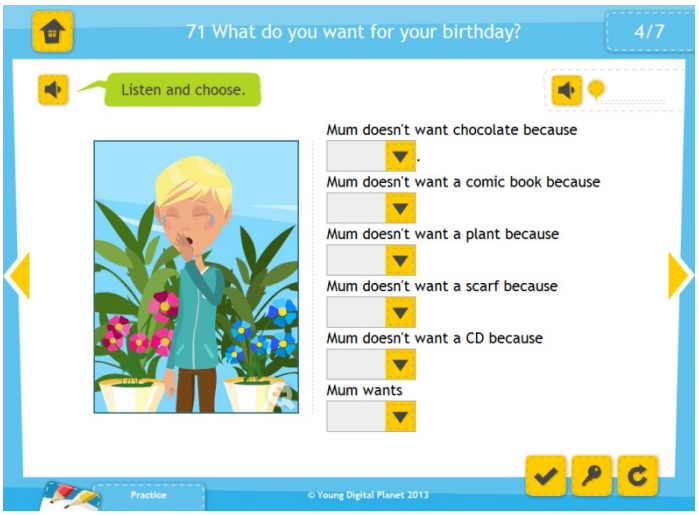
Key:



Screen 4

Alex: *Mum, what do you want for your birthday?*
Alex's Mum: *I don't know, Alex. I'd like anything.*
Alex: *Give me some ideas! Do you want chocolate?*
Alex's Mum: *No, thanks. I don't want a stomach ache!*
Alex: *OK. Do you want a comic book?*
Alex's Mum: *Comic books are for young people. I'm old!*
Alex: *No, you're not. How about a plant, or some flowers?*
Alex's Mum: *We can't have plants or flowers in the house – you always sneeze!*
Alex: *Yes, that's true … How about a scarf?*
Alex's Mum: *I don't know. I don't often wear scarves.*
Alex: *A CD?*
Alex's Mum: *I haven't got a CD player. Alex, I know! You can give me …*
Alex: *Yes? What, Mum?*
Alex's Mum: *A surprise!*

Key:
1 she doesn't want a stomach ache. **2** comic books are for young people **3** Alex doesn't fell well near plants **4** she doesn't wear scarves every day **5** she hasn't got a CD player **6** a surprise present



This is a listening comprehension task. Ss choose the correct answer according to what they hear on the audio material.

Note: Allow the Ss to listen to the dialogue twice.

Screen 5

Alex: *Mum, what do you want for your birthday?*
Mum: *I don't know, Alex. I'd like anything.*
Alex: *Give me some ideas! Do you want chocolate?*
Mum: *No, thanks. I don't want a stomach ache!*
Alex: *Okay. Do you want a comic book?*
Mum: *Comic books are for young people. I'm old!*
Alex: *No, you're not. How about a plant, or some flowers?*
Mum: *We can't have plants or flowers in the house—you always sneeze!*
Alex: *Yes, that's true … How about a scarf?*
Mum: *I don't know. I don't often wear scarves.*
Alex: *A CD?*
Mum: *I haven't got a CD player. Alex, I know! You can give me …*
Alex: *Yes? What, Mum?*
Mum: *A surprise!*

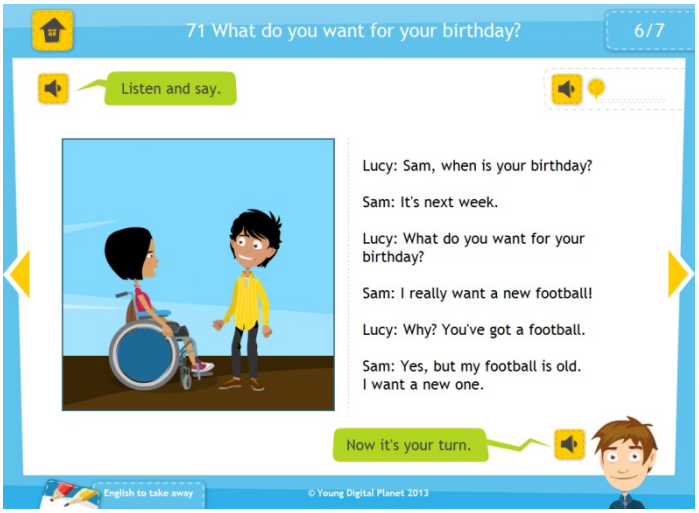
Key:
1 chocolate **2** comic book **3** plant **4** scarf **5** CD **6** surprise



This is another listening comprehension task with the same dialogue as in the previous screen. Ss drag and drop the correct word according to the recording.

Screen 6

Lucy: *Sam, when's your birthday?*
Sam: *It's next week.*
Lucy: *What do you want for your birthday?*
Sam: *I want a new football!*
Lucy: *Why?*
Sam: *My football is old. I want a new one.*



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Press 'pause' and listen again if you want to.

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

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

Additional activity: Handout 2

STUDENT 1	STUDENT 2
chocolate	flower
CD	computer game
comic book	scarf
book	toy
football	pen

1. Ask the Ss to work in pairs.
2. The Ss' task is to make dialogues around the theme of birthday presents.
3. Ss ask each other what they would like to get for their birthday. They can say that they would like some of the things, but not others, and why.
4. Monitor the Ss and correct whenever necessary.
5. Nominate some Ss to read aloud examples of their dialogues.

Handout 1 When is your birthday?

1. 18.05
2. next Monday
3. July
4. three months
5. two days
6. next Thursday
7. winter
8. 25.10

Handout 2

STUDENT 1	STUDENT 2
chocolate	flower
CD	computer game
comic book	scarf
book	toy
football	pen

Friends 6 Lesson 72	*I want to buy Grandma a birthday present.*	Vocabulary

Aims	Students can: – discuss giving and receiving presents – negotiate possible ideas	Contents	**Vocabulary** *birthday, comic book, CD, present, plant, scarf* Daisy (Movers name) Everyday English: *That's true.* *a long time*	Checklist	1 master handout (Handout – pair work): discussing presents

Language Analysis

Hint: Sometimes we abbreviate *that's true* to *true*. The meaning doesn't change. The phrase is used when one person acknowledges what the other has said.

***

present /'***preznt***/

birthday /***'bɜːɵdeɪ***/

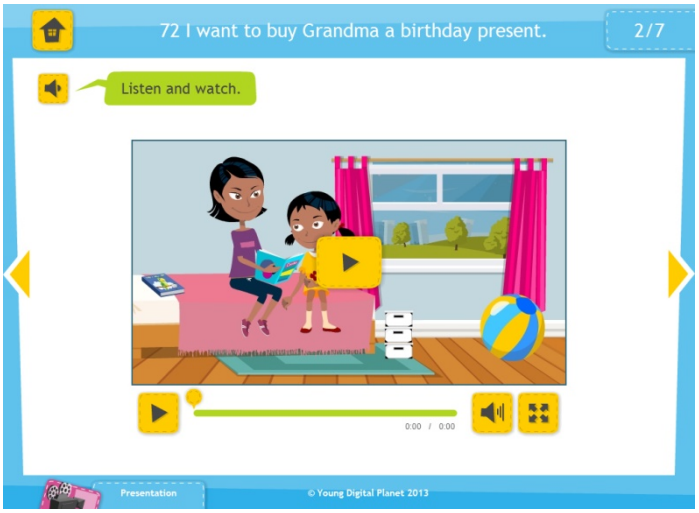
Procedure

Warm-up Off the screens

1. Ask the Ss to work in pairs.
2. Write a question on the board: *What would you like to get for your birthday and why?*
3. Ask the Ss to talk in pairs and ask each other the question from the board and remember what their partner is saying.
4. Monitor the Ss and correct whenever necessary.
5. Nominate Ss to tell everybody what their partner said.

Screen 2

Kim: *Jill, it's Grandma's birthday next week. I want to buy her a present.*
Jill: *OK. What do you want to buy?*
Kim: *I don't know! How about some chocolate?*
Jill: *Hmmm … We always eat her chocolate.*
Kim: *I know. OK, how about a scarf? She loves scarves.*
Jill: *Hmmm… She's got a lot of scarves. Red ones, blue ones, pink ones …*
Kim: *OK. How about a CD? She likes music. She can listen to music in the kitchen.*
Jill: *Hmmm … We gave her a CD last year.*
Kim: *Yes, you're right. Well, how about some flowers? Flowers are pretty.*
Jill: *Flowers don't live for a long time.*
Kim: *That's true. Have you got any ideas?*
Jill: *Well … we can give her a comic book.*
Kim: *A comic book? Why? She never reads comic books!*
Jill: *There's a great new comic book. It's about Supermonkey. Supermonkey can do great things. He can …*
Kim: *Jill!*



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

Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the dialogue, e.g. *Why is a CD a bad idea? Why not a scarf?*

Screen 3

Kim: *Jill, it's Grandma's birthday next week. I want to buy her a present.*
Jill: *OK. What do you want to buy?*
Kim: *I don't know! How about some chocolate?*
Jill: *Hmmm … We always eat her chocolate.*
Kim: *I know. Okay, how about a scarf? She loves scarves.*
Jill: *Hmmm … She's got a lot of scarves. Red ones, blue ones, pink ones …*
Kim: *OK. How about a CD? She likes music. She can listen to music in the kitchen.*
Jill: *Hmmm … We gave her a CD last year.*
Kim: *Yes, you're right. Well, how about some flowers? Flowers are pretty.*
Jill: *Flowers don't live for a long time.*
Kim: *That's true. Have you got any ideas?*
Jill: *Well … we can give her a comic book.*
Kim: *A comic book? Why? She never reads comic books!*
Jill: *There's a great new comic book. It's about Supermonkey. Supermonkey can do great things. He can…*
Kim: *Jill!*

Key:
1 The girls always eat Grandma's chocolate. **2** Grandma has lots of scarves. **3** The girls gave Grandma a CD last year. **4** Flowers don't live for a long time. **5** Jill wants to read the comic book.

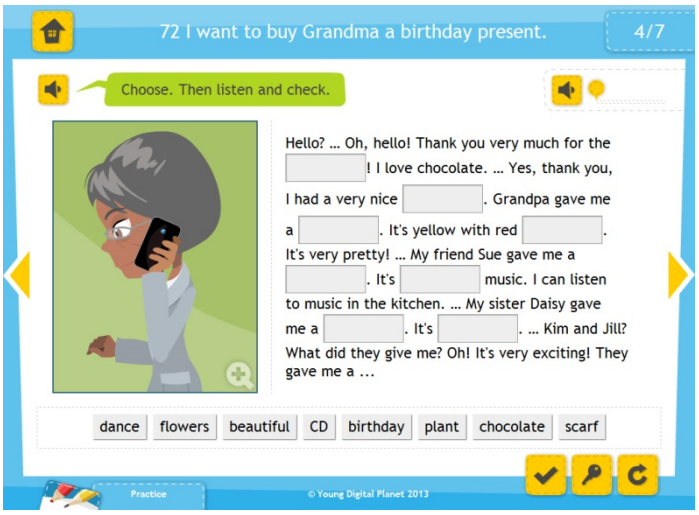


This is a listening comprehension task. Ss listen to the audio material and choose the correct answer A or B.

Screen 4

Grandma: *Hello? … Oh, hello! Thank you very much for the chocolate! I love chocolate. … Yes, thank you, I had a very nice birthday. Grandpa gave me a scarf. It's yellow with red flowers. It's very pretty! … My friend Sue gave me a CD. It's dance music. I can listen to music in the kitchen. … My sister Daisy gave me a plant. It's beautiful. … Kim and Jill? What did they give me? Oh! It's very exciting! They gave me a …*

Key:
1 chocolate **2** birthday **3** scarf **4** flowers **5** CD **6** dance **7** plant **8** beautiful



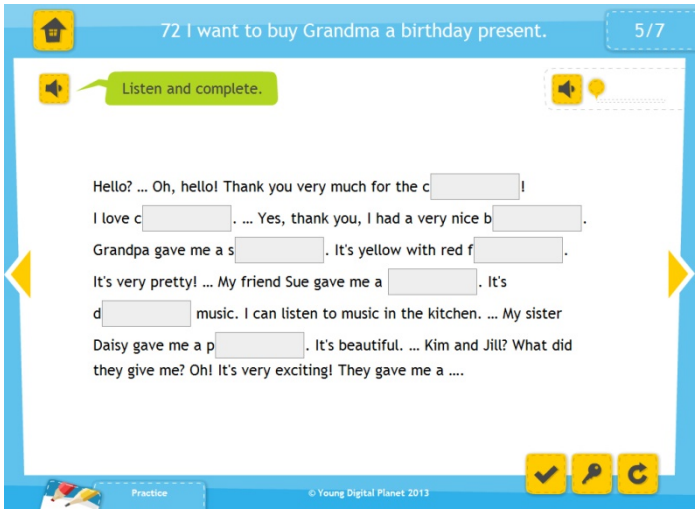
Ss drag and drop the correct word into the correct gap. Only then can they listen to the audio material and check the task.

Note: Ask some Ss to read the text aloud before checking it with the recording.

Screen 5

Grandma: *Hello? … Oh, hello! Thank you very much for the chocolate! I love chocolate. … Yes, thank you, I had a very nice birthday. Grandpa gave me a scarf. It's yellow with red flowers. It's very pretty! … My friend Sue gave me a CD. It's dance music. I can listen to music in the kitchen. … My sister Daisy gave me a plant. It's beautiful. … Kim and Jill? What did they give me? Oh! It's very exciting! They gave me a…*

Key:
1 chocolate **2** chocolate **3** birthday **4** scarf **5** flowers **6** CD **7** dance **8** plant



Ss listen to the audio material and complete the sentences with the correct words.

Note: Nominate some Ss to spell the words they have to complete. Encourage the students to guess what present Kim and Jill gave grandma. As an extension they could write the rest of what Grandma says on the phone to finish the call.

Screen 6



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

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

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

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

Additional activity: Handout

STUDENT 1	STUDENT 2
1. chocolate	1. flower
2. book	2. CD
3. scarf	3. hat
4. cinema tickets	4. birthday cake

1. Ask the Ss to work in pairs.
2. Give out the Handout to each pair of Ss.
3. Tell the Ss that they are planning to buy a birthday present for their common friend. Each student has four ideas for the present but their partner doesn't like these ideas.
4. Ss give each other their ideas but their partner's task is to say what is wrong with each of them.
5. Ask the Ss to finally reach some compromise and decide upon one present from both of them.
6. As a feedback, ask each pair what they have chosen and why.

Handout

STUDENT 1	STUDENT 2
1. chocolate	1. flower
2. book	2. CD
3. scarf	3. hat
4. cinema tickets	4. birthday cake

Friends 6 Lesson 73	*What would you like to her?*	Grammar & Functions

Aims	Students can: –discuss possible presents for people. –use *would like* + *to* + verb. – distinguish between *would like'*and *like*	Contents	**Grammar** *would like* vs. *like* **Vocabulary** *What would you like to buy her?* *I'd like to buy her a scarf.*	Checklist	2 master handouts (Handout 1 – pair work, Handout 2 – individual work): choosing presents and giving justification and matching sentence halves

Language Analysis

Grammar: Be careful not to confuse *would like* and *like*.
Use *like* to talk about things you like all the time.
I like chocolate cake. It's my favourite food.
Use *would like* to talk about things you want now, or at some time in the future.
I'd like a cup of coffee please.
I'd like to work in a chocolate factory.

Procedure

Warm-up Off the screens

Handout 1

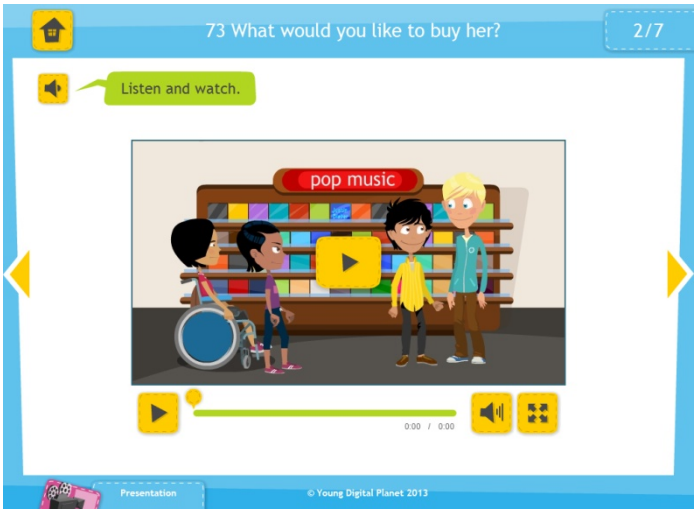
What would you like to buy …

1. grandmother – birthday
2. teacher – end of school year
3. mother – Mother's day
4. little sister – Christmas
5. friend – wedding

1. Ask the Ss to work in pairs and discuss what would be the best present for each person for a given occasion.
2. Monitor the Ss and correct whenever necessary.
3. Nominate some Ss to present their ideas.

Screen 2

Sam: *You know my cousin Ann in New York? It's her birthday next week.*
Alex: *Great! Let's buy her a present. We can send it to her.*
Kim: *Good idea! What would you like to buy her?*
Alex: *I don't know. Sam, does she like music?*
Sam: *Yes, she does.*
Alex: *Good. I'd like to buy her a CD.*
Kim: *Does she like clothes, Sam?*
Sam: *Of course, Kim!*
Kim: *Good. I'd like to buy her a hat. Look! There are some cool hats here!*
Lucy: *And I'd like to buy her a book.*
Sam: *A comic book?*
Lucy: *No! Don't be silly. A book about sports. She likes sports.*
Alex: *How about you, Sam? What would you like to buy her?*
Sam: *I don't know. Maybe a t-shirt with*



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

her favourite football team …
Kim: *You mean your favourite football team!*
Sam: *Well …*

Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the dialogue, e.g. *When is Ann's birthday? What would Sam like to buy Ann?*

Screen 3

Sam: *You know my cousin Ann in New York? It's her birthday next week.*
Alex: *Great! Let's buy her a present. We can send it to her.*
Kim: *Good idea! What would you like to buy her?*
Alex: *I don't know. Sam, does she like music?*
Sam: *Yes, she does.*
Alex: *Good. I'd like to buy her a CD.*
Kim: *Does she like clothes, Sam?*
Sam: *Of course, Kim!*
Kim: *Good. I'd like to buy her a hat. Look! There are some cool hats here!*
Lucy: *And I'd like to buy her a book.*
Sam: *A comic book?*
Lucy: *No! Don't be silly. A book about sports. She likes sports.*
Alex: *How about you, Sam? What would you like to buy her?*
Sam: *I don't know. Maybe a t-shirt with her favourite football team…*
Kim: *You mean your favourite football team!*
Sam: *Well…*

Key:
1 T **2** F **3** T **4** F **5** T **6** T

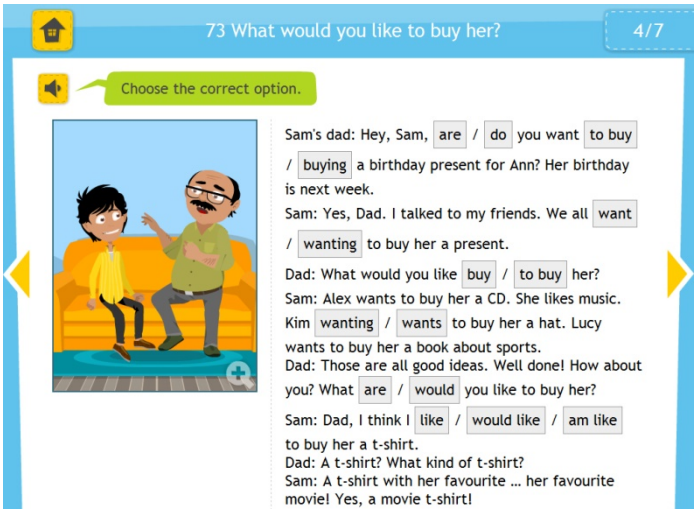


This is a listening comprehension task. Ss listen to the recording and decide whether the sentences are true or false (T or F).

Note: Ask the Ss to correct the false sentences.

Screen 4

Key:
1 do
2 to buy
3 want
4 to buy
5 wants
6 would
7 would like



Ss choose the correct option to match the sentences grammatically.

Additional activity

Handout 2

A	B
I would like	to talk to John?
They like	singing.
Do you want	dancing together.
She'd like	to visit Paris.
He likes	to buy him a book.

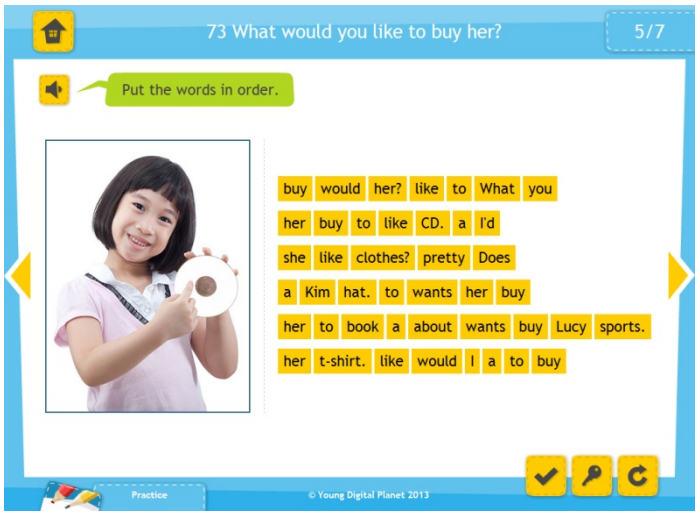
1. Give out Handout 2 to each of the Ss.
2. Ask the Ss to match the sentences halves from column A and B.
3. Tell the Ss that there could be different options of matching the halves of the sentences but they need to be grammatically correct.
4. Nominate some Ss to read out their options and check if they are correct.

Key:
1. I would like to buy him a book/to visit Paris.
2. They like dancing together.

3. Do you want to talk to John?
4. She'd like to visit Paris/ to buy him a book.
5. He likes singing.

Screen 5

Key:
1 What would you like to buy her?
2 I'd like to buy her a CD.
3 Does she like pretty clothes?
4 Kim wants to buy her a hat.
5 Lucy wants to buy her a book about sports.
6 I would like to buy her a t-shirt.



Ss put the words in the correct order to make grammatically-correct sentences.

Note: Ask the Ss to read out their answers aloud and correct whenever necessary.

Screen 6

Audio:
What would you like to buy her?
I'd like to buy her a T-shirt.



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

	1. Look at the picture and read the dialogue. 2. Click on the audio and listen to the dialogue. 3. Press ‘pause’ and listen again if you want to. Now it’s your turn. This is a ‘free practice’ stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions.

Handout 1

What would you like to buy …

1. grandmother – birthday
2. teacher – end of school year
3. mother – Mother’s day
4. little sister – Christmas
5. friend – wedding

Handout 2

A	B
I would like	to talk to John?
They like	singing.
Do you want	dancing together.
She’d like	to visit Paris.
He likes	to buy him a book.

Friends 6 Lesson 74	*What would you like to wear?*	Listening
Aims	Students can: – talk about purchases for school and special events – use *would like* (to) and *want* (to) appropriately	
Contents	**Grammar** *would like (to), want (to)* **Vocabulary** Review of clothing and school items Everyday English: *alright*	
Checklist		2 master handouts (Handout 1 – individual work, Handout 2 – pair work): clothes vocabulary word completion and colouring clothes items Coloured pencils Stickers – prize for the warm-up activity

Language Analysis

Grammar: *would like to* vs. *want to*

In most situations, *I would like* will be appropriate and a more polite version of *I want*. *Want* can sometimes be seen as rude. (We even have a saying - "I want" never gets!)

I want to go to the seaside. (and I don't care what anyone else wants).

I would like to go to the seaside. (but I don't mind if we don't).

Procedure

Warm-up Off the screens

1. Give out Handout 1 to each of the Ss.

Handout 1

1. _ R _ S _
2. T - _ _ _ r_
3. _ _ _ I _ _ R _
4. _ _ A _ F
5. _ _ N D _ _G

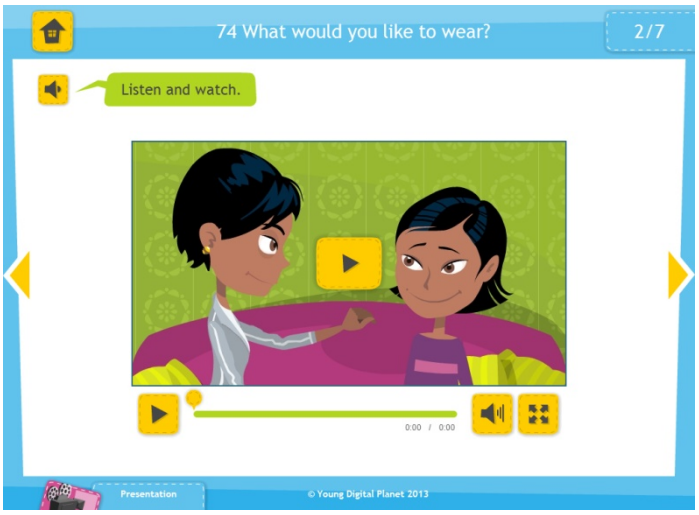
2. Ss's task is to unscramble the letters to make clothes and accessories words.
3. The first person who does the task correctly is the winner.
4. Prepare some stickers as the prize for the winner.

Key:

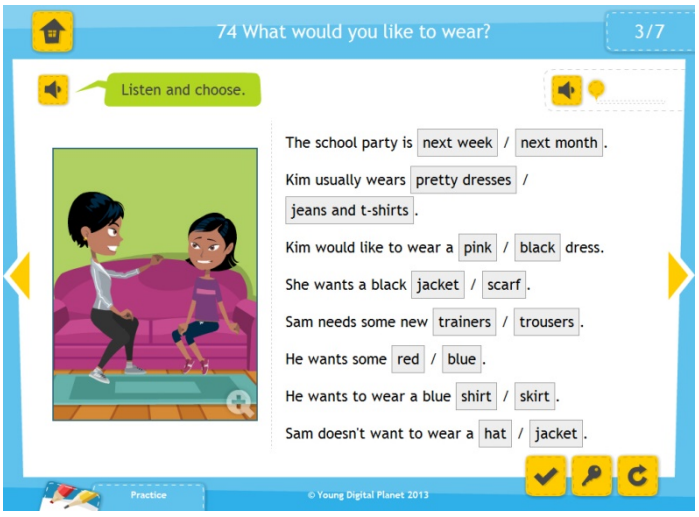
1 dress **2** T-shirt **3** trainers **4** scarf **5** handbag

Screen 2

Kim's mum: *Kim, the school party is next week. What would you like to wear?*
Kim: *I don't know, Mum. I haven't got a pretty dress. I usually wear jeans and t-shirts, and I always wear trainers. I haven't got any nice shoes.*
Kim's mum: *I can buy you a pretty dress. What colour would you like?*
Kim: *How about pink? And black shoes?*
Kim's mum: *OK…*
Kim: *And can you buy me a black jacket, and a pink scarf, and a pink flower for my hair? Oh, and I need a handbag, and a –*



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

Kim's mum: *OK! Stop!* **Mr Bird:** *Sam, what are you wearing for the school dance next week?* **Sam:** *I don't know. Can you buy me some new trousers?* **Mr Bird:** *Alright. What colour would you like? Blue?* **Sam:** *No. Red.* **Mr Bird:** *Red trousers?!* **Sam:** *Yes, please; and can you buy me a blue shirt? I haven't got one.* **Mr Bird:** *OK.I suppose so! And would you like to wear a jacket?* **Sam:** *No, I really don't want to wear a jacket, just a shirt!*	understanding.
Note: Allow the Ss to watch and listen to the animation twice to consolidate the dialogue.	
Screen 3	
Kim's mum: *Kim, the school party is next week. What would you like to wear?* **Kim:** *I don't know, Mum. I haven't got a pretty dress. I usually wear jeans and t-shirts, and I always wear trainers. I haven't got any nice shoes.* **Kim's mum:** *I can buy you a pretty dress. What colour would you like?* **Kim:** *How about pink? And black shoes?* **Kim's mum:** *OK…* **Kim:** *And can you buy me a black jacket, and a pink scarf, and a pink flower for my hair? Oh, and I need a handbag, and a –* **Kim's mum:** *OK! Stop!* **Mr Bird:** *Sam, what are you wearing for the school dance next week?* **Sam:** *I don't know. Can you buy me some new trousers?* **Mr Bird:** *Alright. What colour would you like? Blue?* **Sam:** *No. Red.*	 This is a listening comprehension task that assesses the Ss' understanding of the dialogue in Screen 1. Allow the Ss to listen to the audio twice and they should choose the correct answer.

Mr Bird: *Red trousers?!*
Sam: *Yes, please; and can you buy me a blue shirt? I haven't got one.*
Mr Bird: *OK.I suppose so! And would you like to wear a jacket?*
Sam: *No, I really don't want to wear a jacket, just a shirt!*

Key:
1 next week **2** jeans and t-shirts **3** pink
4 jacket **5** trousers **6** red **7** shirt **8** jacket

Screen 4

Alex's mum: *Alex, it's the last day of the school holiday. Do you want to go back to school?*
Alex: *Mum, I really want to go back to school. I want to see my friends.*
Alex's mum: *What do you need for school?*
Alex: *Can you buy me some new pencils? And some white paper? A blue pen, a black pen, some erasers … oh, and a new pencil case.*
Alex's mum: *Anything else?*
Alex: *Well … I would like a new book bag. Can I have a blue one? And I need new trainers; mine are too small. And can you buy me some new jumpers?*
Alex's mum: *Is that all?*
Alex: *There is something else… there's a new computer game. Can I have it?*
Alex's mum: *You don't need a computer game. Come on. Let's go shopping.*
Alex: *Can we go to the shopping centre?*
Alex's mum: *Yes, but first – the bank – to get some money!*

Key:
1 pencils **2** white paper **3** a blue pen
4 a pencil case **5** a book bag



Ss listen to the audio and click on the items Alex needs for school.

6 trainers	

Note: Ask some Ss to spell the words they have clicked on.

Screen 5

Audio 1:
What would you like to wear?
Audio :
I can buy you a pretty dress.
Audio 3:
Can you buy me some new trousers?
Audio 4:
What colour would you like?
Audio 5:
Would you like to wear a jacket?
Audio 6:
I would like a new book bag.
Audio 7:
Can I have a blue one?

Key: see the audio



Ss listen to the audio material and complete the missing words.

Note: The recording is quite fast, that is a good idea to allow the Ss to listen to it a few times or press PAUSE to allow the Ss to have time to complete the text.

Screen 6



Give the Ss these instructions for the game. Hangman is a spelling game. The aim is to find the hidden word by guessing the letters.

	The alphabet is set out below the word. 1. Look at the number of letters in the word. 2. Guess the first missing letter, e.g. ‘e’. Click the letter, if it is a correct one it will appear in the word. 3. Guess the next letter and click it 4. Continue until you have guessed the word. Now it’s your turn. Play the game in pairs with more words you know.

Additional activity:

Handout 2







1. Ask the Ss to work in pairs.
2. Give out Handout 2 to each of the Ss.
3. Ss work together and give each other instructions concerning the colour of the clothes. The partner has to colour the picture according to the instructions, e.g. *The dress is blue.*
4. Monitor the Ss and correct whenever necessary.

Handout 1

1. _ R _ S _

2. T - _ _ _ r_

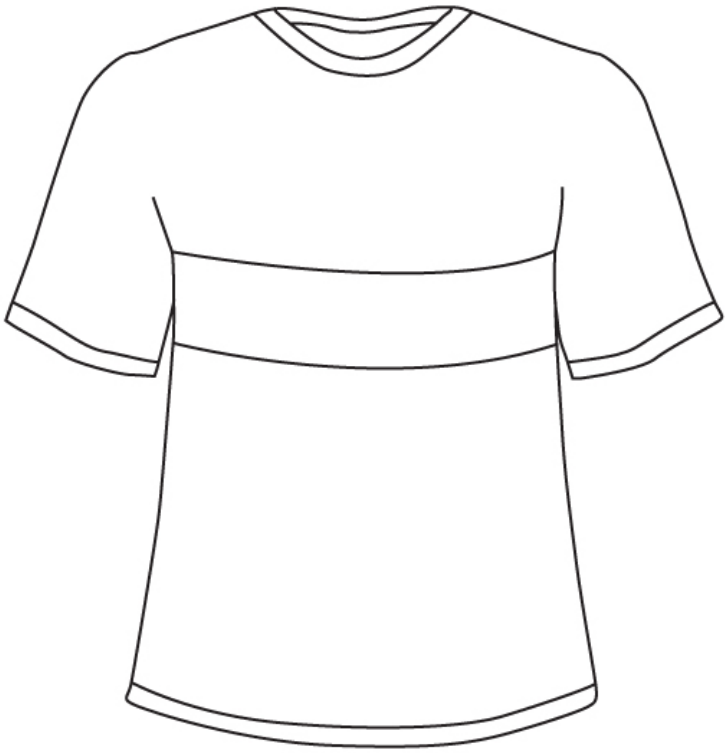
3. _ _ _ I _ _ R _

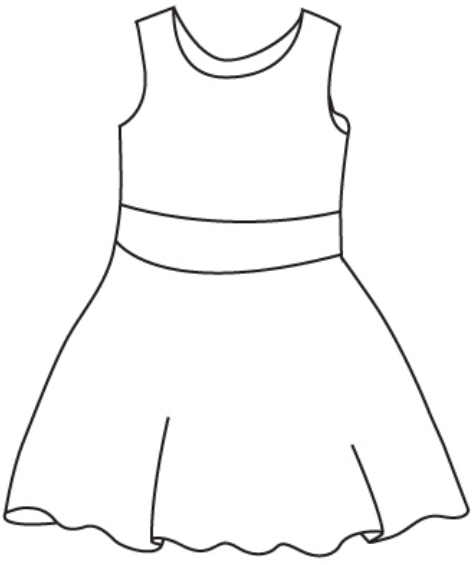
4. _ _ A _ F

5. _ _ N D _ _G

Handout 2







Friends 6 Lesson 75	*Look at the kittens!*	Vocabulary
Aims Talking about animals. Baby animals – vocabulary	**Contents** **Vocabulary** *puppy, kitten, lamb, duckling, chick* *pet*	**Checklist** 1 master handout (handout – individual work): writing animal names Coloured pencils

Language Analysis

***

puppy /***'pʌpi***/
kitten /'***kɪtən***/
lamb /'***læm***/
duckling /'***dʌklɪŋ***/
chick /' ***ʧɪk***/

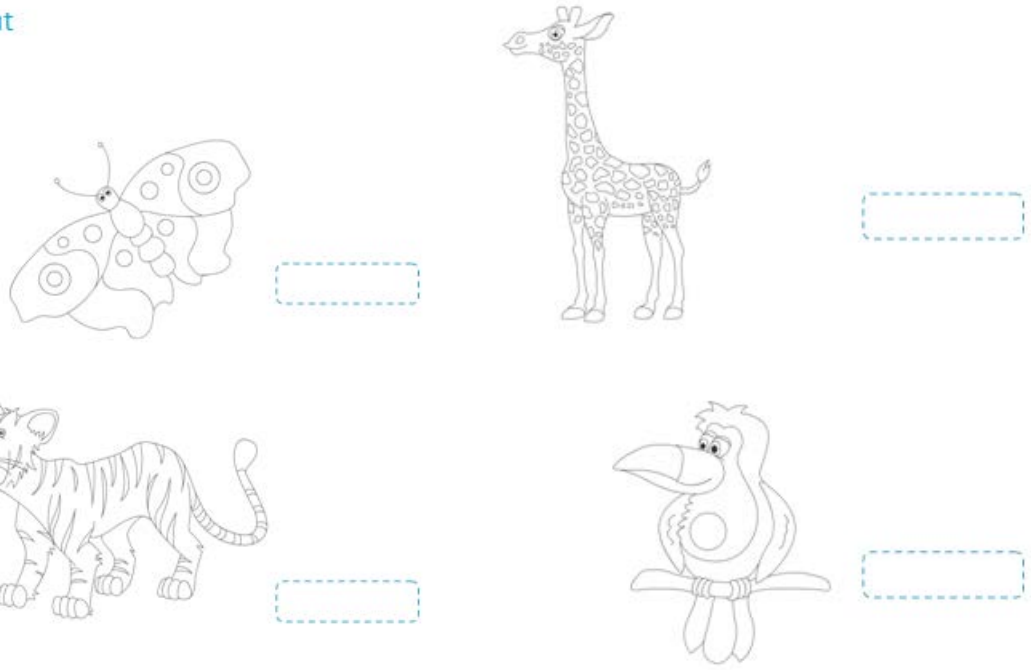
Hint: The plural form of a word *mouse* (describing an animal) is *mice*. However, if we talk about a computer device, a plural form of *a computer mouse* is *computer mouses*.

Procedure

Warm-up Off the screens

1. Revise animals: give out the Handout to each of the Ss.

Handout



2. Ask the Ss to write the name of each animal below it and colour the picture.
3. Check if the names of the animals are correct and nominate some Ss to spell those names.

Key: **1** butterfly **2** tiger **3** giraffe **4** bird

Screen 2

Mr Bird: *Welcome to my farm. Let's look at some animals.*
Mr Hill: *Thank you, Mr Bird.*
Mr Bird: *Here, we have the cows. They give milk –*
Kim: *Ooooh! Look at the kittens! Aren't they sweet?*
Lucy: *Oh, there are five kittens! Can I have one?*
Mr Bird: *Ask your mother! And here we have some sheep –*
Alex: *Look! Some lambs! They're babies!*
Mr Bird: *Yes, the lambs are very young, but they can walk and run. Let's go to the river. Can you see the ducks and their ducklings?*
Kim: *Yes! They are so small!*
Lucy: *They're very sweet.*
Mr Bird: *Now, Sam wants to show you something very small and new.*
Sam: *Look! Baby chicks! They're one week old.*
Kim/Lucy/Alex: *Oooooh!*
Sam: *Aren't they sweet?*
Mr Hill: *Sam, which is your favourite animal?*
Sam: *I love all the animals, but this is my favourite. This is our puppy, Sally, Sally, say hello!*



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

.

Note: Allow the Ss to listen to and watch the animation twice to consolidate the dialogue.

Screen 3

Mr Bird: *Welcome to my farm. Let's look at some animals.*
Mr Hill: *Thank you, Mr Bird.*
Mr Bird: *Here, we have the cows. They give milk –*
Kim: *Ooooh! Look at the kittens! Aren't they sweet?*
Lucy: *Oh, there are five kittens! Can I have one?*
Mr Bird: *Ask your mother! And here we have some sheep –*
Alex: *Look! Some lambs! They're babies!*
Mr Bird: *Yes, the lambs are very young, but they can walk and run. Let's go to the river. Can you see the ducks and their ducklings?*
Kim: *Yes! They are so small!*
Lucy: *They're very sweet.*
Mr Bird: *Now, Sam wants to show you something very small and new.*
Sam: *Look! Baby chicks! They're one week old.*
Kim/Lucy/Alex: *Oooooh!*
Sam: *Aren't they sweet?*
Mr Hill: *Sam, which is your favourite animal?*
Sam: *I love all the animals, but this is my favourite. This is our puppy, Sally, Sally, say hello!*

Key: kitten, lamb, duckling, chick, puppy





This is an assessment activity of the dialogue in Screen 1. Ss listen to the recording and put the pictures of animals in the correct order according to the audio material.

Screen 4

Lucy: *I love pet shops. I love all the little animals. Look at the kittens! Aren't they sweet? I want one.*
Ben: *Lucy, Mum says 'no kittens'.*
Lucy: *Look! I love this little black one. I want to buy him!*
Ben: *Lucy, Mum says 'no kittens'. How about a mouse? Look at this little grey one.*
Lucy: *Ugh. I don't like mice. I want a kitten. Hello Kitten. Aren't you sweet? Do you want to live at my house?*
Ben: *Lucy, Mum says 'no kittens'. How about a fish? This one is pretty.*
Lucy: *Ugh. Fish are boring. You can't play with a fish. I want a kitten. Kitten, do you want to sleep on my bed?*
Ben: *Lucy, Mum says 'no kittens'.*
Lucy: Phone her! Ask her!
Ben: *Mum … Lucy wants to buy a kitten. Can she have a kitten? … OK. Bye! Lucy, Mum says –*
Lucy: *Look! Ben! A puppy! A little brown puppy! Oh, isn't he sweet? I love him! Can I have him?*

Key:
1 pet **2** sweet **3** mum **4** loves

5 mouse **6** mice **7** fish **8** puppy



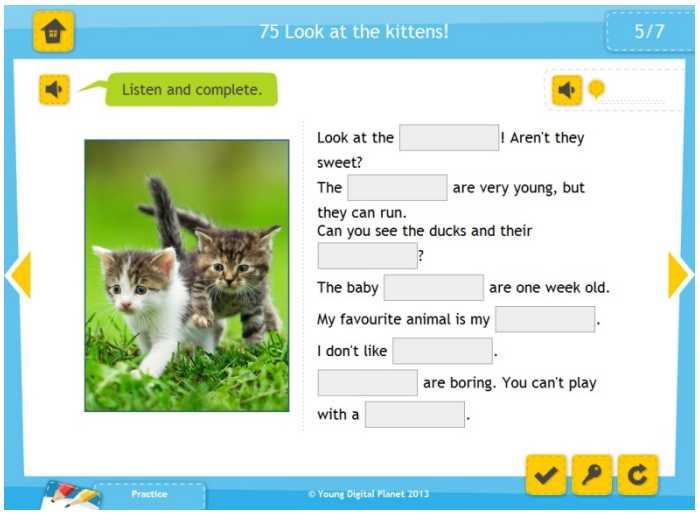
Ss listen to the recording and drag and drop a correct word in each sentence.

Note: Since the dialogue is quite long, allow the Ss to listen to it a few times or make a PAUSE afer a few sentences.

Screen 5

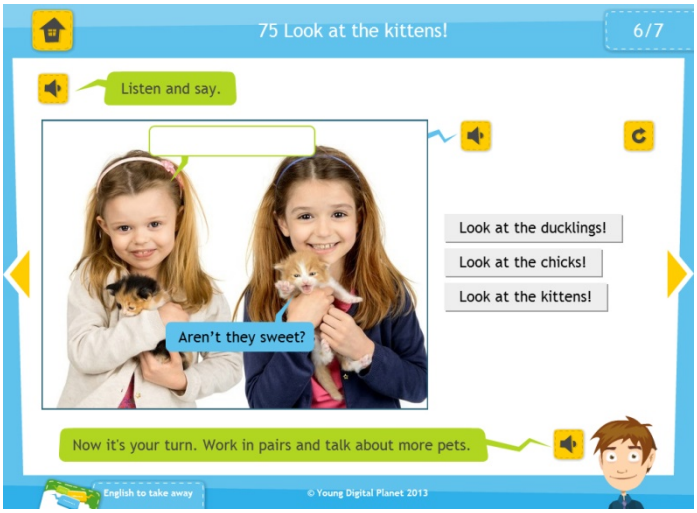
Audio 1:
Look at the kittens! Aren't they sweet?
Audio 2:
The lambs are very young, but they can run.
Audio 3:
Can you see the ducks and their ducklings?
Audio 4:
The baby chicks are one week old.
Audio 5:
My favourite animal is my puppy.
Audio 6:
I don't like mice.
Audio 7:
Fish are boring. You can't play with a fish.

Key: kittens, lambs, ducklings, chicks, puppy, mice, Fish, fish



Ss listen to the recording and write in the missing word in each sentence.

Screen 6



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

1. Look at the picture and read the

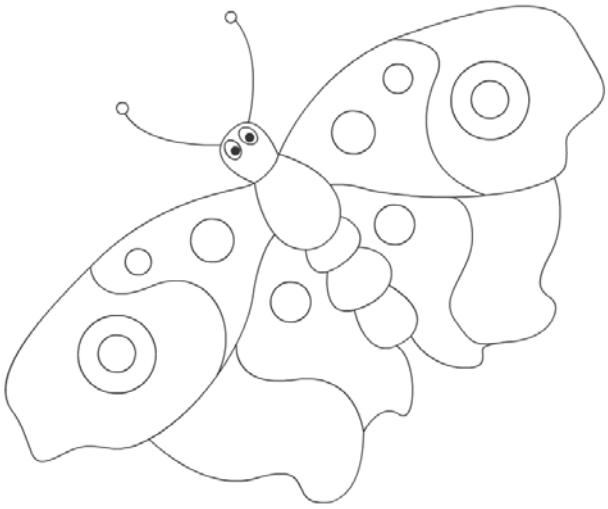
	dialogue. 2. Click on the audio and listen to the dialogue. 3. Drag and drop the questions and answers into the correct speech bubbles. 4. Press ‘pause’ and listen again if you want to, to complete the exercise. Now it’s your turn. Work in pairs and talk about more pets.

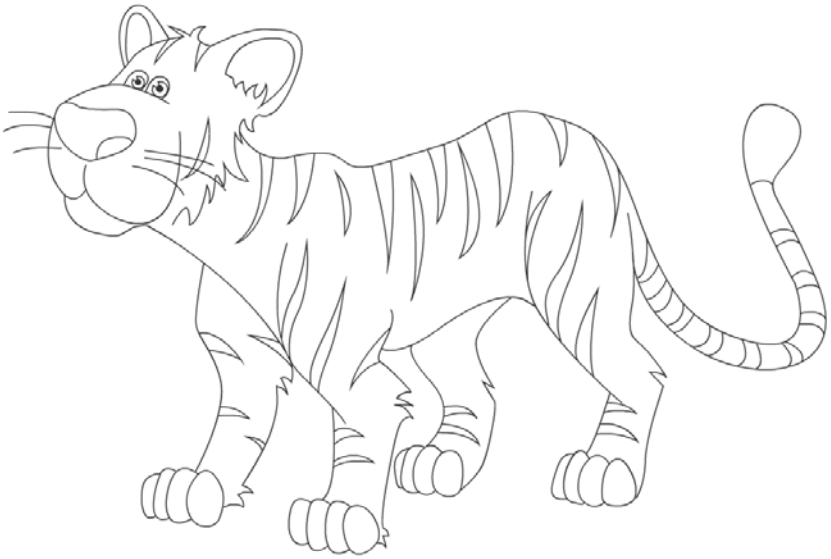
Additional activity

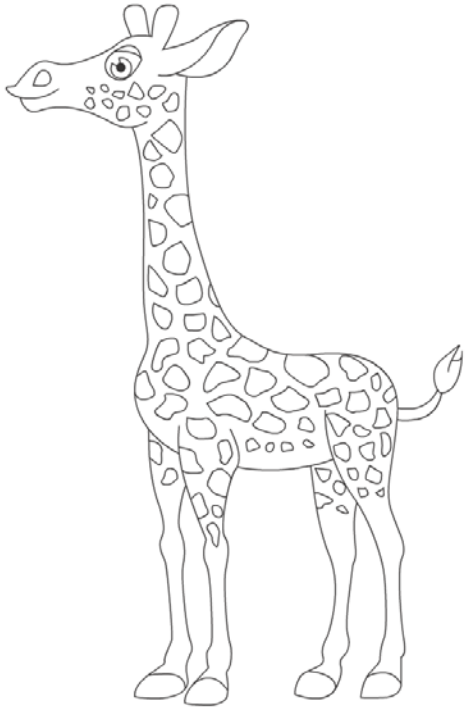
1. Ask students to come up with sentences explaining why each animal is a good pet. Encourage them to share their ideas with the class.
2. Give your students the ready-made beginnings of sentences:

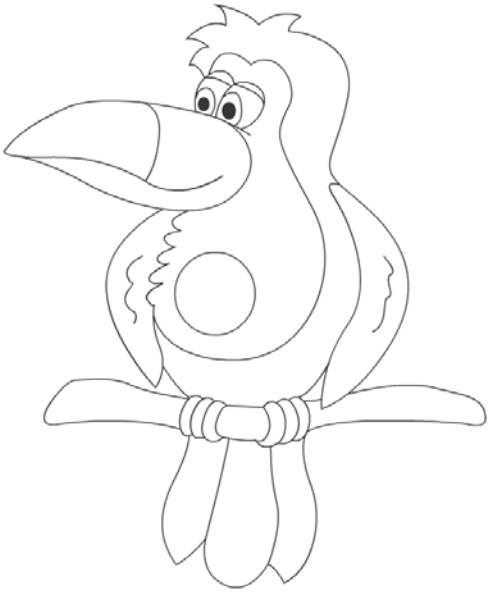
A kitten is a good pet because …
A mouse is a good pet because …
A puppy is a good pet because …
A fish is a good pet because …

Handout









Friends 6 Lesson 76	*A baby cat is called a kitten.*		Grammar & Functions
Aims	Students can: - use 'is called' + noun Talking about animals	**Contents**	**Grammar** *is called* + noun Present simple revision **Vocabulary** Review unit 75 words, also *calf, piglet*
Checklist	1 master handout (handout – individual work): animal anagrams Coloured pencils		

Language Analysis

calf BrE /'***ka:f***/ AmE /'***kæf***/
piglet /'***pɪglət***/
***
Vocabulary: The plural form of a word *calf* is irregular: *calves.*

Procedure

Warm-up Off the screens

Handout

1.nikett _ _ _ _ _ _

2. ikhc _ _ _ _ _

3. upppy _ _ _ _ _

4. likdgucn _ _ _ _ _ _ _ _

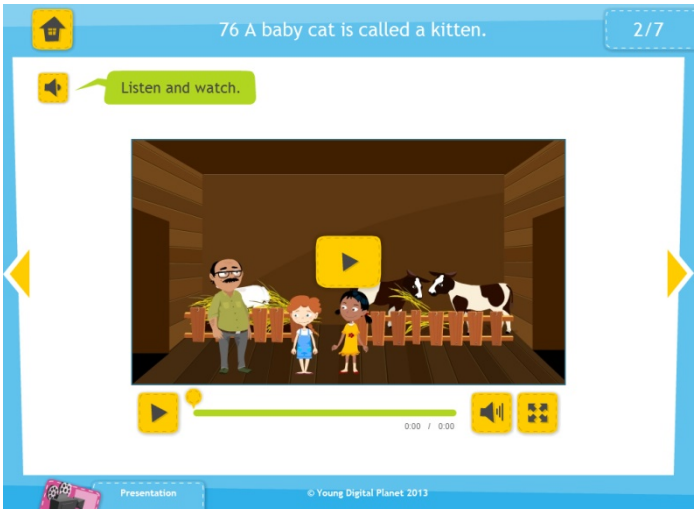
5. lbma _ _ _ _

1. Give out Handout 1 to each of the Ss.
2. Ss' task is to unscramble the letters to get the names of baby animals.
3. Nominate some Ss to spell their answers.
4. Ask the Ss to draw a picture of each baby animal in the exercise.

Key: **1** kitten **2** chick **3** puppy **4** duckling **5** lamb

Screen 2

Mr Bird: *Did you like my farm, children?*
Jill and May: *Yes!*
Mr Bird: *Do you know the names of the baby animals? Jill, what's a baby cat called?*
Jill: *That's easy! A baby cat is called a kitten.*
Mr Bird: *Yes, that's right. May, what's a baby dog called?*
May: *A puppy. I know another. A baby sheep is called a lamb.*
Mr Bird: *Very good. Now Jill, what's a baby cow called?*
Jill: *I know this one too. A baby cow is called a calf.*
Mr Bird: *You're right. How about ducks? What's a baby duck called? May, do you know?*
May: *Of course I know! It's a duckling. A baby duck is called a duckling.*



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

Mr Bird: *Yes, very good. May, what's a baby pig called?*
May: *Easy! A baby pig is called a piglet.*
Mr Bird: *Excellent. And the last one, what's a baby bird called?*
Jill: *A baby bird is called a chick.*
Mr Bird: *Well done, both of you!*

Note: Allow the Ss to listen to and watch the animation twice to consolidate the dialogue.

Screen 3

Mr Bird: *Did you like my farm, children?*
Jill and May: *Yes!*
Mr Bird: *Do you know the names of the baby animals? Jill, what's a baby cat called?*
Jill: *That's easy! A baby cat is called a kitten.*
Mr Bird: *Yes, that's right. May, what's a baby dog called?*
May: *A puppy. I know another. A baby sheep is called a lamb.*
Mr Bird: *Very good. Now Jill, what's a baby cow called?*
Jill: *I know this one too. A baby cow is called a calf.*
Mr Bird: *You're right. How about ducks? What's a baby duck called? May, do you know?*
May: *Of course I know! It's a duckling. A baby duck is called a duckling.*
Mr Bird: *Yes, very good. May, what's a baby pig called?*
May: *Easy! A baby pig is called a piglet.*
Mr Bird: *Excellent. And the last one, what's a baby bird called?*
Jill: *A baby bird is called a chick.*
Mr Bird: *Well done, both of you!*

Key:
1 kitten
2 puppy



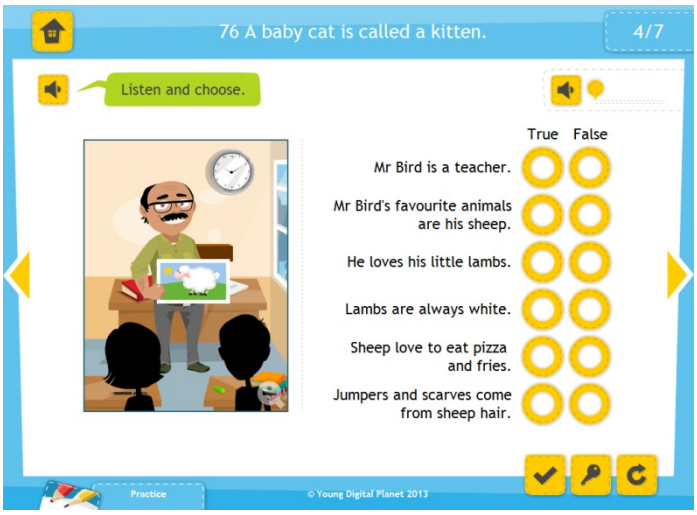
Ss listen to the dialogue to drag and drop a correct word in each sentence.

3 lamb
4 calf
5 duckling
6 piglet
7 chick

Screen 4

Mr Hill: *Children, Mr Bird is here today. He can talk about his farm. Have you got any questions?*
Alex: *Mr Bird, which animal do you like best?*
Mr Bird: *Good question, Alex. I like my sheep best. I love my little lambs. A baby sheep is called a lamb.*
Lucy: *Are lambs always white?*
Mr Bird: *No, Lucy. Some lambs are black. Some are white with black faces.*
Kim: *What do sheep eat?*
Mr Bird: *They eat grass and plants, and they drink water.*
Alex: *That's boring!*
Mr Bird: *They like it. They mustn't eat pizza and fries!*
Alex: *How many sheep have you got?*
Mr Bird: *I've got about two hundred sheep on my farm.*
Kim: *What are their names?*
Mr Bird: *Well, Kim, they haven't got names.*
Lucy: *What do you do with sheep hair?*
Mr Bird: *We use it to make jumpers and scarves.*
Mr Hill: *Any more questions? No? Thank you, Mr Bird.*

Key:
1 F **2** T **3** T **4** F **5** F **6** T



Ss listen to the audio material and decide if the sentences are true (T) or false (F).

Note: Allow the Ss to listen to the dialogue at least two times to do the listening comprehension task.

Screen 5

Audio:
kitten
puppy
lamb
calf
duckling
piglet
chick



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

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

Note: 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.

Screen 6

Key:

1 A baby cat is called a kitten.
2 A baby cow is called a calf.
3 A baby duck is called a duckling.
4 A baby pig is called a piglet.
5 A baby bird is called a chick.
6 A baby dog is called a puppy.



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

1. Look at the picture and read the dialogue.
2. Drag and drop the words to fill in the definitions.

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

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

Handout

1.nikett _ _ _ _ _ _

2. ikhc _ _ _ _ _

3. upppy _ _ _ _ _

4. likdgucn _ _ _ _ _ _ _ _

5. lbma _ _ _ _

Friends 6 Lesson 77	*What's your puppy called?*	Grammar & Functions
Aims Students can: -talk about their animals' names using *be + called* + noun	**Contents** **Grammar** *be + called* + noun **Vocabulary** Animals – vocabulary review	**Checklist** 1 master handouts (handout – pair work) Coloured pencils

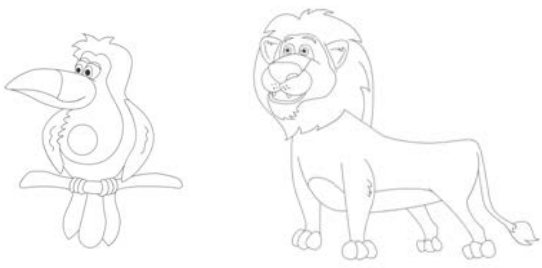
Language Analysis

Hint: The phrase: *How about you?* Can be interchangeably used with the phrase: *What about you*? with no change in meaning.

Procedure

Warm-up Off the screens

Handout



1. Ask the Ss to work in pairs.
2. Give out the handouts to student 1 and student 2 in a pair.
3. Ask the Ss to colour the pictures and prepare some facts about their animals (name, colour, age, what s/he likes).

4. Ask the Ss to talk in pairs and tell each other some facts about the animal in the picture.
5. Monitor the Ss and correct whenever necessary.

Screen 2

Sam: *Anna, this is our puppy.*
Anna: *Isn't she sweet? What's your puppy called?*
Sam: *She's called Sally. She's six months old. Would you like to play with her?*
Anna: *Yes, please. Alex, have you got a pet?*
Alex: *Yes, I've got a cat.*
Anna: *What's your cat called?*
Alex: *He's called Biscuit. He's sweet. He sleeps on my bed.*
Anna: *How about you, Lucy and Kim? Have you got pets?*
Kim: *No, but I have got a little sister.*
Lucy: *I haven't got a pet. My mum doesn't like pets. This is my best friend. He's called Robot.*
Anna: *Wow! That's great. I want one!*
Sam: *How about you, Anna? Have you got a pet?*
Anna: *Yes, I've got a kitten. He is black and brown, with white feet. He likes to play outside with me.*
Sam: *What's your kitten called?*
Anna: *Well …*
Sam: *Tell us! What's his name?*
Anna: *Well, OK…*
Sam: *What?*
Anna: *He's called … Sam!*



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

Note: Allow the Ss to listen to and watch the animation at least twice to consolidate the dialogue.

Screen 3

Anna: *Isn't she sweet? What's your puppy called?*
Sam: *She's called Sally. She's six months old. Would you like to play with her?*
Anna: *Yes, please. Alex, have you got a pet?*
Alex: *Yes, I've got a cat.*
Anna: *What's your cat called?*
Alex: *He's called Biscuit. He's sweet. He sleeps on my bed.*
Anna: *How about you, Lucy and Kim? Have you got pets?*
Kim: *No, but I have got a little sister.*
Lucy: *I haven't got a pet. My mum doesn't like pets. This is my best friend. He's called Robot.*
Anna: *Wow! That's great. I want one!*
Sam: *How about you, Anna? Have you got a pet?*
Anna: *Yes, I've got a kitten. He is black and brown, with white feet. He likes to play outside with me.*
Sam: *What's your kitten called?*
Anna: *Well …*
Sam: *Tell us! What's his name?*
Anna: *Well, OK…*
Sam: *What?*
Anna: *He's called … Sam!*

Key:
1 puppy **2** Sally **3** has **4** Alex's bed
5 a sister **6** her mum **7** white **8** Sam



This is an assessment activity that checks the Ss' understanding of the dialogue in Screen 2. Ss listen to the dialogue and choose the correct answer.

Screen 4

Woman: *Hello. Your name is Alex, isn't it? And you're Lucy?*
Alex: *Yes. Are these your puppies? What are they called?*
Woman: *The white one is called Snowy, and the grey one is called Cloudy. They are only four months old.*
Lucy: *Do they like people?*
Woman: *Yes, of course. They love people. Have you got any pets?*
Alex: *I've got a cat, but I haven't got a dog.*
Woman: *What's your cat called?*
Alex: *His name is Biscuit.*
Woman: *That's a good name! Why is he called Biscuit?*
Alex: *He likes eating biscuits!*
Lucy: *I haven't got any animals at my house. My mum doesn't like animals. But I've got a robot friend– look, here he is!*
Woman: *What's your robot friend called?*
Lucy: *He's got a great name. His name is Robot!*
Woman: *Oh, that's funny!*

Key:
1 T **2** T **3** F **4** F **5** F **6** T



This is a listening comprehension task. Ss listen to the audio material and decide whether the sentences are true (T) or false (F).

Screen 5

Audio 1:
What's your puppy called?
Audio 2:
My puppy is called Sally.
Audio 3:
I haven't got a dog.
Audio 4:
What is your cat's name?
Audio 5:
My cat's name is Biscuit.
Audio 6:
Why is he called Biscuit?
Audio 7:
He's got a great name!
Audio 8:
He likes eating biscuits!

Key: See audio above



Ss listen to the audio material and put the words in the correct order.

Screen 6

A: *What's your kitten called?*
B: *She's called Snowy.*

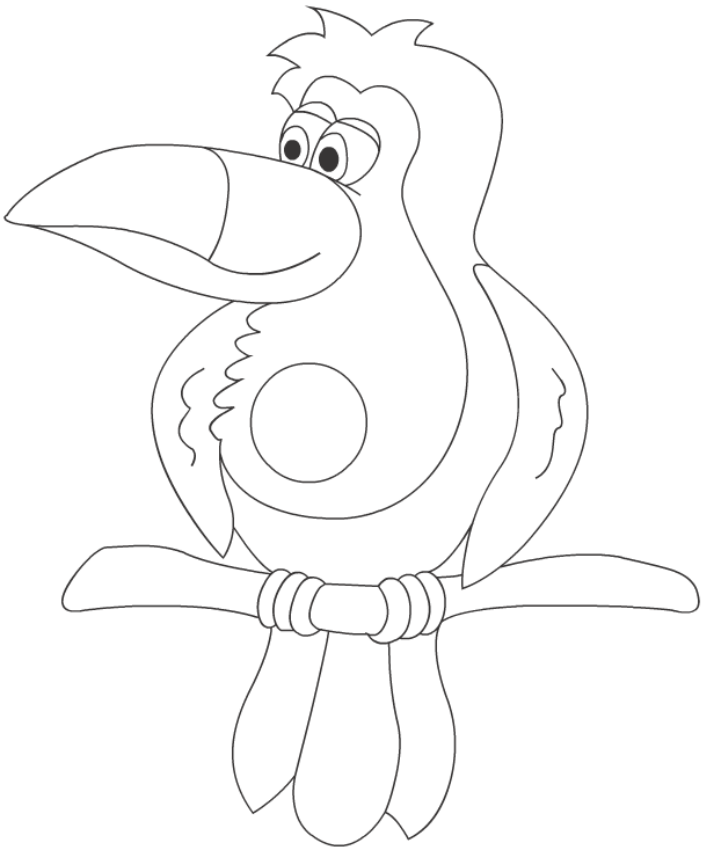


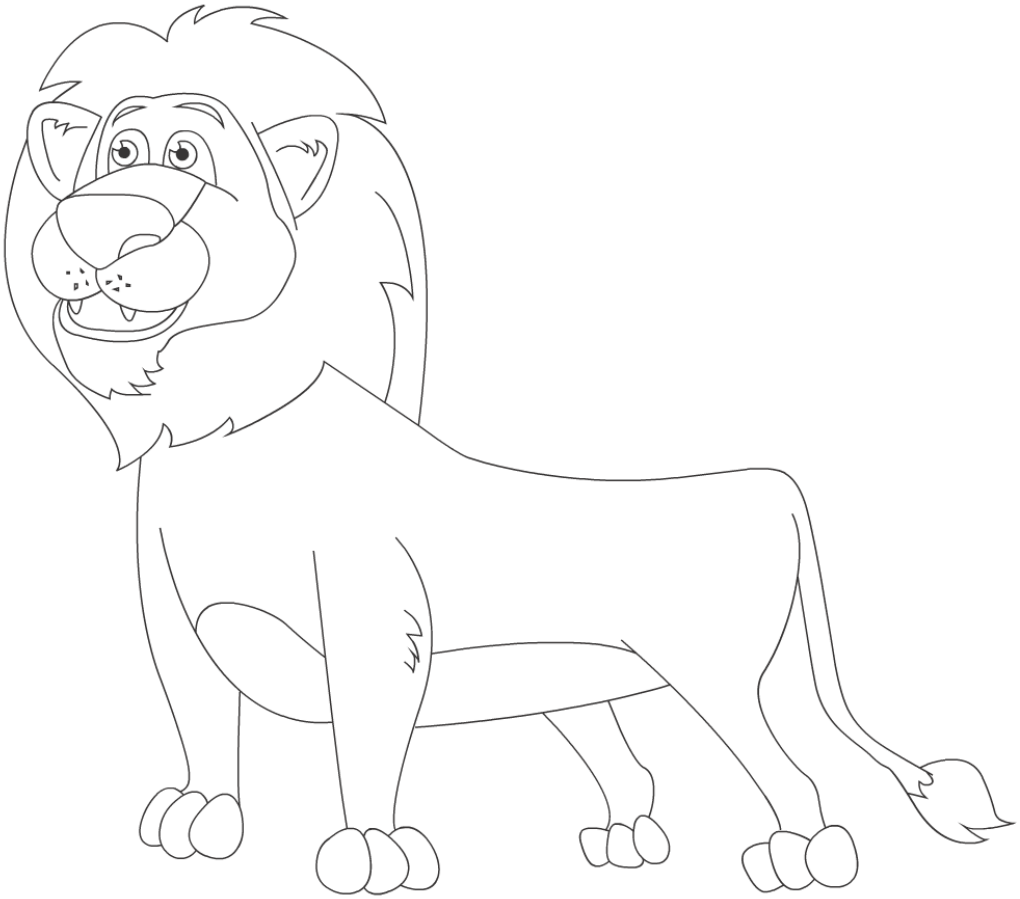
Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Answer the question so it is true for you.

	You can press ‘pause’ at any time and listen again. 4. Repeat as many times as you want to. Now it’s your turn. This is a ‘free practice’ stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions
Note: The goal is to have students practise the structure. The questions and answersdo not need to be factually correct. They can substitute any names they know to talk about pet animals.	

Handout





Friends 6 Lesson 78	*Can you go shopping with me?*		Reading
Aims	Students can: – answer questions about birthday presents	**Contents**	**Vocabulary** *handbag* Everyday English: *Lucky Mum!*	**Checklist**	1 master handout (individual work): sentence ordering Coloured pencils

Language Analysis

Hint: The phrase *Lucky…+ sb.,* e.g. *Lucky you!* is used when someone is extraordinarily lucky and you are getting jealous of it. Use it when from inside you feel like saying "I envy you !!".

Lucky you for having a new BMW !!

Procedure

Warm-up Off the screens

Handout

Would you like to buy her a present?

____That would be great.

____She'd love to get a scarf.

____Sure. Can you go shopping with me?

____My sister's birthday is next week.

____What would you like to buy her?

____That's a fantastic idea.

1. Give out the Handout to each of the Ss
2. The task is to put the sentences in the correct order to make a correct dialogue. Ss put the numbers next to the sentences.
3. Nominate some Ss to read out the dialogue.

Key: **1** My sister's birthday is next week. **2** Would you like to buy her a present? **3** Sure. Can you go shopping with me? **4** That would be great. **5** What would you like to buy her? **6** She'd love to get a scarf. **7** That's a fantastic idea.

Screen 2

Kim: *Hi Grandma. It's Mum's birthday next week. I want to buy her a present. Can you go shopping with me?*
Grandma: *Of course, Kim. What would you like to buy her?*
Kim: *I don't know! Jill wants to buy her a comic book!*
Grandma: *That's silly. How about a scarf or a plant?*
Kim: *She's got a lot of scarves, and plants are boring ... I can't buy chocolate because Jill eats it.*
Grandma: *Let's go shopping tomorrow.*
Kim: *Thanks, Grandma.*



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

Note: Allow the Ss to listen to and watch the animation twice to consolidate the dialogue. Ask questions like: *Why doesn't Kim want to buy a scarf? What's wrong with buying some chocolate?*

Screen 3

Kim: *Hi Grandma. It's Mum's birthday next week. I want to buy her a present. Can you go shopping with me?*
Grandma: *Of course, Kim. What would you like to buy her?*
Kim: *I don't know! Jill wants to buy her a comic book!*
Grandma: *That's silly. How about a scarf, or a plant?*
Kim: *She's got a lot of scarves, and plants are boring ... I can't buy chocolate because Jill eats it.*
Grandma: *Let's go shopping tomorrow.*
Kim: *Thanks, Grandma.*

Key: **See audio above**



Ss listen to the audio material and put the sentences in order.

Screen 4

Key:
1 brilliant
2 shopping centre
3 handbag
4 flowers
5 Lucky



Ss read the dialogue and complete the sentences by dragging and dropping a word in the correct gap.

Screen 5

Key:
1 Next week.
2 A scarf or a plant.
3 Yes, she loves it.
4 Yes of course.
5 That's a good idea. She likes music**.**
6 She loves pink and purple.



Ss read each question and choose the correct answer.

Screen 6

Audio:
It's Mum's birthday next week. Can you go shopping with me?
Of course.
I want to buy her a present.
What would you like to buy her?



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

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

	Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions.

Additional activity

1. Ask the Ss to take a piece of paper and draw their ideal birthday present.
2. Ask the SS to work in pairs, to show each other the pictures and discuss the presents.
3. Monitor the Ss and correct whenever necessary.

Handout

Would you like to buy her a present?

____That would be great.

____She'd love to get a scarf.

____Sure. Can you go shopping with me?

____My sister's birthday is next week.

____What would you like to buy her?

____That's a fantastic idea.

Friends 6 Lesson 79	*The cat is in the kitchen.*		Pronunciation		
Aims	Students can: -distinguish the between /***k***/ and /***tʃ***/sounds	Contents	Sound differentiation /***k***/and /***tʃ***/	Checklist	1 master handout (pair work and group work): minimal pairs

Language Analysis

Pronunciation:

/k/ – a voiceless velar stop. Its manner of articulation is occlusive, which means it is produced by obstructing airflow in the vocal tract. Since the consonant is also oral, with no nasal outlet, the airflow is blocked entirely, and the consonant is a stop.

Its place of articulation is velar, which means it is articulated with the back of the tongue at the soft palate.

/tʃ/ – a voiceless palato-alveolar affricate. Its manner of articulation is sibilant affricate, which means it is produced by first stopping the air flow entirely, then directing it with the tongue to the sharp edge of the teeth, causing high-frequency turbulence.

Its place of articulation is *palato-alveolar*, that is, domed (partially palatalized) postalveolar, which means it is articulated with the blade of the tongue behind the alveolar ridge, and the front of the tongue bunched up ("domed") at the palate.

Procedure

Warm-up Off the screens

Handout

/k/	/ tʃ /
key	chick
cap	chip
coal	chop
cart	cheap
wick	switch
block	match
pick	watch
back	witch

1. Give out the Handout to each pair of students and hang one copy on the board so that every student can see.
2. The task is to practise the pronunciation of the sounds /k/ and /tʃ/. Read the first column aloud and ask the Ss to repeat after you. Do the same with the second column. You could also number the columns, 1 and 2, and say a word from one of the columns, then students have to give you the number of the column.
3. Give Ss some time to practise reading the words aloud in pairs (one person one column, the other the second column).
4. Ask each S to read out one column and correct every time the sound is wrongly pronounced. Drill pronunciation chorally and individually.

Screen 2

Audio 1:
A: *Where is the cat?*
B: *The cat is in the kitchen.*
Audio 2:
A: *Where are the kittens?*
B: *The kittens are on the chair.*
Audio 3:
A: *Look at the ducklings! Aren't they sweet?*
B: *Those aren't ducklings. They're chicks.*
Audio 4:
A: *Where did you go for the children's birthday?*
B: *We went to the cinema.*
Audio 5:
A: *Where's Kim?*
B: *She's in the kitchen. She's cooking chicken and chips.*
Audio 6:
A: *What kind of birthday cake would you like?*
B: *I'd love a chocolate cake!*



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

Ss listen to the audio material twice. Ask the Ss to work in pairs and repeat each short dialogue.

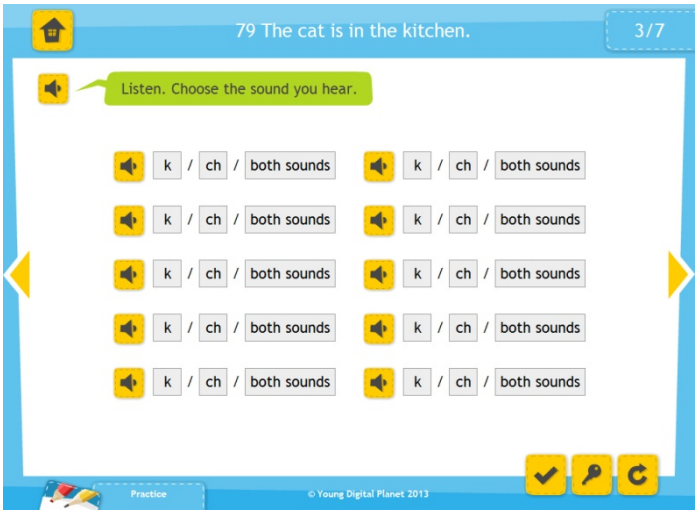
Note: Pause the recording after every dialogue so that Ss can repeat them.

Screen 3

Audio 1:
chair
Audio 2:
kitten
Audio 3:
kite
Audio 4:
computer
Audio 5:
chick
Audio 6:
kitchen
Audio 7:
children
Audio 8:
cake
Audio 9:
chicken
Audio 10:
Chips

Key: (from left to right)

1 ch **2** both sounds **3** k **4** ch **5** k **6** k **7** k **8** both sounds **9** both sounds **10** ch



Ss click on the correct answer after listening to the pronunciation of each word.

Note: Ask the Ss to repeat each word after the recording.

Screen 4

Audio /k/:
- ***A.*** *kite*
- ***B.*** *children*
- ***C.*** *chair*

Audio /ch/:
- ***A.*** *cake*
- ***B.*** *chips*
- ***C.*** *carrot*

Audio /k/:
- ***A.*** *children*
- ***B.*** *church*
- ***C.*** *cake*

Audio /k/ and /ch/:
- ***A.*** *camera*
- ***B.*** *chicken*
- ***C.*** *chips*

Audio /ch/:
- ***A.*** *church*
- ***B.*** *kitten*
- ***C.*** *kite*

Audio /k/ and /ch/:
- ***A.*** *cake*
- ***B.*** *children*
- ***C.*** *chocolate*

Audio /ch/:
- ***A.*** *coat*
- ***B.*** *children*
- ***C.*** *computer*

Audio /k/:
- ***A.*** *church*
- ***B.*** *chips*
- ***C.*** *kitten*

Key:
1 A **2** B **3** C **4** B **5** A **6** C **7** B **8** C



Ss listen to the pronunciation of each word and decide where they hear /k/ or / ʧ /.

Screen 5

Audio:
The cat is in the kitchen, and the kittens are on the chair.
Can you catch the ball?
Kim is cooking chicken and chips.
Are your cousins coming to church?
Do the children like chocolate cake?
Those aren't ducklings. They're chicks.
Which coat did the child choose?
Don't touch the computer!



Ss repeat each sentence after the recording.

Screen 6

Audio:
kitten
kite
children
lake
duckling
chips
beach

Key:
1 k **2** k **3** ch **4** k **5** k **6** ch **7** ch



Shooting Game

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

1. Look at the screen and listen to the words on the recording.
2. Listen and 'shoot' the sounds that you hear. They will disappear from the screen.

   Now it's your turn: Repeat until you have

	‘shot’ all the sounds.
Note: Ask the Ss to work in pairs and repeat the words that they hear aloud.	

Handout

/k/	/ tʃ /
key	chick
cap	chip
coal	chop
cart	cheap
wick	switch
block	match
pick	watch
back	witch

Friends 6 Lesson 80		*I've got a pet.*		Writing
Aims	Students can: – write simple letters about their pets, or about pets they want to have	Contents	**Vocabulary** Review of vocabulary in units 71-80 Everyday English: *Guess what?*	Checklist	1 master handout (individual work): matching adult and baby animals Stickers – a prize for a warm-up exercise

Language Analysis

Everyday English: *Guess what? –*
used for introducing what you want to tell someone, especially when you are pleased or excited about it
Guess what! I won a trip to the Caribbean!

Procedure

Warm-up Off the screens

Handout

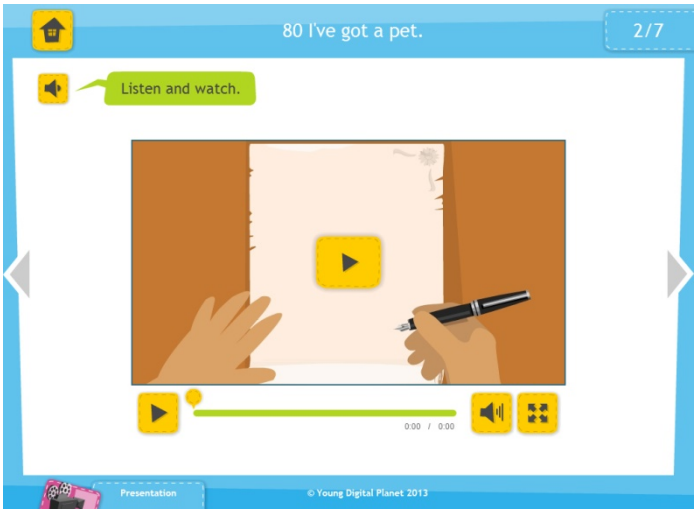
1. duck	A. piglet
2. dog	B. duckling
3. cat	C. calf
4. hen	D. kitten
5. cow	E. puppy
6. pig	F. chick

1. Give out the handout to each of the Ss.
2. The task is to match the animals with the baby animals.
3. The student who does the task first and correctly wins and gets the prize – a sticker.

Key: **1** B **2** E **3** D **4** F **5** C **6** A

Screen 2

Audio:
Dear Grandma,
How are you? I hope you're well. I'm fine.
Last week I went to Sam's farm. There's a puppy on the farm. She's called Sally.
Yesterday I went to the pet shop with Ben. We saw some little kittens. There was a black one. It was very sweet.
Ben wanted to buy a mouse or a fish. I don't like mice or fish. Mice are ugly, and fish are boring. I wanted to buy the kitten.
Ben phoned Mum. Guess what? Mum said 'No!'
Lots of love,
Lucy

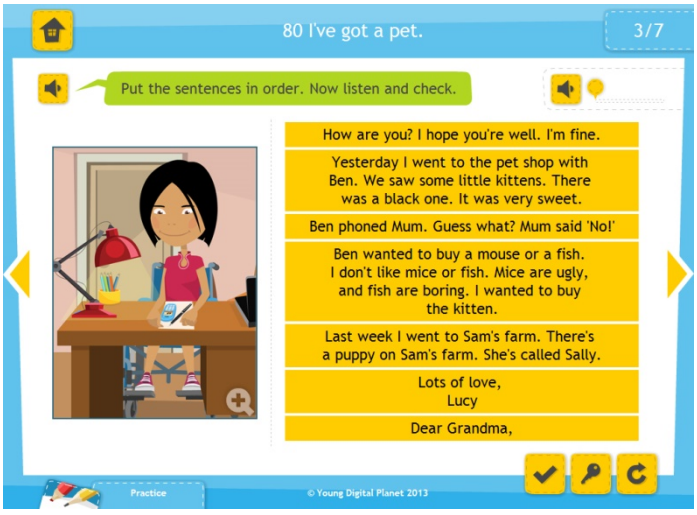


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Allow the Ss to listen to the audio twice. Ask some questions to check the Ss' understanding of the text, e.g. *Where did Lucy go last week? What did Ben want to buy*?

Screen 3

Audio:
Dear Grandma,
How are you? I hope you're well. I'm fine.
Last week I went to Sam's farm. There's a puppy on the farm. She's called Sally.
Yesterday I went to the pet shop with Ben. We saw some little kittens. There was a black one. It was very sweet.
Ben wanted to buy a mouse or a fish. I don't like mice or fish. Mice are ugly, and fish are boring. I wanted to buy the kitten.
Ben phoned Mum. Guess what? Mum said 'No!'
Lots of love,
Lucy

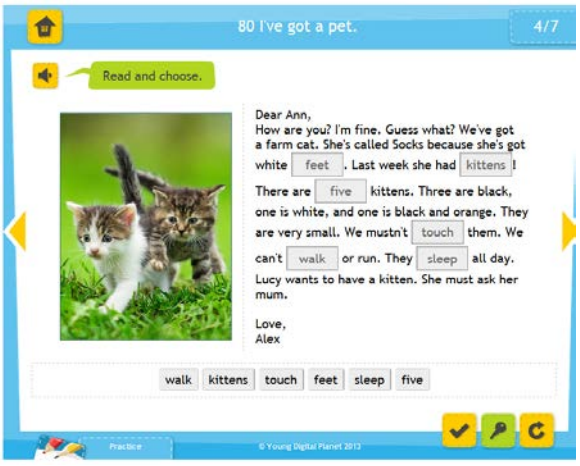


Ss put the sentences in the correct order. Only then can the Ss listen to the audio material.

Key: **see audio above**

Screen 4

Key:
1 feet
2 kittens
3 five
4 touch
5 walk
6 sleep

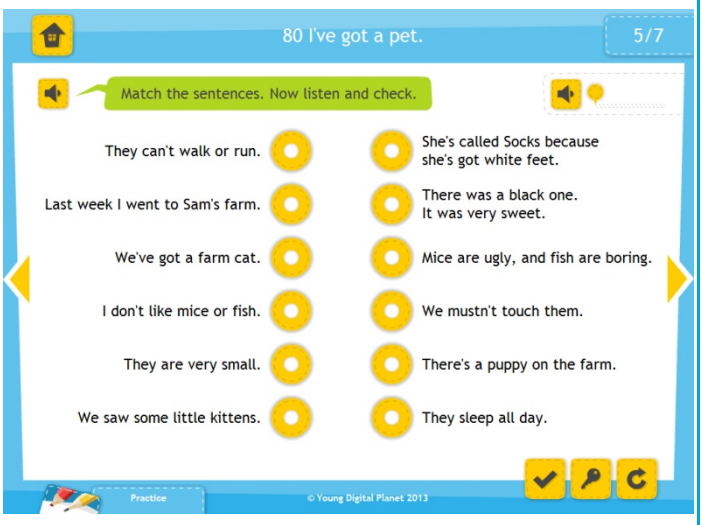


Ss drag and drop the correct word in the correct gap.

Screen 4

Audio:
We saw some little kittens. There was a black one. It was very sweet.
I don't like mice or fish. Mice are ugly, and fish are boring.
We've got a farm cat. She's called Socks because she's got white feet.
They are very small. We mustn't touch them.
Last week I went to Sam's farm. There's a puppy on the farm.
They can't walk or run. They sleep all day.

Key:
1 Last week I went to Sam's farm. There's a puppy on the farm.
2 We saw some little kittens. There was a black one. It was very sweet.
3 I don't like mice or fish. Mice are ugly, and fish are boring.



Ss match the sentences. Only then can they listen to the audio and check their answers.

4 We've got a farm cat. She's called Socks because she's got white feet. **5** They are very small. We mustn't touch them. **6** They can't walk or run. They sleep all day.	

Screen 6

	 Give Ss instructions for the writing activity. Ss complete the letter with their own ideas. Nominate some students to read out their answers and correct whenever necessary. Now it's your turn. Write a letter to your grandma or to a friend.

Handout

1. duck	A. piglet
2. dog	B. duckling
3. cat	C. calf
4. hen	D. kitten
5. cow	E. puppy
6. pig	F. chick

Friends 6 Lesson 81	*Look at the clown.*	Vocabulary

Aims	Contents	Checklist
Expressing opinions	**Vocabulary** *circus* *clown* Adjectives: *funny, dangerous, scary, naughty*	2 master handouts - 1 group work - 1 individual/pair work: eliciting adjectives and categorisation of adjectives

Language Analysis

Grammar: an adjective is a part of speech that describes a noun. Nouns name a place, a person, a thing, or an idea and adjectives give information about the noun.

As a rule, in English, the adjective comes before the noun it describes.
It is a very funny show.

Sometimes an adjective is not followed by a noun:
The sea is blue.
The story was so funny, I could not stop laughing all day.
The adjective is still describing the noun though they are not side by side but we could say *the blue sea* and the *funny joke*.

Hint: circus /ˈ***sɜːkəs***/
dangerous /ˈ***deɪn.dʒərəs***/
naughty BrE /ˈ***nɔː.ti***/ AmE/ˈ***nɑː.t̬i***/

Procedure

Warm-up Off the screens

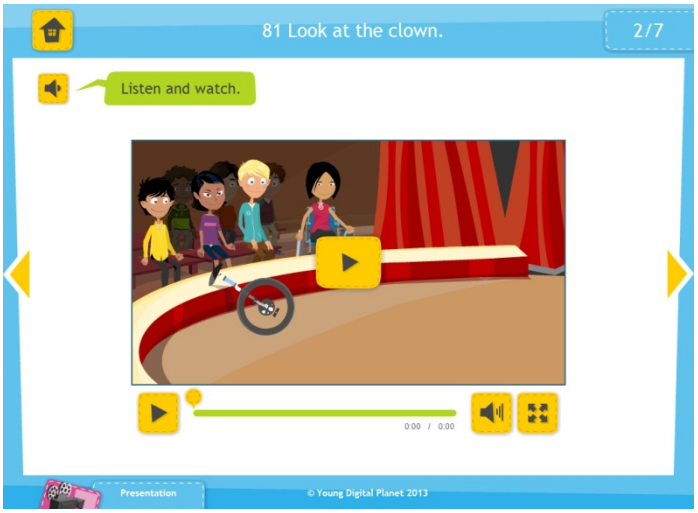
Handout 1 – needs to be cut out

tired	happy	sad	hungry	boring	sweet
loud	beautiful	ugly	long	silly	tall

1. Divide students into groups of 4 and give out one set of cards, cut and mounted on card.
2. Ask students to place them face down on a table and draw a word (without showing the other students) which they will mime to each other.
3. Write on the board *funny, dangerous, scary, naughty* and ask students if they know the meaning of the adjectives.
4. If there are students who know the words, ask them to mime them to the class, if not, do it yourself.
5. Ask students to start playing while you monitor students' work.

Screen 2

Alex: *I love the circus! This is fun!*
Kim: *Yes. Hey! Look at the clown! Oh, he's really funny. He's standing on a ball.*
Sam: *Now he's riding a bike with only one wheel. This is great!*
Lucy: *Where are the animals? Oh look, I can see a tiger. The tiger is coming! He's very big!*
Kim: *Oooh, he's scary. I think he's hungry. What's he doing?*
Lucy: *That man's hand is in the tiger's mouth. That's dangerous!*
Sam: *It's exciting. Now, it's time for the elephants. What can they do?*
Alex: *They can dance! That's funny.*
Kim: *Look! Some puppies are coming.*



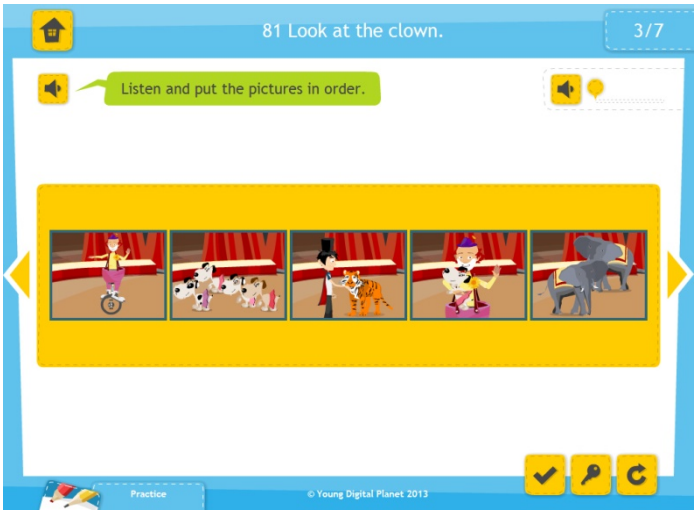
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

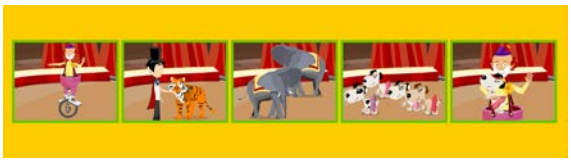
Aren't they sweet?
Sam: *This is boring. Lions and tigers are more exciting than puppies!*
Lucy: *Look, one of the puppies is running away. Naughty puppy! He wants to play with the elephants. Come back, little puppy. It's dangerous!*
Alex: *Here's the clown again. He can help the naughty puppy.*
Kim: *This is fun! I love the circus.*

Screen 3

Alex: *I love the circus! This is fun!*
Kim: *Yes. Hey! Look at the clown! Oh, he's really funny. He's standing on a ball.*
Sam: *Now he's riding a bike with only one wheel. This is great!*
Lucy: *Where are the animals? Oh look, I can see a tiger. The tiger is coming! He's very big!*
Kim: *Oooh, he's scary. I think he's hungry. What's he doing?*
Lucy: *That man's hand is in the tiger's mouth. That's dangerous!*
Sam: *It's exciting. Now, it's time for the elephants. What can they do?*
Alex: *They can dance! That's funny.*
Kim: *Look! Some puppies are coming. Aren't they sweet?*
Sam: *This is boring. Lions and tigers are more exciting than puppies!*
Lucy: *Look, one of the puppies is running away. Naughty puppy! He wants to play with the elephants. Come back, little puppy. It's dangerous!*
Alex: *Here's the clown again. He can help the naughty puppy.*
Kim: *This is fun! I love the circus.*

Key:

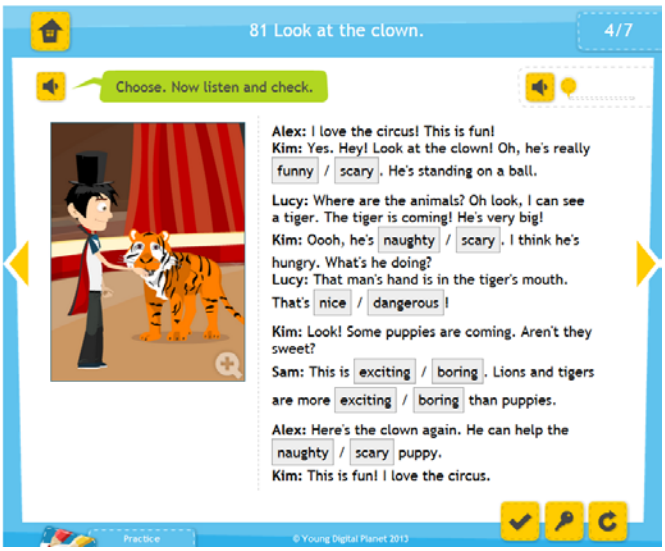




Screen 4

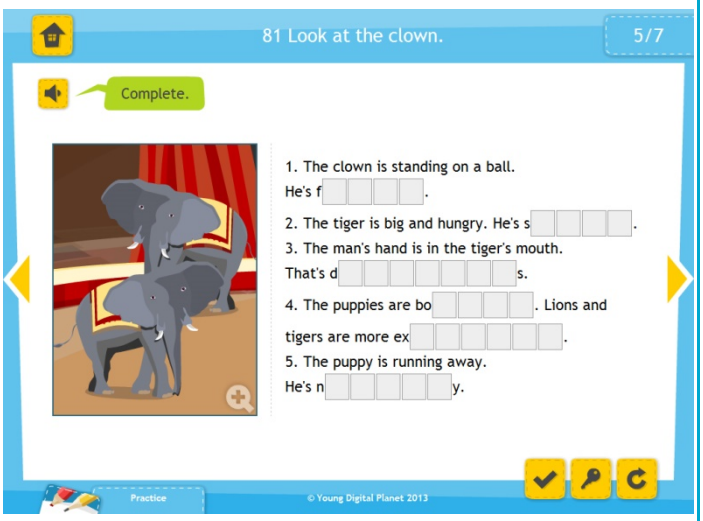
Alex: *I love the circus! This is fun!*
Kim: *Yes. Hey! Look at the clown! Oh, he's really funny. He's standing on a ball.*
Sam: *Now he's riding a bike with only one wheel. This is great!*
Lucy: *Where are the animals? Oh look, I can see a tiger. The tiger is coming! He's very big!*
Kim: *Oooh, he's scary. I think he's hungry. What's he doing?*
Lucy: *That man's hand is in the tiger's mouth. That's dangerous!*
Sam: *It's exciting. Now, it's time for the elephants. What can they do?*
Alex: *They can dance! That's funny.*
Kim: *Look! Some puppies are coming. Aren't they sweet?*
Sam: *This is boring. Lions and tigers are more exciting than puppies!*
Lucy: *Look, one of the puppies is running away. Naughty puppy! He wants to play with the elephants. Come back, little puppy. It's dangerous!*
Alex: *Here's the clown again. He can help the naughty puppy.*
Kim: *This is fun! I love the circus.*

Key:
1 funny **2** scary **3** dangerous **4** boring
5 exciting **6** naughty



Screen 5

Key:
1 funny
2 scary
3 dangerous
4 boring exciting
5 naughty



Screen 6

Audio:
Look at the clown.
He's funny!



Give Ss these instructions for the Look and say activity:

1. Look at the picture 1, listen and repeat.
2. Now it's your turn: work in pairs and talk in turn about the pictures with words you know, use the list on the right.
3. Prepare mini- dialogues to present in front of the class.

Nominate pairs to present their mini-dialogues.

Additional activity – Handout 2

Funny, scary, naughty, exciting, big, hungry, boring, dangerous, sweet



clown	tiger	elephants	puppies	puppy

1. Ask students: Do you like the circus?
2. Give out Handout 2 and ask students to put the adjectives under the correct heading.
3. Ask students to compare their answers in pairs.
4. Finally ask students to look at the pictures again and write what they think of each picture - one adjective each.
5. Nominate students to read out the list of adjectives.

Key:

clown	tiger	elephants	puppies	a puppy
funny	big	funny	boring	naughty
	hungry		sweet	
	scary			
	dangerous			
	exciting			

Handout 1

tired	happy	sad	hungry	boring	sweet
loud	beautiful	ugly	long	silly	tall

Handout 2

Funny, scary, naughty, exciting, big, hungry, boring, dangerous, sweet



clown	tiger	elephant	puppies	puppy

Friends 6 Lesson 82	*I think he's very funny.*	Grammar & Functions

Aims	Expressing and asking about opinions	Contents	**Grammar** *I think* + clause **Vocabulary** *What do you think of the clown?* *I think he's very funny.* *singer* *dancer* *skater*	Checklist	1 master handout: pair work: vocabulary matching and sentence completion with adjectives.

Language Analysis

Grammar: We use suffix *-er* and *-or* (agent noun suffixes)

a) The suffix *-ed* added to a verb forms a noun naming person or thing that does an action indicated by the verb: *drive — driver, run — runner, drink — drinker, read — reader, cook — cooker, compute — computer.*

b) The suffix *-ed* added to a noun denoting an occupation form a noun naming a person whose occupation it is: *cricket — cricketer, trumpet — trumpeter, football — footballer.*

c) The suffix *-or* is much less common: *actor*, *author* and *sculptor.*

We use the following words and phrases to express opinions, a personal point of view:

I think / I feel / I reckon / I guess / in my opinion / in my view etc.

They make our opinions or suggestions sound more polite. They suggest that the speaker is just giving his / her opinion with which you may or may not agree.

We use the following expressions to ask about opinions:

What do you think of ...?, Do you think that ... ?, What is your opinion on ...?

Procedure

Warm-up Off the screens

1. Ss work in pairs.
2. Ask Ss to name as many jobs as possible. Make a list. Elicit the following jobs:
   a teacher is a person who teaches, a dancer is a person who dances,
   a singer is a person who sings, an a actor is a person who acts in films,
   a doctor is a person who helps people who are ill,
   a policeman is a person who protects people.

Screen 2

Alex's mum: *Look! Here's a clown. What do you think of the clown?*
Kim: *I think he's very funny. He can stand on a ball. He can ride a bike with only one wheel.*
Alex: *I think he's great.*
Sam: *I think he's boring. I don't like clowns. I don't think he's funny.*
Mum: *Look at the dancers. What do you think of them ?*
Lucy: *Yes, they're very good. I like this music.*
Sam: *They're **OK**. I think this music is boring.*
Alex: *I think they're great. Look! That woman is standing on the man's head. That's dangerous!*
Kim: *Ooooh! That's scary!*
Lucy: *It's exciting!*
Sam: *I don't think it's exciting. I think these dancers are boring. I want to go home … Wait! Look!*
Mum: *What is it?*
Sam: *It's a lion! And a tiger! They're walking through the town! I think that's exciting! Let's watch!*



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

Screen 3

Alex's mum: *Look! Here's a clown. What do you think of the clown?*
Kim: *I think he's very funny. He can stand on a ball. He can ride a bike with only one wheel.*
Alex: *I think he's great.*
Sam: *I think he's boring. I don't like clowns. I don't think he's funny.*
Mum: *Look at the dancers. [pause] What do you think of them ?*
Lucy: *Yes, they're very good. I like this music.*
Sam: *They're **OK**. I think this music is boring.*
Alex: *I think they're great. Look! That woman is standing on the man's head. That's dangerous!*
Kim: *Ooooh! That's scary!*
Lucy: *It's exciting!*
Sam: *I don't think it's exciting. I think these dancers are boring. I want to go home … Wait! Look!*
Mum: *What is it?*
Sam: *It's a lion! And a tiger! They're walking through the town! I think that's exciting! Let's watch!*

Key:
1 T **2** T **3** F **4** F **5** T **6** T **7** F **8** T **9** T **10** F



Additional activity

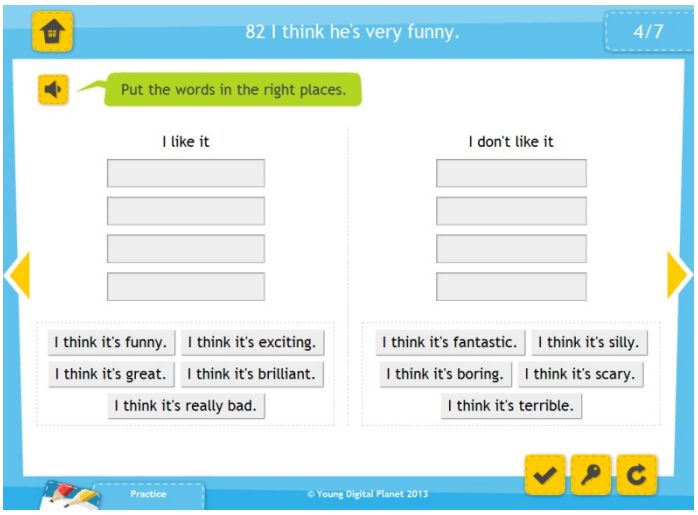
1. Ask students to correct the false sentences.
2. Nominate students to read out their answers.

Key:
3 Lucy likes the music/singers. Lucy thinks the singers are good.
4 Sam doesn't like the music/ Sam think the music is boring.
7 Kim thinks the dancers are exciting.
10 Sam thinks the lion and tigers are exciting.

Screen 4

Key:
1 I like it:
I think it's brilliant.
I think it's fantastic.
I think it's exciting.
I think it's great.
I think it's funny.

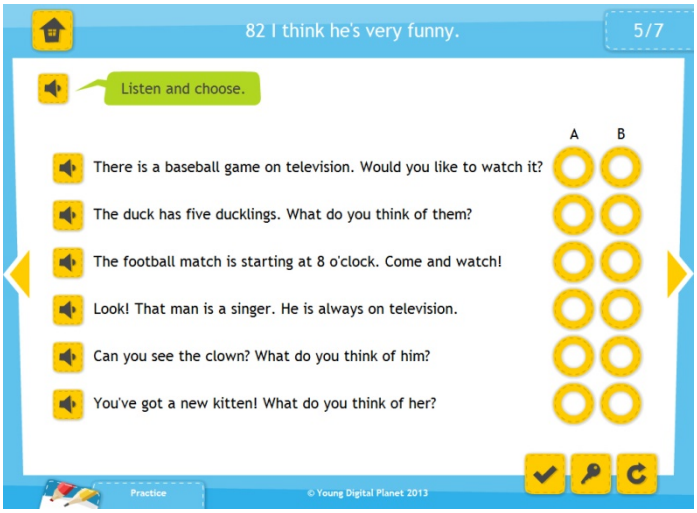
2 I don't like it:
I think it's boring.
I think it's silly.
I think it's terrible.
I think it's really bad.
I think it's scary.



Screen 5

Audio 1:
A: *No thanks. I think baseball is boring.*
B: *I don't like basketball.*
Audio 2:
A: *I don't think so. I like kittens.*
B: *I think they are sweet.*
Audio 3:
A: *It was great. I think it was a fantastic match.*
B: ***OK****! I think football is exciting!*
Audio 4:
A: *I know him! I think he's brilliant.*
B: *No, I can't sing. Can you?*
Audio 5:
A: *I think they are dangerous.*
B: *I think he's very funny.*
Audio 6:
A: *I love her, but she's very naughty.*
B: *No, I don't think so.*

Key:
1 A **2** B **3** B **4** A **5** B **6** A



Additional activity – Handout

1. Give out the Handout and ask students to read the adjectives in the box and

complete the sentences below.

2. Ask students to compare their answers in pairs.

3. Nominate students to read out the sentences. Ask them what they think e.g. *Do you think basketball is boring?, What do you think about kittens?* or *Do you think kittens are sweet?*

Handout

Complete the sentences below with the words in the box.

boring	naughty	fantastic	dangerous	sweet
exciting	scary	funny	brilliant	silly

1. I don't like basketball. It is _____.
2. I like kittens. I think they are _____.
3. I think it was a fantastic match! I think football is _____!
4. I love this singer! I think she's _____.
5. I don't like playing with Tom. He is often _____.
6. A: What do you think of lions?
   B: I don't like them. I think they're _____.
7. I love clowns. I think they're _____.
8. Look at this skater, he is so high. I think it's _____.
9. Oh no, Tom is pulling Kate's hair again, how _____.
10. I am having a birthday party at the zoo, it's _____.

Key:

1 boring **2** sweet **3** exciting **4** brilliant **5** naughty
6 scary **7** funny **8** dangerous **9** silly **10** fantastic

Screen 6

A: *The clown is standing on a ball. What do you think of the clown?*
B: *I think …*



Give Ss these instructions for the Look and say activity.

1. Look at the picture, read and repeat.
2. Next, read the sentences and the adjectives on the right.

	3. Now it's your turn: work in pairs. Ask and answer questions in turn.

Additional activity – Handout

1. Ask students to use the sentences in the Handout to ask and answer about their opinions in turn e.g. *I like football. What do you think?*
2. Ask students to replace a singer in sentence 4 with the name of their favourite singer, Tom in sentence 5 with the name of their classmate.
3. Circulate and correct any errors.

Handout

Complete the sentences below with the words in the box.

boring	naughty	fantastic	dangerous	sweet
exciting	scary	funny	brilliant	silly

1. I don’t like basketball. It is _ _ _ _ _ _ .
2. I like kittens. I think they are _ _ _ _ _.
3. I think it was a fantastic match! I think football is _ _ _ _ _ _ _ _ !
4. I love this singer! I think she’s _ _ _ _ _ _ _ _.
5. I don't like playing with Tom. He is often _ _ _ _ _ _ _.
6. A: What do you think of lions?

   B: I don't like them. I think they're _ _ _ _ _.
7. I love clowns. I think they're _ _ _ _ _.
8. Look at this skater, he is so high. I think it's _ _ _ _ _ _ _ _ _ .
9. Oh no, Tom is pulling Kate's hair again, how _ _ _ _ _.
10. I am having a birthday party at the zoo, it's _ _ _ _ _ _ _ _ _.

Friends 6 Lesson 83	*Did you enjoy the film?*	Grammar & Functions

Aims	Expressing opinions	Contents	**Grammar** Past simple **Vocabulary** *win (won), lose (lost), team, delicious* *Did you enjoy the film?* *Yes, it was exciting.* Everyday English: love story	Checklist	3 master handouts 3 individual/pair work activities: wordsearch, True/False questions and sentence ordering.

Language Analysis

Grammar: We use the past simple to talk about actions and states completed in the past.

We use it to talk about a specific point in time.

She went to the cinema last Saturday.
I talked to her two days ago.
They didn't want to visit us in June.

We also use it to talk about a period of time.

They were in London from May to September of last year.
He lived in Tokyo for five years.

We often use the past simple with following time expressions:

yesterday
two months ago
last Tuesday/ week/ month/ year
in 2010
from May to October
for a long time
in the 1980s
in the last century
in the past / when I was a child

Procedure

Warm-up Off the screens

Handout 1

Find the past tense of the following verbs in the word search.

1. see –
2. give –
3. tell –
4. win –
5. lose –
6. come –
7. take –
8. have –
9. say –
10. do –
11. make –
12. go –

A	S	A	I	D	O
H	A	T	O	O	K
A	W	O	N	E	I
D	C	L	O	S	T
M	A	D	E	C	N
S	M	G	A	V	E
D	E	D	I	D	W

Complete the sentences with five verbs from the word search.

1. We _ _ _ _ to the cinema yesterday but we didn't enjoy the film.
2. He forgot to do his homework at home so he _ _ _ it at school.
3. I _ _ _ Sally at the weekend and she _ _ _ _ me her she was going on holiday to Australia. How exciting!
4. His team _ _ _ _ the match but he enjoyed it anyway.

1. Give out Handout 1, ask students to write the past simple tense of the verbs and find them in the word search.
2. Ask students to compare their answers in pairs.
3. Ask studnets to complete the sentences in their pairs.
4. Nominate students to read out the sentences.

Key:

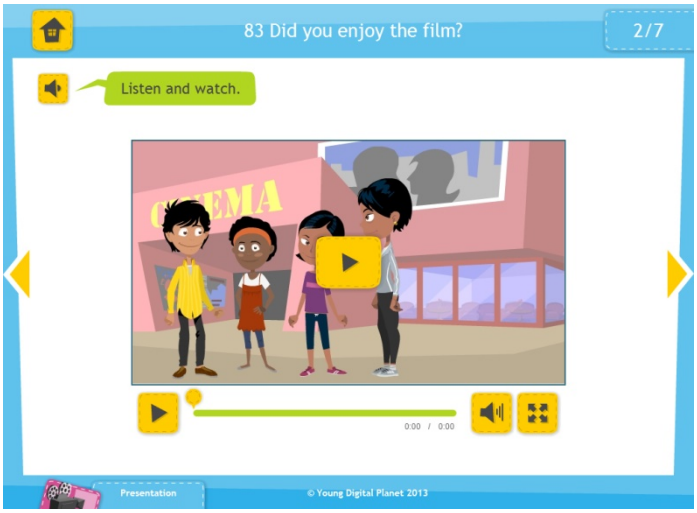
1 saw **2** gave **3** told **4** won **5** lost **6** came
7 took **8** had **9** said **10** did **11** made **12** went

Across: said took won lost made gave did
Down: had saw came told went

1 went **2** did **3** saw told **4** lost

Screen 2

Kim's Mum: *Hi Sam and Ann. Did you go to the cinema?*
Sam: *Yes, we did. We saw* Tiger Man 2. *It was great.*
Kim's Mum: *What did you think, Ann? Did you enjoy the film?*
Ann: *Yes, thank you. It was exciting.*
Sam: *It was funny, too, but I didn't like the love story. That was boring.*
Ann: *Yes, it was. Kim, Mrs Brown, what did you do today?*
Kim's Mum: *We went to the new café next to the church. We had sandwiches and cake.*
Ann: *Did you enjoy it?*
Kim: *Yes, it was great! I had a fantastic cheese sandwich and chocolate cake. Mum enjoyed her chicken sandwich, too. You must go there.*
Sam: *Ann, are you hungry?*
Ann: *Yes, I am. Let's go!*



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

Screen 3

Kim's Mum: *Hi Sam and Ann. Did you go to the cinema?*
Sam: *Yes, we did. We saw* Tiger Man 2. *It was great.*
Kim's Mum: *What did you think, Ann? Did you enjoy the film?*
Ann: *Yes, thank you. It was exciting.*
Sam: *It was funny, too, but I didn't like the love story. That was boring.*
Ann: *Yes, it was. Kim, Mrs Brown, what did you do today?*
Kim's Mum: *We went to the new café next to the church. We had sandwiches and cake.*
Ann: *Did you enjoy it?*
Kim: *Yes, it was great! I had a fantastic cheese sandwich and chocolate cake.*



Mum enjoyed her chicken sandwich, too. You must go there.
Sam: *Ann, are you hungry?*
Ann: *Yes, I am. Let's go!*

Key:
1 cinema **2** exciting **3** love **4** chicken
5 hungry

Screen 4

Lucy: *Hi Ben. What's on TV? Oh, a football match. Boring!*
Ben: *It's OK, Lucy. It's finished.*
Lucy: *Did you enjoy the football match?*
Ben: *No. It wasn't very exciting. The other team won. We lost, 2-1.*
Lucy: *Oh, I'm very sad.*
Ben: *How was your afternoon, Lucy? Where did you go?*
Lucy: *I went to the shopping centre with Mum and Kim. We wanted to buy some new clothes.*
Ben: *Did you enjoy your afternoon?*
Lucy: *No. I didn't see any nice clothes. I didn't buy anything.*
Ben: *Oh, I'm very sad. Listen, Lucy! I've got a good idea. Let's go out. Let's go to the new pizza restaurant opposite the library. We can have pizza with tomatoes and mushrooms and pineapple.*
Lucy: *And sausage! Robot likes sausage. Come on, let's ask Mum! Today can be a good day!*

Key:
1 boring **2** did not enjoy, wasn't **3** lost
4 Mum and Kim **5** clothes
6 did not enjoy **7** pizza **8** pineapple



Additional activity – Handout 2

True or False

1. Ann and Sam went to the circus.
2. Sam liked the love story.
3. Mrs Brown enjoyed her chicken sandwich.
4. Ann and Sam are tired.
5. Lucy thinks football is boring.
6. Ben's team won.
7. Lucy went to the shopping centre with Mum and Kim.
8. She wanted to buy some new toys.
9. Ben wants to go to the new cinema.
10. Ben wants pineapple on his pizza.

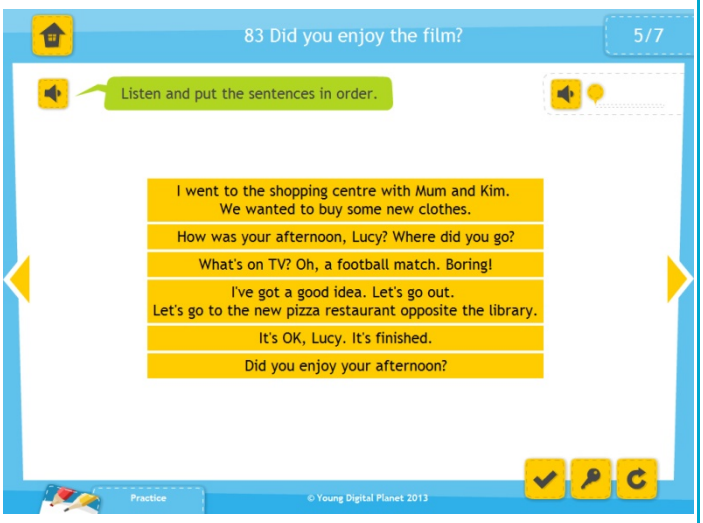
1. Give out Handout 2 and ask students to read the sentences to decide whether they are true or false.
2. Ask students to correct the false sentences.
3. Ask students to compare their answers in pairs.
4. Nominate students to read out their answers.

Key:

1 F They went to the cinema.
2. F He didn't like the love story.
3 T
4 F They are hungry
5 T
6 F Ben's team lost.
7 T
8 F Lucy wanted to buy new clothes.
9 F Ben wants to go to the new pizza restaurant.
10 T

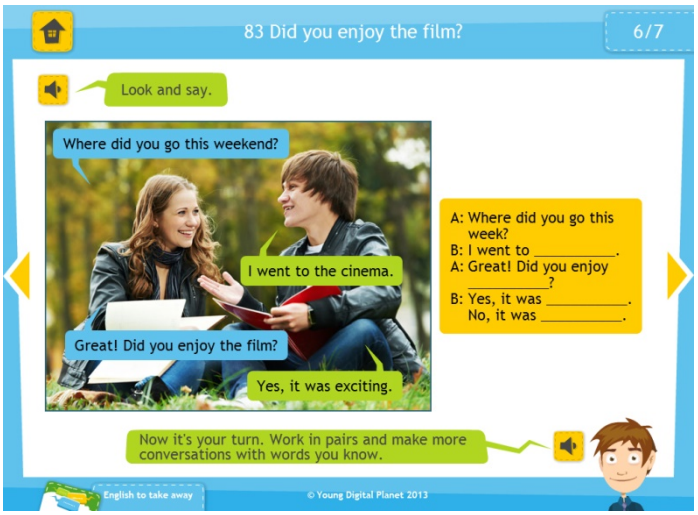
Screen 5

Lucy: *Hi Ben. What's on TV? Oh, a football match. Boring!*
Ben: *It's OK, Lucy. It's finished.*
Lucy: *Did you enjoy the football match?*
Ben: *No. It wasn't very exciting. The other team won. We lost, 2-1.*
Lucy: *Oh, I'm very sad.*
Ben: *How was your afternoon, Lucy? Where did you go?*
Lucy: *I went to the shopping centre with Mum and Kim. We wanted to buy some new clothes.*
Ben: *Did you enjoy your afternoon?*
Lucy: *No. I didn't see any nice clothes. I didn't buy anything.*
Ben: *Oh, I'm very sad. Listen, Lucy! I've got a good idea. Let's go out. Let's go to the new pizza restaurant opposite the library. We can have pizza with tomatoes and mushrooms and pineapple.*
Lucy: *And sausage! Robot likes sausage. Come on, let's ask Mum! Today can be a good day!*



Key:
1 What's on TV? Oh, a football match. Boring!
2 It's OK, Lucy. It's finished.
3 How was your afternoon, Lucy? Where did you go?
4 I went to the shopping centre with Mum and Kim. We wanted to buy some new clothes.
5 Did you enjoy your afternoon?
6 I've got a good idea. Let's go out. Let's go to the new pizza restaurant opposite the library.

Screen 6



Give Ss these instructions for the Look and say activity

1. Look at the pictures and read a dialogue.
2. Work in pairs and read out the dialogue in pairs.
3. Now it's your turn: work in pairs and make new conversations with words you know.
4. Present your conversation to the class.

Additional activity – Handout 3

Put the words in the correct order:

Questions	Answers
1. on your last holiday/ Where / you / go / did ?	
_____	_____
2. did / Who / you / with / go?	
_____	_____
3. you / Did/ enjoy / it?	
_____	_____
4. weekend / How / your / was ?	
_____	_____
5. What / do / did / you ?	
_____	_____

1. Give out Handout 3, ask students to put the words in the correct order to form questions.
2. Next, nominate students to read out the questions.
3. Ask students to work in pairs and ask and answer the questions in turn.
4. Students can then feed back to the class about their and their partner's activities.

Key:

1. Where did you go on your last holiday/
2. Who did you go with?
3. Did you enjoy it?
4. How was your weekend?
5. What did you do?

Handout 1

Find the past tense of the following verbs in the word search.

1. see –
2. give –
3. tell –
4. win –
5. lose –
6. come –
7. take –
8. have –
9. say –
10. do –
11. make –
12. go –

A	S	A	I	D	O
H	A	T	O	O	K
A	W	O	N	E	I
D	C	L	O	S	T
M	A	D	E	C	N
S	M	G	A	V	E
D	E	D	I	D	W

Choose six verbs from the wordsearch to complete the sentences.

1. We _ _ _ _ to the cinema yesterday but we didn't enjoy the film.
2. He forgot to do his homework at home so he _ _ _ it at school.
3. I _ _ _ Sally at the weekend and she _ _ _ _ me her she w
4. They _ _ _ _

Handout 2

1. Ann and Sam went to the circus.
2. Sam liked the love story.
3. Mrs Brown enjoyed her chicken sandwich.
4. Ann and Sam are tired.
5. Lucy thinks football is boring.
6. Ben's team won
7. Lucy went to the shopping centre with Mum and Kim.
8. She wanted to buy some new toys.
9. Ben wants to go to the new cinema
10. Ben wants pineapple on his pizza.

Handout 3

Put the words in the correct order to make sentences, then ask and answer them.

Questions	Answers
1. on your last holiday/ where / you / go / did ?	
_____	_____
2. did / who / you / with / go?	
_____	_____
3. you / did/ enjoy / it?	
_____	_____
4. weekend / how / your / was ?	
_____	_____
5. what / do / did / you ?	
_____	_____

Friends 6 Lesson 84	*Why didn't you do your homework?*	Conjunctions

Aims	Contents	Checklist
Explaining	**Grammar** Conjunctions **Vocabulary** *tomorrow* *restaurant* Everyday English: *I didn't have time.* *That's (not) a good excuse.* *I fell asleep*.	1 master handout – group work: scripts giving excuses

Language Analysis

Conjunctions are used to connect phrases, clauses, and sentences. There are words such as: *and, because, but, for, if, or,* and *when*.

There are two main kinds of conjunction.
Coordinating conjunctions that join items that are of equal importance in a sentence:
I like watching football and playinng basketball.
They may have tea or coffee.
The kitten was sweet but very naughty.

Subordinating conjunctions connect subordinate clauses to the main clause of a sentence:
He didn't do his homework because he was too tired.
I waited until they finished.

It is generally accepted that it's not good English to start a sentence with a conjunction such as, *and* or *but*. However, it isn't grammatically incorrect to do so, it is rather question of style.

Procedure

Warm-up Off the screens

Question time

1. Ask students to stand in a circle, start asking students the following questions:

What do you think of this poster?
What do you want to drink?
Where did you go yesterday?
What time must you go to bed?
Can you cook?
Do you need a helmet when you ride a bike?

1. Next ask students to ask any question they can think 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 any 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? How did you get to school last Monday?
Do you have a hobby? What's your hobby?
Do you like swimming? Can you swim? Did you like swimming when you were a child?
What day is it today? What is he doing?
Where did you go on holiday last year?
What time do you get up? What time did you get up yesterday?
What's your favourite colour? What do you think of tigers?

Screen 2

Kim: *Hi Mum, hi Dad. Did you enjoy your dinner at the restaurant?*
Mum: *Yes, we did… but look at this house! Did you do your homework, Kim?*
Kim: *No Mum, I didn't. I didn't do my homework because I was tired. I can do it tomorrow.*
Mum: *OK. Did you clean your rooms?*
Jill: *No, we didn't because we watched a film on television.*
Mum: *Clean them tomorrow. Did you help Grandma with her mobile phone?*
Kim: *No, I didn't because she didn't bring it here. I can help her…*
Mum: *Tomorrow. I know. Oh Kim, Jill… did you eat all the cake?*
Kim: *Sorry Mum. We ate the cake because we were hungry. I can make a new cake tomorrow.*
Jill: *Mum, did you wash my black skirt? I need it for school.*
Mum: *I'm sorry Jill. I didn't wash your skirt because I didn't have time. I can do it …*
Kim and Jill: *Tomorrow!*

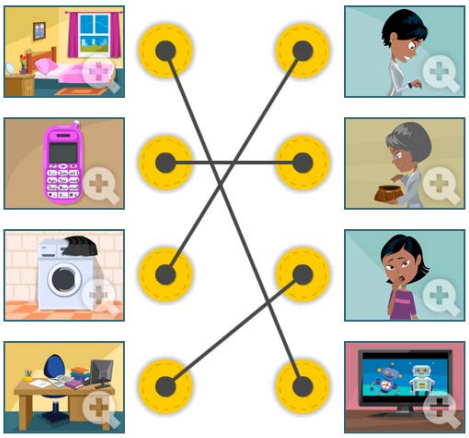


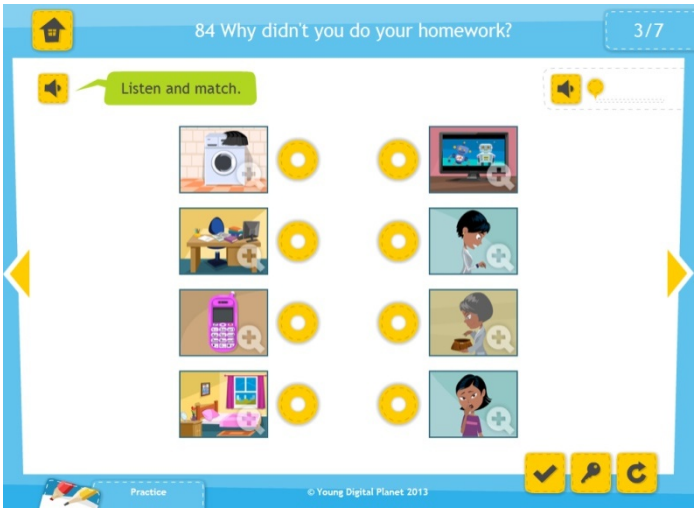
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Kim: *Hi Mum, hi Dad. Did you enjoy your dinner at the restaurant?*
Mum: *Yes, we did … but look at this house! Did you do your homework, Kim?*
Kim: *No Mum, I didn't. I didn't do my homework because I was tired. I can do it tomorrow.*
Mum: *OK. Did you clean your rooms?*
Jill: *No, we didn't because we watched a film on television.*
Mum: *Clean them tomorrow. Did you help Grandma with her mobile phone?*
Kim: *No, I didn't because she didn't bring it here. I can help her …*
Mum: *Tomorrow. I know. Oh Kim, Jill … did you eat all the cake?*
Kim: *Sorry Mum. We ate the cake because we were hungry. I can make a new cake tomorrow.*
Jill: *Mum, did you wash my black skirt? I need it for school.*
Mum: *I'm sorry Jill. I didn't wash your skirt because I didn't have time. I can do it …*
Kim and Jill: *Tomorrow!*

Key: **(random order)**

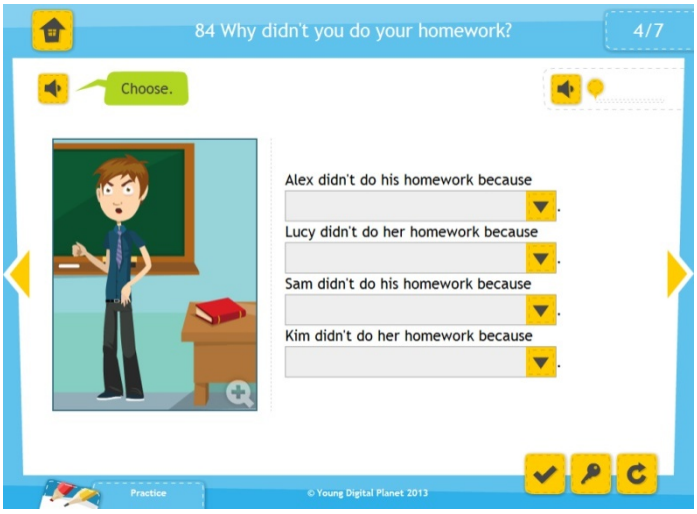




Screen 4

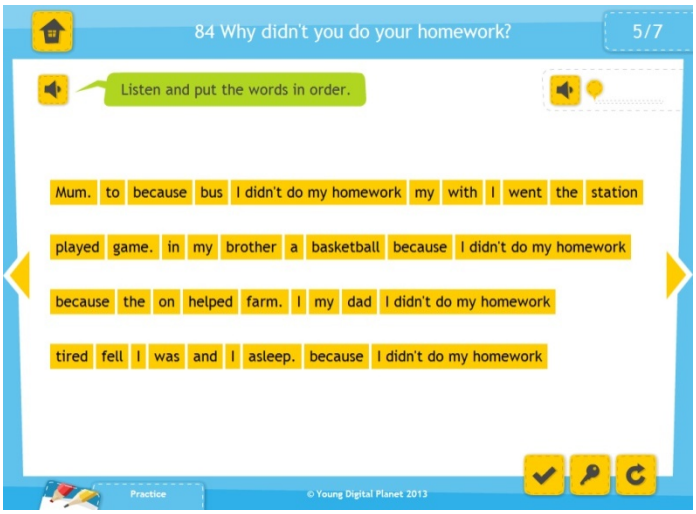
Mr Hill: *Class, today I am not happy. Do you know why?*
Kids: *No, Mr Hill.*
Mr Hill: *Only two people in the class did their homework. Tony and Anna, well done. Everyone else … why didn't you do your homework?*
Alex: *Sorry, Mr Hill. I didn't do my homework because I went to the bus station with my mum. My grandma came.*
Mr Hill: *Well, that's OK. Lucy?*
Lucy: *Sorry, Mr Hill. I didn't do my homework because my brother played in a basketball game. I went to watch him. His team won!*
Mr Hill: *OK. That's fine, Lucy. Sam, how about you?*
Sam: *Sorry, Mr Hill. I didn't do my homework because I helped my dad on the farm. One of the sheep had a baby lamb.*
Mr Hill: *Oh, that's sweet. Don't worry, Sam. Kim, what's your story?*
Kim: *Oh, Mr Hill, I didn't do my homework because … well, I was tired and I fell asleep. .*
Mr Hill: *Well, that's not a very good excuse! Do it next time, please!*

Key:
1 he went to the bus station with his mum **2** she watched her brother play basketball **3** he helped his dad on the farm **4** she was tired and she fell asleep



Screen 5

Mr Hill: *Class, today I am not happy. Do you know why?*
Kids: *No, Mr Hill.*
Mr Hill: *Only two people in the class did their homework. Tony and Anna, well done. Everyone else … why didn't you do your homework?*
Alex: *Sorry, Mr Hill. I didn't do my homework because I went to the bus station with my mum. My grandma came.*
Mr Hill: *Well, that's OK. Lucy?*
Lucy: *Sorry, Mr Hill. I didn't do my homework because my brother played in a basketball game. I went to watch him. His team won!*
Mr Hill: *OK. That's fine, Lucy. Sam, how about you?*
Sam: *Sorry, Mr Hill. I didn't do my homework because I helped my dad on the farm. One of the sheep had a baby lamb.*
Mr Hill: *Oh, that's sweet. Don't worry, Sam. Kim, what's your story?*
Kim: *Oh, Mr Hill, I didn't do my homework because … well, I was tired and I fell asleep. .*
Mr Hill: *Well, that's not a very good excuse! Do it next time, please!*



Key:
1 I didn't do my homework because I went to the bus station with my mum.
2 I didn't do my homework because my brother played in a basketball game.
3 I didn't do my homework because I helped my dad on the farm.
4 I didn't do my homework because I was tired and I fell asleep.

Screen 6



Give Ss these instructions for the Look and say activity

1. Look at the picture and read the dialogue.
2. Read the dialogues on the right.
3. Now it's your turn: work in pairs and ask and answer the questions in turn and give different reasons.
4. Nominate pairs to present their dialogues.

Additional activity – Handout

Script 1 – Team 1

Mr Hill: Kids, why didn't you do your homework?

Alex: Sorry, Mr Hill. I didn't do my homework because I went to the bus station with my mum. My grandma came.

Mr Hill: Well, that's OK. Lucy?

Lucy: Sorry, Mr Hill. I didn't do my homework because my brother played in a basketball game. I went to watch him. His team won!

Mr Hill: OK. That's fine, Lucy. Sam, how about you?

Sam: Sorry, Mr Hill. I didn't do my homework because I helped my dad on the farm. One of the sheep had a baby lamb.

Mr Hill: Oh, that's sweet. Don't worry, Sam. Kim, what's your story?

Kim: Oh, Mr Hill, I didn't do my homework because …. well, I was tired and I fell asleep. .

Mr Hill: Well, that's not a very good excuse!. Do it next time!

Script 2 – Team 2

Mum: Kim, did you do your homework?

Kim: No Mum, I didn't. I didn't do my homework because I was tired. I can do it tomorrow.

Mum: OK. Did you clean your rooms?

Jill: No, we didn't because we watched a film on television.

Mum: Clean them tomorrow. Did you help Grandma with her mobile phone?

Kim: No, I didn't because she didn't bring it here. I can help her …

Jill: Mum, did you wash my black skirt? I need it for school.

Mum: I'm sorry Jill. I didn't wash your skirt because I didn't have time. I can do it …

Kim and Jill: Tomorrow!

1. Divide students into two teams: one of five, the other of three, tell them they are going to choose one character in one of two scenes.
2. Distribute the scripts and ask teams to get together to rehearse.
3. Encourage students to introduce some emotions, play with the text e.g. the teacher or mum can be upset or really angry, kids apologetic or naughty, cheeky. Tell students that they can improvise and treat the script as a guideline only.
4. Now invite the groups to the front of the class to re-enact their scenes, encourage students not to look at the script.

Handout

Script 1

Mr Hill: Kids, why didn't you do your homework?

Alex: Sorry, Mr Hill. I didn't do my homework because I went to the bus station with my mum. My grandma came.

Mr Hill: Well, that's OK. Lucy?

Lucy: Sorry, Mr Hill. I didn't do my homework because my brother played in a basketball game. I went to watch him. His team won!

Mr Hill: OK. That's fine, Lucy. Sam, how about you?

Sam: Sorry, Mr Hill. I didn't do my homework because I helped my dad on the farm. One of the sheep had a baby lamb.

Mr Hill: Oh, that's sweet. Don't worry, Sam. Kim, what's your story?

Kim: Oh, Mr Hill, I didn't do my homework because … well, I was tired and I fell asleep. .

Mr Hill: Well, that's not a very good excuse! Do it next time!

Script 2

Mum: Kim, did you do your homework?

Kim: No Mum, I didn't. I didn't do my homework because I was tired. I can do it tomorrow.

Mum: OK. Did you clean your rooms?

Jill: No, we didn't because we watched a film on television.

Mum: Clean them tomorrow. Did you help Grandma with her mobile phone?

Kim: No, I didn't because she didn't bring it here. I can help her …

Jill: Mum, did you wash my black skirt? I need it for school.

Mum: I'm sorry Jill. I didn't wash your skirt because I didn't have time. I can do it …

Kim and Jill: Tomorrow!

Friends 6 Lesson 85		*Please work quickly.*		Vocabulary	
Aims	Describing actions	Contents	**Grammar** Adverbs of manner and actions **Vocabulary** *quickly, quietly, loudly, slowly,* *skate* v (skates noun and skater introduced in earlier units) *skip*, Revise *sing, dance, walk*	Checklist	2 master handouts – 2 individual / pair work activities: sentence completion and work with adverbs

Language Analysis

Grammar: Adverb modifies (describes) verb by giving the following information:

1. How the action occurs, intensity of the action – adverbs of manner
2. Where the action occurs – adverbs of place: *here, there, near, somewhere, outside*.
3. How many times action occur – adverbs of frequency: *sometimes, often, seldom*.
4. When the action occurs – adverbs of time *now, then, soon, tomorrow, yesterday, today*.

Adverbs of manner tell us how the action occurs, e.g.
She speaks loudly. He was driving slowly.
She answered correctly. They skip quickly.
Children, listen to me carefully.

We form adverbs of manner adding *-ly* to an adjective: safe - safely, quiet – quietly
If the adjective ends in *-y*, we change *-y* to *-i*, then we add *-ly*: *happy – happily*
If the adjective ends in *-le,* the adverb ends in *-ly* e.g. *terrible – terribly*

There are also irregular forms :
good – well
fast – fast
hard – hard

Procedure

Warm-up Off the screens

Simon says – vocabulary revision: verbs

1. Ask students to come to the front and stand in a semicircle.
2. Explain that you will give students the instructions which they should follow only if you start the command with *Simon says*. Each instruction will include a preposition. Students who follow instructions that are not preceded by the Simon says phrase, or who fail to follow an instruction that includes the phrase are out.

   Examples of instructions:

   Simon says: jump

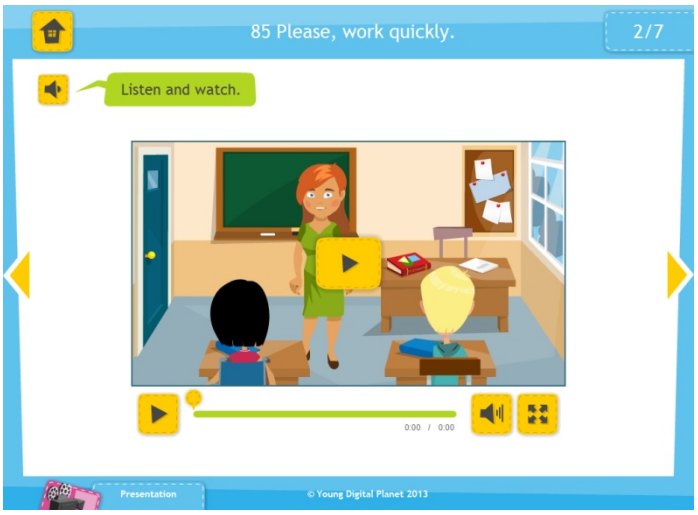
   Simon says: skip, run, walk

   Simon says: dance.

   Simon says: sing.
3. Next, nominate students to give two instructions each.
4. Continue until every student has completed the task.

Screen 2

Mrs Fish: *Good morning class. Mr Hill can't come to school today. He's got a cold. I am your teacher today.*
Kids: *Good morning, Mrs Fish.*
Mrs Fish: *It's time for our maths lesson. Open your books on page 20 and answer questions 7 and 8. Children, you are working very slowly. Please work quickly.*
Kids: *Yes, Mrs Fish.*
Mrs Fish: *Children, you are talking very loudly. You must talk quietly.*
Kids: *Yes, Mrs Fish.*
Mrs Fish: *Alex! Tell us the answer to question 7.* **Alex:** *Er …, The answer is … er …*
Mrs Fish: *Alex, speak loudly. We can't hear you.*
Alex: *Sorry, Mrs Fish. The answer is 17.*
Mrs Fish: *That's not correct. Lucy, do you know? Give us the answer quickly.*

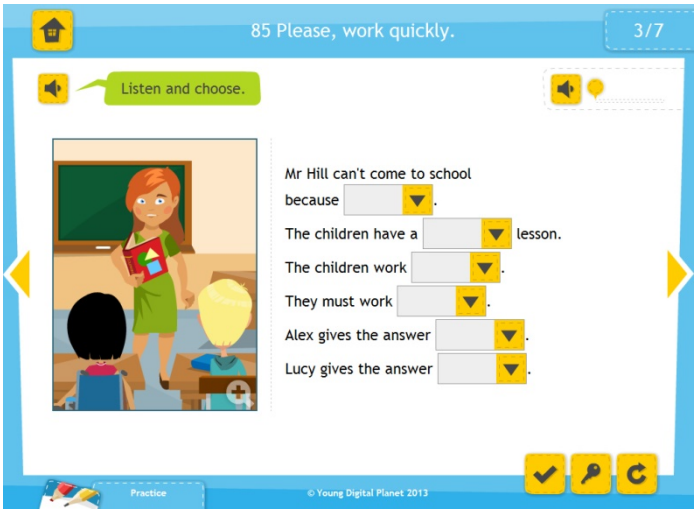


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Speak loudly!
Lucy: *The answer is 18.*
Mrs Fish: *Good. Well done, Lucy. Any questions? Yes, Sam?*
Sam: *Can we please go outside now?*

Screen 3

Mrs FishMrs Fish: *Good morning class. Mr Hill can't come to school today. He's got a cold. I am your Mrs Fish today.*
Kids: *Good morning, Mrs Fish.*
Mrs Fish: It's time for our maths lesson. Open your books on page 20 and answer questions 7 and 8. Children, you are working very slowly. Please work quickly.
Kids: *Yes, Mrs Fish.*
Mrs FishMrs Fish: *Children, you are talking very loudly. You must talk quietly.*
Kids: *Yes, Mrs Fish.*
Mrs Fish: *Alex! Tell us the answer to question 7.*
Alex: *Er …, The answer is … er …*
Mrs Fish: *Alex, speak loudly. We can't hear you.*
Alex: *Sorry, Mrs Fish. The answer is 17.*
Mrs Fish: *That's not correct. Lucy, do you know? Give us the answer quickly. Speak loudly!*
Lucy: *The answer is 18.*
Mrs Fish: *Good. Well done, Lucy. Any questions? Yes, Sam?*
Sam: *Can we please go outside now?*

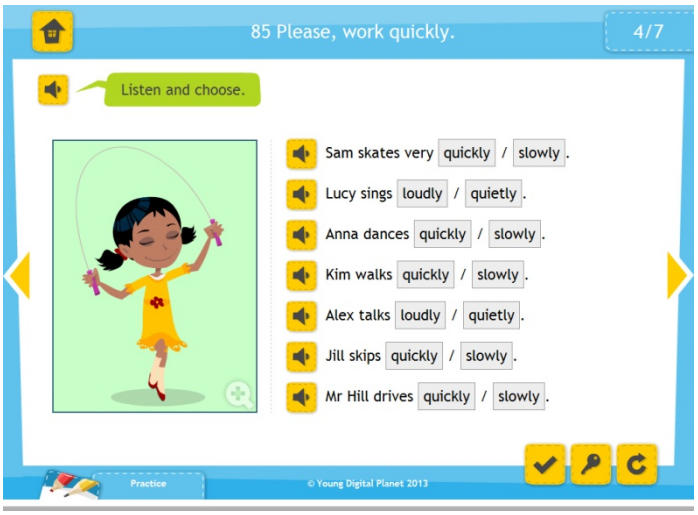


Key:
1 he's got a cold **2** maths **3** slowly
4 quickly **5** quietly **6** loudly

Screen 4

Audio 1:
Kim: *Sam, do you go skating in the winter?*
Sam: *Sometimes. I can't skate very well. I skate very slowly.*
Audio 2:
Alex: *Lucy, can you sing a song for the class?*
Lucy: *Yes, I can. I'm a good singer. I sing loudly.*
Audio 3:
Sam: *Anna, do you like to go dancing?*
Anna: *Yes, I do. I'm a good dancer. I dance quickly.*
Audio 4:
Mr Hill: *Kim, can you take this book to the library?*
Kim: *Yes, but I must walk slowly. My foot hurts.*
Audio 5:
Mr Hill: *Alex, can you read the story for us?*
Alex: *Yes, but I must talk quietly. I've got a cold.*
Audio 6:
Alex: *Jill, can you skip?*
Jill: *Yes, I can. Skipping is fun. I skip quickly.*
Audio 7:
Lucy: *Look, Mr Hill. It's snowing.*
Mr Hill: *Yes. It's winter. I must drive slowly.*

Key:
1 slowly **2** loudly **3** quickly
4 slowly **5** quietly **6** quickly **7** slowly



Screen 5

Audio 1:
Kim: *Sam, do you go skating in the winter?*
Sam: *Sometimes. I can't skate very well. I skate very slowly.*
Audio 2:
Alex: *Lucy, can you sing a song for the class?*
Lucy: *Yes, I can. I'm a good singer. I sing loudly.*
Audio 3:
Sam: *Anna, do you like to go dancing?*
Anna: *Yes, I do. I'm a good dancer. I dance quickly.*
Audio 4:
Mr Hill: *Kim, can you take this book to the library?*
Kim: *Yes, but I must walk slowly. My foot hurts.*
Audio 5:
Mr Hill: *Alex, can you read the story for us?*
Alex: *Yes, but I must talk quietly. I've got a cold.*
Audio 6:
Alex: *Jill, can you skip?*
Jill: *Yes, I can. Skipping is fun. I skip quickly.*
Audio 7:
Lucy: *Look, Mr Hill. It's snowing.*
Mr Hill: *Yes. It's winter. I must drive slowly.*

Key:
1 slowly
2 loudly
3 quickly
4 slowly
5 quietly
6 quickly
7 slowly



Additional activity – Handout 1

1.I skate very _____ . What about you?
2. I sing _____ . What about you?
3.I dance _____ . What about you?
4.I walk _____]. What about you?
5.I talk _____ . What about you?
6. I ride a bike _____ . What about you?
7. I play basketball _____ . What about you?
8. I swim _____ . What about you?

1. Give out Handout 1 and ask students to complete the sentences so they are true for them.
2. Ask students to work in pairs and talk to find out about how their partners do the activities.
3. Nominate students to report back what they have found out.

Screen 6



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:

1. Ask students to work in pairs and use the adverbs to make new sentences based on prompts or pictures they will draw themselves.
2. Ask students to draw a picture, e.g. an elephant walking and then describe it to their partner who has to draw what they have heard.
3. Ask students to compare their drawings and swap roles.
4. Circulate and choose a few drawings to demonstrate to the class.

Additional activity – Handout 2 – needs to be cut out

Something you do quickly	Something you do loudly
Something you do quietly	Something you do well
Something you do slowly	

5. Give out slips of paper (Handout 3) and ask students to place them face down on the desks and pick one out.
6. Ask students to talk about activities they do slowly/ quietly/ loudly, etc in turn.

Handout 1

1. I skate very _____ . What about you?
2. I sing _____. What about you?
3. I dance _____. What about you?
4. I walk _____. What about you?
5. I talk _____. What about you?
6. I ride a bike _____. What about you?
7. I play basketball _____. What about you?
8. I swim _____. What about you?

Handout 2

Something you do quickly	Something you do loudly
Something you do quietly	Something you do well
Something you do slowly	

Friends 6 Lesson 86	*We can sing loudly.*	Grammar & Functions

Aims	Talking about hobbies	Contents	**Grammar** Adverbs of manner and actions **Vocabulary** *hobby, well, badly*	Checklist	1 master handout – pair work activity: writing activity with adverbs

Language Analysis

Hint: a hobby is something that you can do in your own leisure time for pleasure by yourself or with friends and family.

There are many ways to ask about hobbies:

Do you have a hobby?
What is your hobby?
What do you do in your spare / free time?
What do you like doing?

There are also various answers to questions about hobbies.

My hobby is basketball, but I also like playing football.
I swim in my free time.
I go for bike rides and I go swimming.
In my spare time, I love cooking cakes.
I like reading cartoon books.
During the summer I play football, but in the winter I do karate in the leisure centre and I go skiing with my family.

Procedure

Warm-up Off the screens

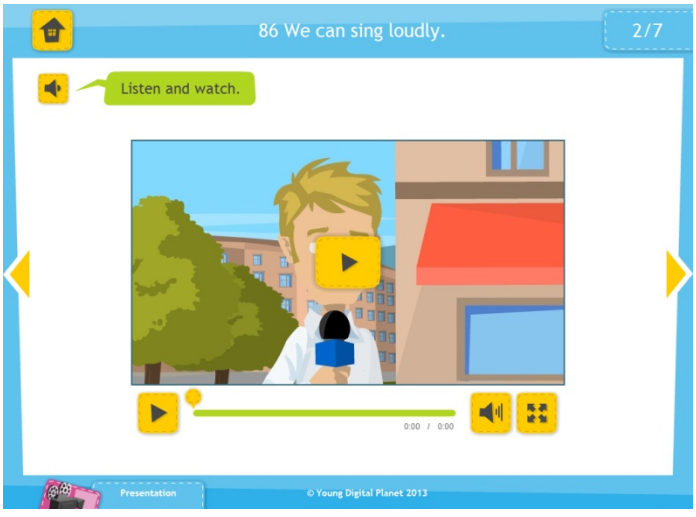
Handout - needs to be cut out.

You can do it quickly	You can do it loudly
You can do it quietly	You can do it slowly

1. Divide students into pairs and give out the handout, ask students to place it face down in a pile.
2. Ask students to play in turn, the first student takes the top card and writes down the activity e.g. *I can swim quickly*. And they say to their partners *I can do it quickly.*
3. The other student has to guess the activity. The student has three tries.
4. Ask students to take notes and tell the class what they have found out about their partners.

Screen 2

Reporter: *Good afternoon. Today we are in the town. We're talking to people about their hobbies. What do people like to do? Let's ask this man. Excuse me, have you got a hobby?*
Kim's father: *Yes. My hobby is skating. I can't skate very well, but I like it.*
Reporter: *Thank you. Let's talk to this girl. Have you got a hobby?*
Lucy: *I play computer games, and I read a lot of books.*
Reporter: *Excellent. How about your friend? Have you got a hobby?*
Sam: *I play the guitar – very loudly!*
Reporter: *I see! And what do your parents say?*
Sam: *They say, 'play quietly'.*
Reporter: *Great. How about you?*
Alex: *I have two hobbies – I go for bike rides and I go swimming.*



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

Reporter: *Excellent. And your friend?*
Kim: *I do karate. I love it.*
Reporter: *Karate? Do you kick people?*
Kim: *Oh no! It isn't dangerous.*

Screen 3

Reporter: *Good afternoon. Today we are in the town. We're talking to people about their hobbies. What do people like to do? Let's ask this man. Excuse me, have you got a hobby?*
Mr Brown: *Yes. My hobby is skating. I can't skate very well, but I like it.*
Reporter: *Thank you. Let's talk to this girl. Have you got a hobby?*
Lucy: *I play computer games, and I read a lot of books.*
Reporter: *Excellent. How about your friend? Have you got a hobby?*
Sam: *I play the guitar – very loudly!*
Reporter: *I see! And what do your parents say?*
Sam: *They say, 'play quietly'.*
Reporter: *Great. How about you?*
Alex: *I have two hobbies – I go for bike rides and I go swimming.*
Reporter: *Excellent. And your friend?*
Kim: *I do karate. I love it.*
Reporter: *Karate? Do you kick people?*
Kim: *Oh no! It isn't dangerous.*



Key:
1 skates
2 plays computer games, reads books
3 plays the guitar **4** for bike rides, swimming **5** does karate

Screen 4

Mr Hill: *We're singing some songs now, class. You must sing loudly. Don't sing quietly. I know you can all sing well! But can you all sing loudly?*
Lucy: *I can!*
Alex: *I can, too!*
Kim: *Me too!*
Mr Hill: *Excellent. Now Sam. Can you play your guitar for us?*
Sam: *Yes. I can sing and play the guitar at the same time!*
Mr Hill: *Well done! Can you play your guitar loudly?*
Sam: *Of course!*
Mr Hill: *Right, now one, two, three and let's begin.*

Key:
1 loudly **2** quietly **3** well **4** loudly **5** loudly



Screen 5

Mr Hill: *Class, you were fantastic. You all sang very well. No one sang badly.*
Lucy: *Did we sing loudly?*
Mr Hill: *Yes, you did. No one sang quietly. I could hear you very well.*
Sam: *Did I play quietly?*
Alex: *No, you played loudly. I could hear you well.*
Mr Hill: *You were all brilliant! Let's go and have lunch now!*

Key:
1 loudly
2 quietly
3 well
4 quietly
5 brilliant



Screen 6

Audio:

Lucy: *Can you sing well?*
Kim: *No, I can't. I sing badly.*



Give Ss these instructions for the Listen and say activity:

1. Look at the picture and read the dialogue.
2. Play the recording and repeat.
3. Read the dialogue in pairs.
4. Now it's your turn: work in pairs and ask and answer the questions using the expressions on the right.
5. Present your dialogues to the class.

Additional activity - milling

1. Ask students to walk round the class and ask students: *What's your hobby?*
2. Ask students to memorise all the answers as they aren't allowed to take any notes.
3. Next, ask students to stand in a semicircle, point at a student and ask *What's Tom's hobby?* and ask students to raise their hand if they remember.
4. Nominate a student to give the answer and ask about another student.
5. Continue with all the students in the class.

Handout

You can do it quickly	You can do it loudly
You can do it quietly	You can do it slowly

Friends 6 Lesson 87	*I can't skate slowly!*	Grammar & Functions

Aims	Talking about abilities	Contents	**Grammar** Adverbs of manner in negative forms, irregular adverbs:*well / badly* **Vocabulary** *skating rink* *well / badly* Everyday English: *Slow down!*	Checklist	1 master handouts – 1 group work: find someone who ... Pieces of scrap paper

Language Analysis

Grammar: Adverbs of manner describe the verb and tell us how the action occurs e.g.
He sings loudly. They walked very slowly.
She speaks English well. We always run quickly to school.

Many adverbs are formed from adjectives and end in *-ly*.
There are few rules:
The basic rule is that we add *-ly* to the end of the adjective:
quick – quickly loud – loudly sudden – suddenly

If the adjective has two syllables and ends in *-y*, then we replace the final *-y* with *-ily*:
happy – happily lazy lazily

If the adjective ends with a consonant followed by *-le*, we replace the final *-e* with *-y* on its own: *terrible - terribly comfortable - comfortably*

There are also irregular forms :
good – well
fast – fast
hard – hard

Procedure

Warm-up Off the screens

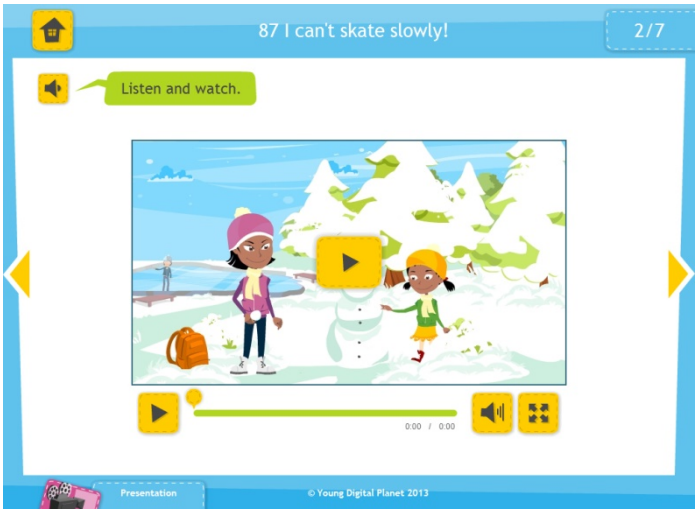
1. First, write three very simple sentence prompts on the board:

1. I like _____ slowly.
2. I don't like _____ quickly.
3. I can _____ well.
4. I can't _____ well.
5. I can _____ loudly.

2. Next, give out a piece of scrap paper and ask students to write down the sentences and finish them so they are true for them.
3. When students have finished, tell them to fold the paper to make a plane.
4. Then tell students to fly their planes.
5. Ask students to pick up a random plane, unravel it and read out the sentences.
6. Ask other students to guess who it is and give feedback on language
7. Continue with all the planes.

Screen 2

Kim: *Jill, I love winter!*
Jill: *Me too. There's a new skating rink in the park. Let's go skating. We can bring our skates.*
Kim: *Good idea. Let's finish the snowman quickly. Then we can go.*
Jill: *But we need a hat, and a carrot for his nose, and a scarf.*
Kim: *I know. But we've got everything – here!*
Kim: *Are you ready? Let's go skating!*
Jill: *Kim, slow down! I can't run quickly like you!*
Kim: *Sorry, Jill. We're here. Put on your skates. Hurry up!*
Jill: *Just a minute. Wait for me.*
Kim: *Ready? Let's go. Let's skate to the end of the rink. Come on, Jill! Can't you skate more quickly?*
Jill: *Sorry. I can't skate very well.*
Kim: *And I can't skate slowly!*

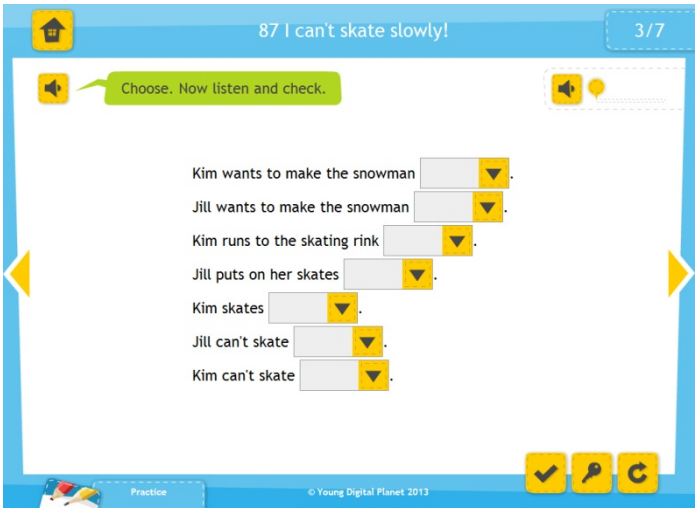


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

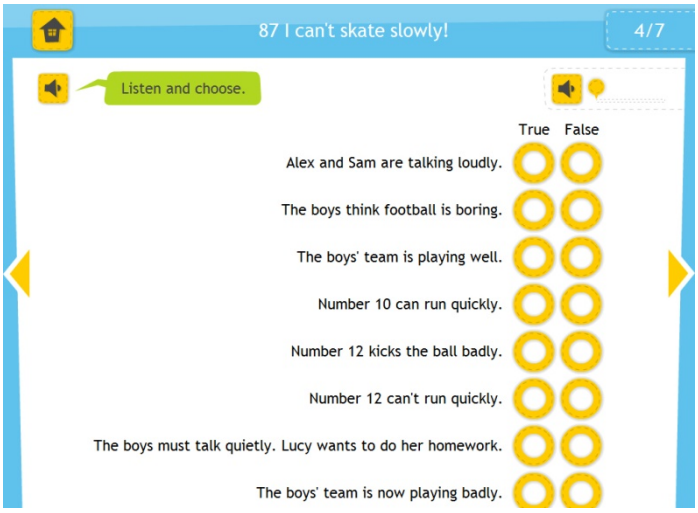
Kim: *Jill, I love winter!*
Jill: *Me too. There's a new skating rink in the park. Let's go skating. We can bring our skates.*
Kim: *Good idea. Let's finish the snowman quickly. Then we can go.*
Jill: *But we need a hat, and a carrot for his nose, and a scarf.*
Kim: *I know. But we've got everything – here!*
Kim: *Are you ready? Let's go skating!*
Jill: *Kim, slow down! I can't run quickly like you!*
Kim: *Sorry, Jill. We're here. Put on your skates. Hurry up!*
Jill: *Just a minute. Wait for me.*
Kim: *Ready? Let's go. Let's skate to the end of the rink. Come on, Jill! Can't you skate more quickly?*
Jill: *Sorry. I can't skate very well.*
Kim: *And I can't skate slowly!*

Key:
1 quickly **2** slowly **3** quickly **4** slowly
5 quickly **6** well **7** slowly



Screen 4

Lucy: *Alex, Sam, why are you talking so loudly? Are you happy?*
Alex: *Yes! This match is exciting. Our team is winning, 2–1. They're playing very well!*
Lucy: *Who's your favourite player?*
Sam: *I like Number 10. Watch him. He can run very quickly. He can kick the ball well, too.*
Alex: *Number 12 can kick the ball well, but he can't run very quickly.*
Lucy: *I think football is boring. Can you talk quietly? I want to do my homework.*



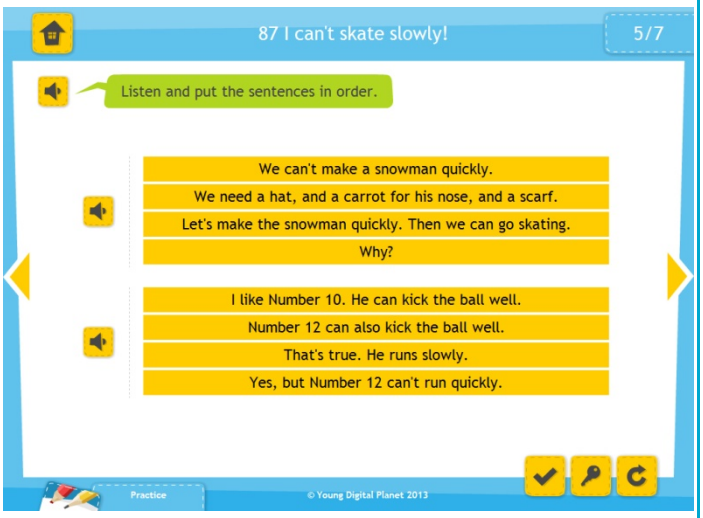
Sam: *Oh!*
Alex: *No! It's 2–2.*
Lucy: *I think they are playing badly now!*

Key:
1 T **2** F **3** T **4** T **5** F **6** T **7** T **8** T

Screen 5

Audio 1:
Kim: *Let's make the snowman quickly. Then we can go skating.*
Jill: *We can't make a snowman quickly.*
Kim: *Why?*
Jill: *We need a hat, and a carrot for his nose, and a scarf.*

Audio 2:
Alex: *I like Number 10. He can kick the ball well.*
Sam: *Number 12 can also kick the ball well.*
Alex: *Yes, but Number 12 can't run quickly.*
Sam: *That's true. He runs slowly.*



Screen 6

Audio:
Can you skate slowly?
No, I can't. I skate quickly!
Can you skate slowly?
Can you run quickly?
Can you kick a ball well?
Can you sing loudly?
Can you play the guitar quietly?



Give Ss these instructions for the Listen and

	say activity: 1. Look at the picture, listen and repeat. 2. Listen to the questions, give your answer and repeat. 3. Now it's your turn: work in pairs and ask and answer the questions.

Additional activity – Handout – needs to be cut out

Handout

Find somebody who: can skate slowly. _____ can run quickly. _____ can kick a ball well. _____ can sing quietly. _____	Find somebody who: can play the guitar quietly. _____ can sing loudly. _____ can swim well. _____ can you make a snowman quickly. _____
Find somebody who: can jump quickly. _____ can play football well. _____ can speak English loudly. _____ can ride a bike slowly. _____	Find somebody who: can play basketball well. _____ can skip quickly. _____ can shout loudly. _____ can walk quietly. _____

Divide students into groups of four and give out the handout .

1. Ask students to interview each other to find information on their cards.
2. When they have finished, ask them to report back what they have found out e.g. *Tom can skate slowly, Sara can run quickly.*

Handout

Find somebody who: can skate slowly. _____ can run quickly. _____ can kick a ball well. _____ can sing quietly. _____	Find somebody who: can play the guitar quietly. _____ can sing loudly. _____ can swim well. _____ can you make a snowman quickly. _____
Find somebody who: can jump quickly. _____ can play football well. _____ can speak English loudly. _____ can ride a bike slowly. _____	Find somebody who: can play basketball well. _____ can skip quickly. _____ can shout loudly. _____ can walk quietly. _____

	Friends 6 Lesson 88		*Elephants walk slowly.*		Listening & Speaking
Aims	Describing characteristics and habits of zoo animals	Contents	**Grammar** Present simple –for description **Vocabulary** *Africa* *India* *Australia* *elephant* *koala* *giraffe*	Checklist	2 master handouts: 1 group work 1 pair work: word categorisation and animal questionnaire Coloured pencils

Language Analysis

Grammar: to describe characteristics and habits in the present we use the present simple tense. Although it is quite simple to form, we use it in various ways and for different purposes:

1. To describe facts and habits:

   It always snows here in December.

   I play tennis in the summer.

   Giraffes come from Africa. They eat leaves. (fact and habit)

This type of sentence, especially if it's describing a habit, often includes a time expression like *always, every year, never, often, on Mondays, rarely, sometimes,* or *usually*.

2. To describe scheduled events in the future

   The train arrives at 6 o'clock.

   My flight is at 02.34.

3. To tell stories, jokes and anecdotes to make your listener or reader feel more engaged with the story.

   A chicken walks into a bar. The bartender says "We don't serve poultry!"

   The chicken says "That's OK, I just want a drink."

Procedure

Warm-up Off the screens

Handout 1

grass loudly giraffe slow trees bananas fly neck
leg run walk quickly slowly tired lazy leaves elephant
penguin jump koala ears quiet wings quietly

Noun: body part	Noun: animal	Noun: nature	Verb	Adjective	Adverb

1. Check with students for the words they do not understand.
2. Give out Handout 1 and ask students to put the words in the categories.
3. Ask students to compare their answers in pairs.
4. Ask students to add their words to each category.
5. Nominate students to read out their categories.
6. Ask the other students if they can add any new words.
7. Continue until all students' ideas have been read.

Key:

Noun: body part	Noun: animal	Noun: nature	Verb	Adjective	Adverb
neck leg ears wings	giraffe elephant penguin koala	grass trees banana leaves	run walk jump fly	slow tired lazy quiet	loudly quickly slowly quietly

Screen 2

Zookeeper: *Welcome to the zoo, class. Look over there. What's that animal?*
Alex: *An elephant.*
Zookeeper: *Of course! What do you know about elephants?*
Lucy: *Elephants with big ears come from Africa. Elephants with small ears come from India.*
Zookeeper: *Great! What do they eat?*
Sam: *Bananas?*
Zookeeper: *Sometimes. Usually they eat grass, and they drink water. How do they walk?*
Kim: *I think they walk slowly! They are very big!*
Zookeeper: *Sometimes they can walk quickly, but usually they are quite slow animals. Do you know anything else about elephants?*
Alex: *People put them in the circus. We saw some on TV!*
Zookeeper: *That's true. People like to watch elephants. Now, does anyone know the answer to this question. How many years do elephants live?*
Lucy: *Ten years?*
Zookeeper: *More than that. Some elephants can live for seventy years. They can also remember things for many years.*
Alex: *Wow!*
Zookeeper: *Let's walk to the elephants. Bring your cameras. Come on!*



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

Screen 3

Zookeeper: *Welcome to the zoo, class. Look over there. What's that animal?*
Alex: *An elephant.*
Zookeeper: *Of course! What do you know about elephants?*
Lucy: *Elephants with big ears come from Africa. Elephants with small ears come from India.*
Zookeeper: *Great! What do they eat?*
Sam: *Bananas?*
Zookeeper: *Sometimes. Usually they eat grass, and they drink water. How do they walk?*
Kim: *I think they walk slowly! They are very big!*
Zookeeper: *Sometimes they can walk quickly, but usually they are quite slow animals. Do you know anything else about elephants?*
Alex: *People put them in the circus. We saw some on TV!*
Zookeeper: *That's true. People like to watch elephants. Now, does anyone know the answer to this question. How many years do elephants live?*
Lucy: *Ten years?*
Zookeeper: *More than that. Some elephants can live for seventy years. They can also remember things for many years.*
Alex: *Wow!*
Zookeeper: *Let's walk to the elephants. Bring your cameras. Come on!*

Key:
1 T **2** F **3** T **4** T **5** F **6** T



Additional activity
1 Ask students to correct the false sentences.
2. Nominate students to read out the answers.
Key:
2 Elephants with small ears come from India.

5 Some elephants can live for seventy years.
2. Ask students what other facts about elephants the zoo keeper mentions.
3. Nominate volunteers to answers, if students do not know ask them: *What do elephants eat? Can they walk quickly?*

Key: possible answers:
Elephants usually eat grass.
They can walk quickly, but usually they are quite slow animals.

Screen 4

Zookeeper: *Our next animal is the koala bear. Can you see him?*
Alex: *Yes, in the tree!*
Zookeeper: *Good. Koala bears live in trees. What else do we know about koala bears?*
Lucy: *They come from Australia!*
Zookeeper: *Yes, that's right. What do they eat?*
Kim: *They live in trees, so I think they eat leaves.*
Zookeeper: *Yes, good. There is another interesting thing. Koala bears are always tired. How many hours do you sleep every night?*
Lucy: *Eight or nine.*
Zookeeper: *Right. Koala bears sleep for twenty hours every day.*
Sam: *Ooooh! I want to be a koala bear!*
Zookeeper: *When we see the koalas, we must be quiet. Look – he's asleep. Come on, let's walk quietly.*

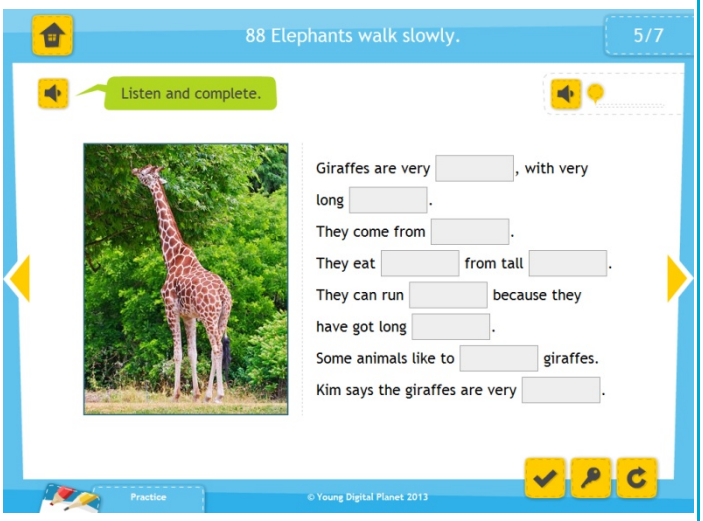
Key:
1 trees **2** Australia **3** leaves **4** tired
5 eight **6** twenty **7** asleep **8** quietly



Screen 5

Zookeeper: *Our last animal is the giraffe. Tell me about giraffes.*
Kim: *They are very tall!*
Zookeeper: *Yes. They've got very long necks. The giraffe is taller than all the other animals in the world. Where do giraffes come from?*
Lucy: *Giraffes come from Africa.*
Zookeeper: *That's right. What do they eat?*
Sam: *Leaves.*
Zookeeper: *Good! They eat leaves from tall trees. Can they run quickly?*
Alex: *I think so. They've got long legs.*
Zookeeper: *Yes, good. They can run very quickly. Some animals like to eat giraffes. They must run very quickly.*
Kim: *They are very pretty. I love giraffes.*
Zookeeper: *Me too. Come on, let's go and see them.*

Key:
1 tall, necks **2** Africa **3** leaves, trees
4 quickly, legs **5** eat **6** pretty



Screen 6

Audio:
Giraffes are very tall, with very long necks.
Koala bears sleep twenty hours every day.
Usually elephants eat grass and drink water.



Give Ss instructions for the Look and say activity.

1. Look at the pictures and read the sentences.
2. Listen to the recording and repeat.
3. Now it's your turn: work in pairs. Use the words on the right to talk about the animals.

Additional activity – Handout 2

Imagine you are an animal and answer the following questions:
Where do you live?
How do you look?
What can you do well?
What can't you do? / What do you do badly?
What's your favourite food?

1. Explain to students that they are going to imagine that they are their favourite animal and answer some questions which answers they will present to the class to guess their animal.
2. Give an example: *I live in Antarctica. I am black and white with short legs. I can swim very well but I can't walk quickly. I love eating fish. My worst enemy is a shark?*
3. Elicit the answer from the students: *a penguin.*
4. Give out Handout 2.

5. Allow five minutes for preparation and invite a volunteer to start.
6. The student who answers the animal first, presents their animal next.
7. Continue until all students have presented their animals.

Handout 1

grass loudly giraffe slow trees bananas fly neck
leg run walk quickly slowly tired lazy leaves elephant
penguin jump koala ears quiet wings quietly

Noun: body part	Noun: animal	Noun: nature	Verb	Adjective	Adverb

Handout 2

Imagine you are an animal and answer the following questions:

Where do you live?

How do you look?

What can you do well?

What can't you do? / What do you do badly?

What's your favourite food?

Friends 6 Lesson 89	*Have you got any questions?*	Pronunciation

Aims	Contents	Checklist
Speaking skills - recognizing and producing the /kw/ sound	**Vocabulary** *Queen* Mosty revision	1 master handout: sentence completion

Language Analysis

Hint:

/***kw***/:

question /ˈ***kwes.tʃən***/

queen /***kwiːn***/

quiet /***kwaɪət***/

quarter BrE /ˈ***kwɔː.tər***/ AmE /ˈ***kwɑː.tɚ***/

quick /***kwɪk***/

/***k***/:

koala /***kəʊˈɑː.lə***/

kangaroo /ˌ***kæŋ.gərˈuː***/

camera /ˈ***kæm.rə***/

cake /***keɪk***/

clock BrE /***klɒk***/ AmE /***klɑːk***/

/***w***/:

window /ˈ***wɪn.dəʊ***/

waterfall /ˈ***wɔː.təfɔːl***/

walk BrE /***wɔːk***/ AmE /***wɑːk***/

windy /ˈ***wɪn.di***/

Procedure

Warm-up Off the screens

You are going to dictate the following five sentences and students will then complete the missing information.

1. *I asked Wendy the question quietly.*
2. *I can kick a ball quickly.*
3. *The woman in the picture was the queen of England.*
4. *Koala bears keep sleeping for more than three quarters of their lives.*
5. *Wait, I want to finish writing the questions.*

Read the first sentence. After reading it let students think about it, but do not let them write anything.

Read the sentence a second time. Now, allow students to complete the sentence from memory. Repeat stages 1-2 until all the sentences have been read.

1. Give out the Handout and tell students that you will read some sentences one by one. You will read them twice only.
   Handout

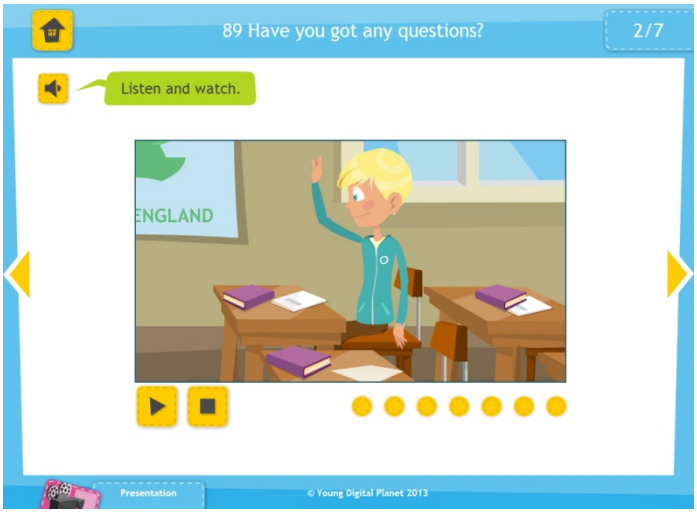
   1. I asked _____ the _____ _____.
   2. I _____ _____ a ball _____.
   3. The _____ in the picture _____ the _____ of England.
   4. _____ bears _____ sleeping for more than three _____ of their lives.
   5. _____, I _____ to finish writing the _____ .
2. Ask them to simply listen while you read first time, and complete the sentence after the second time.
3. Ask students to work in groups of three and compare their answers.
4. Choose some groups to write their sentences on the board and check for mistakes. Tell students to compare their own or their partner's work with the answers on the board.

Key:

1 Wendy question quietly
2 can kick quickly.
3 woman was queen
4 Koala keep quarters.
5 ait want questions.

Screen 2

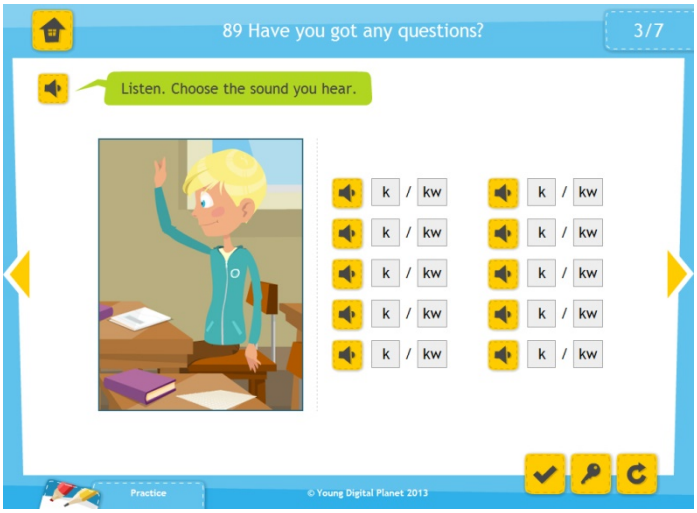
Audio 1:
Mr Hill: *Have you got any questions?*
Alex: *Yes. I've got a question about our homework.*
Audio 2:
Kim: *Do giraffes run quickly or slowly?*
Zookeeper: *Giraffes have got long legs. They run quickly.*
Audio 3:
Lucy: *Sam, can you play your guitar quietly? I'm reading.*
Sam: *Sorry, Lucy. I can't play quietly!*
Audio 4:
Alex: *What time is it?*
Kim: *It's a quarter past five. Time to go home!*
Audio 5:
Sam: *Who is that woman?*
Lucy: *She's the queen.*
Audio 6:
Alex: *Can we see the koala bears?*
Zookeeper: *Yes, but be quiet. They are sleeping.*
Audio 7:
Jill: *I want to make a snowman.*
Kim: *OK. Be quick. I want to go skating.*



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

Screen 3

Audio 1:
question
Audio 2:
class
Audio 3:
quick
Audio 4:
quiet
Audio 5:
koala
Audio 6:
quarter
Audio 7:
camera



Audio 8:
queen
Audio 9:
quietly
Audio 10:
clock

Key: (from left to right)

1 kw **2** k **3** k **4** k **5** kw **6** kw **7** kw **8** kw **9** k **10** k

Screen 4

Audio /kw/:
- ***A.*** *quick*
- ***B.*** *camera*
- ***C.*** *computer*
- ***D.*** *clock*

Audio /kw/:
- ***A.*** *koala*
- ***B.*** *coat*
- ***C.*** *window*
- ***D.*** *question*

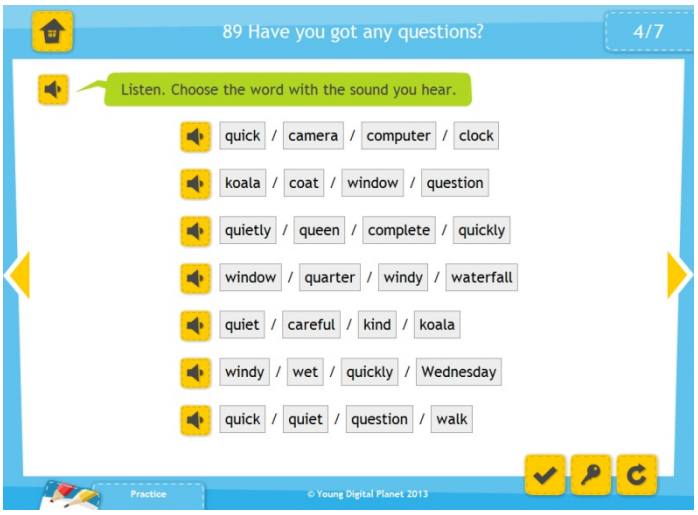
Audio /k/:
- ***A.*** *quietly*
- ***B.*** *queen*
- ***C.*** *complete*
- ***D.*** *quickly*

Audio /kw/:
- ***A.*** *window*
- ***B.*** *quarter*
- ***C.*** *windy*
- ***D.*** *waterfall*

Audio /kw/:
- ***A.*** *quiet*
- ***B.*** *careful*
- ***C.*** *kind*
- ***D.*** *koala*

Audio /kw/:
- ***A.*** *windy*
- ***B.*** *wet*
- ***C.*** *quickly*
- ***D.*** *Wednesday*

Audio /w/:
- ***A.*** *quick*



B. *quiet*
C. *question*
D. *walk*

Key:
1 quick **2** question **3** complete **4** quarter
5 quiet **6** quickly **7** walk

Screen 5

Audio 1:
I've got a question about our homework.
Audio 2:
Giraffes can run quickly.
Audio 3:
Can you play your guitar quietly?
Audio 4:
It's a quarter past five.
Audio 5:
She's the queen.
Audio 6:
Be quiet. The koala bears are sleeping.
Audio 7:
Be quick. I want to go skating.

Key: N/A



Ss listen and repeat the sentences. Pay attention to pronunciation.

Screen 6

Audio /kw/:
Question
Queen
Quiet
Audio /k/:
Koala
Kangaroo
Camera
Cake
Audio /w/:
Window
Waterfall



Give Ss these instructions for the options activity.

1. Ask students to look at the pictures and choose the word with the sound they

	hear. 2. Now it's your turn: ask students to play in pairs. 3. Ask them to draw pictures of new words with the sounds /k/, /kw/ or /w/. 4. Ask students to challenge each other in turn and keep score. 5. Demonstrate selected drawings to the class.

Handout

1. I asked _____ the _____ _____ .
2. I _____ _____ a ball _____ .
3. The _____ in the picture _____ the _____ of England.
4. _____ bears _____ sleeping for more than three _____ of their lives.
5. _____ , I _____ to finish writing the _____ .

Friends 6 Lesson 90	*Today I'm talking about lion.*	Reading & Speaking

Aims	Processing descriptive passages about animals, when delivered in written and oral form	Contents	**Grammar** Present simple for descriptions **Vocabulary** Revision: vocabulary related to animal world	Checklist	1 master handout – pair work: jigsaw texts Coloured pencils

Language Analysis

Grammar: to write a passage about the animal world in the present, students will have to use the present simple tense as we use it to express simple truths, facts, law of nature, present states, habits and routines.

The Present simple is often used with the following expressions: *every day / every year / in the morning / always / sometimes / seldom / hardly ever / never*

To form the present simple tense we use the verb's base form (*go, work, speak, study*). In the 3rd person singular (*he, she, it*), the base form of the verb *takes -s/es.*

Affirmative form

I / you / we / they speak English

He / she / it speaks English

Remember

go – goes /-es/ watch – watches /-es/ study – studies /-es/

Negative form

I / you / we / they do not (don')/ swim – I don't go to school on Wednesdays.

He / she / it does not (doesn't) play – He doesn't often play basketball.

Interrogative form

Do I / you / we / they work?

Does he / she / it work?

Procedure

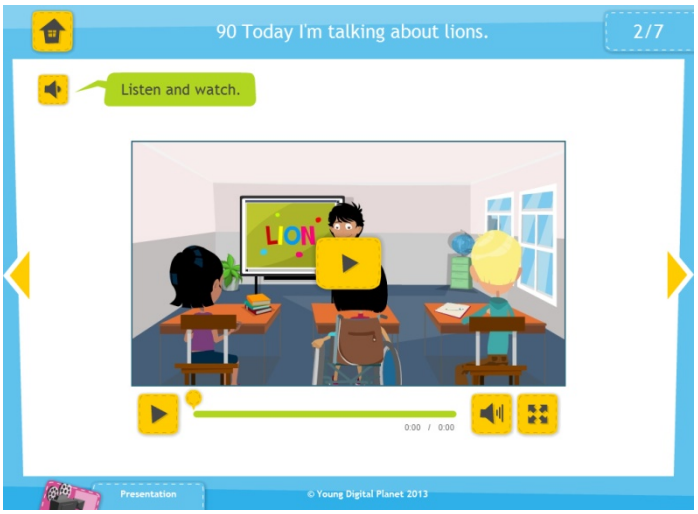
Warm-up Off the screens

Alphabet Game

1. Ask students to work in pairs and write the alphabet on a piece of paper.
2. Next, ask them to write words that name and describe animals starting with each letter of the alphabet, write the example on the board: *A – aggressive: B – big, bear, C – cuddly, cute*, etc.
3. Nominate pairs to read out their Alphabets and ask other pairs to cross out the words that have appeared in their classmates' lists.
4. Continue until there are no new words to add.

Screen 2

Sam: *Good morning. Today I am talking about lions.*
Lions are big cats. The lion is called the king of the jungle. They live in Africa, and some live in India. They are very big, and they run very quickly.
Most lions are yellow, and some are white. Lions have long hair on their faces. They have big teeth, like a cat. They need big teeth because they eat meat. They don't eat grass or leaves.
Lions are very loud. They are louder than other big cats, like tigers.
Lions usually live for ten years. In zoos, they sometimes live for twenty years. Sometimes you can see lions in the circus.
You can see that I like lions. Thank you!



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

Screen 3

Sam: *Good morning. Today I am talking about lions.*
Lions are big cats. The lion is called the king of the jungle. They live in Africa, and some live in India. They are very big, and they run very quickly.
Most lions are yellow, and some are white. Lions have long hair on their faces. They have big teeth, like a cat. They need big teeth because they eat meat. They don't eat grass or leaves.
Lions are very loud. They are louder than other big cats, like tigers.
Lions usually live for ten years. In zoos, they sometimes live for twenty years.
Sometimes you can see lions in the circus.
You can see that I like lions. Thank you!

Key:
1 The lion is called the king of the jungle.
2 They live in Africa, and some live in India.
3 Most lions are yellow, and some are white.
4 They need big teeth because they eat meat.
5 They are louder than other big cats, like tigers.
6 Lions usually live for ten years.
7 In zoos, they sometimes live for twenty years.



Screen 4

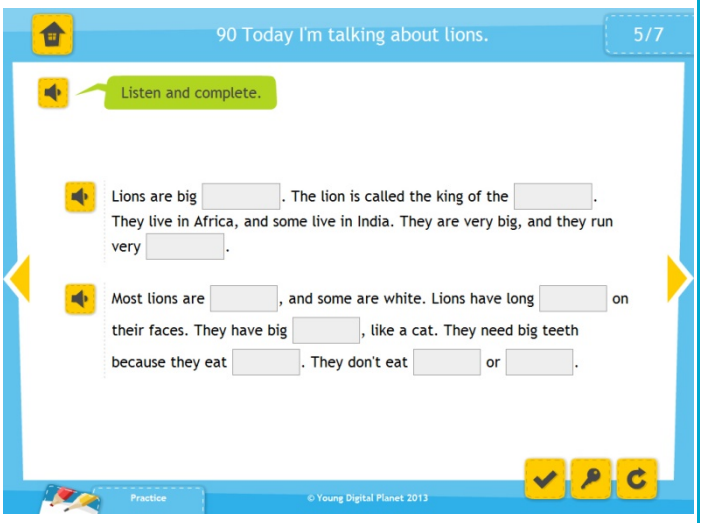
Key:
1 cats
2 jungle
3 India
4 yellow
5 meat
6 grass or leaves
7 loud
8 louder
9 ten
10 twenty



Screen 5

Audio:
Lions are big cats. The lion is called the king of the jungle. They live in Africa, and some live in India. They are very big, and they run very quickly.
Most lions are yellow, and some are white. Lions have long hair on their faces. They have big teeth, like a cat. They need big teeth because they eat meat. They don't eat grass or leaves.

Key:
1 cats **2** jungle **3** quickly **4** yellow **5** hair
6 teeth **7** meat **8** grass **9** leaves



Additional activity – Handout – needs to be cut out

1. Give out the Handout – Student A and B parts, and ask student to write questions to ask their partners about the animal.

Handout

Student A

1. _____

They are very _____, with very long _____.

2. _____

They come from _____.

3. _____

They eat _____.

4. _____

They can _____.

1. Koala bears live in trees.

2. They come from Australia.

3. They eat leaves.

4. They are always tired. Koala bears sleep twenty hours every day.

Student B

1. Giraffes are very tall, with very long necks.

2. They come from Africa.

3. They eat leaves from tall trees.

4. They can run quickly because they have got long legs.

1. _____

1. Koala bears live in _____.

2. _____

2. They come from _____.

3. _____

3. They eat _____.

4. _____

4. They are always tired. Koala bears sleep _____ hours every day.

2. When they are ready, nominate students to read out the questions.
3. Next, ask students to work in pairs and ask and answer the questions.
4. Circulate and correct any errors.

Key:

Student A

1. What do they look like? Giraffes are very tall, with very long necks.
2. Where do they come from? They come from Africa.
3. What do they eat? They eat leaves from tall trees.
4. What can they do? They can run quickly because they have got long legs.

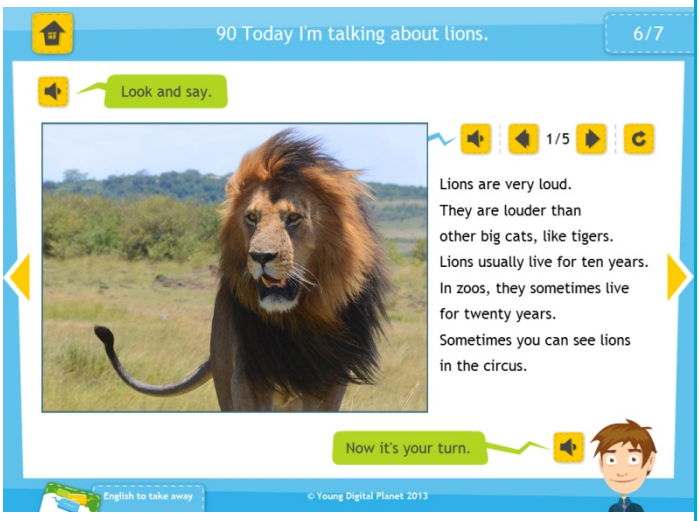
Student B

1. Where do they live? Koala bears live in trees.
2. Where do they come from? They come from Australia.
3. What do they eat? They eat leaves.
4. How long / many hours do they sleep? Koala bears sleep twenty hours every day.

Screen 6

Audio:

Lions are very loud. They are louder than other big cats, like tigers.
Lions usually live for ten years. In zoos, they sometimes live for twenty years.
Sometimes you can see lions in the circus.



Give students these instructions for the Look and say activity:

1. Look at the picture, read the text and listen to the recording.
2. Listen again, pause after each paragraph and read the text out loud.
3. Now it's your turn: choose the animal from the drop down list. Make drawings to illustrate your presentation.
4. Work in pairs and talk about your animal.

Nominate a volunteer to bring their drawing to the front of the class and present their chosen animal.

Additional activity

1. Ask students to write down the names of their three favourite animals e.g. *penguin, cat, tiger*.
2. Ask students to write two adjectives describing each animal. Give students your example: *penguin – fast, cute; cat - furry, sweet, tiger – big, dangerous.*
3. Give students five minutes to prepare their animals and adjectives.
4. Next, ask students to compare their answers in pair.
5. Now ask students to replace their first animal with the phrase*: My parents think I am …*, the second animal with the phrase *My friends say I am*…, and the third animal with the phrase *I think I am …* Read your example: *My parents think I am fast and cute. My friends say I am furry and sweet. I think I am big and*

dangerous.

6. Nominate volunteers to read out their sentences.

Handout

Student A

1. _____

They are very _____, with very long _____.

2. _____

They come from _____.

3._____

They eat _____.

4. _____

They can _____.

1. Koala bears live in trees.

2. They come from Australia.

3. They eat leaves.

4. They are always tired. Koala bears sleep twenty hours every day.

1. Giraffes are very tall, with very long necks.

2. They come from Africa.

3. They eat leaves from tall trees.

4. They can run quickly because they have got long legs.

1._____

1. Koala bears live in _____.

2. _____

2. They come from _____.

3. _____

3. They eat _____.

4._____

4. They are always tired. Koala bears sleep _____ hours every day.

Student B