

Friends 7 Lesson 81		Happy camping!		Vocabulary			
Aims	Talking about camping Students understand new vocab: camping, Students recycle vocab related to clothes and personal objects. Collocations	Contents	Vocabulary camping: <i>blanket, bowl, camping, fire, forest, map, put up, tent, torch</i> clothes: <i>hat, scarf, sweater, raincoat, walking shoes</i> other vocabulary: <i>badge, breakfast, cook, cup of tea, dinner, lunch, o'clock, tell a story,</i>	Checklist	Handout 1 is for the teacher only to introduce vocabulary 2 master handouts for each student: Handout 2 to practise collocations Handout 3 to practise vocabulary from the lesson		
	Language Analysis						
	<u>Collocations:</u> <i>put up a tent</i> (= to make the tent stand up on the ground) <i>make a fire</i> <i>make a cup of tea</i> <i>cook dinner</i> <i>tell a story</i>						

Procedure

Warm-up Off the screens	
1.	Elicit the word <i>camping</i> and ask Ss if they have ever gone camping, if yes if they liked it or not, where they went etc.
2.	Show the pictures from Handout 1 and elicit the words:

Handout 1



Key:

1 camping 2 fire 3 food/dinner 4 cup of tea

Screen 2

Audio:

Camping weekend

Where: Green Forest

When: September 11th-12th

What time: Meet at 9 o'clock outside the school.

To get your badges you must:

Put up a tent

Make a fire

Make a cup of tea

Cook dinner

Tell a story

Bring a sweater, a hat and scarf, a raincoat and walking shoes. Bring food for breakfast and lunch for two days. And bring a torch, a map, a bowl and a blanket.

Happy camping!



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.

Additional activity

Give out Handout 2 and ask Ss to match the words that go together. You can watch the animation again in weaker groups to give them additional practice..

Handout 2

1 put up		a. dinner
2 cook		b. a fire
3 tell		c. a tent
4 make		d. cup of tea
5 make a		e. a story

Key:

1 c 2 a 3 e 4 b 5 d

Screen 3

Audio 1:

Put up a tent

Audio 2:

Make a fire

Audio 3:

Make a cup of tea

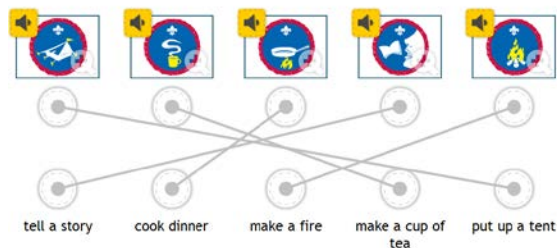
Audio 4:

Cook dinner

Audio 5:

Tell a story

Key: (random order)



After matching, ask Ss to listen again and repeat the phrases.

Screen 4

Key:



81 Happy camping! 4/7

Label the picture.

Labels at the bottom: a scarf, a blanket, a sweater, walking shoes, a hat, a raincoat, food.

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Screen 5

Key:

1 Forest 2 When 3 outside 4 tent 5 fire
6 Cook 7 Tell 8 hat 9 walking 10 lunch

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Read and choose.

Camping weekend

Where: Green

: September 11th-12th

What time: Meet at 9 o'clock the school.

To get your badges you must: Put up a . Make a . Make a cup of tea. dinner. a story. Bring a sweater, a and scarf, a raincoat and shoes. Bring food for breakfast and for two days. And bring a torch, a map, a bowl and a blanket.

Happy camping!

Tell Forest fire walking When lunch tent Cook outside hat

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Screen 6

Audio:

tent

fire

dinner

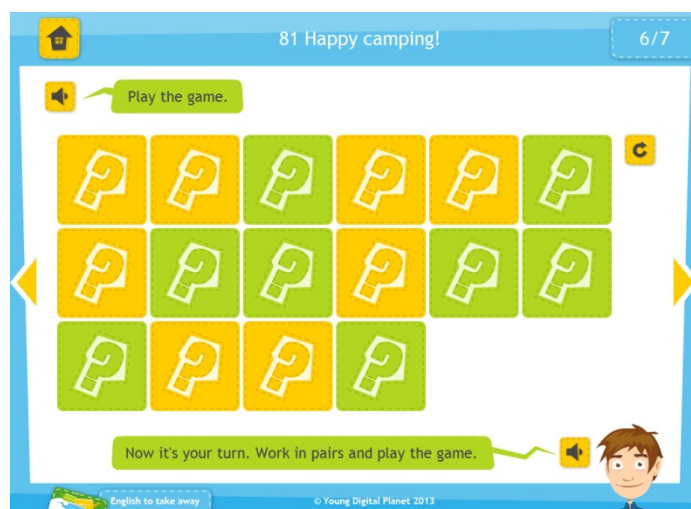
raincoat

walking shoes

torch

map

blanket



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

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 Ss 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.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and play the game again.

Additional activity

Give out Handout 3 and ask Ss to name the objects.

Handout 3



a scarf, a blanket, walking shoes, a sweater, a hat, food, a raincoat

Key:



Handout 1

1



2



3



4



Handout 2

1 put up		a. dinner
2 cook		b. a fire
3 tell		c. a tent
4 make		d. a cup of tea
5 make a		e. a story

Handout 3



a scarf, a blanket, walking shoes, a sweater, a hat, food, a raincoat

Friends 7 Lesson 82		We want you to tell us a story.		Grammar & Functions	
Aims	Making requests (want sb to do sth)	Contents	Grammar Want someone to do something (I/we) want you to (tell) us (a story).	Checklist	2 master handouts for each student: collocations and sentence prompts
	Vocabulary Camping vocab: put up the tent, make a fire, cook some sausages, make a cup of tea, tell a story Other: can, please, thanks, thank you, or course, thirsty, hungry, six o'clock, need to, eat, North America		Handout 1 to revise collocations from the previous lesson Handout 2 to practise making requests		
Language Analysis					
Making suggestions, expressions useful for the lesson: What / How about ...? Would you like ...? Let's have...					
There are other ways not talked about in the lesson, too: Why don't we... How do you feel about ... Couldn't we Shall we...					
Want sb to do sth – is used to say that you need somebody to do something for you e.g. We want you to tell us a story.					
blanket /'blæŋkɪt/ bowl /bəʊl/ camping /'kæmpɪŋ/ fire /'faɪə(r)/ forest /'fɒrɪst/ hat /hæt					

map /mæp/
 raincoat /'reɪn kəʊt/
 sausage /'sɒsɪdʒ/
 scarf /skɑ:(r)f/
 sweater /'swetə(r)/
 tent /tent/
 torch /tɔ:(r)tʃ/
 walking shoes /'wɔ:kɪŋ ʃu:z/

Procedure

Warm-up Off the screens

1. Revise collocations from the previous lesson.
2. Give out Handout 1 .

Handout 1











3. Ask students to name the actions.

Key:

1 Cook some sausages 2 Make a cup of tea 3 Put up a tent 4 Make a fire 5 Tell a story

Screen 2

Mr Hill: *Can you put up the tent please, Sam?*

Sam: *Of course, Mr. Hill.*

Mr Hill: *Tony!*

Tony: *Yes, Mr. Hill.*

Mr Hill: *I want you to help Sam. He can't put up the tent.*

Tony: *Yes, Mr. Hill.*

Mr Hill: *Kim, I want you to make us a fire.*

Kim: *Of course, Mr. Hill.*

Mr Hill: *Thank you, Kim.*

Kim: *Thanks, Tony.*

Mr Hill: *I'm thirsty now. What about you? Are you thirsty?*

Alex, Kim, Tony, Sam: *Yes!*

Mr Hill: *Let's have a cup of tea. Tony, I want you to make us a cup of tea.*

Tony: *Yes, Mr. Hill.*

Alex says: *I'm hungry now.*

Mr Hill: *Oh yes, it's six o'clock. We need to eat. Alex, I want you to cook us some sausages, please.*

Alex: *Of course, Mr. Hill.*

Tony: *Mr. Hill?*

Mr Hill: *Yes, Tony?*

Tony: *Can you tell us a story?*

Sam, Kim and Alex: *Oh yes, please, Mr. Hill! We want you to tell us a story!*

Mr Hill: *OK, are you ready? This is a story from North America ...*



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: After watching the animation ask students to name all the actions Mr Hill asks the students to do:

Make a fire

Put up a tent

Cook some sausages

Make a cup of tea

Tell a story

Screen 3



Audio 1:

Mr. Hill: *Tony!*

Tony: *Yes, Mr. Hill.*

Mr. Hill: *I want you to help Sam. He can't put up the tent.*

Tony: *Yes, Mr. Hill.*



Audio 2:

Mr. Hill: *Kim, I want you to make us a fire.*

Kim: *Of course, Mr. Hill.*

Mr. Hill: *Thank you, Kim.*



Audio 3:

Mr. Hill: *I'm thirsty now. What about you? Are you thirsty?*

Alex, Kim, Tony, Sam: *Yes!*

Mr. Hill: *Let's have a cup of tea. Tony, I want you to make us a cup of tea.*

Tony: *Yes, Mr. Hill.*



Audio 4:

Alex says: *I'm hungry now.*

Mr Hill: *Oh yes, it's six o'clock. We need to eat. Alex, I want you to cook us some sausages, please.*

Alex: *Of course, Mr. Hill.*



Audio 5:

Tony: *Mr. Hill?*

Mr Hill: *Yes, Tony?*

Tony: *Can you tell us a story?*

Sam, Kim and Alex: *Oh yes, please, Mr. Hill! We want you to tell us a story!*

Mr Hill: *OK, are you ready? This is a story from North America ...*

Key: see pictures above (random order)

82 We want you to tell us a story.
3/7

Listen and match.

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Screen 4

Mr. Hill: *Can you put up the tent please, Sam?*

Sam: *Of course, Mr. Hill.*

Mr. Hill: *Tony!*

Tony: *Yes, Mr. Hill.*

Mr. Hill: *I want you to help Sam. He can't put up the tent.*

Tony: *Yes, Mr. Hill.*

Mr. Hill: *Kim, I want you to make us a fire.*

Kim: *Of course, Mr. Hill.*

Mr. Hill: *Thank you, Kim.*

Kim: *Thanks, Tony.*

Mr. Hill: *I'm thirsty now. What about you? Are you thirsty?*

Alex, Kim, Tony, Sam: *Yes!*

Mr. Hill: *Let's have a cup of tea. Tony, I want you to make us a cup of tea.*

Tony: *Yes, Mr. Hill.*

Alex says: *I'm hungry now.*

Mr. Hill: *Oh yes, it's six o'clock. We need to eat. Alex, I want you to cook us some sausages, please.*

Alex: *Of course, Mr. Hill.*

Tony: *Mr. Hill?*

Mr. Hill: *Yes, Tony?*

Tony: *Can you tell us a story?*

Sam, Kim and Alex: *Oh yes, please, Mr. Hill! We want you to tell us a story!*

Mr. Hill: *OK, are you ready? This is a story from North America ...*

Key: (random order)

				
I want you to	We want you to	I want you to	I want you to	I want you to
				
				
cook us some sausages.	tell us a story.	help Sam.	make us a cup of tea.	make us a fire.


82 We want you to tell us a story.
4/7


Read and match.

				
I want you to	We want you to	I want you to	I want you to	I want you to
				
				
cook us some sausages.	tell us a story.	help Sam.	make us a cup of tea.	make us a fire.

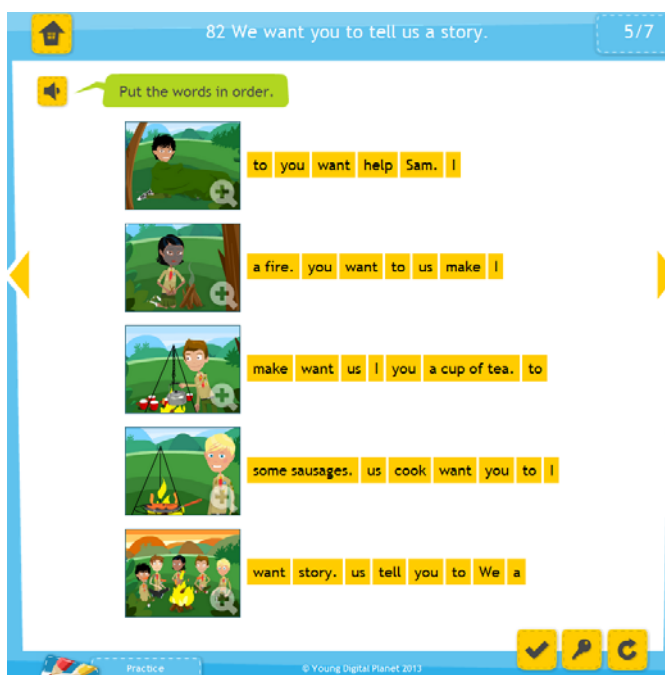



Practice
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Screen 5

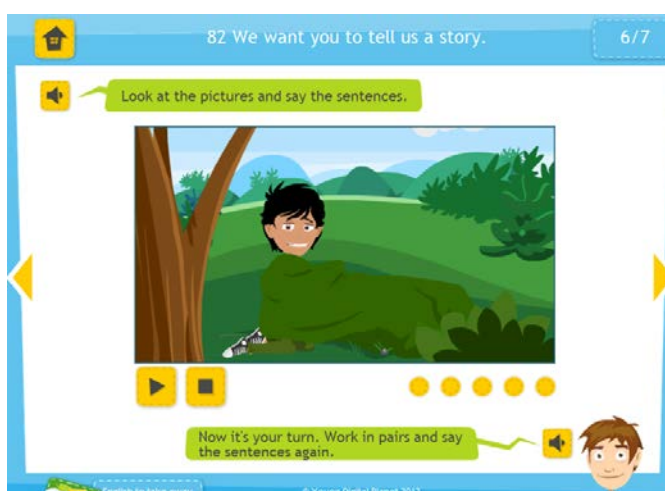
Key:

- 1 I want you to help Sam.
- 2 I want you to make us a fire.
- 3 I want you to make us a cup of tea.
- 4 I want you to cook us some sausages.
- 5 We want you to tell us a story.



Screen 6

Mr. Hill: *I want you to help Sam.*
Mr. Hill: *I want you to make us a fire.*
Mr. Hill: *I want you to make us a cup of tea.*
Mr. Hill: *I want you to cook us some sausages.*
Sam, Kim, Alex: *We want you to tell us a story.*



Give the Ss these instructions for 'Look and say' activity. The aim is to practise fluency and vocabulary.

1. Look at the pictures.
2. Answer the questions: *What does Mr Hill want the children to do? What do the children want Mr Hill to do?*
3. Click on the play button and watch the slideshow to see if your answers were correct.

4. You can repeat as many times as you want.

Additional activity

Give out Handout 2 and ask students to make sentences with *I want you to ...* Use the prompts provided and ask students to finish the sentences the way they want. Students work individually and write the sentences. In stronger groups the endings of the sentences do not have to be connected with the lesson and the activity can be done as free practice.

Handout 2

I want you to...

- 1 I am hungry.

- 2 I am thirsty.

- 3 I need a book.

- 4 I need a cup of tea.

- 5 We need a tent.

- 6 We need to go shopping.

- 7 I want to play with you.

- 8 I like stories.

- 9 You are tired.

- 10 Brush your teeth!

Suggested answers:

- 1 I want you to make us some sausages.

- 2** I want you to give me a bottle/ glass of water.
- 3** I want you to buy us a book. /give me a book / lend me a book.
- 4** I want you to make us a cup of tea.
- 5** I want you to put up a tent.
- 6** I want you to go shopping.
- 7** I want you to play with me.
- 8** I want you to tell me a story.
- 9** I want you to go to bed.
- 10** I want you to brush your teeth.

When they have finished, check their answers.

Put Ss in pairs and ask to act out the dialogues, one of them states the problem, the other S makes a request.

Handout 1



Handout 2

I want you to...

1 I am hungry.

2 I am thirsty.

3 I need a book.

4 I need a cup of tea.

5 We need a tent.

6 We need to go shopping.

7 I want to play with you.

8 I like stories.

9 You are tired.

10 Brush your teeth!

Friends 7 Lesson 83		When the bear was hungry, he went to find food.		Grammar & Functions	
Aims	Understanding stories	Contents	Grammar Revision of clauses with <i>when</i>	Checklist	2 master handouts
	Recycling grammar and structures		Revision of the past simple Past tense verbs: <i>had, didn't have, was, went, said, didn't listen, didn't give, walked, gave</i>		Handout 1 for pairs or groups to revise vocabulary and guess what the story is going to be about (Ss describe the pictures)
	Recycling past tense		Vocabulary Vocab: <i>tell a story, from, North America, bear(s), fire, other, animals, cold, hot, but, hungry, to find, food, eat, when, give, me, please, man, cook, men, women, now, our, friend</i>		Handout 2 for each student to practise the past simple tense and tell the story
Language Analysis					
Native Americans are people who live in the USA and the term refers to many different tribes and ethnic groups, most of them are called Indians. There are a lot of popular native American stories – traditional folklore allegorical stories that children are told in the USA as it is part of the history and culture. Native American Indians has always been lovers of nature and telling stories connected with nature. There are a lot of such stories online you can read and even bring into the classroom for stronger groups. You can encourage students to find their own stories, too. <i>Can you tell us a story?</i> <i>We want you to tell us a story!</i> <i>Are you ready?</i> <i>What's it about?</i> <i>It's about ...</i>					

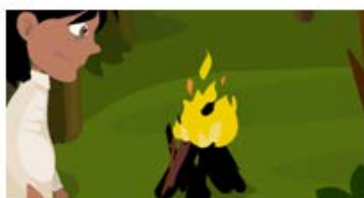
Procedure

Warm-up Off the screens

1. Elicit vocabulary for the lesson (see vocabulary box above):
2. Put students in pairs / groups and give out Handout 1.
3. Ask students to talk about the pictures and describe what they can see in the pictures.

Handout 1

1



2



3



4



5



6



4. Tell students that Mr Hill is going to tell a story. Ask: *What do you think the story is going to be about?*
5. In stronger groups, ask students to put the pictures in the order they think the story happened. They could work in pairs and think about the story, then you could do a class feedback to see what stories students created and whether any pair/group guessed it correctly.

Screen 2

Tony: *Mr. Hill?*

Mr Hill: *Yes, Tony?*

Tony: *Can you tell us a story?*

Sam, Kim and Alex: *Oh yes, please, Mr. Hill! We want you to tell us a story!*

Mr Hill: *OK, are you ready? This is a story from North America.*

Tony: *What's it about?*

Mr Hill: *It's about bears.*

Children: *Oh!*

Mr Hill:

Bear had fire.

The other animals didn't have fire and they were cold.

When he was hungry, the bear went to find food. The fire said to the bear, 'Please give me some food'.

The bear didn't give food to the fire.

And then the fire was cold.

A man walked by, and the fire said, 'Please give me some food'.

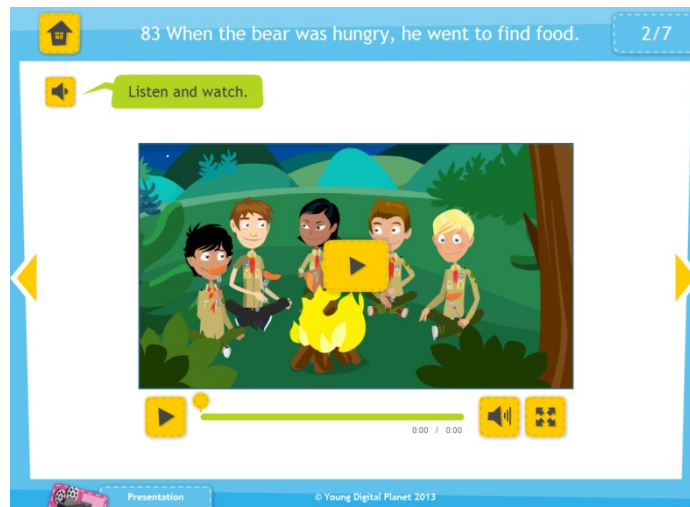
When the man gave some food to the fire, it was hot again.

The fire cooks food for all men and women now. It is our friend.

Kim: *And now we are cooking food on the fire.*

Sam: *Yes! And this fire is my friend.*

Tony: *That was a good story, Mr. Hill.*



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: You can play the animation again, mute the sound and ask students to tell the story again.

Screen 3

Mr Hill:

Bear had fire.

The other animals didn't have fire and they were cold.

When he was hungry, the bear went to find food. The fire said to the bear, 'Please give me some food'.

The bear didn't give food to the fire.

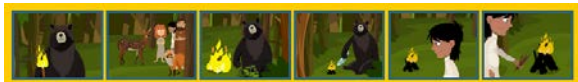
And then the fire was cold.

A man walked by, and the fire said, 'Please give me some food'.

When the man gave some food to the fire, it was hot again.

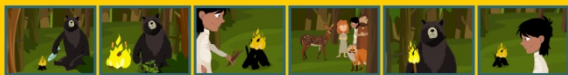
The fire cooks food for all men and women now. It is our friend.

Key:



83 When the bear was hungry, he went to find food.
3/7

 Put the pictures in order.





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Screen 4

Mr. Hill:

Bear had fire.

The other animals didn't have fire and they were cold.

When he was hungry, the bear went to find food. The fire said to the bear, 'Please give me some food'.

The bear didn't give food to the fire.

And then the fire was cold.

A man walked by, and the fire said, 'Please give me some food'.

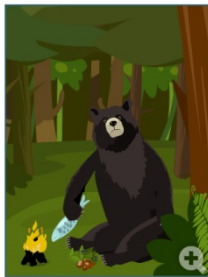
When the man gave some food to the fire, it was hot again.

The fire cooks food for all men and women now. It is our friend.

Key: see the text above

83 When the bear was hungry, he went to find food.
4/7

 Listen and put the sentences in order.

A man walked by, and the fire said, 'Please give me some food'.

When the man gave some food to the fire, it was hot again.

The other animals didn't have fire and they were cold.

When he was hungry, the bear went to find food.

The fire cooks food for all men and women now. It is our friend.

Bear had fire.

And then the fire was cold.

The bear didn't give food to the fire.





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Screen 5

Mr Hill:

Bear had fire.

The other animals didn't have fire and they were cold.

When he was hungry, the bear went to find food. The fire said to the bear, 'Please give me some food'.

The bear didn't give food to the fire.

And then the fire was cold.

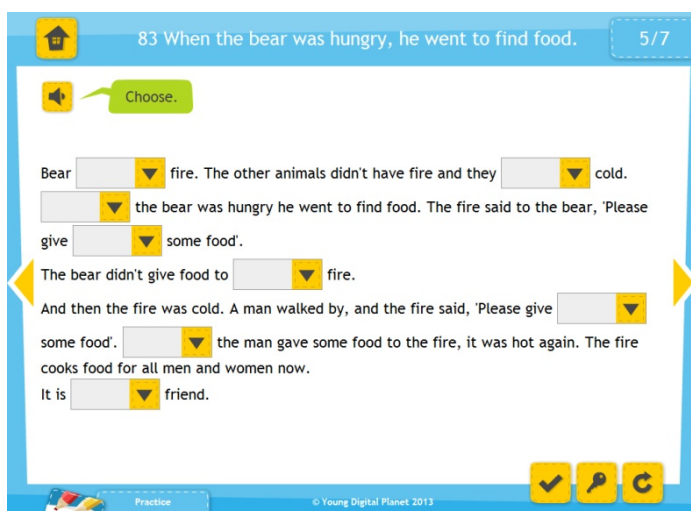
A man walked by, and the fire said, 'Please give me some food'.

When the man gave some food to the fire, it was hot again.

The fire cooks food for all men and women now. It is our friend.

Key:

1 had **2** were **3** When **4** me **5** the **6** me **7**
When **8** our



83 When the bear was hungry, he went to find food. 5/7

Choose.

Bear fire. The other animals didn't have fire and they cold.
 the bear was hungry he went to find food. The fire said to the bear, 'Please give some food'.
The bear didn't give food to fire.
And then the fire was cold. A man walked by, and the fire said, 'Please give some food'. the man gave some food to the fire, it was hot again. The fire cooks food for all men and women now.
It is friend.

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Screen 6

Mr. Hill:

Bear had fire.

The other animals didn't have fire and they were cold.

When he was hungry, the bear went to find food. The fire said to the bear, 'Please give me some food'.

The bear didn't give food to the fire.

A man walked by, and the fire said, 'Please give me some food'.

When the man gave some food to the fire, it was hot again.

The fire cooks food for all men and women now. It is our friend.



83 When the bear was hungry, he went to find food. 6/7

Look at the pictures and tell the story.

Bear had .

food friend
cooks man
men give
said cold
hot fire

Now it's your turn. Work in pairs and tell the story again.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the story activity. The aim is to practise telling the story.

1. Look at the picture and read the sentence. Look at the words on the right.

2. Think how to finish the sentences.
3. Click on the audio and listen to the sentence.
4. Drag and drop the word into the correct speech bubbles.
5. You can listen to the sentence again.
6. Do it with all the other sub pages and the words on the right.

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

Tell students to work in pairs and tell the story.

Teacher's tip: There many more native American stories online you could use in class.

Additional activity

Give out Handout 2

Ask students to complete the text with the missing verbs in the past simple. Ss should use the verbs in the brackets in the past simple. In weaker groups revise past simple first by looking at the screens again.

Handout 2

Mr Hill:

This is a story from North America. It's about bears.

Bear (1) _____ (have) fire.

The other animals (not/have) (2) _____ fire and they
(be) (3) _____ cold.

When he (be) (4) _____ hungry, the bear (go)
(5) _____ to find food.

The fire (say) (6) _____ to the bear, 'Please give me
some food'.

The bear (not/give) (7) _____ food to the fire.

And then the fire (be) (8) _____ cold.

A man (walk) (9) _____ by, and the fire said, 'Please
give me some food'.

When the man (give) (10) _____ some food to the fire,
it (be) (11) _____ hot again.

The fire cooks food for all men and women now. It is our friend.

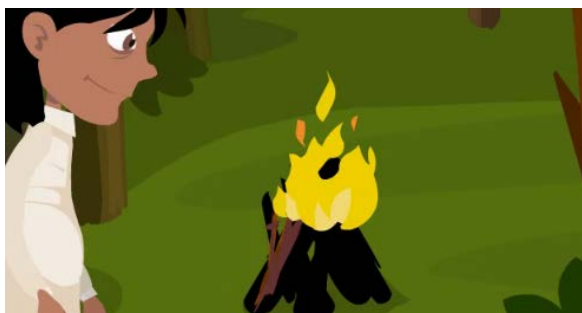
Tony: That was a good story, Mr Hill.

Key:

1 had **2** didn't have **3** were **4** was **5** went **6** said **7** didn't give **8** was **9** walked **10** gave **11** was

Handout 1

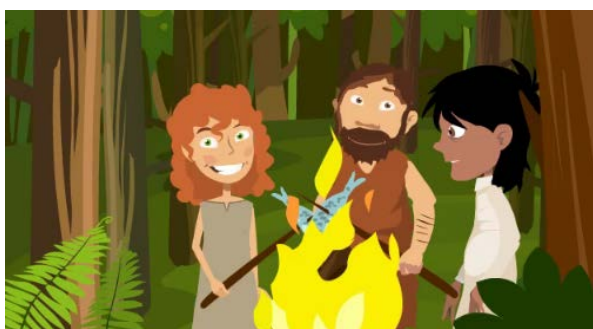
1



2



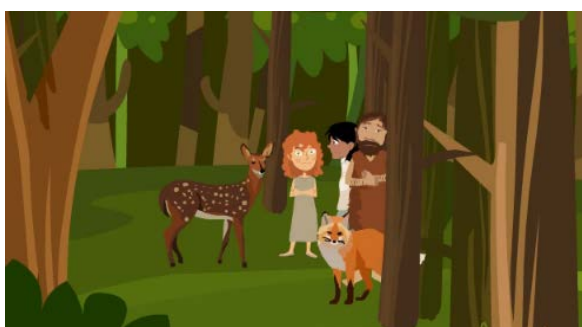
3



4



5



6



Handout 2

Mr Hill:

This is a story from North America. It's about bears.

Bear (1) _____ (have) fire.

The other animals (not/have) (2) _____ fire and they
(be) (3) _____ cold.

When he (be) (4) _____ hungry, the bear (go)
(5) _____ to find food.

The fire (say) (6) _____ to the bear, 'Please give me
some food'.

The bear (not/give) (7) _____ food to the fire.

And then the fire (be) (8) _____ cold.

A man (walk) (9) _____ by, and the fire said, 'Please
give me some food'.

When the man (give) (10) _____ some food to the fire,
it (be) (11) _____ hot again.

The fire cooks food for all men and women now. It is our friend.

Tony: That was a good story, Mr Hill.

Friends 7 Lesson 84		It's your turn to tell us a story.		Skills	
Aims	Integrated skills development	Contents	Grammar Past simple: <i>was, made, were, cooked, saw, ate, didn't say, looked (at), had</i>	Checklist	2 master handouts
	Listening (and reading and speaking)		Vocabulary Vocab: <i>here, words, must, say, story, your, very, cold, tent, with, blanket, fire, then, hot, hungry, sausages, shoes, animal, bear, all, my, big, purple, feet, on, his, funny, badge</i>		Handout 1 for each student to practise past simple
	Listening to a person telling a story		Everyday English <i>It's your turn to tell a story</i> <i>Let's see...</i> <i>Of course!</i> <i>Wait a minute!</i> <i>Well done</i>		Handout 2 for a pair/group to practise telling a story on the basis of a set of pictures (spoken and written)
	Recycling past tense				
Language Analysis					
Past simple verbs in the lesson <i>Be – was/ were</i> <i>Make – made</i> <i>Cook – cooked</i> <i>See –saw</i> <i>Eat – ate</i> <i>Say – said</i> <i>Have – had</i> We create negative sentences with <i>didn't</i> + present tense e.g. <i>He didn't say ...</i> <i>blanket</i> /'blæŋkɪt/ - a thick cover people use when they are cold, also used for picnics or to sit on the grass.					

badge /bædʒ/

Be careful with the pronunciation of the following words that are often mistaken:

bear /beə(r)/

beer /biə(r)/

boar /bɔː(r)/

When we tell stories it is useful to introduce the sentences by using words that can help the listener to understand the chronology. Two such words are used in the lesson and can be found below: *Then...* *So...* e.g.:

The bear made a fire, and then they were all hot.

So... I made a fire, and then I was hot.

Procedure

Warm-up off the screens

1. Revise the past simple:
2. Give out Handout 1.

Handout 1

1 be _____	6 live _____
2 make _____	7 have _____
3 cook _____	8 put _____
4 eat _____	9 sleep _____
5 look _____	10 see _____

3. Ask students to provide past simple forms of the verbs.

Key:

1 was **2** made **3** cooked **4** ate **5** looked **6** lived **7** had **8** put **9** slept **10** saw

4. Give out Handout 2

Handout 2



5. Ask students to look at the pictures and tell a story using the verbs from Handout 1. In some groups you may also use the bottom part of the handout so that students can take notes when they work as a group.

1	4
2	5
3	6

6. Do a class feedback when they are ready.
7. Now ask students to watch the animation and see if their stories were similar.

Screen 2

Mr. Hill: Kim, it's your turn to tell a story now. Here are the words. You must say these ten words in your story.

Kim: Let's see the words.

Hmmm. OK ...

It was very cold.

I was in my tent ... with a blanket.

Tony: That's good. Three words!

Kim: Thank you, Tony! So ... I made a fire, and then I was hot.

Sam: Of course! And were you hungry too?

Kim: Yes, I was hungry too. I cooked some ... sausages.

Tony: That's seven words now! Well done.

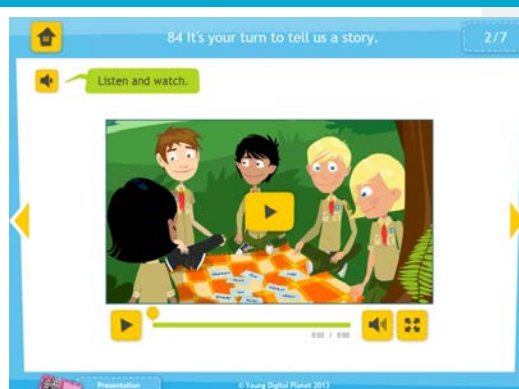
Kim: OK, so ... then I saw an animal. It was a bear! He was hungry too.

The bear ate all my sausages!

Alex: Wait a minute! You didn't say 'shoes' in your story.

Kim: Oh, you're right. I looked at the bear and he had big, purple shoes on his feet!

Mr. Hill: Well done, Kim. That was a funny story. Here's a badge.



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.

After watching the animation, ask students to write down all the words that Kim had to use. As feedback play the animation and stop when the blanked with the words is shown:



Ask students to compare their stories with the story from the animation and see if they used the words from the blanket.

Screen 3

Mr. Hill: Kim, it's your turn to tell a story now. Here are the words. You must say these ten words in your story.

Kim: Let's see the words.

Hmmm. OK ...

It was very cold.

I was in my tent ... with a blanket.

Tony: That's good. Three words!

Kim: Thank you, Tony! So ... I made a fire, and then I was hot.

Sam: Of course! And were you hungry too?

Kim: Yes, I was hungry too. I cooked some ... sausages.

Tony: That's seven words now! Well done.

Kim: OK, so ... then I saw an animal. It was a bear! He was hungry too.

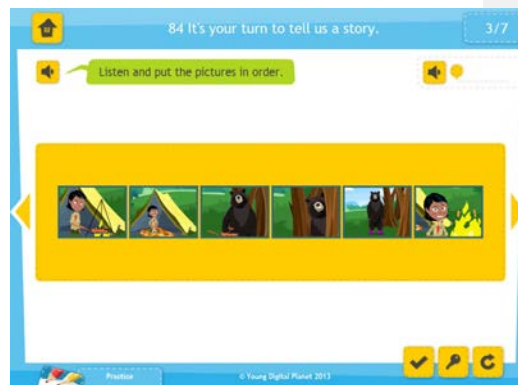
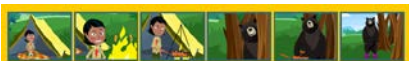
The bear ate all my sausages!

Alex: Wait a minute! You didn't say 'shoes' in your story.

Kim: Oh, you're right. I looked at the bear and he had big, purple shoes on his feet!

Mr. Hill: Well done, Kim. That was a funny story. Here's a badge.

Key:



Kommentert [NG1]: Kasia -the shoes are supposed to be purple - think they should be changed

Screen 4

Mr. Hill: Kim, it's your turn to tell a story now. Here are the words. You must say these ten words in your story.

Kim: Let's see the words.

Hmmm. OK ...

It was very cold.

I was in my tent ... with a blanket.

Tony: That's good. Three words!

Kim: Thank you, Tony! So ... I made a fire, and then I was hot.

Sam: Of course! And were you hungry too?

Kim: Yes, I was hungry too. I cooked some ... sausages.

Tony: That's seven words now! Well done.

Kim: OK, so ... then I saw an animal. It was a bear! He was hungry too.

The bear ate all my sausages!

Alex: Wait a minute! You didn't say 'shoes' in your story.

Kim: Oh, you're right. I looked at the bear and he had big, purple shoes on his feet!

Mr. Hill: Well done, Kim. That was a funny story. Here's a badge.

Key:

1 cold 2 tent 3 blanket 4 fire 5 hot

6 hungry 7 sausages 8 animal

9 bear 10 shoes



Screen 5

Key:

1 cold 2 tent 3 blanket 4 fire 5 hot 6 hungry 7 sausages 8 animal 9 bear 10 shoes



84 It's your turn to tell us a story. 5/7

Read and choose.

It was very _____. I was in my _____ with a _____. I made a _____, and then I was _____. I was _____, so I cooked some _____. Then I saw an _____. It was a _____. He was hungry too, and he ate all my sausages. I looked at the bear and he had big, purple _____ on his feet.

sausages shoes cold blanket fire tent hungry bear animal hot

Screen 6

Audio 1:

A bear lived in a tent. He was very silly. He had big, purple shoes and a red blanket.

He lived with other animals from the forest, but they were all very cold.

The bear made a fire, and then they were all hot.

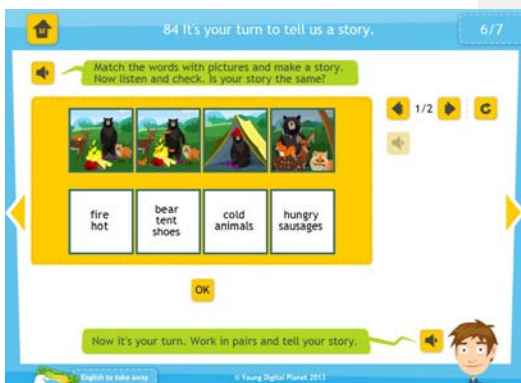
All the animals were hungry, so they cooked sausages.

Audio 2:

The bear made a fire. It was hot. All the animals were hungry, so they cooked sausages.

The bear didn't feed the fire and the fire was cold. All animals were cold.

The bear put up a tent. He put on his purple shoes and slept under his red blanket. He wasn't cold.



84 It's your turn to tell us a story. 6/7

Match the words with pictures and make a story. Now listen and check. Is your story the same?

1/2

fire hot bear tent shoes cold animals hungry sausages

OK

Now it's your turn. Work in pairs and tell your story.

Give the Ss these instructions for the matching activity. The aim is to practise telling stories.

1. Look at the pictures and put them in the right order.
2. Look at the phrases below and put them in the correct order, too so that they match the pictures.
3. Listen to the story and check your

- answers. Is your story the same?
4. Repeat for sub page 2.

For the correct answers please see below and the text on the left.

Story 1

			
bear tent shoes	cold animals	fire hot	hungry sausages

Story 2

			
hot fire hungry animals sausages	fire cold	tent bear	blanket shoes

Teachers' tip: Students can use the illustrations from this unit and retell these stories, or they could invent (and illustrate) their own.

Play a similar game to the one the children played in the animation with your students. You can give them the words yourself or ask them to find 10 words they will then assign to a group, depending on the level of the group. If they use all of the words in the story, they win. Ideally, they should use the past simple tense.

Handout 1

1 be _____

2 make _____

3 cook _____

4 eat _____

5 look _____

6 live _____

7 have _____

8 put _____

9 sleep _____

10 see _____

Handout 1

1 be _____

2 make _____

3 cook _____

4 eat _____

5 look _____

6 live _____

7 have _____

8 put _____

9 sleep _____

10 see _____

Handout 2



1	4
2	5
3	6

Friends 7 Lesson 85		<i>It's flying over the river.</i>		Vocabulary	
Aims	Understanding stories: animal folktales from around the world (North and South America, Britain and Africa).	Contents	Grammar Recycling present continuous Recycling adverbs	Checklist	2 master handouts for each student to practise the present continuous tense and describing present actions, (also adverbs)
			Vocabulary Animals <i>monkey, giraffe, crocodile, butterfly, rhino</i>		
			Prepositions: <i>under, into, at the bottom/top, to, in, over, behind, after</i>		
			Verbs of movement: <i>walk, run, jump, swim, fly</i>		
			Other vocab: <i>can't, see, any, animals, here, today, beautiful, red, look, tree, can, there, slowly, eat, leaves, river, quickly, white, orange, watch, angry, a lot of, now</i>		
			Recycling verbs of movement		
Language Analysis					
This unit focuses on key vocab used in the stories – animals and prepositions. Much of this is recycled, but there are some new words, e.g. animals: butterfly /'bʌtə(r)flaɪ/, rhino /'raɪnəʊ/. Prepositions: <u>in</u> the tree (NOT ~~on~~ the tree) <u>at</u> the bottom of sth ...					

at the top
in the river

New prepositions of movement: *into*, *over*, e.g.:

It's jumping into the tree.

It flew over the river.

Useful phrases:

What is it?

Wait a minute!

Let's look (at) ...

Are there any ...?

Where is it?

We talk about activities happening now when we can see the action happening and we use the present continuous tense.

Positive sentence:

I/you/she/he/it/we/they + am/is/are + verb + -ing

Questions

am/is/are + I/you/she/he/it/we/they + verb + -ing

Negative sentences

I/you/she/he/it/we/they + am/is/are + not + verb + -ing (short forms: *isn't/ aren't/ 'm not*)

Adverbs – are used to say how something is done and are put next to a verb. If you want to form an adverb, you should add *-ly* to the adjective. There are of course some exceptions and spelling rules to follow but you will need the two adverbs for this lesson:

slow – slowly

quick – quickly

Procedure

Warm-up Off the screens

1. Revise present continuous:
2. Give out Handout 1.

Handout 1

- 1 The red monkey / jump / into the tree.

- 2 The giraffe / walk / slowly.

- 3 The elephant / eat / some leaves.

- 4 The crocodile / swim / in the pond.

- 5 The bird / fly / in the sky.

- 6 We / watch / animals at the zoo.

- 7 The tiger / sleep / under a tree.

- 8 The lion / run / fast in the forest.

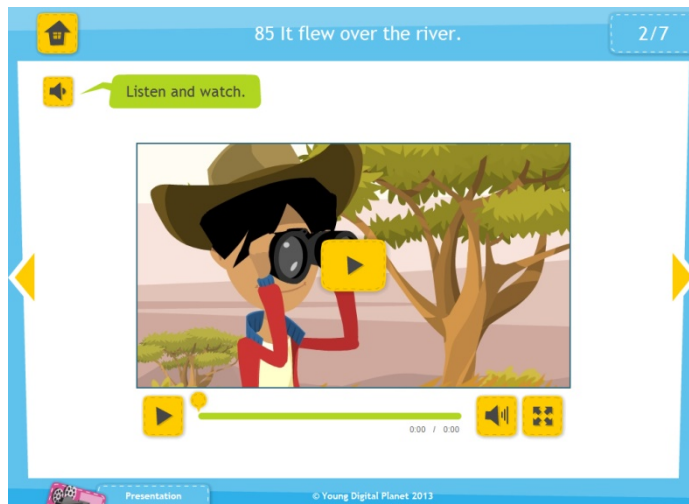
3. Ask students to make sentences in the present continuous tense using the verbs from the brackets.

Key:

- 1 The red monkey is jumping into the tree.
- 2 The giraffe is walking slowly.
- 3 The elephant is eating some leaves.
- 4 The crocodile is swimming in the pond.
- 5 The bird is flying in the sky.
- 6 We are watching animals at the zoo.
- 7 The tiger is sleeping under a tree.
- 8 The lion is running fast in the forest.

Screen 2

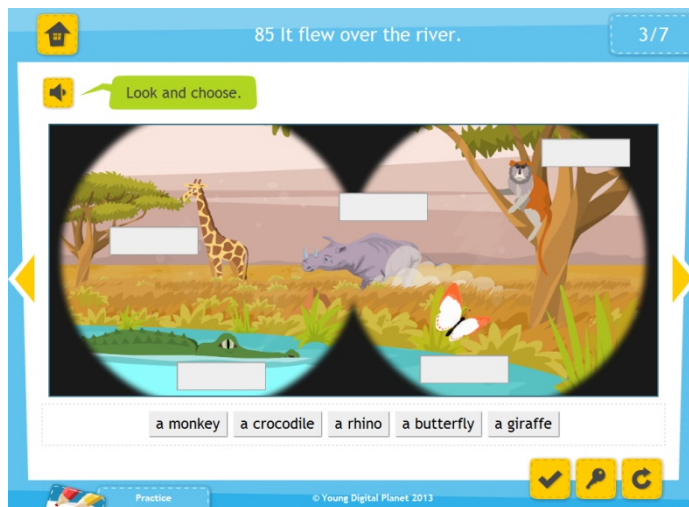
Ben: I can't see any animals here today. Oh wait a minute! There's something under the tree. What is it?
Ben: It's a beautiful, red monkey. Look! It's jumping into the tree. Can you see it there? At the bottom of the tree?
Ben: Oh look! A giraffe! It's walking slowly to the tree ... and now it's eating the leaves at the top.
Ben: Let's look at the river now. Are there any animals here?
Ben: Oh! There's a crocodile in the river! He's swimming quickly! Let's look at his long nose.
 Wow! Did you see that butterfly? It was white and orange. It flew over the river. Where is it?
Ben: Oh! There it is. Isn't it beautiful?
Female: Ben!
Ben: Wait a minute. I'm watching a butterfly.
Female: BEN!
Ben: What?
Female: There's a rhino behind you. And he's angry!
Female: There are lots of animals here today. Now I can see a big, angry rhino, and he's running after Ben!



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:



Screen 4

Audio 1:

What's at the bottom of the tree?

Oh! It's a giraffe! It's jumping.

Audio 2:

Which animal is eating leaves at the top of the tree?

Oh, I can see now. It's a monkey.

Audio 3:

Let's look at the river now. Are there any animals here?

Oh! There's a crocodile. It's swimming in the river!

Audio 4:

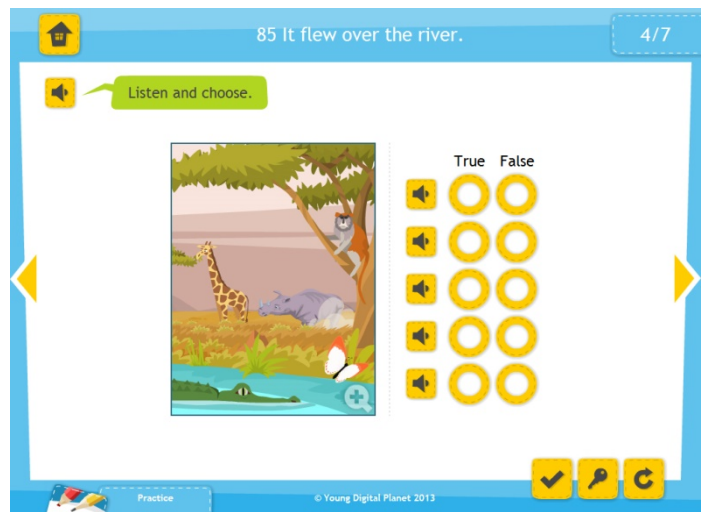
And there's a butterfly flying over the river. It's white and orange.

Audio 5:

Female: There are lots of animals here today. Now I can see a big, angry rhino, and he's running very quickly!

Key:

1 False 2 False 3 True 4 True 5 True



85 It flew over the river. 4/7

Listen and choose.

True False

1 ☐ ☐

2 ☐ ☐

3 ☐ ☐

4 ☐ ☐

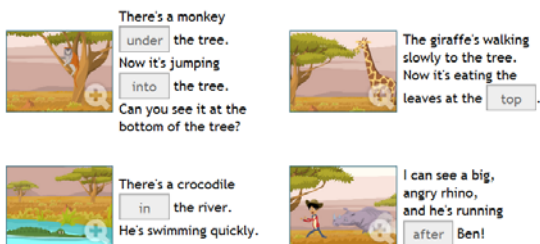
5 ☐ ☐

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Screen 5

Key:

1 under, into 2 top 3 in 4 after



There's a monkey the tree.
Now it's jumping the tree.
Can you see it at the bottom of the tree?

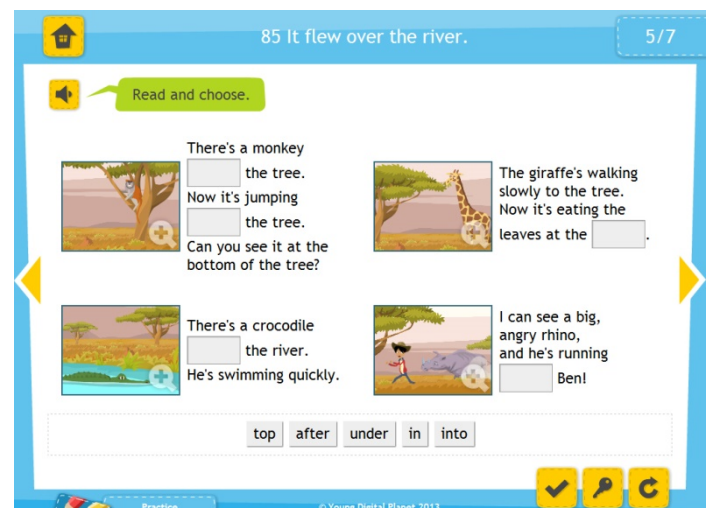
The giraffe's walking slowly to the tree.
Now it's eating the leaves at the .

There's a crocodile the river.
He's swimming quickly.

I can see a big, angry rhino, and he's running Ben!

top after under in into

Practice © Young Digital Planet 2013



85 It flew over the river. 5/7

Read and choose.

There's a monkey the tree.
Now it's jumping the tree.
Can you see it at the bottom of the tree?

The giraffe's walking slowly to the tree.
Now it's eating the leaves at the .

There's a crocodile the river.
He's swimming quickly.

I can see a big, angry rhino, and he's running Ben!

top after under in into

Practice © Young Digital Planet 2013

Screen 6

Audio:

The monkey is jumping.
The giraffe is walking.
The crocodile is swimming.
The butterfly is flying.
The rhino is running.



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 audio 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

Give out Handout 2 and ask students to write about the pictures using the present continuous tense and the prompts provided.

Handout 2



1) monkey, jump, tree



2) angry rhino, run after, Ben



3a) giraffe, walk, to the tree

3b) giraffe, eat, leaves

3a

3b



4) crocodile, swim, quickly, in the river

Key:

1 The monkey is jumping into the tree.

2 The angry rhino is running after Ben.

3a The giraffe is walking to the tree.

3b The giraffe is eating leaves.

4 The crocodile is swimming quickly in the river.

Handout 1

1 The red monkey / jump / into the tree.

2 The giraffe / walk / slowly.

3 The elephant / eat / some leaves.

4 The crocodile / swim / in the pond.

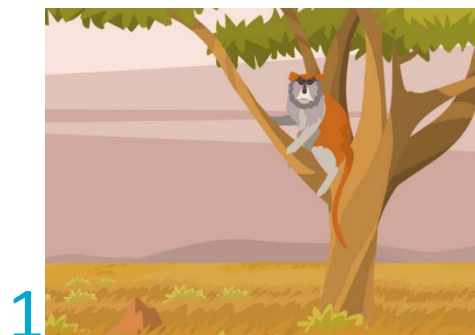
5 The bird / fly / in the sky.

6 We / watch / animals at the zoo.

7 The tiger / sleep / under a tree.

8 The lion / run / fast in the forest.

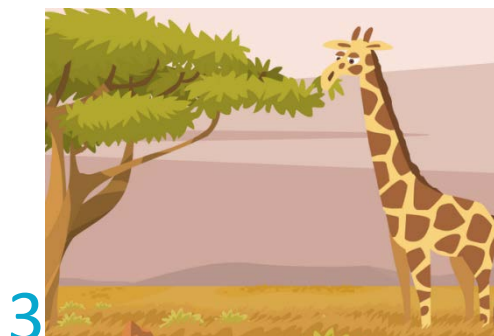
Handout 2



1) monkey, jump, tree



2) angry rhino, run after, Ben

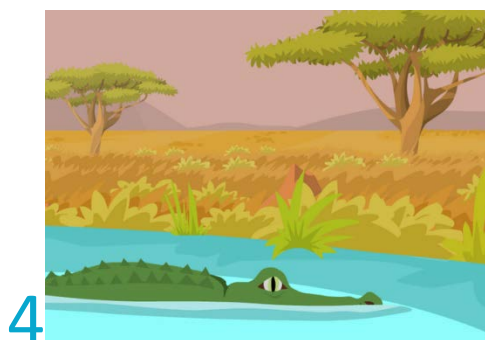


3a) giraffe, walk, to the tree

3b) giraffe, eat, leaves

3a

3b



4) crocodile, swim, quickly, in the river

Friends 7 Lesson 86		So what happened next?		Grammar & Functions	
Aims	Telling a story	Contents	Grammar Recycling infinitives: <i>would like to, start to, need to, want to</i>	Checklist	Two master handouts for individual work
	Sustaining interest when telling a story		Recycling the past simple read, was, lived, went, were, saw, started, didn't, made, happened, met, climbed, walked, flew, said		Handout 1 to revise past simple
	Recycling animals and habitats vocab		Recycling clause with <i>when</i> and <i>who</i>		Handout 2 to practise writing the ending for a story
			Vocabulary Animals and habitats: <i>South America, jungle, river, forest, butterfly, snake, crocodile, birds, monkeys, desert, mountains, sea, lake, wet, hot, bears, zebras</i>		
			Other vocab: <i>listen to, a lot of, stories, about, girl, when, who, by, never, because, go, there were, big, animals, there, one day, blue, fly, after, suddenly, dark, scared, meet, need to, home, can, help, me, people, want to, hungry, thirsty, fifty, happy, family, house, top, into, over</i>		

Language Analysis

Recycling infinitives, the following verbs go with a present tense infinitive:

would like to, start to, need to, want to

I would like to go to the cinema.

He started to learn English.

We need to clean our room.

He wants to go to the zoo.

Recycling past tense

Past simple verbs in the lesson:

read – read, live – lived, go – went, see – saw, start – started, make – made, happen – happened, meet – met, climb – climbed, walk – walked, fly – flew, say – said.

Recycling clause with *when* and *who*

Relative clauses are sentences introduced by one of the following pronouns: *who, which, where*. There are used to combine two sentences and make one sentences.

people	people + possession	animals, things	places
who	whose	which	where
Who is the woman <u>who</u> is standing there?	This is the boy whose father is a farmer.	This is the pencil <u>which</u> I bought yesterday.	This is the house <u>where</u> I live.

Useful phrases in the lesson:

Would you like to ...?

Why ...?

What happened next?

What do you think?

bear /beə(r)/,

bird /bɜː(r)d/,

butterfly /'bʌtə(r)flaɪ/,

crocodile /'krɒkədəɪl/,

forest /'fɒrɪst/,

jungle /'dʒʌŋg(ə)l/,

monkey /'mʌŋki/,
mountains /'maʊntɪn/,
river /'rɪvə(r)/,
sea /si:/, *lake* /leɪk/,
snake /sneɪk/,
wet /wet/, *hot* /hɒt/,
zebra BrE /'zebrə/ AmE /'zi:brə/

desert vs dessert

desert /'dezə(r)t/ – a place with little or no water, a lot of sands and camels
dessert /dɪ'zɜ:(r)t/ – a kind of sweet food you usually have after the main course

Procedure

Warm-up Off the screens

1. Revise past simple:
2. Give out Handout 1

Handout 1

1 I (read) _____ a lot of stories when I was a young boy.

2 He (live) _____ in South America twenty years ago.

3 Ann (need) _____ help when she was in the rainforest.

4 She (go) _____ to the forest for a walk.

5 The lesson (start) _____ at 8 o'clock.

6 There (be) _____ a butterfly on the desk.

7 He was scared when he (see) _____ the crocodile.

8 The story (happen) _____ many years ago.

9 The rhino (run) _____ after Ben.

10 I (give) _____ a family of monkeys a lot of bananas.

3. Ask students to complete the sentences with the missing words in the past simple tense. Use the verbs from the brackets.

Key:

1 read 2 lived 3 needed 4 went 5 started 6 was 7 saw 8 happened 9 ran 10 gave

Screen 2

Mr Hill: *When I was in South America, I read a lot of stories. Would you like to listen to one?*

Children: *Yes, please!*

Mr Hill: *OK! This is a story about a girl who lived in South America. She lived by the river and she never went into the forest.*

Sam: *Why didn't she go into the forest?*

Mr Hill: *Because there were big animals there! Well, one day the girl saw a big, blue butterfly. It started to fly into the forest, and she ran after it. Suddenly, she was in the forest. It was dark, and there was no butterfly.*

Lucy: *Oh no! Was she scared?*

Mr Hill: *Yes, she was.*

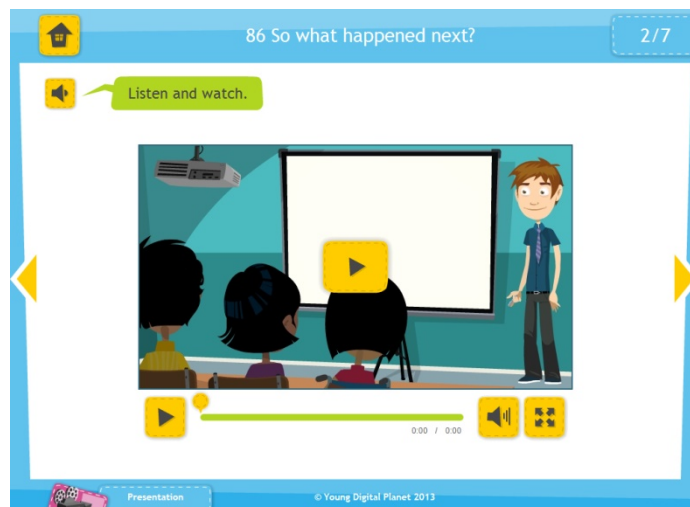
Lucy: *Did she meet lots of animals?*

Sam: *Yes, did she meet a snake? Or a crocodile?*

Mr Hill: *No, she met birds and a family of monkeys. 'I need to go home. Can you help me?' she said. The birds and the monkeys said, 'No, people don't help the animals of the forest, and we don't want to help you.'*

Kim: *So what happened next?*

Mr Hill: *What do you think?*



Have a discussion after you watch the animation, ask: *What do you think?*

Note: After watching the animation, play it again, mute the sound and ask students to tell the story of the girl. Ask students what they think happened next. You may ask them to work in pairs and groups to find a possible ending of the story, then do feedback as a class.

Screen 3

Mr Hill: *When I was in South America, I read a lot of stories. Would you like to listen to one?*

Children: *Yes, please!*

Mr Hill: *OK! This is a story about a girl who lived in South America. She lived by the river and she never went into the forest.*

Sam: *Why didn't she go into the forest?*

Mr Hill: *Because there were big animals there! Well, one day the girl saw a big, blue butterfly. It started to fly into the forest, and she ran after it. Suddenly, she was in the forest. It was dark, and there was no butterfly.*

Lucy: *Oh no! Was she scared?*

Mr Hill: *Yes, she was.*

Lucy: *Did she meet lots of animals?*

Sam: *Yes, did she meet a snake? Or a crocodile?*

Mr Hill: *No, she met birds and a family of monkeys. 'I need to go home. Can you help me?' she said. The birds and the monkeys said, 'No, people don't help the animals of the forest, and we don't want to help you.'*

Kim: *So what happened next?*

Mr Hill: *What do you think?*

Key:


86 So what happened next?
3/7


Listen and put the sentences in order.




She lived by the river and she never went into the forest.
The girl was scared. She needed to go home.
She met birds and a family of monkeys but they didn't want to help her.
A girl lived in South America.
She was in the forest. It was dark, and there was no butterfly.
It started to fly into the forest, and she went after it.
One day, the girl saw a big butterfly.

Practice
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A girl lived in South America.

She lived by the river and she never went into the forest.

One day, the girl saw a big butterfly.

It started to fly into the forest, and she went after it.

She was in the forest. It was dark, and there was no butterfly.

The girl was scared. She needed to go home.

She met birds and a family of monkeys but they didn't want to help her.

Screen 4

Mr Hill: *When I was in South America, I read a lot of stories. Would you like to listen to one?*

Children: *Yes, please!*

Mr Hill: *OK! This is a story about a girl who lived in South America. She lived by the river and she never went into the forest.*

Sam: *Why didn't she go into the forest?*

Mr Hill: *Because there were big animals there! Well, one day the girl saw a big, blue butterfly. It started to fly into the forest, and she ran after it. Suddenly, she was in the forest. It was dark, and there was no butterfly.*

Lucy: *Oh no! Was she scared?*

Mr Hill: *Yes, she was.*

Lucy: *Did she meet lots of animals?*

Sam: *Yes, did she meet a snake? Or a crocodile?*

Mr Hill: *No, she met birds and a family of monkeys. 'I need to go home. Can you help me?' she said. The birds and the monkeys said, 'No, people don't help the animals of the forest, and we don't want to help you.'*

Kim: *So what happened next?*

Mr Hill: *What do you think?*

Key:


86 So what happened next?
4/7


Read and choose. Now listen and check.




Would you like to read a story?

A girl lived in South America. She lived by the and she never went into the .

One day, the girl saw a big .

It started to fly into the forest, and she ran after it. She was in the forest. It was , and there was no butterfly. The girl was .

She needed to go home. She met and a family of monkeys but they didn't want to help her.




Practice
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1 river 2 forest 3 butterfly 4 dark
5 scared 6 birds

Screen 5

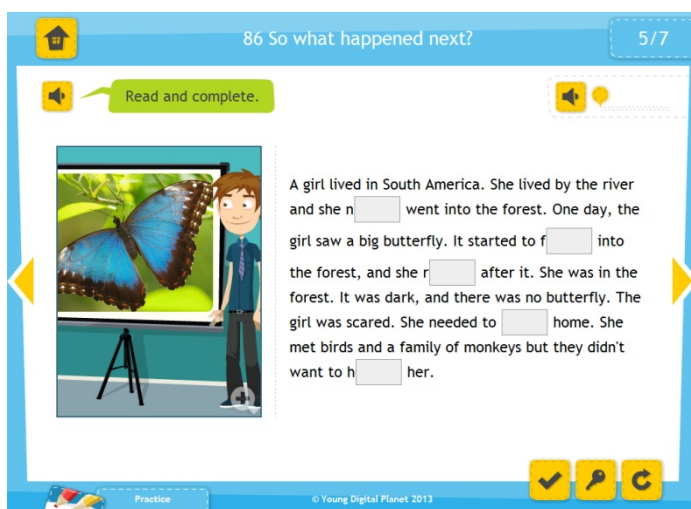
Audio:

Would you like to read a story?

A girl lived in South America. She lived by the river and she never went into the forest. One day, the girl saw a big butterfly. It started to fly into the forest, and she ran after it. She was in the forest. It was dark, and there was no butterfly. The girl was scared. She needed to go home. She met birds and a family of monkeys but they didn't want to help her.

Key:

1 never 2 fly 3 ran 4 go 5 help



86 So what happened next? 5/7

Read and complete.

A girl lived in South America. She lived by the river and she n went into the forest. One day, the girl saw a big butterfly. It started to f into the forest, and she r after it. She was in the forest. It was dark, and there was no butterfly. The girl was scared. She needed to home. She met birds and a family of monkeys but they didn't want to h her.

Practice © Young Digital Planet 2013

Screen 6

Audio 1:

Kim: *So what happened next?*

Mr Hill: *The animals didn't help her, so she made a house in the forest. She lived in the forest for fifty years and was happy there.*

Audio 2:

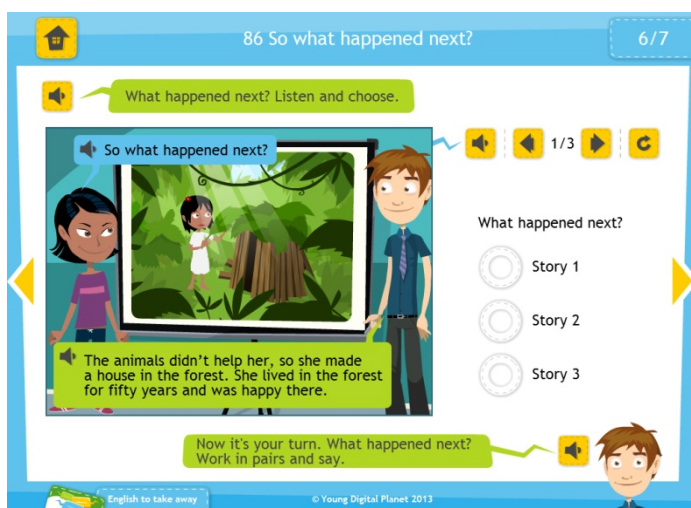
Kim: *So what happened next?*

Mr Hill: *She met an elephant, and climbed on its back. The elephant walked into the jungle, and she lived with the elephant's family.*

Audio 3:

Kim: *So what happened next?*

Mr Hill: *She saw the butterfly. The butterfly flew and the girl ran after it. They flew over the river, and then she was home.*



86 So what happened next? 6/7

What happened next? Listen and choose.

So what happened next?

The animals didn't help her, so she made a house in the forest. She lived in the forest for fifty years and was happy there.

What happened next?

Story 1
Story 2
Story 3

Now it's your turn. What happened next? Work in pairs and say.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Listen and choose' activity. The aim is to practise telling a story.

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, to complete the exercise.

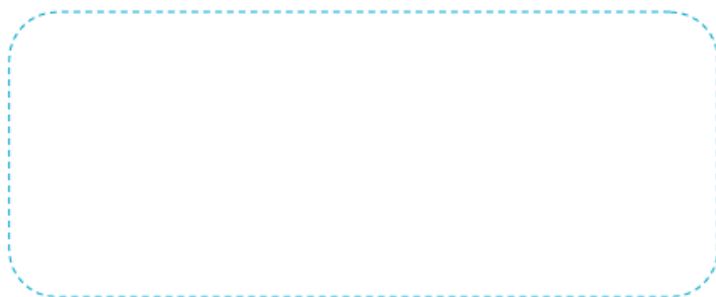
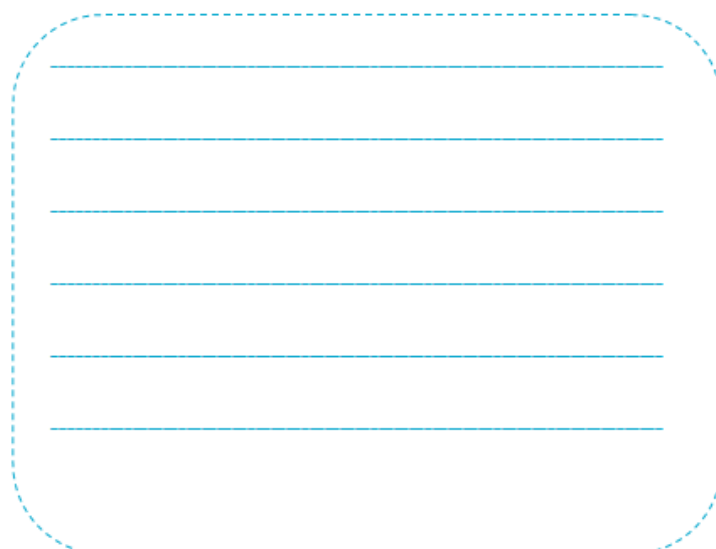
Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and decide the best ending of the story.

In stronger groups students should create their own ending to the story. Use Handout 2 for this activity, students should draw a picture and write about the end of the story.

Handout 2

So what happened next? What do you think?

Handout 1

1 I (read) _____ a lot of stories when I was a young boy.

2 He (live) _____ in South America twenty years ago.

3 Ann (need) _____ help when she was in the rainforest.

4 She (go) _____ to the forest for a walk.

5 The lesson (start) _____ at 8 o'clock.

6 There (be) _____ a butterfly on the desk.

7 He was scared when he (see) _____ the crocodile.

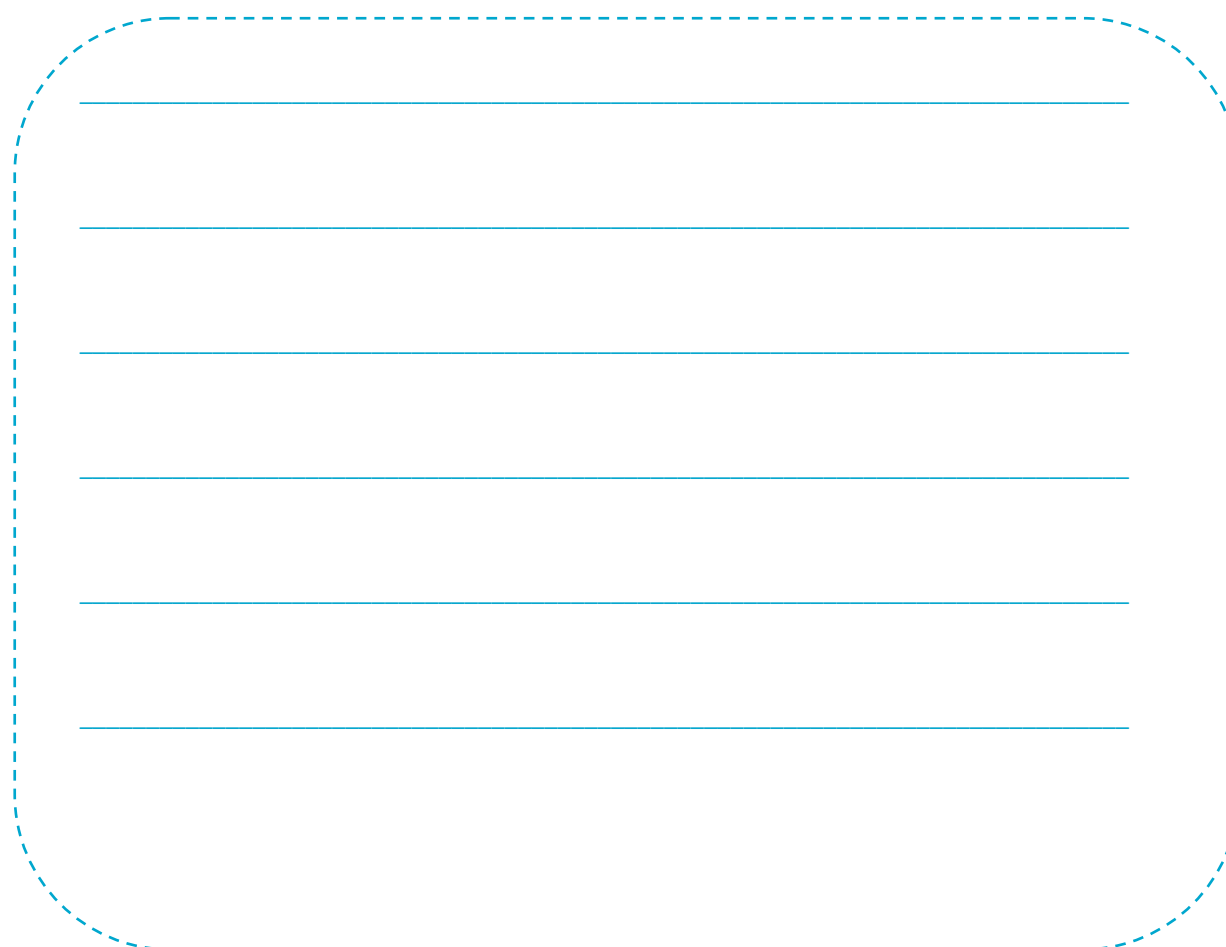
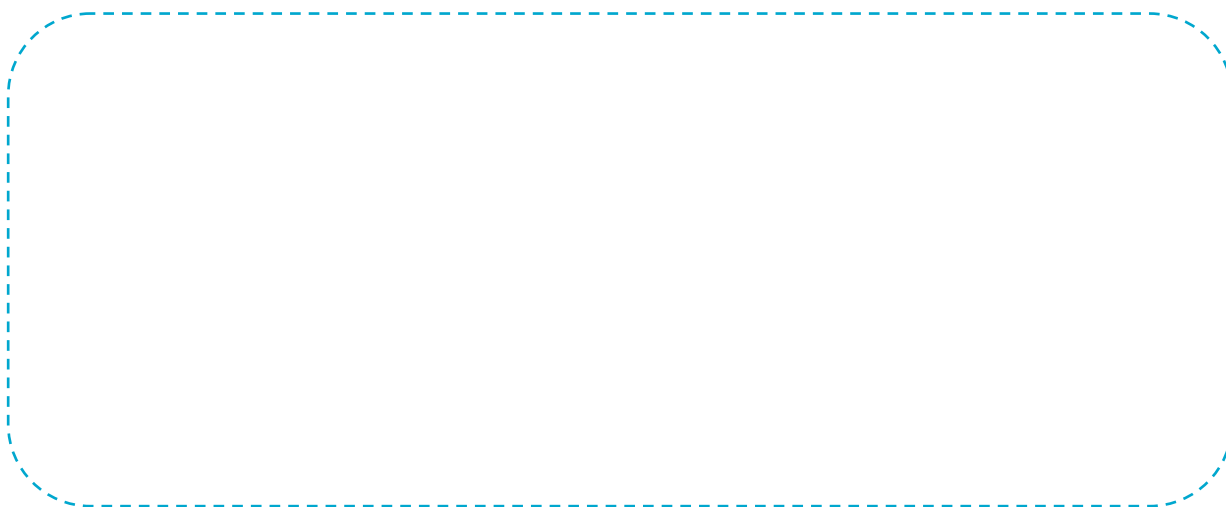
8 The story (happen) _____ many years ago.

9 The rhino (run) _____ after Ben.

10 I (give) _____ a family of monkeys a lot of bananas.

Handout 2

So what happened next? What do you think?



Friends 7 Lesson 87		After that, the cat came into the room every night.		Grammar & Functions	
Aims	Narrating Using narrative devices	Contents	Grammar Narrative devices: <i>one night, there was, and, but, after that, then, because, today</i>	Checklist	Handout 1 to talk about pictures from the story and guess what the main story of the lesson is going to be about
	Recycling past tense		Past simple verbs: <i>was, walked, said, didn't go, sat, came, saw, shouted, ran, were, looked, opened, bought</i>		Handout 2 to identify narrative devices
	Recycling vocab of the home and places		Vocabulary Home and places vocab: <i>small town, south, England, farm, house, armchair, fire, room, tree, box</i>		
			Other: <i>woman, old, in, her, favourite, cat, into, in front of, farmer, outside, after, him, angry, when, something, behind, box, many, people, inside, treasure, never, again, see, black</i>		
			<i>Who are you?</i> <i>Everyday English: Go away!</i>		
Language Analysis					
When we narrate a story it is advisable to use narrative devices to make our story easier. Our interlocutor can then easily follow what happened first and what followed. In the lesson the following words are used as narrative devices: <i>one night, there was, and, but, after that, then, because, today</i>					
Past simple verbs:					

Regular:

look – looked
open – opened
shout – shouted
walk – walked

irregular:

be – was / were
buy – bought
come – came
go – went
run – ran
say – said
sit – sat

In order to make negative sentences in the past simple tense we use *didn't* + infinitive without *to*

e.g. *He didn't run away* (NOT ~~ran~~)

armchair /'ɑ:(r)m,tʃeə(r)/

box /bɒks/

farm /fɑ:(r)m/

fire /'faɪə(r)/

house /haʊs/

room /ru:m/

south /sauθ/

tree /tri:/

Go away! – is used to tell somebody you want the person to be far away from you, to disappear

Procedure

Warm-up Off the screens

1. Elicit vocabulary needed for the lesson (see vocabulary box above).
2. Give out Handout 1 to each pair of students. Pre teach the phrase: *Go away!* Use gestures and mime, you may also wave your hand as if you were waving goodbye to somebody but make an angry face.

Handout 1



woman, favourite chair, by the fire, cat, go away, shouted, ran outside, angry, behind the tree, a box, treasure.

3. Ask them to describe what they can see in the pictures. In weaker groups use the prompts provided at the bottom of the handout.
4. When they finish ask them to say what they think the story is going to be about.

Screen 2

Audio:

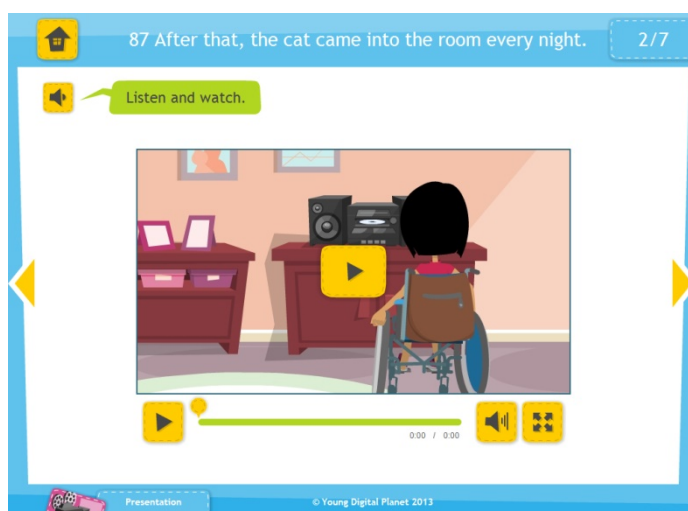
In a small town in the south of England, there was a small old house on a farm.

One night, a woman was in her favourite chair by the fire and a cat walked into the room. The woman said, 'Who are you? Go away!' But the cat didn't go away and it sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.

Then one night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.

When the man and the woman were outside, there was no cat. Then, they saw something behind the tree. They looked and they saw a box. They opened the box and looked inside. There was treasure.

They bought a big house and they never saw the cat again. But today, many people see a black cat outside their 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:

In a small town in the south of England, there was a small, old house on a farm.



Audio 2:

One night, a woman was in her favourite chair by the fire and a cat walked into the room.



Audio 3:

Then one night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.



Audio 4:

Then, they saw something behind the tree. They looked and they saw a box. They opened the box and looked inside. There was treasure.



Audio 5:

The woman said, 'Who are you? Go away!' But the cat didn't go away and it sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.



Audio 6:

When the man and the woman were outside, there was no cat.

Key:

See the pictures above

87 After that, the cat came into the room every night.
3/7

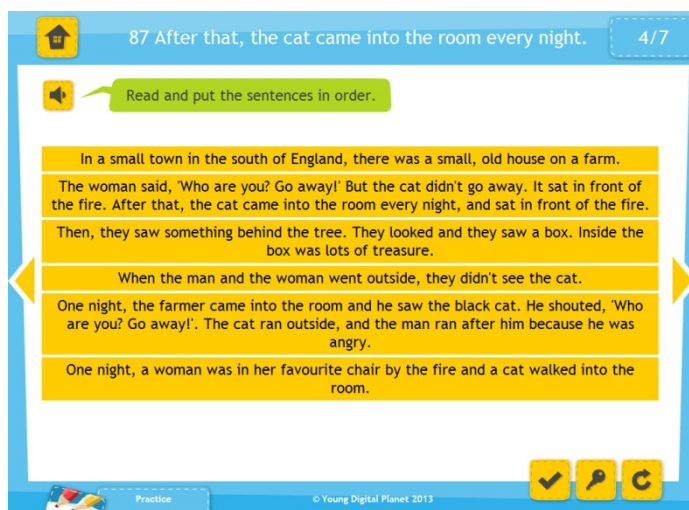
Listen and match.

Practice
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Screen 4

Key:

- 1 In a small town in the south of England, there was a small, old house on a farm.
- 2 One night, a woman was in her favourite chair by the fire and a cat walked into the room.
- 3 The woman said, 'Who are you? Go away!' But the cat didn't go away. It sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.
- 4 One night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.
- 5 When the man and the woman went outside, they didn't see the cat.
- 6 Then, they saw something behind the tree. They looked and they saw a box. Inside the box was lots of treasure.



87 After that, the cat came into the room every night. 4/7

Read and put the sentences in order.

In a small town in the south of England, there was a small, old house on a farm.

The woman said, 'Who are you? Go away!' But the cat didn't go away. It sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.

Then, they saw something behind the tree. They looked and they saw a box. Inside the box was lots of treasure.

When the man and the woman went outside, they didn't see the cat.

One night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.

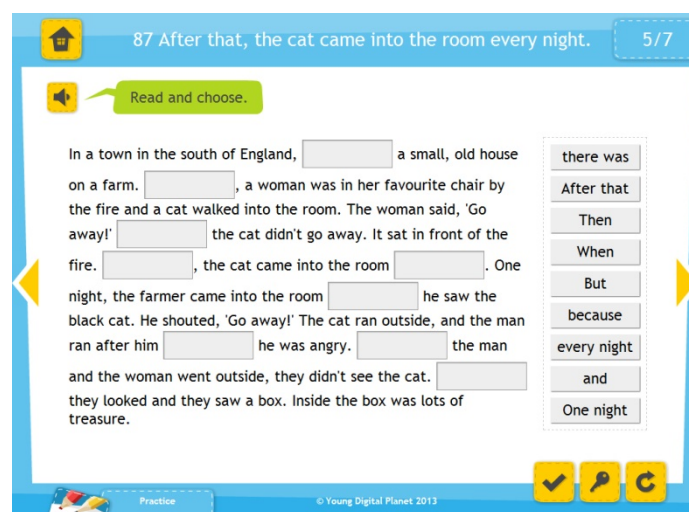
One night, a woman was in her favourite chair by the fire and a cat walked into the room.

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 there was
- 2 One night
- 3 But
- 4 After that
- 5 every night
- 6 and
- 7 because
- 8 When
- 9 Then



87 After that, the cat came into the room every night. 5/7

Read and choose.

In a town in the south of England, a small, old house on a farm. , a woman was in her favourite chair by the fire and a cat walked into the room. The woman said, 'Go away!' the cat didn't go away. It sat in front of the fire. , the cat came into the room . One night, the farmer came into the room he saw the black cat. He shouted, 'Go away!' The cat ran outside, and the man ran after him he was angry. the man and the woman went outside, they didn't see the cat. they looked and they saw a box. Inside the box was lots of treasure.

there was
After that
Then
When
But
because
every night
and
One night

Practice © Young Digital Planet 2013

Screen 6

- 1 There was a small, old house on a farm.
- 2 One night, a woman was in her favourite chair by the fire and a cat walked into the room.
- 3 The woman said, 'Who are you? Go away!' But the cat didn't go away and it sat in front of the fire. After that, the cat came into the room every night.
- 4 Then one night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.
- 5 When the man and the woman were outside, there was no cat.
- 6 Then, they saw something behind the tree. They looked and they saw a box. They opened the box and looked inside. There was treasure.



Give the Ss these instructions for the 'Read and listen' activity. The aim is to practise telling a story.

1. Look at the picture and read the beginning of the sentence.
2. Think how to finish the sentence.
3. Click on the audio and listen to the sentence. Was it the same as yours?
4. Go to the next sub pages.
5. 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 take turns and tell the story.

Additional activity

Give out Handout 2 and ask students to underline all the narrative devices used in the text. Do one word with the class so that they understand the word *narrate* and *narrative words*.

Optionally, they should write their own story using the words they have underlined.

Handout 2

One night, a woman was in her favourite chair by the fire and a cat walked into the room. The woman said, 'Who are you? Go away!' But the cat didn't go away and it sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.

Then one night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.

When the man and the woman were outside, there was no cat.

Then, they saw something behind the tree. They looked and they saw a box. They opened the box and looked inside. The was treasure.

They bought a big house and they never saw the cat again. But today, many people see a black cat outside their house.

Key:

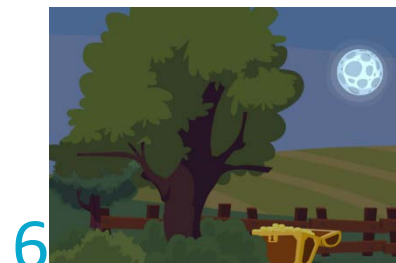
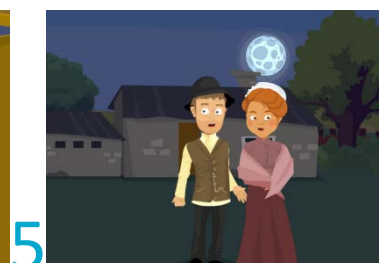
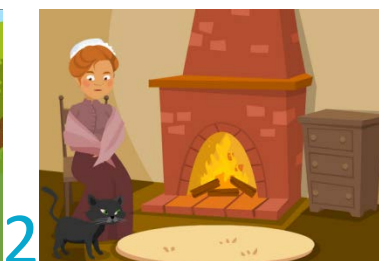
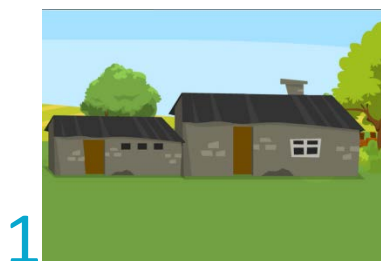
One night, a woman was in her favourite chair by the fire and a cat walked into the room. The woman said, 'Who are you? Go away!' But the cat didn't go away and it sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.

Then one night, the farmer came into the room and he saw the black cat. He shouted, 'Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.

When the man and the woman were outside, there was no cat. Then, they saw something behind the tree. They looked and they saw a box. They opened the box and looked inside. There was treasure.

They bought a big house and they never saw the cat again. But today, many people see a black cat outside their house.

Handout 1



woman, favourite chair, by the fire, cat, go away, shouted, ran outside, angry, behind the tree, a box, treasure.

Handout 2

One night, a woman was in her favourite chair by the fire and a cat walked into the room. The woman said, 'Who are you? Go away!' But the cat didn't go away and it sat in front of the fire. After that, the cat came into the room every night, and sat in front of the fire.

Then one night, the farmer came into the room and he saw the black cat. He shouted, "Who are you? Go away!'. The cat ran outside, and the man ran after him because he was angry.

When the man and the woman were outside, there was no cat. Then, they saw something behind the tree. They looked and they saw a box. They opened the box and looked inside. There was treasure.

They bought a big house and they never saw the cat again. But today, many people see a black cat outside their house.

Friends 7 Lesson 88		How the giraffe got a long neck.		Skills	
Aims	Reading and listening skills	Contents	Grammar Recycling infinitives Recycling narrative devices (from units 86-87) Recycling past tense: <i>had, were, didn't rain, looked, saw, said, went, gave, came, was</i>	Checklist	Visual 1 to describe a picture and talk about the animals.
			Vocabulary Recycling animals and habitats vocab: <i>giraffe, legs, neck, rhino, ground, river(s), trees, leaves</i>		Handout 1 for each students to practise putting words into the correct order to make sentences
			Other: <i>long, got, how, first, short, friends, one year, hungry, thirsty, big, green, top, can, help, eat, those, old, man, come, house, tomorrow, morning, next morning, then, suddenly, longer, after that, drink, would like, to have, too, very, angry, because, there was, no more, water, today, animal</i>		
Language Analysis					
This lesson is a revision of the previous unit's narrative devices, past simple and telling stories.					
<i>leaves</i> /li:vz/ (plural from <i>leaf</i> , <i>f</i> changes into -ves) Compare: <i>angry</i> /'æŋɡri/ <i>giraffe</i> BrE/dʒə'ra:f/, AmE /dʒə'ræf/, plural: giraffes <i>giraffe</i> BrE/dʒə'ra:f/, AmE /dʒə'ræf/, plural: giraffes					

ground /graʊnd/

hungry /'hʌŋɡrɪ/

rhino /'raɪnəʊ/

thirsty /'θɜ:(r)stɪ/

When we narrate a story it is advisable to use narrative devices to make our story easier. Our interlocutor can then easily follow what happened first and what followed. In the lesson the following words are used as narrative devices:

one night, there was, and, but, after that, then, because, today

Past verbs:

look – looked (regular)

irregular:

be – was/were

give – gave

go – went

have – had

say – said

see – saw

come – came

In order to make negative sentences in the past simple tense we use *didn't* + infinitive without *to*:

e.g. *He didn't run away (NOT ~~ran~~)*

1. Show students the picture of a giraffe and a rhino and ask them to talk about the animals, describe their appearance e.g. *The giraffe has got a long neck; The rhino has got short legs; The giraffe is orange; The tree is tall; The rhino looks angry, etc.* Pay attention to naming different parts of the body.
2. Ask students what they think the story is going to be about.

A cartoon illustration of a savanna scene. On the left, a yellow giraffe with orange-brown spots stands looking up at a tree. On the right, a grey rhinoceros with two horns stands looking towards the giraffe. The background features several trees with green leaves and a clear blue sky. The ground is sandy with some shadows.

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The next morning, the giraffe went to the man's house, and he gave him a drink. Then suddenly, the giraffe's legs and neck were longer.

After that, the rhino came to drink. 'I'd like to have a long neck too,' he said. He was very angry because there was no more water.

Today the giraffe can eat leaves at the top of the tree, and the rhino is an angry animal.

Before playing the slideshow stop at the first pictures and ask students what is different from the picture they saw at the beginning of the lesson: long/short neck of the giraffe.

Tell the Ss they are going to listen to a story of why giraffes have long necks.

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:

The first giraffe had short legs and a short neck. The giraffe and the rhino were friends.



Audio 2:

The next morning, the giraffe went to the man's house, and he gave him a drink. Then suddenly, the giraffe's legs and neck were longer.



Audio 3:

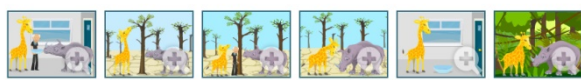
One year, it didn't rain, and the ground and the rivers were dry. The giraffe and the rhino were hungry and thirsty.

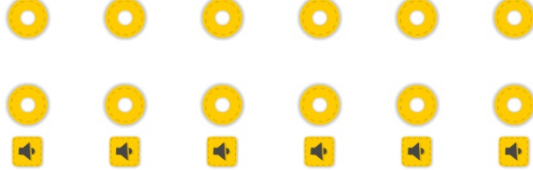


Audio 4: Today the


88 How the giraffe got a long neck?
3/7


Listen and match.







Practice
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giraffe can eat leaves at the top of the tree, and the rhino is an angry animal.



Audio 5:

After that, the rhino came to drink. 'I'd like to have a long neck too,' he said. He was very angry because there was no more water.



Audio 6: *They looked at the trees, and they saw big, green leaves. They wanted to eat the leaves, but they were at the top of the tree. 'I can help you to eat those leaves', said an old man. 'Come to my house tomorrow morning.'*

Key:

See pictures above (random order of the audio and the pictures)

Screen 4

Key:

1 first 2 rain, were
3 and, wanted, But, to eat

88 How the giraffe got a long neck?
4/7

 Read and choose.



The giraffe had short legs and a short neck. The giraffe and the rhino were friends.



One year, it didn't , and the ground and the rivers were dry. The giraffe and the rhino hungry and thirsty.



They looked at the trees, they saw big, green leaves. They to eat the leaves, they were at the top of the tree. 'I can help you those leaves', said an old man. 'Come to my house tomorrow morning.'

to eat first rain and but were wanted





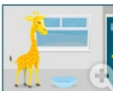
Screen 5

Key:

1 next, Then, longer
2 to, like, because
3 and

88 How the giraffe got a long neck?
5/7

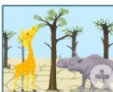
 Read and complete.



The morning, the giraffe went to the man's house, and he gave him a drink. suddenly, the giraffe's legs and neck were .



After that, the rhino came drink. 'I'd to have a long neck too,' he said. He was very angry there was no more water.



Today the giraffe can eat leaves at the top of the tree, the rhino is an angry animal.





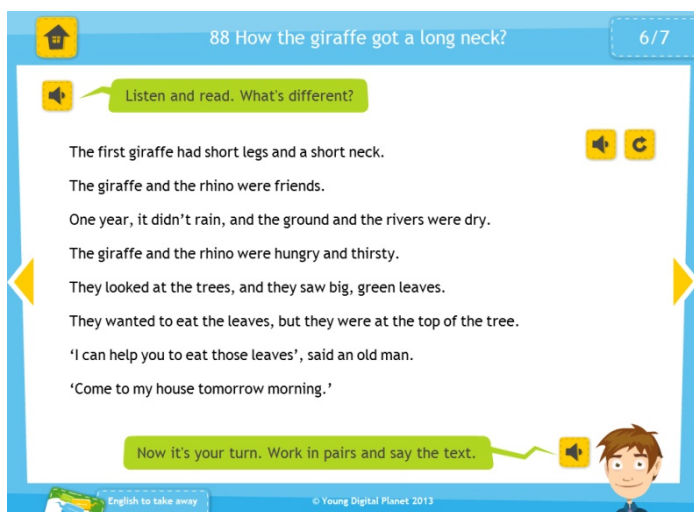
Screen 6

Key and audio:

The second (first) giraffe had short legs and a long (short) neck. The giraffe and the rhino were friends.

One year, it didn't snow (rain), and the ground and the rivers were dry. The giraffe and the elephant were hungry and thirsty.

They looked at the trees, and they saw big, green flowers (leaves). They wanted to eat the leaves, but they were at the bottom (top) of the tree. 'I can help you to eat those leaves', said an old monkey (man). 'Come to my house tomorrow morning.'



Give the Ss these instructions for the 'Listen and read' activity. The aim is to find differences in the recorded and written texts.

1. Look at the text and read it.
2. Click on the audio and listen to the text.
3. Find words that are different.
4. Click the words that you think should not be there.
5. If it is correct the word will become green.
6. 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, take turns and read the text so that is correct and the same as the recording.

Find an alternative story for how the giraffe got a long neck here on the Internet. Also find more great African inspired tales online or ask students to find their own stories.

Additional activity

Give out the Handout and ask students to put the words in the right order to make sentences. They can go back to the story if they need.

Handout

1 The rhino friends giraffe and the were

2 The and giraffe the hungry rhino thirsty were and

3 looked They the trees at

4 eat the leaves wanted to They

5 tomorrow morning Come to my house

6 went The house giraffe to man's the

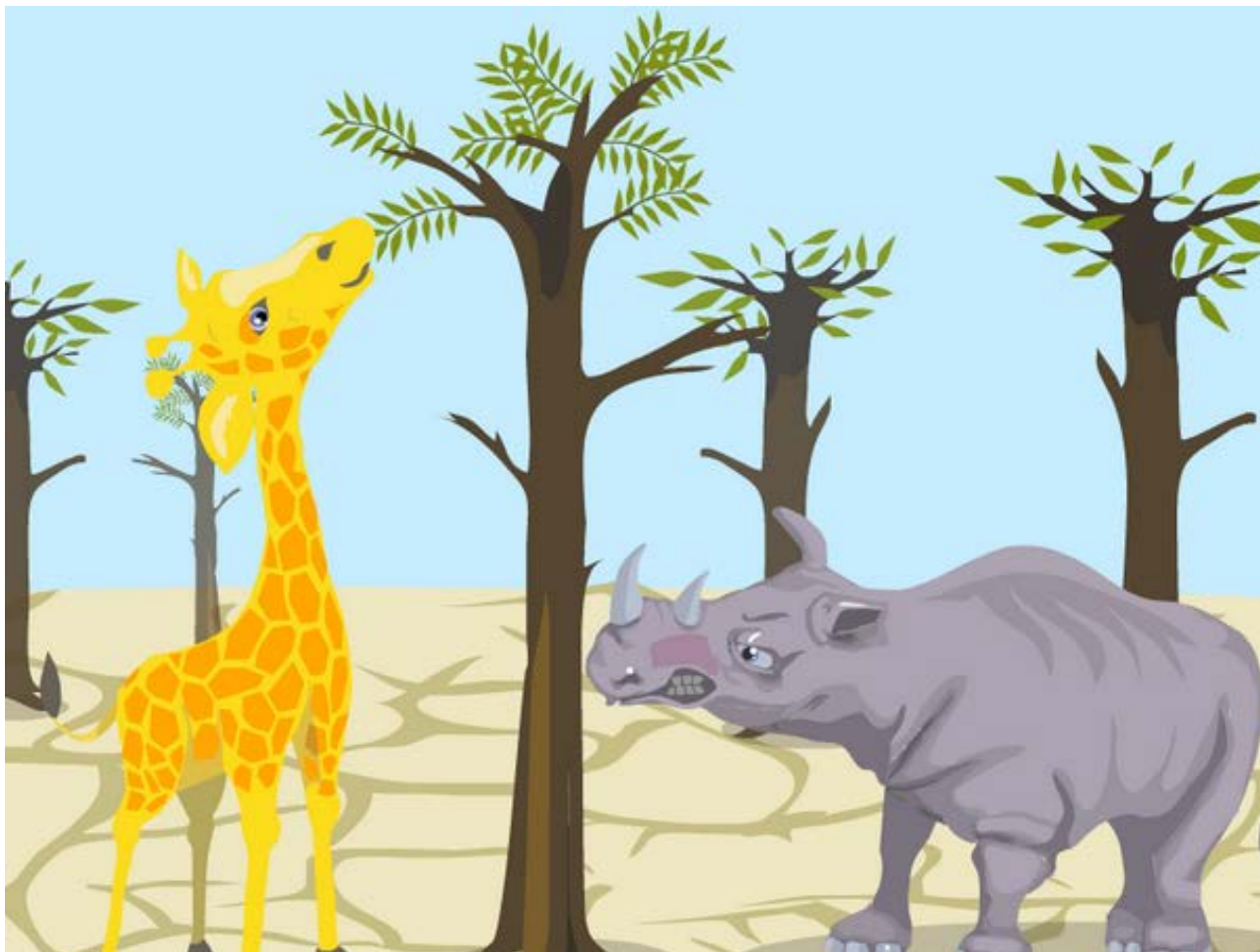
7 rhino After came to drink that the

8 have I'd like to a long neck too

Key:

- 1** The giraffe and the rhino were friends.
- 2** The giraffe and the rhino were hungry and thirsty.
- 3** They looked at the trees.
- 4** They wanted to eat the leaves.
- 5** Come to my house tomorrow morning.
- 6** The giraffe went to the man's house.
- 7** After that the rhino came to drink.
- 8** I'd like to have a long neck too.

Visual



Handout

1 The rhino friends giraffe and the were

2 The and giraffe the hungry rhino thirsty were and

3 looked They the trees at

4 eat the leaves wanted to They

5 tomorrow morning Come to my house

6 went The house giraffe to man's the

7 rhino After came to drink that the

8 have I'd like to a long neck too

Friends 7 Lesson 89

In the dark, dark forest.

Pronunciation

Aims	Speaking skills Stress and rhythm Recycling adjectives and adjective order	Contents	Stress and rhythm Vocabulary Animals and habitats: <i>forest, butterfly, monkey, cat, giraffe, rhino</i> Adjectives: <i>dark, big, blue, brown, black, tall, angry</i> Other: <i>There was a ..., in, very</i>	Checklist	Handout for each student to practise describing animals
------	--	----------	--	-----------	---

Language Analysis

butterfly /'bʌtə(r)flaɪ/,
cat /kæt/,
forest /'fɒrɪst/,
giraffe BrE/dʒə'ra:f/, AmE /dʒə'ræf/, plural: *giraffes*
monkey /'mʌŋkɪl/,
rhino /'raɪnəʊ/

Adjectives: *dark, big, blue, brown, black, tall, angry*

Please note that adjectives in English are never plural – they are the same for all the nouns e.g. *a big black cat, two big black cats*.

Adjective order

In English we usually use adjectives in front of the nouns, e.g. *a blue butterfly*. We sometimes have more than one adjective e.g. *a big black cat*. There are some special rules on what to do when there are a lot of adjectives, and in English they should be used in a specific order. This is not however the focus of the lesson, but please check for more information if you interested: opinion, size, age, shape, colour, origin, material, purpose.

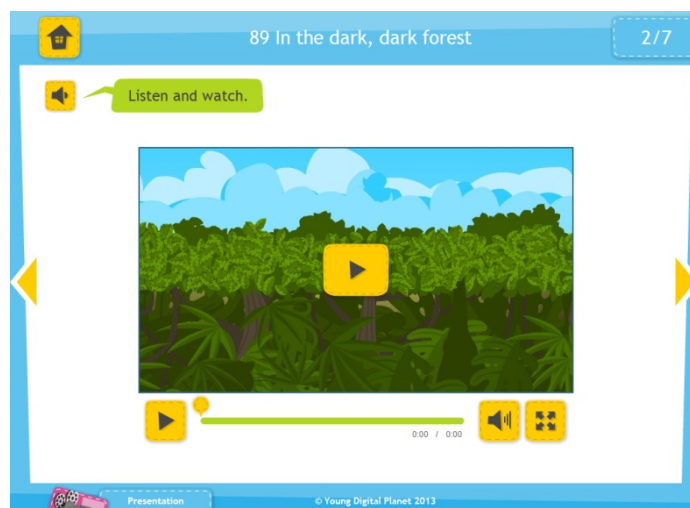
Procedure

Warm-up Off the screens

1. Revise animals, ask students to name all the animals they think live in the forest/jungle, animals that live on a farm, animals that live in the sea, etc.
2. This could be done as a class or you could put students in pairs and groups, so that they can prepare their lists of animals.
3. You can then compare which list was the longest and give positive feedback.

Screen 2

*In the dark, dark forest
There was a big, blue butterfly
And in the dark, dark forest
There was a big, brown monkey
And in the dark, dark forest
There was a big, black cat
And in the dark, dark forest
There was a tall, tall giraffe
And in the dark, dark forest
There was a very angry RHINO!*



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.

Listen again to the chant and ask Ss to join in.

Additional activity

Give out the handout and ask students to name and describe the animals.

Handout











Key:

1 a blue butterfly

2 a black cat

3 a brown monkey

4 an angry rhino

5 a tall giraffe

Students could describe the animals in more detail if possible. (*It has got a long neck, short legs etc.*)

Screen 3

*In the dark, dark forest
There was a big, blue butterfly
And in the dark, dark forest
There was a big, brown monkey
And in the dark, dark forest
There was a big, black cat
And in the dark, dark forest
There was a tall, tall giraffe
And in the dark, dark forest
There was a very angry RHINO!*

Key:




89 In the dark, dark forest
3/7


Listen and put the pictures in order.












Practice
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Screen 4

*In the dark, dark forest
There was a big, blue butterfly
And in the dark, dark forest
There was a big, brown monkey
And in the dark, dark forest
There was a big, black cat
And in the dark, dark forest
There was a tall, tall giraffe
And in the dark, dark forest
There was a very angry RHINO!*

Key: see the text above


89 In the dark, dark forest
4/7


Listen and put the sentences in order. Then say the rhyme.




And in the dark, dark forest
There was a big, brown monkey

And in the dark, dark forest
There was a big, black cat.

In the dark, dark forest
There was a big, blue butterfly

And in the dark, dark forest
There was a tall, tall giraffe

And in the dark, dark forest
There was a very angry RHINO!



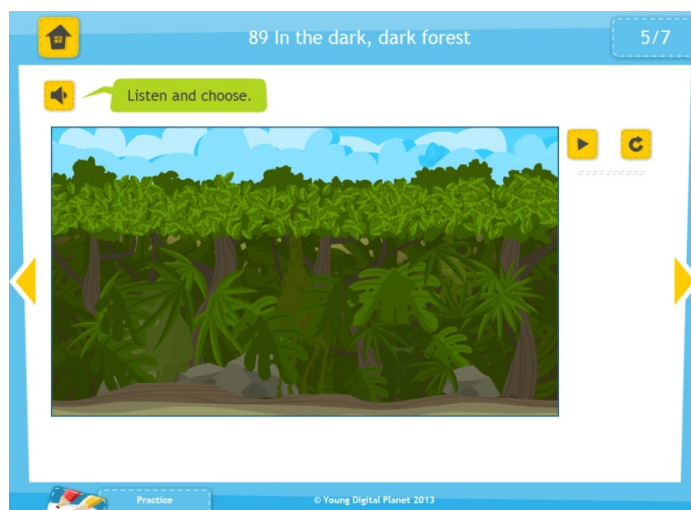


Practice
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Screen 5

*In the dark, dark forest
There was a big, blue butterfly
And in the dark, dark forest
There was a big, brown monkey
And in the dark, dark forest
There was a big, black cat
And in the dark, dark forest
There was a tall, tall giraffe
And in the dark, dark forest
There was a very angry RHINO!*

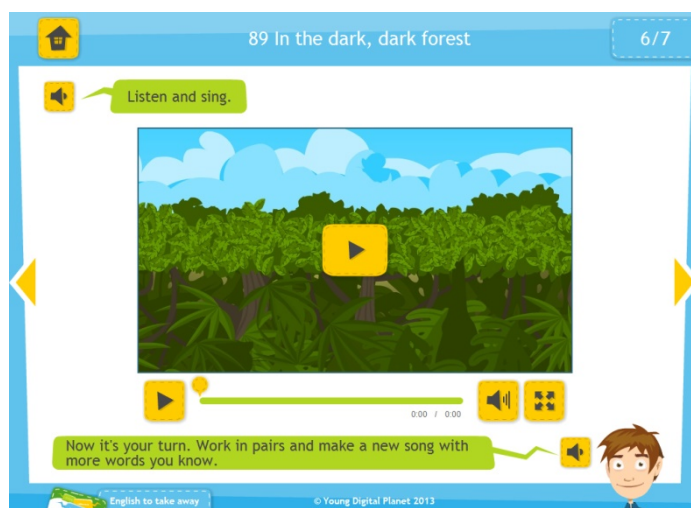
Key: N/A



Click on the audio button and listen to the chant. When it stops, look for the animals hidden in the forest, click on the shape. When you find it, the chant will go on.

Screen 6

*In the dark, dark forest
There was a big, blue butterfly
And in the dark, dark forest
There was a big, brown monkey
And in the dark, dark forest
There was a big, black cat
And in the dark, dark forest
There was a tall, tall giraffe
And in the dark, dark forest
There was a very angry RHINO!*



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

1. Listen to the whole chant.

2. Watch the animation and join in.
3. Listen again and sing the whole chant, individually, in groups or as a class.

Teachers' tip: Now it's your turn.

Get students to write more verses for the rhyme, featuring different animals. Or make a rhyme for different habitats: *In the hot, hot desert ...; in my green, green garden; in the blue, blue sea* etc.

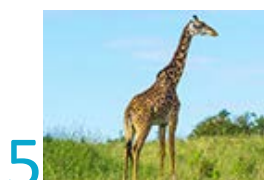
Handout











Friends 7

Lesson 90

Then I saw a big old house.

Speaking & Writing

Aims	Speaking and writing	Contents	Grammar Recycling past tense Past simple verbs: <i>went, wasn't, was, started to, saw, walked, shouted, weren't, were, stopped, looked (at),</i> Recycling narrative devices and infinitives Vocabulary Recycling vocab of Y6 Vocab: <i>have got, for a bike ride, nice, day, cold, windy, rain, bike, wet, big, old, food, house, door, open, in, on, table, hello, but, there weren't, any, people, home, on my bike, map, again, photo, can, you, see, train, snow, dry, fruit, cats, book, forest, beach, bus, hot, sunny, rainy, snowy, school, supermarket, ship, hospital, tent, bed, desk, sofa, armchair, blanket, purple, shoe, torch, butterfly, box, treasure, angry, rhino</i>	Checklist	Visuals to talk about Sam's story and introduce vocabulary Handout for each student to practise talking about Sam's story in the past simple tense.
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Language Analysis

This is a revision of the previous unit's narrative devices, past simple and telling stories.

Days of the week: *Monday / 'mʌndeɪ/, Tuesday / 'tju:zdeɪ/, Wednesday / 'wenzdeɪ/, Thursday / 'θɜ:(r)zdeɪ/, Friday / 'fraɪdeɪ/, Saturday / 'sætə(r)deɪ/, Sunday / 'sʌndeɪ/*

Useful phrases:

When I was at home,

It's your turn to tell us a story ...

We want you to tell us a story ...

Where were they?

What happened next?

What did you do?

I don't know.

Really?

again /ə'gen/

Narrative devices

When we narrate a story it is advisable to use narrative devices to make our story easier. Our interlocutor can then easily follow what happened first and what followed. In the lesson the following words are used as narrative devices:

one night, there was, and, but, after that, then, because, today

Procedure

Warm-up Off the screens

1. Prepare students for the vocabulary in the lesson.
2. Show visuals (6 pictures) and ask students to describe the pictures: *What is Sam doing in the picture? He is looking at a map. He is... Is he running in the picture? No he isn't.*
3. *doing in the picture? He is looking at a map. He is... Is he running in the picture? No he isn't.*

Visuals



4. Give out Handout and students to make sentences about Alex, using the past simple tense.

Handout



Monday / Sam / go on a bike ride



Sam / see / a big old house



The rain / stop / and / he / go home / on his bike



He / see / food on the table



He / look / at a map / to see the house



On Tuesday / he / go / to find the house again

Key:

- 1 On Monday Sam went on a bike ride.
- 2 Sam saw a big old house.
- 3 The rain stopped and he went home on his bike.
- 4 He saw food on the table.
- 5 He looked at a map to see the house.
- 6 On Tuesday he went to find the house again.

Screen 2

Kim: *It's your turn to tell us a story now, Sam.*

Alex: *Yes, it is. We want you to tell us a story.*

Sam: *OK, I've got a good story. Would you like to hear it?*

Kim, Alex, Tony: *Yes, please!*

Sam: *Well, on Monday, I went for a bike ride. It wasn't a nice day. It was cold and windy, and then it started to rain. My bike was wet, and I was wet. Then, I saw a big old house, and the door was open. I walked in, and I saw food on the table. I shouted, 'Hello!' but there weren't any people in the house.*

Tony: *Oh no! Where were they?*

Sam: *I don't know.*

Kim: *What happened next?*

Sam: *Well, the rain stopped, and I went home on my bike. When I was at home, I looked at a map to see the house but it wasn't there.*

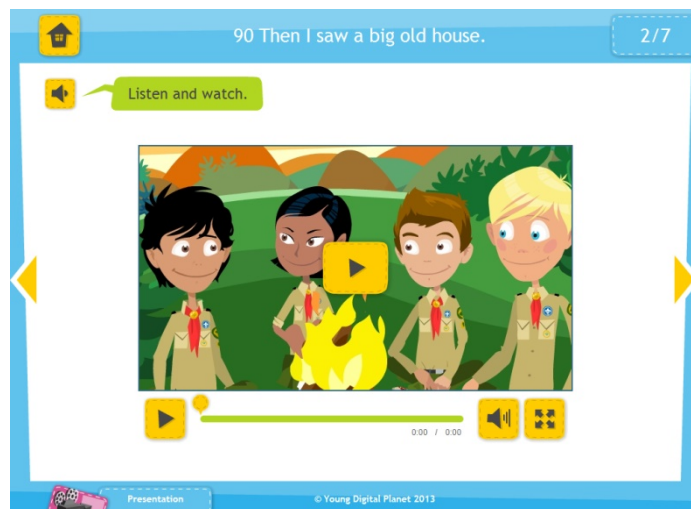
Alex asks: *What did you do?*

Sam: *Well, on Tuesday I went to find the house again. But I couldn't see it. The house wasn't there.*

Kim: *Really?*

Sam: *Yes, look at this photo.*

Sam: *Can you see 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.

Ask comprehension questions:

What was the weather like?

What was the house like?

How did Sam go home?

What did Sam do when he was at home?

What did Sam see in the house?

Screen 3



Audio 1:

On Monday, I went for a bike ride. It wasn't a nice day. It was cold and windy, and then it started to rain. My bike was wet, and I was wet.



Audio 2:

Then, I saw a big old house, and the door was open.



Audio 3:

I walked in, and I saw food on the table. I shouted, 'Hello!' but there weren't any people in the house.



Audio 4:

The rain stopped, and I went home on my bike.



Audio 5:

When I was at home, I looked at a map to see the house, but it wasn't there.



Audio 6:

Sam: *On Tuesday I went to find the house again but I couldn't see it. The house wasn't there.*

Key: see pictures above (random order of pictures and audio)

90 Then I saw a big old house.
3/7

Listen and match.

Practice
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Screen 4

Audio 1:

On Monday, I went for a bike ride. It wasn't a nice day. It was cold and windy, and then it started to rain. My bike was wet, and I was wet.

Audio 2:

Then, I saw a big old house, and the door was open.

Audio 3:

I walked in, and I saw food on the table. I shouted, 'Hello!' but there weren't any people in the house.

Audio 4:

The rain stopped, and I went home on my bike.

Audio 5:

When I was at home, I looked at a map to see the house, but it wasn't there.

Audio 6:

Sam: *On Tuesday I went to find the house again but I couldn't see it. The house wasn't there.*

Key: and see on the right, too.

1 a picture of Sam on his bike in the cold and wind and rain

2 a picture of a big, old house with the door open

3 a picture of a table with food and no people

4 a picture of Sam on his bike

5 a picture of Sam looking at a map

6 a picture of a calendar day saying Tuesday January 1

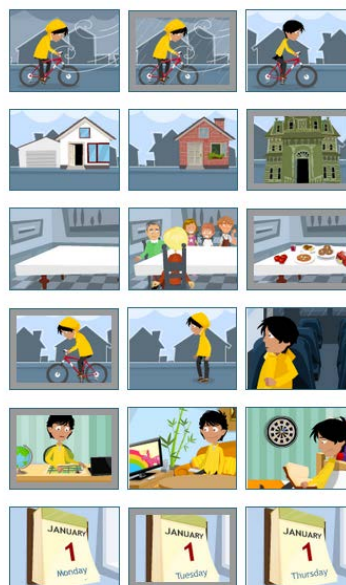
90 Then I saw a big old house. 4/7

Listen and choose.

What was the weather like?			
What was the house like?			
What did Sam see in the house?			
How did Sam go home?			
What did Sam do when he was at home?			
When did Sam go to see the house again?			

Practice © Young Digital Planet 2013

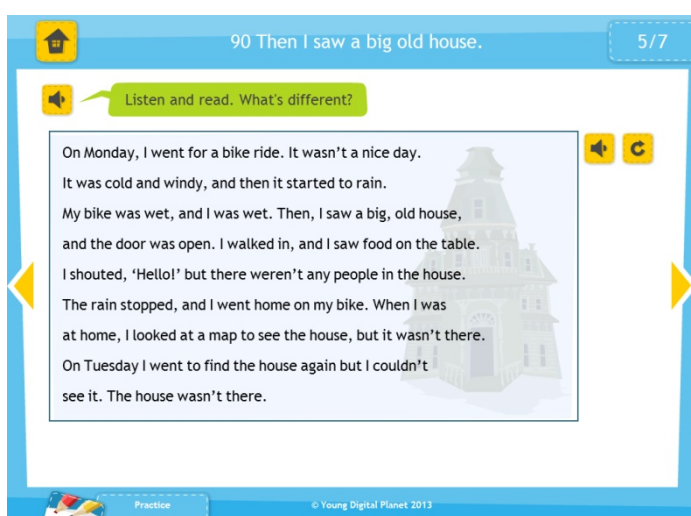
Key:



Screen 5

Key and audio: (the underlined words are different)

On Monday, I went for a train ride. It wasn't a nice day. It was cold and windy, and then it started to snow. My bike was wet, and I was dry. Then, I saw a big old house and the door was open. I walked in, and I saw fruit on the table. I shouted, 'Hello!' but there weren't any cats in the house. The rain stopped, and I went home on my bike. When I was at home, I looked at a book to see the house, but it wasn't there. On Thursday I went to find the house again but I couldn't see it. The house wasn't there.



90 Then I saw a big old house. 5/7

Listen and read. What's different?

On Monday, I went for a bike ride. It wasn't a nice day.
 It was cold and windy, and then it started to rain.
 My bike was wet, and I was wet. Then, I saw a big, old house,
 and the door was open. I walked in, and I saw food on the table.
 I shouted, 'Hello!' but there weren't any people in the house.
 The rain stopped, and I went home on my bike. When I was
 at home, I looked at a map to see the house, but it wasn't there.
 On Tuesday I went to find the house again but I couldn't
 see it. The house wasn't there.

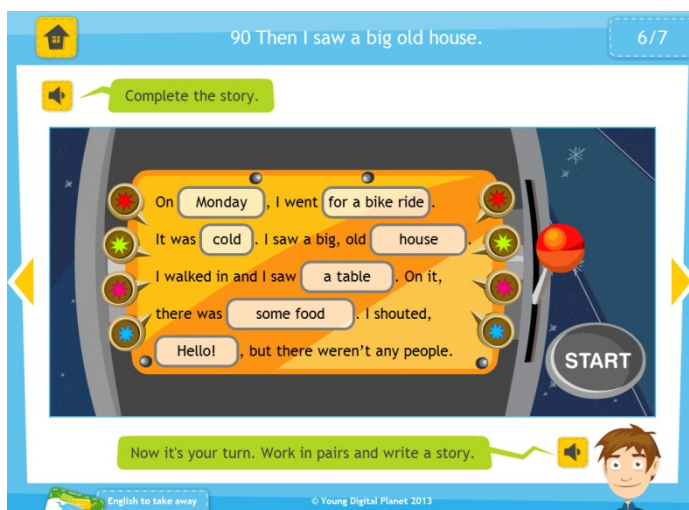
Practice © Young Digital Planet 2013

Give the Ss these instructions for the 'Listen and read' activity. The aim is to find differences between the recorded and written texts.

1. Look at the text and read it.
2. Click on the audio and listen to the text.
3. Find words that are different. Click the words that are different.
4. If it is correct the word will be crossed out and you will see the green word that should be there.
5. Repeat as many times as you want to.

Tell students to work in pairs, take turns and read the text so that is correct and the same as the recording.

Screen 6



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to practise telling short stories.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the sentence you hear. Read the text in pairs.
3. Repeat as many times as you like.

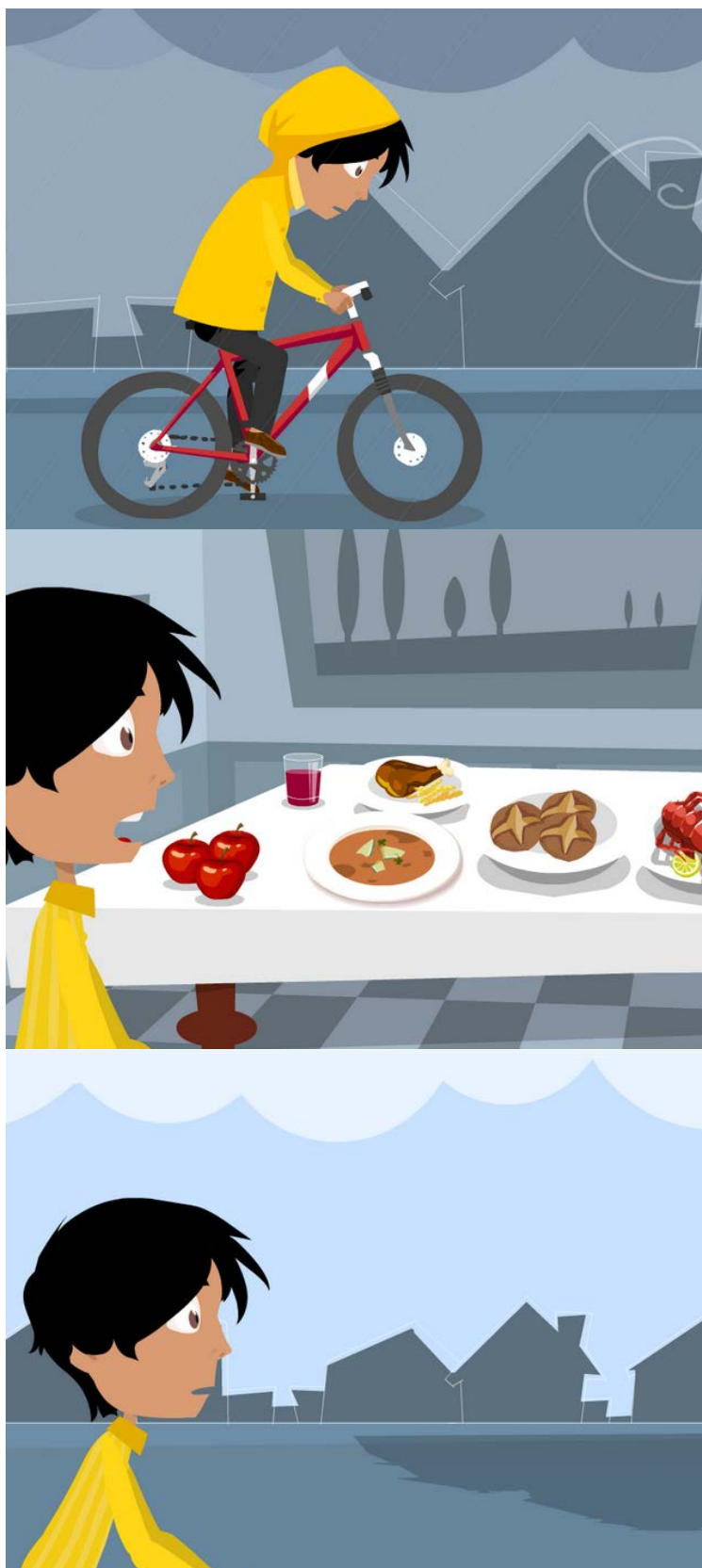
Now it's your turn:

Tell students to work in pairs, take turns and read the text.

Note: Students can use the framework to write a story. They can add their own words in the gaps to make a crazy story.

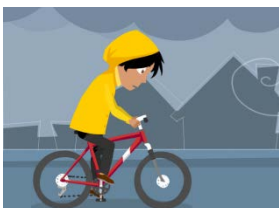
Visuals





Handout

1



Monday / Sam / go on a bike ride

2



Sam / see / a big old house

3



The rain / stop / and / he / go home / on his bike

4



He / see / food on the table

5



He / look / at a map / to see the house

6



On Tuesday / he / go / to find the house again
