

Friends 7 Lesson 51		How does he go to work?		Vocabulary	
Aims	Taking about means of transport	Contents	Vocabulary Transport	Checklist	1 master handout for each student to practise present simple questions
	Recycling work vocab		<i>bank, library, nurse, usually, sometimes, love, sport, have to</i> Everyday English: <i>Of course not!</i>		
Language Analysis					
<i>bank /bæŋk/, library /'laɪbrəri/, Nurse /nɜː(r)s/</i> present simple questions – revision from previous units <i>How does he/she go to work?</i> Means of transport <i>He/she goes by car</i> <i>bike /baɪk/</i> <i>bus /bʌs/</i> <i>by boat /bəʊt/</i> <i>on foot</i> <i>plane /pleɪn/</i> <i>train /treɪn/</i> <i>What's your mum's/dad's job?</i> <i>Where does he/she work?</i> <i>He/she works in the city, in the town, in America.</i>					

Procedure

Warm-up Off the screens

1. Revise present simple questions (*yes/no, wh-*):
2. Give out Handout 1
For questions without the *wh-* word ask students to ask *Yes/No* questions.

Handout

1. My father works in a bank.

Where _____

2. They like sports.

3. He plays football on Wednesdays.

When _____

4. He works in the city.

Where _____

5. I do not like computers.

6. My sisters loves vegetables.

7. My mum works in the library in town.

Where _____

8. They play badminton on Thursday.

When _____

9. Tom likes oranges juice.

What _____

10. My sister works in a hospital in town.

3. Ask student to make questions to the sentences.

Key: 1 Where does your father work? 2 Do they like sports? 3 When does he play football? 4 Where does he work? 5 Do you like computers? 6 Does your sister like vegetables? 7 Where does your mum work? 8 When do they play badminton? 9 What does Tom like? 10 Does your sister work in a hospital in town?

Screen 2

Interviewer: *Good morning, Tony.*

Tony: *Good morning.*

Interviewer: *What's your father's job?*

Tony: *My dad? He works in a bank. He works in the city.*

Interviewer: *Oh, how does he go to work?*

Tony: *He usually goes by train. But sometimes my dad has to go to America.*

Interviewer: *Does he go by boat?*

Tony: *Of course not! He goes by plane.*

Interviewer: *What about your mum? What's her job?*

Tony: *My mum works in the library in town.*

Interviewer: *How does she go to work?*

Tony: *She usually goes by car. But sometimes she goes by bus.*

Interviewer: *Thank you, Tony.*

Tony: *You're welcome.*

Interviewer: *Hello, Alex.*

Alex: *Hi!*

Interviewer: *What's your mother's job?*

Alex: *She's a nurse.*

Interviewer: *Oh, that's a great job. Where does she work?*

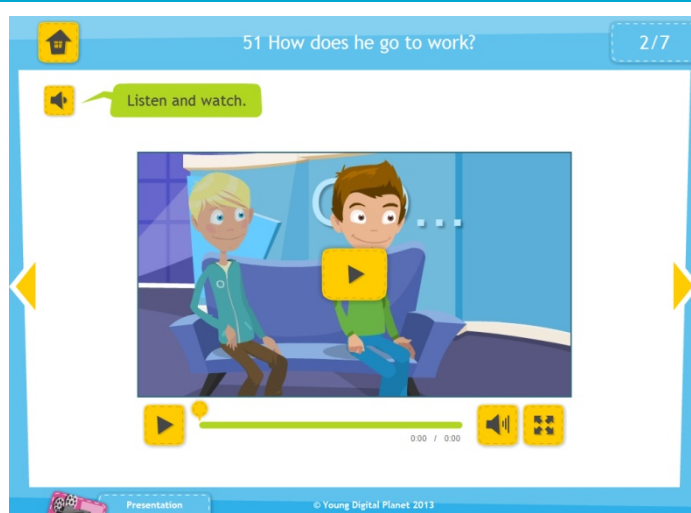
Alex: *She works in a hospital in town. It's very big. There are a lot of nurses and doctors there. My mum works with children.*

Interviewer: *How does she go to work?*

Alex: *My mum loves sport. She usually goes by bike, but sometimes she goes on foot.*

Interviewer: *Well, thanks, Alex.*

Alex: *You're welcome.*



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

Screen 3

Interviewer: Good morning, Tony.

Tony: Good morning.

Interviewer: What's your father's job?

Tony: My dad? He works in a bank. He works in the city.

Interviewer: Oh, how does he go to work?

Tony: He usually goes by train. But sometimes my dad has to go to America.

Interviewer: Does he go by boat?

Tony: Of course not! He goes by plane.

Interviewer: What about your mum? What's her job?

Tony: My mum works in the library in town.

Interviewer: How does she go to work?

Tony: She usually goes by car. But sometimes she goes by bus.

Interviewer: Thank you, Tony.

Tony: You're welcome.

Interviewer: Hello, Alex.

Alex: Hi!

Interviewer: What's your mother's job?

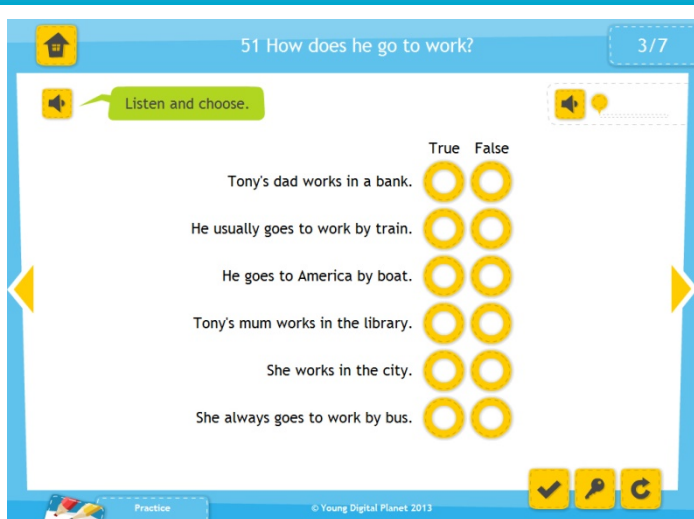
Alex: She's a nurse.

Interviewer: Oh, that's a great job. Where does she work?

Alex: She works in a hospital in town. It's very big. There are a lot of nurses and doctors there. My mum works with children.

Key:

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



51 How does he go to work? 3/7

Listen and choose.

	True	False
Tony's dad works in a bank.	☐	☐
He usually goes to work by train.	☐	☐
He goes to America by boat.	☐	☐
Tony's mum works in the library.	☐	☐
She works in the city.	☐	☐
She always goes to work by bus.	☐	☐

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Get your students to say what the correct answer is (for 'false' items).

Screen 4

Interviewer: Good morning, Tony.

Tony: Good morning.

Interviewer: What's your father's job?

Tony: My dad? He works in a bank. He works in the city.

Interviewer: Oh, how does he go to work?

Tony: He usually goes by train. But sometimes my dad has to go to America.

Interviewer: Does he go by boat?

Tony: Of course not! He goes by plane.

Interviewer: What about your mum? What's her job?

Tony: My mum works in the library in town.

Interviewer: How does she go to work?

Tony: She usually goes by car. But sometimes she goes by bus.

Interviewer: Thank you, Tony.

Tony: You're welcome.

Interviewer: Hello, Alex.

Alex: Hi!

Interviewer: What's your mother's job?

Alex: She's a nurse.

Interviewer: Oh, that's a great job. Where does she work?

Alex: She works in a hospital in town. It's very big. There are a lot of nurses and doctors there. My mum works with children.

Key:

1 nurse **2** hospital in tow **3** bike **4** on foot



51 How does he go to work? 4/7

Listen and choose.

Alex's mum is a doctor / nurse .

She works in a hospital in the city / hospital in town .

She usually goes to work by bike / car .

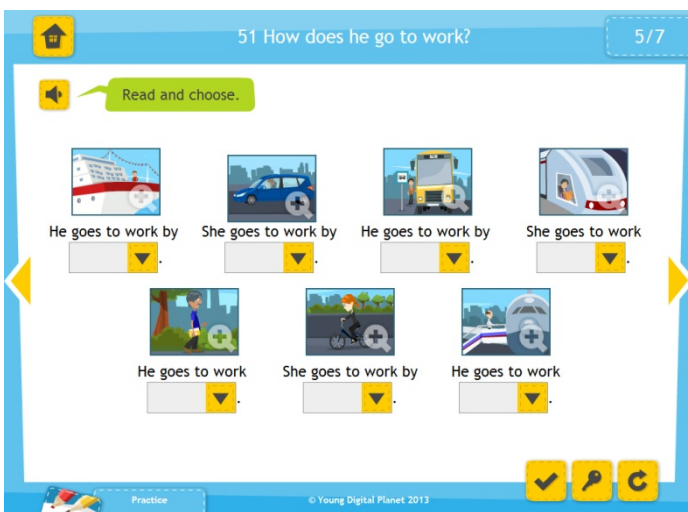
Sometimes she goes to work by bus / on foot .

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Screen 5

Key: (from left to right)

1 boat **2** car **3** bus **4** by train
5 on foot **6** bike **7** by plane



Screen 6

Audio:

How does she/he go to work?

He/she goes to work by boat.

He/she goes to work by car.

He/she goes to work by bus.

He/she goes to work by train.

He/she goes to work on foot.

He/she goes to work by bike.

He/she goes to work by plane.



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.

Tell students to work in pairs and ask and

answer the questions while looking at the timetable on Screen 6.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the question. Think about how to answer it.
3. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
4. Go to the other seven sub-pages by using the arrow.
5. Repeat as many times as you want to.

Students should work in pairs and ask and answer more questions about the rest of the pictures 2-6 using the dialogue about picture 1 as a model.

Encourage students to talk about their family members, their jobs, where they work and how they go to work. You may use the following template:

...mum / dad is a ...

He/She works in a ...

She/He usually goes to work by/on...

Sometimes she/he goes to work

Handout

1. My father *works in a bank.*

Where _____

2. *They like sports.*

3. *He plays football on Wednesdays.*

When _____

4. *He works in the city.*

Where _____

5. *I do not like computers.*

6. *My sisters loves vegetables.*

7. *My mum works in the library in town.*

Where _____

8. *They play badminton on Thursday.*

When _____

9. *Tom likes oranges juice.*

What _____

10. My sister works in a hospital in town.

Friends 7 Lesson 52		It's quicker by car.		Grammar & Functions	
Aims	Making comparisons	Contents	Grammar Revision of regular comparative adjectives	Checklist	2 master handouts for each student to practise comparative and superlative forms of adjectives
	Vocabulary Transport vocab: walk, on foot, by plane, by car				
	<i>quicker, slower (than)</i>				
	Other: <i>library, have to, books, take, behind, park, let's, want to, go, would you like to</i>				
Language Analysis					
<i>It's quicker/slower by X (means of transport) than by X (means of transport)</i> Transport + prepositions: - walk, <u>on</u> foot, <u>by</u> plane, <u>by</u> car					
<u>Comparative and superlative adjectives - revision</u> Comparative + <i>than</i> /ðən/ e.g. <i>He is older than his sister.</i> With most adjectives we use – <i>er</i> to form comparative adjectives and the + – <i>est</i> for the superlative, e.g. <i>old – older – the oldest</i> . Remember the word <i>the</i> is an important part of the phrase. There are, however, some important spelling rules to follow: <i>dirty – dirtier (y → ier) – the dirtiest (y → iest)</i> <i>simple – simpler (e → er, eer) – simplest (e → est, eest)</i> <i>big – bigger – the biggest</i> (double the consonant, if the syllable stressed and finishes with a consonant). Adjectives longer than two syllables are compared with the help of <u>more</u> – comparative, <u>the most</u> – superlative <i>e.g. interesting – more interesting – the most interesting</i> There are also some irregular adjectives: <i>good – better – the best, bad – worse – the worst, much – more – the most</i>					

Procedure

Warm-up Off the screens

1. Revise making comparisons:
2. Give out Handout 1
3. Ask students to make comparative and superlative forms of the adjectives.

Handout 1

	comparative	superlative
1. big		
2. good		
3. happy		
4. interesting		
5. old		
6. quick		
7. slow		
8. small		
9. tall		
10. young		

Key:

- 1 bigger, the biggest
- 2 better, the best
- 3 happier, the happiest
- 4 more interesting, the most interesting
- 5 older, the oldest
- 6 quicker, the quickest
- 7 slower, the slowest
- 8 smaller, the smallest
- 9 taller, the tallest
- 10 younger, the youngest

4. Give out Handout 2:
5. Use comparative or superlative forms of the adjectives in the brackets.

Handout 2

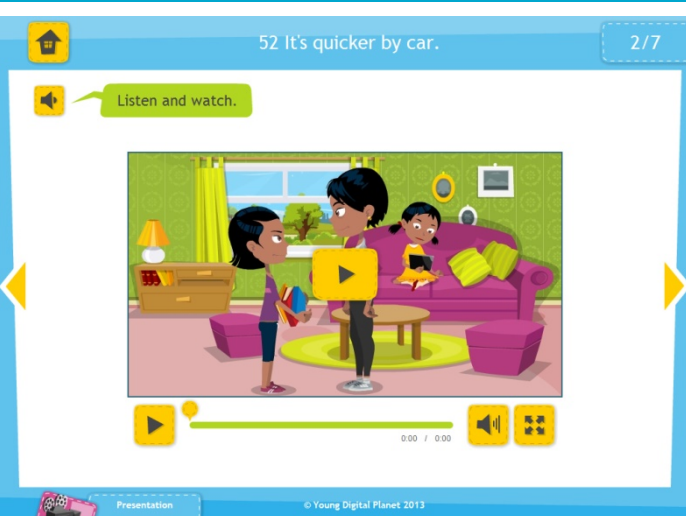
1. Going by car is (quick) _____ than going on foot.
2. Lucy is (good) _____ at Maths than Alex.
3. She is (happy) _____ girl in the class.
4. Trains are (slow) _____ than planes.
5. My sister is (tall) _____ girl in my family.
6. My brother is (old) _____ than me.
7. Their bikes are (small) _____ than ours.
8. Her cousin is (young) _____ than her.
9. London is (big) _____ than Manchester.
10. This is (interesting) _____ book of all.

Key:

- 1** quicker **2** better **3** the happiest **4** slower **5** the tallest
6 older **7** smaller **8** younger **9** bigger **10** the most interesting

Screen 2

Kim: Mum, I have to go to the library. I have to take these books.
Mum: OK, let's walk. It's just behind the park.
Kim: I don't want to go on foot.
Mum: Oh, would you like to go by plane?
Kim: Ha, ha!
Kim: Let's take the car. It's quicker by car. Please mum!
Mum: Oh, alright. Let's go by car.
Mum: Well, Kim. It's quicker by car!
Jill: No, it isn't! It's slower by car!



52 It's quicker by car. 2/7

Listen and watch.

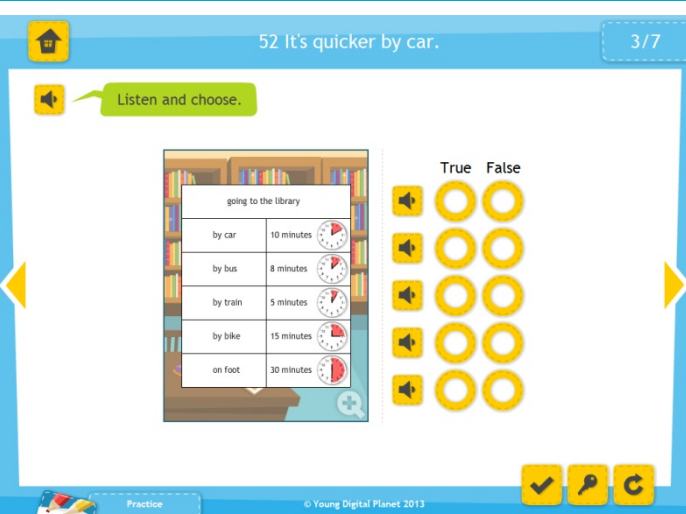
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Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Audio 1:
It's quicker by car than by bike.
Audio 2:
It's slower by bus than by car.
Audio 3:
It's quicker by train than on foot.
Audio 4:
It's slower by bike than by bus.
Audio 5:
It's quicker on foot than on train.

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



52 It's quicker by car. 3/7

Listen and choose.

going to the library		True	False
by car	10 minutes	☐	☐
by bus	8 minutes	☐	☐
by train	5 minutes	☐	☐
by bike	15 minutes	☐	☐
on foot	30 minutes	☐	☐

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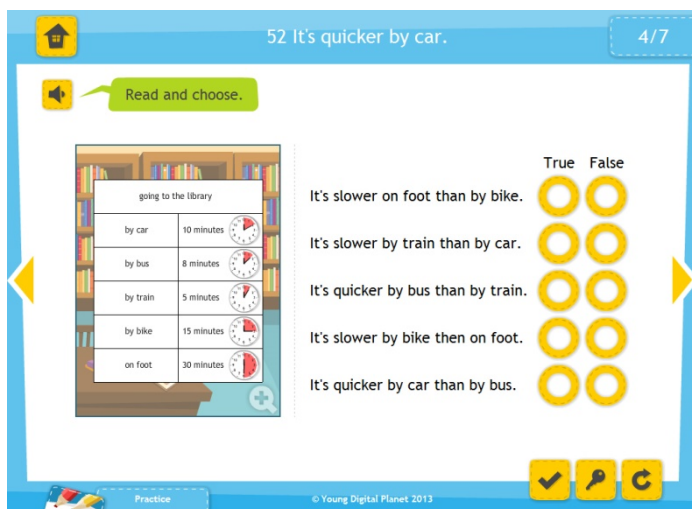
Get your students to say what the correct answer is for the false statements.

It is quicker by bus than by car.
It is slower on foot than on train.

Screen 4

Key:

1 T 2 F 3 F 4 F 5 F



52 It's quicker by car. 4/7

Read and choose.

going to the library	
by car	10 minutes
by bus	8 minutes
by train	5 minutes
by bike	15 minutes
on foot	30 minutes

True False

It's slower on foot than by bike. ☐ ☐

It's slower by train than by car. ☐ ☐

It's quicker by bus than by train. ☐ ☐

It's slower by bike than on foot. ☐ ☐

It's quicker by car than by bus. ☐ ☐

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Have your students say what the correct answer is for the false statements.

It's quicker by train than by car.

It is slower by bus than by train.

It's quicker by bike than on foot.

It's slower by car than by bus.

Screen 5

Key:

1 slower 2 quicker 3 quicker 4 quicker
5 slower



52 It's quicker by car. 5/7

Read and choose.

going to the library	
by car	10 minutes
by bus	8 minutes
by train	5 minutes
by bike	15 minutes
on foot	30 minutes

It's ☐ on foot than by train.

It's ☐ by train than by bus.

It's ☐ by bus than on foot.

It's ☐ by car than by bike.

It's ☐ by bike than by car.

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Screen 6

Audio 1:

Is it quicker by car than by bus?

Yes. It is.

Audio 2:

Is it slower by bus than by train?

No, it isn't.

Audio 3:

Is it quicker by train than by bike?

Yes. It is.

Audio 4:

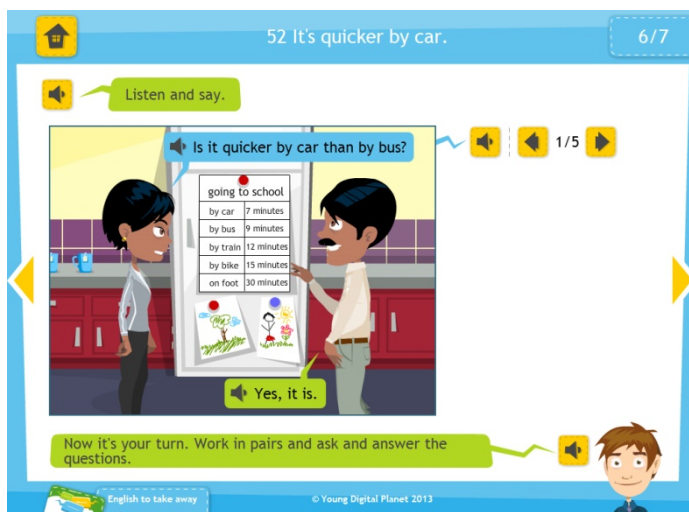
Is it quicker by bike than on foot?

Yes. It is.

Audio 5:

Is it quicker on foot than by car?

No, it isn't.



52 It's quicker by car.

6/7

Listen and say.

Is it quicker by car than by bus?

going to school	
by car	7 minutes
by bus	9 minutes
by train	12 minutes
by bike	15 minutes
on foot	30 minutes

Yes, it is.

Now it's your turn. Work in pairs and ask and answer the questions.

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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, 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 while looking at the timetable on Screen 6.

Handout 1

	comparative	superlative
1. big		
2. good		
3. happy		
4. interesting		
5. old		
6. quick		
7. slow		
8. small		
9. tall		
10. young		

Handout 2

1. Going by car is (quick) _____ than going on foot.
2. Lucy is (good) _____ at Maths than Alex.
3. She is (happy) _____ girl in the class.
4. Trains are (slow) _____ than planes.
5. My sister is (tall) _____ girl in my family.
6. My brother is (old) _____ than me.
7. Their bikes are (small) _____ than ours.
8. Her cousin is (young) _____ than her.
9. London is (big) _____ than Manchester.
10. This is (interesting) _____ book of all.

Friends 7 Lesson 53		The train is more difficult than the bus.		Grammar & Functions	
Aims	Making comparisons	Contents	Grammar Revision of <i>more</i> + adj + <i>than</i> comparative adjectives	Checklist	1 master handout for each student to practise opposite adjectives
	Recycling regular comparatives.		Vocabulary Transport vocab: <i>by (bus/train), the bus, the train</i> Adjectives: <i>boring, slow(er), quick(er), more difficult (for), easier (for)</i> Other: <i>always, need, help, when, go up, stairs, can't</i> Everyday English: <i>What do you mean?</i>		
Recycling transport vocab.					
Language Analysis					
Means of transport + prepositions By bike, on foot, by bus, by coach, by car, by plane, by boat (Please pay attention, when used with the prepositions, they do not take <i>the</i>: ~~by the bus~~) boring / 'bɔːrɪŋ/ difficult / 'dɪfɪk(ə)lt/ <i>Which is easier/more difficult?</i> <u>Comparative and superlative adjectives - revision</u> Comparative + <i>than</i> /ðən/ e.g. <i>He is older than his sister.</i> With most adjectives we use – <i>er</i> to form comparative adjectives and the + –<i>est</i> for the superlative, e.g. <i>old – older – the oldest</i>. Remember the word <i>the</i> is an important part of the phrase. There are, however, some important spelling rules to follow: <i>dirty – dirtier</i> (y → ier) – <i>the dirtiest</i> (y → iest) <i>simple – simpler</i> (e → er, eer) – <i>simplest</i> (e → est, eest) <i>big – bigger – the biggest</i> (double the consonant, if the syllable stressed and finishes with a consonant).					

Adjectives longer than two syllables are compared with the help of
more – comparative, the most – superlative

e.g. *interesting* – *more interesting* – *the most interesting*

There are also some irregular adjectives:

good – *better* – *the best*, *bad* – *worse* – *the worst*, *much* – *more* – *the most*

Procedure

Warm-up Off the screens

Handout 1

1. Revise adjectives – opposites:
2. Give out Handout 1

Handout

cold	boring	loud	naughty
fat	fast	happy	wet
angry	short	sunny	quiet
cloudy	nice	short	ugly
tall	long	interesting	weak
small	bad	old	dry
thin	good	big	slow
strong	beautiful	new	hot

3. Ask students to match the opposites. One pair has been done as an example.

Key:

cold – hot, sunny – cloudy, good – bad, boring – interesting, happy – angry
 nice – naughty, fat – thin, tall – short, short – long, quiet – loud, wet – dry, small – big
 strong – weak, slow – fast, beautiful – ugly, new – old

Screen 2

Sam: *I don't like the bus. It's slow – and it's boring. I like the train. It's quicker!*

Lucy: *Well yes, the bus is slower, Sam, but the train's more difficult for me than the bus.*

Sam: *What do you mean?*

Lucy: *I usually need help when I go by train.*

Sam: *Oh, I see.*

Lucy: *See, the bus is easier than the train.*

Sam: *Yes, you're right.*

Lucy: *I can't go up the stairs.*

Sam: *Is this easier for you?*

Lucy: *Oh yes! Thank you.*

Sam: *This is difficult!*

Lucy: *Not for me!*

53 The train is more difficult than the bus. 2/7

Listen and watch.

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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: yellow bus, the first train, stairs

Which bus is easier for Lucy?	Which train is more difficult for Lucy?	Which is more difficult for Lucy, the lift or the stairs?

53 The train is more difficult than the bus. 3/7

Read and choose.

Which bus is easier for Lucy?	Which train is more difficult for Lucy?	Which is more difficult for Lucy, the lift or the stairs?

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Screen 4

Sam: *I don't like the bus. It's slow – and it's boring. I like the train. It's quicker!*

Lucy: *Well yes, the bus is slower, Sam, but the train's more difficult for me than the bus.*

Sam: *What do you mean?*

Lucy: *I usually need help when I go by train.*

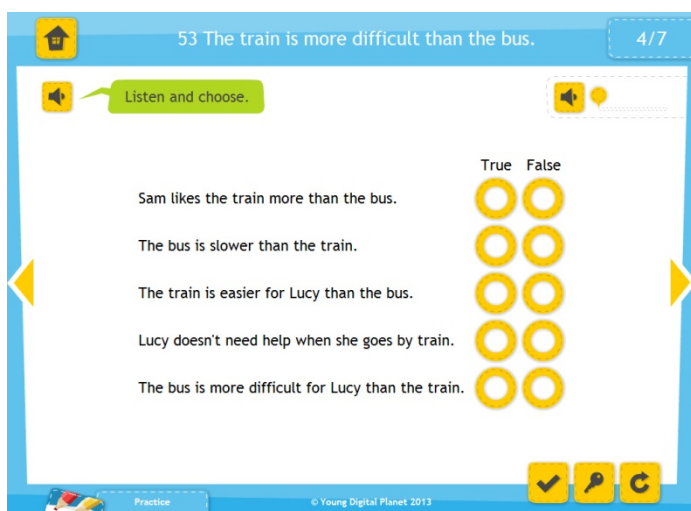
Sam: *Oh, I see.*

Lucy: *See, the bus is easier than the train.*

Sam: *Yes, you're right.*

Key:

1 T 2 T 3 F 4 F 5 F



53 The train is more difficult than the bus. 4/7

Listen and choose.

	True	False
Sam likes the train more than the bus.	☐	☐
The bus is slower than the train.	☐	☐
The train is easier for Lucy than the bus.	☐	☐
Lucy doesn't need help when she goes by train.	☐	☐
The bus is more difficult for Lucy than the train.	☐	☐

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Screen 5

Key:

1 more difficult

2 easier

3 easier

4 easier



53 The train is more difficult than the bus. 5/7

Read and choose.

	This is easier / more difficult for Lucy.
	This is easier / more difficult for Lucy.
	This is easier / more difficult for Lucy.
	This is easier / more difficult for Lucy.

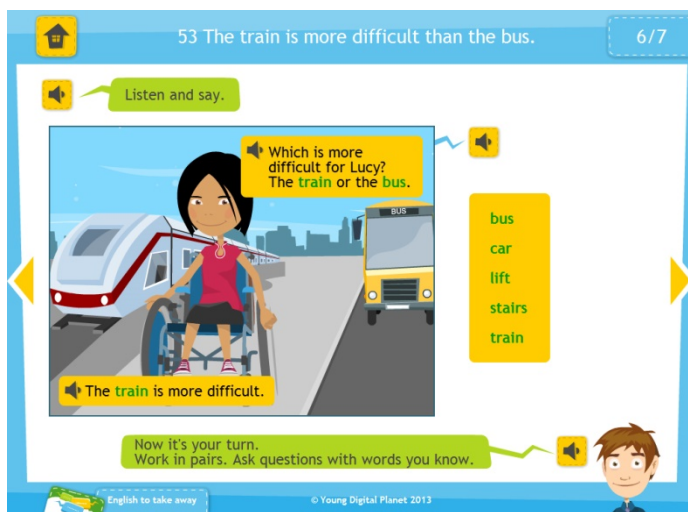
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Screen 6

Audio:

Which is more difficult for Lucy? The train or the bus.

The train is more difficult.



53 The train is more difficult than the bus. 6/7

Listen and say.

Which is more difficult for Lucy? The train or the bus.

bus
car
lift
stairs
train

The train is more difficult.

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

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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, to complete the exercise.

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

Work in pairs and ask more questions with words you know.

Students should ask and answer more questions about buses, cars, trains, etc. They should use different adjectives in the word pool.

Note:

In pairs, get the students to assess the accessibility of the room for wheelchair users and then to feedback to the group. Or get the students to think about access difficulties they see on their way to school and make a list of them on the board.

Handout

cold

boring

loud

naughty

fat

fast

happy

wet

angry

short

sunny

quiet

cloudy

nice

short

ugly

tall

long

interesting

weak

small

bad

old

dry

thin

good

big

slow

strong

beautiful

new

hot

Friends 7 Lesson 54		Which are better? Planes or trains?		Skills	
Aims	Integrated skills development	Contents	Grammar Past tense: <i>was, went, saw, were, didn't fly, snowed</i>	Checklist	2 master handouts for each student
	Listening for general/specific information. Listening to a story.		Clauses with <i>when</i> '		Handout 1 to practise transport vocabulary (anagrams)
	Recycling vocab and structures of Y6.		Vocabulary Transport vocab: plane(s), train(s), airport, fly		Handout 2 to practise: <i>which is</i> ... (comparative adj) and <i>I think ...</i>
			Other: <i>tell a story, better, good, worse, amazing, cows, horses, fields, trees, rivers, mountains, birds, sky, cold, night, quicker, beautiful</i>		
Language Analysis					
Past tense with regular verbs: <i>snow – snowed</i> Past tense with irregular verbs: <i>be – was/were, go – went, see – saw</i> In order to build negative sentences, we need 'didn't' + present verbs e.g. <i>he didn't fly, he didn't go</i> , not: ~~<i>didn't went</i>~~ Sequencers: <i>first, then, after</i> Expressing an opinion: <i>I think</i> Comparing (means of transport): <u>Which</u> are better? <i>Trains are better than planes.</i>					

Procedure

Warm-up Off the screens

1. Revise means of transport.
2. Give out Handout 1

Handout 1

1 tsrain	_____
2 penla	_____
3 apiorrt	_____
4 lfy	_____
5 abot	_____
6 ibke	_____
7 rca	_____
8 bsu	_____

3. Ask students to decipher the letters to form types of transport and words connected with transport.

Key:

1 trains 2 plane 3 airport 4 fly 5 boat 6 bike 7 car 8 bus

Screen 2

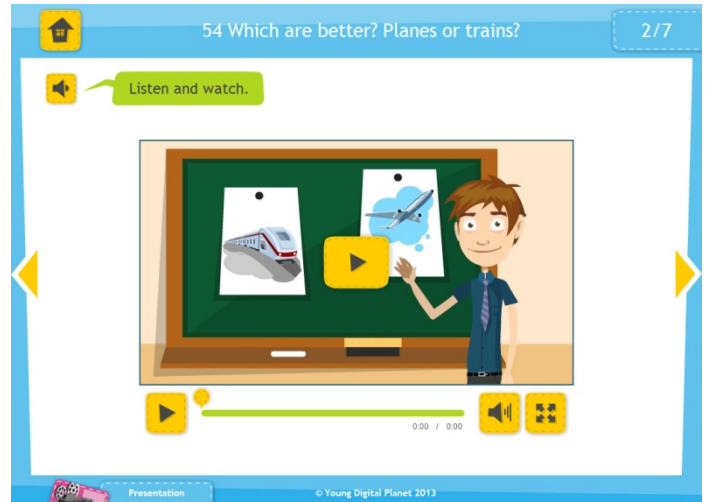
Mr. Hill: *Planes are good, and trains are good. But which are better? Planes or trains?*

Anna: *I think planes are better. They're quicker!*

Sam: *No! Planes are worse! I think trains are better.*

Well, let me tell you a story. When I was in America, it snowed. The plane didn't fly. I was at the airport for two days. It was very boring.

Then I was in South America, and I went on an amazing train. First we saw cows and horses in the fields, then – after many hours – we saw big mountains. There were no trees or rivers, and there were big birds 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

sky. At night it was very cold – but it was beautiful.
Now, which are better? Planes or trains?

understanding.

Stop the animation after the first question Mr Hill asks, and ask students to answer what they find better trains or planes and why.

Screen 3

Mr. Hill: Planes are good, and trains are good. But which are better? Planes or trains?

Anna: I think planes are better. They're quicker!

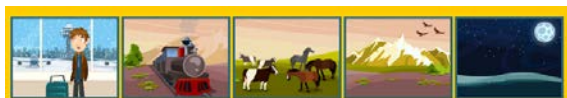
Sam: No! Planes are worse! I think trains are better.

Well, let me tell you a story. When I was in America, it snowed. The plane didn't fly. I was at the airport for two days. It was very boring.

Then I was in South America, and I went on an amazing train. First we saw cows and horses in the fields, then – after many hours – we saw big mountains. There were no trees or rivers, and there were big birds in the sky. At night it was very cold – but it was beautiful.

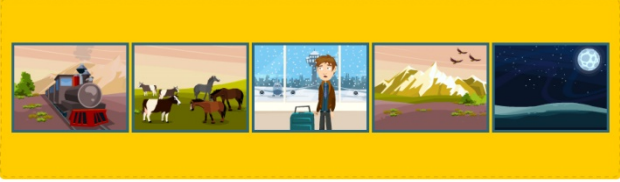
Now, which are better? Planes or trains?

Key:




54 Which are better? Planes or trains?
3/7


Listen and put the pictures in order.




Practice
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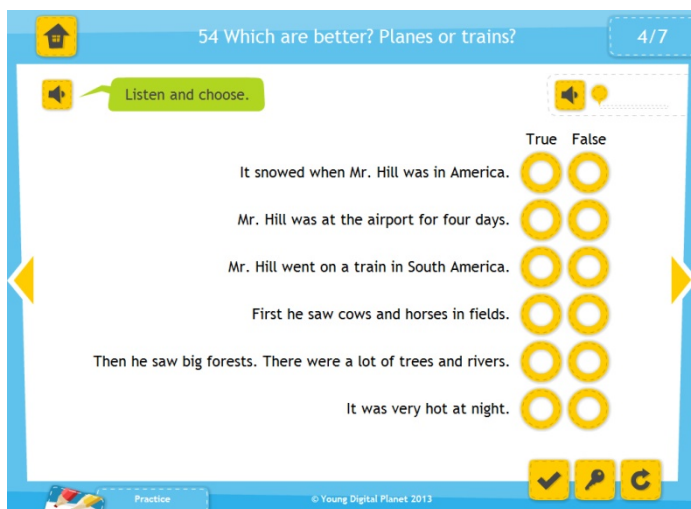
Screen 4

Audio:

When I was in America, it snowed. The plane couldn't fly. I was in the airport for two days. It was very boring. Then I was in South America, and I went on an amazing train. First we saw cows and horses in the fields, then – after many hours – we saw big mountains. There were no trees or rivers, and there were big birds in the sky. At night it was very cold – but it was beautiful.

Key:

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



Get students to correct the false statements.

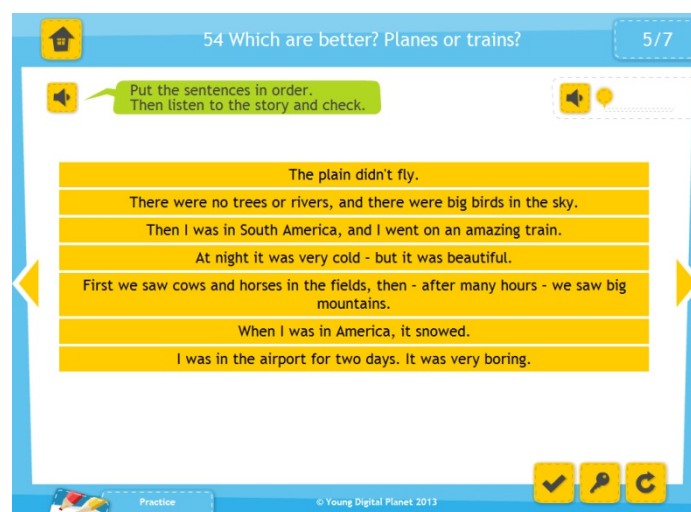
Screen 5

Audio:

When I was in America, it snowed. The plane couldn't fly. I was in the airport for two days. It was very boring. Then I was in South America, and I went on an amazing train. First we saw cows and horses in the fields, then – after many hours – we saw big mountains. There were no trees or rivers, and there were big birds in the sky. At night it was very cold – but it was beautiful.

Key: see above

When I was in America, it snowed.
The plain didn't fly.
I was in the airport for two days. It was very boring.
Then I was in South America, and I went on an amazing train.
First we saw cows and horses in the fields, then - after many hours - we saw big mountains.
There were no trees or rivers, and there were big birds in the sky.
At night it was very cold - but it was beautiful.



Screen 6

Audio:

Which are better? Planes or trains?
Which are worse? Planes or trains?
Which are better? Boats or bikes?
Which are worse? Boats or bikes?
Which are better? Cars or buses?
Which are worse? Cars or buses?



Give the Ss these instructions for the 'Look and say' activity. The aim is to practise questions, comparative adjectives and means of transport.

1. Look at the picture and read the questions.
2. Click on the audio and listen to the questions. Think about how to answer it.
3. Go to the next sub pages.
4. You can press 'pause' at any time and listen again.
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 ask and answer the questions.

They may also want to add other means of transport or other things to compare.

Additional activity

Give out Handout 2.

Handout 2

Which is / are... I think ...

1 good, English / Maths

2 fast, tigers / dogs

3 interesting, books / films

4 beautiful, sea / lake

5 small, elephants / parrots

Ask student to make questions and write them down (they can go to the last screen for the model sentence).

Key: **1** Which is better: English or Maths? **2** Which are faster: tigers or dogs? **3** Which are more interesting: books or films? **4** Which is more beautiful: sea or lake? **5** Which are smaller: elephants or parrots?

Put students in pairs and ask them to practise asking these questions. Encourage them to answer these questions by saying: *I think ...* and then they should compare.

Handout 1

- 1 tsrain _____
- 2 penla _____
- 3 apiorrt _____
- 4 Ify _____
- 5 abot _____
- 6 ibke _____
- 7 rca _____
- 8 bsu _____

Handout 2

Which is / are ... I think ...

1 good, English / Maths

2 fast, tigers / dogs

3 interesting, books / films

4 beautiful, sea / lake

5 small, elephants / parrots

Friends 7 Lesson 55		<i>I like walking to school.</i>		Vocabulary	
Aims	Talking about likes	Contents	Grammar <i>I like + gerund</i> <i>Do you like + gerund</i>	Checklist	2 master handouts for each student to practise gerund forms
	Travelling		Vocabulary Transport: <i>walk, go by bike, run, quicker than, trains, boats</i>		Handout 1 – to practise <i>-ing</i> Handout 2 to talk about likes and dislikes and carry out interviews
			Gerunds: <i>walking, cycling, flying, going by..., driving, running, sailing</i>		
			Other: <i>usually, to school, sometimes, by bike, five, kilometres, every day, boring, better than, fun, farm</i>		
Language Analysis					
<u>Like + -ing</u> to talk about likes e.g. <i>I like walking in the mountains. Do you like walking in the mountains?</i> <i>I like + gerund</i> <i>Do you like + gerund</i> <u>Spelling rules for -ing – revision</u> cycle – cycling (e) run – running (nn) fly – flying (flieng) There are also some informal ways of writing <i>-ing</i> , especially popular in American English, very often used in poetry and songs e.g. <i>walkin'</i> instead of <i>walking</i> . The <i>g</i> sound is not pronounced. What you can hear at the end of <i>-ing</i> is a velar nasal consonant, specifically for English [ŋ]. It is important to practise: <i>Think vs thing: /θɪŋk/ /θɪŋ/</i> As you can see, it is the <i>g</i> sound that turns the ending into <i>ŋ</i> only, <i>k</i> does not force such an ending.					

Procedure

Warm-up Off the screens

1. Revise adding *-ing* to verbs:
2. Give out Handout 1.

Handout 1

1	walk	
2	fly	
3	cycle	
4	sail	
5	go	
6	run	
7	drive	
8	shout	
9	make	
10	cook	
11	cry	
12	laugh	
13	dance	
14	clean	
15	do	
16	brush	
17	swim	
18	sing	
19	skate	
20	skip	

3. Ask students to write the gerund forms, remind students of the spelling rules.
4. In order to practise the verbs, ask students to produce phrases with the verbs eg. *walk in the park, run 10 kilometres, brush my teeth, swim in the lake etc.*

Screen 2

Interviewer: Do you like walking?

Sam: Yes, I do. I usually walk to school. But sometimes I go to school by bike.

Interviewer: Oh, do you like cycling then?

Sam: Yes, I like cycling. It's quicker than walking.

Interviewer: Do you like running?

Alex's mum: Yes, I like running. I run five kilometres every day.

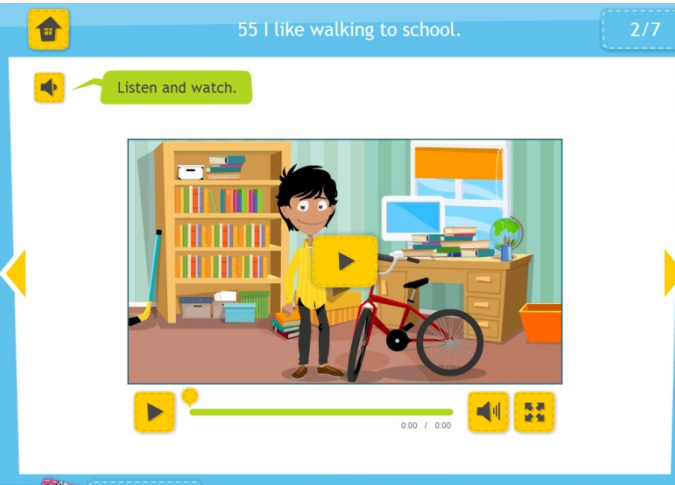
Interviewer: Do you like flying?

Mr. Hill: No, I don't. Flying is boring. I like going by train. I like sailing too.

Trains and boats are better than planes.

Interviewer: Do you like driving?

Mr. Bird: Oh yes! I like driving very much. I drive on the farm every day. It's fun.



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:

Interviewer: Do you like walking?

Sam: Yes, I do. I usually walk to school. But sometimes I go to school by bike.

Interviewer: Oh, do you like cycling then?

Sam: Yes, I like cycling. It's quicker than walking.

Audio 2:

Interviewer: Do you like running?

Alex's mum: Yes, I like running. I run five kilometres every day.

Audio 3:

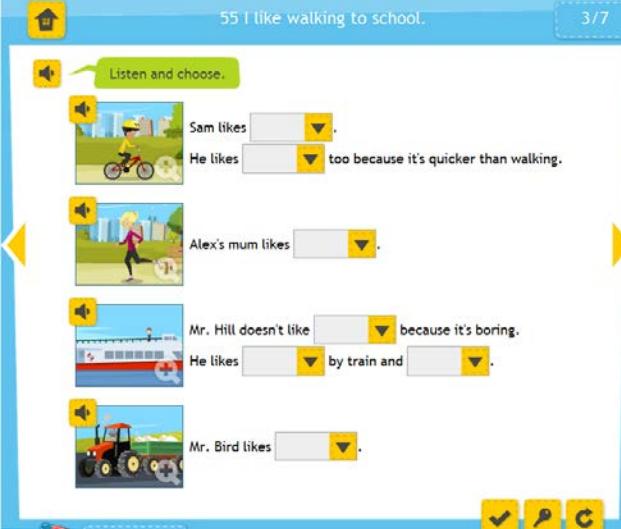
Interviewer: Do you like flying?

Mr. Hill: No, I don't. Flying is boring. I like going by train. I like sailing too. Trains and boats are better than planes.

Audio 4:

Interviewer: Do you like driving?

Mr. Bird: Oh yes! I like driving very



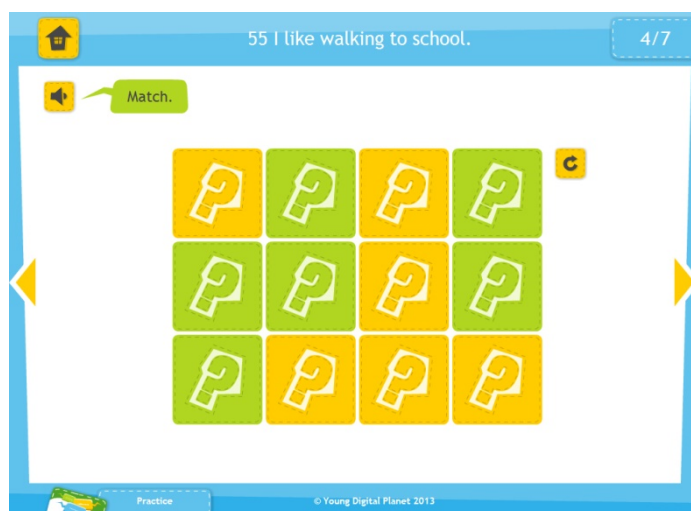
much. I drive on the farm every day. It's fun.

Key:

- 1** walking, cycling
- 2** running
- 3** flying, going, sailing
- 4** driving

Screen 4

*I like walking.
I like sailing.
I like running.
I like driving.
I don't like flying.
I like cycling.*



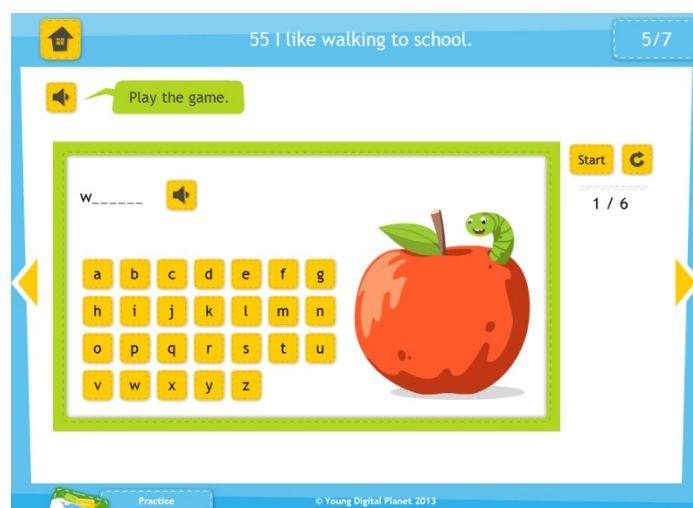
Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

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 sentences are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The

player with the most matches wins.

Screen 5

Audio:
walking
cycling
running
flying
sailing
driving



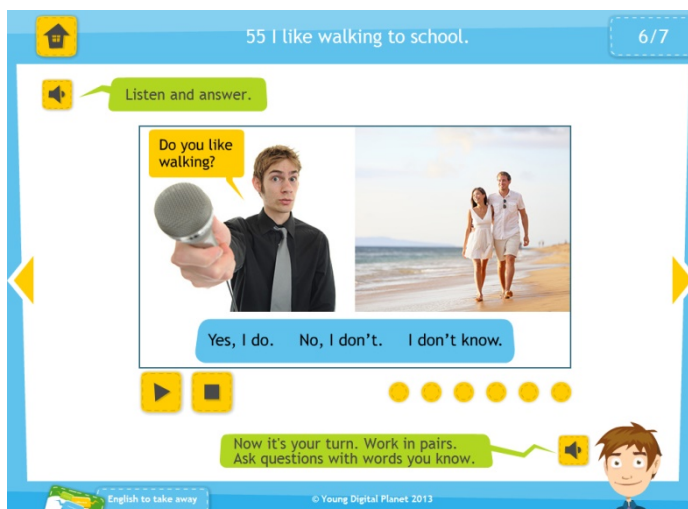
Give the Ss these instructions for the Hangman game. Hangman is a spelling game. The aim is to find the hidden word by guessing the letters.

1. The alphabet is set out in the middle of the screen.
2. Look at the number of letters in the word.
3. Guess the first letter, e.g. 'e'. Drag and drop the letter into position in the word.
4. Guess the next letter and drag and drop it into position.
5. Continue until you have guessed the word.

Screen 6

Audio:

Do you like walking?
Do you like cycling?
Do you like running?
Do you like driving?
Do you like flying?
Do you like sailing?



Give the Ss these instructions for the 'Listen and answer' 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, to complete the exercise.
4. Go to the next sub pages.

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

1. Tell students to work in pairs and ask and answer the questions.
2. Students answer so it is true for them then ask and answer in pairs.
3. Students should also give reasons e.g. *Do you like walking? Yes, I always walk to school. Do you like cycling? Yes, it's quicker than walking.*

Additional activity – Handout 2

Handout 2

	<i>I like</i>	<i>I don't like</i>
brush		
clean		
cook		
cry		
cycle		
dance		
do		
drive		
fly		
go		
laugh		
make		
run		
sail		
shout		
sing		
skate		
skip		
swim		
walk		

Do you like...?

Yes, I do.

No, I don't.



Ask students to write a list of things they like and do not like doing. Ask them to use the verbs from the box and extend the phrases (in stronger groups) where possible, e.g. *I like walking ... in the park.*

Put students in pairs and ask them to carry out interviews.

In stronger groups ask them to take notes about their classmates and then report back to the class. You could then prepare a separate table (*like/don't like*) for each of the interviewed students.

Handout 1

1	walk	
2	fly	
3	cycle	
4	sail	
5	go	
6	run	
7	drive	
8	shout	
9	make	
10	cook	
11	cry	
12	laugh	
13	dance	
14	clean	
15	do	
16	brush	
17	swim	
18	sing	
19	skate	
20	skip	

Handout 2

	<i>I like</i>	<i>I don't like</i>
brush clean cook cry cycle dance do drive fly go laugh make run sail shout sing skate skip swim walk		

Do you like...?

Yes, I do.

No, I don't.



Friends 7 Lesson 56		Sailing's more exciting than walking.		Grammar & Functions	
Aims	Making comparisons and expressing opinions	Contents	Grammar Gerunds (movement), comparatives <i>Which is more boring/exciting?</i> Recycling gerunds (movement) Recycling comparatives Vocabulary Gerunds: <i>walking, sailing, flying, running, driving, cycling, going by bus/train</i> Other: <i>airport, many hours, when I went on holiday, go to school, by bike, every day, now.</i>	Checklist	1 master handout for each student to practise gerunds
Language Analysis					
Gerund forms of the verbs can also be used as a subject of the sentence, please compare: <i>I like swimming.</i> (object) <i>Swimming is better than cycling.</i> (subject) cycling / 'saɪk(ə)l/ flying / 'flaɪɪŋ/ sailing / 'seɪlɪŋ/ walking / 'wɔːkɪŋ/ (l is silent) There are also some informal ways of writing -ing especially popular in American English, very often used in poetry and songs e.g. walkin' instead of walking. The g sound is not pronounced. What you can hear at the end of -ing is a velar nasal consonant, specifiv for English [ŋ]. It is important to practise:					

Think vs thing: /θɪŋk/ /θɪŋ/

As you can see it is the *g* sound that turns the ending into *ŋ* only, *k* does not force such an ending.

Expressing opinion:

I think... /θɪŋk/

What do you think?

Do you think?

There are other ways, too. In stronger groups you may want to extend the list:

Personally, I think...

In my opinion ...

I believe that...

Procedure

Warm-up Off the screens

1. Revise vocabulary for the lesson:
2. Give out the Handout and ask students to describe the pictures using ing forms of the verbs.

Handout

			going by bus cycling sailing running driving going by train flying waling
			
			

3. In weaker groups they should use the words from the box, in stronger groups cut this part of the handout off.

Key: 1 running 2 flying 3 sailing 4 walking 5 cycling 6 driving 7 going by bus 8 going by train

Screen 2

Mr. Hill: Which is more exciting, Alex? Walking or sailing?

Alex: Oh, walking's boring! Sailing's more exciting than walking!

Mr. Hill: So, what do you think now, Alex? Do you think walking is more boring than sailing?

Alex: No! I think walking's more exciting!

Mr. Hill: Which is more boring, Kim? Flying or running?

Kim: Oh....I like running. Flying's more boring. I was at the airport for many hours when I went on holiday.

Kim: Wow!

Mr. Hill: What do you think now, Kim? Is flying more boring than running?

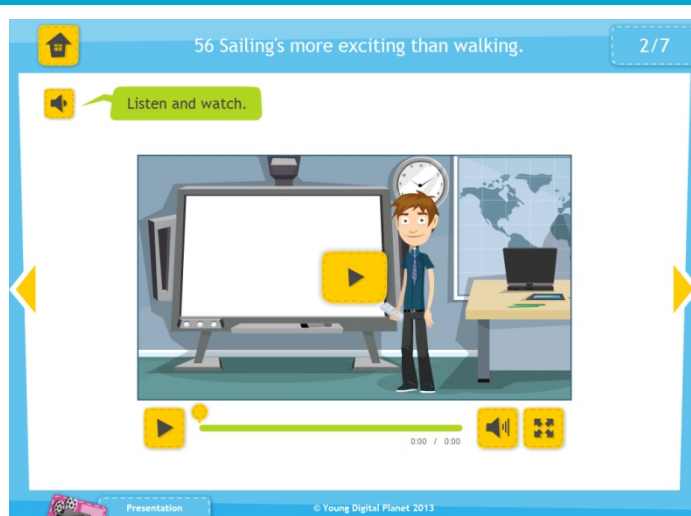
Kim: No! I think flying's more exciting than running.

Mr. Hill: Which is more exciting, Anna? Cycling or driving?

Anna: I go to school by bike every day. It's boring. I think driving's more exciting.

Mr. Hill laughs: So what do you think now, Kim? Is cycling more boring than driving?

Kim: No, Mr. Hill! I think cycling's more exciting than driving.



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:

Mr. Hill: Which is more exciting? Sailing or walking?

Kim: I think sailing's more exciting than walking.

Audio 2:

Mr. Hill: Which is more boring? Running or flying?

Anna: I think running's more boring than flying.

Audio 3:

Mr. Hill: Which is more exciting? Driving or cycling?

Alex: I think cycling's more exciting than driving.

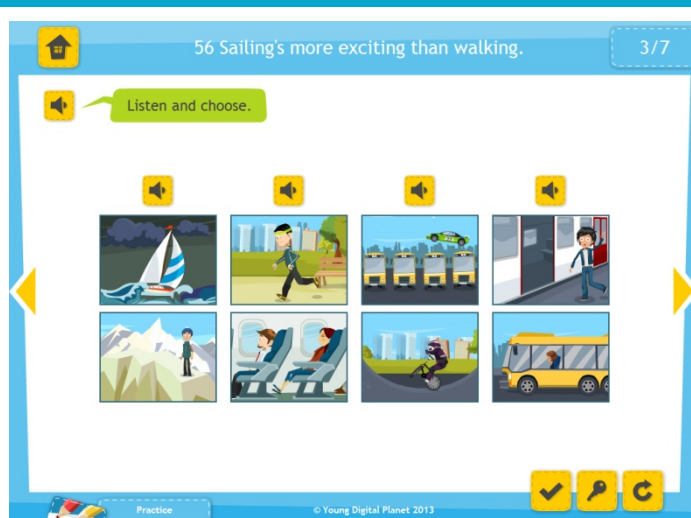
Audio 4:

Mr. Hill: Which is more boring? Going by train or going by bus?

Sam: I think going by bus is more boring than going by train.

Key:

- 1 sailing
- 2 running
- 3 cycling
- 4 going by bus



Screen 4

Audio 1:

Mr. Hill: Which is more exciting? Sailing or walking?

Kim: I think sailing's more exciting than walking.

Audio 2:

Mr. Hill: Which is more boring? Running or flying?

Anna: I think running's more boring than flying.

Audio 3:

Mr. Hill: Which is more exciting? Driving or cycling?

Alex: I think cycling's more exciting than driving.

Audio 4:

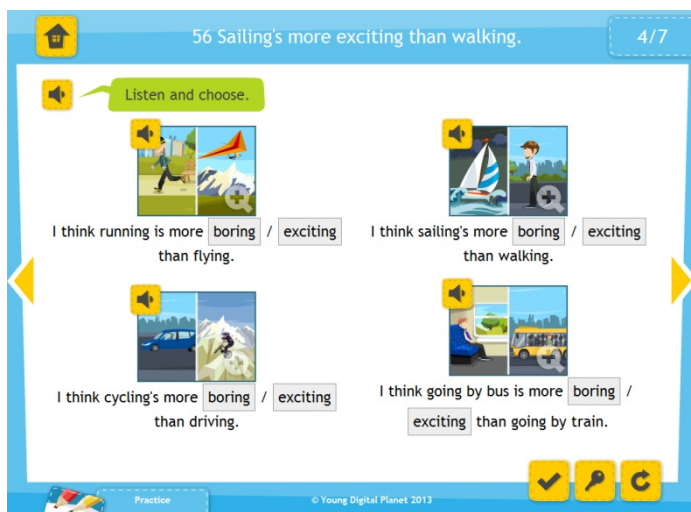
Mr. Hill: Which is more boring? Going by train or going by bus?

Sam: I think going by bus is more boring than going by train.

Key: (from left to right)

1 boring **2** exciting

3 exciting **4** boring



Screen 5

Audio 1:

Mr. Hill: Which is more boring? Running or walking?

Kim: I think walking's more boring than running.

Audio 2:

Mr. Hill: Which is more boring? Going by bus or flying?

Anna: I think going by bus is more boring than flying.

Audio 3:

Mr. Hill: Which is more exciting? Driving or sailing?

Alex: I think sailing's more exciting than driving.

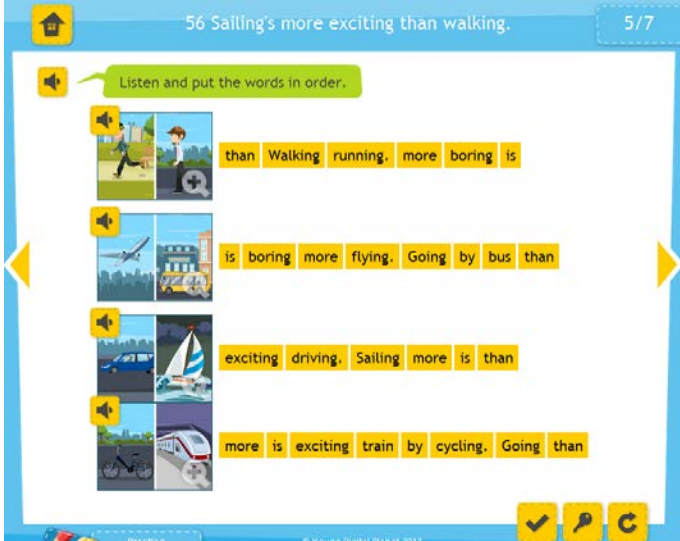
Audio 4:

Mr. Hill: Which is more exciting? Going by train or cycling?

Sam: I think going by train is more exciting than cycling.

Key:

- 1 Walking is more boring than running.
- 2 Going by bus is more boring than flying.
- 3 Sailing is more exciting than driving.
- 4 Going by train is more exciting than cycling.



56 Sailing's more exciting than walking. 5/7

Listen and put the words in order.

than Walking running, more boring is

is boring more flying, Going by bus than

exciting driving, Sailing more is than

more is exciting train by cycling, Going than

Practice © Young Digital Planet 2013

Screen 6

Audio:

Which is more exciting? Running or walking?

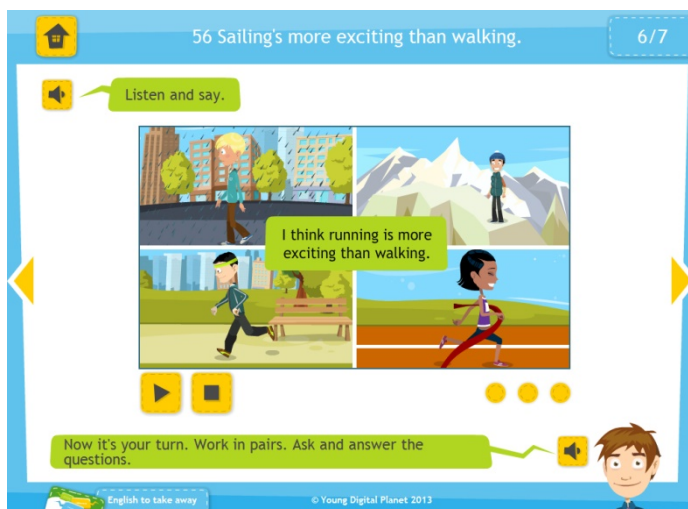
Which is more boring? Running or walking?

Which is more exciting? Flying or sailing?

Which is more boring? Flying or driving?

Which is more exciting? Cycling or driving?

Which is more boring? Cycling or driving?



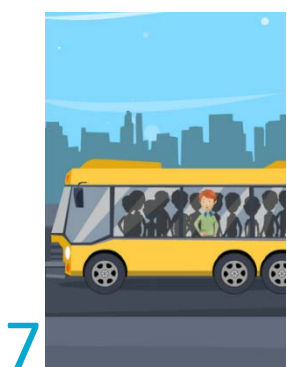
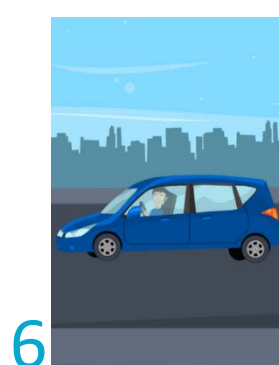
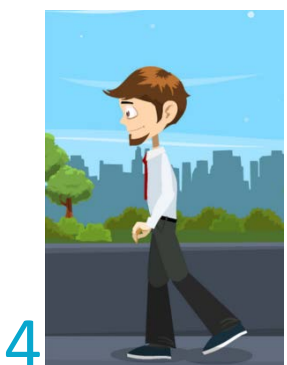
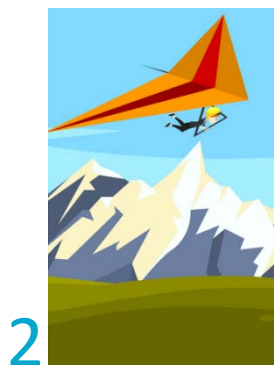
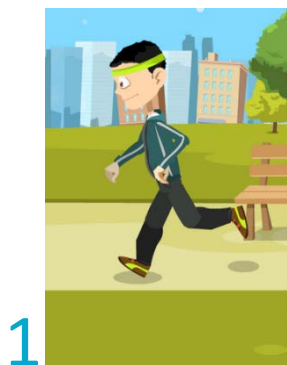
Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

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, 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 while looking at the timetable on Screen 6.

Handout



going by
bus

cycling

sailing

running

driving

going by
train

flying

waling

Friends 7 Lesson 57		My car is better than your dad's car.		Grammar & Functions	
Aims	Making comparisons	Contents	Grammar Recycling all types of comparatives: see Language Analysis below	Checklist	1 master handout for each student to practise comparatives
	Comparing different methods of transport		Vocabulary Means of transport + comparatives Other: <i>new, car, do you like it, dad's car, too, drive, goes</i>		
Language Analysis					
<u>Comparative and superlative adjectives – revision</u> <u>Adjectives used in the lesson:</u> <i>bad – worse</i> <i>big – bigger</i> <i>boring – more boring</i> <i>difficult – more difficult</i> <i>easy – easier</i> <i>exciting – more exciting</i> <i>good – better</i> <i>high – higher</i> <i>long – longer</i> <i>loud – louder</i> <i>quick – quicker</i> <i>quiet – quieter</i> <i>short – shorter</i> <i>slow – slower</i> <i>small – smaller</i> Comparative + <i>than</i> /ðən/ e.g. <i>He is older than his sister.</i> With most adjectives we use – <i>er</i> to form comparative adjectives and <i>the</i> + <i>-est</i> for the superlative, e.g. <i>old – older – the oldest</i> . Remember the word <u>the</u> is an important part of					

the phrase.

There are, however, some important spelling rules to follow:

dirty – *dirtier* (y → ier) – the *dirtiest* (y → iest)

simple – *simpler* (e → er, eer) – *simplest* (e → est, eest)

big – *bigger* – *the biggest* (double the consonant, if the syllable stressed and finishes with a consonant).

Adjectives longer than two syllables are compared with the help of

more – comparative, the most – superlative

e.g. *interesting* – *more interesting* – *the most interesting*

There are also some irregular adjectives:

good – *better* – *the best*, *bad* – *worse* – *the worst*, *much* – *more* – *the most*

Procedure

Warm-up Off the screens

Warm up discussion about cars in the future. Ask students to draw and describe how they imagine cars in 100 years. Encourage students to use adjectives to describe the car.

Screen 2

Audio:

Hello. I've got a new car. Do you like it?

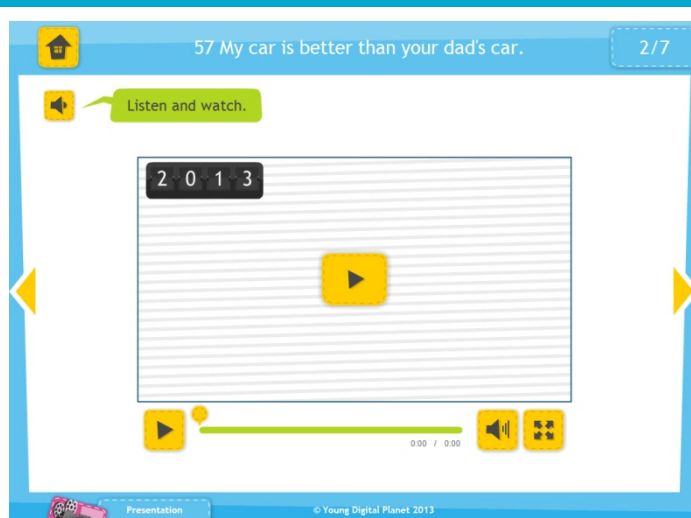
My car is better than your dad's car. It's bigger and longer.

My car is easier than your dad's car too.

He drives it – not me! Shall we drive?

It's louder than your dad's car! Listen!

It's slower than your dad's car, but...it flies! My car goes higher than a plane. And it's more exciting than your dad's car 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.

After watching the animation ask students to say all the adjectives used as comparatives in the

film.

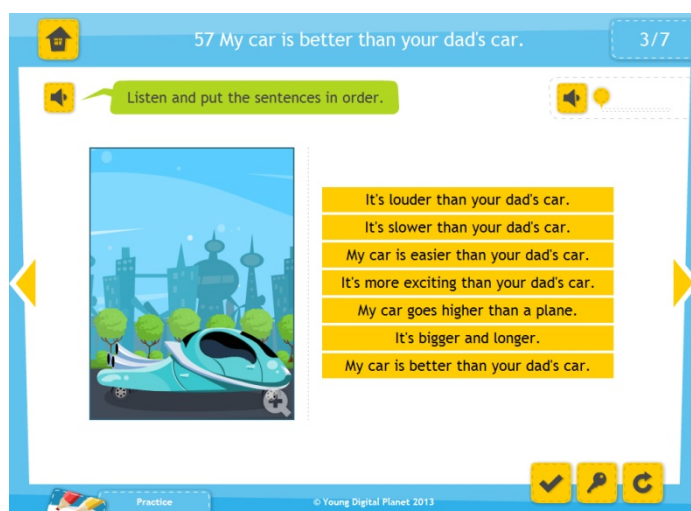
Screen 3

Audio:

Hello. I've got a new car. Do you like it? My car is better than your dad's car. It's bigger and longer. My car is easier than your dad's car too. He drives it – not me! Shall we drive? It's louder than your dad's car! Listen! It's slower than your dad's car, but...it flies! My car goes higher than a plane. And it's more exciting than your dad's car too!

Key:

- 1 My car is better than your dad's car.
- 2 It's bigger and longer.
- 3 My car is easier than your dad's car.
- 4 It's louder than your dad's car.
- 5 It's slower than your dad's car.
- 6 My car goes higher than a plane.
- 7 It's more exciting than your dad's car.

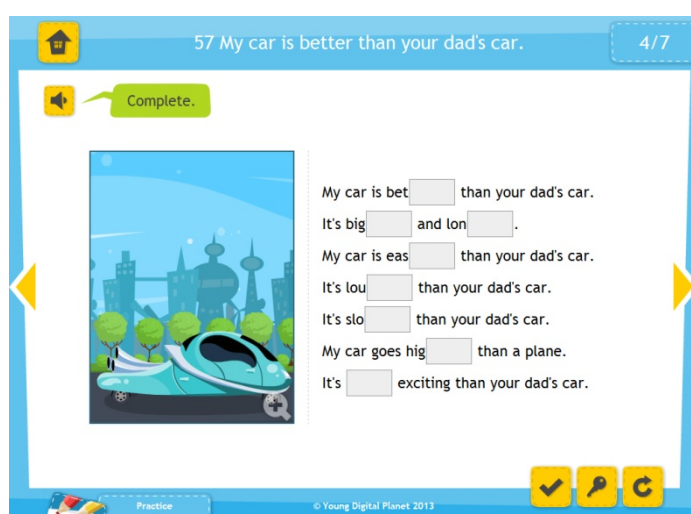


Children listen to the audio and put the sentences in the order that they hear them.

Screen 4

Key:

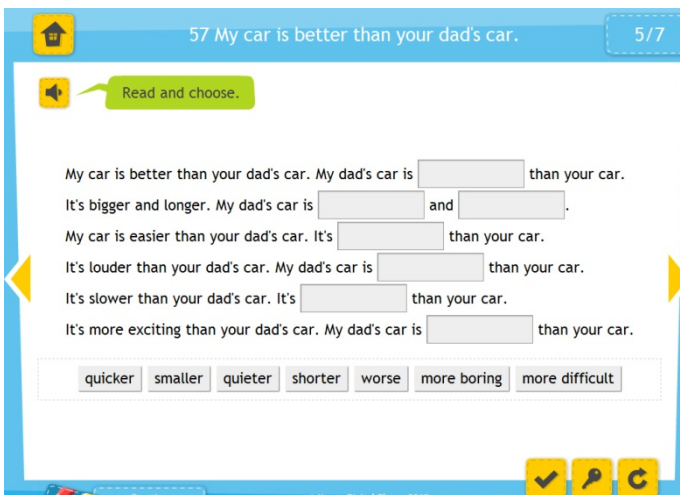
- 1 better,
- 2 bigger, longer
- 3 easier
- 4 louder
- 5 slower
- 6 higher
- 7 more



Screen 5

Key:

- 1 worse
- 2 smaller, shorter
- 3 more difficult
- 4 quieter
- 5 quicker
- 6 more boring



57 My car is better than your dad's car. 5/7

Read and choose.

My car is better than your dad's car. My dad's car is than your car.
 It's bigger and longer. My dad's car is and .
 My car is easier than your dad's car. It's than your car.
 It's louder than your dad's car. My dad's car is than your car.
 It's slower than your dad's car. It's than your car.
 It's more exciting than your dad's car. My dad's car is than your car.

quicker smaller quieter shorter worse more boring more difficult

Practice © Young Digital Planet 2013

Screen 6

Audio:

*My car is better than your dad's car.
 It's bigger and longer.
 My car is easier than your dad's car.
 It's louder than your dad's car.
 It's slower than your dad's car.
 My car goes higher than a plane.
 It's more exciting than your dad's car.*



57 My car is better than your dad's car. 6/7

You are Robot. Say sentences about your car.

good better
big bigger

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

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the activity.
 The aim is to practise describing cars and using adjectives.

1. Look at the slideshow 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.
4. Mute sound, play the slideshow again and ask students to make sentences about the car.

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

Tell students to work in pairs and compare cars they drew at the beginning of the lesson – see warm-up activity.

Handout

Additional activity to practise comparatives (you may do it before the last free practice stage to help students with language).

Give out the Handout

Handout

1	bad	
2	big	
3	boring	
4	difficult	
5	easy	
6	exciting	
7	good	
8	high	
9	long	
10	loud	
11	quick	
12	quiet	
13	short	
14	slow	
15	small	

Ask student to write comparative forms of the adjectives.

Key:

1 worse **2** bigger **3** more boring **4** more difficult **5** easier
6 more exciting **7** better **8** higher **9** longer **10** louder
11 quicker **12** quieter **13** shorter **14** slower **15** smaller

Handout

1	bad	
2	big	
3	boring	
4	difficult	
5	easy	
6	exciting	
7	good	
8	high	
9	long	
10	loud	
11	quick	
12	quiet	
13	short	
14	slow	
15	small	

Friends 7 Lesson 58		You can see the city by bus.		Skills		
Aims	Reading and listening skills	Contents	Vocabulary Transport: <i>by bus, underground, boat, bike, on foot, river bus, boat, cycling, bikes, walk, trains</i> City/urban places: <i>London, cities, city, places, park</i> Adjectives in the comparative and superlative: <i>biggest, famous quick(er), easy, easier, oldest, beautiful, quiet</i> Others: <i>see, in the world, want to see, at night, go, drive, hours, every day, usually, did you know, jump on, catch, different, many, like, find, great, when, then, afternoon</i>	Checklist	3 master handouts for each student/pair or group – see notes – to practise writing about London Handout 1 to revise urban phrases and means of transport Handout 2 to revise comparatives Handout 3 – to write about London	
	Language Analysis					
	London is one of the most popular places to visit in the world. It would be great to bring some photos of London to the class and show the most interesting places such as: the London Eye, British Museum, Tate Modern, Tower Bridge, Houses of Parliament, National Gallery and many more. There are a lot of online resources to check before the lesson and learn about London.					

Procedure

Warm-up Off the screens

1. Prepare students for the vocabulary in the lesson. Tell students the lesson is going to be about London. Ask if anybody has ever been to London, if yes – what they saw and visited, what they liked and did not like.
2. Give out Handout 1.

Handout 1

1 by		a. foot
2 on		b. hours every day
3 at		c. on a bus
4 24		d. a boat
5 in		e. bus
6 jump		f. park
7 see		g. the world
8 catch		h. famous places
9 in the		i. night
10 walk in the		j. city
11 have		k. a quiet afternoon

3. Ask students to match words to make phrases.
- 4.

Key:

- 1 e :by bus
- 2 a: on foot
- 3 i: at night
- 4 b: 24 hours every day
- 5 g: in the world
- 6 c: jump on a bus
- 7 h: see famous places
- 8 d: catch a boat
- 9 j: in the city
- 10 f: walk in the park
- 11 k: have a quiet afternoon

Screen 2

London is one of the biggest cities in the world. You can see the city by bus, underground, boat, bike – and on foot.

Buses: The big red London buses are quick and easy. Do you want to see London at night? Then go by bus! Some buses drive 24 hours every day.

Trains: London's underground trains are usually quicker and easier than the buses. And did you know? It's the oldest underground in the world.

River bus: Jump on a river bus and see the famous places of London as you go. You can catch the boat at many different places in the city.

Bikes: Do you like cycling? You can find bikes in many places in the city. They are great fun.

Walking in London: See this beautiful city on foot. Then walk in one of London's parks and have a quiet afternoon.



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.

Give out Handout 2

Ask student to complete the sentences with the missing adjectives.

Handout 2

- 1 London is one of (big) _____ cities in the world.
- 2 Trains are usually (quick) _____ and (easy) _____ than the buses.
- 3 London is one of (old) _____ cities in Europe.
- 4 London is one of (beautiful) _____ places in the world.

Key:

- 1 the biggest
- 2 quicker and easier
- 3 the oldest
- 4 the most beautiful

Screen 3

Key: (random order)

Jump on a river bus and see the famous places of London as you go.

The big red London buses are quick and easy.

See this beautiful city on foot.

London's underground trains are usually quicker and easier than the buses.

Do you like cycling?

Do you want to see London at night? Then go by bus! Some buses drive 24 hours every day.

And did you know? It's the oldest underground in the world.

You can catch the boat at many different places in the city.

You can find bikes in many places in the city. They are great fun.

Then walk in one of London's parks and have a quiet afternoon.

58 You can see the city by bus. 3/7

Read and match.

Do you like cycling?

See this beautiful city on foot.

London's underground trains are usually quicker and easier than the buses.

The big red London buses are quick and easy.

Jump on a river bus and see the famous places of London as you go.

Do you want to see London at night? Then go by bus! Some buses drive 24 hours every day.

And did you know? It's the oldest underground in the world.

You can find bikes in many places in the city. They are great fun.

Then walk in one of London's parks and have a quiet afternoon.

You can catch the boat at many different places in the city.

Practice © Young Digital Planet 2013

Screen 4

Key:

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

58 You can see the city by bus. 4/7

Read and choose.

True False

London buses are quick.

You can't take a London bus at night.

Underground trains are usually slower than the bus.

The London underground is the oldest in the world.

You can go by boat and see famous places in London.

You catch the boat in one place in London.

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 cycling, bikes, slow
- 2 on, walk, quiet



58 You can see the city by bus. 5/7

Read and choose.

Do you like driving / cycling ?
 You can find bikes / planes in many places in the city.
 They are great when you don't want to go very far / slow .

See this beautiful city on / by foot.
 Then fly / walk in one of London's parks
 and have a loud / quiet afternoon.

Practice © Young Digital Planet 2013

Screen 6

Audio:

London is one of the biggest cities in the world. You can see the city by bus, underground, boat, bike – and on foot.

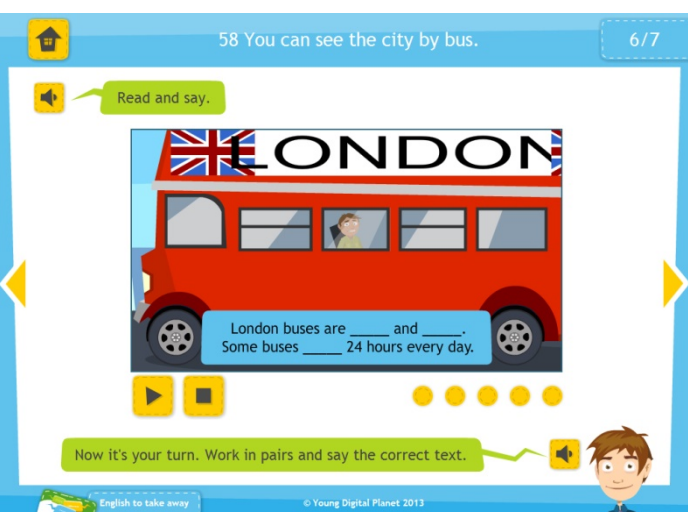
Buses: The big red London buses are quick and easy. Do you want to see London at night? Then go by bus! Some buses drive 24 hours every day.

Trains: London's underground trains are usually quicker and easier than the buses. And did you know? It's the oldest underground in the world.

River bus: Jump on a river bus and see the famous places of London as you go. You can catch the boat at many different places in the city.

Bikes: Do you like cycling? You can find bikes in many places in the city. They are great fun.

Walking in London: See this beautiful city on foot. Then walk in one of



58 You can see the city by bus. 6/7

Read and say.

London buses are ____ and ____.
 Some buses ____ 24 hours every day.

Now it's your turn. Work in pairs and say the correct text.

English to take away © Young Digital Planet 2013

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

1. Look at the slideshow and read the sentences.
2. Ask students to guess the missing words.
3. Click on the audio and listen to the correct answers.
4. Press 'pause' and listen again if you want to, to complete the exercise.

London's parks and have a quiet afternoon.

5. Go to the next slides.

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

Tell students to work in pairs and talk about London. You can use Handout 3 as a follow-up.

Ask students to write a similar text about their cities and describe them in a way London was described. (In pairs, groups or individually, depending on the group).

Handout 3

Additional activity: project London

Give out Handout 3 and ask students to complete the missing information about London – it is their new website about visiting London. Students may put some photos from magazines to add to the project. In weaker groups they should reuse the information from the lesson, in stronger groups you can go further and ask them to prepare a more professional websites for tourists by referring to information on the internet.

Handout 1

1	by		a.	foot
2	on		b.	hours every day
3	at		c.	on a bus
4	24		d.	a boat
5	in		e.	bus
6	jump		f.	park
7	see		g.	the world
8	catch		h.	famous places
9	in the		i.	night
10	walk in the		j.	city
11	have		k.	a quiet afternoon

Handout 2

- 1 London is one of (big) _____ cities in the world.
 - 2 Trains are usually (quick) _____ and (easy) _____ than the buses.
 - 3 London is one of (old) _____ cities in Europe.
 - 4 London is one of (beautiful) _____ places in the world.
-

Handout 2

- 1 London is one of (big) _____ cities in the world.
 - 2 Trains are usually (quick) _____ and (easy) _____ than the buses.
 - 3 London is one of (old) _____ cities in Europe.
 - 4 London is one of (beautiful) _____ places in the world.
-

Handout 2

- 1 London is one of (big) _____ cities in the world.
- 2 Trains are usually (quick) _____ and (easy) _____ than the buses.
- 3 London is one of (old) _____ cities in Europe.
- 4 London is one of (beautiful) _____ places in the world.

Handout 3





Friends 7 Lesson 59		Do you like driving?		Pronunciation	
Aims	Speaking skills	Contents	Grammar Recycling like + gerund /ŋ/ in gerunds	Checklist	1 master handout for each student (class survey: like -ing)
	Stress and rhythm.				
	Pronunciation of vocabulary related to sport, especially /ŋ/ in gerunds.		Vocabulary Recycling transport vocab Recycling comparatives		
	Rhymes: bus/us; train/plane; car/far		driving, flying, sailing bus, train, plane, car hop, jump, come, go quicker, better, slower, far		
Language Analysis					
Gerund forms of the verbs can also be used as a subject of the sentence, please compare: <i>I like swimming.</i> (object) <i>Swimming is better than cycling.</i> (subject) The <i>g</i> sound is not pronounced. What you can hear at the end of <i>-ing</i> is a velar nasal consonant, specifically in English [ŋ]. It is important to practise: <i>Think</i> vs <i>thing</i>: /θɪŋk/ /θɪŋ/ <i>I like/we like/he/she likes</i> <i>Don't like/doesn't like</i> <i>Do you like ...?</i>					

Procedure

Warm-up Off the screens

1. Revise *Do you like... Yes I do. / No I don't.*
2. Give out Handout 1 and do a class survey.

Handout

Do you like... Yes, I do. No, I don't.	ME		
driving			
flying			
sailing			
going by train			
running			
going by bus			
cycling			
reading books			
going to the cinema			
playing football			
learning English			
playing tennis			

3. Ask students to complete the first column about themselves and then ask two classmates and complete the table.
4. Finally do a class feedback to see who likes what. This could be done on the whiteboard so all data is collated.

Screen 2

Mr. Bird:

*We like driving, it's quicker than the bus.
Do you like driving? Then hop on with us!*

Jill:

*I like flying, it's better than the train.
Do you like flying? Then jump on the plane!*

Lucy & Robot:

*We like sailing, it's slower than a car.
But come with us sailing, and we can go far!*

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

*We like driving, it's quicker than the bus.
Do you like driving? Then hop on with us!*

*I like flying, it's better than the train.
Do you like flying? Then jump on the plane!*

*We like sailing, it's slower than a car.
But come with us sailing, and we can go far!*

Key: see the text above

Screen 4

Mr. Bird:

We like driving, it's quicker than the bus. Do you like driving? Then hop on with us!

Jill:

I like flying, it's better than the train. Do you like flying? Then jump on the plane!

Lucy & Robot:

We like sailing, it's slower than a car. But come with us sailing, and we can go far!

Key: (from left to right)

- 1 driving, bus, hop
- 2 flying, train, jump, plane.
- 3 sailing, car, come, far



59 Do you like driving? 4/7

Read and choose. Then listen and check.

We like , it's quicker than the . Do you like driving? Then on with us!

I like , it's better than the . Do you like flying? Then on the .

We like , it's slower than a . But with us sailing, and we can go .

driving jump far train car hop come bus sailing plane flying

Practice © Young Digital Planet 2013

Encourage children to listen to how the gapped words are pronounced, especially *driving*, *flying* and *sailing*.

Screen 5

Mr. Hill: *I like going by train.*

Kim: *I don't like walking.*

Sam: *Do you like going by bus?*

Alex: *My mum likes running.*

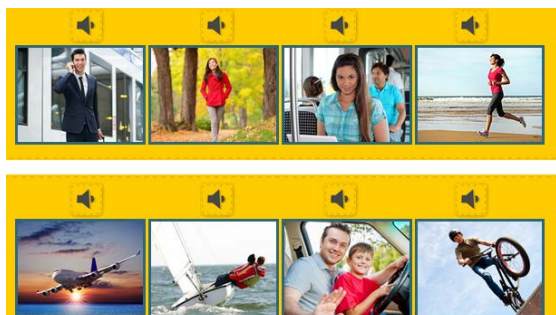
Sam: *Mr. Hill doesn't like flying.*

Lucy and Robot: *We like sailing!*

Alex: *Sam and his dad like driving.*

Lucy: *Does Sam like cycling?*

Key:



59 Do you like driving? 5/7

Listen and put the pictures in order. Then listen and say the sentences.

sailing car come far

Practice © Young Digital Planet 2013

Encourage children to listen and repeat the audio. Ask them to pay special attention to the *-ing* words.

Screen 6

Mr. Bird:

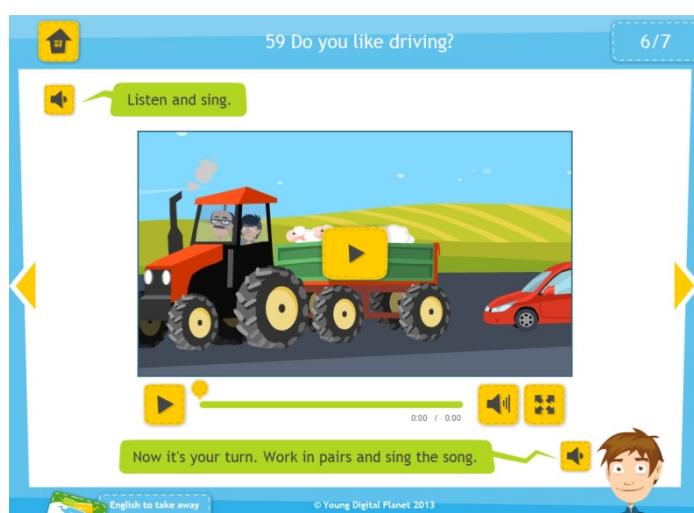
*We like driving, it's quicker than the bus.
Do you like driving? Then hop on with us!*

Jill:

*I like flying, it's better than the train.
Do you like flying? Then jump on the plane!*

Lucy & Robot:

*We like sailing, it's slower than a car.
But come with us sailing, and we can go far!*



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

1. Listen to the whole song.
 2. Watch the animation and join in.
 3. Listen again and sing the whole song individually, in groups or as a class.
- Now it's your turn. Write the song on the board and gradually remove/rub out words. Get children to sing the song and to fill in the gaps.

Handout

<i>Do you like...</i> <i>Yes, I do.</i> <i>No, I don't.</i>	<i>ME</i>		
driving			
flying			
sailing			
going by train			
running			
going by bus			
cycling			
reading books			
going to the cinema			
playing football			
learning English			
playing tennis			

Friends 7 Lesson 60		London's better than New York.		Skills	
Aims	Listening and reading.	Contents	Grammar Recycling comparatives and adjectives.	Checklist	2 master handouts for each student to compare the two cities
	Expressing opinions.		Vocabulary Places: <i>London, New York, river, Big Ben, building, park</i>		Handout 1 – to make notes about the two cities
	Comparing two cities.		Adjectives: <i>boring, busy (busier), loud (louder), quiet, long, short(er), famous, tall(er), awesome, old(er), beautiful, fun, good, nice(r), better, sunny</i>		Handout 2 – to practise asking question when comparing two cities.
			Other: <i>like, sometimes, there are, more, people, kilometers, than, yours, have/has got, many, years old, when I was on holiday, Queen, house, shall we, go, see, I'd like to..., it's raining, weather,</i>		
Language Analysis					
London is the most famous city in the UK. New York is one of the most interesting places to see in the USA. This lesson is about the two cities. It would be advisable for you to visit some websites and learn about the two cities.					
The longest river in London is the Thames: <i>/temz/</i>					
It would be great to bring some photos of London to the class and show the most interesting places such as: the London Eye, British Museum, Tate Modern, Tower Bridge, Houses of Parliament, National Gallery and many more.					

We suggest you do the same for New York: Times Square, Statue of Liberty, the Metropolitan Museum of Art, the Museum of Modern Art, Empire State Building, Central park and many more.

You're right.

How old is it?

What do you mean?

I think ...

Comparative and superlative adjectives - revision

Comparative + *than* /ðən/ e.g. He is older than his sister.

With most adjectives we use *-er* to form comparative adjectives and *the + -est* for the superlative e.g. *old – older – the oldest*. Remember the word *the* is an important part of the phrase.

There are, however, some important spelling rules to follow:

dirty – dirtier (y → ier) – *the dirtiest* (y → iest)

simple – simpler (e → er, eer) – *simplest* (e → est, eest)

big – bigger – the biggest (double the consonant, if the syllable stressed and finishes with a consonant).

Adjectives longer than two syllables are compared with the help of

more – comparative, the most – superlative

e.g. *interesting – more interesting – the most interesting*

There are also some irregular adjectives:

good – better – the best, bad – worse – the worst, much – more – the most

Procedure

Warm-up Off the screens

1. Ask students which city they think is the best city in the world. Collect their votes and put the names of the cities on the board. Ask them to say and give their reasons - this is a good way of recycling vocabulary (with pronunciation) that has already been presented.
2. Tell students the lesson is going to be about two of the most popular cities in the world: London and New York.
3. Ask students what they know about the cities. Do a brainstorming session in pairs or groups and ask them to write down as many things they can think of about London and New York.
4. Do a class feedback to see their results. Give positive feedback and provide some remedial help for any tricky language.

Screen 2

Sam: What do you think, Ann? Do you like London?

Ann: I do, but ...

Sam: But what?

Ann: Well, London's boring sometimes.

Sam: What do you mean?

Ann: Well, there are more people in New York. It's busier than London, and it's louder too! London's quiet. I like loud, busy places.

Sam: It isn't quiet now.

Ann: No, it isn't.

Sam: That's the river. It's very long – it's 346 kilometers long.

Ann: That isn't very long. The river in New York is more than 600 kilometres.

Sam: You're right. Our river is shorter than yours!

Sam: But London has got some famous places. Look! That's Big Ben! Isn't it great?

Ann: Yes, it's awesome. It's older than many buildings in New York. How old it is?

Sam: It's more than 160 years old. It's very tall too.

Ann: Well, we have taller buildings in New York!

Sam: Yes, you're right.

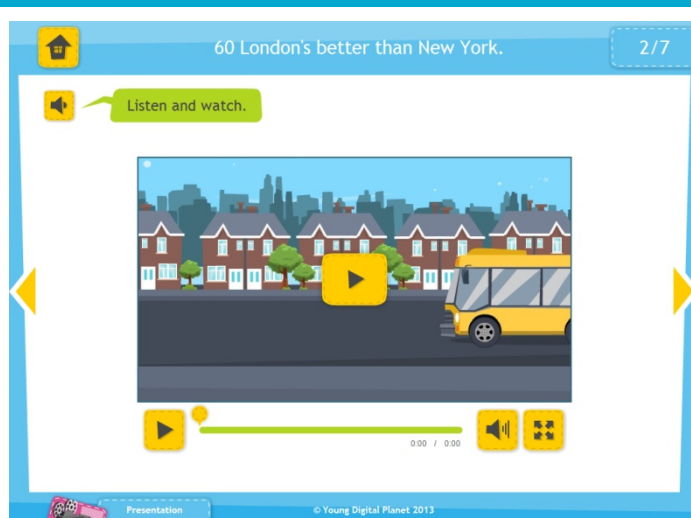
Ann: Look! A park! We've got a very big park in New York.

Sam: Oh yes, we went there when I was on holiday. It was fun! But I think this park is more beautiful. And it's very famous. The Queen's house is in this park! Shall we go and see it?

Ann: Oh yes! I'd like to see the Queen's house.

Ann: Oh, no. It's raining! The weather here isn't very good!

Sam: I know – it's better in New York! It was sunny every day when I was there.



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.

Sam: *But London's fun.*
Ann: *Yes, it is.*
Sam: *London's better than New York!*
Ann: *Hey!*

Additional activity
 Give out Handout 1

Handout 1

LONDON	NEW YORK

Ask student to take notes about the two cities. This can be done as a comprehension activity (listening for detail) so you can ask students to watch the animation again and take notes.

In stronger groups this can be done without the animation and rather with additional online resources to find more about the two cities.

Screen 3

Audio 1:

Ann: London's boring sometimes.

Sam: What do you mean?

Ann: Well, there are more people in New York. It's busier than London, and it's louder too! London's quiet. I like loud, busy places.

Sam: It isn't quiet now.

Ann: No, it isn't.

Audio 2:

Sam: That's the river. It's very long – it's 346 kilometres long.

Ann: That isn't very long. The river in New York is more than 600 kilometres.

Sam: You're right, our river is shorter than yours!

Audio 3:

Sam: But London has got some famous places. Look! That's Big Ben! Isn't it great?

Ann: Yes, it's awesome. It's older than many buildings in New York. How old it is?

Sam: It's more than 160 years old. It's very tall too.

Ann: Well, we have taller buildings in New York!

Sam: Yes, you're right.

Audio 4:

Ann: Look! A park! We've got a very big park in New York.

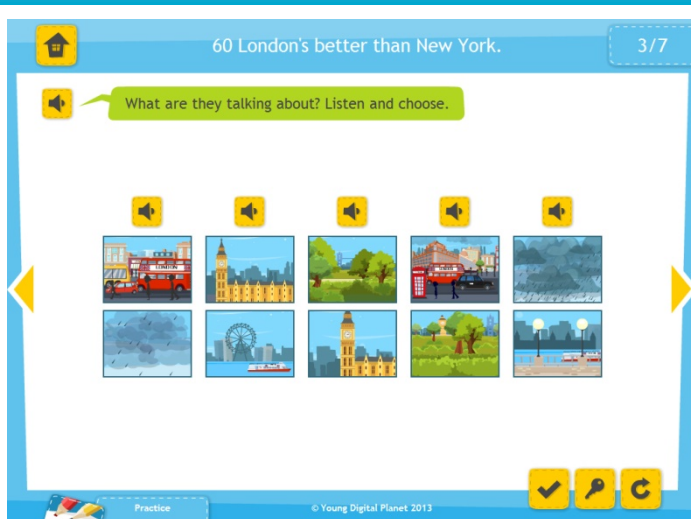
Sam: Oh yes, we went there when I was on holiday. It was fun! But I think this park is more beautiful. And it's very famous. The Queen's house is in this park! Shall we go and see it?

Ann: Oh yes! I'd like to see the Queen's house.

Audio 5:

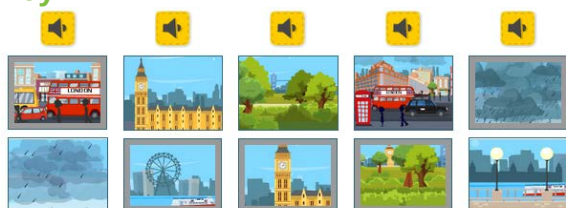
Ann: Oh, no. It's raining! The weather here isn't very good!

Sam: I know – it's better in New York! It



was sunny every day when I was there.

Key:



Screen 4

Audio 1:

Ann: London's boring sometimes.

Sam: What do you mean?

Ann: Well, there are more people in New York. It's busier than London, and it's louder too! London's quiet. I like loud, busy places.

Sam: It isn't quiet now.

Ann: No, it isn't.

Audio 2:

Sam: That's the river. It's very long – it's 346 kilometres long.

Ann: That isn't very long. The river in New York is more than 600 kilometres long.

Sam: You're right, our river is shorter than yours!

Audio 3:

Sam: But London has got some famous places. Look! That's Big Ben! Isn't it great?

Ann: Yes, it's awesome. It's older than many buildings in New York. How old it is?

Sam: It's more than 160 years old. It's very tall too.

Ann: Well, we have taller buildings in New York!

Sam: Yes, you're right.

Audio 4:

Ann: Look! A park! We've got a very big park in New York.

Sam: Oh yes, I went there when I

60 London's better than New York.
4/7

Who says what? Read and choose: Ann or Sam.

 London's boring sometimes.  London's quiet. I like loud, busy places.  It isn't quiet now.  That's the river. It's very long - it's 346 kilometres long.  It isn't very long.  Our river is shorter than yours.  It's older than many buildings in New York.  It's more than 160 years old.  We have taller buildings in New York.  We've got a very big park in New York.  We went there when I was on holiday.  I think this park is more beautiful.  I'd like to see the Queen's house.  It's raining! The weather here isn't very good!  It's better in New York.  It was sunny every day when I was there.	<table border="0"> <tr> <td></td> <td>Ann</td> <td>Sam</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> <tr> <td></td> <td>☐</td> <td>☐</td> </tr> </table>		Ann	Sam		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐		☐	☐
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Practice
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was on holiday. It was fun! But I think this park is more beautiful. And it's very famous. The Queen's house is in this park! Shall we go and see it?

Ann: Oh yes! I'd like to see the Queen's house.

Audio 5:

Ann: Oh, no. It's raining! The weather here isn't very good!

Sam: I know – it's better in New York! It was sunny every day when I was there.

Key:

1 Ann, Ann, Sam

2 Sam, Ann, Sam

3 Ann, Sam, Ann

4 Ann, Sam, Sam, Ann

5 Ann, Sam, Sam

Screen 5

Audio 1:

Ann: London's boring sometimes.

Sam: What do you mean?

Ann: Well, there are more people in New York. It's busier than London, and it's louder too! London's quiet. I like loud, busy places.

Sam: It isn't quiet now.

Ann: No, it isn't.

Audio 2:

Sam: That's the river. It's very long – it's 346 kilometres long.

Ann: That isn't very long. The river in New York is more than 600 kilometres.

Sam: You're right, our river is shorter than yours!

Audio 3:

Sam: But London has got some famous places. Look! That's Big Ben! Isn't it great?

Ann: Yes, it's awesome. It's older than many buildings in New York. How old it is?



60 London's better than New York. 5/7

Read and choose. Then listen and check.

Ann thinks London is boring [dropdown]. Ann thinks New York is [dropdown] and louder than London because it's got more people. Ann thinks London is [dropdown].

The river in London is [dropdown] kilometres long. The river in New York is more than [dropdown] kilometres long. London's river is [dropdown] than the river in New York.

Big Ben is more than [dropdown] years old. It's tall, but there are many [dropdown] buildings in New York.

There is a [dropdown] park in New York. Sam thinks the park in London is more [dropdown]. The park is [dropdown] because the Queen's [dropdown] is in it.

Sam thinks the weather is [dropdown] in New York. It was [dropdown] every day when he was there.

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Sam: *It's more than 160 years old. It's very tall too.*

Ann: *Well, we have taller buildings in New York!*

Sam: *Yes, you're right.*

Audio 4:

Ann: *Look! A park! We've got a very big park in New York.*

Sam: *Oh yes, we went there when I was on holiday. It was fun! But I think this park is more beautiful. And it's very famous. The Queen's house is in this park! Shall we go and see it?*

Ann: *Oh yes! I'd like to see the Queen's house.*

Audio 5:

Ann: *Oh, no. It's raining! The weather here isn't very good!*

Sam: *I know – it's better in New York! It was sunny every day when I was there.*

Key:

1 sometimes, busier, quiet

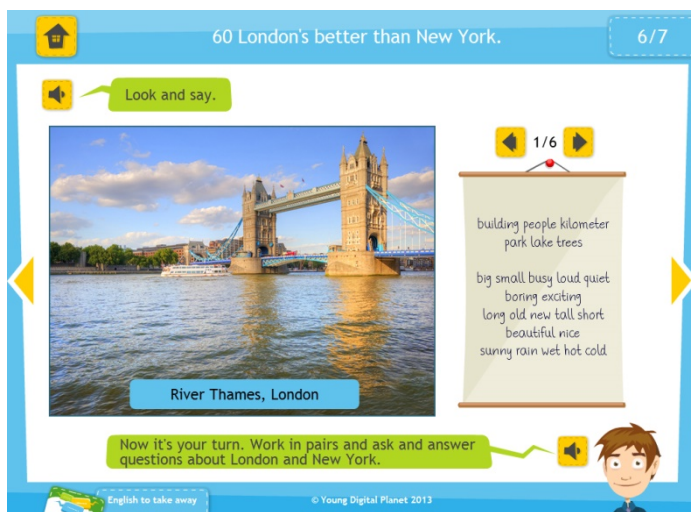
2 346, 600, shorter

3 160, taller

4 big, beautiful, famous, house

5 nicer, sunny

Screen 6



Give the Ss these instructions for the 'Look and say' activity. The aim is to practise talking about the two cities.

1. Look at the photos from the slideshow and read the captions.
2. Look at the prompts on the right, make sure students understand the words, e.g. by asking for the opposite adjectives or eliciting in other ways.
3. Ask students to make sentences about London or New York using the prompts 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 ask and answer the questions about London and New York.

Additional activity
Give out Handout 2

Handout 2

- 1 New York is busier than London. Which...

- 2 New York is louder than London. Which...

- 3 The Thames is 345 km long. How long...

- 4 The river in New York is more than 600 kilometres.
How long...

- 5 London is older than New York. Which...

- 6 Buildings in New York are taller than in London.
Which...

- 7 London's better than New York! Which...

Ask student to make questions about London and New York using the prompts provided.

Key:

- 1 Which is busier London or New York?
- 2 Which city is louder?
- 3 How long is the Thames?
- 4 How long is the river in New York?
- 5 Which city is older, London or New York?
- 6 Which buildings are taller in New York or London?
- 7 Which city is better London or New York?

Handout 1

LONDON	NEW YORK

Handout 2

1 New York is busier than London. Which...

2 New York is louder than London. Which...

3 The Thames is 345 km long. How long...

4 The river in New York is more than 600 kilometres.
How long...

5 London is older than New York. Which...

6 Buildings in New York are taller than in London.
Which...

7 London's better than New York! Which...
