

Friends 4 Lesson 31		Fruit		Vocabulary	
<b>Aims</b>	Vocabulary fruit	<b>Contents</b>	<b>Grammar</b> countable nouns  <b>Vocabulary</b> <i>apple</i> <i>banana</i> <i>fruit</i> <i>grapes</i> <i>mango</i> <i>orange</i> <i>pear</i>	<b>Checklist</b>	4 master handouts 1 group work handout 3 individual work handouts
<b>Language Analysis</b>					
<p><b>Grammar:</b> in English nouns are divided into countable and uncountable. The countable nouns are the ones that we can put a number in front of and count. We can count apples but we can't count water- even if we really wanted we couldn't add up all the drops of water! However, not all examples are so obvious.</p> <p>The distinction is important. Countable nouns have a plural form: <i>one banana, two bananas</i>, etc. We use <i>many</i> to ask about countable nouns and <i>much</i> to ask about uncountable ones.e.g.</p> <p><i>There are five bananas in the bowl.</i>  <i>How many bananas are there?</i></p> <p><i>There is water in the bowl.</i>  <i>How much water is there?</i></p> <p>Note that <i>banana</i> is pronounced <b>bə'na:nə</b> with the accent on the second syllable.</p>					

# Procedure

## Warm-up Off the screens

1. Show Ss the picture of a bowl of fruit in Handout 1:

[Handout 1](#)



*I like fruit salad. I eat fruit salad every week* and ask them to draw six fruits they can see in the bowl.

2. Ask Ss what fruit they can name.

## Screen 2

**Robot:** *Would you like a banana?*

**Robot:** *What about a pear?*

**Robot:** *What about something small, a grape?*

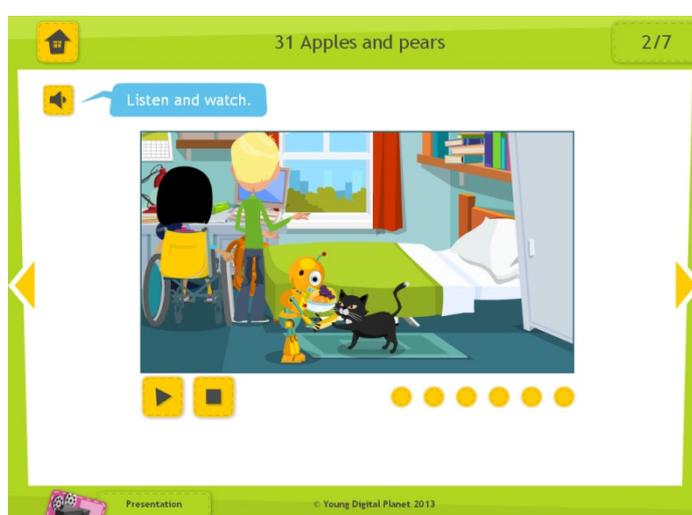
**Robot:** *Can you eat an apple?*

**Lucy:** *Robot. Cats don't eat fruit!*

**Robot:** *Oh!*

**Alex:** *But we do. Can I have a mango please?*

**Lucy:** *And an orange for me, please.*



The screenshot shows a presentation slide with a green header. The title is "31 Apples and pears" and the slide number is "2/7". Below the title is a speaker icon and the text "Listen and watch.". The main content is a colorful illustration of a room. A person with black hair is sitting in a yellow wheelchair. A yellow robot is standing next to a black cat. There is a window with a view of a city, a bed, and a bookshelf. At the bottom of the slide, there are navigation icons: a play button, a square button, and a row of seven yellow dots. The footer of the slide says "Presentation" and "© Young Digital Planet 2013".

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 – Handout 2

1. Give out Handout 1 and ask Ss to match the words with the pictures.

## Handout 2

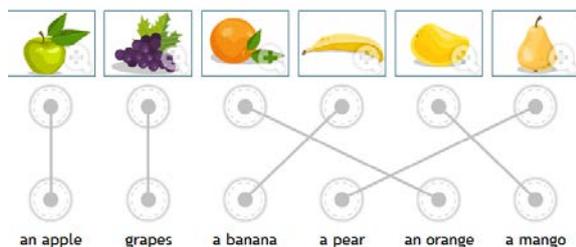
1 banana	 A
2 orange	 B
3 pear	 C
4 apple	 D
5 mango	 E
6 grape	 F

2. Match the words with the pictures
3. Ask Ss to work in pairs and compare their answers.

**Key:** 1 d 2 c 3 a 4 f 5 b 6 f

## Screen 3

**Key:**



an apple    grapes    a banana    a pear    an orange    a mango

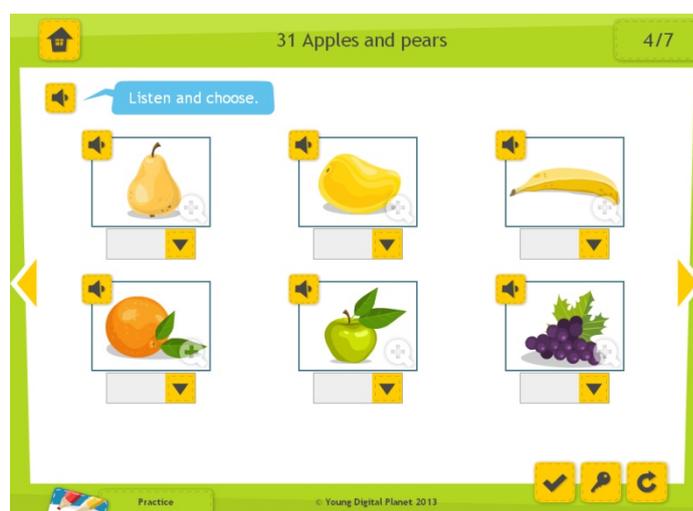


Additional activity: Handout 2, 3 or 4

## Screen 4

**Key: (from left to right)**

1 pear 2 mango 3 banana  
4 orange 5 apple 6 grape



Note: As an additional activity, call out colours and ask Ss to say the name of a fruit which is that colour. E.g. yellow – banana, green – apple, grapes etc.

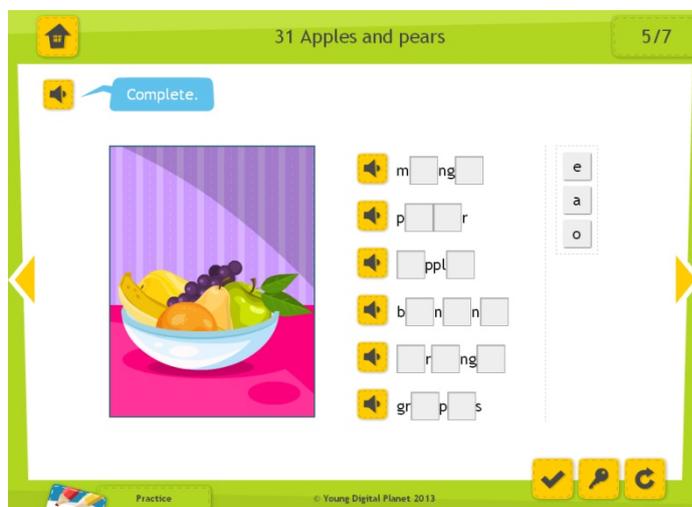
## Screen 5

### Audio:

- 1 *mango*
- 2 *pear*
- 3 *apple*
- 4 *banana*
- 5 *orange*
- 6 *grapes*

### Key:

- 1 mango 2 pear
- 3 apple 4 banana
- 5 orange 6 grapes



31 Apples and pears 5/7

Complete.

m \_ n g \_

p \_ \_ r

\_ p p l \_

b \_ n \_ n \_

\_ r \_ n g \_

g r \_ p \_ s

e  
a  
o

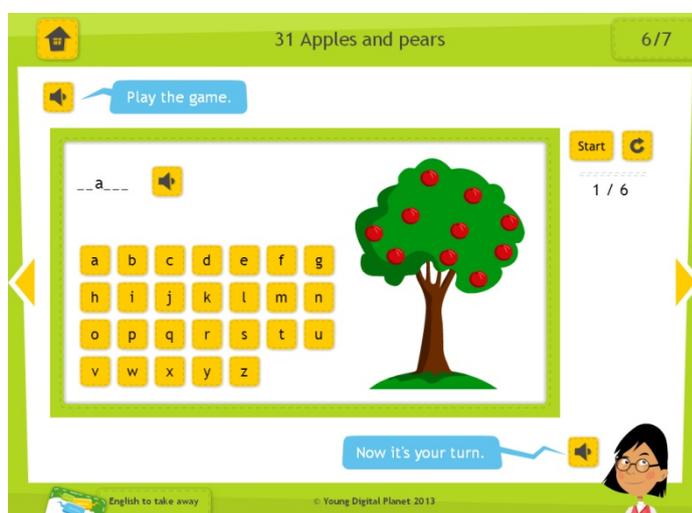
Practice © Young Digital Planet 2013

Note: As an additional activity, ask Ss to put the fruits into alphabetical order: apple, banana, grapes, mango, orange, pear

## Screen 6

### Key:

- 1 mango
- 2 pear
- 3 apple
- 4 banana
- 5 orange
- 6 grapes



31 Apples and pears 6/7

Play the game.

\_ a \_ \_

a b c d e f g  
h i j k l m n  
o p q r s t u  
v w x y z

Start ©

1 / 6

Now it's your turn.

English to take away © Young Digital Planet 2013

Give 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 at the bottom of the screen.
2. Listen to the word.

3. Click the letters to fill in the gaps.
4. If you need to, play the recording again.
5. Continue until you have completed the word.

When Ss have finished ask them to work in pairs and spell the words to each other in turn. Give students the following instructions:

1. Play the game again in your pairs.
2. Spell the missing letters to your partner who then clicks the letters.
3. Award one point for each correct letter.
4. Swap after each word.
5. The student with the highest score wins.

### Additional activity 2 – Handout 3

Ask Ss to put the letters in the right order to make fruit words.

#### Handout 3

1. annaba \_\_\_\_\_
2. pplae \_\_\_\_\_
3. perag \_\_\_\_\_
4. raep \_\_\_\_\_
5. goanm \_\_\_\_\_
6. groane \_\_\_\_\_



#### Key:

1 banana 2 apple 3 grape 4 pear 5 mango 6 orange

### Additional activity – Handout 4

Ask Ss to complete the missing letters of the fruit words.

## Handout 4

1. \_ p \_ \_ e      \_\_\_\_\_

2. \_ r a \_ \_      \_\_\_\_\_

3. b \_ n a \_ \_      \_\_\_\_\_

4. m \_ \_ g \_      \_\_\_\_\_

5. \_ r a n \_ e      \_\_\_\_\_

6. p \_ \_ \_      \_\_\_\_\_



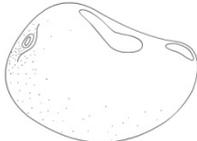
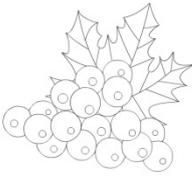
### Key:

1 apple 2 grape 3 banana 4 mango 5 orange 6 pear

# Handout 1



## Handout 2

1 banana	A 
2 orange	B 
3 pear	C 
4 apple	D 
5 mango	E 
6 grape	F 

## Handout 3

1. annaba \_\_\_\_\_

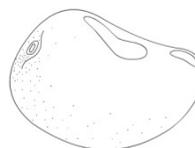
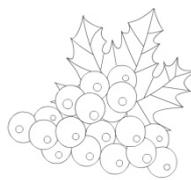
2. pplae \_\_\_\_\_

3. perag \_\_\_\_\_

4. raep \_\_\_\_\_

5. goanm \_\_\_\_\_

6. groane \_\_\_\_\_



## Handout 4

1. \_ p \_ \_ e \_\_\_\_\_

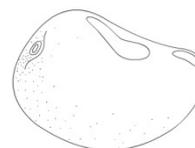
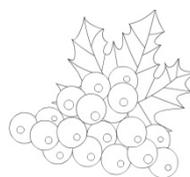
2. \_ r a \_ \_ \_\_\_\_\_

3. b \_ n a \_ \_ \_\_\_\_\_

4. m \_ \_ g \_ \_\_\_\_\_

5. \_ r a n \_ e \_\_\_\_\_

6. p \_ \_ \_ \_\_\_\_\_



Friends 4  
 Lesson 32

*Do you like oranges?*

 Grammar &  
 Functions

<b>Aims</b>	Asking about likes and dislikes  Using plural nouns with <i>Do you like...?</i>	<b>Contents</b>	<b>Grammar</b> Questions: <i>Do you like...?</i>  plural nouns  <b>Vocabulary</b> <i>Do you like oranges?</i>  <i>No, I don't.</i>  <i>apples</i> <i>bananas</i> <i>mangoes</i> <i>grapes</i> <i>oranges</i> <i>pears</i>	<b>Checklist</b>	a ball for the additional activity
-------------	---	-----------------	--	------------------	------------------------------------

## Language Analysis

**Grammar:** Generally, we form plural nouns by adding -s at the end of the singular form of the noun e.g. *one apple – two apples*  
*one banana – two bananas*

Nouns ending in *o*, *h*, *s* and *x*, end in -es in the plural form:  
*one mango – two mangoes*  
*one box – two boxes*

Nouns ending in *y* after a consonant (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,x,z), end in **ies** in the plural form:  
*one baby – two babies*  
*one lady – two ladies*

Some nouns in English do NOT have a plural form ending in *s*:  
*one woman – two women*  
*one man – two men*  
*one sheep – two sheep*

# Procedure

## Warm-up Off the screens

1. Dictate sentences containing 'blanks'
  - a. *I eat bananas \_\_\_\_\_.*
  - b. *Grapes are \_\_\_\_\_.*
  - c. *My favourite fruit is \_\_\_\_\_.*
  - d. *Apples and pears grow on \_\_\_\_\_.*
2. When the Ss have written the sentences, ask them to finish them so they are true for them.
3. Once Ss have finished all the sentences, ask them to compare their answers with the student next to themselves.
4. Nominate 4 Ss to read out their sentences.

## Screen 2

**Sam:** *I like oranges!*

**Alex:** *Do you like bananas?*

**Sam:** *Yes, I do.*

**Alex:** *Do you like mangoes?*

**Sam:** *Yes, I do.*

**Alex:** *Do you like apples?*

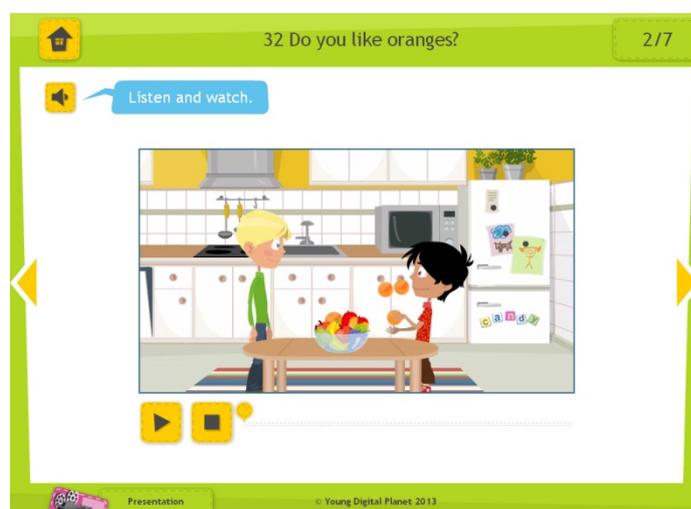
**Sam:** *Yes, I do.*

**Alex:** *Do you like pears?*

**Sam:** *No, I don't.*

**Alex:** *Do you like grapes?*

**Sam:** *Yes, I do.*

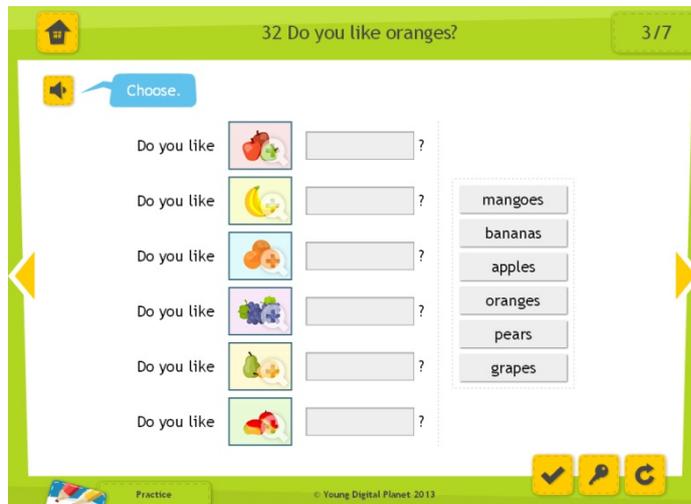


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

## Screen 3

### Key:

- 1 apples
- 2 bananas
- 3 oranges
- 4 grapes
- 5 pears
- 6 mangoes



## Screen 4

### Audio 1:

*Do you like apples?*

*Yes, I do.*

### Audio 2:

*Do you like pears?*

*Yes, I do.*

### Audio 3:

*Do you like mangoes?*

*No, I don't.*

### Audio 4:

*Do you like grapes?*

*Yes, I do.*

### Audio 5:

*Do you like oranges?*

*No, I don't.*

### Audio 6:

*Do you like bananas?*

*Yes, I do.*

**Key:** 1 Yes, I do. 2 Yes, I do.  
3 No, I don't. 4 Yes, I do. 5 Yes, I do.



## Screen 5

### Key:

- 1 No, I don't.
- 2 Yes, I do.
- 3 No, I don't.
- 4 Yes, I do.
- 5 Yes, I do.
- 6 No, I don't.



Note: Ask Ss to work in pairs and ask and answer the questions with their own answers.

## Screen 6

### Key:

- 1 mangoes
- 2 pears
- 3 apples
- 4 bananas
- 5 oranges
- 6 grapes



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

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.

4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. When the Ss have finished tell them to work in pairs and in turn ask each other Do you like ...? question about all fruit in the screen.

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

Tell students to work in pairs and make a new Memory game with more words they know.

Use the additional activity at the end of Screen 6.

#### Additional activity

Memory chain – vocabulary revision.

1. Ask Ss to stand in a circle.
2. Explain that the student with a ball has to:
  - a. report what all the others have said
  - b. add his or her own sentence,
  - c. ask a question
  - d. throw the ball.
3. Start the game holding a ball and say *I like mangoes. Do you like mangoes?* and throw the ball to any student.
4. The student should say *Mrs Green like mangoes. I like oranges. Do you like oranges?* and throw the ball to another student.
5. The next student reports the two previous statements: *Mrs Green likes mangoes. Tom likes oranges. I like pears. Do you like pears?* then adds his or her own sentence, asks the question and tosses the ball.
6. If a student cannot remember or makes an incorrect sentence, they are "out".
7. The last remaining student is the winner.

Friends 4 Lesson 33		<i>Would you like an apple?</i>		Grammar & Functions	
<b>Aims</b>	Using indefinite article <i>a/an</i> with countable nouns.  offering and responding to offers	<b>Contents</b>	<b>Grammar</b> Questions: <i>Would you like....?</i>  <i>a/an</i> with singular nouns  <b>Vocabulary</b> <i>Would you like an apple?</i> <i>Yes, please.</i> names of fruit	<b>Checklist</b>	2 master handouts 1 pair work handout 1 individual +pair work handout – cut outs
<b>Language Analysis</b>					
<p><b>Grammar:</b> Countable nouns occur with:</p> <p>We use the indefinite article to refer to a general and not a specific object, and when we are talking about one of a number of the same people or objects.</p> <p><i>a</i> – We use the indefinite article <i>a</i> with nouns beginning with consonants e.g. <i>I have a pen. Ms. Green is a teacher.</i></p> <p><i>an</i> – We use the indefinite article <i>an</i> with nouns beginning with a vowel (a,e,i,o,u) e.g. <i>I always have an apple for lunch. Tom wants to be an astronaut.</i></p> <p><b>Function:</b> There are many different ways of making polite offers in English e.g.</p> <p><i>Would you like...?, Can I get you ....?</i></p> <p><b>Hint:</b> If you don't want to sound rude when speaking English, it is very important to always use <i>Yes, please</i> and <i>No, thank you</i> when somebody offers you something.</p>					

# Procedure

## Warm-up Off the screens

1. Ask Ss to draw a table on a sheet of paper.
2. Tell them to divide their page into four columns and write *school objects, house objects, clothes and food*.
3. Give them 4 minutes to write examples of items in each category.
4. Ask Ss to work in pairs and compare their answers.
5. Nominate a few Ss to read out the words from their table.

## Screen 2

**Lucy:** *Would you like an apple?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like an orange?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like a banana?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like a pear?*

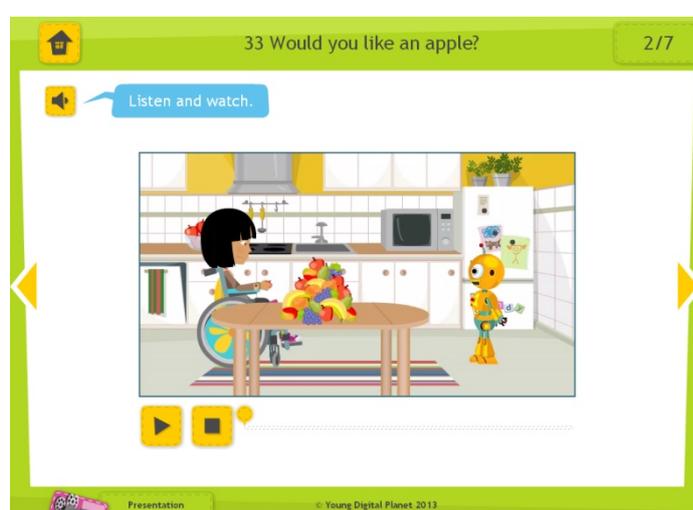
**Robot:** *Yes, please.*

**Lucy:** *Would you like a grape?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like a mango?*

**Robot:** *Yes, please.*



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

## Screen 3

**Key:** 1 a 2 an 3 a 4 a 5 a 6 a 7 an



Note: Get Ss to practice the pronunciation of the linking sound between *an* and the vowel sound e.g. ‘an orange’.

Additional activity: Handout 1.

### Handout 1

_ desk	_ banana	_ pencil	_ egg
_ chair	_ orange	_ coat	_ pen
_ eraser	_ hamburger	_ jacket	_ shirt
_ apple	_ biscuit	_ umbrella	_ armchair

1. Give out Handout 1 and ask Ss to work in pairs. Ask them to decide whether to put *a* or *an* in front of the nouns.
2. Remind Ss of the rule that *an* always goes in front of the vowels ‘a e i o u’, and that *a* always goes in front of consonants.
3. When Ss have finished, nominate volunteers to read out a couple of words each.

## Screen 4

Audio 1:

*Would you like an orange?*

Audio 2:

*Would you like a mango?*

Audio 3:

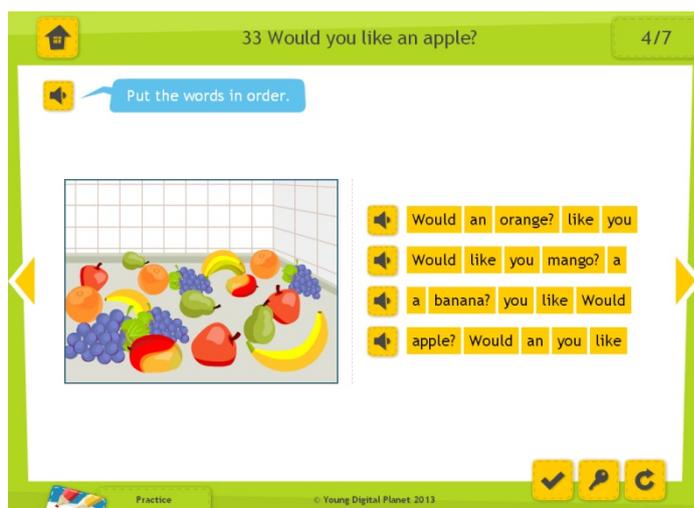
*Would you like a banana?*

Audio 4:

*Would you like an apple?*

**Key:**

- 1 Would you like an orange?
- 2 Would you like a mango?
- 3 Would you like a banana?
- 4 Would you like an apple?



Additional activity: Give out Handout 2.

Ask Ss to put the words in the questions in the correct order.

Ask 4 Ss to read out the questions. Tell them to work in pairs and answer them using *Yes, please* and *No, thank you*.

## Screen 5

Audio 1:

*Would you like an banana?*

Audio 2:

*Would you like a orange?*

Audio 3:

*Would you like a pear?*

Audio 4:

*Would you like an mango?*

**Key: (from left to right)**

- 1 Yes, please. 2 No, thanks.
- 3 No, thanks. 4 No, thanks.



Additional activity: Ask Ss to practice the questions and answers, paying attention to polite answers Please and Thank you.

## Screen 6

**Lucy:** *Would you like an apple?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like an orange?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like a banana?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like a pear?*

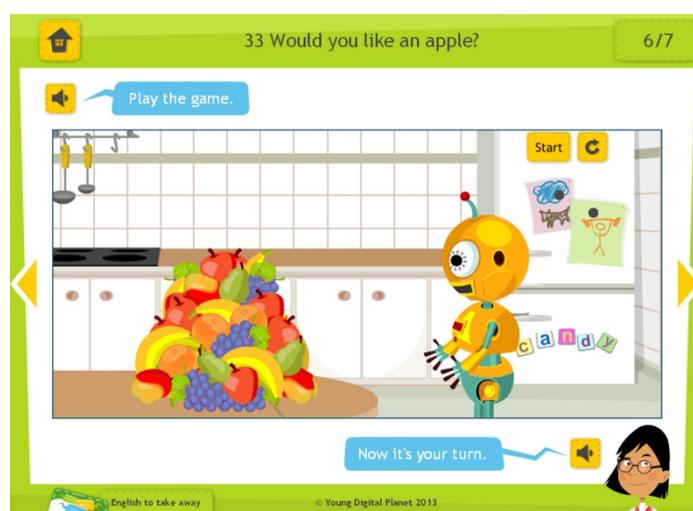
**Robot:** *Yes, please.*

**Lucy:** *Would you like a grape?*

**Robot:** *Yes, please.*

**Lucy:** *Would you like a mango?*

**Robot:** *Yes, please.*



Give the Ss these instructions for how to play the game.

1. Look at the picture and describe what you see.
2. Click on Start and listen to the dialogue.
3. Drag the fruit you hear into the robot's arms.
4. Listen as many times as you like.
5. Work in pairs and practice the dialogue between Lucy and Robot.

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

Tell Ss to work in pairs and offer each other a different object (either their own ideas from objects in the classroom or use the words from Handout 1 using *a* or *an*

*e.g. Would you like a pencil? Yes, please. No, thank you.*

## Additional activity

### Handout 2

a	like	you	would	?	hamburger	
a	mango	like	you	?	would	
orange		would	?	like	an	you
would	an	you	like	apple	?	

Words need to be cut out.

1. Give out Handout 1 and ask Ss to put the words in the questions in the correct order.
2. Ask 4 Ss to read out the questions.  
Tell them to work in pairs and answer them using *Yes, please* and *No, thank you*.

## Handout 1

_ desk	_ banana	_ pencil	_ egg
_ chair	_ orange	_ coat	_ pen
_ eraser	_ hamburger	_ jacket	_ shirt
_ apple	_ biscuit	_ umbrella	_ armchair

---

## Handout 2

a	like	you	would	?	hamburger
a	mango	like	you	?	would
orange	would	?	like	an	you
would	an	you	like	apple	?

Friends 4 Lesson 34		<i>Which flavour would you like?</i>		Grammar & Functions
<b>Aims</b>	<b>Function:</b> ordering, choosing	<b>Contents</b>	<b>Grammar</b> Questions: <i>Which</i> + nouns  <b>Vocabulary</b> lemon chocolate strawberry coconut choose  <i>Which flavour would you like?</i>  <i>I'd like lemon.</i>	2 Master handouts 1 individual +pair work handout 1 group activity handout – cut outs
<b>Language Analysis</b>				
<p><b>Grammar:</b> we form questions with the modal verb <i>would</i> using inversion i.e. the positions of the modal verb and the subject of the sentence are inverted to make the question.  <i>I would like a chocolate flavour ice cream.</i>  <i>Would you like a chocolate flavour ice cream?</i>            The question word <i>which</i> + noun occur before the modal verb and the subject:  <i>Which flavour would you like?</i></p> <p><b>Hint:</b> It's not easy to understand the culture of different country. Some things that you may consider polite are rude to an English speaker. We use rising intonation when we want to be polite. Flat intonation sounds disinterested and rude.</p> <p>It is important that your students understand the importance of <i>please</i> at the end of the sentence and <i>thank you</i> when they order in English.</p>				

# Procedure

## Warm-up Off the screens

- Hangman – vocabulary revision
1. Write 10 dashes on the board \_ \_ \_ \_ \_ .
  2. Tell students they have to guess a word from the fruit category. Your word is *strawberry*.
  3. Divide Ss into 2 groups.
  4. The groups in turn guess a letter to find out the word.
  5. Award a penalty point for each letter that does not occur in the word.
  6. The team that score fewer points wins the game and can choose their word from the fruit category.

## Screen 2

**Seller:** Which flavour would you like?

**Sam:** Which flavours do you have?

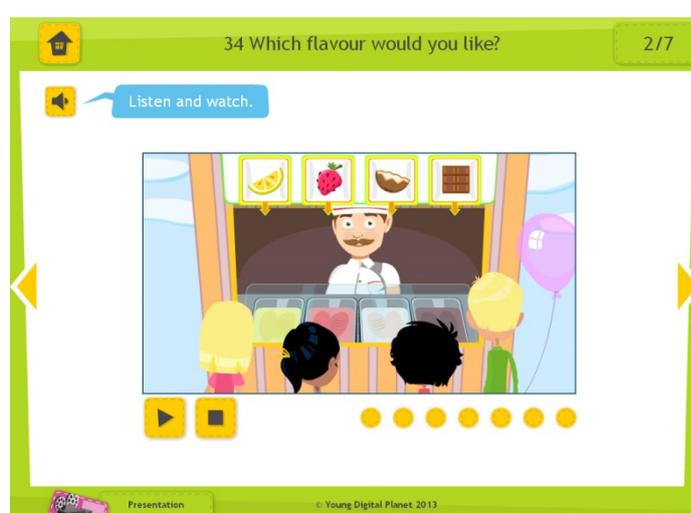
**Seller:** We have lemon, chocolate, strawberry and coconut.

**Sam:** I'd like strawberry, please.

**Kim:** And I'd like chocolate, please.

**Alex:** I'd like lemon, please.

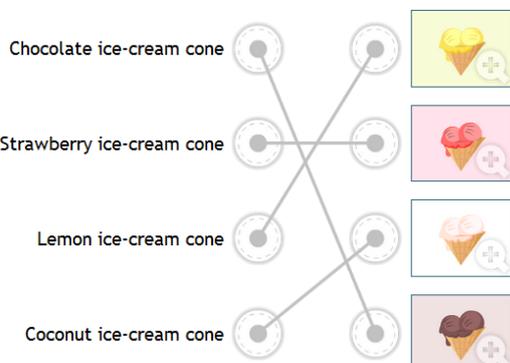
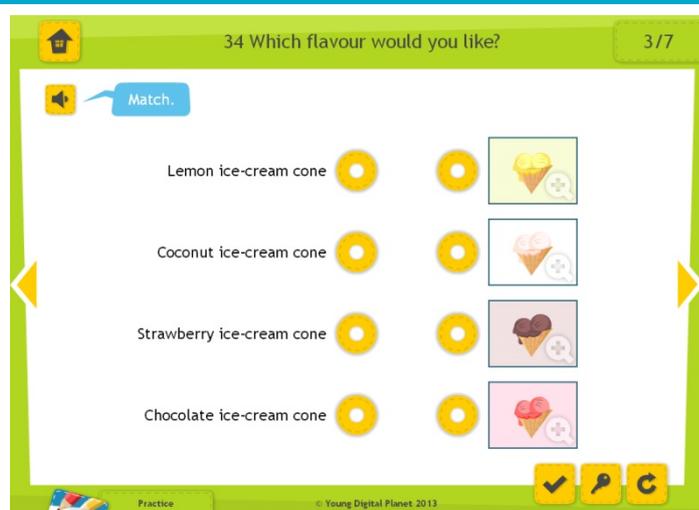
**Pat:** I'd like.. lemon, chocolate, strawberry and coconut, please!



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

**Seller:** Which flavour would you like?

**Sam:** What do you have?

**Seller:** We have lemon, chocolate, strawberry and coconut

**Sam:** I'd like strawberry, please.

**Kim:** And I'd like chocolate, please.

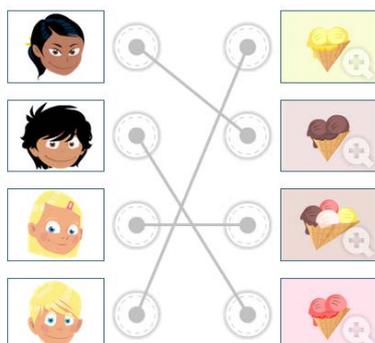
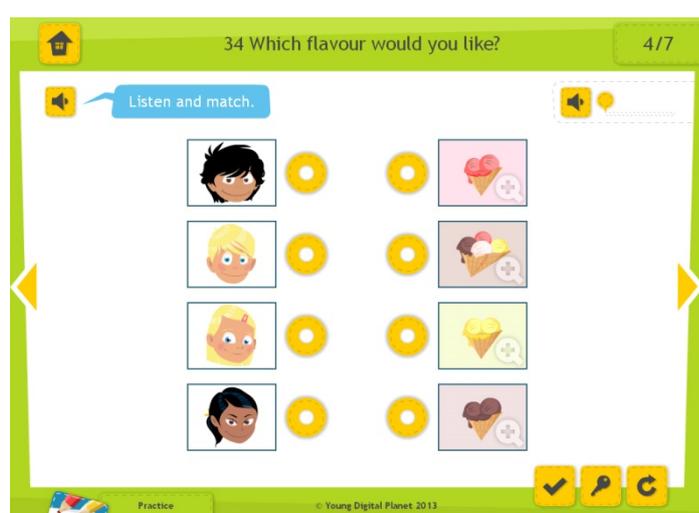
**Alex:** I'd like lemon please.

**Pat:** I'd like.. er .. lemon, chocolate, strawberry and coconut, please!

### Key:

1 Sam strawberry 2 Kim chocolate

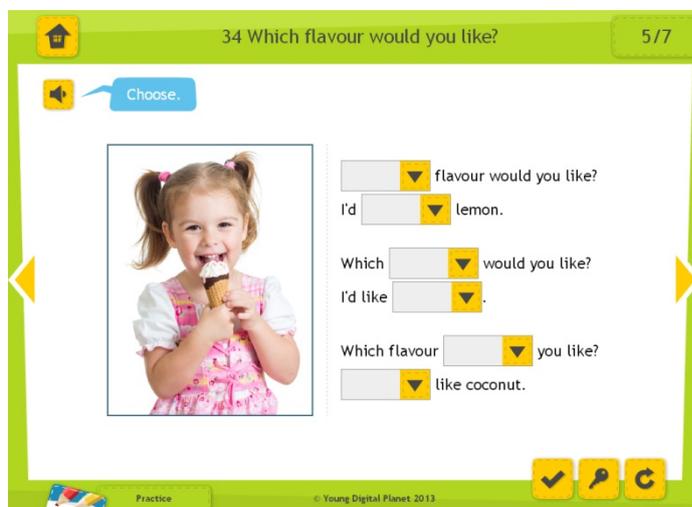
3 Alex lemon 4 Pat 4 flavours

## Screen 5

### Key:

- 1 Which
- 2 like
- 3 flavour
- 4 chocolate
- 5 would
- 6 I'd



### Additional activity

1. Give out handout 1.

#### Handout 1

Complete the sentences:

1. .... flavour would you like?
2. I'd ..... chocolate.
3. Which ..... would you like?
4. I'd ..... lemon.
5. Which flavour .....you like?
6. .... like coconut.

2. Ask students to fill in the gaps and compare their answer in pairs.
3. Ask each pair to read a couple of sentences.

**Key:** 1 Which 2 like 3 flavour 4 like 5 would 6 I'd

## Screen 6

Audio:

**Seller:** *Which flavour would you like?*



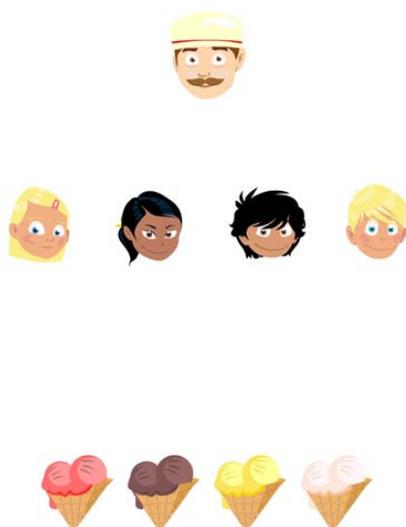
Tell the students to work in pairs and in turn ask each other *Which flavour would you like?*

Then they press the corresponding button and the ice-cream squirts out into the cone.

Make sure children respond with the full answer *I'd like..., please.*

Additional activity

Handout 2



1. Ask students to choose one of the characters and explain they are going to re-enact the first screen scene.
2. Play the scene again and tell the students to pay attention to what their chosen character orders.
3. Give out the handout and ask the student playing the Seller to start (handout needs to be cut)

Possible answer:

Seller: *Which flavour would you like?*

Sam: *I'd like strawberry, please.*

Kim: *And I'd like chocolate, please.*

Alex: *I'd like lemon please.*

Pat: *I'd like lemon, chocolate, strawberry and coconut, please!*

## Handout 1

Complete the sentences:

1. .... flavour would you like?
2. I'd ..... chocolate.
3. Which ..... would you like?
4. I'd ..... lemon.
5. Which flavour .....you like?
6. .... like coconut.

# Handout 2



Friends 4 Lesson 35		<i>An orange and an apple.</i>		Pronunciation	
<b>Aims</b>	Pronunciation <i>a / an</i> and connected speech	<b>Contents</b>	<b>Grammar</b> Articles: a / an  <b>Vocabulary</b> food	<b>Checklist</b>	2 master handouts 1 individual work handout 1 pair work handout
<b>Language Analysis</b>					
<p>When we speak in a natural way, we don't stop between words in the sentence. Fluent speech flows and the words get linked to each other. This is described as connected speech. Some sounds are linked to the next word, some are joined together, and other sounds disappear. Sometime an extra sound is added to make a smooth link.</p>					

# Procedure

## Warm-up Off the screens

1. Give out Handout 1 – Wordsearch

### Handout 1

e	g	g	a	p	i	z	z	a
i	c	e	c	r	e	a	m	o
h	a	m	b	u	r	g	e	r
b	c	g	a	j	l	n	s	a
p	m	a	n	g	o	o	t	n
e	d	f	a	p	p	l	e	g
a	d	i	n	k	m	p	r	e
r	a	h	a	g	r	a	p	e

2. Ask students to find 10 words related to food.
3. When all the students have finished, nominate volunteers to read their words.

### Key:

e	g	g		p	i	z	z	a
i	c	e	c	r	e	a	m	o
h	a	m	b	u	r	g	e	r
			a					a
p	m	a	n	g	o			n
e			a	p	p	l	e	g
a			n					e
r			a	g	r	a	p	e

## Screen 2

### Audio:

*What is it?*

1. *It's an orange!*
2. *It's a banana!*
3. *It's a pear!*
4. *It's an apple!*
5. *It's an ice cream!*



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: Bring students attention to the way the -n from *an* joins the next word, i.e. a n'apple, an'ice cream

### Additional activity

1. Ask Ss to draw pictures of 6 items.
2. Tell them to work in pairs and ask each other: *What is it?*
3. Ask Ss to come to the front of the class and demonstrate their mini-dialogues.
4. Pay extra attention to the pronunciation.

## Screen 3

Audio 1:  
*It's an ice cream!*

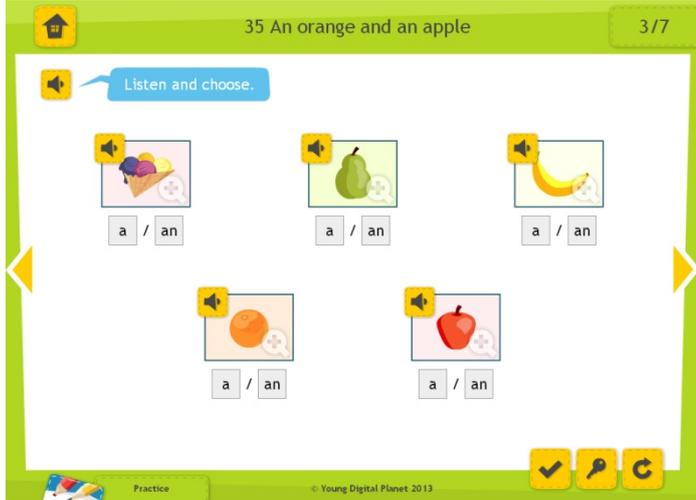
Audio 2:  
*It's a pear!*

Audio 3:  
*It's a banana!*

Audio 4:  
*It's an orange!*

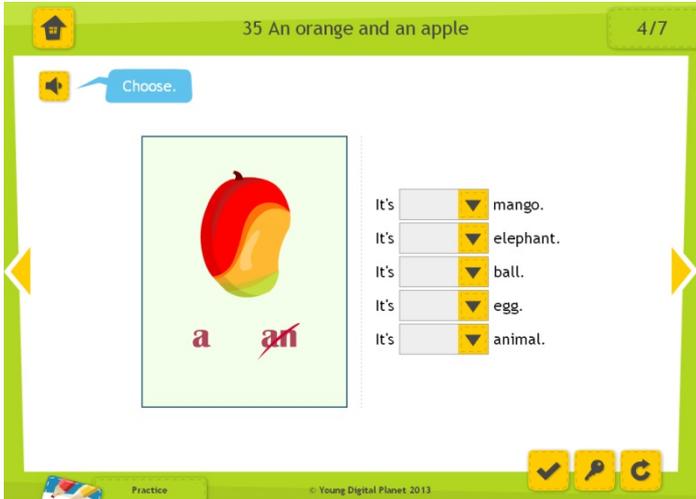
Audio 5:  
*It's an apple!*

**Key: (from left to right)**  
1 an 2 a 3 a 4 an 5 an



## Screen 4

**Key: 1 a 2 an 3 a 4 an 5 an**



## Screen 5

Audio 1:

*Do you want a mango?*

Audio 2:

*It's a banana!*

Audio 3:

*Do you want a pear?*

Audio 4:

*It's an apple!*

Audio 5:

*It's an orange!*

**Key: (random order)**

- 1 Do you want a mango?
- 2 It's a banana!
- 3 Do you want a pear?
- 4 It's an apple!
- 5 It's an orange!



Additional activity:

1. Give out Handout 2 and ask Ss to decide in their pairs which article is correct **a** or **an**.

### Handout 2

**Choose: a or an.**

1. It's **a/an** orange!
2. Do you want **a/an** ice cream?
3. Do you want **a/an** pear?
4. Would you like **a/an** banana?
5. Do you want **a/an** egg?
6. It's **a/an** apple!
7. Do you want **a/an** mango?
8. It's **a/an** hamburger.
9. It's **a/an** elephant.
10. Do you have **a/an** ball?
11. Would you like **a/an** egg?
12. It's **a/an** animal.

2. Nominate Ss to read out their answers.

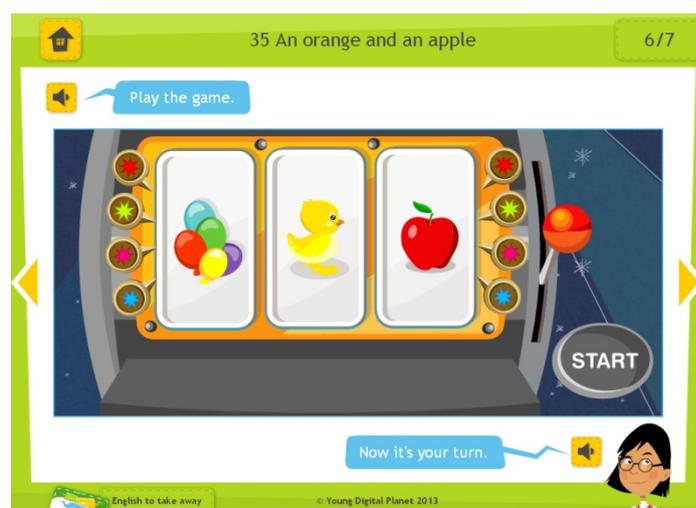
**Key:**

1. It's an orange!
2. Do you want an ice cream?
3. Do you want a pear?
4. Would you like a banana?
5. Do you want an egg?
6. It's an apple!
7. Do you want a mango?
8. It's a mango.
9. It's an elephant.
10. Do you have a ball?
11. Would you like an egg?
12. It's an animal.

## Screen 6

Audio:

*an apple - an orange - a pear  
 a banana - an orange - an apple  
 a pear - an orange - an apple  
 an apple - a banana - a pear  
 an orange - an apple - a banana  
 an orange - an orange - an orange -  
 'hooray!'*



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to make lines of three pictures that are all the same.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the words you hear.
3. When the machine shows three items of fruit that are the same, you win!

4. Repeat as many times as you like.

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

Tell students to work in pairs and practice  
saying the words on the screen.

# Handout 1

e	g	g	a	p	i	z	z	a
i	c	e	c	r	e	a	m	o
h	a	m	b	u	r	g	e	r
b	c	g	a	j	l	n	s	a
p	m	a	n	g	o	o	t	n
e	d	f	a	p	p	l	e	g
a	d	i	n	k	m	p	r	e
r	a	h	a	g	r	a	p	e

## Handout 2

**Choose: a or an.**

1. It's **a/an** orange!
2. Do you want **a/an** ice cream?
3. Do you want **a/an** pear?
4. Would you like **a/an** banana?
5. Do you want **a/an** egg?
6. It's **a/an** apple!
7. Do you want **a/an** mango?
8. It's **a/an** hamburger.
9. It's **a/an** elephant.
10. Do you have **a/an** ball?
11. Would you like **a/an** egg?
12. It's **a/an** animal.

Friends 4 Lesson 36		<i>Would you like an ice cream?</i>		Skills
<b>Aims</b>	Listening and speaking	<b>Contents</b>	<b>Grammar</b> <i>Would you like + noun?</i>  <b>Vocabulary</b> <i>van</i> Everyday English: <i>Wait!</i>	2 Master handouts 1 individual work handout – word search, 1 pair work handout – dialogue – needs to be cut out Scissors
<b>Language Analysis</b>				
<p><b>Grammar:</b> we form question with the auxiliary verb <i>would</i> using inversion, i.e. the positions of auxiliary verb and subject have been inverted to make the question.  <i>I would like a banana.</i>  <i>Would you like a banana?</i></p> <p><b>Hint:</b> It's not easy to understand the culture of different country. Some things that you may consider polite are rude to an English speaker. We use rising intonation when we want to be polite. Flat intonation sounds disinterested and rude.</p> <p>It is vital that the students understand the importance of <i>please</i> at the end of the sentence and <i>thank you</i> when they order in English, otherwise they could be perceived as rude in English-speaking cultures</p>				

# Procedure

## Warm-up Off the screens

### Handout 1

#### Wordsearch

C	A	R	R	O	T	S	O
U	C	H	I	C	K	E	N
P	I	Z	Z	A	L	B	I
P	L	A	Y	K	E	U	O
R	I	C	E	E	M	R	N
P	O	T	A	T	O	G	S
C	H	I	P	S	N	E	A
F	L	A	V	O	U	R	T

1. Give out Handout 1 and ask students to find 10 words related to food.
2. When they have finished, ask them to compare their answers in pairs.
3. Ask students: *Do you like rice?* And tell them to ask each other about Selected items from Wordsearch.

**Key:** across: CARROTS CHICKEN PIZZA RICE POTATO CHIPS FLAVOUR  
 down: CAKE BURGER ONIONS

## Screen 2

**Ann:** *What's that?*

**Sam:** *It's the ice cream van. Hurrah! Would you like an ice cream?*

**Ann:** *Yes, please!*

**Sam:** *Do you like lemon ice cream?*

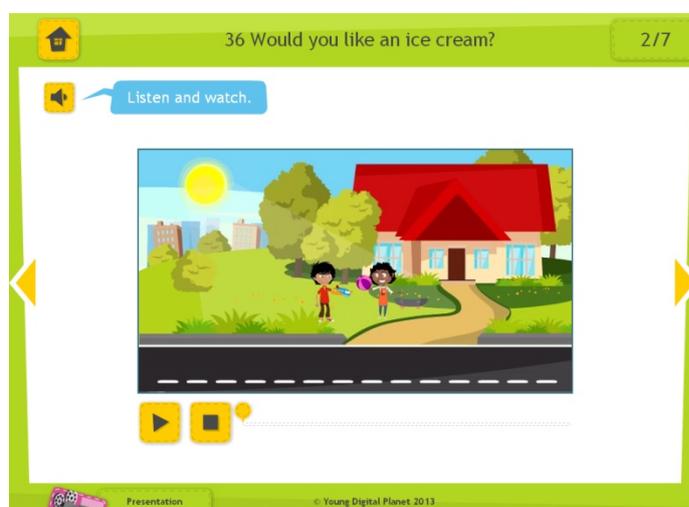
**Ann:** *Oh, no, I don't.*

**Sam:** *Which flavour would you like?*

**Ann:** *I'd like strawberry please. Yummy.*

**Sam:** *Ok, strawberry ice cream for you and lemon ice cream for me.*

**Sam:** *Hey, ice cream man, wait!*



Exploit the scene by asking the Ss to describe

what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

### Screen 3

**Ann:** *What's that?*

**Sam:** *It's the ice cream van. Hurrah!*

*Would you like an ice cream?*

**Ann:** *Yes, please!*

**Sam:** *Do you like lemon ice cream?*

**Ann:** *Oh, no, I don't.*

**Sam:** *Which flavour would you like?*

**Ann:** *I'd like strawberry please. Yummy.*

**Sam:** *OK, strawberry ice cream for you*

*and lemon ice cream for me.*

**Sam:** *Hey, ice cream man, wait!*

**Key:** 1 True 2 False 3 True 4 True



#### Additional activity

1. Ask students to correct the false sentence: *Sam wants chocolate ice cream to Sam wants lemon ice cream.*
2. Now ask them to write 4 sentences true for them e.g. *I like lemon ice cream. I don't want a chocolate ice cream. I like ice cream. I want lemon ice cream.*
3. Ask students to take the notes of person sitting next to them and report what they have written using he or she e.g. *.He likes lemon ice cream. He doesn't want a chocolate ice cream. He likes ice cream. He wants lemon ice cream.*

## Screen 4

**Ann:** *What's that?*

**Sam:** *It's the ice cream van. Hurrah!  
Would you like an ice cream?*

**Ann:** *Yes, please!*

**Sam:** *Do you like lemon ice cream?*

**Ann:** *Oh, no, I don't.*

**Sam:** *Which flavour would you like?*

**Ann:** *I'd like strawberry please. Yummy.*

**Sam:** *Ok, strawberry ice cream for you  
and lemon ice cream for me.*

**Sam:** *Hey, ice cream man, wait!*

### Key:

- 1 What's that?
- 2 Would you like an ice cream?
- 3 Do you like lemon ice cream?
- 4 Which flavour would you like?



36 Would you like an ice cream? 4/7

Choose.

Ann:  ▼

Sam: It's the ice cream van. Hurrah!  
 ▼

Ann: Yes, please!

Sam:  ▼

Ann: Oh, no, I don't.

Sam:  ▼

Ann: I'd like strawberry please. Yummy.

Practice © Young Digital Planet 2013

Handout 2 – needs to be cut out

## Handout 2

What's that?

It's the ice cream van. Hurrah! Would you like an ice cream?

Yes, please!

Do you like lemon ice cream?

Which flavour would you like?

I'd like strawberry please. Yummy.

OK, strawberry ice cream for you and lemon ice cream for me.

Hey, ice cream man, wait!

Oh, no, I don't.

1. Make sure you make copies and take time to cut up each dialogue before class. In order to avoid mixing dialogues up, add a coloured dot to the corner of each set and put them together with a paper clip.
2. Ask students to listen to the dialogue again.
3. Give out Handout 2 and ask them to put the dialogue in the correct order.
4. When they have finished, ask a few pairs to read out the dialogue.

### Key:

**A:** What's that?

**B:** It's the ice cream van. Hurrah! Would you like an ice cream?

**A:** Yes, please!

**B:** Do you like lemon ice cream?

**A:** Oh, no, I don't.

**B:** Which flavour would you like?

**A:** I'd like strawberry please. Yummy.

**B:** OK, strawberry ice cream for you and lemon ice cream for me.

**A:** Hey, ice cream man, wait!

## Screen 5

Audio 1:

*I'd like a big chocolate ice cream please.*

Audio 2:

*I'd like a lemon ice cream please.*

Audio 3:

*I'd like a strawberry ice cream please.*

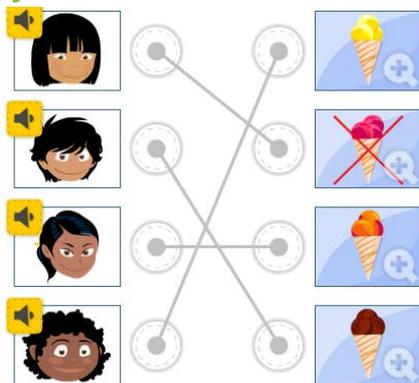
Audio 4:

*I don't want an ice cream.*

Audio 5:

*I'd like a mango ice cream please!*

**Key:**

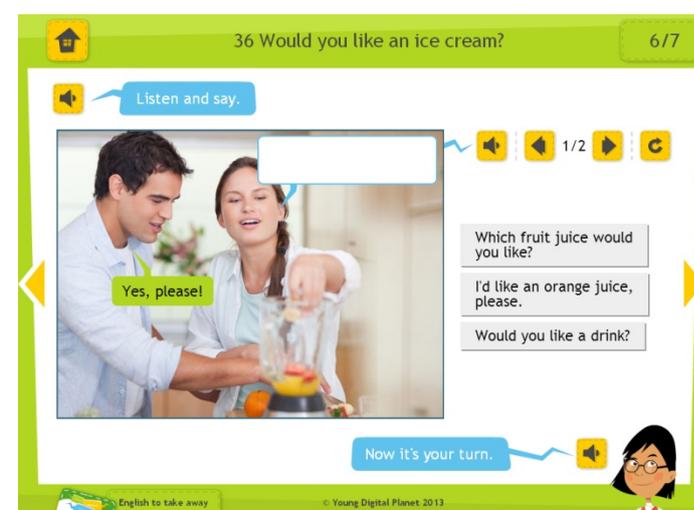



## Screen 6

Audio:

*Would you like a drink?  
Yes, please!*

*Which fruit juice would you like? We  
have apple, orange and mango.  
I'd like orange juice, please.*



1. Look at the picture and read the dialogue.

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

Now it's your turn: Ask students to work in pairs and have a conversation with words they know, e.g. *fruit, ice cream, juice, cake*.

# Handout 1

C	A	R	R	O	T	S	O
U	C	H	I	C	K	E	N
P	I	Z	Z	A	L	B	I
P	L	A	Y	K	E	U	O
R	I	C	E	E	M	R	N
P	O	T	A	T	O	G	S
C	H	I	P	S	N	E	A
F	L	A	V	O	U	R	T

## Handout 2

What's that?

It's the ice cream van. Hurrah! Would you like an ice cream?

Yes, please!

Do you like lemon ice cream?

Which flavour would you like?

I'd like strawberry please. Yummy.

OK, strawberry ice cream for you and lemon ice cream for me.

Hey, ice cream man, wait!

Oh, no, I don't.

Friends 4 Lesson 37		<i>What's for dinner?</i>		Grammar & Functions	
<b>Aims</b>	Asking about food  Using countable and uncountable nouns  Revising <i>some</i> + C/U noun	<b>Contents</b>	<b>Grammar</b> Countable and uncountable nouns  <b>Vocabulary</b>  <i>What's for dinner?</i> <i>bread</i> <i>chicken</i> <i>fish</i> <i>rice</i> <i>burger</i> <i>chips</i> <i>peas</i> <i>carrots</i> <i>onions</i> <i>potatoes</i>	<b>Checklist</b>	4 Master handouts 3 sets of flashcards, 1 individual work handout: reuse from previous lesson, handout of fruits and sentence completion.
<b>Language Analysis</b>					
<p><b>Grammar:</b> in English nouns are divided into countable and uncountable. The countable nouns are the ones that we can put a number in front of. We can count apples but we can't count water. The distinction is important. The countable nouns have plural form: <i>one banana, two bananas</i>. We use <i>many</i> to ask for countable nouns and <i>much</i> for uncountable ones. <i>There are five bananas in the bowl.</i>  <i>How many bananas are there?</i>  <i>There is water in the bowl.</i>  <i>How much water is there?</i></p> <p>We use <i>some</i> with countable nouns in the plural and uncountable nouns in affirmative sentences:  <i>There are some apples. There is some sugar.</i></p> <p>However, we also use <i>some</i> in questions when we expect the answer to be "Yes" - if the function of a question is to offer or demand something, we can use <i>some</i> rather than <i>any</i>:  <i>Would you like some juice?</i></p>					

Could you help me with breakfast, please?  
Can we practise some English?

**Hint:** in BrE we pronounce *tomato* /tə'mɑ:təʊ/, in AmE it is /tə'mertəʊ/  
in both BrE and AmE *potato* is /pə'tetəʊ/

## Procedure

### Warm-up Off the screens

1. Show Ss the picture of a bowl of fruit in Handout 1:

[Handout 1](#)



2. Pointing at particular fruits say: *a banana, an apple, a pear, an orange, a mango.*
3. Remind students when we use *an* and *a*.
4. Show students Handout 2 – individual fruits and ask *What's this?* and elicit the correct answer with an appropriate article. Ask Ss to match the names with the pictures.

## Handout 2

1 banana	A 
2 orange	B 
3 pear	C 
4 apple	D 
5 mango	E 
6 grape	F 

1. Match the words with the pictures
2. Ask Ss to work in pairs and compare their answers.

**Key:** 1 d 2 c 3 a 4 f 5 b 6 f

## Screen 2

**Lucy:** *What's for dinner, Mum? Can we have fish and peas?*

**Ben:** *I'm hungry! Can I have two burgers and some chips and peas, please?*

**Mum:** *No, not today. Today we have chicken and rice.*

**Ben:** *Rice is nice! And chicken! Hooray. No vegetables!*

**Mum:** *Of course there are vegetables. We have carrots, onions and peas.*

**Lucy:** *Can I have some bread or potatoes? I don't want rice.*

**Mum:** *Well, alright. You can have bread, chicken, carrots, and peas. What about you, Robot? Do you want rice?*



37 What's for dinner? 2/7

Listen and watch.

© Young Digital Planet 2013

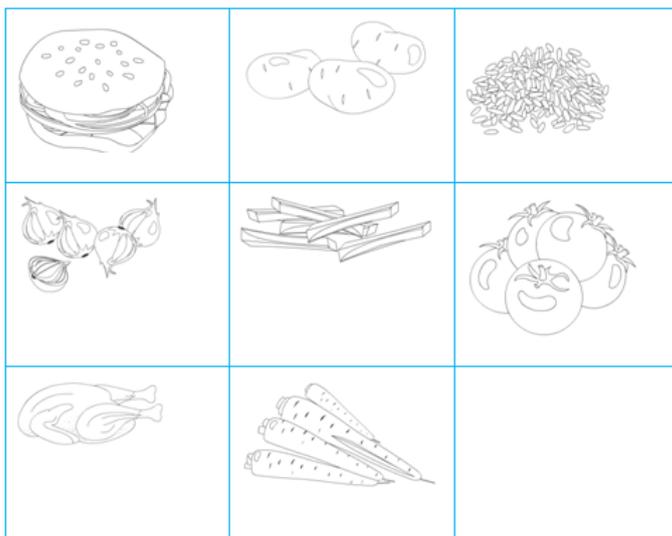
Exploit the scene by asking the Ss to describe

**Robot:** *No thank you. Chips for me, please. Computer chips, he he he he he.*

what they can see. This will help students with pronunciation and meaning.

### Additional activity

#### Handout 3



### Set of flashcards

1. Play the audio from Screen 1 again, show students a flashcard with the item they hear. The items will appear in the following order: *fish, peas, burgers, chips, peas, chicken, rice, carrots, onions, peas, bread, potatoes, bread, chicken, carrots, peas, rice, chips.*
2. Ask students to select one item each and give out flashcards, make sure they can pronounce their word correctly.
3. Ask students to teach their word to every student in the group.
4. When students have finished the teaching stage, ask them to stand in a circle, invite each student with their flashcard in the centre and ask *What's in the picture?*
5. Tell students to raise their hand if they know the answer, nominate one student to give the answer.
6. Ask all students to repeat the word.
7. Continue until everybody has shown their flashcard and elicited their word.
8. At the end check all the words as a class, drilling pronunciation chorally and individually.

## Screen 3

Audio 1:

*Ben wants two burgers and some chips and carrots.*

Audio 2:

*Dinner today is chicken and rice and vegetables.*

Audio 3:

*Lucy doesn't want rice.*

Audio 4:

*The vegetables are carrots, peas and onions.*

**Key:** 1 False 2 True 3 True 4 True



37 What's for dinner? 3/7

Listen and choose.

- Ben wants two burgers and some chips and carrots.
- Dinner today is chicken and rice and vegetables.
- Lucy doesn't want rice.
- The vegetables are carrots, peas and onions.

Practice © Young Digital Planet 2013

## Screen 4

Audio 1:

*Mum is cooking a big chicken for dinner.*

Audio 2:

*Can I have some rice, please?*

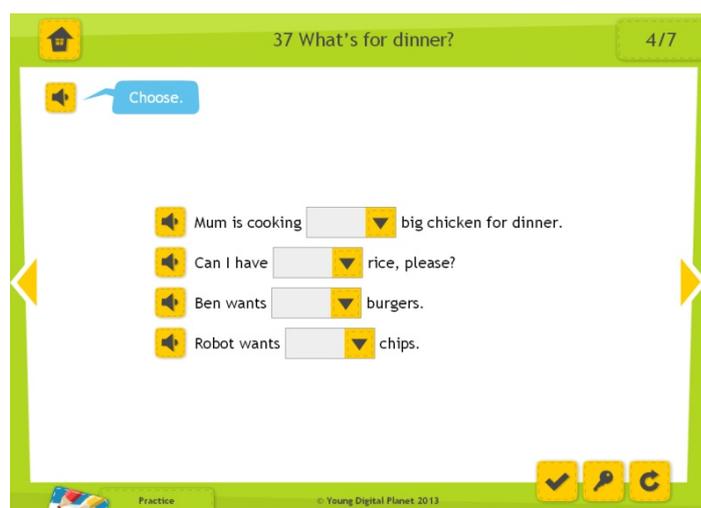
Audio 3:

*Ben wants two burgers.*

Audio 4:

*Robot wants some chips.*

**Key:** 1 a 2 some 3 two 4 some



37 What's for dinner? 4/7

Choose.

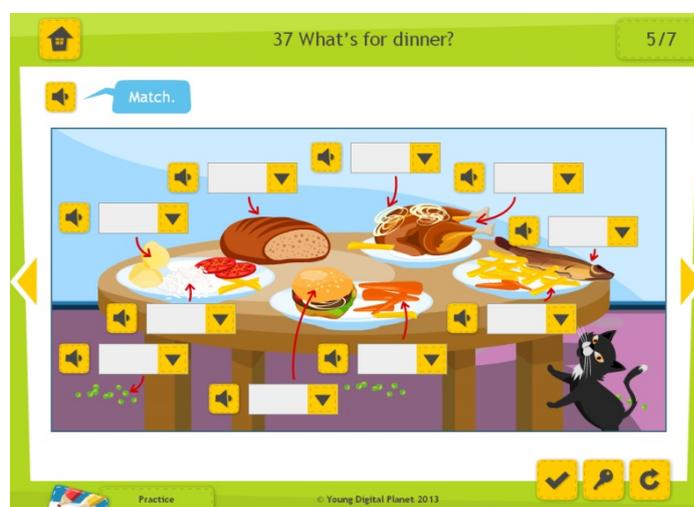
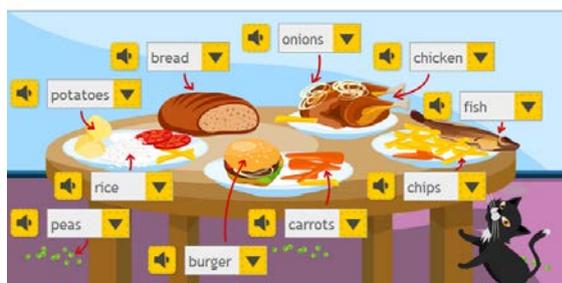
- Mum is cooking  big chicken for dinner.
- Can I have  rice, please?
- Ben wants  burgers.
- Robot wants  chips.

Practice © Young Digital Planet 2013

## Screen 5

### Audio:

bread  
chicken  
fish  
rice  
burger  
chips  
peas  
carrots  
onions  
potatoes



### Additional activity

#### Handout 4

Complete the sentences with *a / an* or *some*:

1. Would you like \_\_\_ apple?
2. Can I have \_\_\_ rice?
3. I want \_\_\_ chips.
4. There is \_\_\_ orange on a table.
5. I would like \_\_\_ peas.
6. I would like \_\_\_ pear.
7. Would you like \_\_\_ grapes?
8. There are \_\_\_ carrots in the kitchen.
9. I want chicken and \_\_\_ potatoes for dinner.
10. Would you like \_\_\_ chocolate?

**Key:** 1 an 2 some 3 some 4 an 5 some 6 a 7 some 8 some 9 a / some 10 some

1. Remind students about countable and uncountable nouns and explain the use of *some*.
2. Ask students to complete the sentences individually.
3. When they have finished, ask them to compare their answers in pairs.
4. Ask individual students to read out the completed sentences.

## Screen 6

### Audio 1:

*What's for dinner? A burger and some peas.*

### Audio 2:

*What's for dinner? A potato and an onion.*

### Audio 3:

*What's for dinner? A fish and some chips.*

### Audio 4:

*What's for dinner? A chicken and some rice.*

### Audio 5:

*What's for dinner? Some bread and a carrot.*



The aim of the game is to make pairs. Ask students to do the activity individually.

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

Now it's your turn: Get students to work in pairs and ask: *What's for dinner?* and they should ask and answer about the food they like, want, eat etc.

### Additional activity: Memory game

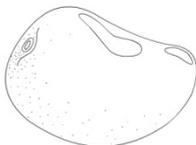
1. Show students 6 items of food (flashcards from handout 3 or you may bring real or play food) and ask them to write down the words in the order they have seen them.
2. Once you have checked students have all the words correct, repeat them chorally.
3. Repeat the activity and adjust the number of items you are going to show according

to how well the students did in the first round.

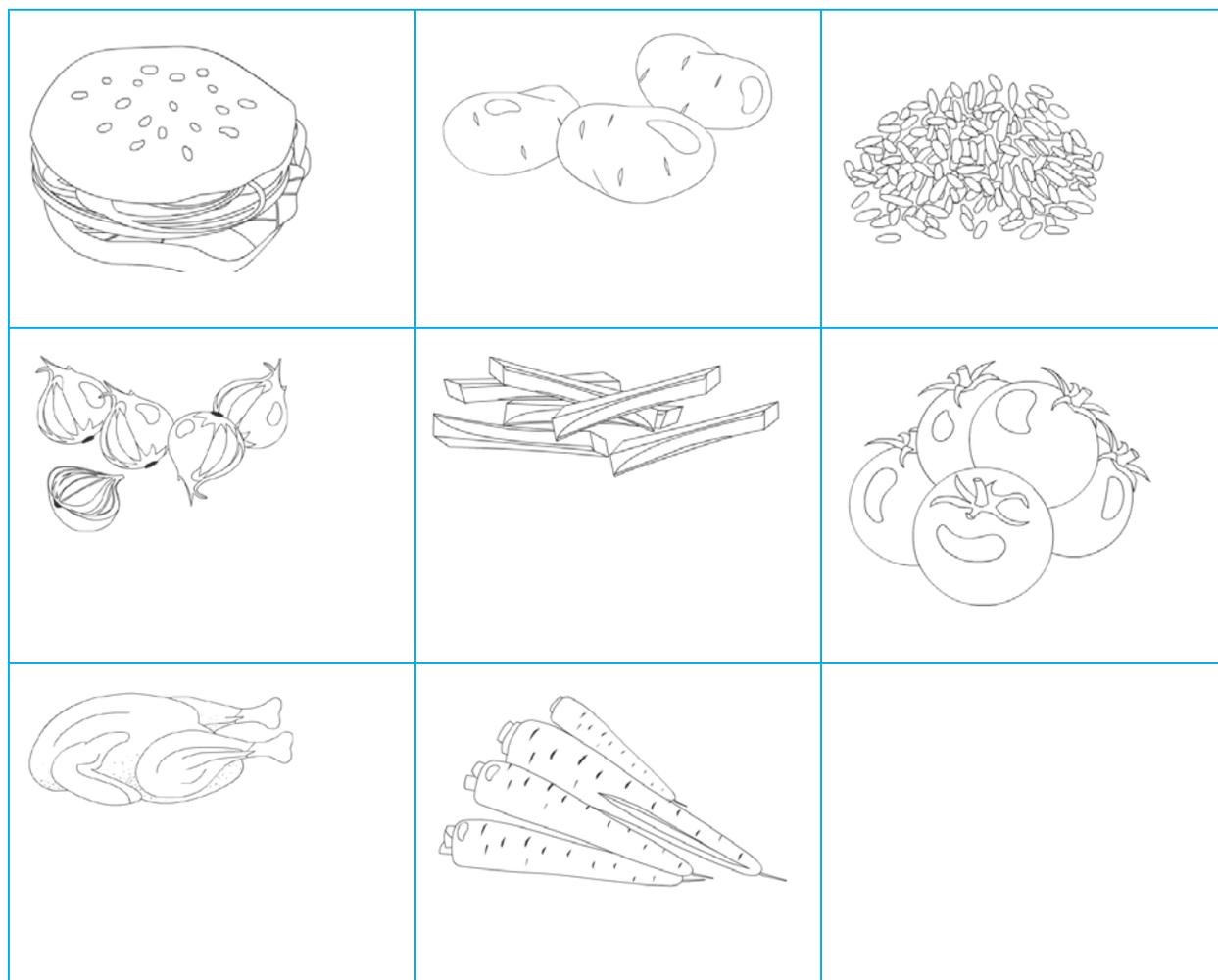
# Handout 1



## Handout 2

1 banana	 A
2 orange	 B
3 pear	 C
4 apple	 D
5 mango	 E
6 grape	 F

# Handout 3



## Handout 4

Complete the sentences with *a / an* or *some*:

1. Would you like \_\_\_\_ apple?
2. Can I have \_\_\_\_ rice?
3. I want \_\_\_\_ chips.
4. There is \_\_\_\_ orange on a table.
5. I would like \_\_\_\_ peas.
6. I would like \_\_\_\_ pear.
7. Would you like \_\_\_\_ grapes?
8. There are \_\_\_\_ carrots in the kitchen.
9. I want chicken and \_\_\_\_ potatoes for dinner.
10. Would you like \_\_\_\_ chocolate?

---

## Handout 4

Complete the sentences with *a / an* or *some*:

1. Would you like \_\_\_\_ apple?
2. Can I have \_\_\_\_ rice?
3. I want \_\_\_\_ chips.
4. There is \_\_\_\_ orange on a table.
5. I would like \_\_\_\_ peas.
6. I would like \_\_\_\_ pear.
7. Would you like \_\_\_\_ grapes?
8. There are \_\_\_\_ carrots in the kitchen.
9. I want chicken and \_\_\_\_ potatoes for dinner.
10. Would you like \_\_\_\_ chocolate?

Friends 4 Lesson 38		<i>Do you like vegetables?</i>		Grammar & Functions	
<b>Aims</b>	<p>Talking about likes and dislikes</p> <p>Practicing the use of present simple with <i>Do you/they/Does he/she like ..?</i></p>	<b>Contents</b>	<p><b>Grammar</b> Questions: <i>do, does</i> Verb: <i>like</i></p> <p><b>Vocabulary</b> <i>Do you like vegetables?</i> <i>Yes, I do.</i></p>	<b>Checklist</b>	<p>2 Master handouts: sentence completion (1 individual work, 1 pair work)</p>
<b>Language Analysis</b>					
<p><b>Grammar:</b> we form questions in Present Simple using the auxiliary <b>do</b>, and <b>does</b> in 3rd person singular:  <i>Do I/you/we/they like vegetables?</i>  <i>Does he/she/it play football?</i></p> <p>The verb <b>like</b> is one of the most commonly used verbs in English. When you use the verb <i>like</i>, you have to say what you like, even if you have to use 'it' or 'this.'  <i>Do you like bananas? Yes, I do. No, I don't. Yes, I like bananas.</i></p> <p>The answer <i>Yes, I like</i> is not complete, the verb <i>like</i> must be followed by a noun or pronoun.</p>					

# Procedure

## Warm-up Off the screens

1. Ask students to sit in a circle.
2. Choose 4 or 5 fruits and go round the circle giving each student the name of a fruit e.g. *mango, banana, pear, apple, orange*.
3. Ask a student to stand in the middle and take his/her chair away. They then call out the name of a fruit.
4. The students who are that fruit must get up and change seats, while the student in the middle also tries to find a seat. Whoever is left over stands in the middle.
5. The student in the middle can also say *fruit salad* and everyone must change seats.
6. Carry on using 4 or 5 vegetables e.g. *potatoes, onions, beans, peas, cucumbers*. The student in the middle will now say *vegetable salad* if they want everyone to change seats.

## Screen 2

**Kim:** *Do you like vegetables?*

**Lucy:** *Yes, I do. I like peas and carrots but I don't like onions. Jill, does Teddy like vegetables?*

**Jill:** *No, he doesn't, do you Teddy? No, Teddy doesn't like vegetables!*

**Kim:** *Not true! He likes peas and carrots.*

**Jill:** *No, Kim. He doesn't like peas and carrots!*

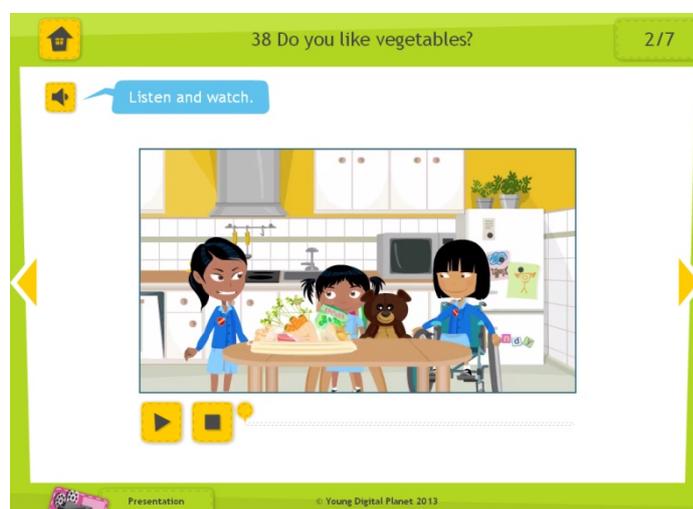
**Lucy:** *What about onions?*

**Jill:** *Yuk! I don't like onions and Teddy doesn't like onions.*

**Lucy:** *We don't like onions!*

**Jill:** *No!*

**Kim, Lucy and Jill:** *But we like ice cream!*



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

Note: The noun *vegetable* is pronounced /'vedʒtəb(ə)l/

### Screen 3



Audio 1:

*She doesn't like onions.*



Audio 2:

*Do you like pear and carrots?*



Audio 3:

*I like vegetables.*

**Key:** see pictures above (random order)

### Screen 4

**Key:** (from left to right)

1 Do 2 like 3 doesn't like 4 likes

## Screen 5

### Audio 1:

*Does she like vegetables?*

**Yes, she does.**

### Audio 2:

*Does he like vegetables?*

**No, he doesn't.**

### Audio 3:

*Does she like vegetables?*

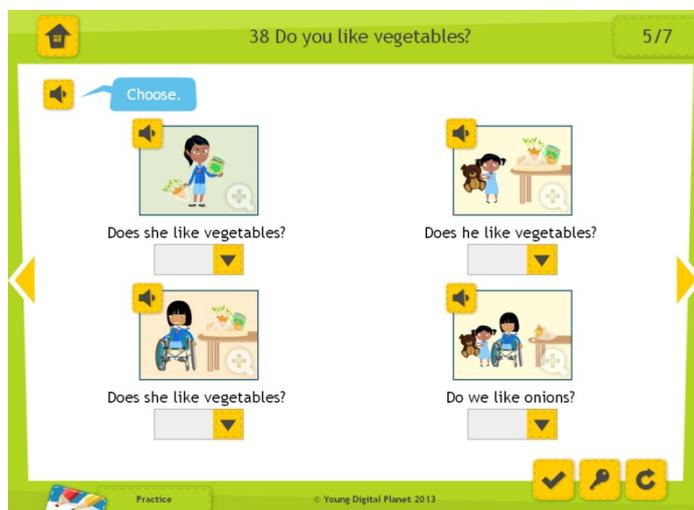
**Yes, she does.**

### Audio 4:

*Do we like onions?*

**No, we don't.**

**Key:** see audio above (from left to right)



### Additional activity - Handout 1

#### Handout 1

1. \_\_\_ she like vegetables? Yes, she \_\_\_ .
2. \_\_\_ he like pizza? No, he \_\_\_ .
3. \_\_\_ she like pears? Yes, she \_\_\_ .
4. \_\_\_ we like onions? No, we \_\_\_ .
5. \_\_\_ you like burgers? Yes, I \_\_\_ .
6. \_\_\_ we like orange juice? Yes, we \_\_\_ .
7. \_\_\_ he like cake? No, he \_\_\_ but he \_\_\_ chocolate.
8. \_\_\_ they like cucumbers?  
No, they \_\_\_ but they \_\_\_ tomatoes.
9. \_\_\_ she like computer games?  
No, she \_\_\_ but she \_\_\_ playing with her friends.
10. \_\_\_ you like basketball? No, I \_\_\_ but I like football.

1. Say: *Lucy doesn't like onions but she likes ice cream.*
2. Give out Handout 1 and ask students to complete the sentences.
3. When they have finished, nominate volunteers to read out their answers.

**Key:** 1 Does, does 2 Does, doesn't 3 Does, does 4 Do, don't 5 Do, do 6 Do, do 7 Does, doesn't likes 8 Do, don't , like 9 Does, doesn't, likes 10 Do, don't, like

## Screen 6

Audio 1:

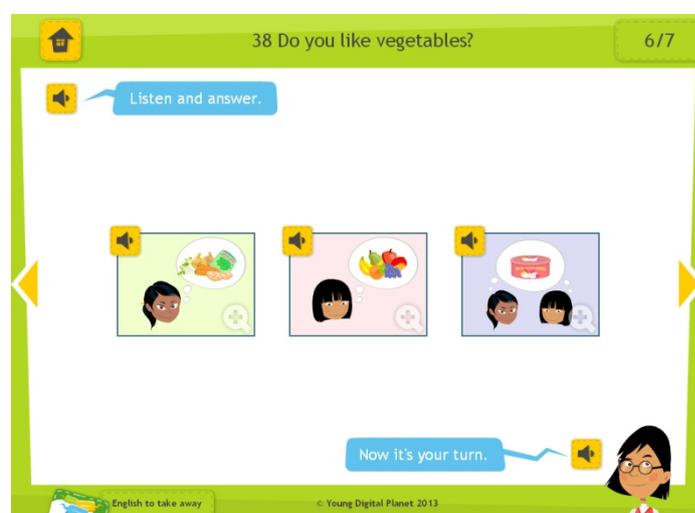
*Do you like vegetables?*

Audio 2:

*Do you like fruit?*

Audio 3:

*Do you like ice-cream?*



1. Ask students to look at the pictures, listen and answer each question.
2. Now it's your turn: Ask students to work in pairs and ask and answer: What do you like? What don't you like?
3. Remind and encourage students to answer with Yes, I do or No, I don't.

Additional activity – Handout 2

Handout 2

😊 and 😞 - I, she, he  
😊😊 and 😞😞 - we, you, they

1. Do you like ice cream? 😊
2. Do they like football? 😞😞
3. Does she like tomatoes? 😞
4. Do you like onions? 😞😞
5. Does he like music? 😊

😊 1 Yes, \_\_\_\_ .

😞😞 2 No, \_\_\_\_ .

😞😞 3 No, \_\_\_\_ .

😊 4 No, \_\_\_\_ .

😊 5 Yes, \_\_\_\_ .

1. Explain that students should match questions and answers looking at the 😊 and 😞 symbols.
2. Ask students to complete the answers.
3. Ask students to check their answers in pairs.
4. Nominate pairs of students to read their answers out loud.

# Handout 1

1. \_\_\_\_ she like vegetables?      Yes, she \_\_\_\_ .
2. \_\_\_\_ he like pizza?              No, he \_\_\_\_ .
3. \_\_\_\_ she like pears?              Yes, she \_\_\_\_.
4. \_\_\_\_ we like onions?              No, we \_\_\_\_.
5. \_\_\_\_ you like burgers?            Yes, I \_\_\_\_ .
6. \_\_\_\_ we like orange juice?      Yes, we \_\_\_\_ .
7. \_\_\_\_ he like cake? No, he \_\_\_\_ but he \_\_\_\_ chocolate.
8. \_\_\_\_ they like cucumbers?  
  
No, they \_\_\_\_ but they \_\_\_\_ tomatoes.
9. \_\_\_\_ she like computer games?  
  
No, she \_\_\_\_ but she \_\_\_\_ playing with her friends.
10. \_\_\_\_ you like basketball?      No, I \_\_\_\_ but I like football.

## Handout 2

😊 and 😞 - I, she, he

😊😊 and 😞😞 - we, you, they

1. Do you like ice cream? 😊
2. Do they like football? 😞😞
3. Does she like tomatoes? 😞
4. Do you like onions? 😞😞
5. Does he like music? 😊

😊 1 Yes, \_\_\_\_\_ .

😞😞 2 No, \_\_\_\_\_ .

😞😞 3 No, \_\_\_\_\_ .

😞 4 No, \_\_\_\_\_ .

😊 5 Yes, \_\_\_\_\_ .

Friends 4  
 Lesson 39

*What's your favourite food?*

 Grammar &  
 Functions

<b>Aims</b>	Talking about likes and dislikes  Revising: <i>Would you like some...?</i> from unit 27	<b>Contents</b>	<b>Grammar</b> Questions: <i>What's your favourite...?</i> Possessive adjectives: <i>your, his, her</i>  <b>Vocabulary</b> <i>What's your favourite food?</i> <i>pizza</i>  revise: <i>onion</i> <i>tomato</i> <i>chips</i> <i>chicken</i> <i>fish</i> <i>beans</i>	<b>Checklist</b>	Paper Coloured pencils
-------------	---	-----------------	---	------------------	---------------------------

## Language Analysis

**Grammar:** we use the Present Simple when we talk about likes and dislikes.  
*I like cartoons but I don't like horror films.*

A very common way to ask about preferences is to use the question  
*What's your favourite ....?* To which we reply *My favourite ... is...?*

Possessive adjectives: *my, your, his, her, its, our, their* are used with nouns to show something belongs to somebody e.g. *This is my book*;  
 for family and friends e.g. *His cousin lives in London*;  
 for parts of the body *Move your legs, please*;  
 to express opinions and preferences e.g. *Her favourite colour is purple.*

# Procedure

## Warm-up Off the screens

1. Bring a small basket/bag of food to the classroom that includes: rice, apples, pears, mango, bread, oranges, and potatoes.  
If this isn't possible, put flashcards from unit 37 in the basket or bag.
2. Take out one item of food from the basket and depending whether the item is singular or plural ask students: *Would you like a or some ... ?* and get individual students to finish the question and answer it using *Yes, please. No, thank you.*
3. When you have distributed all the food items, write on the board:  
*Would you like a banana?*  
*Would you like some juice?*
4. Ask students to read the questions chorally.
5. Ask students to walk round the class and offer each other their items in turn saying *Would you like a or some ... ?* and replying *Yes, please. No, thank you.*
6. Allow 5 minutes for mill activity and monitor student's work correcting any errors.

## Screen 2

**Mum:** *So, boys. Would you like fish and chips for dinner? Do you like fish, Sam?*  
**Biscuit:** *Meow, Meow!*  
**Sam:** *No, I don't. But Biscuit does.*  
**Alex:** *Of course he does, he's a cat! Fish is his favourite food.*  
**Mum:** *What's your favourite food, Sam?*  
**Sam and Alex:** *Pizza!*  
**Mum:** *OK, pizza it is then!*



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

Additional activity

Play audio again and ask students:

1. *What's Biscuit's favourite food?*
2. *What's Sam's favourite food?*
3. *What's Alex's favourite food?*
4. *What's your favourite food?*

Elicit the answers *fish, pizza, pizza*, and individual student's answers, then point at a boy student and say:

*His favourite food is pizza.*

Point at a girl student and say *Her favourite food is ....?*

## Screen 3

Audio 1:

*Biscuit's favourite food is fish.*

Audio 2:

*Sam's favourite food is pizza.*

Audio 3:

*Ben's favourite food is chicken.*

Audio 4:

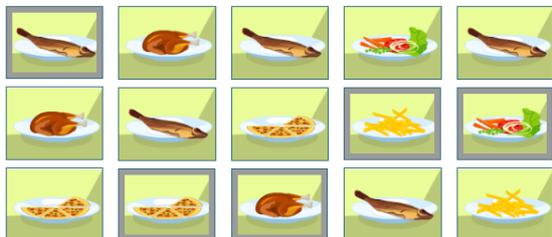
*Robot's favourite food is chips.*

Audio 5:

*Lucy's favourite food is vegetables.*

**Key:**

- 1 fish.
- 2 pizza.
- 3 chicken.
- 4 chips.
- 5 vegetables.



### Additional activity

1. Write *Biscuit, Sam, Ben, Robot* and *Lucy* on the board.
2. Ask students *What's Biscuit's favourite food?* If students don't remember ask them to listen to the recording again.
3. Continue with all the remaining characters pointing at them and using *his/her* possessive adjectives.

1. Sam – *What's his favourite food?*
2. Ben – *What's his favourite food?*
3. Robot – *What's his favourite food?*
4. Lucy – *What's her favourite food?*

4. Ask students to write down the answers using *his* and *her*.

### Key:

- 1 His favourite food is pizza.
- 2 His favourite food is chicken.
- 3 His favourite food is chips.
- 4 Her favourite food is vegetables.

## Screen 4

### Audio 1:

*burger*

### Audio 2:

*onion*

### Audio 3:

*vegetable*

### Audio 4:

*pizza*

### Audio 5:

*chicken*

### Audio 6:

*tomato*

**Key:** 1 *bur-ger* 2 *oni-on* 3 *vege-table*  
4 *piz-za* 5 *chic-ken* 6 *tom-ato*



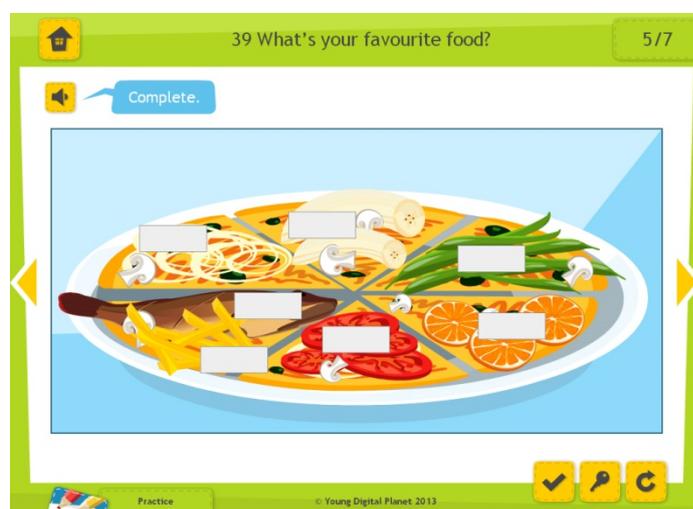
The screenshot shows a digital activity interface with a green header. The title is "39 What's your favourite food?" and the page number is "4/7". A speech bubble says "Choose.". Below this is a grid of word fragments, each with a speaker icon and a yellow circle below it. The fragments are arranged in two rows of six:

bur	oni	vege	piz	chic	tom
on	ato	za	tables	ken	ger

At the bottom right, there are three icons: a checkmark, a magnifying glass, and a refresh symbol. The footer includes "Practice" and "© Young Digital Planet 2013".

## Screen 5

**Key:**



## Screen 6

**Sam:** *What's your favourite food?*  
**Alex:** *My favourite food is pizza.*



Ask students to choose 10 items for their favourite food, pizza, in turn repeating after the recording.

Now it's your turn: Ask students to work in pairs and ask each other the question *What's your favourite food?* and give their answers.

When they have finished, ask them to report what their partners have said, starting their sentence with *His/Her favourite food is ...*

### Additional activity



1. Ask students to draw their favourite pizza and colour the pizza.
2. Ask students to come to the front of the class and show their pizza and tell each other about it.
3. Invite volunteers to present their pizzas to the class.

Friends 4 Lesson 40		<i>What would you like to drink?</i>		Grammar & Functions
<b>Aims</b>	Offering and responding to offers	<b>Contents</b>	<p><b>Grammar</b> Questions: <i>What would you like + infinitive?</i></p> <p><b>Vocabulary</b> <i>milk</i> <i>water</i> <i>eat (v)</i> <i>drink (v)</i> <i>egg</i> <i>I'd like some milk, please.</i></p>	<p>2 master handouts</p> <p>1 pair work and 1 group work: dialogue ordering and role play.</p>
<b>Language Analysis</b>				
<p><b>Grammar:</b> some verbs are followed by an infinitive. An infinitive is: <i>to plus a verb form</i> e.g. <i>to drink, to watch</i>. <i>Would like</i> is followed by an infinitive:  <i>What would you like <b>to do</b>?</i>  <i>What would you like <b>to drink</b>?</i>  <i>What would you like <b>to eat</b>?</i></p> <p><b>Hint:</b> There are many different ways of making polite offers in English e.g. <i>Would you like...?</i>, <i>What would you like?</i></p> <p>If you don't want to sound rude when speaking English, it is very important to always use <i>Yes, please</i> and <i>No, thank you</i> when somebody offers you something, as well as <i>Here you are</i> when you hand things to a person and <i>Thank you</i> when you are given things.</p> <p>In BrE we very rarely address anyone as <i>sir</i> or <i>madam</i>. They are mainly used by some sales assistants and waiting staff in restaurants and <i>sir</i> is used to refer to male teachers in schools. Sometimes we use it when we want to be extra polite to an elder. In AmE <i>sir</i> and <i>madam</i> are very common when addressing people we do not know.</p>				

# Procedure

## Warm-up Off the screens

Handout 1 needs to be cut out

### Handout 1



Hello.

Hello. What would you like to drink?

I'd like some green alien juice, please.

Here you are.

Thank you.

1. Give out the slips of paper with a dialogue (Handout 1).
2. Write *eat* and *drink* on the board and mime the meaning. Take a pen from a student and hand it back to them using *Here you are*. Drill the pronunciation of the new words chorally and individually.
3. Go through the sentences from the dialogue asking individual students to read them.
4. Ask students to work in pairs and put the dialogue in the correct order.
5. When they have finished, proceed to Screen 1.

## Screen 1

**Alien 1:** *What would you like to drink?*

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

**Alien 2:** *Here you are!*

**Lucy:** *Wow, thanks.*

**Alien 1:** *What would you like to drink, Sir?*

**Robot:** *I'd like some juice, please.*

**Alien 2:** *Here you are!*

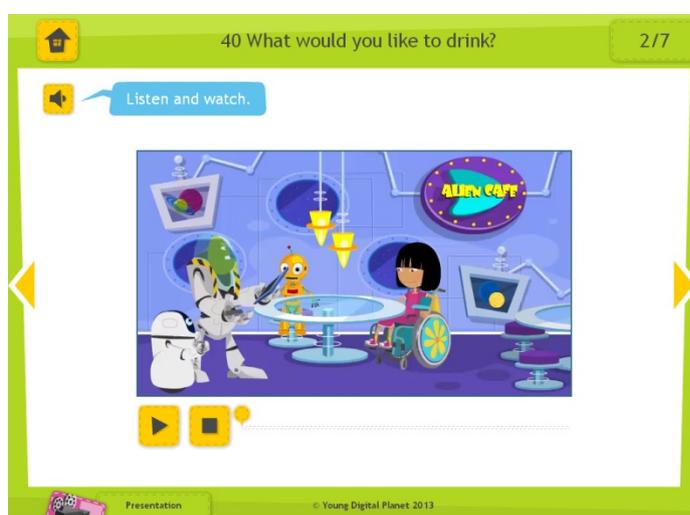
**Alien 1:** *What would you like to eat?*

**Lucy:** *I'd like some chocolate cake, please.*

**Alien 2:** *Here you are!*

**Alien 1:** *What would you like to eat, Sir?*

**Robot:** *I'd like an egg, some chips and*



The screenshot shows a presentation slide with a green header. The title is '40 What would you like to drink?' and the page number is '2/7'. Below the title is a blue button that says 'Listen and watch.' with a speaker icon. The main content is an illustration of an alien cafe. In the center, a white robot is serving a drink to a customer. To the right, a girl named Lucy is sitting in a wheelchair. The cafe has a sign that says 'ALIEN CAFE' and various alien-themed decorations. At the bottom of the slide, there are navigation icons for back, forward, and search, along with the text 'Presentation' and '© Young Digital Planet 2013'.

Exploit the scene by asking the Ss to describe

some peas, please.  
**Alien 1:** *Here you are!*

what they can see. This will help students with pronunciation and meaning.

## Screen 2

**Key:** (from left to right)

1 eat 2 drink 3 eat 4 drink 5 eat



Before the Screen 2 activity, ask students *Can you drink cake? Can you drink a burger? Can you eat milk?* Mime the actions and elicit *No, you can't.*

## Screen 3

**Alien 2:** *Hello.*

**Alien 1:** *Hello. What would you like to drink?*

**Alien 2:** *I'd like some green alien juice, please.*

**Alien 1:** *Here you are.*

**Alien 2:** *Thank you.*

**Key:**

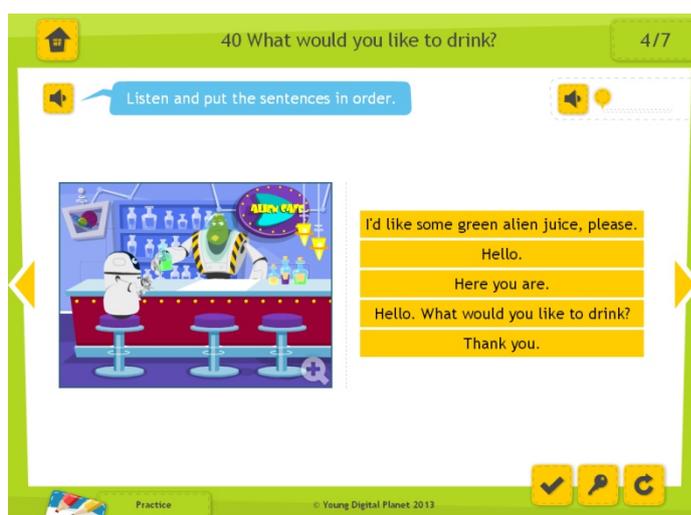
Hello.

Hello. What would you like to drink?

I'd like some green alien juice, please.

Here you are.

Thank you.



Additional activity – Handout 1

1. Ask students to work in pairs and read the dialogue on the screen. Encourage

- them to work on intonation and act out the scene so they sound more natural.
- Now ask volunteers to come to the front of the classroom and, using Handout 1, re-enact the dialogue. Explain how important it is to use *Here you are* when they hand things to a person and *Thank you* when they are given things.

## Screen 4

### Audio:

*I'd like some water, please.*  
*I'd like some orange juice, please.*  
*I'd like some lemonade, please.*  
*I'd like some milk, please.*  
*I'd like some apple juice, please.*  
*Thank you.*



Let Ss play with the screen, listen to what the characters want and clicke the item. They will say “Than you” if it is OK.

## Screen 5

### Audio 1:

**A** *What would you like to drink?*  
**B** *I'd like some milk, please.*

### Audio 2:

**A** *Here you are.*  
**B** *Thank you.*

### Audio 3:

**A** *What would you like to eat?*  
**B** *I'd like an egg, please.*



- Look at the picture and read the dialogue.
- Click on the audio and listen to the dialogue.
- Drag and drop the questions and

answers into the correct speech bubbles.

4. Press 'pause' and listen again if you want to complete the exercise.

Now it's your turn: Tell students to work in pairs and ask and answer their own questions about food and drink.

Additional activity – Handout 2

## Handout 2

### Restaurant game

#### Waiters:

What would you like to drink, Madam?

What would you like to eat, Sir?

Here you are!

#### Customers:

I'd like some milk, please.

I'd like some water, please.

I'd like some juice, please.

I'd like some chocolate cake, please.

I'd like an egg, some chips and some peas,  
please.

Thank you.

Thanks.

1. Put a table with two chairs in the middle of the classroom.
2. Divide your students in two groups: waiters and customers.
3. Give out handout 2 and go through the lines with both groups.
4. Now ask students to form groups of 3 – 1 waiter and 2 customers
5. and encourage them to improvise their restaurant scene without handouts.
6. If students enjoy the activity, you could ask some groups to present to the class.

## Handout 1

Hello.

Hello. What would you like to drink?

I'd like some green alien juice, please.

Here you are.

Thank you.



## Handout 2

### Restaurant game

Waiters:

What would you like to drink, Madam?

What would you like to eat, Sir?

Here you are!

Customers:

I'd like some milk, please.

I'd like some water, please.

I'd like some juice, please.

I'd like some chocolate cake, please.

I'd like an egg, some chips and some peas,  
please.

Thank you.

Thanks.

Friends 4  
 Lesson 41

*My robot likes carrots and  
 onions,*

## Pronunciation

<b>Aims</b>	Speaking skills Pronunciation: verbs with –s	<b>Contents</b>	<b>Grammar</b> Passive - use of Present Simple, 3rd person singular  <b>Vocabulary</b> Food - revision	<b>Checklist</b>	Additional activity: dictation Coloured pencils
-------------	--	-----------------	--	------------------	--

## Language Analysis

There are three different ways to pronounce the s at the end of a word in English:

/iz/	/s/ voiceless	/z/ voiced
c races s buses x boxes z buzzes ss kisses ch watches sh washes ge changes	p sleeps k books t cuts f stiffs ph nymphs th baths	b lobs d beds g bags l deals m dreams n leans ng sings r wears y plays

# Procedure

## Warm-up Off the screens

You are going to dictate the following 6 sentences:

*He doesn't like pizza and chips. She likes vegetables. My dog doesn't like fish.  
I like strawberry ice cream. His sister doesn't like rice. He likes football and basketball.*

1. Read the first sentence. After reading it let students think about it, but do not let them write anything.
2. Read the sentence a second time. Afterwards, allow students to write the sentence from memory.
3. Repeat stages 1-2 until all the sentences have been read.
4. Tell students that you will read some sentences one by one. You will read them twice only.
5. Ask them to simply listen while you read first time, and write down the sentence after the second time.
6. Ask students to work in groups of 3 and compare their answers.
7. Choose some groups to write their sentences on the board and check for mistakes. Tell students to compare their own or their partner's work with the answers on the board.

## Screen 2

*My robot likes carrots and onions  
My robot likes chicken and rice  
He doesn't like pizza or burgers  
He says they are not very nice*



Ask students to listen and join when you listen for the second time. Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

## Screen 3

### Audio:

My robot likes carrots and onions.  
 My robot likes chicken and rice.  
 He doesn't like pizza or burgers.  
 He says they are not very nice.

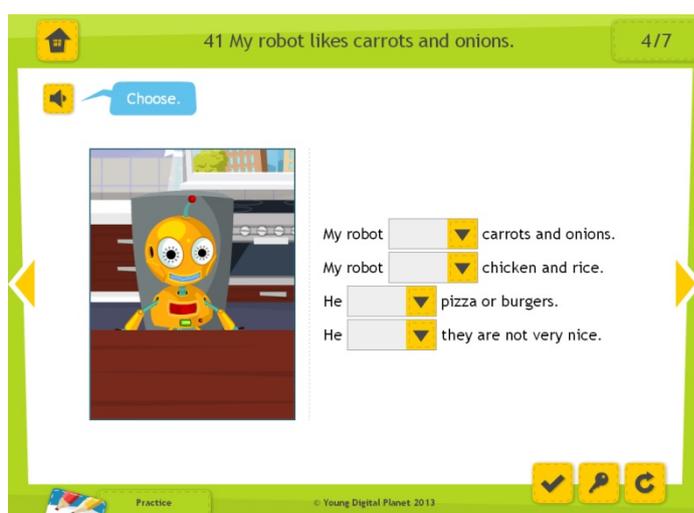
### Key:

My robot likes carrots and onions.  
 My robot likes chicken and rice.  
 He doesn't like pizza or burgers.  
 He says they are not very nice.



## Screen 4

**Key:** 1 likes 2 likes 3 doesn't like 4 says



### Additional activity

1. Ask individual students to read the sentences one by one.
2. Tell students not to look at the screen.
3. Draw a little chart on the board and write: *Robot likes ... Robot doesn't like ...*
4. Ask students to draw appropriate food under these two headings.
5. Ask students to say the complete sentences.

**Key:** *Robot likes: carrots, onions, chicken, rice.*  
*Robot doesn't like: pizza, burgers.*

## Screen 5

Audio 1:

*Lucy's robot likes rice.*

Audio 2:

*Lucy's robot doesn't like chicken.*

Audio 3:

*Robot likes pizza and burgers.*

Audio 4:

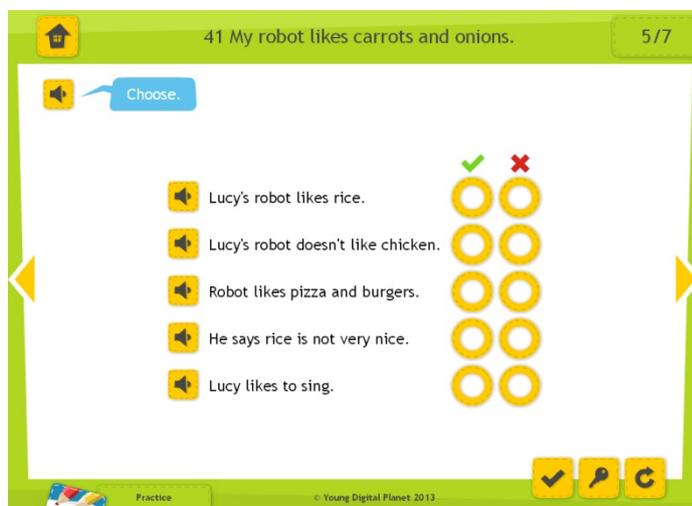
*He says rice is not very nice.*

Audio 5:

*Lucy likes to sing.*

**Key:**

1 True 2 False 3 True 4 False 5 True



**Additional activity**

1. Encourage students to orally correct the wrong answers. e.g 2. *Lucy's robot likes chicken.*
2. Ask individual students to read out the corrected sentences.

## Screen 6

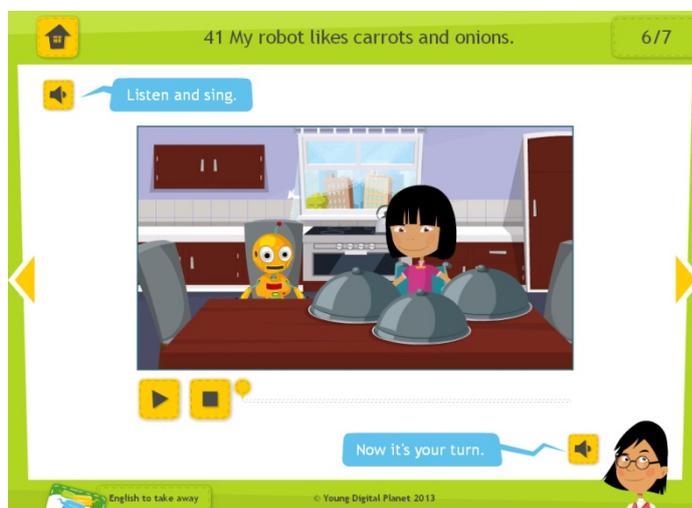
**Audio:**

*My robot likes carrots and onions*

*My robot likes chicken and rice*

*He doesn't like pizza or burgers*

*He says they are not very nice.*



1. Listen to the whole song.
2. Listen again, look at the pictures and join in.
3. Listen again and sing the whole song as a class.
4. Ask volunteers to sing a song on their own.

#### Additional activity

1. Ask students to change 'my robot' to a different person, e.g. my brother, my sister, my mummy etc, and to change the items that this person likes and dislikes.
2. Remind students to change he to she for songs about females.
3. Ask volunteers to sing or chant their songs.

Friends 4 Lesson 42		<i>What would you like?</i>		Skills	
<b>Aims</b>	Writing and Speaking Writing a role play - offering and responding	<b>Contents</b>	<b>Vocabulary</b> Revision: <i>What would you like to drink?</i> <i>What would you like to eat?</i> <i>Do you like...?</i> <i>Yes, please.</i> <i>No, thank you.</i>	<b>Checklist</b>	1 Master handout Individual/pair work  Soft toys
<b>Language Analysis</b>					
<p><b>Hint:</b> There are many different ways of making polite offers in English e.g. <i>Would you like...?</i>, <i>What would you like?</i></p> <p>If you don't want to sound rude when speaking English, it is very important to always use <i>Yes, please</i> and <i>No, thank you</i> when somebody offers you something as well as <i>Here you are</i> when you hand things to a person and <i>Thank you</i> when you are given things.</p>					

## Procedure

### Warm-up off the screens

#### Question time

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

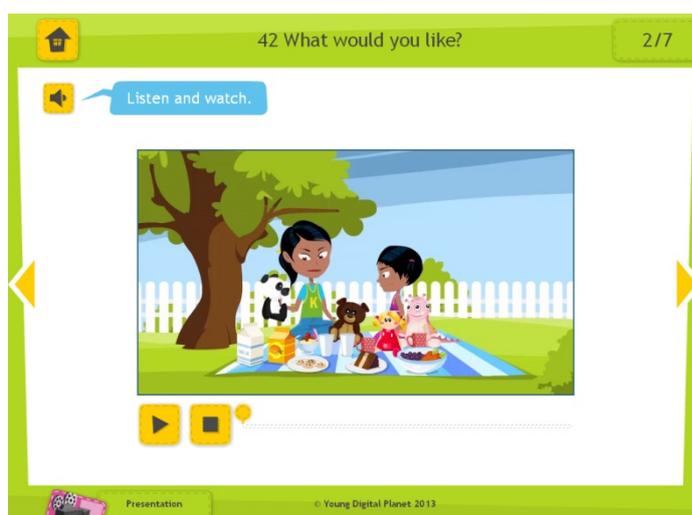
#### Possible questions:

*What's your name? How old are you?*  
*Where do you live? How do you get to school?*  
*Do you have a hobby? What's your hobby?*

Do you like swimming?  
 What day is it today?  
 What's the time?  
 What time do you get up?  
 Do you like oranges? Would you like an apple?

## Screen 2

**Kim:** What would you like to drink, Teddy?  
**Kim:** I'd like some milk, please, Panda.  
**Kim:** Here you are.  
**Jill:** Thank you, Panda.  
**Kim:** What would you like, dolly?  
**Jill:** Orange juice, please, and some ice cream. Thank you. Mmm, yum yum!  
**Kim:** Teddy, do you like ice cream?  
**Jill:** Oh yes. I like ice cream!  
**Kim:** Here you are. Some ice cream for you, too.  
**Jill:** Ice cream! Me, me, me! Ice cream, cake, more ice cream and some monster juice.  
**Kim:** And ...?  
**Jill:** Please!

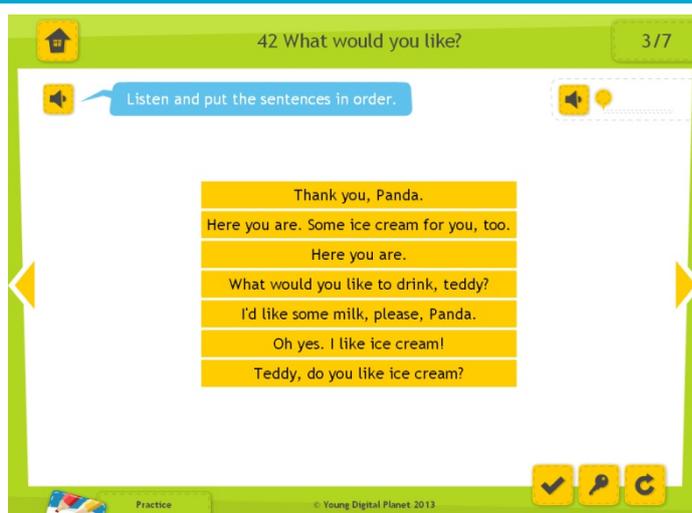


The screenshot shows a digital interface for a presentation. At the top, it says "42 What would you like?" and "2/7". Below this is a "Listen and watch" instruction with a speaker icon. The main area contains a colorful illustration of two children, a boy and a girl, sitting on a picnic blanket under a tree. They are surrounded by various food items like ice cream, juice, and a teddy bear. At the bottom, there are navigation icons for play, stop, and a small panda icon. The footer includes "Presentation" and "© Young Digital Planet 2013".

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

## Screen 3

Audio:  
 What would you like to drink, Teddy?  
 I'd like some milk, please, Panda.  
 Here you are.  
 Thank you, Panda.  
 Teddy, do you like ice cream?  
 Oh yes. I like ice cream!  
 Here you are. Some ice cream for you, too.

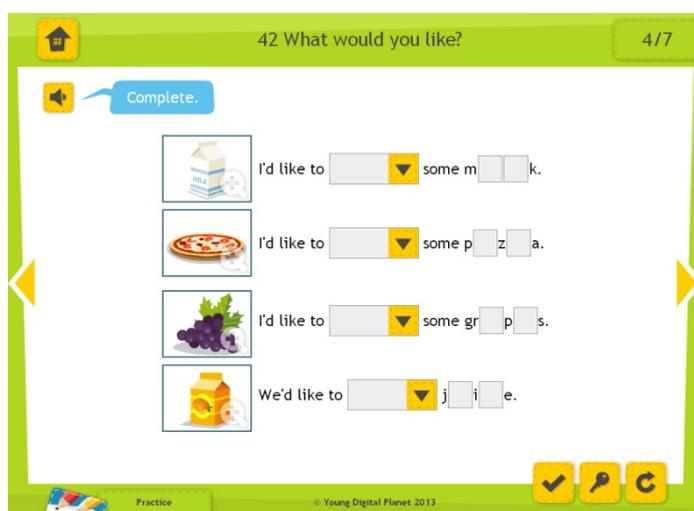


The screenshot shows a digital interface for a practice activity. At the top, it says "42 What would you like?" and "3/7". Below this is a "Listen and put the sentences in order" instruction with a speaker icon. The main area contains a list of seven sentences in yellow boxes, which are the same sentences from the audio track. At the bottom, there are navigation icons for checkmark, pencil, and refresh. The footer includes "Practice" and "© Young Digital Planet 2013".

## Screen 4

### Key:

- 1 drink, milk
- 2 eat, pizza
- 3 eat, grapes
- 4 drink, juice



42 What would you like? 4/7

Complete.

I'd like to some m k.

I'd like to some p z a.

I'd like to some gr p s.

We'd like to j i e.

Practice © Young Digital Planet 2013

## Screen 5

### Audio 1:

*What would you like to eat?*

### Audio 2:

*What would you like to drink?*

### Audio 3:

*I'd like some cake, please.*

### Audio 4:

*Here you are.*

### Audio 5:

*Do you like ice cream?*

### Audio 6:

*Yes. I like ice cream!*

### Key:

What would you like to eat?  
 What would you like to drink?  
 I'd like some cake, please.  
 Here you are.  
 Do you like ice cream?  
 Yes. I like ice cream!



42 What would you like? 5/7

Listen and put the words in order.

to eat? What you like would

you to drink? would like What

some cake please. I'd like

are.. you Here

you Do ice cream? like

Yes, like I ice cream!

Practice © Young Digital Planet 2013

### Additional activity – Handout 1

1. Give out Handout 1 and ask students to read the dialogue.
2. Ask them what 2 words were removed.
3. Elicit *you* and *like*.
4. Ask students to complete the sentences individually.
5. They should compare answers in pairs.
6. Nominate one pair to read the dialogue out.

*Two words were removed from the dialogue between Panda and Teddy.  
Put them back in the right places:*

### Handout

*Two words were removed from the dialogue between Panda and Teddy.  
Put them back in the right places:*

P: What would \_\_\_\_ \_\_\_\_ to drink, Teddy?

T: I'd \_\_\_\_ some milk, please, Panda.

P: Here \_\_\_\_ are.

T: Thank \_\_\_\_, Panda.

P: Teddy, do \_\_\_\_ \_\_\_\_ ice cream?

T: Oh yes. I \_\_\_\_ ice cream!

P: Here \_\_\_\_ are. Some ice cream for \_\_\_\_, too.

### Key:

P: What would **you like** to drink, Teddy?

T: I'd **like** some milk, please, Panda.

P: Here **you** are.

T: Thank **you**, Panda.

P: Teddy, do **you like** ice cream?

T: Oh yes. I **like** ice cream!

P: Here **you** are. Some ice cream for **you**, too.

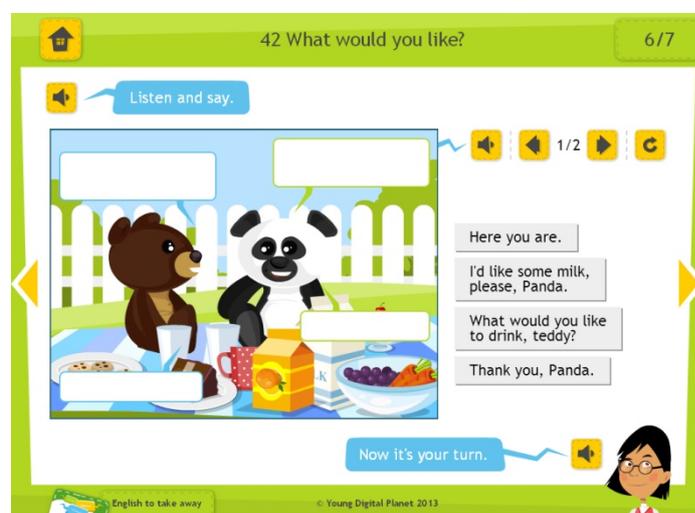
## Screen 6

### Audio1:

*What would you like to drink, Teddy?  
I'd like some milk, please, Panda.  
Here you are.  
Thank you, Panda.*

### Audio2:

*Teddy, do you like ice cream?  
Oh yes. I like ice cream!  
Here you are. Some ice cream for you,  
too.  
Thank you.*



1. Look at the picture and read the dialogue.
2. Click on the audio and listen.
3. Drag and drop the correct sentences into the right speech bubbles.
4. Repeat as many times as you want to.

Now it's your turn: Tell students to work in pairs and make questions and answers.

### Additional activity – soft toys

1. Give out soft toys to each student.
2. Ask them to work in pairs and write their own dialogues.
3. Monitor the classroom and check the spelling.
4. Ask students to act out their dialogues with the toys.

# Handout

*Two words were removed from the dialogue between Panda and Teddy.  
Put them back in the right places:*

P: What would \_\_\_\_\_ \_\_\_\_\_ to drink, Teddy?

T: I'd \_\_\_\_\_ some milk, please, Panda.

P: Here \_\_\_\_\_ are.

T: Thank \_\_\_\_\_, Panda.

P: Teddy, do \_\_\_\_\_ \_\_\_\_\_ ice cream?

T: Oh yes. I \_\_\_\_\_ ice cream!

P: Here \_\_\_\_\_ are. Some ice cream for \_\_\_\_\_, too.