

Friends 5 Lesson 11

I'm making a cake!

Vocabulary

Aims	Naming food items	Contents	Grammar Present Continuous, Imperative Vocabulary <i>cheese, coffee, tea, sugar,</i> <i>fridge, pineapple,</i> <i>watermelon, get</i> Here you go!	Checklist	Copies of Handout: guess the recipe
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Language Analysis

Here you go is an informal way of saying: *Here is what you asked for*. Other variations of the phrase include: *there you go* and *here you are*.

Procedure

Warm-up Off the screens

1. Introduce the topic of fruit / food with the game of Fruit Salad.
2. Form a circle of chairs that is one chair fewer than a total number of players. Nominate a player to be inside the circle, that player stands in the centre of the circle.
3. Divide all players into three groups of fruit by going around the circle and naming them either apple, orange or pear.
4. You may change the fruit during the game to get more vocabulary practice.
5. Explain that the player who is in the middle of the circle calls the name of a fruit. If s/he calls out apples, everyone who is that fruit must get up quickly and change places.
6. Players who are not apples remain seated. The person who is in the centre tries to sit in an empty spot whenever players swap positions. If they manage to sit in a chair, the player not sitting in a chair is then inside the circle.
7. The person in the middle can also call 'fruit salad' and everyone who is seated has

to change spots. Finish the game whenever you feel it starts to become boring to your students or when the pace starts to drop.

Screen 2

Lucy: *I'm making a cake!*

Robot: *It's an ice-cream fruit cake!*

Lucy: *Here's the cake.*

Robot: *Wow!*

Lucy: *Now the fruit. We've got bananas and strawberries ...*

Lucy: *Thanks, Robot.*

Robot: *And cheese and sausages!*

Lucy: *No, Robot. No cheese and no sausages, thank you!*

Robot: *Tea? Coffee? Sugar? Milk?*

Lucy: *No, Robot. No tea, no coffee, no milk and no sugar, thank you!*

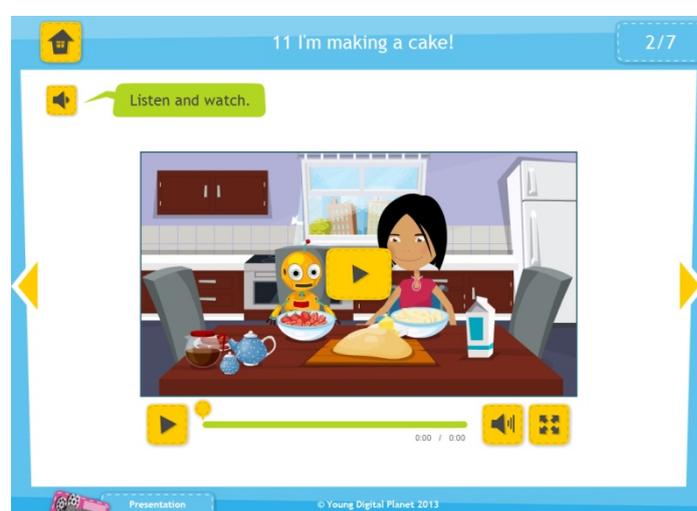
Robot: *Oh.*

Lucy: *Right! Get the ice-cream from the fridge!*

Robot: *Here you go!*

Lucy: *Put the ice-cream on the cake!*

Robot and Lucy: *Oh no!*



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

Ask your students to listen and watch the presentation.

Check their comprehension by asking questions about the dialogue:

What is Lucy making?

Where did the robot get the ice-cream from?

Is there any cheese in the cake?

What happens in the end?

Note: The word *fridge* is a short form for *refrigerator*. *Refrigerator* is used rather than *fridge* in the US.

Screen 3



tea

Audio 1: tea



fridge

Audio 2: fridge



cheese

Audio 3: cheese



coffee

Audio 4: coffee



sugar

Audio 5: sugar

Key:

See pictures above, random order

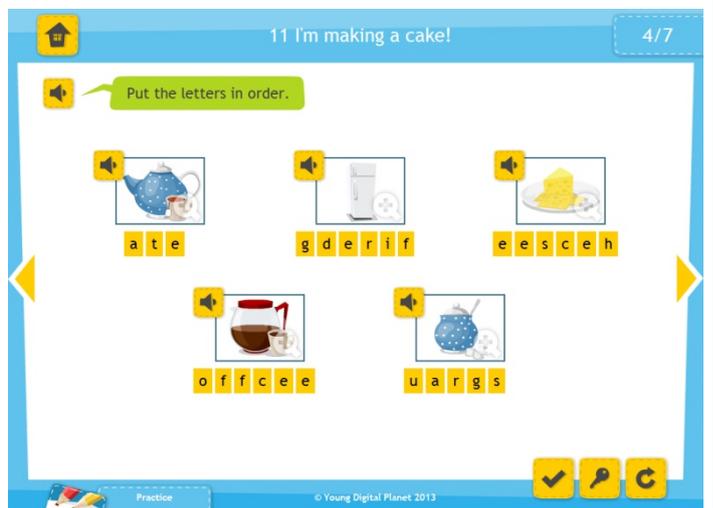


Ask your students to match the sounds with the corresponding pictures.

Screen 4

Key:

- 1 tea
- 2 fridge
- 3 cheese
- 4 coffee
- 5 sugar



Ask your students to rearrange the letters to make words.

Screen 5

Key: (random order)

- 1 The ice-cream is in the fridge.
- 2 Do you like sugar in your tea?
- 3 Would you like tea or coffee to drink?
- 4 Can I have a cheese burger for lunch?



Ask your students to match the sentence halves.

Screen 6

Audio 1: *fridge*

Audio 2: *cheese*

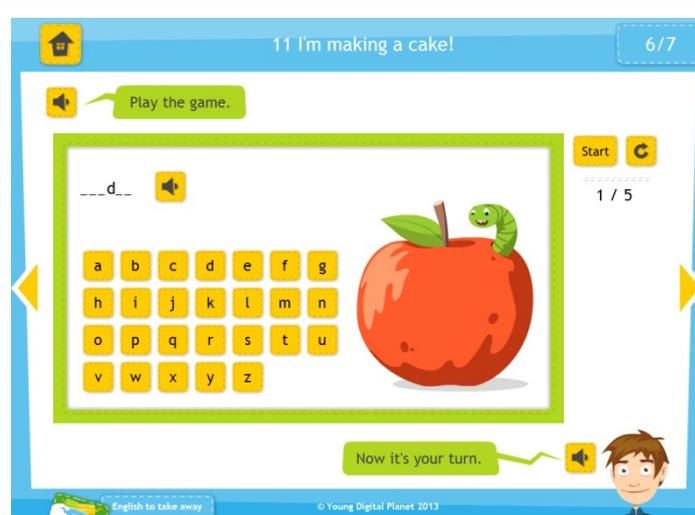
Audio 3: *coffee*

Audio 4: *tea*

Audio 5: *sugar*

Key:

- 1 fridge
- 2 cheese
- 3 coffee
- 4 tea
- 5 sugar



Give the students the instructions for the game activity.

1. Look at the letters and read them with the students.
2. Click on the audio and listen to the

letters.

3. Students say the letters.
4. Students play the game.

1. Follow up with the game of Hangman. Put a food-related word on the board in a form of a row of dashes (representing the number of letters).
2. Tell your students to take turns in guessing the letters in the word. If the guessing student suggests a letter which occurs in the word, write it in all its correct positions. If the suggested letter does not occur in the word, draw one element of the hanged man stick figure.
3. The game is over when the guessing student completes the word / guesses the whole word correctly or when the teacher completes the diagram.
4. Ask your students to complete the Guess the Recipe activity in the Handout .

Handout

Guess the Recipe by looking at the ingredients:

1. _____

- 1 cup (150g) flour
- 1/3 cup (50g) cocoa
- 1 cup (220g) sugar
- 1/3 cup (80g) butter
- 1/2 cup (125ml) milk
- 2 eggs

2. _____

- 2 cups milk
- 2 bananas
- 1 tbsp honey
- 1/2 cup plain yoghurt
- 1/2 tsp cinnamon
- 6 ice cubes

3. _____

- 3 slices bread
- 1 egg
- ¼ cup milk

4. _____

- pre-made pizza base
- tomato paste
- grated cheese
- pineapple
- ham
- bacon
- feta cheese
- olives (optional)
- pepperoni (optional)

5. _____

- 300g sugar
- 6 lemons
- 3 cups (750mL) water

Soda water, to serve

5. Tell your students that they should guess the name of a dish by looking at a list of

ingredients.

6. If your students are unfamiliar with the dishes listed below you may try to bring in other recipes you can find in magazines or are more common in your country.
7. Make sure to remove the name of the dish from the recipe. Pre- teach cup, tbsp (tablespoon).
8. If your students are confident and of a good level you could perhaps ask them to come up with their own lists of ingredients with the others guessing the name of the recipe.

NB The students may not know the name of the dish in English, in which case you will need to supply it.

Key:

- 1** Chocolate cake **2** Banana smoothie (shake / cocktail) **3** French toast
3 Pizza **5** Lemonade

Handout

Guess the Recipe by looking at the ingredients:

1. _____

- 1 cup (150g) flour
- 1/3 cup (50g) cocoa
- 1 cup (220g) sugar
- 1/3 cup (80g) butter
- 1/2 cup (125ml) milk
- 2 eggs

2. _____

- 2 cups milk
- 2 bananas
- 1 tbsp honey
- 1/2 cup plain yoghurt
- 1/2 tsp cinnamon
- 6 ice cubes

3. _____

- 3 slices bread
- 1 egg
- 1/4 cup milk

4. _____

- pre-made pizza base
- tomato paste
- grated cheese
- pineapple
- ham
- bacon
- fetta cheese
- olives (optional)
- pepperoni (optional)

5. _____

- 300g sugar
- 6 lemons
- 3 cups (750mL) water

Soda water, to serve

Friends 5 Lesson 12		<i>What's in the fridge?</i>		Grammar & Functions
Aims	Talking about quantity	Contents	Grammar <i>There is/are + some</i> <i>There is/are + number</i>	Checklist
			Vocabulary <i>What's in the fridge?</i> <i>There's some milk.</i> <i>bottle of</i> <i>Wait a minute</i>	Copies of Handout: draw food items in a fridge Coloured pencils
Language Analysis				
<p>The word <i>some</i> is used when the speaker cannot specify or does not need/want to specify a number or an exact amount. In general, <i>some</i> is used in positive sentences. <i>Some</i> can be used with both countable and uncountable nouns: <i>some milk; some eggs</i>.</p>				

Procedure

Warm-up Off the screens

Revise *there is/there are* as well as prepositions of place with a game of Hunt the Thimble:

1. Ask one of your students to leave the classroom.
2. Hide a small object belonging to a person who is outside, somewhere in the room.
3. The student must then locate the hidden object by asking questions about its location: *Is there a pen under the desk? Is there a pen near the door?* etc.
4. Tell your students to give short answers: *No, there isn't.* etc.
5. Instruct your student not to look in the direction of the place where you hid the missing object. Once the object has been recovered repeat the procedure with other students.

Screen 2

Audio 1:

Mum: *Let's buy some food.*

Lucy: *OK, Mum. Let's see what's in the fridge!*

Audio 2:

Lucy: *There's some cheese, some chocolate and there's some milk ...*

Audio 3:

Lucy: *There are some eggs and some burgers ...*

Audio 4:

Lucy: *There are three bottles of lemonade ...*

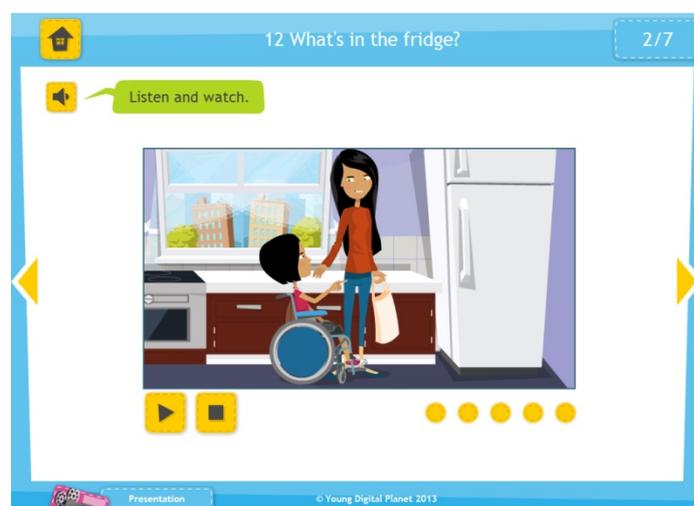
Wait a minute. What's that behind the lemonade?

Audio 5:

Robot: *There's some ice-cream!*

Lucy: *Robot! What are you doing in the fridge?*

Robot: *Uum ...*



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

Ask your students to listen and watch the presentation.

Check comprehension with questions:

*Is there some .. in the fridge?
Are there four bottles of lemonade?
Who's behind the lemonade?*

Note: *Let's*, the shortened form of *Let us*, is used to express a suggestion or command by the speaker to himself/herself and the people around him/her.

Screen 3

Audio 1:

Mum: *Let's buy some food.*

Lucy: *OK, Mum. Let's see what's in the fridge!*

Audio 2:

Lucy: *There's some cheese, some chocolate and there's some milk ...*

Audio 3:

Lucy: *There are some eggs and some burgers ...*

Audio 4:

Lucy: *There are three bottles of lemonade ...*

Wait a minute. What's that behind the lemonade?

Audio 5:

Robot: *There's some ice-cream!*

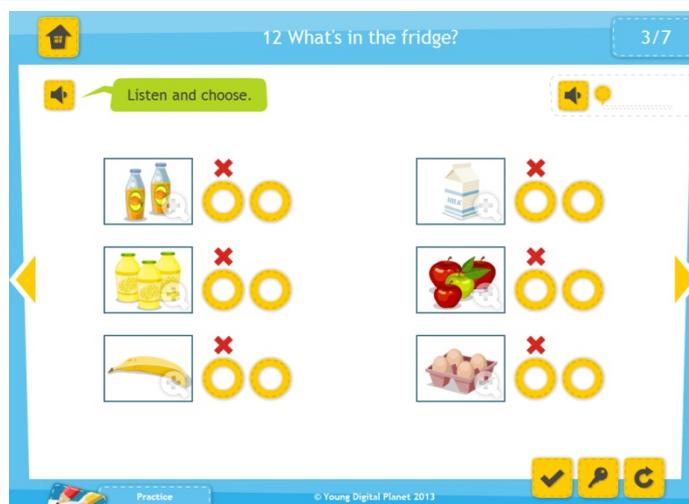
Lucy: *Robot! What are you doing in the fridge?*

Robot: *Uum...*

Key:

(from left to right)

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

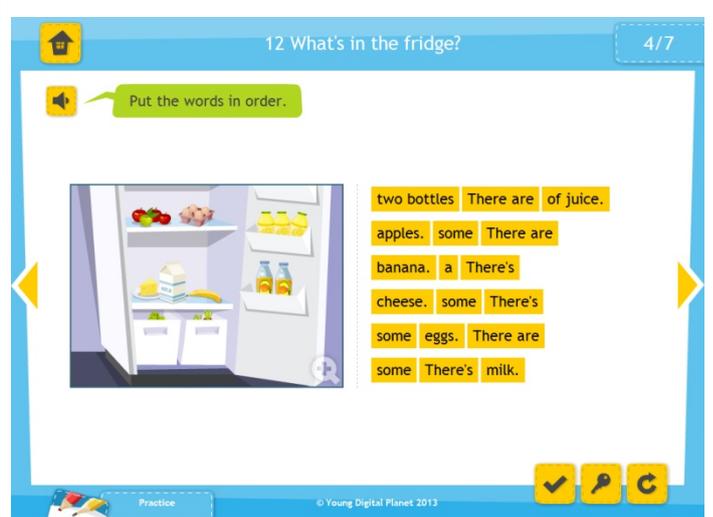


Ask your students to listen and select the right answer.

Screen 4

Key:

- 1 There are two bottles of juice.
- 2 There are some apples.
- 3 There's a banana.
- 4 There's some cheese.
- 5 There are some eggs.
- 6 There's some milk.



12 What's in the fridge? 4/7

Put the words in order.

two bottles There are of juice.
 apples. some There are
 banana. a There's
 cheese. some There's
 some eggs. There are
 some There's milk.

Practice © Young Digital Planet 2013

Ask your students to put the words in the correct order to make sentences.

Screen 5

Key:

- 1 are
- 2 are
- 3 are
- 4 is



12 What's in the fridge? 5/7

Choose.

There some cheese, some chocolate and some milk in the fridge.

There some eggs and some burgers in the fridge.

There three bottles of lemonade.

There some ice cream in the fridge!

Practice © Young Digital Planet 2013

Ask your students to select the correct answer from the drop down menu.

Screen 6

Key: N/A



Give the students the instructions for the Look and say activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentence.
3. Students say the sentences.
4. Repeat as many times as you want to.

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

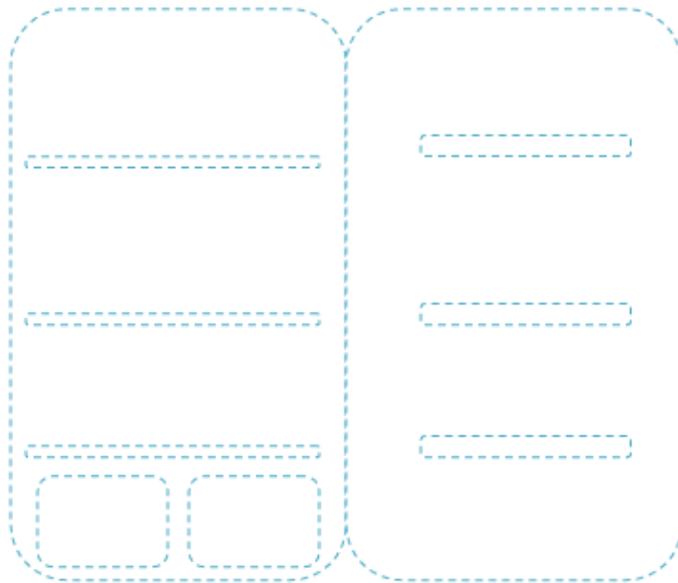
The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.

Follow up by asking your students to work with the Handout.

Handout

Read the sentences and draw.

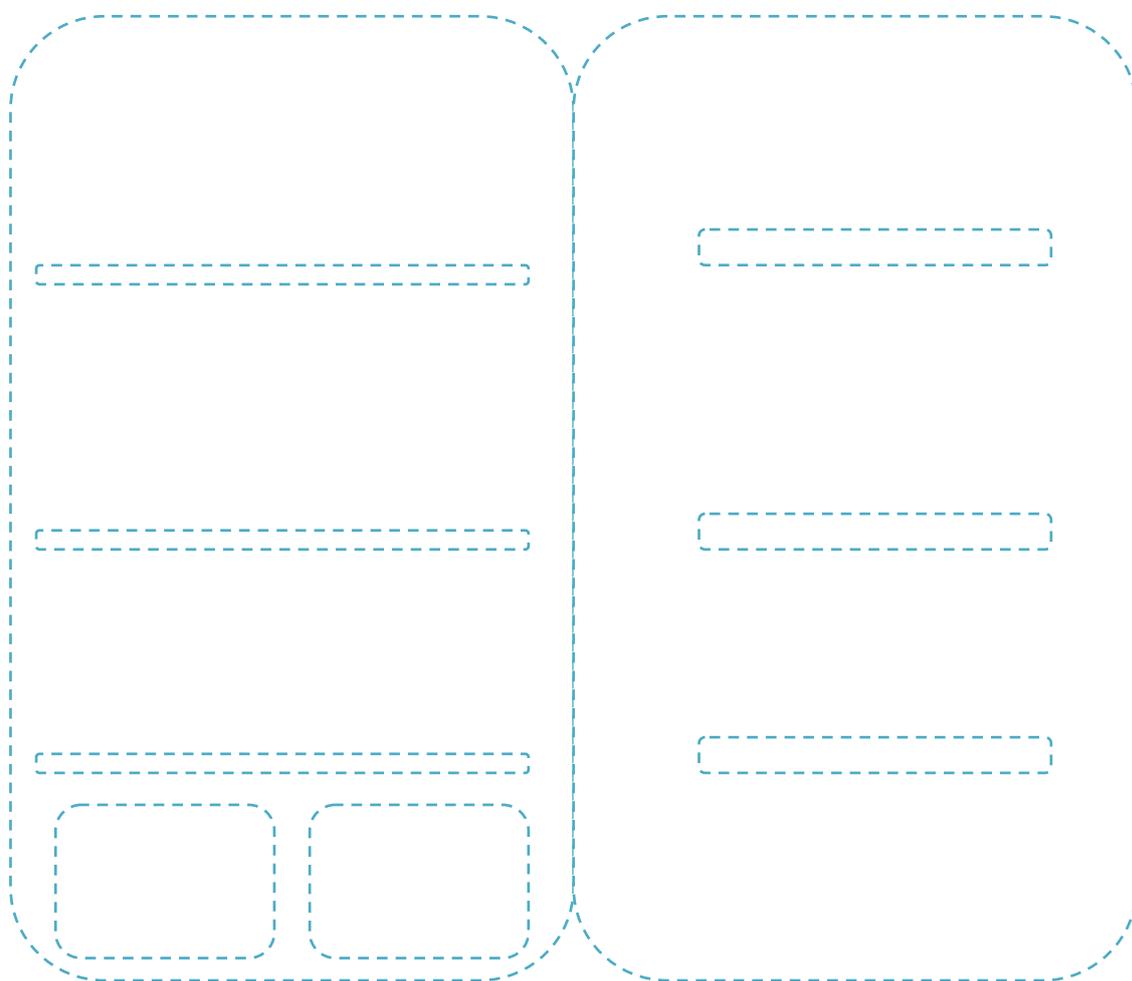
There's some cheese, some chocolate and there's some milk in the fridge. There are some eggs and some burgers. There are three bottles of lemonade, two apples and a banana.



Handout

Read the sentences and draw.

There's some cheese, some chocolate and there's some milk in the fridge. There are some eggs and some burgers. There are three bottles of lemonade, two apples and a banana.



Friends 5 Lesson 13		<i>Is there any milk?</i>		Grammar & Functions	
Aims	Talking about quantity	Contents	Grammar Questions with <i>any</i> Vocabulary <i>Is there any milk?</i> <i>No, there isn't.</i> <i>I'm very sorry.</i>	Checklist	Printed copies of Handout: numbers of items in sets Scissors
Language Analysis					
<p>The word <i>any</i> is used when the speaker cannot specify or does not need/want to specify a number or an exact amount. In general, <i>any</i> is used in negative and interrogative sentences. <i>Is there any milk? No, there isn't any milk. Are there any eggs? No, there aren't any eggs.</i></p>					

Procedure

Warm-up Off the screens

Review the *there are* structure with the Handout.

Handout



5 players	a basketball team
9 planets	solar system
5 vowels	the alphabet
3 oceans	in the world
12 months	a year
5 rings / circles	Olympic flag
7 days	a week
one thousand meters	a kilometer
4 seasons	a year
11 players	a football team
4 wheels	a car
the alphabet	26 letters

Prepare 1 copy of the Handout for a group of 2-3 students.

Cut out the words. Tell your students to pair off the words and create sentences using the phrases: *There are 7 days in a week.*

Ask your students to come up with two more examples. They may include objects in the classroom: *There are 10 desks in the classroom.*

Screen 2

Audio 1:

Alex: *You want your lunch, Biscuit. Let's look in the fridge.*

Audio 2:

Alex: *Is there any cheese? You like cheese, Biscuit!*

Audio 3:

Alex: *No, there isn't any cheese.*

Audio 4:

Alex: *Is there any chicken? No, there isn't!*

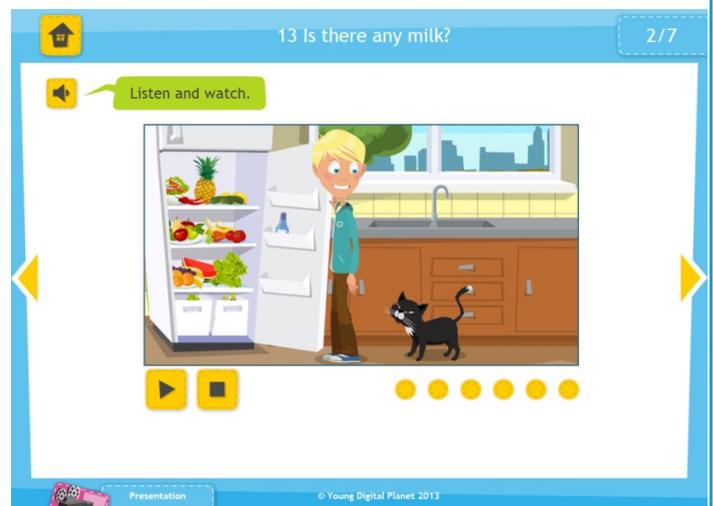
Audio 5:

Alex: *Is there any fish? No, there isn't. Poor Biscuit!*

Audio 6:

Alex: *Is there any milk? Is there any rice?*

No, there isn't any milk and there isn't any rice. Biscuit, I'm very sorry ... there isn't any lunch!



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

Ask your students to listen and watch the presentation.

Check comprehension by asking questions:

Is Biscuit happy? Why not?

Is there any fish?

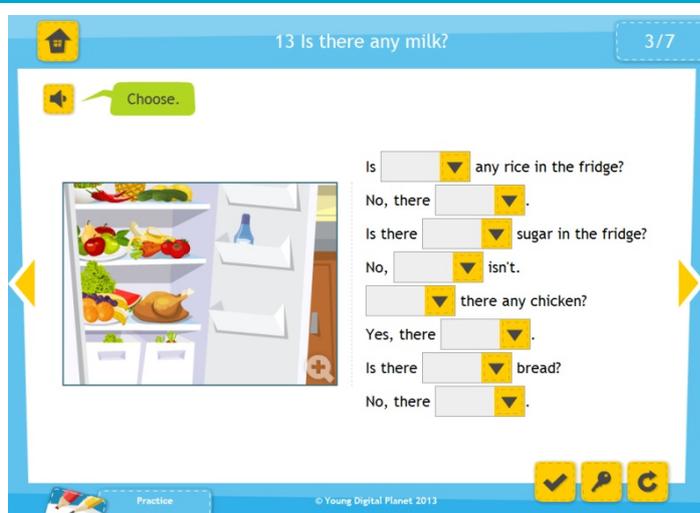
Is there any milk? etc.

Note: All the questions are about uncountable food nouns. With countable food nouns the words with *any* would be plural: *Are there any apples? Are there any lemons?*

Screen 3

Key: (from top to bottom)

1 there **2** isn't **3** any **4** there
5 Is **6** is **7** any **8** isn't



Ask your students to select the correct answer from the drop down menu.

Screen 4

Audio 1:

Is there any fish?

Yes, there is.

Audio 2:

Is there any bread?

No, there isn't.

Audio 3:

Is there any milk for lunch?

Yes, there is.

Audio 4:

Is there any fruit?

No, there isn't.

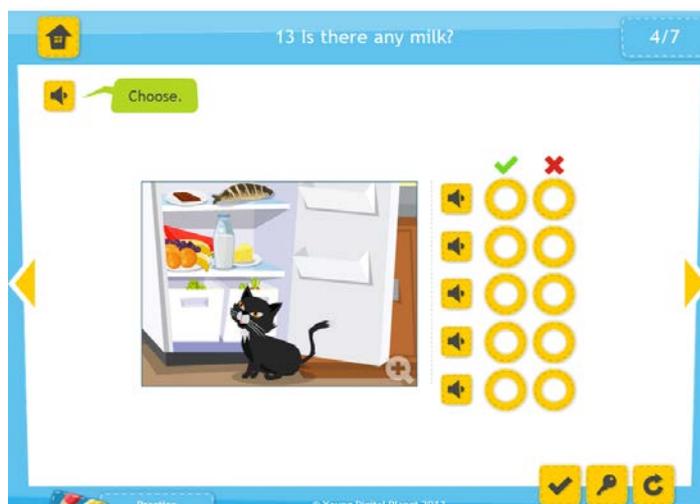
Audio 5:

Is there any chocolate?

No, there isn't

Key: (random order)

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



Tell your students to listen and select the correct response.

Screen 5

Key:

- 1 Yes, there is.
- 2 No, there isn't.
- 3 Yes, there is.
- 4 Yes, there is.
- 5 No, there isn't.
- 6 Yes, there is.



Ask your students to choose the correct short answer.

Screen 6



Give the students the instructions for the Read and say activity.

1. Look at the picture and read the sentence.
2. Students say the sentences.
3. Repeat as many times as you want to.

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

	The aim is personalisation. Tell Ss to work in pairs and say sentences about what's in their fridge.
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As a follow up activity go back to screen 2 / the presentation.

Ask your students a series of questions about the products in the fridge.

Make sure to ask about uncountable food items not present in the fridge, so the answer would be negative. Remember to have your students answer in full sentences: *Is there any pasta in the fridge? No, there isn't any pasta in the fridge.*

Other questions may include:

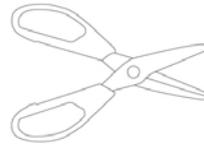
Is there any ketchup in the fridge?

Is there any fish ...?

Is there any milk, butter, orange juice, cheese, cake, mayo, mustard etc.?

For a more challenging activity try mixing in questions about food items present in the fridge: *Is there water / lettuce / salad in the fridge? Yes, there is some ... in the fridge.*

Handout



5 players	a basketball team
9 planets	solar system
5 vowels	the alphabet
3 oceans	in the world
12 months	a year
5 rings / circles	Olympic flag
7 days	a week
one thousand meters	a kilometer
4 seasons	a year
11 players	a football team
4 wheels	a car
the alphabet	26 letters

Friends 5 Lesson 14		<i>There aren't any eggs.</i>		Grammar & Functions	
Aims	Talking about quantity	Contents	Grammar Questions with <i>any</i> Vocabulary <i>Are there any eggs?</i> <i>No, there aren't.</i> <i>a few</i> <i>Never mind</i>	Checklist	Printed copies of Handout 1 and 2: word search and sentence re-ordering
Language Analysis					
<p><i>A lot</i> means <i>very many</i>, <i>a large number</i> or <i>very much</i>. <i>A few</i> means <i>a small number of</i>.</p> <p>The word <i>any</i> is used when the speaker cannot specify or does not need/want to specify a number or an exact amount. In general, <i>any</i> is used in negative and interrogative sentences.</p> <p><i>Any</i> can be used with both countable and uncountable nouns: <i>Is there any milk? No, there isn't any milk. Are there any eggs? No, there aren't any eggs.</i></p>					

Procedure

Warm-up Off the screens

1. Review the recently introduced food vocabulary with the word search puzzle in Handout 1.
2. All the words are placed horizontally and vertically. There are no diagonal words.
3. For a more challenging exercise try cutting off the word list.
4. There are 16 words in total.

Handout 1

Find 16 food words in the word search

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V W E E M C A I C U W Q Y H T
L T X Y A C P C H Y O Z K M O
R Q X V K D P S E I N V U E M
J P O U I B L M E X I D C M A
Q C H I C K E N S T O W H H T
W K P O T A T O E S N Z O S O
D V M U Z I V G U C S G C L E
L P I E S C A R R O T S O C S
G Q L L A E I I Q I G S L O V
B G K I R C C S U G A R A F T
R G O Z E R B V T E A K T F P
E J O J T E L U C V M Z E E K
A L W O W A Y D D U N E G E U
D A W P O M B E B I S O G I O
Z H T L L M G E U Y F I S H X
  
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APPLE
 BREAD
 CARROTS
 CHEESE
 CHICKEN
 CHOCOLATE
 COFFEE
 EGGS

FISH
 ICE-CREAM
 MILK
 ONIONS
 POTATOES
 SUGAR
 TEA
 TOMATOES

Key:

V WE E M C A I C U W Q Y H T
 L T X Y A C P C H Y O Z K M O
 R Q X V K D P S E I N V U E M
 J P O U I B L M E X I D C M A
 Q C H I C K E N S T O W H H T
 W K P O T A T O E S N Z O S O
 D V M U Z I V G U C S G C L E
 L P I E S C A R R O T S O C S
 G Q L L A E I I Q I G S L O V
 B G K I R C C S U G A R A F T
 R G O Z E R B V T E A K T F P
 E J O J T E L U C V M Z E E K
 A L W O W A Y D D U N E G E U
 D A W P O M B E B I S O G I O
 Z H T L L M G E U Y F I S H X

Screen 2

Audio 1:

Lucy: *Let's make supper!*

Audio 2:

Lucy: *Are there any tomatoes?*

Robot: *No, there aren't any tomatoes.*

Lucy: *Well, never mind.*

Audio 3:

Lucy: *Are there any potatoes?*

Robot: *Yes, there are. There are a lot of potatoes.*

Audio 4:

Lucy: *Are there any carrots?*

Robot: *No, there aren't.*

Lucy: *Never mind.*

Audio 5:

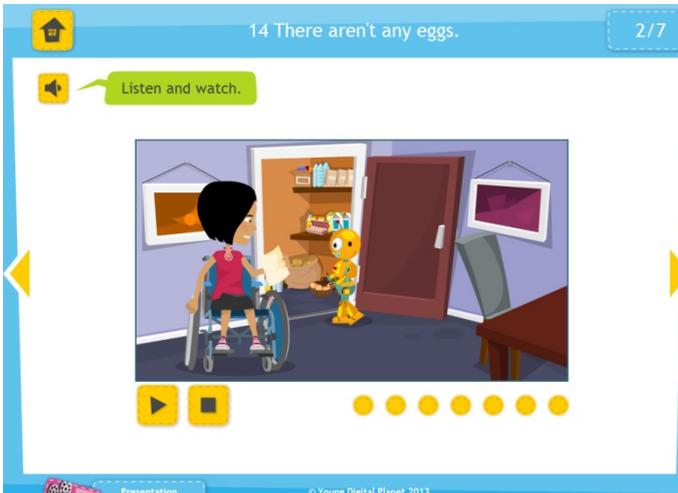
Lucy: *Are there any onions?*

Robot: *Yes, there are a few.*

Audio 6:

Lucy: *Are there any eggs?*

Robot: *Yes, there are. There are a lot of eggs. Look!*

Audio 7:


14 There aren't any eggs. 2/7

Listen and watch.

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

Ask your students to listen and watch the presentation.

Lucy: *Robot! Noooooo!*

Note: *A few* is different from *few*. *Few* means not many (negative in connotation). *I am sad because I have few friends.* *A few* means some (positive in connotation). *I just moved here, but I am happy because I have a few friends.*

Never mind is used to tell someone not to worry about something because it is not important.

Screen 3

Audio 1:

There are a lot of tomatoes!

Audio 2:

There are a few eggs.

Audio 3:

There are a few carrots.

Audio 4:

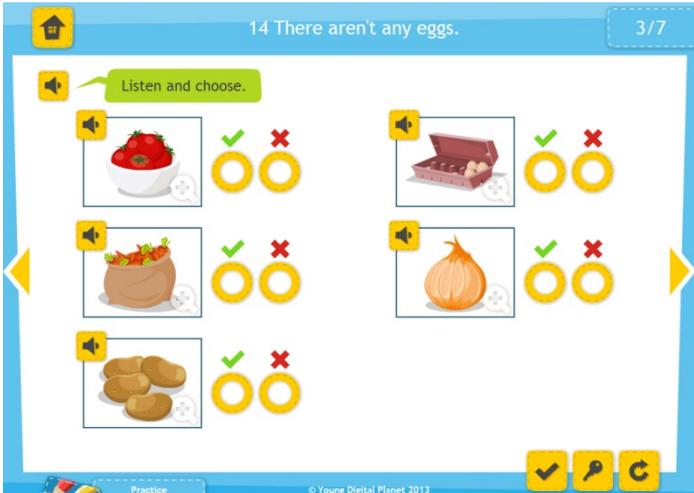
There are a lot of onions.

Audio 5:

There are a few potatoes.

Key: (from left to right)

1 T 2 T 3 F 4 F 5 T



Ask your students to listen and select the correct response.

Screen 4

Key: (from left to right)

1 a few

2 a lot of

3 a few

4 a lot of

5 a few



Ask your students to choose the correct phrase.

Screen 5

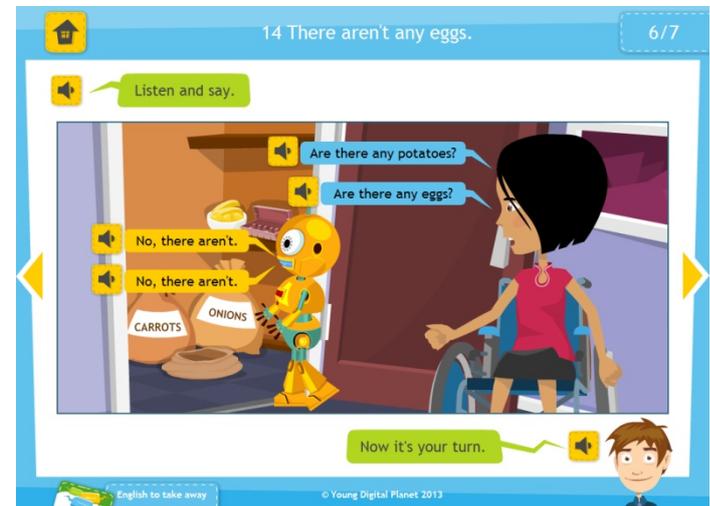
Key:

- 1 a few
- 2 a lot
- 3 a few
- 4 a few
- 5 a lot



Ask your students to select the appropriate quantity from the drop down menu.

Screen 6



Give the students the instructions for the Listen and say activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentence.

3. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say what you're doing.

As a follow up activity have your student rearrange the words in Handout 2.

Handout 2

Rearrange the words in the brackets to make sentences.

1. Are there any tomatoes?

(No, tomatoes aren't any there)

2. Are there any potatoes?

(Yes, are there. lot There are of a potatoes.)

3. Are there any onions?

(Yes, a there few are)

4.

(there Are carrots any?)

No, there aren't.

(mind Never)

5. Are there any eggs?

Yes, there are.

(eggs There of lot are a.)

Key:

- 1 No there aren't any tomatoes.
- 2 Yes, there are a lot. There are a lot of potatoes.
- 3 Yes, there are a few.
- 4 Are there any carrots?
- 5 There are a lot of eggs.

Handout 1

Find 16 food words in the word search

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

APPLE
BREAD
CARROTS
CHEESE
CHICKEN
CHOCOLATE
COFFEE
EGGS

FISH
ICE-CREAM
MILK
ONIONS
POTATOES
SUGAR
TEA
TOMATOES

Handout 2

Rearrange the words in the brackets to make sentences.

1. Are there any tomatoes?

(No, tomatoes aren't any there)

2. Are there any potatoes?

(Yes, are there. lot There are of a potatoes.)

3. Are there any onions?

(Yes, a there few are)

4.

(there Are carrots any?)

No, there aren't.

(mind Never)

5. Are there any eggs?

Yes, there are.

(eggs There of lot are a.)

Friends 5 Lesson 15		<i>At the supermarket.</i>		Skills	
Aims	Improving listening	Contents	Grammar <i>Is there / are there</i> questions <i>Some / any</i>	Checklist	Printed copies of Handout reordering letters to make words
Language Analysis					
<p>The word <i>some</i> is used when the speaker cannot specify or does not need/want to specify a number or an exact amount. In general, <i>some</i> is used in positive sentences.</p> <p>The word <i>any</i> is used when the speaker cannot specify or does not need/want to specify a number or an exact amount. In general, <i>any</i> is used in negative and interrogative sentences.</p>					

Procedure

Warm-up Off the screens

1. Revise food vocabulary (*apple* , *banana*, egg, *ice-cream*, etc.) with the game of Charades. Choose students to show (act out through mime) a given word for the rest of the group to guess.
2. For the words which might be difficult to show try the Pictionary game where students draw a given food item on the board for their fellow students to guess (*cheese*, *milk*, *tomatoes*, *sausages*, etc.).
3. Revise spelling of the words used in previous tasks with the Handout.

Handout

Rearrange the scrambled letters to make food words:

- 1 aplep _____
- 2 aannab _____
- 3 geg _____
- 4 cie cearm _____
- 5 hceees _____
- 6 mlki _____
- 7 somatteo _____
- 8 aasugse _____
- 9 bergurs _____
- 10 acke _____

Key:

1 apple 2 banana 3 egg 4 ice cream 5 cheese
6 milk 7 tomatoes 8 sausages 9 burgers 10 cake

Screen 2

Audio 1:

Alex: *Is there any cheese?*

Sam: *Cheese? I don't like cheese.*

Audio 2:

Alex: *Are there any burgers?*

Sam: *Burgers? Yes, there are some burgers!*

Audio 3:

Alex: *Are there any eggs?*

Sam: *Eggs? Hmm. I don't like eggs.*

Audio 4:

Alex: *Are there any apples?*

Sam: *No, but there's some cake!*

Audio 5:

Alex: *Is there any milk?*

Sam: *No milk! But there's some ice-cream! I love ice-cream!*

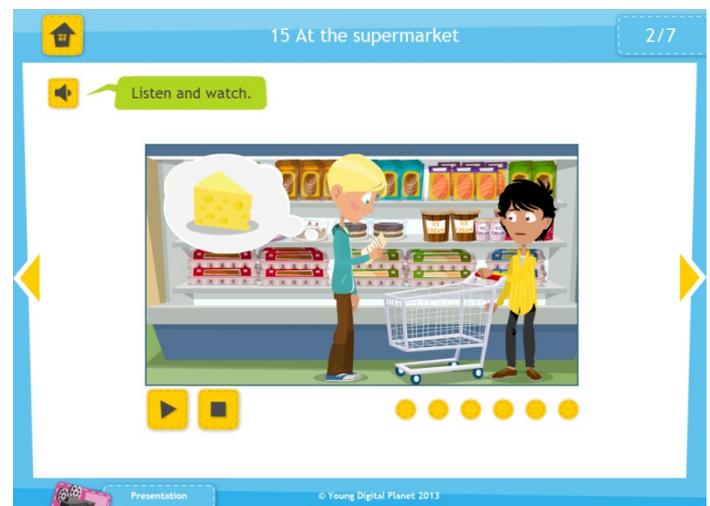
Audio 6:

Alex: *So what have we got?*

Sam: *Well, there are some burgers, there's some ice-cream and there's some cake.*

Alex: *But there isn't any cheese, there aren't any apples and there isn't any milk!*

Sam: *Oh, dear!*



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

Ask your students to listen and watch the presentation. Check comprehension with questions:

Does Sam like eggs?

Is there any cake?

Does Sam like ice-cream?

Are there any burgers? etc.

Note: *Oh, dear!* is used to express surprise and to show that something has gone wrong. It is a phrase that might be more typically used by an older person but it is also used by people in authority, like teachers.

Screen 3

Audio 1:

Is there any cheese?

Audio 2:

Are there any burgers?

Audio 3:

Are there any eggs?

Audio 4:

Are there any apples?

Audio 5:

Is there any milk?

Key:

1 cheese **2** burgers **3** eggs **4** apples
5 milk



Ask your students to listen and select the correct products.

Screen 4

Audio 1: *What's in the fridge?*

Audio 2: *Is there any milk?*

Audio 3: *There aren't any eggs.*

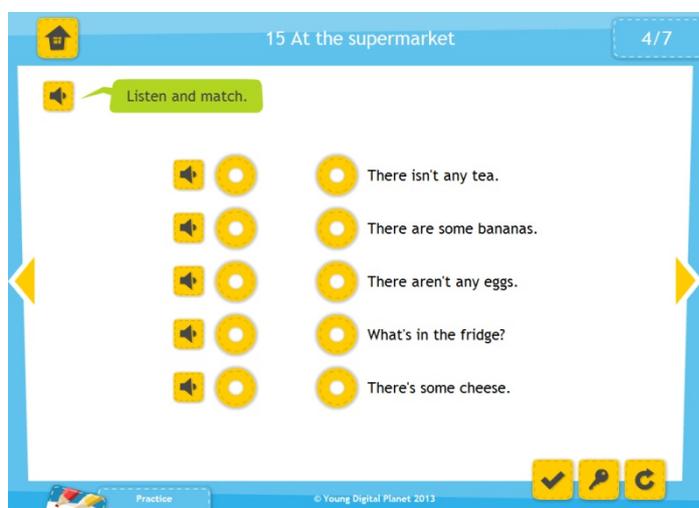
Audio 4: *There are some bananas.*

Audio 5: *There's some cheese.*

Audio 6: *There isn't any tea.*

Key:

Random order (match the audio with the sentences)



Tell your students to match the audio extracts with the written forms.

Screen 5

Audio 1:

Mum: *So, what's in the fridge? Let's see. There are a lot of eggs.*

Audio 2:

Mum: *There are a few tomatoes.*

Audio 3:

Mum: *There's some juice.*

Audio 4:

Mum: *There isn't any cheese.*

Audio 5:

Mum: *There aren't any sausages.*

Audio 6:

Mum: *But there is some pineapple!*

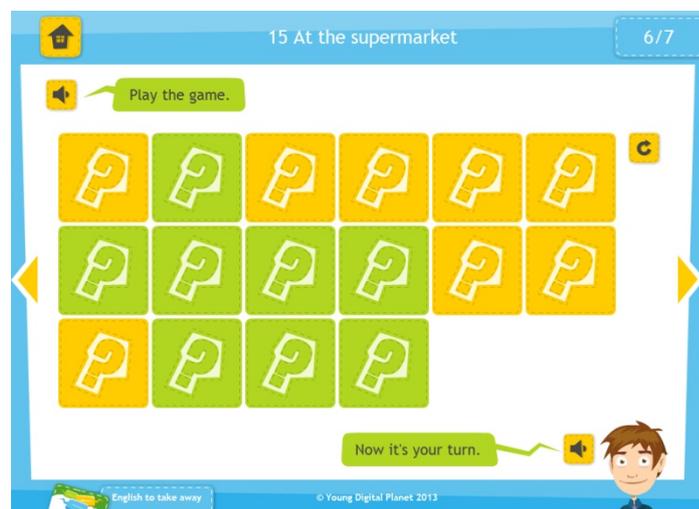
Key:

1 a lot of **2** a few **3** some **4** any **5** any
6 some



Ask your students to select correct responses from the drop down menu.

Screen 6



Give the students the instructions for the game activity.

Ask your students to match the pictures with the audio.

1. Revise the food words by playing a memory game.
2. Ask your students to repeat: *For my breakfast I want*. It is useful to put the sentence on the board for all the students to see.
3. Ask your students to repeat the sentence and add a food word so that the first person would say: *For my breakfast I want eggs*.
4. Then the following person repeats and adds a word more: *For my breakfast I want eggs and milk*.
5. Continue until there are too many words to remember and your students have problems repeating the whole sequence.
6. The one who can repeat the longest sequence is the winner.

Handout

Rearrange the scrambled letters to make food words:

1 aplep _____

2 aannab _____

3 geg _____

4 cie cearm _____

5 hceees _____

6 mlki _____

7 somatteo _____

8 aasugse _____

9 bergurs _____

10 acke _____

Friends 5 Lesson 16		<i>Let's have a picnic!</i>		Vocabulary
Aims	Increasing vocabulary	Contents	Vocabulary <i>sandwich, picnic, biscuit, cucumber, plate, glass watermelon, pineapple</i>	Printed copies of Handout 1: pair work to practise vocabulary
Language Analysis				
<p>Some of the food words practised in recent lessons are uncountable. <i>Uncountable</i> nouns are substances that we cannot divide into separate elements. We cannot count them. For example, we cannot count <i>milk</i>. We can count <i>bottles of milk</i> but we cannot count <i>milk</i> itself. Other examples include: <i>rice, sugar, butter, water</i>. We use the singular form of the verb with uncountable nouns: <i>There is some milk</i>.</p>				

Procedure

Warm-up Off the screens

Play a game of Chinese whispers with your students:

Divide your students into groups and tell them to form lines. Tell the first students in lines a sentence from the previous lessons: *There are some burgers. Is there any milk? I don't like cheese. Are there any apples?* etc.

Students then repeat what they heard and whisper it into another student's ear. The last person in line says the phrase out loud. It is very likely that the phrase will get distorted in the process. Make sure to present the right form to your students.

You may want to write the phrase on the board for all your students to see.

Screen 2

Audio 1:

Kim: *It's a beautiful day! Let's have a picnic!*

Lucy: *Good idea!*

Audio 2:

Lucy: *Let's make some sandwiches.*

Audio 3:

Kim: *Let's make cucumber sandwiches! They're my favourite!*

Lucy: *I'm sorry – we haven't got any cucumbers – but there are some tomatoes.*

Audio 4:

Lucy: *I like cheese sandwiches. There's some cheese in the fridge.*

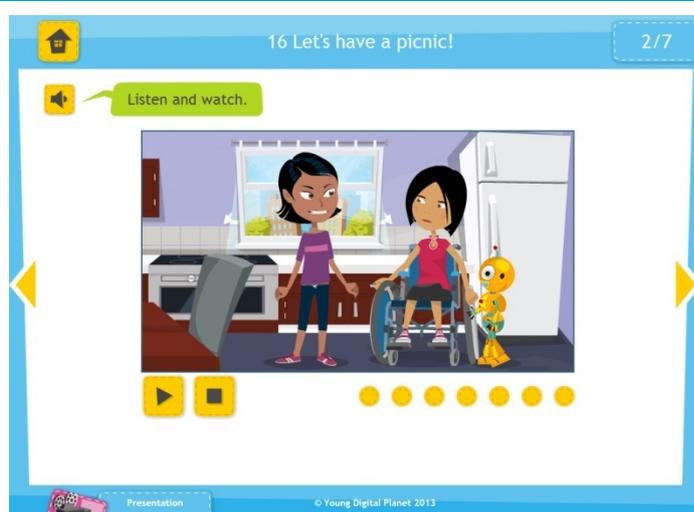
Audio 5:

Kim: *There are some biscuits and there's some lemonade, too.*

Audio 6:

Lucy: *Here are some glasses for the lemonade and some plates for the sandwiches.*

Audio 7:



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

Ask your students to listen and watch the presentation. Check comprehension by asking questions:

*What does Kim want to have?
Is there any cheese?*

Robot: *Yum-yum! I love pineapple and I love watermelon!*

*Are there some tomatoes?
What does Lucy like?
What does Robot like?*

Note: *Sandwich* is an English invention attributed to John Montagu, 4th Earl of Sandwich, who enjoyed eating slices of meat between two slices of bread during card games.

BrE *favourite*, AmE *favorite*

Screen 3



Audio 1: *sandwich*



Audio 2: *cucumber*



Audio 3: *watermelon*



Audio 4: *plate*



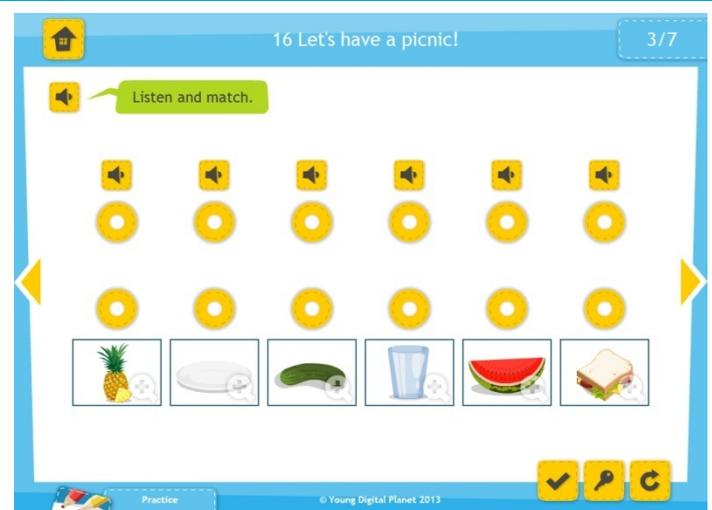
Audio 5: *glass*



Audio 6: *a pineapple*

Key:

See above (random order)

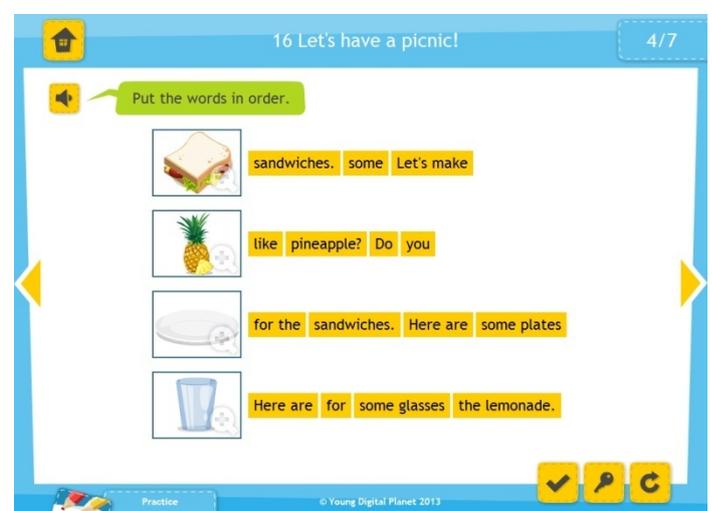


Ask your students to match the sounds with the pictures.

Screen 4

Key:

- 1 Let's make some sandwiches.
- 2 Do you like pineapple?
- 3 Here are some plates for the sandwiches.
- 4 Here are some glasses for the lemonade.



Ask your students to put the words in the correct order.

Screen 5

Audio 1:

Kim: *It's a beautiful day! Let's have a picnic!*

Lucy: *Good idea!*

Audio 2:

Lucy: *Let's make some sandwiches.*

Audio 3:

Kim: *Let's make cucumber sandwiches! They're my favourite!*

Lucy: *I'm sorry – we haven't got any cucumbers – but there are some tomatoes.*

Audio 4:

Lucy: *I like cheese sandwiches. There's some cheese in the fridge.*

Audio 5:

Kim: *There are some biscuits and there's some lemonade, too.*

Audio 6:

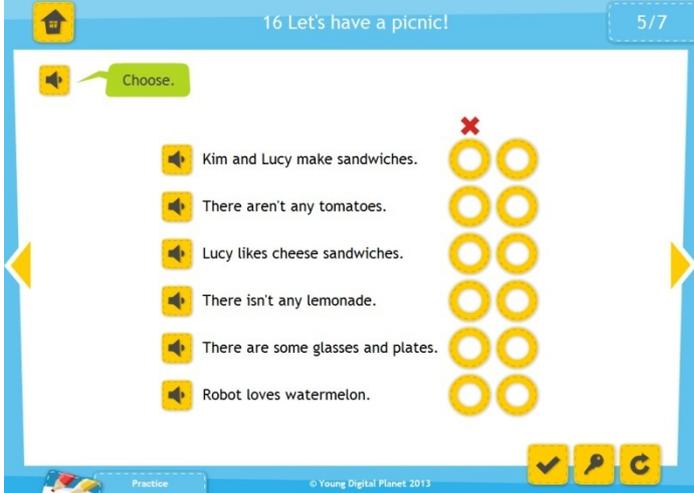
Lucy: *Here are some glasses for the lemonade and some plates for the sandwiches.*

Audio 7:

Robot: *Yum-yum! I love pineapple and I love watermelon!*

Key:

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

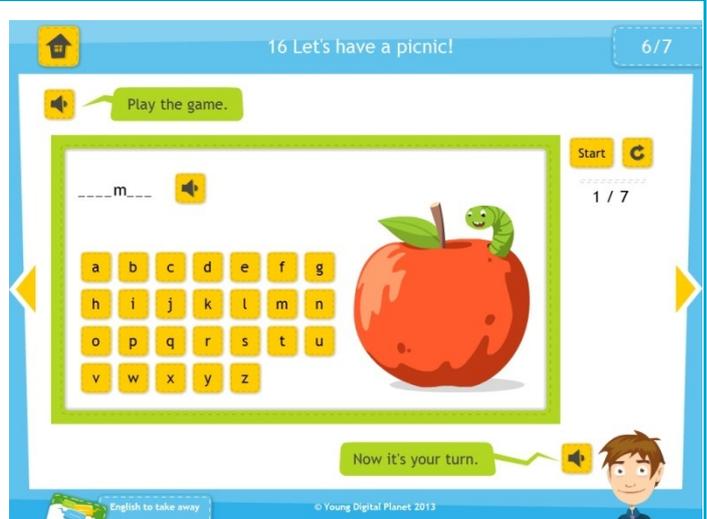


Ask your students to listen to the audio extracts and select the correct response.

Screen 6

Key:

- 1 cucumber
- 2 sandwich
- 3 biscuit
- 4 tomatoes
- 5 lemonade
- 6 watermelon
- 7 pineapple



Give the students the instructions for the game activity.

Ask your students to listen to the audio and click / touch the missing letters before the bug eats the apple.

Now it's your turn. Work in pairs and play the game with more words you know.

Handout 1

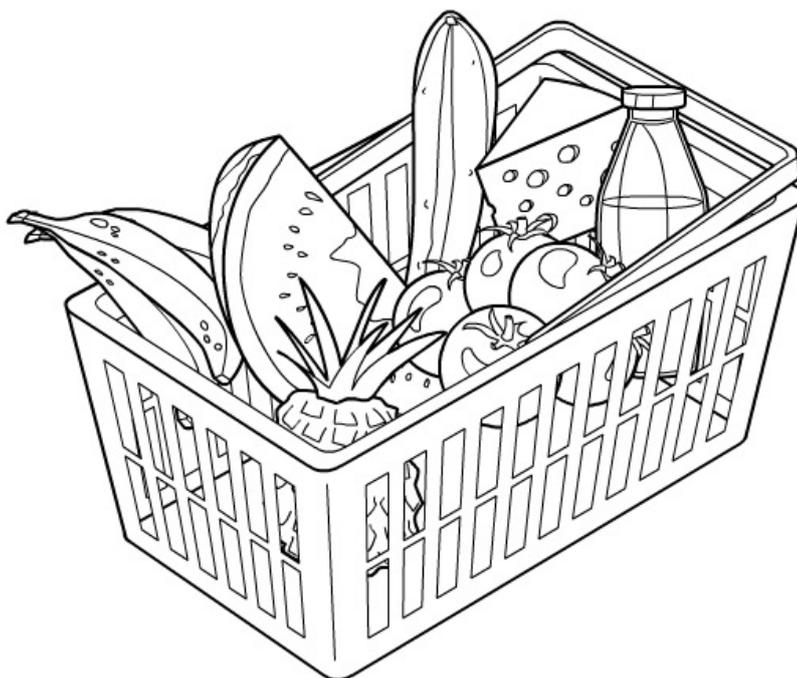
Student A

Describe the contents of your shopping basket to Student B. Use *there is/are*, *some* and *any*.

Student B will stop you whenever s/he has a different product in the basket. Mark the differences you find.

Student A: *There is a pineapple in the basket.*

Student B: *There aren't any pineapples in my basket. There are some oranges.*



Handout 1

Student B

Describe the contents of your shopping basket to Student A. Use *there is/are*, *some* and *any*.

Student A will stop you whenever s/he has a different product in the basket. Mark the differences you find.

Student B: *There is an apple in the basket.*

Student A: *There aren't any apples in my basket. There are some bananas.*



Friends 5 Lesson 17		<i>How many apples are there?</i>		Grammar & Functions
Aims	Asking about quantity	Contents	Grammar Quantity of countable nouns. Vocabulary <i>How many apples are there?</i> <i>There are six apples.</i>	Checklist No handouts
Language Analysis				
<p>The use of <i>much</i> and <i>many</i> depends on whether a word is countable or uncountable. <i>Much</i> is used with a singular verb for uncountable objects. <i>Many</i> is used with countable objects with a plural verb conjugation. In this lesson we use questions with <i>how many</i> to ask about the quantity of countable nouns.</p>				

Procedure

Warm-up Off the screens

Start the lesson with an Apple & Banana Counting Game. Assemble the students in a circle. Then, get the students to count around the circle, starting with the number *one*. Every time they reach a multiple of five, they say *apple*.

Every time they reach a multiple of seven, they say *banana*. If a student makes a mistake, either by saying a number instead of *Apple* or *Banana* or by saying the wrong number, the counting starts again.

When a student gets it wrong, he is out of the game. The object of the game is for the group to reach *100* without making a mistake. For younger learners, try playing the same game, but only using the word *Apple* and counting to 30. When they come to a number, which is a multiple of three (e.g. 3, 6, 9 etc.) they have to say *Apple* instead of the number.

Screen 2

Audio 1:

Kim: Alex, Sam and Ann want a picnic!

Robot: How many people is that?

Audio 2:

Lucy: How many people? Well, you and me is two, Kim three, Alex, Sam and Ann is six.

Audio 3:

Kim: How many plates are there?

Lucy: There are six plates.

Audio 4:

Lucy: And how many glasses are there?

Kim: There are six glasses, too.

Audio 5:

Lucy: What about food? How many apples are there?

Kim: There are six apples!

Lucy: Good!

Audio 6:

Lucy: How many sandwiches are there?

Robot: Uh-oh! Three! Oh no!

Audio 7:

Lucy: Never mind, Robot! It's OK. I can make three sandwiches ...

Robot: Ice-cream sandwiches?

Lucy and Kim: Silly Robot!



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. Ask your students to listen and watch the presentation. Check comprehension by asking questions:

Who wants a picnic?

How many plates are there?

How many people are there?

What kind of sandwiches does Robot want? etc.

Note: *Ice-cream sandwich* is a popular frozen desert consisting of a layer of ice cream sandwiched between two biscuits.

Screen 3

Audio 1: *How many apples are there?*

Audio 2: *How many sandwiches are there?*

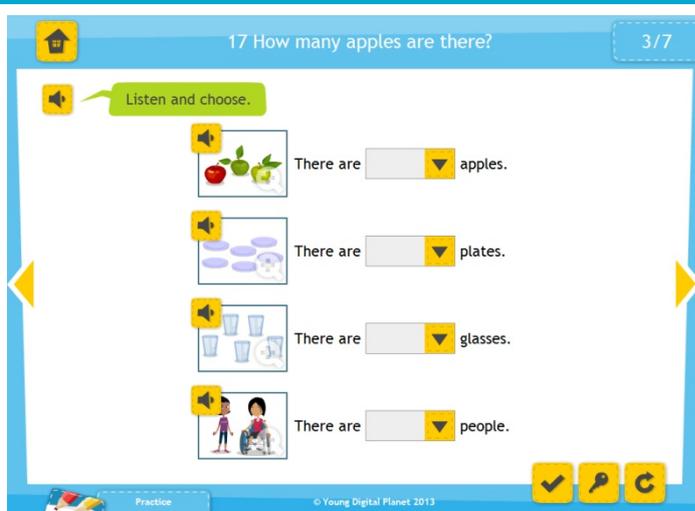
Audio 3: *How many plates are there?*

Audio 4: *How many glasses are there?*

Audio 4: *How many people are there?*

Key:

1 three **2** six **3** five **4** two



Ask your students to listen and select correct numbers from the drop down menu.
Can be used for assessment.

Screen 4

Key:

1 How many sausages are there?

There are six sausages.

2 How many sandwiches are there?

There are two sandwiches.

3 How many apples are there?

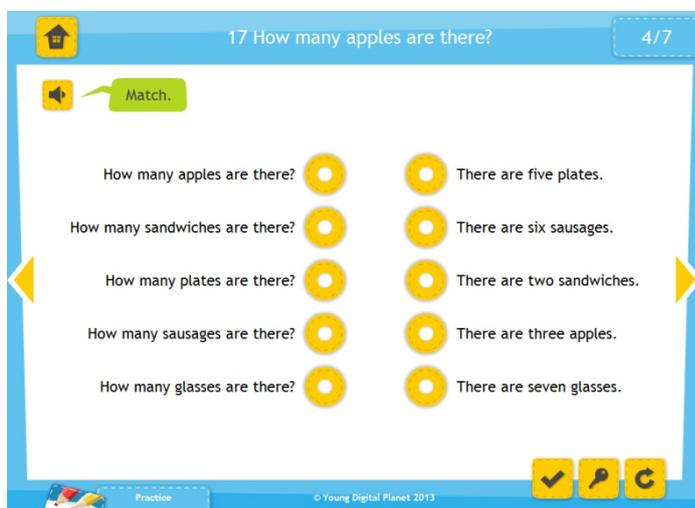
There are three apples.

4 How many plates are there?

There are five plates.

5 How many glasses are there?

There are seven glasses.



Ask your students to match the sentence halves.

Screen 5

Key:

- 1 How many apples are there?
- 2 There are six apples.
- 3 How many sandwiches are there?
- 4 There are three sandwiches.
- 5 How many people are there?
- 6 There are five people.



Ask your students to put the words in the correct order.

Screen 6



Give the students the instructions for the Look and say activity.

Look at the picture and read the sentence.
 Click on the audio and listen to the sentence.
 Students say the sentences.
 Repeat as many times as you want to.
 Now it's your turn. This is a 'free practice' stage.

	<p>The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.</p>
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Friends 5 Lesson 18		<i>How much cake is there?</i>		Grammar & Functions
Aims	Asking about quantity	Contents	Grammar Quantity of countable nouns. Vocabulary <i>How much cake is there?</i> <i>There isn't any cake.</i> <i>I'm sorry</i>	Blank sheets of paper, pencils Copies of Handout: picture comprehension
Language Analysis				
<p>The use of <i>much</i> and <i>many</i> depends on whether a word is countable or uncountable. <i>Much</i> is used with a singular verb for uncountable objects. <i>Many</i> is used with countable objects with a plural verb conjugation. In this lesson we introduce questions with <i>how much</i> to ask about the quantity of uncountable nouns.</p> <p>Uncountable nouns are substances that we cannot divide into separate elements. We cannot count them. For example, we cannot count <i>milk</i>. Other examples include: <i>food, ice-cream, sugar, lemonade</i>. We use the singular form of the verb with uncountable nouns: <i>There is some milk.</i></p>				

Procedure

Warm-up Off the screens

Recycle *there is, there are* as well as prepositions of place with a Picture dictation. Tell your students to draw things as you dictate. The students should start drawing in the middle of the paper.

Make sure you read the sentences slowly and clearly, repeat several times as needed. Award students whose pictures are most precise and accurate.

There is a desk in a room. There are four books on the desk. There is a computer on the desk. There is a doll next to the computer. Near the desk, to the right there is ball. Behind the ball there is a kite. Above the desk there is a window. You can see two trees outside the window. There are two birds in the tree on the left.

Screen 2

Audio 1:

Sam: *How much food is there?*

Lucy: *Don't worry, Sam. There's a lot!*

Audio 2:

Robot: *How much ice-cream is there?*

Lucy: *There isn't any ice-cream, Robot! There aren't any fridges in the countryside!*

Audio 3:

Robot: *How much lemonade is there?*

Lucy: *There's a lot of lemonade!*

Audio 4:

Robot: *What about sugar? How much sugar is there?*

Lucy: *There isn't any sugar, Robot, and there isn't any milk – because we aren't having tea!*

Audio 5:

Sam: *I like cheese! How much cheese is there?*

Lucy: *I'm sorry, Sam – there isn't any cheese. But there's some fruit.*

Audio 6:

Sam: *How much cake is there?*

Robot: *I'm sorry, Sam. There isn't any*



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

Ask your students to listen and watch the presentation. Check comprehension by asking questions:

Where are the children?

Is there any ice -cream?

How much lemonade is there? etc.

cake!

Lucy, Kim, Alex and Sam: Robot!

Note: Lucy says: *There isn't any sugar, Robot and there isn't any milk – because we aren't having tea!* Explain to your students who might be unfamiliar with this custom that the British prefer to drink their tea with milk.

Screen 3

Audio 1:

Robot: How much ice-cream is there?

Lucy: There isn't any ice-cream, Robot!
There aren't any fridges in the countryside!

Audio 2:

Robot: How much lemonade is there?

Lucy: There's a lot of lemonade!

Audio 3:

Robot: What about sugar? How much sugar is there?

Lucy: There isn't any sugar, Robot and there isn't any milk – because we aren't having tea!

Audio 4:

Sam: I like cheese! How much cheese is there?

Lucy: I'm sorry, Sam – there isn't any cheese. But there's some fruit.

Audio 5:

Sam: How much cake is there?

Robot: I'm sorry, Sam. There isn't any cake!

Lucy, Kim, Alex and Sam: Robot!

Key: (from left to right)

- 1 There isn't any
- 2 There isn't any
- 3 There isn't any
- 4 There isn't any
- 5 There's a lot



Ask your students to select the appropriate response from the drop down menu.

Screen 4

Audio 1:

There's a lot of fruit.

Audio 2:

There isn't any meat.

Audio 3:

There's a lot of cheese.

Audio 4:

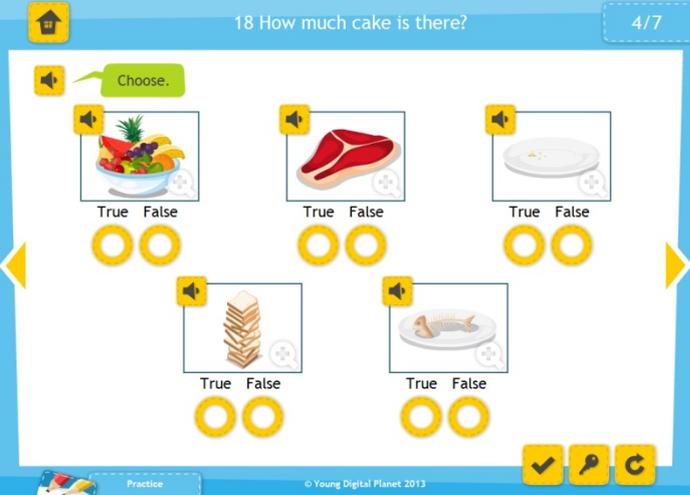
There isn't any bread.

Audio 5:

There isn't any fish.

Key: (from left to right)

1 T 2 F 3 F 4 F 5 T



Ask your students to select the True or False buttons as they listen to the audio extracts.

Screen 5

Key:

- 1 How much cake is there?
- 2 There isn't any cake.
- 3 How much ice-cream is there?
- 4 There is a lot of ice-cream.
- 5 There isn't any cheese.



Ask your students to put the words in the sentences in order.

Screen 6

Lucy: *How much cake is there?*

Sam: *There isn't any cake.*

Lucy: *How much ice cream is there?*

Sam: *There isn't any ice cream.*



18 How much cake is there? 6/7

Listen and say.

How much cake is there?

There isn't any ice cream.

There isn't any cake.

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the students the instructions for the Look and say activity.

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

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.

Follow up with the Handout.

Handout

Answer questions about the picnic.

lemonade	✓
grape juice	✗
cake	✓
ice-cream	✗
fruit	✓
chocolate	✗
milk	✗
water	✓

Is there any lemonade? Yes, there is some lemonade.

Is there any grape juice? No, there isn't any grape juice.

1. Is there any cake?

2. Is there any ice – cream?

3. Is there any fruit?

4. Is there any chocolate?

5. Is there any milk?

6. Is there any water?

Ask students to answer the questions using the table provided. There are two sample sentences to follow.

Key:

1 Yes, there is some cake.

2 No, there isn't any ice-cream.

3 Yes, there is some fruit.

4 No, there isn't any chocolate.

5 No, there isn't any milk.

6 Yes, there is some water.

Handout

Answer questions about the picnic.

lemonade	✓
grape juice	✗
cake	✓
ice-cream	✗
fruit	✓
chocolate	✗
milk	✗
water	✓

Is there any lemonade? Yes, there is some lemonade.

Is there any grape juice? No, there isn't any grape juice.

1. Is there any cake?

2. Is there any ice – cream?

3. Is there any fruit?

4. Is there any chocolate?

5. Is there any milk?

6. Is there any water?

Friends 5 Lesson 19		<i>Food for our picnic!</i>		Skills - writing	
Aims	Improving writing skills	Contents	Grammar Countable and uncountable nouns Vocabulary <i>Yum yum</i>	Checklist	Printed copies of Handout 1 & 2: sentence completion and drawing/writing a picnic list Handout 1 for each student Handout 2 – pair work
Language Analysis					
<p>Nouns are either <i>countable</i> or <i>uncountable</i>. If a noun is countable we can count it. If a noun is uncountable we can't count it.</p> <p>Uncountable nouns can't have a number before them. We cannot say: one meat, two milks etc.</p> <p>Words for liquids, powders, materials, and many foods are uncountable.</p> <p>Common uncountable food nouns include: rice, pasta, meat, soup, bread, flour, salt, cream, honey and oil.</p>					

Procedure

Warm-up Off the screens

Divide your class into two teams. Prepare a chart on the board. One column titled to be titled **how much**, the other **how many**. Tell each group that they will compete against each other on the number of food-related nouns they can come up with.

Explain that the **how much** group can only think of foods that cannot be counted e.g. powders and liquids etc. The **how many** group, on the other hand, can only give you words that can be counted. Students from each group should take turns in giving you their words, which you will put on the board. The group with the most answers in their column wins.

Screen 2

Audio 1.

Lucy: *Food for our picnic!*

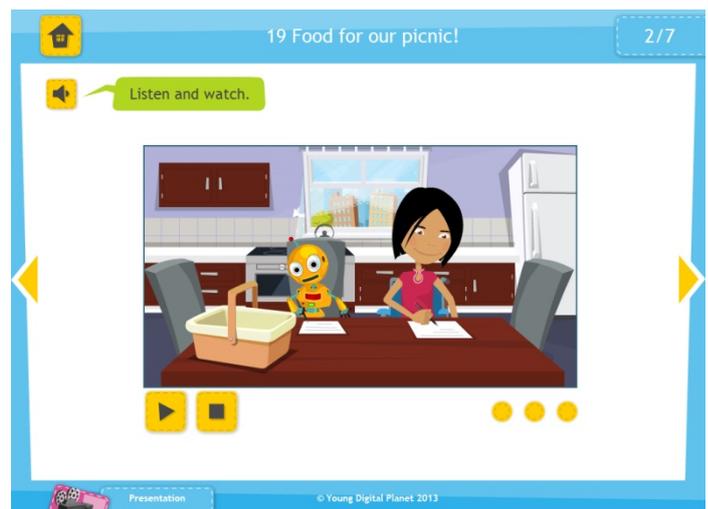
Robot: *Yum yum!*

Audio 2.

Lucy: *This is my list!*

Audio 3.

Robot: *This is my list!*



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

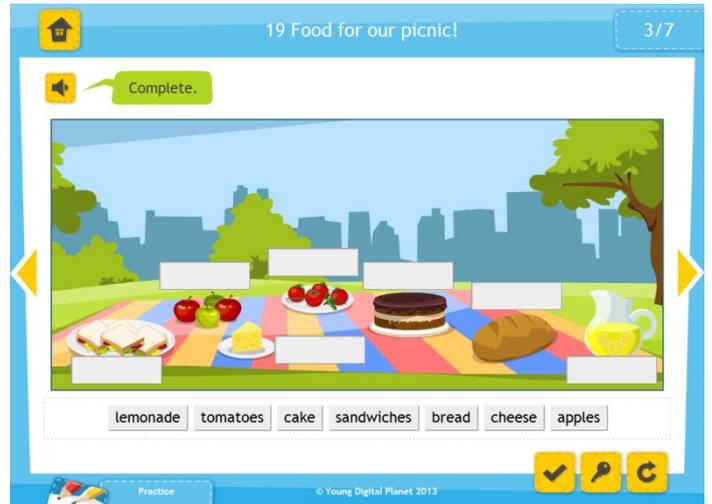
1. Ask your students to listen and watch the presentation.
2. Ask nominated students to read the picnic menus out loud for the class.
3. Ask your students:
Which picnic menu do you prefer? Lucy's or Robot's? Why?

Note: *Yum yum* is an interjection used to express enjoyment or satisfaction, especially in the taste of food. A related adjective *yummy* means tasty and delicious. *Yuck* is an interjection opposite in meaning to *yum yum* and is used as an expression of disgust.

Screen 3

Key:

1 sandwiches 2 cake 3 lemonade
4 apples 5 cheese 6 bread 7 tomatoes



19 Food for our picnic! 3/7

Complete.

lemonade tomatoes cake sandwiches bread cheese apples

Practice © Young Digital Planet 2013

Ask your students to drag the names of food items into the right gaps.

Screen 4

Audio 1: *I like fish.*

Audio 2: *I don't like meat.*

Audio 3: *I have sugar in my tea.*

Audio 4: *Where's the bread? I'm making sandwiches.*

Audio 5: *There's chicken and rice for lunch.*

Key:

1 fish 2 meat 3 sugar 4 bread 5 rice



19 Food for our picnic! 4/7

Listen and complete.

I like _____

I don't like _____

I have _____ in my tea.

Where's the _____?
I'm making sandwiches.

There's chicken
and _____ for lunch.

sugar rice meat
fish bread

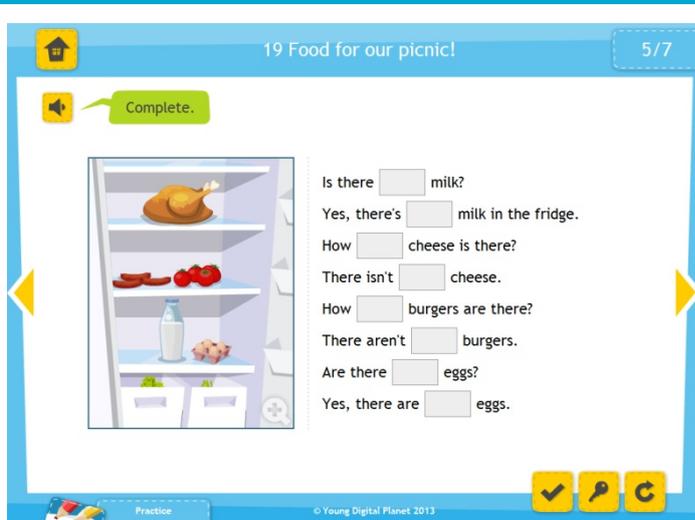
Practice © Young Digital Planet 2013

Ask your students to listen to the audio extracts and select the correct words.

Screen 5

Key:

- 1 any
- 2 some
- 3 much
- 4 any
- 5 many
- 6 any
- 7 any
- 8 some



19 Food for our picnic! 5/7

Complete.

Is there milk?

Yes, there's milk in the fridge.

How cheese is there?

There isn't cheese.

How burgers are there?

There aren't burgers.

Are there eggs?

Yes, there are eggs.

Practice © Young Digital Planet 2013

1. Ask your students to type in the missing words.
2. Ask your students similar questions and have them answer in full sentences:

Are there any sausages?

Is there any lemonade?

How many tomatoes are there?

Is there any meat in the fridge?

Is there a lot of food in the fridge? etc.

Screen 6



19 Food for our picnic! 6/7

Play the game.

P	P	P	P	P	P	C
P	P	P	P	P	P	
P	P	P	P			

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the students the instructions for the game

activity.

Ask your students to play the game. The object of the game is to match the words with the corresponding pictures.

Follow up with activities in Handout 1 and Handout 2.

Handout 1

Complete the sentences with words from the box.

some a lot how much any there how many isn't aren't food

1. Is _____ any milk?
2. Yes, there's _____ milk in the fridge.
3. _____ cheese is there?
4. There _____ any cheese.
5. _____ burgers are there?
6. There _____ any burgers.
7. How much _____ is there?
8. Don't worry, There's _____ !

Ask students to complete the sentences with the words from the box.

1 there **2** some **3** How much **4** isn't **5** How many **6** aren't **7** food **8** a lot

Handout 2

Write and draw your own picnic list.

Food for our picnic!

1. Lemonade (1 bottle)



2.

Ask students to write and draw your own picnic list.

Handout 1

Complete the sentences with words from the box.

some a lot how much any there how many isn't aren't food

1. Is _____ any milk?
2. Yes, there's _____ milk in the fridge.
3. _____ cheese is there?
4. There _____ any cheese.
5. _____ burgers are there?
6. There _____ any burgers.
7. How much _____ is there?
8. Don't worry, There's _____!

Handout 2

Write and draw your own picnic list.

Food for our picnic!

1. Lemonade (1 bottle)



2.

Friends 5 Lesson 20		<i>How much lunch?</i>		Pronunciation	
Aims	Practising <i>some/any</i> Practice of pronunciation of /ɪ/ and /i:/ Weak form of <i>some</i>	Contents	Vocabulary <i>Some</i> – pronunciation	Checklist	Printed copies of Handout: sentence completion
Language Analysis					
<p>In most English accents, some function words (prepositions, auxiliary verbs, pronouns, conjunctions) have two or more different pronunciations. The weak form is that typically used when the word is unstressed.</p> <p>The strong form happens when we pronounce the words alone, or when we emphasize them. Weak forms are very often pronounced with a schwa (ə), and so are very weak and sometimes a bit difficult to hear properly. In the International Phonetic Alphabet (IPA) the schwa is represented as an upside down 'e'. The word <i>some</i> can therefore be strong /sʌm/ or weak /səm/.</p>					

Procedure

Warm-up Off the screens

Revise previously introduced vocabulary with the game of Odd One Out. Write the words on the board. Ask your students to select the word which does not belong with the others in the same line.

Always ask the students to explain their selection even when they get the answer right. Encourage students to use English in their answers but accept their native tongue in more difficult cases.

The word can be different or odd because of the meaning, pronunciation, part of speech, being countable or uncountable:

1. milk lemonade water apple
1. doll kite ball fridge
2. write watch swim sometimes
3. always sometimes never picnic
4. sugar rice meat bananas
5. listen read play food

Key: 1 apple - countable noun 2 fridge – not a toy 3 sometimes - not a verb
 4 picnic – not an adverb of frequency 5 bananas – countable / plural food 6 food – not a verb

Screen 2

*Some some some or
 Any any any
 Much much much or
 Many many many?*

*How many eggs?
 And how many plates?
 How many apples?
 And how many cakes?*

*Some some some or
 Any any any
 Much much much or
 Many many many?*



The screenshot shows a presentation slide titled "20 How much lunch?" with a page number "2/7" in the top right corner. Below the title is a green button with a speaker icon and the text "Listen and watch.". The main content is a video player showing a yellow robot on a stage with a red curtain background. The video player has a play button, a progress bar, and a volume icon. At the bottom of the slide, there is a "Presentation" button and a copyright notice "© Young Digital Planet 2013".

*How much cheese?
And how much meat?
How much lunch?
Have I got to eat?*

*Some some some or
Any any any
Much much much or
Many many many?*

*There is some meat.
There isn't any cheese.
There aren't any eggs.
But there are some peas!*

*Some some some or
Any any any
Much much much or
Many many many?*

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

Ask your students to listen and watch the presentation. Play the animation and invite your students to sing along. After several rehearsals try singing the song without the audio track in the background.

Screen 3

Audio 1:
*/some/
/some/ cheese
There's /some/ cheese
There's /some/ cheese in the sandwich!*

Audio 2:
*/some/
/some/ meat
There's /some/ meat
There's /some/ meat in the fridge!*

Audio 3:
*/some/
/some/ lunch
There's /some/ lunch
There's /some/ lunch on the table!*

Audio 4:
*/some/
/some/ supper
There's /some/ supper
There's /some/ supper on the table!*

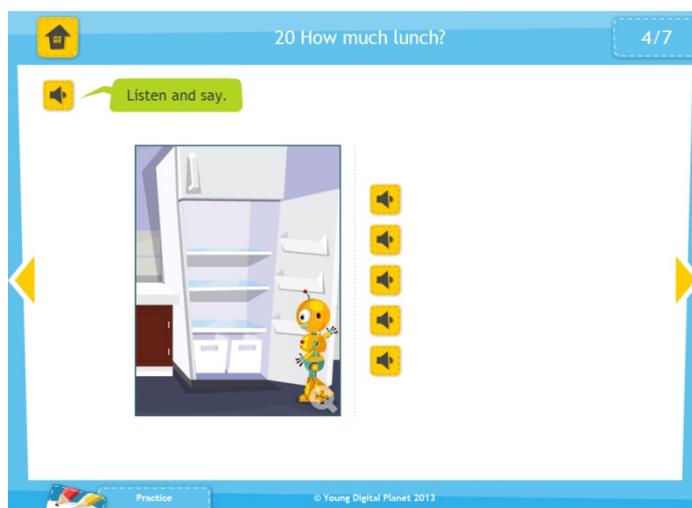


Ask your students to listen and repeat the sounds they hear. If they have difficulties repeating the last, longer sentence try using a backchaining drill.

Have the students repeat the words starting with the end of the sentence: *sandwich, the sandwich, in the sandwich, cheese in the sandwich, some cheese in the sandwich ...etc.*

Screen 4

Audio 1: *Is there any milk?*
No, there isn't any milk!
Audio 2: *Is there any cake?*
Audio 3: *Is there any cheese?*
Audio 4: *Is there any chicken?*
Audio 5: *Is there any rice?*



The screenshot shows a digital interface for a listening practice activity. At the top, it says '20 How much lunch?' and '4/7'. Below this is a green speech bubble with a speaker icon and the text 'Listen and say.'. The main area features an illustration of a kitchen with a refrigerator and a small yellow robot character. To the right of the illustration are five yellow square buttons with speaker icons, arranged vertically. At the bottom, there are navigation arrows and a 'Practice' button.

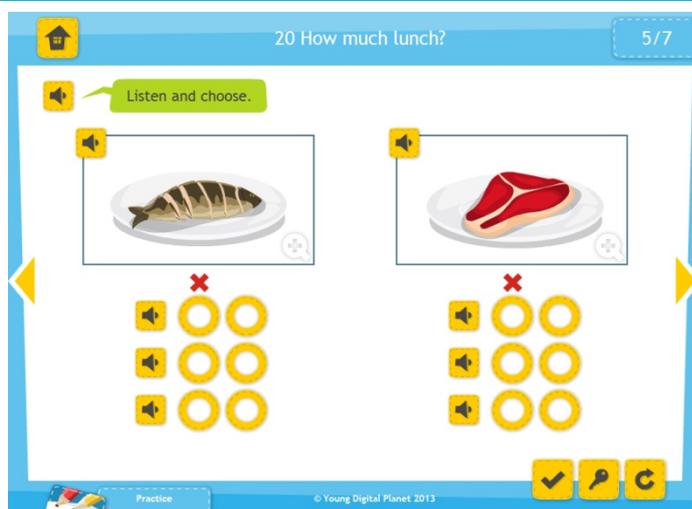
Tell your students to listen and repeat the sounds they hear. If they have difficulties repeating longer sentences try using the backchaining drill mentioned in the previous screen.

Screen 5

Audio 1: *fish*
Audio 2: *meat*
Audio 3: *cheese*
Audio 4: *picnic*
Audio 5: *Peas*

Key:

- 1 Picture 1 – Audio 1, Audio 4
- 2 Picture 2 – Audio 2, Audio 3, Audio 5



The screenshot shows a digital interface for a listening practice activity. At the top, it says '20 How much lunch?' and '5/7'. Below this is a green speech bubble with a speaker icon and the text 'Listen and choose.'. The main area features two images of food: a fish on a plate and a piece of meat on a plate. Below each image is a 3x3 grid of yellow circles. The top-left circle in each grid has a red 'X' over it. To the left of each grid are three yellow square buttons with speaker icons. At the bottom, there are navigation arrows, a 'Practice' button, and three icons: a checkmark, a key, and a refresh symbol.

Ask your students to select if they hear the /ɪ/ sound in the words as in fish or /i:/ sound as in meat.

Screen 6

*Some some some or
Any any any
Much much much or
Many many many?*

*How many eggs
And how many plates?
How many apples
And how many cakes?*

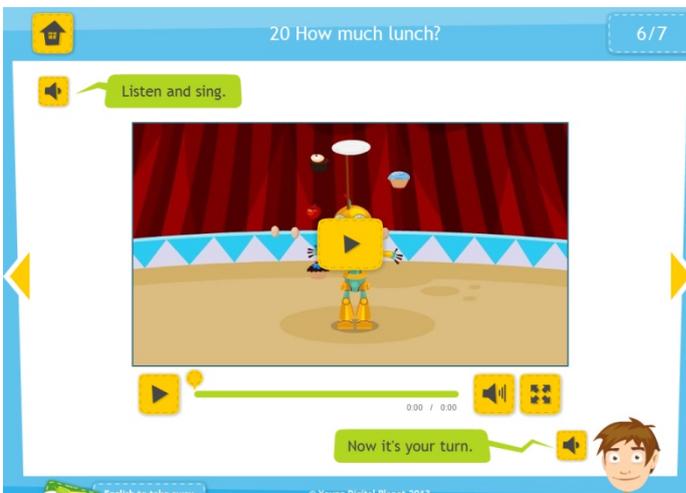
*Some some some or
Any any any
Much much much or
Many many many?*

*How much cheese
And how much meat
How much lunch
Have I got to eat?*

*Some some some or
Any any any
Much much much or
Many many many?*

*There is some meat
There isn't any cheese
There aren't any eggs
But there are some peas!*

*Some some some or
Any any any
Much much much or
Many many many?*



The screenshot shows a digital interface for a lesson titled "20 How much lunch?". The page number "6/7" is in the top right corner. A green speech bubble says "Listen and sing." with a speaker icon. Below this is a video player showing a yellow robot character on a stage with a red curtain background. The video player has a play button, a progress bar at 0:00 / 0:00, and volume and subtitle icons. Below the video player, another green speech bubble says "Now it's your turn." with a speaker icon and a character icon. At the bottom, there is a small logo for "English to take away" and a copyright notice "© Young Digital Planet 2013".

Give the students the instructions for the Listen and sing activity.

1. Ask your students to listen and watch the lyrics.
2. Ask your students to sing along.

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

Follow up with the Handout.

Handout

Listen and complete the missing words:

Some some some or
Any any any?
Much much much (1) _____
Many many many?

(2) _____ eggs?
And how many (3) _____ ?
How many (4) _____ ?
(5) _____ how many cakes?

Some some some or
Any any any?
Much much much (6) _____
Many many many?

(7) _____ cheese?
And how much (9) _____ ?
How much (10) _____ ?
Have I (11) _____ to eat?

Some some some or
Any any any?
Much much much (12) _____
Many many many?

(13) _____ some meat
There (14) _____ any cheese
There (15) _____ any eggs
But there are some (16) _____ !

Some some some or
Any any any?
Much much much (17) _____
Many many many?

Tell your students to complete the missing words while you play the audio of the song.

You may turn of the screen of your whiteboard or simply use the presentation stage of the lesson again.

Handout

Listen and complete the missing words:

Some some some or
Any any any?
Much much much (1) _____
Many many many?

(2) _____ eggs?
And how many (3) _____ ?
How many (4) _____ ?
(5) _____ how many cakes?

Some some some or
Any any any?
Much much much (6) _____
Many many many?

(7) _____ cheese?
And how much (9) _____ ?
How much (10) _____ ?
Have I (11) _____ to eat?

Some some some or
Any any any?
Much much much (12) _____
Many many many?

(13) _____ some meat
There (14) _____ any cheese
There (15) _____ any eggs
But there are some (16) _____ !

Some some some or
Any any any?
Much much much (17) _____
Many many many?