

Friends 5
 Lesson 31

It's time to get up!

Vocabulary

Aims	Daily routine verbs and phrasal verbs	Contents	Vocabulary <i>get up</i> , Revise: <i>get dressed</i> (see Yr 3 Lesson 19), <i>get undressed</i> , <i>have a shower</i> , <i>put on/take off</i> , Revise: <i>have breakfast</i> , <i>go to bed</i> (See Yr 3 Lesson 19) <i>scarf</i> <i>pyjamas</i> Everyday English: <i>It's cold</i>	Checklist	1 Master handout – individual work, matching halves of the phrases [collocations] Coloured pencils
------	---------------------------------------	----------	--	-----------	---

Language Analysis

Hint: Pyjamas vs. Pajamas

Pajamas and **pyjamas** both refer to loose-fitting clothes worn for sleep. *Pajamas* is the preferred spelling in American English, while *pyjamas* is preferred in the main varieties of English from outside North America.

The word is used with a plural verb: e.g. *I have to wash those pyjamas.*

However, mostly the phrase *a pair of pyjamas* is used.

Procedure

Warm-up Off the screens

Handout

1. get	A. a shower
2. take	B. on
3. put	C. dressed
4. have	D. to bed
5. go	E. breakfast
6. get	F. off
7. have	G. up

1. Give out the Handout to each of the Ss.
2. Ask the Ss to match the verbs with the prepositions or phrases together.
3. Check the answers with the students and ask them to draw a picture of what each phrasal verb means next to it.

Key:

1 c/g 2 f 3 b 4 e 5 d 6 c/g 7 a

Screen 2

Audio 1:

Lucy: Robot! Get up!

Robot: In the morning I get up!

Audio 2:

Lucy: Robot! Have a shower!

Robot: In the morning I have a shower!
I wash my face!

Audio 3:

Lucy: You've got your pyjamas on,
Robot! Take them off!

Audio 4:

Lucy: Robot! Get dressed! It's cold! Put
on your scarf!

Robot: I get dressed! I put on my scarf.

Audio 5:

Robot: In the morning, I get up, I have
a shower, I get dressed and ... I have
my BREAKFAST! Yes!



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

Note: Allow the Ss to listen to and watch the animation more than once in order to consolidate the text.

Screen 3



Audio 1:

In the morning, I get up.



Audio 2:

I have a shower.

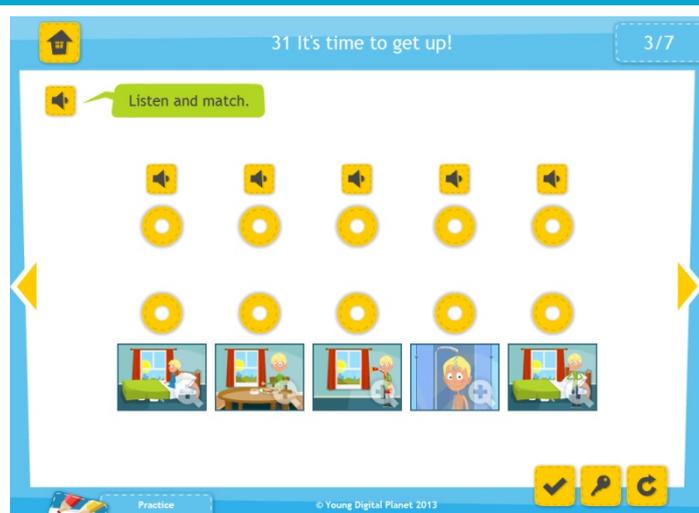


Audio 3:

I get dressed.



Audio 4:



I put on my scarf.



Audio 5:
I have my breakfast.

Key:
see pictures above (random order)

Note: Ss match the pictures with the audio material. Encourage the Ss to repeat the sentences.

Screen 4

Audio 1: *In the evening, I get undressed.*

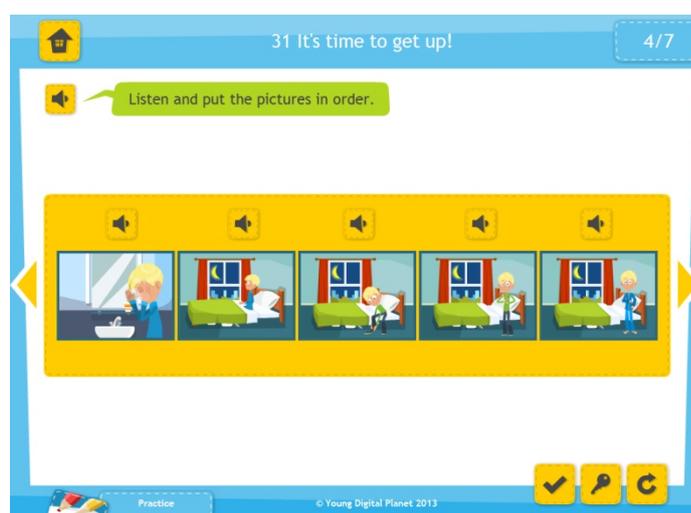
Audio 2: *I take off my shoes.*

Audio 3: *I put on my pyjamas.*

Audio 4: *I wash my face.*

Audio 5: *I go to bed.*

Key:

Note: Ss match the pictures with the audio material. Encourage the Ss to repeat the sentences.

Screen 5

Audio 1:

In the morning, I get up.

Audio 2:

I wash my face.

Audio 3:

I take off my pyjamas

Audio 4:

I get dressed.

Audio 5:

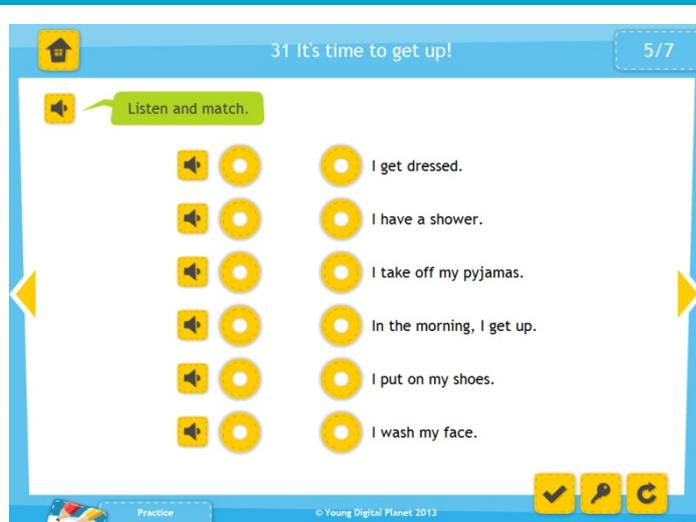
I have a shower.

Audio 6:

I put on my shoes.

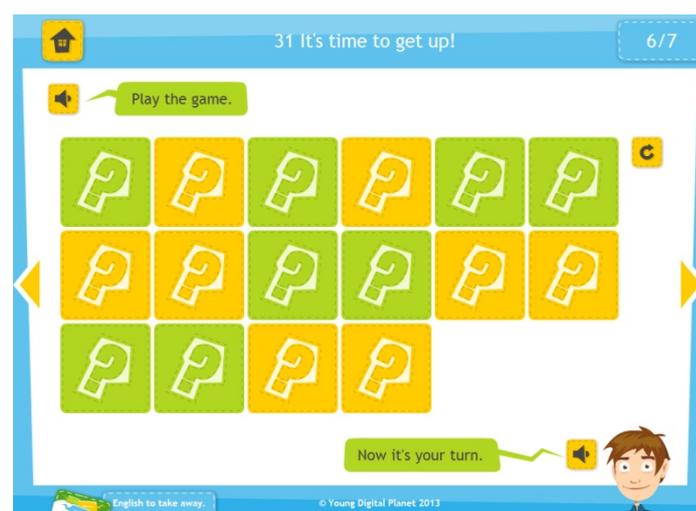
Key:

Audio + text (random order)



Note: The screen may be used for assessment. Ss match the sentences with the audio material that they hear. Encourage the Ss to repeat the sentences in order to practise fluency and pronunciation.

Screen 6



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

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

Note: Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Handout

1. get	A. a shower
2. take	B. on
3. put	C. dressed
4. have	D. to bed
5. go	E. breakfast
6. get	F. off
7. have	G. up

Friends 5 Lesson 32		<i>Time for school.</i>		Grammar & Functions	
Aims	Telling the time	Contents	Vocabulary <i>What's the time?</i> <i>It's time for school.</i>	Checklist	1 Master handout (pair work, making dialogues about given times of day and activities) Coloured pencils
Language Analysis					
<p>Grammar: There are three possible questions to ask, if you want to know the exact time:</p> <p><i>What time is it?</i> <i>What is the time?</i> <i>What's the time?</i></p>					

Procedure

Warm-up Off the screens	
1.	Draw three clocks on the board each with a different time e.g. 8.00a.m., 1.00p.m., 9.00p.m.
2.	Point to each clock saying: <i>It's time for...</i> e.g. <i>breakfast, lunch, a story</i>
3.	Nominate some students to repeat the sentences after you, asking them a question: <i>What's the time?</i>
4.	Ask the Ss to work in pairs and make similar dialogues.

Screen 2

Audio 1:

Robot: *What's the time, Lucy?*

Lucy: *Well, it's time for breakfast and then it's time for school.*

Audio 2:

Robot: *What's the time, Lucy?*

Lucy: *It's time for dinner!*

Robot: *Oh, good! I'm hungry!*

Audio 3:

Robot: *What's the time, Lucy?*

Lucy: *It's time for a story! And then it's time for bed.*

Audio 4

Robot: *What's the time, Lucy?*

Lucy: *Oh Robot! You need a watch!!*

Robot: *A watch? Why do I need a watch?*

Lucy: *Then you can tell me the time!*



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: Ss listen to and watch the animation twice. To consolidate the dialogue Ss may try to take the role of Lucy or Robot.

Screen 3



Audio 1:

What's the time?

It's time for breakfast.



Audio 2:

What's the time?

It's time for school.



Audio 3:

What's the time?

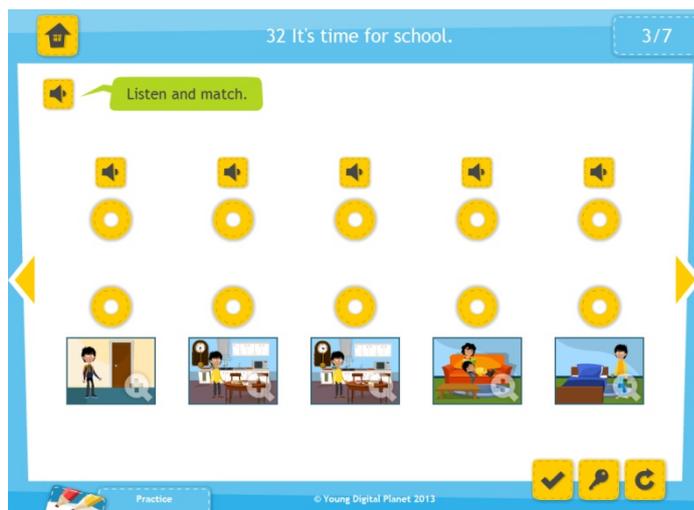
It's time for dinner.



Audio 4:

What's the time?

It's time for a story.





Audio 5:

What's the time?

It's time for bed.

Key:

See pictures above (random order)

Note: Ss match the pictures with the audio material. Encourage the Ss to repeat the sentences.

Screen 4

Key:

- 1 a story
- 2 breakfast
- 3 lunch
- 4 dinner
- 5 school
- 6 bed



The screenshot shows a digital practice screen titled "32 It's time for school." with a progress indicator "4/7". A green speech bubble says "Choose." above a picture of a child reading in a room. To the right, there are five sentences, each followed by a dropdown menu:

- It's evening! It's time for [dropdown]
- It's morning! It's time for [dropdown]
- It's afternoon! It's time for [dropdown]
- It's evening. It's time for [dropdown]
- It's morning! It's time for [dropdown]
- It's evening! It's time for [dropdown]

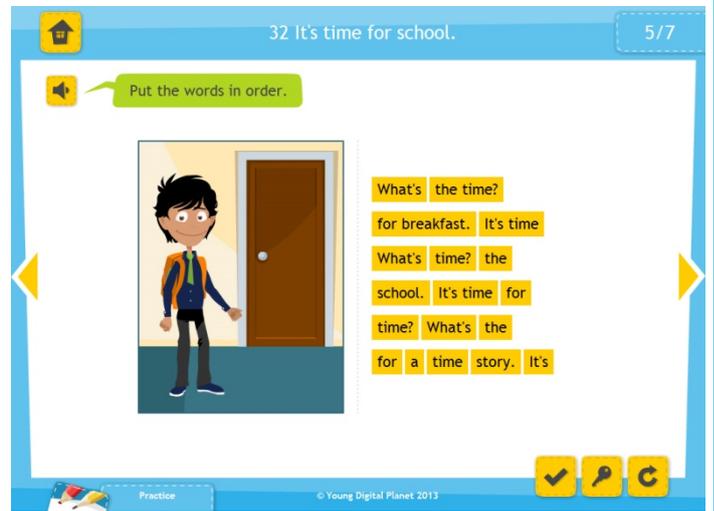
At the bottom, there are icons for a checkmark, a key, and a refresh button, along with the text "Practice" and "© Young Digital Planet 2013".

Note: Ss choose the correct word depending on the time of the day. Encourage the Ss to read out the sentences.

Screen 5

Key:

- 1 What's the time?
- 2 It's time for breakfast.
- 3 What's the time?
- 4 It's time for school.
- 5 What's the time?
- 6 It's time for a story.



Note: Ss drag and drop the words in the correct order to make sentences. Encourage the Ss to read the sentences aloud and repeat them.

Screen 6



Give the Ss these instructions for the 'Look and say' activity. The aim is to complete the dialogue.

1. Look at the photo and read the first part of the dialogue or question in a speech

	<p>bubble.</p> <p>2. Choose the correct response. Drag and drop it into the empty speech bubble to complete the dialogue.</p> <p>Now it's your turn. This is a 'free practice' stage. The aim is personalisation.</p> <p>Tell students to work in pairs and ask and answer the questions.</p>
--	---

Additional activity Handout 1

Handout



1. Ask the Ss to work in pairs.
2. Give out the Handout to each pair of Ss.
3. Ask the Ss to make the dialogues similar to the one in Screen 5 according to what they see in the pictures.
4. Monitor and correct the Ss whenever necessary.
5. Ask the Ss to colour the pictures.

Handout



Friends 5 Lesson 33		<i>What time does the lesson start?</i>		Grammar & Functions
Aims	Telling the time 2	Contents	Vocabulary <i>What time does the lesson start?</i> <i>It starts at half past eight.</i>	Checklist
Language Analysis				
<p>Telling the time</p> <p>There are two common ways of telling the time.</p> <p>The more formal but easier way: say the hours first and then the minutes: <i>7:45 - seven forty-five</i></p> <p>For minutes 01 through 09, you can pronounce the '0' as <i>oh</i>. Example: <i>11:06 - eleven (oh) six</i></p> <p>The more popular and informal way of telling the time: say the minutes first and then the hours. Use <i>past</i> and the preceding hour for minutes 01 through 30. Use <i>to</i> and the forthcoming hour for minutes 31 through 59.</p> <p>Example: <i>7.15 - fifteen minutes past seven</i> Example: <i>7.45 - fifteen minutes to eight</i> Example: <i>5:30 - half past five</i></p> <p>Use <i>o'clock</i> only at the full hour.</p> <p>Example: <i>7:00 - seven o'clock</i> (but <i>7:10 - ten past seven</i>) In English ordinary speech, the twelve-hour clock is used. Example: <i>17:20 - twenty past five</i></p> <p>For times around midnight or midday you can use the</p>				

expressions *midnight or midday / noon* instead of the number 12.

Example: 00:00 - *midnight*

Example: 12:00 - *midday or noon*

To make clear (where necessary) whether you mean a time before 12 o'clock noon or after, you can use *in the morning, in the afternoon, in the evening, at night*. Use *in the morning* before 12 o'clock noon, after 12 o'clock noon use *in the afternoon*. When to change from afternoon to evening, from evening to night and from night to morning depends on your sense of time.

Example: 3:15 - *a quarter past three in the morning OR a quarter past three at night*

The more formal expression to indicate whether a time is before noon or after are *a.m.* (also: am – ante meridiem, before noon) and *p.m.* (also: pm - post meridiem, after noon). Use these expressions only with the formal way of telling the time.

Example: 3:15 - *three fifteen a.m.*

Procedure

Warm-up Off the screens

Handout 1



1. Draw a clock on the board or print Handout 1 and stick in on the board so that all the Ss can see it.
2. Ask the Ss some questions that they all know the answers to, e.g. *What time does our lesson start? What time does our lesson finish? What time do we eat lunch?*
3. When Ss answer each question draw the time on the clock.
4. Reverse the situation: draw some hour on the clock and ask the Ss: *What starts at 9 o'clock?*
5. Elicit the answer from the Ss.

6. You can then practise this further by giving the students Handout 1 and they can ask and tell each other times for certain activities, e.g. When do you play tennis? I play tennis at half past three.

Screen 2

Audio 1:

Lucy: *Robot! What are you doing in there?*

Robot: *It's time for school!*

Lucy: *Robot! You're crazy!*

Audio 2:

Robot: *What time does the lesson start?*

Lucy: *It starts at half past eight!*

Robot: *What time does the lesson finish?*

Lucy: *It finishes at half past nine!*

Audio 3:

Robot: *Half past nine! But I'm hungry! What time does the lunch break start?*

Lucy: *The lunch break? Robot! The lunch break starts at half past twelve! And it finishes at two o'clock!*

Audio 4

Robot: *Half past twelve? But I'm hungry now! Have you got a sandwich?*

Audio 5:

Lucy: *It's half past eight, Robot! The teacher's here! Goodbye!*

Robot: *Gnnrrrfgheu!*



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

Note: Allow the Ss to watch and listen to the animation twice, then ask some questions to check the Ss' understanding of the text, e.g. *What time does the lunch break start? What time does the lesson finish?*

Screen 3

Audio 1:

*What time does the lesson start?
It starts at half past eight.*

Audio 2:

*What time does the lesson finish?
It finishes at half past nine.*

Audio 3:

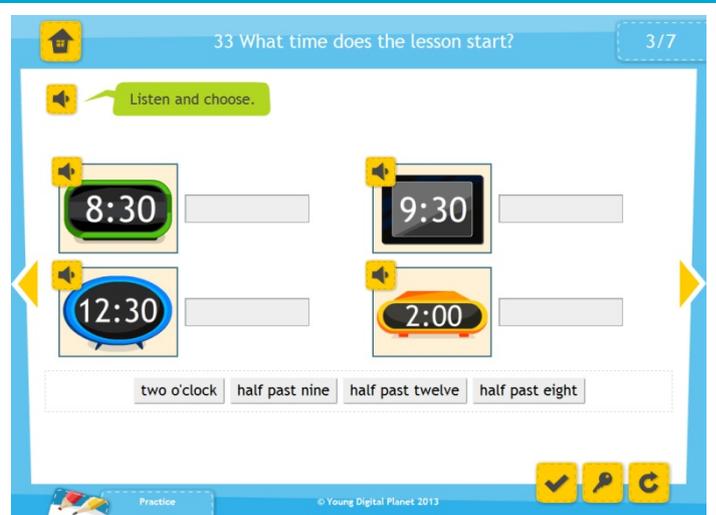
*What time does the lunch break start?
It starts at half past twelve.*

Audio 4:

*What time does the lunch break finish?
It ends at two o'clock.*

Key: (from left to right)

- 1 half past eight
- 2 half past nine
- 3 half past twelve
- 4 two o'clock



Note: Ss drag and drop the hours according to what they hear on the audio material. Encourage the Ss to repeat the sentences after the recording.

Screen 4

Audio 1:

It's half past two!

Audio 2:

It's three o'clock!

Audio 3:

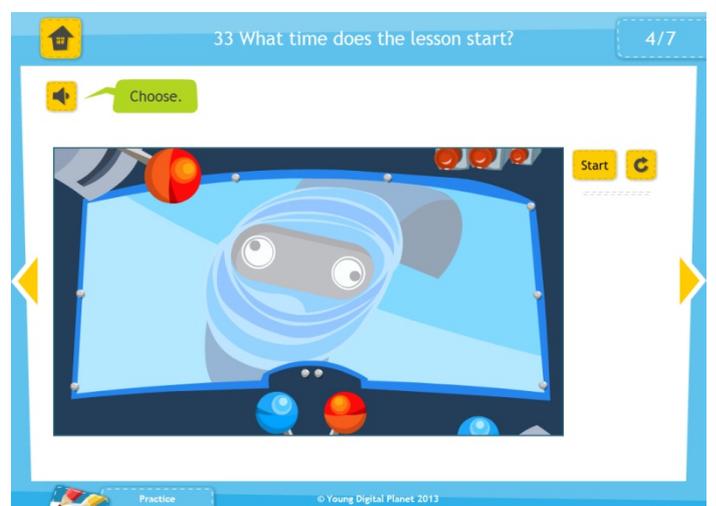
It's half past nine.

Audio 4:

It's half past eleven.

Key:

- 1 2.30 2 3.00 3 9.30 4 11.30



Give the Ss these instructions for the Shooting game. The aim is to match time with the sound.

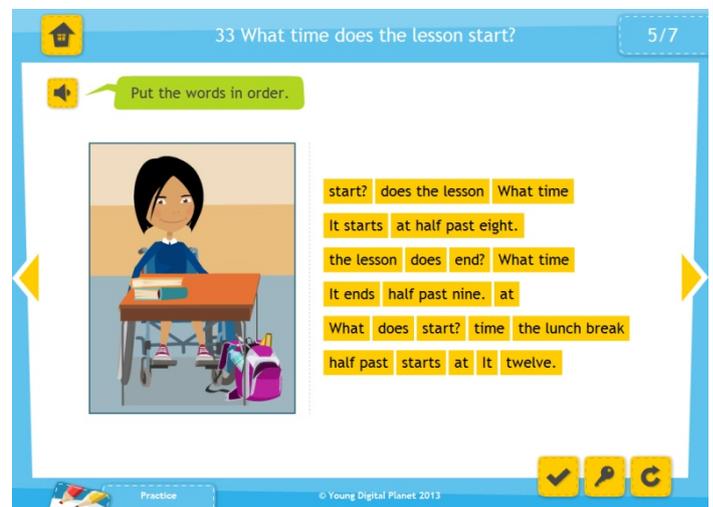
1. Look at the screen and read the time as it appears.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Note: Ss click on the correct hour depending on what they hear on the recording.

Screen 5

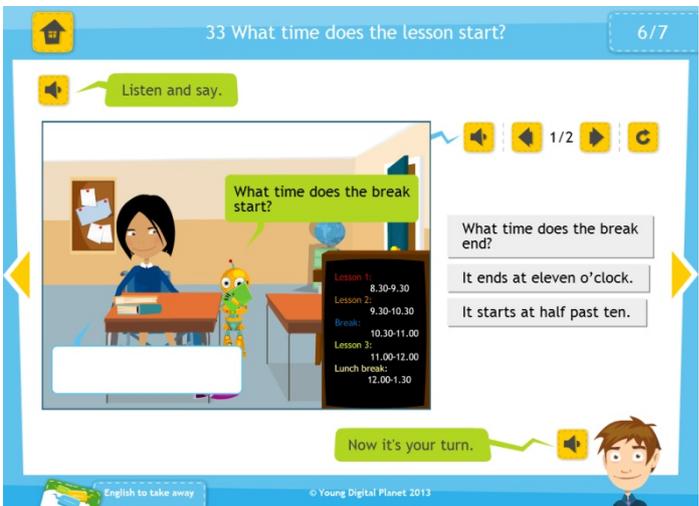
Key:

- 1 What time does the lesson start?
- 2 It starts at half past eight.
- 3 What time does the lesson end?
- 4 It ends at half past nine.
- 5 What time does the lunch break start?
- 6 It starts at half past twelve.



Note: Ss put the phrases in the correct order to make grammatically well-structured sentences. Encourage the Ss to read the sentences aloud.

Screen 6



33 What time does the lesson start? 6/7

Listen and say.

What time does the break start?

What time does the break end?

It ends at eleven o'clock.

It starts at half past ten.

Now it's your turn.

English to take away © Young Digital Planet 2013

Lesson 1:	8.30-9.30
Lesson 2:	9.30-10.30
Break:	10.30-11.00
Lesson 3:	11.00-12.00
Lunch break:	12.00-1.30

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

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

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

Tell students to work in pairs and ask and answer the questions while looking at the timetable on Screen 5.

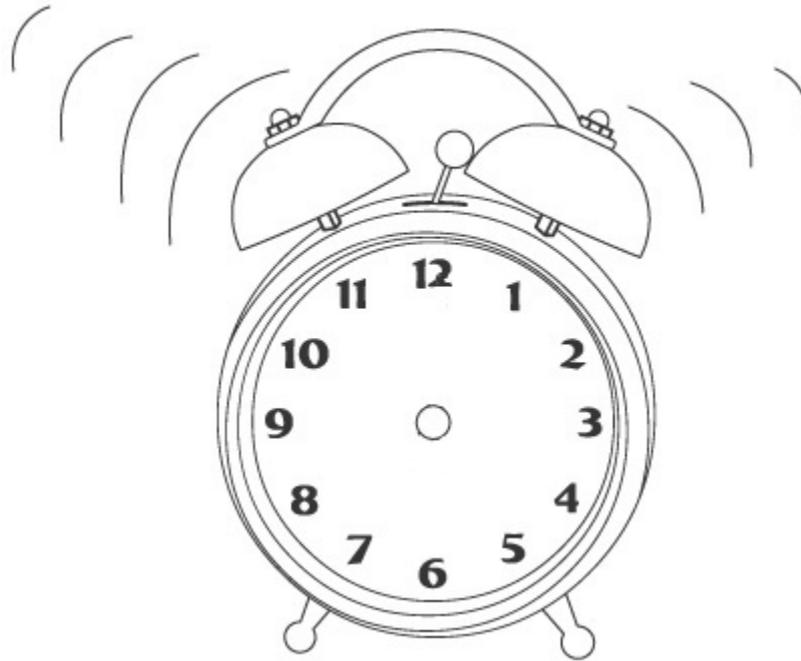
Additional activity – Handout 2

Handout 2

7.45 – 8.15	Breakfast
8.30 – 9.15	Lesson 1
9.25 – 10.05	Lesson 2
11.15 – 11.45	Lunch break
2.20 – 3.05	Karate lesson
5.00 – 6.00	Dinner

1. Ask the Ss to work in pairs.
2. Give out Handout 2 to each pair of Ss.
3. Ask the Ss to make dialogues concerning the given timetable in Handout 2, similar to the dialogues in Screen 5.
4. Monitor the Ss and correct whenever necessary.
5. Nominate some students to read their dialogues aloud.

Handout 1



Handout 2

7.45 – 8.15	Breakfast
8.30 – 9.15	Lesson 1
9.25 – 10.05	Lesson 2
11.15 – 11.45	Lunch break
2.20 – 3.05	Karate lesson
5.00 – 6.00	Dinner

Friends 5 Lesson 34		<i>I play football in the afternoon.</i>		Grammar & Functions
Aims	Talking about time in general. Daily routine with time, days, periods of time	Contents	Grammar Prepositions and adverbs of time Vocabulary <i>When do you play football?</i> <i>I play football in the afternoon.</i> <i>in + time of day (morning/ afternoon)</i> <i>on + days of the week.</i> <i>at + time</i>	Checklist 2 Master handouts (Handout 1 – individual work, matching prepositions and phrases, Handout 2 – pair work, practising dialogues)
Language Analysis				
<p>Grammar: We use: <i>at</i> for a PRECISE TIME <i>I have a meeting at 9am.</i> <i>The shop closes at midnight.</i> <i>Jane went home at lunchtime.</i></p> <p><i>in</i> for MONTHS, YEARS, CENTURIES and LONG PERIODS <i>In England, it often snows in December.</i> <i>Do you think we will go to Jupiter in the future?</i> <i>There should be a lot of progress in the next century.</i></p> <p><i>on</i> for DAYS and DATES Examples: <i>Do you work on Mondays?</i> <i>Her birthday is on 20 November.</i> <i>Where will you be on New Year's Day?</i></p>				

Procedure

Warm-up Off the screens

Handout 1

1. at	A. the morning
2. at	B. two o'clock
3. in	C. half past three
4. at	D. Monday
5. on	E. night

1. Give out Handout 1 to each of the Ss.
2. Ss match the prepositions with the correct phrase.
3. Nominate some students to read the answers out loud.
4. Check the answers with the rest of the Ss.

Key: at night, at half past three, at two o'clock, in the morning, on Monday,

Screen 2

Robot: *What are you doing, Sam?*

Lucy: *I'm writing an email to my cousin Ann in New York. Listen!*

Lucy: *Hello Ann. Tell me about your day.*

When do you start school? When do you play sports? What do you do in the afternoon after school? What do you do on Saturday and Sunday? When do you go to bed?

My school day starts at half past eight. I watch television in the afternoon after school and I go to bed at nine o'clock. I play table tennis on Saturdays!

Write soon. Sam.

Sam: *Alex! You aren't listening!*

Alex : *Oops! Sorry, Sam!*



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

Note: Allow the Ss to listen to and watch the animation twice. Explain unknown vocabulary. Ask some questions to check Ss' understanding of the text, e.g. *When does Sam watch television? What time does Sam go to bed?* Elicit answers from the students.

Screen 3

Key:

1 in **2** at **3** on **4** at **5** in **6** on



Note: SS choose the correct preposition to match the sentences. Encourage the Ss to repeat the sentences.

Screen 4

Audio 1:

I play football in the afternoon.

Audio 2:

I watch television on Saturday.

Audio 3:

I go to bed at half past eight.

Audio 4:

I get up at six o'clock.

Audio 5:

I go to the park on Sunday.

Audio 6:

I write emails in the evening.

Key: (random order)

- 1 I play football in the afternoon.
- 2 I watch television on Saturday.
- 3 I go to bed at half past eight.
- 4 I get up at six o'clock.
- 5 I go to the park on Sunday.
- 6 I write emails in the evening.



34 I play football in the afternoon. 4/7

Listen and match.

 I get up	<input type="radio"/>	<input type="radio"/> on Saturday.
 I go to the park	<input type="radio"/>	<input type="radio"/> at half past eight.
 I play football	<input type="radio"/>	<input type="radio"/> in the evening.
 I watch television	<input type="radio"/>	<input type="radio"/> at six o'clock.
 I write emails	<input type="radio"/>	<input type="radio"/> in the afternoon.
 I go to bed	<input type="radio"/>	<input type="radio"/> on Sunday.

Practice © Young Digital Planet 2013

Note: Ss match parts of sentences according to the audio material. The screen can be used for assessment.

Screen 5

Audio:

Hi Sam

Thank you for your email. What a lot of questions! Let's see:

I start school at nine o'clock. I play sports in the morning. In the afternoon, after school, I go to the park and I play with my friends. On Saturday I sometimes go to the swimming pool and on Sunday I often ride my bike. I go to bed at half past nine.

Write soon

Ann

Key:

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



34 I play football in the afternoon. 5/7

Listen and choose.

Ann starts school at half past eight.

Ann plays sports in the morning.

She goes to the swimming pool after school.

On Saturday she goes shopping.

On Sunday she often rides her bike.

She goes to bed at nine o'clock.

Practice © Young Digital Planet 2013

Note: Ss click on the correct circle (T or F) depending on the information they hear on the recording. Allow the Ss to listen to the audio material twice before checking the answers.

Screen 6



34 I play football in the afternoon. 6/7

Listen and say.

Now it's your turn.

English to take away © Young Digital Planet 2013

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

1. Look at the picture.
2. Click on the audio and listen to the question. Think about how to answer it.
3. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

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

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

Additional activity

Handout 2 When do you ...?

get up	eat breakfast
start school	Monday evening
finish school	play tennis
Saturday and Sunday	watch TV
go to the swimming pool	read magazines
go for a walk	meet with your friends
do your homework	eat dinner
read books	go to bed

1. Ask the Ss to work in pairs.
2. Cut Handout 2 into two halves vertically. Give out parts of the handout to each student within a pair.
3. Ss make interviews with each other asking questions concerning ideas on the handout using the question: *When do you ... ?* or *What do you do...?*
4. Ask the Ss to make notes of what their partners are saying in order to later report this information.
5. Nominate some students to say a few words about their partners.
6. Monitor the Ss and correct whenever necessary.

Handout 1

1. at	A. the morning
2. at	B. two o'clock
3. in	C. half past three
4. at	D. Monday
5. on	E. night

Handout 2 When do you ...?

get up	eat breakfast
start school	Monday evening
finish school	play tennis
Saturday and Sunday	watch TV
go to the swimming pool	read magazines
go for a walk	meet with your friends
do your homework	eat dinner
read books	go to bed

Friends 5 Lesson 35		<i>How's it going in New York?</i>		Skills
Aims	Listening and listening skills	Contents	Vocabulary Revision: times of day, parts of the day (<i>morning, evening, etc</i>) and days of the week with prepositions. Everyday English: <i>How's it going?</i>	1 Master handout (pair work, interviewing a partner) Photos of yourself or some magazines photos for the warm-up activity.
Language Analysis				
<p>Grammar: Present Continuous</p> <p>Present Continuous is used to talk about activities happening now. It is also used in order to describe photos or pictures and presenting what is happening in them at a particular moment, e.g.</p> <p><i>The man is sitting in the armchair.</i></p> <p><i>I am shouting at my sister.</i></p> <p><i>Kate is playing the guitar.</i></p>				

Procedure

Warm-up Off the screens

1. Bring some pictures/photos to the classes presenting yourself or some photos from magazines doing various activities that your students can describe, e.g. *The man in riding a bicycle. The woman is swimming in the sea.*
2. Ask the Ss to describe what they see in the photos using Present Continuous tense.
3. Nominate some students to say the sentences aloud and correct whenever necessary.
4. If it is possible elicit given times of day that go with each picture.

Screen 2

Audio 1:

Hi, Ann. It's your cousin Sam in England. How's it going in New York? Hey, look at the pictures of me this week!

Audio 2:

This is me, look, I get up at half past seven.

Audio 3:

This is me at school. I start school at half past eight.

Audio 4:

And here I am – after school. I play football in the afternoon.

Audio 5:

Look – me again! I'm watching television in the evening.

Audio 6:

And in this photo I'm riding my bike! I ride my bike on Saturday.

Audio 7:

I go shopping on Sunday – look! I don't like shopping!



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

Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the text, e.g. *What time does Sam get up? What does Sam do on Saturday?*

Screen 3

Audio 1:

I get up at half past seven.

Audio 2:

I start school at half past eight.

Audio 3:

I play football in the afternoon.

Audio 4:

I watch television in the evening.

Audio 5:

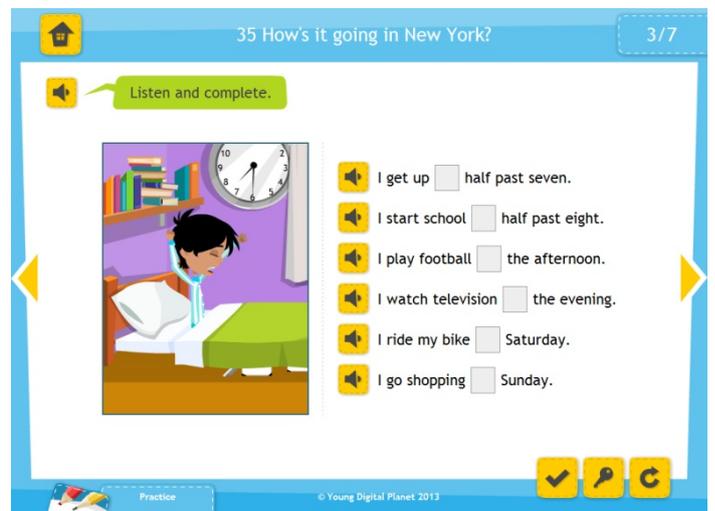
I ride my bike on Saturday.

Audio 6:

I go shopping on Sunday.

Key:

1 at 2 at 3 in 4 in 5 on 6 on



35 How's it going in New York? 3/7

Listen and complete.



-  I get up half past seven.
-  I start school half past eight.
-  I play football the afternoon.
-  I watch television the evening.
-  I ride my bike Saturday.
-  I go shopping Sunday.

Practice © Young Digital Planet 2013

Note: This is an assessment activity. Students listen to the audio material and complete the sentences with the correct preposition. Encourage the Ss to repeat the sentences.

Screen 4

Audio 1:

I get up at seven o'clock.

Audio 2:

I wash my face.

Audio 3:

I get dressed.

Audio 4:

I have my breakfast at half past seven.

Audio 5:

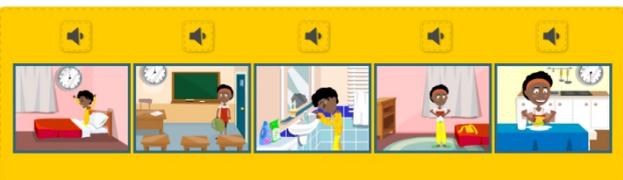
I start school at eight o'clock.

Key:




35 How's it going in New York? 4/7

Listen and put the pictures in order.



Practice © Young Digital Planet 2013

Note: Ss listen to the audio material and put the pictures in the correct order according to the recording.

Screen 5

Audio 1:

What time does school start?

Audio 2:

What time does school finish?

Audio 3:

What time does lesson 1 start?

Audio 4:

What time does lesson 3 finish?

Audio 5:

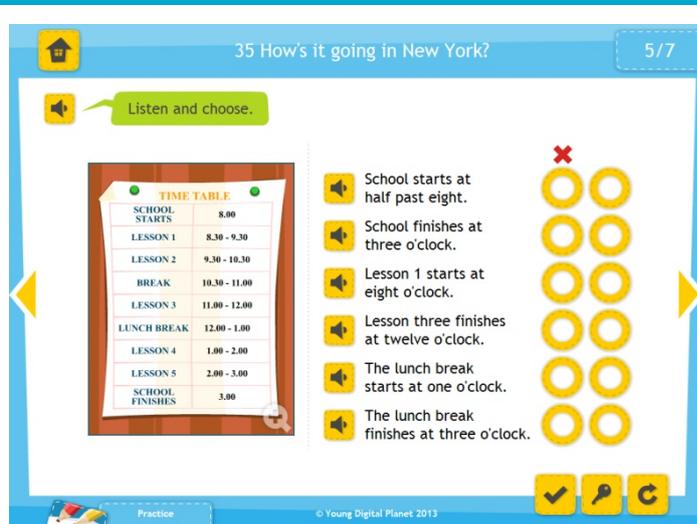
What time does the lunch break start?

Audio 6:

What time does the lunch break finish?

Key:

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



Note: Ss listen to the audio material and look at the picture of the timetable. Then they decide if the sentences are true or false.

Screen 6

Audio:

What time does school start?

It starts at half past eight ..?

What time does school finish?

It finishes at 3 o'clock.



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

1. Look at the picture and read the

dialogue.

2. Click on the audio and listen to the dialogue.
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

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

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

Additional activity: Handout

Handout

STUDENT 1: What do you do at ...?

1 8.00 a.m. _____

2 midday _____

3 afternoon _____

4 7.00 p.m. _____

5 3.00 p.m. _____

STUDENT 2: What do you do at ...?

1 6.00 a.m. _____

2 8.30 a.m. _____

3 3.00 p.m. _____

4 evening _____

5 night _____

1. Ask the Ss to work in pairs.
2. Cut the Handout into two halves horizontally.
3. Give out each half of the handout to one student within a pair.
4. Ask the Ss to carry out an interview with their partners asking them what they do at the particular times of the day.
5. Ask the Ss to make notes of what their partners are saying in order to later report this information.
6. Nominate some students to say a few words about their partners.
7. Monitor the Ss and correct whenever necessary.

Handout

STUDENT 1: What do you do at ...?

1 8.00 a.m. _____

2 midday _____

3 afternoon _____

4 7.00 p.m. _____

5 3.00 p.m. _____

STUDENT 2: What do you do at ...?

1 6.00 a.m. _____

2 8.30 a.m. _____

3 3.00 p.m. _____

4 evening _____

5 night _____

Friends 5 Lesson 36		<i>This is my pet.</i>		Vocabulary
Aims	Learning names of pet animals.	Contents	Vocabulary <i>kitten, puppy, rabbit, parrot, pet.</i> Revise: <i>cat, dog, mouse</i> <i>Have you got a pet?</i> <i>Yes, we have a cat.</i>	Checklist 2 Master handouts (Handout 1 - individual work, unscrambling the letters, practising spelling Handout 2 – pair work, describing the picture) Coloured pencils
Language Analysis				
<p>***</p> <p>kitten /'kitn/ parrot /'pærət/ puppy /'pʌpi/ rabbit /'ræbit/</p> <p>Hint: A <i>pet</i> is an animal kept primarily for a person's company or protection, as opposed to working animals, sport animals, livestock, and laboratory animals, which are kept primarily for performance, agricultural value, or research. The most popular pets are noted for their attractive appearances and their loyal or playful personalities.</p>				

Procedure

Warm-up Off the screens

Handout 1

ITBARB - _ _ _ _ _

UYPPP - _ _ _ _ _

USEMO - _ _ _ _ _

ORTAPR - _ _ _ _ _

NIKTTE - _ _ _ _ _

OGD - _ _ _

1. Give out Handout 1 to each of the Ss.
2. Ask the Ss to put the letters in the correct order to get a name of a pet animal.
3. Nominate some Ss to read the answers out loud and ask them to SPELL the answers.

Key: rabbit, puppy, mouse, parrot, kitten, dog

Screen 2

Sam: Look at those puppies! How many are there?

Alex: One, two, three, four, five six!
There are six puppies!

Sam: And look at the kittens. So cute!

Alex: Look at that parrot!

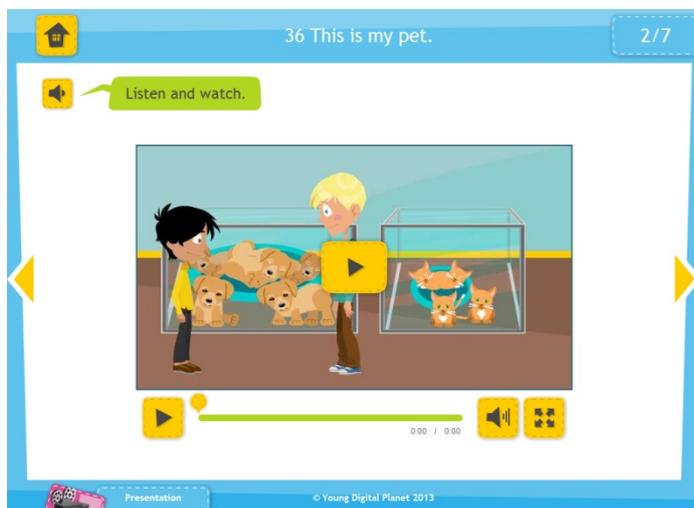
Parrot: Hello! Hello! Hello! Nice to meet you!

Sam: It can talk! Awesome!

Sam: These rabbits are so cute! I love their ears!

Sam: Have you got a pet, Alex?

Alex: Yes. We have a cat. His name is



The screenshot shows a presentation slide with a blue header containing a home icon, the text '36 This is my pet.', and a '2/7' indicator. Below the header is a 'Listen and watch.' button with a speaker icon. The main content area features an illustration of two boys in a pet store. One boy is looking at a dog in a cage, while the other is looking at a cat in a cage. A parrot is also visible in a cage. Below the illustration is a video player interface with a play button, a progress bar showing '0:00 / 0:00', and volume and full-screen icons. At the bottom of the slide, there is a 'Presentation' label and a copyright notice: '© Young Digital Planet 2013'.

Exploit the scene by asking the Ss to describe

Biscuit.

Alex: *Have you got a pet, Sam? A cat or a dog?*

Sam: *No, I haven't. But I want a mouse!*

Alex says: *A mouse?*

Sam: *Yes, a mouse. Look! So cute!*

Alex: *Yeeess. Very cute!*

Parrot: *Oops! Oh dear!*

what they can see.

Then listen and watch the animation. Ask some questions to check understanding.

Note: Allow the Ss to watch and listen to the animation twice then ask some questions to check the Ss' understanding of the dialogue, e.g. *Has Alex got a dog? How many puppies are there?*

Screen 3



Audio 1:

Look at the puppies! I want a puppy!



Audio 2:

*Oh, look at those kittens!
They're so cute!*



Audio 3:

That parrot can talk! It's awesome!



Audio 4:

I love those rabbits! Look at their ears!

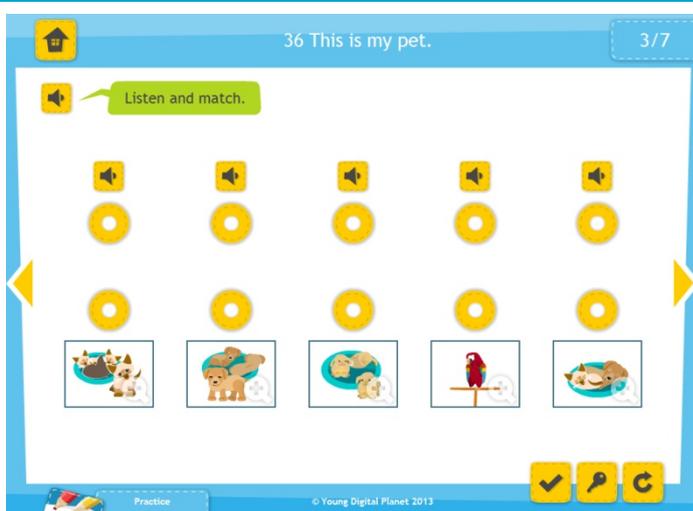


Audio 5:

Look at that dog and cat! They're so cute!

Key:

See pictures above (random order)



Note: The activity is based on the dialogue from Screen 2. It can be used as an assessment activity. Ss match the pictures with the correct audio.

Screen 4

Audio 1:

puppy barking

Audio 2:

kittens meowing

Audio 3:

Mouse squeaking

Audio 4:

parrot talking: Hello! Hello! How are you?

Key:

1 F 2 F 3 T 4 T



Note: Ss decide if the sentences on the screen match the sounds of animals in the audio material.

Screen 5

Key:

1 kitten

2 puppy

3 parrot

4 rabbit/bunny



Note: Ss' task is to complete the sentences with the correct words. Encourage the Ss to read the sentences aloud.

Screen 6



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

1. Look at the picture and read the question.
2. Drag and drop the questions and answers into the correct speech bubbles.

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

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

Additional activity:

Handout 2



1. Ask the Ss to work in pairs, Student A and Student B.
2. Give out the pictures: Handout 2. Tell Ss not to show the pictures to each other.
3. Ask the Ss to describe their animal to their partner in as many details as possible, e.g. *It has long ears. It is grey. It eats ...* etc.
4. The other student is supposed to guess the animal.
5. Monitor and correct the students whenever necessary.

At the end of the activity ask the Ss to colour the pictures.

Handout 1

1 itbarb - _ _ _ _ _

2 uyppp - _ _ _ _ _

3 usemo - _ _ _ _ _

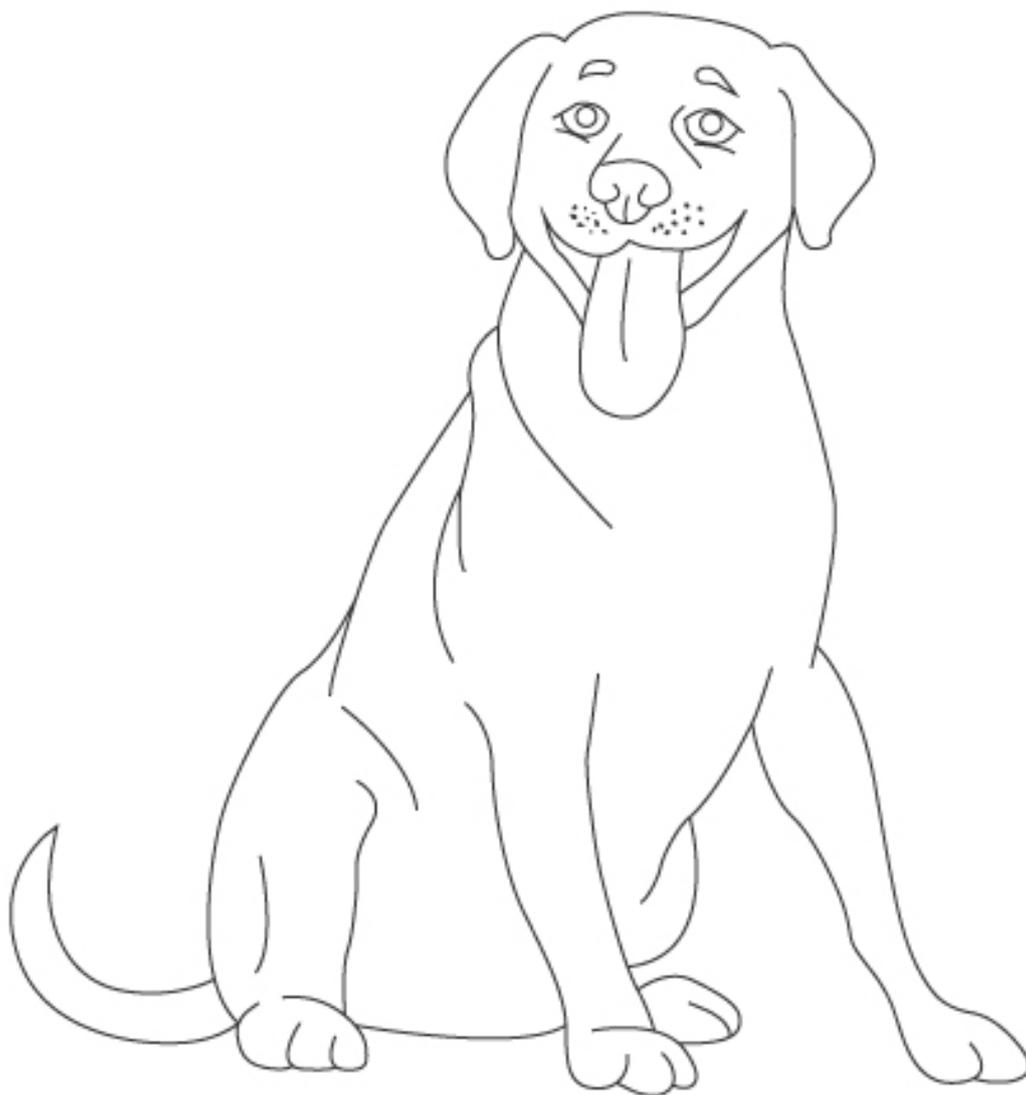
4 ortapr - _ _ _ _ _

5 niktte - _ _ _ _ _

6 ogd - _ _ _

Handout 2





Friends 5 Lesson 37		<i>What's the rabbit doing?</i>		Grammar & Functions	
Aims	Describing activities happening now using Present Continuous Tense (revision)	Contents	Grammar Present Continuous - revision Vocabulary <i>pet animals</i> <i>hop</i> <i>jump</i>	Checklist	1 Master handout (individual work, practising Present Continuous Tense) Blank sheets of papers and coloured pencils for the additional activity.
Language Analysis					
<p>Grammar: While revising Present Continuous Tense, remind your students about the ways of adding <i>-ing</i> ending to verbs:</p> <p>Note that verbs that end in an <i>-e</i> drop the <i>-e</i> in the <i>-ing</i> form: <i>hope > hoping</i> <i>write > writing</i></p> <p>Note that one-syllable verbs which end in one vowel and one consonant, double the consonant in the <i>-ing</i> form <i>run > running</i> <i>stop > stopping</i></p>					

Procedure

Warm-up Off the screens

1. The activity is a revision of Present Continuous Tense. Before starting the task revise with the students the structure and usage of this tense.
2. Give out the Handout to each of the Ss.

Handout

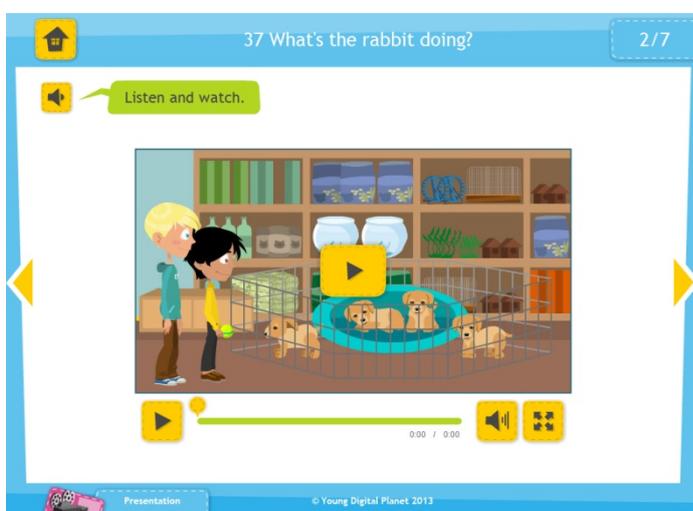
1. She (sing)..... a song.
 2. The baby (eat)..... a carrot.
 3. The girl (jump).....
 4. They (ride)..... bicycles.
 5. The girl (swim) in the swimming pool.
 6. They (dance)..... ballet.
3. Ask the Ss to fill in the sentences with the correct verb in Present Continuous Tense.
 4. Nominate some Ss to read the sentences aloud and correct whenever necessary.

Key:

- 1 is singing
2. is eating
3. is jumping
4. are riding
5. is swimming
6. are dancing

Screen 2

Alex: Look! What's the puppy doing?
Sam: He's running! He wants the ball!
Alex: What's the parrot doing?
Sam: He's sleeping!
Sam: What's the kitten doing?
Alex: He's hopping – look, he's playing with his friends!
Sam: Those kittens are so cute! Look! What's that kitten doing?
Alex: He's jumping! He wants the mouse!
Sam: Well, he can't have the mice!
Alex: But the kitten wants to play with the mice, Sam! That's sooo cute!



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

Note: Allow the Ss to listen to and watch the animation twice. Ask questions to check the understanding of the dialogue, e.g. *What is the puppy doing? What does the kitten want?*

Screen 3



Audio 1:

What's the puppy doing?
He's running.



Audio 2:

What's the parrot doing?
He's sleeping.



Audio 3:

What's the rabbit doing?
He's hopping.

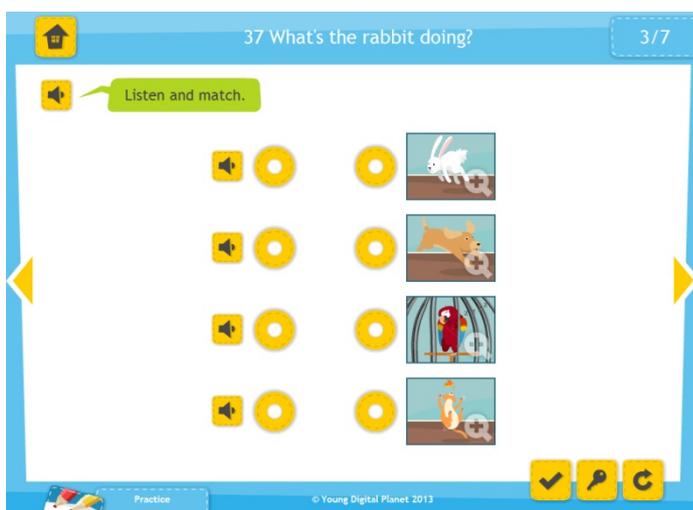


Audio 4:

What's the kitten doing?
He's jumping.

Key:

See pictures above (random order)

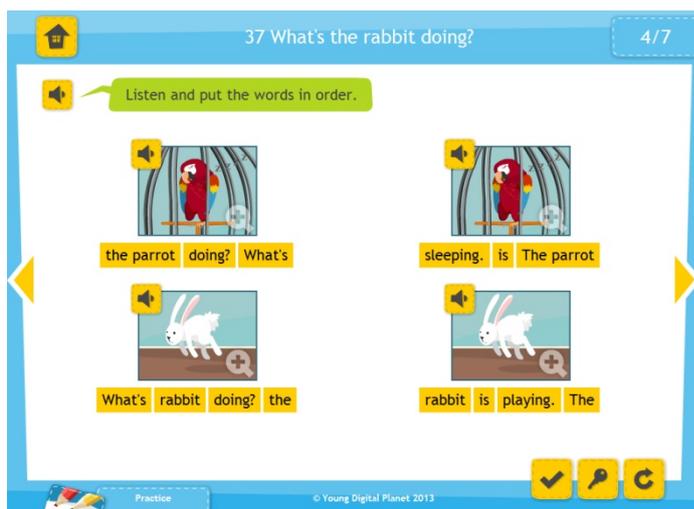


Note: This is an assessment task for Screen 2. Ss match the pictures with the audio material. Ask the Ss to repeat the sentences.

Screen 4

Key and key: (from left to right)

- 1 What's the parrot doing?
- 2 The parrot is sleeping.
- 3 What's the rabbit doing?
- 4 The rabbit is playing.

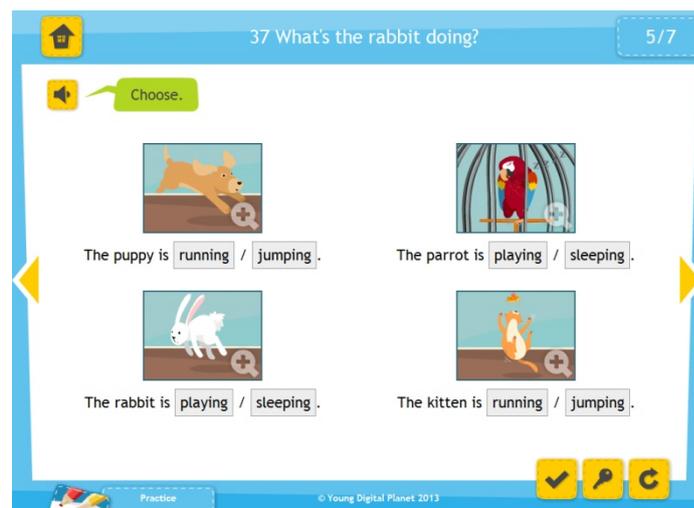


Note: Ss drag and drop the words in the correct order according to what they hear on the audio material.

Screen 5

Key: (from left to right)

- 1 running
- 2 sleeping
- 3 playing
- 4 jumping



Note: Ss choose the correct verb form depending on what they see in the picture. Nominate some students to read the sentences aloud.

Screen 6



37 What's the rabbit doing? 6/7

Look and say.

What's the puppy doing?

The puppy's running!
 What's the kitten doing?
 The kitten's jumping!

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Look and say' activity. The aim is to complete the dialogues.

1. Look at the picture and read the first part of the dialogue or question in a speech bubble.
2. Listen to the dialogue. Choose the correct response that you hear.
3. Drag and drop it into the empty speech bubble to complete the dialogue.

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

Additional activity:

1. Give out blank sheets of paper to your Ss and coloured pencils.
2. Ask the Ss to draw a pet which is doing something, e.g. *a kitten is drinking milk*.
3. When the pictures are ready ask the Ss to go around the class and ask each other questions concerning the pictures and answer them (similarly like in Screen 5), e.g.
 - What is the kitten doing?*
 - The kitten is drinking milk.*
4. At the end of the activity collect all the pictures, show one by one to your students and nominate some students to describe the pictures.

Handout

1. She (sing)..... a song.

2. The baby (eat)..... a
carrot.

3. The girl (jump).....

4. They (ride)..... bicycles.

5. The girl (swim) in
the swimming pool.

6. They (dance)..... ballet.

Friends 5 Lesson 38		<i>The kittens are sleeping in a box.</i>		Grammar & Functions	
Aims	Describing activities and location.	Contents	Grammar Present Simple and Continuous Vocabulary <i>What are the kittens doing? They're sleeping in a box.</i> <i>They're so sweet!</i> <i>You lucky thing!</i> <i>They're making a mess</i> <i>Naughty kittens!</i>	Checklist	1 Master handout (individual work, practising the difference between Present Simple and Present Continuous)
Language Analysis					
<p>Grammar: ALWAYS in the Present Simple and Present Continuous</p> <p>Present Simple: In the Present Simple <i>always</i> is used as a regular frequency adverb meaning every time, e.g. <i>I always read before I go to bed.</i></p> <p>Present Continuous: The Present Continuous with words such as <i>always</i> or <i>constantly</i> expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present, but with negative emotion. Remember to put the words <i>always</i> or <i>constantly</i> between "be" and "verb + -ing." Examples: <i>She is always coming to class late.</i> <i>He is constantly talking. I wish he would shut up.</i> <i>I don't like them because they are always complaining.</i></p>					

Procedure

Warm-up Off the screens

1. This is a revision activity to remind your Ss about the differences between Present Simple and Present Continuous. Before starting the activity revise with your Ss the difference between the two tenses.
2. Give out the Handout to each of the Ss and ask them to complete the sentences with the correct verb form.

Handout

1. He usually (go) to work by bus but today he (go) by train.

2. Jane always (sleep) after lunch but this afternoon she (visit) her best friend.

3. Mary and Peter often (stay) at home but tonight they (go out).

4. Paul usually (do) his homework in the evening but this evening he (play) with some friends.

5. I (read) a book every week but this week I (work) hard in the office.

3. Nominate some students to read the sentences out loud. Check the answers with the students and discuss them.

Key:

1. goes, is going
2. sleeps, is visiting
3. stay, are going out
4. does, is playing
5. read, am working

Screen 2

Audio 1:

May: *Hi Jill! My cat's got three kittens!
They're so sweet!*

Jill: *Ooh ... You lucky thing! What are
the kittens doing?*

Audio 2:

May: *They're sleeping!*

Jill: *Where are they sleeping?*

May: *They're sleeping in a box. My cat
usually sleeps in the box – but now the
kittens are sleeping in the box!*

Audio 3:

Jill: *Hi, May. What are your kittens
doing?*

May: *Oh, They're playing now.*

Jill: *Where are they playing?*

May: *They're playing on the floor!*

Audio 4:

Jill: *What are the kittens doing now?*

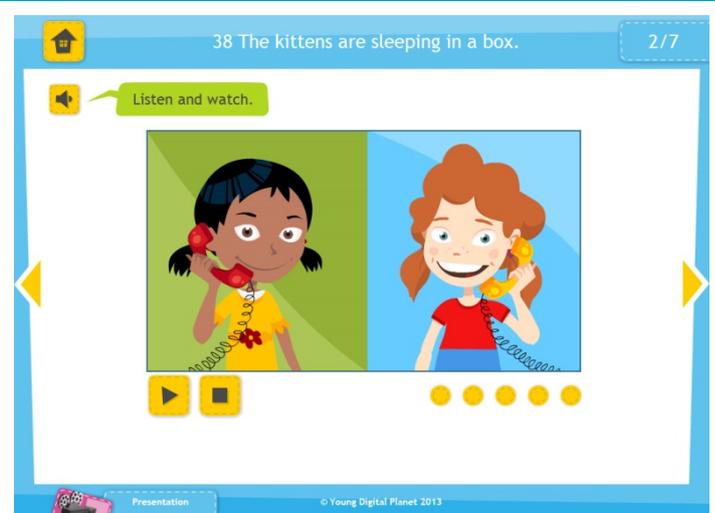
May: *They're running and jumping
under the table! They're so cute!*

Audio 5:

May: *Oh no! Oh dear!*

Jill: *What are the kittens doing, May?*

May: *They're making a mess!
Naughty kittens!*



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

Note: Allow the Ss to listen to and watch the animation twice, then ask some questions to check their understanding of the dialogue, e.g. *What are the kittens doing? Where does May's cat usually sleep?*

Screen 3



Audio 1:

What are the kittens doing?
They're sleeping in a box.



Audio 2:

What are the kittens doing?
They're playing on the floor.



Audio 3:

What are the kittens doing?
They're running and jumping under the table.

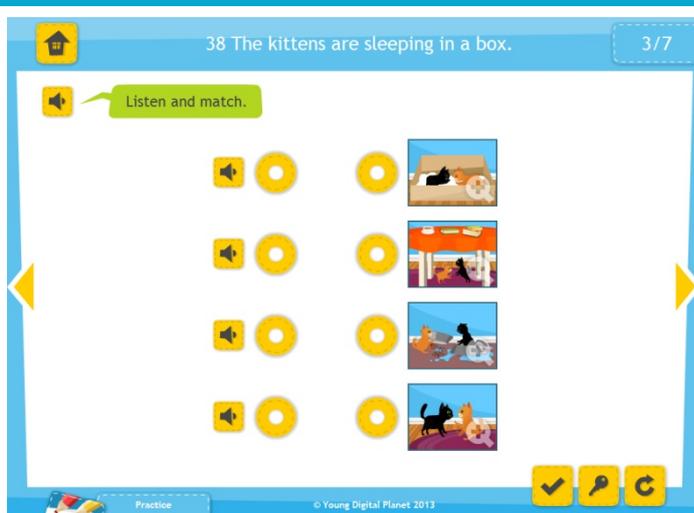


Audio 4:

What are the kittens doing?
They're making a mess!

Key:

See pictures above (random order)



The screenshot shows a digital practice interface titled "38 The kittens are sleeping in a box." with a progress indicator "3/7". The main instruction is "Listen and match." Below this, there are four rows of audio icons (speakers) and four corresponding picture icons. The pictures show kittens in various states: sleeping in a box, playing on the floor, running and jumping under a table, and making a mess. At the bottom, there are navigation buttons for home, back, forward, and a "Practice" button. The copyright notice "© Young Digital Planet 2013" is visible at the bottom right.

Note: Ss match the pictures with the audio. Encourage the Ss to repeat the sentences.

Screen 4

Key:

- 1 doing
- 2 are sleeping
- 3 plays
- 4 are playing



Note: Ss choose the correct verb form (Present Continuous or Present Simple) depending on the form of the sentence. While checking the exercise discuss why a given verb form is correct.

Screen 5

Audio 1:

The kittens are sleeping in a box.

Audio 2:

The kittens are playing on the floor.

Audio 3:

The kittens are running and jumping under the table.

Audio 4:

Now the kittens are making a mess!

Key:




Note: Ss drag and drop the picture in the correct order according to what they hear on the recording. Encourage the Ss to repeat the sentences.

Screen

Audio:

*What are the kittens doing?
They're sleeping in a box! They're so sweet!*

*What are they doing now?
They're running and jumping under the table!*



Give the Ss these instructions for the 'Look and say' activity. The aim is to complete the dialogues.

1. Look at the picture and read the first part of the dialogue or question in a speech bubble.
2. Listen to the dialogue. Choose the correct response that you hear.
3. Drag and drop it into the empty speech bubble to complete the dialogue.

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

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

Handout

1. He usually (go) to work by bus but today he (go) by train.

2. Jane always (sleep) after lunch but this afternoon she (visit) her best friend.

3. Mary and Peter often (stay) at home but tonight they (go out).

4. Paul usually (do) his homework in the evening but this evening he (play) with some friends.

5. I (read) a book every week but this week I (work) hard in the office.

Friends 5 Lesson 39		<i>We have lots of pets.</i>		Skills
Aims	<p>Students improve their speaking skills.</p> <p>Talking about their pets</p>	Contents	<p>Vocabulary <i>Wheel</i></p> <p>Pets – revision Verbs – revision</p>	<p>2 Master handouts (Handout 1 – individual work, putting words in the correct order within a sentence, Handout 2 – individual work, writing skill activity)</p> <p>Stickers as prizes for the winner of the warm-up activity</p>
Language Analysis				
<p>***</p> <p>naughty /'nɔ:tɪ/ sofa /'səʊfə/ wheel /'wi:l/</p>				

Procedure

Warm-up Off the screens

Handout 1

1. is with playing dog My ball a

.....

2. often sleeps sofa the on The kitten

.....

3. fast fish The very swimming is

.....

4. can The talk parrot.

.....

5. water The drinking is puppy.

.....

1. Give out Handout 1 to each of the Ss.
2. The task is to put the words in each sentence in the correct order.
3. Set the time limit to your students and tell them that the first person to do the task correctly is the winner.
4. Check the activity with the Ss.
5. Prepare stickers as prizes for the winner.

Key:

1. My dog is playing with a ball.
2. The kitten often sleeps on the sofa.
3. The fish is swimming very fast.
4. The parrot can talk.
5. The puppy is drinking water.

Screen 2

Audio 1:

Ann: *Dear Lucy*

How are you? In your letter you ask me: 'Have you got a pet?' Well, yes. We have a lot of pets!

This is my dog. His name is Max. What's he doing? He's sleeping! He often sleeps on the sofa! He's a naughty dog!

Audio 2:

Ann: *This is our new kitten! She's playing in her box. She's so cute!*

Audio 3:

Ann: *... and this is Mousey! She's running on her wheel! She runs on her wheel every day! She's so funny!*

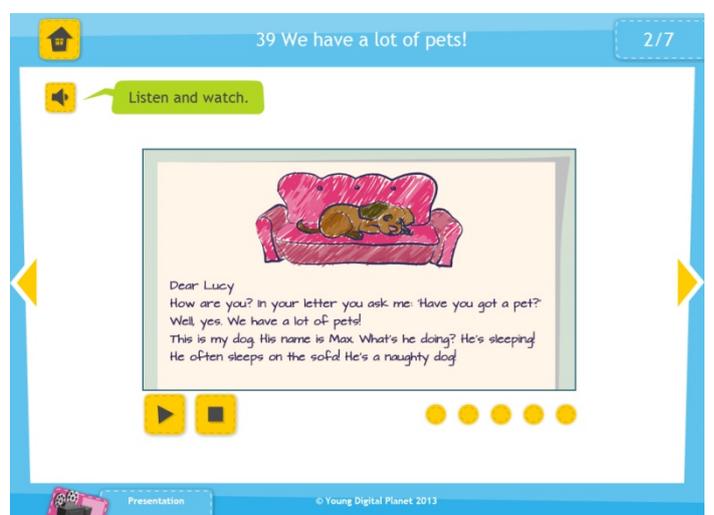
Audio 4:

Ann: *And this is my fish, Swimmer. Look! He's jumping! What about you, Lucy? Have you got a pet? Write to me soon!*

Ann

Audio 5:

Lucy: *Have I got a pet? No, I haven't – I've got Robot!*



The screenshot shows a presentation slide with a blue header containing a home icon, the title "39 We have a lot of pets!", and a page indicator "2/7". Below the header is a green button with a speaker icon and the text "Listen and watch.". The main content area features a video player with a yellow play button and a stop button. The video frame shows a pink sofa with a brown dog lying on it. Below the video frame, the text from the audio transcript is displayed: "Dear Lucy How are you? In your letter you ask me: 'Have you got a pet?' Well, yes. We have a lot of pets! This is my dog. His name is Max. What's he doing? He's sleeping! He often sleeps on the sofa! He's a naughty dog!". At the bottom of the slide, there is a "Presentation" button and a copyright notice "© 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.

Note: Allow the Ss to listen to and watch the animation twice, then ask some questions to check the Ss' understanding of the dialogue, e.g. *What is Ann's dog doing? Has Lucy got a pet?*

Screen 3

Key:

- 1 sleeps
- 2 is playing
- 3 runs
- 4 is jumping

39 We have a lot of pets! 3/7

Read and choose.






Dear Lucy
This is my dog. His name is Max. What's he doing? He's sleeping!
He often on the sofa! He's a naughty dog!

This is our new kitten! She in her box.
She's so cute!
...and this is Mousey! She's running on her wheel!
She on her wheel everyday! She's so funny!
And this is my fish. His name is Swimmer. Look!
He !

What about you, Lucy? Have you got a pet?
Write to me soon!
Ann

Practice © Young Digital Planet 2013

Note: This is a reading exercise. Ss read the text and choose the correct verb form. Check the activity with your students and discuss why a given answer is correct or not.

Screen 4

Key:

The kitten's running.	The kitten's jumping.	The kitten's playing.	The kitten's sleeping!
			

39 We have a lot of pets! 4/7

Put the pictures in order.

The kitten's running.



The kitten's jumping.



The kitten's playing.



The kitten's sleeping!



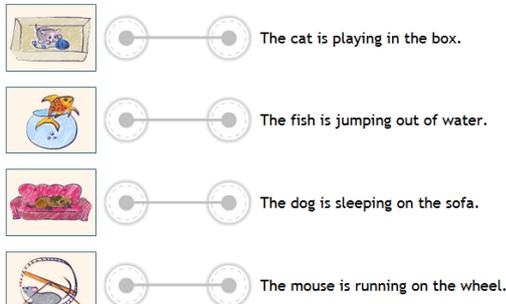
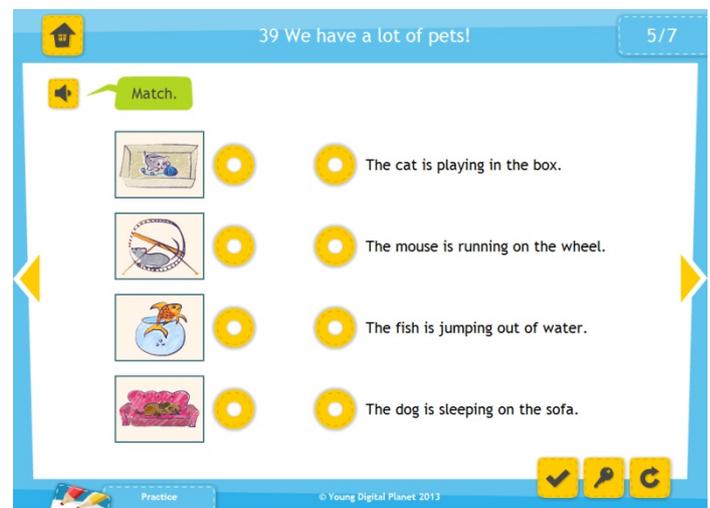
Practice © Young Digital Planet 2013

Note: Ss drag and drop the pictures in the correct order in accordance with the written text.

Screen 5

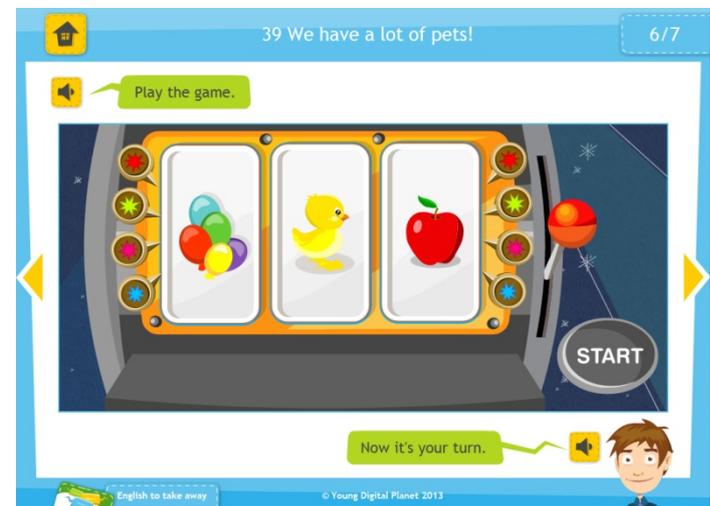
Key:

See the pictures below (random order)

Note: This is another reading exercise. Ss match the sentences with the pictures. Encourage the Ss to read the sentences out loud.

Screen 6



Give the Ss these instructions for the 'One armed bandit' game.

1. Click on the Start button and wait for the words to appear.
2. Say the sentences that appear.

3. Repeat as many times as you like.

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

Ask the Ss to work in pairs and write down a few sentences about pets is Present Continuous or Present Simple.

Additional activity: [Handout 2](#)

Handout 2

My favourite pet

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1. This is a writing skill exercise.
2. Give out Handout 2 to each of the Ss.
3. Ss write a short description of their favourite pet. It can be their own pet or somebody else's.
4. Encourage the Ss to use both tenses practised in the unit (Present Simple and Present Continuous).
5. Collect the Ss' writings and give them feedback on their work.

Handout 1

1. is with playing dog My ball a

.....

2. often sleeps sofa the on The kitten

.....

3. fast fish The very swimming is

.....

4. can The talk parrot.

.....

5. water The drinking is puppy.

.....

Handout 2

My favourite pet

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Friends 5
 Lesson 40

I eat vegetables every day.

Pronunciation

Aims	Students improve fluency, speed and pronunciation.	Contents	Grammar -ing verbs	Checklist	1 Master handout (individual work, practising adding --ing ending to verbs)
------	--	----------	------------------------------	-----------	---

Language Analysis

Grammar: The rules of adding *-ING* ending to verbs.

Basic rule: Just add *-ing* to the base verb:

work > working, play > playing, assist > assisting, see > seeing, be > being

Exception 1 If the base verb ends in consonant + stressed vowel + consonant, double the last letter: verb *to stop*

s t(consonants) o (stressed vowel) p (consonant)

(vowels = a, e, i, o, u)

stop > stopping

run > running

begin > beginning

Note that this exception does not apply when the last syllable of the base verb is not stressed:

open > opening

Exception 2 If the base verb ends in *ie*, change the *ie* to *y*:

lie > lying

die > dying

Exception 3 If the base verb ends in vowel + consonant + e, omit the e:

come > coming

Procedure

Warm-up Off the screens

Handout

1. cry
2. like
3. play
4. drive
5. say
6. swim
7. die
8. make
9. eat
10. know

1. Give out the Handout to each of the Ss.
2. The task is to write the gerund forms of each of the verbs (-ing)
3. Check the exercise together with the Ss. Discuss each example according to the rules in the Language Analysis.

Screen 2

Lucy, Kim, Alex, Sam:

*Eating drinking sleeping playing
Running jumping singing saying
Touching starting riding hitting
Swimming speaking standing sitting!*

*Drawing driving spelling trying
Painting smiling finding flying
Knowing wearing telling talking
Wanting watching waving walking!*

*Putting standing running spelling
Taking talking trying telling
Throwing stopping sleeping giving
Learning loving looking living!*



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: Encourage the Ss to repeat the chant.

Screen 3

Audio 1:

Sitting

Audio 2:

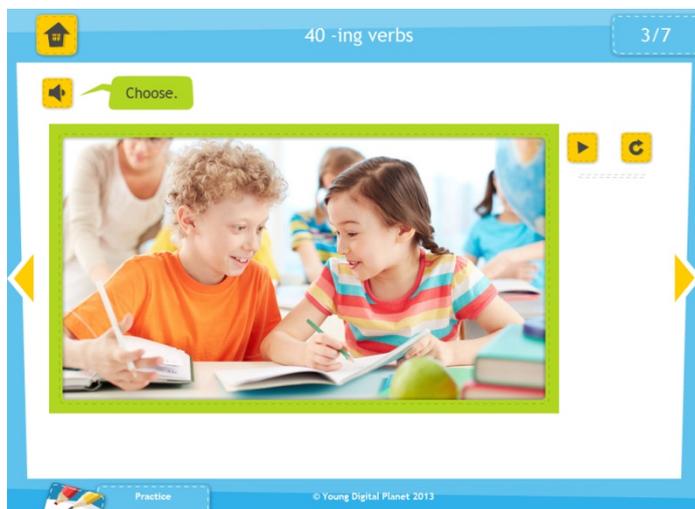
Looking

Audio 3:

Watching

Audio 4:

Talking



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

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear.

- They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Note: Ss click on the word that they hear. Ask the Ss to repeat each word in order to practise its pronunciation.

Screen 4

Audio 1:

The puppy's sleeping in his box.

Audio 2:

The puppy sleeps in his box.

Audio 3:

The kittens are playing in the garden.

Audio 4:

The kittens play in the garden.

Audio 5:

The dog runs for a ball.

Audio 6:

The dog's running for a ball.

Key:

1 is sleeping 2 sleeps 3 are playing
4 play 5 runs 6 is running



40 -ing verbs 4/7

Listen and choose. Then say the words.

The puppy [] in his box.

The puppy [] in his box.

The kittens [] in the garden.

The kittens [] in the garden.

The dog [] for a ball.

The dog [] for a ball.

Practice © Young Digital Planet 2013

Note: Ss choose the correct verb form in accordance with the audio. Encourage the Ss to repeat the sentences.

Screen 5

Random order

Audio 1:

Playing

Saying

Audio 2:

Trying

Flying

Audio 3:

Living

Giving

Audio 4:

Sitting

Hitting

Audio 5:

Telling

Spelling

Audio 6:

Talking

Walking



40 -ing verbs 5/7

Listen and match. Then say the words.

- sitting / hitting
- trying / flying
- telling / spelling
- living / giving
- playing / saying
- talking / walking

Practice © Young Digital Planet 2013

Match the audio with the texts.

Note: Ss match the written words with what they hear on the recording. Encourage the Ss to read the words ALOUD. Ss can also work in pairs and tell each other one word from the two on the screen and the partner has to guess which word it is.

Screen 6

Audio:

*Eating, drinking, sleeping, playing
 Running, jumping, singing, saying
 Touching, starting, riding, hitting
 Swimming, speaking, standing, sitting!*

*Drawing, driving, spelling, trying
 Painting, smiling, finding, flying
 Knowing, wearing, telling, talking
 Wanting, watching, waving, walking!*

*Putting, standing, running, spelling
 Taking, talking, trying, telling
 Throwing, stopping, sleeping, giving
 Learning, loving, looking, living!*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise pronunciation by chanting.

1. Listen to the whole chant.
2. Watch the slideshow or look at the pictures and join in.
3. Listen again and chant individually, in groups or as a class.

Note: Ss may also work in pairs and practice the chanting together by reading word by word or stanza by stanza. Correct the Ss whenever necessary.

Handout

1. cry

2. like

3. play

4. drive

5. say

6. swim

7. die

8. make

9. eat

10. know