

Friends 5 Lesson 60		<i>Three funny fish.</i>		Pronunciation	
Aims	Pronunciation practice – sounds /f/ and /eð/ Speaking skills	Contents	Vocabulary <i>fish tank</i> <i>ice cream flavour</i> <i>birthday cake</i>	Checklist	1 Master handout (pair work and individual work): minimal pairs
Language Analysis					
<p>Pronunciation:</p> <p>f sound</p> <p>A labiodental (from labia lip and dental teeth) fricative is a sound in which the flow of air out of the body is constricted by upper teeth to the lower lip, creating turbulence for the air, but not stopping its passage out of the mouth. English has two labiodental fricatives – /f/ in which the vocal chords are not used (voiceless) as in <i>fire</i> and <i>laughter</i>, and /v/ in which they are used as in <i>very</i> and <i>of</i>.</p> <p>th sound</p> <p>A dental fricative is a sound in which the flow of air out of the body is constricted by touching the tongue to the bottom edge of the front upper teeth, creating a narrow opening through which the air passes. English has two dental fricatives — voiceless /θ/ as in <i>think</i> and <i>math</i>, and /ð/ which is voiced as in <i>this</i> and <i>father</i>.</p>					

Procedure

Warm-up Off the screens

Handout 1

1. free	three
2. deaf	death
3. fought	thought
4. fin	thin
5. four	thaw
6. frill	thrill
7. froze	throws
8. first	thirst
9. fawn	thorn
10. oaf	oath

1. Give out the Handout to each student or a pair of your students.
2. The aim of the exercise is to practise the pronunciation of minimal pairs (words that differ from each other in only one sound) of two English consonants /f/ and /th/
3. First read each line on your own and let the Ss repeat each word after you chorally.
4. Correct any mistakes that you hear.
5. Give the Ss a few minutes to practise the pronunciation of the words but ask them to do it **ALoud**, otherwise they do not hear themselves, and they do not know if they can pronounce the word correctly.
6. Ask each of the Ss to read out loud one or two lines from the exercise.
7. Correct whenever necessary.

Screen 2

TV presenter: *Hello children. Today we are going to practice the th and f sounds. All the things behind the windows start with th or f. So, what's behind the first window?*

Jill: *Fruit!*

TV presenter: *There's fresh fruit. And what's behind the second window?*

Jill: *A football!*

TV presenter: *Yes, it's a football. And behind the third window are ...*

Jill: *Yummy!*

TV presenter: *Five flavours of ice-cream!*

What's behind the fourth window?

Jill: *Cakes!*

Kim: *That doesn't start with th or f.*

TV presenter: *Yes, There are three birthday cakes! And finally, the fifth window ...*

Jill: *Funny fish!*

TV presenter: *The three funny fish can sing! Do you want to hear their song?*

Jill: *Yes, we do!*

Kim: *OK then.*

Three singing fish:

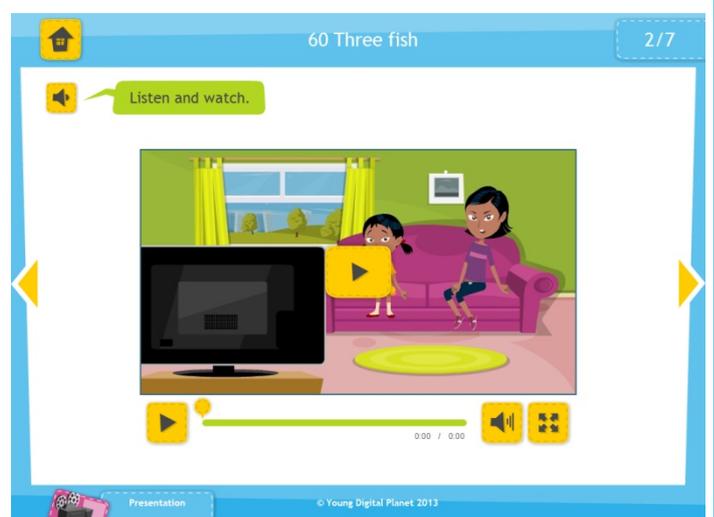
There are three things that fish think, and this is what we think:

Fish 1: *I'm a fish.*

Fish 2: *I'm fine.*

Fish 3: *that's funny!*

Jill: *that's funny!*



The screenshot shows a presentation slide titled "60 Three fish" with a page number "2/7" in the top right corner. A green button labeled "Listen and watch." is positioned above a central illustration. The illustration depicts a woman and a child sitting on a pink sofa in a living room, watching a television. The TV screen shows a large yellow play button. Below the illustration is a progress bar and control icons for play, volume, and full screen. At the bottom of the slide, there is a small "Presentation" label 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 to consolidate the dialogue.

Screen 3

- Audio 1:
fresh fruit
- Audio 2:
a football
- Audio 3:
five flavours of ice-cream
- Audio 4:
three birthday cakes
- Audio 5:
three singing fish

Key:




Sts order the pictures according to the audio.

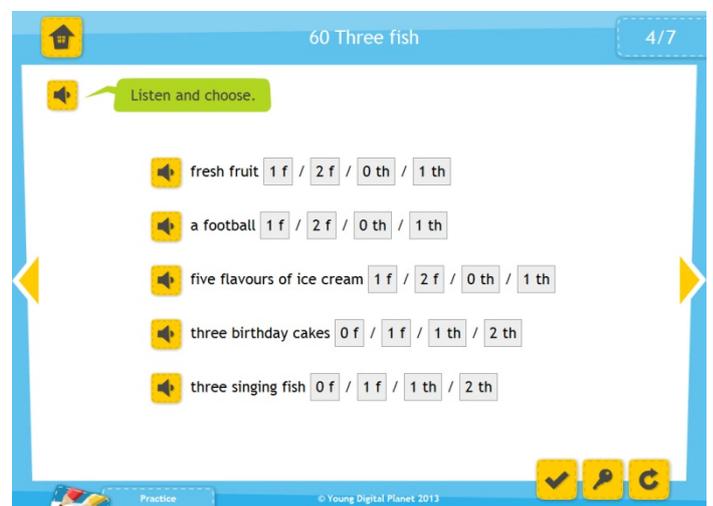
Note: Encourage the Sts to repeat after the recording in order to practise the sounds.

Screen 4

- Audio 1:
fresh fruit
- Audio 2:
a football
- Audio 3:
five flavours of ice cream
- Audio 4:
three birthday cakes
- Audio 5:
three singing fish

Key:

1 2 f 0 th 2 1 f 0 th 3 2 f 0 th
4 0 f 2 th 5 1 f 1 th



Sts count the 'f' and 'th' sounds in each sentence and choose the correct answers. There will be two correct answers for each sentence.

Note: Sts should repeat the sentences, paying attention to the 'f' and 'th' sounds.

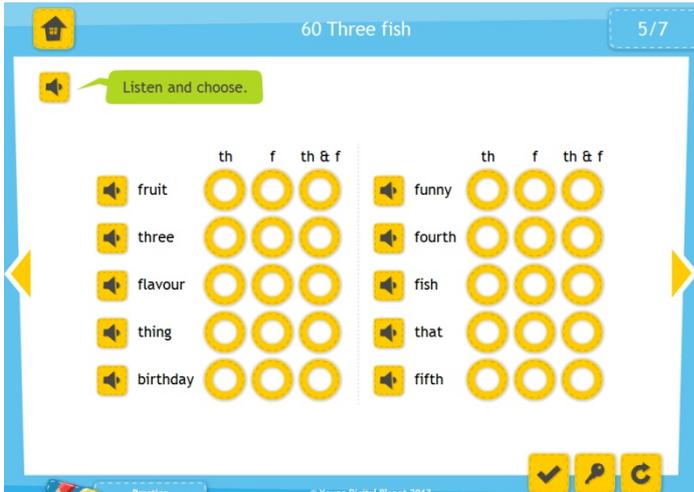
Screen 5

Audio:

fruit
 football
 three
 flavour
 thing
 birthday
 funny
 fourth
 fish
 that
 fifth

Key:

 fruit	th	f	th & f	 funny	th	f	th & f
 three	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	 fourth	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
 flavour	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	 fish	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
 thing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	 that	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
 birthday	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	 fifth	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



Ss listen to each word and mark the correct sound which they hear in a given word.

Note: What other 'f' and 'th' words do the sts know? - ask the Ss and continue the game.

Screen 6

All fish: *There are three things that fish think, and this is what we think:*

Fish 1: *I'm a fish.*

Fish 2: *I'm fine.*

Fish 3: *That's funny!*

Jill: *Sing the funny fish song!*



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

	<ol style="list-style-type: none">1. Listen to the whole song.2. Watch the slideshow or look at the pictures and join in.3. Listen again and sing the whole song individually, in groups or as a class.
<p>Note: Sts can change the animal to e.g. <i>a frog</i> and sing again.</p>	

Handout

1. free	three
2. deaf	death
3. fought	thought
4. fin	thin
5. four	thaw
6. frill	thrill
7. froze	throws
8. first	thirst
9. fawn	thorn
10. oaf	oath

Friends 5 Lesson61		<i>Look out, it's a shark!</i>		Vocabulary	
Aims	Learning animal vocabulary	Contents	Grammar Imperative: <i>look out!</i> Vocabulary <i>kangaroo</i> <i>shark</i> <i>dolphin</i> <i>lion</i> <i>tiger</i> Revise: <i>bear, panda</i> Everyday English: <i>obviously</i>	Checklist	2 group work handouts: dialogue completion and picture completion. Scissors
Language Analysis					
<p>Vocabulary:</p> <p><i>Look out</i> is used for warning someone to be careful, especially because they are likely to have an accident. We use it to draw somebody's attention to something.</p> <p><i>Obviously</i> – in a way that is easy to see or understand; evidently. It may be considered arrogant in some situations.</p> <p><i>so do I</i> is used to agree with a positive statement.</p> <p>Pronunciation:</p> <p>bear / <i>bɛə</i>/</p>					

Procedure

Screen 2

Audio 1:

Sam: Look through these photos with me Alex. You guess what animal it is – ready?

Alex: Sure. That's fun, well this one, look at the eyes, it's obviously a tiger, isn't it?

Sam: Yes! Next ...

Audio 2:

Sam and Alex together: Easy! Kangaroo!

Alex: Next ...

Audio 3:

Alex: Look out, it's a shark!

Sam: You're good ...

Audio 4:

Sam: Oh, my favourite, I love dolphins!

Alex: So do I.

Audio 5:

Alex: This one is easy, it's black and white and it's ...

Sam: ... a panda, so cute.

Audio 6:

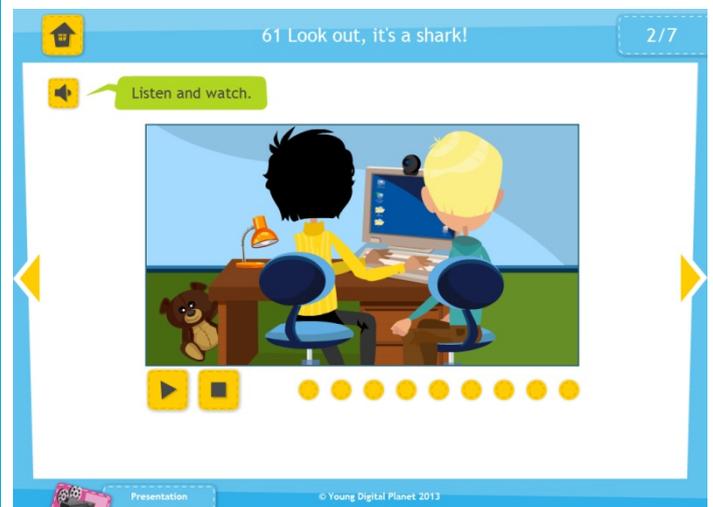
Sam: Look out, Alex, it's a big lion.

Audio 7:

Alex: It's obviously a ... bear

Audio 8:

Sam: Look out, it's a bear ... Quick, run



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

Additional activity:

1. Put your students in pairs.
2. Give out Handout 1

Handout 1

So do I Sure cute Quick
guess obviously Look out

1.

You _____ what animal it is – ready?

_____ .

2.

It's _____ a tiger, isn't it?

Yes!

3. _____, it's a shark!

4. I love dolphins!

_____ .

5. It's a panda, so _____ .

6. Look out, it's a bear . _____ , run!

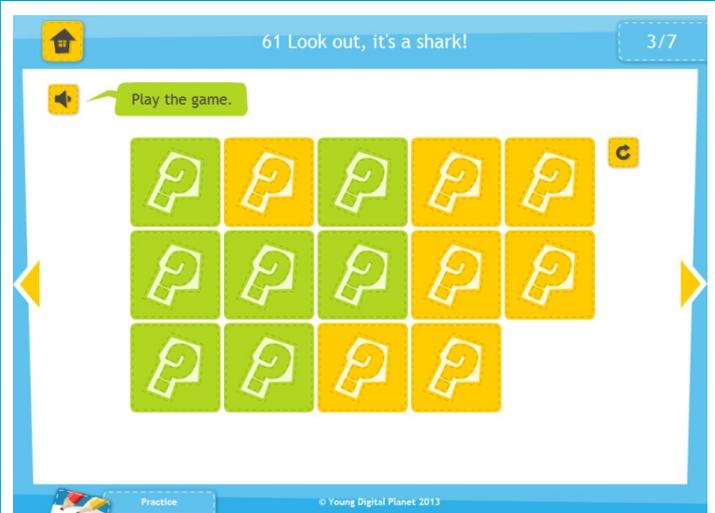
3. Ask your students to complete the sentences with the words and phrases from the frame.
4. Ask representatives to read out the sentences / dialogues.

Key:

1 guess, Sure 2 obviously 3 Look out 4 So do I 5 cute 6 quick

Screen 3

Audio 1:
kangaroo
Audio 2:
shark
Audio 3:
dolphin
Audio 4:
lion
Audio 5:
tiger
Audio 6:
bear
Audio 7:
panda



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.

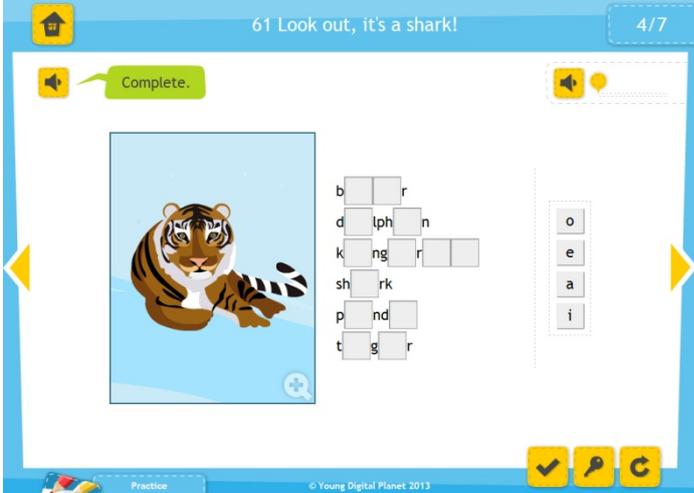
Screen 4

Random order:

kangaroo
shark
dolphin
lion
tiger
bear
panda

Key:

1 bear 2 dolphin 3 kangaroo
4 shark 5 panda 6 tiger



Screen 5

Audio 1:

Look out, it's a shark!

Audio 2:

Look out, it's a kangaroo!

Audio 3:

Look out, it's a dolphin!

Audio 4:

Look out, it's a tiger!

Audio 5:

Look out, it's a lion!

Audio 6:

Look out, it's a bear!

Audio 7:

Look out, it's a panda!



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

Look at the screen and read the words as they appear.

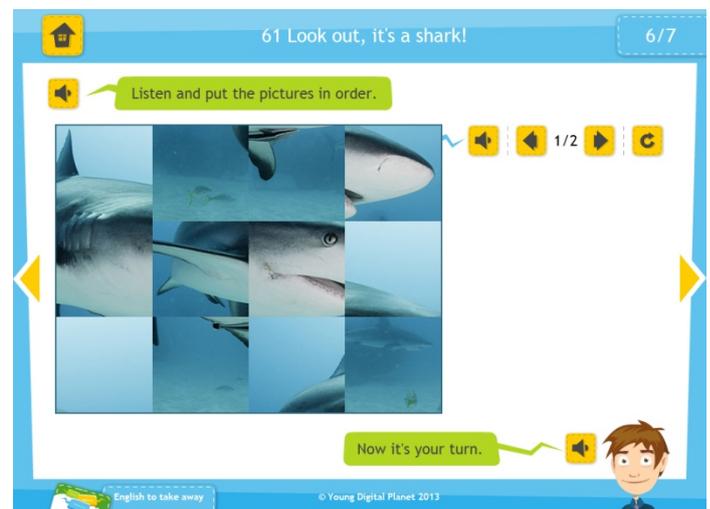
Listen and 'shoot' the words you hear. They will disappear from the screen.

Repeat until you have 'shot' all the words.

Screen 6

Audio:

What's that? It's a?



Give the Ss these instructions for the 'Listen and order' activity.

1. On the screen you will see a set of mixed pieces of the picture.
2. Click and drag the pieces to form a picture.

Now it's your turn

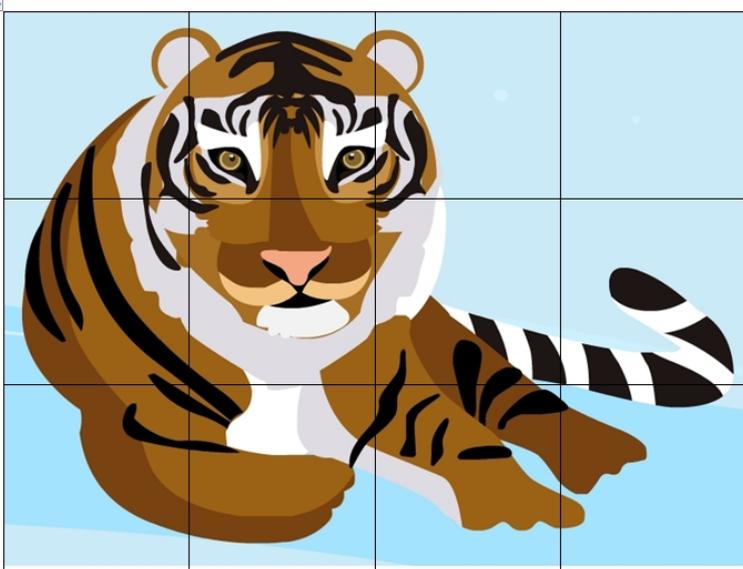
Get students to practise the language in pairs.
Tell them to ask and answer about themselves.

Additional activity:

1. Put your students in pairs.
2. Give out Handout 2.
3. Ask them to make a picture out of the pieces you have given them.
4. Ask them what animal they can see on the picture. Use the activity to exploit and consolidate the vocabulary of body parts and colours.
5. Additionally you can ask about the tigers: where they live, what they eat, whether they are dangerous. You can write the key words on the board.

Handout 2

Cut into pieces.



Handout 1

So do I Sure cute Quick
guess obviously Look out

1.

You _____ what animal it is – ready?

_____ .

2.

It's _____ a tiger, isn't it?

Yes!

3. _____, it's a shark!

4. I love dolphins!

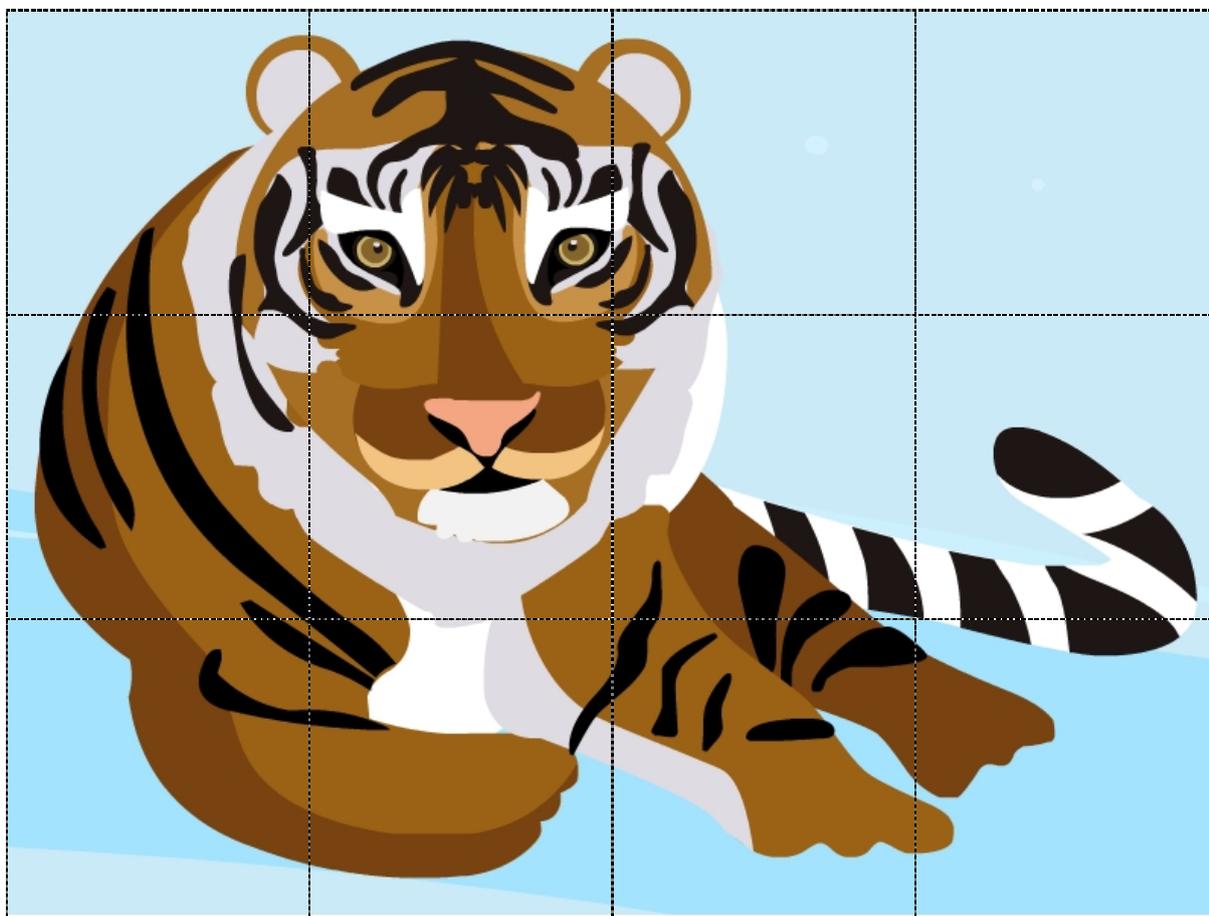
_____ .

5. It's a panda, so _____ .

6. Look out, it's a bear . _____ , run!

Handout 2

Cut into pieces.



Friends 5 Lesson 62		<i>Where do bears live?</i>		Grammar & Functions	
Aims	Describing animals	Contents	Grammar Present simple for habitual actions <i>Where do bears live?</i> <i>They live in the forest.</i> Vocabulary Revise: <i>jungle, river, sea, forest, mountains, parrot, rainforest</i>	Checklist	2 master handouts (one individual handout; one group work handout): matching words with pictures and completing a picture Scissors
Language Analysis					
<p>Grammar:</p> <p>Use the present simple to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.</p> <p>The present simple tense is the base form of the verb: <i>tigers live in the jungle</i>. But the third person (she/he/it) adds an -s: <i>A tiger lives in the jungle</i>.</p> <p>Vocabulary:</p> <p>A <i>rainforest</i> can be described as a tall, dense jungle. The reason it is called a "rain" forest is because of the high amount of rainfall it gets per year. The climate of a rain forest is very hot and humid.</p>					

Procedure

Warm-up off the screens

1. Give out Handout 1.
2. Ask your students to rearrange the letters to make animal words, as in the pictures.
3. Check and drill pronunciation.

Handout 1

1. trige

a.



2. ilon

b.



3. konoraga

c.



4. phonlid

d.



5. harsk

e.



6. napad

f.



7. bare

g.



Key: 1 g tiger 2 c lion 3 e kangaroo 4 b dolphin 5 f shark 6 d panda 7 a bear

Screen 2

Robot: For one point, where do bears live?

Kim: They live in the forest.

Robot: Correct. One point to Kim and Sam. Where do dolphins live?

Alex: in the sea.

Robot: One point to Alex.

Lucy: They live in the river too.

Robot: Correct. An extra point to Lucy. Where do sharks live?

Lucy: In the sea too.

Alex: But not in a river.

Robot: Yes. Two points to Lucy and Alex.

Kim and Sam: Hey!

Robot: Who lives in the jungle?

Lucy: the lion!

Robot: No that's not correct.

Kim: the tiger lives in the jungle.

Robot: Correct! At the end of that round, Kim and Alex have four points and Lucy and Sam have two.

Lucy & Alex: Hooray!



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

Screen 3

Audio:

Where do bears live?

They live in the forest.

Where do tigers live?

They live in the jungle.

Where do sharks live?

They live in the sea.

Where do dolphins live?

They live in the sea and the river.

Where do parrots live?

They live in the rainforest.

Key: (random order)

Where do bears live?

They live in the forest.

Where do tigers live?

They live in the jungle.

Where do sharks live?



They live in the sea.

Where do dolphins live?
They live in the sea and the river.

Where do parrots live?
They live in the rainforest.

Screen 4

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



62 Where do bears live? 4/7

Choose.

Kangaroos live in the sea.

Pandas live in the river.

Parrots live in the rainforest.

Sharks live in the mountains.

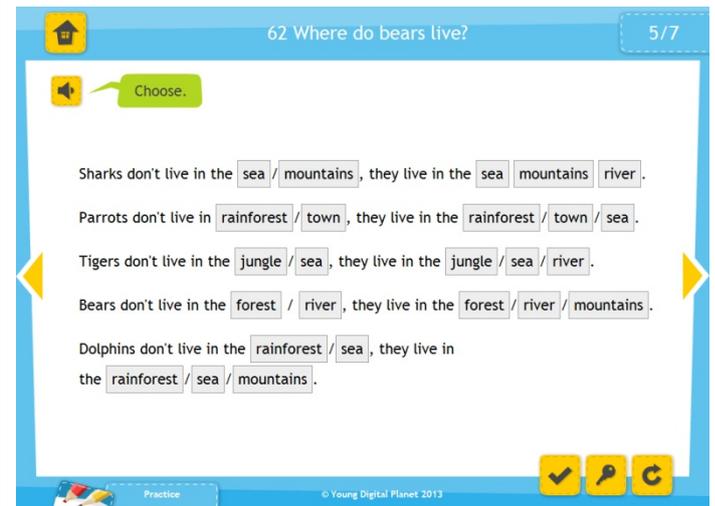
Dolphins live in the sea.

Tigers live in the jungle.

Practice © Young Digital Planet 2013

Screen 5

Key:
1 mountains, sea.
2 town, rainforest.
4 sea, jungle.
5 river, forest.
6 rainforest, sea



62 Where do bears live? 5/7

Choose.

Sharks don't live in the sea / mountains, they live in the sea mountains river.

Parrots don't live in rainforest / town, they live in the rainforest / town / sea.

Tigers don't live in the jungle / sea, they live in the jungle / sea / river.

Bears don't live in the forest / river, they live in the forest / river / mountains.

Dolphins don't live in the rainforest / sea, they live in the rainforest / sea / mountains.

Practice © Young Digital Planet 2013

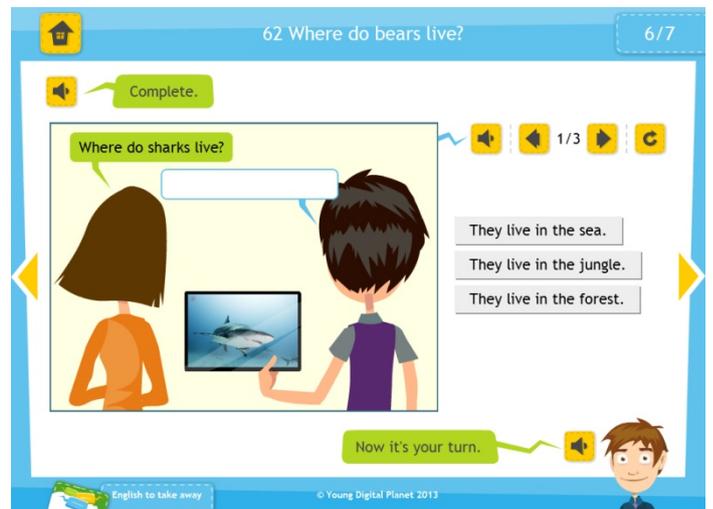
Screen 6

Audio:

*Where do bears live?
They live in the forest.
Where do tigers live?
They live in the jungle.
Where do sharks live?
They live in the sea.*

Key: (random order)

- 1 Where do bears live?
They live in the forest.
- 2 Where do tigers live?
They live in the jungle.
- 3 Where do sharks live?
They live in the sea.



Give your students instructions for the Complete activity.

1. Ask your students to work in pairs.
2. Let them ask about all the other animals they know.

Now it's your turn

Get students to practise the language in pairs.
Tell them to ask and answer about themselves.

Additional activity:

1. Put your students in groups of 3 or 4.
2. Give out Handout 2.

Handout 2

Cutout.

Where	do	kangaroos	live?
They	live	in	Australia.
Where	do	parrots	live?
They	live	in	the rainforest.
Where	do	sharks	live?
They	live	in	the sea.
Where	do	cows	live?
They	live	on	the farm.

3. Ask them to put the words into questions and answers.
4. Ask representatives to read out these short dialogues.
5. Correct and drill pronunciation.

Handout 1

1. trige

a.



2. ilon

b.



3. konoraga

c.



4. phonlid

d.



5. harsk

e.



6. napad

f.



7. bare

g.



Handout 2

Cut out.

Where	do	kangaroos	live?
-------	----	-----------	-------

They	live	in	Australia.
------	------	----	------------

Where	do	parrots	live?
-------	----	---------	-------

They	live	in	the rainforest.
------	------	----	-----------------

Where	do	sharks	live?
-------	----	--------	-------

They	live	in	the sea.
------	------	----	----------

Where	do	cows	live?
-------	----	------	-------

They	live	on	the farm.
------	------	----	-----------

Friends 5 Lesson63		<i>What do pandas eat?</i>		Grammar & Functions	
Aims	Asking about habits	Contents	<p>Grammar Present simple Plural nouns + -s Irregular forms</p> <p><i>What do pandas eat?</i> <i>They eat leaves.</i></p> <p>Vocabulary <i>leaf / leaves, grass, plants</i> <i>bamboo, nut</i> Revise: <i>fish, bananas</i></p>	Checklist	1 individual handout: completing words in sentences
Language Analysis					
<p>Grammar: We usually form plurals in English by adding -(e)s to the singular form. Some nouns that end in <i>f</i>, <i>fe</i> or <i>ff</i> form the plural by changing the final <i>f</i> form to <i>ves</i>, e.g. <i>leaf – leaves, knife – knives, wife – wives</i>, etc.</p> <p>Vocabulary: <i>yum yum</i> is something we say when something is very tasty, delicious (as are bamboo leaves for pandas).</p>					

Procedure

Warm-up off the screens

1. Ask your students: *What do people eat?* or: *What do you eat?*
2. Write down all the answers on the board. Check vocabulary and drill pronunciation chorally and individually.
3. Ask: *And now, what do animals eat?*
4. As before, write the answers (the new kinds of food) on the board. Drill pronunciation.

Screen 2

Robot: *And now, more quiz questions ... What do sharks eat?*

Alex: *Lots of fish!*

Robot: *Correct. One point to Alex. What do kangaroos eat?*

Sam: *Umm, I think kangaroos eat grass and plants.*

Robot: *Yes. Correct! Now Kim ... What do pandas eat?*

Kim: *That's easy, pandas eat bamboo leaves. yum yum*

Robot: *Yes, one point to Kim and a point to panda.*

Robot: *Next question. What do bears eat?*

Lucy: *Bears eat fish ...*

Alex: *and leaves ...*

Lucy: *... and plants ...*

Alex: *and nuts ...*

Robot: *Ok! Stop! Four points to Lucy and Alex. Last question. What do lions eat?*

Lucy, Alex, Sam & Kim : *Meat!*



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

Screen 3

Audio: (random order)

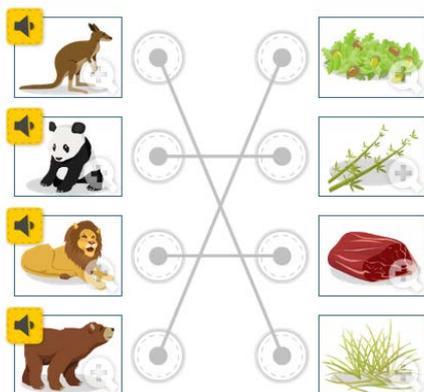
Lions eat meat.

Bears eat nuts and leaves.

Pandas eat leaves.

Kangaroos eat grass.

Key: see pictures below (random order)



63 What do pandas eat? 3/7

Match.

Screen 4

Key:

1 F 2 F 3 T 4 T 5 F

63 What do pandas eat? 4/7

Choose.

What do lions eat? They eat nuts and leaves.

What do sharks eat? They eat leaves.

What do bears eat? They eat fish and plants.

What do pandas eat? They eat bamboo leaves.

What do kangaroos eat? They eat meat.

Additional activity:

1. Put your students in pairs.
2. Let them ask each other the questions and give five correct answers by correcting the false sentences.
3. Check with the class by asking representatives.

Screen 5

Key:

- 1 Lions don't eat nuts and leaves. They eat meat.
- 2 Sharks don't eat leaves. They eat fish.
- 3 Bears eat fish and plants and nuts and leaves.
- 4 Pandas eat bamboo leaves.
- 5 Kangaroos don't eat meat. They eat grass and plants.



Screen 6

Audio:

- What do lions eat?*
What do sharks eat?
What do bears eat?
What do pandas eat?
What do kangaroos eat?
Lions eat meat.
Sharks eat fish.
Bears eat fish and plants.
Pandas eat leaves.
Kangaroos eat grass.



Give the Ss these instructions for the 'game' activity.

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.

Additional activity:

1. Give out the Handout.

Handout

1. L__ns don't eat nuts and l__es. They eat m__t.

2. S__rks don't eat leaves. They eat f__h.

3. B__rs eat fish and plants and n__ts and leaves.

4. Pandas eat bam___ leaves.

5. Kang___s don't eat meat. They eat gr__s and plants.

2. Ask your students to complete the missing letters to make words.
3. Ask them to check in pairs.
4. When they finish write the correct spellings on the board.

Key:

1 Lions, leaves, meat

2 Sharks, fish

3 Bears, nuts

4 bamboo

5 Kangaroos, grass

Handout

1. L__ns don't eat nuts and l__es. They eat m__t.
2. S__rks don't eat leaves. They eat f__h.
3. B__rs eat fish and plants and n_ts and leaves.
4. Pandas eat bam__ leaves.
5. Kang__s don't eat meat. They eat gr__s and plants.

Friends 5 Lesson64		<i>Lions eat meat.</i>		Grammar & Functions	
Aims	Describing and contrasting	Contents	Grammar Present simple Questions Conjunctions: <i>and / but</i> Vocabulary <i>vegetarian</i> <i>king</i>	Checklist	2 pair work handouts: sentences in the present simple and question formation
Language Analysis					
<p>Grammar: Conjunctions are words which connect words, sentences, phrases or clauses. <i>and</i> presents non-contrasting item(s) or idea(s): <i>They live in the jungle and they eat bananas.</i> <i>but</i> presents a contrast or exception: <i>They live in the jungle but they don't eat bananas.</i></p> <p>Vocabulary: <i>vegetarian</i> is a person who does not eat or does not believe in eating meat, fish, fowl, or, in some cases, any food derived from animals, such as eggs or cheese. They prefer to live on vegetables, fruits, nuts, grain, etc.</p>					

Procedure

Screen 2

Zoo keeper: *This is Polly, our blue parrot. Now, what do parrots eat? Do they eat meat?*

Alex: *No, parrots eat fruit but they don't eat meat.*

ZK: *Well done! And ... where do parrots live?*

Alex: *In the forest!*

Sam: *In the jungle and the mountains.*

ZK: *Yes and no. they live in the rain forest and the jungle but they don't live in the mountains. Which animal is The King of the Animals?*

Lucy: *The lion!*

ZK: *That's right. And where do lions live?*

Alex: *In the jungle?*

ZK: *No, lions don't live in the jungle, but tigers live in the jungle. They have black and orange stripes so we can't see them. Would you like to see Leo? He lives in our zoo.*

All kids together: *Yes!*

Kim: *Can we bring him some leaves and fruit to eat?*

ZK: *Lions and tigers don't eat leaves or fruit. They are not vegetarians!*

Parrot: *Not vegetarians... Not vegetarians... Not vegetarians...*



The screenshot shows a presentation slide with a blue header containing a home icon, the text '64 Lions eat meat.', and a '2/7' indicator. 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 play button, a progress bar at 0:00 / 0:00, and volume and full-screen icons. The video frame shows a zookeeper holding a blue parrot, a boy in a wheelchair, and three other children sitting on the grass. A lion is visible in a cage in the background. The bottom of the slide has a 'Presentation' label 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.

Screen 3

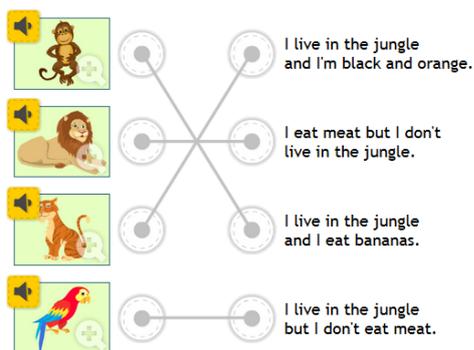
Audio:

*I live in the jungle but I don't eat meat.
I live in the jungle and I'm black and orange.*

*I eat meat but I don't live in the jungle.
I live in the jungle and I eat bananas.*

Key:

See pictures below (random order)

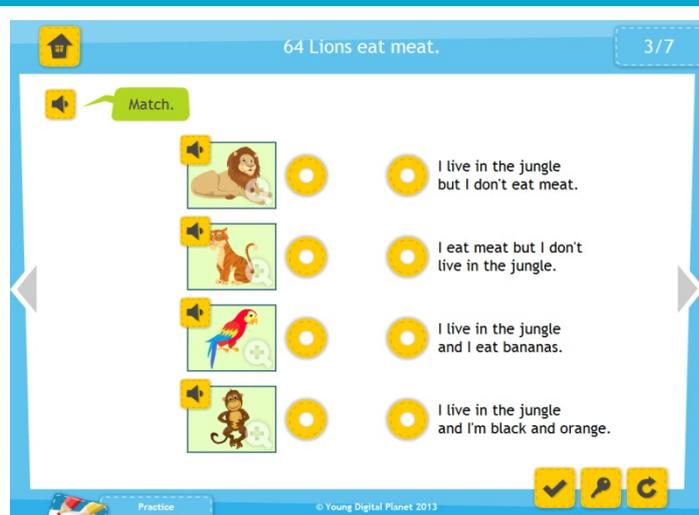


I live in the jungle and I'm black and orange.

I eat meat but I don't live in the jungle.

I live in the jungle and I eat bananas.

I live in the jungle but I don't eat meat.



64 Lions eat meat. 3/7

Match.

I live in the jungle but I don't eat meat.

I eat meat but I don't live in the jungle.

I live in the jungle and I eat bananas.

I live in the jungle and I'm black and orange.

Practice © Young Digital Planet 2013

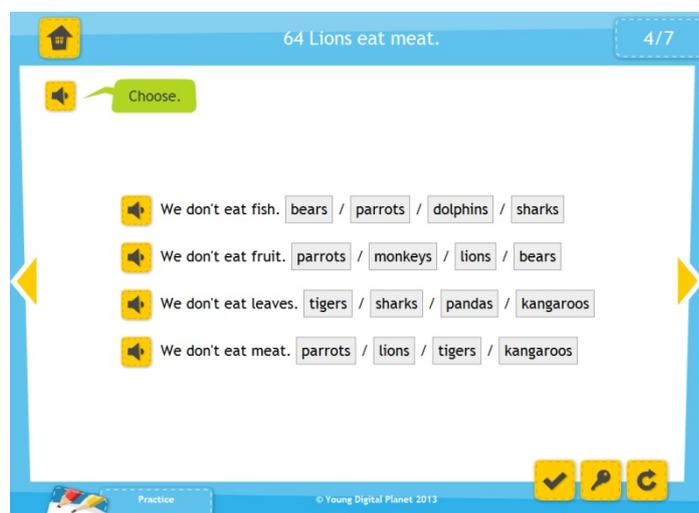
Screen 4

Audio:

What do the animals eat?

Key:

1 parrots 2 lions 3 tigers, sharks
4 parrots



64 Lions eat meat. 4/7

Choose.

We don't eat fish. bears / parrots / dolphins / sharks

We don't eat fruit. parrots / monkeys / lions / bears

We don't eat leaves. tigers / sharks / pandas / kangaroos

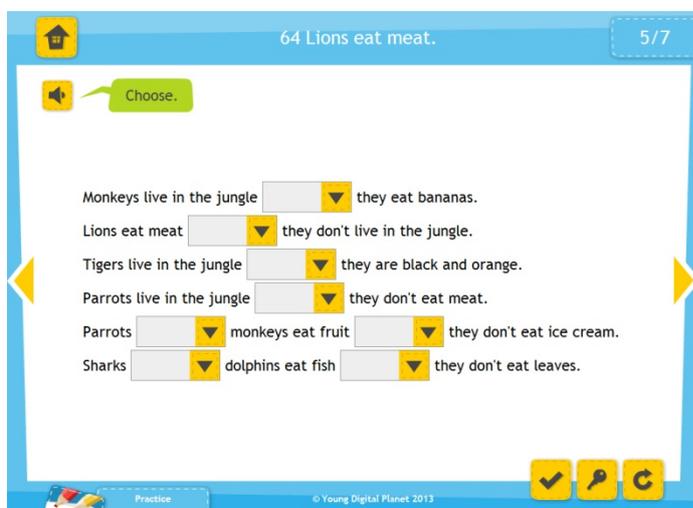
We don't eat meat. parrots / lions / tigers / kangaroos

Practice © Young Digital Planet 2013

Screen 5

Key:

1 and 2 but 3 and 4 but
5 and 6 but 7 and 8 but



64 Lions eat meat. 5/7

Choose.

Monkeys live in the jungle they eat bananas.

Lions eat meat they don't live in the jungle.

Tigers live in the jungle they are black and orange.

Parrots live in the jungle they don't eat meat.

Parrots monkeys eat fruit they don't eat ice cream.

Sharks dolphins eat fish they don't eat leaves.

Practice © Young Digital Planet 2013

Additional activity:

1. Put your students in pairs.
2. Give out Handout 1.
3. Ask the students to make true sentences about the animals they see on the pictures. What do they eat? What don't they eat? How do they look like? Where do they live?
4. Ask representatives to read out their sentences.

Handout 1

1.  and  live _____
2.  and  eat _____, but kangaroos don't live _____
3.  and  live _____ and eat _____
4.  and  are _____ but horses don't eat _____
5.  are _____ and they eat _____
6.  are _____ but they don't eat bamboo leaves.

Key:

- 1 Chickens and ducks live on the farm.
- 2 Kangaroos and sheep eat grass, but kangaroos don't live on the farm.
- 3 Sharks and dolphins live in the sea and they eat fish.
- 4 Bears and horses are brown, but horses don't eat meat.
- 5 Pandas are black and white and they eat bamboo leaves.
- 6 Cows are black and white, but they don't eat bamboo leaves.

Screen 6

Audio:

Do lions eat meat?

Yes, they do.



Give the Ss these instructions for the 'Listen and say' activity.

1. Look at the photo and read the dialogue in a speech bubbles.
2. Drag and drop it into the empty speech bubbles to make the dialogue.
3. Listen and check you were right.
4. Talk about other animals. Ask and answer questions in pairs.

Now it's your turn

Get students to practise the language in pairs.
Tell them to ask and answer about themselves.

Additional activity:

1. Put your students in pairs.
2. Give out Handout 2.
3. Ask them to ask questions matching the sentences about the animals.
4. Ask representatives to read out their sentences.

Handout 2

1. What _____ eat? Where _____ live?

Kangaroos eat grass but they don't live on the farm.

2. Where _____ live?

Chickens and ducks live on the farm.

3. What _____ eat?

Sharks and dolphins eat fish.

4. What _____ like? What _____ eat?

Horses are brown, but they don't eat meat.

Key:

- 1 What do they eat? Where do they live?
- 2 Where do they live?
- 3 What don't they eat?
- 4 How do they look like? What do they eat?

Handout 1

1.  and  live _____

2.  and  eat _____, but

kangaroos don't live _____

3.  and  live _____ and eat _____

4.  and  are _____ but

horses don't eat _____

5.  are _____ and they
eat _____

6.  are _____ but they don't eat
bamboo leaves.

Handout 2

1. What _____ eat? Where _____ live?

Kangaroos eat grass but they don't live on the farm.

2. Where _____ live?

Chickens and ducks live on the farm.

3. What _____ eat?

Sharks and dolphins eat fish.

4. What _____ like? What _____ eat?

Horses are brown, but they don't eat meat.

Friends 5 Lesson 65		<i>Robot at the zoo.</i>		Skills	
Aims	Reading a story	Contents	Grammar Present simple Vocabulary <i>polar bear</i> <i>shark</i> <i>throw</i> <i>hungry</i> <i>bamboo leaves</i>	Checklist	2 individual handouts: word completion and sentences in the present simple
Language Analysis					
Vocabulary: The <i>polar bear</i> is a big bear that lives within the Arctic Circle, encompassing the Arctic Ocean, its surrounding seas and surrounding land masses. It's in many ways similar to the brown bear.					

Procedure

Warm-up Off the screens
<ol style="list-style-type: none"> 1. Give out Handout 1. 2. Ask your students to make words and phrases by completing the letters. 3. Check with the class.

Handout 1

- 1 Shark_ eat fi_h.
- 2 The animals aren't h__py.
- 3 They're h__gry.
- 4 The panda eats bam__o le__es.
- 5 The l__ns and t__ers eat m__t.
- 6 The par__t and the monk__ eat fr__t.
- 7 The kang__os eat grass.
- 8 N_w the animals are happy!

Key:

- 1 Sharks eat fish.
- 2 The animals aren't happy.
- 3 They're hungry.
- 4 The panda eats bamboo leaves.
- 5 The lions and tigers eat meat.
- 6 The parrot and the monkey eat fruit.
- 7 The kangaroos eat grass.
- 8 Now the animals are happy!

Screen 2

Audio 1:

*Robot is helping at the zoo.
What do the animals eat?
Robot reads. Sharks eat fish.*

Audio 2:

*Robot throws some fish to the sharks.
But ... oh dear...*

Audio 3:

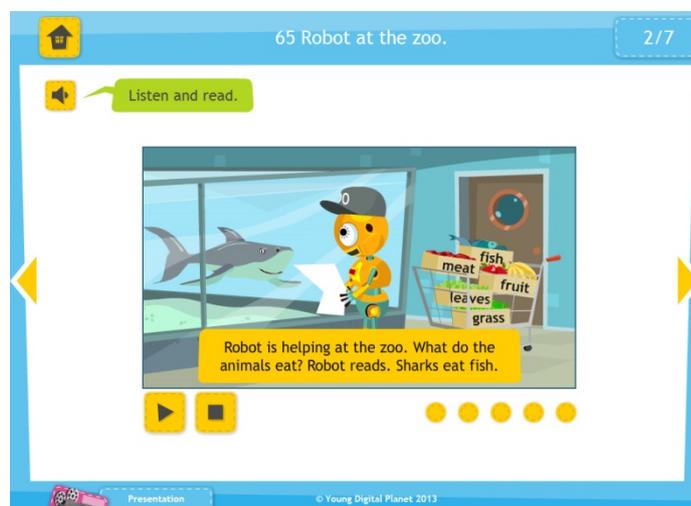
*The animals aren't happy. They're
hungry. Robot calls Lucy.*

Audio 4:

*The panda eats the bamboo leaves.
The lions and tigers eat the meat.
The parrot and the monkey eat the fruit.*

Audio 5:

*The kangaroos eat the grass.
And the big white polar bear eats the
fish
Now the animals are happy!*



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

Additional activity

1. Give out Handout 2.
2. Ask your students to match the animal pictures to their food. .
3. Check if they have matched the pictures correctly.
4. Ask them to make true sentences about the animals and their food.
5. Ask representatives to read out their sentences.

Handout 2

1.			a.	
2.			b.	
3.			c.	
4.			d.	
5.			e.	

Key:

- 1 c Sharks and dolphins eat fish.
- 2 a Cows and kangaroos eat grass.
- 3 e Pandas eat bamboo leaves.
- 4 b Tigers and lions eat meat.
- 5 d Bears eat leaves and fish.

Screen 3

Audio 1:

*Robot is helping at the zoo.
What do the animals eat?
Robot reads. Sharks eat fish.*

Audio 2:

*Robot throws some fish to the sharks.
But oh dear ...*

Audio 3:

The animals aren't happy. They're hungry. Robot calls Lucy.

Audio 4:

*The panda eats the bamboo leaves.
The lions and tigers eat the meat.
The parrot and the monkey eat the fruit.*

Audio 5:

*The kangaroos eat the grass.
And the big white polar bear eats the fish
Now the animals are happy!*

Key:




65 Robot at the zoo. 3/7

Read and put the pictures in order.

Robot is helping at the zoo. What do the animals eat? Robot reads. Sharks eat fish. Robot throws some fish to the sharks. But oh dear... The animals aren't happy. They're hungry. Robot calls Lucy. The panda eats the bamboo leaves. The tigers eat the meat. The parrot and the monkey eat the fruit. The kangaroos eat the grass. And the big white polar bear eats the fish. Now the animals are happy!

Practice © Young Digital Planet 2013

Additional activity:

The focus is on reading but students can also listen while they read.

Screen 3

Key:

Robot is helping at the zoo.
Sharks eat fish.
Robot throws some fish to the sharks.
The animals aren't happy. They're hungry.
Robot calls Lucy.
The panda eats the bamboo leaves.
And the big white polar bear eats the fish.
Now the animals are happy!



65 Robot at the zoo. 4/7

Listen and put the sentences in order.

Robot is helping at the zoo.
Robot calls Lucy.
Sharks eat fish.
Robot throws some fish to the sharks.
The animals aren't happy. They're hungry.
The panda eats the bamboo leaves.
And the big white polar bear eats the fish.
Now the animals are happy!

Practice © Young Digital Planet 2013

Handout 1

1 Shark_ eat fi_h.

2 The animals aren't h_ _py.

3 They're h_ _gry.

4 The panda eats bam_ _o le_ _es.

5 The l_ _ns and t_ _ers eat m_ _t.

6 The par_ _t and the monk_ _ eat fr_ _t.

7 The kang_ _ _os eat grass.

8 N_w the animals are happy!

Handout 2

1.



a.



2.



b.



3.



c.



4.



d.



5.



e.



Friends 5 Lesson 66	<i>Run, quick, quick, quick!</i>	Vocabulary
--------------------------------------	----------------------------------	-------------------

Aims	Describing nouns and pronouns	Contents	Grammar Adjectives Vocabulary <i>slow quick loud quiet</i> <i>pretty</i> <i>hamster</i> Revise: <i>hop, jump, sing</i> Everyday English: <i>Watch out</i>	Checklist	2 master handouts: Bingo and sentence completion Individual work
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Language Analysis

Grammar: Adjectives are words that describe, identify, quantify or modify another person or thing in the sentence – a noun or a pronoun. The articles — *a*, *an*, and *the* — are adjectives.

An adjective usually comes before the noun it modifies: a beautiful boy, a naughty cat, a white swan.

There are various categories of adjective e.g.

quantity – *five, little, several, many, all, some, every, each*

opinion – *good, better, bad, awful, fantastic, pretty, ugly, clean, dirty, difficult, easy.*

size – *heavy, light, big, small, little, tiny, tall, short, fat, thin.*

age – *young, old, teenage.*

shape – *round, circular, square, triangular, oval.*

colour – *pink, red, orange, brown, dark-blue, purple, black, white.*

origin – *American, Canadian, French, Irish, English, Australian, northern.*

material – *glass, wooden, metal.*

purpose – *cooking, sleeping, dancing, rolling, walking*

The adjectives are used in the sentences in the above order.

Procedure

Warm-up Off the screens

1. Give out Handout 1.

Handout 1

fat	thin	new	young	old	small	big	ugly
beautiful	light	heavy	sad	happy	noisy	quiet	
clean	dirty	slow	fast	hot	cold	bad	good
wet	dry						

2. Go through the list of adjectives with students and check for the meaning and pronunciation.
fat thin new young old small big ugly beautiful light heavy sad happy noisy quiet clean dirty slow fast hot cold bad good wet dry
3. Ask students to choose nine of the adjectives and write them on their bingo cards.
4. Call out adjectives from the list and write them down.
5. If the student has the opposite of that adjective, they can cross off the word on their bingo card.
6. The student who has three opposite adjectives in a row is the winner. The adjectives can be in a row vertically, horizontally or diagonally.
7. The winner chooses the adjectives for the second round.
8. The winner of the second round chooses adjectives for the third round.

Screen 2

Alex: *The cat is very quiet. Watch out mouse! Don't be slow, run. Be quick, quick, quick!*

Parrot: *Pretty Polly. Pretty Polly. Pretty Polly.*

Zoo keeper: *The parrot is loud. Be quiet Polly!*

Sam: *In the evening, the frogs sing a loud song and then hop into the pond.*

Lucy: *The hamster is very slow today. It's too hot to be quick.*



The screenshot shows a presentation slide titled "66 Run, quick, quick, quick!" with a progress indicator "2/7". The slide contains an illustration of a brown cat and a grey mouse in a grassy field. A text box on the slide reads: "The cat is very quiet. Watch out mouse! Don't be slow, run. Be quick, quick, quick!". Navigation icons for back, forward, and search are visible.

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

Screen 3

Audio:

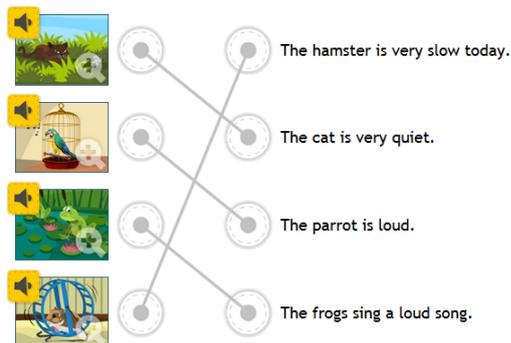
The hamster is very slow today

The cat is very quiet.

The parrot is loud.

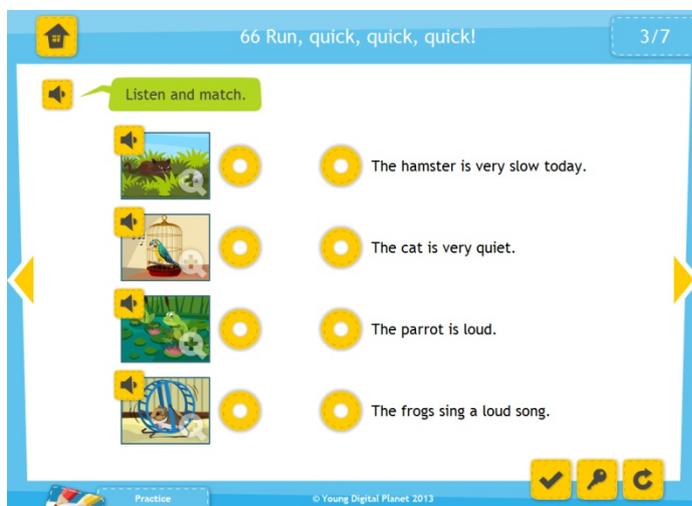
The frogs sing a loud song

Key:



The key diagram shows four audio icons on the left, each with a speech bubble icon, and four text descriptions on the right. Lines connect the icons to their corresponding descriptions:

- Hamster icon: The hamster is very slow today.
- Cat icon: The cat is very quiet.
- Parrot icon: The parrot is loud.
- Frogs icon: The frogs sing a loud song.

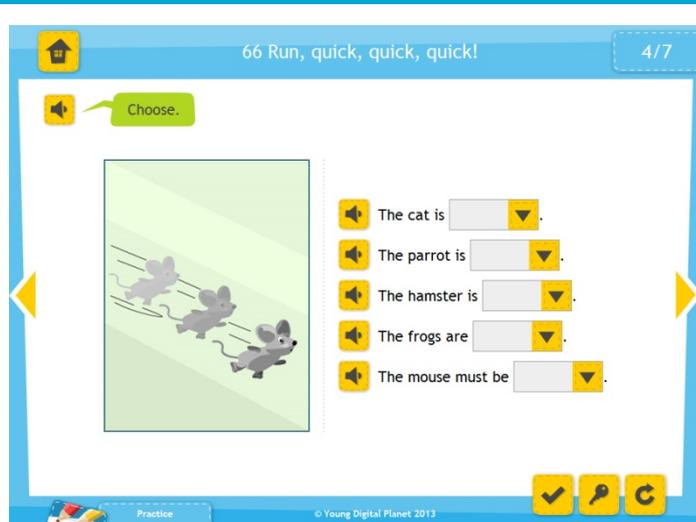


The screenshot shows a practice slide titled "66 Run, quick, quick, quick!" with a progress indicator "3/7". The slide contains four audio icons on the left and four text descriptions on the right, each with a yellow circle next to it. The text descriptions are: "The hamster is very slow today.", "The cat is very quiet.", "The parrot is loud.", and "The frogs sing a loud song." Navigation icons for back, forward, and search are visible.

Screen 4

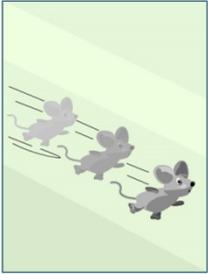
Key:

- 1 The cat is **quiet**.
- 2 The parrot is **loud**.
- 3 The hamster is **slow**.
- 4 The frogs are **loud**.
- 5 The mouse must be **quick**.



66 Run, quick, quick, quick! 4/7

Choose.



- The cat is .
- The parrot is .
- The hamster is .
- The frogs are .
- The mouse must be .

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

quiet

Audio 2:

loud

Audio 3:

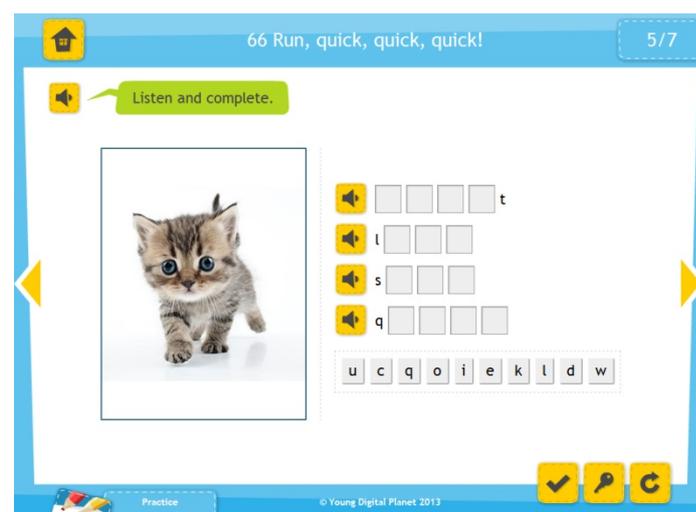
slow

Audio 4:

quick

Key:

- 1 quiet 2 loud 3 slow 4 quick



66 Run, quick, quick, quick! 5/7

Listen and complete.



- t
- l
- s
- q

u c q o i e k l d w

Practice © Young Digital Planet 2013

Additional activity – Handout 2



The cat is _____ .



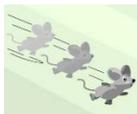
The frogs are _____ .



The parrot is _____ .



The hamster is _____ .



The mouse is _____.

1. Give out Handout 2 and ask students to complete the sentences.
2. Ask them to compare their answers in pairs.
3. Nominate students to read out particular sentences.

Key:

1 quiet 2 loud 3 loud 4 slow 5 fast

Screen 6

Audio 1:

slow and loud

Audio 2:

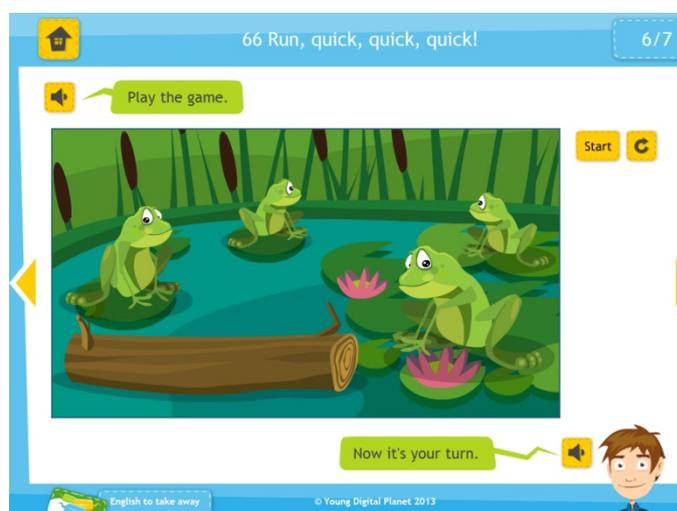
quiet and quick

Audio 3:

loud and quick

Audio 4:

quiet and slow



Give Ss the instructions for the game below.

1. Play the game: click on the frogs one by one in order to match to the phrases.
2. Now it's your turn: work in pairs and act out the frogs sounds in the classroom: one student gives the instruction, the other follows, and they swap.

Additional activity

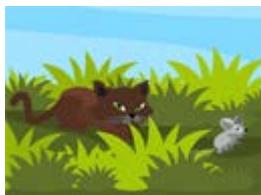
1. Ask students to use the adjectives from Handout 1 and the words they know to write a short story in pairs (5-7 sentences).

Ask pairs to swap their stories and read them out loud.

Handout 1

fat thin new young old small big ugly
beautiful light heavy sad happy noisy quiet
clean dirty slow fast hot cold bad good
wet dry

Handout 2



The cat is _____ .



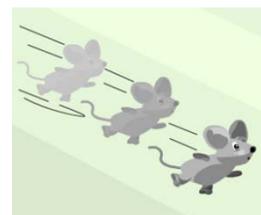
The frogs are _____ .



The parrot is _____ .



The hamster is _____ .



The mouse is _____ .

Friends 5 Lesson 67		<i>Rabbits hop quickly.</i>		Grammar & Functions	
Aims	Describing manner	Contents	Grammar Adverbs <i>Does + noun + verb + adverb?</i> Vocabulary <i>slowly, quickly, loudly, quietly</i> Everyday language: <i>Don't be silly!</i>	Checklist	1 master handout: categorisation activity: pair work
Language Analysis					
<p>Grammar: An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It adds information about: manner – how? – <i>lovely, quickly, slowly</i> time – when? – <i>tomorrow, today, yesterday, now</i> place – where? – <i>here, there, everywhere</i></p> <p>Adverbs that modify adjectives (<i>very pretty</i>) or another adverb (<i>quite slowly</i>) are placed in front of the word they modify. An adverb that modifies a verb is more flexible, but in general it goes after the verb it modifies: <i>She sings loudly.</i></p>					

Procedure

Warm-up Off the screens

1. Ask students to stand in a semi-circle and explain to them that they will have to come up with a word starting with a letter selected from the alphabet and identify it as a noun, verb or adjective.
2. Choose the letter from the alphabet.
3. Nominate a student to start. Then the entire group have to say their word.
4. If a student repeats a word that has already been said, they are out.
5. Continue until only one student remains. That student is the winner.

Screen 2

Lucy: *Can Robot ask you some questions about the animals on the farm?*

Farmer: *Of course.*

Robot: *Do rabbits hop quickly?*

Farmer: *Yes, they do.*

Robot: *Does the cockerel crow loudly?*

Farmer: *Oh yes, he does!*

Robot: *Do cows move slowly?*

Farmer: *Yes, they move slowly and they eat slowly.*

Robot: *Does the mouse run quietly?*

Farmer: *Yes, it does. Because the cat can run quickly and quietly.*

Robot: *And do elephants walk slowly?*

Lucy: *Yes, they do! But don't be silly, Robot! There are no elephants on the farm!*



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

Screen 3

Lucy: Can Robot ask you some questions about the animals on the farm?

Farmer: Of course.

Robot: Do rabbits hop quickly?

Farmer: Yes, they do.

Robot: Does the cockerel crow loudly?

Farmer: Oh yes, he does!

Robot: Do cows move slowly?

Farmer: Yes, they move slowly and they eat slowly.

Robot: Does the mouse run quietly?

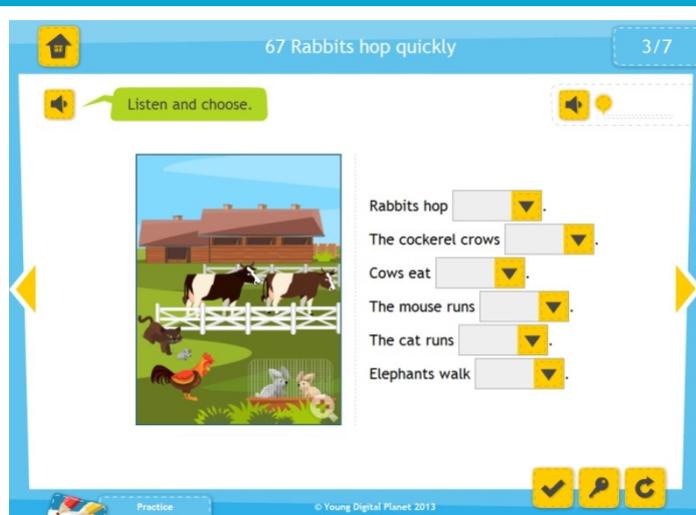
Farmer: Yes it does. Because the cat can run quickly and quietly.

Robot: And do elephants walk slowly?

Lucy: Yes, they do! But don't be silly, Robot! There are no elephants on the farm!

Key:

1 quickly 2 loudly 3 slowly
4 quietly 5 quickly 6 slowly



67 Rabbits hop quickly 3/7

Listen and choose.



Rabbits hop

The cockerel crows

Cows eat

The mouse runs

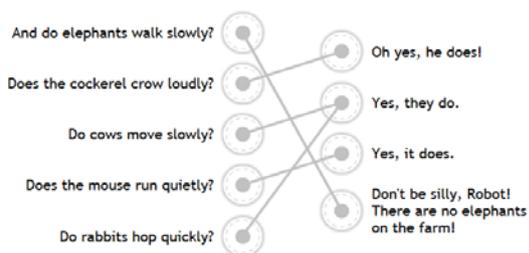
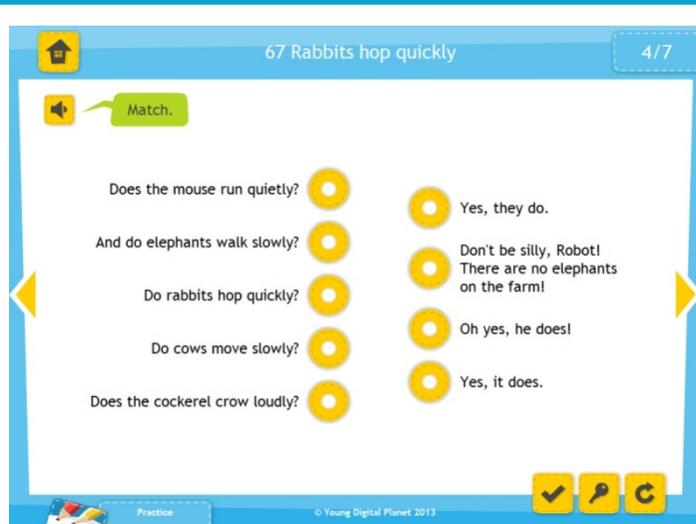
The cat runs

Elephants walk

Practice © Young Digital Planet 2013

Screen 4

Key: random order

67 Rabbits hop quickly 4/7

Match.

Does the mouse run quietly? Yes, they do.

And do elephants walk slowly? Don't be silly, Robot! There are no elephants on the farm!

Do rabbits hop quickly? Oh yes, he does!

Do cows move slowly? Yes, it does.

Does the cockerel crow loudly?

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 Do rabbits hop quickly?
- 2 Do monkeys climb quickly?
- 3 Do pandas eat slowly?
- 4 Do tigers run quietly?
- 5 Do parrots talk loudly?
- 6 Do elephants walk slowly?



1. Ask students to do the exercise then listen and check their answers.
2. Next, ask them to listen again and repeat the questions.
3. Ask students to ask and answer the questions in pairs.

Screen 6

Children: *Do rabbits hop quickly?*

Robot: *Yes, they do.*

Children: *Does the cockerel crow loudly?*

Robot: *Oh yes, he does!*

Children: *Do cows move slowly?*

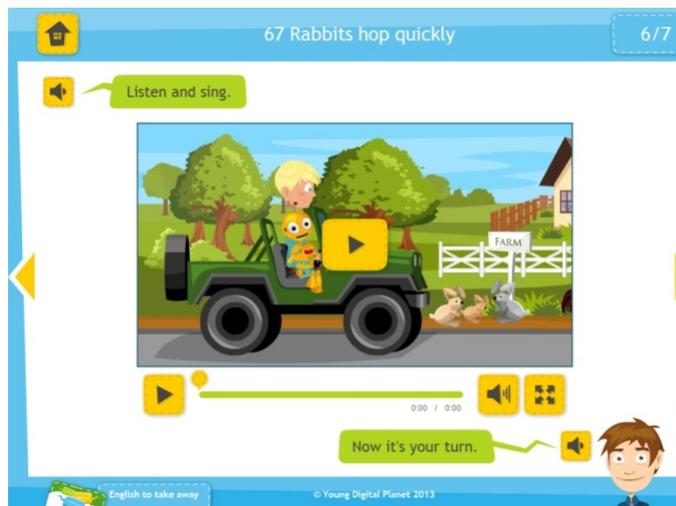
Robot: *Yes they do. They move slowly and they eat slowly.*

Children: *Does the mouse run quietly?*

Robot: *Yes it does.*

Children: *And do elephants walk slowly?*

Robot: *Don't be silly! There are no elephants on the farm!*



Give Ss instructions for the Listen and sing activity below.

1. Listen to the whole chant and read the text.
2. Watch and join in.

- Listen again and sing the whole song individually, in groups or as a class.

Now it's your turn – **Handout**

Handout

hop slowly dog shout sing cockerel crow run tiger
 loudly move frog jump elephant walk snail monkey
 quietly parrot quickly

Noun – animal	Verb	Adverb

- Give out the handout and ask students to work in pairs and insert the words in the correct categories in the table.
- Next, ask them to add their own examples.
- Nominate students to read out their answers.
- Ask student to ask and answer the questions about animals e.g. *Do cows walk slowly?*, etc.

Key:

Noun – animal	Verb	Adverb
dog	hop	slowly
cockerel	shout	loudly
tiger	sing	quietly
frog	crow	quickly
elephant	run	
snail	move	
monkey	jump	
parrot	walk	

Handout

hop slowly dog shout sing cockerel crow run tiger
loudly move frog jump elephant walk snail monkey
quietly parrot quickly

Noun – animal	Verb	Adverb

Friends 5 Lesson 68		<i>How does parrots laugh?</i>		Grammar & Functions	
Aims	Describing manner	Contents	Grammar Questions: <i>How does + adverb?</i> Vocabulary <i>How do parrots laugh?</i> <i>They laugh loudly.</i>	Checklist	Two master handouts Handout 1 – pair work to practise adverbs Handout 2 – group work to practise adverbs
Language Analysis					
<p>Grammar: Many adverbs – especially adverbs of manner – are formed from adjectives by adding the ending <i>-ly</i> (<i>easily, slowly</i>).</p> <p>There are some exceptions in spelling when we form adverb adding <i>-ly</i> to an adjective: silent e is dropped: <i>true – truly, whole – wholly</i> we change <i>-y</i> into <i>-i</i>: <i>happy – happily</i> we drop <i>-le</i> after a consonant: <i>reasonable – reasonably</i> we only add <i>-y</i>: after <i>-ll</i>: <i>dull – dully</i></p> <p>To adjectives ending in <i>-ic</i> we add <i>-ally</i>: <i>fantastic – fantastically</i></p> <p>Many common adverbs (<i>often, still, almost</i>) do not end in <i>-ly</i>, and not all words that end in <i>-ly</i> are adverbs (<i>friendly</i>).</p> <p>With adjectives ending in <i>-ly</i>: we use expression ‘<i>in a ... way / manner</i>’ or another adverb with similar meaning: <i>friendly - in a friendly way / in a friendly manner</i></p> <p>Some exceptions: <i>fast – fast; good – well; short – short; deep – deep</i> <i>high – high, hard – hard</i></p>					

Procedure

Warm-up Off the screens

Handout 1 – needs to be cut out

quickly	loudly
quietly	slowly

1. Ask students to work in pairs. Give out the cards with adverbs (Handout 1) and ask students to place them face down in a pile.
2. Ask students to take one card and write a sentence with the adverb and the activity that matches that adverb, e.g. adverb: slowly – sentence: *I ride a bike slowly.*
3. Then they say: *I do it slowly.*
4. The other student has three attempts at guessing what the activity is.
5. If the player guesses correctly the first time, they get 3 points. The second time, they get 2 points, the last time they get 1 point. The player with the highest score at the end is the winner.

Screen 2

Audio:

How does Ann sing?

She sings loudly.

How does Sam play the guitar.

Sam plays the guitar loudly.

How does Kim run?

She runs quickly.

How does Jill shout?

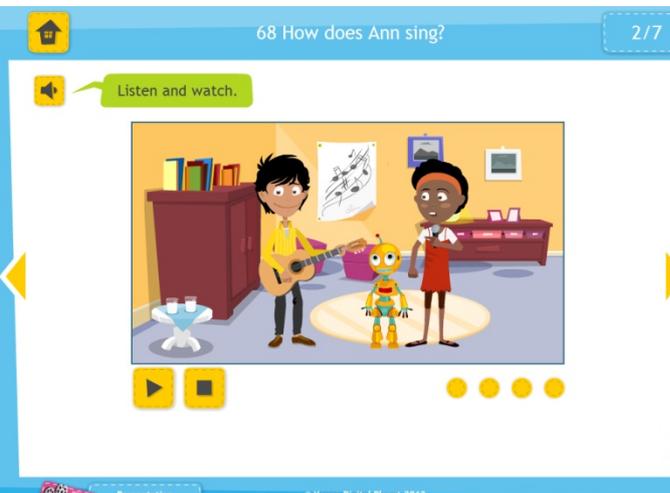
Jill shouts loudly.

How do Alex and Lucy do their homework?

They do their homework quietly.

How does Jill write?

Jill writes slowly.



Exploit the scene by asking the Ss to describe

How does Kim read?
Kim reads quietly.

what they can see. Then listen and watch the animation. Ask some questions to check understanding.

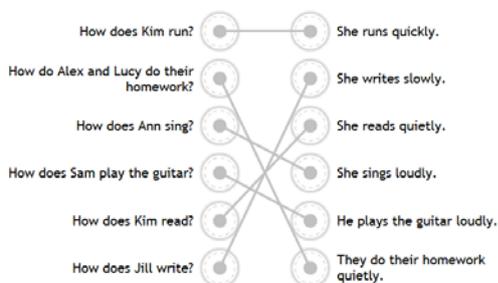
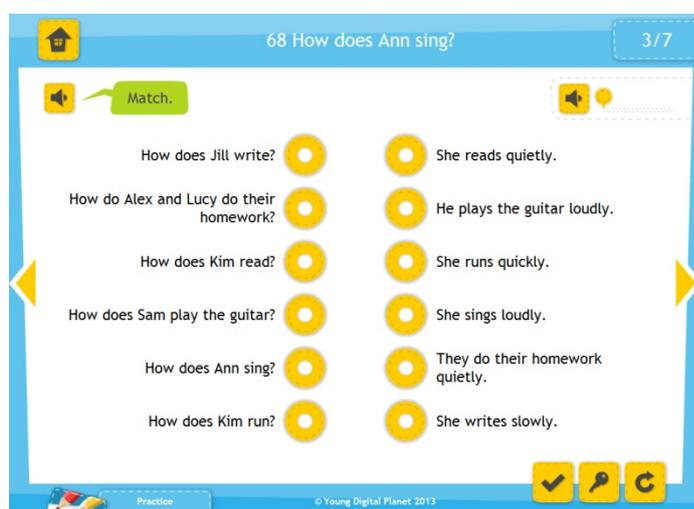
Screen 3

Audio:

How does Ann sing?
She sings loudly.
How does Sam play the guitar?
Sam plays the guitar loudly.
How does Kim run?
She runs quickly.
How does Jill shout?
Jill shouts loudly.
How do Alex and Lucy do their homework?
They do their homework quietly.
How does Jill write?
Jill writes slowly.
How does Kim read?
Kim reads quietly.

Key:

See below (random order)

68 How does Ann sing? 3/7

Match.

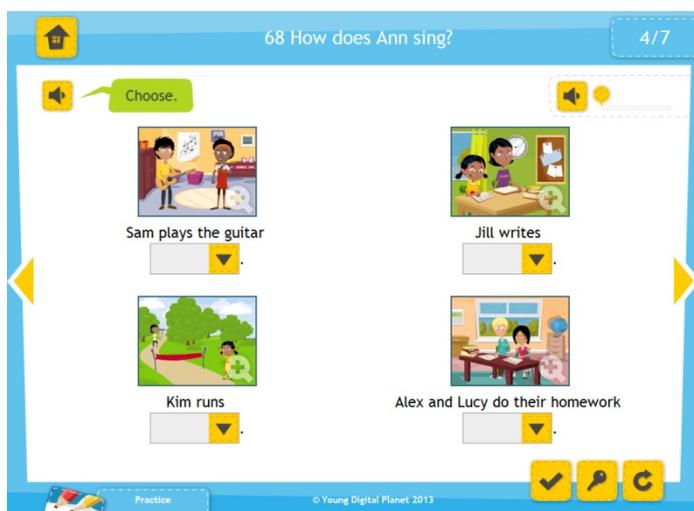
How does Jill write?	She reads quietly.
How do Alex and Lucy do their homework?	He plays the guitar loudly.
How does Kim read?	She runs quickly.
How does Sam play the guitar?	She sings loudly.
How does Ann sing?	They do their homework quietly.
How does Kim run?	She writes slowly.

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Screen 4

Key: (from left to right)

- 1 loudly.
- 2 slowly.
- 3 quickly.
- 4 quietly.



68 How does Ann sing? 4/7

Choose.

Sam plays the guitar

Jill writes

Kim runs

Alex and Lucy do their homework

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Screen 5

Audio 1:

How does the parrot sing?

Audio 2:

How does Tony ride his bike?

Audio 3:

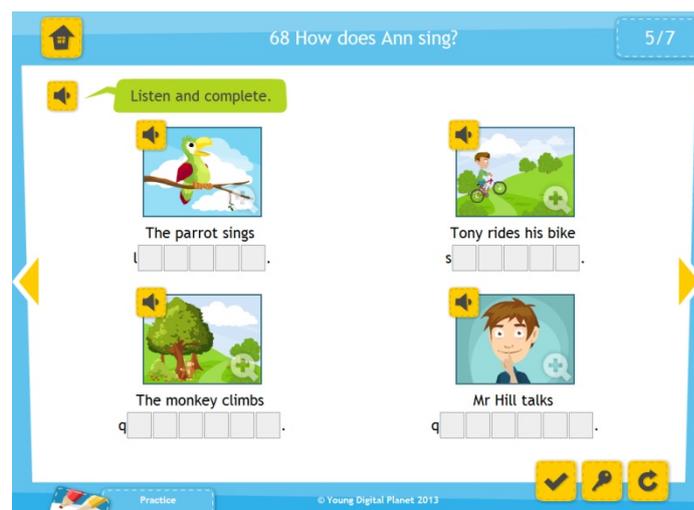
How does the monkey climb the tree?

Audio 4:

How does Mr Hill talk?

Key: (from left to right)

- 1 The parrot talks loudly.
- 2 Tony rides his bike slowly.
- 3 The monkey climbs quickly.
- 4 Mr Hill talks quietly.



68 How does Ann sing? 5/7

Listen and complete.

The parrot sings

Tony rides his bike

The monkey climbs

Mr Hill talks

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Screen 6

Audio:

How does Sam play the guitar?

How does Kim run?

How do Alex and Lucy do their homework?

How does Jill write?

She runs quickly.

She writes slowly.

They do their homework quietly.

He plays the guitar loudly.

Key:

1 How does Sam play the guitar?

He plays the guitar loudly.

2 How does Kim run?

She runs quickly.

3 How do Alex and Lucy do their homework?

They do their homework quietly.

4 How does Jill write?

She writes slowly.



Give Ss instructions for the Choose and say activity.

1. Ask students to read and listen.
2. Ask students to read and drag and drop the correct answer for each question.
3. Work in pairs and read the dialogues out loud.
4. Now it's your turn: work in pairs and ask and answer more questions using *How do/does ...?* and using adverbs in their answers with more verbs they know.

Additional activity – [Handout 2](#)

Handout 2

1. I walked _____.
2. He rode _____.
3. We talked _____.
4. _____ sings _____.
5. They are watching _____.
6. It shouts _____.
7. We worked _____.
8. She is playing _____.
9. I hopped _____.
10. _____ ran _____.

1. Divide students into groups of four.
2. Write on the board: *I walked ...*

3. Explain that the groups have to write as many sentences as they can using the phrase in the handout and an adverb. For example: *I walked to school with my friends quickly, quietly, slowly.*
4. Give out Handout 2 and give students 5 minutes and then ask them to read out their sentences in turn.
5. Nominate one person in each team to cross out the sentences that have already been read.
6. Groups score one point for each correct sentence.
7. When all the sentences have been checked, the team with the most points wins.

Handout 1

quickly	loudly
quietly	slowly

Handout 2

1. I walked _____ .
2. He rode _____ .
3. We talked _____ .
4. _____ sings _____ .
5. They are watching _____ .
6. It shouts _____ .
7. We worked _____ .
8. She is playing _____ .
9. I hopped _____ .
10. _____ ran _____ .

Friends 5 Lesson 69		<i>The quiet mouse runs quickly.</i>		Skills
Aims	Writing	Contents	Grammar Phrasal verbs: <i>run away</i> Vocabulary <i>run away</i> <i>little</i> Everyday English: <i>Hey!</i>	2 master handouts: sentence completion and sentence forming. 1 individual / 1 pair work
Language Analysis				
<p>Grammar:..A phrasal verb is a phrase that consists of a verb plus a preposition or adverb which creates a meaning different from the original verb e.g.:</p> <p><i>to run</i>: to move with your legs at a speed that is faster than walking</p> <p><i>to run away</i>: a) to leave quickly in order to avoid or escape something. b) to leave home.</p> <p>The phrasal verbs are divided into:</p> <ol style="list-style-type: none"> 1. Intransitive (that cannot be followed by an object): <i>Tom didn't show up at the party.</i> 2. Transitive (that can be followed by an object): <i>I gave up smoking 2 years ago.</i> 				

Procedure

Warm-up Off the screens

Handout 1

Put the letters in the correct order to form adverbs, then match them with the pictures and write sentences:

1. oullyd - _____

2. icqkuyI - _____

3. wsyllo - _____

4. ytluiEQ - _____



Sam _____ .



Jill _____ .



Kim _____ .



Alex and Lucy _____ .

1. Give out Handout 1 and ask students to put the letters in the correct order to form adverbs, then match them with the pictures and write sentences.
2. Ask students to compare their answers in pairs.
3. Nominate students to read out the sentences.

Key:

- 1 loudly – picture A: Sam plays / is playing the guitar loudly.
- 2 quickly – picture C: Kim runs / is running quickly.
- 3 slowly – picture B: Jill writes / is writing slowly.
- 4 quietly – picture D Alex and Lucy do their homework / are doing their homework quietly.

Screen 2

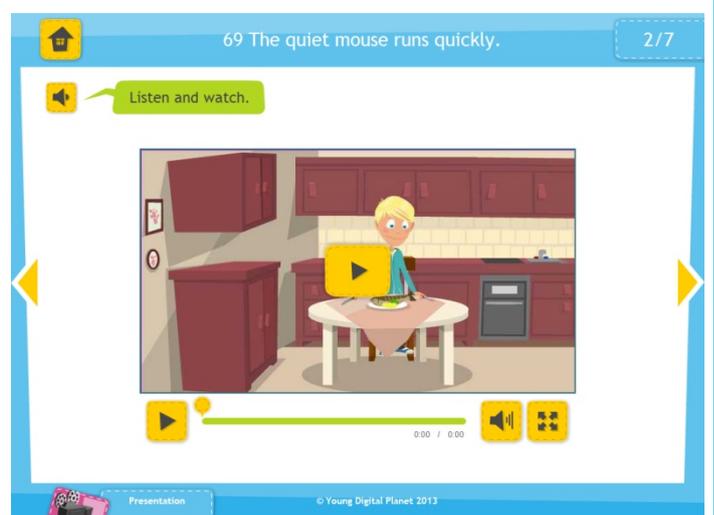
Audio:

The kitten quickly runs away with the fish. Hey! Come back quick little kitten! That's my fish!

This is a slow bus. It moves slowly along the road. Oh no, it's time for school!

The water falls loudly into the river. Lucy can't hear Robot, the waterfall is so loud.

The quiet mouse runs quickly to the fridge. The cat is sleeping. Or is he? Be quick, quiet little mouse!



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

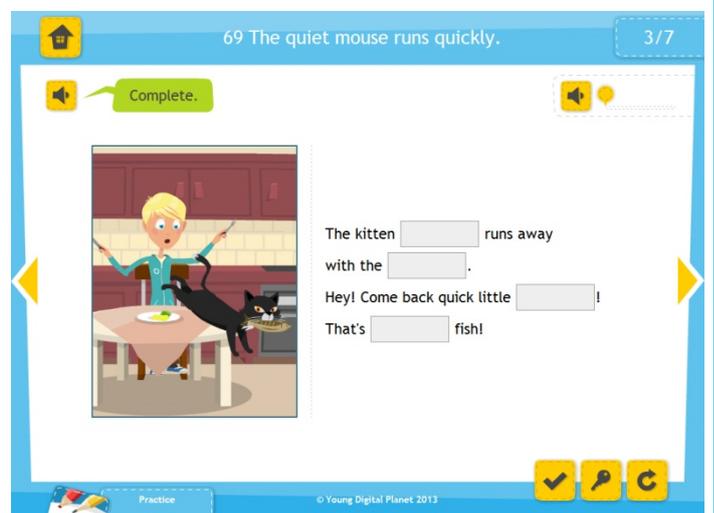
Screen 3

Audio:

The kitten quickly runs away with the fish. Hey! Come back quick kitten! That's my fish!

Key:

- 1 quickly
- 2 fish
- 3 kitten
- 4 fish!



The kitten runs away with the .

Hey! Come back quick little !

That's fish!

Screen 4

Audio:

The quiet mouse runs quickly to the fridge. The cat is sleeping. Or is he? Be quick, quiet little mouse!

Key:

- 1 mouse
- 2 quickly
- 3 cat
- 4 quick

69 The quiet mouse runs quickly. 4/7

Complete.



The quiet runs
 to the fridge.
 The is sleeping. Or is he?

Be , quiet little mouse!

Practice © Young Digital Planet 2013

Screen 5

Audio:

This is a slow bus. It moves slowly along the road. Oh no, it's time for school!

The water falls loudly into the river. Lucy can't hear Robot, the waterfall is so loud.

Key:

- 1 slow 2 slowly 3 road 4 school
- 5 loudly 6 river 7 waterfall 8 loud.

69 The quiet mouse runs quickly. 5/7

Complete.

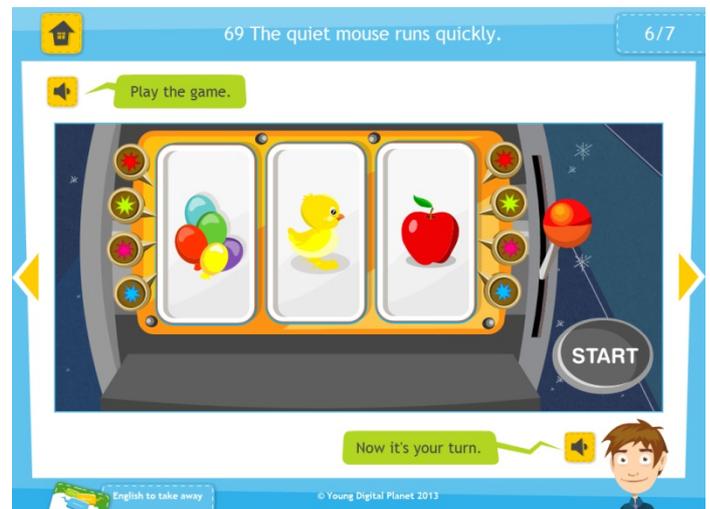


This is a bus. It moves
 along the .
 Oh no, it's time for !

The water falls into the
. Lucy can't hear Robot,
 the is so .

Practice © Young Digital Planet 2013

Screen 6



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

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the words you see when the sentence is correct.
3. Correct the sentences that are wrong on a piece of paper.
4. When the machine shows the correct sentence, you win!
5. Repeat as many times as you like.
6. Compare the corrected sentences in pairs.

Nominate students to read out loud the corrected sentences.

Additional activity – [Handout 2](#) – needs to be cut out.

Adverb cards:

loudly	slowly
quietly	quickly

Adjective cards:

quiet	loud
slow	quick

Verb cards:

come	run	swim	walk
go	fall	run away	move

Noun cards:

kitten	fish	bus	Alex
mouse	waterfall	Lucy	Robot

1. Give out Handout 2 and place it in four piles: verbs, nouns, adjectives, adverbs, face down.
2. Ask students to work in pairs and play the game.
3. Explain that they will draw three words each and write a sentence. Tell students that it does not matter if the sentences are strange. The funnier the better.
4. Write on a board *a sweet kitten* and remind students that the adjectives come before the nouns. Finish the sentence on the board *drinks quietly* and tell students that the adverbs describe how something happens.
5. Ask students to use all the words up in one game but the adverbs go back on the pile.
6. Monitor students' work and select the funniest/ best sentences to be read out.

Handout 1

Put the letters in the correct order to form adverbs, then match them with the pictures and write sentences:

1. oullyd - _ _ _ _ _

2. icqkuyI - _ _ _ _ _

3. wsyllO - _ _ _ _ _

4. ytlueiq - _ _ _ _ _



Sam _____ .



Jill _____ .



Kim _____ .



Alex and Lucy _____ .

Handout 2

Adverb cards:

loudly	slowly
quietly	quickly

Adjective cards:

quiet	loud
slow	quick

Verb cards:

come	run	swim	walk
go	fall	run away	move

Noun cards:

kitten	fish	bus	Alex
mouse	waterfall	Lucy	Robot

Friends 5 Lesson 70		<i>Lucy's lizard.</i>		Pronunciation	
Aims	Pronunciation // sounds	Contents	Speaking skills Vocabulary Revision	Checklist	1 master handout – individual work: sentence completion Coloured pencils 2 nd Handout or pieces of paper – see notes below
Language Analysis					
<p>Hint: Many students find it difficult to pronounce certain English sounds because they do not occur in their mother tongue.</p> <p>Therefore, the pronunciation and differentiation of English sounds /r/ and // seem to cause a lot of problems for students from Asia: Japanese, Korean, Chinese and Thai.</p>					

Procedure

Warm-up Off the screens

Handout 1

1. I _____ going to the _____ with my family. We all _____ fishing.
2. It's getting _____, _____ go home.
3. I have a great time but I miss you.
_____ of _____.
- Jill.
4. Mary had a _____.
5. _____ to this song. It's my favourite.

You are going to dictate the following sentences only once:

1. Give out Handout 1 and tell students your are going to dictate the sentences in which all the missing words begin with *l*.
2. Ask students to read the sentences and guess the missing words.
3. Read the sentences.
4. Nominate students to read out their answers.

Key

- 1 like lake love
- 2 late, Let's
- 3 lots love
- 4 little lamb
- 5 Let's listen

Screen 2

Audio 1:

Lucy's lizard has little legs and a long tail.

Audio 2:

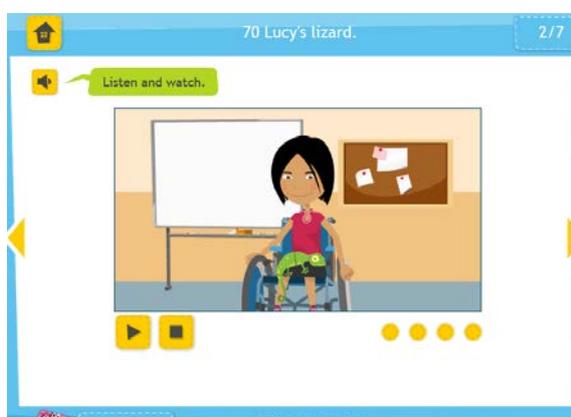
Let's drink lots of lemonade in the living room!

Audio 3:

We learn lots of things in the lesson after lunch.

Audio 4:

Lucy likes listening to loud music in the library.



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the

animation. Ask some questions to check understanding.

Screen 3

Audio 1:

Lucy's lizard has little legs and a long tail.

Audio 2:

Let's drink lots of lemonade in the living room!

Audio 3:

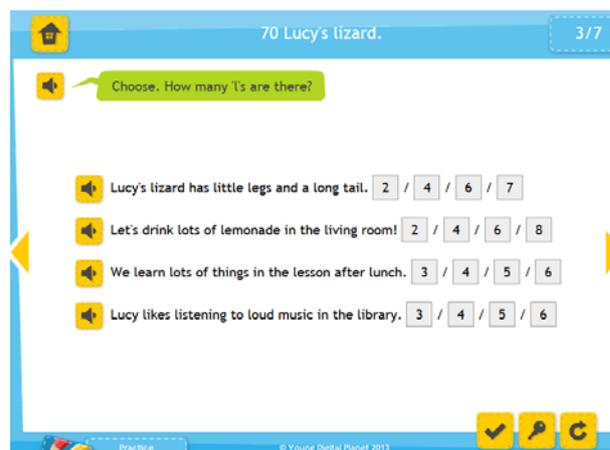
We learn lots of things in the lesson after lunch.

Audio 4:

Lucy likes listening to loud music in the library.

Key:

1 7 2 4 3 4 4 5



Screen 4

Key and audio:

1 Lucy's lizard has little legs and a long tail.

2 Let's drink lots of lemonade in the living room!

3 We learn lots of things in the lesson after lunch.

4 Lucy likes listening to loud music in the library.



Additional activity

1. When students have finished ask them to say the sentences in pairs in turn.
2. Encourage students to repeat the sentences faster and faster.
3. Now you can time volunteers who think they can say the tongue twisters fastest without making mistakes.

Screen 5

Key:



Screen 6

Audio:

Lucy's little lizard has lemon lessons in the library.

Key:

1 Lucy's little lizard has lemon lessons in the library.



Give students these instructions for the game activity:

1. Listen and look at the pictures
2. Listen again and put the words in the correct order.
3. Listen again.
4. Now say the sentence.
5. Now it's your turn: work in pairs and make more L sentences.
6. Present your sentences to the class.

Additional activity – Handout 2 - optional

1. You may want to use Handout 2 or prepare even pieces of scrap paper.
2. Ask students to work in pairs and prepare 8 cards with drawings for their partner to guess – all the words or expressions have to begin with the letter / .

3. Allow five minutes for preparation and let students play.
4. Next ask the class to form the groups of 4 and swap their cards and play again.

Handout 1

1. I _____ going to the _____ with my family. We all _____ fishing.

2. It's getting _____. _____' go home.

3. I have a great time but I miss you.

_____ of _____.

Jill.

4. Mary had a _____.

5. _____' _____ to this song. It's my favourite.

Handout 2
