

Friends 5
 Lesson 71

My family.

Vocabulary

| | | | | | |
|-------------|--|-----------------|--|------------------|--|
| Aims | Introducing vocabulary related to family relationships | Contents | <p>Grammar Present Simple</p> <p>Vocabulary <i>cousin, grandparents, grandma, grandpa, granddaughter, grandson, grandchildren, aunt, uncle</i> Names: <i>Daisy, Jack, Mary, Jim, Paul, Jane</i> Everyday English: <i>Aunty</i> <i>We have a big surprise for you all.</i> <i>You look cool!</i> <i>.. to the rescue.</i></p> | Checklist | <p>2 master handouts</p> <p>1 group work, 2 individual work – anagrams, matching activity and sentence completion.</p> |
|-------------|--|-----------------|--|------------------|--|

Language Analysis

Hint: We use *This is my ...* to introduce family members.

Mum, grandma, dad and *grandpa* are words which imply more affection and are more informal than *mother, grandmother, father* and *grandfather*.

The British *mother* informal form is *mum* and *mummy* (generally for younger children).

The American *mother* is: *mom, mommy, ma, mam, mammy* and sometimes *mama*.

Procedure

Warm-up Off the screens

Handout 1



1. Revise family vocab, use Handout 1 – ask students to look at the picture and say what they can see.
2. Ask students to name the family members.
3. Nominate individual students to give their answers.

Handout 2

Put the letters in the correct order

1. ehfatr _____
2. thboerr _____
3. istser _____
4. othmer _____
5. pgeranrdants _____

Match the words with the pictures:



Key: 1 father: E 2 brother: C 3 sister: A 4 mother: D 5 grandparents: B

Screen 2

Grandma: Hello everyone. Here we are! What a nice afternoon. Guess what ... We have a big surprise for you all.

Grandma: Lucy and Ben, this is aunt Jane and your Mum's brother, uncle Paul, and their children, your cousins Daisy and Jack. You know they live in Australia, but now they're here for a holiday!

Lucy: Oh thank you Aunty Jane and Uncle Paul. Thank you for the great presents. Oh Robot, you look cool!

Grandma: I'm so happy to see my granddaughters Lucy and Daisy and my grandsons Ben and Jack. I'm so happy to see all my children and my grandchildren.

Lucy: Where's my present? And where's Mum's present? They're not here! They're not on the table!

Robot: Don't worry Lucy. Detective Robot to the rescue!



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

Grandma: Lucy and Ben, this is aunt Jane and your Mum's brother, uncle Paul, and their children, your cousins Daisy and Jack. You know they live in Australia, but now they're here for a holiday!

Key:




Screen 4

Grandma: *Lucy and Ben, this is aunt Jane and your Mum's brother, uncle Paul, and their children, your cousins Daisy and Jack. You know they live in Australia, but now they're here for a holiday!*

Key:

- 1 Uncle
- 2 cousin
- 3 cousins
- 4 grandchildren
- 5 children
- 6 aunt and uncle

The screenshot shows a digital practice interface for '71 My family'. On the left is an illustration of a family group. On the right, there are five sentences with dropdown menus for selecting the correct relationship:

- Paul is Mum's brother.
- Daisy is Lucy's _____.
- Lucy and Ben are Daisy and Jack's _____.
- Lucy and Daisy are Grandma's _____.
- Uncle Paul and Mum are Grandma's _____.
- Jane and Paul are Lucy's _____.

At the bottom, there are navigation icons for home, a 'Choose.' button, a 'Practice' button, and a copyright notice for '© Young Digital Planet 2013'.

Screen 5

Audio:

This is my family tree. At the top are my grandparents, grandma and grandpa. Under them are my parents, Mum and dad, and Uncle Paul and Aunt Jane. Uncle Paul and Mum are brother and sister. I have a brother called Ben and two cousins called Daisy and Jack.

Key:



The screenshot shows a digital practice interface for '71 My family' featuring a family tree diagram. Below the tree is a word bank with the following words: brother, Mum, aunt, cousins, Dad, uncle. The interface includes a 'Complete.' button, a 'Practice' button, and a copyright notice for '© Young Digital Planet 2013'.

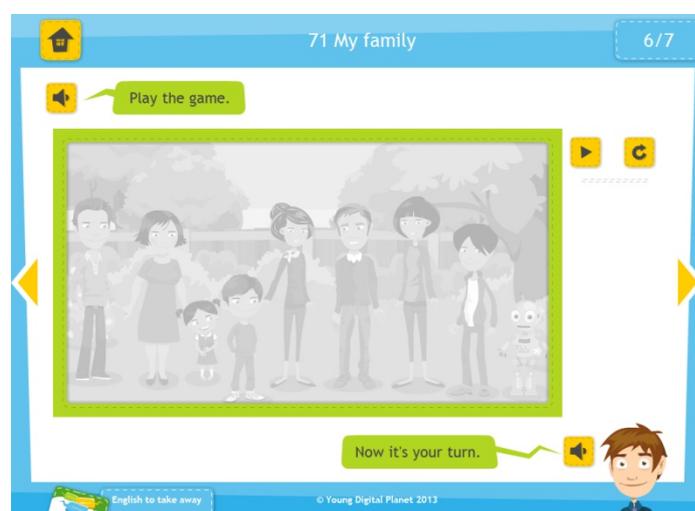
Screen 6

Audio:

Daisy is Lucy's
Ben is Lucy's
Jack is Lucy's
Paul is Lucy's
Jane is Lucy's
Paul is Lucy's Mum's
Lucy's Mum is Paul's
Lucy's Mum is Daisy's

Key:

- 1 Daisy is Lucy's cousin
- 2 Ben is Lucy's brother
- 3 Jack is Lucy's cousin
- 4 Paul is Lucy's uncle
- 5 Jane is Lucy's aunt
- 6 Paul is Lucy's Mum's brother
- 7 Lucy's Mum is Paul's sister
- 8 Lucy's Mum is Daisy's aunt



Give students 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.

Now it's your turn: write on the board: My family tree and ask students to draw their family tree.

Next ask students to work in pairs and tell each other about their families.

Invite volunteers to present their family tree to the class.

Additional activity

Handout 3

1. Daisy is Lucy's _____ .
2. Ben is Lucy's _____ .
3. Jack is Lucy's _____ .
4. Paul is Lucy's _____ .
5. Jane is Lucy's _____ .
6. Paul is Lucy's Mum's _____ .
7. Lucy's Mum is Paul's _____ .
8. Lucy's Mum is Daisy's _____ .
9. Ben is grandpa's _____ .
10. Lucy is grandma's _____ .
11. Grandma and grandpa are Lucy's _____ .
12. Lucy's Mum is grandma's _____ .
13. Paul is grandma's _____ .
14. Lucy is grandma's _____ .

1. Give out Handout 3 and ask students to complete the sentences about Lucy's family members.
2. Ask students to compare their answers in pairs.
3. Nominate students to read out their sentences.

Key:

- 1 Daisy is Lucy's cousin.
- 2 Ben is Lucy's brother.
- 3 Jack is Lucy's cousin.
- 4 Paul is Lucy's uncle.
- 5 Jane is Lucy's aunt.
- 6 Paul is Lucy's mum's brother.
- 7 Lucy's mum is Paul's sister.
- 8 Lucy's mum is Daisy's aunt.
- 9 Ben is grandpa's grandson. .
- 11 Grandma and grandpa are Lucy's grandparents.
- 12 Lucy's mum is grandma's daughter.
- 13 Paul is grandma's grandson.
- 14 Lucy is grandma's granddaughter.

Handout 1



Handout 2

Put the letters in the correct order

1. ehfatr _____
2. thboerr _____
3. istser _____
4. othmer _____
5. pgeranrdants _____

Match the words with the pictures:



Handout 3

1. Daisy is Lucy's _____ .
2. Ben is Lucy's _____ .
3. Jack is Lucy's _____ .
4. Paul is Lucy's _____ .
5. Jane is Lucy's _____ .
6. Paul is Lucy's Mum's _____ .
7. Lucy's Mum is Paul's _____ .
8. Lucy's Mum is Daisy's _____ .
9. Ben is grandpa's _____ .
10. Lucy is grandma's _____ .
11. Grandma and grandpa are Lucy's _____ .
12. Lucy's Mum is grandma's _____ .
13. Paul is grandma's _____ .
14. Lucy is grandma's _____ .

Friends 5
 Lesson 72

I was at home yesterday.

 Grammar &
 Functions

| | | | | | |
|------|-----------------|----------|--|-----------|---|
| Aims | Describing past | Contents | Grammar Past simple: <i>was / wasn't</i> Vocabulary <i>I was at home yesterday.</i> <i>So was I.</i> | Checklist | 3 Master handouts 1 picture: town map 1 individual work – wordsearch 1 group work – role play with detective story |
|------|-----------------|----------|--|-----------|---|

Language Analysis

Grammar: the verb *to be* is irregular, but unlike other irregular verbs it has two past simple forms:

was and **were**, because they are conjugated - means there are different forms for different persons and numbers (*I was, you were, he/she/it was, we were, they were*); and we do not use an auxiliary *did* for negative and question sentences.

To make a question, we use the inversion – we move *be* before the subject:

He was happy. Was he happy?

And we answer: *Yes, I was, Yes, they were.*

In the negative form we add *not* (formal) after the verb *was and were*, or informal – *wasn't, weren't*: *No, I was not. No, we were not. No, he wasn't. No, we weren't.*

| Positive | Negative | Question |
|----------------|-----------------------------|----------------|
| I was. | I was not (wasn't). | Was I? |
| You were. | You were not (weren't). | Were you? |
| We were. | We were not (weren't). | Were we? |
| They were. | They were not (weren't). | Were they? |
| He/She/It was. | He/She/It was not (wasn't). | Was he/she/it? |

Procedure

Warm-up Off the screens

Handout 1



1. Show the picture to the students and ask them *What can you see in the picture?*
2. Ask students about other places in town, brainstorm and try to elicit: *swimming pool, hospital, zoo, bus station, cinema, school, park, town, toy shop, bank, library, sports centre, market square*
3. Give out Handout 2 and ask students to find places in the wordsearch. Give them about five minutes. You might like to do this as a competition.
4. Nominate students to read words across and down.

Handout 2

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

Key: Down: swimming pool hospital zoo bus station cinema
 Across: school park town toy shop bank library

Screen 2

Lucy: The presents from Aunt Jane and Uncle Paul are missing. We need to find them, Robot. Ask everyone about yesterday afternoon. Maybe they know something.

Robot: Hello Sam. Where were you yesterday?

Sam: I was at the park.

Robot: Were you at the park, Alex?

Alex: No, I wasn't, I was at the swimming pool.

Robot: Hello. Where were you yesterday?

Kim: I was at home.

Jill: So was I.

Lucy: What did you find out, Robot?

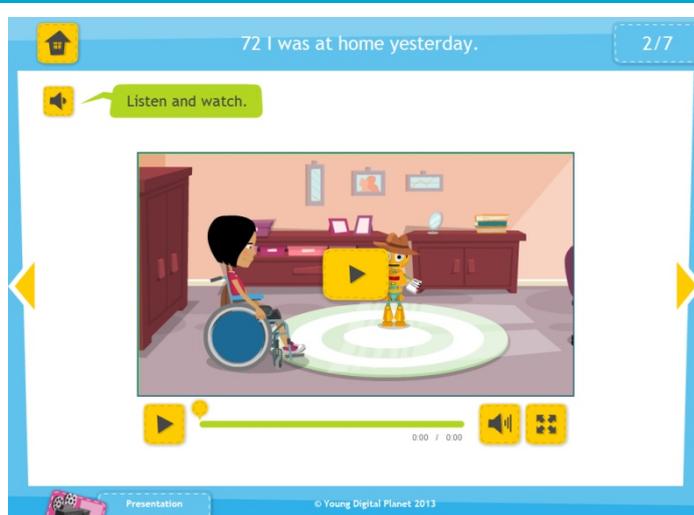
Robot: Sam was at the park, Alex was at the swimming pool, Kim and Jill were at home.

Lucy: Hmmmm

Robot: And where were you yesterday, Lucy?

Lucy: Robot! You don't need to ask me! I was at home yesterday with my family.

Robot: So was I.



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: The presents from Aunt Jane and Uncle Paul are missing. We need to find them, Robot. Ask everyone about yesterday afternoon. Maybe they know something.

Robot: Hello Sam. Where were you yesterday?

Sam: I was at the park.

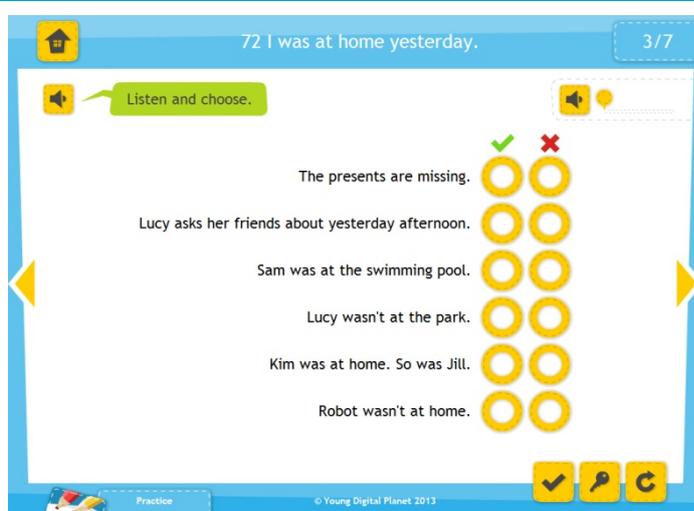
Robot: Were you at the park, Alex?

Alex: No, I wasn't, I was at the swimming pool.

Robot: Hello. Where were you yesterday?

Kim: I was at home.

Jill: So was I.



Lucy: *What did you find out, Robot?*

Robot: *Sam was at the park, Alex was at the swimming pool, Kim and Jill were at home.*

Lucy: *Hmmmm*

Robot: *And where were you yesterday, Lucy?*

Lucy: *Robot! You don't need to ask me! I was at home yesterday with my family.*

Robot: *So was I.*

Key:

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

Additional activity

1. Ask students to correct the false statements in written form.
2. Ask them to listen to the audio again to check the information.
3. Nominate students to read out their sentences.

Key:

2 Lucy doesn't. Robot asks Lucy's friends about yesterday's afternoon.

3 Sam wasn't at the swimming pool. He was at the park.

6 Robot was at home.

Screen 4

Lucy: *The presents from Aunt Jane and Uncle Paul are missing. We need to find them, Robot. Ask everyone about yesterday afternoon. Maybe they know something.*

Robot: *Hello Sam. Where were you yesterday?*

Sam: *I was at the park.*

Robot: *Were you at the park, Alex?*

Alex: *No, I wasn't, I was at the swimming pool.*

Robot: *Hello. Where were you yesterday?*

Kim: *I was at home.*

Jill: *So was I.*

Lucy: *What did you find out, Robot?*

Robot: *Sam was at the park, Alex was at the swimming pool, Kim and Jill were at home.*

Lucy: *Hmmmm*

Robot: *And where were you yesterday, Lucy?*

Lucy: *Robot! You don't need to ask me! I was at home yesterday with my family.*

Robot: *So was I.*

Key:

1 Sam **was** at the park.

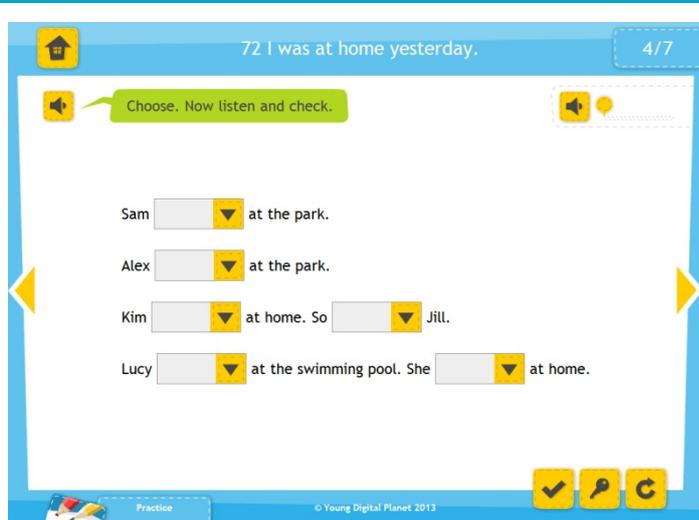
2 Alex **wasn't** at the park.

3 Kim **was** at home.

So **was** Jill.

4 Lucy **wasn't** at the swimming pool.

She **was** at home.



72 I was at home yesterday. 4/7

Choose. Now listen and check.

Sam [] at the park.

Alex [] at the park.

Kim [] at home. So [] Jill.

Lucy [] at the swimming pool. She [] at home.

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Screen 5

Robot: *Where were you yesterday?*
Alex: *I was at the swimming pool.*
Sam: *I was at the park.*
Lucy: *I was at home with Robot and my family*
Kim: *I was at home.*
Jill: *So was I.*

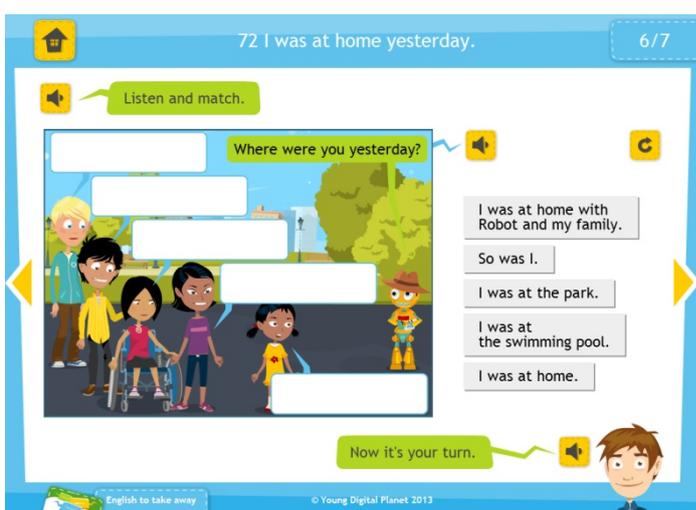
Key:

- 1 Sam – F, Alex – T
- 2 Kim – T, Jill – T
- 3 Lucy – F, Robot - T



Screen 6

Robot: *Where were you yesterday?*
Alex: *I was at the swimming pool.*
Sam: *I was at the park.*
Lucy: *I was at home with Robot and my family*
Kim: *I was at home.*
Jill: *So was I.*



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

1. Ask students to read the sentences on the right.
2. Next, ask students to listen and drag and drop the sentences into the correct speech bubbles.
3. Now it's your turn: ask students to work in pairs and ask and answer the question

in turn.

Additional activity – Role play

Handout 3 – needs to be cut out

| Set 1 | Set 2 |
|---------------|-----------|
| swimming pool | park |
| library | home |
| Detective | cinema |
| shop | Detective |

1. Divide students into groups of four and explain they are going to conduct a 'detective mystery' in groups based around a theft with role cards for one Detective and names of places for others in the group.
2. Give out set 1 from Handout 3 – face down. Students draw their roles. The detective will now interview other students in the group and ask where they were.

Handout 1



Handout 2

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

Handout 3

| Set 1 | Set 2 |
|---------------|-----------|
| swimming pool | park |
| library | home |
| school | cinema |
| shop | Detective |

| Friends 5 Lesson 73 | | <i>We were in the garden.</i> | | Grammar & Functions | |
|---|-----------------|-------------------------------|---|------------------------|---|
| Aims | Describing past | Contents | Grammar Past simple: <i>were</i> Questions and answers Vocabulary <i>Who was at the park?</i> <i>Alex was.</i> | Checklist | 1 master handout – pair work: Scissors A ball |
| Language Analysis | | | | | |
| <p>Grammar: to form a question with the irregular verb <i>to be</i> in past simple we use inversion – we move <i>be</i> before the subject: <i>She was at the park. Was she at the park?</i> And we answer: <i>Yes, she was, Yes, we were.</i></p> <p>In the negative form we add <i>not</i> (formal) after the verb <i>was and were</i>, or informal – <i>wasn't, weren't</i>. <i>No, I was not. No, we were not. No, he wasn't. No, we weren't.</i></p> <p>We form '<i>wh</i>' questions putting the question word, e.g. <i>what, where, when, why</i> at the beginning of the question: <i>Where was he yesterday?</i> <i>Who was at the park?</i> <i>Where were they?</i></p> | | | | | |

Procedure

Warm-up Off the screens

Simon says – vocabulary revision: prepositions

1. Ask students to come to the front and stand in a semicircle.
2. Explain that you will give students the instructions which they will follow only if you start the command with *Simon says*. Each instruction will include a preposition. Students who follow instructions that are not preceded by the *Simon says* phrase, or who fail to follow an instruction that includes the phrase are out.
3. Examples of instructions:
 - Simon says: put your hands on your heads.*
 - Simon says: put your hands behind your back.*
 - Put your books on your desks.*
 - Put your books under your desks.*
 - Simon says: put your books in your bags.*
 - Simon says: put your books above your heads.*
4. You may nominate students to give instructions.

Screen 2

Lucy: *The presents are still missing. What is on Dad's video.*

Lucy: *Look, there is Biscuit, Alex's cat. He's under the table.*

Kim: *And he's watching a mouse. No, he's watching three mice!*

Lucy: *Maybe they have the presents?*

Alex: *Look, in the video the presents are on the table. After that Biscuit was at home with me.*

Sam: *And the mice were at the farm with me.*

Lucy: *With you?*

Sam: *Yes, in my pocket.*

Lucy: *Look, now the presents are missing. They are not on the table.*

Kim: *What's that?*

Sam: *It's a rabbit.*

Alex: *Rabbits can't climb. He wasn't the thief.*

Lucy: *Oh, and what was that?*

Alex: *A bird. Look he's flying above the tree.*



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

Sam: *What's that at the top of the tree?*
Kim: *A nest. It's the bird's nest.*
Lucy: *And look in the nest ...*
Alex: *The missing presents!*

Screen 3

Lucy: *The presents are still missing. What is on Dad's video?*
Lucy: *Look, there is Biscuit, Alex's cat. He's under the table.*
Kim: *And he's watching a mouse. No, he's watching three mice!*
Lucy: *Maybe they have the presents?*
Alex: *Look, in the video the presents are on the table. After that Biscuit was at home with me.*
Sam: *And the mice were at the farm with me.*
Lucy: *With you?*
Sam: *Yes, in my pocket.*
Lucy: *Look, now the presents are missing. They are not on the table.*
Kim: *What's that?*
Sam: *It's a rabbit.*
Alex: *Rabbits can't climb. He wasn't the thief.*
Lucy: *Oh, and what was that?*
Alex: *A bird. Look he's flying above the tree.*
Sam: *What's that at the top of the tree?*
Kim: *A nest. It's the bird's nest.*
Lucy: *And look in the nest ...*
Alex: *The missing presents!*

Key:

- 1 Mice: No, we weren't.
- 2 Bird: Yes, I was.
- 3 Biscuit: No, I wasn't.
- 4 Rabbit: Yes, I was.



73 We were in the garden. 3/7

Choose.

Robot: Were you in the garden yesterday at 3 o'clock?

Mice:

Bird:

Biscuit:

Rabbit:

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Screen 4

Lucy: *The presents are still missing.*

What is on Dad's video?

Lucy: *Look, there is Biscuit, Alex's cat. He's under the table.*

Kim: *And he's watching a mouse. No, he's watching three mice!*

Lucy: *Maybe they have the presents?*

Alex: *Look, in the video the presents are on the table. After that Biscuit was at home with me.*

Sam: *And the mice were at the farm with me.*

Lucy: *With you?*

Sam: *Yes, in my pocket.*

Lucy: *Look, now the presents are missing. They are not on the table.*

Kim: *What's that?*

Sam: *It's a rabbit.*

Alex: *Rabbits can't climb. He wasn't the thief.*

Lucy: *Oh, and what was that?*

Alex: *A bird. Look he's flying above the tree.*

Sam: *What's that at the top of the tree?*

Kim: *A nest. It's the bird's nest.*

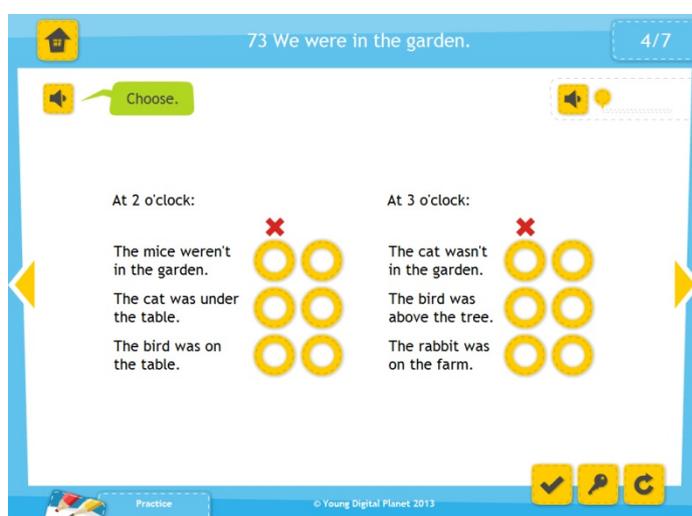
Lucy: *And look in the nest ...*

Alex: *The missing presents!*

Key:

2 o'clock: 1 F 2 T 3 F

3 o'clock: 4 T 5 T 6 F



73 We were in the garden. 4/7

Choose.

At 2 o'clock:

The mice weren't in the garden.

The cat was under the table.

The bird was on the table.

At 3 o'clock:

The cat wasn't in the garden.

The bird was above the tree.

The rabbit was on the farm.

Practice © Young Digital Planet 2013

Additional activity

1. Ask students *Were the mice in the garden?* Elicit the answer and ask students to correct the false statements.
2. Next ask them to compare their answers in pairs.
3. Nominate students to read out the true statements.

Key:

1 The mice were in the garden.

3 The bird wasn't on the table.

6 The rabbit wasn't on the farm.

Screen 5

Lucy: *The presents are still missing. What is on Dad's video?*

Lucy: *Look, there is Biscuit, Alex's cat. He's under the table.*

Kim: *And he's watching a mouse. No, he's watching three mice!*

Lucy: *Maybe they have the presents?*

Alex: *Look, in the video the presents are on the table. After that Biscuit was at home with me.*

Sam: *And the mice were at the farm with me.*

Lucy: *With you?*

Sam: *Yes, in my pocket.*

Lucy: *Look, now the presents are missing. They are not on the table.*

Kim: *What's that?*

Sam: *It's a rabbit.*

Alex: *Rabbits can't climb. He wasn't the thief.*

Lucy: *Oh, and what was that?*

Alex: *A bird. Look he's flying above the tree.*

Sam: *What's that at the top of the tree?*

Kim: *A nest. It's the bird's nest.*

Lucy: *And look in the nest ...*

Alex: *The missing presents!*

Key:

1 Where were the mice at 2 o'clock?

In the garden.

2 Where was Biscuit at 2 o'clock?

Under the table.

3 Where were the presents at 2 o'clock?

On the table.

4 What was in the nest at 3 o'clock?

The presents.



There are three extra sentences.

Screen 6

Audio:

Were the mice on the farm with Sam?
 Was Biscuit at home with Alex?
 Was the rabbit on the table?
 Was the bird in the tree?
 Were the presents on the farm?
 Were the presents in the bird's nest?

Key:

- 1 Were the mice on the farm with Sam? Yes, they were.
- 2 Was Biscuit at home with Alex? Yes, he was.
- 3 Was the rabbit on the table? No, he wasn't.
- 4 Was the bird in the tree? Yes, he was.
- 5 Were the presents on the farm? No, they weren't.
- 6 Were the presents in the nest? Yes, they were.



Give students the following instructions for the game activity:

1. Read the answers on the right.
2. Listen and choose the correct answer.
3. Play in pairs, each correct answer will get you a step higher on the ladder. The winner is the player who gets higher up the ladder.

Additional activity



Handout

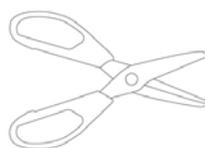
| above | in | on | under |
|----------------|-------------------|----------------|-----------------|
| Biscuit / nest | mice / table | rabbit / table | bird / tree |
| mice / tree | children / garden | Biscuit / farm | presents / nest |
| Alex / farm | mice / pocket | Sam / park | dogs / garden |

1. Ask the students to work in pairs and cut the cards out.
2. Ask them to put four cards with *above*, *in*, *on*, *under* in front them, rest face down in a pile.
3. Ask students to draw a card, form a question with the preposition and ask it to their partners e.g.

Student A: *Was Biscuit in the nest?*

Student B: *No, he wasn't.*

4. Walk around the class and monitor student's work.
5. Finally, nominate pairs to present on mini-dialogue each.



Handout

| above | in | on | under |
|----------------|-------------------|----------------|-----------------|
| Biscuit / nest | mice / table | rabbit / table | bird / tree |
| mice / tree | children / garden | Biscuit / farm | presents / nest |
| Alex / farm | mice / pocket | Sam / park | dogs / garden |

Handout

| above | in | on | under |
|----------------|-------------------|----------------|-----------------|
| Biscuit / nest | mice / table | rabbit / table | bird / tree |
| mice / tree | children / garden | Biscuit / farm | presents / nest |
| Alex / farm | mice / pocket | Sam / park | dogs / garden |

Handout

| above | in | on | under |
|----------------|-------------------|----------------|-----------------|
| Biscuit / nest | mice / table | rabbit / table | bird / tree |
| mice / tree | children / garden | Biscuit / farm | presents / nest |
| Alex / farm | mice / pocket | Sam / park | dogs / garden |

| Friends 5 Lesson 74 | | <i>Who was at the park yesterday?</i> | | Grammar & Functions | |
|---|--|---|--|------------------------|--|
| Aims | Asking about people and location in the past | Contents | Grammar <i>Where was/were ...?</i> Questions and answers Vocabulary <i>Where were you yesterday?</i> <i>I was at the cinema.</i> Every day English: <i>How exciting!</i> <i>goals, later</i> | Checklist | 1 Master handout – group work: locations and prepositions |
| Language Analysis | | | | | |
| <p>Grammar: the verb <i>to be</i> is irregular, but unlike other irregular verbs, it has two past simple forms: was and were.</p> <p>To make a question with this verb, we use the inversion – we move <i>be</i> before the subject: <i>Were they at home in the evening? Was she said?</i></p> <p>And we answer: <i>Yes, they were, Yes, she was.</i></p> <p>In negative form we add <i>not</i> (formal) after the verb <i>was and were</i>: <i>No, I was not. No, we were not</i> or informal – short form we add <i>n't</i> to <i>was and were</i>: <i>No, he wasn't. No, we weren't.</i></p> <p>We form '<i>wh</i>' questions putting the question word, e.g. <i>what, where, when, why</i> at the beginning of the question: <i>Where were you yesterday?</i> <i>What was it?</i> <i>Who was at home with you?</i></p> | | | | | |

Procedure

Warm-up Off the screens

Handout

| | |
|-----------|---|
| | <input type="text"/> |
| Monday | <input type="text" value="basketball"/> |
| Tuesday | <input type="text"/> |
| Wednesday | <input type="text" value="English"/> |
| Thursday | <input type="text" value="Tom's birthday"/> |
| Friday | <input type="text"/> |
| Saturday | <input type="text"/> |
| Sunday | <input type="text"/> |

| | | | |
|---------------|---------------|--------|--------|
| swimming pool | friend's home | school | garden |
| train station | market square | zoo | park |

1. Stick the page from the calendar to the board, cut out the slips of paper with various locations and place them on an empty desk at the front.
2. Invite the students to the front and ask them to read the places.
3. Next ask: *Who was at the swimming pool at the weekend?*
4. The student who raises their hand answers the question and sticks the slip of paper in the appropriate place on the calendar.
5. Continue with all the places in the Handout.
6. Next, point at the calendar with the slips of paper stuck by students and ask if they remember who was where.
7. Point at the swimming pool and ask *Who was at the swimming pool?*
Elicit the answer e.g. *Tom was.*
8. Continue with all the places in the Handout.

Screen 2

Mr Hill: Let's talk about the weekend.
Who was at home yesterday?

Lucy: I was at home on Saturday and Sunday. My family from Australia were at our house.

Mr Hill: Oh! How exciting! Who was at the library yesterday?

Kim: I was at the library on Saturday with my little sister, Jill.

Mr Hill: And now, let me think, who was at the swimming pool?

Alex: Me! I was at the swimming pool.

Mr Hill: And who was at the park?. You, Sam?

Sam: Yes, I was in the park. It was great!

Lucy: And where were you, Mr Hill?

Mr Hill: I was in my garden.

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

Mr Hill: Let's talk about the weekend.
Who was at home yesterday?

Lucy: I was at home on Saturday and Sunday. My family from Australia were at our house.

Mr Hill: Oh! How exciting! Who was at the library yesterday?

Kim: I was at the library on Saturday with my little sister, Jill.

Mr Hill: And now, let me think, who was at the swimming pool?

Alex: Me! I was at the swimming pool.

Mr Hill: And who was at the park?. You, Sam?

Sam: Yes, I was in the park. It was great!

Lucy: And where were you, Mr Hill?

Mr Hill: I was in my garden.

Key: random order

| | | | |
|-------------------------------|---|---|---|
| Who was in his garden? |  |  |  Kim |
| Who was at home? |  |  |  Sam |
| Who was at the swimming pool? |  |  |  Alex |
| Who was at the library? |  |  |  Mr Hill |
| Who was at the park? |  |  |  Lucy |

Screen 4

Key: (from left to right)

- 1 I was at home.
- 2 I was in my garden.
- 3 I was at the library.
- 4 I was at the library yesterday.
- 5 I was at the park.

74 Who was at the park yesterday? 4/7

Put the words in order.

| | | |
|--|---|---|
|  |  |  |
| home. I at was | was my garden. I in | at the was library. I |
|  |  | |
| library was yesterday. at the I | park. I was at the | |

Practice © Young Digital Planet 2013

Screen 5

Five questions:

- Who was at the library?
 Who was at the park?
 Who was at the swimming pool?
 Who was at home?
 Who was in his garden?

Five statements:

- Alex:** I was at the swimming pool.
Mr Hill: I was in my garden.
Lucy: I was at home.
Kim: I was at the library.
Sam: I was at the park.

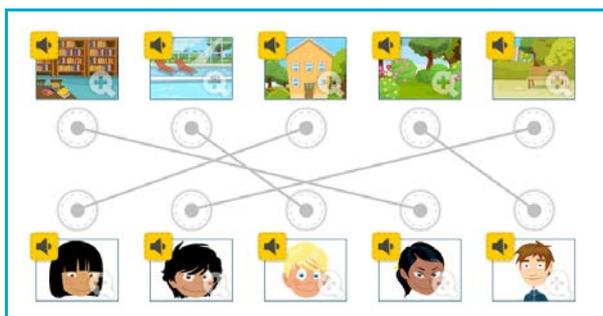
Key: random order

74 Who was at the park yesterday? 5/7

Listen and match.

| | | | | |
|---|--|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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Screen 6

Key:

- 1 Were the mice on the farm with Sam? Yes, they were.
- 2 Was Biscuit at home with Alex? Yes, he was.
- 3 Was the rabbit on the table? No, he wasn't.
- 4 Was the bird in the tree? Yes, he was.
- 5 Were the presents on the farm? No, they weren't.
- 6 Were the presents in the nest? Yes, they were.



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

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. 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.

Additional activity

Memory chain – question drill, vocabulary revision.

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

Handout

| | |
|-----------|----------------|
| | |
| Monday | basketball |
| Tuesday | |
| Wednesday | English |
| Thursday | Tom's birthday |
| Friday | |
| Saturday | |
| Sunday | |

| | | | |
|-----------------|---------------|---------|--------------|
| swimming pool | friend's home | school | garden |
| train station | market square | zoo | park |
| shopping centre | home | library | sport centre |

| Friends 5 Lesson 75 | | <i>It was an exciting weekend.</i> | | Skills |
|---|-----------------------------|------------------------------------|--|--|
| Aims | Reading, writing, listening | Contents | Grammar Past simple Vocabulary Revise: <i>thief</i> <i>hedgehog</i> <i>missing</i> Everyday English: <i>Lucky you!</i> How exciting! How cute! | Checklist 2 Master handouts 1 individual work: dictation 1 pair work: dialogue completion and role play |
| Language Analysis | | | | |
| Pronunciation: thief /θi:f / plural thieves /θi:vz/ hedgehog /'hɛdʒ(h)ɒg / Hint: <i>How cute! How exciting!</i> are the examples of exclamations which are used in conversations to emphasise our reaction, to show interest or surprise. | | | | |

Procedure

Warm-up Off the screens

- You are going to dictate the following five sentences and students will then complete the missing information.
 - Last weekend Lucy was at home on Saturday and Sunday.*
 - Her family from Australia were at their house.*
 - Kim and Jill were at the library on Saturday.*
 - Alex was at the swimming pool.*
 - Sam was in the park.*
- Read the first sentence. After reading it let students think about it, but do not let them write anything.
- Read the sentence a second time. Now, allow students to complete the sentence

from memory. Repeat stages 1–2 until all the sentences have been read.

4. Give out Handout 1 and tell students that you will read some sentences one by one. You will read them twice only.

Handout 1

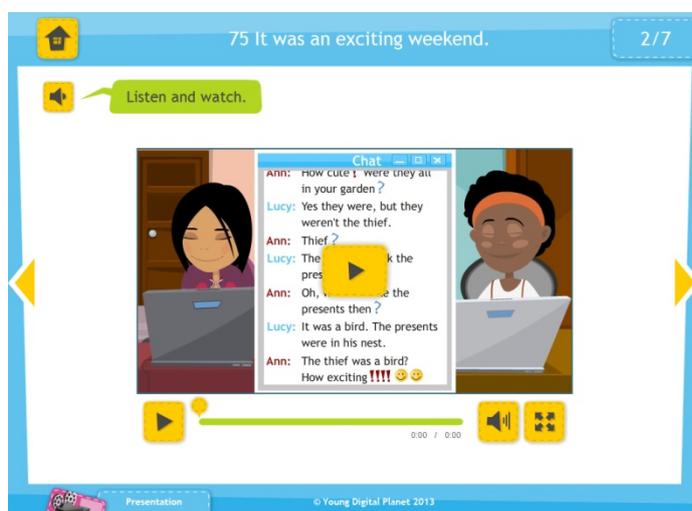
1. Last weekend Lucy _____ and Sunday.
 2. Her family from Australia _____.
 3. Kim and Jill _____ Saturday.
 4. Alex _____.
 5. Sam _____.
5. Ask them to simply listen while you read first time, and complete the sentence after the second time.
 6. Ask students to work in groups of three and compare their answers.
 7. Choose some groups to write their sentences on the board and check for mistakes. Tell students to compare their own or their partner's work with the answers on the board.

Key:

- 1 Last weekend Lucy was at home on Saturday and Sunday.
- 2 Her family from Australia were at their house.
- 3 Kim and Jill were at the library on Saturday.
- 4 Alex was at the swimming pool.
- 5 Sam was in the park.

Screen 2

Lucy: *Hi Ann. It was an exciting weekend here!!!!*
Ann: *Hi Lucy. Why?*
Lucy: *My family from Australia visited us.*
Ann: *Oh, that's nice.*
Lucy: *We had tea in the garden, and there were presents for me and my family from Australia.*
Ann: *Lucky you!*
Lucy: *Yes, but later the presents were missing.*
Ann: *Did you find them?*
Lucy: *Yes we did. Dad videoed it on his camera.*
Ann: *Clever! Did you see who took the*



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

presents?

Lucy: Well, there were lots of animals. We saw a cat, but it wasn't him. And we saw three mice and a hedgehog.

Ann: How cute! Were they all in your garden?

Lucy: Yes they were, but they weren't the thief.

Ann: Thief?

Lucy: The one who took the presents.

Ann: Oh, who did take the presents then?

Lucy: It was a bird. The presents were in his nest.

Ann: The thief was a bird? How exciting!

animation. Ask some questions to check understanding.

Screen 3

Key + audio:

Lucy: Hi Ann. It was an exciting weekend here!!!! Ann: Hi Lucy. Why?
Lucy: My family from Australia visited us. Ann: Oh, that's nice.

Lucy: We had tea in the garden, and there were presents for me and my family from Australia. Ann: Lucky you!

Lucy: Yes, but later the presents were missing. Ann: Did you find them?
Lucy: Yes we did. Dad videoed it on his camera. Ann: Clever! Did you see who took the presents?

Lucy: Well, there were lots of animals. We saw a cat, but it wasn't him. And we saw three mice and a hedgehog. Ann: How cute! Were they all in your garden?
Lucy: Yes they were, but they weren't the thief.
Ann: Thief?

Lucy: The one who took the presents.
Ann: Oh, who did take the presents then? Lucy: It was a bird. The presents



75 It was an exciting weekend. 3/7

Put the sentences in the right order.

Lucy: Hi Ann. It was an exciting weekend here!!!! Ann: Hi Lucy. Why? Lucy: My family from Australia visited us. Ann: Oh, that's nice.

Lucy: The one who took the presents. Ann: Oh, who did take the presents then? Lucy: It was a bird. The presents were in his nest. Ann: The thief was a bird? How exciting!!!!

Lucy: We had tea in the garden, and there were presents for me and my family from Australia. Ann: Lucky you!

Lucy: Well, there were lots of animals. We saw a cat, but it wasn't him. And we saw three mice and a hedgehog. Ann: How cute! Were they all in your garden? Lucy: Yes they were, but they weren't the thief. Ann: Thief?

Lucy: Yes, but later the presents were missing. Ann: Did you find them? Lucy: Yes we did. Dad videoed it on his camera. Ann: Clever! Did you see who took the presents?

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were in his nest. Ann: the thief was a bird? How exciting!!!!

Screen 4

Lucy: *Hi Ann. It was an exciting weekend here!!!!*

Ann: *Hi Lucy. Why?*

Lucy: *My family from Australia visited us.*

Ann: *Oh, that's nice.*

Lucy: *We had tea in the garden, and there were presents for me and my family from Australia.*

Ann: *Lucky you!*

Lucy: *Yes, but later the presents were missing.*

Ann: *Did you find them?*

Lucy: *Yes we did. Dad videoed it on his camera.*

Ann: *Clever! Did you see who took the presents?*

Lucy: *Well, there were lots of animals. We saw a cat, but it wasn't him. And we saw three mice and a hedgehog.*

Ann: *How cute! Were they all in your garden?*

Lucy: *Yes they were, but they weren't the thief.*

Ann: *Thief?*

Lucy: *The one who took the presents.*

Ann: *Oh, who did take the presents then?*

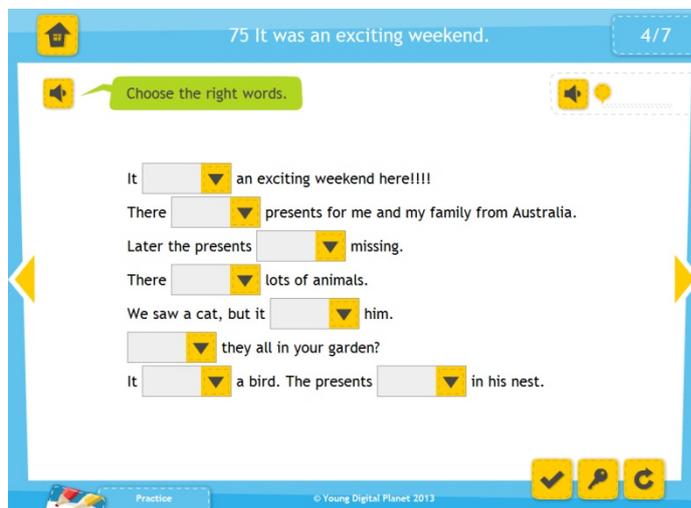
Lucy: *It was a bird. The presents were in his nest.*

Ann: *The thief was a bird? How exciting!!!!*

Key:

1 was 2 were 3 were

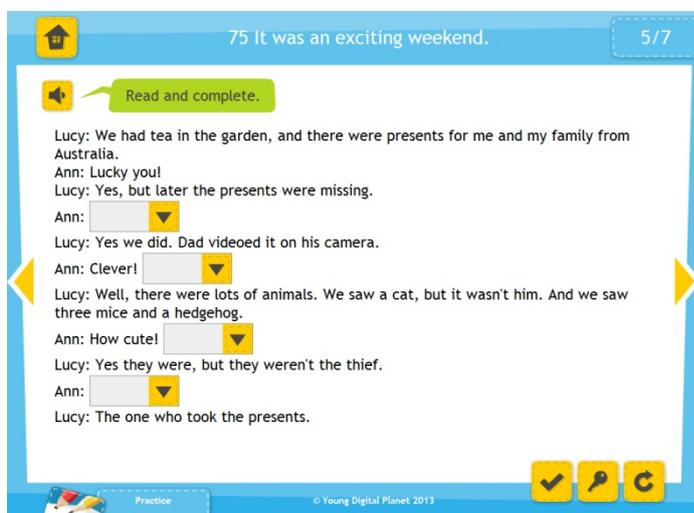
4 were 5 wasn't 6 Were 7 was



Screen 5

Key:

- 1 Did you find them?
- 2 Did you see who took the presents?
- 3 Were they all in your garden?
- 4 Thief?



75 It was an exciting weekend. 5/7

Read and complete.

Lucy: We had tea in the garden, and there were presents for me and my family from Australia.
 Ann: Lucky you!
 Lucy: Yes, but later the presents were missing.
 Ann:
 Lucy: Yes we did. Dad videoed it on his camera.
 Ann: Clever!
 Lucy: Well, there were lots of animals. We saw a cat, but it wasn't him. And we saw three mice and a hedgehog.
 Ann: How cute!
 Lucy: Yes they were, but they weren't the thief.
 Ann:
 Lucy: The one who took the presents.

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Screen 6

Lucy: *Hi Ann. It was an exciting weekend here!!!!*

Lucy: *My family from Australia visited us.*

Lucy: *We had tea in the garden, and there were presents for me and my family from Australia.*

Lucy: *Yes, but later the presents were missing.*

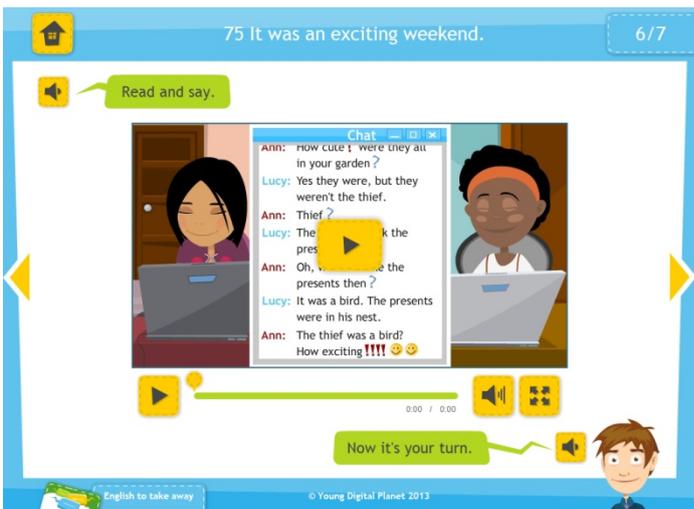
Lucy: *Yes we did. Dad videoed it on his camera.*

Lucy: *Well, there were lots of animals. We saw a cat, but it wasn't him. And we saw three mice and a hedgehog.*

Lucy: *Yes they were, but they weren't the thief.*

Lucy: *The one who took the presents.*

Lucy: *It was a bird. The presents were in his nest.*



75 It was an exciting weekend. 6/7

Read and say.

Chat

Ann: how cute! were they all in your garden?
 Lucy: Yes they were, but they weren't the thief.
 Ann: Thief?
 Lucy: The one who took the presents.
 Ann: Oh, was it the presents then?
 Lucy: It was a bird. The presents were in his nest.
 Ann: The thief was a bird? How exciting!!!! 😄😄

Now it's your turn.

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

1. Listen and read the whole dialogue.
2. Listen again and read out Ann's part.
3. Now it's your turn: work in pairs and read out the dialogue.

Additional activity – [Handout 2](#)

Handout 2

Student A: It was an exciting weekend here! There were presents for me and my family from Australia. Later the presents were missing.

Student B: How cute! Were they all in your garden?

Student A: _____

Student B: Did you see who took the presents?

Student A: _____

Student B: How exciting! Who took the presents then?

Student A: _____

Student B: Did you find them?

Student A: _____

1. Ask students to work in pairs and write a dialogue about their exciting weekend.
2. If the group isn't strong enough, give out Handout 2 and ask students to complete the missing parts of the dialogue.
3. Invite pairs to the front of the class to read out their dialogues.

Handout 1

1. Last weekend Lucy _____ and Sunday.
2. Her family from Australia _____.
3. Kim and Jill _____ Saturday.
4. Alex _____.
5. Sam _____.

Handout 2

Student A: It was an exciting weekend here! There were presents for me and my family from Australia. Later the presents were missing.

_____.

Student B: How cute! Were they all in your garden?

Student A: _____.

Student B: Did you see who took the presents?

Student A: _____.

Student B: How exciting! Who took the presents then?

Student A: _____.

Student B: Did you find them?

Student A: _____.

Friends 5
 Lesson 76

*There's a lot of rain in the
 rainforest.*

Vocabulary

| | | | | | |
|-------------|---|-----------------|---|------------------|---|
| Aims | Revise vocabulary for weather, places & animals | Contents | Grammar Present simple Vocabulary Revise: weather, animals & places <i>It rains</i> <i>North Pole rainforest</i> Peter Everyday English: <i>Love from ...</i> (in writing) | Checklist | 2 master handouts – Individual / pair work: vocabulary categorisation and writing a postcard. Coloured pencils |
|-------------|---|-----------------|---|------------------|---|

Language Analysis

Hint: addressing mail

When sending mail to someone in the UK, you should write the address as follows:

| | |
|---|------------------|
| Line 1: name of the person you're sending the letter to | Mr John Ferguson |
| Line 2: house number and street name | 4 High Street |
| Line 3: post town, printed in capitals | HUNTINGTON |
| Line 4: full postcode, printed in capitals | PE2 1EG |
| Line 5: name of the country, in capitals | UNITED KINGDOM |

When sending mail to someone in the USA, you should write the address as follows:

| | |
|---|-----------------------------|
| Line 1: name of the person you're sending the letter to | Mr. & Mrs. Smith |
| Line 2: house number and street name. | 123 Main Street |
| Line 3: City, State (abbreviation), and Zip Code | San Diego, CA 99999-0000 |
| Line 4: name of the country, in capitals | U. S. A. |

Procedure

Warm-up Off the screens

Handout 1

| Weather | Animal | Place |
|---------|--------|-------|
| | | |

1. Give out Handout 1 and explain the categories.
2. Ask students to fill in the charts with the words under the headings.
3. After three minutes, ask them to compare their answers in pairs.
4. Nominate students to read out their words.

Screen 2

Audio 1:

There's a lot of rain and sun in the rainforest. The parrots like to live in hot and rainy places. They love the rainforest.

Audio 2:

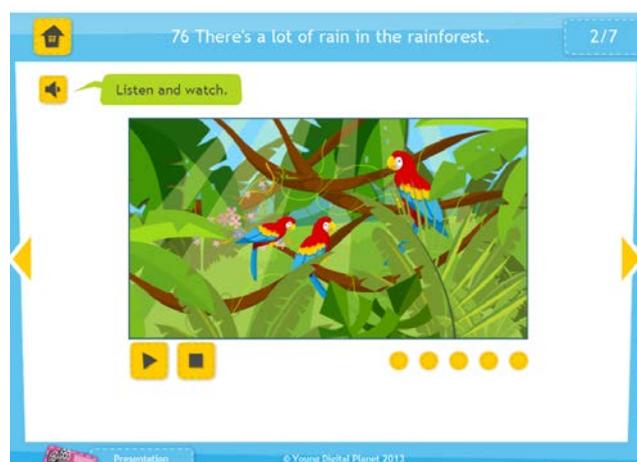
It's hot and sunny in the jungle too. The crocodile sleeps at the side of the river. He's waiting ...

Audio 3:

The top of the mountain is in the clouds. It's cold there. Mountain goats live in cold and cloudy places.

Audio 4:

There's snow all the year at the North



Exploit the scene by asking the Ss to describe

Pole. The polar bear likes to live in this cold and snowy place. He loves the sun too.

Audio 5:

The ducks on the lake like the wet and rainy weather. It's nice weather for ducks!

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

Screen 3

Key: (from left to right)

- 1 hot and sunny.
- 2 cold and cloudy
- 3 hot and rainy
- 4 cold and snowy
- 5 wet and rainy.



Screen 4

Audio 1:

There's a lot of rain and sun in the rainforest. The parrots like to live in hot and rainy places. They love the rainforest.

Audio 2:

It's hot and sunny in the jungle too. The crocodile sleeps at the side of the river. He's waiting....

Audio 3:

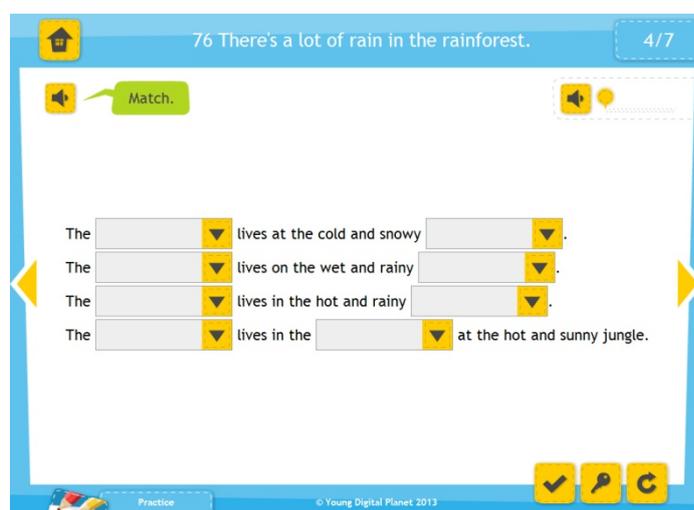
The top of the mountain is in the clouds. It's cold there. Mountain goats live in cold and cloudy places.

Audio 4:

There's snow all the year at the North Pole. The polar bear likes to live in this cold and snowy place. He loves the sun too.

Audio 5:

The ducks on the lake like the wet and rainy weather. It's nice weather for



ducks!

Key:

- 1 The **polar bear** lives at the cold and snowy **North pole**.
- 2 The **duck** lives on the wet and rainy **lake**.
- 3 The **parrot** lives in the hot and rainy **rainforest**.
- 4 The **crocodile** lives in the **river** at the hot and sunny jungle.

Additional activity

1. Ask students to choose one sentence and draw a picture of it.
2. Ask students to compare their work in pairs.
3. Invite individual students to present their picture to the class and describe it.

Screen 5

Audio:

The ducks on the lake don't like the snow.
The polar bear at the North Pole doesn't like the rain.
The mountain goats don't like the sun.
The crocodile doesn't like cloudy weather.
The parrots in the rainforest don't like cold weather.

Key:

-  The d u c k s on the lake don't like the s n o w.
-  The p o l a r b e a r at the N o r t h P o l e doesn't like the r a i n.
-  The m o u n t a i n g o a t s don't like the s u n.
-  The c r o c o d i l e doesn't like c l o u d y weather.
-  The p a r r o t s in the r a i n f o r e s t don't like c o l d weather.



76 There's a lot of rain in the rainforest. 5/7

Listen and complete.

-  The d _ c k s on the lake don't like the s n _ w.
-  The p _ l _ r b _ e _ r at the N _ r t h P _ l _ e doesn't like the r _ i _ n.
-  The m _ o _ u n t _ a i n g _ o _ a t s don't like the s _ n _.
-  The c r _ c _ o _ d _ l _ e doesn't like c l _ o _ u _ d y weather.
-  The p _ a _ r _ r _ o _ t s in the r _ a _ i _ n _ f _ o _ r _ e _ s t don't like c _ o _ l _ d weather.

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Additional activity

1. Ask students *Do the ducks like the snow?* And elicit answer e.g. *No, they don't.* Then ask *What do they like?* And elicit an answer, e.g. *The ducks like wet and rainy weather, the ducks like water. The ducks like grass.*
2. Ask students to work in pairs and ask each other questions *Do they like ...?*
No, they don't. They like ...
3. Get every pair to read a mini-dialogue.

Key:

Questions and possible answers:

Do the polar bears at the North Pole like the rain? No, they don't. They like snow/ cold/ snowy weather.

Do the mountain goats like the sun? No, they don't. They like cold /clouds / cold and cloudy weather / cold and cloudy places / mountains.

Do the crocodile like cloudy weather? No, they don't. They like hot and sunny weather in the jungle.

Do the parrots in the rainforest like cold weather. No, they don't. They like hot and rainy weather.

Screen 6

Audio:

*Dear Mum and Dad,
I'm on holiday in the rainforest. There are lots of parrots here. They're very very loud!*

The weather's very hot and it rains every day so it's called the rainforest!

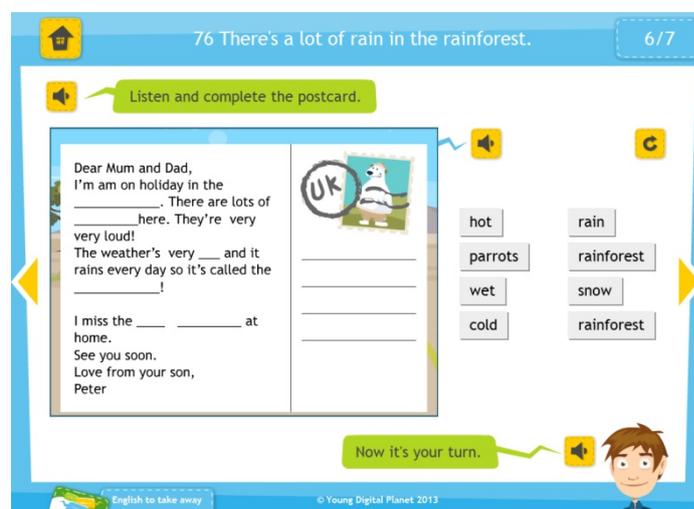
I miss the cold snow at home.

See you soon.

Love from your son,

Peter

xxxx



76 There's a lot of rain in the rainforest. 6/7

Listen and complete the postcard.

Dear Mum and Dad,
I'm on holiday in the _____. There are lots of _____ here. They're very very loud!
The weather's very ____ and it rains every day so it's called the _____!
I miss the _____ at home.
See you soon.
Love from your son,
Peter

hot rain
parrots rainforest
wet snow
cold rainforest

Now it's your turn.

English to take away © Young Digital Planet 2013

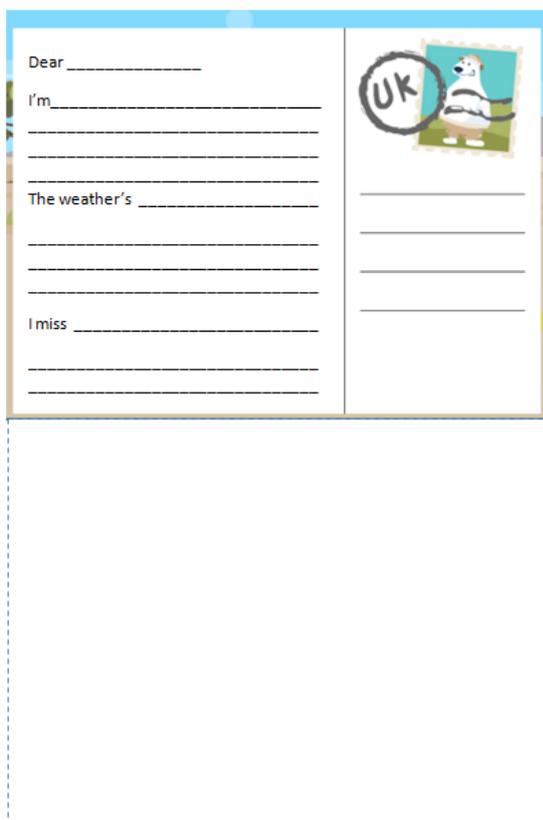
Give the Ss these instructions for the 'Listen and complete' activity.

1. Look and read the text.
2. Listen and drag and drop the missing words.
3. You can pause the recording and listen again.
4. Compare your answers in your pairs.

5. Read the postcard to each other in turn.

Now it's your turn, [Handout 2](#): postcard – need be to cut out

Handout 2



1. Give out Handout 2 and ask students to choose a location and write their own postcard about the weather there to another student. Ask them to draw a picture of the place on one side and write a message on the other.
2. Show students how to write the address on the postcard.
3. Encourage the use of contractions for informal writing.
4. Set up a post box in the classroom and the postcards can be given out.
5. Then nominate students to read out the postcards they've received.

Handout 1

| Weather | Animal | Place |
|---------|--------|-------|
| | | |

Handout 2

| | |
|---|--|
| <p>Dear _____</p> <p>I'm _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The weather's _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>I miss _____</p> <p>_____</p> <p>_____</p> |  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

| Friends 5 Lesson 77 | | <i>Where was the bird?</i> | | Grammar & Functions | |
|---|--|----------------------------|--|------------------------|---|
| Aims | Past simple - describing a picture | Contents | Grammar Past simple <i>was/were</i> Vocabulary <i>Where was the bird?</i> <i>It was in the tree.</i> <i>Africa</i> <i>afraid</i> Revise: prepositions of place | Checklist | 2 Master handouts 1 individual work: text comprehension 1 pair work: matching questions and answers |
| Language Analysis | | | | | |
| <p>Grammar: the past simple tense is used to describe a completed activity that happened in the past, which means it started in the past and ended in the past.</p> <p>That's why the past simple tense is a narrative tense, often found in stories and descriptions of past events, such as personal anecdotes.</p> | | | | | |

Procedure

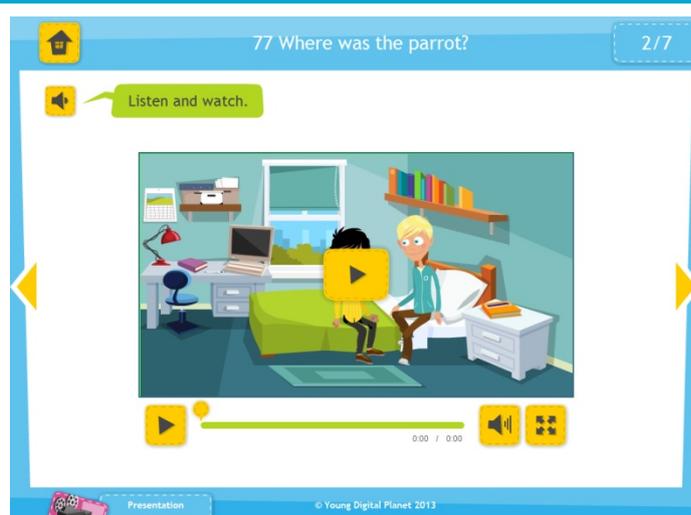
Warm-up Off the screens

You are going to dictate the five sentences while students are going to draw what they hear.

1. Ask students to prepare a piece of paper and pencils and explain that they are going to sketch five little pictures.
2. Read each sentence twice and give students some time to complete their drawings:
 1. A cat is in the envelope.
 2. A pig is on the Sun.
 3. A cat is under the box.
 4. A dog is next to a pig.
 5. A bird is above the cloud.
3. Ask students to compare their pictures in pairs.
4. Ask students to write the caption under each picture.
5. Nominate students to write sentences on the board.

Screen 2

Sam: *Were there lots of animals on your holiday in Africa?*
Alex: *Oh yes, there were, It was great! Look at these photos.*
Sam: *Oh, that's a pretty parrot! Where was it?*
Alex: *It was in the tree. Look.*
Sam: *Ooo, is that a green snake?*
Alex: *Yes, the snake was in the tree too.*
Look, the lion's sleeping.
Sam: *Where was the lion?*
Alex: *He was under the tree.*
Sam: *That's a crocodile! Where was he? Not in the tree?*
Alex: *No, he was next to the river.*
Sam: *Was he in the river?*
Alex: *No, the hippos were in the river.*
Sam: *And that's a photo of your Mum*



Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask some

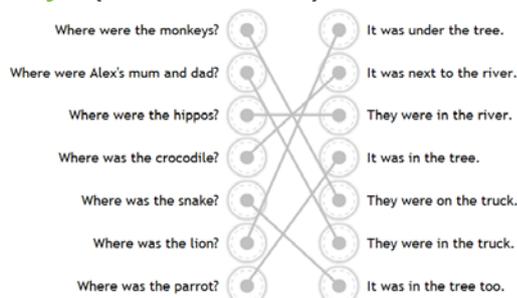
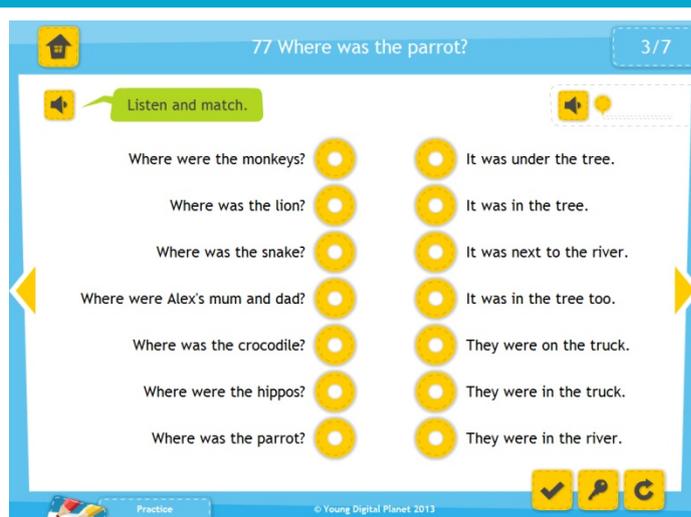
and Dad. Where were they?
Alex: They were in the truck.
Sam: Why was your mum afraid?
Alex: Because the monkeys were on the truck!

questions to check understanding.

Screen 3

Sam: Were there lots of animals on your holiday in Africa?
Alex: Oh yes, there were, It was great! Look at these photos.
Sam: Oh, that's a pretty parrot! Where was it?
Alex: It was in the tree. Look.
Sam: Ooo, is that a green snake?
Alex: Yes, the snake was in the tree too.
 Look, the lion's sleeping.
Sam: Where was the lion?
Alex: He was under the tree.
Sam: That's a crocodile! Where was he? Not in the tree?
Alex: No, he was next to the river.
Sam: Was he in the river?
Alex: No, the hippos were in the river.
Sam: And that's a photo of your Mum and Dad. Where were they?
Alex: They were in the truck.
Sam: Why was your mum afraid?
Alex: Because the monkeys were on the truck!

Key: (random order)

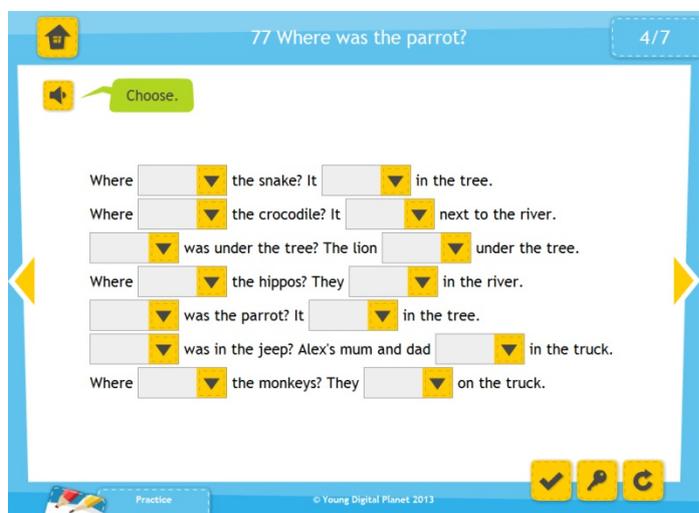



The screenshot shows a digital practice screen titled "77 Where was the parrot?" with a progress indicator "3/7". The main instruction is "Listen and match." Below this, there are two columns of questions and answers, each with a yellow circle next to it. The questions are: "Where were the monkeys?", "Where was the lion?", "Where was the snake?", "Where were Alex's mum and dad?", "Where was the crocodile?", "Where were the hippos?", and "Where was the parrot?". The answers are: "It was under the tree.", "It was in the tree.", "It was next to the river.", "It was in the tree too.", "They were on the truck.", "They were in the truck.", and "They were in the river." 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".

Screen 4

Key:

- 1 was, was
- 2 was, was
- 3 Who, was
- 4 were, were
- 5 Where, was
- 6 Who, were
- 7 were, were



Screen 5

Audio 1:

Sam: Alex has a lot of good animal photos from Africa. There was a lion, a parrot, a snake, hippos and monkeys.

Kim: Where was the lion?

Sam: It was in the tree.

Audio 2:

Kim: And where was the parrot?

Sam: It was in the tree too.

Audio 3:

Kim: Where were the monkeys?

Sam: They were on the truck.

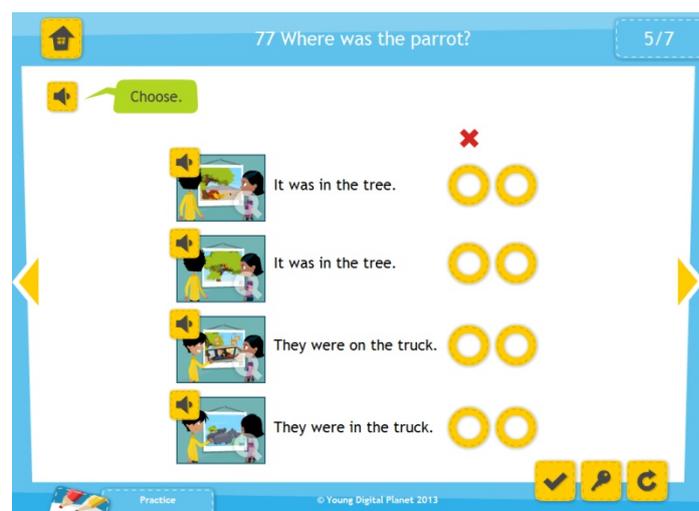
Audio 4:

Kim: And where were the hippos?

Sam: They were in the truck.

Key:

1 F 2 T 3 T 4 F



Additional activities:

1. Ask students to correct the false sentences in Screen 5.

Key: 1 The lion was under the tree. 2 The hippos were in the river.

2. Next give out Handout 1 and ask students to correct the sentences.

Additional activity – [Handout 1](#)

1. The snake was in the lake.

2. The crocodile was next to the truck.

-
3. The elephants were in the truck.

-
4. The monkeys were at home.

-
5. The parrot was under the tree.
-

3. Nominate a student to answer your question: *Was the snake in the lake?*

4. When the student answers, ask them to ask another student about the next animal: *Was the crocodile next to the truck?*

5. Continue until all the sentences are read.

Key:

- 1 The snake was in the tree.

- 2 The crocodile was next to the river.

- 3 Alex's mum and dad were in the truck.

- 4 The monkeys were on the truck.

- 5 The parrot was in the tree.

Screen 6

Key:

- 1 Where was the parrot?
It was in the tree.
- 2 Where was Alex's Mum?
She was in the truck.
- 3 Where were the hippos?
They were in the river.
- 4 Where were the monkeys?
They were on the truck.
- 5 Where was the lion?
It was under the tree.



Give the Ss these instructions for the questions and answers activity.

1. Look at the pictures and read the questions and answers on the right.
2. Think where they should be.
3. Drag and drop the questions and answers into the correct speech bubbles.
4. Read the questions and answers in pairs in turn.

Now it's your turn – [Handout 2](#)

Questions:

| |
|------------------------|
| 1. the snake? |
| 2. the crocodile? |
| 3. the lion?. |
| 4. the hippos? |
| 5. the parrot? |
| 6. Alex's mum and dad? |
| 7 the monkeys?. |

1. Give out Handout 2 and ask students to cut out the slips and make them into

cards.

2. Next, ask them to place the cards on the table face down and draw a card with a question prompt.
3. Ask students to ask and answer each other's questions in turn.

Key:

- 1 Where was the snake? It was in the tree.
- 2 Where was the crocodile? It was next to the river.
- 3 Where was the lion? It was under the tree.
- 4 Where were the hippos? They were in the river.
- 5 Where was the parrot? It was in the tree.
- 6 Where were Alex's mum and dad? They were in the truck.
- 7 Where were the monkeys? They were on the truck.

Handout 1

1. The snake was in the lake.

2. The crocodile was next to the truck.

3. The elephants were in the truck.

4. The monkeys were at home.

5. The parrot was under the tree.

Handout 2

Questions:

| |
|------------------------|
| 1. the snake? |
| 2. the crocodile? |
| 3. the lion?. |
| 4. the hippos? |
| 5. the parrot? |
| 6. Alex's mum and dad? |
| 7 the monkeys?. |

| Friends 5 Lesson 78 | | <i>Was it sunny yesterday?</i> | | Grammar & Functions | |
|---|-------------------------------|--------------------------------|--|------------------------|--|
| Aims | Past – describing the weather | Contents | Grammar Past simple questions with <i>be</i> <i>Was it ...?</i> Vocabulary <i>Was it sunny yesterday?</i> <i>Yes, it was.</i> <i>table (=chart)</i> Everyday English: <i>Guess what?</i> | Checklist | 2 Master handouts 1 pair work 1 individual/pair work |
| Language Analysis | | | | | |
| <p>Hint:</p> <p>The weather is still Britain's favourite topic of conversation, according to the newest research, 75% of British discuss it more than any other subject, even football.</p> <p>Researchers found out that traditional British activities like discussing the weather, enjoying fish and chips and drinking cups of tea are still at the top of everybody's favourite list.</p> <p>There are several phrases we use when we want to ask about the weather: <i>What's the weather like? / What's it like outside? / Is it raining? / Is it snowing?</i></p> <p>We use the past simple tense to talk about the weather in the definite time in the past: <i>Was it rainy yesterday?</i> <i>No, it wasn't. It was sunny and dry.</i></p> | | | | | |

Procedure

Warm-up Off the screens

1. Give out Handout 1 and read out the words in the box.
2. Check if all the students understand the meaning of the words.
3. Ask students to work in pairs and match the words to the pictures.
4. Nominate students to read out their answers.
5. Complete the last set with the remaining words, ask students to draw the missing picture.

Key:

1 cloud cloudy 2 sun sunny hot 3 rain rainy wet 4 snow snowy cold

Screen 2

Sam: *Uh oh, we need the weather chart for school tomorrow.*

Kim: *No. Let's do it now.*

Sam: *Ok. Was it sunny on Monday?*

Kim: *No it wasn't. It was rainy. It was rainy on Tuesday too. I was at a hockey lesson and and it was wet.*

Sam: *Ok. And was it rainy on Wednesday? Kim: No, it was cloudy and cold, but it wasn't rainy.*

Sam: *Oh yes! It was hot and cloudy on Thursday. I was in a football lesson. Was it sunny on Friday?*

Kim: *Yes, there was lots of sun on Friday. It was hot at school.*

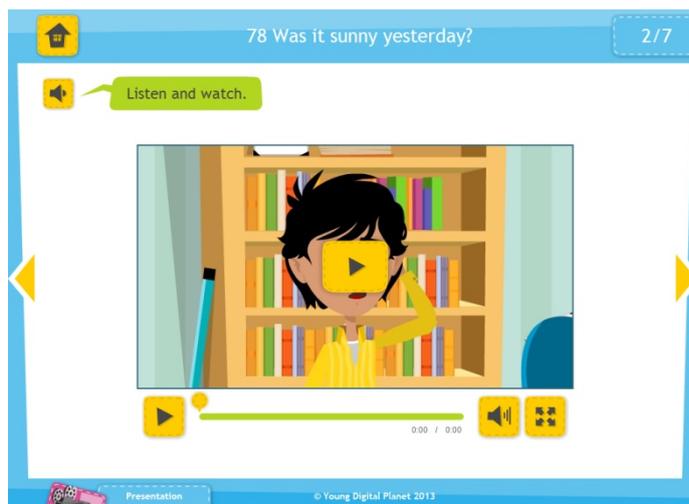
Sam: *Oh, yes. That's right. And it was hot and sunny yesterday on Saturday.*

Kim: *Yes, we were at the the swimming pool.*

Sam: *And how about today – Sunday? Is it hot? Look out of the window, Kim.*

Kim: *I'm looking! Oh no, guess what?*

Kim, Sam: *It's raining!*



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: Pre-teach the meaning of the word *chart* /tʃɑ:t/.

Explain that it is a sheet of information in the form of a table, graph, or diagram.

Synonyms: *graph, table, grid, histogram, diagram, scheme, figure.*

Screen 3

Sam: Uh oh, we need the weather chart for school tomorrow.

Kim: No. Let's do it now.

Sam: Ok. Was it sunny on Monday?

Kim: No it wasn't. It was rainy. It was rainy on Tuesday too. I was at a hockey lesson and and it was wet.

Sam: Ok. And was it rainy on Wednesday?

Kim: No, it was cloudy and cold, but it wasn't rainy.

Sam: Oh yes! It was hot and cloudy on Thursday. I was in a football lesson.

Was it sunny on Friday?

Kim: Yes, there was lots of sun on Friday. It was hot at school.

Sam: Oh, yes. That's right. And it was hot and sunny yesterday on Saturday.

Kim: Yes, we were at the the swimming pool.

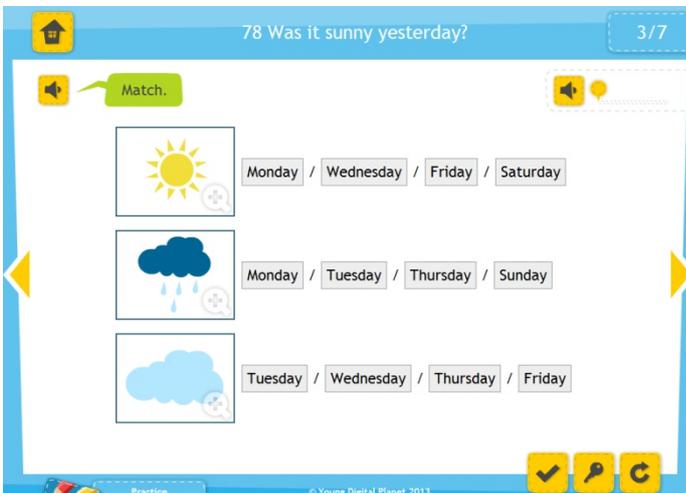
Sam: And how about today – Sunday? Is it hot? Look out of the window, Kim.

Kim: I'm looking! Oh no, guess what?

Kim, Sam: It's raining!

Key:

| | |
|---|---|
|  | Monday / Wednesday / Friday / Saturday |
|  | Monday / Tuesday / Thursday / Sunday |
|  | Tuesday / Wednesday / Thursday / Friday |



Screen 4

Audio:

*It was rainy on Monday.
 On Tuesday there was rain.
 It was cloudy on Wednesday.
 On Thursday it was cloudy and hot.
 It was sunny on Friday.
 On Saturday it was hot and sunny.
 It was rainy again on Sunday.*

Key:

1 rainy 2 rain 3 cloudy 4 cloudy
 5 sunny 6 sunny 7 rainy



78 Was it sunny yesterday? 4/7

Listen and choose.

It was on Monday.
 On Tuesday there was .
 It was on Wednesday.
 On Thursday it was and hot.
 It was on Friday.
 On Saturday it was hot and .
 It was again on Sunday.

Practice © Young Digital Planet 2013

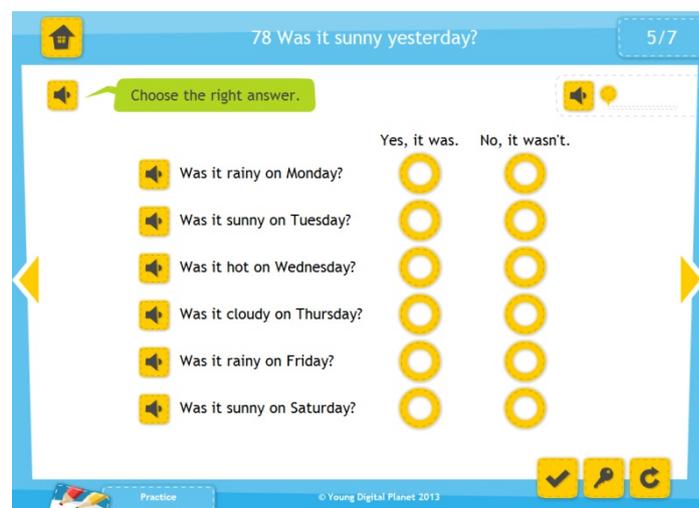
Screen 5

Audio:

*Was it rainy on Monday?
 Was it sunny on Tuesday?
 Was it hot on Wednesday?
 Was it cloudy on Thursday?
 Was it rainy on Friday?
 Was it sunny on Saturday?*

Key:

1 Yes, it was.
 2 No, it wasn't.
 3 No, it wasn't.
 4 Yes, it was.
 5 No, it wasn't.
 6 Yes, it was.



78 Was it sunny yesterday? 5/7

Choose the right answer.

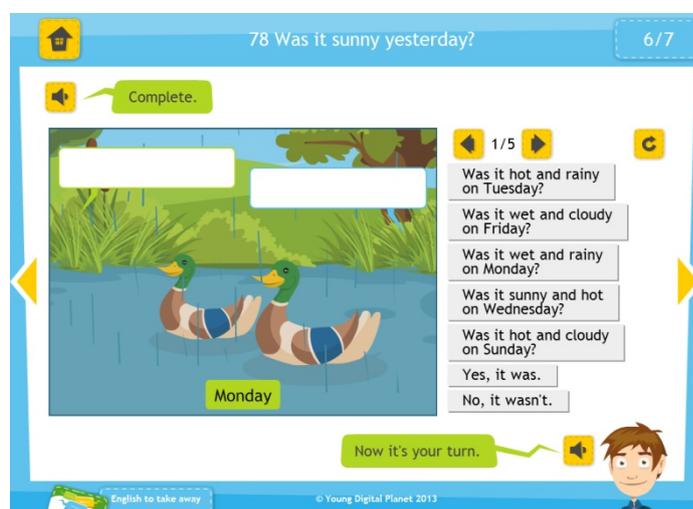
| | Yes, it was. | No, it wasn't. |
|--|-----------------------|-----------------------|
| <input type="audio"/> Was it rainy on Monday? | <input type="radio"/> | <input type="radio"/> |
| <input type="audio"/> Was it sunny on Tuesday? | <input type="radio"/> | <input type="radio"/> |
| <input type="audio"/> Was it hot on Wednesday? | <input type="radio"/> | <input type="radio"/> |
| <input type="audio"/> Was it cloudy on Thursday? | <input type="radio"/> | <input type="radio"/> |
| <input type="audio"/> Was it rainy on Friday? | <input type="radio"/> | <input type="radio"/> |
| <input type="audio"/> Was it sunny on Saturday? | <input type="radio"/> | <input type="radio"/> |

Practice © Young Digital Planet 2013

Screen 6

Key:

- 1 Ducks in the rain in a lake. (Monday)
Was it wet and rainy on Monday?
Yes, it was.
- 2 A polar bear on an iceberg in the sun. (Sunday)
Was it hot and cloudy on Sunday?
No, it wasn't.
- 3 Mountain goats up a mountain in the cloud. (Wednesday)
Was it sunny and hot on Wednesday?
No, it wasn't.
- 4 A crocodile on a hot dry sunny river bank. (Friday)
Was it wet and cloudy on Friday?
No, it wasn't.
- 5 A parrot in a hot and rainy rainforest. (Tuesday)
Was it hot and rainy on Tuesday?
Yes, it was.



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

1. Look at the pictures and read the dialogues, think how to complete each picture.
2. Drag and drop the questions and answers into the correct speech bubbles.
3. Now work in pairs and read the dialogues in turn, asking questions and answering them.

Now it's your turn – [Handout 2](#)

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |

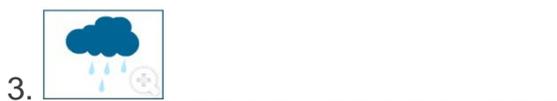
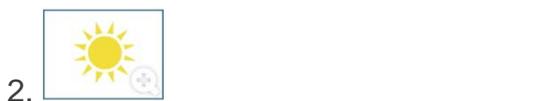
1. Give out Handout 2 and ask students to think what the weather was like the previous week, ask the questions: *Was it rainy on Monday?*, *Was it cold on Tuesdays?*, etc.

2. Ask students to fill in the chart with weather symbols.
3. Next, ask them to work in pairs and ask each other questions about the weather the previous week.

Handout 1

Match the words in the box to the correct pictures.

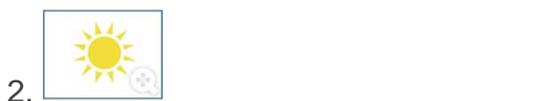
hot wet cold cloud snow rain sun snowy rainy sunny cloudy



Handout 1

Match the words in the box to the correct pictures.

hot wet cold cloud snow rain sun snowy rainy sunny cloudy



Handout 2

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |

Handout 2

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |

| Friends 5 Lesson 79 | | <i>The weather around the world.</i> | | Skills - Reading | |
|---|--|--------------------------------------|--|------------------|--|
| Aims | Listening, reading and talking about the weather | Contents | Grammar Present simple Vocabulary Revision: vocabulary related to weather Adverbs of frequency: <i>sometimes, usually, always, every day</i> | Checklist | 3 Master handouts 1 group work: Find someone who ... 1 pair work: question formation 1 individual work: consolidation of weather vocabulary |
| Language Analysis | | | | | |
| <p>We often use adverbs of frequency with the present simple tense to say how often we do something. The most common adverbs are: <i>always, frequently, hardly ever, never, occasionally, often, rarely, regularly, seldom, sometimes, usually.</i></p> <p>We usually put these adverbs between the subject and the verb: <i>I often go to the library.</i> <i>She sometimes does her homework at school.</i> <i>We usually drink water.</i></p> <p>The verb <i>to be</i> is an exception and we put the adverbs of frequency after it: <i>It is always rainy in October.</i> <i>I am usually busy on Monday.</i></p> <p>There are some other expressions we can use to say how often. All of these longer phrases go at the beginning or the end of the sentence: every day / week / month / year: <i>I go to the cinema every week.</i> from time to time: <i>From time to time I visit my cousin.</i></p> | | | | | |

Procedure

Warm-up Off the screens

Handout 1

| | |
|---|---|
| Find someone who always eats pizza | Find someone who is never late |
| Find someone who never watches TV | Find someone who is always late |
| Find someone who sometimes plays football | Find someone who usually comes to school by bike |
| Find someone who usually walks to school | Find someone who sometimes does homework just before a lesson |
| Find someone who listens to music every day | Find someone who plays with friends every day |

1. Write on the board: *every day, always, usually, sometimes, never*. Elicit the meaning.
2. Ask students *Do you always brush your teeth in the evening? Are you sometimes late for school?* Write questions and students' answers on the board. Remind them the position of the adverbs of frequency in the sentence.
3. Give out slips of paper with the instruction to students and ask them to walk round, ask the question and find a student who matches it.
4. Make sure students know how to ask their question.
5. Circulate while students ask each other questions and correct any errors.
6. Ask students to stand in a semi-circle and report back on their findings.

Screen 2

Audio 1:

I live in India. It's hot every day in India. Sometimes there's a lot of rain.

Audio 2:

In England the sky is often cloudy and grey. It rains a lot here but we like playing outside!

Audio 3:

Here in Australia, the weather's usually hot and sunny. We go to the beach a lot!

Audio 4:

I live in the north of Canada. It's usually cold and there's a lot of snow. We wear lots of warm clothes and stay at home.

Audio 5:

I live in the cloud forest in South America.. It's warm and wet here. It is always very cloudy in the cloud forest.



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:

I live in India. It's hot every day in India. Sometimes there's a lot of rain.

Audio 2:

In England the sky is often cloudy and grey. It rains a lot here but we like playing outside!

Audio 3:

Here in Australia, the weather's usually hot and sunny. We go to the beach a lot!

Audio 4:

I live in the north of Canada. It's usually cold and there's a lot of snow. We wear lots of warm clothes and stay at home.

Audio 5:

I live in the cloud forest in South America.. It's warm and wet here. It is always very cloudy in the cloud forest.



Key:



Screen 4

Audio 1:

I live in India. It's hot every day in India. Sometimes there's a lot of rain.

Audio 2:

In England the sky is often cloudy and grey. It rains a lot here but we like playing outside!

Audio 3:

Here in Australia, is the weather's usually hot and sunny. We go to the beach a lot!

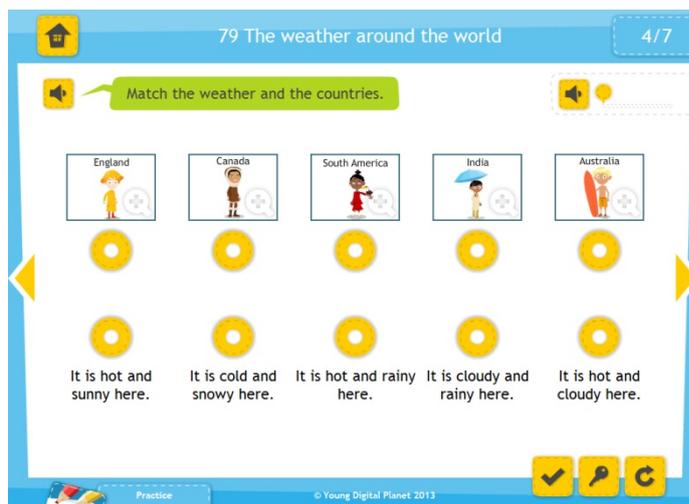
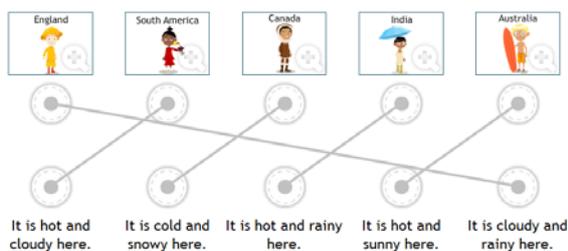
Audio 4:

I live in the north of Canada. It's usually cold and there's is a lot of snow. We wear lots of warm clothes and stay at home.

Audio 5:

I live in the cloud forest in South America.. It's warm and wet here. It is always very cloudy in the cloud forest.

Key:



Screen 5

Key: (random order of sentences)

1 I live in India.

It's hot every day in India. Sometimes there's a lot of rain.

2 In England the sky is often cloudy and grey.

It rains a lot here but we like playing outside!

3 Here in Australia, is the weather's usually hot and sunny.

We go to the beach a lot!

4 I live in the north of Canada. It's usually cold and there's is a lot of snow. We wear lots of warm clothes and stay at home.

5 I live in the cloud forest in South America.

It's warm and wet here. It's always very cloudy in the cloud forest.



The screenshot shows a digital reading practice interface. At the top, it says '79 The weather around the world' and '5/7'. Below that is a 'Read and match.' instruction with a speaker icon. The main area contains two columns of text. The left column has five sentences, each followed by a yellow circle. The right column has five sentences, each preceded by a yellow circle. At the bottom, there are three icons: a checkmark, a magnifying glass, and a refresh symbol. The footer says 'Practice © Young Digital Planet 2013'.

Additional activity: Handout 2

Handout 2

Student A

1. Where / live?

hot and sunny / there?

rain / every day / there?

2. I live in England. It's often cloudy and grey. It rains a lot here.

3. Where / live?

cold / there?

rain / a lot?

4. I live in the north of Canada. It's usually cold and there's is a lot of snow.

Student B

1. I live in India. It's hot every day in India. Sometimes there's a lot of rain.

2. Where / live?

cloudy / often

sunny / there?

3. I live in Australia. The weather's usually hot and sunny here.

4. Where do you live?

Is it warm there?

Does it snow a lot?

1. Ask students to work in pairs, write the questions using the prompts, ask the questions to their partners and write the answers.
2. Nominate pairs to read out one dialogue each.

Key:

1. A: Where do you live?

B: I live in India.

Is it sunny there? Yes, it is.

Does it rain every day? No, it doesn't. It rains sometimes and it is hot every day.

2. B: Where do you live? A: I live in England.

B: Is it often cloudy? A: Yes, it is. It's often cloudy and grey.

B: Is it sunny? A: No, it isn't. It rains a lot here.

3. A: Where do you live? B: I live in Australia.

A: Is it cold there? B: No, it isn't. It is usually hot.

A: Does it rain a lot? B: No, it is usually sunny here.

4. B: Where do you live? A: I live in the north of Canada.

B: Is it warm there? A: No, it isn't. It's usually cold.

B: Does it snow a lot? A: Yes, it does. / Yes, there's a lot of snow.

Screen 6

Audio 1:

I live in India. It's hot every day in India. Sometimes there's a lot of rain.

Audio 2:

In England the sky is often cloudy and grey. It rains a lot here but we like playing outside!

Audio 3:

Here in Australia, is the weather's usually hot and sunny. We go to the beach a lot!

Audio 4:

I live in the north of Canada. It's usually cold and there's a lot of snow. We wear lots of warm clothes and stay at home.

Audio 5:

I live in the cloud forest in South America. It's warm and wet here. It is always very cloudy in the cloud forest.



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

1. Listen and read.
2. Look at the weather symbols and match them to the countries.

Additional activity – Handout 3

Handout 3

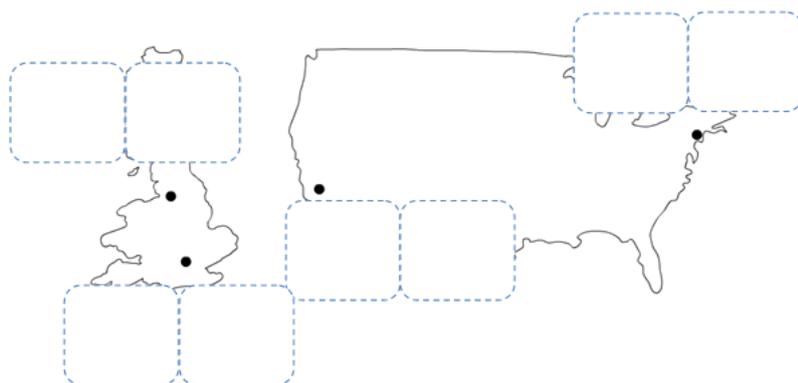
Match the weather description with the cities:

London: It's wet and rainy

Manchester: It's hot and cloudy

Los Angeles: It's dry and sunny

New York: It's cold and snowy



1. Give out weather maps (Handout 3) and ask students to read the weather descriptions.
2. Next, ask them to draw the weather symbols on the map.
3. Ask students to compare their answers in pairs.

Handout 1

| | |
|---|---|
| Find someone who always eats pizza | Find someone who is never late |
| Find someone who never watches TV | Find someone who is always late |
| Find someone who sometimes plays football | Find someone who usually comes to school by bike |
| Find someone who usually walks to school | Find someone who sometimes does homework just before a lesson |
| Find someone who listens to music every day | Find someone who plays with friends every day |

Handout 1

| | |
|---|---|
| Find someone who always eats pizza | Find someone who is never late |
| Find someone who never watches TV | Find someone who is always late |
| Find someone who sometimes plays football | Find someone who usually comes to school by bike |
| Find someone who usually walks to school | Find someone who sometimes does homework just before a lesson |
| Find someone who listens to music every day | Find someone who plays with friends every day |

Handout 2

Student A

1. Where / live?

hot and sunny / there?

rain / every day / there?

2. I live in England. It's often cloudy and grey. It rains a lot here.

3. Where / live?

cold / there?

rain / a lot?

4. I live in the north of Canada. It's usually cold and there's is a lot of snow.

Student B

1. I live in India. It's hot every day in India. Sometimes there's a lot of rain.

2. Where / live?

cloudy / often

sunny / there?

3. I live in Australia. The weather's usually hot and sunny here.

4. Where do you live?

Is it warm there?

Does it snow a lot?

Handout 3

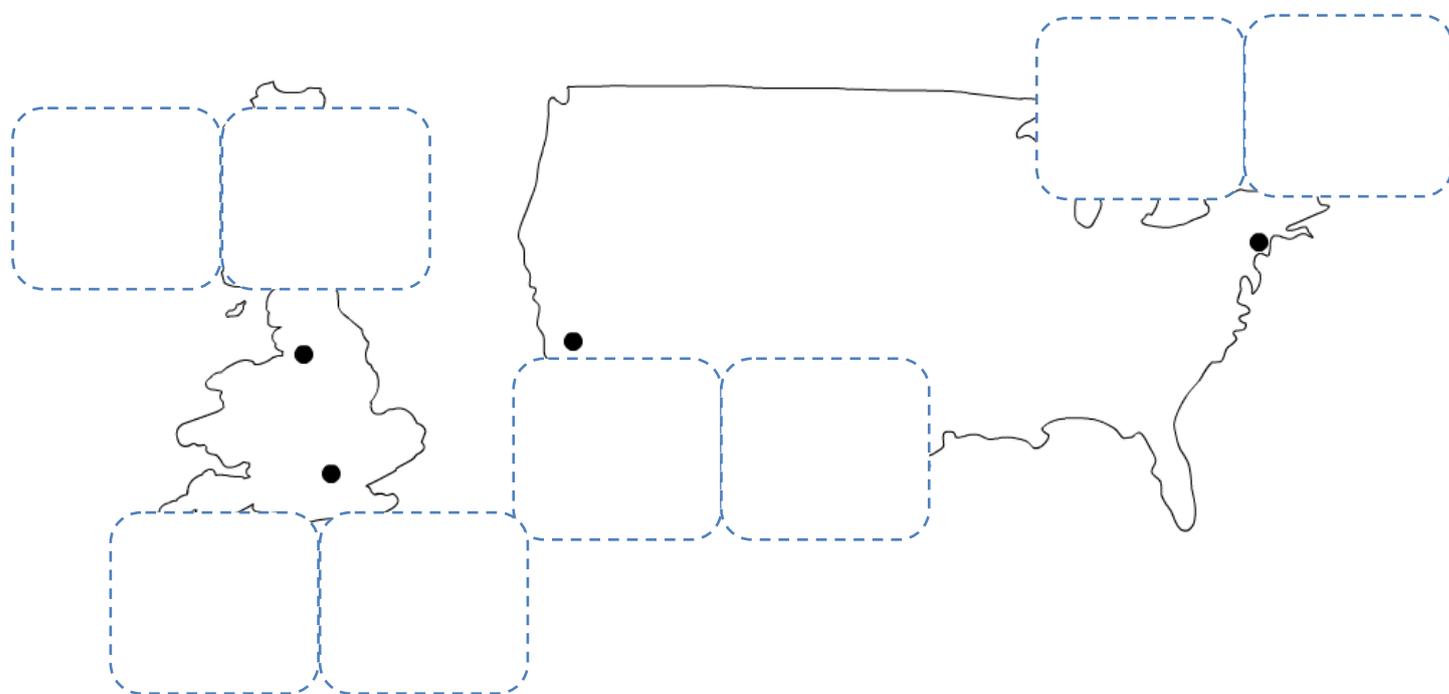
Match the weather description with the cities:

London: It's wet and rainy

Manchester: It's hot and cloudy

Los Angeles: It's dry and sunny

New York: It's cold and snowy



Friends 5
 Lesson 80

Rain, rain go away.

Pronunciation

| | | | | | |
|------|-----------------|----------|--|-----------|---|
| Aims | Speaking skills | Contents | Grammar Exclamations Vocabulary Weather words and other rhyming words <i>rhyme</i> <i>another</i> | Checklist | 1 Master handout – pair work activity |
|------|-----------------|----------|--|-----------|---|

Language Analysis

In the UK we love talking about the weather. This might be because our weather is unpredictable. There are many weather proverbs in English, developed for centuries by framers, shepherds and sailors whose lives depended on weather. Many of them are just familiar rhymes but some have survived for years because they're based on the weather:

When grass is dry at morning light, look for rain before the night.

Red sky at night, sailor's delight; red sky in morning, sailor take warning.

When clouds appear like rocks and towers, the Earth's refreshed by frequent showers.

When the wind is in the east, 'tis neither good for man nor beast.

There are also many idioms and idiomatic expressions relating to the weather, e.g.:

under the weather – to be or feel under the weather means to be or feel ill:

Tom went home because he felt a bit under the weather.

raining cats and dogs – if it is raining cats and dogs it is raining very heavily

Take your umbrella: it's raining cats and dogs!

on cloud nine – if someone is on cloud nine it means they are extremely happy:

He was on a cloud nine when he got a puppy yesterday.

Procedure

Warm-up Off the screens

1. Write on the board: *What's the first word you think of when I say?*
2. Ask students to work in group of three.
3. Explain that students have to come up with the words from the category you give them and if one student hesitates longer than 10 seconds, the other student gets a point.
4. Play to 5 points.
 Categories: weather, animals, body parts, hobbies
 Example: snow – rain – windy – cloudy – raining – cold (if student hesitates, the last word gets the point).

Screen 2

Mr Hill: *Let's look at some rhymes. First of all – rain rhymes with 'again!' Let's learn a little song: Rain, rain, go away, come again another day!*

Children: *Rain, rain go away, come again another day!*

Mr Hill: *Very good, now let's sing it again – loudly!*

Mr Hill and children: *Rain, rain go away, come again another day!*

Sam: *Hooray! Look, Mr Hill – it's sunny!*

Mr Hill: *Fantastic! Now – what about sun?*

Alex: *Fun, and run.*

Mr Hill: *Very good. Any more?*

Lucy: *Cow and loud rhyme with cloud.*

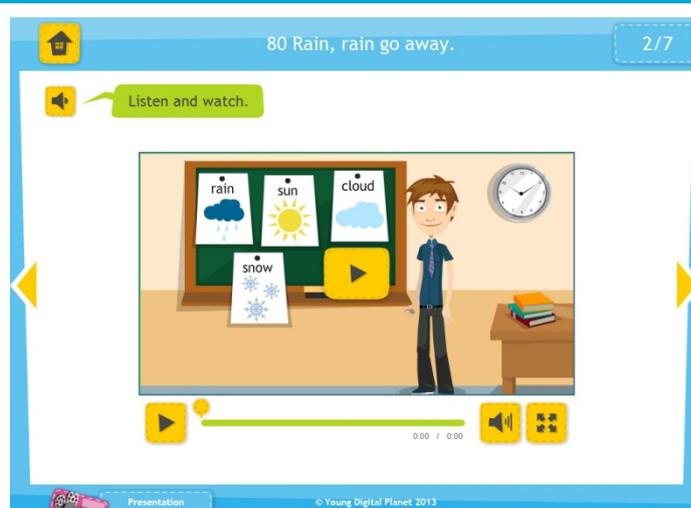
Mr Hill: *Excellent, Lucy.*

Mr Hill: *Snow?*

Sam: *Piano, toe, ... er...*

Mr Hill: *And do you know another word, Sam?*

Sam: *I don't know. Oh, yes I do! 'know' sounds like snow!*

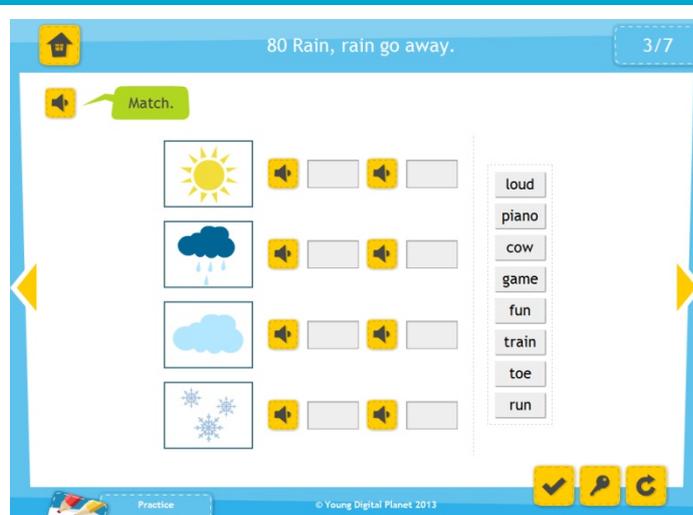


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Key:

| | | |
|---|--|-------|
|  |  fun  run | run |
|  |  train  game | train |
|  |  cow  loud | loud |
|  |  piano  toe | game |
| | | cow |
| | | piano |
| | | toe |
| | | fun |



80 Rain, rain go away. 3/7

Match.

loud
piano
cow
game
fun
train
toe
run

Practice © Young Digital Planet 2013

Screen 4

Key:

cloud – cow
rain – train
sun – run
snow – piano



80 Rain, rain go away. 4/7

Play the game.

8 cards (4 yellow, 4 green) with the letter 'P' on them. A small 'c' is visible in the top right corner.

Practice © Young Digital Planet 2013

Give students 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.

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

Screen 5

Audio 1:

*It's fun to **run** in the hot hot **sun**.*

Audio 2:

*Don't drop the **piano** on your **toe** in the **snow**.*

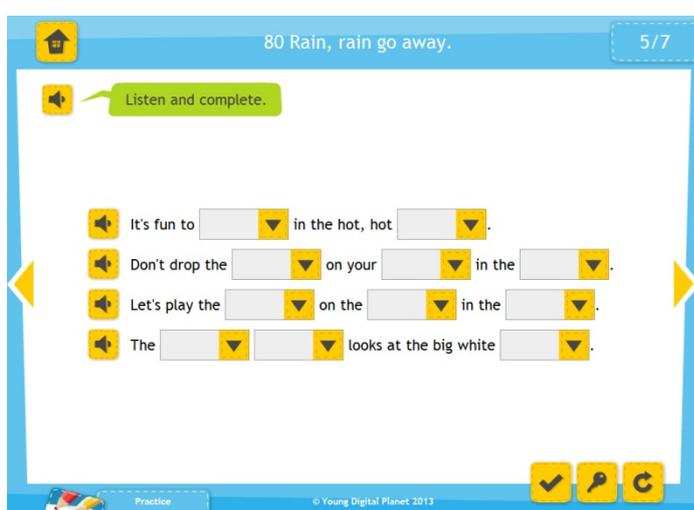
Audio 3:

*Let's play the **game** on the **train** in the **rain**.*

Audio 4:

*The **loud** **cow** looks at the big white **cloud**.*

Key: see above



The screenshot shows a digital practice interface with a blue header. The header contains a home icon, the text "80 Rain, rain go away.", and a progress indicator "5/7". Below the header is a green button labeled "Listen and complete." with a speaker icon. The main area contains four sentences, each with a speaker icon and a dropdown menu for word selection:

- It's fun to [] in the hot, hot [].
- Don't drop the [] on your [] in the [].
- Let's play the [] on the [] in the [].
- The [] [] looks at the big white [].

At the bottom of the interface, there is a "Practice" button, a copyright notice "© Young Digital Planet 2013", and three icons: a checkmark, a magnifying glass, and a refresh symbol.

Screen 6

Audio 1:

It's fun to run in the hot hot sun.

Audio 2:

Don't drop the piano on your toe in the snow.

Audio 3:

Let's play the game on the train in the rain.

Audio 4:

The loud cow looks at the big white cloud.



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

1. Look at the pictures and listen to the recording.
2. Listen again and repeat the chants.
3. Now it's your turn: work in pairs and try to learn the chants by heart.
4. Listen and repeat as many times as you need to.
5. Now it's your turn: Say the chant in turn.

Additional activity – [Handout 1](#)

same money run sun one sunny now piano train plane
rain go loud honey fun brown cow snow toe funny son
game

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

1. Ask students to work in pairs and read the words in the box.
2. Ask students to find the word that rhyme, choose one word to label the categories and put the words in the chart.
3. Ask students to add their words.
4. Nominate pairs to read out their categories.

Key:

fun run sun son one

game same train rain plane

loud now brown cow

snow toe piano go

funny sunny honey money

Handout 1

same money run sun one sunny now piano train plane rain go loud honey fun
brown cow snow toe funny son game

| | | | | |
|-----|--|--|--|--|
| fun | | | | |
| run | | | | |