

| Friends 6 Lesson 1 | | <i>My holiday.</i> | | Vocabulary | |
|--|--|--------------------|---|------------------|---|
| Aims | <p>Talking about holidays</p> <p>Talking about events in the past using verbs in the simple past</p> | Contents | <p>Grammar Past simple Revising and practising past regular <i>-ed</i></p> <p>Irregular past tenses: <i>ate, drove, flew, had</i></p> <p>Vocabulary Revision of verbs, holidays</p> <p>Revise verbs: <i>to bounce, to rain, to walk, to want, to shout, , to have, to find, , to drive, to make, to cry, to eat,</i></p> <p><i>to cook, to catch, holiday, terrible ,</i></p> | Checklist | <p>3 master handouts for individual work</p> <p>(Practice: past simple)</p> |
| Language Analysis | | | | | |
| <p>Past simple is used to talk about finished past events:</p> <ul style="list-style-type: none"> - regular past verbs end in <i>-ed</i> e.g. <i>climb – climbed</i> <i>rain – rained</i> <p>The following spelling rules apply:</p> <p><i>y</i> changes to <i>i</i> → <i>ied</i> after a consonant e.g. <i>f, l, p, r</i> and <i>y</i> except when there is a preceding vowel, e.g. <i>try – tried</i> <i>play – played</i></p> <p>consonants are doubled after a single vowel and a single consonant e.g. after <i>g, n, m, p, r</i>. <i>stop – stopped</i></p> | | | | | |

- irregular verbs such as *go* have an irregular past form:

go – went

eat – ate

see – saw

drive – drove

fly – flew

have/has – had

be – was / were (I was, he was, she was, it was, we were, you were, they were)

Time expressions:

Yesterday, (two days) ago, last ... (weekend), on Monday and many more.

Questions:

We ask question using *did* + verb in its present form:

Yes/No questions: *Did* + subject + verb (present) ...

e.g. *Did you go ... (not: went)*

Yes, I did. No, I didn't.

Wh-questions: *Wh*-word + *did* + verb (present) ...

e.g. *Where + did you go ...*

was/ were – question forms

We do not use the auxiliary verb 'do' for questions:

He was at school yesterday. Was he at school yesterday? Yes, he was. No, he wasn't.

~~*Did he was?*~~

Where was he yesterday? ~~Where did he was...~~

Procedure

Warm-up Off the screens

1. Revise past simple:
2. Give out Handout 1

Handout 1

| | |
|------------------|--------------------|
| 1. <i>be</i> | a) <i>flew</i> |
| 2. <i>walk</i> | b) <i>cried</i> |
| 3. <i>fly</i> | c) <i>wanted</i> |
| 4. <i>cry</i> | d) <i>was/were</i> |
| 5. <i>bounce</i> | e) <i>shouted</i> |
| 6. <i>shout</i> | f) <i>walked</i> |
| 7. <i>want</i> | g) <i>caught</i> |
| 8. <i>catch</i> | h) <i>bounced</i> |
| 9. <i>cook</i> | i) <i>cooked</i> |
| 10. <i>eat</i> | j) <i>ate</i> |

Key:

1 d 2 f 3 a 4 b 5 h 6 e 7 c 8 g 9 i 10 j

3. Ask students to match the present with the past forms.
4. Give out Handout 2.

Handout 2

| | |
|------------------|-------|
| 1. <i>be</i> | _____ |
| 2. <i>walk</i> | _____ |
| 3. <i>fly</i> | _____ |
| 4. <i>cry</i> | _____ |
| 5. <i>bounce</i> | _____ |
| 6. <i>shout</i> | _____ |
| 7. <i>want</i> | _____ |
| 8. <i>catch</i> | _____ |
| 9. <i>cook</i> | _____ |
| 10. <i>eat</i> | _____ |

5. Ask Ss to give the past simple forms for all of the regular and irregular verbs. Ask Ss to highlight the irregular verbs (*be, fly, catch, eat*).

Key:

**1 was/were 2 walked 3 flew 4 cried 5 bounced
6 shouted 7 wanted 8 caught 9 cooked 10 ate**

Screen 2

Audio:

*Hello Alex, Lucy and Sam,
 It's the end of our holiday tomorrow. It was a terrible holiday. We flew to this island. The plane bounced a lot and I was very afraid. I cried! We had no sun at all. It rained every day. We drove to a village yesterday and walked for a long time – in the rain! When we wanted to go we didn't find the car. Mum shouted at Dad and Dad shouted at Mum. I cried again. We caught the bus back to our holiday home. Mum cooked fish for dinner but the cat ate mine. I don't like holidays. I want to go back to school!
 See you!
 Kim*



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: (from left to right)

1 flew **2** drove **3** cried **4** caught **5** gave



Note: Make negative sentences to change the meaning e.g. There was a lot to do on holiday. It didn't rain.

Extension activity 1: teacher checks that students know that verbs ending in *ed* are called regular verbs and verbs that do not end in *ed* are called irregular verbs. Asks students to find all the regular verbs in the text.

Explain *ed* can have at least three sounds *d*, *t* and *id*. Ask students to listen to see if they

can identify which is which.

bounced – /d/

rained - /d/

wanted - /id/

shouted - /id/

walked - /t/

cooked – /t/

Extension activity 2 (for a group that needs a challenge): teacher can draw attention to: *to cry – cried* and remind them of the past simple spelling rule “turn *y* into *i* and add *–ed*”.

Use “*to try*” as the next example (*tried*).

Use “*to buy*” as a next example, elicit answers about the correct past tense, with the warning that it’s an irregular verb (*bought*).

Screen 4

Audio 1:

There was nothing to do on holiday.

Audio 2:

We lost the car!

Audio 3:

Rain? It rained every day.

Audio 4:

I didn't have a TV or a computer on holiday but I had lots of books.

Audio 5:

Fun? Well, I played with the cat!

Audio 6:

I just wanted to go home – or back to school!

Key: (from left to right)

1 was, **2** rained, **3** played, wanted



1 My holiday 4/7

Listen and complete.

be • have • lose • play • rain • want

There [] nothing to do on holiday. We [] the car!

Rain? It [] every day. I didn't have a TV or a computer on holiday but I [] a lots of books.

Fun? Well, I [] with the cat! I just [] to go home - or back to school!

Practice © Young Digital Planet 2013

Screen 5

Key:

1 was 2 flew 3 bounced 4 was
 5 cried 6 had 7 drove
 8 walked 9 caught 10 cooked



1 My holiday 5/7

Read and choose.

Hello Alex, Lucy and Sam,

It's the end of our holiday tomorrow. It a terrible holiday. We to this island. The plane a lot and I very afraid. I ! We no sun at all. We to a village yesterday and for a long time - in the rain! We the bus back to our holiday home. Mum fish for dinner but the cat ate mine!

See you!
 Kim

Practice © Young Digital Planet 2013

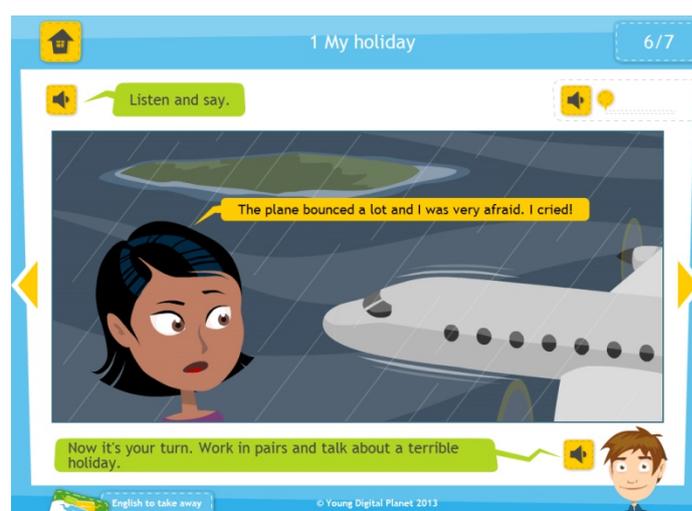
Extension activity: teacher asks students to randomly name verbs from the text in any form (eg to rain) and students have make the missing forms (eg past tense – rained). Make it a quick-fire round to introduce some energy. It could also be set up as a competition in pairs or teams.

Teacher could also introduce other verbs in this way in order to revise verbs students should already know.

Screen 6

Audio:

The plane bounced a lot and I was very afraid. I cried!



1 My holiday 6/7

Listen and say.

The plane bounced a lot and I was very afraid. I cried!

Now it's your turn. Work in pairs and talk about a terrible holiday.

English to take away © Young Digital Planet 2013

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

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

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

Tell Ss to work in pairs and talk about their holidays, and a terrible experience they had.

Extension activity: teacher goes around the groups listening to individual horrible holiday stories. The pair with the "best" story present theirs to the class. Teacher checks comprehension by asking the rest of the group what happened, either with teacher-generated questions or by asking different students to re-tell the other student's story in their own words. The re-telling option should generate some interesting language exchanges across the group (checking for confirmation, asking for clarification, etc.)

If the teacher has a personal holiday horror story it would be a good moment to share it with the class and take questions (in English!) afterwards, or just change the angle to talk about any holiday stories.

Additional activity

Give out Handout 3

Handout 3

shouted rained drove cried
walked cooked flew holiday
ate bounced wanted



Hello Alex, Lucy and Sam,

It's the end of our (1) _____ tomorrow. It was a terrible holiday.

We (2) _____ to this island. The plane (3) _____ a lot and

I was very afraid. I cried! We had no sun at all. It (4) _____ every

day. We (5) _____ to a village yesterday and (6) _____

for a long time – in the rain! When we (7) _____ to go we didn't

find the car. Mum (8) _____ at Dad and Dad shouted at Mum.

I (9) _____ again. We caught the bus back to our holiday home.

Mum (10) _____ fish for dinner but the cat (11) _____

mine. I don't like holidays. I want to go back to school!

Ask Ss to complete the text with the verbs from the box.

For key, see audio transcription from Screen 1.

Handout 1

- | | |
|------------------|----------------------|
| 1. <i>be</i> | a) <i>flew</i> |
| 2. <i>walk</i> | b) <i>cried</i> |
| 3. <i>fly</i> | c) <i>wanted</i> |
| 4. <i>cry</i> | d) <i>was / were</i> |
| 5. <i>bounce</i> | e) <i>shouted</i> |
| 6. <i>shout</i> | f) <i>walked</i> |
| 7. <i>want</i> | g) <i>caught</i> |
| 8. <i>catch</i> | h) <i>bounced</i> |
| 9. <i>cook</i> | i) <i>cooked</i> |
| 10. <i>eat</i> | j) <i>ate</i> |

Handout 2

- | | |
|------------------|-------|
| 1. <i>be</i> | _____ |
| 2. <i>walk</i> | _____ |
| 3. <i>fly</i> | _____ |
| 4. <i>cry</i> | _____ |
| 5. <i>bounce</i> | _____ |
| 6. <i>shout</i> | _____ |
| 7. <i>want</i> | _____ |
| 8. <i>catch</i> | _____ |
| 9. <i>cook</i> | _____ |
| 10. <i>eat</i> | _____ |

Handout 3

shouted rained drove cried
walked cooked flew holiday
ate bounced wanted



Hello Alex, Lucy and Sam,

It's the end of our (1) _____ tomorrow. It was a terrible holiday.

We (2) _____ to this island. The plane (3) _____ a lot and

I was very afraid. I cried! We had no sun at all. It (4) _____ every

day. We (5) _____ to a village yesterday and (6) _____

for a long time – in the rain! When we (7) _____ to go we didn't

find the car. Mum (8) _____ at Dad and Dad shouted at Mum.

I (9) _____ again. We caught the bus back to our holiday home.

Mum (10) _____ fish for dinner but the cat (11) _____

mine. I don't like holidays. I want to go back to school!

| Friends 6 Lesson 2 | | <i>Where did you go on holiday?</i> | | Grammar & Functions |
|--|---------------------------|-------------------------------------|--|--|
| Aims | Talking about past events | Contents | <p>Grammar Revise Past Simple Revision of past simple, regular and irregular verbs, past tense questions</p> <p><i>What did you do in the holidays?</i> <i>We went to the beach.</i></p> <p>Vocabulary <i>beach, mountains, lake</i> <i>tent, museum, catch a fish</i></p> | <p>2 master handouts for each student</p> <p>(Practice: past simple)</p> |
| Language Analysis | | | | |
| <p>beach /bi:tʃ/ mountains /' maʊntɪnz/ lake /leɪk/ tent /tent/ museum /mju: 'zi:əm/ catch /kæʃ/</p> <p>Past simple is used to talk about the past:</p> <ul style="list-style-type: none"> - <i>regular verbs get –ed (please remember about all the spelling rules)</i> <i>climb – climbed</i> <i>rain – rained</i> <i>try – tried (y → ied)</i> <i>play – played (y → y, because of the preceding vowel)</i> <i>stop – stopped</i> - <i>irregular verbs such as go – went have a special form for the past</i> <i>go – went</i> <i>eat – ate</i> <i>see – saw</i> | | | | |

drive – drove

fly – flew

have/has – had

be – was / were (I was, he was, she was, it was, we were, you were, they were)

e.g. it is hot – it was hot

In order to express the time we have the following time expressions:

Yesterday, (two days) ago, last... (weekend), on Monday and many more

Questions:

We ask question using *did* + verb in its present form;

Yes/No questions: *Did* + subject + verb (present) ...

e.g. *Did you go ... (not: went)*

Yes, I did. No, I didn't.

Wh-questions: Wh-word + *did* + verb (present) ...

e.g. *Where + did you go...*

WAS/ WERE – questions

These do not need *did* for questions e.g.

He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.

~~*Did he was?*~~

Where was he yesterday? ~~Where did he was...~~

Procedure

Warm-up Off the screens

1. Revise past simple questions:
2. Give out Handout 1.

Handout 1

- | | |
|--|-----------------------------------|
| 1. Where did you go on holiday? _____ | a) I swam in the sea. |
| 2. What did you do at the beach, Alex? _____ | b) Yes, it was great! |
| 3. Where did you go on holiday? _____ | c) I went to the beach. |
| 4. Did you have a good time? _____ | d) I went to the mountains. |
| 5. Did you have a good time camping? _____ | e) Yes, it was fun! |
| 6. Did you go camping? _____ | f) Yes, I did. I slept in a tent. |

3. Ask Ss to match the questions with the answers.

Key:

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

4. Give out Handout 2.

Handout 2

1. Where _____ he _____?
He swam in the sea.
2. Where _____ she _____?
She worked in the classroom.
3. Where _____ she _____?
She played in the garden.
4. What _____ he _____?
He caught a fish.
5. Where _____ you _____ on holiday?
I went to New York.
6. What _____ you _____ there?
I went to a museum.
7. _____ you _____ a good time?
Yes, it was brilliant!

5. Ask Ss to complete the questions with the past simple.

Key:

1. Where did he swim?
2. Where did she work?
3. Where did she play?
4. What did he catch?
5. Where did you go on holiday?
6. What did you do there?
7. Did you have a good time?

Screen 2

Teacher: *Alex, where did you go on holiday?*

Alex: *I went to the beach.*

Teacher: *Lovely! What did you do at the beach, Alex?*

Alex: *I swam in the sea.*

Teacher: *That's fantastic! Well done! Did you have a good time?*

Alex: *Yes, it was great!*

Teacher: *How about you, Kim? Where did you go on holiday?*

Kim: *I went to the mountains.*

Teacher: *The mountains? What did you do there? Did you go camping?*

Kim: *Yes, I did. I slept in a tent.*

Teacher: *Did you have a good time camping?*

Kim: *Yes, it was fun!*

Teacher: *Sam, where did you go on holiday?*

Sam: *I went to New York.*

Teacher: *Lucky you, Sam! What did you do there?*

Sam: *I went to a museum.*

Teacher: *Wonderful. I love museums. Did you have a good time?*

Sam: *Yes, it was brilliant!*



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:

Teacher: Alex, where did you go on holiday?

Alex: I went to the beach.

Teacher: Lovely! What did you do at the beach, Alex?

Alex: I learned to swim.

Teacher: That's fantastic! Well done! Did you have a good time?

Alex: Yes, it was great!

Audio 2:

Teacher: How about you, Kim? Where did you go on holiday?

Kim: I went to the mountains.

Teacher: The mountains? What did you do there? Did you go camping?

Kim: Yes, I did. I slept in a tent.

Teacher: Did you have a good time camping?

Kim: Yes, it was fun!

Audio 3:

Teacher: Sam, where did you go on holiday?

Sam: I went to New York.

Teacher: Lucky you, Sam! What did you do there?

Sam: I went to a museum.

Teacher: Wonderful. I love museums. Did you have a good time?

Sam: Yes, it was brilliant!

Audio 4:

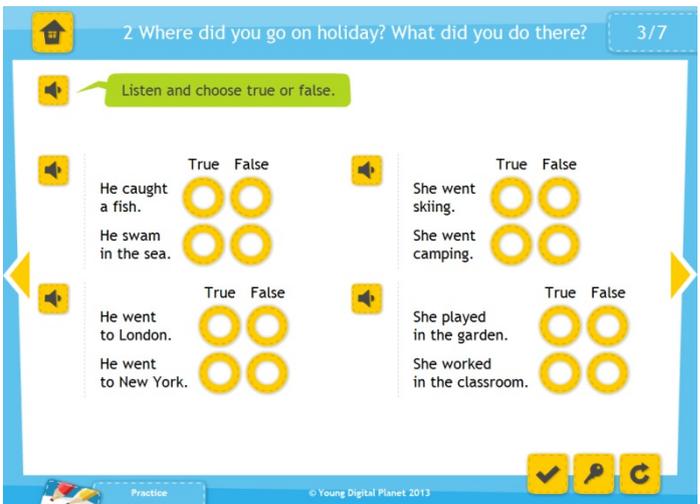
Teacher: Lucy, how about you? Where did you go on holiday?

Lucy: I went to my grandparents' house.

Teacher: That's nice! What did you do there?

Lucy: I played in the garden.

Teacher: Oh, that sounds like fun. Did



2 Where did you go on holiday? What did you do there? 3/7

Listen and choose true or false.

He caught a fish. True False

He swam in the sea. True False

He went to London. True False

He went to New York. True False

She went skiing. True False

She went camping. True False

She played in the garden. True False

She worked in the classroom. True False

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you have a good time?
Lucy: Yes, it was great!

Key: (from left to right)
1 F, T **2** F, T
3 F, T **4** T, F

Screen 4

Key: see pictures below (random order)



1 I caught a fish.



2 I played with my friends.



3 I slept in a tent.



4 I went to a museum.



5 I watched television.



6 I learned to swim.



Change the object of the verb to make new sentences e.g.

I caught a tiger, I played with my cat, I went to a shop, I watched football, I learned to paint.

Screen 5

Adult: Where did you go on holiday?

Alex: I went to the beach. I swam in the sea.

Kim: I went to the mountains. I slept in a tent.

Sam: I went to New York. I went to a museum.

Lucy: I went to my grandparents' house. I played in the garden.

Male child: I stayed at home. I played with my friends.

Ann: I went to the lake. I caught a fish.

Key:



1 did 2 go 3 swam 4 slept
5 went 6 played 7 stayed 8 caught

Screen 6

Child A: *Where did you go on holiday?*

Child B: *I went to the beach.*

Child A: *What did you do there?*

Child B: *I swam in the sea.*

Child A: *Did you have a good time?*

Child B: *Yes, it was great!*



2 Where did you go on holiday? What did you do there? 6/7

Listen and say.

Where did you go on holiday?
I went to the beach.

What did you do there?
I swam in the sea.

Did you have a good time?
Yes, it was great!

Now it's your turn. Work in pairs and answer the questions.

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the conversation. Think about how to answer it.
3. You can stop in the middle and ask students to answer the question.
4. Repeat as many times as you want to.

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

Tell Ss to work in pairs and ask and answer the questions so it is true for them. For example, get them to ask and answer about their own most recent holiday.

Handout 1

1. *Where did you go on holiday?* _____ a) *I swam in the sea.*
2. *What did you do at the beach, Alex?* _____ b) *Yes, it was great!*
3. *Where did you go on holiday?* _____ c) *I went to the beach.*
4. *Did you have a good time?* _____ d) *I went to the mountains.*
5. *Did you have a good time camping?* _____ e) *Yes, it was fun!*
6. *Did you go camping?* _____ f) *Yes, I did. I slept in a tent.*

Handout 2

1. Where _____ he _____?
He swam in the sea.
2. Where _____ she _____?
She worked in the classroom.
3. Where _____ she _____?
She played in the garden.
4. What _____ he _____?
He caught a fish.
5. Where _____ you _____ on holiday?
I went to New York.
6. What _____ you _____ there?
I went to a museum.
7. _____ you _____ a good time?
Yes, it was brilliant!

| Friends 6 Lesson 3 | | <i>We didn't see a shark.</i> | | Grammar & Functions | |
|---|---------------------------|-------------------------------|--|------------------------|--|
| Aims | Talking about past events | Contents | Grammar Negative past, <i>didn't</i> + verb Vocabulary <i>enjoy, holiday, Australia,, cool things, kangaroo, shark, koala bear, lucky, beach, sea, museum</i> | Checklist | 2 master handouts, one for each student (Practice: past simple) |
| Language Analysis | | | | | |
| <p>***</p> <p> <i>enjoy /ɪnˈdʒɔɪ/ holiday /ˈhɒlɪdeɪ/ Australia /əˈstreɪliə/ cool things /ku:l/ - fashionable and good kangaroo /ˌkæŋɡəˈruː/ shark /ʃɑː(r)k/ koala bear /kəʊˈɑːlə/ lucky /ˈlʌki/ beach /biːtʃ/ sea /siː/ museum /mjuːˈziːəm/</i> </p> <p>Past simple is used to talk about the past:</p> <ul style="list-style-type: none"> - <i>regular verbs get –ed (please remember about all the spelling rules)</i> <i>climb – climbed</i> <i>rain – rained</i> <i>try – tried (y → ied)</i> <i>play – played (y → y, because of the preceding vowel)</i> <i>stop – stopped</i> - <i>irregular verbs such as go – went have a special form for the past</i> <i>go – went</i> | | | | | |

eat – ate

see – saw

drive – drove

fly – flew

have/has - had

be – was / were (I was, he was, she was, it was, we were, you were, they were)

e.g. it is hot – it was hot

In order to express the time we have the following time expressions:

Yesterday, (two days) ago, last... (weekend), on Monday and many more

Questions:

We ask question using *did* + verb in its present form;

Yes/No questions: *Did* + subject + verb (present) ...

e.g. *Did you go ... (not: went, not cried)*

Yes, I did. No, I didn't.

Wh-questions: Wh-word + *did* + verb (present) ...

e.g. *Where + did you go...*

WAS/ WERE – questions

These do not need *did* for questions e.g.

He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.

~~*Did he was?*~~

Where was he yesterday? ~~Where did he was...~~

Procedure

Warm-up Off the screens

1. Revise past simple questions:
2. Give out Handout 1.
3. Ask students to write questions for the following sentences in the past simple tense.

Handout 1

did...

1. *We enjoyed holidays in Australia.*

2. *Ann saw a lot of kangaroos.*

3. *They saw a shark.*

4. *I went to a museum.*

5. *She ate a lot of fruit.*

6. *I flew to Australia.*

7. *Tom saw a whale.*

8. *I went to the beach.*

9. *We watched the whales.*

10. *He visited Melbourne.*

Key:

- 1 Did you enjoy holidays in Australia
- 2 Did Ann see a lot of kangaroos?
- 3 Did they see a shark
- 4 Did you go to a museum?
- 5 Did she eat a lot of fruit?
- 6 Did you fly to Australia?

- 7 Did Tom see a whale?
- 8 Did you go to the beach?
- 9 Did he watch the whales?
- 10 Did he visit Melbourne?

Screen 2

Kim: *Hi, Sam. How are you?*
Sam: *Fine, Kim. And you?*
Kim: *I'm good.*
Sam: *Did you enjoy your holiday in Australia?*
Kim: *Yes, I loved it! We saw lots of cool things!*
Sam: *Did you see a kangaroo?*
Kim: *Yes, I did. I saw lots of kangaroos,*
Sam: *And did you see a shark?*
Kim: *No, I didn't see a shark. And I didn't see a whale. But I saw a koala bear!*
Sam: *Wow! You were lucky! Where did you go?*
Kim: *I went to the beach and I swam in the sea. but I didn't go to a museum..*



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:

Sam: *Did you see a kangaroo?*

Kim: *Yes, I did.*

Audio 2:

Sam: *Did you see a shark?*

Kim: *No, I didn't.*

Audio 3:

Sam: *Did you see a whale?*

Kim: *No, I didn't.*

Audio 4:

Sam: *Did you see a koala bear?*

Kim: *Yes, I did.*

Audio 5:

Sam: *Did you go to the beach?*

Kim: *Yes, I did.*

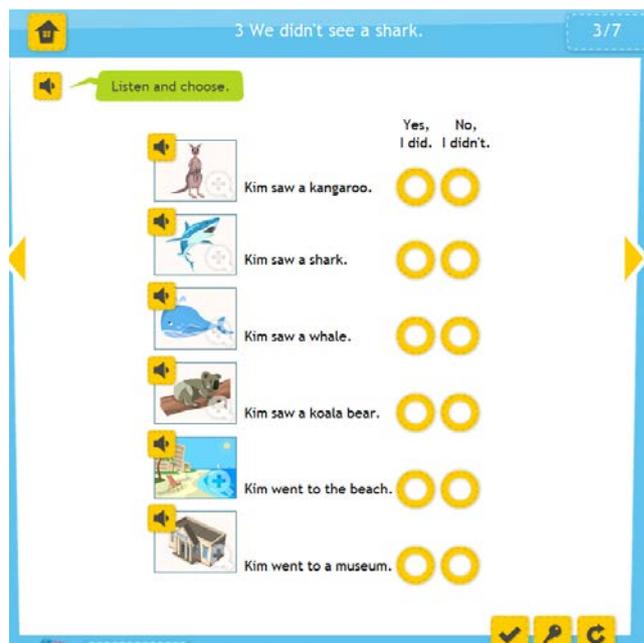
Audio 6:

Sam: *Did you go to a museum*

Kim: *No, I didn't..*

Key:

1 Yes 2 No 3 No 4 Yes 5 Yes 6 No



Screen 4

Sam: *Did you see a kangaroo?*

Kim: *Yes, I did.*

Sam: *Did you see a shark?*

Kim: *No, I didn't see a shark.*

Sam: *Did you see a whale?*

Kim: *No, I didn't see a whale.*

Sam: *Did you see a koala bear?*

Kim: *Yes, I did.*

Sam: *Did you go to the beach?*

Kim: *Yes, I did.*

Sam: *Did you go to a museum*

Kim: *No, I didn't go to a museum.*

Key:

1 Yes, I did.

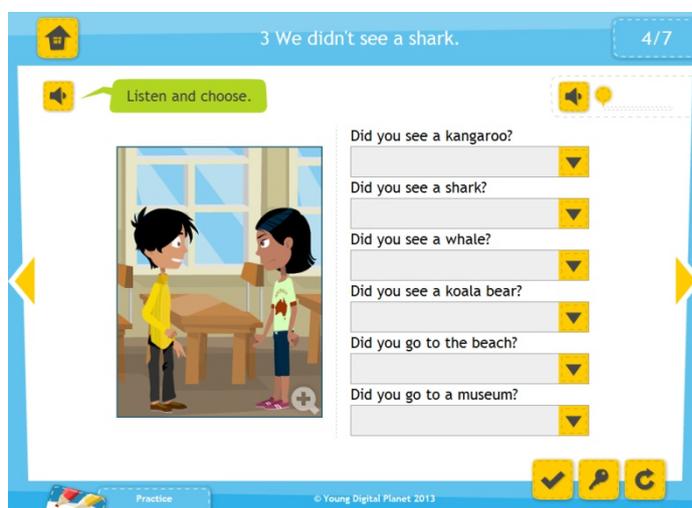
2 No, I didn't see a shark.

3 No, I didn't see a whale.

4 Yes, I did.

5 Yes, I did.

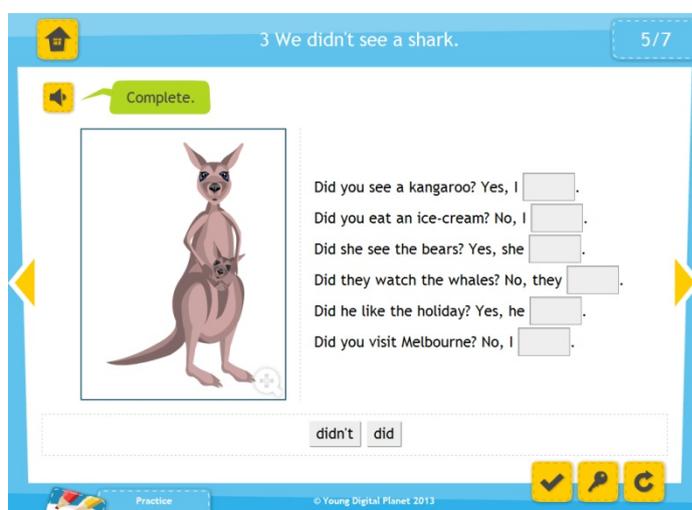
6 No, I didn't go to a museum.



Screen 5

Key:

1 did 2 didn't 3 did 4 didn't 5 did 6 didn't



Screen 6

*Did you see a shark?
No, I didn't.*



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the question and answer into the correct speech bubbles.
4. Press 'pause' and listen again if you

want to, to complete the exercise.

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

Put students into pairs and get them to ask and answer questions about places they have really been to and the things/people they saw or didn't see there.

Additional activity

Give out Handout 2

Handout 2

Did you ...

Yes, I did. / No, I didn't.

| | |
|--------------------------------|---|
| 1 enjoy holidays in Australia? | ✓ |
| 2 see a lot of kangaroos? | ✗ |
| 3 see a shark? | ✗ |
| 4 go to a museum? | ✓ |
| 5 eat a lot of fruit? | ✓ |
| 6 fly to Australia? | ✗ |
| 7 see a whale? | ✓ |
| 8 go to the beach? | ✓ |
| 9 watch the whales? | ✗ |
| 10 visit Melbourne? | ✗ |

Put Ss in pairs, ask them to take it in turns to practise the dialogue. Tell Student A to ask the questions, and Student B to answer looking at the table. A tick means YES, a cross means NO.

Handout 1

did...

1. *We enjoyed holidays in Australia.*

2. *Ann saw a lot of kangaroos.*

3. *They saw a shark.*

4. *I went to a museum.*

5. *She ate a lot of fruit.*

6. *I flew to Australia.*

7. *Tom saw a whale.*

8. *I went to the beach.*

9. *We watched the whales.*

10. *He visited Melbourne.*

Handout 2

Did you ...

Yes, I did. / No, I didn't.

| | |
|--|---|
| 1 <i>enjoy holidays in Australia?</i> |  |
| 2 <i>see a lot of kangaroos?</i> |  |
| 3 <i>see a shark?</i> |  |
| 4 <i>go to a museum?</i> |  |
| 5 <i>eat a lot of fruit?</i> |  |
| 6 <i>fly to Australia?</i> |  |
| 7 <i>see a whale?</i> |  |
| 8 <i>go to the beach?</i> |  |
| 9 <i>watch the whales?</i> |  |
| 10 <i>visit Melbourne?</i> |  |

| Friends 6 Lesson 4 | | <i>I have a funny story!</i> | | Reading |
|---|--|------------------------------|--|--|
| Aims | Reading skills Understanding simple stories in the past tense Telling simple stories about their own lives | Contents | Grammar Irregular past tense forms Vocabulary Stories <i>found, said, went, saw, made, came</i> Everyday English: <i>make new friends</i> | 2 master handouts, one for each student (Practice: past Simple, negative and questions) |
| Language Analysis | | | | |
| <p>Past simple is used to talk about the past:</p> <ul style="list-style-type: none"> - <i>regular verbs get –ed (please remember about all the spelling rules)</i> <i>climb – climbed</i> <i>rain – rained</i> <i>try – tried (y → ied)</i> <i>play – played (y → y, because of the preceding vowel)</i> <i>stop – stopped</i> - <i>irregular verbs such as go – went have a special form for the past</i> <i>go – went</i> <i>eat – ate</i> <i>see – saw</i> <i>drive – drove</i> <i>fly – flew</i> <i>have/has – had</i> <i>find – found</i> <i>say – said</i> <i>make – made</i> <i>come – came</i> <i>be – was / were (I was, he was, she was, it was, we were, you were, they were)</i> <i>e.g. it is hot – it was hot</i> | | | | |

In order to express the time we have the following time expressions:
Yesterday, (two days) ago, last... (weekend), on Monday and many more

Questions:

We ask question using *did* + verb in its present form;

Yes/No questions: *Did* + subject + verb (present) ...

e.g. *Did you go ... (not: went, not cried)*

Yes, I did. No, I didn't.

Wh-questions: Wh-word + *did* + verb (present) ...

e.g. *Where + did you go...*

WAS/ WERE – questions

These do not need *did* for questions e.g.

He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.

~~*Did he was?*~~

Where was he yesterday? ~~Where did he was...~~

Procedure

Warm-up Off the screens

1. Revise negative past simple sentences:
2. Give out Handout 1 cut into two roles: Student A and Student B.

Handout 1

| Student A | Student B |
|-----------------------------|---------------------------------------|
| 1. He went to the museum. | |
| | 2. She didn't see a whale. |
| 3. They had a blue ball. | |
| | 4. She didn't say hello. |
| 5. The parrot talked. | |
| | 6. Ann didn't see a lot of kangaroos. |
| 7. We watched the whales. | |
| | 8. He didn't visit Melbourne. |
| 9. We enjoyed our holidays. | |
| | 10. I didn't go to the beach. |
| 11. She ate a lot of fruit. | |
| | 12. I didn't fly to Australia. |

3. Ask Ss to practise forming opposite sentences. Tell them to start from positive sentences and turn them into negative ones then the other way round. Tell Ss to work in pairs and swap answers then give each other feedback immediately.

Key:

| Student A | Student B |
|---------------------------|----------------------------------|
| 1. He went to the museum. | 1. He didn't go to the museum. |
| 2. She saw a whale. | 2. She didn't see a whale. |
| 3. They had a blue ball. | 3. They didn't have a blue ball. |

| | |
|--------------------------------|---------------------------------------|
| 4. She said hello. | 4. She didn't say hello. |
| 5. The parrot talked. | 5. The parrot didn't talk. |
| 6. Ann saw a lot of kangaroos. | 6. Ann didn't see a lot of kangaroos. |
| 7. We watched the whales. | 7. We didn't watch the whales. |
| 8. He visited Melbourne. | 8. He didn't visit Melbourne. |
| 9. We enjoyed our holidays. | 9. We didn't enjoy our holidays. |
| 10. I went to the beach. | 10. I didn't go to the beach. |
| 11. She ate a lot of fruit. | 11. She didn't eat a lot of fruit. |
| 12. I flew to Australia. | 12. I didn't fly to Australia. |

Screen 2

Kim:

I have a funny story about my holiday. I made some new friends. We wanted to play football, but we didn't have a ball. My mum and I went to a shop. We found a ball. We wanted to pay. Nobody came. I said 'Hello.' A man said 'Hello!' My mum said 'Hello. Where are you?' The man said 'Hello!' again. Then I saw him. It wasn't a man! He was a big, green and blue parrot! The parrot talked! It was very funny. Look - I drew a picture of the parrot.



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

Kim:

I have a funny story about my holiday. I made some new friends. We wanted to play football, but we didn't have a ball. My mum and I went to a shop. We found a ball. We wanted to pay. Nobody came. I said 'Hello.' A man said 'Hello!' My mum said 'Hello. Where are you?' The man said 'Hello!' again. Then I saw him. It wasn't a man! He was a big, green and blue parrot! The parrot talked! It was very funny. Look - I drew a picture of the parrot.

Key:

1 F 2 T 3 F 4 F 5 F 6 T 7 T 8 T



4 I have a funny story! 3/7

Read and choose.

Kim wanted to play baseball.

She made some new friends.

Kim and her mum went to a supermarket.

A man in the shop helped them.

Kim said, 'I can see you!'

They didn't see a man.

A parrot was in the shop.

Kim drew a picture of the parrot.

True False

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Screen 4

Audio:

*Kim wanted to play football.
 She made some new friends.
 She needed a ball.
 Kim and her mum went to a shop.
 Kim found a ball.
 A man said 'Hello.'
 The parrot talked.
 Kim drew a picture of the parrot*

Key: 1 wanted 2 made 3 needed 4 went 5 found 6 said 7 talked 8 drew



4 I have a funny story! 4/7

Read and complete.

Kim w [] [] [] d to play football.

She m [] [] [] some new friends.

She n [] [] [] d a ball.

Kim and her mum w [] [] t to a shop.

Kim f [] [] [] a ball.

A man s [] [] d, 'Hello.'

The parrot t [] [] [] d.

Kim d [] [] [] w a picture of the parrot.

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Screen 5

Key:

1 went 2 made 3 found 4 said 5 came



4 I have a funny story! 5/7

Choose.

Alex has a sad story about his holiday. He [] to the park. He [] a new friend. They [] a good place to play baseball. A ball hit Alex in his leg. He [], 'Owwww!' The doctor []. Poor Alex!

Practice © Young Digital Planet 2013

Screen 6

Audio:

I have a funny story about my holiday. I made some new friends. We wanted to play football, but we didn't have a ball. My mum and I went to a shop. We found a ball. We wanted to pay. Nobody came. I said 'Hello.' A man said 'Hello!' My mum said 'Hello. Where are you?' The man said 'Hello!' again. Then I saw him. It wasn't a man! He was a big, green and blue parrot! The parrot talked! It was very funny. Look - I drew a picture of the parrot.

Key:

1 made 2 kites 3 drove 4 bought
5 answered 6 asked 7 saw 8 talked
9 drew



4 I have a funny story! 6/7

Listen and read. What's different?

I have a funny story about my holiday. I made some new kites. We wanted to play football, but we didn't have a ball. My mum and I drove to a shop. We bought a ball. We wanted to pay. Nobody answered. I said, 'Hello'. A man said 'Hello!' My mum asked 'Hello. Where are you?' The man said, 'Hello!' again. Then I saw him. It wasn't a man! He was a big, green and blue parrot! The parrot talked! It was very funny. Look - I drew a picture of the parrot.

Practice © Young Digital Planet 2013

Give the Ss these instructions for the activity. The aim is to practise a short text.

1. Look at the pictures and read the text.
2. Click on the audio and listen to the text. You may stop in the middle and ask students some additional comprehension questions.
3. Ask students to find differences between the written and the recorded texts.

Additional activity

Give out Handout 2 and ask students to complete the missing past forms of the verbs.

Handout 2

- | | |
|---------------|-----------------|
| 1. go _____ | 7. talk _____ |
| 2. make _____ | 8. see _____ |
| 3. find _____ | 9. draw _____ |
| 4. say _____ | 10. ask _____ |
| 5. come _____ | 11. enjoy _____ |
| 6. buy _____ | |

Key:

1 went 2 made 3 found 4 said 5 came 6 bought 7 talked 8 saw 9 drew 10 asked 11 enjoyed

Handout 1

| Student A | Student B |
|-----------------------------|---------------------------------------|
| 1. He went to the museum. | |
| | 2. She didn't see a whale. |
| 3. They had a blue ball. | |
| | 4. She didn't say hello. |
| 5. The parrot talked. | |
| | 6. Ann didn't see a lot of kangaroos. |
| 7. We watched the whales. | |
| | 8. He didn't visit Melbourne. |
| 9. We enjoyed our holidays. | |
| | 10. I didn't go to the beach. |
| 11. She ate a lot of fruit. | |
| | 12. I didn't fly to Australia. |

Handout 2

1. go _____

2. make _____

3. find _____

4. say _____

5. come _____

6. buy _____

7. talk _____

8. see _____

9. draw _____

10. ask _____

11. enjoy _____

| Friends 6 Lesson 5 | | <i>Yesterday wasn't a good day!</i> | | Vocabulary | |
|---|---|-------------------------------------|---|------------------|---|
| Aims | <p>Talking about the past using the simple past tense</p> <p>Revising the vocabulary of school objects and daily events</p> | Contents | <p>Grammar Past simple School and daily events</p> <p>Vocabulary <i>yesterday, good, bad, had, lost, found, cried, got, sat, laughed, ruler, books, pens, pencils, cupboard, table, chair</i></p> | Checklist | <p>2 master handouts</p> <p>Handout 1 for a pair or group work OR only to present to the class</p> <p>Handout 2 one copy for each student</p> |
| Language Analysis | | | | | |
| <p>Past simple is used to talk about the past:</p> <ul style="list-style-type: none"> - <i>regular verbs get –ed (please remember about all the spelling rules)</i> <i>climb – climbed</i> <i>rain – rained</i> <i>try – tried (y → ied)</i> <i>play – played (y → y, because of the preceding vowel)</i> <i>stop – stopped</i> - <i>irregular verbs such as go – went have a special form for the past</i> <i>go – went</i> <i>eat – ate</i> <i>see – saw</i> <i>drive – drove</i> <i>fly – flew</i> <i>have/has – had</i> <i>find – found</i> <i>say – said</i> <i>make – made</i> <i>come – came</i> <i>be – was / were (I was, he was, she was, it was, we were, you were, they were)</i> <i>e.g. it is hot – it was hot</i> | | | | | |

In order to express the time we have the following time expressions:
 Yesterday, (two days) ago, last... (weekend), on Monday and many more

Questions:

We ask question using *did* + verb in its present form;

Yes/No questions: *Did* + subject + verb (present) ...

e.g. *Did you go ... (not: went, not cried)*

Yes, I did. No, I didn't.

Wh-questions: Wh-word + *did* + verb (present) ...

e.g. *Where + did you go...*

WAS/ WERE – questions

These do not need *did* for questions e.g.

He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.

~~*Did he was?*~~

Where was he yesterday? ~~Where did he was...~~

Procedure

Warm-up Off the screens

1. Ask students a warm-up question: *Was yesterday a good day? Why?*
2. In stronger groups, put Ss in pairs and ask to tell each other about what happened yesterday. E.g. I had a nice breakfast. The weather was good. I played with my friends. I watched TV. etc
3. Revise vocabulary, show Ss picture from Handout 1 and ask them to name the objects.

Handout 1



Screen 2

Alex: *We had a good day at school today, but yesterday was not good. I lost everything – my books, my pencils, my pens and my ruler.*

Alex: *I was so angry I shouted “Where is everything?”*

Alex: *I walked up the stairs to the maths classroom...*

Alex: *and I found my pencils. They were under the chair.*

Alex: *I ran up the stairs to the second floor. I went into the English classroom.*

Alex: *I didn’t find anything!*

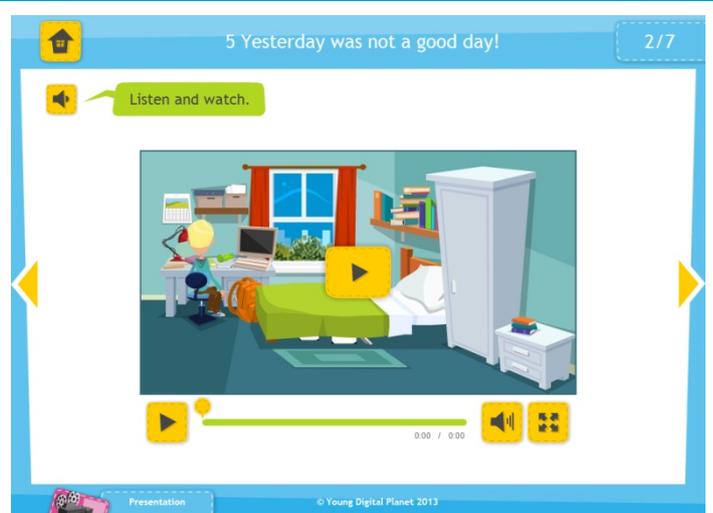
Alex: *I climbed the stairs to the third floor.*

Alex: *I looked in the cupboards, on the tables and on the shelves but – nothing! I almost cried.*

Alex: *I went downstairs and got my bag.*

Alex: *My things were inside.*

Alex: *I sat on the floor and I laughed.*



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.

After watching the animation, say the sentences and ask students to produce opposite sentences:

We had a good day at school today. We didn't have ...

I ran up the stairs. I didn't run up the stairs.

I looked in the cupboards. I didn't look ...

I went downstairs and got my bag. I didn't go... and didn't get...

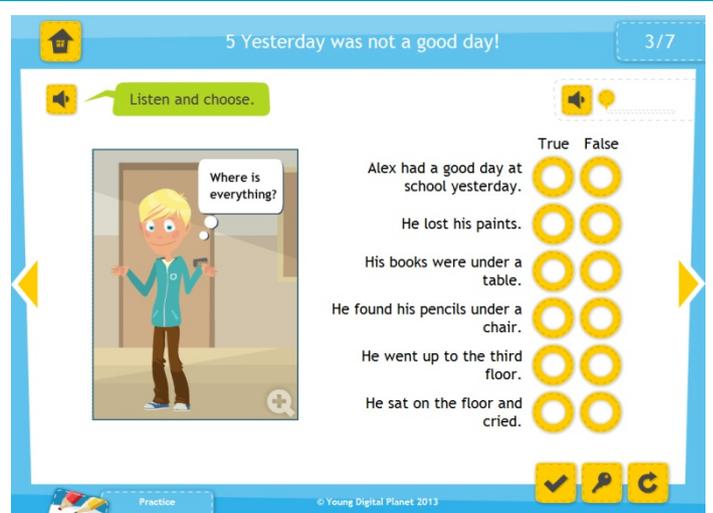
Screen 3

Alex:

We had a good day at school today, but yesterday was not good. I lost everything – my books, my pencils, my pens and my ruler. I was so angry I shouted “Where is everything?” I walked up the stairs to the maths classroom and I found my pencils. They were under a chair. I ran up the stairs to the second floor. I went into the English classroom. I didn’t find anything! I climbed the stairs to third floor. I looked in the cupboards, on the tables and on the shelves but – nothing! I almost cried. I went downstairs and got my bag. My things were inside. I sat on the floor and I laughed.

Key:

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



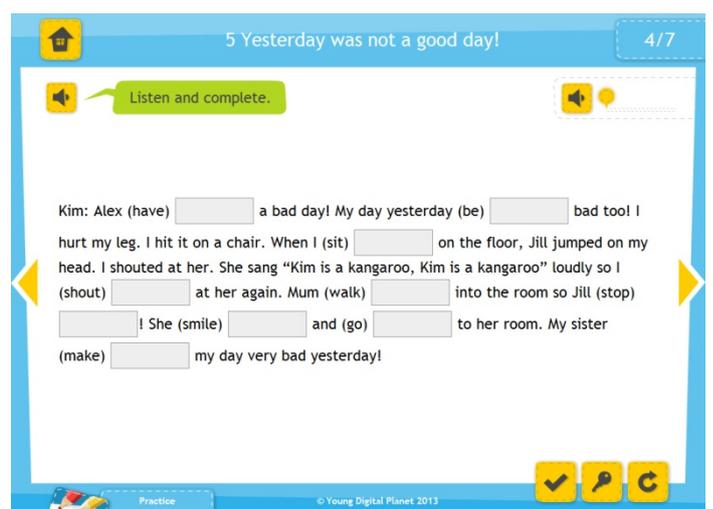
Extension activity: teacher asks students to imagine yesterday was a great day and talk about it in the past tense.

Screen 4

Kim: *Alex had a bad day! My day yesterday was bad too! I hurt my leg – I hit it on a chair. When I sat on the floor, Jill jumped on my head. I shouted at her. She sang “Kim is a kangaroo, Kim is a kangaroo” loudly so I shouted at her again. Mum walked into the room and Jill stopped. She smiled and went to her room. My sister made my day very bad yesterday!*

Key: (from left to right)

1 had 2 was 3 sat 4 shouted 5 walked 6 stopped 7 smiled 8 went 9 made



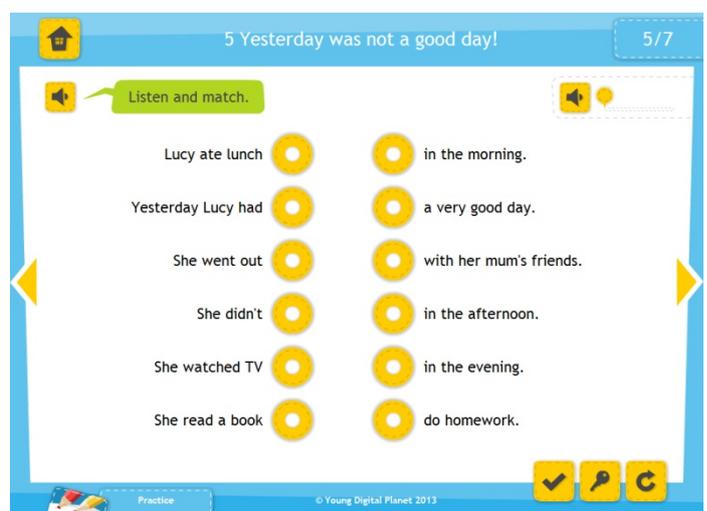
Extension activity: teachers asks students to sort verbs into groups: regular (-ed), irregular
 Point out to students that hit and hurt don't change in the past. Here for noticing not practicing.

Screen 5

I had a very good day yesterday. It was Sunday. I got up at ten o'clock in the morning. I ate my favourite breakfast. I read a book and then I cooked lunch with mum. Mum invited her friends and they had lunch with us. We went out in the afternoon. Then i watched TV in the evening. I didn't do homework. We ate pasta. And then I went to bed. That was a great Sunday.

Key:

| | | | |
|--------------------|---|---|-------------------------|
| She read a book |  |  | in the afternoon. |
| She didn't |  |  | in the morning. |
| She watched TV |  |  | do homework. |
| She went out |  |  | a very good day. |
| Lucy ate lunch |  |  | with her mum's friends. |
| Yesterday Lucy had |  |  | in the evening. |



5 Yesterday was not a good day! 5/7

Listen and match.

| | | | |
|--------------------|---|---|-------------------------|
| Lucy ate lunch |  |  | in the morning. |
| Yesterday Lucy had |  |  | a very good day. |
| She went out |  |  | with her mum's friends. |
| She didn't |  |  | in the afternoon. |
| She watched TV |  |  | in the evening. |
| She read a book |  |  | do homework. |

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Screen 6

Kim: *What did you lose at school yesterday?*

Alex: *He lost his jacket.*



5 Yesterday was not a good day! 6/7

Look and say.



Now it's your turn. Play the game.

English to take away © Young Digital Planet 2013

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

1. Click on the play button.
2. Look at the slideshow and read the sentences
3. Think about how to answer the question.
4. Repeat as many times as you want to.

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

Tell students to work in pairs and play the game with more objects that are in the classroom.

Extension activity: teacher can use any set of objects/picture cards/words to set up questions and answer exercises in the past tense.

With real objects, put the objects on a tray, cover them with a cloth, and ask students to feel under the cloth and take an object away while the class close their eyes (or conceal object in covering cloth). Student asks and guess what is missing in whole sentences: "Did you lose an apple at school yesterday?" "Yes I did" or "No I didn't".

Divide class into teams or small groups to create a competition. Students can search for their own objects to test or teach the class vocabulary.

This game is ideal as a warmer/cooler activity.

Additional activity: Give out Handout 2

Ask Ss to complete the missing verbs. See screen 5 and the text for the key.

Handout 2

- 1 Yesterday Lucy _____ a very good day.
- 2 She _____ TV in the evening.
- 3 She _____ out in the afternoon.
- 4 She didn't _____ homework.
- 5 She _____ a book in the morning.
- 6 Lucy _____ lunch with her mum's friends.

Handout 1



Handout 1



Handout 2

- 1 Yesterday Lucy _____ a very good day.
 - 2 She _____ TV in the evening.
 - 3 She _____ out in the afternoon.
 - 4 She didn't _____ homework.
 - 5 She _____ a book in the morning.
 - 6 Lucy _____ lunch with her mum's friends.
-

Handout 2

- 1 Yesterday Lucy _____ a very good day.
- 2 She _____ TV in the evening.
- 3 She _____ out in the afternoon.
- 4 She didn't _____ homework.
- 5 She _____ a book in the morning.
- 6 Lucy _____ lunch with her mum's friends.

| Friends 6 Lesson 6 | | <i>Where you at school yesterday?</i> | | Grammar & Functions |
|---|---------------------------|---|--|--|
| Aims | Talking about past events | Contents | Grammar revising <i>I / he / she + was / wasn't</i> Vocabulary Revision of place names <i>was, wasn't, yesterday</i> <i>school, lesson, test, library, shops, zoo, park, pool</i> | 2 master handouts Handout 1 – pair work to revise <i>was/wasn't, were / weren't</i> Handout 2 – for each student to do a class survey. |
| Language Analysis | | | | |
| <p>WAS/ WERE – positive sentences <i>I / he / she + was</i> <i>You, they, we + were</i> e.g. <i>He was at school yesterday. They were at school yesterday.</i></p> <p>WAS/ WERE – questions These do not need <i>did</i> for questions e.g. <i>He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.</i> <i>Did he was?</i> <i>Where was he yesterday? Where did he was...</i></p> <p>WAS/ WERE – negative sentences <i>I / he / she + wasn't (= was not)</i> <i>You, they, we + weren't (= were not)</i> e.g. <i>He wasn't at school yesterday. They weren't at school yesterday.</i></p> <p>WAS/ WERE – short answers <i>Yes, she/he/it was. No, she/he/t wasn't.</i> <i>Yes, they/you/we were. No, they/you/we weren't.</i></p> | | | | |

Procedure

Warm-up Off the screens

1. Revise *was / wasn't, were / weren't*.
2. Pre teach and revise: *ear, hurt, wrong, yesterday, tomorrow*.
3. Tell Ss they are going to read a story of a very bad day. You may pre teach the phrase *bad day*.
4. Give out Handout 1

Handout 1

was / wasn't, were / weren't

Alex: Hi Sam, are you OK?

Sam: Yes, but I _____ at school yesterday.

Alex: I know. What _____ wrong?

Sam: I _____ at the doctor. My ear hurts.

Alex: Your ear hurt?

Sam: Yes. It _____ nice!

Alex: Well, school _____ exciting yesterday. Our sport lesson ...

Sam: ... _____ very good.

Alex: Right! And the English lesson ...

Sam: ... it _____ good.

Alex: Right! And we have a test the day after tomorrow.

Sam: On Thursday?

Alex: Yes.

Sam: That's good to know, Alex My ear hurts again!

Alex: So on Friday I can ask " _____ you at school yesterday?"

Sam: Yes, you can. And the answer ...

Alex: No, it _____ an English test.

Sam: No! My ear hurts!

5. Ask student to complete the sentences with the missing words: *was / wasn't, were / weren't*.

For key – see audio script from screen 2.

Screen 2

Alex: Hi Sam, are you OK?
Sam: Yes, but I wasn't at school yesterday.
Alex: I know. What was wrong?
Sam: I was at the doctor. My ear hurts.
Alex: Your ear hurt?
Sam: Yes. It wasn't nice!
Alex: Well, school wasn't exciting yesterday. Our sport lesson ...
Sam: ... wasn't very good.
Alex: Right! And the English lesson ...
Sam: ... it was good.
Alex: Right! And we have a test the day after tomorrow.
Sam: On Thursday?
Alex: Yes.
Sam: That's good to know., Alex My ear hurts again!
Alex: So on Friday I can ask "Were you at school yesterday?"
Sam: Yes, you can. And the answer ...
Alex: No, it was an English test.
Sam: No! My ear hurts!



6 Were you at school yesterday? 2/7

Listen and watch.

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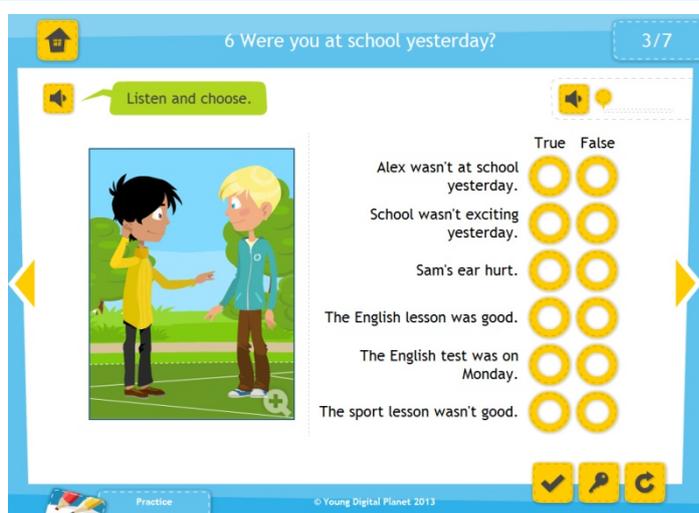
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Ask Ss to sum up why Sam's day was bad.

*He was at the doctor.
 His ear hurt and it wasn't nice.
 School wasn't exciting.
 Sport lesson wasn't very good.
 English lesson wasn't very good.*

Screen 3

Alex: Hi Sam, are you OK?
Sam: Yes, but I wasn't at school yesterday.
Alex: I know. What was wrong?
Sam: I was at the doctor. My ear hurt.
Alex: Your ear hurt?
Sam: Yes. It wasn't nice!
Alex: Well, school wasn't exciting yesterday. Our sport lesson ...
Sam: ... wasn't very good.
Alex: Right! And the English lesson ...
Sam: ... it was good.
Alex: Right! And we have a test the day after tomorrow.



6 Were you at school yesterday? 3/7

Listen and choose.

| | True | False |
|-----------------------------------|-----------------------|-----------------------|
| Alex wasn't at school yesterday. | <input type="radio"/> | <input type="radio"/> |
| School wasn't exciting yesterday. | <input type="radio"/> | <input type="radio"/> |
| Sam's ear hurt. | <input type="radio"/> | <input type="radio"/> |
| The English lesson was good. | <input type="radio"/> | <input type="radio"/> |
| The English test was on Monday. | <input type="radio"/> | <input type="radio"/> |
| The sport lesson wasn't good. | <input type="radio"/> | <input type="radio"/> |

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Sam: *On Thursday?*
Alex: *Yes.*
Sam: *That's good to know., Alex My ear hurts again!*
Alex: *So on Friday I can ask "Were you at school yesterday?"*
Sam: *Yes, you can. And the answer ...*
Alex: *No, it was an English test.*
Sam: *No! My ear hurt!*

Key:

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

Screen 4

Kim: *I didn't swim yesterday.*
Lucy: *She wasn't at the pool.*

Lucy: *I didn't play football yesterday.*
Alex: *She wasn't at the park.*

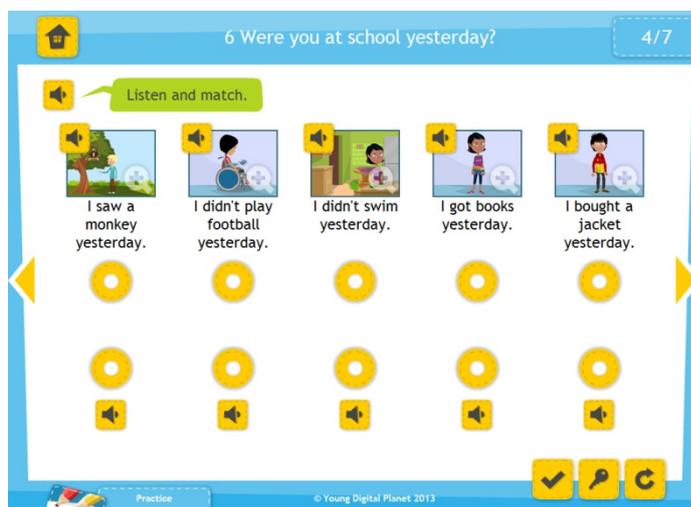
Kim: *I got books yesterday.*
Lucy: *She was at the library.*

Alex: *I saw a monkey yesterday.*
Sam: *He was at the zoo.*

Sam: *I bought a jacket yesterday.*
Alex: *He was at the shops.*

Key: (random order of the sentences)

1 I got books yesterday. – She was at the library.
 2 I bought a jacket yesterday. – He was at the shops.
 3 I saw a monkey yesterday. – He was at the zoo.
 4 I didn't play football yesterday. – She wasn't at the park.
 5 I didn't swim yesterday. – She wasn't at the pool.



The screenshot shows a digital practice interface titled "6 Were you at school yesterday?" with a progress indicator "4/7". The main instruction is "Listen and match." Below this, there are five audio clips, each with a speaker icon and a corresponding illustration:

- 1. "I saw a monkey yesterday." (Illustration: a person at a zoo)
- 2. "I didn't play football yesterday." (Illustration: a person in a wheelchair)
- 3. "I didn't swim yesterday." (Illustration: a person at a swimming pool)
- 4. "I got books yesterday." (Illustration: a person at a library)
- 5. "I bought a jacket yesterday." (Illustration: a person at a shop)

Below the audio clips is a grid of ten yellow circular buttons, each with a speaker icon, intended for matching the audio to the correct location. At the bottom right, there are three icons: a checkmark, a key, and a refresh button. The footer includes "Practice" and "© Young Digital Planet 2013".

Screen 5

Key:

1 wasn't 2 was 3 wasn't 4 was
 5 wasn't 6 wasn't 7 wasn't
 8 was 9 was 10 wasn't
 11 was 12 was 13 was



6 Were you at school yesterday? 5/7

Complete with **was** or **wasn't**.

My dad told me about his English school. It very good. His English teacher always angry. She funny or nice. His classroom grey and it warm in winter. He a good student. He said the work very easy so it very boring! It a small class. It a class of about 35 students. It a good school for sport. Dad in the school swimming pool 3 times every week!

Practice © Young Digital Planet 2013

Screen 6

Audio 1:

Kim: *Were you at school yesterday?*

Alex: *No, I wasn't. It was the weekend.*

Audio 2:

Kim: *Were you on a bike yesterday?*

Alex: *No, I wasn't.*



6 Were you at school yesterday? 6/7

Listen and say.

Were you at school yesterday?

No, I wasn't. It was the weekend.

Now it's your turn.

English to take away © Young Digital Planet 2013

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

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

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

Tell Ss to work in pairs and ask and answer questions about where he or she was yesterday.

Additional activity

Practice was / wasn't, were/ weren't – a class survey.

Handout 2

Handout 2

| | | | |
|---------------------------|--|--|--|
| Were you... yesterday? | | | |
| At school | | | |
| On a bike yesterday? | | | |
| At the library | | | |
| At the shops | | | |
| At the zoo | | | |
| At the park | | | |
| At the pool | | | |

Give out Handout 2 and ask Ss to work in groups of three or four and fill in the table about. They should make sentences with *was/wasn't*.

They should do the interview with at least three classmates, encourage them to draw their own tables if you want to do the activity with more students or add more places they were at yesterday.

Extension activity 1: teacher makes a bar graph on the board and brainstorms maximum 6 places where people can be (at home, at school, in a shop, etc) and puts them on the horizontal axis. The vertical axis is marked off in units of 1 to 10. Title the graph “Were you here yesterday?” Students move around the room asking each other “Were you in a shop yesterday?” using all the places from the graph. If the answer is yes, they add a unit to vertical axis.

The teacher calls time on the activity and asks students to talk about the bar graph, to create language like “Six people / six of us were in a car yesterday” / “Kasia was in a shop yesterday.” The teacher can throw out questions to the group such as “Was Marcin at the shops yesterday?” and the answers come back either from others as “No, he wasn’t” or “Yes, he was”, or from Marcin as “Yes, I was” or “No, I wasn’t”.

Handout 1

was / wasn't, were / weren't

Alex: *Hi Sam, are you OK?*

Sam: *Yes, but I _____ at school yesterday.*

Alex: *I know. What _____ wrong?*

Sam: *I _____ at the doctor. My ear hurts.*

Alex: *Your ear hurt?*

Sam: *Yes. It _____ nice!*

Alex: *Well, school _____ exciting yesterday. Our sport lesson ...*

Sam: *... _____ very good.*

Alex: *Right! And the English lesson ...*

Sam: *... it _____ good.*

Alex: *Right! And we have a test the day after tomorrow.*

Sam: *On Thursday?*

Alex: *Yes.*

Sam: *That's good to know., Alex My ear hurts again!*

Alex: *So on Friday I can ask " _____ you at school yesterday?"*

Sam: *Yes, you can. And the answer ...*

Alex: *No, it _____ an English test.*

Sam: *No! My ear hurts!*

Handout 2

| | | | |
|---------------------------|--|--|--|
| Were you... yesterday? | | | |
| At school | | | |
| On a bike yesterday? | | | |
| At the library | | | |
| At the shops | | | |
| At the zoo | | | |
| At the park | | | |
| At the pool | | | |

| Friends 6 Lesson 7 | | <i>Where were you in the afternoon?</i> | | Grammar & Functions | |
|---|---|---|--|------------------------|--|
| Aims | <p>Talking about past events</p> <p>Asking and answering questions with <i>where</i></p> <p>Pronouncing and spelling <i>where</i> and <i>were</i></p> | Contents | <p>Grammar <i>You / we / they were / weren't</i> <i>where vs were</i>, questions with <i>where</i></p> <p>Vocabulary <i>we, you, where, were, were not, swimming pool, park, cinema, morning, afternoon, yesterday</i></p> | Checklist | <p>2 master handouts</p> <p>Handout 1 – individual work to practise <i>was / were</i></p> <p>Handout 2 – individual handout for a class survey (<i>where + was/were</i>)</p> |
| Language Analysis | | | | | |
| <p><i>Were</i> – is the past form for <i>be</i> <i>Were vs where / weə(r) /</i> <i>Weren't = were not / wɜ:(r)nt/</i></p> <p>WAS/ WERE – questions These do not need <i>did</i> for questions e.g. <i>He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.</i> <i>Did he was? – Where was he yesterday? Where did he was...</i></p> <p>WAS/ WERE – negative sentences <i>I / he / she + wasn't (= was not)</i> <i>You, they, we + weren't (= were not)</i> e.g. <i>He wasn't at school yesterday. They weren't at school yesterday.</i></p> <p>WAS/ WERE – short answers <i>Yes, she/he/it was. No, she/he/t wasn't. Yes, they/you/we were. No, they/you/we weren't.</i></p> | | | | | |

Procedure

Warm-up Off the screens

1. Revise was / were:
2. Give out Handout 1

Handout 1

1. Lucy _____ at the swimming pool yesterday.
2. Sam and I _____ at the pool too!
3. We _____ there in the afternoon.
4. We _____ at the park
5. We _____ there in the morning.
6. Lucy _____ at the park yesterday morning.
7. I _____ with Sam on Saturday afternoon.
8. We _____ at the cinema.
9. He _____ at the cinema yesterday.
10. They _____ at home yesterday.

3. Ask students to make sentences with was / were.

Key:

1 was 2 were 3 were 4 were 5 were 6 was 7 was 8 were 9 was 10 were

Screen 2

Kim: Lucy and I were at the swimming pool yesterday.

Alex: Sam and I were at the pool too!

Lucy: We were there in the afternoon.

Sam: Oh! We were there in the morning.

Kim: And Lucy and I were at the park yesterday morning. Where were you in the afternoon?

Sam: We were at the park! But you weren't there ...

Lucy: ... because we were at the pool. Where were you on Saturday?

Alex: I was with Sam again. We were at the cinema on Saturday afternoon.

Kim: We were at the cinema too!

Alex: I know! Let's all go next weekend. OK?

Kim: Yes, good idea! Just not at different times!



7 Were you at school yesterday? 2/7

Listen and watch.

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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.

After watching the animation ask Ss where the characters were yesterday.

At the swimming pool

At the park

At the cinema

Screen 3

Kim: Lucy and I were at the swimming pool yesterday.

Alex: Sam and I were at the pool too!

Lucy: We were there in the afternoon.

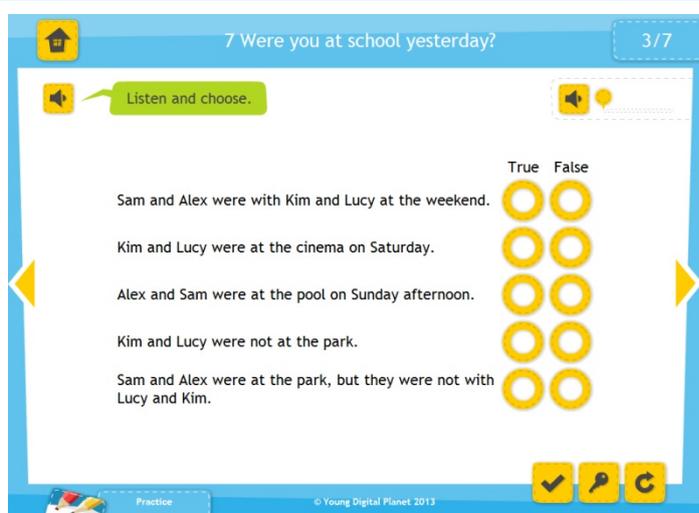
Sam: Oh! We were there in the morning.

Kim: And Lucy and I were at the park yesterday morning. Where were you in the afternoon?

Sam: We were at the park! But you weren't there ...

Lucy: ... because we were at the pool. Where were you on Saturday?

Alex: I was with Sam again. We were at



7 Were you at school yesterday? 3/7

Listen and choose.

| | True | False |
|---|-----------------------|-----------------------|
| Sam and Alex were with Kim and Lucy at the weekend. | <input type="radio"/> | <input type="radio"/> |
| Kim and Lucy were at the cinema on Saturday. | <input type="radio"/> | <input type="radio"/> |
| Alex and Sam were at the pool on Sunday afternoon. | <input type="radio"/> | <input type="radio"/> |
| Kim and Lucy were not at the park. | <input type="radio"/> | <input type="radio"/> |
| Sam and Alex were at the park, but they were not with Lucy and Kim. | <input type="radio"/> | <input type="radio"/> |

Practice © Young Digital Planet 2013

the cinema on Saturday afternoon.
Kim: We were at the cinema too!
Alex: I know! Let's all go next weekend.
 OK?
Kim: Yes, good idea! Just not at different times!

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

Screen 4

Alex: Lucy and Kim, where were you on Saturday afternoon?
Lucy: we were at the cinema.
Kim: Where were you and Alex, Sam?
Sam: We were at the cinema too.
Alex: Were you at the pool?
Kim: Where we at the pool? Yes, we were.
Lucy: Where were we on Sunday morning?
Kim: I know! We were at the park on Sunday morning.

Key:
 1 were 2 were 3 were 4 were 5 Where were 6 were



The screenshot shows a digital practice interface. At the top, it says "7 Were you at school yesterday?" and "4/7". Below this is a "Listen and choose." instruction. There are three audio prompts, each with a speaker icon and a corresponding image:

- Image 1:** A person sitting at a desk in a classroom. The text says: "We were / where at the cinema." and "We were / was at the cinema too."
- Image 2:** A swimming pool with people. The text says: "Were / Where you at the pool?" and "Yes, we were / weren't."
- Image 3:** A park with trees and a path. The text says: "Were where / Where were we on Sunday morning?" and "We were / was at the park on Sunday morning."

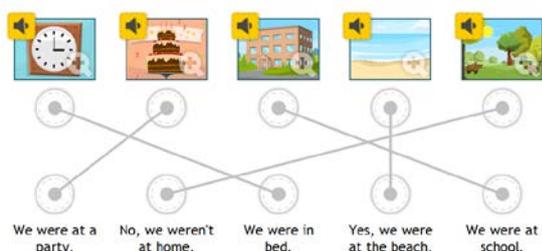
At the bottom of the screen, there are navigation icons: a home icon, a checkmark, a magnifying glass, and a refresh icon. The text "Practice" and "© Young Digital Planet 2013" is also visible.

Where/were is a classic spelling confusion and this screen aims to help solve that, reinforcing the pronunciation of *were* & *where* with audio.

Teacher could dictate some simple sentences with *where* and *were* to check spelling is correct.

Screen 5

Key:



We were at a party. No, we weren't at home. We were in bed. Yes, we were at the beach. We were at school.

To extend the activity, teacher puts children into groups and asks different students to come to the front and ask the same questions, but students answer according to what they really did. This should generate language also using the singular “*I was/wasn't*” as a good comparison to “*we were/weren't*” etc.

Screen 6

Audio:

*Where were you yesterday afternoon?
We were at the park.*

Give the Ss these instructions for the ‘Listen and say’ activity. The aim is to practice a short natural dialogue.

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

dialogue and repeat.

3. Repeat as many times as you want to.

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

Tell Ss to work in pairs and ask and answer the questions about the weekend.

Encourage students to talk about different times of the day: *evening, morning* or even other days e.g. *two days ago, on Sunday* etc.

Additional activity

Handout 2 – a class survey to practise past simple + *was / were* + *where*

Handout 2

Where were you yesterday afternoon?

| Name | WHERE |
|------|-------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Students go around the class and interview their classmates about where they were yesterday.

After they have collected all the answers ask them to share their answers with the class, you may ask questions e.g. *Where was Tom yesterday afternoon?* And if you know who interviewed Tom you can ask the S to answer.

Alternatively, you may do it as a cross-pair activity. They only interview two Ss. The rest of the answers they get from other Ss.

e.g.

Student A and Student B – They answer 2 questions

Student C and Student D – They answer 2 questions

Student A and Student C – Student A tells about B's answers.

Student A and Student C – Student C tells about D's answers.

etc.

Handout 1

1. Lucy _____ at the swimming pool yesterday.
2. Sam and I _____ at the pool too!
3. We _____ there in the afternoon.
4. We _____ at the park
5. We _____ there in the morning.
6. Lucy _____ at the park yesterday morning.
7. I _____ with Sam on Saturday afternoon.
8. We _____ at the cinema.
9. He _____ at the cinema yesterday.
10. They _____ at home yesterday.

Handout 2

Where were you yesterday afternoon?

| <i>Name</i> | <i>WHERE</i> |
|-------------|--------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Friends 6 Lesson 8 | | <i>Where were you this morning?</i> | | Listening & Speaking | |
|--|---|-------------------------------------|---|----------------------|---|
| Aims | Listening and speaking | Contents | Grammar Revision of present and past simple | Checklist | 2 master handouts |
| | Describing locations using prepositions <i>in</i> and <i>at</i> | | Vocabulary Locations using <i>in</i> and <i>at</i> | | Both individual or pair work (in weaker groups) |
| | Asking and answering questions about past activities | | Review of places: <i>library, supermarket, sports centre, pet shop, coffee shop</i> | | (past simple – practice) |
| Language Analysis | | | | | |
| <p><i>Were</i> – is the past form for be <i>Were</i> vs <i>where</i> /wɛə(r)/ <i>Weren't</i> = <i>were not</i> /wɜ:(r)nt/</p> <p>WAS/ WERE – positive sentences I / he / she + was You, they, we + were e.g. <i>He was at school yesterday. They were at school yesterday.</i></p> <p>WAS/ WERE – questions These do not need <i>did</i> for questions e.g. <i>He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.</i> <i>Did he was? Where was he yesterday? Where did he was...</i></p> <p>WAS/ WERE – negative sentences I / he / she + <i>wasn't</i> (= <i>was not</i>) You, they, we + <i>weren't</i> (= <i>were not</i>) e.g. <i>He wasn't at school yesterday. They weren't at school yesterday.</i></p> <p>WAS/ WERE – short answers <i>Yes, she/he/it was. No, she/he/t wasn't. Yes, they/you/we were. No, they/you/we weren't.</i></p> | | | | | |

Procedure

Warm-up Off the screens

1. Revise past simple.
2. Give out Handout 1 and ask students to complete the past form of the verbs.

Handout 1

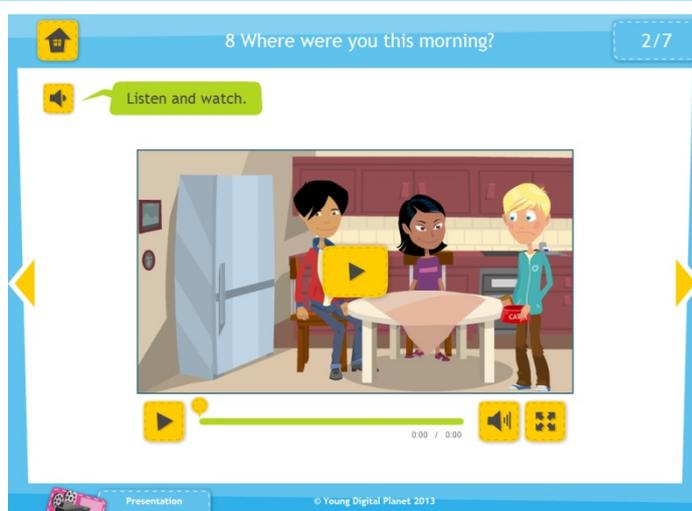
| | |
|---------|---------------|
| 1 look | a) found |
| 2 find | b) left |
| 3 be | c) was / were |
| 4 leave | d) looked |
| 5 hear | e) went |
| 6 go | f) heard |

Key:

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

Screen 2

Kim: *What's wrong, Alex?*
Alex: *I can't find Biscuit!*
Kim: *Oh dear. Is he on the chair?*
Alex: *No, he isn't there.*
Kim: *Is he under the table?*
Alex: *No, I looked there.*
Kim: *Well, is he behind the sofa?*
Alex: *No, but I found my jacket and three socks behind the sofa.*
Kim: *Oops! Did you look in the fridge?*
Alex: *In the fridge? Don't be silly!*
Kim: *Well, I don't know. Where does he like to sleep?*
Alex: *Biscuit! Where were you?*
Sam: *What's wrong, Lucy?*
Lucy: *I can't find Robot! I left him in the*



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

town.

Sam: *Is he in the library?*

Lucy: *No. I didn't go to the library.*

Sam: *Is he in the supermarket?*

Lucy: *No. I had him when we left the supermarket.*

Sam: *Is he at the sports centre?*

Lucy: *Don't be silly. Robot doesn't like sports.*

Lucy: *Robot! Where were you?*

animation. Ask some questions to check understanding.

Is Biscuit under the table? No, he isn't. Is he behind the sofa? No, he isn't. Is Robot in the library? No, he isn't etc.

Additional activity

Give out Handout 2 and ask Ss to complete the missing words in the conversation. In weaker groups, use the words from the box, in stronger groups please remove this part of the handout.

Handout 2

Kim: *What's wrong, Alex?*

Alex: *I can't (1) _____ Biscuit!*

Kim: *Oh dear. (2) _____ he on the chair?*

Alex: *No, he isn't there.*

Kim: *Is he under the table?*

Alex: *No, I (3) _____ there.*

Kim: *Well, is he behind the sofa?*

Alex: *No, but I (4) _____ my jacket and three socks behind the sofa.*

Kim: *Oops! Did you (5) _____ in the fridge?*

Alex: *In the fridge? Don't be silly!*

Kim: *Well, I don't know. Where does he (6) _____ to sleep?*

Alex: *Biscuit! Where (7) _____ you?*

were
find
is
looked
found
like
look

Key:

1 find **2** Is **3** looked **4** found **5** look **6** like **7** were

Screen 3

Kim: *What's wrong, Alex?*
Alex: *I can't find Biscuit!*
Kim: *Oh dear. Is he on the chair?*
Alex: *No, he isn't there.*
Kim: *Is he under the table?*
Alex: *No, I looked there.*
Kim: *Well, is he behind the sofa?*
Alex: *No, but I found my jacket and three socks behind the sofa.*
Kim: *Oops! Did you look in the fridge?*
Alex: *In the fridge? Don't be silly!*
Kim: *Well, I don't know. Where does he like to sleep?*
Alex: *Biscuit! Where were you?*

Key:

1 on 2 under 3 behind
 4 behind 5 in 6 in



8 Where were you this morning? 3/7

Choose. Then listen and check.

- What's wrong, Alex?
- I can't find Biscuit!
- Oh dear. Is he the chair?
- No, he isn't there.
- Is he the table?
- No, I looked there.
- Well, is he the sofa?
- No, but I found my jacket and three socks the sofa.
- Oops! Did you look the fridge?
- the fridge? Don't be silly!
- Well, I don't know. Where does he like to sleep?
- Biscuit! Where were you?

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Screen 4

Sam: *What's wrong, Lucy?*
Lucy: *I can't find Robot! I left him in the town.*
Sam: *Is he in the library?*
Lucy: *No. I didn't go to the library.*
Sam: *Is he in the supermarket?*
Lucy: *No. I had him when we left the supermarket.*
Sam: *Is he at the sports centre?*
Lucy: *Don't be silly. Robot doesn't like sports.*
Lucy: *Robot! Where were you?*

Key:

1 I left him in the town.
 2 Is he in the library?
 3 I didn't go to the library.
 4 I had him when we left the supermarket.
 5 Is he at the sports centre?



8 Where were you this morning? 4/7

Put the words in the correct order. Then listen and check.

I left the him in town.
 in Is library? the he
 go didn't to I the library.
 had we supermarket. I when him the left
 he centre? Is the at sports

Practice © Young Digital Planet 2013

Screen 5

Alex: Hi, Kim. Where were you this morning?

Kim: Can you guess? I bought some bread, cheese and apples.

Alex: Hi, Sam. Where were you this morning?

Sam: Can you guess? I saw pandas, kangaroos and lions! It was great!

Alex: Hi Lucy. Where were you this morning?

Lucy: Can you guess? I found a new book.

Alex: Hi Mum. Where were you this morning?

Alex's mum: Can you guess? I had a cup of coffee with my friend.

Alex: Hi Ben. Where were you this morning?

Ben: Can you guess? I went swimming and played basketball. Now I'm tired!

Key:

- 1 At the supermarket
- 2 At the zoo
- 3 At the book shop
- 4 At the coffee shop
- 5 At the sports centre



8 Where were you this morning? 5/7

Listen. Answer the questions.

Where was Kim?
At the supermarket. At the library.

Where was Sam?
At the hospital. At the zoo.

Where was Lucy?
At the book shop. At the pet shop.

Where was Alex's mum?
At the cinema. At the coffee shop.

Where was Ben?
At the bus station. At the sports centre.

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Screen 6

Audio 1:

Where was Lucy yesterday?

Audio 2:

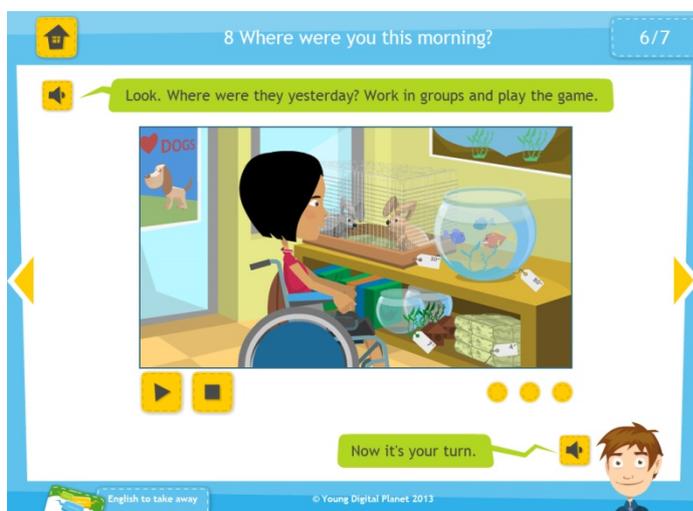
Where was Sam yesterday?

Audio 3:

Where was Alex yesterday?

Key:

- 1 At the pet shop
- 2 At the park
- 3 At the bus station



Give the Ss these instructions for the activity.

1. Look at the picture.
2. Listen to the questions, stop and let students answer, play and check if they were right.

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

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

Where was... (name of the student) yesterday?
He/She was ...

Extension activity:

1. Put children into three teams. Show the first slide, and see if anyone guesses correctly. It should not be too easy.
2. Show a little more, and see if anyone can guess now. Show the full picture and see who can name the location correctly and accurately.
3. Award points for the first team to guess correctly.
4. This will involve making some prompt cards which could be another handout if you like.

Now it's your turn.

Students can continue to play the game using more prompts.eg Give out cue cards with *zoo, bus stop, book shop, cinema, school, etc.* and students ask and answer:

Where were you yesterday? and answer using prompts or do the game without prompts and give real answers that are true for them.

Handout 1

| | |
|---------|---------------|
| 1 look | a) found |
| 2 find | b) left |
| 3 be | c) was / were |
| 4 leave | d) looked |
| 5 hear | e) went |
| 6 go | f) heard |

Handout 2

Kim: *What's wrong, Alex?*

Alex: *I can't (1) _____ Biscuit!*

Kim: *Oh dear. (2) _____ he on the chair?*

Alex: *No, he isn't there.*

Kim: *Is he under the table?*

Alex: *No, I (3) _____ there.*

Kim: *Well, is he behind the sofa?*

Alex: *No, but I (4) _____ my jacket and three socks behind the sofa.*

Kim: *Oops! Did you (5) _____ in the fridge?*

Alex: *In the fridge? Don't be silly!*

Kim: *Well, I don't know. Where does he (6) _____ to sleep?*

Alex: *Biscuit! Where (7) _____ you?*

were
find
is
looked
found
like
look

| | | |
|-------------------------------------|------------------------------|----------------------|
| Friends 6 Lesson 9 | <i>I walked into a wall!</i> | Pronunciation |
|-------------------------------------|------------------------------|----------------------|

| | | | | | |
|-------------|--|-----------------|--|------------------|---|
| Aims | Sound differentiation Distinguishing between /w/ and /v/, mostly in words already learned | Contents | Grammar <i>Was / were – revision</i> Vocabulary /w/ and /v/ <i>watch, watermelon, woman, wall, white, etc. (Review of various w- words learned to date)</i> <i>village</i> Everyday English: <i>Do you want something?</i> | Checklist | 1 master handout Individual, pair or group work depending on the level of the group (w/v sound differentiation) |
|-------------|--|-----------------|--|------------------|---|

Language Analysis

/w/ and /v/ is a minimal pair which means that the sound changing changes the meaning of the words e.g. *worse / verse, wail / veil* etc. so it is important to get the pronunciation of the words right.

These sounds are very important to master especially for speakers of those languages in which either one or both of these sounds do not exist.

You may wish to demonstrate the way the sounds should be produced: v – teeth should be press on the bottom lip (like a beaver), w is made with lips rounded and pushed forward as if you wanted to kiss someone.

Were – is the past form for be

Were vs *where* /**wɛə(r)**/

Weren't = *were not* /**wɜ:(r)nt/**

village /**'vɪlɪdʒ/**

walk, walked /**wɔ:k/**

wall /**wɔ:l/**

want, wanted /**wɒnt**/
 water / 'wɔ:tə(r)/
 watermelon / 'wɔ:tə(r), melən/
 wear /**weə(r)**/
 went /**went**/
 white /**waɪt**/
 why /**waɪ**/
 woman / 'wʊmən/
 would /**wʊd**/

Procedure

Warm-up Off the screens

1. Revise *was / wasn't, were / weren't*.
2. Ask students to name a few places they were at yesterday. You can ask them to work in pairs first and then do feedback as a class or do it as a class immediately.
3. You may ask more questions e.g. *Were you at the cinema yesterday? Where was ... (name of the student) yesterday?*

Screen 2

Mr Hill: *Hi Sam. Where were you yesterday?*

Sam: *I'm sorry, I wasn't at school.*

Mr Hill: *Why? What was the matter?*

Sam: *I walked into a wall!*

Mr Hill: *Wow! Are you okay now?*

Sam: *Yes, thank you.*

Mrs Brown: *Would you like a snack?*

Kim: *Can I have some watermelon?*

Mrs Brown: *Of course. How about you, Jill? Do you want something?*

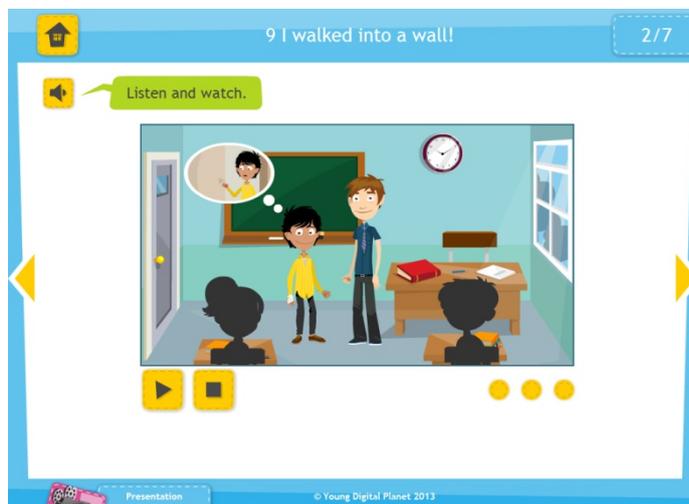
Jill: *Just a glass of water please, mum.*

Alex's mum: *What do you want to wear to school tomorrow?*

Alex: *Can I wear my white t-shirt?*

Mum: *Well, it's dirty. I can wash it.*

Alex: *Thanks, mum!*



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.

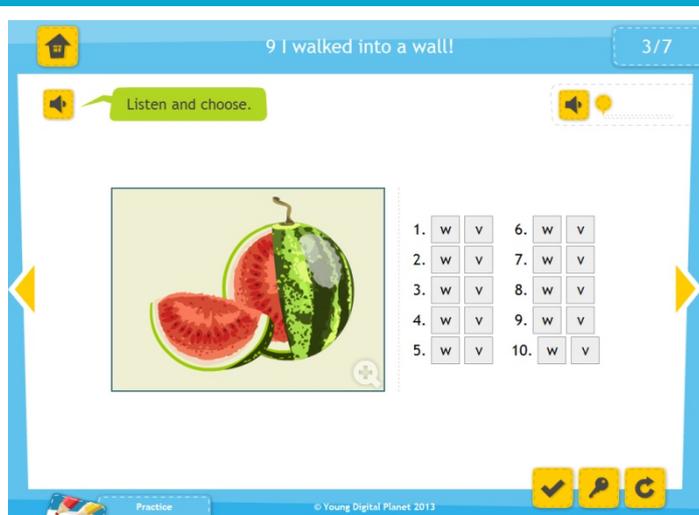
Screen 3

Audio:

why
 walked
 water
 very
 want
 went
 village
 white
 vegetable
 watermelon

Key:

1 w 2 w 3 w 4 v 5 w 6 w 7 v 8 w 9 v
 10 w



9 I walked into a wall! 3/7

Listen and choose.



| | | | | | |
|----|---|---|-----|---|---|
| 1. | w | v | 6. | w | v |
| 2. | w | v | 7. | w | v |
| 3. | w | v | 8. | w | v |
| 4. | w | v | 9. | w | v |
| 5. | w | v | 10. | w | v |

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Note: Make sure all vocabulary items are pre-taught if necessary e.g. *village* which hasn't been taught before.

Screen 4

Mr. Hill: *Hi Sam. Where were you yesterday?*

Sam: *I'm sorry I wasn't at school.*

Mr. Hill: *Why? What was the matter?*

Sam: *I walked into a wall!*

Mr. Hill: *Wow! Are you okay now?*

Sam: *Yes, thank you.*

Mrs. Brown: *Would you like a snack?*

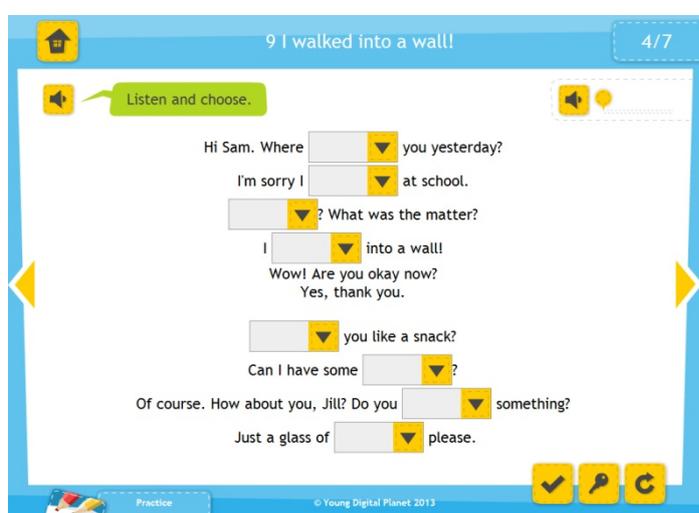
Kim: *Can I have some watermelon?*

Mrs. Brown: *Of course. How about you, Jill? Do you want something?*

Jill: *Just a glass of water please, mum.*

Key:

1 were 2 wasn't 3 Why 4 walked
 5 Would 6 watermelon 7 want 8 water



9 I walked into a wall! 4/7

Listen and choose.

Hi Sam. Where you yesterday?

I'm sorry I at school.

? What was the matter?

I into a wall!

Wow! Are you okay now?
Yes, thank you.

you like a snack?

Can I have some ?

Of course. How about you, Jill? Do you something?

Just a glass of please.

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Screen 5

Audio 1:

Sam walked into a wall.

Audio 2:

Kim wanted watermelon.

Audio 3:

He's wearing a white t-shirt.

Audio 4:

What time did you watch TV?

Audio 5:

We went to the water park on Wednesday.

Audio 6:

The woman in the white dress waved to me.



9 I walked into a wall! 5/7

Listen and repeat.

Sam walked into a wall.
Kim wanted watermelon.
He's wearing a white t-shirt.
What time did you watch TV?
We went to the water park on Wednesday.
The woman in the white dress waved to me.

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Screen 6

Audio /w/:

Tuesday

Wednesday

Friday

Sunday

Audio /w/:

Very good!

Excellent!

Brilliant!

Well done!

Audio /v/:

Very nice!

Wonderful!

Well done!

Wow!

Audio /v/:

watched

visited

went

walked

Audio /w/:

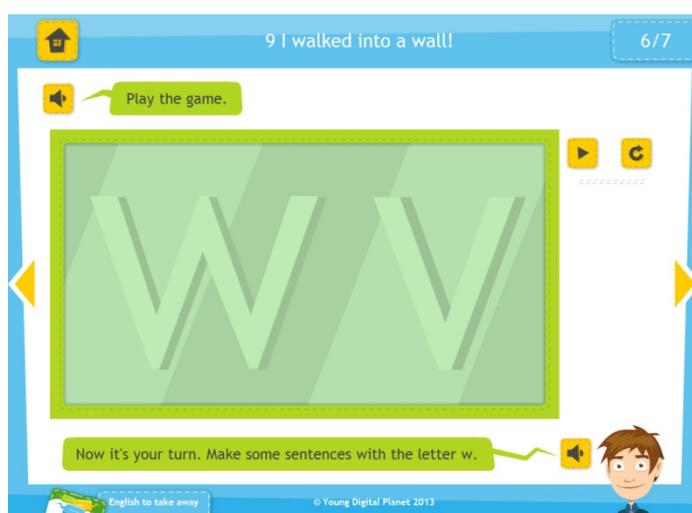
boy

girl

man

woman

Key:



9 I walked into a wall! 6/7

Play the game.

Now it's your turn. Make some sentences with the letter w.

English to take away © Young Digital Planet 2013

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

1. Look at the screen and read the words as they appear.
2. Find the words with the sounds you can hear.
3. Listen and 'shoot' the words you hear. They will disappear from the screen.
4. Repeat until you have 'shot' all the

1 Wednesday 2 Well done! 3 Very nice!
4 visited 5 woman

words.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and make new sentences with the letter w.

Additional activity

Give out Handout 1.

Handout

| | | |
|-----------|------------|---------|
| Wednesday | watched | went |
| walk | very | white |
| walked | water | village |
| visited | vegetable | why |
| wall | watermelon | woman |
| want | wear | would |
| wonderful | well done! | wow |

| w | v |
|---|---|
| | |

Ask Ss to put the words into two categories, with w or v sound.

Key:

v: *vegetable very village visited*

w: *walk walked wall want watched water watermelon wear Wednesday well done! went white why woman wonderful would wow*

Handout

Wednesday
walk
walked
visited
wall
want
wonderful

watched
very
water
vegetable
watermelon
wear
well done!

went
white
village
why
woman
would
wow

| W | V |
|---|---|
| | |

| | | |
|--------------------------------------|---|------------------|
| Friends 6 Lesson 10 | <i>Where did you go on holiday, Mrs Black?</i> | Interview |
|--------------------------------------|---|------------------|

| | | | | | |
|-------------|---|-----------------|--|------------------|---|
| Aims | Listening skills Interview Asking and answering questions in the past tense | Contents | Grammar Revision: past simple Vocabulary Review of the key words and phrases in units 1 – 9; new words: <i>koala bear, postcard, camera</i> Everyday English: <i>I looked everywhere!</i> <i>Guess what?</i> <i>She's lucky</i> | Checklist | 1 master handout for each student to practise past simple questions |
|-------------|---|-----------------|--|------------------|---|

Language Analysis

Past simple – revision

Past simple is used to talk about the past:

- *regular verbs get –ed (please remember about all the spelling rules)*
climb – climbed
rain – rained
try – tried (y → ied)
play – played (y → y, because of the preceding vowel)
stop – stopped

- *irregular verbs such as go – went have a special form for the past*
go – went
eat – ate
see – saw
drive – drove
fly – flew
have/has – had
find – found
say – said
make – made
come – came
be – was / were (I was, he was, she was, it was, we were, you were, they were)

e.g. *it is hot – it was hot*

In order to express the time we have the following time expressions:

Yesterday, (two days) ago, last... (weekend), on Monday and many more

Questions:

We ask question using *did* + verb in its present form;

Yes/No questions: *Did* + subject + verb (present) ...

e.g. *Did you go ... (not: went, not cried)*

Yes, I did. No, I didn't.

Wh-questions: Wh-word + *did* + verb (present) ...

e.g. *Where + did you go...*

WAS/ WERE – questions

These do not need *did* for questions e.g.

He was at school yesterday. Was he at school yesterday? He, he was. No, he wasn't.

~~*Did he was?*~~

Where was he yesterday? ~~Where did he was...~~

Procedure

Warm-up Off the screens

1. Revise past simple questions:
2. Before doing the activity you may drill present-past simple verbs e.g. *find – found* or the other way round *found – find*. This will help Ss and it will be easier for them to do the activity.
3. Give out Handout 1, ask Ss to write questions for the sentences in the past simple. They can work in pairs or individually.

Handout

1. *I slept under the stars.*
Where _____ ?
2. *I went to Australia on holiday!*
Where _____ ?
3. *I bought a postcard.*
What _____ ?
4. *I went to the zoo.*
Where _____ ?
5. *I saw some koala bears in the zoo.*
What _____ ?
6. *I lost my camera.*
What _____ ?
7. *I went to the beach.*
Where _____ ?
8. *The camera was in my tent.*
Where _____ ?
9. *A nice woman at the zoo found my camera.*
Where _____ ?

Key:

- 1 Where did you sleep?
- 2 Where did you go on holiday?
- 3 What did she buy?
- 4 Where did you go?
- 5 What did you see in the zoo?
- 6 What did you lose?
- 7 Where did you go?
- 8 Where was the camera?
- 9 Where did the nice woman find your camera?

Screen 2

Alex: *Mr. Hill, can we ask some questions?*

Mr. Hill: *Of course.*

Alex: *Where did you go on holiday?*

Mr. Hill: *Well, I went to Australia!*

Kim: *Wow! What did you do there?*

Mr. Hill: *I went camping, and I went to the beach. It was brilliant! I slept under the stars. Look – I bought a postcard.*

Lucy: *Oh, that's fun. Did you go to some museums?*

Mr. Hill: *No, but I went to the zoo. I saw some koala bears in the zoo, and some kangaroos of course, and some parrots. And guess what? They can talk!*

Sam: *Wow! I want to go to Australia! Do you have any funny stories?*

Mr. Hill: *Well, it wasn't funny, but I lost my camera.*

Children: *Oh no! Did you find it?*

Mr. Hill: *I looked everywhere. It wasn't in my tent. It wasn't at the bus station. It wasn't at the coffee shop.*

Lucy: *Well, where was it?*

Mr. Hill: *It was at the zoo! The koala bear wanted to take a photograph!*

Mr. Hill: *But a nice woman at the zoo found it. She gave it to me. And after that, my holiday was great!*

Sam: *You're lucky, Mr. Hill. Where do you want to go next?*

Mr. Hill: *Hmmm... Let me see ...*



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.

After watching the animation ask comprehension questions e.g.

Where did Mr Hill go on holiday? To Australia. What did he do there? Where did he go? What did he see? etc.

Screen 3

Alex: *Mr. Hill, can we ask some questions?*

Mr. Hill: *Of course.*

Alex: *Where did you go on holiday?*

Mr. Hill: *Well, I went to Australia!*

Kim: *Wow! What did you do there?*

Mr. Hill: *I went camping, and I went to the beach. It was brilliant! I slept under the stars. Look – I bought a postcard.*

Lucy: *Oh, that's fun. Did you go to some museums?*

Mr. Hill: *No, but I went to the zoo. I saw some koala bears in the zoo, and some kangaroos of course, and some parrots. And guess what? They can talk!*

Sam: *Wow! I want to go to Australia! Do you have any funny stories?*

Mr. Hill: *Well, it wasn't funny, but I lost my camera.*

Children: *Oh no! Did you find it?*

Mr. Hill: *I looked everywhere. It wasn't in my tent. It wasn't at the bus station. It wasn't at the coffee shop.*

Lucy: *Well, where was it?*

Mr. Hill: *It was at the zoo! The koala bear wanted to take a photograph!*

Mr. Hill: *But a nice woman at the zoo found it. She gave it to me. And after that, my holiday was great!*

Sam: *You're lucky, Mr. Hill. Where do you want to go next?*

Mr. Hill: *Hmmm... Let me see ...*

Key: see pictures below




10 Where did you go on holiday, Mr Hill? 3/7

Listen and put the pictures in order.

Practice © Young Digital Planet 2013

Screen 4

Sam: *I talked to my teacher, Mr Hill, about his holiday. He went to Australia! That's really great! He went camping in a tent! He didn't go to any museums, but he did go to the zoo. He liked the koala bears and parrots. He really liked the koala bears, but he lost his camera. It was at the zoo, and a nice woman found it. After that, Mr Hill had a great holiday! He's lucky!*

Key:

- 1 Mr. Hill went to Australia on holiday.
- 2 She went camping.
- 3 She went to the zoo.
- 4 She liked the kangaroos and parrots.
- 5 A koala bear wanted her camera!
- 6 A woman found Mr. Hill's camera.
- 7 The woman gave the camera to Mr. Hill.
- 8 Mr. Hill had a good holiday.



10 Where did you go on holiday, Mr Hill? 4/7

Listen and put the sentences in order.



- He went camping.
- The woman gave the camera to Mr Hill.
- Mr Hill went to Australia on holiday.
- A woman found Mr Hill's camera.
- He liked the kangaroos and parrots.
- He went to the zoo.
- A koala bear wanted his camera!
- Mr Hill had a good holiday.

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 went 2 slept 3 bought 4 lost 5 found 6 gave



10 Where did you go on holiday, Mr Hill? 5/7

Complete.



Mr Hill to Australia on holiday.

He under the stars.

He a postcard.

He his camera.

A nice woman at the zoo his camera.

The nice woman the camera to Mr Hill.

Practice © Young Digital Planet 2013

After the activity is done ask students for the present forms of the verbs e.g. *went – go, slept – sleep* etc.

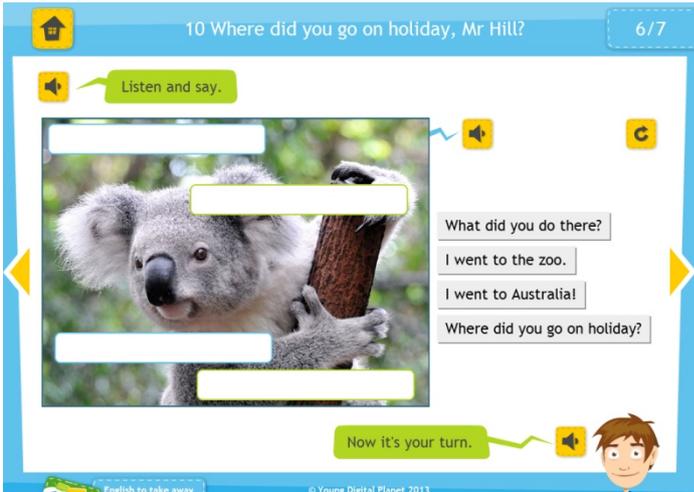
Screen 6

Alex: *Where did you go on holiday?*

Mr Hill: *Well, I went to Australia!*

Kim: *Wow! What did you do there?*

Mr. Hill: *No, but I went to the zoo.*



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

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

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

Tell Ss to work in pairs and ask and answer the questions about their own holidays.

Handout

1. *I slept under the stars.*

Where _____ ?

2. *I went to Australia on holiday!*

Where _____ ?

3. *I bought a postcard.*

What _____ ?

4. *I went to the zoo.*

Where _____ ?

5. *I saw some koala bears in the zoo.*

What _____ ?

6. *I lost my camera.*

What _____ ?

7. *I went to the beach.*

Where _____ ?

8. *The camera was in my tent.*

Where _____ ?

9. *A nice woman at the zoo found my camera.*

Where _____ ?