

Friends 6 Lesson 11		<i>Are you happy?</i>		Vocabulary
Aims	Describing people Talking about family and friends	Contents	<b>Vocabulary</b> Opposite adjectives Family and friends  <i>weak/strong</i> Adjectives ( <i>tall/short; happy/sad</i> etc.) <i>Who</i> <i>Hospital</i> <i>bench</i> Everyday English: <i>What's the problem?</i> <i>I'm sorry to hear that.</i> <i>Here's something to make you happy.</i>	1 master handout Individual or pair work to practise opposite adjectives
<b>Language Analysis</b>				
<p>Opposite adjectives:</p> <p>old /<b>əʊld</b>/ and new /<b>nju:</b>/            sad /<b>sæd</b>/ and happy /<b>'hæpi</b>/            tall /<b>tɔ:l</b>/ and short /<b>fɔ:(r)t</b>/            weak /<b>wi:k</b>/ and strong /<b>strɒŋ</b>/</p> <p><i>I'm sad/happy because ...</i> We use <i>because</i> to give a reason.  <i>I'm sorry to hear that.</i> We use this expression to express sympathy.            ***</p> <p>bench /<b>bentʃ</b>/            hospital /<b>'hɒspɪt(ə)</b>/</p>				

# Procedure

## Warm-up Off the screens

1. Pre-teach the adjectives:

*weak and strong*

You can show these adjectives by imitating a wrestler with a lot of muscles. You could also draw two people on the board, one of them large and able to do some weightlifting, the other thin and not able to do it.

*old and new*

Depending on what objects are in the classroom, you could show a new and an old book.

*sad and happy*

Mime these two feelings, you can also point to Ss who look *happy* or *sad*.

2. Ask Ss to listen and repeat the words, drill the opposites, say *happy*, and elicit *sad* etc.

## Screen 2

**Alex:** Look! Who's that? Sitting on the old bench by the lake?

**Sam:** It's Kim. She's really sad.

**Sam:** Hi, Kim! Are you OK?

**Kim:** No, I'm not happy today.

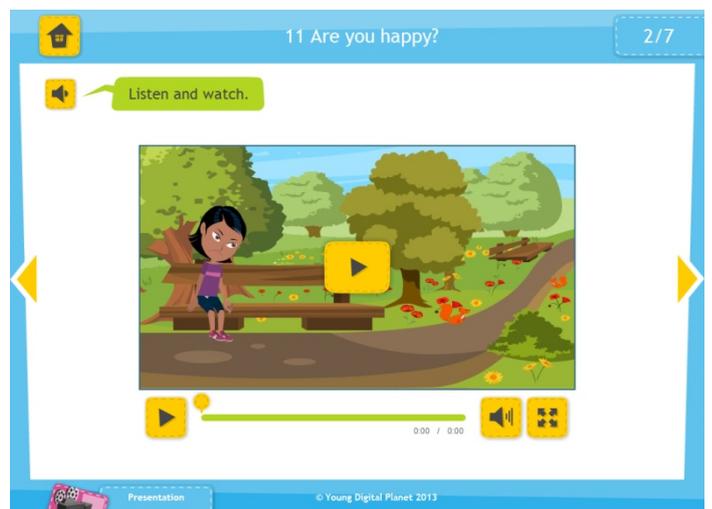
**Alex:** What's the problem?

**Kim:** I'm sad because my sister's in hospital..

**Sam:** Oh dear! I'm sorry to hear that. But she's in the big, new hospital and Jill's a strong girl, she's not weak.

**Alex:** Yes, Jill's with good doctors.

**Sam:** Don't worry, Kim. And here's something to make you happy.



The screenshot shows a presentation slide with a blue header containing a home icon, the title '11 Are you happy?', and a slide counter '2/7'. Below the header is a green button labeled 'Listen and watch.' with a speaker icon. The main content is a cartoon illustration of a girl with black hair sitting on a wooden bench by a lake, looking sad. The background shows trees and a path. A large yellow play button is overlaid on the illustration. At the bottom of the slide, there is a progress bar, a volume icon, and a full-screen icon. The footer of the slide includes a small pink character icon, the word 'Presentation', and the copyright notice '© Young Digital Planet 2013'.

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

## Screen 3

**Alex:** Look! Who's that? Sitting on the old bench by the lake?

**Sam:** It's Kim. She's really sad.

**Sam:** Hi, Kim! Are you OK?

**Kim:** No, I'm not happy today.

**Alex:** What's the problem?

**Kim:** I'm sad because my sister's in hospital..

**Sam:** Oh dear! I'm sorry to hear that. But she's in the big, new hospital and Jill's a strong girl, she's not weak.

**Alex:** Yes, Jill's with good doctors.

**Sam:** Don't worry, Kim. And here's something to make you happy.

**Key:** (from left to right)

1 sad 2 new 3 strong 4 happy

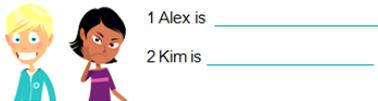


Note: Use Handout 1 as an additional activity.

### Additional activity

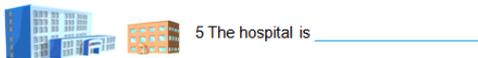
Give out Handout 1 and ask students to finish the sentences with the adjectives.

#### Handout 1



3 Jill is \_\_\_\_\_

4 Pat is \_\_\_\_\_



6 Alex is \_\_\_\_\_

7 Jill is \_\_\_\_\_



**Key:** 1 happy 2 sad 3 strong 4 weak 5 big 6 tall 7 short

## Screen 4

Audio 1:

*Who is happy?*

*Alex is.*

Audio 2:

*What is big?*

*The hospital is.*

Audio 3:

*Who is strong?*

*Jill is.*

Audio 4:

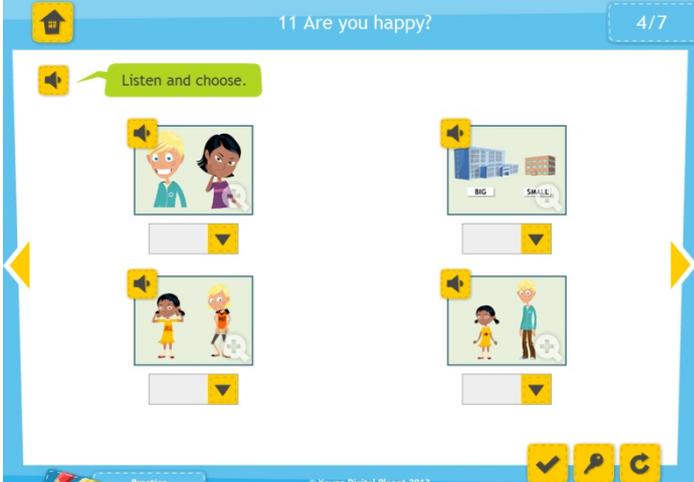
*Who is tall?*

*Alex is.*

**Key: (from left to right)**

**1** Alex is. **2** The hospital is. **3** Jill is.

**4** Alex is.



11 Are you happy? 4/7

Listen and choose.

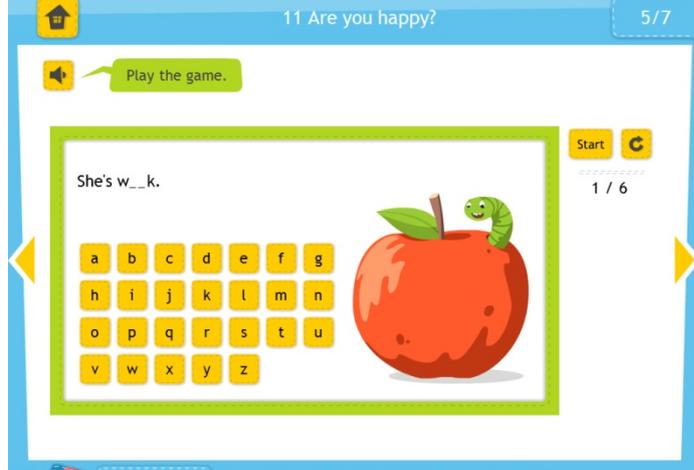
Practice © Young Digital Planet 2013

## Screen 5

**Key:**

**1** weak **2** strong **3** tall **4** short **5** happy

**6** sad



11 Are you happy? 5/7

Play the game.

Start

She's w...k. 1 / 6

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Give the Ss these instructions for the Hangman game. Hangman is a spelling game. The aim is to find the hidden word by guessing the letters.

1. The alphabet is set out.
2. Look at the number of letters in the word.
3. Guess the first letter, e.g. 'e'. Click the letter. If it is OK. it will go into the word.
4. Guess the next letter.
5. Continue until you have guessed the word.

## Screen 6

*Hi Kim! Are you OK?  
No, I'm not happy today.*

*What's the problem?  
I'm sad because my sister's in hospital.*



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 question.
2. Drag and drop the correct answer into the speech bubble for screen 1.
3. Click on the button for screen 2 and choose what Kim says.
4. Work in pairs and practise the dialogue.

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 with their own answers.

# Handout 1



1 Alex is \_\_\_\_\_

2 Kim is \_\_\_\_\_

3 Jill is \_\_\_\_\_

4 Pat is \_\_\_\_\_



5 The hospital is \_\_\_\_\_

6 Alex is \_\_\_\_\_

7 Jill is \_\_\_\_\_



Friends 6 Lesson 12		<i>Jack is taller than Peter.</i>		Grammar & Functions	
<b>Aims</b>	Talking about family and friends  Asking about family and friends using comparative adjectives + <i>than</i>	<b>Contents</b>	<b>Grammar</b> Comparative of adjectives + <i>than</i>  <b>Vocabulary</b> <i>Who is</i> + adjective + <i>-er</i> <i>than</i> + noun <i>old, young, tall, short</i>	<b>Checklist</b>	2 master handouts Individual or pair work to revise adjectives – regular comparative forms)
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i> + noun</p> <p>With most adjectives we use <i>-er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)  <i>simple – simpler</i> (e → er, eer)  <i>big – bigger</i> (double the consonant, if the syllable is stressed and finishes with a consonant).</p> <p>We form comparatives of adjectives longer than two syllables with <i>more</i>:  <i>interesting – more interesting</i></p> <p>We use <i>than</i> /ðən/ – to compare two people or things, e.g. <i>He is older than his sister</i>.</p> <p>Many adjectives have irregular adjective forms:  <i>good – better</i>  <i>bad – worse</i>  <i>much – more</i> etc.</p>					

# Procedure

## Warm-up Off the screens

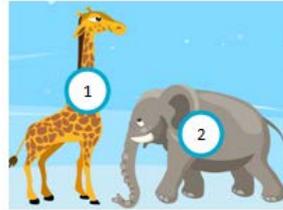
1. Revise adjectives needed for the lesson.
2. Give out Handout 1.

### Handout 1

tall / short

1 \_\_\_\_\_

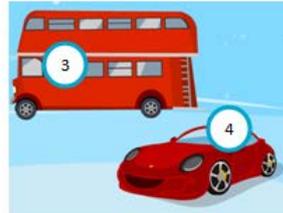
2 \_\_\_\_\_



big / small

3 \_\_\_\_\_

4 \_\_\_\_\_



strong / weak

5 \_\_\_\_\_

6 \_\_\_\_\_



old / new

7 \_\_\_\_\_

8 \_\_\_\_\_



3. Ask Ss to use the correct adjective for each of the pictures.

### Key:

1 tall 2 short 3 big 4 small 5 weak 6 strong 7 old 8 new

## Screen 2

**Lucy:** You're really tall Alex! Who's taller than you?

**Kim:** Well, I'm shorter than Alex, and so is Sam!

**Sam:** I think Alex is taller than all the boys in our class, as well as the girls.

**Alex:** Your brother Ben's taller than me, Lucy.

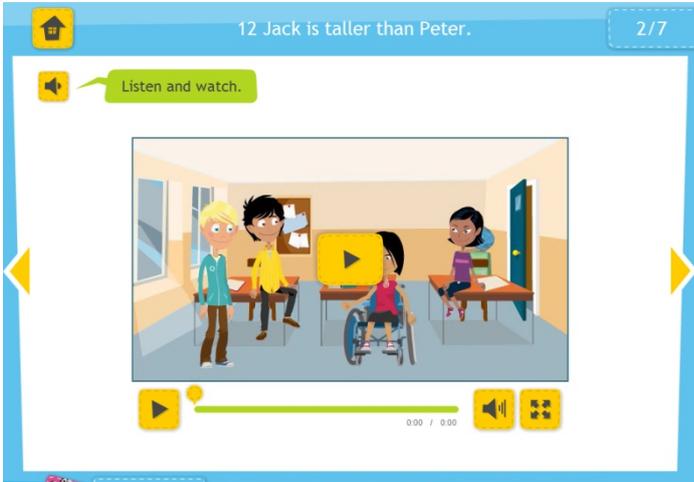
**Lucy:** Yes, he is, but he's older than you, too.

**Sam:** Who in our class is older than you, Alex? You're eleven years old, aren't you?

**Lucy:** I'm two months older than him. I'm already 12.

**Sam:** I'm younger than you two – I'm still 11 but it's my birthday soon.

**Kim:** And I'm 11 too - I'm older than Sam and younger than Lucy.



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 listen and repeat the comparative forms of the adjectives.

## Screen 3

**Lucy:** You're really tall Alex! Who's taller than you?

**Kim:** Well, I'm shorter than Alex, and so is Sam!

**Sam:** I think Alex is taller than all the boys in our class, as well as the girls.

**Alex:** Your brother Ben's taller than me, Lucy.

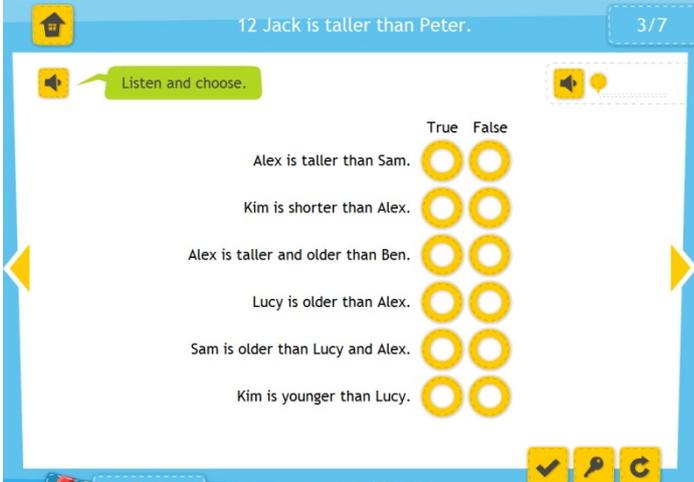
**Lucy:** Yes, he is, but he's older than you, too.

**Sam:** Who in our class is older than you, Alex? You're eleven years old, aren't you?

**Lucy:** I'm two months older than him. I'm already 12.

**Sam:** I'm younger than you two – I'm still 11 but it's my birthday soon.

**Kim:** And I'm 11 too – I'm older than Sam and younger than Lucy.



**Key:**

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

## Screen 4

Audio 1:

*Is Ben taller or shorter than Alex?*

Audio 2:

*Is Kim taller or shorter than Alex?*

Audio 3:

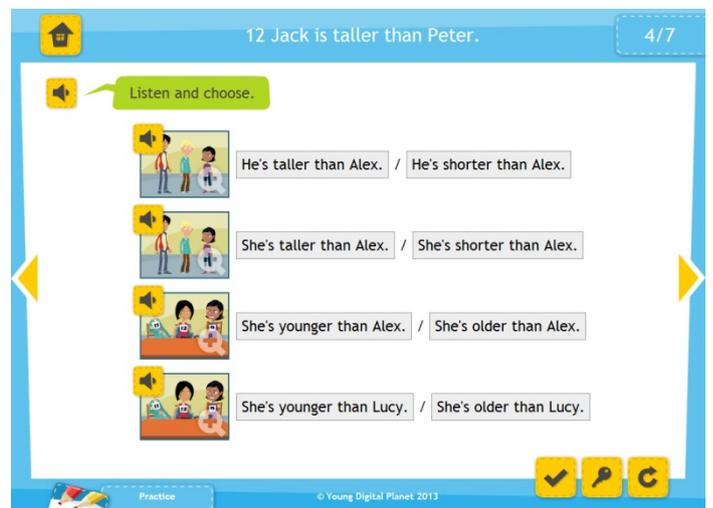
*Is Lucy older or younger than Alex?*

Audio 4:

*Is Kim older or younger than Lucy?*

**Key:**

- 1 He's taller than Alex.
- 2 She's shorter than Alex.
- 3 She's older than Alex.
- 4 She's younger than Lucy.



12 Jack is taller than Peter. 4/7

Listen and choose.

He's taller than Alex. / He's shorter than Alex.

She's taller than Alex. / She's shorter than Alex.

She's younger than Alex. / She's older than Alex.

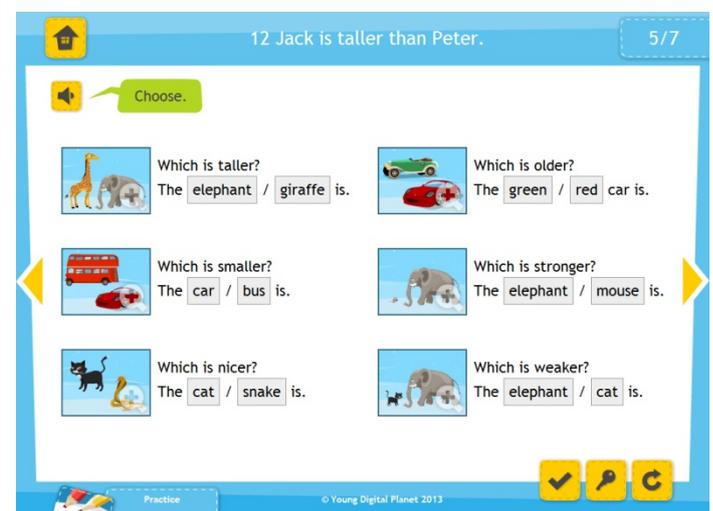
She's younger than Lucy. / She's older than Lucy.

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## Screen 5

**Key: (from left to right)**

- 1 giraffe 2 green
- 3 car 4 elephant
- 5 cat 6 cat



12 Jack is taller than Peter. 5/7

Choose.

Which is taller?  
The elephant / giraffe is.

Which is older?  
The green / red car is.

Which is smaller?  
The car / bus is.

Which is stronger?  
The elephant / mouse is.

Which is nicer?  
The cat / snake is.

Which is weaker?  
The elephant / cat is.

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## Screen 6

**Boy:** *Who is older – you or me?*

**Girl:** *I'm twelve years old.*

**Boy:** *Oh, I'm still 11 – so you're older than me.*



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 question.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the 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 students to work in pairs and ask and answer the questions with their own answers.

Additional activity to practise comparative adjectives:  
Handout 2

## Handout 2

1. old – \_\_\_\_\_
2. small – \_\_\_\_\_
3. tall – \_\_\_\_\_
4. \_\_\_\_\_ – bigger
5. nice – \_\_\_\_\_
6. \_\_\_\_\_ – stronger
7. weak – \_\_\_\_\_
8. \_\_\_\_\_ – younger

Ask Ss to complete the comparative or base forms of the adjectives.

### Key:

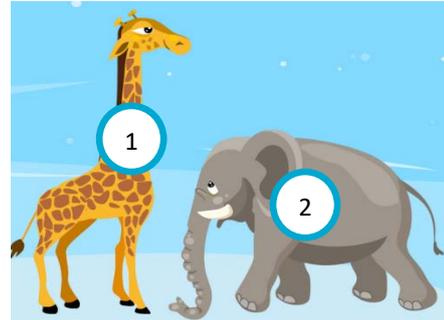
**1** old – older, **2** small – smaller, **3** tall – taller, **4** big – bigger, **5** nice – nicer, **6** strong – stronger, **7** weak – weaker, **8** young – younger

# Handout 1

tall / short

1 \_\_\_\_\_

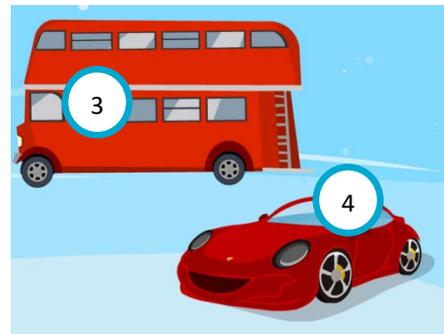
2 \_\_\_\_\_



big / small

3 \_\_\_\_\_

4 \_\_\_\_\_



strong / weak

5 \_\_\_\_\_

6 \_\_\_\_\_



old / new

7 \_\_\_\_\_

8 \_\_\_\_\_



## Handout 2

1. old – \_\_\_\_\_
  2. small – \_\_\_\_\_
  3. tall – \_\_\_\_\_
  4. \_\_\_\_\_ – bigger
  5. nice – \_\_\_\_\_
  6. \_\_\_\_\_ – stronger
  7. weak – \_\_\_\_\_
  8. \_\_\_\_\_ – younger
- 

## Handout 2

1. old – \_\_\_\_\_
2. small – \_\_\_\_\_
3. tall – \_\_\_\_\_
4. \_\_\_\_\_ – bigger
5. nice – \_\_\_\_\_
6. \_\_\_\_\_ – stronger
7. weak – \_\_\_\_\_
8. \_\_\_\_\_ – younger

Friends 6 Lesson 13		<i>Ann is younger than me.</i>		Grammar & Functions	
<b>Aims</b>	<p>Talking about family and friends</p> <p>Talking about family and friends using comparatives of adjectives.</p>	<b>Contents</b>	<p><b>Grammar</b> Comparative adjectives + -er + than</p> <p><b>Vocabulary</b> Family and friends – revision</p>	<b>Checklist</b>	<p>1 master handout for individual or pair work to practise comparative adjectives + <i>to be</i></p>
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i> + noun</p> <p>With most adjectives we use <i>-er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)</p> <p><i>simple – simpler</i> (e → er, eer)</p> <p><i>big – bigger</i> (double the consonant, if the syllable is stressed and finishes with a consonant).</p> <p>We form comparatives of adjectives longer than two syllables with <i>more</i>:</p> <p><i>interesting – more interesting</i></p> <p>We use <i>than</i> /ðən/ – to compare two people or things, e.g. <i>He is older than his sister</i>.</p> <p>Many adjectives have irregular adjective forms:</p> <p><i>good – better</i></p> <p><i>bad – worse</i></p> <p><i>much – more</i> etc.</p>					

# Procedure

## Warm-up Off the screens

Revise comparative adjectives and *to be*.  
Give out the Handout .

### Handout

1 Is Alex (tall) \_\_\_\_\_ than Sam?

Yes, he \_\_\_\_\_.

2 Is Kim (weak) \_\_\_\_\_ than Alex?

No, she \_\_\_\_\_.

3 Are Kim and Sam (short) \_\_\_\_\_ than Alex?

Yes, they \_\_\_\_\_.

4 Are Alex and Sam (strong) \_\_\_\_\_ than Kim?

No, they \_\_\_\_\_.

5 Is Alex (old) \_\_\_\_\_ than Lucy?

No, he \_\_\_\_\_.

6 Is Sam (young) \_\_\_\_\_ than Lucy and Alex?

Yes, he \_\_\_\_\_.



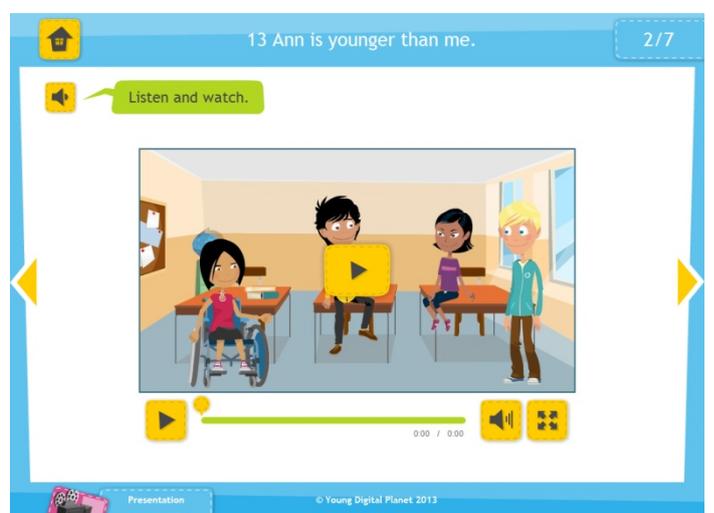
1. Ask Ss to complete the questions with the correct form of the adjectives in brackets.
2. Then ask Ss to complete the answers with the correct form of the verb *to be*.
3. When the handout is filled in, ask Ss to work in pairs and practise asking and answering the questions.

### Key:

1 taller, is 2 weaker, isn't 3 shorter, are 4 stronger, aren't 5 older, isn't 6 younger, is

## Screen 2

**Sam:** My cousin Ann is staying at my house this week.  
**Alex:** Really. How old is she?  
**Sam:** Ann is younger than me. Her birthday's in June.  
**Kim:** Oh, so she's one month older than me.  
**Sam:** Yes, but she's ten centimetres taller than us.  
**Kim:** Really?  
**Lucy:** So is she taller than Alex?  
**Sam:** No, I don't think she's taller than him. He's five months older and two centimetres taller than her.



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

**Sam:** My cousin Ann is staying at my house this week.  
**Alex:** Really. How old is she?  
**Sam:** Ann is younger than me. Her birthday's in June.  
**Kim:** Oh, so she's one month older than me.  
**Sam:** Yes, but she's ten centimetres taller than us.  
**Kim:** Really?  
**Lucy:** So is she taller than Alex?  
**Sam:** No, I don't think she's taller than him. He's five months older and two centimetres taller than her.

**Key:**

1 him 2 her 3 me 4 him 5 them 6 her



Sam. Ann is taller than  him /  her .

Kim. Ann is older than  him /  her .

Alex. Ann isn't older than  her /  me .

Alex. Ann is younger than  her /  him .

Kim and Sam. Alex is taller than  them /  him .

Ann. Is Alex shorter and older than  me /  her ?

Note: as a revision remind Ss of the pronoun forms: *he – him, she – her, you – you, they – them, I – me*. You can write these pairs down on the board or ask Ss to write their own table.

## Screen 4

Audio 1:

Sam asks: 'Who's younger than me?'

Audio 2:

Sam asks: 'Who's older than me?'

Audio 3:

Kim asks: 'Who's taller than me?'

Audio 4:

Alex asks: 'Who's shorter than me?'

Audio 5:

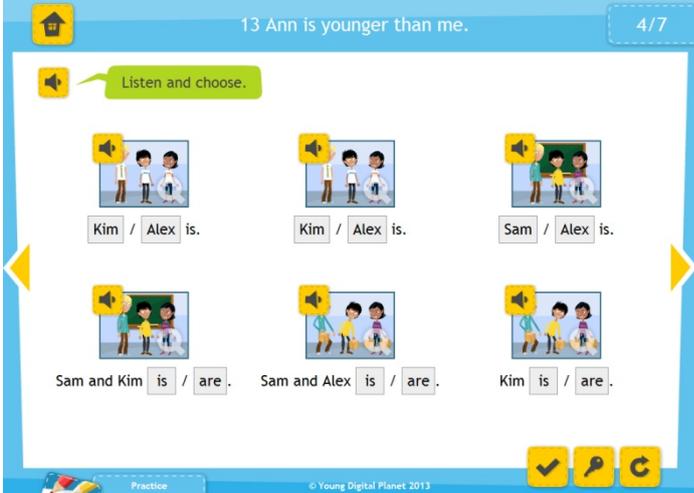
Lucy asks: 'Who is weaker than Kim?'

Audio 6:

Sam asks: 'Who's stronger than me?'

**Key:** (from left to right)

1 Kim 2 Alex 3 Alex  
4 are 5 are 6 is



13 Ann is younger than me. 4/7

Listen and choose.

Kim / Alex is. Kim / Alex is. Sam / Alex is.

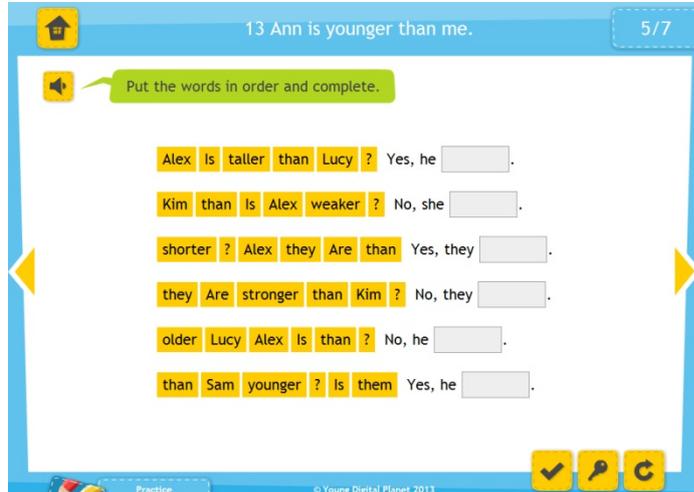
Sam and Kim is / are. Sam and Alex is / are. Kim is / are.

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## Screen 5

**Key:**

1 Is Alex taller than Sam? Yes, he is.  
2 Is Kim weaker than Alex? No, she isn't.  
3 Are Kim and Sam shorter than Alex? Yes, they are.  
4 Are they stronger than Kim? No, they aren't.  
5 Is Alex older than Lucy? No, he isn't.  
6 Is Sam younger than them? Yes, he is.



13 Ann is younger than me. 5/7

Put the words in order and complete.

Alex is taller than Lucy ? Yes, he .

Kim than is Alex weaker ? No, she .

shorter ? Alex they Are than Yes, they .

they Are stronger than Kim ? No, they .

older Lucy Alex is than ? No, he .

than Sam younger ? is them Yes, he .

Practice © Young Digital Planet 2013

## Screen 6

**Girl:** *Who's taller than you in your family?*

**Boy:** *My brother Ben. He's 6cm taller than me.*



13 Ann is younger than me. 6/7

Listen and say.

Who's taller than you in your family?

My brother Ben. He's 6cm taller than me.

Now it's your turn. Work in pairs and ask and answer questions using old, young, tall, short, strong, weak.

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, listen and repeat.
3. Practise the dialogue as many times as you want to.

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

Tell students to work in pairs and ask and answer the questions using the adjectives they have learned: old, young, tall, short, strong, weak.

# Handout

1 Is Alex (tall) \_\_\_\_\_ than Sam?

Yes, he \_\_\_\_\_.

2 Is Kim (weak) \_\_\_\_\_ than Alex?

No, she \_\_\_\_\_.

3 Are Kim and Sam (short) \_\_\_\_\_ than Alex?

Yes, they \_\_\_\_\_.

4 Are Alex and Sam (strong) \_\_\_\_\_ than Kim?

No, they \_\_\_\_\_.

5 Is Alex (old) \_\_\_\_\_ than Lucy?

No, he \_\_\_\_\_.

6 Is Sam (young) \_\_\_\_\_ than Lucy and Alex?

Yes, he \_\_\_\_\_.



Friends 6 Lesson 14		<i>They're both older than Jill.</i>		Skills	
<b>Aims</b>	<p>Writing</p> <p>Practice writing comparatives of adjectives spelling the different forms correctly.</p>	<b>Contents</b>	<p><b>Grammar</b> Comparatives continued</p> <p><b>Vocabulary</b> Adjectives continued: <i>big – bigger, happy – happier, nice – nicer, old – older, strong – stronger, tall – taller, young – younger</i></p>	<b>Checklist</b>	<p>2 master handouts for each student to practise adjectives (comparatives)</p>
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i> + noun</p> <p>With most adjectives we use <i>-er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)  <i>simple – simpler</i> (e → er, eer)  <i>big – bigger</i> (double the consonant, if the syllable is stressed and finishes with a consonant).</p> <p>We form comparatives of adjectives longer than two syllables with <i>more</i>:  <i>interesting – more interesting</i></p> <p>We use <i>than</i> /ðən/ – to compare two people or things, e.g. <i>He is older than his sister</i>.</p> <p>Many adjectives have irregular adjective forms:  <i>good – better</i>  <i>bad – worse</i>  <i>much – more</i> etc.</p>					

# Procedure

## Warm-up Off the screens

1. Revise adjectives (base and comparative forms):
2. Give out Handout 1

### Handout 1

b	i	g	b	i	h	s	t	r	o	n	g	w
a	t	a	l	l	e	r	f	d	s	t	a	y
h	e	b	i	g	g	e	r	e	r	a	s	o
a	n	r	h	a	p	p	i	e	r	l	t	u
p	i	t	y	u	i	i	r	t	y	l	r	n
p	c	e	n	i	c	e	t	r	t	y	o	g
y	e	s	s	d	f	g	o	l	d	s	n	e
i	r	u	o	l	d	e	r	r	r	s	g	r
o	i	t	y	e	r	c	e	t	y	u	e	n
p	o	y	o	u	n	g	e	e	c	e	r	i

1. \_\_\_\_\_ - \_\_\_\_\_
2. \_\_\_\_\_ - \_\_\_\_\_
3. \_\_\_\_\_ - \_\_\_\_\_
4. \_\_\_\_\_ - \_\_\_\_\_
5. \_\_\_\_\_ - \_\_\_\_\_
6. \_\_\_\_\_ - \_\_\_\_\_
7. \_\_\_\_\_ - \_\_\_\_\_

3. Ask student to find all the adjectives and their comparative forms.
4. When Ss find all of the adjectives, ask them to organize them into pairs.

#### Key:

big – bigger, strong – stronger, happy – happier, nice – nicer, old – older, young – younger, tall – taller

b	i	g		s	t	r	o	n	g			
t	a	l	l	e	r		t	y				
h	b	i	g	g	e	r		a	s	o		
a	n		h	a	p	p	i	e	r	l	t	u
p	i									l	r	n
p	c		n	i	c	e					o	g
y	e					o	l	d		n	e	
	r		o	l	d	e	r			g	r	
										e		
		y	o	u	n	g					r	

## Screen 2

**Alex:** Hi, Kim. How are you?

**Sam:** Yes, are you happier today?

**Kim:** Yes, thanks. Jill is still in hospital, but she's stronger now.

**Lucy:** Yes, but the room Jill's in is smaller and nicer than the others – there are only two other girls with her.

**Sam:** Are the girls older or younger than your sister?

**Kim:** They're both older than Jill, so they look after her.

**Alex:** That's nice.



The screenshot shows a digital presentation slide titled "14 Writing Skills: Comparatives" with a progress indicator "2/7". Below the title is a "Listen and watch." button with a speaker icon. The main content is a video player showing an illustration of a hospital room. In the room, a woman in a wheelchair is being attended to by two other women and a man. The room has windows, a potted plant, and a bench. The video player includes a play button, a progress bar (0:00 / 0:00), a volume icon, and a full-screen icon. At the bottom of the slide, there is a "Presentation" button and a copyright notice "© Young Digital Planet 2013".

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

Note: Pre teach the phrase: *look after somebody* (=give someone care and attention they need for example a child, or when someone is ill).

## Screen 3

**Key:** (from left to right)

1 happier 2 bigger 3 stronger  
4 nicer 5 older 6 taller

14 Writing Skills: Comparatives 3/7

Read and choose.

		
Kim is happier / happier .	The hospital is biger / bigger .	Jill is strongger / stronger .
		
The hospital room is nicer / nicier .	The girls are oldder / older than Jill.	Ben is taller / tallier than Alex.

Practice © Young Digital Planet 2013

## Screen 4

**Key:** (from left to right)

1 happier 2 older 3 taller  
4 bigger 5 younger 6 stronger

14 Writing Skills: Comparatives 4/7

Look and write.

		
Sam is (happy) _____ than Alex.	The hospital is (old) _____ than the school.	Kim is (tall) _____ than Jill.
		
The hospital is (big) _____ than the house.	Lucy is (young) _____ than Ben.	Kim is (strong) _____ than Jill.

Practice © Young Digital Planet 2013

Note: Use Handout 2 as an additional or extension activity.

## Screen 5

**Key:** (from left to right)

**1a** happier **1b** sadder

**2a** taller **2b** shorter

**3a** older **3b** younger

**4a** bigger **4b** smaller



14 Writing Skills: Comparatives 5/7

Complete.

Lucy is  than Alex.  
Alex is  than Lucy.

Ben is  than Sam.  
Sam is  than Ben.

Kim is  than Jill.  
Jill is  than Kim.

The hospital is   
than the school.  
The school is   
than the hospital.

sadder bigger smaller older shorter happier younger taller

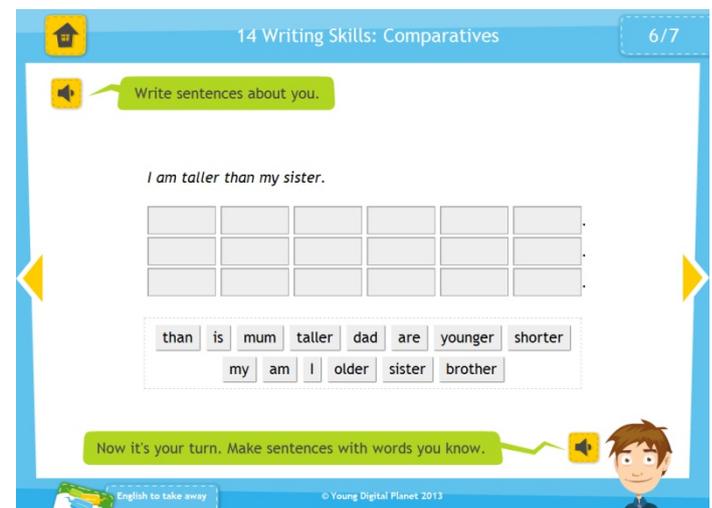
Practice © Young Digital Planet 2013

Note: Make the pictures bigger and ask students to compare them.

## Screen 6

**Key:**

Ss' own answers e.g. *I am taller than my sister. My brother is taller than my mum etc.*



14 Writing Skills: Comparatives 6/7

Write sentences about you.

*I am taller than my sister.*

than is mum taller dad are younger shorter  
my am I older sister brother

Now it's your turn. Make sentences with words you know.

Practice © Young Digital Planet 2013

Give the Ss these instructions for the activity. The aim is to practise comparative sentences.

1. Read the model sentence: *I am taller than my sister.*
2. Look at the words at the bottom of the screen.
3. Drag and drop words into the boxes make new sentences.

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

The aim is personalisation.

Tell Ss to work in pairs and make their own sentences with words they know comparing themselves with members of their own families.

### Additional activity

Give out Handout 2 to practise comparative form of adjectives:

Ask Ss to complete the sentences with the missing comparative adjectives. Ask them to use the adjectives from the box. Before doing the activity practise saying the comparative forms of the adjectives from the box.

## Handout 2

old strong happy young big



1 Sam is \_\_\_\_\_ than Alex.



2 The hospital is \_\_\_\_\_ than the school.



3 The hospital is \_\_\_\_\_ than the house.



4 Kim is \_\_\_\_\_ than Jill.



5 Lucy is \_\_\_\_\_ than Ben.

### Key:

1 happier 2 bigger / older 3 older / bigger 4 stronger 5 younger

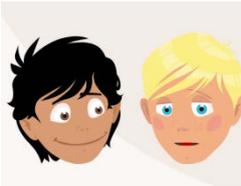
# Handout 1

b	i	g	b	i	h	s	t	r	o	n	g	w
a	t	a	l	l	e	r	f	d	s	t	a	y
h	e	b	i	g	g	e	r	e	r	a	s	o
a	n	r	h	a	p	p	i	e	r	l	t	u
p	i	t	y	u	i	i	r	t	y	l	r	n
p	c	e	n	i	c	e	t	r	t	y	o	g
y	e	s	s	d	f	g	o	l	d	s	n	e
i	r	u	o	l	d	e	r	r	r	s	g	r
o	i	t	y	e	r	c	e	t	y	u	e	n
p	o	y	o	u	n	g	e	e	c	e	r	i

1. \_\_\_\_\_ - \_\_\_\_\_
2. \_\_\_\_\_ - \_\_\_\_\_
3. \_\_\_\_\_ - \_\_\_\_\_
4. \_\_\_\_\_ - \_\_\_\_\_
5. \_\_\_\_\_ - \_\_\_\_\_
6. \_\_\_\_\_ - \_\_\_\_\_
7. \_\_\_\_\_ - \_\_\_\_\_

# Handout 2

old strong happy young big



1 Sam is \_\_\_\_\_ than Alex.



2 The hospital is \_\_\_\_\_ than the school.



3 The hospital is \_\_\_\_\_ than the house.



4 Kim is \_\_\_\_\_ than Jill.



5 Lucy is \_\_\_\_\_ than Ben.

Friends 6 Lesson 15		<i>Is table tennis a slow game?</i>		Vocabulary
<b>Aims</b>	Talking about sports and leisure activities	<b>Contents</b>	<b>Vocabulary</b> Sports and leisure activities  Adjectives related to sports and leisure activities: <i>easy, difficult, slow, quick, loud, quiet</i>	2 master handouts  Handout 1 one for each group of 3-4 Ss  Handout 2 one for each pair  (brainstorming session, sports + adjectives)
<b>Language Analysis</b>				
*** baseball /'beɪs bɔ:l/ difficult /'dɪfɪk(ə)lt/ easy /'i:zi/ fishing /'fɪʃɪŋ/ football /'fʊt bɔ:l/ loud /laʊd/ quick /kwɪk/ quiet /'kwaɪət/ running /'rʌnɪŋ/ skiing /'ski:ɪŋ/ slow /sləʊ/ table tennis /teɪb(ə)l tenɪs/				

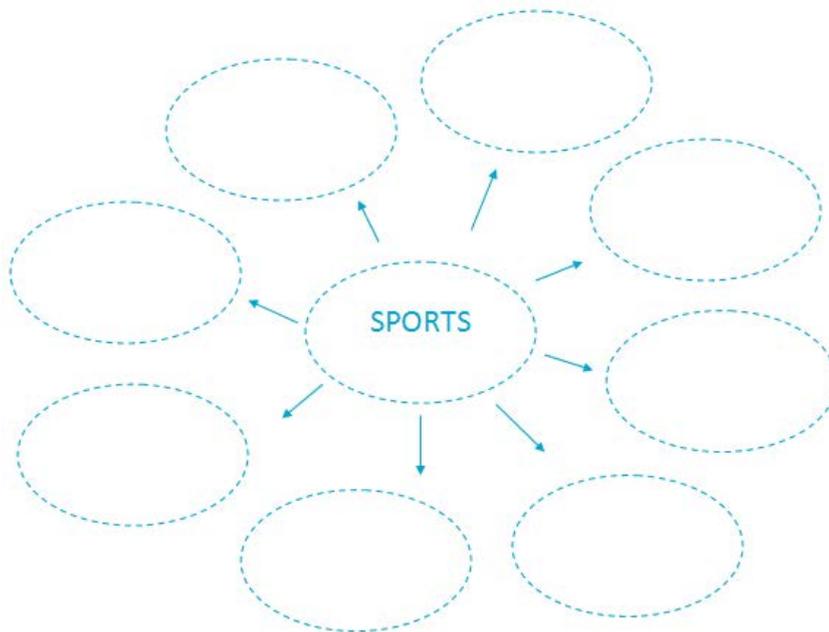
# Procedure

## Warm-up Off the screens

1. Revise sports vocabulary.
2. Do a brainstorming session and get Ss to write the names of all the sports they know in the spaces on the mind map on Handout 1. Ask students to add more spaces (ovals to write in) if needed. Use the photos to help you.

Alternatively, ask Ss to bring their favourite photos of a game or sports they like playing, doing or watching, put all of the pictures / photos on the walls of the classroom and write labels underneath to give names to the different sports.

### Handout 1



Suggested answers:

The photos show: *football, table tennis, running, skiing, fishing, baseball*

Additional sports to add: *basketball, skating, cycling, golf, gymnastics, climbing, kayaking, diving, swimming, walking, sailing.*

## Screen 2

**Lucy:** *Is table tennis a slow game?*

**Alex:** *No, it isn't. It's very quick. Watch Kim and Sam.*

**Lucy:** *Wow! They're very quick! They're very good at it. Is it difficult to play?*

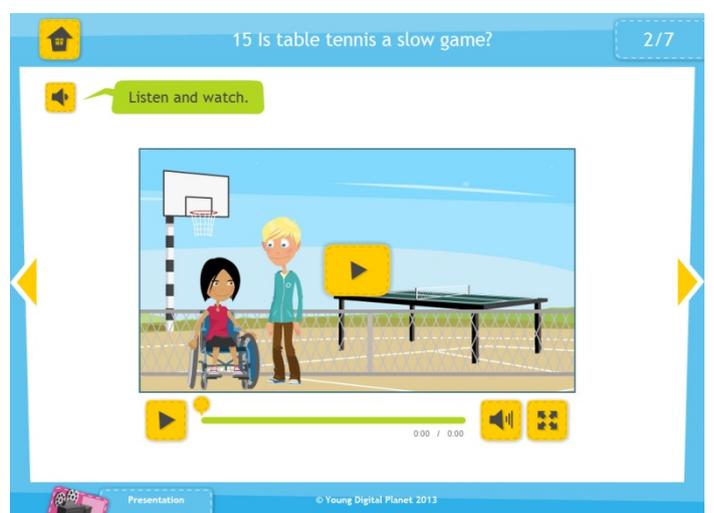
**Alex:** *Yes, it's difficult to play like them. But it's easy to hit the ball from one side to the other.*

**Lucy:** *It's a quiet game, too.*

**Alex:** *Yes, it's not a loud game like tennis and football. The players don't shout.*

**Lucy:** *Can we play next?*

**Alex:** *Yes, but just a slow game. I'm not very quick at table tennis!*



15 Is table tennis a slow game? 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.

## Screen 3

Audio 1:

**Sam:** *Is football easy to play?*

**Kim:** *Yes, it is. It isn't difficult.*

Audio 2:

**Sam:** *Is table tennis quiet?*

**Kim:** *Yes, it is. It isn't loud.*

Audio 3:

**Sam:** *Running the 100 metres is quick.*

**Kim:** *Yes, it's quick, not slow.*

Audio 4: **Sam:** *Is skiing easy?*

**Kim:** *No, it isn't. It's difficult.*

Audio 5:

**Sam:** *Is fishing quick?*

**Kim:** *No, it isn't. It's slow.*

Audio 6:

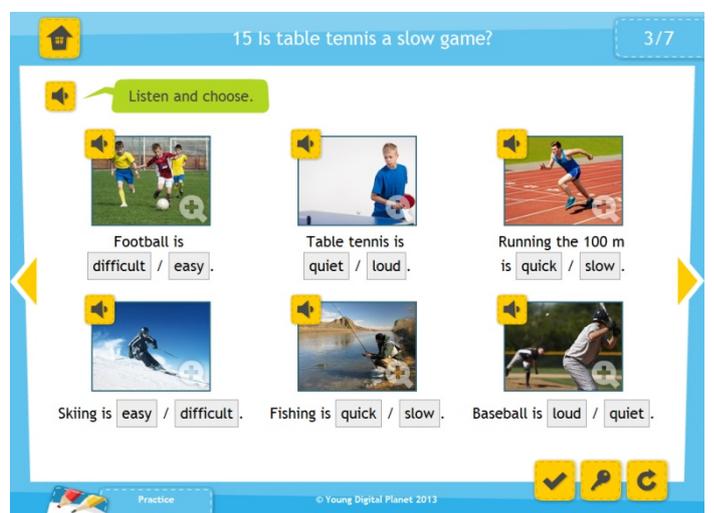
**Sam:** *Is baseball quiet?*

**Kim:** *No, it isn't. It's loud.*

**Key:** (from left to right)

1 easy 2 quiet 3 quick

4 difficult 5 slow 6 loud



15 Is table tennis a slow game? 3/7

Listen and choose.

Football is difficult / easy .

Table tennis is quiet / loud .

Running the 100 m is quick / slow .

Skiing is easy / difficult .

Fishing is quick / slow .

Baseball is loud / quiet .

© Young Digital Planet 2013

Note: As an extension activity, give out Handout 2 and ask Ss to give their own opinions using the adverbs they have learnt.

## Screen 4

**Lucy:** Do you like dancing, Alex?

**Alex:** No, I don't. It's very quick and the music is always loud. I like doing slow, quiet things.

**Lucy:** What things?

**Alex:** I like reading and walking in the country.

**Lucy:** Yes, I do, too. And I like maths and playing computer games.

**Alex:** But maths and computer games are difficult.

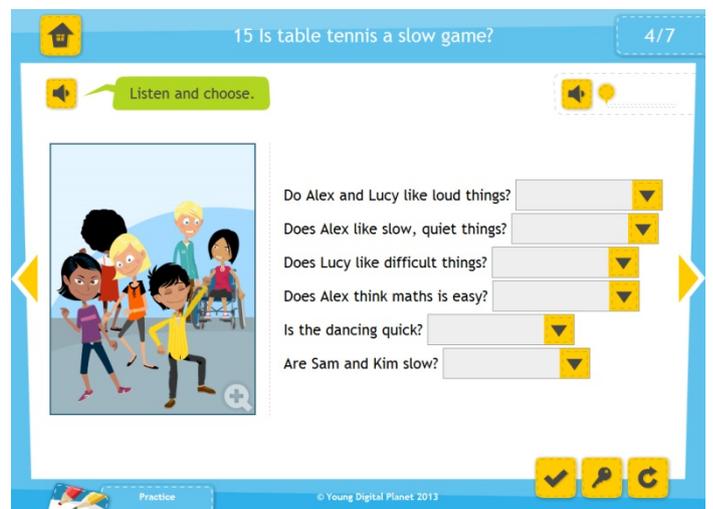
**Lucy:** No, they're not. They're easy.

**Alex:** And dancing is difficult. Look at Kim and Sam!

**Lucy:** Yes, it is, but those two like loud music and moving around!

### Key:

- 1 No, they don't.
- 2 Yes, he does.
- 3 Yes, she does.
- 4 No, he doesn't.
- 5 Yes, it is.
- 6 No, they aren't.



15 Is table tennis a slow game? 4/7

Listen and choose.

Do Alex and Lucy like loud things?

Does Alex like slow, quiet things?

Does Lucy like difficult things?

Does Alex think maths is easy?

Is the dancing quick?

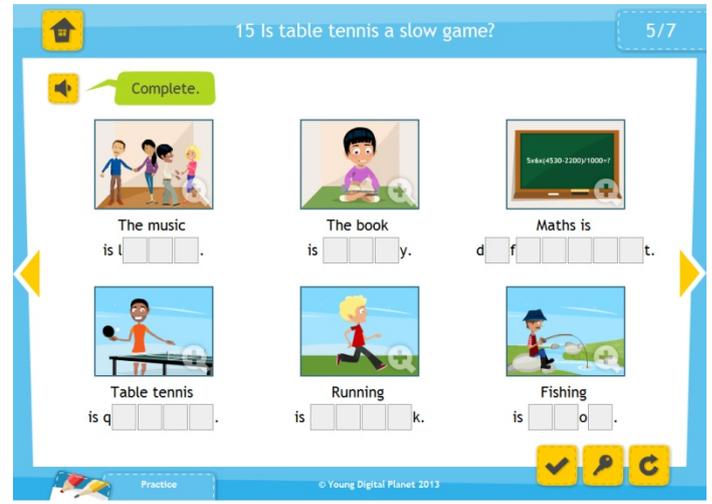
Are Sam and Kim slow?

Practice © Young Digital Planet 2013

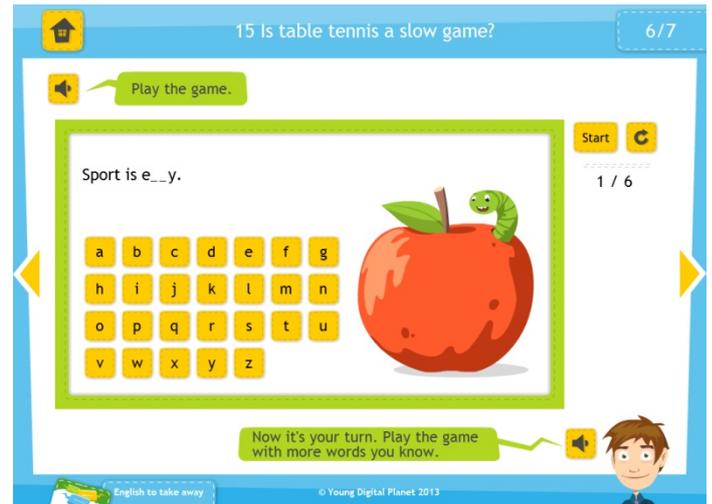
## Screen 5

**Key:** (from left to right)

1 loud 2 easy 3 difficult  
4 quiet 5 quick 6 slow



## Screen 6



Give the Ss these instructions for the Hangman game. Hangman is a spelling game. The aim is to find the hidden word by guessing the letters.

1. The alphabet is set out on the screen.
2. Look at the number of letters in the word.
3. Guess the first letter, e.g. 'e'. Click the letter.
4. Guess the next letter and click it again.
5. Continue until you have guessed the word.

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

Tell Ss to work in small groups or pairs and play

the game with more words they know.

### Additional activity

Give out Handout 2 and ask students to make sentences about the sports in the pictures with the adjectives from the top of the handout. They should express their own opinion e.g. *Football is easier than table tennis.*

Do one pair exchange as a model, then ask Ss to work in pairs and talk about the other sports. Finally get feedback around the class and encourage Ss to share their opinions.

## Handout 2

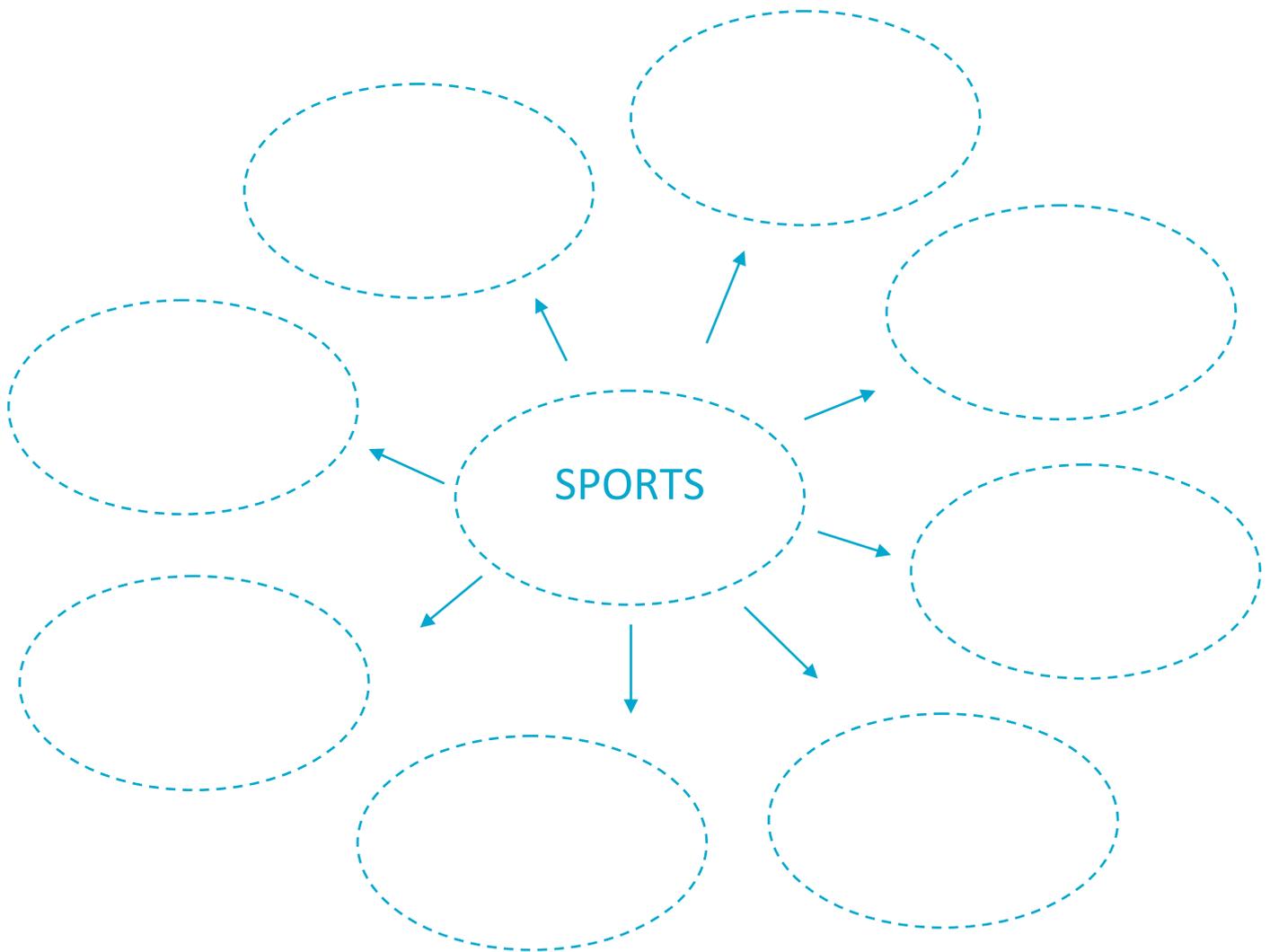
easy / difficult

quiet / loud

quick / slow



# Handout 1



# Handout 2

easy / difficult

quiet / loud

quick / slow



Friends 6 Lesson 16		<i>Is football easier than hockey?</i>		Grammar & functions
<b>Aims</b>	Making comparisons  Asking questions with <i>Which is.....?</i>	<b>Contents</b>	<b>Grammar</b> Using comparative of adjectives ending in -y (-ier)  <i>Which is.....? -y -ier</i>  <b>Vocabulary</b> <i>boring, easy, exciting, funny, happy, noisy, pretty skiing fan</i> Everyday English: <i>I don't agree.</i>	<b>Checklist</b>  2 master handouts for individual work To practise sports + like, adjectives: comparatives
<b>Language Analysis</b>				
<p>Comparative of adjectives + <i>than</i> + noun</p> <p>With most adjectives we use <i>-er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)  <i>simple – simpler</i> (e → er, eer)  <i>big – bigger</i> (double the consonant, if the syllable is stressed and finishes with a consonant).</p> <p>We form comparatives of adjectives longer than two syllables with <i>more</i>:  <i>interesting – more interesting</i></p> <p>We use <i>than</i> /ðən/ – to compare two people or things, e.g. <i>He is older than his sister</i>.</p> <p>Many adjectives have irregular adjective forms:  <i>good – better</i>  <i>bad – worse</i>  <i>much – more</i> etc.</p> <p>***</p> <p>boring /'bɔ:riŋ/            easy /'i:zi/</p>				

exciting /ɪk'saɪtɪŋ/

funny /'fʌni/

happy /'hæpi/

noisy /'nɔɪzi/

pretty /'prɪti/

skiing /'ski:ɪŋ/

## Procedure

### Warm-up Off the screens

1. Revise sports:
2. Give out Handout 1

#### Handout 1

3. Ask Ss to make a list of sports they like (in column 1 under the green tick), and the sports they do not like (in column 2 under the red cross).
4. Ask Ss to compare their lists and show them to the class.

## Screen 2

**Alex:** Let's watch another sport. I don't like football. It's boring.

**Kim:** Which sport do you want to watch?

**Alex:** Look – there's basketball! That's an exciting sport. It's quicker.

**Sam:** I don't agree. It's easier to play than football, and it isn't quiet – the fans are noisier.

**Lucy:** I don't like basketball. It's not exciting. It's boring, just a ball in a hall – 'bounce, bounce, bounce!'

**Kim:** Which sport is nicer, Lucy?

**Lucy:** Well, I like to watch skiing. The places in the mountains where they ski are prettier, and it's quicker than other sports.

**Kim:** Well, there's no sport on TV now. Let's watch this film. It's funnier than sport!



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, ask Ss to name all the sports mentioned during the animation and all the adjectives the children in the story used. Do this as a competition to see who remembered most.

## Screen 3

**Alex:** Let's watch another sport. I don't like football. It's boring.

**Kim:** Which sport do you want to watch?

**Alex:** Look – there's basketball! That's an exciting sport. It's quicker.

**Sam:** I don't agree. It's easier to play than football, and it isn't quiet – the fans are noisier.

**Lucy:** I don't like basketball. It's not exciting. It's boring, just a ball in a hall – 'bounce, bounce, bounce!'

**Kim:** Which sport is nicer, Lucy?

**Lucy:** Well, I like to watch skiing. The places in the mountains where they ski are prettier, and it's quicker than other sports.

**Kim:** Well, there's no sport on TV now.



Let's watch this film. It's funnier than sport!

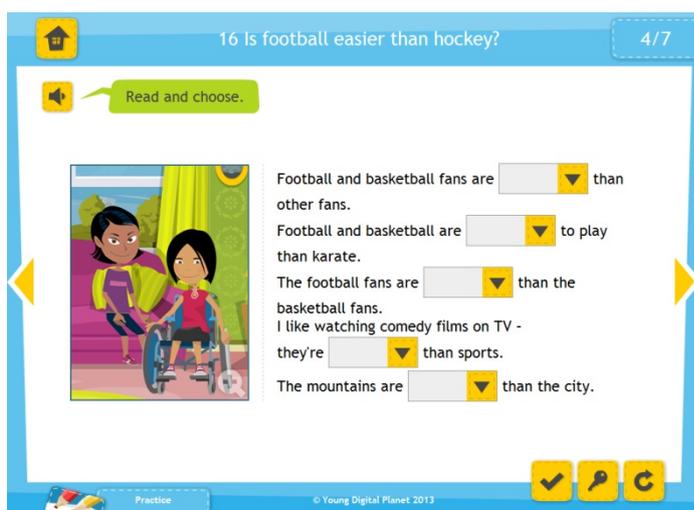
**Key:** (from left to right)

- 1 boring 2 noisier than football
- 3 quicker than basketball 4 funnier than sports

## Screen 4

**Key:**

- 1 noisier
- 2 easier
- 3 happier
- 4 funnier
- 5 prettier



16 Is football easier than hockey? 4/7

Read and choose.

Football and basketball fans are [ ] than other fans.

Football and basketball are [ ] to play than karate.

The football fans are [ ] than the basketball fans.

I like watching comedy films on TV - they're [ ] than sports.

The mountains are [ ] than the city.

Practice © Young Digital Planet 2013

## Screen 5

Audio 1:

*Which is quieter?*

Audio 2:

*Which is easier?*

Audio 3:

*Which is prettier?*

Audio 4:

*Who is happier?*

**Key:** (from left to right)

- 1 Karate 2 Football
- 3 The mountains 4 Lucy



16 Is football easier than hockey? 5/7

Listen and complete.

[ ] is quieter.

[ ] is easier.

[ ] are prettier.

[ ] is happier.

Lucy Karate Football The mountains

Practice © Young Digital Planet 2013

## Screen 6

*Is football easier than hockey?  
Yes, it is.*



16 Is football easier than hockey? 6/7

Look and say.

Is football easier than hockey?

Yes, it is.

Now it's your turn. Work in pairs and ask and answer questions about sports.

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the dialogue.
2. Practise 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 sport and give their own answers.

Note: You can also get Ss to talk about the picture for some further spoken practice. Exploit the scene by asking them to describe what they can see.

Extension activity: Give out Handout 2 to each student and follow the instructions.

Additional activity

Give out Handout 2

Ask students to complete the sentences with the missing adjectives in the right form.

## Handout 2

1. Football and basketball fans are (noisy) \_\_\_\_\_ than other fans.
2. Football and basketball are (easy) \_\_\_\_\_ to play than karate.
3. The football fans are (happy) \_\_\_\_\_ than the basketball fans.
4. I like watching comedy films on TV, they're (funny) \_\_\_\_\_ than sports.
5. The mountains are (pretty) \_\_\_\_\_ than the city.
6. It's (easy) \_\_\_\_\_ to play than football.
7. The places in the mountains where they ski are (pretty) \_\_\_\_\_.

### Key:

1 noisier 2 easier 3 happier 4 funnier 5 prettier 6 easier 7 prettier

# Handout 1

## Handout 2

1. Football and basketball fans are (noisy) \_\_\_\_\_ than other fans.
  2. Football and basketball are (easy) \_\_\_\_\_ to play than karate.
  3. The football fans are (happy) \_\_\_\_\_ than the basketball fans.
  4. I like watching comedy films on TV, they're (funny) \_\_\_\_\_ than sports.
  5. The mountains are (pretty) \_\_\_\_\_ than the city.
  6. Table tennis is (easy) \_\_\_\_\_ to play than football.
  7. The places in the mountains where they ski are (pretty) \_\_\_\_\_.
- 

## Handout 2

1. Football and basketball fans are (noisy) \_\_\_\_\_ than other fans.
2. Football and basketball are (easy) \_\_\_\_\_ to play than karate.
3. The football fans are (happy) \_\_\_\_\_ than the basketball fans.
4. I like watching comedy films on TV, they're (funny) \_\_\_\_\_ than sports.
5. The mountains are (pretty) \_\_\_\_\_ than the city.
6. Table tennis is (easy) \_\_\_\_\_ to play than football.
7. The places in the mountains where they ski are (pretty) \_\_\_\_\_.

Friends 6 Lesson 17		<i>Basketball is more exciting than football.</i>		Grammar & functions	
<b>Aims</b>	Making comparisons about sports and leisure activities with two-syllable adjectives	<b>Contents</b>	<p><b>Grammar</b> Comparative: two-syllable adjectives more + 2-syllable adjective + than</p> <p><b>Vocabulary</b> <i>boring, exciting, interesting, beautiful, dangerous</i> <i>bugs</i></p>	<b>Checklist</b>	2 master handouts for each student to practise sports, comparing sports
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i> + noun With most adjectives we use <i>-er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow: <i>dirty – dirtier</i> (y → ier) <i>simple – simpler</i> (e → er, eer) <i>big – bigger</i> (double the consonant, if the syllable is stressed and finishes with a consonant). We form comparatives of adjectives longer than two syllables with <i>more</i>: <i>interesting – more interesting</i> We use <i>than</i> /ðən/ – to compare two people or things, e.g. <i>He is older than his sister</i>. Many adjectives have irregular adjective forms: <i>good – better</i> <i>bad – worse</i> <i>much – more</i> etc. *** <i>beautiful</i> /'bju:təf(ə)l/ <i>boring</i> /'bɔ:riŋ/ <i>bug</i> /bʌg/ <i>dangerous</i> /'deɪndʒərəs/ <i>exciting</i> /ɪk'saɪtɪŋ/ <i>interesting</i> /'ɪntrəstɪŋ/</p>					

# Procedure

## Warm-up Off the screens

1. Revise sports:
2. Give out Handout 1 and ask Ss to match the pictures with the words.

### Handout 1

1		a) football
2		b) swimming
3		c) basketball
4		d) climbing
5		e) table tennis
6		f) baseball
7		g) badminton
8		h) skiing

**Key:** 1 c 2 f 3 h 4 d 5 a 6 b 7 g 8 e

## Screen 2

**Kim:** *It's great to have a picnic in the park!*

**Lucy:** *Yes, it's more exciting to eat lunch here than at home.*

**Alex:** *But it's more dangerous, too. Look at these bugs!!*

**Kim:** *Let's do something interesting now.*

**Sam:** *I've got my new guitar, so we can sing some songs.*

**Lucy:** *Wow! That's very nice. It's more beautiful than your old guitar.*

**Kim:** *OK, Sam – sing and play a song for us!*



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:** *It's great to have a picnic in the park!*

**Lucy:** *Yes, it's more exciting to eat lunch here than at home.*

**Alex:** *But it's more dangerous, too. Look at these bugs!!*

**Kim:** *Let's do something interesting now.*

**Sam:** *I've got my new guitar, so we can sing some songs.*

**Lucy:** *Wow! That's very nice. It's more beautiful than your old guitar.*

**Kim:** *OK, Sam – sing and play a song for us!*

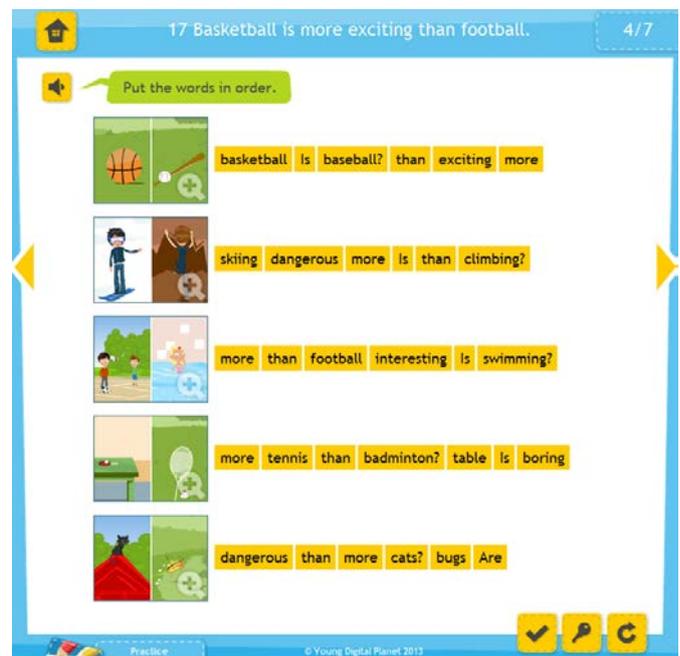
**Key:** 1 exciting 2 dangerous  
3 interesting 4 beautiful



## Screen 4

### Key:

- 1 Is basketball more exciting than baseball?
- 2 Is skiing more dangerous than climbing?
- 3 Is football more interesting than swimming?
- 4 Is table tennis more boring than badminton?
- 5 Are bugs more dangerous than cats?



17 Basketball is more exciting than football. 4/7

Put the words in order.

basketball is baseball? than exciting more

skiing dangerous more is than climbing?

more than football interesting is swimming?

more tennis than badminton? table is boring

dangerous than more cats? bugs Are

Practice © Young Digital Planet 2013

Note: As an extension activity, ask Ss to make up some new sentences using the pattern.

You can give them some prompts of words they know (e.g. *tiger, television*) and encourage them to make these sentences as funny an unlikely as possible e.g. *Are tigers more dangerous than watching television?*

## Screen 5

*Which sport is more exciting, table tennis or football?*

*Which is more fun, dancing or riding a bike?*

*Which sport is more interesting, swimming or skating?*

*Which sport is more boring, fishing or climbing?*

*Which is more interesting, listening to music or reading?*

**Key: Qs + As (random order)**

**1** *Which sport is more exciting, table tennis or football?*

*Football is more exciting than table tennis.*

**2** *Which is more fun, dancing or riding a bike?*

*Dancing is more fun than riding a bike.*

**3** *Which sport is more interesting, swimming or skating?*

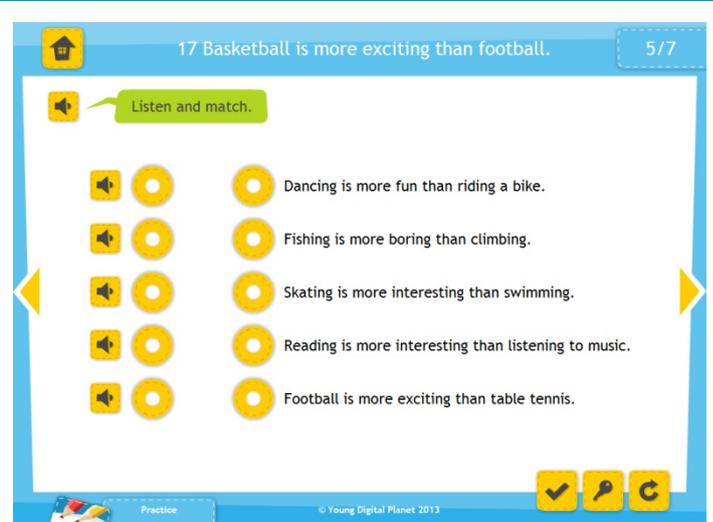
*Skating is more interesting than swimming.*

**4** *Which sport is more boring, fishing or climbing?*

*Fishing is more boring than climbing.*

**5** *Which is more interesting, listening to music or reading?*

*Reading is more interesting than listening to music.*



The screenshot shows a digital practice screen with a blue header. At the top left is a home icon, and at the top right is a progress indicator '5/7'. The main content area has a green box that says 'Listen and match.' Below this, there are five rows of audio icons (speakers) and yellow circles. To the right of each circle is a text statement. At the bottom right, there are three yellow icons: a checkmark, a magnifying glass, and a refresh symbol. At the bottom left, there is a 'Practice' button and a copyright notice '© Young Digital Planet 2013'.

17 Basketball is more exciting than football.

Listen and match.

- Dancing is more fun than riding a bike.
- Fishing is more boring than climbing.
- Skating is more interesting than swimming.
- Reading is more interesting than listening to music.
- Football is more exciting than table tennis.

Practice © Young Digital Planet 2013

## Screen 6

*No, it isn't.*  
*Yes, it is.*

### Sample questions:

- 1 Is basketball more exciting than baseball ?
- 2 Is basketball more dangerous than climbing ?
- 3 Is basketball more interesting than swimming ?
- 4 Is basketball more boring than badminton?
- 5 Is basketball more beautiful than tennis?
- 6 Is basketball more boring than tennis?

(more options possible, created randomly)



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to make questions and to answer them using short answer forms.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, read and repeat the question you see.
3. Click on the red button or the green button to hear the answer you want.
4. Repeat the short form answer.
5. Repeat as many times as you like.

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 more questions with words they know.

### Additional activity

Give out Handout 2 to practise comparing sports.

Ask students to compare the sports using the adjectives from the box.

They should produce about 10 sentences. They may want to add other sports for this activity in stronger groups.

e.g. *Baseball is more interesting than football. Climbing is more dangerous than swimming.*

## Handout 2



boring    interesting    fun    exciting    dangerous

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

# Handout 1



a) football



b) swimming



c) basketball



d) climbing



e) table tennis



f) baseball



g) badminton



h) skiing

# Handout 2



boring      interesting      fun      exciting      dangerous

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

Friends 6 Lesson 18		<i>A wet play day.</i>		Listening	
Aims	Listening skills	Contents	<b>Grammar</b> Present continuous – revision  Comparative adjectives continued	Checklist	1 master handout for each student to practise present continuous
<b>Language Analysis</b>					
<p>Present continuous is used to talk about things happening now at the moment of speaking.</p> <p>Subject + <i>am/is/are</i> + verb + <i>ing</i></p> <p>Remember the spelling rules for adding <i>ing</i>.            e.g. verbs ending in 'y': add <i>ing</i>: <i>play – playing, tidy – tidying</i>            verbs ending in consonants e.g. k, l, p, m, n: double the consonant: <i>stop – stopping, run – running,</i>  <i>swim – swimming</i>            verbs ending in 'e': remove the 'e' and add <i>ing</i>: <i>take – taking</i></p> <p><i>ing</i> – is also used to make nouns from verbs e.g. <i>climb – climbing</i>            e.g. Climbing is more interesting than swimming.</p>					

# Procedure

## Warm-up Off the screens

1. Pre teach vocabulary needed for the lesson: activities in the present continuous tense: *play the guitar, read a book, work on a Robot, do karate.*
2. Give out the Handout:

### Handout



1 Sam \_\_\_\_\_



2 Alex \_\_\_\_\_



3 Lucy \_\_\_\_\_



4 Kim \_\_\_\_\_

*play the guitar    work on robot    doing karate    read a book*

3. Ask Ss to write sentences about the pictures using the present continuous tense. They should use the verbs from the box at the bottom of the handout. In stronger groups they will not need the verbs and you can cut this part of the handout off.

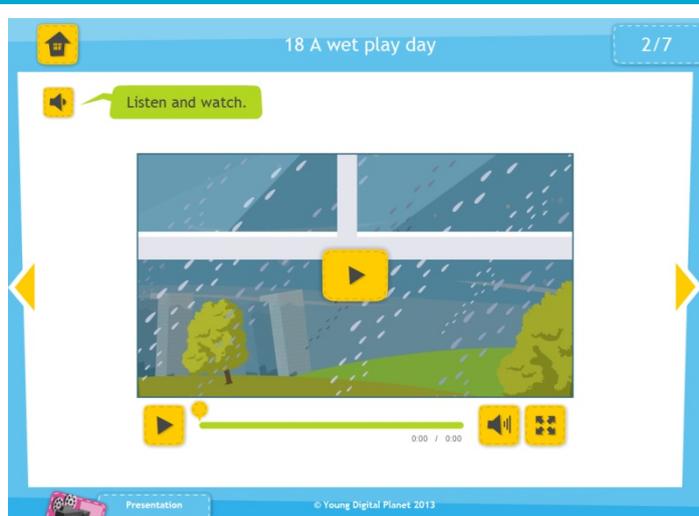
### Key:

**1** Sam is playing the guitar. **2** Alex is reading a book. **3** Kim is working on Robot.  
**4** Kim is doing karate.

## Screen 2

### Kim:

*It's a rainy day, and we're in the 'wet play' room at school. Sam's singing and playing his guitar. He's louder than Alex. Alex is quieter than Sam because he's reading a book. Lucy is doing something more difficult and more interesting than Sam or Alex. – Lucy is working on Robot. And I am doing something exciting.*



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.

*What's the weather like?*

*What is Alex doing?*

*What is Sam doing?*

*Who is louder, Sam or Alex?*

*Who is doing something more difficult?*

## Screen 3

### Kim:

*It's a rainy day, and we're in the 'wet play' room at school. Sam's singing and playing his guitar. He's louder than Alex. Alex is quieter than Sam because he's reading a book. Lucy is doing something more difficult and more interesting than Sam or Alex. – Lucy is working on Robot. And I am doing something exciting.*

### Key:

**1** Sam is **2** Lucy is **3** Alex is **4** Kim is  
**5** Sam is



## Screen 4

Audio 1:

**Alex:** *Snakes are more dangerous than lions.*

Audio 2:

**Kim:** *Skiing is more exciting than tennis.*

Audio 3:

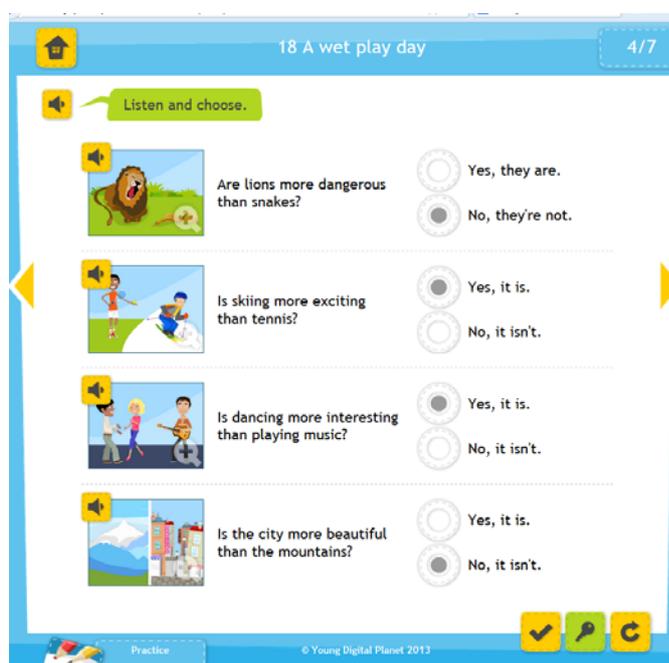
**Sam:** *Playing music is more interesting than dancing.*

Audio 4:

**Lucy:** *Mountains are more beautiful than the city.*

**Key:**

1 No, they're not. 2 Yes, it is. 3 Yes, it is.  
4 No it isn't



18 A wet play day 4/7

Listen and choose.

Are lions more dangerous than snakes?  Yes, they are.  No, they're not.

Is skiing more exciting than tennis?  Yes, it is.  No, it isn't.

Is dancing more interesting than playing music?  Yes, it is.  No, it isn't.

Is the city more beautiful than the mountains?  Yes, it is.  No, it isn't.

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## Screen 5

Audio 1:

*Watching TV is more boring than using a computer.*

Audio 2:

*This train goes quicker than that car.*

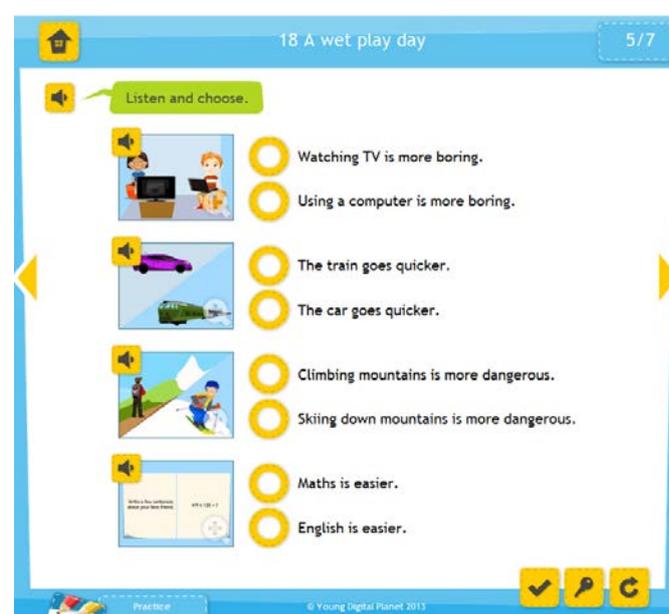
Audio 3:

*Climbing mountains is more dangerous than skiing down them.*

Audio 4:

*English is easier to study than maths.*

**Key:** See the audio above



18 A wet play day 5/7

Listen and choose.

Watching TV is more boring.

Using a computer is more boring.

The train goes quicker.

The car goes quicker.

Climbing mountains is more dangerous.

Skiing down mountains is more dangerous.

Maths is easier.

English is easier.

Practice © Young Digital Planet 2013

## Screen 6

**Girl:** *Are cats are more dangerous than dogs?*

**Boy:** *No dogs are more dangerous.*

**Male voice:**

*Are cats more dangerous than dogs?*

*Is skiing is more exciting than tennis?*

*Is playing music is more interesting than dancing?*

*Are mountains more beautiful than the city?*



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the question. Stop the slideshow.
3. Think about how to answer it and practise the answer on screen.
4. You can press 'pause' at any time and listen again.
5. Repeat with the other pages to listen to more questions. 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 more questions with words they know.

If they find it hard to come to up with their own ideas, suggest a set of activities to compare: climbing, walking, running, swimming etc.

# Handout



1 Sam \_\_\_\_\_



2 Alex \_\_\_\_\_



3 Lucy \_\_\_\_\_



4 Kim \_\_\_\_\_

*play the guitar*

*work on robot*

*doing karate*

*read a book*

Friends 6 Lesson 19		<i>An elephant is bigger than me.</i>		Pronunciation	
Aims	Speaking skills	Contents	Pronunciation of all forms of the comparatives of adjectives  Schwa /ə/ in <i>-er</i> endings and <i>than</i>	Checklist	1 master handout for each student to practise comparative adjectives
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i> + noun</p> <p>With most adjectives we use <i>-er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)  <i>simple – simpler</i> (e → er, eer)  <i>big – bigger</i> (double the consonant, if the syllable is stressed and finishes with a consonant).</p> <p>We form comparatives of adjectives longer than two syllables with <i>more</i>:  <i>interesting – more interesting</i></p> <p>We use <i>than</i> /ðən/ – to compare two people or things, e.g. <i>He is older than his sister</i>.</p> <p>Many adjectives have irregular adjective forms:  <i>good – better</i></p> <p><i>wink</i> /wɪŋk/ – close and open one eye</p>					

# Procedure

## Warm-up Off the screens

1. Revise comparative adjectives for the lesson:
2. Give out the Handout.

### Handout

1. noisy \_\_\_\_\_
2. fat \_\_\_\_\_
3. pretty \_\_\_\_\_
4. short \_\_\_\_\_
5. small \_\_\_\_\_
6. beautiful \_\_\_\_\_
7. intelligent \_\_\_\_\_
8. boring \_\_\_\_\_
9. happy \_\_\_\_\_
10. funny \_\_\_\_\_
11. easy \_\_\_\_\_
12. big \_\_\_\_\_
13. tall \_\_\_\_\_
14. old \_\_\_\_\_
15. weak \_\_\_\_\_

3. Ask Ss to write the comparative adjectives for the words in the list.
4. Get Ss to practise saying the words aloud as a whole class, paying attention to the Schwa sound /ə/ in the –er endings of the comparative forms. E.g. shortə, tallə etc.

**Key:**

**1** noisier **2** fatter **3** prettier **4** shorter **5** small **6** more beautiful **7** more intelligent  
**8** more boring **9** happier **10** funnier **11** easier **12** bigger **13** taller **14** older **15** weaker

As a follow-up activity, ask student to find pairs of opposite adjectives.

## Screen 2

Audio:

*An elephant came round to tea.  
 He really is bigger than me.  
 He's fatter and taller,  
 I'm shorter and smaller,  
 And his voice is louder – you see!  
 An elephant's more beautiful than you think,  
 Though his colour's more boring, not pink.  
 But remember an elephant  
 Is more intelligent  
 But it cannot fly, swim or wink.*



Pre teach the words/phrases: *come round to tea* and *wink*. Ask students to say a few things they think an elephant can do.

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:

*big*

Audio 2:

*fatter*

Audio 3

*taller:*

Audio 4:

*shorter*

Audio 5:

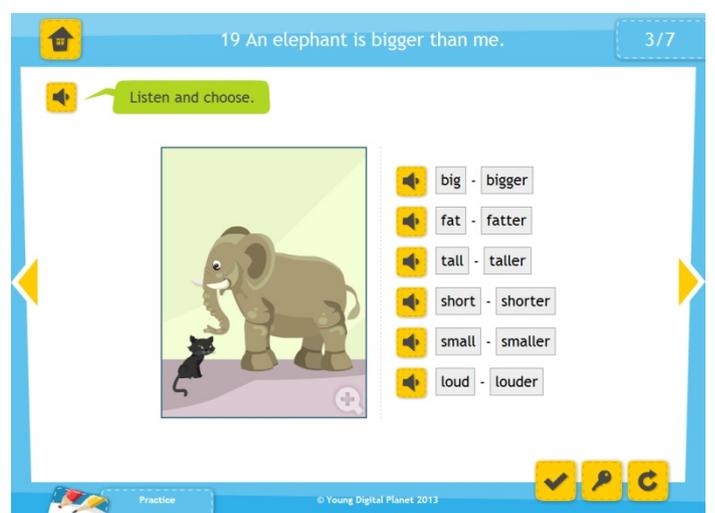
*small*

Audio 6:

*louder*

**Key:**

1 big 2 fatter 3 taller 4 shorter 5 small  
6 louder



19 An elephant is bigger than me. 3/7

Listen and choose.

big - bigger  
fat - fatter  
tall - taller  
short - shorter  
small - smaller  
loud - louder

Practice © Young Digital Planet 2013

Note: pay attention to the Schwa sound /ə/ in the –er endings of the comparative forms. E.g. bigger, fatter, etc.

## Screen 4

Audio:

*happy – happier*

*easy – easier*

*funny – funnier*

*lucky – luckier*

*noisy – noisier*

*pretty – prettier*



19 An elephant is bigger than me. 4/7

Listen and say.

happy happier  
easy easier  
funny funnier  
lucky luckier  
noisy noisier  
pretty prettier

Practice © Young Digital Planet 2013

Note: The screen is designed to practise pronunciation. Listen and repeat the words with the Ss as many times as you like.

## Screen 5

### Audio:

*He's taller than me.*  
*She's smaller than me.*  
*He's fatter than her.*  
*She's stronger than him.*  
*We're quieter than them.*  
*They're slower than us.*  
*I'm older than you.*  
*You're weaker than me.*



19 An elephant is bigger than me. 5/7

Listen and say.



- ▶ He's taller than me.
- ▶ She's smaller than me.
- ▶ He's fatter than her.
- ▶ She's stronger than him.
- ▶ We're quieter than them.
- ▶ They're slower than us.
- ▶ I'm older than you.
- ▶ You're weaker than me.

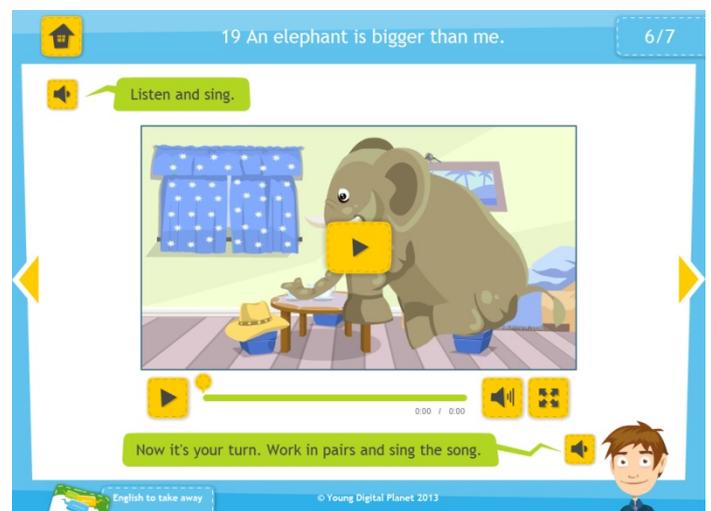
Practice © Young Digital Planet 2013

Note: The screen is designed to practise pronunciation. Listen and repeat the sentences with the Ss as many times as you like.

## Screen 6

### Audio:

*An elephant came round to tea.*  
*He really is bigger than me.*  
*He's fatter and taller,*  
*I'm shorter and smaller,*  
*And his voice is louder – you see!*  
*An elephant's more beautiful than you think,*  
*Though his colour's more boring, not pink.*  
*But remember an elephant*  
*Is more intelligent*  
*But it cannot fly, swim or wink.*



19 An elephant is bigger than me. 6/7

Listen and sing.



▶ 0:00 / 0:00

Now it's your turn. Work in pairs and sing the song.

English to take away © Young Digital Planet 2013

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

1. Listen to the whole song.
2. Watch the animation and join in.

Now it's your turn.

Tell Ss to listen again and sing the whole song individually, in groups or as a class.

# Handout

1. noisy \_\_\_\_\_
2. fat \_\_\_\_\_
3. pretty \_\_\_\_\_
4. short \_\_\_\_\_
5. small \_\_\_\_\_
6. beautiful \_\_\_\_\_
7. intelligent \_\_\_\_\_
8. boring \_\_\_\_\_
9. happy \_\_\_\_\_
10. funny \_\_\_\_\_
11. easy \_\_\_\_\_
12. big \_\_\_\_\_
13. tall \_\_\_\_\_
14. old \_\_\_\_\_
15. weak \_\_\_\_\_

Friends 6 Lesson 20		<i>I'm taller than you.</i>		Skills	
Aims	Integrated skills development	Contents	<p><b>Grammar</b> Comparative adjectives continued</p> <p><b>Vocabulary</b> Adjectives: <i>boring, easy, noisy, old, strong, tall, sad, old, big, slow, quiet, weak, happy, interesting, quick, small, difficult, young, short, new</i></p> <p>Everyday English: <i>summer camp</i></p>	Checklist	1 master handout for each student to practise opposite adjectives
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i></p> <p>With most adjectives we use – <i>er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)  <i>simple – simpler</i> (e → er, eer)  <i>big – bigger</i> (double the consonant, if the syllable stressed and finishes with a consonant).            Adjectives longer than two syllables get comparative adjectives with the help of more:  <i>interesting – more interesting</i></p> <p><i>Than /ðən/</i> – is used to compare e.g. He is older than his sister.</p> <p>There are also some irregular adjectives:</p> <p><i>good – better, bad – worse, much – more</i> etc.</p>					

# Procedure

## Warm-up Off the screens

1. Revise adjectives:
2. Give out the Handout:

### Handout

1 more boring	a) quieter
2 easier	b) weaker
3 noisier	c) happy
4 older	d) more interesting
5 stronger	e) quick
6 taller	f) small
7 sad	g) more difficult
8 old	h) younger
9 big	i) shorter
10 slow	j) new

3. Ask Ss to match the adjectives with their opposites, either in the base or comparative forms that they are given.

#### Key:

- 1 d: more boring + more interesting
- 2 g: easier + more difficult
- 3 a: noisier + quieter
- 4 h: older + younger
- 5 b: stronger + weaker
- 6 i: taller + shorter
- 7 c: sad + happy
- 8 j: old + new
- 9 f: big + small
- 10 e: slow + quick

## Screen 2

**Lucy:** So let's check we've got all the information correct. I'm older and Alex is taller than all of us.

**Kim:** And I'm younger than all of you, and Sam and I are shorter. And Sam is noisier than us three.

**Alex:** And I'm quieter than all of you.

**Lucy:** Yes, you are. And Kim's stronger than everyone.

**Alex:** And I'm weaker than all of you. But I still want to go to summer camp again!

**Sam:** Hey, Summer camp was more exciting this year than last year, wasn't it?

**Alex:** I'm not sure. Some of the games were more difficult than last year!

**Lucy:** Yes, but some of them were easier, too.

**Sam:** I had a great time at summer camp!

**Lucy:** Me, too. So come and write your names at the bottom of the form.



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:** So let's check we've got all the information correct. I'm older and Alex is taller than all of us.

**Kim:** And I'm younger than all of you, and Sam and I are shorter. And Sam is noisier than us three.

**Alex:** And I'm quieter than all of you.

**Lucy:** Yes, you are. And Kim's stronger than everyone.

**Alex:** And I'm weaker than all of you. But I still want to go to summer camp again!

**Sam:** Hey, Summer camp was more exciting this year than last year, wasn't it?

**Kim:** Last time summer camp was great!

**Alex:** I'm not sure. Some of the games were more difficult than last year!

**Lucy:** Yes, but some of them were easier, too.

**Sam:** I had a great time at summer camp!

**Lucy:** Me, too. So come and write your names at the bottom of the form.

**Key:** see below (random order)

1 more boring + more interesting

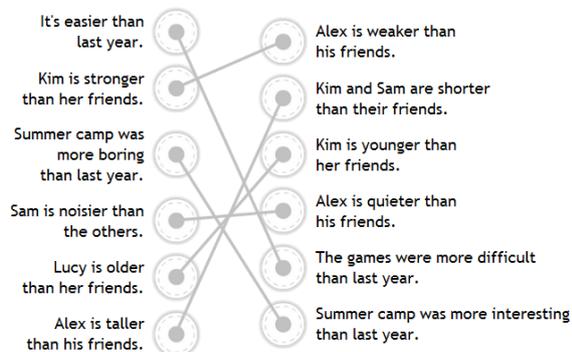
2 easier + more difficult

3 noisier + quieter

4 older + younger

5 stronger + weaker

6 taller + shorter



20 I'm taller than you.
3/7

Match the opposites. Then listen and check.

Lucy is older than her friends.	○	Kim and Sam are shorter than their friends.	○
Alex is taller than his friends.	○	Kim is younger than her friends.	○
Kim is stronger than her friends.	○	The games were more difficult than last year.	○
Sam is noisier than the others.	○	Alex is weaker than his friends.	○
Summer camp was more boring than last year.	○	Summer camp was more interesting than last year.	○
It's easier than last year.	○	Alex is quieter than his friends.	○

Practice
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✓
🔑
↺

## Screen 4

**Key:** (from left to right)

- 1 a) slow b) quick
- 2 a) old b) new
- 3 a) happy b) sad
- 4 a) big b) small

20 I'm taller than you.
4/7

Look and complete.



Runner A is   
and runner B is .



The big house is   
and the small house is .



The boy is   
and the girl is .



The red school is   
and the yellow school is .

big   small   new   sad   slow   old   happy   quick

✓ 🔍 ↺

Practice
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## Screen 5

**Key:**

- 1 difficult
- 2 boring
- 3 happier
- 4 quieter
- 5 bigger

20 I'm taller than you.
5/7

Look and write the correct form of the opposite adjective.



She's a slow runner, and I'm *quick*.

This is easy and that is .

This is interesting but that is .

I am sadder, and she is .

He is noisier and she is .

That one is smaller, but this one is .

✓ 🔍 ↺

Practice
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## Screen 6

**Boy:** *My brother's older, taller and stronger than me.*

**Girl:** *So you're younger, shorter and weaker than your brother.*



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

1. Look at the picture and read the dialogues in the speech bubbles.
2. Click on the audio and listen to the sentences.
3. Work in pairs and practise the dialogue.

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

Tell Ss to work in pairs and act out similar dialogues which are true for them. Tell Ss to use the adjectives and comparative forms they have learnt.

# Handout

1 more boring	a) quieter
2 easier	b) weaker
3 noisier	c) happy
4 older	d) more interesting
5 stronger	e) quick
6 taller	f) small
7 sad	g) more difficult
8 old	h) younger
9 big	i) shorter
10 slow	j) new

Friends 6 Lesson 21		<i>It's quit in here.</i>		Vocabulary	
<b>Aims</b>	Making comparisons  Revising the adjectives learnt in base and comparative form	<b>Contents</b>	<b>Grammar</b> Comparative adjectives continued  <b>Vocabulary</b> Sports and hobbies  <i>play a game, read a book, play sport, watch TV</i>  <i>inside / outside</i>	<b>Checklist</b>	1 master handout For individual or pair work: text completion (listening / reading comprehension)
<b>Language Analysis</b>					
<p>Comparative of adjectives + <i>than</i></p> <p>With most adjectives we use – <i>er</i> to form comparative adjectives e.g. <i>old – older</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier)  <i>simple – simpler</i> (e → er, eer)  <i>big – bigger</i> (double the consonant, if the syllable stressed and finishes with a consonant).</p> <p>Adjectives longer than two syllables get comparative adjectives with the help of <i>more</i>:  <i>interesting – more interesting</i></p> <p><i>Than /ðən/</i> – is used to compare e.g. He is older than his sister.</p> <p>There are also some irregular adjectives:</p> <p><i>good – better</i>  <i>bad – worse</i>  <i>much – more</i> etc.</p>					

# Procedure

## Warm-up Off the screens

1. Ask students about the weather outside. You may need to start with a revision of the two words: *inside / outside*.
2. Ask them if they want to play outside, what they do when the weather is bad, if they know any games for a rainy day etc.
3. You can help them with the following vocabulary: *play computer games, read books, play sports, watch television* etc.

## Screen 2

**Kim:** *It's very quiet inside and we've got nothing to do! I want to go outside.*

**Lucy:** *We can't go and play outside – look, it's raining!*

**Kim:** *I always feel sad on rainy days. The rain is sad!*

**Lucy:** *Well, let's do something more exciting. I don't want to just sit and watch the rain.*

**Kim:** *I know! Let's play an interesting game.*

**Lucy:** *OK. I've got an easy one.*

**Kim:** *Is it new?*

**Lucy:** *Oh no, it's an old one. My grandma showed it to me. You only need a piece of paper and a pen.*

**Kim:** *Great. Let's play! But first, teach me the game ...*



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

## Screen 3

**Kim:** *It's very quiet inside and we've got nothing to do! I want to go outside.*

**Lucy:** *We can't go and play outside – look, it's raining!*

**Kim:** *I always feel sad on rainy days. The rain is sad!*

**Lucy:** *Well, let's do something more exciting. I don't want to just sit and watch the rain.*

**Kim:** *I know! Let's play an interesting game.*

**Lucy:** *OK. I've got an easy one.*

**Kim:** *Is it new?*

**Lucy:** *Oh no, it's an old one. My grandma showed it to me. You only need a piece of paper and a pen.*

**Kim:** *Great. Let's play! But first, teach me the game ...*

### Key:

1 quiet 2 sad 3 exciting 4 interesting  
5 easy 6 new 7 old



21 It's quiet in here. 3/7

Listen and complete.



It's very  inside and we've got nothing to do. I always feel  on rainy days. Well, let's do something more . I know! Let's play an  game. I've got an  one. Is it ? It's an  game - you only need a piece of paper and a pen.

interesting old sad easy quiet exciting new

Practice © Young Digital Planet 2013

## Screen 4

### Audio:

*My friends like playing expensive computer games but I like reading interesting books or playing sport. A game of football is noisier and more exciting than a computer game of football. I like playing new sports with my friends too. At school we learn tennis. It's a difficult sport but it's a lot of fun! I'm always happier outside than inside. I don't like television – it's boring!*

### Key:

1 expensive 2 interesting 3 noisier  
4 more exciting 5 new 6 difficult  
7 happier 8 boring



21 It's quiet in here. 4/7

Complete with the correct form of a word. Now listen and check.

boring • difficult • exciting • expensive • happy • interesting • new • noisy



My friends like playing  computer games but I like reading  books or playing sport. A game of football is  and   than a computer game of football. I like playing  sports with my friends too. At school we learn tennis. It's a  sport but it's a lot of fun! I'm always  outside than inside. I don't like television - it's !

Practice © Young Digital Planet 2013

## Screen 5

### Key:

1 more expensive 2 older 3 difficult  
4 happier 5 funny 6 more difficult



21 It's quiet in here. 5/7

Choose.

That book is  than this one.

Paul is  than my other friends.

I enjoy doing  things.

She's always laughing. She's  than me.

I enjoyed that film. It was very .

Do you think maths is  than history?

Practice © Young Digital Planet 2013

### Additional activity

Give out the Handout to practise vocabulary for this lesson.

Ask students to complete the text with the missing words from the box.

#### Handout

easy	paper	showed
exciting	quiet	sit
game	raining	
outside	sad	

Kim: It's very (1) \_\_\_\_\_ inside and we've got nothing to do! I want to go (2) \_\_\_\_\_.

Lucy: We can't go and play outside – look, it's (3) \_\_\_\_\_!

Kim: I always feel (4) \_\_\_\_\_ on rainy days. The rain is sad!

Lucy: Well, let's do something more (5) \_\_\_\_\_. I don't want to just (6) \_\_\_\_\_ and watch the rain.

Kim: I know! Let's play an interesting (7) \_\_\_\_\_.

Lucy: OK. I've got an (8) \_\_\_\_\_ one..

Kim: Is it new?

Lucy: Oh no, it's an old one. My grandma (9) \_\_\_\_\_ it to me. You only need a piece of (10) \_\_\_\_\_ and a pen.

Kim: Great. Let's play! But first, teach me the game ...

### Key:

1 quiet 2 outside 3 raining 4 sad 5 exciting 6 sit 7 game 8 easy 9 showed 10 paper

## Screen 6

21 It's quiet in here.
6/7

Complete.



My favourite subject at school is .

I think it's . I don't like .

My favourite sport is .

It's .

My friend  is .

After school, I like .

It's .

Now it's your turn. Work in pairs and talk about your sentences.

English to take away
© Young Digital Planet 2013

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

1. Look at the picture and read the sentences.
2. Ask students to complete the text with the missing words about their favourite things.

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

Tell students to work in pairs and talk about their favourite things (sport, school subject etc.).

## Handout

*easy*

*paper*

*showed*

*exciting*

*quiet*

*sit*

*game*

*raining*

*outside*

*sad*

Kim: *It's very (1) \_\_\_\_\_ inside and we've got nothing to do! I want to go (2) \_\_\_\_\_.*

Lucy: *We can't go and play outside – look, it's (3) \_\_\_\_\_!*

Kim: *I always feel (4) \_\_\_\_\_ on rainy days. The rain is sad!*

Lucy: *Well, let's do something more (5) \_\_\_\_\_. I don't want to just (6) \_\_\_\_\_ and watch the rain.*

Kim: *I know! Let's play an interesting (7) \_\_\_\_\_.*

Lucy: *OK. I've got an (8) \_\_\_\_\_ one..*

Kim: *Is it new?*

Lucy: *Oh no, it's an old one. My grandma (9) \_\_\_\_\_ it to me. You only need a piece of (10) \_\_\_\_\_ and a pen.*

Kim: *Great. Let's play! But first, teach me the game ...*

Friends 6 Lesson 22		<i>Lucy is the oldest in the class.</i>		Grammar & Functions	
Aims	Making comparisons	Contents	<b>Grammar</b> Superlative: -est adjectives  <b>Vocabulary</b> Adjectives ( <i>old, strong, quick, tall, noisy, quite, short, young, slow, big</i> ) <i>tortoise, cheetah</i>	Checklist	1 master handout for individual work  (superlative adjectives)
<b>Language Analysis</b>					
<p>Superlative of adjectives</p> <p>With most adjectives we use – est to form superlative adjectives e.g. <i>old – oldest</i>. There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtiest</i> (y → iest)  <i>simple – simplest</i> (e → est, eest)  <i>big – biggest</i> (double the consonant, if the syllable is stressed and finishes with a consonant).</p> <p>Adjectives longer than two syllables form superlative adjectives with the help of <i>the most</i>.  <i>interesting – the most interesting</i></p> <p>e.g. <i>He is the oldest in the class.</i></p> <p>There are also some irregular adjectives:</p> <p><i>good – the best</i>  <i>bad – the worst</i>  <i>much – the most</i> etc.</p>					

# Procedure

## Warm-up Off the screens

1. Revise adjectives
2. Give out Handout 1, ask students to write down the comparative or base forms of the adjectives.

### Handout

1 <i>strong</i>	_____	_____
2 _____	<i>taller</i>	_____
3 <i>noisy</i>	_____	_____
4 <i>quick</i>	_____	_____
5 _____	<i>quieter</i>	_____
6 _____	<i>shorter</i>	_____
7 <i>young</i>	_____	_____
8 _____	<i>slower</i>	_____
9 <i>big</i>	_____	_____
10 _____	<i>older</i>	_____

*Who is the ... in  
your family?*

*My ... is ... the ...  
in my family. He  
She ...*

3. **NOTE:** Leave the last column for Screen 1, as it will be filled in after the animation is watched.

## Screen 2

**Lucy:** Can you all help me with these questions for school?  
**Kim:** Yes, what do you want to know?  
**Lucy:** Who's the oldest in the class – and that's the easiest question because the answer is ME!  
**Sam:** What other things do you want to know? Alex is the tallest. Kim is the strongest. I'm the noisiest.  
**Alex:** Yes, you are! And I'm the quietest.  
**Kim:** And Sam and I are the shortest, and I'm the youngest.  
**Lucy:** But you're also the quickest at running, Kim.  
**Kim:** Yes, and you're the quickest at doing maths homework, Lucy – and you get it all correct!



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

## Screen 3

**Lucy:** Can you all help me with these questions for school?  
**Kim:** Yes, what do you want to know?  
**Lucy:** Who's the oldest in the class – and that's the easiest question because the answer is ME!  
**Sam:** What other things do you want to know? Alex is the tallest. Kim is the strongest. I'm the noisiest.  
**Alex:** Yes, you are! And I'm the quietest.  
**Kim:** And Sam and I are the shortest, and I'm the youngest.  
**Lucy:** But you're also the quickest at running, Kim.  
**Kim:** Yes, and you're the quickest at doing maths homework, Lucy – and you get it all correct!

**Key:**

1 Lucy is 2 Kim is 3 Kim is  
 4 Kim and Sam are 5 Lucy is 6 Kim is

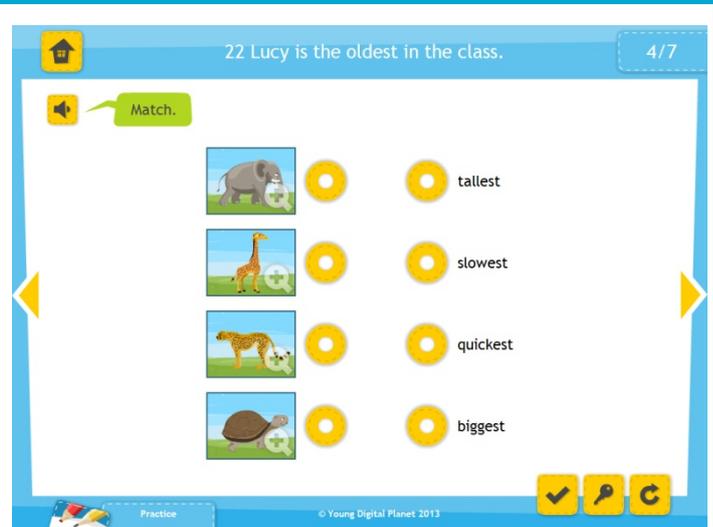


Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

## Screen 4

**Key:** (see pictures below, random order)

- 1  biggest
- 2  tallest
- 3  quickest
- 4  slowest



22 Lucy is the oldest in the class. 4/7

Match.

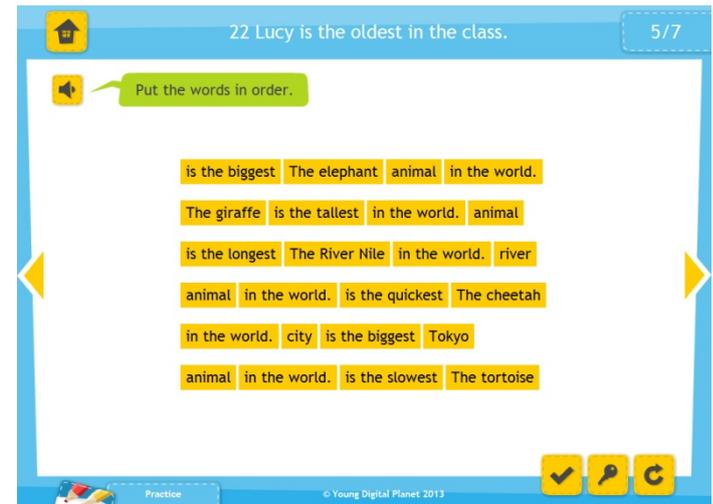
	<input type="radio"/>	<input type="radio"/> tallest
	<input type="radio"/>	<input type="radio"/> slowest
	<input type="radio"/>	<input type="radio"/> quickest
	<input type="radio"/>	<input type="radio"/> biggest

Practice © Young Digital Planet 2013

## Screen 5

**Key:**

- 1 The elephant is the biggest animal in the world.
- 2 The giraffe is the tallest animal in the world.
- 3 The River Nile is the longest river in the world.
- 4 The cheetah is the quickest animal in the world.
- 5 Tokyo is the biggest city in the world.
- 6 The tortoise is the slowest animal in the world.



22 Lucy is the oldest in the class. 5/7

Put the words in order.

is the biggest The elephant animal in the world.

The giraffe is the tallest in the world. animal

is the longest The River Nile in the world. river

animal in the world. is the quickest The cheetah

in the world. city is the biggest Tokyo

animal in the world. is the slowest The tortoise

Practice © Young Digital Planet 2013

## Screen 6

### Audio:

*Who is the tallest in your family?  
My brother Ben is the tallest. He's 1 metre 80.*



22 Lucy is the oldest in the class. 6/7

Listen and say.

Who is the tallest in your family?

My brother Ben is the tallest. He's 1 metre 80.

Now it's your turn. Work in pairs and ask more questions with words you know.

English to take away © Young Digital Planet 2013

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

1. Look at the picture 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 students to work in pairs and ask and answer the questions.

### Additional activity

Finish Handout 1 with the students, by asking them to complete the last column.

## Handout 1

1 <i>strong</i>	_____	_____
2 _____	<i>taller</i>	_____
3 <i>noisy</i>	_____	_____
4 <i>quick</i>	_____	_____
5 _____	<i>quieter</i>	_____
6 _____	<i>shorter</i>	_____
7 <i>young</i>	_____	_____
8 _____	<i>slower</i>	_____
9 <i>big</i>	_____	_____
10 _____	<i>older</i>	_____

*Who is the ... in  
your family?*

*My ... is ... the ...  
in my family. He  
She ...*

### Key:

- 1 strong – stronger – the strongest
- 2 tall – taller – the tallest
- 3 noisy – noisier – the noisiest
- 4 quick – quicker – the quickest
- 5 quiet – quieter – the quietest
- 6 short – shorter – the shortest
- 7 young – younger – the youngest
- 8 slow – slower – the slowest
- 9 big – bigger – the biggest
- 10 old – older – the oldest

Put students in pairs, ask them to act out a dialogue with their classmates and use the superlative adjectives from the table.

# Handout

- |                 |                |       |
|-----------------|----------------|-------|
| 1 <i>strong</i> | _____          | _____ |
| 2 _____         | <i>taller</i>  | _____ |
| 3 <i>noisy</i>  | _____          | _____ |
| 4 <i>quick</i>  | _____          | _____ |
| 5 _____         | <i>quieter</i> | _____ |
| 6 _____         | <i>shorter</i> | _____ |
| 7 <i>young</i>  | _____          | _____ |
| 8 _____         | <i>slower</i>  | _____ |
| 9 <i>big</i>    | _____          | _____ |
| 10 _____        | <i>older</i>   | _____ |

*Who is the ... in your family?*

*My ... is ... the ... in my family. He She ...*

Friends 6 Lesson 23		<i>Football is the most exciting sport in the world.</i>		Grammar & Functions	
<b>Aims</b>	Making comparisons	<b>Contents</b>	<p><b>Grammar</b> The superlative form of longer adjectives (<i>the most</i> + adjective)</p> <p><b>Vocabulary</b> Adjectives (e.g. <i>dangerous, exciting, beautiful, intelligent</i>)</p>	<b>Checklist</b>	<p>Three master handouts Handouts 1 and 2 for individual or pair work: completing a table and forming questions. Handout 3 – pair work</p> <p>(Practice: superlative adjectives and sports)</p>
<b>Language Analysis</b>					
<p>Superlative of adjectives With most adjectives we use – <i>est</i> to form superlative adjectives e.g. <i>old – oldest</i>. There are, however, some important spelling rules to follow: <i>dirty – dirtiest</i> (y → iest) <i>simple – simplest</i> (e → est, eest) <i>big – biggest</i> (double the consonant, if the syllable stressed and finishes with a consonant). Adjectives longer than two syllables get superlative adjectives with the help of <i>the most</i>. <i>interesting – the most interesting</i></p> <p>e.g. <i>He is the oldest in the class.</i></p> <p>There are also some irregular adjectives:</p> <p><i>good – the best</i> <i>bad – the worst</i> <i>much – the most</i> etc.</p>					

# Procedure

## Warm-up Off the screens

1. Revise sports:
2. Give out Handout 1.

### Handout 1



a) skiing



b) karate



c) car racing



d) climbing



e) ice skating



f) football

3. Ask students to write the names of the sports next to the pictures.

**Key:**

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

## Screen 2

**Kim:** So, Lucy, which sport is the most dangerous?

**Lucy:** Car racing.

**Kim:** What do you think, Sam?

**Sam:** No! Football is the most dangerous sport. And it's the most exciting.

**Alex:** No, Sam! Mountain climbing is the most dangerous. Football is the most boring...

**Lucy:** What do you think, Kim?

**Kim:** Well, car racing is definitely the most expensive sport, but I don't think it's the most dangerous or the most exciting.

**Sam:** I think karate is the most dangerous sport, and skiing is the most exciting.

**Lucy:** Yes, and skiing is always in the most beautiful places – all those snowy mountains!



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

### Additional activity

Ask students to look at the sports from Handout 1 again and name *the most...* sport for them. Use the following adjectives: *dangerous, exciting, boring, expensive*.

## Screen 3

**Kim:** So, Lucy, which sport is the most dangerous?

**Lucy:** Car racing.

**Kim:** What do you think, Sam?

**Sam:** No! Football is the most dangerous sport. And it's the most exciting.

**Alex:** No, Sam! Mountain climbing is the most dangerous. Football is the most boring ...

**Lucy:** What do you think, Kim?

**Kim:** Well, car racing is definitely the most expensive sport, but I don't think it's the most dangerous or the most exciting.

**Sam:** I think karate is the most dangerous sport, and skiing is the most



exciting.

**Lucy:** Yes, and skiing is always in the most beautiful places – all those snowy mountains!!

**Key:** (from left to right)

- 1 Lucy 2 Kim  
3 Sam 4 Kim  
5 Alex 6 Lucy

## Screen 4

Audio 1:

*I think ice skating is the most difficult sport.*

Audio 2:

*I think computer games is the most interesting hobby. .*

Audio 3:

*I think this is the most expensive car in the world.*

Audio 4:

*I think Jim is the most intelligent boy in our class.*

Audio 5:

*I think snakes are the most dangerous animals in the world.*

Audio 6:

*I think watching TV is the most boring thing in the world.*

**Key:** (from left to right)

- 1 most difficult 2 most intelligent  
3 most expensive 4 most dangerous  
5 most expensive 6 most boring



23 Football is the most exciting sport in the world. 4/7

Listen and choose.

1 I think ice skating is the  sport.

2 I think Jim is the  boy in our class.

3 I think computer games is the  hobby.

4 I think snakes are the  animals in the world.

5 I think this is the  car in the world.

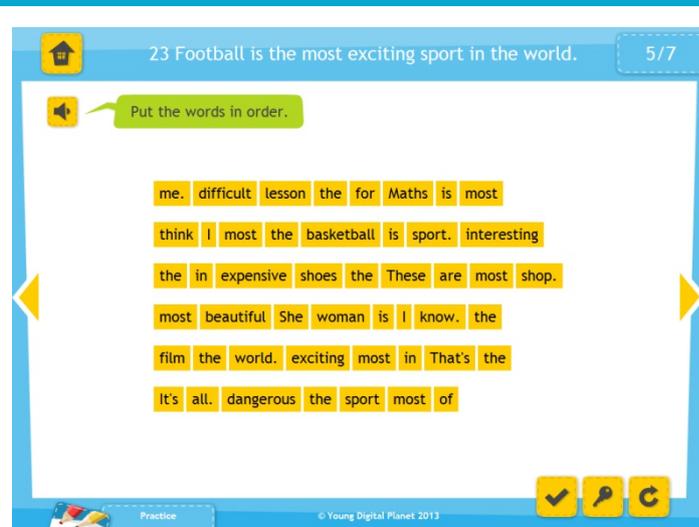
6 I think watching TV is the  thing in the world.

Practice © Young Digital Planet 2013

## Screen 5

### Key:

- 1 Maths is the most difficult lesson for me.
- 2 I think basketball is the most interesting sport.
- 3 These are the most expensive shoes in the shop.
- 4 She is the most beautiful woman I know.
- 5 That's the most exciting film in the world.
- 6 It's the most dangerous sport of all.



23 Football is the most exciting sport in the world. 5/7

Put the words in order.

me. difficult lesson the for Maths is most  
 think I most the basketball is sport. interesting  
 the in expensive shoes the These are most shop.  
 most beautiful She woman is I know. the  
 film the world. exciting most in That's the  
 It's all. dangerous the sport most of

Practice © Young Digital Planet 2013

## Screen 6

**Boy:** *And which sport do you think is most dangerous?*

**Girl:** *Horse racing. I also think it's the most exciting sport, too.*



23 Football is the most exciting sport in the world. 6/7

Listen and say.

And which sport do you think is most dangerous?  
 Horse racing. I also think it's the most exciting sport, too.

Now it's your turn. Work in pairs and ask and answer questions about sports.

English to take away © Young Digital Planet 2013

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

1. Look at the picture 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 students to work in pairs and ask and answer the questions.

### Additional activity

Give out Handout 2

Look at the answers. Ask students to make questions.

## Handout 2

1. Maths is the most difficult lesson for me. What is the ...  
\_\_\_\_\_
2. Basketball is the most interesting sport. What is the ...  
\_\_\_\_\_
3. Ann is the most beautiful woman I know. Who is the ...  
\_\_\_\_\_
4. Climbing is the most dangerous sports of all. What is the ...  
\_\_\_\_\_
5. Ice skating is the most difficult sport. What is the ...  
\_\_\_\_\_
6. Computer games is the most interesting hobby. What is the...  
\_\_\_\_\_
7. Ferrari is the most expensive car. What is the ...  
\_\_\_\_\_
8. Watching TV is the most boring thing in the world. What is the...  
\_\_\_\_\_
9. Snakes are the most dangerous animals in the world. What are the ...  
\_\_\_\_\_
10. Tom is the most intelligent in my family. Who is the ...  
\_\_\_\_\_

**Key:** 1 most difficult subject for you? 2 most interesting sport? 3 most beautiful woman you know? 4 the most dangerous sports of all? 5 most difficult sport? 6 most interesting hobby? 7 most expensive car? 8 most boring thing in the world? 9 most dangerous animals in the world? 10 most intelligent in your family?

Give out Handout 3

Put students in pairs. Ask them to talk about the schools subjects, sports, films etc. Use the

prompts provided. They take turns and do it as many times as you want. You can add more adjectives and objects to talk about to the list. In stronger groups you can ask students to add rows to the column and invent more creative questions.

## Handout 3

Wh... is/are the ...

What is the ...	difficult	lesson for you?
Who	intelligent	In your family.
What	difficult	sport
Who	beautiful	woman
What	dangerous	sport
What	Interesting	sport
What	expensive	car

e.g. *What is the most difficult lessons for you? The most difficult lesson for me is ... (English)*

In weaker groups students can use Handout 2 as it will be easier to form the answers.

# Handout 1



a) skiing



b) karate



c) car racing



d) climbing



e) ice skating



f) football

# Handout 2

1. Maths is the most difficult lesson for me. What is the ...

---

2. Basketball is the most interesting sport. What is the ...

---

3. Ann is the most beautiful woman I know. Who is the ...

---

4. Climbing is the most dangerous sports of all. What is the ...

---

5. Ice skating is the most difficult sport. What is the ...

---

6. Computer games is the most interesting hobby. What is the ...

---

7. Ferrari is the most expensive car. What is the ...

---

8. Watching TV is the most boring thing in the world. What is the...

---

9. Snakes are the most dangerous animals in the world. What are the ...

---

10. Tom is the most intelligent in my family. Who is the ...

---

## Handout 3

Wh-... is/are the ...

What is the ...	difficult	lesson for you?
Who	intelligent	In your family.
What	difficult	sport
Who	beautiful	woman
What	dangerous	sport
What	Interesting	sport
What	expensive	car

## Handout 3

Wh-... is/are the ...

What is the ...	difficult	lesson for you?
Who	intelligent	In your family.
What	difficult	sport
Who	beautiful	woman
What	dangerous	sport
What	Interesting	sport
What	expensive	car

Friends 6 Lesson 24		<i>He's the fastest runner in the world.</i>		Skills
<b>Aims</b>	Speaking skill  Using superlatives	<b>Contents</b>	<b>Grammar</b> Superlatives continued <i>was born in ..</i>  <b>Vocabulary</b>  <i>fast</i> <i>runner</i> <i>track</i> <i>Somalia</i> Everyday English: <i>He's the greatest!</i>	<b>Checklist</b>  2 master handouts Handout 1 – pair work: practising the pronunciation of years  Handout 2 – individual work: completing facts about a sportsman

### Language Analysis

He was born in 1983 in Somalia. The phrase 'was born' is indeed passive and is very often used to talk about the time and place of birth. *Born* is a past participle from bear (*bear – bore – born*) but hardly ever used in the present tense when describing a birth, with the exception of animals or in antiquated English.

#### How to read numbers from the lesson:

5,000m – five thousand metres  
 10,000m – ten thousand metres

BUT ten thousand-metre (singular: no s) race. When we combine a number with two nouns, we use the describing noun in the singular form, e.g. 10-year old boy, 5-metre long race, three-leg table etc.

1983 – nineteen eighty-three

There are two ways of reading the years and both are correct:  
 e.g. 2012 twenty twelve or 2011 two thousand and eleven

#### Superlative of adjectives

With most adjectives we use – *est* to form comparative adjectives e.g. *old – oldest*.

There are, however, some important spelling rules to follow:

*dirty – dirtiest* (y → iest)

*simple – simplest* (e → est, eest)

*big – biggest* (double the consonant, if the syllable stressed and finishes with a consonant).

Adjectives longer than two syllables get comparative adjectives with the help of *the most*:  
*interesting – the most interesting*

e.g. *He is the oldest in the class.*

There are also some irregular adjectives:

*good – the best*

*bad – the worst*

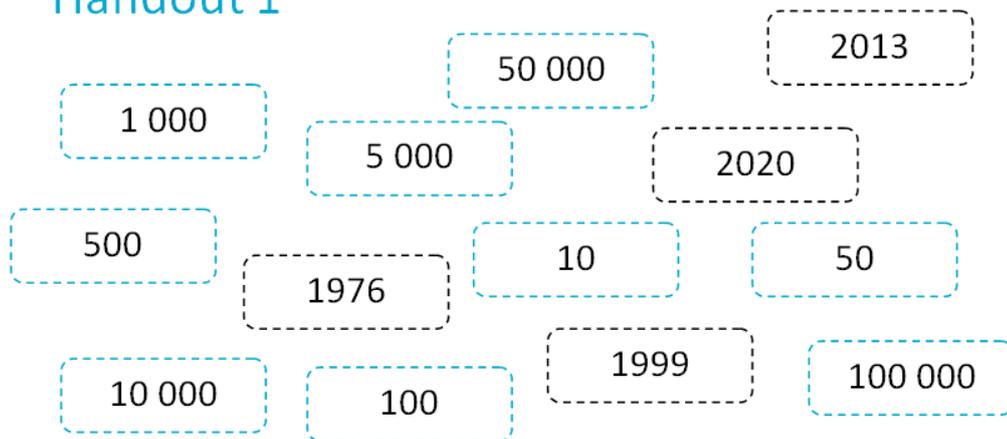
*much – the most etc.*

## Procedure

### Warm-up Off the screens

1. Revise reading numbers:
2. Give out Handout 1 and ask students to practise saying the numbers.

#### Handout 1



3. Put them in pairs, one of them points to the number, the other practises pronouncing the number. NB the black boxes are for years. Please remind students about two possible ways of reading a year – see notes on previous page.
4. In stronger groups: ask students to prepare a short note / find information about one of the sportsmen they like. Invite students to talk about their favourite sportsman and share a few most interesting facts.

## Screen 2

### Slide 1:

*Today I want to tell you about the British runner Mo Farah. He was born in 1983 in Somalia. His father is British, and he lived in London from the age of eight.*

### Slide 2:

*He's the greatest runner in the world at 5000m and 10000m. He was the fastest in both races at the 2012 Olympics in London and the 2013 World Championships.*

### Slide 3:

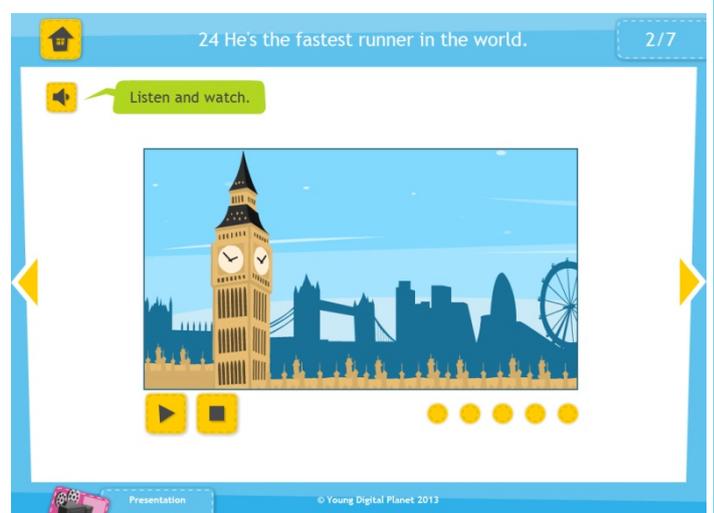
*The 10000 m race is the most difficult one for a runner, as it's the longest race. It is 25 times round the track.*

### Slide 4:

*In 2011, Farah ran it in 26.46 minutes. It's a long time to run!*

### Slide 5:

*Mo Farah also makes the most interesting move after the race – he makes an M on his head with his hands: it's called the Mobot. He's the greatest!*



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

### Additional activity

After watching the slideshow, watch it again, ask students to write down OR remember all the numbers used in the audio.

See the audio script on the left for the key.

## Screen 3

### Slide 1:

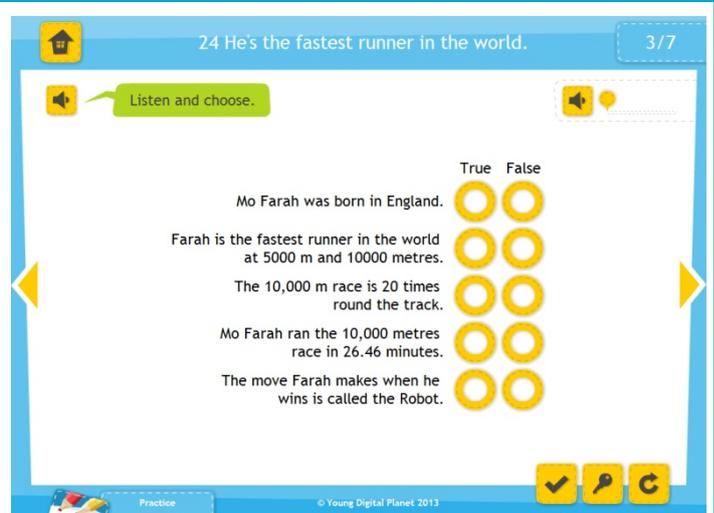
*Today I want to tell you about the British runner Mo Farah. He was born in 1983 in Somalia. His father is British, and he lived in London from the age of eight.*

### Slide 2:

*He's the greatest runner in the world at 5000m and 10000m. He was the fastest in both races at the 2012 Olympics in London and the 2013 World Championships.*

### Slide 3:

*The 10000 m race is the most difficult one for a runner, as it's the longest race. It is 25 times round the track.*



	True	False
Mo Farah was born in England.	<input type="radio"/>	<input type="radio"/>
Farah is the fastest runner in the world at 5000 m and 10000 metres.	<input type="radio"/>	<input type="radio"/>
The 10,000 m race is 20 times round the track.	<input type="radio"/>	<input type="radio"/>
Mo Farah ran the 10,000 metres race in 26.46 minutes.	<input type="radio"/>	<input type="radio"/>
The move Farah makes when he wins is called the Robot.	<input type="radio"/>	<input type="radio"/>

**Slide 4:**

*In 2011, Farah ran it in 26.46 minutes.  
It's a long time to run!*

**Slide 5:**

*Mo Farah also makes the most interesting move after the race – he makes an M on his head with his hands: it's called the Mobot. He's the greatest!*

**Key:**

1 F 2 T 3 F 4 T 5 F

## Screen 4

**Key:**

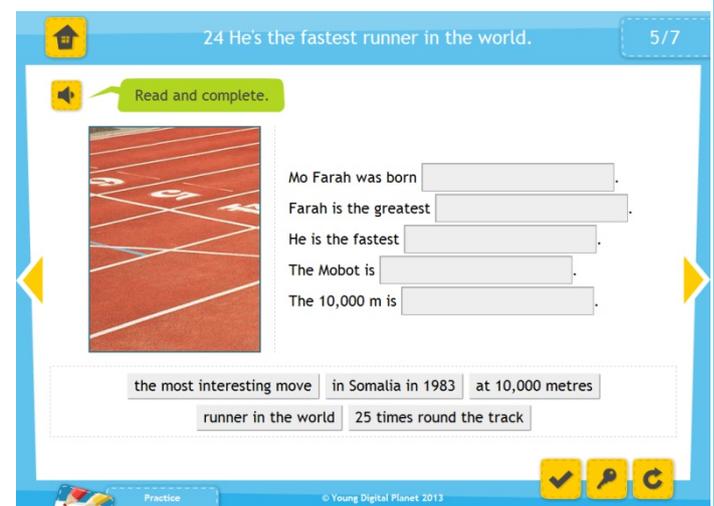
- 1 slowest – fastest
- 2 weakest – strongest
- 3 shortest – longest
- 4 newest – oldest
- 5 easiest – most difficult
- 6 most boring – most interesting



## Screen 5

**Key:**

- 1 in Somalia / in 1983
- 2 runner in the world
- 3 at 10,000 metres
- 4 the most interesting move
- 5 25 times round the track



Ask students to complete the missing

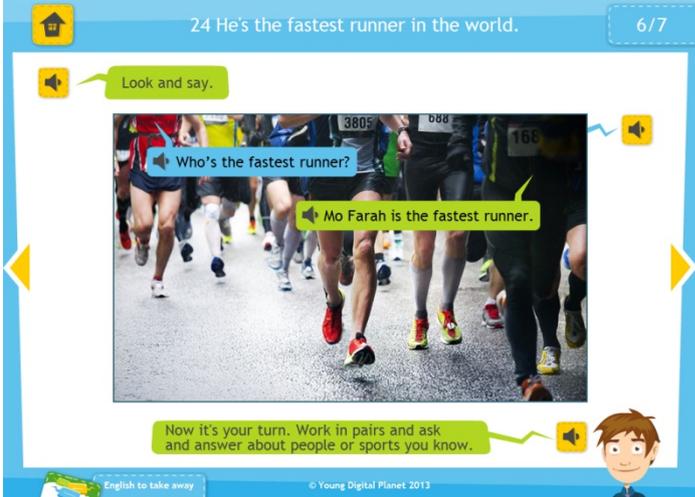
information about Mo. In weaker groups you may do it as a comprehension activity and listen to the recording again. In stronger groups, after the activity is done, ask students what they remember about Mo.

## Screen 6

Audio:

*Who's the fastest runner?*

*Mo Farah is the fastest runner.*



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

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

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

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

Additional activity

Handout 2 and 3 – Sportsman and sportswoman fact file

## Handout 2



\_\_\_\_\_ was born  
in \_\_\_\_\_.

\_\_\_\_\_ is the greatest  
\_\_\_\_\_.

He is the \_\_\_\_\_.

I like \_\_\_\_\_ because  
\_\_\_\_\_.

## Handout 3



\_\_\_\_\_ was born  
in \_\_\_\_\_.

\_\_\_\_\_ is the greatest  
\_\_\_\_\_.

She is the \_\_\_\_\_.

I like \_\_\_\_\_ because  
\_\_\_\_\_.

Ask students to complete the information about their favourite sportsman (Handout 2) and sportswoman (Handout 3), or most famous in the country.

Ask students to use superlative adjectives, and go back to Screen 5 if they have any problems while preparing the profile. Students should also add a photo or draw their chosen sportsman.

# Handout 1

50 000

2013

1 000

5 000

2020

500

10

50

1976

10 000

100

1999

100 000

---

# Handout 1

50 000

2013

1 000

5 000

2020

500

10

50

1976

10 000

100

1999

100 000

## Handout 2



\_\_\_\_\_ was born  
in \_\_\_\_\_.

\_\_\_\_\_ is the greatest  
\_\_\_\_\_.

He is the \_\_\_\_\_.

I like \_\_\_\_\_ because  
\_\_\_\_\_.

---

## Handout 3



\_\_\_\_\_ was born  
in \_\_\_\_\_.

\_\_\_\_\_ is the greatest  
\_\_\_\_\_.

She is the \_\_\_\_\_.

I like \_\_\_\_\_ because  
\_\_\_\_\_.

Friends 6 Lesson 25		<i>Are you good at riding a bike?</i>		Vocabulary
<b>Aims</b>	Talking about things people are good at	<b>Contents</b>	<b>Grammar</b> <i>Good/bad at + verb with –ing</i>  <b>Vocabulary</b> Activities <i>playing tennis, running, reading, singing, football, playing guitar, basketball, drawing, ice skating, riding my bike, computer games, dancing, maths, climbing trees, cleaning my room</i>	3 master handouts for each student  Handout 3 is a class survey  (verb+ing, activities)
<b>Language Analysis</b>				
<p><i>-ing-</i> we sometimes add <i>-ing</i> because the tense requires <i>-ing</i> e.g. present continuous tense e.g. He is <i>listening</i> to music.</p> <p>We can also add <i>ng</i> when we want to form a noun out of a verb e.g. <i>sing – singing</i>. There are some spelling rules that we need to follow while adding <i>-ing</i>:</p> <p><i>Write – writing</i>            If the verb ends with <i>e</i>, we remove it when adding <i>-ing</i></p> <p><i>Sit – sitting</i>            If the verb is short (one-syllable) and ends with a consonant, preceded by a vowel, we double the last consonant.</p> <p><i>Play – playing</i>            If the verb ends with <i>y</i>, nothing unusual happens, we simply add <i>-ing</i>.</p> <p>*** These spelling rules are different when we talk about plural nouns, there we change <i>y</i> into <i>ies</i> e.g. <i>party – parties</i> but only if there is a consonant in front of <i>y</i>. If there is a vowel, nothing happens e.g. <i>toy – toys</i>.</p>				

# Procedure

## Warm-up Off the screens

1. Revise vocabulary needed for the lesson:
2. Give out Handout 1 and students to name the activities shown in the pictures.

### Handout 1



\_\_\_\_\_

2  $2 + 4 = 6$

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Key:

1 dancing 2 Maths 3 playing guitar 4 singing 5 computer games 6 reading 7 sports

3. Ask students additional questions: ***Do you like ... (running)? Yes, I do. No, I don't.***
4. Give out Handout 2

## Handout 2

- |              |                |
|--------------|----------------|
| 1 play _____ | 6 skate _____  |
| 2 run _____  | 7 ride _____   |
| 3 read _____ | 8 dance _____  |
| 4 sing _____ | 9 climb _____  |
| 5 draw _____ | 10 clean _____ |

5. Revise ***-ing***, ask students to add ***-ing*** to the verbs on the list.

### Key:

1 playing 2 running 3 reading 4 singing 5 drawing  
 6 skating 7 riding 8 dancing 9 climbing 10 cleaning

## Screen 2

**Sam:** *Oh, dear. This maths homework is very difficult and I'm very bad at maths. Can you help me, please Alex? You're very good at maths, aren't you?*

**Alex:** *Yes, I am good at maths. But Sam, just think of all the things you're good at. You're good at playing the guitar and singing. You're good at dancing, too. I'm bad at singing and dancing!*

**Lucy:** *Yes, everyone's good at some things and bad at other things! I'm good at computer games and reading, for example. But I'm not good at sports.*

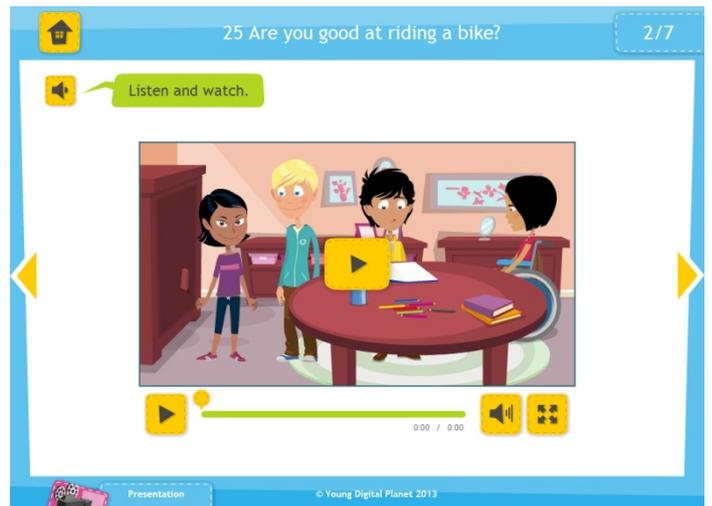
**Kim:** *I'm good at sports!*

**Robot:** *What about me? What am I good at?*

**Lucy:** *You, Robot? Well of course you're good at, let me see maths, and you're good at ...*

**Sam:** *... good at helping people with their homework?*

**Robot:** *Yes, yes, let me see. Oh, come on Sam – this is easy!*



The screenshot shows a presentation slide with a blue header containing a home icon, the text '25 Are you good at riding a bike?', and a '2/7' indicator. Below the header is a green button with a speaker icon and the text 'Listen and watch.'. The main content area features a video player with a large yellow play button in the center. The video shows four people (two men and two women) standing around a round table in a room. The video player has a progress bar at the bottom showing '0:00 / 0:00' and control icons for play, volume, and full screen. At the bottom of the slide, there is a 'Presentation' button and a copyright notice '© Young Digital Planet 2013'.

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

## Screen 3

**Sam:** Oh, dear. This maths homework is very difficult and I'm very bad at maths. Can you help me, please Lucy? You're very good at maths, aren't you?

**Alex:** Yes, I am good at maths. But Sam, just think of all the things you're good at. You're good at playing the guitar and singing. You're good at dancing, too. I'm bad at singing and dancing!

**Lucy:** Yes, everyone's good at some things and bad at other things!. I'm good at computer games and reading, for example. But I'm not good at sports.

**Kim:** I'm good at sports!

**Robot:** What about me? What am I good at?

**Lucy:** You, Robot? Well of course you're good at, let me see maths, and you're good at ...

**Sam:** ... good at helping people with their homework?

**Robot:** Yes, yes, let me see. Oh, come on Sam – this is easy!

**Key:** (from left to right)

- 1 Alex 2 Lucy
- 3 Sam 4 Lucy
- 5 Sam 6 Kim
- 7 Sam 8 Robot

25 Are you good at riding a bike?
3/7

Listen and choose.

Who is good at ...?

 $2 + 4 = 6$	Sam	/	Alex	 	Sam	/	Lucy
	Sam	/	Alex	 	Sam	/	Lucy
	Lucy	/	Sam	 	Lucy	/	Kim
	Lucy	/	Sam	$2 + 3 =$ $4 + 9 =$ $12 - 5 =$ $20 - 3 =$ 	Robot	/	Lucy

## Screen 4

**Key:** N/A



25 Are you good at riding a bike? 4/7

Choose.

I am good at ... I am bad at ...

playing tennis  
running  
reading  
singing  
football  
playing guitar  
basketball  
drawing  
ice skating  
riding my bike  
computer games  
dancing  
maths  
climbing trees  
cleaning my room

Practice © Young Digital Planet 2013

This is a 'free practice' stage. The aim is personalisation.

Tell students to complete the table with activities they think they are good or bad at. Before doing the activity you may ask students to listen and repeat the phrases.

## Screen 5

**Key:** (from left to right)

- 1 Jane is bad at singing.
- 2 Ann and Pat are bad at drawing.
- 3 Vicky and Sue are bad at running.
- 4 Mike is bad at dancing.
- 5 John is bad at maths.
- 6 Jim is bad at playing football.



25 Are you good at riding a bike? 5/7

Look and complete.

Jane Ann and Pat Vicky and Sue

Mike John Jim

Practice © Young Digital Planet 2013

## Screen 6

**Boy 1:** *Wow! She's really good at skateboarding. Are you good at it?*

**Boy 2:** *No, I'm not. But I'm good at riding my bike. What about you?*

**Boy 1:** *I'm bad at skateboarding and cycling. But I'm good at playing basketball.*



25 Are you good at riding a bike? 6/7

Listen and say.

Wow! She's really good at skateboarding. Are you good at it?

No, I'm not. But I'm good at riding my bike. What about you?

I'm bad at skateboarding and cycling. But I'm good at playing basketball.

Now it's your turn. Work in pairs and talk about things you are good at and bad at.

English to take away © Young Digital Planet 2013

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

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

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

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

Additional activity:

A class survey – Handout 3.

## Handout 3

playing tennis			
running			
reading			
singing			
football			
playing guitar			
basketball			
drawing			
ice skating			
riding my bike			
computer games			
dancing			
maths			
climbing trees			
cleaning my room			

Ask students to complete the table with the information about their classmates. They should interview at least 3 classmates and take notes.

Encourage students to use the following model:

*Are you good at...*

*Yes, I am. No, I am not.*

Do one exchange as a class so that everybody can follow the model.

After the interviews are done, do a class feedback to see who is good at what activity.

*Who is good at...*

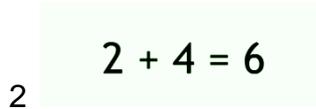
*Is Tom good at ...*

Etc.

# Handout 1



---



---



---



---



---



---



---

## Handout 2

1 play \_\_\_\_\_

6 skate \_\_\_\_\_

2 run \_\_\_\_\_

7 ride \_\_\_\_\_

3 read \_\_\_\_\_

8 dance \_\_\_\_\_

4 sing \_\_\_\_\_

9 climb \_\_\_\_\_

5 draw \_\_\_\_\_

10 clean \_\_\_\_\_

---

## Handout 2

1 play \_\_\_\_\_

6 skate \_\_\_\_\_

2 run \_\_\_\_\_

7 ride \_\_\_\_\_

3 read \_\_\_\_\_

8 dance \_\_\_\_\_

4 sing \_\_\_\_\_

9 climb \_\_\_\_\_

5 draw \_\_\_\_\_

10 clean \_\_\_\_\_

# Handout 3

playing tennis			
running			
reading			
singing			
football			
playing guitar			
basketball			
drawing			
ice skating			
riding my bike			
computer games			
dancing			
maths			
climbing trees			
cleaning my room			

Friends 6 Lesson 26		<i>I'm better at running than swimming.</i>		Grammar & Functions	
Aims	Making comparisons	Contents	<b>Grammar</b> Irregular comparatives  <b>Vocabulary</b> <i>better/worse</i>	Checklist	2 master handouts  Handout 1 for individual work  Handout 2 for pair work  (vocabulary revision, pair – work)
<b>Language Analysis</b>					
<p><u>Comparative and superlative adjectives</u></p> <p>Comparative + <i>than</i> / <b>than</b>/ e.g. He is older than his sister.</p> <p>With most adjectives we use – <i>er</i> to form comparative adjectives and the + –<i>est</i> for the superlative, e.g. <i>old – older – the oldest</i>. Remember the word <i>the</i> is an important part of the phrase.</p> <p>There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier) – the <i>dirtiest</i> (y → iest)  <i>simple – simpler</i> (e → er, eer) – <i>simplest</i> (e → est, eest)  <i>big – bigger – the biggest</i> (double the consonant, if the syllable stressed and finishes with a consonant).</p> <p>Adjectives longer than two syllables are compared with the help of <u>more</u> – comparative, <u>the most</u> – superlative  <i>e.g. interesting – more interesting – the most interesting</i></p> <p>There are also some irregular adjectives:</p> <p><i>good – better – the best</i>  <i>bad – worse – the worst</i>  <i>much – more – the most</i></p>					

# Procedure

## Warm-up Off the screens

1. Pre teach vocabulary for the lesson.
2. Look at the pictures and ask Ss to complete the missing words in the sentences in the box. Use the words from the top of the handout to help you.

### Handout 1

park sunny ducks throwing swimming lake



1 The weather is \_\_\_\_\_.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 There are \_\_\_\_\_ on the lake today.

5 The man is \_\_\_\_\_ a ball.



6 The dog likes \_\_\_\_\_.



#### Key:

1 sunny 2 lake 3 park 4 ducks 5 throwing 6 swimming

## Screen 2

**Alex:** *It's noisy in the park today. There are more people than last week.*

**Sam:** *That's because the weather is sunny today. It was worse yesterday – it rained all day, didn't it. And there are more ducks on the lake today. Aren't they sweet?*

**Alex:** *Look! That man's throwing a ball into the lake. The ducks are going away.*

**Sam:** *He's better at throwing than me!*

**Sam:** *Yes, and look at his dog – it's going to get the ball. It's really good at swimming.*

**Sam:** *Dogs love swimming, don't you know that?*

**Alex:** *Yes, of course I do!*



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

Ask additional comprehension questions: *Is the weather rainy today? No, it is sunny. Is the man swimming? No, he isn't. He is throwing a ball. etc.*

## Screen 3

**Alex:** *It's noisy in the park today. There are more people than last week.*

**Sam:** *That's because the weather is sunny today. It was worse yesterday – it rained all day, didn't it. And there are more ducks on the lake today. Aren't they sweet?*

**Alex:** *Look! That man's throwing a ball into the lake. The ducks are going away.*

**Sam:** *He's better at throwing than me!*

**Sam:** *Yes, and look at his dog – it's going to get the ball. It's really good at swimming.*

**Sam:** *Dogs love swimming, don't you know that?*

**Alex:** *Yes, of course I do!*



**Key:** (from left to right)

1 more 2 better 3 more  
4 throwing 5 swimming

## Screen 4

### Audio 1:

*I'm good at singing, but he's better than me.*

### Audio 2:

*She's bad at running, but I'm worse than her.*

### Audio 3:

*John's got a lot of friends at school, but Sally's got more than him.*

### Audio 4:

*Is there a lot of work to do today? No, but there's more to do tomorrow.*

### Key:

- 1 good, better
- 2 bad, worse
- 3 a lot of, more
- 4 a lot of, more



26 I'm better at running than swimming. 4/7

Listen and complete.

I'm  at singing, but he's  than me.

She's  at running, but I'm  than her.

John's got  friends at school, but Sally's got  than him.

Is there  work to do today?  
No, but there's  to do tomorrow.

a lot of bad worse good better more

Practice © Young Digital Planet 2013

## Screen 5

### Key:

- 1 bad, worse
- 2 good, better
- 3 a lot of, more



26 I'm better at running than swimming. 5/7

Complete.

*(bad)*  
This rain is .  
Yes, but snow is  than rain.

*(good)*  
This chocolate tastes .  
Yes, but my ice-cream tastes  than yours.

*(a lot)*  
Have you got  of homework?  
Yes, and I've got  to do tomorrow!

Practice © Young Digital Planet 2013

## Screen 6

**Boy 1:** *Do you like watching football on TV?*

**Boy 2:** *Yes, but playing football is better than watching it.*



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

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

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

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

Additional activity

Handout 2 – can be used as a follow-up to screen 6.

## Handout 2

Do you like ...

Yes, but ... is better than ...

playing tennis

running

reading

singing

football

playing guitar

basketball

drawing

ice skating

riding my bike

computer games

dancing

maths

climbing trees

cleaning my  
room

Ask students to work in pairs and talk about things they like doing and are good / bad at. Use the prompts provided.

Example: *Do you like playing tennis? Yes, but basketball is better than playing tennis.*

You may give the handout as it is or cut the phrases out so that students draw and take two cards at a time and compare.

# Handout 1

park sunny ducks throwing swimming lake

1 The weather is \_\_\_\_\_.

2 \_\_\_\_\_

3 \_\_\_\_\_



4 There are \_\_\_\_\_ on the lake today.

5 The man is \_\_\_\_\_ a ball.



6 The dog likes \_\_\_\_\_.



## Handout 2

Do you like ... ?

Yes, but ... is better than ...

playing tennis	basketball	maths
running	drawing	climbing trees
reading	ice skating	cleaning my room
singing	riding my bike	
football	computer games	
playing guitar	dancing	

## Handout 2

Do you like ... ?

Yes, but ... is better than ...

playing tennis	basketball	maths
running	drawing	climbing trees
reading	ice skating	cleaning my room
singing	riding my bike	
football	computer games	
playing guitar	dancing	

Friends 6 Lesson 27		<i>Lucy's the best / the class at...</i>		Grammar & Functions	
Aims	Making comparisons	Contents	<b>Grammar</b> Irregular superlatives of adjectives.  <b>Vocabulary</b> <i>Best, worst, most, competition</i>	Checklist	1 master handout for individual work: sentence completion  (superlative adjectives)
<b>Language Analysis</b>					
<p>Competition / ,kɒmpə'tɪʃ(ə)n/</p> <p><u>Comparative and superlative adjectives</u></p> <p>Comparative + <i>than</i> /ðən/ e.g. He is older than his sister.</p> <p>With most adjectives we use <i>-er</i> to form comparative adjectives and <i>the + -est</i> for the superlative, e.g. <i>old – older – the oldest</i>. Remember the word <i>the</i> is an important part of the phrase.</p> <p>There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier) – <i>the dirtiest</i> (y → iest)</p> <p><i>simple – simpler</i> (e → er, eer) – <i>simplest</i> (e → est, eest)</p> <p><i>big – bigger – the biggest</i> (double the consonant, if the syllable stressed and finishes with a consonant).</p> <p>Adjectives longer than two syllables are compared with the help of <u>more</u> – comparative, <u>the most</u> – superlative  <i>e.g. interesting – more interesting – the most interesting</i></p> <p>There are also some irregular adjectives:</p> <p><i>good – better – the best, bad – worse – the worst, much – more – the most</i></p>					

# Procedure

## Warm-up Off the screens

1. Ask a warm up set of questions to practise superlative adjectives.

*Who is the oldest in the class? Who is the best at Maths? Who is the fastest in the class? Who is the tallest in the class?*

2. Give out Handout 1 and ask students to complete the sentences with the missing superlative form of the adjectives in the brackets.

### Handout 1

1. Who has (much) \_\_\_\_\_ money?
2. Which city is (big) \_\_\_\_\_ ?
3. Who is (bad) \_\_\_\_\_ at maths?
4. Who is (good) \_\_\_\_\_ at maths?
5. Who is (small) \_\_\_\_\_ in the class?
6. Dad is (tall) \_\_\_\_\_ man in my family.
7. Chocolate is (good) \_\_\_\_\_ food in the world.

#### Key:

1 the most 2 the biggest 3 the worst 4 the best 5 the smallest 6 the tallest 7 the best

## Screen 2

**Mr Hill:** OK, now please listen, everyone. There's a competition with Green Fields School and I need some students to take part. So, who's the best at Maths?

**Alex:** Lucy's the best at Maths in our class, isn't she?

**Mr Hill:** And who's the best at reading and writing?

**Alex:** I think I am. And drawing!

**Lucy:** Yes, you are. I love reading your stories, Alex!

**Mr Hill:** Good. Now what about sport? So who's best at running?

**Lucy:** Kim is. She's the best at sports. She's the fastest runner and the strongest girl.

**Mr Hill:** But we need a boy, too. Alex?

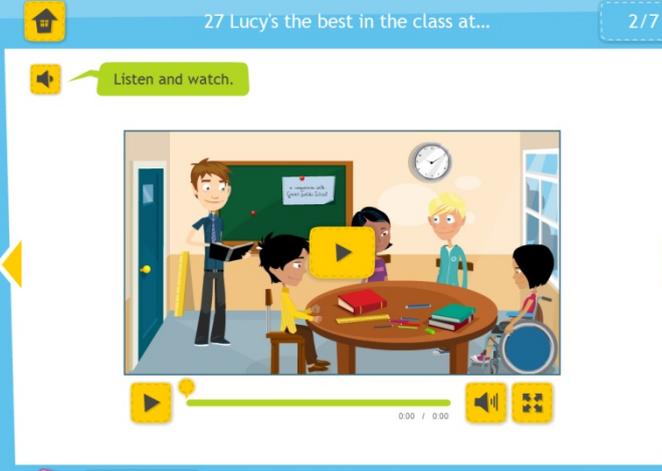
**Alex:** No, I'm the worst at doing all sports. Sam is the best boy in our class at sports.

**Kim:** Yes, and he's the best at singing, and playing the guitar, too.

**Sam:** Thanks a lot!

**Mr Hill:** That's great. Now we must get ready for the competition!

Pre teach / Elicit the words *competition*, *take part* and *get ready*.



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

## Screen 3

**Mr Hill:** OK, now please listen, everyone. There's a competition with GreenFields School and I need some students to take part. So, who's the best at Maths?

**Alex:** Lucy's the best at Maths in our class, isn't she?

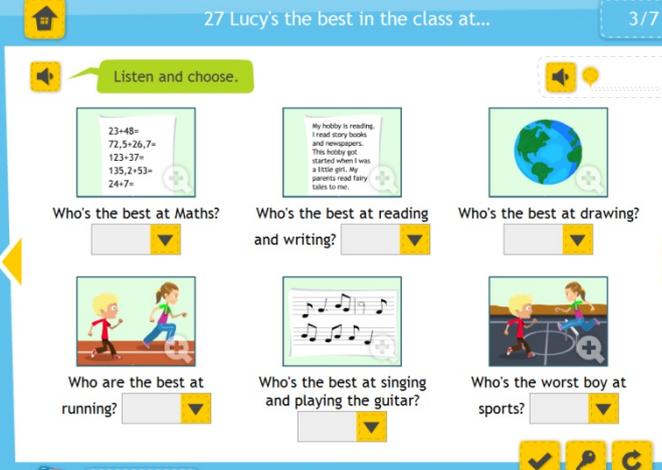
**Mr Hill:** And who's the best at reading and writing?

**Alex:** I think I am. And drawing!

**Lucy:** Yes, you are. I love reading your stories, Alex!

**Mr Hill:** Good. Now what about sport? So who's best at running?

**Lucy:** Kim is. She's the best at sports. She's the fastest runner and the strongest girl.



**Mr Hill:** *But we need a boy, too. Alex?*  
**Alex:** *No, I'm the worst at doing all sports. Sam is the best boy in our class at sports.*

**Kim:** *Yes, and he's the best at singing, and playing the guitar, too.*

**Sam:** *Thanks a lot!*

**Mr Hill:** *That's great. Now we must get ready for the competition!*

**Key:** (from left to right)

1 Lucy 2 Alex 3 Alex

4 Kim and Sam 5 Sam 6 Alex

## Screen 4

**Key:**

1 Who is the smallest boy in the class?

2 Who is the best at running in the school?

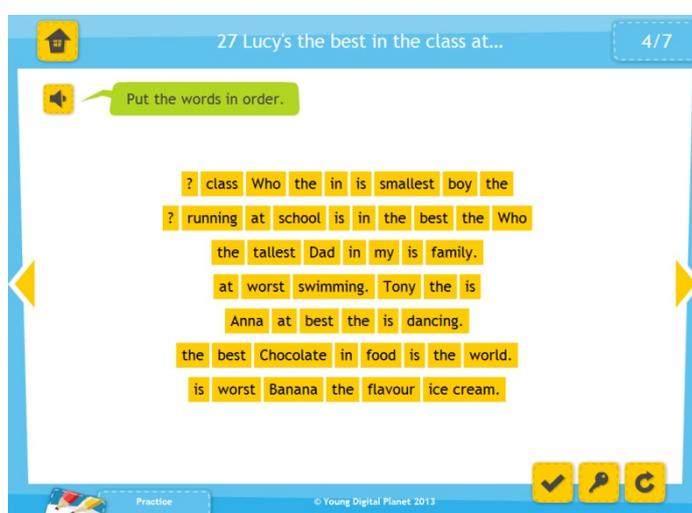
3 Dad is the tallest in my family.

4 Tony is the worst at swimming.

5 Anna is the best at dancing.

6 Chocolate is the best food in the world.

7 Banana is the worst flavour ice cream.



## Screen 5

**Key:** (from left to right)

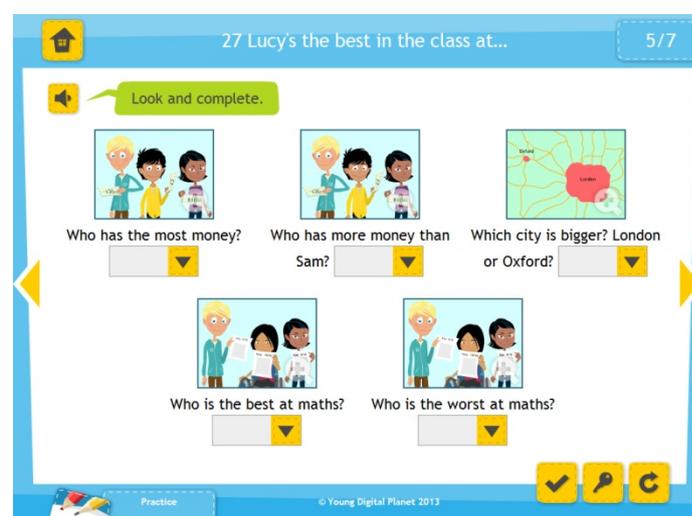
1 Alex

2 Alex & Kim

3 London

4 Lucy

5 Kim

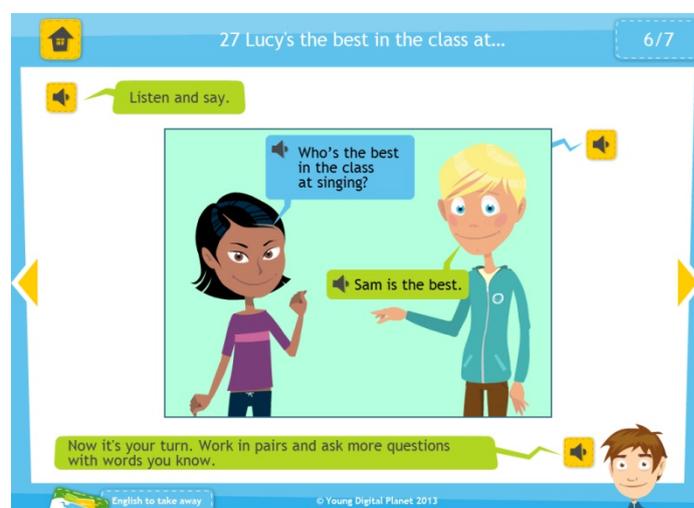


## Screen 6

**Kim:** *Who's the best in the class at singing?*

**Alex:** *Sam is the best.*

**Key:** N/A



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

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

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

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

# Handout 1

1. Who has (much) \_\_\_\_\_ money?
  2. Which city is (big) \_\_\_\_\_ ?
  3. Who is (bad) \_\_\_\_\_ at maths?
  4. Who is (good) \_\_\_\_\_ at maths?
  5. Who is (small) \_\_\_\_\_ in the class?
  6. Dad is (tall) \_\_\_\_\_ man in my family.
  7. Chocolate is (good) \_\_\_\_\_ food in the world.
- 

# Handout 1

1. Who has (much) \_\_\_\_\_ money?
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5. Who is (small) \_\_\_\_\_ in the class?
6. Dad is (tall) \_\_\_\_\_ man in my family.
7. Chocolate is (good) \_\_\_\_\_ food in the world.

Friends 6  
 Lesson 28

*My favourite activities.*

## Writing

<b>Aims</b>	Writing about what I'm <i>good/better/the best at -ing;</i> <i>bad/worse/the worst at -ing;</i> <i>and what I like doing the least/the most</i>	<b>Contents</b>	<b>Grammar</b> <i>good/better/the best at -ing;</i> <i>bad/worse/the worst at -ing;</i>  <i>like doing</i>  <b>Vocabulary</b> Favourite sports and activities	<b>Checklist</b>	1 master handout for individual work  (verbs + <i>-ing</i> practice)
-------------	--	-----------------	--	------------------	--

## Language Analysis

Good / bad + verb + -ing

The phrase is used to talk about things people are *good / bad at doing*, a noun or a verb with *-ing* follows, so it is important to remember about all the spelling rules, connected with adding *ing* to the verb.

Like + verb + -ing

*Like* is one of the verbs that requires the next verb to have *-ing* e.g. *I like swimming.*

Comparative and superlative adjectives

Comparative + *than* /ðən/ e.g. *He is older than his sister.*

With most adjectives we use *-er* to form comparative adjectives and the + *-est* for the superlative e.g. *old – older – the oldest*. Remember the word *the* is an important part of the phrase.

There are, however, some important spelling rules to follow:

*dirty – dirtier* (y → ier) – the *dirtiest* (y → iest)

*simple – simpler* (e → er, eer) – *simplest* (e → est, eest)

*big – bigger – the biggest* (double the consonant if the syllable stressed and finishes with a consonant).

Adjectives longer than two syllables are compared with the help of

more – comparative, the most – superlative

*e.g. interesting – more interesting – the most interesting*

There are also some irregular adjectives:

*good – better – the best, bad – worse – the worst, much – more – the most  
far – farther – the farthest*

## Procedure

### Warm-up Off the screens

1. Ask students to prepare a list of things they:

*like doing*

*don't like doing*

*are good at*

*are bad at*

2. They should put some notes under the four headings, work in pairs and discuss with their classmates.
3. Revise adding *-ing* to the verbs:
4. Give out the Handout and ask students to add *-ing* to the verbs.

### Handout

- |                |                 |
|----------------|-----------------|
| 1. do _____    | 8. run _____    |
| 2. draw _____  | 9. read _____   |
| 3. paint _____ | 10. climb _____ |
| 4. get _____   | 11. sing _____  |
| 5. make _____  | 12. ride _____  |
| 6. dance _____ | 13. skate _____ |
| 7. play _____  | 14. clean _____ |

#### Key:

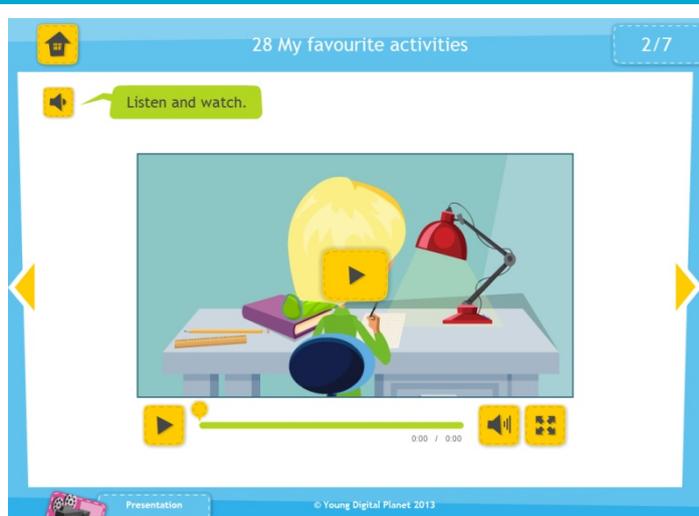
**1** doing **2** drawing **3** painting **4** getting **5** making **6** dancing **7** playing  
**8** running **9** reading **10** climbing **11** singing **12** riding **13** skating **14** cleaning

You may want to swap the two activities in weaker groups if you think they will need more help with the vocabulary.

## Screen 2

### Audio:

*At school I like music most, and it's also the subject I'm best at. I'm worst at art – I can't draw or paint at all! Outside school I like dancing, and I'm good at playing the piano. But I'm best at cooking. I like making dinner. And I'm worst at getting up in the morning. I'm always late!*



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

## Screen 3

### Audio:

*At school I like music most, and it's also the subject I'm best at. I'm worst at art – I can't draw or paint at all! Outside school I like dancing, and I'm good at playing the piano. But I'm best at cooking. I like making dinner. And I'm worst at getting up in the morning. I'm always late!*

### Key:

**1** most **2** best **3** worst **4** like **5** good at  
**6** best **7** worst



## Screen 4

### Key:

- 1 likes
- 2 best
- 3 farthest
- 4 worse
- 5 most



28 My favourite activities 4/7

Read and complete.

Example: (swim) I don't like water and I'm very bad at *swimming*.

- (like) She [ ] painting pictures of animals.
- (good) He's the [ ] at doing History in the school.
- (far) We're running 5km today. It's the [ ] we run at school.
- (bad) I think that maths is [ ] than science.
- (much) She's got the [ ] books of all my friends.

Practice © Young Digital Planet 2013

## Screen 5

### Key:

- 1 at
- 2 more
- 3 than
- 4 most
- 5 at
- 6 the



28 My favourite activities 5/7

Read and complete.

My brother is very good [ ] basketball.

Maths is [ ] difficult than English.

She is a nicer girl [ ] her sister.

It's the [ ] beautiful place in the world.

He's bad [ ] playing the piano.

It's [ ] best new film this year!

at  
the  
more  
most  
than

Practice © Young Digital Planet 2013

## Screen 6



The screenshot shows a digital activity page with a blue header. The title '28 My favourite activities' is in the top right, and '6/7' is in a small box next to it. A home icon is in the top left. A green speech bubble with a speaker icon says 'Read and write.' Below this is a light blue box containing a text template with several blank spaces for completion. The text reads: 'At school I like [ ] most, and it's also the subject I'm [ ] at. I'm worst at [ ] - I can't [ ] at all. Outside school I like [ ], and I'm [ ] at [ ]. But I'm [ ] at [ ]. I like [ ]. And I'm worst at [ ].' Below the text box is another green speech bubble with a speaker icon that says 'Now it's your turn. Complete the sentences about you.' At the bottom right of the page is a cartoon boy's head. At the bottom left, there is a small logo that says 'English to take away' and a copyright notice '© Young Digital Planet 2013'.

Give the Ss these instructions for the activity. The aim is to practise talking about likes and dislikes, things *I am good / bad at*.

1. Look at the words at the text.
2. Complete the sentences with suitable words.

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

Tell students to work in pairs and talk about their likes / dislikes, things they are good / bad at.

## Handout

1. do \_\_\_\_\_

2. draw \_\_\_\_\_

3. paint \_\_\_\_\_

4. get \_\_\_\_\_

5. make \_\_\_\_\_

6. dance \_\_\_\_\_

7. play \_\_\_\_\_

8. run \_\_\_\_\_

9. read \_\_\_\_\_

10. climb \_\_\_\_\_

11. sing \_\_\_\_\_

12. ride \_\_\_\_\_

13. skate \_\_\_\_\_

14. clean \_\_\_\_\_

---

## Handout

1. do \_\_\_\_\_

2. draw \_\_\_\_\_

3. paint \_\_\_\_\_

4. get \_\_\_\_\_

5. make \_\_\_\_\_

6. dance \_\_\_\_\_

7. play \_\_\_\_\_

8. run \_\_\_\_\_

9. read \_\_\_\_\_

10. climb \_\_\_\_\_

11. sing \_\_\_\_\_

12. ride \_\_\_\_\_

13. skate \_\_\_\_\_

14. clean \_\_\_\_\_

Friends 6 Lesson 29		<i>I like toast.</i>		Pronunciation	
Aims	Speaking skills  Pronunciation of /t/ sound in all positions	Contents	/t/ sounds in initial, middle and final position  <i>eating lots of hot toast</i>	Checklist	1 master handout individual or pair work – word search  (practise of /s/ sound words)
Language Analysis					
<p>/t/ sound in all positions</p> <p>1 Start: tennis /' <b>tenɪs</b>/, test /<b>test</b>/, table /' <b>teɪb(ə)</b>/, train /<b>treɪn</b>/</p> <p>2 Middle: water BrE /' <b>wɔːtə(r)</b>/, AmE /' <b>wɔtər</b>/ doctor /' <b>dɒktə(r)</b>/, computer /<b>kəm</b> 'pjuː<b>tə(r)</b>/</p> <p>3 End: parrot /' <b>pærət</b>/, test /<b>test</b>/, market /' <b>mɑː(r)kɪt</b>/</p>					

# Procedure

## Warm-up Off the screens

1. Revise vocabulary for this lesson:
2. Give out the Handout and ask students to find as many words that have 't' pronounced as possible. Ask students to count the number of words they have found and compare with the classmates.

## Handout

t	a	l	l	b	t	e	n	b	b	i	f	d
k	t	m	o	s	t	w	e	t	r	n	c	o
i	a	t	o	a	s	t	t	r	w	t	a	c
t	b	e	t	t	e	r	y	a	a	e	r	t
t	l	e	i	u	l	o	t	i	t	r	r	o
e	e	r	m	e	n	d	e	n	e	e	o	r
n	y	t	e	s	t	y	a	u	r	s	t	w
p	a	r	r	o	t	w	g	t	s	t	t	q
u	t	o	m	a	t	o	b	e	d	i	r	s
r	r	t	a	l	l	e	s	t	s	n	e	d
t	e	n	n	i	s	e	w	t	a	g	w	a

**Key:** (21 words)

tall, ten, time, better, kitten, water, interesting, most, lot, parrot, carrot, tomato, tea, toast, tallest, tennis, test, table, train, doctor, end

## Handout

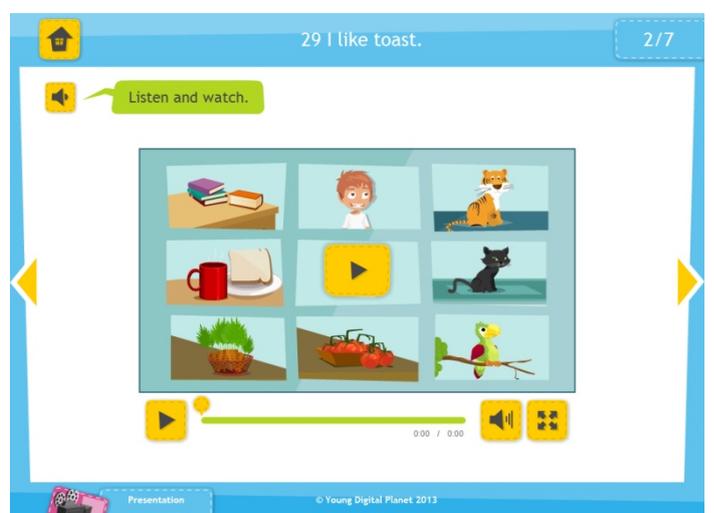
t	a	l	l	b	t	e	n	b	b	i	f	d
k	t	m	o	s	t	w	e	t	r	n	c	o
i	a	t	o	a	s	t	t	r	w	t	a	c
t	b	e	t	t	e	r	y	a	a	e	r	t
t	l	e	i	u	l	o	t	i	t	r	r	o
e	e	r	m	e	n	d	e	n	e	e	o	r
n	y	t	e	s	t	y	a	u	r	s	t	w
p	a	r	r	o	t	w	g	t	s	t	t	q
u	t	o	m	a	t	o	b	e	d	i	r	s
r	r	t	a	l	l	e	s	t	s	n	e	d
t	e	n	n	i	s	e	w	t	a	g	w	a

Ask students to practise saying these words.

## Screen 2

### Chant:

*I read the most interesting books  
 My friends are the funniest people  
 I like tigers and kittens and parrots  
 I don't like tomatoes and carrots  
 But the thing I like most  
 Is hot tea and toast!*



29 I like toast. 2/7

Listen and watch.

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

Listen and ask students to join in and chant.

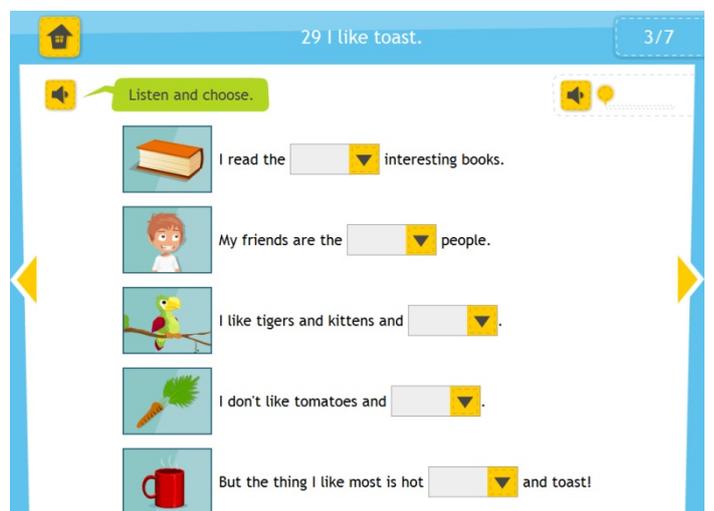
## Screen 3

### Chant:

*I read the most interesting books  
 My friends are the funniest people  
 I like tigers and kittens and parrots  
 I don't like tomatoes and carrots  
 But the thing I like most  
 Is hot tea and toast!*

### Key:

**1** most **2** funniest **3** parrots **4** carrots  
**5** tea



29 I like toast. 3/7

Listen and choose.

I read the  interesting books.

My friends are the  people.

I like tigers and kittens and .

I don't like tomatoes and .

But the thing I like most is hot  and toast!

## Screen 4

Audio 1:

*tall, to, ten, time*

Audio 2:

*better, kitten, water, interesting*

Audio 3:

*most, don't, it, lot, parrot, carrot*

Audio 4:

*tomato, tea, toast, tallest*

**Key:** N/A

Listen and say, ask students to do single words and then the sets of four.



29 I like toast. 4/7

Listen and say.



- tall, to, ten, time
- better, kitten, water, interesting
- most, don't, it, lot, parrot, carrot
- tomato, tea, toast, tallest

Practice © Young Digital Planet 2013

## Screen 5

*tennis*

*water*

*parrot*

*doctor*

*test*

*table*

*train*

*market*

*computer*

**Key:**

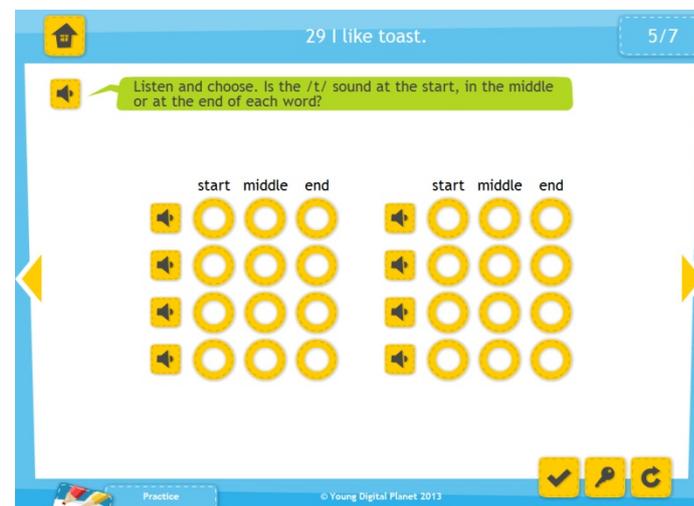
1 Start: tennis, test, table, train

2 Middle: water, doctor, computer

3 End: parrot, test, market

	start	middle	end		start	middle	end
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

The aim of this exercise is to practise listening to the /t/ sound and locating it in the word in its start, middle or end position.



29 I like toast. 5/7

Listen and choose. Is the /t/ sound at the start, in the middle or at the end of each word?

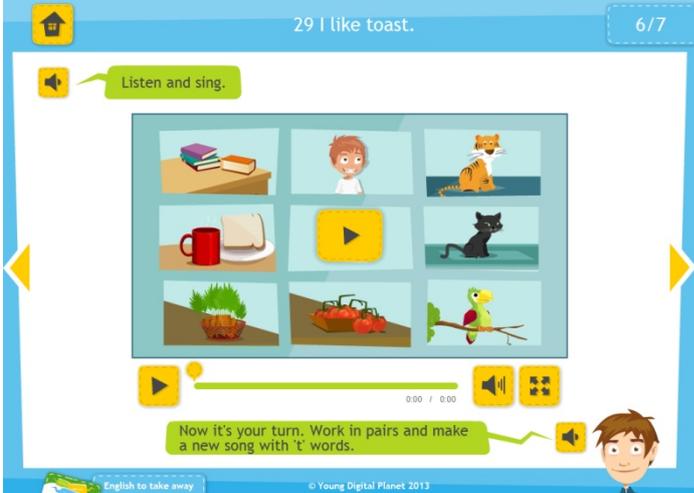
	start	middle	end		start	middle	end
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							

Practice © Young Digital Planet 2013

## Screen 6

### Audio:

*I read the most interesting books  
 My friends are the funniest people  
 I like tigers and kittens and parrots  
 I don't like tomatoes and carrots  
 But the thing I like most  
 Is hot tea and toast!*



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

1. Listen to the whole song.
2. Join in.

Now it's your turn: Ask students to join in. You can practise the song again, mute the sound and ask students to chant. There are subtitles to help the Ss.

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

# Handout

t	a	l	l	b	t	e	n	b	b	i	f	d
k	t	m	o	s	t	w	e	t	r	n	c	o
i	a	t	o	a	s	t	t	r	w	t	a	c
t	b	e	t	t	e	r	y	a	a	e	r	t
t	l	e	i	u	l	o	t	i	t	r	r	o
e	e	r	m	e	n	d	e	n	e	e	o	r
n	y	t	e	s	t	y	a	u	r	s	t	w
p	a	r	r	o	t	w	g	t	s	t	t	q
u	t	o	m	a	t	o	b	e	d	i	r	s
r	r	t	a	l	l	e	s	t	s	n	e	d
t	e	n	n	i	s	e	w	t	a	g	w	a

Friends 6 Lesson 30		<i>An email to a friend.</i>		Writing	
Aims	Writing emails	Contents	<b>Grammar</b> Comparatives/superlatives of adjectives  <b>Vocabulary</b> <i>good/bad at verb-ing</i>  Everyday English: <i>I wish you were here.</i> <i>take part in</i>	Checklist	1 master handout for each student: forming sentences  (comparative and superlative adjectives)
<b>Language Analysis</b>					
<p><u>Comparative and superlative adjectives</u></p> <p>Comparative + <i>than</i> / <b>ðən</b>/ e.g. <i>He is older than his sister.</i></p> <p>With most adjectives we use – <i>er</i> to form comparative adjectives and the + –<i>est</i> for the superlative e.g. <i>old – older – the oldest</i>. Remember the word <i>the</i> is an important part of the phrase.</p> <p>There are, however, some important spelling rules to follow:</p> <p><i>dirty – dirtier</i> (y → ier) – the <i>dirtiest</i> (y → iest)  <i>simple – simpler</i> (e → er, eer) – <i>simplest</i> (e → est, eest)  <i>big – bigger – the biggest</i> (double the consonant, if the syllable stressed and finishes with a consonant).</p> <p>Adjectives longer than two syllables are compared with the help of <u>more</u> – comparative, <u>the most</u> – superlative            e.g. <i>interesting – more interesting – the most interesting</i></p> <p>There are also some irregular adjectives:</p> <p><i>good – better – the best</i>  <i>bad – worse – the worst</i>  <i>much – more – the most</i></p>					

# Procedure

## Warm-up Off the screens

1. Revise comparative and superlative adjectives:
2. Give out the Handout and ask students to complete the missing form of the adjective in the brackets.

## Handout

1. My brother is (good) \_\_\_\_\_ at singing than me.
2. It's the (interesting) \_\_\_\_\_ thing in our town.
3. He's (bad) \_\_\_\_\_ at sport in our class.
4. That's (difficult) \_\_\_\_\_ thing to do.
5. I'm (bad) \_\_\_\_\_ at swimming than my sister.
6. Is that boy (good) \_\_\_\_\_ at playing tennis?
7. He isn't very (good) \_\_\_\_\_ at running.
8. I'm (bad) \_\_\_\_\_ at maths but he's worse than me.
9. My brother is 2cm (tall) \_\_\_\_\_ than me.
10. It's (interesting) \_\_\_\_\_ DVD I've got.
11. My sister's (good) \_\_\_\_\_ at playing the piano than you.
12. We're tall, but she's (tall) \_\_\_\_\_ in our class.

### Key:

- 1 My brother is better at singing than me.
- 2 It's the most interesting thing in our town.
- 3 He's the worst at sport in our class.
- 4 That's the most difficult thing to do.
- 5 I'm worse at swimming than my sister.
- 6 Is that boy the best at playing tennis?
- 7 He isn't very good at running.
- 8 I'm bad at maths but he's worse than me.
- 9 My brother is 2cm taller than me.
- 10 It's the most interesting DVD I've got.
- 11 My sister's better at playing the piano than you.
- 12 We're tall, but she's the tallest in our class.

## Screen 2

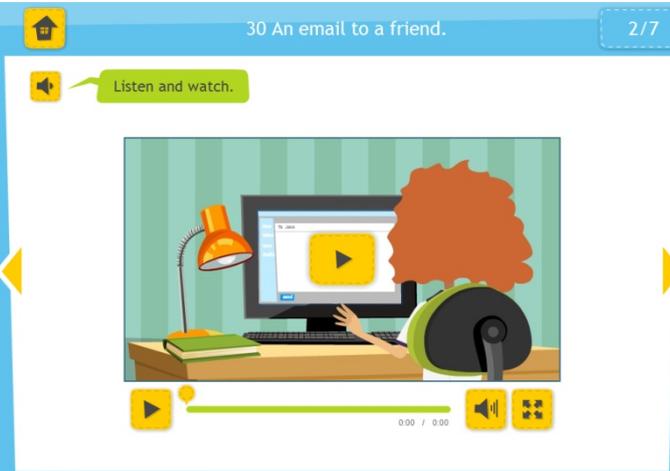
**Anna:** Hi Jane

*It's a great day here today! It's the best day in the year because it's our town SUMMER PARTY!! Most people are out in the streets now. They're watching shows, listening to music and eating the most amazing food. If you're good at sports or singing and dancing, then you can take part in lots of competitions. The most exciting one is the Fancy Dress Show. I want to go as a rabbit! My brother's best at music and he and his friends are playing in a band in the park.*

*I wish you were here to enjoy it with us.*

Love

Anna



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

## Screen 3

**Anna:** Hi Jane

*It's a great day here today! It's the best day in the year because it's our town SUMMER PARTY!! Most people are out in the streets now. They're watching shows, listening to music and eating the most amazing food. If you're good at sports or singing and dancing, then you can take part in lots of competitions. The most exciting one is the Fancy Dress Show. I want to go as a rabbit! My brother's best at music and he and his friends are playing in a band in the park.*

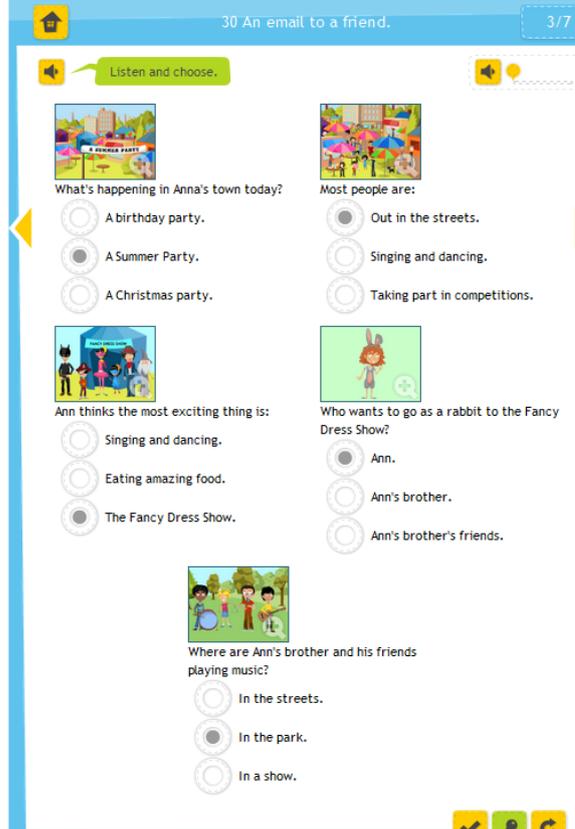
*I wish you were here to enjoy it with us.*

Love

Anna

**Key:** (from left to right)

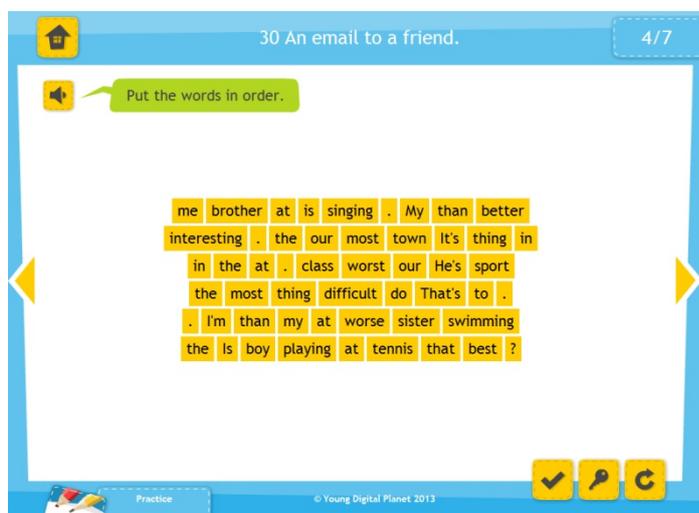
- 1 A Summer Party
- 2 out in the streets
- 3 The Fancy Dress Show
- 4 Ann
- 5 in the park



## Screen 4

### Key:

- 1 My brother is better at singing than me.
- 2 It's the most interesting thing in our town.
- 3 He's the worst at sport in our class.
- 4 That's the most difficult thing to do.
- 5 I'm worse at swimming than my sister.
- 6 Is that boy the best at playing tennis?



30 An email to a friend. 4/7

Put the words in order.

me brother at is singing . My than better  
 interesting . the our most town It's thing in  
 in the at . class worst our He's sport  
 the most thing difficult do That's to .  
 . I'm than my at worse sister swimming  
 the Is boy playing at tennis that best ?

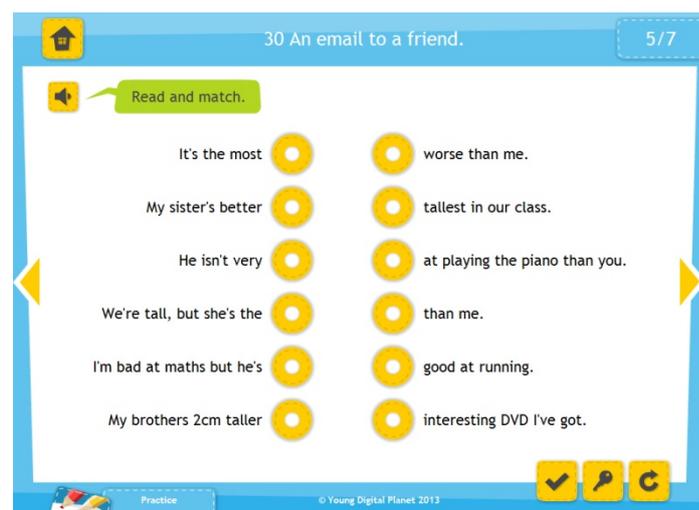
Practice © Young Digital Planet 2013

## Screen 5

### Key: (random order of sentences)

- 1 He isn't very good at running.
- 2 I'm bad at maths but he's worse than me.
- 3 My brother's 2cm taller than me.
- 4 It's the most interesting DVD I've got.
- 5 My sister's better at playing the piano than you.
- 6 We're tall, but she's the tallest in our class.

It's the most			interesting DVD I've got.
My brothers 2cm taller			than me.
We're tall, but she's the			at playing the piano than you.
My sister's better			worse than me.
I'm bad at maths but he's			good at running.
He isn't very			tallest in our class.



30 An email to a friend. 5/7

Read and match.

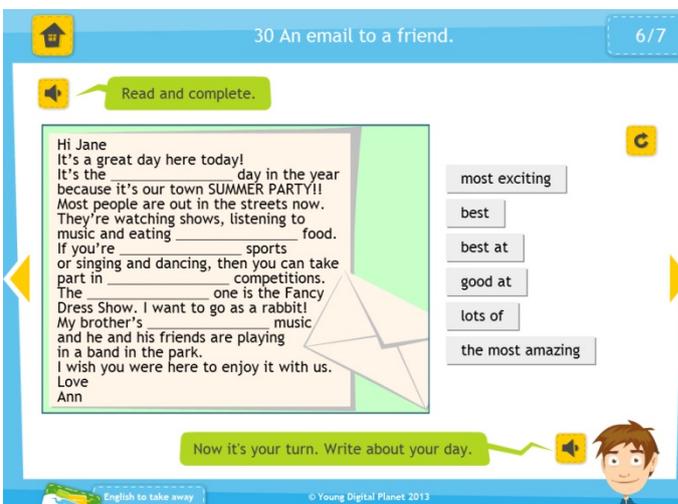
It's the most			worse than me.
My sister's better			tallest in our class.
He isn't very			at playing the piano than you.
We're tall, but she's the			than me.
I'm bad at maths but he's			good at running.
My brothers 2cm taller			interesting DVD I've got.

Practice © Young Digital Planet 2013

## Screen 6

### Key:

- 1 best
- 2 the most amazing
- 3 good at
- 4 lots of
- 5 most exciting
- 6 best at



30 An email to a friend. 6/7

Read and complete.

Hi Jane  
 It's a great day here today!  
 It's the \_\_\_\_\_ day in the year  
 because it's our town SUMMER PARTY!!  
 Most people are out in the streets now.  
 They're watching shows, listening to  
 music and eating \_\_\_\_\_ food.  
 If you're \_\_\_\_\_ sports  
 or singing and dancing, then you can take  
 part in \_\_\_\_\_ competitions.  
 The \_\_\_\_\_ one is the Fancy  
 Dress Show. I want to go as a rabbit!  
 My brother's \_\_\_\_\_ music,  
 and he and his friends are playing  
 in a band in the park.  
 I wish you were here to enjoy it with us.  
 Love  
 Ann

most exciting  
 best  
 best at  
 good at  
 lots of  
 the most amazing

Now it's your turn. Write about your day.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Read and complete' activity. The aim is to practice a short text.

1. Look at the text and at the words on the rights. Practise reading the words on the right.
2. Drag and drop the words into the correct gaps to complete the text about Jane's day.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and talk about their days.

Note: In stronger groups you may ask students to write a similar letter.

# Handout

1. My brother is (good) \_\_\_\_\_ at singing than me.
2. It's the (interesting) \_\_\_\_\_ thing in our town.
3. He's (bad) \_\_\_\_\_ at sport in our class.
4. That's (difficult) \_\_\_\_\_ thing to do.
5. I'm (bad) \_\_\_\_\_ at swimming than my sister.
6. Is that boy (good) \_\_\_\_\_ at playing tennis?
7. He isn't very (good) \_\_\_\_\_ at running.
8. I'm (bad) \_\_\_\_\_ at maths but he's worse than me.
9. My brother is 2cm (tall) \_\_\_\_\_ than me.
10. It's (interesting) \_\_\_\_\_ DVD I've got.
11. My sister's (good) \_\_\_\_\_ at playing the piano than you.
12. We're tall, but she's (tall) \_\_\_\_\_ in our class.