

Friends 6 Lesson 91		<i>Picnic time</i>		Vocabulary	
<b>Aims</b>	Talking about food Using vocabulary appropriate for a picnic	<b>Contents</b>	<b>Grammar</b> <i>Can/Should</i> <i>Some + nouns</i>  <i>We need some sausages.</i> <i>I can bring some sausages.</i>  <b>Vocabulary</b> Picnic  <i>bottle, cup, bowl, glass,</i> <i>picnic, sandwich, sausage,</i>  revise other food vocabulary	<b>Checklist</b>	1 master handout for each student to revise food vocabulary: match pictures to vocabulary
<b>Language Analysis</b>					
<p><i>Can</i> in the lesson is used to talk about possibility: <i>I can bring some sausages</i> means it is possible for me to bring some sausages and I am ready to do it. It is different from: <i>I can sing</i> where <i>can</i> is used to talk about ability.</p> <p>biscuits / <b>'bɪskɪts</b>/            bottle / <b>'bɒt(ə)</b>//            bowl / <b>bəʊl</b>/            cake / <b>keɪk</b>/            cup / <b>kʌp</b>/            fridge / <b>fɪdʒ</b>/            fruit / <b>fru:t</b>/            glass / <b>glɑ:s</b>/            grapes / <b>greɪps</b>/            lemonade / <b>ˌlemə'neɪd</b>/            milk / <b>mɪlk</b>/            picnic / <b>'pɪknɪk</b>/            sandwich / <b>'sæn(d)wɪdʒ</b>/            sausage / <b>'sɔsɪdʒ</b>/</p>					

strawberries / 'strɔ:b(ə)ri/

watermelon / 'wɔ:tə(r), 'melən/

Important to remember spelling rules for plural nouns above e.g. sandwich – sandwiches, strawberry – strawberries, grapes – grapes, glass – glasses.

Some of the nouns above are uncountable (=do not have a plural form): lemonade, milk.

## Procedure

### Warm-up off the screens

1. Revise food the Handout:

#### Handout

1. 		A. lemonade
2. 		B. banana
3. 		C. tomatoes
4. 		D. pineapple
5. 		E. watermelon
6. 		F. strawberries
7. 		G. sandwich
8. 		H. grapes
9. 		I. salad
10. 		J. apples
11. 		K. cake
12. 		L. sausages

2. Ask students to match the words with the pictures.
3. Practise saying the words before doing the first screen.

**Key:**

1 D 2 E 3 H 4 K 5 C 6 L 7 G 8 B 9 A 10 F 11 J 12 I

## Screen 2

**Alex:** *It's a sunny day. Let's have a picnic. We can go to the lake.*

**Kim:** *Great idea! What do we need?*

**Alex:** *We need sandwiches –I can bring some with chicken, and some with cheese. We need some sausages, and some salad.*

**Lucy:** *I can bring the sausages and the salad. And we need some big plates.*

**Alex:** *And some bowls for the salad.*

**Kim:** *Yes. I can bring some fruit. How about some strawberries and some grapes?*

**Sam:** *That sounds good. We've got a watermelon in the fridge at my house. I can bring it.*

**Alex:** *OK! What do we need to drink?*

**Lucy:** *I can bring a bottle of lemonade and some milk. We need some cups, too, or some glasses.*

**Kim:** *Shall I bring some cake?*

**Sam:** *Sure, Kim. You bring the cake, and I can bring some chocolate biscuits.*

**Lucy:** *Alex, can you bring another thing?*

**Alex:** *What?*

**Lucy:** *Your mum –with her big car!*



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 students to name all the items needed for the picnic. You can ask students to work in pairs or groups and prepare the list after watching the animation for the second time. The winner group/pair is the one that remembers the most items.

## Screen 3

**Alex:** It's a sunny day. Let's have a picnic. We can go to the lake.

**Kim:** Great idea! What do we need?

**Alex:** We need sandwiches—I can bring some with chicken, and some with cheese. We need some sausages, and some salad.

**Lucy:** I can bring the sausages and the salad. And we need some big plates.

**Alex:** And some bowls for the salad.

**Kim:** Yes. I can bring some fruit. How about some strawberries and some grapes?

**Sam:** That sounds good. We've got a watermelon in the fridge at my house. I can bring it.

**Alex:** OK! What do we need to drink?

**Lucy:** I can bring a bottle of lemonade and some milk. We need some cups, too, or some glasses.

**Kim:** Shall I bring some cake?

**Sam:** Sure, Kim. You bring the cake, and I can bring some chocolate biscuits.

**Lucy:** Alex, can you bring another thing?

**Alex:** What?

**Lucy:** Your mum – with her big car!

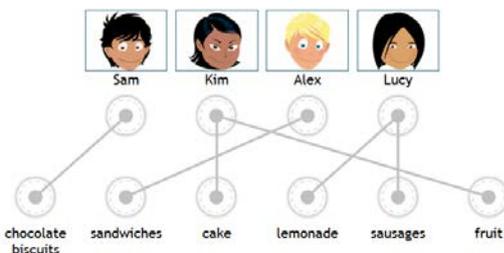
### Key:

1 Alex = sandwiches

2 Kim = fruit, cake

3 Sam = watermelon, chocolate biscuits

4 Lucy = sausages, lemonade



Before doing the activity inform students there might be more than one correct answer and e.g. Alex might need two items to be matched to him.



The screenshot shows a digital interface for a listening and matching activity. At the top, it says '91 Picnic time' and '3/7'. Below that is a 'Listen and match.' instruction with a speaker icon. There are four character icons labeled Lucy, Alex, Sam, and Kim. Below them are six item icons: sausages, cake, fruit, chocolate biscuits, lemonade, and sandwiches. At the bottom, there are three buttons: a checkmark, a magnifying glass, and a refresh icon. The text 'Practice' and '© Young Digital Planet 2013' are also visible.

## Screen 4

**Kim:** Lucy, here's a plate. What would you like?

**Lucy:** Thanks, Kim. I'm hungry! I'd like a chicken sandwich and some salad.

**Kim:** Would you like a sausage?

**Lucy:** Sure, I'd love one.

**Kim:** How about some fruit?

**Lucy:** Can I have a few grapes?

**Kim:** Here you are. What would you like to drink?

**Lucy:** A glass of lemonade, please. I'm thirsty. Thanks, Kim!

### Key:

1 plate 2 chicken 3 salad 4 sausage  
5 fruit 6 grapes 7 lemonade 8 thirsty



91 Picnic time 4/7

Listen and choose.

Kim: Lucy, here's a  plate /  bowl . What would you like?  
 Lucy: Thanks, Kim. I'm hungry! I'd like a  chicken /  cheese sandwich and some  pasta /  salad .  
 Kim: Would you like a  strawberry /  sausage ?  
 Lucy: Sure, I'd love one.  
 Kim: How about some  fruit /  salad ?  
 Lucy: Can I have a few  apples /  grapes ?  
 Kim: Here you are. What would you like to drink?  
 Lucy: A glass of  lemonade /  milk , please. I'm  hungry /  thirsty .  
 Thanks, Kim!

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## Screen 5

**Alex:** That was a good lunch.

**Sam:** I feel terrible. I've got a stomach ache.

**Alex:** Why?

**Sam:** I had five cheese sandwiches. I had three sausages. I had a bowl of salad, and two glasses of lemonade.

**Alex:** Did you have some fruit?

**Sam:** Yes. I had some strawberries. Then I had six chocolate biscuits and a glass of milk.

**Alex:** Wow! You need to sleep.

**Sam:** Ooooh! Look at that cake! It's so good! I want...

**Alex:** No, Sam, please!

### Key:

1 cheese sandwiches 2 sausages  
3 salad 4 lemonade 5 fruit  
6 strawberries 7 biscuits 8 milk 9 cake



91 Picnic time 5/7

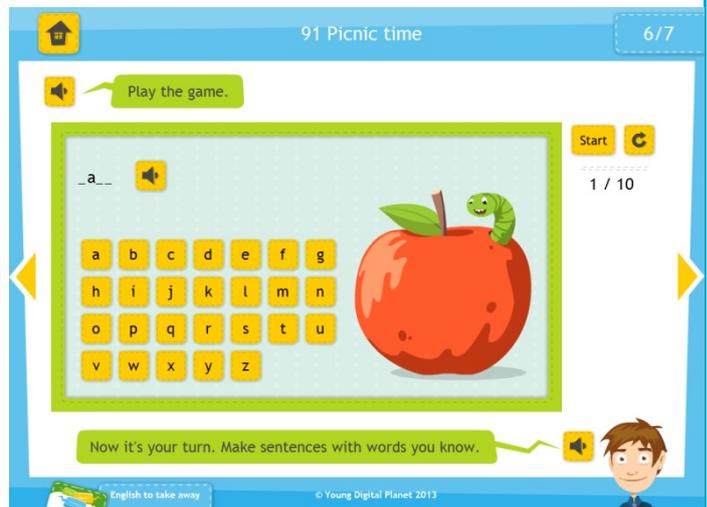
Listen and complete.

Alex: That was a good lunch.  
 Sam: I feel terrible. I've got a stomachache.  
 Alex: Why?  
 Sam: I had five ch   e s   dw     . I had three s   s   s. I had a bowl of   l  d, and two glasses of l   n a  .  
 Alex: Did you have some f    ?  
 Sam: Yes. I had some st   w   rr   . Then I had six chocolate b   s     and a glass of m    .  
 Alex: Wow! You need to sleep.  
 Sam: Look at that   k  ! It's so good! I want...  
 Alex: No, Sam, please!

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## Screen 6

Cake  
 Sandwiches  
 Fruit  
 Sausages  
 Lemonade  
 Watermelon  
 Biscuits  
 Strawberries  
 Grapes  
 Salad



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 in the middle of the screen.
2. Look at the number of letters in the word.
3. Guess the first letter, e.g. 'e'. Click the letter into position in the word.
4. Guess the next letter and drag and drop it into position.
5. Continue until you have guessed the word.

# Handout

1.		A. lemonade
2.		B. banana
3.		C. tomatoes
4.		D. pineapple
5.		E. watermelon
6.		F. strawberries
7.		G. sandwich
8.		H. grapes
9.		I. salad
10.		J. apples
11.		K. cake
12.		L. sausages

Friends 6 Lesson 92		<i>How about going on a picnic this afternoon?</i>		Grammar & Functions	
<b>Aims</b>	Suggesting  Talking about various places to eat outside the home  Discuss what to eat in each place	<b>Contents</b>	<b>Grammar</b> How about + verb + <i>-ing</i> + adverbial phrase  <b>Vocabulary</b> <i>café, restaurant, food vocabulary</i>	<b>Checklist</b>	1 master handouts practise adding <i>-ing</i> to verbs (individual work)
<b>Language Analysis</b>					
<p><i>How about</i> + verb + <i>-ing</i> + adverbial phrase – is used for suggestions and always followed by a noun or verb + <i>-ing</i>.            e.g. <i>How about going on a picnic? How about a sandwich?</i>            There are many ways to agree to the suggestion e.g.:</p> <p><i>I'd love to.</i>  <i>I'd like that.</i>  <i>All right.</i>  <i>Good idea!</i>  <i>Sounds good.</i></p> <p>It is important to remember about spelling rules when adding <i>-ing</i> e.g. <i>play-playing, go-going, try-trying, run-running, take-taking</i> etc.</p> <p>It is different from <i>can</i> + verb: <i>Can we go on a picnic?</i> <i>Can</i> in this sentences is used to ask for permission.</p> <p><i>café</i> /'kæfeɪ/, <i>restaurant</i> /'rest(ə)rɒnt/</p>					

# Procedure

## Warm-up Off the screens

1. Revise adding *-ing* to verbs:
2. Give out Handout 1.

### Handout

1	go	
2	bring	
3	make	
4	eat	
5	take	
6	watch	
7	do	
8	listen	
9	run	
10	read	
11	play	
12	put	
13	stay	

3. Ask students to add *-ing* to the following verbs.

### Key:

1 going, 2 bringing, 3 making, eating, taking, watching, doing, listening, running, reading, playing, putting, staying

4. As a follow-up introduce *How about ...?* as a way of suggesting something and ask students to make sentences: *How about going ...? How about bringing ...?* In stronger groups they may be ready to finish the sentences by themselves. Do it as a class or ask them to work in pairs.

## Screen 2

**Grandma:** *How about going on a picnic this afternoon, girls?*

**Kim:** *I'd love to, Grandma. Can we go to the waterfall?*

**Grandma:** *I'd like that. What shall we bring?*

**Kim:** *How about sandwiches? Can you make some egg sandwiches?*

**Grandma:** *All right. There's some nice brown bread in the cupboard. And there are some eggs in the fridge.*

**Kim:** *How about bringing some fruit?*

**Grandma:** *Yes. There's a bowl of apples on the table. We can bring some. What would you like to drink?*

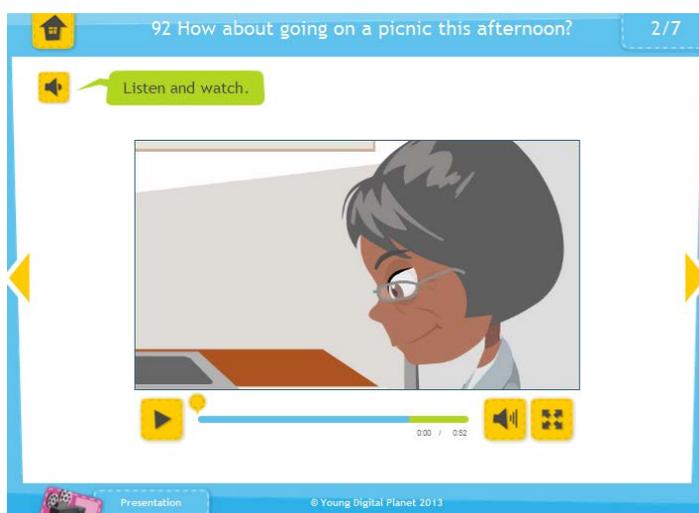
**Kim:** *There's a bottle of juice in the fridge. Can I bring it?*

**Grandma:** *Of course you can! Let's make our lunch.*

**Jill:** *Grandma, there's something else.*

**Grandma:** **Yes, Jill?**

**Jill:** *How about making some chocolate biscuits? I love chocolate biscuits!*



92 How about going on a picnic this afternoon? 2/7

Listen and watch.

0:00 / 0:22

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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

**Grandma:** *How about going on a picnic this afternoon, girls?*

**Kim:** *I'd love to, Grandma. Can we go to the waterfall?*

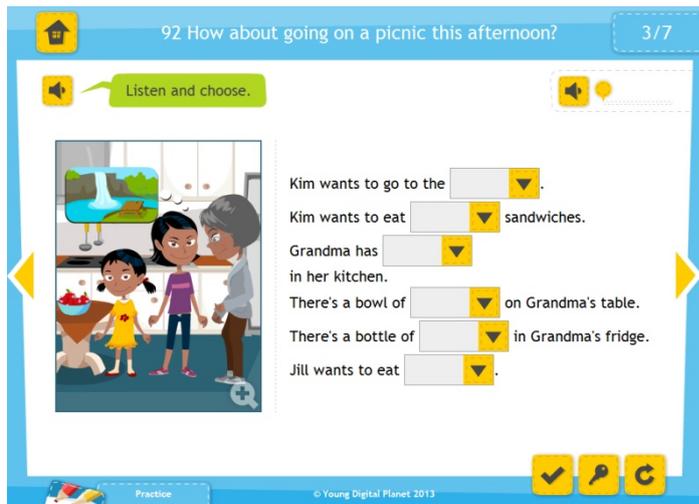
**Grandma:** *I'd like that. What shall we bring?*

**Kim:** *How about sandwiches? Can you make some egg sandwiches?*

**Grandma:** *All right. There's some nice brown bread in the cupboard. And ... there are some eggs in the fridge.*

**Kim:** *How about bringing some fruit?*

**Grandma:** *Yes. There's a bowl of apples on the table. We can bring some. What would you like to drink?*



92 How about going on a picnic this afternoon? 3/7

Listen and choose.

Kim wants to go to the .

Kim wants to eat  sandwiches.

Grandma has  in her kitchen.

There's a bowl of  on Grandma's table.

There's a bottle of  in Grandma's fridge.

Jill wants to eat .

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**Kim:** *There's a bottle of juice in the fridge. Can I bring it?*  
**Grandma:** *Of course you can!*  
**Jill:** *Grandma, there's something else*  
 ...  
**Grandma:** **Yes, Jill?**  
**Jill:** *How about making some chocolate biscuits? I love chocolate biscuits!*

**Key:**

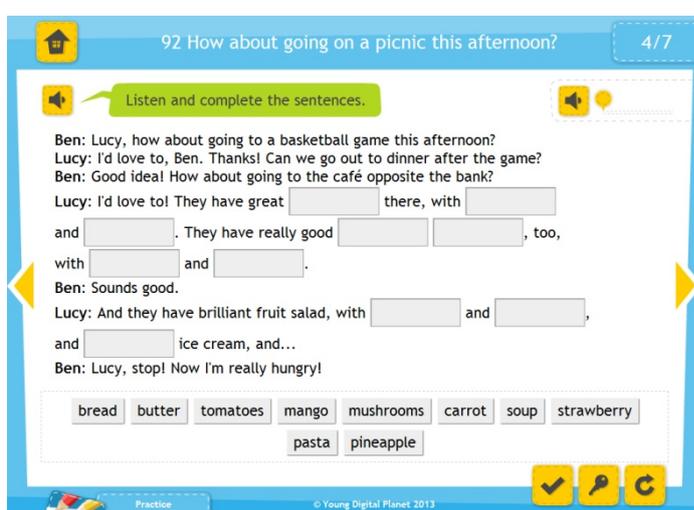
**1** the waterfall **2** egg  
**3** brown bread and eggs  
**4** apples **5** juice **6** chocolate biscuits

## Screen 4

**Ben:** *Lucy, how about going to a basketball game this afternoon?*  
**Lucy:** *I'd love to, Ben. Thanks! Can we go out dinner after the game?*  
**Ben:** *Good idea! How about going to the café opposite the bank?*  
**Lucy:** *I'd love to! They have great pasta there, with tomatoes and mushrooms. They have really good carrot soup, too, with bread and butter.*  
**Ben:** *Sounds good.*  
**Lucy:** *And they have brilliant fruit salad, with pineapple and mango, and strawberry ice cream, and –*  
**Ben:** *Lucy, stop! Now I'm really hungry!*

**Key:**

**1** pasta **2** tomatoes **3** mushrooms  
**4** carrot **5** soup **6** bread **7** butter  
**8** pineapple **9** mango **10** strawberry



92 How about going on a picnic this afternoon? 4/7

Listen and complete the sentences.

Ben: Lucy, how about going to a basketball game this afternoon?  
 Lucy: I'd love to, Ben. Thanks! Can we go out to dinner after the game?  
 Ben: Good idea! How about going to the café opposite the bank?  
 Lucy: I'd love to! They have great [ ] there, with [ ]  
 and [ ]. They have really good [ ] [ ], too,  
 with [ ] and [ ].  
 Ben: Sounds good.  
 Lucy: And they have brilliant fruit salad, with [ ] and [ ],  
 and [ ] ice cream, and...  
 Ben: Lucy, stop! Now I'm really hungry!

bread butter tomatoes mango mushrooms carrot soup strawberry  
 pasta pineapple

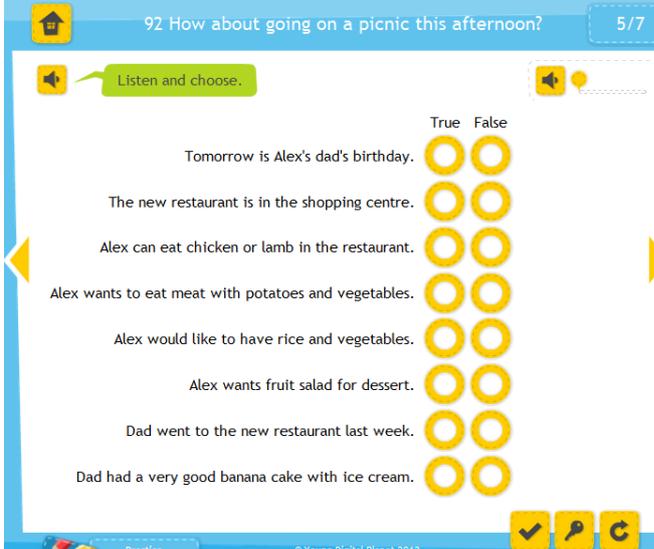
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## Screen 5

**Alex's dad:** Alex, tomorrow is Mum's birthday. How about going to the new restaurant near the shopping centre?  
**Alex:** I'd love to. What can I eat there?  
**Dad:** They have good meat, like chicken and lamb. Their fish is also nice. You can have meat or fish, with vegetables.  
**Alex:** Have they got burgers?  
**Dad:** I don't think so. They've got rice and pasta.  
**Alex:** OK. I'd like rice with vegetables, and cake for dessert.  
**Dad:** I went there last week. I had banana cake with ice cream.

**Key:**

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



92 How about going on a picnic this afternoon? 5/7

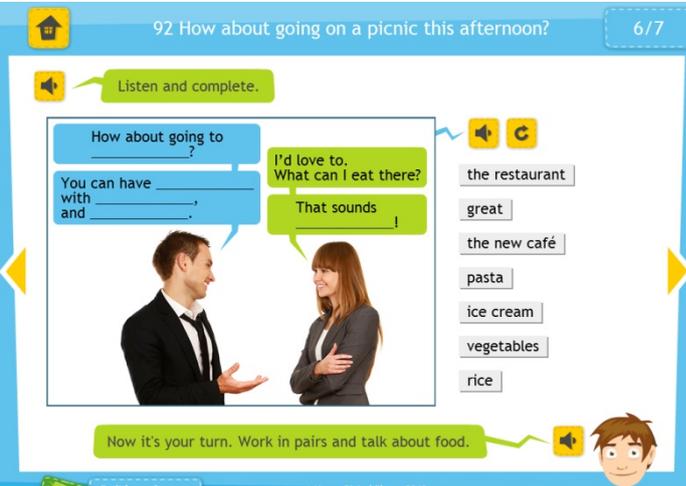
Listen and choose.

	True	False
Tomorrow is Alex's dad's birthday.	<input type="radio"/>	<input type="radio"/>
The new restaurant is in the shopping centre.	<input type="radio"/>	<input type="radio"/>
Alex can eat chicken or lamb in the restaurant.	<input type="radio"/>	<input type="radio"/>
Alex wants to eat meat with potatoes and vegetables.	<input type="radio"/>	<input type="radio"/>
Alex would like to have rice and vegetables.	<input type="radio"/>	<input type="radio"/>
Alex wants fruit salad for dessert.	<input type="radio"/>	<input type="radio"/>
Dad went to the new restaurant last week.	<input type="radio"/>	<input type="radio"/>
Dad had a very good banana cake with ice cream.	<input type="radio"/>	<input type="radio"/>

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## Screen 6

**A:** How about going to the new café?  
**B:** I'd love to. What can I eat there?  
**A:** You can have pasta with vegetables, and ice cream.  
**B:** That sounds great!



92 How about going on a picnic this afternoon? 6/7

Listen and complete.

How about going to \_\_\_\_\_?

You can have \_\_\_\_\_ with \_\_\_\_\_ and \_\_\_\_\_.

I'd love to. What can I eat there?

That sounds \_\_\_\_\_!

- the restaurant
- great
- the new café
- pasta
- ice cream
- vegetables
- rice

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

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Give the Ss these instructions for the 'Listen and complete' 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. Drag and drop the missing words and phrases 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.

Students should talk about places they know, e.g. local restaurants.

# Handout

1	go	
2	bring	
3	make	
4	eat	
5	take	
6	watch	
7	do	
8	listen	
9	run	
10	read	
11	play	
12	put	
13	stay	

Friends 6 Lesson 93		<i>Shall I make the sandwiches?</i>		Grammar & Functions	
<b>Aims</b>	Offering  Making offers with regard to event planning  Distinguishing between <i>shall</i> and <i>can</i>	<b>Contents</b>	<b>Grammar</b> Shall for offers Shall vs can  <b>Vocabulary</b> Everyday English: a goodbye party	<b>Checklist</b>	1 master handout for each student to practise using verbs + <i>shall</i>
<b>Language Analysis</b>					
<p>Ways of offering  <i>Shall Shall I, shall we Shall I make the sandwiches?</i></p> <p><b>Shall</b> is a word used for the first person singular and plural (I and we). It is more common in British English than American English. In the lesson it is used to make suggestions and offers and in this way it can only be used in questions. <i>Shall</i> has other functions too e.g. promising (I shall never forgive you) and then can be used in positive sentences too.</p> <p><b>Let's</b> is also used for suggestions, usually when we think the person will happily do it. It is important not to forget the apostrophe.</p> <p><i>Shall vs can</i> – both followed by an infinitive (without <i>to</i>)  <i>Shall I help you?</i> – used to offer, suggest help. Another example: <i>Shall I bring a cake?</i> – means I would like to offer you and bring the cake.  <i>I can help you.</i> – used to talk about ability, I can do it, I am able to do it, it is not an offer.</p> <p>There are other ways of offering and suggesting too e.g. <i>How about... Why don't we...</i> explored in other lessons.</p>					

# Procedure

## Warm-up Off the screens

1. Put students in pairs or small groups. They are going to organize a picnic.
2. Ask them to prepare a list of things they need for the picnic – food, cups, plates etc. Give them some time to prepare their lists, monitor and help with vocabulary.
3. Remind students of the way *can* is used and ask them to practise saying: *I can bring...* Do it as a class first so that they can follow model exchange when they practise in their pairs or groups. They finish when everything from the list gets a tick which means somebody will bring it.
4. Ask them to put their lists on the walls, walk around the classroom and compare.
5. Finally ask them about the best picnic – a picnic they would go on.

## Screen 2

**Mr Hill:** *Good morning class.*

**Mr Hill:** *Our school year is nearly finished.*

*Let's have a goodbye party.*

**Sam:** *I know! You can all come to my farm.*

**Lucy:** *Oh yes, let's! We can all bring something.*

**Kim:** *Yes! Shall I make the sandwiches?*

**Sam:** *Yes, please. My mum can make a cake. She makes great pineapple cake.*

**Lucy:** *Shall I help you, Kim? I can make sandwiches, too. You make chicken sandwiches, and I can make cheese sandwiches.*

**Kim:** *Thanks, Lucy. That would be great.*

**Alex:** *What shall I do? Shall I bring something to drink?*

**Sam:** *Sure. You can bring some lemonade and some juice.*

**Alex:** *Shall I bring some cups and glasses, too?*

**Sam:** *No, it's okay. We've got lots.*

**Kim:** *Mr Hill, is this a good idea?*



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.

**Mr Hill:** *This is a great idea, class. What shall I bring?*

**Lucy:** *Bring your camera, Mr Hill. Then you can take pictures of us!*

## Screen 3

**Mr Hill:** *Good morning class.*

**Mr Hill:** *Our school year is nearly finished.*

*Let's have a goodbye party.*

**Sam:** *I know! You can all come to my farm.*

**Lucy:** *Oh yes, let's! We can all bring something.*

**Kim:** *Yes! Shall I make the sandwiches?*

**Sam:** *Yes, please. My mum can make a cake. She makes great pineapple cake.*

**Lucy:** *Shall I help you, Kim? I can make sandwiches, too. You make chicken sandwiches, and I can make cheese sandwiches.*

**Kim:** *Thanks, Lucy. That would be great.*

**Alex:** *What shall I do? Shall I bring something to drink?*

**Sam:** *Sure. You can bring some lemonade and some juice.*

**Alex:** *Shall I bring some cups and glasses, too?*

**Sam:** *No, it's okay. We've got lots.*

**Kim:** *Mr Hill, is this a good idea?*

**Mr Hill:** *This is a great idea, class. What shall I bring?*

**Lucy:** *Bring your camera, Mr Hill. Then you can take pictures of us!*

### Key:

**1** Let's have a great day. **2** To Sam's farm. **3** Kim and Lucy. **4** Pineapple cake. **5** Lemonade and juice. **6** His camera.



93 Shall I make the sandwiches? 3/7

Listen and choose the correct option.

What does Mr Hills say?

Where can they come?

Who can make the sandwiches?

What can Sam's mum make?

What can Alex bring to Sam's farm?

What does Mr Hill need to bring?

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## Screen 4

**Sam:** Welcome to my farm, everyone.

**Kim:** We've got lots of sandwiches here! Shall I put them on the table?

**Sam:** It's a hot day. Can you put them in the fridge?

**Kim:** Sure!

**Alex:** Shall I give everyone some juice and lemonade?

**Sam:** Yes, please. Can you find some glasses in the cupboard?

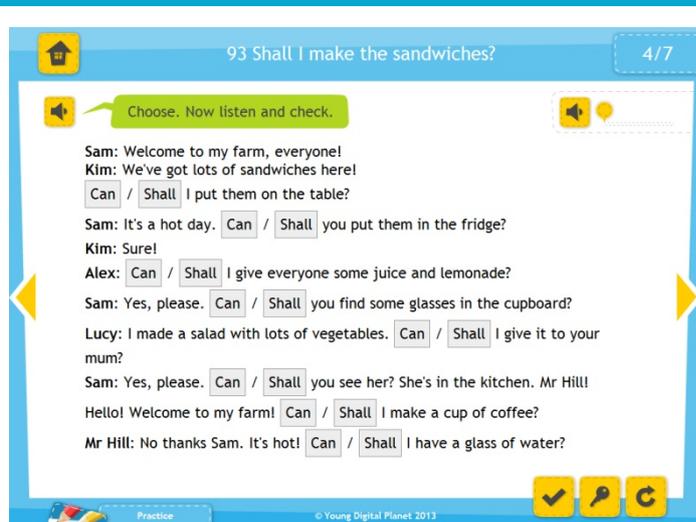
**Lucy:** I made a salad with lots of vegetables. Shall I give it to your mum?

**Sam:** Yes, please. Can you see her? She's in the kitchen. Mr Hill! Hello! Welcome to my farm! Shall I make a cup of coffee?

**Mr Hill:** No thanks Sam. It's hot! Can I have a glass of water?

**Key:**

1 Shall 2 Can 3 Shall 4 Can 5 Shall  
6 Can 7 Shall 8 Can



93 Shall I make the sandwiches? 4/7

Choose. Now listen and check.

Sam: Welcome to my farm, everyone!  
Kim: We've got lots of sandwiches here!  
Can / Shall I put them on the table?  
Sam: It's a hot day. Can / Shall you put them in the fridge?  
Kim: Sure!  
Alex: Can / Shall I give everyone some juice and lemonade?  
Sam: Yes, please. Can / Shall you find some glasses in the cupboard?  
Lucy: I made a salad with lots of vegetables. Can / Shall I give it to your mum?  
Sam: Yes, please. Can / Shall you see her? She's in the kitchen. Mr Hill!  
Hello! Welcome to my farm! Can / Shall I make a cup of coffee?  
Mr Hill: No thanks Sam. It's hot! Can / Shall I have a glass of water?

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## Screen 5

**Key:**

1 Shall I make the sandwiches?  
2 Shall I bring something to drink?  
3 Shall I bring some cups and glasses?  
4 Shall I put the sandwiches in the fridge?  
5 Shall I give my salad to your mum?  
6 Shall I make a cup of coffee?



93 Shall I make the sandwiches? 5/7

Put the words in order.



I make sandwiches? Shall the  
to drink? Shall something bring I  
bring glasses? I some cups Shall and  
put the I in sandwiches Shall the fridge?  
give my to mum? I Shall your salad  
a make Shall coffee? I of cup

Practice © Young Digital Planet 2013

## Screen 6

**Kim:** *Shall I make the sandwiches?*

**Lucy:** *Yes, please.*



93 Shall I make the sandwiches? 6/7

Listen and say.

Yes, please.  
Shall I make the sandwiches?  
Shall I make a cake?  
Shall I bring something to drink?

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

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

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

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

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

### Additional activity

Give out Handout 1 and ask students to complete the missing verbs in the sentences.

## Handout

- 1 Shall I \_\_\_\_\_ the sandwiches?
- 2 Shall I \_\_\_\_\_ something to drink?
- 3 Shall I \_\_\_\_\_ some cups and glasses?
- 4 Shall I \_\_\_\_\_ the sandwiches in the fridge?
- 5 Shall I \_\_\_\_\_ my salad to your mum?
- 6 Shall I \_\_\_\_\_ a cup of coffee?

make   give   make   bring   put   bring

In weaker groups use the box with verbs provided. In stronger groups cut this part of the handout off.

### Key:

- 1 Shall I make the sandwiches?
- 2 Shall I bring something to drink?
- 3 Shall I bring some cups and glasses?
- 4 Shall I put the sandwiches in the fridge?
- 5 Shall I give my salad to your mum?
- 6 Shall I make a cup of coffee?

## Handout

- 1 Shall I \_\_\_\_\_ the sandwiches?
- 2 Shall I \_\_\_\_\_ something to drink?
- 3 Shall I \_\_\_\_\_ some cups and glasses?
- 4 Shall I \_\_\_\_\_ the sandwiches in the fridge?
- 5 Shall I \_\_\_\_\_ my salad to your mum?
- 6 Shall I \_\_\_\_\_ a cup of coffee?

make   give   make   bring   put   bring

---

## Handout

- 1 Shall I \_\_\_\_\_ the sandwiches?
- 2 Shall I \_\_\_\_\_ something to drink?
- 3 Shall I \_\_\_\_\_ some cups and glasses?
- 4 Shall I \_\_\_\_\_ the sandwiches in the fridge?
- 5 Shall I \_\_\_\_\_ my salad to your mum?
- 6 Shall I \_\_\_\_\_ a cup of coffee?

make   give   make   bring   put   bring

Friends 6 Lesson 94		<i>Let's make a shopping list.</i>		Writing	
<b>Aims</b>	Writing  Identifying foods needed for specific dishes  Making a shopping list	<b>Contents</b>	<b>Vocabulary</b> Shopping list  Review of food; <i>lettuce, cucumber</i>	<b>Checklist</b>	1 master handout for each student to practise food vocabulary
<b>Language Analysis</b>					
<p>Everyday English in the lesson, please note that the following are fixed expressions:</p> <p><i>Make a shopping list (not do)</i>  <i>Go shopping</i>  <i>Have dinner</i>  <i>Make a salad (not do)</i></p> <p>apples /'æp(ə)lz/            bananas /bə'nɑ:nəz/            bread /bred/            butter /'bʌtə(r)/            cheese /tʃi:z/            chicken /'tʃɪkɪn/            coffee /'kɒfi/            cucumber /'kju: ,kʌmbə(r)/            eggs /egz/            grapes /greɪps/            juice /dʒu:s/            lemonade / ,lemə'neɪd/            lettuce /'letɪs/            mango /'mæŋgəʊ/            meat /mi:t/            milk /mɪlk/</p>					

pasta /'pæstə/  
 pineapple /'paɪn,æp(ə)//  
 rice /raɪs/  
 sausage /'sɔsɪdʒ/  
 strawberries /'strɔ:b(ə)rɪz/  
 sugar /'ʃʊgə(r)/  
 tea /ti:/

## Procedure

### Warm-up Off the screens

1. Revise food vocabulary:
2. Give out the Handout and ask students to find all the food vocabulary. They may use the list of the words to help them.

#### Handout

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

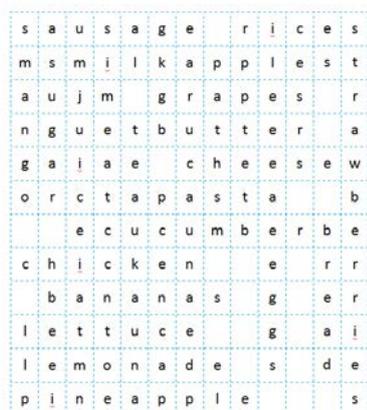
apples  
 bananas  
 bread  
 butter  
 cheese  
 chicken  
 cucumber  
 eggs

grapes  
 juice  
 lemonade  
 lettuce  
 mango  
 meat  
 milk  
 pasta

pineapple  
 rice  
 sausage  
 strawberries  
 sugar  
 tea

**Key:** meat, chicken, sausage, cheese, eggs, lettuce, cucumber, apples, grapes, strawberries, mango, pineapple, bananas, pasta, bread, rice, milk, butter, sugar, lemonade juice, tea

## Handout 1



## Screen 2

**Mr Bird:** *Sam, let's have a nice dinner for your mum's birthday.*

**Sam:** *That sounds great. What can we eat?*

**Mr Bird:** *Let's make a shopping list.*

**Sam:** *How about pasta?*

**Mr Bird:** *Good idea. We need pasta, meat, tomatoes and mushrooms. Oh, and some cheese. Shall I make a salad?*

**Sam:** *Yes. Let's buy lettuce and cucumber. We need some nice fresh bread, too.*

**Mr Bird:** *Lettuce, cucumber, bread ... And how about a fruit salad with pineapple and mango?*

**Sam:** *Yummy! Mum loves fruit. And I love ice cream!*

**Mr Bird:** *What flavour? Chocolate?*

**Sam:** *No, Yes. Chocolate AND strawberry ice cream please!*

**Mr Bird:** *Chocolate and strawberry ice cream?... Well, OK! Sam: And some lemonade?*

**Mr Bird:** *Of course! Is that everything? Let's go shopping!*



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

After watching the animation revise matching the verbs with the phrases e.g. *make a shopping list, go shopping, make a salad, have dinner*. You could also ask students to write on separate pieces of paper (a4 preferably) the verbs: make, go and have. Then you say one of the phrases and children put up the card with the verb they think is ok for the phrase.

## Screen 3

**Mr Bird:** Sam,  
Let's have a nice dinner for your mum's birthday.

**Sam:** That sounds great. What can we eat?

**Mr Bird:** Let's make a shopping list.

**Sam:** How about pasta?

**Mr Bird:** Good idea. We need pasta, meat, tomatoes and mushrooms. Oh, and some cheese. Shall I make a salad?

**Sam:** Yes. Let's buy lettuce and cucumber. We need some nice fresh bread, too.

**Mr Bird:** Lettuce, cucumber, bread ... And how about a fruit salad with pineapple and mango?

**Sam:** Yummy! Mum loves fruit. And I love ice cream!

**Mr Bird:** What flavour? Chocolate?

**Sam:** No, Yes. Chocolate AND strawberry ice cream please!

**Mr Bird:** Chocolate and strawberry ice cream?... Well, OK! **Sam:** And some lemonade?

**Mr Bird:** Of course! Is that everything? Let's shopping!

### Key:

pasta, meat, tomatoes, mushrooms, cheese, lettuce, cucumber, bread, pineapple, mango, chocolate ice cream, strawberry ice cream, lemonade



94 Let's make a shopping list. 3/7

Listen and choose.

burgers, fries, pasta,  
meat, tomatoes, eggs,  
sausage, mushrooms, cheese,  
lettuce, cucumber, bread,  
pineapple, mango,  
chocolate ice cream,  
strawberry ice cream,  
lemonade, coffee, tea

Practice © Young Digital Planet 2013

## Screen 4

**Lucy:** What are you doing, Kim?

**Kim:** I'm making a shopping list. I want to make a cake for Mr Hill.

**Lucy:** Shall I help you? What do we need?

**Kim:** Thanks, Lucy! We need sugar. We also need eggs and butter.

**Lucy:** How about milk?

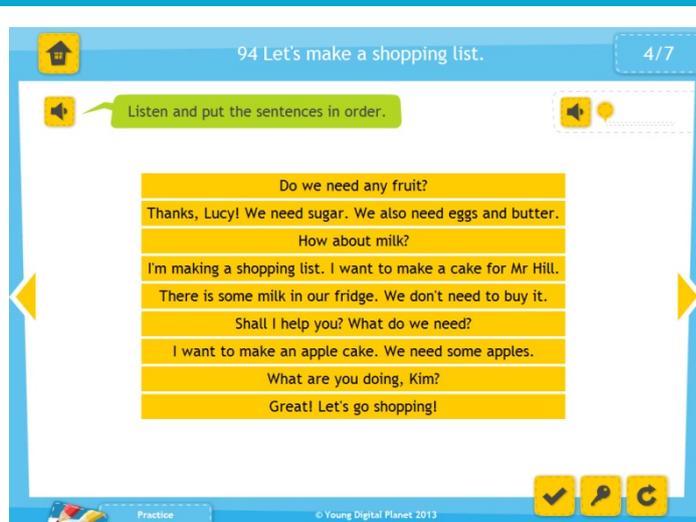
**Kim:** There is some milk in our fridge. We don't need to buy it.

**Lucy:** Do we need any fruit?

**Kim:** I want to make an apple cake. We need some apples.

**Lucy:** Great! Let's go shopping!

**Key:** see above



94 Let's make a shopping list. 4/7

Listen and put the sentences in order.

Do we need any fruit?

Thanks, Lucy! We need sugar. We also need eggs and butter.

How about milk?

I'm making a shopping list. I want to make a cake for Mr Hill.

There is some milk in our fridge. We don't need to buy it.

Shall I help you? What do we need?

I want to make an apple cake. We need some apples.

What are you doing, Kim?

Great! Let's go shopping!

Practice © Young Digital Planet 2013

## Screen 4

**Alex:** Mum, can you make chocolate biscuits today? I'm hungry!

**Mum:** OK, but we need to go shopping. Let's make a shopping list.

**Alex:** Great! Shall I write the list?

**Mum:** Sure. We need sugar.

**Alex:** Sugar.

**Mum:** We need eggs and butter.

**Alex:** Eggs and butter.

**Mum:** And let's buy some more milk.

**Mum:** And we need chocolate!

**Alex:** Of course! Let's go to the supermarket!

**Key:**

1 chocolate 2 biscuits 3 sugar 4 Sugar  
 5 eggs 6 butter 7 eggs 8 butter 9 milk  
 10 chocolate



94 Let's make a shopping list. 5/7

Listen and complete.

Alex: Mum, can you make   today? I'm hungry!

Mum: Okay, but we need to go shopping. Let's make a shopping list.

Alex: Great! Shall I write the list?

Mum: Sure. We need .

Alex: .

Mum: We need  and .

Alex:  and .

Mum: And let's buy some more .

Mum: And we need !

Alex: Of course! Let's go to the supermarket!

Practice © Young Digital Planet 2013

## Screen 5

meat  
 chicken  
 sausage  
 cheese  
 eggs  
 lettuce  
 cucumber  
 apples  
 grapes  
 strawberries  
 mango  
 pineapple  
 bananas  
 pasta  
 bread  
 rice  
 milk  
 butter  
 sugar  
 lemonade  
 juice  
 tea  
 coffee



94 Let's make a shopping list. 6/7

Complete.

I am making  .

I need:

meat, chicken, sausage, cheese, eggs, lettuce, cucumber, apples, grapes, strawberries, mango, pineapple, bananas, pasta, bread, rice, milk, butter, sugar

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Complete' activity. Look at the picture.

1. Click on the audio and listen to the words.
2. Choose a dish you want to prepare.
3. Drag and drop the words to the shopping list box.
4. Listen again to the words if you want.

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

Tell students to work in pairs and prepare a shopping list for a dish they like.

# Handout

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

apples  
 bananas  
 bread  
 butter  
 cheese  
 chicken  
 cucumber  
 eggs

grapes  
 juice  
 lemonade  
 lettuce  
 mango  
 meat  
 milk  
 pasta

pineapple  
 rice  
 sausage  
 strawberries  
 sugar  
 tea

Friends 6  
 Lesson 95

*I'd like some apples please.*

## Vocabulary

<b>Aims</b>	Talking about food	<b>Contents</b>	<b>Grammar</b> <i>a/some; much/many; some/any</i>	<b>Checklist</b>	2 master handouts for each student to practise grammar ( <i>a, an, some, any, much, many</i> )
			<b>Vocabulary</b> Food continued ( <i>apples, pears, potatoes, strawberries, watermelon, papaya, grapes, fruit salad</i> etc.)		
			Everyday English: <i>What can I do for you?</i>		

## Language Analysis

*a/an* – used for singular (countable) nouns, *a* when the word starts with a consonant, *an* when it starts with a vowel: *a book, an apple*.

*Some* – used for plural (*some books, some apples*) nouns that are countable, and for all uncountable nouns (*some sugar*), only in positive sentences. (\* It is sometimes used in questions and offers e.g. *Would you like some tea?* but this is not the focus of the lesson).

*Any* – is used for questions and negative sentences with plural countable nouns and uncountable nouns: *Are there any books? Is there any sugar? There aren't any books. There isn't any sugar.*

*much/many* – are both used to ask about quantity and number:

*many* – is used for countable nouns: *how many books.*

*much* – is used for uncountable nouns: *how much sugar.*

# Procedure

## Warm-up Off the screens

1. Revise *some / a / an*:
2. First remind students of the difference between *a/an* (*a book, an egg*), then add plural and uncountable nouns such as *apples* or *sugar*. Elicit the right determiner, you may do this by asking: *a book? ~~an~~ book? Yes, a book. An...* (they should shout a word they know e.g. *apple* or *egg* – help them if they need it).
3. Give out Handout 1.

## Handout 1

- |                                  |                           |
|----------------------------------|---------------------------|
| 1. _____ <i>apple</i>            | 7. _____ <i>egg</i>       |
| 2. _____ <i>apples</i>           | 8. _____ <i>sugar</i>     |
| 3. _____ <i>large watermelon</i> | 9. _____ <i>papaya</i>    |
| 4. _____ <i>potatoes</i>         | 10. _____ <i>sausages</i> |
| 5. _____ <i>strawberries</i>     | 11. _____ <i>grapes</i>   |
| 6. _____ <i>pears</i>            | 12. _____ <i>eggs</i>     |

4. Ask students to complete the sentences with *some / a / an*.

### Key:

1. *an apple*
2. *some apples*
3. *a large watermelon*
4. *some potatoes*
5. *some strawberries*
6. *some pears*
7. *an egg*
8. *some sugar*
9. *a papaya*
10. *some sausages*
11. *some grapes*
12. *some eggs*

## Screen 2

**Seller:** *Good morning! What can I do for you?*

**Sam's dad:** *I'd like some apples, please.*

**Seller:** *How many would you like?*

**Sam's dad:** *Six ... and can I have some pears?*

**Seller:** *Six pears?*

**Sam's dad:** *No, eight.*

**Seller:** *And anything else?*

**Sam's dad:** *I need some potatoes ... about ten large ones.*

**Seller:** *Ten large potatoes. Anything else?*

**Sam's dad:** *Can I have some strawberries? Two boxes, please.*

**Seller:** *Here you are!*

**Seller:** *What else can I get you?*

**Sam's dad:** *I'd like a large watermelon please. This one looks good.*

**Seller:** *Of course. Anything else?*

**Sam's dad:** *Have you got a papaya? And some grapes?*

**Seller:** *One papaya, and some grapes. I think you are making fruit salad!*



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: You can ask additional questions to the animation e.g. *How many apples would Sam's dad like? Six. How many pears would he like? Eight. How many potatoes... etc.*

## Screen 3

**Seller:** Good morning! What can I do for you?

**Sam's dad:** I'd like some apples, please.

**Seller:** How many would you like?

**Sam's dad:** Six ... and can I have some pears?

**Seller:** Six pears?

**Sam's dad:** No, eight.

**Seller:** And anything else?

**Sam's dad:** I need some potatoes... about ten large ones.

**Seller:** Ten large potatoes. Anything else?

**Sam's dad:** Can I have some strawberries? Two boxes, please.

**Seller:** Here you are!

**Seller:** What else can I get you?

**Sam's dad:** I'd like a large watermelon please. This one looks good.

**Seller:** Of course. Anything else?

**Sam's dad:** Have you got a papaya? And some grapes?

**Seller:** One papaya, and some grapes. I think you are making fruit salad!

**Key:**




95 I'd like some apples, please. 3/7

Listen and put the pictures in order.

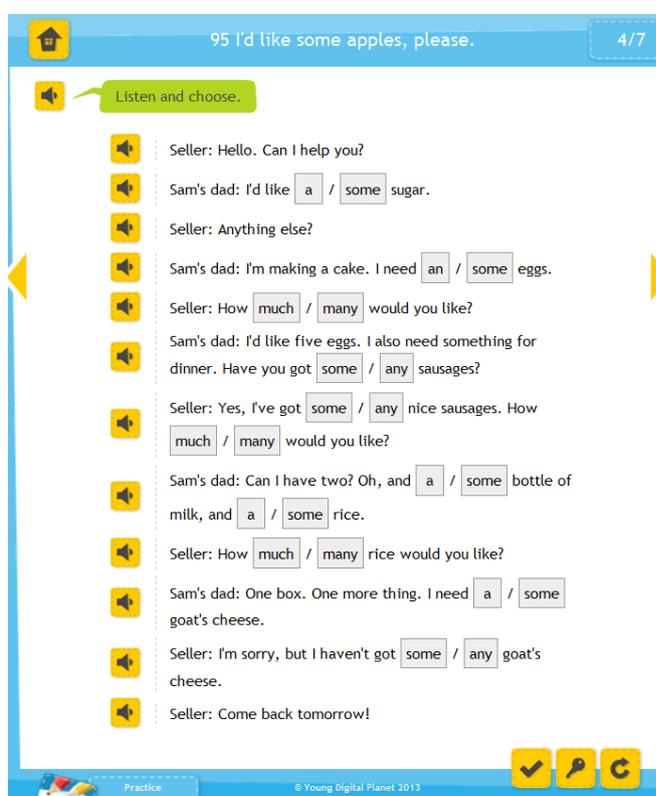
Practice © Young Digital Planet 2013

## Screen 4

**Seller:** Hello. Can I help you?  
**Sam's dad:** I'd like some sugar.  
**Seller:** Anything else?  
**Sam's dad:** I'm making a cake. I need some eggs.  
**Seller:** How many would you like?  
**Sam's dad:** I'd like five eggs. I also need something for dinner. Have you got any sausages?  
**Seller:** Yes, I've got some nice sausages. How many would you like?  
**Sam's dad:** Can I have two? Oh, and a bottle of milk, and some rice.  
**Seller:** How much rice would you like?  
**Sam's dad:** One box. One more thing—I need some goat's cheese.  
**Seller:** I'm sorry, but I haven't got any goat's cheese.  
**Seller:** Come back tomorrow!

### Key:

1 some 2 some 3 many 4 any 5 some  
 6 many 7 a 8 some 9 much 10 some  
 11 any



## Screen 5

### Audio 1:

**A:** I'd like some apples, please.

**B:** How many would you like?

### Audio 2:

**A:** Can I have some sugar?

**B:** How much would you like?

### Audio 3:

**A:** Have you got any sausages?

**B:** Yes, I've got some nice sausages.

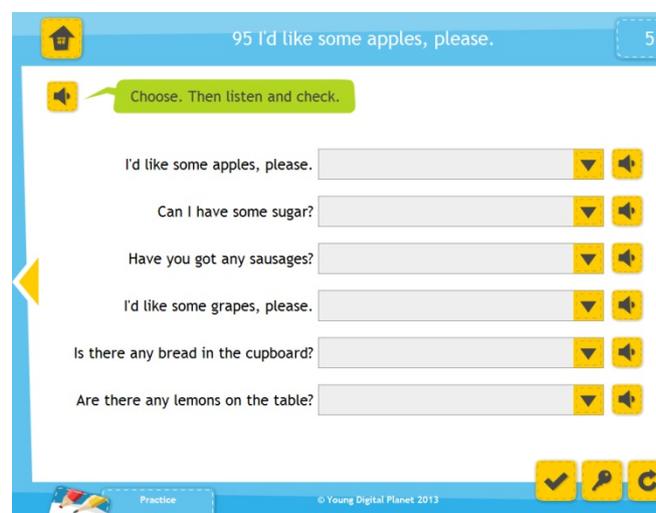
### Audio 4:

**A:** I'd like some grapes, please.

**B:** I'm sorry. I haven't got any grapes.

### Audio 5:

**A:** Is there any bread in the cupboard?



**B:** Yes, but there isn't very much.

Audio 6:

**A:** Are there any lemons on the table?

**B:** Yes, but there aren't very many.

**Key:**

**1** How many would you like? **2** How much would you like? **3** Yes, I've got some nice sausages. **4** I'm sorry. I haven't got any grapes. **5** Yes, but there isn't very much. **6** Yes, but there aren't very many.

## Screen 6

**A:** I'd like some apples, please.

**B:** How many would you like?



95 I'd like some apples, please. 6/7

Look and say.

I'd like some apples, please.

How many would you like?

Now it's your turn. Work in pairs. Talk about the pictures.

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Press 'pause' and listen again if 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

## Handout 2

1. \_\_\_\_\_ *apples would you like?*
2. \_\_\_\_\_ *potatoes would you like?*
3. \_\_\_\_\_ *pears would you like?*
4. \_\_\_\_\_ *water would you like?*
5. \_\_\_\_\_ *sugar would you like?*
6. \_\_\_\_\_ *sausages would you like?*
7. \_\_\_\_\_ *milk would you like?*
8. \_\_\_\_\_ *grapes would you like?*
9. \_\_\_\_\_ *lemonade would you like?*
10. \_\_\_\_\_ *eggs would you like?*

Ask students to complete the sentences with many or much. Remind them of the difference between countable and uncountable nouns. Before doing the activity you may ask students to find all the nouns in the sentences and decide if they are countable or not.

**Key:**

**1** many **2** many **3** many **4** much **5** much **6** many **7** much **8** many **9** much **10** many

# Handout 1

1. \_\_\_\_\_ *apple*
  2. \_\_\_\_\_ *apples*
  3. \_\_\_\_\_ *large watermelon*
  4. \_\_\_\_\_ *potatoes*
  5. \_\_\_\_\_ *strawberries*
  6. \_\_\_\_\_ *pears*
  7. \_\_\_\_\_ *egg*
  8. \_\_\_\_\_ *sugar*
  9. \_\_\_\_\_ *papaya*
  10. \_\_\_\_\_ *sausages*
  11. \_\_\_\_\_ *grapes*
  12. \_\_\_\_\_ *eggs*
- 

# Handout 2

1. \_\_\_\_\_ *apples would you like?*
2. \_\_\_\_\_ *potatoes would you like?*
3. \_\_\_\_\_ *pears would you like?*
4. \_\_\_\_\_ *water would you like?*
5. \_\_\_\_\_ *sugar would you like?*
6. \_\_\_\_\_ *sausages would you like?*
7. \_\_\_\_\_ *milk would you like?*
8. \_\_\_\_\_ *grapes would you like?*
9. \_\_\_\_\_ *lemonade would you like?*
10. \_\_\_\_\_ *eggs would you like?*

Friends 6 Lesson 96		<i>Did you enjoy the picnic?</i>		Grammar & Functions	
<b>Aims</b>	Talking about past activities	<b>Contents</b>	<b>Grammar</b> Past simple questions  <b>Vocabulary</b> Everyday English: <i>I'm home.</i>	<b>Checklist</b>	Two master handouts for each student to practise past simple (regular and irregular verbs, asking questions)
<b>Language Analysis</b>					
<p>Past simple is used to talk about events in the past that finished in the past.            With regular verbs: verb + <i>ed</i> (please remember about spelling rules)            Irregular verbs include: eat-ate, make-made, go-went, do-did, sit-sat, have-had, and many more.            e.g. <i>He played football yesterday. He made a cake yesterday.</i>            Negative sentences:            Subject + <i>didn't</i> (=did not) + verb (present form) ...  <i>He didn't play (not played) football yesterday. He didn't make (not made) a cake yesterday.</i></p> <p><b>Questions:</b>            (Question word: <i>what, when, where, etc</i>) + <i>did</i> + subject + verb (present form) ...  <i>Did he play football yesterday? Did he make a cake yesterday?</i>  <i>Where did he play football? What did he make for dinner?</i></p>					

# Procedure

## Warm-up Off the screens

1. Revise past simple regular and irregular verbs:
2. Give out Handout 1 and ask students to provide present or past forms of the verbs.

### Handout 1

- |                 |                  |
|-----------------|------------------|
| 1. have – _____ | 6. see – _____   |
| 2. _____ – ate  | 7. paint – _____ |
| 3. go – _____   | 8. play – _____  |
| 4. _____ – made | 9. _____ – sat   |
| 5. cook – _____ | 10. do – _____   |

#### Key:

1 have – had 2 eat – ate 3 go – went 4 make – made 5 cook – cooked 6 see – saw  
7 paint – painted 8 play – played 9 sit – sat 10 do – did

3. Revise asking questions in the past simple tense:
4. Give out Handout 2

## Handout 2

1 We had a picnic at the zoo.

Where \_\_\_\_\_?

2 We had a party on Sunday.

When \_\_\_\_\_?

3 We ate a pizza yesterday.

What \_\_\_\_\_?

4 We went swimming on Saturday.

What \_\_\_\_\_?

5 Her mum made a chocolate cake.

What \_\_\_\_\_?

6 They went for a bike ride to the park.

Where \_\_\_\_\_?

7 We sat in the park.

Where \_\_\_\_\_?

8 My mum cooked delicious soup.

What \_\_\_\_\_?

9 He went with to the mountains with his parents.

Where \_\_\_\_\_?

10 We saw lion ad kangaroos at the zoo.

What \_\_\_\_\_?

5. Ask students to make questions to the sentences.

### Key:

**1** Where did you have a picnic? **2** When did you have a party? **3** What did they eat yesterday? **4** What did they do on Saturday? **5** What did her mum make?

**6** Where did they go? **7** Where did they sit **8** What did she cook? **9** Where did he go with his parents? **10** What did you see at the zoo?

## Screen 2

**Jill:** *Hi Mum! Hi Dad! I'm home!*

**Mrs Brown:** *Hi Jill. Did you enjoy the picnic?*

**Jill:** *Yes, it was fun!*

**Kim:** *Picnic? What picnic? When did you have a picnic?*

**Jill:** *This afternoon. I had a picnic with my friends Sue and May, and Sue's mum.*

**Kim:** *Where did you go?*

**Jill:** *We went to the park near the river.*

**Kim:** *What did you do?*

**Jill:** *We went swimming in the river, and we went fishing. Then we had our picnic.*

**Kim:** *What did you eat?*

**Jill:** *We ate chicken and salad. Sue doesn't like chicken. She ate cheese and salad.*

**Kim:** *Did you eat cake and biscuits?*

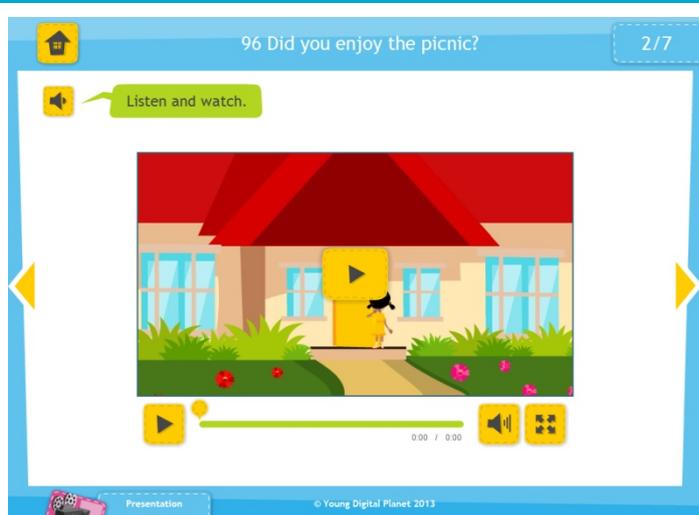
**Jill:** *Yes. Sue's mum made a carrot cake. I don't usually like carrot cake, but it was good! She also made chocolate biscuits.*

**Kim:** *What did you drink?*

**Jill:** *Lemonade. It was good!*

**Kim:** *I want to have a picnic!*

**Jill:** *I can ask Sue. You can come next time.*



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

After watching the animation ask students the following comprehensive questions:

*What did she do? When was the picnic? What did she eat?*

*What did Sue's mum make? What did Jill drink?*

## Screen 3

**Jill:** *Hi Mum! Hi Dad! I'm home!*

**Mrs Brown:** *Hi Jill. Did you enjoy the picnic?*

**Jill:** *Yes, it was fun!*

**Kim:** *Picnic? What picnic? When did you have a picnic?*

**Jill:** *This afternoon. I had a picnic with my friends Sue and May, and Sue's mum.*

**Kim:** *Where did you go?*

**Jill:** *We went to the park near the river.*

**Kim:** *What did you do?*

**Jill:** *We went swimming in the river, and we went fishing. Then we had our picnic.*

**Kim:** *What did you eat?*

**Jill:** *We ate chicken and salad. Sue doesn't like chicken. She ate cheese and salad.*

**Kim:** *Did you eat cake and biscuits?*

**Jill:** *Yes. Sue's mum made a carrot cake. I don't usually like carrot cake, but it was good! She also made chocolate biscuits.*

**Kim:** *What did you drink?*

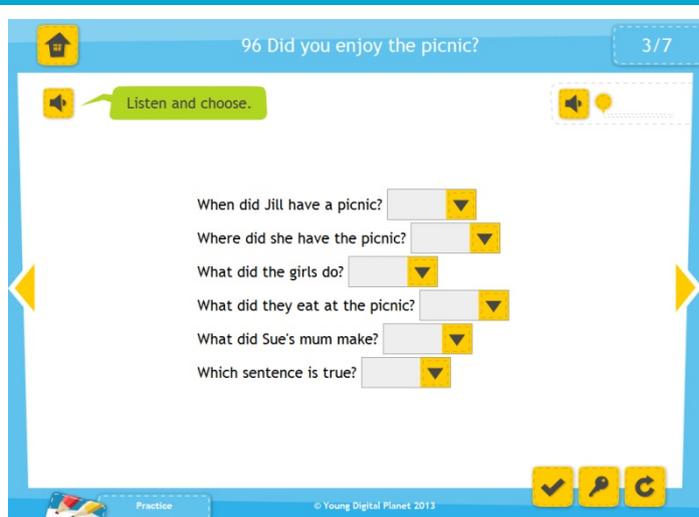
**Jill:** *Lemonade. It was good!*

**Kim:** *I want to have a picnic!*

**Jill:** *I can ask Sue. You can come next time.*

### Key:

- 1 This afternoon
- 2 At the park next to the river
- 3 They went swimming and fishing.
- 4 Chicken and salad.
- 5 A carrot cake.
- 6 Jill doesn't usually like carrot cake, but she liked this one.



The screenshot shows a digital practice screen titled "96 Did you enjoy the picnic?". It features a home button, a "Listen and choose." instruction with a speaker icon, and a progress indicator "3/7". The main content area contains six questions, each followed by a dropdown menu:

- When did Jill have a picnic?
- Where did she have the picnic?
- What did the girls do?
- What did they eat at the picnic?
- What did Sue's mum make?
- Which sentence is true?

At the bottom, there are navigation arrows, a "Practice" label, a copyright notice "© Young Digital Planet 2013", and three icons: a checkmark, a magnifying glass, and a refresh symbol.

## Screen 4

### Key: (random order)

- 1 What did you eat at the picnic? Egg sandwiches and watermelon.
- 2 When did you have a picnic? Last Saturday afternoon.
- 3 Who came to your picnic? My friends Alex and Lucy.
- 4 Did you enjoy the picnic? Yes, thank you. It was fun.
- 5 Where did you have a picnic? At the zoo.
- 6 Why did you have a picnic? Because it was my birthday.

96 Did you enjoy the picnic?
4/7

 Read and match.

Why did you have a picnic?	<input type="radio"/> Yes, thank you. It was fun.
When did you have a picnic?	<input type="radio"/> At the zoo.
Who came to your picnic?	<input type="radio"/> My friends Alex and Lucy.
Where did you have a picnic?	<input type="radio"/> Because it was my birthday.
What did you eat at the picnic?	<input type="radio"/> Egg sandwiches and watermelon.
Did you enjoy the picnic?	<input type="radio"/> Last Saturday afternoon.

Practice
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## Screen 5

### Key:

- 1 When
- 2 Where
- 3 Why
- 4 Who
- 5 What
- 6 What
- 7 Did

96 Did you enjoy the picnic?
5/7

 Complete the sentences.



did you have a picnic?  
Last Saturday afternoon.

did you have a picnic?  
At the zoo.

did you have a picnic?  
Because it was my birthday.

came to your picnic?  
My friends Alex and Lucy.

did you eat at the picnic?  
Egg sandwiches and watermelon.

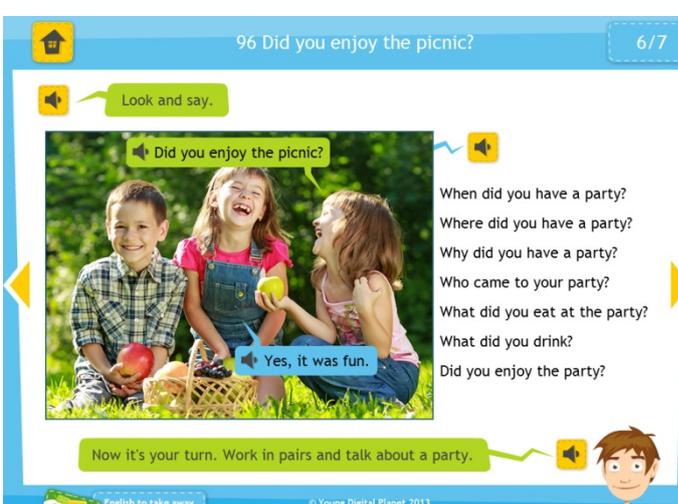
did you drink?  
A glass of lemonade.

you enjoy the picnic?  
Yes, thank you. It was fun.

Practice
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## Screen 6



96 Did you enjoy the picnic? 6/7

Look and say.

Did you enjoy the picnic?

Yes, it was fun.

When did you have a party?  
 Where did you have a party?  
 Why did you have a party?  
 Who came to your party?  
 What did you eat at the party?  
 What did you drink?  
 Did you enjoy the party?

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

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the 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. Talk about a party.

# Handout 1

1. have – \_\_\_\_\_
  2. \_\_\_\_\_ – ate
  3. go – \_\_\_\_\_
  4. \_\_\_\_\_ – made
  5. cook – \_\_\_\_\_
  6. see – \_\_\_\_\_
  7. paint – \_\_\_\_\_
  8. play – \_\_\_\_\_
  9. \_\_\_\_\_ – sat
  10. do – \_\_\_\_\_
- 

# Handout 1

1. have – \_\_\_\_\_
  2. \_\_\_\_\_ – ate
  3. go – \_\_\_\_\_
  4. \_\_\_\_\_ – made
  5. cook – \_\_\_\_\_
  6. see – \_\_\_\_\_
  7. paint – \_\_\_\_\_
  8. play – \_\_\_\_\_
  9. \_\_\_\_\_ – sat
  10. do – \_\_\_\_\_
- 

# Handout 1

1. have – \_\_\_\_\_
2. \_\_\_\_\_ – ate
3. go – \_\_\_\_\_
4. \_\_\_\_\_ – made
5. cook – \_\_\_\_\_
6. see – \_\_\_\_\_
7. paint – \_\_\_\_\_
8. play – \_\_\_\_\_
9. \_\_\_\_\_ – sat
10. do – \_\_\_\_\_

# Handout 2

1 We had a picnic at the zoo.

Where \_\_\_\_\_?

2 We had a party on Sunday.

When \_\_\_\_\_?

3 We ate a pizza yesterday.

What \_\_\_\_\_?

4 We went swimming on Saturday.

What \_\_\_\_\_?

5 Her mum made a chocolate cake.

What \_\_\_\_\_?

6 They went for a bike ride to the park.

Where \_\_\_\_\_?

7 We sat in the park.

Where \_\_\_\_\_?

8 My mum cooked delicious soup.

What \_\_\_\_\_?

9 He went with to the mountains with his parents.

Where \_\_\_\_\_?

10 We saw lion ad kangaroos at the zoo.

What \_\_\_\_\_?

Friends 6 Lesson 97		<i>What did you like best?</i>		Grammar & Functions	
<b>Aims</b>	<p>Talking about past activities</p> <p>Describing things they liked best when talking about past experiences</p> <p>Using comparatives and superlatives</p>	<b>Contents</b>	<p><b>Grammar</b> Revision of comparatives/ superlatives</p> <p><b>Vocabulary</b> <i>expensive, cheap</i></p>	<b>Checklist</b>	<p>Two master handouts for each student (Handout 1 to practise comparative and superlative adj, Handout 2 – for class survey)</p>
<b>Language Analysis</b>					
<p>Revision of past simple and comparative and superlative</p> <p><u>Comparative and superlative adjectives</u></p> <p>Comparative + <i>than</i> / <b>ðən</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)</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 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, bad – worse – the worst, much – more – the most</i></p>					

# Procedure

## Warm-up Off the screens

1. Revise comparative and superlative adjectives:
2. Give out Handout 1

### Handout 1

1. The shops in New York are (expensive) \_\_\_\_\_ than the shops in London.
2. New York is (loud) \_\_\_\_\_ than London.
3. My brother is (old) \_\_\_\_\_ than me.
4. The art museum is (small) \_\_\_\_\_ than the theatre.
5. Lions are (fast) \_\_\_\_\_ than rabbits.
6. This is (interesting) \_\_\_\_\_ book I know.
7. English is (good) \_\_\_\_\_ than Maths.
8. Elephants are (big) \_\_\_\_\_ than tigers.
9. My cousin is (young) \_\_\_\_\_ than me.
10. My sister is (beautiful) \_\_\_\_\_ girl in the family.

3. Ask students to complete the sentences with the correct form of the adjective.
- 4.

### Key:

- 1 more expensive 2 louder 3 older  
4 smaller 5 faster 6 the most interesting  
7 better 8 bigger 9 younger  
10 the most beautiful

## Screen 2

**Alex:** *How was New York, Sam? Did you enjoy your holiday?*

**Sam:** *It was great! I loved New York.*

**Lucy:** *What did you like best?*

**Sam:** *We went for a boat ride. That was great. I also liked the big park in the middle of New York. The park is bigger than our park.*

**Alex:** *What did you do at night?*

**Sam:** *One night we went to the cinema, and one night we went to the theatre. I liked the theatre best! The music and the dancing were fantastic.*

**Kim:** *Did you like the food?*

**Sam:** *Oh yes. We went to an ice cream café with one hundred kinds of ice cream.*

**Lucy:** *Did you like the museums?*

**Sam:** *Yes. I liked the science museum best.*

**Kim:** *Did you go shopping?*

**Sam:** *Not much. The shops are very expensive. Our shops are cheaper. I liked the comic book shop best.*

**Lucy:** *Was there anything you didn't like?*

**Sam:** *There were more people than here. Our town is quieter. I want to go to New York again, but I like this town, too!*



The screenshot shows a presentation slide with a blue header containing a home icon, the text '97 What did you like best?', and a page indicator '2/7'. Below the header is a video player interface. A green speech bubble says 'Listen and watch.' The video frame shows two cartoon children, a boy with black hair and a girl with blonde hair, sitting at a table. A large yellow play button is overlaid on the video. Below the video frame is a progress bar at 0:00 / 0:00, a volume icon, and a full-screen icon. At the bottom of the slide, there is a 'Presentation' label and a copyright notice '© Young Digital Planet 2013'.

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

## Screen 3

**Alex:** How was New York, Sam? Did you enjoy your holiday?

**Sam:** It was great! I loved New York.

**Lucy:** What did you like best?

**Sam:** We went for a boat ride. That was great. I also liked the big park in the middle of New York. The park is bigger than our park.

**Alex:** What did you do at night?

**Sam:** One night we went to the cinema, and one night we went to the theatre. I liked the theatre best! The music and the dancing were fantastic.

**Kim:** Did you like the food?

**Sam:** Oh yes. We went to an ice cream café with **one hundred** kinds of ice cream.

**Lucy:** Did you like the museums?

**Sam:** Yes. I liked the science museum best.

**Kim:** Did you go shopping?

**Sam:** Not much. The shops are very expensive. Our shops are cheaper. I liked the comic book shop best.

**Lucy:** Was there anything you didn't like?

**Sam:** There were more people than here. Our town is quieter. I want to go to New York again, but I like this town, too

### Key:

**1** New York **2** boat ride **3** bigger

**4** theatre **5** ice cream **6** science

**7** more expensive

**8** comic book **9** louder



97 What did you like best? 3/7

Listen and choose.

1. Sam went to London / New York on holiday.
2. Sam liked the boat ride / bike ride best.
3. The park in New York is bigger / smaller than the park in Sam's town.
4. At night, Sam liked the cinema / theatre best.
5. The best food was pizza / ice cream .
6. Sam liked the art / science museum best.
7. The shops in New York are cheaper / more expensive than the shops in Sam's town.
8. He liked the comic book / CD shop best.
9. New York is quieter / louder than Sam's town.

Practice © Young Digital Planet 2013

## Screen 4

### Key:

- 1 older
- 2 bigger
- 3 faster/quicker
- 4 better
- 5 more expensive

97 What did you like best?
4/7

Complete.

1. Sam is 11 and Ann is 10. Sam is  than Ann.
2. The art museum has 20 rooms, and the science museum has 5 rooms. The art museum is  than the science museum.
3. Alex swims across the lake in 10 minutes. Kim swims across in 15 minutes. Alex swims  than Kim.
4. Everyone ate Kim's biscuits. Only three people ate Lucy's biscuits. Kim's biscuits were  than Lucy's.
5. The red jacket is £25, and the blue jacket is £18. The red jacket is  than the blue one.

Practice
© Young Digital Planet 2013

## Screen 5

### Key:

- 1 oldest
- 2 biggest
- 3 fastest
- 4 best
- 5 most expensive

97 What did you like best?
5/7

Complete.

1. Sam is 11, Ann is 10 and May is 8. Sam is the  oldest . (old)
2. The art museum has 20 rooms, the science museum has 5 rooms, and the history museum has 3 rooms. The art museum is the  biggest . (big)
3. Alex swims across the lake in 10 minutes, Kim swims across in 15 minutes, and Jill swims across in 20 minutes. Alex is the  fastest . (fast)
4. Everyone ate Kim's biscuits, three people ate Lucy's biscuits, and only one person ate Sam's biscuits. Kim's biscuits were the  best . (good)
5. The red jacket is £25, the blue jacket is £18, and the yellow jacket is £10. The red jacket is the  most expensive . (expensive)

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## Screen 6

Audio:

*Where did you go?  
I went to London.*



97 What did you like best? 6/7

Look and say.

Where did you go?

I went to London.

A. Where did you go?  
B. I went to \_\_\_\_.

A. What did you like best?  
B. I liked the \_\_\_\_ best.

A. What was the best food?  
B. The best food was \_\_\_\_.

A. Was there anything you didn't like?  
B. I didn't like the \_\_\_\_.

Now it's your turn. Work in pairs. Where did you go?  
What did you like best?

English to take away © Young Digital Planet 2013

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

Tell students to work in pairs and complete the sentences while looking at Screen 6.

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. Talk about a place you went to on holiday.

## Additional activity

Give out Handout 2 -

### Handout 2

Name:		Name:	
Where:		Where:	
When:		When:	
What / like best:		What / like best:	
Food:		Food:	
Didn't like		Didn't like	

Name:		Name:	
Where:		Where:	
When:		When:	
What / like best:		What / like best:	
Food:		Food:	
Didn't like		Didn't like	

Ask students to make notes about a place they went to in the first box.

Ask students to work in pairs, they need to interview at least three classmates and take notes.

Do a class feedback at the end and sum up who went where and what they liked, did not like, what they ate etc. You may also ask them to work in cross-pairs and exchange information.

## Handout 1

1. The shops in New York are (expensive) \_\_\_\_\_ than the shops in London.
2. New York is (loud) \_\_\_\_\_ than London.
3. My brother is (old) \_\_\_\_\_ than me.
4. The art museum is (small) \_\_\_\_\_ than the theatre.
5. Lions are (fast) \_\_\_\_\_ than rabbits.
6. This is (interesting) \_\_\_\_\_ book I know.
7. English is (good) \_\_\_\_\_ than Maths.
8. Elephants are (big) \_\_\_\_\_ than tigers.
9. My cousin is (young) \_\_\_\_\_ than me.
10. My sister is (beautiful) \_\_\_\_\_ girl in the family.

## Handout 2

Name:		Name:	
Where:		Where:	
When:		When:	
What / like best:		What / like best:	
Food:		Food:	
Didn't like:		Didn't like:	

Name:		Name:	
Where:		Where:	
When:		When:	
What / like best:		What / like best:	
Food:		Food:	
Didn't like:		Didn't like:	

Friends 6 Lesson 98		<i>Did it have a happy ending?</i>		Reading & Storytelling	
<b>Aims</b>	Reading: storytelling	<b>Contents</b>	<b>Grammar</b> Past simple – revision	<b>Checklist</b>	Students bring photos and notes re: their favourite films or films they have seen recently
	Telling the story of a film they have seen		<b>Vocabulary</b> Everyday English: <i>love story</i> <i>action film</i> <i>happy ending</i> <i>Go on!</i>		Two master handouts for each S (Handout 1 to practise past simple, Handout 2 to talk about favourite films)
<b>Language Analysis</b>					
<p>cinema /'sɪnəmə/            dangerous /'deɪndʒərəs/            island /'aɪlənd/ - be careful the s is silent,            mountain /'maʊntɪn/            panda /'pændə/            pirate /'paɪrət/            scary /'skeəri/</p> <p><i>Good – better – best</i> – one of irregular adjectives, others include: <i>far – farther – the farthest, bad – worse – the worst</i></p> <p>When talking about plot of a film it is advisable to use the present simple tense.</p>					

# Procedure

## Warm-up Off the screens

1. Revise the past simple:
2. Give out Handout 1 and ask students to put the words in the right order to make sentences in the past simple tense.

## Handout 1

1. *I week went last cinema to the*

---

2. *I last watched week two films*

---

3. *monkey The mountain the climbed quickly very*

---

4. *Did Saturday you the go cinema to on*

---

5. *had We lemonade some*

---

### Key:

1. I went to the cinema last week.
  2. I watched two films last week.
  3. The monkey climbed the mountain very quickly.
  4. Did you go to the cinema on Saturday?
  5. We had some lemonade.
- 
3. Ask students to show photos they have brought of their favourite films or films they have seen recently. If possible, ask them to go online and find a fact file page about the film and share with their classmates.
  4. Keep the photos for the last activity.

## Screen 2

**Alex:** *I went to the cinema last week.*

**Kim:** *Me too! I watched two films last week, The Pirate King 3 and The Smallest Panda.*

**Alex:** *Which film did you like best?*

**Kim:** *I liked The Smallest Panda best.*

**Alex:** *Was it a love story or an action film?*

**Kim:** *It was an action film. The smallest panda was called Coco. She lived on the tallest mountain. Her dad was the panda king, and her mum was the panda queen. They lived in the biggest tree, and they ate the nicest leaves. They had a very happy life.*

**Alex:** *Sounds good.*

**Kim:** *Yes, but then, one day, some men came to Coco's mountain. They climbed the mountain very quickly. They wanted to catch Coco and her panda friends.*

**Alex:** *Why did they want to catch pandas?*

**Kim:** *They wanted to sell them to a zoo.*

**Alex:** *Oh, that's terrible. Go on!*

**Kim:** *Remember, Coco was the smallest panda, but she was also smarter than all the other pandas.*

**Alex:** *And ...Did it have a happy ending?*

**Kim:** *Ha ha Alex. You must go to the cinema and watch this film!*



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:** *I went to the cinema last week.*

**Kim:** *Me too! I watched two films last week, The Pirate King 3 and 'The Smallest Panda'.*

**Alex:** *Which film did you like best?*

**Kim:** *I liked 'The Smallest Panda' best.*

**Alex:** *Was it a love story or an action film?*

**Kim:** *It was an action film. The smallest panda was called Coco. She lived on the tallest mountain. Her dad was the panda king, and her mum was the panda queen. They lived in the biggest tree, and they ate the nicest leaves. They had a very happy life.*

**Alex:** *Sounds good.*

**Kim:** *Yes, but then, one day, some men came to Coco's mountain. They climbed the mountain very quickly. They wanted to catch Coco and her panda friends.*

**Alex:** *Why did they want to catch pandas?*

**Kim:** *They wanted to sell them to a zoo.*

**Alex:** *Oh, that's terrible. Go on!*

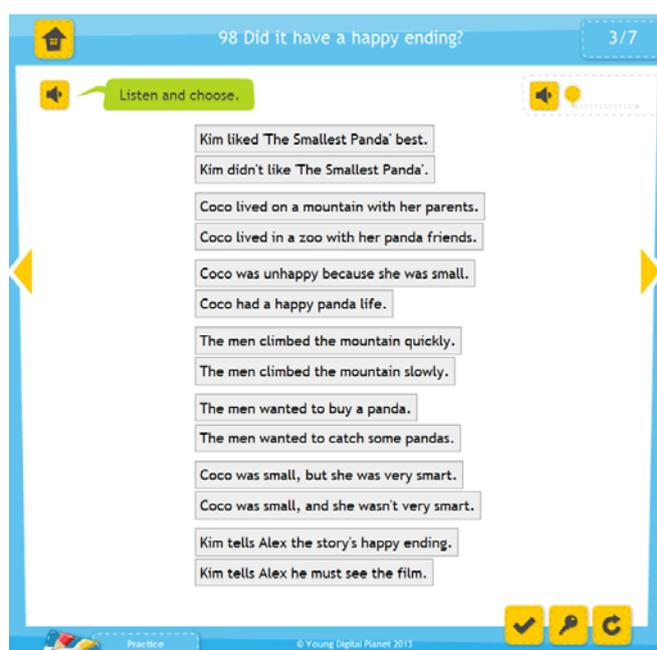
**Kim:** *Remember, Coco was the smallest panda, but she was also smarter than all the other pandas.*

**Alex:** *And ... Did it have a happy ending?*

**Kim:** *Ha ha Alex. You must go to the cinema and watch this film!*

### Key:

**1** Kim liked *The Smallest Panda* best. **2** Coco lived on a mountain with her parents. **3** Coco had a happy panda life. **4** The men climbed the mountain quickly. **5** The men wanted to catch some pandas. **6** Coco was small, but she was very smart. **7** Kim tells Alex he must see the film.



98 Did it have a happy ending? 3/7

Listen and choose.

- Kim liked 'The Smallest Panda' best.
- Kim didn't like 'The Smallest Panda'.
- Coco lived on a mountain with her parents.
- Coco lived in a zoo with her panda friends.
- Coco was unhappy because she was small.
- Coco had a happy panda life.
- The men climbed the mountain quickly.
- The men climbed the mountain slowly.
- The men wanted to buy a panda.
- The men wanted to catch some pandas.
- Coco was small, but she was very smart.
- Coco was small, and she wasn't very smart.
- Kim tells Alex the story's happy ending.
- Kim tells Alex he must see the film.

Practice © Young Digital Planet 2013

## Screen 4

### Key:

- 1 better
- 2 best
- 3 best
- 4 best
- 5 best
- 6 better
- 7 better
- 8 best

98 Did it have a happy ending?
4/7

Choose.



Lucy: Sam, did you go to the cinema on Saturday?  
 Sam: Yes, I did. I saw 'The Pirate King 3'. It was great! It was **better** than 'The Pirate King 1' or '2'. I think it was the **best** of all.

Lucy: What did you like **best** about the film?  
 Sam: Well, first we got something to eat.  
 Lucy: Okay. How about the film?  
 Sam: Just a minute. I had fries. They were the **best**! Then we had some lemonade. It was the **best** lemonade! It was **better** than the apple juice at the cinema.  
 Lucy: Nice, but how about the film?  
 Sam: Just a minute. Then I got some chocolate. It was **better** than the chocolate in the supermarket. After that, I had some ice cream.  
 Strawberry ice cream is the **best**.

Lucy: Sam? The film?  
 Sam: Oh yes! The film ...

Practice
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## Screen 5

### Key:

- 1 island
- 2 pirate
- 3 older
- 4 scary
- 5 dangerous
- 6 happy ending

98 Did it have a happy ending?
5/7

Complete the sentences.

There are two new films at the town cinema this week.

'The Pirate King 3' is about a young pirate. Sam Bird, 11, saw the film. Sam said: "The Pirate King is a young man. He goes to an  to find some treasure. He meets a girl there. It's a love story. The girl doesn't know he's a .

Sam thinks young people and  people can enjoy this film.

'The Smallest Panda' is a story about a family of pandas. Kim Brown, 11, enjoyed the film. Kim said: "I think this is the best film. The story was good and a bit . The pandas were sweet. We can learn something about animals. Their lives are .

Has the film got a ? Kim didn't say, but she smiled.

island older scary pirate happy ending dangerous

Practice
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## Screen 6

### Audio:

*What film did you see?*

*I saw an action film.*



98 Did it have a happy ending? 6/7

Look and say.

What film did you see?  
I saw an action film.

What was it about?  
It was about \_\_\_\_\_.  
What type of film was it?  
It was a \_\_\_\_\_ (love story / an action) film.  
Was it scary / funny / happy / sad?  
It was \_\_\_\_\_.  
Did the film have a happy ending?  
\_\_\_\_\_ (Yes / No). It had a \_\_\_\_\_ ending.

Now it's your turn. Work in pairs. Talk about films you know.

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the words into the sentences.
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 about a film they saw.

### Additional activity

Give out Handout 2 and ask students to complete the information about a film they have recently seen.

## Handout 2

Stick your photo

Stick your photo	
Title:	
What type of film?	
What about?	
Funny / scary / happy / sad	
Happy ending?	
Like it / don't like it	

First they complete the boxes (they may want to go online to find the information, if this is not possible in the classroom, then ask them to prepare at home).  
In the last box (like / /didn't like) they may want to draw a smiley face or a thumbs up or down.

When this is done, ask them put all the fact files on the wall so that they can see what their classmates came up with.

In stronger groups do a less controlled activity and give them 2-5 minutes to talk about the films. Monitor and help with vocabulary if needed.

# Handout 1

1. *I week went last cinema to the*

---

2. *I last watched week two films*

---

3. *monkey The mountain the climbed quickly very*

---

4. *Did Saturday you the go cinema to on*

---

5. *had We lemonade some*

---

---

# Handout 1

1. *I week went last cinema to the*

---

2. *I last watched week two films*

---

3. *monkey The mountain the climbed quickly very*

---

4. *Did Saturday you the go cinema to on*

---

5. *had We lemonade some*

---

## Handout 2

Stick your photo

Title:	
What type of film?	
What about?	
Funny / scary / happy / sad	
Happy ending?	
Like it / don't like it	

Friends 6  
 Lesson 99

*I'd like a sausage sandwich!*

## Skills - writing

<b>Aims</b>	Sound differentiation: /s/ and /ʃ/	<b>Contents</b>	<b>Vocabulary</b> <i>sausage, sandwich, show sea shells, shopping, sport, shoes, soccer, shoulder, sing, school, short, seaside, stop, shop, Saturday, shirt, skirt, sheep</i>	<b>Checklist</b>	2 master handouts (Handout 1 for pairs or groups, Handout 2 for the teacher only, words cut out) to revise and practise vocabulary for the lesson
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## Language Analysis

*sandwich* /'sæn(d)wɪtʃ/ or /'sæn(d)wɪdʒ/

*Saturday* /'sætə(r)deɪ/

*sausage* /'sɔːsɪdʒ/

*school* /sku:l/

*sea shells* /'si: ʃelz/

*sheep* /ʃi:p/

*shirt* /ʃɜ:(r)t/

*shop* /ʃɒp/

*shopping* /'ʃɒpɪŋ/

*short* /ʃɔ:(r)t/

*seaside* /'si: saɪd/

*shoulder* /'ʃəʊldə(r)/

*show* /ʃəʊ/

*sing* /sɪŋ/

*skirt* /skɜ:(r)t/

*soccer* /'sɒkə(r)/

*sport shoes* /spɔ:(r)t ʃu:z/

*stop* /stɒp/

# Procedure

## Warm-up Off the screens

1. Vocabulary contents: ask students to work in pairs or groups and write down as many 's' words they know (starting with s).
2. Revise vocabulary for the lesson:
3. Give out Handout 1.

### Handout 1

1		a) sandwich
2		b) seaside
3		c) sheep
4		d) sing
5		e) shoes
6		f) shoulder
7		g) sea shells
8		h) skirt

4. Ask students to match the words with the pictures.

**Key:**

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

## Screen 2

### Audio 1:

- A. *Can I help you?*
- B. *I'd like a sausage sandwich, please.*

### Audio 2:

- A. *Shall I show you my sea shells?*
- B. *Yes, I'd like to see them.*

### Audio 3:

- A. *Shall we go shopping?*
- B. *Yes, I need some new sport shoes.*

### Audio 4:

- A. *Why didn't Sam play soccer?*
- B. *He hurt his shoulder.*

### Audio 5:

- A. *Did Sue sing in the school concert?*
- B. *Yes. She sang a short song.*

### Audio 6:

- A. *Lucy, shall we go to the seaside?*
- B. *Yes, but first I need to stop at a shop.*

### Audio 7:

- A. *What did Sue wear on Saturday?*
- B. *She wore a shirt and a skirt.*

### Audio 8:

- A. *What did Sam show you in the countryside?*
- B. *He showed us six sheep.*



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.

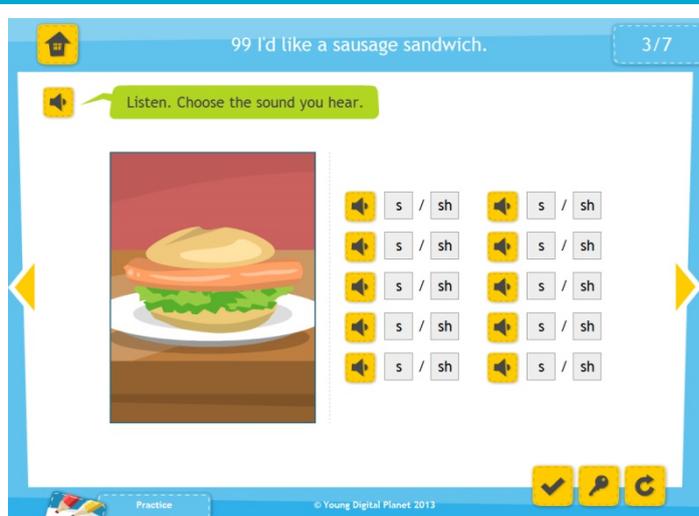
## Screen 3

Audio:

sheep  
shoes  
shell  
shirt  
seaside  
song  
sausage  
shopping  
soccer  
Sam

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

1 sh 2 sh 3 sh 4 sh 5 s 6 s 7 s 8 sh 9 s  
10 s



99 I'd like a sausage sandwich. 3/7

Listen. Choose the sound you hear.



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## Screen 4

Audio /s/:

- A. Sam
- B. shoes
- C. shop
- D. shoulder

Audio /sh/:

- A. soccer
- B. seaside
- C. Sue
- D. shirt

Audio /s/:

- A. sunny
- B. sports
- C. shoes
- D. sausage

Audio /s/:

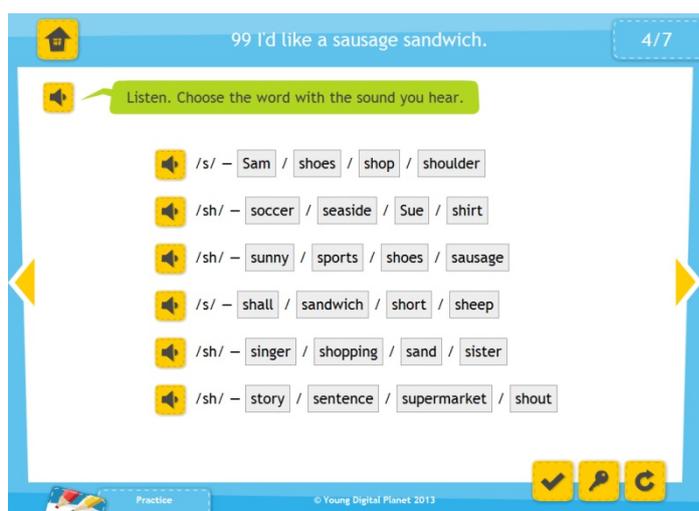
- A. shall
- B. sandwich
- C. short
- D. sheep

Audio /sh/:

- A. singer
- B. shopping
- C. sand
- D. sister

Audio /sh/:

- A. story
- B. sentence



99 I'd like a sausage sandwich. 4/7

Listen. Choose the word with the sound you hear.

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- C. supermarket
- D. shout

**Key:**

1 Sam 2 shirt 3 shoes 4 sandwich 5 shopping 6 shout

## Screen 5

Audio 1:

*I'd like a sausage sandwich, please.*

Audio 2:

*Shall I show you my sea shells?*

Audio 3:

*Let's go shopping. I need some sports shoes.*

Audio 4:

*Sam didn't play soccer because he hurt his shoulder.*

Audio 5:

*Sue sang a short song in the school concert.*

Audio 6:

*Shall we go to the seaside?*

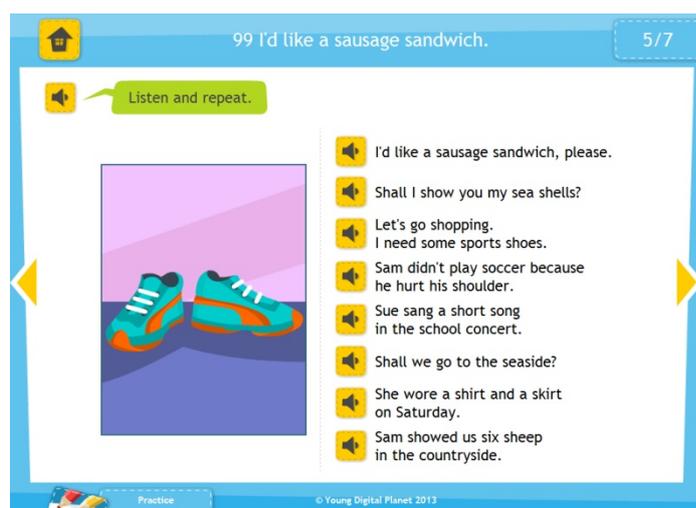
Audio 7:

*She wore a shirt and a skirt on Saturday.*

Audio 8:

*Sam showed us six sheep in the countryside.*

**Key: N/A**



This exercise is to practise pronunciation, ask students to listen and repeat the sentences. To make it fun, ask them to say the sentences as quickly as they can, as they're tongue twisters and test the person's ability to switch from one English sound to another quickly.

## Screen 6

### Audio: (random order)

*sausage*  
*sandwich*  
*show*  
*sea shells*  
*shopping*  
*sport shoes*  
*soccer*  
*shoulder*  
*sing*  
*school*  
*short*  
*seaside*  
*stop*  
*shop*  
*Saturday*  
*shirt*  
*skirt*  
*sheep*



Give the Ss these instructions for the game activity.

1. Give the Ss these instructions for the Shooting game. The aim is to match written words with their sounds.
2. Look at the screen and read the words as they appear.
3. Listen and 'shoot' the sounds you hear. They will disappear from the screen.
4. Repeat until you have 'shot' all the words.

Additional activity

Use Handout 2 – words cut out.

## Handout 2

<i>sausage</i>	<i>school</i>
<i>sandwich</i>	<i>seaside</i>
<i>show</i>	<i>stop</i>
<i>sea shells</i>	<i>shop</i>
<i>shopping</i>	<i>Saturday</i>
<i>sport shoes</i>	<i>shirt</i>
<i>soccer</i>	<i>skirt</i>
<i>shoulder</i>	<i>sheep</i>
<i>sing</i>	<i>short</i>

Ask students to come to you and pick one card, they do not say the word, They need to show or draw it (depending on the group). The winner who shouts the correct word can then come to you and picks his/her card and has a turn.

# Handout 1

1		a) sandwich
2		b) seaside
3		c) sheep
4		d) sing
5		e) shoes
6		f) shoulder
7		g) sea shells
8		h) skirt

## Handout 2

<i>sausage</i>
<i>sandwich</i>
<i>show</i>
<i>sea shells</i>
<i>shopping</i>
<i>sport shoes</i>
<i>soccer</i>
<i>shoulder</i>
<i>sing</i>

<i>school</i>
<i>seaside</i>
<i>stop</i>
<i>shop</i>
<i>Saturday</i>
<i>shirt</i>
<i>skirt</i>
<i>sheep</i>
<i>short</i>

Friends 6 Lesson 100		<i>We had a good year!</i>		Skills - writing	
Aims	Writing: A thank-you card to a teacher	Contents	<b>Grammar</b> Past simple – practice  <b>Vocabulary</b> <i>We had a good year.</i>	Checklist	2 master handouts for each student :  Handout 1 to revise past simple verbs ‘ Handout 2 to write a thank-you card
<b>Language Analysis</b>					
Past simple revision, irregular and regular verbs in the lesson:  climb - climbed come – came / <b>keɪm</b> / cook – cooked eat - ate / <b>eɪt</b> / or / <b>et</b> / enjoy – enjoyed get – got / <b>gɒt</b> / go – went have – had / <b>hæd</b> /, weak form: / <b>həd</b> / learn – learned /'lɜ:(r) <b>nd</b> / like - liked love - loved make - made see – saw / <b>sɔ:</b> / sit – sat / <b>sæt</b> / to be – was /were					

# Procedure

## Warm-up Off the screens

1. Revise past simple verbs for the lesson:
2. Give out Handout 1 and ask students to match (write number as in the example: have- had) the present and past forms of the verbs. You may tell them there are 15 pairs. There are some distracters too.

### Handout 1

loved	like	sitting	have ①
climb	see	open	to be
make	sit	go	ate
cut	learn	liked	made
seen	go	learned	get
enjoy	come	cry	say
went	saw	cook	flew
said	try	came	cooks
been	shouted	sat	was/were
cooked	turned	love	enjoyed
had ①	climbed	eat	got

#### Key:

have – had, like - liked, learn – learned, to be – was /were, love – loved, sit – sat  
 go – went, make – made, climb – climbed, see – saw, eat - ate, come – came, enjoy –  
 enjoyed, get – got, cook – cooked

## Screen 2

**Sam:** *What's the matter, Kim?*

**Kim:** *I'm sad because Year 5 is finished.*

**Alex:** *But we had a good year, didn't we?*

**Kim:** *Oh yes. This year was great. What did you like best?*

**Lucy:** *Well, we had some nice teachers. I liked our lessons in maths and science and drawing.*

**Kim:** *Me too. Alex, how about you? What did you like best?*

**Alex:** *I liked our class parties and picnics best. We went camping, and we went to Sam's farm. We sang songs in the park, and we went hiking in the mountains. Sam: I liked our sports lessons best. I enjoyed playing football and basketball.*

**Kim:** *That's great. Is there anything you didn't like this year?*

**Lucy:** *I didn't like the food at school.*

**Alex:** *I didn't want to wake up early!*

**Sam:** *Homework! I don't like homework.*

**Lucy:** *Kim, how about you? What did you like best?*

**Kim:** *That's easy. I liked all my friends in Year 5. You were all brilliant friends.*

**Lucy:** *But we can all be friends in Year 6!*

**Alex:** *Of course!*

**Sam:** *Yes!*



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

## Screen 3

**Sam:** *What's the matter, Kim?*

**Kim:** *I'm sad because Year 5 is finished.*

**Alex:** *But we had a good year, didn't we?*

**Kim:** *Oh yes. This year was great. What did you like best?*

**Lucy:** *Well, we had some nice teachers. I liked our lessons in maths and science and drawing.*

**Kim:** *Me too. Alex, how about you? What did you like best?*

**Alex:** *I liked our class parties and picnics best. We went camping, and we went to Sam's farm. We sang songs in the park, and we went hiking in the mountains.*

**Sam:** *I liked our sports lessons best. I enjoyed playing football and basketball.*

**Kim:** *That's great. Is there anything you didn't like this year?*

**Lucy:** *I didn't like the food at school.*

**Alex:** *I didn't want to wake up early!*

**Sam:** *Homework! I don't like homework.*

**Lucy:** *Kim, how about you? What did you like best?*

**Kim:** *That's easy. I liked all my friends in Year 5. You were all brilliant friends.*

**Lucy:** *But we can all be friends in Year 6!*

**Alex:** *Of course!*

**Sam:** *Yes!*

**Key:**



Tell students there might be more than one answer for each person.

			sports
			homework
			friends
			waking up early
			lessons
			parties
			food

## Screen 4

### Audio:

Dear Mr Hill,  
 Thank you for being my teacher in Year 5. I had a great year. I liked your science class best. I learned a lot. I also liked our trips to the zoo and the mountains. They were a lot of fun. We had a nice class, and everyone was kind and friendly. I hope to meet you again next year!  
 Thanks again,  
 Lucy

**Key:** see above



Ask students to put the sentences in order to make a thank you letter.

## Screen 5

Dear Mr Hill,  
 Thank you for being my teacher in Year 5. I had a fantastic year. I liked all of my classes.  
 I really liked our parties and picnics. It was fun to go to the mountains. I loved our picnic at Sam's farm.  
 We had a great class, and everyone was happy.  
 I hope to meet you again next year!  
 Thanks again,  
 Alex

### Key:

1 teacher 2 classes 3 picnics  
 4 mountains 5 farm 6 everyone  
 7 meet



100 We had a good year! 5/7

Listen and complete the sentences.

Dear Mr Hill,  
 Thank you for being my  in Year 5. I had a fantastic year. I liked all of my .  
 I really liked our parties and . It was fun to go to the .  
 I loved our picnic at Sam's .  
 We had a great class, and  was happy.  
 I hope to  you again next year!  
 Thanks again,  
 Alex

farm mountains classes meet picnics teacher everyone

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## Screen 6

### Audio:

Dear Mr Hill,  
 Thank you for being my teacher in Year 5. I had a great year. I liked your science class best. I learned a lot. I also liked our trips to the zoo and the mountains. They were a lot of fun.  
 We had a nice class, and everyone was kind and friendly.  
 I hope to meet you again next year!  
 Thanks again,  
 Lucy



100 We had a good year! 6/7

Look at this thank-you card.

Dear ,  
 Thank you for being my teacher in Year 5. I had a  year. I liked  best.  
 I really liked our . It was fun to .  
 We had a  class, and everyone was . I hope to meet you again next year!  
 Thanks again,

Now it's your turn. Write a thank-you card to your teacher.

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

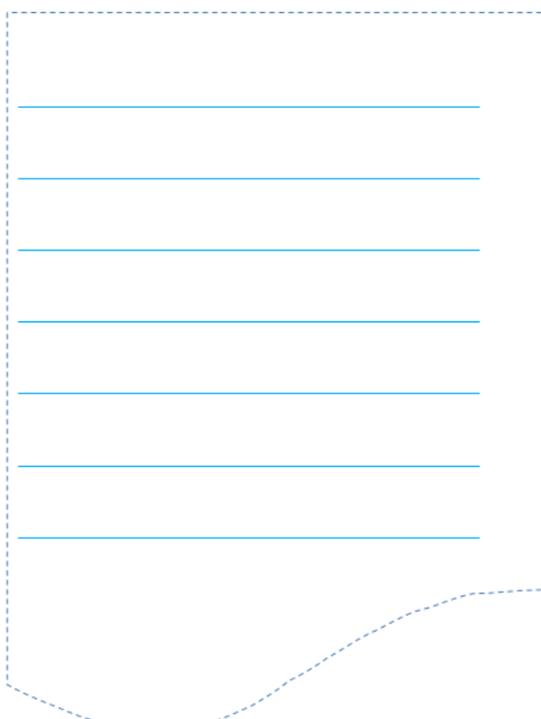
1. Look at the picture and read the sentences.
2. Complete the letter.

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

Additional activity:

Tell students to work in pairs / groups and write a thank you letter to their teachers. Use Handout 2 to present your letters.

### Handout 2

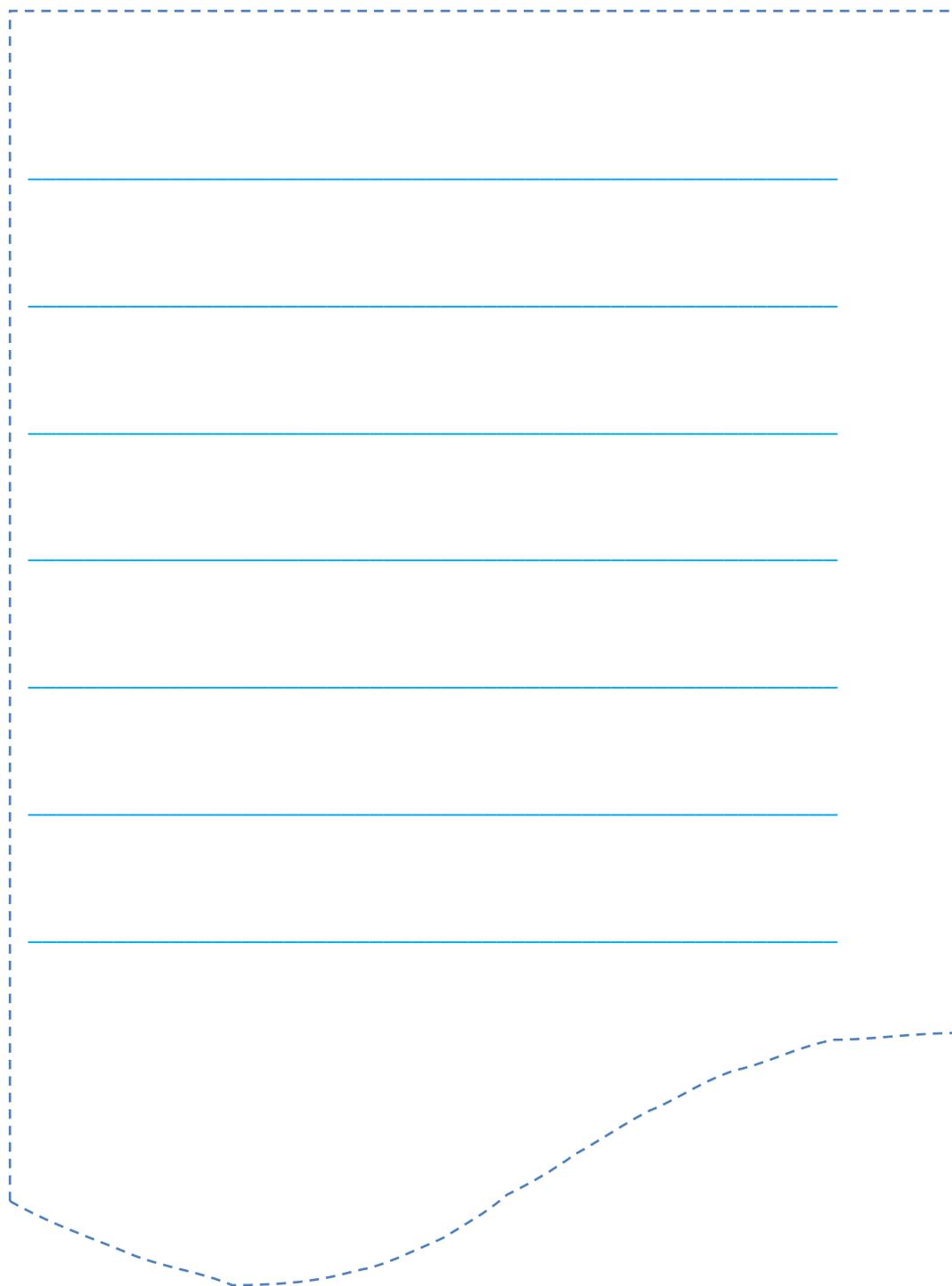


A dashed-line template for a thank you letter. It features a rectangular shape with a wavy bottom edge. Inside the shape, there are seven horizontal blue lines for writing.

# Handout 1

loved	like	sitting	have <b>1</b>
climb	see	open	to be
make	sit	go	ate
cut	learn	liked	made
seen	go	learned	get
enjoy	come	cry	say
went	saw	cook	flew
said	try	came	cooks
been	shouted	sat	was/were
cooked	turned	love	enjoyed
had <b>1</b>	climbed	eat	got

# Handout 2



A large dashed blue rectangular box containing eight horizontal blue lines for writing.