

Friends 7
 Lesson 91

Welcome to 'One World'!

Vocabulary

Aims	<p>Talking about oneself</p> <p>Recycling vocab related to food, sport, hobbies and animals</p> <p>Recycling talking about likes and dislikes (and gerunds)</p>	Contents	<p>Grammar Recycle relative clauses with <i>who</i></p> <p>Recycle <i>Which is your favourite ...?</i></p> <p>Vocabulary <i>TV show</i></p> <p><i>sport, basketball, playing computer games, penguins, pizza, cycling, singing, dancing, food, elephants, football, reading, drawing, biscuits, cat, tomatoes, pasta, cheese</i></p> <p>Likes and dislikes</p> <p>Other: <i>can, see, today's show, talk, mum, New York, teacher, South America, dad, amazing, story, from, our, farm, older, brother, tell, us, about, friend, works, exciting, place, let's watch, sometimes, never, every day, when I go to bed, question</i></p>	Checklist	<p>Three master handouts</p> <p>Handout 1 for each student to revise vocabulary</p> <p>Handout 2 for each student (or pair) to practise vocabulary (organising words into semantic categories)</p> <p>Handout 3 for each student to do a class survey</p>
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Language Analysis

Relative clauses

We use relative clauses to add more information to an existing sentence rather than creating a completely new sentence. As a result the text is more fluent and it is easier to understand what the speaker meant. *Who* is a relative pronoun used to refer to people. There are other relative pronouns, too e.g. *which* (and it refers to animals and things), *whose* (refers to possession), *where* (refers to place), *when* (refers to time) etc.

Ways of expressing likes/dislikes:

like, likes, don't like (very much), doesn't like, love, like best, like better/more, my/her favourite is...

e.g. *I like football. He likes football very much. She doesn't like tennis. She likes pop music best. Her favourite food is pizza.*

Useful phrases in the lesson:

Welcome to ...

My name's ...

What about you?

Your turn

Which do you like best?

What's your favourite...

Me too!

amazing /ə'meɪzɪŋ/

biscuit /'bɪskɪt/

cycling /'saɪk(ə)l/

interesting /'ɪntrəstɪŋ/

penguin /'penɡwɪn/

show /ʃəʊ/

Procedure

Warm-up Off the screens

Handout 1

1. Revise vocabulary:
2. Give out the handout.

Handout 1



3. Ask students to write words next to the pictures.

Key:

1 pizza 2 penguin 3 cycling 4 singing/dancing/listening to music 5 game/playing games 6 elephant 7 basketball 8 biscuits

Screen 2

Lucy: Hello, and welcome to 'One World'. My name's Lucy, and I love pizza and penguins! My favourite sport is basketball and I also love playing computer games. What about you, Sam?

Sam: Well, I like penguins too – and pizza! But my favourite sport is cycling, and I also love singing and dancing. Your turn, Kim!

Kim: Thanks, Sam! Well, I like pizza, but I like vegetables best. They're my favourite food. My favourite animals are elephants, and my favourite sport is ... well, I love all sports! Football, I think. What about you, Alex? Which is your favourite sport?

Alex: Well, I don't like sport very much. I like reading and drawing better. I love biscuits, and my cat – Biscuit! So, what can we see on today's show, Kim?

Kim: Well, today we talk to your mum, who's in New York, and we talk to our teacher, who's in South America.

Sam: My dad has an amazing story from our farm!

Lucy: And my older brother, Ben, tells us about an exciting day at work!

Kim: Interesting! So, let's watch!



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Listen and watch.

ONE WORLD

0:00 / 0:00

Presentation © 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.

Handout 2

Additional activity

Give out Handout 2 and ask students to complete the table with the missing words from the animation. They should complete the upper part of the table first.

Handout 2

Food	Animals	Sports	Hobbies

When this is done, ask students to add more words they know to the bottom rows of the table. Ask students to compare their lists with their classmates.

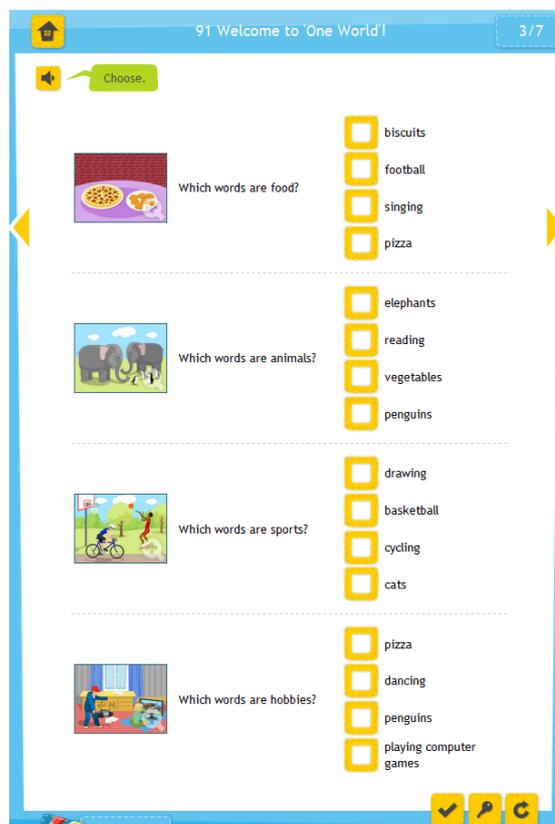
Key:

Food	Animals	Sports	Hobbies
pizza vegetables biscuits	penguins elephants	basketball cycling football	playing computer games singing dancing reading drawing

Screen 3

Key:

- 1 biscuits, pizza
- 2 elephants, penguins
- 3 basketball, cycling,
- 4 dancing, playing computer games



There is more than one word needed.

Screen 4

Lucy: *I love pizza and penguins! My favourite sport is basketball and I also love playing computer games. What about you, Sam?*

Sam: *My favourite sport is cycling, and I also love singing and dancing. Your turn, Kim!*

Kim: *Thanks, Sam! Well, I like vegetables best. They're my favourite food. My favourite animals are elephants, and my favourite sport is...well, I love all sports! Football, I think. What about you, Alex? Which is your favourite sport?*

Alex: *Well, I don't like sport very much.*



I like reading and drawing better. I love biscuits, and my cat – Biscuit!

Key:

- 1 Lucy: pizza, penguins, basketball
- 2 Sam: cycling, singing, dancing
- 3 Kim: vegetables, elephants, football
- 4 Alex: reading, drawing, my cat



Screen 5

Lucy: Hello, Sue.

Sue: Hello.

Lucy: Sue, we all like pizza, what about you? Do you like pizza?

Sue: No, I don't! I don't like tomatoes.

Lucy: What's your favourite food?

Sue: My favourite food is pasta – with cheese.

Lucy: Mmmm. I like pasta too. So what about sports? Which do you like best? Football, cycling or basketball?

Sue: I like football, and basketball. I don't like cycling.

Lucy: OK. And do you like playing computer games? I love playing games.

Sue: Sometimes ... but I like reading more.

Lucy: Oh, Alex loves reading.

Sue: Me too!

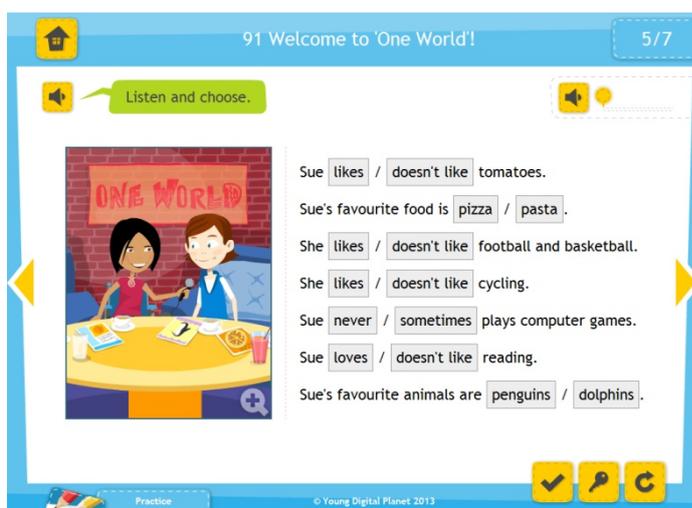
Lucy: Do you read every day?

Sue: Yes, I do. I read when I go to bed.

Lucy: Can I ask you one more question?

Sue: Sure!

Lucy: Kim likes elephants, Alex loves cats, and I love penguins. What about



91 Welcome to 'One World!' 5/7

Listen and choose.

Sue likes / doesn't like tomatoes.

Sue's favourite food is pizza / pasta .

She likes / doesn't like football and basketball.

She likes / doesn't like cycling.

Sue never / sometimes plays computer games.

Sue loves / doesn't like reading.

Sue's favourite animals are penguins / dolphins .

Practice © Young Digital Planet 2013

you? What's your favourite animal?

Sue: Well, I love all those animals, penguins are so funny! But my favourite animals are dolphins. They are so beautiful.

Lucy: Yes, they are. OK, well, thank you, Sue.

Key:

1 doesn't like 2 pasta 3 likes

4 doesn't like 5 sometimes

6 loves 7 dolphins

Screen 6

Audio:

Do you like pizza?

Do you like penguins?

Do you like basketball?

Do you like playing computer games?

Do you like cycling?

Do you like singing?

Do you like dancing?

Do you like vegetables?

Do you like elephants?

Do you like football?

Do you like reading?

Do you like drawing?

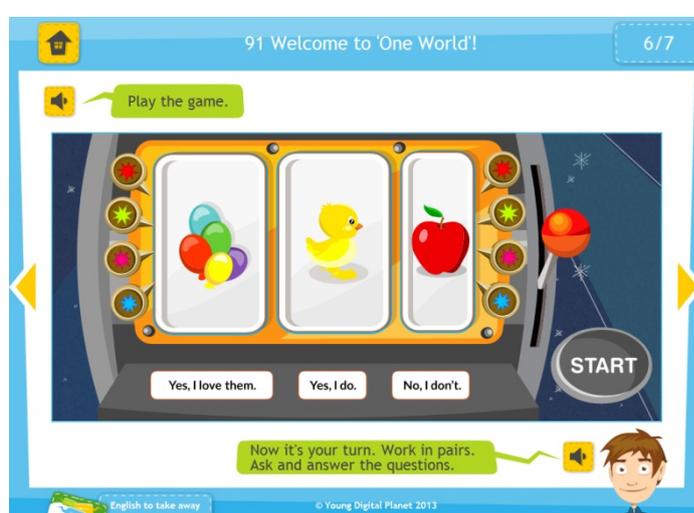
Do you like my cat?

Do you like tomatoes?

Do you like pasta?

Do you like cheese?

Do you like dolphins?



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to practise asking and answering questions.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the sentence you can see.
3. Answer the question so it is true for you: *Yes, I love them. / Yes, I do. No, I don't.*
4. 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 talk about the

things they like and do not like.

1. In weaker groups do one exchange as a model. Nominate individual students and ask them to act out the dialogue. Ask students the following questions:
Do you like pizza?
What's your favourite food?
What about sports? Which do you like best? Football, cycling or basketball.
Do you like playing computer games?
Do you read every day?
What's your favourite animal?
2. Then put students in pairs and ask them to have a chat about things they like, they do not like, their favourite food, sports etc.

Note: Students can imagine that they are new presenters on *One World* and must introduce themselves.

They should say what they like and don't like (food, animals, sports, hobbies). Students can do a role-play interview using Lucy's questions:

- *Do you like pizza?*
- *What's your favourite food?*
- *What about sports? Which do you like best? Football, cycling or basketball.*
- *Do you like playing computer games?*
- *Do you read every day?*
- *What's your favourite animal?*

Additional activity
Give out Handout 3

Handout 3

Questions / Student			
Do you like pizza?			
Do you like penguins?			
Do you like basketball?			
Do you like playing computer games?			
Do you like cycling?			
Do you like singing?			
Do you like dancing?			
Do you like vegetables?			
Do you like elephants?			
Do you like football?			
Do you like reading?			
Do you like drawing?			
Do you like my cat?			
Do you like tomatoes?			
Do you like pasta?			
Do you like cheese?			
Do you like dolphins?			

Ask students to do a class survey and speak to three classmates to see whether they like or do not like the activities. Students take notes. Do a class feedback at the end.

Handout 1

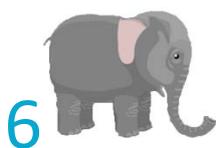
















Handout 2

Food	Animals	Sports	Hobbies

Handout 3

Questions / Student			
Do you like pizza?			
Do you like penguins?			
Do you like basketball?			
Do you like playing computer games?			
Do you like cycling?			
Do you like singing?			
Do you like dancing?			
Do you like vegetables?			
Do you like elephants?			
Do you like football?			
Do you like reading?			
Do you like drawing?			
Do you like my cat?			
Do you like tomatoes?			
Do you like pasta?			
Do you like cheese?			
Do you like dolphins?			

Friends 7 Lesson 92		<i>I could swim when I was five.</i>		Grammar & Functions
Aims	Talking about ability	Contents	Grammar <i>Could</i> past ability <i>Could you ..when...?</i> <i>Yes, I could/No, I couldn't.</i>	3 master handouts for each student
	Comparing past and present ability.		Vocabulary Sports: <i>running, run, sports, go by bike, ride a bike, walk, swim, swimming, walking, climb</i>	Handout 1 to revise vocabulary to talk about activities
	Recycling language related to sports.		Frequency: <i>every day, usually (after work), every week, sometimes, not often, in the holidays, every weekend</i>	Checklist
	Talking about habits and frequency.		Other: <i>love, forty two, kilometres, difficult to..., do, thirty, start(ed), did, quickly, now, but, many, easier, go to work, more, any other, on foot, like, very well, fifteen when I was twelve, young, five, younger, trees, mountains, too</i>	
	Recycling clause with <i>when</i>			Handouts 2 and 3 for individual students to practise talking about ability in the present and in the past
Language Analysis				
<p><u>Ability</u>: <i>can, can't, could, couldn't</i></p> <p>We can talk about ability both in the present and past tense.</p> <p><u>Present ability</u></p> <p>To talk about present abilities we use <i>can</i> and <i>can't</i> e.g. <i>I can swim but I can't (cannot) dance.</i> We use the following structure:</p> <p><i>I/you/he/she/it/we/they + can / can't (can't) + verb</i></p> <p>Please note that the verb <i>can</i> is the same for all the persons.</p> <p>To ask questions you change the order of the words:</p> <p><i>can / can't (can't) + I/you/he/she/it/we/they + verb</i></p>				

e.g. *Can you swim?*

Past ability

In order to talk about ability in the past we use the past form of *can*: *could/couldn't* and the general rules of using the verb are the same as for *can*.

I/you/he/she/it/we/they + could / could not (couldn't) + verb

Please note that the verb *could* is the same for all the persons.

To ask questions you change the order of the words:

Could not (couldn't) + I/you/he/she/it/we/they + verb

e.g. *Could you swim when you were two?*

Frequency words are used to say how often we do some actions / or did in the past.

Below you will find a list of adverbs and phrases used to talk about frequency that are used in the lesson:

every day, usually (after work), every week, sometimes, not often, in the holidays, every weekend

Below you will find an extended list of useful adverbs, there always go between the subject and the main verb e.g. *He often reads books.*

always	100%
usually	90%
generally	80%
often	70%
sometimes	50%
occasionally	30%
seldom	10%
hardly ever / rarely	5%
never	0%

Phrases combined with *every* go at the beginning or end of the sentences: *I go to the cinema every month.*

Useful phrases in the lesson:

Why ...? Because ... That's great. Good luck! Thank you. You're welcome.

Kilometers BrE / ***ˈkɪlə, mi:tə(r)***/ AmE / ***ˈkɪˈlɑmətər***/

Procedure

Warm-up Off the screens

1. Revise vocabulary connected with the activities:
2. Give out Handout 1 and ask student to name the activities. They should use the infinitive forms.

Handout 1

1		
2		
3		
4		
5		
6		
7		
8		

Key:

1 play the guitar 2 paint/draw 3 sing 4 dance 5 ride a bike
6 ride a scooter 7 play football 8 run

Screen 2

Ann: *Good morning from New York!*

Ann: *So why are you in New York today?*

Alex's mum: *Because I love running!*

Ann: *And can you run forty-two kilometres?*

Mum: *Yes, it's difficult to run forty-two kilometres, but I can do it.*

Ann: *Do you run every day?*

Mum: *Well, not every day. I usually run after work. I run thirty kilometres every week.*

Ann: *Wow! When did you start?*

Mum: *I started when I was twelve. I ran at school, and I was good at it. When I was young, I could run quickly, but I couldn't run many kilometres.*

Now, it's easier. I can run more kilometres.

Ann: *That's great. I can't run one kilometre! Do you do any other sports?*

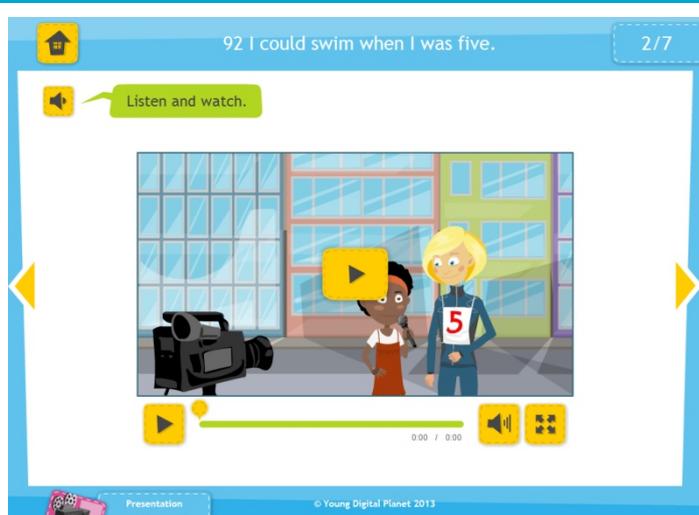
Mum: *Yes. I usually go to work by bike. And sometimes I go on foot. Sometimes I walk or run.*

Ann: *And can you swim?*

Mum: *Yes, I like swimming too. I could swim when I was five. But I don't swim to work!*

Ann: *Well, thank you very much. And good luck!*

Mum: *Thank you!*

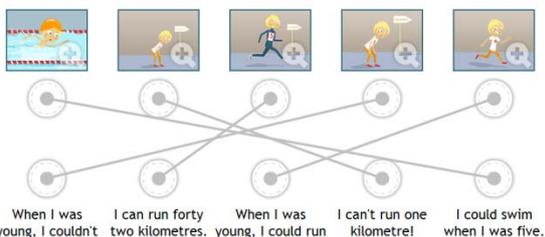


Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Key:



When I was young, I couldn't run many
I can run forty two kilometres.
When I was young, I could run quickly.
I can't run one kilometre!
I could swim when I was five.

92 I could swim when I was five. 3/7

Read and match.

I could swim when I was five. I can run forty two kilometres. When I was young, I couldn't run many kilometres. When I was young, I could run quickly. I can't run one kilometre!

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Screen 4

Ann: Can you swim?

Alex's mum: Yes, I can.

Ann: When did you start?

Mum: I could swim when I was five, but I couldn't swim very well.

Ann: And can you swim very well now?

Mum: Yes I can, but I don't swim very often. I swim in the holidays.

Ann: What about walking? I know you sometimes walk to work.

Mum: Yes, I do. I walk fifteen kilometres every weekend.

Ann: Could you walk fifteen kilometres when you were younger?

Mum: Yes, I could. I could walk twenty kilometres when I was younger, and I could walk more quickly! It was easier.

Ann: Well, thank you.

Mum: You're welcome.

Key:

1 five, swim, young, twenty, quickly

2 can, swims, work, fifteen

92 I could swim when I was five. 4/7

Listen and choose.

She could swim when she was , but she couldn't very well. When she was , she could walk kilometres, and she could walk more .

Now, she swim very well, but she doesn't swim very often. She in the holidays. She sometimes walks to , and she walks kilometres every weekend.

fifteen work young twenty swims can five quickly swim

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Screen 5

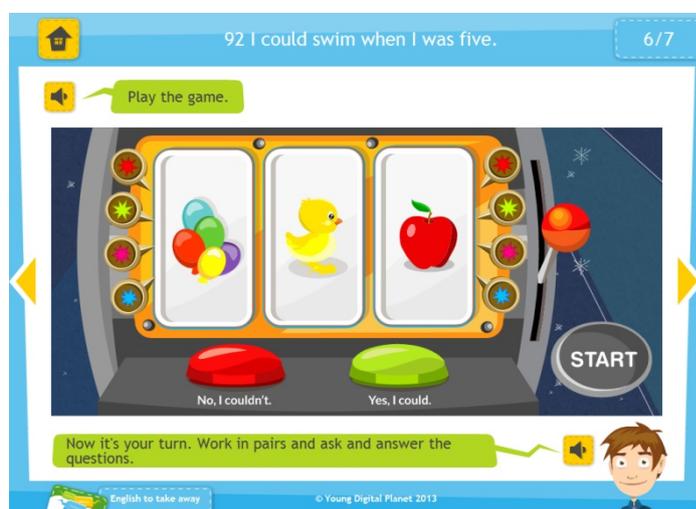
Key:

- 1 could, can't
- 2 couldn't, can
- 3 could, can
- 4 can, couldn't



Choose the correct form of the verb then use all the four sub-pages, too.

Screen 6



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to practise asking and answering questions.

1. Click on the Start button and wait for the words to appear.

2. When the game stops, say the sentence you can see.
3. Answer the question so it is true for you: *No I couldn't. Yes I could.*
4. Repeat as many times as you like

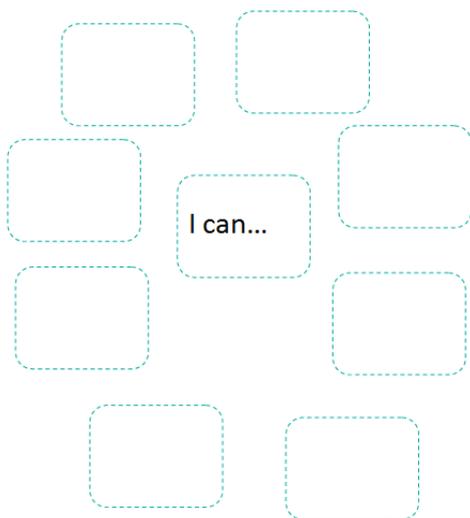
Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and talk about the things they could and could not do when they were younger e.g. now and when they were 5 years younger.

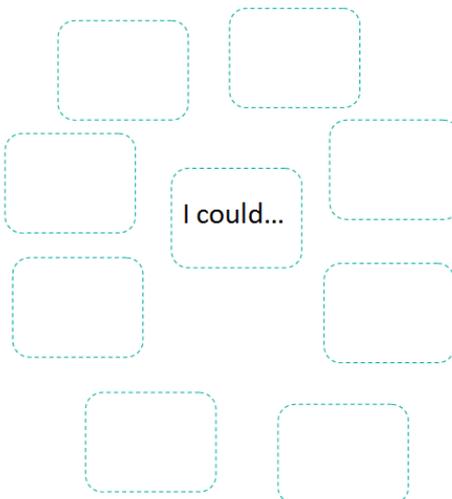
Additional activity

Give out Handouts 2 and 3

Handout 2



Handout 3



Students write activities in the boxes provided comparing what they could do when they were younger and what they can do now. It would be good to tell the Ss the exact number of years they should go back, e.g. 5 years ago or when they were three years old. To make it funny you can ask a few questions about things they could do when they were 1 year old.

Suggested verbs: *ride a bike, walk, run, swim, climb* but of course students can add their own activities.

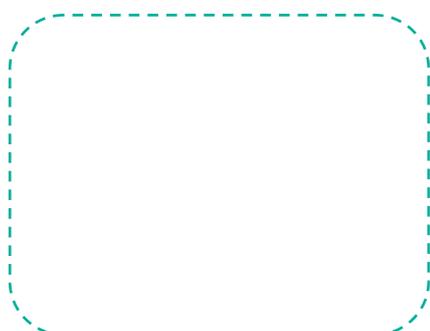
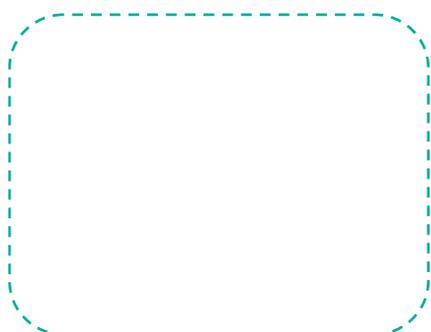
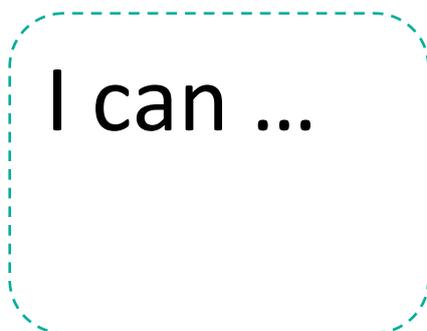
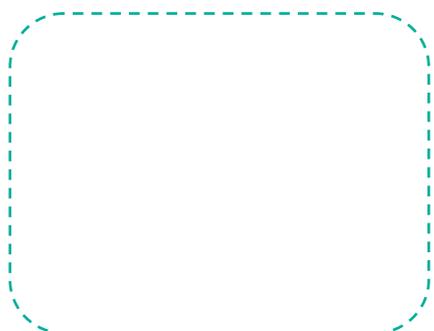
When they have completed the bubbles put them in pairs and ask to talk about things they can/could and can't/couldn't do. Ask students to compare their maps of abilities.

Handout 1

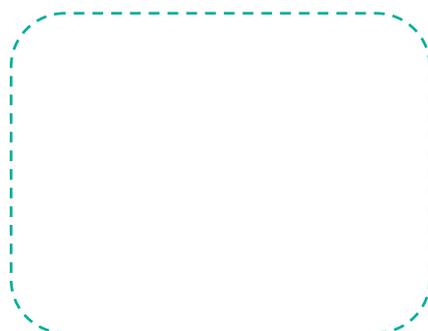
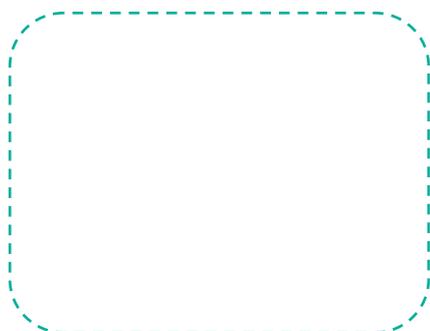
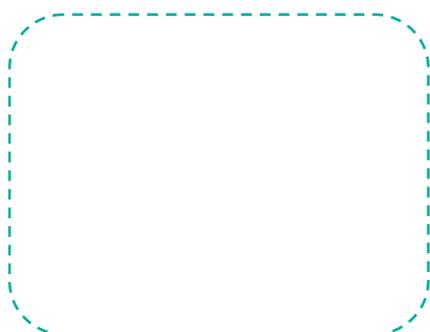
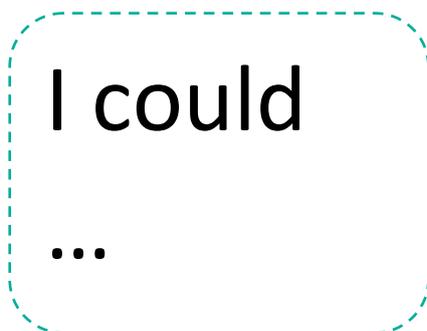
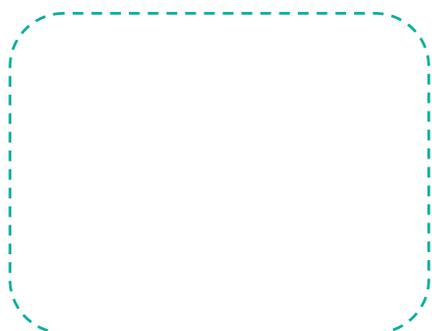
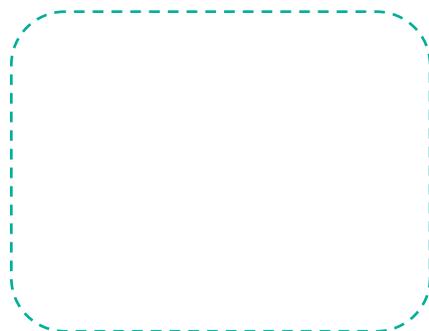
1 	
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Handout 2



Handout 3



Friends 7 Lesson 93		<i>I couldn't climb the mountain.</i>		Grammar & Functions	
Aims	<p>Talking about ability</p> <p>Recycling weather vocab</p>	Contents	<p>Grammar</p> <p><i>Couldn't</i> past ability <i>I couldn't (X) because...</i> Questions about past ability using 'Why not?'</p> <p>Recycling infinitives: <i>start to + infinitive</i> <i>It was difficult to ...</i></p> <p>Vocabulary</p> <p>Weather vocab: <i>weather, bad, windy, snow</i></p> <p>Other vocab: <i>hear, me, we, you, did, climb, mountain, because, start to, any more, tent, was, difficult, eat, dinner, cook, food, any, sleep, very well, headache</i></p> <p><i>Why not?</i> <i>Where are you now?</i> <i>How are you?</i> <i>Are you tired?</i> <i>What was the matter?</i> <i>Oh dear.</i> <i>Poor Mr. Hill!</i></p>	Checklist	<p>1 master handout for each student for a free practice activity to talk about past abilities and reasons Ss could not do sth</p>
Language Analysis					
<p><u>Weather</u>: <i>bad, windy, snow</i>. Please note that it is useful to make adjectives of the nouns to talk about the weather.</p> <p><i>Weather</i> / wedə(r)/</p> <p><i>Wind</i> (n) / wɪnd/ <i>windy</i> (adj) / ' wɪndi/</p> <p><i>Snow</i> (n) / snəʊ/ <i>snowy</i> (adj) / ' snəʊi/</p> <p>There are other useful words you can use to talk about the weather:</p>					

Rain (n) /**reɪn**/ rainy (adj) /' **reɪni**/
Sun (n)/**sʌn**/ sunny (adj) /' **sʌni**/
Storm (n)/**stɔː(r)m**/ stormy (adj) /' **stɔː(r)mi**/

Recycling infinitives

There are certain phrases which require an infinitive verb after them. In the previous lesson a popular phrase was *want to* + infinitive. In the lesson Ss practise the two phrases:

Start to + infinitive

It was difficult to... + infinitive

Ability: *can, can't, could, couldn't* – this section is a revision of unit 92 + short answers

We can talk about ability both in the present and past tense.

Present ability

To talk about present abilities we can and *can't* e.g. *I can swim but I can't (cannot) dance.*

We use the following structure:

I/you/he/she/it/we/they + *can / can't (can't)* + verb

Please note that the verb *can* is the same for all the persons.

To ask questions you change the order of the words:

can / can't (can't) + *I/you/he/she/it/we/they* + verb

e.g. *Can you swim?*

Past ability

In order to talk about ability in the past we use the past form of *can*: *could/couldn't* and the general rules of using the verb are the same as for *can*.

I/you/he/she/it/we/they + *could / could not (couldn't)* + verb

Please note that the verb *could* is the same for all the persons.

To ask questions you change the order of the words:

Could not (couldn't) + *I/you/he/she/it/we/they* + verb

e.g. *Could you swim when you were two?*

Short answers:

Could you ...

Yes I could. / No, I couldn't.

Procedure

Warm-up off the screens

1. Revise weather vocabulary with students.
2. Ask them *What's the weather like outside? What was the weather like (at the weekend / on Monday)?* Etc. Help them with vocabulary if needed. You may also write a list of words to use on the board (*sunny, warm, windy, rainy, hot, snow* etc. It is also useful to take in any visuals you may have in the staff room that you can use to generate weather vocabulary)

Screen 2

Pat: Hello, Mr Hill. *Can you hear me?*

Mr. Hill: *Yes, I can hear you! Can you hear me?*

Pat and Lucy: *Yes, we can hear you!*

Pat: *So tell us, did you climb the mountain?*

Mr. H: *No, I couldn't.*

Lucy: *Why not?*

Mr. H: *Because the weather was bad. It was very windy, and it started to snow. I couldn't climb any more.*

Lucy: *Oh dear. So where are you now?*

Mr. H: *I'm in the tent.*

Pat: *And how are you? Are you tired?*

Mr. H: *Yes, I am. It was very difficult to walk. And I couldn't eat my dinner, because I couldn't cook any food. And I couldn't make a cup of tea!*

Pat: *Oh dear.*

Mr. H: *And last night I couldn't sleep very well.*

Pat: *Oh dear. Why not?*

Mr. H: *I wasn't very well.*

Lucy: *What was the matter?*

Mr. H: *I had a very bad headache.*

Lucy and Pat: *Poor Mr. Hill!*



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 the following comprehension questions:

What was the weather like?

Where is Mr Hill?

Could he eat his dinner?

Could he make a cup of tea?

Could he sleep well last night?

Screen 3

Pat: Hello, Mr Hill. *Can you hear me?*

Mr. Hill: *Yes, I can hear you! Can you hear me?*

Pat and Lucy: *Yes, we can hear you!*

Pat: *So tell us, did you climb the mountain?*

Mr. H: *No, I couldn't.*

Lucy: *Why not?*

Mr. H: *Because the weather was bad. It was very windy, and it started to snow. I couldn't climb any more.*

Lucy: *Oh dear. So where are you now?*

Mr. H: *I'm in the tent.*

Pat: *And how are you? Are you tired?*

Mr. H: *Yes, I am. It was very difficult to walk. And I couldn't eat my dinner, because I couldn't cook any food. And I couldn't make a cup of tea!*

Pat: *Oh dear.*

Mr. H: *And last night I couldn't sleep very well.*

Pat: *Oh dear. Why not?*

Mr. H: *I wasn't very well.*

Lucy: *What was the matter?*

Mr. H: *I had a very bad headache.*

Lucy and Pat: *Poor Mr. Hill!*

Key:

1 cross 

2 wind and snow 

3 Tent 

4 cross 

5 Headache 

93 I couldn't climb the mountain. 3/7

Listen and choose.

Did Mr Hill climb the mountain?  

What was the weather like?  

Where is he now?  

Did he have dinner and a cup of tea?  

What's the matter with Mr Hill?  

Practice © Young Digital Planet 2013

Screen 4



Audio 1:

Pat: *Did you climb the mountain?*

Mr. H: *No, I couldn't.*

Pat: *Why not?*

Mr. H: *Because the weather was very bad.*



Audio 2:

Mr. H: *I couldn't eat my dinner.*

Lucy: *Why not?*

Mr. H: *Because I couldn't cook any food. There was no fire.*



Audio 3:

Mr. H: *I couldn't have a cup of tea.*

Pat: *Why not?*

Mr. H: *Because there was no water.*



Audio 4:

Lucy: *How are you? Are you tired?*

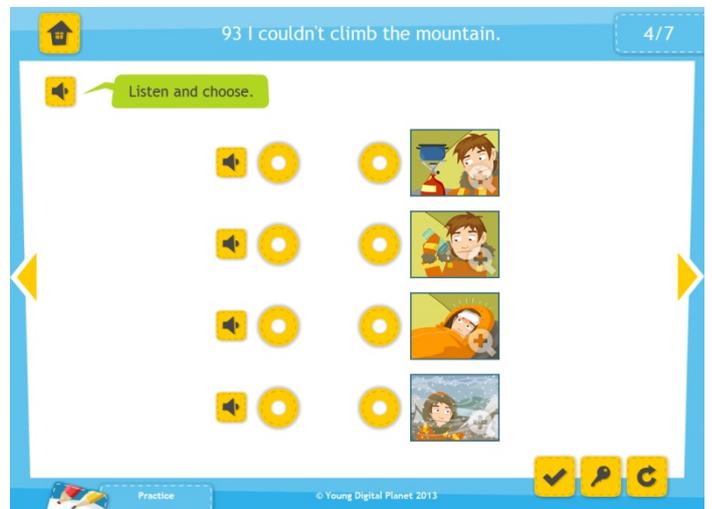
Mr. H: *Yes, I am. I couldn't sleep.*

Lucy: *Why not?*

Mr. H: *Because I had a bad headache.*

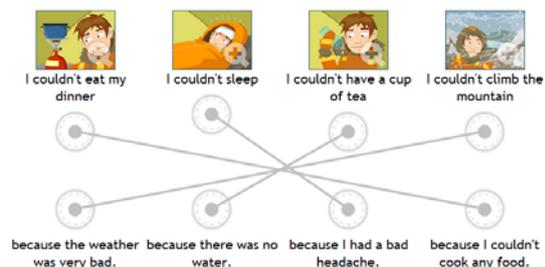
Key:

See pictures above



Screen 5

Key:



93 I couldn't climb the mountain. 5/7

Look at the pictures. Read and choose.

I couldn't eat my dinner I couldn't have a cup of tea I couldn't sleep I couldn't climb the mountain

because I had a bad headache. because I couldn't cook any food. because there was no water. because the weather was very bad.

Practice © Young Digital Planet 2013

Screen 6

Audio:

Pat: *Why not?*

93 I couldn't climb the mountain. 6/7

You are Mr Hill. Answer the questions.

I couldn't climb the mountain.

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

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the question. Think about how to answer it.
3. Answer the question starting with *because*.
4. Repeat as many times as you want to.

5. Do it with all the sub pages.

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

Tell students to work in pairs and act out the
dialogue using the four sentences provided:

I couldn't climb the mountain.
I couldn't eat my dinner.
I couldn't have a cup of tea.
I couldn't sleep.

Additional activity

Give out the handout and ask students to finish the sentences so that they are true about themselves. This is a free practice activity, Ss complete the adverb of time in the first gap and then finish the sentences, monitor and help them with vocabulary they may need.

e.g. *Yesterday, I couldn't sleep because I was not tired.*

Handout

1 _____ I couldn't sleep because ...

2 _____ I couldn't visit my friend because ...

3 _____ I couldn't climb the mountain because ...

4 _____ I couldn't eat my dinner because ...

5 _____ I couldn't ride my bike because ...

6 _____ I couldn't eat pizza because ...

7 _____ I couldn't ride my bike because ...

8 _____ I couldn't play computer games because ...

9 _____ I couldn't go to school because ...

Handout

1 _____ I couldn't sleep because ...

2 _____ I couldn't visit my friend because ...

3 _____ I couldn't climb the mountain because ...

4 _____ I couldn't eat my dinner because ...

5 _____ I couldn't ride my bike because ...

6 _____ I couldn't eat pizza because ...

7 _____ I couldn't ride my bike because ...

8 _____ I couldn't play computer games because ...

9 _____ I couldn't go to school because ...

Friends 7 Lesson 94		<i>I couldn't sleep because I had a headache.</i>		Skills	
Aims	Integrated skills development Reading (a blog entry) and listening/writing	Contents	Grammar Recycling past ability Recycling <i>which</i> Recycling narrative devices and past simple Narrative devices: <i>because, and, but, then, the next morning, so, next, after that</i> Past verbs: <i>couldn't, was, started, went, had, came down, came, got home</i> Vocabulary Recycling transport vocab: <i>on a horse, by car, by bus, on a plane</i> Other: <i>Hello, from, London, at home, mountain, any more, sad, very, climb, near, top, weather, bad, windy, tent, sleep, headache, very well, high, walk, town, city, three, tired, happy, now, can</i>	Checklist	1 master handout to practise talking about abilities in the past and giving reasons why we could not do sth
Language Analysis					
Transport Be careful when you talk about means of transport to use the right preposition, below you will find an extended list for your reference but there are only a few in the lesson: <i>on a horse, by car, by bus, on a plane.</i>					

On	By	In
<p><i>On foot</i> – and it means you walked somewhere</p> <p><i>On a horse</i></p> <p><i>On a plane</i></p> <p><i>On a train</i></p> <p>When you want to say you are /were there, not to talk about how you got somewhere</p>	<p><i>By car</i></p> <p><i>By bus</i></p> <p><i>By coach</i></p> <p><i>By plane</i></p> <p><i>By train</i></p> <p>To talk about the type of transport used for travelling from one place to another.</p>	<p><i>In my car, in a van, in a lorry</i></p>

This is a revision of a few lessons and this section revises language used in the previous lessons.

Narrative devices

When we narrate a story it is advisable to use narrative devices to make our story easier. Our interlocutor can then easily follow what happened first and what followed. In the lesson the following words are used as narrative devices:

one night, there was, and, but, after that, then, because, today

Ability: can, can't, could, couldn't

We can talk about ability both in the present and past tense.

Present ability

To talk about present abilities we use *can* and *can't* e.g. *I can swim but I can't (cannot) dance.* We use the following structure

I/you/he/she/it/we/they + can / can't (can't) + verb

Please note that the verb *can* is the same for all the persons.

To ask questions you change the order of the words:

can / can't (can't) + I/you/he/she/it/we/they + verb

e.g. *Can you swim?*

Past ability

In order to talk about ability in the past we use the past form of *can*: *could/couldn't* and the general rules of using the verb are the same as for *can*.

I/you/he/she/it/we/they + could / could not (couldn't) + verb

Please note that the verb *could* is the same for all the persons.

To ask questions you change the order of the words:

Could not (couldn't) + I/you/he/she/it/we/they + verb

e.g. *Could you swim when you were two?*

Procedure

Warm-up Off the screens

1. Revise giving reasons.
2. Give out the handout.

Handout

1 I couldn't climb the mountain because ...

2 I couldn't sleep because ...

3 I couldn't go to school because ...

4 I couldn't read the book because ...

5 I couldn't play the game because ...

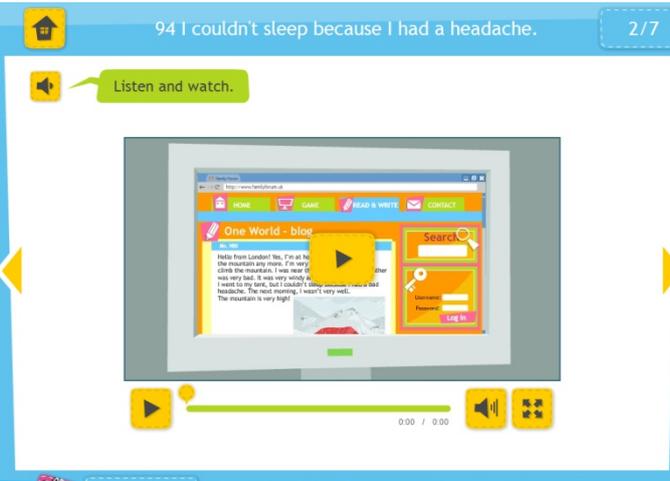
3. Ask students to finish the sentences, do one sentence as a class to make sure Ss use the right structure. *I couldn't climb the mountain because the weather was bad.*

Screen 2

Mr. Hill:

Hello from London! Yes, I'm at home – I'm not on the mountain any more. I'm very sad because I couldn't climb the mountain. I was near the top, but then the weather was very bad. It was very windy and it started to snow. I went to my tent, but I couldn't sleep because I had a bad headache. The next morning, I wasn't very well. The mountain is very high!

I couldn't walk, so I came down the mountain on a horse. Then, I went to the town by car. After that, I went to the city by bus. Next, I came to London on



94 I couldn't sleep because I had a headache. 2/7

Listen and watch.

One World - blog

Hello from London! Yes, I'm at home – I'm not on the mountain any more. I'm very sad because I couldn't climb the mountain. I was near the top, but then the weather was very bad. It was very windy and it started to snow. I went to my tent, but I couldn't sleep because I had a bad headache. The next morning, I wasn't very well. The mountain is very high!

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After watching the animation ask comprehension questions:
Where is Mr Hill?

three planes! I was very tired when I got home, but I was very happy too. Now ... which mountain can I climb next? Tell me!

Kim:

Welcome back, Mr. Hill! What about the highest mountain in England? I climbed it with my mum and dad last weekend. It isn't very high but it's beautiful.

What was the weather like when he was in the mountains?
 Could he sleep? Why?
 Could he walk? What did he do?
 How did he feel when he came home?

What is the highest mountain in England? (Scafell Pike) You can then show some pictures or go online to talk about English mountains.

Screen 3

Audio:

Hello from London! Yes, I'm at home – I'm not on the mountain any more. I'm very sad because I couldn't climb the mountain. I was near the top, but then the weather was very bad. It was very windy and it started to snow. I went to my tent, but I couldn't sleep because I had a bad headache. The next morning, I wasn't very well. The mountain is very high!

Key:

1 False 2 False 3 True 4 True 5 True



94 I couldn't sleep because I had a headache. 3/7

Read and answer.

Mr. Hill is on the mountain. True False

Mr. Hill climbed the mountain. True False

The weather on the mountain was snowy and windy. True False

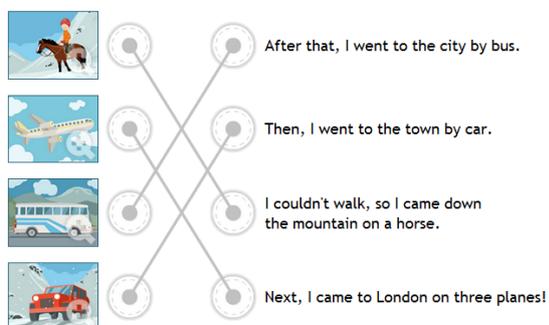
Mr. Hill didn't sleep. True False

Mr. Hill wasn't very well. He had a headache. True False

Practice © Young Digital Planet 2013

Screen 4

Key:

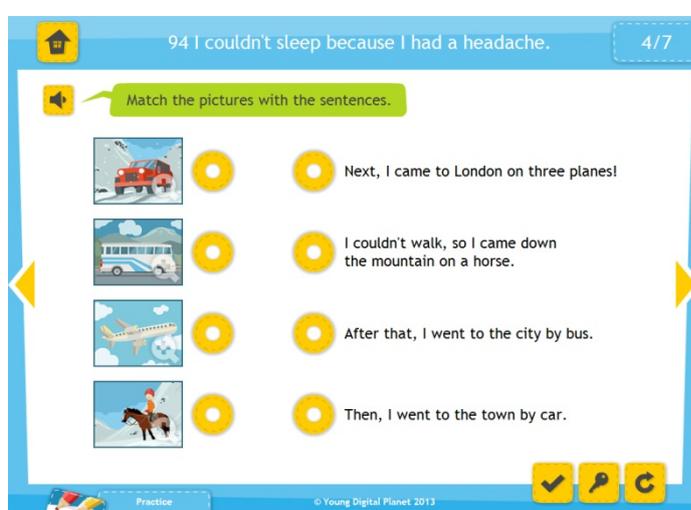


After that, I went to the city by bus.

Then, I went to the town by car.

I couldn't walk, so I came down the mountain on a horse.

Next, I came to London on three planes!



94 I couldn't sleep because I had a headache. 4/7

Match the pictures with the sentences.

Next, I came to London on three planes!

I couldn't walk, so I came down the mountain on a horse.

After that, I went to the city by bus.

Then, I went to the town by car.

Practice © Young Digital Planet 2013

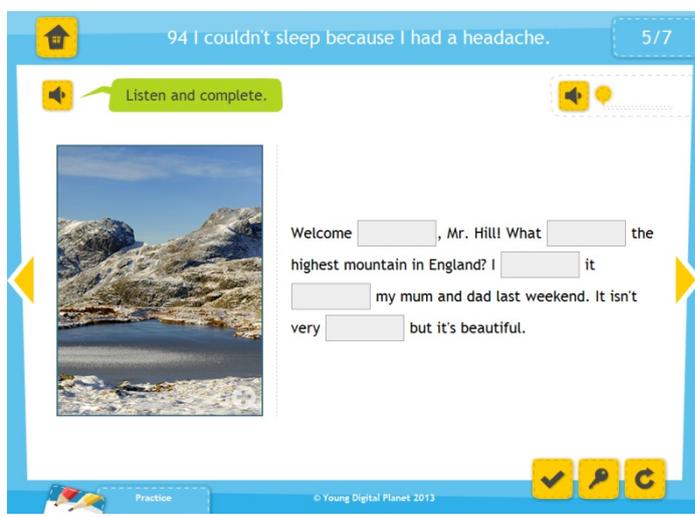
Screen 5

Audio:

Welcome back, Mr. Hill! What about the highest mountain in England? I climbed it with my mum and dad last weekend. It isn't very high but it's beautiful.

Key:

1 back 2 about 3 climbed 4 with 5 high



94 I couldn't sleep because I had a headache. 5/7

Listen and complete.



Welcome , Mr. Hill! What the highest mountain in England? I it my mum and dad last weekend. It isn't very but it's beautiful.

Practice © Young Digital Planet 2013

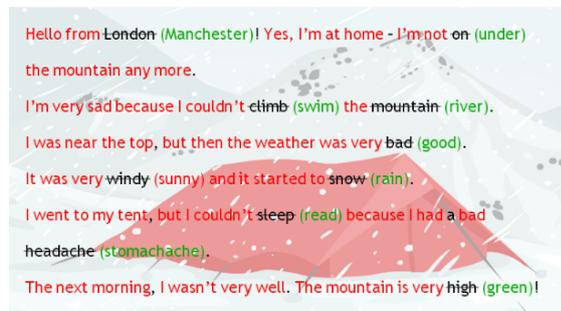
Screen 6

Audio:

Hello from Manchester! Yes, I'm at home – I'm not under the mountain any more. I'm very sad because I couldn't swim the river. I was near the top, but then the weather was very good. It was very sunny and it started to rain. I went to my tent, but I couldn't read because I had a bad stomach-ache. The next morning, I wasn't very well. The mountain is very green!

Key:

London, on, climb, mountain, bad, windy, snow, sleep, headache, high



Hello from London (Manchester)! Yes, I'm at home - I'm not on (under) the mountain any more.

I'm very sad because I couldn't climb (swim) the mountain (river).

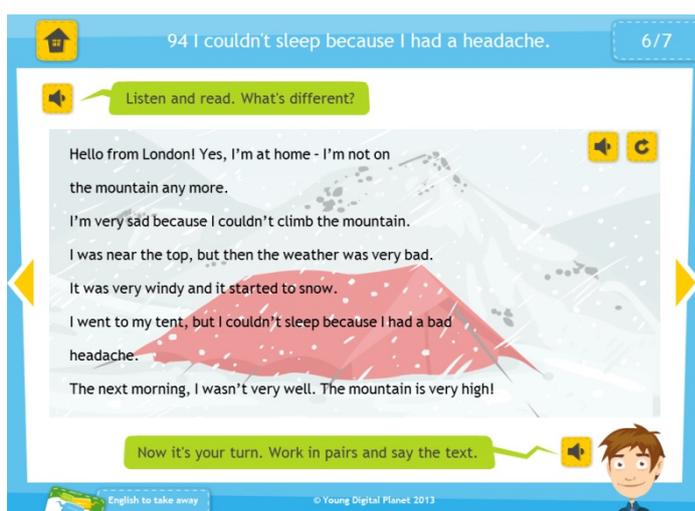
I was near the top, but then the weather was very bad (good).

It was very windy (sunny) and it started to snow (rain).

I went to my tent, but I couldn't sleep (read) because I had a bad headache (stomachache).

The next morning, I wasn't very well. The mountain is very high (green)!

English to take away © Young Digital Planet 2013



94 I couldn't sleep because I had a headache. 6/7

Listen and read. What's different?

Hello from London! Yes, I'm at home - I'm not on the mountain any more.

I'm very sad because I couldn't climb the mountain.

I was near the top, but then the weather was very bad.

It was very windy and it started to snow.

I went to my tent, but I couldn't sleep because I had a bad headache.

The next morning, I wasn't very well. The mountain is very high!

Now it's your turn. Work in pairs and say the text.

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Give the Ss these instructions for the 'Listen and read activity'. The aim is to find differences in the recorded and written texts.

1. Look at the text and read it.
2. Click on the audio and listen to the text.
3. Find words that are different.
4. Click the words that you think should not be there.
5. If it is correct the word will become green.
6. 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, take turns and read the text so that is correct and the same as the recording.

Note: In pairs, students read the scripts but change some words. Other students listen and have to say which words are different.

Teacher tip: Students can write 'comments' on the text, suggesting a mountain for Mr. Hill to climb.

Handout

1I couldn't climb the mountain because ...

2I couldn't sleep because ...

3I couldn't go to school because ...

4I couldn't read the book because ...

5I couldn't play the game because ...

Handout

1I couldn't climb the mountain because ...

2I couldn't sleep because ...

3I couldn't go to school because ...

4I couldn't read the book because

5I couldn't play the game because ...

Friends 7
 Lesson 95

What's your pet like?

Vocabulary

Aims	<p>Talking about animals</p> <p>Introducing and recycling words related to animals (pets)</p> <p>Describing pets. Recycling <i>What ... like?</i></p>	Contents	<p>Grammar Relative clause with <i>who</i> <i>What's your pet like?</i></p> <p>Vocabulary Vocab related to pets: <i>cat, fish, tail, kitten, fur, parrot, red, black, blue, green, cage, farm, pets, rabbits, ducks, lamb, field, fur, wing, wool</i></p> <p>Adjectives: <i>long, black, cute, naughty, lovely, white</i></p> <p>Other vocab: <i>have got, his, name, Biscuit, thirteen, years, old, likes, sleeping, sleep, all day, quiet, play, love, favourite, food, dancing, girl, computer, very, but, her, photo, look, live, in, flies, living room, every day, sit, on, head, mother, very well, give, him, food,</i></p>	Checklist	<p>1 master handout for each student to describe an animal (project work if possible: do on big format sheets of paper with a lot of art work to be prepared by the Ss e.g. as homework)</p>
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Language Analysis

What's ... like? is a question we use to ask about the characteristic of a given thing/animal or people.

cage /keɪdʒ/

cat /kæt/

ducks /dʌks/

farm /fɑ:(r)m/

field /fi:ld/

fish /fɪʃ/
fur /fɜ:(r)/
fur /fɜ:(r)/
kitten /'kɪt(ə)n/
lamb /læm/ - b is silent
parrot /'pærət/
pets /pets/
rabbits /'ræbɪts/
tail /teɪl/
wing /wɪŋ/
wool /wʊl/

Adjectives:

black /blæk/
cute /kju:t/
long /lɒŋ/
lovely /'lʌvli/
naughty /'nɔ:ti/
white /waɪt/

Relative clauses – this section revises y6u81.

We use relative clauses to add more information to an existing sentences rather than creating a completely new sentence. As a result, the text is more fluent and it is easier to understand what the speaker meant. *Who* is a relative pronoun used to refer to people. There are other relative pronouns, too, e.g. *which* (and it refers to animals and things), *whose* (refers to possession), *where* (refers to place), *when* (refers to time) etc.

Procedure

Warm-up Off the screens

1. Ask students if they have pets. Make a list of pets in the class so that everybody can see what animals students have. Elicit and help them with vocabulary. Be sure to check pronunciation chorally and individually.

You can do such a brainstorming session on the board and write down all the types of pets students have.

Ask students to play a game: one of them says the kind and name of the pet he/she has, the next student has to repeat and say his/her pet's type and name (Chinese whispers).

Screen 2

Alex:

I've got a cat, and his name is Biscuit. He's three years old, and he likes sleeping. He sleeps all day and he's very quiet! His favourite food is fish. He's got a long, black tail. He's very cute.

Jill:

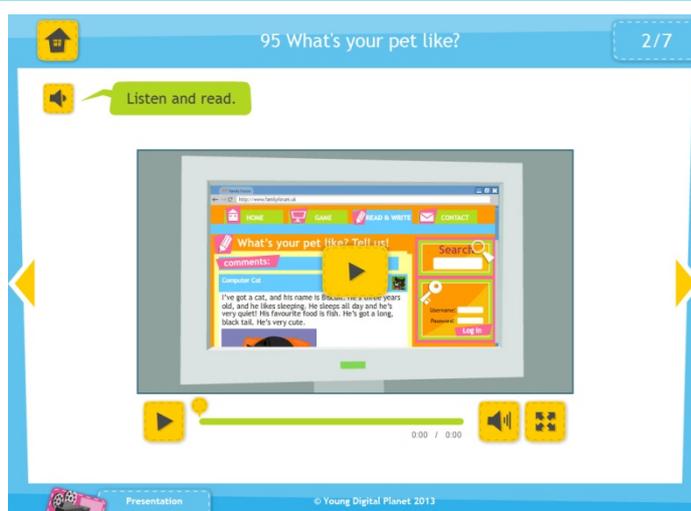
Hello Computer Cat! I've got a kitten who likes fish too! She loves playing. She's very naughty but I love her. Here's a photo. Look at her lovely black fur.

May:

I've got a parrot. She's red with blue and green wings. She lives in a cage, but she flies in the living room every day. She likes sitting on my head!

Sam:

I live on a farm and I've got lots of pets – rabbits, ducks and cats. My favourite pet is Larry, my lamb. His mother isn't very well, so I give him food every day. He loves playing in the field with me. Look at his wool – it's so white!



The screenshot shows a presentation slide titled "95 What's your pet like?" with a "2/7" indicator in the top right. A green speech bubble says "Listen and read." Below it is a video player showing a website interface. The website has a navigation bar with "HOME", "GAME", "READ & WRITE", and "CONTACT". The main content area has a heading "What's your pet like? Tell us!" and a "comments:" section. A comment from "Computer Cat" reads: "I've got a cat, and his name is Biscuit. He's three years old, and he's very quiet! He sleeps all day and he's very quiet! His favourite food is fish. He's got a long, black tail. He's very cute." The video player has a play button, a progress bar at 0:00 / 0:00, and volume and full-screen controls.

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

Screen 3

Key:

1 name, sleeping, quiet, food, long
 2 kitten, naughty, black

95 What's your pet like?
3/7

Read and choose.

 I've got a cat, and his is Biscuit. He's thirteen years old, and he likes . He sleeps all day and he's very ! His favourite is fish. He's got a , black tail. He's very cute.

 Hello Computer Cat! I've got a who likes fish too! She loves playing. She's very but I love her. Here's a photo. Look at her lovely fur.

long quiet food naughty name sleeping black kitten

✓ 🔍 ↺

Practice © Young Digital Planet 2013

Screen 4

May:

I've got a parrot. She's red with blue and green wings. She lives in a cage, but she flies in the living room every day. She likes sitting on my head!

Sam:

I live on a farm and I've got lots of pets – rabbits, ducks and cats. My favourite pet is Larry, my lamb. His mother isn't very well, so I give him food every day. He loves playing in the field with me. Look at his wool – it's so white!

Key:

1 parrot, green, cage, head
 2 farm, ducks, lamb, field

95 What's your pet like?
4/7

Listen and complete.

 I've got a . She's red with blue and wings. She lives in a , but she flies in the living room every day. She likes sitting on my !

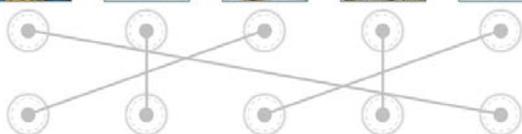
 I live on a and I've got lots of pets – rabbits, and cats. My favourite pet is Larry, my . His mother isn't very well, so I give him food every day. He loves playing in the with me. Look at his wool – it's so white!

✓ 🔍 ↺

Practice © Young Digital Planet 2013

Screen 5

Key:



Many animals have this over their body. It can be many different colours.

This is a baby cat.

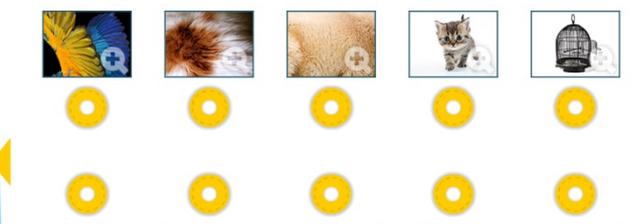
A pet bird lives in this.

Sheep have this over their body. We can cut it to make clothes.

Birds have two of these. They help them to fly.

95 What's your pet like? 5/7

Read and match.



Many animals have this over their body. It can be many different colours.

Birds have two of these. They help them to fly.

A pet bird lives in this.

This is a baby cat.

Sheep have this over their body. We can cut it to make clothes.

Practice © Young Digital Planet 2013

Screen 6

Audio:

This is a baby cat.

Many animals have four legs and one of these. Biscuit's is long and black.

Many animals have this over their body. It can be many different colours.

A pet bird lives in this.

Birds have two of these. They help them to fly.

Sheep have this over their body. We can cut it to make clothes.

95 What's your pet like? 6/7

Play the game.

This is a baby cat.

Start 1 / 6

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



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

English to take away © Young Digital Planet 2013

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.

The alphabet is set out in the middle of the screen.

1. Look at the number of letters in the word.
2. Guess the first letter, e.g. 'e'. Click the letter.
3. Guess the next letter and click again.

4. Continue until you have guessed the word.
5. Do it with all the six words.

Note: Students can write their own entry to the web page, writing about their own pet, a pet that they know (or used to know), or an imaginary pet. Write a model first on the board using the following prompts or use Handout 1 for such a project. Ask students to add pictures/photos or draw the animal.

Pet's name and age

Likes/dislikes

Favourite food

Habits

Where it lives

Physical description

Handout

Pet's name	
Pet's age	
Likes/dislikes	
Favourite food	
Habits	
Where it lives	
Physical description	

Handout

Pet's name	
Pet's age	
Likes/dislikes	
Favourite food	
Habits	
Where it lives	
Physical description	

Friends 7 Lesson 96		<i>What do you have to do?</i>		Grammar & Functions	
Aims	<p>Talking about obligation</p> <p>Talking about habits (adverbs)</p>	Contents	<p>Grammar Recycling various forms of <i>have to</i> in present tense (question/positive/negative)</p> <p>Comparatives and superlatives</p> <p>Clauses with <i>when</i></p> <p>Infinitives – <i>we are here to meet ... easy to have ... needs them to eat ...</i></p> <p>Vocabulary Farm vocab: animals, farm, sheep, field, outside, wool, ducks, rabbit, fur, cows, horse, chicken</p> <p>Adverbs: <i>every day/week, usually, sometimes, often</i></p> <p>Other: <i>hello, welcome to, amazing, meet, oldest, in the world, older, than, son, easy, have to, has to, don't have to, doesn't have to, do you have to, food, eat, live, here, when it's cold, snowy, cut, clean, wash, teeth, here's, needs, eat, take, vet, photo, favourite, happy, give, some, watch, tomorrow, another</i></p>	Checklist	<p>Visuals (pictures to introduce / revise vocabulary)</p> <p>Handout for each student to practise <i>have to / has to</i> (obligation)</p>

Language Analysis

Infinitives – *we are here to meet ... easy to have ... needs them to eat ...*

There are certain phrases in English that require the next verb to be used in an infinitive form. Some of the phrases have been introduced in the previous lessons: *start to do something, want to do something, need to do sth* etc. We also use infinitives after an adjective: *It is + adjective + to ...* e.g. *it is easy to ... it is difficult to ...*

Have to – is used to express obligation, to say that somebody needs to do something, it is necessary e.g. *He has to do his homework*. The verb *have to* means almost the same as the verb *must* but there is a small difference in meaning. *Have to* is used when the obligation comes from the outside, and we use *must* when the obligation is connected with our personal circumstances.

I / you / they have to + verb

He /she / it has to + verb

To make questions in the present tense we need *do/does* e.g. *Do you have to ... Does he have to ...*

Short answers

In order to quickly answer a question with *have to*, we need present simple auxiliary verbs e.g. *Yes, he does. No, she doesn't.*

Frequency words are used to say how often we do some actions / or did in the past.

Below you will find a list of adverbs and phrases used to talk about frequency that are used in the lesson:

every day, usually (after work), every week, sometimes, not often, in the holidays, every weekend

Below you will find an extended list of useful adverbs, these always go between the subject and the main verb e.g. *He often reads books.*

Always	100%
Usually	90%
Generally	80%
Often	70%
Sometimes	50%
Occasionally	30%
Seldom	10%
Hardly ever / rarely	5%
never	0%

Phrases combined with *every* go at the beginning or end of the sentences: *I go to the cinema every month.*

Every day English used in the lesson:

When it's cold

When she isn't very well

Good morning!

How old is...?

What do you have to do?

What else do you have to do?

Procedure

Warm-up Off the screens

Show students pictures (Visuals) and ask to describe what they can see. The aim of this activity is to elicit vocabulary for the lesson especially the words: *wool, sheep, outside, wash, vet.*

Visuals



Screen 2

Tony: Hello and welcome to 'Amazing Animals'. Today, we are at the farm to meet Sally, the oldest sheep in the world.'

Tony: Good morning, Mr. Bird.

Mr Bird: Good morning, Tony.

Tony: So, how old is Sally?

Mr Bird: Well, she's older than you and Sam! She's 26 years old.

Tony: 26! Wow! Is it easy to have the world's oldest sheep?

Mr Bird: Oh no, it's not! She has to eat this food every day.

Tony: Oh, right. And does she live here?

Mr Bird: Well, she usually lives in the field. But she doesn't have to live outside when it's cold.

Tony: Yes ... and what do you have to do?

Mr Bird: I often have to cut her wool.

Tony: Her wool is so clean! Do you have to wash her every week?

Mr Bird: No, I don't have to wash her every week. But I have to clean her teeth every week.

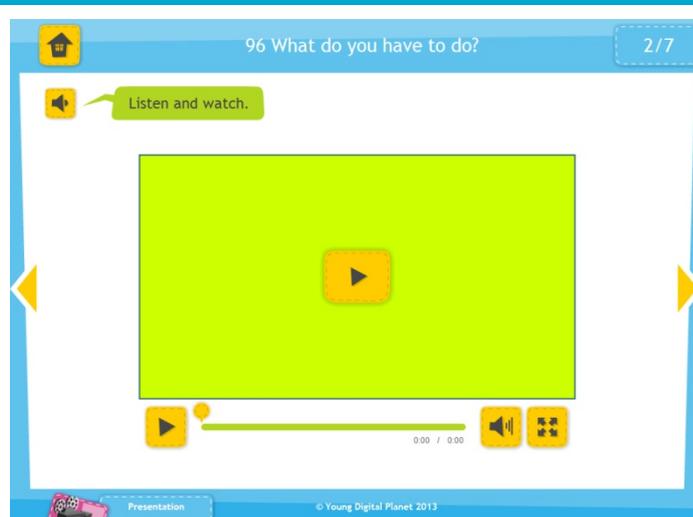
Tony: What else do you have to do?

Mr Bird: I have to take her to the vet sometimes, when she isn't very well. Here's a photo of Sally's favourite vet.

Tony: Oh, Sally isn't very happy now! Can I give her some food?

Mr Bird: Yes, of course!

Tony: Well, Sally's happy now! Watch tomorrow, and meet another amazing animal!



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

Tony: 26! Wow! Is it easy to have the world's oldest sheep?

Mr Bird: Oh no, it's not! She has to eat this food every day.

Tony: Oh, right. And does she live here?

Mr Bird: Well, she usually lives in the field. But she doesn't have to live outside when it's cold.

Tony: Yes ... and what do you have to do?

Mr Bird: I often have to cut her wool.

Tony: Her wool is so clean! Do you have to wash her every week?

Mr Bird: No, I don't have to wash her every week. But I have to clean her teeth every week.

Tony: What else do you have to do?

Mr Bird: I have to take her to the vet sometimes, when she isn't very well. Here's a photo of Sally's favourite vet.

Tony: Oh, Sally isn't very happy now! Can I give her some food?

Mr Bird: Yes, of course!

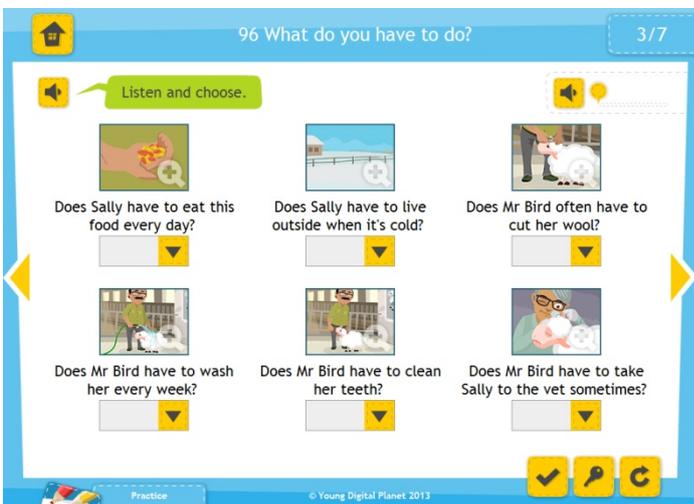
Tony: Well, Sally's happy now! Watch tomorrow, and meet another amazing animal!

Key: (from left to right)

1 Yes, she does. 2 No, she doesn't.

3 Yes, he does. 4 No, he doesn't.

5 Yes, he does. 5 Yes, he does.



96 What do you have to do? 3/7

Listen and choose.

Does Sally have to eat this food every day?

Does Sally have to live outside when it's cold?

Does Mr Bird often have to cut her wool?

Does Mr Bird have to wash her every week?

Does Mr Bird have to clean her teeth?

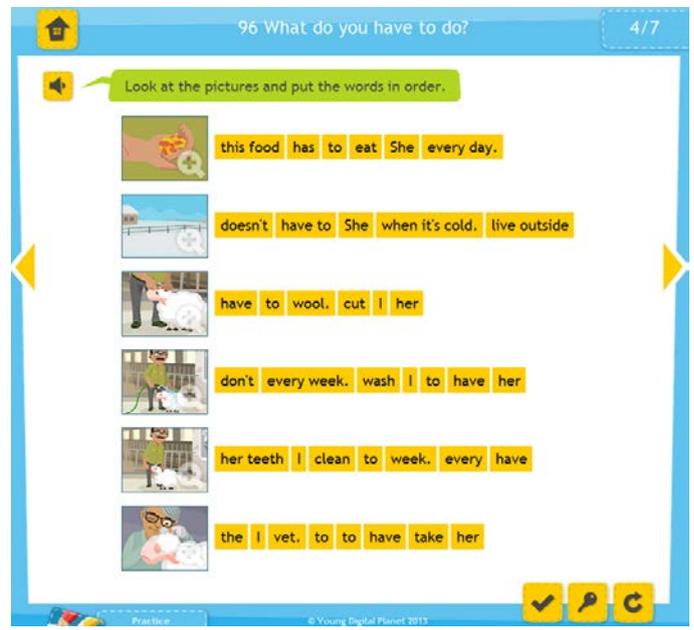
Does Mr Bird have to take Sally to the vet sometimes?

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Screen 4

Key:

- 1 She has to eat this food every day.
- 2 She doesn't have to live outside when it's cold.
- 3 I have to cut her wool.
- 4 I don't have to wash her every week.
- 5 I have to clean her teeth every week.
- 6 I have to take her to the vet.



96 What do you have to do? 4/7

Look at the pictures and put the words in order.

this food has to eat She every day.

doesn't have to She when it's cold, live outside

have to wool, cut I her

don't every week, wash I to have her

her teeth I clean to week, every have

the I vet, to to have take her

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

Tony: Do you have to wash the ducks?

Mr. Bird: No, I don't!

Audio 2:

Tony: Do you have to cut the rabbit's fur?

Mr. Bird: No, I don't!

Audio 3:

Tony: Do the cows have to live outside?

Mr. Bird: Yes, they do.

Audio 4:

Tony: Do you have to take the horse to the vet?

Mr. Bird: Yes, I do.

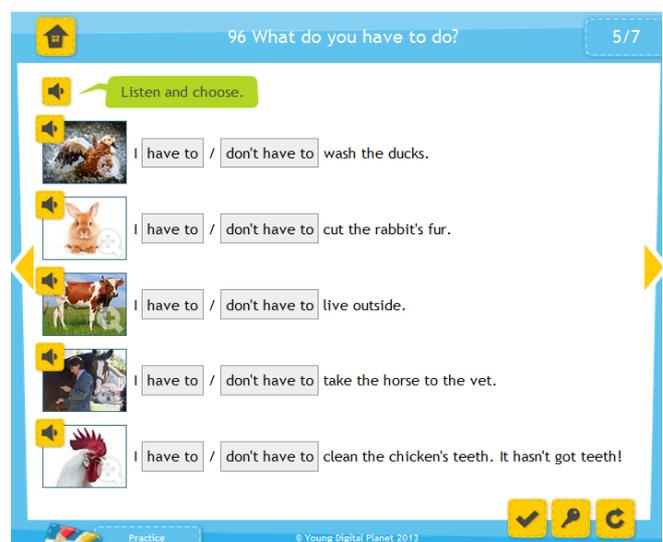
Audio 5:

Tony: Do you have to clean the chicken's teeth?

Mr. Bird: No, I don't! It hasn't got teeth!

Key:

- 1 don't have to 2 don't have to 3 have to
4 have to 5 don't have to



96 What do you have to do? 5/7

Listen and choose.

I have to / don't have to wash the ducks.

I have to / don't have to cut the rabbit's fur.

I have to / don't have to live outside.

I have to / don't have to take the horse to the vet.

I have to / don't have to clean the chicken's teeth. It hasn't got teeth!

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Screen 6

Tony: *What do you have to do?*

Mr Bird:

*I have to cut the sheep's wool.
I have to give food to the chickens.
I have to clean the horse's teeth.
I have to take the rabbit to the vet.
I have to wash the horse.*



Give the Ss these instructions for the activity. The aim is to practise speaking about things you have to / don't have to do.

1. Look at the picture and say the name of the animal you can see next to the farmer.
2. Click the play button.
3. Listen to the question and stop the recording.
4. Try to answer the question.
5. Play the button again and check if you were right.

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

Tell students to work in pairs act out a similar interview.

Ask and answer the questions about different animals that the farmer might have and what he has to / does not have to do.

Additional activity

Give out Handout and ask students to make sentences with *have to / has to*, use the prompts provided. A tick means it has to be done, whereas a cross means it doesn't have to be done.

Handout

1 I / do my homework every day. ✓

2 She / wash the ducks ✗

3 She / clean the kitchen at the weekend ✓

4 He / buy any cheese. ✗

5 We / have tomatoes on our pizza ✗

6 Sam / go to school on Monday ✗

7 Andy / do homework ✓

8 I / take the dog to vet regularly ✓

9 The teacher / check homework ✓

10 Tom and Alex / learn English ✗

11 Victoria / write a test ✓

12 The sheep / live outside ✓

Key:

- 1 I have to do my homework every day.
- 2 She doesn't have to wash the ducks
- 3 She has to clean the kitchen at the weekend.
- 4 He doesn't have to buy any cheese.
- 5 We don't have to have tomatoes on our pizza.
- 6 Sam doesn't have to go to school on Monday.
- 7 Andy has to do homework.
- 8 I have to take the dog to vet regularly.
- 9 The teacher has to check homework.
- 10 Tom and Alex don't have to learn English.
- 11 Victoria has to write a test.
- 12 The sheep have to live outside.

Visuals



Handout

1 I / do my homework every day. ✓

2 She / wash the ducks ✗

3 She / clean the kitchen at the weekend ✓

4 He / buy any cheese. ✗

5 We / have tomatoes on our pizza ✗

6 Sam / go to school on Monday ✗

7 Andy / do homework ✓

8 I / take the dog to vet regularly ✓

9 The teacher / check homework ✓

10 Tom and Alex / learn English ✗

11 Victoria / write a test ✓

12 The sheep / live outside ✓

Friends 7 Lesson 97		<i>I had to give the penguins some fish.</i>		Grammar & Functions	
Aims	Talking about obligation <i>Had to/didn't have to</i>	Contents	Grammar <i>Had to/didn't have to</i> Relative clause with <i>which</i> Recycling past simple	Checklist	Visuals – to introduce /revise vocabulary for the lesson (a set for the teacher to print in colour)
	Recycle: animal vocabulary Recycle topic of work Recycling days of the week Also: Reading an online diary and listening skills		Vocabulary Animal vocabulary: <i>penguins, fish, cats, cage, lions, tigers, lizard, butterfly(flies), vet, zoo, frogs, goats,</i> Work vocabulary: <i>work, clean, help, vet, wash</i> Past verbs: <i>was, worked, had to, didn't have to, were, learned, helped, took, washed</i> Other: <i>first, day, London, give, some, amazing, with, big, scared, but, outside, food, so, happy, house, there are, many, about, plants, here, garden, different, great, very well, which, five, new, homes, children, talk, baby, dirty, them</i> Days of the week & today		Handout to practise talking about obligation in the past + vocabulary from the lesson
Language Analysis					
<p><i>Had to/didn't have to</i> <i>Have to</i> – is used to express obligation in the past, to say that somebody needed to do something, it was necessary, e.g. <i>He had to do his homework.</i></p> <p>*** The verb <i>have to</i> means almost the same as the verb <i>must</i>, but there is a small</p>					

difference in meaning. *Have to* is used when the obligation comes from the outside, and we use *must* when the obligation is connected with our personal circumstances. The verb *must* is always changed into *had to* to talk about the past.

I / you / they/ he / she/ it had to + verb

To make questions in the past tense we need *did* e.g. *Did you have to ... ?*

Short answers

In order to quickly answer a question with *have to*, we need present simple auxiliary verbs e.g. *Yes, he did. No, she didn't.*

Past simple verbs in the lesson

Regular:

work – worked

help – helped

wash – washed

Irregular:

be – was / were

have to – had to

learn – learned (alternatively learnt)

take – took

butterfly(flies) / 'bʌtə(r) flaɪz)

cage /keɪdʒ/

cat /kæt/

fish /fɪʃ/

frog /frɒg/

goat /gəʊt/

lion /'laɪən/

lizard /'lɪzə(r)d/

penguin /'peŋgwɪn/

tiger /'taɪgə(r)/

vet /vet/

zoo /zu:/

Procedure

Warm-up Off the screens

1. Revise days of the week, ask Ss *What day is it today?* and then elicit the remaining days of the week.
2. Show visuals and ask students to describe the pictures, help them with vocabulary especially: *lizard, butterfly, vet, sheep, penguins, fish, garden.*

Screen 1

Audio:

Monday. Today was my first day at London Zoo. I worked at Penguin Beach, and I had to give the penguins some fish. It was amazing!

Tuesday. Today I worked with the big cats! I had to clean their cages and I was scared, but the lions and tigers were outside. I didn't have to give them any food, so I was happy.

Wednesday. I was in the Butterfly House today. There are many plants here, and I had to work in the garden. I learned about all the different butterflies.

Thursday: Today was great! I had to help the vet. We helped a lizard which wasn't very well, and we took five frogs to their new homes at the zoo.

Friday: I worked at the Children's Zoo today. I had to talk to the children about the baby goats. The baby goats were dirty but I didn't have to wash them. The children washed them.



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 2



Audio 1:

Monday. Today was my first day at London Zoo. In the afternoon, I worked at Penguin Beach, and I had to give the penguins some fish. It was amazing!



Audio 2:

Tuesday. Today I worked with the big cats! I had to clean their cages and I was scared, but the lions and tigers were outside. I didn't have to give them any food, so I was happy.



Audio 3:

Wednesday. I was in the Butterfly House today. There are many plants here, and I had to work in the garden. I learned about all the different butterflies.



Audio 4:

Thursday: Today was great! I had to help the vet. We helped a lizard which wasn't very well, and we took five frogs to their new homes at the zoo.



Audio 5:

Friday: I worked at the Children's Zoo today. I had to talk to the children about the baby goats. The baby goats were dirty but I didn't have to wash them. The children washed them.

Key:

See pictures above (random order)

97 I had to give the penguins some fish.
3/7

Listen and match.

				
○	○	○	○	○
○	○	○	○	○
🔊	🔊	🔊	🔊	🔊

Practice
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✓
🔑
↺

Screen 3

Key:

- 1 I had to give the penguins some fish.
- 2 I had to clean the lion's cage.
- 3 I didn't have to give the tigers any food.
- 4 I had to work in the garden.
- 5 I had to help the vet.
- 6 I didn't have to wash the goats.

97 I had to give the penguins some fish.
4/7

Put the words in order.

I had to give the penguins some fish.

I had to clean the lion's cage.

I didn't have to give the tigers any food.

I had to work in the garden.

I had to help the vet.

I didn't have to wash the goats.

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Screen 4

Audio:

Monday. Today was my first day at London Zoo. I worked at Penguin Beach, and I had to give the penguins some fish. It was amazing!

Tuesday. Today I worked with the big cats! I had to clean their cages and I was scared, but the lions and tigers were outside. I didn't have to give them any food, so I was happy.

Wednesday. I was in the Butterfly House today. There are many plants here, and I had to work in the garden. I learned about all the different butterflies.

Thursday: Today was great! I had to help the vet. We helped a lizard which wasn't very well, and we took five frogs to their new homes at the zoo.

Friday: I worked at the Children's Zoo today. I had to talk to the children about the baby goats. The baby goats were

97 I had to give the penguins some fish.
5/7

Read and choose.

<div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid #ccc; padding: 2px;">I had to / didn't have to give the penguins some fish.</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid #ccc; padding: 2px;">I had to / didn't have to clean the lion's cage.</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 2px;">I had to / didn't have to give the tigers any food.</div> </div>	<div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid #ccc; padding: 2px;">I had to / didn't have to work in the garden.</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid #ccc; padding: 2px;">I had to / didn't have to help the vet.</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 2px;">I had to / didn't have to wash the goats.</div> </div>
---	---

Practice
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dirty but I didn't have to wash them. The children washed them.

Key: (from left to right)

1 had to 2 had to 3 had to
4 had to 5 didn't have to 6 didn't have to

Screen 5



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

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

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

Note: London Zoo has a website which could be useful and is full of extra visuals:
<http://www.zsl.org/>

There are plenty of lovely photos and videos and also an area for kids' (with games):
<http://www.zsl.org/kids/>

Additional activity
 Give out the handout.

Handout 1

	
1	2
	
3	4
	
5	6

Ask students to make sentences about the pictures using *had to* / *didn't have to*. A tick

means the characters had to do it, a cross means they did not have to do it. \

- 1 I had to give the penguins some fish.
- 2 I had to help the vet.
- 3 I had to work in the garden.
- 4 I didn't have to give the tigers any food.
- 5 I didn't have to wash the goats.
- 6 I had to clean the lion's cage.

Visuals









Handout

 	 
1	2
 	 
3	4
 	 
5	6

Friends 7 Lesson 98		<i>Let's make a bird bath.</i>		Skills
Aims	Listening and reading skills	Contents	Grammar Relative clause with <i>which</i>	Visual aids as a warm-up to introduce vocabulary
	Listening to instructions		Infinitives	
	Recycling giving instructions (positive and negative)		Vocabulary Verbs: (<i>don't</i>) <i>make, take, ask, paint, find, put, watch</i>	Handout to practise / introduce vocabulary
	Words for sequencing		Sequencing words: <i>first, then, next</i>	
	Prepositions		Prepositions: <i>in, on, on the top of, into, the bottom of, under, next to, between</i>	
	Colours: <i>green, pink, purple, red, orange, yellow, brown, black</i>			
	Other: <i>Hello, like, see, them, garden, today, bird, bath, pot, mum and dad, old, which, need, they, bowl, some, glue</i> (Flyers words), <i>top, clean, stones, water, ready, can, sunny, place, those, colour, grass, usually, favourite, other, flower(s), shall, now, good, need to, letters, animal</i>			
Language Analysis				
<p>Infinitives – there are some verbs in English after which we need <i>-ing</i> forms, please see a short list below and note there are further verbs in this category: <i>Would you like to ...</i> e.g. <i>Would you like to go to the cinema?</i> <i>I want you to ...</i>e.g. <i>I want you to clean the desk.</i></p>				

I want to... e.g. I want to go to the cinema.

Shall e.g. Shall I open the window?

Can e.g. I can sing.

Need to e.g. We need to learn English.

Sequencing

When we narrate a story or give instructions it is advisable to use sequencing devices to make our instructions easier. Our interlocutor can then easily follow what should happen first and what should follow. In the lesson the following words are used as sequencing devices: *first, then, next*

Everyday English:

That looks good!

There we go!

That's it!

What about ...?

What shall I ...?

What colour ...?

Good idea.

This section is a revision from previous lessons on relative clauses:

Relative clauses are sentences introduced by one of the following pronouns: *who, which, where*. There are used to combine two sentences and make one sentences.

people	people + possession	animals, things	places
who	whose	which	where
Who is the woman <u>who</u> is standing there?	This is the boy whose father is a farmer.	This is the pencil <u>which</u> I bought yesterday.	This is the house <u>where</u> I live.

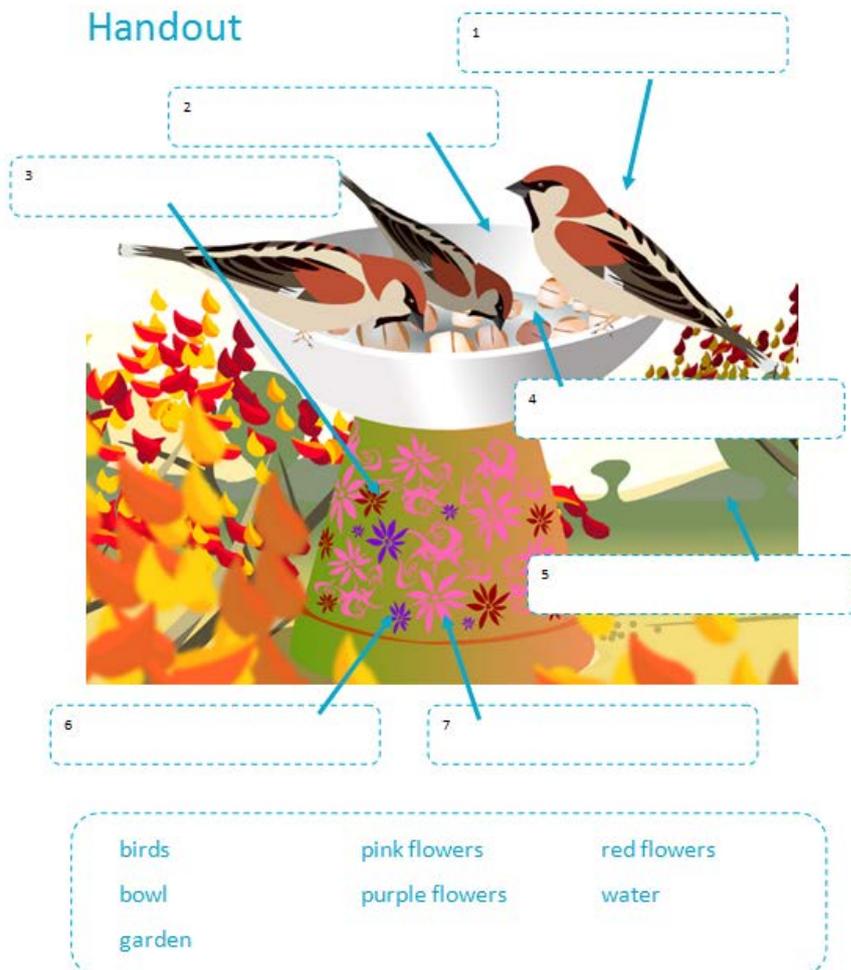
There are two types of relative clauses: restrictive, where the second sentence provides necessary information and the first sentence would mean little without the second sentence. In such sentences it is not possible to omit the relative pronoun. *This is the boy who was nice to me.* (without the second part of the sentence we do not know which boy) If, however, the second sentences provides additional information and the first sentence can live without the added information, we can omit the pronoun: *I like the bike my father gave me.* (We know which bike.)

Procedure

Warm-up Off the screens

1. Show Ss the visual aids and ask **them** to describe what they can see in the picture.
2. Give out **the** handout.

Handout



3. Ask students to write the words. In weaker groups **provide students with** the words from the box at the bottom of the handout.

You may also do this activity as a follow-up to the lesson rather than a warm-up.

Key:

1 birds 2 bowl 3 red flowers 4 water 5 garden 6 purple flowers 7 pink flowers

Screen 2

Audio:

Hello! Do you like birds? Would you like to see them in your garden? Well, today I'm making a bird bath.

First take a pot. Oh, ask your mum and dad first. You need a pot which is old. Don't take a pot which they need!

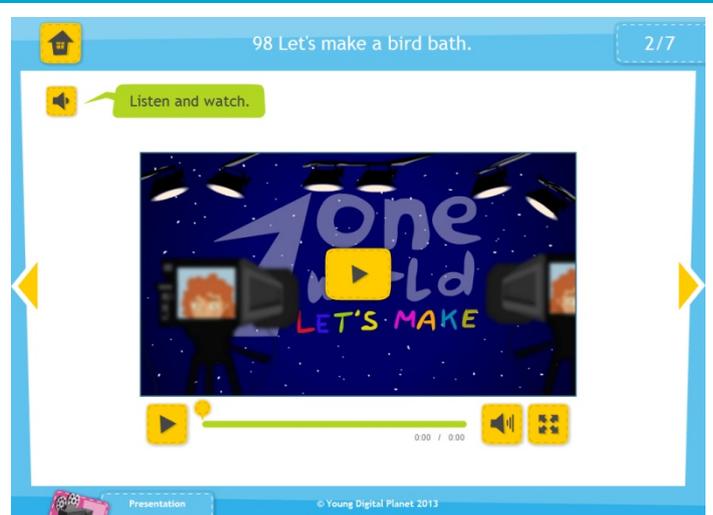
Now paint your pot. I'm painting this pot green, and I'm painting some flowers on it ... pink ... purple ...red. That looks good!

Now, find an old bowl and put some glue on it.

Next, put the bowl on the top of your pot. There we go!

Next, put some clean stones into the bottom of the bowl, and then put some water into the bowl.

That's it! Your bird bath is ready! You can put it in your garden, but don't put it in a sunny place. Now watch those birds!



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 watch it again, mute the sound and ask students to give instructions.

Screen 3



Audio 1:

First take a pot. Oh, ask your mum and dad first. You need a pot which is old. Don't take a pot which they need!



Audio 2:

Now paint your pot. I'm painting this pot green, and I'm painting some flowers on it ... pink ... purple ... red. That looks good!



Audio 3:

Now, find an old bowl and put some glue on it.



Audio 4:

Next, put the bowl on the top of your pot. There we go!



Audio 5:

Next, put some clean stones into the bottom of the bowl, and then put some water into the bowl.



Audio 6:

That's it! Your bird bath is ready! You can put it in your garden, but don't put it in a sunny place.

Key:

See pictures above (random order)

98 Let's make a bird bath.
3/7

Listen and match.

					
○	○	○	○	○	○
○	○	○	○	○	○
⏮	⏮	⏮	⏮	⏮	⏮

Practice
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✓
🔑
↺

Screen 4

Audio:

First take a pot. Oh, ask your mum and dad first. You need a pot which is old. Don't take a pot which they need! Now paint your pot. I'm painting this pot green, and I'm painting some flowers on it ... pink ... purple ...red. That looks good!

Now, find an old bowl and put some glue on it.

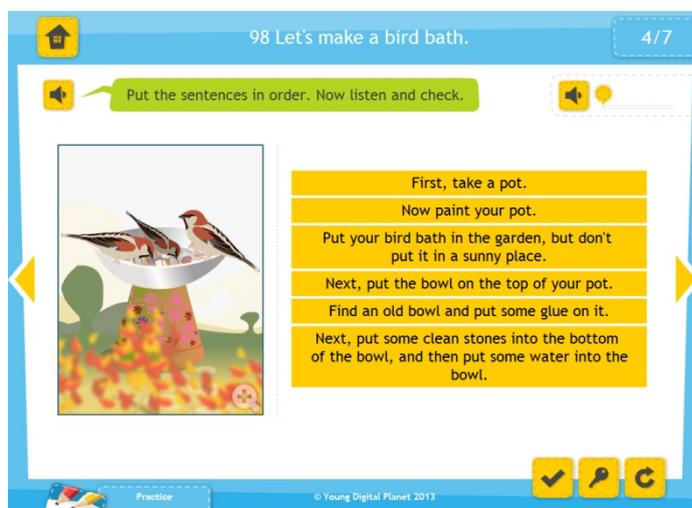
Next, put the bowl on the top of your pot. There we go!

Next, put some clean stones into the bottom of the bowl, and then put some water into the bowl.

That's it! Your bird bath is ready! You can put it in your garden, but don't put it in a sunny place.

Key: see audio above

First, take a pot.
Now paint your pot.
Find an old bowl and put some glue on it.
Next, put the bowl on the top of your pot.
Next, put some clean stones into the bottom of the bowl, and then put some water into the bowl.
Put your bird bath in the garden, but don't put it in a sunny place.

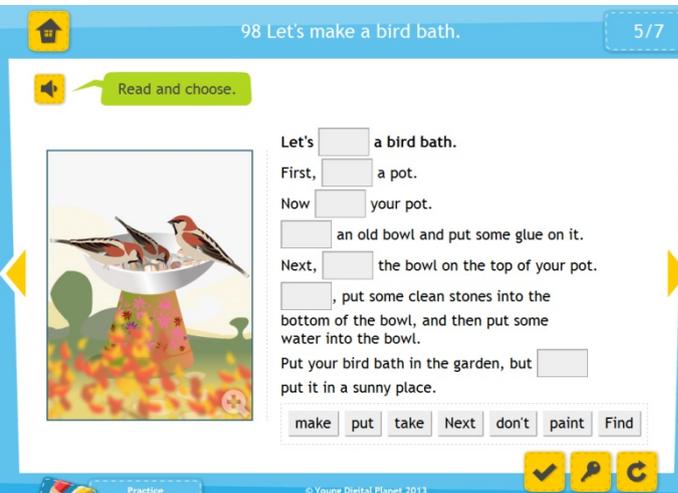


The screenshot shows a practice interface for a sequencing task. At the top, it says "98 Let's make a bird bath." and "4/7". A green instruction box says "Put the sentences in order. Now listen and check." To the left is an illustration of a bird bath on a decorated pot with two birds. To the right is a list of six sentences in yellow boxes, which are the key provided in the adjacent text. At the bottom, there are navigation icons for home, back, forward, and a "Practice" button.

Screen 5

Key:

1 make 2 take 3 paint 4 Find 5 put
6 Next 7 don't



98 Let's make a bird bath. 5/7

Read and choose.

Let's a bird bath.
First, a pot.
Now your pot.
 an old bowl and put some glue on it.
Next, the bowl on the top of your pot.
, put some clean stones into the bottom of the bowl, and then put some water into the bowl.
Put your bird bath in the garden, but put it in a sunny place.

make put take Next don't paint Find

Practice © Young Digital Planet 2013

Screen 6

Pat: Can I colour the grass pink?

Anna: Pink grass? Grass is usually green!

Pat: I know, but pink is my favourite colour.

Anna: OK! Colour the grass pink!

Pat: What about the flowers?

Anna: Colour the flower next to the grass red.

Pat: OK, the flower next to the grass is red. What about the other flowers?

Anna: Can you see the flower under the bird?

Pat: Yes.

Anna: Well, I want you to colour it purple.

Pat: Sure. What about the flower between the red and purple flowers? What shall I colour it?

Anna: What colour would you like?

Pat: I want to colour it orange.

Anna: Good idea.

Anna: Can you colour the bird now?

Pat: Of course! The animal or the letters?



98 Let's make a bird bath. 6/7

Listen and colour the picture.

BIRD BATH

Now it's your turn. Work in pairs and colour the picture.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Listen and colour' activity. The aim is to practise colours and vocabulary.

1. Look at the picture.
2. Click on the audio and listen to the dialogue.
3. Press 'Pause' after each instruction and colour the picture according to instruction.
4. Press 'pause' and listen again if you want

Anna: *The animal.*

Pat: *OK. What colour?*

Anna: *What about brown?*

Pat: *Yes, that's a good colour for a bird.*

Pat: *We need to colour the words now.*

Anna: *OK. Let's colour the letters B-I-R-D yellow.*

Pat: *Great. And what about the letters B-A-T-H? Shall I colour them black?*

Anna: *Yes!*

Key:



to, to complete the exercise.

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

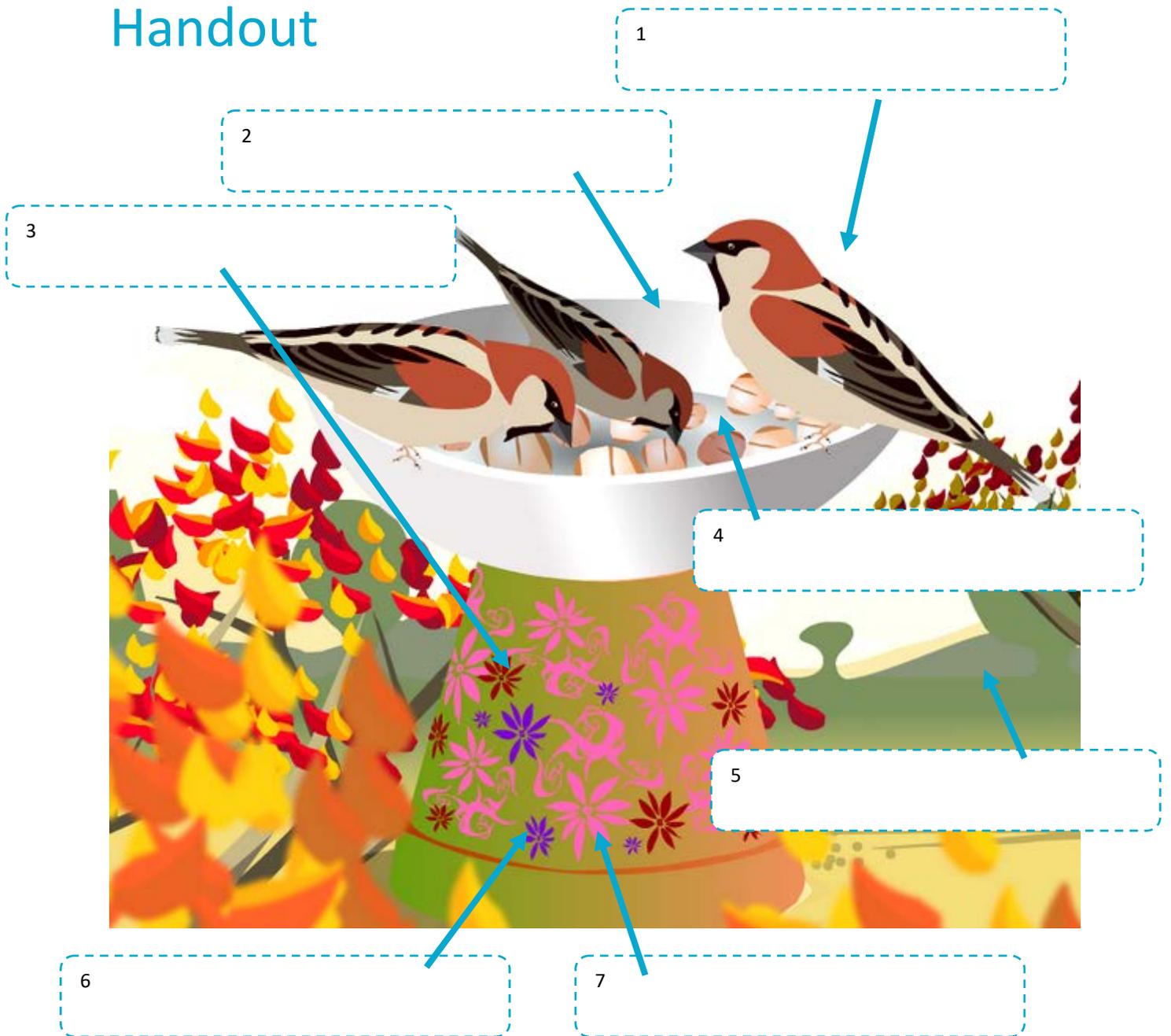
Tell students to work in pairs.

One of the students gives instructions, the other paints/draws a bird bath, then they check each other's work and swap.

Visual



Handout



- birds
- bowl
- garden
- pink flowers
- purple flowers
- red flowers
- water

Friends 7
 Lesson 99

It's the best world.

Pronunciation

Aims	Speaking skills Rhythm and stress Pronunciation of - <i>est</i> (for superlative adjectives) Recycling superlative adjectives.	Contents	Grammar Pronunciation of - <i>est</i> (for superlative adjectives) Vocabulary <i>Welcome to our world.</i> <i>It's a (very) (green) world.</i> <i>It's the (greenest) world.</i> Adjectives: <i>green, good,</i> <i>happy</i> Superlatives: <i>best, worst</i> <i>greenest, kindest, greatest,</i> <i>cleanest, quietest, loudest,</i> <i>oldest, nicest, happiest,</i> <i>funniest, sunniest, noisiest,</i> <i>dirtiest, busiest</i>	Checklist	Handout to practise superlatives
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Language Analysis

Superlative adjectives

We form superlative adjectives by adding -*est* / **ist**/ to regular adjectives e.g. *fast* – *the fastest*. We should not forget about the preceding *the*. There are also some important spelling rules to be followed. We cannot forget about e.g. *happy* – *happier* (*y* changes into *ie*).

There are also irregular adjectives and have irregular forms:

good – *the best*

bad – *the worst*

far – *the farthest* / *furthest*

little – *the least*

much/many/a lot – *the most*

Procedure

Warm-up Off the screens

1. Pre teach the phrase *green world* and have a discussion with students on what they think it means.
2. In stronger groups ask Ss what they do for the world to be green, make a list and discuss.

Screen 2

Audio:

Welcome to our world, it's a green world.

Welcome to our world, it's a very green world.

Welcome to our world, it's the greenest world.

Welcome to our world, it's a good world.

Welcome to our world, it's a very good world.

Welcome to our world, it's the best world.

Welcome to our world, it's a happy world.

Welcome to our world, it's a very happy world.

Welcome to our world, it's the happiest world.



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.

Listen to the chant and ask students to join in.

Screen 3

Audio:

Welcome to our world, it's a green world.

Welcome to our world, it's a very green world.

Welcome to our world, it's the greenest world.

Welcome to our world, it's a good world.

Welcome to our world, it's a very good world.

Welcome to our world, it's the best world.

Welcome to our world, it's a happy world.

Welcome to our world, it's a very happy world.

Welcome to our world, it's the happiest world.

Key: see above



99 It's the best world. 3/7

Listen and put the sentences in order.

a world, world, it's to green our Welcome
 to world, world, Welcome a our very it's green
 world, to greenest the world, it's Welcome our
 to it's good world, Welcome our a world.
 very our Welcome good it's to world, world, a
 Welcome best the world, it's to world, our
 our Welcome world, to it's world, a happy
 it's world, world, happy a very our Welcome to
 our world, happiest the it's Welcome world, to

Practice © Young Digital Planet 2013

Screen 4

Audio 1:

It's a kind world. It's the kindest world.

Audio 2:

It's a great world. It's the greatest world.

Audio 3:

It's a good world. It's the best world.

Audio 4:

It's a bad world. It's the worst world.

Audio 5:

It's a happy world. It's the happiest world.

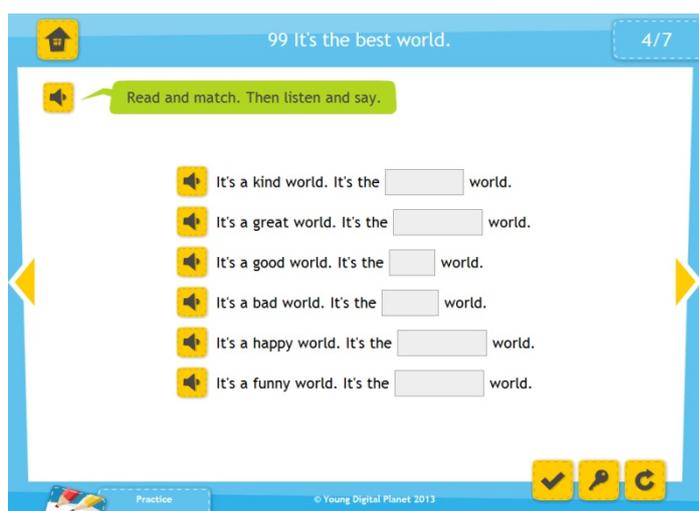
Audio 6:

It's a funny world. It's the funniest world.

Key:

1 kindest **2** greatest **3** best **4** worst

5 happiest **6** funniest



99 It's the best world. 4/7

Read and match. Then listen and say.

It's a kind world. It's the world.
 It's a great world. It's the world.
 It's a good world. It's the world.
 It's a bad world. It's the world.
 It's a happy world. It's the world.
 It's a funny world. It's the world.

Practice © Young Digital Planet 2013

Screen 5

Audio:

best, worst, greenest, kindest, greatest, cleanest, quietest, loudest, oldest, nicest, happiest, funniest, sunniest, noisiest, dirtiest, busiest

Key: N/A



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

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

Screen 6

Audio:

Welcome to our world, it's a green world.

Welcome to our world, it's a very green world.

Welcome to our world, it's the greenest world.

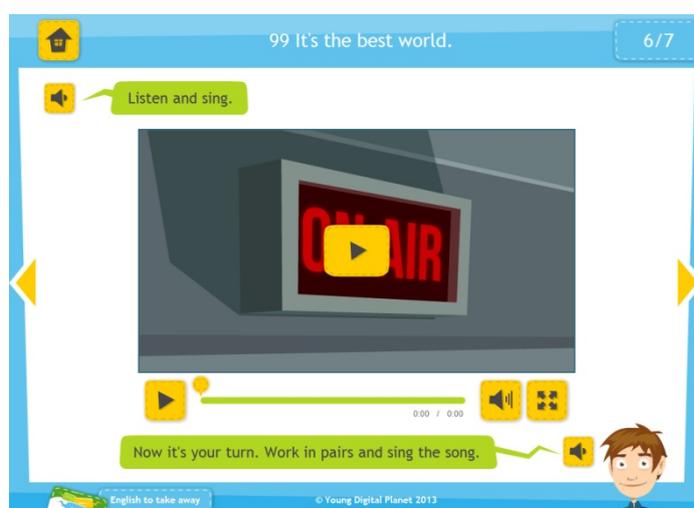
Welcome to our world, it's a good world.

Welcome to our world, it's a very good world.

Welcome to our world, it's the best world.

Welcome to our world, it's a happy world.

Welcome to our world, it's a very happy



Give the Ss these instructions for the 'Listen and

world.
Welcome to our world, it's the happiest world.

sing' activity. The aim is to practise fluency or vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the animation and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

Additional activity

Handout

Handout

1 kind _____

2 great _____

3 good _____

4 bad _____

5 happy _____

6 funny _____

Ask students to write the superlative forms of the adjectives.

You may also want them to add comparative forms.

Key: 1 the kindest 2 the greatest 3 the best 4 the worst 5 the happiest 6 the funniest

Handout

1 kind _____

2 great _____

3 good _____

4 bad _____

5 happy _____

6 funny _____

Handout

1 kind _____

2 great _____

3 good _____

4 bad _____

5 happy _____

6 funny _____

Friends 7 Lesson 100		<i>What shall we do for our next show?</i>		Skills
Aims	Integrated skills development Listening and speaking (and reading/writing) Making suggestions and planning	Contents	Vocabulary Phrases to make suggestions and plan Other: <i>our, nest, show, talk, aunt, play, guitar, sing, all, with, her, wants to, climb, highest, mountain, in, England, write, about, that, find, amazing, animal, have got, oldest, sheep, world, on, farm, know, live, sea, sharks, dolphins, make, something, sandwiches, drinks, for a picnic, have, do</i> Be quiet!	Handout for each student to introduce / revise vocabulary Checklist
Language Analysis				
Useful phrases to make suggestions and for planning: <i>What shall we do?</i> <i>I/we/you/he can ...</i> <i>What/how about ...?</i> <i>We need to ...</i> <i>Would you like to ...?</i> <i>Let's ...</i> <i>Any (more) ideas?</i> <i>Good idea!</i> <i>That sounds good!</i> <i>That's a great idea.</i> <i>I'm not sure.</i> <i>picnic /'pɪknɪk/, sheep /ʃi:p/, climb /klaɪm/, mountain /'maʊntɪn/, shark /ʃɑ:(r)k/</i>				

Procedure

Warm-up Off the screens

Handout

Give out handout and ask students to write the words for the pictures.

Handout

- 1  _____
- 2  _____
- 3  _____
- 4  _____
- 5  _____

Key:

1 picnic 2 sheep 3 climb a mountain 4 shark 5 play the guitar

Screen 2

Kim: *What shall we do for our next show?*

Lucy: *I can talk to my aunt. She plays the guitar and sings.*

Sam: *Oh, yes. We can all sing with her.*

Kim, Lucy, Alex: *Be quiet, Sam!*

Kim: *OK, so you can talk to your aunt, Lucy. What about Mr. Hill?*

Alex: *Oh, he wants to climb the highest mountain in England. He can write about that.*

Kim: *Good idea. We need to find an amazing animal. Any ideas?*

Sam: *We've got the oldest sheep in the world on our farm!*

Kim: *We know that! Any more ideas?*

Alex: *How about animals which live in*



The screenshot shows a presentation slide with a blue header containing a home icon, the title "100 What shall we do for our next show?", and a page number "2/7". Below the header is a green speech bubble with a speaker icon and the text "Listen and watch.". The main content is a video player showing a scene with four children sitting around a table with food and drinks, and a yellow robot standing next to them. The video player has a play button, a progress bar, and volume and full-screen icons. 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

England? There are sharks and dolphins in the sea.

Kim: That sounds good. Would you like to talk about sharks, Alex?

Alex: Sure!

Kim: So ... we need to make something.

Sam: I know! Let's make sandwiches and drinks for a picnic!

Kim: Mmmm. I'm not sure.

Lucy: Oh, it's a great idea. We can make the sandwiches and drinks on the show, and then we can have a picnic!

Kim: OK! Let's do it!

questions to check understanding.

Screen 3

Kim: What shall we do for our next show?

Lucy: I can talk to my aunt. She plays the guitar and sings.

Sam: Oh, yes. We can all sing with her.

Kim, Lucy, Alex: Be quiet, Sam!

Kim: OK, so you can talk to your aunt, Lucy. What about Mr. Hill?

Alex: Oh, he wants to climb the highest mountain in England. He can write about that.

Kim: Good idea. We need to find an amazing animal. Any ideas?

Sam: We've got the oldest sheep in the world on our farm!

Kim: We know that! Any more ideas?

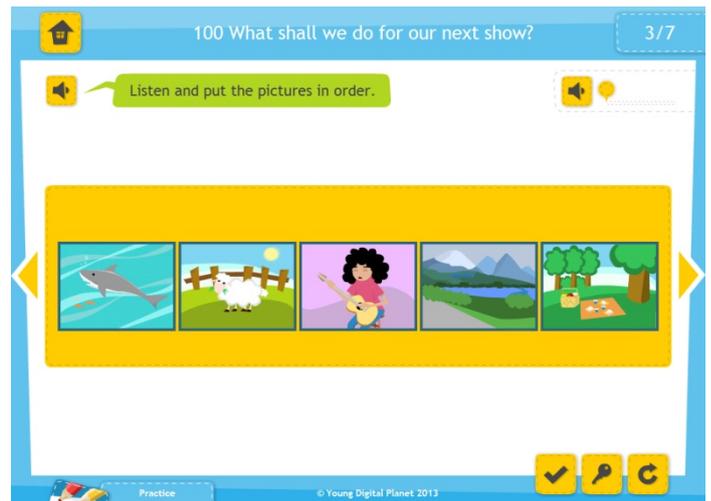
Alex: How about animals which live in England? There are sharks and dolphins in the sea.

Kim: That sounds good. Would you like to talk about sharks, Alex?

Alex: Sure!

Kim: So ... we need to make something.

Sam: I know! Let's make sandwiches and drinks for a picnic!



100 What shall we do for our next show? 3/7

Listen and put the pictures in order.

Practice © Young Digital Planet 2013

Kim: Mmmm. I'm not sure.
Lucy: Oh, it's a great idea. We can make the sandwiches and drinks on the show, and then we can have a picnic!
Kim: OK! Let's do it!

Key:



Screen 4

Kim: What shall we do for our next show?
Lucy: I can talk to my aunt. She plays the guitar and sings.
Sam: Oh, yes. We can all sing with her.
Kim, Lucy, Alex: Be quiet, Sam!
Kim: OK, so you can talk to your aunt, Lucy. What about Mr. Hill?
Alex: Oh, he wants to climb the highest mountain in England. He can write about that.
Kim: Good idea. We need to find an amazing animal. Any ideas?
Sam: We've got the oldest sheep in the world on our farm!
Kim: We know that! Any more ideas?
Alex: How about animals which live in England? There are sharks and dolphins in the sea.
Kim: That sounds good. Would you like to talk about sharks, Alex?
Alex: Sure!
Kim: So...we need to make something.
Sam: I know! Let's make sandwiches and drinks for a picnic!
Kim: Mmmm. I'm not sure.
Lucy: Oh, it's a great idea. We can make the sandwiches and drinks on the show, and then we can have a picnic!
Kim: OK! Let's do it!

Key:

100 What shall we do for our next show? 4/7

Listen and complete.

Ideas for next show
 Lucy can talk to her . She plays the and sings.
 Mr. Hill can write about the mountain in England.
 Amazing animal: can talk about sharks which live near England.
 Sam can make sandwiches and for a .

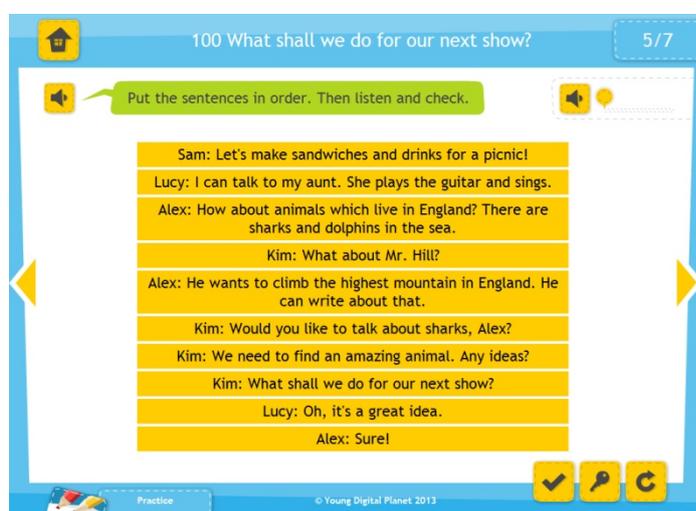
Practice © Young Digital Planet 2013

1 aunt 2 guitar 3 highest 4 Alex 5 drinks
6 picnic

Screen 5

Key: see the text

Kim: What shall we do for our next show?
Lucy: I can talk to my aunt. She plays the guitar and sings.
Kim: What about Mr. Hill?
Alex: He wants to climb the highest mountain in England. He can write about that.
Kim: We need to find an amazing animal. Any ideas?
Alex: How about animals which live in England? There are sharks and dolphins in the sea.
Kim: Would you like to talk about sharks, Alex?
Alex: Sure!
Sam: Let's make sandwiches and drinks for a picnic!
Lucy: Oh, it's a great idea.



100 What shall we do for our next show? 5/7

Put the sentences in order. Then listen and check.

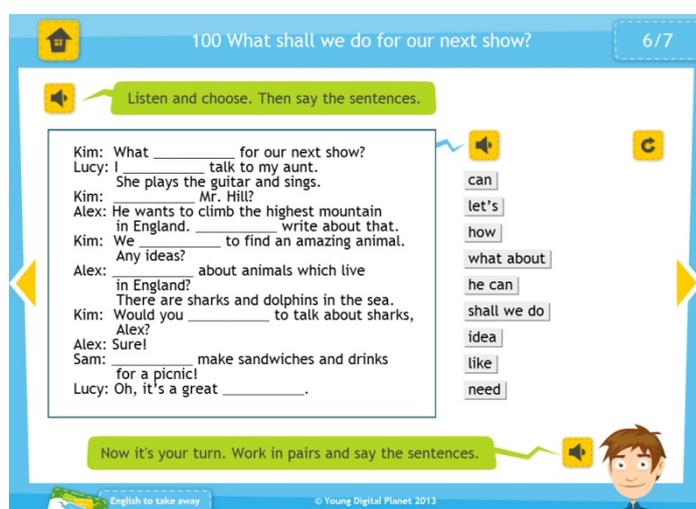
Sam: Let's make sandwiches and drinks for a picnic!
 Lucy: I can talk to my aunt. She plays the guitar and sings.
 Alex: How about animals which live in England? There are sharks and dolphins in the sea.
 Kim: What about Mr. Hill?
 Alex: He wants to climb the highest mountain in England. He can write about that.
 Kim: Would you like to talk about sharks, Alex?
 Kim: We need to find an amazing animal. Any ideas?
 Kim: What shall we do for our next show?
 Lucy: Oh, it's a great idea.
 Alex: Sure!

Practice © Young Digital Planet 2013

Screen 6

Key: see the text

Kim: What shall we do for our next show?
 Lucy: I can talk to my aunt.
 She plays the guitar and sings.
 Kim: What about Mr. Hill?
 Alex: He wants to climb the highest mountain
 in England. He can write about that.
 Kim: We need to find an amazing animal.
 Any ideas?
 Alex: How about animals which live
 in England?
 There are sharks and dolphins in the sea.
 Kim: Would you like to talk about sharks,
 Alex?
 Alex: Sure!
 Sam: Let's make sandwiches and drinks
 for a picnic!
 Lucy: Oh, it's a great idea.



100 What shall we do for our next show? 6/7

Listen and choose. Then say the sentences.

Kim: What _____ for our next show?
 Lucy: I _____ talk to my aunt.
 She plays the guitar and sings.
 Kim: _____ Mr. Hill?
 Alex: He wants to climb the highest mountain
 in England. _____ write about that.
 Kim: We _____ to find an amazing animal.
 Any ideas?
 Alex: _____ about animals which live
 in England?
 There are sharks and dolphins in the sea.
 Kim: Would you _____ to talk about sharks,
 Alex?
 Alex: Sure!
 Sam: _____ make sandwiches and drinks
 for a picnic!
 Lucy: Oh, it's a great _____.

can
let's
how
what about
he can
shall we do
idea
like
need

Now it's your turn. Work in pairs and say the sentences.

English to take away © Young Digital Planet 2013

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

1. Look at the text and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the words/phrases into the correct gap.

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 act out the dialogue.

Teachers' tip: A TV show project.

1. Children plan a TV show (it could be based on *One World*, and have a framework: an interview with somebody interesting; a report about an amazing animal; instructions for making something)
2. Children could prepare a segment of the show (in groups) and present it.
3. If possible, you could record the show.

Handout







