

Friends 7 Lesson 71		What's your address?		Vocabulary
Aims	Asking for and giving personal information	Contents	Vocabulary Personal information: revision <i>address</i> <i>email</i> <i>Questions:</i> <i>What's your name?</i> <i>How old are you?</i> <i>What's your address?</i> <i>What's your phone number?</i> <i>What's your email address?</i> <i>Can you spell that?</i> Other vocab: <i>address, age, can/can't, farm, first, help, high, street I know!, north, old, please sea, south, town, west what's next? write</i> Everyday English: <i>Wait a minute!</i>	Checklist 2 master handouts for each student to practise giving personal information
	Recycling asking for and giving personal information			
Language Analysis				
Spelling – alphabet: revision <i>age</i> /eɪdʒ/ <i>questions</i> /kwɛstʃ(ə)n/ <i>address</i> /ə'dres/ Cardinal directions: <i>north</i> /nɔː(r)θ/ <i>south</i> /saʊθ/				

east /i:st/
west /west/

Procedure

Warm-up Off the screens

Revise spelling words:

1. Give out a separate copy of Handout 1 to Student A and Student B. Remind Ss how to talk about double letters e.g. we say 'double e'.

Handout 1

STUDENT A	STUDENT B
<i>bread</i>	
<i>fish</i>	
<i>need</i>	
<i>vegetable</i>	
<i>sausage</i>	
<i>computer</i>	

STUDENT B	STUDENT A
<i>tomatoes</i>	
<i>cheese</i>	
<i>need</i>	
<i>pizza</i>	
<i>onions</i>	
<i>meat</i>	

2. Ask Ss to spell the words to their partners. They should not say the whole word. If they find it too easy, ask them to spell the words backwards.
3. Ss should write the words in the correct column.
4. When they finish ask them to compare the words with their classmates to see if they wrote them correctly.

Screen 2

Sam: Can you help me, please? I can't write.

Alex: Sure! Let's see.

Alex: So the first word is 'name'. What's your name, Sam?

Alex: Sam Bird. B-I-R-D. Right, next. Age.

Alex: 32

Sam: Hey! I'm not 32!

Alex: I know! 12.

Alex: OK, next question. What's your address? I know it's Old Farm.

Alex: What's next?

Sam: My address is Old Farm, 49, West Street, Northtown, HA6 4EK

Alex: Wait a minute!

Alex: Can you spell Northtown?

Sam: Sure! It's N-O-R-T-H-T-O-W-N

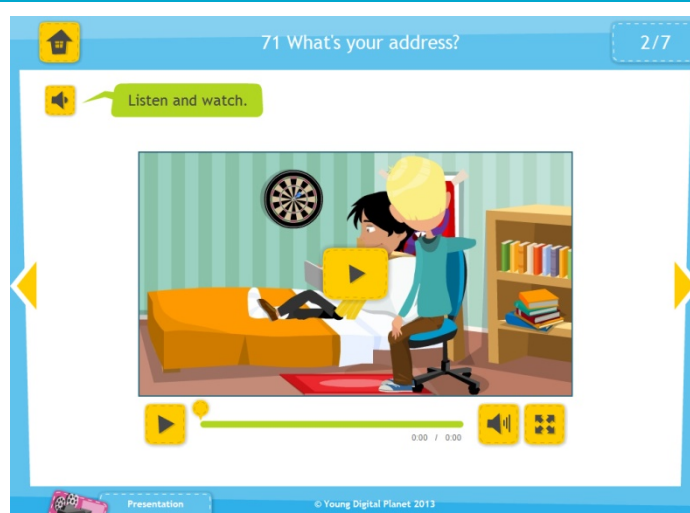
Sam: HA6 4EK.

Alex: Thank you. Now...what's your phone number?

Sam: It's 07643 32281

Alex: What's your email address?

Sam: It's sambird@oldfarm.uk



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

Screen 3

Audio 1:

Alex: *What's your name?*

Audio 2:

Sam: *Sam Bird.*

Audio 3:

Alex: *How old are you?*

Audio 4:

Sam: *I'm 12.*

Audio 5:

Alex: *What's your address?*

Audio 6:

Sam: *It's Old Farm, 49, West Street, Northtown*

Audio 7:

Alex: *What's your phone number?*

Audio 8:

Sam: *It's 07643 32281*

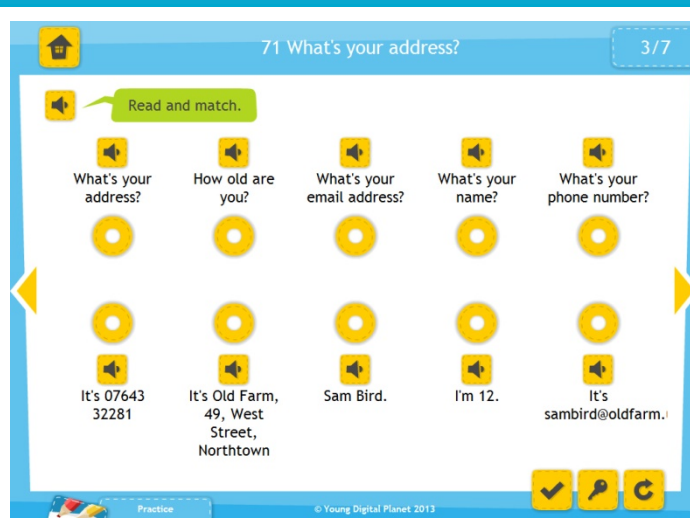
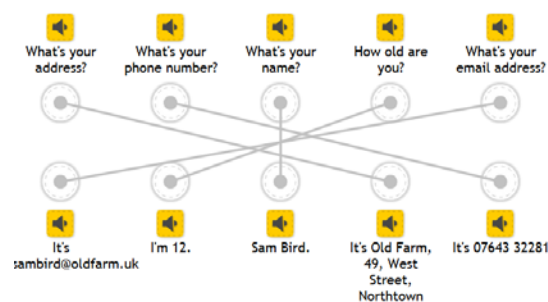
Audio 9:

Alex: *What's your email address?*

Audio 10:

It's sambird@oldfarm.uk

Key: see pictures below (random order)



Screen 4

Audio 1:

What's your name?

Audio 2:

How old are you?

Audio 3:

What's your address?

Audio 4:

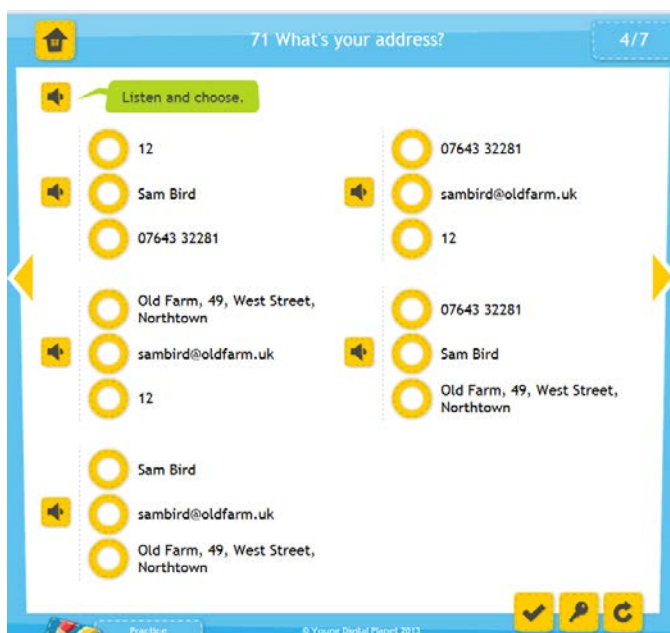
What's your phone number?

Audio 5:

What's your email address?

Key:

1 Sam Bird **2** 12 **3** Old Farm, 49, West Street, Northtown **4** 07643 32281 **5** sambird@oldfarm.uk



Screen 5

Alex: *What's your name?*

Boy: *My name's John Green.*

Alex: *How old are you?*

Boy: *I'm 11.*

Alex: *What's your address?*

Boy: *21, High Street, Southsea.*

Alex: *Can you spell Southsea please?*

Boy: *Of course, it's S-O-U-T-H-S-E-A*

Alex: *Thanks. What's your phone number?*

Boy: *It's 07643 51298*

Alex: *What's your email address?*

Boy: *It's john.green@southsea.uk*

Key:

1 Green **2** eleven **3** South Sea **4** 0764351298 **5** green, sea



Screen 6

Audio 1:

What's your name?

Audio 2:

Can you spell that please?

Audio 3:

How old are you?

Audio 4:

What's your address?

Audio 5:

What's your phone number?

Audio 6:

What's your email address?



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

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

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

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

Additional activity

Give out Handout 2, cut the profiles and the empty cards out. There are four separate profiles you can use = 2 sets.

Handout 2

NAME	Ron Brown
AGE	14
ADDRESS	35 Redwood Street
PHONE NUMBER	113 546 8957
EMAIL ADDRESS	rbrown@school.uk
NAME	Emily Grace
AGE	11
ADDRESS	10 King Street
PHONE NUMBER	151 369 1470
EMAIL ADDRESS	graceem@blog.uk
NAME	Sue Thompson
AGE	9
ADDRESS	23 Main Street
PHONE NUMBER	29 0807 7654
EMAIL ADDRESS	suepson@friday.uk
NAME	Tom Martin
AGE	9
ADDRESS	13 Victoria Street
PHONE NUMBER	20 4309 8739
EMAIL ADDRESS	tommart@umbre.uk

NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	

Put Ss in pairs, give everybody a role card and a blank card. Ask them to ask and answer questions about the profiles they have. Practise saying the questions aloud first.

What's your name?

Can you spell that please?

How old are you?

What's your address?

What's your phone number?

What's your email address?

Depending on how much time you have, get Ss to change partners and role play with a different role card.

Handout 1

STUDENT A	STUDENT B
<i>bread</i>	
<i>fish</i>	
<i>need</i>	
<i>vegetable</i>	
<i>sausage</i>	
<i>computer</i>	

STUDENT B	STUDENT A
<i>tomatoes</i>	
<i>cheese</i>	
<i>need</i>	
<i>pizza</i>	
<i>onions</i>	
<i>meat</i>	

Handout 2

NAME	Ron Brown
AGE	14
ADDRESS	35 Redhood Street
PHONE NUMBER	113 546 8957
EMAIL ADDRESS	rbrown@school.uk
NAME	Emily Grace
AGE	11
ADDRESS	10 King Street
PHONE NUMBER	151 369 1470
EMAIL ADDRESS	graceem@blog.uk
NAME	Sue Thompson
AGE	9
ADDRESS	23 Main Street
PHONE NUMBER	29 0807 7654
EMAIL ADDRESS	suepson@friday.uk
NAME	Tom Martin
AGE	9
ADDRESS	13 Victoria Street
PHONE NUMBER	20 4309 8739
EMAIL ADDRESS	tommart@umbre.uk

NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
NAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	

Friends 7 Lesson 73		This is the DVD which my friend gave me.		Grammar & Functions	
Aims	Talking about things	Contents	Grammar Relative clauses <i>which</i>	Checklist	1 master handout to practise relative clauses with <i>which</i>
	Recycling asking for and giving personal information		Vocabulary <i>address</i> <i>email</i> <i>Questions:</i> <i>What's your name?</i> <i>How old are you?</i> <i>What's your address?</i> <i>What's your phone number?</i> <i>What's your email address?</i> <i>Can you spell that?</i>		
	Recycling numbers and letters of the alphabet		Other vocabulary: <i>address, age, east, help, farm, first, north, old, south, west,</i>		
			Everyday English: <i>Wait a minute!</i>		
Language Analysis					
Relative clauses <i>who, which, where</i> We use relative clauses to give additional information and combine two sentences that could be separate but when they are together they sound better. We use <i>Who</i> to talk about people: <i>This is the family who live next door to me.</i> We use <i>which</i> to talk about things and animals. Instead of saying: <i>This is a DVD, My mum bought me this DVD</i>, we can say: <i>This is the DVD which my mum bought me.</i> We use <i>where</i> to talk about places: <i>That's the house where I live.</i> Instead of saying: <i>She's the farmer's wife. She worked on the farm.</i> we can say: <i>She's the farmer's wife who worked on the farm.</i> We use relatives pronouns to make questions, for example to ask about a picture or photo:					

Who's the man/woman? Which woman?
What did he/she do? What was her name? What about...?

Procedure

Warm-up off the screens

1. Ask two/three Ss what they got as a birthday present last time. Elicit: *My mother / father / parents gave me...* Help students with vocabulary.
2. Put Ss into pairs, ask them to discuss who gave them what for their birthday.
3. Do a class feedback when they finish.

Screen 2

Sam's mum: Hello Sam, how are you?

Sam: I'm fine.

Mum: Here you are, Sam. I've got a DVD for you.

Sam: Thanks, Mum!

Mum: You're welcome!

Alex: Hi Sam, what are you doing?

Sam: I'm watching a DVD.

Alex: Oh, what is it?

Sam: It's a DVD which my mum gave me.

Alex: Oh, what's it about?

Sam: It's about the rainforest.

Alex: Is it interesting?

Sam: No, it's boring.

Alex: Well, I've got a book for you.

Sam: Oh, that's great! Thanks, Alex!

Tony: Hello, Sam.

Sam: Hi, Tony.

Tony: You're reading a book!

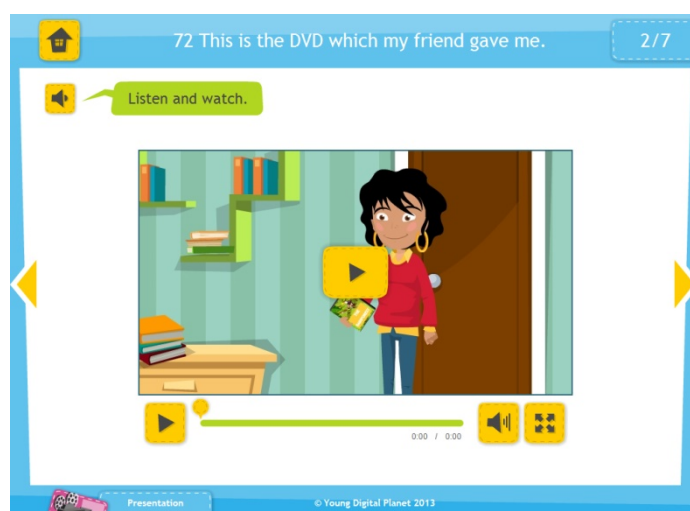
Sam: Yes. It's a book which Alex gave me.

Tony: Do you like it?

Sam: No, it's boring. It's more boring than mum's DVD!

Tony: Oh, well, what about this CD?

Sam: Oh, I want to listen to this CD.



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.

Thanks, Tony.

Lucy: Hi, Sam. What are you doing?

Sam: Hi, Lucy. I'm listening to a CD which Tony gave me. I wanted to listen to it, but I don't like it.

Lucy: Well, I've got my new computer game, Robot Pirates. We can play it!

Sam: Great!

Alex, Tony, Lucy: This game is fun!

Sam: This game is boring!

Screen 3

Sam's mum: Hello Sam, how are you?

Sam: I'm fine.

Mum: Here you are, Sam. I've got a DVD for you.

Sam: Thanks, Mum!

Mum: You're welcome!

Alex: Hi Sam, what are you doing?

Sam: I'm watching a DVD.

Alex: Oh, what is it?

Sam: It's a DVD which my mum gave me.

Alex: Oh, what's it about?

Sam: It's about the rainforest.

Alex: Is it interesting?

Sam: No, it's boring.

Alex: Well, I've got a book for you.

Sam: Oh, that's great! Thanks, Alex!

Tony: Hello, Sam.

Sam: Hi, Tony.

Tony: You're reading a book!

Sam: Yes. It's a book which Alex gave me.

Tony: Do you like it?

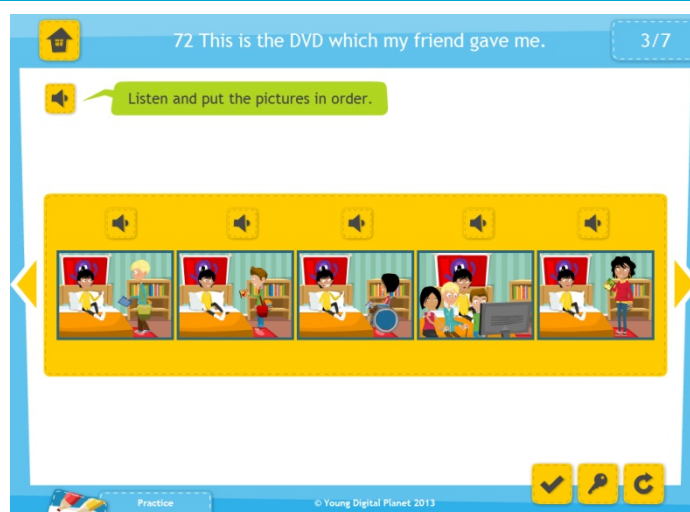
Sam: No, it's boring. It's more boring than mum's DVD!

Tony: Oh, well, what about this CD?

Sam: Oh, I want to listen to this CD. Thanks, Tony.

Lucy: Hi, Sam. What are you doing?

Sam: Hi, Lucy. I'm listening to a CD which Tony gave me. I wanted to listen



to it, but I don't like it.

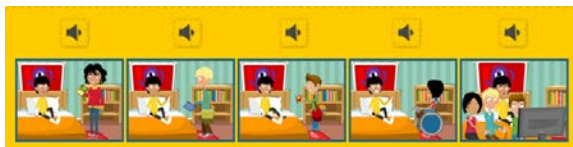
Lucy: Well, I've got my new computer game, Robot Pirates. We can play it!

Sam: Great!

Alex, Tony, Lucy: This game is fun!

Sam: This game is boring!

Key:



Screen 4

Key: (random order)



72 This is the DVD which my friend gave me.

4/7

Read and match.

This is the CD

This is the book

This is the computer game

This is the DVD

which my mum bought me.

which Tony gave me.

which Lucy gave me.

which Alex gave me.

Practice

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Screen 5

Key:

- 1 This is the DVD which my mum bought me.
- 2 This is the book which Alex gave me.
- 3 This is the CD which Tony gave me
- 4 This is the game which Lucy gave me.

Additional activity: Give out the Handout and ask Ss to complete individually then check answers in pairs.

Screen 6

Audio:

Alex: *What's this?*

Sam: *This is the DVD which my mum bought me.*

This is the CD which Tony gave me.

This is the game which Lucy gave me.

This is the book which Alex gave me.

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

1. Look at the picture and read the

	dialogue. - Click on the audio and listen to the question. Think about how to answer it. - Read and click on the answer. - Listen to the rest of the answers to the question and repeat them aloud. - Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask and answer the questions.
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Additional activity: give out the Handout

Ask students to combine the two sentences and use *which*.

Handout

- This is a computer game. Alex gave me a computer game.

- This is a CD. My mum bought me a CD.

- This is a book. Lucy gave me a book.

- This is a DVD. Tony gave me a DVD.

- There is a pizza in the kitchen. My sister bought a pizza.

- This is a book. I read this book yesterday.

- This is a sandwich. Tom made a sandwich.

- This is a car. He likes the car.

- This is a lizard. We saw the lizard in the zoo at the weekend.

- There are flowers on the table. Alex bought some flowers.

Key:

- 1** This is the computer game which Alex gave me.
- 2** This is the CD which my mum bought me.
- 3** This is the book which Lucy gave me.
- 4** This is the DVD which Tony gave me.
- 5** This is the pizza which my sister bought.
- 6** This is the book which I read yesterday.
- 7** This is the sandwich which Tom made.
- 8** This is the car which he likes.
- 9** This is the lizard which we saw in the zoo at the weekend.
- 10** These are flowers which Alex bought.

Handout

- 1 This is a computer game. Alex gave me a computer game.

- 2 This is a CD. My mum bought me a CD.

- 3 This is a book. Lucy gave me a book.

- 4 This is a DVD. Tony gave me a DVD.

- 5 There is a pizza in the kitchen. My sister bought a pizza.

- 6 This is a book. I read this book yesterday.

- 7 This is a sandwich. Tom made a sandwich.

- 8 This is a car. He likes the car.

- 9 This is a lizard. We saw the lizard in the zoo at the weekend.

- 10 There are flowers on the table. Alex bought some flowers.

Friends 7 Lesson 73		This is the girl who cleaned houses.		Grammar & Functions	
Aims	Talking about people	Contents	Grammar Relative clauses <i>who</i> (and <i>where</i>)	Checklist	2 master handouts for each student
	Recycling relative clauses with <i>where</i> (Lesson 47).		Vocabulary people: <i>boy, child/children, girl, man, mother, sister, son, wife, woman,</i> describing people: <i>glasses, short / curly hair</i>		Handout 1 to practise describing a Picture
	Recycling vocab related to people and work.		work: <i>farmer, work, nurse, hospital, teacher, school, teach,</i>		Handout 2 to practise asking questions in the past simple tense
	Recycling past tense.		Other vocabulary: <i>clothes, farm, funny, house, look at</i>		
	Recycling asking questions about other people.				
Language Analysis					
Relative clauses <i>who, which, where</i> We use relative clauses to give additional information and combine two sentences that could be separate but when they are together they sound better. We use <i>Who</i> to talk about people: <i>This is the family who live next door to me.</i> We use <i>which</i> to talk about things and animals: Instead of saying: <i>This is a DVD, My mum bought me this DVD,</i> we can say: <i>This is the DVD which my mum bought me.</i> We use <i>where</i> to talk about places: <i>That's the house where I live.</i> Instead of saying: <i>She's the farmer's wife. She worked on the farm.</i> we can say: <i>She's the farmer's wife who worked on the farm.</i> We use relatives pronouns to make questions, for example to ask about a picture or photo: <i>Who's the man/woman? Which woman?</i> <i>What did he/she do? What was her name? What about...?</i> Note: when you talk about pictures/photos use ... <u>in</u> the picture / in the photo (not on, at etc.)					

Procedure

Warm-up Off the screens

1. Practise vocabulary for the lesson:
2. Give out Handout 1

Handout 1



man	farmer's wife	girl
farmer	woman with short curly hair	didn't go to school
work	teacher	cleaned houses
old farm	sister	farmer's son
woman	old school	clothes

3. Ask Ss to describe the picture.
4. Put them into pairs or small groups.
5. Ss talk about the picture and use the past simple tense as this is a photo album from the past e.g. *He was a farmer*. Use the prompts provided in the box in weaker groups. In stronger groups you can just give out the picture. Tell Ss to guess who the people were and what they did.
6. Do a class feedback. Tell Ss they are going to see the photo in the lesson so it is important to check whether they guessed who the people were and what they did.

Screen 2

Alex: *Who's the man?*

Kim: *Let's see. Oh, he was John West, a farmer. He worked on Old Farm!*

Sam gasps: *Oh, that's where I live!*

Sam: *And who's the woman next to him?*

Kim: *She's Mary West. She's the farmer's wife who worked on the farm too.*

Sam: *What about the woman with the short, curly hair? What did she do?*

Kim: *Let's see. Oh, she was called Vicky West. She was a teacher. She was Mr West's sister too.*

Alex: *Did she teach at our school?*

Kim: *Yes, she did! It's an old school!*

Sam: *And what about this girl, Sally West? Did she go to our school?*

Kim: *No, she didn't. She didn't go to school because she worked.*

Sam: *What did she do?*

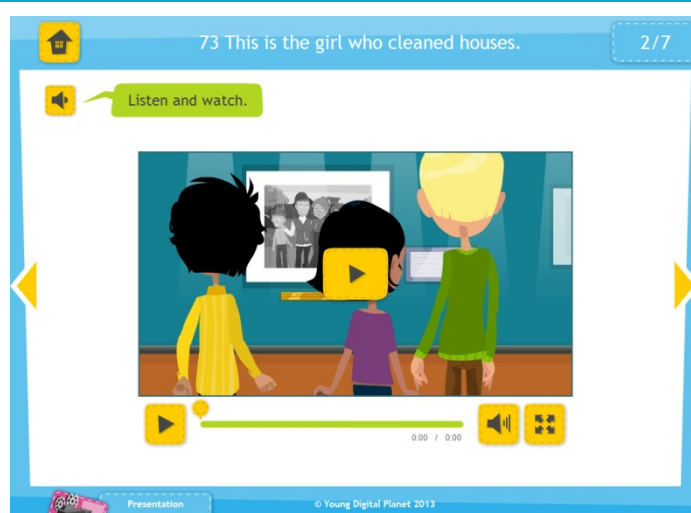
Kim: *She cleaned houses.*

Alex: *Who's the boy next to the farmer?*

Kim: *He's the farmer's son Jack who went to our school.*

Alex: *Look at his clothes. Aren't they funny?*

Kim: *Your clothes are funny too!*



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.

Additional activity:

1 Give out Handout 2:

Handout 2

1 He worked on Old Farm!

Where _____

2 She was called Vicky West.

What _____

3 She was a teacher.

What _____

4 She taught at our school.

Where _____

5 She didn't go to school because she worked.

Why _____

6 She cleaned houses.

What _____

2 Ask Ss to write the questions to match the answers.

Key:

1 Where did he work? 2 What was her name? 3 What did she do? / What was her job?

4 Where did she teach? 5 Why didn't she go to school? 6 What did she do? / What did she clean?

Screen 3

Alex: Who's the man?

Kim: Let's see. Oh, he was John West, a farmer. He worked on Old Farm!

Sam gasps: Oh, that's where I live!

Sam: And who's the woman next to him?

Kim: She's Mary West. She's the farmer's wife who worked on the farm too.

Sam: What about the woman with the short, curly hair? What did she do?

Kim: Let's see. Oh, she was called Vicky West. She was a teacher. She was Mr West's sister too.

Alex: Did she teach at our school?

Kim: Yes, she did! It's an old school!

Sam: And what about this girl, Sally



West? Did she go to our school?

Kim: No, she didn't. She didn't go to school because she worked.

Sam: What did she do?

Kim: She cleaned houses.

Alex: Who's the boy next to the farmer?

Kim: He's the farmer's son Jack who went to our school.

Alex: Look at his clothes. Aren't they funny?

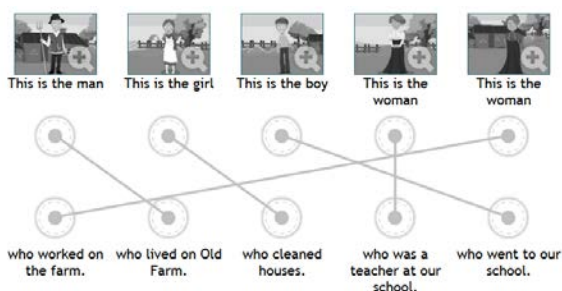
Kim: Your clothes are funny too!

Key: (from left to right)

1 John West **2** Mary West **3** Vicky West
4 Sally West **5** Jack West

Screen 4

Key: random order



This is the man This is the girl This is the boy This is the woman This is the woman

who worked on the farm. who lived on Old Farm. who cleaned houses. who was a teacher at our school. who went to our school.

73 This is the girl who cleaned houses. 4/7

Read and complete.



This is the woman This is the girl This is the boy This is the woman This is the man

who lived on Old Farm. who was a teacher at our school. who worked on the farm. who went to our school. who cleaned houses.

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Screen 5

Key: (from left to right)

1 lived **2** worked **3** was **4** cleaned
5 went



73 This is the girl who cleaned houses. 5/7

Read and complete.

This is the man who on Old Farm.

This is the woman who on the farm.

This is the woman who a teacher at our school.

This is the girl who houses.

This is the boy who to our school.

Practice © Young Digital Planet 2013

Screen 6

Audio:

Who's John?

Who's Mary?

Who's Vicky?

Who's Sally? Who's Jack?

This is the man who lived on Old Farm.

This is the woman who worked on the farm.

This is the woman who was a teacher at our school.

This is the girl who cleaned houses.

This is the boy who went to our school.



73 This is the girl who cleaned houses. 6/7

Listen and say.

Who's John?

This is the man who lived on Old Farm.

John West

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

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the question. Think about how to answer it.
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.
5. Ask and answer the other questions in

	the same way. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask and answer the questions. Extension activity: Tell Ss to ask their parents to let them bring a photo from home showing older members of their family such as grandparents and aunts and uncles. Get them to ask and answer questions about the people in the photos. Remind Ss to use the relative clause structure they have learned.
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Handout 1



man
farmer
work
old farm
woman
farmer's wife

woman with short
curly hair
teacher
sister
old school
girl

didn't go to school
cleaned houses
farmer's son
clothes

Handout 2

1 *He worked on Old Farm!*

Where _____

2 *She was called Vicky West.*

What _____

3 *She was a teacher.*

What _____

4 *She taught at our school.*

Where _____

5 *She didn't go to school because she worked.*

Why _____

6 *She cleaned houses.*

What _____

Friends 7 Lesson 74		Many kings and queens lived here.		Skills	
Aims	Integrated skills development	Contents	Grammar Recycling relative clauses Relative clauses: <i>who, which, where</i> Past/present tense Past verbs: <i>cooked, gave, had, lived; was; were</i> Vocabulary <i>beautiful, big, come, daughter, drink, England, famous, flowers, food, garden, house, king, kitchen, London, old, park, people, pond, queen, river, see, tree, ugly, water, wife, year</i>	Checklist	2 master handouts
	Developing reading skills (reading a longer text); listening for specific information		Handout 1 for each student to practise relative clauses		
			Handout 2 to do a project (pairs or small groups). Alternatively, ask Ss to bring a big piece of paper per groups, markers, photos of Hampton Court and some additional materials for the project work.		
Language Analysis					
Relative clauses are sentences introduced by one of the following pronouns: <i>who, which, where</i> . We use them to combine two sentences into one.					
people		people + possession		animals, things	
who		whose		which	
The woman <u>who</u> is standing there is Jane.		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: defining relative clause in which the second part of the sentence provides additional or 'defining' information about the first part of the sentence. In this type of relative clause it is not possible to omit the relative pronoun. <i>This</i>					

is the boy who was nice to me. (without the second part of the sentence we do not know which boy the speaker means).

However, if the second part of the sentence provides additional information about the first part of the sentence but it is not essential and the sentence is complete without the added information, we can omit the pronoun: *I like the bike my father gave me.* (We know which bike).

Pronunciation

court /kɔː(r)t/

daughter /'dɔːtə(r)/

famous /'feɪməs/

king /kɪŋ/

London /'lʌndən/

palace /'pæləs/

queen /kwiːn/

Procedure

Warm-up off the screens

1. As homework for the lesson ask the Ss to find out about Hampton Palace (online or in books or magazines). Ask Ss to bring some photos and prepare for a project work they will do at the end of the lesson.
2. Revise relative clauses:
3. Give out Handout 1
4. Ask students to combine the sentences using relative pronouns: *who*, *which* and *where*.

Handout 1

- 1 He is the king. He lived the palace.

This is the _____

- 2 This is the kitchen. People cooked food there.

This is the _____

- 3 These are the gardens. The gardens have many flowers.

This is the _____

- 4 This is the queen's daughter. She was queen for 45 years.

This is the _____

- 5 This is a girl. She is my cousin.

This is the _____

- 6 This is a shop. I bought my bag in the shop.

This is the _____

- 7 This is the book. Sam gave me a book.

This is the _____

- 8 This is the hospital. My mother works in the hospital.

This is the _____

- 9 This is the farmer. He works in the fields.

This is the _____

- 10 This is the palace. Many kings and queens lived there.

This is the _____

Key:

- 1 This is the king who lived in the palace.
- 2 This is the kitchen where people cooked food.
- 3 These are the gardens which have many flowers.
- 4 This is the queen's daughter who was queen for 45 years.
- 5 This is a girl who is my cousin.
- 6 This is the shop where I bought my bag.
- 7 This is the book which Sam gave me.
- 8 This is the hospital where my mother works.
- 9 This is the farmer who works in the fields.
- 10 This is the palace where many kings and queens lived.

Screen 2

Audio:

Hampton Court Palace is a big house near London. It is more than 600 years old. Many kings and queens lived here. The most famous king who lived here is King Henry VIII. The King and his wife had a daughter, Elizabeth. Elizabeth was the queen of England for 45 years.

King Henry VIII

Elizabeth, who was the queen of England for 45 years.

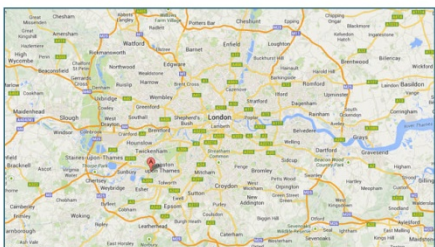
Many people now come to see Hampton Court Palace. There are 1000 rooms inside.

The big kitchen is where people cooked food for 600 people every day.

The palace has beautiful gardens and a park which has many flowers, trees and ponds.

74 Many kings and queens lived here.
2/7

Listen and watch.



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

Screen 3

Audio:

Hampton Court Palace is a big house near London. It is more than 600 years old. Many kings and queens lived here. The most famous king who lived here is King Henry VIII. The King and his wife had a daughter, Elizabeth. Elizabeth was the queen of England for 45 years.

King Henry VIII

Elizabeth, who was the queen of England for 45 years.

74 Many kings and queens lived here.
3/7

Read and match.



These are the gardens



This is the king



This is the king's daughter



This is the palace



This is the kitchen

who lived in the palace.

which have many flowers, trees and ponds.

who was queen for 45 years.

where many kings and queens lived.

where people cooked food for 600 people every day.

Practice
© Young Digital Planet 2013

Many people now come to see Hampton Court Palace. There are 1000 rooms inside.

The big kitchen is where people cooked food for 600 people every day.

The palace has beautiful gardens and a park which has many flowers, trees and ponds.

Key: (random order)



This is the kitchen



This is the king's daughter



This is the palace



This is the king



These are the gardens



which have many where many kings where people who was queen who lived in the
flowers, trees and queens lived. cooked food for 600 people every day. for 45 years. palace.

Screen 3

Key:

1 queens 2 famous 3 daughter 4 inside
5 kitchen 6 park



74 Many kings and queens lived here.

4/7



Listen and complete.



Hampton Court Palace

Hampton Court Palace is a big house near London. It is more than 600 years old.

Many kings and lived here.

The most king who lived here is King Henry VIII.

The King and his wife had a , Elizabeth. Elizabeth was the queen of England for 45 years.

Many people now come to see Hampton Court Palace. There are 1000 rooms .

The big is where people cooked food for 600 people every day.

The palace has beautiful gardens and a which has many flowers, trees and ponds.





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Screen 4

Key:

1 more 2 who 3 was 4 are 5 where
6 which



74 Many kings and queens lived here. 5/7

Read and choose.

Hampton Court Palace

Hampton Court Palace is a big house near London. It is / than 600 years old. Many kings and queens lived here. The most famous king / lived here is King Henry VIII. The King and his wife had a daughter, Elizabeth. Elizabeth / the queen of England for 45 years. Many people now come to see Hampton Court Palace. There / 1000 rooms inside. The big kitchen is / gave food and drink every day to 600 people. The palace has beautiful gardens and a park / has many flowers, trees and ponds.

Practice © Young Digital Planet 2013

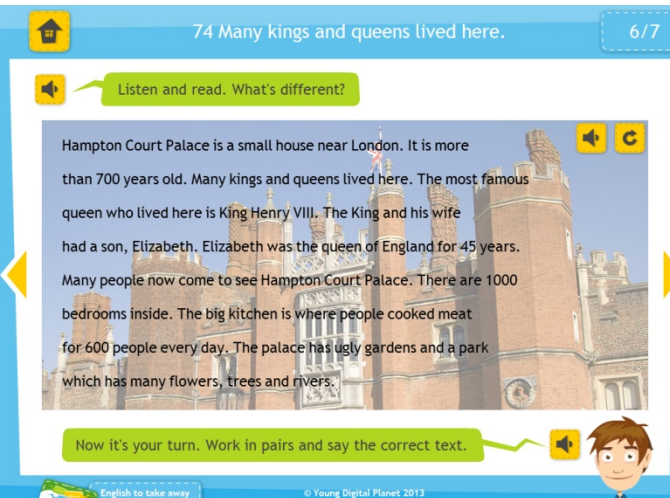
Screen 5

Audio:

Hampton Court Palace is a big house near London. It is more than 600 years old. Many kings and queens lived here. The most famous king who lived here is King Henry VIII. The King and his wife had a daughter, Elizabeth. Elizabeth was the queen of England for 45 years.

Many people now come to see Hampton Court Palace. There are 1000 rooms inside. The big kitchen is where people cooked food for 600 people every day.

The palace has beautiful gardens and a park which has many flowers, trees and ponds.



74 Many kings and queens lived here. 6/7

Listen and read. What's different?

Hampton Court Palace is a small house near London. It is more than 700 years old. Many kings and queens lived here. The most famous queen who lived here is King Henry VIII. The King and his wife had a son, Elizabeth was the queen of England for 45 years. Many people now come to see Hampton Court Palace. There are 1000 bedrooms inside. The big kitchen is where people cooked meat for 600 people every day. The palace has ugly gardens and a park which has many flowers, trees and rivers.

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

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Listen and read activity. The aim is to practise describing a place.

1. Look at the picture and read the description.
2. Click on the audio and listen.
3. Find differences between the written and recorded text.
4. Repeat as many times as you want to.



Hampton Court Palace is a **small** (**big**) house near London. It is more than **700** (**600**) years old. Many kings and queens lived here. The most famous queen (**king**) who lived here is King Henry VIII. The King and his wife had a son (**daughter**). Elizabeth. Elizabeth was the queen of England for 45 years. Many people now come to see Hampton Court Palace. There are 1000 bedrooms (**rooms**) inside. The big kitchen is where people cooked meat (**food**) for 600 people every day. The palace has **only** (**beautiful**) gardens and a park which has many flowers, trees and rivers (**ponds**).

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

Tell Ss to work in pairs and say the correct text.

As an extension, ask Ss to work in pairs and take it in turns to be A or B. Student A should read the text and change five words, for example names, numbers, adjectives or nouns. They will need some time to prepare this.

Ask Student A to then read their changed text aloud, and Student B must listen out for differences. When they hear a different word, they can write it down and tell their partner which words are different.

Also: Use this unit as an opportunity to show pictures of Hampton Court Palace, and to talk about historical places in the UK. If you assigned homework and Ss brought the photos of Hampton court you may do the project work.

Use Handout 2 for project work or big sheets of paper if possible so that Ss' work can be displayed on the walls. In stronger groups there might be other interesting places in the UK students may want to do the project about.

Give out the handout and ask Ss to work in pairs and groups Tell them to write about the palace using the prompts in the box. In stronger groups they may be able to do it without the prompts:

Handout 2

Hampton Court Palace



Hampton Court Palace is

a big house

London

600 years old

many kings

King Henry VIII

Elisabeth

45 years

1000 rooms

600 people

gardens

many flowers, trees and ponds

Handout 1

- 1 He is the king. He lived the palace.

This is the _____

- 2 This is the kitchen. People cooked food there.

This is the _____

- 3 These are the gardens. The gardens have many flowers.

This is the _____

- 4 This is the queen's daughter. She was queen for 45 years.

This is the _____

- 5 This is a girl. She is my cousin.

This is the _____

- 6 This is a shop. I bought my bag in the shop.

This is the _____

- 7 This is the book. Sam gave me a book.

This is the _____

- 8 This is the hospital. My mother works in the hospital.

This is the _____

- 9 This is the farmer. He works in the fields.

This is the _____

- 10 This is the palace. Many kings and queens lived there.

This is the _____

Handout 2

Hampton Court Palace



Hampton Court Palace is

a big house

King Henry viii

600 people

London

Elisabeth

gardens

600 years old

45 years

a lot of flowers, trees and
ponds

a lot of kings

1000 rooms

Friends 7 Lesson 75		Where's the library?		Vocabulary	
Aims	Describing your house	Contents	Vocabulary Rooms and furniture: balcony, bathroom, bedroom, dining room, door, house, kitchen, library	Checklist	3 master handouts for each student to practise rooms in the house and talking about the house
	Asking about and giving the location of rooms in a house		Location: <i>basement, behind, downstairs, next to, upstairs, top/ground floor,</i>		Handout 1 and 2 to practise names of the rooms
	Recycling rooms of a house		Other vocabulary: <i>want, see, old, books, all, look, think, big, don't like, very much, lots of, spiders, here, silly, fine, go, feel, scared, cold, amazing</i>		Handout 3 – to practise describing a house – drawing where rooms are
	Recycling words related to location (<i>next to, upstairs, downstairs, top/ground floor, basement</i>)		Everyday English: <i>I don't know. Let's..Shall we...? Don't... What a/an...!</i>		
Language Analysis					
<i>Let's look!</i> (= <i>Let us look</i>) – is used to suggest we should look at something or look for something <i>Shall we see?</i> – is used to suggest something, <i>shall</i> + we + verb Wh- Question forms: <i>Where's the...?</i> <i>Which room...?</i> <i>What's behind...?</i> Prepositions <i>on the ground floor</i> <i>in the basement</i>					

Procedure

Warm-up Off the screens

Revise talking about location of objects, take an object you have in the classroom e.g. a book and place it in different places in front of Ss, then elicit a sentence stating where it is: *It's on the table, It's under the table, It's behind the table, It's in front of the table*, then draw stairs on the board and elicit *upstairs* and *downstairs*.

Screen 2

Alex: *Where's the library? I want to see all the old books.*

Kim: *I don't know. Let's look.*

Kim: *Are we on the ground floor now?*

Alex: *Yes, we are.*

Kim: *OK, I think the library's behind this big, old door here.*

Alex: *Shall we see?*

Kim: *Yes.*

Alex: *I don't like this library very much. I think there are lots of spiders here.*

Kim: *Don't be silly, Alex. It's fine. Which room is behind this door?*

Kim: *Let's see.*

Kim: *It's the dining room. Let's go and look.*

Alex: *What's behind that door?*

Kim: *Shall we go downstairs and see?*

Alex: *I don't want to go down to the basement. I'm scared.*

Kim: *It's OK, Alex. It's just an old house.*

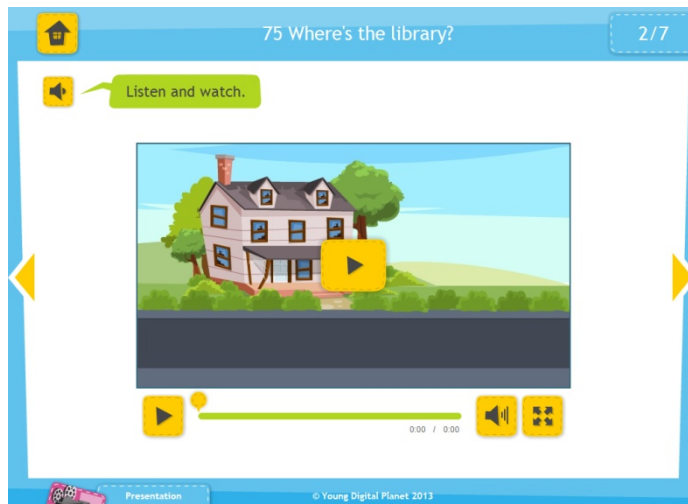
Kim: *It's the kitchen. Do you want to see?*

Alex: *No, it's cold here. I want to go upstairs. Let's go and see the bedrooms. They're on the top floor.*

Kim: *What an amazing bedroom! And look at that big balcony.*

Alex: *Which room is next to this bedroom?*

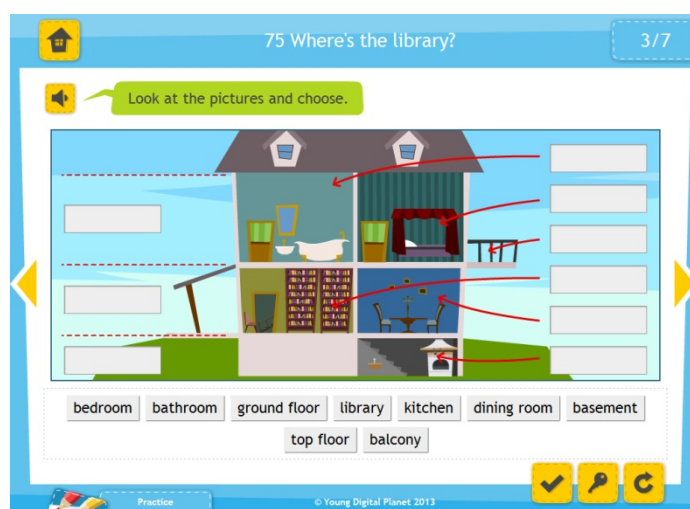
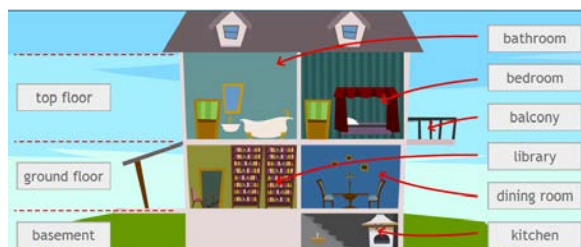
Kim: *It's a bathroom.*



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:



Additional activity: Handout 1.

Screen 4

Audio 1:

Alex: Where's the dining room?

Kim: It's on the ground floor. It's next to the library.

Audio 2:

Alex: Where's the kitchen?

Kim: It's on the top floor.

Audio 3:

Alex: Where's the bedroom?

Kim: It's on the top floor.

Audio 4:

Alex: Where's the balcony?

Kim: It's in the library.

Audio 5:

Alex: Where's the bathroom?

Kim: It's next to the bedroom.

Audio 6:

Alex: Where's the library?

Kim: It's in the basement.

Key:

1 True 2 False 3 True 4 False 5 True 6 False



Additional activity: Handout 2.

Screen 5

Key:

1 ground 2 dining 3 library 4 downstairs
5 basement 6 balcony
7 bathroom 8 top

75 Where's the library? 5/7

Read and choose.

This house has got a library. It's on the floor. There is a room next to the , and the kitchen is . It's in the . Upstairs there is a bedroom with a big . Next to the bedroom there is a . The bedroom and the bathroom are on the floor.

balcony ground downstairs basement library top bathroom dining

Practice © Young Digital Planet 2013

Screen 6

Audio:

Where's the kitchen?

The kitchen's downstairs. It is in the basement. It's next to the bathroom.

Where's the bathroom?

The bathroom is downstairs. It's in the basement. It's next to the kitchen.

Where's the dining room?

The dining room is on the ground floor.

Where's the bedroom?

The bedroom is upstairs. It's on the top floor. It's next to the library.

Where's the library?

The library is upstairs. It's on the top floor. It's next to the bedroom.

Where's the balcony?

The balcony is in the library.

75 Where's the library? 6/7

Look at the picture and answer the questions.

Where's the kitchen?
Where's the bathroom?
Where's the dining room?
Where's the bedroom?
Where's the library?
Where's the balcony?

Now it's your turn. Work in pairs. Ask questions with words you know.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the Look at the picture activity. The aim is to practise natural questions and answers about locating rooms in a house.

1. Look at the picture.
2. Click on the audio listen to the question. Think about how to answer it.
3. Answer the question so it is true about the house in the picture. You can press 'pause' at any time and listen again.
4. Find the room, click the audio and listen

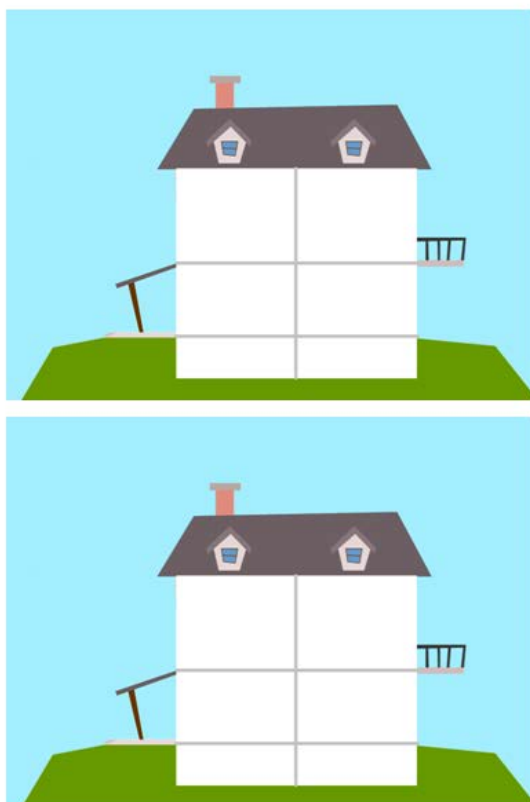
to the answer to see if your answer was correct.

5. Repeat with each question.
6. Listen again and repeat the questions and answers.

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

Additional activity: Give out Handout 3.

Handout 3



1. Ask Ss to draw a house and put the rooms where they want.
2. Tell them to work in pairs and take it in turns to ask and answer questions about their houses.
3. Tell Ss draw rooms in the second house in Handout 3, according to what their partner tells them.
4. At the end Ss compare their pictures to see if what they drew is correct.

Additional activities

Give out Handout 1 and ask Ss to put the letters in the correct order and write the names of the rooms.

Handout 1

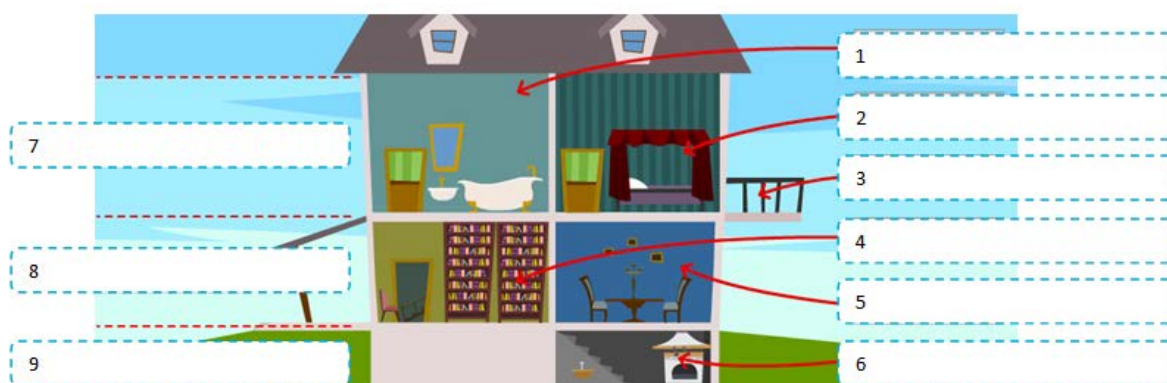
- | | |
|----------------|-------|
| 1 Iriabry | _____ |
| 2 ingdin orom | _____ |
| 3 ckitenh | _____ |
| 4 oobrmed | _____ |
| 5 bcolnay | _____ |
| 6 rbaomtho | _____ |
| 7 embenast | _____ |
| 8 ungrod oflro | _____ |
| 9 opt forlo | _____ |

Key:

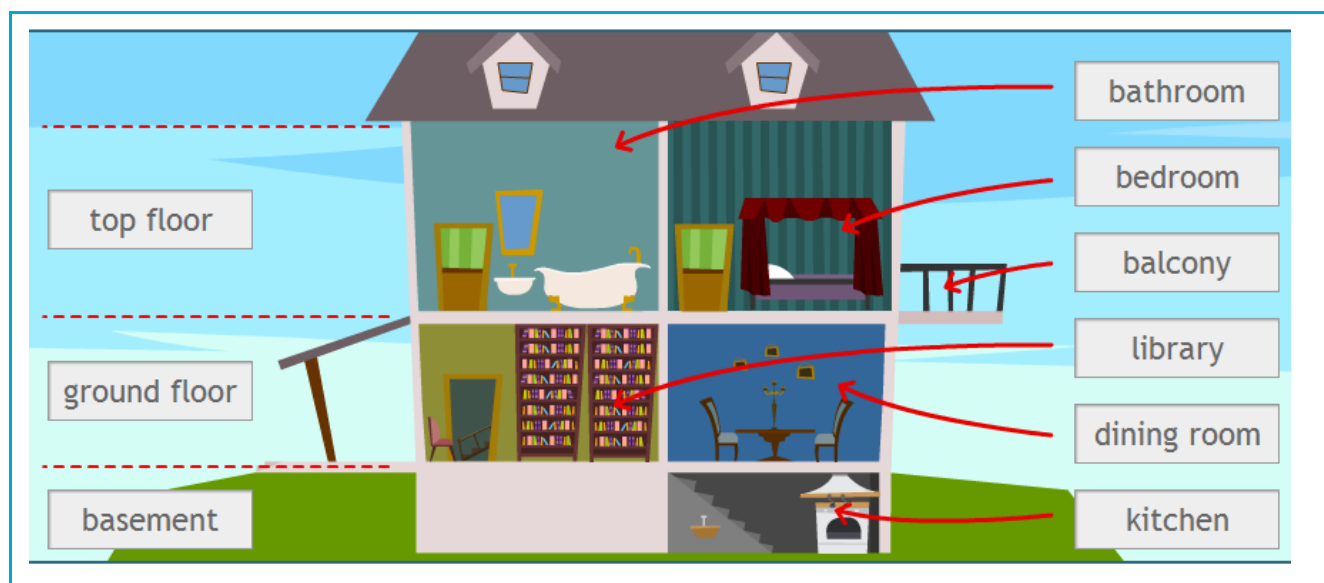
1 library 2 dining room 3 kitchen 4 bedroom 5 balcony 6 bathroom 7 basement
8 ground floor 9 top floor

Give out Handout 2

Handout 2



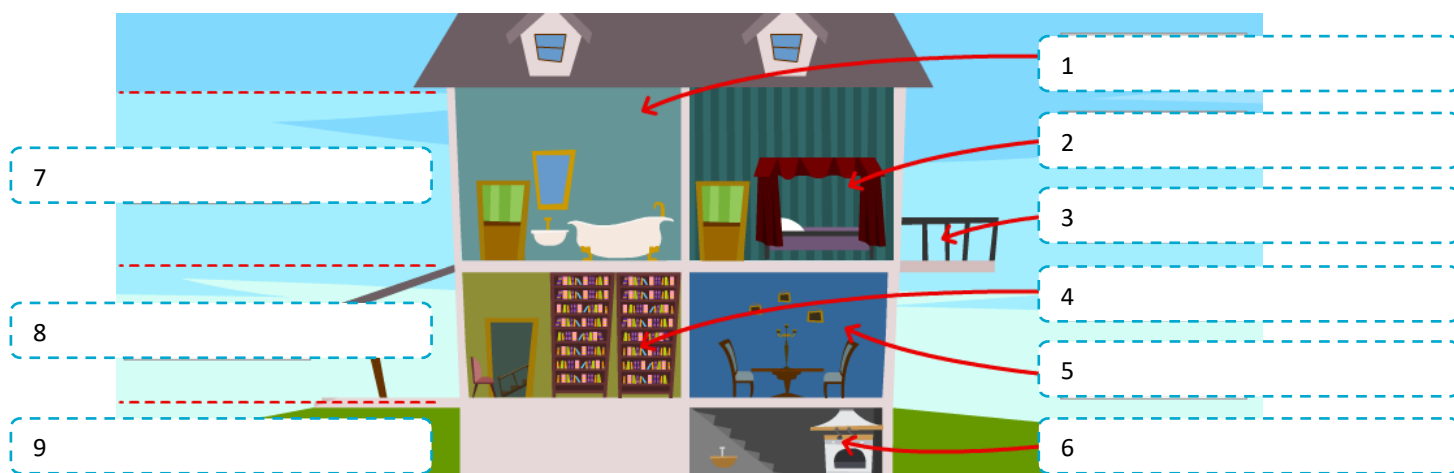
Ask students to name the rooms. In weaker groups ask them to use the words from Handout 1 to check the spelling.



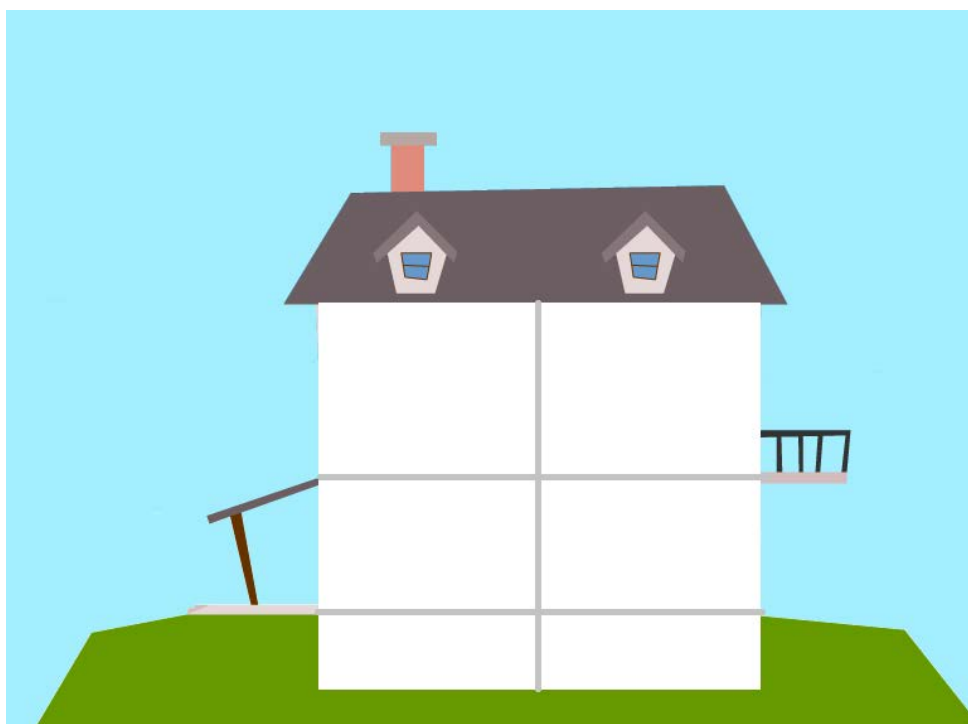
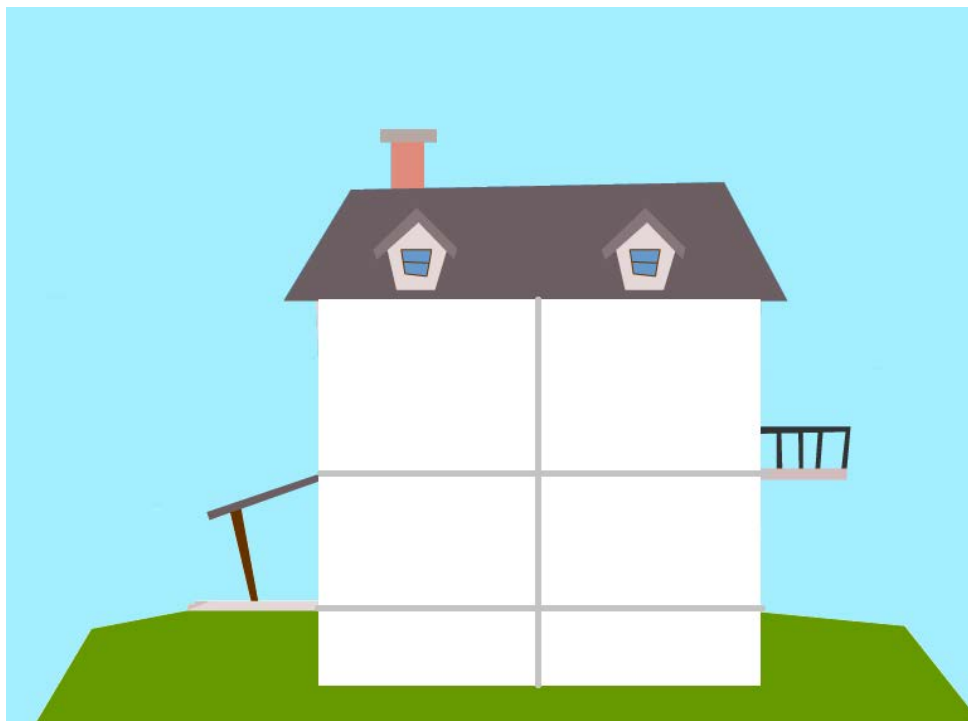
Handout 1

- 1 Iriabry _____
- 2 ingdin orom _____
- 3 ckitenh _____
- 4 oobrmed _____
- 5 bcolnay _____
- 6 rbaomtho _____
- 7 embenast _____
- 8 ungrod oflro _____
- 9 opt forlo _____

Handout 2



Handout 3



Friends 7 Lesson 76		There's clock on the wall.		Grammar & Functions	
Aims	Describing your room	Contents	Grammar <i>a/some</i> <i>there is/are</i>	Checklist	2 master handouts for each student
	Talking about the location of objects in a room.		Vocabulary House: <i>bed, clock, door, floor, lamp mat, mirror, painting, room, table, wall, window</i>		Handout 1 to practise <i>there is/are</i>
	Recycling vocab of parts of a room and objects in a room		Prepositions: <i>above, by, next to, on, opposite, under</i>		Handout 2 to practise objects in a room
	Recycling prepositions		Other vocabulary: <i>at night, beautiful, can, close, do homework, every, food, go, help, more, need, next, now, open, out, outside, picture, see, sit, sleep, thing, too, want to, word</i>		
	Recycling relative clause (<i>where, when</i>)		Everyday English: <i>What's next? Are you ready?</i>		
Understanding definitions					
Language Analysis					
Language to talk about houses and rooms: Question forms: <i>Is it/this...?</i> <i>Are there any...?</i> <i>Wh- questions:</i> <i>Where's the...?</i> <i>Which wall?</i> <i>There is/are + objects</i>					

There is a clock on the wall.

There are some books in the bookcase.

a + singular countable nouns

some + plural countable nouns and uncountable nouns

Procedure

Warm-up Off the screens

Revise *there is/are*:

1. Give out Handout 1

Handout 1

- 1 _____ four paintings opposite the door.
- 2 _____ a lamp on the table.
- 3 _____ some cups and plates in the kitchen.
- 4 _____ a mirror next to the window.
- 5 _____ a lot of windows in the house.
- 6 _____ a clock on the wall.
- 7 _____ a lot of books in the living room.
- 8 _____ a computer next to the bed.
- 9 _____ some flowers in the kitchen.
- 10 _____ a mirror in the bathroom.

2. Ask Ss to complete the sentences with *there is/are*.

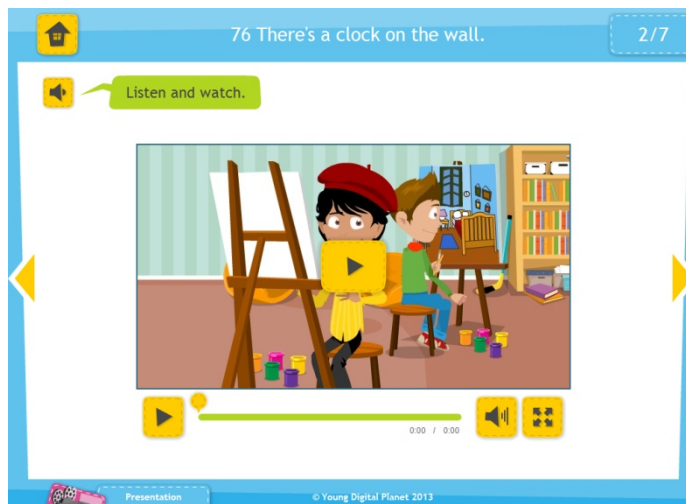
Key:

- 1 There are four paintings opposite the door.
- 2 There's a lamp on the table.
- 3 There are some cups and plates in the kitchen.
- 4 There's a mirror next to the window.
- 5 There are a lot of windows in the house.
- 6 There is a clock on the wall.
- 7 There are a lot of books in the living room.
- 8 There is a computer next to the bed.

- 9 There are some flowers in the kitchen.
10 There is a mirror in the bathroom.

Screen 2

Sam: So Tony, where's the clock?
Tony: It's on the wall. It's above the bed and next to the window.
Sam repeats: Above the bed, and next to the window.
Sam: OK. Are there any paintings?
Tony: Yes. There are four paintings. They're on the wall too.
Sam: Which wall?
Tony: The wall opposite the door.
Sam: Four paintings on the wall....opposite the door.
Tony: Are you ready?
Sam: Yes! What's next?
Tony: OK, well, there's a mat.
Sam: Is it on the floor?
Tony: Yes, it is. It's by the bed.
Sam: OK.
Sam: What's next?
Tony: There's a lamp on the table.
Sam repeats: A lamp on the table...
Sam: Anything else?
Tony: Yes. One more thing. There's a mirror next to the window.
Sam: A mirror?
Tony: Yes, a mirror.
Sam: Next to the window?
Tony: Yes, that's right.
Tony: Do you want to see my picture now?
Sam: Yes, please!
Tony: Is this your picture?
Tony says: No, it isn't.

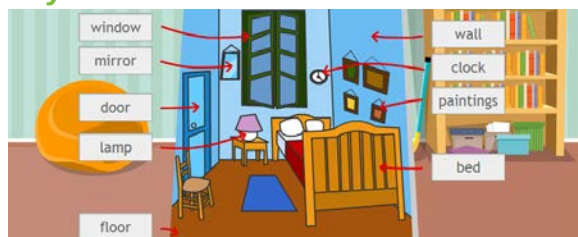


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

After watching the animation, play it again, mute the sound and ask Ss to describe the room when Tony speaks.

Screen 3

Key:



76 There's a clock on the wall. 3/7

Label the picture.

A bedroom scene with empty boxes for labeling. The boxes are placed over the objects in the room. Below the scene is a list of labels: floor, door, lamp, clock, wall, mirror, window, bed, paintings. At the bottom right are buttons for checkmark, key, and refresh.

Additional activity: Give out Handout 2 and ask Ss to label the objects from memory. For weaker Ss, play the screen again.

Screen 4

Audio 1:

Sam: Where's the clock?

Tony: It's on the wall. It's above the bed and next to the window.

Audio 2:

Sam: Where are the paintings?

Tony: They're on the door, opposite the bed.

Audio 3:

Sam: Where's the mat?

Tony: It's on the floor. It's by the bed.

Audio 4:

Sam: Where's the lamp?

Tony: It's under the table.

Audio 5:

Sam: Where's the mirror?

Tony: It's on the wall above the bed. It's opposite the door.

Key:

1 Yes 2 No 3 Yes 4 No 5 No

76 There's a clock on the wall. 4/7

Listen and choose.

A bedroom scene with a table and chairs. To the right of the scene is a grid of 10 yellow circles, each with a speaker icon. Above the grid are the words 'Yes' and 'No'. Below the scene is a list of labels: floor, door, lamp, clock, wall, mirror, window, bed, paintings. At the bottom right are buttons for checkmark, key, and refresh.

Screen 5

Audio:

What's the time? You can look at this and see.

This is a word for a beautiful picture. You can see it on a wall.

You need this at night. It helps you to see.

You can find this on a floor.

This is where you sleep.

This helps you to see outside. You can open and close it.

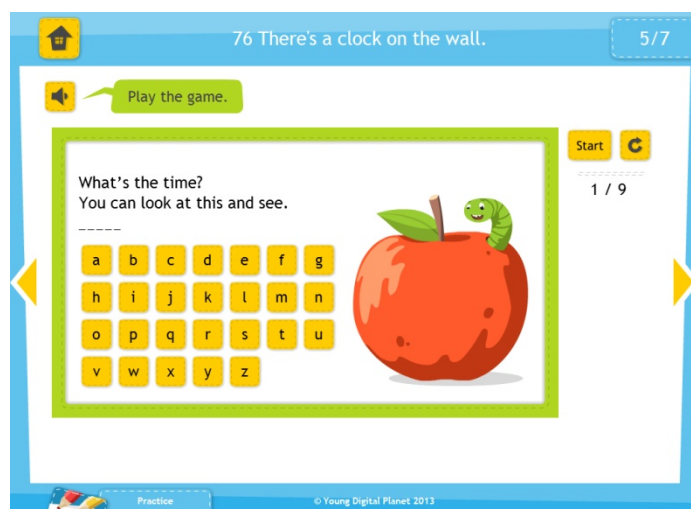
When you want to go out of a room, you open this.

This is where you sit, and eat your food or do your homework.

Every room needs four of these!

Key:

1 clock **2** painting **3** lamp **4** mat
5 bed **6** window **7** door **8** table **9** wall



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. Play the start button to listen to the clue. This is a sentence that should help you guess the word.
3. Guess the first letter, e.g. 'e'. Click the letter into position in the word.
4. Guess the next letter.
5. Continue until you have guessed the word.
6. Repeat the game with all the words. There are nine words.

Screen 6

Audio 1:

Tony: *Where's the clock?*

Sam: *It's on the wall, above the table.*

Tony: *Is it next to the window?*

Sam: *Yes, it is.*

Audio 2:

Tony: *Where's the painting?*

Sam: *It's on the wall.*

Tony: *Which wall?*

Sam: *It's on the wall, next to the door.*

Tony: *Is it opposite the bed?*

Sam: *Yes.*

Audio 3:

Tony: *Where's the lamp?*

Sam: *It's under the table.*

Tony: *Under the table?*

Sam: *Yes, that's right.*

Audio 4:

Tony: *Where's the mat?*

Sam: *It's on the floor.*

Tony: *Where?*

Sam: *It's by the door.*

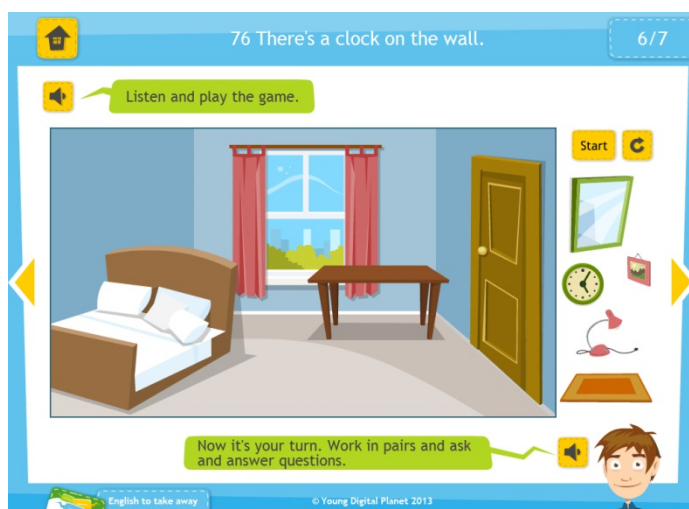
Audio 5:

Tony: *Where's the mirror?*

Sam: *It's on the wall, above the bed.*

Tony: *Above the bed. Is that opposite the door?*

Sam: *Yes, it is.*



Give the Ss these instructions for the 'Listen and play activity'. The aim is to practise talking about where objects are in a room.

1. Look at the picture and objects on the right.
2. Play the start button and listen to the question and answer about where the objects are.
3. Drag and drop the objects into the correct place in the picture.
4. Repeat the game with all the objects.

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

Tell Ss to work in pairs, reset the activity and ask and answer the questions (without playing the audio button).

Note: Draw a simple room on the board with a bed, a window, a door, a table, and tell students to copy it. Now describe where objects are in the room (for example: clock, painting, lamp, mirror, mat). Ss must draw the objects in the room – you could also add colours.

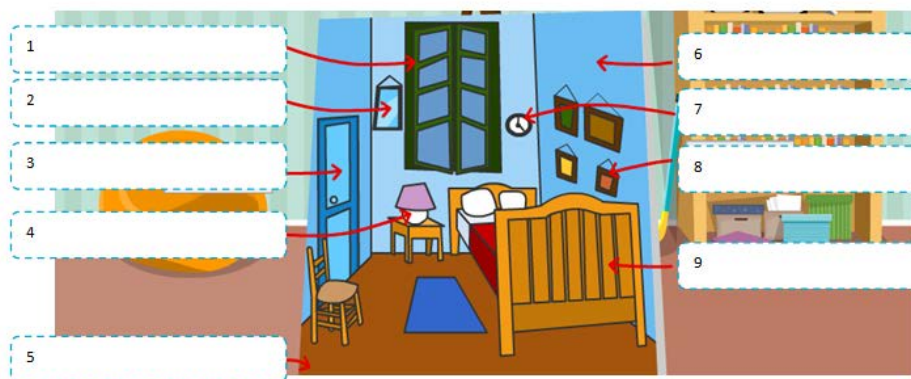
If children are able, they could use the simple drawing to do the same activity in pairs.

Cross-curricular: Use Van Gogh's painting as the basis of an art project.

Additional activity

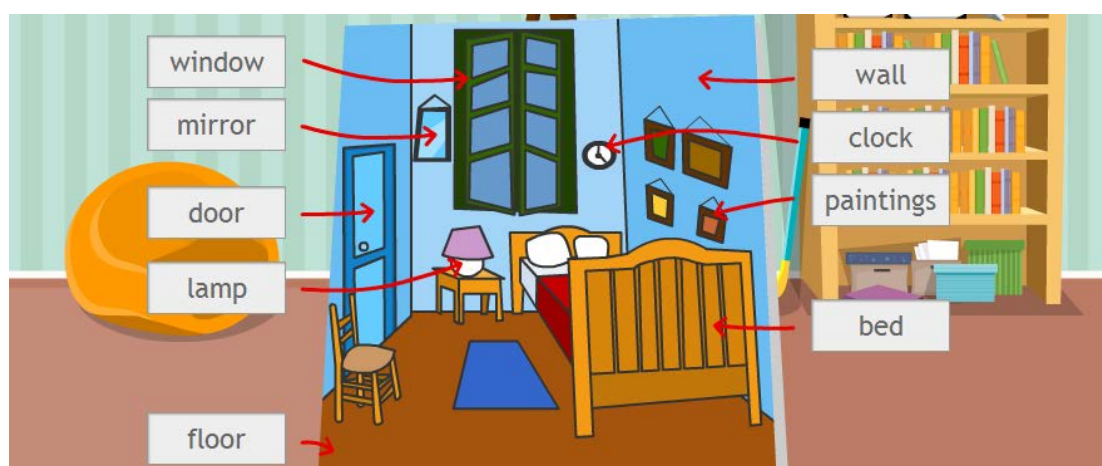
Give out Handout 2

Handout 2



Ask Ss to name the objects in the room and write the words in the correct boxes. In weaker groups play the screen again.

Key:



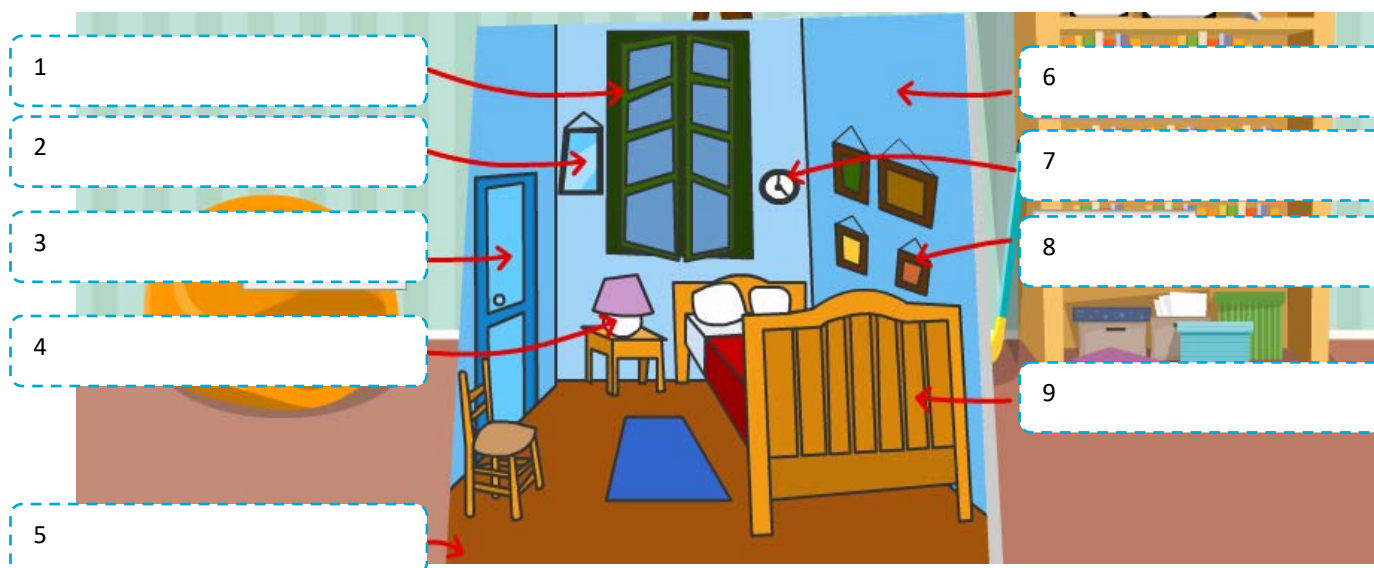
Handout 1

- 1 _____ four paintings opposite the door.
 - 2 _____ a lamp on the table.
 - 3 _____ some cups and plates in the kitchen.
 - 4 _____ a mirror next to the window.
 - 5 _____ a lot of windows in the house.
 - 6 _____ a clock on the wall.
 - 7 _____ a lot of books in the living room.
 - 8 _____ a computer next to the bed.
 - 9 _____ some flowers in the kitchen.
 - 10 _____ a mirror in the bathroom.
-

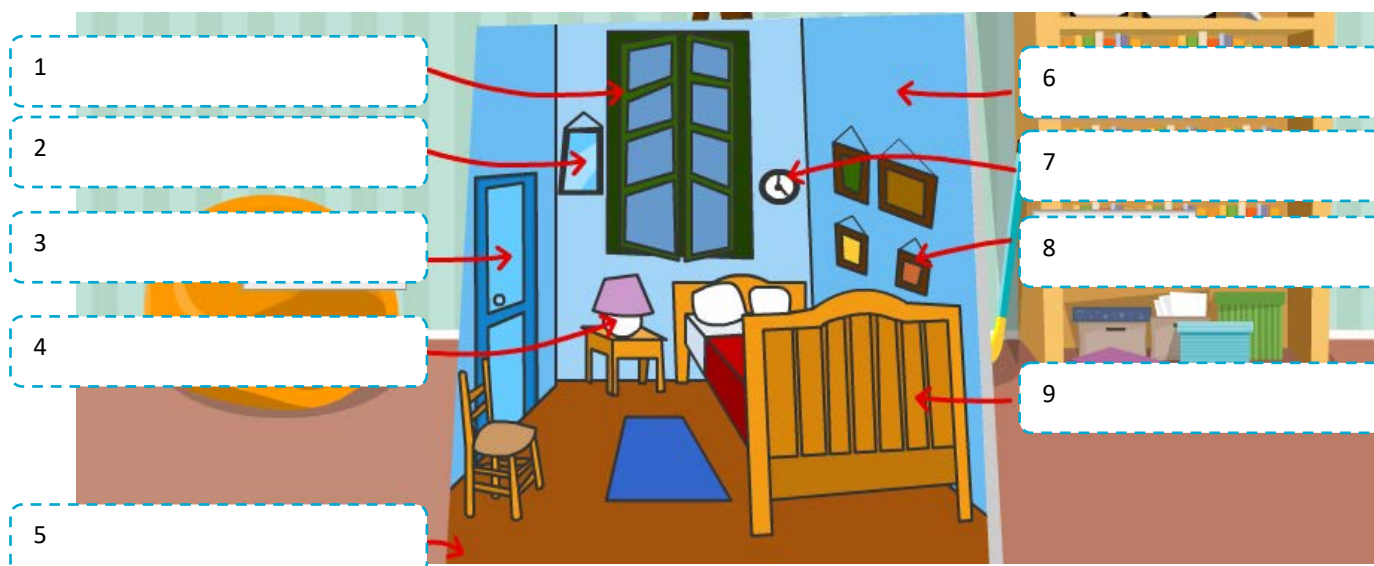
Handout 1

- 1 _____ four paintings opposite the door.
- 2 _____ a lamp on the table.
- 3 _____ some cups and plates in the kitchen.
- 4 _____ a mirror next to the window.
- 5 _____ a lot of windows in the house.
- 6 _____ a clock on the wall.
- 7 _____ a lot of books in the living room.
- 8 _____ a computer next to the bed.
- 9 _____ some flowers in the kitchen.
- 10 _____ a mirror in the bathroom.

Handout 2



Handout 2



Friends 7 Lesson 77		Which is your favourite thing?		Grammar & Functions	
Aims	Describing your room	Contents	Grammar Revision: <i>have got</i> , <i>Wh-</i> questions <i>favourite, this is</i>	Checklist	2 master handouts for each student
	Asking and answering: <i>Which is your favourite thing?</i>		Vocabulary Home: bed, bedroom, bookcase, chair, computer, computer games, desk, room, sofa, table		Handout 1 to check comprehension for the main input
	Integrated skills work (listening, reading, speaking)		Other vocabulary: <i>birthday, boy, brother, car, driving, friend, games, grandfather, love, music, old, play, reading, singing, sleep, sometimes, song, tall</i>		Handout 2 to do a class survey about Ss' favourite things
Language Analysis					
<i>Wh-</i> questions <i>What have you got in your bedroom?</i> <i>Which is your favourite book?</i> <i>Why...?</i> Giving a reason: <i>Because...</i> Have got / Has got Positive sentences: <i>I / you / we / they + have got ('ve got)</i> <i>He / She / It + has got ('s got)</i> e.g. <i>I have got (=I've got) a blue carpet. He has got (he's got) a lot of books.</i> Negative sentences: <i>I / you / we / they + have not got (haven't got)</i> <i>He / She / It + has not got (hasn't got)</i>					

e.g. I have not got (=I haven't got) a blue carpet. He has not got (He hasn't got) many books.

Questions:

Have + I / you / we / they got

Has + He / She / It got ...

e.g. Have you got a big house?

Has she got a big house?

Spelling

colour (BrE) / color (AmE)

favourite (BrE) / favorite (AmE)

Procedure

Warm-up Off the screens

1. Ask Ss a few questions about their room. Ask and answer a few questions as an example with the whole class:

What have you got in your bedroom, Anna? I've got ...

Which is your favourite thing in your room, Alex? My favourite thing is ...

Why is (the guitar your) favourite thing?

Because I love music.

2. Put Ss in pairs and ask them to ask and answer more questions about their rooms and their favourite things in their rooms.

Screen 2

Interviewer: *What have you got in your bedroom?*

Child 1: *In my bedroom? I've got a bed, two chairs, a desk...and two tall bookcases. I love reading, and I've got a lot of books.*

Interviewer: *Oh, I love reading too. Which is your favourite book?*

Child 1: *My favourite book? It's a book which my grandfather gave me. He gave me the book for my birthday. It was his book when he was a boy.*

Interviewer: *Oh, is it an old book?*

Child1: *Yes, it's 52 years old.*

Interviewer: *What have you got in your bedroom?*

Child 2: *Well, I've got a bed – and a sofa where my friend sleeps sometimes.*

Interviewer: *Which is your favourite thing in your room?*

Child 2: *That's easy! My favourite thing is my guitar.*

Interviewer: *Oh, why is the guitar your favourite thing?*

Child 2: *Because I love music – and singing.*

Interviewer: *Can you play something for us now?*

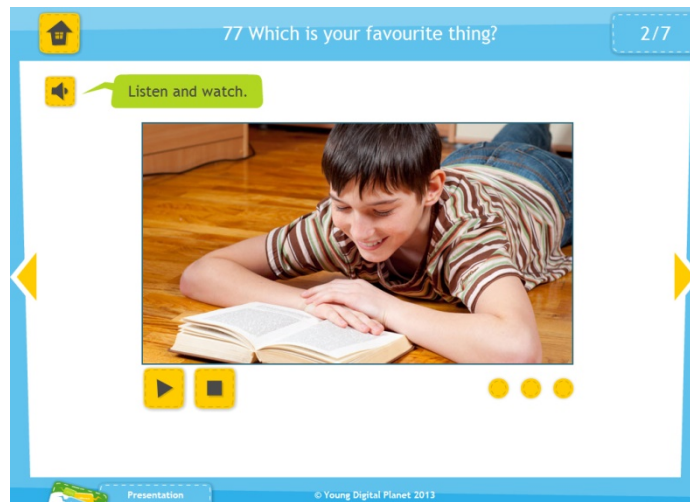
Child 2: *Of course. This is my favourite song.*

Interviewer: *What have you got in your bedroom?*

Child 3: *There are a lot of things in my bedroom! I've got a table and a computer – and a lot of computer games. My younger brother sleeps in the room too.*

Interviewer: *Oh, do you play games with your brother?*

Child 3: *No, he doesn't like playing*



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

games very much. He likes playing with cars.

Interviewer: Oh, and which is your favourite thing in your room?

Child 3: My computer.

Interviewer: And which is your favourite game?

Child 3: I like driving games.

Interviewer: Me too!

Additional activity

Give out handout 1

Handout 1

	Child 1	Child 2	Child 3
WHAT'S YOUR FAVOURITE...			
What in the bedroom?			
Which is your favourite...?			
Why?			

Ask Ss to complete the table about the three children. You can do it as a comprehension activity while listening or to see how much students remember – contest.

Key:

What's in your bedroom?

Child 1: a bed, two chairs, a desk, two tall bookcases

Child 2: a bed, a sofa

Child 3: a table, a computer, computer games

Which is your favourite thing?

Child 1: book his grandfather gave him, 52 years old

Child 2: guitar

Child 3: computer games

Why?

Child 1: loves reading, has got a lot of books

Child 2: loves music and singing

Child 3: loves playing computer games

Screen 3

Interviewer: *What have you got in your bedroom?*

Child1: *In my bedroom? I've got a bed, two chairs, a desk...and two tall bookcases. I love reading, and I've got a lot of books.*

Interviewer: *Oh, I love reading, too. Which is your favourite book?*

Child1: *My favourite book? It's a book which my grandfather gave me. He gave me the book for my birthday. It was his book when he was a boy.*

Interviewer: *Oh, is it an old book?*

Child1: *Yes, it's 52 years old.*

Key:

1 Yes **2** No **3** No **4** Yes **5** Yes



77 Which is your favourite thing?

3/7



Listen and choose.



	True	False
He's got a bed, two chairs, a desk and two tall bookcases in his bedroom.	☐	☐
He hasn't got a lot of books.	☐	☐
His uncle gave him his favourite book.	☐	☐
He got his favourite book for his birthday.	☐	☐
The book is 52 years old.	☐	☐

Practice

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Screen 4

Interviewer: *What have you got in your bedroom?*

Child2: *Well, I've got a bed – and a sofa where my friend sleeps sometimes.*

Interviewer: *Which is your favourite thing in your room?*

Child2: *That's easy! My favourite thing is my guitar.*

Interviewer: *Oh, why is the guitar your favourite thing?*

Child2: *Because I love music – and singing.*

Interviewer: *Can you play something for us now?*

Child2: *Of course. This is my favourite song.*

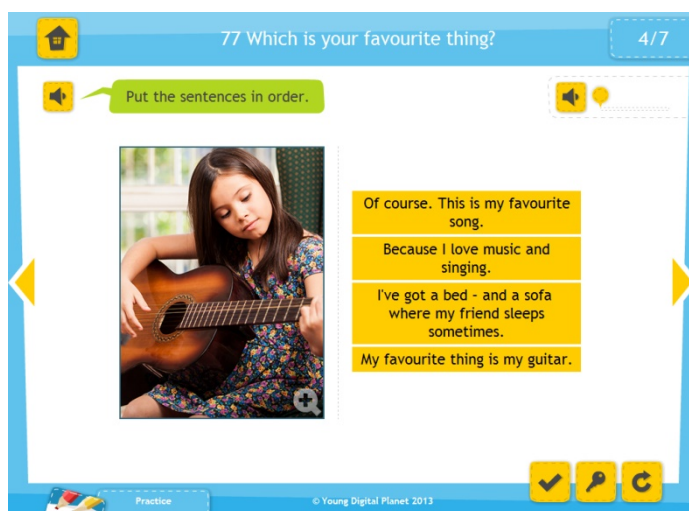
Key:

1 I've got a bed – and a sofa where my friend sleeps sometimes.

2 My favourite thing is my guitar.

3 Because I love music and singing.

4 Of course. This is my favourite song.



77 Which is your favourite thing? 4/7

Put the sentences in order.



Of course. This is my favourite song.

Because I love music and singing.

I've got a bed - and a sofa where my friend sleeps sometimes.

My favourite thing is my guitar.

Practice © Young Digital Planet 2013

Tell Ss to roleplay the conversation between the interviewer and the girl.

Screen 5

Interviewer: *What have you got in your bedroom?*

Child3: *There are a lot of things in my bedroom! I've got a table and a computer – and a lot of computer games. My younger brother sleeps in the room too.*

Interviewer: *Oh, do you play games with your brother?*

Child3: *No, he doesn't like playing games very much. He likes playing with cars.*

Interviewer: *Oh, and which is your favourite thing in your room?*

Child3: *My computer.*

Interviewer: *And which is your favourite game?*



77 Which is your favourite thing? 5/7

Listen and choose.



He's got a table / desk and a computer in his bedroom, and a lot of computer games. His younger / older brother sleeps in the room too. He doesn't play computer games with his brother, because his brother likes playing with robots / cars.

His favourite thing is his computer / television, and his favourite games are sport / driving games.

Practice © Young Digital Planet 2013

Tell Ss to roleplay the conversation between the interviewer and the boy.

Child3: *I like driving games.*

Interviewer: *Me too!*

Key:

1 table **2** younger **3** cars **4** computer
5 driving

Screen 6

Audio:

Which is your favourite book?

Which is your favourite thing in your room?

Which is your favourite game?

Which is your favourite colour?

Which is your favourite number?

Which is your favourite food?

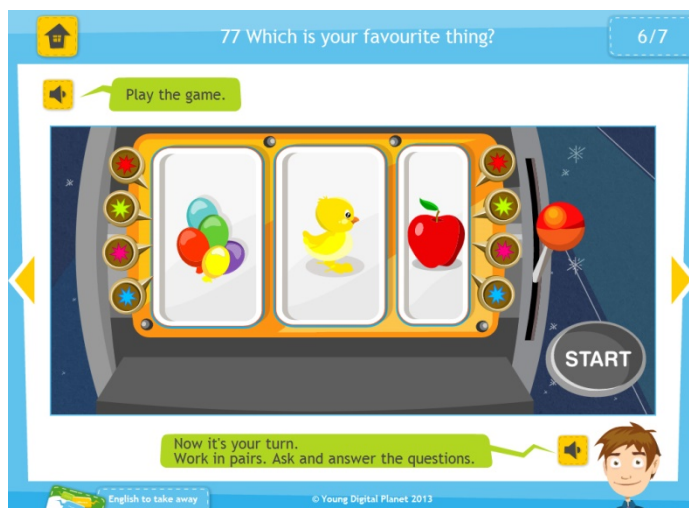
Which is your favourite fruit?

Which is your favourite animal?

Which is your favourite sport?

Which is your favourite place?

Which is your favourite day of the week?



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to make lines of three pictures/phrases that make a new question.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the sentence you hear.
3. Answer the question so it is true for you.
4. Repeat as many times as you like.

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

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

Note:

Get the Ss to ask each other the same questions. You could make a graph to see what the

most popular things in the class are.

You can also go back to the warm-up activity and ask Ss what their partner's favourite thing was to see how much they remember.

Additional activity: class survey about favourite things

Give out Handout 2 and ask Ss to do a class survey. In stronger groups ask them to extend the questions *Why... Because...* so that they can take longer notes about their classmates' favourite things.

Handout 2

WHAT'S YOUR FAVOURITE...			
<i>Which is your favourite book?</i>			
<i>Which is your favourite thing in your room?</i>			
<i>Which is your favourite game?</i>			
<i>Which is your favourite colour?</i>			
<i>Which is your favourite number?</i>			
<i>Which is your favourite food?</i>			
<i>Which is your favourite fruit?</i>			
<i>Which is your favourite animal?</i>			
<i>Which is your favourite sport?</i>			
<i>Which is your favourite place?</i>			
<i>Which is your favourite day of the week?</i>			

They should interview at least three classmates. Do a class feedback when they finish to see what Ss like.

Handout 1

	Child 1	Child 2	Child 3
WHAT'S YOUR FAVOURITE ...			
What's in your bedroom?			
Which is your favourite...?			
Why?			

Handout 2

WHAT'S YOUR FAVOURITE...			
<i>Which is your favourite book?</i>			
<i>Which is your favourite thing in your room?</i>			
<i>Which is your favourite game?</i>			
<i>Which is your favourite colour?</i>			
<i>Which is your favourite number?</i>			
<i>Which is your favourite food?</i>			
<i>Which is your favourite fruit?</i>			
<i>Which is your favourite animal?</i>			
<i>Which is your favourite sport?</i>			
<i>Which is your favourite place?</i>			
<i>Which is your favourite day of the week?</i>			

Friends 7 Lesson 78		Lucy's favourite things.		Skills	
Aims	Integrated skills development	Contents	Vocabulary My favourite (X) is..	Checklist	Two master handouts
	Reading (and listening and writing)		<i>animals, colours, food, games, places, sport</i>		Handout 1 per pair to talk about their favourite things
	Recycling vocabulary of Year 6		Other vocabulary: <i>green, penguin(s), cute, brother, took, photo, sports centre, go, weekend, love, swimming, basketball, play, school, fun, good at, pizza, easy to make, family, yesterday, because, robot(s), friend</i>		Handout 2 for each student to practise vocabulary from the lesson
Language Analysis					
verb + <i>ing</i> <i>I like / love + verb + ing</i> e.g. <i>I love swimming.</i>					
When we talk about photos we use the verb <i>take</i> : <i>Take a photo</i> (not ~~make~~ , ~~do~~ etc.)					
Spelling <i>colour</i> (BrE) / <i>color</i> (AmE) <i>favourite</i> (BrE) / <i>favorite</i> (AmE)					

Procedure

Warm-up Off the screens	
1.	Revise talking about Ss' favourite things:
2.	Give out Handout 1 for each pair.

Handout 1

What's your favourite...

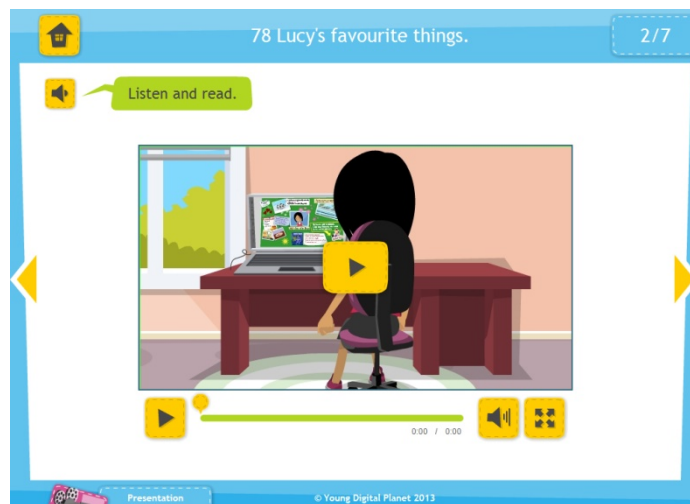
food, animal, colour, game, book, sport, place, room,
fruit, number, day of the week, month

3. Ask Ss to talk about their favourite things, use the prompts provided.
4. In stronger groups they may add more things to talk about.

Screen 2

Audio:

*My favourite colour is green.
Penguins are my favourite animals.
They're so cute! My brother Ben took this photo.
My favourite place is the sports centre. I go there every weekend. I love swimming!
My favourite sport is basketball. I play every Wednesday after school. It's fun and I'm good at it.
My favourite food is pizza. It's easy to make, and I often make it for my family. Here is a photo of a pizza which I made yesterday.
This is my favourite game. I like it because it's about robots, and I love robots. I play the game with my friend, Sam. I'm better than him!*



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

Screen 3



Audio 1:

My favourite colour is green.



Audio 2:

Penguins are my favourite animals. They're so cute! My brother Ben took this photo.



Audio 3:

My favourite place is the sports centre. I go there every weekend. I love swimming!



Audio 4:

My favourite sport is basketball. I play every Wednesday after school. It's fun and I'm good at it.



Audio 5:

My favourite food is pizza. It's easy to make, and I often make it for my family. Here is a photo of a pizza which I made yesterday.



Audio 6:

This is my favourite game. I like it because it's about robots, and I love robots. I play the game with my friend, Sam. I'm better than him!

Key:

See above (random order)



After Ss have finished the activity, enlarge the pictures and get them to practice saying the sentences about each of the pictures. If Ss have problems go back (close the window) and listen to the sentences again.

Screen 4

Audio 1:

Lucy goes to the sports centre every weekend.

Audio 2:

Sam is better at Robot Pirates than Lucy.

Audio 3:

Lucy's favourite colour is yellow.

Audio 4:

Lucy thinks penguins are cute.

Audio 5:

Lucy made a pizza yesterday.

Audio 6:

Lucy isn't very good at basketball.

Key:

1 True 2 False 3 False 4 True 5 True
6 False



Screen 5

Key:

1 colour 2 animals 3 photo 4 place
5 swimming 6 sport 7 good 8 food
9 which 10 game 11 better



Screen 6

Key:



 My favourite animals are tigers.	 My favourite colour is red.	 My favourite place is the beach.
 My favourite food is pasta.	 My favourite game is Skating Sheep.	 My favourite sport is football.



78 Lucy's favourite things. 6/7

Look at the pictures and choose.

My favourite sport is football.
My favourite place is the beach.
My favourite food is pasta.
My favourite animals are tigers.
My favourite game is Skating Sheep.
My favourite colour is red.

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

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the activity. The aim is to practise talking about favourite things.

1. Look at the picture and read the sentences on the right.
2. Drag and drop the sentences into the correct place under each picture..

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

Tell Ss to work in pairs and ask and answer questions about their favourite things.

Note: Now get your Ss to make a poster of their favourite things. You can use Lucy's poster (or the poster from the last screen) as a model. Encourage them to include as much information as they can about their favourite things. Students can make online posters with some online tools available.

Additional activity

Give out Handout 2 and ask Ss to complete the missing words in the text. They should use the words from the box. In stronger groups cut the part of the handout off.

Handout 2

My favourite (1)_____ is green.

Penguins are my favourite (2)_____. They're so
(3)_____! My brother Ben (4)_____ this
photo.

My favourite (5)_____ is the sports centre. I go there
every (6)_____. I love swimming!

My favourite sport is (7)_____. I play every Wednesday
after (8)_____. It's fun and I'm good at it.

My favourite food is pizza. It's easy to (9)_____, and I
often make it for my family. Here is a photo of a pizza which I
made (10)_____.

This is my favourite (11)_____. I like it because it's
about (12)_____, and I love robots. I play the game
with my friend, Sam. I'm (13)_____ than him!

animals
basketball
better
colour
cute

game
make
place
robots
school

took
weekend
yesterday

Key:

- 1 colour
- 2 animals
- 3 cute
- 4 took
- 5 place
- 6 weekend
- 7 basketball
- 8 school
- 9 make
- 10 yesterday
- 11 game
- 12 robots
- 13 better

Handout 1

What's your favourite...

food, animal, colour, game, book, sport, place, room,
fruit, number, day of the week, month

Handout 1

What's your favourite...

food, animal, colour, game, book, sport, place, room,
fruit, number, day of the week, month

Handout 1

What's your favourite...

food, animal, colour, game, book, sport, place, room,
fruit, number, day of the week, month

Handout 2

My favourite (1)_____ is green.

Penguins are my favourite (2)_____. They're so
(3)_____! My brother Ben (4)_____ this
photo.

My favourite (5)_____ is the sports centre. I go there
every (6)_____. I love swimming!

My favourite sport is (7)_____. I play every Wednesday
after (8)_____. It's fun and I'm good at it.

My favourite food is pizza. It's easy to (9)_____, and I
often make it for my family. Here is a photo of a pizza which I
made (10)_____.

This is my favourite (11)_____. I like it because it's
about (12)_____, and I love robots. I play the game
with my friend, Sam. I'm (13)_____ than him!

animals
basketball
better
colour
cute

game
make
place
robots
school

took
weekend
yesterday

Friends 7 Lesson 79		Am I in the garden?		Pronunciation	
Aims	Speaking skills	Contents	Pronunciation of key words related to the home	Checklist	3 master handouts for each students
	Stress and rhythm Rhyme		Vocabulary House: <i>balcony, bedroom, dining room downstairs, garden, in, inside, kitchen, living room, out, tree, TV up, upstairs</i>		Handouts 1,2 to revise house vocabulary (re-use of handouts from lesson 75)
	Pronunciation of key words related to the home				
	Recycling vocab related to the home		Other vocabulary: must, see, shout,		Handout 3 to practise the song and words that rhyme.
Language Analysis					
The focus of the lesson is on words that rhyme. In English words that rhyme (ending rhyme) have the same vowel at the end and usually a following consonant as well. <i>out</i> /aʊt/ <i>shout</i> /ʃaʊt/ <i>me</i> /mi:/ <i>tree</i> /tri:/ <i>bathroom</i> /'bɑ:θ ru:m/ <i>room</i> /ru:m/ <i>TV</i> /ti: 'vi:/ <i>me</i> /mi:/ <i>balcony</i> /'bælkəni/ <i>me</i> /mi:/					

Procedure

Warm-up Off the screens

Revise rooms in the house (lesson 75).

(If you have done the handouts, ask students to draw their own flats/houses and ask them to talk about them in pairs).

Give out Handout 1 and ask students to work out the anagrams and write the names of the rooms.

Handout 1

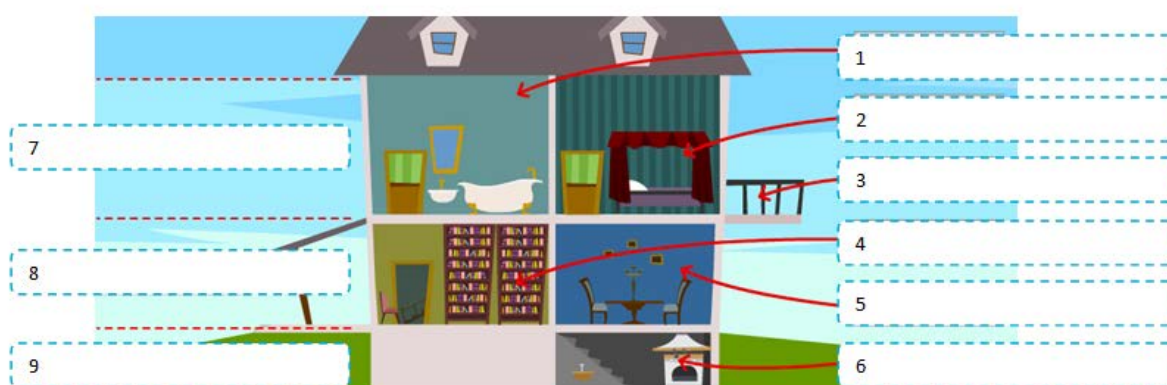
- | | |
|----------------|-------|
| 1 Iriabry | _____ |
| 2 ingdin orom | _____ |
| 3 ckitenh | _____ |
| 4 oobrmed | _____ |
| 5 bcolnay | _____ |
| 6 rbaomtho | _____ |
| 7 embenast | _____ |
| 8 ungrod oflro | _____ |
| 9 opt forlo | _____ |

Key:

1 library 2 dining room 3 kitchen 4 bedroom 5 balcony 6 bathroom 7 basement
8 ground floor 9 top floor

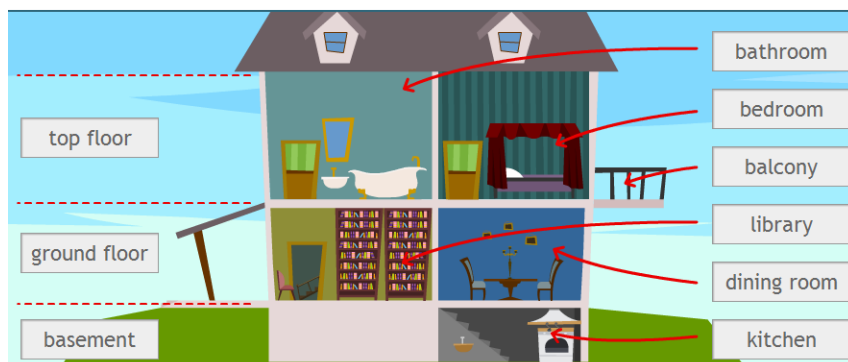
Give out Handout 2

Handout 2



Ask Ss to name the rooms. In weaker groups ask them to use the words from Handout 1 to

check the spelling.



Screen 2

Audio:

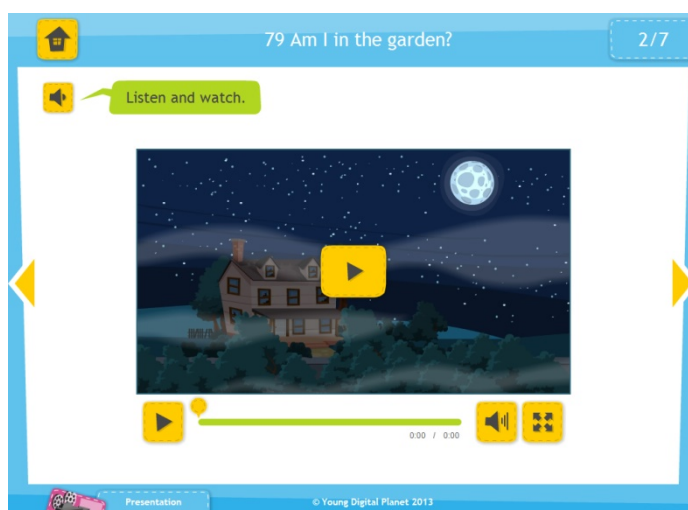
*Upstairs, downstairs,
Inside, out
When you see me
You must SHOUT!*

*Am I in the garden?
Am I up a tree?
Am I in the bathroom?
Can you see me?*

*Am I in the living room
On the TV?
Or am I in the bedroom?
Can you see me?*

*Am I in the dining room?
Or on the balcony?
Or am I in the kitchen?
Can you see me?*

*Upstairs, downstairs,
Inside, out
When you see me
You must SHOUT!*



Ask Ss to listen to the chant and join in.

Screen 3

Audio:

*Upstairs, downstairs,
Inside, out
When you see me
You must SHOUT!*

*Am I in the garden?
Am I up a tree?
Am I in the bathroom?
Can you see me?*

*Am I in the living room
On the TV?
Or am I in the bedroom?
Can you see me?*

*Am I in the dining room?
Or on the balcony?
Or am I in the kitchen?
Can you see me?*

*Upstairs, downstairs,
Inside, out
When you see me
You must SHOUT!*

Key:

1 garden **2** tree **3** bathroom
4 living room **5** TV **6** bedroom
7 dining room **8** balcony **9** kitchen



79 Am I in the garden? 3/7

Listen and put the words in order. Then say the words.

bathroom
TV
dining room
balcony
living room
bedroom
tree
kitchen
garden

Practice © Young Digital Planet 2013

Screen 4

Audio:

Am I in the garden?

Am I up a tree?

Am I in the bathroom?

Can you see me?

Am I in the living room

On the TV?

Or am I in the bedroom?

Can you see me?

Am I in the dining room?

Or on the balcony?

Or am I in the kitchen?

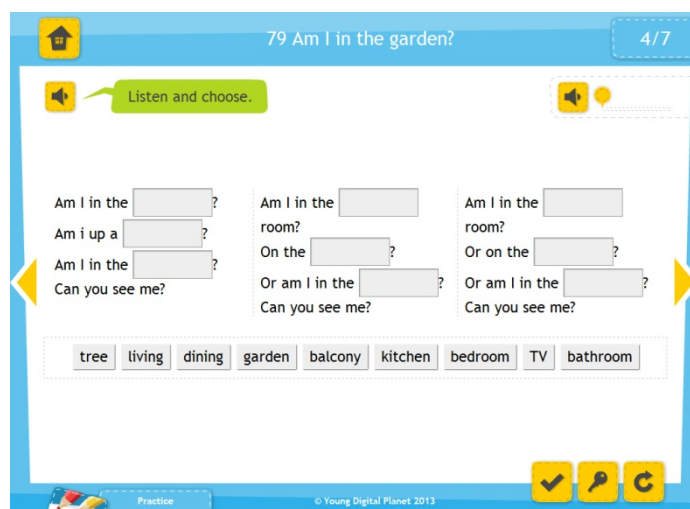
Can you see me?

Key:

1 garden **2** tree **3** bathroom

4 living **5** TV **6** bedroom

7 dining **8** balcony **9** kitchen



Screen 5

Audio 1:

Am in the garden?

Am I up a tree?

Am I in the bathroom?

Am in the living room?

Am I on the TV?

Am I in the bedroom?

Am I in the dining room?

Am I on the balcony?

Am I in the kitchen?



Give the Ss these instructions for the game. The aim of the game is to find the monster.

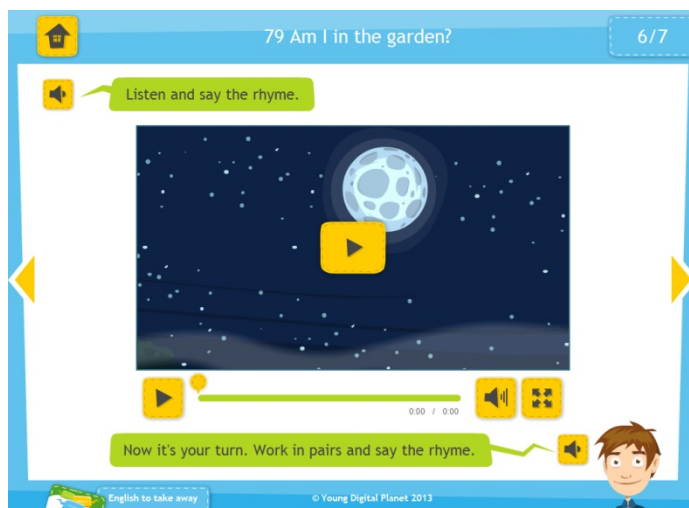
1. On the screen you can see the house.

2. Click on the start button and the monster will appear in a room in the house.
3. Find the monster.
4. Listen to the questions and answer yes or no. When you answer correctly the monster will go into the next room.
5. Continue until you have answered all of the questions (follow the progress bar on the right)

Screen 6

Audio:

Am I in the garden?
Am I up a tree?
Am I in the bathroom?
Am I in the living room?
Am I on the TV?
Am I in the bedroom?
Am I in the dining room?
Am I on the balcony?
Am I in the kitchen?



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

1. Listen to the whole song all the way through and follow the words under the animation.
2. Listen again and sing the whole song individually, in groups or as a class.
3. Repeat as many times as you like.

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

Tell Ss to practice the song by themselves. You can also ask them to work in pairs and make up

their own songs based on the one they have heard.

Additional activity to practise the song.
Give out Handout 3 and ask Ss to complete the missing words of the song. Listen again if you think the group may need it and then complete the text of the song while listening.

Handout 3

Upstairs, (1) _____,
Inside, (2) _____,
When you see (3) _____,
You must (4) _____!

Am I in the (5) _____?
Am I up a (6) _____?
Am I in the (7) _____?
Can you see (8) _____?

Am I in the living (9) _____,
On the (10) _____?
Or am I in the (11) _____?
Can you see (12) _____?

Am I in the dining (13) _____?
Or on the (14) _____?
Or am I in the (15) _____?
Can you see (16) _____?

Key:

- 1 downstairs
- 2 out

- 3 me
- 4 shout
- 5 garden
- 6 tree
- 7 bathroom
- 8 me
- 9 room
- 10 TV
- 11 bedroom
- 12 me
- 13 room
- 14 balcony
- 15 kitchen
- 16 me

Ask Ss to repeat the words that rhyme.

Handout 1

- 1 Iriabry _____
- 2 ingdin orom _____
- 3 ckitenh _____
- 4 oobrmed _____
- 5 bcolnay _____
- 6 rbaomtho _____
- 7 embenast _____
- 8 ungrod oflro _____
- 9 opt forlo _____

Handout 2



7

8

9

1

2

3

4

5

6

Handout 3

Upstairs, (1) _____,

Inside, (2) _____,

When you see (3) _____,

You must(4) _____,!

Am I in the (5) _____,?

Am I up a (6) _____,?

Am I in the (7) _____,?

Can you see (8) _____,?

Am I in the living (9) _____,

On the (10) _____,?

Or am I in the (11) _____,?

Can you see (12) _____,?

Am I in the dining (13) _____,?

Or on the (14) _____,?

Or am I in the (15) _____,?

Can you see (16) _____,?

Friends 7 Lesson 80		What's your bedroom like?		Skills
Aims	Listening and speaking skills	Contents	Grammar <i>has got</i> <i>where</i> (relative clause) – revision from previous lessons	Handout 1 to practise ordinal numbers and talk about the floor number Ss live Handout 2 to match Qs and As from the main input dialogue Handout 3 to do a class survey about Ss' rooms.
	Asking and answering questions about their rooms.		Vocabulary home and bedroom: <i>armchair, balcony, bathroom, bed, bedroom, bookcase, carpet, cupboard, desk</i> <i>house, outside, pictures, outside, television, walls</i> <i>It's on the (fourth) floor</i>	
	Recycling vocab related to the home and bedroom.		Other vocabulary: <i>amazing</i> <i>good</i> <i>great</i> <i>lift</i> <i>love</i> <i>new</i> <i>river</i> <i>see</i> <i>stairs</i> <i>take</i> <i>want to</i>	
			Everyday English <i>Wow!</i>	
Checklist				
Language Analysis				
Useful questions to ask about someone's house/flat or room: <i>What's your room/flat like? (not: How)</i>				

What colour is it?

Where's your bedroom?

What do you think?

Where can I sleep?

Wow! /waʊ/ We use *Wow! to show* show we are surprised or impressed, or to express excitement about something

on the first/second/third/fourth/ fifth... floor

Cardinal and ordinal numbers

one – first (irregular)

two – second (irregular)

three – third (irregular)

four – fourth

five – fifth (be careful *v* changes into *f*)

six – sixth

seven – seventh

eight – eighth (be careful, only *th*)

nine – ninth (be careful not to add *e*)

ten – tenth

twelve – twelfth

thirteen – thirteenth

...

twenty – twentieth (be careful *v* changes into *f*)

twenty-one – twenty-first (the second part of the number is the ordinal)

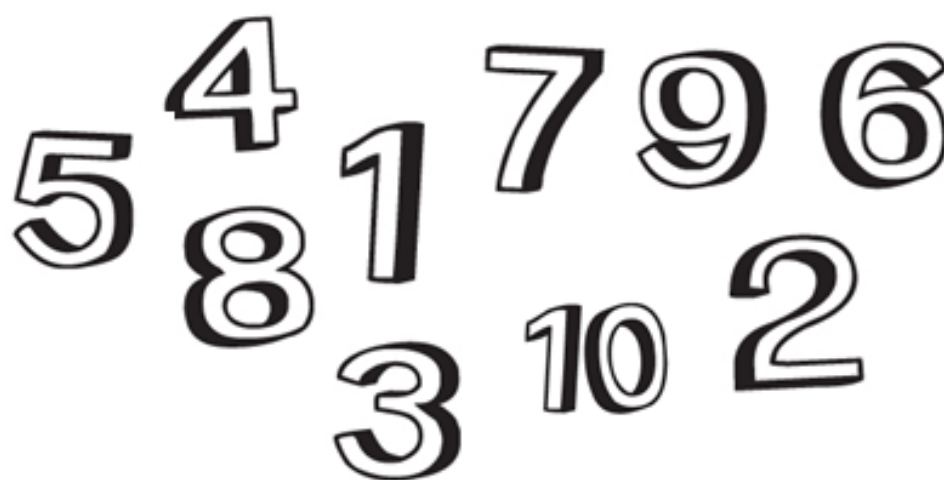
Procedure

Warm-up Off the screens

1. Revise ordinal numbers:
2. Give out Handout 1 and ask Ss to give the ordinal numbers for the cardinal ones. Pay attention to the spelling.

Handout 1

1 One –	_____
2 Two –	_____
3 Three –	_____
4 Four –	_____
5 Five –	_____
6 Six –	_____
7 Seven –	_____
8 Eight –	_____
9 Nine –	_____
10 Ten –	_____
11 Twelve –	_____
12 Thirteen –	_____
13 Twenty –	_____
14 Twenty one –	_____



Key:

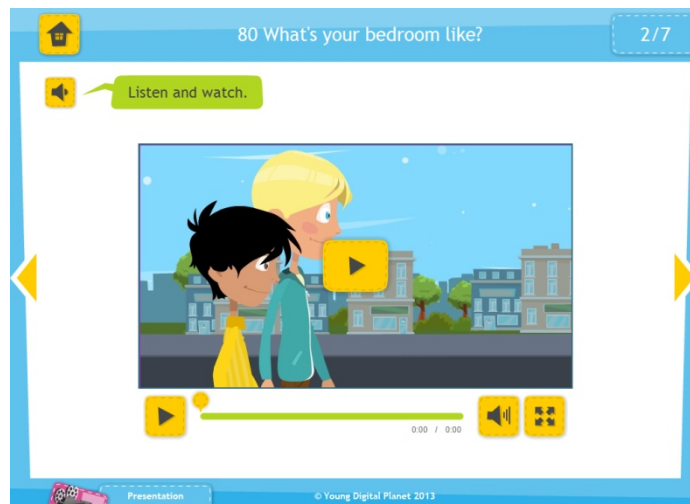
- 1 one – first
- 2 two – second
- 3 three – third
- 4 four – fourth
- 5 five – fifth
- 6 six – sixth
- 7 seven – seventh
- 8 eight – eighth
- 9 nine – ninth
- 10 ten – tenth
- 11 twelve – twelfth
- 12 thirteen – thirteenth

- 13 twenty – twentieth
- 14 twenty one – twenty-first

3. Ask Ss which floor they live: Where do you live? Do you live in a house or flat? Which floor? (Students should use the ordinal numbers) *My flat is on the ... floor.*

Screen 2

Sam: *What's your new flat like, Alex?*
Alex: *It's great. It's on the fourth floor.*
Alex: *I love my new bedroom.*
Sam: *Oh, that's good. What colour is it?*
Alex: *It's green, but there are a lot of pictures on the walls. Do you want to see it?*
Sam: *Sure!*
Alex: *So, this is my new bedroom. What do you think?*
Sam: *It's smaller than your old bedroom.*
Alex: *Yes, it is, but it's got a balcony. Let's go outside.*
Alex: *I can see the river from here.*
Sam: *Oh yes, wow! That's amazing.*
Alex: *My room's got a new armchair and a new desk.*
Sam: *Is the bookcase new too?*



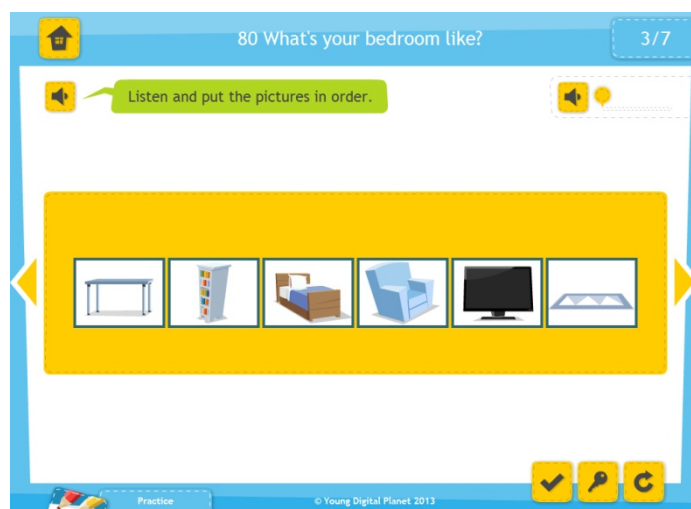
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Alex: No, that's from my old house.
Sam: Is there a television? I can't see one.
Alex: Here it is!
Alex: Oh, I've got a new bed too – come and look!
Sam: That's great Alex, but where can I sleep? On the carpet?
Alex: No! Look!

Screen 3

Alex: My room's got a new armchair and a new desk.
Sam: Is the bookcase new too?
Alex: No, that's from my old house.
Sam: Is there a television? I can't see one.
Alex: Here it is!
Alex: Oh, I've got a new bed too – come and look!
Sam: That's great Alex, but where can I sleep? On the carpet?
Alex: No! Look!

Key:



Screen 4

Audio 1:

It's small, but it's nice.

Audio 2:

It's on the fourth floor. It's between my mum's bedroom and the bathroom

Audio 3:

The walls are green and the carpet's brown.

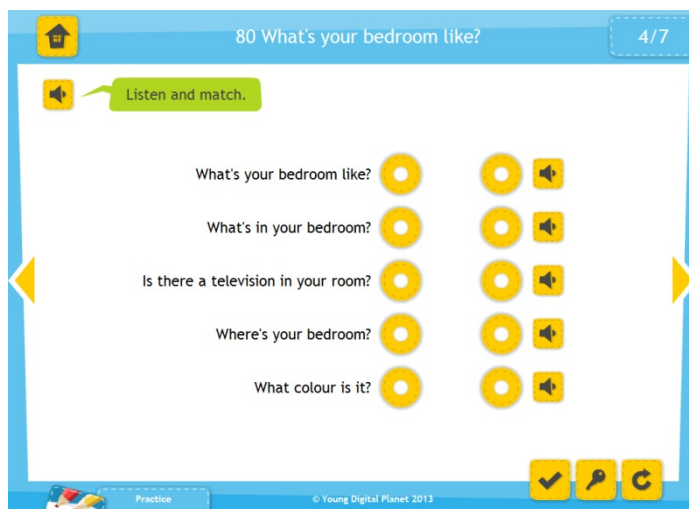
Audio 4:

There's a bed, an armchair, a cupboard and a bookcase. There are lots of pictures on the walls.

Audio 5:

Yes, there is. It's in the cupboard.

Key: (random order, match the written questions with the audio)



80 What's your bedroom like? 4/7

Listen and match.

What's your bedroom like? ☐ ☐ ☐

What's in your bedroom? ☐ ☐ ☐

Is there a television in your room? ☐ ☐ ☐

Where's your bedroom? ☐ ☐ ☐

What colour is it? ☐ ☐ ☐

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

It's big, and it's got a balcony. I love it.

Audio 2:

It's on the top floor of the house. It's next to the bathroom.

Audio 3:

One wall is white, and the other walls are blue. The door is purple.

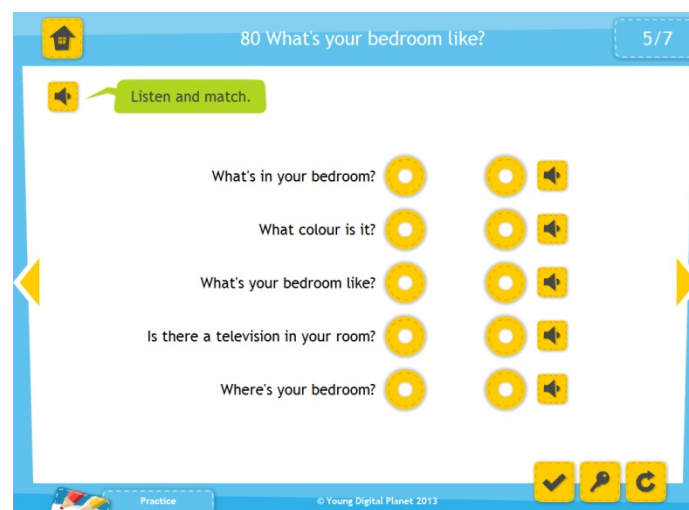
Audio 4:

There are two beds. One is for my sister and one is for me. My room's got a table, and there are two chairs. There's a tall cupboard too.

Audio 5:

No, there isn't. We watch TV in the living room.

Key: (random order, match the written questions with the audio)



80 What's your bedroom like? 5/7

Listen and match.

What's in your bedroom? ☐ ☐ ☐

What colour is it? ☐ ☐ ☐

What's your bedroom like? ☐ ☐ ☐

Is there a television in your room? ☐ ☐ ☐

Where's your bedroom? ☐ ☐ ☐

Practice © Young Digital Planet 2013

Screen 6

Audio 1:

What's your bedroom like?

Audio 2:

Where's your bedroom?

Audio 3:

What colour is it?

Audio 4:

What's in your bedroom?

Audio 5:

Is there a television in your room?

Audio 6:

It's small, but it's nice.

Audio 7:

It's on the fourth floor. It's between my mum's bedroom and the bathroom.

Audio 8:

The walls are green and the carpet's brown.

Audio 9:

There's a bed, an armchair, a cupboard and a bookcase. There are lots of pictures on the walls.

Audio 10:

Yes, there is. It's in the cupboard.



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

1. Look at the picture and read the question.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the answer into the correct speech bubble.
4. Press 'pause' and listen again if you want to, to complete the exercise.
5. Repeat with the rest of the four questions and answers.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and ask and answer the questions about their own bedrooms.

Additional activity

Give out Handout 2 (matching questions with the answers)

Handout 2

1 What's your bedroom like?		a. <i>There are two beds. One is for my sister and one is for me. My room's got a table, and there are two chairs. There's a tall cupboard too.</i>
2 What's in your bedroom?		b. <i>One wall is white, and the other walls are blue. The door is purple.</i>
3 Is there a television in your room?		c. <i>It's on the top floor of the house. It's next to the bathroom.</i>
4 What colour is it?		d. <i>It's big, and it's got a balcony. I love it.</i>
5 Where's your bedroom?		e. <i>No, there isn't. We watch TV in the living room.</i>

Match the questions with the answers.

Key: 1 d 2 a 3 e 4 b 5 c

Give out Handout 3 (to do a class survey)

Ask Ss to ask and answer the questions with their classmates, they should interview at least three Ss. There are three empty boxes for Ss to add two more questions of her own. In weaker groups, students do not need to write extra questions of their own.

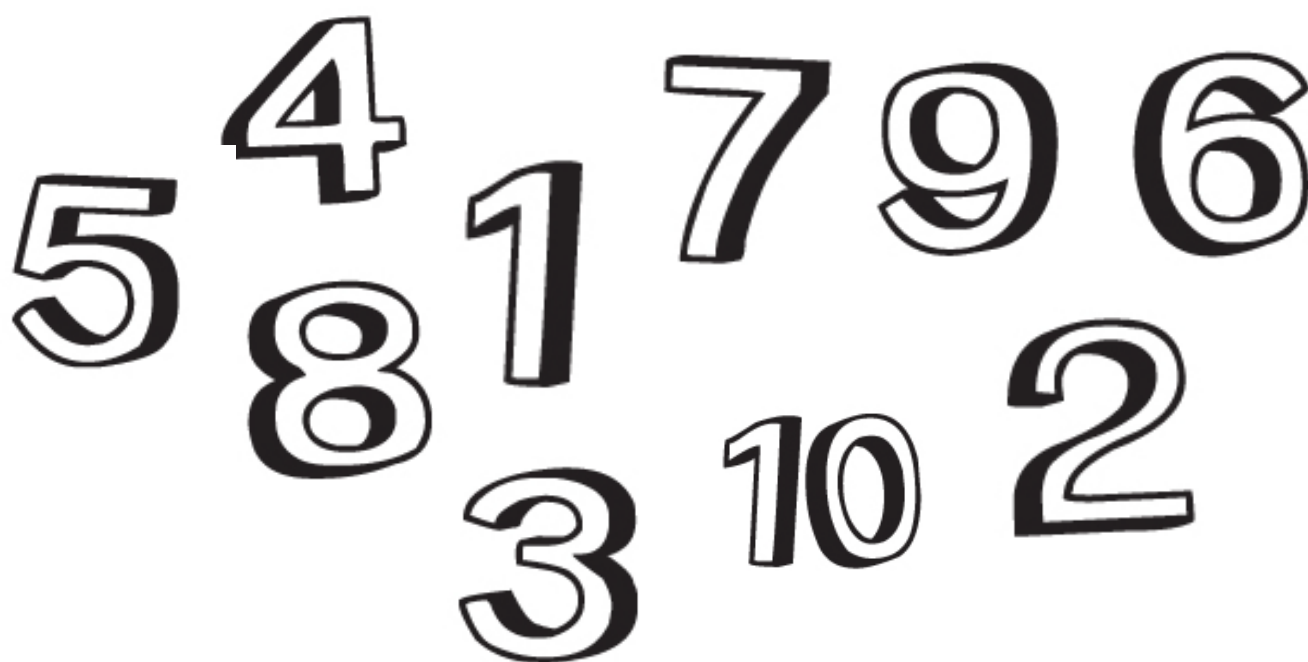
Handout 3

<i>Questions/Students</i>			
<i>What's your bedroom like?</i>			
<i>What colour is it?</i>			
<i>What's in your bedroom?</i>			
<i>Is there a television in your room?</i>			

Handout 1

- 1 one – _____
2 two – _____
3 three – _____
4 four – _____
5 five – _____
6 six – _____
7 seven – _____
8 eight – _____
9 nine – _____
10 ten – _____
11 twelve – _____
12 thirteen – _____

13 twenty – _____
14 twenty one – _____



Handout 2

1 What's your bedroom like?		<i>a. There are two beds. One is for my sister and one is for me. My room's got a table, and there are two chairs. There's a tall cupboard too.</i>
2 What's in your bedroom?		<i>b. One wall is white, and the other walls are blue. The door is purple.</i>
3 Is there a television in your room?		<i>c. It's on the top floor of the house. It's next to the bathroom.</i>
4 What colour is it?		<i>d. It's big, and it's got a balcony. I love it.</i>
5 Where's your bedroom?		<i>e. No, there isn't. We watch TV in the living room.</i>

Handout 3

<i>Questions/Students</i>			
<i>What's your bedroom like?</i>			
<i>What colour is it?</i>			
<i>What's in your bedroom?</i>			
<i>Is there a television in your room?</i>			