

Friends 7 Lesson5		Where are the sheep?		Vocabulary	
Aims	Talking about farm and farm animals Understanding the following words: <i>farm, farmer, field, grass, cage, pond, house;</i> <i>cows, sheep, horse, chickens, ducks, rabbits;</i> <i>in, on, behind</i> <i>Where is/are ...?</i>	Contents	Grammar <i>Where is/are ...?</i>	Checklist	Two master handouts: matching pictures and words; dialogue ordering (one individual handout one group work handout) Handout 2 to cut out
	Vocabulary <i>Farm, farmer, field, grass, cage, pond, house</i> <i>Cows, sheep, horse, chickens, ducks, rabbits,</i> <i>In, on, behind</i>				
Language Analysis					
Grammar: The plural of <i>sheep</i> is <i>sheep</i>. farmer's = farmer is or the possessive form, i.e. something belonging to the farmer Pronunciation: <i>sheep</i> /ʃi:p/ do not confuse with /ʃɪp/ (ship) <i>the</i> /ðɪ/ - before a vowel the changes pronunciation, e.g. the /ðə/ sheep, but the /ðɪ/ animals. <i>behind</i> / bɪ'haɪnd/					

Procedure

Warm-up off the screens

1. Give out Handout 1.
2. Ask students to match the pictures and words.
3. Check with the class.

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

Handout 1



a) cow



b) ducks



c) chickens



d) sheep



e) rabbits

Screen 2

Audio 1:

Ben: Hello, Lucy. Hi, Alex!

Lucy: Hi, Ben.

Ben: Let's go and see the animals.

Alex: Oh yes, where are the sheep?

Audio 2:

Ben says: The sheep are in the field, over there.

Alex: But they're cows! I can't see any sheep!

Lucy: And where's the horse?

Ben: It's behind the cows too!

Alex: Where are the ducks?

Audio 3:

Ben: The ducks are over there.

Alex: What? On the grass? But they're chickens! I can't see any ducks.

Lucy: Oh look! They're on the pond!

Audio 4:

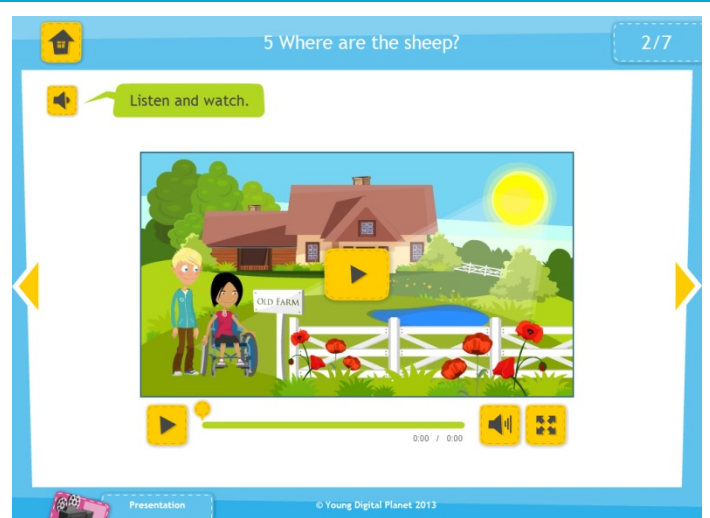
Alex: And where are the rabbits?

Ben: They're in the cage, look.

Alex: Oh, aren't they sweet!

Lucy: And where's the farmer? Is he in the field?

Ben: Oh no, he's in the house!



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

Handout 2:

1. Put your students in groups (4-5).
2. Give out Handout 2.

Handout 2

1. over there. the sheep?
in the field Where are The sheep are
2. the ducks? Where are
They're on the pond.
3. the horse? the cows. It's
Where's behind
4. Where are the rabbits?
in the cage, They're look.
Oh, aren't they sweet!
5. Where's the farmer?
Is he in the field?
Oh no, he's in the house.

3. Ask your students to join words and phrases into sentences from the interview. There are five exchanges altogether: each one has a different colour.
4. When they finish, ask two representatives from each group to read the dialogues.

Key:

- 1 - Where are the sheep? - The sheep are in the field, over there.
- 2 - Where are the ducks? - The ducks are over there. - They're on the pond!
- 3 - Where's the horse? - It's behind the cows.
- 4 - Where are the rabbits? - They're in the cage, look. - Oh, aren't they sweet!
- 5 - Where's the farmer? Is he in the field? - Oh no, he's in the house!

Screen 3



Audio 1:

Alex: *Where are the sheep?*

Ben: *They're in the field.*



Audio 2:

Lucy: *Where are the chickens?*

Ben: *They're on the grass.*



Audio 3:

Alex: *Where are the ducks?*

Ben: *They're on the pond.*



Audio 4:

Alex: *Where are the rabbits?*

Ben: *They're in the cage.*



Audio 5:

Lucy: *Where's the farmer?*

Ben: *He's in the house.*

Key: see pictures above (random order)


5 Where are the sheep?
3/7


Listen and match.













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Screen 4

Key:
See below.

5 Where are the sheep? 4/7

Match the questions and answers.

 Where are the rabbits?	 Where are the sheep?	 Where are the ducks?	 Where are the chickens?	 Where's the farmer?
				
They're in the field.	He's in the house.	They're on the grass.	They're in the cage.	They're on the pond.

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5 Where are the sheep? 4/7

Match the questions and answers.

 Where's the farmer?	 Where are the chickens?	 Where are the rabbits?	 Where are the sheep?	 Where are the ducks?
				
He's in the house.	They're on the pond.	They're in the cage.	They're in the field.	They're on the grass.

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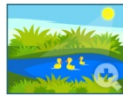
Screen 5

Key: (from left to right)

- 1 field
- 2 grass
- 3 pond
- 4 cage
- 5 house

5 Where are the sheep? 5/7

Complete the sentences.

 The sheep are in the .	 The chickens are on the .	 The ducks are on the .
 The rabbits are in the .	 The farmer's in the .	

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Screen 6

Audio 1:

Alex: *Where are the cows?*

Audio 2:

Alex: *Where are the rabbits?*

Audio 3:

Alex: *Where are the chickens?*

Audio 4:

Alex: *Where are the ducks?*

Audio 5:

Alex: *Where's the farmer?*

Audio6:

Ben: *The cows are in the house.*

Audio7:

Ben: *The rabbits are on the grass.*

Audio8:

Ben: *The chickens are in the cage.*

Audio9:

Ben: *The ducks are on the pond.*

Audio10:

Ben: *The farmer's in the field.*

Key: N/A



Give the students the instructions for the Look and answer activity.

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

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.

Additional activity:

1. Put your students in pairs.
2. Ask them to ask and answer the questions in pairs.
3. Switch the roles.

Handout 1

1.



a) cow

2.



b) ducks

3.



c) chickens

4.



d) sheep

5.



e) rabbits

Handout 2

1.

over there.

the sheep?

in the field

Where are

The sheep are
2.

the ducks?

Where are

They're

on the pond.
3.

the horse?

the cows.

It's

Where's

behind
4.

Where are

the rabbits?

in the cage,

They're

look.

Oh, aren't they

sweet!
5.

Where's

the farmer?

Is he

in the field?

Oh no, he's

in the house.

Friends 7 Lesson 6		Can I give the horse an apple?		Grammar & Functions	
Aims	Talking about farm animals and food items Using indirect objects Revision of farm animals and food items	Contents	Grammar <i>Can I give ... ?</i> <i>Yes, of course.</i> <i>Yes, you can.</i> <i>No, you can't.</i> Vocabulary Farm animals: <i>horse, cow, ducks, sheep, chickens</i> Food: <i>apple, carrot, bread, biscuits, cake, ice cream, banana, mango</i> <i>Grass</i>	Checklist	Two master handouts: food anagrams and Consequences activity (one individual handout one group work handout)
Language Analysis					
Grammar: A sentence that contains an action verb and a direct object may also contain an indirect object. The indirect object is the indirect receiver of the action expressed in the verb. Here's an example: <i>Anna gives a horse an apple</i>. The action verb is <i>gives</i>. You can first find the direct object by asking <i>Gives what?</i> The answer, of course, is <i>apple</i>. <i>Apple</i> is therefore the direct object because it is the direct receiver of the action of giving. What, then, is the word <i>horse</i>? <i>Horse</i> is the indirect object: horse indirectly received the action of giving because he got the apple, the thing that was given. So an indirect object receives the action in the verb indirectly by receiving the direct object: <i>a horse</i> (the indirect object) received <i>the apple</i> (the direct object). In other words: the indirect object tells us where the direct object is going. Pronunciation: We usually stress <i>can</i> in short answers. We say: Yes, you can /<i>kæn</i>/ No, you can't /<i>ka:nt</i>/ *** biscuits /<i>'bɪskɪts</i>/					

Procedure

Warm-up off the screens

1. Give out Handout 1.
2. Ask students to write types of food correctly and match them with the pictures.
3. Ask them to check in pairs when they finish.

Handout 1

1. scibitus

a)



2. papel

b)



3. cie - cerma

c)



4. gonam

d)



5. torrac

e)



6. beard

f)



7. eack

g)



Key:

1 e (biscuits) 2 c (apple) 3 g (ice-cream) 4 b (mango) 5 f (carrot)
 6 a (bread) 7 d (cake)

Screen 2

Audio 1:

Ben: *The animals are hungry. Can you give them some food?*

Kim and Jill: *Yes, of course!*

Jill: *Can I give the horse an apple?*

Lucy: *Yes, of course.*

Audio 2:

Jill: *Can I give the rabbit a carrot?*

Lucy: *Yes, of course.*

Audio 3:

Jill: *Can I give the ducks some bread?*

Lucy: *Yes, you can. But don't give the ducks a lot of bread.*

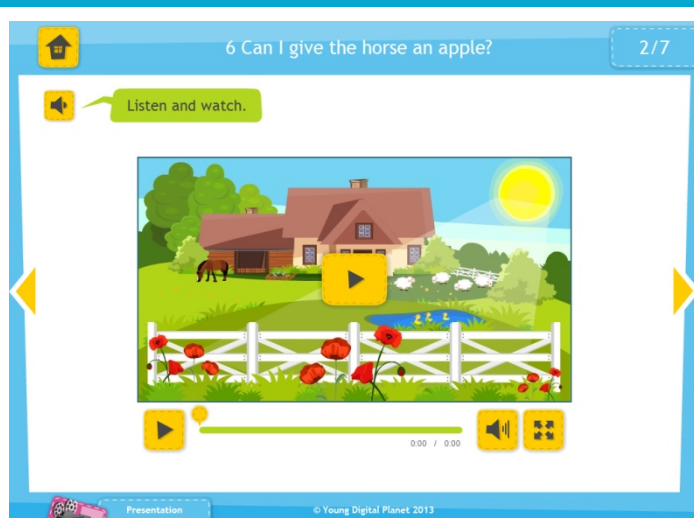
Audio 4:

Jill: *Can I give the sheep some biscuits?*

Kim: *Sorry, Jill?*

Jill: *Oh! Can I give the sheep some biscuits?*

Kim: *No, you can't! Sheep don't eat biscuits! They eat grass. Now let's go and have lunch.*



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

Screen 3



Audio 1:

Jill: *Can I give the horse an apple?*

Lucy: *Yes, of course.*



Audio 2:

Jill: *Can I give the rabbit a carrot?*

Lucy: *Yes, of course.*



Audio 3:

Jill: *Can I give the ducks some bread?*

Lucy: *Yes, you can.*



Audio 4:

Jill: *Can I give the sheep some biscuits?*

Kim: *No, you can't!*

Key: see pictures above (random order)

6 Can I give the horse an apple?
3/7

Listen and match.

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Screen 4

Key:

- 1 the cow
- 2 the rabbit
- 3 the ducks
- 4 the chickens
- 5 the sheep

6 Can I give the horse an apple? 4/7

Read and choose.

Can I give the cow an apple?

Can I give the rabbit a cake?

Can I give the ducks a mango?

Can I give the chickens some bread?

Can I give the sheep an ice cream?

6 Can I give the horse an apple? 4/7

Read and choose.

Can I give an apple?

Can I give a cake?

Can I give a mango?

Can I give some bread?

Can I give an ice cream?

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Screen 5

Key:

- 1 Can I give the horse an apple?
- 2 Can I give the rabbit a cake?
- 3 Can I give the ducks some bread?

6 Can I give the horse an apple? 5/7

Put the words in order.

apple an give I ? Can the horse

a rabbit give the I ? cake Can

Can bread ducks the ? I some give

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Screen 6

Kim: Yes, of course.

Kim: Yes, you can.

Kim: No, you can't.



Give the students the instructions for the game activity.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the words you hear. They make a question.
3. Choose the correct button and answer the question.
4. Repeat as many times as you like.

Additional activity:

1. Give out Handout 2.

Handout 2

Can (who?)

give (whom?)

.....? (what?)

..... (answer)

2. The game goes like this: a person fills in the first gap, folds the sheet of paper, so

that no one can see, what he / she has written, and passes it to the person to the left. This person fills the next gap, folds, and so on as long as all the gaps are filled.

3. Ask your students to play the game. Tell them to use all kinds of objects and persons / animals they know. The more creative they are, the funnier it gets.

4. Ask each group to unfold their sheets and ask representatives to read them aloud.

e.g. *Can Adam give Tom an apple?*

Handout 1

1. scibitus

a)



2. papel

b)



3. cie - cerma

c)



4. gonam

d)



5. torrac

e)



6. beard

f)



7. eack

g)



Handout 2

Can (who?)

give (whom?)

.....? (what?)

..... (answer)

Friends 7 Lesson 7		What can I give the cows?		Grammar & Functions	
Aims	Talking about farm animals and food items Using indirect objects: <i>it/them</i> Revision of farm animals and food items	Contents	Grammar <i>What can I give the cows, rabbit, horse, duck, chicken, sheep?</i> <i>You can give them/it a/some</i>	Checklist	Two master handouts: word completion and sentence ordering (one individual handout, one group work handout)
	Vocabulary Revision of food items: <i>ice- cream, cake, orange juice, vegetables, water, bread</i> Farm vocabulary: <i>grass, pond</i>				
Language Analysis					
Grammar: <i>give the cows, the sheep = give them</i> <i>give the rabbit, the horse = give it</i> We can't count the nouns like <i>water, bread, grass</i>. We say: <i>some water, some grass</i>. We can count nouns like: <i>pond(s), cake(s)</i>. We say: <i>a pond, a cake</i>. Pronunciation: We don't usually stress <i>can</i> in positive sentences and questions. We say /<i>kən</i>/: <i>What can I give the cows? You can give them some grass.</i> <i>vegetable</i> /`<i>vedʒtəbəl</i>/ - the word <i>vegetable</i> has only 3 syllables, and it doesn't contain any /' <i>teɪb(ə)l</i>/.					

Procedure

Warm-up Off the screens

1. Give out Handout 1.

Handout 1



a) g_a_s



b) w_te_



c) _on_



d) veg_t_bl_s

2. Ask your students to complete words with letters and match them with the pictures.
3. Ask them to check in pairs when they finish.

Key: 1 c (pond) 2 a (grass) 3 d (vegetables) 4 b (grass)

Screen 2

Audio 1:

Jill: *Oh, the cows are hungry! What can I give the cows? Can I give them my ice cream?*

Ben: *No, you can't. You can give them some grass. They like grass.*

May: *Let's go and see the rabbit now!*

Audio 2:

May: *Oh! The rabbit's so cute! It's hungry too. What can I give the rabbit? Can I give it my cake?*

Ben: *No, May, you can't. Rabbits don't eat cake. But they like vegetables. You can give it some vegetables.*

Jill: *Now let's go and see the horse.*

Audio 3:

Jill: *Look at the horse. It's hot. What can I give the horse? Can I give it your orange juice?*

Ben: *No, you can't Jill! Horses don't like orange juice. You can give it some water.*

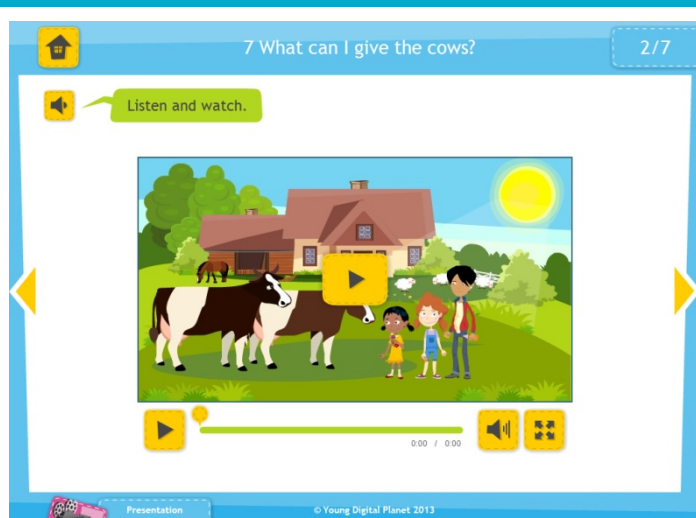
Audio 4:

Jill: *Oh look! A duck! What can I give the duck? Can I give it some water too?*

Ben: *Well, ducks like water but look over there.*

Ben: *The ducks have a lot of water.*

Jill and May: *Oh yes!*



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

Screen 3

Audio1:

Jill: *What can I give the cows?*

Ben: *You can give them some grass.*

Audio2:

May: *What can I give the rabbit?*

Ben: *You can give it some vegetables.*

Audio3:

Jill: *What can I give the horse?*

Ben: *You can give it some water.*

Audio4:

Jill: *What can I give the ducks?*

Ben: *You can give them some water.*

Key: See below.




7 What can I give the cows?
3/7


Listen and put the pictures in order.







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Screen 4

Key:

1 You can give them some grass.

2 You can give them some vegetables.

3 You can give it some water.

4 You can give them some water.



You can give them some grass.



You can give them some vegetables.



You can give it some water.



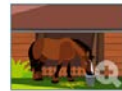
You can give them some water.


7 What can I give the cows?
4/7


Put the words in order.


give them can some You grass.


can give You them some vegetables.


it some You give can water.


some You can them water. give





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Handout 2:

1. Put your students in groups (4–5).
2. Give out Handout 2.
3. Ask them to put the words into sentences (questions matching to answers from screen 4).
4. Ask representatives to read aloud questions and answers.

Handout 2

1. What give can I the cows?
2. can I What give the rabbits?
3. the horse? What give can I
4. give the ducks? can I give

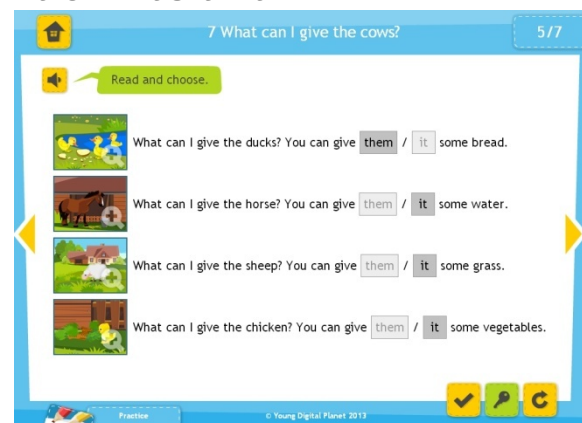
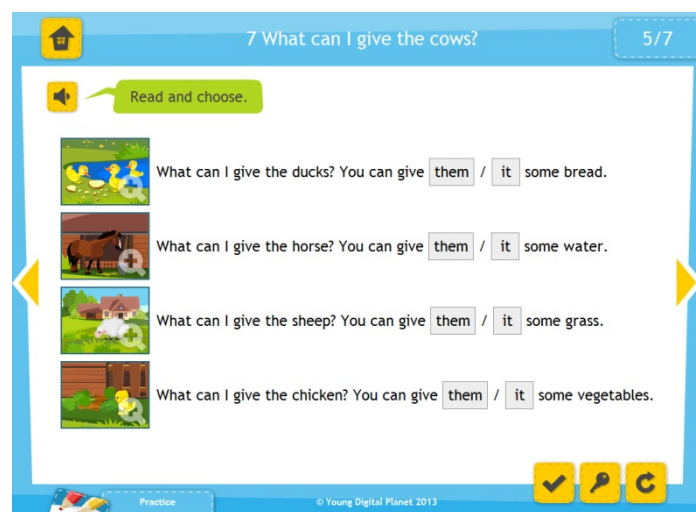
Key:

1 What can I give the cows? **2** What can I give the rabbits? **3** What can I give the horse?
4 What can I give the ducks?

Screen 5

Key:

1 them **2** it **3** it **4** it

Screen 6

Ben: *You can give it ...*

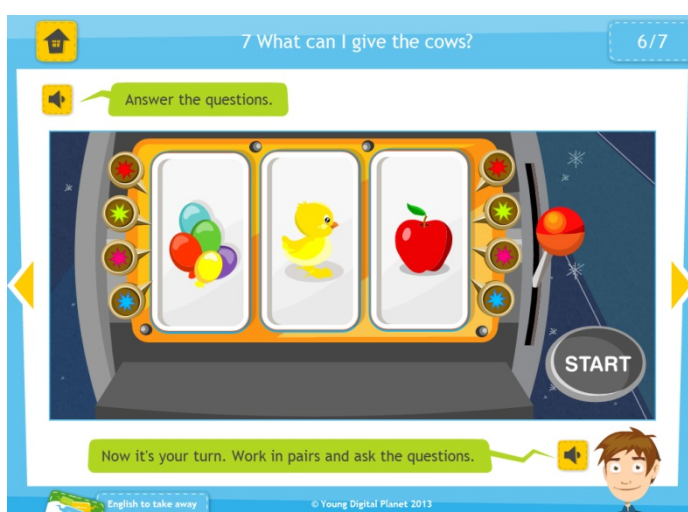
Ben: *You can give them ...*

What can you give the ducks?

What can I give the rabbits?

What can I give the sheep?

etc.



Give the students the instructions for the game activity.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, say the words you see in the first and second field. They make a question.
3. Answer the question with a little help from Ben.
4. Repeat as many times as you like.

Handout 1

1.



a) g_a_s

2.



b) w_te_

3.



c) _on_

4.



d) veg_t_bl_s

Handout 2

1. What give can I the cows?

2. can I What give the rabbits?

3. the horse? What give can I

4. give the ducks? can I give

Friends 7 Lesson8		What a nice farm!		Skills	
Aims	Integrated skills: Listening and speaking (reading and writing) Recycling language from units 5–7 Recycling big numbers	Contents	Grammar <i>Where are the ...?</i> <i>Can I give them some vegetables? You can give them some carrots.</i> <i>How many...?</i>	Checklist	One individual handout: consolidating numbers and vocabulary
	Vocabulary Farm animals: <i>cows, sheep, horses, chickens, rabbits, ducks, lamb</i> Farm words: <i>field, pond, farm</i>				
Language Analysis					
Grammar: We can ask <i>How many ...?</i> about the objects we can count, e.g. <i>cows, sheep, ducks...</i>					
Vocabulary: <i>cute</i> – appealing or attractive, especially in a pretty way <i>lamb</i> – young sheep ***					
Integrated skills Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom. Integrated skills helps them do so, because: • students are exposed to authentic language and can use English effectively for communication • students interact naturally and learn real content • one skill can reinforce another • production (speaking and writing) and reception (reading and listening) can't be split in real life.					

Procedure

Warm-up off the screens

1. Give out the Handout.

Handout

1. 45



2. 7



3. 63



4. 5



5. 12



6. 13



7. 1



2. Ask your students to write down what they see with words.
3. Ask representatives to the board to write the answers.

Key: 1 forty five cows 2 seven chickens 3 sixty three sheep 4 five horses 5 twelve rabbits 6 thirteen ducks 7 one farmer

Screen 2

Interviewer: *Good morning, Ben!*

Ben: *Good morning.*

Interviewer: *You work on Old Farm.*

Ben: *Yes, that's right.*

Interviewer: *What animals do you have on the farm?*

Ben: *Oh, let's see. We have cows and sheep. They're over there in the field.*

Interviewer: *How many cows have you got?*

Ben: *We've got 67 cows – and 83 sheep. Oh, and we've got 6 horses too.*

Interviewer: *Have you got any chickens?*

Ben: *Oh yes. We've got chickens and rabbits too. Would you like to see them?*

Interviewer: *Oh yes, please!*

Interviewer: *Oh, the rabbits are sweet! Can I give them some vegetables?*

Ben: *Yes, of course. You can give them these carrots.*

Interviewer: *Oh, you've got ducks too!*

Ben: *Yes, we have.*

Interviewer: *Where are the ducks?*

Ben: *They're over there, on the pond.*

Interviewer: *So ... which is your favourite animal?*

Ben: *Mmm ... my favourite animal is ... this baby lamb.*

Interviewer: *Oh, it's so cute! What a nice farm! Thank you very much.*

Ben: *Thank you!*



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

Screen 3

Interviewer: Good morning, Ben!

Ben: Good morning.

Interviewer: You work on Old Farm.

Ben: Yes, that's right.

Interviewer: What animals do you have on the farm?

Ben: Oh, let's see. We have cows and sheep. They're over there in the field.

Interviewer: How many cows have you got?

Ben: We've got 67 cows – and 83 sheep. Oh, and we've got 6 horses too.

Interviewer: Have you got any chickens?

Ben: Oh yes. We've got chickens and rabbits too. Would you like to see them?

Interviewer: Oh yes, please!

Interviewer: Oh, the rabbits are sweet! Can I give them some vegetables?

Ben: Yes, of course. You can give them these carrots.

Interviewer: Oh, you've got ducks too!

Ben: Yes, we have.

Interviewer: Where are the ducks?

Ben: They're over there, on the pond.

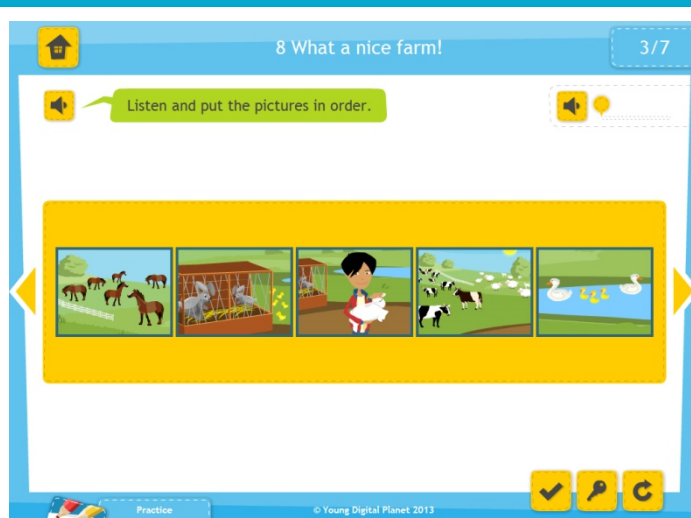
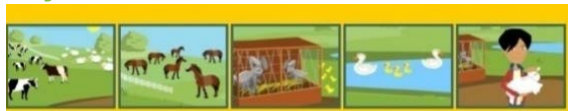
Interviewer: So ... which is your favourite animal?

Ben: Mmm ... my favourite animal is....this baby lamb.

Interviewer: Oh, it's so cute! What a nice farm! Thank you very much.

Ben: Thank you!

Key: See below



Screen 4

Interviewer: Good morning, Ben!

Ben: Good morning.

Interviewer: You work on Old Farm.

Ben: Yes, that's right.

Interviewer: What animals do you have on the farm?

Ben: Oh, let's see. We have cows and sheep. They're over there in the field.

Interviewer: How many cows have you got?

Ben: We've got 67 cows – and 83 sheep. Oh, and we've got 6 horses too.

Interviewer: Have you got any chickens?

Ben: Oh yes. We've got chickens and rabbits too. Would you like to see them?

Interviewer: Oh yes, please!

Interviewer: Oh, the rabbits are sweet! Can I give them some vegetables?

Ben: Yes, of course. You can give them these carrots.

Interviewer: Oh, you've got ducks too!

Ben: Yes, we have.

Interviewer: Where are the ducks?

Ben: They're over there, on the pond.

Interviewer: So ... which is your favourite animal?

Ben: Mmm ... my favourite animal is ...this baby lamb.

Interviewer: Oh, it's so cute! What a nice farm! Thank you very much.

Ben: Thank you!

Key:

1 sheep 2 67 3 83 4 63 5 pond 6 lamb



Screen 5

Interviewer: Good morning, Ben!

Ben: Good morning.

Interviewer: You work on Old Farm.

Ben: Yes, that's right.

Interviewer: What animals do you have on the farm?

Ben: Oh, let's see. We have cows and sheep. They're over there in the field.

Interviewer: How many cows have you got?

Ben: We've got 67 cows – and 83 sheep. Oh, and we've got 6 horses too.

Interviewer: Have you got any chickens?

Ben: Oh yes. We've got chickens and rabbits too. Would you like to see them?

Interviewer: Oh yes, please!

Interviewer: Oh, the rabbits are sweet! Can I give them some vegetables?

Ben: Yes, of course. You can give them these carrots.

Interviewer: Oh, you've got ducks too!

Ben: Yes, we have.

Interviewer: Where are the ducks?

Ben: They're over there, on the pond.

Interviewer: So ... which is your favourite animal?

Ben: Mmm ... my favourite animal is ...this baby lamb.

Interviewer: Oh, it's so cute! What a nice farm! Thank you very much.

Ben: Thank you!

Key:

1 sheep 2 67 3 83 4 6 5 pond 6 lamb



Screen 6

Questions (interviewer):

*What animals do you have on the farm?
How many cows have you got?
How many sheep have you got?
How many horses have you got?
Where are the ducks?
Which is your favourite animal?*

Answers (Ben):

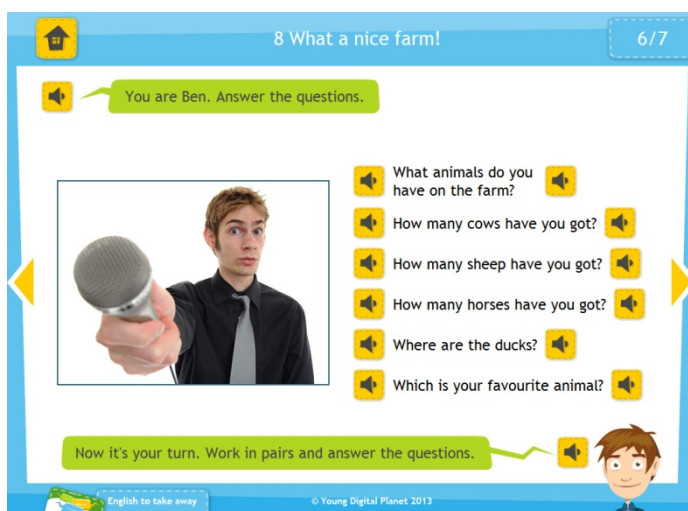
*We've got cows, sheep, horses,
chickens, rabbits and ducks.*

We've got 67 cows.

We've got 83 sheep.

*We've got 6 horses.
The ducks are on the pond.*

My favourite animal is a baby lamb.



Give the students the instructions for the interview activity.

1. Look at the picture and read the questions.
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 Ben. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.

Additional activity:

1. Ask your students to imagine they have their own farm. Ask them to draw it.
2. Put your students in pairs.
3. Students ask and answer questions about the farm in pairs. Student A is the interviewer, student B answers. Ask student A to make notes.
4. Switch the roles.
5. Ask representatives to tell the class about their partner's farm.

Handout

1. 45



2. 7



3. 63



4. 5



5. 12



6. 13



7. 1



Friends 7 Lesson 9		22, 33, 44...?		Pronunciation	
Aims	Stressing the numbers (from 20-100)	Contents	Vocabulary Numbers 20–100 <i>Let's see.</i> <i>That's easy / That's difficult.</i>	Checklist	Two master handouts (one handout for group work one pair work handout)
Language Analysis					
Pronunciation: In full tens (20, 30, 40 etc) the stress is on the first syllable. If any 'in between the ten' digit is added (21, 35, 47) the stress is on the last syllable. Hints: Logic strings are the strings of numbers put in some logical way. The first audio presents a string made up by adding 10 to the previous number. Audio 2 presents a string made up by adding 11 to the previous number. Audio 3 presents a string made up by adding 1x2, then 2x2, then 3x2 etc to the previous number. Audio 4 presents a string made up by adding 1x3, then 2x3, then 3x3 etc to the previous number.					

Procedure

Warm-up Off the screens

1. Put your students in a circle.
2. Give out Handout 1.

Handout 1

Cut out.

20 30 40 50 60 70 80 90 100

3. Ask your students to keep their numbers covered.
4. Student to your left starts. He or she uncovers the number and points a person to say it aloud, and then puts the number on the floor.
5. Correct the spelling if needed. Pay attention to stress.
6. Now the person who said the number uncovers her or his number and points the one who is to say it.
7. The game finishes when everyone has their numbers on the floor.

Screen 2

Audio 1:

Sam: 10, 20, 30, 40 That's easy! 50!

Kim: 60, 70, 80, 90 100!

Audio 2:

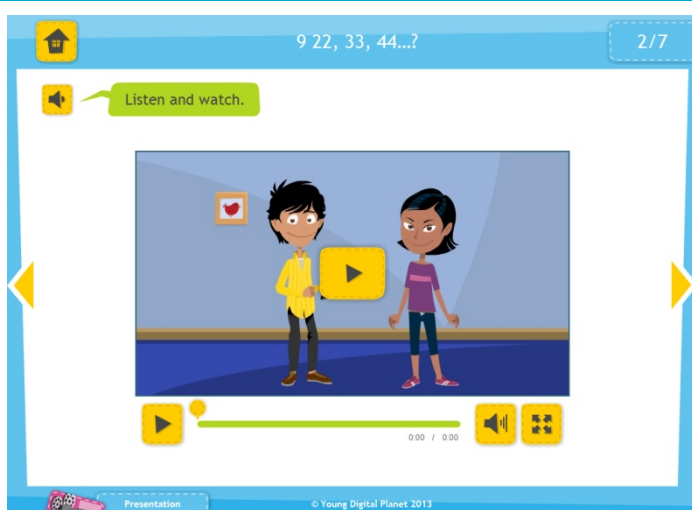
Sam: 22, 33, 44 I know! 55!

Kim: 66, 77, 88? 99!

Audio 3:

Sam: 20, 22, 26, 32, 40 Let's see. 20 ... 22, that's 2. 22 ... 26, that's 4. 26 ... 32, that's 6. 32 ... 40, that's 8. 40 and ten is ... 50!

Kim: 21, 24, 30, 39. That's difficult. 21 and 24 ... that's 3. 24 and 30, that's 6. 30 and 39, that's 9. 39 and twelve is ... 51!



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

Additional activity:

1. Ask your students to work in pairs
2. Give out Handout 2.

Handout 2

1. 1, 4, 9, 16, 25, ...?

a) 36 b) 49 c) 34

2. 11, 22, 33, 44, 55, ...?

a) 88 b) 66 c) 12

3. 8, 15, 22, 29, 36, ...?

a) 39 b) 42 c) 43

3. Ask representatives to come to the board and explain the string when they finish. If they have no clue, explain a string to the class.

Key:

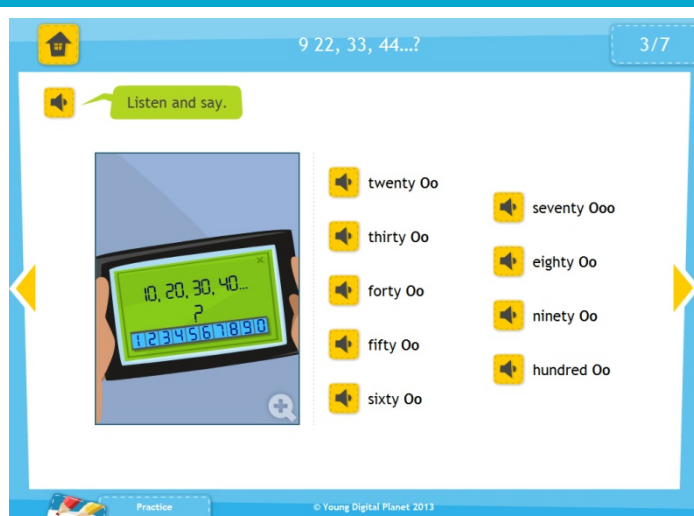
1a (squares of 1, 2, 3 etc)

2b (multiples of 11)

3c ((multiples of 7) plus 1)

Screen 3

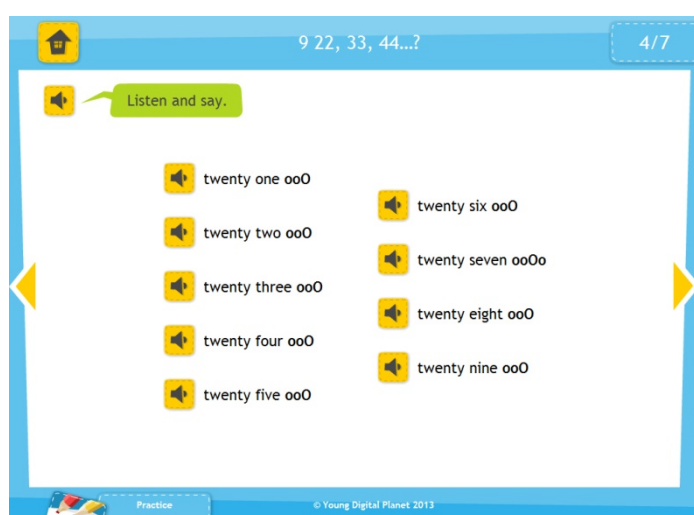
Audio 1:
twenty
Audio 2:
thirty
Audio 3:
forty
Audio 4:
fifty
Audio 5:
sixty
Audio 6:
seventy
Audio 7:
eighty
Audio 8:
ninety
Audio 9:
a hundred
Key: N/A



Oo stressed and unstressed syllable

Screen 4

Audio 1:
Twenty one.
Audio 2:
Twenty two.
Audio 3:
Twenty three.
Audio 4:
Twenty four.
Audio 5:
Twenty five.
Audio 6:
Twenty six.
Audio 7:
Twenty seven.
Audio 8:
Twenty eight.
Audio 9:
Twenty nine.
Key: N/A



As a follow-up, ask the students to give each other numbers as digits and they have to say the word.

Screen 5

Audio 1:

twenty

Audio 2:

thirty three

Audio 3:

forty

Audio 4:

fifty two

Audio 5:

sixty eight

Audio 6:

seventy

Audio 7:

eighty one

Audio 8:

ninety four

Audio 9:

hundred

Key:

1 Oo 2 ooO 3 Oo 4 ooO 5 ooO 6 Ooo

7 ooO 8 ooO 9 Oo

Additional activity:

1. Write ten random numbers (range 20–100) on the board.
2. Read with the class. Elicit correct stress. Ask the class to clap on the stressed syllable.

Screen 6

Audio:

25, 30, 35, 40...45!

37, 42, 47, 52...57!

100, 97, 94, 91...88!

66, 60, 54, 48...42!



Give the students the instructions for the game activity.

1. Look at the screen.
2. Click on the audio and listen to the numbers. Think about the missing number.
3. Guess the missing number. You can press 'pause' at any time and listen again.

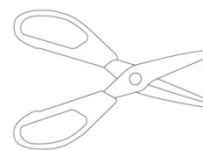
Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and think of more number games for each other. See instructions below.

Additional activity:

1. Put your students in pairs.
2. Ask your students to create a logic string on their own.
3. Each pair presents their logic string on the board. Let your students guess the missing number.

Handout 1

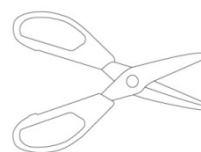
Cut out.



20

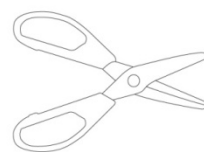
30

40



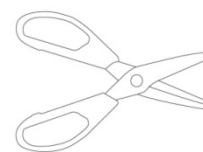
50

60



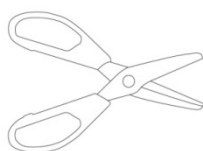
70

80



90

100



Handout 2

1. 1, 4, 9, 16, 25, ...?

a) 36 b) 49 c) 34

2. 11, 22, 33, 44, 55, ...?

a) 88 b) 66 c) 12

3. 8, 15, 22, 29, 36,...?

a) 39 b) 42 c) 43

Friends 7 Lesson10		<i>I went to Old Farm</i>		Skills	
Aims	Reading (and listening) Revision of vocabulary from cycle 1	Contents	Grammar <i>Talk to ...</i>	Checklist	2 master handouts (one individual handout one pair work handout): word completion and pair work dictation.
	Vocabulary Revision of vocabulary: <i>cows, sheep, horses, chickens, rabbits, ducks, lamb</i> Numbers (written: <i>twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred</i>) <i>talk</i>				
Language Analysis					
Vocabulary: <i>Speak</i> vs <i>talk</i> – <i>speak</i> tends to be used for one-sided communications, whereas <i>talk</i> implies a conversation or discussion between two or more people.					
Pronunciation: <i>goat</i> /gəʊt/ <i>talk</i> /tɔ:k/					

Procedure

Warm-up off the screens

1. Give out Handout 1.

Handout 1

1. twent_ co_s
 2. th_rty she__
 3. f_rty hor__s
 4. fi__y chi__ens
 5. __xty r_b_its
 6. se_en_y du__s
 7. ei__ty la_bs
 8. n_n_ty go_ts
 9. a h_ndred farm_rs!
2. Ask your students to fill in the gaps.
 3. Check with the class when they finish.

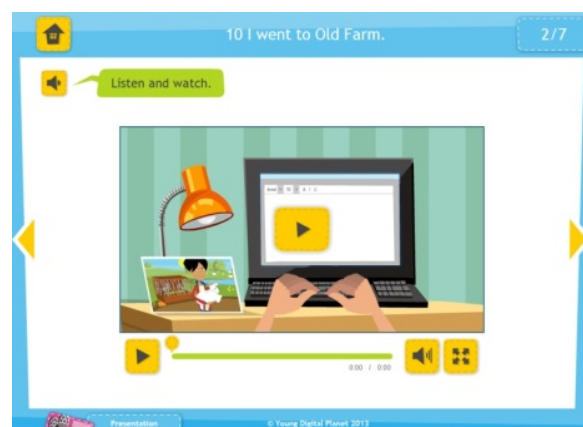
Key:

1 twenty cows **2** thirty sheep **3** forty horses **4** fifty chickens **5** sixty rabbits
6 seventy ducks **7** eighty lambs **8** ninety goats **9** a hundred farmers!

Screen 2

Audio:

Last weekend I went to Old Farm. The farm has many animals. There are cows, sheep and horses in the fields. There are sixty seven cows, eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were on the pond. I talked to Ben. Ben is sixteen years old and he works on the farm. His favourite animal is a baby lamb.



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

Screen 3

Audio:

Last weekend I went to Old Farm. The farm has many animals. There are cows, sheep and horses in the fields. There are sixty-seven cows, eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were on the pond. I talked to Ben. Ben is sixteen years old and he works on the farm. His favourite animal is a baby lamb.

Key:

1 A day at the farm

10

10 I went to Old Farm.

3/7

▶

Read and choose the best name.

▶

A day at the farm



Last weekend I went to Old Farm. The farm has many animals. There are cows, sheep and horses in the fields. There are sixty seven cows,

eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were on the pond. I talked to Ben. Ben is sixteen years old and he works on the farm. His favourite animal is a baby lamb.

A day at the beach

A day at the farm

A day at the zoo

▶

▶

▶

10 I went to Old Farm.

3/7

Read and choose the best name.

Last weekend I went to Old Farm. The farm has many animals. There are cows, sheep and horses in the fields. There are sixty seven cows,

eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were in the pond. I talked to Ben. Ben is sixteen years old and he works on the farm. His favourite animal is a baby lamb.

A day at the zoo

A day at the farm

A day at the beach

Practice

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Screen 4

Key:

- 1 animals
- 2 sheep
- 3 six
- 4 pond
- 5 farm
- 6 favourite

10 I went to Old Farm. 4/7

Read and choose.



A day at the farm.
Last weekend I went to Old Farm. The farm has many animals. There are cows, sheep and horses in the fields. There are sixty seven cows, eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were on the pond. I talked to Ben. Ben is sixteen years old and he works on the farm. His favourite animal is a baby lamb.

animals six favourite pond sheep farm

Practice © Young Digital Planet 2013

10 I went to Old Farm. 4/7

Read and choose.



A day at the farm.
Last weekend I went to Old Farm. The farm has many . There are cows, and horses in the fields. There are sixty seven cows, eighty three sheep and beautiful horses. There are rabbits, chickens and ducks too. The ducks were on the . I talked to Ben. Ben is sixteen years old and he works on the . His animal is a baby lamb.

six pond farm favourite sheep animals

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 went 2 has 3 in 4 are 5 were 6 works
- 7 His

10 I went to Old Farm. 5/7

Read and choose.

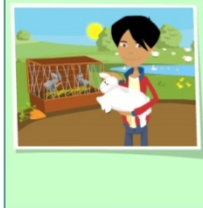


Last weekend I went / was to Old Farm. The farm is / has many animals. There are cows, sheep and horses in / behind the fields. There is / are sixty seven cows, eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were / was on the pond. I talked to Ben. Ben is sixteen years old and he work / works on the farm. Her / His favourite animal is a baby lamb.

Practice © Young Digital Planet 2013

10 I went to Old Farm. 5/7

Read and choose.



Last weekend I went / was to Old Farm. The farm is / has many animals. There are cows, sheep and horses in / behind the fields. There is / are sixty seven cows, eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were / was on the pond. I talked to Ben. Ben is sixteen years old and he work / works on the farm. Her / His favourite animal is a baby lamb.

Practice © Young Digital Planet 2013

Screen 6

Audio:

Last weekend I went to Old Farm. The farm has many animals. There are cows, sheep and horses in the fields. There are sixty-seven cows, eighty three sheep and six beautiful horses. There are rabbits, chickens and ducks too. The ducks were on the pond. I talked to Ben. Ben is sixteen years old and he works on the farm. His favourite animal is a baby lamb.

Key:

Last weekend I went to **Big** Farm. The farm has many animals. There are **cows**, **goats** and horses in the fields. There are sixty seven **cows**, **eighty** three sheep and **ten** beautiful horses. There are rabbits, chickens and **ducks** too. The ducks were on the **tree**. I talked to Ben. Ben is **twenty** years old and he works on the **farm**. His favourite animal is a baby **rabbit**.



Look at the picture and read the text.

1. Click on the audio and listen to the text. Think about how to answer it.
2. What's different? Mark / write down differences. You can press 'pause' at any time and listen again.

Teachers' tip: In pairs, children read the scripts but change some words (e.g. change 67 to 61). Other children listen and have to say which words are different.

Additional activity:

1. Ask your students to work in pairs.
2. Give out Handout 2.
3. Each student imagines a farm and writes about it in "Me" section.
4. Ask Student A to tell a partner about the farm. The partner completes the text in "My classmate" section.
5. Ask students to compare versions.
6. Switch the roles and proceed to the end so this basically becomes a pairwork dictation.

Handout 2

Me:

The farm has many animals. There are _____,
_____ and _____ in the fields. There are _____
_____, _____ and _____
beautiful _____. There are _____, _____ and
_____ too. The _____ are _____ the _____. I talked to
_____. _____ is _____ years old and he / she
works on the _____. His / her favourite animal is a
_____.

My classmate:

The farm has many animals. There are _____,
_____ and _____ in the fields. There are _____
_____, _____ and _____
beautiful _____. There are _____, _____ and
_____ too. The _____ are _____ the _____. I talked to
_____. _____ is _____ years old and he / she
works on the _____. His / her favourite animal is a
_____.

Handout 1

1. twent_ co_s
2. th_rty she__
3. f_rty hor__s
4. fi__y chi__ens
5. __xty r_b_its
6. se_en_y du__s
7. ei__ty la_bs
8. n_n_ty go_ts
9. a h_ndred farm_rs!

Handout 2

Me:

The farm has many animals. There are _____,
_____ and _____ in the fields. There are _____
_____, _____ and _____
beautiful _____. There are _____, _____ and
_____ too. The _____ are ____ the _____. I talked to
_____. _____ is _____ years old and he / she
works on the _____. His / Her favourite animal is a
_____.

My classmate:

The farm has many animals. There are _____,
_____ and _____ in the fields. There are _____
_____, _____ and _____
beautiful _____. There are _____, _____ and
_____ too. The _____ are ____ the _____. I talked to
_____. _____ is _____ years old and he / she
works on the _____. His / Her favourite animal is a
_____.

Friends 7 Lesson 11		<i>I sent you a text.</i>		Vocabulary	
Aims	Talking about birthdays	Contents	Grammar Past Simple	Checklist	2 Master handouts 1 group work 1 pair work activity: word mime and sentence ordering
	Vocabulary <i>birthday</i> <i>I sent you a text.</i> <i>Thanks!</i>		Scissors Blue tac		
Language Analysis					
Grammar: We use the past simple tense to talk about completed actions in the definite past. Common time expressions: <i>last week, last year, last night, yesterday, 10 days / months / years ago, when I was a child</i>, etc. In the affirmative form, we add an <i>-ed</i> to the regular verb. There are also over 400 irregular verbs. Some of the most common(and irregular) ones are: <i>go –went, buy – bought, take – took, come – came, have – had, eat – ate, drink – drank, find – found, give – gave, lose – lost, know – knew, tell – told</i>.					

Procedure

Warm-up Off the screens

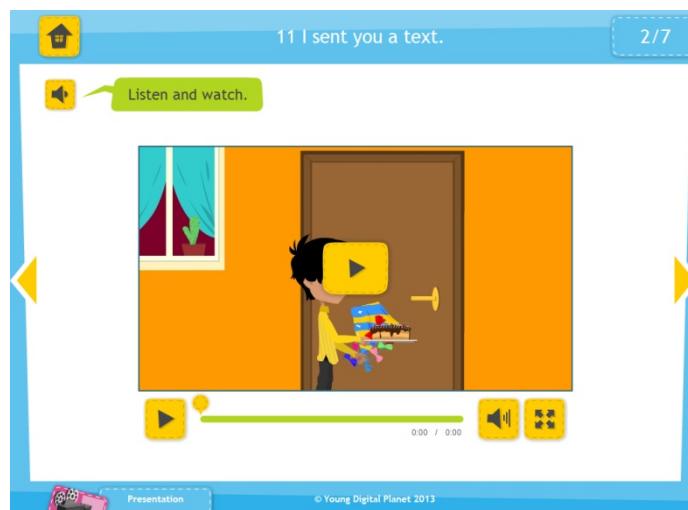
Handout 1 - Snatch!

INVITATION	GUESTS	FRIENDS	FAMILY	PRESENTS
CAKE	BALOONS	PARTY	DANCING	SINGING
ICE CREAM	MUSIC	GAMES	CANDLES	CLOWNS

1. Give out the cards (i.e. the Handout copied, placed on cardboard and stuck on card) (Handout 1), one set to each pair.
2. Read them out and discuss the meaning with students.
3. Ask volunteers to demonstrate – mime or draw the meaning of some words.
4. Ask students to work in pairs and spread the cards face up on the desk in front of them.
5. Explain to students that you are going to call out a word and the first person to snatch it, puts it on their pile.
6. The student who has the most cards wins.
7. Ask students to guess the topic of the lesson: *birthday*.

Screen 2

Sam: Hello Alex! Happy birthday!
Alex: Hi Sam!
Sam: I made you a cake.
Sam: And I made you a present.
Alex: Thanks! But it isn't my birthday.
Sam: Oh!
Alex: My party was yesterday. I invited you to my party. Look!
Sam: Oh! Did you text me?
Alex: Yes! I sent you a text. And I sent you an email.
Sam: Oh well!
Alex: Never mind! Let's eat the cake!
Sam: And let's open your present.



Screen 3



Audio 1:

Alex: *I sent you an email.*



Audio 2:

Sam: *I made you a cake.*



Audio 3:

Sam: *I made you a present.*



Audio 4:

Alex: *I invited you to my party.*



Audio 5:

Alex: *I sent you a text.*

Key: See pictures above (random order)



11 I sent you a text. 3/7

Listen and match.

Practice © Young Digital Planet 2013

Screen 4

Key:

- 1 I made you a cake.
- 2 I made you a present.
- 3 I invited you to my party.
- 4 I sent you a text.
- 5 I sent you an email.



11 I sent you a text. 4/7

Put the words in order.

I made you a cake .

I made you a present .

I invited you to my party .

I sent you a text .

I sent you an email .

Practice © Young Digital Planet 2013

Screen 5

Key:

- 1 made, cake
- 2 made, present
- 3 invited, party
- 4 sent, text
- 5 sent, email



11 I sent you a text. 5/7

Complete the sentences.

I m _____ you
a c _____.

I m _____ you
a p _____.

I i _____ you to
my p _____.

I s _____ you
a t _____.

I s _____ you
an e _____.

Practice © Young Digital Planet 2013

Screen 6

Sam: Hello Alex! Happy birthday!

Alex: Hi Sam!

Sam: I made you a cake.

Sam: And I made you a present.

Alex: Thanks! But it isn't my birthday.

Sam: Oh!

Alex: My party was yesterday. I invited you to my party. Look!

Sam: Oh! Did you text me?

Alex: Yes! I sent you a text. And I sent you an email.

Sam: Oh well!

Alex: Never mind! Let's eat the cake!

Sam: And let's open your present.



11 I sent you a text. 6/7

Who says what? Read, listen and match.

I made you a cake.
And I made you a present.

My party was yesterday.
I invited you to my party.

Yes! I sent you a text.
And I sent you an email.

Thanks!
But it isn't my birthday.

Never mind!
Let's eat the cake!

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

English to take away © Young Digital Planet 2013

Give students instructions for the Read, listen and match activity.

1. Look at the pictures, read and listen.
2. Listen again and match the dialogue to the correct speech bubbles.
3. Now it's your turn: work in pairs and read the dialogue in turn.

Additional activity – [Handout 2](#) – needs to be cut out

Sam:	Hello Alex!	Happy birthday!
Alex:	Hi Sam!	
Sam:	I made you	a cake.
Sam:	And I made you	a present.
Alex:	Thanks!	But it isn't my birthday.
Sam:	Oh!	
Alex:	My party was yesterday.	I invited you to my party. Look!
Sam:	Oh!	Did you text me?
Alex:	Yes! I sent you a text.	And I sent you an email.
Sam:	Oh well!	
Alex:	Never mind!	Let's eat the cake!
Sam:	And let's	open your present.

1. Give out Handout 2 to pairs of Ss (cut out).
2. Ask students to rearrange the phrases to make a dialogue.
3. Put phrases from the dialogue on the board and get students in pairs to be Sam and Alex. Ask students to repeat the dialogue.
4. Ask them to swap roles and do it again.
5. Ask students to close their eyes. Then delete some words from the dialogue.
6. Ask students to open their eyes and repeat the dialogue drill.
7. Repeat procedure until all the parts of the dialogue have disappeared and students can say the phrases fluently and confidently.

Handout 1

INVITATION	GUESTS	FRIENDS	FAMILY	PRESENTS
CAKE	BALOONS	PARTY	DANCING	SINGING
ICE CREAM	MUSIC	GAMES	CANDLES	CLOWNS

Handout 2

Sam:	Hello Alex!		Happy birthday!		
Alex:	Hi Sam!				
Sam:	I made you		a cake.		
Sam:	And I made you		a present.		
Alex:	Thanks!		But it isn't	my birthday.	
Sam:	Oh!				
Alex:	My party	was yesterday.	I invited you	to my party.	Look!
Sam:	Oh!			Did you text me?	
Alex:	Yes!	I sent you a text.	And I sent you an email.		
Sam:	Oh well!				
Alex:	Never mind!	Let's	eat the cake!		
Sam:	And let's		open your present.		