

## Friends 7

### Lesson 21

## Who are they?

## Vocabulary

|      |                                                                                                                                          |          |                                                                                                                                                                  |           |                                                                  |
|------|------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------|
| Aims | Describing a photo<br><br>Recycling vocabulary: <i>mother father sister brother grandmother grandfather parents grandparents mum dad</i> | Contents | <b>Vocabulary</b><br>Family and friends<br>aunt uncle cousin son daughter grandson granddaughter<br>Who are they? Who's this? They're... This is... That's my... | Checklist | 2 master handouts for each student to practise family vocabulary |
|------|------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------|

## Language Analysis

|                                              |                                            |
|----------------------------------------------|--------------------------------------------|
| <i>mother</i> /'mʌðə(r)/                     | <i>father</i> /'fɑ:ðə(r)/                  |
| <i>aunt</i> /ɑ:nt/                           | <i>uncle</i> /'ʌŋk(ə)l/                    |
| <i>daughter</i> /'dɔ:tə(r)/                  | <i>son</i> /sʌn/                           |
| <i>granddaughter</i><br>/'græn(d), dɔ:tə(r)/ | <i>grandson</i> /'græn(d), sʌn/            |
| <i>grandmother</i><br>/'græn(d), mʌðə(r)/    | <i>grandfather</i><br>/'græn(d), fɑ:ðə(r)/ |
| <i>sister</i> /'sɪstə(r)/                    | <i>brother</i> /'brʌðə(r)/                 |
| <i>cousin</i> /'kʌz(ə)n/                     |                                            |
| <i>parents</i> /'peərənts/                   |                                            |
| <i>grandparents</i> /'græn(d), peərənts/     |                                            |
| <i>children</i> /'tʃɪldrən/                  |                                            |
| <i>grandchildren</i> /'græn(d), tʃaɪld/      |                                            |

# Procedure

## Warm-up Off the screens

1. Revise family vocabulary. You could do this by drawing a simple family tree on the board and eliciting family members from the Ss. Remember to check pronunciation of family members chorally and individually.
2. Give out Handout 1, ask students to name the family members. They may draw lines or simply point to the right person.

### Handout 1



mother

father

brother

sister

grandfather

grandmother

3. Ask additional questions, students show *parents, children and grandparents*.

## Screen 2

**Pat:** *Who's this, dad?*

**Pat's dad:** *This is me. I was a baby. This is my mum and dad.*

**Pat:** *Oh, my grandparents!*

**Pat's dad:** *That's right!*

**Pat:** *And who are they?*

**Pat's dad:** *Oh, that's my grandmother...and that's my grandfather.*

**Pat:** *And who are they?*

**Pat's dad:** *Well, this is my mum's brother...*

**Pat:** *Your uncle.*

**Pat's dad:** *Yes...and this is my mum's sister.*

**Pat:** *Your aunt.*

**Pat's dad:** *That's right.*

**Pat:** *Ah! This is your aunt.*

**Pat's dad:** *Yes, it is.*

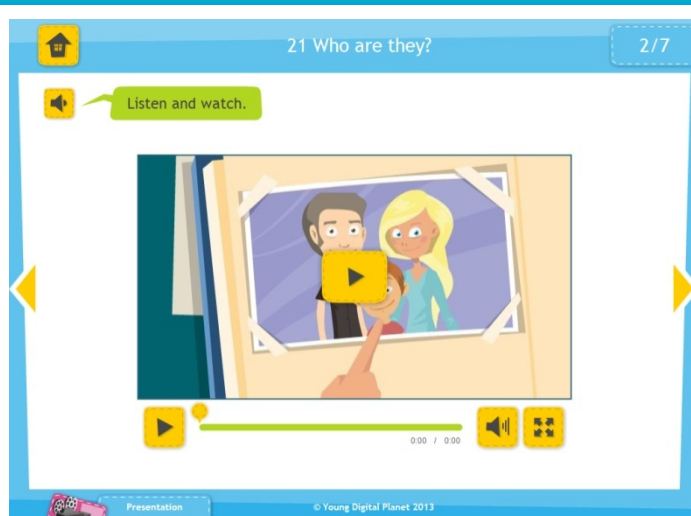
**Pat:** *And who are they?*

**Pat's dad:** *That's my aunt's son...and that's my aunt's daughter. They're my cousins.*

**Pat:** *Oh, this is my favourite photo!*

**Pat's dad:** *I like this one too. Your grandparents with their granddaughters, and their grandsons.*

**Pat:** *Yes...with their favourite granddaughter.*



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.

Play the animation again, mute the sound, ask students to practise the dialogue and name family members when they are pointed. In weaker groups you may start by asking students to listen and repeat.

Additional activity: Handout 2

## Handout 2

| mother | father |
|--------|--------|
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |

mother father  
 granddaughter uncle  
 cousin grandmother  
 aunt grandfather  
 brother sister  
 grandson  
 grandparents children  
 grandchildren son  
 daughter parents

Ask students to put the family words into two categories: male and female. Please pay attention to the word *cousin* that is both. Also *parents*, *grandparents* and *grandchildren* are both male and female because they refer to plural.

## Screen 3



Audio 1:

**Pat:** Ah! This is your aunt.

**Pat's dad:** Yes, it is.

**Pat:** And who are they?

**Pat's dad:** That's my aunt's son...and that's my aunt's daughter. They're my cousins.



Audio 2:

**Pat:** Who's this, dad?

**Pat's dad:** This is me. I was a baby. This is my mum and dad.

**Pat:** Oh, my grandparents!

**Pat's dad:** That's right!


21 Who are they?
3/7


Listen and match.






























Practice
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Point to the pictures again (enlarge) and ask students to name the family members.



Audio 3:

**Pat:** *And who are they?*

**Pat's dad:** *Oh, that's my grandmother...and that's my grandfather.*



Audio 4:

**Pat:** *And who are they?*

**Pat's dad:** *Well, this is my mum's brother...*

**Pat:** *Your uncle.*

**Pat's dad:** *Yes...and this is my mum's sister.*

**Pat:** *Your aunt.*

**Pat's dad:** *That's right.*



Audio 5:

**Pat:** *Oh, this is my favourite photo!*

**Pat's dad:** *I like this one too. Your grandparents with their granddaughters, and their grandsons.*

**Pat:** *Yes...with their favourite granddaughter.*

**Key:** see pictures above (random order)

## Screen 4

### Key:

- 1 grandmother
- 2 grandfather
- 3 grandparents
- 4 aunt
- 5 uncle
- 6 cousin
- 7 grandson
- 8 granddaughter



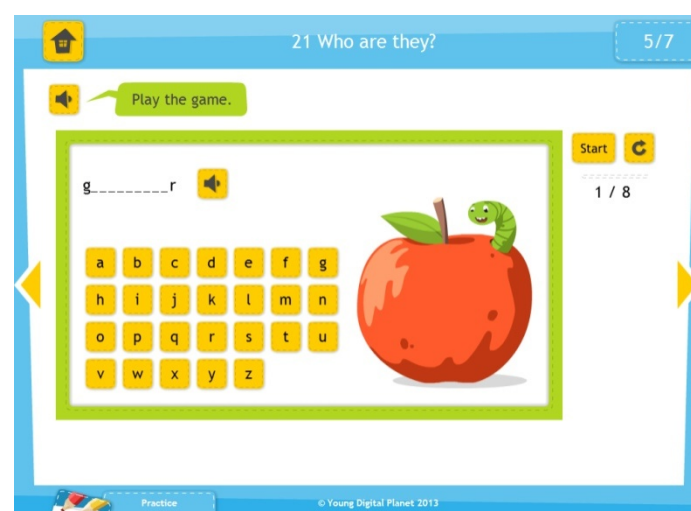
## Screen 5

### Audio:

- This is your mum or dad's mother.*  
*This is your mum or dad's father.*  
*This is your mum or dad's parents.*  
*This is your mum or dad's sister.*  
*This is your mum or dad's brother.*  
*This is your aunt or uncle's son or daughter.*  
*This is your son or daughter's son.*  
*This is your son or daughter's daughter.*

### Key:

- 1 grandmother
- 2 grandfather
- 3 grandparents
- 4 aunt
- 5 uncle
- 6 cousin
- 7 grandson
- 8 granddaughter



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

1. The alphabet is set out at the bottom of the screen.
2. Look at the number of letters in the word.
3. Guess the first letter, e.g. 'e'. Drag and drop the letter into position in the word.
4. Guess the next letter and drag and drop it into position.
5. Continue until you have guessed the

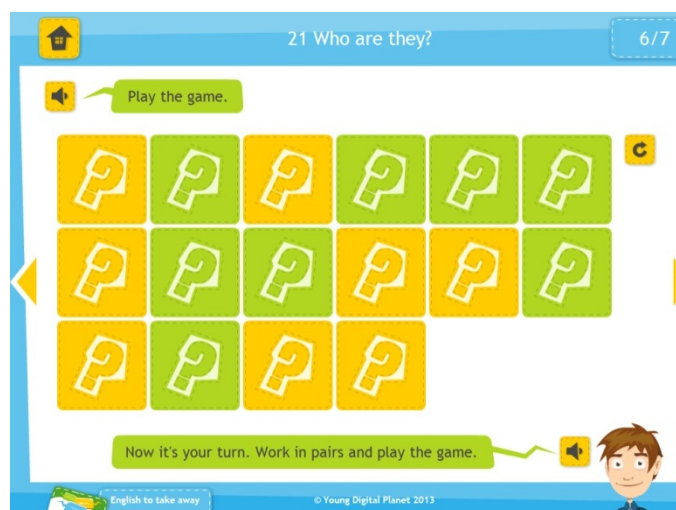
word.

6. There are more words, use the arrow to go to the next word.

## Screen 6

### Audio:

*This is your mum or dad's mother.  
This is your mum or dad's father.  
This is your mum or dad's parents.  
This is your mum or dad's sister.  
This is your mum or dad's brother.  
This is your aunt or uncle's son or daughter.  
This is your son or daughter's son.  
This is your son or daughter's daughter*



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

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair. .
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pairs are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

# Handout 1



mother

father

brother

sister

grandfather

grandmother

# Handout 2

| mother | father |
|--------|--------|
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |

mother father

granddaughter uncle

cousin grandmother

aunt grandfather

brother sister

grandson

grandparents children

grandchildren son

daughter parents

| Friends 7<br>Lesson 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                      | She's my dad's older sister. |                                                                                                                                                                                                                             | Grammar & Functions |                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Describing people and family members | Contents                     | <b>Grammar</b><br>Revision of possessive 's<br><br>Revision of comparative<br><i>older / younger, my father's older sister</i>                                                                                              | Checklist           | Two master handouts for each student to practise vocabulary |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                              | <b>Vocabulary</b><br><i>Who's that?</i><br><i>She's my dad's older sister.</i><br><br>Recycling vocab: <i>older, younger, who's, my, mother father sister brother mum dad aunt uncle cousin son daughter, next to, with</i> |                     |                                                             |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                              |                                                                                                                                                                                                                             |                     |                                                             |
| <p>Old – older e.g. <i>They're your older brothers.</i> Young – younger e.g. <i>She's younger <u>than</u> me.</i><br/>'s – possessive s We add it to the person we want to indicate possess something, e.g. <i>mother's house</i></p> <p>***</p> <p><i>aunt</i> /ɑ:nt/<br/><i>brother</i> /'brʌðə(r)/<br/><i>children</i> /'tʃɪldrən/<br/><i>cousin</i> /'kʌz(ə)n/<br/><i>daughter</i> BrE /'dɔ:ʔə(r)/ AmE /'dɔʔər/<br/><i>father</i> /'fɑ:ðə(r)/<br/><i>grandchildren</i> /'græn(d) tʃaɪld/<br/><i>grandparents</i> /'græn(d) peərənts/<br/><i>mother</i> /'mʌðə(r)/<br/><i>parents</i> /'peərənts/<br/><i>son</i> /sʌn/, <i>sister</i> /'sɪstə(r)/<br/><i>uncle</i> /'ʌŋk(ə)l/</p> |                                      |                              |                                                                                                                                                                                                                             |                     |                                                             |

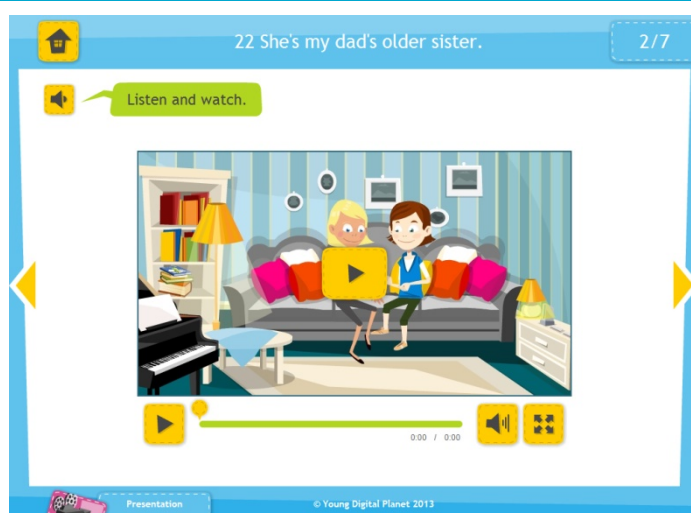
# Procedure

## Warm-up Off the screens

1. Revise family words by drawing a family tree or by presenting Ss with a ready family tree and asking who each person is in the family tree, e.g. *Who is Mario? He is Sara's brother.*
2. Ask students to draw their family tree, and name their family members.
3. Then ask students to describe their families.

## Screen 2

**Pat:** *I like this photo!*  
**Sue:** *Is that your younger sister?*  
**Pat:** *Yes, that's Daisy.*  
**Sue:** *And they're your older brothers. Is that Bill?*  
**Pat:** *No, that's Jack and that's Bill.*  
**Sue:** *Ah! That's your dad.*  
**Pat:** *Yes, it is.*  
**Sue:** *Who's that?*  
**Pat:** *My uncle Peter. He's my dad's younger brother.*  
**Sue:** *And who's that?*  
**Pat:** *Aunt Vicky. She's my dad's older sister.*  
**Sue:** *Who's that next to your aunt?*  
**Pat:** *That's my cousin, John. He's my aunt's son.*  
**Sue:** *Is he younger than you?*  
**Pat:** *No, he's older. He's 18.*  
**Sue:** *Who's that with your uncle?*  
**Pat:** *That's my cousin, Mary. She's my uncle's daughter. She's younger than me.*



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: Handout 1

Give out Handout 1. Ask students to match the pictures with the names and family members. You may want to watch the animation again. Ss can then check in pairs before giving you the answer.

## Handout 1

Mary – cousin, uncle's daughter  
 Jack and Bill – older brothers  
 Daisy – younger sister  
 John – cousin, aunt's son  
 Peter – uncle, dad's younger brother  
 Vicky – aunt, dad's older sister  
 dad
















### Key:

- 1 Daisy – younger sister
- 2 Jack and Bill – older brothers
- 3 dad
- 4 Peter – uncle, dad's younger brother
- 5 Vicky – aunt, dad's older sister
- 6 John – cousin, aunt's son
- 7 Mary – cousin, uncle's daughter

## Screen 3

Audio 1:

**Sue:** *Is that your younger sister?*

**Pat:** *Yes, that's Daisy.*

**Sue:** *And they're your older brothers. Is that Bill?*

**Pat:** *No, that's Jack and that's Bill.*

Audio 2:

**Sue:** *Ah! That's your dad.*

**Pat:** *Yes, it is.*

**Sue:** *Who's that?*

**Pat:** *My uncle Peter. He's my dad's younger brother.*

**Sue:** *And who's that?*

**Pat:** *Aunt Vicky. She's my dad's older sister.*

Audio 3:

**Sue:** *Who's that next to your aunt?*

**Pat:** *That's my cousin, John. He's my aunt's son.*

**Sue:** *Is he younger than you?*

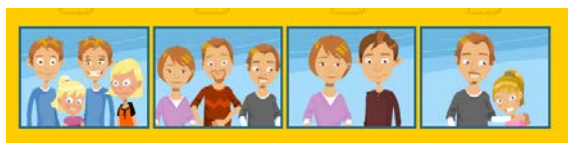
**Pat:** *No, he's older. He's 18.*

Audio 4:

**Sue:** *Who's that with your uncle?*

**Pat:** *That's my cousin, Mary. She's my uncle's daughter. She's younger than me.*

**Key:**



22 She's my dad's older sister.
3/7

 Listen and put the pictures in order.



✓
🔑
↺

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## Screen 4

### Audio 1:

**Sue:** *Is that your younger sister?*

**Pat:** *Yes, that's Daisy.*

**Sue:** *And they're your older brothers. Is that Bill?*

**Pat:** *No, that's Jack and that's Bill.*

### Audio 2:

**Sue:** *Ah! That's your dad.*

**Pat:** *Yes, it is.*

**Sue:** *Who's that?*

**Pat:** *My uncle Peter. He's my dad's younger brother.*

**Sue:** *And who's that?*

**Pat:** *Aunt Vicky. She's my dad's older sister.*

### Audio 3:

**Sue:** *Who's that next to your aunt?*

**Pat:** *That's my cousin, John. He's my aunt's son.*

**Sue:** *Is he younger than you?*

**Pat:** *No, he's older. He's 18.*

### Audio 4:

**Sue:** *Who's that with your uncle?*

**Pat:** *That's my cousin, Mary. She's my uncle's daughter. She's younger than me.*

### Key:

**1** younger **2** older **3** uncle **4** aunt **5** older cousin **6** younger cousin

22 She's my dad's older sister.
4/7

Listen and choose.

Daisy is Pat's  sister.

Bill and Jack are Pat's  brothers.

Peter is Pat's .

Vicky is Pat's .

John is Pat's .

Mary is Pat's .

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## Screen 5

### Key:

- 1 Daisy is my younger sister.
- 2 Bill and Jack are many older brothers.
- 3 Uncle Peter is my father's younger brother.
- 4 Aunt Vicky is my father's older sister.
- 5 John is my aunt's son.
- 6 Mary is my uncle's daughter.



## Screen 6

### Audio 1:

*Vicky is my older sister.*

### Audio 2:

*Mary is my sister's daughter.*

### Audio 3:

*Peter is my older brother.*

### Audio 4:

*Peter is my younger brother.*

### Audio 5:

*John is Vicky's son.*

### Audio 6:

*Peter is my son.*

### Audio 7:

*Vicky is my younger sister.*

### Audio 8:

*Daisy is my younger daughter.*

### Audio 9:

*Vicky is my daughter.*

### Audio 10:

*Mary is my brother's daughter.*

### Audio 11:

*Pat is my younger daughter.*

### Audio 12:

*John is Peter's son.*



Give the Ss these instructions for the game.

1. Look at the picture.
2. Press *start*, listen to the question and answer *yes* or *no*.
3. You will hear feedback immediately.
4. Answer the next question.
5. Continue until you have answered all of the questions.

### Key:

Please be careful the answers are random each time you reset the activity.

If you have any problems, go back to the first animation.

Now it's your turn. Come back to the tree students drew at the beginning of the lesson. Play the game for students' families.

Students work in pairs, practise talking about their family, they use the phrase *younger, older* etc.

## Additional activity Handout 2

### Handout 2



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

- |                               |                                      |
|-------------------------------|--------------------------------------|
| a Bill is my older brother.   | h mum                                |
| b dad                         | i Peter is my dad's younger brother. |
| c Daisy is my younger sister. | j Vicky is my dad's older sister.    |
| d Jack is my older brother.   |                                      |
| e John is my older cousin.    |                                      |
| f Mary is my younger cousin.  |                                      |
| g me                          |                                      |

Ask students to name the members of the family again. You may use the second part of the handout in weaker groups or go for speaking practice only in stronger groups.

**Key:** 1 i 2 f 3 h 4 d 5 g 6 b 7 a 8 c 9 j 10 e

**1** Peter is my dad's younger brother.

**2** Mary is my younger cousin.

**3** mum

**4** Jack is my older brother.

**5** me

**6** dad

**7** Bill is my older brother.

**8** Daisy is my younger sister.

**9** Vicky is my dad's older sister.

**10** John is my older cousin.

# Handout 1

Mary – cousin, uncle's daughter  
 Jack and Bill – older brothers  
 Daisy – younger sister  
 John – cousin, aunt's son  
 Peter – uncle, dad's younger brother  
 Vicky – aunt, dad's older sister  
 dad

1



2



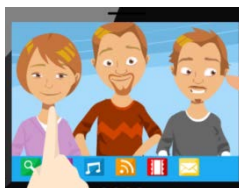
3



4



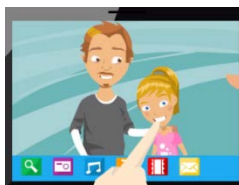
5



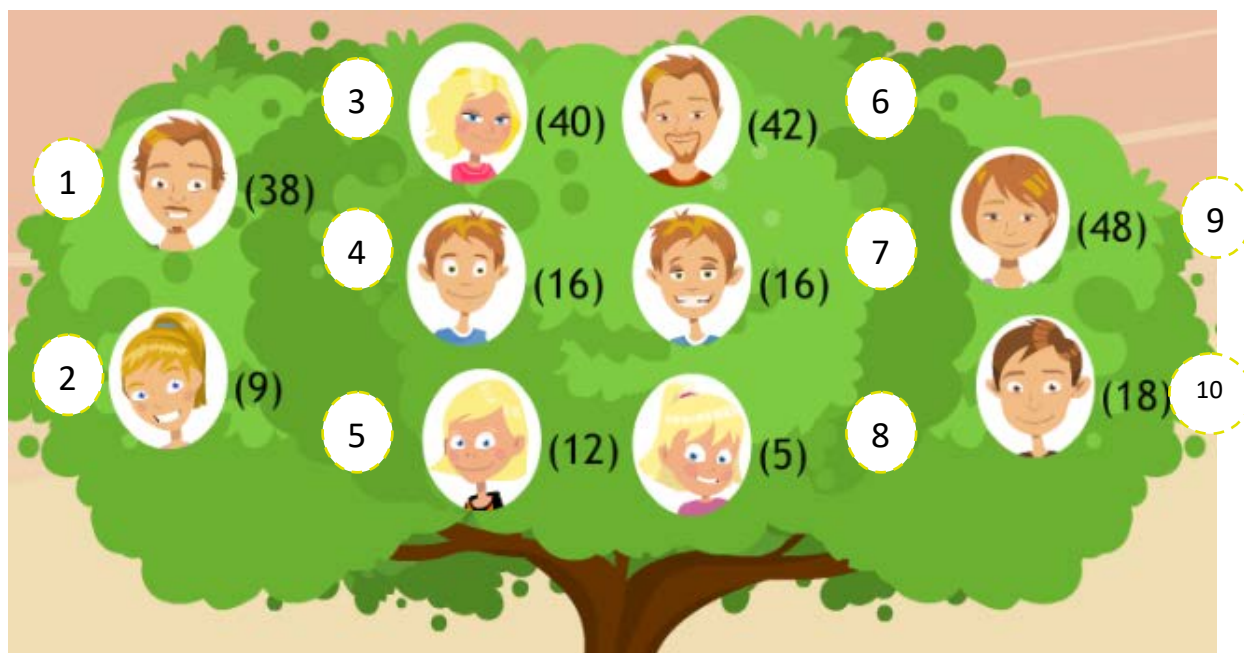
6



7



# Handout 2



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_

\_\_\_\_\_

**a** Bill is my older brother.

**i** Peter is my dad's younger brother.

**b** dad

**j** Vicky is my dad's older sister.

**c** Daisy is my younger sister.

**d** Jack is my older brother.

**e** John is my older cousin.

**f** Mary is my younger cousin.

**g** me

**h** mum

| Friends 7<br>Lesson 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   | What's your aunt like? |                                                                                                                                                                           | Grammar &<br>Functions |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Describing people | Contents               | <b>Grammar</b><br>What's she/he like?<br><i>She's/He's (very)...</i><br>Adverbs of frequency:<br><i>always, sometimes, never</i>                                          | Checklist              | 1 master handout covering pre-teaching of adjectives |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                        | <b>Vocabulary</b><br><br><i>What's your aunt like?</i><br><i>uncle, cousin, best friend</i><br><br><i>He/She's kind, nice, naughty, quiet, happy, angry, funny, silly</i> |                        |                                                      |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                        |                                                                                                                                                                           |                        |                                                      |
| <div>Always /'ɔ:lweɪz/ </div> <div>Sometimes /'sʌmtaɪmz/ </div> <div>Never /'nevə(r)/ </div> <p>The three words above are popular adverbs of frequency and used to talk about how often people do some things.</p> <p><i>What's she/he like?</i> – to ask about the person's personality. It is a common mistake by speakers of many language to put <i>how</i> in this sentence, please remember only <i>what</i> is correct in this question.</p> <p><i>angry</i> /'æŋɡrɪ/<br/><i>funny</i> /'fʌnɪ/<br/><i>happy</i> /'hæpɪ/<br/><i>kind</i> /kaɪnd/<br/><i>naughty</i> /'nɔ:ti/ – about somebody who behaves badly, the opposite of <i>good</i><br/><i>nice</i> /naɪs/<br/><i>quiet</i> /'kwaɪət/ – of somebody who does not speak too much<br/><i>silly</i> /'sɪli/ – not intelligent, also not serious</p> |                   |                        |                                                                                                                                                                           |                        |                                                      |

# Procedure

## Warm-up Off the screens

1. Pre teach the most important adjectives for the lesson:
2. Give out the Handout:

### Handout

funny      naughty      nice      quiet      kind



- 1 He's really \_\_\_\_\_.  
He's good at sport and he's always happy.



- 2 She's \_\_\_\_\_. She never wants to go to bed.



- 3 She's very \_\_\_\_\_ and she sometimes makes me cakes!



- 4 He's \_\_\_\_\_. He's sleeping in the photo.



- 5 She's very \_\_\_\_\_.  
I always laugh when she tells stories.

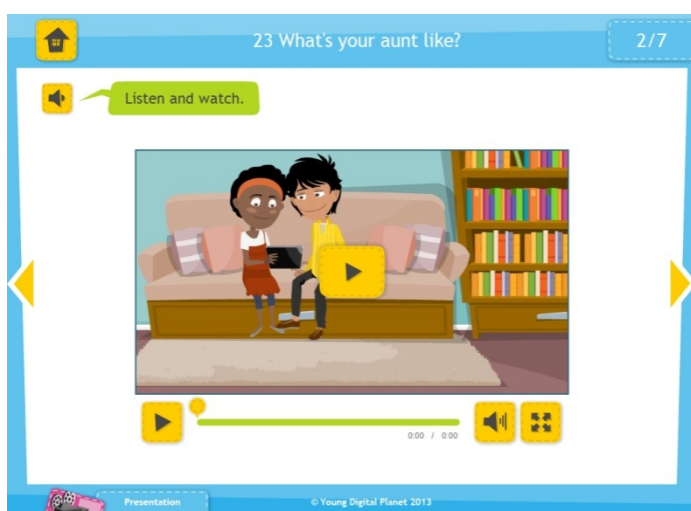
3. Ask students to complete the sentences with the most suitable adjectives.

### Key:

- 1 He's really nice. He's good at sport and he's always happy.  
2 She's naughty. She never wants to go to bed.  
3 She's very kind and she sometimes makes me cakes!  
4 He's quiet. He's sleeping in the photo.  
5 She's very funny. I always laugh when she tells stories.

## Screen 2

**Sam:** Who are they, Ann?  
**Ann:** That's my aunt and uncle.  
**Sam:** What's your aunt like?  
**Ann:** I like her. She's very kind. And she sometimes makes me cakes!  
**Sam:** Your uncle has a nice smile. What's he like?  
**Ann:** Oh, he's really nice. He's good at sport and he's always happy.  
**Sam:** Are they your cousins?  
**Ann:** That's right. The little girl is five. She's silly. She always wants to play. And she's naughty. She never wants to go to bed.  
**Sam:** And what about the boy? What's he like?  
**Ann:** He isn't naughty. He's quiet. Look! He's sleeping in the photo. He always sleeps.  
**Sam:** Who's that with you?  
**Ann:** Oh, that's my best friend.  
**Sam:** What's she like?  
**Ann:** She's very funny. I always laugh when she tells stories.



23 What's your aunt like? 2/7

Listen and watch.

0:00 / 0:00

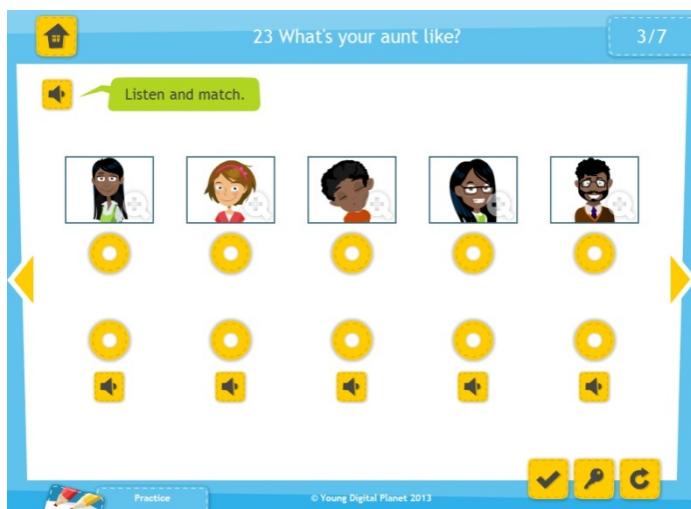
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Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

## Screen 3



Oh, he's really nice. He's good at sport and he's always happy.



23 What's your aunt like? 3/7

Listen and match.

Practice

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*That's right. The little girl is five. She's silly. She always wants to play. And she's naughty. She never wants to go to bed.*



*I like her. She's very kind. And she sometimes makes me cakes!*



*He isn't naughty. He's quiet. Look! He's sleeping in the photo. He always sleeps.*



*She's very funny. I always laugh when she tells stories.*

**Key:**  
**See pictures above (random order)**

## Screen 4

### Audio 1:

**Sam:** Who are they, Ann?

**Ann:** That's my aunt and uncle.

**Sam:** What's your aunt like?

**Ann:** I like her. She's very kind. And she sometimes makes me cakes!

**Sam:** Your uncle has a nice smile.

What's he like?

**Ann:** Oh, he's really nice. He's good at sport and he's always happy.

### Audio 2:

**Sam:** Are they your cousins?

**Ann:** That's right. The little girl is five.

**She's silly.** She always wants to play. And she's naughty. She never wants to go to bed.

**Sam:** And what about the boy? What's he like?

**Ann:** He isn't naughty. He's quiet. Look! He's sleeping in the photo. He always sleeps.

### Audio 3:

**Sam:** Who's that with you?

**Ann:** Oh, that's my best friend.

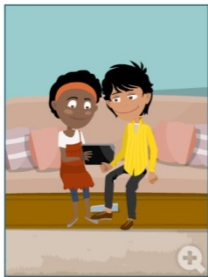
**Sam:** What's she like?

**Ann:** She's very funny. I always laugh when she tells stories.

### Key:

**1** False **2** True **3** True **4** False **5** True

23 What's your aunt like?
4/7



Listen and choose.

|                                        | True                  | False                 |
|----------------------------------------|-----------------------|-----------------------|
| Ann's aunt makes her sandwiches.       | <input type="radio"/> | <input type="radio"/> |
| Ann's uncle is never angry.            | <input type="radio"/> | <input type="radio"/> |
| Ann's cousin Mel is sometimes naughty. | <input type="radio"/> | <input type="radio"/> |
| Ann's cousin always cries.             | <input type="radio"/> | <input type="radio"/> |
| Ann's best friend is funny.            | <input type="radio"/> | <input type="radio"/> |

Practice
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## Screen 5

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

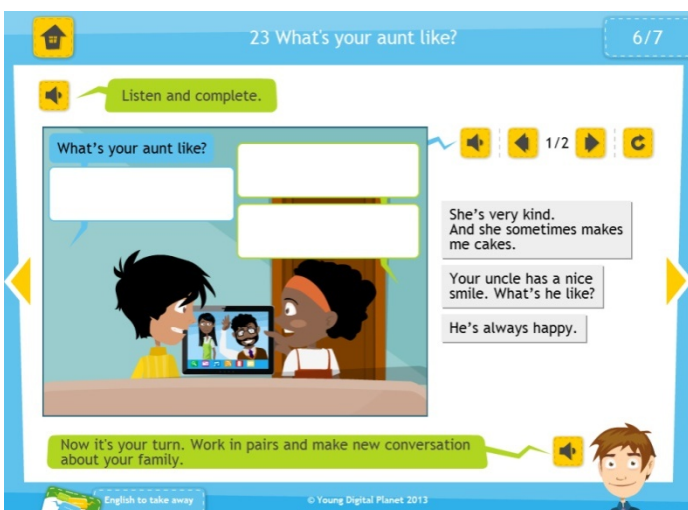
- 1 like, kind
- 2 uncle, What's
- 3 naughty, never
- 4 quiet



## Screen 6

**Sam:** *What's your aunt like?*  
**Ann:** *She's very kind. And she sometimes makes me cakes.*  
**Sam:** *Your uncle has a nice smile. What's he like?*  
**Ann:** *He's always happy.*

**Sam:** *Are they your cousins?*  
**Ann:** *That's right. The little girl is five. She's silly. She always wants to play.*  
**Sam:** *And the boy?*  
**Ann:** *He isn't naughty. He's quiet. Look! He's sleeping in the photo.*



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

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

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>5. There are two separate dialogue, please use the arrows to go to the next one.</p> <p>Now it's your turn. This is a 'free practice' stage. The aim is personalisation.</p> <ol style="list-style-type: none"> <li>1. Tell students to work in pairs and act out the dialogue.</li> <li>2. Students write a list of five friends and family members. Then work in pairs ask and answer the question ('<i>What's your .... like?</i>') to talk about these family members.</li> </ol> <p>Teacher demonstrates first with a list of five members of her/his family. Help students with useful adjectives to describe family members (e.g. <i>lazy, messy, generous, friendly, boring and silly.</i>)</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Handout

funny

naughty

nice

quiet

kind

1



He's really \_\_\_\_\_.

*He's good at sport and he's always happy.*

2



She's \_\_\_\_\_. She never wants to go to bed.

3



She's very \_\_\_\_\_ and she sometimes makes me cakes!

4



He's \_\_\_\_\_. He's sleeping in the photo.

5



She's very \_\_\_\_\_.

*I always laugh when she tells stories.*

| Friends 7<br>Lesson 24                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 | He's my mum's younger brother. |                                                                                                                                                                                   | Skills    |                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                               | Developing listening and speaking skills (and reading/writing). | Contents                       | <b>Grammar</b><br>possessive 's,<br><br>young, younger, the youngest                                                                                                              | Checklist | 2 master handouts for individual work: vocabulary consolidation and sentence completion. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recycling vocab and language from units 21-23:                  |                                | <b>Vocabulary</b><br>He's my mum's younger brother. She's my mum's older sister.<br><br>best friend, grandmother, grandfather, grandparents<br>uncle, aunt, son, daughter, cousin |           |                                                                                          |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |                                |                                                                                                                                                                                   |           |                                                                                          |
| <p>best friend</p> <p>grandmother, grandfather, grandparents, uncle, aunt, son, daughter, cousin – revision</p> <p>possessive 's – my mum's younger brother</p> <p>young – younger – the youngest</p> <p>Comparative form of regular adjectives + er</p> <p>Superlative form of regular adjectives the... + est</p> <p>Days of the week revised: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>went – past tense of go</p> |                                                                 |                                |                                                                                                                                                                                   |           |                                                                                          |

# Procedure

## Warm-up Off the screens

1. Revise vocabulary needed for these lessons.
2. Give out Handout 1, ask students to name all the objects and places they can see in the five pictures, also ask them to ask the family members. You may write the words on the board. Drill the words individually and chorally.

### Handout 1



1



2



3



4



5

Elicit the following words: *park, cousin, grandparents, grandmother, present, basketball game, brother, swimming pool, water, pool, weekend, garden.*

3. Revise days of the week, too. Ask students: *What day is it today?* If you have a wall calendar in the classroom, use it. If not, elicit names of the week and write them on the board.

## Screen 2

### Audio 1:

**Ann:** On Monday I went to the park with my cousin Sam and my best friend. Sam is from England. He's on holiday in New York.

### Audio 2:

**Ann:** On Tuesday morning I went to see my grandparents. I went with Sam and my mum. My grandmother is very kind. She gave Sam a present.

### Audio 3:

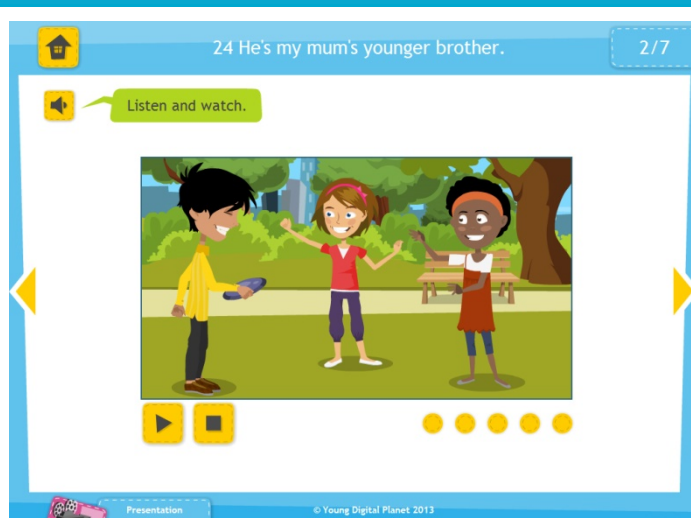
**Ann:** On Wednesday evening we went to a basketball game with my uncle. He's my mum's younger brother. It was an awesome game.

### Audio 4:

**Ann:** On Thursday afternoon we went to see my aunt and her son. He's my youngest cousin.

### Audio 5:

**Ann:** On Friday we went to my aunt and uncle's house for the weekend. They have a big garden and a swimming pool. I played in the pool with Sam and my cousin. She's five years old and she likes playing in the water. She's sometimes naughty! It was a great weekend.



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

### Additional activity 1

Do Handout 1 again, ask students to look at the pictures and tell the stories in pairs. Then have a class feedback. Alternatively give out the bottom part of the handout with the words that could help students tell the stories. In stronger groups ignore the words.

.....

park, present, water, garden, weekend, grandmother

cousin, grandparents, brother, basketball game,

swimming pool, awesome, kind, uncle

### Additional activity 2

Give out Handout 2, ask students to complete the stories with the missing words. Check students know the words before doing the activity. It may also be a follow-up activity for the listening part of the lesson.

## Handout 2

|              |          |          |
|--------------|----------|----------|
| awesome      | kind     | Thursday |
| basketball   | naughty  | uncle    |
| cousin       | park     | water    |
| grandparents | present  | weekend  |
| holiday      | swimming | youngest |

On Monday I went to the (1)\_\_\_\_\_ with my  
(2)\_\_\_\_\_ Sam and my best friend. Sam is from  
England. He's on (3)\_\_\_\_\_ in New York.

On Tuesday morning I went to see my (4)\_\_\_\_\_. I  
went with Sam and my mum. My grandmother is very  
(5)\_\_\_\_\_. She gave Sam a (6)\_\_\_\_\_.

On Wednesday evening we went to a (7)\_\_\_\_\_  
game with my (8)\_\_\_\_\_. He's my mum's younger  
brother. It was an (9)\_\_\_\_\_ game.

On (10)\_\_\_\_\_ afternoon we went to see my aunt  
and her son. He's my (11)\_\_\_\_\_ cousin.

On Friday we went to my aunt and uncle's house for the  
(12)\_\_\_\_\_. They have a big garden and a  
(13)\_\_\_\_\_ pool. I played in the pool with Sam and  
my cousin. She's five years old and she likes playing in the  
(14)\_\_\_\_\_. She's sometimes  
(15)\_\_\_\_\_! It was a great weekend.

### Key:

**1** park **2** cousin **3** holiday **4** grandparents **5** kind **6** present **7** basketball game **8** uncle  
**9** awesome **10** Tuesday **11** youngest **12** weekend **13** swimming **14** water **15** naughty

Audio 1:

**Ann:** On Monday I went to the park with my cousin Sam and my best friend. Sam is from England. He's on holiday in New York.

Audio 2:

**Ann:** On Tuesday morning I went to see my grandparents. I went with Sam and my mum. My grandmother is very kind. She gave Sam a present.

Audio 3:

**Ann:** On Wednesday evening we went to a basketball game with my uncle. He's my mum's younger brother. It was an awesome game.

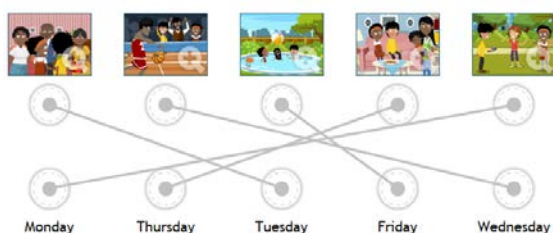
Audio 4:

**Ann:** On Thursday afternoon we went to see my aunt and her son. He's my youngest cousin.

Audio 5:

**Ann:** On Friday we went to my aunt and uncle's house for the weekend. They have a big garden and a swimming pool. I played in the pool with Sam and my cousin. She's five years old and she likes playing in the water. She's sometimes naughty! It was a great weekend.

**Key:**



24 He's my mum's younger brother. 3/7

Listen and match.

### Audio 1:

**Ann:** On Monday I went to the park with my cousin Sam and my best friend. Sam is from England. He's on holiday in New York.

### Audio 2:

**Ann:** On Tuesday morning I went to see my grandparents. I went with Sam and my mum. My grandmother is very kind. She gave Sam a present.

### Audio 3:

**Ann:** On Wednesday evening we went to a basketball game with my uncle. He's my mum's younger brother. It was an awesome game.

### Audio 4:

**Ann:** On Thursday afternoon we went to see my aunt and her son. He's my youngest cousin.

### Audio 5:

**Ann:** On Friday we went to my aunt and uncle's house for the weekend. They have a big garden and a swimming pool. I played in the pool with Sam and my cousin. She's five years old and she likes playing in the water. She's sometimes naughty! It was a great weekend.

### Key:

- 1 cousin, England
- 2 kind, present
- 3 basketball, younger
- 4 youngest
- 5 swimming pool, naughty

24 He's my mum's younger brother.
4/7

Choose. Now listen and check.

Ann went to the park with her  and her best friend.  
Her cousin is from .

Ann went to see her grandparents.  
Ann's grandmother is . She gave Sam a .

Ann went to a  game with Sam and her uncle.  
He is her mum's  brother.

Ann went to see her aunt and her son.  
He is her  cousin.

Ann played in the  with her younger cousin.  
She's sometimes .

☐ ☐ ☐

Practice
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**Key:**

- 1 best friend
- 2 kind
- 3 younger
- 4 son
- 5 naughty

24 He's my mum's younger brother.
5/7

**Complete.**

On Monday, Ann went to the park with her cousin and her b  f . Her cousin is from England.

On Tuesday, Ann went to see her grandmother. Ann's grandmother is k . She gave Sam a present.

On Wednesday, Ann went to a basketball game with Sam and her uncle. He is her mum's y  brother.

On Thursday, Ann went to see her aunt and her s . He is her youngest cousin.

On Friday, Ann played in the swimming pool with her younger cousin. She's sometimes n .

## Screen 6

Audio:

*On Monday, Ann went to the park with her cousin and her best friend. Her cousin is from England.*

*On Tuesday, Ann went to see her grandmother. Ann's grandmother is kind. She gave Sam a present.*

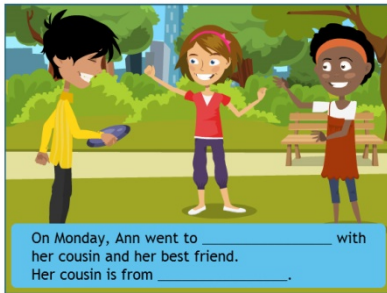
*On Wednesday, Ann went to a basketball game with Sam and her uncle. He is her mum's younger brother.*

*On Thursday, Ann went to see her aunt and her son. He is her youngest cousin.*

*On Friday, Ann played in the swimming pool with her younger cousin. She's sometimes naughty.*

24 He's my mum's younger brother.
6/7

**Tell Ann's story. Then listen and check.**



England

basketball game

aunt and her son

swimming pool

grandmother

cousin

Sam and her uncle

younger cousin

kind

the park

On Monday, Ann went to  with her cousin and her best friend. Her cousin is from .

Now it's your turn. Work in pairs and tell a story about you.

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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the words into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.
5. There are five separate dialogues, please use the arrows to go to the next

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>one.</p> <p>Now it's your turn. This is a 'free practice' stage. The aim is personalisation.</p> <p>Put key phrases from the model presentation on the board and ask students to write a short story about their weekend. (You can use the phrases from Warm-up activity)</p> <p><i>On Saturday/Sunday morning/afternoon/evening I/we went to/came to....with my (friend, mum, dad, brother, cousin, uncle, aunt, grandmother etc.....).</i></p> <p>Get students to read their stories to each other in pairs or small groups.</p> <p>Alternatively, put all the stories together and read them out for students to guess who wrote the story. You may ask students to read the stories, too.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Handout 1



1



2



3



4



5

---

park, present, water, garden, weekend, grandmother  
cousin, grandparents, brother, basketball game,  
swimming pool, awesome, kind, uncle

## Handout 2

awesome  
basketball  
cousin  
grandparents  
holiday

kind  
naughty  
park  
present  
swimming

Thursday  
uncle  
water  
weekend  
youngest

On Monday I went to the (1)\_\_\_\_\_ with my  
(2)\_\_\_\_\_ Sam and my best friend. Sam is from  
England. He's on (3)\_\_\_\_\_ in New York.

On Tuesday morning I went to see my (4)\_\_\_\_\_. I  
went with Sam and my mum. My grandmother is very  
(5)\_\_\_\_\_. She gave Sam a (6)\_\_\_\_\_.

On Wednesday evening we went to a (7)\_\_\_\_\_  
game with my (8)\_\_\_\_\_. He's my mum's younger  
brother. It was an (9)\_\_\_\_\_ game.

On (10)\_\_\_\_\_ afternoon we went to see my aunt  
and her son. He's my (11)\_\_\_\_\_ cousin.

On Friday we went to my aunt and uncle's house for the  
(12)\_\_\_\_\_. They have a big garden and a  
(13)\_\_\_\_\_ pool. I played in the pool with Sam and  
my cousin. She's five years old and she likes playing in the  
(14)\_\_\_\_\_. She's sometimes  
(15)\_\_\_\_\_! It was a great weekend.

| Friends 7<br>Lesson 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                     | <i>Now he looks like a pirate!</i> |                                                                                                                                                                                           | Grammar &<br>Functions |                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Describing people<br><br>Recycling vocabulary: <i>shall, let's, how about, put, glasses, wear, has got, can, make, look! pirate</i> | <b>Contents</b>                    | <b>Grammar</b><br>Revision of <i>has got, can, wear, shall</i> (for questions)<br><br><b>Vocabulary</b><br>Physical appearance<br>( <i>fat, thin, curly, straight, beard, moustache</i> ) | <b>Checklist</b>       | Two master handouts:<br><br>Handout 1: pair work, group work<br><br>Handout 2: individual work to practise describing people |
| <b>Language Analysis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                     |                                    |                                                                                                                                                                                           |                        |                                                                                                                              |
| <p>While describing the appearance we need the following:</p> <ul style="list-style-type: none"> <li>- <i>have got / has got – e.g. He's got brown eyes.</i></li> <li>- <i>to be + adjective to say somebody is fat, slim, tall or short etc.</i></li> </ul> <p>To ask a question about the appearance we use the following question:<br/><i>What does he/she look like?</i></p> <p>***</p> <p><i>fat /fæt/,<br/>thin /θɪn/<br/>curly /'kɜ:(r)li/<br/>straight /streɪt/<br/>beard /bɪə(r)d/<br/>moustache /mə'sta:f/</i></p> |                                                                                                                                     |                                    |                                                                                                                                                                                           |                        |                                                                                                                              |

# Procedure

## Warm-up Off the screens

1. Revise vocabulary to describe appearance.
2. Give out Handout 1 with the pictures and ask students to describe the characters.

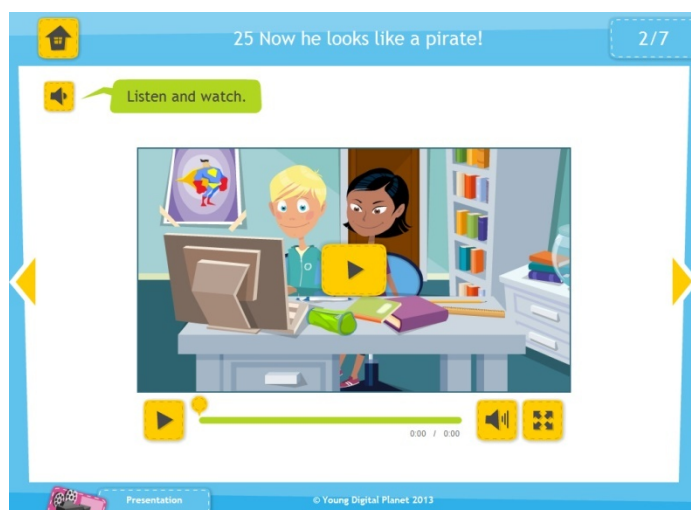
### Handout 1



3. Students should use *has got, wear, glasses, jeans, green eyes, brown hair, happy, dress, T-shirt, blue eyes, hat* etc. you may need to write the words on the board to help students.

## Screen 2

**Kim:** Shall I put glasses on Lucy?  
**Alex:** Good idea.  
**Kim:** Look!  
**Alex:** Let's put straight hair on Anna.  
 User sees Anna with straight hair.  
**Kim:** And make it green!  
**Alex:** Look!  
**Alex:** We can make Sue fat.  
**Kim:** Yes!  
**Alex:** And we can make Sue thin. Look!  
**Kim:** Shall I put a moustache on Tony?  
**Alex:** Yes, a big moustache.  
**Kim:** I know! Let's put a beard on Tony.  
**Alex:** Yes, yes, a long beard.  
**Kim:** Now he looks like a pirate!  
**Alex:** It's a text from Lucy.  
**Kim:** Look! We've got curly hair.

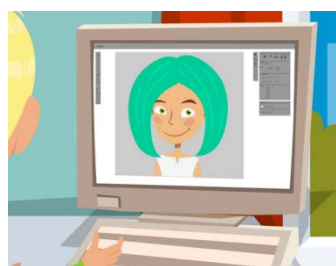


Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Practise the following words with the students, listen and repeat, you may also use gestures to show the words:

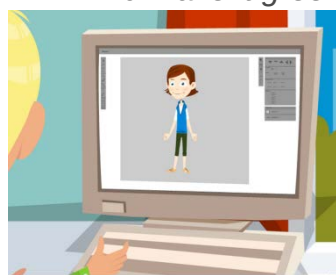
*straight hair, fat, moustache, glasses, beard, curly hair, thin*

## Screen 3

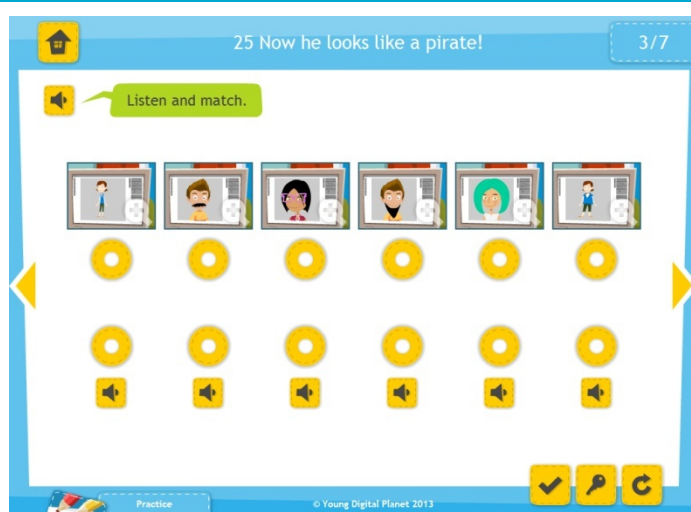


Audio 1:

**Alex:** Let's put straight hair on Anna.  
**Kim:** And make it green!



Audio 2:



**Alex:** *And we can make Sue thin. Look!*

Audio 3:

**Alex:** *We can make Sue fat.*

**Kim:** *Yes!*



Audio 4:

**Kim:** *Shall I put glasses on Lucy?*

**Alex:** *Good idea.*



Audio 5:

**Alex:** *How about a beard?*

**Kim:** *Yes, yes, a long beard.*



Audio 6:

**Kim:** *Shall I put a moustache on Tony?*

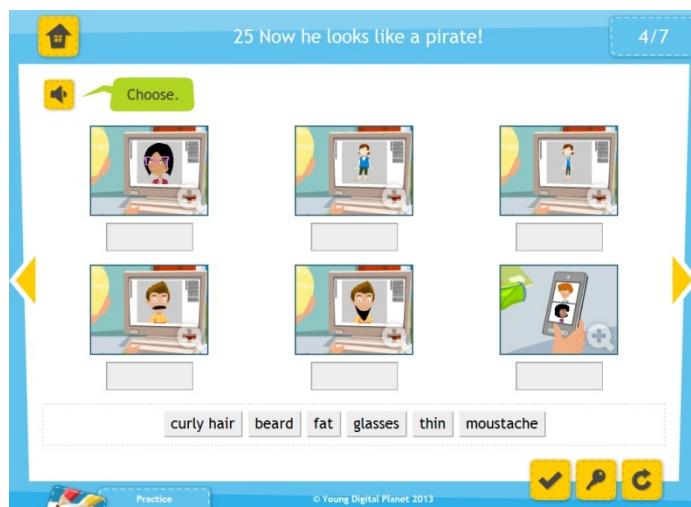
**Alex:** *Yes, a big moustache.*

**Key:** see pictures above (random order)

## Screen 4

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

- 1 glasses
- 2 fat
- 3 thin
- 4 moustache
- 5 beard
- 6 curly hair



After the activity is done, enlarge the pictures and practise saying the words with the students: listen and repeat.

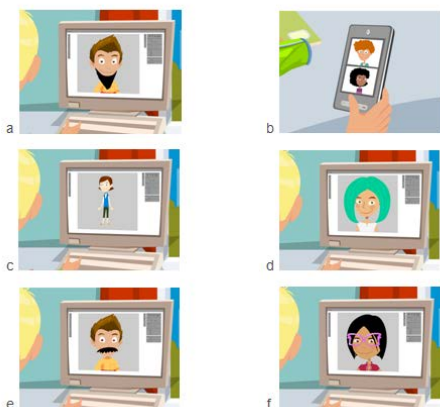
*glasses, fat, thin, moustache, beard, curly, hair*

### Additional activity

Give out Handout 2, ask students to match the descriptions with the pictures.

#### Handout 2

1. Look! We've got curly hair. \_\_\_\_\_
2. We can make Sue thin. \_\_\_\_\_
3. Shall I put a moustache on Tony? \_\_\_\_\_
4. Shall I put glasses on Lucy? \_\_\_\_\_
5. Let's put a beard on Tony. \_\_\_\_\_
6. Let's put straight hair on Anna? \_\_\_\_\_



**Key:**

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

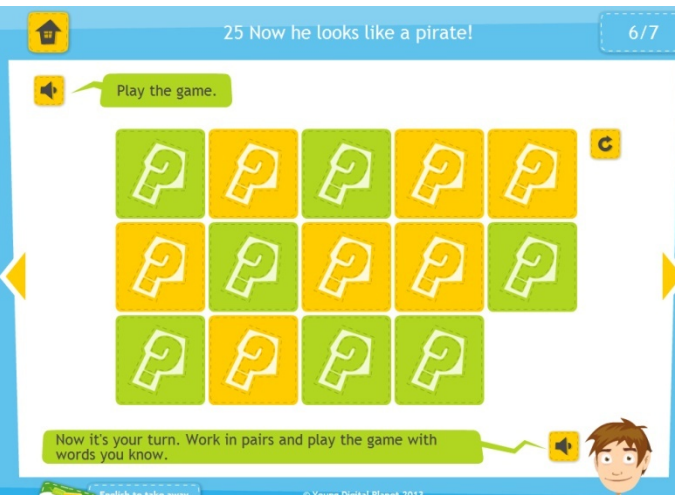
## Screen 5

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

**1** curly **2** thin **3** moustache fat  
**4** glasses **5** beard **6** straight



## Screen 6



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

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair. .
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and audio are.

|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>5. Choose two more cards to make a pair.</li> <li>6. Continue until you have matched all the pairs.</li> <li>7. Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.</li> </ol> |
| <p>Additional activity</p> <p>Students can draw and produce their own pelmanism game with this vocabulary or extend the game to revise other words they might know for describing physical appearance, e.g. <i>short, tall</i>.</p> <p>They can also use the cards to play snap, pictionary, odd one out and for other vocabulary revision exercises and games throughout the course.</p> |                                                                                                                                                                                                                                                                                                                                                          |

# Handout 1

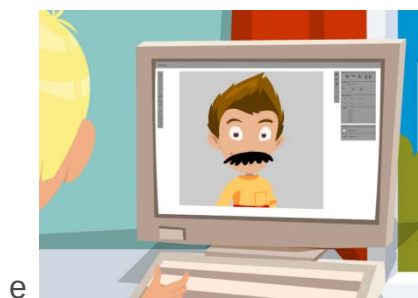
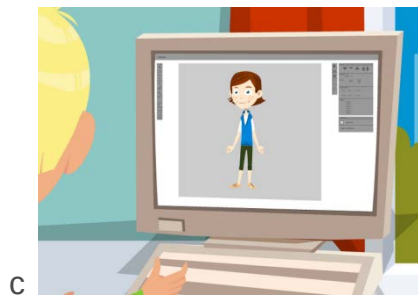


# Handout 1



# Handout 2

1. Look! We've got curly hair. \_\_\_\_\_
2. We can make Sue thin. \_\_\_\_\_
3. Shall I put a moustache on Tony? \_\_\_\_\_
4. Shall I put glasses on Lucy? \_\_\_\_\_
5. Let's put a beard on Tony. \_\_\_\_\_
6. Let's put straight hair on Anna? \_\_\_\_\_



| Friends 7<br>Lesson 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | What does she look like? |                                                                                                                                                                                                                                                                                       | Grammar &<br>Functions |                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Describing people | Contents                 | <b>Grammar</b><br>adjective + adjective<br><i>can</i> – revision                                                                                                                                                                                                                      | Checklist              | 1 master handout for each student:<br>sentence completion |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                          | <b>Vocabulary</b><br>What does he/she look like?<br>Recycle vocab to describe people: <i>tall, thin, short, long, curly, straight, black, blonde, brown, fat</i><br><i>Hair, beard, moustache</i><br><i>Wears glasses</i><br><i>Can you...</i><br><i>Sure! Of course! No problem!</i> |                        |                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                          |                                                                                                                                                                                                                                                                                       |                        |                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                          |                                                                                                                                                                                                                                                                                       |                        |                                                           |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                          |                                                                                                                                                                                                                                                                                       |                        |                                                           |
| <p>What does he/she look like?- is a question used to ask about appearance, please be careful, no other word than ‘what’ should be put there.<br/><i>Can you... Sure! / No problem! / Of course!</i> – different ways of saying it is not a problem at all to do sth.<br/>hair – is always singular, <i>hair is brown</i></p> <p>***</p> <p><i>beard</i> /<b>brɪə(r)d</b>/</p> <p>COMPARE: <i>beer</i> /<b>brɪə(r)</b>/, <i>bear</i> /<b>bɛə(r)</b>/, <i>bird</i> /<b>bɜ:(r)d</b>/, <i>bed</i> /<b>bed</b> /, <i>bread</i> /<b>bred</b>/, <i>bet</i> /<b>bet</b>/</p> |                   |                          |                                                                                                                                                                                                                                                                                       |                        |                                                           |

# Procedure

## Warm-up Off the screens

1. Revise with students a simple dialogue: *Can you... Sure! / No problem!* Use your thumb to show that it is not a problem to do something.
2. You can use the following instructions, ask students to do the actions and say: *Sure! / No problem! / Of course!*

*Can you give me a pencil?*  
*Can you open your book?*  
*Can you bring me your notebook?*  
*Can you open the door?*  
*Can I borrow your pen?*  
*Can I borrow your rules?*  
 etc.

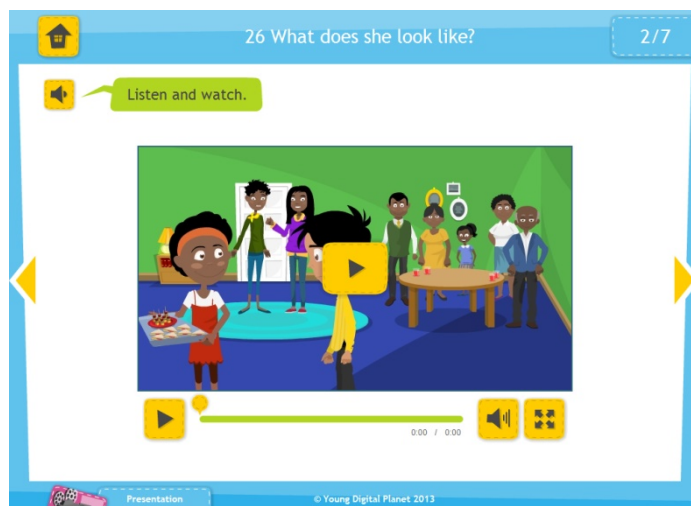
You may also ask Ss to work in pairs and practise the conversation for some time, then do feedback as a class.

## Screen 2

**Ann:** *Can you give this to my aunt?*  
**Sam:** *Sure! What does she look like?*  
**Ann:** *She's tall and thin.*  
**Sam:** *Is her hair short and curly?*  
**Ann:** *No, it's long and straight.*  
**Sam:** *Oh, I see her.*

**Ann:** *Can you give this to my uncle?*  
**Sam:** *Of course! What does your uncle look like?*  
**Ann:** *He's got a beard.*  
**Sam:** *Is his beard long and black?*  
**Ann:** *No, it's short.*  
**Sam:** *Oh, OK!*

**Ann:** *Can you give this to my father's friend?*  
**Sam:** *No problem! What does he look like?*



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

While watching for the second time (or third) stop the animation before close-up and ask

**Ann:** *He's got a moustache.*  
**Sam:** *Is his moustache short and brown?*  
**Ann:** *No, it's long and blonde. Oh! And he wears glasses too!*  
**Sam:** *Oh, I see him.*  
**Sam:** *Can I give the cat a cake?*  
**Ann replies:** *No, he doesn't need a cake. He's fat!*

students to show the person that is being described.

Additional activity: Handout

## Handout

can (x3) / does (x3) / is (x2) / got (x2)

Ann: (1) \_\_\_\_\_ you give this to my aunt?  
 Sam: Sure! What (2) \_\_\_\_\_ she look like?  
 Ann: She's tall and thin.  
 Sam: (3) \_\_\_\_\_ her hair short and curly?  
 Ann: No, it's long and straight.  
 Sam: Oh, I see her.  
 Ann: (4) \_\_\_\_\_ you give this to my uncle?  
 Sam: Of course! What (5) \_\_\_\_\_ your uncle look like?  
 Ann: He's (6) \_\_\_\_\_ a beard.  
 Sam: (7) \_\_\_\_\_ his beard long and black?  
 Ann: No, it's short.  
 Sam: Oh, OK!  
 Ann: (8) \_\_\_\_\_ you give this to my father's friend?  
 Sam: No problem! What (9) \_\_\_\_\_ he look like?  
 Ann: He's (10) \_\_\_\_\_ a moustache.



Ask students to complete the missing words in the conversation, pay attention the words are put in the right form. You may check the answers with students by listening to the recording / playing the animation again.

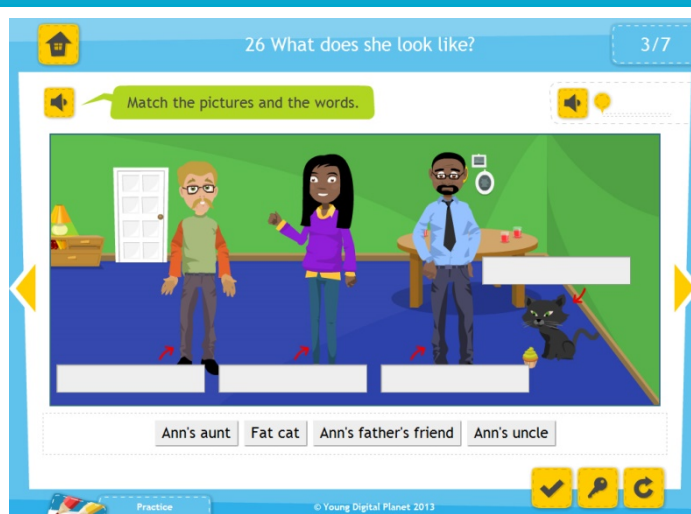
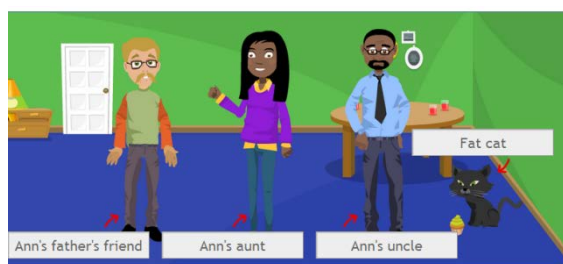
**Key:**

**1** Can **2** does **3** Is **4** Can **5** does **6** got **7** is **8** Can **9** does **10** got

## Screen 3

**Ann:** Can you give this to my aunt?  
**Sam:** Sure! What does she look like?  
**Ann:** She's tall and thin.  
**Sam:** Is her hair short and curly?  
**Ann:** No, it's long and straight.  
**Sam:** Oh, I see her.  
**Ann:** Can you give this to my uncle?  
**Sam:** Of course! What does your uncle look like?  
**Ann:** He's got a beard.  
**Sam:** Is his beard long and black?  
**Ann:** No, it's short.  
**Sam:** Oh, OK!  
**Ann:** Can you give this to my father's friend?  
**Sam:** No problem! What does he look like?  
**Ann:** He's got a moustache.  
**Sam:** Is his moustache short and black?  
**Ann:** No, it's long and blonde. Oh! And he wears glasses too!  
**Sam:** Oh, I see him.  
**Sam:** Can I give the cat a cake?  
**Ann replies:** No, he doesn't need a cake. He's fat!

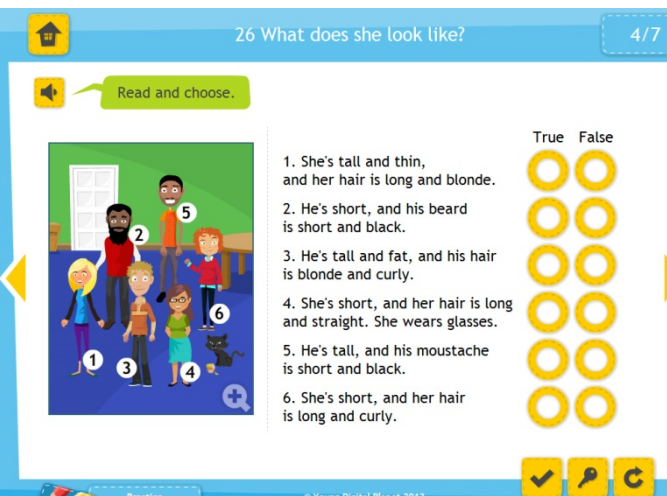
**Key:** 1 Ann's father's friend 2 Ann's aunt 3 Ann's uncle 4 fat cat



## Screen 4

### Key:

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



26 What does she look like? 4/7

Read and choose.



|                                                                       | True                  | False                 |
|-----------------------------------------------------------------------|-----------------------|-----------------------|
| 1. She's tall and thin, and her hair is long and blonde.              | <input type="radio"/> | <input type="radio"/> |
| 2. He's short, and his beard is short and black.                      | <input type="radio"/> | <input type="radio"/> |
| 3. He's tall and fat, and his hair is blonde and curly.               | <input type="radio"/> | <input type="radio"/> |
| 4. She's short, and her hair is long and straight. She wears glasses. | <input type="radio"/> | <input type="radio"/> |
| 5. He's tall, and his moustache is short and black.                   | <input type="radio"/> | <input type="radio"/> |
| 6. She's short, and her hair is long and curly.                       | <input type="radio"/> | <input type="radio"/> |

Practice © Young Digital Planet 2013

### Additional activity

Enlarge the picture, point to one of the people and ask student to describe him or her. You may also ask students to first practise in pairs and then do feedback as a class.

## Screen 5

### Key:

1 thin, blonde  
2 long, black  
3 thin, curly  
4 straight, wears  
5 moustache, doesn't wear  
6 short, hair



26 What does she look like? 5/7

Choose.



1. She's tall and  thin  fat , and her hair is long and  blonde  brown .
2. He's short, and his beard is  short  long and  black  blonde .
3. He's tall and  fat  thin , and his hair is blonde and  curly  straight .
4. She's short, and her hair is long and  straight  curly . She  wears  doesn't wear glasses.
5. He's tall, and his  beard  moustache is short and black. He  wears  doesn't wear glasses.
6. She's  tall  short , and her  beard  hair is short and curly.

Practice © Young Digital Planet 2013

## Screen 6

### Audio 1:

**Sam:** *What does she look like?*

**Ann:** *She's tall, and her hair is short and curly.*

### Audio 2:

**Sam:** *What does he look like?*

**Ann:** *He's tall, and his beard is long and black.*

### Audio 3:

**Sam:** *What does he look like?*

**Ann:** *His moustache is short and brown.*

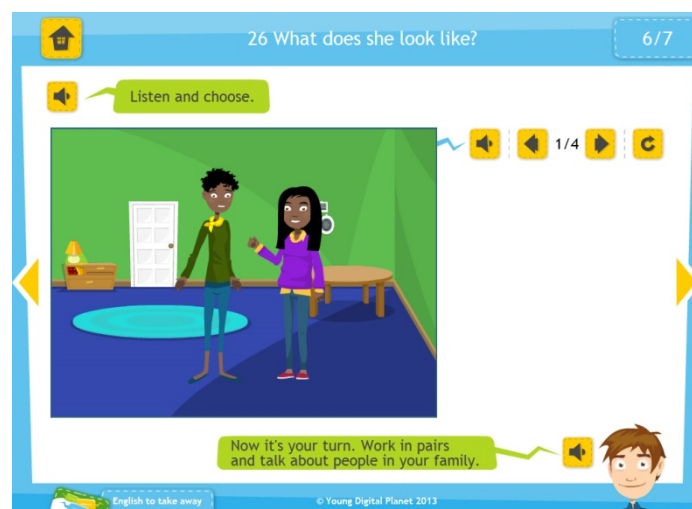
### Audio 4:

**Sam:** *What does she look like?*

**Ann:** *She's short, and her hair is long and brown.*

**Sam:** *Does she wear glasses?*

**Ann:** *Yes, she does.*



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

1. Look at the picture.
2. Click on the audio and listen to the description.
3. Choose the person that is being described.
4. Press 'pause' and listen again if you want to, to complete the exercise.
5. There are four sub pages and four descriptions in the exercise.

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

Tell students to work in pairs and ask about others in class or bring photos / draw pictures of members of their families to describe.

# Handout

can (x3) / does (x3) / is (x2) / got (x2)

Ann: (1) \_\_\_\_\_ you give this to my aunt?

Sam: Sure! What (2) \_\_\_\_\_ she look like?

Ann: She's tall and thin.

Sam: (3) \_\_\_\_\_ her hair short and curly?

Ann: No, it's long and straight.

Sam: Oh, I see her.

Ann: (4) \_\_\_\_\_ you give this to my uncle?

Sam: Of course! What (5) \_\_\_\_\_ your uncle look like?

Ann: He's (6) \_\_\_\_\_ a beard.

Sam: (7) \_\_\_\_\_ his beard long and black?

Ann: No, it's short.

Sam: Oh, OK!

Ann: (8) \_\_\_\_\_ you give this to my father's friend?

Sam: No problem! What (9) \_\_\_\_\_ he look like?

Ann: He's (10) \_\_\_\_\_ a moustache.



| Friends 7<br>Lesson 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   | She's got curly black hair. |                                                                                                                                                                 | Grammar &<br>Functions |                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Describing people | Contents                    | <b>Grammar</b><br>What does he/she look like?<br>He's got .../She's got ...<br>Adjectives + nouns (e.g. long black hair)                                        | Checklist              | Two master handouts for each student :<br>matching pictures with texts and text completion |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                             | <b>Vocabulary</b><br>black/blonde/brown/red hair<br>curly/straight/long/short hair<br>blue/black/brown/green eyes<br>A beard/moustache<br>He/ She wears glasses |                        |                                                                                            |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                             |                                                                                                                                                                 |                        |                                                                                            |
| <p>While describing the appearance we need the following:</p> <ul style="list-style-type: none"><li>- have got / has got – e.g. He's got brown eyes.</li><li>- to be + adjective to say somebody is fat, slim, tall or short etc.</li></ul> <p>To ask a question about appearance we use the following question:<br/>What does he/she look like?</p> <p>***</p> <p>fat /fæt/,<br/>thin /θɪn/<br/>curly /'kɜ:(r)li/<br/>straight /streɪt/<br/>beard /bɪə(r)d/<br/>moustache /mə'sta:f/</p> |                   |                             |                                                                                                                                                                 |                        |                                                                                            |

# Procedure

## Warm-up Off the screens

1. Revise describing people.
2. Ask everybody to draw and paint a small picture of a person. You may help them with some ideas (jeans, glasses, skirt, moustache, slim, fat, long hair, brown eyes etc.). You may write the words on the board or simply elicit or just ask them to be imaginative.
3. Take all of the drawings, number them and put on the walls.
4. Ask everybody to choose one picture and write the number they chose in their notebooks.
5. Put students in pairs, ask them to describe the person / picture they chose. The other student has to guess which picture it was.
6. You can repeat the activity a few times, depending on the number of students and time you have. There might also be a second round of drawing.

## Screen 2

### Audio 1:

**Interviewer:** *What does your dad look like?*

**Child1:** *What does my dad look like? He's got brown eyes ... oh, and he's got a big, brown moustache and short brown hair. He wears glasses too.*

### Audio 2:

**Interviewer:** *What does your mum look like?*

**Child2:** *My mum? Well, she's got big brown eyes and curly black hair. She always smiles. I think she's beautiful.*

### Audio 3:

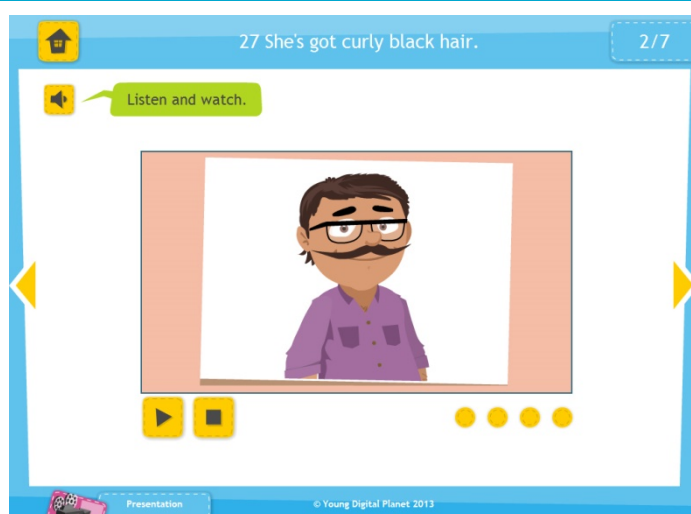
**Interviewer:** *What does your aunt look like?*

**Child3:** *My aunt's got long red hair – it's curly too. And she's got small green eyes.*

### Audio 4:

**Interviewer:** *What does your uncle look like?*

**Child4:** *My uncle? What does he look*



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.

Watch it again and mute the sound, stop where necessary and ask students to describe the people in the pictures.

like? Well, he's got straight blonde hair. And he's got blue eyes. He's got a beard too – it's short and blonde.

### Screen 3

Audio 1:

**Child1:** He's got brown eyes. He's got a big brown moustache and short brown hair. He wears glasses too.

Audio 2:

**Child2:** She's got big brown eyes and straight black hair. She wears glasses.

Audio 3:

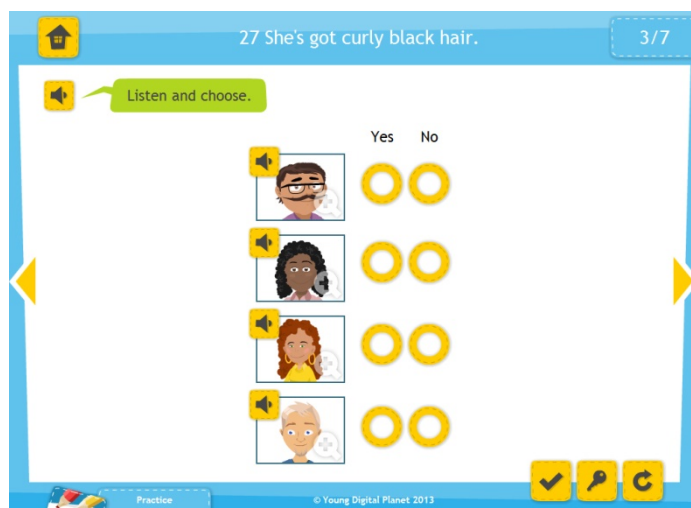
**Child3:** My aunt's got short red hair – it's curly too. And she's got small black eyes.

Audio 4:

**Child4:** He's got straight blonde hair. And he's got blue eyes. He's got a beard too – it's short and blonde.

**Key:**

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



Enlarge the pictures and ask students to describe the people.

Additional activity  
Give out Handout 1

Ask students to match the descriptions with the pictures.

## Handout 1



A

*He's got brown eyes. He's got a big brown moustache and short brown hair. He wears glasses too.*



B

*He's got straight blonde hair. And he's got blue eyes. He's got a beard too – it's short and blonde.*



C

*She's got big brown eyes and curly black hair.  
She always smiles.*



D

*My aunt's got long red hair – it's curly too. And she's got small green eyes.*

When the activity is done, ask students to practise in pairs.

Cover the descriptions, one of the students describes the picture, the other guesses which person was described.

**Key:**

**1 A 2 C 3 D 4 B**

Give out Handout 2

## Handout 2



1 She's got big \_\_\_\_\_ eyes and curly \_\_\_\_\_ hair. She always smiles.



2 My aunt's got long \_\_\_\_\_ hair – it's \_\_\_\_\_ too. And she's got \_\_\_\_\_ green eyes.



3 He's \_\_\_\_\_ brown eyes. He's got a big brown \_\_\_\_\_ and short brown \_\_\_\_\_. He wears \_\_\_\_\_ too.



4 He's got straight \_\_\_\_\_ hair. And he's got blue eyes. He's got a \_\_\_\_\_ too – it's short and \_\_\_\_\_.

Ask students to complete the missing information in the descriptions. In weaker groups write the missing words on the board (random order).

### Key:

- 1 brown, black
- 2 red, curly, small
- 3 got, moustache, hair
- 4 blonde, beard, blonde

## Screen 4

### Key:

- 1 long, straight, black
- 2 brown, short, brown
- 3 long, red, blue
- 4 curly, blonde, green, a moustache

27 She's got curly black hair. 4/7

Look at the pictures. Read and choose.

She's got long, straight / short, curly hair and black / blue eyes. She wears glasses.

He's got brown / green eyes and long, brown / short, brown hair.

She's got short, blonde / long, red hair and brown / blue eyes.

He's got curly, black / curly, blonde hair and green / blue eyes. He's got a beard and glasses / a moustache.

Practice © Young Digital Planet 2013

## Screen 5

### Key:

- 1 She's got curly, blonde hair and blue eyes.
- 2 He's got short black hair and a black moustache.
- 3 She's got straight, brown hair and brown eyes.
- 4 He's got curly, red hair and a beard. He wears glasses.

27 She's got curly black hair. 5/7

Put the words in order.

and blue blonde hair curly, She's got eyes.

short, hair and a black black moustache. He's got

eyes. got hair straight, brown and She's brown

and a beard. He's got glasses. red He wears curly, hair

Practice © Young Digital Planet 2013

## Screen 6

Audio 1:

*What does he look like?*

Audio2:

*What does she look like?*

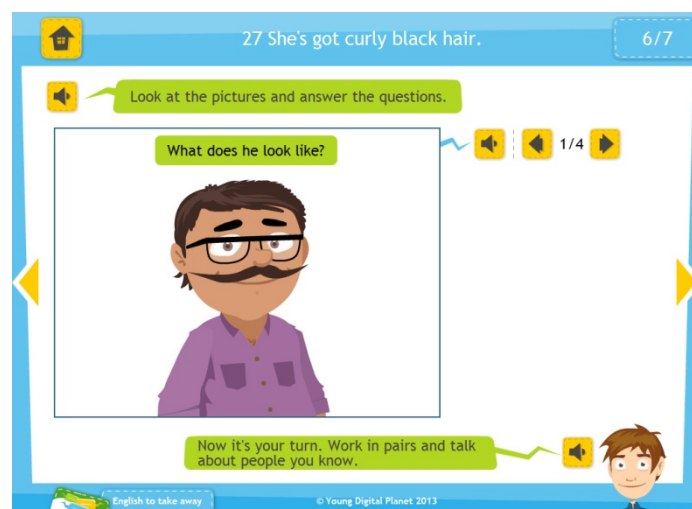
Audio 3:

*What does she look like?*

Audio 4:

*What does he look like?*

**Key:** N/A



Give the Ss these instructions. The aim is to practice a short natural dialogue and describing people.

1. Look at the picture and read the question. Think about how to answer it.
2. Click on the audio and listen to the description.
3. Repeat as many times as you want to.
4. There are four sub pages and four descriptions in the exercise.

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

Ask students to work in pairs and ask and answer the questions. In pairs, students should describe their friends, neighbours or other people they know.

You could also bring in pictures cut from magazines of different people (or get your students to bring in pictures).

# Handout 1



A

*He's got brown eyes. He's got a big brown moustache and short brown hair. He wears glasses too.*



B

*He's got straight blonde hair. And he's got blue eyes. He's got a beard too – it's short and blonde.*



C

*She's got big brown eyes and curly black hair.*

*She always smiles.*



D

*My aunt's got long red hair – it's curly too. And she's got small green eyes.*

## Handout 2



1 She's got big \_\_\_\_\_ eyes and curly \_\_\_\_\_ hair. She always smiles.



2 My aunt's got long \_\_\_\_\_ hair – it's \_\_\_\_\_ too. And she's got \_\_\_\_\_ green eyes.



3 He's \_\_\_\_\_ brown eyes. He's got a big brown \_\_\_\_\_ and short brown \_\_\_\_\_. He wears \_\_\_\_\_ too.



4 He's got straight \_\_\_\_\_ hair. And he's got blue eyes. He's got a \_\_\_\_\_ too – it's short and \_\_\_\_\_.

| Friends 7<br>Lesson 28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                               | This woman is tall and thin. |                                                                                                                                                                                                                                                           | Skills    |                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Practising reading                                                            | Contents                     | <b>Grammar</b><br><i>She is ...He is ...</i><br><i>She's got/He's got ...</i><br>Adj + adj (order of adjectives)                                                                                                                                          | Checklist | 1 master<br>handout:<br>sentence<br>completion with<br>relevant<br>vocabulary |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Recycling language of units 25-28 for describing people's appearance and age. |                              | <b>Vocabulary</b><br><i>tall, short, fat, thin</i><br><i>big, small, nose, eyes, mouth</i><br><i>hair, beard, moustache</i><br><i>brown, blonde, black, red, blue</i><br><i>straight, curly, long, short</i><br><i>wears glasses,</i><br><i>years old</i> |           |                                                                               |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                               |                              |                                                                                                                                                                                                                                                           |           |                                                                               |
| <p>While describing the appearance we need the following:</p> <ul style="list-style-type: none"><li>- <i>have got / has got</i> – e.g. <i>He's got brown eyes.</i></li><li>- <i>to be</i> + adjective to say somebody is fat, slim, tall or short etc.</li></ul> <p>To ask a question about the appearance we use the following question:<br/><i>What does he/she look like?</i></p> <p>When we talk about hair we use the adjectives in the following order:<br/><i>Somebody has got LENGTH, TYPE OF HAIR, COLOUR hair.</i><br/>e.g. <i>He has got long, curly, blonde hair.</i><br/>* <i>hair</i> is always singular – <i>her hair <u>is</u> brown</i><br/><i>Similarly for eyes:</i><br/><i>Somebody has got SIZE, COLOUR eyes.</i></p> <p>***</p> <p><i>beard</i> /bɪə(r)d/<br/><i>curly</i> /'kɜ:(r)li/<br/><i>fat</i> /fæt/</p> |                                                                               |                              |                                                                                                                                                                                                                                                           |           |                                                                               |

moustache BrE /mə'staːʃ/, AmE /'mʌstæʃ/

short /ʃɔː(r)t/

straight /streɪt/

tall BrE /tɔːl/, AmE /tɒl/

thin /θɪn/

## Procedure

### Warm-up Off the screens

1. As a revision ask students to bring a photo of a famous pop or film star to the classroom. If this is not possible, then take a pile of magazines to class for Ss to cut out photos and describe. Ss can then hide the photo and describe to the others.
2. Nominate a student who describes the star, students guess. Student who has it right first will have the right to describe his or her star.

### Screen 2

#### Audio 1:

*This man is short and fat.*

*He's got small brown eyes, and short brown hair. He's got a beard and a moustache too. His beard is long and brown. I think he's 35 years old.*

#### Audio 2:

*This woman has got long blonde hair.*

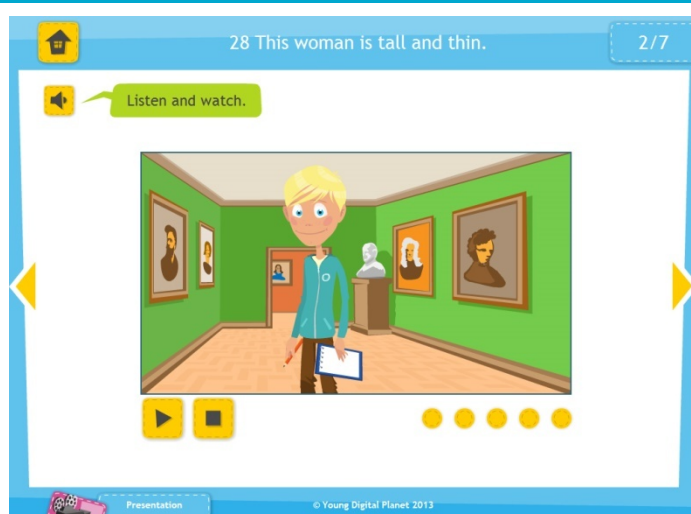
*Her hair is straight. Her eyes are small and blue. She's got a big nose and a big mouth. I think she's 40 years old.*

#### Audio 3:

*This man has got short black hair. His hair is curly. He's got black eyes. He's got a white moustache and he wears glasses. I think he's 60 years old.*

#### Audio 4:

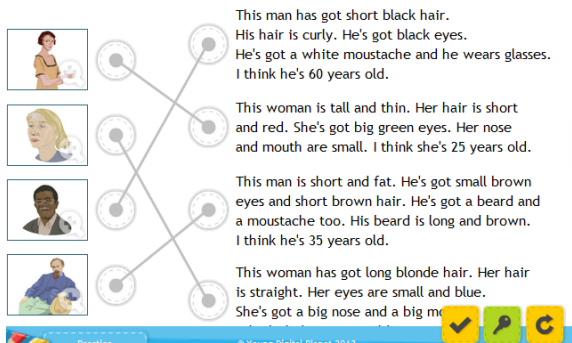
*This woman is tall and thin. Her hair is short and red. She's got big green eyes. Her nose and mouth are small. I think she is 25 years old.*



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

## Screen 3

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

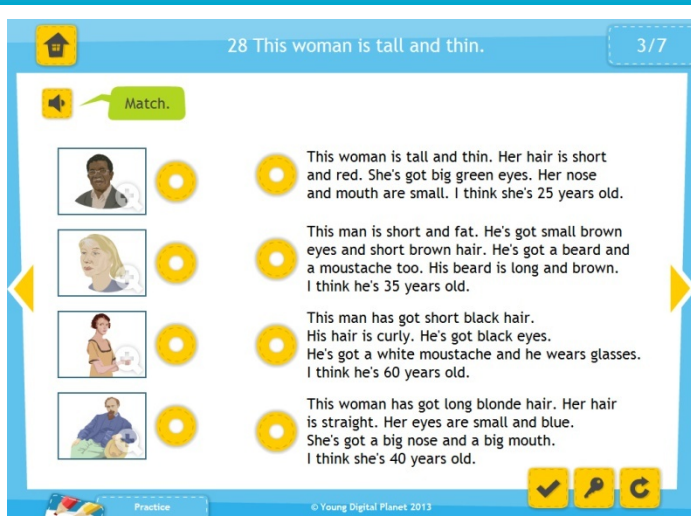


This man has got short black hair. His hair is curly. He's got black eyes. He's got a white moustache and he wears glasses. I think he's 60 years old.

This woman is tall and thin. Her hair is short and red. She's got big green eyes. Her nose and mouth are small. I think she's 25 years old.

This man is short and fat. He's got small brown eyes and short brown hair. He's got a beard and a moustache too. His beard is long and brown. I think he's 35 years old.

This woman has got long blonde hair. Her hair is straight. Her eyes are small and blue. She's got a big nose and a big mouth. I think she's 40 years old.



Match.

This woman is tall and thin. Her hair is short and red. She's got big green eyes. Her nose and mouth are small. I think she's 25 years old.

This man is short and fat. He's got small brown eyes and short brown hair. He's got a beard and a moustache too. His beard is long and brown. I think he's 35 years old.

This man has got short black hair. His hair is curly. He's got black eyes. He's got a white moustache and he wears glasses. I think he's 60 years old.

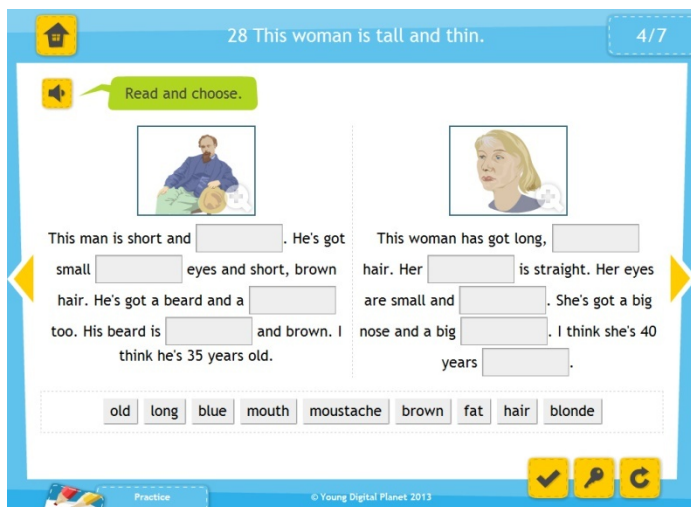
This woman has got long blonde hair. Her hair is straight. Her eyes are small and blue. She's got a big nose and a big mouth. I think she's 40 years old.

After doing the activity ask Ss to enlarge the pictures and describe the people again.

## Screen 4

**Key:**

- 1 fat, brown, moustache, long
- 2 blonde, hair, blue, mouth, old



Read and choose.

This man is short and . He's got small  eyes and short, brown hair. He's got a beard and a  too. His beard is  and brown. I think he's 35 years old.

This woman has got long,  hair. Her  is straight. Her eyes are small and . She's got a big nose and a big . I think she's 40 years .

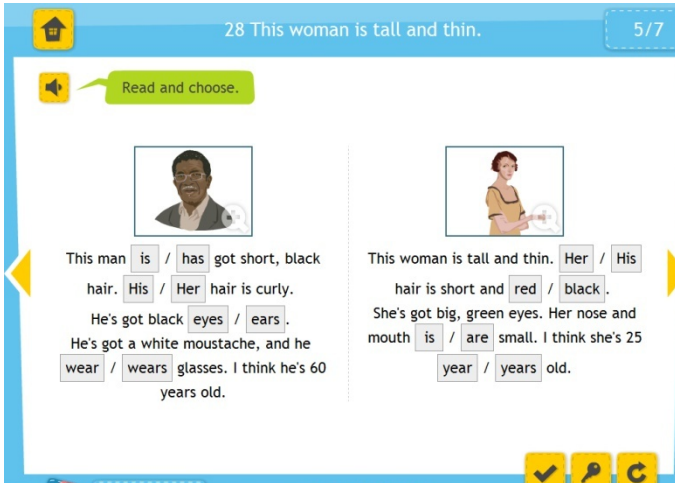
old long blue mouth moustache brown fat hair blonde

## Screen 5

### Key:

1 has, His, eyes, wears

2 Her, red, are, years



28 This woman is tall and thin. 5/7

Read and choose.

This man  is  has got short, black hair.  His  Her hair is curly. He's got black  eyes  ears. He's got a white moustache, and he  wear  wears glasses. I think he's 60 years old.

This woman is tall and thin.  Her  His hair is short and  red  black. She's got big, green eyes. Her nose and mouth  is  are small. I think she's 25  year  years old.

Practice © Young Digital Planet 2013

Additional activity: Handout

Give out the Handout, and ask students to choose the correct missing verbs in the correct form: *to be* or *have got*.

## Handout

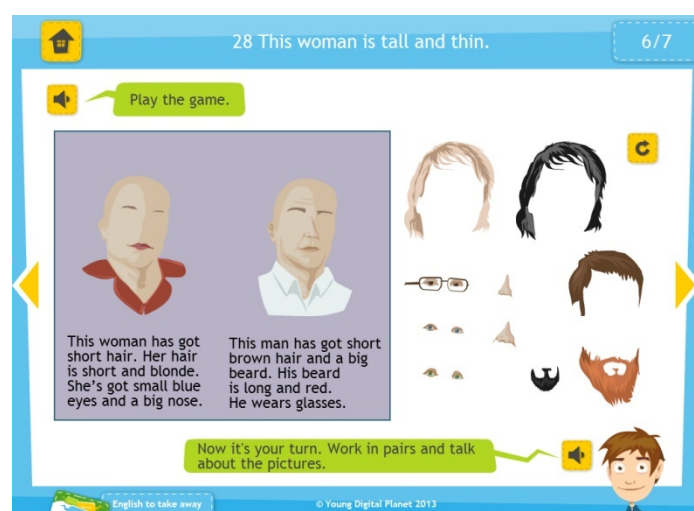
to be / have got

- 1 The woman \_\_\_\_\_ tall.
- 2 I think she \_\_\_\_\_ 25 years old.
- 3 Her nose and mouth \_\_\_\_\_ small.
- 4 Her hair \_\_\_\_\_ short and red.
- 5 This man \_\_\_\_\_ short.
- 6 He \_\_\_\_\_ fat.
- 7 He \_\_\_\_\_ got small brown eyes.
- 8 He's \_\_\_\_\_ a beard and a moustache.
- 9 She's \_\_\_\_\_ long blonde hair.
- 10 I think she \_\_\_\_\_ 40 years old.
- 11 He' \_\_\_\_\_ got white moustache.
- 12 This woman \_\_\_\_\_ tall.
- 13 He's \_\_\_\_\_ short black hair.
- 14 His hair \_\_\_\_\_ long and brown.
- 15 Her eyes \_\_\_\_\_ small and blue.

**Key:** 1 is 2 is 3 are 4 is 5 is 6 is 7 's 8 got 9 got 10 is 11 's 12 is 13 got 14 is 15 are

NOTE: be careful: *hair* is singular, *to be* + years old

## Screen 6



Give the Ss these instructions for the game.  
The aim is to practice a short natural dialogue.

1. Look at the picture and read the description.
2. Ask students to drag and drop the right picture onto the woman's or man's face.
3. First time you do it – do it according to the description.

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

1. Tell students to reset the activity, drag and drop different pictures to make their original characters, take turns to describe them.
2. Alternatively you may ask them to re-draw this picture into their notebooks, then write a short description.

# Handout

to be / have got

- 1 The woman \_\_\_\_\_ tall.
- 2 I think she \_\_\_\_\_ 25 years old.
- 3 Her nose and mouth \_\_\_\_\_ small.
- 4 Her hair \_\_\_\_\_ short and red.
- 5 This man \_\_\_\_\_ short.
- 6 He \_\_\_\_\_ fat.
- 7 He \_\_\_\_\_ got small brown eyes.
- 8 He's \_\_\_\_\_ a beard and a moustache.
- 9 She's \_\_\_\_\_ long blonde hair.
- 10 I think she \_\_\_\_\_ 40 years old.
- 11 He' \_\_\_\_\_ got white moustache.
- 12 This woman \_\_\_\_\_ tall.
- 13 He's \_\_\_\_\_ short black hair.
- 14 His hair \_\_\_\_\_ long and brown.
- 15 Her eyes \_\_\_\_\_ small and blue.

| Friends 7<br>Lesson 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       | His beard is long and black. |                                                                                                                                                                                                    | Pronunciation |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Speaking skills       | Contents                     | <b>Grammar</b><br>Rhythm in connected speech<br><br>Stressed and unstressed syllables<br><br>Pronunciation of weak form <i>and</i> in adj + <i>and</i> + adj phrases (e.g. <i>long and black</i> ) | Checklist     | Magazines with superheroes          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Recycling units 21-28 |                              | <b>Vocabulary</b><br>appearance: <i>beard, moustache, hair, eyes long, tall, thin, short, fat, blonde, curly, straight, big, small</i><br><i>Black, blue, brown, red</i>                           |               | 1 master handout to practise rhymes |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                              |                                                                                                                                                                                                    |               |                                     |
| <p>Connected speech is important for English, the faster English people speak, the more words they connect for economical reasons, they simplify and link words together, and sometimes a single sound, i.e. phoneme, is lost (weak forms e.g. <i>fish and chips</i> – the words <i>and</i> is pronounced as <i>n</i> only). English is not a phonetic language so this can cause difficulties for the learners at times.</p> <p>In this lesson we teach students to focus on the weak syllables – the ones that often get lost in connected speech.</p> <p>Words consist of syllables, e.g. the word <i>computer</i> consists of three syllables, and only the second one is stressed: <u>com</u>puter – it should be pronounced more loudly.</p> <p>zap /zæp/ crash /kræʃ/ woosh /wʊʃ/ pow /pau/ are here to rhyme with other words but they are not real words, they are onomatopoeia.</p> |                       |                              |                                                                                                                                                                                                    |               |                                     |

# Procedure

## Warm-up Off the screens

1. Ask students to bring some comics into the classroom with their favourite superheroes.

Alternatively, bring some comics yourselves and find some superheroes e.g. *Superman, Batman, Spiderman, Iron Man, Thor, Hulk, Captain America, Orion, Wolverine* and others.

There are some fantastic websites that can help you with superheroes.

You may help your students with the names of the characters by writing them all down on cards or on the board.

2. Ask students not to show the photos they have brought. Tell them they are going to guess their classmates' superheroes.
3. Students have a few minutes to prepare a short description of their characters, go and monitor, help with any language they need.
4. Students describe their superheroes so that the classmates can guess. The student who guesses correctly gets the right to describe his or her hero.
5. When the activity is done, ask students to put their heroes on the walls or stick them into the notebooks.

## Screen 2

### Audio 1:

*Alex the Great with his friend, Fatcat.*

### Audio 2:

*His beard is long and black.*

*Whoosh! And he catches Jack.*

### Audio 3:

*He's very tall and thin.*

*Pow! And he catches Jim.*

### Audio 4:

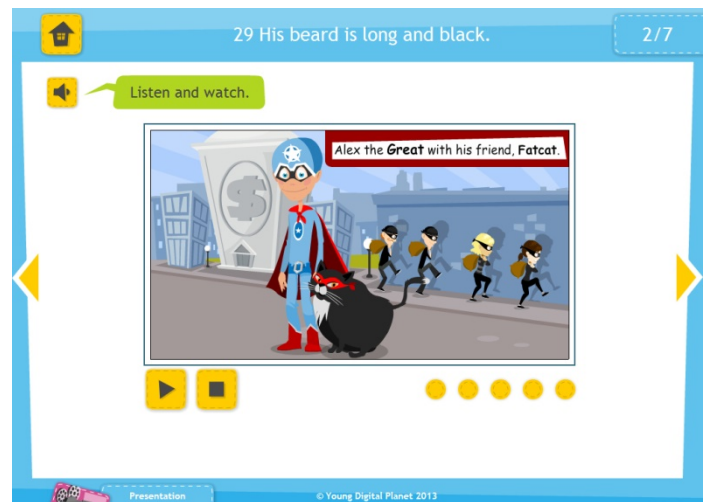
*His moustache is blonde and curly.*

*Zap! And he catches Sally.*

### Audio 5:

*He's very short and fat.*

*Crash! And he catches Pat.*

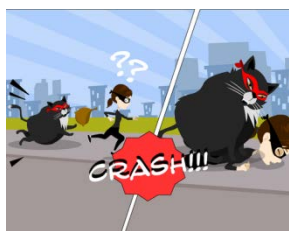


Exploit the scene by asking the Ss to describe

what they can see. This will help students with pronunciation and meaning.

Practise pronunciation. Ask students to listen and repeat the sentences.

## Screen 3



Audio 1:

*He's very short and fat.  
Crash! And he catches Pat.*



Audio 2:

*His moustache is blonde and curly.  
Zap! And he catches Sally.*



Audio 3:

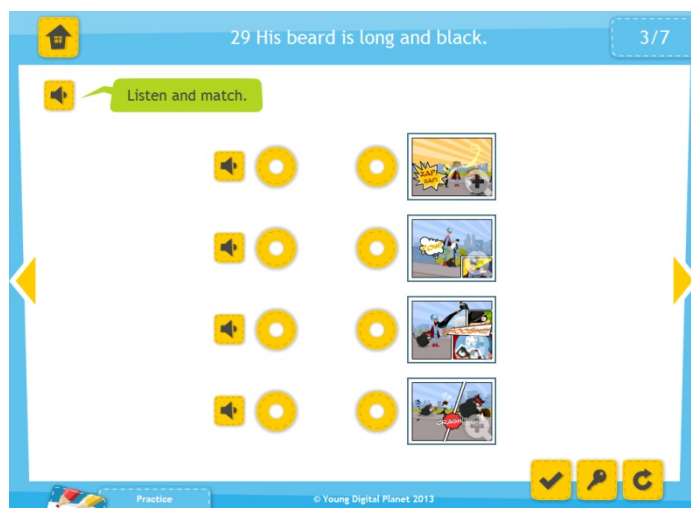
*He's very tall and thin.  
Pow! And he catches Jim.*



Audio 4:

*His beard is long and black.  
Whoosh! And he catches Jack.*

**Key:** see pictures above (random order)



After the activity is done practise the words that rhyme: *fat* and *Pat*, *thin* and *Jim*, *black* and *jack*.

### Additional activity

Give out Handout 1, ask students to match the sentences to make rhymes. Then practise saying them. For the answer key, please see rhymes for screen 1 above.

## Handout

|                                             |                                       |
|---------------------------------------------|---------------------------------------|
| 1 <i>He's very short and fat.</i>           | A <i>Zap! And he catches Sally.</i>   |
| 2 <i>His moustache is blonde and curly.</i> | B <i>Pow! And he catches Jim.</i>     |
| 3 <i>He's very tall and thin.</i>           | C <i>Crash! And he catches Pat.</i>   |
| 4 <i>His beard is long and black.</i>       | D <i>Whoosh! And he catches Jack.</i> |

### Key:

1 c 2 a 3 b 4 d

## Screen 4

### Audio 1:

*His beard is long and black.  
Whoosh! And he catches Jack.*

### Audio 2:

*He's very tall and thin.  
Pow! And he catches Jim.*

### Audio 3:

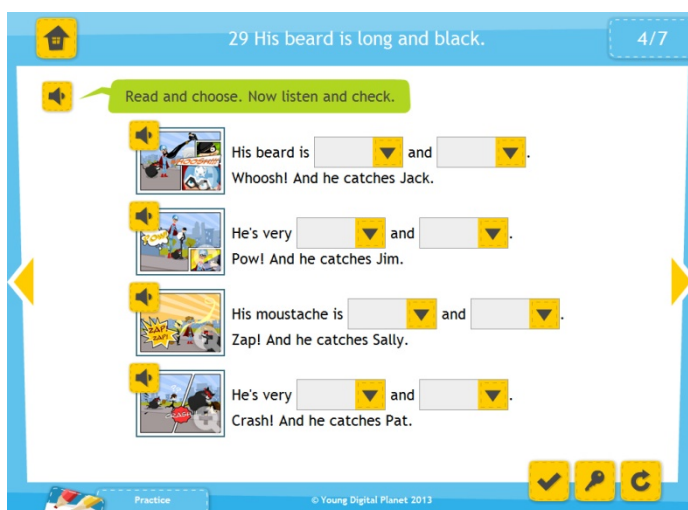
*His moustache is blonde and curly.  
Zap! And he catches Sally.*

### Audio 4:

*He's very short and fat.  
Crash! And he catches Pat.*

### Key:

- 1 long, black
- 2 tall, thin
- 3 blonde, curly
- 4 short, fat



29 His beard is long and black. 4/7

Read and choose. Now listen and check.

His beard is  and .  
Whoosh! And he catches Jack.

He's very  and .  
Pow! And he catches Jim.

His moustache is  and .  
Zap! And he catches Sally.

He's very  and .  
Crash! And he catches Pat.

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In stronger groups, you may ask students to choose one of the rhymes and memorise to recite to the class.

You could develop this into a competition if you feel this would work well.

## Screen 5

### Audio 1:

*His eyes are big and brown.*

### Audio 2:

*Her eyes are small and blue.*

### Audio 3:

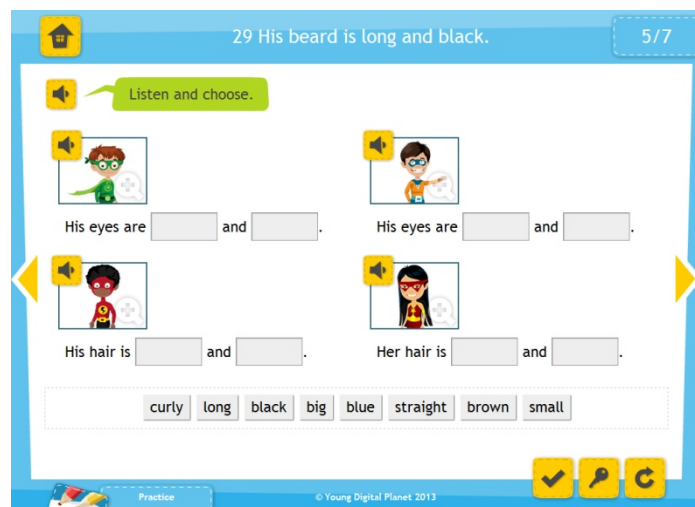
*His hair is black and curly.*

### Audio 4:

*Her hair is long and straight.*

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

- 1 big, brown
- 2 small, blue
- 3 black, curly
- 4 long, straight



In this screen Ss should choose the words and then listen to see if they are correct.

Encourage them to listen out for the pronunciation of *and* and to practise saying the weak forms.

## Screen 6

### Audio 1:

*His beard is long and black.  
Whoosh! And he catches Jack.*

### Audio 2:

*He's very tall and thin.  
Pow! And he catches Jim.*

### Audio 3:

*His moustache is blonde and curly.  
Zap! And he catches Sally.*

### Audio 4:

*He's very short and fat.  
Crash! And he catches Pat.*



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

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>sentences. Think about how to finish it.</p> <ol style="list-style-type: none"> <li>2. Click on the audio and listen to the rhyme.</li> <li>3. Repeat as many times as you want to.</li> <li>4. There are four sub pages and four descriptions in the exercise.</li> </ol> <p>Now it's your turn. This is a 'free practice' stage. The aim is personalisation.</p> <p>Students could design their own superheroes with special features (e.g. a big nose that can sniff and draw criminals towards them).</p> <p>You could get them to draw the superheroes and write a short description (e.g. <i>his nose is big and long</i>).</p> <p>Perhaps they could write their own verse like the rhymes in the unit. You could put the pictures and rhymes together to make a class superhero comic book.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Handout

|                                             |                                       |
|---------------------------------------------|---------------------------------------|
| 1 <i>He's very short and fat.</i>           | A <i>Zap! And he catches Sally.</i>   |
| 2 <i>His moustache is blonde and curly.</i> | B <i>Pow! And he catches Jim.</i>     |
| 3 <i>He's very tall and thin.</i>           | C <i>Crash! And he catches Pat.</i>   |
| 4 <i>His beard is long and black.</i>       | D <i>Whoosh! And he catches Jack.</i> |

# Handout

|                                             |                                       |
|---------------------------------------------|---------------------------------------|
| 1 <i>He's very short and fat.</i>           | A <i>Zap! And he catches Sally.</i>   |
| 2 <i>His moustache is blonde and curly.</i> | B <i>Pow! And he catches Jim.</i>     |
| 3 <i>He's very tall and thin.</i>           | C <i>Crash! And he catches Pat.</i>   |
| 4 <i>His beard is long and black.</i>       | D <i>Whoosh! And he catches Jack.</i> |

| Friends 7<br>Lesson 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                             | This is my aunt. |                                                                                                                                                                                                                                                                                                               | Skills    |                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reading and writing/speaking<br>Revision of vocab and structures from cycle 2 (units 21-30) | Contents         | <b>Grammar</b><br>adjective order<br><br><i>always/never</i>                                                                                                                                                                                                                                                  | Checklist | 1 master handout for each student: writing a description of a person |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Understanding the difference between 'What's (s)he like?' and 'What does (s)he look like?'  |                  | <b>Vocabulary</b><br>Recycling vocabulary/phrases from units 21-30:<br><br>Family: <i>uncle, aunt, son, daughter, cousin</i><br><br>Adjectives: <i>nice, kind, quiet, funny</i><br><br>Physical appearance: <i>he/she's got</i><br>Hair: <i>curly, straight, tall, thin, long, eyes, beard, wears glasses</i> |           |                                                                      |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                             |                  |                                                                                                                                                                                                                                                                                                               |           |                                                                      |
| <p>What's (s)he like? – is a question we ask about sb's character</p> <p>What does (s)he look like? – is a question we ask to ask about sb's appearance</p> <p>***</p> <p><i>beard</i> /<b>bɪə(r)</b>d/<br/><i>curly</i> /'kɜ:(r)li/<br/><i>fat</i> /<b>fæt</b>/<br/><i>moustache</i> BrE /<b>mə'stɑ:f</b>/, AmE /'mʌstæf/<br/><i>short</i> /<b>ʃɔ:(r)t</b>/<br/><i>straight</i> /<b>streɪt</b>/<br/><i>tall</i> BrE /<b>tɔ:l</b>/, AmE /<b>tɔl</b>/<br/><i>thin</i> /<b>θɪn</b>/</p> |                                                                                             |                  |                                                                                                                                                                                                                                                                                                               |           |                                                                      |

# Procedure

## Warm-up Off the screens

1. Revise family:
2. Encourage students to have a short chat about their family members. You can help them with the following sentences:  
*My aunt's name is ... She is ... (years old). She has got ... (brown eye). I like her because she is ... (very helpful).*

## Screen 2

### Audio 1:

*Hi Ann! Write to me about your aunt and uncle. What do they look like? What are they like?*

*See you soon!*

*Sam*

### Audio 2:

*This is my aunt. What does she look like? She's tall and thin and she's got long, straight black hair. Her eyes are big and brown. I think she's beautiful. What do you think?*

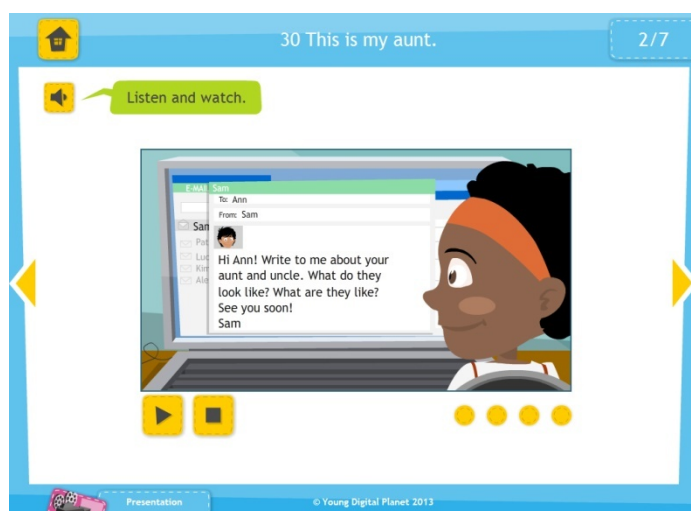
*What's she like? She's very quiet, and she doesn't speak much. But she's very kind. She's good at science and she always helps me with my homework.*

### Audio 3:

*This is my uncle. He's my mum's younger brother. What does he look like? He's got a short black beard. He's got curly hair and he wears glasses. What's he like? He's very nice and I like him. He's never angry with me. He's very funny and we always laugh a lot!*

### Audio 4:

*My aunt and uncle have got two children, a son and a daughter. They're my cousins. We're good friends. I'm sending you a photo of them.*



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

Additional activity: Handout

## Handout



Aunt:

- 1 What does she look like?
- 2 What is she like?
- 3 What is she good at?



Uncle:

- 1 What does he look like?
- 2 What is he like?
- 3 What do they always do?

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

Ask students to answer the questions according to the information from the text. Ask them to organize their answers under the three questions. Make sure they do not mix the answers.

## Screen 3

### Audio:

*What's she like?*

*She's very quiet and she doesn't speak much. But she's very kind. She's good at science and she always helps me with my homework.*

*What's he like?*

*He's very nice and I like him. He's never angry with me. He's very funny and I laugh a lot.*

*What does she look like?*

*She's tall and thin and she's got long, straight black hair. Her eyes are big and brown.*

30 This is my aunt. 3/7

Listen and match.

|                          |  |  |  |                                                                                                                                   |
|--------------------------|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------|
| What does he look like?  |  |  |  | She's tall and thin and she's got long, straight black hair. Her eyes are big and brown.                                          |
| What's she like?         |  |  |  | He's got a short black beard. He's got curly hair and he wears glasses.                                                           |
| What's he like?          |  |  |  | She's very quiet and she doesn't speak much. But she's very kind. She's good at science and she always helps me with my homework. |
| What does she look like? |  |  |  | He's very nice and I like him. He's never angry with me. He's very funny and I laugh a lot.                                       |

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What does he look like?

He's got a short black beard. He's got curly hair and he wears glasses.

**Key:** see the text above (random order of the sentences)

## Screen 4

**Key:**

1 thin 2 straight 3 eyes 4 quiet 5 good 6 always



30 This is my aunt. 4/7

Read and choose.

This is my aunt. She's tall and ,  
and she's got long, , black hair.  
Her  are big and brown.  
I think she's beautiful. She's very ,  
and she doesn't speak much. But she's very kind.  
She's  at science  
and she  helps me with my homework.

thin straight always good quiet eyes

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## Screen 5

**Ann:**

This is my uncle. He's my mum's younger brother. He's got a short black beard. He's got curly hair and he wears glasses. He's very nice and I like him. He's never angry with me. He's very funny and we always laugh a lot!

**Key:**

1 uncle 2 younger 3 short 4 beard 5 curly 6 wears 7 nice 8 never 9 funny



30 This is my aunt. 5/7

Listen and complete.

This is my u . He's my mum's  
y  brother. He's got a s   
black b . He's got c  hair  
and he w  glasses. He's very  
n , and I like him.  
He's n  angry with me. He's very  
f , and we always laugh a lot!

Practice © Young Digital Planet 2013

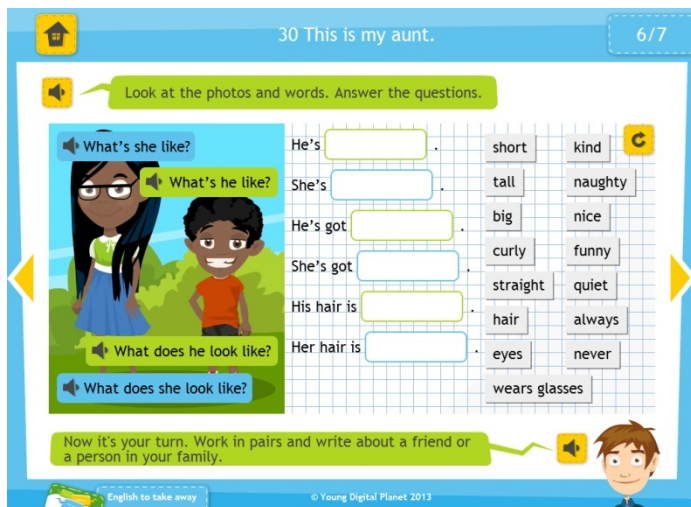
## Screen 6

**Sam:** *What's he like?*

**Sam:** *What does he look like?*

**Sam:** *What's she like?*

**Sam:** *What does she look like?*



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

1. Look at the picture and read the four questions.
2. Ask students to drag and drop the right words onto the box.

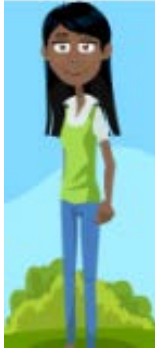
Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Tell students to reset the activity, work in pairs and drag and drop different words but be careful these sentences need to be correct and here all answers are possible so students may end up with a sentence e.g. *Her hair is naughty.* Monitor this activity carefully.
2. Work in pairs and write about a friend or a person in your family. Encourage students to use the following questions:

*What's she / he like?*

*What does she / he look like?*

# Handout



Aunt:

- 1 What does she look like?
- 2 What is she like?
- 3 What is she good at?



Uncle:

- 1 What does he look like?
- 2 What is he like?
- 3 What do they always do?

1

\_\_\_\_\_

\_\_\_\_\_

2

\_\_\_\_\_

\_\_\_\_\_

3

\_\_\_\_\_

1

\_\_\_\_\_

\_\_\_\_\_

2

\_\_\_\_\_

\_\_\_\_\_

3

\_\_\_\_\_