

Friends 7 Lesson 31		<i>What's your father's job?</i>		Vocabulary	
Aims	Talking about jobs and work	Contents	Grammar <i>What's your father's/mother's job?</i> <i>He's a ...</i> <i>She's a ...</i> Vocabulary Jobs and work <i>Doctor, teacher, driver, farmer, nurse, dentist</i>	Checklist	3 master handouts – one for each student: vocabulary revision and vocabulary consolidation.
Language Analysis					
male/female jobs There are some jobs that have separate words for men and women e.g. <i>actor</i> and <i>actress</i> (although in American English <i>actor</i> can refer to either male or female), <i>waiter</i> and <i>waitress</i>, <i>policeman</i> and <i>policewoman</i>. If the word is the same and we want to emphasize it a female, we say <i>woman</i> + job e.g. <i>woman doctor</i>. To talk about jobs we should not forget about the indefinite article <i>a</i> in front of the noun e.g. <i>She is <u>a</u> doctor</i>. Job vs work <i>Work</i> – both noun and verb, if noun – uncountable, never goes with articles <i>Job</i> – only a noun, countable, always go with indefinite article <i>a</i> <i>Job</i> is the name of the work that you do to earn money, and it refers to a particular position such as a teacher, a manager etc. <i>Work</i> is used to talk about the location or who our employer is, it does not tell us about its title or specific description. *** dentist / 'dentɪst/ doctor / 'dɒktə(r)/ driver / 'draɪvə(r)/					

farmer /'fɑ:(r)mə(r)/

nurse /nɜ:(r)s/

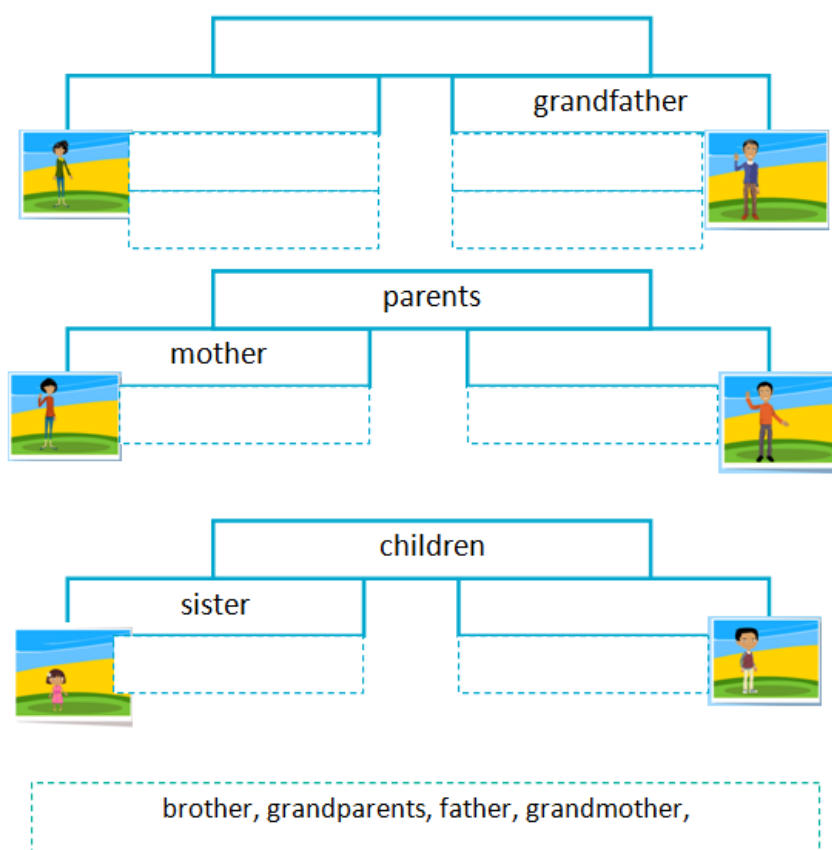
teacher /'ti:tʃə(r)/

Procedure

Warm-up Off the screens

1. Revise family, students will need the words to talk about their jobs. This can be done by you drawing your own family tree on the board, with names, and eliciting who each person is, e.g. Teacher: *Who is Luis?* Ss: *He's your husband.*
Handouts 1 and 2.
2. Give out Handout 1.

Handout 1

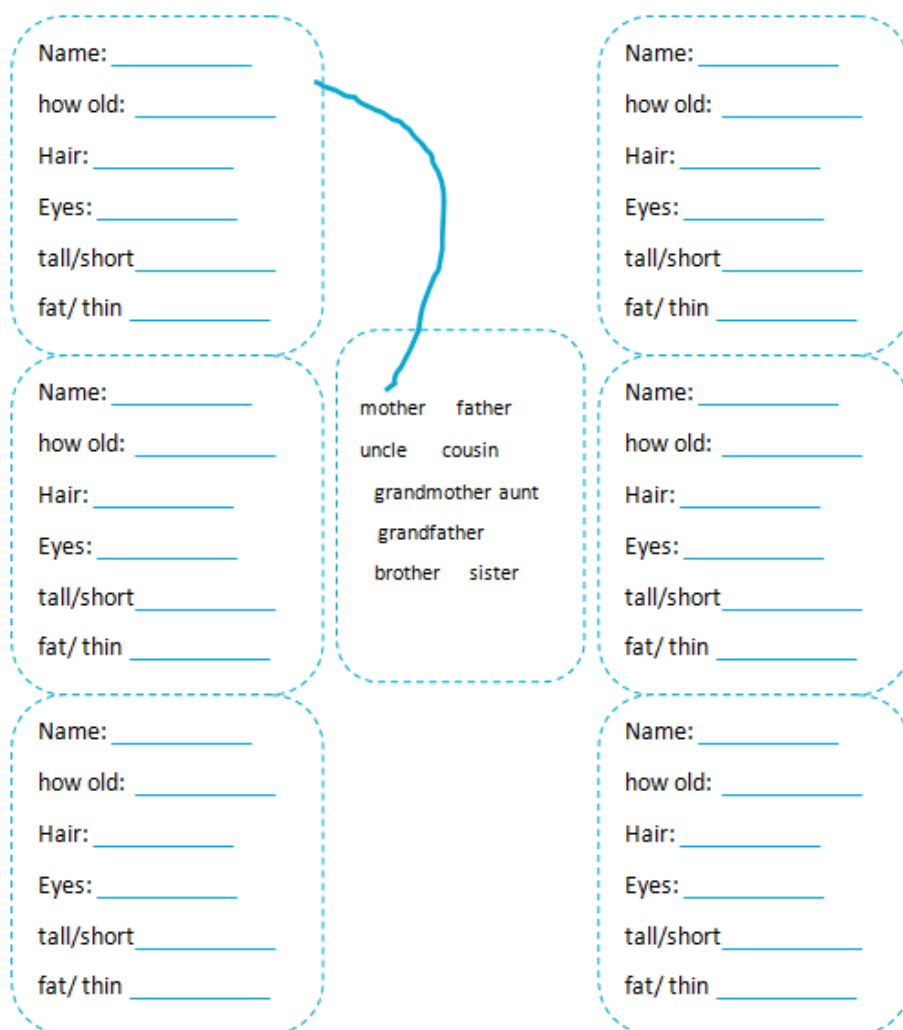


3. Ask students to complete the missing family words. In weaker groups ask students to use the words from the bottom of the page. In stronger groups, cut this part of the handout off.
4. Ask students to put names of their family members in the dotted boxes provided. There are two boxes for a grandmother and two boxes for a grandfather. If they do

not have any brothers or sisters tell them to leave the boxes blank.

5. Give out Handout 2

Handout 2



Name: _____ how old: _____ Hair: _____ Eyes: _____ tall/short _____ fat/ thin _____	Name: _____ how old: _____ Hair: _____ Eyes: _____ tall/short _____ fat/ thin _____
Name: _____ how old: _____ Hair: _____ Eyes: _____ tall/short _____ fat/ thin _____	Name: _____ how old: _____ Hair: _____ Eyes: _____ tall/short _____ fat/ thin _____
Name: _____ how old: _____ Hair: _____ Eyes: _____ tall/short _____ fat/ thin _____	Name: _____ how old: _____ Hair: _____ Eyes: _____ tall/short _____ fat/ thin _____

mother father
 uncle cousin
 grandmother aunt
 grandfather
 brother sister

6. Ask students to decide about which 6 member of their family they are going to talk about, e.g. they might want to talk about two grandmothers or two sisters if they have them. Ask them to draw lines and fill in the missing information about their family members.
7. Put them in pairs. Ask students to practise talking about their family members. Have a class feedback and nominate a few students to talk about their families.

Screen 2

Audio 1:

Interviewer: Hello.

Child1: Hi.

Interviewer: What's your mother's job?

Child1: She's a doctor.

Audio 2:

Interviewer: What's your father's job?

Child2: What's my dad's job? He's a driver.

Audio 3:

Interviewer: And what's your mother's job?

Child3: My mum? She's a teacher.

Audio 4:

Interviewer: Good afternoon!

Child4: Good afternoon!

Interviewer: What's your father's job?

Child4: He's a nurse.

Audio 5:

Interviewer: What's your father's job?

Child5: He's a farmer.

Audio 6:

Interviewer: Hello.

Child6: Hello.

Interviewer: What's your mother's job?

Child6: She's a dentist.



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

Screen 3

Audio 1:

Interviewer: Hello.

Child1: Hi.

Interviewer: What's your mother's job?

Child1: She's a doctor.

Audio 2:

Interviewer: What's your father's job?

Child2: What's my dad's job? He's a farmer.

Audio 3:

Interviewer: And what's your mother's job?

Child3: My mum? She's a driver.

Audio 4:

Interviewer: Good afternoon!

Child4: Good afternoon!



Interviewer: *What's your father's job?*

Child4: *He's a nurse.*

Audio 5:

Interviewer: *What's your father's job?*

Child5: *He's a teacher.*

Audio 6:

Interviewer: *Hello.*

Child6: *Hello.*

Interviewer: *What's your mother's job?*

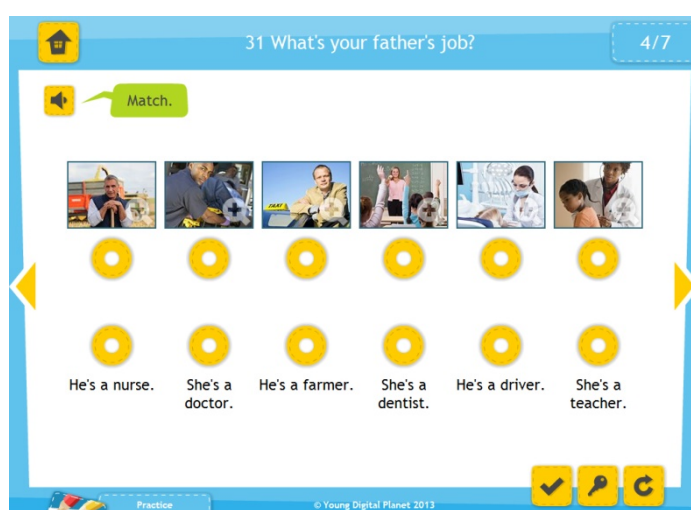
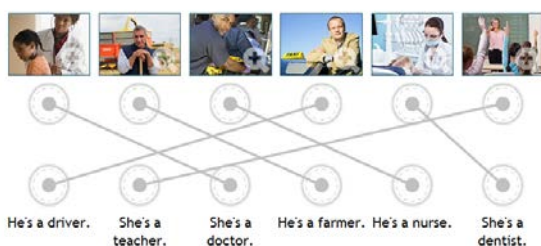
Child6: *She's a dentist.*

Key: (from left to right)

1 Yes **2** No **3** No **4** Yes **5** No **6** Yes

Screen 4

Key:

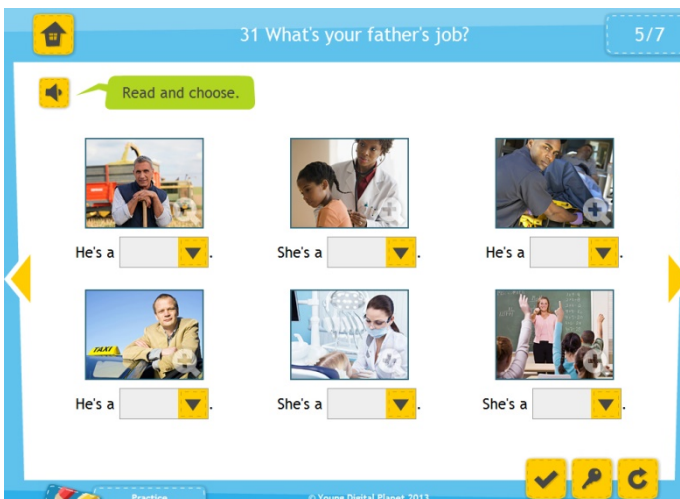


After the activity is done, enlarge the pictures and ask students to repeat the sentences they have just practised.

Screen 5

Key: (from left to right)

1 farmer **2** doctor **3** nurse **4** driver
5 dentist **6** teacher



Screen 6

Key: doctor, driver, teacher, nurse,
farmer, dentist



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. Play the audio.
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.

Additional activity Handout 3

Give out Handout 3 and ask students to match the words with the pictures.

Handout 3

doctor

teacher

driver

dentist

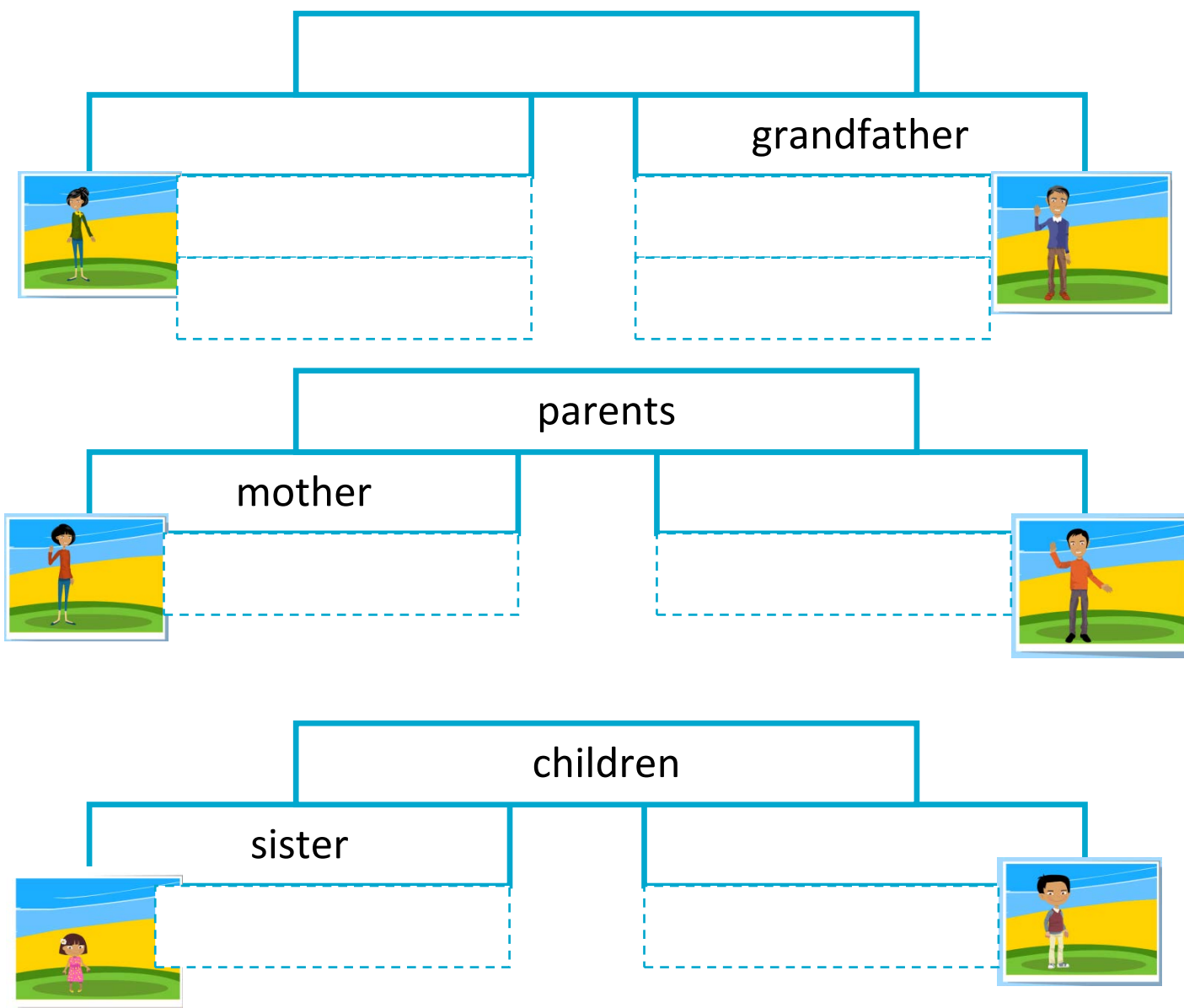
nurse

farmer



Key: (from top) farmer, teacher, nurse, dentist, doctor, driver

Handout 1



brother, grandparents, father, grandmother,

Handout 2

Name: _____

How old: _____

Hair: _____

Eyes: _____

Tall/short _____

Fat/ thin _____

Name: _____

How old: _____

Hair: _____

Eyes: _____

Tall/short _____

Fat/ thin _____

Name: _____

How old: _____

Hair: _____

Eyes: _____

Tall/short _____

Fat/ thin _____

mother father

uncle cousin

grandmother

aunt sister

grandfather

brother

Name: _____

How old: _____

Hair: _____

Eyes: _____

Tall/short _____

Fat/ thin _____

Name: _____

How old: _____

Hair: _____

Eyes: _____

Tall/short _____

Fat/ thin _____

Name: _____

How old: _____

Hair: _____

Eyes: _____

Tall/short _____

Fat/ thin _____

Handout 3

doctor



teacher



driver



dentist



nurse



farmer



Friends 7 Lesson 32		Where does she work?		Grammar & Functions	
Aims	Talking about jobs and work	Contents	Grammar <i>Where does he/she work?</i> <i>He/she works in a hospital, in the fields, on a farm etc.</i>	Checklist	3 master handouts: revision and consolidation of vocabulary Another option: photo from a magazine (hospital, fields, farm, city, ship, school)
			Vocabulary <i>in the fields, on a farm, in the city, in a ship, in a school</i>		
Language Analysis					
<i>Where does he/she work?</i> – Please remember that while asking a questions in the present simple tense, and using <i>does</i>, the verb cannot have <i>s/es/ies</i> at the end. <i>She works in a hospital.</i> For statements in the present simple tense, for 3rd person singular (<i>he, she it</i>), the verbs need to finish with <i>s/es/ies</i>. The are some spelling rules that need to be followed, please see some examples: <i>work</i> – <i>works</i> – most verbs get s only an s at the end <i>try</i> – <i>tries</i> – if a verb finishes with y and y is preceded by a consonant it gets changed into ies <i>play</i> – <i>plays</i> if a verb finishes with y and y is preceded by a vowel (<i>a, e, i, o, u</i>) it gets s only <i>watch</i> – <i>watches</i> – if a verb finishes with <i>s, ss, sh, ch, x, o</i>, we add <i>es</i> *** <i>city</i> / 'sɪtɪ/ <i>farm</i> / fɑ:(r)m/ <i>field</i> / fɪ:ld/ - area of land used for growing food <i>hospital</i> - / 'hɒspɪt(ə)/ - please pay attention, in many languages <i>h</i> is silent, it is not silent here <i>school</i> / 'sku:l/ <i>ship</i> / fɪp/					

Procedure

Warm-up Off the screens

1. Revise family members and jobs, this is best done orally initially, by asking Ss to talk about their family members and their jobs. This will give you the chance to check pronunciation and help with further vocabulary. Then give out Handout 1.

Handout 1

What's your mother's name?

What's your mother's job?

What's your father's name?

What's your father's job?

What's your uncle's name?

What's your uncle's job?

What's your aunt's name?

What's your aunt's job?

What's your grandmother's name?

What's your grandmother's job?

What's your grandfather's name?

What's your grandfather's job?

What's your mother's name?

What's your mother's job?

What's your father's name?

What's your father's job?

What's your uncle's name?

What's your uncle's job?

What's your aunt's name?

What's your aunt's job?

What's your grandmother's name?

What's your grandmother's job?

What's your grandfather's name?

What's your grandfather's job?

2. Give out Handout 1 and ask students to work in pairs and talk about family members and their jobs.
3. Pre teach the words: *hospital, fields, school, city, taxi, ship, farm*. You could also bring some magazine photos, or draw pictures and elicit the words.

Screen 2

*What is your mother's job? Where does your mum work?
What is your father's job? Where does your dad work?
Write here!*

My dad's a doctor, but he doesn't work in a hospital. He works on a ship! My mum's a dentist, but she doesn't work on a ship. Here's a photo of my dad.

Hello Panda Girl, that's a great photo of your dad! My mum's a nurse. She works in a hospital too. Here's a photo of my mum.

My dad works on a farm - he works in the fields. My mum's a teacher, and she works in a school. She teaches young children. Here's a photo of my dad in the fields.

*Hi Red Alien!
What a cute lamb! My dad's a driver. He drives a taxi, and he work in the city. Here's a photo of my dad.*



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

Ask students to listen and repeat: *Where does he work? Where does she work?* Pay attention to the word *does*.

Additional activity
Give out Handout 2

Handout 2



My dad's a _____, but he doesn't _____ in a hospital. He works on a ship! My mum's a _____, but she _____ work on a ship. Here's a photo of my _____.



Hello Panda Girl, that's a great photo of your dad! My mum's a _____. She works in a _____ too. Here's a photo of my _____.



My dad works on a _____ - he works in the fields. My mum's a teacher, and she works in a _____. She teaches young children. Here's a photo of my _____ in the fields.



Hi Red Alien!

What a cute lamb! My dad's a _____. He derives a _____, and he work in the _____. Here's a photo of my _____.

Ask students to complete the missing information about the families according to the pictures. You may treat this as a listening for detail exercise or do it as a follow-up.

Key:

Please see the audio script above to check the answers.

Screen 3

Key:

		My dad's a farmer. He works in the fields on our farm.
		My mum's a teacher. She works in a school. She teaches young children.
		My mum's a nurse. She works in a hospital.
		My dad's a driver. He drives a taxi and he works in the city.

32 Where does she work? 3/7

Read and match.

			My mum's a teacher. She works in a school. She teaches young children.
			My dad's a driver. He drives a taxi and he works in the city.
			My dad's a farmer. He works in the fields on our farm.
			My mum's a nurse. She works in a hospital.

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Screen 4

Key: (from left to right)

1 in the city 2 on a ship 3 in a hospital
4 in a school 5 in the fields

32 Where does she work? 4/7

Read and choose.

		
My dad works 	My grandfather works 	My sister works 
		
My aunt works 	My mum works 	

Practice © Young Digital Planet 2013

Screen 5

Key: (from left to right)

1 fields **2** hospital **3** ship **4** city **5** school



Screen 6

Audio 1:

*Where does he work?
He works in a school.*

Audio 2:

*Where does he work?
He works on a ship.*

Audio 3:

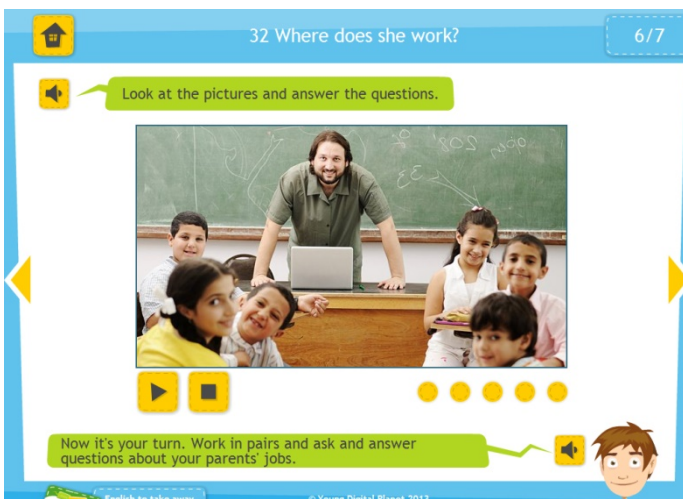
*Where does she work?
She works in the city.*

Audio 4:

*Where does he work?
He works in the fields.*

Audio 5:

*Where does she work?
She works in a hospital.*



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

1. Look at the slideshow and listen to the dialogue.
2. Click on the audio and listen. You may stop after the question, ask students to think about how to answer it.
3. Play the slideshow again.
4. Repeat as many times as you want to.

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

The aim is personalisation.
Tell students to work in pairs and ask and answer the questions.

Additional activity

Give out Handout 3

Ask students to talk about their family members.

It is a similar activity to Handout 1 but now extended.

Handout 3

What's your mother's name?

What's your mother's job?

Where does she work?

What's your father's name?

What's your father's job?

Where does he work?

What's your uncle's name?

What's your uncle's job?

Where does he work?

What's your aunt's name?

What's your aunt's job?

Where does she work?

What's your mother's name?

What's your mother's job?

Where does she work?

What's your father's name?

What's your father's job?

Where does he work?

What's your uncle's name?

What's your uncle's job?

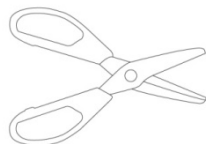
Where does he work?

What's your aunt's name?

What's your aunt's job?

Where does she work?

Handout 1



What's your mother's name?

What's your mother's job?

What's your father's name?

What's your father's job?

What's your uncle's name?

What's your uncle's job?

What's your aunt's name?

What's your aunt's job?

What's your grandmother's name?

What's your grandmother's job?

What's your grandfather's name?

What's your grandfather's job?

What's your mother's name?

What's your mother's job?

What's your father's name?

What's your father's job?

What's your uncle's name?

What's your uncle's job?

What's your aunt's name?

What's your aunt's job?

What's your grandmother's name?

What's your grandmother's job?

What's your grandfather's name?

What's your grandfather's job?

Handout 2



My dad's a _____, but he doesn't _____ in a hospital. He works on a ship! My mum's a _____, but she _____ work on a ship. Here's a photo of my _____.



Hello Panda Girl, that's a great photo of your dad! My mum's a _____. She works in a _____ too. Here's a photo of my _____.



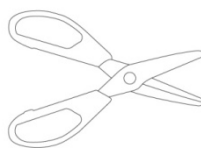
My dad works on a _____ - he works in the fields. My mum's a teacher, and she works in a _____. She teaches young children. Here's a photo of my _____ in the fields.



Hi Red Alien!

What a cute lamb! My dad's a _____. He drives a _____, and he work in the _____. Here's a photo of my _____.

Handout 3



What's your mother's name?

What's your mother's job?

Where does she work?

What's your father's name?

What's your father's job?

Where does he work?

What's your uncle's name?

What's your uncle's job?

Where does he work?

What's your aunt's name?

What's your aunt's job?

Where does she work?

What's your mother's name?

What's your mother's job?

Where does she work?

What's your father's name?

What's your father's job?

Where does he work?

What's your uncle's name?

What's your uncle's job?

Where does he work?

What's your aunt's name?

What's your aunt's job?

Where does she work?

Friends 7 Lesson 33		What does the farmer have to do?		Grammar & Functions	
Aims	Talking about obligation	Contents	Grammar he/she has to <i>What does the farmer have to do?</i> <i>He has to ...</i>	Checklist	2 master handouts, one for each student; used for eliciting and consolidating vocabulary.
			Vocabulary <i>Get up at 6 o'clock; give the animals food/water; have breakfast; work in the fields; job.</i> Everyday English: <i>Then ...</i>		
Language Analysis					
<i>he/she has to</i> + noun – here used to talk about obligation, In statements we use <i>have</i> and <i>has</i> + <i>to</i> + verb For questions we need <i>do/does</i> + <i>have to</i> + verb e.g. Question: <i>What <u>does</u> the farmer <u>have</u> (~~has~~) to do?</i> Answer: <i>He has to get up at six.</i> Question: <i>What <u>do</u> you <u>have</u> to do?</i> Answer: <i>I have to get up at six.</i> <i>Then ...</i> is used to introduce the next thing that happened or happens.					

Procedure

Warm-up Off the screens

1. Pre teach vocabulary needed for this lesson. You can do this using Handout 1.
2. Give out Handout 1.

Handout 1



3. Ask students to name give as many words as they can for a given picture. The aim is to elicit the following words:

bed, six o'clock, bed, animals, water, hungry, fields, breakfast, raining, work, job, difficult.

You can do the activity as a class or put students in pairs and small groups, ask them to prepare a list of words (they might want to check something in a dictionary) and then feedback as a class.

Alternatively, enlarge the pictures from Handout 1, put a set on the board and do the activity as a class.

Tell students they are going to watch an interview with a farmer. Make sure they know the words *journalist* and *farmer*.

Screen 2

Journalist: What does the farmer have to do?

Ben: He has to get up at six o'clock.

Journalist: Six o'clock! I'm in my bed at six o'clock!

Ben: Me too!

Journalist: What does the farmer have to do then?

Ben: Then he has to give the animals water, and he has to give them food.

Journalist: Oh, isn't he hungry too?

Ben: Yes, then he has his breakfast.

Journalist: What does he have to do after breakfast?

Ben: He has to work in the fields.

Journalist: He isn't working in the fields today. It's raining!

Ben: Oh yes, he is. He has to work every day.

Journalist: What a difficult job!

33 What does the farmer have to do? 2/7

Listen and watch.



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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

Journalist: What does the farmer have to do?

Ben: He has to get up at six o'clock.

Journalist: Six o'clock! I'm in my bed at six o'clock!

Ben: Me too!

Journalist: What does the farmer have to do then?

Ben: Then he has to give the animals water, and he has to give them food.

Journalist: Oh, isn't he hungry too?

Ben: Yes, then he has his breakfast.

Journalist: What does he have to do after breakfast?

Ben: He has to work in the fields.

Journalist: He isn't working in the fields today. It's raining!

Ben: Oh yes, he is. He has to work every day.

Journalist: What a difficult job!

33 What does the farmer have to do? 3/7

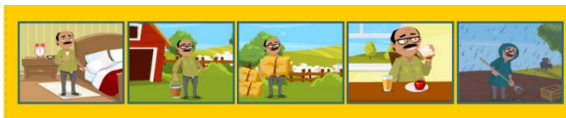
Listen and put the pictures in order.



Practice

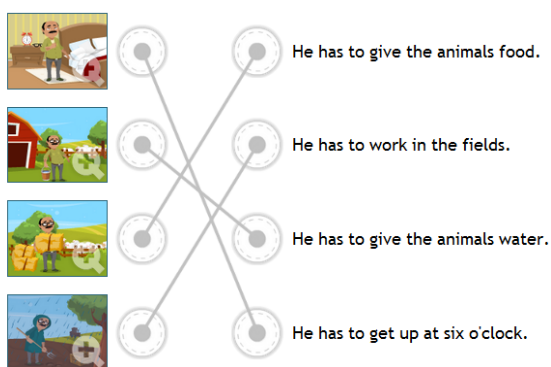
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Key:



Screen 4

Key: Key: see pictures below
(random order)



33 What does the farmer have to do? 4/7

Read and match.

			He has to work in the fields.
			He has to give the animals food.
			He has to give the animals water.
			He has to get up at six o'clock.

Practice © Young Digital Planet 2013

After doing the activity, enlarge the pictures and ask students to listen and repeat the words, then say the sentences by themselves.

Additional activity
Handout 2

Handout 2

has to + give / give / get / work



1 He _____ the animals food.



2 He _____ in the fields.



3 He _____ the animals water.



4 He _____ up at six.

Ask students to complete the sentences about the farmer with *has to* + verb. The possible verbs are there at the top of the handout to help students.

Key:

1 has to give 2 has to work 3 has to give 4 has to get up

Screen 5

Key: (from left to right)

1 get up 2 give 3 give 4 work



33 What does the farmer have to do? 5/7

Read and choose.

He has to at six o'clock.

He has to the animals water.

He has to the animals food.

He has to in the fields.

give work get up

Practice © Young Digital Planet 2013

Screen 6

Journalist: *What does the farmer have to do?*

Ben: *He has to work in the fields.*



33 What does the farmer have to do? 6/7

Look and say.

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

English to take away © Young Digital Planet 2013

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

1. Look at the picture, click on the audio and listen to sentences. Stop after the question is asked. Think about how to answer it.

2. Answer the questions then listen and check.
3. Repeat as many times as you want to.

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

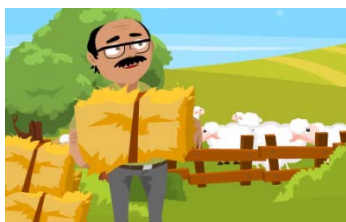
Tell students to work in pairs and play being the journalist and Ben.

Handout 1

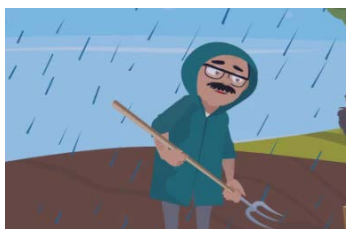


Handout 2

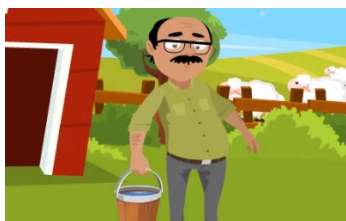
has to + give / give / get / work



1 He _____ the animals food.



2 He _____ in the fields.



3 He _____ the animals water.



4 He _____ up at six.

Friends 7 Lesson 34		She works in a hospital.		Skills	
Aims	Listening (and speaking)	Contents	Grammar <i>What's ... job?</i> <i>Where does... work?</i> <i>He/She's a ... (nurse).</i> <i>What does he/she have to do?</i>	Checklist	2 master handouts; word search for key lexis and sentence ordering for dialogues
	Recycling language from units 31-34		Vocabulary People + jobs/places <i>nurse, doctor, dentist, teacher</i> <i>hospital, in the city, on a ship, in a school</i> <i>help, teach, look after</i>		
Language Analysis					
<i>he/she has to</i> + verb – here used to talk about obligation, In statements we use <i>have</i> and <i>has</i> + <i>to</i> + verb For questions we need <i>do/does</i> + <i>have to</i> + verb e.g. Question: <i>What <u>does</u> the farmer <u>have</u> (~~has~~) to do?</i> Answer: <i>He has to get up at six.</i> Question: <i>What <u>do</u> you <u>have</u> to do?</i> Answer: <i>I have to get up at six.</i> *** city / 'sɪti/ dentist / 'dentɪst/ doctor / 'dɒktə(r)/ driver / 'draɪvə(r)/ farm / fɑː(r)m/					

farmer /**fɑ:(r)mə(r)**/
 field /**fi:ld**/
 hospital / '**hɒspɪt(ə)l**/'
 nurse /**nɜ:(r)s**/
 school /**sku:l**/
 ship /**ʃɪp**/
 teacher / '**ti:tʃə(r)**/

Procedure

Warm-up off the screens

1. Revise jobs and places that people work.
2. Give out Handout 1 with the wordsearch, and ask students to find all the words from the box.

Handout 1

nurse doctor dentist teacher hospital city
 ship school

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

Key:

Handout 1

nurse, doctor, dentist, teacher, hospital, city, ship, school

h	o	s	p	i	t	a	l			t
		h								e
		i		n	u	r	s	e		a
		p								c
d	o	c	t	o	r					h
			c	i	t	y				e
			d	e	n	t	i	s	t	r
s	c	h	o	o	l					

Screen 2

Audio 1:

Interviewer: Good morning, Alex!

Alex: Good morning!

Interviewer: What's your mother's job?

Alex: She's a nurse.

Interviewer: Oh, that's a great job.

Where does she work?

Alex: She works in a hospital. It's very big. There are a lot of nurses and doctors here. My mum works with children.

Interviewer: Oh, what does she have to do?

Alex: She has to look after them.

Audio 2:

Interviewer: Hello, Sam!

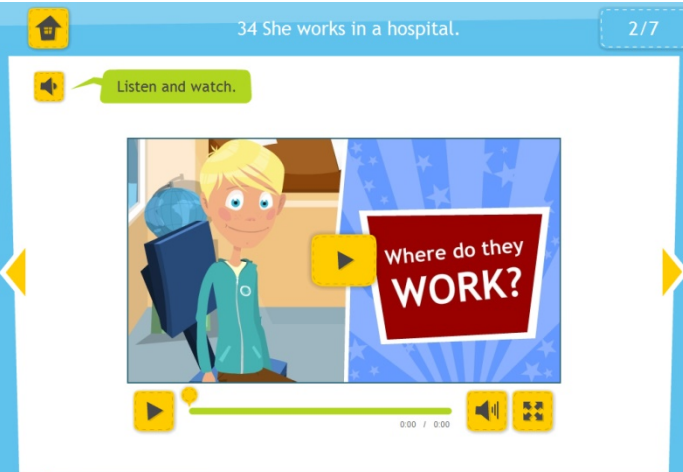
Sam: Hi!

Interviewer: What's your mother's job?

Sam: My mother? She's a teacher.

Interviewer: Oh, where does she work?

Sam: She works in a school. The



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

After watching it once, do it again and stop right after each question. First ask students to repeat the questions. Then ask them to try to answer to the questions as if they were the interviewee.

school's next to the sports centre. Do you know it?

Interviewer: Yes, I know the school. I went to that school.

Sam: So did I!

Interviewer: What does your mother have to do?

Sam: She has to teach English.

Audio 3:

Interviewer: Hi, Kim!

Kim: Hello.

Interviewer: What's your mother's job?

Kim: She's a dentist.

Interviewer: Where does she work?

Kim: She works in the city.

Interviewer: And what about your father? Does he work in the city too?

Kim: My dad? No, he doesn't work in the city. He works on a ship.

Interviewer: On a ship? What's your dad's job?

Kim: He's a doctor.

Screen 3

Interviewer: Good morning, Alex!

Alex: Good morning!

Interviewer: What's your mother's job?

Alex: She's a nurse.

Interviewer: Oh, that's a great job. Where does she work?

Alex: She works in a hospital. It's very big. There are a lot of nurses and doctors here. My mum works with children.

Interviewer: Oh, what does she have to do?

Alex: She has to look after them.

Key:



After doing the activity, display the other pictures and ask student to answer the questions.

- 1  Picture 3
- 2  Picture 2
- 3  Picture 1

Screen 4

Interviewer: *Hello, Sam!*

Sam: *Hi!*

Interviewer: *What's your mother's job?*

Sam: *My mother? She's a teacher.*

Interviewer: *Oh, where does she work?*

Sam: *She works in a school. The school's next to the sports centre. Do you know it?*

Interviewer: *Yes, I know the school. I went to that school.*

Sam: *So did I!*

Interviewer: *What does your mother have to do?*

Sam: *She has to teach English.*

Key:

1 teacher **2** in a school **3** sports centre
4 teach English

34 She works in a hospital. 4/7

Listen and choose.

Sam's mother is a / / .

She works / / .

It's next to the / / .

She has to / / .

Practice © Young Digital Planet 2013

Screen 5

Interviewer: *Hi, Kim!*
Kim: *Hello.*
Interviewer: *What's your mother's job?*
Kim: *She's a dentist.*
Interviewer: *Where does she work?*
Kim: *She works in the city.*
Interviewer: *And what about your father? Does he work in the city too?*
Kim: *My dad? No, he doesn't work in the city. He works on a ship.*
Interviewer: *On a ship? What's your dad's job?*
Kim: *He's a doctor.*

Key: see audio script



34 She works in a hospital. 5/7

Put the sentences in order. Now listen and check.

My dad? No, he doesn't work in the city.
 Where does she work?
 She's a dentist.
 She works in the city.
 He works on a ship.
 And what about your father?
 Hello.
 On a ship? What's your dad's job?
 He's a doctor.
 What's your mother's job?
 Does he work in the city too?
 Hi, Kim!

Practice © Young Digital Planet 2013

Screen 6

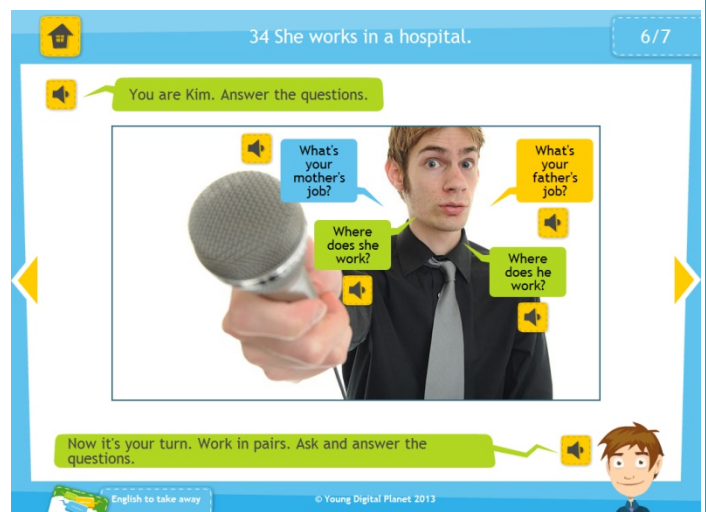
Questions:

What's your mother's job?
My mother is a dentist.

Where does she work?
She works in the city.

What's your father's job?
My father is a doctor.

Where does he work?
He works on a ship.



34 She works in a hospital. 6/7

You are Kim. Answer the questions.

What's your mother's job?
 Where does she work?
 What's your father's job?
 Where does he work?

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

English to take away © Young Digital Planet 2013

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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the questions. Think about how to answer it.
3. Listen to the answers.
4. Repeat as many times as you want to.

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

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

Additional activity

Give out Handout 2 (sentences cut out). Students work individually, in pairs or groups.

Handout 2

Dialogue A

She's a nurse.

Good morning, Alex!

Oh, that's a great job. Where does she work?

What's your mother's job?

Oh, what does she have to do?

*She works in a hospital. It's very big.
There are a lot of nurses and doctors there.
My mum works with children.*

She has to look after them .

Good morning!

Dialogue B

Hello, Sam!

My mother? She's a teacher.

What does your mother have to do?

Yes, I know the school. I went to that school.

What's your mother's job?

So did I!

Hi!

*She works in a school.
The school's next to the sports centre.
Do you know it?*

Oh, where does she work?

She has to teach English.

Ask students to put the sentences in the correct order. After the activity is done and checked with you, ask students to act out the dialogues.

Key:

Dialogue A

Good morning, Alex!

Good morning!

What's your mother's job?

She's a nurse.

Oh, that's a great job. Where does she work?

She works in a hospital. It's very big. There are a lot of nurses and doctors there. My mum works with children.

Oh, what does she have to do?

She has to look after them.

Dialogue B

Hello, Sam!

Hi!

What's your mother's job?

My mother? She's a teacher.

Oh, where does she work?

She works in a school. The school's next to the sports centre. Do you know it?

Yes, I know the school. I went to that school.

So did I!

What does your mother have to do?

She has to teach English.

Handout 1

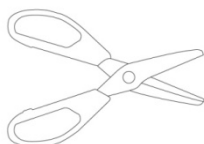
nurse doctor dentist teacher hospital city
ship school

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

Handout 2

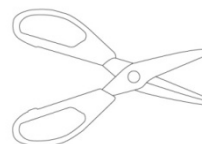
Dialogue A

<i>She's a nurse.</i>
<i>Good morning, Alex!</i>
<i>Oh, that's a great job. Where does she work?</i>
<i>What's your mother's job?</i>
<i>Oh, what does she have to do?</i>
<i>She works in a hospital. It's very big. There are a lot of nurses and doctors there. My mum works with children.</i>
<i>She has to look after them .</i>
<i>Good morning!</i>



Dialogue B

<i>Hello, Sam!</i>
<i>My mother? She's a teacher.</i>
<i>What does your mother have to do?</i>
<i>Yes, I know the school. I went to that school.</i>
<i>What's your mother's job?</i>
<i>So did I!</i>
<i>Hi!</i>
<i>She works in a school. The school's next to the sports centre. Do you know it?</i>
<i>Oh, where does she work?</i>
<i>She has to teach English.</i>



Friends 7 Lesson 35		A clown has to wear funny trousers.		Vocabulary	
Aims	Talking about clothes	Contents	Grammar <i>Have to</i>	Checklist	1 master handout for each student: complete the sentences.
	Recycling vocab: <i>clown, robot, pirate, alien</i>		Vocabulary <i>clown, robot, pirate, alien</i>		
	Recycling: <i>have to</i>		Clothing and accessories: <i>hat, trousers, nose, hair, shoes, flower, smile</i>		
			<i>crazy</i>		
Language Analysis					
<i>have to</i> + verb – here used to talk about obligation, In statements we use <i>have/has</i>+ <i>to</i> + verb For questions we need <i>do/does</i> + <i>have to</i> + verb e.g.: Question: <i>What <u>does</u> the farmer <u>have</u> (~~has~~) to do?</i> Answer: <i>He has to get up at six.</i> Question: <i>What <u>do</u> you <u>have</u> to do?</i> Answer: <i>I have to get up at six.</i> *** <i>hat</i> /hæt/, please compare with: <i>had</i> /hæd/, <i>heart</i> /hɑ:(r)t/, <i>head</i> /hed/, <i>hurt</i> /hɜ:(r)t/, <i>hut</i> /hʌt/, <i>hard</i> /hɑ:(r)d/ <i>alien</i> /'eɪliən/ <i>clown</i> /klaʊn/ <i>crazy</i> /'kreɪzi/ <i>flower</i> /'flaʊə(r)/ <i>nose</i> /nəʊz/, <i>hair</i> /heə(r)/ <i>pirate</i> /'paɪrət/ <i>robot</i> /'rəʊbɒt/ <i>smile</i> /smaɪl/ <i>trousers</i> /'traʊzə(r)z/, <i>shoes</i> /ʃu:z/					

Procedure

Warm-up Off the screens

1. Pre teach the following words: *alien, clown, robot, pirate*. You may use pictures from the Handout to help you. You could also use the pictures to revise clothing and colours.

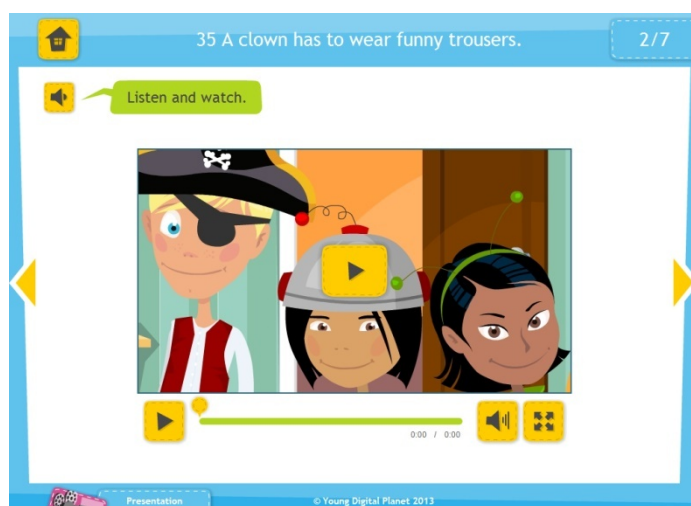


2. Ask students to play a game - charades.
3. Ask one of the students to come to your desk, show one of the pictures and ask to show to other students who the person is. They cannot use any words, only gestures. The student who guesses first can then be the presenter.

Alternatively, ask students to draw and guess.

Screen 2

Alex, Lucy and Kim: Hello, Sam!
Sam: Hello. Who are you, Lucy?
Lucy: I'm a robot!
Kim: I'm an alien. Aliens are green!
Alex: Well, I'm a pirate. A pirate has to wear a hat!
Sam: And I'm a clown. A clown has to wear funny trousers.
Sam: And a clown has to have a big, red nose.
Sam: A clown has to have funny hair.
Sam: A clown has to wear big shoes.
Sam: A clown has to wear a beautiful flower.



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

Revise clothes and parts of the body by pointing to your clothes or students' clothes and parts of the body, elicit the following words: *hat, trousers, nose, hair, shoes*.

Play the animation again and stop, ask students to finish sentences e.g.

A pirate has to wear a hat! A clown has to wear funny trousers. A clown has to have funny hair.

Pay attention students do not say a hair.

Screen 3

Audio:

*A clown has to wear funny trousers.
A clown has to have a big, red nose.
A clown has to have funny hair.
A clown has to wear big shoes.
A clown has to wear a beautiful flower.*

Key:



Additional activity: Handout
Ask student to complete the sentences.

Handout



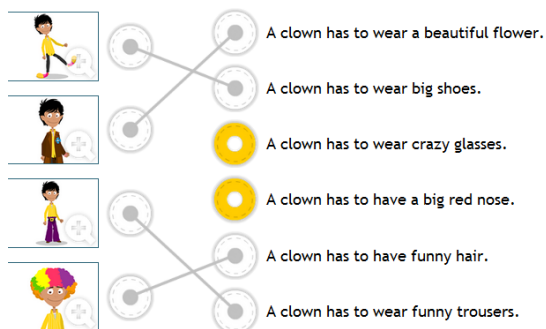
- 1 I'm a _____.
- 2 _____ are green.
- 3 A pirate has to wear a _____.
- 4 A _____ has to wear funny trousers.

Key:

- 1 I'm a robot.
- 2 Aliens are green.
- 3 A pirate has to wear a hat.
- 4 A clown has to wear funny trousers.

Screen 4

Key: see pictures below (random order), two sentences are redundant



A clown has to wear a beautiful flower.

A clown has to wear big shoes.

A clown has to wear crazy glasses.

A clown has to have a big red nose.

A clown has to have funny hair.

A clown has to wear funny trousers.



35 A clown has to wear funny trousers. 4/7

Read and match.

A clown has to wear a beautiful flower.

A clown has to wear crazy glasses.

A clown has to have a big red nose.

A clown has to have funny hair.

A clown has to wear big shoes.

A clown has to wear funny trousers.

Practice © Young Digital Planet 2013

Please be careful, there are two extra answers on the right.

Screen 5

Key:

- 1 A clown has to wear funny trousers.
- 2 A clown has to have a big, red nose.
- 3 A clown has to wear big shoes.
- 5 A clown has to wear a beautiful flower.



35 A clown has to wear funny trousers. 5/7

Put the words in order.

has to trousers. A clown funny wear

has to a red have big A clown nose.

wear big has to A clown shoes.

has to wear a A clown beautiful flower.

Practice © Young Digital Planet 2013

After doing the activity, enlarge the pictures, ask students to listen and repeat after you, then ask students to say the sentences.

Repeat as many times as you want.

Screen 6

Audio:

A clown has to wear funny trousers.
A clown has to have a big red nose.
A clown has to have funny hair.
A clown has to wear big shoes.
A clown has to wear a beautiful flower.



Give the Ss these instructions for the game. The aim is to dress Alex up according to the instruction.

1. Look at the screen, play the start button and listen to the instruction.
2. Click the correct clothing item. (You will hear feedback immediately).
3. When it is correct, the clothes will appear in the picture.

Now it's your turn. Students should play the game with other dressing up characters e.g. a *pirate*, an *alien* etc who were described earlier.

Students work in pairs and take turns. One of the students gives instructions, the other student draws and colours in.

Handout



1 I'm a _____.

2 _____ are green.

3 A pirate has to wear a _____.

4 A _____ has to wear funny trousers.

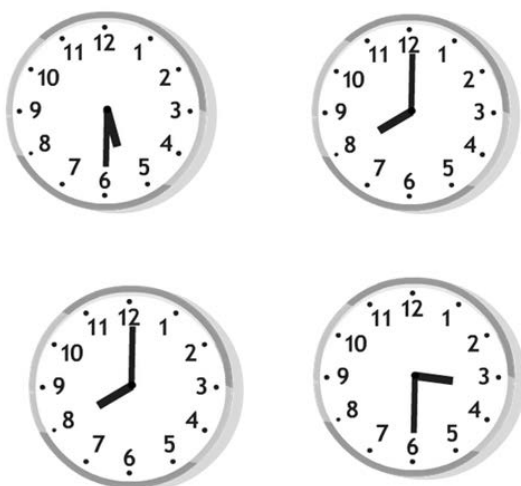
Friends 7 Lesson 36		<i>I don't have to go to school today. I'm a robot.</i>		Grammar & Functions	
Aims	Talking about obligation	Contents	Grammar <i>Do you have to ... ?</i> <i>Yes, I do/No, I don't.</i>	Checklist	3 master handouts: telling the time, matching, completing. Handout 1 and 2 – individual work Handout 3 – pair work
	Recycling vocab: daily activities and times; collocations		Vocabulary <i>go to school, tidy your room, do homework, make your bed, go to bed, go to sleep</i> <i>robot, alien, pirate, clown</i> Expressions of time: <i>half past, o'clock</i>		
Language Analysis					
<i>Have to</i> – is used to talk about obligation e.g. <i>Children have to learn.</i> In statements we use <i>have/hast + to + verb</i> For questions we need <i>do/does + have to + verb</i> <i>Do you have to ... ?</i> For short answers we use the present simple auxiliary verbs: <i>do/does, don't/doesn't:</i> <i>Yes, I do/No, I don't.</i> *** <i>alien</i> /'eɪliən/ <i>clown</i> /klaʊn/ <i>pirate</i> /'paɪrət/ <i>robot</i> /'rəʊbɒt/					

Procedure

Warm-up off the screens

1. Revise telling the time. Ask students what time it is.
2. Draw a clock on the board (or use pictures from Handout 3) and simulate different times, practise with students. You could extend this by asking the Ss to draw blank clocks and asking them to complete them with times and tell each other their clock times, then compare to see if they're correct.

Handout 3



3. In stronger groups you may ask students additional questions e.g. *What time to you get up? What time do you do homework? What time do you go to bed?*

Screen 2

Audio 1:

Robot: Jill, it's eight o'clock. Do you have to go to school today?

Jill: No, I don't. I'm a robot. Robots don't have to go to school.

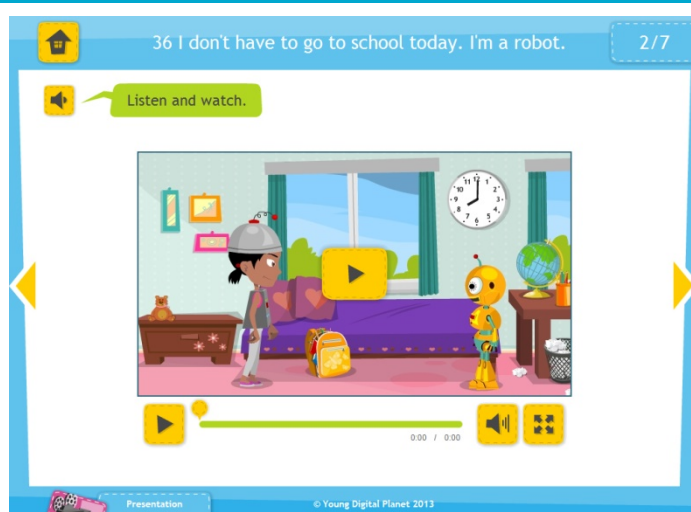
Audio 2:

Robot: Jill, it's half past three. Do you have to tidy your room?

Jill: No, I don't. I'm an alien. Aliens don't have to tidy their rooms.

Audio 3:

Robot: It's half past five, Jill. Do you have to do your homework?



Exploit the scene by asking the Ss to describe

Jill: No, I don't. I'm a pirate. Pirates don't have to do homework.

Audio 4:

Robot: It's eight o'clock, Jill. You have to go to bed now. Do you have to make your bed?

Jill: No, I don't. I'm a clown. Clowns don't have to make the bed.

Audio 5:

Jill: I can't sleep. Can I have a biscuit, please?

Robot: No, you can't! Aliens don't eat biscuits!

Robot: OK, just one! Now you have to go to bed!

Jill: I don't have to go to bed. I'm an alien.

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

After watching it for the first time, watch again and stop and elicit from the students the endings of the sentences.

I'm a robot. Robots don't have to ... (go to school).

I'm an alien. Aliens don't have to ... (tidy their rooms).

I'm a pirate. Pirates don't have to ... (do homework).

I'm a clown. Clowns don't have to ... (make the bed).

Additional activity: Handout 1

Handout 1



A I'm a pirate. Pirates don't have to do homework.



B I'm a robot. Robots don't have to go to school.



C I'm an alien. Aliens don't have to tidy their rooms.



D I'm a clown. Clowns don't have to make the bed.

Ask students to match the sentences with the pictures.

Key:

1 D 2 A 3 C 4 B

Screen 3



Audio 1:

Robot: It's half past five, Jill. Do you have to do your homework?

Jill: No, I don't. I'm a pirate. Pirates don't have to do homework.



Audio 2:

Robot: It's eight o'clock, Jill. You have to go to bed now. Do you have to make your bed?

Jill: No, I don't. I'm a clown. Clowns don't have to make the bed.



Audio 3:

Robot: Jill, it's half past three. Do you have to tidy your room?

Jill: No, I don't. I'm an alien. Aliens don't have to tidy their rooms.



Audio 4:

Robot: Jill, it's eight o'clock. Do you have to go to school today?

Jill: No, I don't. I'm a robot. Robots don't have to go to school.

36 I don't have to go to school today. I'm a robot.
3/7

Listen and match.

Practice
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Audio 5:

Jill: *I can't sleep. Can I have a biscuit, please?*

Robot: *No, you can't! Aliens don't eat biscuits!*

Robot: *OK, just one! Now you have to go to bed!*

Jill: *I don't have to go to bed. I'm an alien.*

Key: see pictures above (random order of the sentences)

Additional activity Handout 2

Handout 2

tidy, make, do, go



I'm a _____.
Clowns don't have to _____ the bed.



I'm a _____.
Pirates don't have to _____ homework.



I'm an _____.
Aliens don't have to _____ their rooms.



I'm a _____.
Robots don't have to _____ to school.

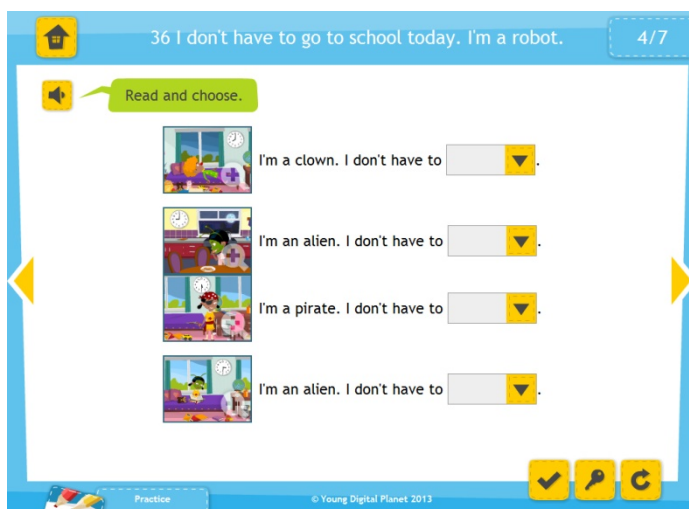
Give out Handout 2, ask students to work in pairs and complete the sentences with missing words, the verbs can be seen at the top of the page, there are other words missing too: robot, alien, clown, pirate.

Key: 1 clown, make 2 pirate, do 3 alien, tidy 4 robot, go

Screen 4

Key:

- 1 make my bed
- 2 go to bed
- 3 do my homework
- 4 tidy my room



After doing the activity, enlarge the pictures and ask students to repeat the sentences.

Screen 5

Key:

- 1 tidy 2 do 3 make 4 go

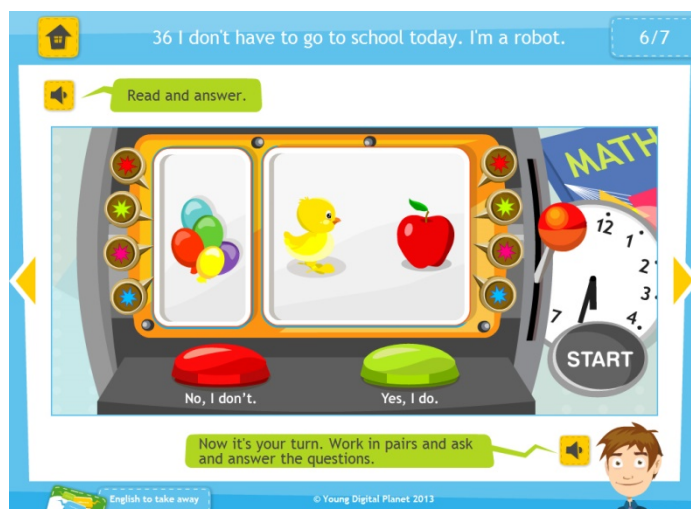


Screen 6

Audio:

Yes, I do.

No, I don't.



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

1. Look at the picture and press the start button.
2. Ask students to answer the questions *No, I don't. Yes, I do.*
3. Repeat as many times as you want to.

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

Tell students to work in pairs and ask and answer the questions:

Do you have to go to bed at 8 o'clock?
Do you have to go to bed at 10 o'clock?
Do you have to make your bed?
Do you have to go to school at 8 o'clock?
Do you have to go to bed at 9 o'clock?
Do you have to tidy your room?
Do you have to do your homework every day?

Optionally give out Handout 3 for the last screen.

Handout 3



Handout 1



A *I'm a pirate. Pirates don't have to do homework.*



B *I'm a robot. Robots don't have to go to school.*



C *I'm an alien. Aliens don't have to tidy their rooms.*



D *I'm a clown. Clowns don't have to make the bed.*

Handout 2

tidy, make, do, go, robot, alien, clown, pirate



*I'm a _____.
Clowns don't have to
_____ the bed.*



*I'm a _____.
Pirates don't have to
_____ homework.*



*I'm an _____.
Aliens don't have to
_____ their rooms.*



*I'm a _____.
Robots don't have to
_____ to school.*

Handout 3



Friends 7 Lesson 37		She doesn't have to work outside.		Grammar & Functions	
Aims	Talking about obligation	Contents	Grammar Does he/she have to work... Yes, he/she does. No, he/she doesn't.	Checklist	2 master handouts revision of jobs and sentence ordering
			Vocabulary outside/inside Jobs: in the fields; farmer; in a school; in a hospital; nurse; doctor.		
Language Analysis					
<u>Have to</u> – is used to talk about obligation and can be used in all the tenses e.g. present simple: <i>Children have to learn.</i> In statements we use <i>have/hast + to + verb</i> For questions we need <i>do/does + have to + verb</i> <i>Do you have to ...?</i> For short answers we use the present simple auxiliary verbs: <i>do/does, don't/doesn't</i>: <i>Yes, I do/No, I don't.</i> For negative sentences we use <i>don't have to (= do not have to)</i> and <i>doesn't have to (=does not have to) + verb</i> e.g. <i>I don't have to tidy my room. He doesn't have to tidy his room.</i> <u>Must vs have to</u> – they are both used to talk about obligation, when we use <i>must</i> it usually means it is our personal circumstances that we feel we need to do something, for <i>have to</i> it is usually external circumstances e.g. <i>I must buy flowers for my sister.</i> – I decided to do it. <i>I have to buy flowers for my sisters.</i> – Somebody asked me to do it. * <i>Have to</i> – is not an auxiliary verb (is not only for grammatical reasons, it also carries meaning), <i>must</i> is a modal verb.					
Hospital - /'hɒspɪt(ə)l/, farmer /'fɑ:(r)mə(r)/, nurse /nɜ:(r)s/, doctor /'dɒktə(r)/					

Procedure

Warm-up Off the screens

1. Revise jobs and places. Ask students to match the people, places and pictures – draw lines. Pre teach the words: *inside / outside* by asking a question: *Are we inside or outside of the building?*
2. Give out Handout 1

Handout 1

1



a
in a school

A
nurse

2



b
in a hospital

B
doctor

3



c
in a hospital

C
teacher

4



d
in the fields

D
farmer

3. Ask additional questions to check whether the person has to work *inside* or *outside*

Key:

1 b/c + B 2 d + D 3 b/c + A 4 a + C

Screen 2

Audio 1:

Alex: Right, listen! It's a woman.

Sam: Ok. Does she have to work in the fields? Is she a farmer?

Alex: No, she isn't a farmer. She doesn't have to work outside. She works inside.

Sam: She doesn't have to work outside. She works inside. Does she work in a school?

Alex: No, she doesn't work in a school.

Sam: Does she have to work in a hospital?

Alex: Yes! She works in a hospital.

Sam: I know! Is she a nurse?

Alex: No, she isn't.

Sam: I see, she works in a hospital, and she isn't a nurse. Mmm. That's easy - is she a doctor?

Alex: Yes, she is!

Audio 2:

Sam: It's a man.

Alex: Ok ... does he have to work in a hospital?

Sam: No, he doesn't.

Alex: Does he have to work in a school?

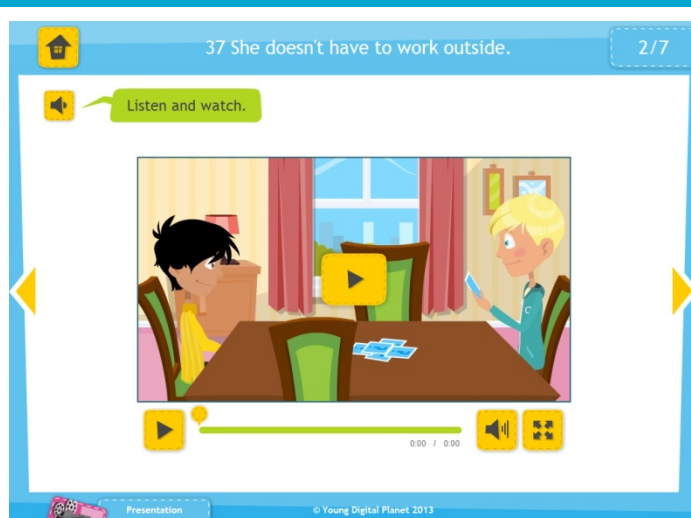
Sam: No, he doesn't.

Alex: Mmm. Does he work inside?

Sam: No, he doesn't have to work inside. He usually works outside.

Alex: He usually has to work outside... I know! Is he a farmer?

Sam: Yes, he is. Well done!



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

Screen 3

Audio 1:

Alex: Right, listen! It's a woman.

Sam: Ok. Does she have to work in the fields? Is she a farmer?

Alex: No, she isn't a farmer. She doesn't have to work outside. She works inside.

Sam: She doesn't have to work outside. She works inside. Does she work in a school?

Alex: No, she doesn't have to work in a school.

Sam: Does she have to work in a hospital?

Alex: Yes! She works in a hospital.

Sam: I know! Is she a nurse?

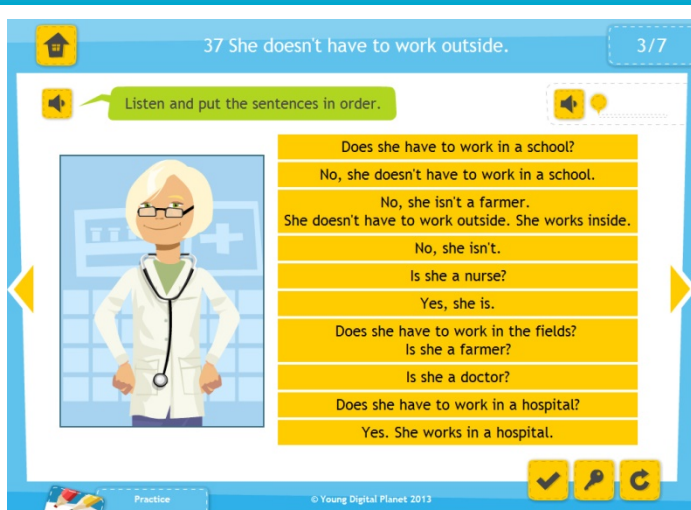
Alex: No, she isn't.

Sam: I see, she works in a hospital, and she isn't a nurse. Mmm. That's easy - is she a doctor?

Alex: Yes, she is!

Key: also see above – the underlined sentences only

Does she have to work in the fields? Is she a farmer?
No, she isn't a farmer. She doesn't have to work outside. She works inside.
Does she have to work in a school?
No, she doesn't have to work in a school.
Does she have to work in a hospital?
Yes. She works in a hospital.
Is she a nurse?
No, she isn't.
Is she a doctor?
Yes, she is.



37 She doesn't have to work outside. 3/7

Listen and put the sentences in order.

Does she have to work in a school?
No, she doesn't have to work in a school.
No, she isn't a farmer.
She doesn't have to work outside. She works inside.
No, she isn't.
Is she a nurse?
Yes, she is.
Does she have to work in the fields?
Is she a farmer?
Is she a doctor?
Does she have to work in a hospital?
Yes. She works in a hospital.

Practice © Young Digital Planet 2013

Additional activity

Give out Handout 2 and ask students to put the sentences in the correct order. You may want to go back to the recording again and do it as a listening for detail exercise or as a follow-up.

Handout 2

<i>It's a man.</i>
<i>Ok...does he have to work in a hospital?</i>
<i>No, he doesn't.</i>
<i>Does he have to work in a school?</i>
<i>No, he doesn't.</i>
<i>Does he work inside?</i>
<i>No, he doesn't have to work inside. He usually works outside.</i>
<i>He usually has to work outside...I know! Is he a farmer?</i>
<i>Yes, he is. Well done!</i>

Key:

See Audio 2 Screen 1

Screen 4

Key: (from left to right)

1 inside 2 outside
3 outside 4 outside
5


37 She doesn't have to work outside.
4/7


Read and choose.



She has to work



He has to work



He has to work



She doesn't have to work



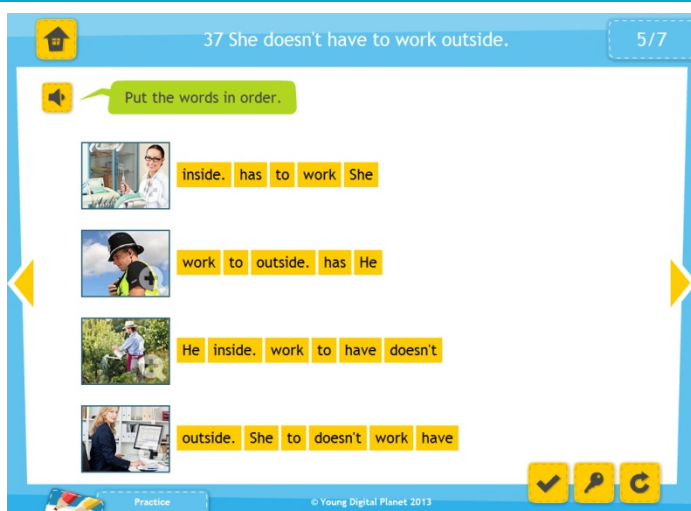


Practice
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Screen 5

Key:

- 1 She has to work inside.
- 2 He has to work outside.
- 3 He doesn't have to work inside.
- 4 She doesn't have to work outside.



37 She doesn't have to work outside. 5/7

Put the words in order.

inside. has to work She

work to outside. has He

He inside. work to have doesn't

outside. She to doesn't work have

Practice © Young Digital Planet 2013

Extension: for a work in pairs activity or writing sentences add some more specific locations e.g.

*A police officer has to work outside in the city.
He has to work outside in the streets.
She doesn't have to work inside a shop.*

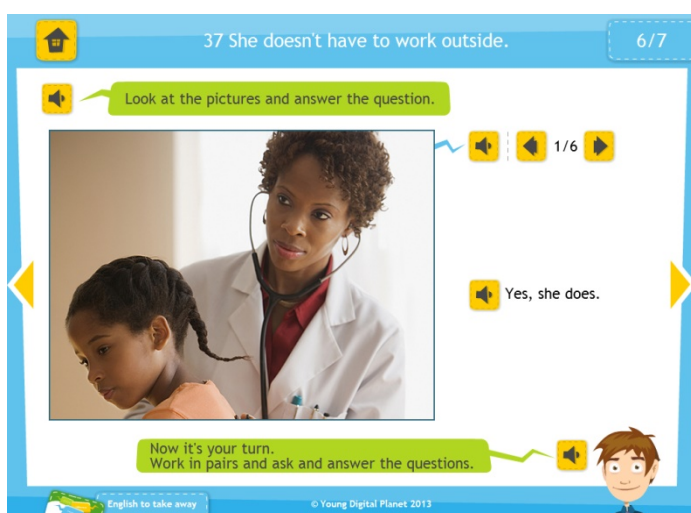
Screen 6

*Does he have to work inside?
Yes, he does.*

*Does she have to work outside?
No, she doesn't.*

*Does he have to work outside?
Yes, he does.*

*Does she have to work inside?
Yes, she does.*



37 She doesn't have to work outside. 6/7

Look at the pictures and answer the question.

1/6

Yes, she does.

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

English to take away © Young Digital Planet 2013

	Give the Ss these instructions for the activity. The aim is to practise a short natural dialogue. 1. Look at the picture and listen to the dialogue. The question at the top, the answer in the middle of the page. 2. Click on the audio and listen. You may stop after the question, ask students to think about how to answer it. 3. Go to the next sub page. 4. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions. Use pictures from Screen 6 for this activity.
--	---

Handout 1

1



a
in a school

A
nurse

2



b
in a hospital

B
doctor

3



c
in a hospital

C
teacher

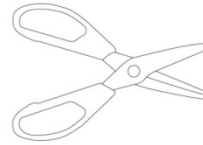
4



d
in the fields

D
farmer

Handout 2



It's a man.

OK ... does he have to work in a hospital?

No, he doesn't.

Does he have to work in a school?

No, he doesn't.

Does he work inside?

No, he doesn't have to work inside. He usually works outside.

He usually has to work outside...I know! Is he a farmer?

Yes, he is. Well done!

Friends 7 Lesson 38		I like my job.		Skills	
Aims	Integrated skills development	Contents	Grammar <i>Have to/don't have to</i>	Checklist	1 master handout for each student: <i>have to</i> and <i>don't have to</i> , positive and negative.
	Listening for gist and specific information. (Plus reading/writing/speaking).		Vocabulary Recycling language of daily routines and activities. Jobs and city vocab: <i>driver; in the city; bus station; shops; river; café; finish work</i> Vocab daily routines and activities: <i>get up; take children to school; have lunch; cook; go by bus; go for a drive; watch TV</i>		
Language Analysis					
<u>Have to</u> – is used to talk about obligation and can be used in all the tenses e.g. present simple: <i>Children have to learn.</i> In statements we use <i>have/hast + to + verb</i> For questions we need <i>do/does + have to + verb</i> <i>Do you have to ... ?</i> For short answers we use the present simple auxiliary verbs: <i>do/does, don't/doesn't</i>: <i>Yes, I do/No, I don't.</i> For negative sentences we use <i>don't have to (= do not have to)</i> and <i>doesn't have to (=does not have to) + verb</i> e.g. <i>I don't have to tidy my room. He doesn't have to tidy his room.</i> <u>Must vs have to</u> – they are both used to talk about obligation, when we use <i>must</i> it usually means it is our personal circumstances that we feel we need to do something, for <i>have to</i> it is usually external circumstances e.g. <i>I must buy flowers for my sister.</i> – I decided to do it. <i>I have to buy flowers for my sisters.</i> – Somebody asked me to do it. * <i>Have to</i> – is not an auxiliary verb (is not only for grammatical reasons, it also carries meaning), <i>must</i> is a modal verb.					

Procedure

Warm-up Off the screens

1. Revise *have to* / *don't have to*.
2. Give out Handout 1.

Handout

1. Aliens don't have to tidy their rooms.

2. Pirates don't have to do homework.

3. Clowns don't have to make the bed.

4. Aliens don't eat biscuits!

5. I don't have to go to bed.

6. I have to get up at six o'clock.

7. I have to take my children to school at eight o'clock.

8. I have to drive carefully and quickly.

9. I don't have to cook.

10. What time do you finish work?

11. I have to work in the evenings.

12. I don't have to bring my children home.

13. I don't have to drive.

3. Ask students to create sentences which are the opposite in meaning, positive from negative and the other way round. ‘

Key:

1. Aliens have to tidy their rooms.
2. Pirates have to do homework.
3. Clowns have to make the bed.
4. Aliens eat biscuits!
5. I have to go to bed.
6. I don't have to get up at six o'clock.
7. I don't have to take my children to school at eight o'clock.
8. I don't have to drive carefully and quickly.
9. I have to cook.
10. I don't have to work in the evenings.
11. I have to bring my children home.
12. I have to drive.

Screen 2

TD: *Good morning!*

IN: *Good morning! You're a driver in the city. Is it a good job?*

TD: *Yes, it's great! I like my job. But I have to get up at six o'clock and I don't like that.*

IN: *Oh dear! Why do you get up at six o'clock?*

TD: *Because I have to take my children to school at eight o'clock.*

IN: *What do you do then?*

TD: *Then I drive to the bus station.*

TD: *I have to take people to the city. They want to go to the shops, or to see the river.*

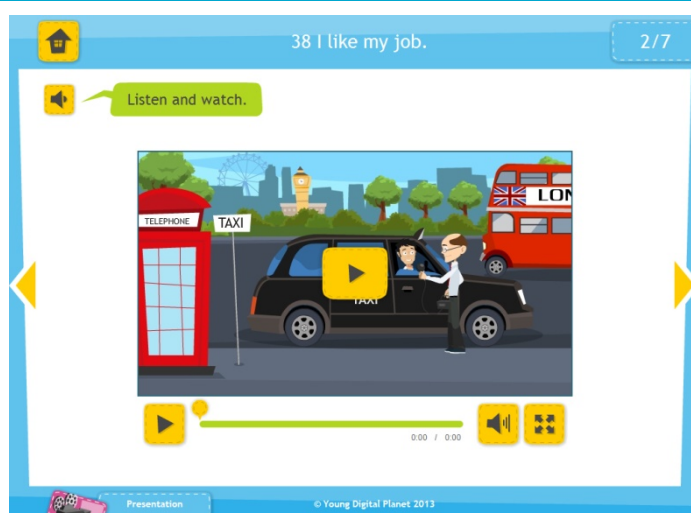
IN: *That's nice!*

TD: *Yes it is. I have to drive carefully and quickly, of course! Then I'm hungry and I have lunch in a café. That's good, because I don't have to cook.*

IN: *What time do you finish work?*

TD: *I usually finish work at 5 o'clock but sometimes I have to work in the evenings. Then I go home. I get home at 6 o'clock.*

TD: *I don't have to bring my children*

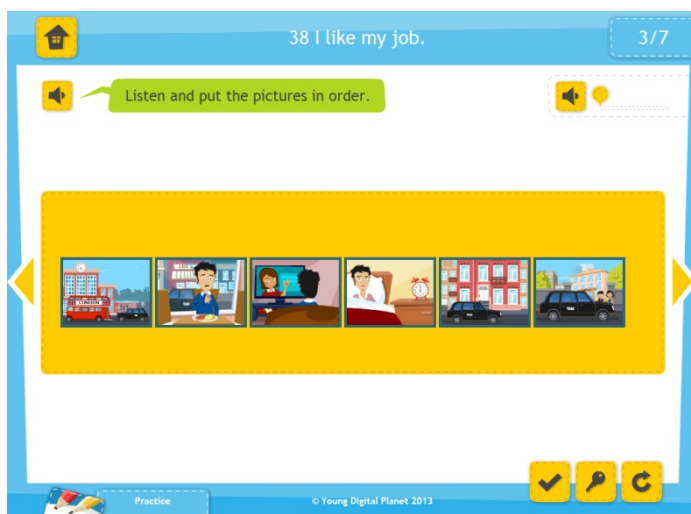


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

home. They go home by bus.
IN: What do you do in the evening? Do you go for a drive?
TD: No! In the evening, I don't have to drive. I often watch TV, and sometimes I play football.
IN: Well, thank you very much.
TD: You're welcome.

Screen 3

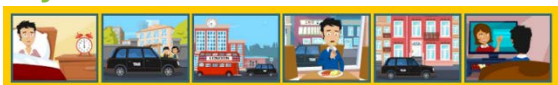
TD: Good morning!
IN: Good morning! You're a driver in the city. Is it a good job?
TD: Yes, it's great! I like my job. But I have to get up at six o'clock and I don't like that.
IN: Oh dear! Why do you get up at six o'clock?
TD: Because I have to take my children to school at eight o'clock.
IN: What do you do then?
TD: Then I drive to the bus station.
TD: I have to take people to the city. They want to go to the shops, or to see the river.
IN: That's nice!
TD: Yes it is. I have to drive carefully and quickly, of course! Then I'm hungry and I have lunch in a café. That's good, because I don't have to cook.
IN: What time do you finish work?
TD: I usually finish work at 5 o'clock but sometimes I have to work in the evenings. Then I go home. I get home at 6 o'clock.
TD: I don't have to bring my children home. They go home by bus.
IN: What do you do in the evening? Do you go for a drive?
TD: No! In the evening, I don't have to drive. I often watch TV, and sometimes I play football.
IN: Well, thank you very much.



The screenshot shows a digital practice interface. At the top, there is a home icon and the text "38 I like my job." with a progress indicator "3/7". Below this is a green instruction box that says "Listen and put the pictures in order." with a speaker icon. The main area contains a sequence of six small images: a bus, a driver, a person at a desk, a person sleeping, a car, and a city street. Navigation arrows are on the sides. At the bottom, there are icons for a pencil, a checkmark, a key, and a refresh button, along with the word "Practice" and the copyright notice "© Young Digital Planet 2013".

TD: You're welcome.

Key:



Screen 4

TD: Good morning!

IN: Good morning! You're a driver in the city. Is it a good job?

TD: Yes, it's great! I like my job. But I have to get up at six o'clock and I don't like that.

IN: Oh dear! Why do you get up at six o'clock?

TD: Because I have to take my children to school at eight o'clock.

IN: What do you do then?

TD: Then I drive to the bus station.

TD: I have to take people to the city. They want to go to the shops, or to see the river.

IN: That's nice!

TD: Yes it is. I have to drive carefully and quickly, of course! Then I'm hungry and I have lunch in a café. That's good, because I don't have to cook.

IN: What time do you finish work?

TD: I usually finish work at 5 o'clock but sometimes I have to work in the evenings. Then I go home. I get home at 6 o'clock.

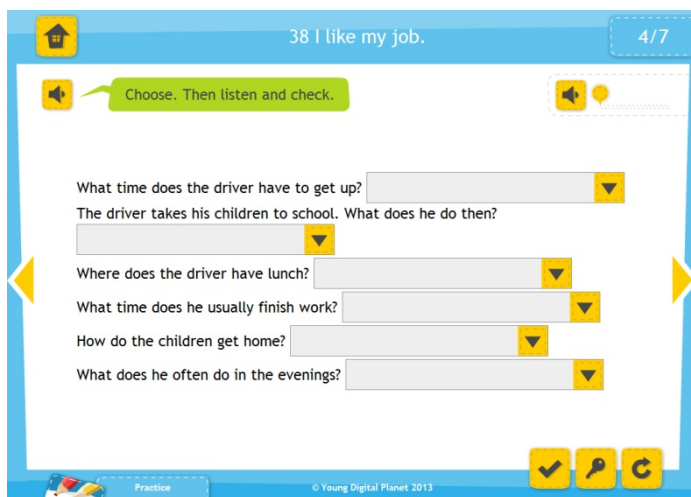
TD: I don't have to bring my children home. They go home by bus.

IN: What do you do in the evening? Do you go for a drive?

TD: No! In the evening, I don't have to drive. I often watch TV, and sometimes I play football.

IN: Well, thank you very much.

TD: You're welcome.



38 I like my job. 4/7

Choose. Then listen and check.

What time does the driver have to get up?

The driver takes his children to school. What does he do then?

Where does the driver have lunch?

What time does he usually finish work?

How do the children get home?

What does he often do in the evenings?

Practice © Young Digital Planet 2013

Key:

- 1 He has to get up at six o'clock.
- 2 He has to go to the bus station.
- 3 He has lunch in a café.
- 4 He finishes work at five o'clock.
- 5 They go by bus.
- 6 He watches TV.

Screen 5

TD: Good morning!

IN: Good morning! You're a driver in the city. Is it a good job?

TD: Yes, it's great! I like my job. But I have to get up at six o'clock and I don't like that.

IN: Oh dear! Why do you get up at six o'clock?

TD: Because I have to take my children to school at eight o'clock.

IN: What do you do then?

TD: Then I drive to the bus station.

TD: I have to take people to the city. They want to go to the shops, or to see the river.

IN: That's nice!

TD: Yes it is. I have to drive carefully and quickly, of course! Then I'm hungry and I have lunch in a café. That's good, because I don't have to cook.

IN: What time do you finish work?

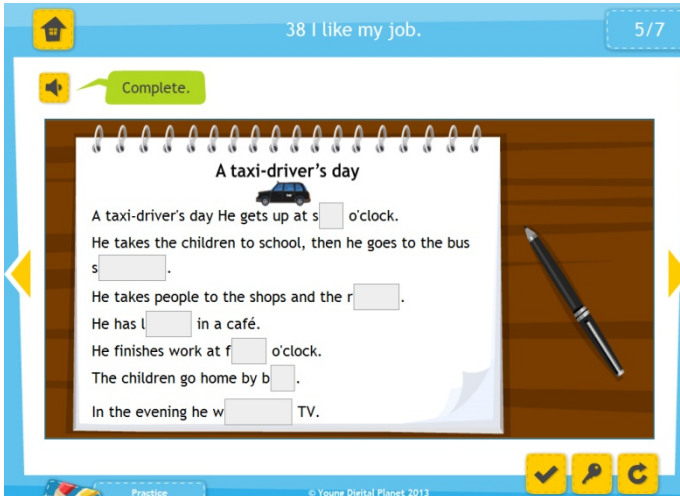
TD: I usually finish work at 5 o'clock but sometimes I have to work in the evenings. Then I go home. I get home at 6 o'clock.

TD: I don't have to bring my children home. They go home by bus.

IN: What do you do in the evening? Do you go for a drive?

TD: No! In the evening, I don't have to drive. I often watch TV, and sometimes I play football.

IN: Well, thank you very much.



38 I like my job. 5/7

Complete.

A taxi-driver's day

A taxi-driver's day He gets up at s o'clock.

He takes the children to school, then he goes to the bus s .

He takes people to the shops and the r .

He has l in a café.

He finishes work at f o'clock.

The children go home by b .

In the evening he w TV.

Practice © Young Digital Planet 2013

TD: *You're welcome.*

Key:

1 six **2** station **3** river
4 lunch **5** five **6** bus **7** watches

Screen 6

Questions (interviewer):

*What time do you get up?
 Why do you get up at six o'clock?
 What do you do then?
 Where do you have lunch?
 What time do you finish work?
 What do you do in the evening?*

Answers (Driver):

*I get up at six o'clock.
 I have to take my children to school.
 I drive to the bus station.
 I have lunch in a café.
 I finish work at five o'clock.
 I watch TV.*



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

1. Look at the picture and listen to the questions.
2. Click on the audio and listen. Stop after the question, ask students to think about how to answer it. Listen and repeat.
3. Go to the next sub page.
4. Repeat as many times as you want to.

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

Tell students to work in pairs and ask and answer the questions. Use pictures from Screen 6 for this activity.

Handout

1. Aliens don't have to tidy their rooms.

2. Pirates don't have to do homework.

3. Clowns don't have to make the bed.

4. Aliens don't eat biscuits!

5. I don't have to go to bed.

6. I have to get up at six o'clock.

7. I have to take my children to school at eight o'clock.

8. I have to drive carefully and quickly.

9. I don't have to cook.

10. I have to work in the evenings.

11. I don't have to bring my children home.

12. I don't have to drive.

Friends 7 Lesson 39

Do you have to go to school?

Pronunciation

Aims	Speaking skills Rhythm in connected speech Stressed and unstressed syllables	Contents	Grammar Negative obligation: <i>don't have to/doesn't have to</i> <i>Do you have to?</i> <i>I don't have to ...</i> <i>He doesn't have to ...</i> Vocabulary Recycling everyday activities <i>Go to school/make your bed/cook your lunch/brush your teeth</i>	Checklist	1 master handout for each student; positive and negative forms of <i>have to</i> .
------	--	----------	--	-----------	--

Language Analysis

Have to – is used to talk about obligation and can be used in all the tenses, e.g. present simple: *Children have to learn.*

In statements we use *have/has + to + verb*

For questions we need *do/does + have to + verb*

Do you have to...?

For short answers we use the present simple auxiliary verbs: *do/does, don't/doesn't*:

Yes, I do/No, I don't.

For negative sentences we use *don't have to (= do not have to)* and *doesn't have to (=does not have to) + verb* e.g. *I don't have to tidy my room. He doesn't have to tidy his room.*

Must vs have to – they are both used to talk about obligation, when we use *must* it usually means it is our personal circumstances that we feel we need to do something, for *have to* it is usually external circumstances, e.g.

I must buy flowers for my sister. – I decided to do it.

I have to buy flowers for my sisters. – Somebody asked me to do it.

* *Have to* – is not an auxiliary verb (is not only for grammatical reasons, it also carries meaning), *must* is a modal verb.

Procedure

Warm-up off the screens

1. Revise every day activities. This can be done orally initially by you miming different activities and the Ss guessing what they are, they can then mime activities for each other.
2. Give out the Handout:

Handout



a) *make your bed*



b) *go to school*



c) *cook your lunch*



d) *brush your teeth*

1. *You have to go to school. You don't have to go to school.*

2. _____

3. _____

4. _____

3. Ask students to look at the pictures and match the activities with the pictures.
4. Then ask students to write positive and negative sentences with *have to*. One of the sentences has been done as an example.

Key:

2 a: You have to make your bed. You don't have to make your bed.

3 d: You have to brush your teeth. You don't have to brush your teeth.

4 c: You have to cook your lunch. You don't have to cook your lunch.

Screen 2

Sam: Do you have to go to school?

Robot: I'm a robot. I don't have to go to school.

Children: He's a robot. He doesn't have to go to school.

Alex: Do you have to make your bed?

Robot: I'm a robot. I don't have to make my bed.

Children: He's a robot. He doesn't have to make his bed.

Kim: Do you have to brush your teeth?

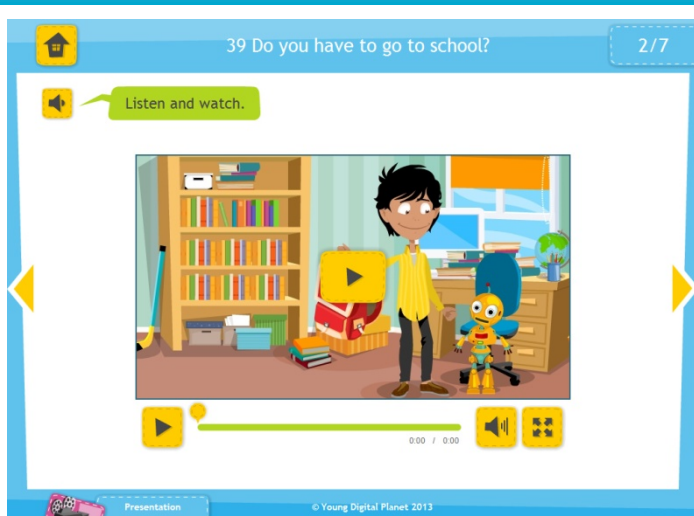
Robot: I'm a robot. I don't have to brush my teeth.

Children: He's a robot. He doesn't have to brush his teeth.

Lucy: Do you have to cook your lunch?

Robot: I'm a robot. I don't have to cook my lunch.

Children: He's a robot. He doesn't have to cook his lunch.



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

Watch the animation again and ask students to join in and sing.

Screen 3

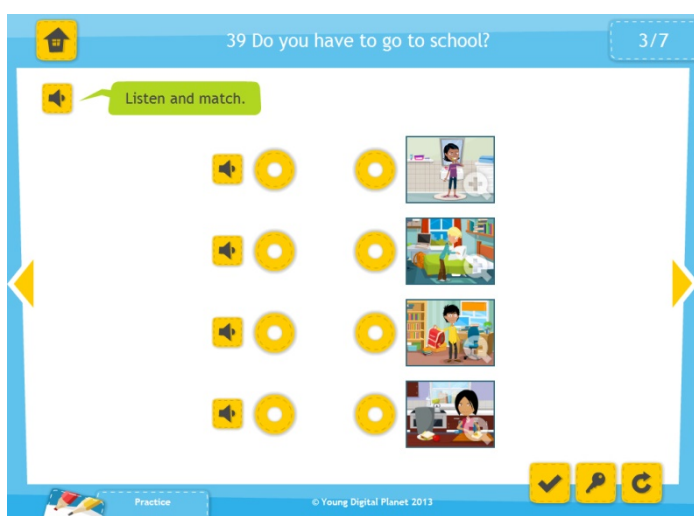


Sam: Do you

have to go to school?

Robot: I'm a robot. I don't have to go to school.

Children: He's a robot. He doesn't have to go to school.





Alex: *Do you have to make your bed?*

Robot: *I'm a robot. I don't have to make my bed.*

Children: *He's a robot. He doesn't have to make his bed.*



Kim: *Do you have to brush your teeth?*

Robot: *I'm a robot. I don't have to brush my teeth.*

Children: *He's a robot. He doesn't have to brush his teeth.*



Lucy: *Do you have to cook your lunch?*

Robot: *I'm a robot. I don't have to cook my lunch.*

Children: *He's a robot. He doesn't have to cook his lunch.*

Key: see pictures above (random order)

Screen 4

Audio 1:

Sam: *Do you have to go to school?*

Robot: *I'm a robot. I don't have to go to school.*

Children: *He's a robot. He doesn't have to go to school.*

Audio 2:

Alex: *Do you have to make your bed?*

Robot: *I'm a robot. I don't have to make my bed.*

Children: *He's a robot. He doesn't have to make his bed.*

Key:

1 have to, have to, doesn't

2 have to, have to, doesn't



Screen 5

Audio 1:

Kim: *Do you have to brush your teeth?*

Robot: *I'm a robot. I don't have to brush my teeth.*

Children: *He's a robot. He doesn't have to brush his teeth.*

Audio2:

Lucy: *Do you have to cook your lunch?*

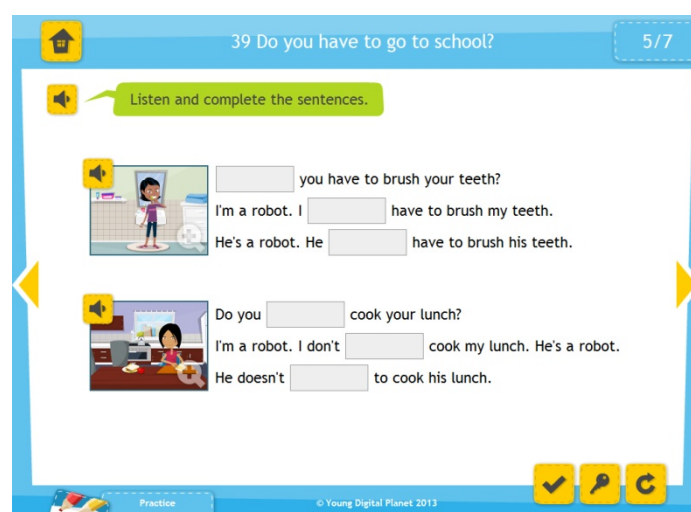
Robot: *I'm a robot. I don't have to cook my lunch.*

Children: *He's a robot. He doesn't have to cook his lunch.*

Key:

1 Do, don't, doesn't

2 have to, have to, have to



Screen 6

Sam: *Do you have to go to school?*

Robot: *I'm a robot. I don't have to go to school.*

Children: *He's a robot. He doesn't have to go to school.*

Alex: *Do you have to make your bed?*

Robot: *I'm a robot. I don't have to make my bed.*

Children: *He's a robot. He doesn't have to make his bed.*

Kim: *Do you have to brush your teeth?*

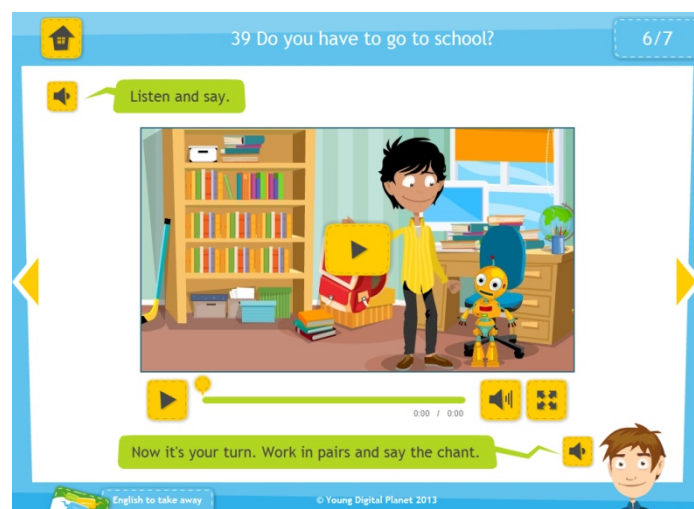
Robot: *I'm a robot. I don't have to brush my teeth.*

Children: *He's a robot. He doesn't have to brush his teeth.*

Lucy: *Do you have to cook your lunch?*

Robot: *I'm a robot. I don't have to cook my lunch.*

Children: *He's a robot. He doesn't have to cook his lunch.*



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

1. Listen to the whole chant.
2. Ask students to clap their hands.
3. Watch the slideshow or look at the pictures and join in. Ask students to follow the subtitles.
4. Listen again and sing the whole chant individually, in groups or as a class.

Alternatively, put students into two groups e.g. boys and girls, boys sing positive sentences, girls sing negative sentences, then they change.

Handout



a) *make your bed*



b) *go to school*



c) *cook your lunch*



d) *brush your teeth*

1. You have to go to school. You don't have to go to school.

2. _____

3. _____

4. _____

Friends 7 Lesson 40		I don't have to work this evening.		Skills	
Aims	Reading and listening skills	Contents	Grammar Obligation: <i>Have to/don't have to.</i>	Checklist	2 master handouts for each student to practise have to/don't have to.
	Recycling vocab: Places and activities Recycling: direct and indirect objects		Vocabulary Places and activities: <i>hospital; shops; bus station; farm; home; river; city; piano lesson; cinema; film</i>		
Language Analysis					
<u>Have to</u> – is used to talk about obligation and can be used in all the tenses e.g. present simple: <i>Children have to learn.</i> In statements we use <i>have/hast + to + verb</i> For questions we need <i>do/does + have to + verb</i> <i>Do you have to...?</i> For short answers we use the present simple auxiliary verbs: <i>do/does, don't/doesn't</i>: <i>Yes, I do/No, I don't.</i> For negative sentences we use <i>don't have to (= do not have to)</i> and <i>doesn't have to (=does not have to) + verb</i> e.g. <i>I don't have to tidy my room. He doesn't have to tidy his room.</i> <u>Must vs have to</u> – they are both used to talk about obligation, when we use <i>must</i> it usually means it is our personal circumstances that we feel we need to do something, for <i>have to</i> it is usually external circumstances e.g. <i>I must buy flowers for my sister.</i> – I decided to do it. <i>I have to buy flowers for my sisters.</i> – Somebody asked me to do it. * <i>Have to</i> – is not an auxiliary verb (is not only for grammatical reasons, it also carries meaning), <i>must</i> is a modal verb.					

Procedure

Warm-up Off the screens

1. Revise *have to* / *don't have to*
2. Give out Handout 1.

Handout 1

1. I / cook (+)

2. you / finish (-)

3. aliens / tidy their rooms (-)

4. clowns / make the bed (+)

5. I / get up at six (+)

6. I / drive (-)

3. Ask students to make sentences using the words. If there is a plus (+) students write positive sentences, if there is minus (-) Ss write negative sentences.

Screen 2

Audio 1:

Hello. Your mum has to go to the hospital at 10 o'clock. I have to go to the shops. Can you take her? Thanks!

No, I can't take her to the hospital. I have to go to the bus station now. Sorry!

Audio 2:

Dad! I have to go to the farm this morning. Can you take me? I'm at home. Ben.

Sorry Ben! I can't take you this morning. I have to take some people to the river. Dad.

Audio 3:

Hello again! I took your Mum to the hospital this morning. She's fine. Can you go to the shops this afternoon?

No, I can't go to the shops. I'm sorry. I have to take some people to the city this afternoon.

Audio 4:

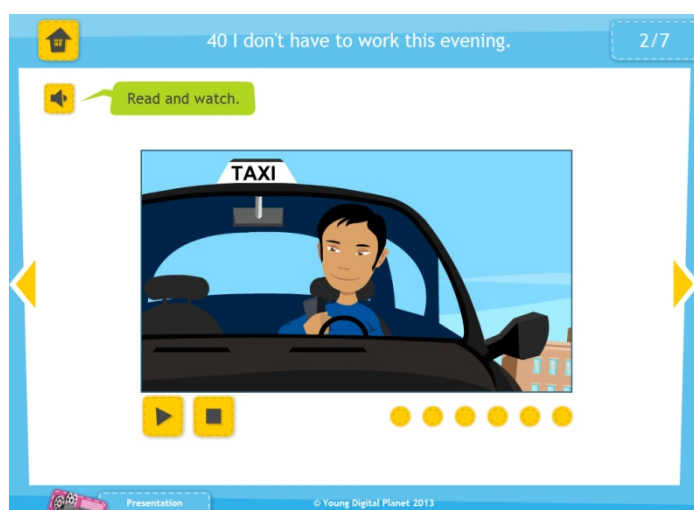
Hi dad! I have a piano lesson after school today. Can you take me please? Love Lucy.

Sorry Lucy! I can't take you to your lesson after school. I have to go to the shops for your mum. Can you catch the bus?

Audio 5:

Dad! I went to the farm this morning by bus. I'd like to go to the cinema this evening. Can you take me? Thanks dad! Ben.

Hi. I don't have to work this evening – I can take you. But ... I want to come too!



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

After watching the slideshow, watch it again, then mute sound, ask students to listen and repeat the sentences:

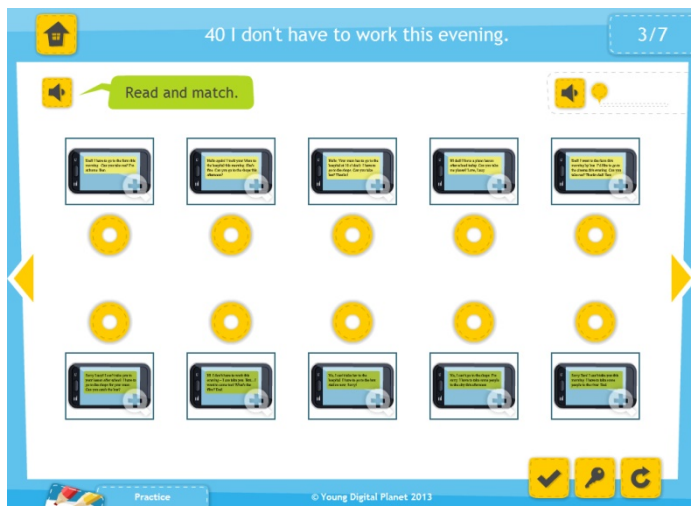
*I have to go to the bus station now.
I have to go to the farm this morning.
I have to take some people to the river.
I have to take some people to the city this afternoon.
I have to go to the shops for your mum.
I don't have to work this evening.*

What's the film? Dad.

Screen 3

Key:

see the text above, match the Qs with the As.

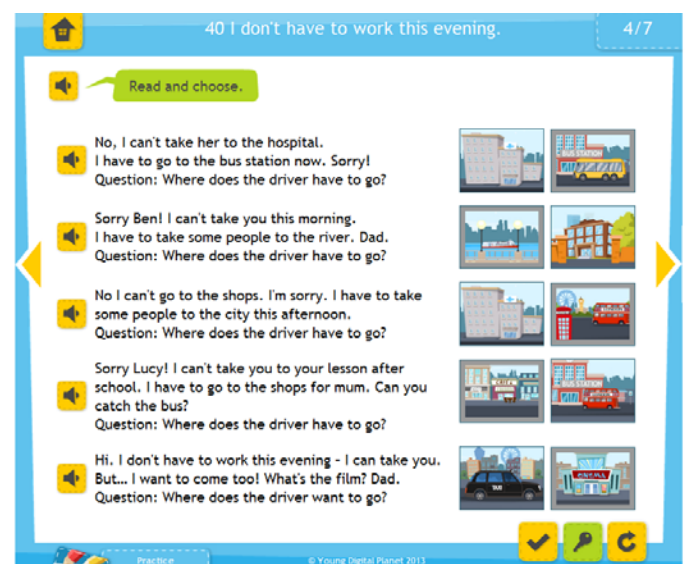


After the activity is done, enlarge the pictures and ask students to think of an answer to the text message.

Screen 4

Key:

- 1  bus station
- 2  river
- 3  city
- 4  shops
- 5  cinema



Additional activity Handout 2

Ask students to complete the sentences with missing words: have to / don't have to + the places: bus station, river, city, shops, film.

Handout 2

have to / don't have to, river, bus station, city, film, shops



1 No, I can't take her to the hospital. I
_____ go to the _____ now. Sorry!



2 Sorry Ben! I can't take you this morning. I
_____ take some people to the _____.
Dad.



3 No, I can't go to the shops. I'm sorry. I
_____ take some people to the _____
this afternoon.



4 Sorry Lucy! I can't take you to your lesson after
school. I _____ go to the _____ for
your mum. Can you catch the bus?



5 Hi. I _____ work this evening – I
can take you. But...I want to come too! What's the
_____? Dad.

Key:

Please see the text above for the key.

Screen 5

Audio 1:

Sorry. I can't come. I have to go to the bus station.

Audio 2:

Sorry. I can't come. I have to go to the farm.

Audio 3:

Sorry. I can't come. I have to go to school.

Audio 4:

Sorry. I can't come. I have to go to the dentist.

Audio 5:

Sorry. I can't come. I have to go to the doctors.

Audio 6:

Yes, I can come. I don't have to go to the hospital.

Key:

1 has to, to, her

2 go, at

3 this, this

4 have, take

5 by, to go



40 I don't have to work this evening. 5/7

Read and choose.

Hello. Your mum go to the hospital at 10 o'clock.

I have to go the shops. Can you take ? Thanks!

Dad! I have to to the farm this morning.

Can you take me? I'm home. Ben.

Hello again! I took your mum to the hospital morning.

She's fine. Can you go to the shops afternoon?

Hi dad! I a piano lesson after school today.

Can you me please? Love, Lucy.

Dad! I went to the farm this morning bus.

I'd like to the cinema this evening.

Can you take me? Thanks dad! Ben.

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Screen 6

Audio 1:

Hello. Your mum has to go to the hospital at 10 o'clock. I have to go to the shops. Can you take her? Thanks!

Audio 2:

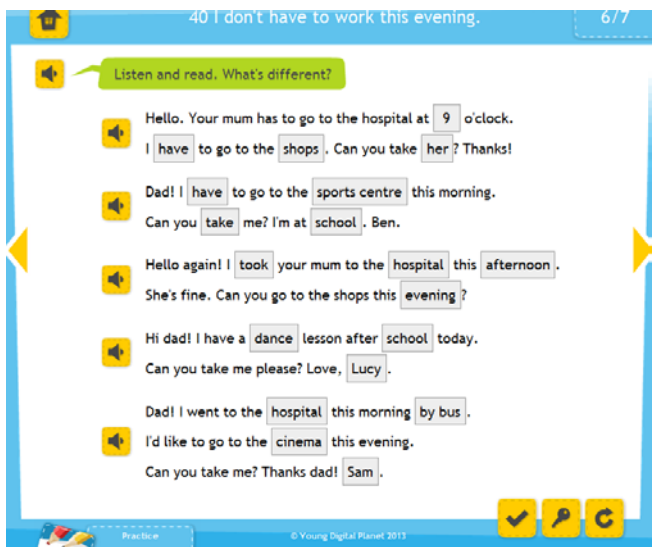
Dad! I have to go to the farm this morning. Can you take me? I'm at home. Ben.

Audio 3:

Hello again! I took your mum to the hospital this morning. She's fine. Can you go to the shops this afternoon?

Audio 4:

Hi dad! I have a piano lesson after



40 I don't have to work this evening. 6/7

Listen and read. What's different?

Hello. Your mum has to go to the hospital at 9 o'clock.

I have to go to the shops. Can you take her? Thanks!

Dad! I have to go to the sports centre this morning.

Can you take me? I'm at school. Ben.

Hello again! I took your mum to the hospital this afternoon.

She's fine. Can you go to the shops this evening?

Hi dad! I have a dance lesson after school today.

Can you take me please? Love, Lucy.

Dad! I went to the hospital this morning by bus.

I'd like to go to the cinema this evening.

Can you take me? Thanks dad! Sam.

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*school today. Can you take me please?
Love, Lucy.*

Audio 5:

*Dad! I went to the farm this morning by
bus. I'd like to go to the cinema this
evening. Can you take me? Thanks
dad! Ben.*

Key:

1 9

2 sports centre, school

3 afternoon, evening

4 dance

5 hospital, Sam

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

1. Click on the audio and listen to the text.
You may stop in the middle and ask
students some additional comprehension
questions.
2. Ask students to find differences between
the written and the recorded texts.
3. Repeat as many times as you want to.

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

Tell students to work in pairs and try to say the
correct text they heard on the recording.

Alternatively, you may ask students to write a
similar text messages exchange.

Handout 1

1. I / cook (+)

2. you / finish (-)

3. aliens / tidy their rooms (-)

4. clowns / make the bed (+)

5. I / get up at six (+)

6. I / drive (-)

Handout 2

have to / don't have to, river, bus station, city, film, shops



1 No, I can't take her to the hospital. I

_____ go to the _____ now. Sorry!



2 Sorry Ben! I can't take you this morning. I

_____ take some people to the _____.

Dad.



3 No, I can't go to the shops. I'm sorry. I

_____ take some people to the _____
this afternoon.



4 Sorry Lucy! I can't take you to your lesson after

school. I _____ go to the _____ for
your mum. Can you catch the bus?



5 Hi. I _____ work this evening – I

can take you. But...I want to come too! What's the

_____ ? Dad.