

Friends 7 Lesson 61		What shall we buy her?		Vocabulary	
Aims	Talking about possessions, making suggestions	Contents	Grammar <i>Shall we ... ?</i> <i>Have got / has got</i>	Checklist	2 master handouts for each student
	Recycling talking about possessions		Vocabulary Birthday <i>CD, DVD, CD player, DVD player, sweater, computer game, computer</i>		Handout 1 to revise <i>have got / has got</i>
	Making suggestions		Other: <i>birthday, today, buy, nice, bought, have got, like</i>		Handout 2 to practise vocabulary
Language Analysis					
Suggestions: <i>What shall we ...? What about ...? Let's ..., Shall we buy...?</i> <i>How / What about + v--ing + adverbial phrase</i> – is used for suggestions and always followed by a noun or verb + -ing. e.g. <i>How / What about going on a picnic? How / What about a sandwich?</i> There are many ways to agree to the suggestion e.g.: <i>I'd love to. / I'd like that. / All right. / Good idea! / Sounds good. / Oh yes!</i> It is important to remember about spelling rules when adding -ing e.g. <i>play-playing, go-going, try-trying, run-running</i> (double consonant), <i>take-taking</i> etc. It is different from <i>can + verb</i>: <i>Can we go on a picnic?</i> <i>Can</i> in this sentences is used to ask for permission. <i>Let's + verb / Shall we + verb</i> – means I would suggest for myself and other people to do something (it's a kind of subjunctive form). Please remember not to add <i>we</i> after <i>let's</i>. CD / ,si: 'di:/ DVD / ,di: vi: 'di:/					

player / 'pleɪə(r)/

Procedure

Warm-up Off the screens

1. Revise *has got* / *have got*:
2. Give out Handout 1.

Handout 1

1 She _____ four books.

2 They _____ two dogs.

3 _____ she _____ a computer?

4 I _____ a blue car.

5 We _____ a red carpet.

3. Ask student to complete the sentences with *have got* or *has got*.

Key:

1 has got 2 have got 3 has she got 4 have got 5 have got

Screen 2

Tony: *It's Lucy's birthday today.*

Alex: *I know. What shall we buy her?*

Tony: *I don't know. What about a nice sweater?*

Alex: *Hey! My mum bought me this sweater!*

Tony: *What about a DVD?*

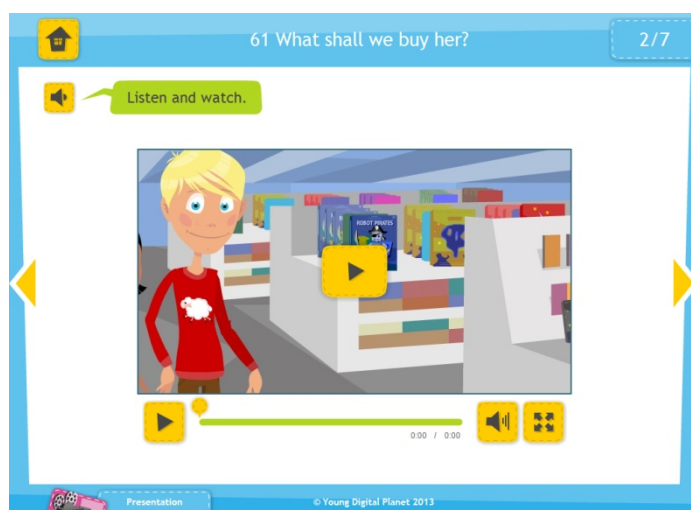
Alex: *No, she hasn't got a DVD player.*

Tony: *What about a CD? Has she got a CD player?*

Alex: *I don't know. Oh! She's got a computer.*

Tony: *Oh yes! Let's buy her a game then.*

Alex: *Good idea! She likes computer games.*



Exploit the scene by asking the Ss to describe

Alex: Which one?
Tony: What about this?
Alex: Yes! That's the best game for Lucy! She can play it with Robot!

what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3



Audio 1:

Tony: It's Lucy's birthday today.
Alex: I know. What shall we buy her?
Tony: I don't know. What about a nice sweater?
Alex: Hey! My mum bought me this sweater!



Audio 2:

Tony: What about a DVD?
Alex: No, she hasn't got a DVD player.



Audio 3:

Tony: What about a CD? Has she got a CD player?
Alex: I don't know. Oh! She's got a computer.

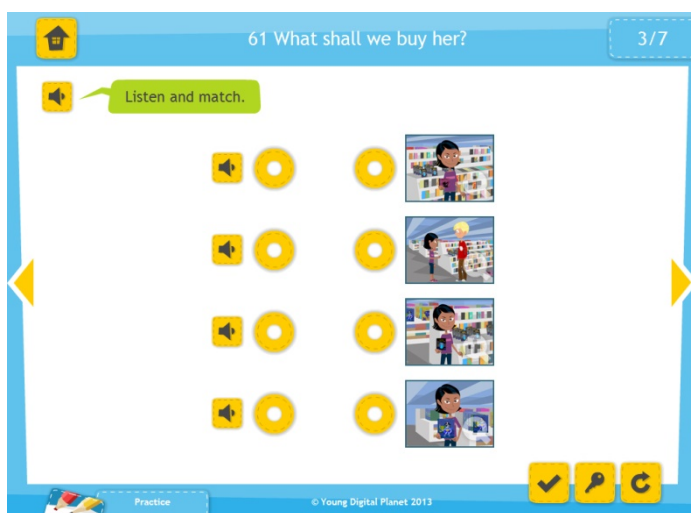


Audio 4:

Tony: Oh, she's got a computer.
Alex: Oh yes. Let's buy her a game then.
Alex: Good idea! She likes computer games.
Tony: Which one?
Alex: What about this?
Tony: Yes! That's the best game for Lucy! She can play it with Robot!

Key:

See pictures above (audio – random order)



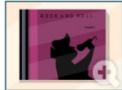
Screen 4

Key: (from left to right)

1 sweater **2** DVD **3** DVD player
4 CD **5** CD player **6** games

61 What shall we buy her? 4/7

Read and choose.

 My mum bought me this .	 What about a ?	 She hasn't got a .
 What about a ?	 Has she got a ?	 She likes computer .

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Screen 5

Key: (from left to right)

1 sweater **2** DVD **3** got
4 buy, CD **5** player **6** computer

61 What shall we buy her? 5/7

Complete.

 Shall we buy him a ?	 What about a ?	 Have you a DVD player?
 Let's him a !	 He hasn't got a CD .	 Does he like games?

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Screen 6

(random order)

Audio 1:

a sweater

Audio 2:

a DVD

Audio 3:

a CD

Audio 4:

a computer

Audio 5:

a computer game

Audio 6:

a CD player

Audio 7:

a DVD player

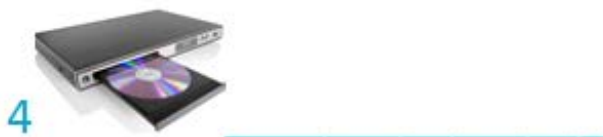


Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

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 words 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 2
Additional activity
Revise vocabulary Handout 2

Handout 2



Give out the handout and ask students to write the names of the objects.

Key:

1 CD player 2 sweater 3 DVD 4 DVD player 5 computer games 6 CD

Handout 1

1 She _____ four books.

2 They _____ two dogs.

3 _____ she _____ a computer?

4 I _____ a blue car.

5 We _____ a red carpet.

Handout 1

1 She _____ four books.

2 They _____ two dogs.

3 _____ she _____ a computer?

4 I _____ a blue car.

5 We _____ a red carpet.

Handout 2

1



2



3



4



5



6



Friends 7 Lesson 62		What do you want to do?		Grammar & Functions	
Aims	Talking about leisure activities	Contents	Grammar Infinitive <i>want to do</i> sth <i>What do you want to do?</i> <i>I want to + infinitive</i>	Checklist	1 master handout for each student to practise leisure activities
	Vocabulary Leisure activities: <i>read a comic, watch a DVD, listen to a CD, play a computer game, eat a sandwich, go shopping</i>				
	Other: <i>have to, want to, let's..., hungry, today, now, after, film, eat, there isn't any, cheese, bread</i>				
	Everyday English: <i>Don't forget, are you ready? at last!</i>				
Language Analysis					
Infinitive <i>want to do</i> sth – we use this pattern to say a) what we would like to do or b) what we would like someone to do e.g. <i>I want to go shopping. I want you to go shopping.</i> In the first sentence the speaker is doing the action, in the second sentence, we want another person to do the action. <i>at last</i> vs <i>at least</i> <i>at last</i> we use this expression to talk about something we have been waiting for that finally happens <i>at least</i> we use this expression to focus on an advantage rather than a problem or disadvantage: <i>It is raining but at least it is warm.</i> <i>read a comic</i> /'kɒmɪk/ <i>go shopping</i> <i>listen to the CD</i> <i>watch DVD</i> <i>have a sandwich</i>					

Spelling note:

When we say the word *mum* as a name it has a capital letter: e.g. *Can you help me, Mum?*

When we use the word *mum* as an ordinary noun, it should be in lower case: e.g. *I want to buy my mum a present.*

Procedure

Warm-up off the screens

1. Revise popular phrases used to talk about leisure activities:
2. Give out Handout 1.

1 read		a. shopping
2 go		b. a DVD
3 listen		c. a comic
4 watch		d. a sandwich
5 have		e. to a CD
6 play		f. a computer game

3. Ask student to match the words to make phrases.

Key:

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

4. Ask Ss to match the phrases with the pictures.

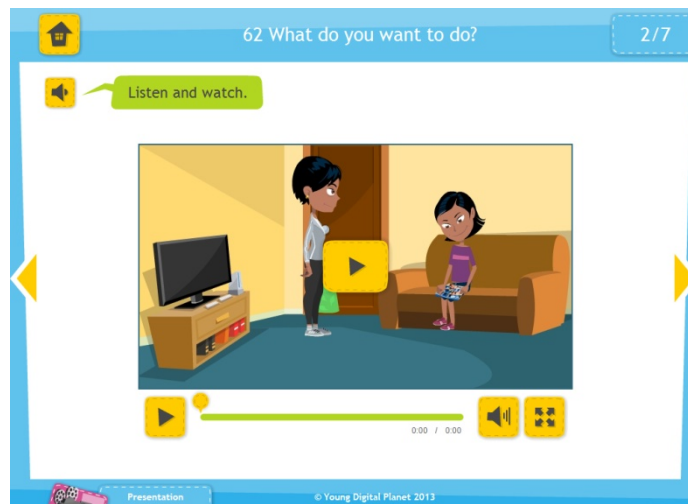


Key:

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

Screen 2

Mum: Listen, Kim. We have to go shopping today.
Kim: Oh, mum. I don't want to go shopping now.
Mum: What do you want to do then?
Kim: I want to read this comic.
Mum: Well, ok. Read the comic, and then let's go shopping.
Kim: Thanks, Mum!
Mum shouts: Kim!
Mum shouts again: Kim!
Kim: Oh, sorry Mum!
Mum: We have to go shopping now, Kim. Are you ready?
Kim: I don't want to go shopping now.
Mum: You don't want to go shopping! Well, what do you want to do?
Kim: I want to listen to this CD.
Mum: OK. Listen to the CD, and then let's go shopping.
Kim: Thank you!
Mum says: Are you ready now, Kim? We have to go shopping.
Kim: Oh, Mum. I don't want to go shopping now. I want to watch this DVD.
Mum: OK. You can watch this DVD, but then we have to go shopping.
Kim: OK, Mum. Let's go shopping after the film.
Kim: Mum, I'm hungry. Can I have a sandwich?
Mum: Well, no. You can't have a sandwich. There isn't any bread, and there isn't any cheese!
Kim: Oh! I want to go shopping now!
Mum: At last! Let's go.



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

Screen 3

Audio 1:

Mum: What do you want to do?

Kim: I want to read a comic.

Audio 2:

Mum: What do you want to do?

Kim: I want to listen to a CD.

Audio 3:

Mum: What do you want to do?

Kim: I want to watch a DVD.

Audio 4:

Mum: What do you want to do?

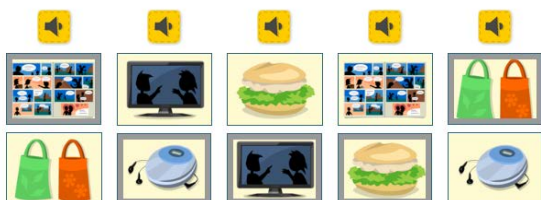
Kim: I want to have a sandwich.

Audio 5:

Mum: What do you want to do?

Kim: I want to go shopping.

Key:



Screen 4

Key:

1 read 2 watch 3 listen 4 play 5 have
6 go

62 What do you want to do? 4/7

Read and choose.

		
I want to a comic.	I want to a DVD.	I want to to a CD.
		
I want to a computer game.	I want to a sandwich.	I want to shopping.

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Screen 5

Key:

1 go 2 listen 3 watch 4 play 5 read
6 have

62 What do you want to do? 5/7

Complete.

		
I want to shopping.	I want to to a CD.	I want to a DVD.
		
I want to a computer game.	I want to a comic.	I want to a sandwich.

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Screen 6

What do you want to do?

Audio 1:

I want to read a comic.

Audio 2:

I want to watch a DVD.

Audio 3:

I want to listen to a CD.

Audio 4:

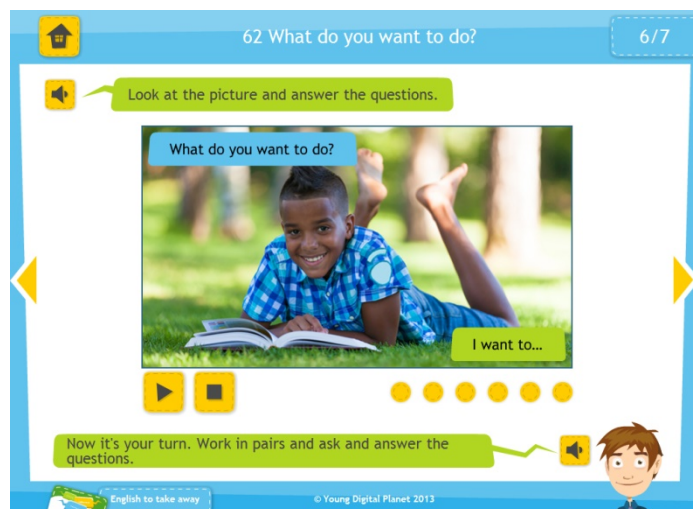
I want to play a computer game.

Audio 5:

I want to eat a sandwich.

Audio 6:

I want to go shopping.



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

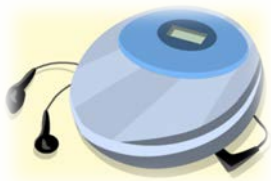
1. Look at the picture and read the question.
2. Click on the audio and listen to the answers.
3. Repeat the answers. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

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

Tell students to work in pairs and ask and answer the questions with their own answers.

Handout 1

7 read		g. shopping
8 go		h. a DVD
9 listen		i. a comic
10 watch		j. a sandwich
11 have		k. to a CD
12 play		l. a computer game

1 		4 	
2 		5 	
3 		6 	

Friends 7 Lesson 63		<i>I want to buy my mum a present.</i>		Grammar & Functions	
Aims	Talking about likes and dislikes	Contents	Grammar Recycling: gerunds (like + ing) Infinitive <i>want to do sth</i>	Checklist	2 master handouts for each student to practise objects and verbs
	Recycling family vocab		Vocabulary		
	Recycling vocab: common items		Verbs: <i>buy, can, do, help like, listen, love, play, put read, ride, run, sing, want to watch</i>		
			Family: <i>aunt, brother, grandfather, grandmother, mum, sister, uncle friend</i> Objects: <i>ball, book, cake, CD, comic, computer game, DVD, film, flowers, shoes, sweater</i> Other: <i>today, a present, birthday, on Saturday, never, great, about, horses, music, good at, garden, chocolate, blue, red, pink, pirates, rainforest, cat, robots</i> <i>Of course!</i> <i>What about...?</i>		
Language Analysis					
Revision from previous units: see below. <i>riding</i> /'raɪdɪŋ/ (not contrast with <i>reading</i> /'ri:ɪdɪŋ/ <i>sports</i> <i>singing</i> <i>garden</i>					

Revised:

We can use the gerund form of a verb as a noun which is the subject of the sentence: please compare:

I like swimming. (*swimming* is the object of the sentence)

Swimming is better than cycling. (*swimming* is the subject of the sentence)

The final 'g' is not pronounced as a hard 'g' sound. What you can hear at the end of *-ing* is a nasal consonant, which is used a lot in English [ŋ]. It is important to notice and practise the difference, e.g.:

think vs thing: /θɪŋk/ /θɪŋ/

I like/we like/he/she likes

Don't like/doesn't like

Do you like...?

Infinitive *want to do* sth – we use this pattern to say a) what we would like to do or b) what we would like someone to do e.g. *I want to go shopping. I want you to go shopping.* In the first sentence the speaker is doing the action, in the second sentence, we want another person to do the action.

Spelling note:

When we say the word *mum* as a name it has a capital letter: e.g. *Can you help me, Mum?*

When we use the word *mum* as an ordinary noun, it should be in lower case: e.g. *I want to buy my mum a present.*

Procedure

Warm-up Off the screens

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

Handout 1



1 _____ 2 _____
 3 _____ 4 _____
 5 _____

3. Ask students to name the objects.

Key:

1 (running) shoes **2** flowers **3** book **4** chocolate cake **5** CD

4. Do a quick revision with Ss, say the verb and ask them to say the *ing* form of the verb.

buy, can, do, help, like, listen, love, play, put, read, ride, run, sing, watch

In stronger groups you may revise the spelling rules and ask them where the consonant should be doubled, where e deleted etc.

Screen 2

Audio 1:

Tony: *Hi Alex.*

Alex: *Hi Tony.*

Tony: *What do you want to do today?*

Alex: *I want to buy my mum a present. It's her birthday on Saturday.*

Tony: *What do you want to buy her?*

Alex: *I don't know. Can you help me?*

Tony: *Yes, of course!*

Audio 2:

Tony: *What about a book?*

Alex: *No, she never reads books. She doesn't like reading.*

Audio 3:

Tony: *What about a computer game then?*

Alex: *No, she doesn't like playing computer games.*

Audio 4:

Tony: *Does she like watching DVDs?*

Alex: *No, she doesn't like watching films.*

Tony: *What does she like doing?*

Alex: *She likes running.*

Audio 5:

Tony: *What about these running shoes?*

Alex: *Yes, they're great!*



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: *What does his mother like? What doesn't she like?*

Screen 3

Audio 1:

Tony: Hi Alex.

Alex: Hi Tony.

Tony: What do you want to do today?

Alex: I want to buy my mum a present. It's her birthday on Saturday.

Tony: What do you want to buy her?

Alex: I don't know. Can you help me?

Tony: Yes, of course!

Audio 2:

Tony: What about a book?

Alex: No, she never reads books. She doesn't like reading.

Audio 3:

Tony: What about a computer game then?

Alex: No, she doesn't like playing computer games.

Audio 4:

Tony: Does she like watching DVDs?

Alex: No, she doesn't like watching films.

Tony: What does she like doing?

Alex: She likes running.

Audio 5:

Tony: What about these running shoes?

Alex: Yes, they're great!

Key:

1 F 2 T 3 T 4 F 5 T


63 I want to buy my mum a present.
3/7


Listen and choose.



	True	False
 Tony wants to buy his mum a present.	☐	☐
 Alex's mum never reads books.	☐	☐
 She doesn't like playing computer games.	☐	☐
 She likes watching film.	☐	☐
 Alex wants to buy his mum running shoes.	☐	☐





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Screen 4



Audio 1:

*What do you want to buy your mum?
I want to buy my mum a book about horses. She likes riding.*



Audio 2:

*What do you want to buy?
My mum loves chocolate. I want to buy her a cake.*



Audio 3:

*Hi Sam! What do you want to buy your mum?
I want to buy her some flowers. She can put them in her garden.*



Audio 4:

*What do you want to buy?
I want to buy my mum some running shoes. She loves sports.*

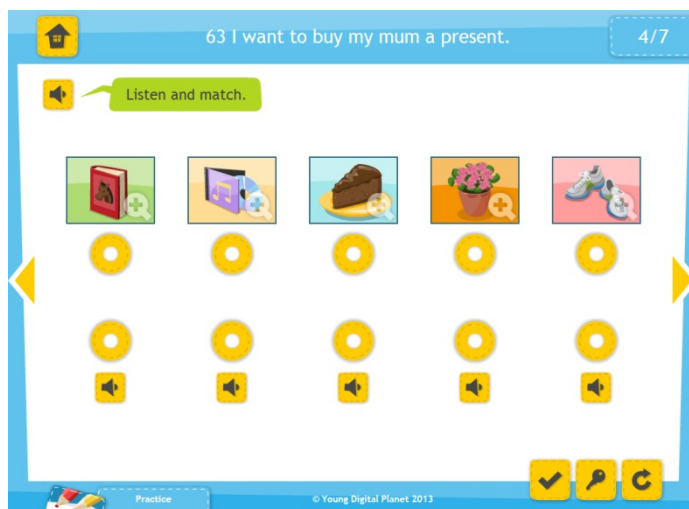


Audio 5:

*What do you want to buy your mum, Lucy?
I want to buy her a CD. She loves listening to music and she's good at singing.*

Key:

See above (random order)



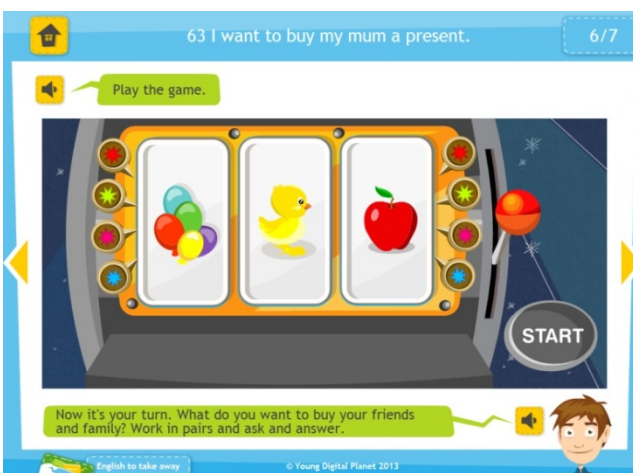
Screen 5

Key:

1 running shoes 2 a book about horses
3 a CD 4 some flowers 5 a cake



Screen 6



Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to make sentences.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, read the sentence you see.
3. Repeat as many times as you like.

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

Tell Ss to work in pairs and ask and answer questions. E.g. *What do you want to buy your dad? I want to buy him a book about football.*

Additional activity

Give out Handout 2 and ask Ss to fill in the missing words to make sentences.

Handout 2

1 I want to buy my mum a book about horses.

She likes _____.

2 My mum loves _____.

I want to buy her a cake.

3 I want to buy her some flowers.

She can put them in her _____.

4 I want to buy my mum some running shoes.

She loves _____.

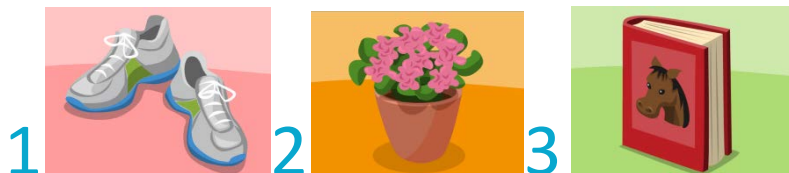
5 I want to buy her a CD.

She loves listening to music and she's good at _____.

Key:

1 riding **2** chocolate **3** garden **4** sports **5** singing

Handout 1



1 _____ 2 _____
 3 _____ 4 _____
 5 _____

Handout 2

1 I want to buy my mum a book about horses.

She likes _____.

2 My mum loves _____.

I want to buy her a cake.

3 I want to buy her some flowers.

She can put them in her _____.

4 I want to buy my mum some running shoes.

She loves _____.

5 I want to buy her a CD.

She loves listening to music and she's good at _____.

Friends 7 Lesson 64		What do you need for school?		Skills	
Aims	Listening (reading, speaking)	Contents	Vocabulary <i>exercise book, new, that, with, cats, need, some, pens, these, put, here, shoes, socks, love, look at, rabbits, can't, wear, those, school, black, here, want to, buy, birthday present, T-shirt, robot, good, her, bread, cheese, supermarket, now</i>	Checklist	2 master handouts
	Recycling key language from units 61-63				Handout 1 for each student to practise vocabulary
	Recycling vocab for school items and clothes.				Handout 2 – one for each pair to practise talking about Ss' shopping lists
	Recycling language of shopping.				
Language Analysis					
Useful phrases: <i>What do you need for school?</i> <i>Do you need...?</i> <i>Just one?</i> <i>Can I have/buy...?</i> <i>Let's buy/go...</i> <i>Don't forget!</i> <i>What else?</i>					

Procedure

Warm-up Off the screens

Revise vocabulary for the lesson:

Give out Handout 1 and ask students to match the words and pictures.

Handout 1

1 socks		a) 
2 present		b) 
3 T-shirt		c) 
4 pens		d) 
5 pencils		e) 
6 robot		f) 
7 exercise book		g) 

Key:

1 c 2 e 3 d 4 f 5 b 6 g 7 a

Screen 2

Mum: So, Kim. What do you need for school?

Kim: I need a new exercise book.

Mum: Just one?

Kim: Yes. Can I have that book? It's got cats on it!

Mum: Of course!

Mum: What else do you need?

Kim: Well, I need some new pens. Can I have these?

Mum: Yes, put them in here.

Mum: And what about shoes? Do you need new shoes for school?

Kim: No, I don't, but I do need some socks. I love these! Look at the rabbits!

Mum: Oh, Kim. You can't wear those at school. You have to wear these black socks here.

Kim: Oh, mum!

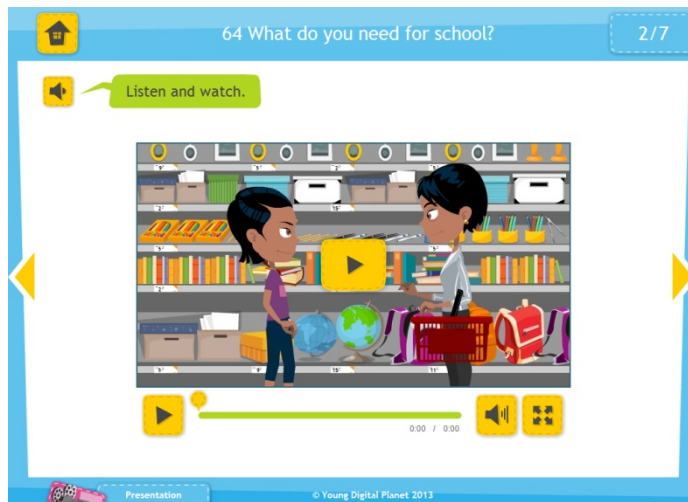
Mum: Put them in here, Kim.

Kim: Oh, and I want to buy Lucy a birthday present. Can I buy her this T-shirt? It's got a robot on the front!

Mum: That's a good present for Lucy. Yes, let's buy her the T-shirt.

Kim: Mum! Don't forget! We need to buy some bread and cheese.

Mum: Oh yes, let's go to the supermarket now.



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

Screen 3

Audio 1:

Mum: So, Kim. What do you need for school?

Kim: I need a new exercise book.

Mum: Just one?

Kim: Yes. Can I have that book? It's got cats on it!

Mum: Of course!

Audio 2:

Mum: What else do you need?

Kim: Well, I need some new pens. Can I have these?

Mum: Yes, put them in here.

Audio 3:

Mum: And what about shoes? Do you need new shoes for school?

Kim: No, I don't, but I do need some socks. I love these! Look at the rabbits!

Mum: Oh, Kim. You can't wear those at school. You have to wear these black socks here.

Kim: Oh, Mum!

Mum: Put them in here, Kim.

Audio 4:

Kim: Oh, and I want to buy Lucy a birthday present. Can I buy her this T-shirt? It's got a robot on the front!

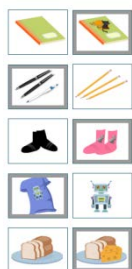
Mum: That's a good present for Lucy. Yes, let's buy her the T-shirt.

Audio 5:

Kim: Mum! Don't forget! We need to buy some bread and cheese.

Mum: Oh yes, let's go to the supermarket now.

Key:



64 What do you need for school?
3/7

 Listen and choose.

 Which exercise book does Kim want?




 What else does Kim need for school?




 Which socks does Kim want to buy?




 What do they buy Lucy?




 What do they need to buy?




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Screen 4

Mum: What do you need for school?
Kim: I need a new exercise book. Can I have that book? It's got cats on it!
Mum: Of course!
Mum: Do you need new shoes for school?
Kim: No, I don't, but I need some socks.
Mum: You can have these black socks here.
Kim: I want to buy Lucy a birthday present. Can I buy her this T-shirt?
Mum: That's a good present for Lucy. Yes, let's buy her the T-shirt.
Kim: We need to buy some bread and cheese.
Mum: Oh yes, let's go to the supermarket now.

Key: see above

64 What do you need for school? 4/7

Listen and put the sentences in order.



No, I don't, but I do need some socks.
 What do you need for school?
 You can have these black socks here.
 Do you need new shoes for school?
 That's a good present for Lucy. Yes, let's buy her the T-shirt.
 Of course!
 I need a new exercise book. Can I have that book? It's got cats on it!
 Ok yes, let's go to the supermarket now.
 We need to buy some bread and cheese.
 I want to buy Lucy a birthday present. Can I buy her this T-shirt?

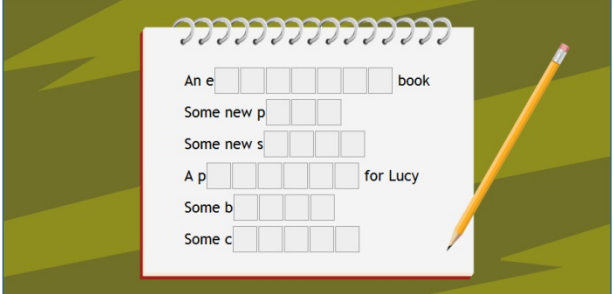
Practice © Young Digital Planet 2013

Screen 5

Mum: So, Kim. What do you need for school?
Kim: I need a new exercise book.
Mum: Just one?
Kim: Yes. Can I have that book? It's got cats on it!
Mum: Of course! What else do you need for school?
Kim: I need some new pens. Can I have these?
Mum: Yes, put them in here.
Mum: Do you need new shoes for school?
Kim: No, I don't, but I need some socks. I love these! Look at the rabbits!
Mum: Oh, Kim. You can't wear those at school. You can have these black socks here.
Kim: Oh, mum.
Mum: Put them in here, Kim.
Kim: Oh, I want to buy Lucy a birthday present. Can I buy her this T-shirt? It's got a robot!
Mum: That's a good present for Lucy. Yes, let's buy her the T-shirt.

64 What do you need for school? 5/7

Complete the words. Now listen and check.



An e _ _ _ _ _ book
 Some new p _ _ _
 Some new s _ _ _
 A p _ _ _ _ _ for Lucy
 Some b _ _ _
 Some c _ _ _

Practice © Young Digital Planet 2013

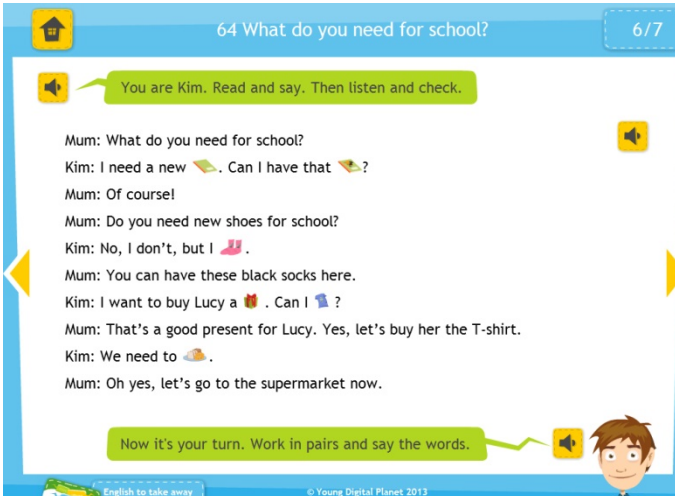
Kim: Mum! Don't forget! We need to buy some bread and cheese.
Mum: Oh yes, let's go to the supermarket now.

Key:

1 exercise **2** pens **3** socks **4** present
5 bread **6** cheese

Screen 6

Mum: What do you need for school?
Kim: I need a new exercise book. Can I have that book? It's got cats on it!
Mum: Of course!
Mum: Do you need new shoes for school?
Kim: No, I don't, but I need some socks.
Mum: You can have these black socks here.
Kim: I want to buy Lucy a birthday present. Can I buy her this T-shirt?
Mum: That's a good present for Lucy. Yes, let's buy her the T-shirt.
Kim: We need to buy some bread and cheese.
Mum: Oh yes, let's go to the supermarket now.



64 What do you need for school? 6/7

You are Kim. Read and say. Then listen and check.

Mum: What do you need for school?
 Kim: I need a new . Can I have that ?
 Mum: Of course!
 Mum: Do you need new shoes for school?
 Kim: No, I don't, but I .
 Mum: You can have these black socks here.
 Kim: I want to buy Lucy a . Can I ?
 Mum: That's a good present for Lucy. Yes, let's buy her the T-shirt.
 Kim: We need to .
 Mum: Oh yes, let's go to the supermarket now.

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

English to take away © Young Digital Planet 2013

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

1. Read the dialogue.
2. Click on the pictures and see the items. Think about how to complete the sentences.
3. Click the audio to listen to the dialogue.
4. You can press 'pause' at any time and listen again.
5. Read the dialogue aloud and repeat as many times as you want to.

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

Tell Ss to work in pairs and act out the complete dialogue. (For weaker groups first read the dialogue with the whole class).

Additional activity

Give out Handout 2: a shopping list

STUDENT A	Student A	Student B
pens	Y	
socks	N	
shoes	Y	
bread	N	
cheese	Y	
comic	N	
T-shirt	Y	
computer game	N	
chocolate cake	Y	
CD	Y	



STUDENT B	Student B	Student A
pens	N	
socks	Y	
shoes	Y	
bread	Y	
cheese	Y	
comic	Y	
t-shirt	N	
computer game	Y	
chocolate cake	Y	
CD	N	



Ask Ss to read the shopping list and make sure they know the words.

Put Ss in pairs, Student A and B. Student A asks and Student B answers questions about the items on the list. Tell them to write Y for 'yes' and N for 'no' in the column according to the answers they get.

Do you need... Yes, I do. No, I don't.

After they have finished ask them to compare their tables to check they have ticked the right boxes.

Handout 1

1 socks		a) 
2 present		b) 
3 T-shirt		c) 
4 pens		d) 
5 pencils		e) 
6 robot		f) 
7 exercise book		g) 

Handout 2

STUDENT A	Student A	Student B
pens	Y	
socks	N	
shoes	Y	
bread	N	
cheese	Y	
comic	N	
T-shirt	Y	
computer game	N	
chocolate cake	Y	
CD	Y	



STUDENT B	Student B	Student A
pens	N	
socks	Y	
shoes	Y	
bread	Y	
cheese	Y	
comic	Y	
t-shirt	N	
computer game	Y	
chocolate cake	Y	
CD	N	



Friends 7 Lesson 65		What do we need to buy?		Vocabulary	
Aims	Making suggestions	Contents	Vocabulary Food and drink: <i>bananas, bread, cake, cheese, chips, chocolate eggs, fruit salad, ice cream, juice, lemonade, mangoes onions, orange juice pineapple, pizza sandwich(es), strawberry sugar, tomatoes</i> Other vocabulary: <i>all, birthday, buy, eat favourite, for, have, let's, love, make, need, shall, some, tomorrow, want to, we've got, what, what about, What else?</i>	Checklist	1 master handout for each student to practise plural nouns (food words)
	Revise food vocabulary. Recycle making suggestions. <i>What about...?</i> <i>Let's buy...</i> <i>Shall we...?</i>				
Language Analysis					
Revision of making plural nouns and spelling rules (important for Handout 2) Please note that only countable nouns have plural forms. If they are uncountable they do not have a plural form. We use <i>some</i> with uncountable nouns, not the indefinite article <i>a/an</i>. Uncountable nouns from the list above include: <i>juice, lemonade, ice cream, bread, cheese, chocolate, sugar, food</i>. Spelling rules: <i>drink – drinks, pineapple – pineapples</i> for most nouns we make the plural form by adding <i>s</i>. <i>tomato – tomatoes</i> – for nouns ending in <i>s, ss, sh, ch, x, o</i> we add <i>es</i> <i>strawberry – strawberries</i> for nouns ending in <i>y</i>: <i>change y to ies</i> because of the preceding consonant It is important to remember spelling rules when adding <i>ing</i> e.g. <i>play–playing, go–going, try–trying, run–running, take–taking</i> etc.					

Suggestions

Revision of ways to make suggestions: *What shall we...? What about...? Let's..., Shall we buy...?*

How / What about + v-ing + adverbial phrase – is used for suggestions and always followed by a noun or verb+*ing*.

e.g. *How / What about going on a picnic? / How / What about a sandwich?*

There are many ways of agreeing to a suggestion e.g.:

I'd love to. / I'd like that. / All right. / Good idea! / Sounds good. / Oh yes!

can + verb: *Can we go on a picnic?* *Can* in this sentences is used to ask for permission.

Let's + verb / Shall we + verb –We use this pattern when we want to suggest something that includes the speaker. Remember not to add *we* after *let's*.

Procedure

Warm-up Off the screens

1. Brainstorming session to revise food vocabulary students know:
2. Put Ss into pairs or groups and ask them to make a list of food and drink words.
3. Do a class feedback to see which group has most items listed.

Screen 2

Kim: *It's Lucy's birthday tomorrow. We need to buy some food and drinks for the party.*

Sam: *Yes. What do we need to buy?*

Jill: *I want to eat chips!*

Kim and Sam: *Jill! Chips aren't party food!*

Kim: *We need to buy some drinks. Let's buy some lemonade.*

Kim: *And some orange juice.*

Sam: *Now, what about food? What food do we want to eat?*

Jill: *Chips! I want to eat chips!*

Kim: *Ice cream. Let's buy strawberry!*

Sam: *No, chocolate!*

Kim and Sam: *Let's buy chocolate and strawberry ice cream!*

Sam says: *We need some bread and cheese for sandwiches.*

Kim says: *Oh yes! And we need some tomatoes and onions for the pizza.*

Jill: *I want to eat chips!*

Sam says: *So we've got some drinks, we've got sandwiches and pizza, and we've got some ice cream. What about some fruit salad too?*

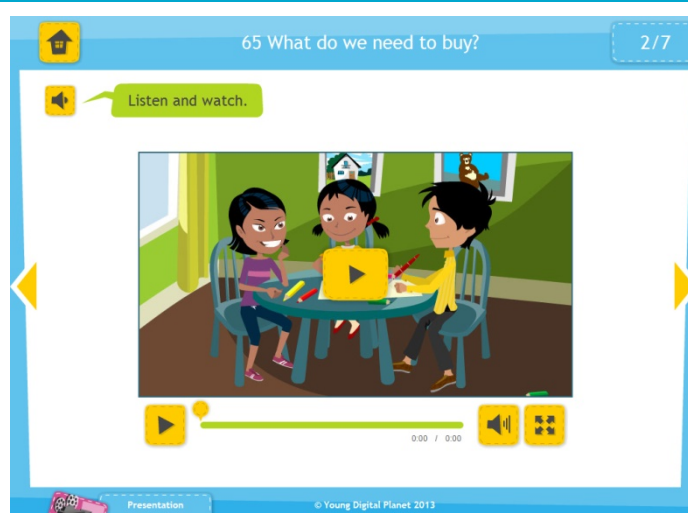
Kim: *Oh yes! Lucy loves fruit salad. Her favourite fruit is bananas.*

Sam: *Well, let's buy some bananas then. What else shall we buy?*

Kim: *Let's buy some mangoes and pineapples too.*

Kim: *Oh! I want to make Lucy a birthday cake!*

Sam: *OK. What do we need to buy?*



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

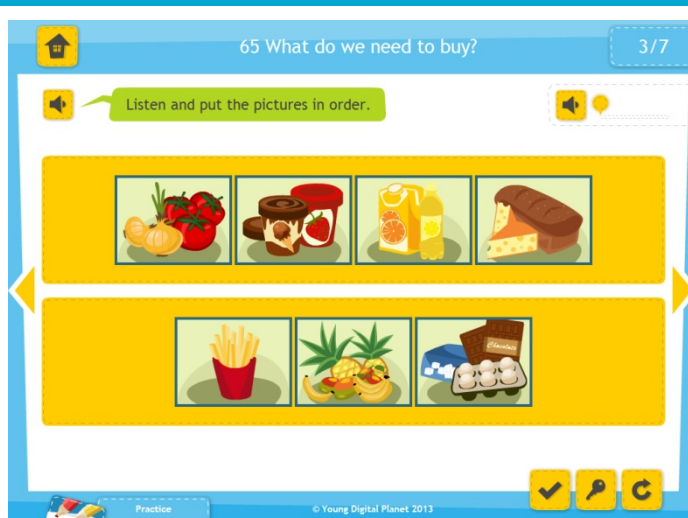
After watching the animation ask Ss to name all the food items mentioned. In weaker groups they may need to take notes, in stronger notes they will remember.

Kim: We need to buy some chocolate, eggs and sugar for the cake.
Jill: I don't want to have cake. I want to eat chips!
Sam: Yes, Jill, we all want to eat chips.

Screen 3

Kim: We need to buy some drinks. Let's buy some lemonade.
Kim: And some orange juice.
Sam: Now, what about food? What food do we want to eat?
Jill: Chips! I want to eat chips!
Kim: Ice cream. Let's buy strawberry!
Sam: No, chocolate!
Kim and Sam: Let's buy chocolate and strawberry ice cream!
Sam says: We need some bread and cheese for sandwiches.
Kim says: Oh yes! And we need some tomatoes and onions for the pizza.
Jill: I want to eat chips!
Sam says: So we've got some drinks, we've got sandwiches and pizza, and we've got some ice cream. What about some fruit salad too?
Kim: Oh yes! Lucy loves fruit salad. Her favourite fruit is bananas.
Sam: Well, let's buy some bananas then. What else shall we buy?
Kim: Let's buy some mangoes and pineapples too.
Kim: Oh! I want to make Lucy a birthday cake!
Sam: OK. What do we need to buy?
Kim: We need to buy some chocolate, eggs and sugar for the cake.
Jill: I don't want to have cake. I want to eat chips!
Sam: Yes, Jill, we all want to eat chips.

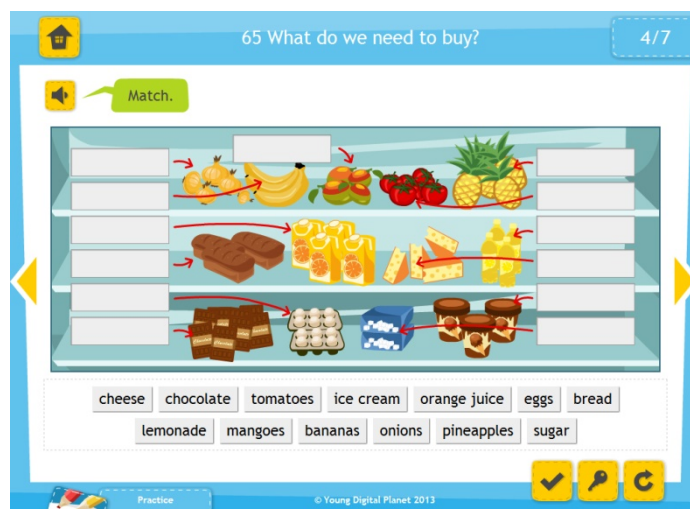
Key: see pictures below





Screen 4

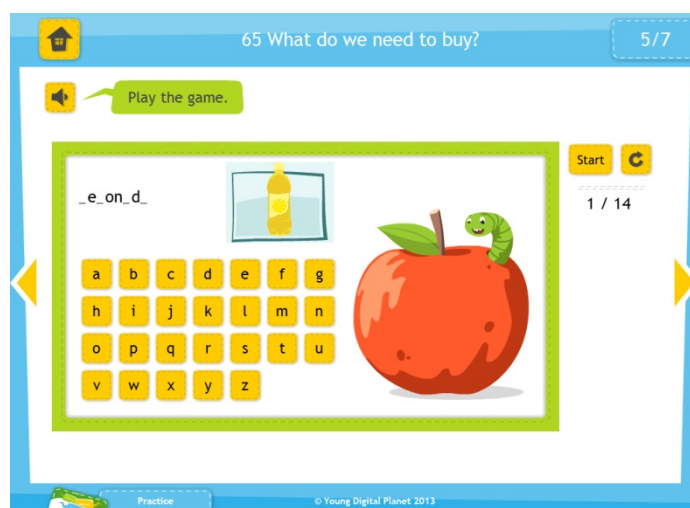
Key:



Screen 5

Key:

1 lemonade 2 orange juice 3 ice cream
4 bread 5 cheese 6 tomatoes 7 onions
8 bananas 9 mangoes 10 pineapples
11 chocolate 12 eggs 13 sugar 14 chips



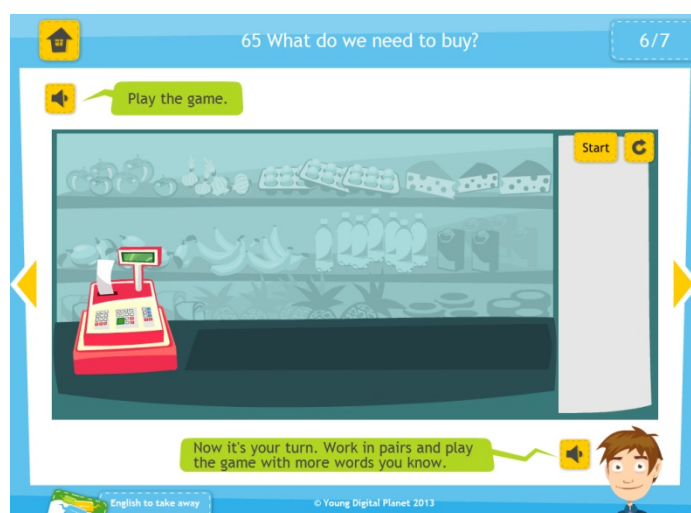
Give the Ss these instructions for the Hangman game. Hangman is a spelling game. The aim is

to find the hidden word by guessing the letters.

The alphabet is set out at the top of the screen.

- Look at the number of letters in the word.
- Guess the first letter, e.g. 'e'. Drag and drop the letter into position in the word.
- Guess the next letter and drag and drop it into position.
- Continue until you have guessed the word.

Screen 6



Give the Ss these instructions for the Shooting game. The aim is to match words written on the right with the pictures.

1. Look at the screen and watch the food items as they appear.
2. Listen and 'shoot' the words you can see on the right. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

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

Tell Ss to work in pairs and play the game with

more words they know.

Additional activity

In pairs ask Ss to write a shopping list for their birthday party. Now get them to all stand up. Ask one pair to say an item on their shopping list that they think nobody else has written. If other Ss have written it, they must sit down. Continue with other pairs.

Additional activity Handout 1 which can be done at any appropriate stage in the lesson.

Handout

- | | |
|-------------------|--------------------|
| 1 drink _____ | 10 pizza _____ |
| 2 lemonade _____ | 11 grape _____ |
| 3 juice _____ | 12 banana _____ |
| 4 ice cream _____ | 13 mango _____ |
| 5 bread _____ | 14 pineapple _____ |
| 6 cheese _____ | 15 cake _____ |
| 7 sandwich _____ | 16 chocolate _____ |
| 8 tomato _____ | 17 sugar _____ |
| 9 onion _____ | |

Handout |

- | | |
|-------------------|--------------------|
| 1 drink _____ | 10 pizza _____ |
| 2 lemonade _____ | 11 grape _____ |
| 3 juice _____ | 12 banana _____ |
| 4 ice cream _____ | 13 mango _____ |
| 5 bread _____ | 14 pineapple _____ |
| 6 cheese _____ | 15 cake _____ |
| 7 sandwich _____ | 16 chocolate _____ |
| 8 tomato _____ | 17 sugar _____ |
| 9 onion _____ | |

Ask Ss to write the plural forms of the countable nouns and to mark nouns that are uncountable with a U.

Key:

1 drinks **2** U **3** U **4** U **5** U **6** U **7** sandwiches **8** tomatoes **9** onions **10** pizzas
11 grapes **12** bananas **13** mangoes **14** pineapples **15** cakes **16** U **17** U

Handout

- 1 drink _____
- 2 lemonade _____
- 3 juice _____
- 4 ice cream _____
- 5 bread _____
- 6 cheese _____
- 7 sandwich _____
- 8 tomato _____
- 9 onion _____

- 10 pizza _____
- 11 grape _____
- 12 banana _____
- 13 mango _____
- 14 pineapple _____
- 15 cake _____
- 16 chocolate _____
- 17 sugar _____

Handout

- 1 drink _____
- 2 lemonade _____
- 3 juice _____
- 4 ice cream _____
- 5 bread _____
- 6 cheese _____
- 7 sandwich _____
- 8 tomato _____
- 9 onion _____

- 10 pizza _____
- 11 grape _____
- 12 banana _____
- 13 mango _____
- 14 pineapple _____
- 15 cake _____
- 16 chocolate _____
- 17 sugar _____

Friends 7 Lesson 66		We went to the supermarket to buy some food.		Grammar & Functions		
Aims	Talking about purpose in the past	Contents	Grammar Infinitive of purpose: <i>go somewhere to do sth</i>	Checklist	Two master handouts for individual work	
	Recycling places in a town and leisure activities.		Vocabulary Places: <i>café, cinema, computer shop, library, market, park, sports centre, supermarket, swimming pool</i> Verbs in present and past tense: <i>buy, can, do, find, go (for a swim), have, help, look, make, play, put, ride, watch</i> Other vocabulary: <i>all, badminton, bike, book, burger, card, computer game, film, flowers, food good, hungry, it's called, now, over there, paper pens, pirates, robot, shall, some, swim, table</i> Everyday English <i>What did you do today?</i> <i>What shall I do?</i> <i>Surprise! Happy birthday!</i> <i>What a brilliant card!</i>		Handout 1 to practise places and activities Handout 2 to practise infinitive of purpose	
	Language Analysis					
	We use the infinitive of purpose, <i>to do sth</i> – to talk about why we are doing or have done something. e.g. <i>We went to the computer shop to buy Lucy a present.</i>					

Procedure

Warm-up Off the screens

1. Ask Ss a warm-up question: *What did you do today / at the weekend / on Sunday?*
2. They should give you some things they did on the day. You may ask them additional question: *Why did you... Because... to...*
3. This will introduce the idea of 'purpose'.
4. Give out Handout 1

Handout 1

1 computer shop		a) buy some pens and paper
2 supermarket		b) watch a film
3 market		c) buy some food
4 sports centre		d) find a book
5 pool		e) go for a swim
6 cinema		f) buy a computer game.
7 park		g) play badminton
8 library		h) have a hamburger
9 café		i) ride our bikes

5. Ask student to match places with the purpose of going there.

Key:

1 f 2 c 3 a 4 g 5 e 6 b 7 i 8 d 9 h

Screen 2

Alex and Tony: *Hi Ben!*

Ben: *Hello! You're here, that's good. You can help me now.*

Tony: *OK. What shall I do?*

Ben asks: *What did you do today?*

Alex: *We went to the computer shop to buy Lucy a present.*

Ben: *Oh, great. What did you buy her?*

Alex: *We bought her a computer game. It's called Robot Pirates!*

Ben says: *Hello, Kim! Hi, Sam!*

Kim and Sam say: *Hi Ben!*

Sam: *We went to the supermarket to buy some food. Look!*

Ben: *Wow! That food's good. Put it on the table over there.*

Pat and Anna say: *Hello Kim!*

Kim says: *Hello! We made all the food. Look.*

Pat: *Mmm. I'm hungry now!*

Kim: *What did you do today?*

Pat: *We went to the market to buy some pens and paper.*

Anna: *Yes, we made a card for Lucy. Look.*

Kim: *What a brilliant card!*

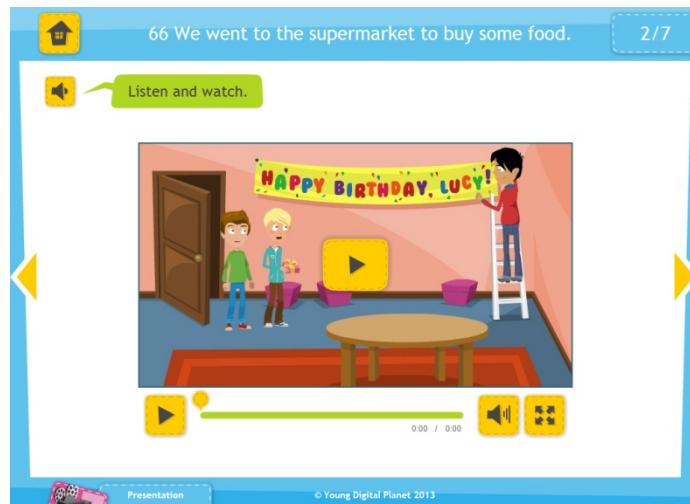
Jill: *Hello!*

Robot: *We went to the park to find some flowers.*

Ben: *The park?!*

Lucy: *Hello?*

Everybody: *Surprise! Happy Birthday!*



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

After watching, check Ss remember the places mentioned and why the characters went there. Use prompts to elicit the correct endings:

They went to the computer shop ... (to buy a computer game).

They went to the supermarket ... (to buy some food).

They went to the market ... (to buy some pens and paper).

They went to the park ... (to find some flowers).

Screen 3

Audio 1:

Ben asks: *What did you do today?*

Alex: *We went to the computer shop to buy Lucy a present.*

Ben: *Oh, great. What did you buy her?*

Alex: *We bought her a computer game. It's called Robot Pirates!*

Audio 2:

Sam: *We went to the supermarket to buy some food. Look!*

Ben: *Wow! That food's good. Put it on the table over there.*

Audio 3:

Kim: *What did you do today?*

Pat: *We went to the market to buy some pens and paper.*

Anna: *Yes, we made a card for Lucy. Look.*

Kim: *What a brilliant card!*

Audio 4:

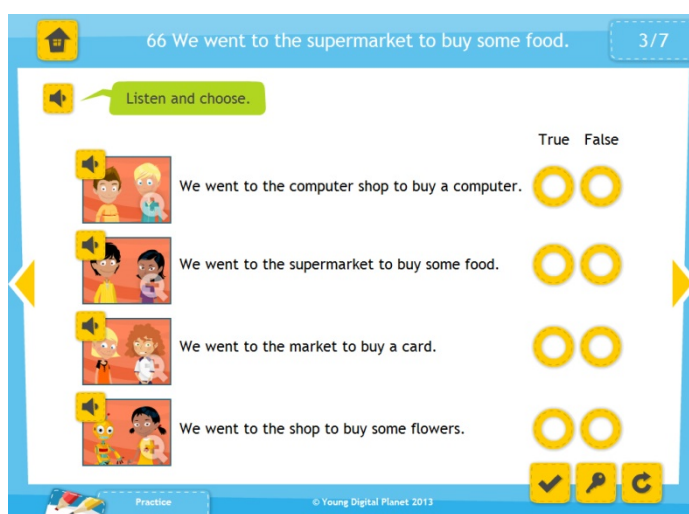
Jill: *Hello!*

Robot: *We went to the park to find some flowers.*

Ben: *The park?!*

Key:

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



66 We went to the supermarket to buy some food. 3/7

Listen and choose.

	True	False
We went to the computer shop to buy a computer.	☐	☐
We went to the supermarket to buy some food.	☐	☐
We went to the market to buy a card.	☐	☐
We went to the shop to buy some flowers.	☐	☐

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Additional activity

Go back to Handout 1 again and give out Handout 2. Students work with two handouts at the same time.

Handout 2

- 1 We went to the c _____ shop _____.
- 2 We went to the s _____.
- 3 We went to the m _____.
- 4 We went to the p _____.
- 5 We went to the c _____.
- 6 We went to the p _____.
- 7 We went to the s _____ centre _____.

Ask Ss to make full sentences about the places and the purpose of going there, using Handout 1 as prompts.

Key:

We went to the computer shop to buy a computer game.

We went to the supermarket to buy some food.

We went to the market to buy some pens and paper.

We went to the park to ride our bikes.

We went to the cinema to watch a film.

We went to the pool to go for a swim.

We went to the sports centre to play badminton.

Screen 4

Key: see pictures below (random order)

We went to the swimming pool			to play badminton.
We went to the library			to watch a film.
We went to the sports centre			to have a burger.
We went to the café			to go for a swim.
We went to the cinema			to ride our bikes.
We went to the park			to find a book.

 66 We went to the supermarket to buy some food.
4/7

 Read and match.

We went to the cinema			to watch a film.
We went to the library			to ride our bikes.
We went to the swimming pool			to play badminton.
We went to the park			to find a book.
We went to the sports centre			to have a burger.
We went to the café			to go for a swim.





Screen 5

Key:

- 1 watch
- 2 have
- 3 play
- 4 have
- 5 ride
- 6 find

66 We went to the supermarket to buy some food. 5/7

Complete.

We went to the cinema to a film.

We went to the café to a burger.

We went to the sports centre to badminton.

We went to the swimming pool to a swim.

We went to the park to our bikes.

We went to the library to a book.

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Screen 6

Audio:

We went to the computer shop to buy a computer game.

We went to the supermarket to buy some food.

We went to the market to buy some pens and paper.

We went to the park to ride our bikes.

We went to the cinema to watch a film.

We went to the pool to go for a swim.

We went to the sports centre to play badminton.

We went to the café to have a hamburger.

We went to the library to find a book.

66 We went to the supermarket to buy some food. 6/7

Play the game and read the sentences. What do you think?

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

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'One armed bandit' game. The aim of the game is to make sentences.

1. Click on the Start button and wait for the words to appear.
2. When the game stops, read the sentence you see.
3. Repeat as many times as you like.

	Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Ask Ss to work in pairs and say the sentences again. Then tell them to make up new sentences with more words they know using the infinitive of purpose.
--	--

Handout 1

1 computer shop		a) buy some pens and paper
2 supermarket		b) watch a film
3 market		c) buy some food
4 sports centre		d) find a book
5 pool		e) go for a swim
6 cinema		f) buy a computer game.
7 park		g) play badminton
8 library		h) have a hamburger
9 café		i) ride our bikes

Handout 2

- 1 We went to the c_____ shop _____.
- 2 We went to the s_____ _____.
- 3 We went to the m_____ _____.
- 4 We went to the p_____ _____.
- 5 We went to the c_____ _____.
- 6 We went to the p_____ _____.
- 7 We went to the s_____ centre _____.

Friends 7 Lesson 67		<i>I bought some chocolate, eggs and sugar to make a cake.</i>		Grammar & Functions	
Aims	Talking about purpose in the past	Contents	Grammar Infinitive of purpose	Checklist	2 master handouts for each student Handout 1 to practise possessive adjectives Handout 2 to practise vocabulary from the model dialogue
	Recycling food vocab		Recycling talking about possession		
	Recycling question words		Vocabulary Food: <i>apples, bread, cake, cheese, chips, chocolate, eggs, food, fruit, fruit salad, onions, pears, pizza, potatoes, sandwich, strawberries, sugar, tomatoes</i>		
			Pronouns: <i>your, yours, hers, mine, my</i>		
			Other vocabulary: <i>bags, bought, some, to make, buy, too, this, that, here, there, in, there is, is there, can, see, there are, more, is this, has got, hasn't got, wanted to, favourite</i>		
			Question words: <i>which, whose, what, who</i> <i>I don't know</i> <i>What else (did you buy)?</i>		
Language Analysis					
Revision of possessive adjectives and pronouns (see Year 3)					
There are two sets of possessive words in English:					

Possessive adjective: *my, your, his, her, our, your, their*

Possessive adjectives are used in front of a noun (like other adjectives) and describe the noun e.g. my book.

The possessive pronouns are: *mine, yours, his, hers, ours, yours theirs*

We use possessive pronoun as a noun in a sentence.

Spelling note:

We never use the possessive pronoun *its* with an apostrophe. We use an apostrophe in *it's* with only to show that a letter is missing, e.g. *it is* or *it has* = *it's*.

I	my	mine
You	your	yours
He	his	his
She	her	hers
it	Its	- (not used)
we	our	ours
you	your	yours
they	their	theirs

Which is your bag? Whose bag is this? Is this your bag?

This is mine/yours/hers. This is my / your / her bag.

We use the infinitive of purpose, *to do sth* – to talk about why we are doing or have done something. e.g.

*We went to the computer shop **to buy** Lucy a present.*

Procedure

Warm-up Off the screens

Revise possessive adjectives:

1. Give out Handout 1

Handout 1

- 1 It's Lucy's birthday today. It's _____ birthday.
- 2 What's your favourite food? _____ food is pizza.
- 3 Kim has got a red bike. _____ bike is beautiful.
- 4 What's Sam's favourite drink? _____ favourite drink is lemonade.
- 5 Alex has got a guitar. _____ guitar is brown.
- 6 'I am Alex and this is _____ house.'
- 7 Tom and Ann have got a car. _____ car is beautiful.
- 8 I have got a cat. _____ ears are big.

2. Ask Ss to fill in the sentences with the missing possessive adjective.

Key:

1 her 2 My 3 her 4 His 5 His 6 my 7 Their 8 Its

3. Remind Ss of possessive pronouns and ask them to change the sentences and use possessive pronouns where possible e.g. *The bike is hers. The guitar is his. The cat is mine etc.* You may want to draw a table of possessive words on the table as a reminder.

Screen 2

Sam: Here are the bags.

Sam: Which one is your bag?

Sue: I don't know. I bought some eggs to make a cake.

Sam: What else?

Sue: I bought some chocolate and sugar too.

Sam: This is yours.

Sam: Whose bag is this?

Kim: I don't know. What's in there?

Sam: There's some bread. I bought some bread! I bought some bread to make sandwiches.

Kim: Is there some cheese? You bought some cheese too, didn't you?

Sam: Yes, I can see some cheese. This is mine.

Sam: There are some strawberries in this bag. Who bought strawberries?

Kim: Me! I bought strawberries.

Sam: What else did you buy?

Kim: I bought some fruit to make a fruit salad. Is there some more fruit in the bag?

Sam: Yes, there are some apples and pears.

Sam: That bag's hers.

Sam: Is this your bag, Tony?

Tony: I don't know.

Sam: What did you buy?

Tony: I bought some onions and tomatoes to make a pizza.

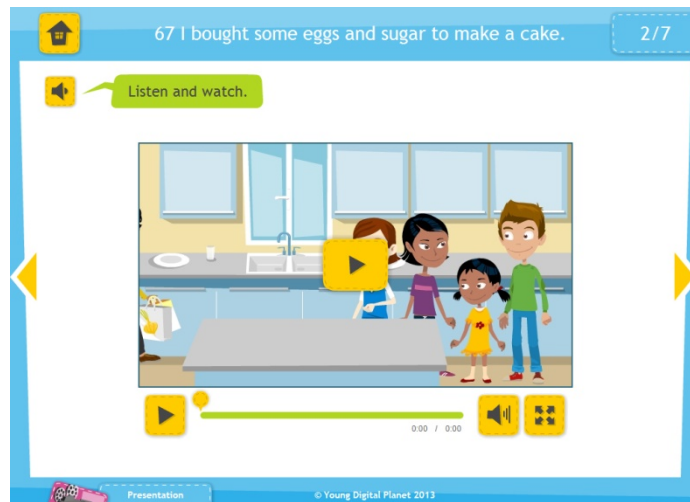
Tony: Sam, this bag hasn't got onions and tomatoes, it's got potatoes.

Sam: Oh, that's my bag.

Everybody: Why did you buy potatoes, Sam?

Sam: Because I wanted to make some chips!

Jill: Thank you, Sam! That's my favourite food!



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

Screen 3



Audio 1:

Sam: Which one is your bag?

Sue: I don't know. I bought some eggs to make a cake.

Sam: What else?

Sue: I bought some chocolate and sugar too.

Sam: This is yours.



Audio 2:

Sam: Whose bag is this?

Kim: I don't know. What's in there?

Sam: There's some bread. I bought some bread to make sandwiches.

Kim: Is there some cheese? You bought some cheese too, didn't you?

Sam: Yes, I can see some cheese. This is mine.



Audio 3:

Sam: There are some strawberries in this bag. Who bought strawberries?

Kim: Me! I bought strawberries.

Sam: What else did you buy?

Kim: I bought some fruit to make a fruit salad. Is there some more fruit in the bag?

Sam: Yes, there are some apples and pears.

Sam: That bag's hers.



Audio 4:

Sam: Is this your bag, Tony?

Tony: I don't know.

Sam: What did you buy?

Tony: I bought some onions and tomatoes to make a pizza.

Sam: There are some onions and tomatoes in this bag.

Tony: It's mine.

After doing the activity, enlarge the pictures and ask Ss to remind everybody what there is in the bag.



Audio 5:

Tony: Sam, this bag hasn't got onions and tomatoes, it's got potatoes.

Sam: Oh, that's my bag.

Everybody: Why did you buy potatoes, Sam?

Sam: Because I wanted to make some chips!

Key: see above (random order)

Screen 4

Audio 1:

Sam: Which one is your bag?

Sue: I don't know. I bought some eggs to make a cake.

Sam: What else?

Sue: I bought some chocolate and sugar too.

Sam: This is yours.

Audio 2:

Sam: Whose bag is this?

Kim: I don't know. What's in there?

Sam: There's some bread. I bought some bread! I bought some bread to make sandwiches.

Kim: Is there some cheese? You bought some cheese too, didn't you?

Sam: Yes, I can see some cheese. This is mine.

Audio 3:

Sam: There are some strawberries in this bag. Who bought strawberries?

Kim: Me! I bought strawberries.

Sam: What else did you buy?

Kim: I bought some fruit to make a fruit salad. Is there some more fruit in the bag?

Sam: Yes, there are some apples and pears.

Sam: That bag's hers.

Audio 4:

Sam: Is this your bag, Tony?

Tony: I don't know.

Sam: What did you buy?

Tony: I bought some onions and

67 I bought some eggs and sugar to make a cake.
4/7

Read and choose. Now listen and check.



Sam: Which / Whose one is your bag?

Sue: I bought some eggs, chocolate and sugar to make a cake.

Sam: This is your / yours .



Sam: Which / Whose bag is this?

Kim: I don't know. What's in there?

Sam: There's any / some bread and cheese.

Sam: I bought / buys bread and cheese to make sandwiches.

Sam: This is mine.



Sam: There is / are some strawberries in this bag.

Who / Whose bought strawberries?

Kim: Me, I bought strawberries.

Sam: What / Who else did you buy?

Kim: I bought some fruit to make a fruit salad.

tomatoes to make a pizza.

Sam: *There are some onions and tomatoes in this bag.*

Tony: *It's mine.*

Audio 5:

Tony: *Sam, this bag hasn't got onions and tomatoes, it's got potatoes.*

Sam: *Oh, that's my bag.*

Everybody: *Why did you buy potatoes, Sam?*

Sam: *Because I wanted to make some chips!*

Key:

1 Which, yours

2 Whose, some, bought

3 are, Who, What

4 got, my, Why

Screen 5

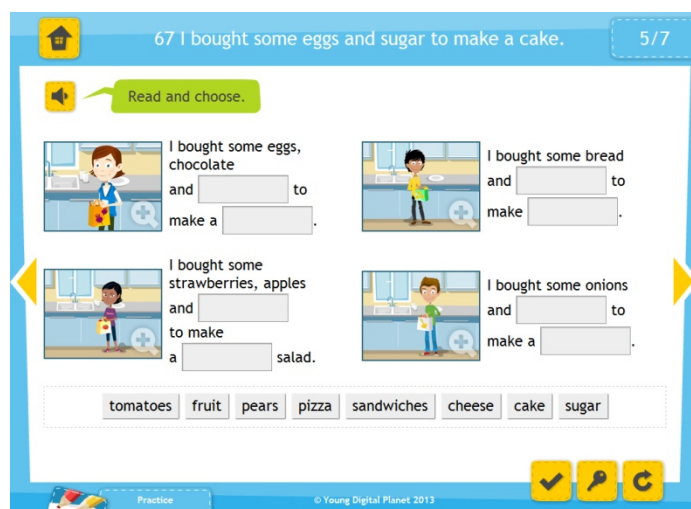
Key: (from left to right)

1 sugar, cake

2 cheese, sandwiches

3 pears, fruit

4 tomatoes, pizza



67 I bought some eggs and sugar to make a cake. 5/7

Read and choose.

I bought some eggs, chocolate and _____ to make a _____.

I bought some bread and _____ to make _____.

I bought some strawberries, apples and _____ to make a _____ salad.

I bought some onions and _____ to make a _____.

tomatoes fruit pears pizza sandwiches cheese cake sugar

Practice © Young Digital Planet 2013

Extension activity: Ask Ss to make up similar sentences about other foods .e.g. Suggest more ideas, e.g. *lemonade*. Elicit *I bought some lemons and sugar to make some lemonade*.

Screen 6

Sam: Which one is your bag?

Sue: I don't know. I bought some eggs to make a cake.

Sam: What else did you buy?

Sue: I bought some chocolate and sugar too.

Sam: This is yours.



Give the Ss these instructions for the 'Read and match' 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.

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

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

Additional activity

Give out Handout 2

Handout 2

Sam: Here are the bags.

Sam: Which one is your (1) _____?

Sue: I don't know. I bought some eggs to make a (2) _____.

Sam: What (3) _____?

Sue: I bought some chocolate and sugar too.

Sam: This is yours.

Sam: Whose bag is this?

Kim: I don't (4) _____. What's in there?

Sam: There's some bread. I bought some bread! I bought some bread to make (5) _____.

Kim: Is there some cheese? You bought some cheese too, didn't you?

Sam: Yes, I can see (6) _____ cheese. This is mine.

Sam: There are some strawberries in this bag. Who bought strawberries?

Kim: Me!! I bought strawberries.

Sam: What else (7) _____ you buy?

Kim: I bought some fruit to make a fruit (8) _____. Is there some more fruit in the bag?

Sam: Yes, there (9) _____ some apples and pears.

Sam: That bag's hers.

Sam: Is this (10) _____ bag, Tony?

Tony: I don't know.

Sam: What did you buy?

Tony: I bought some onions and tomatoes to (11) _____ a pizza.

Tony: Sam, this bag hasn't got onions and tomatoes, it's got potatoes.

Sam: Oh, that's my bag.

Everybody: (12) _____ did you buy potatoes, Sam?

Sam: Because I wanted to make some (13) _____!

Jill: Thank you, Sam! That's my favourite food!

are
bag
cake
chips
did
else
know
make
salad
sandwiches
some
Why
your

Ask Ss to complete the missing words from the conversation in the first screen. The activity can be done as an exercise to practise listening for detail or as a follow-up activity.

Key:

- 1 bag
- 2 cake
- 3 know
- 4 sandwiches
- 5 some
- 6 else
- 7 did
- 8 salad
- 9 are
- 10 your
- 11 make
- 12 Why
- 13 chips

Handout 1

- 1 It's Lucy's birthday today. It's _____ birthday.
 - 2 What's your favourite food? _____ food is pizza.
 - 3 Kim has got a red bike. _____ bike is beautiful.
 - 4 What's Sam's favourite drink? _____ favourite drink is lemonade.
 - 5 Alex has got a guitar. _____ guitar is brown.
 - 6 'I am Alex and this is _____ house.'
 - 7 Tom and Ann have got a car. _____ car is beautiful.
 - 8 I have got a cat. _____ ears are big.
-

Handout 1

- 1 It's Lucy's birthday today. It's _____ birthday.
- 2 What's your favourite food? _____ food is pizza.
- 3 Kim has got a red bike. _____ bike is beautiful.
- 4 What's Sam's favourite drink? _____ favourite drink is lemonade.
- 5 Alex has got a guitar. _____ guitar is brown.
- 6 'I am Alex and this is _____ house.'
- 7 Tom and Ann have got a car. _____ car is beautiful.
- 8 I have got a cat. _____ ears are big.

Handout 2

Sam: *Here are the bags.*

Sam: *Which one is your (1) _____?*

Sue: *I don't know. I bought some eggs to make a (2) _____.*

Sam: *What (3) _____?*

Sue: *I bought some chocolate and sugar too.*

Sam: *This is yours.*

Sam: *Whose bag is this?*

Kim: *I don't (4) _____. What's in there?*

Sam: *There's some bread. I bought some bread! I bought some bread to make (5) _____.*

Kim: *Is there some cheese? You bought some cheese too, didn't you?*

Sam: *Yes, I can see (6) _____ cheese. This is mine.*

Sam: *There are some strawberries in this bag. Who bought strawberries?*

Kim: *Me! I bought strawberries.*

Sam: *What else (7) _____ you buy?*

Kim: *I bought some fruit to make a fruit (8) _____. Is there some more fruit in the bag?*

Sam: *Yes, there (9) _____ some apples and pears.*

Sam: *That bag's hers.*

Sam: *Is this (10) _____ bag, Tony?*

Tony: *I don't know.*

Sam: *What did you buy?*

Tony: *I bought some onions and tomatoes to (11) _____ a pizza.*

Tony: *Sam, this bag hasn't got onions and tomatoes, it's got potatoes.*

Sam: *Oh, that's my bag.*

Everybody: *(12) _____ did you buy potatoes, Sam?*

Sam: *Because I wanted to make some (13) _____!*

Jill: *Thank you, Sam! That's my favourite food!*

are
bag
cake
chips
did
else
know
make
salad
sandwiches
some
Why
your

Friends 7 Lesson 68		Here's the birthday card for Lucy.		Skills	
Aims	Listening	Contents	Vocabulary Colours: <i>black, blue, brown, green, orange, pink, purple, red, white, yellow</i>	Checklist	Coloured pencils
	Listening to and giving instructions.				Two master handouts to practise colours and words connected with the part
	Recycling colours		Park vocabulary: <i>birds, ducks, flowers, grass, pond, sky, tree</i>		Handout 1 to practise describing a picture
			Prepositions: <i>on, in, above</i>		Handout 2 to practise giving instructions and colouring.
			Other vocabulary: <i>birthday card, choose, colour, draw, favourite, fine, good for, Happy Birthday, head, need to, one last thing, see, think, want to</i>		
Language Analysis					
Questions: <i>Do you want to...?</i> <i>Can I/you...?</i> <i>What colour (would you like)?</i> <i>What about...?</i> <i>Shall I...?</i> <i>Why not?</i> <i>Where shall...?</i> <i>What a nice picture!</i>					

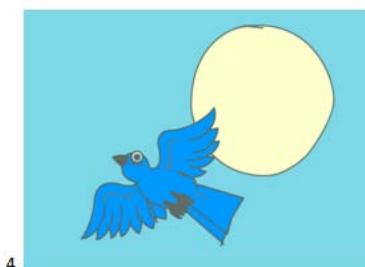
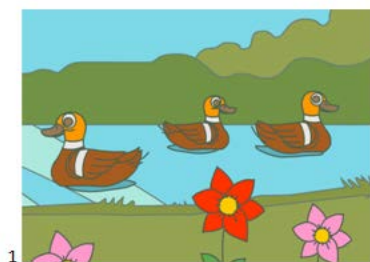
Procedure

Warm-up Off the screens

Revise colours:

1. Give out Handout 1

Handout 1



2. Ask Ss to describe the pictures, use colours and the following words (you may need to pre-teach or revise): *duck, bird, robot, flowers* e.g. *The ducks are brown, the bird is blue and the sun is yellow.*

Screen 2

Pat: Here's the birthday card for Lucy.

Anna: Oh, what a nice picture! Did you draw it?

Pat: Yes. Do you want to colour the picture?

Anna: Oh yes! Can I colour the ducks on the pond?

Pat: Sure! What colour?

Anna: I think brown...with a green head.

Pat: That's a good colour for ducks. What about the duck on the grass?

Anna: That duck is brown with an orange head.

Pat: Can you see the birds?

Anna: Yes. There's one in the sky, and one in the tree. Shall I colour them?

Pat: Yes. Colour the bird in the sky black.

Pat: Now colour the bird in the tree orange.

Anna: An orange bird?

Pat: Why not?

Anna: OK!

Pat: What about the flowers? Can you colour them?

Anna: Of course! What colour would you like?

Pat: Pink! That's my favourite colour.

Anna: OK, some flowers are pink, and some are red. That's my favourite colour.

Pat: Now what about the robot? We need to colour him.

Anna: Yes. What colour?

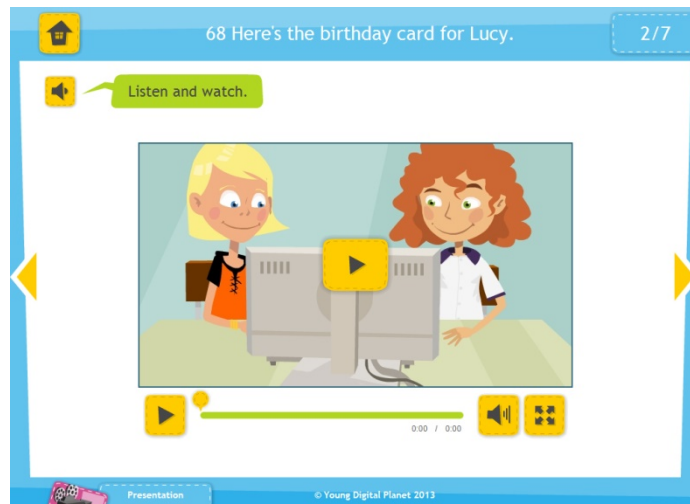
Pat: I don't know. You choose.

Anna: OK. Shall I colour him pink?

Pat: No, the flowers are pink. Colour him purple. Fine.

Pat: One last thing now. Can you write something for me?

Anna: Yes, what?



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.

Pat: Can you write 'Happy Birthday'?

Anna: Of course. Where shall I write it?

Pat: What about in the sky?

Anna: Above the robot's head?

Pat: Yes.

Anna: OK.

Anna: It's finished now. What do you think?

Pat: It's great!

Screen 3



Audio 1:

Anna: Can I colour the ducks on the pond?

Pat: Sure! What colour?

Anna: I think brown...with a green head.

Pat: That's a good colour for ducks.



Audio 2:

Pat: Can you see the birds?

Anna: Yes. There's one in the sky, and one in the tree. Shall I colour them?

Pat: Yes. Colour the bird in the sky black.



Audio 3:

Pat: Now colour the bird in the tree orange.

Anna: An orange bird?

Pat: Why not?

Anna: OK!



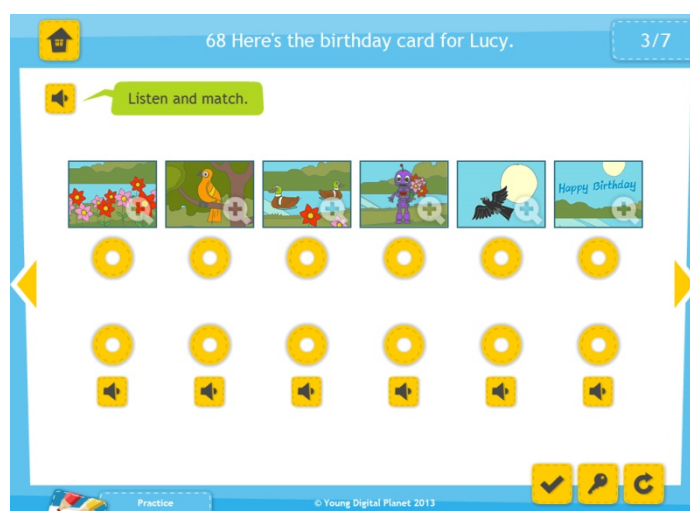
Audio 4:

Pat: What about the flowers? Can you colour them?

Anna: Of course! What colour would you like?

Pat: Pink! That's my favourite colour.

Anna: OK, some flowers are pink, and some are red. That's my favourite



colour.



Audio 5:

Pat: Now what about the robot? We need to colour him.

Anna: Yes. What colour?

Pat: I don't know. You choose.

Anna: OK. Shall I colour him pink?

Pat: No, the flowers are pink. Colour him purple.

Fine.



Audio 6:

Pat: Can you write something for me?

Anna: Yes, what?

Pat: Can you write 'happy birthday'?

Anna: Of course. Where shall I write it?

Pat: What about in the sky?

Anna: Above the robot's head?

Pat: Yes.

Anna: OK.

Key: see pictures above (random order)

Screen 4

Audio 1:

Anna: Can I colour the ducks on the pond?

Pat: Sure! What colour?

Anna: I think brown...with a green head.

Pat: That's a good colour for ducks.

Audio 2:

Pat: Can you see the birds?

Anna: Yes. There's one in the sky, and one in the tree. Shall I colour them?

Pat: Yes. Colour the bird in the sky black.

Audio 3:

Pat: Now colour the bird in the tree orange.

Anna: *An orange bird?*

Pat: *Why not?*

Anna: *OK!*

Audio 4:

Pat: *What about the flowers? Can you colour them?*

Anna: *Of course! What colour would you like?*

Pat: *Pink! That's my favourite colour.*

Anna: *OK, some flowers are pink, and some are red. That's my favourite colour.*

Audio 5:

Pat: *Now what about the robot? We need to colour him.*

Anna: *Yes. What colour?*

Pat: *I don't know. You choose.*

Anna: *OK. Shall I colour him pink?*

Pat: *No, the flowers are pink. Colour him purple.*

Fine.

Audio 6:

Pat: *Can you write something for me?*

Anna: *Yes, what?*

Pat: *Can you write 'Happy Birthday'?*

Anna: *Of course. Where shall I write it?*

Pat: *What about in the sky?*

Anna: *Above the robot's head?*

Pat: *Yes.*

Anna: *OK.*

Key: (from left to right)

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

Screen 5

Key:

- 1 Can I colour the ducks on the pond?
- 2 Colour the bird in the sky red.
- 3 Can you colour the flowers?
- 4 What colour would you like?
- 5 We need to colour the robot.
- 6 Shall I colour him purple?
- 7 Can you write something for me.

Can I colour the ducks on the pond?

Colour the bird in the sky red.

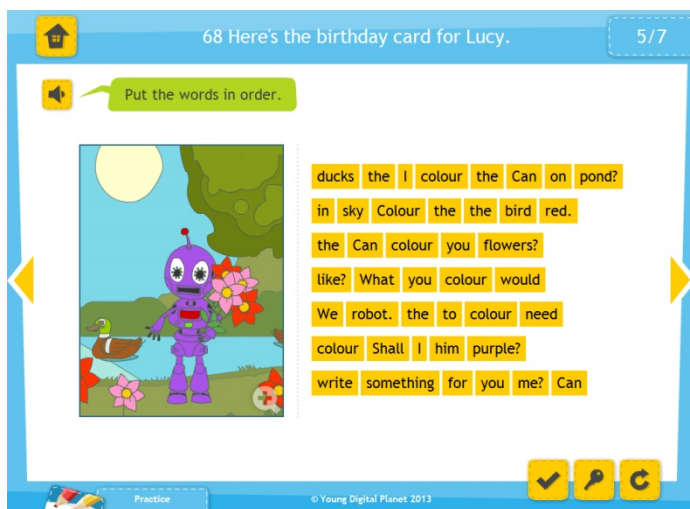
Can you colour the flowers?

What colour would you like?

We need to colour the robot.

Shall I colour him purple?

Can you write something for me?



68 Here's the birthday card for Lucy. 5/7

Put the words in order.

ducks the I colour the Can on pond?
in sky Colour the the bird red.
the Can colour you flowers?
like? What you colour would
We robot. the to colour need
colour Shall I him purple?
write something for you me? Can

Practice © Young Digital Planet 2013

Screen 6

Audio 1:

Anna: Can I colour the birds in the picture?

Pat: Of course. What colour would you like?

Anna: I think the bird in the sky is blue.

Pat: That's a good colour for a bird. What about the bird in the tree?

Anna: I want to colour it green.

Pat: Good idea.

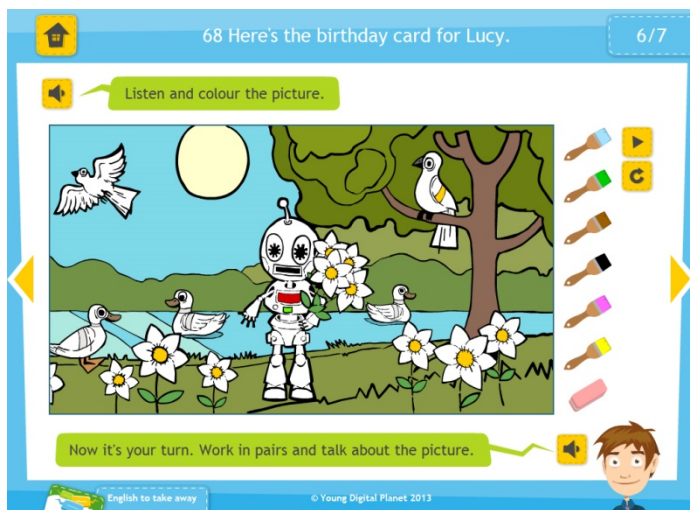
Audio 2:

Pat: Can you see the ducks?

Anna: Oh yes! There are three ducks. Two are on the pond, and one is on the grass.

Pat: Colour the ducks on the pond brown.

Anna: OK, two brown ducks. What about the duck on the grass? Shall I colour it black?



68 Here's the birthday card for Lucy. 6/7

Listen and colour the picture.

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

English to take away © Young Digital Planet 2013

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

1. Click on the audio button and listen to

Pat: Sure.

Audio 3:

Pat: Can you colour the robot now?

Anna: Yes, of course. What colour?

Pat: Colour him pink! That's my favourite colour.

Anna: I know! OK, let's colour the robot pink.

Audio 4:

Anna: We need to colour the flowers now. I want to colour the flowers yellow.

Pat: All the flowers?

Anna: Yes. I want to colour all the flowers yellow.

Pat: OK.

Key: see the picture below



the instructions.

2. Ss use one of the brushes on the right and click the area they want to colour.

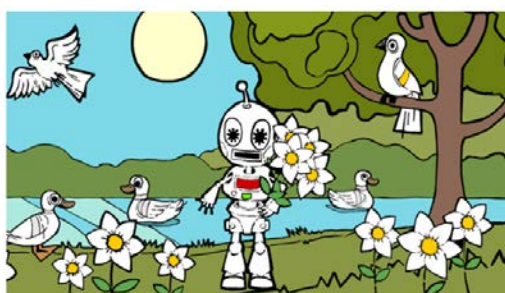
Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell Ss to work in pairs and describe the pictures once it is coloured.

Additional activity

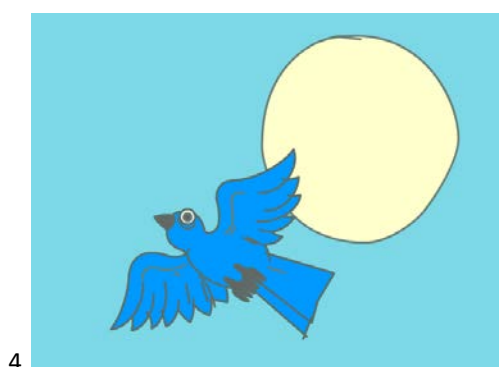
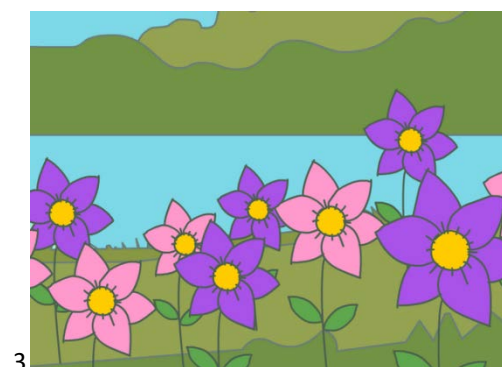
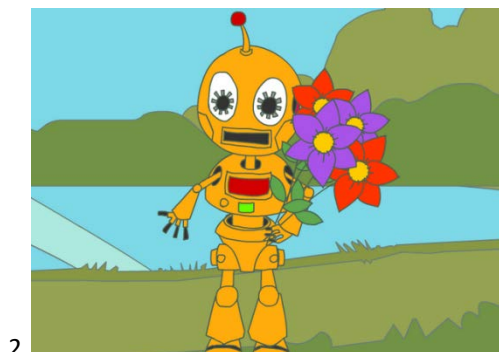
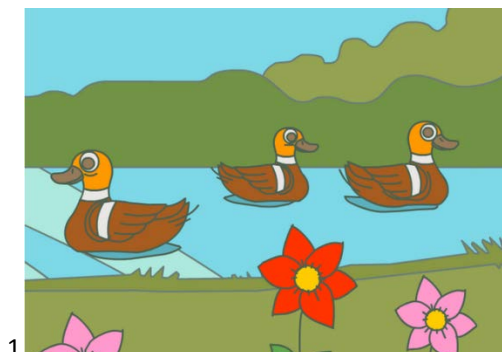
Give out Handout 2

Handout 2

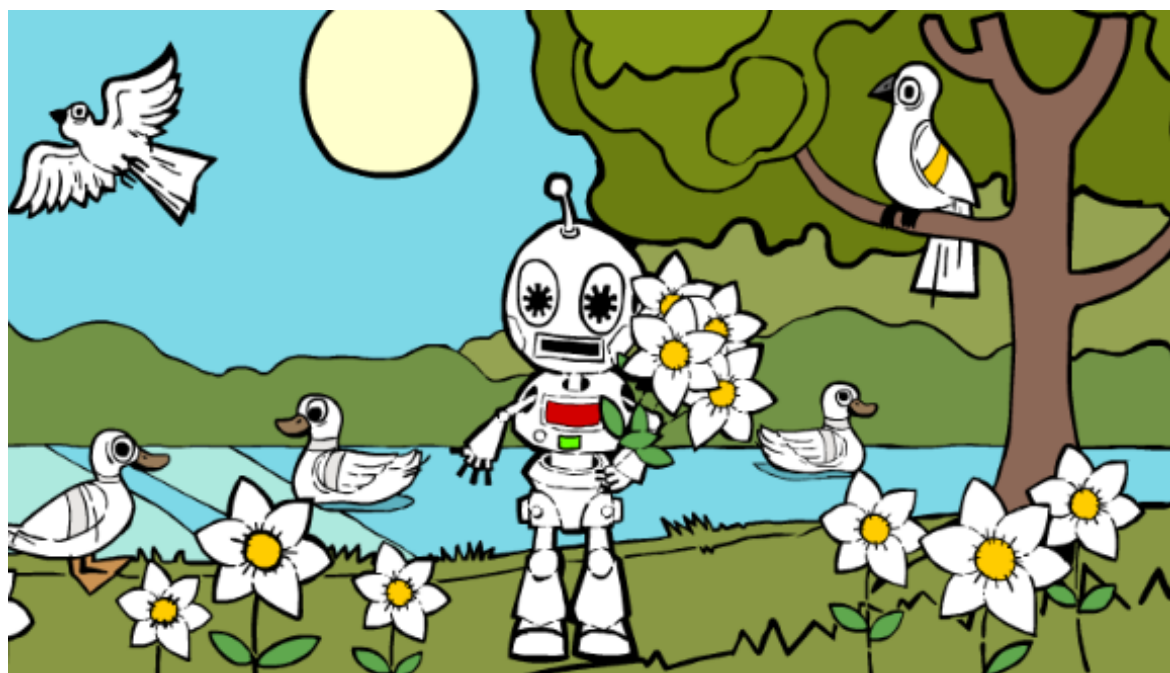


Ask students to work in pairs and give instructions on how to colour the pictures. Ask Student A to give instructions and Student B to colour the picture. Then ask them to swap roles and compare their paintings.

Handout 1



Handout 2



Friends 7 Lesson 69		<i>I went to the market to buy a banana.</i>		Pronunciation	
Aims	Speaking skills	Contents	Pronunciation Consonants	Checklist	1 master handout for each student to practise vocabulary
	Pronunciation of consonants		Vocabulary <i>badge, bag, ball, banana, bike, book, burger, coconut, eggs, elephant, eraser, exercise book, fish, guitar, lemons, mango, map, meat, milk, monkey, onions, pear, pen, pencil, piano, pineapple, potato, present, ruler, scarf, shoes, skates, skirt, socks, strawberries, sugar</i>		
	Recycling vocabulary		Everyday English expressions for playing games: <i>That was quick! It's my turn. Come on! Well done. This is a good game.</i>		
Language Analysis					

badge /bædʒ/
 bag /bæg/
 ball /bɔ:l/
 banana /bə'nɑ:nə/
 bike /baɪk/
 book /bʊk/
 burger, /'bɜ:(r)gə(r)/
 coconut /'kəʊkə,nʌt/
 egg /eg/
 elephant /'elɪfənt/
 eraser /ɪ'reɪzə(r)/
 exercise /'eksə(r)saɪz/
 fish /fɪʃ/
 guitar /gɪ'tɑ:(r)/
 lemons /'lemənz/
 mango /'mæŋgəʊ/
 map /mæp/,
 meat /mi:t/
 milk /mɪlk/
 monkey /'mʌ
 onions /'ʌnjənz/
 pear /peə(r)/
 pen /pen/
 pencil /'pens(ə)l/
 piano /pi'ænəʊ/
 pineapple /'paɪn,æp(ə)l/
 potato /pə'teɪtəʊ/
 present /'prez(ə)nt/
 ruler /'ru:lə(r)/
 scarf /skɑ:(r)f/
 shoes /fu:z/
 skates /skeɪts/
 skirt /skɜ:(r)t/
 socks /sɒks/
 strawberry /'strɔ:b(ə)ri/
 sugar /'ʃʊgə(r)/

Procedure

Warm-up Off the screens

1. Revise vocabulary for the lesson.
2. Give out the Handout.

Handout

1 m _ r _ _ t	-	_____
2 b _ n _ na	-	_____
3 p _ _ r	-	_____
4 _ ilk	-	_____
5 g _ m _	-	_____
6 _ le _ han _	-	_____
7 e _ as _ r	-	_____
8 str _ wb _ rr _ e _	-	_____
9 fi _ _	-	_____
10 b _ d _ e	-	_____
11 m _ _ go	-	_____
12 ba _ l	-	_____
13 b _ o _	-	_____
14 p _ ta _ o	-	_____
15 pi _ no	-	_____
16 pi _ eap _ le	-	_____
17 bu _ g _ r	-	_____
18 ex _ r _ i _ e book	-	_____
19 so _ _ s	-	_____
20 p _ e _ e _ t	-	_____

3. Ask student to complete the missing letters and then practise saying the words aloud focusing on the consonants at the beginning and ends of the word.

Key: 1 market 2 banana 3 pear 4 milk 5 game 6 elephant 7 eraser
 8 strawberries 9 fish 10 badge 11 mango 12 ball 13 book
 14 potato 15 piano 16 pineapple 17 burger
 18 exercise book 19 socks 20 present

Screen 2

Lucy: *I went to the market to buy a banana!*

Alex: *That was quick, Lucy. It's my turn now.*

Alex: *I went to the market to buy a...a...*

Tony: *Come on, Alex!*

Alex: *a...pear!*

Tony: *Well done. It's my turn now.*

Tony: *I went to the market to buy...some milk.*

Sam: *This is a good game. I want to play now.*

Sam: *I went to the market to buy...to buy...an elephant!*

Alex: *You can't buy an elephant at the market!*

Sam: *OK. I went to the market to buy...an eraser.*

Alex: *Fine, you can buy an eraser at the market.*

Kim: *My turn now!*

Kim: *I went to the market to buy some strawberries!*

Everybody: *Wow! Thanks, Kim.*



Exploit the scene by asking the Ss to describe what they can see (the children are playing a game).

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

Additional activity

Ask Ss to act out the dialogue, paying attention to pronunciation of consonants at the ends of words e.g. *market*, *milk*, *elephant* etc.

Screen 3

Lucy: *I went to the market to buy a banana!*

Alex: *That was quick, Lucy. It's my turn now.*

Alex: *I went to the market to buy a...a...*

Tony: *Come on, Alex!*

Alex: *a...pear!*

Tony: *Well done. It's my turn now.*

Tony: *I went to the market to buy...some milk.*

Sam: *This is a good game. I want to play now.*

Sam: *I went to the market to buy...to buy...an elephant!*

Alex: *You can't buy an elephant at the market!*

Sam: *OK. I went to the market to buy...an eraser.*

Alex: *Fine, you can buy an eraser at the market.*

Kim: *My turn now!*

Kim: *I went to the market to buy some strawberries!*

Everybody: *Wow! Thanks, Kim.*

Key:

I went to the market to buy a banana.

I went to the market to buy a pear.

I went to the market to buy some milk.

I went to the market to buy an eraser.

I went to the market to buy some strawberries.



69 I went to the market to buy a banana. 3/7

Listen and put the sentences in order.

I went to the market to buy some milk.

I went to the market to buy a banana.

I went to the market to buy a pear.

I went to the market to buy an eraser.

I went to the market to buy some strawberries.

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Screen 4

Key: see the picture below

I went to the market to buy a **b**adge, a **b**all,
a **b**ag, a **b**ike, a **b**ook and a **b**urger.

I went to the market to buy a **p**en, a **p**encil,
a **p**iano, a **p**ineapple, a **p**resent and
a **p**otato.

I went to the market to buy some **m**eat,
a **m**ango, a **m**ap and a **m**onkey.

I went to the market to some **e**ggs and
an **e**xercise book.

I went to the market to buy some **s**kates,
a **s**kirt, some **s**ocks, some **s**ugar and some
shoes.



69 I went to the market to buy a banana. 4/7

Read and complete.

I went to the market to buy a **s**adge, a **b**all,
a **b**ag, a **b**ike, a **b**ook and a **b**urger.
I went to the market to buy a **p**en, a **p**encil,
a **p**iano, a **p**ineapple, a **p**resent and
a **p**otato.
I went to the market to buy some **m**eat,
a **m**ango, a **m**ap and a **m**onkey.
I went to the market to some **e**ggs and
an **e**xercise book.
I went to the market to buy some **s**kates,
a **s**kirt, some **s**ocks, some **s**ugar and some
shoes.

Screen 5

Audio 1:

Sam: I went to the market to buy a
coconut.

Audio 2:

Kim: I went to the market to buy some a
fish.

Audio 3:

Lucy: I went to the market to buy a
guitar.

Audio 4:

Tony: I went to the market to buy some
lemons.

Audio 5:

Alex: I went to the market to buy some
onions.

Audio 6:

Lucy: I went to the market to buy a
ruler.

Key:

please see above for the underline
letter (random order)



69 I went to the market to buy a banana. 5/7

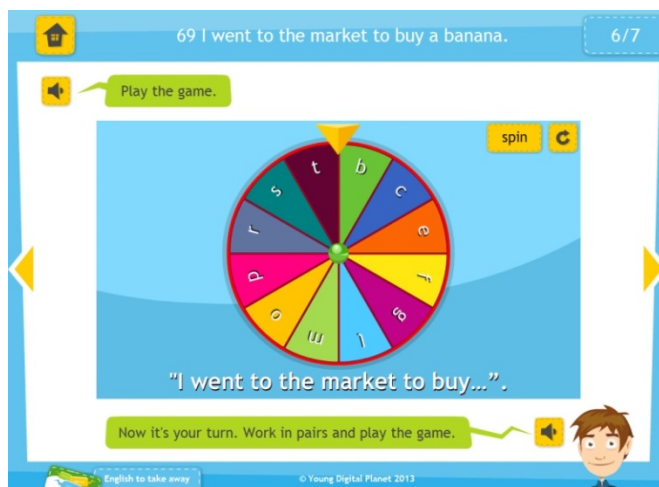
Listen and match.

Practice © Young Digital Planet 2013

Ask Ss to match the pictures with the audio. The pictures represents the first letter of the thing they went to buy.

Screen 6

I went to the market to buy...



Give the Ss these instructions for the game. The aim is to practise the words introduced in the lesson.

1. Look at the screen and click the Spin button in order to spin the wheel.
2. Wait for the wheel to stop at a letter and say a word that starts with it.
3. Say the whole sentence (starting 'I went to the market to buy ..') from the bottom of the screen with the word you chose.

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

Tell Ss to work in pairs and play the game with more words they know.

Additional activity: Ask Ss to make their own coloured wheel and put their own letters on it, then make up new sentences.

Handout

- | | | |
|------------------------|---|-------|
| 1 m__ r__ t | — | _____ |
| 2 b__ n__ na | — | _____ |
| 3 p__ r | — | _____ |
| 4 __ ilk | — | _____ |
| 5 g__ m__ | — | _____ |
| 6 __ le__ han__ | — | _____ |
| 7 e__ as__ r | — | _____ |
| 8 str__ wb__ rr__ e__ | — | _____ |
| 9 fi__ | — | _____ |
| 10 b__ d__ e | — | _____ |
| 11 m__ go | — | _____ |
| 12 ba__ l | — | _____ |
| 13 b__ o__ | — | _____ |
| 14 p__ ta__ o | — | _____ |
| 15 pi__ no | — | _____ |
| 16 pi__ eap__ le | — | _____ |
| 17 bu__ g__ r | — | _____ |
| 18 ex__ r__ i__ e book | — | _____ |
| 19 so__ s | — | _____ |
| 20 p__ e__ e__ t | — | _____ |

Friends 7 Lesson 70		It's very easy to make.		Skills	
Aims	Integrated skills development	Contents	Vocabulary Food: <i>pizza, bread, onions, tomatoes, cheese, meat, fish, sausage, vegetable</i>	Checklist	1 master handout for each student to do a class survey and talk about Ss' favourite food
	Integrated skills around listening to and reading a recipe.		Verbs: <i>need, make, take, put, can, love, like, eat, have</i>		
	Recycling giving instructions.		Other: <i>favourite, very easy to make, some, on, on the top, different, always, in the oven, minutes, for, good, Good morning! Don't forget! That's so good!</i>		
	Language Analysis				
<u>Imperative</u> – We use the imperative to give instructions which in this lesson is in the form of recipes. We also use the imperative to give a warning, a command, advice or requests. It is very easy to form an imperative sentence starting with an infinitive form of a verb without 'to': <i>Close the door.</i> When we make a request, we can add <i>please</i> to make it more polite. <u>Sequencers</u>: <i>first, now, then</i>. When we want to list a sequence of instructions one after another it is natural to connect the sentences with one of these sequencers: <i>first, now and then</i>. <i>like / don't like / my favourite /</i> feɪv(ə)rət/ Note the difference in spellings: favourite (BrE) and favorite (AmE)					

Procedure

Warm-up Off the screens

1. Go around the class and ask the Ss to say what their favourite food is. You may remind them what *favourite* means by saying *I like, I don't like... I like ...most*, you can use gestures to show the concept.
2. Put the Ss in pairs and ask them to discuss what food they like and do not like. In stronger groups they might want to take notes and then report to the class e.g. *Tom likes... He doesn't like...*

Screen 2

Audio:

Good morning! I'm Tony, and my favourite food is pizza. It's very easy to make.

First you need some bread, onions, tomatoes and some cheese.

Take some bread.

Now put the tomatoes and onions on the bread.

Next, put some cheese on the top.

You can put different food on the pizza.

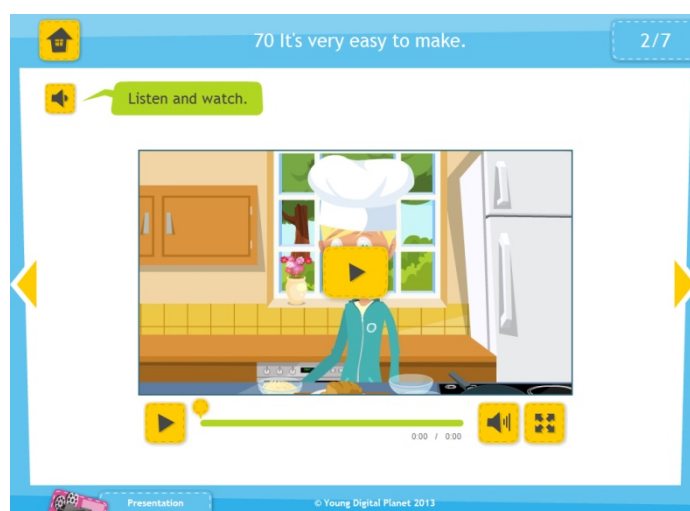
You can put meat or fish, or sausage on it.

But I don't like meat. I love vegetables, and I always put vegetables on my pizza.

Now put the pizza in the oven for 10 minutes.

And now....eat your pizza! Mmmm.

That's so good! What do you like to have on pizza?



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

Ask the Ss to make a list of food they like and do not like on a separate piece of paper and put their names at the top. You could write and draw a sample table on the board to make sure they know what to do.

NAME	
I like	I don't like

When their list is ready, ask them to put a star next to each item to rank the items in order of preference (one star = *I quite like it* and 5 stars - *I absolutely love it*. Ask Ss to work in pairs and exchange the cards they have, talking about the information they can see. E.g. They should look for food with five stars and say: *Oh, so your favourite food is... but you do not like...* Their partners can respond and agree or disagree about their likes and dislikes.

Screen 3

Audio 1:



Take some bread.



Now put the tomatoes and onions on the bread.



Next, put some cheese on the top.

I love vegetables, and I always put vegetables on my pizza.



Now put the pizza in the oven for 10 minutes.



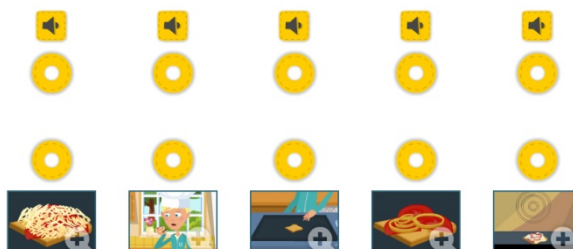
And now....eat your pizza!

Key:

See above (random order)


70 It's very easy to make.
3/7

 Listen and match.







Practice
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Screen 4

Audio 1:

Good morning! I'm Tony, and my favourite food is pizza. It's very easy to make.

First you need some bread, onions, tomatoes and some cheese.

Take some bread.

Now put the tomatoes and onions on the bread.

Next, put some cheese on the top.

You can put different food on the pizza.

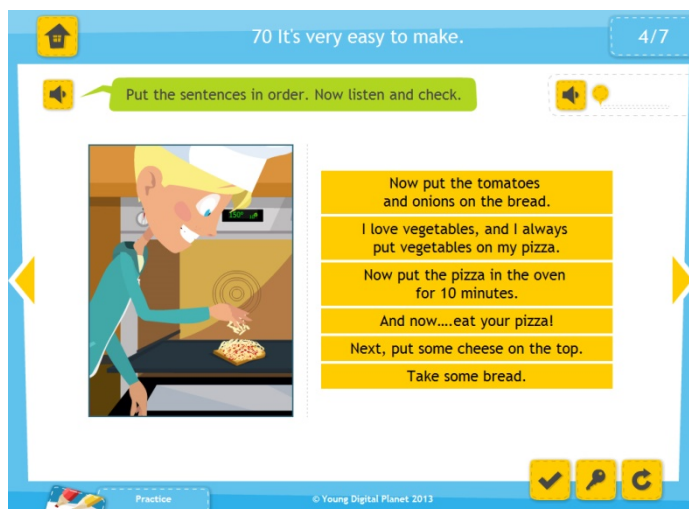
You can put meat or fish, or sausage on it. But I don't like meat. I love vegetables, and I always put vegetables on my pizza. Now put the pizza in the oven for 10 minutes.

And now....eat your pizza! Mmmm.

That's so good! What do you like to have on pizza?

Key:

- 1 Take some bread.
- 2 Now put the tomatoes and onions on the bread.
- 3 Next, put some cheese on the top.
- 4 I love vegetables, and I always put vegetables on my pizza.
- 5 Now put the pizza in the oven for 10 minutes.
- 6 And now....eat your pizza!



70 It's very easy to make. 4/7

Put the sentences in order. Now listen and check.

Now put the tomatoes and onions on the bread.

I love vegetables, and I always put vegetables on my pizza.

Now put the pizza in the oven for 10 minutes.

And now....eat your pizza!

Next, put some cheese on the top.

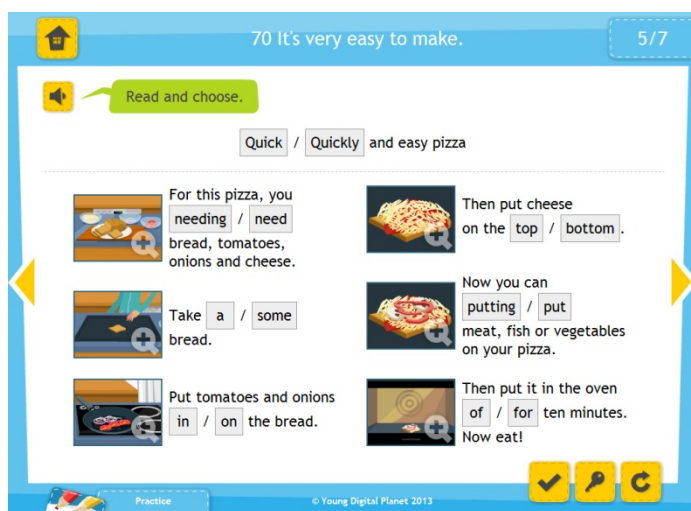
Take some bread.

Practice © Young Digital Planet 2013

Screen 5

Key: (from left to right)

1 quick **2** need **3** top **4** some **5** put **6** on
7 for



Screen 6

Audio 1:

Quick and easy pasta

For this pizza, you need bread, potatoes, onions and cheese.

Take some biscuits.

Put tomatoes and onions on the bread, then put rice on the top.

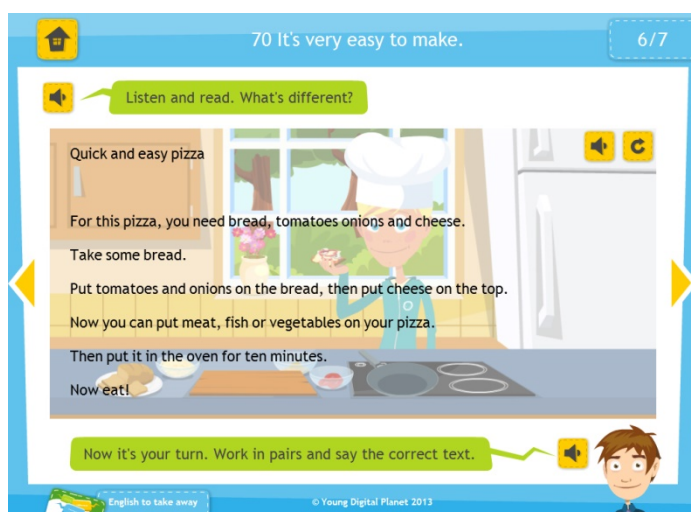
Now you can put meat, fish or fruit on your pizza.

Then put it in the oven for fifteen minutes.

Now drink!

Key:

Differences are underlined above.



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

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

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

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

In stronger groups ask Ss to talk about their favourite pizza, and write a recipe, using the text as a model.

As an extension activity or for homework, ask Ss to bring a recipe to the class for something they like. They could bring a photo or draw a picture of the dish. It could be something easy like their favourite sandwich, pasta, pizza etc.

You can ask them to check with their parents to find out what ingredients they need. Go around the class to see what dishes they want to describe, and help them with vocabulary they need for the recipe.

Additional activity 1

Give out the Handout to do a class survey.

Handout

NAME	FAVOURITE FOOD

Tell Ss work in pairs and ask and answer questions about their favourite food. If possible, they should interview at least seven other people in the class. Then tell them to report back to the class: *Tom's favourite food is...*

Additional activity 2

Put students in pairs. Ask them to give instructions about the way their favourite dish should be prepared.

Handout

NAME	FAVOURITE FOOD