

Friends 5 Lesson 51		<i>What's in the town?</i>		Vocabulary
<b>Aims</b>	Identifying places	<b>Contents</b>	<b>Vocabulary</b> <i>town</i> <i>sports centre</i> <i>bus station</i> <i>bank</i> <i>hospital</i> <i>cinema</i> <i>library</i> <i>map</i>	Handout individual work [anagrams]  Additionally – a map of your town for the warm-up activity (or use the Visual)

### Language Analysis

**Grammar:** We use *there is* and *there are* to say that something exists.

#### Positive Sentences

We use *there is* for singular and *there are* for plural.

*There is one table in the classroom.*

*There are three chairs in the classroom.*

#### Contractions

The contraction of *there is* is *there's*.

*There's a good song on the radio.*

*There's only one chocolate left in the box.*

You cannot contract *there are*.

*There are nine cats on the roof.*

*There are only five weeks until Christmas.*

#### Negative Form

The negative is formed by putting *not* after *is* or *are*:

*There is not a horse in the field.*

*There are not eight children in the school.*

*There is not a tree in the garden.*

*There are not two elephants in the zoo.*

The negative contractions are:

*There's not = There isn't*

*There are not = There aren't*

# Procedure

## Warm-up off the screens

1. Hang the map of the town on the board so that all the Ss can see it.
2. Ask your students some questions concerning the map, e.g. *What's in the town? Is there a cinema in the town?*
3. Give Ss some time to work in pairs and ask them to describe the plan to each other.
4. Monitor the SS and correct whenever necessary.

## Screen 2

**Kim:** *Is this the right town?*

**Sam:** *Let's look at the map. What's in the town?*

**Kim:** *There is a library, a cinema and a hospital ...*

**Sam:** *I can see the hospital! And there's a bus station too.*

**Kim:** *Can you see a sports centre and a bank?*

**Sam:** *Wait a minute ...*

**Sam:** *Yes, I can see a big sports centre and two banks!*

**Kim:** *Then, this is the right town. Let's go.*

**Sam:** *Let's gooooooooooooo!*



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.

Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the dialogue, e.g. *What is there in the town? Is there a bus station in the town?*

## Screen 3

Audio 1:

*There are lots of books here.*

Audio 2:

*There are lots of beds there.*

Audio 3:

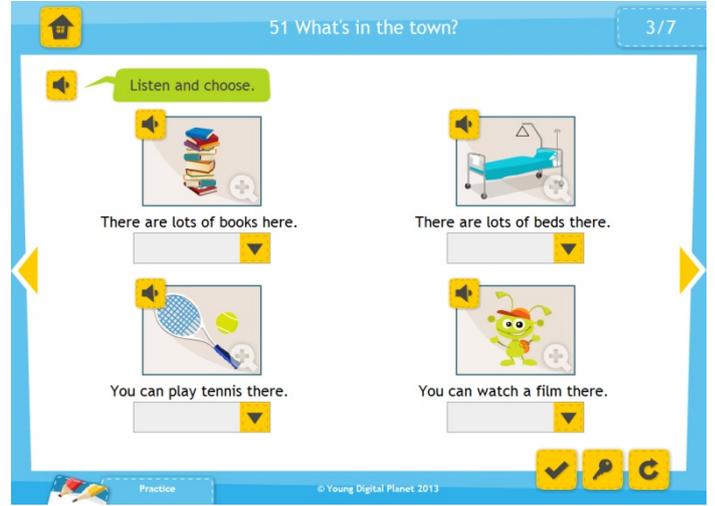
*You can play tennis there.*

Audio 4:

*You can watch a film there.*

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

**1** library **2** hospital **3** sports centre  
**4** cinema



51 What's in the town? 3/7

Listen and choose.

There are lots of books here.

There are lots of beds there.

You can play tennis there.

You can watch a film there.

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Ss try to solve the riddles. Ss choose the correct place according to the description.

Note: Encourage the Ss to read the sentences aloud. Nominate some students to spell the correct answers.

## Screen 4

Audio 1:

*Number one is the sports centre.*

Audio 2:

*Number two is the bank.*

Audio 3:

*Number three is the hospital.*

Audio 4:

*Number four is the bus station.*

Audio 5:

*Number five is the library.*

Audio 6:

*Number six is the cinema.*

**Key:**




51 What's in the town? 4/7

Listen and complete.

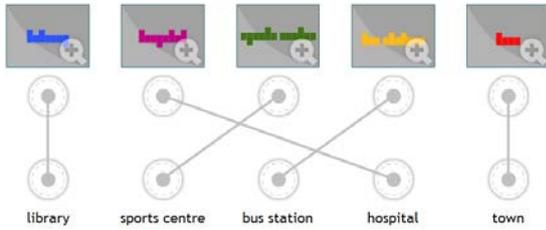
cinema sports centre library bus station hospital bank

Practice © Young Digital Planet 2013

Ss click on the audio next to each number and listen to the information. Then they drag and drop the word into the correct place.

## Screen 5

**Key: (random order of pictures)**



This is a visual word recognition screen. Each coloured block represents a word shape. The Ss' task is to match each word with its block representation.

Note: Ss can draw the shapes of other words they know and play a word guessing game.

## Screen 6

Audio:

town  
library  
sports centre  
bus station  
bank  
hospital  
cinema



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.

	<ol style="list-style-type: none"><li>1. The alphabet is set out at the top of the screen.</li><li>2. Look at the number of letters in the word.</li><li>3. Click on the audio and fill in the missing letters.</li><li>4. Click the letter and if it is correct, the letter appears in the word; if not correct, the 'hangman' starts to lose power.</li><li>5. Continue until you have guessed the word.</li></ol>
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Additional activity – Handout

## Handout

1. icamen                    \_ \_ \_ \_ \_
2. tropss nectre        \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
3. biraryl                 \_ \_ \_ \_ \_
4. notw                    \_ \_ \_ \_
5. spohialt                \_ \_ \_ \_ \_ \_ \_ \_
6. sub tinosta            \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
7. knab                    \_ \_ \_ \_

1. Give out the Handout to each of the Ss.
2. Ss unscramble the letters to get the words connected with the lesson.
3. Nominate some Ss to read out and spell the correct words.

**Key:** 1. cinema 2. sports centre 3. library 4. town 5. hospital 6 bus station 7 bank

## Handout

1. icamen

— — — — —

2. tropss nectre

— — — — — — — — — —

3. biraryl

— — — — —

4. notw

— — — —

5. spohialt

— — — — —

6. sub tinosta

— — — — — — — — — —

7. knab

— — — —

# VISUAL



Friends 5 Lesson 52		<i>Where's the train station?</i>		Grammar & Functions	
<b>Aims</b>	Locating buildings in a town Identifying <i>Where's the...?</i>	<b>Contents</b>	<b>Vocabulary</b> <i>road</i> <i>square</i> Revise: <i>street</i> Everyday English: <i>What's the matter?</i> <i>We need a plan!</i> <i>Good idea!</i>	<b>Checklist</b>	– group and pair work): map (visual). Could also be a real map of your town/city
<b>Language Analysis</b>					
<p><b>Hint:</b> <i>What's the matter?</i> and <i>What's the matter with you?</i> – the phrase has two meanings</p> <p>1. Is there something wrong with you?; Are you ill?  <i>Bill: What's the matter with you?</i>  <i>Fred: I have this funny feeling in my chest.</i>  <i>Bill: Sounds serious.</i>  <i>Bob: I have to stay home again today.</i></p> <p>2. It can also mean: <i>How very stupid of you! How can you be so stupid?</i> (usually said in anger.)  <i>As Fred stumbled over the step and dumped the birthday cake on the floor, Jane screamed, "What's the matter with you? The party is in fifteen minutes and now we have no cake!"</i></p> <p>***</p> <p>road /'rəʊd/            square /'skweə/</p>					

# Procedure

## Warm-up Off the screens

Visual or a real city map

1. Hang the map of the town on the board so that all the Ss can see it.
2. Ask your students some questions concerning the map, e.g. *Where is the hospital? Is there a cinema in North Road?*
3. Nominate some Ss to answer your questions.
4. Monitor the SS and correct whenever necessary.
5. Ask the Ss to work in pairs and ask each other questions concerning the plan of the town.

## Screen 2

**Kim:** *Oh noooo!*

**Sam:** *What's the matter?*

**Kim:** *Look. I can't ride my bike home.*

**Sam:** *We need a plan! Let's look at the big street map. Where are we? Where's the town square?*

**Kim:** *Here's the town square.*

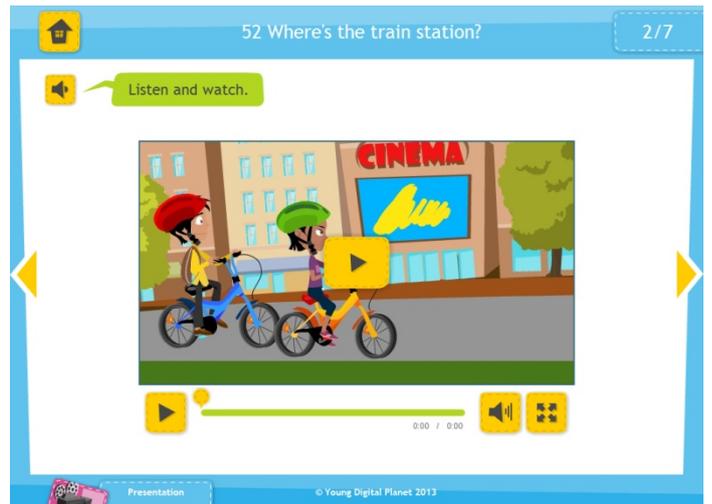
**Sam:** *Well, where's the bus station? And where's the train station? I can't see it!*

**Kim:** *I don't know! Oh look, here! The bus station's on East Street. And the train station is on North Road.*

**Sam:** *Ok, so let's get the bus home.*

**Kim:** *No, I know! Let's get the train home! We can take our bikes on the train.*

**Sam:** *Good idea!*



The screenshot shows a presentation slide with a blue header containing a home icon, the title '52 Where's the train station?', and a page number '2/7'. Below the header is a green button labeled 'Listen and watch.' with a speaker icon. The main content is a cartoon illustration of two children on bicycles on a street. One child is wearing a red helmet and a yellow jacket, and the other is wearing a green helmet and a purple jacket. In the background, there is a building with a sign that says 'CINEMA' and a blue screen displaying a yellow hand. Below the illustration is a yellow play button, a progress bar showing '0:00 / 0:00', and a volume icon. At the bottom of the slide, there is a small icon of a pink phone and the text 'Presentation © Young Digital Planet 2013'.

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.

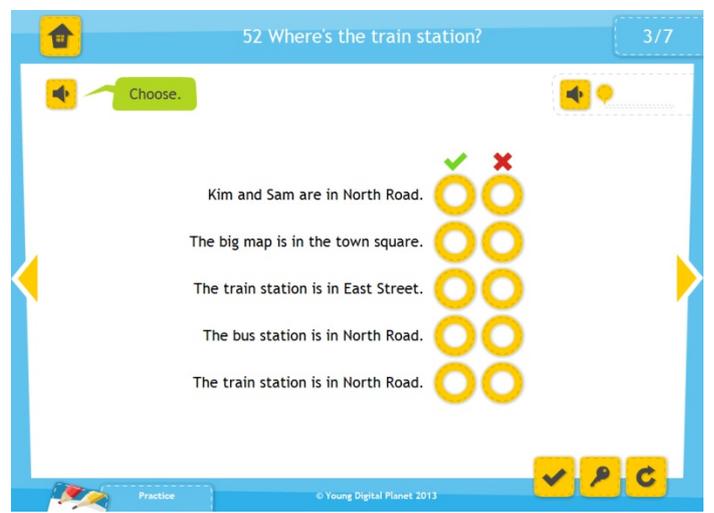
Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the dialogue, e.g. *Where is the bus station? Where is the train station?*

## Screen 3

**Kim:** *Oh noooo!*  
**Sam:** *What's the matter?*  
**Kim:** *Look. I can't ride my bike home.*  
**Sam:** *We need a plan! Let's look at the big street map. Where are we? Where's the town square?*  
**Kim:** *Here's the town square.*  
**Sam:** *Well, where's the bus station? And where's the train station? I can't see it!*  
**Kim:** *I don't know! Oh look, here! The bus station's in East Street. And the train station is in North Road.*  
**Sam:** *Ok, so let's get the bus home.*  
**Kim:** *No, I know! Let's get the train home! We can take our bikes on the train.*  
**Sam:** *Good idea!*

**Key:**

1 F 2 T 3 F 4 F 5 T



52 Where's the train station? 3/7

Choose.

Kim and Sam are in North Road.

The big map is in the town square.

The train station is in East Street.

The bus station is in North Road.

The train station is in North Road.

Practice © Young Digital Planet 2013

Ss click the correct answer depending whether the sentence matches what they hear on the recording or not.

Note: This is an assessment activity based on Screen 2. Ask the Ss to correct all the false sentences.

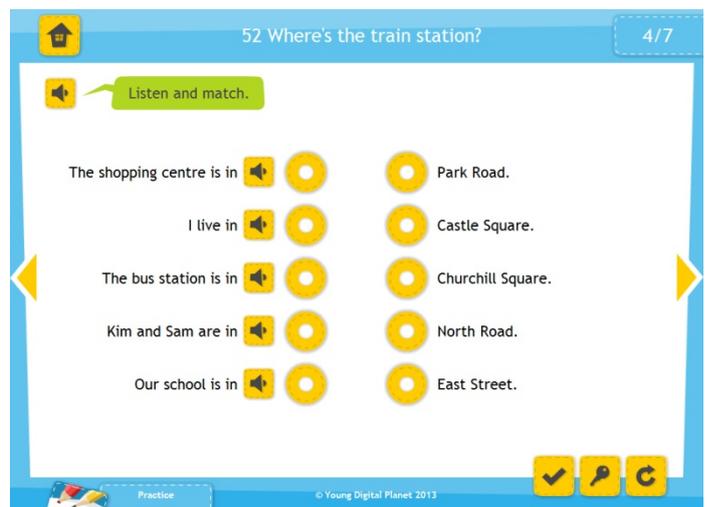
## Screen 4

Audio:

1. *The shopping centre is in Churchill Square.*
2. *I live in Park Road.*
3. *The bus station is in East Street.*
4. *Kim and Sam are in Castle Square.*
5. *Our school is in North Road.*

**Key:**

1. The shopping centre is in Churchill Square.
2. I live in Park Road.
3. The bus station is in East Street.
4. Kim and Sam are in Castle Square.
5. Our school is in North Road.



52 Where's the train station? 4/7

Listen and match.

The shopping centre is in   Park Road.

I live in   Castle Square.

The bus station is in   Churchill Square.

Kim and Sam are in   North Road.

Our school is in   East Street.

Practice © Young Digital Planet 2013

Ss match the halves of the sentences according to the audio material.

## Screen 5

### For the questions:

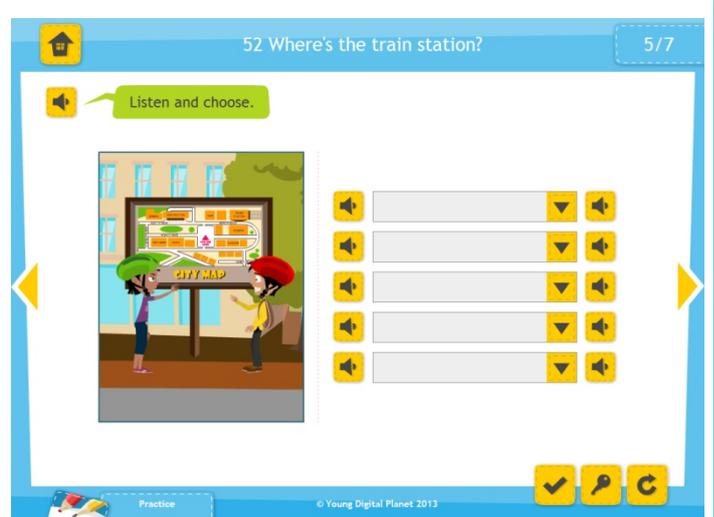
1. *Where's the shopping centre?*
2. *Where's our school?*
3. *Where's my house?*
4. *Where's the bus station?*
5. *Where are Kim and Sam?*

### For the answers:

1. *The shopping centre is in Churchill Square.*
2. *Our school is in North Road.*
3. *I live in Park Road.*
4. *The bus station is in East Street.*
5. *Kim and Sam are in Castle Square.*

### Key:

- 1 In Churchill Square
- 2 In North Road
- 3 In Park Road
- 4 In East Street
- 5 In Castle Square



Ss choose the right answer according to what they hear on the audio material.

Note: Encourage the Ss to repeat the sentences aloud.

## Screen 6

### Audio: (random order)

*Where's the library? It's on South Road.*

*Where's the sports centre? It's on the High Street.*

*Where's the cinema? It's on the High Street.*

*Where's the school? It's on Park Road.*

### Key:

- 1 school 2 library 3 café 4 cinema  
5 sports centre



Give the Ss these instructions for the 'Listen and find' activity. The aim is to find a given place on the map according to the instructions

	<p>on the recording.</p> <ol style="list-style-type: none"><li>1. Look at the plan of the town.</li><li>2. Click on the Start button and listen to the recording.</li><li>3. Click on the correct red building to point the right place according to the recording.</li><li>4. Repeat as many times as you like.</li></ol> <p>Now it's your turn. Students work in pairs and ask each other about some other buildings shown in the picture.</p>
<p>Additional exercise:</p> <ol style="list-style-type: none"><li>1. Ask the Ss to work in pairs.</li><li>2. Ss talk to each other about their town. They ask each other questions, e.g. <i>Where is the train station? It is in South Road.</i></li><li>3. Monitor the Ss and correct whenever necessary.</li></ol>	

# VISUAL



Friends 5 Lesson 53		<i>The bank is opposite the cinema.</i>		Grammar & Functions	
Aims	Locating buildings in a town 2. Preposition – grammar exercises	Contents	<b>Grammar</b> Prepositions of place  <b>Vocabulary</b> <i>Where's the library?</i> <i>It's next to the sports centre.</i>	Checklist	No handout
<b>Language Analysis</b>					
<p><b>Grammar: Prepositions of Place:</b></p> <p><b>In front of</b>  <i>A band plays their music <b>in front of</b> an audience.</i>  <i>The teacher stands <b>in front of</b> the students.</i>  <i>The man standing in the line <b>in front of</b> me smells bad.</i></p> <p><b>Behind</b>  <i>Behind is the opposite of In front of. It means at the back (part) of something.</i>  <i>When the teacher writes on the whiteboard, the students are <b>behind</b> him (or her).</i>  <i>Who is that person <b>behind</b> the mask?</i>  <i>I slowly down because there was a police car <b>behind</b> me.</i></p> <p><b>Next to / Beside</b>  <i>Next to and Beside mean the same thing. They usually refer to a thing (or person) that is at the side of another thing.</i>  <i>At a wedding, the bride stands <b>next to</b> the groom.</i>  <i>Guards stand <b>next to</b> the entrance of the bank.</i>  <i>He walked <b>beside</b> me as we went down the street.</i>  <i>In this part of town there isn't a footpath <b>beside</b> the road so you have to be careful.</i></p>					

# Procedure

## Screen 2

**Teacher:** Now let's finish the map for parents' evening. Where's the bank?

**Alex:** I have it.

**Teacher:** Good. In our town the bank is opposite the cinema. Please put it on the map.

**Teacher:** Where's the hospital in our town?

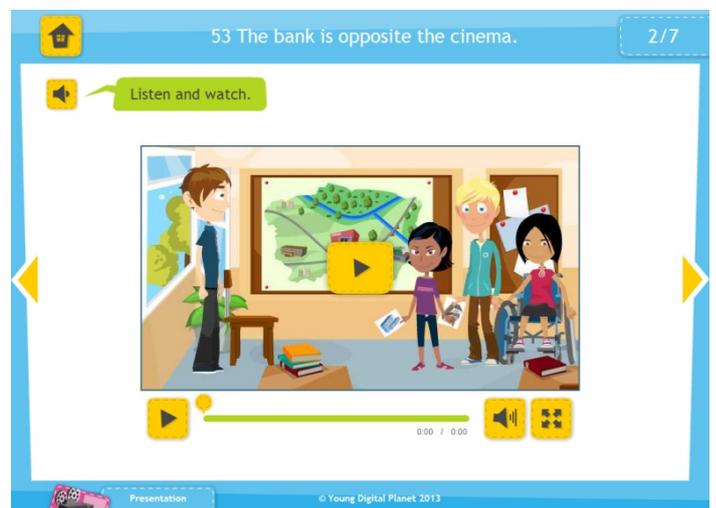
**Kim:** The hospital is next to the bus station.

**Teacher:** OK, put the hospital between the bus station and the park.

**Kim:** Where's the bus station?

**Lucy:** I have it! Robot, put the bus station behind the library ...

No, not there. Put it above the library on the map!



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.

Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the dialogue, e.g. *Where is the hospital? Where is the bus station?*

## Screen 3

**Teacher:** Now let's finish the map for parents' evening. Where's the bank?

**Alex:** I have it.

**Teacher:** Good. In our town the bank is opposite the cinema. Please put it on the map.

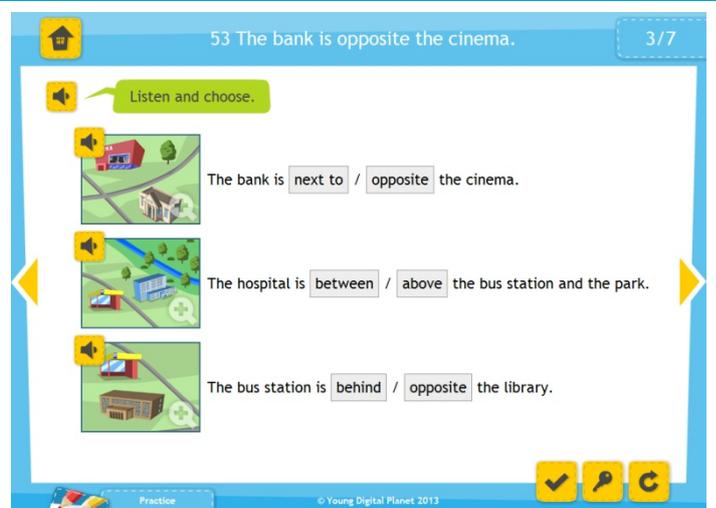
**Teacher:** Where's the hospital in our town?

**Kim:** The hospital is next to the bus station.

**Teacher:** OK, put the hospital between the bus station and the park.

**Kim:** Where's the bus station?

**Lucy:** I have it! Robot, put the bus station behind the library ...



Ss choose the correct preposition of place

*No, not there. Put it above the library on the map!*

**Key:**

1 opposite 2 between 3 behind

according to what they hear in the audio material.

## Screen 4

Audio 1:

*next to*

Audio 2:

*above*

Audio 3:

*opposite*

Audio 4:

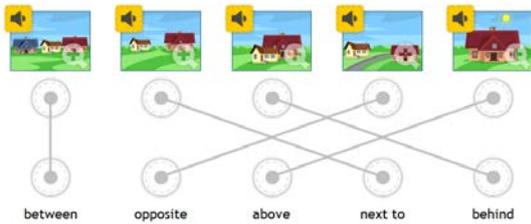
*behind*

Audio 5:

*between*

**Key:**

**Random order of the pictures and the audio**




## Screen 5

**Teacher:** Now let's finish the map for parents' evening. Where's the bank?

**Alex:** I have it.

**Teacher:** Good. In our town the bank is opposite the cinema. Please put it on the map.

**Teacher:** Where's the hospital in our town?

**Kim:** The hospital is next to the bus station.

**Teacher:** OK, put the hospital between the bus station and the park.

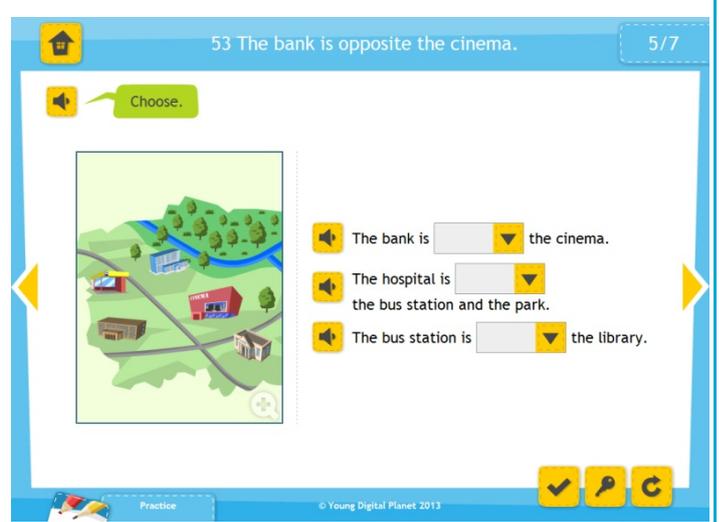
**Kim:** Where's the bus station?

**Lucy:** I have it! Robot, put the bus station behind the library ...

No, not there. Put it above the library on the map!

**Key:**

1 opposite 2 between 3 behind



Ss choose the correct answer according to what they hear on the audio material.

Note: Encourage the Ss to repeat the sentences.

## Screen 6

**Alex:** Where's the library?

**Kim:** It's next to the sports centre.



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. 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.

Note: Sts should work in pairs and ask each other about places in their town. Get the Ss to make a simple map of their own, recycling the public places they have learned, or draw one on the board of an imaginary toy town, for example, then ask and answer where the places are using the Language to take away model.

Friends 5 Lesson 54		<i>The playground is behind the classrooms.</i>		Grammar & Functions	
<b>Aims</b>	Locating places in school	<b>Contents</b>	<b>Grammar</b> Prepositions of place  <b>Vocabulary</b> <i>ground / top floor</i> Everyday English: <i>Love from</i>	<b>Checklist</b>	1 Master handout (individual work): email completion
<b>Language Analysis</b>					
<p><b>Hint:</b> Besides <i>Love from</i>, there also other ways to end an informal letter or an email:</p> <p><b>How To End An Informal Letter</b>            Hugs            Wishing you the best            Write soon            Your friend            Kind thoughts            Take care</p> <p><b>How To End An Informal Email</b>            Keep well            Cheerio            Cheers            Tata for now            Take care            Take it easy            Until next time</p>					

# Procedure

## Warm-up Off the screens

1. Ask the Ss to work in pairs.
2. Ask each student within a pair to draw a picture of his or her school.
3. The Ss' task is to describe their school to each other within a pair saying, e.g. *My classroom is on the first floor. The playground is in front of the school.*
4. Monitor the Ss and correct whenever necessary.

## Screen 2

**Ann:** *So this is your school?*

**Sam:** *Yes, it's not very big. The Year 1 and Year 2 classrooms are here on the ground floor.*

**Ann:** *Where's your classroom?*

**Sam:** *I'm in Year 4. Our classroom is on the top floor. Year 3's classroom is on the top floor too.*

**Ann:** *And where's the playground?*

**Sam:** *It's behind the classrooms on the ground floor.*

**Ann:** *Let's go there now and play!*



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.

Note: Allow the Ss to watch and listen to the animation twice. Ask some questions to check the Ss' understanding of the dialogue, e.g. *Where are year 1 and year 2 classrooms?*

## Screen 3

**Ann:** So this is your school?

**Sam:** Yes, it's not very big. The Year 1 and Year 2 classrooms are here on the ground floor.

**Ann:** Where's your classroom?

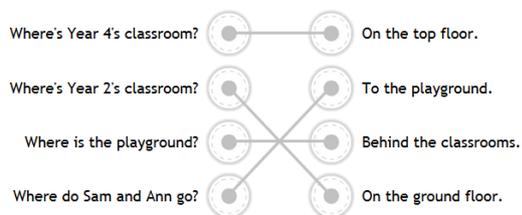
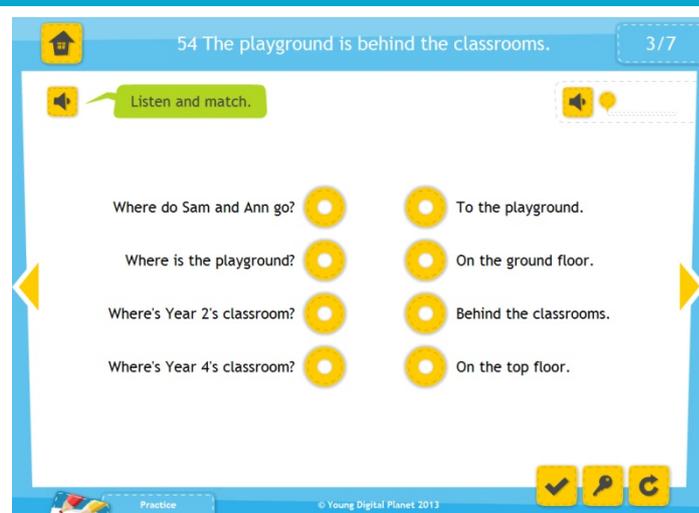
**Sam:** I'm in Year 4. Our classroom is on the top floor. Year 3's classroom is on the top floor too.

**Ann:** And where's the playground?

**Sam:** It's behind the classrooms on the ground floor.

**Ann:** Let's go there now and play!

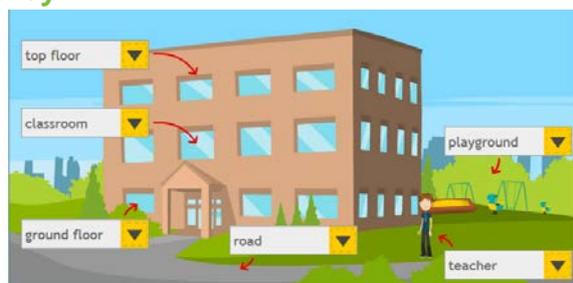
**Key:** (random order)

Ss match questions and answers according to what they hear on the audio material.

## Screen 4

**Key:**




Ss choose the right word that describes a given object in the picture.

Note: Encourage the Ss to spell the words.

## Screen 5

**Ann:**

*Dear Mum,  
Here is a photo of Sam's school. It's not very big – not like my school in New York!*

*Sam is in Year 4 and his classroom is on the top floor. Year 1 and Year 2 have their classrooms on the ground floor. Lucky them, the playground is behind their classrooms!  
Love from Ann*

**Key:**

1 top 2 ground 3 playground



Ss complete the text according to what they hear on the recording.

## Screen 6

**Audio:**

*Lucy is on the ground floor.  
Sam is on the top floor.  
Ann is in the playground.*



Give the Ss these instructions for the game. The aim is to match the jigsaw pieces in the correct place.

1. Look at the screen.
2. Listen to the audio and match the puzzles to the correct place.

Repeat until you match all the puzzles.

Additional activity – Handout

## Handout

Dear Mum,

My school is

---

The year 1 and 2 classrooms are

---

Year 3 has its classroom

---

The playground is

---

---

Love,

---

1. Give out the Handout to each of the Ss.
2. Ask the Ss to complete the email about their own school.
3. Nominate some students to read their letters aloud.

## Handout

Dear Mum,

My school is

---

The year 1 and 2 classrooms are

---

Year 3 has its classroom

---

The playground is

---

---

Love,

---

Friends 5 Lesson 55		<i>Two big cities.</i>		Skills	
Aims	Reading and listening skills: practice	Contents	<b>Vocabulary</b> <i>skyscraper</i> <i>real</i> <i>city</i> Everyday English: <i>It's called ..</i>	Checklist	Bring a map of Paris (if you do not have such a map print one from the Internet or display online)
<b>Language Analysis</b>					
<p><b>Hint:</b> <i>The Big Apple</i> is a nickname for New York City.</p> <p><i>Skyscraper</i> /' <b>skai</b> , <b>skreɪpə</b>(r)/</p>					

# Procedure

## Warm-up Off the screens

1. Put the map of Paris on the board so that all the Ss can see it.
2. Talk about the city with the SS asking them questions like: *What can you visit in Paris? What is near to Louvre?*
3. Elicit answers from the Ss.
4. Ask the Ss to work in pairs and discuss the map of Paris.

## Screen 2

**Sam:** *I come from London.*

**Ann:** *And I come from New York. There is a big big park in New York. It's called Central Park.*

**Sam:** *There are lots of parks in London. Hyde Park is big too.*

**Ann:** *This is Grand Central Station. It's a train station.*

**Sam:** *This is Victoria Station. It's a train station and a bus station.*

**Ann:** *Times Square is near to Central Park.*

*There are lots of skyscrapers there.*

**Sam:** *Trafalgar Square is in the centre of London. There are lots of birds and four lions there.*

**Ann:** *Lions? In the centre of London?*

**Sam:** *Umm, well, not real lions.*

**Ann:** *Aha! There are real lions in the centre of New York, in Central Park Zoo!*



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.

Note: Allow the Ss to listen to and watch the animation twice to consolidate the dialogue.

## Screen 3

**Sam:** I come from London.

**Ann:** And I come from New York. There is a big big park in New York. It's called Central Park.

**Sam:** There are lots of parks in London. Hyde Park is big too.

**Ann:** This is Grand Central Station. It's a train station.

**Sam:** This is Victoria Station. It's a train station and a bus station.

**Ann:** Times Square is near to Central Park.

There are lots of skyscrapers there.

**Sam:** Trafalgar Square is in the centre of London. There are lots of birds and four lions there.

**Ann:** Lions? In the centre of London?

**Sam:** Umm, well, not real lions.

**Ann:** Aha! There are real lions in the centre of New York, in Central Park Zoo!

### Key:

1 Ann 2 Ann 3 Sam 4 Ann

There is a big park in New York.



This is Grand Central Station. It's a train station.



There are lots of birds and four lions there.



There are real lions in the centre of New York, in Central Park Zoo.



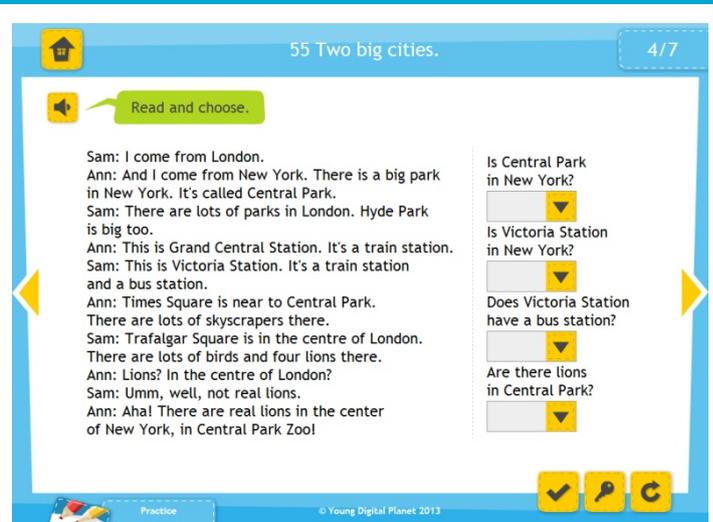

The screenshot shows a practice screen titled '55 Two big cities.' with a progress indicator '3/7'. A green speech bubble asks 'Choose. Ann or Sam?'. Below are four rows of text with two character icons (Ann and Sam) to the right of each row. The text in the rows is: 'There is a big park in New York.', 'This is Grand Central Station. It's a train station.', 'There are lots of birds and four lions there.', and 'There are real lions in the centre of New York, in Central Park Zoo.' At the bottom, there are icons for 'Practice', a copyright notice '© Young Digital Planet 2013', and buttons for checkmark, search, and refresh.

Students click on the photo of the person who mentions given information.

## Screen 4

### Key:

- 1 Yes, it is.
- 2 No, it isn't.
- 3 Yes, it does.
- 4 Yes, there are.



55 Two big cities. 4/7

Read and choose.

Sam: I come from London.  
Ann: And I come from New York. There is a big park in New York. It's called Central Park.  
Sam: There are lots of parks in London. Hyde Park is big too.  
Ann: This is Grand Central Station. It's a train station.  
Sam: This is Victoria Station. It's a train station and a bus station.  
Ann: Times Square is near to Central Park. There are lots of skyscrapers there.  
Sam: Trafalgar Square is in the centre of London. There are lots of birds and four lions there.  
Ann: Lions? In the centre of London?  
Sam: Umm, well, not real lions.  
Ann: Aha! There are real lions in the center of New York, in Central Park Zoo!

Is Central Park in New York?  
Is Victoria Station in New York?  
Does Victoria Station have a bus station?  
Are there lions in Central Park?

Practice © Young Digital Planet 2013

This is a reading comprehension activity. Ss choose the correct answer to the questions on reading the text.

## Screen 5

### Key:

- 1 There are lots of parks in London.
- 2 It's a train station and a bus station.
- 3 Times Square is near to Central Park.
- 4 There are lots of skyscrapers there.
- 5 Trafalgar Square is in the centre of London.
- 6 There are real lions in Central Park Zoo.



55 Two big cities. 5/7

Put the words in order.

in London. There are lots of parks  
It's a bus station. train station and  
is Central Park. Times Square near to  
lots of there. skyscrapers There are  
London. the centre of is in Trafalgar Square  
in Central Park Zoo. real lions There are

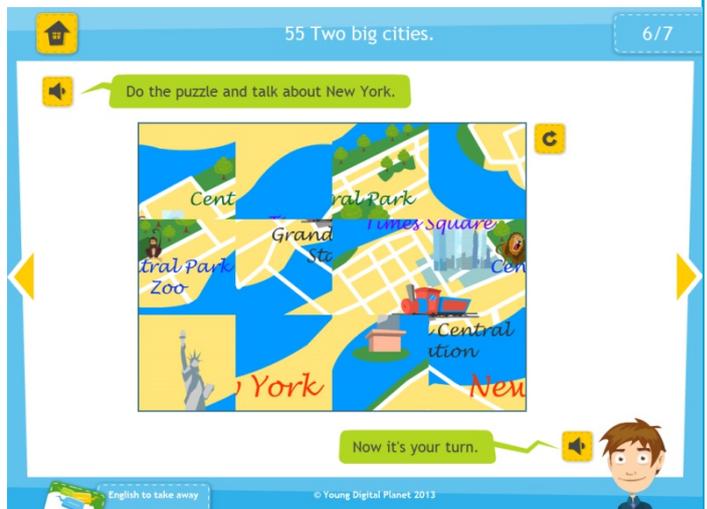
Practice © Young Digital Planet 2013

Ss drag and drop parts of sentences in the correct place to make correct sentences to match the audio material.

Note: Encourage the Ss to read the sentences out loud.

## Screen 6

**Ann:** *Do the puzzle and talk about New York.*



Give the students the instructions for the puzzle.

Drag and drop the jigsaw pieces in the correct place in order to get a full map of New York City.

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

Work in groups and talk about the city, telling what one can see in NY.

Note: Students can work in groups to make a puzzle map of their town,

Friends 5  
 Lesson 56

*Upstairs, downstairs.*

## Vocabulary

<b>Aims</b>	Identifying floors in a building Ordinals	<b>Contents</b>	<b>Grammar</b> Ordinals 1 <sup>st</sup> - 10 <sup>th</sup>  <b>Vocabulary</b> <i>What floor is that?</i> <i>It's the ...</i> <i>wrong</i> <i>lift/elevator</i> <i>first, second, third, up, down</i>	<b>Checklist</b>	1 Master Handout (individual work)
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## Language Analysis

**Grammar:** Ordinal Numbers' Form

 Spelling of Ordinal Numbers: add *-th* suffix to the cardinal number:

*four – fourth*
*eleven – eleventh*

Exceptions:

*one – first*
*two – second*
*three – third*
*five – fifth*
*eight – eighth*
*nine – ninth*
*twelve – twelfth*

In compound ordinal numbers, note that only the last figure is written as an ordinal number:

*421<sup>st</sup> = four hundred and twenty-first*
*5,111<sup>th</sup> = five thousand, one hundred and eleventh*
**Figures**

When expressed as figures, the last two letters of the written word are added to the ordinal number:

*first = 1<sup>st</sup>*

*second = 2nd*

*third = 3rd*

*fourth = 4th*

*twenty-sixth = 26th*

*hundred and first = 101st*

**Note:** lift (BrE) = elevator (AmE)

## Procedure

### Warm-up off the screens

#### Handout

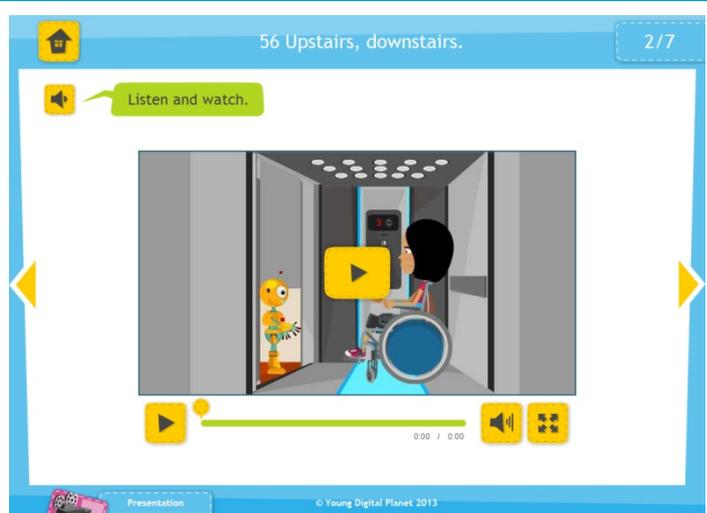
1st	A. third
2 <sup>nd</sup>	B. fifth
3 <sup>rd</sup>	C. seventh
4 <sup>th</sup>	D. first
5 <sup>th</sup>	E. second
6 <sup>th</sup>	F. ninth
7 <sup>th</sup>	G. sixth
8 <sup>th</sup>	H. tenth
9 <sup>th</sup>	I. fourth
10 <sup>th</sup>	J. eighth

1. Give out the Handout to each of the Ss.
2. The Ss should match the number with the word.
3. Nominate some Ss to read out their answers, correct whenever necessary.

**Key:** 1st D, 2nd E, 3rd A, 4th I, 5th B, 6th G, 7th C, 8th J, 9th F, 10th H

## Screen 2

**Lucy:** Come into the lift Robot.  
**Robot:** No thank you. Lifts are not good for Robots. I'm taking the stairs!  
**Lucy:** OK. See you on the ground floor.  
**Lift:** Ground floor.  
**Lucy:** Oh no. Back to the third floor! My bag is in the classroom.  
**Lift:** Second floor.  
**Lucy:** That's good, I've got my bag now. Oh dear, wrong floor!  
**Robot:** Lucy? Where are you? I'm on the first floor now! Lucy, are you here?  
**Lucy:** There you are, Robot! Come on. Stop playing games!

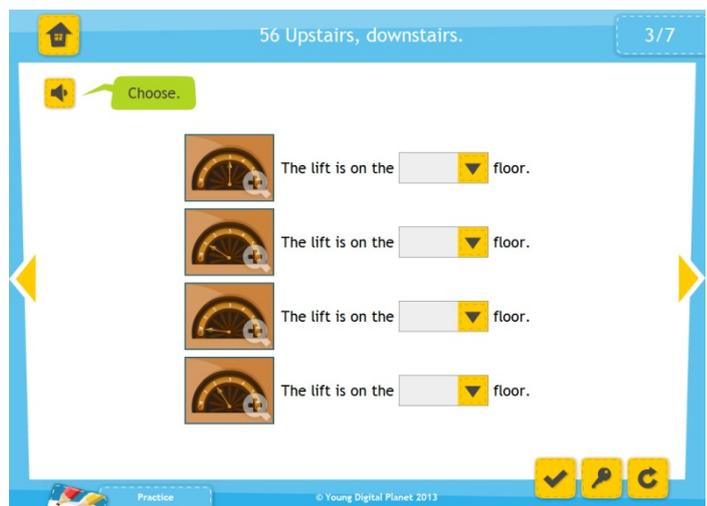


Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Allow the Ss to watch and listen to the animation twice. Check the Ss' understanding of the dialogue by asking questions like: *Where is Lucy? Where is Lucy's bag?*

## Screen 3

**Key:**  
**1** third  
**2** first  
**3** ground  
**4** second



Ss choose the correct answer according to what they see in the picture.

Note: Nominate some students to spell the answers.

## Screen 4

### Key:

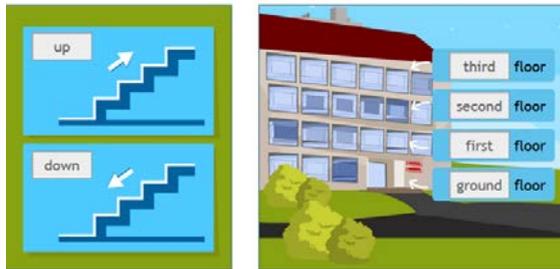
- 1 Lucy is on the ground floor and Robot is on the second floor.
- 2 Robot is on the first floor and Lucy is on the third floor.



SS choose the correct description of each picture.

## Screen 5

### Key:




Ss drag and drop words to match the places in the pictures.

## Screen 6

**Lucy:** What floor is this?

**Robot:** It's the third floor. Go down to the first floor.

**Lucy:** What floor is this?

**Robot:** It's the ground floor. Go up to the second floor.

**Lucy:** What floor is this?

**Robot:** It's the first floor. Go down to the ground floor.

**Lucy:** What floor is this?

**Robot:** It's the first floor. Go down to the ground floor.

**Lucy:** What floor is this?

**Robot:** It's the second floor. Go up to the third floor.

**Lucy:** What floor is this?

**Robot:** It's the first floor. Go up to the second floor.

**Lucy:** What floor is this?

**Robot:** It's the second floor. Go down to the ground floor.



Give the Ss these instructions for the game. The aim is to click the correct number in the lift.

1. Look at the screen.
2. Click 'Start', listen to the recording and 'shoot' the numbers you hear.
3. Repeat until you have 'shot' all the numbers.

Now it's your turn. Students work in pairs and make a game of 'Upstairs, downstairs' in their own building.

# Handout

1 <sup>st</sup>	A. third
2 <sup>nd</sup>	B. fifth
3 <sup>rd</sup>	C. seventh
4 <sup>th</sup>	D. first
5 <sup>th</sup>	E. second
6 <sup>th</sup>	F. ninth
7 <sup>th</sup>	G. sixth
8 <sup>th</sup>	H. tenth
9 <sup>th</sup>	I. fourth
10 <sup>th</sup>	J. eighth

Friends 5 Lesson 57		<i>The toys are on the first floor.</i>		Grammar & Functions	
Aims	Locating floors inside a building	Contents	<b>Grammar</b> Ordinals + noun  <b>Vocabulary</b> <i>top</i> <i>bottom</i> <i>upstairs</i> <i>downstairs</i> <i>sign</i> <i>winner</i> <i>crazy</i> Everyday English: <i>Ready steady go!</i>	Checklist	No handouts
<b>Language Analysis</b>					
<p><b>Note:</b> There is a small but important difference in British and American English: the naming of floors in a building.</p> <p>In British English the floor of a building at street level is called <i>the ground floor</i>. The floor above it is <i>the first floor</i> and the floor below is called <i>the basement</i>.</p> <p>In American English, however, the floor at street level is usually called <i>the first floor</i>. Go up one floor and you are on <i>the second floor</i> (which, of course, is the first floor for the British). The floor below street level is called <i>the basement</i>, the same as in British English.</p> <p>lift (BrE) = elevator (AmE)</p>					

# Procedure

## Warm-up Off the screens

1. Ask Ss to work in pairs or small groups.
2. Ask the Ss to draw a plan of their favourite shopping mall or a department store they visit very often.
3. Give the Ss some time to prepare a short description of this place. Ask them to describe what you can buy on each floor, e.g. *There is a grocery shop on the ground floor. There is a music shop on the first floor.*
4. Nominate some students to present their descriptions.

## Screen 2

**Kim:** *Where are the toys? I can't see them.*

**Ann:** *The sign says they are here on this floor.*

**Kim:** *Where's the sign?*

**Ann:** *At the bottom of the stairs.*

**Kim:** *We're on the wrong floor! The toys are on the first floor.*

**Ann:** *But this is the first floor!*

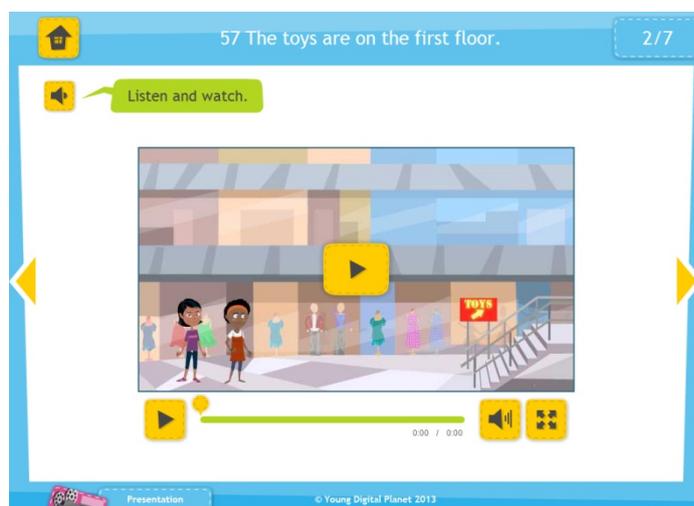
**Kim:** *No it's not. It's the ground floor.*

*The toys are at the top of these stairs on the first floor.*

**Ann:** *Huh? Crazy English. Ground floor then first floor. In America the ground floor is the first floor.*

**Kim:** *Come on. The first one at the top of the stairs is the winner!*

**Ann:** *Ready, steady, 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.

Note: Allow the Ss to listen to and watch the animation more than once to consolidate the dialogue.

## Screen 3

**Kim:** *Where are the toys? I can't see them.*

**Ann:** *The sign says they are here on this floor.*

**Kim:** *Where's the sign?*

**Ann:** *At the bottom of the stairs.*

**Kim:** *We're on the wrong floor! The toys are on the first floor.*

**Ann:** *But this is the first floor!*

**Kim:** *No it's not. It's the ground floor.*

*The toys are at the top of these stairs on the first floor.*

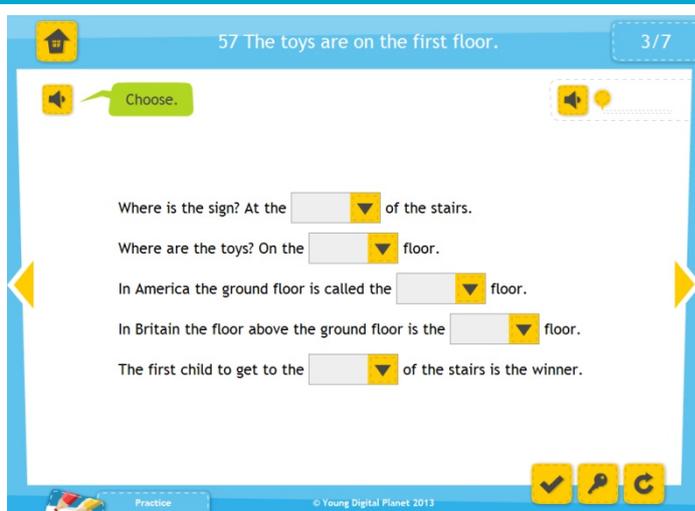
**Ann:** *Huh? Crazy English. Ground floor then first floor. In America the ground floor is the first floor.*

**Kim:** *Come on. The first one at the top of the stairs is the winner!*

**Ann:** *Ready, steady, go!*

**Key:**

1 bottom 2 first 3 first 4 first 5 top



57 The toys are on the first floor. 3/7

Choose.

Where is the sign? At the  of the stairs.

Where are the toys? On the  floor.

In America the ground floor is called the  floor.

In Britain the floor above the ground floor is the  floor.

The first child to get to the  of the stairs is the winner.

Practice © Young Digital Planet 2013

SS choose the correct answer according to the audio material.

Note: This is an assessment activity checking the SS's listening skills. Encourage the Ss to read out the answers.

## Screen 4

Audio 1:

*The sign is at the top of the stairs.*

Audio 2:

*Let's go downstairs.*

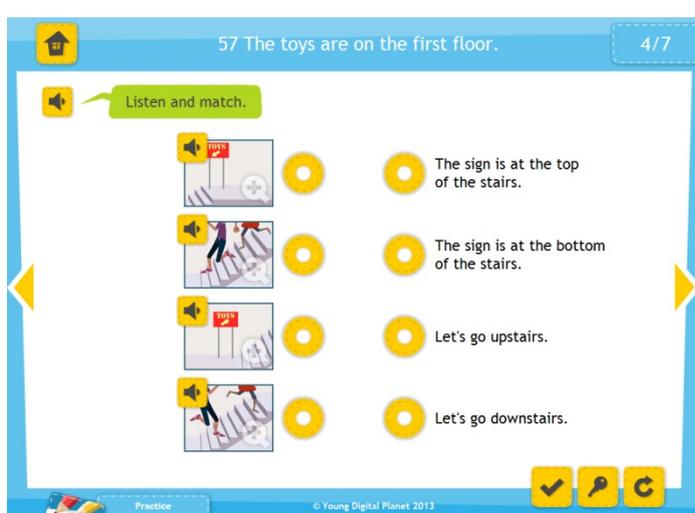
Audio 3:

*The sign is at the bottom of the stairs.*

Audio 4:

*Let's go upstairs.*

**Key:**



57 The toys are on the first floor. 4/7

Listen and match.

	<input type="radio"/>	<input type="radio"/>	The sign is at the top of the stairs.
	<input type="radio"/>	<input type="radio"/>	The sign is at the bottom of the stairs.
	<input type="radio"/>	<input type="radio"/>	Let's go upstairs.
	<input type="radio"/>	<input type="radio"/>	Let's go downstairs.

Practice © Young Digital Planet 2013

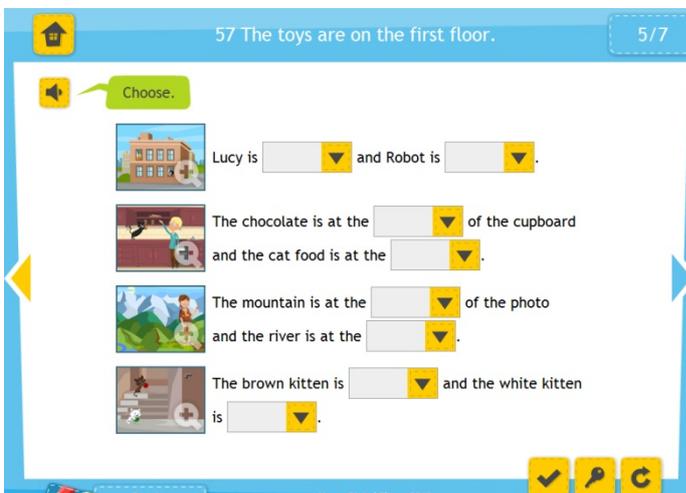
Ss match the pictures and the audio material they hear with the correct sentences.

	 <p>The sign is at the top of the stairs.</p>
	 <p>Let's go upstairs.</p>
	 <p>The sign is at the bottom of the stairs.</p>
	 <p>Let's go downstairs.</p>

## Screen 5

### Key:

- 1 downstairs - upstairs
- 2 top – bottom
- 3 top – bottom
- 4 upstairs – downstairs



57 The toys are on the first floor. 5/7

Choose.

Lucy is  and Robot is .

The chocolate is at the  of the cupboard and the cat food is at the .

The mountain is at the  of the photo and the river is at the .

The brown kitten is  and the white kitten is .

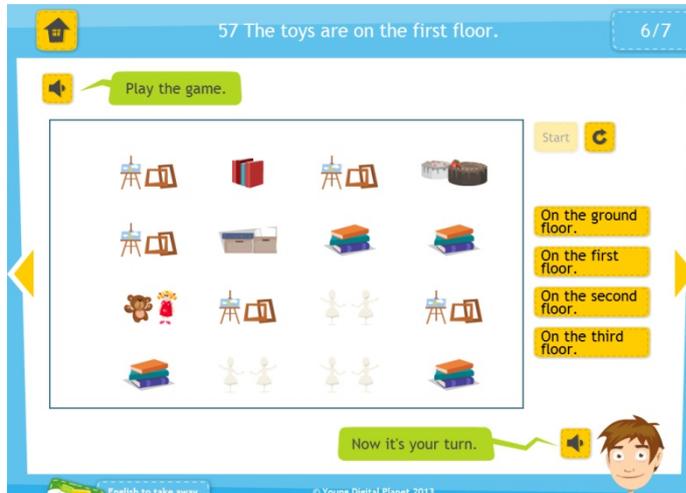
Practice © Young Digital Planet 2013

Ss choose the correct answers according to what they see in the pictures.

## Screen 6

### Audio:

*Where are the toys?  
On the first floor.*



57 The toys are on the first floor. 6/7

Play the game.

Start

On the ground floor.

On the first floor.

On the second floor.

On the third floor.

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the game.

The aim is to decide where the given things are placed.

1. Look at the screen and click the 'Start' button.
2. Listen and 'shoot' the correct floor according to the question and the picture,
3. Repeat until you have 'shot' all the answers.

Now it's your turn. Students play a similar game with other words they know.

For example, they draw a shop with a range of objects on different floors and ask and answer in pairs. eg *Where are the books? They're on the third floor. Where are the computers? They're on the first floor. Where are the clothes? They're on the second floor. Where is the food? It's on the ground floor. etc.*

Additional activity:

1. Ask Ss to draw a department store (4 floors) and place some objects there (toys, food, animals etc.)
2. Ask the Ss to work in pairs.
3. Ask the Ss to ask each other questions about the place of the objects in the picture, e.g. *Where are the carrots? They are on the first floor. Where are the dogs? They are on the ground floor.*
4. Students swap roles to ask and answer the questions.
5. Monitor and correct the Ss whenever necessary.

Friends 5 Lesson 58		<i>Where are the books?</i>		Vocabulary, Grammar & Functions	
<b>Aims</b>	Asking for location and simple directions	<b>Contents</b>	<b>Grammar</b> Imperative  <b>Vocabulary</b> <i>fourth fifth sixth seventh eighth ninth tenth lift/elevator basement</i> revise: <i>above</i>	<b>Checklist</b>	1 Master handout (individual work): converting numbers to ordinals
<b>Language Analysis</b>					
*** third / <b>əʊ</b> ːd/ fifth /'fɪ <b>f</b> ə/ ninth /'naɪ <b>n</b> ə/ above /ə'bi <b>ʌ</b> v/					

# Procedure

## Warm-up Off the screens

### Handout

Change the numbers in blue to ordinal numbers.

1. Is your birthday on \_\_\_\_\_ (10) October?
2. On my \_\_\_\_\_ (1) date I was very nervous.
3. She was \_\_\_\_\_ (2) one at the finish.
4. My father gave my mum the \_\_\_\_\_ (20) tulip.
5. She bought her \_\_\_\_\_ (9) pair of shoes.
6. They have won their \_\_\_\_\_ (6) award.
7. I've won with you \_\_\_\_\_ (3) time!
8. This is the \_\_\_\_\_ (4) time I've been here.
9. He has already scored his \_\_\_\_\_ (5) goal!
10. I have a meeting on \_\_\_\_\_ (7) January.

1. Give out the Handout to each of the Ss.
2. Explain to the Ss the meaning of the sentences but do not pay much attention to grammar (the present perfect in sentences 6,7,8,9,10) – this is not the aim of the task.
3. Ss try to complete the sentences with the ordinal numbers in their written form.
4. Nominate some students to read their answers aloud and spell the words.
5. Correct the Ss whenever necessary.

**Key:** 1 tenth 2 first 3 second 4 twentieth 5 ninth 6 sixth 7 third 8 fourth 9 fifth 10 seventh

## Screen 2

**Sam:** *What can we buy Dad for his birthday?*

**Ann:** *What does he like?*

**Sam:** *He likes reading and working in the garden.*

**Ann:** *Ok, so, let's buy him a book about flowers and trees.*

**Sam:** *Good idea. Ok, book, books, hmmm.*

**Ann:** *Excuse me. Where are the books?*

**Information desk man:** *Take the lift to the ninth floor.*

**Ann:** *Huh? Lift? What's a lift?*

**Sam:** *In America you say elevator, here we say lift.*

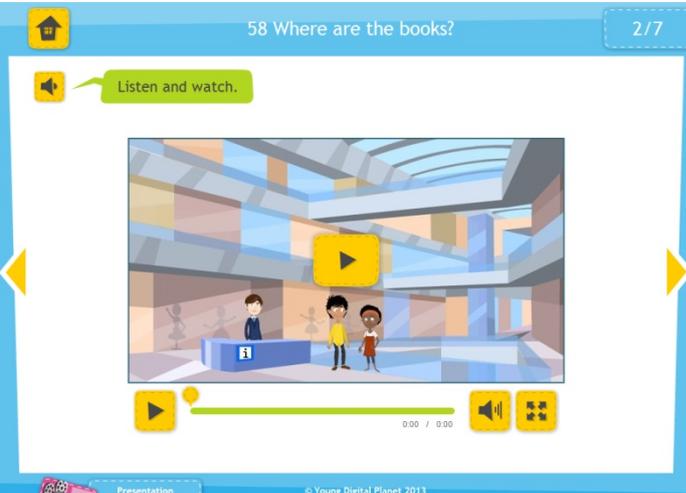
**Ann:** *Crazy English!*

**Sam:** *Oh no, we're going down not up. We're in the basement –! Press the button for the ninth floor.*

**Sam & Ann together:** *Ground floor, first floor, second floor, third floor, fourth floor, fifth floor, sixth floor, seventh floor, eighth floor, ninth floor, oops! Tenth floor!*

**Ann:** *Ninth floor*

**Sam:** *Hooray! Here we are at last!*



58 Where are the books? 2/7

Listen and watch.

© Young Digital Planet 2013

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.

Note: Allow the Ss to listen to and watch the animation twice then ask Ss some questions to check their understanding of the dialogue, e.g. *What does Dad like? Where can you buy books?*

## Screen 3

**Sam:** What can we buy Dad for his birthday?

**Ann:** What does he like?

**Sam:** He likes reading and working in the garden.

**Ann:** Ok, so, let's buy him a book about flowers and trees.

**Sam:** Good idea. Ok, book, books, hmmm.

**Ann:** Excuse me. Where are the books?

**Information desk man:** Take the lift to the ninth floor.

**Ann:** Huh? Lift? What's a lift?

**Sam:** In America you say elevator, here we say lift.

**Ann:** Crazy English!

**Sam:** Oh no, we're going down not up. We're in the basement –! Press the button for the ninth floor.

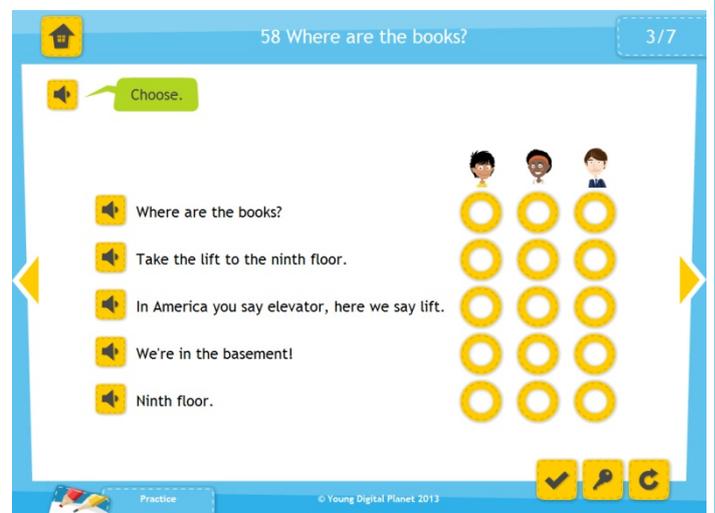
**Sam & Ann together:** Ground floor, first floor, second floor, third floor, fourth floor, fifth floor, sixth floor, seventh floor, eighth floor, ninth floor, oops! Tenth floor!

**Ann:** Ninth floor

**Sam:** Hooray! Here we are at last!

### Key:

1 Ann 2 Information man 3 Sam 4 Sam  
5 Ann



58 Where are the books? 3/7

Choose.

- Where are the books?
- Take the lift to the ninth floor.
- In America you say elevator, here we say lift.
- We're in the basement!
- Ninth floor.

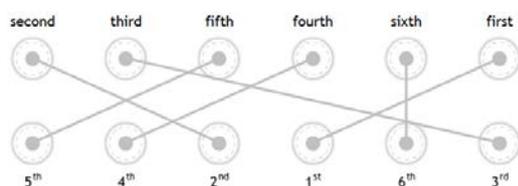
Practice © Young Digital Planet 2013

Students listen to the audio material and click on the person who gives particular information.

## Screen 4

**Key:**

See below (random order)

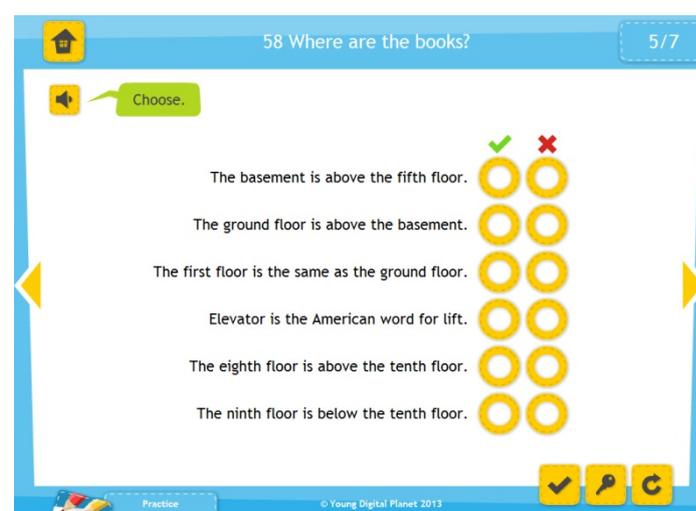



Ss match the written words with their number equivalents.

## Screen 5

**Key:**

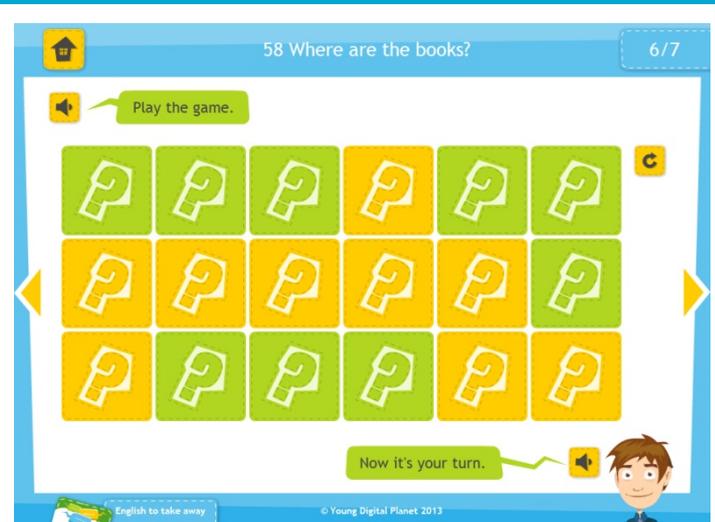
1 F 2 T 3 F 4 T 5 F 6 T



Ss decide if each of the sentences is true or false.

Note: Encourage the Ss to read the sentences aloud and correct the false sentences.

## Screen 6



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

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

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

Change the numbers in blue to ordinal numbers.

1. Is your birthday on \_\_\_\_\_ (10) October?
2. On my \_\_\_\_\_ (1) date I was very nervous.
3. She was \_\_\_\_\_ (2) one at the finish.
4. My father gave my mum the \_\_\_\_\_ (20) tulip.
5. She bought her \_\_\_\_\_ (9) pair of shoes.
6. They have won their \_\_\_\_\_ (6) award.
7. I've won with you \_\_\_\_\_ (3) time!
8. This is the \_\_\_\_\_ (4) time I've been here.
9. He has already scored his \_\_\_\_\_ (5) goal!
10. I have a meeting on \_\_\_\_\_ (7) January.

Friends 5 Lesson 59		<i>One hundred toys.</i>		Skills
Aims	Speaking: chant/song	Contents	<b>Vocabulary</b> Revision: <i>up/down</i> Ordinals: revision	1 Master Handout (individual work); anagrams with ordinals
<b>Language Analysis</b>				
<p><b>Hint:</b> The song in the lesson is played to the tune and rhythm of a nursery rhyme entitled: 'The Grand Old Duke of York', often performed as an action song. The most common modern version is:</p> <p><i>Oh, The grand old Duke of York,            He had ten thousand men;            He marched them up to the top of the hill,            And he marched them down again.</i></p> <p><i>And when they were up, they were up,            And when they were down, they were down,            And when they were only half-way up,            They were neither up nor down.</i></p> <p>Frequently, the audience is asked to "act out" the rhyme by standing up, sitting down, and standing halfway up at the appropriate points in the verse. Sometimes the audience may be asked not to say various words in the poem, for example; they may be asked not to say 'up' and 'down'. The idea is to catch out the participants.</p>				

# Procedure

## Warm-up Off the screens

### Handout

1 1<sup>st</sup> rifts – \_\_\_\_\_

2 2<sup>nd</sup> dcsone – \_\_\_\_\_

3 3<sup>rd</sup> irthd – \_\_\_\_\_

4 4<sup>th</sup> ufhotr – \_\_\_\_\_

5 5<sup>th</sup> fthif – \_\_\_\_\_

6 6<sup>th</sup> xhsit – \_\_\_\_\_

7 7<sup>th</sup> vseeht – \_\_\_\_\_

8 8<sup>th</sup> getihh – \_\_\_\_\_

9 9<sup>th</sup> nniht – \_\_\_\_\_

10 10<sup>th</sup> tnhet – \_\_\_\_\_

1. Give out the Handout to each of the Ss.
2. The Ss' task is to unscramble the letters to get a proper ordinal number which is next to it.
3. Set the time to your SS (remember it's a revision exercise).
4. The student who does the task correctly first – wins and gets a sticker!

## Screen 2

### Audio:

*The lucky little boy  
 He has one hundred toys  
 He takes them up to the top of the house  
 And he takes them down again  
 First he goes up up up  
 And then he goes down down down  
 And then he goes only half-way up  
 Because he needs to sit down.*



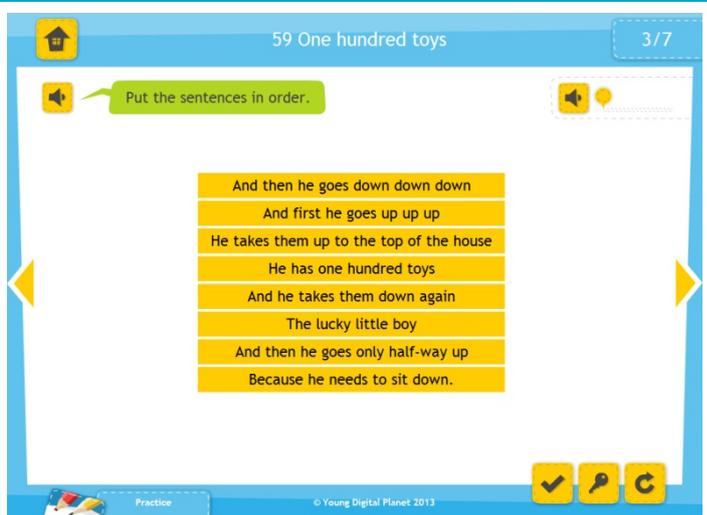
Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Encourage the Ss to sing with the recording on listening to it twice.

## Screen 3

### Key and audio:

The lucky little boy  
 He has one hundred toys  
 He takes them up to the top of the house  
 And he takes them down again  
 And first he goes up up up  
 And then he goes down down down  
 And then he goes only half-way up  
 Because he needs to sit down.



Ss listen to the audio material and put the lines in the correct order. Nominate some students to read the full version of the song.

## Screen 4

**Audio:**

*The lucky little boy  
 He has one hundred toys  
 He takes them up to the top of the house  
 And he takes them down again  
 First he goes up up up  
 And then he goes down down down  
 And then he goes only half-way up  
 Because he needs to sit down.*

**Key:**

1 up 2 down 3 up, up, up  
 4 down, down, down 5 up 6 down



The screenshot shows a digital practice screen titled "59 One hundred toys" with a progress indicator "4/7". It features a "Listen and complete." instruction, a speaker icon, and a central illustration of a boy in a house. To the right of the illustration, the lyrics are displayed with empty boxes for completion: "The lucky little boy", "He has one hundred toys", "He takes them [ ] to the top of the house", "And he takes them [ ] again", "First he goes [ ] [ ] [ ]", "And then he goes [ ] [ ] [ ]", "And then he goes only half-way [ ]", and "Because he needs to sit [ ]". Navigation arrows and a "Practice" button are visible at the bottom.

Ss complete the lyrics according to what they hear on the recording.

## Screen 5

**Key and audio:**

*This clever little girl  
 She has one hundred books  
 She takes them up to the top of the school  
 And she takes them down again  
 First she goes up up up  
 And then she goes down down down  
 And then she goes all the way back up  
 And she takes the lift back down.*



The screenshot shows a digital practice screen titled "59 One hundred toys" with a progress indicator "5/7". It features a "Listen and choose." instruction, a speaker icon, and a central illustration of a girl carrying books up a staircase. To the right of the illustration, the lyrics are displayed with dropdown menus for word selection: "This [ ] little [ ]", "[ ] has one hundred books", "[ ] takes them up to the [ ] of the [ ]", "And she takes them [ ] again", "First she goes [ ]", "And then she goes [ ]", "And then she goes all the way back [ ]", and "And she takes the [ ] back [ ]". Navigation arrows and a "Practice" button are visible at the bottom.

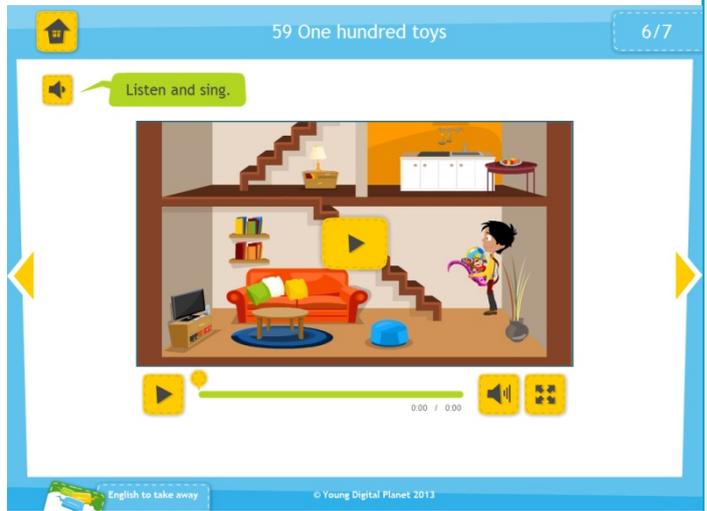
Ss listen to the audio material and choose the correct word to complete the song.

Note: This is the second verse of the song, it doesn't rhyme but the words used in it are all known to the Ss.

## Screen 6

### Audio:

*The lucky little boy  
 He has one hundred toys  
 He takes them up to the top of the house  
 And he takes them down again  
 First he goes up up up  
 And then he goes down down down  
 And then he goes only half-way up  
 Because he needs to sit down.*



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

1. Listen to the whole song.
2. Watch the animation and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

### Additional activity:

1. Ask the Ss to work in pairs.
2. Ss could substitute words in the song (like in Screen 5/7) to make new songs.
3. Nominate some students to present their version of the song.
4. Correct whenever necessary.

## Handout

1 1<sup>st</sup> rifts – \_\_\_\_\_

2 2<sup>nd</sup> dcsone – \_\_\_\_\_

3 3<sup>rd</sup> irthd – \_\_\_\_\_

4 4<sup>th</sup> ufhotr – \_\_\_\_\_

5 5<sup>th</sup> fthif – \_\_\_\_\_

6 6<sup>th</sup> xhsit – \_\_\_\_\_

7 7<sup>th</sup> vseeht – \_\_\_\_\_

8 8<sup>th</sup> getihh – \_\_\_\_\_

9 9<sup>th</sup> nniht – \_\_\_\_\_

10 10<sup>th</sup> tnhct – \_\_\_\_\_