

Friends 6
 Lesson 41

Can you make your bed?

Vocabulary

Aims	Asking and answering questions about ability in the present	Contents	Grammar <i>Can</i> for ability Vocabulary Housework activities: <i>make your bed, wash your clothes, clean your room, feed your pet, take (somebody) to school, cook (dinner), make (breakfast)</i>	Checklist	Two master handouts: anagrams and class survey Pens and pencils
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Language Analysis

Can /kən/ is a modal verb. It doesn't change form, it has no infinitive or participle form. We don't add an -s for the third person singular.

I	can	come.
You		
He/ She/ It		
We		
You		
They		

To form questions we use inversion, e.g. *I can sing but I can't dance. Can you dance? Yes, I can. No, I can't. Can you come to my party? Yes, I can /k æ n/ or No, I can't /ka:nt/.*

The verbs *clean* and *wash*.

to wash means to clean something, usually with soap and water or to clean a part of your body, (usually with soap and water)

to clean means to remove the dirt or dust from something.

Procedure

Warm-up Off the screens

1. Ask your students if they help with the housework at home, if yes, what do they do?
2. Brainstorm the housework activities with the students. Ask if they like/ don't like them.
3. Ask them to watch the animation and check if the characters mention any housework activities they were brainstorming. You may ask them to raise their hands if they hear 'their' activity.

Screen 2

Mr Hill: *Good morning class. Today we're talking about jobs around the house. Can you make your bed? Can you clean your room? Let's find out ... Alex! Can you make your bed?*

Alex: *Yes, I can.*

Mr Hill: *Great. Anyone else? Kim? Good! Lucy? Excellent! Sam? That's fantastic! You can all make your beds. Now, can you wash your clothes?*

Kim: *I can!*

Mr Hill: *Excellent, Kim. Who else? Lucy?*

Lucy: *Yes, I can wash my clothes.*

Mr Hill: *Good for you. Kim and Lucy can wash their clothes. Next, can you clean your room?*

Sam: *I can, but I don't want to.*

Alex: *I can, too.*

Kim: *Me too!*

Mr Hill: *Good for you! Can you cook?*

Kim: *Yes, I can! I can cook pasta.*

Sam: *And I can make breakfast!*

Mr Hill: *Well done, Kim and Sam. OK, now, here's the last one. Can you feed*



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.

your pet?

Alex: *I can, I can! I feed Biscuit every day!*

Lucy: *I can, too! I feed Robot!*

Sam: *I haven't got a pet.*

Mr Hill: *Well, you are all very clever. You can do lots of things!*

Note: Have the students watch the animation 2–3 times. Then read the dialogue in groups.

Screen 3

Mr Hill: *Good morning class. Today we're talking about jobs around the house. Can you make your bed? Can you clean your room? Let's find out ... Alex! Can you make your bed?*

Alex: *Yes, I can.*

Mr Hill: *Great. Anyone else? Kim? Good! Lucy? Excellent! Sam? That's fantastic! You can all make your beds. Now, can you wash your clothes?*

Kim: *I can!*

Mr Hill: *Excellent, Kim. Who else? Lucy?*

Lucy: *Yes, I can wash my clothes.*

Mr Hill: *Good for you. Kim and Lucy can wash their clothes. Next, can you clean your room?*

Sam: *I can, but I don't want to.*

Alex: *I can, too.*

Kim: *Me too!*

Mr Hill: *Good for you! Can you cook?*

Kim: *Yes, I can! I can cook pasta.*

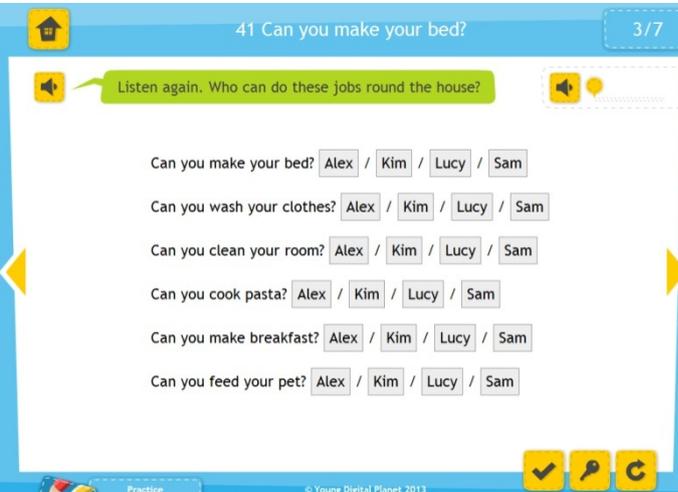
Sam: *And I can make breakfast!*

Mr Hill: *Well done, Kim and Sam. OK, now, here's the last one. Can you feed your pet?*

Alex: *I can, I can! I feed Biscuit every day!*

Lucy: *I can, too! I feed Robot!*

Sam: *I haven't got a pet.*



Mr Hill: *Well, you are all very clever.*

Key:

- 1 Alex, Kim, Lucy, Sam 2 Kim, Lucy
3 Alex, Kim, Sam 4 Kim 5 Sam
6 Alex, Lucy, Sam

Screen 4

Key:

- 1 clean
2 make
3 make
4 cook
5 feed
6 wash



41 Can you make your bed? 4/7

Put the words in the right places.

I can **make** room and
I can **clean** breakfast.
I can **feed** my bed and
I can **wash** pasta.
I can **cook** the pets and
I can **make** my clothes!

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Additional activity.

Give them Handout 1 where they have to put the letters in order to create verbs. The first letter is correct. Later they choose nouns from the box that can follow the verbs (more than one combination is possible).

Handout 1



1. mkea - _____
2. whsa - _____
3. caeln - _____
4. ckoo - _____
5. fdee - _____

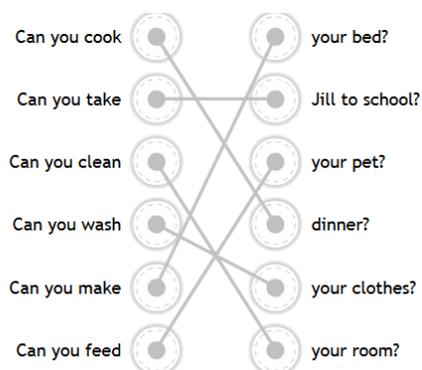
tea pasta a cow the car
your room a horse coffee
the windows breakfast dinner
the table pizza your pet
your face

Key:

1 make (tea, pasta, coffee, breakfast, dinner, pizza) 2 wash (the car, the windows, your pet, wash your face) 3 clean (the car, your room, a horse, the windows, the table) 4 cook (pasta, dinner) 5 feed (a cow, a horse, your pet)

Screen 5

Key:
See below (random order)



Screen 6

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

1. Look at the picture, click on the audio and listen to the question. Think about how to answer it.
2. Answer the question. Repeat as many times as you want to.
3. Ask students to read the questionnaire and mark their answers.

Now it's your turn. Students may write a paragraph about their abilities and compare with a partner.

Ask students to go around the classroom and ask three classmates about what they can or can't do. They should write the student's name at the top of the column. Drill some of the questions students will need to ask before they start, e.g. Can you make your bed? with the correct intonation. If they say *Yes, I can* – put a tick, if they say *No, I can't* – put a cross.

Later they may write a paragraph about what their classmates can or can't do.

Handout 2 (group work)



	Student 1 _____	Student 2 _____	Student 3 _____
1. Can you make your bed?			
2. Can you wash the car?			
3. Can you clean your room?			
4. Can you make breakfast?			
5. Can you cook pasta?			
6. Can you feed your pet?			
7. Can you clean the windows?			

You may also practise vocabulary and play a miming game. Ask a volunteer to come to the front and mime a household activity. If somebody from the classroom knows the activity they say, e.g. *You can make your bed*. Continue until all the activities are shown.

Handout 1



1. mkea - _____

2. whsa - _____

3. caeln - _____

4. ckoo - _____

5. fdee - _____

tea pasta a cow
the car your room
a horse coffee
the windows
breakfast dinner
the table pizza
your pet your face

Handout 2



	Student 1	student 2	student 3
1. Can you make your bed?			
2. Can you wash the car?			
3. Can you clean your room?			
4. Can you make breakfast?			
5. Can you cook pasta?			
6. Can you feed your pet?			
7. Can you clean the windows?			

Friends 6 Lesson 42		<i>Can you cook?</i>		Grammar & Functions	
Aims	Talking about abilities	Contents	<p>Grammar <i>Can</i> for ability</p> <p>Vocabulary Activities: <i>cook (pasta), ride a bicycle, draw (a horse), play the piano, use a computer, drive a car, wash your clothes, make your bed, clean your room, take the bus to school</i></p> <p><i>Don't be silly.</i> <i>You're lucky.</i></p>	Checklist	3 master handouts (Handout 1, 2, 3): collocations and class surveys Pens and pencils
Language Analysis					
<p>There is also a full form of <i>can't</i> – <i>cannot</i>. There is no difference in meaning, <i>can't</i> is less formal and more common in use.</p>					

Procedure

Warm-up Off the screens

1. Ask the students to look at the handout and match the verbs on the left with the phrases on the right.
2. Then students work in pairs and say what they can or can't do.

Handout 1 (pair-work)



- | | |
|----------|-----------------------|
| 1. make | your pet |
| 2. wash | your bed |
| 3. clean | breakfast |
| 4. feed | dinner |
| 5. take | your room |
| 6. cook | your sister to school |
| 7. make | your clothes |

Key:

1 make your bed 2 wash your clothes 3 clean your room 4 feed your pet 5 take your sister to school 6 cook dinner 7 make breakfast 8 feed your pet

Screen 2

Alex: Hey, Lucy, can you cook?

Lucy: Yes, I can. I can cook chicken. I can cook pasta, too.

Alex: Wow, that's fantastic Lucy!

Lucy: Oh! Sam! Can you ride a bicycle?

Sam: Sure! I ride a bicycle every day. I can ride a horse, too!

Lucy: Cool! You're lucky Kim, can you ride a horse?

Kim: No, I can't. But I can draw a horse! I can draw lots of things!

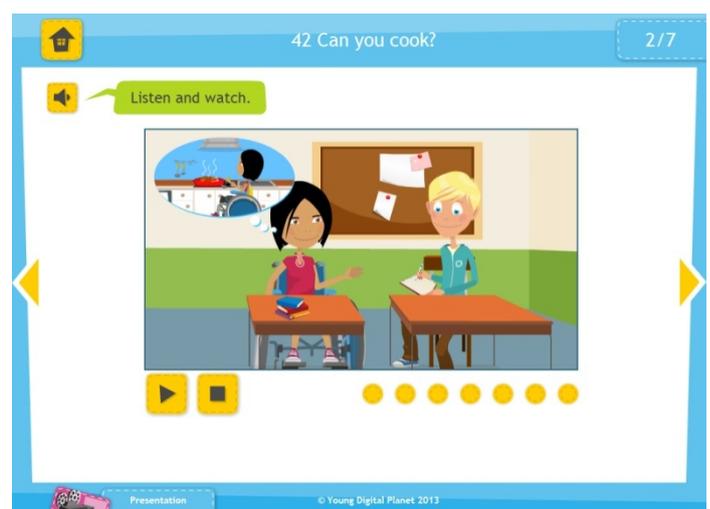
Sam: Me too! Can you play the piano, Kim?

Kim: No, I can't. But my mum can.

Alex: My mum can play the piano, too.

Lucy: Can you use a computer?

Lucy: Of course I can! Don't be silly.



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

Alex, can you swim?
Alex: Yes, I can. Can you swim, Kim?
Kim: Yes, I can, but my sister can't.
Alex: Mr Hill, what can you do?
Mr Hill: I can drive a car. I've got a nice red car.

understanding.

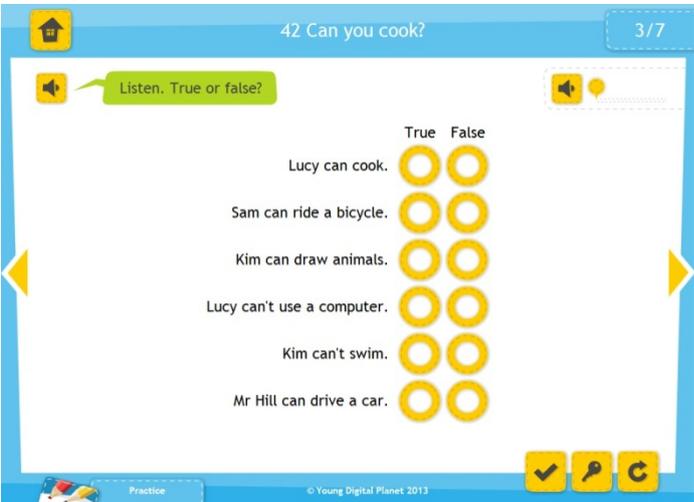
Note: Watch the animation 2-3 times. Ask students to read the dialogue in groups. You may also read a few sentences from the dialogue very silently. The students should guess what sentence you're reading just from the movement of your lips.

Screen 3

Alex: Hey, Lucy, can you cook?
Lucy: Yes, I can. I can cook chicken. I can cook pasta, too.
Alex: Wow, that's fantastic Lucy!
Lucy: Oh! Sam! Can you ride a bicycle?
Sam: Sure! I ride a bicycle every day. I can ride a horse, too!
Lucy: Cool! You're lucky Kim, can you ride a horse?
Kim: No, I can't. But I can draw a horse! I can draw lots of things!
Sam: Me too! Can you play the piano, Kim?
Kim: No, I can't. But my mum can.
Alex: My mum can play the piano, too. Lucy! Can you use a computer?
Lucy: Of course I can! Don't be silly. Alex, can you swim?
Alex: Yes, I can. Can you swim, Kim?
Kim: Yes, I can, but my sister can't.
Alex: Mr Hill, what can you do?
Mr Hill: I can drive a car. I've got a nice red car.

Key:

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



	True	False
Lucy can cook.	<input type="radio"/>	<input type="radio"/>
Sam can ride a bicycle.	<input type="radio"/>	<input type="radio"/>
Kim can draw animals.	<input type="radio"/>	<input type="radio"/>
Lucy can't use a computer.	<input type="radio"/>	<input type="radio"/>
Kim can't swim.	<input type="radio"/>	<input type="radio"/>
Mr Hill can drive a car.	<input type="radio"/>	<input type="radio"/>

Screen 4

Audio 1:

Lucy can cook pasta.

Audio 2:

Sam can ride a bicycle.

Audio 3:

Kim can draw a picture.

Audio 4:

Alex can't play the piano.

Audio 5:

Lucy can use a computer.

Audio 6:

Mr Hill can drive a car.

Audio 7:

Alex can wash his clothes.

Audio 8:

Sam can make his bed.

Audio 9:

Robot can't clean his room.

Audio 10:

The children can take the bus to school.

Key:

1 cook **2** ride **3** draw **4** play **5** use

6 drive **7** wash **8** make **9** clean **10** take



42 Can you cook? 4/7

Choose the correct option. Then listen and check.

Lucy can pasta.

Sam can a bicycle.

Kim can a picture.

Alex can't the piano.

Lucy can a computer.

Mr Hill can a car.

Alex can his clothes.

Sam can his bed.

Robot can't his room.

The children can the bus to school.

cook use wash draw take drive clean make play ride

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Screen 5

Audio 1:

Lucy can cook pasta.

Audio 2:

Sam can ride a bicycle.

Audio 3:

Kim can draw a picture.

Audio 4:

Alex can't play the piano.

Audio 5:

Lucy can use a computer.

Audio 6:

Mr Hill can drive a car.

Audio 7:

Alex can wash his clothes.

Audio 8:

Sam can make his bed.



42 Can you cook? 5/7

Listen and complete.

cook • clean • use • wash • drive • ride • make • play • draw • take

Lucy can c pasta.

Sam can r a bicycle.

Kim can d a picture.

Alex can't p the piano.

Lucy can u a computer.

Mr Hill can d a car.

Alex can w his clothes.

Sam can m his bed.

Robot can't c his room.

The children can t the bus to school.

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Audio 9:

Robot can't clean his room.

Audio 10:

The children can take the bus to school.

Key:

1 cook **2** ride **3** draw **4** play **5** use

6 drive **7** wash **8** make **9** clean **10** take

Screen 6



The screenshot shows a digital interface for a lesson titled '42 Can you cook?'. At the top right, it indicates '6/7' pages. A 'Look and say.' instruction is shown with a speaker icon. The main content area features a photograph of two boys in a kitchen. One boy is asking, 'Can you cook?' and the other is replying, 'No, I can't.'. To the right of the photo is a green box containing a list of verbs: use, ride, make, take, wash, draw, clean, drive, cook, and play. Below the photo, an instruction says, 'Now it's your turn. Work in pairs. Ask questions with words you know.' with a speaker icon. At the bottom, there is a small cartoon character and the text 'English to take away' and '© Young Digital Planet 2013'.

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

1. Look at the picture, click on the audio and listen to the question. Think about how to answer it.
2. Answer the question. Repeat as many times as you want to.
3. Ask students to listen. Then they should listen and answer.
4. Ask students to make questions using the verbs from the box and the words they know from the lesson.
5. You may also give them the handout to ask and answer the questions in pairs. Later they can write a paragraph about what their classmate can or can't do.

Handout 2

Handout 2 (pair-work)



1. Can you use a computer?
2. Can you ride a bicycle?
3. Can you take the bus to school?
4. Can you make breakfast?
5. Can you wash your clothes?
6. Can you clean your room?
7. Can you draw a horse?
8. Can you drive a car?
9. Can you cook pasta?
10. Can you play the piano?

Handout 3

1 Ask the students to walk around the classroom and ask their classmates if they can do the things from the handout, e.g. *Can you sing?*

2 If a student gets *Yes, I can* answer they should write this person's name in the box. If the students gets *No, I can't* they don't write anything in the box.

3 The first student to have five names in a row, vertically, horizontally, or diagonally wins.

Handout 3 (group-work)

___ can play the piano.	Can sing.	Can run 100 metres in 15 seconds.	Can jump on your left foot.
Can swim.	Can play football.	Can cook pasta.	Can make your bed.
Can make a paper plane.	Can draw an animal.	Can paint a picture.	Can dance.
Can play basketball.	Can say the English alphabet.	Can speak German.	Can make a cake.

Handout 1



- | | |
|----------|-----------------------|
| 1. make | your pet |
| 2. wash | your bed |
| 3. clean | breakfast |
| 4. feed | dinner |
| 5. take | your room |
| 6. cook | your sister to school |
| 7. make | your clothes |

Handout 2



1. Can you use a computer? _____
2. Can you ride a bicycle? _____
3. Can you take the bus to school? _____
4. Can you make breakfast? _____
5. Can you wash your clothes? _____
6. Can you clean your room? _____
7. Can you draw a horse? _____
8. Can you drive a car? _____
9. Can you cook pasta? _____
10. Can you play the piano? _____

Handout 3

Can play the piano.	Can sing.	Can run 100 metres in 15 seconds.	Can jump on your left foot.
Can swim.	Can play football.	Can cook pasta.	Can make your bed.
Can make a paper plane.	Can draw an animal.	Can paint a picture.	Can dance.
Can play basketball.	Can say the English alphabet.	Can speak German.	Can make a cake.

Friends 6 Lesson 43		<i>Shall I help you wash the car?</i>		Grammar & Functions	
Aims	Making and responding to offers	Contents	Grammar Shall I ...? Vocabulary <i>to cut the grass</i> <i>You are all so helpful!</i> <i>Yes, please. That would be great!</i> <i>I'd like that!</i> <i>That's very kind.</i> <i>That would be good.</i> <i>That's fantastic!</i> <i>No, that's OK.</i>	Checklist	Two master handouts for individual work: sentence completion Pens or pencils Scissors
Language Analysis					
<p>Questions with <i>shall I/we</i> are used (especially in Br E) to ask for instructions or decisions, to offer services and make suggestions. We don't use <i>shall</i> with other persons. <i>Will</i> is not used in this meaning.</p> <p>Apart from that we sometimes use <i>shall</i> as an alternative for <i>will</i>. It suggests more certainty and emphasis or even inevitability – it slightly old-fashioned and not very common e.g. <i>We shall never see him again.</i></p> <p>The most common answers to the questions starting with <i>Shall I...?</i> are listed in the Contents section. We don't say automatically <i>Yes, you shall</i> like with other questions in English.</p>					

Procedure

Warm-up Off the screens

1. Ask students to work in two groups and stand in two rows in front of the table.
2. Start the stopwatch – set it e.g. for three minutes.
3. The students standing at the front of each group writes a word on the board e.g. *wash*.
4. The next student from the same group comes up and writes a word that starts with the last letter of the previous word e.g. if the last word was '*wash*' the new word could be '*house*' or '*hot*'.
5. When the time is up the team with the most words is the winner.

Screen 2

Audio 1:

Boy: *Shall I help you wash the car?*

Mum: *Yes, please. That would be great!*

Audio 2:

Girl: *Shall I help you make dinner, Dad?*

Dad: *Yes, please. I'd like that!*

Audio 3:

Boy: *Shall I help you clean the kitchen, Grandma?*

Grandma: *Yes, please. That's very kind.*

Audio 4:

Girl: *Shall I help you cut the grass, Grandpa?*

Grandpa: *Yes, please. I'd like that.*

Audio 5:

Boy: *Shall I help you make the bed, Mum?*

Mum: *Yes, please. That would be good.*



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.

Extra activity

Note: Have students to watch the animation 2-3 times carefully. Then ask them to listen to the sentences and decide if they are TRUE or FALSE. If the sentence is FALSE they must correct it. The number of the sentence is the same as the number of the audio.

1. The car in the first picture is red.
2. Dad makes pasta for dinner.
3. Grandma wants to clean the bedroom.

4. Grandpa wants to clean the garage.
5. The carpet in the bedroom is blue.

Key:

1 T 2 F (Dad makes chicken for dinner) 3 F (Grandma wants to clean the kitchen) 4 F (Grandpa wants to cut the grass) 5 F (The carpet is green)

Screen 3

Audio 1:

Boy: *Shall I help you wash the car?*

Mum: *Yes, please. That would be great!*

Audio 2:

Girl: *Shall I help you make dinner, Dad?*

Dad: *Yes, please. I'd like that!*

Audio 3:

Boy: *Shall I help you clean the kitchen, Grandma?*

Grandma: *Yes, please. That's very kind.*

Audio 4:

Girl: *Shall I help you cut the grass, Grandpa?*

Grandpa: *Yes, please. I'd like that.*

Audio 5:

Boy: *Shall I help you make the bed, Mum?*

Mum: *Yes, please. That would be good.*

Key:




Screen 4

Mrs Brown: *Oh, children, my foot hurts!*

Alex: *What happened, Mrs Brown?*

Mrs Brown: *I hurt my foot at the sports centre.*

Kim: *But we can all help Mum! Shall I help you make dinner?*

Mrs Brown: *Yes, please Kim. We can make pasta for dinner. That's easy.*

Jill: *And shall I help you clean the kitchen?*

Mrs Brown: *Yes, please, Jill.*

Alex: *How can I help, Mrs Brown? Shall I go to the supermarket?*

Mrs Brown: *Yes, please Alex. Can you buy bread and cheese and coffee?*

Alex: *Of course.*

Sam: *Shall I help you do the shopping, Alex?*

Alex: *Yes, please Sam.*

Lucy: *How about me, Mrs Brown? What shall I do? Shall I help you wash the car?*

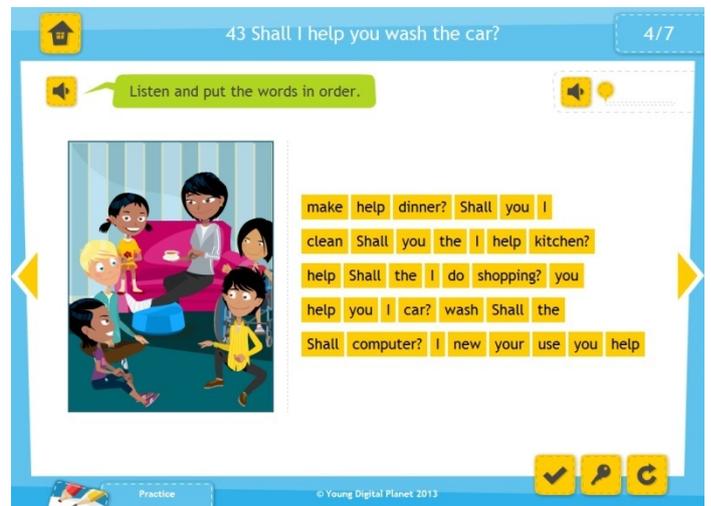
Mrs Brown: *No, that's OK Lucy.*

Lucy: *I know! Shall I help you use your new computer?*

Mrs Brown: *That's fantastic, Lucy. Yes, please! Wow, you are all so helpful. Can I hurt my foot every day?*

Key:

- 1 Shall I help you make dinner?
- 2 Shall I help you clean the kitchen?
- 3 Shall I help you do the shopping?
- 4 Shall I help you wash the car?
- 5 Shall I help you use your new computer?



43 Shall I help you wash the car? 4/7

Listen and put the words in order.

make help dinner? Shall you I
 clean Shall you the I help kitchen?
 help Shall the I do shopping? you
 help you I car? wash Shall the
 Shall computer? I new your use you help

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Screen 5

Mrs Brown: *Oh, children, my foot hurts!*

Alex: *What happened, Mrs Brown?*

Mrs Brown: *I hurt my foot at the sports centre.*

Kim: *But we can all help Mum! Shall I help you make dinner?*

Mrs Brown: *Yes, please Kim. We can make pasta for dinner. That's easy.*

Jill: *And shall I help you clean the kitchen?*

Mrs Brown: *Yes, please, Jill.*

Alex: *How can I help, Mrs Brown? Shall I go to the supermarket?*

Mrs Brown: *Yes, please Alex. Can you buy bread and cheese and coffee?*

Alex: *Of course.*

Sam: *Shall I help you do the shopping, Alex?*

Alex: *Yes, please Sam.*

Lucy: *How about me, Mrs Brown? What shall I do? Shall I help you wash the car?*

Mrs Brown: *No, that's okay Lucy.*

Lucy: *I know! Shall I help you use your new computer?*

Mrs Brown: *That's fantastic, Lucy. Yes, please! Wow, you are all so helpful. Can I hurt my foot every day?*

Key:

1 sports centre 2 dinner 3 kitchen
4 shopping 5 car 6 computer



43 Shall I help you wash the car? 5/7

Listen and choose the correct option.

What happened, Mrs Brown?
I hurt my foot at the supermarket / sport centre / school / park .

Mum, shall I help you make breakfast / lunch / dinner / coffee ?

And shall I help you clean the kitchen / floor / bathroom / bedroom ?

Shall I help you do the cleaning / cooking / washing / shopping , Alex?

Shall I help you wash the car / clothes / computer / floor ?

Shall I help you use your new car / television / computer / piano ?

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Additional activity.

Practise responses to *Shall I ...?* and complete the phrases using the correct vowels.

Handout 1 (individual work)

1. You are _ll so h_lpf_ll!
2. Yes, pl_ _s_. That wo_ld be gr_ _t!
3. I'd l_k_ th_t!
4. Th_t's v_ry k_nd.
5. Th_t w_ _ld be g_ _d.

6. Th_t's f_nt_st_c!

7. N_, th_t's OK

Key:

1 You are all so helpful! **2** Yes, please. That would be great! **3** I'd like that! **4** That's very kind. **5** That would be good.

6 That's fantastic! **7** No, that's OK.

Screen 6

A: *Shall I help you wash the car?*

B: *Yes, please!*



The screenshot shows a digital interface for a listening activity. At the top, there is a home icon, a title '43 Shall I help you wash the car?', and a page indicator '6/7'. Below the title is a green speech bubble with the text 'Look and say.' and a speaker icon. The main area features a large illustration of a person washing a red car with soap suds. To the right of the illustration are navigation icons: a left arrow, a right arrow, and a '1/5' indicator. Below the illustration is another green speech bubble with the text 'Now it's your turn. Work in pairs. Make questions about the pictures.' and a speaker icon. At the bottom, there is a small character icon and a copyright notice '© Young Digital Planet 2013'.

Give the Ss these instructions for the 'Look and say' activity. The aim is to complete the dialogues.

1. Look at the picture.
2. Listen to the dialogue.

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

1. Tell students to work in pairs and ask and answer the questions.
2. In turns they look at the pictures making offers to help e.g. Shall I help you clean the car?
3. The second student should respond with one of the phrases: That would be great!, I'd like that!, That's very kind etc. Then they change roles.

Additional activity.

Students complete the questions using the verbs from the box. With stronger students you

may delete the verbs.

Handout 2



use do help draw
clean cut wash
make

1. Shall I help you _____ the car?
2. Shall I help you _____ your new computer?
3. Shall I _____ you make dinner?
4. Shall I help you _____ the shopping?
5. Shall I help you _____ the grass?
6. Shall I help you _____ the kitchen?
7. Shall I help you _____ a horse?
8. Shall I help you _____ your bed?

Key:

1 wash 2 use 3 help 4 do 5 cut 6 clean 7 draw 8 make

Handout 1

1. You are _ll so h_lpf_!
2. Yes, pl_ _s_. That wo_ld be gr_ _t!
3. I'd l_k_ th_t!
4. Th_t's v_ry k_nd.
5. Th_t w_ _ld be g_ _d.
6. Th_t's f_nt_st_c!
7. N_, th_t's OK.

✂.....

1. You are _ll so h_lpf_!
2. Yes, pl_ _s_. That wo_ld be gr_ _t!
3. I'd l_k_ th_t!
4. Th_t's v_ry k_nd.
5. Th_t w_ _ld be g_ _d.
6. Th_t's f_nt_st_c!
7. N_, th_t's OK.

Handout 2



use do help draw
clean cut wash
make

1. Shall I help you _____ the car?
2. Shall I help you _____ your new computer?
3. Shall I _____ you make dinner?
4. Shall I help you _____ the shopping?
5. Shall I help you _____ the grass?
6. Shall I help you _____ the kitchen?
7. Shall I help you _____ a horse?
8. Shall I help you _____ your bed?

Friends 6 Lesson 44		<i>Can you draw a horse?</i>		Speaking
Aims	Speaking about abilities using <i>can</i> . Asking and answering questions about abilities, making offers	Contents	Grammar <i>Can you ...? Yes, I can/ No, I can't</i> <i>Do you ...? Yes, I do/ No, I don't</i> <i>Shall I ...</i> Vocabulary <i>tell a story, favourite animal</i>	Checklist 3 master handouts – Handout 1 and 2 for individual work (find the odd one out and collocations), Handout 3 for group work: class survey Pens and pencils Scissors
Language Analysis				
During the course of the lesson it will be useful to remind the students to use gerund after verbs expressing likes and dislikes e.g. <i>I love singing</i> . Remind your students also about the correct answers to the questions <i>Do you ..?</i> and <i>Can you ...?</i>				

Procedure

Warm-up Off the screens

Handout 1

1. Give out the handout and ask students to find the odd one out word.
2. With stronger groups you may ask students to explain why the word is out.

Handout 1

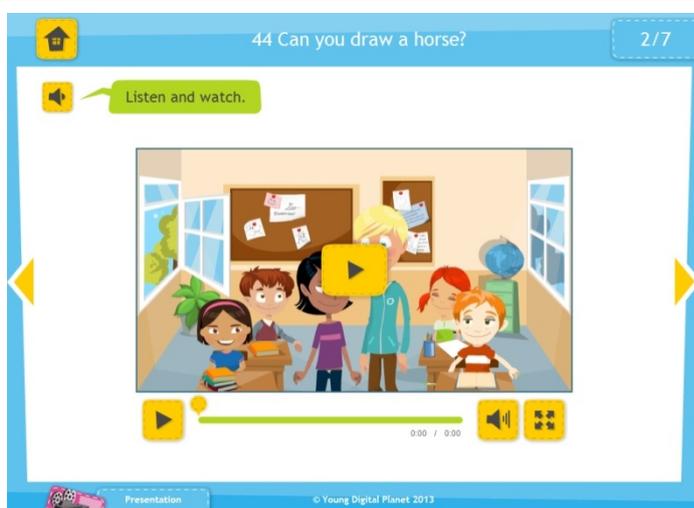
1. good fantastic great bicycle
2. make the bed cut the grass cook pasta clean the room
3. bread cheese chocolate coffee
4. supermarket park sports centre school
5. car television piano computer

Key:

1 bicycle (it's not an adjective) **2** cut the grass (you do it outside the house) **3** coffee (it's a drink) **4** park (it's outside, it's not a building) **5** car (it's a vehicle)

Screen 2

Alex: Hello. What's your name?
Boy: My name's Tom.
Alex: Can you write your name?
Boy: Yes, I can. Look!
Kim: Do you like stories?
Girl: Yes, I do. I love stories.
Kim: Can you tell a story for me?
Girl: Yes, I can. Listen!
Alex: What's your favourite animal?
Girl: I like horses.
Alex: Can you draw a horse?
Girl: No, I can't.
Alex: Shall I help you draw?
Girl: Yes, please!
Kim: Do you like singing?
Boy: Yes, I do. I love singing.
Kim: Can you sing a song for me?
Boy: I don't know.
Kim: Shall I help you sing?
Boy: Yes, please!



The screenshot shows a presentation slide with a blue header containing a home icon, the title '44 Can you draw a horse?', and a page indicator '2/7'. Below the header is a green box with a speaker icon and the text 'Listen and watch.'. The main content is a video player showing a classroom scene with several children. The video player has a play button, a progress bar at 0:00 / 0:00, and volume and full-screen icons. At the bottom of the slide, there is a 'Presentation' button and a copyright notice '© 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: Have students watch the animation 2–3 times. Then ask them to read the dialogue.

Then in order to practise the vocabulary, ask the students to complete the handout. They should match the verbs with the correct phrases on the right. Finally, ask them to make sentences about themselves using the phrases.

Handout 2



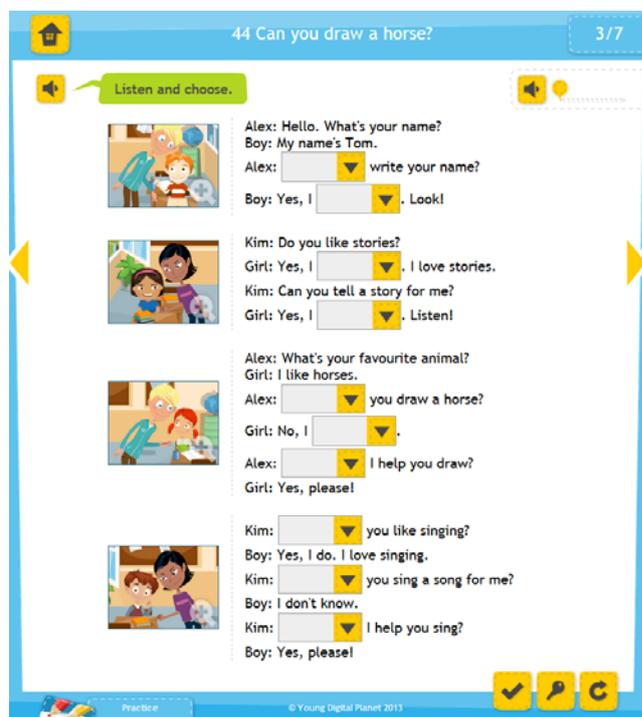
1. sing the grass
2. write your bed
3. tell a song
4. draw your name
5. cut a story
6. make a horse

Key:

1 sing a song 2 write your name 3 tell a story 4 draw a horse 5 cut the grass 6 make your bed

Screen 3

Alex: Hello. What's your name?
Boy: My name's Tom.
Alex: Can you write your name?
Boy: Yes, I can. Look!
Kim: Do you like stories?
Girl: Yes, I do. I love stories.
Kim: Can you tell a story for me?
Girl: Yes, I can. Listen!
Alex: What's your favourite animal?
Girl: I like horses.
Alex: Can you draw a horse?
Girl: No, I can't.
Alex: Shall I help you draw?
Girl: Yes, please!
Kim: Do you like singing?
Boy: Yes, I do. I love singing.
Kim: Can you sing a song for me?
Boy: I don't know.
Kim: Shall I help you sing?



The screenshot shows a digital practice interface with a title bar "44 Can you draw a horse?" and a progress indicator "3/7". A "Listen and choose" button is at the top left. The interface displays a dialogue between Alex, a boy, and a girl, with dropdown menus for selecting the correct response. The dialogue is as follows:

Alex: Hello. What's your name?
 Boy: My name's Tom.
 Alex: [] write your name?
 Boy: Yes, I [] . Look!

Kim: Do you like stories?
 Girl: Yes, I [] . I love stories.
 Kim: Can you tell a story for me?
 Girl: Yes, I [] . Listen!

Alex: What's your favourite animal?
 Girl: I like horses.
 Alex: [] you draw a horse?
 Girl: No, I [] .
 Alex: [] I help you draw?
 Girl: Yes, please!

Kim: [] you like singing?
 Boy: Yes, I do. I love singing.
 Kim: [] you sing a song for me?
 Boy: I don't know.
 Kim: [] I help you sing?
 Boy: Yes, please!

At the bottom, there are navigation icons for home, back, forward, and a "Practice" button. The copyright notice "© Young Digital Planet 2013" is visible at the bottom right.

Boy: Yes, please!

Key:

- 1 Can you, can
- 2 do, can
- 3 can, can't, shall
- 4 do, can, shall

Screen 4

Alex: Can you write your name?

Boy: Yes, I can. Look!

Kim: Do you like stories?

Girl: Yes, I do. I love stories.

Kim: Can you tell a story for me?

Girl: Yes, I can. Listen!

Alex: Can you draw a horse?

Girl: No, I can't.

Alex: Shall I help you draw?

Girl: Yes, please!

Key:

- 1 Can 2 can 3 Do 4 do 5 Can 6 can
- 7 can 8 can't 9 shall



44 Can you draw a horse? 4/7

Complete. Listen and check.

Alex: [] [] [] you write your name?
 Boy: Yes, I [] [] [] . Look!

Kim: [] [] you like stories?
 Girl: Yes, I [] [] . I love stories.
 Kim: [] [] [] you tell a story for me?
 Girl: Yes, I [] [] [] . Listen!

Alex: [] [] [] you draw a horse?
 Girl: No, I [] [] [] .
 Alex: [] [] [] I help you draw?
 Girl: Yes, please!

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Screen 5

Key:




44 Can you draw a horse? 5/7

Complete.

Can you [] ?
 Yes, I [] [] I Listen!
 Great!

Can you [] a horse?
 No, I [] [] .
 [] I help you?

Shall can't sing draw can

Practice © Young Digital Planet 2013

Screen 6

Audio 1:

Can you write your name?

A: Yes, I can.

B: No, I can't.

Audio 2:

Can you sing a song in English?

A: Yes, I can.

B: No, I can't.

Audio 3:

Can you tell a story?

A: Yes, I can.

B: No, I can't.

Audio 4:

Can you draw an elephant?

A: Yes, I can.

B: No, I can't.

Audio 5:

Can you play a computer game?

A: Yes, I can.

B: No, I can't.



Give the Ss these instructions for the 'Listen and answer' activity. The aim is to complete the dialogue.

1. Look at the picture and read the first part of the dialogue or question in a speech bubble.
2. Listen to the dialogue. Choose the correct response that you hear.
3. Drag and drop it into the empty speech bubble to complete the dialogue.

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.

Handout 3

	student 1	student 2
1. Can you sing a song?		
2. Can you tell a story about animals?		
3. Can you draw a giraffe?		
4. Can you drive a car?		
5. Do you like singing? (If yes, what can you sing?)		
6. Do you like cooking? (If yes, what can you cook?)		
7. Do you use a computer? (If yes, how often do you use it?)		
8. Do you help with the housework? (If yes, what do you do?)		

In order to practise asking questions with *Can you ...?* and *Do you...?* give out the handout. Students should ask two classmates and take notes about their answers.

Make them aware of different answers depending on the question (*Can you...? – Yes, I can/ No, I can't* and *Do you...? – Yes, I do/ No , I don't*). Finally they may write a paragraph about their classmate(s).

Handout 1

1. good fantastic great bicycle
2. make the bed cut the grass cook pasta clean the room
3. bread cheese chocolate coffee
4. supermarket park sports centre school
5. car television piano computer



-
1. good fantastic great bicycle
 2. make the bed cut the grass cook pasta clean the room
 3. bread cheese chocolate coffee
 4. supermarket park sports centre school
 5. car television piano computer



-
1. good fantastic great bicycle
 2. make the bed cut the grass cook pasta clean the room
 3. bread cheese chocolate coffee
 4. supermarket park sports centre school
 5. car television piano computer

Handout 2



1. sing the grass
2. write your bed
3. tell a song
4. draw your name
5. cut a story
6. make a horse

Handout 3

	student 1	student 2
1. Can you sing a song?		
2. Can you tell a story about animals?		
3. Can you draw a giraffe?		
4. Can you drive a car?		
5. Do you like singing? (If yes, what can you sing?)		
6. Do you like cooking? (If yes, what can you cook?)		
7. Do you use a computer? (If yes, how often do you use it?)		
8. Do you help with the housework? (If yes, what do you do?)		

Friends 6 Lesson 45		<i>What shall I bring?</i>		Vocabulary	
Aims	Practising making offers	Contents	Grammar <i>What shall I...?</i> Vocabulary <i>towel, helmet, sun hat, warm coat, money, sandwiches, bottle of lemonade, skates, shopping bag, umbrella, go for a bike ride, go to the mountains</i>	Checklist	No handout
Language Analysis					
<p>Questions with <i>shall I/we</i> are used (especially in Br E) to ask for instructions or decisions, to offer services and make suggestions. We don't use <i>shall</i> with other persons. <i>Will</i> is not used in this meaning.</p> <p>Apart from that we sometimes use <i>shall</i> as an alternative for <i>will</i>. It suggests more certainty and emphasis or even inevitability – it slightly old-fashioned and not very common e.g. <i>We shall never see him again.</i></p>					

Procedure

Warm-up

1. Ask students to look at the screens and ask where/ in what situations they would need these items.
2. Play the animation and check the answers.

Screen 2

Audio 1:

A: *Shall we go to the beach?*

B: *Great idea! What shall I bring?*

A: *Bring a towel and a sun hat.*

B: *OK!*

Audio 2:

A: *Shall we go for a bike ride?*

B: *Yes! What shall I bring?*

A: *Bring your bike helmet and some water.*

B: *Okay!*

Audio 3:

A: *Shall we go to the mountains?*

B: *Fantastic idea! What shall I bring?*

A: *Bring your skates and a warm coat.*

B: *Okay!*

Audio 4:

A: *Shall we go shopping?*

B: *Sure! What shall I bring?*

A: *Bring a shopping bag and lots of money!*

B: *All right!*



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

Note: Have students watch the animation 2–3 times. Then ask them to read the dialogues in pairs.

You may also ask students to watch the animation very carefully. Then ask them to listen to the sentences and decide if they are TRUE or FALSE. If the sentence is FALSE they must correct it. The number of the sentence is the same as the number of the audio.

1. *The hat is black.*
2. *The helmet is green.*
3. *The skates are brown.*
4. *The bag is small and yellow.*

Key:

1 F (it's light brown) 2 F (it's orange) 3 T 4 (it's big and red)

Screen 3

Audio 1:

A: *Shall we go to the beach?*

B: *Great idea! What shall I bring?*

A: *Bring a towel and a sun hat.*

B: *OK!*

Audio 2:

A: *Shall we go for a bike ride?*

B: *Yes! What shall I bring?*

A: *Bring your bike helmet and some water.*

B: *OK!*

Audio 3:

A: *Shall we go to the mountains?*

B: *Fantastic idea! What shall I bring?*

A: *Bring your skates and a warm coat.*

B: *OK!*

Audio 4:

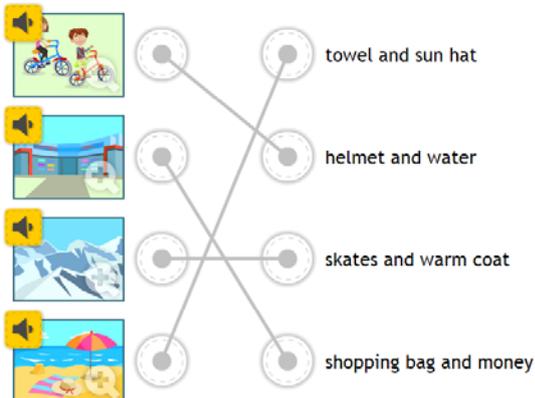
A: *Shall we go shopping?*

B: *Sure! What shall I bring?*

A: *Bring a shopping bag and lots of money!*

B: *All right!*

Key:



Screen 4

Audio 1:

A: Shall we go to the beach?

B: Great idea! What shall I bring?

A: Bring a towel and a sun hat.

B: OK!

Audio 2:

A: Shall we go for a bike ride?

B: Yes! What shall I bring?

A: Bring your bike helmet and some water.

B: OK!

Audio 3:

A: Shall we go to the mountains?

B: Fantastic idea! What shall I bring?

A: Bring your skates and a warm coat.

B: OK!

Audio 4:

A: Shall we go shopping?

B: Sure! What shall I bring?

A: Bring a shopping bag and lots of money!

B: All right!

Key:

1 warm coat 2 shopping bag 3 sun hat

4 towel



45 What shall I bring? 4/7

Choose the odd one out.

1 warm coat / sun hat / towel

2 helmet / water / shopping bag

3 skates / warm coat / sun hat

4 money / towel / shopping bag

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Screen 5

Audio 1:

A: Shall we go to the beach?

B: Great idea! What shall I bring?

A: Bring a towel and a sun hat.

B: OK!

Audio 2:

A: Shall we go for a bike ride?

B: Yes! What shall I bring?

A: Bring your bike helmet and some water.

B: OK!

Audio 3:

A: Shall we go to the mountains?

B: Fantastic idea! What shall I bring?

A: Bring your skates and a warm coat.

B: OK!

Audio 4:

A: Shall we go shopping?



45 What shall I bring? 5/7

Listen and complete.

1 A: Shall we go to the beach?
B: Great idea! What shall I bring?
A: Bring a t o w e l
and a s u n h a t.
B: Okay!

2 A: Shall we go for a bike ride?
B: Yes! What shall I bring?
A: Bring your bike h e l m e t
and some w a t e r.
B: Okay!

3 A: Shall we go to the mountains?
B: Fantastic idea! What shall I bring?
A: Bring your s k a t e s
and a warm c o a t.
B: Okay!

4 A: Shall we go shopping?
B: Sure! What shall I bring?
A: Bring a s h o p p i n g
b a g and lots of m o n e y!
B: All right!

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B: Sure! What shall I bring?
A: Bring a shopping bag and lots of money!
B: All right!
Key:
 1 towel / sun hat 2 helmet / water
 3 skates / coat 4 shopping bag / money.

Screen 6

Audio:

*Shall we go to the beach?
 What shall I bring?*

*Shall we go for a bike ride?
 Shall we go to the mountains?
 Shall we go shopping?*

Key: N/A



The screenshot shows a digital interface for a listening and speaking activity. At the top, it says '45 What shall I bring?' and '6/7'. Below this is a 'Listen and say.' button. The main area features a cartoon illustration of a man and a woman. The man asks, 'Shall we go to the beach?' and the woman replies, 'What shall I bring?'. To the right of the illustration is a list of items: towel, warm coat, skates, money, sandwiches, bottle of lemonade, a football, shopping bag, book, and umbrella. Below the illustration is a 'Now it's your turn. Ask and answer the questions.' button. At the bottom, there is a small cartoon character and the text 'English to take away © Young Digital Planet 2013'.

Give the Ss these instructions for the 'Listen and say' activity. The aim is to complete the dialogues.

Look at the picture and read the dialogue.

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

1. Ask students to listen to the mini-dialogue and think about necessary things to take.
2. Then in pairs students take turns asking and answering the questions. Encourage students to add things not mentioned on the list but also needed e.g. a helmet

Additional activity: no handout

Ask students to work in pairs and mime or draw a word from the lesson.

Friends 6 Lesson 46		<i>Where can I ride my bike?</i>		Grammar & Functions	
Aims	Talking about permission	Contents	<p>Grammar <i>Where can I ...?</i> Revision of modal present form <i>can / can't</i> for permission</p> <p>Vocabulary <i>cross the road, touch flowers, inside, outside, in the classroom, in the playground, at school, in the park, next to the church</i> <i>Don't be silly!</i></p>	Checklist	<p>One master handout – word completion</p> <p>Pens or pencils</p>
Language Analysis					
<p>We can use (<i>Where</i>) <i>can</i> + <i>I</i> (or other pronoun or noun) to ask for permission. You may remind students that <i>can</i> is the same for all persons.</p>					

Procedure

Warm-up Off the screens

- 1 Ask students to work in two groups and stand in two rows in front of the table.
 - 2 Start the stopwatch – set it e.g. for three minutes.
 - 3 The students standing at the front of each group writes a word on the board e.g. *wash*.
 - 4 The next student from the same group comes up and writes a word that starts with the last letter of the previous word, e.g. if the last word was 'wash' the new word could be 'house' or 'hot'.
- When the time is up the team with the most words is the winner.

Screen 2

Mr Hill: *Goodbye class. See you tomorrow. Kim! You can't eat chocolate in the classroom!*

Kim: *Sorry, Mr Hill. Where can I eat my chocolate?*

Mr Hill: *You can eat it outside, in the playground. Sam! You can't play football inside!*

Sam: *Sorry, Mr Hill. Where can I play football?*

Mr Hill: *You can play football in the playground, of course! Don't be silly. Lucy! You can't touch the flowers at school.*

Lucy: *Sorry, Mr Hill. They are so pretty!*

Mr Hill: *You can look at them, but you can't touch. Alex! You can't ride your bike in the playground.*

Alex: *Sorry, Mr Hill. Where can I ride my bike?*

Mr Hill: *In the park.*

Policeman: *You can't cross the road here!*

Mr Hill: *Sorry. Where can I cross the road?*

Policeman: *Over there, next to the church.*



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: Ask students to read the dialogue in a small group. You may check understanding by asking comprehension questions:

1. Where can you eat chocolate?
2. Where can you play football?
3. Where can you ride your bike?
4. Where can you cross the road?

Key: (elicit full sentences)

1 I can eat chocolate outside **2** I can play football in the playground **3** I can ride my bike in the park **4** I can cross the road over there, next to the church

Additional activity – Handout 1

1. Brainstorm the names of the places with the students.
2. Give out the handout.
3. Ask them to work individually and put the letters in order to create names of the places. The first letter has been given.
4. Then match the names with the pictures.

Handout



1 cssoomlar _____

2 curhch _____

3 pgrayldnou _____

4 soolhc _____

5 raod _____

6 iseidn _____

7 oedistu _____

Key:

1 classroom **2** church **3** playground **4** school **5** road **6** inside **7** outside

Picture 1 classroom (inside) 2 school (inside) 3 outside 4 playground (outside) 5 road (next to the church, outside)

Screen 3

Mr Hill: Goodbye class. See you tomorrow. Kim! You can't eat chocolate in the classroom!

Kim: Sorry, Mr Hill. Where can I eat my chocolate?

Mr Hill: You can eat it outside, in the playground. Sam! You can't play football inside!

Sam: Sorry, Mr Hill. Where can I play football?

Mr Hill: You can play football in the playground, of course! Don't be silly. Lucy! You can't touch the flowers at school.

Lucy: Sorry, Mr Hill. They are so pretty!

Mr Hill: You can look at them, but you can't touch. Alex! You can't ride your bike in the playground.

Alex: Sorry, Mr Hill. Where can I ride my bike?

Mr Hill: In the park.

Policeman: You can't cross the road here!

Mr Hill: Sorry. Where can I cross the road?

Policeman: Over there, next to the church.

Key:



46 Where can I ride my bike?
3/7

Listen and put the pictures in order.



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Screen 4

Key:

Mr Hill: Goodbye class. See you tomorrow. Kim! You **can** / **can't** eat chocolate in the classroom!

Kim: Sorry, Mr Hill. Where **can** / **can't** I eat my chocolate?

Mr Hill: You **can** / **can't** eat it outside, in the playground. Sam! You **can** / **can't** play football inside!

Sam: Sorry, Mr Hill. Where **can** / **can't** I play football?

Mr Hill: You **can** / **can't** play football in the playground, of course! Don't be silly.

Lucy! You **can** / **can't** touch the flowers at school.

Lucy: Sorry, Mr Hill. They are so pretty!

Mr Hill: You **can** / **can't** look at them, but you **can** / **can't** touch. Alex! You **can** / **can't** ride your bike in the playground.

Alex: Sorry, Mr Hill. Where **can** / **can't** I ride my bike?

Mr Hill: In the park.

Policeman: You **can** / **can't** cross the road here!

Mr Hill: Sorry. Where **can** / **can't** I cross the road?

Policeman: Over there, next to the church.

46 Where can I ride my bike?
4/7

Choose.

Mr Hill: Goodbye class. See you tomorrow. Kim! You **can** / **can't** eat chocolate in the classroom!

Kim: Sorry, Mr Hill. Where **can** / **can't** I eat my chocolate?

Mr Hill: You **can** / **can't** eat it outside, in the playground. Sam! You **can** / **can't** play football inside!

Sam: Sorry, Mr Hill. Where **can** / **can't** I play football?

Mr Hill: You **can** / **can't** play football in the playground, of course! Don't be silly.

Lucy! You **can** / **can't** touch the flowers at school.

Lucy: Sorry, Mr Hill. They are so pretty!

Mr Hill: You **can** / **can't** look at them, but you **can** / **can't** touch. Alex! You **can** / **can't** ride your bike in the playground.

Alex: Sorry, Mr Hill. Where **can** / **can't** I ride my bike?

Mr Hill: In the park.

Policeman: You **can** / **can't** cross the road here!

Mr Hill: Sorry. Where **can** / **can't** I cross the road?

Policeman: Over there, next to the church.

✓
🔍
↺

Practice
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Screen 5

Key:

- 1 Where can I eat my sandwich?
- 2 Where can I play football?
- 3 Where can I take my dog for a walk?
- 4 You can't eat lunch in the classroom.
- 5 You can't feed the animals at the zoo.
- 6 You can't bring your pet to school.
- 7 Can I skate in the park?
- 8 Where can we ride our bikes?
- 9 Where can we play football?
- 10 We can't eat lunch in the classroom.
- 11 We can't feed the animals at the zoo.

46 Where can I ride my bike?
5/7

Match.

Where can I		skate in the park?
You can't		eat lunch in the classroom.
Can I		feed the animals at the zoo.
Where can we		bring your pet to school.
You can		take my dog for a walk?
Can we		ride our bikes?
We can't		play football?
		eat my sandwich?

✓
🔍
↺

Practice
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Screen 6



The screenshot shows a digital interface for a lesson titled "46 Where can I ride my bike?". At the top right, it indicates "6/7" pages. A "Look and say" instruction is shown in a green speech bubble. The main content area features an illustration of a boy and a girl in a playground. The boy asks, "Can you ride your bike in the playground?" and the girl replies, "Yes, I can." Below the illustration, a green speech bubble says "That's great!". To the right of the illustration is a list of activities: "play with a ball inside the school", "eat in the classroom", "sing songs in the classroom", "wear jeans to school", "sleep at school", and "play games in the classroom". At the bottom, a green speech bubble instructs: "Now it's your turn. Work in pairs, use these words. Ask and answer questions about your school." The interface also includes a home button, a speaker icon, a progress indicator (1/2), and a character icon.

Give students instructions for the 'Look and say' activity.

1. Ask students to look at the screen and read two versions of the dialogue.
2. Ask students to work in pairs. Using the words from the screen, they should ask and answer questions about their school.

1. Ask students to work in pairs.
2. Each of them is choosing a place and writing 3–4 sentences what they can or can't do there, e.g. *You can't sing, you can't eat or drink...* – classroom.
3. Then they take turns and read their sentences to each other. They can't say what the name of the place is.
4. The second student must guess what place is being described.

Optional activity - no handout

To practise names of the places you may ask students to draw the place. The second person must guess as quickly as possible what place was drawn.

Handout



1 cssoomlar _____

2 curhch _____

3 pgrayldnou _____

4 soolhc _____

5 raod _____

6 iseidn _____

7 oedistu _____

Friends 6 Lesson 47		<i>Do I need a helmet?</i>		Grammar & Functions	
Aims	Expressing needs	Contents	Grammar need something Vocabulary <i>library, gloves, carrot, make a snowman, warm coat, helmet, umbrella, fly a kite, bike ride, sunny, snowy, rainy, windy</i>	Checklist	Handout 1 - finding words in a wordsearch Handout 2 – finding the odd one out Pens or pencils
Language Analysis					
<p><i>Need + noun</i> requires -s in 3rd person singular. To make questions we need <i>do/ does</i> e.g. <i>What do I need?</i> In this lesson the 1st person singular is used and analysed.</p>					

Procedure

Warm-up Off the screens

1. Play associations game.
2. Say a word from the previous lesson, e.g. *playground, church, school, classroom, flowers*.
3. Ask a student to say a word which they associate with.
4. Continue with the rest of the class. You may make 2-3 rounds.

Screen 2

Audio 1:

Kim: Hey, Alex. It's sunny today! What shall we do?

Alex: Let's go for a bike ride!

Kim: OK! Do I need a helmet?

Alex: Yes, you do.

Audio 2:

Alex: Hey Sam. It's snowy today! What shall we do?

Sam: Let's make a snowman!

Alex: Great idea! What do I need?

Sam: Well, you need gloves. And you need a carrot for the snowman's nose!

Audio 3:

Sam: Hey Lucy. Let's go to the library.

Lucy: OK but look out of the window, it's raining!

Sam: No problem – we just need an umbrella!

Lucy: OK!

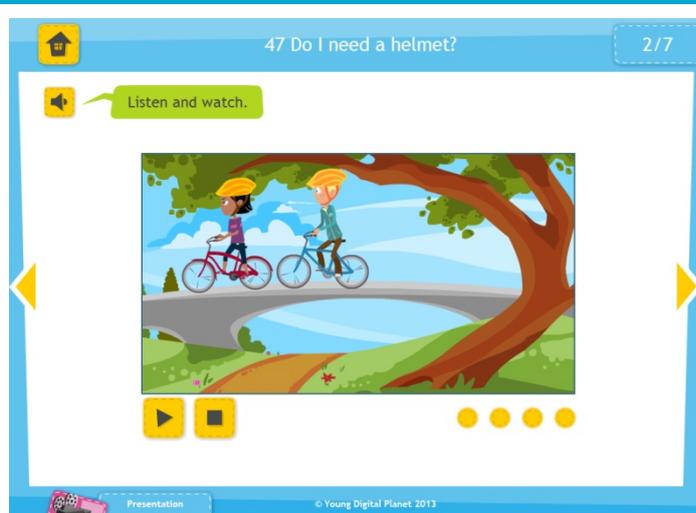
Audio 4:

Lucy: Hey Kim. It's windy today. What shall we do?

Kim: Let's fly a kite!

Lucy: OK. Do I need a warm coat?

Kim: Yes, you do.



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: Ask the students to work in pairs and role play the dialogue.

Screen 3

Kim: Hey, Alex. It's sunny today! What shall we do?

Alex: Let's go for a bike ride!

Kim: OK! Do I need a helmet?

Alex: Yes, you do.

Alex: Hey Sam. It's snowy today! What shall we do?

Sam: Let's make a snowman!

Alex: Great idea! What do I need?

Sam: Well, you need gloves. And you need a carrot for the snowman's nose!

Sam: Hey Lucy. Let's go to the library.

Lucy: OK, but look out of the window, it's raining!

Sam: No problem – we just need an umbrella!

Lucy: OK!

Lucy: Hey Kim. It's windy today. What shall we do?

Kim: Let's fly a kite!

Lucy: OK. Do I need a warm coat?

Kim: Yes, you do.

Key:

1 T 2 T 3 T 4 F 5 F 6 F 7 T 8 F



	True	False
Alex and Kim are going for a bike ride.	<input type="radio"/>	<input type="radio"/>
Kim needs a helmet.	<input type="radio"/>	<input type="radio"/>
Alex and Sam are making a snowman.	<input type="radio"/>	<input type="radio"/>
Alex needs a sun hat.	<input type="radio"/>	<input type="radio"/>
Sam and Lucy are going to the park.	<input type="radio"/>	<input type="radio"/>
Sam needs a warm coat.	<input type="radio"/>	<input type="radio"/>
Lucy and Kim are flying a kite.	<input type="radio"/>	<input type="radio"/>
Lucy needs an umbrella.	<input type="radio"/>	<input type="radio"/>

You may ask students to correct the false sentences – **4** Alex needs gloves, not a sun hat, **5** Sam and Lucy are going to the library, not to the park; **6** Sam needs an umbrella, not a warm coat; **8** Lucy needs a warm coat, not an umbrella

Screen 4

Kim: Hey, Alex. It's sunny today! What shall we do?

Alex: Let's go for a bike ride!

Kim: OK! Do I need a helmet?

Alex: Yes, you do.

Alex: Hey Sam. It's snowy today! What shall we do?

Sam: Let's make a snowman!

Alex: Great idea! What do I need?

Sam: Well, you need gloves. And you need a carrot for the snowman's nose!

Sam: Hey Lucy. Let's go to the library.

Lucy: OK but look out of the window, it's raining!

Sam: No problem – we just need an umbrella!

Lucy: OK!

Lucy: Hey Kim. It's windy today. What shall we do?

Kim: Let's fly a kite!

Lucy: OK. Do I need a warm coat?

Kim: Yes, you do.

Key:

1 sunny – bike ride – helmet

2 snowy – snowman – gloves

3 wet – library – umbrella

4 windy – kite – warm coat



47 Do I need a helmet? 4/7

Listen and colour.

gloves snowman warm coat helmet

LIBRARY

umbrella

kite

bike ride

sunny

snowy

rainy

windy

Practice © Young Digital Planet 2013

Listen and colour the picture according to the instruction.

Additional activity – Handout 1

Handout 1

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

gloves	kite
coat	umbrella
sunny	helmet
snowy	wet
carrot	windy

Practise new vocabulary. Give out the handout and ask students to find 10 words. With stronger groups you may delete the word list.

Handout 1 (individual work)

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

Screen 5

Audio 1:

Kim: Hey, Alex. It's sunny today! What shall we do?

Alex: Let's go for a bike ride!

Kim: OK! Do I need a helmet?

Alex: Yes, you do.

Audio 2:

Alex: Hey Sam. It's snowy today! What shall we do?

Sam: Let's make a snowman!

Alex: Great idea! What do I need?

Sam: Well, you need gloves. And you need a carrot for the snowman's nose!

Audio 3:

Sam: Hey Lucy. Let's go to the library.

Lucy: OK, but look out of the window, it's raining!

Sam: No problem – we just need an umbrella!

Lucy: OK!

Audio 4:

Lucy: Hey Kim. It's windy today. What shall we do?

Kim: Let's fly a kite!

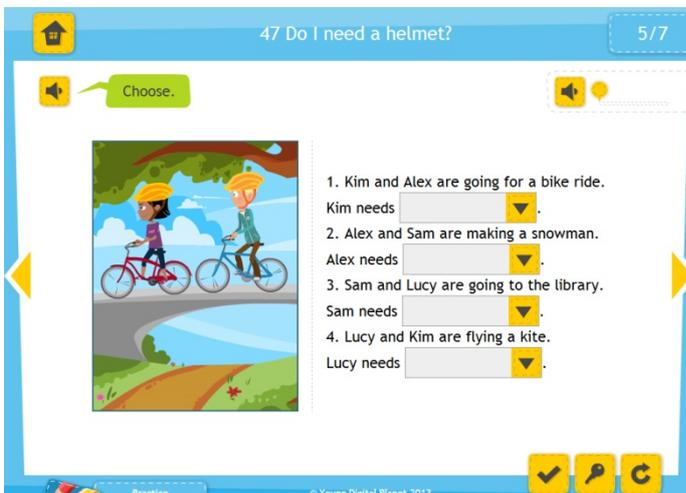
Lucy: OK. Do I need a warm coat?

Kim: Yes, you do.

Key:

1 a helmet **2** gloves **3** an umbrella

4 warm coat



47 Do I need a helmet? 5/7

Choose.

1. Kim and Alex are going for a bike ride.
Kim needs

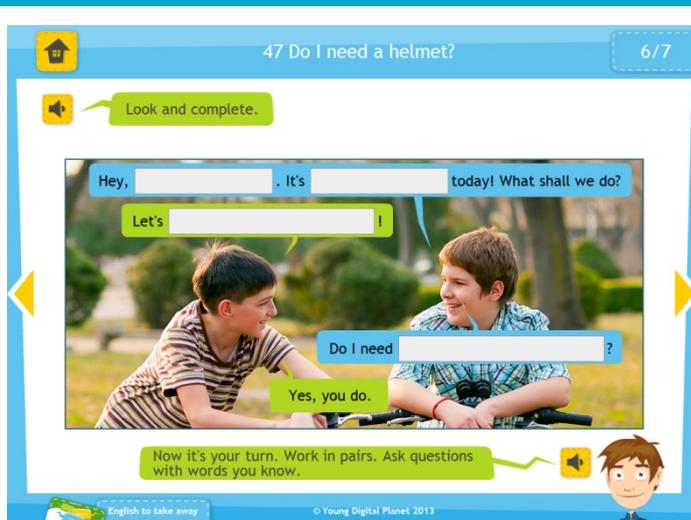
2. Alex and Sam are making a snowman.
Alex needs

3. Sam and Lucy are going to the library.
Sam needs

4. Lucy and Kim are flying a kite.
Lucy needs

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Screen 6



47 Do I need a helmet? 6/7

Look and complete.

Hey, [] . It's [] today! What shall we do?

Let's [] !

Do I need [] ?

Yes, you do.

Now it's your turn. Work in pairs. Ask questions with words you know.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Look and complete' activity.

Ask students to work in pairs and complete the dialogue with appropriate words.

1. Monitor the activity, ask students to read the dialogues aloud to check.
2. Now it's your turn: At the end they may practise the dialogues without looking at the screens.

Handout 2

To practise new vocabulary, ask students to find words or phrases that are the odd one out. You may also ask them to give reasons why.

Decide which of the phrases is the odd one out.

Handout 2



1. in the playground at school in the park at home
2. helmet sunny umbrella coat
3. snowman library carrot gloves
4. bike sunny snowy windy
5. play football ride a bike nose cross the street
6. go to the library ride a bike build a snowman fly a kite

Key:

1 at home (it's not outside) **2** sunny (it's not an object, it's a 'weather' word) **3** library (it's a place) **4** bike – it's not connected with the weather **5** nose (it's a part of the body) **6** go to the library (it's an activity you do inside, not outside)

Additional activity

To practise new vocabulary you may ask students to mime the objects and activities from the lesson or ask them to write 5–6 sentences about themselves with new words and phrases.

Handout 1

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

gloves

coat

sunny

snowy

carrot

kite

umbrella

helmet

wet

windy

Handout 2



1. in the playground at school in the park at home
2. helmet sunny umbrella coat
3. snowman library carrot gloves
4. bike sunny snowy windy
5. play football ride a bike nose cross the street
6. go to the library ride a bike build a snowman fly a kite

Friends 6 Lesson 48		<i>Can you come to my party?</i>		Grammar & Functions	
Aims	Making and accepting invitations	Contents	Grammar <i>Can I/ you come?</i> Vocabulary Review of dates and times <i>(at two o'clock, on Saturday)</i> <i>invitation, bring a ball or game</i> <i>That's a good idea.</i> <i>I think that's fine.</i>	Checklist	Handout 1 – cards to practise <i>at/ on</i> (dates and times) Handout 2 – completing verbs Pens or pencils Scissors
Language Analysis					
<p>It's worth reminding students about the proper use of prepositions <i>at</i> + hour and <i>on</i> + days of the week.</p> <p>***</p> <p><i>Yes, you can /kən/ or No, I can't /ka:nt/.</i></p>					

Procedure

Warm-up Off the screens

Handout 1

1. Photocopy the handout, cut the cards and stick them on cardboard. Then ask students to put them on the table face down.
2. Students work in pairs. They take turns, choose a card and say whether the phrase goes with *at* or *on*. Alternatively, you could stand at the front of the class and show an expression on large card and students have to say 'at' or 'on'. They could then work in pairs, drilling each other.
3. They may also make sentences about themselves using the phrases.

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	1 o'clock
3:30 o'clock	4:15 o'clock
5:30 o'clock	6 o'clock
7:30 o'clock	8 o'clock
9:15 o'clock	10:20 o'clock
11 o'clock	12:30 o'clock
7:15 o'clock	6:10 o'clock

Screen 2

Mrs Brown: *Kim, there is a letter for you. Here it is. Open it!*

Kim: *It's from Alex. It's an invitation to his party. Can I go, please?*

Mum: *When is the party?*

Kim: *It's on Saturday.*

Mum: *What time?*

Kim: *At two o'clock.*

Mum: *Where:*

Kim: *At Alex's house.*

Mum: *I think that's fine. What do you need?*

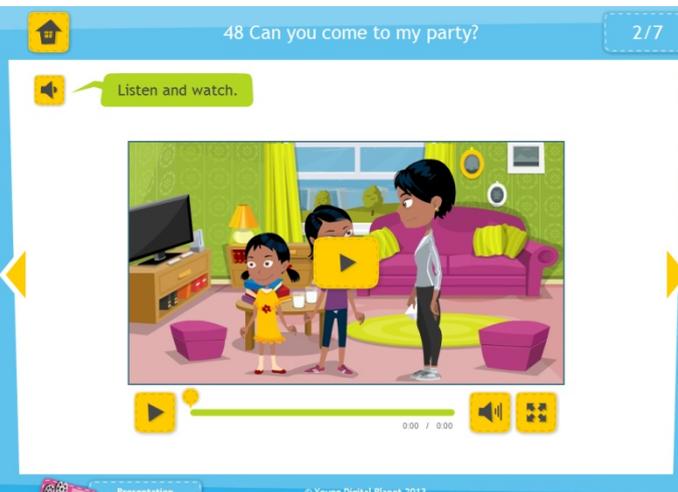
Kim: *Alex says, bring a ball or a game. We can play in Alex's garden.*

Mum: *That's nice. Of course you can go.*

Jill: *Can I come?*

Kim: *No, Jill. You can't come. Alex is my friend. You can go to your friend's party.*

Jill: *Awwwww.*



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: Have students watch the animation 2-3 times. Ask them to read the dialogue in a group of three. Pay attention to the proper intonation in questions.

Screen 3

Mrs Brown: Kim, there is a letter for you. Here it is. Open it!

Kim: It's from Alex. It's an invitation to his party. Can I go, please?

Mum: When is the party?

Kim: It's on Saturday.

Mum: What time?

Kim: At two o'clock.

Mum: Where?

Kim: At Alex's house.

Mum: I think that's fine. What do you need?

Kim: Alex says, bring a ball or a game. We can play in Alex's garden.

Mum: That's nice. Of course you can go.

Jill: Can I come?

Kim: No, Jill. You can't come. Alex is my friend. You can go to your friend's party.

Jill: Awwwww.

Key:

1 Alex's house **2** Saturday **3** 2 o'clock
4 ball **5** game **6** garden



48 Can you come to my party? 3/7

Listen. Choose the correct option.

Come to Alex's party!

At [dropdown].

On [dropdown], at [dropdown].

Bring a [dropdown] or a [dropdown].

We can play in the [dropdown].

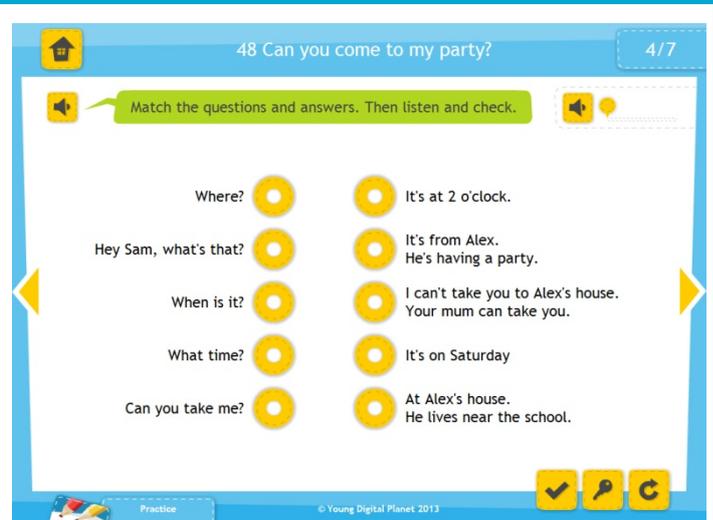
Please come!

Practice © Young Digital Planet 2013

Screen 4

Dad: Hey Sam, what's that?
Sam: It's from Alex. He's having a party.
Dad: When is it?
Sam: It's on Saturday
Dad: What time?
Sam: It's at 2 o'clock.
Dad: Where?
Sam: At Alex's house. He lives near the school. Can you take me?
Dad: I can't take you to Alex's house. Your mum can take you.

Key: see below (random order)

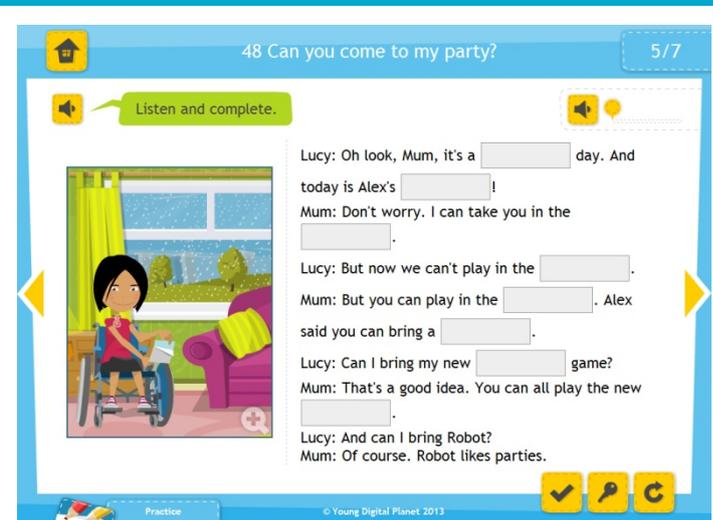



Screen 5

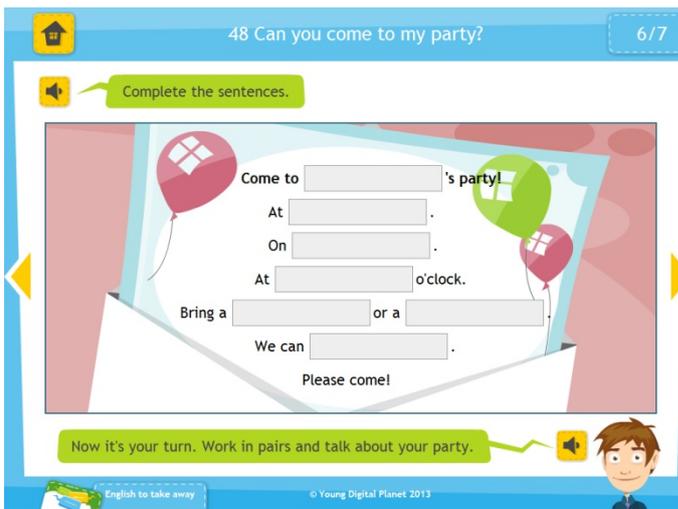
Lucy: Oh look, Mum, it's a rainy day. And today is Alex's party!
Mum: Don't worry. I can take you in the car.
Lucy: But now we can't play in the garden.
Mum: But you can play in the house. Alex said you can bring a game.
Lucy: Can I bring my new computer game?
Mum: That's a good idea. You can all play the new game.
Lucy: And can I bring Robot?
Mum: Of course. Robot likes parties.

Key:

1 rainy 2 party 3 car 4 garden 5 house
 6 game 7 computer 8 game



Screen 6

	
	<ol style="list-style-type: none"> 1. Give students instructions for the completion activity. 2. Ask students to complete the invitation to a party for their friends.

Now it's your turn: Students work in pairs. They take turns and talk about the party using this dialogue as a model:

- *Can you come to my party?*
- *When is it?*
- *It's on _____ .*
- *What time is it?*
- *It's at _____ .*
- *What shall I bring?*
- *You can bring _____ or _____ if you like. We can _____ (activity).*

Additional work – Handout 2

Practise new vocabulary and ask students to complete the sentences using the verbs from the box. Later students may discuss if the sentences are true or false for them. If the sentence is false ask students to correct it.

Handout 2

rain need invite make play
bring fly wear

1. I can _____ all my friends to my birthday party.
2. When it's rainy I _____ computer games at home.
3. I _____ books as a present to a party.
4. I _____ a snowman every winter.
5. When it's windy I _____ a kite.
6. I _____ a helmet when I ride a bike.
7. When it _____s I need an umbrella.
8. I never _____ gloves in winter.

Key: 1 invite 2 play 3 bring 4 make 5 fly 6 need 7 rain 8 wear

Handout 1

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	1 o'clock
3:30 o'clock	4:15 o'clock
5:30 o'clock	6 o'clock
7:30 o'clock	8 o'clock
9:15 o'clock	10:20 o'clock
11 o'clock	12:30 o'clock
7:15 o'clock	6:10 o'clock

Handout 2

rain need invite make play
bring fly wear

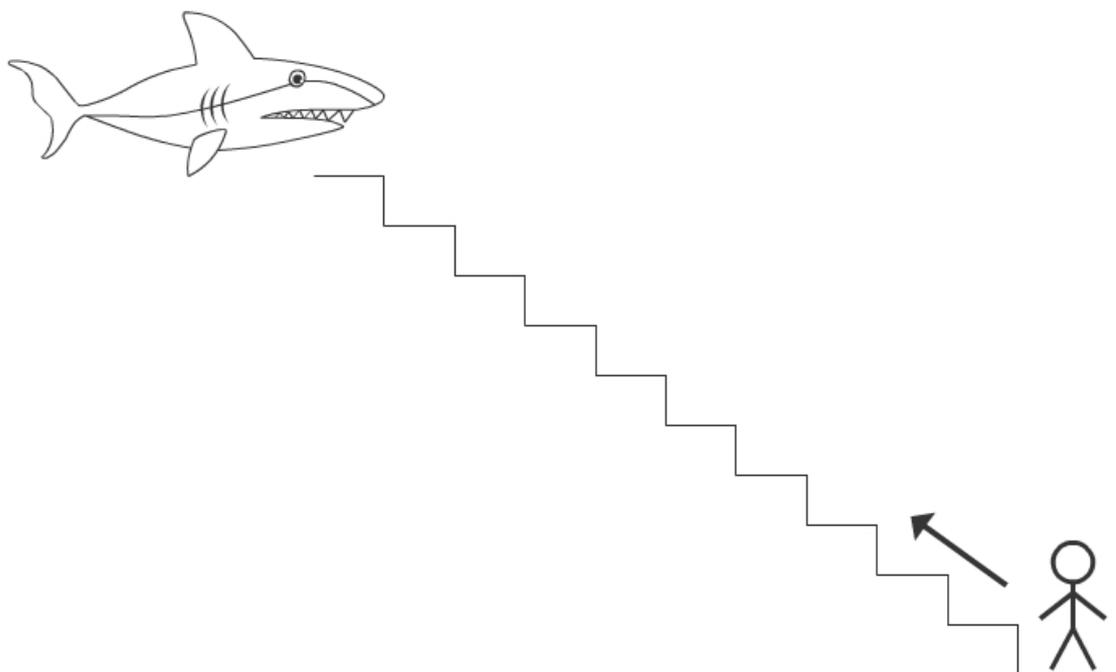
1. I can _____ all my friends to my birthday party.
2. When it's rainy I _____ computer games at home.
3. I _____ books as a present to a party.
4. I _____ a snowman every winter.
5. When it's windy I _____ a kite.
6. I _____ a helmet when I ride a bike.
7. When it _____s I need an umbrella.
8. I never _____ gloves in winter.

Friends 6 Lesson 49		<i>Can you clean the kitchen?</i>		Pronunciation	
Aims	Making students aware of the difference between /ɪ/ and /i:/	Contents	Vocabulary <i>What's the weather like today?</i> <i>backache, clean, need, feed, cheese, meat, please, dinner, windy, picnic, fishing, pizza, kitchen, bring, biscuit, fish, drink, swim, big, sweep the floor</i>	Checklist	Handout 1 – cards to practise /ɪ/ and /i:/ sounds Pens or pencils Scissors
Language Analysis					
<p>It's very important in English to differentiate long and short vowels, make students aware of the difference and pay attention to how they speak. In this lesson we concentrate on /ɪ/ and /i:/ as some students, especially those whose first language has a Latin base, e.g. Italian, Portuguese or Spanish, struggle to hear and produce the difference between these sounds.</p>					

Procedure

Warm-up Off the screens

1. Think of a word or phrase from the previous lessons (e.g. *library*) and write it on the board replacing each letter with a `_`. Draw a hungry shark:



2. Ask students to guess the missing letters one by one. If they don't guess a letter correctly draw a stick figure moving one step up the stairs. Write the letter that is not correct at the top so that students don't use it anymore. If the stick figure reaches the top of the stairs students lose.
3. The winner is the student who guesses the whole word correctly. They continue the game with their own word.
or
4. Say a word or phrase very quietly – students must guess your word.
5. The winner is the student who guesses correctly. They may continue the game with their own word.

Screen 2

Audio 1:

A: *Shall I help you?*

B: *Yes, please. Can you clean the floor?*

Audio 2:

A: *What can I do?*

B: *Can you cook dinner?*

Audio 3:

A: *Can you come outside?*

B: *I can't. I have to clean my room.*

Audio 4:

A: *Let's go for a bike ride!*

B: *Okay. Do I need a coat?*

Audio 5:

A: *What's the weather like today?*

B: *It's a bit windy.*

Audio 6:

A: *What shall we do on Saturday?*

B: *I know! Let's have a picnic!*

Audio 7:

A: *The lake is very big!*

B: *Yes. We can go fishing!*

Audio 8:

A: *What's for lunch, Mum?*

B: *How about pizza?*

Audio 9:

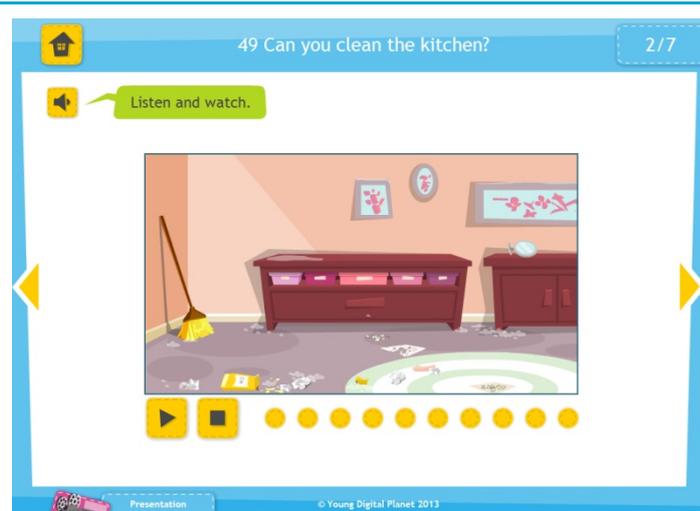
A: *Where's Dad?*

B: *In the kitchen.*

Audio 10:

A: *Shall I help you?*

B: *Yes, can you feed the cat?*



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: Have students watch the animations 2-3 times. Then ask them to practise the dialogues in pairs.

Screen 3

Audio:
please
dinner
clean
need
windy
picnic

Key:

1 sound 2 2 sound 1 3 sound 2
 4 sound 2 5 sound 1 6 sound 1

49 Can you clean the kitchen? 3/7

Listen. Choose the sound you hear.



- please
- dinner
- clean
- need
- windy
- picnic

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Screen 4

Audio:

dinner/ need/ clean/ sweep
bring/ fish/ meat/ windy
meat/ cheese/ sweep/ fish
picnic/ cheese/ kitchen/ bring
need/ feed/ bring/ clean

Key: 1 dinner 2 meat 3 fish 4 cheese 5 bring

49 Can you clean the kitchen? 4/7

Choose the odd one out.



- dinner / need / clean / sweep
- bring / fish / meat / windy
- meat / cheese / sweep / fish
- picnic / cheese / kitchen / bring
- need / feed / bring / clean

Practice © Young Digital Planet 2013

Screen 5

Audio 1:

Alex's Mum: Oh, Alex. I have a backache.

Alex: Oh no! Shall I help you?

Alex's Mum: Yes, please Alex. Can you feed Biscuit? Then can you clean the kitchen?

Alex: Yes, of course. Shall I sweep the floor?

Alex's Mum: No, it's okay, but can you help me make dinner? We're having fish.

Alex: Great!

Audio 2:

Sam: Hey Kim, let's have a picnic!

Kim: Yes! What do we need?

Sam: Can you bring some cheese and meat? I can bring something to drink.

Kim: Where shall we go?

Sam: Let's go to the beach. We can swim!

Kim: Good idea!

Key:

1 Biscuit 2 clean 3 kitchen 4 dinner 5 fish

6 picnic 7 bring 8 bring 9 drink

10 swim



49 Can you clean the kitchen? 5/7

Listen. Choose the words with the /ɪ/ sound.

Alex's Mum: Oh, Alex. I have a backache.
 Alex: Oh no! Shall I help you?
 Alex's Mum: Yes, please Alex. Can you feed Biscuit?
 Then can you clean the kitchen?
 Alex: Yes, of course. Shall I sweep the floor?
 Alex's Mum: No, it's okay, but can you help me make dinner? We're having fish.
 Alex: Great!

Sam: Hey Kim, let's have a picnic!
 Kim: Yes! What do we need?
 Sam: Can you bring some cheese and meat?
 I can bring something to drink.
 Kim: Where shall we go?
 Sam: Let's go to the beach. We can swim!
 Kim: Good idea!

Screen 6

Key: N/A



Ask students to listen to the sentences and repeat them.

1. Cut the cards and ask students to put them on the table face down.
2. Students work in pairs. They take turns, choose a card and say the word correctly (either with /i:/ or /ɪ/)
3. They may also make sentences about themselves using the words.

Handout

clean	dinner
need	windy
picnic	fishing
pizza	kitchen
feed	bring
biscuit	fish
drink	swim
cheese	meat
please	big

Key:

/i:/ sounds: clean, need, feed, cheese, meat, please

/ɪ/ sounds: dinner, windy, picnic, fishing, pizza, kitchen, bring, biscuit, fish, drink, swim, big

Practise vocabulary and pronunciation. Ask students to complete the crossword and read the words aloud paying attention to the correct pronunciation of /ɪ/ and /i:/ sounds.

Handout

clean	dinner
need	windy
picnic	fishing
pizza	kitchen
feed	bring
biscuit	fish
drink	swim
cheese	meat
please	big

Friends 6
 Lesson 50

Dear friend...

Listening & Writing

Aims	Writing a letter to a pen friend	Contents	Vocabulary <i>penfriend, do maths, do karate</i> <i>This is fun</i>	Checklist	Handout – matching the verbs with the nouns Pens or pencils
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Language Analysis

A penfriend (penpal) relationship is often used to practise reading and writing in a foreign language, to improve literacy, to learn more about other countries and lifestyles, and to encourage friendships. As with any friendships in life, some people remain penpals for only a short time, while others continue to exchange letters and presents for life. Some penpals eventually arrange to meet face to face and some stay friends for years. Some penpals of opposite sexes sometimes start serious relationships, or even marriage.

Penpals come in all ages, nationalities and cultures. Pals may seek new penpals based on their own age group, a specific occupation, hobby, or select someone totally different from them to gain knowledge about the world around them.

A modern variation on the traditional penpal arrangement is to have a keypal and exchange email addresses as well as or instead of paper letters. This has the advantage of saving money and being more immediate, allowing many messages to be exchanged in a short period of time. The disadvantage is that the communication can be very ephemeral if the email messages are not routinely saved. Many people prefer to receive paper letters, gaining the satisfaction of seeing their name carefully printed on a thick envelope in the letterbox. Using postal mail, it is possible to trade coupons, swap slips, postcards, stamps and anything else light and flat enough to fit inside an envelope, often called "tuck-ins". Many penpals like to trade sheets of stickers, notecards and stationery sets.

Source: http://en.wikipedia.org/wiki/Pen_pal

Procedure

Warm-up Off the screens

Handout

1. Ask students to complete the handout by matching the verbs on the left with the nouns on the right.
2. Then in pairs they can make sentences about themselves.

Handout

- | | |
|---------|----------------|
| 1. draw | maths |
| 2. take | to the library |
| 3. go | sports |
| 4. use | a photo |
| 5. feed | a computer |
| 6. do | basketball |
| 7. play | the cat |
| 8. do | a picture |

Key:

1 draw a picture **2** take a photo **3** go to the library **4** use a computer **5** feed the cat
6 do sports **7** play basketball **8** do maths

Screen 2

Mr Hill: *Today we are writing letters to children in America. They are in Year 5 in a school in America.*

Alex: *What can we write?*

Mr Hill: *Write about you! Where do you live? What do you like? What can you do?*

Lucy: *Can I write, "I like to use my computer?"*

Mr Hill: *Yes, that's a good idea. Sam, you can write, "I can play the guitar."*

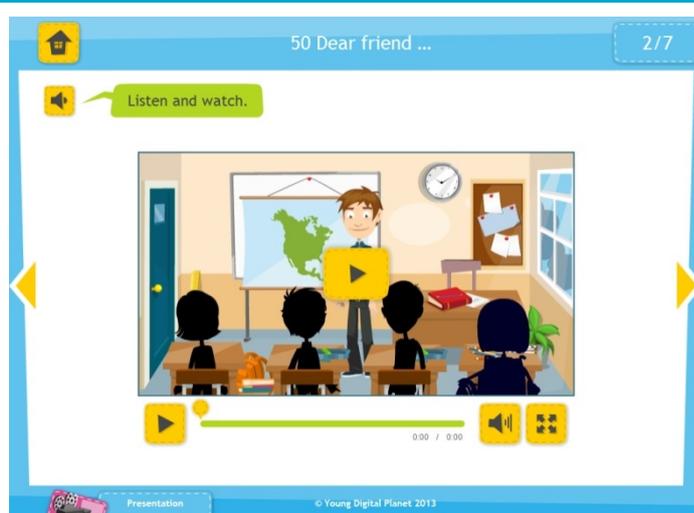
Mr Hill: *Kim, you can write, "I can do karate."*

Alex: *Can I write about my cat?*

Mr Hill: *Yes, of course. Tell them about Biscuit.*

Kim: *How about my family?*

Mr Hill: *Yes, you can write about your*



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.

brothers and sisters. You can take a photograph or draw a picture.
Sam: Anything else?
Mr Hill: You can write about the weather here. Is it snowy? Is it rainy? It is sunny? You can write about your town, the park, the sports centre ...
Lucy: Can we ask questions?
Mr Hill: Yes. You can ask them about their family, or their school.
Alex: This is fun. Let's write!

Note: Ask students to read the dialogue in a group.
 and/ or

Choose a few sentences from the dialogue. Repeat them silently and ask students to guess what you're saying by 'reading from your lips'.

Screen 3

Mr Hill: Today we are writing letters to children in America. They are in Year 5 in a school in America.
Alex: What can we write?
Mr Hill: Write about you! Where do you live? What do you like? What can you do?
Lucy: Can I write, "I like to use my computer?"
Mr Hill: Yes, that's a good idea. Sam, you can write, "I can play the guitar."
Mr Hill: Kim, you can write, "I can do karate."
Alex: Can I write about my cat?
Mr Hill: Yes, of course. Tell them about Biscuit.
Kim: How about my family?
Mr Hill: Yes, you can write about your brothers and sisters. You can take a photograph or draw a picture.
Sam: Anything else?
Mr Hill: You can write about the weather here. Is it snowy? Is it rainy? It is sunny? You can write about your town, the park, the sports centre ...



The screenshot shows a digital practice interface with a blue header. The title is "50 Dear friend ..." and the page number is "3/7". A green speech bubble says "Listen. What can they write about?". Below this are six image-based questions arranged in a 2x3 grid. Each question has a "True" and "False" label and two yellow circles for selection. The images are: a school building, a desk with a computer, a church, a guitar, a person doing karate, and a park. At the bottom, there are navigation icons: a home icon, a "Practice" button, a copyright notice "© Young Digital Planet 2013", and a set of three icons: a checkmark, a magnifying glass, and a refresh/clear icon.

Lucy: *Can we ask questions?*

Mr Hill: *Yes. You can ask them about their family, or their school.*

Alex: *This is fun. Let's write!*

Key: (from left to right)

1 True 2 True 3 False

4 True 5 False 6 True

Screen 4

Audio:

Dear Friend,

My name is Lucy. I'm in Year 5. I've got black hair and brown eyes. I live with my mum, my dad and my brother. His name is Ben, and he is 17.

I can't do all sports, but I can play basketball and table tennis. I can use a computer. I love computer games. I can do maths and I can read very well. I like school, and I always learn a lot.

I like to go to the park with my friends. I also like to go to the library. I sometimes go shopping with my friend Kim. My other good friend is Robot. Here is a picture of me and Robot.

I am happy to meet you. Write soon!

Lucy

Key:

1 sports 2 computer 3 games 4 maths
5 read 6 park 7 library 8 friend



Screen 5

Sam:

Dear Friend,

My name is Sam. I'm 11 years old. I live on a farm.

I love music! I can play the guitar, and I can sing. I can dance, too. I like school, but I can't do maths very well. I can't cook, but I like to eat! My mum can cook very well. I love her burgers and fries.

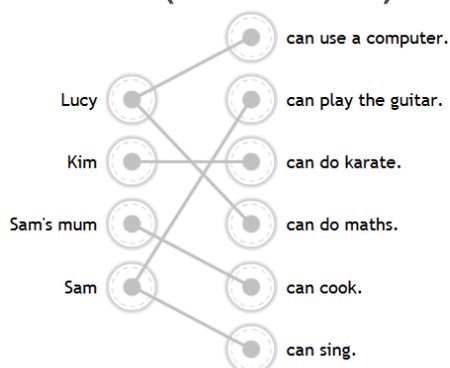
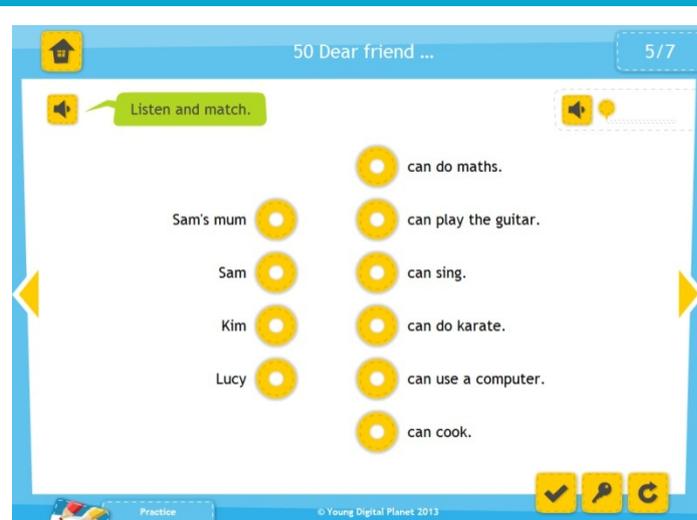
My best friends are Alex, Kim and Lucy. Alex can swim. Kim can do karate. Lucy is very clever. She can do maths and use a computer. She is brilliant!

I am happy to meet you. Write soon!

Sam

Key:

See below (random order)

Screen 6

Audio:

Dear Friend,

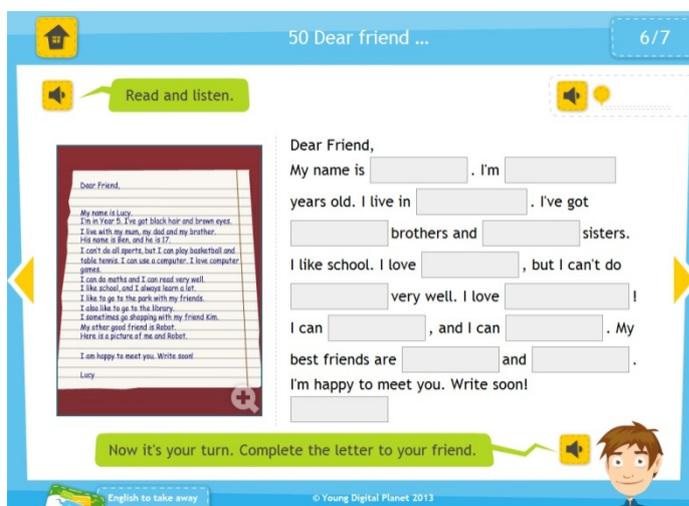
My name is Lucy. I'm in Year 5. I've got black hair and brown eyes. I live with my mum, my dad and my brother. His name is Ben, and he is 17.

I can't do all sports, but I can play basketball and table tennis. I can use a computer. I love computer games. I can do maths and I can read very well. I like school, and I always learn a lot.

I like to go to the park with my friends. I also like to go to the library. I sometimes go shopping with my friend Kim. My other good friend is Robot. Here is a picture of me and Robot.

I am happy to meet you. Write soon!

Lucy



50 Dear friend ... 6/7

Read and listen.

Dear Friend,
 My name is . I'm
 years old. I live in . I've got
 brothers and sisters.
 I like school. I love , but I can't do
 very well. I love !
 I can , and I can . My
 best friends are and .
 I'm happy to meet you. Write soon!

Now it's your turn. Complete the letter to your friend.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Read and listen' activity.

Read and listen to the letter.

You may ask comprehension questions before letting students write their letters, e.g.

1. What's her name?
2. What year is she in?
3. Who does she live with?
4. What sports can she play?
5. Does she like school?
6. Where does she go with her friends?
7. Who are her good friends?

Key: 1 Lucy 2 Year 5 3 her mom, dad and brother 4 basketball and table tennis 5 Yes, she does 6 to the park, and library, shopping 7 Kim and Robot

Now it's your turn:

Ask the students to write a letter to their friend. Remind them about opening and closing phrases. Let them exchange with their classmates and compare.

Additional activity – no handout

You may collect the letters and read them aloud without giving students names. Students should guess who is the author of the letter.

At the end of the lesson you may discuss idea of a penfriend with the students. Would they like to have one? Would they like to exchange emails or traditional letters? What are the advantages and disadvantages of each of them? (refer to the information in the Lg analysis).

Handout

- | | |
|---------|----------------|
| 1. draw | maths |
| 2. take | to the library |
| 3. go | sports |
| 4. use | a photo |
| 5. feed | a computer |
| 6. do | basketball |
| 7. play | the cat |
| 8. do | a picture |

Friends 6
 Lesson 51

What time do you wake up?

Vocabulary

Aims	Talking about daily activities Specifying what students do at certain times each day Using frequency adverbs	Contents	Grammar <i>What time do you ...?</i> <i>I often go ...</i> <i>We sometimes watch ...</i> Vocabulary Review time of day: <i>morning, afternoon, evening, night</i> daily activities: <i>wake up, make bed, go to school, come home, do homework, eat / cook dinner, go to bed</i> frequency adverbs: <i>always, usually, often, sometimes</i>	Checklist	Two group work handouts
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Language Analysis

Vocabulary:

There are huge differences in times of meals around the world. Breakfast is the first meal, lunch is usually what you eat around midday, dinner is the biggest meal of the day, usually eaten after coming home from school / work, in the afternoon or in the evening, and supper is an evening meal.

There are additional afternoon / evening meals in some parts of Britain, called *tea* (sometimes interchangeable with dinner) or *dessert* (sometimes referred to as *pudding*).

Grammar:

Adverbs of frequency go **before** a main verb (*I always get up at 7*), except with *to be*, where they go **after** the verb (*She's never late*).

When we use an auxiliary verb (*have, will, must, might, could, would, can, etc.*), the adverb is placed between the auxiliary and the main verb. This is also true for *to be* (*He can sometimes cook dinner*).

often /'ɒfən/, sometimes spelled with „t“ /'ɒftən/

Procedure

Warm-up off the screens

1. Draw some clocks on the board, showing a few different times, typical for some everyday activities.
2. Point to the first clock and ask the class: **what do you do at ...?** (*What do you do at 7 o'clock?*)
3. Elicit the answer from the whole class (*wake up*). Repeat altogether if needed.
4. Proceed with other times of the day and other activities / duties.

Screen 2

Kim: *Let's ask Ann about her life in America. Ann, what time do you wake up?*

Ann: *I wake up at seven o'clock.*

Alex: *What time do you make your bed?*

Ann: *I make my bed at half past seven.*

Lucy: *What time do you go to school?*

Ann: *I go to school at half past eight. I take the school bus.*

Kim: *What time do you come home?*

Ann: *I come home at three o'clock.*

Alex: *What time do you do your homework?*

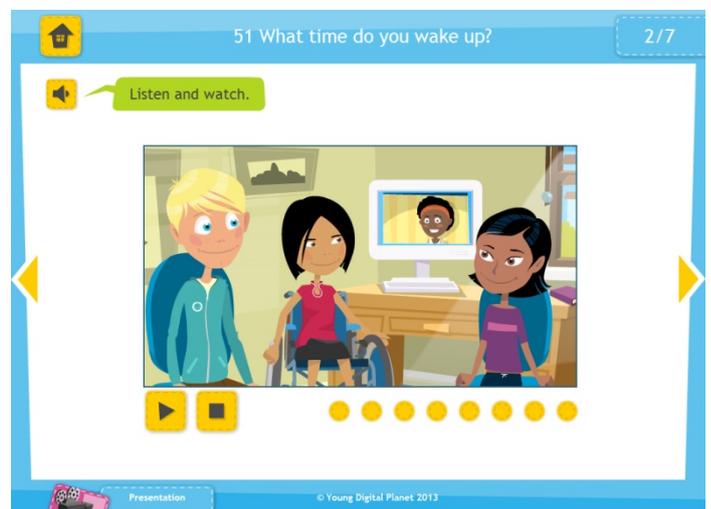
Ann: *I do my homework at half past four. I have lots of homework.*

Lucy: *What time do you eat dinner?*

Ann: *I eat dinner at six o'clock. My mum usually cooks dinner.*

Kim: *What time do you go to bed?*

Ann: *I go to bed at half past eight. I like to read in bed.*



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:

1. Put your students in groups of 4–5.
2. Give out Handout 1.
3. Ask your students to put the phrases into sentences.
4. Ask representatives to come to the board. The representative asks a question and

appoints a student to answer. You can also choose a person to answer.

Handout 1

Cutout.

What time	do you	wake up?
What time	do you	make your bed?
What time	do you	go to school?
What time	do you	come home?
What time	do you	do your homework?
What time	do you	eat dinner?
What time	do you	go to bed?

Screen 3

Kim: Let's ask Ann about her life in America. Ann, what time do you wake up?

Ann: I wake up at seven o'clock.

Alex: What time do you make your bed?

Ann: I make my bed at half past seven.

Lucy: What time do you go to school?

Ann: I go to school at half past eight. I take the school bus.

Kim: What time do you come home?

Ann: I come home at three o'clock.

Alex: What time do you do your homework?

Ann: I do my homework at half past four. I have lots of homework.

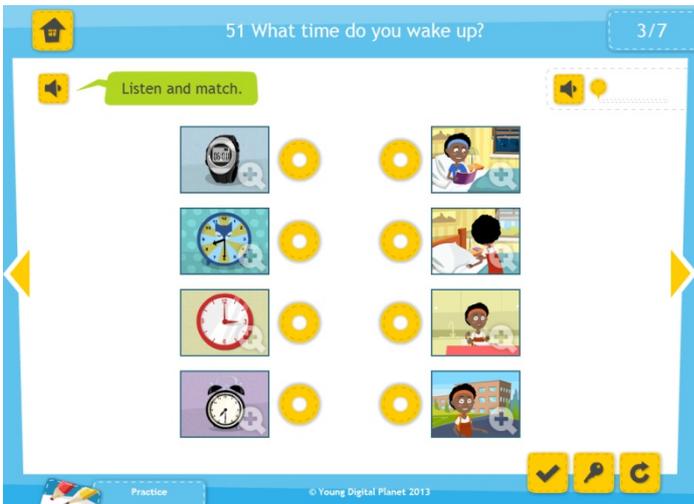
Lucy: What time do you eat dinner?

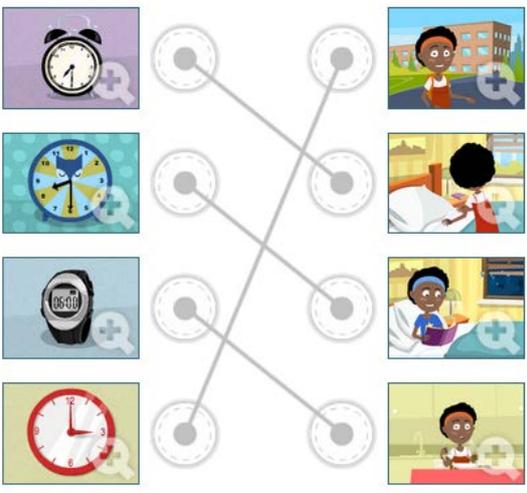
Ann: I eat dinner at six o'clock. My mum usually cooks dinner.

Kim: What time do you go to bed?

Ann: I go to bed at half past eight. I like to read in bed.

Key: see below (random order)





Screen 4

Lucy: *Grandma, I've got some homework. Can I ask you some questions?*

Grandma: *Of course, Lucy.*

Lucy: *OK. First question. What time do you wake up?*

Grandma: *I usually wake up at six o'clock.*

Lucy: *That's early!*

Grandma: *Yes, the birds are singing. I have breakfast at half past six.*

Lucy: *What do you have?*

Grandma: *Sometimes an egg, sometimes toast. I always have a cup of coffee.*

Lucy: *What do you do in the morning?*

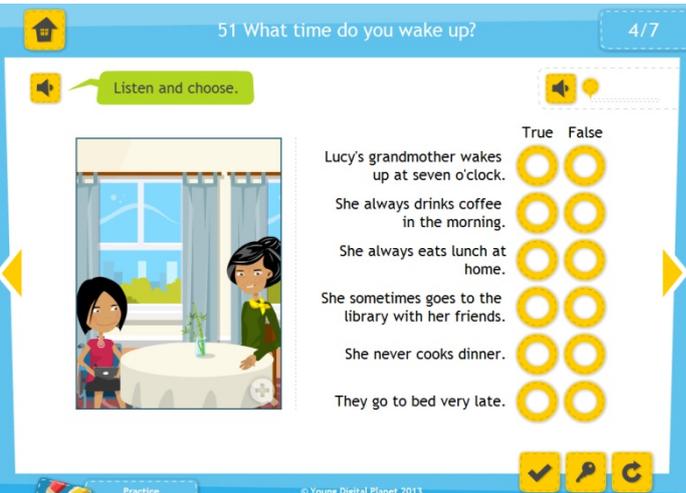
Grandma: *I clean the house. I wash the clothes. I go to the market.*

Lucy: *Do you eat lunch?*

Grandma: *Oh, yes. I often go to a café for lunch. I like to see my friends. After lunch we sometimes go to the library, or to the cinema.*

Lucy: *That's nice!*

Grandma: *Yes, it is. Then, I come home. I cook dinner for Granddad. We usually have dinner at seven o'clock. We often have chicken or fish.*



51 What time do you wake up? 4/7

Listen and choose.

	True	False
Lucy's grandmother wakes up at seven o'clock.	<input type="radio"/>	<input type="radio"/>
She always drinks coffee in the morning.	<input type="radio"/>	<input type="radio"/>
She always eats lunch at home.	<input type="radio"/>	<input type="radio"/>
She sometimes goes to the library with her friends.	<input type="radio"/>	<input type="radio"/>
She never cooks dinner.	<input type="radio"/>	<input type="radio"/>
They go to bed very late.	<input type="radio"/>	<input type="radio"/>

Practice © Young Digital Planet 2013

Lucy: *What do you do in the evening?*
Grandma: *Granddad and I sometimes watch television. We sometimes listen to music. We always go to bed early, at nine o'clock.*
Lucy: *Thanks, Grandma! This is great!*

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

Additional activity:

1. Put your students in groups of 4–5.
2. Give out Handout 2.
3. Ask your students to put the phrases into sentences.
4. Check with the class.
5. Elicit the rule (adverbs of frequency go before a main verb).

Handout 2

cutout.

I	always	clean the house	on Fridays
You	usually	wake up	at seven
She	often	goes	to the café
He	sometimes	cooks	dinner
It	always	rains	on me
We	usually	go	to the library
You	often	listen	to the music
They	sometimes	watch	television

Screen 5

Lucy: *Grandma, I've got some homework. Can I ask you some questions?*

Grandma: *Of course, Lucy.*

Lucy: *OK. First question. What time do you wake up?*

Grandma: *I usually wake up at six o'clock.*

Lucy: *That's early!*

Grandma: *Yes, the birds are singing. I have breakfast at half past six.*

Lucy: *What do you have?*

Grandma: *Sometimes an egg, sometimes toast. I always have a cup of coffee.*

Lucy: *What do you do in the morning?*

Grandma: *I clean the house. I wash the clothes. I go to the market.*

Lucy: *Do you eat lunch?*

Grandma: *Oh, yes. I often go to a café for lunch. I like to see my friends. After lunch we sometimes go to the library, or to the cinema.*

Lucy: *That's nice!*

Grandma: *Yes, it is. Then, I come home. I cook dinner for Granddad. We usually have dinner at seven o'clock. We often have chicken or fish.*

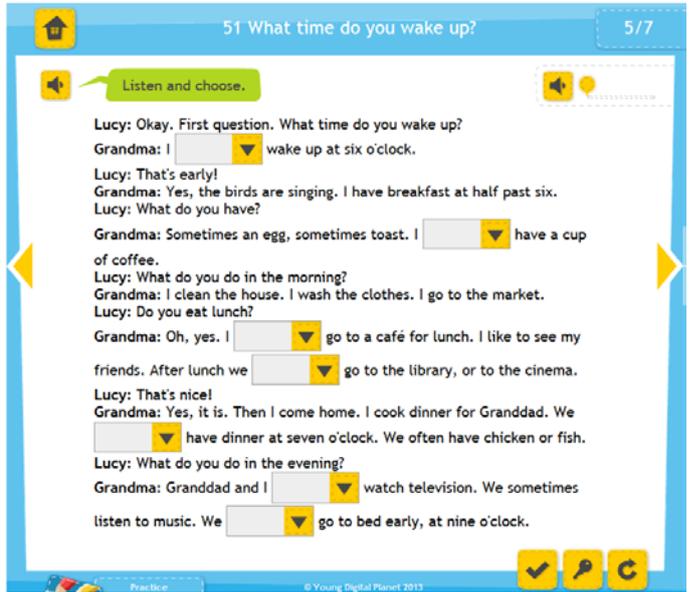
Lucy: *What do you do in the evening?*

Grandma: *Granddad and I sometimes watch television. We sometimes listen to music. We always go to bed early, at nine o'clock.*

Lucy: *Thanks, Grandma! This is great!*

Key:

1 usually **2** always **3** often **4** sometimes
5 usually **6** sometimes **7** always



51 What time do you wake up? 5/7

Listen and choose.

Lucy: Okay. First question. What time do you wake up?
 Grandma: I wake up at six o'clock.
 Lucy: That's early!
 Grandma: Yes, the birds are singing. I have breakfast at half past six.
 Lucy: What do you have?
 Grandma: Sometimes an egg, sometimes toast. I have a cup of coffee.
 Lucy: What do you do in the morning?
 Grandma: I clean the house. I wash the clothes. I go to the market.
 Lucy: Do you eat lunch?
 Grandma: Oh, yes. I go to a café for lunch. I like to see my friends. After lunch we go to the library, or to the cinema.
 Lucy: That's nice!
 Grandma: Yes, it is. Then I come home. I cook dinner for Granddad. We have dinner at seven o'clock. We often have chicken or fish.
 Lucy: What do you do in the evening?
 Grandma: Granddad and I watch television. We sometimes listen to music. We go to bed early, at nine o'clock.

Practice © Young Digital Planet 2013

Screen 6

Lucy: *What time do you wake up?*

Kim: *I wake up at seven o'clock.*

Lucy: *What time do you make your bed?*

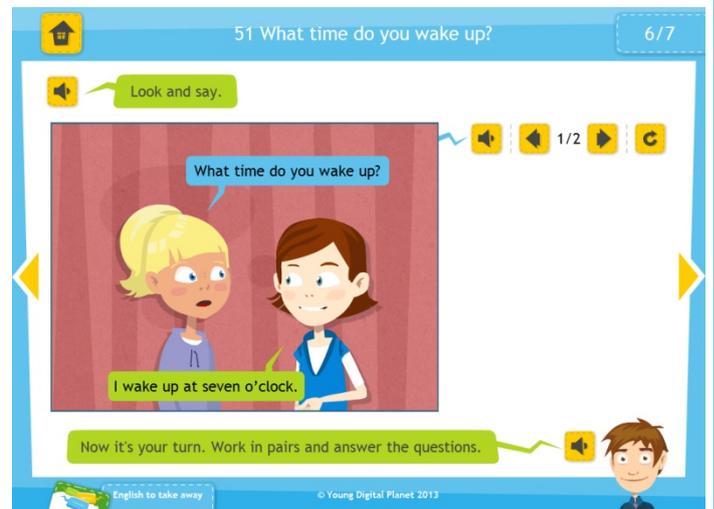
Lucy: *What time do you go to school?*

Lucy: *What time do you come home?*

Lucy: *What time do you do your homework?*

Lucy: *What time do you eat dinner?*

Lucy: *What time do you go to bed?*



Give your students instructions for the Look and say activity.

1. Put your students in pairs.
2. Ask them to ask and answer questions using information from their own daily routines.
3. When they finish, ask representatives a few questions, elicit the correct answers.

Now it's your turn

Get students to practise the language in pairs. Tell them to ask and answer about themselves.

Handout 1

What time	do you	wake up?	
What time	do you	make	your bed?
What time	do you	go	to school?
What time	do you	come	home?
What time	do you	do	your homework?
What time	do you	eat	dinner?
What time	do you	go	to bed?

Handout 2

I	always	clean the house	on Fridays
You	usually	wake up	at seven
She	often	goes	to the café
He	sometimes	cooks	dinner
It	always	rains	on me
We	usually	go	to the library
You	often	listen	to the music
They	sometimes	watch	television

Friends 6 Lesson52		<i>You must do your homework.</i>		Grammar & Functions	
Aims	Talking about obligation using <i>must</i> Asking questions about obligation	Contents	Grammar Modal <i>must</i> , present statement and question <i>Must I do my homework now?</i> <i>Yes, you must.</i>	Checklist	One pair work handout: matching words to make phrases
Language Analysis					
<p>Grammar: <i>Must</i> is a modal auxiliary verb. It is followed by a main verb. The main verb is the base verb (infinitive without <i>to</i>). <i>Must</i> is most commonly used to express certainty. It can also be used to express necessity or strong recommendation, although native speakers prefer the more flexible form <i>have to</i>. <i>Must</i> is subjective. <i>Must</i> expresses what the speaker thinks is necessary. In fact, it is not a real obligation. It is not imposed from outside. <i>Must not</i> can be used to prohibit actions, but this sounds very severe; speakers prefer to use softer modal verbs such as <i>should not</i> or <i>ought not</i> to dissuade rather than prohibit.</p> <p>Hint: <i>Must not vs. do not have to</i> <i>Must not</i> suggests that you are prohibited from doing something. <i>Do not have to</i> suggests that someone is not required to do something.</p> <p>Vocabulary: <i>Have a good time</i> and <i>have a nice time</i> mean more or less the same, but the latter may be used ironically. Another similar expression: <i>have a great time</i>.</p>					

Procedure

Warm-up off the screens

1. Ask your students about activities they do every day.
2. Write down their answers on the board (keep it simple, e.g. *brush teeth*).
3. Say every verb / phrase aloud and ask the class to repeat.

Screen 2

Kim's mum: *Kim and Jill, Dad and I are going on holiday now. Grandma is staying here.*

Kim: *Great! Can we have a party?*

Kim's dad: *No! Listen, here are the rules. First, you must get up at seven o'clock. You must help Grandma make breakfast.*

Kim: *OK. Must we make our beds?*

Kim's mum: *Yes, please. You must take the bus to school. After school, you must come home. Don't go to the park. Don't be late.*

Jill: *Must we cook dinner?*

Kim's mum: *No, Grandma can cook dinner. You must help her clean the kitchen and wash the clothes.*

Kim's dad: *And after dinner, you must do your homework.*

Kim: *Must I do my homework every day?*

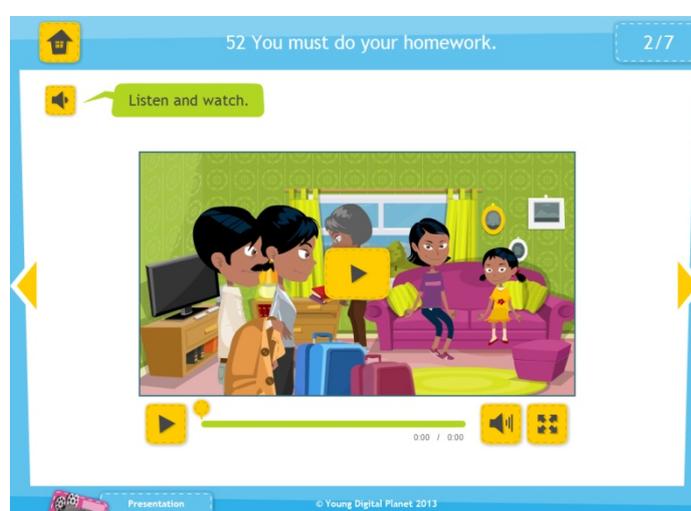
Kim's dad: *Yes, you must. Grandma can help you.*

Jill: *What time must we go to bed?*

Kim's mum: *Eight o'clock. And you must brush your teeth before bed.*

Kim: *OK. We'll be fine. Have a nice time!*

Jill: *Bye!*



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:

1. Put your students in pairs.
2. Give out [Handout 1](#).
3. Ask them to put the words together to create phrases describing everyday activities.
4. Check with the class eliciting phrases one by one (one per pair).

Cut out.

make	breakfast
drink	milk
make	bed
cook	dinner
clean	the kitchen
do	homework
have	a shower
brush	teeth

Screen 3

Kim's mum: *Kim and Jill, Dad and I are going on holiday now. Grandma is staying here.*

Kim: *Great! Can we have a party?*

Kim's dad: *No! Listen, here are the rules. First, you must get up at seven o'clock. You must help Grandma make breakfast.*

Kim: *OK. Must we make our beds?*

Kim's mum: *Yes, please. You must take the bus to school. After school, you must come home. Don't go to the park. Don't be late.*

Jill: *Must we cook dinner?*

Kim's mum: *No, Grandma can cook*

52 You must do your homework.
3/7



Listen and choose.





What must Kim and Jill do?

- get up at seven o'clock
- help Grandma make breakfast
- drink milk in the morning
- make their beds
- walk to school
- go to the park after school
- cook dinner

dinner. You must help her clean the kitchen and wash the clothes.
Kim's dad: And after dinner, you must do your homework.
Kim: Must I do my homework every day?
Kim's dad: Yes, you must. Grandma can help you.
Jill: What time must we go to bed?
Kim's mum: Eight o'clock. And you must brush your teeth before bed.
Kim: OK. We'll be fine. Have a nice time!
Jill: Bye!

Key:

Kim and Jill must:

- 1 get up at seven o'clock
- 2 help Grandma make breakfast
- 3 make their beds
- 4 help Grandma clean the kitchen
- 5 do homework every day
- 6 brush their teeth at night

Screen 4

Grandma: Good morning, Kim! Time to get up.
Kim: Must I get up now? I'm tired!
Grandma: Yes, you must. You must have breakfast. Then, you must take the bus to school.
Kim: OK, Grandma. What time must I come home?
Grandma: You must come home after school. Don't go to the park.
Kim: Must I help you cook dinner?
Grandma: No, I can cook dinner. But you must do your homework tonight.
Kim: All right. I'm getting up now.
Grandma: Good!

Key:

- 1 get up 2 have 3 take 4 come 5 help 6 do

52 You must do your homework.
4/7

Listen and choose.



Kim must .

She must breakfast.

Then, she must the bus to school.

After school, she must home.

Kim says, 'Must I you cook dinner?'

Kim must her homework tonight.

Practice

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Screen 5

Grandma: Good morning, Kim! Time to get up.

Kim: Must I get up now? I'm tired!

Grandma: Yes, you must. You must have breakfast. Then, you must take the bus to school.

Kim: OK, Grandma. What time must I come home?

Grandma: You must come home after school. Don't go to the park.

Kim: Must I help you cook dinner?

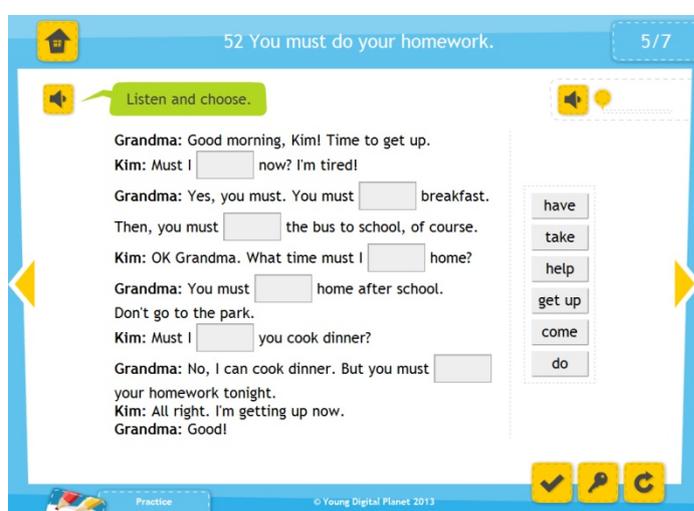
Grandma: No, I can cook dinner. But you must do your homework tonight.

Kim: All right. I'm getting up now.

Grandma: Good!

Key:

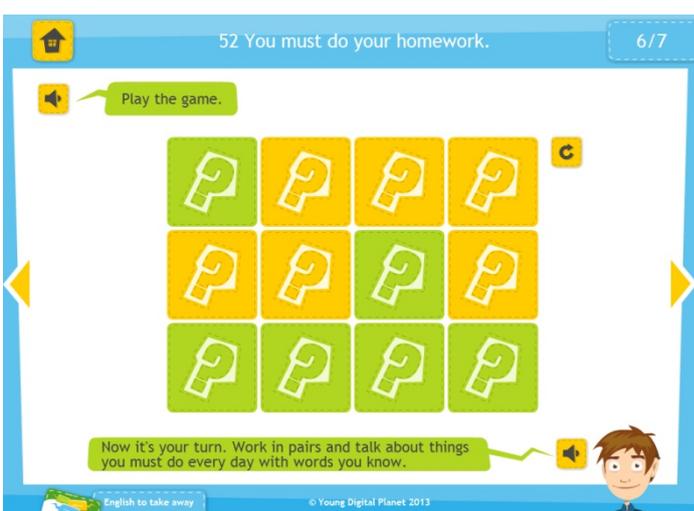
1 get up 2 have 3 take 4 come 5 come 6 help 7 do



Screen 6

Key:

1 make bed
 2 cook dinner
 3 take bus
 4 do homework
 5 come home
 6 brush teeth



Give students instructions for the game activity.

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.

Now it's your turn

Get students to practise the language in pairs.
Tell them to ask and answer about themselves.

Handout

Cut out.

make	breakfast
drink	milk
make	bed
cook	dinner
clean	the kitchen
do	homework
have	a shower
brush	teeth

Friends 6 Lesson53		<i>They must go to bed at 8 o'clock.</i>		Grammar & Functions	
Aims	Talking about obligation using <i>he/she/they</i> Using noun + verb collocations	Contents	Grammar <i>What time must they go to bed?</i> <i>At eight o'clock.</i> Revision of present simple Vocabulary <i>He / She / We / They must tidy the house, brush teeth, do homework</i> <i>look after</i> Everyday English: <i>We're going out.</i>	Checklist	Two master handouts (One pair work handout One individual handout): sentence ordering and phrase completion
Language Analysis					
<p>Grammar: We use <i>can</i> to express ability, make a request or ask about possibility/ for permission. We use <i>must</i> to express necessity, obligation, certainty, and when we are sure that something is true.</p> <p>Vocabulary: A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". <i>to go out</i> – to go outdoors, leave one's residence (in this context) <i>to look after</i> – to take care of</p>					

Procedure

Screen 2

Mr Bird: *Sam and Ann — Mum and I are going out now. Ben is looking after you.*

Sam: *OK. Can we watch television?*

Mr Bird: *They can watch TV, but they must go to bed at 8 o'clock. And they must brush their teeth before bed.*

Ben: *8 o'clock. Fine.*

Sam: *Can we play with my toys?*

Mr Bird: *They can play with Sam's toys, but they must tidy the house.*

Ben: *OK.*

Ann: *Can we have pizza?*

Mr Bird: *They can have a sandwich, but no pizza tonight. They must clean the kitchen.*

Sam: *Must we feed the animals?*

Mr Bird: *No, that's OKOK. They're fine.*

Ann: *Can I use your computer?*

Mr Bird: *Yes, but Sam must do his homework. No computer games. He must do homework! And don't forget, Ann must email her parents tonight.*

Ben: *Don't worry. Have a good time at the cinema!*

Ben: *OK! Who wants 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:

1. Put your students in pairs.
2. Give out Handout 1.
3. Ask them to put the words into collocations.
4. Check with the class, write down their answers on the board.
5. Read the first collocation and ask your class to repeat it aloud.
6. Proceed until you say all collocations. Drill pronunciation chorally and individually.

Handout 1

Cut out.

I must	go	out
You must	email	parents
She must	tidy	the house
He must	clean	the kitchen
We must	feed	the animals
They	go	to the cinema
I can	play	games
We can	have	pizza

Screen 3

Mr Bird: Sam and Ann – Mum and I are going out now. Ben is looking after you.

Sam: OK. Can we watch television?

Mr Bird: They can watch TV, but they must go to bed at 8 o'clock. And they must brush their teeth before bed.

Ben: 8 o'clock. Fine.

Sam: Can we play with my toys?

Mr Bird: They can play with Sam's toys, but they must tidy the house.

Ben: OK.

Ann: Can we have pizza?

Mr Bird: They can have a sandwich, but no pizza tonight. They must clean the kitchen.

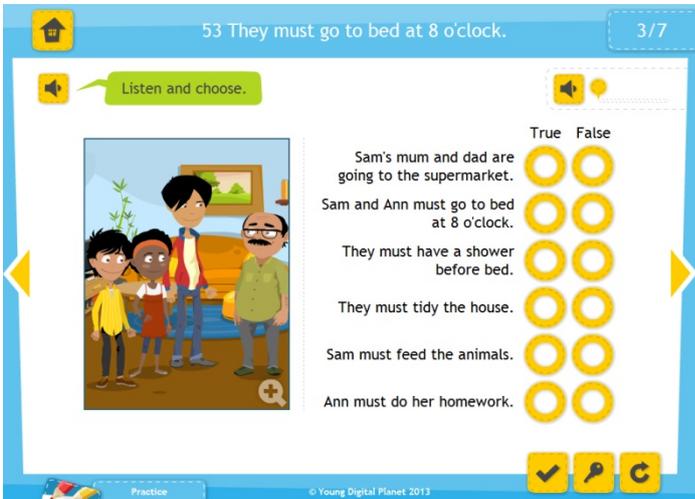
Sam: Must we feed the animals?

Mr Bird: No, that's OK. They're fine.

Ann: Can I use your computer?

Mr Bird: Yes, but Sam must do his homework. No computer games. He must do homework! And don't forget, Ann must email her parents tonight.

Ben: Don't worry. Have a good time at



53 They must go to bed at 8 o'clock. 3/7

Listen and choose.

True False

Sam's mum and dad are going to the supermarket.

Sam and Ann must go to bed at 8 o'clock.

They must have a shower before bed.

They must tidy the house.

Sam must feed the animals.

Ann must do her homework.

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the cinema!

Ben: OK! Who wants pizza?

Key:

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

Screen 4

Ben: Sam and Ann, time for bed! You must go to bed at 8 o'clock.

Ann: Ben, Sam didn't brush his teeth! Sam must brush his teeth before bed!

Sam: Ben, Ann didn't help me tidy the house! She must help me tidy the house!

Ben: OK kids. Sam, brush your teeth. Ann, help Sam tidy the house.

Sam: Ben, Ann didn't email her parents. She must email her parents tonight.

Ann: Yes, I did! But Sam didn't do his homework. He played computer games.

Ben: You didn't clean the kitchen. You must clean the kitchen! Hurry up!

Ben: Oh, Mr Bird. Hello ...

Key:

- 1 You must go to bed at 8 o'clock.
- 2 Sam must brush his teeth before bed.
- 3 She must help me tidy the house.
- 4 She must email her parents tonight.
- 5 You must clean the kitchen!



The screenshot shows a digital activity titled "53 They must go to bed at 8 o'clock." with a progress indicator "4/7". The instruction is "Listen and put the words in order." Below the instruction is an illustration of a boy and a girl sitting on a sofa. To the right of the illustration is a list of words to be ordered: "go", "bed", "8 o'clock.", "must", "at", "to", "You", "must", "teeth", "Sam", "bed.", "brush", "before", "his", "tidy", "help", "house.", "the", "me", "She", "must", "parents", "email", "She", "tonight.", "her", "must", "the", "You", "must", "clean", "kitchen!". At the bottom of the interface are icons for a home button, a checkmark, a magnifying glass, and a refresh button, along with the text "Practice" and "© Young Digital Planet 2013".

Additional activity:

1. Give out Handout 2.
2. Ask your students to mark the correct word making a phrase.
3. Check with the class.
4. Make sure all your students understand the meaning of these phrases.

Handout 2

Mark the correct word.

1. Have a ____ time!
 - a. short
 - b. well
 - c. good

2. We're going _____.
 - a. out
 - b. off
 - c. over

3. You look _____ your little sister.
 - a. before
 - b. nice
 - c. after

Key:

1 c 2 a 3 c

Screen 5

Key:

- 1 brush
- 2 email
- 3 tidy
- 4 clean
- 5 feed
- 6 do
- 7 go

53 They must go to bed at 8 o'clock.
5/7

Complete the sentences.



Sam must his teeth before bed.

Ann must her parents tonight.

The children must the house.

They must the kitchen.

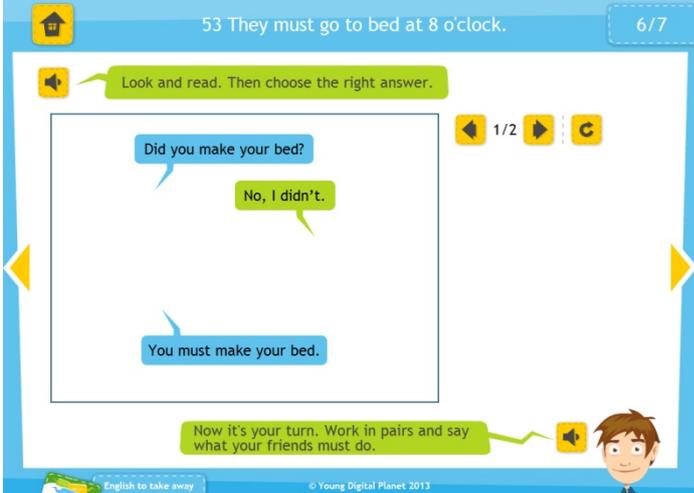
Must I the animals?

Sam must his homework.

They must to bed at 8 o'clock.

Practice
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Screen 6



Give students instructions for the Look and read activity.

1. Put your students in pairs.
2. Ask them to say what their friends must do.

Now it's your turn

Get students to practise the language in pairs.

Tell them to ask and answer about themselves.

Handout 1

Cut out.

I must	go	out.
You must	email	parents.
She must	tidy	the house.
He must	clean	the kitchen.
We must	feed	the animals.
They	go	to the cinema.
I can	play	games.
We can	have	pizza.

Handout 2

Mark the correct word.

1. Have a _____ time!

a. short b. well c. good

2. We're going _____.

a. out b. off c. over

3. You look _____ your little sister.

a. before b. nice c. after

Friends 6 Lesson 54		<i>Can I sit near the window?</i>		Skills	
Aims	Asking about permission using <i>can</i> Responding to statements of obligation using <i>must</i> Distinguishing between <i>can</i> and <i>must</i>	Contents	Grammar obligation and permission: <i>Can I...?</i> <i>Yes, you can, but you must</i> ... Vocabulary <i>rubbish recycle</i> <i>take turns, make a friend</i>	Checklist	One master handout word completion
Language Analysis					
<p>Grammar: When we want to talk about what we are obliged to do (or what we must do), we can use the verbs <i>must</i> or <i>have to</i>. To talk about what we are permitted to do (or allowed to do), we can use the verbs <i>let</i>, <i>can</i> or <i>be allowed to</i>.</p> <p>Vocabulary: <i>rubbish</i> can also mean foolish words or speech; nonsense Other words for <i>rubbish</i>: waste /<i>weɪst</i>/ (BrE), trash /<i>træʃ</i>/ (AmE)</p>					

Procedure

Warm-up off the screens

1. Show your students the following symbol: draw it or find it online.



2. Ask your students if they recognise the symbol (if not, tell them it's an international recycling symbol).
3. Ask them, if they know, what can we recycle (e.g. *paper, aluminium, plastic, glass*). Ask: *Can we recycle paper?* etc.
4. Write the answers on the board.
5. Ask them if they know the colours of recycling bins in their country (e.g. yellow for plastic, blue for paper etc).

Screen 2

Mr. Hill: *Good morning, children. We have a new girl in our class. This is Sue. Let's say hello to Sue.*

Alex, Kim, Lucy: *Hello, Sue!*

Mr. Hill: *Sue, have you got any questions?*

Sue: *Yes, I've got a few. Can I sit near the window?*

Mr. Hill: *Yes, that's fine, but you must listen to the class.*

Sue: *Of course! Can I use the computer every day?*

Mr. Hill: *Yes, you can, but you must take turns.*

Sue: *Great! Where can I eat my lunch?*

Mr. Hill: *You must eat your lunch in the lunch room.*

Sue: *OK. Can I throw my rubbish in the bin, or must I recycle it?*

Mr. Hill: *You must recycle it. We recycle all our rubbish.*

Sue: *One more question. Can I bring my cat to school?*



The screenshot shows a presentation slide with a blue header containing a home icon, the text '54 Can I sit near the window?', and a '2/7' indicator. Below the header is a green button labeled 'Listen and watch.' with a speaker icon. The main content is a video player showing an illustration of a classroom. A teacher is standing at the front, and several students are seated at desks. A large yellow play button is centered over the video. Below the video is a progress bar and control icons for play, volume, and full screen. At the bottom of the slide, there is a 'Presentation' icon and the copyright notice '© 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.

Mr. Hill: No, sorry! But you can bring a book to read. Any more questions?
Sue: No, that's fine. Thank you, Mr. Hill.
Mr. Hill: Excellent! Let's have a great day!

Screen 3

Mr. Hill: Good morning, children. We have a new girl in our class. This is Sue. Let's say hello to Sue.

Alex, Kim, Lucy: Hello, Sue!

Mr. Hill: Sue, have you got any questions?

Sue: Yes, I've got a few. Can I sit near the window?

Mr. Hill: Yes, that's fine, but you must listen to the class.

Sue: Of course! Can I use the computer every day?

Mr. Hill: Yes, you can, but you must take turns.

Sue: Great! Where can I eat my lunch?

Mr. Hill: You must eat your lunch in the lunch room.

Sue: OK. Can I throw my rubbish in the bin, or must I recycle it?

Mr. Hill: You must recycle it. We recycle all our rubbish.

Sue: One more question. Can I bring my cat to school?

Mr. Hill: No, sorry! But you can bring a book to read. Any more questions?

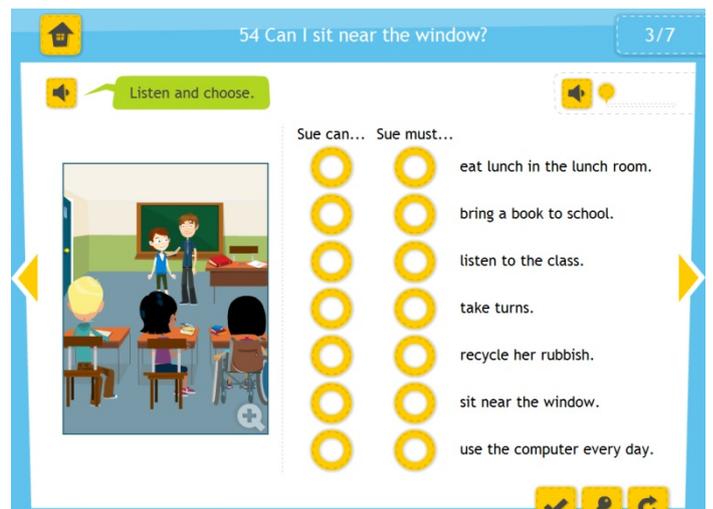
Sue: No, that's fine. Thank you, Mr. Hill.

Mr. Hill: Excellent! Let's have a great day!

Key:

1 Sue can: bring a book to school, sit near the window, use the computer every day

2 Sue must: eat lunch in the lunch room, listen to the class, take turns to use the computer, recycle her rubbish



54 Can I sit near the window? 3/7

Listen and choose.

Sue can... Sue must...

eat lunch in the lunch room.

bring a book to school.

listen to the class.

take turns.

recycle her rubbish.

sit near the window.

use the computer every day.

Sue can... Sue must...

- | | | |
|----------------------------------|----------------------------------|------------------------------|
| <input type="radio"/> | <input checked="" type="radio"/> | eat lunch in the lunch room. |
| <input checked="" type="radio"/> | <input type="radio"/> | bring a book to school. |
| <input type="radio"/> | <input checked="" type="radio"/> | listen to the class. |
| <input type="radio"/> | <input checked="" type="radio"/> | take turns. |
| <input type="radio"/> | <input checked="" type="radio"/> | recycle her rubbish. |
| <input checked="" type="radio"/> | <input type="radio"/> | sit near the window. |
| <input checked="" type="radio"/> | <input type="radio"/> | use the computer every day. |

Screen 4

Mr. Hill: Good morning, children. We have a new girl in our class. This is Sue. Let's say hello to Sue.

Alex, Kim, Lucy: Hello, Sue!

Mr. Hill: Sue, have you got any questions?

Sue: Yes, I've got a few. Can I sit near the window?

Mr. Hill: Yes, that's fine, but you must listen to the class.

Sue: Of course! Can I use the computer every day?

Mr. Hill: Yes, you can, but you must take turns.

Sue: Great! Where can I eat my lunch?

Mr. Hill: You must eat your lunch in the lunch room.

Sue: OK. Can I throw my rubbish in the bin, or must I recycle it?

Mr. Hill: You must recycle it. We recycle all our rubbish.

Sue: One more question. Can I bring my cat to school?

Mr. Hill: No, sorry! But you can bring a book to read. Any more questions?

Sue: No, that's fine. Thank you, Mr. Hill.

Mr. Hill: Excellent! Let's have a great day!

Key:



54 Can I sit near the window? 4/7

Choose. Then listen and check.

Can / Must I sit near the window?
 You can / must listen to the class.
 Can / Must I use the computer every day?
 You can / must take turns.
 You can / must eat your lunch in the lunch room.
 Can / Must I throw my rubbish in the bin?
 Can / Must I bring my cat to school?
 You can / must bring a book to read.

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1 Can 2 must 3 Can 4 must 5 must
6 Can 7 Can 8 can

Screen 5

Sue: *Hi Grandma! I love my new school! My teacher is Mr Hill. He's nice! Yes, I can, but I must listen to the class. Yes, every day! It's great! No, I must eat lunch in the lunch room, and I must recycle my rubbish. No, I can't bring my cat to school, but I can bring a toy. Yes, I made two friends. Their names are Kim and Lucy. They're nice! OK, Bye!*

Key:

- 1 What is your teacher's name?
- 2 Can you sit near the window?
- 3 Can you use the computer?
- 4 Can you eat lunch in the classroom?
- 5 Can you bring your cat to school?
- 6 Did you make a friend?



Screen 6

Audio 1:

Can you sit near the window?

- *Yes, I can.*
- *No, I can't.*

Audio 2:

Can you use the computer every day?

- *Yes, I can.*
- *No, I can't.*

Audio 3:

Can you bring a pet to school?

- *Yes, I can.*
- *No, I can't.*

Audio 4:

Can you eat lunch in the classroom?

- *Yes, I can.*
- *No, I can't.*



Give students instructions for the Listen and choose activity.

1. Look at the picture and read the question.
2. Choose the correct response (one that is

true about yourself).

3. Work in pairs, ask and answer questions.

Now it's your turn

Get students to practise the language in pairs.
Tell them to ask and answer about themselves.

Additional activity:

1. Give out the Handout.
2. Ask your students to complete the words to make correct words and phrases.
3. Ask them to check in pairs.
4. When they finish, check together with the class, write the correct spellings on the board.

Handout

1. We must recycle all our r____sh.
2. We can __ cy_le paper, glass, plastic and aluminium.
3. You can make fr____s at school.
4. He can use the computer, but he must take t__ ns.
5.
—Any mor_ questions?
—Yes, one more que__ion.

Key: 1 rubbish 2 recycle 3 friends 4 turns 5 more, question

Handout

1. We must recycle all our r _ _ _ _ sh.
2. We can _ _ cy_ le paper, glass, plastic and aluminium.
3. You can make fr _ _ _ _ s at school.
4. He can use the computer, but he must take t _ _ ns.
5.
—Any mor_ questions?
—Yes, one more que _ _ ion.