

Friends 3 Lesson 25		<i>Happy Birthday!</i>		Vocabulary	
Aims	Wishing a Happy Birthday and naming birthday related items.	Contents	Grammar possessive pronouns: <i>my, your, his, her</i> Vocabulary <i>birthday cake, presents, party, birthday cards</i>	Checklist	Handout 1 (pair-work): identifying numbers Handout 2: anagrams Pens or pencil Scissors
Language Analysis					
birthday / bɜː.ə.'deɪ /					
<u>Extra information.</u> It's still common for friends and family to send birthday cards. This custom started in Britain about 100 years ago. There's a party for the child to which friends and family are invited. The visitors bring presents and eat a nicely decorated birthday cake. There are candles stuck inside (their number must be the same as the number of the years) and the child blows them out making a wish. Some children also take sweets to school to share with their classmates who sing the traditional <i>Happy Birthday</i> song.					

Procedure

Warm-up Off the screens

1. Revise numbers. Write down numbers 1-20 on the board. Ask children to read them chorally and individually pointing at the numbers in order. Later choose numbers at random.
2. Ask a volunteer to come to the front.
3. Using your finger "write" a number on their back. The student guesses the number.
4. Ask your students to practise this exercise in pairs.

Screen 2

Alex: *What are you doing?*

Jill: *Shhh! It's Lucy's birthday today.*

Alex : *What's that?*

Jill: *Shhhh! It's her birthday cards and her present..*

Lucy: *Hi!*

All: *Hi Lucy.*

Lucy: *It's my birthday today.*

All: *Surprise! Happy Birthday!*

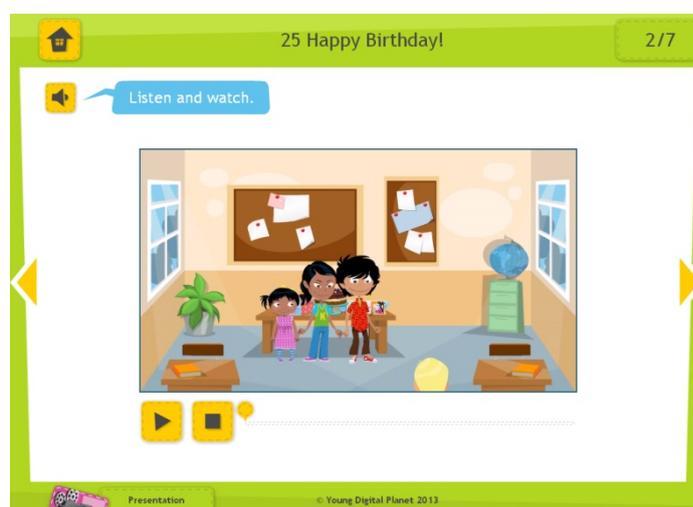
Jill: *This birthday card is from me and here's your present.*

Lucy: *Oh, thanks Jill!*

Kim: *And look – this is your birthday cake.*

Lucy: *Ooh – thanks everyone!*

Alex: *Let's have a party!*



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 several times. In order to practise the pronunciation, you may say the sentence from a dialogue very quietly. The students must "read the sentence" from your lips and say it aloud.

Repeat with different sentences. Then the students act out the story in groups of 3.

Screen 3

Key: (from left to right
 1 my 2 her 3 his 4 your



Note: You may practise possessive pronouns using objects in the classroom.

1. Take a pen from one of the students and ask: *Whose is it?* Encourage the students to say *It's my pen.*
2. Do the same with your pen to elicit from students *It's your pen.* Finally ask about other students possession eliciting *his* and *her.*
3. Practise with other objects in the classroom, e.g. *book, pencil, pencil case,* etc.

Screen 4



Audio 1: *Birthday cake*



Audio 2: *Presents*

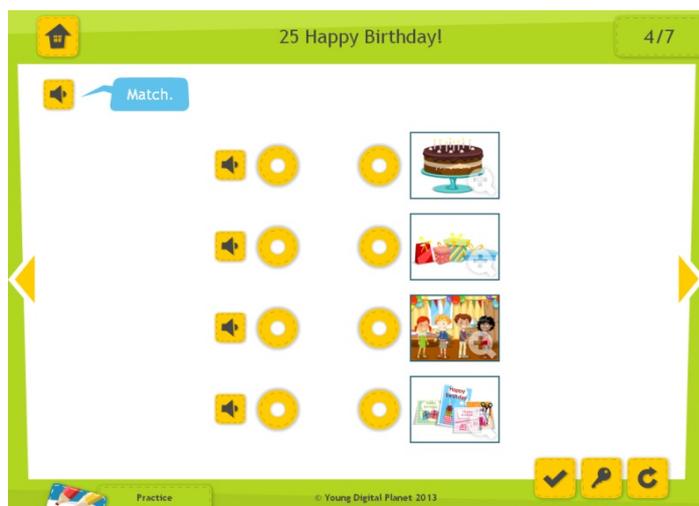


Audio 3: *Party*



Audio 4: *Birthday cards*

Key: see pictures above (random order)



Screen 5

Key:




A screenshot of an interactive screen titled '25 Happy Birthday!' with a progress indicator '5/7'. A 'Complete.' message is shown. Below the illustration, there is a practice area with three buttons labeled 'presents', 'cake', and 'party'. At the bottom, there are icons for a checkmark, a key, and a refresh button, along with the text 'Practice' and '© Young Digital Planet 2013'.

Screen 6

Audio1: Lucy: I'm eight today!

Audio2: Happy Birthday

Audio 3: Girl: I'm ten today!

Audio 4: Twins: We're seven today!

Audio 5: Boy: I'm nine today!



A screenshot of an interactive screen titled '25 Happy Birthday!' with a progress indicator '6/7'. A 'Listen and say.' prompt is shown above a large image of a girl with a '1m 8' badge. Below the image, there is a 'Now it's your turn.' prompt with a speaker icon. At the bottom, there are icons for a checkmark, a key, and a refresh button, along with the text 'English to take away' and '© Young Digital Planet 2013'.

Give the students the instructions for the Listen and say activity.

1. Look at the picture.
2. Click on the audio and listen to the sentences.
3. Students say the sentences.
4. Repeat as many times as you want to.

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

Note: Ask students to work in pairs. They put the cards face down on the table. One student chooses a card and says how old they are today. The second student should say Happy Birthday!

Handout 1

5	6
7	8
9	10
11	12

Optional activity: Handout 2

Handout 2

	WORD	PICTURE
ditrbhay keca		
spresetn		
ytapr		
idtrbyah sdcar		

a	b	c	d
			

Practise new vocabulary.

- 1 Ask students to put the letters in the right order to make words connected with birthday.
- 2 Students match the words with the pictures.

Key:

1 birthday cake: d 2 presents: b 3 party: a 4 birthday cards: c

Handout 1

5	6
7	8
9	10
11	12

Handout 2

	WORD	PICTURE
ditrbhay keca		
spresetn		
ytapr		
idtrbyah sdcar		

a	b	c	d
			

Friends 3
 Lesson 26

Can you come to my party?

 Grammar &
 Functions

Aims	Making and responding to invitations, (polite questions)	Contents	<p>Grammar Expressing simple requests <i>Can</i> used for permission</p> <p>Vocabulary <i>Can you come to my party?</i> <i>Yes, I can.</i></p> <p><i>(That's not the right answer!</i> <i>Come on!)</i></p>	Checklist	<p>2 master handouts – Handout 1, Handout 2: sentence completion</p> <p>Handout 3 invitation template</p> <p>Pens or pencils Scissors</p> <p>Examples of birthday invitations printed from the internet</p>
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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		

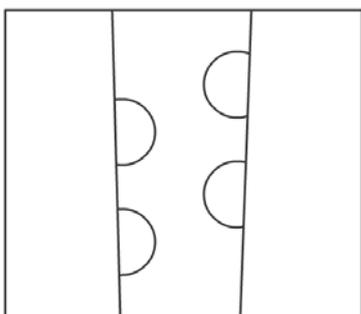
To form questions we use inversion e.g. *Can you come to my party? Yes, I can or No, I can't.*

If we have to answer *No* to a polite question it's nice to say *I'm sorry (but) I can't.*

Procedure

Warm-up Off the screens

1. Draw this on the board.



2. Ask your students *What's this?*
3. Elicit possible answers (e.g. A panda climbing a tree.) You may find other examples of such drawings on the internet. Just google "doodles".

Screen 2

Lucy: *Can you come to my party?*

Robot: *No, I can't*

Lucy: *What? That's not the right answer!*

Lucy: *Robot, can you come to my party?*

Robot: *No, I can't, I'm sorry.*

Lucy: *Kim, can you come to my party?*

Kim: *Yes, I can.*

Lucy: *See Robot? Can you come to my party?*

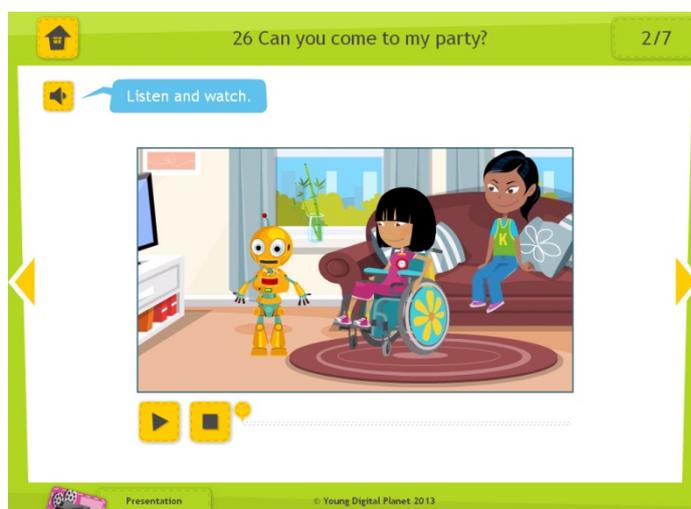
Robot: *No, I can't.*

Lucy: *Aaah*

Lucy: *Now... can you come to my party?*

Robot: *Yes, I can.*

Lucy: *Yay!*



The screenshot shows a presentation slide with a green header containing a home icon, the title "26 Can you come to my party?", and a page number "2/7". Below the header is a blue button with a speaker icon and the text "Listen and watch.". The main content area features a video player with a scene of a yellow robot, a girl in a wheelchair, and a girl sitting on a brown couch in a living room. Navigation arrows are visible on the left and right sides of the video player. At the bottom of the slide, there is a small pink icon and the text "Presentation" and "© Young Digital Planet 2013".

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 several times. Divide the class into 2 groups and ask them to repeat Lucy's and Robot's roles after the recording. Swap roles.

Optional activity (no handouts)

1. Ask a student: Can you open the window? Elicit the answer Yes, I can. Ask another student the same question but elicit No, I can't.
2. Practise a few more polite requests with more students, e.g. *Can you open the door?*, *Can you give your book?*, *Can you give me a pencil?* Students should respond with *Yes, I can* or *No, I can't*.

Screen 3

Audio 1:

Sam: Hello.

Lucy: Hi Sam. It's my birthday today.
Can you come to my birthday party on Saturday?

Sam: Great! I love parties! Yes, I can.

Lucy: Yay!

Audio 2:

Alex: Hello.

Lucy: It's my birthday today and it's my birthday party on Saturday.

Alex: Wait a minute. Mum says "Yes", I can.

Lucy: Yay!

Audio 3:

Pat: Hello.

Lucy: Hi Pat. It's my party on Saturday?

Pat: For your birthday?

Lucy: Yes, can you come?

Pat: I'm sorry, I can't come.

Lucy: Oh no!

Key: 1 Yes, I can. 2 Yes, I can. 3 No, I can't.



The screenshot shows a digital practice interface. At the top, it says "26 Can you come to my party?" and "3/7". Below this is a "Choose." button with a speaker icon. The main area features a cartoon girl on the left talking on a phone. To her right are three character portraits, each with a speaker icon. To the right of each portrait are two radio buttons labeled "Yes, I can." and "No, I can't.". At the bottom right, there are three icons: a checkmark, a key, and a refresh symbol. The bottom of the screen has a "Practice" label and a copyright notice "© Young Digital Planet 2013".

Screen 4

Audio 1:

Alex: *Can I go to Lucy's birthday party?*

Mum: *What day is the party?*

Alex: *Saturday.*

Mum: *What do you do on Saturday?*

Alex: *I have a swimming lesson at 10 o'clock.*

Mum: *What time's the party?*

Alex: *3 o'clock.*

Mum: *OK, then. Yes, you can.*

Alex: *Yay!*

Key:

- 1 Can I go to Lucy's birthday party?
- 2 What day is the party?
- 3 Saturday.
- 4 Yes, you can.



Screen 5

Key:

- 1 party
- 2 come
- 3 Can
- 4 Can, come

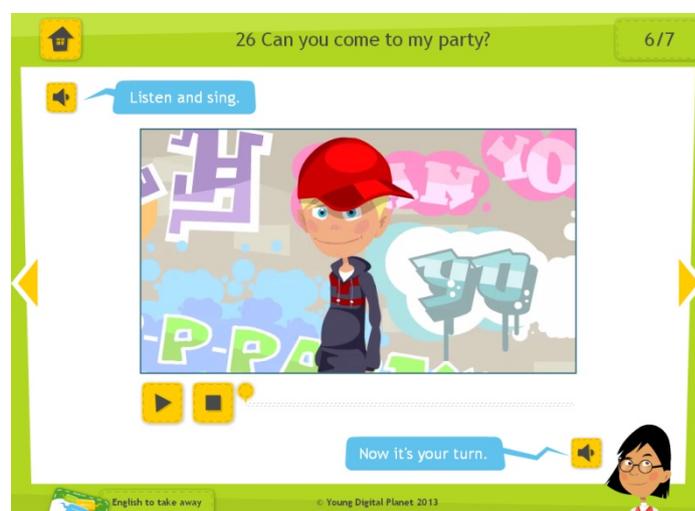


Screen 6

Audio:

Can you come to my party?
 Yes I can.
 Can you come to my party?
 Yes we can.
 Can he come to my party?
 Yes he can.
 Can she come to my party?
 Yes she can.
 Can they come to my party?
 Yes they can.
 So, come on!

Can you come to my party?
 Can you come to my party?
 Can he come to my party?
 Can she come to my party?
 Can they come to my party?
 So, come on!



The screenshot shows a digital interface with a green header. At the top, it says '26 Can you come to my party?' and '6/7'. Below the header, there is a blue button with a speaker icon and the text 'Listen and sing.'. In the center, there is a cartoon illustration of a boy wearing a red cap and a dark jacket, standing in front of a background with colorful graffiti and a chair. Below the illustration, there are yellow play and stop buttons. At the bottom right, there is a blue button with a speaker icon and the text 'Now it's your turn.', and a small cartoon girl character. At the bottom left, there is a small icon of a book and the text 'English to take away'. At the bottom right, there is a small copyright notice: '© Young Digital Planet 2013'.

Give the students the instructions for the Listen and sing activity.

1. Look at the picture.
2. Click on the audio and listen to the song.
3. Students sing the song.
4. Repeat as many times as you want to.

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

Note: Students listen and complete the missing words.

Additional activity

Give out Handout 1 – ask student to complete the text.

Handout 1



Can you come to my party?

Can you come to my party?

Yes _____. (Robot's voice)

Can you come to my party?

Yes _____. (two voices)

Can he come to my party?

Yes _____.

Can she come to my party?

Yes _____.

Can they come to my party?

Yes _____.

So, come on!

Can you come to my party?

Can _____ come to my party?

Can he come to my party?

Can _____ come to my party?

Can they come to my party?

So, come on!

Key:

To check the answers go to transcript screen 6.

Additional activity: Handout 2

Practise grammar and ask students to complete the sentences using can or can't.

Handout 2

- 1 Can he come to my party? Yes, he _____.
 - 2 Can you open the window? No, I _____, sorry.
 - 3 Can you close the door? Of course, I _____.
 - 4 Can she play football with me? Yes, she _____.
 - 5 Can we go to a swimming-pool? Sorry, you _____.
 - 6 Can I read a book? Yes, you _____.
- ✂.....

Key:

1 can 2 can't 3 can 4 can 5 can't 6 can

Optional activity: Handout 3

Print some examples of birthday invitations from the internet. Show them to your students. Students make their invitations. – use Handout 3 or any other template you find appropriate. They go around the classroom inviting their classmates saying: *Can you come to my party?*

Handout 3



Handout 1



Can you come to my party?

Can you come to my party?
Yes _____. (Robot's voice)

Can you come to my party?
Yes _____. (two voices)
Can he come to my party?

Yes _____.

Can she come to my party?
Yes _____.

Can they come to my party?
Yes _____.
So, come on!

Can you come to my party?
Can _____ come to my party?
Can he come to my party?
Can _____ come to my party?
Can they come to my party?
So, come on!

Handout 2

- 1 Can he come to my party? Yes, he _____ .
- 2 Can you open the window? No, I _____, sorry.
- 3 Can you close the door? Of course, I _____ .
- 4 Can she play football with me? Yes, she _____ .
- 5 Can we go to a swimming-pool? Sorry, you _____ .
- 6 Can I read a book? Yes, you _____ .

✂.....

Handout 2

- 1 Can he come to my party? Yes, he _____ .
- 2 Can you open the window? No, I _____, sorry.
- 3 Can you close the door? Of course, I _____ .
- 4 Can she play football with me? Yes, she _____ .
- 5 Can we go to a swimming-pool? Sorry, you _____ .
- 6 Can I read a book? Yes, you _____ .

✂.....

Handout 3



Please come
to my party!

for

when

where

RSVP

Friends 3 Lesson 27		<i>Would you like some birthday cake?</i>		Grammar & Functions
Aims	Making offers and responding to them	Contents	<p>Grammar <i>some</i> (+ uncountable nouns) for polite requests</p> <p>Vocabulary <i>Would you like some birthday cake?</i> <i>Yes, please/ No, thanks.</i></p> <p>food vocabulary: pizza, juice, lemonade, ice-cream, birthday cake</p>	<p>Two handouts:</p> <p>Handout 1: sentence completion</p> <p>Handout 2: pair-work – game (one set for a pair of students): picture cards for making offers</p> <p>Pens or pencils</p> <p>Scissors</p>
Language Analysis				
<p><i>Would like /wəd laɪk/</i> is used for polite offers. It's followed by the infinitive. The form is the same for all persons. So far the 2nd person is introduced and practised.</p>				

Procedure

Warm-up Off the screens

1. Ask students to imagine they're going to have a birthday party and draw their favourite food and drink.
2. Help with vocabulary they may not know.
3. Tell them that they're going to watch Lucy's party. Ask them to check if they drew any food or drink they can see on Lucy's table.

Screen 2

Lucy: *Would you like some pizza?*

Everyone: *Yes, please.*

Lucy: *Would you like some juice?*

Sam and Kim: *Yes, please.*

Pat and Alex: *No, thanks.*

Lucy: *OK, Would you like some lemonade then?*

Pat and Alex: *Yes, please.*

Lucy: *Would you like some ice-cream?*

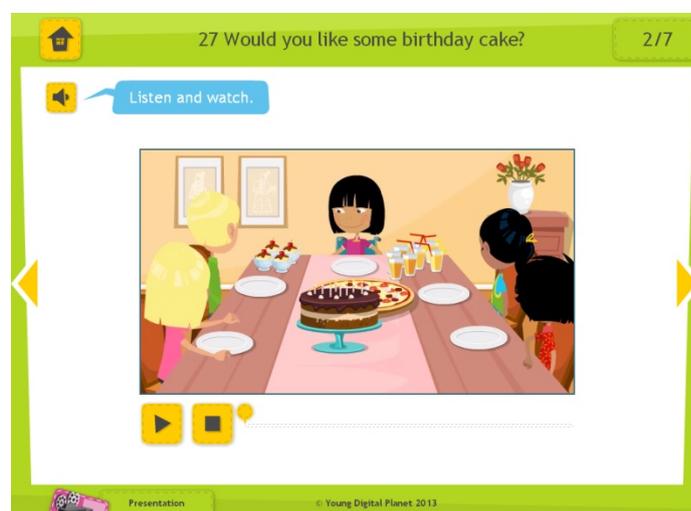
Everyone: *Yes, please.*

Lucy: *Would you like some birthday cake?*

Everyone : *Yes, please.*

Sam: *Lucy! What about you? Where's your pizza and cake and ice-cream!*

Lucy: *Oh yes! What about me?!*



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 several times. Then stop the recording after each question to elicit it from students *Yes, please* or *No, thanks*.

You may nod or shake your head to help.

Finally students practise new vocabulary and complete the handout with missing vowels.

Additional activity: Handout 1

Give out Handout 1 and ask students to write the missing letters.

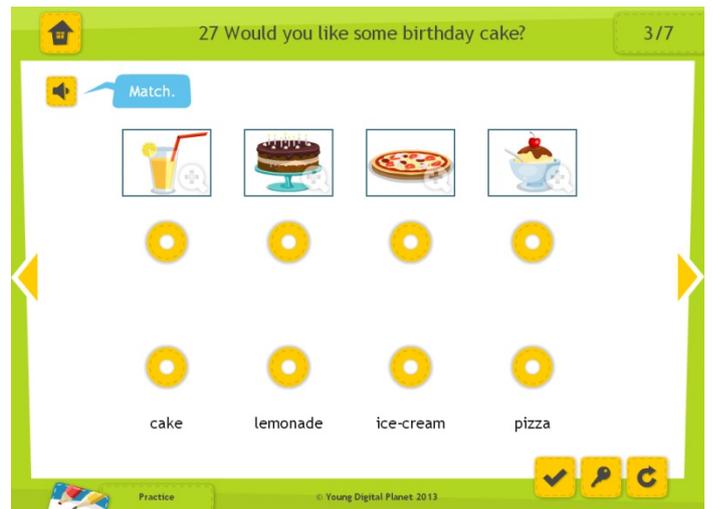
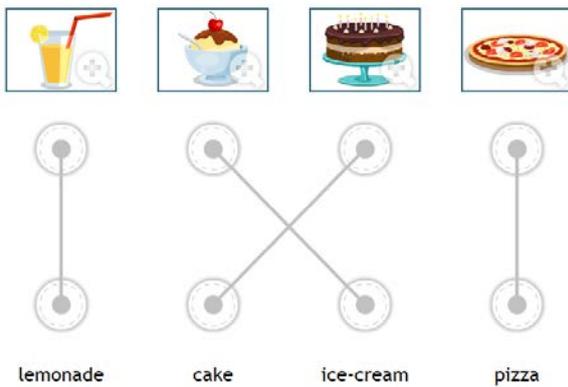
Handout 1



Key: 1 some ice-cream 2 some lemonade 3 some cake 4 some pizza

Screen 3

Key: see below (random order)



Screen 4

Audio 1: *Would you like some pizza?*

Audio 2: *Would you like some juice?*

Audio 3: *Would you like some cake?*

Audio 4: *Would you like some ice-cream?*

Audio 5: *Would you like some lemonade?*

Key:

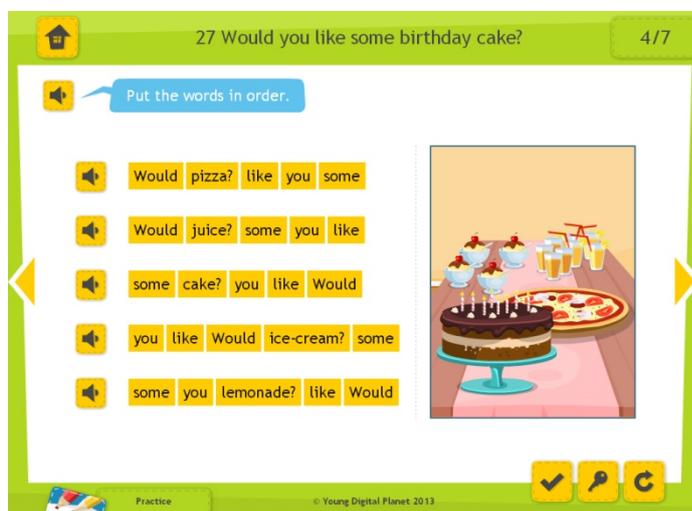
1 Would you like some pizza?

2 Would you like some juice?

3 Would you like some cake?

4 Would you like some ice-cream?

5 Would you like some lemonade?



Screen 5

Lucy: *Would you like some juice?*

Sam: *Yes, please.*

Alex: *No, thanks.*

Kim: *Yes, please.*

Pat: *No, thanks.*

Key:

1 Yes, please. Yes, please.

2 No, thanks. No, thanks.



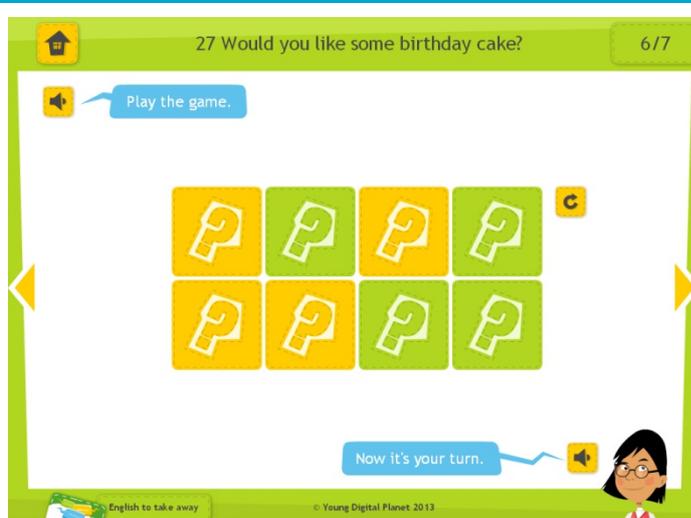
Screen 6

Pictures of:

- 1 ice-cream
- 1 juice
- 1 lemonade
- 1 birthday cake
- 1 pizza

Words:

- 1 ice-cream
- 1 juice
- 1 lemonade
- 1 birthday cake
- 1 pizza



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

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

Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

or

You may also ask the students to do this:

1 When the first card is turned over the child says *Would you like some ...?*

2 When the matching card is turned over the child responds with *Yes, please.*

When the wrong card is turned over they could

say *No, thanks*.

Make sure the students are using the language as well as playing the game by getting them to repeat the sentences as they turn the cards over.

Practise making offers and play the game: use Handout 2.

Handout 2



Instructions

- 1 Students work in pairs. They put the cards on the table face down.
- 2 One student chooses a card and asks a question e.g.: Would you like some juice?
- 3 The second student answers *Yes, please* or *No, thanks* depending on their personal preferences.

Handout 1

some_c_-cr__m some_l_m_n_d_



some_c_k_

some_p_zz_

Handout 2



✂.....



✂.....



✂.....

Friends 3 Lesson 28		<i>Let's take a photo!</i>		Grammar & Functions	
Aims	Making and responding to a suggestion	Contents	Grammar <i>Let's + verb</i> Vocabulary <i>take a photo, open my presents, eat a cake, sing a song, come to my party, look at the camera</i> <i>Smile, please!</i>	Checklist	- Two master handouts (individual work): word search and matching phrases (collocation) - Pens and pencils
Language Analysis					
<p><u>Let's</u> (informal) is a contraction of <u>Let us</u> (formal) but we hardly ever see the full form being used except in very literary contexts. When you use the <i>Let's</i>, you must add a verb in the infinitive form without <i>to</i> that expresses your suggestion or order e.g. <i>Let's go to the cinema, Let's go shopping</i> etc. A suggestion or order made in this way includes the speaker and a group of people around them.</p>					

Procedure

Warm-up Off the screens

1. Ask students to find 10 verbs in the word search.
2. With stronger students hide the list of verbs.
3. You may also ask students to make sentences with these verbs.

Handout 1

Find the verbs

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

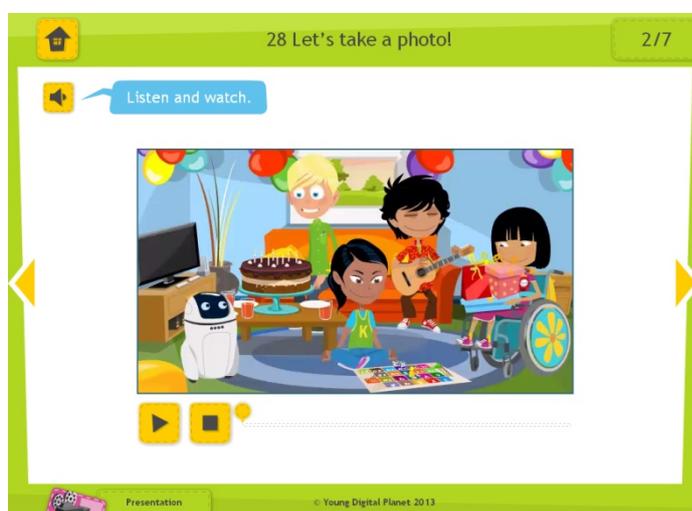
do
 eat
 finish
 go
 have
 listen
 play
 start
 take
 watch

Key:

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

Screen 2

Mum: *Let's take a photo. Lucy, look at the camera!*
Lucy: *Let's open my presents.*
Sam: *Let's sing a song!*
Mum: *That's right Kim. Everybody, look at the camera!*
Kim: *Let's play a game!*
Robot: *Listen, please! Smile please! Look at the camera!*
Alex: *Let's eat the birthday cake!*

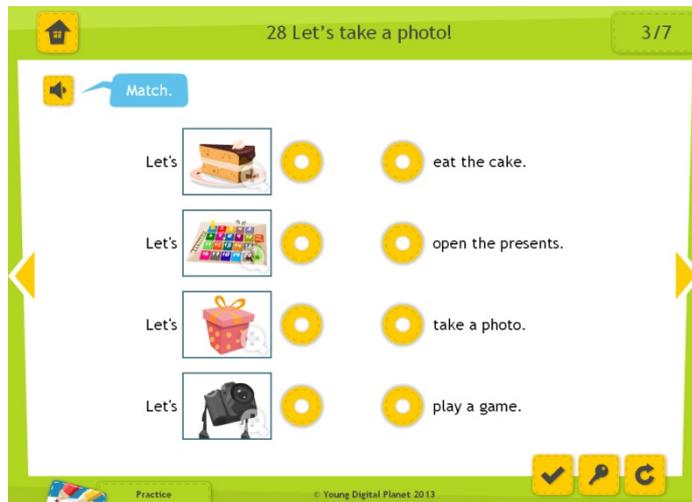
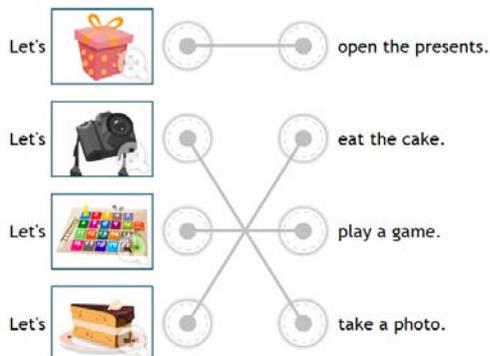


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Note: Students watch the animation 2-3 times. Later you may point at the characters to elicit actions they want to do, e.g. while pointing at Alex – *Let's eat the birthday cake.*

Screen 3

Key:



Screen 4

Mum: *Let's take a photo. Lucy, look at the camera!*

Lucy: *Let's open my presents.*

Sam: *Let's sing a song!*

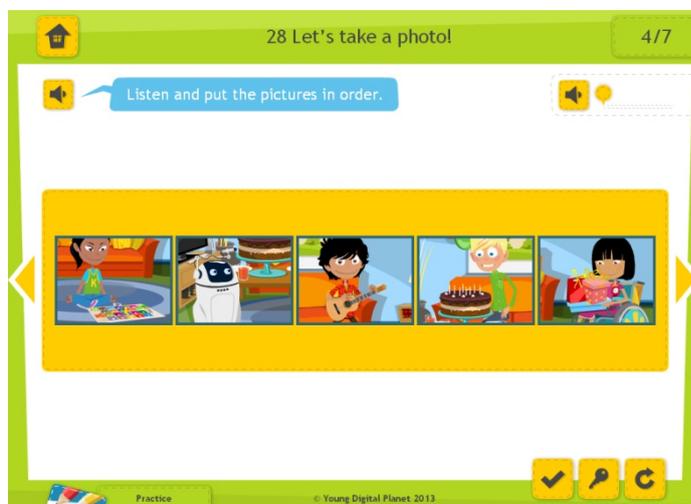
Mum: *That's right Kim. Everybody, look at the camera!*

Kim: *Let's play a game!*

Robot: *Listen, please! Smile please! Look at the camera!*

Alex: *Let's eat the birthday cake!*

Key:

Additional activity: Handout 2

Match the words on the left with the words on the right

Handout 2



1 take	at the camera
2 open	a song
3 eat	a photo
4 sing	my presents
5 come	a cake
6 look	to my party

Key: 1 take a photo 2 open my presents 3 eat a cake 4 sing a song 5 come to my party 6 look at the camera

Screen 5

Mum: *Lucy, time for bed!* **Lucy:** *No... let's play a game.*
Mum: *Not now. It's bedtime.*
Lucy: *No... let's sing a song...*
Mum: *Time to go to sleep.*
Lucy: *Yes... let's eat the cake...*
Mum: *Come on... bedtime.*
Lucy: *One more minute... let's open my presents...*
Mum: *Your presents are all open.*
Aah,...you look so cute. Let's take a photo.

Key:

- 1 Let's play a game.
- 2 Let's sing a song.
- 3 Let's eat the cake.
- 4 Let's open my presents.
- 5 Let's take a photo.



Screen 6

Audio:

Look at the camera!
Smile please!
Let's take a photo!
Look at the camera!
Smile please!
Let's take a photo!



Give the students the instructions for the game activity. Ask the students to look at the photo.

1. Ask how many children are in the photo and if the students know any characters' names (e.g. Sam, Kim, Lucy, Alex, Lucy's Robot). The others can be new children or some of their friends you've seen before.
2. Play the game – when everybody is looking at the camera, take the photo. Count how many children are looking at the camera after the photo has been taken. Repeat a few times.

Now it's your turn: Ask the students if they remember what phrases are used when someone wants to take a photo of us (*Smile please, Look at the camera*). Ask the students to repeat the phrases several times.

Note: Students work in pairs. One student is pretending to take a photo while saying *Smile please, Look at the camera*. The second student should do some actions and mime for the photo.

or/and

Ask a volunteer to come to the front of the classroom and mime the action from the lesson (you may write all the expressions on the board for the reference). The class should respond using *Let'sv...* and mime the action as well. Continue until you run out of the phrases.

Handout 1

Find the verbs

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

do
eat
finish
go
have
listen
play
start
take
watch

Handout 2



1 take	at the camera
2 open	a song
3 eat	a photo
4 sing	my presents
5 come	a cake
6 look	to my party

Friends 3
 Lesson 29

Kim makes a carrot cake.

Pronunciation

Aims	Learning how to pronounce /k/ and /t/ sounds correctly	Contents	Vocabulary <i>cake, teacher, carrot, tiger, monkey, cat, kite, tree, table, toy train, robot, television</i>	Checklist	One master handout Handout 2: visual aids for pronunciation activity. Handout 1: pair-work – game cards (one set for a pair of students) Pens or pencils Scissors
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Language Analysis

Note that both c and k make the /k/ sounds in some of these words, e.g. *carrot, cake* but also *kite, kitchen*.

Procedure

Warm-up Off the screens

1. Mime the following actions and ask the students to join in, e.g. *sit down, stand up, close the books, open the door, put your left/ right hand up, put your hands up* etc.
2. Play Simon says game – Tell the students that you will give them the same instructions but this time they should do the actions only when they hear it with *Simon says* phrase. The student that does the action without the *Simon says* phrase is out.
3. The winner is the last student who is left.

Screen 2

Audio:

The tall teacher takes a photo of a tiger.

Kim makes a carrot cake.



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

Note: Students watch animation a few times. Then they repeat the sentences in a different manner, e.g. slowly, fast, happily, sadly, etc. You may also divide them in groups (boys and girls, students with blue/ brown eyes etc.) and pretend to conduct the class like a conductor in an orchestra.

Screen 3

Audio 1: *cake*

Audio 2: *teacher*

Audio 3: *carrot*

Audio 4: *tiger*

Audio 5: *monkey*

Audio 6: *cat*

Audio 7: *kite*

Audio 8: *tree*

Key:

1 cake /k/

2 teacher /t/

3 carrot /k/ & /t/

4 tiger /t/

5 monkey /k/

6 cat /k/ & /t/

7 kite /k/ & /t/

8 tree /t/



Screen 4

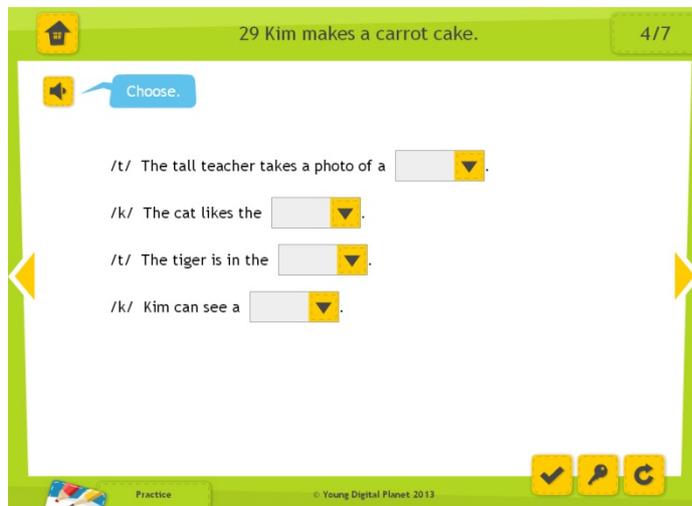
Key:

1 /t/ The tall teacher takes a photo of a **tree**.

2 /k/ The cat likes the **monkey**.

3 /t/ The tiger is in the **tree**.

4 /k/ Kim can see a **cow**.



29 Kim makes a carrot cake. 4/7

Choose.

/t/ The tall teacher takes a photo of a ▼

/k/ The cat likes the ▼

/t/ The tiger is in the ▼

/k/ Kim can see a ▼

Practice © Young Digital Planet 2013

Screen 5

Audio1: table

Audio2: television

Audio3: tiger

Audio4: teacher

Audio5: toy train

Audio6: robot

Key:




29 Kim makes a carrot cake. 5/7

Listen and say.

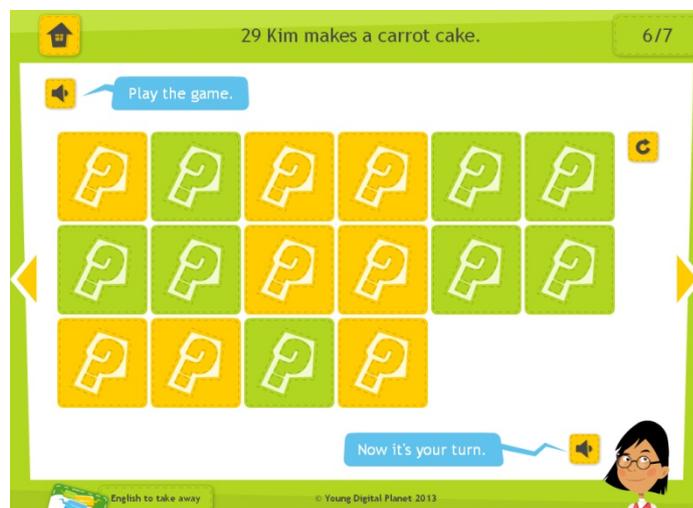
robot television tiger teacher toy train table

Practice © Young Digital Planet 2013

Screen 6

Audio:

teacher
 cat
 cake
 tree
 robot
 table
 monkey
 television



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

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

Now it's your turn: Ask students to do the activity individually or put them in pairs.

If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Give out Handout 1

Handout 1



Practise pronunciation of /k/ and /t/ and play the game.

Instructions:

1. Students work in pairs.
2. They spread the cards on the table face down.
3. One student chooses the card and mimes the thing/ person they can see in the picture.
4. The second students guesses and has to pronounce the word correctly. Continue until all the students run out of the cards.

Additional activity: Handout 2

Handout 2

- 1 The _all _eachr _akes a photo of a _ree.
- 2 The _at likes the monkey.
- 3 The _iger is in the _ree.
- 4 _im can see a _ow.
- 5 The _at is on the _able.
- 6 The robo_ watches _elevision.
- 7 The _iger and the _eachr play with a _oy _rain.

Practise new vocabulary. Ask students to complete the sentences using k or t. Be careful! In three examples they should use c so you need to remind them at the beginning that the /k/ translates in 'c' or 'k' when written

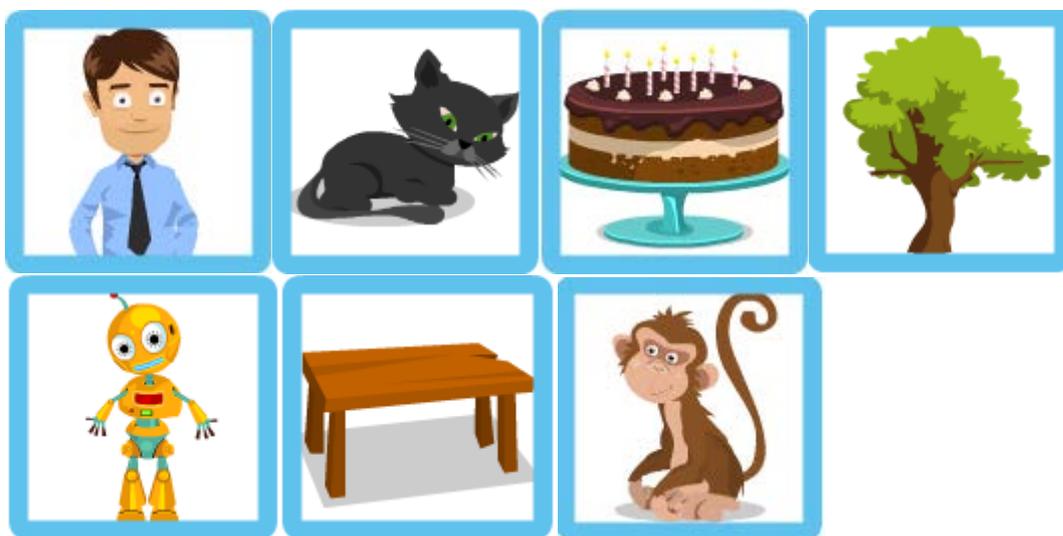
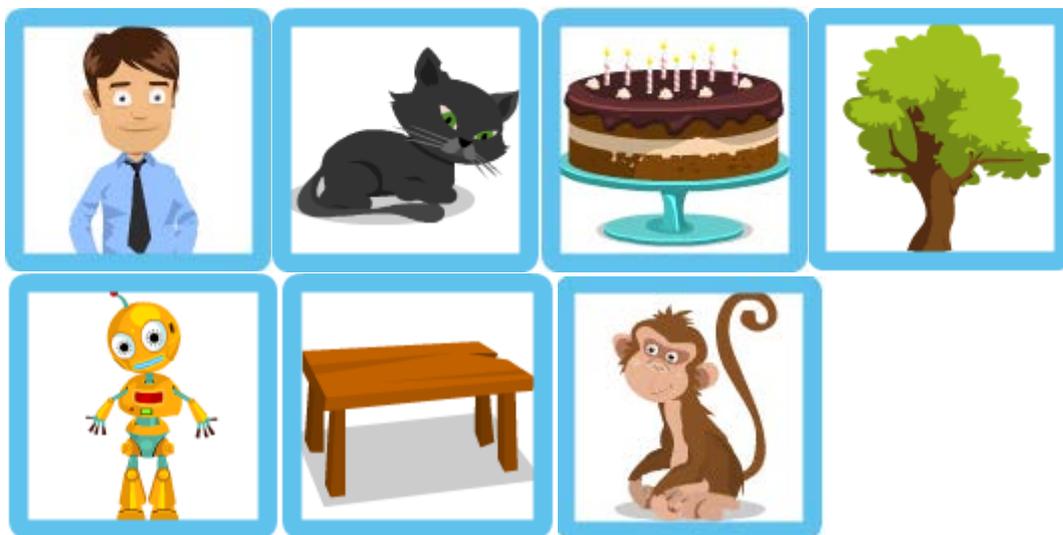
Key:

- 1 The tall teacher takes a photo of a tree.
- 2 The cat likes the monkey.
- 3 The tiger is in the tree.
- 4 Kim can see a cow.
- 5 The cat is on the table.
- 6 The robot watches television.
- 7 The tiger and the teacher play with a toy train.

Optional activity

Ask a student to come to the front and read the sentence from above very silently by moving their mouth in an exaggerated way. Other students should guess which sentence they were reading.

Handout 1



Handout 2

1 The _all _eacher _akes a photo of a _ree.

2 The _at likes the monkey.

3 The _iger is in the _ree.

4 _im can see a _ow.

5 The _at is on the _able.

6 The robo_ watches _elevision.

7 The _iger and the _eacher play with a _oy _rain.



1 The _all _eacher _akes a photo of a _ree.

2 The _at likes the monkey.

3 The _iger is in the _ree.

4 _im can see a _ow.

5 The _at is on the _able.

6 The robo_ watches _elevision.

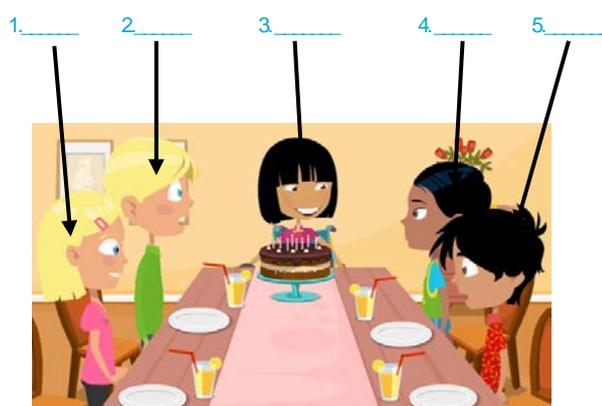
7 The _iger and the _eacher play with a _oy _rain.

Friends 3 Lesson 30		<i>Birthday song</i>		Skills	
Aims	Consolidation of the material Learning and singing <i>Happy Birthday to you</i> song	Contents	Vocabulary <i>It's your birthday!</i> <i>Happy Birthday!</i> <i>Eight today!</i> <i>Happy Birthday!</i>	Checklist	One master handout (individual work): completing names Pens and pencils
Language Analysis					
You may also teach the most popular (It's 100 years old) Happy Birthday song – <i>Happy birthday to you,</i> <i>Happy birthday to you,</i> <i>Happy birthday dear ...</i> (here insert the name), <i>Happy birthday to you!</i>					

Procedure

Warm-up Off the screens

1. Ask students if they remember who had a birthday recently (Lucy). Show them the Screen 1 from this lesson and ask if they remember her guests' names.
2. Give out handouts and ask students to complete using characters' names. You may write the names on the board for reference.



Key:

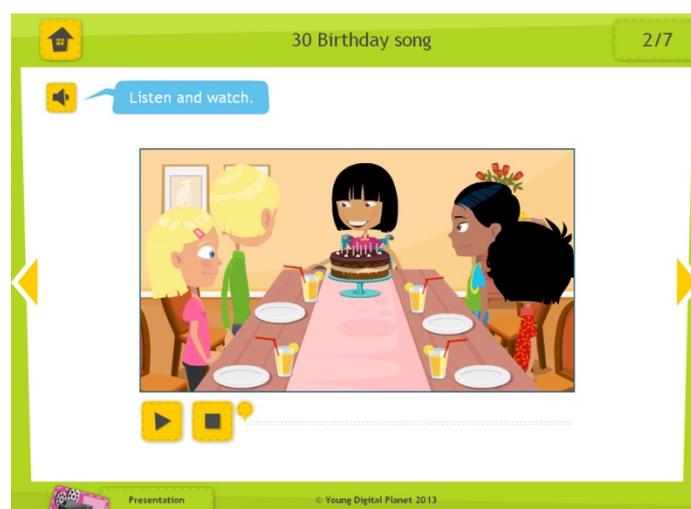
1 Pat 2 Alex 3 Lucy 4 Kim 5 Sam

Screen 2

Sam, Alex, Kim and Pat:

*It's your birthday!
Happy Birthday!*

*Eight today!
Happy Birthday!*



Note: Ask the students to listen to the whole song. Look at the pictures and join in. Listen again and sing the whole song individually, in groups (e.g. boys separately, girls separately) or as a class.

Screen 3

Sam, Alex, Kim and Pat:

It's your birthday!

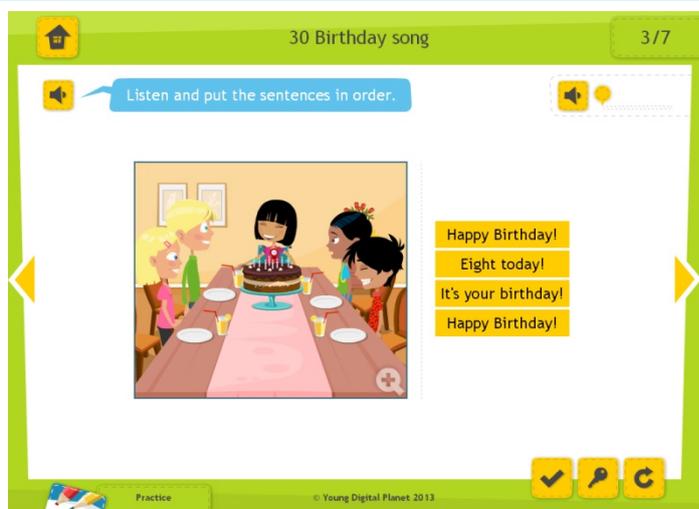
Happy Birthday!

Eight today!

Happy Birthday!

Key:

See the text above



Screen 4

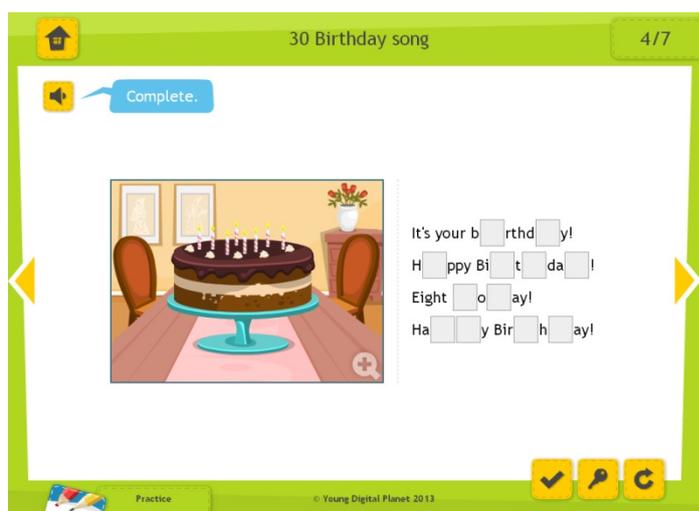
Key:

1 It's your birthday!

2 Happy Birthday!

3 Eight today!

4 Happy Birthday!



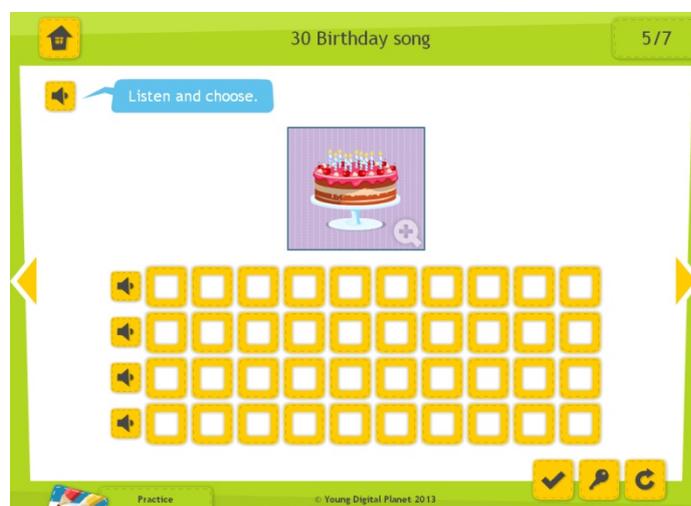
Screen 5

Audio: *I'm 8 today!*

Audio: *I'm 5 today!*

Audio: *I'm 9 today!*

Audio: *I'm 4 today!*

Students tick the number of boxes = age e.g. 8 years old = 8 ticks.

Screen 6

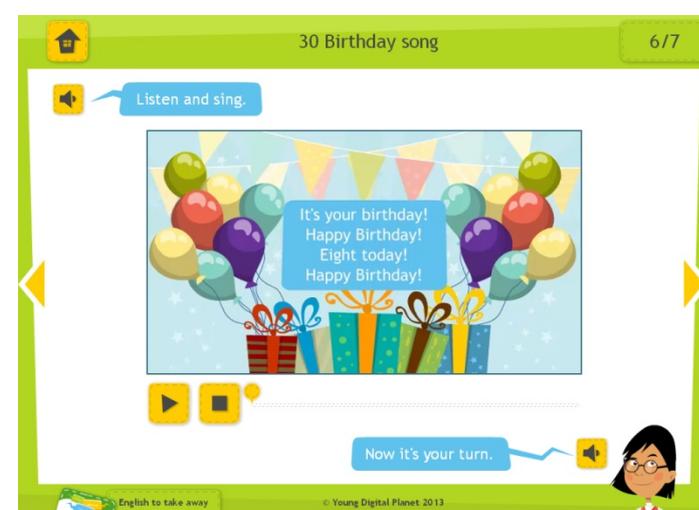
Audio:

It's your birthday!

Happy Birthday!

Eight today!

Happy Birthday!



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

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

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

	<p>The aim is personalisation.</p> <p>Tell students to work in a group to sing each other the Happy Birthday song.</p>
<p>When the students learn the words sing again but show on your fingers a different number than <i>eight</i>.</p>	

Handout

