

Friends 1–2 Lesson 7		<i>Blast off!</i>		Vocabulary	
Aims	Understanding numbers 1-10 in spoken (i.e. pronunciation) and written form	Contents	Vocabulary Numbers 1-10	Checklist	1 master handout for each student to draw and paint, coloured pencils
Language Analysis					
The object of the lesson is to teach understanding numbers 1–10 in spoken and written form. It is possible that some of your students will already know numbers 1–10. You can make the lesson a little more challenging by focusing more on the animals introduced in the lesson. The animals are: <i>cockerel</i> (a young domestic cock, usually less than a year old) – one, <i>frog</i> – two, <i>cat</i> – three, <i>duck</i> – four, <i>giraffe</i> – five, <i>chicken</i> – six, <i>elephant</i> – seven, <i>octopus</i> – eight, <i>turkey</i> – nine and <i>koala</i> – ten.					

Procedure

Warm-up Off the screens

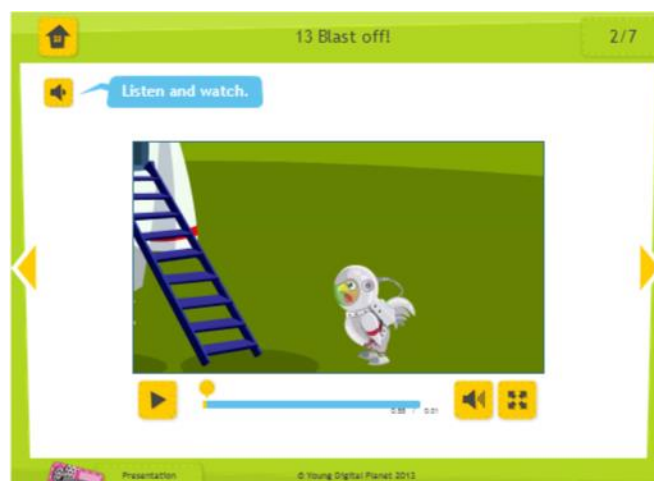
1. Pre - teach the words **blast off** and **countdown**.
2. With more advanced students consider pre-teaching the names of the animals.
The animals are: *cockerel* (a young domestic cock, usually less than a year old) – one, *frog* – two, *cat* – three, *duck* – four, *giraffe* – five, *chicken* – six, *elephant* – seven, *octopus* – eight, *turkey* – nine and *koala* – ten.

Screen 2

Audio:

One
Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten

*Ten...nine...eight...seven...six...five...
four...three...two...one...Blast off!*



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.

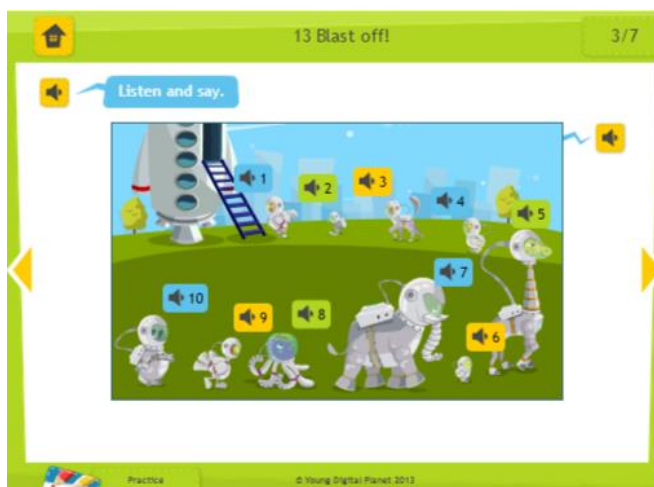
Ask your students to listen and watch.

Note: You may play the presentation video more than once. When replaying the video ask your students to join the countdown and say the numbers out loud.

Screen 3

Audio:

One (when cockerel is touched)
Two (when frog is touched)
Three (when cat is touched)
Four (when duck is touched)
Five (when giraffe is touched)
Six (when chicken is touched)
Seven (when elephant is touched)
Eight (when octopus is touched)
Nine (when turkey is touched)
Ten (when koala is touched)



Ask your students to click on the animals to hear the relevant number. They can choose to click any animal.

Screen 4

Audio:

One (when cockerel is touched)
Two (when frog is touched)
Three (when cat is touched)
Four (when duck is touched)
Five (when giraffe is touched)
Six (when chicken is touched)
Seven (when elephant is touched)
Eight (when octopus is touched)
Nine (when turkey is touched)
Ten (when koala is touched)

Key: 1 one 2 two 3 three 4 four 5 five
 6 six 7 seven 8 eight 9 nine 10 ten



Ask your students to listen to the audio and click the correct number from the drop down menu.

Screen 5

Audio:

One (when cockerel is touched)
Two (when frog is touched)
Three (when cat is touched)
Four (when duck is touched)
Five (when giraffe is touched)
Six (when chicken is touched)
Seven (when elephant is touched)
Eight (when octopus is touched)
Nine (when turkey is touched)
Ten (when koala is touched)

Key: 1 One 2 Two 3 Three 4 Four
 5 Five 6 Six 7 Seven 8 Eight 9 Nine
 10 Ten



Ask your students to put the numbers in order.

Screen 6

Audio:

Ten
Nine
Eight
Seven
Six
Five
Four
Three
Two
One
Blast off!



Give the Ss these instructions for the Shooting game. The aim is to match written words with their sounds.

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the

words.

Now it's your turn.

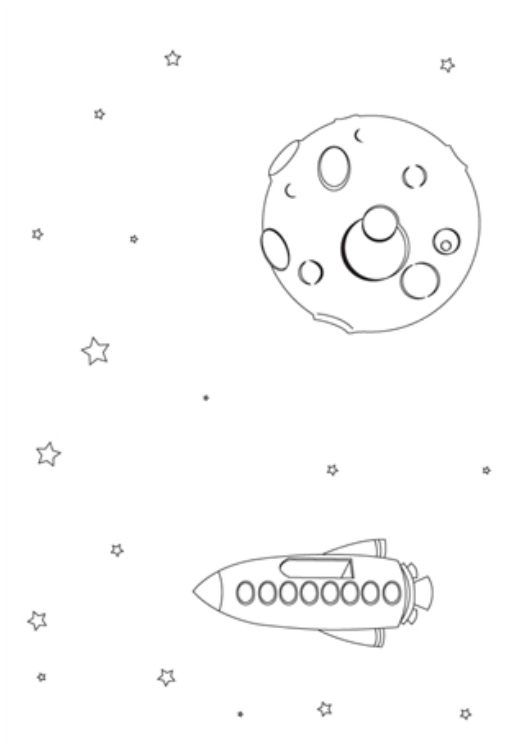
Ask your students to click start to begin the game. Tell them to click *10* when they hear *10*, *9* when they hear *9*, and so on.

Note: Play a counting game. Tell your students they are rockets. Count down from ten to one and then shout: Blast off! Watch as the rockets leap into the air!

Children can play the game in pairs or groups.

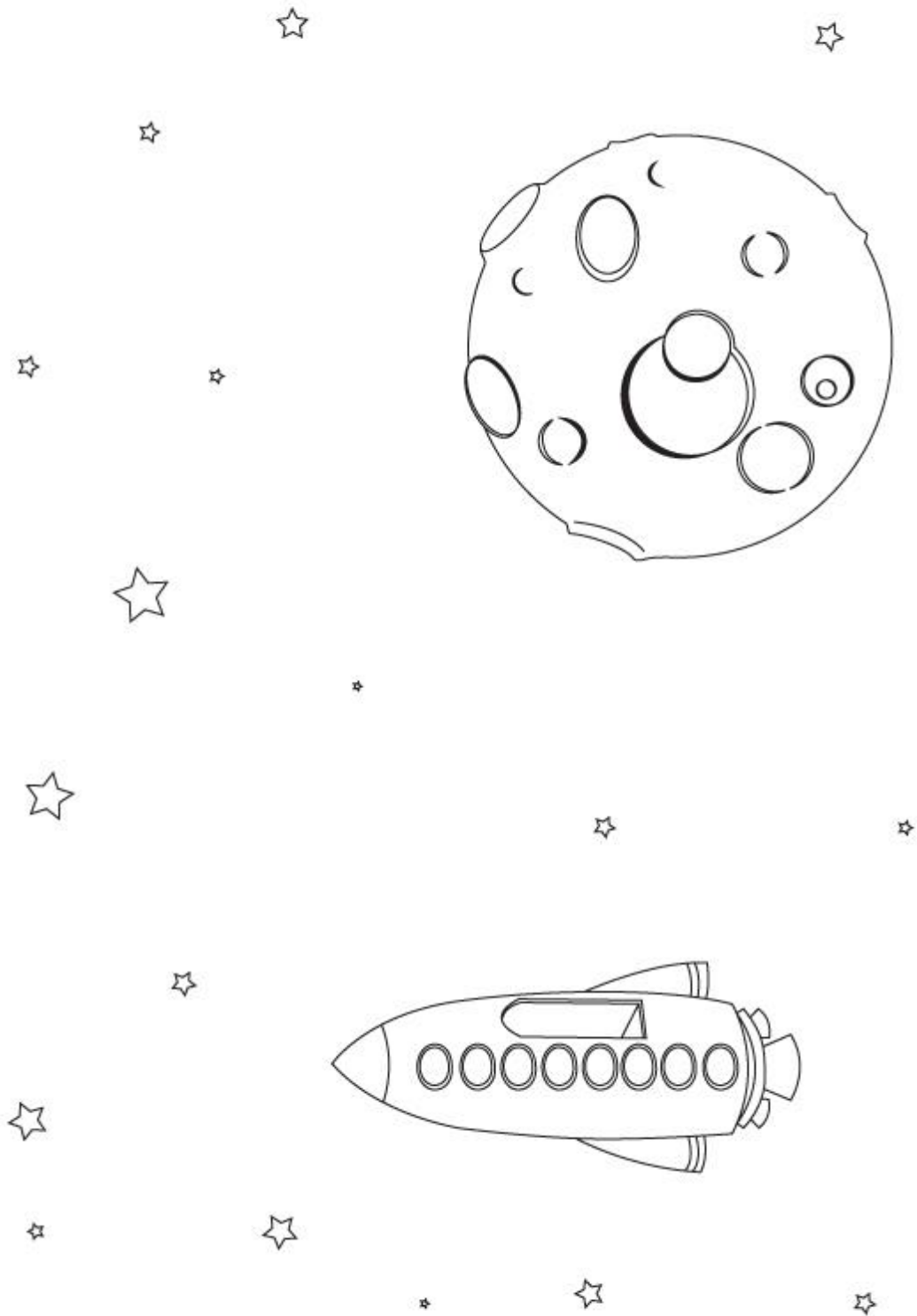
Additional activity: Handout

Handout



Ask students to draw their own zoo with how many animals they want. When they finish put their drawing on the wall and let everybody see.

Handout



Friends 1–2 Lesson 8		<i>I'm in Class 1.</i>		Grammar & Functions	
Aims	Understanding and saying the phrase: <i>I'm/we're in class X.</i>	Contents	Vocabulary <i>I'm/we're in class X</i>	Checklist	One master handout for each student – to practise sentences
	Recognising <i>I'm</i> is singular and <i>we're</i> is plural				
Language Analysis					
The lesson is about recognising affirmative, 1 st person, singular and plural forms of the verb <i>to be</i> . The shortened form of we are - <i>we're</i> may be difficult to pronounce. Monitor and correct your students' pronunciation.					

Procedure

Warm-up Off the screens

Pre- teach expressions: *over here please!* and *Come on!* Try miming the meaning when saying the expressions.

Screen 2

Teacher: *Listen, children!*

Teacher: *Class 1, over here please!*

Teacher: *OK, children!*

Teacher: *Class 2, over here please!*

Lucy: *Oh, no! We're in class 1! Come on!*

Before listening, read through the script with the Ss to prepare them for the audio. This will help to consolidate the pronunciation and understanding.



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.

Ask your students to listen and watch carefully.

Note: In AmE and BrE a *class* means a group of students or alumni who have the same year of graduation (*class of 2018*).

It can also be a smaller group of students studying together as well as the period during which such a group meets (*Let's meet after class*). *Class* means *lesson* in the previous sentence.

Screen 3



I'm in Class 1.

Audio 1: **(child)**: *I'm in class 1.*



We're in Class 2.

Audio 2: **(two children)**: *We're in class 2.*



I'm in Class 3.

Audio 3: **(child)**: *I'm in class 3.*



I'm in Class 4.

Audio 4: **(child)**: *I'm in class 4.*



We're in Class 5.

Audio 5: **(three children)**: *We're in class 5.*

Key:

(see pictures above, random order of the audio files)



Ask your students to listen to the audio and connect it with the characters and the class they are in.

Screen 4

Audio 1:

(child): *I'm in Class 1.*

Audio 2:

(two children): *We're in Class 3.*

Audio 3:

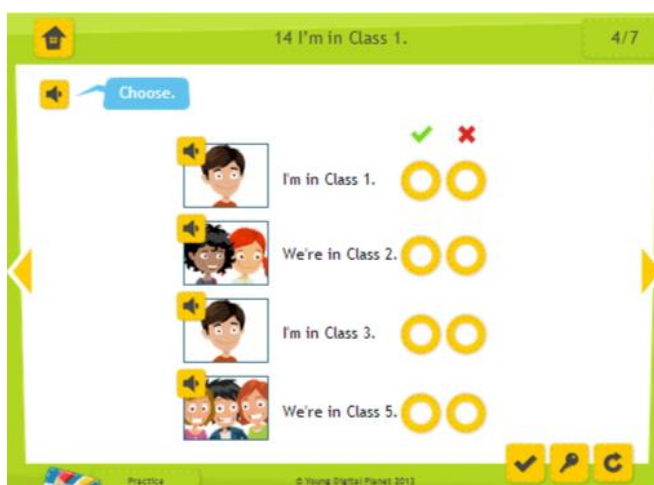
(child): *I'm in Class 6.*

Audio 4:

(three children): *We're in Class 8.*

Key:

1 ✓ Same 2 ✗ Different 3 ✗ Different
4 ✗ Different



Ask your students to read the sentences, then listen and see if the spoken/written texts are the same or different.

Screen 5

Audio 1:

(child): *I'm in class 1.*

Audio 2:

(two children): *We're in class 2.*

Audio 3:

(child): *I'm in class 3.*

Audio 4:

(child): *I'm in class 4.*

Audio 5:

(three children): *We're in class 5.*

Key: 1 I'm 2 We're 3 I'm

4 I'm 5 We're



Ask your students to listen and choose the correct phrases.

Screen 6

Audio 1:

(1 child): *I'm in Class 2.*

Audio 2:

(2 children): *We're in Class 4.*

Audio 3:

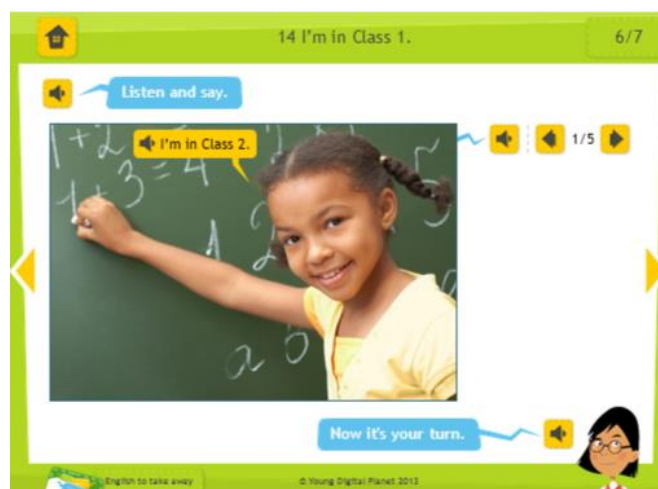
(1 child): *I'm in Class 5.*

Audio 4:

(2 children): *We're in Class 2.*

Audio 5:

(1 child): *I'm in Class 1.*



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

1. Look at the picture and read the dialogue.
2. Repeat as many times as you want to.
3. Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

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

At this stage it may be helpful to explain the different meanings of the word class to your students.

Additional activity – Handout 1

Handout

Example: class 5 in We're We are in Class 5.

in 4 We're Class

1

I'm 3 class in

2

Class over 1, please here !

3

Oh, Come no! class We're in! on 1 !

4

Ask students to rearrange the following words to make full sentences.

Key: 1 We're in Class 4. 2 I'm in Class 3. 3 Class 1, over here, please!
4 Oh, no! We're in class 1! Come on!

Handout

Example: class 5 in We're We are in Class 5.

in 4 We're Class

1

I'm 3 class in

2

Class over 1, please here !

3

Oh, Come no! class We're in! on 1 !

4

Friends 1–2 Lesson 9		<i>What's your phone number?</i>		Grammar & Functions	
Aims	Understanding a series of numbers (from 1-10)	Contents	Vocabulary Phone number <i>My phone number's ...</i>	Checklist	2 master handouts Handout 1 for individual work, matching Handout 2 with numbers to cut out Scissors
Language Analysis					
Tell your students know that in phone numbers each digit is usually pronounced separately. Please note that 0 is read like the letter o [əu] in BrE and zero in AmE. Instead of saying <i>two one five seven seven three three</i> for 215 7733, we can also say <i>two one five double seven double three</i>.					

Procedure

Warm-up Off the screens

Review the ability to connect the digits(1,2,3...) with their word forms (*one, two three ...*) by using Handout 1. Ask students to match the words with the numbers.

Handout 1

Match the numbers with the words.

one	6
two	7
three	1
four	8
five	9
six	2
seven	5
eight	3
nine	4
ten	10

Screen 2

TA: *My phone number is 253 581. Got that?*

Alex: *Yes, no problem. 253 581. 253 581.*

TA: *Well done!*

Alex : *253 581...253 581... 253 581...*

Sam: *1...2...3...*

Alex: *253 583...253 583 ...253 583...*

Alex: *253 583...253 583 ...253 583...*

Girls: *...2, 3, 4, 5....*

Alex: *253 585...253 585 ...253 585...*

Alex: *253 585...253 585 ...253 585...*

Man: *Seven, please.*

Alex: *253 587...253 587 ...253 587...*

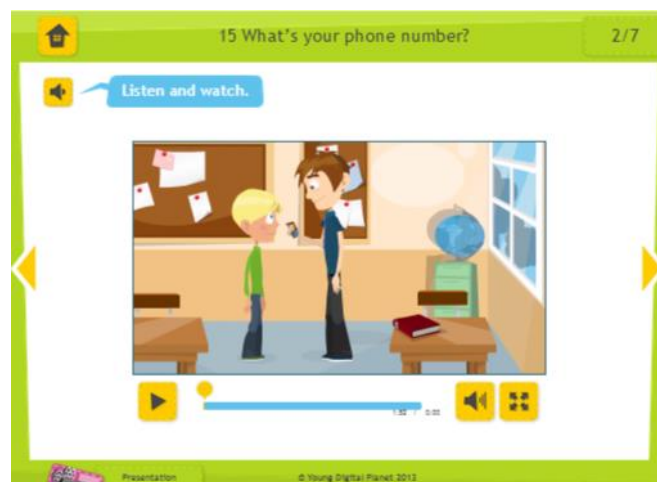
Alex: *253 587...253 587... 253 587...*

Alex: *253589...253 589...253 589...*

Alex: *Here is Mr. Hill's phone number, Mum. 253 589.*

Alex's mum: *Thank you, Alex.*

Adult: *Hello?*



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

There might well be a number of words here that Ss don't understand and they will need clarification of these.

Ask your students to listen and watch the presentation.

Screen 3

Audio:

Alex:

253 581

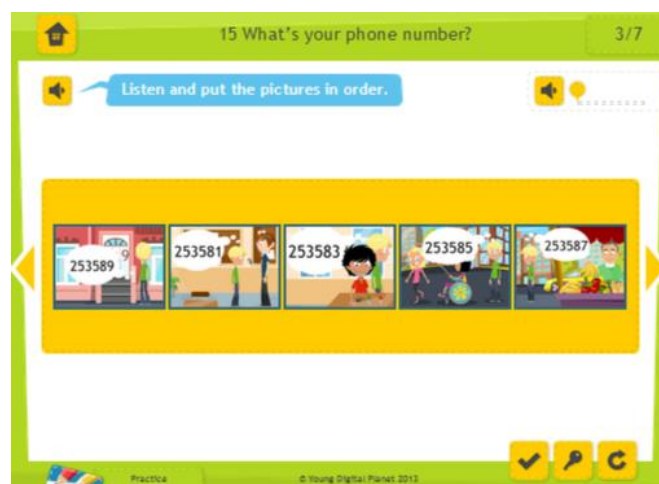
253 583

253 585

253 587

253 589

Key:



Ask your students to listen and put the pictures in order.

Screen 4

Audio 1:

(adult): 253 581

Audio 2:

(adult): 253 583

Audio 3:

(adult): 253 585

Audio 4:

(adult): 253 587

Audio 5:

(adult): 253 589

Key: (from left to right)

1 ✓ Same 2 ✗ Different 3 ✓ Same
4 ✗ Different 5 ✓ Same



Ask your students to listen to the audio and mark a tick by clicking / touching when it matches the written number in the picture.

Ask your students to mark a cross when there is no match.

Screen 5

Audio 1:

My phone number's 253 581.

Audio 2:

My phone number's 253 589.

Audio 3:

My phone number's 135 791.

Audio 4:

My phone number's 246 824.

Audio 5:

My phone number's 123 456.

Key:

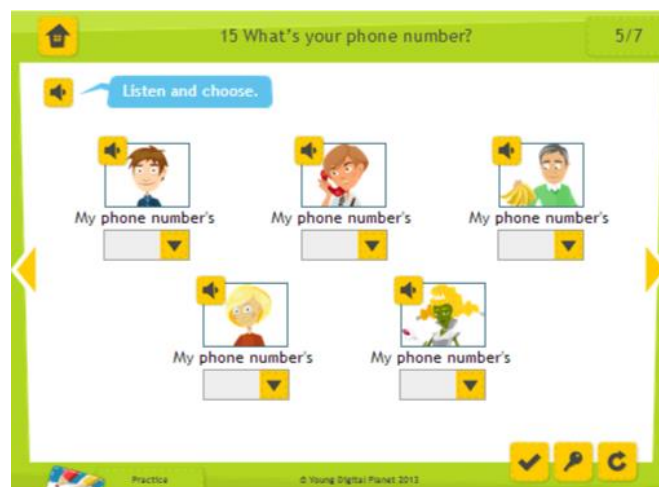
1 253 581

2 253 589

3 135 791

4 246 824

5 123 456



Ask you students to listen and choose the correct number from the drop box menu.

Screen 6

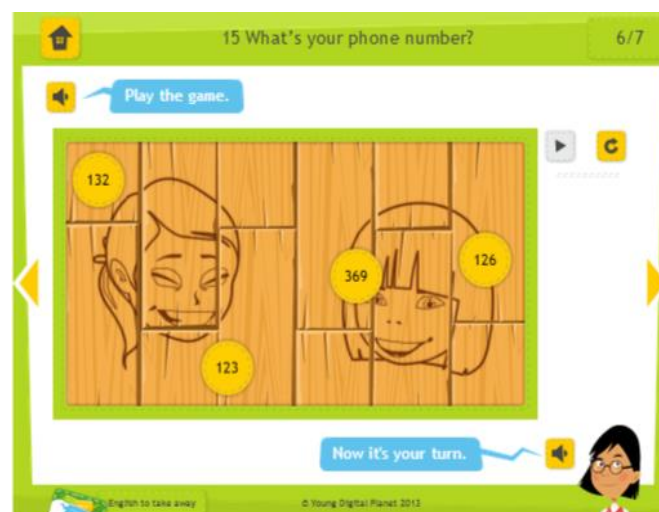
Audio:

123

321

246

369



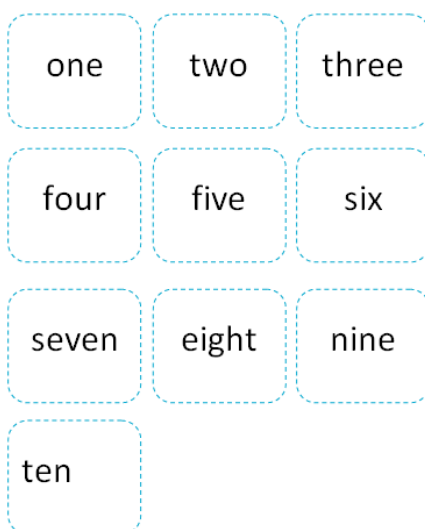
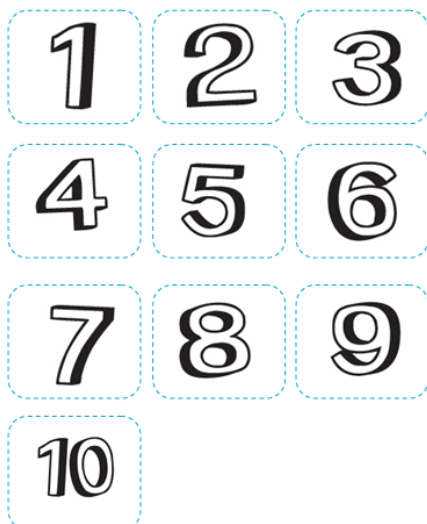
Give the Ss these instructions for the Shooting game. The aim is to match written words with their sounds.

1. Look at the screen and read the numbers as they appear.

2. Listen and 'shoot' the numbers you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

As a follow up activity play a number memory game (Handout 2).

Handout 2



Prepare enough sets of the game for each pair of students. If you have an odd number of students one group can have three students in it. Tell you students to shuffle the cards thoroughly.

Lay the cards on the floor or on a tabletop in rows, making 4 rows with 5 cards in each row. Tell a student to turn over two cards. If the cards are a match (a card with the numeral 5 written on it and a card with a word *five*), he has a match and can keep the pair. If the cards are not a match, both cards must be turned over and returned to their original

positions.

Then tell the next player to take his turn. The game lasts until all the matches have been found.

Handout 1

Match the numbers with the words.

one	6
two	7
three	1
four	8
five	9
six	2
seven	5
eight	3
nine	4
ten	10

Handout 2

1

2

3

4

5

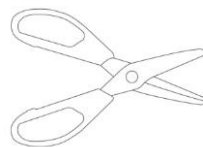
6

7

8

9

10



one

two

three

four

five

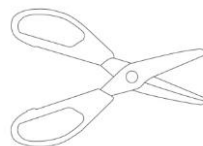
six

seven

eight

nine

ten



Friends 1–2 Lesson 10		<i>I'm six years old.</i>		Grammar & Functions	
Aims	Asking and talking about age	Contents	Grammar Interrogative forms of the verb <i>to be</i>	Checklist	Printed handouts to play bingo, one grid per student
	Being able to say age of another person (male and female).		Vocabulary <i>How old are you?</i> <i>How old is he/she?</i> <i>I'm x</i> (years old.) <i>He's/She's X</i> (years old.)		Scissors for Ss to cut out the grids
Language Analysis					
Questions used in the lesson are based on inversion of the verb to be. A simple and entertaining way to show how inversion works is to assign few students to “become” words in a sentence. For instance, You are John would be presented by three students, each memorizing one word. Standing in a row they can say their word out loud. By having first two students switch their position in a row and saying their words again, the notion of question-making with inversion becomes easy to understand.					

Procedure

Warm-up Off the screens

Revise interrogative forms with inversion of the verb *to be*, by telling your student to ask each other questions and elicit short answers. For example: *Are you A?* (student's name) *Yes, I am.* You can assemble your students in a circle and use a soft ball passed on each time somebody asks and answers a question.

Screen 2

Lucy asks: *How old are you?*

Pat: *I'm seven.*

Lucy: *How old are you?*

Sue: *I'm six years old.*

Lucy: *And how old is he?*

Sue: *I don't know. How old are you?*

Tony: *I'm eight.*

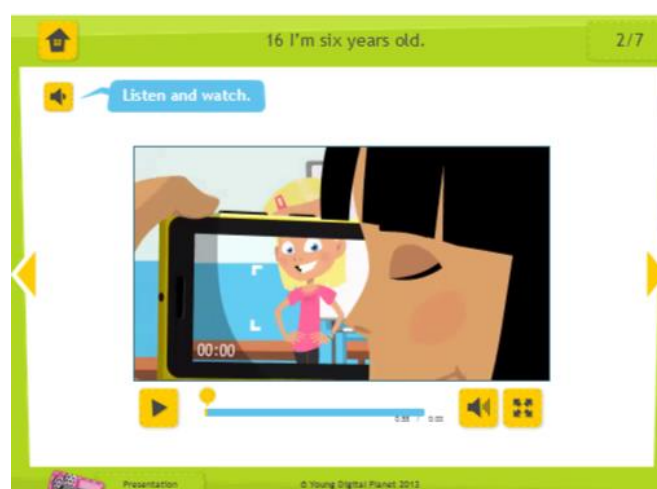
Lucy: *Thank you.*

Lucy: *How old are you?*

Jill: *I'm ten years old.*

Lucy: *So cute! How old is she?*

Kim: *She's two.*



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

Ask your students to list and watch the video.

Note that depending on the L1 of the student, expressing one's age may be done with the verb other than *to be*. At a letter stage it may be a cause of mistakes. For example *I'm seven years old*, not ~~*I have seven years*~~

Screen 3



Audio 1:

Lucy: *How old are you?*

Pat: *I'm seven.*



Audio 2:

Lucy: *How old are you?*

Sue: *I'm six.*



Audio 3:

Lucy: *How old is he?*

Sue: *He's eight.*



Audio 4:

Lucy: *How old is she?*

Kim: *She's two.*

Key: see pictures above (random order)



Ask your students to connect the picture with the right number.

Screen 4

Audio 1:

Lucy asks: *How old are you?*

Pat: *I'm seven.*

Audio 2:

Lucy: *How old are you?*

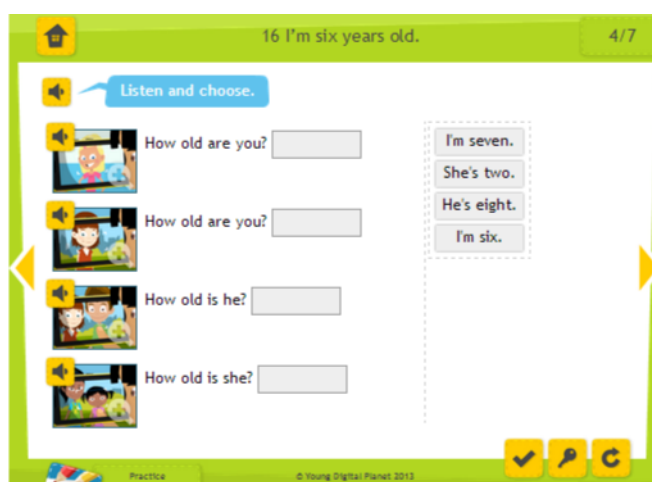
Sue: *I'm six.*

Audio 3:

Lucy: *How old is he?*

Sue: *He's eight.*

Audio 4:



Lucy: *How old is she?*

Kim: *She's two.*

Key:

1 I'm seven. **2** I'm six. **3** He's eight.

4 She's two.

Ask your students to listen and complete the phrases.

Screen 5

Audio 1:

Lucy asks: *How old are you?*

Pat: *I'm seven.*

Audio 2:

Lucy: *How old are you?*

Sue: *I'm six.*

Audio 3:

Lucy: *How old is he?*

Sue: *He's eight.*

Audio 4:

Lucy: *How old is she?*

Kim: *She's two.*

Key: **1** you, I'm **2** you, I'm **3** he, He's
4 she, She's



Ask your students to read the questions and answers and choose the right words to complete the sentences.

Screen 6

Child 1: *How old are you?*

Child 2: *I'm seven.*

Child 1: *How old is he?*

Child 2: *He's six.*



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

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the questions and answers into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.
5. There are two sub pages.

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.

Follow up with the ***How old are you*** bingo game in the Handout.

Handout



Ask your students to pick a number from 1 to 10 and write it in the middle of the grid. The number they pick is going to be their age for the duration of the game.

If too many students pick the same number, suggest changing it to a different one OR give them the numbers yourself. Once they have filled out the middle field tell your students to write other numbers from 1 to 10 in remaining cells of the chart.

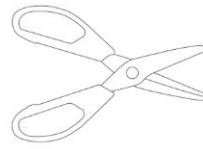
Tell your students to stand up, walk around the classroom and ask other students about their age with *How old are you?*

Once they hear the response have them cross out the corresponding number in the grid. If the same number is written more than once they can cross out only one number, leaving the other for the next conversation when it may be given in the answer.

Explain to your students that once they have crossed out three numbers in a horizontal row they shout ***BINGO!*** and win the game.

When working with a smaller number of students. Have them ask you the age question in turns and give them a random **1-10** number in response. In this case your students simply fill out the chart with numbers.

Handout



Friends 1–2 Lesson 11		<i>Ten fat sausages.</i>		Pronunciation	
Aims	Pronouncing numbers <i>1-10</i>	Contents	Grammar Plural nouns introduced implicitly	Checklist	Find other nursery rhymes you could use with the class
	Practicing Rhythm and sentence stress		Vocabulary Numbers <i>1-10</i> ; <i>fat; sausages; frying pan; pop; bang, no more</i>		
Language Analysis					
<i>Ten fat sausages</i> is a popular nursery rhyme/ song. Besides being useful for teaching proper sentence stress and pronunciation it is also a great tool for the teacher dealing with a talkative group of students. In order to get your students refocused on their task practice a drill where you begin to sing or say the first line and the students have to finish the second. This allows your students to break away from whatever they were preoccupied with doing and refocus on your message.					

Procedure

Warm-up Off the screens – handouts

Pre-teach the words *fat*; *sausages*; *frying pan*; *pop*; *bang*, *no more*.

Screen 2

Audio:

*10 fat sausages in the frying pan,
One went pop and one went bang*

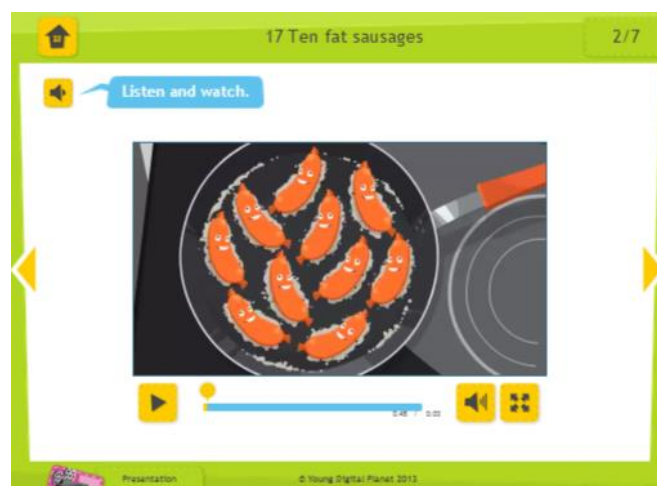
*8 fat sausages in the frying pan,
One went pop and one went bang*

*6 fat sausages in the frying pan,
One went pop and one went bang*

*4 fat sausages in the frying pan,
One went pop and one went bang*

*2 fat sausages in the frying pan,
One went pop and one went bang*

No more sausages!



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

Ask your students to listen and watch.

Note: Make sure that your students follow the rhythm correctly. When practising off the screen you can help them by clapping your hands.

Screen 3

Audio 1:

One fat sausage in a frying pan.

Audio 2:

Two fat sausages in a frying pan.

Audio 3:

Three fat sausages in a frying pan.

Audio 4:

Four fat sausages in a frying pan.

Audio 5:

Five fat sausages in a frying pan.

Audio 6:

Six fat sausages in a frying pan.

Audio 7:

Seven fat sausages in a frying pan.

Audio 8:

Eight fat sausages in a frying pan.

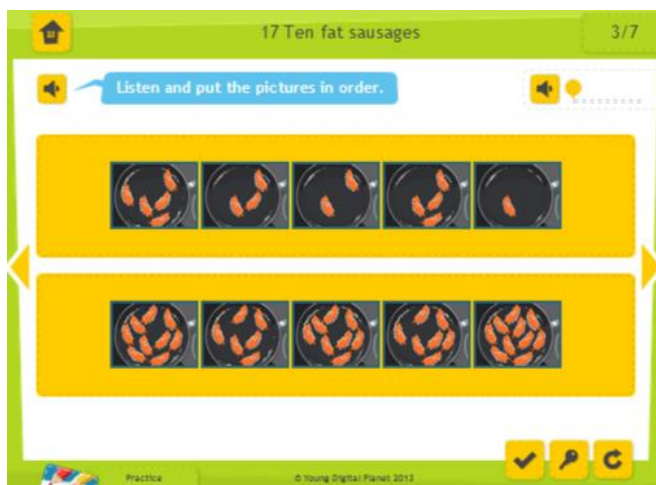
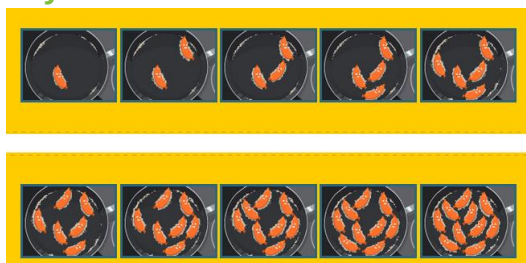
Audio 9:

Nine fat sausages in a frying pan.

Audio 10:

Ten fat sausages in a frying pan.

Key:



Ask your students to listen and put the pictures in order.

Screen 4

Audio 1:

Two fat sausages in a frying pan.

Audio 2:

Five fat sausages in a frying pan.

Audio 3:

One fat sausage in a frying pan.

Audio 4:

Six fat sausages in a frying pan.

Audio 5:

Eight fat sausages in a frying pan.

Audio 6:

Seven fat sausages in a frying pan.

Key:

See above



Ask your students to listen and choose the right words for the drop down menu.

Screen 5

Key: 1 One 2 Three 3 Four 4 Six
5 Seven 6 Eight 7 Ten



Ask your students to choose and drag the right words to complete the sentences.

Screen 6

Audio:

*10 fat sausages in the frying pan,
One went pop and one went bang*

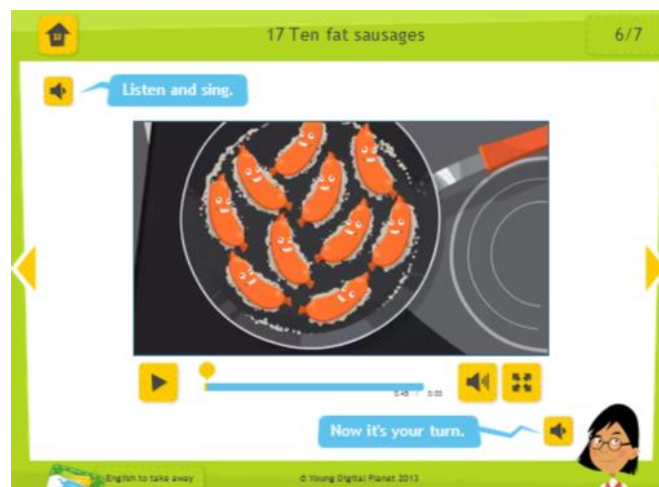
*8 fat sausages in the frying pan,
One went pop and one went bang*

*6 fat sausages in the frying pan,
One went pop and one went bang*

*4 fat sausages in the frying pan,
One went pop and one went bang*

*2 fat sausages in the frying pan,
One went pop and one went bang*

No more sausages!



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

6. Listen to the whole song.
7. Watch the slideshow or look at the pictures and join in.
8. Listen again and sing the whole song individually, in groups or as a class.

As a follow up exercise try teaching your students another popular nursery rhyme.

Friends 1–2 Lesson 12		<i>What's your favourite number?</i>		Skills	
Aims	Listening for key information Revising phrases from previous units Introducing the phrase <i>What's your favourite ...?</i>	Contents	Vocabulary <i>What's your ...; Can you spell it ...?</i> Letters of the alphabet; <i>This is my friend; she's 8 ...</i>	Checklist	Markers 1 master handout for the two groups Soft ball or other soft object for throwing and catching
Language Analysis					
Revision of content from previous lessons.					

Procedure

Warm-up Off the screens

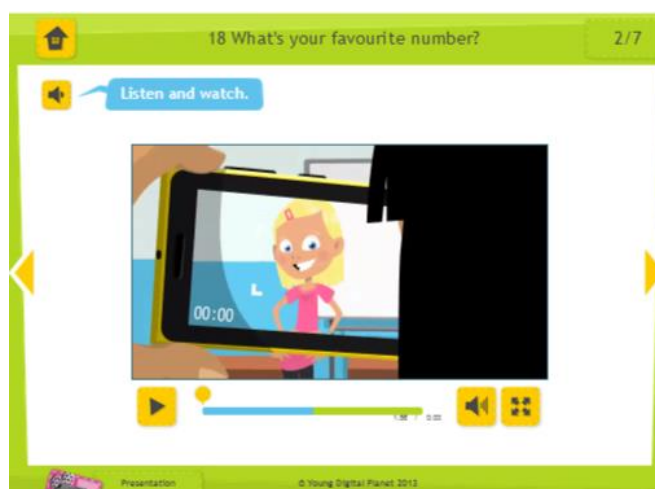
Assemble your students in a circle and have them throw a soft ball to each other. Person who catches the ball has to say an English word he remembers from previous lessons.

Screen 2

Lucy: Hi! What's your name?
Pat: My name's Pat.
Lucy: Can you spell it, please?
Pat: Yes, it's p-a-t.
Lucy: Thank you. How old are you, Pat?
Pat: I'm seven. I'm in Class 2.
Lucy: And what's your favourite number?
Pat: Mmmmm. Seven!

Lucy: What's your name?
Sue: I'm Sue. This is my friend, Tony.
Lucy: Hello, Tony. How old are you?
Tony: I'm eight. I'm in Class 3. And she's six. She's in Class 1.
Lucy: Thank you. And what's your favourite number?
Sue: Three.
Tony: My favourite number's five.
Lucy: OK, thank you.
Tony and Sue: You're welcome!

Lucy: What's your name?
Kim: My name's Kim. And her name's Jill.
Lucy: Can you spell it, please?
Kim: Yes, it's j-i-l-l.
Lucy: Thank you. And how old are you?
Jill: I'm ten.
Kim: She's two.
Lucy: What's your favourite number?
Kim: Seven ...no! ... one. Yes, my



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

Ask your students to listen and watch.

favourite number's one.

Lucy: *And what's your favourite number?*

Jill: *Ten!*

Screen 3

Lucy: *Hi! What's your name?*

Pat: *My name's Pat.*

Lucy: *Can you spell it, please?*

Pat: *Yes, it's p-a-t.*

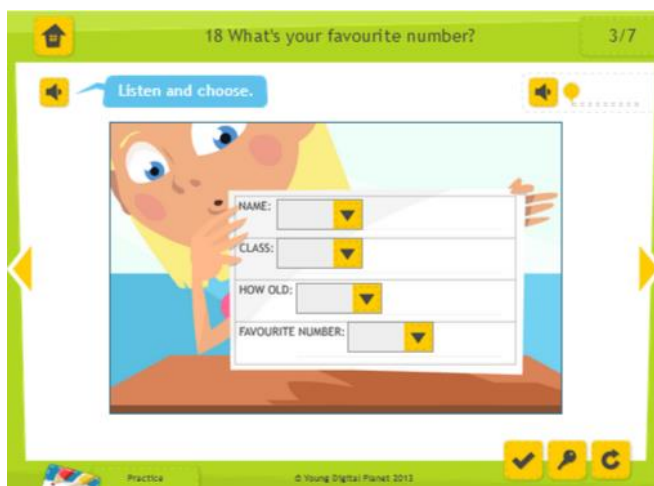
Lucy: *Thank you. How old are you, Pat?*

Pat: *I'm seven. I'm in Class 2.*

Lucy: *And what's your favourite number?*

Pat: *Mmmmm. Seven!*

Key: 1 Pat 2 Class 2 3 7 4 7



Ask your students to listen and chose the correct answer from drop down menu.

This could be further exploited by asking the students to ask and answer these questions for each other.

Screen 4

Lucy : *What's your name?*

Sue: *I'm Sue. This is my friend, Tony.*

Lucy: *Hello, Tony. How old are you?*

Tony: *I'm eight. I'm in Class 3. And she's six. She's in Class 1.*

Lucy: *Thank you. And what's your favourite number?*

Sue: *Three.*

Tony: *My favourite number's five.*

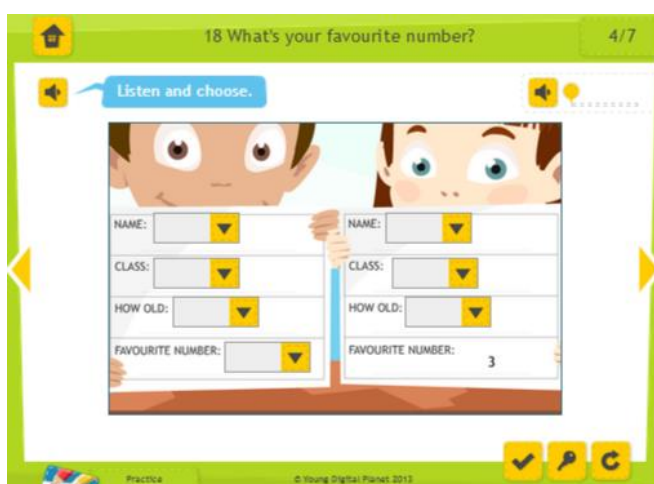
Lucy: *OK, thank you.*

Tony and Sue: *You're welcome!*

Key:

1 Name: Tony, Class 3, 8, 5

2 Sue, Class 1, 6, 3



Ask your students to listen and select the right information from the menu.

Screen 5

Lucy: What's your name?
Kim: My name's Kim. And her name's Jill.
Lucy: Can you spell it, please?
Kim: Yes, it's j-i-l-l.
Lucy: Thank you. And how old are you?
Jill: I'm ten.
Kim: She's two.
Lucy: What's your favourite number?
Kim: Seven...no! ... one. Yes, my favourite number's one.
Lucy: And what's your favourite number?
Jill: Ten!

Key:

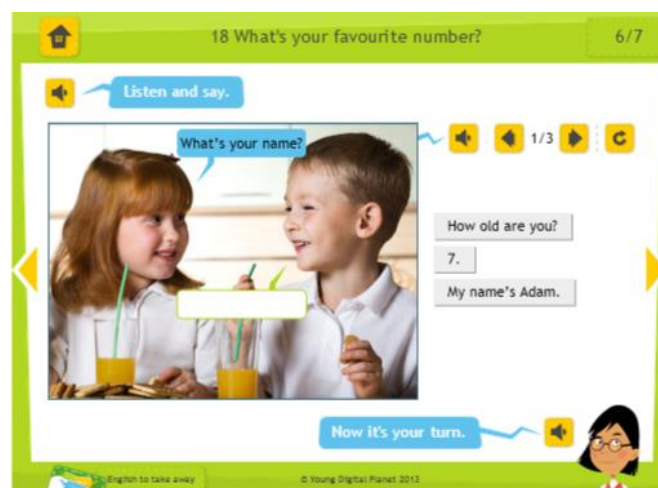
1 Name: Kim, Favourite number:1
 2 Name: Jill, How old: 2, Favourite number: 10



Ask your students to listen and select the right information from the drop down menu.

Screen 6

Child 1: What's your name?
Child 1: My name's Adam.
Child 2: How old are you?
Child 2: I'm six.
Child 1: What's your favourite number?
Child 2: 7.



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

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

- question. Think about how to answer it.
3. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
 4. Repeat as many times as you want to.

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

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

As a follow-up exercise play the game of 21 questions from the Handout.

Handout

21 Questions:

1. What's your name?

2. How old are you ?

3. You lose a point.

4. What's his name?
(pointing at a student)

5. What's her name?
(pointing at a student)

6. Count from one to ten

7. You lose a turn.

8. Count from ten to one

9. What's your favourite colour?

10. You lose a turn

11. Are you in class 2?

12. Are you in class 3?

13. You lose a point

14. Spell your name please.

15. What's your phone number? (write a number on the board)

16. Is her name Jill?
(pointing at another student)

17. Is his name John
(pointing at another student)

18. You lose a turn

19. Spell your name please.

20. How old is he/she?
(pointing at another student)

21. You lose a point.

Divide your students into two teams. Give the students around 5-10 minutes to prepare the answers to these questions in their teams.

Draw a grid with 21 numbers on the board. Cross out “used” numbers. Have every student from each team give you a number of a question to answer. Teams take turns in picking the number. If a student answers the question correctly the team scores a point. Explain that three out of 21 numbers do not have questions and mean losing a point.

There are also three additional numbers out of 21 indicating a loss of turn.

The team doesn’t get a chance to answer /score a point and the next question / number is picked by the other team. The team with the biggest number of points wins the game. Make sure to keep the right score for each team (this can be done on the whiteboard).

Handout

21 Questions:

1. What's your name?

2. How old are you ?

3. You lose a point.

4. What's his name?
(pointing at a student)

5. What's her name?
(pointing at a student)

6. Count from one to ten

7. You lose a turn.

8. Count from ten to one

9. What's your favourite
colour?

10. You lose a turn

11. Are you in class 2?

12. Are you in class 3?

13. You lose a point

14. Spell your name

please.

15. What's your phone
number? (write a
number on the board)

16. Is her name Jill?
(pointing at another
student)

17. Is his name John
(pointing at another
student)

18. You lose a turn

19. Spell your name
please.

20. How old is he/she?
(pointing at another
student)

21. You lose a point.

