

Friends 1–2 Lesson 13		<i>I'm from England.</i>		Vocabulary	
Aims	Understanding the phrase: <i>'I'm from England/America'</i>	Contents	Vocabulary <i>Cat</i> <i>Dog</i> <i>House</i> <i>This is...</i> <i>England/America</i> <i>New York/London</i>	Checklist	Printed Handout for each student to write a postcard, coloured pencils
Language Analysis					
<i>This is ...</i> is often used when introducing a person or pointing to a thing. <i>Too</i> is used exclusively when agreeing with a positive statement. <i>I like it too</i> not ~~<i>I don't like it too.</i>~~					

Procedure

Warm-up Off the screens

Engage your students in a brief discussion on the countries where English is spoken as a native tongue. Test your students' knowledge and by asking your class and preparing a list of countries where English is spoken as a first language by the majority populations (the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations...).

Screen 2

Alex: *Hello! I'm from England.*
Alex: *I'm from London.*
Alex: *This is my house.*
Alex: *This is my cat.*
Cat: *I'm from England too.*
Ann: *Hello! I'm from America.*
Ann: *I'm from New York.*
Ann: *This is my house.*
Ann: *This is my cat.*
Cat: *Meow! I'm from America too.*



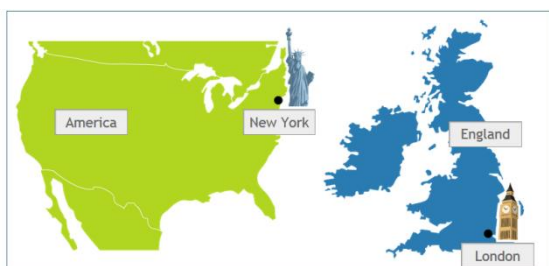
Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation.

Note: Animal sounds tend to be language specific. A cat may possibly “sound” a bit different in your students’ L1.

Screen 3

Key: 1 America 2 New York 3 England 4 London



Ask your students to drag the names into corresponding gaps.

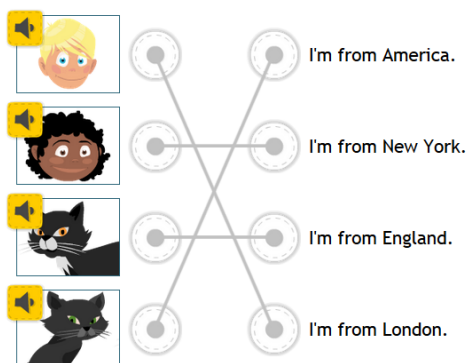
Screen 4

Audio 1:
I'm from London.

Audio 2:
I'm from New York.

Audio 3:
I'm from England.

Audio 4:
I'm from America.



Ask your students to match the sound with the written form.

Screen 5



Audio1:
I'm from London.



Audio2:
I'm from England.



Audio3:
I'm from New York.



Audio4:
I'm from America.

Key:

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



Ask your students to indicate if there is a match between the sound and the written sentence.

Screen 6

Child1: *Hello! I'm from England.*

Child2: *Hi! I'm from America.*



Give the Ss these instructions for the 'Listen and say' activity.

1. Look at the picture.
2. Click on the audio and listen to the sentences. You can press 'pause' at any time and listen again.

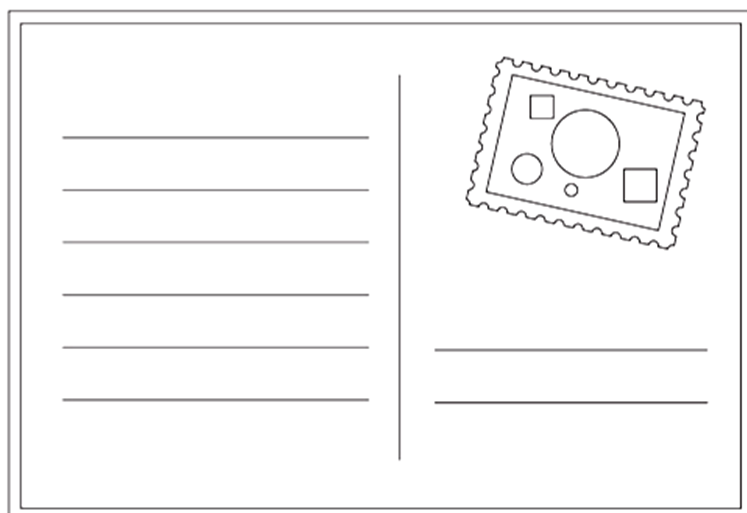
3. Drag and drop the right sentence into the speech bubble. Go to the next sub-pages.
4. Repeat as many times as you want to.

Now it's your turn.

This is a 'free practice' stage. The aim is personalization. Tell Ss to work in pairs and ask and answer the questions.

1. Ask your students to listen to the audio.
2. Tell your students to repeat the words changing the country to their own. For this, they may need some pronunciation input from you to check they are pronouncing their own country correctly in English.

Follow up by asking your students to draw and colour a postcard of a place of their choice. Use the Handout.



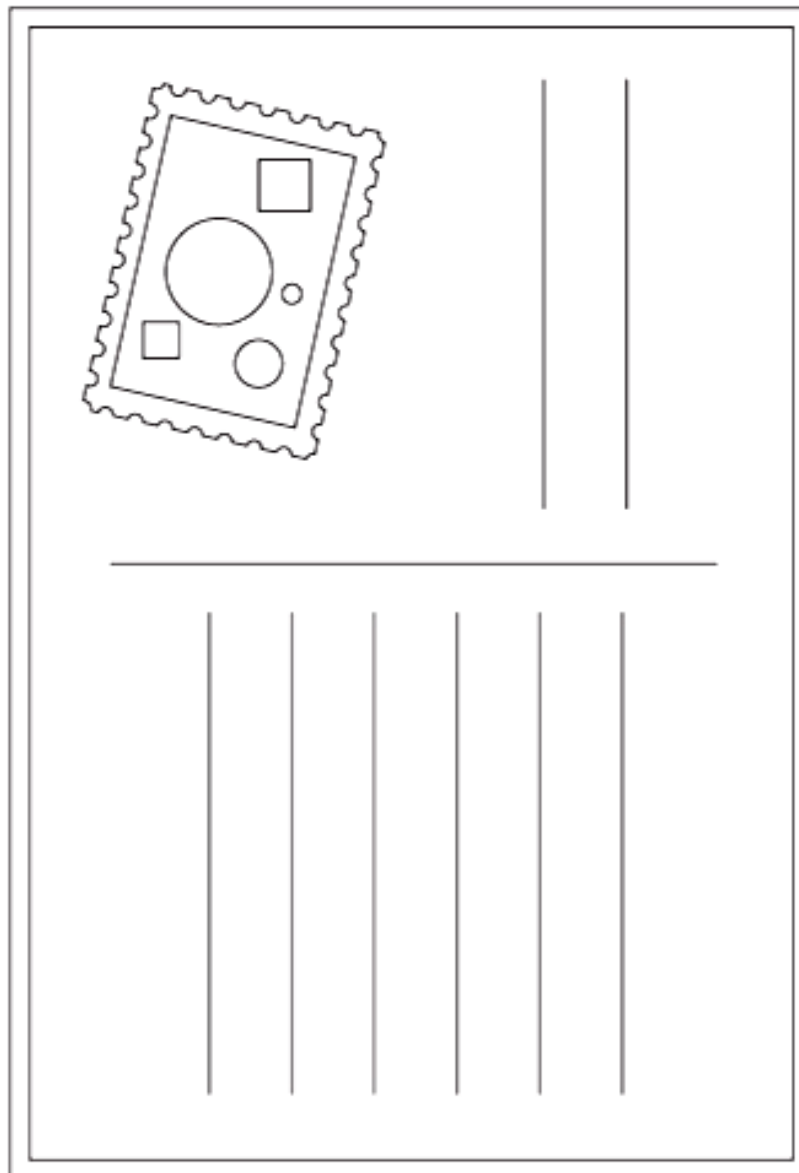
Encourage the students to ask if they don't know the English name of a town / country (they will have to write the name of the place on the postcard).

Explain that postcards usually show a famous landmark. In the contemporary era of instantaneous communication some students may be only vaguely familiar with the concept of a postcard. Bring some examples to class as a source of inspiration.

Translate *Greetings from* into L1. Once the project has been completed tell your students

to mingle around and ask their colleagues where they are from. Having drawn a postcard of NYC, a student should reply: *I'm from New York*. The postcards could be displayed around the class at the end.

Handout



A handout template for a letter. It features a rectangular box with a scalloped border containing a line drawing of a postage stamp with various geometric shapes. To the right of the stamp are two vertical lines for an address. Below the stamp is a horizontal line for a subject line, followed by six vertical lines for the body of the letter.

Friends 1–2 Lesson 14		Where are you from?		Grammar & Functions	
Aims	Talking about where you are from	Contents	Grammar Questions with <i>where</i> and the verb <i>to be</i>	Checklist	1 master handout for each student to practise flags
	Vocabulary <i>Where are you from?</i> <i>I'm/we're from ...</i>				
Language Analysis					
First person, singular and plural forms of the verb <i>to be</i> are used in the lesson:					
<i>Where are you from?</i> <i>We're from New York.</i> <i>I'm from...America!</i>					

Procedure

Warm-up Off the screens

Give your students new identities (names of well-known American or British politicians, entertainers or sportsmen) such as Barack Obama, Queen Elizabeth II, etc. Prepare appropriate name cards before the lesson. Ask: Are you from England / America ? and elicit correct responses.

It could also be done by sticking names on children's backs and they have to mingle in the class and ask questions to find out their identity. For this task the names have to be very well-known people indeed, so students have a chance of guessing.

Screen 2

Children sing/chant:

Where are you from?

Where are you from?

Where are you from?

Where are you from?

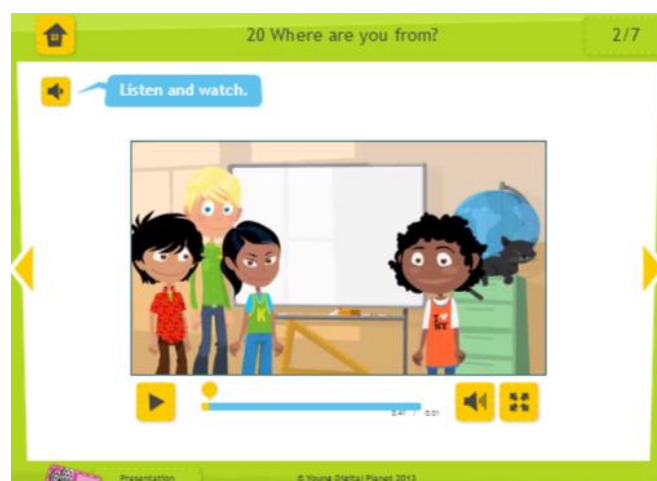
Kim: *I'm from ... England.*

Sam and Alex: *We're from...London!*

Ann: *I'm from...America!*

Ann and cat:

We're from...New York!



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

Ask your student to listen and watch the presentation.

Screen 3



Audio 1:

Alex: *Where are you from?*

Kim: *I'm from England.*



Audio 2:

Alex: *Where are you from?*

Sam and dog: *We're from London.*



Audio 3:

Alex: *Where are you from?*

Ann: *I'm from America.*



Audio 4:

Alex: *Where are you from?*

Ann and cat: *We're from New York.*

Key: see pictures above (random order)



Ask your students to match the audio with the correct written form.

Screen 4

Audio:

Alex: *Where are you from?*

Key:

1  I'm from England.

2  We're from London.

3  I'm from America.

4  We're from New York.



Ask the students to listen and choose the correct response. This could be extended by Ss asking each other where they're from.

Screen 5

Key:

- 1  I'm
- 2  We're
- 3  I'm
- 4  We're



Ask your students to choose the correct form.

Screen 6

Children sing/chant:

Where are you from?

Where are you from?

Where are you from?

Where are you from?

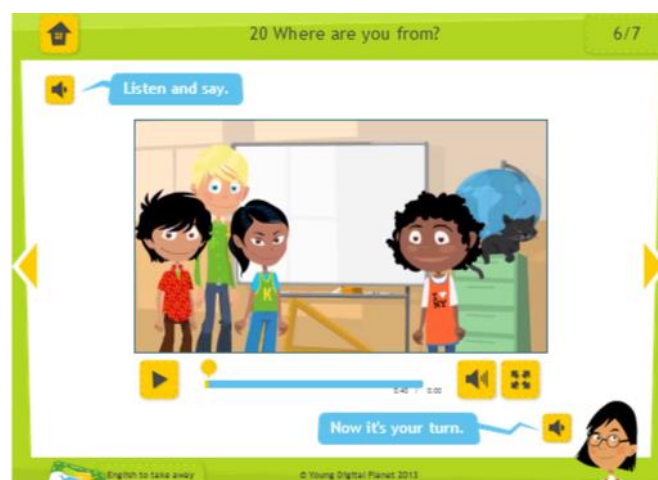
Kim: *I'm from... England.*

Sam and Alex: *We're from...London!*

Ann: *I'm from...America!*

Ann and cat:

We're from...New York!



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

5. Watch the animation and ask students to join in.
6. 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: *Where are you from? I am from... England.*

Additional activity

Give out the Handout.

Handout

America Australia United Kingdom South Africa Ireland Canada



Ask students to match the flags of English-speaking countries in the Handout with their names.

Students are likely to be unfamiliar with at least few flags on the handout. It would be advisable to work on the answers with the whole class.

Key: 1 Australia 2 Canada 3 United Kingdom 4 Ireland 5 South Africa 6 America

Handout

America Australia United Kingdom South Africa Ireland Canada

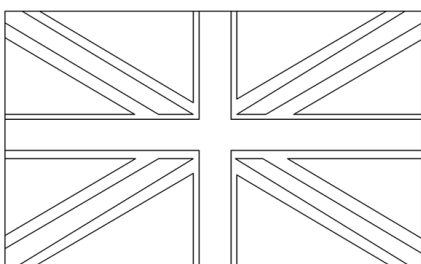
	
1	2
	
3	4
	
5	6

Friends 1–2 Lesson 15		Are you from America?		Grammar & Functions	
Aims	Asking questions about where students/classmates are from.	Contents	Grammar Question: <i>Where ...from?</i> <i>To be</i> + from Pronoun: <i>we</i> Vocabulary Countries: America, England Cities: New York, London, Manchester	Checklist	5 master handouts: (2 individual handouts 2 group work handouts 1 pair work handout): colouring flags, identifying maps and city names. Coloured pencils Handout 4 – cut out the names of the cities
Language Analysis					
Grammar: short forms <i>I'm</i> = <i>I am</i> and <i>We're</i> = <i>we are</i> Vocabulary: Ann is Sam's cousin and students may ask about the relationship between Ann and Sam. Differences in language use (<i>awesome</i> is commonly used in the USA but much less often in the UK, although it is becoming more common amongst young people). Hints: Many Americans (wrongly) use the term 'England' instead of 'the UK'. The UK consists of England, Wales, Scotland and Northern Ireland (Ulster). Similarly, 'America', strictly speaking, refers to Canada, the USA and countries in South America. However, it is generally accepted as referring to the USA. *** <i>we're</i> /wiə(r)/ <i>awesome</i> /'ɔ:s(ə)m/ <i>America</i> /ə'merɪkə/ - accent on the second syllable					

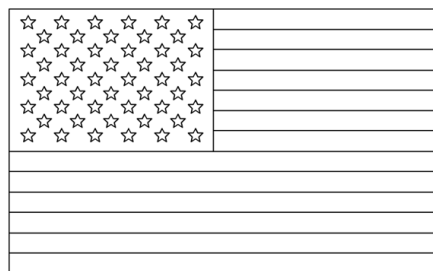
Procedure

Warm-up Off the screens – handouts

Handout 1



Handout 2



Handout 3



Handout 4

Manchester

New York

London

Manchester

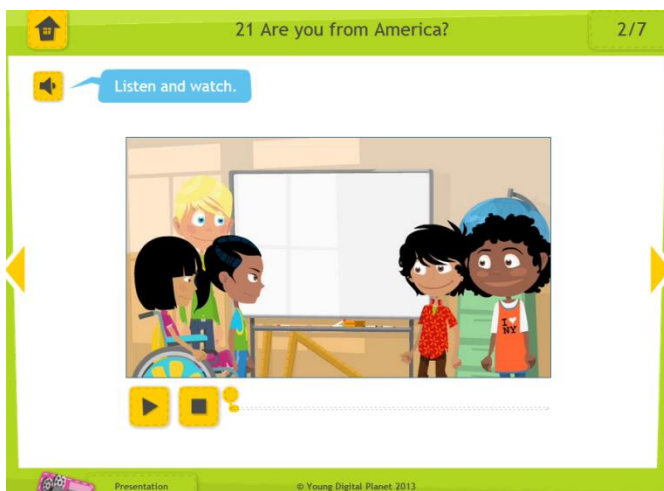
New York

London

1. Distribute the handouts and sets of slips of paper with city names (Handout 4 – cut out).
2. Point to the flags and ask the students to colour them. Provide coloured pencils and give guidelines as to which colours are to be used. (Handout 1 & 2)
3. Next, ask the students to show where the cities are located. (Handout 3 & 4)
Teacher to show a big map – if needed.
4. The students put the city names (small ones) next to respective dots on their maps. (Handout 3 & 4)
5. At the end, hold out blank outlines of countries and ask individual students to say which country it is. (Handout 3 & 4)

Screen 2

Sam: Hello, everyone, this is, Ann.
Lucy, Kim, Alex: Hello, Ann.
Ann: Hi, nice to meet you.
Lucy: Are you from America?
Ann: Yes, I am. I'm from New York.
 What about you? Are you from England?
Lucy, Kim, Alex: Yes, we are.
Ann: Are you from London?
Alex: Yes, I am.
Ann: What about you? Are you from London too?
Lucy: No, I'm from Manchester.
Ann: Oh, Manchester! Awesome!



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

Note: Explain that Ann has a US accent. She pronounces *Manchester* in a different way to the British children: BrE /'mæn.tʃestə/, AmE /'man-.ches-tər/

Screen 3

Audio 1: Dialogue
Lucy: Are you from America?
Ann: Yes, I am.
Audio 2: Dialogue
Ann: Are you from England?
Lucy, Kim, Alex: Yes, we are.
Audio 3: Dialogue
Ann: Are you from London?
Alex: Yes, I am.
Audio 4: Dialogue
Ann: Are you from London?
Lucy: No, I'm from Manchester.

Key: (from left to right) 1 America 2 London 3 England 4 Manchester



Screen 4

Lucy: Are you from America?

Ann: Yes, I am.

Audio 2: Dialogue

Ann: Are you from England?

Lucy, Kim, Alex: Yes, we are.

Audio 3: Dialogue

Ann: Are you from London?

Alex: Yes, I am.

Audio 4: Dialogue

Ann: Are you from London?

Lucy: No, I'm from Manchester.

Key: 1 Yes, I am. 2 Yes, we are.
3 Yes, I am. 4 No, I'm from Manchester.



Additional activity – Handout 5

Handout 5

😊 and 😞 I

😊😊 and 😞😞 we

1 Are you from America? 😊

2 Are you from London? 😊😊

3 Are you from New York? 😞

4 Are you from Manchester? 😞😞

😊 Yes, I am.

😊😊 Yes, we are.

😞 No, I am from London.

😞😞 No, we are from New York.

1. Explain that students should match questions and answers looking at the 😊 and 😞 symbols.
2. Nominate pairs of students to read their answers out loud.

Key: 1 Yes, I am. 2 Yes, we are. 3 No, I am from London. 4 No, we are from New York.

Screen 5

Audio 1: Dialogue

Lucy: *Are you from America?*

Ann: *Yes, I am.*

Audio 2: Dialogue

Alex: *Are you from Los Angeles?*

Ann: *No, I'm from New York.*

Audio 3: Dialogue

Ann: *Are you from England?*

Lucy, Kim, Alex: *Yes, we are.*

Audio 4: Dialogue

Ann: *Are you from London?*

Alex: *Yes, I am.*

Key: (from left to right)

1 am 2 I'm 3 are 4 am

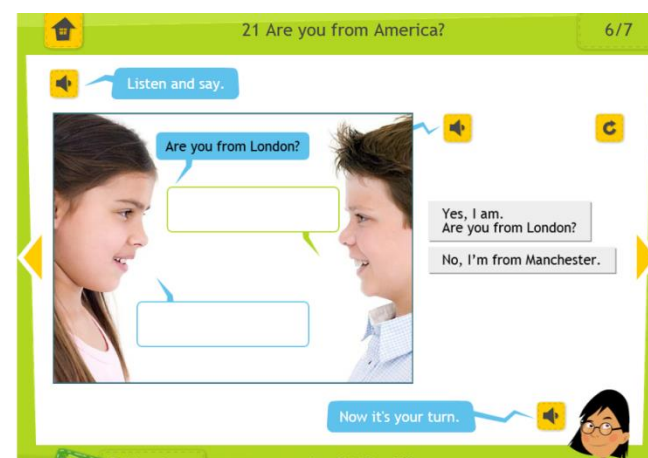


Screen 6

Child 1: *Are you from London?*

Child 2: *Yes, I am. Are you from London?*

Child 1: *No, I'm from Manchester.*

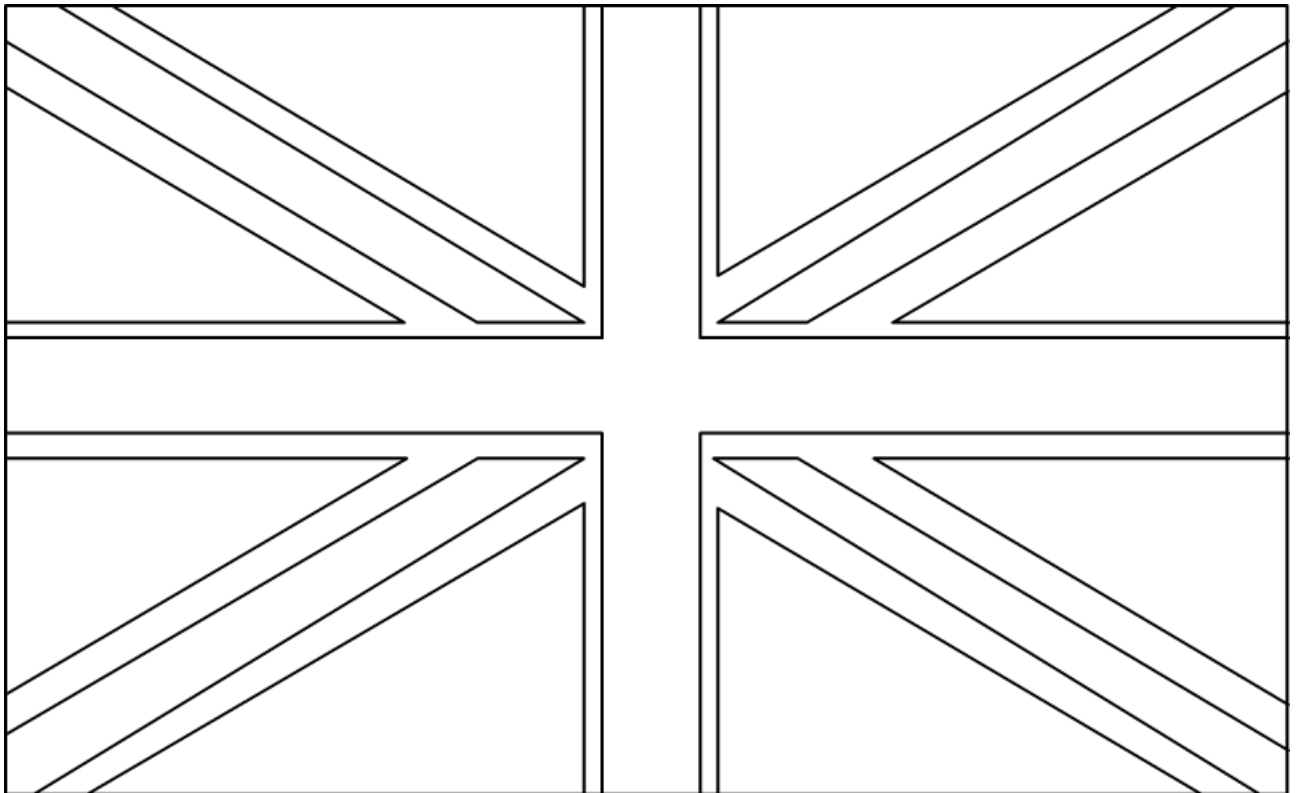


Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

7. Look at the picture and read the dialogue.
8. Click on the audio and listen to the question. Think about how to answer it.
9. Answer the question. You can press

	'pause' at any time and listen again. 10. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalization. Tell Ss to work in pairs and ask and answer the questions. 1. Put students in groups (3-4). 2. Ask them to decide about the order of expressions. 3. Ask representatives to come to the board and arrange the dialogue in order. 4. Nominate some groups to read the questions in chorus, the rest should read the answers. 5. Reverse the roles and go through the dialogue with students again.
Additional activity 1. Prepare sets of cards with names of cities (big ones). 2. Divide the class into halves. Put students in two lines facing each other. Nominate students to ask a question about the city: <i>Are you from... ?</i> The first student to raise their hand can give their answer: Yes, <i>I am</i> if they have the correct version of the card.	

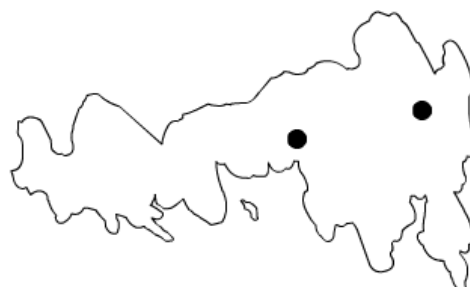
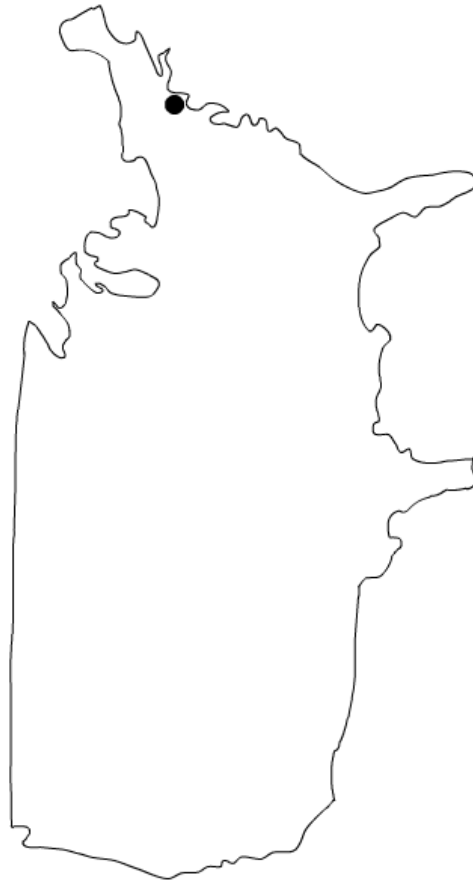
Handout 1



Handout 2

Handout 3



Handout 4

Manchester

New York

London

Manchester

New York

London

Handout 5

😊 and 😞 I

😊😊 and 😞😞 we

1 Are you from America? 😊

2 Are you from London? 😊😊

3 Are you from New York? 😞

4 Are you from Manchester? 😞😞

😊 Yes, I am.

😊😊 Yes, we are.

😞 No, I am from London.

😞😞 No, we are from New York.

Friends 1–2 Lesson 16		<i>Where's she from?</i>		Grammar & Functions	
Aims	Sharing personal information / Saying where other people are from.	Contents	Grammar <i>To be</i> form: is, are <i>Where's she/he from?</i> <i>Where are they from?</i> Vocabulary Pronouns: <i>he, she, they</i>	Checklist	1 master handout : 3 pages for each student colour the planets Coloured pencils
Language Analysis					
Grammar: short form: <i>where's</i> = <i>where is</i>, but there is no short form for plural: <i>where are</i> Vocabulary: Students may ask about the strange people on the screens, tell them these are aliens. Hints: The letter Z is pronounced /zɛd/ in BrE, but /zi:/ in AmE. Students may know the AmE pronunciation from alphabet songs, so they may be confused. *** from <i>lfrʌm, frɒm</i>; unstressed <i>frəm</i> where's <i>lwerz</i>					

Procedure

Warm-up off the screens

6. Give out Handout 1, ask students to colour the planets.
7. Ask your students to give each planet an English name, for example *Planet 1*, *Planet 2*, *Planet Hello*, *Planet Goodbye* etc. using words they have learned so far.
8. Tell your students to keep their planets with them.

Screen 2

Character: Look! Where's he from?

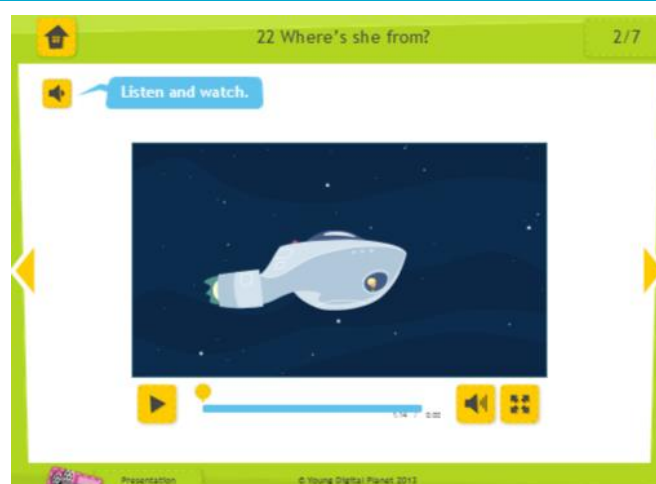
Computer: He's from planet Z.

Character: Look! Where's she from?

Computer: She's from planet X.

Character: Look! Where are they from?

Computer: They're from planet V.



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

Screen 3

Audio1:

He's from planet Z.

Audio2:

He's from planet A.

Audio3:

She's from planet X.

Audio4:

She's from planet Y.

Audio5:

They're from planet V.

Audio6:

They're from planet S.

Key: (from left to right)

1 Z 2 A 3 X 4 Y 5 V 6 S



Screen 4

Key: (random order)

1

Where's he from?

He's from planet Z.

2

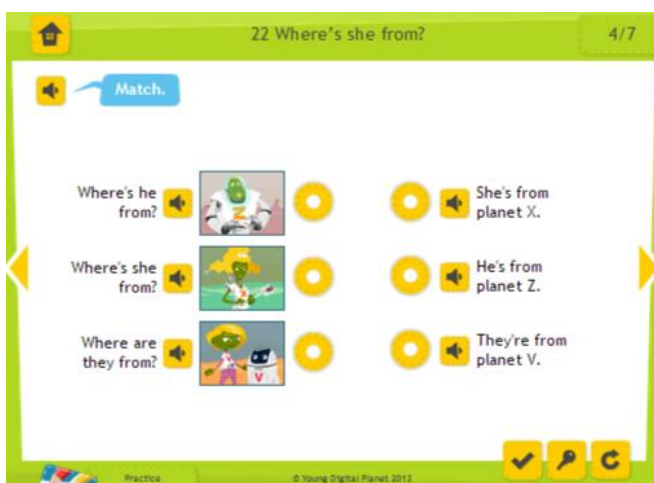
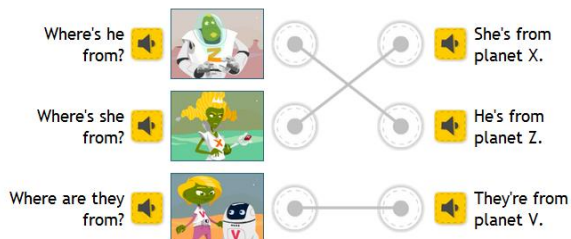
Where's she from?

She's from planet X.

3

Where are they from?

They're from planet V.



Screen 5

Audio1:

Character: *Where's he from?*

Computer: *He's from planet A.*

Audio2:

Character: *Where's she from?*

Computer: *She's from planet Y.*

Audio3:

Character: *Where are they from?*

Computer: *They're from planet S.*

Key:

1 he, He's 2 she, She's 3 they, They're



Screen 6

Key:

1 Where is he from? - He's from planet Z.

2 Where is she from? - She's from planet X.

3 Where are they from? - They're from planet V.



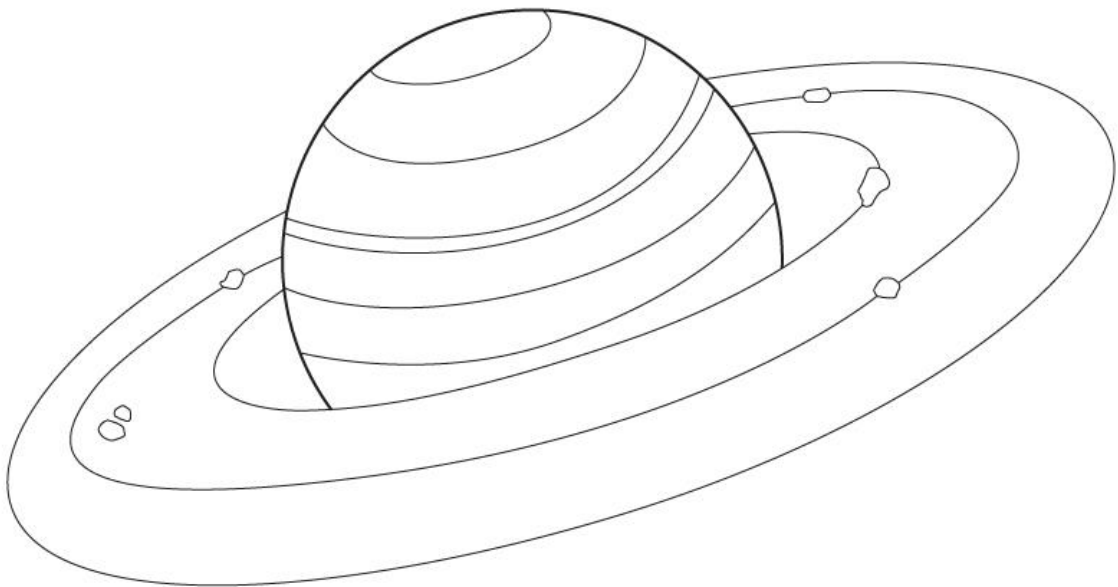
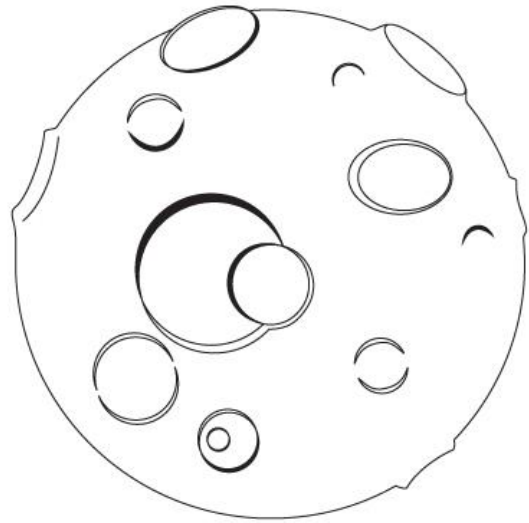
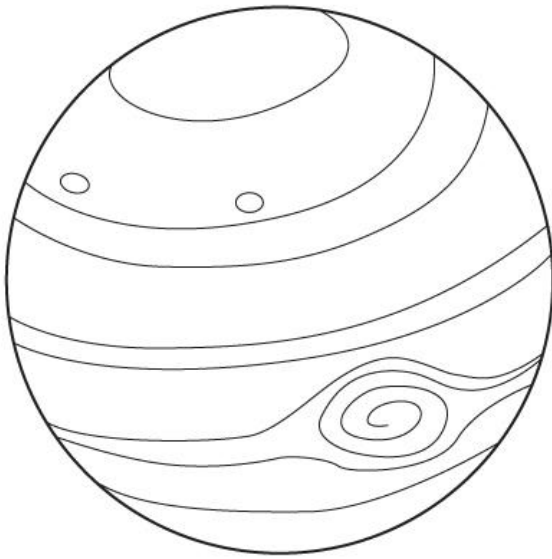
Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

11. On the screen you will see two sets of cards 'face down'.
12. Click on one card from each set to make a pair. .
13. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.

	14. Try and remember where the pictures and words are. 15. Choose two more cards to make a pair. 16. Continue until you have matched all the pairs. 17. 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.
Additional activity. 1. Put your students in groups (3-4). 2. Ask your students to use their coloured planets (Handout 1). 3. Ask two students from each group to ask and answer questions about the other person / people in a group. 4. Switch the roles so that every person in a group asks and answers questions. 5. Ask representatives to talk about one person from their group. Students may also ask about people from different groups. Ask your students to give you their planets at the end of the lesson. You will need them again in lesson 23.	

Handout 1





Friends 1–2 Lesson 17		<i>Are you from planet Z?</i>		Pronunciation	
Aims	Proper intonation in questions: Rising intonation for <i>yes/no</i> questions Falling intonation for ‘ <i>Wh-</i> ’ questions	Contents	Grammar Different types of questions Vocabulary <i>What’s your name?</i> <i>How old are you?</i> <i>What’s your favourite number?</i> <i>Are you (age)?</i> <i>Are you from ...?</i>	Checklist	1 master handout for each student from the previous lesson
Language Analysis					
Grammar: ‘<i>Wh-</i>’ questions are questions starting with interrogative words: <i>what, who, when, where, why</i>, etc. They usually end in falling intonation. <i>How</i> is also a ‘<i>wh-</i>’ word (it contains the letters ‘w’ and ‘h’ – How). <i>Yes/No</i> questions are questions that can be answered with a <i>yes</i> or <i>no</i> answer. They usually end in rising intonation. *** <i>favourite</i> /'feɪv(ə)rət/					

Procedure

Warm-up off the screens

9. Give out the Handout (planets from the previous lesson: y01u22).
10. Ask your students to write the name of the planet on the other side of a drawing, and to keep it covered.

Screen 2

Interviewer: *What's your name?*

Alien: *My name's Viz.*

Interviewer: *Are you from planet Z?*

Alien: *No, I'm from planet V!*

Interviewer: *Are you 7 years old?*

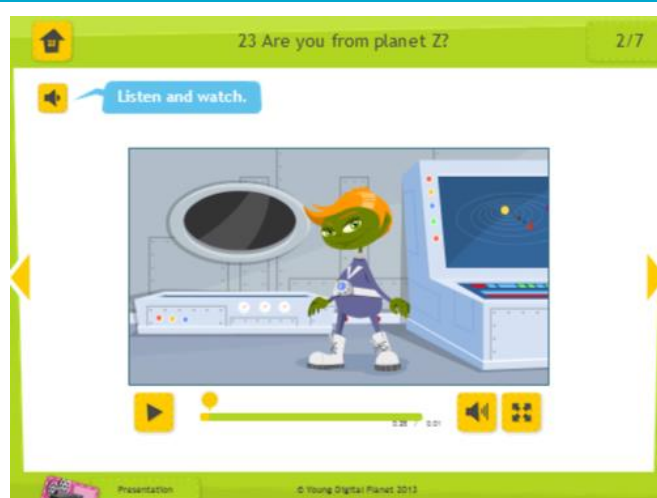
Alien: *No!*

Interviewer: *How old are you?*

Alien: *I'm six.*

Interviewer: *What's your favourite number?*

Alien: *It's seven – look! One, two, three, four ...*



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

Screen 3

Audio1:

Interviewer: *What's your name?*

Audio2:

Interviewer: *Are you from planet Z?*

Audio3:

Interviewer: *Are you 7 years old?*

Audio4:

Interviewer: *How old are you?*

Audio5:

Interviewer: *What's your favourite number?*



Listen and repeat, pay attention to the intonation.

Screen 4

Audio1:

Interviewer: *What's your name?*

Audio2:

Interviewer: *Are you from planet Z?*

Audio3:

Interviewer: *Are you 7 years old?*

Audio4:

Interviewer: *How old are you?*

Audio5:

Interviewer: *What's your favourite number?*

Key:



Additional activity

1. Put your students into pairs.
2. Ask your students to interview one another using the name of their planet and information about themselves. Tell students they can use a fictional name, like Viz, if they like.
3. Ask them to switch roles.

Screen 5

Audio:

Interviewer: *What's your name?*

Alien: *My name's Viz.*

Interviewer: *Are you from planet Z?*

Alien: *No, I'm from planet V!*

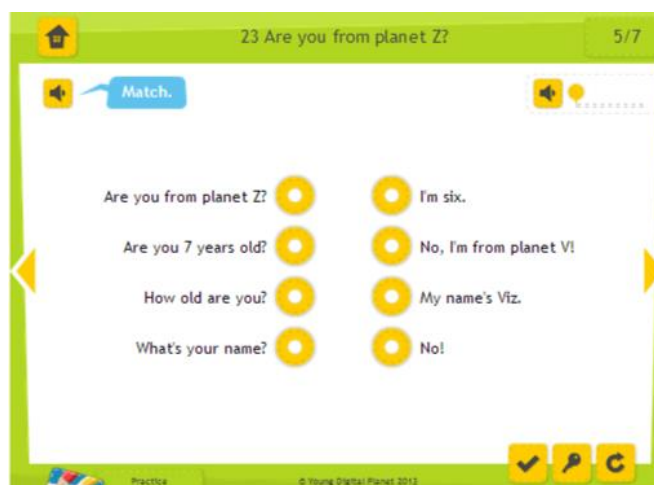
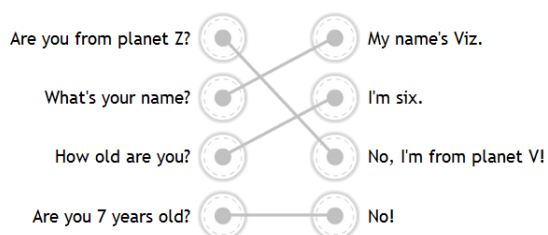
Interviewer: *Are you 7 years old?*

Alien: *No!*

Interviewer: *How old are you?*

Alien: *I'm six.*

Key:



Screen 6

Audio1:

Interviewer: *What's your name?*

Audio2:

Interviewer: *How old are you?*

Audio3:

Interviewer: *What's your favourite number?*

Audio4:

Interviewer: *Are you from planet Z?*

Audio5:

Interviewer: *Are you 7 years old?*



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

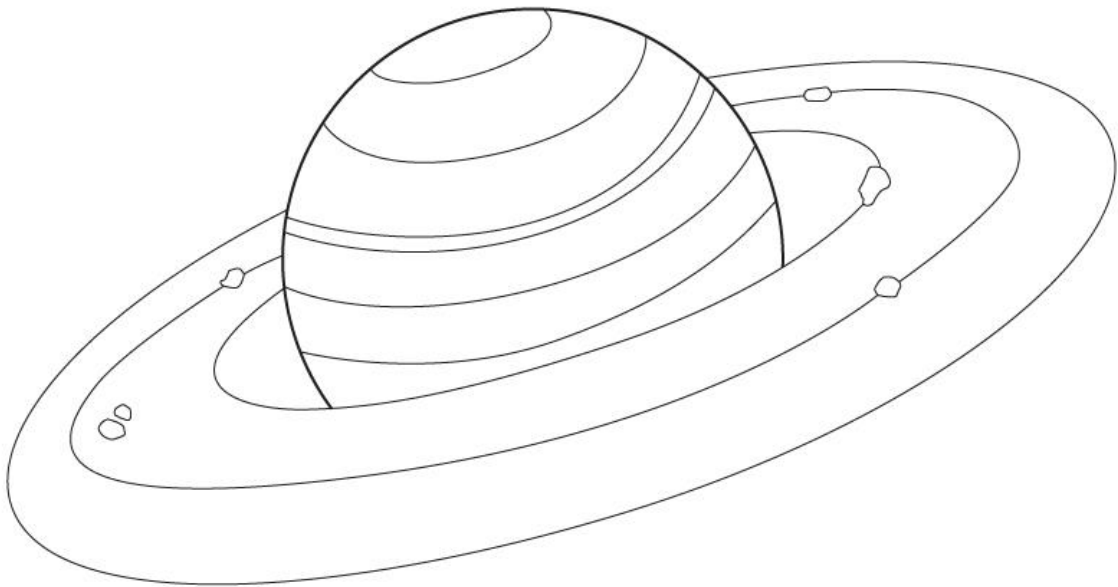
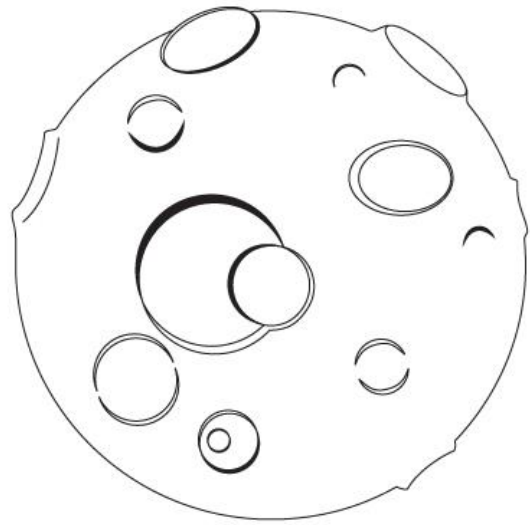
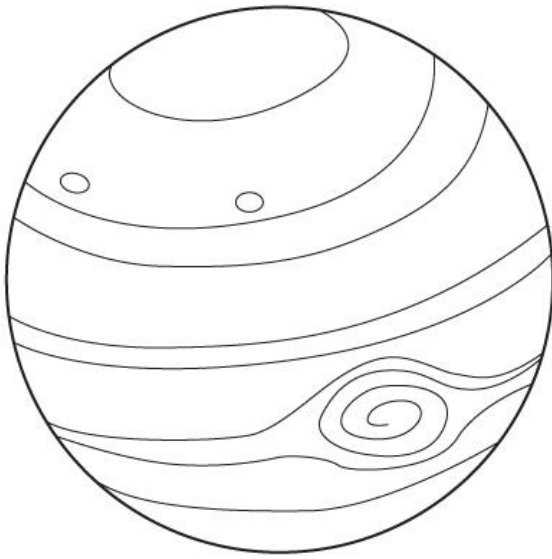
18. Look at the picture and read the questions.
19. Click on the audio and listen to the question. Think about how to answer it.
20. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
21. Repeat as many times as you want to.

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.

Handout





Friends 1–2 Lesson 18		<i>This is me!</i>		Skills	
Aims	Reading texts about people and extracting key information	Contents	Grammar Positive sentences Vocabulary First and third person singular: <i>I/me, he/his, she/her</i> Third person plural: <i>they</i>	Checklist	2 master handouts for each student to prepare badges
Language Analysis					
Grammar: short forms <i>I'm = I am, she's = she is, he's = he is</i> Hints: There is a rule that a pronoun in the nominative case (what we now call a “subject pronoun”) must follow a form of to be: <i>This is I</i>. The existence of this rule, however, does not prevent most English speakers from saying: <i>this is me</i>. <i>This is me</i> is idiomatic English. <i>This is I</i> is not, but still it is formally correct. *** ID – identification document, /<i>ˌaɪ'diː</i>/ badge /<i>bædʒ</i>/					

Procedure

Warm-up off the screens – handouts

1. Give out handout 1– ID badge.
2. Ask your students to fill in the ID with the information about themselves.
3. Ask them to draw their picture and a national flag.

Handout 1

Name:

How old:

Class:

From:



Screen 2

Lucy: *This is Ann. She's 7 and she's in class 2. She's from America. She's from New York.*

This is Tony. He's 8 and he's in class 3. He's from England. He's from London.

This is my friend, Alex. This is his cat, Biscuit. Biscuit is three years old. They're from England. They're from London.

This is me! I'm from England. I'm from Manchester.



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

Screen 3

Audio1:

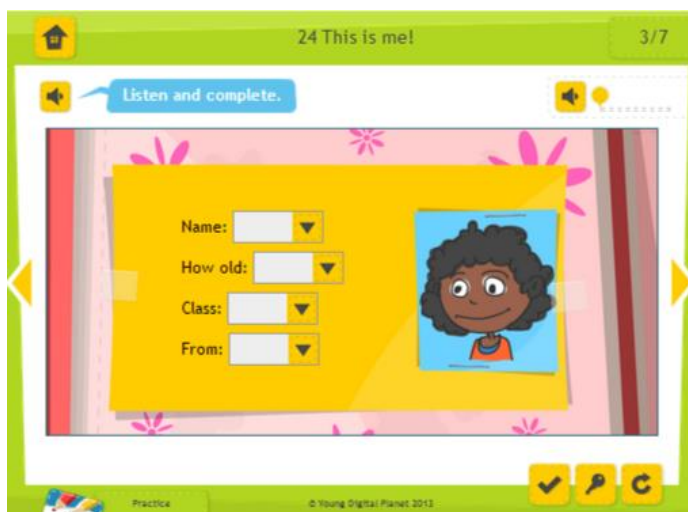
This is Ann.

She's 7 and she's in class 2.

She's from America.

She's from New York.

Key: 1 Ann 2 7 3 2 4 New York, America



Screen 4

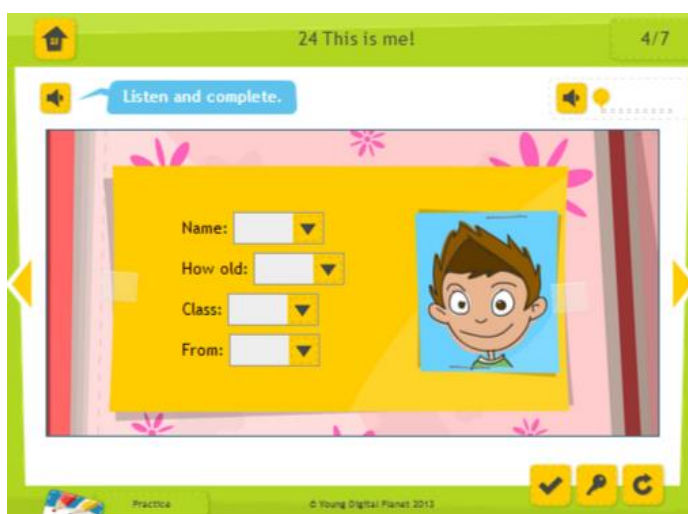
Audio1:

This is my friend Tony.

He's 8 and he's in class 3.

He's from England. He's from London.

Key: 1 Tony 2 8 3 3 4 London, England



Screen 5

Audio:

*This is my friend, Alex. And this is his cat, Biscuit.
Biscuit is three years old. They're from England.*

Key:

1 Biscuit **2** 3

3 London, England



Screen 6

Audio1:

My name's Anna.

Audio2:

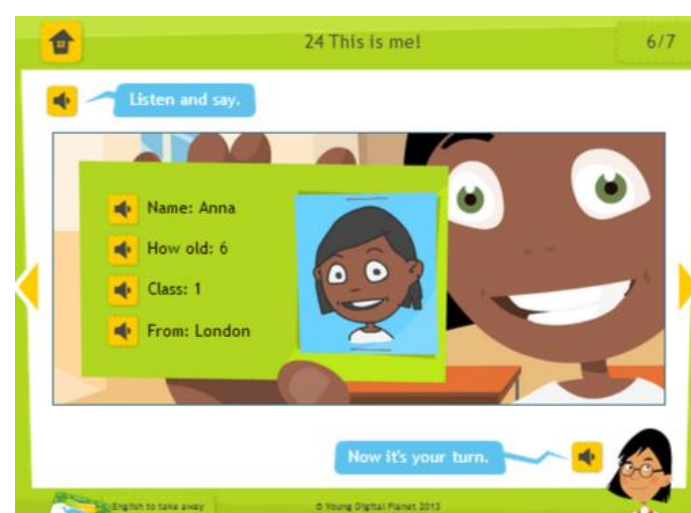
I'm 6 years old.

Audio3:

I'm in class 1.

Audio4:

I'm from London.



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

1. Look at the picture and read the information.
2. Click on the audio.
3. Listen and repeat.
4. Repeat as many times as you want to.

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

Put your students in pairs.

1. Give out Handout 2.
2. This is the personalisation stage. Student 1 tells Student 2 about herself / himself. Student 2 fills in the left column.
3. Tell your students to switch the roles.

Additional activity

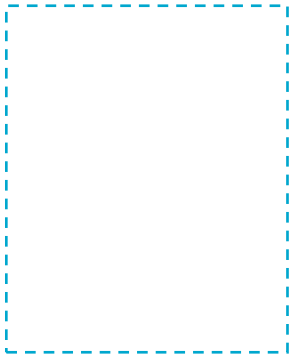
1. Work in the same pairs using Handout 2:

Handout 2

Your classmate	His / Her friend
Name:	Name:
How old:	How old:
Class:	Class:
From:	From:

2. Ask your Students 1 to tell a classmate about their friend. Students 2 complete the right column.
3. Ask your students to switch the roles.

Handout 1

Name:	
How old:	
Class:	
From:	

Handout 2

Your classmate	His / Her friend
Name:	Name:
How old:	How old:
Class:	Class:
From:	From: