

Friends 1–2 Lesson 19		<i>Where's the colour blue?</i>		Vocabulary	
Aims	Colours Students can understand and say the following colours: <i>blue, yellow, red, green, black, white</i>	Contents	Vocabulary <i>blue</i> <i>yellow</i> <i>red</i> <i>green</i> <i>black</i> <i>white</i>	Checklist	1 Master handout (handout 1 – pair work) Coloured pencils
Language Analysis					
Grammar: short forms: <i>Where's</i> = <i>where is</i> Spelling: There is a difference between British English and American English in the spelling of the word: <i>color</i>. In BrE the spelling used is <i>colour</i> whereas in AmE <i>color</i>. *** <i>blue</i> /'blu:/ <i>yellow</i> /'jeləu/ <i>red</i> /'red/ <i>green</i> /'gri:n/ <i>black</i> /'blæk/ <i>white</i> /'waɪt/					

Procedure

Warm-up Off the screens

1. Prepare a number of items that are of particular colours (*blue, yellow, red, green, black, white*).
2. Point to one of the items and say, e.g. *blue!* Repeat the moves with other colours. Drill the pronunciation of the colours chorally and individually.
3. Make sure that your students understand all the names of the colours by holding up the items and eliciting the colour.
4. Now ask students to work in pairs and hold up different items and ask their partner the colour. You circulate and check pronunciation.
- 5.

Screen 2

*Blue, blue! Where's the colour blue?
Look! Look! What is blue?*

*Yellow, yellow! Where's the colour
yellow? Look! Look! What is yellow?*

*Red, red! Where's the colour red? Look!
Look! What is red?*

*Green, green! Where's the colour
green? Look! Look! What is green?*

*Black, black! Where's the colour black?
Look! Look! What is black?!*

*White, white! Where's the colour white?
Look! Look! What is white?*



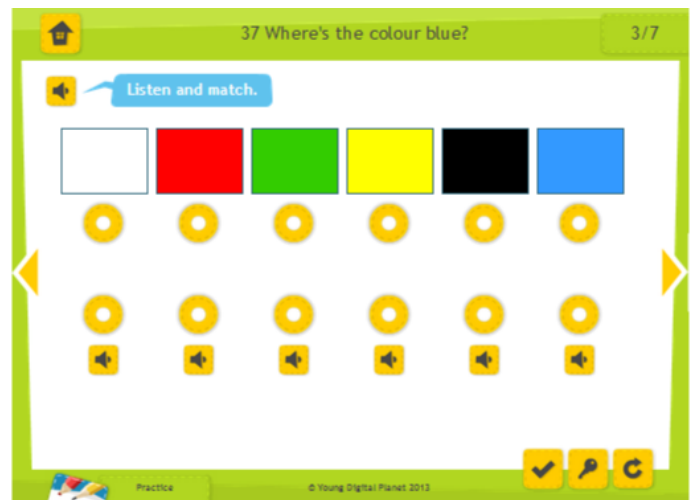
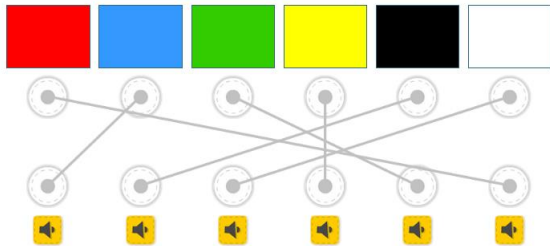
Stop the animation and ask: *What is red? What is black?* Ask students to name the objects.

Exploit the scene by asking the Ss to describe what they can see and have them say the colours, eg *green* and *blue*. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning. Note: Students may listen to and watch the animation more than once.

Screen 3

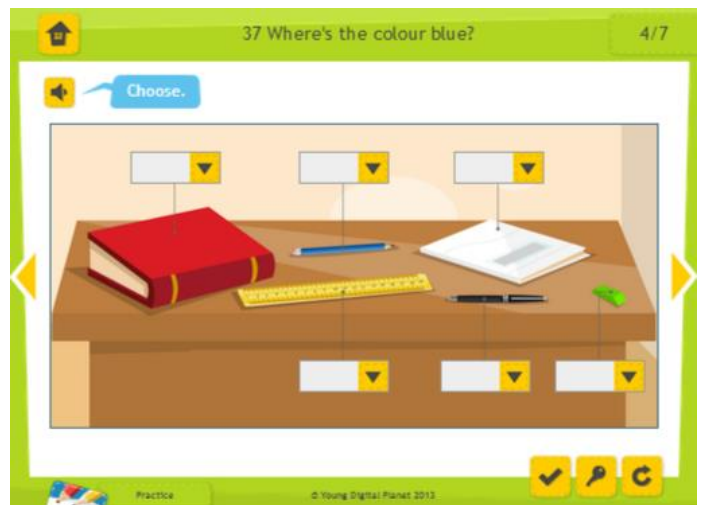
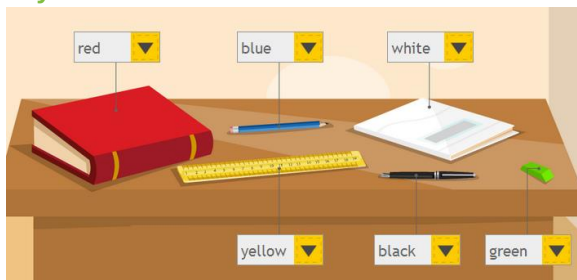
Audio1:

Blue
Yellow
Red
Green
White



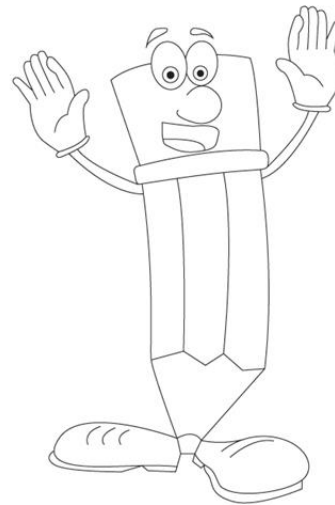
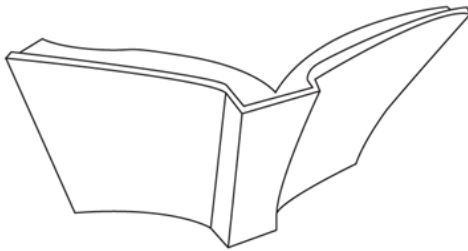
Screen 4

Key:



Additional exercise: Handout

Handout



1. Give out the Handout
2. Ask your students to work in pairs.
3. Give out a picture of a book to one student within a pair and a picture of a pencil to the other
4. Students in a pair tell each other what colour each item is and the other person is supposed to colour the picture accordingly.
5. Once they are ready with colouring, they show themselves the picture to check if it is coloured correctly.
6. Students sign the picture, eg. *a blue book, a red pencil*

Screen 5

Audio1:

Blue

Audio2:

Yellow

Audio3:

Red

Audio4:

Green

Audio5:

Black

Audio6:

White



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.
7. 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.

Screen 6

*Blue, blue! Where's the colour blue?
Look! Look! What is blue?*

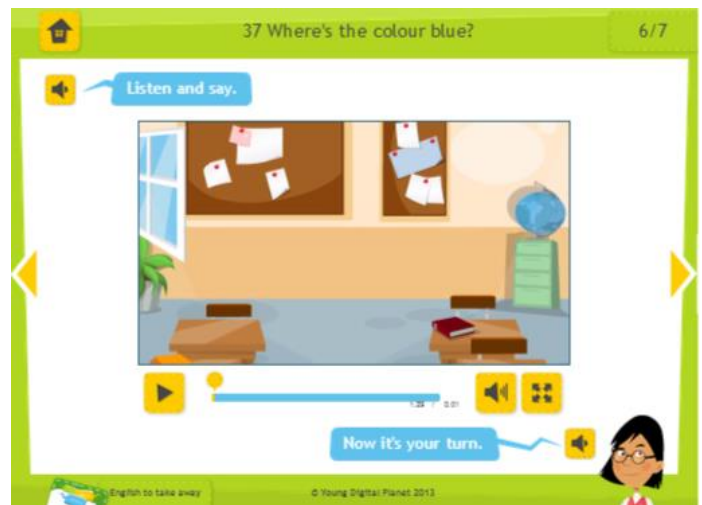
*Yellow, yellow! Where's the colour
yellow? Look! Look! What is yellow?*

*Red, red! Where's the colour red? Look!
Look! What is red?*

*Green, green! Where's the colour
green? Look! Look! What is green?*

*Black, black! Where's the colour black?
Look! Look! What is black?!*

*White, white! Where's the colour white?
Look! Look! What is white?*

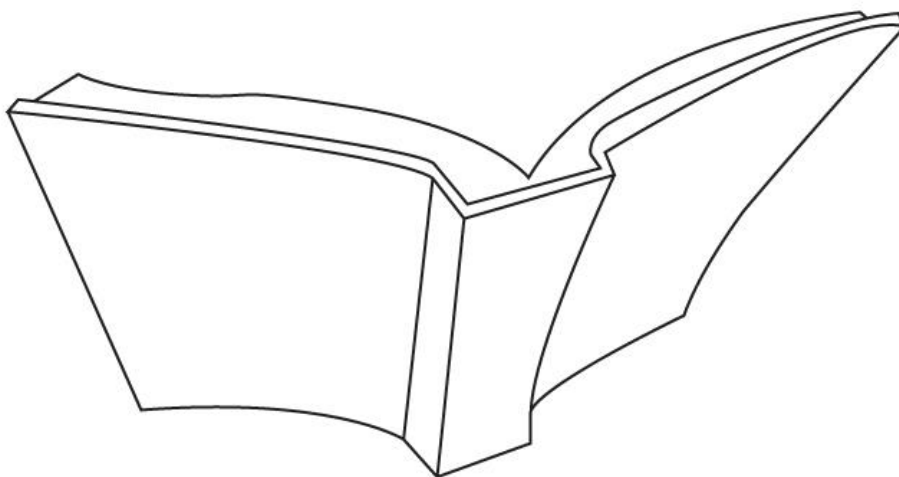


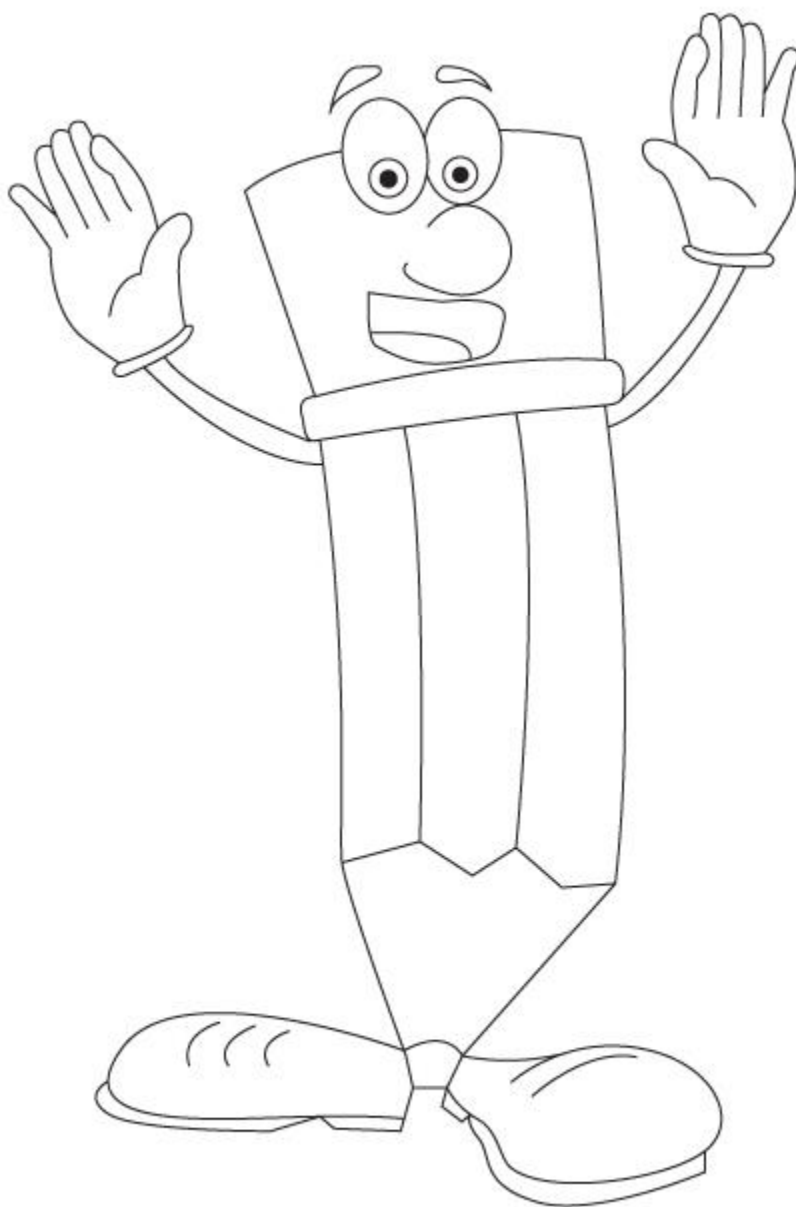
Now it's your turn.

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

1. Read the song first and check the students can understand everything.
2. Listen to the song with your students.
3. Sing the song with your students.
4. Encourage your students to work in pairs and make up their own song using the colours they've learned.

Handout





Friends 1–2 Lesson 20		What colour is your desk?		Grammar & Function	
Aims	Students can understand and ask and answer: <i>What colour is your...? It's...</i> Introducing vocab: <i>desk, table, chair,</i>	Contents	Grammar Questions: <i>What colour is?</i> Pronoun: <i>it</i> Vocabulary <i>What colour is your pen?</i> <i>It's blue.</i> Classroom objects - revision	Checklist	1 Master handout (visual aids)
Language Analysis					
Grammar: short forms: <i>colour's</i> = <i>colour is</i> , <i>it's</i> = <i>it is</i>					

Procedure

Warm-up Off the screens – handouts

Visuals



1. Stand at the front of class and present 'What colour is ...?' by pointing to different things near you and the visuals, as shown above.
2. Drill the questions and elicit some answers.
3. Ask your students to work in groups of 4.
4. Give out one picture (from the set of Visuals) with a picture to one group.
5. Ask each of the group: What colour is your ...? Elicit the answer from your students: It's...
6. Have the students ask the same questions between groups.

Screen 2

Scene1:

Sam: Hi, Alex

Alex: Hello, Sam.

Sam : Oh, your desk is green!

Alex: Yes it is. What colour is your desk?

Sam: It's yellow.

Scene2:

Sam: Oh, and your chair is white!

Alex: Yes, it is. What colour is your chair?

Sam: It's black.

Scene3:

Sam: Your table is yellow!

Alex: Yes it is. What colour is your table?

Sam: It's red.

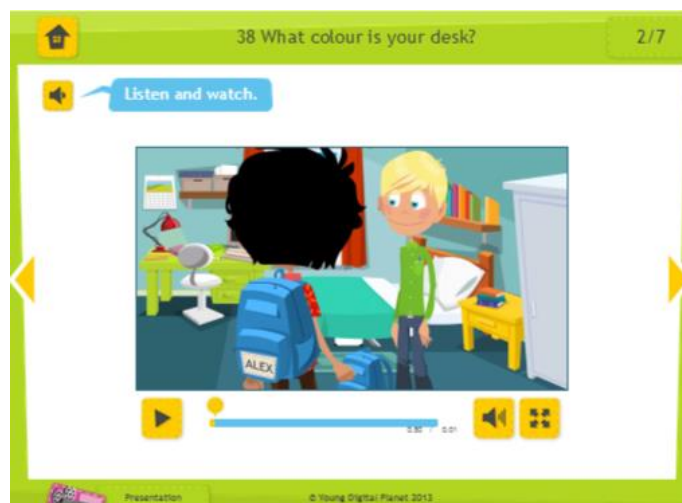
Scene4:

Alex: Oh, your bag's blue.

Sam: Yes, it is. What colour's your bag?

Alex: It's blue!.

Alex and Sam : This is your bag!



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning. Note: Students may listen to and watch the animation a few times.

Screen 3

Audio1:

Alex: *What colour's your desk?*

Sam: *It's yellow.*

Audio2:

Alex: *What colour's your door?*

Sam: *It's white.*

Audio3:

Alex: *What colour's your table?*

Sam: *It's red.*

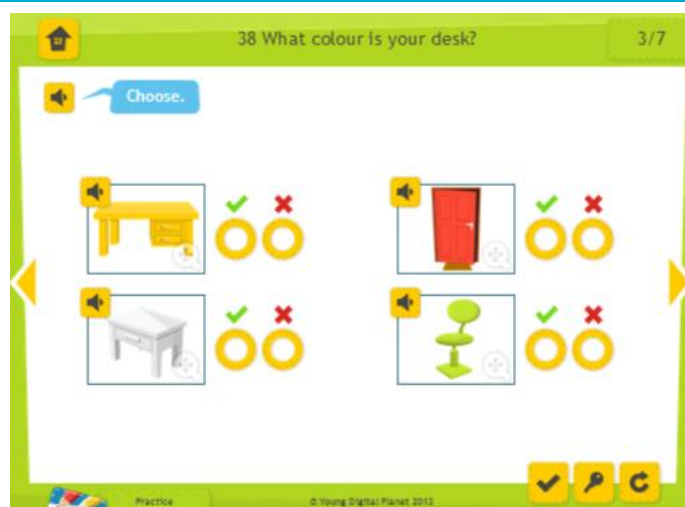
Audio4:

Alex: *What colour's your chair?*

Sam: *It's green.*

Key: (from left to right)

1 Yes **2** No **3** No **4** Yes



Check that students know the vocabulary for the different item and then check the pronunciation of the different colours.

Once they have done the activity, extend further by asking them the colour of more items in the classroom.

Screen 4

*What colour's your desk?
It's yellow.*

*What colour's your door?
It's red.*

*What colour's your table?
It's white.*

*What colour's your chair?
It's green.*

Key: (random order)



 What colour is your chair?	 What colour is your door?	 What colour is your table?	 What colour is your desk?
			
			
It's yellow.	It's green.	It's red.	It's white.

Screen 5

Audio1:

Alex: What colour's your desk?

Sam: It's yellow.

Audio2:

Alex: What colour's your door?

Sam: It's black.

Audio3:

Alex: What colour's your table?

Sam: It's red.

Audio4:

Alex: What colour's your chair?

Sam: It's green.

Key: 1 yellow 2 black 3 red 4 green



Screen 6

Audio1:

Alex: *What colour's your desk?*

Lucy: *It's red.*

Kim: *It's blue.*

Audio2:

Alex: *What colour's your table?*

Lucy: *It's green.*

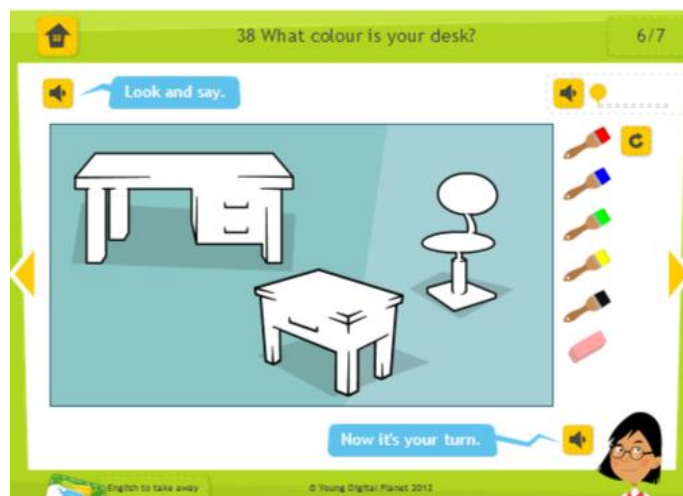
Kim: *It's yellow.*

Audio3:

Alex: *What colour's your chair?*

Lucy: *It's red.*

Kim: *It's blue.*

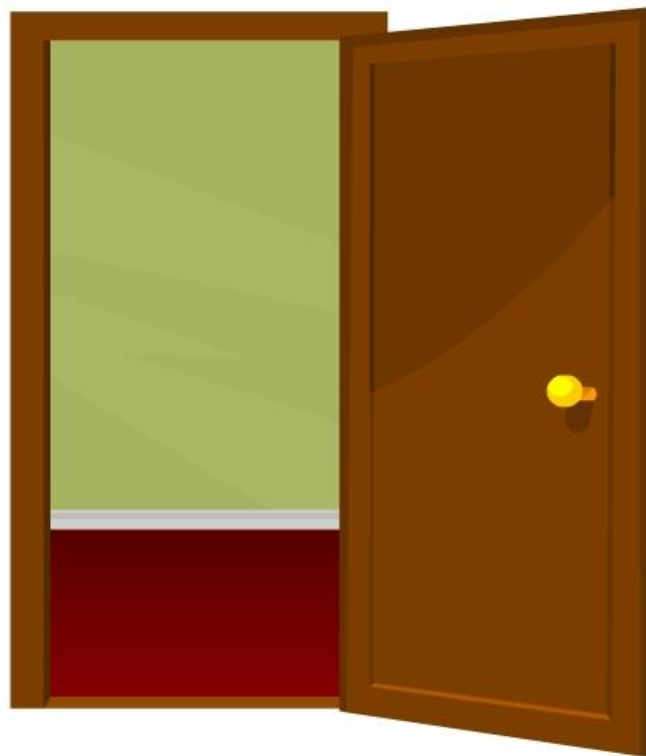
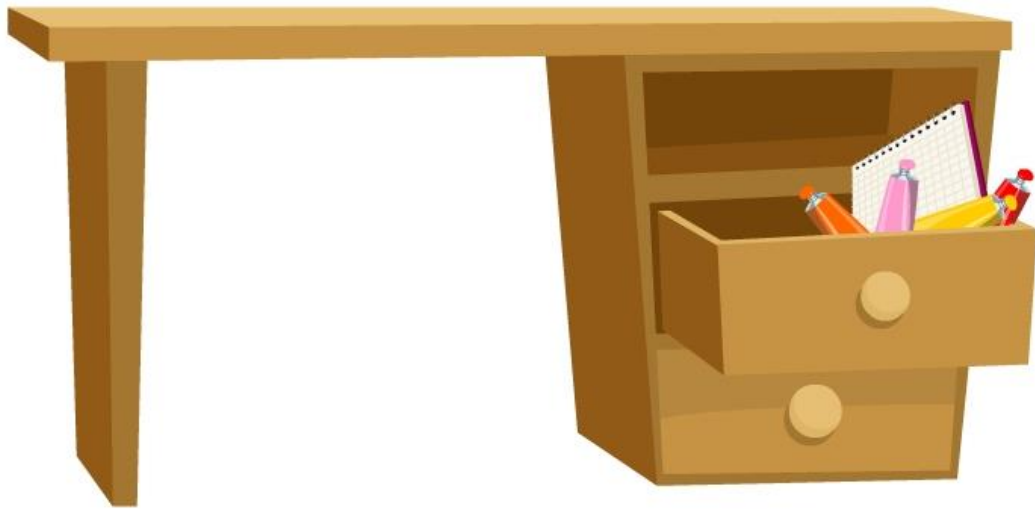


Now it's your turn.

This is a free practice stage.

1. Ask your students to work in pairs.
2. They listen to the audio and say what colour the different children's things are.
3. Students ask each other similar questions about their own possessions or classroom objects and answer them.

Visuals





Friends 1–2 Lesson 21		Is the computer pink?		Grammar & Function	
Aims	Students can ask and answer: <i>Is your (computer) (pink)? Yes, it is. No, it isn't.</i> Recycling vocab: <i>desk, table, chair,</i> Introducing new colours: <i>pink, orange, brown, purple</i>	Contents	Grammar Determiner: <i>the</i> the verb <i>to be</i> Revision: questions & short answers Vocabulary <i>Is the desk brown? Yes, it is.</i> <i>Is the computer pink? No, it isn't</i>	Checklist	1 Master handout (1 handout – pair work) Coloured pencils
	Language Analysis				
Grammar: We use the definite article <i>the</i> in front of a noun when we believe the hearer/reader knows exactly what we are referring to because there is only one in that place or in those surroundings, e.g.: <i>We live in a small village next to the church.</i> = (the church in our village) <i>Dad, can I borrow the car?</i>=(the car that belongs to our family) <i>When we stayed at my grandmother's house we went to the beach every day.</i> = (the beach near my grandmother's house) <i>Look at the boy in the blue shirt over there.</i> = (the boy I am pointing at) Grammar: In the short positive answers: <i>Yes, it is.</i> – it's incorrect to use a contraction: <i>Yes, it's.</i> A short form is only possible in the negative answer: <i>No, it isn't.</i>					

Procedure

Warm-up Off the screens – handouts

1. Ask your students to open their exercise books and say: *Draw a chair with a coloured pencil and then colour it in.*
2. Go up to one of your students and ask: *Is the chair black?*
3. Elicit the answer: *Yes, it is./ No it isn't.*
4. Come up to another student and ask: *What colour is the chair?*
5. Elicit the answer: *It is blue/green/yellow.*
6. Ask your students to talk in pairs and elicit information about their partner's chairs.

Screen 2

Lucy: *Draw a table, and colour it brown.*

Lucy: *Draw a chair, and colour it purple.*

Lucy: *Now draw a computer.*

Robot: *What colour is the computer? Is the computer pink?*

Lucy: *No, it isn't, Robot. The computer's orange.*

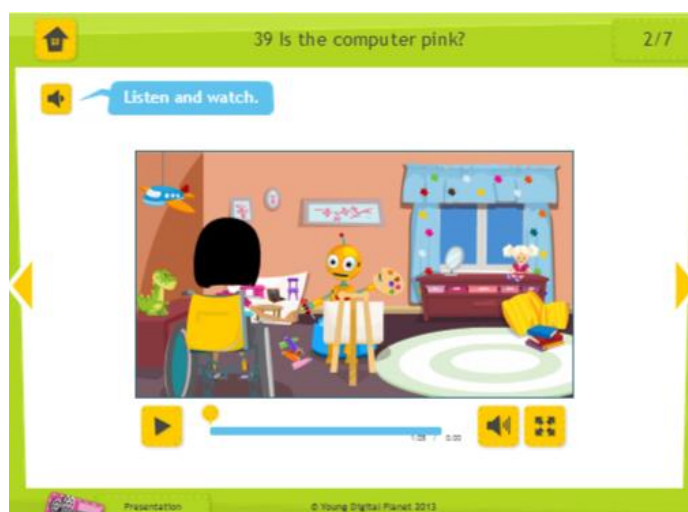
Lucy: *Now draw a desk, Robot.*

Robot: *What colour's the desk? Is it pink?*

Lucy: *Yes, it is, Robot. The desk's pink!*

Robot: *Look*

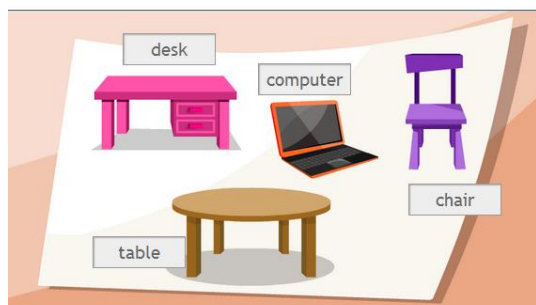
Lucy: *Oh, Robot!*



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

Screen 3

Key:



Take this opportunity to give students further pronunciation practice in new colours

orange /'ɒrɪndʒ/

brown /'braʊn/

purple /'pɜ:pəl/

Screen 4

Audio1:

Is the table brown?

Audio2:

Is the chair orange?

Audio3:

Is the computer pink?

Audio4:

Is the desk pink?

Key: 1 Yes, it is. 2 No, it isn't 3 No, it isn't. 4 Yes, it is.



Screen 5

Key: (from left to right)

1 Yes, it is. **2** No, it isn't.

3 Yes, it is. **4** No, it isn't.



Screen 6

Audio1:

Robot: *Is the chair yellow?*

Lucy: *Yes, it is. The chair's yellow.*

Audio2:

Robot: *Lucy, is the computer pink?*

Lucy: *No it isn't. The computer's black.*

Audio3:

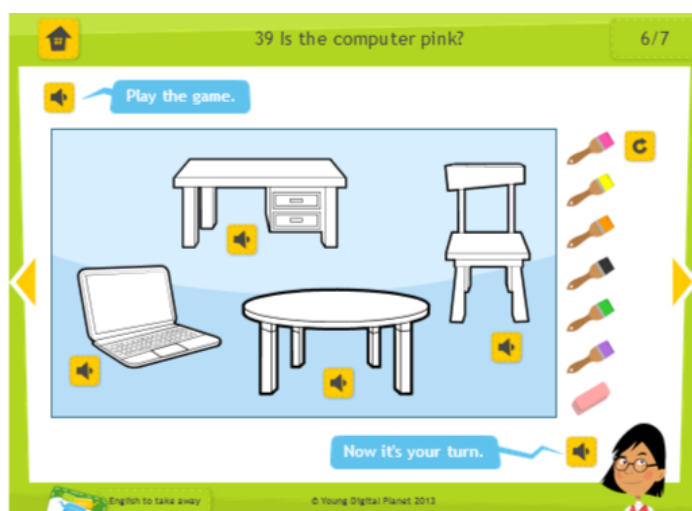
Robot: *Is the table purple?*

Lucy: *Yes, it is.*

Audio4:

Robot: *Is the desk pink, Lucy?*

Lucy: *Yes, it is. The desk's pink.*



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.

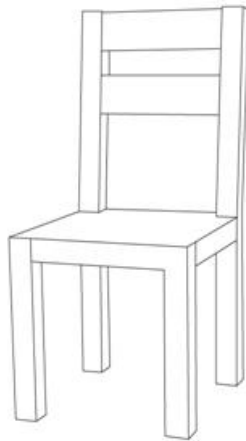
1. Ask your students to work in pairs.
2. Ask them to practise similar dialogues while using the structure: *Is the chair red? Yes, it is. No it isn't.*

3. Monitor what your students are saying and correct whenever necessary.

Drill the new items and colours chorally and individually.

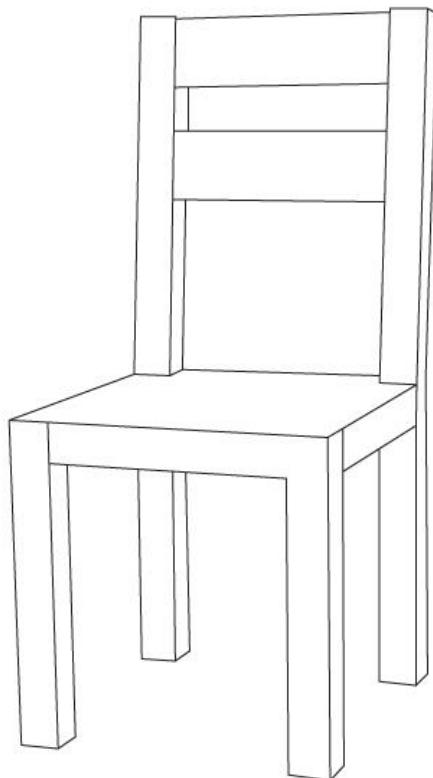
Additional exercise – Handout 1 (pair work)

Handout



1. Give out the two handouts to your students. Do not let them see their handouts.
2. Ask your students to colour the pictures.
3. The students' task is to guess what colour is the chair or the desk by asking questions: *Is the desk yellow? Yes, it is. No it isn't.*
4. The winner is the student who first guesses the colour of the partner's item.

Handout



Friends 1–2 Lesson 22		<i>This isn't my pencil case!</i>		Grammar & Function	
Aims	<i>This isn't my pencil case.</i> <i>My pencil case is red.</i> <i>My/your/his/her</i> Recycling colours: <i>red, yellow, blue, green, black, white, orange, brown, pink, purple</i>	Contents	Grammar Revision of personal pronouns: <i>my, your, his, her</i> <i>to be</i> in the negative Vocabulary <i>This isn't my pencil case.</i> <i>My pencil case is red.</i>	Checklist	1 Master handout (handout 1 – individual work) Stickers – rewards for the winner in the warm-up exercise
	Language Analysis				
Grammar: short forms: <i>isn't = is not</i> *** <i>ruler /'ru:lə/</i> <i>his /'hiz/</i> <i>her /'hɜ:/</i>					

Procedure

Warm-up Off the screens – handouts

7. Give out the Handout to each of your students.

Handout

1. dre _ _ _
2. lerpup _ _ _ _ _
3. enoarg _ _ _ _ _
4. egenr _ _ _ _ _
5. lbkca _ _ _ _ _
6. ithew _ _ _ _ _
7. nkip _ _ _ _ _
8. loyewl _ _ _ _ _
9. uble _ _ _ _ _
10. wronb _ _ _ _ _

8. Ask them to unscramble the letters to find colour words.
9. The first person who does this correctly, wins!
10. Prepare a sticker as a prize for the winner.

Key:

1 red **2** purple **3** orange **4** green **5** black **6** white **7** pink **8** yellow **9** blue **10** brown

Screen 2

Scene1:

Kim: *Let's go and play!*

Scene2:

Kim: *This isn't my pencil case. My pencil case is red. Your pencil is purple.*

Sam: *This isn't my pencil case. My pencil case is white.*

Scene3:

Sam: *This isn't my ruler. My ruler is yellow.*

Oh, Alex's ruler is blue. It's his ruler.

Alex: *This isn't my ruler. My ruler is orange.*

Scene4:

Lucy: *This isn't my pen. My pen is black. Oh, Kim's pen is brown. It's her pen.*

Kim: *This isn't my pen. My pen is pink.*



Before listening, read through the script with the ss to prepare them for the audio. This will help to consolidate the pronunciation and understanding, particularly of negative forms. Bring out the schwa used in the negative forms. Note: Students may listen to and watch the animation more than once.

Screen 3

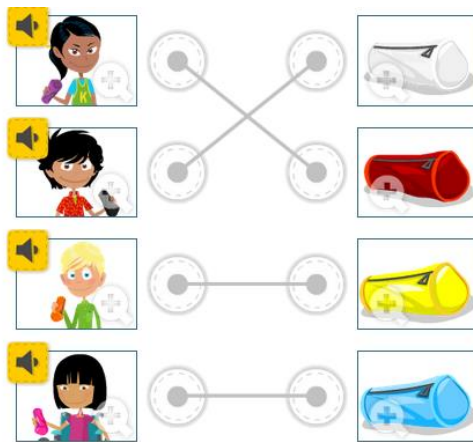
(random order) Alex: This isn't my pencil case. My pencil case is yellow.

Lucy: This isn't my pencil case. My pencil case is blue.

Kim: This isn't my pencil case. My pencil case is red.

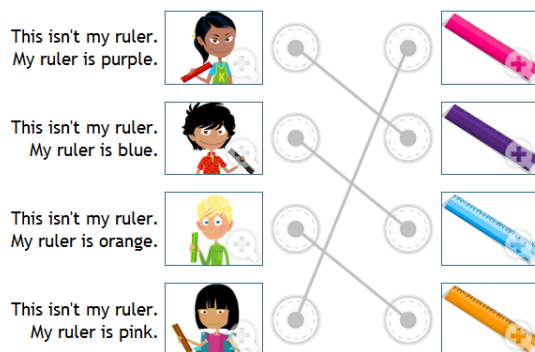
Sam: This isn't my pencil case. My pencil case is white.

Key: (random order)



Screen 4

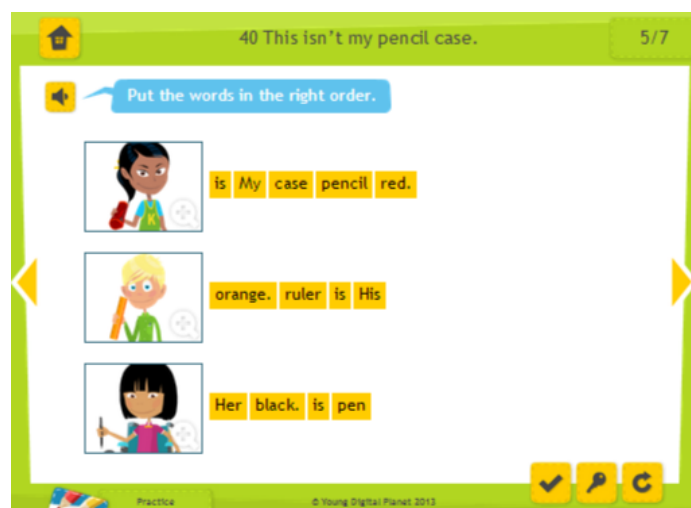
Key: (random order)



Screen 5

Key:

- 1 My pencil case is red.
- 2 His ruler is orange.
- 3 Her pen is black.



40 This isn't my pencil case. 5/7

Put the words in the right order.

is My case pencil red.

orange. ruler is His

Her black. is pen

Practice © Young Digital Planet 2013

Screen 6

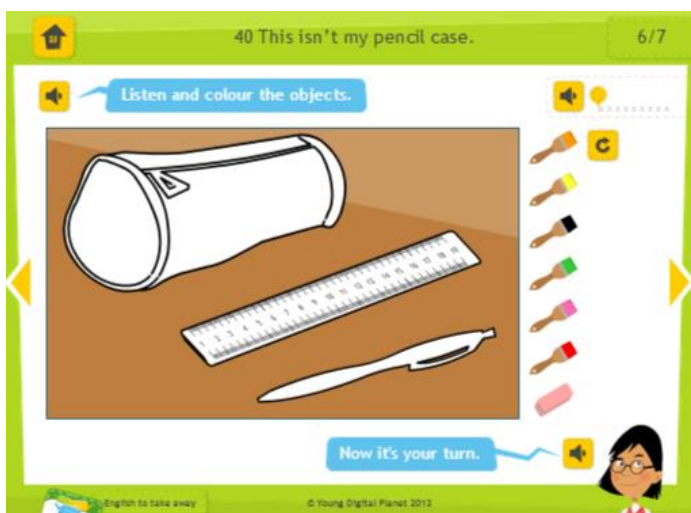
Audio:

Kim: *This isn't my pencil case. My pencil case is red.*

Alex: *This isn't my ruler. My ruler is orange.*

Lucy: *This isn't my pen. My pen is black.*

Key:

40 This isn't my pencil case. 6/7

Listen and colour the objects.

Now it's your turn.

English to take away © Young Digital Planet 2013

Now it's your turn.

This is a free practice stage. The aim is personalization.

1. Ask your students to lend you their pencil case or a ruler or a pen for a while.
2. Try to remember who is the owner of each item.
3. Mix up the items and say, e.g. *John's pencil case is blue.*
4. Elicit the answer from John, e.g. *This isn't my pencil case. My pencil case is*

	<i>black.</i> 5. Continue the task with all of the borrowed items, so that each student has a chance to use the newly learnt structure.
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Handout

1. dre _ _ _
2. lerpup _ _ _ _ _
3. enoarg _ _ _ _ _
4. egenr _ _ _ _ _
5. lbkca _ _ _ _ _
6. ithew _ _ _ _ _
7. nkip _ _ _ _
8. loyewl _ _ _ _ _
9. uble _ _ _ _
10. wronb _ _ _ _ _

Friends 1–2 Lesson 23		<i>I'm from planet red.</i>		Pronunciation	
Aims	Pronunciation of some colours: <i>black, red, pink, orange, blue, green, brown, white, purple, yellow</i> Introduction to some vowel sounds	Contents	Grammar Questions and short answers Vocabulary Colours: <i>black, red, pink, orange, blue, green, brown, white, purple, yellow</i>	Checklist	2 Master handouts For each student to practise colours Coloured pencils
Language Analysis *** black /'blæk/ red /'red/ green /'gri:n/ brown /'braʊn/ blue /'blu:/ orange / 'brɪndʒ/ white /'waɪt/ purple /'pɜ:pəl/ yellow /'jeləʊ/ English vowels can be divided into long and short ones. Give the Ss examples of long vowels on the basis of words: <i>green, blue, purple</i>. Short vowels can be represented by words: <i>black, red, orange</i>. Spelling: <i>color</i> vs. <i>colour</i> <i>Color</i> and <i>colour</i> are different spellings of the same word. <i>Color</i> is the preferred spelling in American English, and <i>colour</i> is preferred in all other main varieties of English. The distinction extends to all derivatives of the word. <i>Colored, coloring, colorer, colorful, and discolor</i> are the U.S. spellings, and <i>coloured, colouring, colourer, colourful, and discolour</i> are preferred outside the U.S.					

Procedure

Warm-up Off the screens

Handout 1

What colour is it?



It is.....

It is.....



It is.....



It is.....



11. Give out handout 1 to each of your students.
12. Ask your students to write in the colour that is used for each item.
13. Nominate some students to read their answers out loud and spell each of the colours.

Screen 2

Alien: *I'm from planet red.*

Alien2: *He's from planet red, and I'm from planet blue.*

Alien3: *He's from planet red, he's from planet blue, and I'm from planet black.*

Alien4: *He's from planet red, he's from planet blue, she's from planet black, and I'm from planet pink.*

Alien5: *He's from planet ... green ...*

Aliens: *No! Red!*

Alien5: *He's from planet ... brown ...*

Aliens: *No! Blue!*

Alien5: *She's from planet ... white ...*

Aliens: *No! Black!*

Alien5: *She's from planet ... purple ...*

Aliens: *No! Pink!*

Alien5: *And I'm from planet ... yellow?*

Alien5: *I'm from planet ... orange!*



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 red.

He's from planet blue.

She's from planet black.

She's from planet pink.

I'm from planet orange.

Key:



Note: Encourage your students to repeat the sentences.

Screen 4

Audio 1: *He's from planet green.*
Audio 2: *He's from planet brown.*
Audio 3: *She's from planet white.*
Audio 4: *She's from planet purple.*
Audio 5: *I'm from planet yellow.*

Key:

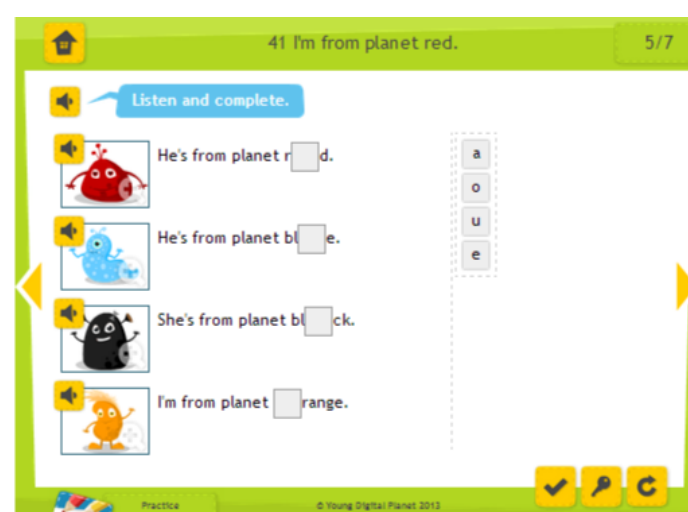


Note: Encourage your students to repeat the sentences.

Screen 5

Audio 1: *He's from planet red.*
Audio 2: *He's from planet blue.*
Audio 3: *She's from planet black.*
Audio 4: *I'm from planet orange*

Key: 1 e 2 u 3 a 4 o



Screen 6

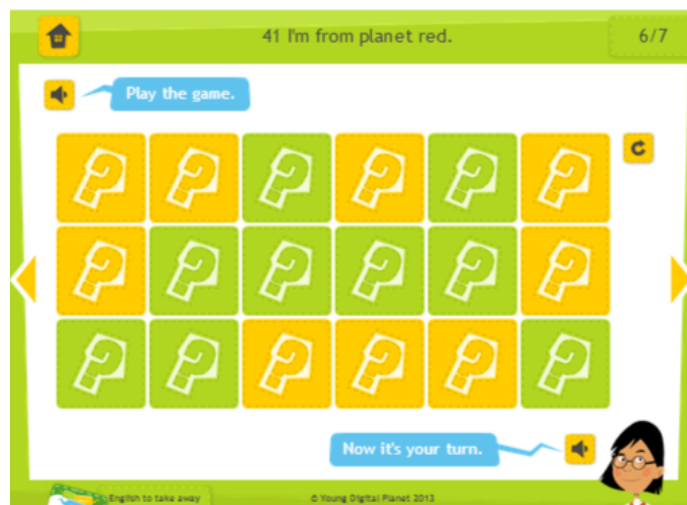
Audio 1: *He's from planet red.*

Audio 2: *He's from planet blue.*

Audio 3: *She's from planet black.*

Audio 4: *She's from planet purple.*

Audio 5: *I'm from planet orange*



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 audio are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

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

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.

Ask your students to work in groups.

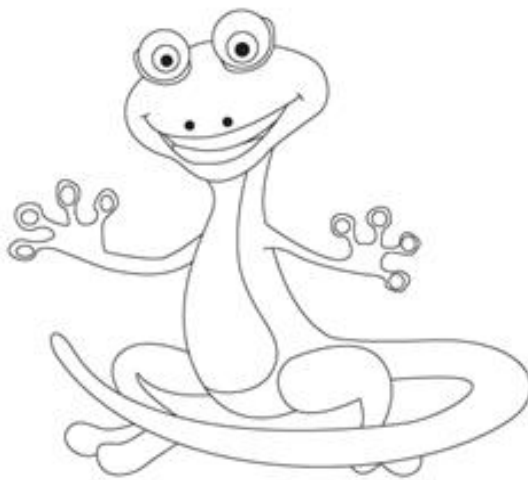
Students play a similar memory game in

groups.

If they uncover a wrong picture of a monster elicit an answer, e.g. *No! Blue!*

Additional exercise – Handout 2

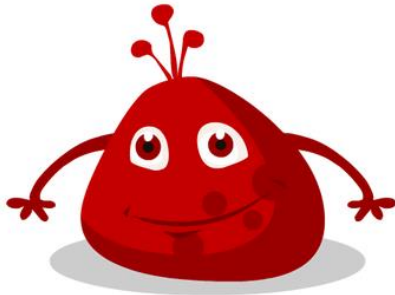
Handout 2



1. Give out handout 2 to each of your students.
2. Ask your students to colour the monster with whichever colour they want. This could be extended to 'He has green eyes' 'He has red hands.' And they could colour accordingly.
3. Once the picture is ready, ask your students to describe the monster with the use of the structure, e.g. *She's/He's from planet blue.*
4. Monitor your students' utterances and correct whenever necessary.

Handout 1

What colour is it?



It is.....



It is.....

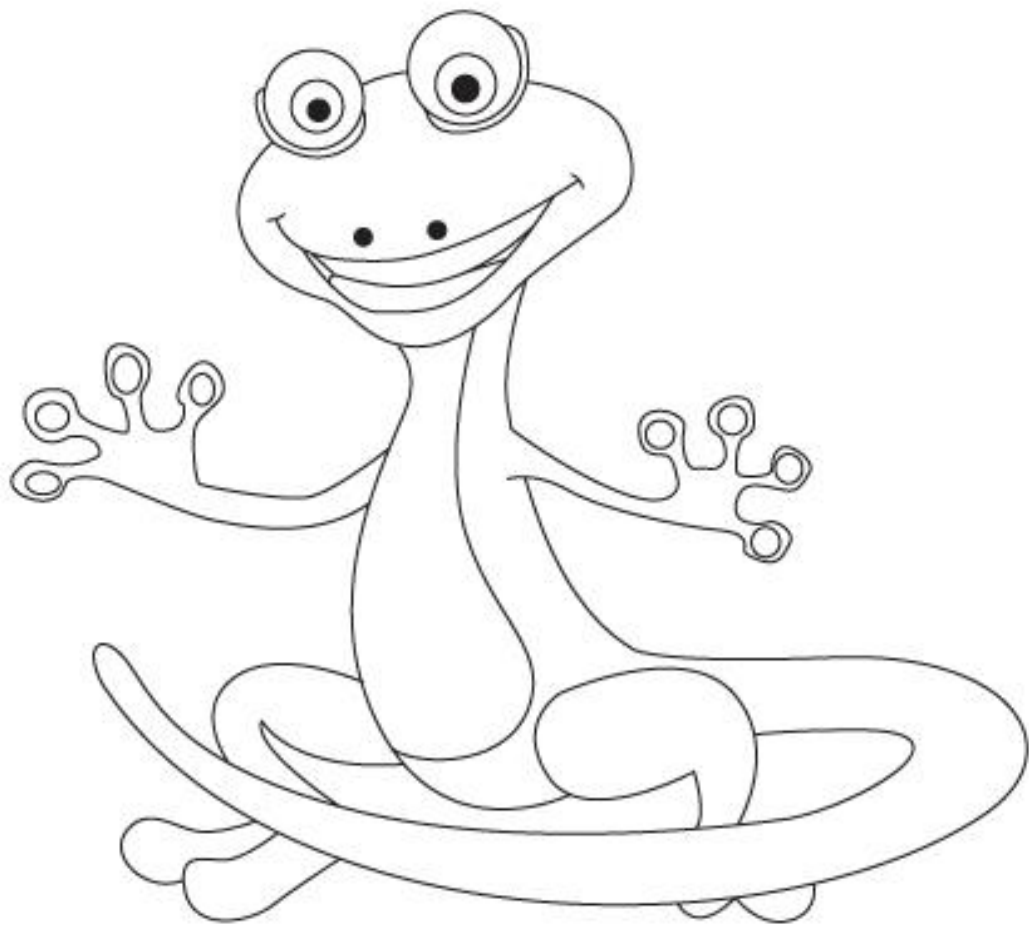


It is.....



It is.....

Handout 2



Friends 1–2 Lesson 24		What colour's your bag?		Skills	
Aims	Developing writing skills	Contents	Grammar Questions with the verb <i>to be</i>	Checklist	Coloured paper, coloured pencils
	Spelling colours Understanding how to complete a form (survey)		Vocabulary <i>What colour is your ...? It's blue, red, green, yellow, black, white, orange, pink, purple, brown</i>		
Language Analysis					
Simple <i>yes/no</i> questions are created by inverting the order of subject and the <i>To be</i> verb. For detailed questions a “ <i>wh</i> ” question word or phrase is added. <i>What colour is your ...?</i>					

Procedure

Warm-up Off the screens

14. Get your students excited about the lesson with a session of colour Musical Chairs.
15. The game starts with any number of students and a number of chairs one fewer than the number of students.
16. Arrange the chairs in a circle facing outward, with the students standing in a circle just outside.
17. Make your students hold coloured cards / or other coloured objects. Play any music.
18. While the music is playing, the students in the circle walk around the chairs. When the music suddenly stops, everyone must race to sit down in one of the chairs.
19. The student who is left without a chair is eliminated from the game, and one chair is also removed to ensure that there will always be one fewer chair than there are players.
20. Have the students remaining in and observing the game say *Goodbye Green, Goodbye Red* etc. to the eliminated student.
21. Repeat the procedure until there is only one student – the winner left in the game.
22. Alternatively, try a version of I Spy game. Sit or stand in a circle with your students and teach them *I spy with my little eye something (colour)*. Ask students to run and touch/ collect something of that colour.

NB Do bear in mind that this activity would require a spacious classroom and do encourage the children to run around sensibly, not knocking each other over.

Screen 2

Kim: What colour is your bag, Pat?

Pat: It's pink.

Kim: Tony! What colour's your bag?

Tony: My bag? Uh ... it's red.

Kim: And what about you, Jill? Your bag! What colour is it?

Jill: Yellow!

Kim: Now, Robot! It's your turn. What colour's your computer?

Robot: My computer is purple.!

Kim: And Spaceman, what colour is your computer? Is it blue?



Exploit the scene by asking the Ss to describe

Spaceman: Yes, blue. No, it's orange. No, it's purple. Oh, dear. It's pink. Oh, no... It's blue...blue... No wait! It's... My computer is white.

what they can see. This will help students with pronunciation and meaning.

Ask your students to listen and watch.

Note: In AmE *colour* is spelled *color* without the letter *u*.

Screen 3



Audio1:

Pat: My bag's pink.



Audio2:

Tony: My bag's red.



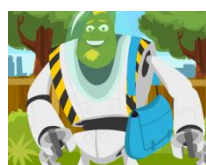
Audio3:

Jill: My bag's yellow.



Audio4:

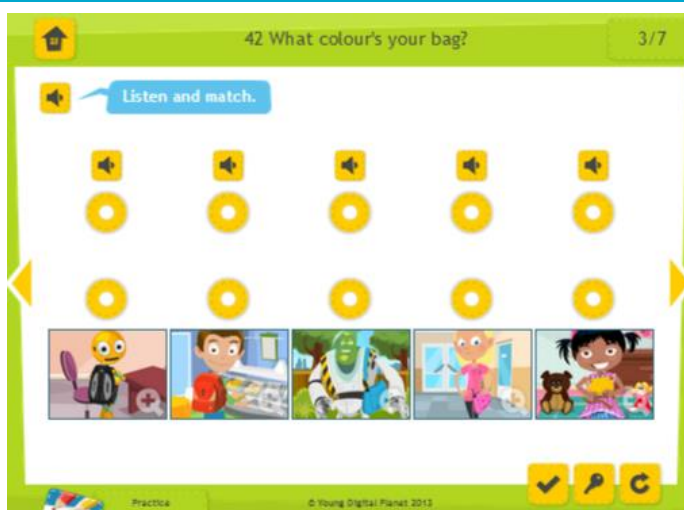
Robot: My bag's black.



Audio5:

Spaceman: My bag is blue.

Key: see pictures above (random order)



Tell your students to listen and match the audio with the correct picture.

Screen 4

Audio 1:

Pat: *My bag's pink.*

Audio2:

Tony: *My bag's red.*

Audio3:

Jill: *My bag's yellow.*

Audio4:

Robot: *My bag is black.*

Audio5:

Spaceman: *My bag is blue.*

Key: (from left to right)

1 pink. **2** red.

3 blue **4** yellow

5 black



Ask your students to listen and complete the missing letters.

Screen 5

Audio:

1 pink

2 red

3 yellow

4 black

5 blue

6 orange

7 purple

8 green

9 brown

10 white



Ask your students to listen and click /touch the letters to spell out colours.

Screen 6

Child1: *What colour's your bag?*

Child2: *It's blue.*



1. Click the audio.
2. Ask your students to listen and repeat the sentences.

Now it's your turn.

This is a 'free practice' stage. The aim is personalization.

3. Ask your students to conduct a class survey using the chart in the Handout .

Additional activity – class survey: Handout

Handout

What colour's your bag?	
Name	Colour

What colour's your bag?	
Name	Colour

What colour's your bag?	
Name	Colour

Your students should understand the idea behind the survey after watching the presentation.

It may be a good idea however, to give your students clear instructions in L1.

Stand up, talk to four different people, ask about the colour of their school bags, and take notes in the chart.

Handout

What colour's your bag?	
Name	Colour

What colour's your bag?	
Name	Colour

What colour's your bag?	
Name	Colour

Friends 1–2 Lesson 25		Where's the robot?		Vocabulary	
Aims	Understanding and spelling new words	Contents	Grammar Questions with the verb <i>to be</i>	Checklist	Printed copies of Handout 1 for the T
			Vocabulary <i>Where's my...?</i> <i>ball</i> <i>lorry</i> <i>car</i> <i>monster</i> <i>doll</i> <i>Here you go!</i> <i>Here it is!</i>		
Language Analysis					
Simple <i>yes/no</i> questions are created by inverting the order of subject and the <i>To be</i> verb. For detailed questions a <i>wh-</i> question word or phrase is added. <i>What colour is your ...?</i>					

Procedure

Warm-up Off the screens

23. Review the alphabet by playing the kinetic version of Chinese Whispers / Telephone game.
24. Divide students into groups and ask them to stand in line.
25. Write with your finger a letter on the back of the students at the end of the line.
26. They must do the same with the students in front of them and so on.
27. The last students try to guess the letter and may also write any word that begins with that letter on the board.

Screen 2

Jill: *Where's my ball?*

Jill: *Where's my lorry? And where's my car?*

Kim: *Here you go!*

Jill: *Where's my monster?*

Kim: *Hello, Jill. I'm a monster!*

Jill: *Where's my doll?*

Kim: *Here it is!*



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: AmE word for lorry is truck.

Screen 3

Audio:

Jill: *Where's my ball?*

Kim: *Here it is!*

Jill: *Where's my lorry?*

Kim: *Here it is!*

Jill: *Where's my car?*

Kim: *Here it is.*

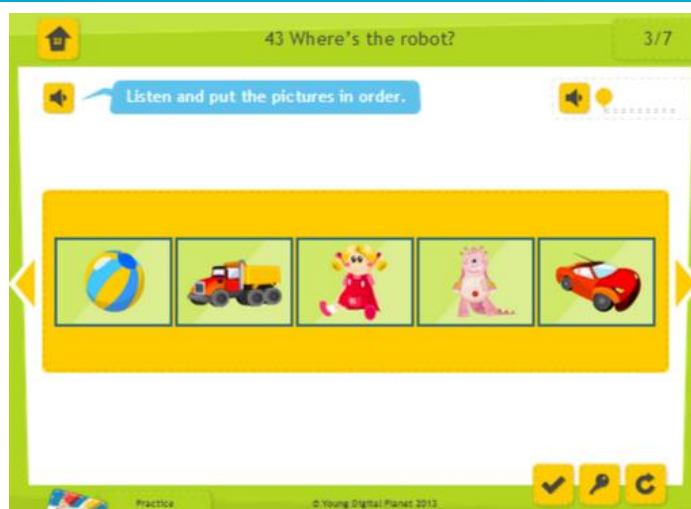
Jill: *Where's my monster?*

Kim: *Here it is.*

Jill: *Where's my doll?*

Kim: *Here it is.*

Key:



Ask your students to listen and arrange the pictures in the correct order.

Screen 4

Audio 1: *a ball*

Audio 2: *a lorry*

Audio 3: *a car*

Audio 4: *a monster*

Audio 5: *a doll*

Key:



Ask your students to put the words in the appropriate gaps.

Screen 5

Audio:

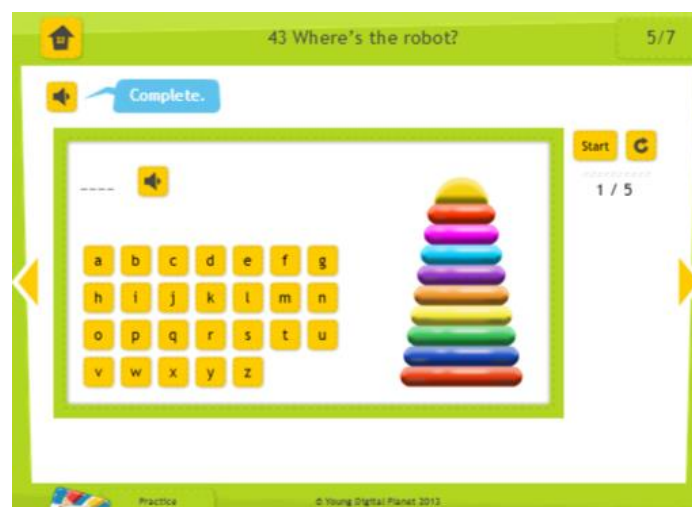
ball

lorry

car

monster

doll



Give the Ss these instructions for the Hangman game. Hangman is a spelling game. The aim is to find the hidden word by guessing the letters.

1. The alphabet is set out in the middle of the screen.
2. Look at the number of letters in the word.
3. Guess the first letter, e.g. 'e'. Click the letter you think you need for the word.
4. Guess the next letter and click again.
5. Continue until you have guessed the word.

Screen 6

Audio: (random order)

Jill: *Where's my lorry?*

Kim: *Here it is.*

Jill: *Where's my ball?*

Kim: *Here it is.*

Jill: *Where's my monster?*

Kim: *Here it is.*

Jill: *Where's my car?*

Kim: *Here it is.*

Jill: *Where's my doll?*

Kim: *Here it is.*



Give the Ss these instructions for the game.

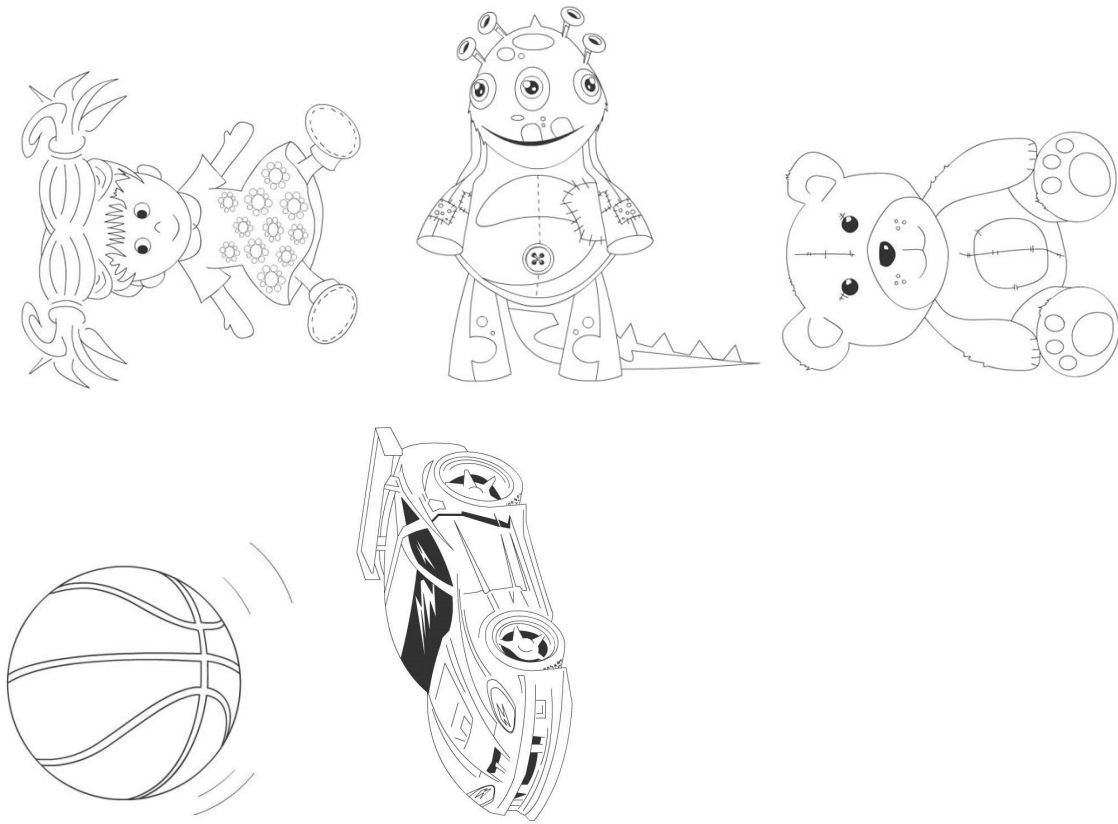
1. Click the start button. Listen to the Q and A.
2. Listen and click / touch the objects you hear in the dialogue.

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.

As a follow-up exercise place printed copies of objects found in the Handout around the classroom.

Visuals



This may be done before the lesson starts. Use tack / poster putty or double sided adhesive tape to display the printouts on the walls.

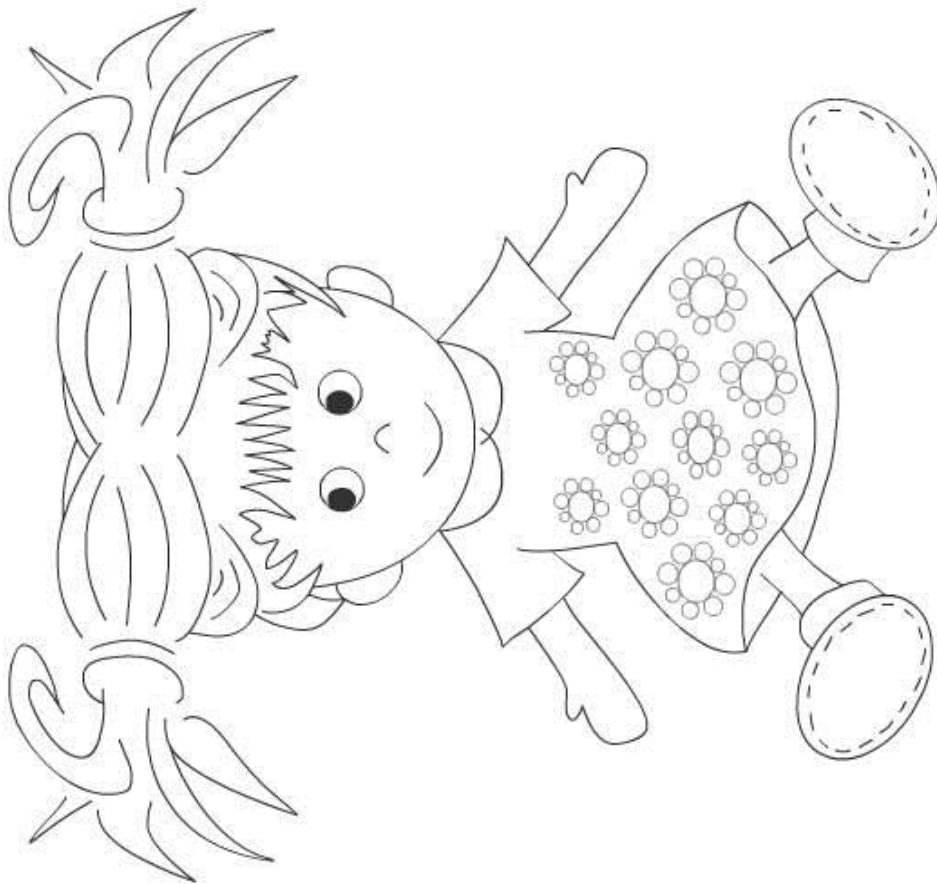
Pick a student and ask him: *Where's my car / doll / lorry etc.?*

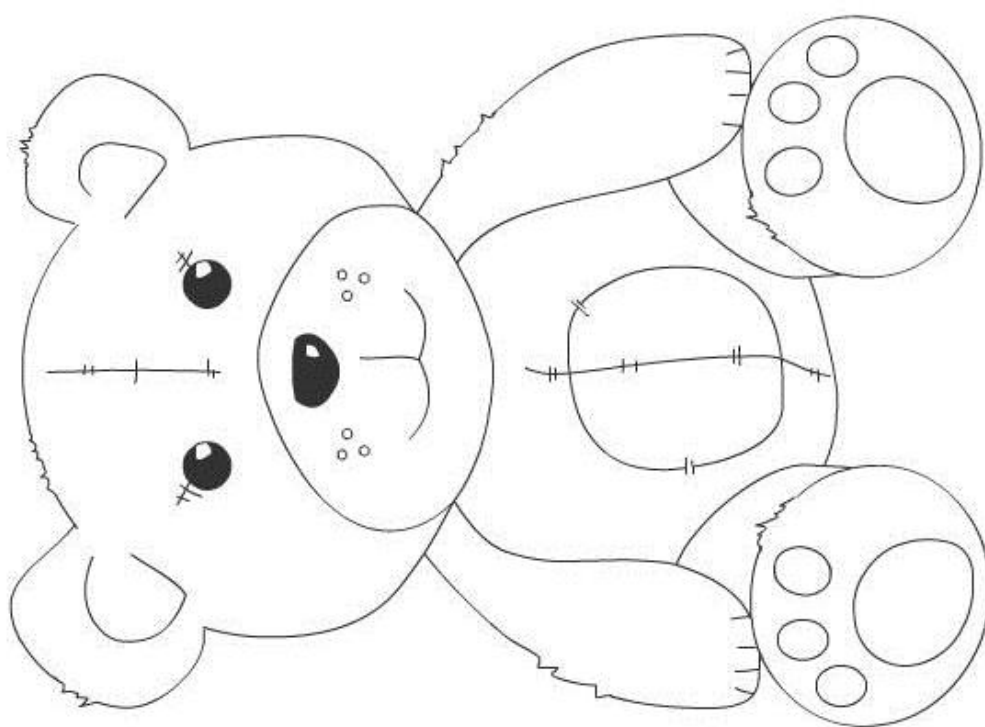
Have your student come up to or point at the correct picture and say *Here it is.*

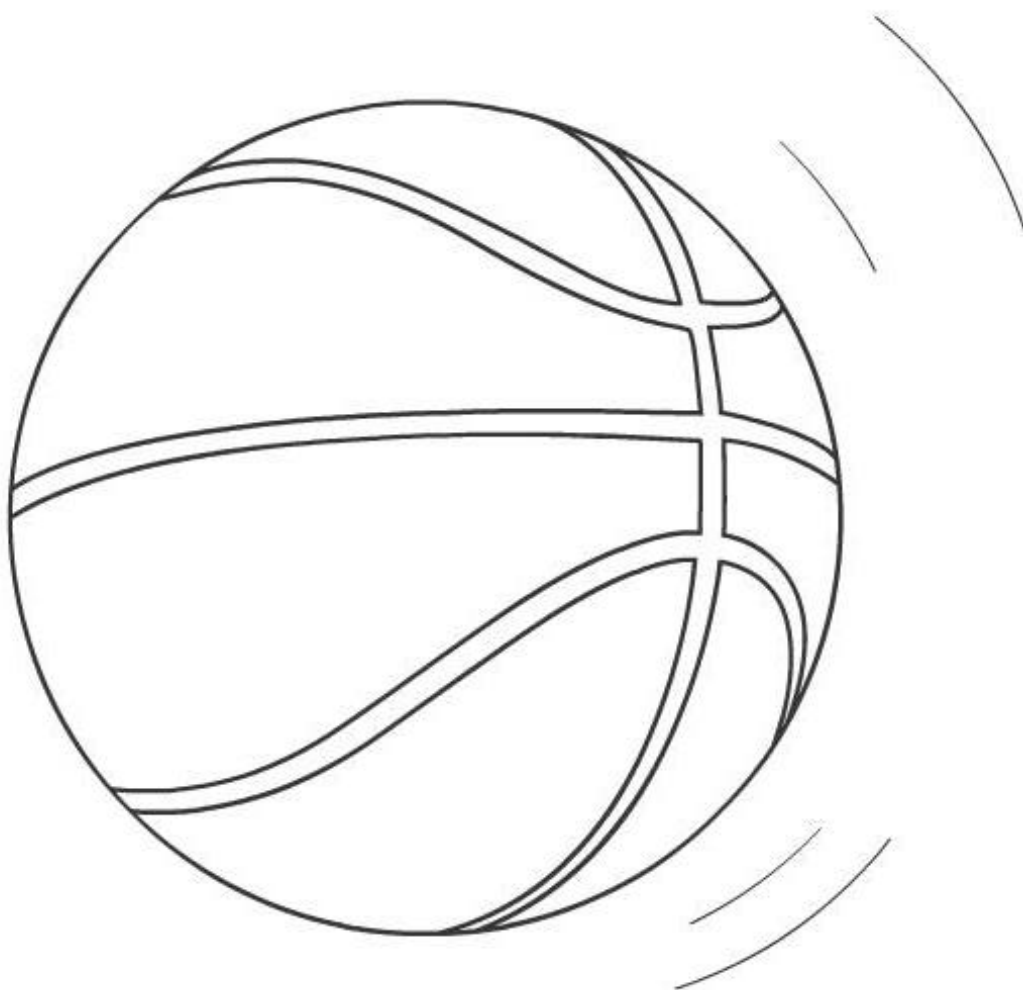
Alternatively, tell your students to bring you the printouts /objects and say *Here you go.*

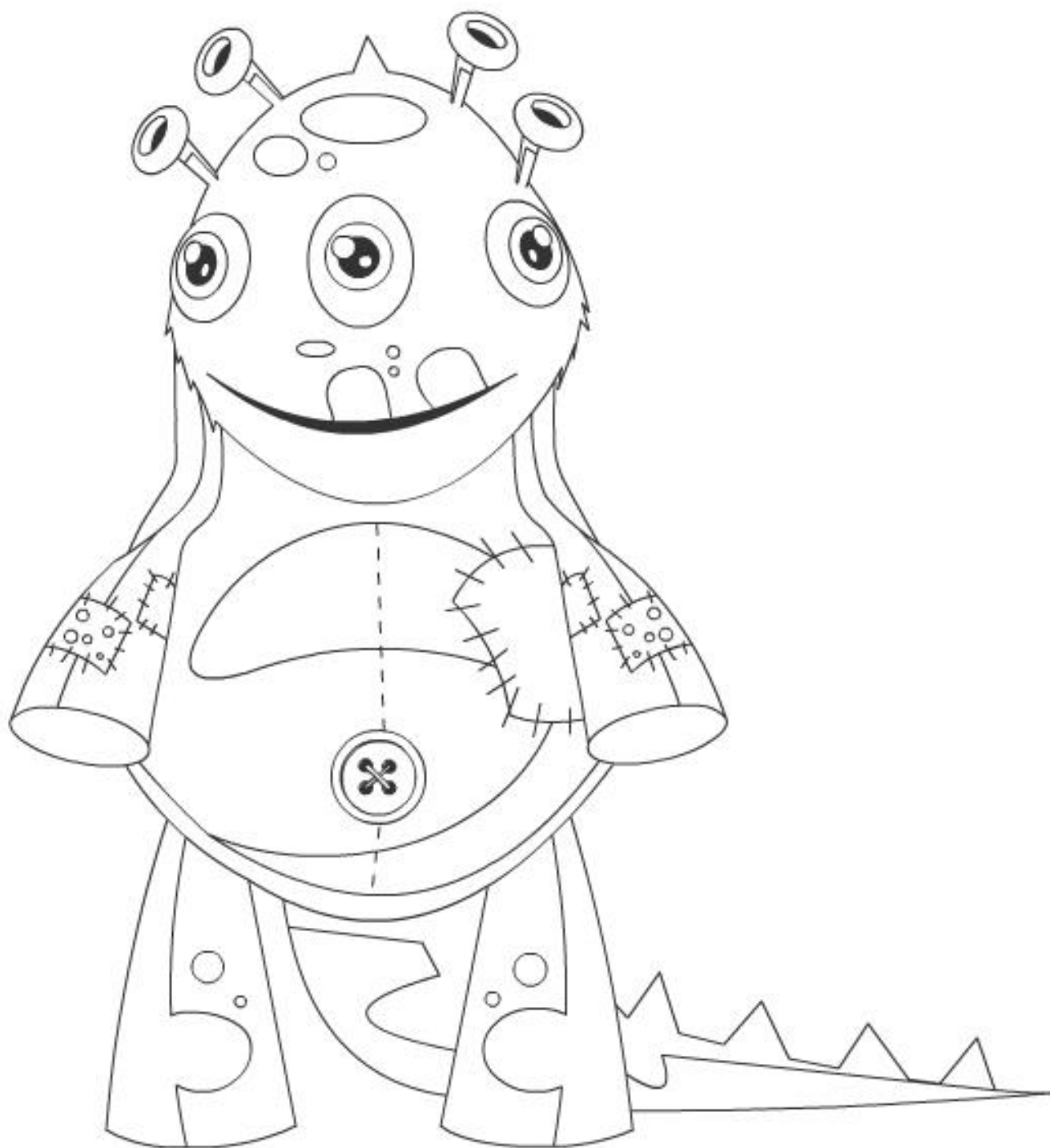
You can extend the activity and include other objects known to students in English (*bag, book, pencil case, etc.*).

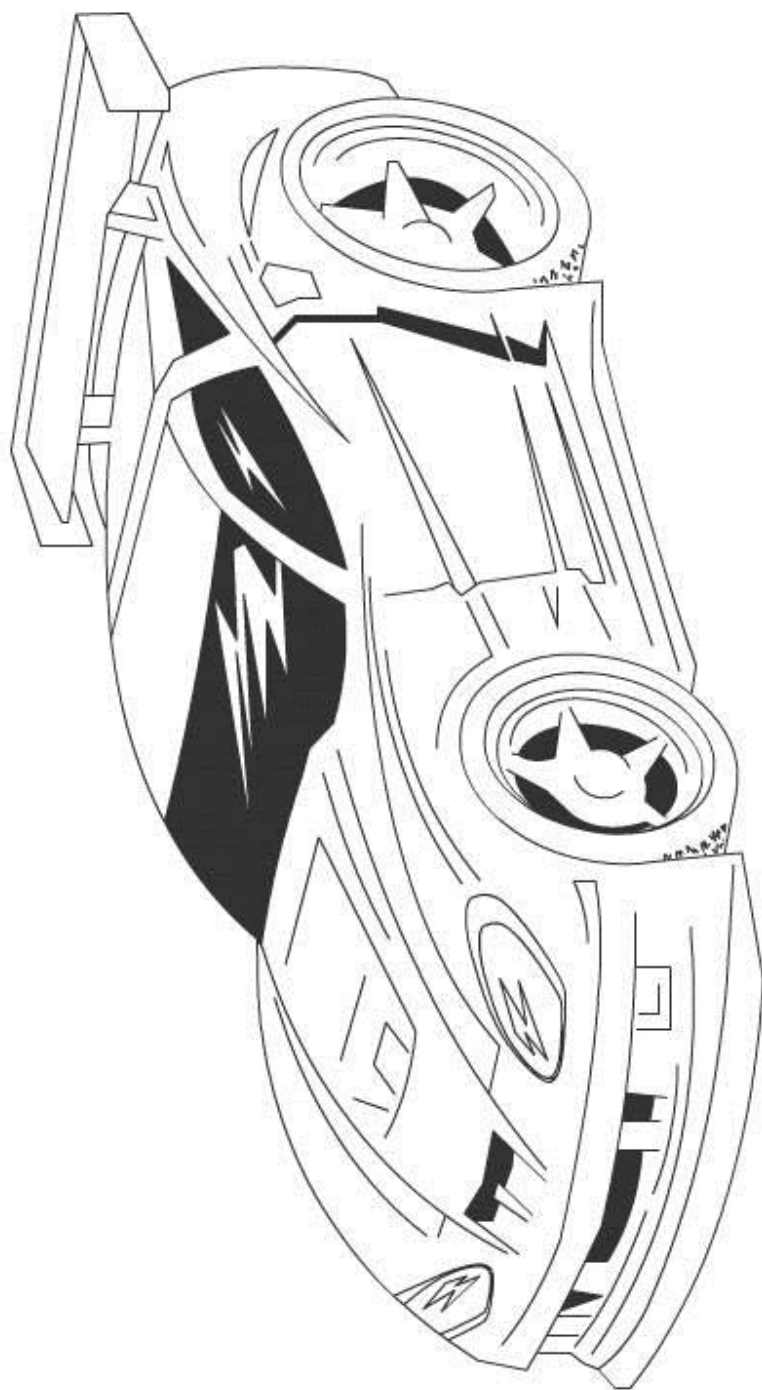
Visuals











Friends 1–2 Lesson 26		What are these in English?		Grammar & Function	
Aims	Understanding and saying: <i>What are these in English?</i> <i>These are/aren't ...</i> Introducing plural forms of : <i>football, robot car, monster</i>	Contents	Grammar Plural determiner <i>these</i> Plural nouns	Checklist	Handout for the T with focus on miming game
	Vocabulary <i>What are these in English?</i> <i>These are/aren't cars/footballs/robots/monsters.</i>				
Language Analysis					
We use <i>these</i> with plural nouns to show close proximity (objects are near us). <i>These</i> can also be used to introduce plural people or things: <i>These are my friends John and Mary.</i>					

Procedure

Warm-up Off the screens

28. Revise positive and negative sentences with the verb to be through Chinese Whispers / Telephone game.
29. Divide your students into groups and tell them to form lines.
30. Tell the first students in lines a sentence containing the verb to be: *Are you John?*; *It's a monster*, etc.
31. Students then repeat what they heard and whisper it into another student's ear.
32. The last person in line says the phrase out loud. It is very likely that the phrase will get distorted in the process.
33. Make sure to present the right form to your students. You may want to write the phrase on the board for all your students to see.

Screen 2

Lucy: *Good morning, children.
Welcome to class!*

Spaceman, Tablet, Queen: *Good morning, teacher!*

Lucy: *What are these in English?*

Tablet and Queen: *These are footballs.*

Lucy: *Well done, children!*

Lucy: *What are these in English?*

Tablet and Queen: *These are robots!*

Lucy: *Well done.*

Lucy: *What are these in English?*

Tablet and Queen: *These are cars!*

Lucy: *Well done.*

Lucy: *What are these in English?*

Queen and Tablet: *These are monsters.*

Spaceman: *Cars!*

Lucy: *These aren't cars. These are monsters!*



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: .You may remind your students that names of languages and nationalities are capitalized: *English* not *english*

Screen 3

Audio 1: *These are cars.*

Audio 2: *These are monsters.*

Audio 3: *These are footballs.*

Audio 4: *These are robots.*

Key: (from left to right)

1 Yes 2 No 3 Yes 4 No



Ask your students to listen and choose the correct answer.

Screen 4

Audio 1:

These are cars.

These aren't cars.

Audio 2:

These are robots.

These aren't robots.

Audio 3:

These are monsters.

These aren't monsters.

Audio 4:

These are footballs.

These aren't footballs.

Key: (from left to right)

1 These are cars.

2 These are robots.

3 These aren't monsters.

4 These aren't footballs.



Ask your students to listen and select the correct answer for the drop down menu.

Screen 5

Key: (from left to right)

1 are 2 aren't

3 are 4 aren't



Ask your students to choose the right answer.

Screen 6

Lucy: *What are these in English?*

Spaceman: *These are cars.*

Spaceman: *Two robots.*

Spaceman: *Three footballs.*

Spaceman: *Three monsters.*



Ask your students to listen and drag the right answer into the gap.

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.

Play a game of Charades with your students. Use a list of plural nouns from the Handout.

Select a student to convey a word by miming the objects, e.g. by pretending to write to show a pencil.

Students are likely to shout out the answer in L1. Ignore such answers and wait until the answer is given in English. Ask: *What are these in English?* and have the student say: *These are* _____.

In other version of the game, sometimes called Pictionary, students draw the words from the Handout on the board with markers or chalk.

Handout

Charades vocabulary:

cars
footballs
robots
monsters
cats
bags
dolls
teddies
books

desks
computers
pencils
pens
planets
sausages

Friends 1–2 Lesson 27		<i>These footballs are blue.</i>		Grammar & Function	
Aims	Asking: <i>What colour are these footballs?</i> and answering in positive and negative forms	Contents	Grammar Sentences with plural affirmative and negative forms of the verb <i>to be</i> Vocabulary <i>What colour are these footballs?</i> <i>These footballs are/aren't yellow/blue/red/green.</i>	Checklist	Coloured printout of Handout 1 (Colour Brain Teaser) Copies of Handout 2 Coloured pencils
Language Analysis					
We use <i>these</i> with plural nouns to show close proximity (objects are near us).					

Procedure

Warm-up Off the screens

34. Revise the colours with the Colour Brain Teaser in Handout 1.

Handout 1

YELLOW ORANGE

BLUE

BLACK GREEN

RED

YELLOW PURPLE

RED

ORANGE GREEN

YELLOW

35. Make sure you have a coloured printout. Ask your students to tell you the names of colours.
36. Explain that they shouldn't just read the words as the meaning of the words and actual colours are mismatched.
37. It is very likely that your students will know the names of all the colours used in Handout 1.
38. It would be a good idea however, to pre-teach/revise *orange*, *black* and *purple*.
39. To further review the names of the colours try Handout 2 with a word search puzzle.

Handout 2

W	P	J	M	C	U	R	T	L
G	Z	F	B	L	U	E	B	K
R	V	Y	S	N	I	D	H	W
E	Y	E	L	L	O	W	L	G
E	E	L	P	R	U	P	A	C
N	L	T	O	R	A	N	G	E
Q	D	Q	G	B	L	A	C	K
Q	E	C	E	U	X	J	D	Y
Q	R	G	W	R	C	P	W	P

BLACK
BLUE
GREEN
ORANGE
PURPLE
RED
YELLOW

40. Explain to your students that they have to find words given below the grid.
41. You can ask them to mark the names of colours they find with corresponding coloured pencils.
42. To make the handout more challenging consider cutting off the word list.

Key:

W	P	J	M	C	U	R	T	L
G	Z	F	B	L	U	E	B	K
R	V	Y	S	N	I	D	H	W
E	Y	E	L	L	O	W	L	G
E	E	L	P	R	U	P	A	C
N	L	T	O	R	A	N	G	E
Q	D	Q	G	B	L	A	C	K
Q	E	C	E	U	X	J	D	Y
Q	R	G	W	R	C	P	W	P

Screen 2

Spaceman: What colour are these footballs? Are they green?

Tablet: These footballs aren't green. These footballs are yellow.

Spaceman: What colour are these footballs? Are they green?

Tablet: No, these footballs aren't green. These footballs are blue.

Spaceman: What colour are these footballs? Are they green?

Tablet: Green? These footballs aren't green. These footballs are red.

Tablet: Well done! These footballs are green.

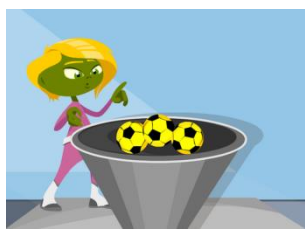


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation.

Note: AmE Spelling of the word colour is color.

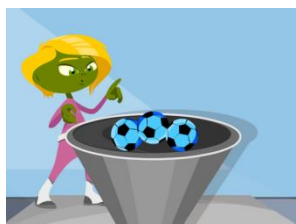
Screen 3



Audio 1:

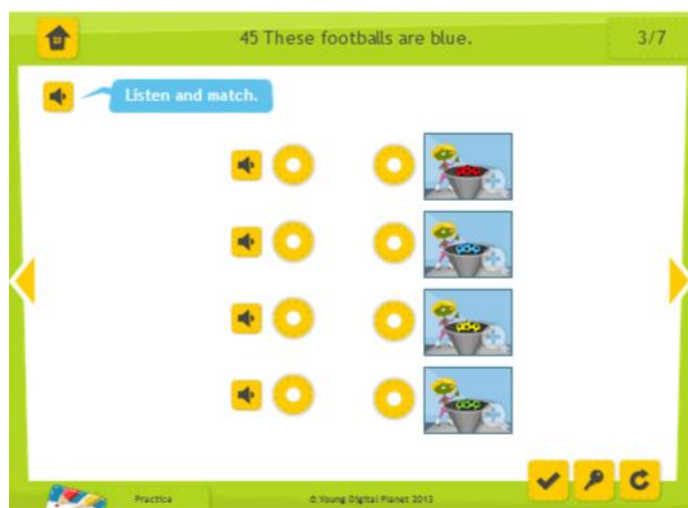
Spaceman: What colour are these footballs?

Tablet: These footballs are yellow.



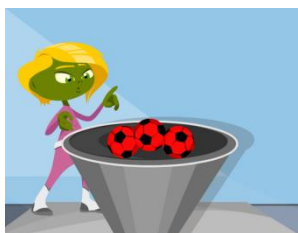
Audio 2:

Spaceman: What colour are these footballs?



Ask your students to match the audio with the pictures.

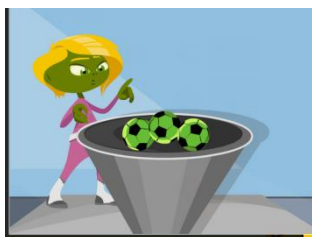
Tablet: *These footballs are blue.*



Audio 3:

Spaceman: *What colour are these footballs?*

Tablet: *These footballs are red.*



Audio 4:

Spaceman: *What colour are these footballs?*

Tablet: *These footballs are green.*

Key: see pictures above (random order)

Screen 4

Key: 1 yellow 2 blue 3 red 4 green



The screenshot shows a digital practice interface with a green header. The header contains a home icon, the text "45 These footballs are blue.", and a progress indicator "4/7". Below the header, there is a "Complete." button with a speaker icon. The main area contains four questions, each with a small illustration of a bowl of footballs and a text box for the answer:

- These footballs aren't green. They're .
- These footballs aren't red. They're .
- These footballs aren't yellow. They're .
- These footballs aren't blue. They're .

To the right of the questions is a list of color options: red, green, yellow, and blue. At the bottom right, there are three icons: a checkmark, a pencil, and a 'C' (clear) button. The bottom of the interface shows a "Practice" button and a copyright notice "© Young Digital Planet 2013".

Ask your students to drag the colours into the right gaps.

Screen 5

Key: (from left to right)

1 are 2 aren't 3 aren't 4 are



Tell your students to choose the correct form.

Screen 6

Audio1:

Spaceman: What colour are these footballs? Are they green?

Tablet: These footballs aren't green. These footballs are yellow.

Audio2:

Spaceman: What colour are these footballs? Are they yellow?

Tablet: These footballs aren't yellow. These footballs are blue.

Audio3:

Spaceman: What colour are these footballs? Are they blue?

Tablet: These footballs are red.

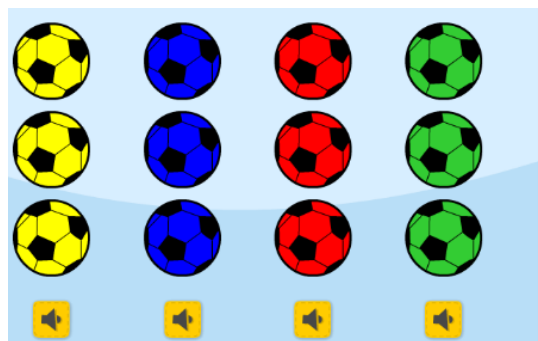
Audio4:

Spaceman: What colour are these footballs? Are they red?

Tablet: These footballs are green.



Ask your students to listen to the audio and colour the footballs.



Follow up by asking your students questions about other objects in the classroom. Ask: *What colour are these books / pens etc ? Elicit full sentence answers: These books/ pens are red / green etc.*

Handout 1

YELLOW ORANGE

BLUE

BLACK GREEN

RED

YELLOW PURPLE

RED

ORANGE GREEN

YELLOW

Handout 2

W	P	J	M	C	U	R	T	L
G	Z	F	B	L	U	E	B	K
R	V	Y	S	N	I	D	H	W
E	Y	E	L	L	O	W	L	G
E	E	L	P	R	U	P	A	C
N	L	T	O	R	A	N	G	E
Q	D	Q	G	B	L	A	C	K
Q	E	C	E	U	X	J	D	Y
Q	R	G	W	R	C	P	W	P

BLACK
 BLUE
 GREEN
 ORANGE
 PURPLE
 RED
 YELLOW

Friends 1–2 Lesson 28		Are these your cars?		Grammar & Functions																	
Aims	Understanding: <i>Are these your cars?</i> <i>Yes, they're mine.</i> <i>No, they're yours/his/hers. 's</i> <i>Tony's,</i> <i>Sam's etc.</i>	Contents	Grammar Possessive adjectives / pronouns / possessive "s	Checklist	Copies of Handout for each student (pronouns)																
	Connecting: <i>my-mine; his-his;</i> <i>her-hers; your-yours.</i>		Vocabulary <i>Are these your cars?</i> <i>Yes, they're mine.</i> <i>No, they're yours/his/hers.</i> Recycling toy words: <i>balls, cars, monsters,</i> <i>dolls, robots</i>																		
Language Analysis																					
We use possessive pronouns to refer to a specific person/people or thing/things belonging to a person/people. Possessive adjectives go before the noun and possessive pronouns go after the noun. Another way to show possession is to use an apostrophe.																					
		<table><tr><th>Possessive Adjectives</th><th>Possessive Pronouns</th></tr><tr><td>my</td><td>mine</td></tr><tr><td>your</td><td>yours</td></tr><tr><td>his</td><td>his</td></tr><tr><td>her</td><td>hers</td></tr><tr><td>its</td><td>its</td></tr><tr><td>our</td><td>ours</td></tr><tr><td>their</td><td>theirs</td></tr></table>				Possessive Adjectives	Possessive Pronouns	my	mine	your	yours	his	his	her	hers	its	its	our	ours	their	theirs
Possessive Adjectives	Possessive Pronouns																				
my	mine																				
your	yours																				
his	his																				
her	hers																				
its	its																				
our	ours																				
their	theirs																				

Procedure

Warm-up Off the screens

43. Revise the toy words by playing a memory game.
44. Ask your students to repeat: *For my birthday I want.*
45. It is useful to put that sentence on the board for all the students to see along with a list of words to recycle: *ball, car, monster, doll, robot, computer* etc.
46. Tell your students to repeat the sentence and add a word so that a second person would say: *For my birthday I want a doll.*
47. Then the following person repeats and adds a word more: *For my birthday I want a doll and a car.*
48. Continue until there too many words to remember and your students have problems repeating the whole sequence.

Screen 2

Sam: *Alex, are these your cars?*
Alex: *No, they're not mine, they're Tony's.*
Tony: *No, they're not mine. They're Kim's.*
Kim: *No, they're not mine!*
Alex: *These cars are not his ...and they're not hers! They're yours!*
Sam: *Oh, you're right! They're mine!*



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: When we want to show that something belongs to somebody or something, we usually add 's to a singular noun and an apostrophe ' to a plural noun.

Screen 3

Sam: *Are these your cars?*

Alex: *No, they're Tony's.*

Tony: *No, they're Kim's.*

Kim: *No, they're yours.*

Sam: *They're mine!*

Key:

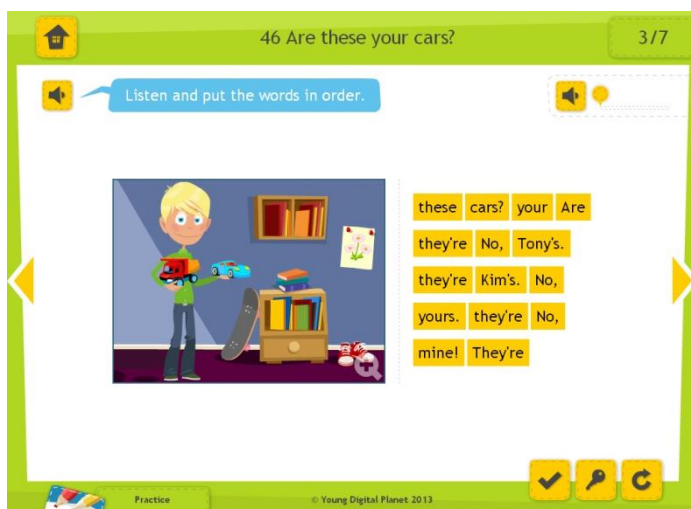
1 Are these your cars?

2 No, they're Tony's.

3 No, they're Kim's.

4 No, they're yours.

5 They're mine!



46 Are these your cars? 3/7

Listen and put the words in order.

these cars? your Are
they're No, Tony's.
they're Kim's. No,
yours. they're No,
mine! They're

Practice © Young Digital Planet 2013

Ask your students to listen to the audio and rearrange the words.

Screen 4

Audio1:

Sam: *Are these your cars?*

Alex: *No, they're his.*

Audio2:

Sam: *Are these your cars?*

Tony: *No, they're hers.*

Audio3:

Sam: *Are these your cars?*

Kim: *No, they're yours.*

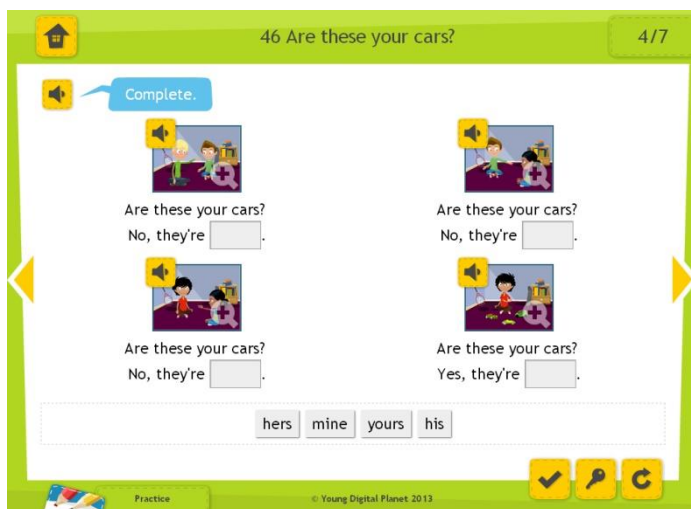
Audio4:

Kim: *Are these your cars?*

Sam: *Yes, they're mine.*

Key: (from left to right)

1 his **2** hers **3** yours **4** mine



46 Are these your cars? 4/7

Complete.

Are these your cars?
No, they're .

Are these your cars?
No, they're .

Are these your cars?
No, they're .

Are these your cars?
Yes, they're .

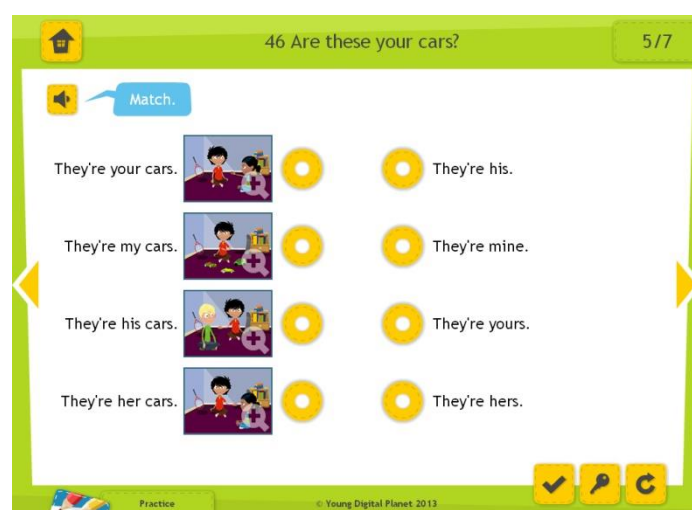
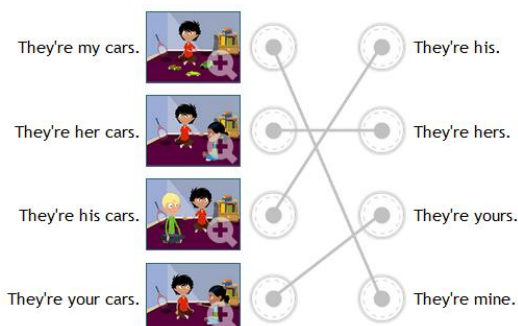
hers mine yours his

Practice © Young Digital Planet 2013

Ask your students to listen and complete the sentences with the correct missing words.

Screen 5

Key:



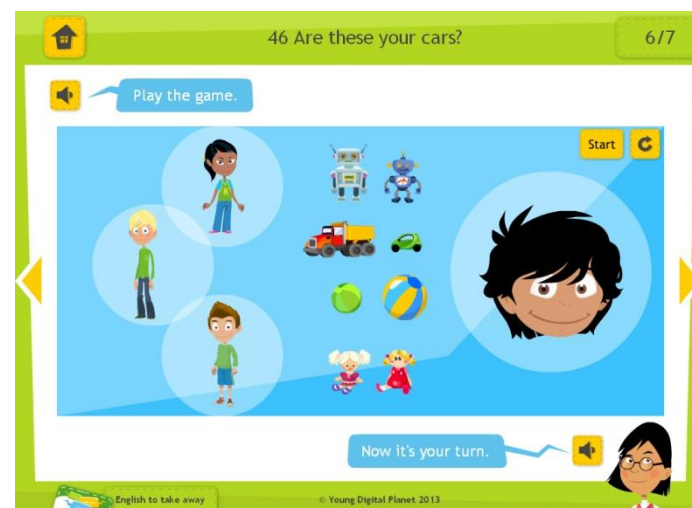
Ask your students to listen and match the audio with the correct sentence.

Screen 6

Sam: Are these your cars?
Are these your robots?
Are these your dolls?
Are these your balls?

Alex:

Yes, they're mine.
No, they're his.
No, they're hers.



Give the Ss these instructions for the activity. The aim is to practise talking about toys and possession.

1. Click the start button.
2. Listen to the question and think how to answer it.
3. Drag and drop the toys to the right

owner. The toy/s will stay there if it is correct.

4. Ask your students to listen and match the toys with their owner.

Follow up by completing the Handout:

Handout

Possessive Pronouns

Replace the personal pronouns by possessive pronouns.

1. This book is (you) yours
2. The ball is (I) _____
3. The blue car is (he) _____
4. The doll is (she) _____
5. This house is (you) _____
6. The red car is (he) _____
7. The pictures are (she) _____
8. The robot is (I) _____
9. This cat is (he) _____
10. This is not my monster. It is (you) _____

Key:

2 mine 3 his 4 hers 5 yours 6 his 7 hers 8 mine 9 his 10 yours

Handout

Possessive Pronouns

Replace the personal pronouns by possessive pronouns.

1. This book is (you) yours
2. The ball is (I) _____
3. The blue car is (he) _____
4. The doll is (she) _____
5. This house is (you) _____
6. The red car is (he) _____
7. The pictures are (she) _____
8. The robot is (I) _____
9. This cat is (he) _____
10. This is not my monster. It is (you) _____

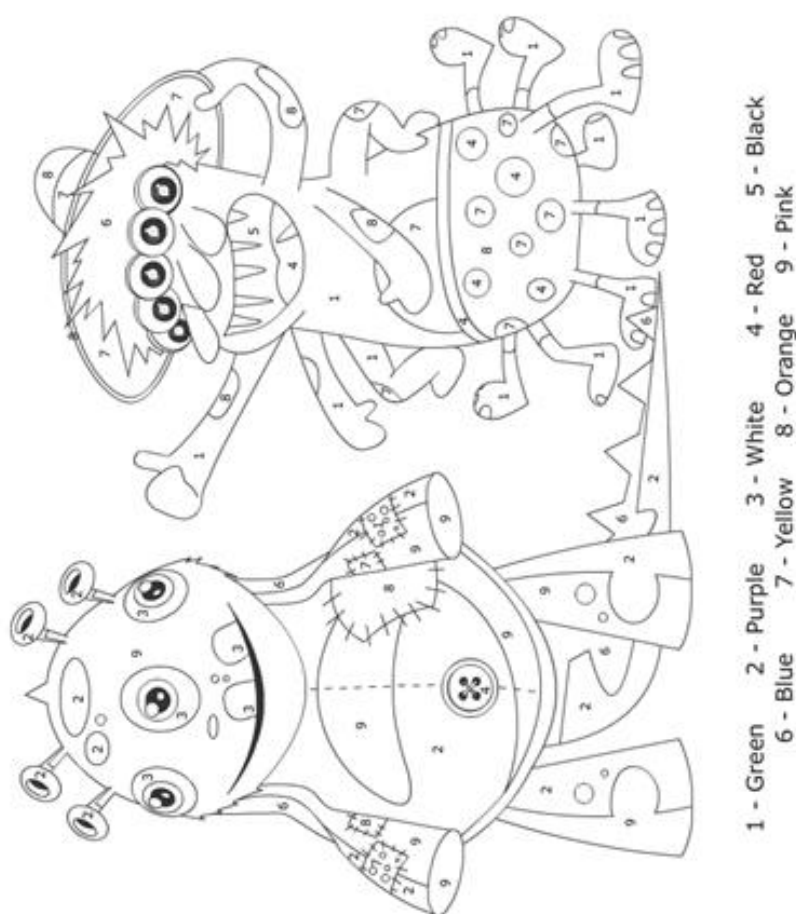
Friends 1–2 Lesson 29		Football(s)		Pronunciation	
Aims	Pronunciation of plural 's' /z/	Contents	Grammar Plural nouns	Checklist	One master handout for each student to practise colouring
	Pronunciation of key vocabulary: <i>doll(s), car(s), monster(s), football(s)</i>		Vocabulary <i>doll(s), car(s), monster(s), football(s)</i>		Coloured pencils (see colours: Handout)
	Recycling of numbers 1-5				
	Understanding the rule of adding an 's' to make a plural (for regular nouns)				
Language Analysis					
The sound of s depends on which sound comes before it. If the noun ends in an unvoiced consonant sound: /f/, /k/, /p/, /t/, /th/-(thin), pronounce s as /s/. When it ends in a voiced consonant sound, /b/, /d/, /g/, /l/, /m/, /n/, /ng/, /r/ or with a vowel sound, /a/, /e/, /i/, /o/, /u/, pronounce "s" as /z/. If it ends with /s/, /z/, /sh/, /ch/-chair, /zh/-the second "g" in garage, /dz/-(j), pronounce "s" or "-es" as /iz/. The plural nouns used in the lesson are pronounced with /z/.					

Procedure

Warm-up Off the screens

49. Review numerals 1-5 with the Colour by numbers activity in the Handout.

Handout



50. Pre-teach the word *Black*. Ask your students to use the colour code on the worksheet to determine the colour of each space. Make sure you have extra pencils you can share with your students.

Screen 2

Spaceman:

One doll!

Two dolls!

One car!

Two cars!

One monster!

Two monsters!

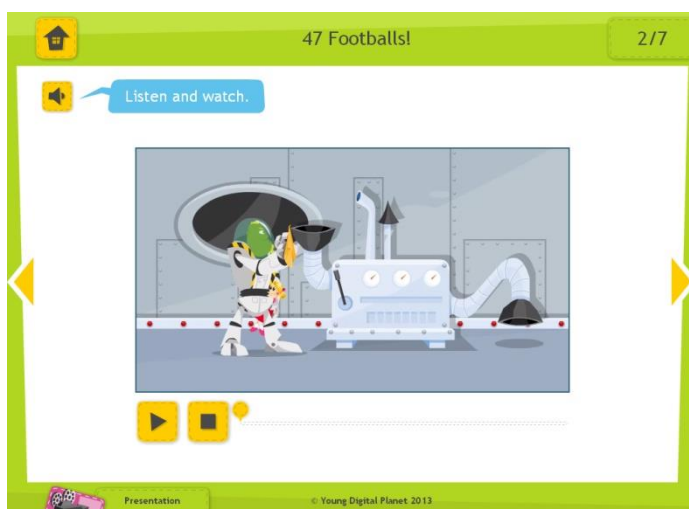
One football!

Two footballs!

Three footballs!

Four footballs ...

footballs footballs footballs



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 watch and listen to the presentation.

Drill plural nouns, listen and repeat:
one doll, two dolls etc.

Note: Instead of saying *one* we can use *a/an*. We can say *a doll* or *one doll*.

Screen 3



Audio 1: Two dolls!



Audio 2: One car!

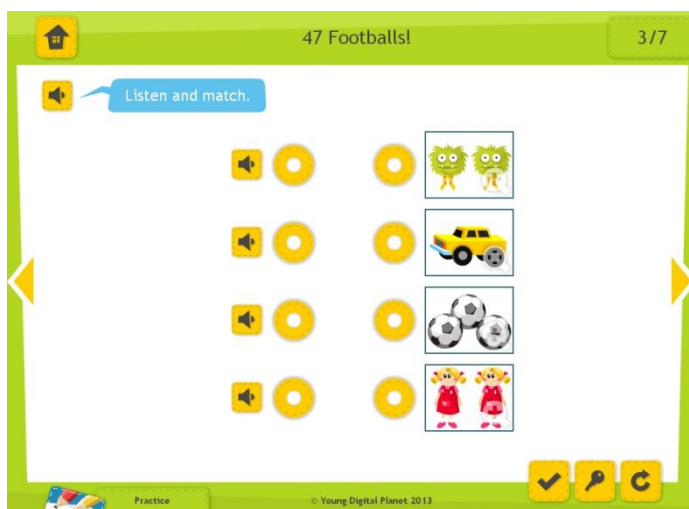


Audio 3: Two monsters!



Audio 4: Three footballs!

Key: see pictures above (random order of the sentences)



Ask your students to match the audio with the corresponding picture.

Screen 4

Audio 1: dolls

Audio 2: car

Audio 3: monster

Audio 4: footballs

Key: (from left to right)

1 dolls **2** car **3** monster **4** football



Ask your students to listen and pick the right form.

Screen 5

Audio 1: dolls

Audio 2: cars

Audio 3: monsters

Audio 4: footballs

Key: (from left to right)

1 dolls

2 cars

3 monsters

4 footballs



Ask your students to listen and complete the missing letters.

Screen 6

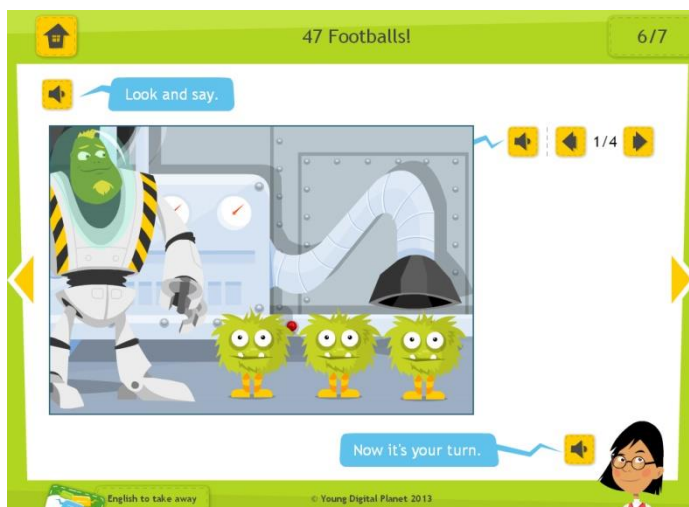
Spaceman:

three monsters

five footballs

two cars

three dolls



Ask your students to watch and repeat the phrases.

Now it's your turn.

This is a 'free practice' stage. The aim is personalization. Ask student to count the things around them.

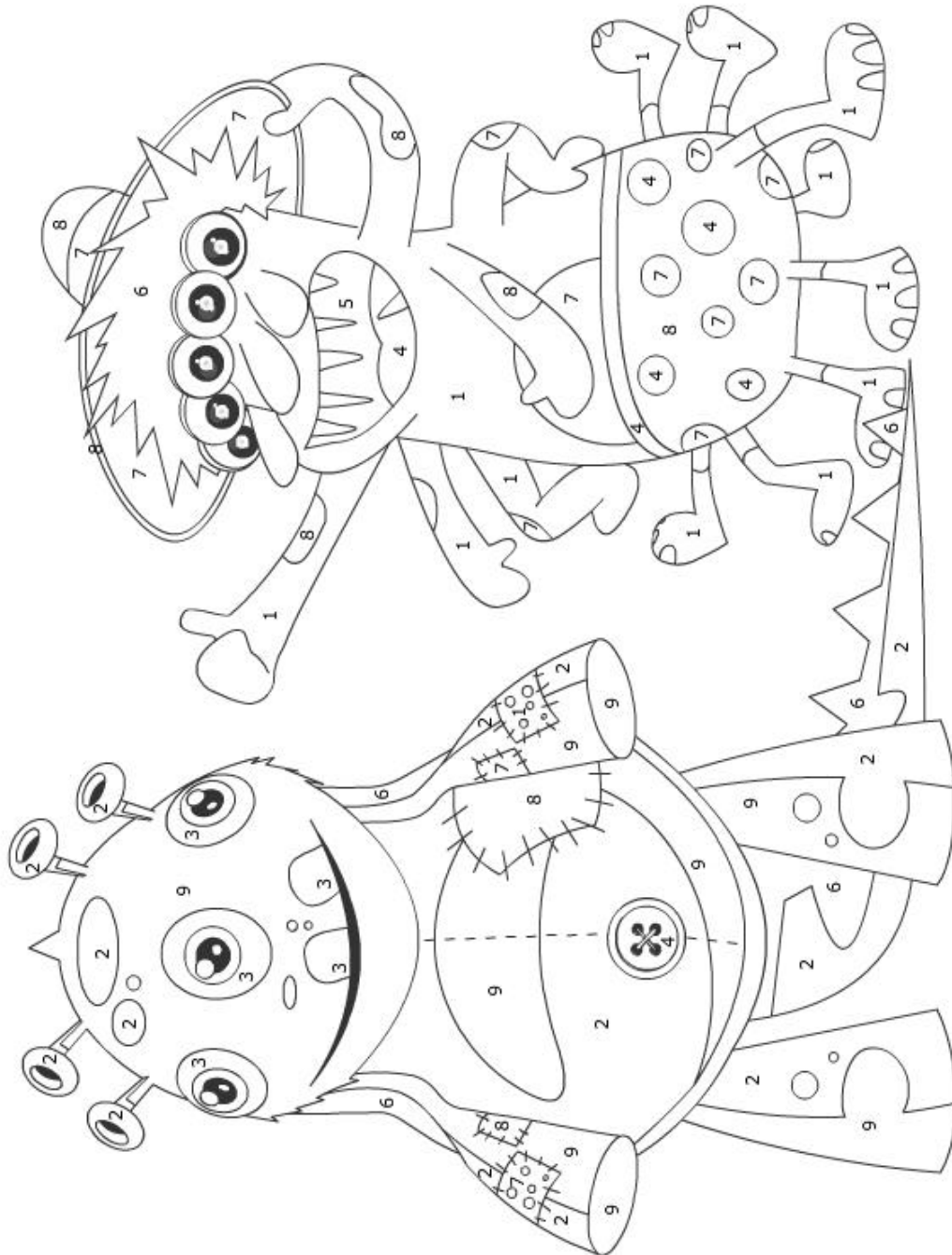
Follow up by showing your students several everyday school object of the same kind (*five pencils, two books, etc.*) and have your students name the plural nouns with a numeral: *Three pens etc.*

Alternatively, ask different students, using singular and plural nouns, to go and give you various items.

Make sure that you have enough plural objects. You may want to prepare some before the lesson, e.g. plastic fruit, toys, pens, pencils, blocks, plastic animals, etc.).

Pick a student and ask: *Get me a pen please, get me 2 red blocks please, get me a yellow block please, etc.)*

Handout



1 - Green 2 - Purple 3 - White 4 - Red 5 - Black
6 - Blue 7 - Yellow 8 - Orange 9 - Pink

Friends 1–2 Lesson 30		<i>Colour the robot purple.</i>		Pronunciation	
Aims	Reading and following instructions. Recycling verbs: colour/draw Recycling colours and toys.	Contents	Grammar Imperatives Vocabulary Colour/draw	Checklist	One master handout for each student to practise imperatives
Language Analysis					
In English, the imperative is formed using the bare infinitive form of the verb. We can use the imperative to give a direct order (<i>stand up</i>), give instructions (<i>close your books</i>), make an invitation (<i>come in</i>) or to give friendly informal advice (<i>get some rest</i>). We can also use the imperative on signs and notices (<i>push /pull</i>).					

Procedure

Warm-up Off the screens

51. Introduce the concept of imperatives by playing the *Simon says* game. Tell your students to follow your instructions only when you say *Simon says* first.
52. Students who fail to follow your instructions lose and are eliminated from the game. The last person left wins the game.
53. The instructions usually include physical actions and body parts and may include: *Touch your nose, jump up, raise your hand, stand up, sit down, snap your fingers* etc.
54. Don't worry if your students are unfamiliar with the language used in instructions and simply demonstrate the actions with your instructions / orders.
55. Review the meaning of basic commands with a matching activity: Handout.

Handout

Match the pictures with the words in the box.

listen watch choose match colour

1		
2		
3		
4		
5		

Key:

1 match 2 listen 3 watch 4 colour 5 choose

Screen 2

Lucy: Are you ready, Robot?

Robot: Yes!

Robot: Draw a lorry.

Robot: Colour the lorry orange.

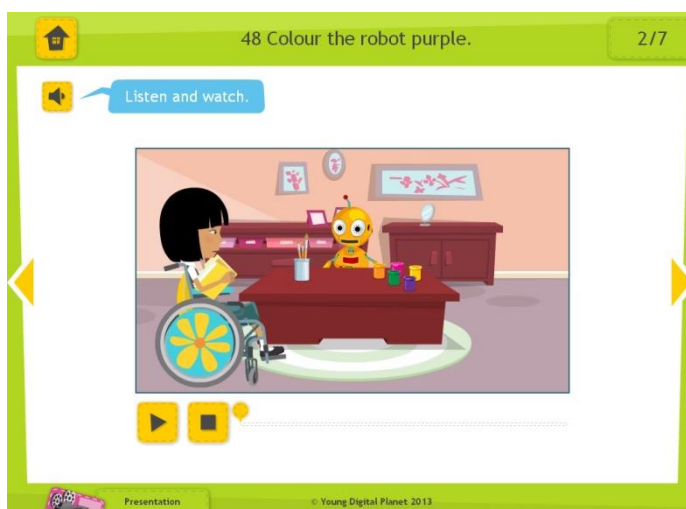
Robot: Draw two balls.

Robot: Colour the balls pink.

Robot: Draw a robot.

Robot: Colour the robot purple.

Lucy: Oh, Robot!



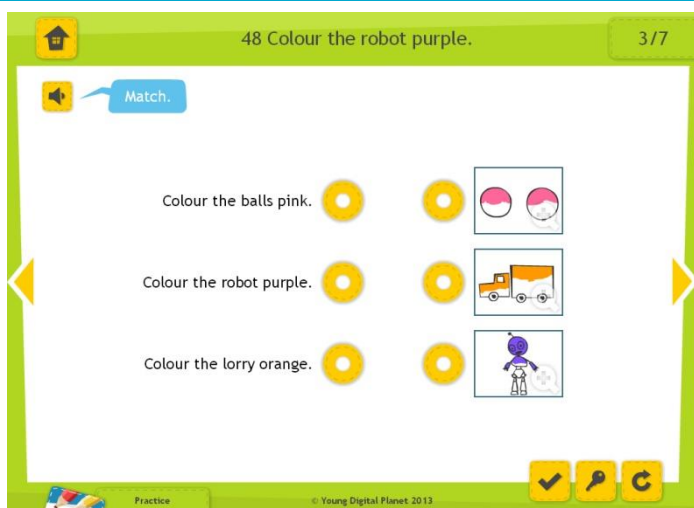
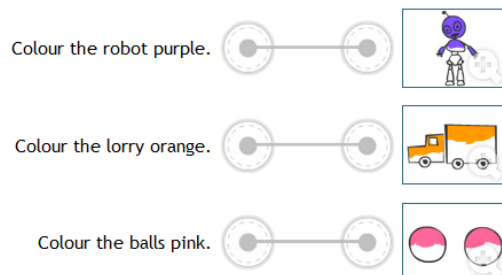
Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask your students to listen and watch the presentation.

Note: BrE *lorry* – AmE *truck*, BrE *colour* – AmE – *color*

Screen 3

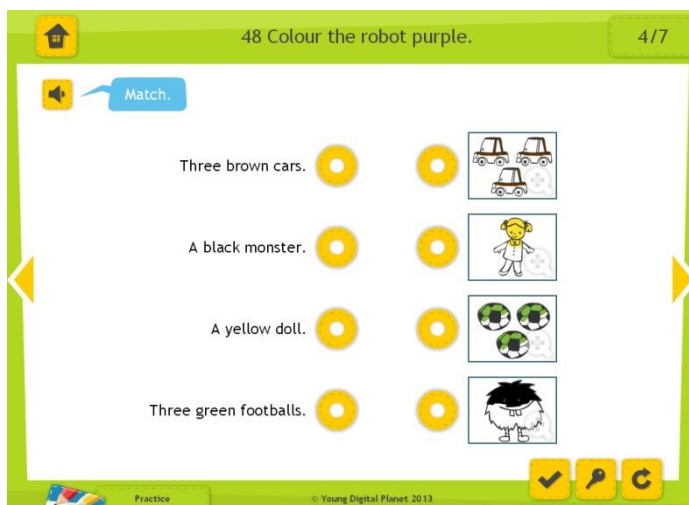
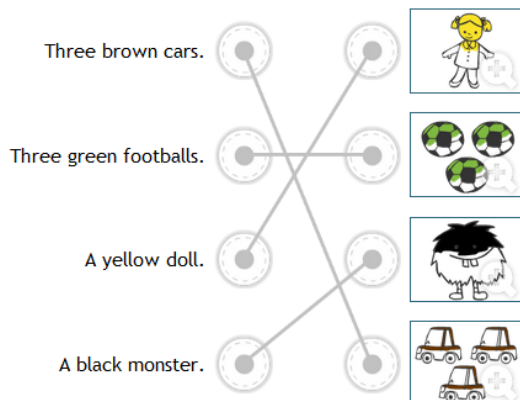
Key: (random order)



Ask your students to match the drawings with the correct sentences.

Screen 4

Key: (random order)

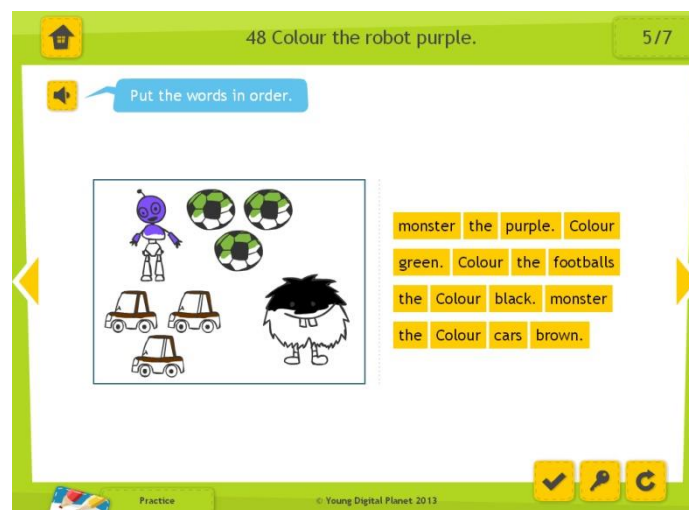


Tell your students to match the drawings with the corresponding sentences.

Screen 5

Key:

- 1 Colour the monster purple.
- 2 Colour the footballs green.
- 3 Colour the monster black.
- 4 Colour the cars brown.



Ask your students to rearrange the words in the instructions on the screen.

Screen 6



Now it's your turn.

This is a 'free practice' stage. The aim is personalization. Tell Ss to work in pairs.

Ss give instructions as to what colour paint the objects:

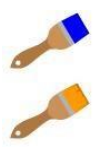
Paint the footballs green.

Follow up by having your students give you or one their colleagues a set of orders. The chosen person has to obey the orders (*run, say, spell, touch, go* etc.)

Handout

Match the pictures with the words in the box.

listen watch choose match colour

1 	
2 	
3 	
4 	
5  These are / aren't cars.	