

Friends 3 Lesson 1		<i>Pens over here!</i>		Vocabulary	
Aims	Understanding and saying: <i>pen(s)</i> ; <i>pencil(s)</i> ; <i>ruler(s)</i> ; <i>eraser(s)</i> ; <i>pencil case(s)</i>	Contents	Grammar Article <i>a / an</i> Imperative form (<i>put!</i>) Vocabulary Classroom objects: pen, pencil, ruler, eraser, pencil case, box <i>over here</i> <i>please</i>	Checklist	4 labelled boxes (for pens, pencils, rubbers and rulers)
Language Analysis					
Grammar: to form an imperative use the verb in the bare infinitive (infinitive without 'be'). <i>A / an:</i> we say 'a' in front of the word starting with consonant, e.g. <i>a pen</i>, 'an' – before a word starting with a vowel, e.g. <i>an eraser</i>. Vocabulary: <i>over here</i> indicates a specific area or place. Hints: The bare imperative is a very direct form in English and should be used with great care in order to avoid the perception of impoliteness. It is not generally used to make requests / commands or give instructions (e.g. in service encounters in shops or restaurants) except in cases where people are very familiar with one another, and except where accompanied by <i>please</i>. <i>rubber</i> (BrE) / <i>eraser</i> (AmE) *** <i>over</i> BrE /'əʊvə(r)/; AmE /'oʊvər/ <i>here</i> BrE /hɪə(r)/ AmE /hɪr/ <i>please</i> /pli:z/					

Procedure

Screen 2

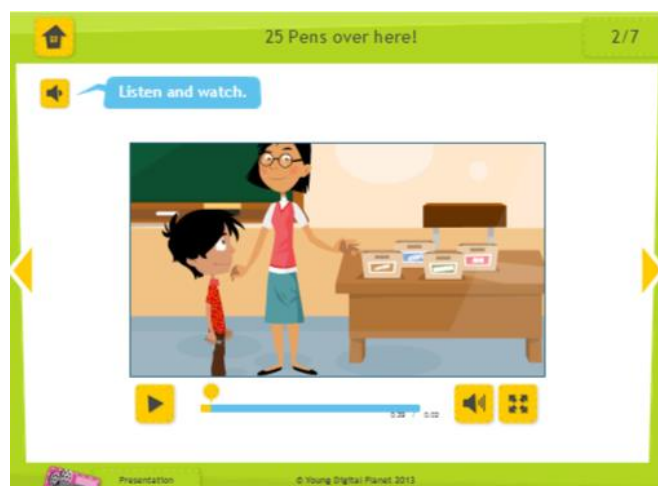
Teacher: *Pens over here, please, Sam!*

Teacher: *Put the pencils in the box please, Sam.*

Teacher: *Sam! Rulers over here, please!*

Teacher: *Put the erasers in the box, please.*

Sam: *Goodbye, Mrs Black.*



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

Note: Remember about changed pronunciation of *the* before a word *eraser* /ði: ɪ'reɪzə(r)/

Screen 3

Audio1:

Teacher: *Put the rulers in the box please!*

Audio2:

Teacher: *Put the pencils in the box please!*

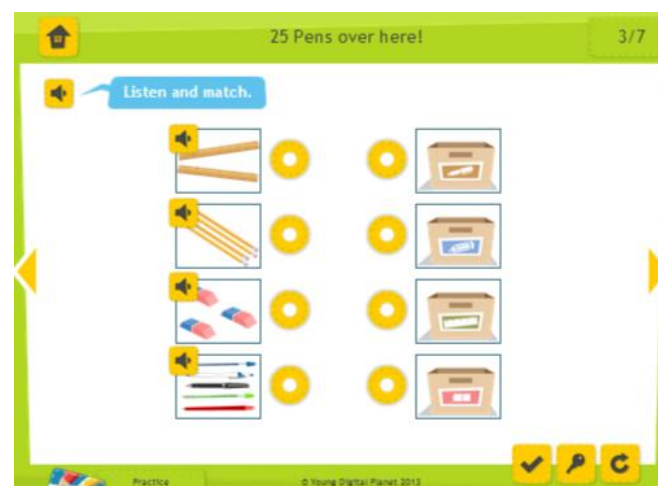
Audio3:

Teacher: *Put the erasers in the box please!*

Audio4:

Teacher: *Put the pens in the box please!*

Key: see pictures below (random order)





Screen 4



Audio1: *pens*



Audio2: *pencils*

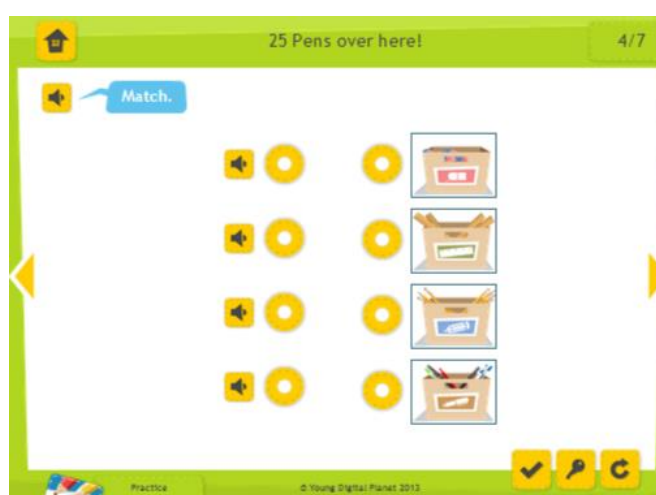


Audio3: *rulers*



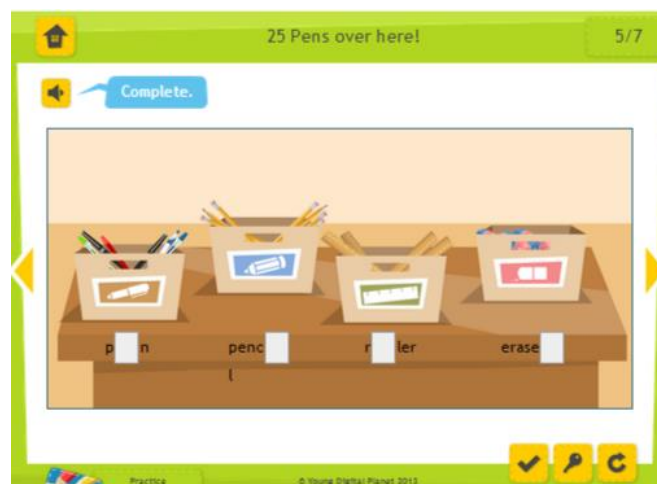
Audio4: *erasers*

Key: see pictures above (random order)



Screen 5

Key: 1e 2i 3u 4r



Screen 6

Audio1: (random order)

two rulers

three erasers

four pencils

five pens



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

1. Look at the picture and click the items.
2. Listen and repeat.
3. Repeat as many times as you want to.

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

1. Ask them to tell a partner about their pencil case: student 1 asks What's in your pencil case? Student 2 answers.
2. Switch the roles.

Additional activity (at the end of the lesson)

1. Use labelled boxes (one per pens, pencils, rulers and erasers).
2. Take the first box (with a *pen* label), show it to the class saying *pens*.
3. Ask the class to bring their pens to the box (*Pens over here, please!*).
4. Repeat points 2-3 with the other three boxes.

Friends 3 Lesson 2		<i>What's this in English?</i>		Grammar & Function	
	Identifying classroom objects Understanding and saying:	Contents	Grammar Question: <i>What's this?</i> Article: <i>a/an</i> Vocabulary <i>Pen, pencil, ruler, eraser, bag, exercise book</i>	Checklist	1 Master handout (pair work handout) to practise vocabulary
Language Analysis					
Grammar: <i>A / an</i>: we say <i>a</i> in front of the word starting with consonant, e.g. <i>a bag</i>, 'an' – before a word starting with a vowel, e.g. <i>an exercise book</i>. Vocabulary: Students may ask about the language the robot speaks. Say it is just a robot language, not the real one. Hints: It's good to appreciate student's work often. Use <i>well done</i>, and other expressions: <i>that's great, good job, excellent, I appreciate that, good work, great work, exceptional, wonderful, superb, perfect, wow, fantastic, first class, nice job</i>, etc. *** <i>OK / ,əʊ'keɪ/</i>					

Procedure

Warm-up off the screens

4. Take a pencil and show it to the class.
5. Ask: *What's this?* and elicit the answer.
6. Repeat with other classroom objects your students know from the previous lesson.
7. Be careful to always check pronunciation chorally and individually.

Screen 2

Lucy: OK. What's in my bag? Let's see.

Lucy: What's this?

Robot: sddoifi

Lucy: What's this in English?

Robot: It's a pen.

Lucy: No! It's a ruler!

Lucy: What's this?

Robot: eoiv08

Lucy: What's this in English?

Robot: It's an eraser.

Lucy: No! It's a pencil!

Lucy: What's this?

Robot: It's an exercise book.

Lucy: No! It's an eraser!

Lucy: What's this?

Robot: It's a pencil.

Lucy: No! It's a pen!

Lucy: What's this?

Robot: It's an... exercise book.

Lucy: Yes, that's right! It's an exercise book. Well done!



Exploit the scene by asking the Ss to describe what they can see.

This will help students with pronunciation and meaning.

Note: Lucy is from Manchester, so she pronounces *done* /dʌn/ in a slightly different manner.

Screen 3

Audio1:

Robot: *It's a pen.*

Audio2:

Robot: *It's a pencil.*

Audio3:

Robot: *It's an eraser.*

Audio4:

Robot: *It's a ruler.*

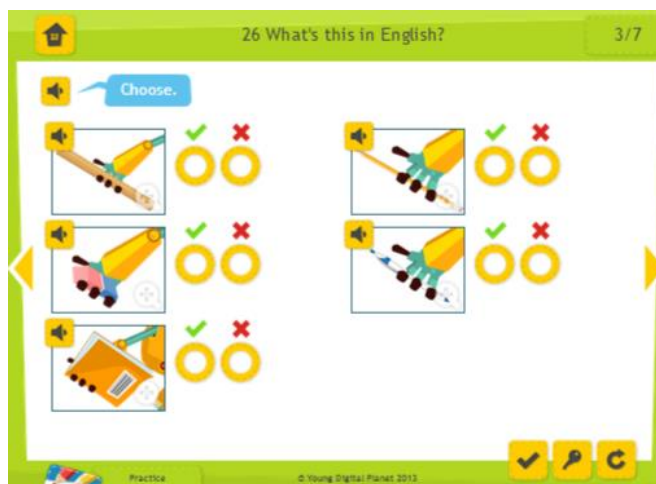
Audio5:

Robot: *It's an exercise book.*

Key: (from left to right)

1 Wrong 2 Right 3 Right

4 Wrong 5 Right



Screen 4

It's a pencil.

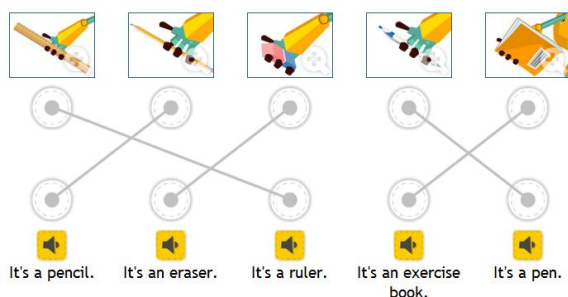
It's an eraser.

It's a ruler.

It's an exercise book.

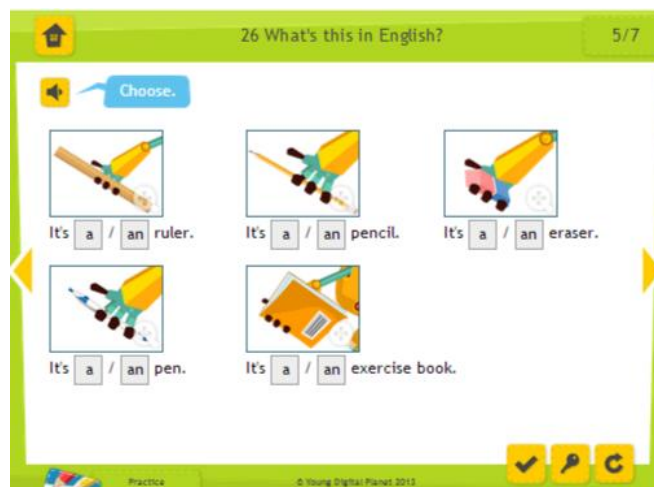
It's a pen.

Key: (random order)



Screen 5

Key: 1 a 2 a 3 an 4 a 5 an



Screen 6

Robot: *What's this in English?*

Child:

It's a pen.

It's an eraser.

It's a pencil.

It's a ruler.



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

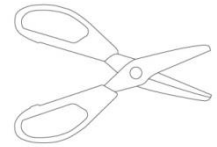
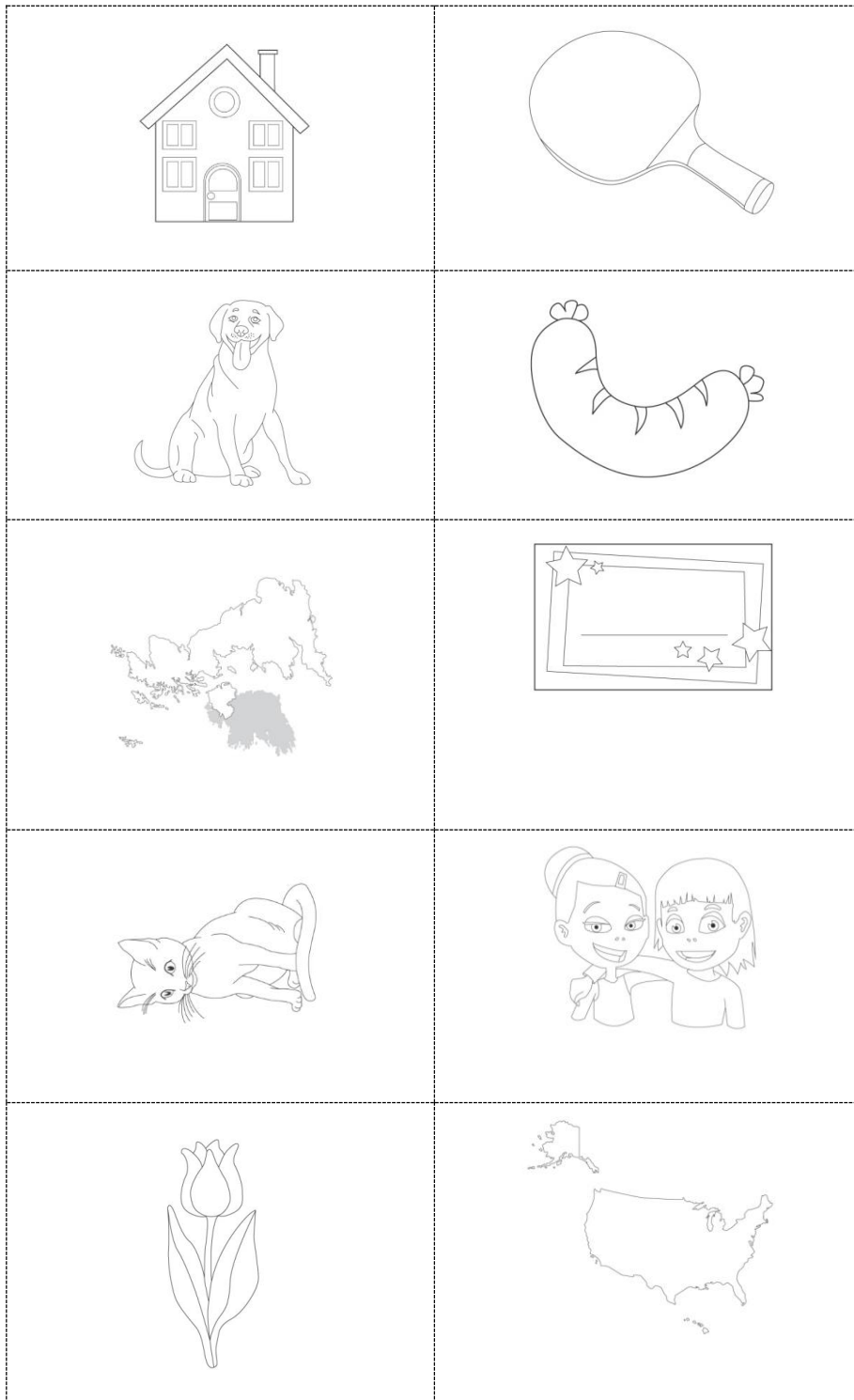
	words sentences are. 5. Choose two more cards to make a pair. 6. Continue until you have matched all the pairs. Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins. Alternatively: 1. Put your students to 4 groups. 2. Ask them to play the memory game. 3. Ask representatives to come to the board and write down questions and answers. 4. Ask the first group to read the first question in chorus, the rest should read the first answer. 5. Continue with the other three groups.
Additional activity 1. Put the students in pairs. 2. Give out the Handout. Ask Ss to cut the cards out.	

Handout



3. Ask your students to put all the cards in 2-3 rows, covered.
4. Student 1 points at a card, asking *What's this in English?* Student 2 uncovers the card and answers: *it's a / an...*, leaving the card uncovered.
5. Switch the roles.
6. Ask your students to continue until all the cards are uncovered.

Handout



Friends 3 Lesson 3		<i>This is my bag.</i>		Grammar & Function	
Aims	Identifying classroom objects. Asking and answering about the location of classroom objects	Contents	Grammar Question: <i>Where's my...?</i> <i>Here it is!</i>	Checklist	One individual handout to practise classroom objects – drawing
	Vocabulary Revision: here, my. Mum!				
Language Analysis					
Grammar: short forms <i>where's</i> = <i>where is</i>, <i>it's</i> = <i>it is</i>. Vocabulary: <i>mum</i> /mʌm/. Hints: Pay attention to falling intonation in '<i>here it is</i>'. Encourage students to stress '<i>here</i>', it may be fun to exaggerate a little. Elicit linking, as if '<i>here it is</i>' was one word.					

Procedure

Screen 2

Alex: Mum! Where's my bag?

Mum: Here it is!

Alex: Where's my pencil case?

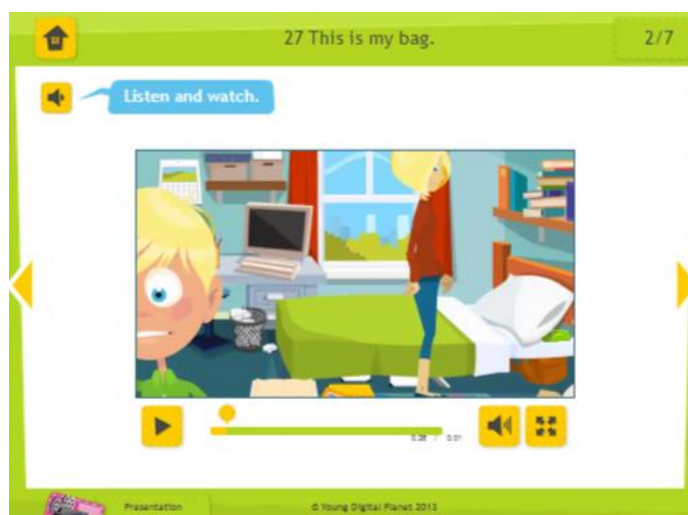
Mum: Here it is!

Alex: And where's my exercise book?

Mum: Here it is!

Alex: Mum! Where's my ruler?

Alex: Here it is! It's in my bag!



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.

Screen 3



Audio1:

Alex: Where's my bag?

Mum: Here it is!



Audio2:

Alex: Where's my pencil case?

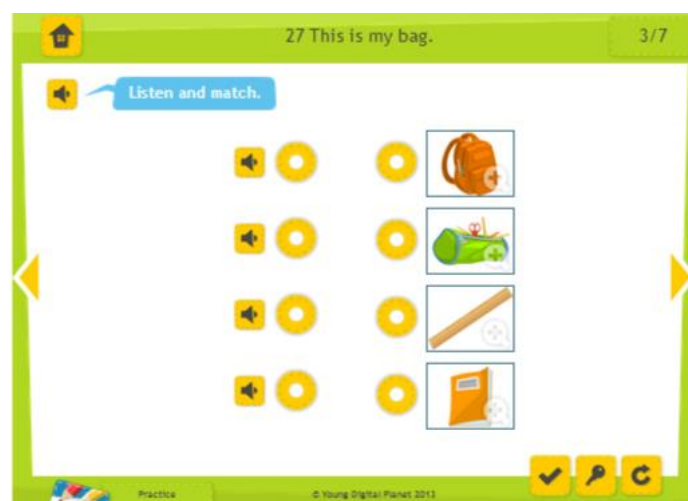
Mum: Here it is!



Aduio3:

Alex: Where's my exercise book?

Mum: Here it is!





Audio4:

Alex: *Where's my ruler?*

Alex: *Here it is!*

Key: see pictures above (random order)

Screen 4

Key: 1 bag 2 pencil case 3 exercise book 4 ruler



Screen 5

Audio1:

Alex: *Where's my bag?*

Audio2:

Alex: *Where's my pencil case?*

Audio3:

Alex: *Where's my exercise book?*

Audio4:

Alex: *Where's my ruler?*

Key:

1 Where's my b-a-g?

2 Where's my p-e-n-c-i-l case?

3 Where's my exercise b-o-o-k?

4 Where's my r-u-l-e-r?



Screen 6

Where's my bag?
Where's my pencil case?
Where's my exercise book?
Where's my ruler?
Where's my eraser?
Where's my pen?
Where's my pencil?

Feedback: *Here it is!*



Give the Ss these instructions for the game.
The aim of the game is to practise Qs and As.

1. Click the start button.
2. Listen to the question. Try to find the object in the picture.
3. Click the object. You will hear feedback immediately.
4. Repeat as many times as you want.

Now it's your turn.

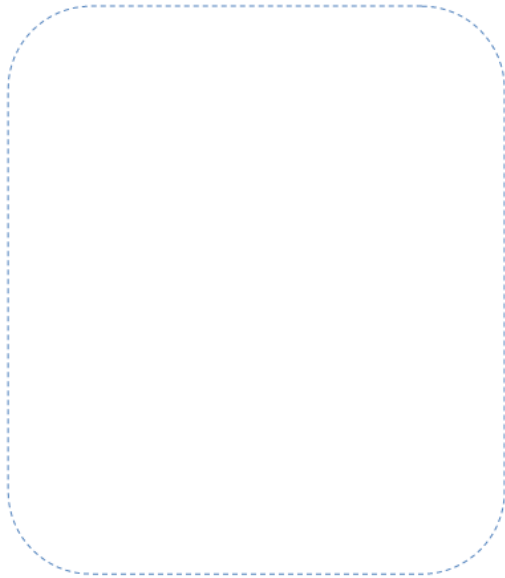
This is a free practice stage. The aim is personalization.

1. Pick a student.
2. Ask other students to close their eyes.
3. Ask a student to hide a classroom object somewhere in the class.
4. Tell other students what object was hidden and ask them to start searching.
5. Ask them to say: 'here it is' when they find the object.
6. Repeat picking different students to hide objects.

Additional activity

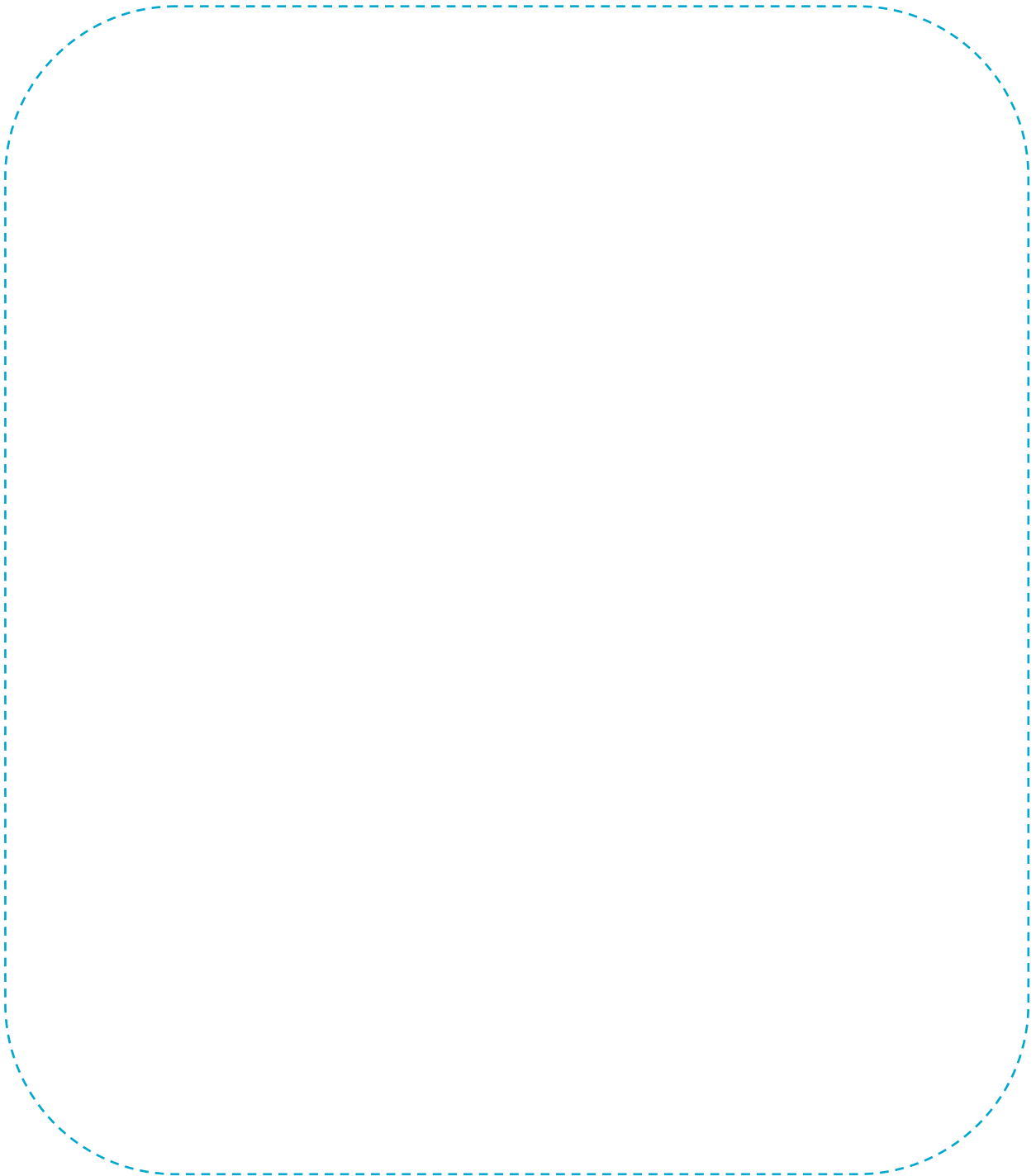
1. Put your students in pairs.
2. Give out the Handout.

Handout



3. Ask them to draw several objects hidden in the bedroom. (It could be their bedroom or an imaginary one).
4. After they finish, ask your students to switch pictures in pairs and to ask about hidden objects.
5. Ask your students to point the object and say *here it is!* when they find it.

Handout



Friends 3 Lesson 4		<i>Is this your book?</i>		Grammar & Functions	
Aims	Identifying personal possessions	Contents	Grammar Question: <i>Is this your ...?</i> Short answers: <i>Yes, it is / No, it isn't.</i> Possessive 's Vocabulary <i>My, your, Lucy's</i>	Checklist	Some classroom objects: <i>a pen, a pencil, a ruler, etc</i>
Language Analysis					
Grammar: short forms <i>it isn't</i> = <i>it is not</i> , <i>it's</i> = <i>it is</i> . <i>Lucy's</i> = belonging to Lucy. Hints: After a short negative answer remember to use contrastive stress on a possessive noun (e.g. <i>Lucy's</i>) or a possessive determiner (e.g. <i>your</i>). *** <i>Alex's</i> /`æləksɪz/					

Procedure

Screen 2

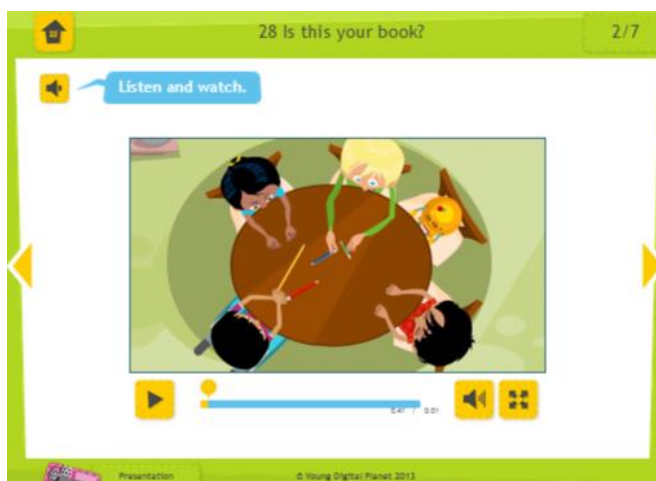
Sam: *Is this your pencil, Lucy?*
Lucy, Kim and Alex: *No, it isn't! It's Kim's pencil.*

Sam, Kim, Alex: *It's your turn, Lucy!*

Lucy: *Is this your pencil, Alex?*
Alex, Kim and Sam: *Yes, it is. It's Alex's pencil.*
Alex: *Well done!*

Lucy, Kim, Alex: *It's your turn now, Kim.*

Kim: *Is this Sam's pencil?*
Lucy, Sam and Alex: *No, it isn't! It's Lucy's pencil.*
Robot: *No, it isn't! It's my pencil!*



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

Additional activity

1. Take a classroom object from your / student's desk.
2. Ask him / her: *Is this your ... (name)?*
3. Elicit the answer.
4. Repeat through the class a few times, eliciting both positive and negative answers.
5. Encourage the Ss to work in pairs and ask each other the same questions.

Screen 3

Audio1:

Lucy: *Is this your pencil, Alex?*

Alex: *Yes, it is. It's my pencil.*

Audio2:

Sam: *Is this your pencil, Lucy?*

Lucy: *No, it isn't. It's Kim's pencil.*

Audio3:

Lucy: *Is this your pencil, Kim?*

Kim: *Yes, it is. It's my pencil.*

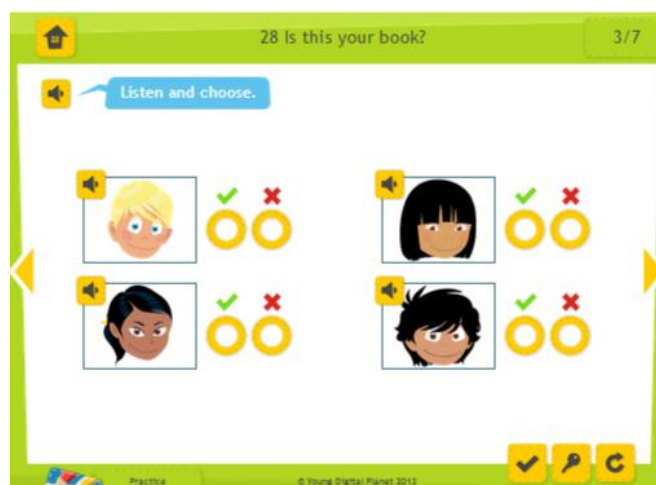
Audio4:

Alex: *Is this your pencil, Sam?*

Sam: *No, it isn't. It's your pencil.*

Key: (from left to right)

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



Screen 4

Audio1:

Sam: *Is this your pencil?*

Lucy, Kim and Alex: *No, it isn't. It's Kim's pencil.*

Audio2:

Lucy: *Is this Alex's pencil?*

Alex, Kim and Sam: *Yes, it is. It's Alex's pencil.*

Audio3:

Kim: *Is this Sam's pencil?*

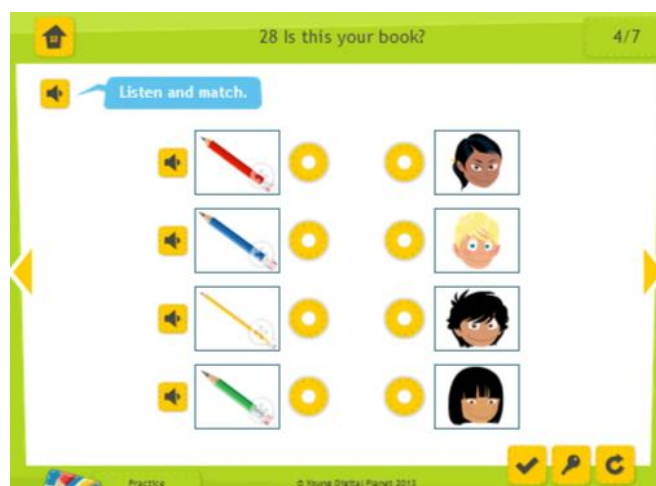
Lucy, Sam and Alex: *No, it isn't! It's Lucy's pencil.*

Audio4:

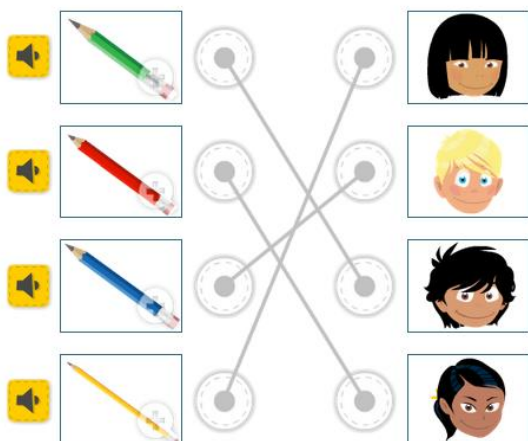
Alex: *Is this your pencil?*

Lucy, Sam and Kim: *No, it isn't. It's Sam's pencil.*

Key: see pictures below (random



order)



Screen 5

Key:

- 1 This is Lucy's pencil.
- 2 This is Kim's pencil.
- 3 This is Alex's pencil.
- 4 This is Sam's pencil.



Screen 6

Child1: *Is this your pencil?*

Child2: *Yes, it is. It's my pencil.*

Child2: *Is this your pencil?*

Child3: *No, it isn't. It's Lucy's pencil.*



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. Drag and drop the questions and answers into the correct speech bubbles.
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 your students in pairs.
2. Student 1 keeps his/her eyes closed, picks a pencil and asks: *Is this your pencil?*
3. Student 2 answers.
4. Switch the roles.

Additional activity

1. Put your students in groups of 4.
2. Ask them to play the same game, using different classroom objects.

Friends 3 Lesson 5		<i>Tidy up the classroom!</i>		Pronunciation	
Aims	Learning rhythm and sentence stress Learning correct pronunciation of key words: <i>pens, rulers, books, pencils, rubbers</i>	Contents	Grammar Plurals Vocabulary <i>pens, rulers, books, pencils, rubbers</i> <i>tidy up</i>	Checklist	One individual handout to practise vocabulary
Language Analysis					
Grammar: Add s / es to the noun to make its plural form. Remember about exceptions, e.g. <i>child</i> (sing.) – <i>children</i> (pl.) Vocabulary: <i>tidy up</i> (BrE) / <i>clean up</i> (AmE) Hints: Remember about falling intonation in ‘<i>Tidy up ...</i>’ sentences. Pay attention to different spelling of final ‘s’ in plural forms: /s/ after voiceless consonants /p/, /t/, /k/, /f/, /θ/, /z/ after everything else When the plural form has the ‘es’ ending, the pronunciation is always /z/. *** <i>tidy up</i> /'taɪdi ʌp/ <i>come on</i> /kʌm ɒn/					

Procedure

Screen 2

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your books.

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your pens.

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your pencils.

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your rulers.



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

Additional activity:

1. Put students in pairs
2. Give out the Handout.

Handout 1

1. Tidy up your r _ _ _ s. a



1. Tidy up your _ en _ il _ . b



2. Tidy up your b _ _ ks. c



3. Tidy up your p _ _ _ . d



3. Ask your students to fill in the gaps to make correct words and then to match the

sentences and the pictures.

4. Ask them to check in pairs by reading the sentences aloud to each other.
5. Check with the class asking a few representatives to read sentences aloud.

Key: 1 d 2 a 3 b 4 c

Screen 3



Audio1:

Mrs Black: *Tidy up your books.*



Audio2:

Mrs Black: *Tidy up your pencils.*



Audio3:

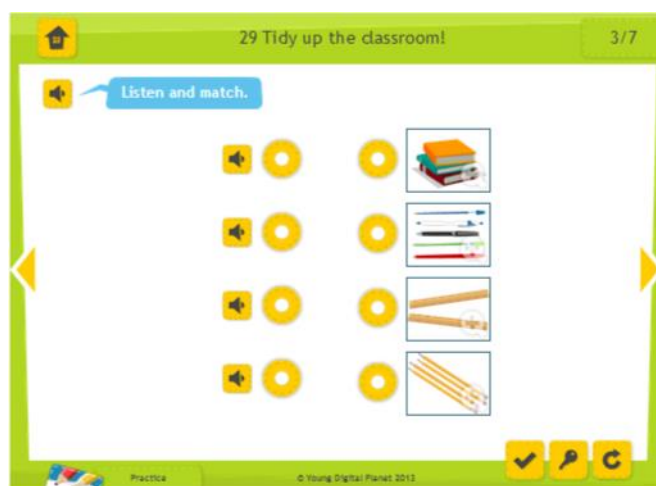
Mrs Black: *Tidy up your pens.*



Audio4:

Mrs Black: *Tidy up your rulers.*

Key: see pictures above (random order)



Screen 4

Audio1:

Mrs Black: *Tidy up your books.*

Audio2:

Mrs Black: *Tidy up your pencils.*

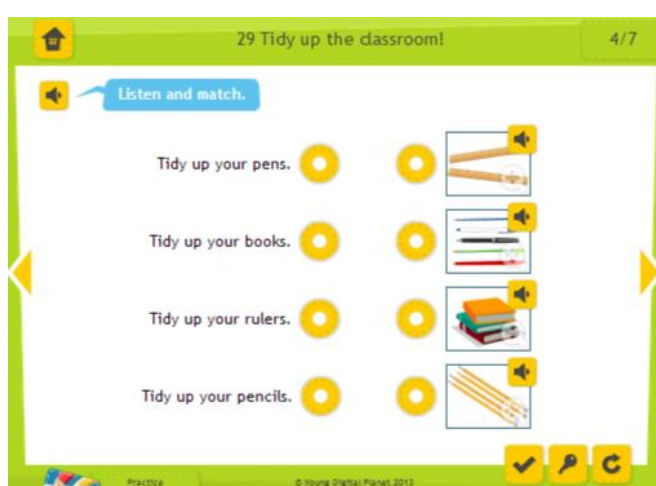
Audio3:

Mrs Black: *Tidy up your pens.*

Audio4:

Mrs Black: *Tidy up your rulers.*

Key:



Tidy up your rulers.		
Tidy up your books.		
Tidy up your pencils.		
Tidy up your pens.		

Screen 5

Audio1:

Mrs J: *Tidy up your books.*

Audio2:

Mr P: *Tidy up your pencils.*

Audio3:

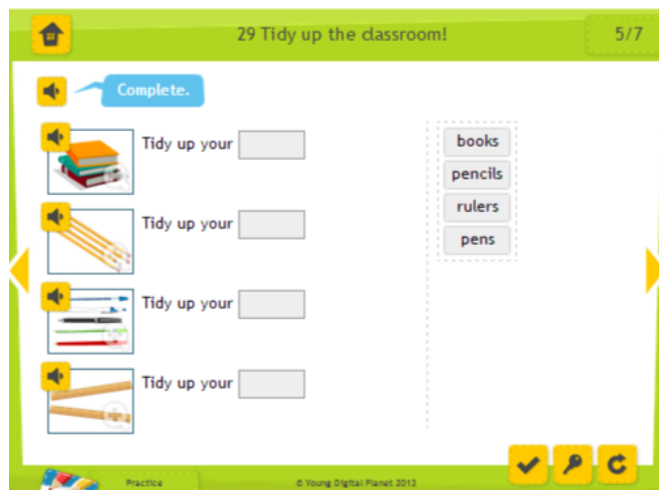
Mrs J: *Tidy up your pens.*

Audio4:

Mr P: *Tidy up your rulers.*

Key:

1 books **2** pencils **3** pens **4** rulers



Screen 6

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your books.

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your pens.

Tidy up, tidy up!
Come on, children, tidy up!
Tidy up, tidy up!
Tidy up your pencils.



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

<i>Tidy up, tidy up!</i> <i>Come on, children, tidy up!</i> <i>Tidy up, tidy up!</i> <i>Tidy up your rulers.</i>	vocabulary by singing the song. 11. Listen to the whole song. 12. Watch the animation and join in. 13. Listen again and sing the whole song individually, in groups or as a class.
Additional activity 1. Ask your students to tidy up at the end of the lesson. 2. Play a song, pause after each activity, so that everybody finishes tidying up. 3. You can add other objects known to your students to tidy up, e.g. exercise books.	

Handout 1

1. Tidy up your r _ _ _ _ s.

a



1. Tidy up your _ en _ il _.

b



2. Tidy up your b _ _ ks.

c



3. Tidy up your p _ _ _.

D



Friends 3 Lesson 6		<i>Poor Robot!</i>		Skills	
Aims	Revising language from Units 25 – 29 Skills practice including listening, reading and speaking	Contents	Grammar Revision: Imperative Questions: <i>Where's my ...?</i> <i>Is this ...?</i> Short answers Possessive 's Vocabulary Revision: classroom objects	Checklist	1 master handout (group work) Cut out the words and phrases
Language Analysis					
Grammar: revision units 25-29 Vocabulary: revision units 25-29 Hints: Gratitude expression – <i>thank you</i> is usually more polite, sincere, but also more formal than plain <i>thanks</i>. *** <i>poor</i> BrE /pɔː(r)/ OR /pʊə(r)/, AmE /pʊr/ <i>robot</i> BrE /'rəʊbɒt/, AmE /'rouˌbɑt/					

Procedure

Screen 2

Lucy: Robot! Tidy up the bags, please!

Lucy : Oh, Robot!

Lucy: Where's my ruler?

Kim: Here it is.

Lucy: Thank you.

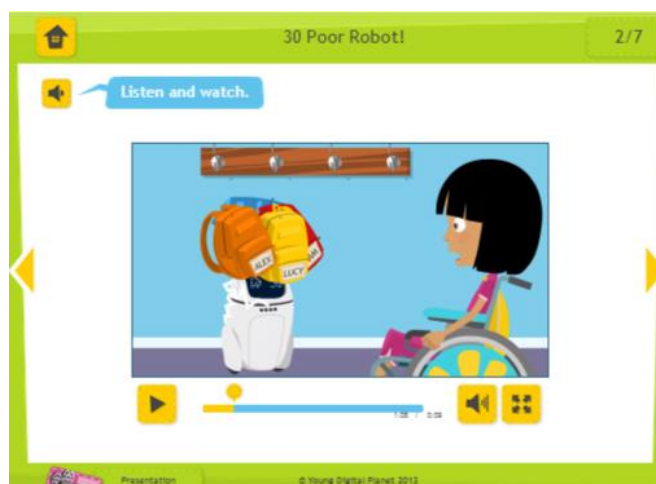
Alex: Sam, is this your pen?

Sam: Yes, it is. This is my pen.

Alex: Is this your exercise book?

Kim: No, it isn't. It's Sam's exercise book.

Lucy : Poor Robot!



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

Screen 3

Audio1:

Lucy: Robot! Tidy up the bags, please!

Audio2:

Lucy: Poor Robot!

Audio3:

Lucy: Where's my ruler?

Kim: Here it is.

Lucy: Thank you.

Audio4:

Alex: Sam, is this your pen?

Sam: Yes, it is. This is my pen.

Audio5:



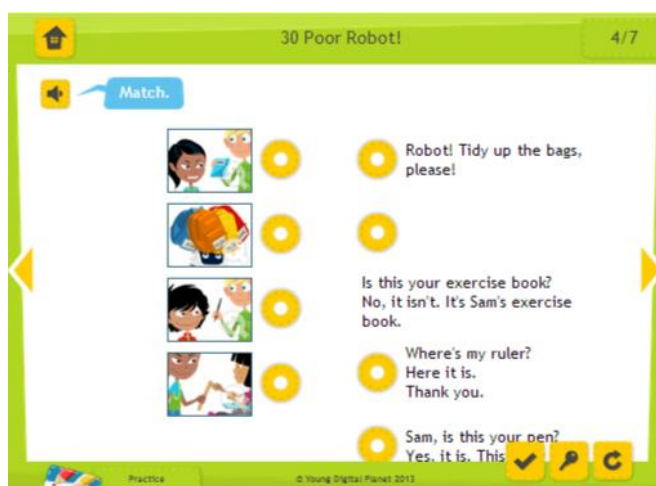
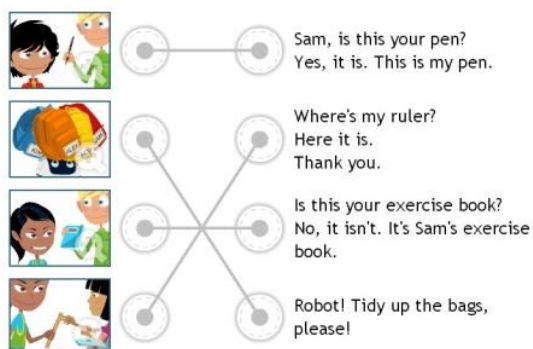
Alex: *Is this your exercise book?*
Kim: *No, it isn't. It's Sam's exercise book.*

Key:



Screen 4

Key: see picture below (random order)



Screen 5

Audio1:

Tidy up the bags, please.

Audio3:

Where's my ruler?

Audio4:

Is this your pen?

Audio5:

It's Sam's exercise book.

Key: (from left to right)

1 Tidy up the bags, please.

2 Where's my ruler?

3 Is this your pen?

4 It's Sam's exercise book.



Screen 6

Audio1:

Lucy: *Where's my ruler?*

Kim: *Here it is.*

Lucy: *Thank you.*

Audio2:

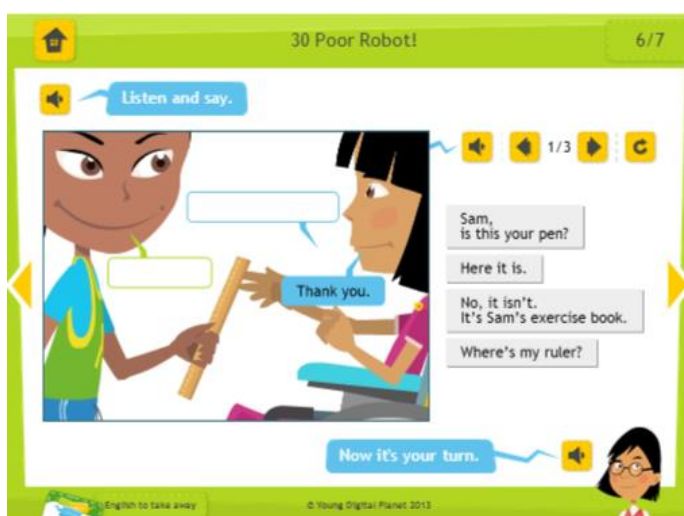
Alex: *Sam, is this your pen?*

Sam: *Yes, it is. This is my pen.*

Audio3:

Alex: *Is this your exercise book?*

Kim: *No, it isn't. It's Sam's exercise book.*



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

14. Look at the picture and read the dialogue.
15. Click on the audio and listen to the question. Think about how to answer it.
16. Repeat as many times as you want to.

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

The aim is personalisation.

1. Put your students in pairs.
2. Ask them to complete the sentences with the correct expressions.
3. Ask representatives to come to the board and arrange the dialogues in order.
4. Nominate some pairs to read the questions in chorus, the rest should read the answers.
5. Reverse the roles and go through the dialogues with your students again.
- 6.

Additional activity

1. Put your students in groups of 4.
2. Give out the Handout (cut out and mixed up).

Handout

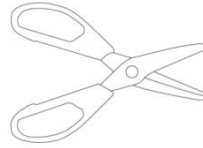
Tidy up
 Robot!
 the bags,
 please!
 Where's
 my ruler?
 Here it is.
 Thank you.
 Sam, is this
 your pen?
 Yes, it is. This is
 my pen.
 Is this
 your exercise book?
 No, it isn't.
 It's Sam's
 exercise book.



3. Play the presentation again.

4. Ask your students to put the words / phrases in order to make dialogues.
5. Play the presentation as many times as needed.
6. Ask representatives (1 per group if possible) to read dialogues (playing Sam, Alex, Lucy and Kim respectively).

Handout



Tidy up

Robot!

the bags,

please!

Where's

my ruler?

Here it is.

Thank you.

Sam, is this

your pen?

Yes, it is. This is

my pen.

Is this

your exercise book?

No, it isn't.

It's Sam's

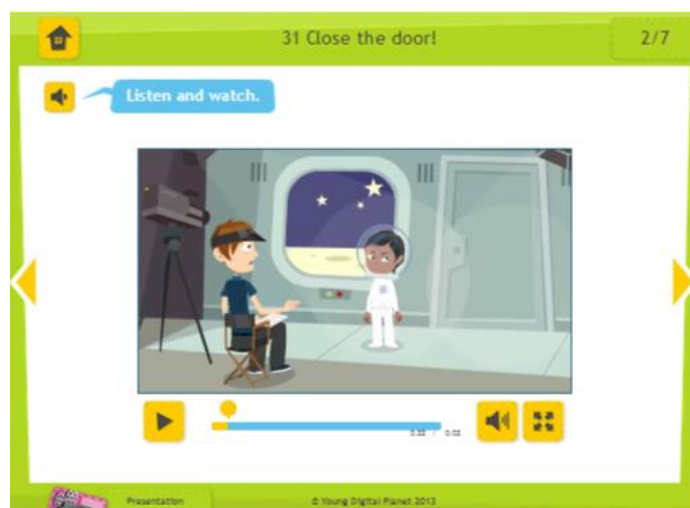
exercise book.

Friends 3 Lesson 7		<i>Close the door!</i>		Vocabulary	
Aims	Understanding and spelling: <i>open / close the door / window</i> <i>listen</i> <i>look</i> <i>say</i>	Contents	Grammar Imperative Vocabulary <i>open / close the door / window</i> <i>listen</i> <i>look</i> <i>say</i> <i>now</i>	Checklist	One individual handout for groups (imperative)
Language Analysis					
Vocabulary: Kim is rehearsing for the school play. The teaching assistant, Mr. Hill, is directing her – if your students ask who he is, tell them he’s a director. A person who plays a role is an <i>actor</i> (m) or an <i>actress</i> (f). NB Sometimes an actor can be both female and male - this is more common in AmE. Hints: <i>film</i> (BrE) / <i>movie</i> (AmE) The letter ‘t’ in <i>listen</i> is silent. *** <i>open</i> /'əʊpən/ (BrE) /'oʊpən/ (AmE) <i>close</i> /kləʊz/ (BrE) /klouz/ (AmE) <i>listen</i> /'lɪs(ə)n/					

Procedure

Screen 2

Mr Hill: *Listen!*
Mr Hill: *Look!*
Mr Hill: *Close the window.*
Mr Hill: *Open the door.*
Mr Hill: *Now say 'Hello! What's your name?'*
Kim: *Hello. What's your name?*
Alex: *Hello! My name's Robot.*
Mr Hill: *Well done.*

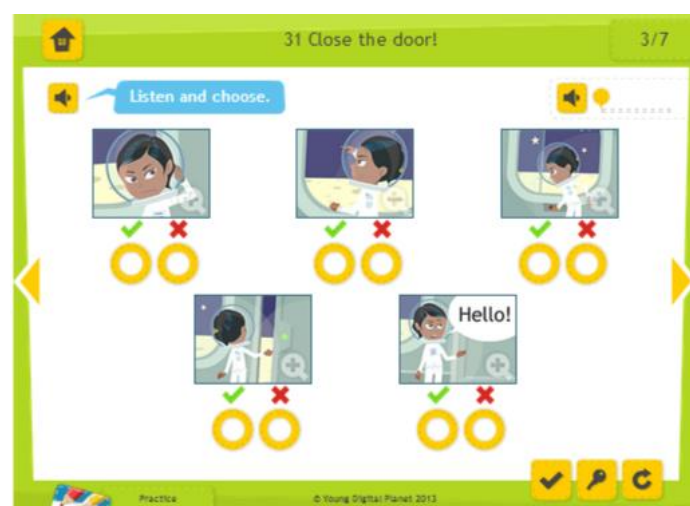


Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Screen 3

Audio:
Mr Hill: *Look! Listen!*
Say 'Hello!'

Key: 1 Yes 2 Yes 3 No 4 No 5 Yes

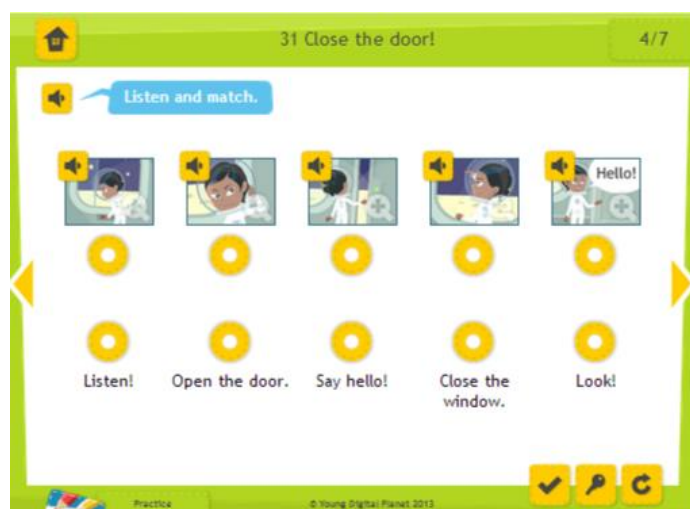
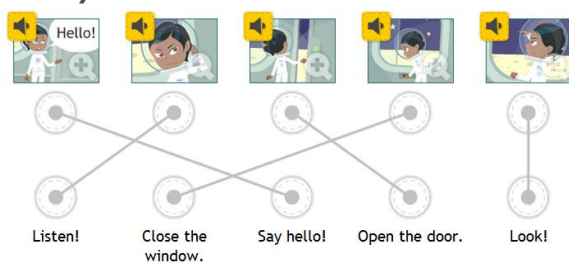


Listen and choose actions from the recording.

Screen 4

Listen!
Look!
Close the window.
Open the door.
Say hello!

Key: see pictures below (random order)



Screen 5

Audio1:

Say

Audio2:

Listen

Audio3:

Look

Audio4:

Close

Audio5:

Open

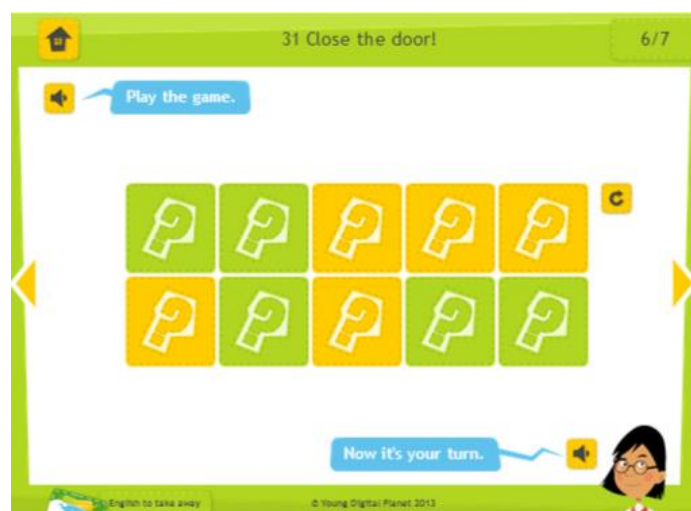
Key: (from left to right)

1 say 2 listen 3 look 4 close 5 open



Screen 6

Say
Listen
Look
Close
Open



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.

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.

	Tell your students you are the director now. Ask them to do as you say, e.g. <i>close your books, tidy up your pencils, say hello.</i>
Additional activity - Put your <i>students in groups of 2-3.</i> - Ask them to be an actor / actors and a director. - Give the Handout to all the “directors” Handout TIDY UP CLOSE THE DOOR OPEN YOUR BOOK GO TO THE WINDOW SAY: HOW ARE YOU? SAY: I’M FINE, THANKS LOOK! LISTEN! COUNT TO 10 SPELL YOUR NAME, PLEASE - Ask the directors to make up a short scene consisting of instructions they were given. It should be somewhat similar to the scene students watched during the lesson (with Mr. Hill, Alex and Kim). - Tell them they don’t have to use all the instructions from the handout, their own instructions are most welcome. - Encourage your students to use the words and phrases they already know (say: <i>sausage, America, friend, what are you doing? etc</i>) and also the imperative verb from the previous lesson (<i>tidy up</i>). - Ask your students to switch the roles when they finish. - Finally ask a few students to come to the board and let them direct the whole class. Repeat if more students are interested in commanding the class.	

Handout

TIDY UP

CLOSE THE DOOR

OPEN YOUR BOOK

GO TO THE WINDOW

SAY: HOW ARE YOU?

SAY: I'M FINE, THANKS

LOOK!

LISTEN!

COUNT TO 10

SPELL YOUR NAME, PLEASE

Friends 3 Lesson 8		<i>Open your books, please!</i>		Grammar & Function	
Aims	Students can understand instructions using: <i>open/close/listen</i> <i>/look/say</i> Giving instructions	Contents	Grammar Imperative form Vocabulary <i>board, story</i> <i>Open your books, please!</i> <i>Listen to the story.</i>	Checklist	Visuals (four pages) Handout for each student Stickers – rewards for additional activity
Language Analysis					
Hint: Remind your students that it is always polite to add the word <i>please</i> at the end of each sentence with imperative form. Grammar: Pay attention to the prepositions that follow certain verbs: <i>listen TO, look AT</i> *** board /'bɔ:d/ story /'stɔ:ri/					

Procedure

Warm-up Off the screens – handouts

Visuals



1. Start your lesson by presenting your students with the boards (Visuals: 1–4) and saying the imperative sentences aloud:

Say good morning!

Look at the board!

Close your books, please.

Tidy up, please.

2. Make sure that your students understand what each phrase means.
3. Elicit a particular action from your students while saying the sentence. This type of methodology is called Total Physical Response and is very effective when working with children.
4. As a second task, show the boards to your students and elicit a choral answer from them saying what each board represents. Drill pronunciation individually too.

Screen 2

Mrs Black:

Good morning, children!

Say good morning!

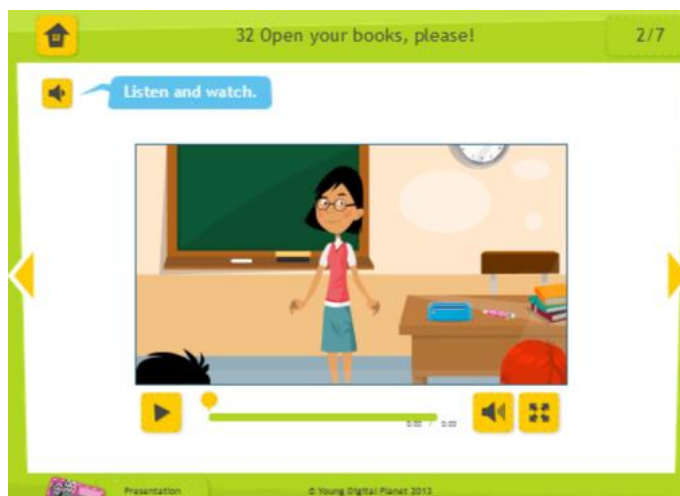
Open your books, please.

Look at the board!

Shh! Listen to the story!

Close your books, please.

Tidy up, please.



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.

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

Note: Students may listen to and watch the animation more than once. The second time they listen you could ask them to do the actions.

Screen 3



Audio 1:

Say good morning!



Audio 2:

Open your books, please.



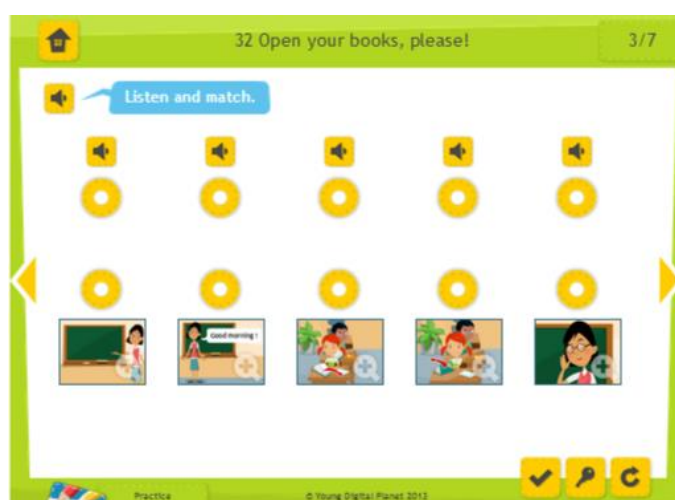
Audio 3:

Look at the board!



Audio 4:

Listen to the story!





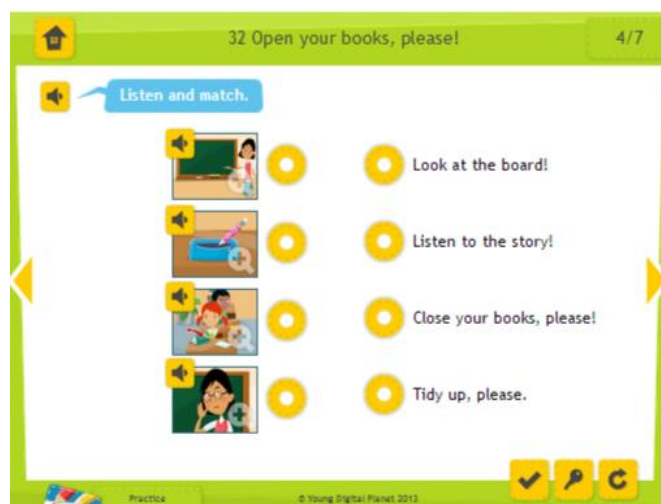
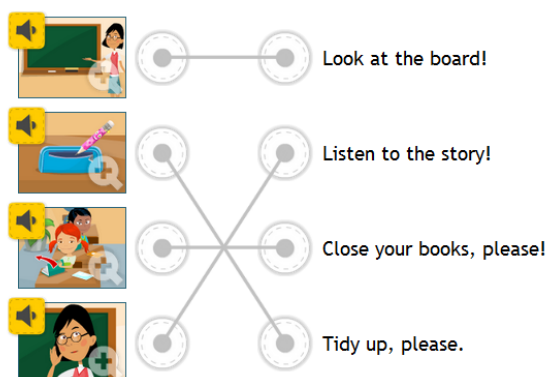
Audio 5:
Close your books, please.

Key: see pictures above (random order)

Screen 4

Look at the board!
Listen to the story!
Close your books, please.
Tidy up, please.

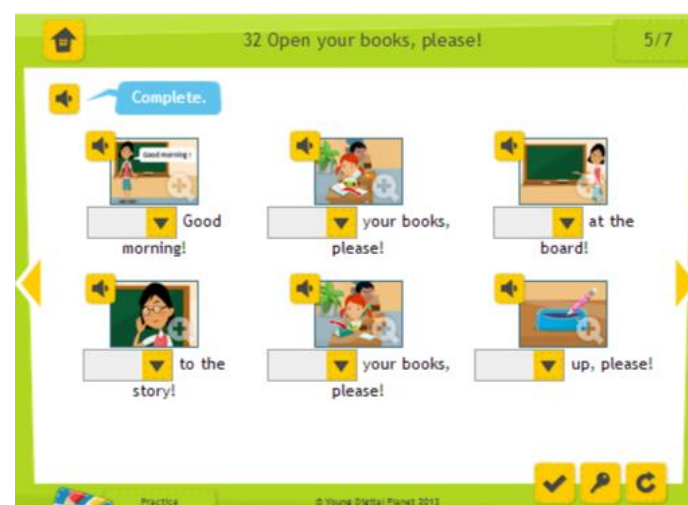
Key: see pictures below (random order)



Screen 5

Audio 1:
Say good morning!
Audio 2:
Open your books, please.
Audio 3:
Look at the board!
Audio 4:
Listen to the story!
Audio 5:
Close your books, please.
Audio 6:
Tidy up, please.

Key: 1 Say 2 Open 3 Look
4 Listen 5 Close 6 Tidy



Screen 6

Audio 1:

Open your books, please.

Audio 2:

Look at the board!

Audio 3:

Listen to the story!

Audio 4:

Close your books, please.



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

1. Look at the picture and read the sentences.
2. Listen and repeat.

Now it's your turn.

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

1. Tell your students to work in pairs. They should play a teacher-student game.
2. One person gives orders as a teacher with the use of the newly-learnt phrases, the other is supposed to act them out.
3. Ask the students to swap roles.
4. Monitor your students and correct whenever necessary.

Additional activity - Handout

Handout

1. Open your _____ !
2. _____ good morning!
3. _____ to the story!
4. Look at _____ !
5. _____ up!

1. Give out the Handout to your students.
2. Students should complete the sentences with the missing words.
3. Prepare some stickers as rewards for the students who get all the answers correct.

Key:

- 1 Open your **books**!
- 2 **Say** good morning!
- 3 **Listen** to the story!
- 4 Look at the **board**!
- 5 **Tidy** up!

Visuals

1



2



3





Handout

1. Open your _____ !
2. _____ good morning!
3. _____ to the story!
4. Look at _____ !
5. _____ up!

Friends 3 Lesson 9		Teddy says stand up!		Grammar & Function	
Aims	Following instructions Classroom actions Imperative form - exercises	Contents	Grammar Phrasal verbs Imperative form	Checklist	1 Master handout for each student
	Vocabulary <i>stand up, sit down, put your hand up</i>				
Language Analysis					
Grammar: Explain to your students that we use the form <i>let's</i> for the first person plural (we) to rather suggest an activity rather than order something short form: <i>let's</i> = <i>let us</i> Phrasal verbs – explain to your students that these verbs have one meaning although they are made of two words.					

Procedure

Warm-up Off the screens – handouts

1. Introduce the phrase *Let's* . to your students by saying the sentence: *Let's stand up* and elicit the action from your students by showing them what to do.
2. Say another sentence, e.g. *Let's sing* and start to sing with your students.
3. Tell your students to work in pairs.
4. Give out the Handout to each of your students.

Handout

Let's

Let's

Let's

5. And ask them to complete the sentences with some verbs that describe the activity they will do with their partner.
6. Nominate some pairs to read out the instructions from the handout and show the actions. You could extend this by asking all the children in the class to do the actions outlined on the handouts.

Screen 2

Scene1:

Kim: *Jill! Jill!*

Scene2:

Teddy: *Let's play 'Teddy says'!*

Toys: *Yes, let's play 'Teddy says'.*

Teddy: *Teddy says... 'stand up!'*

Teddy: *Good, well done!*

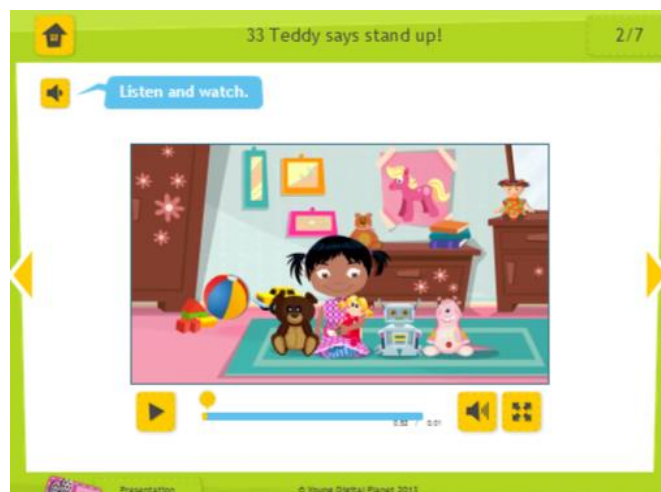
Teddy: *Teddy says... 'sit down!'*

Teddy: *Good, well done!*

Teddy: *Teddy says... 'put your hand up!'*

Teddy: *Good, well done!*

Teddy: *Put your hand down!*



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

Note: Ss may listen to and watch the animation more than once.

Screen 3

Audio1:

Teddy says 'stand up!'

Audio2:

Teddy says 'put your hand down!'

Audio3:

Teddy says 'put your hand up!'

Audio4:

Teddy says 'sit down!'

Key: 1 Yes 2 No 3 Yes 4 No



Screen 4

Audio1:

Stand up!

Audio2:

Sit down!

Audio3:

Put your hand up!

Audio4:

Put your hand down!

Key:

1 Stand up! **2** Sit down!

3 Put your hand up! **4** Put your hand down!



Screen 5

Audio1:

Teddy says 'Stand up!'

Audio2:

Teddy says 'put your hand down!'

Audio3:

Teddy says 'put your hand up!'

Audio4:

Teddy says 'sit down!'

Key: (from left to right)

1 Teddy says sit down!

2 Teddy says put your hand up!

3 Teddy says stand up!

4 Teddy says put your hand down!



Screen 6

Stand up!
Sit down!
Put your hand up!
Put your hand down!



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. Choose one student from your group, she/he will be Teddy.
2. Teddy gives instructions to the rest of the students and elicits actions from them. Ss
3. After 2-3 instructions choose new person to be Teddy.
4. Go round the class until all the Ss who would like have had the chance to be Teddy.

Note: Students may use some other phrases besides the ones used in this unit but monitor if they do so correctly and carefully check their pronunciation

Handout

Let's

Let's

Let's

Handout

Let's

Let's

Let's

Friends 3 Lesson 10		Can I sit down, please?		Grammar & Function	
Aims	Making requests Responding to requests positively	Contents	Grammar Present Simple Verb <i>can</i> for permission	Checklist	1 Master handout (handout 1 – individual work) Coloured pencils
	Vocabulary <i>Can I sit down/look at your book/listen to music/open the door?</i> <i>Yes, of course!</i>				
Language Analysis					
Vocabulary: The phrase <i>of course</i> means <i>certainly, obviously</i>. Grammar: The only form that can follow the phrase <i>Can I..?</i> is that of an infinitive. *** <i>of course</i> /əv 'kɔ:s/					

Procedure

Warm-up Off the screens

1. Make a request to your students saying *Can I open the window?* You might need to demonstrate this to your students by moving to the window and indicating your intention.
2. Elicit the answer *Yes* or *No* from your students.
3. Present the students with the Handout asking *Can I sit down?* Elicit the answer from your students.

Handout



-
4. Give out the Handout to each of your students and ask them to colour the picture and write in the request.

Screen 2

Scene1:

Sam: *Can I sit down?*

Alex: *Yes, of course.*

Scene2:

Sam: *Can I look at your book?*

Alex : *Of course.*

Scene3:

Sam: *Alex, can I listen to your music?*

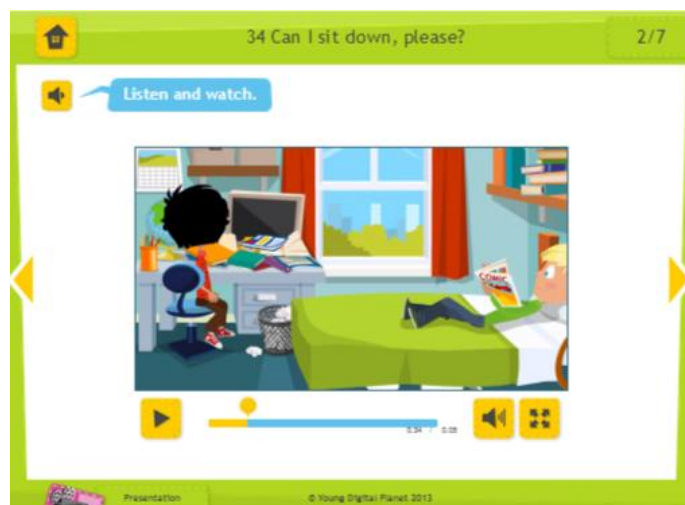
Alex : *Yes, of course.*

Scene4:

Sam: *Can I open the door?*

Alex: *Yes, of course.*

Alex : *What? No!*



Exploit the picture by asking Ss to describe what they see and by asking them what colour the different items in the room are.

Students may listen to and watch the animation more than once.

Screen 3

Audio1:

Sam: *Can I sit down?*

Alex: *Yes, of course.*

Audio2:

Sam: *Can I look at your book?*

Alex: *Yes, of course.*

Audio3:

Sam: *Can I listen to your music?*

Alex: *Yes, of course.*

Audio4:

Sam: *Can I open the door?*

Alex: *Yes, of course.*



Key: see pictures below (random order)



Screen 4

Audio1:

Sam: *Can I sit down?*

Audio2:

Sam: *Can I look at your book?*

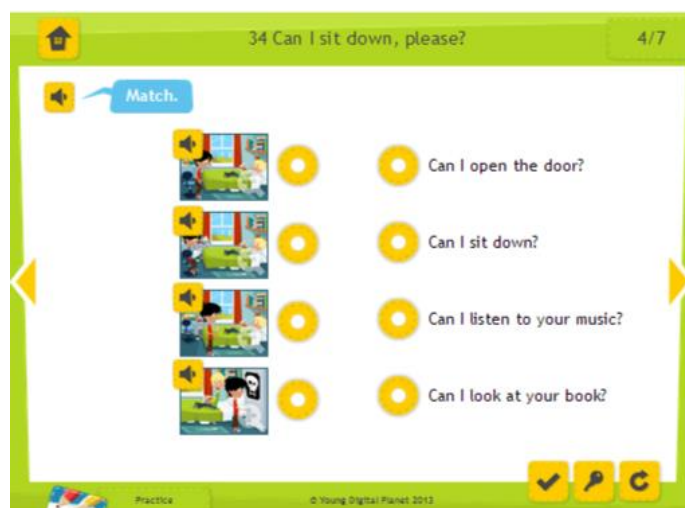
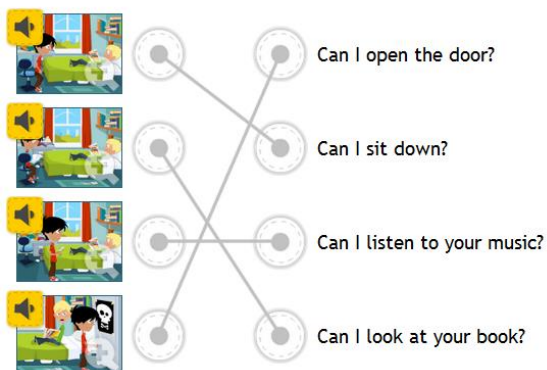
Audio3:

Sam: *Can I listen to your music?*

Audio4:

Sam: *Can I open the door?*

Key: see pictures below (random order)



Screen 5

Audio1:

Sam: *Can I sit down?*

Audio2:

Sam: *Can I look at your book?*

Audio3:

Sam: *Can I listen to your music?*

Audio4:

Sam: *Can I open the door?*

Key:

- 1 Can I sit down?
- 2 Can I look at your book?
- 3 Can I listen to your music?
- 4 Can I open the door?



Explain what the Ss need to do and let them look at the words and work in pairs to make them into sentences. Let them listen and check their answers. They will probably need to listen twice to check all the sentences. Ss can then say the sentences. Drill chorally and individually. Note: Have the students repeat the request a few times until they feel confident.

Screen 6

Audio1:

Sam: *Can I sit down?*

Alex: *Yes, of course.*

Audio2:

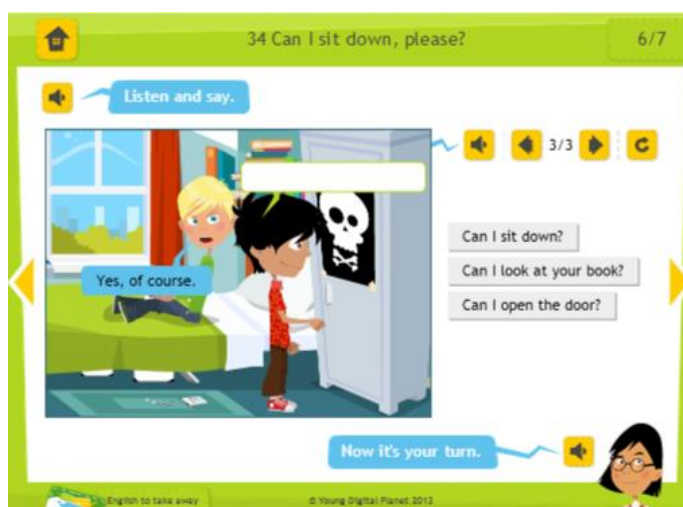
Sam: *Can I look at your book?*

Alex: *Yes, of course.*

Audio3:

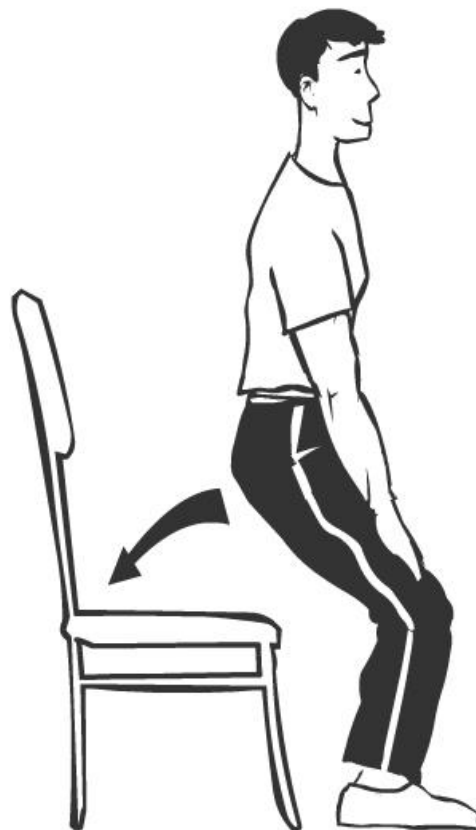
Sam: *Can I open the door?*

Alex: *Yes, of course.*



	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. Students ask and answer in pairs making requests with <i>Can I ...?</i> using words they have learned. 3. Monitor your students and correct whenever necessary.
--	---

Handout



.....

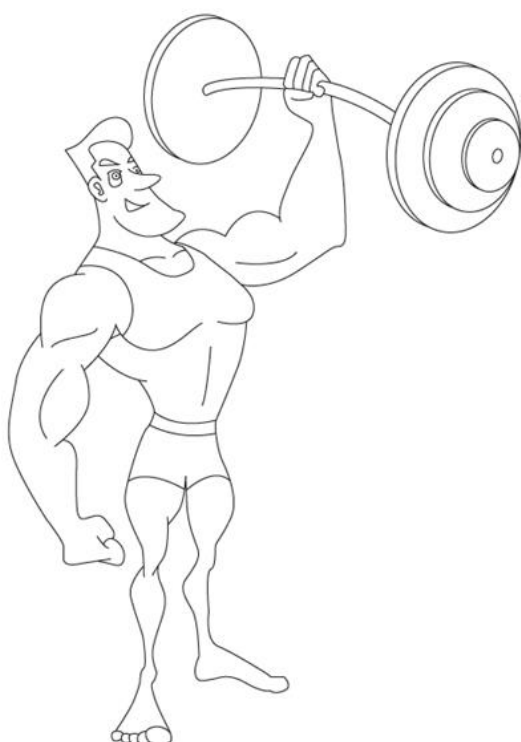
Friends 3 Lesson 11		<i>Put your hand up!</i>		Pronunciation	
Aims	Rhythm and sentence stress Recognition of the sound of some consonants: /t/ /d/ /p/	Contents	Pronunciation Rhythm and sentences stress Vocabulary <i>Put your hand up/down</i> <i>Stand up/down</i> 1, 2, 3 <i>Now again!</i>	Checklist	1 Master handout (handout 1 – individual work) Coloured pencils
Language Analysis					
Pronunciation: /t/ /d/ are alveolar sounds. An alveolar consonant is a consonant with the tongue close to the alveolar ridge, which is the part just behind our teeth. Alveolar consonants are pronounced with the tip of the tongue. /p/ is a bilabial sound articulated with both lips. *** put /'put/ hand /'hænd/ up /'ʌp/ down /'daun/					

Procedure

Warm-up Off the screens

1. Ask your students to come to the middle of the classroom and ask them to push their desks back against the walls. Pretend that you are carrying out a fitness class.
2. Give instructions to your students saying: *Put your left hand up! Put your left hand down! Stand up! Sit down!*
3. Monitor whether the students carry out your instructions and adjust your language accordingly - do you need to slow down? Do you need to speak more clearly?.
4. Drill your instructions with the students, chorally and individually.
5. Choose one more student to become a fitness instructor and repeat the activity.
6. As a reward for exercising, give your students a picture (Handout) to colour.

Handout



Screen 2

Scene1:

Put your hand up

Put your hand down

Up, down, up, down

1, 2, 3

Now again!

Scene2:

Put your hand up

Put your hand down

Up, down, up, down

Now again!

1, 2, 3

Now again!

Scene3:

Stand up

Sit down

Up, down, up, down

Up, down, up, down

Now again

1, 2, 3

Let's do it again!

Scene4:

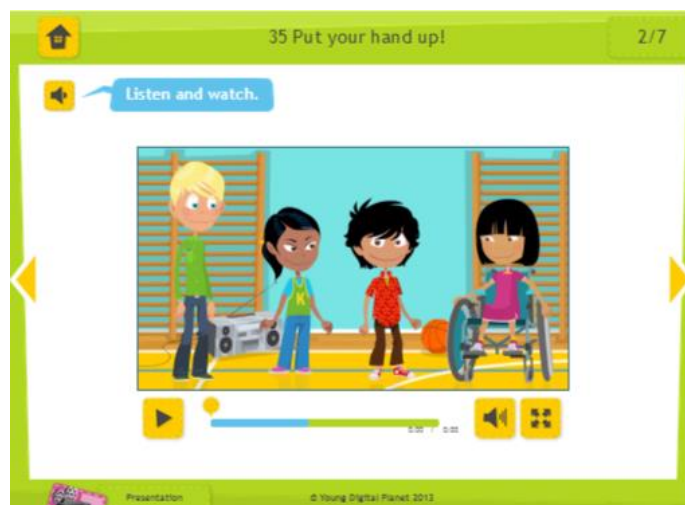
Stand up

Sit down

Up, down, up, down

1, 2, 3

Now again!



Watch with the Ss, ask them to join in.

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 more than once.

Screen 3



Audio1:
Put your hand up



Audio2:
Put your hand down

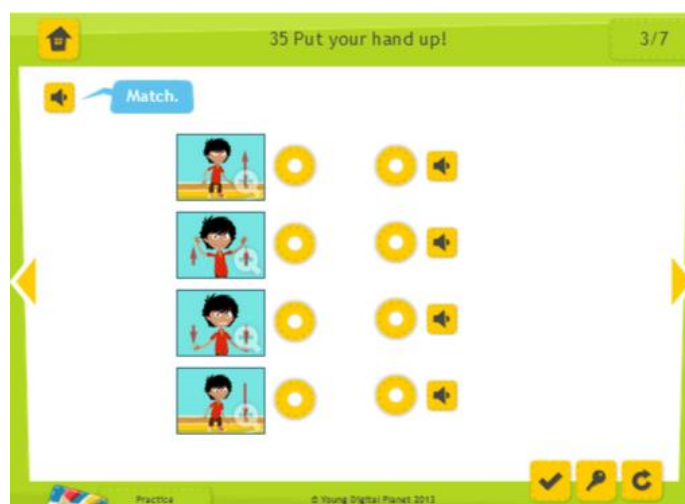


Audio3:
Stand up



Audio4:
Sit down

Key: see pictures above (random order)



Note: Drill the pronunciation of the instructions with your students chorally and individually.

Screen 4

Audio1:
Put your hand up

Audio2:
Put your hand down

Audio3:
Stand up

Audio4:
Sit down

Key: see pictures below (random order)



Stand up.



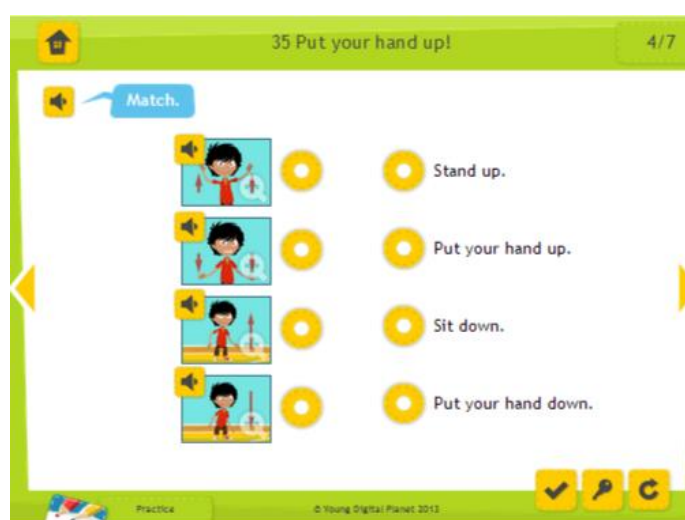
Put your hand up.



Sit down.



Put your hand down.



Screen 5

Audio1:

put

Audio2:

hand

Audio3:

up

Audio4:

down

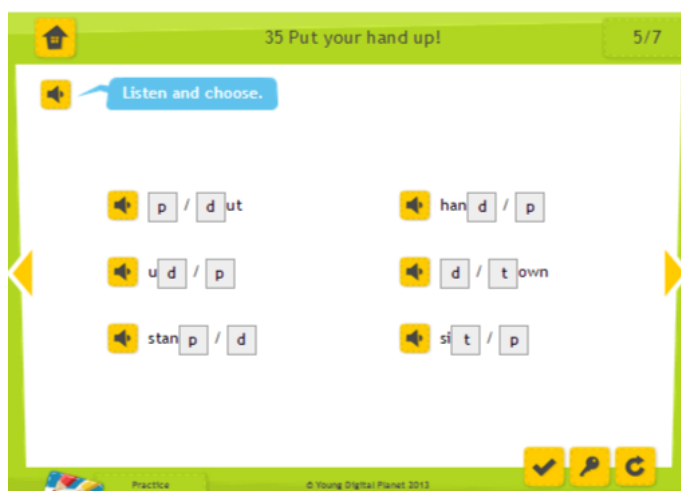
Audio5:

stand

Audio6:

sit

Key: 1 p 2 d 3 d 4 d 5 d 6 t



Note: On this screendrill the letters and words chorally and individually.

Screen 6

Verse1:

Put your hand up

Put your hand down

Up, down, up, down

1, 2, 3

Now again!

Verse2:

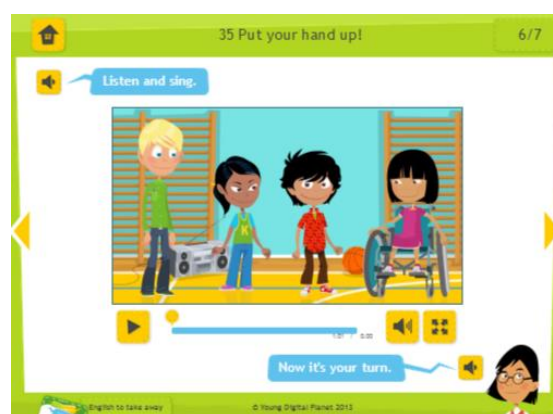
Stand up

Sit down

Up, down, up, down

1, 2, 3

Now again!

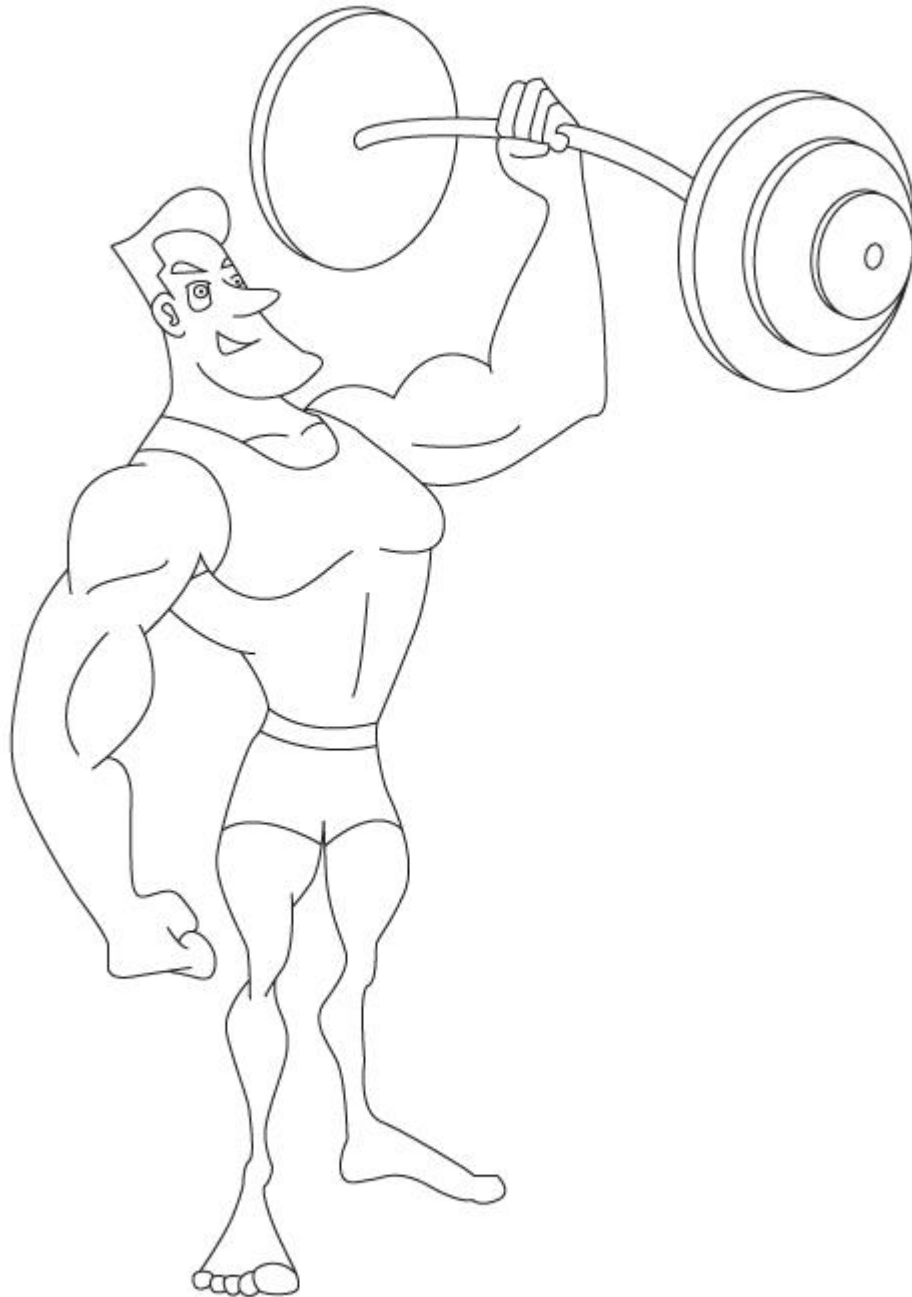


Now it's your turn.

1. Ask your students to work in pairs.
2. Ask your students to make their own version of the song using the words they have learned.

Note: Practise song with whole class doing the actions together.

Handout



Friends 3 Lesson 12		<i>Robot, open the door!</i>		Skills	
Aims	Developing listening skills (listening for detail)	Contents	Vocabulary <i>Open/Close the door</i> <i>Listen</i> <i>Look</i> <i>Say 'Hello!'</i> <i>Sit down</i> <i>Put your hand up/down</i> <i>Can I stand up?</i>	Checklist	1 Master Handout (individual work)
Language Analysis					
Pronunciation: Remember about the use of the diphthong əu in the words: <i>close</i>, <i>open</i>. *** <i>open</i> /'əupən/ <i>close</i> /'kləʊs/ <i>listen</i> /'lɪsn/ <i>look</i> /'lʊk/					

Procedure

Warm-up Off the screens – handouts

8. Stand in front of your students and present the following phrases and at the same time show them to your students: *listen* (put your hand to your ear), *look* (put your hand to your forehead), *open the door* (come up to the door and open it), *close the door* (come up to the door and close it).
9. Ask your students to follow your instructions and drill the pronunciation of the new language chorally and individually.
10. Swap the roles with one of your students. Ask him/her come to the middle to the classroom and present the moves. The other students should to say what he/she is doing.

Screen 2

Lucy: Robot, close the door!

Lucy: Robot, close the door now.

Lucy: Robot, look at me...now listen...Say 'Hello!'

Scene3:

Lucy: Robot, put your hand up.

Lucy: Now put your hand down.

Scene4:

Lucy: Sit down, Robot.

Robot: Can I stand up?

Lucy: Yes, of course.

Robot: Now can I listen to my music?!



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 more than once.

Screen 3



Audio1:
Open your book!



Audio2:
Close your book!

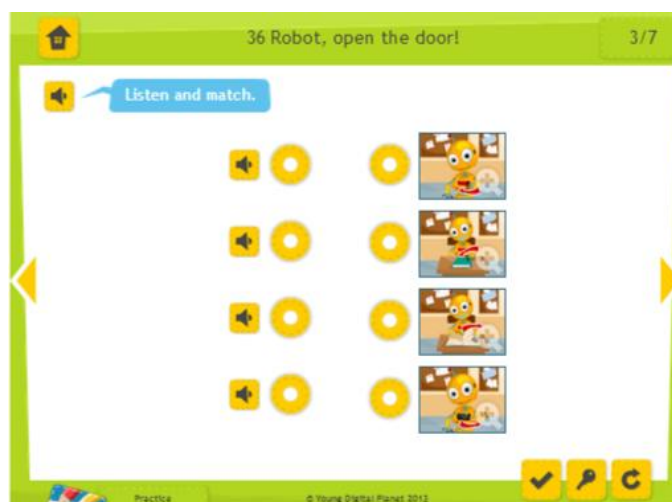


Audio3:
Open the door!



Audio4:
Close the door!

Key: see pictures above (random order)



Note: Make your students repeat the instructions a number of times until they feel confident.

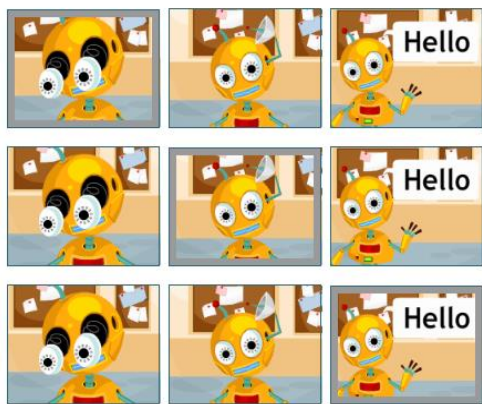
Screen 4

Audio1:
Robot, look at me!

Audio2:
Robot, listen!

Audio3:
Say hello, Robot!

Key: see pictures below



Screen 5



Audio1:

Stand up!



Audio2:

Sit down, please, Robot.



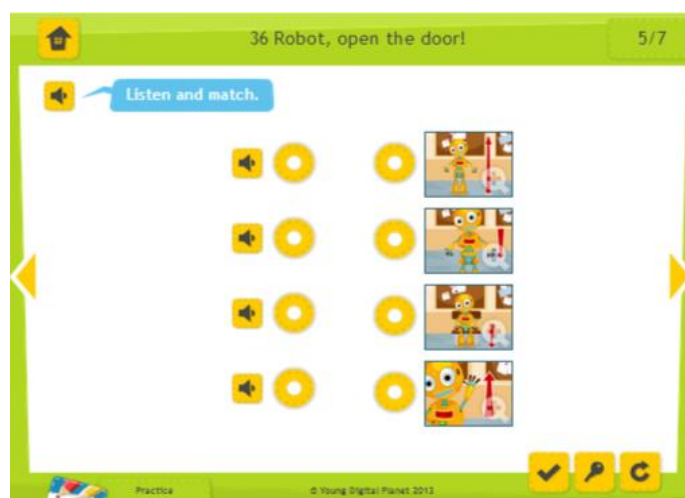
Audio3:

Robot, put your hand up.



Audio4:

Put your hand down.



Screen 6

Audio:

Open the door

Close the door

Listen

Look

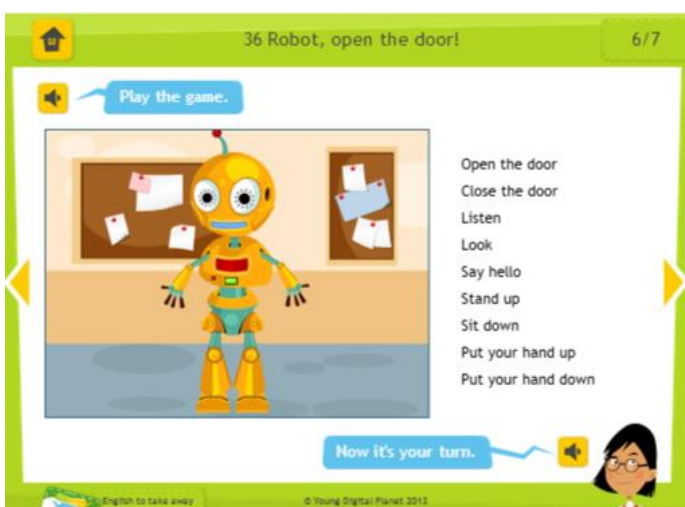
Say hello

Stand up

Sit down

Put your hand up

Put your hand down



Now it's your turn.

This is a free practice stage. The aim is personalization. Tell Ss to work in pairs and practise imperative sentences

1. Play a robot game with your Ss.
2. Tell your Ss that they are all robots and give instructions – they should do the

actions as robots.

3. Put Ss in pairs or groups and get them to play the game, where one person gives instructions (like Lucy), and the others are robots.

Additional exercise – Handout 1

Handout



1.....



2.....



3.....



4.....

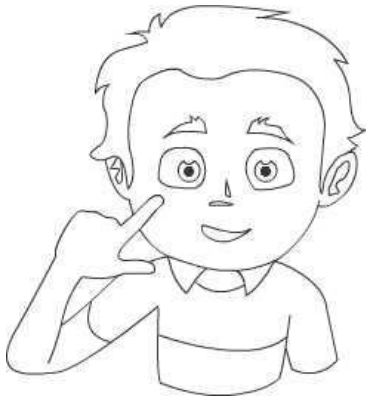


5.....

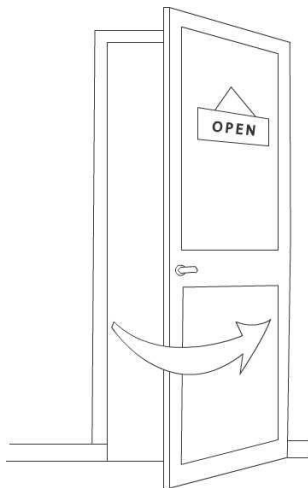
1. Ask your students to write down the description for each picture using the newly learnt phrases in the imperative form.
2. Nominate a student to read out his/her answers out loud.
3. Check the answers with the rest of the group.

1 look at me **2** open the door **3** say hello **4** listen **5** close the window

Handout



1.....



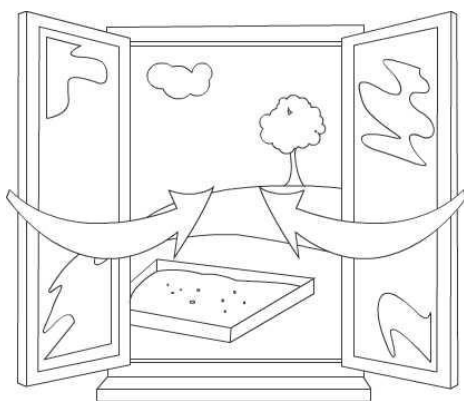
2.....



3.....



4.....



5.....