

Friends 3 Lesson 43		<i>Heads, shoulder, knees and toes!</i>		Vocabulary	
Aims	Identifying parts of the body Asking where body parts are	Contents	Grammar <i>Where's your head?</i> <i>Where are your toes?</i>	Checklist	Two master handouts, one for each student (body parts)
	Vocabulary Body parts <i>(head, shoulder, arm, knee, foot/feet, leg, toes)</i> <i>Here!</i>				
Language Analysis					
<i>arm</i> (BrE) / <i>ɑ:m</i> / (AmE) / <i>ɑ:rm</i> / <i>foot</i> (singular) / <i>fʊt</i> /, <i>feet</i> / <i>fi:t</i> / (irregular plural) <i>head</i> / <i>hed</i> / <i>knee</i> / <i>ni:</i> /, please be careful the letter k is silent <i>leg</i> / <i>leg</i> / <i>shoulder</i> (BrE) / <i>ʃəuldə</i> / (AmE) / <i>ʃəulder</i> / <i>toe</i> (singular) / <i>təʊ</i> /, <i>toes</i> (plural) / <i>təʊz</i> /					

Procedure

Warm-up Off the screens

1. Revise the dialogue: *Where is... Here!*
2. Ask students the following questions, and make sure they point to the right objects and parts of the body. Do it as a class.

Where's your pencil case?

Where's your pen?

Where's your nose?

Where's your bag?

Where's your ruler?

Where's your pencil?

Where's your ear?

Where's your mouth?

Screen 2

Mrs Black: *Shhh!! Please be quiet, children. Thank you. Head, shoulder, arm, leg, knee, foot, feet!, toes. It's your turn now! Lucy, where's your head?*

Lucy: *Here!*

Mrs Black: *And your shoulder?*

Lucy: *Here!*

Mrs Black: *Good! Alex, where's your back?*

Alex: *Here!*

Mrs Black: *And your arm?*

Alex: *Here!*

Mrs Black: *Yes! Anna, where's your hand?*

Anna: *Here!*

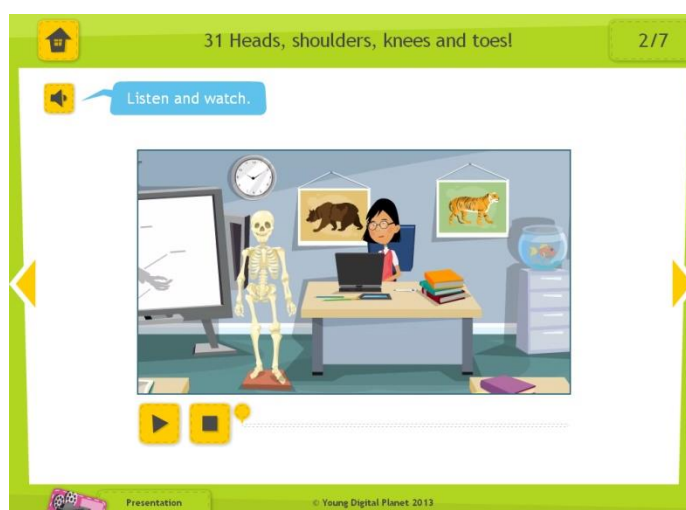
Mrs Black: *And your leg?*

Anna: *Here!*

Mrs Black: *Well done! Sam, where's your knee?*

Sam: *Here!*

Mrs Black: *And your foot? Good! Kim,*



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

1. Ask students to listen and watch, do it for a few times and ask students to join in.
2. After watching a few times, students

where are your feet?

Kim: Here!

Mrs Black: And your toes?

Well done, children!

watch again and act out the story: one student can play the teacher's role and the rest of the class answer the questions.

3. Ask students to stand up, ask the following questions, students and you point to the given part of the body:

Where's your head? (Students and you point to your heads and everybody says *Here!*).

Where's your leg?

Where are your feet?

Where's your hand?

Where's your shoulder?

Where are your toes?

Where's your back?

Where's your knee?

Screen 3

Audio:

head

arm

shoulder

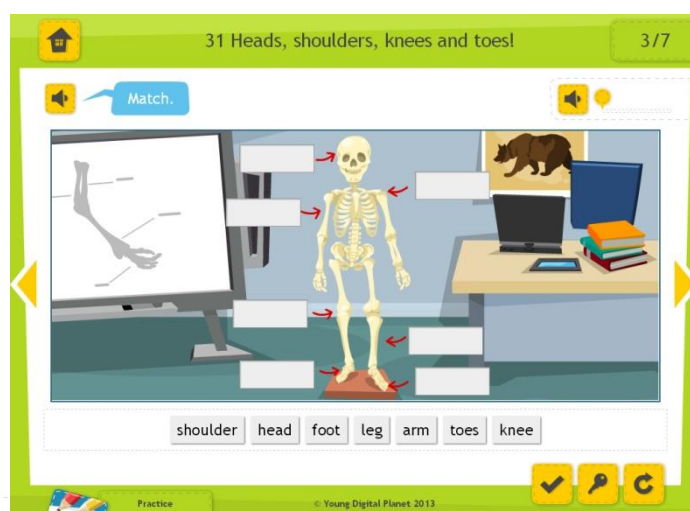
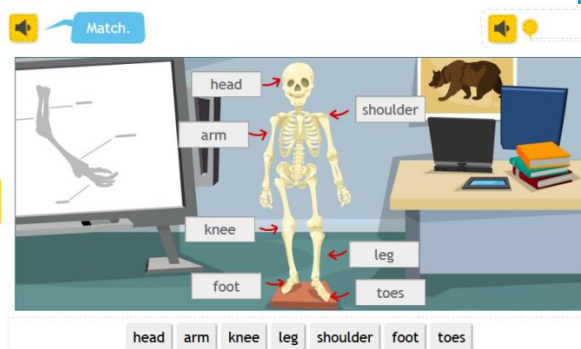
knee

leg

foot

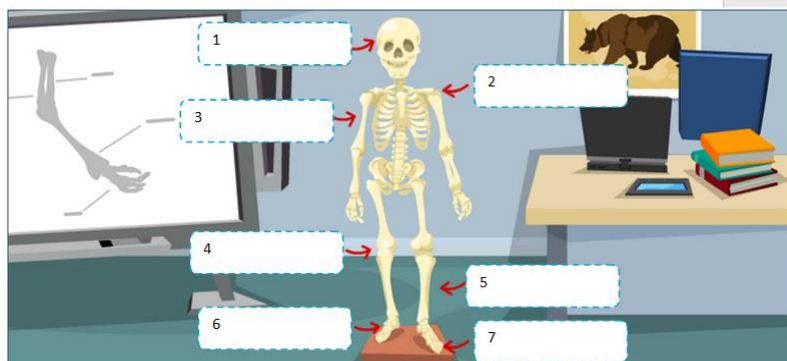
toes

Key: 1 head 2 arm 3 shoulder 4 knee
5 leg 6 foot 7 toes



Additional activity: Handout 1 – one for each of the students.

Handout 1



head arm knee leg shoulder foot toes

Ask students to put the names of the parts of the body.

Key: 1 head 2 shoulder 3 arm 4 knee 5 leg 6 foot 7 toes

In weaker groups use the set of words from the bottom of the handout, in stronger groups, cut this part out.

Ask students to put the handout in their notebooks.

Screen 4

Audio:

head

arm

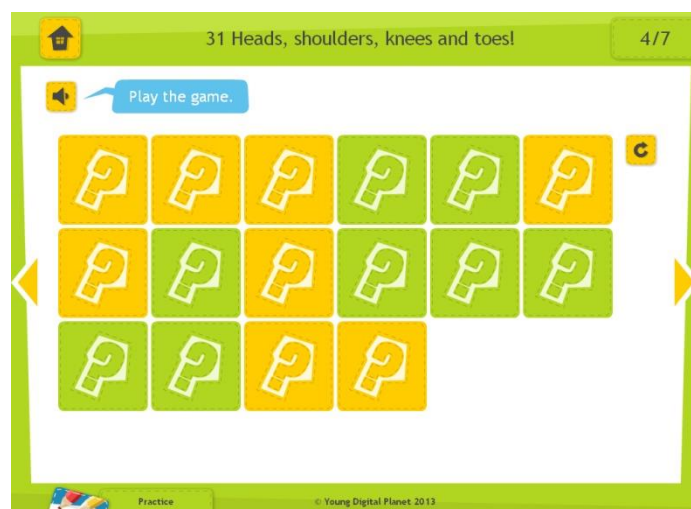
shoulder

knee

leg

foot

toes



1. Ask student to work individually OR in pairs.
2. Students need to find two cards that match, when they do, a pair disappears. If they do not match, they are turn back over. Students need to remember what was on each card and where it was. If they work in pairs, watch and remember during the other player's turn.
3. The game is over when all the cards have been matched.
4. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Note: You can take the opportunity to teach the 'Head, shoulders, knees and toes' song. The song will be in Screen 5 .

Screen 5



Audio 1: *Where's your shoulder?*



Audio 2: *Where's your arm?*

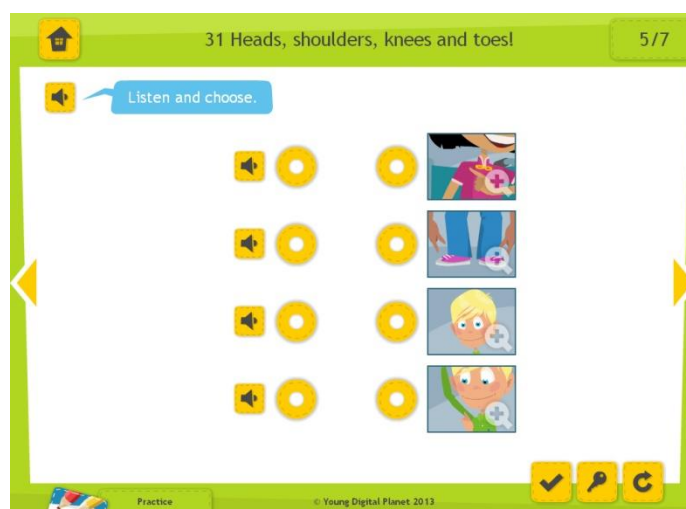


Audio 3: *Where's your head?*



Audio 4: *Where are your feet?*

Key: see pictures above (random order)



Note: After doing the task, students click on the audio buttons again and answer the questions by pointing to the correct part of their body and say: *Here!*.

Screen 6

Head, shoulders, knees and toes

knees and toes

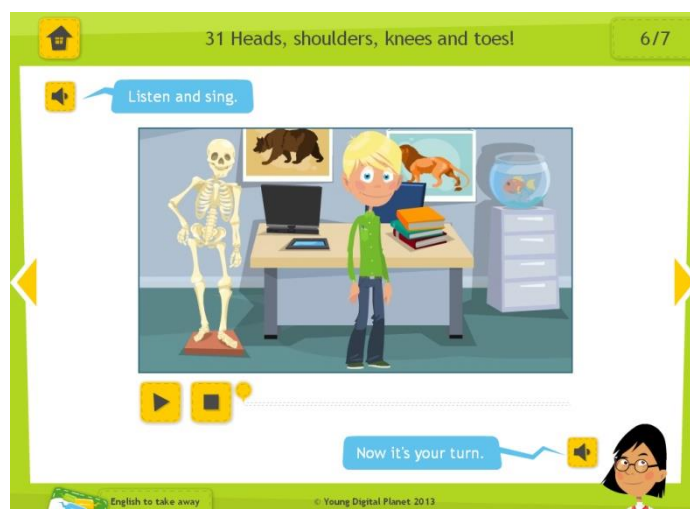
Head ,shoulders, knees and toes

knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes.

x2



Listen and ask students to join in.

Listen again and sing the whole song individually, in groups or as a class.

Additional activity: Handout 2

Handout 2

Head, shoulders and toes

knees and

shoulders, knees and toes

knees and

And eyes and ears and and nose

Head knees and toes.

Ask student to complete the text of the song and put it in their notebooks.

Key:

Head, shoulders, knees and toes

knees and toes

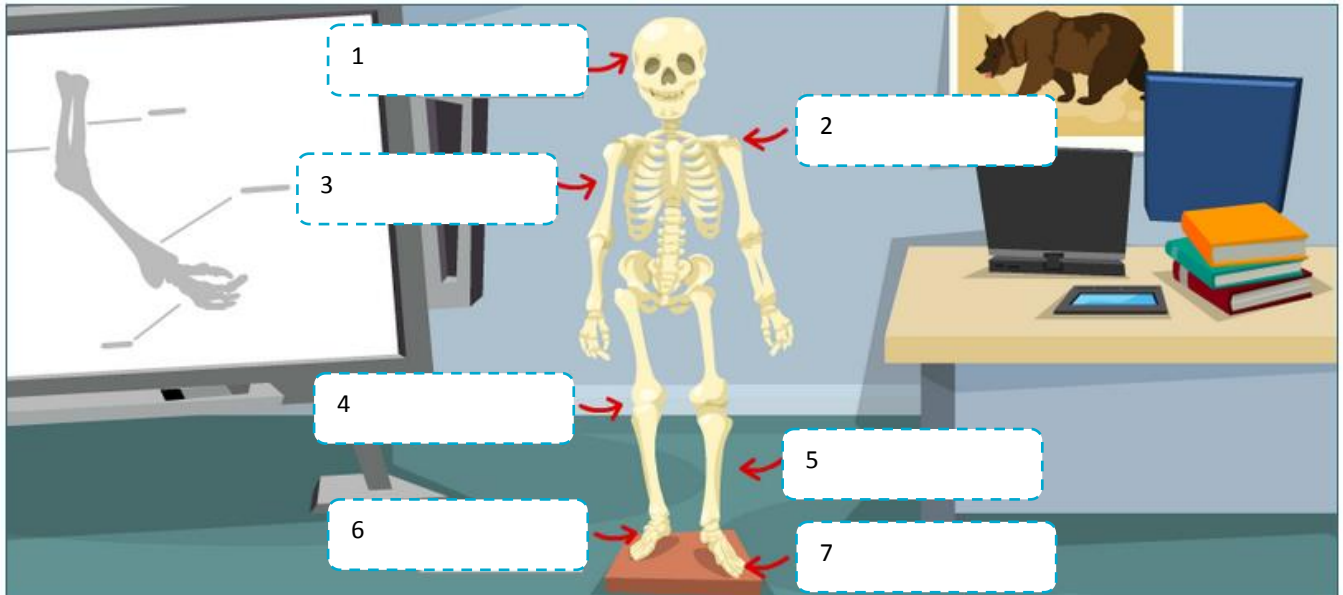
Head ,shoulders, knees and toes

knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes.

Handout 1



head

arm

knee

leg

shoulder

foot

toes

Handout 2

Head, shoulders and toes

knees and

shoulders, knees and toes

knees and

And eyes and ears and and nose

Head knees and toes.

Friends 3 Lesson 44		Touch your toes!		Grammar & Functions	
Aims	Following instructions	Contents	Grammar Revision imperatives	Checklist	Two master handouts for individual work (parts of the body)
	Vocabulary the human body (<i>head, shoulder, arm, hand, , knee, foot/feet, leg, toes</i>) <i>Touch your (toes)!</i> <i>Good! Well done!</i>				
Language Analysis					
arm (BrE) /ɑ:m/ (AmE) /ɑ:rm/ foot (<i>singular</i>) /fʊt/, feet /fi:t/ (<i>irregular plural</i>) head /hed/ knee /ni:/, please be careful the letter k is silent leg /leg/ ouch – /aʊtʃ/ is used to express pain shoulder (BrE) /ʼʃəʊldə/ (AmE) /ʼʃəʊldər/ toe (<i>singular</i>) /təʊ/, toes (<i>plural</i>) /təʊz/ touch – /tʌtʃ/					

Procedure

Warm-up Off the screens

3. Revise parts of the body needed for this lesson
4. Give out Handout 1.

Handout 1

1 foot	a 
2 leg	b 
3 head	c 
4 shoulder	d 
5 arm	e 
6 knee	f 

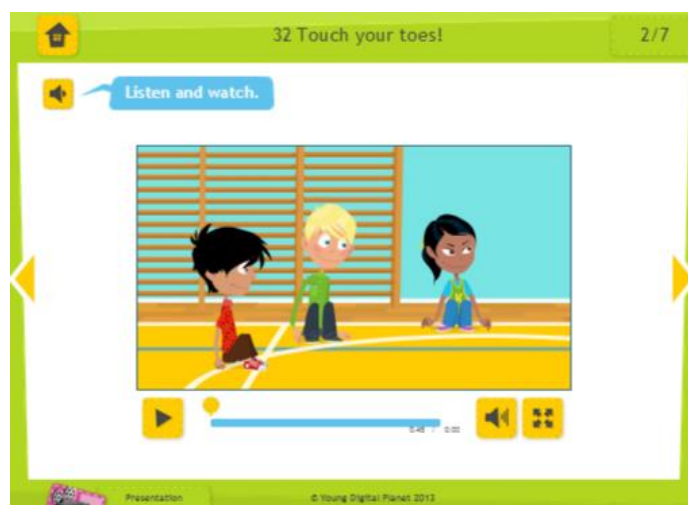
5. Ask students to match the pictures with the words.

Key: 1 d 2 a 3 c 4 b 5 e 6 f

Screen 2

Mrs Black: *Stand up, children.
Touch your head! Good!
Touch your arm! Put your hand up!
Good!
Touch your feet! Touch your shoulder!
Close your eyes!
Well done, everyone!
Open your eyes! Touch your toes!
And ... Sit down!*

Sam: *Ouch! My head!*



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

Ask students to listen and watch.

After watching a few times, students can act out the story: one student can play the teacher's role and the rest of the class follow the instructions.

Note: You may want to focus on the phrase *ouch* to express pain. Try to mime it.

Screen 3

Audio 1:

Touch your toes!

Audio 2:

Touch your head!

Audio 3:

Touch your arm!

Key: 1 toes 2 head 3 arm



Note: Give Ss instructions with **touch**. *Simon says ...* is also a suitable game for this. Confident children can take turns giving instructions.

Screen 4

Touch your arm.
Touch your shoulder.
Touch your knees.
Touch your feet.

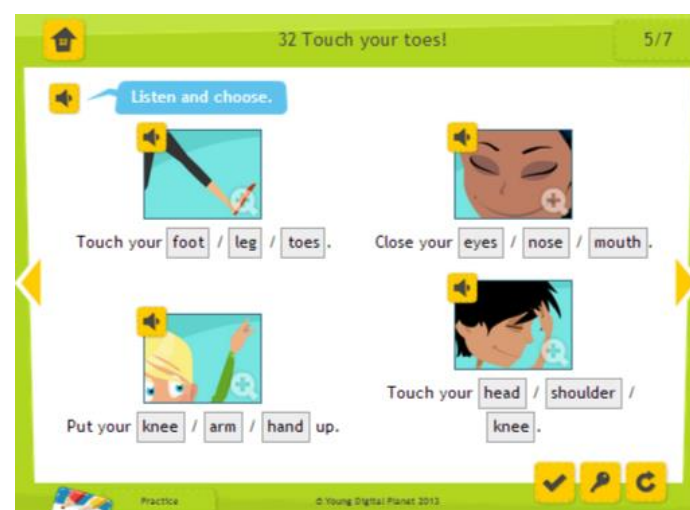
Key: 1 arm 2 shoulder 3 knee 4 feet



Screen 5

Audio 1:
Touch your leg!
Audio 2:
Close your eyes!
Audio 3:
Put your hand up!
Audio 4:
Touch your head!

Key: 1 leg 2 eyes 3 hand 4 head



Note: Say the other options (close your nose; close your mouth, put your arm up, etc.) for the children to do.

Additional activity: Handout 2.

Ask students to complete the missing words.

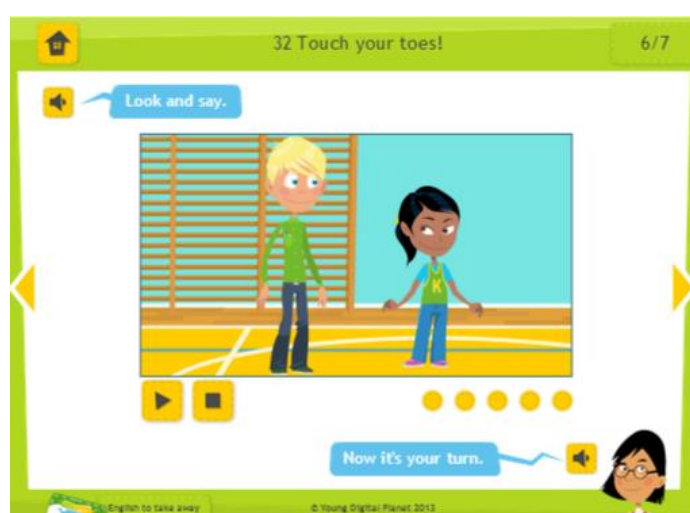
Handout 2



Key: 1 shoulder 2 arm 3 knee 4 feet

Screen

*Stand up!
Touch your head!
Put your hand up!
Touch your toes!
Touch your shoulder!
Sit down!*



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

1. Look at the picture and listen.

	2. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. One of the students gives instructions, the other does the actions, then they change.
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Handout 1

1 foot

2 leg

3 head

4 shoulder

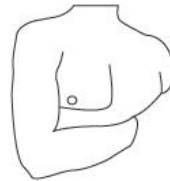
5 arm

6 knee

a



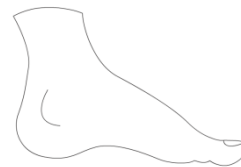
b



c



d



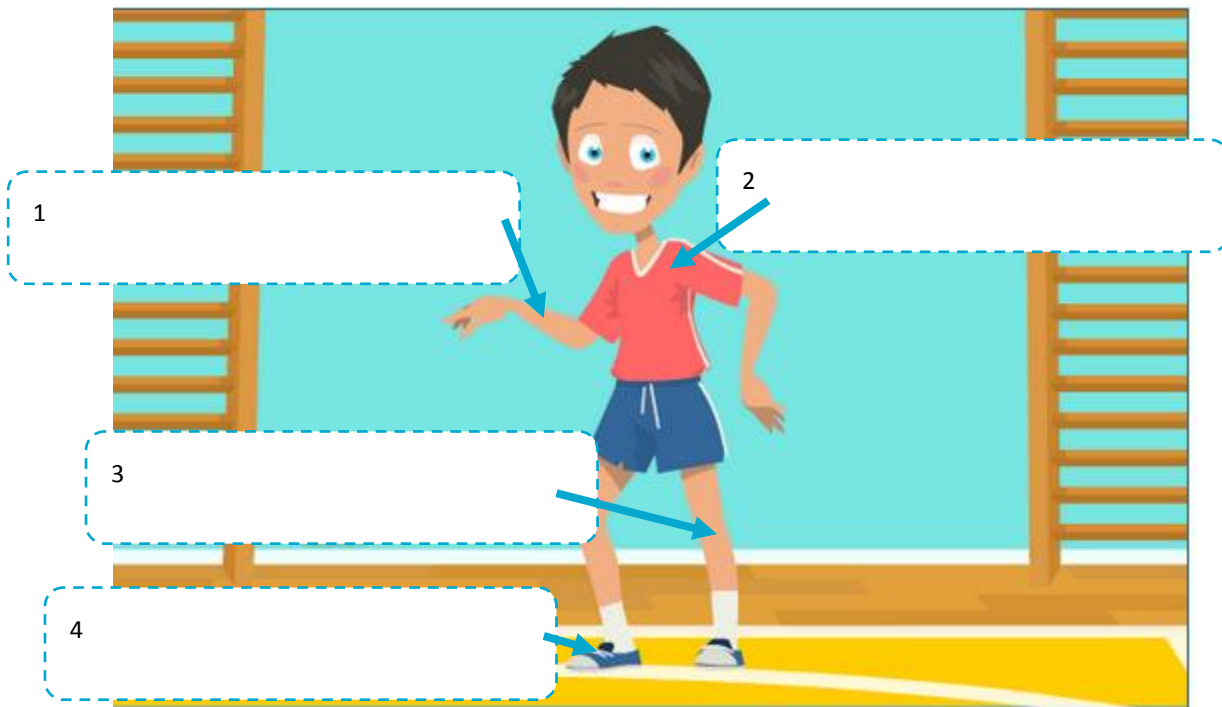
e



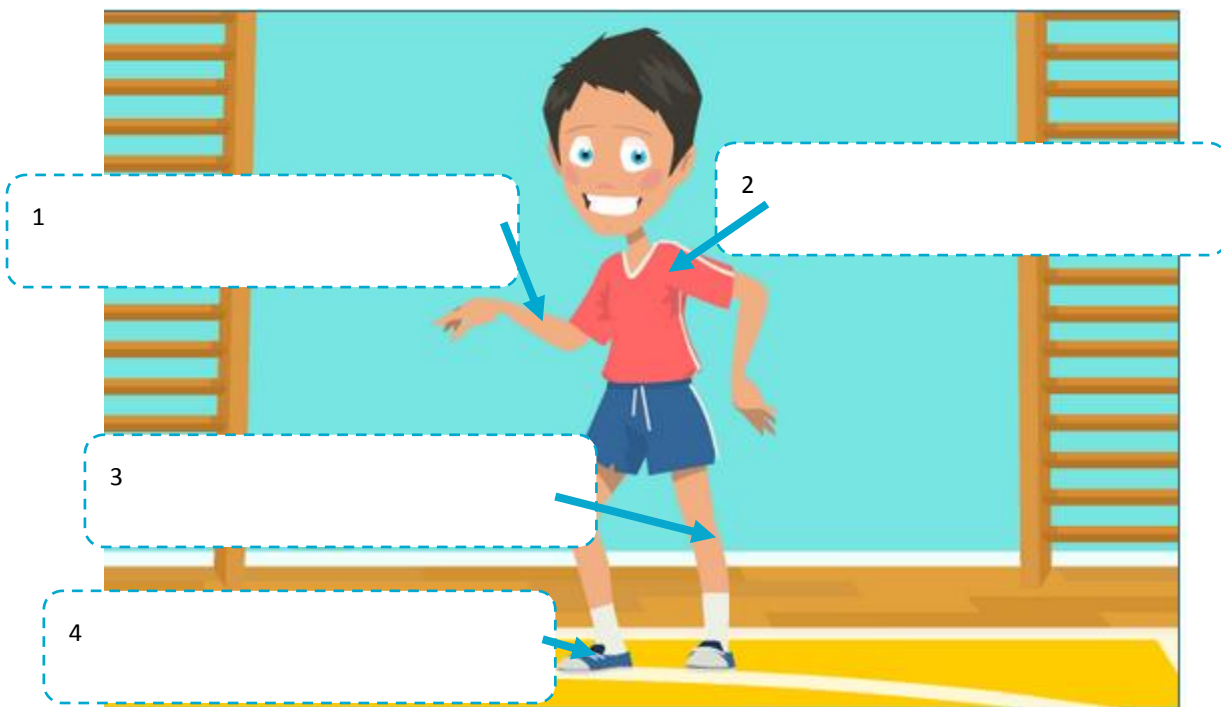
f



Handout 2



Handout 2



Friends 3 Lesson 45		Yes, I can!		Grammar & Functions	
Aims	Following instructions Revising <i>can</i> for ability Asking and answering questions with <i>can</i>	Contents	Grammar Revision: <i>can</i> <i>Can you...? Yes, I can. No, I can't.</i> Vocabulary Body parts: revision	Checklist	1 master handout for each student (body parts) Visual aids to be used by the T
Language Analysis					
<i>Can</i> – used to talk about abilities and is followed by an infinitive (without to) <i>Can you...?</i> <i>Yes, I can.</i> <i>No, I can't.</i> <i>Can't</i> /kɑ:nt/, in American English: /kənt/ <i>Can</i> /kæn/ and its weak form (when it is pronounced fast): /kən/					

Procedure

Warm-up Off the screens

6. Revise vocabulary from the previous lesson: touching specific body parts.
7. Give out Handout 1.

Handout

a 

b 

c 

d 

e 

f 

1 Touch your foot

2 Touch your leg

3 Touch your head

4 Touch your shoulder

5 Touch your arm

6 Touch your knee

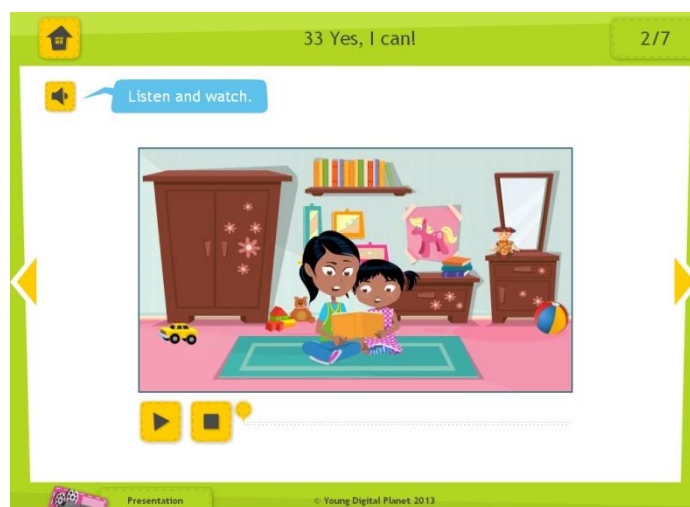
8. Ask students to draw lines to match the phrases (*Touch your...* (part of the body)) and the pictures.

Key: 1 d 2 f 3 a 4 c 5 e 6 b

Use Visuals to drill vocabulary.

Screen 2

Kim: Can you touch your head, Jill?
Jill: Yes, I can!
Kim: Good!
Jill: Can you touch your back?
Kim: Yes, I can! Look! Close your eyes! Now, can you touch your nose?
Jill: Yes, I can. Can you touch your nose?
Kim: Yes, I can! Can you touch your leg?
Jill: Yes, I can!
Kim: Well done!
Jill: Can you touch your toes?
Kim: No, I can't. Can you touch your toes?
Jill: Look! Yes, I can!
Kim: Wow! Well done, Jill!



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

After watching and acting out the story, ask the students more *Can you touch your ...?* questions. To make it fun, add with your ... to the question, e.g. *Can you touch your shoulder with your nose?*

Screen 3

Audio 1: Can you touch your shoulders?
Audio 2: Can you touch your nose?
Audio 3: Can you touch your knees?
Audio 4: Can you touch your back?
Audio 5: Can you touch your toes?

Key: 1 Yes, I can. 2 No, I can't.
 3 Yes, I can. 4 Yes, I can. 5 No, I can't.



Teacher's tip: After doing the task, in pairs children ask and answer the questions doing the actions as they answer.

Screen 4



Audio 1:

Woman: Can you touch your nose?

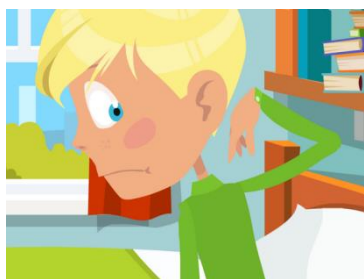
Boy: No, I can't.



Audio 2:

Woman: Can you touch your feet?

Boy: Yes, I can.



Audio 3:

Woman: Can you touch your back?

Boy: No, I can't.

Key: see pictures above (random order)

(other pictures not needed)



After the activity is done, enlarge the pictures and ask students to act out the dialogues: 1, 3 and 5.



In stronger groups open pictures 2, 4, 6 and ask students to practise.

Screen 5

Audio 1:

Man: Can you touch your shoulders?

Woman: Yes, I can!

Audio 2:

Woman: Can you touch your leg?

Man: No, I can't!

Audio 3:

Man: Can you touch your back?

Teenage girl: No, I can't!

Audio 4:

Woman: Can you touch your toes?

Teenage boy: Yes, I can!

Key: 1 shoulder, Yes 2 leg, No 3 back, No 4 toes, Yes



Enlarge the pictures if necessary.

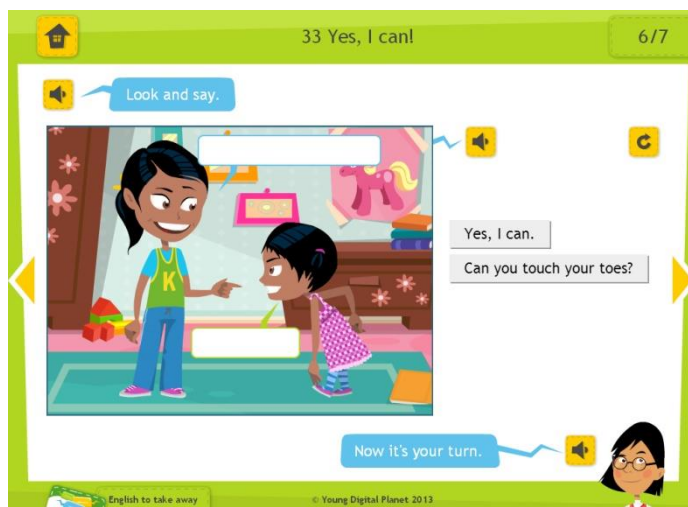
Also after the activity is done, enlarge two pictures and ask a pair of students to act the dialogue out.

Screen 6

Audio:

Can you touch your toes?

Yes, I can.



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

3. Look at the picture and listen, drag and drop the phrases to their correct place.
4. Repeat as many times as you want to.

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

One of the students gives instructions, the other does the actions, then they change.

Handout

a



b



1 Touch your foot

2 Touch your leg

3 Touch your head

4 Touch your shoulder

5 Touch your arm

6 Touch your knee

c



d



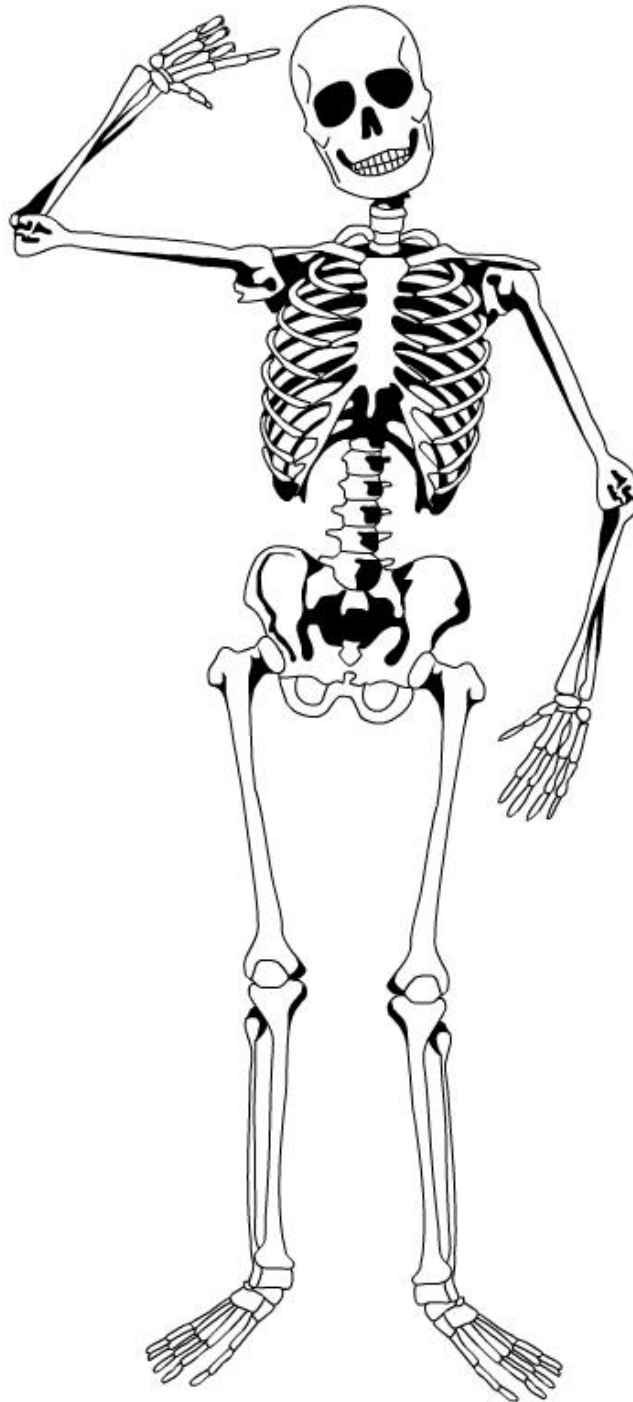
e

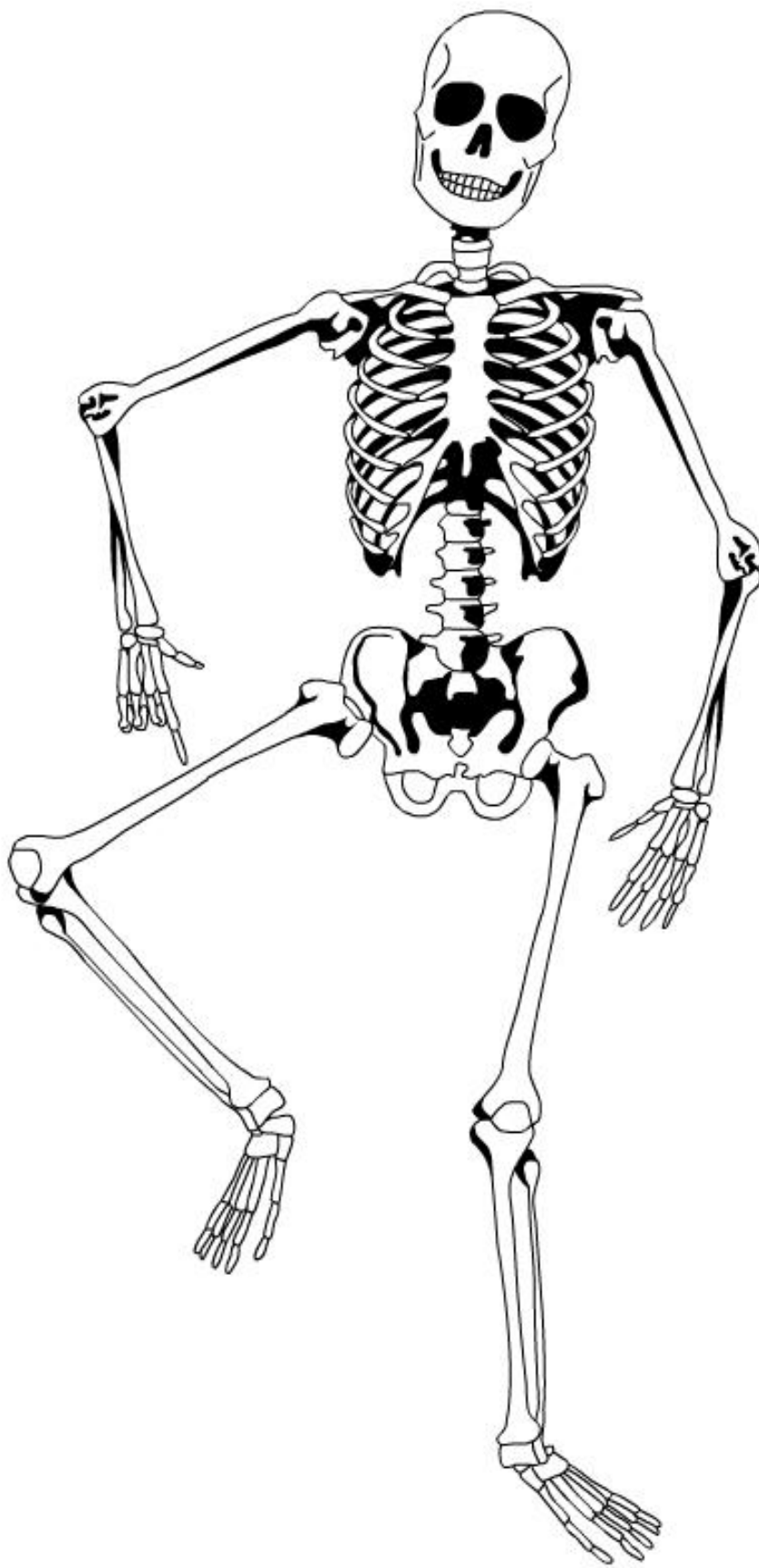


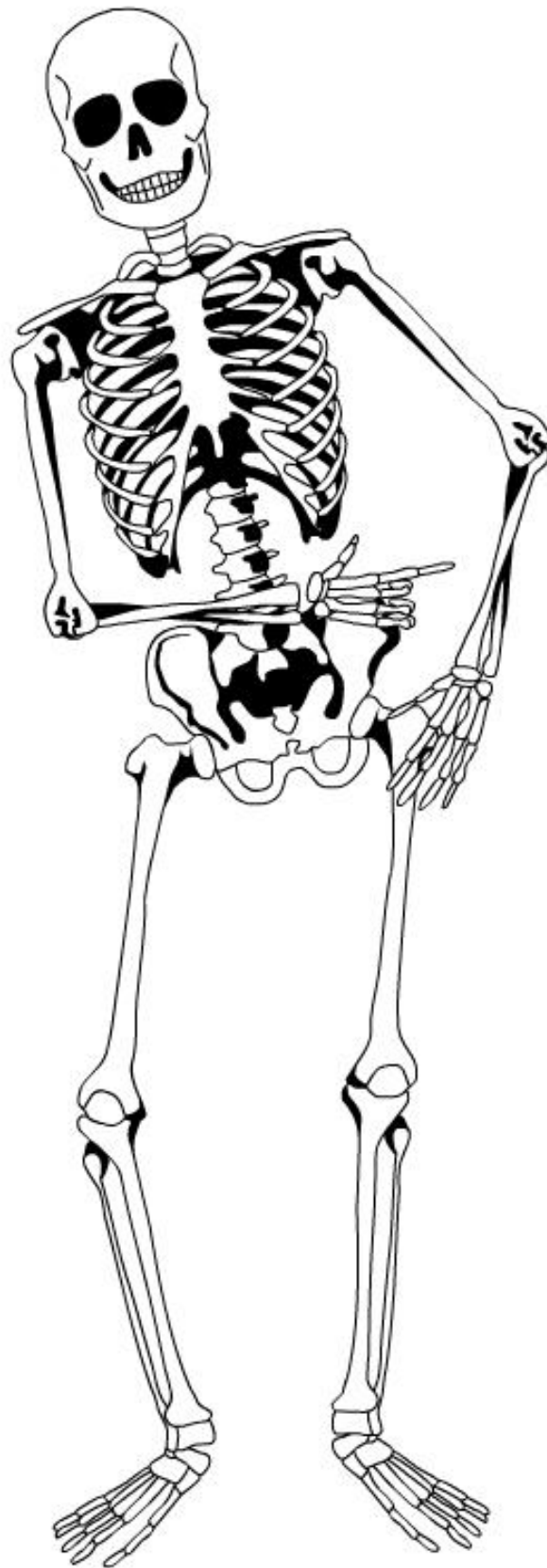
f

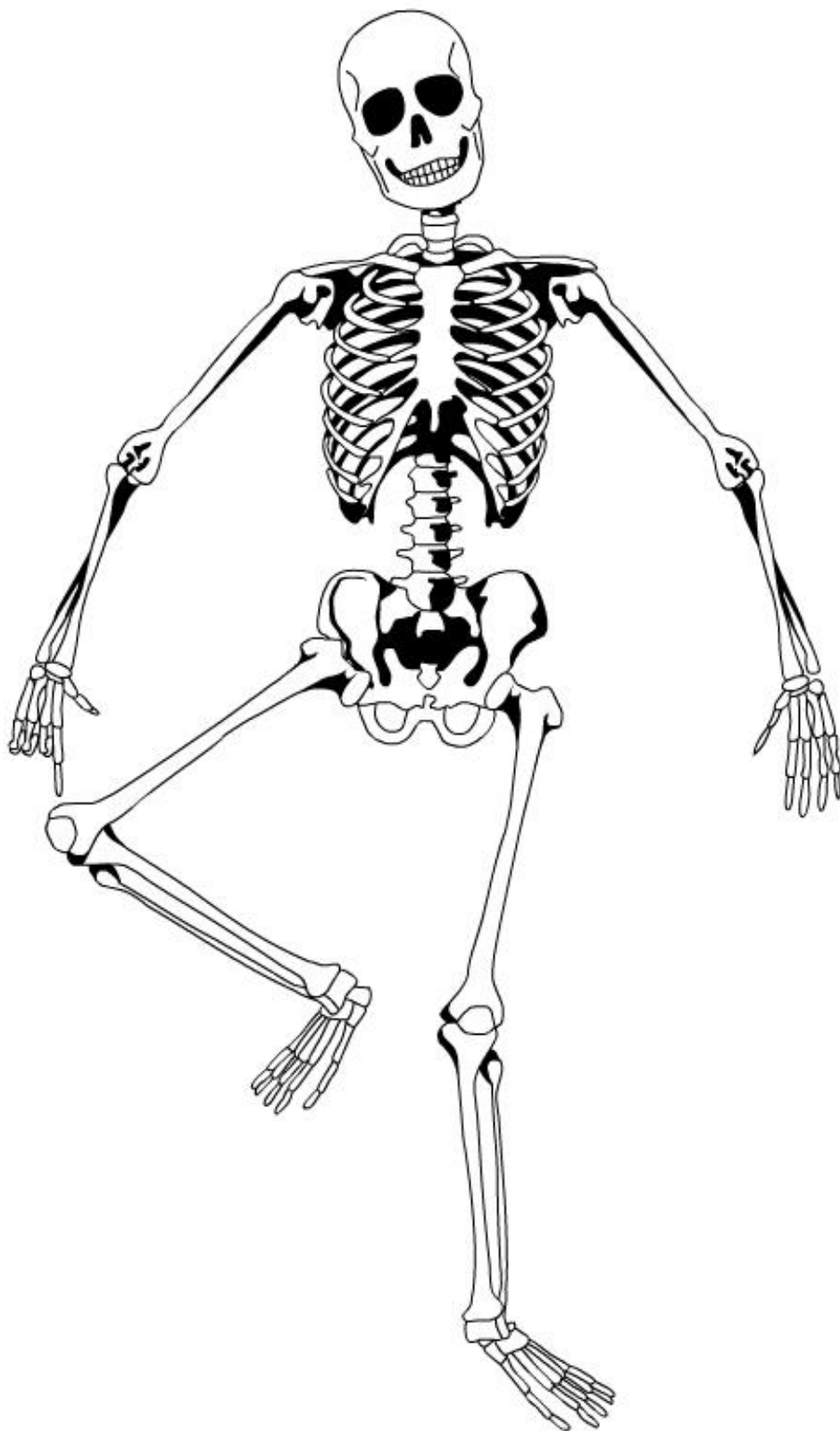


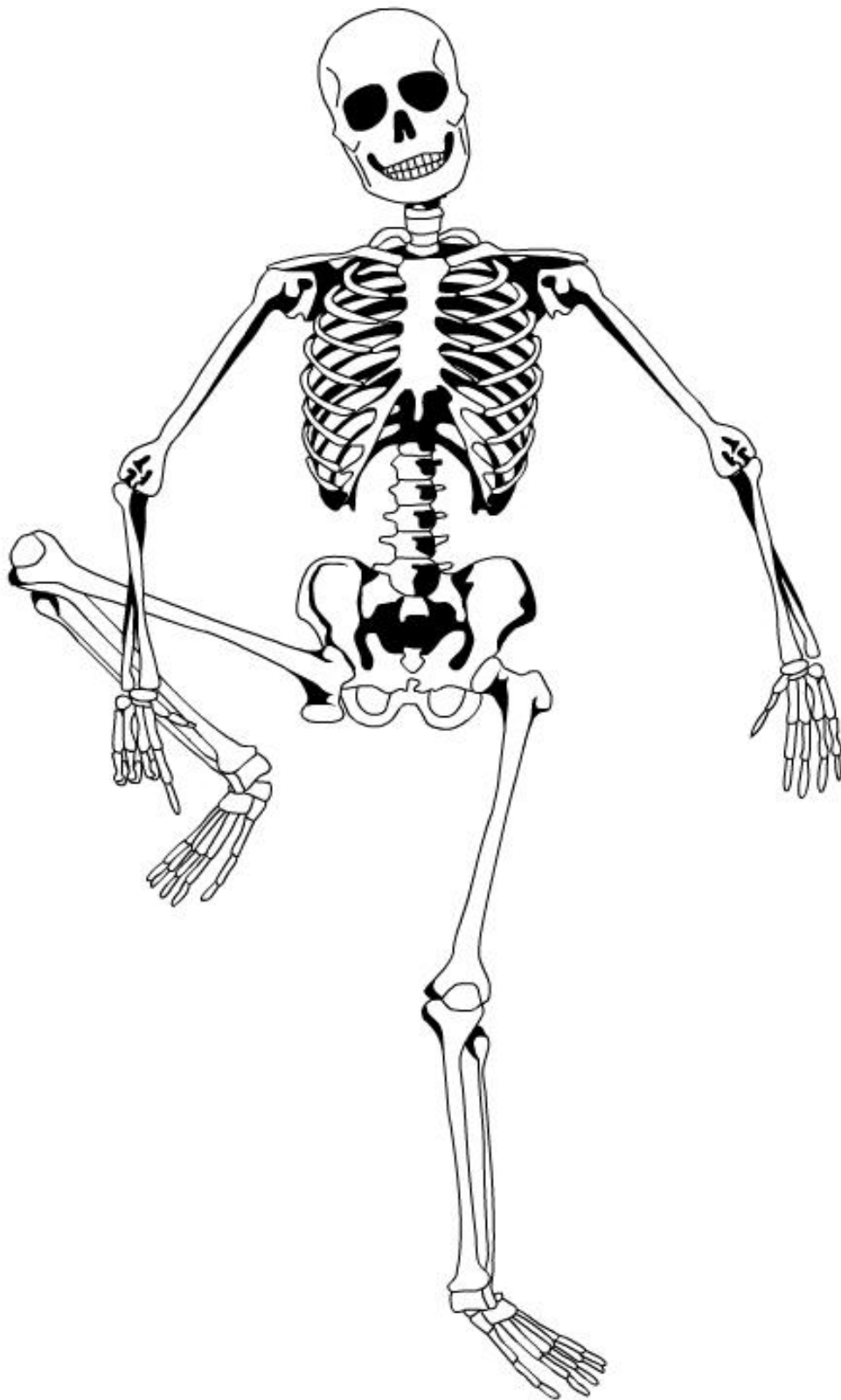
Visuals

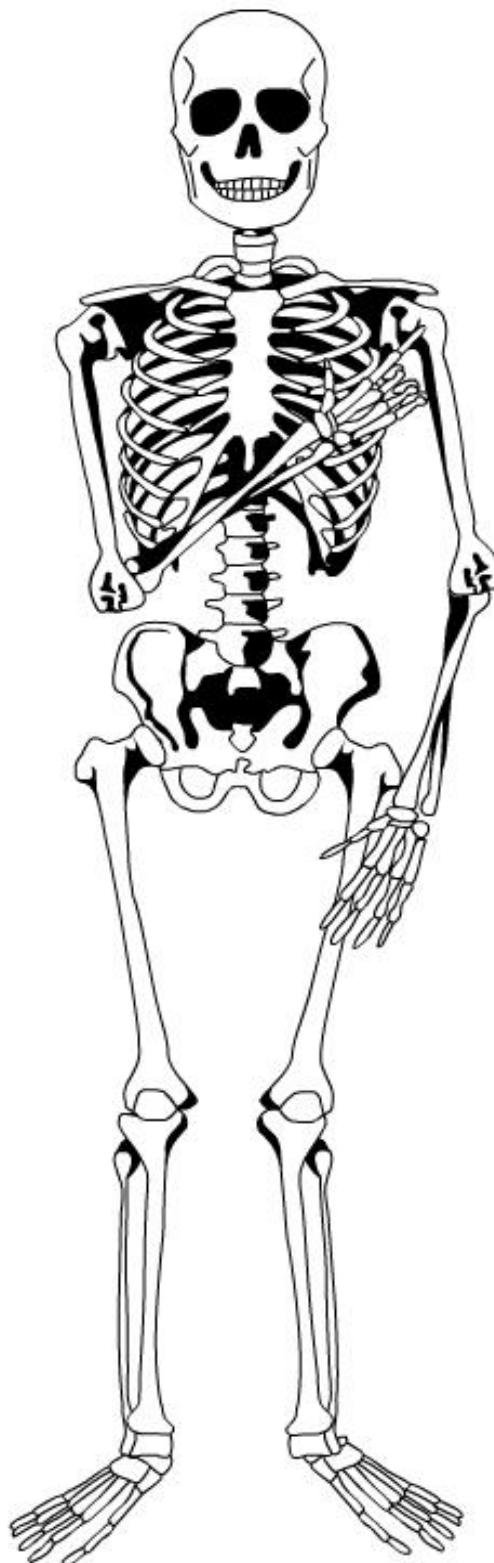












Friends 3 Lesson 46		Two big ears, two black eyes, two big feet...		Grammar & Functions	
Aims	Describing a face and body using <i>has got</i>	Contents	Grammar Word order: number + adjective + noun	Checklist	Two master handouts for individual work (parts of the body)
	Asking and answering questions with the 3rd person singular of <i>have got</i>		Vocabulary the human body (<i>head, shoulder, arm, hand, back, knee, foot/feet, leg, toes</i>) <i>What has your monster got? It's got two big feet and two black eyes.</i>		
Language Analysis					
<i>Has got</i> – third person singular for <i>have got</i> <i>He has got</i> – long form, <i>He's got</i> – short form <i>She has got</i> – long form, <i>She's got</i> – short form <i>It has got</i> – long form, <i>It's got</i> – short form					
We assume that monster is neither a woman nor a man – it.					
<i>ugly</i> $\Leftrightarrow$ <i>beautiful</i>					

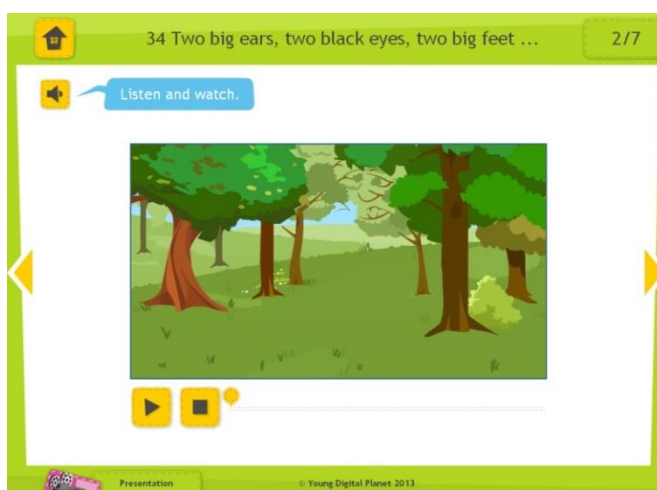
Procedure

Warm-up Off the screens

9. Elicit the word *monster*. Ask students: *Do you like monsters?*
10. Ask students to draw a monster.
11. Ask students to see what their classmates have drawn.
12. Elicit the words *ugly* and *beautiful*, mime, draw or use your thumbs to help Ss understand.
13. Students show their monsters to their classmates and say 'ugly' or 'beautiful'.

Screen 2

Tony: Look, there's a monster!
Sam: I can't see a monster .
Tony: Over there!
Sam: What's it got?
Tony: It's got a big head ... and an ugly face ... and two big ears ...
Sam: Oh no! Has it got a big mouth?
Tony: Yes! A really big red mouth and big yellow teeth!
Sam: Has it got red eyes?
Tony: No it's got two black eyes ...
Sam: And two big feet ... and it's running after us!
Tony: Oh no ... Quick! Let's go!

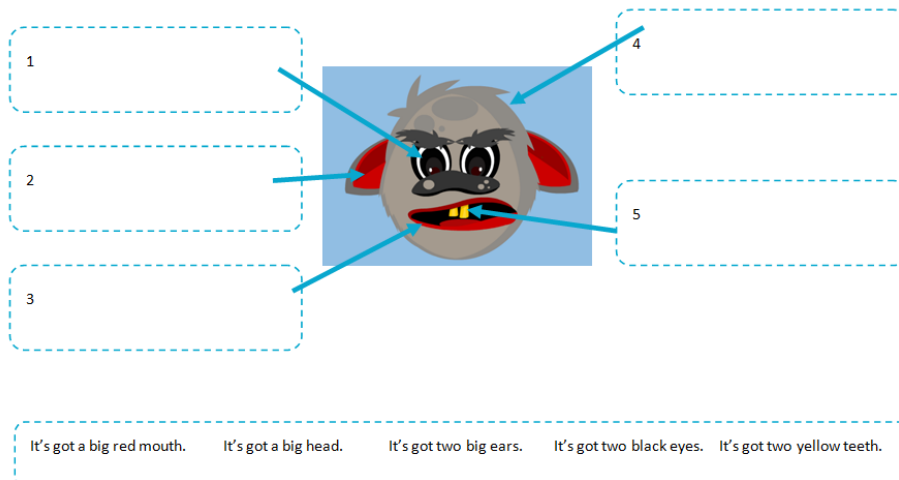


Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

1. Listen and watch to the animation.
2. When you watch it for the second time, stop the animation and ask students to continue the sentences e.g. *It's got a big ... (head) ... and two big ... (ears). It's got two black ... (eyes) etc.*

Additional activity: Handout 1

Handout 1



Give out Handout 1- one per each student.

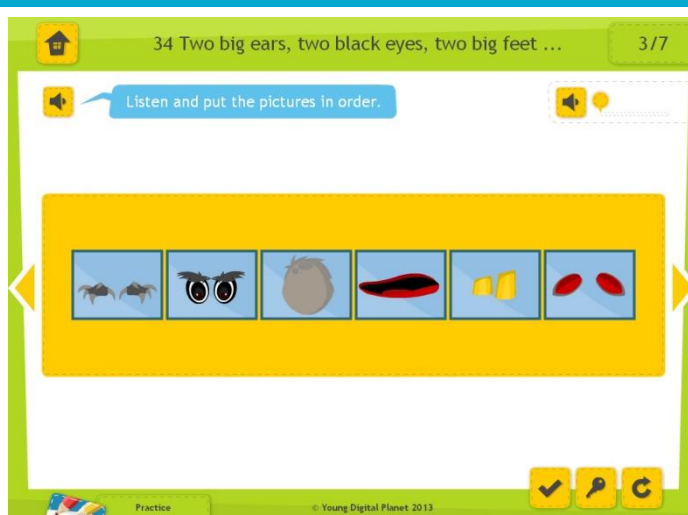
Ask students to write the missing descriptions, using the phrases from the bottom of the page.

Key: 1 It's got two black eyes. 2 It's got two big ears. 3 It's got a big red mouth. 4 It's got a big head. 5 It's got two yellow teeth.

Screen 3

Tony: Look, there's a monster!
Sam: I can't see a monster .
Tony: Over there!
Sam: What's it got?
Tony: It's got a big head ... and an ugly face ... and two big ears ...
Sam: Oh no! Has it got a big mouth?
Tony: Yes! A really big red mouth and big yellow teeth!
Sam: Has it got red eyes?
Tony: No it's got two black eyes ...
Sam: And two big feet ... and it's running after us!

Key:



Screen 4

Audio 1:

Woman: *What's your monster got?*

Man: *It's got big black eyes.*

Audio 2:

Man: *What's your monster got?*

Woman: *It's got two big ears.*

Audio 3:

Woman: *What's the monster got?*

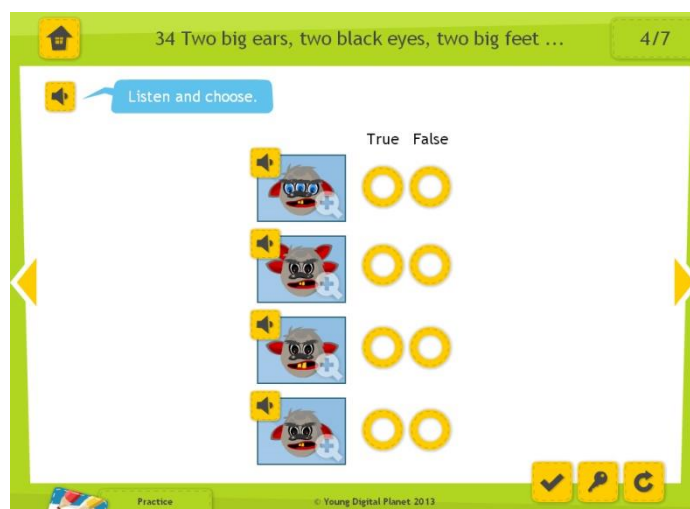
Man: *It's got ugly yellow teeth.*

Audio 4:

Man: *What's the monster got?*

Woman: *It's got an ugly face.*

Key: 1 False 2 False 3 True 4 True



Encourage students to enlarge the pictures in order to see all the details.

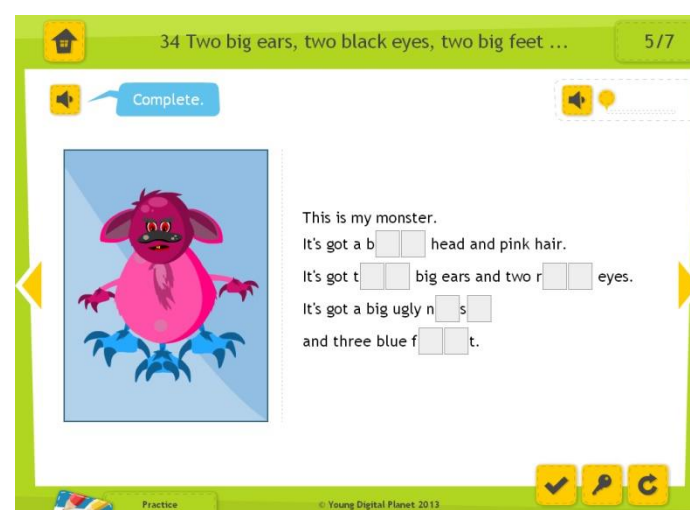
Additional activity: Enlarge some of the pictures, ask students to describe the monsters. They can first do it in pairs or do it as a class.

Screen 5

Audio:

This is my monster. It's got a big head and pink hair. It's got two big ears and two red eyes. It's got a big ugly nose and three blue feet.

Key: 1 big 2 two 3 red 4 nose 5 feet



Note: While doing the exercise ask students to spell the words they fill in.

Screen 6

Tony:

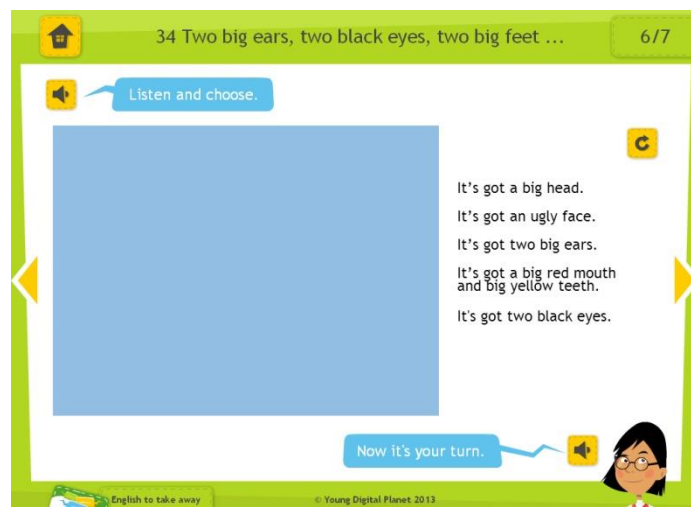
It's got a big head.

It's got an ugly face.

It's got two big ears.

It's got a big red mouth and big yellow teeth.

It's got two black eyes



Before doing the exercise ask students to read the sentences on the right. Alternatively, ask them to listen and repeat.

Ask students to click the following items so that the picture is revealed (they can do this from top to the bottom, but you can also do it again and ask students to click the items randomly).

Now it's your turn.

This is a free practice stage. The aim is personalization. Tell Ss to work with Handout 2.

Additional activity: Ask students to draw their own monsters and work in pairs to talk about them. Use Handout 2.

Handout 2

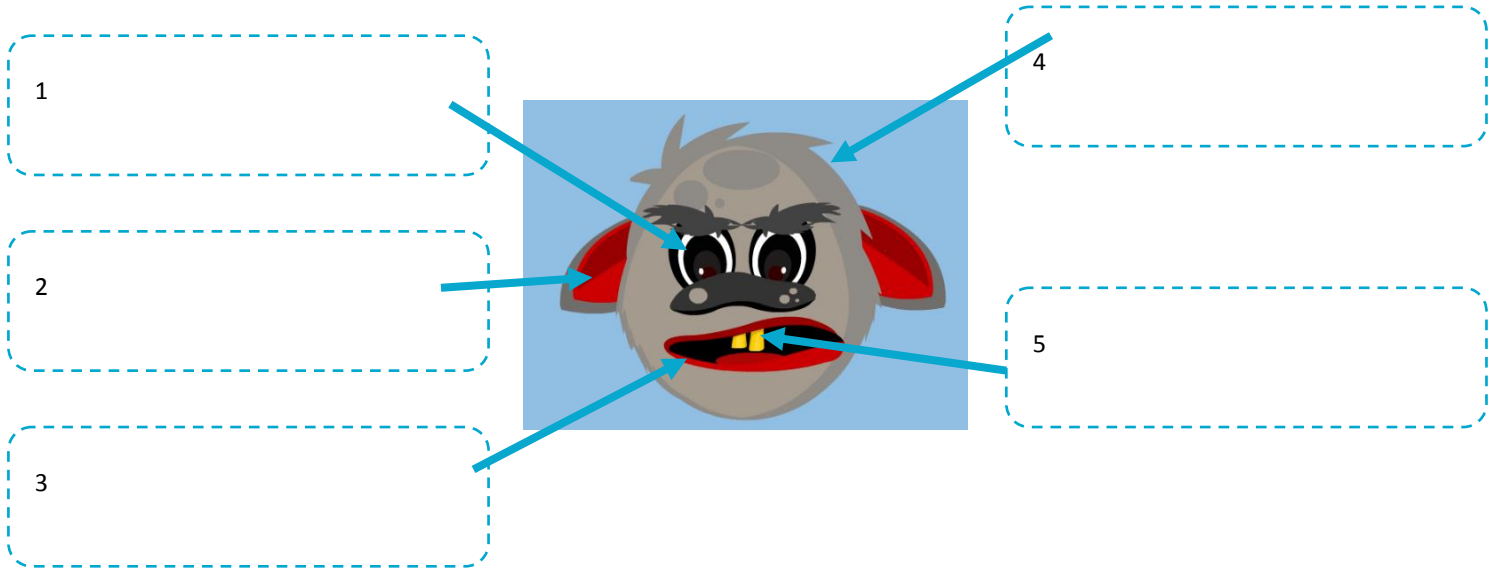
This is my monster.

Optionally – a picture dictation.

They draw a monster each in pairs without showing their partner.

Then they describe their monster for their partner to draw. They check what the other has drawn.

Handout 1



It's got a big red mouth. It's got a big head. It's got two big ears. It's got two black eyes. It's got two yellow teeth.

Handout 2

This is my monster.

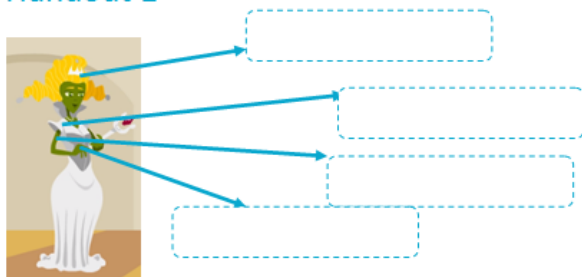
Friends 3 Lesson 47		Where are your feet?		Pronunciation	
Aims	Speaking skills Practising pronunciation	Contents	Pronunciation Sounds /t/ and /d/	Checklist	Two master handouts to cover vocabulary consolidation.
	Vocabulary Body parts Everyday English: Come here! Sit still! Let me look at you. Are you ticklish?				
Language Analysis					
ticklish – about somebody who is sensitive to tickling, touching in a way to make somebody laugh sit still – do not move here /hɪə(r)/ t vs d t is voiceless whereas d is voiced You may ask your students to pronounce the words hat and had to hear the difference or even play a game with them – say one of the words and ask them to guess which word you said. You may put them in pairs to do the same.					

Procedure

Warm-up Off the screens

14. Revise body parts.
15. Give out Handout 1, ask students to name parts of the body.
16. Check their answers.

Handout 1

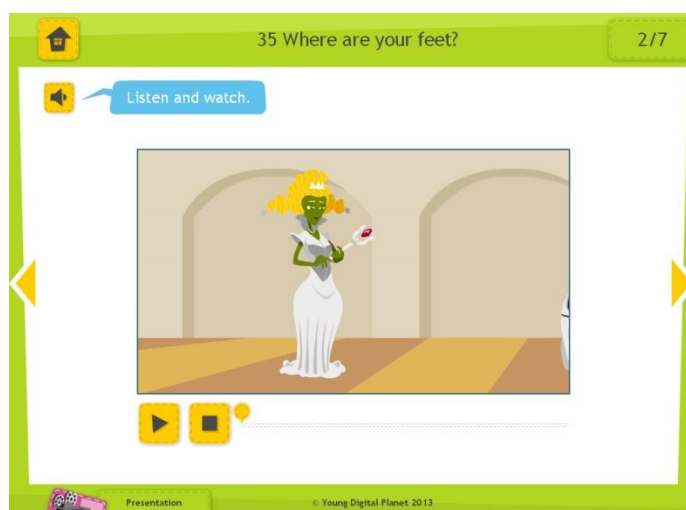


Key:

head
shoulder
arm
hand

Screen 2

Queen: *Wait! Come here!
Sit still! Let me look at you. Your head is here.
Where are your hands? Oh... you haven't got hands. Your feet are here.
But you haven't got toes. Are you ticklish?*



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.

Additional activity: Handout 2 – sentences cut out.

Handout 2

- a Are you ticklish?*
- b But you haven't got toes.*
- c Oh... you haven't got hands.*
- d Sit still! Let me look at you.*
- e Wait! Come here!*
- f Where are your hands?*
- g Your feet are here.*
- h Your head is here.*



Listen again.

Ask students to put the sentences in the right order. Please see audio for the key. If you have the time, cut the sentences and deliver one set per pair.

If not, deliver one handout for each student – do it as individual work.

Screen 3

Audio:

toe

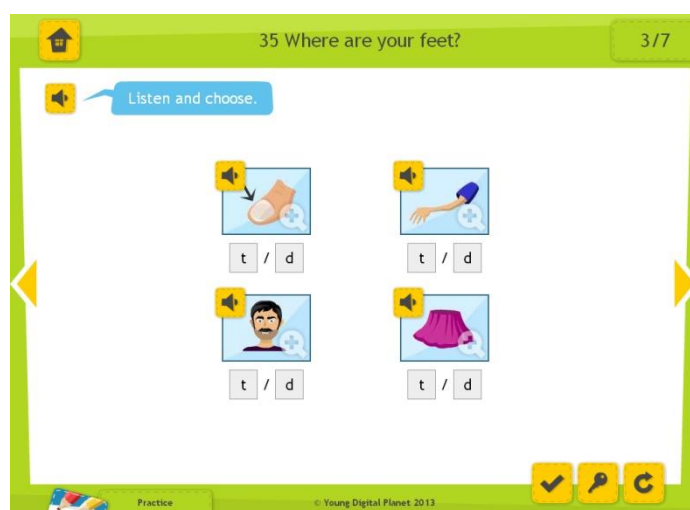
shoulder

dad

skirt

Key: (from left to right)

1 t 2 d 3 d 4 t



Ask students to listen and circle the sound they hear.

Listen and repeat, practise with Ss and make sure they pronounce t/d correctly.

Screen 4

Audio 1: *hat*

Audio 2: *dance*

Audio 3: *dress*

Audio 4: *foot*

Audio 5: *hand*

Audio 6: *trousers*

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



You may ask students to draw and label each word. They can write *t* and *d* in different coloured pencil.

Additional activity

Dictate the following words to students. Ask them to check their answers in pairs, check the answers on the board at the end to make sure everybody got it correctly.

1 Dress

2 Foot

3 Hat

4 Trousers

5 Hand

6 Dance

Screen 5

Audio 1: *white*

Audio 2: *two*

Audio 3: *red*

Audio 4: *eight*

Key:



Ask students to say the words:

White, two, red and eight.

Ask them which should be *t* and which should be *d*.

Listen and check their answers. Practise saying the words again: Listen and repeat.

Screen 6

Audio:

My head ... Look at my head!.

My hands ... Look at my hands!.

My feet ... Look at my feet!.

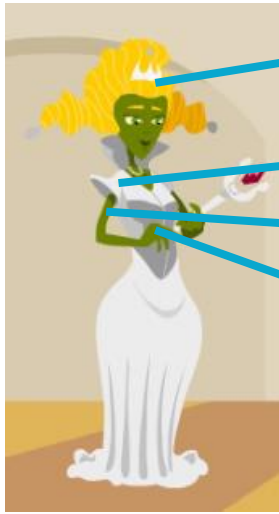
My toes ... Look at my toes!



5. Before playing the activity start by saying

	<i>Look at my ...</i> and touch your <i>head</i>. Elicit the word <i>head</i>. 6. Play the slideshow. 7. Play it again, ask students to listen and repeat. 8. Ask students to do the actions with you. Drill <i>Look at my...</i> Now it's your turn. This is a free practice stage. The aim is personalization. Tell Ss to work in pairs and practise saying the sentences.
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Handout 1



Handout 2

a Are you ticklish?

b But you haven't got toes.

c Oh... you haven't got hands.

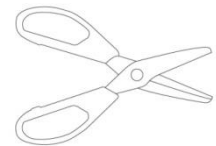
d Sit still! Let me look at you.

e Wait! Come here!

f Where are your hands?

g Your feet are here.

h Your head is here.



Friends 3 Lesson 48		<i>Touch your nose!</i>		Skills Speaking	
Aims	Speaking skills – following instructions	Contents	Grammar Imperative – practice (positive and negative with <i>don't</i>) Vocabulary point Body parts <i>Touch your nose! Don't touch your nose!</i> Everyday English: <i>Listen carefully, please.</i>	Checklist	1 master handout for individual work to practise imperative
Language Analysis					
<i>Touch</i> – imperative positive <i>Don't touch</i> – negative imperative when we ask somebody not to do something <i>Well done</i> – when something was carried out successfully, when we want to congratulate someone, express our approval					

Procedure

Warm-up Off the screens

17. Quickly revise the word *touch*...
18. Ask everybody: *Touch your nose*. Do the action yourself.
19. Nominate one of the students to give instructions to everybody: *Touch your*...
20. Repeat with a few students.
21. Pre teach *Don't touch* by e.g. waving your finger.

Screen 2

Lucy:

Are you ready?
Right, now!
Touch your head!
Don't touch your nose!
Sam... Don't touch your nose.
Now, touch your toes!
And now touch your eyes!
Listen carefully!
Don't touch your shoulders.
Sam!



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

1. Watch the animation.
2. Ask students to stand up. Listen to Lucy's instructions and act as the characters.

Additional activity

Give out Handout 1. Listen to the animation again, students complete the missing words: touch and don't touch.

Handout

Are you ready?

Touch
Don't touch

Right, now!

your head!

your nose!

Sam...

your nose.

Now, your toes!

And now, your eyes!

Listen carefully!

your shoulders.

Screen 3

Lucy:

Don't touch your head!

Touch your head!

Touch your toes!

Key: (random order)



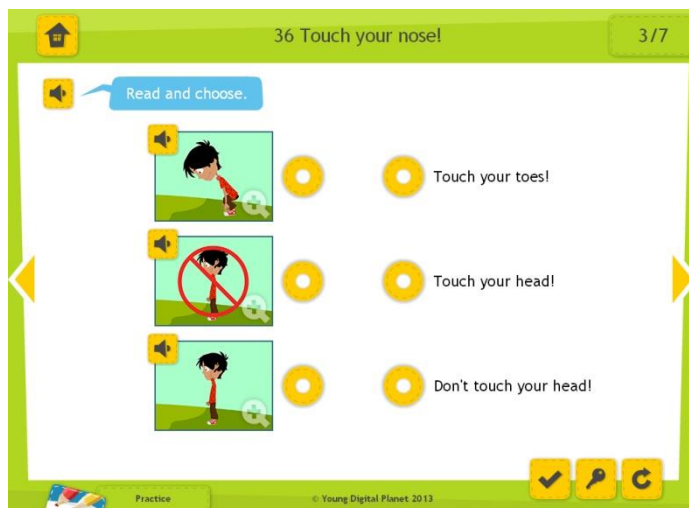
Don't touch your head!



Touch your toes!



Touch your head!

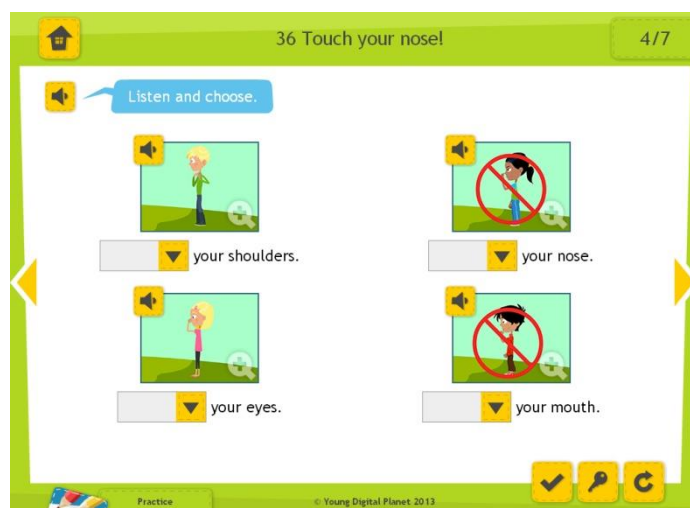


Screen 4

Lucy:

*Touch your shoulders!
Don't touch your nose!
Touch your eyes!
Don't touch your mouth!*

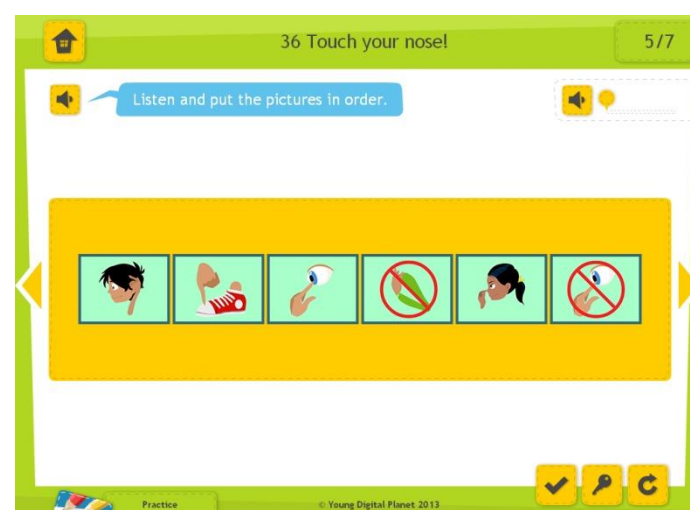
Key: 1 Touch 2 Don't touch 3 Touch 4 Don't touch



Screen 5

*Touch your nose!
Don't touch your eyes!
Touch your toes!
Touch your head!
Don't touch your shoulder!
Touch your eyes!*

Key:

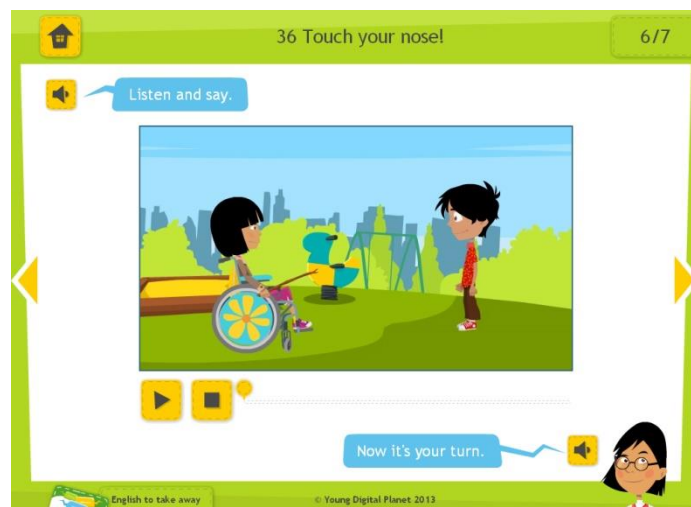


Screen 6

Audio:

Are you ready, Sam?
Listen carefully, please.
Touch your nose.
Don't touch your shoulders.
Touch your head.
Touch your toes.
Don't touch your eyes.

Well done, Sam!



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

Listen to the animation.

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

9. Put students in groups of three or more.
10. One of the students gives instructions, the group need to follow.
11. Finally do it as a class, one of the students give instructions to all of the class.

Handout

Are you ready?

Touch

Don't touch

Right, now!

your head!

your nose!

Sam...

your nose.

Now, *your toes!*

And now *your eyes!*

Listen carefully!

your shoulders.

Sam!