

Friends 4 Lesson 67		<i>This is my new class.</i>		Vocabulary	
Aims	Introducing people. Greetings. Asking and answering: <i>What's your name? My name's ...</i> <i>Where are you from? I'm from (England/France).</i> <i>How old are you? I'm (seven) years old.</i>	Contents	Vocabulary <i>Hello/Hi. This is (name) ...</i> <i>Nice to meet you (too).</i> <i>What's your name? My name's ...</i> <i>Where are you from?</i> <i>He's/She's from (England/France).</i> <i>How old are you? I'm (seven) years old.</i>	Checklist	1 Master handout for each student to practise introducing people (to be cut out by Ss) Scissors, glue for students
Language Analysis					
Good to revise for the lesson: the alphabet, numbers and countries There are different ways of saying <i>hello</i> in English. In the lesson we are introducing: <i>hello</i> and <i>hi</i>. But there are other ways too: <i>good morning</i>, <i>good afternoon</i>, <i>good evening</i> and <i>good night</i> are more formal. Sometimes as a more casual way of saying <i>good morning</i>, we say <i>Morning!</i>. <i>Hi</i> and <i>Hello</i> mean the same. <i>Hello</i> is a bit more formal. <i>Hi!</i> is the playful, everyday expression that should be used most often. It is a more informal way of saying <i>hello</i>, very often used to attract someone's attention if you are outside. We use <i>Nice to meet you</i> when we meet someone for the first time.					

Procedure

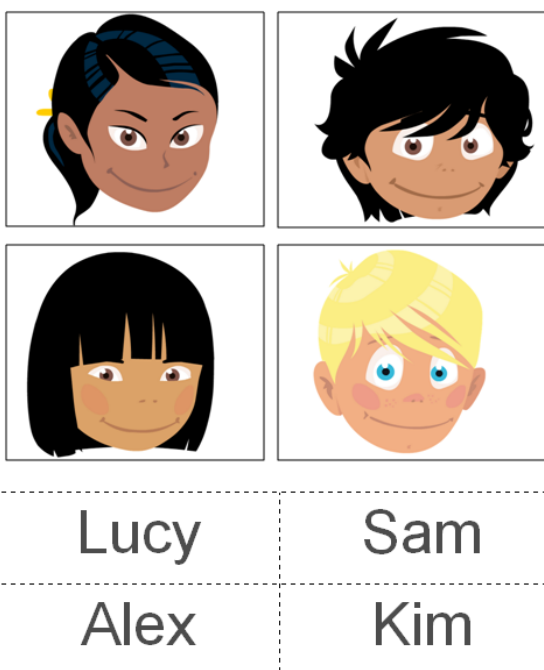
Warm-up Off the screens

Context: There's a new student in class and Alex is showing her around. The new student is a red-haired girl, with freckles. She's wearing dark green baggy trousers, red trainers and a light blue cardigan and white T-shirt. Her hair is long and curly. She's French. Her name is Anna.

1. Welcome your students by saying: *Welcome to your English class. My name is (say your name).*
2. Ask one of the students: *What's your name?* The students should respond with their name.
3. Repeat with two more students.
4. Finish by saying: *Nice to meet you.* Ask the students to ask each other their names. You might find it more find to do this in a circle or in a mingle activity, with students standing up around the room.
5. Take the pictures of Lucy, Kim, Sam and Alex (show Handout).
6. Ask students to say the names of the resident characters they came across in Year 1.

Give out the Handout. There should be one copy per student.

Handout

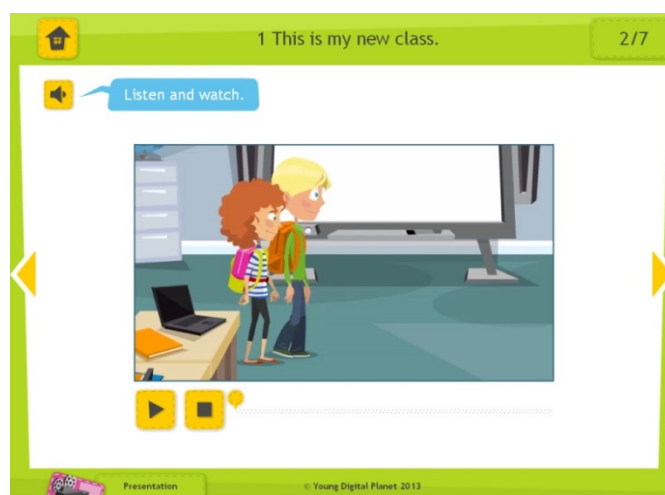


7. Ask students to cut the pictures and the name cards out.
8. Ask students to match the pictures with the names of the resident characters.
If possible, ask students to put the pictures and the cards in their notebooks and stick them.

Key: Lucy , Sam , Alex , Kim 

Screen 2

Alex: *This is your new class. Look, everyone! This is Anna.*
Anna, this is our teacher, Mrs Black.
Anna: *Hello, Mrs Black. Nice to meet you.*
Mrs Black: *Hi, Anna. Where are you from?*
Anna: *I'm from France.*
Mrs Black: *Welcome to your new class!*
Alex: *Anna, this is Kim.*
Lucy: *And I'm Lucy!*
Anna: *Hi! Where are you from?*
Kim: *I'm from England. She's from England too!*
Lucy: *How old are you, Anna?*
Anna: *I'm six years old. And you?*
Lucy: *I'm six too.*
Kim: *I'm seven!*
Anna: *What's your name?*
Sam: *My name's Sam. Welcome to England.*
Anna: *Thanks! Are you six years old?*
Sam: *No, I'm not. I'm seven.*
Anna: *Oh ... And ... What's your name?!*
Alex: *Oh! Sorry! My name's Alex.*
Anna: *Nice to meet you, Alex!*
Alex: *Nice to meet you, Anna!*



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.

Note: Students can listen to and watch the animation more than once. Students can also act out the dialogue after watching it a few times. They can also simply watch, listen and repeat.

Teachers can also take the opportunity to teach the students their country in English. Students can practise presenting a classmate by saying: *This is (Pablo). He's from (Spain).*

Use this opportunity to practise as many different nationalities as possible, for example, the teacher could take in magazine photos or pictures of children to class and introduce them to the children by saying, e.g. *This is Henri, he's from France; This is Mario, he's from Brazil.*

Screen 3



Audio A

Anna: What's your name?

Sam: My name's Sam. Welcome to England.

Anna: Thanks! Are you six years old?

Sam: No, I'm not. I'm seven.

Anna: Oh ...



Audio B

Alex: This is your new class. Look, everyone! This is Anna.



Audio C

Anna: And ... What's your name?!

Alex: Oh! Sorry! My name's Alex.

Anna: Nice to meet you, Alex!

Alex: Nice to meet you, Anna!



Audio D

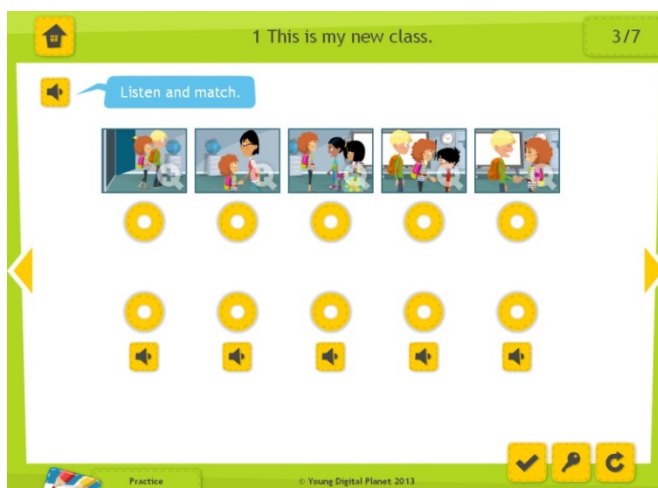
Alex: Anna, this is Kim.

Lucy: And I'm Lucy!

Anna: Hi! Where are you from?

Kim: I'm from England. She's from England too!

Lucy: How old are you, Anna?



Anna: *I'm six years old. And you?*

Lucy: *I'm six too.*

Kim: *I'm seven!*



Audio E

Sam: *This is Anna. Anna, this is our teacher, Mrs Black.*

Anna: *Hello, Mrs Black. Nice to meet you.*

Mrs Black: *Hi, Anna. Where are you from?*

Anna: *I'm from France.*

Mrs Black: *Welcome to your new class!*

Key: see pictures above (random order)

Screen 4

Audio 1: *She's seven years old.*

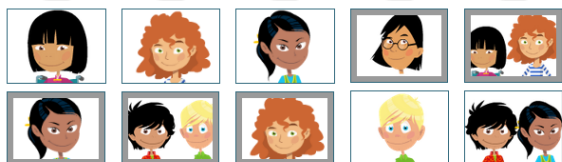
Audio 2: *They're from England.*

Audio 3: *She's from France.*

Audio 4: *She's the teacher.*

Audio 5: *They're six years old.*

Key: see highlighted pictures



Note: Students can point to each character and say *This is ...*

Screen 5

Anna: Hi!
Sam: Hello!
Anna: What's your name?
Sam: My name's Sam.
Anna: Where are you from?
Sam: I'm from England.
Anna: How old are you?
Sam: I'm seven years old.

Key: (random order)

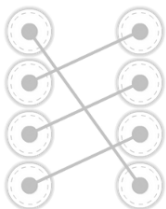



Where are you from?

How old are you?

Hi!

What's your name?



I'm seven years old.

Hello!

My name's Sam.

I'm from England.



The screenshot shows a digital interface for a listening and matching activity. At the top, it says '1 This is my new class.' and '5/7'. Below, there's a 'Listen and match.' instruction. On the left, there are four questions: 'What's your name?', 'Where are you from?', 'Hi!', and 'How old are you?'. On the right, there are four possible answers: 'Hello!', 'My name's Sam.', 'I'm seven years old.', and 'I'm from England.'. Each question and answer has a yellow circle next to it for matching. At the bottom, there are icons for a home button, a practice button, and a refresh button. The footer says '© Young Digital Planet 2013'.

Note: Students act out the dialogues in pairs.

Screen 6

Anna: Hi!
Alex: Hello!
Anna: What's your name?
Alex: My name's Alex.
Anna: Where are you from?
Alex: I'm from England.

Anna: How old are you?
Alex: I'm six years old.

Key: order of Alex's sentences:

- Hello!
- My name's Alex.
- I'm from England.
- I'm six years old.

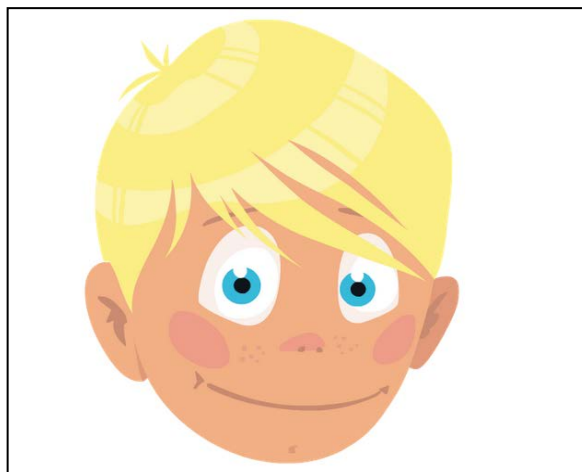
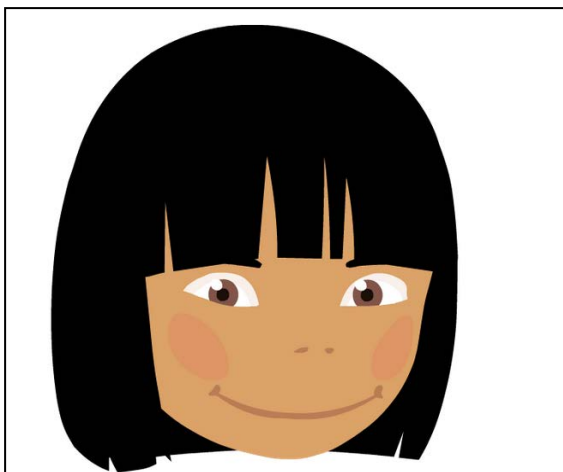
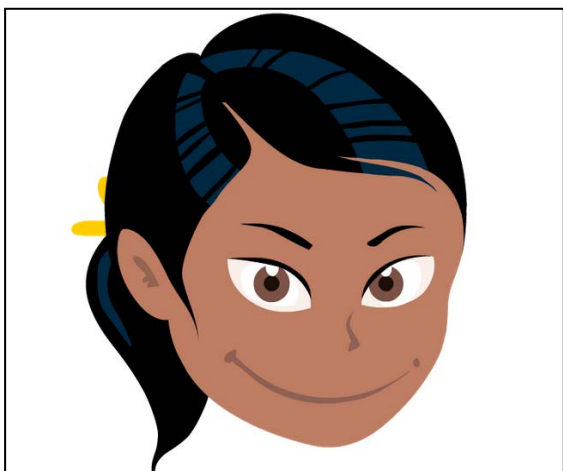


The screenshot shows a digital interface for a listening and watching activity. At the top, it says '1 This is my new class.' and '6/7'. Below, there's a 'Listen and watch.' instruction. In the center, there's a video player showing two children, Anna and Alex, in a classroom setting. To the right of the video, there are four possible answers for Alex's sentences: 'I'm from England.', 'Hello!', 'My name is Alex.', and 'I'm six years old.'. At the bottom, there's a 'Now it's your turn.' instruction and a speaker icon. The footer says '© Young Digital Planet 2013'.

Give the Ss these instructions for the 'Listen and watch' activity. The aim is to complete the dialogues. Choose from the methods below:

	A 1. Look at the photo and read the first part of the dialogue. 2. Choose the correct response. Drag and drop it into the empty speech bubble to complete the dialogue. 3. Listen and check you were right. B 1. Look at the picture and read the first part of the dialogue. 2. Listen to the dialogue. Choose the correct response that you hear. 3. Drag and drop it into the empty speech bubble to complete the dialogue. 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.
Note: Students click and listen to Qs&As a few times. Then they practise in pairs.	

Handout



Lucy

Sam

Alex

Kim

Friends 4 Lesson 68		Can you spell your name?		Grammar & Functions	
Aims	Giving personal information. Revision of the alphabet. Spelling names.	Contents	Grammar & Functions <i>Hello. Good morning.</i> <i>I'm (Anna). I'm from (France).</i> <i>(Anna) is a new student.</i> <i>Let's ...</i> <i>welcome</i> <i>Can you spell your name, please?</i> <i>Thank you.</i> <i>See you tomorrow.</i> <i>Goodbye!</i>	Checklist	2 master handouts for each student to practise spelling Scissors Glue
Language Analysis					
The alphabet *** a /eɪ/, b /biː/, c /siː/, d /diː/, e /iː/, f /ef/, g /dʒiː/ h /ertʃ/, i /aɪ/, j /dʒeɪ/, k /keɪ/, l /el/, m /em/, n /en/, o /əʊ/ p /piː/ q /kjuː/, r /ɑː(r)/ r /ɑː(r)/ /r/ is optional and usually heard in American English s /es/, t /tiː/, u /juː/, v /viː/, w /ˈdʌb(ə)ljuː/, x /eks/, y /wai/, z /zed/ z /zed/ in AmE it is pronounced differently: /ziː/					

Procedure

Warm-up Off the screens

1. Start with a revision of the alphabet to check how much students remember. This can be done in fun ways, by, for example, holding up letters on cards to drill pronunciation; saying a letter and asking students to say the following letter; asking students to spell their brother's, sister's, father's or mum's name, etc. Children learn quickly but they also forget quickly, so language needs to be continually refreshed and consolidated.
2. Show Handout 1 and point to the letters. If there is a poster with the alphabet in the classroom, use the poster.

Handout 1

a, b, c, d, e,
f, g, h, i, j, k,
l, m, n, o, p,
q, r, s, t, u, v,
w, x, y, z

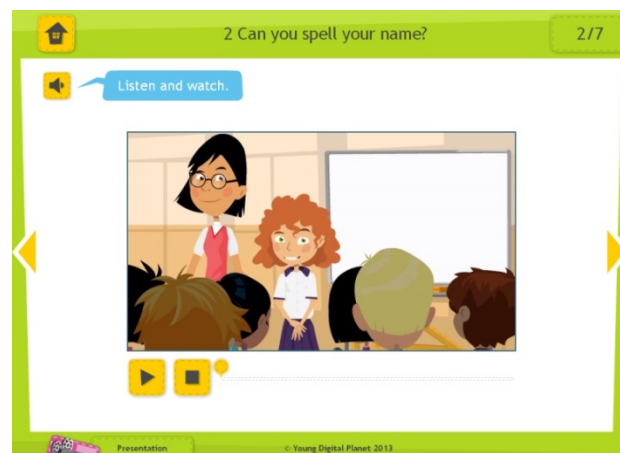
Nominate students or do it as a class. Remember to continually check pronunciation through individual and choral drilling. If the students can pronounce the English alphabet well from an early age, this will serve them well.

Screen 2

Mrs Black: Hello! Good morning.
Anna: Hello. I'm Anna. I'm from France.
Mrs Black: Anna is new. Let's welcome her.
Class: Welcome, Anna!
Mrs Black: Anna. Can you spell your name, please?
Anna: A - N - N - A. A - N - N - A.
Mrs Black: Thank you, Anna. Let's revise the alphabet!

All together: A, B, C, D, E, F, G - H, I, J, K, L, M, N, O, P - Q, R, S, T, U, V - W, X, Y and Z.

Mrs Black: Well done! See you tomorrow!
All the children: Goodbye!



Note: Children should be encouraged to chant along. This will encourage them with rhythms of English.

Screen 3

Key: N/A



Note: Variations for the screen:

- Chant the alphabet with/without the audio. It is best to practise as a class before listening to the audio as students will initially need to do some drilling.
- Point to letters and say each of them (individually).
- In pairs, Student A points to letter, Student B says it and clicks audio to check.
- Spell easy/short words by clicking on the letters/audio as students spell the word out.
- Teacher calls out letters and the students touch the correct letter.
- Students could spell their brother/sister/mother/father's name, letter by letter, and the other student has to write the letters down and guess what the name is.

Screen 4

Audio 1: A, H, J

Audio 2: B, C, D

Audio 3: T, V, P

Audio 4: I, Y

Audio 5: Q, U, W

Audio 6: F, L, M

Key: 1 j 2 b 3 v 4 i 5 w 6 l



Note: The exercise helps raise awareness of various sounds (/ei/, /i:/, /e/, etc.). It also helps students practise the letters in a more challenging way as they're not in the usual alphabetical order.

Students should practise the chants pointing to the letters as they do so. Teachers might find it valuable to ask students to clap as they chant, so they can pick up the rhythms of English too.

Screen 5

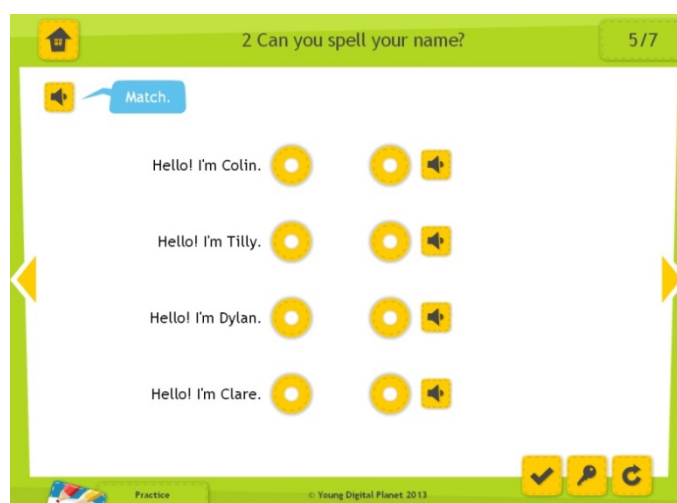
Audio 1: D - Y - L - A - N

Audio 2: C - O - L - I - N

Audio 3: T - I - double L - Y

Audio 4: C - L - A - R - E

Key: see the text above (random order)



Note: Teacher should remind the children that we say *double (letter)*.

Students can work in pairs to be one of the characters and say *Hello. I'm (Colin). C-O-L-I-N*.

Screen 6

Anna:

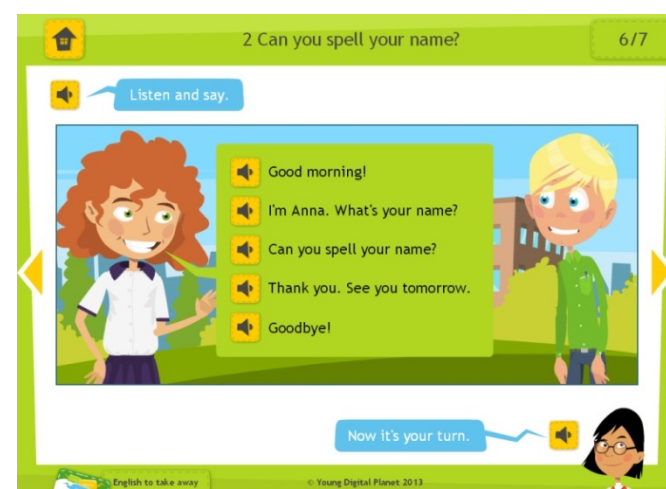
Good morning!

I'm Anna. What's your name?

Can you spell your name?

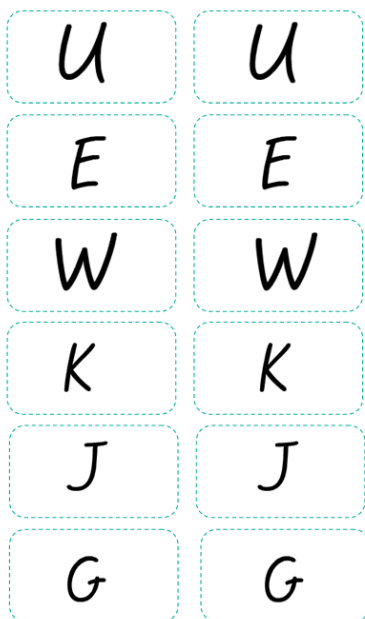
Thank you. See you tomorrow.

Goodbye!



	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. Click on the audio and listen to the sentences. 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. Tell students to work in pairs and ask and answer the questions. 2. Ask students to use their own names. 3. Nominate some pairs to act out the new dialogues.
Note: Encourage students to answer Anna's questions. If necessary, click on the pause button to give them enough time to reply. After drilling the question intonation and individual words, students can use the text to act out a dialogue in pairs.	
Additional activity: Handout 2 to practise spelling.	

Handout 2



1. Put students in pairs.
2. Give out handouts, ask students to cut out the cards (12 cards).
3. Ask them to play memory game on their desk.
4. They need to find pairs of the letters (6x2).
- 5.

* Make sure students say the letters aloud each time they take a card.

In weaker groups revise the pronunciation of the most difficult letters: g, h, j.

6. Students face the cards down on the desk, shuffled.
7. One of the students turns over two cards, if they are matching pairs, they are taken off the main area. The student has 'won' a pair of cards so is entitled to another go. If they are not a pair, they are covered again. Students continue taking turns to play.
8. Students play until they find all pairs.
When the game finishes, each student from the pair takes a set of cards (6 cards).
9. Ask students to stick the cards in their notebooks.

For stronger groups: 10. Ask students to draw a picture next to each of the letters, illustrating a word that starts with the letter.

Handout 1

a, b, c, d, e,
f, g, h, i, j, k,
l, m, n, o, p,
q, r, s, t, u, v,
w, x, y, z

Handout 2

U

U

E

E

W

W

K

K

J

J

G

G

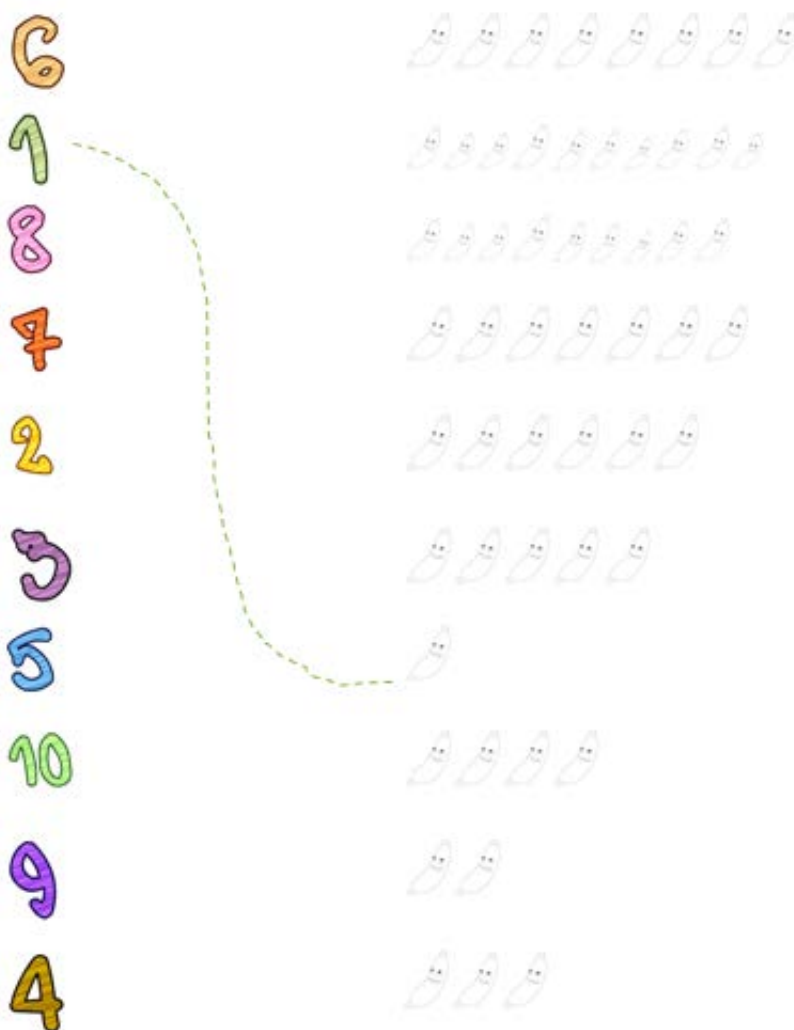
Friends 4 Lesson 69		<i>I'm seven years old.</i>		Grammar & Functions	
Aims	Practising numbers 1– 10 (written and spoken form) Asking and answering <i>How old are you? How old is he/she?</i>	Contents	Grammar Revision: present simple questions and answers Vocabulary <i>Happy birthday!</i> <i>How old are you? How old is he/she? I'm/He's/She's (six) years old.</i> Numbers 1 – 10 Revision of colours	Checklist	4 master handouts (most of them for individual or pair-work) Colour pencils
Language Analysis					
Numbers 1 – 10.					

Procedure

Warm-up Off the screens

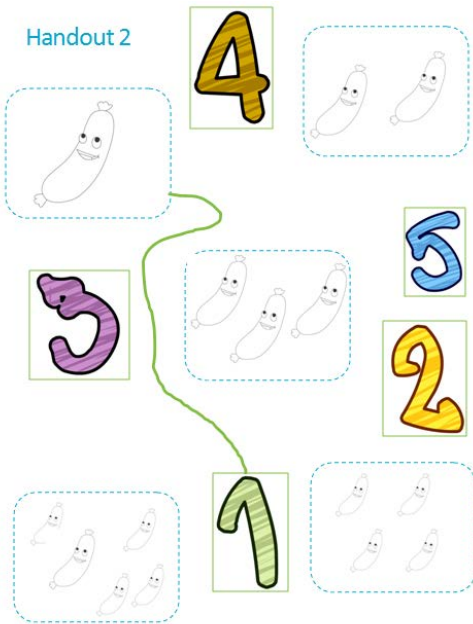
1. Revise numbers 1– 10 with students.
2. For stronger groups give out Handout 1, ask students to match the numbers with the pictures. Number one has been done for the students as an example.

Handout 1

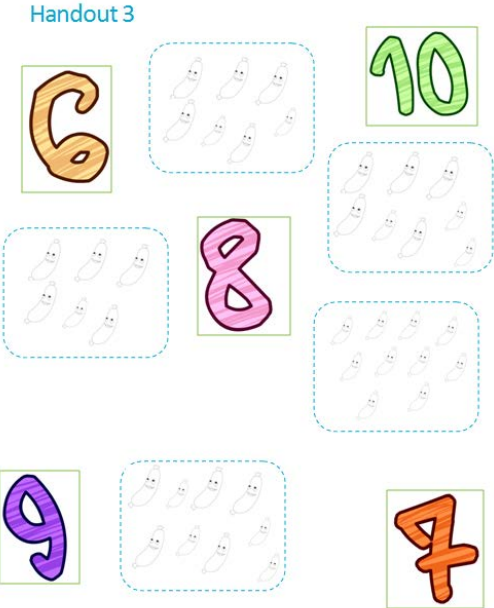


3. For weaker students give out Handouts 2 and 3. Ask students to draw lines and match the numbers with the pictures. Number one has been done for the students as an example.

Handout 2



Handout 3



Screen 2

Kim: Happy birthday, Jill!

Jill: Thank you, Kim!

Kim: So, Jill. How old are you?

Jill: One, two, three, four, five. I'm five years old!

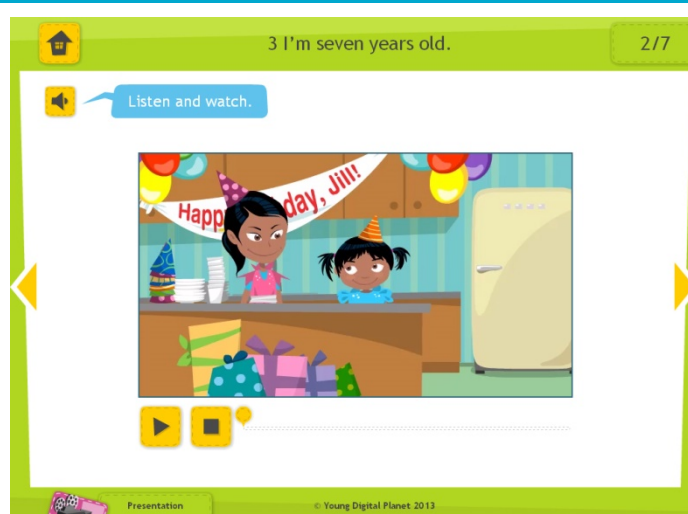
Kim: No, you're not.

Jill: Erm ... One, two, three, four, five, six, seven, eight. I'm eight years old?

Kim: No ... Are you four years old?

Jill: No! I'm three years old!

Kim: One, two, three. There! Three candles!



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.

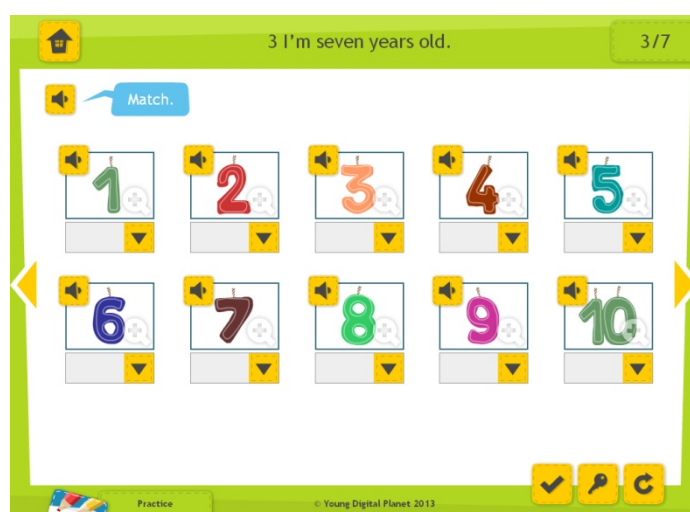
Note: Students can act the story out. After watching the story, pause as appropriate and ask comprehension questions, e.g. *How many candles are there? How old is Jill? What colour are the candles?*

Screen 3

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

Key:

See the text above (pictures from left to right)



Note: The exercise helps familiarise students with the written words for numbers 1-10. If struggling, help them by drilling numbers 1-10 until they recognise the sounds. The audios will then help them label the pictures.

Encourage students to chant the numbers as they point to the pictures.

Screen 4

Audio 1: She's five years old.
Audio 2: He's six years old.
Audio 3: He's ten years old.
Audio 4: She's three years old.
Audio 5: He's two years old.

Key: (from left to right)

1 True 2 False 3 True 4 True 5 False



Screen 5

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

Key: (from left to right)

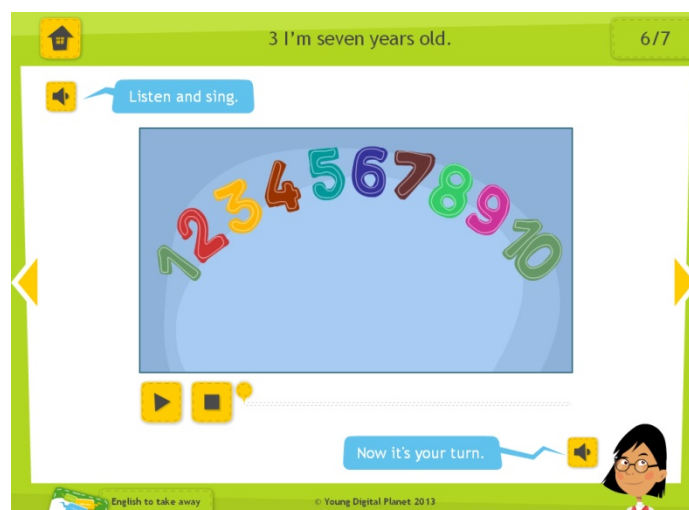
1 one **2** two **3** three **4** four **5** five
6 six **7** seven **8** eight **9** nine **10** ten



Note: Children should count the candles first before listening to the audio. They can practise saying *He's/She's (number) years old.*

Screen 6

Audio:
One, two, three, four, five
How old are you?
Six, seven, eight, nine and ten
How old are you?
Are you five?
Are you nine?
How old are you?
Are you seven?
Are you ten?
How old are you?
One, two, three, four, five
How old are you?
Six, seven, eight, nine and ten
How old are you?



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

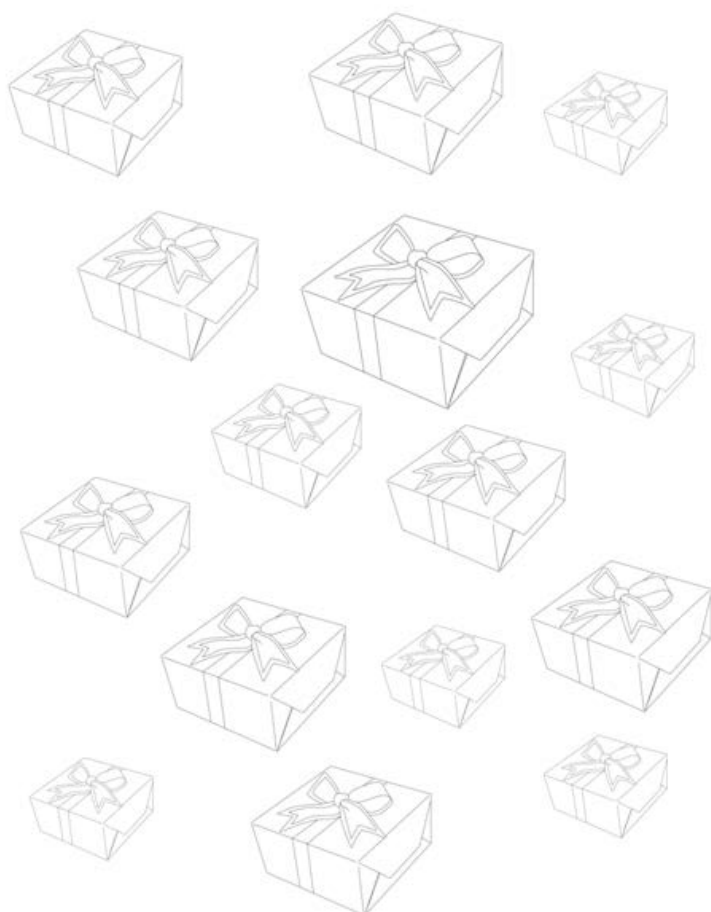
1. Listen to the whole song.
2. Watch the animation and join in.

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

Note: When students have finished the task, they can practise spelling the numbers in pairs.

Additional activity: Handout 4

Handout 4



1. Give out handouts – individual work.
2. Ask students to colour the present according to the instruction you give:

Colour five presents red.

Colour two presents blue.

Colour one present orange.

Colour four presents green.

Colour three presents yellow.

3. Ask students to show how they have coloured the presents to their classmates to compare.

Additional activity: Handout 5

1. Give out individual handouts: Handout 5
2. Ask student to count the candles.
3. Ask students to complete the missing letters.

Handout 5



fi e



t n



thr



ight

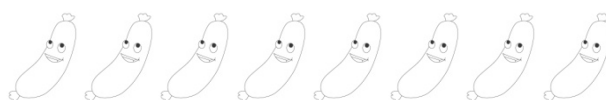


even

Key: five, ten, three, eight, seven

Handout 1

6



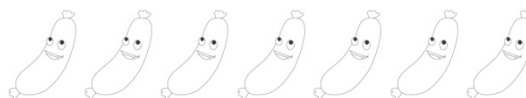
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8



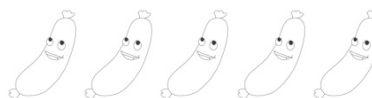
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2



3



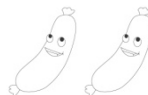
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10



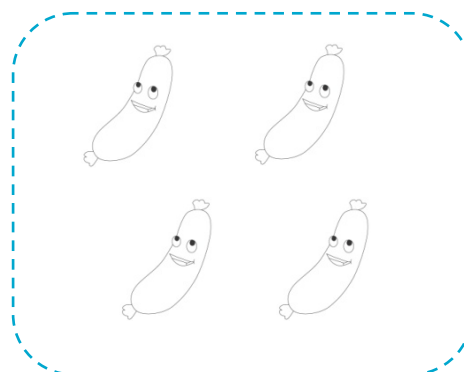
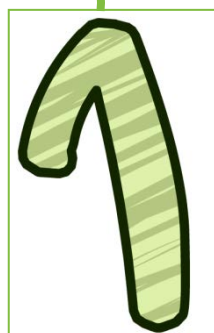
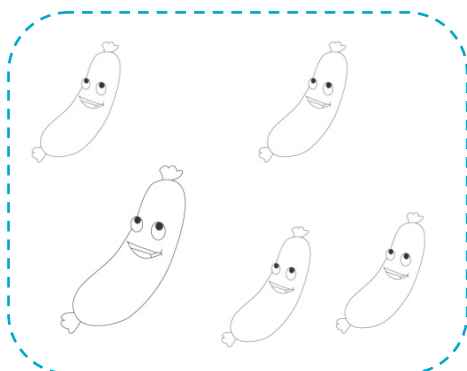
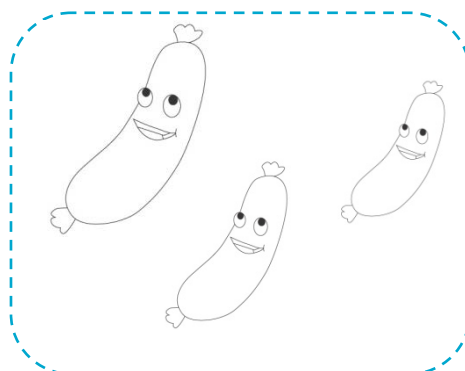
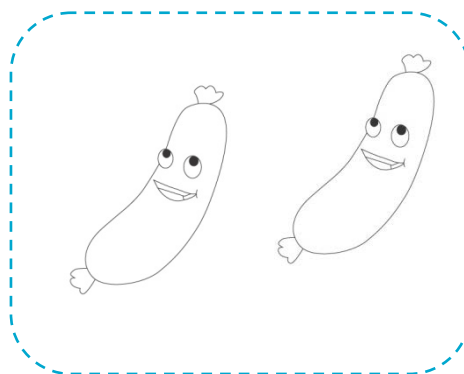
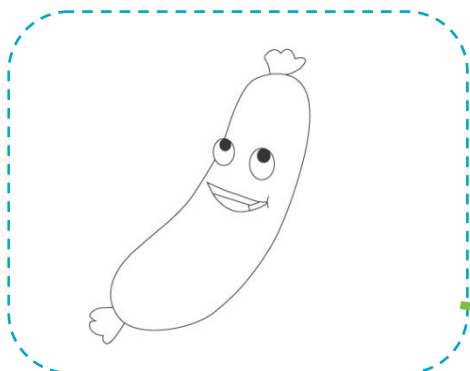
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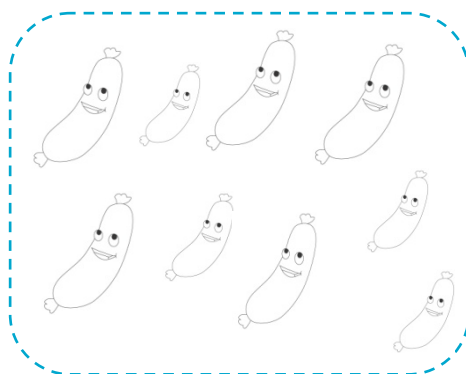
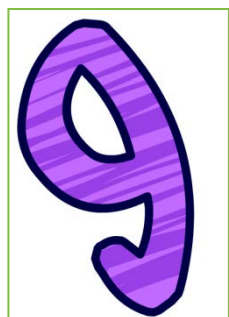
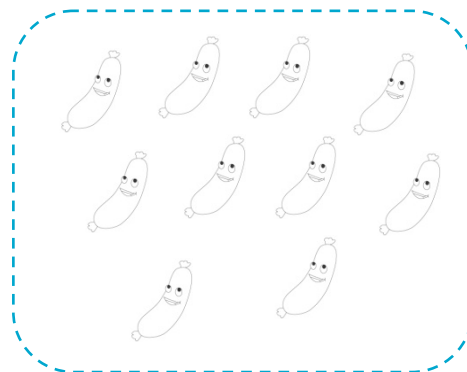
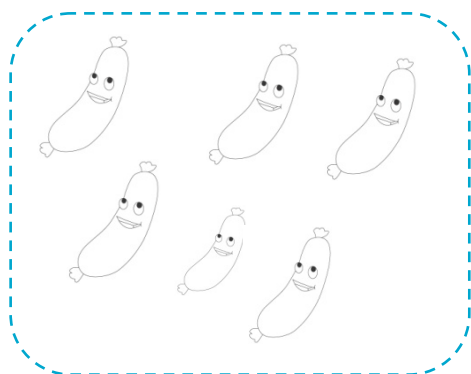
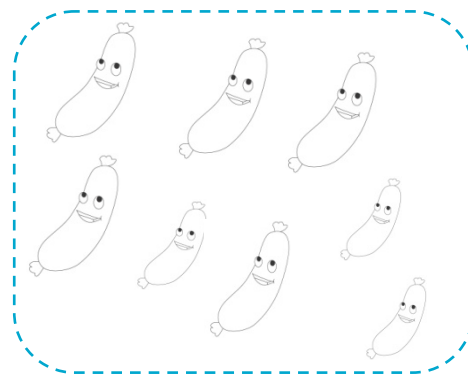
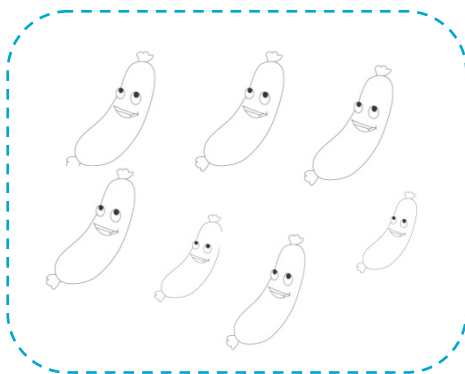
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Handout 2



Handout 3



Handout 4



Handout 5



fi e



t n



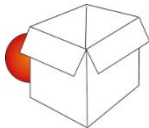
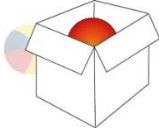
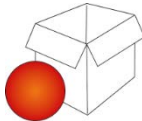
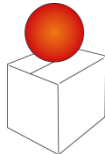
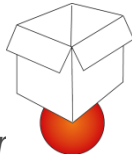
thr



ight



even

Friends 4 Lesson 70		What's this in English?		Grammar & Functions	
Aims	Asking and answering questions about the position of objects Introducing prepositions of place	Contents	Grammar <i>Questions: What + be / Where + be</i> <i>Determiners: This / these</i> Vocabulary <i>bag, book, bookcase, computer, cupboard, desk, eraser, lamp, notebook, pen, pencil, pencil case, ruler</i> <i>Where's my ...? Is it ...? No, it isn't.</i>	Checklist	2 master handouts for each student to practise objects
Language Analysis					
 <i>behind</i>  <i>in</i>  <i>next to,</i>  <i>on</i>  <i>under</i>					
<i>eraser</i> (AmE) vs <i>rubber</i> (BrE) – they mean the same but be careful as in American English rubber is used to mean a condom. It is safer to use the word <i>eraser</i> in the classroom.					

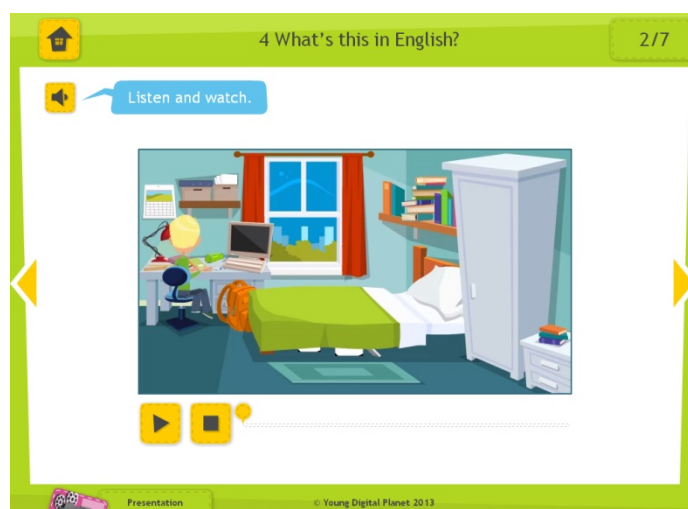
Procedure

Warm-up Off the screens

1. Ask Ss: *What's in your bag?* Say the word *bag* and point to one of student's bags.
2. Ask Ss to put their bags on the desk and take all the items out and compare to what other students have in their bags.
3. Show the following items on students' desks: eraser, pen, pencil and notebook.
4. Ask one student to listen and repeat the words after you: *eraser, pen, pencil and notebook*.
5. Ask Ss to leave their things on the desks. Say: *Now, let's watch a cartoon.*

Screen 2

Alex: *Time for homework!*
My book ... my notebook ... my pencil
case ... my pencil ... my pen ... my
ruler. Oh, no! Where's my eraser?
Is it in my bag?
Is it behind the computer?
Is it under the cupboard?
Is it next to the lamp?
Is it on the bookcase?
Oh! I know!
Here it is! My eraser!
Now I can start my homework!



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation.

Ask Ss to watch again and repeat.

Note: Ss can act the story out. After watching, pause as appropriate and elicit the objects in the bedroom by pointing to them (key words for the lesson plus extra ones, e.g. *chair, desk, computer, etc.*).

Also, Ss could answer Alex's questions, e.g. *Is it under the cupboard? (No, it isn't!!)*

Screen 3



Audio 1:

Mum: Where's your ruler?

Alex: Here it is. It's in my pencil case.



Audio 2:

Mum: Where's your notebook?

Alex: It's here, on my desk.



Audio 3:

Mum: Where's your pen?

Alex: It's here, next to my notebook.

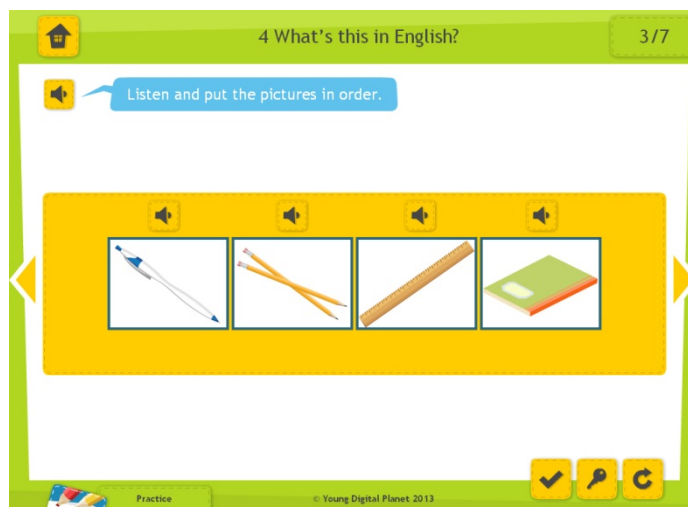
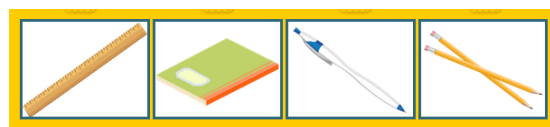


Audio 4:

Mum: Where are your pencils?

Alex: They're here, in my pencil case.

Key: see pictures

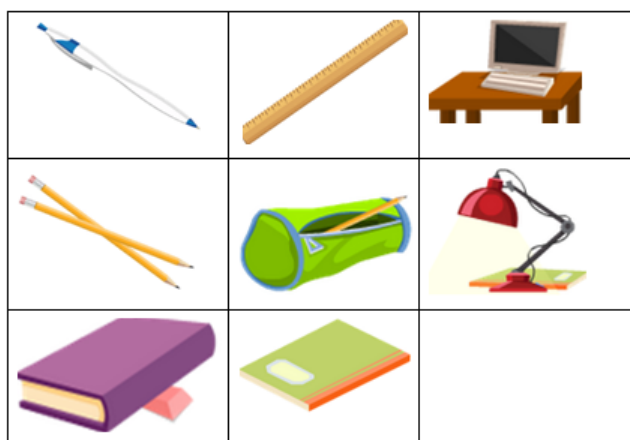


Ask Ss to listen and put the pictures in the correct order according to the items they hear.

Additional activity to practise vocabulary:

1. After ordering the pictures, put the Ss in pairs.
2. Give out handouts (Handout 1).

Handout 1



3. Ask them to take turns pointing to a picture and asking *What's this?* for their partner to reply *It's a ...*

Screen 4

Key:



Ask Ss to choose the correct name for the things in the picture using the drop down buttons.

Note: Ss should practise saying the words by playing the audio and repeating. They can also identify other objects in the picture, e.g. school objects, chair, window, etc.

Screen 5



Audio 1:

Male: *Where's your pencil?*

Female: *It's in my pencil case.*



Audio 2:

Female: *Where's your eraser?*

Male: *It's under the book.*



Audio 3:

Male: *Where's your notebook?*

Female: *It's behind the lamp.*



Audio 4:

Female: *Where's your computer?*

Male: *It's on the table.*

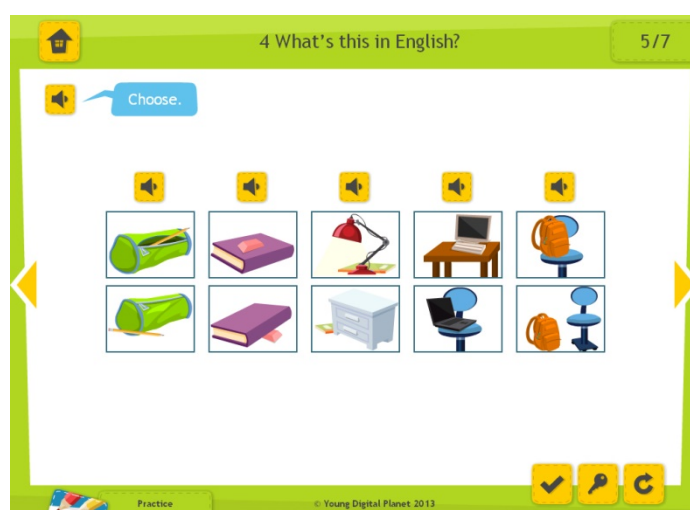
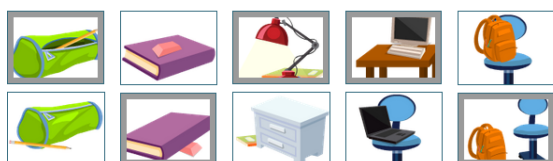


Audio 5:

Male: *Where's your bag?*

Female: *It's next to the chair.*

Key: see the highlighted picture below



Ask Ss to listen and choose the correct picture according to what they hear.

Note: When the Ss have finished the task, show the screens again and ask the class *Where's your (pencil)?* Elicit the answer from the Ss.

For stronger groups:

1. Ask Ss to place school objects from their bag on their desks (pen, pencil, pencil case, ruler, eraser, notebook, book, etc.).
2. Give them instructions to follow, e.g. *Put the book under the pencil case. Put the eraser in the pencil case. Put the ruler next to the pencil. etc.*

Screen 6

cupboard
lamp
ruler
pencil case
bookcase
desk



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.

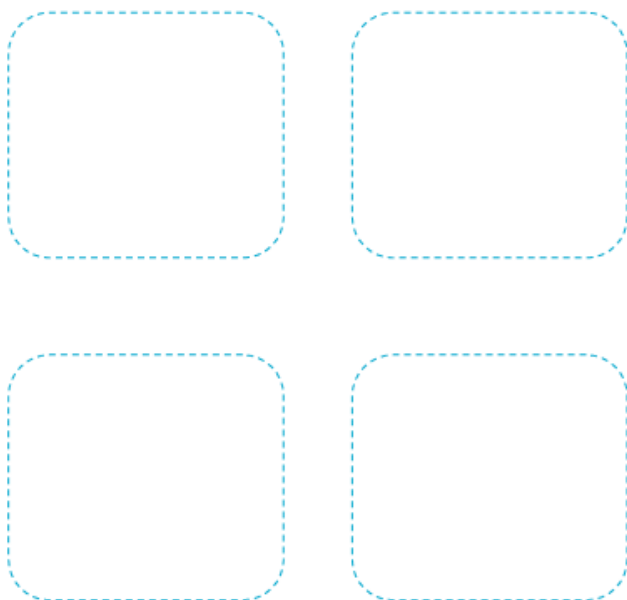
Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and make a new game with words they know. Use real objects, pictures, drawings or vocabulary flashcards.

Note: to maximise practice, prompt students repeat the words as they hear them.

Additional activity: Handout 2 to practise objects.

Handout 2



Ask Ss to draw 4 pictures according to instructions you give:

My pencil case? It's on the chair.

My eraser? It's in my pencil case.

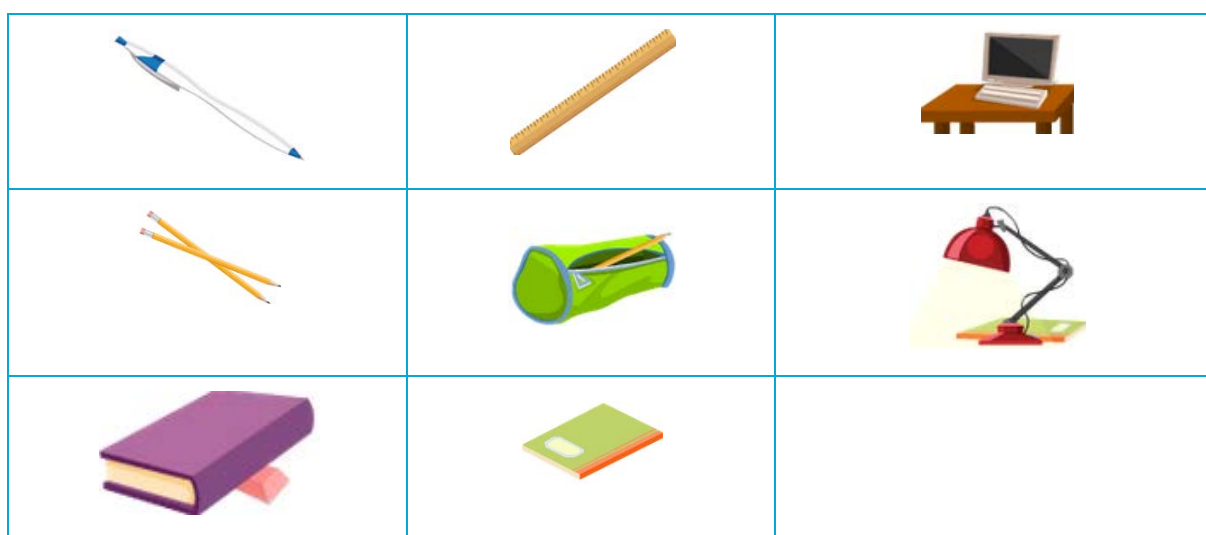
My computer? It's on the desk.

My lamp? It's next to the computer.

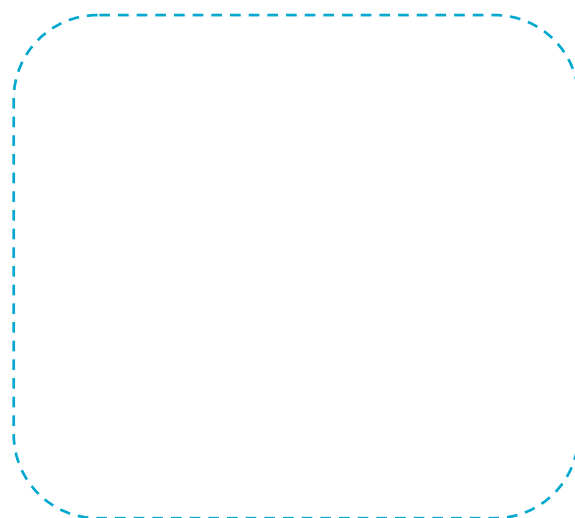
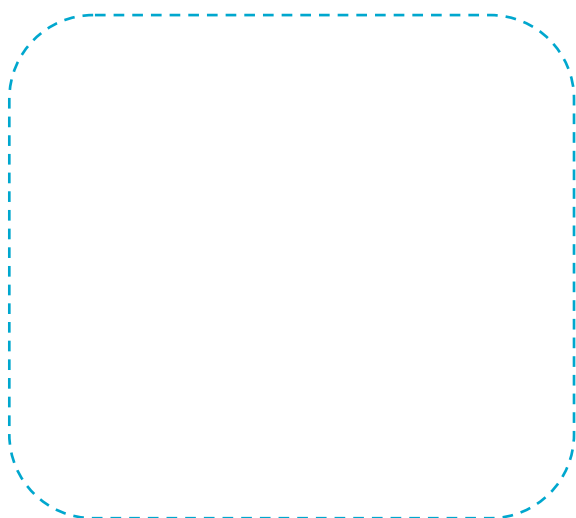
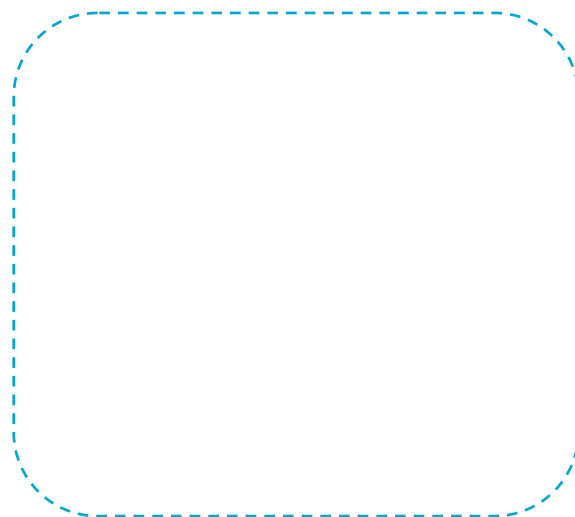
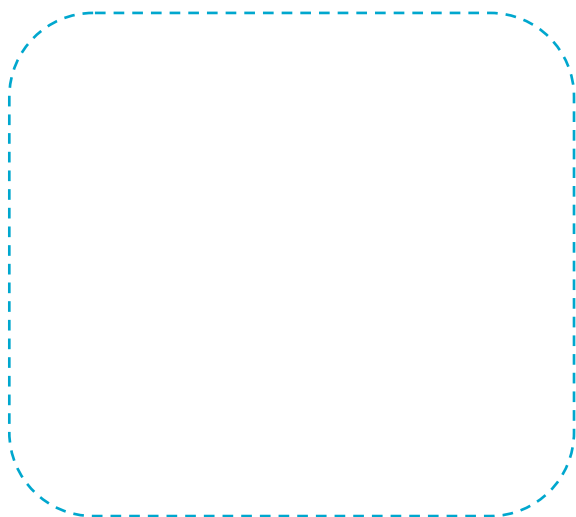
Handout 1



Handout 1



Handout 2



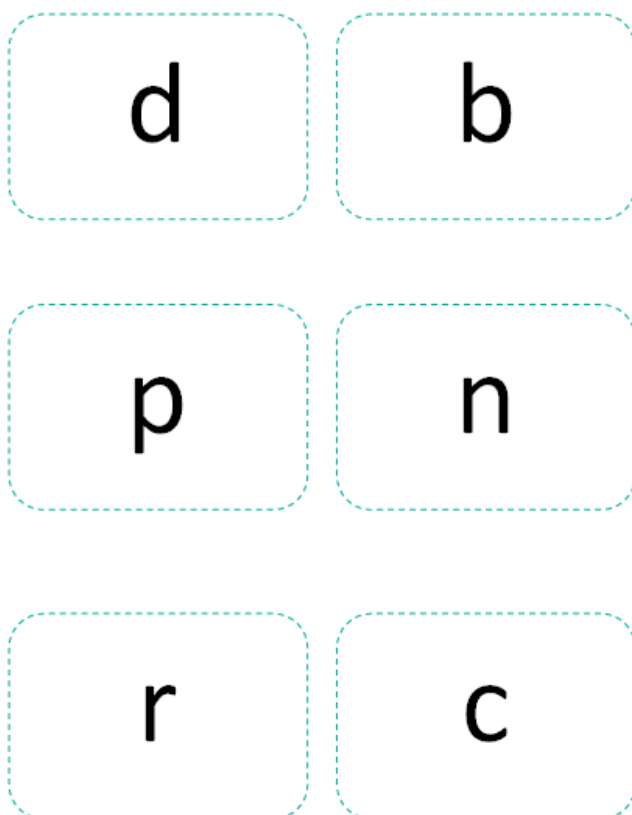
Friends 4 Lesson 71		<i>P is for pencil!</i>		Pronunciation	
Aims	Revising alphabet and lexis for home and school objects Raising awareness of individual sounds Revising key questions and answers	Contents	Grammar Questions and answers <i>What's your name? My name is ... Nice to meet you. How old are you? I'm (seven). Can you spell your name? Goodbye. See you tomorrow.</i> Vocabulary Alphabet and lexis for home and school objects	Checklist	Two master handouts to practise vocabulary Handout 1 with pictures cut out for the T – (can be in colour) Handout 2 for each student to practise vocabulary
Language Analysis					
Alphabet Numbers 1–10 Vocabulary for home and school objects <i>What's your name? My name is ... Nice to meet you. How old are you? I'm (seven). Can you spell your name? Goodbye. See you tomorrow.</i>					

Procedure

Warm-up Off the screens

1. Revise a few letter from the alphabet that will be needed for this lesson:
p, b, d, n, r, l, c.
2. Give out Handout 1 – ask Ss to look at it and point to letter d. Say: *a,b,c...* and wait until students say d. Then show Ss the other letters.

Handout 1



3. Point to the other letters, ask Ss to shout the name of the letter, repeat if they have problems.

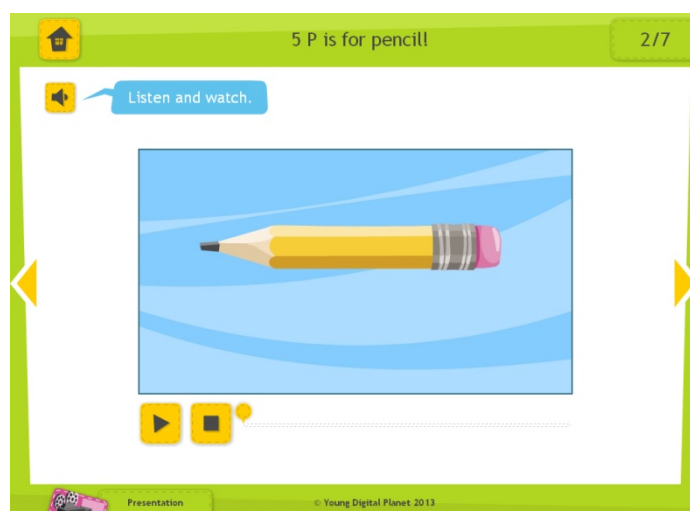
Screen 2

Children chanting the chant:

*P is for pencil
B is for book
D is for desk
N is for notebook*

*R is for ruler
L is for lamp
C is for computer
B is for bag*

*pencil!
book!
desk!
notebook!
ruler!
lamp!
computer!
bag!*

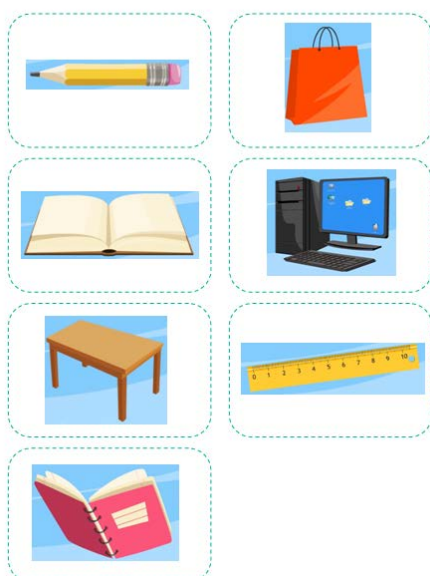


Exploit the scene by asking the Ss to describe what they can see.

Play the chant and ask Ss to join in and encourage them to chant along. Play the recording again, and ask everybody to chant.

Additional activity 1: Use Handout 2 (pictures cut out – T might have a set in colour)

Handout 2



Show one picture and ask individual students to name the letter and say the word. Then ask Ss to repeat as a whole class. Do the same with all the pictures to revise the words.

Additional activity 2: Handout 2

Give out the handout – one for each student, ask Ss to cut out the pictures.

Say the following words and ask the student to pick up the correct picture. When everybody has the right picture, do the next word:

computer

notebook

bag

desk

pencil

book

ruler

Optionally, in stronger groups you can do this activity by saying the first letters only:

Screen 3

Audio 1: *three, eight*

Audio 2: *pen, ten*

Audio 3: *rubber, cupboard*

Audio 4: *pencil case, bookcase*

Key:

See audio above (from left to right, then down)



Ask Ss to work individually or in pairs.

First ask them to listen to the recording, and complete the missing letters in the words. Then ask Ss to work in pairs and check their answers.

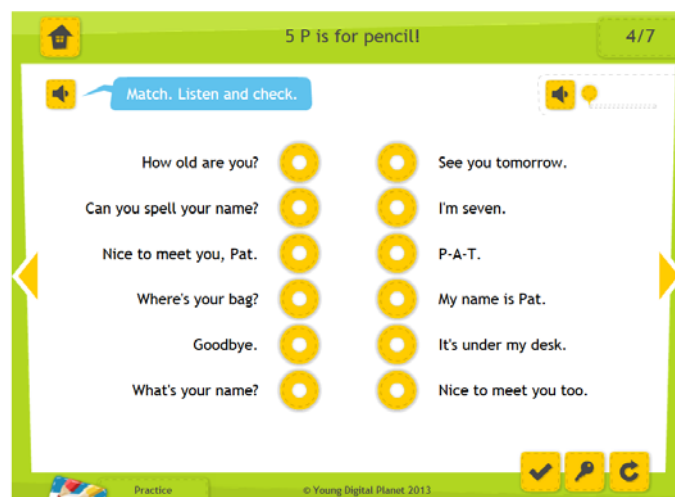
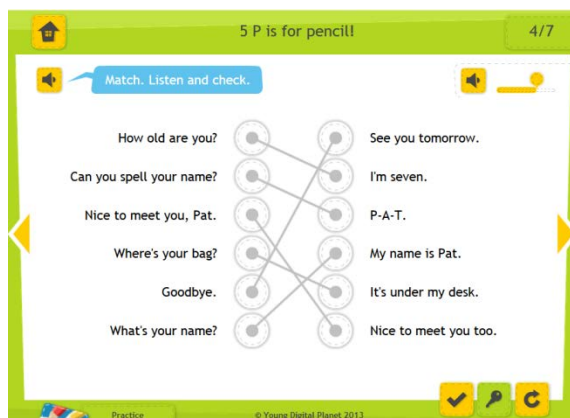
After the task is done, ask individual students to spell the words. In weaker groups, ask them to spell as a whole class or pair work activity.

Note: Before doing the activity, ask Ss to look at the letters of the alphabet on the right and name them. You can do it individually first, then as a class. In weaker groups, do this as a whole class activity.

Screen 4

Girl: *What's your name?*
Boy: *My name is Pat.*
Girl: *Nice to meet you, Pat.*
Boy: *Nice to meet you too.*
Girl: *Can you spell your name?*
Boy: *P-A-T*
Girl: *How old are you?*
Boy: *I'm seven.*
Girl: *Where's your bag?*
Boy: *It's under my desk.*
Girl: *Goodbye.*
Boy: *See you tomorrow.*

Key: see below (random order)



Ask Ss to match the questions and answers or statements and responses.

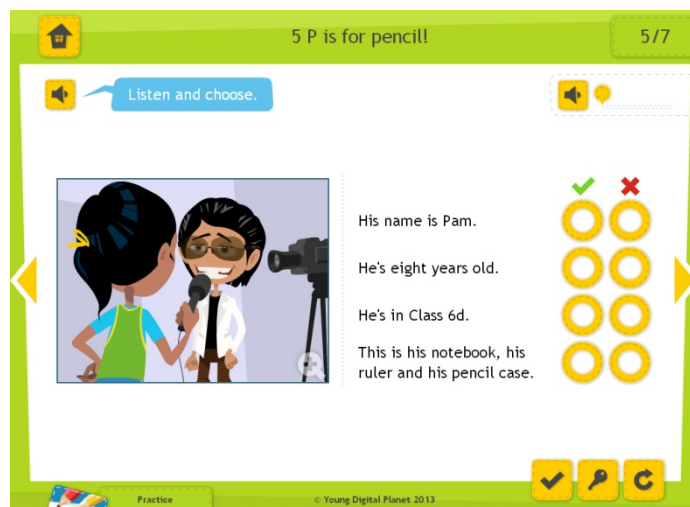
Then ask them to listen and check their answers. This can be done individually or in pairs.

Note: As an extra activity, Ss to work in pairs and roleplay the dialogue (using their own name and age). Then ask them to swap roles.

Screen 5

Boy: *Hello! My name's Sam. I'm 8 years old. My class is 6d. This is my book, my ruler and my pencil case. Goodbye!*

Key: 1 False 2 True 3 True 4 False



Ask Ss to listen and choose the correct sentence they hear.

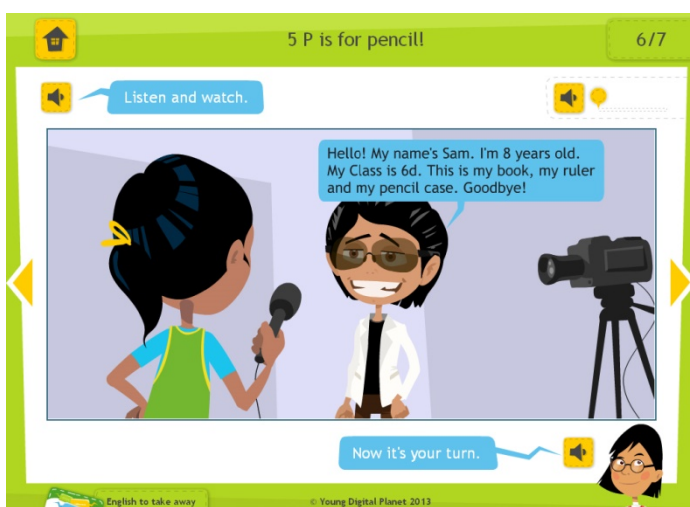
Note: This is to prepare Ss for the Language to Go screen (Screen 6). Ask students to correct the false sentences, do it as a class or ask individual students.

Say: *His name is ...* and wait for the correct word: *Sam*.

Say: *This is his....* and wait for the correct words: *book, his ruler and his pencil case*.

Screen 6

Boy: *Hello! My name's Sam. I'm 8 years old. My class is 6d. This is my book, my ruler and my pencil case. Goodbye!*



	Give the Ss these instructions for the 'Listen and watch' activity. Look at the picture and listen to and repeat the words in the speech bubble. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Ask students to practise in pairs (use their own names, age, class and objects), small groups and/or in front of the class.
Note: You could also record or film Ss with their presentation. Prompt them to show the objects as they say them.	

Handout 1

d

b

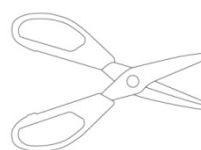
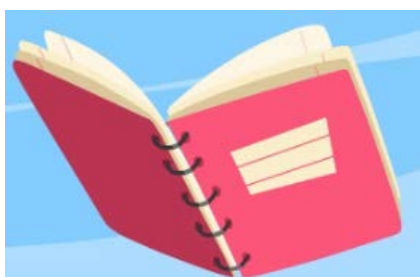
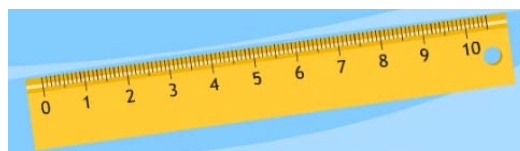
p

n

r

c

Handout 2



Friends 4 Lesson 72		<i>This is me!</i>		Speaking & Reading	
Aims	Presenting yourself Saying your age, where you are from and your class Showing a few personal objects	Contents	Reading and speaking skills Presenting yourself	Checklist	1 master handout for the teacher
Language Analysis					
Vocabulary <i>Hi/Hello! My name's ...</i> <i>I'm from (England/France).</i> <i>I'm 6/7 years old.</i> <i>I'm in Class 2.</i> <i>This is my (pencil case).</i> School objects: <i>pencil case, pen, notebook, book, rubber, ruler, bag, pencil</i> There might be other school objects or objects students have in their bags you would need to name as well: <i>scissors, tape, sandwich, drink, tissues, shoes, stickers, T-shirt, folder, shorts, glue</i> etc.					

Procedure

Warm-up Off the screens

1. Revise school objects by asking Ss to take everything out of their schoolbags.
2. Ask Ss to pick up one object and say what it is: *pencil case*. Everybody should pick up their pencil case. In weaker groups, pick up one of the students' pencil cases as an example.
3. Repeat with other objects: *book, bag, notebook, pen, pencil, ruler*

Additional activity:

Ask Ss to work in groups (3-4 students) and count the number of objects in the group.

Ask:

How many pens has this group got?

How many pencil has this group got?

How many books has this group got?

How many notebooks has this group got?

How many rulers has this group got?

How many bags has this group got?

If students have problems, count with them by pointing: *one, two, three* etc.

In stronger groups, there might be other school objects as well that you could revise if they have them in their bags e.g. a sandwich, scissors, glue, a folder etc. Help students name all the objects they have in their bags if you feel the group is strong enough.

Screen 2

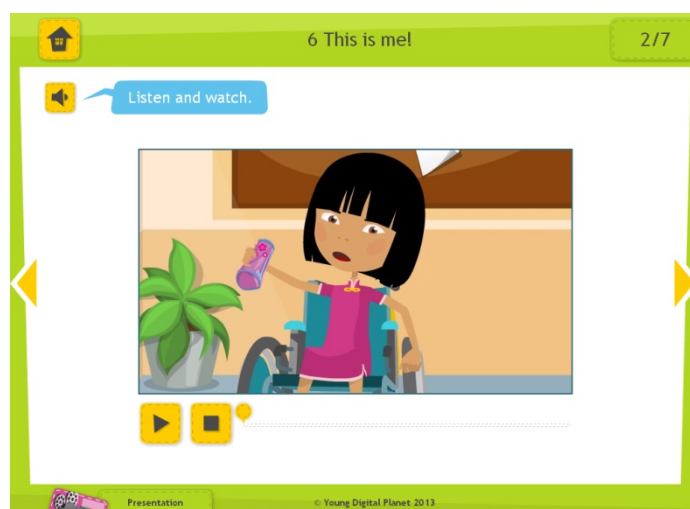
Lucy: *Hi! My name's Lucy. I'm from England. I'm 6 years old. I'm in Class 2. This is my pencil case!*

Alex: *Hello! My name's Alex. I'm from England. I'm 7 years old. This is my book!*

Kim: *Hello! My name's Kim. I'm from England. I'm 7 years old. I'm in Class 2. This is my ruler!*

Sam: *Hi! My name's Sam. I'm from England. I'm 6 years old. I'm in Class 2. This is my bag!*

Anna: *Hi! My name's Anna. I'm from France. I'm 7 years old. This is my pencil!*



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

Ask Ss to listen to the whole chant. After watching a few times, get them to chant along.

Note: Ask Ss to work in groups of 5 and take a role of each character then repeat the chant in their groups.

Additional activity: Handout. Choose one of the resident character pictures, start the sentence, then ask Ss to shout out the end of the sentence.

Handout



Optionally, instead of the handout you can use pictures from Screen two and enlarge them (but do not play the audio).

1. My name is... (Anna). I'm from ... (France). I'm ... (seven) years old. This is my... (pencil).
2. My name is... (Lucy). I'm from ... (England). I'm ... (six) years old. This is my... (pencil case).
3. My name is... (Sam). I'm from ... (England). I'm ... (six) years old. This is my... (bag).
4. My name is... (Alex). I'm from ... (England). I'm ... (seven) years old. This is my... (book).
5. My name is... (Kim). I'm from ... (England). I'm ... (seven) years old. This is my... (ruler).

Screen 3

Audio 1:

Lucy: Hi! My name's Lucy. I'm from England. I'm 6 years old. This is my pencil case!

Audio 2:

Alex: Hello! My name's Alex. I'm from England. I'm 7 years old. This is my book!

Audio 3:

Kim: Hello! My name's Kim. I'm from England. I'm 7 years old. This is my ruler!

Audio 4:

Sam: Hi! My name's Sam. I'm from England. I'm 6 years old. This is my bag!

Audio 5:

Anna: Hi! My name's Anna. I'm from France. I'm 7 years old. This is my pencil!

Key:

1 pencil case **2** book **3** ruler
4 bag **5** pencil



Ask Ss to listen and choose the correct word in the sentence, according to what they hear.

Note: Students can present their objects in pairs saying *This is my bag. This is my ruler.* etc. Teacher could also invite children to spell the words.

Screen 4

Audio 1:

Pat: *Hello! My name is Pat. P – A – T.
I'm from England. I'm 8 years old. I'm in
Class 3.*

Audio 2:

Tony: *Hello! My name is Tony. T – O –
N – Y. I'm from England. I'm 9 years old.
I'm in Class 4.*

Audio 3:

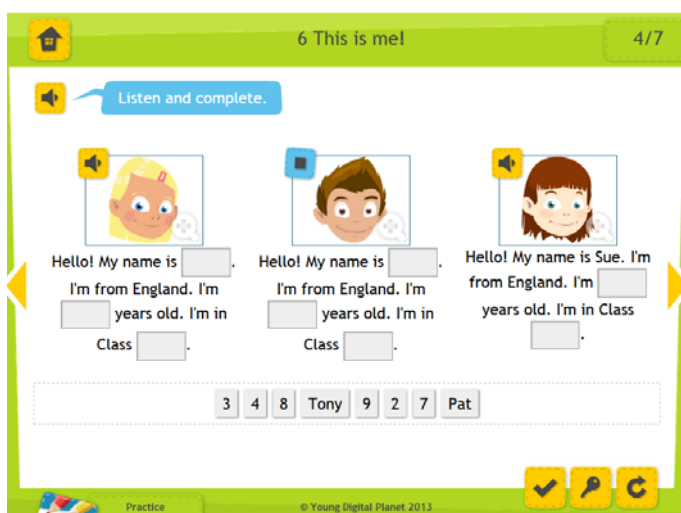
Sue: *Hello! My name is Sue. S – U – E.
I'm from England. I'm 7 years old. I'm in
Class 2.*

Key:

- 1 Pat, 8, 3
- 2 Tony, 9, 4
- 3 7, 2

Before doing the activity ask Ss (as a class or individually) to look at the words at the bottom and say them aloud:

three, four, eight, Tony, nine, two, seven, Pat.



6 This is me! 4/7

Listen and complete.

 Hello! My name is .
I'm from England. I'm years old. I'm in Class .

 Hello! My name is .
I'm from England. I'm years old. I'm in Class .

 Hello! My name is Sue. I'm from England. I'm years old. I'm in Class .

3 4 8 Tony 9 2 7 Pat

Practice © Young Digital Planet 2013

Ask Ss to listen and drag and drop the correct name or number into the gaps according to what they hear.

Note: Students can listen to the audio as many times as necessary. They read out/ practise repeating what the characters say.

Screen 5

Audio 1:

Lucy: *My name's Lucy.*

Audio 2:

Alex: *I'm from England.*

Audio 3:

Kim: *I'm 7 years old.*

Audio 4:

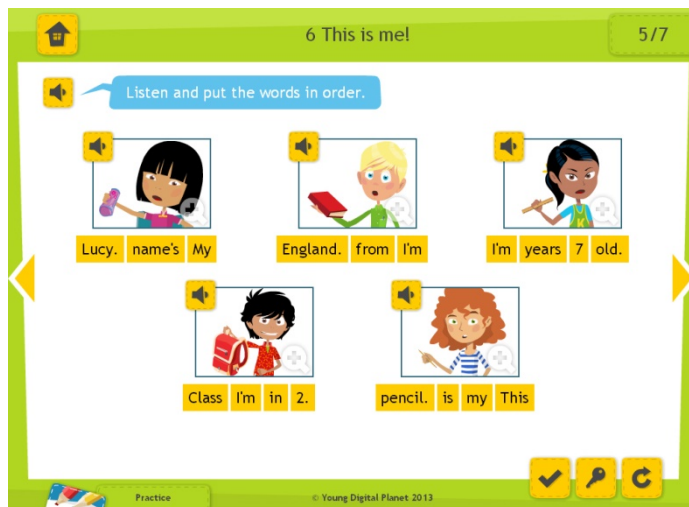
Sam: *I'm in Class 2.*

Audio 5:

Anna: *This is my pencil!*

Key:

- 1 My name's Lucy.
- 2 I'm from England.
- 3 I'm 7 years old.
- 4 I'm in Class 2.
- 5 This is my pencil.

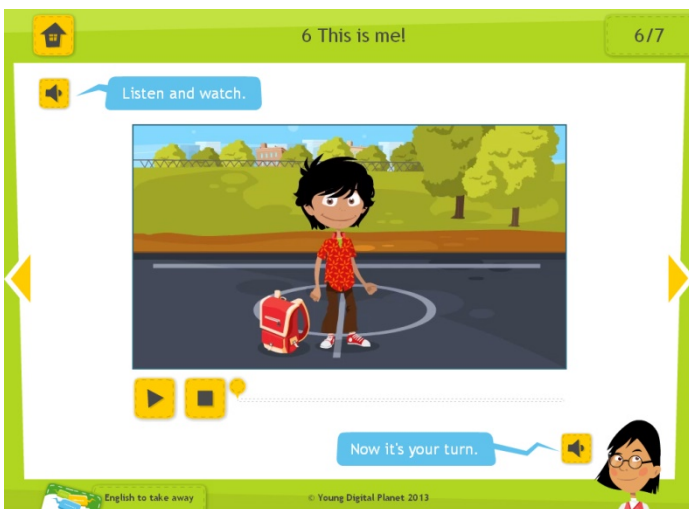


Ask Ss to listen and put the words in the correct order, according to what they hear.

Note: After ordering the sentences, students should practise saying them.

Screen 6

Sam: *Hi! My name's Sam. I'm from England. I'm 6 years old. This is my bag! Goodbye!*



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

1. Ss to watch the animation and listen.
2. Children listen to the animation as many

	times as necessary to build up their confidence. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. 1. Tell Ss to practise talking about themselves. Then put them in pairs to practise. 2. When they have finished, nominate a few Ss to make their presentation to the whole class so that everybody can listen.
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Handout

