

Friends 7 Lesson1		20, 30, 40...		Vocabulary	
Aims	Understanding and spelling the following numbers: 20,30,40,50,60,70,80,90,100	Contents	Grammar <i>That's number ...</i> Vocabulary Numbers 20-100: <i>twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred</i>	Checklist	Two master handouts (one group work handout one pair work handout both to be cut out): number forming and number drilling. Scissors
Language Analysis					
<i>That's number 30, 60 and 100</i> – is not a mistake, you can use singular here. 100 = a hundred = one hundred The difference between digit and number: - Numbers are made up of digits, and digits make numbers. - A digit is a symbol (and there are ten of them: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9), and a number may consist of one or more digits (8, 11, 375 etc.). - A number has a numerical value, while a digit is just a representation.					

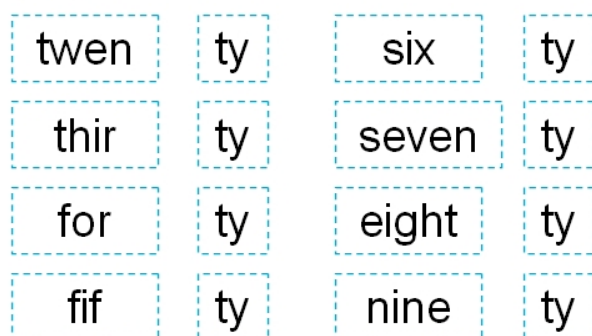
Procedure

Warm-up off the screens

1. Give out Handout 1.
2. Ask your students to work in pairs.
3. Students create numbers from the pieces of words, discovering the general structure.
4. Ask representatives to read the numbers in ascending order.

Handout 1

Cut out.



Screen 2

Audio 1:

Kim: Look ... is this your mum?

Alex: No, that's number thirty and that's number seventy. My mum's number sixty.

Audio 2:

Kim: Oh, is this your mum now?

Alex: Let's see. No, that's number twenty... fifty... and ninety.

Audio 3:

Kim: Look! Is this your mum now?

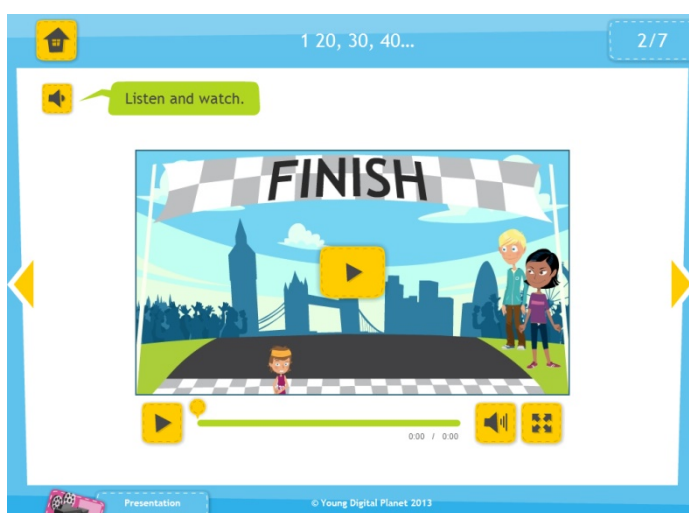
Kim: Number 40 ...80 ...

Alex: And a hundred.

Alex: Where's mum?

Audio 4:

Alex's mum: I finished!



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

You will need to establish the context with students, i.e. that this a running race or some

kind of marathon.

Read through the audio with the Ss before you listen to it as a class.

This will help students with pronunciation and meaning.

Screen 3

Audio 1:

twenty

Audio 2:

thirty

Audio 3:

forty

Audio 4:

fifty

Audio 5:

sixty

Audio 6:

seventy

Audio 7:

eighty

Audio 8:

ninety

Audio 9:

a hundred

Key:

Screen 4

Key:

- 1 twenty
- 2 thirty
- 3 forty
- 4 fifty
- 5 sixty
- 6 seventy
- 7 eighty
- 8 ninety
- 9 hundred

Screen 5

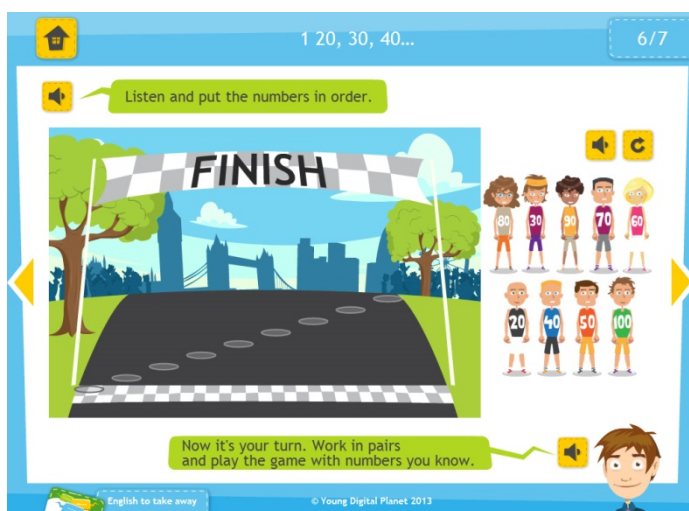
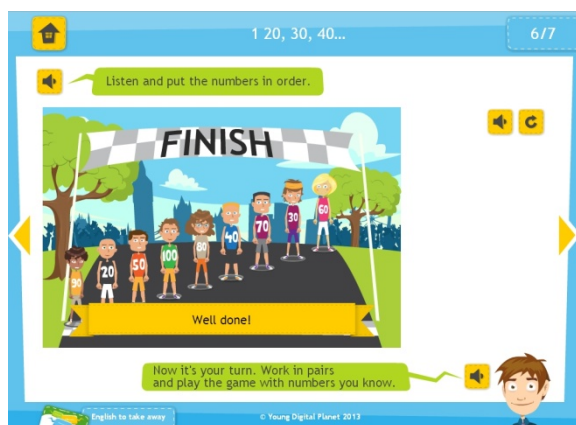
Key:

See below.

Screen 6

Audio:

Ninety
Twenty
Fifty
Hundred
Eighty
Forty
Seventy
Thirty
Sixty



Give the students the instructions for the Listen and ordering activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentence.
3. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and tell the story.

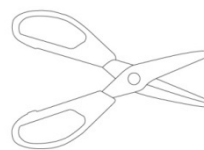
Handout 2

1. Put your students in a circle.
2. Give each student a number from Handout 2.
3. Ask your students to keep their numbers covered.
4. Student to your left starts. He or she uncovers the number and points a person to say it aloud, and then puts the number on the floor.
5. Now the person who said the number uncovers her or his number and points the one who is to say it.
6. The game finishes when everyone has their numbers on the floor.

Handout 2

20 30 40 50 60 70 80 90 100

Handout 1

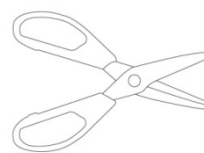


Cut out.

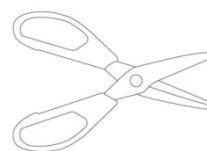
twen	ty	six	ty
thir	ty	seven	ty
for	ty	eight	ty
fif	ty	nine	ty

Handout 2

20

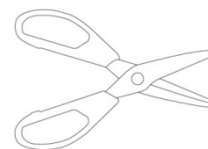


30



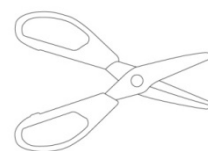
40

50



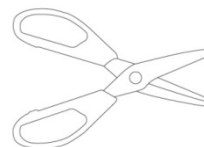
60

70



80

90



100

Friends 7 Lesson2		How many cakes have we got?		Grammar & Functions	
Aims	Understanding how to count between the 'tens' with one example (20-30). Understanding and saying: <i>How many ...?</i> Recycling: <i>have got/need</i>	Contents	Grammar <i>How many... have we got?</i>	Checklist	Two individual work handouts: number completion and Magic square Handout 2 to cut out
	Vocabulary <i>How many?</i> <i>Cake(s)</i> <i>Have got / need</i>				
Language Analysis					
Grammar: <i>How many...?</i> is the question we use for things we can count (e.g. cakes). <i>How many</i> is a 'wh- question'. Remember about falling intonation. <i>two more (cakes)</i> – in such a case <i>more</i> always comes between a number and a noun. Hints: Write the 'between the tens' number separately: <i>twenty-one</i>.					

Procedure

Warm-up off the screens

1. Give out Handout 1.
2. Ask your student to complete the numbers.
3. Ask representatives to come to the board and write the numbers with letters.

Handout 1

Complete.

- | | |
|----|--------------|
| 21 | twenty ____ |
| 22 | twenty ____ |
| 23 | twenty _____ |
| 24 | twenty _____ |
| 25 | twenty _____ |
| 26 | twenty ____ |
| 27 | twenty _____ |
| 28 | twenty _____ |
| 29 | twenty ____ |

Key:

one, two, three, four, five, six, seven, eight, nine

Screen 2

Audio 1:

Lucy: 18, 19, 20 ...

Sam: How many cakes have we got?

Lucy: Wait! 20, 21, 22, 23. Oh dear!
There are 23 cakes, but there are 30 children. We need seven cakes.

Audio 2:

Tony: Here you are! Three cakes.

Lucy: Thanks, Tony! 24, 25, 26. Now we need four more cakes.

Pat: Here you are! Two cakes.

Lucy: Thanks, Pat! 27, 28. Now we need two cakes.

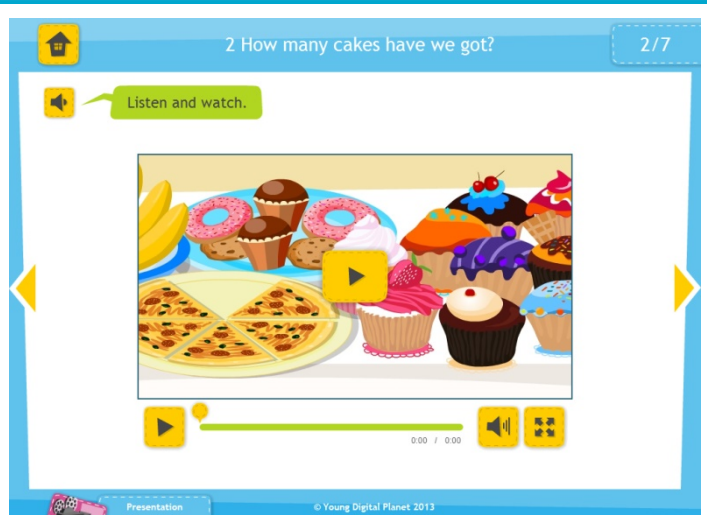
Audio 3:

Sue: Here are 2 cakes.

Lucy: Thank you, Sue. 29, 30! We've got 30 cakes.

Audio 4:

Robot: Here's a big cake.



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

Screen 3

Audio 1:

Twenty one.

Audio 2:

Twenty two.

Audio 3:

Twenty three.

Audio 4:

Twenty four.

Audio 5:

Twenty five.

Audio 6:

Twenty six.

Audio 7:

Twenty seven.

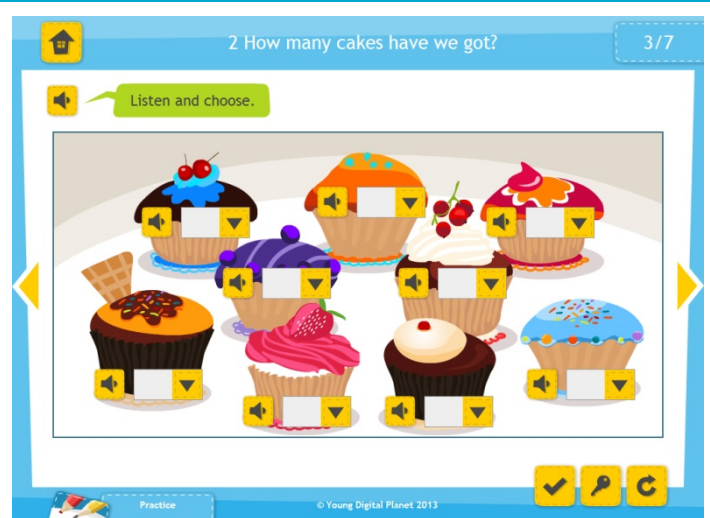
Audio 8:

Twenty eight.

Audio 9:

Twenty nine.

Key:



Screen 4

Audio1:

Twenty one.

Audio2:

Twenty two.

Audio3:

Twenty three.

Audio4:

Twenty four.

Audio5:

Twenty five.

Audio6:

Twenty six.

Audio7:

Twenty seven.

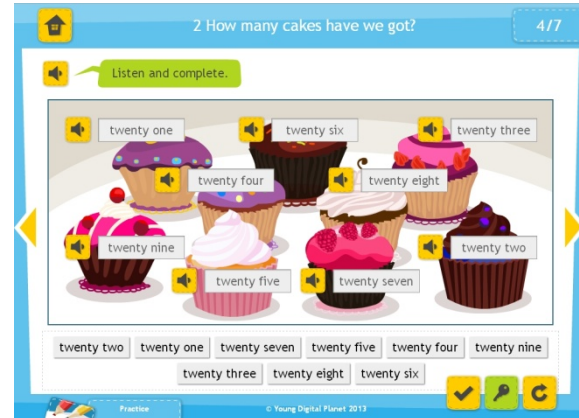
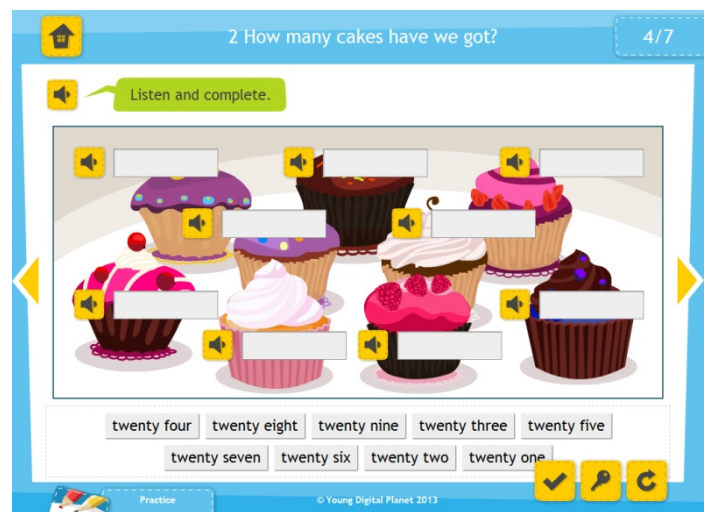
Audio8:

Twenty eight.

Audio9:

Twenty nine.

Key: See screen below



Screen 5

Key:

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

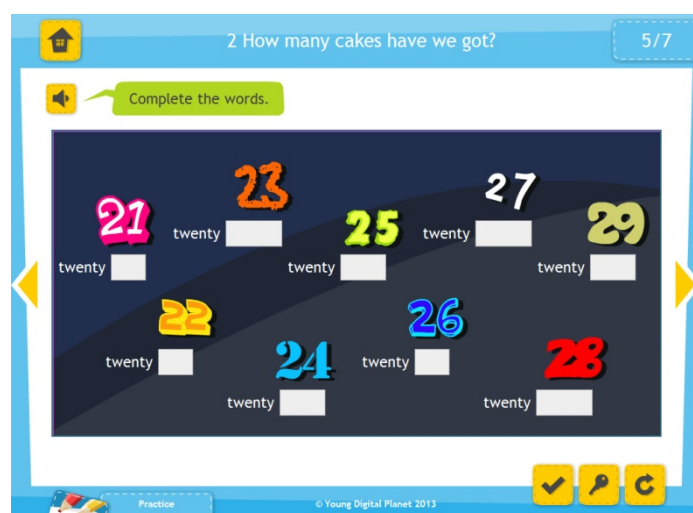


2 How many cakes have we got? 5/7

Complete the words.

twenty one, twenty three, twenty five, twenty seven, twenty nine, twenty two, twenty four, twenty eight

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2 How many cakes have we got? 5/7

Complete the words.

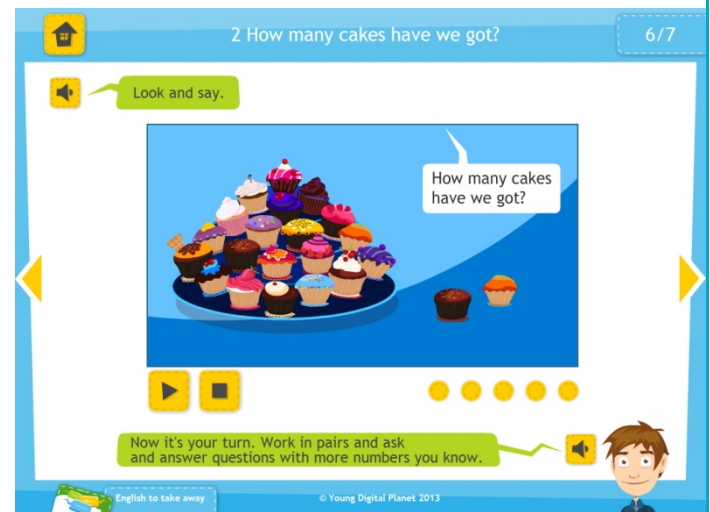
twenty, twenty, twenty, twenty, twenty, twenty, twenty, twenty

Practice © Young Digital Planet 2013

Screen 6

Audio:

How many cakes have we got?



Give the students the instructions for the Look and say activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentence.
3. Repeat as many times as you want to.
4. The students repeat.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and answer questions with more numbers they know.

Teacher Tip: Get students to play the game using different objects and practise larger numbers. Make suggestions of objects they could collect in large numbers (natural objects – stones, leaves, classroom objects eg paperclips, pencils etc).

They could draw pictures of large numbers of other items such as birds, stars, put sweets in a jar and get their partner to guess how many then count them etc.

Handout 2:

1. Give out Handout 2.
2. Don't give the same square to students in pairs.
3. Tell your students you are going to make a magic square with the class. Explain that a magic square is an arrangement of numbers in a square grid, where the numbers in each row, and in each column, and the numbers in the forward and backward main diagonals, all add up to the same number. Use example:

8	3	4
1	5	9
6	7	2

4. Write 3x3 grid on the board. Point to the first (e.g. top left-hand) square and say: We need this number. Have we got this number? or Who's got this number?
5. Let the student tell the number, elicit: It's number ... Write it down in a proper square on the board and ask students to fill in the gap in their squares.
6. Proceed until the last square (bottom-right hand) is empty.
7. Ask the class: What's this number? or What number do we need here?
8. Write the solution on the board if necessary (the sum is 132).

Key:

22	45	65
87	44	1
23	43	66

Handout 1

Complete.

- 21 twenty _ _ _
- 22 twenty _ _ _
- 23 twenty _ _ _ _ _
- 24 twenty _ _ _ _
- 25 twenty _ _ _ _
- 26 twenty _ _ _
- 27 twenty _ _ _ _ _
- 28 twenty _ _ _ _ _
- 29 twenty _ _ _ _

Handout 2

Cut out the squares. Complete the magic square.

22		

	44	

	45	

		1

		65

23		

87		

	43	

Friends 7 Lesson3		<i>Bingo!</i>		Grammar & Functions	
Aims	Understanding numbers 20–100 Spelling 20, 30, 40, 50, 60, 70, 80, 90	Contents	Vocabulary Numbers 20–100	Checklist	Two master handouts for individual work: number completion and Bingo! Handout 2 to cut out
Language Analysis					
Hints: Bingo is a game of chance played with randomly drawn numbers which players match against numbers that have been pre-printed on 5x5 matrices (which is the case in the American Bingo the children are playing). Bingo played in the UK is slightly different (it contains 27 spaces, arranged in nine columns by three rows). bingo /'bɪŋɡəʊ/ Other meanings: used to express the sudden completion of an event, occurrence of an idea, or confirmation of a guess.					

Procedure

Warm-up Off the screens

1. Give out Handout 1.
2. Ask students to complete the numbers.
3. Ask representatives to come to the board and write the numbers using letters.

Handout 1

Complete.

29	_____	nine
38	_____	eight
47	_____	seven
56	_____	six
62	_____	two
73	_____	three
84	_____	four
95	_____	five

Screen 2

Robot says: Are you ready?

Children: Yes.

Robot: OK! The first number is ... 23!

Sam: Yes!

Robot: And the second number is ...

56! Lucy Squeals: Ooh!

Robot: Well done, Lucy. Now ... number ... 88!

Sam: I've got that number!

Alex: Me too!

Robot: Number ... 67!

Robot: Number ... 34.

Robot: Oh dear! Let's see... Number ... 91! Lucy: Yes!

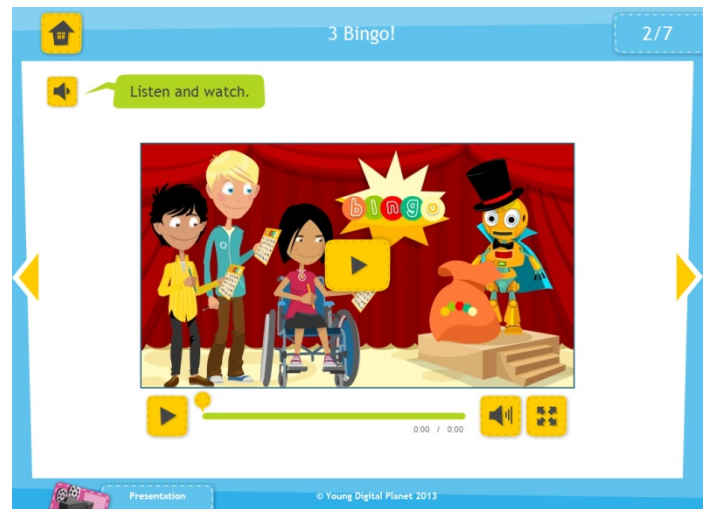
Robot: Number ... 79!

Alex: Good! I've got two numbers. I need one number.

Robot: Well done, Alex! Now ... number ... 45!

Sam: Bingo!

Robot: Well done, Sam. Here's a present.



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 your students in groups of three.
2. Ask students A and B to write down five numbers chosen from numbers 30–49, and to keep them hidden.
3. Student C picks numbers from 30 to 49 at random one by one, says them and writes them down. The other two students cross out the number if there's a hit.
4. The student who has his / her numbers crossed out first now will pick the numbers from 50 to 69. The other student and student C write down their numbers chosen from 50–69 group.
5. The third turn is with numbers 70–89.

Screen 3

Audio 1:
Number ... 23!
Audio 2:
Number ... 56!
Audio 3:
Number ... 88!
Audio 4:
Number ... 67!
Audio 5:
Number ... 34!
Audio 6:
Number ... 91!
Audio 7:
Number ... 79!
Audio 8:
Number ... 45!

Key:



Additional activity:
Ask your students to repeat after the robot.

Screen 4

Key:

- 1 one
- 2 two
- 3 six
- 4 four
- 5 three
- 6 five
- 7 seven
- 8 nine

Screen 5

Key:

- 1 twenty
- 2 ninety
- 3 thirty
- 4 fifty
- 5 seventy
- 6 forty
- 7 sixty
- 8 eighty

Screen 6

Audio:

Number fifty...three
 Number twenty...six
 Number seventy...five
 Number eighty...six
 Number forty...four
 Number twenty...two
 Number fifty...seven
 Number sixty...one
 Number seventy...nine
 Number eighty...three
 Number forty...nine
 Number thirty...one
 Number sixty...four
 Number ninety...seven
 Number ninety...eight



Give the students the instructions for the game activity.

Look at the picture and play the game.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to play Bingo in pairs or groups.

Handout 2:

1. Give out Handout 2. Say it's not a typical Bingo, but a game similar to it.
2. Ask students to complete the squares with numbers of their own choice from 1 to 50.
3. Choose random numbers from that range.
4. The student who crosses out 5 numbers first, shouts BINGO and wins.

Handout 2

Play a simplified Bingo



Handout 1

Complete.

- 29 _ _ _ _ _ nine
- 38 _ _ _ _ _ eight
- 47 _ _ _ _ _ seven
- 56 _ _ _ _ _ six
- 62 _ _ _ _ _ two
- 73 _ _ _ _ _ three
- 84 _ _ _ _ _ four
- 95 _ _ _ _ _ five

Handout 2

Play a simplified Bingo

		★		

Friends 7 Lesson4		<i>I've got 37 CDs.</i>		Skills	
Aims	Listening (and speaking) Recycling numbers 20–100 and 'How many...have you got?' 'I've got ...' Recycling vocabulary: CDs, comic books, badges	Contents	Grammar <i>How many... have you got?</i> <i>I've got ...</i> Vocabulary <i>CDs, comic books, badges</i> <i>Gosh!</i>	Checklist	Two master handouts: number completion and interview (one individual handout one pair work handout)
Language Analysis					
Grammar: <i>I have got</i> = <i>I've got</i> Vocabulary: <i>Gosh!</i> - an exclamation of mild surprise or wonder Hints: Pay attention to different spellings of the final 's' in plural forms: /s/ after voiceless consonants /p/, /t/, /k/, /f/, /θ/ (<i>comic books</i>) /z/ after everything else (<i>CDs</i>) When the plural form has the 'es' ending, the pronunciation is always /ɪz/ (<i>badges</i>).					

Procedure

Warm-up Off the screens

1. Give out Handout 1.
2. Ask your students to complete the numbers.
3. Check with the class.

Handout 1

28	twenty _ _ _ _ _
36	_ _ _ _ _ six
44	_ _ _ _ _ four
52	_ _ _ _ _ two
61	sixty _ _ _
73	seventy _ _ _ _ _
85	_ _ _ _ _ five
97	_ _ _ _ _ seven

Screen 2

Audio 1:

Interviewer: *What do you like?*

Child 1: *I like music. Look at my CDs!*

Interviewer: *How many CDs have you got?*

Child1: *I've got 37 CDs.*

Interviewer: *Awesome!*

Audio 2:

Interviewer: *What do you like?*

Child 2: *I like comic books. Look at mine!*

Interviewer: *How many comic books have you got?*

Child 2: *I've got 71 comic books.*

Interviewer: *Gosh!*

Audio 3:

Interviewer: *What do you like?*

Child 3: *I like badges. Look at these!*

Interviewer: *How many badges have you got?*

Child 3: *I've got 94 badges.*

Interviewer: *Awesome!*



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

Handout 2:

1. Put your students in pairs.
2. Give out Handout 2.
3. Ask them to pretend they are Martha and Michael.
4. Ask them to interview each other using the information provided.

Key:

Interviewer: *What do you like?*

Martha: *I like insects. Look at my butterflies!*

Interviewer: *How many butterflies have you got?*

Michael: *I've got 69 butterflies.*

Interviewer: *Awesome!*

Interviewer: *What do you like?*

Michael: *I like football players. Look at my stickers!*

Interviewer: *How many stickers have you got?*

Michael: *I've got 98 stickers.*

Interviewer: *Gosh!*

Screen 3



Audio 1:

Interviewer: *What do you like?*

Child 1: *I like music. Look at my CDs!*

Interviewer: *How many CDs have you got?*

Child 1: *I've got 37 CDs.*

Interviewer: *Awesome!*



Audio 2:

Interviewer: *What do you like?*

Child 2: *I like comic books. Look at mine!*

Interviewer: *How many comic books have you got?*

Child 2: *I've got 71 comic books.*

Interviewer: *Gosh!*



Audio 3:

Interviewer: *What do you like?*

Child 3: *I like badges. Look at these!*

Interviewer: *How many badges have you got?*

Child 3: *I've got 94 badges.*

Interviewer: *Awesome!*

Key: see pictures above (random order)

Screen 4

Audio 1:

Interviewer: *What do you like?*

Child 1: *I like music. Look at my CDs!*

Interviewer: *How many CDs have you got?*

Child 1: *I've got 37 CDs.*

Interviewer: *Awesome!*

Audio 2:

Interviewer: *What do you like?*

Child 2: *I like comic books. Look at mine!*

Interviewer: *How many comic books have you got?*

Child 2: *I've got 71 comic books.*

Interviewer: *Gosh!*

Audio 3:

Interviewer: *What do you like?*

Child 3: *I like badges. Look at these!*

Interviewer: *How many badges have you got?*

Child 3: *I've got 94 badges.*

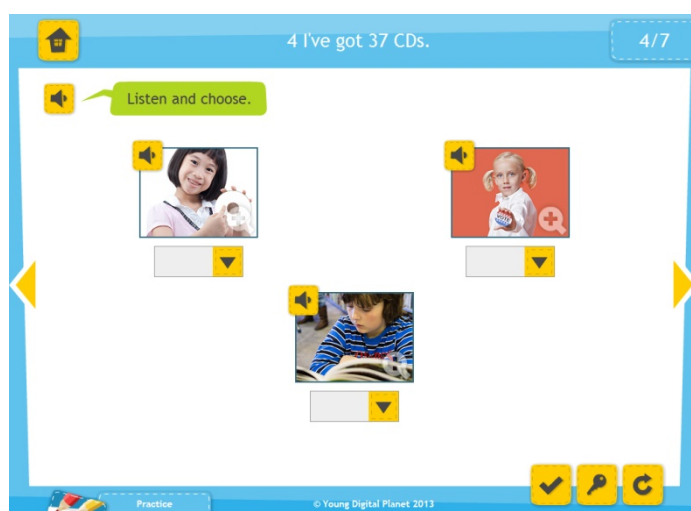
Interviewer: *Awesome!*

Key: (from left to right)

1 I've got 37 CDs.

2 I've got 94 badges.

3 I've got 71 comic books.



Screen 5

Audio 1:

Interviewer: *What do you like?*

Child 1: *I like music. Look at my CDs!*

Interviewer: *How many CDs have you got?*

Child 1: *I've got 25 CDs.*

Interviewer: *Awesome!*

Audio 2:

Interviewer: *What do you like?*

Child 2: *I like comic books. Look at mine!*

Interviewer: *How many comic books have you got?*

Child 2: *I've got 53 comic books.*

Interviewer: *Gosh!*

Audio 3:

Interviewer: *What do you like?*

Child 3: *I like badges. Look at these!*

Interviewer: *How many badges have you got?*

Child 3: *I've got 98 badges.*

Interviewer: *Awesome!*

Key: (random order)

1 68

2 25

3 53

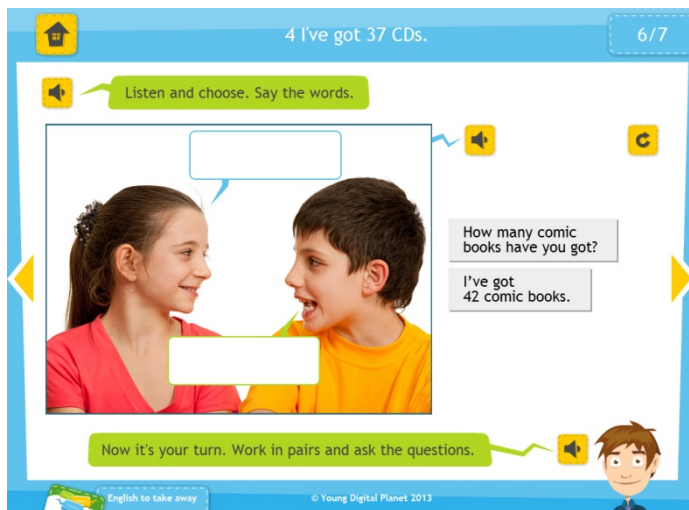


The screenshot shows a digital interface for a listening practice activity. At the top, a status bar displays a home icon, the text "4 I've got 37 CDs.", and a progress indicator "5/7". Below this, a green speech bubble with a speaker icon says "Listen and choose.". The main area contains three audio player controls, each with a photo of a child and a list of numbers. The first player shows a girl and the numbers "60 / 68 / 94" with the label "badges.". The second player shows a girl and the numbers "25 / 27 / 37" with the label "CDs.". The third player shows a boy and the numbers "50 / 53 / 71" with the label "comic books.". At the bottom, there is a "Practice" button and a copyright notice "© Young Digital Planet 2013". On the right side of the bottom bar are three icons: a checkmark, a magnifying glass, and a circular arrow.

Screen 6

Child1: *How many comic books have you got?*

Child2: *I've got 42 comic books.*



Give the students the instructions for the Listen and choose activity.

1. Look at the picture and read the sentences.
2. Click on the audio and listen to the sentence.
3. Students say the sentences.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.

Additional activity:

1. Put your students in pairs.
2. Tell your students to ask each other the questions 'What do you like?' and to write down the number of various objects students possess.
3. Ask your students what do they like.
4. On the board make a graph of how many items the class has in total.

Handout 1

28 twenty _ _ _ _ _
36 _ _ _ _ _ six
44 _ _ _ _ _ four
52 _ _ _ _ _ two
61 sixty _ _ _
73 seventy _ _ _ _ _
85 _ _ _ _ _ five
97 _ _ _ _ _ seven

Handout 2

Michael

Likes football players

Has got 98 stickers

Awesome!



Martha

Likes insects

Has got 69 butterflies

Gosh!

