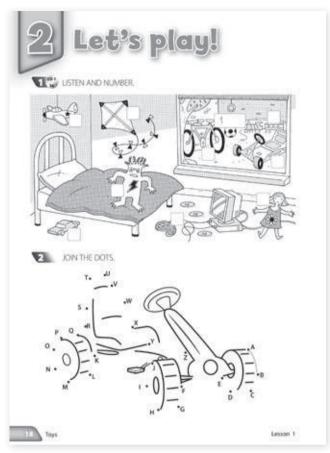
Let's play!





Objectives

- to present and practise toys
- to practise saying a chant for pleasure

Language

New language: toys: kite, monster, doll, plane, computer game, train, car, bike, go-kart, ball; let's go, toy shop, there's a (kite), race

Recycled language: colours, numbers *one-ten*

Receptive language: Find something (blue). Let's join in. That's right!

Materials

Downloadable Class Audio, Flashcards (toys): 27–36, Printable Wordcards 27–36 (optional), Downloadable Teacher's Resource Book (optional)

Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils identify and name toys.

Language competence: Pupils join in with a chant

Social and civic competences: Pupils work together to play a game.

Mathematical competence: Pupils solve a letter puzzle to create a picture.

- Augmented Reality: vocabulary interactive activity
- Online interactive activities: spinning game

Warm-up

- Tell pupils to point to different-coloured objects in the room.
- Say, e.g. Find something blue.
- Repeat for the other known colours.
- Go around the room pointing to or touching objects and asking What colour is it?

Presentation

- Hold up each flashcard in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for pupils to say the word in chorus.
- Stick the flashcards on the board or around the room with their corresponding wordcards if appropriate.

1 Listen, point and say.

- Pupils look at the picture in their Pupil's Books.
- Elicit who they can see (the four Super Friends) and where they are (outside a toy shop).
- Play the recording.

CD1 Track 34

Thunder: Wow! Look at the go-kart! Misty: Cool! It's my favourite toy. Flash: It's a go-kart race. Let's join in!

Whisper: OK. Now say the words.

1 kite, 2 monster, 3 doll, 4 plane, 5 computer game,

6 train, 7 car, 8 bike, 9 go-kart, 10 ball

- Pupils point to the objects when they hear them.
- Play the recording again. Pupils repeat the words.
- Pupils practise pointing and naming in pairs.

2 Listen and chant.

- Play the recording. Pupils listen and get a feel for the
- Play the recording again, pausing after each verse for pupils to repeat.
- Do the chant as a class and then in groups.
- Make ten groups. Hand out a flashcard to each group.
- Pupils do the chant again, holding up the relevant flashcard when they say the word.

CD1 Track 35

Toy shop, toy shop, Let's go to the toy shop. Look

A doll, a car, a bike, oh

yes,

A go-kart and a train,

A ball, a computer game, A monster and a plane.

And there's a kite! That's right!

Play the miming game.

- Demonstrate the activity by miming a toy for the pupils to quess.
- Pupils mime the action of a toy and guess what it is in pairs.

Activity Book, page 18

1 CD1 Listen and number.

• Pupils listen to the recording and write the numbers next to the objects in the picture.

CD1 Track 36

Number one: ball

Number two: car

Number three: computer game

Number four: bike

Number five: doll

Number six: plane

Number seven: kite

Number eight: go-kart

Number nine: monster

Number ten: train

Key: See CD script above

Join the dots.

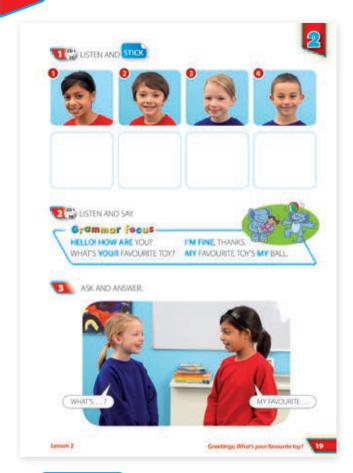
- Pupils join the dots from a to z to make a picture.
- Ask them what they can see (a racing car).

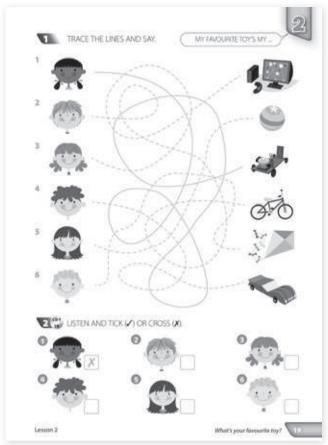
OPTIONAL ACTIVITIES

Reinforcement

- Display the flashcards on the board. Write a number under each one.
- Say the word, e.g. Doll. Pupils write the number in their notebooks.
- Pupils compare answers in pairs before you elicit the words from the class. Confirm by displaying the corresponding wordcards if appropriate.
 - See also Teacher's Resource Book Worksheet 1, p16

- Pupils close their books.
- Display nine flashcards on the board.
- Elicit what is missing.
- Collect the flashcards. Display eight, then seven, then six flashcards and repeat the activity.





• to present the first core grammar

Language

New language: greetings: Hello! How are you? I'm fine, thanks. What's your favourite toy? My favourite toy's my (ball), toys

Recycled language: numbers one-ten

Materials

Downloadable Class Audio, Flashcards (toys): 27–36, Printable Wordcards 27–36 (optional), Unit 2 cut-outs, scissors, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils ask and answer simple questions.

Social and civic competences: Pupils work together to ask and answer about favourite toys.

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities: catching clouds game

Warm-up

- Flash each flashcard very quickly in front of the class.
- Elicit what the word is and give the flashcard to the pupil who says it correctly.
- Invite the ten pupils to come and stick the flashcards on the board, repeating the word. Confirm by sticking up the corresponding wordcards if appropriate.
- Pre-teach *favourite* by asking pupils which their favourite toy is.

1 CD1 Listen and stick.

Note: In order to carry out this activity, pupils will first need to cut out their stickers with the backs attached.

- Give pupils time to look at the pictures. Point to each child and say the numbers 1–4.
- Pupils prepare their stickers and look at them.
- Play the recording. Pupils listen and choose the correct stickers.

CD1 Track 37

1

Woman: Hello! How are you? Girl: I'm fine, thanks.

Woman: What's your favourite toy? **Girl**: My favourite toy's my bike.

2

Woman: Hello! How are you? **Boy**: I'm fine, thanks.

Woman: What's your favourite toy? **Boy**: My favourite toy's my train.

3

Man: Hello! How are you? Girl: I'm fine, thanks.

Man: What's your favourite toy? Girl: My favourite toy's my ball.

4

Man: Hello! How are you? **Bou**: I'm fine, thanks.

Man: What's your favourite toy? **Boy**: My favourite toy's my kite.

Key: 1 bike, 2 train, 3 ball, 4 kite

2 CD1 Listen and say.

- Play the first question and answer. Pupils repeat.
- Repeat for the second question and answer.
- Pupils practise the guestions and answers in open pairs.

Ask and answer.

- Demonstrate the activity by encouraging pupils to ask What's your favourite toy?
- Pupils practise the question and answers in open pairs and then in closed pairs.

Activity Book, page 19

Trace the lines and say.

- Pupils trace the lines from the pictures of the children to the toys.
- Then they say a sentence for each child, using *My favourite toy's my*

Key: 1 go-kart, 2 bike, 3 computer game, 4 car, 5 ball, 6 kite

2 CD1 Sisten and tick (✓) or cross (✗).

- Pupils refer to Activity 1 in order to work out whether the children on the recording for Activity 2 are saying the right toy or not.
- Pupils tick the picture if the text is right or cross the picture if the text is wrong.

CD1 Track 39

1

Lisa: Hello. I'm Lisa. My favourite toy's my computer game.

2

James: Hello. I'm James. My favourite toy's my bike.

3

Naomi: Hello. I'm Naomi. My favourite toy's my car.

4

Toby: Hello. I'm Toby. My favourite toy's my car. **5 Olivia**: Hello. I'm Olivia. My favourite toy's my ball.

6

Mark: Hello. I'm Mark. My favourite toy's my go-kart.

Key: 2 1, 3 x, 4 1, 5 1, 6 x

OPTIONAL ACTIVITIES

Reinforcement

- Start to draw the outline of a toy on the board and encourage pupils to guess what it is.
- Invite the pupil who guesses correctly to come to the board and draw a different toy.
- Pupils can continue the game at their desk in pairs.
 - See also Teacher's Resource Book Worksheet 2, p17

Extension

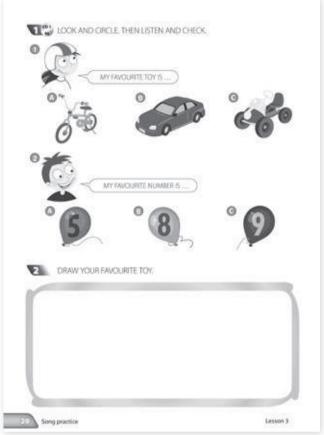
- Pupils mingle around the classroom.
- When they meet another pupil, they have a conversation:

Pupil A: What's your favourite toy?

Pupil B: My favourite toy's my ... What's your favourite toy?

Pupil A: My favourite toy's my ...





- to sing a song with the class
- to practise talking about favourite things

Language

New language: toys

Recycled language: numbers one-ten

Receptive language: Can you find it? That's smart! That's great!

Materials

Downloadable Class Audio, Flashcards (toys): 27–36 and/or Printable Wordcards 27–36 (optional)

Digital Minds

- Karaoke song
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils join in with a song.

Mathematical competence: Pupils identify people in a picture through a series of verbal clues.

Cultural awareness and expression: Pupils sing together as a class.

Sense of initiative and entrepreneurship:Pupils draw a picture of their favourite toy.

- Augmented Reality: karaoke song
- Online interactive activities: karaoke song

Warm-up

- Tell pupils you are thinking of a toy. They have to guess.
- Say, e.g. *It isn't a monster. It isn't a go-kart*. Mime to help them guess.
- The pupil who guesses correctly thinks of the next toy.

Listen and sing.

- Pupils look at the picture. Elicit what toys and numbers they can see.
- Play the recording. Pupils listen to the song.
- Play the recording again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class and then in groups.
- Use the karaoke version of the song (track 41) for pupils to sing in three groups.

CD1 Track 40

Hey, Emma! What's your favourite toy? My favourite toy isn't a plane. It isn't a kite or a computer game. My favourite toy!

Hey, Mike! What's your favourite number? My favourite number isn't three. Can you find it? Look at me! My favourite number!

Hey, Emma! What's your favourite toy? My favourite toy ... My favourite toy's a go-kart. That's smart!

Hey, Mike! What's your favourite number? My favourite number ... My favourite number's eight. That's great!

CD1 Track 41

(Karaoke version)

Find Emma and Mike. Then circle.

- Pupils look closely at the picture in the Pupil's Book to find Emma and Mike.
- They check in pairs and then in fours before the class check.

Key: Emma is the girl walking towards the go-kart. Mike is the boy with '8' on his T-shirt.

Activity Book, page 20

1 CD1 Look and circle. Then listen and check.

- Pupils try to remember which toy was each child's favourite in the song.
- They circle the two favourite toys.
- Then they listen to the song again to check their answers.

Key: Emma – a go-kart, Mike – 8

2 Draw your favourite toy.

• Pupils draw their own favourite toy.

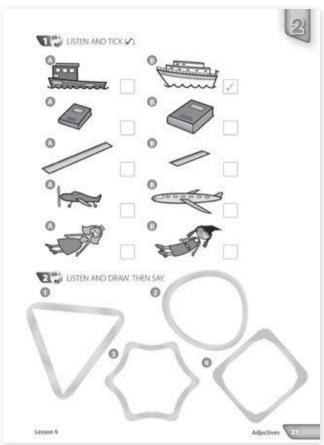
OPTIONAL ACTIVITIES

Reinforcement

- Pupils sing the song from PB Activity 1 again.
- Alternatively, in groups of four, pupils make up a new verse of the song, changing the name and the toy or number.
- Volunteer groups sing their new verse to the class.

- Demonstrate the activity for the class.
- Stick the toy, flashcards and/or wordcards on the board and write 1, 2, 3 next to the ones you like best (1 being your favourite).
- Pupils do the same individually and then compare their answers in threes.
- Elicit from pupils which their favourites are.
- Make a bar chart on the board or on a piece of paper displaying this information.





· to present the second core grammar

• to practise asking and answering questions

Language

New language: a/an, adjectives: long, short, big, small, ugly, beautiful, old, new, toys

Recycled language: numbers one-ten

Receptive language: We use ... before words beginning with ...

Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils use adjectives to describe objects.

Sense of initiative and entrepreneurship: Pupils draw a picture.

Social and civic competences: Pupils work together to ask and answer about a picture.

Learning to learn: Pupils use newly learnt information to draw pictures from verbal instructions.

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities: Popping balloons game

Warm-up

- Do a clapping game to review the vocabulary.
- Clap twice and then say a toy.
- · Pupils repeat.
- Clap twice and repeat the toy. Clap twice more and add another toy.
- Pupils repeat.
- Continue until all the toys are in the chain.

1 Listen and number.

- Give pupils time to look at the pictures and to say what they can see.
- Play the recording. Pupils listen and number.

CD1 Track 42

- 1 A small yellow ball.
- 2 An ugly purple monster.
- 3 A new pink go-kart.
- 4 A big green ball.
- 5 A long blue train.
- 6 An old black go-kart.
- 7 A short red train.
- 8 A beautiful orange monster.
- Pupils check in pairs. Play the recording again.
- Check with the class.
- Encourage pupils to guess what the new adjectives mean by looking at the pictures.

Key: a 5, b 7, c 4, d 1, e 2, f 8, g 6, h 3

2 Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Ask pupils to guess why a is used in one and an in the other.
- Ask pupils to find the other use of an in PB Activity 1 (with old).
- Give the reason if they don't guess, e.g. We use an before words beginning with a, e, i, o or u (vowels).
- Play the recording again for pupils to repeat a second time.

Draw a toy. Ask and answer.

- Demonstrate the activity by secretly drawing a toy.
- Pupils ask questions to guess.
- Pupils do the activity in pairs. Remind them not to show their picture to their friend.

Activity Book, page 21

Listen and tick ().

• Pupils listen to the recording and tick the picture that matches the text in each pair.

CD1 Track 44

- 1 A beautiful boat.
- 2 A small book.
- 3 A short ruler.
- 4 A big plane.
- 5 An ugly doll.

Key: 2 a, **3** b, **4** b, **5** b

2 CD1 Listen and draw. Then say.

- Pupils listen to the recording and draw the toy that they hear described.
- Then play the recording again for the pupils to repeat the phrases.

CD1 Track 45

- 1 An ugly monster.
- 2 A long train.
- 3 An old car.
- 4 A new bike.

Key: See CD script above.

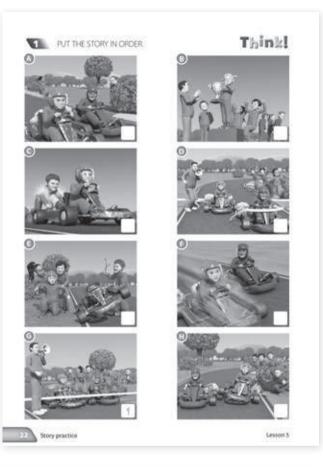
OPTIONAL ACTIVITIES

Reinforcement

- Together with pupils, create a mime for each of the new adjectives: long, short, big, small, ugly, beautiful, old, new.
- Do each mime together as a class.
 - See also Teacher's Resource Book Worksheet 3, p18

- Have pupils look again at AB Activity 1.
- In pairs, they say the correct phrases for the objects they didn't tick, e.g. *An ugly boat*.





- to present a picture story
- to review the message from the story

to practise the story

Language

New language: What a/an (ugly old go-kart)! first, go, that isn't fair, hold on, toys

Recycled language: colours, numbers

Receptive language: Stop her! Just a minute! Congratulations!

Materials

Downloadable Class Audio

Digital Minds

Story animation

Basic competences

Language competence: Pupils listen to a story.

Cultural awareness and expression: Pupils act out the story.

Social and civic competences: Pupils learn the message that cheating is wrong through pictures.

Mathematical competence: Pupils reorder a story with visual clues.

- Augmented Reality: Story animation
- Online interactive activities: story animation

Warm-up

- Elicit from the pupils the names of the four Super Friends
- Ask pupils to mime their special powers.
- Prompt what Flash said in the previous episode: I'm (sorry).

The go-kart race

- Check understanding of go-kart race.
- Elicit which characters pupils can see in the pictures.
- Play the recording. Pupils listen to find out who wins the race (Misty).
- Pupils compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension.
- Talk briefly with the class about the value (fair play cheating is wrong).
- Play the recording a third time. Pupils listen and repeat.

CD1 Track 46

1

Man: This is Ben from the red team, and this is Misty from the green team.

Ben: Ha ha ha! What an ugly old go-kart!

2

Man: 1, 2, 3. Go!

Whisper, Thunder, Flash: Go!

3

Flash: Great, Misty! Girl: She's first! Stop her!

4

Misty: Oooooh! Help!

Flash, Whisper, Thunder: Oh no! Ben: Ha ha ha! Now I'm first!

5

Misty: That isn't fair!
Thunder: Just a minute!

6

Thunder: Hold on, Misty!

7

Misty: Whoooa!

Ben: No!

Man: Congratulations, Misty! You're first!

Misty: Thank you!

Activity Book, page 22

Put the story in order. Think!

Thinking skill: sequencing

- Pupils try to remember the correct order of the story. They number the pictures in order.
- Then they can look at the Pupil's Book story to check.

Key: a 3, b 8, c 6, d 2, e 5, f 7, g 1, h 4

OPTIONAL ACTIVITIES

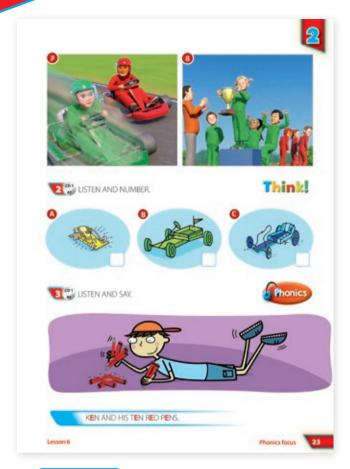
Reinforcement

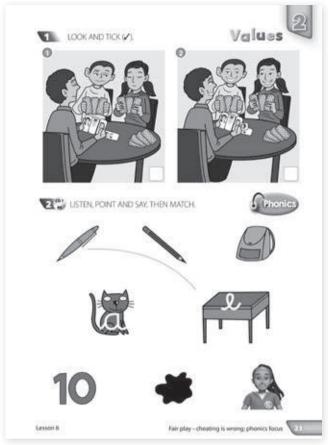
- Put pupils in groups of six.
- Pupils each take a role of one of the characters.
- Play the recording. Pupils repeat in role.
- Pupils practise the role play in groups.
- Volunteer groups role play for the class.

Extension

- Focus on the parts of the story where Ben tries to cheat.
- Elicit from pupils why the value of fairness is important and elicit examples from the pupils of when they have experienced unfairness.

Note: This discussion will probably need to take place in L1.





- to check pupils' comprehension of the story
- to present and practise the short vowel sound for e
- to focus pupils on the value of fair play and that cheat wrong

Language

New language: toys, language from the story **Receptive language**: fair play, cheating is wrong

Materials

Downloadable Class Audio

Digital Minds

· Phonics game

Basic competences

Learning to learn: Pupils use previously known vocabulary to identify pictures.

Social and civic competences: Pupils learn the message that cheating is wrong through pictures.

Home-school link

· Augmented Reality: Phonics game

Warm-up

- Say phrases from the story, spoken by Ben or Misty.
- Pupils call out either Ben or Misty.

2 CD1 Listen and number. Think!

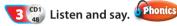
Thinking skill: comparative thinking

- Pupils look at the pictures. Play the recording.
- Pupils match the phrases with the pictures and compare answers in pairs.
- Check with the class. Elicit why an is used in phrase 2.

CD1 Track 47

- 1 A small go-kart.
- 2 An old go-kart.
- 3 A big go-kart.

Key: a 1, b 3 c 2





 Play the recording. Pupils look at the picture, read and repeat.

CD1 Track 48

е-е-е

Ken and his ten red pens. Ken and his ten red pens!

- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Pupils take turns to repeat in pairs.

Activity Book, page 23

Look and tick (). Values

Value: fair play – cheating is wrong

- Pupils look at the two pictures and decide which one represents the value of fair play. They can discuss this using L1.
- They tick the correct picture.

Key: Picture 2

2 CD1 Listen, point and say. Then match.



- Pupils listen to the recording, point to the pictures as they hear the words and repeat each word.
- Then they decide which words contain the 'a' sound and which contain the 'e' sound.
- They join the 'a' pictures to the cat and the 'e' pictures to the desk.

CD1 Track 49

pen, pencil, bag cat, desk ten, black, Flash

Key: cat: bag, black, Flash desk: (pen), pencil, ten

OPTIONAL ACTIVITIES

Reinforcement

- Pupils write two columns in their notebooks, headed: e and a.
- Say the words cat, red, pen, hat, black, desk, bag, ten. Pupils draw pictures of the objects (or use coloured pens to show colours) in the correct column.
- Pupils compare their pictures with a partner before you draw the answers on the board.

- Focus pupils on the pictures in AB Activity 1.
- Elicit why this value is important and elicit examples from them.





- to review toys words
- to practise listening for specific information

• to practise listening and speaking skills

Language

New language: things, What's your favourite (colour)? toys, adjectives

Receptive language: I can see something in this room. That's cool. Show me ... Look for ... Fantastic! Very good.

Materials

Downloadable Class Audio, coloured pencils, Downloadable Teacher's Resource Book (optional)

Digital Minds

Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils listen for specific information.

Language competence: Pupils ask and answer about their favourite things.

Social and civic competences: Pupils work together to ask and answer about favourite things.

Learning to learn: Pupils use newly learnt words to listen to verbal information and follow the instructions.

Warm-up

- Say I can see something in this room. It's red.
- Pupils take turns to guess.
- Repeat with the other colours.

1 CD1 Listen and write.

- Tell pupils to look carefully at the monsters and the cars.
- Make sure pupils know what to do. Read the instruction aloud
- Tell pupils to write the letter of the monster or car they
- Play the recording through once without stopping.

CD1 Track 50

1

Woman: Hi. What's your favourite toy?

Girl: My favourite toy's Beep. Beep's a big red car.

Woman: Hi. What's your favourite toy?

Boy: My favourite toy's Dino. Dino's a small and ugly

monster!

Woman: Hi. What's your favourite toy? Girl: My favourite toy's Star. Star's a blue car.

Woman: Hi. What's your favourite toy?

Boy: My favourite toy's Nessie. Nessie's a red and pink monster.

Key: 2 c, **3** b, **4** a

Ask and answer.

- Demonstrate the activity.
- Give pupils thinking time to prepare their ideas.
- Pupils take turns to ask and answer in pairs.
- Check and give further practice in open pairs.

Activity Book, page 24

1 CD1 Listen and colour.



• Pupils listen to the recording and colour the toys as instructed

CD1 Track 51

Man: OK, look at the bike. Colour it grey.

Girl: OK.

Man: Now, the train. Can you see it?

Girl: Yes.

Man: Colour it yellow.

Girl: OK. A yellow train. Great.

Man: Now find the plane.

Girl: The plane. Here it is.

Man: Good. Colour the plane blue.

Girl: A blue plane. That's cool.

Man: Next, colour the car.

Girl: What colour?

Man: Orange.

Girl: OK, an orange car.

Man: And now show me the computer game.

Girl: The computer game. Here it is.

Man: Good. Colour it green.

Girl: OK. A green computer game.

Man: And now look for the go-kart and colour it red.

Girl: A red go-kart. Fantastic! Man: Very good. Thank you.

Key: bike: grey, train: yellow, plane: blue, car: orange,

computer game: green, go-kart: red

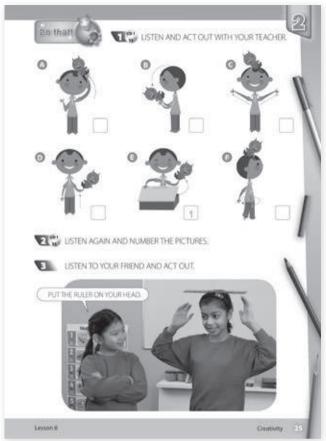
OPTIONAL ACTIVITIES

Reinforcement

- Demonstrate the activity. Tell pupils to look at pages 23 and 24 in their Pupil's Books. Describe a picture to them, e.g. It's big and red. Encourage pupils to say It's a car or Beep's red car.
- Pupils continue the game in pairs. Pupils can use other pages in the book.

- Do a simple colour dictation with the class, e.g. On the desk there's a big blue ruler, a green book, a small toy train and a beautiful monster.
- Read the dictation through once while pupils listen.
- Read it a second time in short phrases for them to draw and colour.
 - See also Teacher's Resource Book Worksheet 4, p19





- to enable pupils to listen and visualise and to create their own pictures
- to give pupils practice in describing a picture
- to enable pupils to follow a set of instructions

Language

New language: computer, computer screen, catch it, toys

Recycled language: colours, imperatives

Receptive language: Close your eyes and listen. Imagine ... Now draw ...

Materials

Downloadable Class Audio, paper, coloured pens, classroom objects (optional)

Digital Minds

• Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils listen to ideas and respond creatively.

Sense of initiative and entrepreneurship: Pupils draw and colour a picture based on verbal information.

Social and civic competences: Pupils work together to talk about their own pictures.

Cultural awareness and expression:

Pupils participate in actions based on verbal instructions.

Social and civic competences: Pupils work together to give and respond to instructions.

Warm-up

- Give pupils some simple instructions, e.g. *Point* to a computer. Hold up a blue pen.
- Pupils take turns to give other instructions to the class.

11 SEE Listen and imagine. Then draw your picture.

- Pre-teach screen.
- Tell pupils to put their heads on their desks, close their eyes and listen.
- Play the recording. At the end of the recording, speak quietly and tell pupils to listen again and imagine. Tell them they are going to draw the picture from their heads.

CD1 Track 52

Close your eyes and listen.

Imagine a computer.

Look at the screen.

Draw a toy on the computer screen.

What is it? Is it a monster? A car? A doll?

What colour is your toy? Is it big or small?

Is it ugly or is it beautiful?

Is it old or new?

Now draw your fantastic toy.

- Play the recording again.
- Pupils draw their own pictures of what they imagined.
- Go around the class and encourage pupils.
- Talk to them about their ideas and help if necessary.

2 Show your picture to your friends.

- Read the example from the Pupil's Book with the class.
- Remind them to use adjectives and other words to make their talk more interesting.
- Put pupils into groups of four for the descriptions.
- Volunteer pupils describe their pictures to the class.

Activity Book, page 25

1 CD1 Listen and act out with your teacher.

- Play the recording and mime the actions.
- Pupils mime the actions with you.

CD1 Track 53

- 1 Take out your toy monster.
- 2 Stand up.
- 3 Put the monster on your head.
- 4 Stretch.
- 5 Turn around.
- 6 Look down and catch it.

2 CD1 Listen again and number the pictures.

• Pupils listen to the recording again and sequence the pictures.

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

3 Listen to your friend and act out.

 In pairs, pupils take turns giving one another the instructions from Activity 1 (or adaptations of them) and carrying them out.

OPTIONAL ACTIVITIES

Reinforcement

- Display pupils' pictures from PB Activity 1 on tables or on the walls.
- Have pupils go around and see how many different things they can find.
- Ask the pupils which pictures are similar and which are very different.

Extension

- Play 'Simon says'. Tell pupils to perform an action only when you say Simon says first, e.g. Simon says turn around. If you only say Turn around, pupils shouldn't do the action. Any pupil who does is out of the game.
- Use instructions from the lesson and other classroom objects (*take out your rubber*).
- Pupils can also play this game in groups of five or six.

Picture dictionary and self-evaluation

Look and trace.

• Ask pupils to use the dots as a guide to write the words.

What is it? Say the words. Then colour the faces. Super me

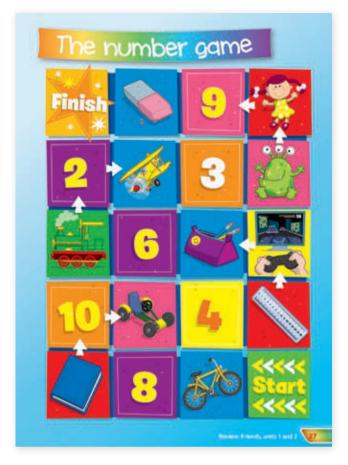
- Pupils test themselves by saying each word.
- Pupils colour in the face if they can remember the word.
- If pupils are unable to remember, encourage them to check in their Pupil's Books to remind them.

Note: You could now do the end-of-unit test on Teacher's Book pages 174–5.

Review: Friends, units 1 and 2 $^\circ$

Review





Objectives

- to review language from the unit.
- to encourage pupils to reflect on their learning

Language

New language: poster

Recycled (anguage: vocabulary and grammar from the units

Materials

Poster paper for each pair/group of pupils, felt tips, the Internet or brochures, scissors, glue, dice and counters, Downloadable Class Audio (optional), paper (optional), Poster 1 (optional)

Digital Minds

- Interactive Poster
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils use language from the unit to make and talk about a poster.

Social and civic competences: Pupils work together to make a poster.

Language competence: Pupils will be able to identify language from the units in context.

Social and civic competences: Pupils work together to play a game.

Home-school link

• Games from Friends, Unit 1 and Unit 2

Note: The Review pages, unlike the main units, are presented so that both Pupil's Book pages can be covered first, followed by the two pages in the Activity Book. The Activity Book pages give pupils the chance to learn about life in the UK, as well as reviewing language from the previous three units.

Warm-up

- · Call out colours.
- Pupils touch or point to items in the colours they hear.

Make a poster.

- Read through all the stages of the poster activity with pupils first.
- Make sure they know what they have to do.
- Hand out the poster paper to pairs of pupils. Pupils complete Part 1 of the activity.
- Give one brochure to each pair/group. Alternatively, they find pictures on the Internet. Pupils complete Part 2 of the activity.
- Give some scissors and glue to each pair/group. Pupils complete Part 3 of the activity.

Count the school objects. Close your eyes. What colour are they?

- Demonstrate the activity first with the class, using one of the posters
- Look at the poster, close your eyes and say, e.g. One red bag and one blue bag.
- Pupils do the same, talking about other pairs' posters.

Pupil's Book, page 27

The number game

- Demonstrate the game for pupils by playing it with one or two pupils at the front.
- Pupils take turns to roll the dice and then say the word in the square they land on. If they can't say the word correctly, they miss a turn.
- Pupils play the game in groups of four.
- Monitor and help as and when necessary.
- If time, make new groups for pupils to play the game again.

Key: bike, eight, book, ten, go-kart, four, ruler, computer game, pencil case, six, train, two, plane, three, monster, doll, nine, rubber

OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils what their favourite song, chant or game is from the unit.
- Do the song, chant or game again with the class.

Extension

- Give pupils paper and tell them to draw a grid (like on PB page 27) with nine squares.
- Tell pupils to draw a variety of objects and numbers from the unit in the boxes. They should also include *Start* and *Finish*.
- Pupils can play the game with their own drawing or they can swap.
- Pupils can play the number game again or ask and answer *What's this? It's a*

Note: You could use Poster 1 now. This features all of the target vocabulary from units Friends–2. Pupils can use the wordcards to label the picture if they are ready for the written word.

The target grammar for these units also appears in the speech bubbles. Pupils can say the dialogues in pairs.





- to review language from the unit
- to encourage pupils to reflect on their learning

Language

New language: uniform, horse, hippo

Recycled language: vocabulary and grammar from the units

Receptive language: I'm happy.

Materials

Downloadable Class Audio, coloured pencils, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Interactive Poster
- Interactive Flashcards and Wordcards

Basic competences

Learning to learn: Pupils use newly learnt words to understand a description of a picture and colour objects from it.

Learning to learn: Pupils apply knowledge of newly learnt words to identify odd words in vocabulary groups.

Home-school link

• Games from Friends, Unit 1 and Unit 2

Activity Book, page 26

Warm-up

- Put pupils into two teams.
- Describe something you can see in the classroom: It's red and old
- Pupils guess what it is and the team gets a point.
- · Continue with other items. The team with the most correct guesses wins the game.

1 CD1 Look and listen.

- · Look at the picture in the Activity Book. Encourage pupils to point and say words they know from the unit that they can see (bag, bike).
- Pre teach uniform.
- Play the recording. Tell pupils to point to the things they
- Check the colours pupils heard. Ask What colour is the bag?

CD1 Track 54

Woman: Hello, Mark. How are you?

Mark: I'm fine, thanks. Woman: Is this your school? Mark: Yes, it is, It's big and red.

Woman: Yes, it is. Is that your school uniform?

Mark: Yes, it is. It's purple and grey. Woman: What colour is your bag?

Mark: It's blue and black.

Woman: What's your favourite tou?

Mark: My favourite toy is my new ball. It's orange and

Woman: Thank you. Goodbye!

Mark: Goodbye!

2 Now listen and colour.

- Play the recording once all the way through.
- Check which colours pupils heard. Tell them to colour one item they remember.
- Play the recording again all the way through and give pupils further time to colour the next object. Continue until all objects are coloured in.
- Check pupils' answers by asking, e.g. What colour is the ball? (It's orange) and purple.

CD1 Track 55

Mark: Hello. I'm Mark. This is my school. It's big and red. This is my school uniform. It is purple and grey. My bag is blue and black. My favourite toy is my ball. It's orange and purple.

Key: See CD script above.

Activity Book, page 27

1 CD1 Listen and point. Then listen and repeat.

Note: This activity is designed to help Spanish speakers with the over-pronunciation of /h/.

- · Play the recording. Tell pupils to point to what they hear in the picture.
- Check which animal is Henry and which is Harold ask pupils to point to them. Ask *Is it Harold's hat?* (No, it isn't. It's Henry's hat.)

CD1 Track 56

Henry: Hello. I'm Henry the horse.

Harold: Hi, Henry. My name's **Henry:** No, that's my hat! Harold the hippo.

Henry: How are you, Harold? Harold: I'm happy.

Henry: Happy?

Harold: Yes, happy. I've got a new hat!

Harold: Oh, sorry, Henry! Here you are. Here's your

Henry: Thank you, Harold. Now I'm happy!

· Pupils then listen again and repeat.

Note: The chant is repeated in the same track with pauses.

Look and circle the odd one out. Then colour and say.

- Do the first set of pictures together. Ask why ten is the odd one out (ten is a number and notebook, book and pen are classroom objects).
- Give pupils a minute to check their answers in pairs before checking with the whole class.
- Pupils colour the objects and then work in pairs to say what they are.

Key: 2 ruler, 3 bag, 4 pencil case, 5 computer game

Note: You could now do the end-of-term test on Teacher's Resource Book pages 57–64.

OPTIONAL ACTIVITIES

Reinforcement

- Tell pupils to listen and point to the objects they hear.
- Randomly describe different objects or animals from AB pages 26 and 27, e.g. Henry; hat; a blue and black bag. Pupils should point to the item you are describing.
- Put pupils into pairs and they continue the activity.

- Divide the pupils into two groups. One group is Mark and the other is the interviewer.
- Play the recording of the dialogue with Mark from AB page 26 again. Pause the CD after each line, allowing time for the appropriate group to repeat. Encourage pupils to use the same intonation.
- Play the recording again, swapping the pupils' roles.