

Friends



1 **01** Listen and look. Then listen and say the words.

2 Thunder

4 Flash

1 Whisper

3 Misty

2 **02** Listen and chant.



Hi, I'm Whisper.
 What's your name?
 Hi, I'm Thunder.
 What a nice name!



Hi, I'm Flash.
 What's your name?
 Hi, I'm Misty.
 What a nice name!



4 Greetings

Learning outcomes:

- to name and talk about characters
- to practice greetings and introductions
- to say a chant

New language: *Hi, What's your name? I'm (name), What a nice name!, character names*

 **Cognitive control functions:** Working memory

Materials: flashcards 1–4 (characters), music, pieces of card stock (optional)

- Play the recording. Students point to the character names when they hear them.

For script, see TB p119.

- Play the second part of the recording. Students repeat the names.
- Point to the character names/pictures one at a time, or show the character flashcards. Students say the names.
- Students practice pointing and naming in pairs.

2  **02** **SB p4** **Listen and chant.**

Aim: to present *Hi, What's your name? I'm (name).*

- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script, see SB p4.

- Play the recording again, pausing after each line for students to repeat. Make sure they understand the meaning of *What a nice name!*
- Practice the chant as a class. Show the character flashcards as prompts.
- Invite four students to come to the front. Give each one a character name. They perform the chant for the class, each saying two lines. Repeat with different groups of four students.

Practice

Aim: to personalize and practice the new language

- Invite a pair of students to the front.
- Prompt them to do the chant, using their own names instead of *Whisper, Thunder*, etc. They each say their name twice.
- Repeat with two more pairs of students.
- Make pairs. Students practice the chant, using their own names, taking turns starting.

1 **WB p4** **Read and match. Color the circles.**

Aim: to review colors and character names

Key: 2 b, 3 a, 4 c

Ending the lesson

Aim: to review key language from the lesson

- Repeat the mingling activity from the Warm-up. Students walk around as music plays. When the music stops, students pair up with the nearest student. They take turns introducing themselves using *Hi, I'm (name). What's your name?*

Stronger students: Students can respond *What a nice name!*

Extension activity


Aim: to make a name label and practice language from the lesson

- Hand a piece of card stock to each student. Show them how to fold it in half lengthwise and write their name on it.
- Students stand the name card on their desks. Call a volunteer to the front of the class. He/She says *Hello, (name)* to as many students as possible, reading the names on the cards.
- Ask students to turn their cards around and see if the student can remember the names.

Warm-up

Aim: to review *Hello* and *Hi*

- Wave to the class and say *Hello*. Encourage students to wave back and say *Hello*. Repeat, but this time say *Hi*.
- Greet a student with *Hello, (name)*. Prompt the rest of the class to wave at him/her and say *Hello, (name)*. Repeat with different students, alternating between *Hello* and *Hi*.
- Students practice saying *Hello* to one another in pairs.
- Do a mingling activity. Ask students to stand up and walk around. Play some music. When you pause the music, students stop walking and say *Hello!* to their nearest classmate.

1  **01** **SB p4** **Listen and look. Then listen and say the words.**

Aim: to introduce the names of the characters

- Students look at the picture in their Student's Books. Point to the name labels. Ask students why they start with capital letters. Elicit that they are names. Say *Look at the names. Listen.*

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Learning outcomes:

- to count from *one* to *ten*
- to talk about how old you are

New language: *one, two, three, four, five, six, seven, eight, nine, ten, How old are you? I'm (age).*

Recycled language: *What's your name? I'm (name).*

Flashcards: 5–14 (numbers *one* to *ten*)

Warm-up

Aim: to review giving and asking names

- Say to a student *Hi! What's your name?* The student responds *Hi! I'm (name).*
- Encourage the student to ask his/her neighbor *What's your name?* and the second student to reply *I'm ...* Continue around the class.

1  03 **SB p5** Listen and point to the numbers.

Aim: to present and practice numbers *one* to *ten*

- Teach the numbers using the flashcards.
- Give students time to look at the picture in their Student's Book.
- Play the recording. Students listen and point to the numbers.

For script, see SB p5.

- Say one of the numbers. Students point to the correct child in the picture. Repeat several times.
- Say a series of numbers between *one* and *ten*. Students write the numerals in their notebooks.
- Write the answers on the board for students to check.

2  04 **SB p5** How old are the Super Friends? Listen and write.

Aim: to practice the written form of numbers *one* to *ten*

- Review the characters' names using the picture. Check students understand how the speech bubbles work (i.e., that each character is saying his/her age and students have to write the number they hear, or the number word).
- Play the recording. Give students time to think and write.

For script see, TB p119.

- Students check in pairs.
- Play the recording again. Check answers with the class.

Key: Misty: 6/six, Whisper: 8/eight, Flash: 8/eight, Thunder: 7/seven

3 **SB p5** Ask and answer.

Aim: to present and practice *How old are you? I'm (age).*

- Ask different students *How old are you?* and prompt them to respond *I'm (age).* Practice pronunciation of the question.
- Students practice the question and answer in open pairs.
- Point to the conversation in the Student's Book. Read the questions, and choose a confident student to read the answers.
- Demonstrate the conversation, with real names and ages, with the student.
- Students practice in pairs or groups of four, giving their real names and ages. Change pairings/groups several times.

1 **WB p5** Look and match.

Aim: to practice reading numbers *one* to *ten* (as words)

Key: b three 3, c ten 10, d eight 8, e nine 9, f one 1, g four 4, h five 5, i two 2, j six 6

2 **WB p5** Write the number words.

Aim: to practice spelling of numbers *one* to *ten*

Key: b one, c six, d two, e seven, f nine, g eight, h four, i ten, j five

3 **WB p5** Look. Then write about you.

Aim: to review language from the lesson

Ending the lesson

Aim: to review numbers *one* to *ten*

- Use the flashcards to review the numbers.
- Show the flashcards at random. Students say the number.
- Invite ten students to the front and hand out the flashcards at random.
- Students quickly arrange themselves in order (*one* to *ten*).
- Ask the class to check the order by calling out the numbers together.

Extension activity

Aim: to review numbers *one* to *ten*

- Each student writes numbers *1* to *10* in any order in their notebook, without showing anyone.
- Put students into pairs. Student A dictates his/her numbers while Student B writes. Then they swap roles. They check answers by comparing with their original list.

Stronger students: Students write number words, rather than numerals.

1 03 Listen and point to the numbers.



2 04 How old are the Super Friends? Listen and write.

I'm _____.

I'm _____.

I'm _____.

I'm _____.

3 Ask and answer.

What's your name?

I'm Carlos.

How old are you?

I'm six.

1  05  Listen and sing.

A B C D E
 F G H I J
 Hey! Sing with me!
 K L M N O
 P Q R S T
 Sing with me.
 U V W X Y Z
 We can sing the alphabet!
 We can sing the alphabet!



2  Play the alphabet game.

What's after "N"?

"O".


What's before "W"?


"V".

Learning outcomes:

- to sing a song
- to practice saying the letters of the alphabet

New language: *Sing with me, We can sing the alphabet, What's before/after ("N")?*

 **Critical thinking:** Solves simple puzzles (e.g., word puzzles)

 **Cognitive control functions (WB):** Working memory

Materials: alphabet cards: one for each letter of the alphabet (write the capital letter on one side and the lowercase letter on the other)

- Repeat two or three times, focusing on vowels and unusual letters such as J, K, Q, and Y.
- Play the audio (05). Students follow the song in their Student's Books.

For song lyrics, see SB p6.

- Play the audio again, in sections. Students repeat.
- Play the song video, pausing for students to repeat.
- Use the karaoke version of the audio (06) or video for students to sing in groups.

2  **SB p6** **Play the alphabet game.**

- Aim:** to give students further practice saying the alphabet
- Stick the alphabet cards (capital letters) on the board or write the alphabet from start to finish. Point to letters and say, e.g., *B is after A. C is after B. D is after C.* Ask *What's after D?* Ask similar questions about different letters. Present *before* and *What's before ...?* in the same way.
 - Students work in pairs. They ask and answer about the letters, using the alphabet in their Student's Books.
 - Monitor to check pronunciation. Also ask *What's after/before ...?*
 - Ask volunteers to come to the board and write the lowercase letters next to / below the capitals.

Extra support: Students copy the alphabet (capitals and lowercase) in their notebooks.

Ending the lesson

Aim: to review the letters of the alphabet

- Hand out the alphabet cards at random to a number of students. For smaller classes, use only some of the cards, but make sure they are sequential (e.g., A to M, or N to Z).
- Invite students with cards to arrange themselves in alphabetical order at the front. Prompt by asking, e.g., *What's before "F"? What's after "F"?* Encourage students to use the same questions (in English) to complete the task.
- Do the activity once with the lowercase and again with the capital letters.

Warm-up

Aim: to raise awareness of the alphabet

- Call to the front four students whose names start with the first four letters of the alphabet. If this sequence is not possible, any four-letter sequence in the alphabet will do, e.g., *D, E, F, G.*
- Stand the students in alphabetical order according to the first letters of their names. Say their names, repeating the first letter, e.g., *Anna, A; Ben, B.*
- Tell students the lesson is about the alphabet.

Extension activity

Aim: to practice the alphabet sequence

- Make groups of six students.
- Students arrange themselves in alphabetical order, according to the first letter of their names. Encourage them to ask *What's your name?* and *What's before/after ...?* as they decide where to stand.
- Ask each group to check that another group is in the correct order.
- Put students into new groups of six and repeat.

1  **05**   **06** **SB p6**
Listen and sing.

Aim: to present and practice the letters of the alphabet

- Teach the letter names in English, using the alphabet cards or writing letters on the board.
- Point to each letter one at a time, saying the name for students to repeat.

1  **01**  **WB p6** **Can you remember? Listen and write.**

Aim: to practice capital letters

For song lyrics, see SB p6.

Key: G, Q, T, X

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Learning outcomes:

- to recognize and say some colors
- to talk about possession using 's

New language: *yellow, red, orange, purple, green, blue, balloon, bag, (Flash)'s bag is (green).*

Recycled language: character names

Materials: colored pencils or markers

Warm-up

Aim: to review the letters of the alphabet

- Sing the alphabet song from SB p6 again with students.

1  **07** **SB p7** **Listen and point to the balloons.**

Aim: to present the colors

- Use the pictures in the Student's Book to present the colors.
- Point to each balloon one at a time and say the color.
- Students repeat.
- Play the recording. Students listen and point. Repeat.

For script, see SB p7.

- In pairs, students take turns pointing to the balloons and saying the colors.

2  **08** **SB p7** **Listen and match.**

Aim: to practice recognizing the color words, and to present 's for talking about possession

- Review the characters' names and teach *bag*, using the pictures.
- Say, e.g., *Point to the green bag.* Repeat for the different colors.

- Play the recording. Students draw a line from each character to their bag.

For script, see TB p119.

- Play the recording again for students to check. They compare answers in pairs.
- Check answers with the class.
- Ask, e.g., *What color is Flash's bag?* Students reply in chorus, e.g., *Green.* Write an example sentence, e.g., *Flash's bag is green,* on the board and point out the way 's is used to say that something belongs to someone.

Key: 1 c, 2 a, 3 d, 4 b

3 **SB p7** **Look at Activity 2. Make sentences.**

Aim: to practice talking about possession with 's

- Make sentences about the students' bags, e.g., *Carlo's bag is yellow.*
- Point to the first character in Activity 2 and the prompt in the speech bubble in Activity 3. Elicit the complete sentence.
- Students practice making sentences about the bags in pairs. Monitor. Encourage students to talk about the color of their classmates' bags in the same way.

Key: Flash's bag is green. Thunder's bag is blue. Misty's bag is purple. Whisper's bag is red.

1 **WB p7** **Color the words.**

Aim: to practice reading the colors

Key: Students color according to the given words.

2 **WB p7** **Write your name. Then draw a picture of you.**

Aim: to personalize the new language

Ending the lesson

Aim: to review spelling of the colors

- Write the six colors in scrambled letter order on the board.
- Students work in pairs to unscramble them.
- Students then put the colors in alphabetical order: *blue, green, orange, purple, red, yellow.*

Extension activity









Aim: to find the colors in the classroom

- Say, e.g., *Find a blue bag.* Demonstrate by pointing to / touching someone's bag of the correct color and saying (Name)'s *bag is blue.*
- Repeat with different colors. Students can move around the room to find the bags, or do this from their seats. Encourage students to make a sentence with 's when they find the bag.
- Students can also play in pairs.

1  07 Listen and point to the balloons.



2  08 Listen and match.

<p>1</p> 	<p>2</p> 	<p>a</p> 
<p>3</p> 	<p>4</p> 	<p>b</p> 
		<p>c</p> 
		<p>d</p> 

3 Look at Activity 2. Make sentences.

Flash's bag is ...

Meet the Super Friends

1  09  What is the cat's name?



Misty, Whisper, and Flash: Wow!



Flash: Look at me!
 Thunder, Misty, and Whisper: Cool!



Misty: My turn. Look!



Thunder, Whisper, and Flash: Misty?



Misty: What about you, Whisper?
 Whisper: I speak to animals.



Whisper: What's your name, cat?
 Cat: I'm Tabby.

8 Value: Making Friends

Learning outcomes:

- to listen to, read, watch, and act out a picture story
- to review language from the unit

New language: *What is the cat's name? Wow! Look at me, My turn, What about you? I speak to animals, Cool, cat, power*

Recycled language: character names, *What's your name? How old are you? I'm (name/age).*

Value: making friends

Materials: cat mask and blanket for each group of five students (optional)

Warm-up

Aim: to review *What's your name? How old are you?*

- Say, e.g., *Hello, Jim* to a student, not using his/her real name.
- When the student looks confused, ask, e.g., *Are you Jim? No? What's your name?*
- Repeat with other students, each time using the wrong name.
- Do the same with *How old are you?*, guessing the wrong ages, and encouraging students to reply, e.g., *I'm seven.*

Meet the Super Friends

1 **09** **SB pp8-9** **What is the cat's name?**

Aim: to present a picture story

- Review the names of the four Super Friends and teach *cat* using the pictures in the Student's Book.
- Read the title of the story and elicit the meaning of the question.

- Point to the captions of the story and make sure students realize that the words in bold are the names of the speakers, and the words after the colon are what they say.
- Play the audio. Students listen and read to find the name of the cat (*Tabby*).

For script, see SB pp8-9.

- Play the *Super Friends* video. Then play the video again, pausing to check comprehension. Point to Flash running and ask *Who's this?*
- Repeat for the other Super Friends. Teach the word (*super*) *power* and ask students to mime and/or explain the superpower of each Super Friend.
- At the end of the story, ask *How old is the cat?* (*Four*)

1 **02** **WB p8** **Who says it? Listen and check the box** .

Aim: to review phrases from the story

For script, see TB p119.

Key: 1 Flash (1st picture), 2 Whisper (2nd picture), 3 Cat (2nd picture)

2 **WB p8** **Match the Super Friends with the powers.**

Aim: to review the story

Key: 2 d, 3 c, 4 a

Ending the lesson

Aim: to practice the story

- Put students into groups of five.
- Students each take a role of one of the characters (including the cat). The student playing the cat could wear a cat mask, and the student playing Misty could use a blanket to act disappearing, if available.

- Play the recording. Students repeat in role.
- Students practice the role play in their groups.
- Volunteer groups role play for the class. Encourage them to try to emulate the expression and intonation from the recording.

Note: Students can mime the powers in the story, i.e., lifting something heavy, running very fast, becoming invisible, and reading the cat's mind.

Extension activity

Aim: to review phrases from the story

- Call out phrases from the story one at a time, e.g., *Look at me!*
- Students say who is speaking.