

# Friends. Hello again! Vocabulary. Greetings

## Teaching Notes

### Learning outcomes

- to name and talk about characters
- to practise greetings and introductions

### New language

*Hi, What's your name? I'm (name), character names*

### Materials

pieces of card (optional)

### Warm-up

- 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 practise saying *Hello* to one another in pairs.
- Do a mingling activity. Ask students to stand up and walk around. Students stop walking when you say *Stop!* They say *Hello!* to their nearest classmate.

**Additional practice:**  
Workbook p. 4

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### 1 Match.

- Revise the characters' names.
- Ask students to write answers, e.g. *I - Misty*.
- They compare answers in pairs.
- Check answers with the class.
- Ask, e.g. *What colour is Misty's hair?* Students reply in chorus, e.g. *Yellow*. Write an example sentence, e.g. *Misty's hair is yellow*, on the board and point out the way 's' is used to say that something belongs to someone.

### 2 Put in the correct order. Write.

- Remind students that the words are in the wrong order. Ask them to look carefully at the boxes.
- Write number 1 on the board and model the correct order: *Hi, I'm Sam*.
- Ask students to do the activity individually.
- Students reorder the words and write full sentences. Check answers together on the board.
- Draw attention to punctuation (capital letters, apostrophe in *I'm*, full stop).
- Ask students to read their sentences aloud in pairs: *Hello, I'm Kate. / Hi, I'm Leo*.
- Invite a few students to substitute their own names: *Hi, I'm [Anna]*.

### 3 Ask your classmates. Complete the sentences.

- Remind students that they already know how to introduce themselves. Point to the example speech bubbles.
- Model the dialogue with one student: *What's your name? - I'm [Anna]*.
- Ask students to walk around the class (or work in pairs) and ask four classmates.
- Students complete the sentences with their classmates' names.
- Monitor and check that they are using the full sentence, not just single words.
- Invite a few students to read their sentences aloud: *I'm Max. I'm Kate...*

- Hand a piece of card to each student. Show them how to fold it in half lengthways and write their name on it.
- Students stand the 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.

# Friends. Hello again! Language Focus 1. Numbers

## Teaching Notes

### Learning outcomes

- to count from *one* to *ten*
- to review giving and asking names

### New language

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

### Materials

flashcards (numbers *one* to *ten*)

### 1 Match the numbers with the words.

- Elicit the numbers in the activity. Count aloud together from 1 to 10.
- Say a number word (e.g. three) and ask students to point to the correct number in the picture.
- Model how to draw a line from the word to the number. Do the first one together (*one* – 1).
- Students continue matching all numbers with words individually or in pairs.
- Check answers together by counting 1–10 as a class.
- Call out numbers at random. Students show the correct number with their fingers.

### Warm-up

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

### 2 Find the mistakes and write the words.

- Ask students to look at the words in the colorful circles.
- Explain that the words are spelled incorrectly. The first one, *foup*, is a mistake for *four*.
- Encourage students identify the mistakes in the words.
- Ask them to write the correct words.
- Check the activity as a class.

### 3 Count and write.

- Ask students to look at the pictures. Elicit what they see (apples, oranges and cakes).
- Encourage students to count the objects in each row. Once they've counted, they write the number word on the first line (four).
- Continue with other items (b and c), providing help as needed.

### Additional practice:

Workbook p. 5

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- 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 can write number words, rather than figures.

# Friends. Hello again! Worksheet. Practice 1

## Teaching Notes

### Learning outcomes

- to practise asking and answering about age
- to revise numbers 1–10
- to develop speaking and writing skills

### New language

*I'm ... (years old).  
How old are you?*

### Materials

coloured pencils / crayons

### 1 Draw candles on the cakes.

- Show the cakes and read the sentences together: *I'm seven. I'm nine ...*
- Ask students to count and draw the correct number of candles.
- Check answers by counting the candles aloud with the class.

### 2 Complete the dialogue.

- Point to the monsters and ask: *Who is this?* (Bluey, Pinky).
- Model the dialogue with a confident student:
  - *Hello, Pinky!*
  - *Hello, Bluey!*
  - *How old are you?*
  - *I'm seven, and you?*
  - *I'm six.*
- Ask students to complete the missing words in the speech bubbles.
- Practise the dialogue in pairs, then swap roles.

### 3 Draw candles and colour the cake.

- Ask: *How old are you?* Students answer with *I'm ...*
- Students draw the correct number of candles for their own age.
- Invite a few students to show their cakes and read their sentences aloud.

### Warm-up

- Wave to the class and say *Hello! How old are you?* Encourage students to answer with a number.
- Revise numbers 1–10 with the class (counting fingers, clapping, etc.).
- Model the sentence: *I'm seven.* Students repeat in chorus and individually.

### Additional practice:

Super Skills Book 2 pp. 4–5

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- Ask one student: *How old are you?* – *I'm seven.*
- That student then asks the next: *How old are you?* – *I'm six.*
- Continue the chain until everyone has asked and answered.
- At the end, the whole class repeats: *We are ... (seven, six, nine ...).*

# Friends. Hello again! Song. Alphabet song

## Teaching Notes

### Learning outcomes:

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

### New language:

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

### Materials:

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

### Warm-up

- 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; Borys, B*.
- Tell students the lesson is about the alphabet.

### Additional practice:

Workbook p. 6

[Audio](#)

[Video](#)

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### 1 Listen and sing.

- Teach the letter names in English, using the alphabet cards or writing letters on the board.
- Point to each letter in turn, saying the name for students to repeat.
- 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.
- 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 Play the alphabet game.

- 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.
- Monitor to check pronunciation. Also ask *What's after/before ...?*
- Ask volunteers to come to the board and write the lower case letters next to / below the capitals.

### 3 Complete the alphabet.

- Point to the worksheet. Remind students that some letters are missing.
- Ask them to look carefully and write the missing letters.
- Monitor and help weaker students by prompting with the alphabet song.
- When finished, read the alphabet together in chorus from A to Z.
- Invite volunteers to come to the board and write the missing letters.

- 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.

# Friends. Hello again! Language Focus 2. Colours

## Teaching Notes

### Learning outcomes

- to recognise and say some colours
- to review spelling of the colours
- to talk about possession using 's

### New language

*yellow, red, orange, purple, green, blue, ball, car, bus, robot, bear, plane, (Ron)'s book is (red).*

### Materials

coloured pens and pencils

### Warm-up

- Write the order of 4-5 letters from the alphabet on the board (e.g. E, F, G, H, I).
- Point to the letters and ask: *What letters are these?*
- Ask students to say which letter goes next (letter J).
- Students answer chorally.
- Write three letters from the alphabet with one missing (e.g. S, \_, U). Ask students to say which letter is missing (letter T).

### Additional practice:

Workbook p. 7

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### 1 Match.

- Ask students to look at the picture of the coloured pencils and the words below.
- Explain that they need to match each pencil to its correct colour name.
- Focus students on the example (a blue pencil that matches with the word *blue*).
- Ask students to draw a line from each pencil to the corresponding word. Help students if needed.
- Check answers as a class.

### 2 What colour is the toy? Choose and write.

- Ask students to look at the picture of toys. Elicit the names of the toys (ball, car, bus, bear, robot, plane).
- Focus students on the sentences next to the pictures.
- Explain that they need to identify the colour of each toy and then choose the correct word from the two options given.
- Students write the correct colour word.
- Go through each toy, asking students what colour it is.
- Check answers as a class.

### 3 Look and say.

- Tell students to look at the picture of the children and their books.
- Help students identify the children by name: *Ron, Sue, Bob, and Ann*.
- Focus students on the speech bubble showing an example *Ron's book is red*.
- Ask students to make similar sentences for the other children: *Sue's book is green, Bob's book is blue, and Ann's book is orange*.
- Encourage students to say the sentences out loud to practise speaking.

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

# Friends. Hello again! Worksheet. Practice 2

## Teaching Notes

### Learning outcomes

- to revise numbers 1–6
- to learn/revise colours
- to practise asking and answering about favourite colours

### New language

*What's your favourite colour?*

*My favourite colour is ...*

Numbers 1–6 (revision).

Colours: *red, blue, green, yellow, purple, orange*

### Materials

coloured pencils / crayons,  
coloured flashcards  
(optional)

### 1 Colour the balloons.

- Point to the balloons. Explain that each balloon has a number, and students must colour it according to the code
- Model one example on the board: *1 is red*. Colour it red.
- Students colour the rest.
- Check together: say *2 is blue, 3 is green* and students repeat in chorus.

### 2 Read and match. Say.

- Point to the numbers and colour words. Read them aloud with the class.
- Ask *What colour is 3?* → *3 is blue*.
- Model matching by drawing a line between 3 and “blue.”
- Students complete the rest individually, then check in pairs.
- Read aloud as a class: *1 is red. 2 is yellow. 3 is blue.*

### 3 Answer and colour.

- Ask *What's your favourite colour?* → *My favourite colour is ...*
- Tell them to colour the balloon with their favourite colour.
- Invite volunteers to show their balloons and say: *My favourite colour is ...*

### Warm-up

- Greet the class and ask: *What colour is this?* while showing a flashcard.
- Revise colours by pointing to objects in the classroom (e.g. *The board is green. The door is brown.*).
- Count together from 1 to 6, then ask students to show with fingers.

### Additional practice:

Super Skills Book 2 pp. 6–11

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- Teacher says: *Find something red!*
- Students look around the classroom and point to or touch an object of that colour.
- Repeat with different colours.
- Option: Let a confident student be the “teacher” and call out colours.



# Friends. Hello again! Phonics. ee and ea

## Teaching Notes

### Learning outcomes

- to recognise and pronounce the phonics patterns ee and ea
- to identify and spell vocabulary containing ee and ea
- to develop phonemic awareness through visual and auditory cues
- to apply phonics knowledge in reading and writing tasks

### New language

*tree, cheese, sheep, street, tea, cream, leaf, eat, seat, weak, scream*

### Materials

flashcards of phonics

### Warm-up

- Write ee and ea on the board. Say each sound clearly: /i:/.
- Give examples of words with each sound: *tree, cheese, tea, cream*.
- Ask students to repeat the words after you, focusing on pronunciation.
- Show flashcards or pictures to reinforce meaning and visual recognition.
- Play a quick sorting game: say a word aloud and ask students to raise a hand for ee or clap for ea.
- Clap syllables together to build rhythm and phonemic awareness.

### Additional practice:

Super Phonics Book 2 pp. 2–5

Cards

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### 1 Match the words to the correct phonics.

- Read all the words aloud together as a class.
- Ask students to underline the ee or ea in each word.
- Students sort the words into two groups: ee and ea. Check answers together and write the sorted lists on the board.
- Discuss how both patterns produce the same sound but are spelled differently.
- Ask students to choose one word from each group and write a sentence using both (e.g., *I eat cheese*.)

### 2 Write the phonics. Match the words to the pictures.

- Show the pictures on the worksheet and say the corresponding words aloud.
- Students complete the missing letters using ee or ea.  
Example: sh\_\_p → *sheep*, l\_\_f → *leaf*.
- Encourage students to say each word aloud after writing it.
- Check answers together and discuss any tricky spellings.
- Ask students to draw their own picture for one word and label it with the correct spelling.

### 3 Circle the odd words.

- Read each group of three words aloud.
- Ask students: "Which word is the odd one?"
- Students circle the odd one in each set.
- Ask students to create their own "odd one out" sets using ee and ea words and explain their choices.

- Prepare 20–30 word cards with ee and ea words.
- Use different colors for each phonics group (e.g., green for ee, blue for ea).
- Hide the cards around the classroom in visible places (on desks, under chairs, near the board).
- Divide students into pairs or small teams.
- Each team searches for cards and reads the word aloud when they find one.
- They decide if the word belongs to the ee or ea group and place it in the correct basket.