

1

How do we make friends?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question.

Present a video about friends making a video.

Elicit answers to the Big Question.

Review language from previous level.

Present and practise the sound /ei/.

Language

Review: present simple

Warm up

Play *She likes drawing!* from the Ideas bank on page 135.

Class Book pages 8–9

1 Look and answer.

- Talk about the pictures on pages 8–9. Encourage the students to tell you what they can see. Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see.
- Encourage students to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What can you see? What are they doing?* Encourage them to use their imagination, e.g. *What are their names? Where are they? Which children are friends?* You could also ask them some personalized questions, e.g. *Do you like puppets?*

ANSWERS

- 1 How do we make friends?
- 2 Alice, Sophie, Ben, Tess, Luke
- 3 Suggested answers: Children playing basketball, children riding bikes in a park, people walking in the woods, a leaflet, people sailing

2 Which things do you see in the Big Question video? Watch then say. ▶

Video transcript

See page 143.

ANSWERS

three children, a puppet with a pink dress, a puppet with black hair, a computer, a camera, some trees

KEY COMPETENCES Social and civic competence

Ask the students to think about how the friends are making a film together with their puppets. Encourage them to think about how everyone in the film is working together respectfully and sharing. Encourage them to think about how doing activities can help them make new friends.

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Alice's answer to the Big Question. (*We live in the same street.*)
- Then ask them to tell you their own ideas for answers. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster with a water-soluble pen, or invite students to write their own answers. Remember, there are no wrong answers!

SUGGESTED ANSWERS

We play together. We make things together. We go to school together. We learn new things together.

TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and bring their answers to the next lesson.

4 Answer the Quick Poll.

ANSWERS

Students' own answers

5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

Activity Book page 6

1 REMEMBER THE VIDEO Read and circle the correct answer.

- Focus attention on the video the students have just watched. Ask them to read questions 1–6 and answer *Yes, they do.* or *No, they don't.*

ANSWERS

- 1 Yes, they do.
- 2 No, they don't.
- 3 Yes, they do.
- 4 Yes, they do.
- 5 No, they don't.
- 6 Yes, they do.

2 Write questions and answers about your friends.

ANSWERS

Students' own answers

3 Listen and read. Then listen and repeat. 🎧 008

- Play the recording for students to listen and read. Then listen and repeat.

TIP Elicit the vocabulary in the image before students listen, and write the words on the board as students say them. During the listening, show the Activity Book page on-screen and invite individuals to the front to draw a line to the correct picture using the board pen.

4 Write the words with blue letters in the table.
Then read aloud.

ANSWERS

ai rains, paint, trains
ay day, Kay, play
ey grey, they
a_e James, make, frames, planes

Lesson 2 Vocabulary and song

Lesson Objectives

Present and practise activities vocabulary.
Listen to and sing a song about activities.
Ask and answer questions about the activities students can do.

Language

New: *skateboard, play table tennis, sail, ice skate, surf, cycle, skip, play chess, do judo, play basketball*
Review: *Can you (surf)? Yes, I can. / No, I can't.*

Warm up

Play *Make a mind map* from the Ideas bank on page 138.

Class Book page 10

1 Which activities do you do with your friends?

Critical Thinking

- Ask students to work in pairs and talk about the activities they do with their friends. Ask them to make a list of four or five different things.

2 Listen, point and repeat. 🎧 009 Compare your list with Sophie's.

- Play the audio for the students to listen and point to the correct activities in Sophie's list. Then play the audio again so students can repeat each activity.

3 Say the activities you do and don't do every week.

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by showing the Class Book page on-screen using the iPack. Ask *Which activities can you do alone?* and the students point and say the activity. Repeat the process with other individuals.
- Stretch more confident students by asking them to work in pairs and ask and answer about the activities they can do. Encourage them to ask follow-up questions, e.g. *Where do you do it? Who do you do it with? When do you do it?*

4 Listen and sing. 🎧 010

5 Ask and answer. 🎧 011 **Communication**

- Students ask and answer the questions in pairs.

Activity Book page 7

1 Write the activities. Find and write the secret word. **Critical Thinking**

- Ask students to look at each of the pictures and to write the activity in the grid. When they have finished, they can find the secret word in the grid.

ANSWERS

1 ice skate 2 skip 3 play chess 4 play table tennis
5 cycle 6 play basketball 7 play football 8 sail
9 surf 10 do judo
The secret word is skateboard.

2 Look and write.

- Students complete and answer the questions.

ANSWERS

1 Yes 2 Yes 3 Can Sam 4 Can Katy, can
5 Can Sam surf? 6 Can Katy sail?

Lesson 3 Grammar

Lesson Objectives

Present the present continuous with *they*.
Have students ask and answer questions about which activities people are doing.

Language

New: *Are they surfing? Yes, they are. / No, they aren't. They're / They aren't skipping.*

Warm up

Review the activities vocabulary from the previous lesson. Play the Unit 1 Lesson 2 vocabulary practice game on the iPack. Alternatively, you can play a miming game from the Ideas bank on pages 135–136 using the Unit 1 activities flashcards from the Classroom Resource Pack.

KEY COMPETENCES Digital competence

When you have played an iPack game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions, in order to help them develop confident use of digital technology.

Class Book page 11

1 Listen, read and look at the picture. 🎧 012 Is Sophie with her friends today?

- Play the recording for the students to listen and follow the dialogue in their Class Book. Ask the question. Then play it again, pausing after each line for the students to listen and repeat.

ANSWER

No, she isn't.

2 Listen and follow. 013 Ask and answer about Sophie's friends and cousins.

Audio transcript

- A Are they doing judo?
B No, they aren't.
A Are they cycling?
B Yes, they are.
A They're skateboarding.
B They aren't playing basketball.

3 Look, listen and read. 014

- Students listen to and read the questions and answers.

4 Play the game. Communication

- Students work in pairs, asking and answering questions to guess the picture.

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 11 on the iPack. Point to the picture where children are ice skating and ask *Are they surfing?* Allow students to answer. Repeat with picture b, asking *Are they surfing?* Then ask an individual to the front to do the same – ask the same question about all the pictures. The rest of the group should put up their hands to answer. Repeat with different students coming up to the board to ask a different question.
- Stretch more confident students by organizing them into groups of four, after they have finished the Communicate activity independently. Tell them to work in pairs, with one pair miming an activity, such as *playing table tennis* together, and the other pair saying what they are doing.

Activity Book page 8

1 Look at the grammar table on Class Book page 11. Circle the correct word to make a question and a sentence in the present continuous.

ANSWERS

1 doing 2 ice skating

2 Listen and write the letter. 015

Audio transcript

- A Hi Sophie!
B Hi Beth! Are you still at your cousins' house?
A Yes, I am.
B Are your mum and dad there, too?
A No, they aren't. They're cycling in the park.
B Oh! What's that? Are your cousins playing table tennis?
A No, they aren't. My uncle and auntie are playing table tennis!
B What are your cousins doing? Are they playing basketball?
A Yes, they are! They're outdoors with my sisters.
B Are your sisters playing basketball, too, Beth?
A No, they aren't. They're skateboarding.
B And what about you?
A I'm playing chess with my brother. Oh! Time to go! It's my turn!

ANSWERS

1 e 2 a 3 b 4 d 5 c

3 Look and write the names.

ANSWERS

- Josh and Tim
- Joe and Ellie
- Jen and Josie
- Megan and Harry

4 Write questions, answers and sentences about your friends.

ANSWERS

Students' own answers

Extra Grammar Practice Activity Book page 104

1 Choose and label the pictures.

ANSWERS

Students' own answers

2 Look at activity 1. Complete the questions and the answers.

ANSWERS

Students' own answers

Grammar Reference Activity Book page 112

Complete.

ANSWERS

- a Are b are
- a Is b isn't, is / 's
- a Are b 'm not, am / 'm

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise prepositions of movement.

Have students describe different locations according to sounds.

Present a story about a nature trail.

Language

New: *up the hill, down the steps, over the bridge, through the trees, along the river, past the house*

Warm up 010

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 136.

Class Book pages 12–13

1 Where can you walk on a day trip in the countryside? Critical Thinking

- Ask students to think about places in the countryside where they have walked, for example, in the woods, next to the river, in the park.

2 Listen, point and repeat. 🎧 016

Audio transcript

- 1 up the hill
- 2 down the steps
- 3 over the bridge
- 4 through the trees
- 5 along the river
- 6 past the house

3 Listen and say where the person is walking. 🎧 017

- Tell students they are going to hear the sounds of people walking in different places. For each sound effect, they should choose the answer from Ben's list. Remind students not to call out their answers, but to put up their hand first.

ANSWERS

- 1 through the trees 2 over the bridge 3 along the river 4 past the house 5 down the steps 6 up the hill

4 BEFORE YOU READ This story is about a nature trail in a forest. Can you guess what Ben and Noah see?

- Ask students what they think Ben and Noah would see on a nature trail. Encourage them to use their imagination and think about the things in a forest. Accept all answers at this stage.

ANSWERS

Students' own answers

TIP Learn to learn

Activities such as the one above appeal to the students' sense of imagination. Encourage students to think as creatively as possible. Prompt with questions such as *What can you see on a nature trail? What's fun to do on a nature trail? What can you see in the country, but not in the city?*

5 Listen, read and check your ideas. 🎧 018

6 AFTER YOU READ Watch the story video. ▶ Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will answer some more detailed questions afterwards. You can also ask them to remember the people and the activities in the story while they are watching. This gives them a purpose for watching and helps them with the follow-up activities in the Activity Book.

Activity Book page 9

1 REMEMBER THE STORY Look, complete and number. Then tick ✓ the words in the story.

ANSWERS

- 1 hill ✓ 2 house 6 river 4 trees ✓ 5 bridge ✓
3 steps ✓

2 Number the story events in order.

ANSWERS

- 1 Ben and Noah see a map.
- 2 They see two Purple Murples.
- 3 They go down the steps.
- 4 They walk over the bridge.
- 5 They go up the hill.
- 6 They see Trick.
- 7 They find out where the Purple Murples live.
- 8 They talk to Spike.

3 Who is your favourite character in the story? Tell your partner. Communication

ANSWERS

Students' own answers

Lesson 5 Grammar

Lesson Objectives

Present and practise instructions using imperatives.

Practise prepositions of movement.

Give and follow instructions for a route.

Language

New: Go up the hill. Don't go through the trees. Walk over the bridge.

Review: up the hill, down the steps, over the bridge, through the trees, along the river, past the house, squirrel, mouse, duck, rabbit, bat, snake

Warm up

Review the prepositions of movement vocabulary from the previous lesson. Play the Unit 1 Lesson 4 vocabulary practice game on the iPack, or play *Draw it!* from the Ideas bank on page 137. Each student makes a sentence with a preposition of movement and the activity, and their partner has to draw it.

Class Book page 14

1 REMEMBER THE STORY Read. Which sentence isn't in the story?

- Ask the students to tell you what happened in the story about Ben and Noah. Then ask them to read the sentences and decide which one is not in the story. When they have the answer, focus the students' attention on the *Look!* box.

ANSWER

- 2 Don't go down the steps.

2 Look at the sentences in activity 1. Answer.

ANSWERS

Sentences 3 and 4 tell you to do things.
Sentences 1 and 2 tell you not to do things.

3 Listen and follow. 019 Give instructions for your friend to mime. **Critical Thinking**

- Working in pairs, students mime one instruction, for example, puffing and panting and appearing to walk upwards (*up the hill*), or going lower and lower as they walk (*down the steps*). Their partner guesses the mime, and then they swap roles.

Audio transcript

- A Walk past the house.
B Go up the hill.
A Run over the bridge.
B Don't run down the steps.
A Don't walk along the river.
B Don't go through the trees.

TIP Mixed-ability teaching

Support less confident students by doing the miming activity with them. Show the Class Book page on-screen and point to the table. Say an instruction whilst you point to the words in the table. Then invite a student to the front to choose and say an instruction, whilst pointing to the words in the table. Then he / she must mime his / her instruction for the others.

4 Choose an animal and say how to get to it. Then tell your class your friend's route. **Communication**

- Students do the activity in pairs and then tell the class their partner's route.

Activity Book page 10

1 Listen and tick ✓ 020

ANSWERS

- 1 b 2 a 3 b 4 b

Audio transcript

- 1 Don't go along the river. Go through the trees.
2 Go up the steps. Don't go down the steps.
3 Go past the house. Don't go over the bridge.
4 Don't go up the hill. Go down the hill.

2 Look and write *Go* or *Don't go*.

ANSWERS

- 1 Go 2 Go 3 Don't go 4 Don't go 5 Go 6 Go

3 Look at the map again. Write instructions to get to the park.

ANSWERS

- 1 Go along 2 Go over 3 Don't go past 4 Go down
5 Don't go through 6 Go up 7 Go down

Extra Grammar Practice Activity Book page 104

1 Draw the animals on the map.

ANSWERS

Students' own answers

2 Use your map to complete the instructions.

ANSWERS

Students' own answers

Grammar Reference Activity Book page 112

Look and write.

POSSIBLE ANSWERS

- 1 Walk 2 Don't cycle 3 Don't walk
4 Don't skateboard 5 Run 6 Cycle

Lesson 6 Cross-curricular

Lesson Objectives

Present a text about being safe online.

Help students infer meaning of new words from the context.

Present vocabulary related to online security.

Language

New: *online, chat, password, cyber bullying, safe, give out, personal information, full name, telephone number, make friends with*

Warm up

Start with a brief class discussion by asking questions, for example, *Who do you chat to in class, at home and online? How often do you go online to chat to people? What games can you play on a computer?*

Class Book page 15

1 Look at the title. Choose and say. **Critical Thinking**

ANSWER

c

KEY COMPETENCES Digital competence

The information in the article gives young people advice on how to use the internet more safely, in order to help them develop confident use of digital technology on subsequent occasions.

2 Read and match paragraphs 1–6 with pictures a–f.

- Ask students to look at the pictures and then read the article again. Ask them to match one picture with each paragraph. Make sure the students understand the words in pink. You could ask them to check which ones they already know with a partner, before checking with the whole class.

ANSWERS

- 1 c 2 b 3 d 4 a 5 f 6 e

TIP Comprehension check

It's important to check understanding, especially with a longer text that may contain unknown words. Less confident students may feel embarrassed about making mistakes and not want to show that they haven't understood. To create a safe environment, write some sentences with gaps on the board and ask students to complete the sentences, for example, *You should change your p_____ (password) regularly.*

3 How can you be safe when you play games online? **Communication**

- Ask students to discuss the question in pairs. Ask them to make a list of two or three things they do. Then encourage the class to share their ideas whilst you write them on the board.

ANSWERS

Students' own answers

TIP You could extend this activity into a class survey, using the safety tips shared in activity 3, e.g. *Don't use the same password for lots of different sites. Remember to change your password regularly.* Say one tip and ask students to put up their hands if they do it. Count the number and write this on the board, next to the appropriate tip. Repeat with the other tips to see which is the most popular.

Activity Book **page 11**

1 Match.

ANSWERS

1 d 2 c 3 a 4 b

2 Choose and circle. Then match and write.

ANSWERS

1 Don't use, d 2 Play, c 3 Chat, b 4 Change, a
5 Don't meet, f 6 Don't tell, e

3 Make an internet safety poster for your classroom or computer room at school. **Creativity**

KEY COMPETENCES Digital learning

Students could use a computer to make the poster. They then draw activities to illustrate the poster. This can help them develop their skills and confidence in using ICT.

TIP Curriculum link

If students are using and learning about using computers at school, encourage them to tell their ICT teacher what they have learned in this lesson about being safe online. They can take their posters to their ICT class.

Lesson 7 Literacy: a programme

Lesson Objectives

Familiarize students with a specific type of text: a holiday programme.

Raise awareness of summer camps.

Develop predicting skills for reading.

Discuss the importance of being a good friend.

Language

New (passive): *cabin, campfire*

Review: days of the week, *sail, swim*

Warm up

Play *Lip reading* from the Ideas bank on page 135 with the activities flashcards.

Class Book **page 16**

1 BEFORE YOU READ Look at the title and the photos. What kind of holiday is this?

ANSWER

It's a weekend of activities at a summer camp in the USA.

KEY COMPETENCES Cultural awareness

Tell students that the children in these lessons are from the wider international community. Ask students what they know about the USA. Prompt with questions if necessary, for example, *What language do they speak in the USA?* (English) *What famous places do they know there?* (Examples include: New York, Yellowstone National Park.)

2 Which activities can you do at a summer camp?

Critical Thinking

- Ask students to work in pairs and write a list of three or four activities they can do in a summer camp.

3 Read and listen. 021 Were your ideas in the programme?

- Ask students to compare their ideas in activity 2 with the weekend programme, by ticking off their ideas when they find them in the text.

CULTURE NOTE Summer camps

Summer camps are very popular with children and teenagers in the USA. Summer camps are usually located close to nature such as mountains, forests or beaches. There are lots of outdoor activities for campers to take part in, including various sports. Some camps offer workshops in arts, crafts and performing arts. In the evenings, campers often gather around campfires and listen to stories. Summer camps are a great opportunity to make new friends while learning new skills.

OUR VALUES Focus the students on the *Our Values* feature. Tell them what it says. Use the picture as an example of being a good friend, and elicit further examples, e.g. doing activities with your friend, being kind, helping a friend when they have a problem.

4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

Activity Book **page 12**

1 Read the programme on Class Book page 16 again. What information can you find? Tick ✓.

ANSWERS

1 ✓ 2 ✓ 4 ✓ 6 ✓

2 Match.

ANSWERS

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

3 Look at the pictures and write. Use all the words twice.

ANSWERS

- 1 It's Friday evening.
- 2 It's Sunday morning.
- 3 It's Saturday afternoon.
- 4 It's Saturday morning.
- 5 It's Sunday evening.
- 6 It's Friday afternoon.

Lesson 8 Culture

Lesson Objectives

- Practise listening for gist and specific information.
- Raise awareness of summer camp activities.
- Have students extract information from a dialogue.
- Prepare and complete a text about a summer camp.

Language

- New (passive): *waffles, typical*
- Review: *play table tennis, sing around the campfire, play chess, surf, swim*

Warm up

Play *Run and touch* from the Ideas bank on page 135, using the Unit 1 activities from the Classroom Resource Pack.

Class Book page 17

1 Listen to Luke. 022 Answer.

- Ask students to look at the question. Play the audio.

Audio transcript

- A Do you like summer camp, Luke?
B Yes, I do. I go for two weeks every year.
A Two weeks! Is it fun every day?
B Yes! Every day is fantastic.
A What's the programme for a typical day at summer camp?
B Well, on a typical weekday, we have a big breakfast. I have American waffles. Yum!
A Mmm. [she agrees they're delicious]
B And then we go surfing in the morning.
A Surfing? Wow!
B Yeah. We can go out in a boat and swim, too. Then I have lunch at the camp with all my friends. We sing and chant at lunchtime.
A That's fun! What do you do after lunch?
B Well, it's very hot in the USA in the summer. We don't go out in the sun after lunch. We rest in the cabin. I play chess or listen to music.
A OK.
B And then it's time for more sport! I like playing table tennis. We have a big table tennis competition in the afternoon.
A Great. What do you do in the evening?
B We eat dinner together and then after dinner, there's a campfire.
A A campfire!
B Yes, we sit around the fire and we sing and tell stories. Summer camp is cool!

ANSWERS

Students' own answers

2 Listen again. 022 Are these activities in the morning, the afternoon or the evening?

- Play the audio again. Ask students to answer the question.

ANSWERS

- 1 the afternoon
- 2 the evening
- 3 the afternoon
- 4 the morning
- 5 the morning

3 Which summer activities can you do in your country? Communication

- Ask students to talk about the summer activities they do. You could do a survey to see which were the most popular.

4 Complete the activities.

- Students complete the activities in the Activity Book.

Activity Book page 13

1 Complete part 1 of the table about Awesome Summer Camp.

ANSWERS

Number of weeks every year: two

Place to sleep: cabins

Breakfast: waffles

Daytime activities: go on a nature trail, surf, swim

Evening activities: dance at the disco, sing around the campfire

2 Plan a summer camp in your country. Complete part 2 of the table.

ANSWERS

Students' own answers

3 Use your notes to write about your summer camp. Creativity

TIP Students can make a programme for their summer camp. Ask them to think about the format of their programme, who's going to read it and how it will be displayed, before they start to write it. Provide students with strong white paper and coloured pens to create the finished product.

Lesson 9 Writing

Lesson Objectives

- Read and understand a blog post about friends.
- Practise a specific writing sub-skill: capital letters in a text.
- Develop writing and creative skills by having students plan and write a blog post.

Language

- Review vocabulary: free-time activities
- Review grammar: present simple

Warm up

Play the grammar games from Lesson 3 and Lesson 5 on the iPack.

Activity Book page 14

1 Read and listen to Dev's post. 🎧 023 Tick ✓ his answer to the Big Question.

ANSWERS

We make friends at school.

2 Read and write *R* for Rajesh or *B* for Brandon.

ANSWERS

1 R 2 B 3 B 4 R 5 R 6 B

3 Read *The Big Write tip*. Find and circle the capital letters in Dev's post. Say why they are capital letters.

ANSWERS

I – always a capital

My, He's, He, His, We, Our – first words in a sentence, and after a full stop

Brandon, Rajesh, California, London, American, English, Wednesdays, Tuesdays, Liverpool, Manchester United, Star Wars, The Lego Batman Movie – names of people, places and things like football teams, films, nationalities, days of the week

4 Plan and write a post about a school friend.

Creativity

ANSWERS

Students' own answers

Lesson 10 The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Choose your favourite answer to the Big Question: *How do we make friends?*

Complete a self-evaluation activity.

Language

Review: activities vocabulary, present simple and continuous, prepositions of movement

Warm up

Play a review game on the iPack, such as *Conveyor Belt*.

Class Book page 17

1 Watch and answer the questions on the review video. ▶

Video transcript

See page 143.

ANSWERS

See Video transcript.

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

- Tell students to look back at Unit 1 and find the missing word in each of the answers to the Big Question.
- Encourage students to compare the children's answers with their own answers on the Big Question poster. Invite individual students to come to the front of the class and tick answers on the poster which are the same or very similar. Ask which ideas are different.

ANSWERS

live, activities, day, friends, holiday, school

3 Ask and answer. **Communication**

- Ask students to look at the speech bubble examples in activity 3. Encourage a student to ask you which is your favourite answer, and reply to model the task. Then organize students into pairs to do the activity.
- Ask students to tell you about their own or their partner's favourite answers to the Big Question. Ask them for their reasons for their choice. Encourage them to tell you any new answers they have for the Big Question.

4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

Activity Book page 15

My Unit Review

- Ask students to complete the self-evaluation activities individually.

TIP Classroom feedback tool

You might like to set up a system for students to tell you more immediately how they are coping in class activities. Distribute small green and red pieces of card, and explain that students can hold up a green card at any point to say, 'I understand; please continue' or a red card to say, 'I need help. Please stop.'

Unit 1 Test

Students are now ready to do the unit test. See Oxford Premium.