There is no limit on what types of people can form a friendship, but all friendships have some things in common: trust, respect and affection. If these elements are not present, it’s quite possible that it’s not a real friendship and that one side is benefiting a lot more from the relationship than the other. True friendship can bring out the best qualities in us, such as courage, loyalty, empathy, honesty and altruism. Good friends also understand each other and enjoy each other’s company. And a good friend allows you to be yourself, express your feelings and make mistakes without fear of judgment. In this topic, students will evaluate their friendships and their qualities as a friend.

Video
In this episode of *Follow the Compass*, the rest of the team shows how much their friendship with Lee means to them.

Project
Craft: A Friendship Card
In this project students will create a friendship card to honor a best friend.

Vocabulary
Friendship Phrasal Verbs
boss (sb) around, fall out (with sb), gang up (on sb), get along (with sb), hang out (with sb), leave (sb/sth) out, let (sb) down, make up (with sb), meet up (with sb), mess (sth) up, push (sb) around, put (sb) down, put up with (sb/sth), stick up for (sb)

Relationship Expressions
be easy to talk to, break/keep/make a promise, care for each other, confide in, empathize with, feel low, have (a lot) in common, keep/tell a secret, see eye to eye, stand by somebody, take the blame, talk behind somebody’s back, talk face-to-face, tell a lie

Dictionary Abbreviations
Dictionaries often use the abbreviations *sb* (somebody) and *sth* (something) to show how certain verbs can be used with a complement.

Grammar
Present and Past Habits
We can use the present continuous + *always* to describe frequent present habits: She’s always helping other people. It may also be used to show annoyance: He’s always taking my things! Other adverbs and adverbial phrases may be used in a similar way: forever, constantly, continually, all the time.
We can use *used to* and *didn’t use to* for past habits or states, with the implication that things have changed: She used to collect CDs, but now she doesn’t. He didn’t use to like jazz, but now he loves it.
We can use would to describe past habits, but not states: They would often go swimming at the beach.

Infinitives after Question Words, Nouns and Adjectives
We can use infinitive phrases after question words: I don’t know what to buy for my mother. Can you tell me where to go shopping?
We also use them after certain adjectives and nouns: It’s been nice to meet/see you. I didn’t have a chance to visit the museum.

Reading
Citing Evidence
Students can be sure of their answers to questions on a reading text if they can cite evidence from the text. Evidence may consist of a direct quote, cited explicitly from the text and placed in quotation marks, or it could be an inference drawn by reading between the lines.

Determining the Central Theme
The central theme is what a text is about. The title and the first paragraph may give the central theme of the whole text, and each paragraph may deal with a different aspect of it.

Listening
Using Fillers
In spoken English, speakers use filler words and phrases that don’t necessarily add any information to punctuate their speech, fill in moments of silence and give themselves time to think.

Inferring Feelings
Students can infer essential information from a listening text by paying attention to emotional cues, such as volume, word stress and the speaker’s tone of voice. In some cases, these cues may be crucial to understanding the overall meaning.

Writing
Writing Advice
When writing advice for others, we need to be sensitive and not make them feel bad about themselves. We shouldn’t be rude and we should avoid generalizing. We should make an effort to empathize and avoid suggesting only one course of action, based on our own personal point of view.

Speaking
Negotiating
In discussions, we often need to negotiate with others to promote our positions. To do this, we can use a variety of set phrases for persuading, backing up ideas, showing respect, handling objections, finding common ground and showing that we are paying attention.

Performing a Play
Effective strategies for students when acting out a play include speaking clearly and loudly, exaggerating tone of voice, and looking at the audience so that people can see facial expressions.
Objective

Students will think about their friends and talk about issues related to friendship.

Lead in to the Lesson (10 min.)

Get Students Thinking

- Write the following sentences on the board. Tell students to think about their answers, and explain that their ideas will stay private if they wish:
  1. Who is your closest friend at the moment?
  2. Who has been your friend for the longest time?
  3. Which of your friends makes you laugh the most?
  4. Have you got any long-distance friends?
  5. How many “friends” do you have on social media?
  6. How many social media “friends” are close to you?

Know Your Students

- Some students won’t be comfortable discussing personal questions in class. However, these students can still think about the issues so that they get into the topic without feeling nervous or shy.
- Other students may be more open about sharing personal information. Allow them to do so, but be careful not to stigmatize the shyer students.

1 Ask and answer. (20 min.)

- Read the questions aloud. Clarify any doubts about new words or phrases: keep in touch = stay in contact; real-life = in the real world and not only online; hang out = spend time together for no particular purpose.
- Tell students to take notes about their answers alone.
- Ask students to take turns asking and answering the questions in pairs. Then have a class discussion. Start by eliciting answers from volunteers. Then encourage less confident students to react and participate.

2 Complete the sentence in several ways. (10 min.)

- Tell students to complete the sentences with relative clauses in order to define what a friend is:
  A friend is someone who … (listens to you).

Share. Did anyone write the same thing? (10 min.)

- Have pairs from activity 1 form groups of four. Students should take turns saying one sentence at a time so that all group members participate.

Take the Lesson Further (10 min.)

- Tell students to choose five sentences from their group discussion and write them on the board.
- Go through the sentences and have the whole class vote for each group’s best definition of a friend.
**Vocabulary**

1 Watch the video. Why are Lee’s parents giving a party?

**Dictionary Abbreviations**

Some phrasal verbs can be used with or without a complement: Cindy and I get along well. I get along well with Cindy.

Dictionaries often use the abbreviations sb (somebody) and sth (something) to show how the verbs can be used.

**Friendship Phrasal Verbs**

- boss (sb) around
- fall out (with sb)
- gang up (on sb)
- get along (with sb)
- hang out (with sb)
- leave (sb/sth) out
- let (sb) down
- make up (with sb)
- meet up (with sb)
- mess (sth) up
- push (sb) around
- put (sb) down
- put up with (sb/sth)
- stick up for (sb)

**Watch again and answer the questions in your notebook.**

1 What problem do Max and Maddie have?
2 What do they decide to do in the end?

**2 Write the friendship phrasal verbs in the correct column.**

<table>
<thead>
<tr>
<th>Friends Do This</th>
<th>Friends Don’t Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>get along with you</em></td>
<td><em>boss you around</em></td>
</tr>
</tbody>
</table>

**3 Ask and answer.**

1 When you fall out with a friend, how do you make up?
2 How would you stick up for a friend if others ganged up and pushed him/her around?
3 What kind of behavior would or wouldn’t you put up with from a friend?
4 When was the last time somebody let you down or left you out? How did you feel?
5 Where do you usually meet up and hang out with your friends?
Vocabulary

Objectives
Students will watch as the team shows how much their friendship with Lee means to them.
Students will learn and practice phrasal verbs related to friendship.

Teaching Resources
Video Episode 1, Video Worksheet 1

Lead in to the Lesson (15 min.)

Get Students Thinking
• Dictate or write the following sentences on the board (without the answers). Have students complete them alone and then compare their answers in pairs:
  1. I always get ________ early. (up)
  2. I’m looking ________ to Christmas already. (forward)
  3. It’s hot in here, I’m going to take my sweater ________. (off)
  4. If you don’t understand a word, look it ________ in a dictionary. (up)
  5. Could you take ________ the trash? (out)
  6. What time can we meet ________? (up)
  7. I can’t come ________ tonight. I’m busy. (over)
  8. I got a new yo-yo. Check it ________! (out)
• Lead a class discussion on the verbs: What are these verbs called? (Phrasal verbs.) Do the verbs mean the same without the particles? (No.)
• Brainstorm other phrasal verbs and their meanings.

1 Watch the video. Why are Lee’s parents giving a party? (10 min.)
• Read the instructions aloud and elicit reasons for giving someone a party. Play the video and have students answer as a class.
  Answer: His invention made the finals of a kids’ invention contest.

Watch again and answer the questions in your notebook. (10 min.)
• Preview the questions with the class. Play the video again and have students discuss in pairs and then write the answers in full sentences.
  Answers: 1 They have other plans for the night of the party. 2 They go to the party.

Take the Lesson Further (30 min.)
1 Students can do the first task from memory and then check with a partner. Play the video again if anyone is unsure.
2 Read the lines for students to repeat. Play the video again and have students write who said each one.
3 Ask students to think about the questions and then discuss their ideas in pairs. Check the answers.
4 Have students complete the synopsis alone. Put them in pairs to take turns reading the completed synopsis aloud. Play the video a final time.
  Answers: 1 × (Maddie and Max receive the invitation from Lee’s mom.)
  2 ✓ 4 ✓ (His mom left a copy in the printer.) 3 ✓ 1 Maddie 2 Max 3 Lee
  4 Natalia 3 A clean water straw. 2 Because Max and Maddie were going to act surprised when Lee told them about making the finals. 3 Because he has been waiting a long time to see the band. 4 Go to the movies. 4 twins 2 invention 3 Contest

Present the Skill and Vocabulary (10 min.)
• Read aloud the list of phrasal verbs and ask students to repeat them after you. Say each phrasal verb twice: once without the complement (in parentheses) and once with the complement.
  Example: “The party is over. We can go home.”
• Ask students to work in pairs and try to guess the meaning of the phrasal verbs. Then tell them to check in the glossary or a dictionary.

2 Write the friendship phrasal verbs in the correct column. (10 min.)

Get Students Thinking
• Explain that the left column is for positive things that good friends do. The right column is for negative things that good friends don’t do. Have students work alone to classify the phrasal verbs. Draw or project the chart on the board and ask volunteers to complete it with a verb or two each.
• Invite the class to suggest example sentences for each verb.
  Answers: Friends do this: get along (with you), hang out (with you), make up (with you after an argument), meet up (with you to do things), put up with (your mistakes), stick up for (you); Friends don’t do this: boss (you) around, fall out (with you) about silly things, gang up on (you), leave (you) out of their plans, let (you) down, mess (your things) up, push (you) around, put (you) down

Ask and answer. (20 min.)
• Let students work on their own. Tell them to read the questions aloud and think about their answers. They can also take notes. Explain that they will be talking to other students in pairs and then as a whole class.

Manage Your Class
• Students could simply work in pairs or small groups to ask and answer.
• Or to get extra benefit, they can do it as a round-robin activity. Once students have thought about the questions, tell them to work in pairs, asking and answering the questions. When they finish, tell them to change partners and repeat the activity with someone new. They will perform better the second time, having rehearsed their answers once already. If time permits, tell them to repeat the activity a third time.

Take the Lesson Further (15 min.)
• Put students in groups of four. Have them write two short skits, each one to demonstrate the meaning of one of the phrasal verbs, but without using the phrasal verb.
• You may wish to assign particular verbs to groups so there isn’t too much overlap.
• Have students take turns acting out their skits for others to guess the verb.
Grammar

Objective
Students will learn and practice structures for expressing habits in the present and the past.

Teaching Resources
Grammar Worksheet 1.1, Track 2

Lead in to the Lesson (10 min.)

Get Students Thinking
• Write the following example sentences on the board. Read them aloud and then ask students to write four similar sentences about themselves, changing the information in parentheses:
  
  On a typical day, ...
  I usually (watch a lot of TV).
  I often (text my friends).
  When I was a toddler, ...  
  I (played with dolls) but now I don’t.
  I didn’t (read novels), but now I do. 

• Tell students to share their ideas with a partner. Then have a class discussion. Start by eliciting ideas from more confident students.

Present the Grammar (15 min.)

• Read aloud the first part of the entry about the present continuous with always and other adverbs for high-frequency activities.
  
  Give additional examples using the ideas from the lead-in activity: I’m always texting my friends. I’m constantly watching TV. Then ask students to transform their own ideas.

• Continue with the rest of the entry, explaining that used to describes past habits and states, didn’t use to is the negative form, and would is similar to used to but cannot be used for states: I used to/would live in the country. In all cases, the implication is that you no longer have the same habits.
  
  • Ask students to recall other uses for would (with would like for requests and desires, and alone to express the consequence of an imagined event).
  
  • Give additional examples with ideas from the lead-in activity: I used to play with dolls, but now I don’t. I didn’t used to read novels, but now I do.

• Ask students to transform their own ideas.

1 Listen and follow. 🎧 (15 min.)

• Tell students to look at the pictures without reading the text. Ask: Can you guess what the story is about?

• Tell students to read the comic on their own. Then play Track 2 at least twice for students to listen and follow.

+ Read the comic. Circle present habits and underline past habits and states. (10 min.)

• Review the forms in the entry again briefly and then have students find examples in the comic. Ask which are habits and which are states.

Answers Present: I’m always making people smile. They’re constantly asking me to go to parties. Past: I used to hate my job I would wake up on Monday mornings. I’d work late. I wouldn’t have any time to socialize. I didn’t use to have any friends.

2 Think back when you were in kindergarten.

Complete the sentences so they are true for you. (15 min.)

• Explain that kindergarten refers to preschool, or the years of school before first grade. Tell students to review their sentences from the lead-in activity and think of more things they used to do at that age. Have them write in their notebooks if they want to add more detail to their answers.

• Tell students to compare with a partner. Then elicit a couple of sentences from each pair.

3 How do you irritate your friends? How do they irritate you? (10 min.)

• Give some examples about you: I’m always biting my nails. My friends hate it! My friend Joan is constantly whistling to herself. It drives me crazy!

• Lead a class discussion, starting with comments from volunteers.

Take the Lesson Further (25 min.)

• Tell students to do the first three activities on their own before consulting with a partner at the end. Tell them to consult the entry for help first, and then you if they are still unsure. Have students discuss the questions in activity 4 in small groups.

Answers 1 used to go 2 always checking 3 go 4 borrowing 5 didn’t use to wear 6 used to go shopping 7 baked cookies 8 borrow 9 didn’t use to play 10 used to watch TV 11 used to read novels, but now I do.

• Have students write a story like the one from the comic. It can be a real story about how they have changed since they were younger, or it can be about an imaginary character. In either case, the story should describe present and past habits.

• If time permits, ask volunteers to read their stories aloud, or give students time to read their stories to each other in pairs or small groups.

Know Your Students

• Some students will be able to write a story without a great deal of support, while others may rely closely on the comic as a model.

• Some students may feel more comfortable inventing a story to avoid giving details about their personal life and their past.

• Similarly, some students will enthusiastically share their stories with others at the presentation stage, while others may be more reticent and should be allowed to submit their story to you alone.
1 Listen and follow. 🎧

I used to hate my job. I would wake up on Monday mornings and think, “Oh no. The office again!”

But three years ago, I got a new job.

These days, I’m always making people smile. They’re constantly asking me to go to parties.

I’d work late. I wouldn’t have any time to socialize. I didn’t use to have any friends.

Now, I have lots of friends!

2 Think back to when you were in kindergarten. Complete the sentences so they are true for you.

1 I used to play ........................................ with my friends. Now we play .......................................

2 When another student cried, I would .................................................

3 I used to go to ............................................... with my friends.

Now we go to .................................................

4 My friends and I didn’t use to ..................................................

   We used to ..................................................

5 I loved it when my friends and I would ..............................................

6 On weekends, we would sometimes ..................................................

3 How do you irritate your friends? How do they irritate you?

My friend’s always borrowing my clothes.

Present and Past Habits

The present continuous + always describes frequent present habits. Sometimes these habits are annoying:

I’m always doing things for others.

My brother’s always playing his music late at night.

Always can be replaced with similar time expressions, such as all the time, constantly, forever or continually:

They’re forever asking me to visit them.

Used to describes past habits and states that are no longer true:

I used to go to dance classes with my best friend.

Would describes past habits but not states:

I would go to the park after school every day with my friends.
When Mr. Keaton announced the title of the school play, everybody knew that Minnie had to be in it. *Wonder Woman versus Frankenstein, Dracula and the Zombies* was a crazy comedy, and Minnie was the funniest girl at Green Grove Academy. Who was always making people laugh in class? Who invented hilarious stories? Who would make people crack up with just a look? You guessed it.

During the first rehearsals, Minnie had everyone laughing uncontrollably as she struck heroic poses in her role as the invincible Wonder Woman and improvised new dialogue (which Mr. Keaton would immediately incorporate into his script). So why, only one week before opening night, was Minnie wandering around her house in a dazed panic? When the doorbell rang and Minnie opened the door to a classmate, she was clutching her script.

“Hi, Minnie! You know that book you borrowed? I need it for my homework.”

Josh wasn’t the most sensitive person in the world. He was reliable, methodical and very technical—that’s why he was doing the lights for the play. But when he saw her pale face and the dark rings around her eyes, even he could tell that Minnie was having a bit of a crisis.

“Are you OK?”

“I don’t know what to do!” she cried. “I’m constantly reading over my lines trying to memorize them, but they just won’t stay in my head. It’s hopeless!”

“Come on,” said Josh. “Let’s go to the park. You need some air.”

At the park, Minnie explained everything.

“I’m practicing constantly, Josh, but it’s no good. I used to think I’d be good at acting, but how can I act if I can’t remember the words? You have a good memory. How do you remember stuff?”

“I make a plan. If I have to memorize anything, I study it for, say, an hour in the morning and an hour in the afternoon. Then I forget about it and do other things. It keeps your mind fresh and relaxed.”

Minnie swore to follow his advice. And she did, for an afternoon. But by seven o’clock that evening, she was reading her lines again and again, and her mind was whirling in confusion. The babble in her head didn’t stop all night.
“OK, Wonder Woman and the Bride of Frankenstein. Can we do your scene now?”

Alexa walked across the stage and sat on a chair. Minnie stood in the wings. It was Tuesday evening and one of the last rehearsals.

“Remember,” said Mr. Keaton, “it’s midnight in Dracula’s castle. Alexa, you’re a prisoner of Dracula. Minnie is coming to your rescue. OK, action!”

“O wretched night! O darkest hour!” said Alexa.

Minnie suddenly burst in, calling out, “Hey, Bride of Franky, quit moaning!”

The other actors laughed—Minnie was so quirky! However, Mr. Keaton interrupted.

“Minnie, can you put down the script?”

“The script? I was only using it as a prop.”

“We open in just a few days, so we really don’t need scripts now.”

Minnie looked at him in horror. She gave Mr. Keaton her script. Ten minutes later he gave it back to her. He was normally quite easygoing, but now he was worried.

“OK, Wonder Woman and the Bride of Frankenstein. Can we do your scene now?”

Alexa tried to come to Minnie’s rescue.

“You’re just nervous. And the best way to beat nerves is exercising!”

So as Alexa and Minnie jogged around the school grounds, they recited their dialogue. And it was true, while Minnie was running and there was no theater and no audience, she was able to recall most of the words. But when they stopped and she got her breath back, she felt just as bad as before.

“This is going to be a disaster! If I mess up, we’re all going to look so stupid.”

Alexa nodded. She didn’t know what to say.

* * *

After the dress rehearsal, Dracula and Wonder Woman sat on a bench at the end of the hall.

“I’m no psychologist,” said Dracula, better known as David, “but I think I understand your problem. When you’re onstage, you’re always thinking about yourself and worrying about your lines. That means you’re never listening to the other actors. If you listen to what they’re saying, your lines will come naturally. After all, they’re all somewhere in that crazy head of yours! So look, listen and respond.”

Minnie tried to follow David’s words.

“And be yourself. It doesn’t matter if you get some lines a bit wrong. At least you’ll be funny.”

Minnie had no choice. Tomorrow was the first night. She had to trust David.

* * *

When she stepped onstage and into the lights, Josh’s lights, her mind was a complete blank.

It was as if she had no idea what was going to happen next. But when a man in a black cloak with a toothy smile said, “Madam, could you direct me to Buckingham Palace?” Wonder Woman sprang into action. She knew what to do, she knew what to say, more or less, and she was funny. The audience roared with laughter.

“You see? They love you!” whispered David.

And turning her back to the audience, Minnie smiled.
Citing Evidence

When you cite a text, you use parts of it as evidence for a statement or an argument. Sometimes, the text gives explicit evidence. For example, for the statement “Minnie is amusing,” there is a lot of explicit evidence, such as “Minnie was the funniest girl at Green Grove Academy.” But sometimes, the evidence isn’t explicit, and you need to make an inference. For the statement “Minnie isn’t sleeping well,” we can infer evidence from this part of the text: “...her pale face and the dark rings around her eyes.”

1 Cite explicit evidence from the text to support these statements.

1 Minnie is very funny.

2 Minnie was going to play Wonder Woman in the play.

3 Minnie was working hard to memorize her lines.

4 Josh advised her to study for only two hours a day.

5 Running with Alexa didn’t make things better.

6 David told her to listen to the other actors.

2 Read and mark (✓ or ×). You need to make inferences.

1 Mr. Keaton didn’t like it when Minnie improvised lines. ✗

2 A week before opening night, Minnie felt very anxious. ✗

3 Josh knew that Minnie was finding it difficult to sleep. ✓

4 At the Tuesday rehearsal, Minnie could recite her lines from memory. ✗

5 The audience loved Minnie’s performance. ✓

6 Minnie was satisfied with her performance on opening night. ✓

+ Cite evidence from the text for your inferences.

1

2

3

4

5

6

3 Discuss the questions.

1 How do Josh, Alexa and David show that they are good friends?

2 Have you ever asked friends for help? Have you ever helped a friend?
Reading

Objective
Students will practice citing evidence for explicit and implicit information in a text.

Teaching Resources
Track 3

Lead in to the Lesson (10 min.)

Get Students Thinking
• Tell students they are going to play Find Someone Who (see page xvi). Write the following prompts on the board or dictate them to students:
  - Find someone who...
  1. gets nervous speaking in public.
  2. enjoys karaoke and sing-alongs.
  3. would like to become an actor.
  4. is good at memorizing texts.
  5. has a talent for telling jokes.

1 Look at the picture and the title of the story. Discuss the questions. (10 min.)
• Ask questions about the picture: Where are the people? (On a stage.) What are they doing? (Acting in a play.) What characters are they playing? (Dracula and Wonder Woman.)
• Give students time to think about their answers to the questions. Then ask them to compare their ideas with a partner, before having a class discussion. Encourage any students who have acted before to say how they felt before and during the performance.

2 Listen and follow. (20 min.)
• Play Track 3, stopping occasionally to make sure that students are following.
• Allow students time to reread the text at their own pace, looking up unknown words in a dictionary or asking you for help. Circulate to answer any questions they might have.

3 Answer the questions in your notebook. (15 min.)
• Tell students to take notes about their answers. Then discuss as a class. Elicit agreement or disagreement. Say: Does everyone agree with that? Do you think that’s correct? Would you add anything else?

   Answers 1. She can’t remember her lines.
   2. Josh tells her to make a plan: to study her lines for an hour in the morning and an hour in the afternoon, and then forget about them. Alexa tells her to exercise. David tells her to listen to the other actors and to be herself.

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Present the Skill (5 min.)
• Read the entry aloud to the class, explaining words that they might not understand: cite = mention or refer to something as evidence; inference = a guess from the information that is available; infer = guess or read between the lines.

1 Cite explicit evidence from the text to support these statements. (15 min.)
• Explain to students that they should find explicit evidence in the text and cite it word for word between quotation marks.

   Know Your Students
• Some students might prefer to do this task on their own, while others might feel more comfortable or motivated working with a partner. Both are possible, as long as pairs share the work evenly and explain their ideas to each other.

   Answers 1. “Minnie was the funniest girl at Green Grove College.”
   2. “…in her role as the invincible Wonder Woman.”
   3. “I’m constantly reading over my lines trying to memorize them.”
   4. “…an hour in the morning and an hour in the afternoon.”
   5. “…she felt just as bad as before.”
   6. “If you listen to what they’re saying, your lines will come naturally.”

2 Read and mark (✓ or X). You need to make inferences. (10 min.)
• Explain that this time students won’t find explicit evidence in the text for the statements, but that they’ll have to guess from the information that is there.
• Tell students to continue in the same way—a lone or in pairs. Have them note where they find information in the text for the next activity.

   Answers 1. ✗
   2. ✓
   3. ✓
   4. ✗
   5. ✓
   6. ✓

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3 Discuss the questions. (20 min.)

   Manage Your Class
• You could allow students to think for a while and then share anecdotes just with one partner with whom they are on friendly terms.
• Or put students in groups and ask them to share. Encourage them to allow each student to give one anecdote for each prompt.
• Or lead a class discussion, allowing students to give personal anecdotes only if they are comfortable.

   Answers 1. “…which Mr. Keaton would immediately incorporate into his script.”
   2. “So why was Minnie wandering around her house in a dazed panic?”
   3. “…he saw her pale face and the dark rings around her eyes…”
   4. “…she felt just as bad as before.”
   5. “…the audience roared with laughter.”
   6. “And turning away from the front, Minnie smiled.”

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Lesson 3 | T12
**Listening**

**Objective**
Students will listen for filler words and phrases and then practice them in dialogues.

**Teaching Resources**
Track 4 and transcript (one per student)

**Lead in to the Lesson** (10 min.)

**Get Students Thinking**
- Play Pass the Bomb (page xvii). Explain to students that they must say full sentences about their own personality and feelings about friendship. If possible, they should use phrasal verbs from Lesson 1: *I often hang out with my friends at the mall. I feel bad when I fall out with my friends.*

**Present the Skill** (10 min.)
- Tell students to read the entry on their own. Then read it aloud.
- Model the pronunciation of the fillers in speech bubbles for students to repeat. Then do the same again, but with more dramatic or humorous intonation for students to imitate.

**1 Listen and answer the questions.**
- Preview the questions with the class. Then play Track 4 without stopping.
  
  **Answers**
  1. She’s making a video project about how to be a good friend.
  2. “What makes a good friend?”

**Listen again and complete with the correct fillers.**
- Give students time to read the sentences on their own. Then read them aloud or ask volunteers to read them aloud for the class. Elicit ideas of which fillers may complete each sentence.
- Play Track 4 again, stopping occasionally so that students have time to write.
- Tell students to compare their answers with a partner before correcting the activity.

  **Answers**
  1. um, like 2. you know 3. and stuff 4. um, like 5. sort of, like 6. um, I dunno 7. So, you know 8. 7 actually 9. actually

**Take the Lesson Further** (20 min.)
- Have students work in the same groups to write their own conversation about what makes a good friend. Each person can write their own script, and one person will be the interviewer. When they are ready, they can rehearse their conversation.
- Tell students to act out their new dialogues, taking turns being the audience for the other group. If time permits, ask volunteer groups to act out their role play for the whole class.

**2 Which opinions do you agree and disagree with?**

**Which opinion is the most similar to yours?** (20 min.)

**Manage Your Class**
- This activity can be done simply in pairs or small groups before they report their answers to the class.
- Or first you could elicit a summary of each speaker’s opinion and write it on the board: *Emily says a good friend is someone who listens to you and wants to know about your problems and worries. Jason says good friends are honest and always do what they say. Ricky says a good friend is someone who cheers you up and makes you feel special.* Then take a show of hands for whose opinion students agree with the most. Finally, form mixed groups of students who agree with different opinions and tell them to have a debate.

**Take the Lesson Further** (30 min.)
- Have students work in the same groups to write their own conversation about what makes a good friend. Each person can write their own script, and one person will be the interviewer. When they are ready, they can rehearse their conversation.
- Tell students to act out their new dialogues, taking turns being the audience for the other group. If time permits, ask volunteer groups to act out their role play for the whole class.

**Know Your Students**
- Some students may do this task confidently with the whole class watching, while others may prefer to only act out their role play in small groups or in larger groups of eight, at the most.
- It’s important to allow students to participate within their comfort zone until they build up sufficient confidence. After others have done the task, less confident students may feel more at ease and decide to give it a try.
1 Listen and answer the questions.

1 Why is Kim interviewing her friends? __________________________________________________________

2 What question does she ask them? __________________________________________________________

Listen again and complete with the correct fillers.

1 Emily: ________________________________, for me, a good friend is someone who listens to you, ________________________________, they’re actually interested in you.

2 Emily: Good friends want to know about your problems and worries and, ________________________________, share them.

3 Jason: I think good friends are honest with you ________________________________, they say what they think.

4 Ricky: For me, ________________________________, a good friend is someone who cheers you up when you’re, ________________________________, depressed or upset.

5 Ricky: And I think they can, ________________________________, make you feel special, ________________________________, they make you feel happy about yourself.

6 Emily: ________________________________, for me, a good friend accepts you for what you are. They’re open and, ________________________________, loyal.

7 Jason: Good friends are as good as their word, ________________________________, They always do what they say they’re going to do.

2 Which opinions do you agree and disagree with? Which opinion is the most similar to yours?
1 Read the diagram and add other qualities to each section.

2 Choose a quality from each section of the diagram that you agree with.

In groups, negotiate the top five qualities of a good friend.

1 Talk about each section of the dialogue one by one.
2 Try to persuade the others that your choice is best.
3 Vote on the best quality in each section.
4 Number the five qualities in order of importance.

3 Present your ideas to the class.
In groups, negotiate the top five qualities of a good friend. (30 min.)

Manage Your Class

• Tell students to form groups for the discussion.
• Four students per group allows for a variety of viewpoints while still requiring a lot of participation from each group member.
• Three students per group may be more comfortable for some students and give weaker students a chance to participate more.
• Five or more students per group can work well if students are good at taking turns and prompting others to speak, but make sure no students are being left out.
• Point out that they should choose one quality for each section of the diagram. Encourage students to use the negotiating phrases in the entry. Circulate and listen for how often students use each type of expression. Point out good uses at the end.

Know Your Students

• All students should be able to state their chosen qualities and give at least one reason, even if they are not able to use many phrases from the entry.
• Most students should be able to state their qualities, give reasons and use a few of the phrases from the entry.
• Some students will be able to incorporate several phrases from the entry as they negotiate the most important qualities.
• When the time comes for the vote, have each group assign one person to be the secretary and count.

3 Present your ideas to the class. (20 min.)

• Ask each group to choose one person to be their spokesperson. Then ask these to present their group’s choices. You can note their ideas on the board, or ask the spokespeople to do so as they present their information.

Take the Lesson Further (20 min.)

• Ask students if they recall the meaning of the following personality adjectives from topic 7 of level 5. Then ask them to write sentences about which words apply to them or people they know: extroverted, frustrated, gregarious, insecure, introverted, mysterious, needy, nervous, open, opinionated, relaxed, secretive, sociable, stylish, witty.
Lead in to the Lesson (10 min.)

Get Students Thinking

• Draw a spider diagram on the board with Problems as the central title, and these subtitles: Home, School, Friends, Money. Add another branch or two without a label, which students can suggest.
• Ask students to work in pairs to brainstorm problems that people often have in relation to each topic on the diagram. Give examples: My brother/sister borrows my things. I don’t have enough time to study. My friend is upset with me. I don’t have enough money to...

Present the Skill (5 min.)

• Explain to students that today’s lesson is going to be about giving advice to people who have problems.
• Tell students to read the entry on their own. Then read the entry aloud, answering any questions about language they might have: tell someone off = criticize someone for making a mistake; make something personal = criticize the person rather than the action; course of action = a plan for getting something done; empathize = imagine how another person feels.

1 Match three problems with the advice. (15 min.)

• Tell students to start by reading the six problems on the left. Encourage them to visualize each situation and imagine themselves in that person’s position. Explain that this is what empathy means.
• Tell students to read all three examples of advice on the right side of the page before they try to match them with the problems.

Answers a 4 b 2 c 5

Do you agree with the advice? What advice would you give? (10 min.)

• Ask students to reread problems 2, 4 and 5. Then ask volunteers to read them aloud. Invite students to criticize the advice and think of other advice they would offer and why.

2 Write advice for the other three problems. (40 min.)

• This activity will be easier if students have a chance to discuss the issues first. Refer students to the phrases for negotiating in Lesson 4. Remind students of the need to listen and respect the opinions of others.
• Ask volunteers to read the other three problems (1, 3, 6) aloud. Tell students to work alone at first, thinking about advice that they would give. Then tell students to work in groups of three or four to discuss their ideas.
• Explain to students that they should write at least one piece of advice for each problem. Each piece of advice can take up around thirty words each.

Integrate Learning Styles

• Have students form pairs and present their ideas in a way that suits their learning styles.
• Visual: Have students create a comic of the person with the problem receiving advice from a friend.
• Auditory: Have students read out their advice for others to comment.
• Read/Write: Have students post their advice for others to read and comment.
• Kinesthetic: Have students perform a short skit of the person with the problem receiving advice from a friend.

Topic 1

What makes a good friend?

1 Are you a good friend? Complete the sentence in different ways. (10 min.)

• Challenge students to complete the sentence in at least three ways.

2 Share your sentences. (10 min.)

• Have students share their ideas in pairs or small groups. Elicit ideas from volunteers.
This Week’s Problems

1. I’m moving to a new city because my mom has a new job. I’m worried that I won’t make new friends or be able to keep in touch with my old ones.

2. My best friend went out with some other friends, and I wasn’t invited. I’m feeling very left out. Maybe he doesn’t want to hang out anymore.

3. When I lend things to my friend Harry, like my phone or a book, they always come back damaged and sometimes even broken. Despite this, I really like him. I just don’t know how to say no.

4. My friend is always putting me down. She criticizes everything—my hair, my clothes, even my schoolwork.

5. My friend’s very funny and nice, but she is also a terrible gossip and often talks about people behind their backs. What can I do to stop her?

6. Some people at school gang up on me and push me around. The problem is that they sometimes hang out with some friends of mine, so I don’t want to get my friends in trouble.

The Problem Panel’s Advice

a. People who say nasty things are often insecure and envious. Although her remarks are hurtful, she may not be aware of their impact. Try not to react, and she’ll be discouraged.

b. It’s natural to experience jealousy and to want to protect the friendship. However, you don’t have to do everything together. Make sure you have other friends, too!

c. Although your friend may have some great qualities, gossiping isn’t one of them. If she gossips with you, you can be sure she gossips about you, too. Just change the subject!

Writing Advice

Here are some tips for writing advice:

• Don’t make the person feel any worse—they’ve come for help, not to be told off.

• Don’t make it personal. Speak in general terms, and don’t say rude things.

• Make suggestions rather than define one course of action.

• Try to empathize. Put yourself in the person’s situation.

1 Match three problems with the advice.

Do you agree with the advice? What advice would you give?

2 Write advice for the other three problems.

Lesson 6 | 15
Vocabulary

1. Listen and follow.

2. Listen again and complete the song.

3. Listen and sing along.

2. Complete the sentences with relationship expressions.

1. Chloe never does what she says. She breaks her
2. Liam and Ella agree on everything. They have a lot
3. Natalie is really trustworthy. I can always
4. Tom and Ziggy are always arguing. They don’t see

Do you have any friends like these?

3. Discuss the questions.

1. Are you good at keeping secrets and promises?
2. Have you ever taken the blame for a friend? What happened?
3. How do you feel if a friend talks behind your back?
Know Your Students

- Students’ responses to songs in the classroom can vary widely.
- Some students may feel very uncomfortable singing and should be allowed to just mouth the words or sing quietly to themselves.
- But songs may also give other students, even shy or weaker ones, a chance to open up and really enjoy the lesson, which will create positive associations with the English classroom and ultimately may improve their language ability. Allow these students the stage to perform.

2 Complete the sentences with relationship expressions. (10 min.)

- Tell students to read through sentences before they try to answer any of them. Point out that we don’t know who these people are and that students need to use the context to understand which phrases fit.
- When they have completed the sentences, ask volunteers to give their answers.

Answers
1 promises 2 in common 3 confide in 4 eye to eye

Do you have any friends like these? (10 min.)

- Ask students to discuss the question in pairs. Point out that they might also have family members or just acquaintances with similar qualities. Try to elicit an example of at least one of the behaviors from each pair.

Discuss the questions. (10 min.)

- Tell students to think about their answers and then discuss them with a partner or in small groups. Encourage them to add personal anecdotes to illustrate the answers if they are comfortable doing so.

Take the Lesson Further (20 min.)

Integrate Learning Styles

- Visual: Have students illustrate a scene from the song of the singer and one of her friends.
- Auditory: Have students sing the song again and try to memorize it.
- Read/Write: Have students write a new verse for the song from these prompts for each line: (Name) is… / He/She… / We… / That’s why…
- Kinesthetic: Have students act out each friend as they listen.
Grammar

Objective
Students will learn and practice infinitives after question words, nouns and adjectives.

Teaching Resources
Grammar Worksheet 1.2

Lead in to the Lesson (10 min.)
• Tell students to read the text quickly and find this information: Where do Joe and Tanya live? (Joe lives in Vancouver and Tanya lives in San Diego.) What is their relationship? (They are friends.) Why did Joe contact Tanya? (To arrange a time to meet up when Joe visits San Diego.)

Present the Grammar (10 min.)
• Read the entry aloud to the class. Give additional examples: I don't know who to call/when to start. We were ready to go/too tired to play. They didn't have any money to spend. There's no time to waste!

1 Read the chat. Underline examples of infinitives. What comes before each one: a question word, an adjective or a noun? (10 min.)
• Let students do the task on their own. Then correct the answers as a class.
  Answers nice (adjective) to hear, what (question word) to do, great (adjective) to see, reason (noun) to doubt, free (adjective) to go out, need (noun) to pay, where (question word) to go

Take the Lesson Further (10 min.)
• Read each line of the chat out loud, asking students to repeat after you. Exaggerate the intonation for dramatic effect. Then tell students to act out the chat in pairs. Circulate as they do so, noting any problems with pronunciation or intonation, and then discuss these issues with the whole class afterward.

2 Complete the sentences in your notebook so they are true for you. (10 min.)
• Preview the sentences with students. Explain that to be willing means to be prepared to do something without any problem or complaint.

Share your sentences. (10 min.)
• Students can compare with a partner before sharing their ideas with the whole class. Alternatively, they can work in small groups. Encourage students to ask follow-up questions.

Take the Lesson Further (30 min.)
• Have students do the first two activities on the worksheet alone.

Manage Your Class
• For the third activity, you could have students just share their ideas in groups or as a class.
• Or you could have groups compete to complete each prompt in as many ways as possible in one minute. After each prompt, elicit the answers and award the team with the most ideas a point.

• Elicit possible questions with the phrases in activity 4 and then allow students to choose their own. Have students ask and answer in pairs, and then change pairs and repeat the task.
  Answers 1 nice to see 2 reason to worry 3 surprised to hear 4 language to learn 5 ready to leave 6 place to go

3 Complete the questions. (10 min.)
• Read the prompts aloud to the class. Then tell students to do the task on their own. Check the answers before students do the next activity.
  Answers 1 to say 2 to make 3 to meet up 4 to have 5 to break 6 to fall out

Ask and answer. (20 min.)
• Have students work in pairs for this activity. When they have finished, ask them to change partners and repeat the activity. Do this at least three times so that students can practice with different people.
• At the end, elicit the best answers students heard for each question.
Infinitives after Question Words, Nouns and Adjectives

We can use an infinitive with to after question words, adjectives and nouns:

I know **where** to go.
I don’t know **what** to do.
It’s great to **see** you.
It’s nice to **hear** from you.
I have no reason to doubt **you**.
Do you have **time** to go out?

1 Read the chat. Underline examples of infinitives. What comes before each one: a question word, an adjective or a noun?

2 Complete the sentences in your notebook so they are true for you.

1 I’m always willing to … for a friend.
2 It’s fun to … with a friend.
3 I find it easy to…
4 I find it difficult to…
5 In kindergarten, I didn’t know how to…
6 I never have enough time to…

Share your sentences.

3 Complete the questions.

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<th>make</th>
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1 Do you know how ____________________________ “friend” in other languages?
2 What’s a good way __________________________ new friends?
3 Where’s a good place __________________________ with friends?
4 Is it possible __________________________ more than one best friend?
5 Is it ever OK __________________________ a promise?
6 What is a silly way __________________________ with a friend?

Ask and answer.
Friends are an essential part of our lives. They give us support and empathize with us. We share good times and bad times together, care for each other and respect our differences. When asked in an online survey what qualities are most important in a friend, teenagers answered loyalty, honesty and trustworthiness. The finest friends are the ones who stand by you when you’re feeling alone, visit you when you are sick or even take the blame for your mistakes. So how many can you call close friends?

Apparently, we have a smaller circle of around fifteen people who we can turn to for support in a crisis. They are the ones that we hang out with, speak to, message and text most often. But even within this group, there is an inner circle, an intimate group of around five best friends. They form a dependable support group. You can confide your secrets in them and share your feelings, and they will always be on your side. Of course, these groups will change a lot during your life. Some people will disappear from your social groups entirely while others will join them as your life changes and you move on.
Friendship appears to exist in the animal world as well. You have probably seen videos of unusual partnerships between, say, an elephant and a dog, or a fox and a cat. Studies of animal communication show that it takes a lot of brainpower to support a complicated social life. Only smarter animal species that live in groups, such as horses or elephants, make friends. These friendships help animals manage the stress and conflicts of group life. One study of cows showed they form close bonds with one or two other individuals and experience a rise in stress hormones if they are separated.

Friendship in Other Species

Friendship appears to exist in the animal world as well. You have probably seen videos of unusual partnerships between, say, an elephant and a dog, or a fox and a cat. Studies of animal communication show that it takes a lot of brainpower to support a complicated social life. Only smarter animal species that live in groups, such as horses or elephants, make friends. These friendships help animals manage the stress and conflicts of group life. One study of cows showed they form close bonds with one or two other individuals and experience a rise in stress hormones if they are separated.

Neurochemical Rewards

Humans’ nearest relatives are other primates, such as chimpanzees and gorillas. These apes live in small social groups and spend their time hunting, gathering food or just hanging out. Intense sessions of mutual grooming can take up to twenty percent of their day. Touch is important: it helps them build cooperative relationships and maintain alliances. In fact, grooming releases neurochemicals, called endorphins, in the brain, which makes the apes feel good. Studies show humans have the same physiological response to social touching. A touch on the arm or a pat on the back can make us feel good. It also conveys trust, increases compassion and calms our heartbeat. Humans are hardwired to respond to it. Conventional wisdom has always held that being in close contact with friends is good for our health. Now, science is proving it.
1 Read the article again. Make notes in your notebook about the central theme of each paragraph.

Anatomy of Friendship: Friends are an essential part of our lives.

Compare.

2 Read the article again and answer the questions in your notebook.
1 What three qualities do teenagers believe count most in friendships?
2 What's the significance of these numbers: 425, 150, 50, 15, 5?
3 What did past generations spend a lot of time doing when they met up?
4 What do today's young people do when they meet up?
5 What kinds of animals make friends? How does friendship help them?
6 What is the importance of touch in primate friendship?

3 Read the article and find words for the definitions.
1 To understand and share the emotions of another person (para. 1, line 2): ____________________________.
2 To tell a secret or something personal to someone you trust (para. 3, line 9): ____________________________.
3 To bring the memory of a past event or past times to mind (para. 4, line 3): ____________________________.
4 To state something confidently and forcefully (para. 4, line 8): ____________________________.
5 To clean the fur of an animal (para. 7, line 4): ____________________________.

4 Complete the diagram about friendship circles. How many people are in each circle? What kind of people are they? Make notes.

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Lesson 9
**Reading**

**Objective**
Students will practice determining the central theme of an article about friendship.

**Lead in to the Lesson (10 min.)**

**Get Students Thinking**
- Have students play Charades (see page xvi) in small groups or as a whole class. They should take turns acting out free-time activities that people often do with their friends. Provide the prompts if they’re not sure.

**p. 18**

**1 Discuss the questions. (10 min.)**
- Preview the questions with the class. Point out that people have different definitions of what a friend is, and while some may count only truly close friends, others may count anyone they are on friendly terms with. Then ask students to take notes about their ideas before having a class discussion.

**Present the Skill (5 min.)**
- Ask students to read the entry on their own. Then read it aloud to the class. Explain that the central theme of a text is the main idea or general message. In most cases, the central theme is described in the introduction or opening paragraph. It is sometimes summarized in the final paragraph as well.

**2 Read the article and underline the central theme. (15 min.)**

**Manage Your Class**
- This is not a difficult task so you could allow students to read the whole text on their own before they choose the central theme.
- Or, to model a systematic approach that works with almost any text: First, preview the title and subheadings and elicit ideas on what each paragraph may contain. Then look at the photos and have students describe them. Finally, read the introduction out loud. By this stage, they should be able to recognize the central theme of this text.
- Encourage students to say why they feel the other options are incorrect (they are too specific).

**Answer 2 Friendship**

**Take the Lesson Further (15 min.)**
- Ask students to read the text a second time. Tell them to choose one fact or idea in each paragraph that catches their attention or seems interesting or surprising. Have them report their ideas to the class.

**p. 20**

**1 Read the article again. Make notes in your notebook about the central theme of each paragraph. (15 min.)**
- Read the instructions and the example with the class. Point out that the main idea may be implicit and not stated explicitly in any one sentence.

**+ Compare. (10 min.)**
- Have students compare their ideas in pairs. Ask volunteers to give their answers and ask other students if they agree or disagree with a show of hands. Then ask those who disagree to explain their reasoning. Elicit that the other sentences in each paragraph add details about the central theme.

**Answers**
1. Friendship Circles: There are different levels of friendship. Close Friends: there are only a handful of people we can really rely on. Social Media: social media helps us to stay in touch more easily than in the past, though the relationships may be more superficial. Meeting Up with Friends: social media may have strengthened our friendships in some ways. Friendship in Other Species: smart animals that live in groups are able to form friendships, even with other species. Neurochemical Rewards: touch is important to both apes and humans as a means of making us feel good.

**2 Read the article again and answer the questions in your notebook. (15 min.)**
- Ask volunteers to read the questions aloud. Then tell students to do the task individually.

**Answers**
1. Loyalty, honesty and trustworthiness
2. A 425: average number of friends teens have on Facebook; 150: number of people a person can really know; 50: number of friends who are part of actual friendship group; 15: number of close friends; 5: the number of friends in your inner circle 3. They spent time catching up on the latest news. They already know each other’s news so they do things together rather than catching up. 5. Horses, elephants and cows. It helps them manage the stress and conflicts of group life. 6. It helps build cooperative relationships and maintain alliances.

**3 Read the article and find words for the definitions. (10 min.)**
- Tell students to preview all the definitions before they look for any answers in the text. Have them search in pairs if they’re having trouble. Explain that “para.” stands for paragraph.

**Answers**

**4 Complete the diagram about friendship circles. How many people are in each circle? What kind of people are they? Make notes. (15 min.)**
- For each list, students should write a number and some characteristics, such as the context they know their friends from. Have them discuss their answers in small groups.

**Know Your Students**
- Some students may not feel comfortable sharing specific information about their close friends, wider friendship groups and acquaintances. Instead of speaking about these issues, they could write a diary entry that only you and they will read. The focus of this activity should be on self-reflection, rather than explaining themselves to other people.
Listening

Objective
Students will practice inferring feelings from verbal cues in a conversation.

Teaching Resources
Tracks 6–8 and transcripts 6 and 7 (one per student)

Lead in to the Lesson (10 min.)

Get Students Thinking
• Write the following nouns on the board. Clarify their meaning and then ask students to choose the three most important qualities they look for in a friend: honesty, loyalty, humor, intelligence, popularity, kindness, generosity, understanding, trustworthiness, empathy, dependability, patience, support, sociability, individuality, excitement, communication.
• Elicit ideas. Stress that people value different things and there are no wrong answers.

1 Listen to Erin and Zoe answering questions 1–5 about each other. Do they answer the questions correctly? Mark (√ or X). (10 min.)
• Tell students to read the questionnaire on their own. Then read the questionnaire aloud to the class.
• Point out that Zoe is reading the questions, and Erin makes the first guess each time about Zoe. Then Zoe guesses Erin’s answer. Play Track 6 once without stopping. Encourage students to mark the answers as they listen.

Answers Erin: 1 ✗ 2 √ 3 ✗ 4 X 5 ✗; Zoe: 1 ✗ 2 √ 3 √ 4 X

Try to recall their answers. Listen again and check. (15 min.)
• Tell students to work in pairs. Have them read the questions again and try to recall each girl’s answer (which is not necessarily the guess that the friend made). Play Track 6 again. Stop after each question to check students’ answers.

Answers Erin: 1 strawberry 2 tennis 3 garden bench 4 butterfly 5 English; Zoe: 1 chocolate chip 2 baseball 3 bedroom 4 dolphin 5 music

2 Listen to them answering questions 6–10 about each other. Do they answer the questions correctly? Mark (√ or X). (10 min.)
• Tell students to read questions 6–10 again. Then play Track 7 without stopping. Remind them that Erin makes the first guess about Zoe each time, before Zoe guesses about Erin.

Answers Erin: 6 ✗ 7 ✗ 8 ✗ 9 X 10 ✗; Zoe: 6 ✗ 7 ✗ 8 X 9 X

Try to recall their answers. Listen again and check. (15 min.)
• Have students follow the same procedure. Play the track again, pausing after each answer for students to check.

Answers Erin: 6 spiders 7 pepperoni 8 Titanic 9 J. K. Rowling 10 no ambitions yet; Zoe: 6 flying 7 pepperoni 8 The Lion King 9 Malala Yousafzai 10 marine biologist

Present the Skill (5 min.)
• Read the entry aloud to the students. Give additional examples to demonstrate the skill: I like lots of sports, but my favorite is baseball. I can’t stand tennis. I think it’s boring!

3 Listen to the phrases. Match them with the emotions they are expressing. (20 min.)
• Give students a minute to read phrases 1–10. Then read them aloud, exaggerating the stress and intonation in a dramatic way. Have students repeat the phrases after you in the same manner.
• Check that students understand the meaning of the words in the box: denial = not accepting something; disbelief = not believing something; sarcasm = saying the opposite of what you mean in a mocking way; praise = giving compliments and saying something is good.
• Play Track 8 twice, stopping after each phrase for students to decide what emotion it shows but without confirming answers. Then play it a third time and elicit the answers.

Answers 1 confirmation 2 disbelief 3 sympathy 4 enthusiasm 5 praise 6 surprise 7 sarcasm 8 denial 9 emphasis 10 doubt

Take the Lesson Further (20 min.)
• Form pairs and hand out or project the transcripts of Tracks 6 and 7.

Know Your Students
• All students should be able to read from the transcript to practice the conversation. Encourage them to make their best attempt at the intonation.
• Some students may be able to memorize parts of the transcript and will be better at mimicking the intonation, too.
• If students find the task very easy, encourage them to change the names of the people and the details of their answers. For example, they might hold a conversation between two other girls, two boys or a girl and a boy.

4 Answer the questions about your best friend. (15 min.)
• Ask students to do the activity on their own. When they have finished, tell them to write a paragraph about their best friend, based on the answers they gave.
• Ask for volunteers to read their paragraphs to the class. Keep in mind that some students may not want to share this information with the whole class.
THE FRIENDSHIP CHALLENGE

Take our questionnaire and find out how well you know your best friend. Answer the questions and then check with your friend. Score one point for each correct answer.

1. Which ice cream flavor do I like best?
2. What’s my favorite spectator sport?
3. Where do I go when I want to relax?
4. What’s my favorite animal?
5. What’s my favorite school subject?
6. What’s my greatest fear?
7. What’s my favorite pizza topping?
8. What’s my favorite movie?
9. Who’s my hero?
10. What’s my ambition?

1 Listen to Erin and Zoe answering questions 1–5 about each other. Do they answer the questions correctly? Mark (√ or X).  

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Try to recall their answers. Listen again and check.

2 Listen to them answering questions 6–10 about each other. Do they answer the questions correctly? Mark (√ or X).  

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Try to recall their answers. Listen again and check.

3 Listen to the phrases. Match them with the emotions they are expressing.

1. That’s right.
2. I can’t believe that!
3. Bad luck!
4. It’s awesome!
5. Well done!
6. No way!
7. Ha ha!
8. No, I’m not!
9. It is! It is!
10. I’m not sure.

4 Answer the questions about your best friend.

Inferring Feelings

When we get emotional, the volume and tone of our speech changes. We stress words that express feelings or make them longer: Noooo!, My greatest fear... I hate olives. I always cry.
**Speaking**

**FRIENDSHIP IN 15 QUOTES**

1. “I get by with a little help from my friends.”
   - The Beatles

2. “Truly great friends are hard to find, difficult to leave and impossible to forget.”
   - Anon.

3. “No person is your friend who demands your silence, or denies your right to grow.”
   - Alice Walker

4. “A friend to all is a friend to none.”
   - Aristotle

5. “The only way to have a friend is to be one.”
   - Ralph Waldo Emerson

6. “In my friend, I find a second self.”
   - Isabel Norton

7. “Don’t walk behind me; I may not lead. Don’t walk in front of me; I may not follow. Just walk beside me and be my friend.”
   - Anon.

8. “A friend is a person with whom I may be sincere. Before him, I may think aloud.”
   - Ralph Waldo Emerson

9. “If you choose bad companions, no one will believe that you are anything but bad yourself.”
   - Aesop

10. “A friend is someone who gives you total freedom to be yourself.”
    - Jim Morrison

11. “Sometimes your closest friend is your greatest enemy.”
    - Alice Walker

12. “I’ve got more respect for someone who comes out and says they don’t like me than for the ones who act like they do but talk bad about me when I’m not around.”
    - Mitchell Perry

13. “A friend is someone who knows all about you and still loves you.”
    - Elbert Hubbard

14. “Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.”
    - Oprah Winfrey

15. “Truly great friends are hard to find, difficult to leave and impossible to forget.”
    - Frances Ward Weller

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**Performing a Play**

In a play, delivery of the lines is just as important as acting. Exaggerate intonation (how your voice rises and falls) and enunciation (how clearly you pronounce each sound and syllable). Face the audience when you say your lines.

1. **Read the quotes and discuss.** Which quotes...
   1. define what friendship is or say how to be a good friend?
   2. warn you about bad friends or friendships?

   ✦ Share three quotes that are meaningful to you and explain why.

2. **Choose one quote and act out a short scene to illustrate its meaning.**
   1. Discuss what the quote means. Think of ways to paraphrase it.
   2. Think of a situation that demonstrates the meaning of the quote.
   3. Write a few lines of script for the situation.
   4. Rehearse your scene. Exaggerate your intonation and enunciation.
   5. Tell the class which quote you chose and then perform your scene.

   ✦ Watch the scenes. Do they illustrate the meaning well?
Speaking

Objective
Students will practice acting out short scenes using exaggerated pronunciation and intonation.

Lead in to the Lesson (10 min.)

Get Students Thinking
- Write the following questions on the board for students to discuss in pairs. When they have finished, tell them to change partners and repeat the process. Finally, lead a class discussion:
  1. Have you ever seen a play? Was it live or recorded?
  2. Do actors speak differently on stage? How?
  3. Do you think actors have a difficult job? Why or why not?
  4. What are the best and worst things about acting?
  5. Would you like to be an actor? Why or why not?

Present the Skill (10 min.)
- Read the entry aloud to the class. Explain that in this context delivery refers to how lines are spoken. It can also refer to when a person, such as a postal worker, hands over a package or letter.
- Read the phrases from activity 3 of Lesson 10 with clear intonation. Tell students to exaggerate the emotions as they repeat.
- Demonstrate exaggerated enunciation with the following tongue-twisters, asking students to repeat them after you. Start slowly and then speed up as students become more confident:
  1. Red lorry, yellow lorry.
  2. Betty bought a bit of butter.
  3. She sells seashells by the seashore.
  4. Peter Piper picked a peck of pickled peppers.
  5. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- Explain that some actors use tongue twisters before they perform to warm up the muscles of their mouth and face.
- Ask students if they know any other tongue twisters in English, or even in their first language. Ask volunteers to lead the class in repeating them.

1. Read the quotes and discuss. Which quotes... (15 min.)
- Let students read all the quotes silently. Encourage them to guess the meaning on their own. Then read each quote aloud to the class, explaining the meaning of any language they might not know: get by = manage or get through a problem; demand = ask for something with force or authority; deny = say no to something; limo = limousine, a luxury vehicle with a driver.
- Preview the questions about the quotes and do the first few as a class. Then let students discuss the quotes in pairs before having a class discussion.

Answers 1 1, 2, 5, 6, 7, 8, 10, 13, 14, 15 2 3, 4, 9, 11, 12

Share three quotes that are meaningful to you and explain why. (15 min.)
- Tell students to reread the quotes and choose three that they find meaningful. Then ask them to discuss their choices in pairs before holding a class discussion.

2. Choose one quote and act out a short scene to illustrate its meaning. (30 min.)
- Go through some of the quotes with the class. Elicit or suggest the meaning and prompt ways in which they may work in a scene:
  4. This means that if you pretend to be friends with everyone, you may be insincere or you may not be able to be loyal to all of them. How could we show a scene of a person with divided loyalties?
  10. This means that a friend will never mock you for your preferences or choices. What kind of scene could show a friend supporting another’s choice or opinion?
  14. This means that successful people have lots of friends, but when they fall on hard times, their friends desert them. How could we show that in a scene?

Integrate Learning Styles
- Not all students have to perform a role play but all should participate in the preparation.
- Visual: These students could be the directors and tell others where to stand and how to perform. They may also enjoy acting.
- Auditory: These students can participate in the discussion while planning the scene. They may also like to act and help the other actors with their lines, especially the intonation.
- Read/Write: These students may prefer to plan and write the scenes only.
- Kinesthetic: These students may enjoy performing and also setting up the stage.

Watch the scenes. Do they illustrate the meaning well? (30 min.)
- Ask volunteers to act out their scenes for the class. As they do so, the other students should pay attention and try to guess the quote that is being demonstrated.

Take the Lesson Further (10 min.)
- Have students make small posters with one quote that they particularly like and post them on the classroom walls. Encourage them to write as neatly and attractively as possible.
Project

Objective
Students will design and create a friendship card.

Teaching Resources
Large pieces of card or construction paper (one sheet per student), colored pencils, scissors, ruler, access to a computer, printer and scanner, photos of students and their friends that they bring.

Lead in to the Lesson (10 min.)

Get Students Thinking
• Have students play Hot Seat (see page xvii) using phrasal verbs and relationship expressions from this topic.

Present the Project (5 min.)
• Read the entry aloud and have students follow. Ask if they have heard of this day before and, if so, how they celebrate it. Ask if they know of any other days celebrating friendship, and what they do on them (Valentine’s Day in several countries is a day of friendship as well as love).

1 Make a friendship card. (40 min.)
• Read the example card out loud or ask a volunteer to do so. Explain that the underlined phrases can be changed to describe their own friend.
• Put students in groups and have them discuss ways of completing each sentence. Stress they should choose their own ideas at the end, personalized for the friend.
• Hand out blank pieces of card and ask students to take out their colored pencils, scissors and rulers.
• If students didn’t bring a photo of themselves with a friend, allow them to print one from their phone or social media account if there is access to a printer. Alternatively, they can use a generic photo that they find online, or just draw a picture of themselves with their friend.
• Have them fold the card in half and stick the photo to the front. They should practice what they are going to write in their notebook first. Then have them rewrite the sentences on the card as neatly and attractively as they can.
• Allow students to decorate their card with drawings or additional photos.

2 Copy and complete these sentences inside the card. (20 min.)
• Elicit ways of completing each prompt. Again, have students practice in their notebook first until they’re completely sure what they are going to write. Monitor and help with ideas, correcting as necessary.

3 Give your card to your friend. (10 min.)
• Students can give their cards to friends in class or hand deliver them. They could also scan their cards or take a photo so they can upload it to the Internet if their friends live far away.

Integrate Science (60 min.)
• Write symbiosis on the board and define it: “Symbiosis is any interaction between two different species that is beneficial to both.”
• Give some examples of symbiosis in nature and encourage students to choose one and investigate further: clownfish feeding anemone in return for protection; ravens lead wolves to a carcass and then eat when the wolves have opened it, and the two species also seem to play together; ants “farm” aphids, protecting them from predators and eating the honeydew that the aphids produce, even storing the aphid eggs over winter and returning the newborn aphids back to the plant in spring; remora fish attach themselves to sharks, eating parasites on them and also any leftover white while hitching a free ride; Nile crocodiles rest with their mouths wide open for plovers to enter and eat the leftover food out of their teeth, preventing decay; honeyguide birds lead honey badgers to a hive and share the honey when the badgers open it; egrets sit on the backs of ungulates (such as buffalo, elephants and cattle) and eat parasitic ticks and other invertebrates; ostriches and zebras forage together, with the ostriches’ keen sight and the zebras’ keen smell providing mutual protection from danger.
• Ask: Is this similar to friendship? Why or why not?
• Students can write a report about their chosen symbiotic relationship or just take notes to present to the class.

Topic 1
What makes a good friend?

Get Students Thinking
1 Choose three qualities that you look for in a friend. (10 min.)
• Have students read through the topic again, listing qualities of good friends. Then have them write three sentences. They can also use phrasal verbs from Lesson 1 or friendship expressions from Lesson 7.

• Compare. (15 min.)
• Put students in groups of three. Have each student read out their ideas, and have the other two choose their favorite. In this way, each group will end up with three ideas.
• Have groups report these ideas to the class.

2 Will you do anything differently with your friends after reading this topic? What? (10 min.)
• Write on the board: In what ways are you a good friend? In what ways could you improve? Have students work in pairs to answer the questions. Pair them with others who they get along with or at least know well so they feel comfortable sharing.
• Elicit answers from all students who wish to share.
1 Make a friendship card.
   1 Fold a blank piece of card in half.
   2 Stick a photo on the front. Copy and complete the sentences, changing the underlined information.

Craft: A Friendship Card
The International Day of Friendship was proclaimed in 2011 by the UN General Assembly with the idea that friendship between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities. It is usually celebrated on July 30. Create a friendship card to honor your best friend.

2 Copy and complete these sentences inside the card.

   The most memorable thing we’ve done is...
   If our friendship were a movie, it would be...
   If we were part of a band or singing group, we’d be...
   If you were an animal, you’d be...
   The phrase that best describes you and me is...
   You make me feel...

3 Give your card to your friend.

Lesson 12