

Introduction

Family and Friends 2nd Edition is a complete seven-level course of English for students in primary schools. It uses a clear grammar-based curriculum alongside a parallel syllabus in skills. In this way, students develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends 2nd Edition* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Students have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

Family and Friends 2nd Edition also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends 2nd Edition* includes the following:

- Class Book with Student Website
- Workbook (with or without Online Practice)
- Teacher's Book Plus containing:
 - Teacher's Resource Centre
 - Fluency DVD
 - Online Practice
- Classroom Presentation Tool
- Class Audio CDs
- Writing posters
- Readers

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to students from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or themes. Students meet the first group of words passively in the story in Lesson 1. The words are presented formally in Lesson 2 through illustrations and recordings. The students can check meaning and develop their dictionary skills in the Dictionary pages.

A second group of words is presented in the *Working with words* section in Lesson 2, giving further scope for practising dictionary skills. The accompanying Workbook pages provide practice of building new words following the patterns in the *Working with words* section.

The third group of words is presented in Lesson 6. Students are encouraged to work out the meaning of these words from the text in Lesson 5, where they first appear. They then check the meaning of the words in the Dictionary pages. The Workbook provides further practice of determining meaning from context.

Skills

Each unit of *Family and Friends 2nd Edition* contains three pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated.

The **reading** texts in this section expose students to a balance of both familiar and new language. With a range of different text types of increasing complexity, students develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading for gist and detail, both of which are essential for complete communicative competence.

After every three units there are two pages of extra reading material in the form of non-fiction and fiction texts. These longer texts are to be used for extensive reading so students do not have to understand every word. These texts are optional activities to be done at the discretion of the teacher.

The **listening** tasks, which are linked to the core reading text in each unit, help students to practise listening for specific information and detail, as well as gist.

Speaking practice tasks are also integrated, so students will already have been exposed to key words to be used, which will give them confidence when carrying out the task.

The **writing** skills section prepares students to write a certain type of text, e.g. a story, a poem, or a personal account. Before students begin the exercises in their Class Books, they look at a poster of the appropriate text type with their teacher. This helps them to visualize layout and draws their attention to key literacy points. Students then look at an annotated text in their Class Books. The annotations draw attention to conventions and techniques of structure and style that students should use in their own writing.

After students have answered the questions in their Class Books, they are ready to complete the writing tasks in their Workbooks. As with Level 4, there is an extra page of writing practice in the Workbook at Level 5. This provides a written task and writing preparation activities to support it.

Writing posters

There is a poster for each of the writing lessons. These should be used by the teacher as a visual aid when discussing how particular types of text should be laid out and what should be included in them. Full notes are given on how to use the posters at the start of Lesson 7.

The Poster worksheets in the Teacher's Resource Centre contain the text for each of the Writing posters. These should be photocopied for each student so they can follow the text as the teacher reads. Students should be asked to keep their poster text safe in their files as they will need it again for the Teacher's Resource Centre skills task.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Level 5 we meet a happy extended family (Fin, Libby, Kate, and Ed) and read about the adventures they have with their youth group, the *Do Something Different Club*.

The stories provide ideal scenarios for reviewing language structures and key words in a cyclical manner.

Songs

Every unit in *Family and Friends 2nd Edition* contains a song for students to practise the new target grammar structure.

Melody and rhythm are an essential aid to memory. By singing students are able to address fears and shyness and practise the language in a joyful way together. Songs are also fun and motivating activities and are a good opportunity to add movement to the lessons.

Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. In *Family and Friends 2nd Edition* students are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for students to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps students to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

Games provide a natural context for language practice and are very popular with students. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends 2nd Edition* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes. They can be used according to the timing and pace of the lesson and their appropriacy to the students in the class.

Review lessons

At the end of each unit, there is a review lesson. This provides additional practice of the vocabulary and structures presented in the unit through a quiz and a song. This lesson is a good opportunity to discuss students' progress and resolve any problems. No new material is presented or practised here.

Grammar Time pages

Grammar reference material is provided on pages 116–123 of the Workbook for students to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit, with some spaces for students to complete. Once completed, they provide a reference which students can use to help them with their writing and other activities. These should be checked by the teacher once completed by the student, to ensure that they are a reliable reference tool. Below each grammar table are exercises which give further practice of the grammar in the grammar table.

Dictionary skills

Dictionary pages are provided on pages 126–134 of the Workbook for students to refer to. Students are directed to these in the Lessons 2 and 6. We suggest that students complete the exercises independently and then use the Dictionary pages to check their answers.

Values

Values, which can also be called civic education, is a key strand in *Family and Friends 2nd Edition*. Teaching values is important as it focuses on students' personal and social development, not just language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping students to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the four Values worksheets in the Teacher's Resource Centre.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage students to work together and co-operate in order to complete activities.

Values worksheets

This level of the course contains four Values worksheets in the Teacher's Resource Centre to present different aspects of the values syllabus. The topics covered are:

- A friendship between England and Japan (Values 1)
- Saving water (Values 2)
- A healthy lunchbox (Values 3)
- Learning from Grandma (Values 4)

The unit teaching notes suggest suitable points to present these. Full teaching notes on how to present the values using the worksheets are given on pages 153–159 of the Teacher's Book.

Assessment

Students' progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams, such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Teacher's Resource Centre offers:

- suggestions for ongoing classroom assessment
- an assessment sheet to keep a record of students' progress
- suggestions for encouraging students to self-assess
- 13 unit tests
- 4 progress tests (for use after every three units)
- 4 skills tests (for use after every three units).

The Cambridge English: YLE Practice section in the Teacher's Resource Centre offers:

- Notes, tips and vocabulary lists for the Flyers tests.
- Preparation and practice tasks to help students become accustomed to the YLE task types.

The Preparation stage provides controlled practice of task types found in the Flyers tests, to help students gradually build up to the task. The Practice task then gives students a taster of a Cambridge style test before they attempt a complete YLE Practice Test.

- Sample YLE Practice Tests for the Flyers Reading and Writing, Listening and Speaking tests.

The Trinity Practice section in the Teacher's Resource Centre offers:

- Notes and tips for the Trinity Tests.
- Sample Trinity Practice Tests for GESE Grades 4 and 5, and ISE Grades 0 and 1.

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Teacher's Resource Centre.

Progress certificates

The Progress certificates in the Teacher's Resource Centre can be used to check student's progress after every three units. Ask students to keep their certificates safely in their file as a record of their progress.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! lessons in *Family and Friends 2nd Edition* give learners the opportunity to personalize the language they learn and to practise speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

In the Class Book

The Fluency Time! spreads in *Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations. This is referred to as Everyday English. Students listen to and read the phrases in short stories. Then, to give them the chance to practise this language in realistic contexts, the spreads include a variety of classroom activities which focus on meaning and communication.

Each of the four Fluency Time! spreads in *Family and Friends*

2nd Edition consists of an Everyday English page followed by a Project page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The Project pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

In the Fluency DVD

The Everyday English dialogues are also presented in the new **Fluency DVD**. The key Everyday English language is acted out by native speakers in various real-life locations. The DVD is an optional component, but one which very much enriches the Everyday English lessons. The DVD can be integrated into lessons in a variety of ways depending on what best suits the class. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

In the Workbook

The **Workbook** provides further written practice of the Everyday English language, including activities based on the Fluency DVD. There is also a Fluency Review board game, which provides a meaningful and motivating context in which to review the language through spoken practice. The Everyday English phrase bank also offers a useful reference section at the back of the Workbook.

Syllabus

The **syllabus** for the Everyday English phrases is based, in part, on the *Cambridge English: Flyers* syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

Supplementary materials

Readers

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. In Level 5, they contain approximately 6,500–8,000 words in total, and correspond with the vocabulary and grammar syllabus of the course. They also contain integrated activities which can be used either in the classroom or for homework.

Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends 2nd Edition* as an additional resource to provide more written grammar practice. The words and grammar

used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends 2nd Edition*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable students to build up a picture of the grammatical system step by step. It can be used in class or at home.

There are additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

Drama in the classroom

How to present the stories

Each story has a receptive and a productive stage. In the receptive stage, students listen to the story and follow it in their Class Books. In the productive stage, the students recall the story, listen to it again, and act it out.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (students may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one student to play each character. To keep disruption to a minimum, students could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Students practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which students can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Students mime the actions for each character as they speak.
- Play the recording again for students to give their final performance.

Class plays

The Teacher's Resource Centre contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found on pages 159–160 of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts; deciding on and organizing props and costumes; and finally, rehearsing. If possible, arrange a performance of the plays for parents.

Classroom management

Students learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- Success is a great motivator. Try to make every student feel successful and praise their attempts enthusiastically.
- Students should all be familiar with expressions such as *Good boy / girl, Good work, Well done! Excellent try! You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that students are not afraid of making mistakes.
- If a student makes a mistake, say *Good try. Try again*, then model the correct answer for the student to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.
- Establish a clear and consistent set of classroom rules and ensure that all the students know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.

Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their students are learning and their progress. Parents might benefit from receiving newsletters listing what students are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the Student Website, especially the *Listen at home* sections. The students can enjoy singing the songs at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Teacher's Resource Centre.
- Organize a concert or parents' afternoon where the students can perform the unit stories, plays and the songs they have learnt, along with their actions.