



TEACHER'S GUIDE

LESSON 31: WHAT DO FRIENDS DO TOGETHER?

Video summary: Anna shows how to make friendship bracelets. Daisy makes one for Max.

Functional purpose: Talk about friends/friendship; explain how to make something

Grammar: Modal verb: *must*; adverbs of frequency: *sometimes, often, usually*; review of preposition: *during*

Question: What do friends do together?

Answers: My friend and I make _____ together, I eat lunch with my friends.

Unique words and parts of speech:

Adjective	Adverb	Verb	Modal	Noun	Prep
best interesting still	finally happily usually	spell spend tie unlock fit	must	beads bracelet chain choice friendship hole holes lunch lunchbox origami string times weekend	until

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in the native language or in English.

- If possible, show a picture of you and one or more of your friends together. Say their names. If you do not have a picture, ask students to guess the name of one of your friends.
- Say, "What do you and your friends often do together?"
- Write student responses on the board in English, and say, "Let's see if Anna and her friends talk about any of these in our lesson today."

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Connect to students' experiences

- Ask students “Where can we find friends?” Suggest different places such as schools, neighborhoods, religious centers, camps, work (for adults) and so on.
- Ask, “Who can be your friend?” Note to students that they can be friends with brothers and sisters or other relatives, too.
- Ask, “How do you feel when you make a new friend?” Help students express their feelings in English.

Guess: What will happen?

- Show this image of Anna and her friend Zuri.
- Ask, “What do you think Anna is doing with her friend?”
- Take some student ideas and write them on the board to refer to later.



WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. What did Anna and Zuri do?” (They made friendship bracelets.) Help students compare their guesses with what Anna and Zuri do in the video.
- Say, “Even if you didn’t guess the same thing, guessing can help you listen carefully to English. It can help you get the point of what people are saying or doing. Try it other times you read or listen to English.”
- “What did Daisy make for Max?” (She made Max a friendship bracelet of chains.)

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- Ask students to recall one of the things Anna said about making a bead necklace. For example, what does she need to make a bracelet? What steps does she follow?

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask, “Max says he fights with Daisy. Anna says he is Daisy’s friend and friends sometimes fight. What do you think – are Daisy and Max friends? Do friends sometimes fight?”
- Ask, “What does the teacher say about friends at the end of the video? (They make life happy and interesting.) What are some good things about your friends?”

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ACTIVITIES

1. Practice with Adverbs

Set up/materials

- Paper dice page and Fun with Adverbs activity sheet.

Remind students of the frequency of adverbs they have learned: *always, usually, often, sometimes, never*. Students may have heard the adverb *rarely* but it has not been taught in this course. Divide students into groups of 4 or 5.

- Give each group a copy of the paper dice on the next page. Give students scissors and glue or tape to assemble the dice. Students will roll the dice to see how many spaces to move during the game.

How to

- Give each group the activity sheet. Ask them to write 20 questions that can be answered with an adverb such as *often, usually, seldom*. For example,
 - How often/When do you wash your hands? / face?
 - How often /When does your mother/father cook breakfast? / make dinner? / pack your lunch?
 - How often/When do your friends play baseball? / basketball? soccer? / ping-pong? / tennis?
 - How often/When do you study English? / History? / Science? / Math?
- When students have written their questions, give each group a copy of the Adverbs Game (page 7). Tell students in this activity they will use the 20 questions to move around the board.
 - Have two students demonstrate how to play.
 - Student 1: "I'll roll. Okay, I got a three."
 - Student 2: (Looks at Question 3 on the Fun with Adverbs activity sheet): "When do you eat bread?"
 - Student 1: "I usually eat bread at lunch."
 - Student 2: "Good answer! My turn."

Variation

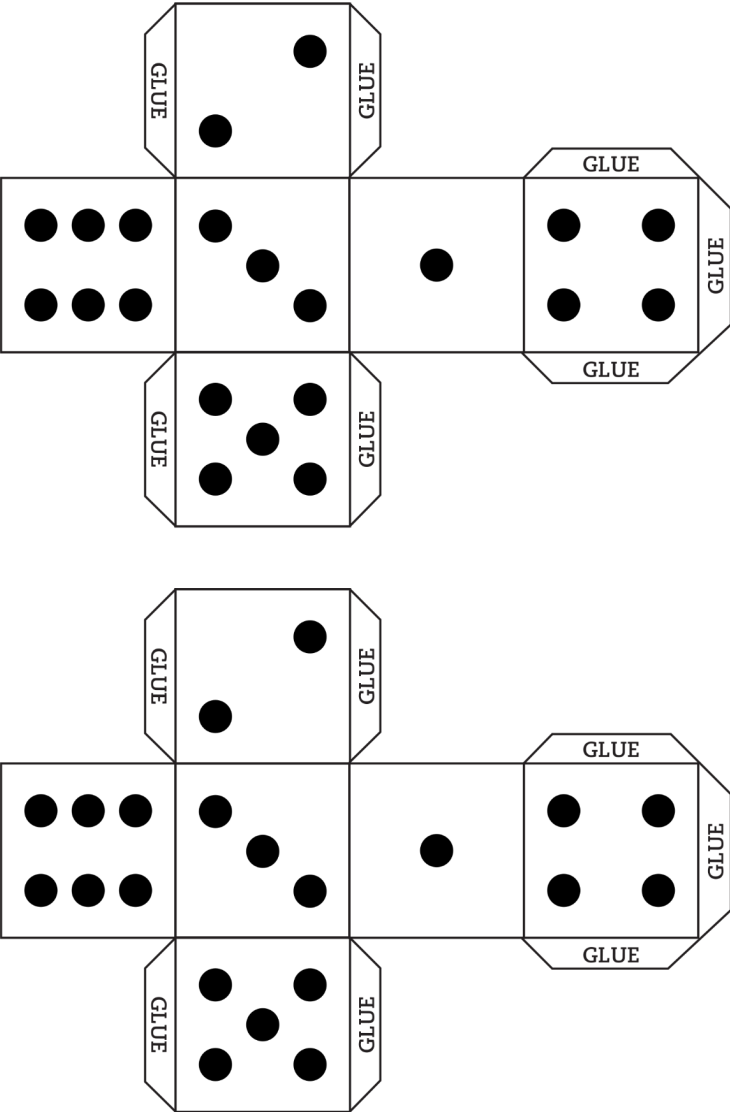
- For a smaller class, students may work as one group to play the game.
- Students may set different rules: for example, a player can roll again if they mention friends in their answer to the question.

Commented [GB1]: I think they could also ask "How often does your sister/your mother/your friend". Every one doesn't have to be you, right?

Commented [JR2R1]: Right. 8-12 year olds may still have their hair brushed or washed. Not sure about hands, though!

Commented [GB3R1]: How often does your mother cook breakfast? (more like what I was thinking)

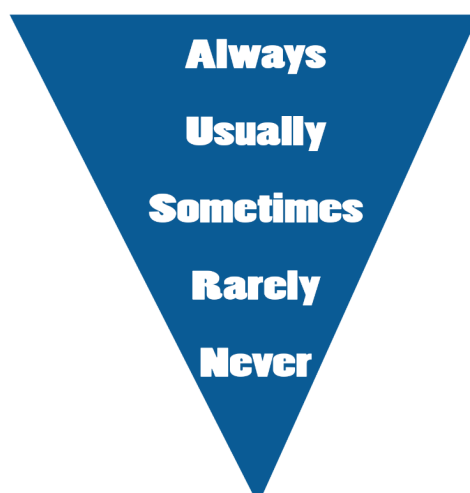
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FUN WITH ADVERBS

Write 20 questions asking, How often do you....

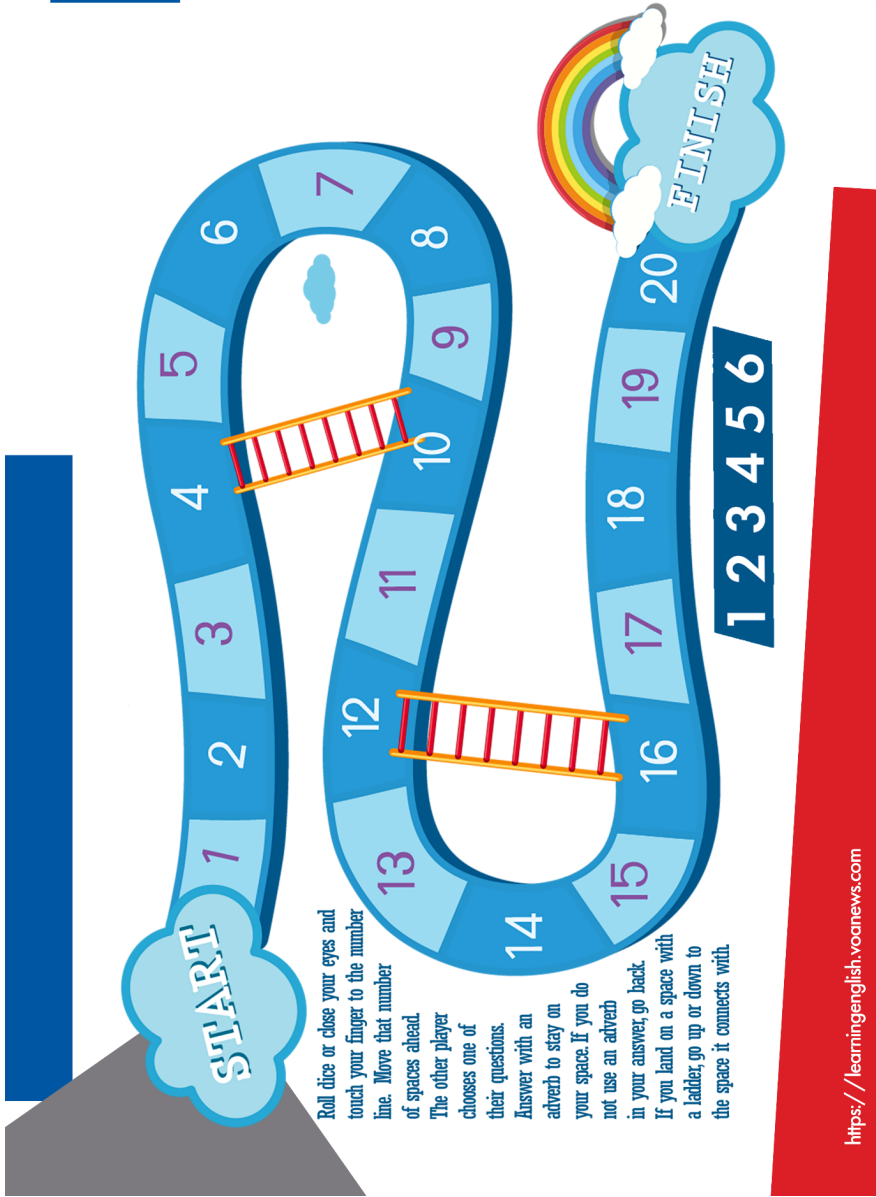
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- 17.
- 18.
- 19.
- 20.



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ADVERBS GAME



Roll dice or close your eyes and touch your finger to the number line. Move that number of spaces ahead.
The other player chooses one of their questions. Answer with an adverb to stay on your space. If you do not use an adverb in your answer, go back.
If you land on a space with a ladder, go up or down to the space it connects with.

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2. Read and Write

Set up/materials

- Ask students to think about all the things they learned to say about friends in the lesson.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - Friends make friendship bracelets for each other.
 - Sometimes friends fight.
 - During school, I eat lunch with my friends!
 - I usually play with my friends after school.
- Divide students into pairs and see how many more sentences they can write or say about friends.
- Ask pairs to read their sentences out loud.

Variations

- Students can use the back of the paper to write additional sentences.
- Students can copy completed sentences into their notebook.
- More advanced students can write a group story about a day spent with friends. Put students into groups of 4. Each student writes a short paragraph about the first thing some friends did with each other during a day. Then each student passes their paragraph to the next student in their group. Next, each student writes a second paragraph which continues the story they received. Continue until the papers have been passed four times (now the paper will be back to the original writer, and there will be a four-paragraph story). Students can read their stories aloud and choose their favorites or suggest changes and additions to the stories.



READ AND WRITE

Friends make
friendship
bracelets for each
other.



Sometimes friends
fight.



During school, I
eat lunch with
my friends!



I usually play
with my friends
after school.



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3. Listen and Speak – Step by Step

Set up/materials

- Ask, “What do you know how to do? You might know how to make breakfast, make your bed, play baseball, build a fort, make a paper airplane.” Take several student suggestions and write them on the board.
- Say, “We’re going to tell someone how to do something, like Anna told Zuri how to make a friendship bracelet.”
- Give students copies of the *Listen and Speak* activity sheet. Review the words used to list the steps in a process: *first*, *next*, *then*, and *finally*.

How to

- You can model this activity with one or more students before asking students to try it. You can also write and review some action verbs on the board to help students, such as *cook*, *play*, *read*, *write*, *dance*, *draw*, *tie*, *clean*, etc. for common activities.
- Give students instructions on completing the activity sheet – they can draw the steps of the process first, and then write the steps. Then, one student tells their partner the steps. As they speak, the other students should use gestures to imitate the movements in the process. (For example, the student can use gestures for stirring a bowl full of dough, pulling up covers on a bed, or swinging a baseball bat.)
- Students switch roles. (The student giving instructions becomes the person doing the actions.)
- Ask students to sit with another pair and share what was hardest for them to guess.

Variation

- Students can sit with another pair of students and repeat the mimed movements. The other team has to guess the process described.

● LISTEN AND SPEAK

What can you do? Think of something you know how to do that has three or more steps. Write them here. If you want, you can draw the action. Then say each step aloud to your friend. If your friend understands, they should pretend to do each action.

Step 1

Step 2

Step 3

Step 4

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Commented [GB4]: There should be a colon after 2, 3, 4 (or not one after 1).

Commented [JR5R4]: D'oh!

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LEARN MORE

Hanging out with each other

How to

- Play the video from 1:30 to 1:42. Then ask students, “What does ‘hanging out’ mean?”
- Discuss the meaning of *hanging out* (spending time together doing fun or relaxing things/not working).
- Explain that the simple form of the verb is *hang out*. Write it on the board.
- Ask the following four questions and have students listen and write them in their notebooks:

When do you hang out with your friends?

Where do you hang out with your friends?

How often do you hang out with your friends?

What do you like to do when you hang out?

- Next, write the questions on the board so students can check their listening and writing.
- Have each student ask four other students to answer each question. That means each student will ask a total of 16 questions. Have students write the answers given by each student they ask.
- Ask students to say the answers they received from other students; write the students’ answers on the board.
- From the answers, note and discuss what times, places, and activities are the most common for hanging out.

Variations

- Students can ask each other about family members. For example, they can ask when and where their brothers or sisters hang out, and with whom, and what they like to do. This can give students practice changing the auxiliary verb *do* to *does*, and it can provide practice of the third person singular form of the verb. (E.g., *When does your brother hang out with his friends? He hangs out after school.*)
- Have students refer back to the *Fun with Adverbs* worksheet. They can write and say sentences combining the adverbs of frequency with *hang out*.
- Students can practice inviting others to hang out, using the following question forms:

Would you like to hang out (tomorrow/this evening/this weekend)?

Do you want to hang out (tomorrow/this evening/this weekend)?

- Write the phrases *play with*, *work with*, *walk with*, *go with* on the left side of the board. Write the words *each other* on the right side of the board. Next, ask students what word can mean the same thing as *each other* (*together* is the answer). Ask students to write and/or say sentences combining the phrases on the left side of the board with the words *each other* (e.g., *We usually play with each other after school.*)

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CHECK UNDERSTANDING

1. Quiz

- Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Friends make _____ bracelets for each other.
2. The beads _____ have holes in them.
3. You can _____ your friend's name with beads.
4. The friends played _____ together.

Answer key:

1. friendship
2. must
3. spell
4. happily



QUIZ

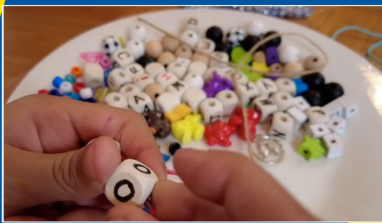
1. Friends make



bracelets for each other.



2. The beads  have holes in them.



3. You can  your friend's name with beads.



4. The friends played  together.



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