

Best Friends

6
LEVELS

A1-A2



by Milada Broukal and Andy Cowle



Best Friends is a motivating six-level course that creates confident, independent young language learners of English. Addressing the varied learning styles and changing interests of primary school students, **Best Friends** provides:

- ▶ an innovative mix of original stories, factual content, cartoons, and classical literature to develop literacy and information fluency;
- ▶ realistic, playful characters to give a meaningful and memorable context to new language acquisition;
- ▶ built-in **Learning Posters** to engage students in warm-up, practice, and assessment activities;
- ▶ cross-curricular content pages for children to learn about the world around them using English;
- ▶ integrated **Workbook** pages to extend or recycle classroom learning or for independent practice;
- ▶ a **Picture Dictionary** (for Levels 1 and 2) or **Illustrated Glossary** (for Levels 3 to 6) to promote active vocabulary building;
- ▶ a **Student Audio CD** for additional listening practice with wonderful songs, stories, and dialogs;
- ▶ interleaved **Teacher's Edition** with easy-to-follow teaching notes;
- ▶ ample opportunities to monitor, assess, and track student progress;
- ▶ a bank of supplementary and testing materials; and
- ▶ a program syllabus with clear lesson aims to guarantee students' success.

STUDENT BOOK



The unit opener provides varied opportunities for warm-up, practice, and on-going assessment. Beautiful and detailed visuals engage students from the start.

Setting new language in the context of series characters and their experiences makes language lessons meaningful and memorable.



Comic strips provide visual and oral language input. Students preview language in context before initiating controlled and guided oral practice.



Oral language is modeled and practiced in simple conversations.

Chants, rhymes, and songs introduce students to intonation and stress patterns.

Guided activities provide opportunities for student interaction in a risk-free setting.





Vocabulary: New words are presented in lexical groups with simple visuals that aid students' comprehension of inflected vocabulary items.

Grammar: Contextualized presentation and controlled oral practice allow students to focus on new language structures.

Vocabulary

117 Listen, point, and say.

118 Listen, count, and write.

32

Grammar

119 Listen and read.

There is a spider on your book.

There are rubber bands on the floor.

Practice with a partner. Talk about the pictures.

1 2 3

120 Listen and read.

Teacher: Is there a spider on the floor?
Chris: No, there isn't.
Teacher: Is there a hamster on the floor?
Sara: Yes, there is.

Practice with two partners.

Is there a spider on the table?

33

Pronunciation and Listening: Focused practice of new sounds precedes controlled practice of listening strategies.

Pronunciation F Sound Spelled ph

121 Listen and repeat the words. Notice that in some words ph has an f sound.

1 dolphin 2 elephant 3 cell phone
4 photo 5 sphere 6 alphabet

Look at the pictures. Write the number to match the correct word to the picture.

Dictation

122 Listen and write the sentences you hear.

1 _____
2 _____
3 _____
4 _____
5 _____

Listening

123 Where have they been . . . ?

124 Listen. Read the question and circle the correct answer.

1 What has Chris seen?
a snow b ice c an iceberg

2 What was on the island where Sara's father lived?
a palm trees b a forest c no trees

3 What kind of waves does Lois see at the beach she goes to?
a big ones b small ones c no waves at all

4 Where have Lois and Chris gone?
a to the zoo b to an art museum c to a natural history museum

34





Pre-reading: Key language elements are presented visually and supported by vocabulary-building exercises.

Story Words

102 Listen, point, and repeat.

hippo monkey crocodile
giraffe dolphin elephant

These animals live at the zoo. Draw a picture of your favorite zoo animal. Talk to a partner about your picture.

You: What's this?
Your partner: It's a giraffe.
You: What is the giraffe doing?
Your partner: It's eating.

102

Before You Read

103 Listen, point, and read.

The monkey is taking pictures.

The hippo is sleeping. The giraffe is eating. The dolphins are swimming. Martha, Marney, and Frank are running away. Is the crocodile chasing them?

103

Pre-reading exercises include the practice of prediction skills and identification of story elements.

Reading: Stunning visuals aid comprehension as students develop reading strategies.

104 105

12

Comprehension: Comprehension exercises train and assess skill development.

The Lost Boys stand in a row in front of Mrs. Darling. They take their hats off for her. They want Mrs. Darling to be their mother. Mrs. Darling smiles and says she is happy to be their mother. Mr. Darling is happy, too.

Peter is outside the window. He wants to say goodbye to Wendy. Mrs. Darling goes to the window and asks Peter, "Do you want to stay here with the other boys?" Peter says he doesn't want to stay. He wants to go to Neverland and never grow up.

102

Wendy goes to the window and asks Peter, "Are you really going away?" "Yes. I'm going back to Neverland with Tinker Bell," says Peter. "Don't forget me Peter!" Wendy cries. "Never," says Peter. "I promise to come back soon." Peter and Tinker Bell fly away to Neverland.

103

Comprehension

What is happening at the zoo?

Number the pictures to order the events.

110

Reading: At higher levels, stories are presented in "chunks" to prompt the development of prediction skills and set a purpose for reading.

Glossed words are presented visually in **Glossary** pages.

Writing: Writing models or prompts provide the necessary support for students' first attempts at written language.

Writing

Lists of words
In a sentence when we write words in a list we use a comma (,) between the words. We join the last two things on the list with **and**.
There is some **butter, cheese, and milk**.

Write the missing commas in the sentences.

- 1 I have bread butter cheese and juice for breakfast.
- 2 She likes apples oranges and bananas.
- 3 For the party there is candy cookies and cake.
- 4 He eats rice eggs and bananas every day.
- 5 My mother makes a cake with eggs sugar and butter.
- 6 We have bread rice and water every day.

Mark the place for and in each sentence.

- 1 In the cabinet there's some rice, sugar, cookies, and milk.
- 2 In the refrigerator there is some butter, cheese, milk.
- 3 On the table we have some cake, cookies, juice.
- 4 Let's eat some fruit, cookies, milk.

My Favorite Festival
Tell your partner about your favorite festival or holiday.

- When is this festival?
- Where do they celebrate it?
- What do people do? (What do they eat? Do they get gifts?)
- Why is this your favorite day?

Children's Day
My favorite festival is Children's Day. Children's Day is on April 30. We don't have classes on that day. We don't wear uniforms on that day. We eat candies and cookies. Sometimes we get gifts. This is my favorite holiday because we have fun and no school.

Write about your favorite festival or holiday.

Best



Authentic learning situations: Cross-curricular lessons and team projects allow students to apply new language to authentic and communicative learning situations.

Social Studies Class

Weather around the World

It's snowy.
It's sunny.
It's rainy.
It's windy.

My Favorite Place
by Mónica Suárez

I live in Mexico in the Sierra Norte in Puebla. It is very green. The weather is rainy. We use umbrellas and boots every day.
We go to the beach for our family vacation. I like going to the beach. At the beach, it's sunny. We wear shorts and sandals. We wear hats and sunglasses. We go swimming and play volleyball.

Work with a partner. Tell your partner what weather you like. Tell your partner what you wear and what you do.

Let's make a weather vane!

Materials

- two food container lids
- a wooden chopstick
- a marker
- a straw
- scissors
- glue
- a pin

Instructions

- 1 Draw a triangle. Cut it out.
- 2 Draw a rectangle. Cut it out.
- 3 Cut the straw at the ends.
- 4 Glue the triangle and the rectangle to the straw.
- 5 Put a pin in the straw and in the chopstick.

Finished!

Review: Self-assessment strengthens motivation for further learning.

Review

Start

Flip a coin. Move your marker. Tell a partner.

More 2 circles. More 1 circle.

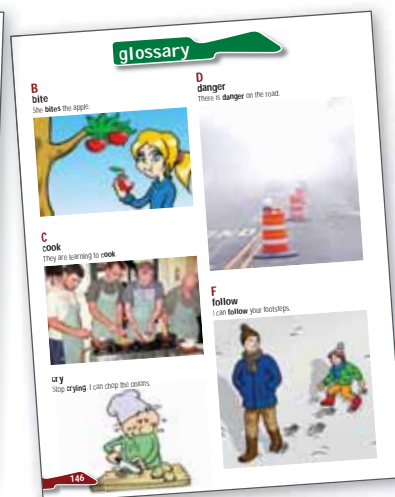
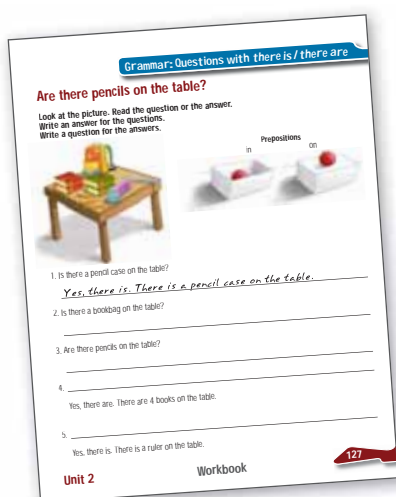
WORLD WEEK INTERNATIONAL COSTUME SHOW

Find the Differences
Work with a partner. Take turns. Identify five differences between the two pictures.

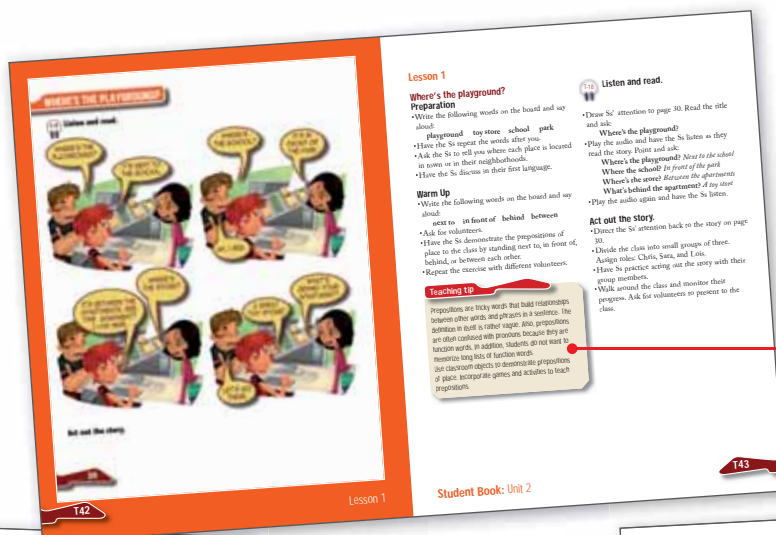
INTERNATIONAL WEEK WORLD COSTUME SHOW

WORKBOOK, PICTURE DICTIONARY, AND GLOSSARY

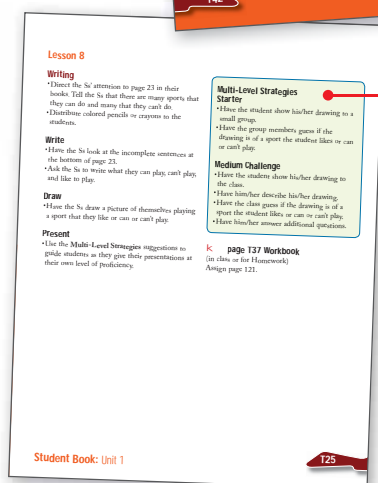
The **Workbook**, **Picture Dictionary** (Levels 1 and 2), and **Glossary** (Levels 3 to 6) strengthen and support independent learning.



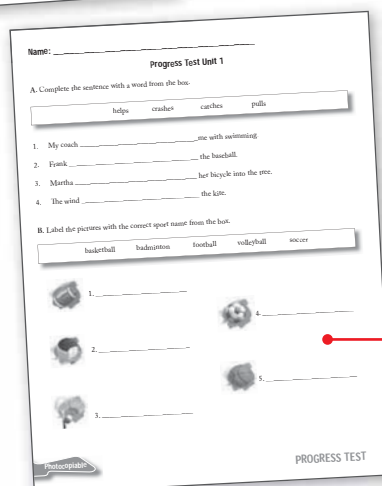
TEACHER'S EDITION



Teaching Tips offer ideas and advice for conducting lessons.

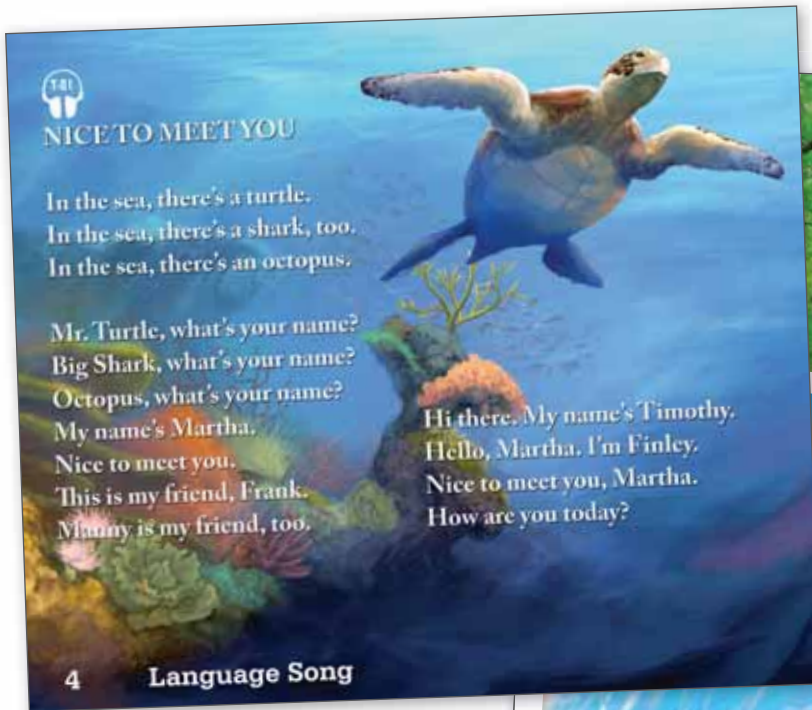


Multi-level Strategies are introduced to differentiate instruction for productive language tasks.



Additional worksheets and progress tests provide ample opportunities for portfolio assessment.

BIG BOOK



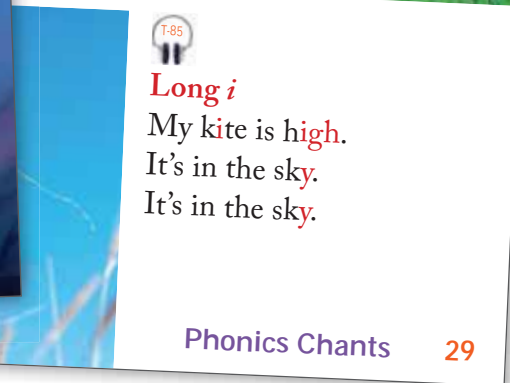
TBL
NICE TO MEET YOU

In the sea, there's a turtle.
In the sea, there's a shark, too.
In the sea, there's an octopus.

Mr. Turtle, what's your name?
Big Shark, what's your name?
Octopus, what's your name?
My name's Martha.
Nice to meet you.
This is my friend, Frank.
Manny is my friend, too.

Hi there. My name's Timothy.
Hello, Martha. I'm Finley.
Nice to meet you, Martha.
How are you today?

4 Language Song



T-85

Long i
My kite is **high**.
It's in the **sky**.
It's in the **sky**.

Phonics Chants 29

The **Big Books** are designed to provide a shared reading and listening experience with language songs, and phonics chants and songs.



T-87 Goldilocks goes for a walk in the woods.

34

She sees a house.

35

New adaptations of classic literature recycle language structures and provide students with opportunities to apply acquired skills.

Taking advantage of the 21st century classroom, we bring you **Best Friends Interactive Whiteboard CD-ROMs** (Levels 1–6) and **Interactive Readers** (Levels 3–6)—pleasurable and effective multimedia learning experiences for both students and teachers.

INTERACTIVE READER

The **Interactive Readers** focus on the four classical elements (Water, Earth, Wind, and Fire). Students are engaged in contextualized learning through cross-curricular subjects such as science, geography, social studies, and mythology. The interesting content motivates students in language-dependent activities.

Features

- ▶ Full-text audio tracks
- ▶ Accompanying sound effects, videos, and animation that provide a more meaningful context to comprehension
- ▶ Interactive activities to hone reading comprehension and problem-solving skills
- ▶ “Did You Know?” pop-ups that contain fun and interesting facts
- ▶ Word definitions on mouseover

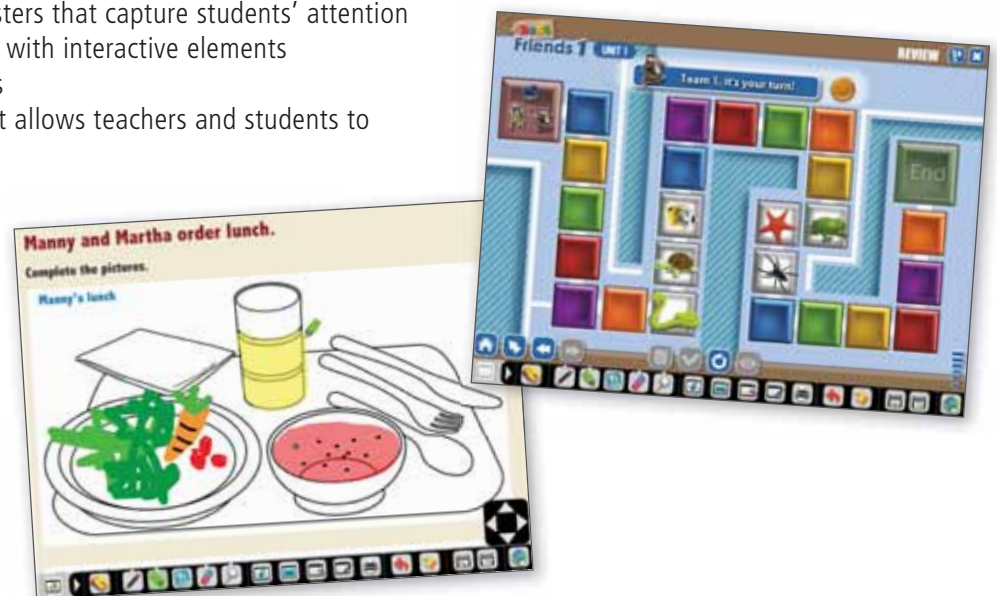


INTERACTIVE WHITEBOARD CD-ROM

The **Interactive Whiteboard CD-ROMs** are learning applications that fully engage students in the learning process. The attractive presentation and functional tools not only motivate and excite young learners, but also enhance lesson effectiveness.

Features

- ▶ Animated stories and posters that capture students' attention
- ▶ Exercises that leap to life with interactive elements
- ▶ Exciting classroom games
- ▶ An advanced tool set that allows teachers and students to annotate the pages
- ▶ Integrated audio tracks
- ▶ Electronic flashcards



Printed Components

Titles	ISBNs
Best Friends Big Book 1	978-981-4370-11-0
Best Friends Big Book 2	978-981-4370-12-7
Best Friends Student Book & Workbook 1 (with Audio CD)	978-981-4370-05-9
Best Friends Student Book & Workbook 2 (with Audio CD)	978-981-4370-06-6
Best Friends Student Book & Workbook 3 (with Audio CD)	978-981-4370-07-3
Best Friends Student Book & Workbook 4 (with Audio CD)	978-981-4370-08-0
Best Friends Student Book & Workbook 5 (with Audio CD)	978-981-4370-09-7
Best Friends Student Book & Workbook 6 (with Audio CD)	978-981-4370-10-3
Best Friends Teacher's Edition 1 (with Audio CD)	978-981-4370-13-4
Best Friends Teacher's Edition 2 (with Audio CD)	978-981-4370-14-1
Best Friends Teacher's Edition 3 (with Audio CD)	978-981-4370-15-8
Best Friends Teacher's Edition 4 (with Audio CD)	978-981-4370-16-5
Best Friends Teacher's Edition 5 (with Audio CD)	978-981-4370-17-2
Best Friends Teacher's Edition 6 (with Audio CD)	978-981-4370-18-9
Best Friends Interactive Whiteboard CD-ROM 1	978-981-4370-71-4
Best Friends Interactive Whiteboard CD-ROM 2	978-981-4370-72-1
Best Friends Interactive Whiteboard CD-ROM 3 (with Interactive Reader)	978-981-4370-73-8
Best Friends Interactive Whiteboard CD-ROM 4 (with Interactive Reader)	978-981-4370-74-5
Best Friends Interactive Whiteboard CD-ROM 5 (with Interactive Reader)	978-981-4370-75-2
Best Friends Interactive Whiteboard CD-ROM 6 (with Interactive Reader)	978-981-4370-76-9
Best Friends Learning Poster 3	-
Best Friends Learning Poster 4	-
Best Friends Learning Poster 5	-
Best Friends Learning Poster 6	-



Online Components

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Flashcards	✓	✓				
Flashcards Teaching Notes	✓	✓				
Phonics Files	✓	✓	✓	✓		
Interactive Readers			✓	✓	✓	✓
Interactive Readers Teaching Notes			✓	✓	✓	✓
Learning Poster Teaching Notes			✓	✓	✓	✓
Skills Development Worksheets	✓	✓	✓	✓	✓	✓
Lesson Planning Charts	✓	✓	✓	✓	✓	✓

BEST FRIENDS

by Milada Broukal and Andy Cowle

The intensive reading experience provided by the serial story is an opportunity for the teacher to present reading skills. The teacher shows pleasure and interest in the reading, gives a lively oral reading, and thinks aloud about certain aspects of the story.

Visually appealing, language-rich content provides a wealth of opportunities for students to see, hear, and use new language in risk-free settings.

Series characters, stunning images, songs and chants, graphic organizers, hands-on activities, and audio recordings make new language meaningful and memorable.

Beautiful, detailed visuals engage students from the start.

READING

Gulliver in the Land of the Little People

My name is Lemuel Gulliver. When I was seventeen, I left school. I wanted to travel around the world. In 1699, I left England on a ship to the Far East.

The journey was difficult. There were many storms. Some of the men died because of bad food or from fevers. One morning, the winds were very strong and carried the ship the wrong way. The ship hit some rocks. Six of us got into a boat to **escape**, but the wind turned the boat over. We all fell into the sea. I swam and swam. I did not know what happened to the others. I thought I was lost. I swam to the shore, walked a little, and then fell asleep.

14

Gulliver's Travels

Adapted from the book by Jonathan Swift

Peter Pan and Wendy

The story so far:

Peter Pan lives in Neverland with Tinker the Lost Boys. One day Peter Pan and his friend Bell fly into Wendy's room. Wendy and her brother go with Peter Pan to Neverland.

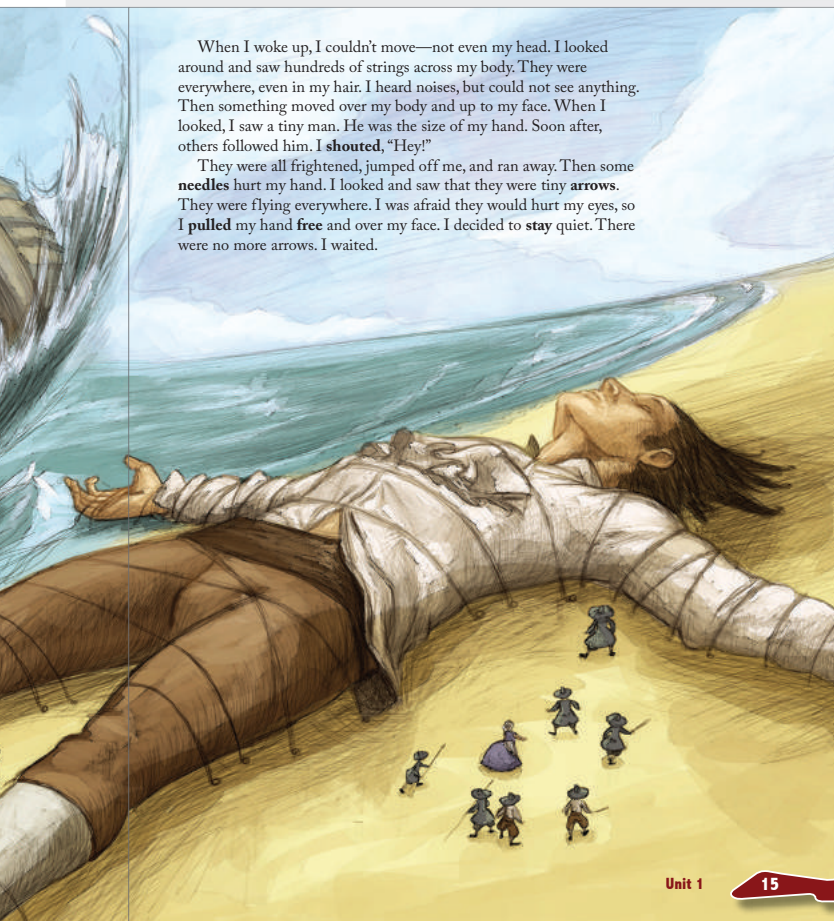
They fly for a long time and finally come to Neverland. Peter Pan takes Wendy and her brother to his house. There they meet the Lost Boys. Peter Pan tells them all about Captain Hook and the pirates.

Unit 1



Suggested Activities Before, During, and After Reading

- ✓ Pantomime a scene you choose or the class calls out to you.
- ✓ Mapmaker: Draw a map of the story's setting.
- ✓ Collage: Create a class collage around themes or characters in the story.
- ✓ Surf the Net: Prior to, while, or after reading a story, check out the web and its offerings about the story, its author, or its subject.
- ✓ Inspirations: Watch a film inspired by a story and compare/contrast.



COMPREHENSION

Gulliver's Travels

What is the main idea of this chapter? Circle the correct answer.

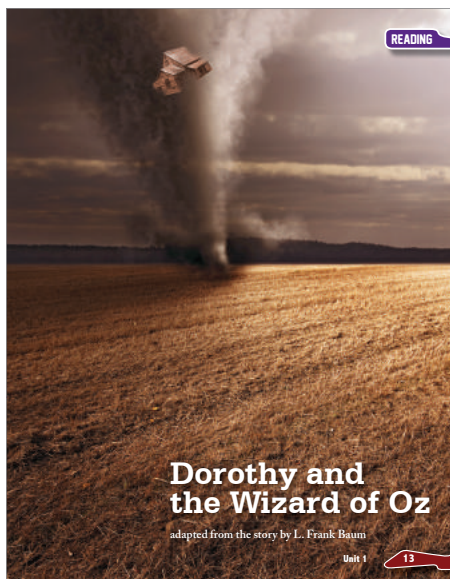
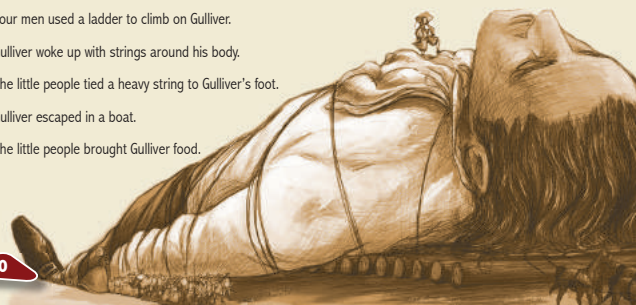
- a A storm hits Gulliver's ship. b Gulliver travels to a strange land. c Little people tie up Gulliver.

Complete the sentences. Circle the correct answers.

- 1 The storm _____.
a turned over the ship b sent the ship on rocks c made the men sick
- 2 Gulliver got to the shore by _____.
a getting into a boat b swimming c shouting for help
- 3 The little people were frightened when Gulliver _____.
a shouted b took off the strings c turned his head
- 4 The people were happy when Gulliver _____.
a woke up b talked with his hands c ate their food
- 5 The little people brought Gulliver to Milado by _____.
a putting him in a boat b carrying him on top of horses c pulling him in a cart
- 6 Gulliver's new house was _____.
a an old church b a ship c the king's castle

Order the sentences to tell the story. Write the numbers 1 to 6.

- ___ The little people told Gulliver they would take him to the king.
___ Four men used a ladder to climb on Gulliver.
___ Gulliver woke up with strings around his body.
___ The little people tied a heavy string to Gulliver's foot.
___ Gulliver escaped in a boat.
___ The little people brought Gulliver food.



Scaffolding is provided to support students to read fluently:

- Illustrations
- Story chunks
- New vocabulary is bold and listed in the Glossary
- Audio recording
- Online resources



What would you like?

Listen and read.

Work with a partner. Take turns.



Write the answers or the question.

- 1 How about some fruit?

- 2 How about some juice?

- 3 _____
Yes, thank you. I would like some.
- 4 _____
No, thank you. I don't want any.

WRITING



Conjunctions: And or But

We use conjunctions to join two sentences.

Notice the comma (,) before *but*.

- A whale is a big mammal. It breathes air.
A whale is a big mammal **and** it breathes air.
- A whale lives in the sea. It is not a fish.
A whale lives in the sea, **but** it is not a fish.

Circle the conjunctions.

- 1 Mammals breathe air and feed their babies with milk.
- 2 Some mammals live in warm places and some live in cold places.
- 3 The whale is big, but it is not dangerous.
- 4 My dog is black, but it has a white ear.

Join the two sentences with *and*.

- 1 Her hair is black. She has brown eyes.

- 2 The dog is small. It has white fur.

- 3 The cat is black. It has shiny fur.



Join the two sentences with *but*.

- 1 A whale lives in the sea. It comes to the surface to breathe air.

- 2 He likes hamburgers. She doesn't like meat.

- 3 My sister likes running. I like swimming.



Join the two sentences with *and* or *but*.

- 1 I like chess. My friend likes skateboarding.

- 2 I am good at speaking English. My sister is good at speaking French.

- 3 My cat is black. It is shiny.



Best Friends

Follow these steps:

1. Write a title:
 - My Best Friend
 - Kimberly (the name of your best friend)

2. Write an introduction:
My best friend is _____.

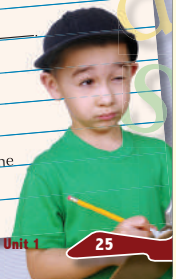
3. Describe your friend:
 - How old is your friend?
 - Is he/she big or small?
 - What color hair does he/she have?
 - What color eyes does he/she have?
 - What does your friend like doing?
 - What is your friend good at?

4. Write a conclusion:
I like my friend a lot. I think he's/she's very _____.

5. Write the sentences in the form of a paragraph.

Use the checklist below:

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Title | <input type="checkbox"/> Indent the first line |
| <input type="checkbox"/> Introduction | <input type="checkbox"/> Conclusion |



WHAT WOULD YOU LIKE?

T-12 Listen, read, and say.

Act out the conversation.

30

Contextualized practice allows students to focus on structures.

Guided personalized practice of the new language structure makes new language meaningful.

WOULD YOU LIKE PINEAPPLE?

T-14 Listen and chant.

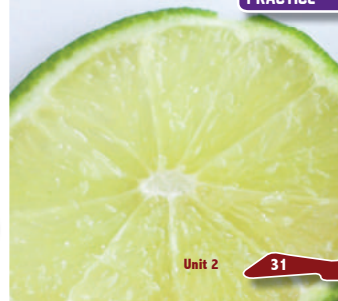
Would you like pineapple?
How about lime?
Nothing, thanks, I don't like fruit,
Perhaps another time.

Something else? A bag of chips?
Some salsa, salt, or chile?
Nothing, thanks, I don't like them.
I think you're very silly!



What is it?

Work with a group. Take turns. Someone thinks of a snack and writes it down. Everyone asks questions to find out what the snack is. Answer Yes or No.



PRACTICE

Unit 2 31

T-13 Listen and repeat.

Ben: Would you like some **peanuts**?
Anna: No, thanks.
Ben: How about some **chips**?
Anna: Okay, I like **chips**.
Ben: Would you like some **salsa**?
Anna: No, thanks.



CONVERSATION

Writing process

instruction supports the needs of young English learners: instruction on the traits of good writing creates a step-by-step writing program across the series.

Cross-curricular

lessons provide opportunities for authentic application of new language.

Portraits

There are different kinds of museums. Art museums have paintings, statues, photographs, and other things. You can see portraits in an art museum.

A portrait is a picture of a person. A portrait can be a photo, a drawing, or a painting. These portraits are all paintings.

Sometimes a portrait doesn't look like the person. It is an abstract portrait.

ART CLASS

Fractions

Half or 1/2

There are ten ostriches. Half of the ostriches are black. Half of the ostriches are gray.

T-11 Listen, read, and answer.

- How many ostriches are black? five
- How many ostriches are gray? five

A quarter or 1/4

There are eight ostrich eggs. A quarter of them are small. Three quarters (3/4) of the eggs are big.

T-12 Listen, read, and answer.

- How many small eggs are there? two
- How many big eggs are there? six

Solve the problems. Work with a partner and check your answers.

- What is one quarter (1/4) of 12? three
- What is one half (1/2) of 12? six
- What is three quarters (3/4) of 12? nine
- What is one half (1/2) of 20? ten
- What is one quarter (1/4) of 20? five

MATH CLASS

Insects

An insect's body has three parts:

Bug Facts

- All insects have six legs.
- All insects lay eggs.
- A queen bee can lay 2,000 eggs at one time!

Insect Riddles

Work with a partner. Use these insects to answer the riddles below.

- What's red, black, round, and can fly? a ladybug
- What's green and hops in the grass? a grasshopper
- What's yellow, black, and buzzes around flowers? a bee
- What's small, black, and can fly? a fly
- What has beautiful wings and sits on flowers? a butterfly
- What's small, black, busy and can't fly? an ant

SCIENCE CLASS