

Scope and sequence

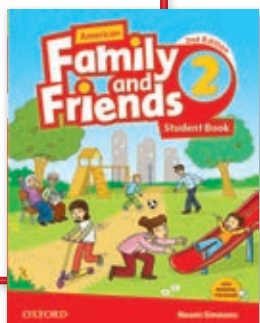
All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Welcome back!	p28	Revision: words to describe people, numbers 1–20, family, colors, toys, days of the week Extra: <i>welcome back, learning, end (v), bump, down, week, white, black</i>	<i>I have brown hair. This is my cousin. He has green eyes. Where's Billy? Is he under the bed? There is... There are...</i>
1 Our new things	p32	School things Core: <i>classroom, table, computer, coat hook, pencil case, board, poster, picture, drawers, cabinet, CD player</i> Extra: <i>whiteboard, Wow!, this, that, these, those, what, have a look, work (n), game, touch, knee, feet, bright, wall, sit, with, swimming pool</i>	<i>This / That is... These / Those are...</i>
Fluency Time! 1	p38	Finding things <i>I can't find my... Look under your... It isn't there. Here it is!</i>	
2 They're happy now!	p40	Feelings Core: <i>hot, cold, hungry, thirsty, happy, sad, tired, angry, scared, brave, nervous</i> Extra: <i>babies, twins, cry (v), go to sleep, snore, hug (v), yourself, stamp (v), feelings, feel, sometimes, always, behave, fear, gone, carry on, laugh (v), until, broken, poor, nearly, wake up</i>	<i>We're / They're happy. Are they hot? Yes, they are. / No, they aren't.</i>
Math Time!	p46	Division	
3 I can ride a bike!	p48	Outdoor activities Core: <i>ride a bike, ride a horse, skate, skateboard, play tennis, play soccer</i> Prepositions of place Core: <i>behind, in front of, next to, between</i> Extra: <i>teach, stop, anywhere, hiding, by, perfect, aged, seat, wheel, children, grass, sand, take, young, skateboard (n), skates (n), outdoor (adj)</i>	<i>She can / can't ride a bike. Can he play tennis? Yes, he can. / No, he can't. Prepositions of place</i>
Review 1	p54	Revision of vocabulary and structures from Units 1–3	
4 Do you have a milkshake?	p56	Food Core: <i>salad, fries, pizza, milkshake, cheese sandwich, chicken</i> Numbers 20–100 Core: <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i> Extra: <i>start (v + n), easy, if, try, number, high, done, much, olive, sure, buy</i>	<i>Do you have a milkshake? Yes, I do. / No, I don't. Does he have fries? Yes, he does. / No, he doesn't.</i>
Fluency Time! 2	p62	Classroom language <i>What's this in English? Speak more slowly, please. Can you spell it, please?</i>	
5 We have English!	p64	School subjects Core: <i>art, math, English, science, P.E., music</i> School rooms Core: <i>school yard, field, art room, computer room, gym</i> Extra: <i>our, their, time, wear, paint, headphones, speak, study, read, primary, lesson, break time, learn</i>	<i>What do we have on Monday? We have science. When do we have P.E. our / their</i>
Art Time!	p70	Self-portraits	
6 Let's play after school!	p72	After-school activities Core: <i>help my mom, do my homework, visit my grandma, go swimming, have a music lesson, watch TV, listen to music, play with friends, read a book, write an email</i> Extra: <i>how about, well, after, a lot, on my own, cook (v), stories, CD, sport</i>	<i>I visit my grandma every Tuesday. I go swimming every Thursday. I don't watch TV.</i>
Review 2	p78	Revision of vocabulary and structures from Units 1–6	
7 Let's buy presents!	p80	Special days Core: <i>chocolate, candy, balloon, present, cake, card, neighbor, pastries, nuts, tie, buy</i> Extra: <i>birthday, tomorrow, scared of, asleep, someone, or, take off, outside, sky, in half, think about, front, smile (n), everything, give</i>	<i>What do you like? I like / don't like balloons. What does he like? He likes / doesn't like chocolate.</i>
Fluency Time! 3	p86	Shopping <i>Can I help you? I want... Anything else? How much is it?</i>	

Integrated Component Overview

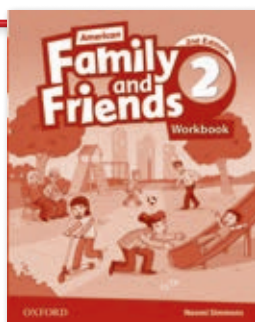
Student Book

The Student Book contains 15 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. Fluency Time! pages provide Everyday English practice, and subject pages (such as Science Time!) bring content and language learning together.



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



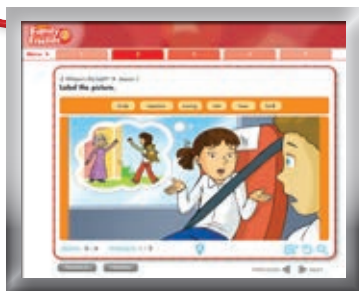
eBook

Both the Student Book and Workbook are available as eBooks. By accessing *American Family and Friends 2nd Edition* on a tablet or laptop, students can access extra interactivity types and control the audio and video features themselves.



Student Online Practice

Online Practice is a blended approach to learning where students can interact with activities to further practice the language and ideas taught in the Student Book.



For the Student



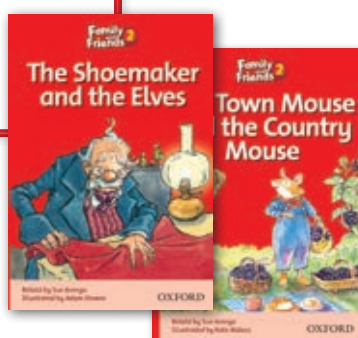
Online Play

Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



Recommended Readers

Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*
Levels 5–6 *Oxford American Dictionary*



Lesson Two Grammar

Lesson 2 teaches and practices the grammar points presented in the story. The children also practice the language by acting out the story.

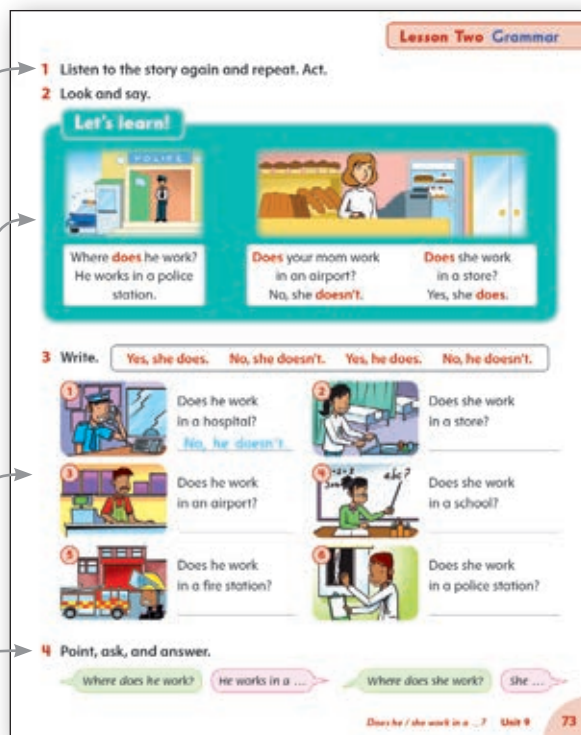
The children listen to the story again and now produce the language by repeating and then acting out the story (see page).



The children study the grammar structure that was presented in the story.

The children practice writing the grammar structure.

The children practice the unit's words along with the grammar structure in a speaking activity.



Acting out the stories and teaching the grammar

Story

- Display the Story poster to see what children can remember about the story from the previous lesson.
- Play the recording. Pause after each dialogue for the children to repeat.
- Play the recording again. This time ask the children to mime actions as they speak (there are suggested actions in the lesson notes). Allow the children to make suggestions and demonstrate the actions.
- Divide the class into groups, with each child having a different role in the story. Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

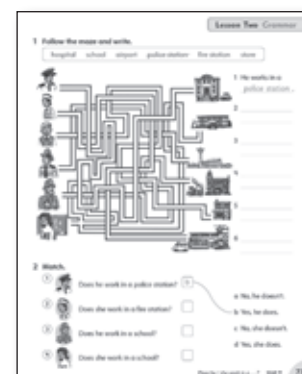
Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples. The class repeats chorally. Write them on the board. Reinforce meaning with actions.

- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- Model the dialogue with one of the children, then let the class practice the dialogue in open pairs.

Workbook

The children practice recognizing and writing the new grammar points from the lesson.



Online Practice allows children to recognize the grammar structures in a different context and to consolidate their understanding of the story.

Review 2

4 Check (✓) the two pictures that start with the same sound. Write the letters.

1     

2     _____

3     _____

4     _____

5 Look and circle.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

1 I go swimming on Wednesday / Thursday.
 2 I watch TV on Friday / Tuesday.
 3 I don't listen to music on Monday / Saturday.
 4 I visit my grandma on Friday / Tuesday.
 5 I don't play soccer on Tuesday / Sunday.
 6 I help my mom on Wednesday / Sunday.

6 Read and color.

My work in Units 4, 5, and 6 is

OK Good Excellent

Play a game!

Review 2 55

Review Lesson SB page 55

4 Check (✓) the two pictures that start with the same sound. Write the letters.

- Elicit the words in number one (*grapes, tree, crab, grass*).
- Drill the first sounds *gr, tr, cr*.
- Have children complete the exercise in pairs. Encourage children to say the words aloud to each other as they do the exercise so they can say and hear the correct sounds.
- Put two pairs together for children to check their answers.
- Check answers with the class, and take time to drill any sounds that children find difficult.

ANSWERS

1. grapes, grass - gr 2. plum, plate - pl
 3. dress, drum - dr 4. flag, flower - f l

5 Look and circle.

- Ask children to say the words for the activities in the pictures (*listen to music, watch TV, help mom, go swimming, visit grandma, do homework, play soccer*).
- Have children complete the exercise individually.
- Put children into pairs to check their answers.
- Check answers with the class.

ANSWERS

- 1 Thursday 2 Tuesday 3 Saturday 4 Friday 5 Tuesday
 6 Wednesday

6 Read and color.

- Have children color in the smiley face that relates to how they feel about their work in the previous three units.
- Ask children to put up their hands if they think their work was OK, if it was good, or if it was excellent.

Differentiation

Below level:

- Before children begin Exercise 4, go through all the words and elicit the starting sounds in each, and drill them chorally with the class.
- If necessary, cross out one of the wrong words for children (for each number) so that they only have three words / sounds to choose from, rather than four.
- Before children begin Exercise 5, elicit the words for the different activities in the pictures and write them on the board next to the appropriate flashcard. Children can then refer to the written spelling / picture connection to help them complete the exercise successfully.

At level:

- After Exercise 4, elicit all the words for the pictures in the exercise. Have children sound out the right and the wrong sounds.
- Have children talk about what they do on different days of the week with a partner after Exercise 5.

Above level:

- After children have completed Exercise 4, have them work in pairs to find more examples of the target sounds.
- Have children find one more word for each of the correct starting sounds.
- Elicit the words from the class and write them on the board.
- After Exercise 5, have children talk about what they do on different days of the week with a partner.
- Change the pairs and have children report the information about their partner to a new partner, e.g. *Paolo goes swimming on Friday. He plays in the park on Saturday with his brother.*
- Ask some students to report back about their partner to the class.

Further practice

Workbook pages 54 & 55

Writing portfolio 2 worksheet, Teacher's Resource Center

Progress test 2, Teacher's Resource Center

Skills test 2, Teacher's Resource Center

Online Practice • Review 2

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



- 3 Write. Draw the time on the clocks.

has breakfast gets up goes to bed goes to school



- 4 Point, ask, and answer.



Who's the time? It's ... o'clock. He ... at ... o'clock. Unit 8 65

- Let children practice acting out the story in their groups, then ask a few groups to act out the story in front.

2 Look and say.

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Read the sentences, pausing after each one. Children point to the picture and repeat.
- Write the first question and the sentences on the board. Read them again, miming the actions in the pictures. Children repeat again.
- Replace the activity phrases in each sentence with flashcards to elicit new sentences with the same pattern, e.g. *He has breakfast at six o'clock.*

3 Write. Draw the time on the clocks.

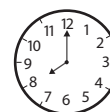
- Ask children to look and identify the different activities.
- Ask a child to read out the example. Show them the time on the clock next to the picture.
- Allow time for children to complete the activity.

ANSWERS

1 He gets up at six o'clock.



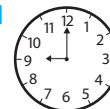
3 He goes to school at eight o'clock.



2 He has breakfast at seven o'clock.



4 He goes to bed at nine o'clock.



4 Point, ask, and answer.

- Ask the class to look at the clocks in the pictures. Ask a child to stand. Point to the first clock. Ask *What's the time?* to elicit *It's five o'clock.* The class repeats chorally.
- Using your toy clock, show other times (or draw clocks on the board). Ask *What's the time?* The class answers.
- Ask children to work in pairs. They take turns to ask and answer questions about the times shown on the clocks.

Differentiation

Below level:

- Draw a clock face on the board with the big hand to 12. Ask a child to draw in the little hand to any number on the clock. Ask *What time is it?*, and elicit *It's (six) o'clock.* Repeat with other times.

At level:

- Children complete the activity.

Above level:

- Children switch partners. Write the model *What time do you ____?* on the board. Children ask and answer using the vocabulary words from page 64.

Further practice

Workbook page 65

Online Practice • Unit 8 • Grammar

Lesson Two

SB page 65

Grammar

Learning outcomes

To say what people do at different times of the day
To ask and answer the question *What's the time?*
To act out a story

Language

Core: *What time is it? It's seven o'clock. He gets up at six o'clock.*

Materials

CD 90; Story poster 8; *Everyday activities* flashcards 81–86; a toy clock (optional)

Warmer

- Ask children what happened in the story in the previous lesson. Show Story poster 8 to encourage ideas.
- Cover the poster and ask children which everyday activities were mentioned in the story.

1 Listen to the story again and repeat. Act.

- Ask children to turn to the story on page 64. They check how many everyday activities they remembered.
- Play the recording, pausing for children to repeat.
- Focus on the different actions in the story. As a class, choose actions.
- Play the recording again. Children mime the actions.
- Divide the class into groups of five to play Rosy, Alice, Dad, Mom, and Billy. (Note: Billy is in the background.)

Lesson Four Phonics

1 Listen, point, and repeat.

Magic e makes the vowel long!

lake gate face plane

2 Listen and chant.

Open the gate,
The gate, gate, gate.
See the lake,
The lake, lake, lake.
A smile on your face,
Your face, face, face.
Here is a cake,
A cake, cake, cake.

3 Read the chant again. Circle the sound a_e.

4 Listen and complete the words.

1 cake 2 _ a _ e 3 _ a _ e 4 _ a _ e 5 _ a _ e

Long vowels a e magic e Unit 9 75

Lesson Four SB page 75

Phonics

Lesson objectives

To pronounce the sound /eɪ/ in the middle of words
To understand how *magic e* at the end of words changes the vowel sound

Language

Core: lake, gate, face, plane

Materials

CD 94, 106–108; Phonics cards 4 (cat), 25–28 (lake, gate, face, plane)

Warmer 94

- Ask children which sounds they looked at in their last phonics lesson (/sm/, /sn/, /st/, and /sk/). Do the chant from page 67 to review the sounds.

Lead-in

- Teach the sounds and letters for this lesson using the phonics cards. Hold up phonics card 4 and elicit the word *cat*. Say *What's the sound?* (/æ/). Then hold up card 25 and say the word *lake* and the sound /eɪ/ for children to repeat chorally.
- Say *cat* and *lake* several times so that children can hear the two different vowel sounds. Say *Magic e makes the vowel long*. Point to the *magic e* and move your finger back to the *a*. Repeat with the rest of the cards.
- Show each card and say the words. Children repeat. Say *Magic e makes the vowel long*. Children repeat chorally.

1 Listen, point, and repeat. 106

- Play the first part of the recording. Children listen and point to the pictures in their books.
- Play the second part for children to repeat.
- Play the whole recording. Children point and repeat.

2 Listen and chant. 107

- Play the recording for children to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, with children following along.

3 Read the chant again. Circle the sound a_e.

- Write the first line of the chant on the board. Ask a child to come to the front and find an example of the letters *a_e*. He / She circles the letters *ate* in *gate*.
- Allow time for children to complete the activity.
- Monitor and help, then check answers with the class.

ANSWERS

Open the gate,
The gate, gate, gate.
See the lake,
The lake, lake, lake.
A smile on your face,
Your face, face, face.
Here is a cake,
A cake, cake, cake.

4 Listen and complete the words. 108

- Ask children to look at the pictures and identify the things they see. Tell them they are going to hear a recording of the words. They must listen and write the missing letters.
- Play the beginning of the recording and pause after the first word. Show children how the word has been completed with the letters *c* and *k*.
- Play the rest of recording. Pause for children to complete the letters.
- Play the recording again for children to check their answers. Then go through the answers with the class.

Differentiation

Below level:

- Drill each sound again. Ask children to point to each picture and say the word. Ask children what letter each word starts with. Read the text aloud with the children. Children then do the exercise themselves.

At level:

- Children complete the activity.

Above level:

- After children have completed the activity, have them draw three more pictures of words with the *magic e*. Put children into pairs and have them look at each other's pictures and say the words aloud.

Further practice

Workbook page 75

Online Practice • Unit 9 • Phonics

Project

1 Listen and check (✓) three activities you don't hear about. 

2 Project. Do a class survey.

1  Make the survey chart.

2  Ask your classmates about the exercise they do. Fill in the survey chart.

3  Use the results to make a bar graph.

4  Write.

3 Talk about your project.

Exercise is very important. In my class, five students ride a bike. This is good for your heart. It's also good for your muscles and makes you flexible...



Project: a bar graph

Project

SB page 95

Learning outcomes

To listen and check three ideas you don't hear about
To do a class survey

Language

Exercise is very important. In my class, five students ride a bike. This is good for your heart. It's also good for your muscles and makes you flexible...

Materials

 135; Social Studies Time! flashcards 138–142; paper; colored pens or pencils

Warmer

- Stick the flashcards on the board. Say a sentence about one of the flashcards, e.g. *This sends oxygen around your body*. Children say the correct word, or point to the correct flashcard.

1 Listen and check (✓) three activities you don't hear about. 135

- Explain that you are going to play a recording of a boy and a girl talking about exercising. Children need to listen and check the three activities that are not mentioned in the recording.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Invite children to say which activities are not mentioned.

ANSWERS

Checked items: tennis, skateboarding, swimming

2 Project. Do a class survey.

Communication

- Explain that children are going to do a class survey about exercise, then make a bar graph to show the results of their survey. Ask *What do you need to make this project?* Elicit, *paper, colored pens or pencils*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out sheets of paper (two for each child) and colored pens or pencils. Model the survey grid on the board for children to copy onto their first sheet of paper. Tell children to write the names of the children in their class in the first column. Children then move around the class, asking and answering questions with each other and writing what exercise each child does in the second column.
- The children use the information in their survey grid to make a bar graph on their second piece of paper. Model a bar graph on the board and show children how we record information in this way.
- Children write about their class at the bottom of their bar graphs.

NOTE: If you have a large class, you can divide students into two or three groups to complete the survey.

Differentiation

Below level:

- Children can work in pairs to complete the survey.
- Ask children to suggest types of exercise, e.g. *swimming, playing soccer, playing in the park, riding a bike, running, etc.* Tell children to choose the two activities they do most to answer questions for the survey.
- Model asking and answering questions with a child, e.g. *What exercise do you do? I swim and ride a bike.* Then move around the class and monitor the activity as children ask, answer, and complete their survey grids.

At level:

- Children complete the activity.

Above level:

- Encourage children to write about how each kind of exercise in their bar graph is good for you. They can write in the colored bars, or under the name of each kind of exercise.

3 Talk about your project.

Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed bar graph, or using the example in the Student Book. Read out the example text and point to any sections of the bar graph you mention.
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 95

Online Practice • Social Studies Time!

Lesson Six

Listening

1 Listen and number.

Speaking

2 Point, ask, and answer.

drinking running eating

What's Suzy doing?

She's ...

cold happy scared
sad hot brave

Is she sad?

No, she isn't. She's ...

Writing preparation

3 Circle the *ies* endings. Underline the *s* endings.

baby babies boy boys Look at the babies. There aren't any boys.

party parties monkey monkeys

1 There are lots of toys in my bedroom.
2 She likes parties.
3 Look at the funny monkeys.

Complete the writing task on page 125 of the Workbook.

125

Listening, speaking, writing Unit 15

Lesson Six SB page 125

Skills Time!

Skills development

Listening: put events into chronological order

Speaking: describe what something is doing; ask and answer questions about feelings

Writing: differentiate between plural forms *s* and *ies*; write about a school open day (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 180

Warmer

- Play *Mime the word* (see page 8) with action words from the course.

Lead-in

- Ask children what they remember about the story from the previous lesson. Ask *Where does Suzy live? What does she do? What happens to Suzy?*
- Ask children to look at the pictures in Exercise 1 on page 125 and tell you what they see in each one. Ask them to predict what they are going to hear (*the story about Suzy*).

1 Listen and number. 180

- Tell children they are going to hear a short version of the story about Suzy. They number the pictures in order.

- Play the recording. Children listen and point to the pictures as they hear them described. They can compare the pictures with the story on page 125 to help them.
- Play the recording again, pausing after the first item for children to find the correct picture. Play the rest of the recording, pausing for children to number.

ANSWERS

(left to right) 4, 1, 6, 2, 5, 3

2 Point, ask, and answer.

- Ask children to look at the pictures and words
- Ask a child to stand. Point to picture 1. Ask the question in the first speech bubble for the child to answer.
- Children repeat the question and answer chorally.
- In pairs, children take turns to point to the top row of pictures (1–3) and ask and answer questions using the words in the first word box.
- Point to the first picture in the second row and ask a different child the question in the next speech bubble. Then children ask and answer about the second row of pictures, using the words in the second word box.

3 Circle the *ies* endings. Underline the *s* endings.

- Ask children to close their books. Explain that they are going to look at words ending in *y* and there are two different spellings for these words when you are talking about more than one of them.
- Copy the two examples onto the board. Invite a child to the front to circle the *ies* ending. Invite a second child to come and underline the *s* ending.
- Write further examples on the board and repeat, e.g. *There are seven days in a week. Where are the lollies?*
- Ask children to complete the exercise in their books.

Differentiation

Below level:

- Put two columns on the board. Write singular nouns in the left column. Be sure to include words that end in *-s* and *-ies* when plural. Then ask different children to come to the board and write the plurals in the right column.

At level:

- Children complete the activity.

Above level:

- Put children into groups and ask them to think of other plural nouns they know that end in *-s* or *-ies*. Ask the groups to share their lists with the class. Make it a game by giving one point for each correct plural noun. The group with the most points wins.

ANSWERS

1. There are lots of toys in my bedroom.
2. She likes parties.
3. Look at the funny monkeys.

Further practice

Workbook page 125 (children write about a school open day)
Unit 15 values worksheet, Teacher's Resource Center
Unit 15 test, Teacher's Resource Center
Online Practice • Unit 15 • Listening, Speaking, and Writing