

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	
Starter: Do something different!		Revision: activities	
1	You can build it!	p31	
		Tools <i>rope, saw, hammer, roller, tray, nail, tools, tape measure</i> Working with words: subject, verb, object; adjectives and adverbs Words in context: My tree house Student Book: <i>tree house, laugh, crooked, plans, board, ladder, straight, toolbox</i> Workbook: <i>beach house, shade, branches, seaweed</i>	
Fluency Time! 1		p42	In the school yard <i>Are you by yourself Do you want to play with us ...? That sounds fun. Let me just ...</i>
2	It's show time!	p44	Putting on a play <i>curtain, stage, script, lights, make-up, character, costume, audience</i> Working with words: silent letters gh and k Student Book: <i>lights, night, straight, know, knee, knife</i> Workbook: <i>knit, knot, fright, flight</i> Words in context: The Crown Diamond Student Book: <i>servant, enter, diamond, detective, arrest, note, robbery, criminal</i> Workbook: <i>detective, investigate, clues, props</i>
Social Studies Time!		p52	Celebrations
3	The best party ever!	p54	Household items <i>broom, lampshade, sponge, rubber gloves, clothes line, feather duster, cloth, garbage bag</i> Working with words: suffix -ion Student Book: <i>invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration</i> Workbook: <i>discuss / discussion, protect / protection, collect / collection, pollute / pollution</i> Words in context: Lost at the parade Student Book: <i>parade, speakers, mask, float, microphone, crowd, dancers, stilts</i> Workbook: <i>clap, cheer, plug in, wave</i>
4	Our planet	p62	The environment <i>damage, clean up, the environment, litter, planet, pollution, garbage dump, wildlife</i> Working with words: compound nouns Student Book: <i>wildlife park, garbage dump, swimming pool, police station, computer room, post office</i> Workbook: <i>duck pond, trash can, beach house, TV crew</i> Words in context: An eco home Student Book: <i>electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, well</i> Workbook: <i>greenhouse, sailing boat, water mill, technology</i>
Fluency Time! 2		p70	Booking tickets <i>What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee. Are there any seats left?</i>
5	Reuse and recycle	p72	Recycling <i>oil, bottle, plastic bag, paper, chemicals, recycling center, metal, battery</i> Working with words: prefix re- Student Book: <i>remove, return, recycle, reuse, retell, rewrite</i> Workbook: <i>recharge, refill, rebuild, redecorate</i> Words in context: As good as new Student Book: <i>greetings card, ribbon, bracelet, bus ticket, map, car tire, juice carton, wrapping paper</i> Workbook: <i>stick, glue, cut up, roll</i>
Art Time!		p80	Modern art
6	Crazy about wildlife!	p82	At the wildlife park <i>insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium</i> Working with words: suffixes -er / -or Student Book: <i>keep / keeper, present / presenter, sing / singer, invent / inventor, act / actor, visit / visitor</i> Workbook: <i>teach / teacher, help / helper, direct / director, calculate / calculator</i> Words in context: Meet the pandas! Student Book: <i>extinct, species, endangered, prevent, wild, population, threat, independent</i> Workbook: <i>research, donation, adopt, habitat</i>

Digital learning

The use of technology in language learning can allow the teacher to become a facilitator and a moderator, whilst the student is able to work more independently, connect to additional resources, and transfer knowledge both within and beyond the classroom. Immediate collaboration and feedback are also significant benefits of effective technology implementation, through the use of tablets, classroom presentation tools, and learning management systems.

eBooks

American Family and Friends 2nd Edition can be accessed in its print edition or in eBook form. eBooks are most commonly accessed on tablets, although they can also be used on laptop computers. Tablets provide a large amount of flexibility, not only because they allow students to store an enormous amount of text books and information on one, small device, but also because they contain innovative learning tools which can be used both inside and outside the classroom.

Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are used effectively as a learning tool, teachers need to think about the following points:

- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

Classroom management

An eBook based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

Independent work

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the eBooks. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the 'check answers' button.

Group / paired work

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

Whole class work

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

Online Practice

For teachers

American Family and Friends 2nd Edition Online Practice is available using the access code in the Teacher's Book Plus. It allows teachers to:

- Create online classes for the course using the 'Manage Classes' feature.
- Assign work directly linked to the Student Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the access card in their Workbook (with Online Practice). Students will be able to:

- Complete specific language-focused activities that link directly to the course
- Have their work automatically scored and graded.
- Share their work with other students in the 'class' setup by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities. Throughout the Teacher's Book lessons you will see Online Play icons, demonstrating how to integrate the audio and activities into lesson extensions.

Audio

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

Stories

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

Downloadable activities

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

Language games

Students need to have fun with language. These games encourage students to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

Lesson Two Words

Lesson 2 teaches and practices the first new vocabulary set which the students have been exposed to in the Lesson 1 story. Students are also introduced to a *Working with words* vocabulary set and develop their dictionary skills.

The students listen and repeat the words as they point to the pictures.

The Workbook Dictionary pages are referenced so that students can check the definitions of words.



The students practice the new words in a written activity.

The students learn a *Working with words* point and a new set of words that demonstrate this point. They research the meaning of these words in the Dictionary pages in the Workbook.

The students listen and repeat the words.

The students practice the new words in a written activity.

1 Listen and repeat.

2 Write the words.

1 You can see lots of birds here. enclosure

2 You can have lunch here. pool

3 There are lots of fish here. aquarium

4 Penguins swim in this. reptile house

5 You can see snakes and lizards here. insect house

6 You can buy postcards and T-shirts here. gift shop

Working with words

We add the suffixes **-er** or **-or** to some verbs to make nouns:

visit	help	sing	invent	act	visit
visitor	helper	singer	inventor	actor	visitor

3 Listen and repeat.

4 Write.

1 Let's help (help) to clean up the litter.

2 Welcome to the wildlife park. You're our first visitor (visit) today.

3 I'm going to invent (invent) a recycling machine.

4 I want to be an actor (act) in a movie when I'm older.

Teaching the words

Words

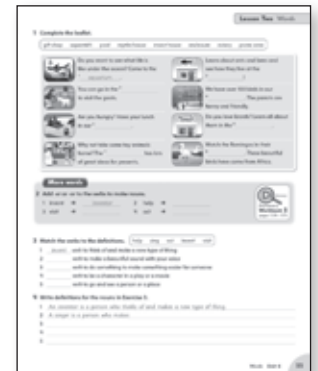
- Play the recording and ask students to repeat the words.
- In some units, definitions of words are given, and in others pictures illustrate their meanings. When pictures are given, the Workbook Dictionary pages are referenced so that students can also check the definitions of words.
- The students practice the words in a written activity.

Working with words

- Ask students to read *Working with words* box. Students research the meaning of the new words in the Dictionary pages.
- Play the recording and ask students to repeat words.
- The students practice the words in a written activity which can be done individually or in pairs.

Workbook

Students practice recognizing and writing the new words from the lesson. They also learn the new words that extend the *Working with words* set and practice writing the *Working with words* vocabulary.



Online Practice allows students to practice the vocabulary further.



Lesson Eight SB page 55

Unit 5 Review

Learning outcomes

To review vocabulary and structures practiced previously

To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 49

Warmer

- To revise the unit, play *True or false?* Read out the sentences below. Students say *True* or *False* (or write *T* or *F* in their notebooks).
Chemicals can kill birds and fish. (T)
You can't make bags from old juice cartons. (F)
We put shopping in carrier bags. (T)
You can make T-shirts from plastic bottles. (T)
Batteries have oil inside them. (F)
People take plastic and glass to recycling centers. (T)
It takes five car tires to make one large T-shirt. (F)
There are a lot of things you can do with your rubbish. (T)
- Go through the answers with the class.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.

- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 55, but they may not refer to the unit when answering the questions.

Differentiation

Below level:

- Use the words from pages 49 and 53 to play *Order the letters* (see page 9).

At level:

- Ask students to work in pairs. Ask them to think of two more questions to add to the quiz. Students can refer back to the unit.
- Give them a couple of minutes to write the questions then ask for ideas. Write the new questions on the board.
- Students choose the best ten questions to make up a new quiz, then do it in pairs.

Above level:

- Make the "at level" activity harder by adding a 5–10 minute time limit to the quiz. Monitor students' progress and check answers together.

ANSWERS

1. plastic bag 2. It's trapped 3. return 4. I think lots of people will live in eco homes in the future 5. Liam is meeting his friend at two o'clock 6. Do you think it will rain tomorrow? 7. a T-shirt 8. ribbon 9. R 10. S

2 Listen and order the lines. Sing. 49

- Focus attention on the picture. Ask *What are they doing?*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.

ANSWERS

Verse one: (1) Bottles and boxes and ribbons and jars.

(2) Old books and magazines, tires from cars. (3) Recycle your garbage and make something new. (4) There are so many great things you can do.

Chorus: (1) Reuse and recycle, it's easy to do. (2) Let's use something old to make something brand new. (3) Reuse and recycle, come on everyone! (4) You'll help save the planet and have lots of fun!

Verse two: (1) Keep your old clothes and your books and games, too. (2) Friends will be happy to swap them with you. (3) Recycle your garbage, don't throw it away. (4) Perhaps you can use it a different way.

Further practice

Workbook page 51

Unit 5 test, Teacher's Resource Center

Progress certificate, Teacher's Resource Center

Online Practice • Unit 5 • Review

Unit 6 Review **Lesson Eight**

1 Complete the quiz.

1. Insert a building in a pair where you can see fish and other water animals. What is the word?
2. Where do the children take all the litter in the story?
3. Circle the correct word in this sentence. Let's visit / visit the aviary.
4. Complete the sentence with going to. Mom is at the supermarket. She _____ (buy) some food.
5. Complete the sentence with going to. The boys are at the park. They _____ (play) tennis.
6. Complete the sentence with going to. You are very tired. You _____ (take) a break.
7. When do you see the birds at the school?
8. Insert a type of animal, bird, or insect. What is the word?
9. Order the sentences. They can do tricks and they can learn new things. Dolphins are very clever animals.
10. Order the sentences. Penguins are very large birds. Some penguins are over 100 centimeters tall.

2 Listen and write. Sing. 59

sing pandas take going jungle wildlife IT species

Crazy about wildlife



I'm going to visit forests
To see tigers hunt and run.
Then I go to the mountains
To see them in the sun.

Chorus:
I'm crazy about them.
All of them, big and small.
I think they're just amazing
And I want to see them all!

I'm going to take a boat trip
To see dolphins swim and play
And when I'm in the jungle
I'll hear parrots sing all day.

Play Play a game!

Lesson Eight SB page 65

Unit 6 Review

Learning outcomes

To review vocabulary and structures practiced previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 59; large piece of paper (optional)

Warmer

- To review words and structures from the unit, tell students to ask you questions about the unit.
- Students take it in turns to ask you questions. They are allowed to work with their books open but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 65, but they may not refer to the unit when answering the questions.

ANSWERS

1. aquarium 2. to the recycling center 3. visit
4. is going to buy 5. are going to play 6. are going to fall 7. 2003 8. species 9. 1 Dolphins are very clever animals. 2 They can do tricks and they can learn new things 10. 1 Penguins are very large birds. 2 Some penguins are over 100 centimeters tall.

2 Listen and write. Sing. 59

- Focus students' attention on the picture. Ask *What animals and birds can you see?*
- Play the whole song.
- Play it again as students follow along.
- Pause to give students time to write the missing words in the blanks.
- At the end, ask students to read each line of the song saying the missing word.
- Play the recording again for students to sing along.
- Repeat as often as you wish.

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *visit forests, dolphins swim and play*. Students decide on actions for their phrases. Then play the song. Students should stand and do their action when they hear their phrase. If time permits, switch phrases and play again.

At level:

- Write each verse on pieces of paper before class. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books. Ask students to work together to fill in the missing words. Play the song again to check answers.

Above level:

- Divide the class into three groups, one for each verse. Give each group a large piece of plain paper. In their groups, students work together to recall the words of their verse. They write the words on the paper. Monitor and help with spelling or grammar, if necessary. Students open their books to check answers.

ANSWERS

1. going 2. I'll 3. pandas 4. wildlife 5. species
6. take 7. jungle 8. sing

Further practice

Workbook page 61

Unit 6 test, Teacher's Resource Center

Progress test 2, Teacher's Resource Center

Skills test 2, Teacher's Resource Center

Values 2 worksheet, Units 4–6, Teacher's Resource Center

Writing portfolio 2 worksheet, Teacher's Resource Center

Progress certificate, Teacher's Resource Center

Online Practice • Unit 6 • Review



Craft SB page 77

Learning outcomes

- To make a map of a wildlife park
- To practice expressing opinions

Language

I (don't) think ... I agree. I disagree ... That's true. You're right. I'm sorry, but I don't agree with you ... I see your point, but ...

Materials

- Fluency DVD Fluency Time 3 (optional); Fluency Craft 3 (see Teacher's Resource Center) (one set of templates per child); completed map; colored pens / pencils / crayons, scissors, and glue for each group

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on page 76. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 3. If you don't have time for the DVD, read the dialogue on page 76.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a map of a wildlife park.

- Focus on the picture. Ask students what it shows (*a map of a wildlife park*) and what they can see on the map.
- Hand out copies of the map template and the noticeboards template (see Fluency Craft 3, Teacher's Resource Center). Check students have colored pencils, scissors, and glue.

- If you prefer, students can work in pairs and make one map.
- Read the instructions next to the map in Activity 1. Show the class your completed map and ask questions about it, e.g. *Where is the name of the wildlife park? What animals can you see?*
- Move around the class, asking questions, e.g. *What animals are in your wildlife park? What facts do you know about (tigers)?*

NOTE: If you do not have time to use photocopies, ask students to draw their maps on a piece of paper.

3 Use your park to discuss the animals. Ask and answer.

- Focus on the photos. Tell students they are going to use their park maps to act out dialogues with a friend. They will take turns to ask about their partner's park, then express their opinions about different animals.
- Act out the example dialogue with a volunteer.
- Students then talk in pairs. Encourage them to compare and contrast different animals and express their opinions about the animals.
- Ask some pairs to act out dialogues for the class.

4 Work in groups. Talk about your favorite animals.

- Ask a volunteer to read the example speech bubble. Then invite students to tell the class about their favorite animals. They can read the questions to help them, or you can ask the questions to prompt them.

Differentiation

Below level:

- Switch partners. Have students ask and answer again. Monitor and help as needed.

At level:

- Divide the class into two teams. Ask a student from Team A to use one of the facts on their map to ask a question, e.g. *Which animals have long teeth called tusks?* Ask a student from Team B to answer. Repeat with students from each team asking questions. Award one point for each correct answer. The team with the most points wins.

Above level:

- Ask students to walk around the classroom, asking and answering about their maps. They must find one child who agrees with them and another who disagrees. If time permits, students can share their preferences with the class.

Further practice

Workbook page 71

Skills test 3 Fluency Time!, Teacher's Resource Center

Fluency Time! 3 • Fluency DVD

Online Practice • Fluency Time! 3

Lesson Two Words

1 Listen and repeat. 🎧



2 Write the word.

- 1 block noun a large piece of stone used for building
- 2 _____ noun blocks of stone that get higher and higher that you walk up or down
- 3 _____ noun a person who learns about the past from old things they dig up from the ground
- 4 _____ noun the shape of a person or animal made from stone or wood
- 5 _____ noun a shape, picture, or pattern made in stone or wood with a knife

Working with words

We add **-ful** to some nouns to make adjectives.

noun	wonder	cheer	help	care	play
adjective	wonderful	cheerful	helpful	careful	playful

When a noun ends in a consonant + y, remove the y and add **-ful**.
beauty beautiful

3 Listen and repeat. 🎧

4 Write.

- 1 Would you like some help (help)?
- 2 There's water on the floor. Be careful (care!)
- 3 Work and play (play) are both important for school children.
- 4 Look at the colors in that painting. They're beautiful (beauty).

Words Unit 10 99

Lesson Two SB page 99

Words

Learning outcomes

To learn words for talking about archeology

To learn words with the suffix *-ful*

Language

Words: *archeologist, ruins, statue, steps, block, pot, jewelry, carving*

Working with words: *wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful* (Student Book and Workbook)

Materials

CD 🎧 91–92

Warmer

- Draw a statue on the board. Copy it from the picture in Exercise 1. Write the number of dashes for each letter next to it. Play a version of *Guess the word* (see page 8) to elicit the word.

1 Listen and repeat. 🎧 91

- Ask students to open their books and look at the picture and words.
- Play the recording. Students repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the word.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to use their Workbook Dictionaries.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

Above level:

- Play the “at level” game but start with a few facial features so students have fewer chances for incorrect answers. .

ANSWERS

1. block 2. steps 3. archeologist 4. statue
5. carving

3 Listen and repeat. 🎧 92

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the first rule and say the noun and adjective pairs in turn. Read the second rule and the example.
- Give students a few minutes to study the information.
- Ask students to look up the nouns and adjectives in their Workbook Dictionaries. Review the meanings.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story (*wonderful*).
- Play the recording. Students listen and repeat.
- Ask individual students to say the words for the class.

4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to write the correct form of the words in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

1. help 2. careful 3. play 4. beautiful

Further practice

Workbook page 91

Online Practice • Unit 10 • Words



How China changed the world

SB pages 126-127

Lesson objectives

To read a factual text about Chinese inventions independently

To work out meaning through context

Language

Extra: *engineers, manufacture, clay, animal skins, playing cards, printing press, compass, face north, silk, thread, silkworm, route, gunpowder, explosives, weapons, cannons, wheelbarrow, hot air balloon, fishing reel*

Materials

CD 118

Warmer

- Ask students to think of an object they use every day. It doesn't have to be a machine, it could be a useful everyday item, such as a toothbrush. Write their suggestions on the board, and ask why each object is useful.
- Tell students they are going to read about inventions.

1 Look at the pictures. What can you see? Who do you think invented these things?

- Ask students to name the items and say why each one is useful. Ask students who they think invented the things in the pictures. Elicit or supply the answer "The (Ancient) Chinese".

2 Listen and read. 118

- Play the recording. Students follow the text in their Student Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *When did the Chinese invent paper? Who invented a printing press in Europe? How did the compass change the world?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

- Paper money and playing cards.
- By improving education and making information available to everyone.
- They used exploding weapons to protect themselves from their enemies.
- It gave inventors the idea for the plane.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

Differentiation

Below level:

- Go through the questions one at a time, checking that students understand the meaning of each question.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

At level:

- Play *Talk!* (see page 9) using the discussion questions as topics. Monitor students' speech.

Above level:

- When students have finished discussing the questions, ask them to work in pairs to write down two or three other questions.
- Invite pairs to share their questions with the class, and encourage other students in the class to answer.