

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	
Starter: Welcome back!		p31	Revision: names of countries, simple past forms of common irregular verbs
1	Art project!	p34	Describing art <i>mural, painting, landscape, portrait, art gallery, foreground, background, sculpture</i> Working with words: Prefixes un- / im- Words in context: Island Adventure Student Book: <i>stare, borrow, row, smoke, hit, splash, float (v), tie (v)</i> Workbook: <i>lightning, oars, grab, bank</i>
Fluency Time! 1		p42	Detailed descriptions <i>What's it made of? It's made of cotton. It feels like... It's looks like...</i>
2	Sports adventures!	p44	Extreme sports <i>ice skating, skiing, baseball, ice hockey, mountain biking, caving, paragliding, rock climbing</i> Working with words: Prefixes dis- / in- Words in context: William Trubridge Student Book: <i>diving, pearl, equipment, talented, freedom, environment, wildlife, snorkeling</i> Workbook: <i>provide, volunteer, skills, protect</i>
Health Time!		p52	The Human Body
3	It's festival time!	p54	Festival adjectives <i>original, awful, amazing, deserted, disgusting, traditional, bright, delicious</i> Working with words: Suffix -ous Words in context: Top Food Festivals Student Book: <i>last (v), celebrate, snack, brick, garlic, demonstration, spicy, sweet, harvest, fillings</i> Workbook: <i>hang, decorate, recipe, bunch</i>
4	Transportation of the future!	p62	Forms of transportation <i>hot-air balloon, submarine, bus, yacht, helicopter, motorcycle, truck, barge</i> Working with words: Phrasal verbs Words in context: Transportation Around the World Student Book: <i>ideal, loads, connect, local, private, balance, mud, log</i> Workbook: <i>package, 4 by 4 vehicle, railway, sand dunes</i>
Fluency Time! 2		p70	Discussing future plans <i>Are you doing anything special? We're ... / No, not really. Why don't you...? I'd love to. / Sorry, I can't. / I'm not sure.</i>
5	The greatest inventions!	p72	Inventions <i>design, discover, invent, build, device, machine, inspiration, experiment</i> Working with words: Suffix -ment Words in context: The History of the Pen Student Book: <i>sharp, clay, hollow, nib, ink, reservoir, rotated, cartridge</i> Workbook: <i>underwater, rod, press, string</i>
Science Time!		p80	Energy
6	You've won a computer!	p82	Computer verbs <i>connect, disconnect, log on, log off, download, upload, surf, attach</i> Working with words: Homonyms Words in context: Computers – Fun Facts Student Book: <i>complication, create, experimental, huge, cursor, immediately, president, market</i> Workbook: <i>public, available, expect, ordinary</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.



Teaching the words

Words

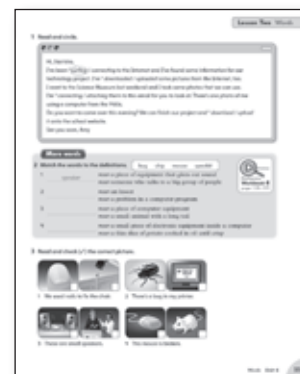
- Play the recording and ask students to repeat the words.
- In some units, definitions of words are given, and in others pictures illustrate their meanings. When pictures are given, the Workbook Dictionary pages are referenced so that students can also check the definitions of words.
- The students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

Unit 5 Review **Lesson Eight**

1 Complete the quiz.

1. Invent a word that you would use to describe a new type of food. What is the word?
2. What two forms of transportation did the children use at the museum at the end?
3. Make the verb into a noun, arrange.
4. Correct the sentence. Ink is used by the Chinese.
5. Correct the sentence. Tea grows in India.
6. Create the sentence. My homework is being marked right now.
7. What did Louis Braille invent?
8. Fill in the blank with a word from the unit. What is the word?
9. Complete with the correct words. I started learning Spanish. It was easy.
10. Complete with the correct word. My parents lived in South America after 1970.

2 Listen and order the lines. Sing.

Great inventions

1. Who invented ice cream, who designed the bicycle, And planes and trains and cars? Gum and candy bars?
2. Who thought of vacations, who invented DVDs, And visits to the sea? And cartoons on TV?
3. Who built all the hospitals, The stores and all the schools, too? Because I'd like to say thank you! Who did all these things?

Review Unit 5 55

Lesson Eight SB page 55

Unit 5 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 50

Warmer

- Play *Book race* (see page 8) to review words and structures from this unit. Read these and give students 20 seconds to find each one:
Quill pens were made from the hollow feathers of birds. (Lesson 5)
What's happening in the kitchen? (Lesson 4)
Think of that hot-air balloon ride! (Lesson 1)
It was a code of 12 raised dots. (Lesson 7)
My popcorn is being eaten! (Lesson 4)
The Space Pen was invented. (Lesson 5)
It looks like a brick! (Lesson 1)
Some companies use artificial substances instead. (Lesson 3)

1 Complete the quiz.

- Tell students they are going to do a quiz based on this unit. They can work individually, in pairs, or in teams.
- Students work with books open to page 55. They may not refer back to the other lessons in the unit.

Differentiation

Below level:

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

At level:

- Write the following topics on the board: *Braille, quill pens, transportation of the past, Space Pen, chewing gum, Charles Barbier, The Fleer brothers*. Divide the class into groups of four and ask students to play *Talk!* (see page 9).

Above level:

- Make the "at level" activity harder by increasing the time to 45 or 60 seconds. Monitor students' progress.

ANSWERS

1. inventor
2. a car and a bike
3. arrangement
4. Ink was invented by the Chinese.
5. Tea is grown in India.
6. My homework is being marked right now.
7. He invented a code of raised dots called Braille.
8. hollow
9. To begin with,
10. during

2 Listen and order the lines. Sing. 50

- Focus students' attention on the pictures. Ask *What is the girl thinking about?*
- Play the song. Students listen and point to each line as they hear it.
- Play it again, pausing for students to number the lines in order.
- Play the recording a third time. Students complete their answers.
- Play the recording once more. Students sing along.

ANSWERS

- Verse 1: 1, 3, 4, 2
Verse 2: 1, 3, 2, 4
Verse 3: 1, 2, 4, 3

Further practice

Workbook page 51

Unit 5 test, Teacher's Resource Center

Progress certificate, Teacher's Resource Center

Online Practice • Unit 5 • Review



Lesson Eight SB page 65

Unit 6 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 60

Warmer

- Play *Book race* (see page 8) to review the unit.
- Read these sentences and give students 20 seconds to find each one:
What did Tim Berners-Lee invent? (Lesson 3)
Has your battery been taken out? (Lesson 4)
The competition has been judged. (Lesson 1)
However, today there are more than one billion computers in the world! (Lesson 5)
I don't feel right, Professor. (Lesson 4)
Why do the cables break? (Lesson 7)
Your school will be given ten new laptops! (Lesson 3)
We can give quotes from people who know a lot about the topic. (Lesson 7)

1 Complete the quiz.

- Tell students they are going to do a quiz based on this unit. They can work individually, in pairs, or in teams.

- Students work with books open to page 65. They may not refer back to the other lessons in the unit.

ANSWERS

1. attach
2. a computer for their club
3. left, left
4. will be given
5. has been found
6. active
7. the computer mouse
8. cursor
9. headings
10. a fact

2 Listen and write. Sing. 60

- Focus students' attention on the pictures. Ask *What are the people doing?*
- Play the song. Students listen and point to each line as they hear it.
- Play it again, pausing for students to write the correct word in each blank. Play the recording a third time, if necessary.
- Go through the answers. Ask students to read each line aloud, saying the missing word.
- Play the recording once more. Students sing along.

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *surf the Internet*, *do your homework*. 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. 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:

- Ask students to work in pairs to write a new verse. First, brainstorm ideas about what to include. Write suggestions on the board. Tell students that they must begin their verse with the line *You can ...*, as the original song. Students can use the ideas on the board or new ones to write the remaining three lines. Students practice their new verses.

ANSWERS

1. surf
2. email
3. Download
4. me
5. homework
6. book
7. Attach
8. Upload

Further practice

Workbook page 61

Unit 6 test, Teacher's Resource Center

Progress test 2, Teacher's Resource Center

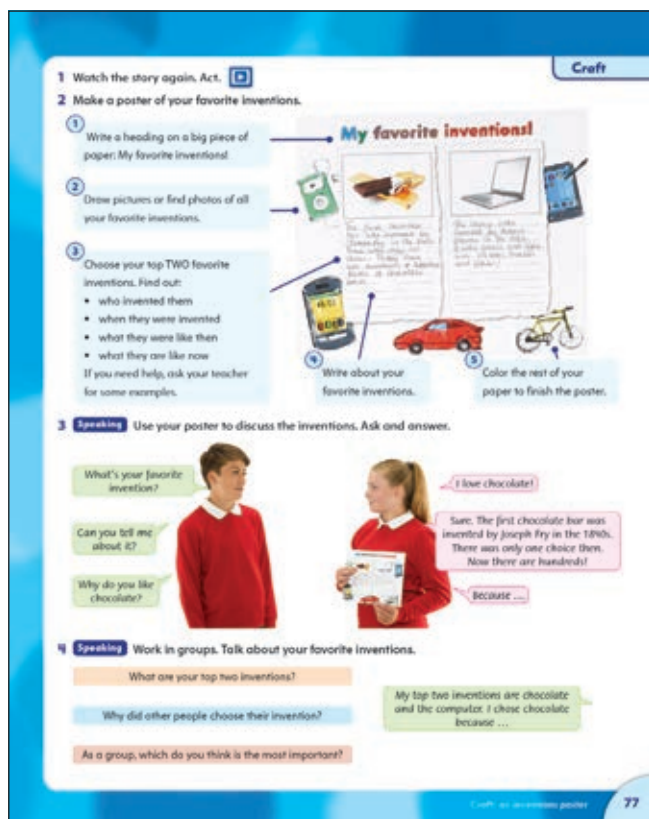
Skills test 2, Teacher's Resource Center

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 poster of your favorite inventions
- To practice discussing inventions

Language

What's your favorite invention? I love chocolate! Can you tell me about it? Sure. Why do you like chocolate? Because ...

Materials

- Fluency DVD Fluency Time! 3; Fluency Craft 3 (see Teacher's Resource Center) (a set of templates for each student); completed poster; colored pencils, scissors, and glue for each group

1 Watch the story again. Act.

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

2 Make a poster of your favorite inventions.

- Focus on the picture. Ask students to say what the picture shows (*a poster about inventions*) and what inventions they can see on the poster.
- Hand out copies of the poster template and the inventions template (see Fluency Craft 3, Teacher's Resource Center).

- Read the instructions around the poster in Exercise 1. Show the class your completed poster. Ask *What inventions can you see? How many are there?*
- The students can use the inventions on the template, or find other inventions on the Internet or in books.
- Move around the class as students work, asking questions, e.g. *What's your favorite invention? Why do you like ...?*

NOTE: If you do not have time, ask students to make their posters on a piece of paper.

3 Use your poster to discuss the inventions. Ask and answer.

- Focus on the photos. Tell students they are going to use their posters to act out dialogues with a friend. They will take turns asking about their partner's poster and request more information about different inventions.
- Act out the example with a volunteer, then let students talk in pairs.
- Encourage them to request and give more information.
- Ask some students to act for the class.

4 Work in groups. Talk about your favorite inventions.

- Ask a volunteer to read the speech bubble. Then invite students to tell the class about their favorite inventions. They can read the questions for help, or you can ask the questions as prompts.

Differentiation

Below level:

- Ask students to look at the poster on page 77. Put students in pairs. Have them ask and answer using the *Wh-* questions in Exercise 2, e.g. *Who invented chocolate? Monitor and help as needed.*

At level:

- Divide the class into two teams. Ask a child from Team A to use a fact from their poster to ask a question, e.g. *Who invented the television?* Ask a child from Team B to answer. Teams alternate asking questions. Award one point for each correct answer. The team with the most points wins.

Above level:

- Ask students to switch groups and interview others. Ask them to find one person who has one of the same top inventions. Ask them to talk about why it's their favorite. Then they report back to the class, e.g. *We think airplanes are the top invention because ... Monitor and elicit as needed.*

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. 🎧

accent noun a way of pronouncing a language that is connected with the place you come from

bilingual adj able to speak two languages perfectly

dialect noun a form of a language that is spoken in part of a country

fluent adj able to speak a language very well and easily

mother tongue noun the first language you learned to speak as a child

multilingual adj able to speak many languages well

native speaker noun a person who speaks a language as their first language and hasn't learned it as a foreign language

official language noun the language that is used most for communication in a country

2 Write the words.

- The Spanish teacher is a native speaker. She's from Colombia.
- The _____ of China is Mandarin, but people also speak many other languages.
- Maria's _____ because she speaks Spanish, Portuguese, Arabic, and English.
- Luís doesn't have a strong Spanish _____. Most people think he's American.
- Natalia's from Russia, so her _____ is Russian, but she's also learned French and Italian.
- My dad is _____ in Arabic because he lived in Egypt for ten years.
- I speak Italian and I also speak the _____ from Rome, where I was born.
- My dad speaks English and Japanese perfectly. He is _____.

Working with words

We add the suffix **-ery** to some words to make nouns.

When a word ends in **-er**, **-e**, or **-y**, we only add **-y** or **-ry**.

deliver	discover	bake	brave	nurse
delivery	discovery	bakery	bravery	nursery

3 Listen and repeat. 🎧

4 Read and circle.

- Historians discover / discovery things about the past.
- We sometimes bake / bakery bread at home.
- My little sister goes to a nurse / nursery.
- Mailmen deliver / delivery letters to houses.
- My dad is very brave / bravery. He rescued a boy from a fire.

Words Unit 10 99

Lesson Two SB page 99

Words

Learning outcomes

- To identify and use words related to language
- To use the suffix **-ery** to make certain words into nouns

Language

Words: *official language, bilingual, multilingual, native speaker, accent, mother tongue, dialect, fluent*

Working with words: *deliver / delivery, discover / discovery, brave / bravery, nurse / nursery, bake / bakery* (Student Book); *machine / machinery, forge / forgery, rob / robbery, recover / recovery* (Workbook)

Extra: *pronounce, Mandarin, Spanish, Arabic, Russian*

Materials

CD 🎧 92–93; Dictionary Workbook pages 128–135

Warmer

- Ask students what they remember about the story from last lesson. Ask *Where were the children? What did they see? How many languages can Tom speak?*

1 Listen and repeat. 🎧 92

- Ask students to look at the words and their definitions. Ask them to read the definitions silently.
- Play the recording, pausing for students to repeat.
- Play the recording again. Students listen and repeat. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Ask students to look at the example. Read it together.
- Ask students to read the sentences and complete them with the words from Exercise 1.
- Ask different students to read complete sentences aloud.

ANSWERS

1. native speaker 2. official language 3. multilingual
4. accent 5. mother tongue 6. fluent 7. dialect
8. bilingual

3 Listen and repeat. 🎧 93

- Before doing the activity, focus students' attention on the *Working with words* section.
- Ask students *What happens when we add -ery to the end of these words?*
- Play the recording. Students listen and repeat. Repeat as often as necessary.
- Ask individual students to say the words for the class.

4 Read and circle.

- Look at the example together. Ask *Do we need a verb or a noun here?* Establish that we need a verb.
- Students read the sentences and circle the correct words.

Differentiation

Below level:

- Play *Miming snap* (see page 8) with the new words. Be sure to exaggerate the actions for clarity.

At level:

- Play a quiz with the words from Exercise 3. Divide the class into two teams. Ask the following questions, alternating between the two teams: *Where do young children sometimes go while their parents are at work? What do mailmen do with letters? What is the name of a building where people bake bread? If you find out something new, what do you make? What is the word for someone who does dangerous things to help other people?* Give one point for each correct answer. Keep score on the board and count the points to find the winner.

Above level:

- Put students in pairs. Ask them to interview each other, using these questions: *Are you bilingual? / What languages are you fluent in? / Do you think you have an accent? / Can you think of any dialects in (your country)? / What is the official language in (your country)? / Is anyone in your family multilingual? / What is your mother tongue?* Monitor and help as needed. If time permits, students can share what they learned with the class.

ANSWERS

1. discover 2. bake 3. nursery 4. deliver 5. brave

Further practice

Workbook page 91

Online Practice • Unit 10 • Words



Extensive reading: The Mysteries of Mars

SB pages 126–127

Learning outcomes

To read a factual text about Mars

To read independently and work out meaning through context

Language

Extra: *fascinated, astronomers, orbit, surface, dust, ice age, markings, meteorites, craters, mission, unmanned, launch (v), remote-controlled, rover, trapped, computerized, geology, commercial, intention, demand (n), reality*

Materials

CD 119

Warmer

- Ask students to name the planets in the solar system. Ask if they know the names of any of the planets in English. Write their answers on the board. Ask students what they know about these planets.
- Tell students that they are going to read about a planet in this lesson.

1 Look at the pictures. What can you see? Where are the objects?

- Ask students to look at the pictures and name the items they can see. Ask where they think the objects are (on Mars).

2 Listen and read. 119

- Play the recording. Students listen and follow the text in their Student Books. Alternatively, they can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions they have, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. *What is the climate like on Mars? Why do scientists think that there was once water on Mars? What can you see on the surface of Mars?*

3 Read again and answer the questions.

- Read out the first question. Ask students to look at the text and find the answer.
- Let students complete the activity, then invite students to read out the questions and answers in pairs. As an extension, you can ask students to think of more questions about the text for their partner, or play a quiz game in two teams.

ANSWERS

- Mars is called the "Red Planet" because it is covered in red dust.
- Olympus Mons is a volcano.
- The first spacecraft to land on Mars was called Viking 1.
- Curiosity landed on Mars in 2012.

4 Discuss.

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

Differentiation

Below level:

- Play *Questions for answers* (see page 9) to check students' story comprehension.

At level:

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

Above level:

- Extend the "at level" activity to 45 or 60 seconds. Monitor students' speech.