

American English

Family and Friends 2

Student Book



Naomi Simmons

OXFORD

Time to Talk!
Student Audio CD
with songs

American English

Family and Friends 2

Student Book



Scope and sequence



Starter:

Welcome back! 4

I have brown hair. This is my cousin. He has green eyes. Where's Billy?
Is he under the bed? There is ... There are ... Numbers 1–20 Family Colors Toys

	Words	Grammar	Phonics	Skills
1 Our new things 8	School things	<i>This / That is ... These / Those are ...</i>	Review of the alphabet and initial sounds	Reading: a description Listening: identifying people and objects Speaking: <i>How many ...? There are ...</i> Writing: capitalization, writing about my classroom (Workbook)
2 They're happy now! 14	Feelings	<i>We're / They're ... Are they ...?</i>	Review of digraphs: <i>ch sh th</i> <i>ch: chair teacher</i> <i>sh: shoes fish</i> <i>th: thumb bath</i>	R: a poem: "My feelings" L: identifying feelings S: <i>Is he sad? No, he isn't. He's ...</i> W: long and short forms, writing about my feelings (WB)
3 I can ride a bike! 20	Outdoor activities	<i>Let's ... Yes, he can. No, he can't. Can he ...?</i> Prepositions of place: <i>behind / in front of next to</i>	Review of CVC words: <i>a e i o u</i> <i>a: cat van</i> <i>e: pen bed</i> <i>i: pin fig</i> <i>o: mop fox</i> <i>u: bus bug</i>	R: information on a web page L: identifying outdoor toys S: <i>Where's the skateboard? It's in front of the table.</i> W: using <i>a / an</i> , writing about what I can and can't do (WB)
Review 1 26				
4 Do you have a milkshake? 28	Food Numbers 20–100	<i>Do you have ...? I do / don't ... Does he have ...? He does / doesn't ...</i>	Consonant blends: <i>gr br fr</i> <i>gr: grass grapes</i> <i>br: brush bread</i> <i>fr: frog frisbee</i>	R: a caption story L: identifying which food items are available S: <i>Do you have apples? Yes, we do.</i> W: question marks and periods, writing about my lunch (WB)
5 We have English! 34	School subjects School rooms	<i>What / When do we have ...? We have ... our / their</i>	Consonant blends: <i>dr tr cr</i> <i>dr: drum dress</i> <i>tr: truck tree</i> <i>cr: crayon crab</i>	R: a description on a web page L: identifying school rooms S: <i>What do we have in the art room? We have ...</i> W: capital letters, writing about my school subjects (WB)
6 Let's play after school! 40	After-school activities	<i>I visit ... I don't have ...</i>	Consonant blends: <i>fl pl bl</i> <i>fl: flower flag</i> <i>pl: plum plate</i> <i>bl: blanket blue</i>	R: information texts L: identifying after-school activities S: <i>I read a book. I don't ride a bike.</i> W: verbs, writing about what I do after school (WB)
Review 2 46				
7 Let's buy presents! 48	Special days	<i>What does he like? He likes / doesn't like ...</i>	Consonant blends: <i>cl gl sl</i> <i>cl: cloud clock</i> <i>gl: gloves glue</i> <i>sl: slide slippers</i>	R: instructions on making a card L: identifying suitable presents for people according to their preferences S: <i>What does he like? He likes sports.</i> W: long and short forms, writing about presents for my mom (WB)

	Words	Grammar	Phonics	Skills
8 What time is it? 54	Everyday activities Times of the day	<i>What time is it?</i> <i>It's ... o'clock.</i> <i>He ... at ... o'clock.</i>	Consonant blends: <i>sm sn st sk</i> <i>sm: smile</i> <i>sn: snow</i> <i>st: star</i> <i>sk: sky</i>	R: information texts L: listening for time and activities S: <i>He has breakfast.</i> W: identifying <i>Wh</i> - questions, writing about my day (WB)
9 Where does she work? 60	Places	<i>Where does he work?</i> <i>He works in a ...</i> <i>Does she work in a ...?</i>	Long vowels: <i>a + magic e</i> <i>lake face</i> <i>gate plane</i>	R: a magazine interview L: listening for detail in an interview S: <i>What are Peter's favorite animals? They're monkeys.</i> W: using commas with <i>and</i> in lists, writing about where my family works (WB)
Review 3 66				
10 It's hot today! 68	Weather Weather activities	<i>What's the weather like?</i> <i>It's ...</i> <i>Put on / Don't put on ...</i>	Long vowels: <i>i + magic e</i> <i>bike white</i> <i>kite line</i>	R: a weather report L: identifying the weather at certain times from the weather report S: <i>It's Monday. What's the weather like?</i> W: verbs and adjectives, writing about the weather (WB)
11 What are you wearing? 74	Clothes Time	Present progressive: <i>What are you wearing?</i> <i>What's he wearing?</i> <i>I'm / He's wearing ...</i>	Long vowels: <i>o + magic e</i> <i>bone rope</i> <i>home stone</i>	R: a poem: "At the bus station" L: identifying people by their clothing S: <i>What's she wearing? She's wearing ...</i> <i>He's wearing a red shirt. Who is it?</i> W: writing the time, writing about my clothes (WB)
12 You're sleeping! 80	Celebrations Getting ready	Present progressive: <i>What are you / they doing?</i> <i>I'm / We're / They're ...</i> <i>What's he / she doing?</i> <i>He's / She's ...</i>	Long vowels: <i>u + magic e</i> <i>June tube</i> <i>flute cube</i>	R: a descriptive email L: listening for detail to distinguish between photos S: <i>What's he doing? He's dancing.</i> W: present continuous verbs, writing about a party (WB)
Review 4 86				
13 Look at all the animals! 88	Farm animals Adjectives	Comparatives: <i>This cow is bigger than that cow.</i>	Long vowels: <i>ee</i> <i>tree cheese</i> <i>green feet</i>	R: an information text L: listening for rules S: <i>Don't open the gate.</i> W: using <i>and</i> to connect sentences, writing about a farm visit (WB)
14 Look at the photos! 94	Memories Cleaning up	Past simple: <i>I was / wasn't ...</i> <i>You were / weren't ...</i>	Short & long vowels <i>cub cube</i> <i>cap cape</i> <i>pin pine</i>	R: a newspaper article L: identifying people by their feelings and appearance S: <i>He was a lion (in the school play).</i> W: <i>and / or</i> , writing about me and my friends (WB)
Review 5 100				
Picture dictionary	102			
Word list	110			

Starter

Welcome back!

Lesson One

1 Listen and sing.  01

2 Sing and do.

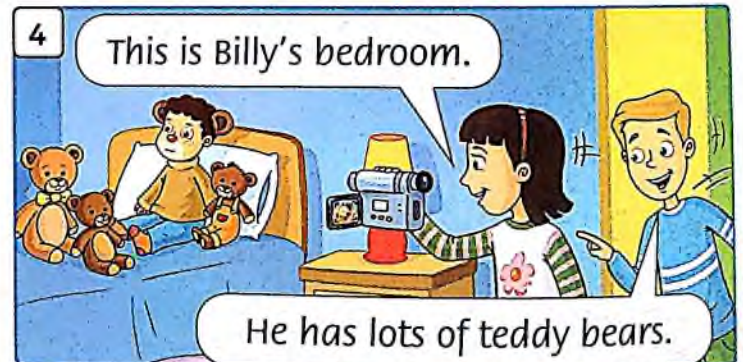
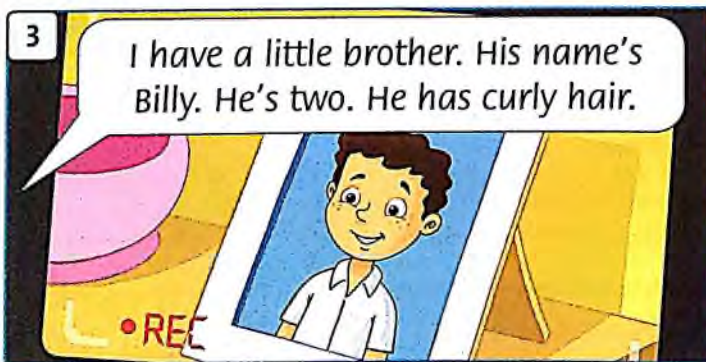
Welcome song

Welcome back
To all our friends.
Fun and learning
Never end!

Welcome back,
It's a happy day.
A day for learning,
A day for play!



3 Listen and read.  02



1 Listen and chant. 12



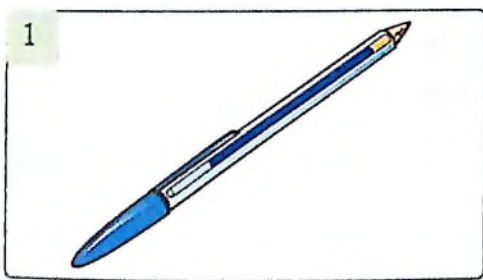
A, B, C, D, E, F, G,
Come and play this game with me.
H, I, J, K, L, M, N,
Close your eyes and count to ten.
O, P, Q, R, S, T,
Touch your nose and touch your knee.
U, V, W, X, Y, Z,
Touch your feet and jump with me!



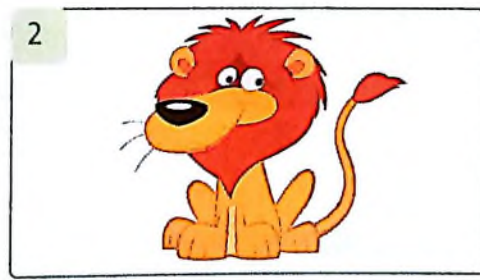
2 Listen, point, and repeat. 13

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

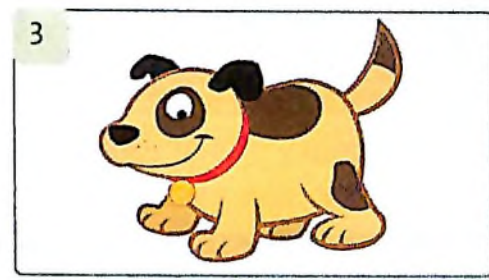
3 Listen and circle the correct sound. 14



a p f



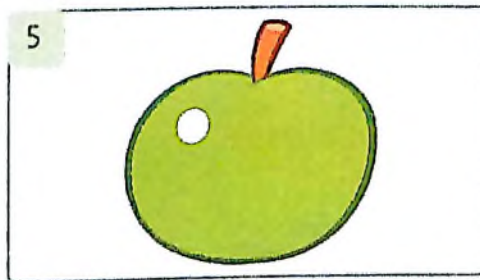
l t d



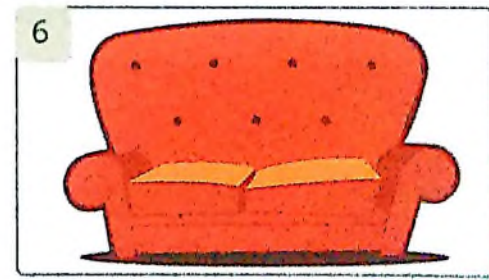
e h d



g v m



c a i



e n s

2

They're happy now!

Lesson One Words

1 Listen, point, and repeat. 🎧 17

2 Listen and chant. 🎧 18



hot



cold



hungry

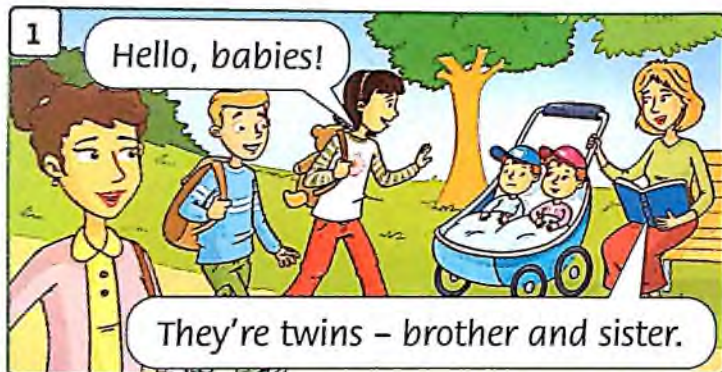


happy




sad

3 Listen and read. 🎧 19



Reading

- 1 Look at the pictures. How does the boy feel?
- 2 Listen and read.  26



My Feelings

Sometimes I am happy,
 Sometimes I am brave.
 Sometimes I am sad,
 But I always behave.

When I'm really sad,
 I cry and tell my dad.
 We talk together,
 And then I don't feel bad.

When I'm really brave,
 I'm scared, but I go on.
 I say, "I can do it!"
 Until my fear is gone.

When I'm really happy,
 I laugh and smile and play.
 When I'm really happy,
 It's a very good day.

3 Read again. Match.

1 play

2 cry

3 laugh

4 I can do it!

5 smile

a

a happy

b brave

c sad