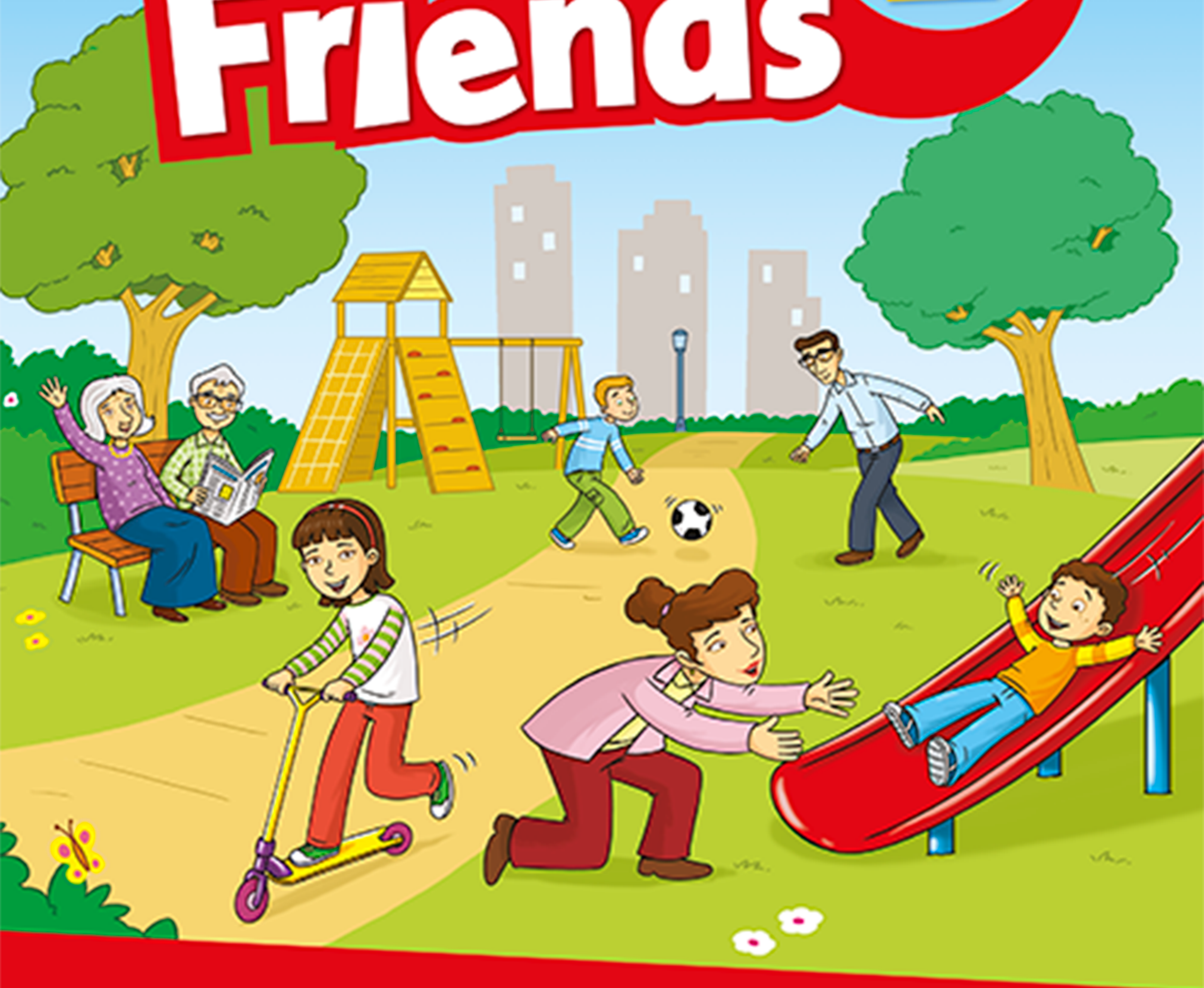


American

Family and Friends

2nd Edition

2



OXFORD

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Family and Friends

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2

Student Book



Naomi Simmons

OXFORD
UNIVERSITY PRESS



Scope and sequence



Starter:
Welcome back! p.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 p.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) |
| Fluency Time! 1 p.14 | Finding things | | Craft: a bedroom poster | |
| 2 They're happy now! p.16 | Feelings | <i>We're / They're ... Are they ...?</i> | Review of digraphs: ch sh th ch: chair teacher sh: shoes fish th: thumb bath | 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) |
| Math Time! p.22 | Division | | Project: a shape mobile | |
| 3 I can ride a bike! p.24 | Outdoor activities | <i>She can / can't ... Can he ...?</i> <i>Prepositions of place: behind / in front of next to / between</i> | Review of CVC words: a e i o u a: cat van e: pen bed i: pig fig o: mop fox u: bus bug | 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 p.30 | | | | |
| 4 Do you have a milkshake? p.32 | Food Numbers 20–100 | <i>Do you have ...? I do / don't ... Does he have ...? He does / doesn't ...</i> | Consonant blends: gr br fr gr: grass grapes br: brush bread fr: frog frisbee | 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) |
| Fluency Time! 2 p.38 | Classroom language | | Craft: a school word wheel | |
| 5 We have English! p.40 | School subjects School rooms | <i>What / When do we have ...? We have ... our / their</i> | Consonant blends: dr tr cr dr: drum dress tr: truck tree cr: crayon crab | 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) |
| Art Time! p.46 | Self-portraits | | Project: a self-portrait | |
| 6 Let's play after school! p.48 | After-school activities | <i>I visit ... I don't have ...</i> | Consonant blends: fl pl bl fl: flower flag pl: plum plate bl: blanket blue | 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 p.54 | | | | |
| 7 Let's buy presents! p.56 | Special days | <i>What does he like? He likes / doesn't like ...</i> | Consonant blends: cl gl sl cl: cloud clock gl: gloves glue sl: slide slippers | R: instructions on making a card L: identifying suitable presents for people according to their preferences S: <i>What does he like? He likes tennis.</i> W: long and short forms, writing about presents for my mom (WB) |

| | Words | Grammar | Phonics | Skills |
|---|---|---|--|--|
| Fluency Time! 3 p.62 | Shopping | | Craft: a market stall | |
| 8 What time is it? p.64 | Everyday activities Times of the day | What's the time? It's ... o'clock. He ... at ... o'clock. | Consonant blends: sm sn st sk sm: smile small sn: snow snake st: stairs star sk: sky skates | R: information texts L: listening for time and activities S: He has breakfast. W: identifying Wh- questions, writing about my day (WB) |
| Science Time! p.70 | Materials | | Project: a science experiment | |
| 9 Where does she work? p.72 | Places | Where does he work? He works in a ... Does she work in a ...? | Long vowels: a + magic e lake face gate plane | R: a magazine interview L: listening for detail in an interview S: What are Peter's favorite animals? They're monkeys. W: using commas with and in lists, writing about where my family works (WB) |
| Review 3 p.78 | | | | |
| 10 It's hot today! p.80 | Weather Weather activities | What's the weather like? It's ... Put on / Don't put on ... | Long vowels: i + magic e bike white kite line nine | R: a weather report L: identifying the weather at certain times from the weather report S: It's Monday. What's the weather like? W: verbs and adjectives, writing about the weather (WB) |
| Fluency Time! 4 p.86 | Making plans | | Craft: a mini book | |
| 11 What are you wearing? p.86 | Clothes Time | Present progressive: What are you wearing? What's he wearing? I'm / He's wearing ... | Long vowels: o + magic e nose bone rope home stone | R: a poem: "At the airport" L: identifying people by their clothing S: What's she wearing? She's wearing ... He's wearing a red shirt. Who is it? W: writing the time, writing about my clothes (WB) |
| Social Studies Time! p.94 | Exercise | | Project: a bar graph | |
| 12 You're sleeping! p.96 | Celebrations Getting ready | Present progressive: What are you / they doing? I'm / We're / They're ... What's he / she doing? He's / She's ... | Long vowels: u + magic e June tube flute cube | R: a descriptive email L: listening for detail to distinguish between photos S: What's he doing? He's dancing. W: present progressive verbs, writing about a party (WB) |
| Review 4 p.102 | | | | |
| 13 Look at all the animals! p.104 | Farm animals Adjectives | Comparatives: This cow is bigger than that cow. | Long vowels: ee tree cheese green feet three | R: a parents' letter L: identifying animals by their feelings S: It's nervous. What is it? W: using and to connect sentences, writing about a farm visit (WB) |
| Fluency Time! 5 p.110 | At a party | | Craft: a present | |
| 14 Look at the photos! p.112 | Memories Cleaning up | Simple past: I was / wasn't ... You were / weren't ... | Short & long vowels: cub cube tap tape pip pipe | R: a school article L: identifying people by their feelings and appearance S: He was a lion (in the school play). W: and / or, writing about me and my friends (WB) |
| Geography Time! p.118 | The Desert | | Project: a desert scene | |
| 15 Good Job! p.120 | People Ordinal numbers | Simple past: There were some / weren't any ... Irregular plurals | ng / nk ring king swing bank sink pink | R: a fairytale L: identifying actions and emotions S: What's Suzy doing? She's ... Is she sad? No, she isn't. She's ... W: irregular plurals, writing about a school open day (WB) |
| Review 5 p.126 | | | | |

Lesson One

1 Listen and sing.  01

2 Sing and do.

Let's sing!

Welcome song



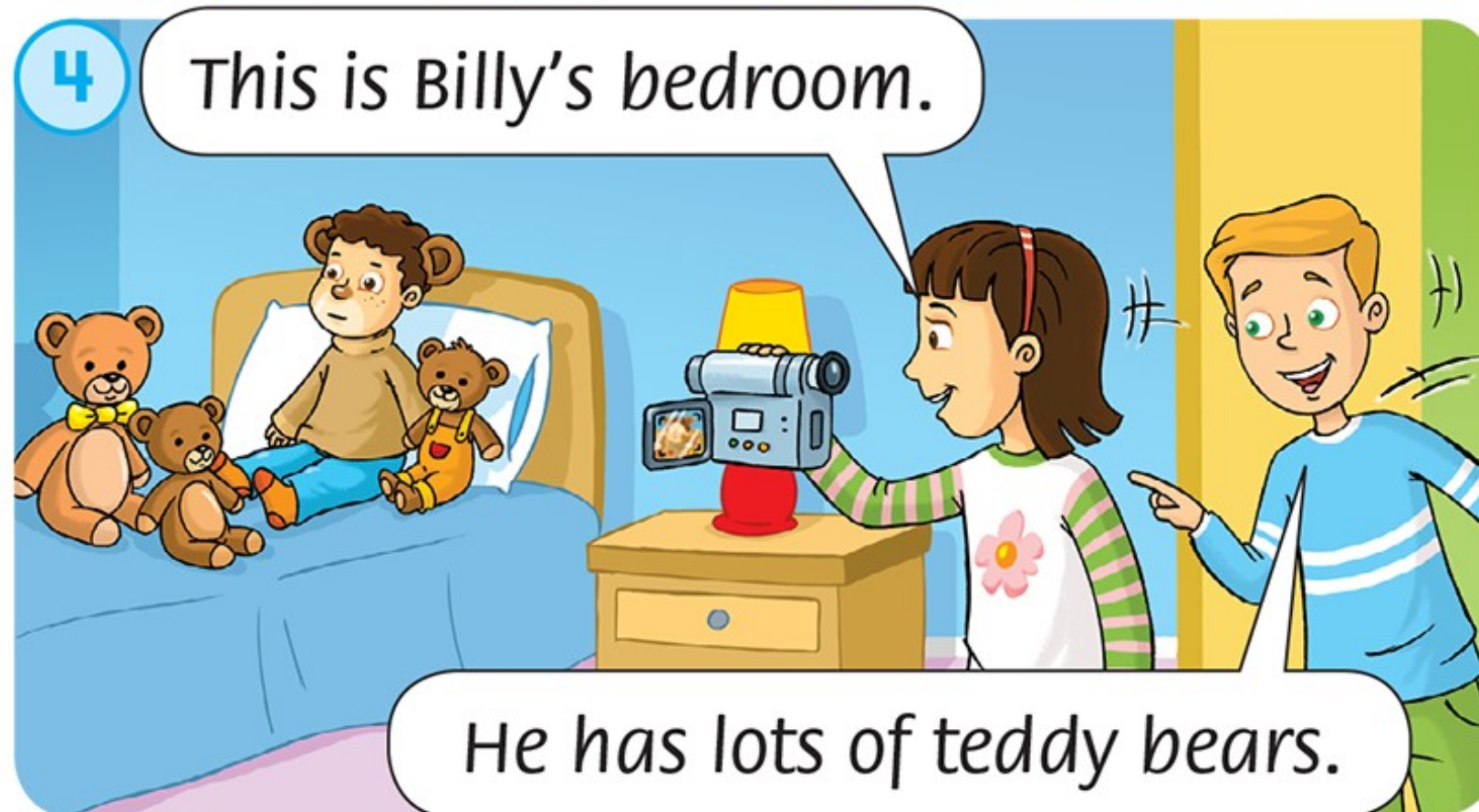
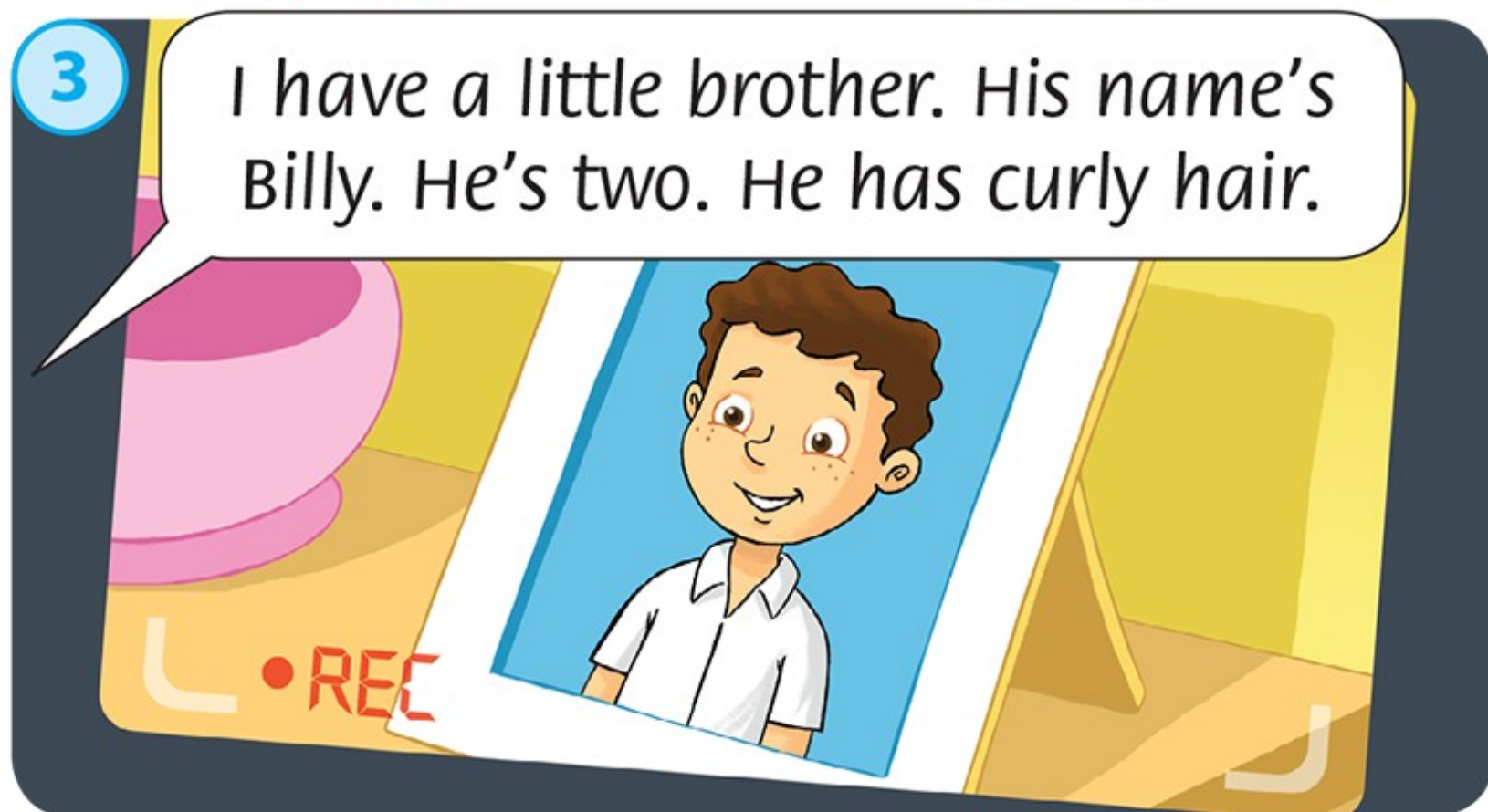
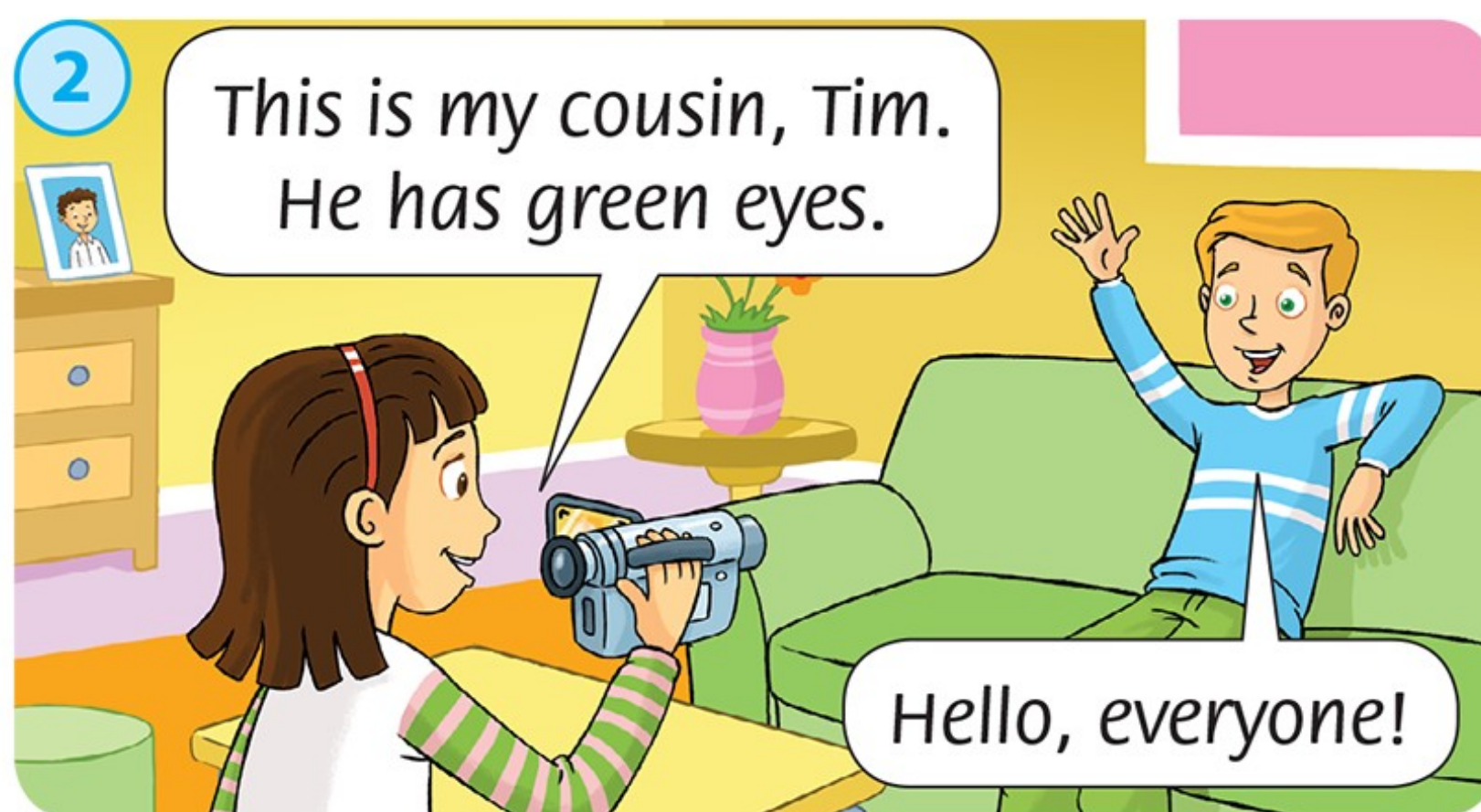
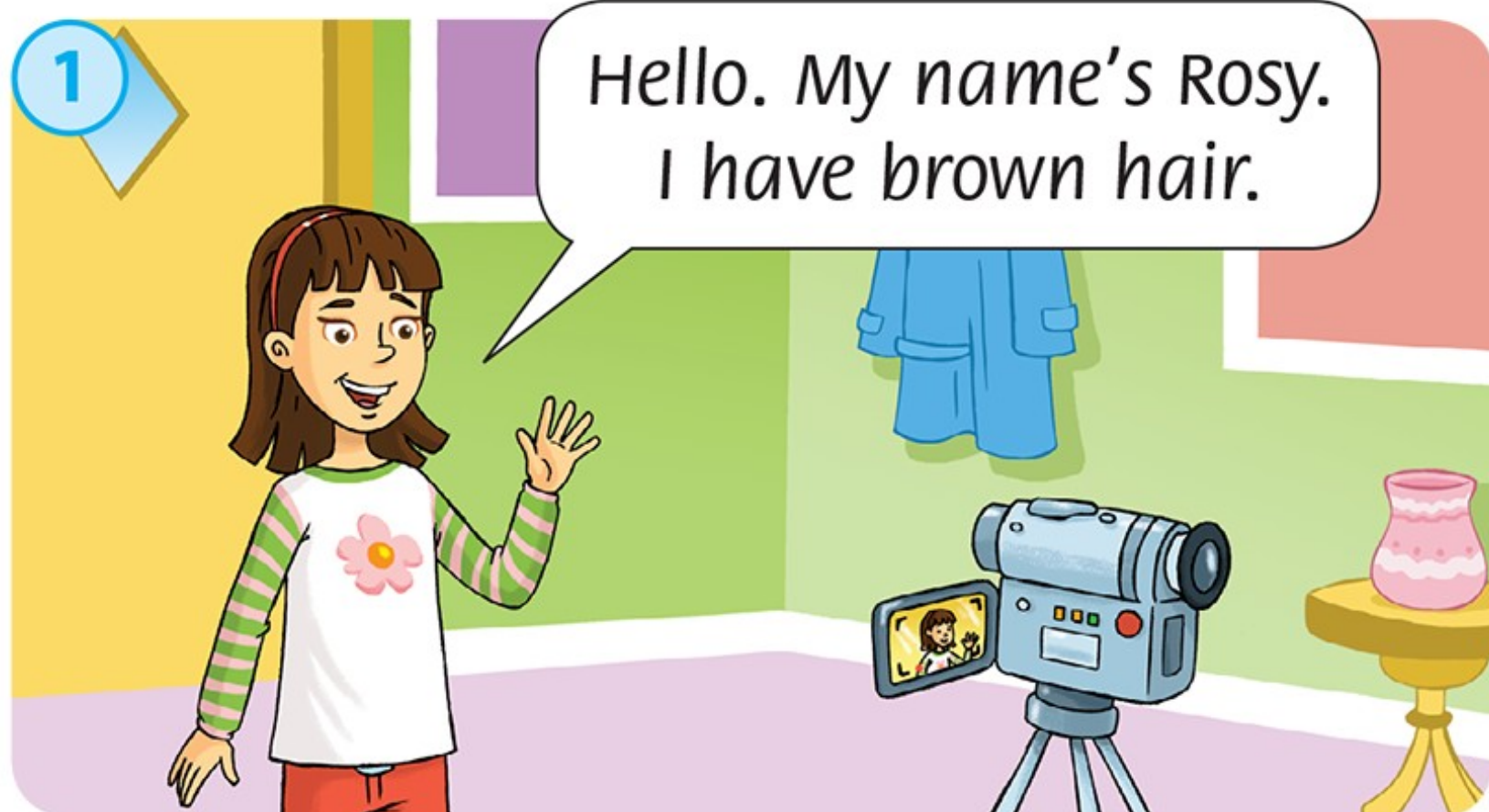
Welcome back
To all our friends.
Fun and learning
Never end!



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



3 Listen and read.  02



1 Listen to the story again and repeat. Act.

2 Circle *T* (true) or *F* (false).

1 Rosy has brown hair. ☒ T ☐ F

3 Tim has brown eyes. ☐ T ☐ F

5 Billy is four. ☐ T ☐ F

2 Tim is Rosy's brother. ☐ T ☐ F

4 Billy has curly hair. ☐ T ☐ F

6 Billy is under the bed. ☐ T ☐ F

3 Listen and number.  03

mom dad brother sister grandma grandpa
aunt uncle cousin



4 Point and say.

long short curly straight brown black white

This is Rosy's mom. She has curly hair.

This is Rosy's dad. He has ...

Lesson Three

1 Ask and answer.

Hello. How are you?

I'm fine, thank you.

What's your name?

My name's ...

How old are you?

I'm ...

2 Look and say. Introduce a friend.

1



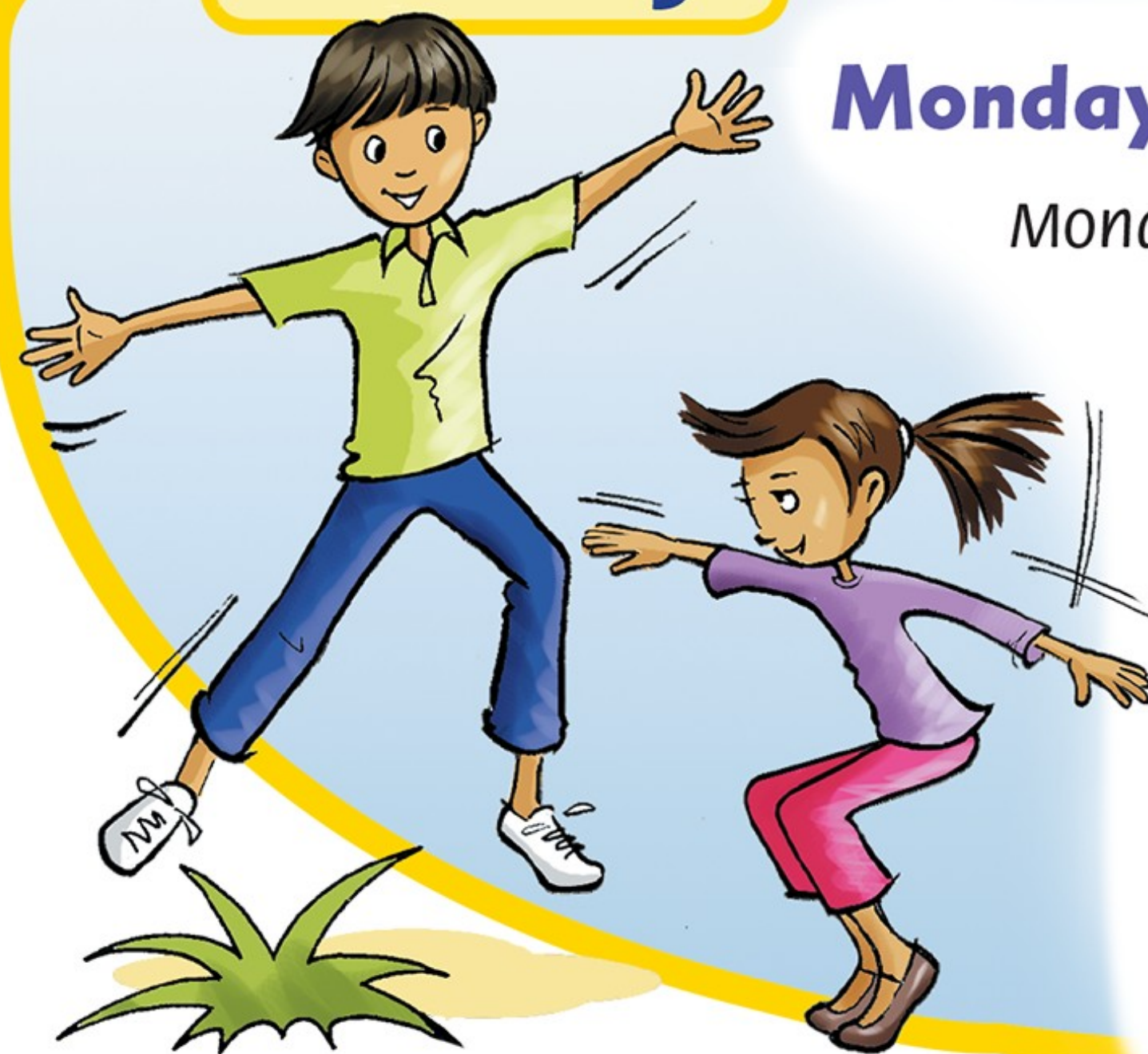
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3 Listen and sing. 04

4 Sing and do.

Let's sing!



Monday, Tuesday, Wednesday, Jump!

Monday, Tuesday, Wednesday,
Jump!

Thursday, Friday,
Down with a bump!

Saturday, Sunday,
Let's say "Hi!"

Days of the week.
Let's say "Goodbye!"



1 Look. Ask and answer.

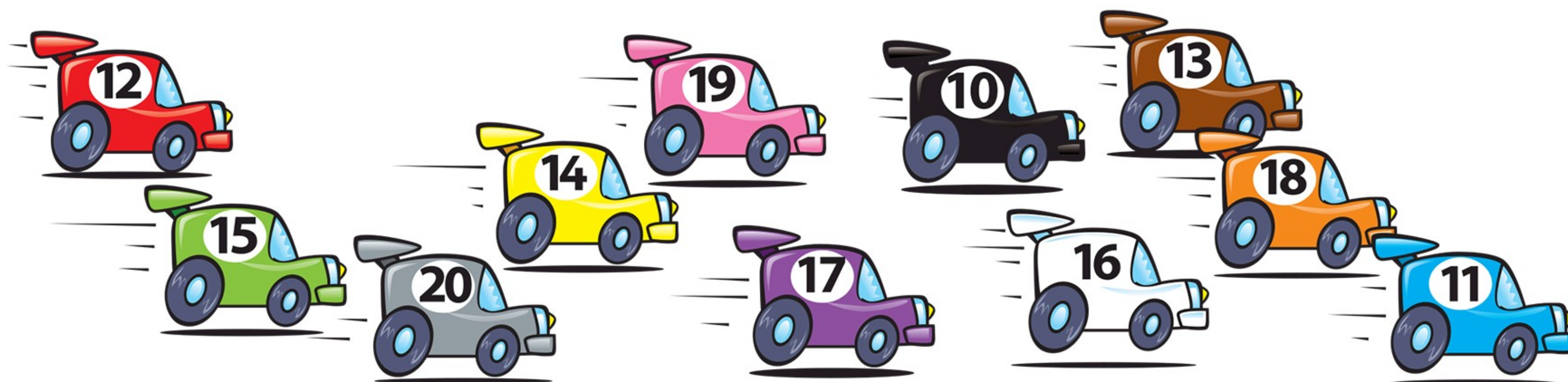
ball car train doll teddy bear puzzle bike



How many cars are there?

There are ... cars.

2 Listen and point. Ask and answer. 05



red green blue yellow pink purple
black white brown orange gray

What color is number 18?

It's ...

3 Write the numbers.

ten 10

thirteen _____

seventeen _____

twenty _____

fifteen _____

fourteen _____

eleven _____

twelve _____

sixteen _____

eighteen _____

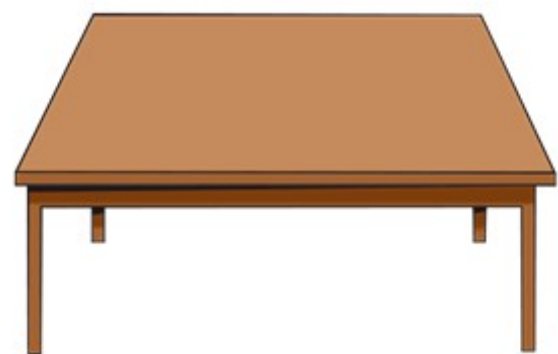
nineteen _____

Lesson One Words

1 Listen, point, and repeat. 06



classroom



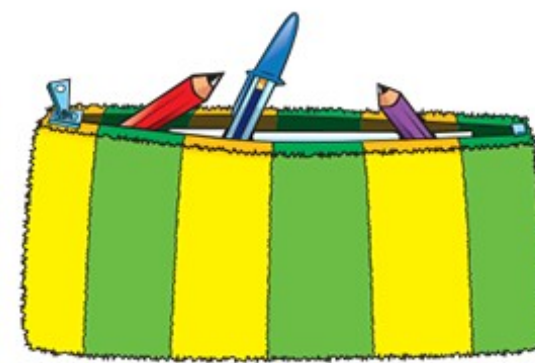
table



computer



coat hook



pencil case



board

3 Listen and read. 08



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

Let's learn!



This is the new computer.



That is a new board.



These are new tables.



Those are new coat hooks.

- 3 Write. **This That These Those**



_____ are bags.



_____ is a ruler.

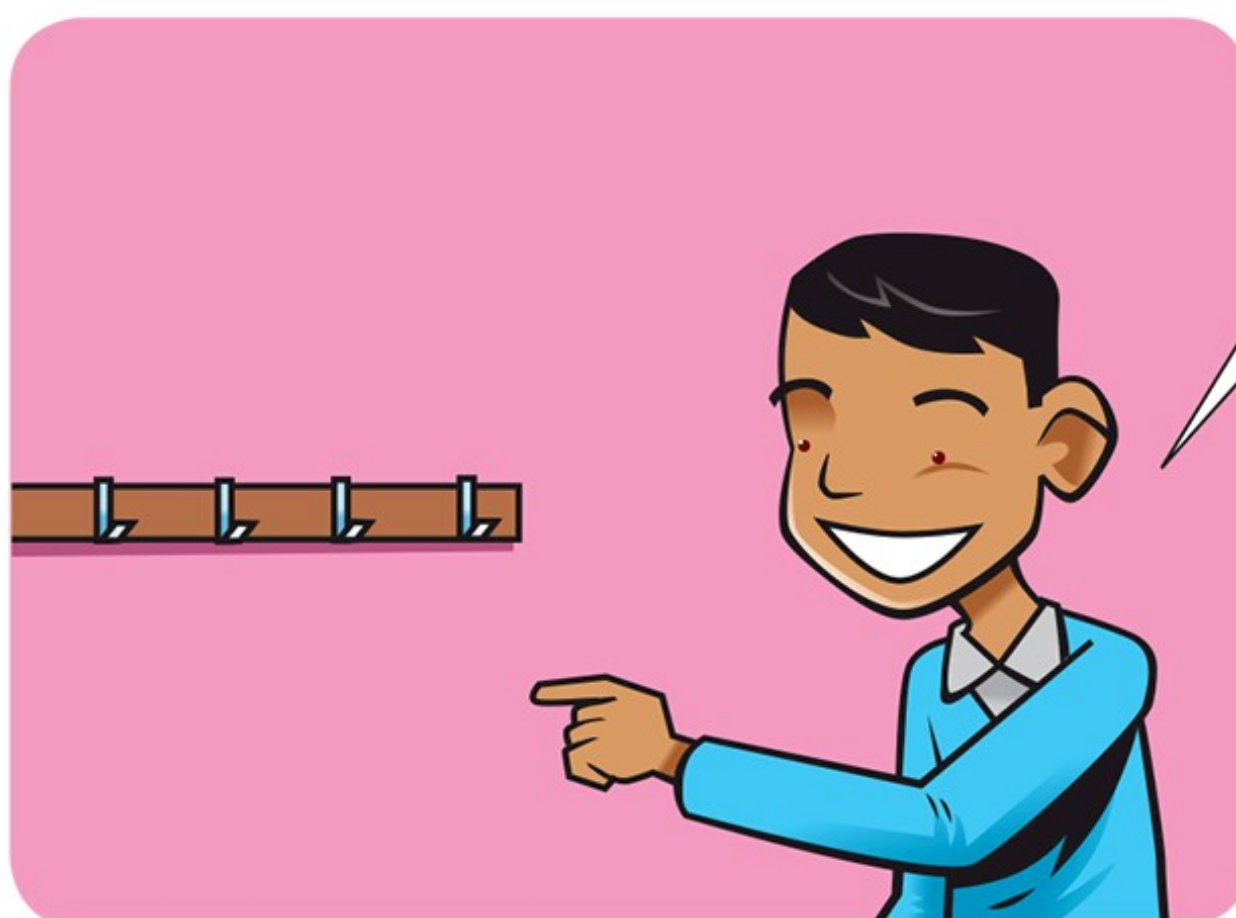


_____ are pencils.



_____ is a computer.

- 4 Point and say. **chairs pencil case board tables ruler coat hooks**



Those are coat hooks.

This is a ...

That is a ...

These are ...

Lesson Three Song

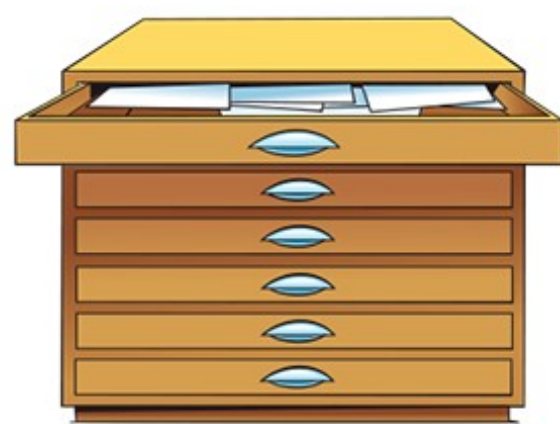
1 Listen, point, and repeat.  09



poster



picture



drawers



cabinet



CD player

2 Listen and sing.  10

3 Sing and do.

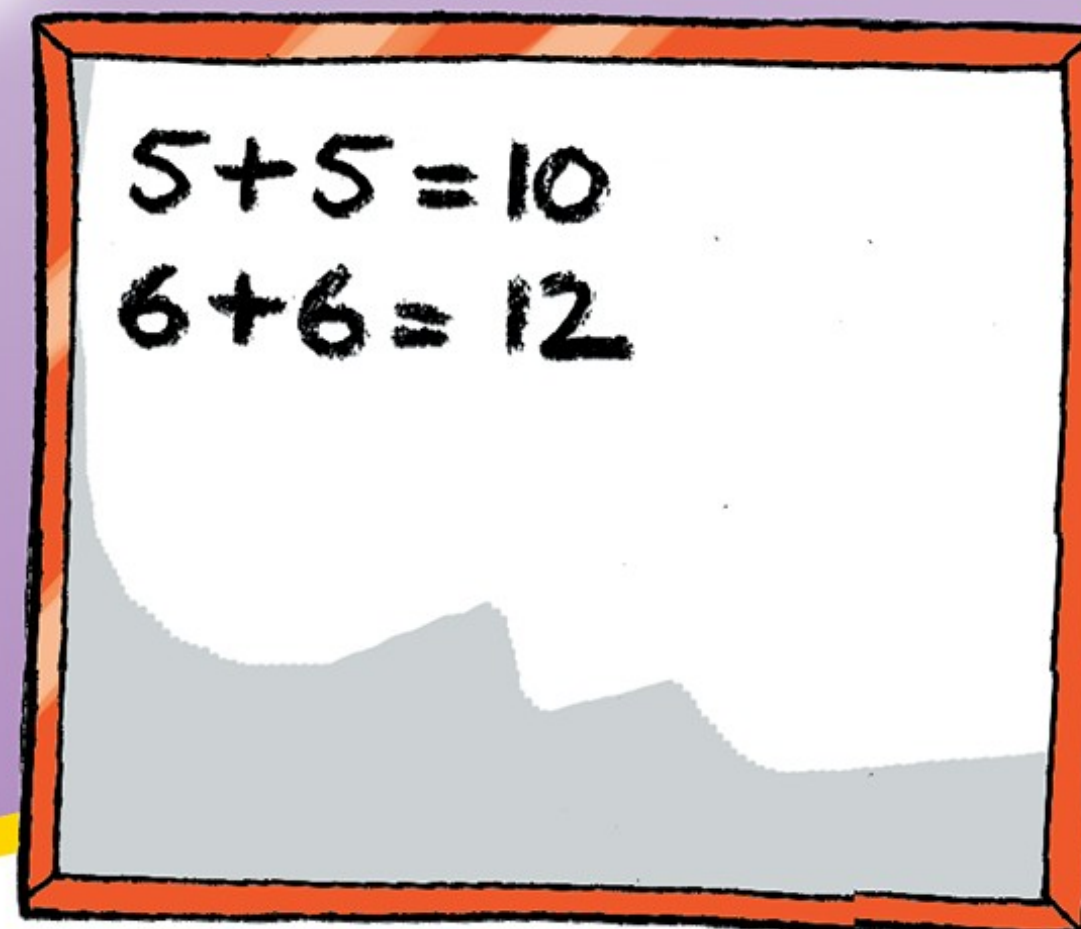
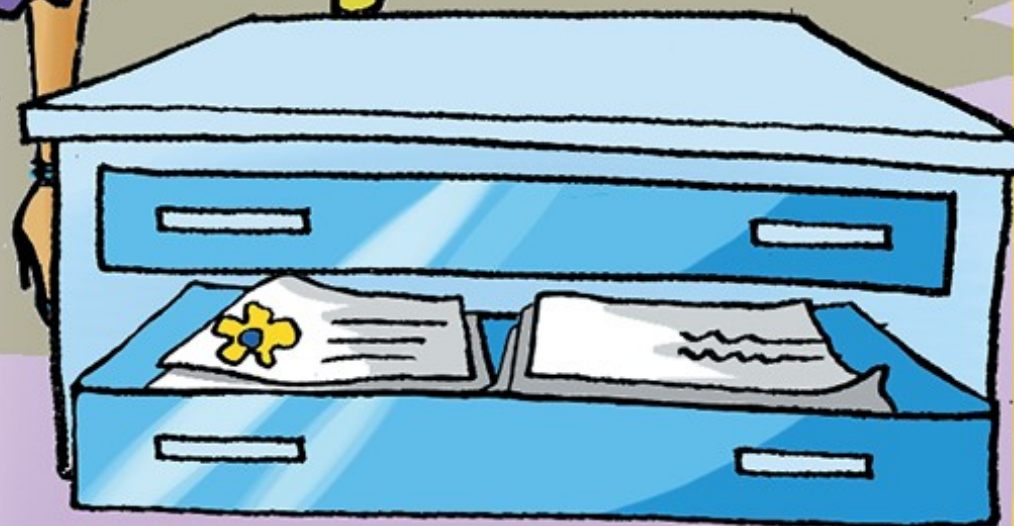
Let's sing!

What's in the classroom?

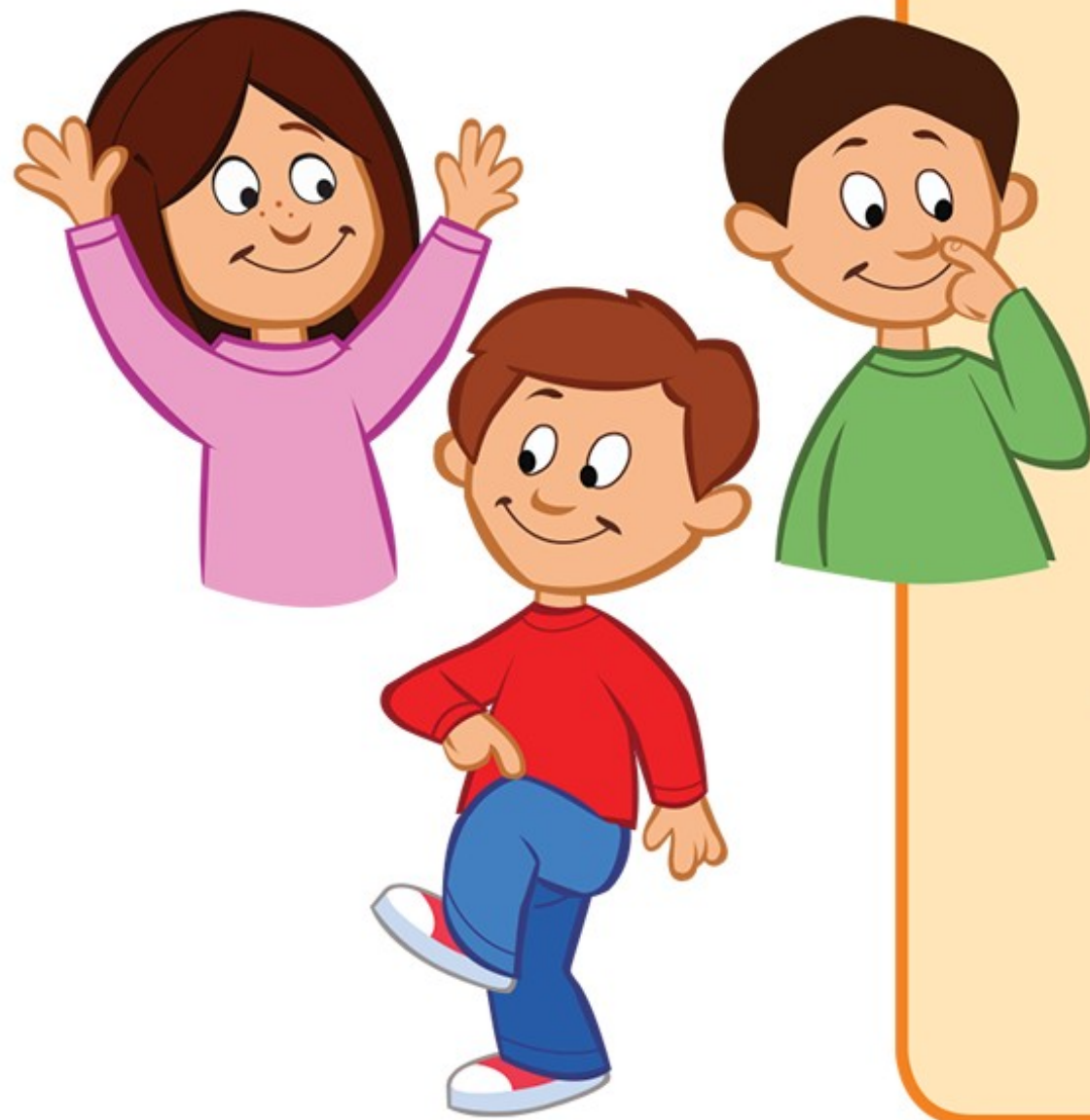
What's in the classroom?
Let's have a look!
Posters and pictures,
And work in a book.

What's in the classroom?
What can you see?
Drawers and a board
For you and for me.

What's in the classroom?
What's over there?
A door and a window,
A table and chair.



1 Listen and chant. 11



A, B, C, D, E, F, G,
Come and play this game with me.

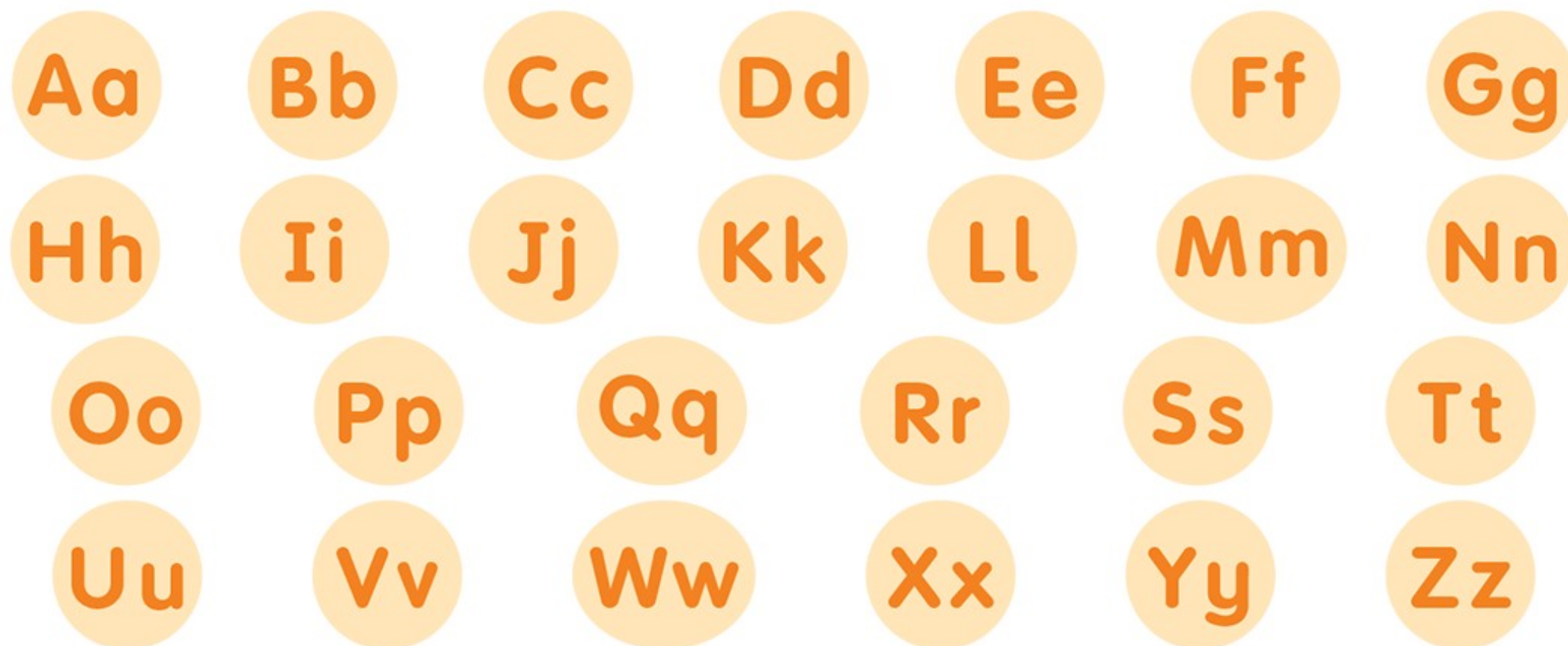
H, I, J, K, L, M, N,
Close your eyes and count to ten.

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. 12



3 Listen and circle the correct sound. 13

