

American

# Family and Friends

2nd Edition

4



OXFORD



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Student Book



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# Scope and sequence

## Starter Back together

Food words    Telling the time    Alphabetical order  
*like + verb +ing*    **can for permission / requests**    **Countable and uncountable nouns**  
*a / an / some*    *be going to + verb*    **Comparative and superlative adjectives**

page 4

### Words

### Grammar

### Phonics

### Skills

## 1 The food here is great!

page 8

The restaurant  
 Words in context:  
*What do you like for breakfast?*

**Simple present and present progressive**  
*They usually wear blue uniforms.*  
*They're wearing white today.*  
**Time markers: simple present and progressive**

**Long a and e sounds:**  
**a:** train, tray, cake  
**e:** tree, leaves, key

**Reading:** a magazine article  
**Listening:** identifying details about family meals  
**Speaking:** talking about eating habits  
**Writing:** recognizing syllables in words, writing about my eating habits (Workbook)

## Fluency Time! 1

## Talking about vacations

## Craft: a photo album

page 14

## 2 We had a concert

page 16

The concert  
 Words in context:  
*The Concert*

**Simple past: have and be**  
*All our friends were there.*  
**Simple past: regular verbs**  
*The audience clapped and cheered.*  
**Time markers: simple past**

**Long i, o and u sounds:**  
**i:** light, cry, bike  
**o:** boat, blow, bone  
**u:** room, blue, flute

**R:** a poem  
**L:** identifying different musical activities  
**S:** asking and answering questions about musical preferences and abilities  
**W:** the double consonant rule, describing a picture (WB)

## Social Studies Time!

## Life in the Arctic

## Project: a booklet

page 22

## 3 The dinosaur museum

page 24

The dinosaur museum  
 Words in context:  
*Dinosaur data*

**Simple past: irregular verbs with negatives**  
*We didn't go to school.*  
**Simple past: irregular verbs with questions**  
*Did they go to a museum?*  
*What did you see?*

**f and ph spellings:**  
**f:** flamingo, scarf, feet  
**ph:** phone, nephew, alphabet

**R:** a non-fiction text  
**L:** identifying favorite things on a school trip  
**S:** asking and answering questions about school trips  
**W:** exclamation marks, writing a webpage about my school trip (WB)

## Review 1

page 30

## 4 Whose jacket is this?

page 32

Sports time  
 Words in context:  
 basketball

**Possessive pronouns**  
*Whose jacket is it?*  
*It's mine / yours / his / hers / ours / theirs.*  
**Adverbs: +ly and irregular**

**b and v:**  
*best, vest*  
**p and b:**  
*pig, big*

**v and w:**  
*vet, wet*

**R:** a magazine article  
**L:** identifying children's favorite sports  
**S:** asking questions about favorite sports  
**W:** *It's* or *Its*, writing instructions for a sport (WB)

## Fluency Time! 2

## Eating out

## Craft: a café menu

page 38

## 5 Go back to the traffic lights

page 40

Directions  
 Words in context:  
*Shadow puppets*

**have to / had to**  
*We have to go back to the traffic lights.*  
**Giving directions**  
**why / because**

**s endings:**  
**s:** bikes, laughs, it's  
**z:** zebras, he's, plays,  
**iz:** sandwiches, watches

**R:** an informative webpage  
**L:** understanding directions  
**S:** giving directions  
**W:** instructions, writing an invitation (WB)

## Geography Time!

## Fossils

## Project: a fossil

page 46

## 6 The best bed!

page 48

Describing words  
 Words in context:  
*The Ant and the Grasshopper*

**Comparatives and superlatives: long adjectives**  
*My bed is more comfortable than this one.*  
**Irregular comparatives and superlatives**  
*better than / worse than / the best / the worst*

**Soft c and g sounds:**  
**c:** city, ice, dance, rice  
**g:** cage, page, giraffe, stage

**R:** a fable  
**L:** identifying chronology in a fable  
**S:** telling a story from pictures  
**W:** identifying irregular plurals, writing a fable (WB)

## Review 2

page 54

## 7 Will it really happen?

page 56

In space  
 Words in context:  
 The future

**The future with will**  
*People will travel in super-fast planes.*  
*Will they go back to Australia?*  
**Time markers: the future**

**au, aw and or spellings:**  
**au:** sauce, caught, August  
**aw:** jigsaw, straw, paw  
**or:** horse, sport, morning

**R:** a website forum  
**L:** identifying children's predictions  
**S:** offering opinions about the future  
**W:** compound words, expanding notes into a text (WB)

## Fluency Time! 3

## Making phone calls

## Craft: a telephone

page 62



	Words	Grammar	Phonics	Skills
<b>8 How much time do we have?</b> <span>page 64</span>				
	At the airport  Words in context: my vacation	<b>Expressing quantity</b> <i>How much money do you have?</i> <i>I don't have much money.</i> <b>some / any</b>	<b>Simple past -ed endings:</b> <i>walked, waited, showed</i>	<b>R:</b> a letter <b>L:</b> identifying details about vacations <b>S:</b> asking and answering questions about your vacation <b>W:</b> addressing envelopes, writing about my vacation (WB)
<b>Science Time! Robots Project: a robot</b> <span>page 70</span>				
<b>9 Something new to watch!</b> <span>page 72</span>				
	Audio-visual entertainment Words in context: <i>What's on TV?</i>	<b>Infinitive of purpose</b> <i>I turned on the TV to watch sports.</i> <b>How often ... ?</b> <i>I watch TV every day / three times a week.</i>	<b>er and or endings:</b> <b>er:</b> <i>mother, father, September</i> <b>or:</b> <i>visitor, doctor, actor</i>	<b>R:</b> a TV guide <b>L:</b> identifying details about children's favorite TV shows <b>S:</b> talking about favorite TV shows <b>W:</b> the prefix <i>un</i> , writing a TV guide (WB)
<b>Review 3</b> <span>page 78</span>				
<b>10 I've printed my homework</b> <span>page 80</span>				
	Computers  Words in context: sending emails	<b>Present perfect: affirmative</b> <i>He's put the books on the shelves.</i> <b>Present perfect: questions, answers, and negatives</b> <i>Have you seen my new speakers?</i> <i>Yes, I have. / No, I haven't.</i>	<b>ur and ir spellings:</b> <b>ur:</b> <i>hurt, Thursday, nurse, curtains</i> <b>ir:</b> <i>circle, girl, shirt, bird</i>	<b>R:</b> online instructions <b>L:</b> identifying children's computer use <b>S:</b> talking about computer use <b>W:</b> parts of speech, writing about how I use a computer (WB)
<b>Fluency Time! 4 Choosing TV shows Craft: a TV</b> <span>page 86</span>				
<b>11 Have you ever been ...?</b> <span>page 88</span>				
	Places  Words in context: <i>Everest Expeditions</i>	<b>Present perfect: ever</b> <i>Have you ever been to space?</i> <i>Yes, I have. / No, I haven't.</i> <b>Present perfect: never</b> <i>We've never fallen in the mountains.</i>	<b>ea and e spellings:</b> <b>ea:</b> <i>feather, bread, head, heavy</i> <b>e:</b> <i>spend, tent, present, help</i>	<b>R:</b> an account <b>L:</b> identifying details about a mountain expedition <b>S:</b> interviewing an explorer <b>W:</b> topic sentences, writing a blog entry (WB)
<b>Art Time! Australian Art Project: a dot painting</b> <span>page 94</span>				
<b>12 What's the matter?</b> <span>page 96</span>				
	Illness  Words in context: <i>How to stay healthy</i>	<b>should / shouldn't</b> <i>You should drink some water.</i> <i>You shouldn't eat lots of cupcakes.</i> <b>could / couldn't</b> <i>Max couldn't eat his dinner.</i>	<b>le and al endings:</b> <b>le:</b> <i>candle, castle, table, people</i> <b>al:</b> <i>sandal, animal, hospital, cereal</i>	<b>R:</b> an information leaflet <b>L:</b> identifying details about children's healthy lifestyles <b>S:</b> describing what you do to be healthy <b>W:</b> connecting sentences using <i>because</i> and <i>so</i> , writing an information leaflet (WB)
<b>Review 4</b> <span>page 102</span>				
<b>13 Can you help me?</b> <span>page 104</span>				
	Making smoothies  Words in context: <i>Young Heroes</i>	<b>Object pronouns</b> <i>me / you / him / her / it / them / us</i> <b>Relative pronouns</b> <i>This is the boy who didn't put the lid on.</i> <i>This is the smoothie that was in the blender.</i>	<b>el and il endings:</b> <b>el:</b> <i>tunnel, camel, towel, travel</i> <b>il:</b> <i>lentils, pencil, April, pupil</i>	<b>R:</b> two factual accounts <b>L:</b> matching people with how they help others <b>S:</b> asking questions about jobs <b>W:</b> identifying and using subordinate clauses, writing an interview (WB)
<b>Fluency Time! 5 Describing accidents Craft: a room cube</b> <span>page 110</span>				
<b>14 We were fishing</b> <span>page 112</span>				
	Family  Words in context: <i>My relatives are coming!</i>	<b>Past progressive</b> <i>What were you doing?</i> <i>I was looking at photos.</i> <b>Dates and I was born ...</b> <i>My dad was born in 1971. He was born on July 9th 1971.</i>	<b>tion and shion endings:</b> <b>tion:</b> <i>addition, subtraction, invitation</i> <b>shion:</b> <i>fashion, cushion</i>	<b>R:</b> a poem <b>L:</b> identifying favorite memories <b>S:</b> talking about your memories <b>W:</b> poem structure and rhyme, completing a poem (WB)
<b>History Time! The Gold Rush Project: a poster</b> <span>page 118</span>				
<b>15 Good news, bad news</b> <span>page 120</span>				
	Jobs  Words in context: <i>Three Wishes</i>	<b>Simple past and past progressive</b> <i>When I was working, the phone rang.</i> <b>Grammar homophones: there / they're / their</b> <i>There is some good news.</i>	<b>Vocabulary homophones:</b> <i>see / sea, hear / here, wear / where, write / right</i>	<b>R:</b> a traditional story <b>L:</b> identifying children's wishes <b>S:</b> talking about your wishes <b>W:</b> using speech marks, writing the end of a story (WB)
<b>Review 5</b> <span>page 126</span>				



## Lesson One

### 1 Listen and sing. 01


### We're all back together

We're all back together with friends from before.  
We're ready to work and learn some more.

It's time to show what we can do.  
Vacation is over for me and you!

### 2 Listen and read. 02

1



**Teacher** Welcome to 4<sup>th</sup> grade. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?

**Max** My name's Max. I like reading and learning about everything.


**Teacher** That's great, Max.

2



**Max** I have a younger sister. Her name's Holly and she's in 2<sup>nd</sup> grade. She likes listening to music and playing with her toys.


3



**Max** And my Australian cousins are here, too. Amy is in this class. Look!

**Amy** Hello, Miss Wells. I love taking photos and playing sports.

4



**Max** My other cousin is Leo. He's 12. He really loves skateboarding and we do lots of things together.

**Teacher** Great. And do you skateboard together?

**Max** Well, he skateboards and I read books about skateboards!



1 **Speaking** Ask and answer about Max, Amy, Holly, and Leo.

skateboard read play with toys take photos

What does Max like doing?

He likes reading.

2 **Write.** can can't



Oli 1 Can I play some games on the computer, please?

Dad Sorry. No, you 2 \_\_\_\_\_. I'm working on the computer.



Dad But you 3 \_\_\_\_\_ listen to your new MP3 player. Or you 4 \_\_\_\_\_ watch this DVD.



Oli I'd like to watch the DVD. 5 \_\_\_\_\_ I watch it in here?

Dad No, you 6 \_\_\_\_\_. I'm working here. You 7 \_\_\_\_\_ watch it on the DVD player in the living room.

Oli OK, Dad.

3 **Speaking** Choose four foods you would like to buy. Ask and answer.

noodles bread onions meat  
cheese eggs melon  
cucumber cereal lemon milk  
potato grapes banana

What would you like?

I'd like a / some ... , please.



4 **Now write about what your friend would like.**

Maria would like ...



## Lesson Three

### 1 Speaking Ask and answer.

read a comic book  
play the guitar

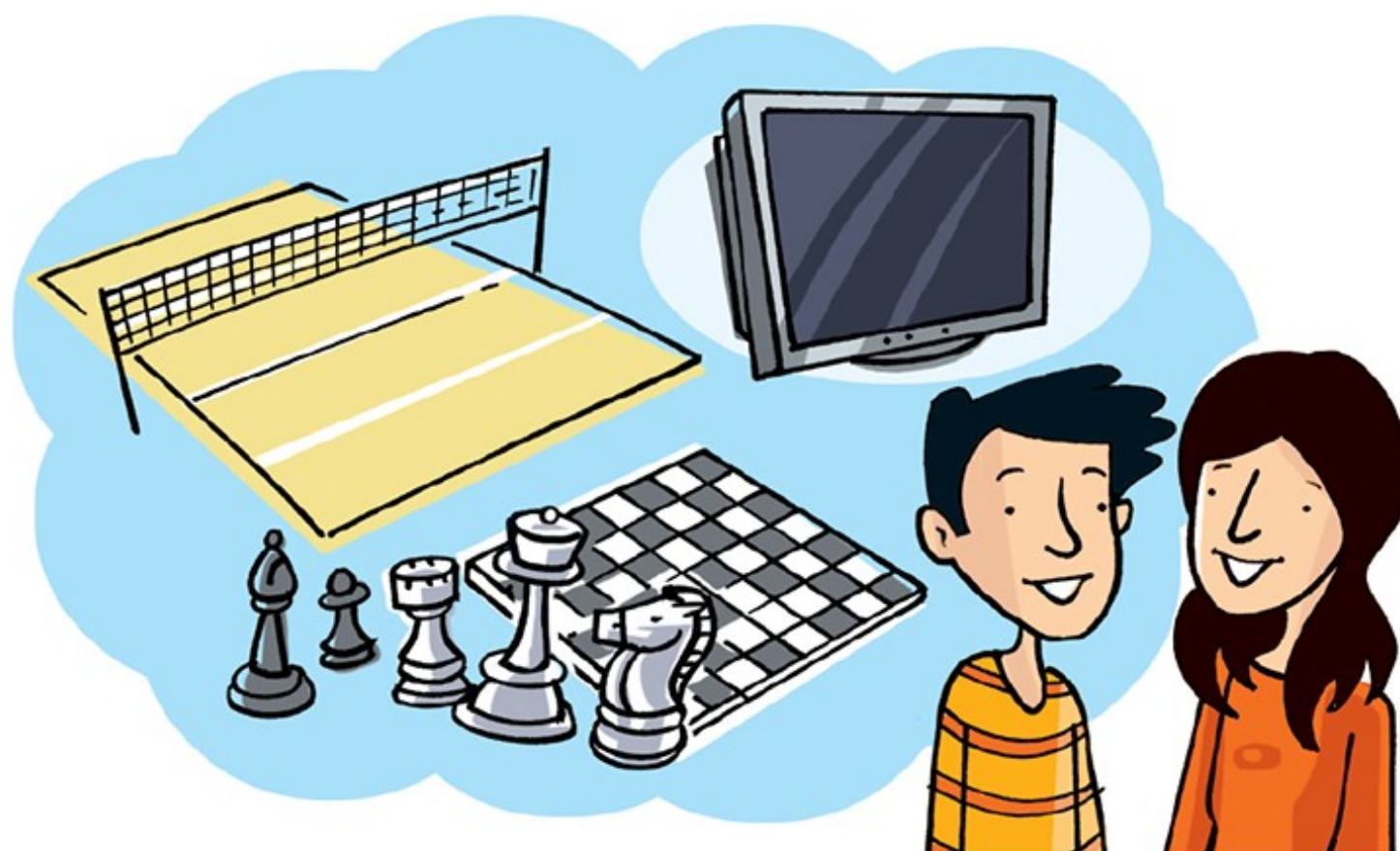
watch TV  
play volleyball

visit his grandma  
play chess



What's he going to do this weekend?

He's going to ...



What are they going to do?

They're going to ...

### 2 Write about what you are going to do this weekend.

*This weekend, I'm going to ...*

### 3 Complete the words.

mp    nt    ld    lt    nd



There is a lamp next to my tent!



Next to the green fields is a beach with white sand.



There is a big plant growing in the pond.



I have a new belt.



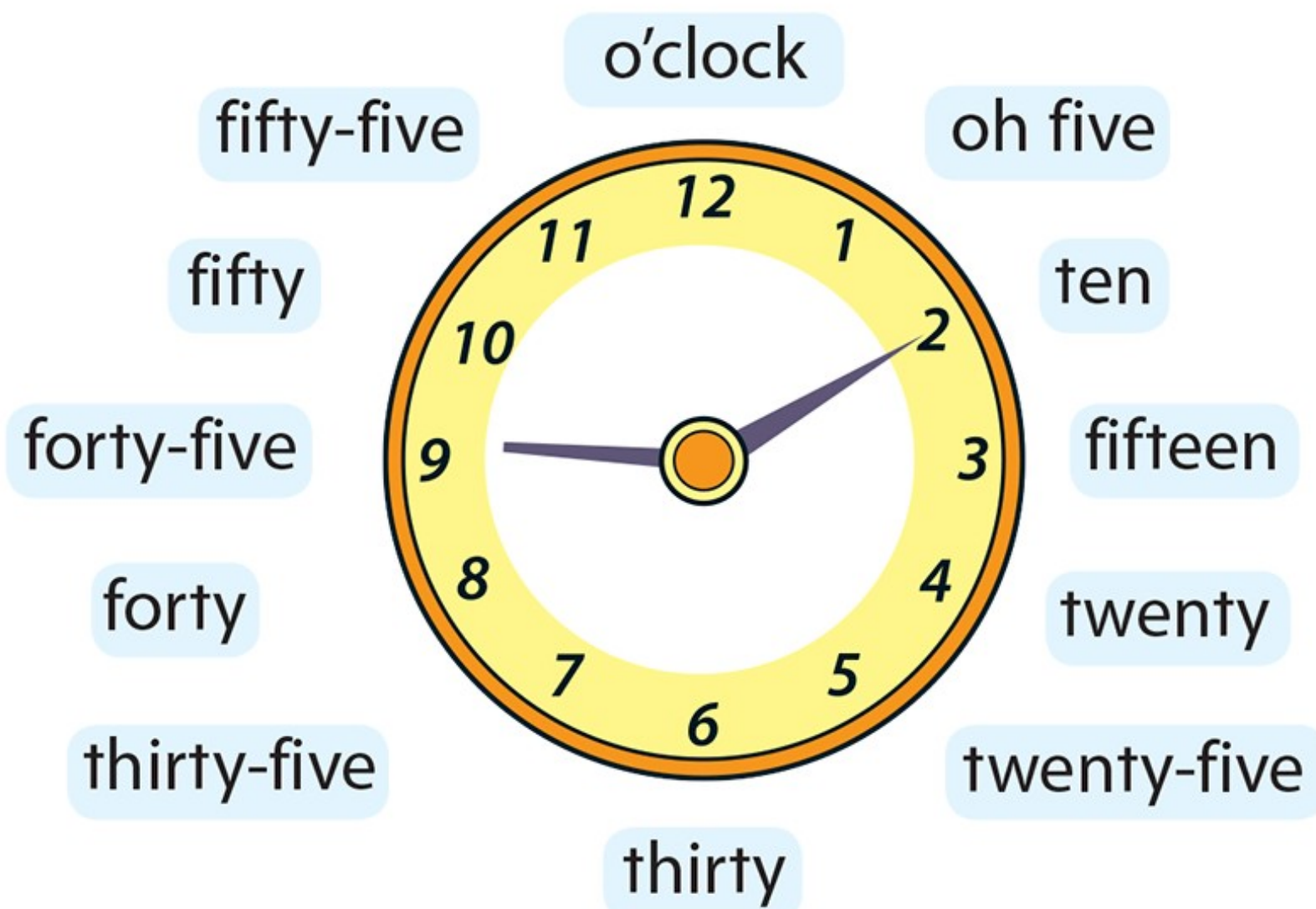
Look at this beautiful quilt.



"Tickets for six children and two adults, please."

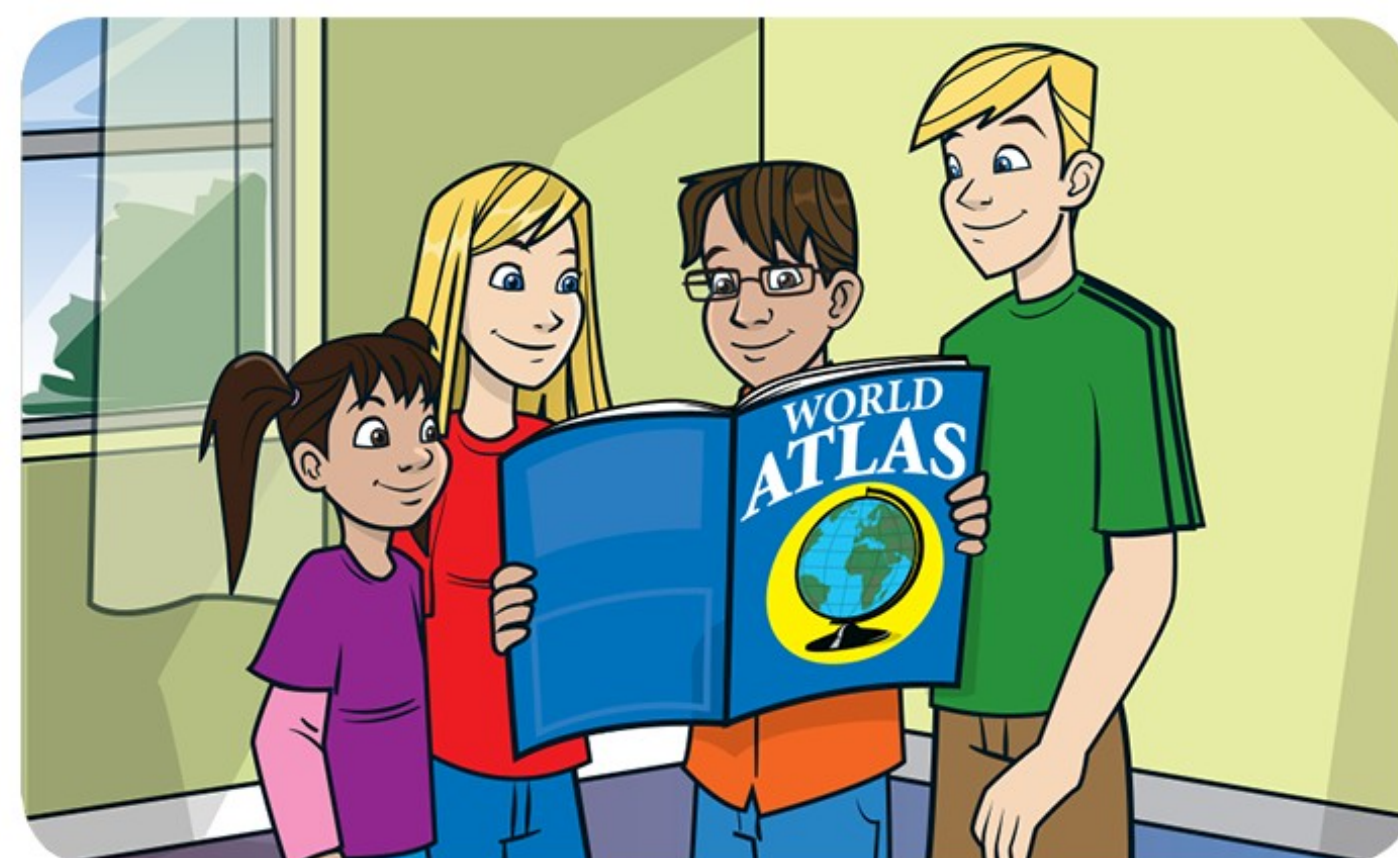


1 **Speaking** Listen, point, and repeat. 03 Ask and answer.



2 Complete the sentences with *er* or *est*.

- Max is taller than Holly. But Leo is the \_\_\_\_\_ cousin. (tall)
- Leo's skateboard is \_\_\_\_\_ than Amy's skates. But Holly's bike is the \_\_\_\_\_. (fast)
- Holly is the \_\_\_\_\_ cousin. But Max is \_\_\_\_\_ than Leo. (young)



3 Write the words in alphabetical order.

Words in a dictionary are in **alphabetical order**. We look at the **first letter** of a word, but when two words have the same letter, we look at the **second letter**.

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

- |                         |              |               |              |
|-------------------------|--------------|---------------|--------------|
| 1 monkey zebra camel    | <u>camel</u> | <u>monkey</u> | <u>zebra</u> |
| 2 winter summer fall    | _____        | _____         | _____        |
| 3 Mexico Vietnam Brazil | _____        | _____         | _____        |
| 4 movie café museum     | _____        | _____         | _____        |
| 5 bike taxi bus         | _____        | _____         | _____        |



## Lesson One Words

1 Listen, point, and repeat. 04



server



uniform



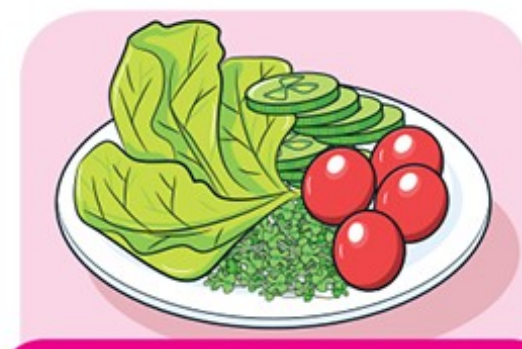
menu



customer



bottle of water

cup of  
coffeeglass of  
milkbowl of  
soupplate of  
salad

2 Listen and read. 05

1

**Max** We always come to this restaurant. The food here is great!

**Holly** Look, Max! All the servers are wearing green today. They usually wear blue uniforms.

2

**Dad** Can I have a bowl of soup and some salad, please?

**Server** Sorry, we don't have any soup. But there are pizzas on the menu. Look!

3

**Holly** That's strange! You usually have soup.

**Server** Usually? But you're our first customers!

**Max** Really? But this is Ken's Café, isn't it?

4

**Server** No, this is The Pizza Place. It's new.

**Dad** So that's why it's different! Let's try it.



- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

## Simple present and present progressive

They usually **wear** blue uniforms.  
They **'re wearing** green today.

Use the **simple present** for things you do **many times** or **all the time**.  
Use the **present progressive** for things you are **doing at the time of speaking**.

We usually **have** soup.  
But we **'re having** pizza now.



We usually eat at *Ken's Café*, but today we're trying *The Pizza Place*. It's great!

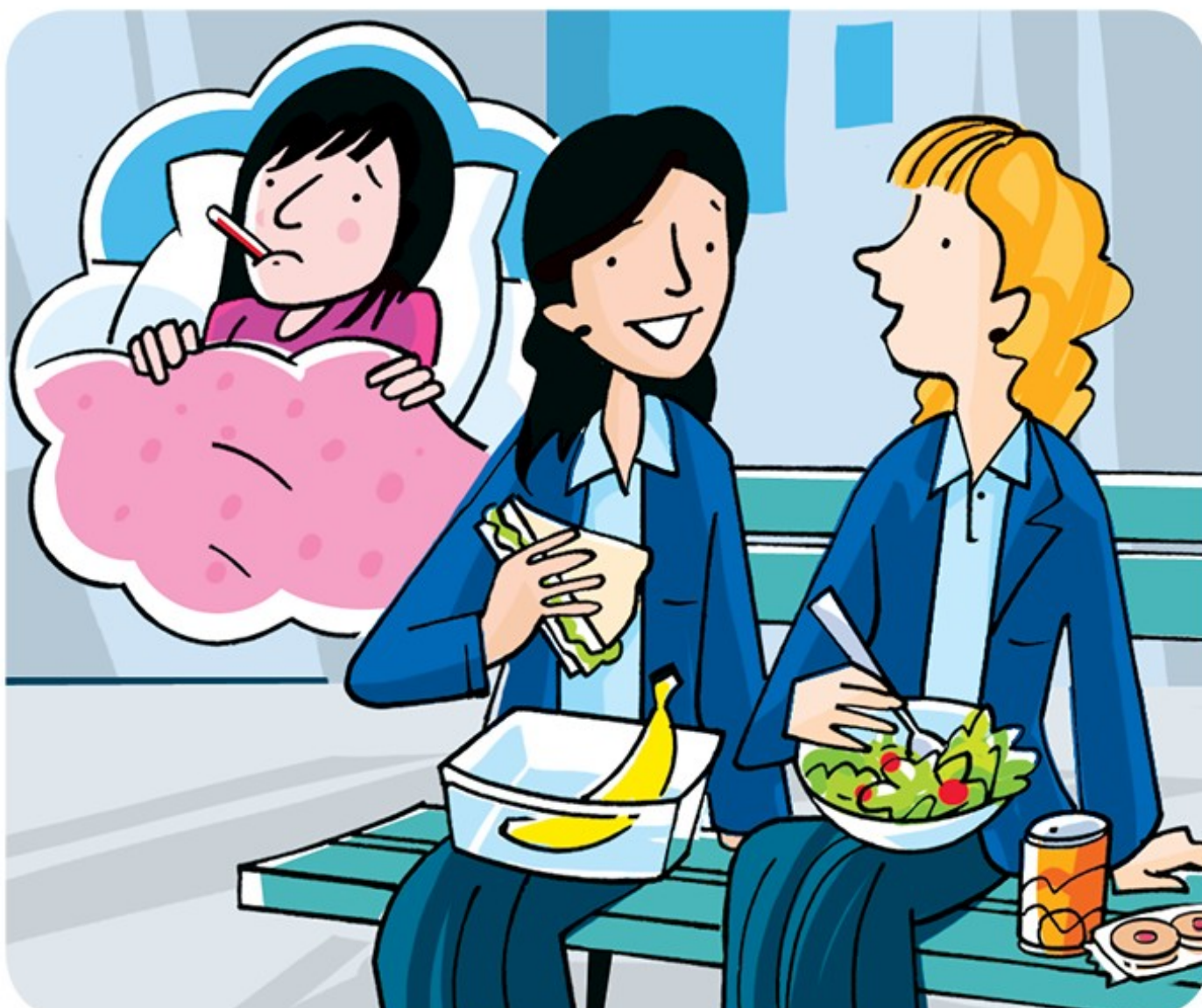
### 3 Read and circle.

- 1 She's drink / drinking / drinks a glass of water now.
- 2 The family are sit / sitting / sits by the door today.
- 3 They usually sit / sitting / sits by the window.
- 4 He never have / having / has soup for dinner.
- 5 She's have / having / has soup now.



### 4 Write.

has    playing    having (x2)    ~~play~~    shares    have



At recess, I usually <sup>1</sup> play with my friends Beth and Alex. Alex isn't at school today, so I'm <sup>2</sup> \_\_\_\_\_ with Beth. We're <sup>3</sup> \_\_\_\_\_ fun today. At lunchtime, I always <sup>4</sup> \_\_\_\_\_ a sandwich and an apple. But there weren't any apples, so today I'm <sup>5</sup> \_\_\_\_\_ a banana. Alex usually <sup>6</sup> \_\_\_\_\_ salad and cookies. Sometimes, she <sup>7</sup> \_\_\_\_\_ her cookies with us. She's a nice girl.



1 Read and learn.

Time markers: simple present and present progressive

always	●	●	●	●
usually	●	●	●	○
sometimes	●	●	○	○
rarely	●	○	○	○
never	○	○	○	○

now	right now
today	at the moment

He **usually** has noodles,  
but he's **eating** pizza **now**.

The words above go **before** the **verb**.  
But they go **after** the verb **to be**.

2 Speaking Think of a girl. Say and answer.

				
Karen	now		sometimes	
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	

She usually has a bowl of salad. She's having ...

It's ...

3 Now write sentences about the girls.

4 Listen and sing. 06

At my friend's house

I'm at my friend's house to eat and play.  
But the food isn't what I eat each day.  
I rarely eat carrots. But I'm eating them right now.  
I didn't know I liked them. But I really love them now.  
I usually drink water. But I'm drinking juice today.  
I didn't know I liked to have fruit this way.  
I'm at my friend's house to eat and play.  
The food is delicious. What a wonderful day.





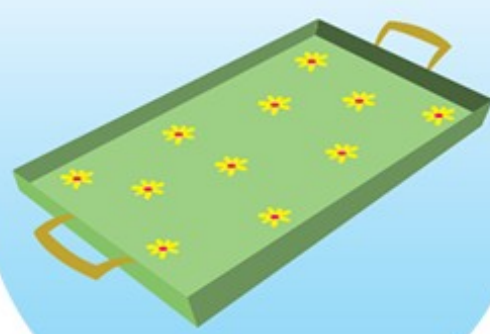
1 Listen, point, and repeat. 07

long a

train



tray



cake



long e

tree



leaves



key



2 Listen and read. 08

1



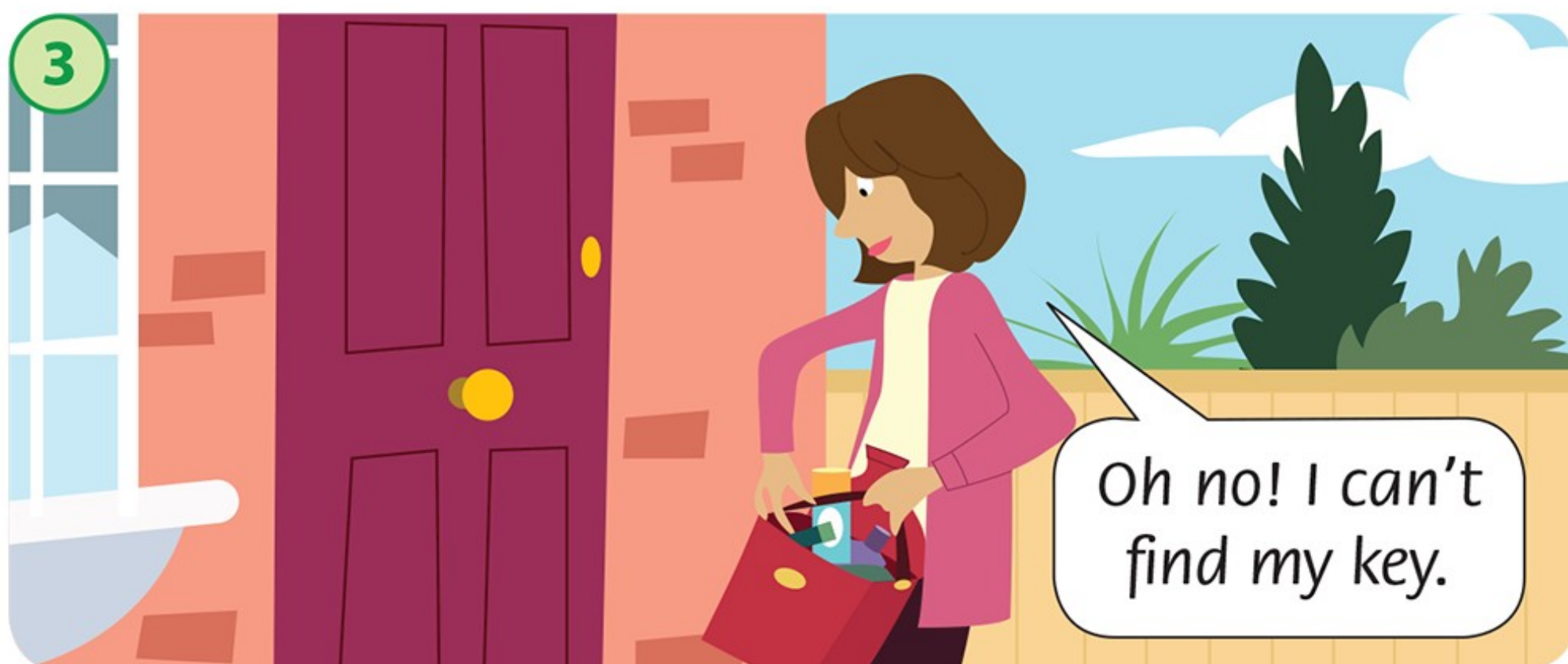
I'm sitting on a train looking out at the rain. I can see some big trees with big, orange leaves.

2



There's a party today. Lots of children are here to play and have races. Look! There is a cake on a tray.

3



Oh no! I can't find my key.

3 Read again. Circle the words with long a sounds and underline the words with long e.

4 Circle the word that contains a different vowel sound.

1 train tray tree play

2 cake peas day rain

3 eating seeing playing dreaming

4 leaves key queen same

5 feet tray space Spain

6 three please snake turkey

7 case race sea lake

8 plane week mean sea