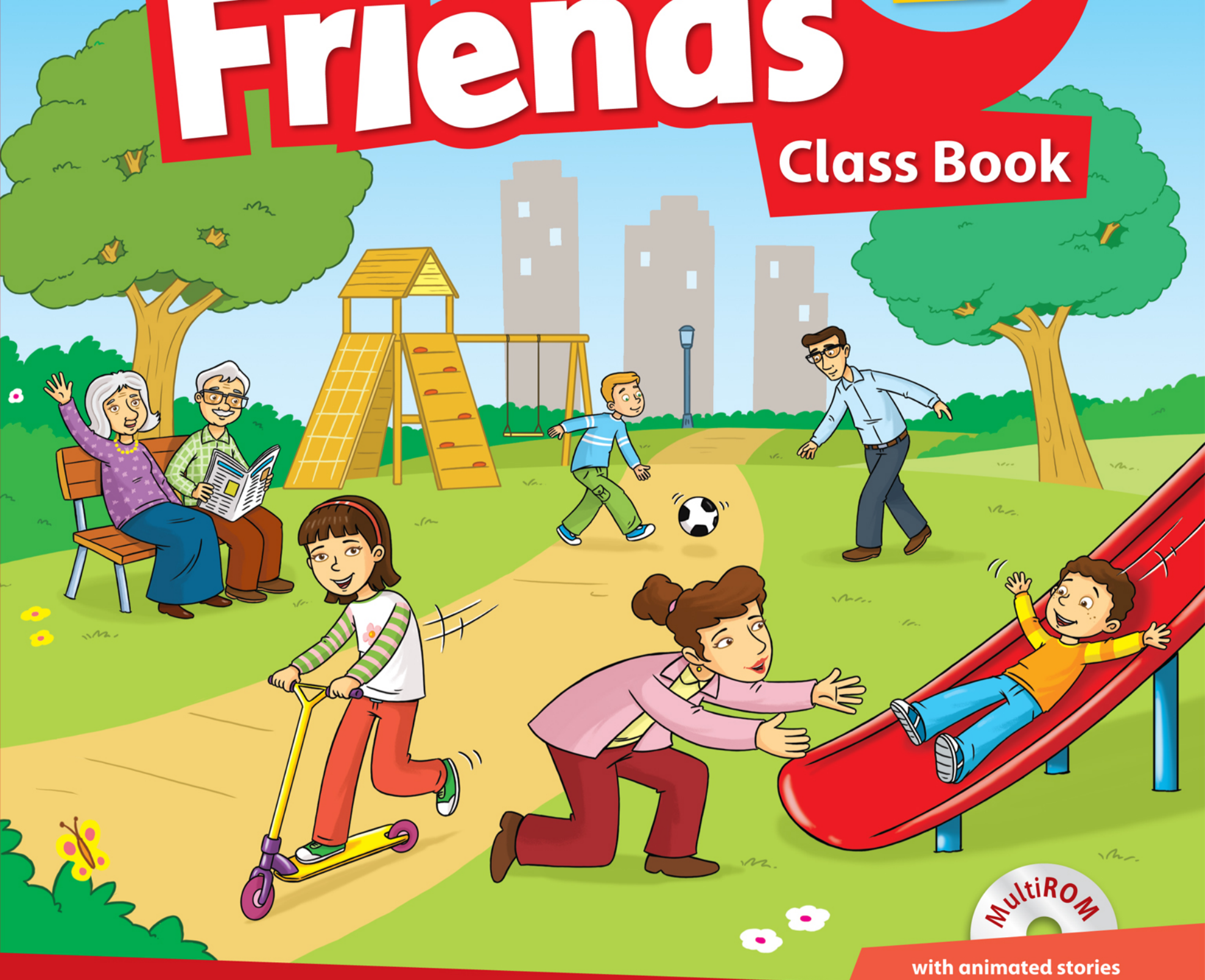


2<sup>nd</sup> Edition

# Family and Friends

2

Class Book



with animated stories

OXFORD

Naomi Simmons

2<sup>nd</sup> Edition

# Family and Friends 2

Class Book



Naomi Simmons

OXFORD  
UNIVERSITY PRESS





# Scope and sequence



**Starter:**  
**Welcome back!** p.4

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

	Words	Grammar	Phonics	Skills
<b>1 Our new things</b> p.8	School things	<i>This / That is ... These / Those are ...</i>	<b>Review of the alphabet and initial sounds</b>	<b>Reading:</b> a description <b>Listening:</b> identifying people and objects <b>Speaking:</b> <i>How many ...? There are ...</i> <b>Writing:</b> capitalisation, writing about my classroom (Workbook)
<b>2 They're happy now!</b> p.14	Feelings	<i>We're / They're ... Are they ...?</i>	<b>Review of digraphs:</b> <b>ch sh th</b> ch: chair teacher sh: shoes fish th: thumb bath	<b>R:</b> a poem: 'My feelings' <b>L:</b> identifying feelings <b>S:</b> <i>Is he sad? No, he isn't. He's ...</i> <b>W:</b> long and short forms, writing about my feelings (WB)
<b>3 I can ride a bike!</b> p.20	Outdoor activities	<i>She can / can't ... Can he ...?</i>  Prepositions of place: <i>behind / in front of next to / between</i>	<b>Review of CVC words:</b> <b>a e i o u</b> a: cat van e: peg bed i: bin fig o: mop dog u: bus jug	<b>R:</b> information on a web page <b>L:</b> identifying outdoor toys <b>S:</b> <i>Where's the skateboard? It's in front of the table.</i> <b>W:</b> using <i>a / an</i> , writing about what I can and can't do (WB)
<b>Fluency Time! 1</b> p.26	<b>Classroom language</b>		<b>Project: a school word wheel</b>	
<b>Review 1</b> p.28				
<b>4 Have you got a milkshake?</b> p.30	Food  Numbers 20–100	<i>Have you got ...? I have / haven't ... Has he got ...? He has / hasn't ...</i>	<b>Consonant blends:</b> <b>gr br fr</b> gr: grass grapes br: brush bread fr: frog frisbee	<b>R:</b> a caption story <b>L:</b> identifying which food items are available <b>S:</b> <i>Have you got apples? Yes, we have.</i> <b>W:</b> question marks and full stops, writing about my lunch (WB)
<b>5 We've got English!</b> p.36	School subjects  School rooms	<i>What / When have we got ...? We've got ... our / their</i>	<b>Consonant blends:</b> <b>dr tr cr</b> dr: drum dress tr: truck tree cr: crayon crab	<b>R:</b> a description on a web page <b>L:</b> identifying school rooms <b>S:</b> <i>What have we got in the art room? We've got ...</i> <b>W:</b> capital letters, writing about my school subjects (WB)
<b>6 Let's play after school!</b> p.42	After-school activities	<i>I visit ... I don't have ...</i>	<b>Consonant blends:</b> <b>fl pl bl</b> fl: flower flat pl: plum plate bl: blanket blue	<b>R:</b> information texts <b>L:</b> identifying after-school activities <b>S:</b> <i>I read a book. I don't ride a bike.</i> <b>W:</b> verbs, writing about what I do after school (WB)
<b>Fluency Time! 2</b> p.48	<b>Shopping</b>		<b>Project: a market stall</b>	
<b>Review 2</b> p.50				
<b>7 Let's buy presents!</b> p.52	Special days	<i>What does he like? He likes / doesn't like ...</i>	<b>Consonant blends:</b> <b>cl gl sl</b> cl: cloud clock gl: gloves glue sl: slide slippers	<b>R:</b> instructions on making a card <b>L:</b> identifying suitable presents for people according to their preferences <b>S:</b> <i>What does he like? He likes tennis.</i> <b>W:</b> long and short forms, writing about presents for my mum (WB)



	Words	Grammar	Phonics	Skills
<b>8 What's the time?</b> p.58	Everyday activities  Times of the day	What's the time? It's ... o'clock. He ... at ... o'clock.	<b>Consonant blends:</b> <b>sm sn st sk</b> sm: smile small sn: snow snake st: stairs star sk: sky skates	<b>R:</b> information texts <b>L:</b> listening for time and activities <b>S:</b> He has breakfast. <b>W:</b> identifying Wh- questions, writing about my day (WB)
<b>9 Where does she work?</b> p.64	Places	Where does he work? He works in a ... Does she work in a ...?	<b>Long vowels:</b> <b>a + magic e</b> lake face gate plane	<b>R:</b> a magazine interview <b>L:</b> listening for detail in an interview <b>S:</b> What are Peter's favourite animals? They're monkeys. <b>W:</b> using commas with and in lists, writing about where my family works (WB)
<b>Fluency Time! 3</b> p.70 <b>Making plans</b> <b>Project: a mini book</b>				
<b>Review 3</b> p.72				
<b>10 It's hot today!</b> p.74	Weather  Weather activities	What's the weather like? It's ... Put on / Don't put on ...	<b>Long vowels:</b> <b>i + magic e</b> bike white kite line nine	<b>R:</b> a weather report <b>L:</b> identifying the weather at certain times from the weather report <b>S:</b> It's Monday. What's the weather like? <b>W:</b> verbs and adjectives, writing about the weather (WB)
<b>11 What are you wearing?</b> p.80	Clothes  Time	Present continuous: What are you wearing? What's he wearing? I'm / He's wearing ...	<b>Long vowels:</b> <b>o + magic e</b> nose bone rope home stone	<b>R:</b> a poem: 'At the airport' <b>L:</b> identifying people by their clothing <b>S:</b> What's she wearing? She's wearing ... He's wearing a red shirt. Who is it? <b>W:</b> writing the time, writing about my clothes (WB)
<b>12 You're sleeping!</b> p.86	Celebrations  Getting ready	Present continuous: What are you / they doing? I'm / We're / They're ... What's he / she doing? He's / She's ...	<b>Long vowels:</b> <b>u + magic e</b> June tube flute cube	<b>R:</b> a descriptive email <b>L:</b> listening for detail to distinguish between photos <b>S:</b> What's he doing? He's dancing. <b>W:</b> present continuous verbs, writing about a party (WB)
<b>Fluency Time! 4</b> p.92 <b>At a party</b> <b>Project: a present</b>				
<b>Review 4</b> p.94				
<b>13 Look at all the animals!</b> p.96	Farm animals  Adjectives	Comparatives: This cow is bigger than that cow.	<b>Long vowels:</b> <b>ee</b> tree cheese green feet three	<b>R:</b> a parents' letter <b>L:</b> identifying animals by their feelings <b>S:</b> It's nervous. What is it? <b>W:</b> using and to connect sentences, writing about a farm visit (WB)
<b>14 Look at the photos!</b> p.102	Memories  Tidying up	Past simple: I was / wasn't ... You were / weren't ...	<b>Short &amp; long vowels:</b> cub cube tap tape pip pipe	<b>R:</b> a school article <b>L:</b> identifying people by their feelings and appearance <b>S:</b> He was a fireman (in the school play). <b>W:</b> and / or, writing about me and my friends (WB)
<b>15 Well done!</b> p.108	People  Ordinal numbers	Past simple: There were some / weren't any ... Irregular plurals	<b>ng / nk</b> ring king swing bank sink pink	<b>R:</b> a fairytale <b>L:</b> identifying actions and emotions <b>S:</b> What's Suzy doing? She's ... Is she sad? No, she isn't. She's ... <b>W:</b> irregular plurals, writing about a school open day (WB)
<b>Fluency Time! 5</b> p.114 <b>Playing games</b> <b>Project: a card game</b>				
<b>Review 5</b> p.116				
<b>Culture</b> p.118 <b>Games, Meals, At home</b>				
<b>Grammar reference</b> p.124				



## Lesson One

1 Listen and sing.  01

2 Sing and do.

### Let's sing!

#### Welcome song



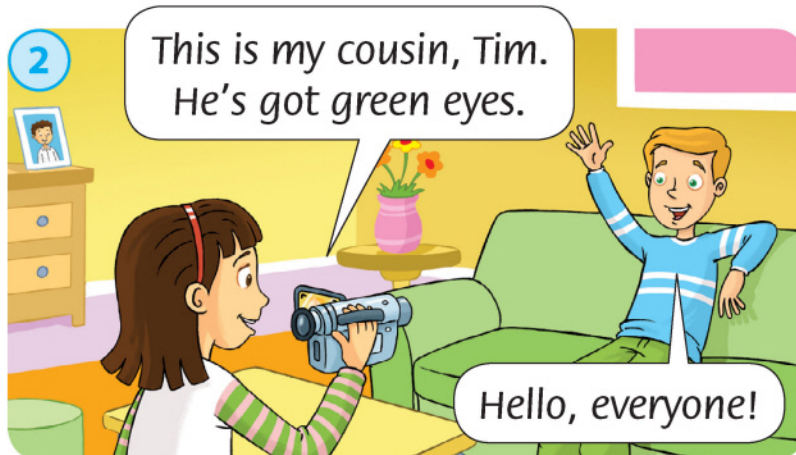
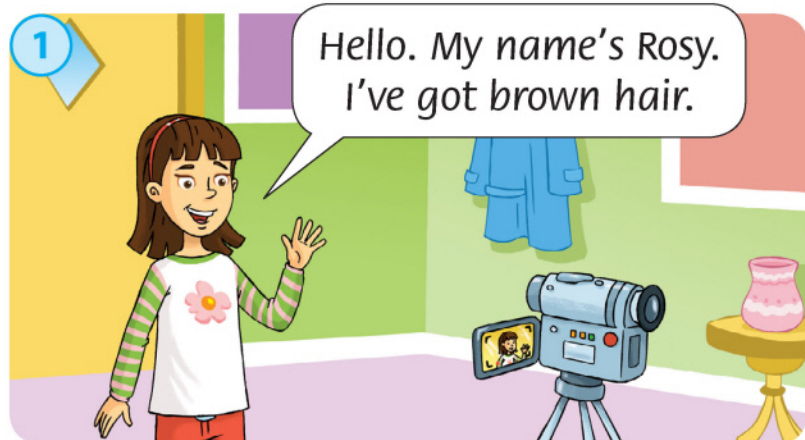
Welcome back  
To all our friends.  
Fun and learning  
Never end!



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's got brown hair. ☒ T ☐ F

3 Tim's got brown eyes. ☐ T ☐ F

5 Billy is four. ☐ T ☐ F

2 Tim is Rosy's brother. ☐ T ☐ F

4 Billy's got curly hair. ☐ T ☐ F

6 Billy is under the bed. ☐ T ☐ F

3 Listen and number.  03

mum dad brother sister grandma grandpa  
aunt uncle cousin



4 Point and say.

long short curly straight brown black white

This is Rosy's mum. She's got curly hair.

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



## 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



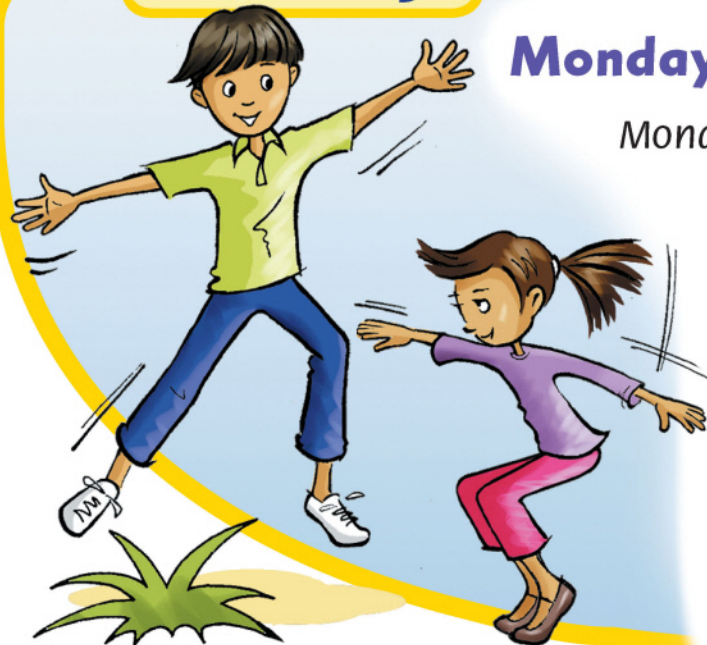
2



### 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.

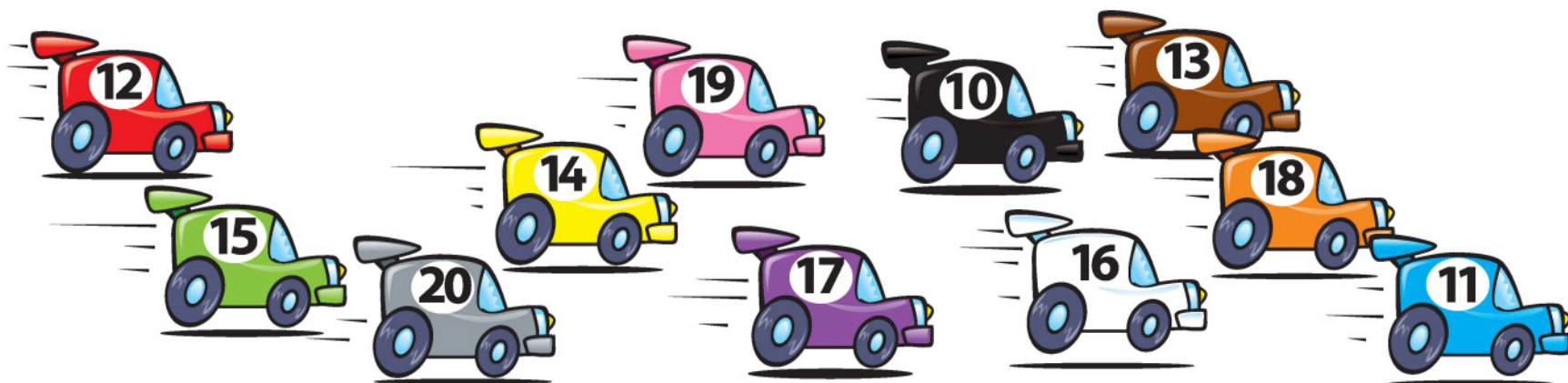
ball car train doll teddy puzzle bike



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 grey

What colour is number 18?

It's ...

## 3 Write the numbers.

ten 10

thirteen \_\_\_\_\_

seventeen \_\_\_\_\_

twenty \_\_\_\_\_

fifteen \_\_\_\_\_

fourteen \_\_\_\_\_

eleven \_\_\_\_\_

twelve \_\_\_\_\_

sixteen \_\_\_\_\_

eighteen \_\_\_\_\_

nineteen \_\_\_\_\_



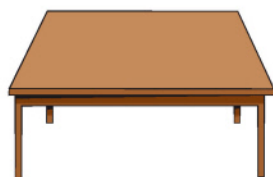
## Lesson One Words

1 Listen, point and repeat. 06

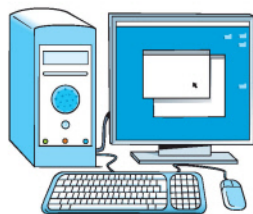
2 Listen and chant. 07



classroom



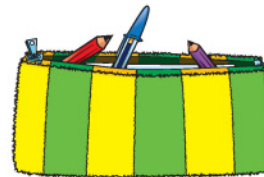
table



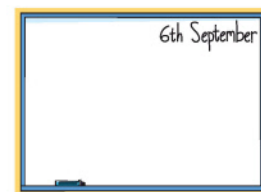
computer



peg



pencil case



board

3 Listen and read. 08



Watch the MultiROM! ▶





- 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 pegs.

- 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 pegs



Those are pegs.

This is a ...

That is a ...

These are ...



## Lesson Three Song

1 Listen, point and repeat.  09



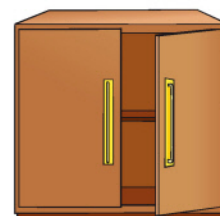
poster



picture



drawers



cupboard



CD player

2 Listen and sing.  10

3 Sing and do.

### Let's sing!



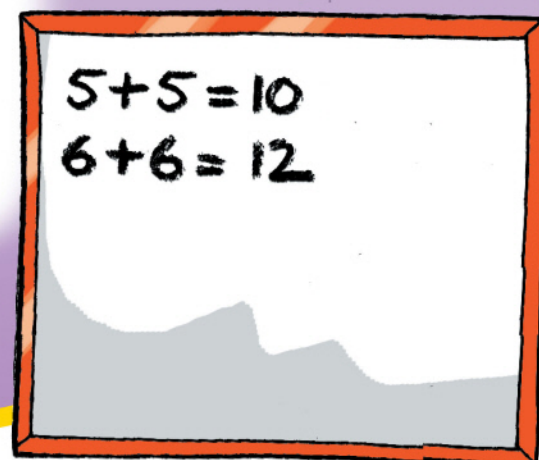
### What's in the classroom?

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 cupboard  
For you and for me.

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

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





## 1 Listen and chant. 11



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

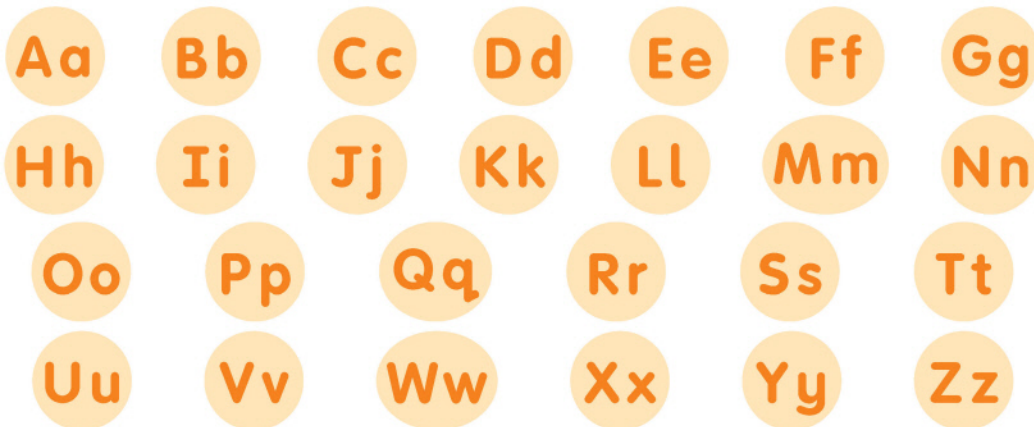
H, I, J, K, L, M, N,  
Close your eyes and count to ten.

O, P, Q, R, S, T,  
Touch your nose and touch your knee.

U, V, W, X, Y, Z,  
Touch your feet and touch your head.



## 2 Listen, point and repeat. 12



## 3 Listen and circle the correct sound. 13

