

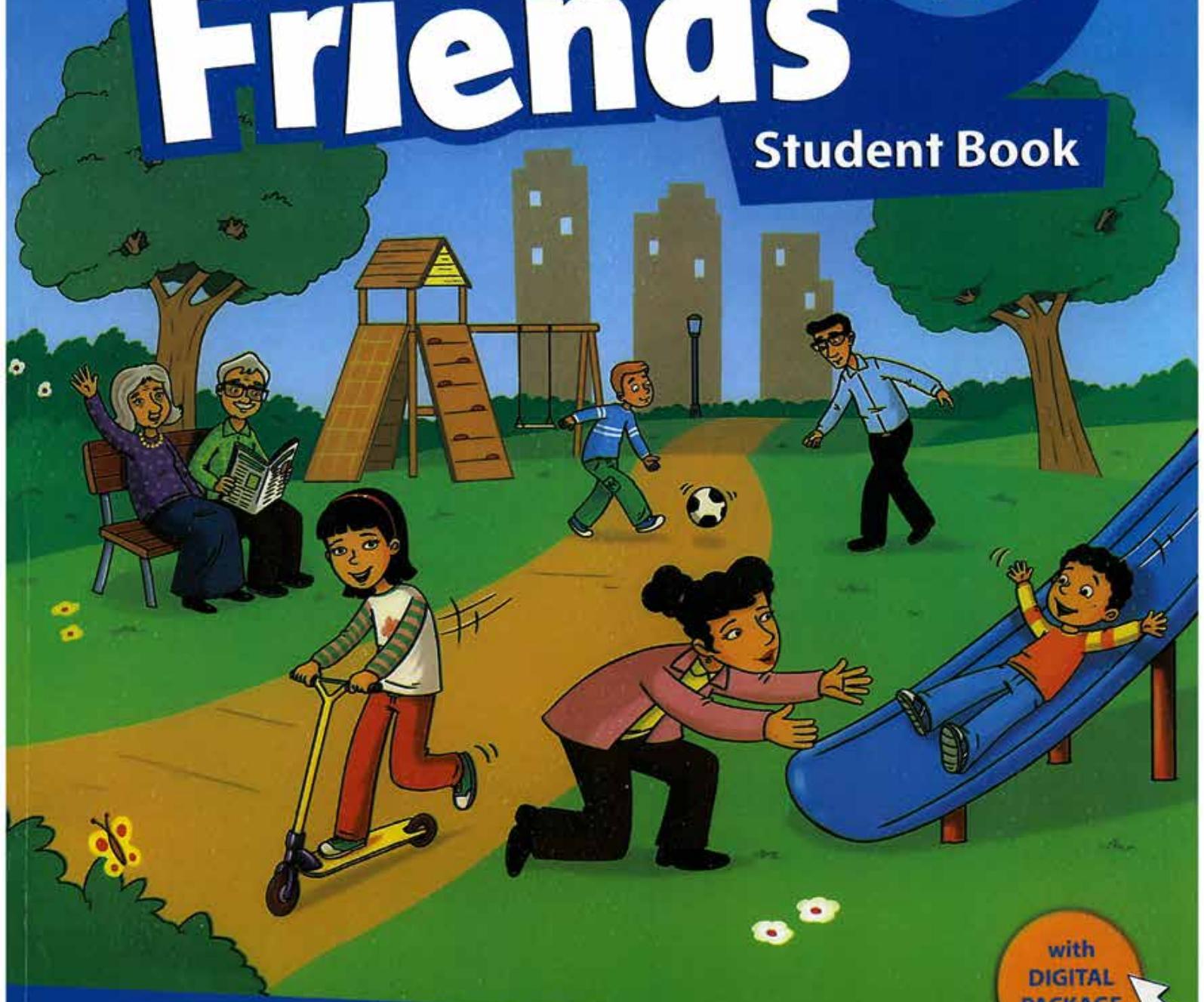
American

Family and Friends

1

2nd Edition

Student Book



with
DIGITAL
PACKAGE

OXFORD

Naomi Simmons

American

Family for and Friends

2nd Edition

1

Student Book



Naomi Simmons

OXFORD
UNIVERSITY PRESS

Scope and sequence



Starter: Hello! p.4

Hello. Goodbye. How are you? I'm fine, thank you. What's your name? My name's ...
How old are you? I'm ... Numbers 1–10 Days of the week Colors of the rainbow

| | Words | Grammar | Phonics | Skills |
|--------------------------------------|----------------------|--|--|--|
| 1 What's this? p.8 | School things | <i>What's this? It's a pen.</i> | Initial sounds: <i>a b c d</i> Aa: apple Bb: bird Cc: cat Dd: dog | Reading: a description Listening: identifying objects Speaking: <i>What's this? It's ...</i> Writing: counting words in a sentence, writing about my school things (Workbook) |
| Fluency Time! 1 p.14 | Greetings | Craft: a face mask | | |
| 2 Playtime! p.16 | Toys | <i>my / your Is this your teddy bear? Yes, it is. No, it isn't.</i> | Initial sounds: <i>e f g h</i> Ee: egg Ff: fig Gg: goat Hh: hat | R: a poem: "My favorite things" L: identifying favorite things S: <i>What's your favorite ...?</i> W: dividing sentences into words, writing about my favorite toys (WB) |
| Math Time! p.22 | Addition | Project: a math board game | | |
| 3 This is my nose! p.24 | My body | <i>arm / arms This is ... These are ...</i> | Initial sounds: <i>i j k l</i> Ii: ink Jj: jelly Kk: kite Ll: lion | R: instructions L: identifying different animals S: describing an animal's features W: identifying full sentences, writing about my body (WB) |
| Review 1 p.30 | | | | |
| 4 He's a hero! p.32 | Jobs | <i>She's / He's a teacher. Is she / he a teacher? Yes, she is. No, he isn't.</i> | Initial sounds: <i>m n o p</i> Mm: mom Nn: nurse Oo: orange Pp: pen | R: an autobiography L: identifying people by their jobs S: <i>Is he a doctor?</i> W: capital letters and periods, writing about my family (WB) |
| Fluency Time! 2 p.38 | Introductions | Craft: a finger puppet | | |
| 5 Where's the ball? p.40 | The park | <i>Where's the ball? in / on / under</i> | Initial sounds: <i>q r s t u</i> Qq: queen Rr: rabbit Ss: sofa Tt: tiger Uu: umbrella | R: a puzzle text L: identifying objects by location S: <i>Where's the kite?</i> W: capital letters at the start of names, writing about the park (WB) |
| Art Time! p.46 | Colors | Project: a rainbow | | |
| 6 Billy's teddy bear! p.48 | My family | Possessive 's | Initial sounds: <i>v w x y z</i> Vv: van Ww: window Xx: box Yy: yo-yo Zz: zebra | R: a caption story L: distinguishing details S: <i>Who's this?</i> W: question marks, writing about my family's things (WB) |
| Review 2 p.54 | | | | |

| | | Words | Grammar | Phonics | Skills |
|-----------|-------------------------------------|-------------------------------|---|--|---|
| 7 | Are these his pants? p.56 | My clothes | <i>This is her / his T-shirt. Are these his socks? Yes, they are. No, they aren't.</i> | The alphabet: the alphabet letter names and their sequence | R: a caption story L: identifying clothes S: <i>What color are these pants?</i> W: contractions: 's, writing about my favorite clothes (WB) |
| | Fluency Time! 3 p.62 | | Playing outside | Craft: a park poster | |
| 8 | Where's Grandma? p.64 | My house | <i>Is she in the kitchen? Yes, she is. No, she isn't. Where are Dad and Billy? Are they in the yard? No, they aren't.</i> | Digraphs: sh shoes sheep fish | R: information on a webpage L: listening for location S: <i>Where are the bedrooms?</i> W: identifying vowels, writing about my home (WB) |
| | Social Studies Time! p.70 | | Jobs | Project: a pop-up book | |
| 9 | Lunchtime! p.72 | My lunchbox | <i>I have two sandwiches. I don't have my lunchbox. an apple (an + a, e, i, o, u)</i> | Digraphs: ch chair teacher chick | R: information texts L: identifying key words S: <i>I have a banana and a pear ...</i> W: using a and an, writing about my lunchbox (WB) |
| | Review 3 p.78 | | | | |
| 10 | A new friend! p.80 | My friends Shapes | <i>He / She has ... He / She doesn't have ... It has ... It doesn't have ...</i> | Digraphs: th three bath teeth | R: a descriptive letter L: identifying different friends S: <i>She has blond hair. Who is it?</i> W: contractions: 's / 've, writing about my friend (WB) |
| | Fluency Time! 4 p.86 | | Getting dressed | Craft: a clothes cube | |
| 11 | I like monkeys! p.88 | The zoo | <i>I like monkeys. I don't like elephants. They're big. I'm little.</i> | CVC words: a cat man fan | R: a poem: "What am I?" L: identifying preferences S: <i>It has four legs. It's black and orange.</i> W: identifying adjectives, writing about animals I like (WB) |
| | Science Time! p.94 | | Animals | Project: animal cards | |
| 12 | Dinnertime! p.96 | Food Drinks | <i>Do you like carrots? Yes, I do. No, I don't. What do you like? I like yogurt.</i> | CVC words: e bed pen red | R: information texts L: identifying food preferences S: <i>What do you like?</i> W: negative contractions: n't, writing about food I like (WB) |
| | Review 4 p.102 | | | | |
| 13 | Clean up! p.104 | My bedroom Numbers 11 – 20 | <i>There's ... There are ...</i> | CVC words: i pig fig pin | R: a descriptive letter L: distinguishing details S: <i>Where are the shoes?</i> W: question marks and periods, writing about my bedroom (WB) |
| | Fluency Time! 5 p.110 | | At the dinner table | Craft: a plate of food | |
| 14 | Action Boy can run! p.112 | Verbs | <i>He can / can't fly. Can he talk? Yes, he can. No, he can't.</i> | CVC words: o pot fox hop | R: descriptions L: identifying animals S: <i>It can run. It's brown and big.</i> W: contractions: can't, writing about what I can do (WB) |
| | Geography Time! p.118 | | Volcanoes | Project: a volcano | |
| 15 | Let's play ball! p.120 | The beach | <i>Let's + verb</i> | CVC words: u rug bug sun | R: a postcard L: distinguishing details S: <i>Let's play ball!</i> W: identifying verbs, writing about the beach (WB) |
| | Review 5 p.126 | | | | |

1 Listen, point, and repeat.  01

Rosy



Tim



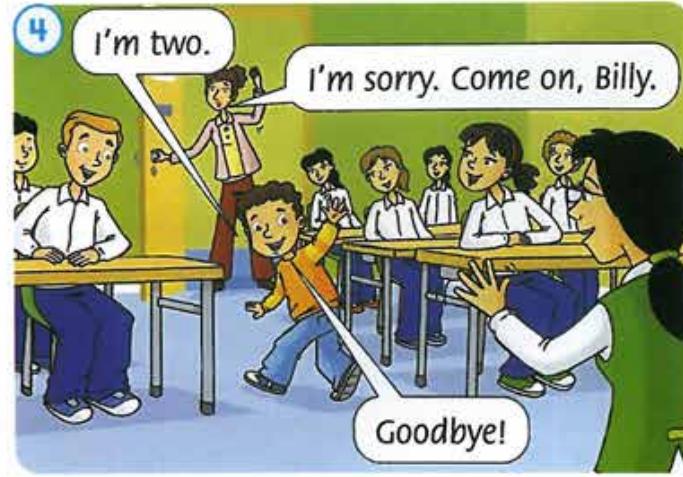
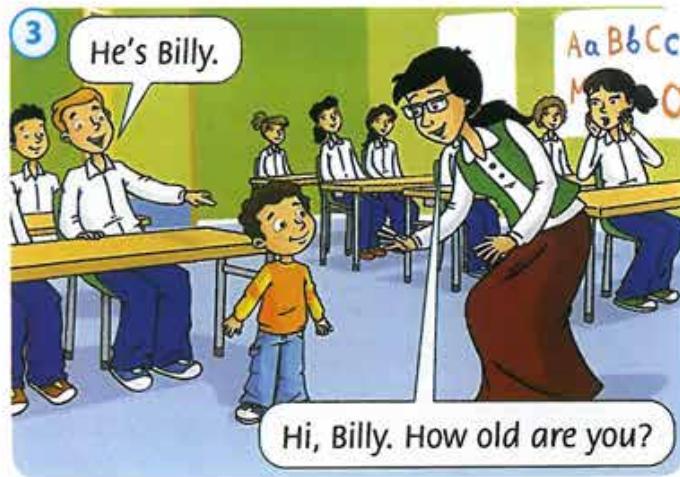
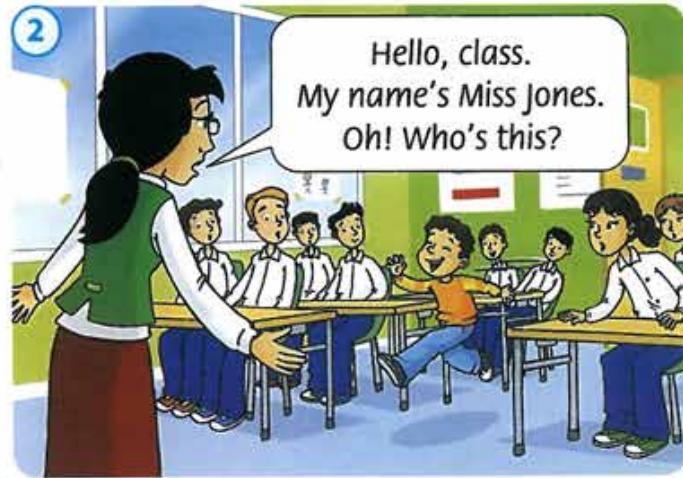
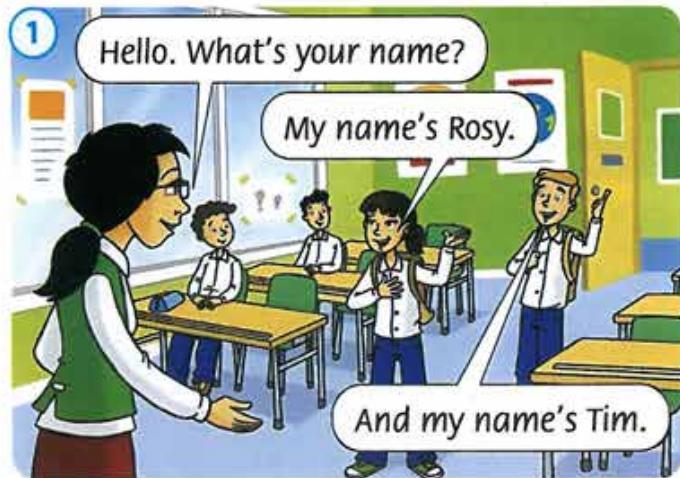
Billy



Miss Jones

2 Listen and sing.  02

Hello, Rosy. Hello, Tim. Hello, everyone.
Hello, Billy and Miss Jones. Come and have some fun!

3 Listen and read.  03

1 Listen to the story again and repeat. Act.

2 Ask and answer.



Hello. What's your name?



My name's Pete.
What's your name?

My name's Jon.

3 Listen and sing your name. 04

Let's sing!

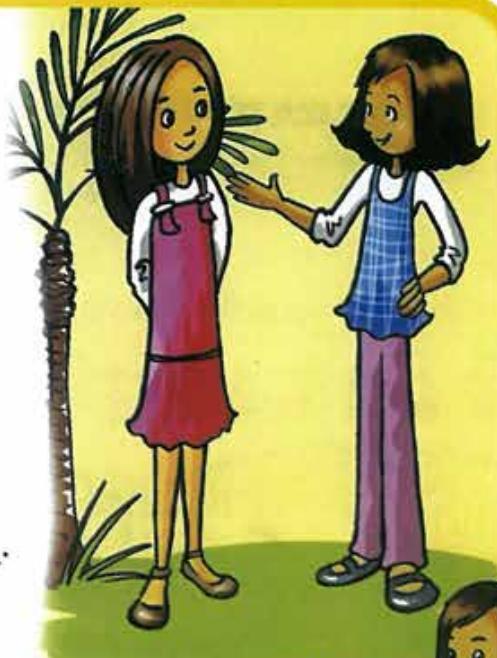


Hello, hello!

Hello, hello,
How are you?
I'm fine, thank you.
I'm fine, thank you.

Hello, hello,
What's your name?
My name's _____.
That's my name.

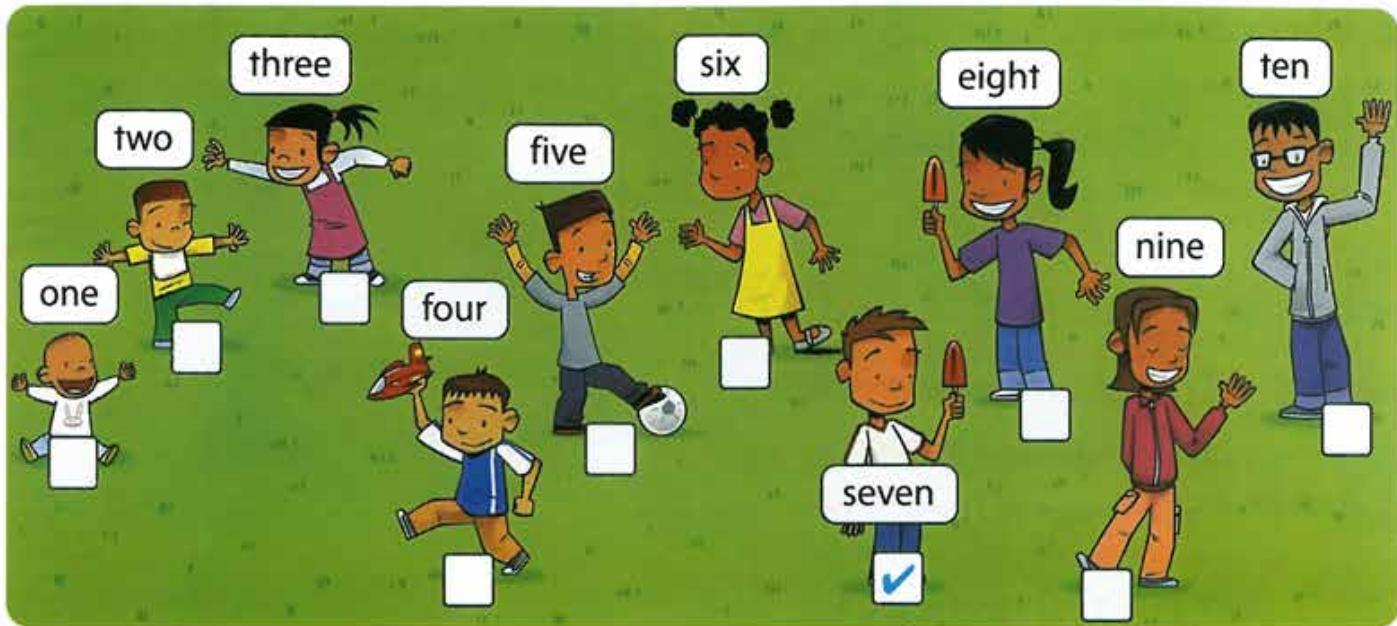
Goodbye, goodbye,
Goodbye to you ...



Lesson Three

1 Listen, point, and repeat. 05

2 Listen and check (✓). 06



3 Look at the picture again. Point, ask, and answer.

How old are you?

I'm seven.

4 Listen and point. Listen and chant. 07



1 Listen, point, and repeat.  082 Listen and sing.  09

3 Sing and do.

Let's sing!

Sing a rainbow!

Red and yellow,
And pink and green,
Purple and orange,
And blue.

I can sing a rainbow,
Sing a rainbow,
Sing a rainbow, too.

4 Match.



orange

red

pink

purple

blue

green

yellow

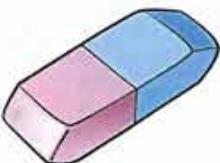
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What's this?

Lesson One Words

1 Listen, point, and repeat.  10

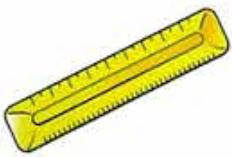
pen



eraser



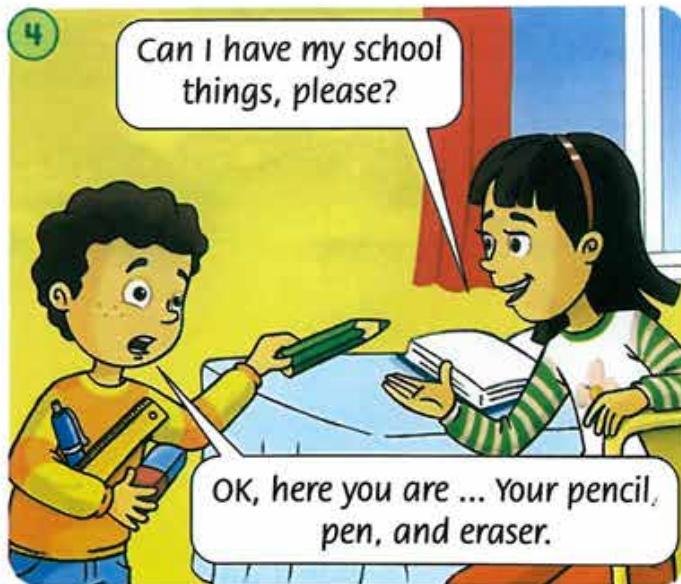
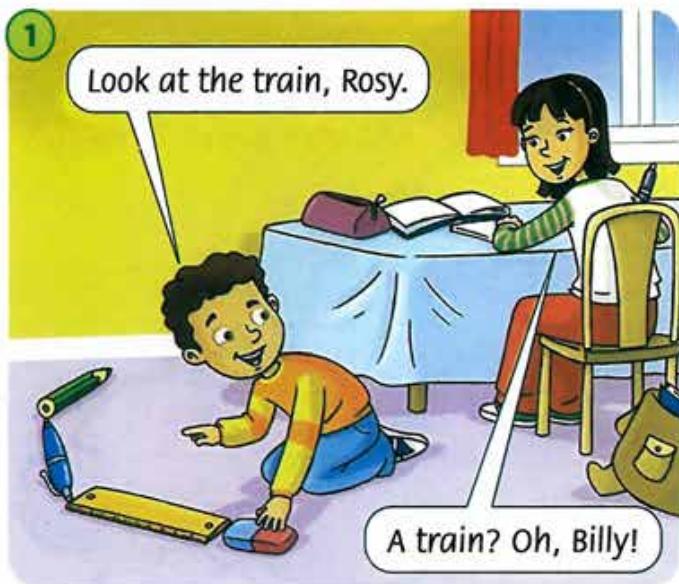
pencil



ruler



book

3 Listen and read.  12

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

Let's learn!



What's this?
It's a pen.

What's = What is
It's = It is

3 Write.



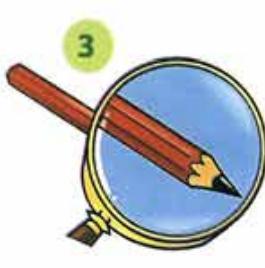
What's this?

It's a pen.



What's this?

_____ an eraser.



What's this?

_____ a pencil.



What's this?

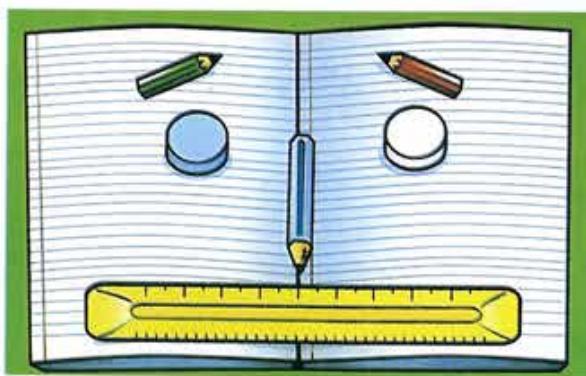
_____ a ruler.

4 Point, ask, and answer.

pen pencil eraser ruler book

What's this?

It's a pencil.

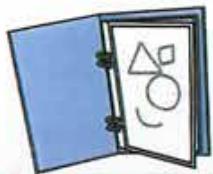


Lesson Three Song

1 Listen, point, and repeat. 13



bag



folder



door



window



bookcase

2 Listen and sing. 14

3 Sing and do.

Let's sing!



Open the book!

What's this?

What's this?

It's a book.

Open the book.

Close the book.

What's this?

What's this?

It's a door ...

What's this?

What's this?

It's a bag ...

What's this?

What's this?

It's a window ...

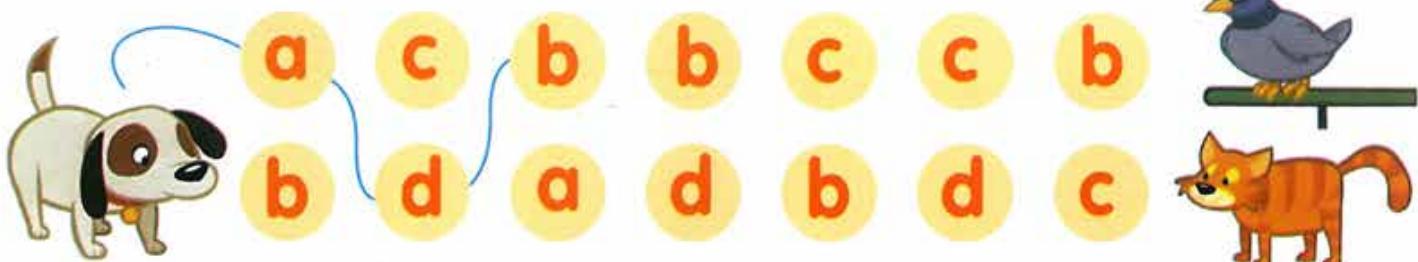


1 Listen, point, and repeat.  152 Listen and chant.  16

This is an apple, a, a, apple.
 This is a bird, b, b, bird.
 This is a cat, c, c, cat.
 This is a dog, d, d, dog.

3 Listen to the sounds and join the letters.  17

What does the dog have?



4 Read and circle the sounds a, b, c, d at the start of the words.



The cat likes birds.
 The dog likes apples.
 Here's the cat with the bird.
 Here's the dog with the apple.



Skills Time!

Lesson Five

Reading

1 Point to four school things. Say the words.

2 Listen and read.  18

1

My name's Emma. This
is my school bag.

2

This is my pencil case.
It's green.

4

This is my blue pen.
And this is my pink pen.

3

And this is my pencil.

5

Look at this! It's an eraser.



6

Can I see your bag?

3 Read again. Write ✓ or ✗.

1 pencil

✓

2 pen

3 book

4 folder

5 door

6 eraser

Listening

1 Listen and check (✓) the correct picture.  19



Speaking

2 Open your bag. Ask and answer.



Writing preparation

3 Count the words in each sentence.

This is my bag. 4
 1 2 3 4

1 This is my pen.

2 Look at this.

3 Thank you.

4 Close the door.

5 This is a blue folder.

6 Open the window.

Complete
the writing
task on
page 13
of the
Workbook.



Fluency Time! 1



Everyday English

1 Watch and listen. Read and say.



Kate: Hi, Ellie. How are you?
Ellie: I'm fine, thanks.



Ellie: And how are you?
Kate: I'm fine, thanks.

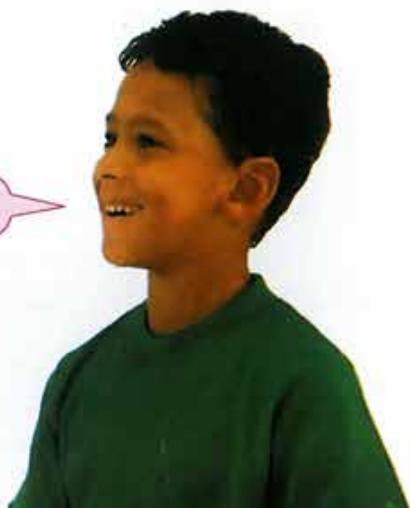
2 Watch and listen. Number.



3 Speaking Ask and answer.



How are you?



I'm fine, thanks. How are you?

I'm fine.