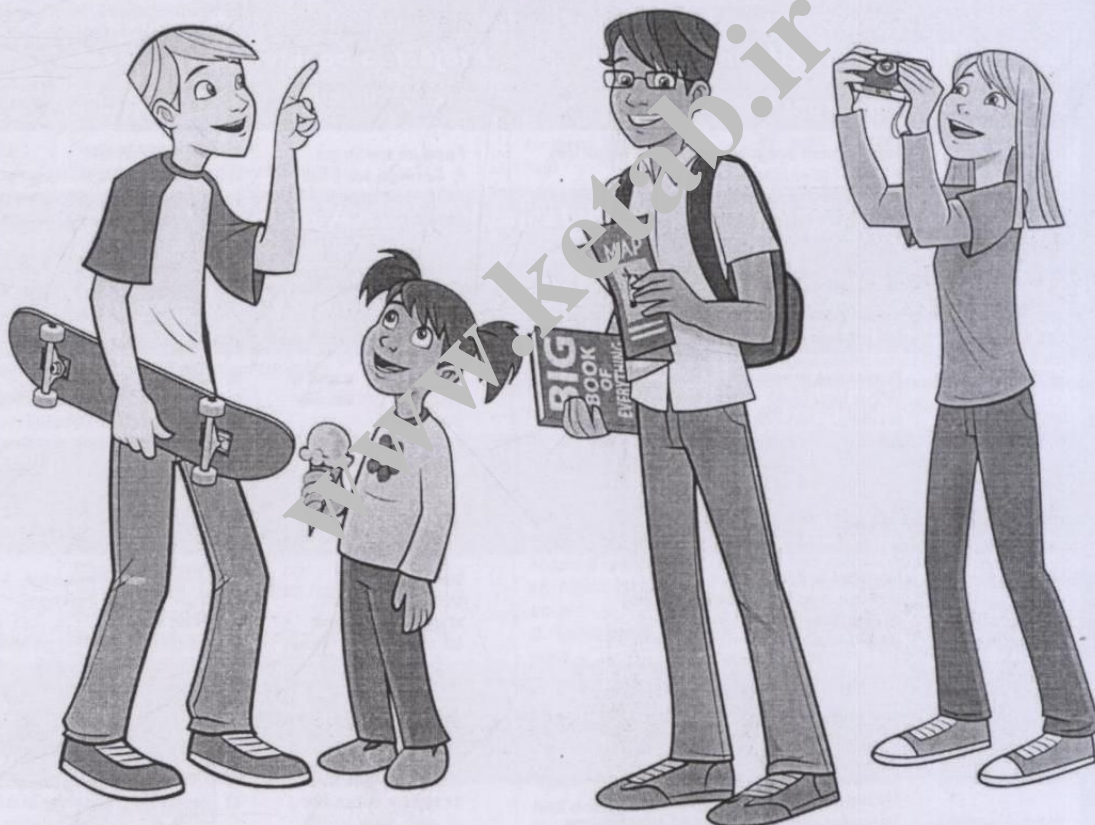


American Family and Friends

2nd Edition

4+

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

Simple present and present progressive

They usually wear blue uniforms.

They're wearing white today.

Time markers: simple present and progressive

Words in context:
What do you like for breakfast?

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

Simple past: have and be

All our friends were there.

Simple past: regular verbs

The audience clapped and cheered.

Time markers: simple past

Words in context:
The Concert

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

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?

Words in context:
Dinosaur data

Long p and t spellings:

flam, go, 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

Possessive pronouns

Whose jacket is it?

It's mine / yours / his / hers / theirs.

Adverbs: +ly and irregular

Words in context:
basketball

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

have to / had to

We have to go back to the traffic lights.

Giving directions

why / because

Words in context:
Shadow puppets

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

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

Words in context:
The Ant and the Grasshopper

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

The future with will

People will travel in super-fast planes.

Will they go back to Australia?

Time markers: the future

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