

American English

12/29/11
95, 9, 44

Family and Friends 4

Student Book



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OXFORD

Scope and sequence

Starter: Back together!

page 4

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

	Words	Grammar	Phonics	Skills
1	The food here is great! page 8			
	The restaurant Words in context: breakfast time	Simple present and present progressive <i>They wear blue uniforms.</i> <i>They're wearing green today.</i> Time markers: simple present and progressive <i>always / usually / sometimes / rarely / never / right now / today / at the moment</i>	Long a and e sounds: <i>a: train, tray, cake</i> <i>e: tree, leaves, key</i>	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)
2	We had a concert page 14			
	The concert Words in context: "Festival Day"	Simple past: have and be <i>All our friends were there.</i> Simple past: regular verbs <i>The audience clapped and cheered.</i> Time markers: simple past <i>yesterday / last week / last night / two weeks ago</i>	Long i, o and u sounds: <i>i: light, cry, bike</i> <i>o: boat, blow, bone</i> <i>u: room, blue, flute</i>	R: a poem L: identifying different musical activities S: asking and answering questions about musical preferences and abilities W: the double consonant rule, writing a description of a picture (WB)
3	The dinosaur museum page 20			
	The dinosaur museum Words in context: dinosaur data	Simple past: irregular verbs with negatives <i>We didn't go to school.</i> Simple past: irregular verbs with questions <i>Did they go to a museum?</i> <i>What did you see?</i>	b, v, w, and p: <i>best, vest, wet, vet, pig, big</i>	R: a non-fiction text L: identifying favorite things on a school trip S: asking and answering questions about school trips W: exclamation points, writing a webpage about my school trip (WB)
	Review 1 page 26			
	Extensive reading and project: fossils page 28			
4	Whose jacket is this? page 30			
	Sports time Words in context: basketball	Possessive pronouns <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / its / ours / theirs.</i> Adverbs: +ly and irregular <i>He ran slowly. They played well.</i>	ll endings: <i>smell, bell, shell</i> rr words: <i>mirror, carrot, cherry</i>	R: a magazine article L: identifying children's favorite sports S: asking and answering questions about favorite sports W: <i>It's</i> or <i>Its</i> , writing instructions for a sport (WB)
5	Go back to the traffic lights page 36			
	Directions Words in context: shadow puppets	have to / had to <i>We have to go back to the traffic lights.</i> Giving directions <i>Go straight at the traffic lights.</i> why / because <i>Why are we at the gas station? Because we're lost</i>	-s endings: <i>bikes, laughs, it's</i> <i>zebras, he's, plays</i> <i>sandwiches, watches, foxes</i>	R: an informative webpage L: understanding directions S: giving directions W: instructions, writing a flyer for an event (WB)
6	The best bed! page 42			
	Describing words Words in context: "The Ant and the Grasshopper"	Comparatives and superlatives: long adjectives <i>My bed is more comfortable than this one.</i> Irregular comparatives and superlatives <i>better / worse / the best / the worst</i>	Soft c and g sounds: <i>c: city, ice, dance, rice</i> <i>g: cage, page, giraffe, stage</i>	R: a fable L: identifying morals in a fable S: telling a story from pictures W: identifying irregular plurals, writing a fable (WB)
	Review 2 page 48			
	Extensive reading and project: sports page 50			
7	Will it really happen? page 52			
	In space Words in context: life in 100 years	The future with will <i>People will travel in super-fast planes.</i> <i>Will they go back to Australia?</i> Time markers: the future <i>on Monday / next week / in a month / this evening / tomorrow / soon / later</i>	au and aw spellings: <i>au: sauce, August</i> <i>aw: jigsaw, straw</i>	R: interviews in a magazine L: identifying children's predictions S: offering opinions about the future W: compound words, expanding notes into a text (WB)

Words	Grammar	Phonics	Skills
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8 How much time do we have? page 58

At the airport Words in context: my vacation	Expressing quantity <i>How much money do you have? I don't have much money. some / any Do you have any newspapers?</i>	Simple past -ed endings: <i>walked, finished, washed, waited, painted, started, showed, played, rained</i>	R: a letter L: identifying details about vacations S: asking and answering questions about a vacation W: addressing envelopes, writing a letter about a vacation (WB)
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9 Something new to watch! page 64

Audio-visual entertainment Words in context: TV shows	Infinitive of purpose <i>I turned on the TV to watch sports. He turned off the TV to play a video game. How often ...? <i>I watch TV three times a week.</i></i>	er and or endings: er: <i>mother, father, September</i> or: <i>visitor, doctor, actor</i>	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)
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Review 3 page 70

Extensive reading and project: travel page 72

10 Let's open this present first! page 74

Birthdays Words in context: sending emails	Making suggestions <i>Let's put in the batteries now. Why don't you open your presents? How about making a cake? Ordinal numbers</i>	ur and ir spellings: ur: <i>hurt, Thursday, nurse, curtains</i> ir: <i>circle, girl, shirt, bird</i>	R: online instructions L: identifying children's parties S: talking about parties W: parts of speech, writing an invitation (WB)
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11 He fell off! page 80

Family Words in context: "My relatives are coming!"	Simple past: irregular extension <i>Leo put on your jacket. When did we last look at the photo album? Dates and I was born ... <i>My dad was born in 1971. He was born on July 9th 1971.</i></i>	le and al endings: le: <i>candle, castle, table, people</i> al: <i>sandal, animal, hospital, cereal</i>	R: a poem L: identifying favorite memories S: talking about memories W: using quotation marks, writing the end of a story (WB)
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12 What's the matter? page 86

Illness Words in context: how to stay healthy	should / shouldn't <i>You should drink some water. You shouldn't eat lots of cupcakes. could / couldn't <i>Max couldn't eat his dinner. But he could eat lots of cupcakes.</i></i>	el and il endings: el: <i>tunnel, camel, towel, travel</i> il: <i>lentils, pencil, April, pupil</i>	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)
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Review 4 page 92

Extensive reading and project: gold page 94

13 Can you help me? page 96

Making smoothies Words in context: child heroes	Object pronouns <i>me / you / him / her / it / us / them</i> Relative pronouns <i>This is the boy who didn't put the lid on.</i>	tion and shion endings: tion: <i>addition, subtraction, invitation</i> shion: <i>fashion, cushion</i>	R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using sub clauses, writing an interview (WB)
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14 Have you ever been ...? page 102

Places Words in context: "The Amazing Escape"	Present perfect: ever <i>Has he ever been to a desert? Yes, he has. / No, he hasn't. Present perfect: never <i>I've never seen a volcano.</i></i>	Homophones <i>see / sea hear / here wear / where write / right</i>	R: an account L: identifying details about life in the Antarctic S: interviewing a survivor W: topic sentences, writing a diary entry (WB)
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Review 5 page 108

Extensive reading and project: exciting places page 110

Dictionary pages page 112

Word list page 118