

American Family and Friends **3**

2nd Edition

Teacher's Book **Plus**

Teacher's Book

- Step-by-step lesson procedures
- Differentiated classroom activities
- 21st Century Learning

Assessment and Resource CD-ROM & Audio CD

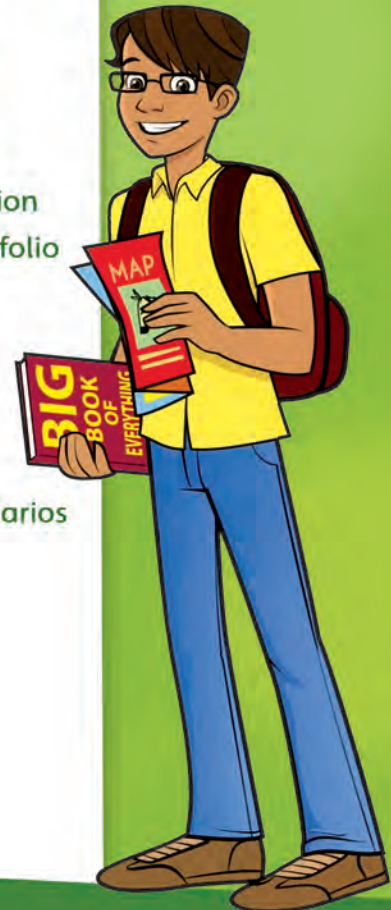
- Editable tests with audio
- Extensive diagnostic and skills testing
- Cambridge English: YLE exam preparation
- Extra writing resources – including portfolio
- Student Book craft templates

Fluency DVD

- Everyday English scenes from the Student Book
- Native English speakers in real-life scenarios

Online Practice

- Learning management system
- Interactive, auto-scoring exercises
- Online gradebook
- Social learning tools



Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: My family	p28	Revision: family words, adjectives, numbers 1–100 Core: months of the year	Simple present with <i>be</i> and <i>have</i> <i>I'm seven. We have two cousins.</i> Simple past with <i>be</i> <i>It was sunny.</i> <i>The children were happy.</i> Comparatives <i>The red car is bigger than the blue car.</i>
1 They're from Australia!	p32	Countries Core: <i>South Korea, Vietnam, Mexico, Spain, Thailand, Australia, the U.S.A., Brazil</i> Seasons / Home Core: <i>spring, summer, fall, winter, garden, season</i>	Simple present <i>Where are you from?</i> <i>I'm from Mexico.</i> <i>Where is he from?</i> <i>He's from Brazil.</i>
Fluency Time! 1	p38	Playing games <i>Whose turn is it? It's my turn. I'm the winner. Congratulations.</i>	
2 My weekend	p40	Hobbies Core: <i>read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball, play the guitar, shop, cook, paint, play the piano, visit family</i>	<i>like + verb + ing</i> <i>I like reading.</i> <i>I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does. / No, he doesn't.</i>
Geography Time!	p46	Continents	
3 My things	p48	My things / phrasal verbs Core: <i>computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off</i> Collections Core: <i>stickers, posters, comics, postcards, pins, shells</i>	<i>your / our / their</i> <i>That's their CD player.</i> Can for permission / requests <i>Can I use your computer?</i> <i>Yes, you can. / No, you can't.</i> <i>Can you turn off the DVD player, please?</i>
Review 1	p54	Revision of vocabulary and structures from Units 1–3	
4 We're having fun at the beach!	p56	Water sports Core: <i>swim, sail, dive, surf, kayak, windsurf, snorkel, waterski</i> Adjectives to describe places Core: <i>polluted, clean, dangerous, safe, beautiful, ugly</i>	Present progressive: affirmative and negative <i>I'm swimming.</i> <i>We're sailing.</i> <i>She isn't snorkeling.</i> <i>They aren't waterskiing.</i>
Fluency Time! 2	p62	Things in common <i>I love ... I don't. I prefer ... So do I. Neither do I.</i>	
5 A funny monkey!	p64	Zoo animals Core: <i>penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile</i> Adjectives to describe emotions and things Core: <i>angry, scared, free, sorry, funny, kind</i>	Present progressive: questions and short answers <i>Is the crocodile eating the sandwich?</i> <i>Yes, it is. / No, it isn't.</i> <i>Are they eating?</i> <i>Yes, they are. / No, they aren't.</i>
Science Time!	p70	Animals	
6 Jim's day	p72	Daily routine Core: <i>have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school</i> Time words Core: <i>first, then, next, finally, every day, on the weekend</i>	Simple present: affirmative, negative, and questions <i>I have breakfast at eight o'clock.</i> <i>He doesn't get up early.</i> <i>Do they live in a big house?</i> <i>Yes, they do. / No, they don't.</i> <i>What time does he start work?</i>
Review 2	p78	Revision of vocabulary and structures from Units 1–6	

Phonics	Skills	Values
	<p>Reading: identifying people and objects from descriptions</p> <p>Listening: identifying numbers</p> <p>Speaking: asking and answering about birthdays</p> <p>Writing: writing the answers to addition problems</p>	<p>Greeting people politely</p> <p>Appreciating our family</p>
<p>Consonant blends: cr: <i>crayon</i> br: <i>brush</i> sp: <i>spoon</i> sn: <i>snake</i> dr: <i>drink</i> pl: <i>play</i></p> <p>Craft: a card game</p>	<p>Reading: a story: "The Lazy Bear" (reading and understanding a story, reading for the main idea; understanding the sequence of events in a story)</p> <p>Listening: identifying details about age, birthday, country, and favorite season (understanding specific information to identify the correct picture)</p> <p>Speaking: asking and answering about age, country, and favorite season</p> <p>Writing: capitalizing proper nouns and sentence beginnings; Workbook – writing about myself</p>	<p>Values 1: Values at home (Helpful and safe behavior) Helping around the house Being neat in the home Taking care of personal belongings Being quiet and considerate near other people Closing doors behind you Being safe at home Asking for permission (e.g. <i>Can I watch television, please?</i>)</p>
<p>Magic e: a_e: <i>face, space</i> i_e: <i>kite, bike</i> o_e: <i>rope, stone</i> u_e: <i>June, cube</i></p> <p>Project: a globe</p>	<p>Reading: a penfriends website (reading and understanding a webpage; reading for specific details)</p> <p>Listening: identifying details about different pen pals (matching people and their hobbies)</p> <p>Speaking: choosing a pen pal (asking and answering questions about hobbies; suggesting a suitable pen pal for your partner)</p> <p>Writing: full forms and short forms of <i>be</i> and <i>have</i>; Workbook – writing an email about my hobbies</p>	
<p>Words with ar: <i>car, park, shark, star, scarf</i></p>	<p>Reading: a school project (reading and understanding school projects about collections; finding specific details about people in a text)</p> <p>Listening: identifying details about collections (matching people and the things they collect)</p> <p>Speaking: talking about collections (asking and answering questions based on information in the listening text)</p> <p>Writing: punctuation marks: question marks, commas, and periods; Workbook – writing about a child's collection</p>	
<p>all endings: <i>ball, mall, wall, tall, small</i></p> <p>Craft: a survey chart</p>	<p>Reading: a vacation brochure (reading about a dolphin encounter vacation; understanding and using descriptive adjectives)</p> <p>Listening: identifying details about beach activities (listening and numbering pictures)</p> <p>Speaking: talking about what you like doing on the beach (asking and answering questions)</p> <p>Writing: spelling rules for the present progressive; Workbook – writing a postcard about my trip</p>	<p>Values 2: Values outside (Respecting nature) Being safe near animals Being kind to animals Putting litter in garbage cans Closing gates behind you (so animals can't escape) Understanding that it is dangerous to play on gates</p>
<p>or and aw spellings: <i>or: fork, horse, corn</i> <i>aw: straw, paw, yawn</i></p> <p>Project: a fact card</p>	<p>Reading: a story: "The Lion and the Mouse" (reading and understanding a story; reading and matching specific actions / descriptions with story characters)</p> <p>Listening: identifying different frames of a cartoon strip (understanding descriptions using the present progressive)</p> <p>Speaking: describing different frames of a cartoon strip (asking and answering questions)</p> <p>Writing: using quotation marks; Workbook – writing about animals</p>	
<p>oy and oi spellings: <i>oy: boy, toy, oyster</i> <i>oi: coin, oil, soil</i></p>	<p>Reading: a website about cyber school (reading and understanding a webpage; reading for specific information)</p> <p>Listening: identifying details about a student's day (listening and numbering pictures)</p> <p>Speaking: describing daily routine (asking and answering questions)</p> <p>Writing: proper nouns; Workbook – writing information about me</p>	

7	Places to go!	p80	Places in town Core: <i>café, library, museum, playground, shopping mall, sports center, swimming pool, movie theater</i> Performances Core: <i>play, theater, concert, actor, movie, singer</i>	Simple pre adverbs of <i>always, soon, sometimes</i> Prepositions of time: <i>on, at, in</i> <i>My birthday is in May.</i>
Fluency Time! 3			p86	Things we are good at <i>I'm (very) bad at ... I'm terrible at ... He's (very/quite) good at ...</i>
8	I'd like a melon!	p88	Food Core: <i>noodles, bread, cereal, meat, melon, cucumber, onion, lemon, potato, butter, cheese, salt, pepper, peas</i>	Countable and uncountable nouns <i>a / an / some</i> <i>I'd like / Would you like ... ?</i>
Science Time!			p94	Health
9	The fastest animal in the world	p96	Describing places Core: <i>lake, mountain, waterfall, ocean, wide, big, deep, high, building, country, bridge, river, old, long</i>	Comparatives <i>Mexico is bigger than the U.K.</i> Superlatives <i>The highest mountain in the world is Mount Everest.</i>
Review 3			p102	Revision of vocabulary and structures from Units 1–9
10	In the park!	p104	In the park Core: <i>path, grass, flowers, garbage can, trees, playground, fountain, litter</i> Verbs Core: <i>shout, chase, catch, meet, cross, laugh</i>	<i>must / mustn't for rules and obligations</i> <i>You must turn off your cell phone.</i> <i>You mustn't shout.</i>
Fluency Time! 4			p110	Giving directions <i>Can you tell me the way to ...? Turn left... Where's...? Turn right, then go straight on. You can't miss it.</i>
11	In the museum	p112	Transportation Core: <i>ferry, bus, helicopter, motorcycle, plane, taxi, train, trolley</i> Prepositions Core: <i>along, through, in the middle / at the top of, between, inside</i>	Simple past with be <i>There was / wasn't / were / weren't ...</i> <i>lots of, some, any</i> Time phrases: <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>
Social Studies Time!			p118	Transportation
12	A clever baby!	p120	Adjectives to describe people Core: <i>old, young, handsome, pretty, short, tall, shy, friendly, cheerful, sad, relaxed, worried, mean, generous</i>	Simple past with be and have: affirmative and negative <i>I wasn't tall when I was five.</i> <i>He had black hair when he was young.</i>
Review 4			p126	Revision of vocabulary and structures from Units 1–12
13	The Ancient Mayans	p128	Verbs Core: <i>start, finish, love, hate, want, use, laugh, live</i> Adjectives to describe things Core: <i>heavy, light, hard, soft, easy, difficult</i>	Simple past with regular verbs: affirmative and negative <i>They lived 2,000 years ago.</i> <i>They didn't cook pizza.</i>
Fluency Time! 5			p134	Describing people <i>Do you know...? I know that... She looks... I think...</i>
14	Did you have a good day?	p136	School things Core: <i>paint, paintbrush, calculator, lunchbox, dictionary, P.E. clothes, backpack, apron</i> Camping things Core: <i>tent, sleeping bag, frying pan, matches, rope, flashlight</i>	Simple past questions <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> Wh- questions: what / when / where <i>What did you watch last night? A movie.</i>
Art Time!			p142	What is art?
15	Our vacation!	p144	Vacation things Core: <i>suitcase, sunscreen, towel, soap, shampoo, hairbrush, toothbrush, toothpaste</i> Time words Core: <i>tomorrow, later, tonight, this afternoon, soon, next week</i>	going to + verb <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the ocean?</i> <i>Yes, I am. / No, I'm not.</i>
Review 5			p150	Revision of vocabulary and structures from Units 1–15

<p>ow and ou spellings: ow: cow, clown, flower ou: house, round, mouse</p>	<p>Reading: a movie review (reading and understanding a movie review; reading for specific information) Listening: identifying details about free time activities (listening for specific words) Speaking: describing free time activities (asking and answering about what activities you do, and how often you do them) Writing: verbs, adjectives, and prepositions; Workbook – writing an email to invite a friend to the movies</p>	<p>Values 3: Values in town (Behaving in public) Waiting your turn in a queue Holding the door open for someone Not dropping litter in the streets Helping elderly people (e.g. by offering to help carry their shopping) Helping visitors to your town (e.g. by telling them where places are) Behaving politely in public Asking for things politely (e.g. <i>I'd like ice cream, please</i>)</p>
<p>Craft: a poster</p>		
<p>ld and lt endings: ld: child, shield, field lt: belt, quilt, adult</p>	<p>Reading: a recipe (reading and understanding a recipe; reading for specific information) Listening: identifying what people want at the market (listening for specific words) Speaking: a role play: at the market Writing: adjective order; Workbook – writing a recipe (making your favorite sandwich)</p>	
<p>Project: a food pyramid</p>		
<p>nd, nt, and mp endings: nd: hand, pond nt: plant, tent mp: lamp, camp</p>	<p>Reading: an article: "World Records" (reading and understanding an article about world records; reading for specific information) Listening: identifying geographical features (listening for specific words) Speaking: describing geographical features (using information in a table) Writing: placement of adverbs of frequency; Workbook – writing about things I do</p>	
<p>Long vowel sound /eɪ/: rain, train Monday, tray case, race</p>	<p>Reading: a story: "The Gingerbread Man" (reading and understanding a classic children's story; reading and understanding key information about the story) Listening: identifying library rules (numbering pictures in order) Speaking: describing library rules Writing: using <i>and</i> / <i>or</i> in sentences; Workbook – writing school rules</p>	<p>Values 4: Valuing people (Thinking of others) Being kind to younger siblings Being considerate to other people in the playground Sharing your things Asking other children to join in Understanding that it is dangerous to climb trees Understanding that it is unkind to laugh at other people's misfortunes Helping people who are injured or disabled Obeying rules in public places (e.g. keeping quiet, not damaging things)</p>
<p>Long vowel sound /i:/: dream, ice cream queen, green jelly, happy</p>	<p>Reading: a history poster: "The First Thanksgiving" (reading and understanding a factual text about Thanksgiving; reading for specific information) Listening: identifying aspects of settler life (understanding a conversation) Speaking: describing aspects of settler life (making statements about the past with <i>there was / were</i>) Writing: using paragraphs in writing; Workbook – writing about my town now / in the past</p>	
<p>Project: a transportation chart</p>		
<p>Long vowel sound /aɪ/: night, light sky, dry smile, shine</p>	<p>Reading: a poem: "My Grandma" (reading and understanding a poem about a member of the family; reading for specific information) Listening: distinguishing details about a boy (listening for specific details) Speaking: making true / false statements about a boy Writing: using <i>and</i> and <i>but</i> in sentences; Workbook – writing about my family</p>	
<p>Long vowel sound /aʊ/: snow, elbow coat, soap nose, stone</p>	<p>Reading: an information poster: "Hammocks" (reading and understanding a factual text about hammocks; reading and understanding descriptions of things in a text) Listening: identifying details about someone's day (understanding a sequence of events) Speaking: describing details of someone's day (asking and answering questions about the events shown in pictures) Writing: using topic headings in paragraphs; Workbook – writing about the Ancient Mayans / now</p>	<p>Values 5: Values at school (Learning together safely) Being safe at school (not climbing on furniture, not rocking on your chair) Keeping the classroom neat and safe (picking up sharp objects on the floor, mopping up split water) Keeping clean and safe by wearing an apron for activities like art and cooking Using school equipment safely</p>
<p>Craft: a party scene</p>		
<p>Long vowel sound /u:/: moon, boot blue, glue tune, tube</p>	<p>Reading: an interview (reading and understanding a school magazine article about a camping trip; reading for specific information) Listening: identifying the events of a camping trip (understanding a sequence of events) Speaking: describing the events of a camping trip (asking and answering questions about past events: a boy's week) Writing: using time words to show the sequence of events; Workbook – writing about my school day</p>	
<p>Project: a collage</p>		
<p>Words with oo: book, wool, wood, hood, cook</p>	<p>Reading: an email (reading and understanding a vacation email; reading for information about a person's plans) Listening: identifying details about a boy's school vacations (understanding a conversation about a boy's vacation plans and listening for specific information) Speaking: discussing plans (asking and answering about plans for next week) Writing: opening and closing remarks in an email, postcard, or letter; Workbook – writing an email to a friend about what I'm going to do this weekend</p>	

American Family and Friends 2nd Edition is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. The course combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinesthetic learners). *American Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

It also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *American Family and Friends 2nd Edition* includes the following:

- Student Book
- Workbook with Online Practice
- Student website with Online Play
- Teacher's Book Plus containing:
 - Assessment and Resource CD-ROM
 - Assessment Audio CD
 - Fluency DVD
 - Online Practice
- iTools (Digital Class Resources)
- Class Audio CDs
- Alphabet Book
- Readers
- Teacher's Resource Pack containing:
 - Flashcards
 - Phonics cards
 - Story posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *American Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to pupils from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Student Book with support from the flashcards and recordings, and are then practiced with chants, songs, and motivating classroom games and activities.

The children are first exposed to the new grammar items alongside the key words in the unit stories. They then move on to focused grammar practice, which is reinforced with a range of spoken and written activities.

Skills

Each unit of *American Family and Friends 2nd Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills.

The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus resembles that used with children who are native English speakers.

Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

American Family and Friends 2nd Edition draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Every unit contains a phonics lesson. In Level 3, children revise common consonant blends and long vowel sounds from Level 2. They then learn some alternative common long vowel patterns, more consonant blends at the ends of words, and two new sounds (/ɑ:/ and /ɔ:l/). By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Level 3, we meet a happy extended family and see the amusing adventures of Max and Holly and their Australian cousins, Leo and Amy.

The stories also provide ideal scenarios for practicing and reviewing language structures and key words in a cyclical manner.

Animated versions of these stories can be found on the Student Website, Fluency DVD, and iTools. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practiced in these units. They can be used as a progress test to check that children have remembered what they have learned.

Grammar Time! pages

Grammar reference material is provided on pages 128–138 of the Workbook for children to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit, with some spaces for children to complete. Once completed, they provide a reference which children can use to help them with their writing and other activities. These should be checked by the teacher once completed by the child, to ensure that they are a reliable reference tool. Below each grammar table are exercises which give further practice of the grammar.

Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as, *Good work! Good job! Excellent try! You did that very well.*

Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.

Songs and chants

Every unit in *American Family and Friends 2nd Edition* contains a song for children to practice the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing, children are able to address fears and shyness and practice the language in a joyful way together. They are also fun and motivating activities and are a good opportunity to add movement to the lessons.

Games

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory sequencing, motor skills, and deductive skills. If required, all the games in *American Family and Friends 2nd Edition* can take place at the children's desks with a minimum of classroom disruption.

Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Show parents the completed Values worksheets from the Assessment and Resource CD-ROM.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays, and the songs they have learned, along with their actions.



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Games

Flashcard games

Quick flash

- Take the flashcards and hold them facing you so that the children can't see them.
- Tell the children they are going to see a flashcard for a very short time. They must call out the word.
- Choose a flashcard, reveal it for a few seconds only and ask *What's this?* Children call out the word. Choose a child to select the next card and 'flash' to his/her friends.

Can you see?

- Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5cm across, or 7cm if you have a big class.
- Choose a flashcard without showing the children and put the paper with the hole in front of the flashcard.
- Move the piece of paper around so that children see glimpses of the flashcard beneath. Ask *What's this?* or another appropriate question.
- The first child to call out the answer correctly comes to the front to choose the next flashcard.

Teacher can't remember

- Tell children you can't remember some of the words from a particular vocabulary set so you want them to help you.
- Tell children you are going to show them some flashcards and say some words.
- If the word is correct, children do an agreed action, such as tapping their desks, clapping, or calling out *Yes!*
- If the word is incorrect, children do another agreed action, such as standing up, and then they all call out the correct word.
- Show flashcards and say correct or incorrect words. Children say the word.

Cross the river

- Draw a river on the board, with two sets of four stepping stones across it. You could add dangers like crocodiles in the river. Write *Team A* and *Team B* underneath the two sets of stepping stones.
- Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team must guess their words correctly to move across the river.
- Show one team a flashcard and choose a child in that team to give the answer.
- If the child answers correctly, write the word on that team's first stepping stone. If the child answers incorrectly, as the other team to tell you the word, and write the word on that team's first stepping stone.
- The first team to complete the four stepping stones with words crosses the river and wins.

I spy

- Put the flashcards up around the room where everyone can see them.
- Say *I spy a word beginning with (a letter).*
- Children call out any words that start with that letter.

- The first child to call out the correct word chooses the word and continues the game.

Mime the word

- Play this game for vocabulary sets that can be easily mimed. Pick a flashcard and mime the word for children to guess.
- Give a child the flashcard and tell him/her not to show it to the class.
- Tell the child to mime the word on the flashcard and tell the rest of the class to guess the word.
- After they have guessed, the child holds up the flashcard to show who guessed correctly.
- Continue with different children miming other words.

Flashcard circle

- Do this activity if you can form a circle in your classroom. Give a child one of the flashcards you are studying and ask him/her to say the word, and then pass the card on.
- Each child says the word as s/he receives the card.
- After a few children have said the first word, introduce a second flashcard.
- Gradually introduce all of the flashcards, so that they are all going around the circle.
- Shout *Stop!* at different points and ask the children holding each of the cards to hold them up and say the words.

Listen, point, and say

- Place flashcards for the key vocabulary around the classroom.
- Call out a word, e.g. *library*. The children point to the correct flashcard.
- Now point to a different flashcard and children say the word.
- Repeat with all the flashcards, alternating between calling out the words and pointing to the flashcards.

Snap!

- Write one of the items from the vocabulary set on the board, e.g. *fountain*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the fountain, they shout *Snap!*
- Repeat with the rest of the words in the set.

Whispers

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him/her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

Where was it?

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask, *Where's the paintbrush?* The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.
- Ask about a number of different vocabulary items.

What do I have?

- Use the flashcards to elicit the vocabulary for the game.
- Hold up one card and say *What do I have?* Children guess the word.
- When the card has been guessed, put it on the board.
- Hold up a second card and repeat until all the cards are on the board.

What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the word. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Children look at the board again as you say *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

More games

Quickly, slowly

- Ask children to stand at their desks. Call out a series of known action words for children to mime. Each time you give an instruction, say *quickly* or *slowly* as well.
- Children do the actions, e.g. pretending to read, very fast or in slow motion, depending upon your instruction.
- Children who do the wrong action or the correct action but at the wrong speed have to sit down.

Miming snap

- Choose a word from the vocabulary set that children are learning, or any other word that children know and you want to focus on. All the words must be things that can be clearly mimed.
- Say a word and mime the action. If the word matches the mime, children should *Snap!* If the word doesn't match the mime, children can be silent, or do an agreed action.
- Choose a child to mime another action. The child says a correct or incorrect word while s/he mimes the action.

Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.
- Assign target words, e.g. *and* and *but* to children in the class by counting along the rows of children.
- Read out sentences containing the target words. Children must stand up or do another agreed action when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Children who have been assigned that word stand up and say it.

Do it!

- Assign each child a word from the vocabulary set you covering, e.g. *flamingo, zebra, camel*.
- Give instructions, e.g. *Flamingos, jump! Camels, clap!* Children who have been assigned that word do the action.

Freeze

- Ask the children to stand at their desks. Give a series of instructions, e.g. *swim, waterski, jump*. Children mime the actions.
- When you say *Freeze!* the children must stop what they are doing and stand still.
- The children who are the slowest to stop are out and have to sit down. Continue the game until there is one winner left standing, or a small group of winners if you prefer.

Simon says...

- Ask children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says...*, children must do as you ask. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and should sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says...point to your nose; Simon says...point to something red; Simon says...eat an apple*.
- Every now and then insert an instruction which is not preceded by *Simon says...* to see which children are paying attention.
- Continue the game until there is one winner.

What's the picture?

- Invite a child to come to the front of the class and whisper the name of an object s/he has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practice, e.g. *I'm going to the sports center*.
- Choose a child to continue the sentence, adding a new word to the end, e.g. *I'm going to the sports center and the movie theater*. This child then chooses another child, who says the sentence, adding another word to the end of it.

Bingo

- Ask children to draw a grid, three by three (or three by two) squares. In each of the squares they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them so that you don't say the same word twice. Children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!* and is the winner.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! Lessons in *American Family and Friends 2e* give learners the opportunity to personalize the language they learn and to practice speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

Syllabus

The syllabus for the Everyday English phrases is based, in part, on the Cambridge English: Starters syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

In the Student Book and Workbook

The Fluency Time! lessons in *American Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations.

Each of the five Fluency Time! lessons in *American Family and Friends 2nd Edition* consists of an Everyday English page followed by a craft page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The craft pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

The Workbook provides further written practice of the Everyday English language, including activities based on the Fluency Time! DVD.

In the Fluency DVD

The Everyday English dialogues are also presented in the new Fluency Time! DVD. The key Everyday English language is acted out by native speakers in various real-life locations. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

21st Century Learning

The Four Cs

As our world becomes increasingly interconnected, today's young students must develop strong skills in creativity, collaboration, communication and critical thinking.

Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to solve problems, make changes and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions. Using different techniques to approach problem-solving also helps students to internalize meaning in a personal way. *American Family and Friends 2nd Edition* encourages creativity through the use of interesting texts which stimulate personal responses, craft activities which help students to understand the world around them and projects which require them to problem solve and express themselves.

Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining, and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *American Family and Friends 2nd Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games, or team discussions, students are sharing ideas, expressing personal opinions, and developing important social skills.

Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills, but also digital communication skills.

Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to analyze the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and deal with an ever-changing world. *American Family and Friends 2nd Edition* encourages children to think about language, to focus on meaning, and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented, and children are invited to be curious and questioning.

Values

Values, which can also be called civic education, are a key strand in *American Family and Friends 2nd Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behavior, and how their behavior and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the five Values posters at this level.
- In the Values worksheets in the Assessment and Resource CD-ROM.
- In the exemplification of good behavior throughout the course, in particular in the Student Book stories.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

CLIL

CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interests students and encourages them to communicate. *American Family and Friends 2nd Edition* provides five CLIL spreads to enable students to learn cross-curricular content and English simultaneously.

In the Student Book and Workbook

All of the CLIL lessons in *American Family and Friends 2nd Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

The CLIL pages in the Workbook provide further practice of the new language through reading, writing, listening, and speaking activities, ensuring that the students have plenty of practice of the new language and content in all four skills.

CLIL topic

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary present activity, supplemented by flashcards. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

CLIL project

The vocabulary and skills focus is followed by a project related to the topic. This allows students to create something which demonstrates their understanding of the concepts and language from the subject lesson. It is followed by a stage where students present their projects to the class, increasing spoken confidence and general presentation skills.

Differentiation

Most classes contain students with mixed abilities. *American Family and Friends 2nd Edition* provides support for students who may be above or below the average level of the class. The Teacher's Book contains suggestions on how to make activities easier for students who require more support, or more challenging for students who need more independence. This ensures that all students remain confident and motivated throughout your lessons.

Classroom tips for mixed ability classes

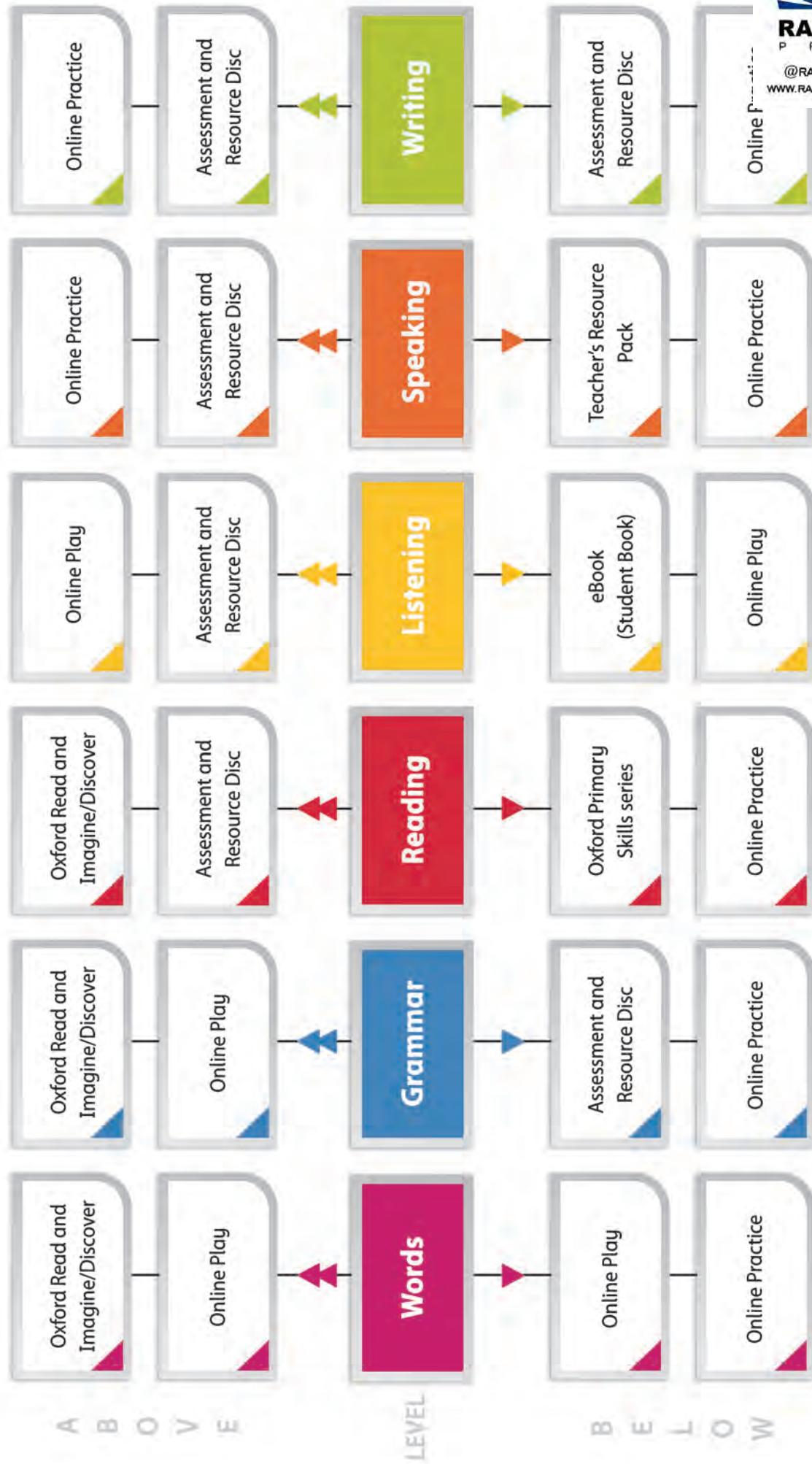
- Think about where your students are sitting. Place less confident students closer to you, so that you can deal with any issues.
- Some more confident students may enjoy being "volunteer teaching assistants". This will allow confident students to revise new language while helping other students to learn it.
- Give simple, clear instructions so that students of all levels can understand you easily. Use hand gestures as well as words to explain the activities.
- Don't grade your language as much when talking to confident students. They will benefit from the extra natural language input and one-to-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the students to focus. The goals can be different for each student, depending on their abilities, but reaching the goals will give the same sense of achievement to all students.

Support and extension material

There is a wealth of support and extension material available to *American Family and Friends 2nd Edition* students, offering additional practice in skills, vocabulary, and grammar. The Online Practice and eBooks, as well as the *Oxford Skills* series and *Grammar Friends*, provide plenty of reinforcement for less confident students and further practice for confident students.

American Family and Friends 2nd Edition includes a diagnostic test to be completed at the start of each year. This will enable you to assess your students' abilities and decide which material will be most useful. The progress tests after every three units will help you to check your students' progress and provide reinforcement where necessary.

Differentiation Map



Drama in the classroom

How to present the stories

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Student Books. In the second lesson (productive stage) the children recall the story, listen to it again, and act it out.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practice the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could "walk" their fingers to show that the character is walking).
- Play the recording to practice reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

Acting with a "lead group"

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

Class plays

The Assessment and Resource CD-ROM contains two plays for the whole class to act out, one at the end of each semester.

Preparing the plays will take several lessons: discussing the play and allocating parts, deciding on and organizing props and costumes, and finally, rehearsing. If possible, arrange a performance of the plays for parents.

Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *American Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Assessment and Resource CD-ROM offers:

- suggestions for ongoing classroom assessment
- an assessment sheet to keep a record of children's progress
- suggestions for encouraging children to self-assess
- a diagnostic test
- 16 unit tests
- 5 progress tests (for use after every three units)
- 5 skills tests (for use after every three units)
- 5 Fluency Time! skills tests

The Cambridge English: YLE Practice section in the Assessment and Resource CD-ROM offers:

- Notes, tips, and vocabulary lists for the Starters tests
- Preparation and practice tasks to help children become accustomed to the YLE task types
- The Preparation stage provides controlled practice of task types found in the Movers tests, to help children gradually build up to the task.
- The Practice task then gives children a taster of a Cambridge style test before they attempt a complete YLE Practice Test
- Sample YLE Practice Tests for the Movers Reading and Writing, Listening and Speaking tests

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Assessment and Resource CD-ROM.

Digital learning

The use of technology in language learning can allow the teacher to become a facilitator and a moderator, whilst the student is able to work more independently, connect to additional resources, and transfer knowledge both within and beyond the classroom. Immediate collaboration and feedback are also significant benefits of effective technology implementation, through the use of tablets, classroom presentation tools, and learning management systems.

eBooks

American Family and Friends 2nd Edition can be accessed in its print edition or in eBook form. eBooks are most commonly accessed on tablets, although they can also be used on laptop computers. Tablets provide a large amount of flexibility, not only because they allow students to store an enormous amount of text books and information on one, small device, but also because they contain innovative learning tools which can be used both inside and outside the classroom.

Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are used effectively as a learning tool, teachers need to think about the following points:

- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work, and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

Classroom management

An eBook based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

Independent work

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the eBooks. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the “check answers” button.

Group / paired work

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

Whole class work

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

Online Practice

For teachers

American Family and Friends 2nd Edition Online Practice is available using the access card in the Teacher’s Book Plus. It allows teachers to:

- Create online classes for the course using the “Manage Classes” feature.
- Assign work directly linked to the Student Book.
- Set practice activities dedicated to the course vocabulary, grammar, and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the in their Workbook (with Online Practice). Students are able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the “class” set up by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities.

Audio

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

Stories

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

Downloadable activities

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

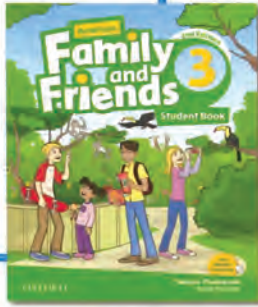
Language games

Children need to have fun with language. These games encourage children to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

Integrated Component Overview

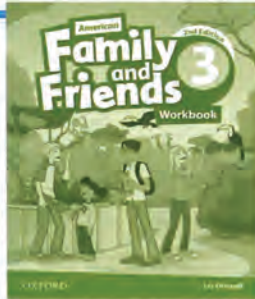
Student Book

The Student Book contains 15 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. Fluency Time! pages provide Everyday English practice, and subject pages (such as Science Time!) bring content and language learning together.



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



eBook

Both the Student Book and Workbook are available as eBooks. By accessing *American Family and Friends 2nd Edition* on a tablet or laptop, students can access extra interactivity types and control the audio and video features themselves.



For the Student



Student Online Practice

Online Practice is a blended approach to learning where students can interact with activities to further practice the language and ideas taught in the Student Book.



Online Play

Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



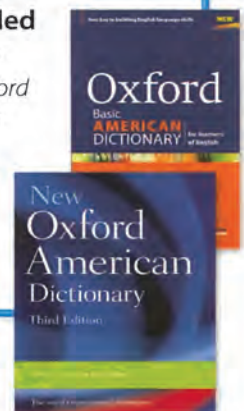
Recommended Readers

Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*
Levels 5–6 *Oxford American Dictionary*



American ^{2nd Edition} Family and Friends

**Supporting all teachers,
developing every child**

Teachers love Family and Friends. The clear structure, fast-paced language, engaging songs and stories, and comprehensive assessment package make it one of the world's most popular courses for young learners.

- NEW** Fluency Time! sections with functional language to build conversation skills
- NEW** Cross-curricular lessons develop presentation skills and critical thinking
- NEW** Systematic support for differentiated learning
- NEW** Interactive Online Practice and Online Play

For students



Student Book



Workbook
with or without
Online Practice



Online Play



eBooks



Online Practice

DIGITAL PACKAGE

For teachers



Teacher's Book Plus
with Fluency DVD, Online Practice, and
Assessment and Resource CD-ROM & Audio CD



DIGITAL PACKAGE



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