

American Family and Friends

2nd Edition

5

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
Starter: Do something different!		Revision: activities
1	You can build it!	p31
		Tools <i>rope, saw, hammer, roller, tray, nail, tools, tape measure</i> Working with words: subject, verb, object; adjectives and adverbs Words in context: My tree house Student Book: <i>tree house, laugh, crooked, plans, board, ladder, straight, toolbox</i> Workbook: <i>beach house, shade, branches, seaweed</i>
Fluency Time! 1		p42
		In the school yard <i>Are you by yourself? Do you want to play with us ...? That sounds fun. Let me just ...</i>
2	It's show time!	p44
		Putting on a play <i>curtain, stage, script, lights, make-up, character, costume, audience</i> Working with words: silent letters gh and k Student Book: <i>lights, night, straight, know, knee, knife</i> Workbook: <i>knit, knot, fright, flight</i> Words in context: The Crown Diamond Student Book: <i>servant, enter, diamond, detective, arrest, note, robbery, criminal</i> Workbook: <i>detective, investigate, clues, props</i>
Social Studies Time!		p52
		Celebrations
3	The best party ever!	p54
		Household items <i>broom, lampshade, sponge, rubber gloves, clothes line, feather duster, cloth, garbage bag</i> Working with words: suffix -ion Student Book: <i>invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration</i> Workbook: <i>discuss / discussion, protect / protection, collect / collection, pollute / pollution</i> Words in context: Lost at the parade Student Book: <i>parade, speakers, mask, float, microphone, crowd, dancers, stilts</i> Workbook: <i>clap, cheer, plug in, wave</i>
4	Our planet	p62
		The environment <i>damage, clean up, the environment, litter, planet, pollution, garbage dump, wildlife</i> Working with words: compound nouns Student Book: <i>wildlife park, garbage dump, swimming pool, police station, computer room, post office</i> Workbook: <i>duck pond, trash can, beach house, TV crew</i> Words in context: An eco home Student Book: <i>electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, well</i> Workbook: <i>greenhouse, sailing boat, water mill, technology</i>
Fluency Time! 2		p70
		Booking tickets <i>What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee. Are there any seats left?</i>
5	Reuse and recycle	p72
		Recycling <i>oil, bottle, plastic bag, paper, chemicals, recycling center, metal, battery</i> Working with words: prefix re- Student Book: <i>remove, return, recycle, reuse, retell, rewrite</i> Workbook: <i>recharge, refill, rebuild, redecorate</i> Words in context: As good as new Student Book: <i>greetings card, ribbon, bracelet, bus ticket, map, car tire, juice carton, wrapping paper</i> Workbook: <i>stick, glue, cut up, roll</i>
Art Time!		p80
		Modern art
6	Crazy about wildlife!	p82
		At the wildlife park <i>insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium</i> Working with words: suffixes -er / -or Student Book: <i>keep / keeper, present / presenter, sing / singer, invent / inventor, act / actor, visit / visitor</i> Workbook: <i>teach / teacher, help / helper, direct / director, calculate / calculator</i> Words in context: Meet the pandas! Student Book: <i>extinct, species, endangered, prevent, wild, population, threat, independent</i> Workbook: <i>research, donation, adopt, habitat</i>

Grammar	Skills	
Revision: possessive s, simple present, present progressive, simple past, time markers	Reading: understanding a short story, identifying true or false sentences Listening: listening to check predictions Speaking: describing characters' actions and habits	Writing focus: rules of punctuation
Present perfect: ever / never <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> Present perfect: for / since <i>Ben has had woodworking classes since he was eight.</i> <i>He's worked on this wooden table for two weeks.</i>	Reading: a narrative poem: <i>My tree house</i> (reading and understanding a poem) (Cross-curricular link) Listening: ordering objects, identifying speakers Speaking: asking and answering questions about making things	Writing focus: identifying rhythm in poetry (counting syllables and stresses) Writing outcome: writing a poem using syllable counts and stresses (Workbook)
Craft: a mini book		
Simple past and present perfect <i>It was great!</i> <i>I've cleaned up all the leaves.</i> already / yet / before / just <i>I've already built the set.</i> <i>I haven't learned the script yet.</i> <i>I haven't been in a play before.</i> <i>Karen has just finished the costumes.</i>	Reading: a play script: <i>The Crown Diamond</i> (reading and understanding a play script, identifying true or false sentences) (Cross-curricular link) Listening: ordering events in a play Speaking: predicting the ending to a play, talking about stories and characters	Writing focus: features of a play script Writing outcome: writing the final scene of a play to complete a play script (Workbook)
Project: a celebration item		
Comparatives and superlatives as ... as ... <i>It's as colorful as the carnival in Rio.</i> not as ... as ... <i>It's not as big as the carnival in Rio.</i> too / enough <i>It's too dark now.</i> <i>There's not enough light in here.</i>	Reading: a story: <i>Lost at the parade</i> (reading and understanding a story, completing sentences with the correct word) Listening: predicting and listening for descriptions Speaking: asking and answering questions about wearing costumes	Writing focus: beginnings and endings of stories Writing outcome: ending a story (Workbook)
Simple past and past progressive: interrupted actions <i>Some children were playing when we arrived.</i> Used to <i>There used to be lots of litter here.</i>	Reading: an information text: <i>An eco home</i> (reading and understanding an information text, correcting false sentences) (Cross-curricular link) Listening: identifying details of a lifestyle Speaking: asking and answering questions about the environment	Writing focus: making writing more fluent Writing outcome: writing an information text (Workbook)
Craft: an event poster		
will / won't <i>Now Chip will know how to do everything and he won't make mistakes.</i> Present progressive with future meaning <i>We're leaving at two o'clock.</i>	Reading: a magazine article: <i>As good as new</i> (reading and understanding a magazine article, identifying true or false sentences) (Cross-curricular link) Listening: listening and ordering events Speaking: asking and answering questions about recycling	Writing focus: making suggestions Writing outcome: writing a brochure (Workbook)
Project: a trash animal		
Going to: future plans and intentions <i>My class is going to adopt a tiger.</i> Going to: predictions <i>It's going to fall.</i>	Reading: an article: <i>Meet the pandas!</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) Listening: listening and completing fact files Speaking: asking and answering questions about animals	Writing focus: topic sentences and paragraphs Writing outcome: writing an article (Workbook)

American Family and Friends 2nd Edition is a complete six-level course of English for students in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, students 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 students.

Students 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 student 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
- Writing posters
- Readers

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. Students meet the first group of words passively in the story in Lesson 1. The words are presented formally in Lesson 2 through illustrations and recordings. The students can check meaning and develop their dictionary skills in the Dictionary pages.

A second group of words is presented in the *Working with words* section in lesson 2, giving further scope for practicing dictionary skills. The accompanying Workbook pages provide practice of building new words following the patterns in the *Working with words* section.

The third group of words is presented in Lesson 6. Students are encouraged to work out the meaning of these words from the text in Lesson 5, where they first appear. They then check the meaning of the words in the Dictionary pages. The Workbook provides further practice of determining meaning from context.

Skills

Each unit of *American Family and Friends 2nd Edition* contains three pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated.

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

After every three units there are two pages of extra reading material in the form of non-fiction and fiction texts. These longer texts are to be used for extensive reading so students do not have to understand every word. These texts are optional activities to be done at the discretion of the teacher.

The listening tasks, which are linked to the core reading text in each unit, help students to practice listening for specific information and detail, as well as gist.

Speaking practice tasks are also integrated, so students will already have been exposed to key words to be used, which will give them the confidence when carrying out the task.

The writing skills section prepares students to write a certain type of text, e.g. a story, a poem, or a personal account. Before students begin the exercise in their Student Books, they look at a poster of the appropriate text type with their teacher. This helps them to visualize layout and draws their attention to key literacy points. Students then look at an annotated text in their Student Books. The annotations draw attention to conventions and techniques of structure and style that students should use in their own writing.

After students have answered the questions in their Student Books, they are ready to complete the writing tasks in their Workbooks.

Writing posters

There is a poster for each of the writing lessons. These should be used by the teacher as a visual aid when discussing how particular types of text should be laid out and what should be included in them. Full notes are given on how to use the posters at the start of Lesson 7.

The poster worksheets on the Assessment and Resource CD-ROM contain the text for each of the Writing posters. These should be photocopied for each student so they can follow the text as the teacher reads. Students should be asked to keep their poster text safe in their files as they will need it again for the Assessment and Resource CD-ROM Writing skills task.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Level 5, we meet a happy extended family (Fin, Libby, Kate, and Ed) and read about adventures they have with their youth group, the *Do Something Different Club*.

Songs

Every unit in *American Family and Friends 2nd Edition* contains a song for students to practice the new target grammar structure.

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

Drama and Total Physical Response (TPR)

Students of any age, especially kinesthetic learners, benefit from associating language with movement and actions. In *American Family and Friends 2nd Edition* students are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for students to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps students to communicate and be understood. By developing performance skills, they practice and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Classroom management

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

Success is a great motivator. Try to make every student feel successful and praise their attempts enthusiastically. Students 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 students are not afraid of making mistakes. If a student makes a mistake, say *Good try. Try again*, then model the correct answer for the student 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 students know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.


Games

Games provide a natural context for language practice and are very popular with students. 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 students'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 students are learning and their progress. Parents might benefit from receiving newsletters listing what students 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 students can perform the unit stories, plays and the songs they have learnt, along with their actions.

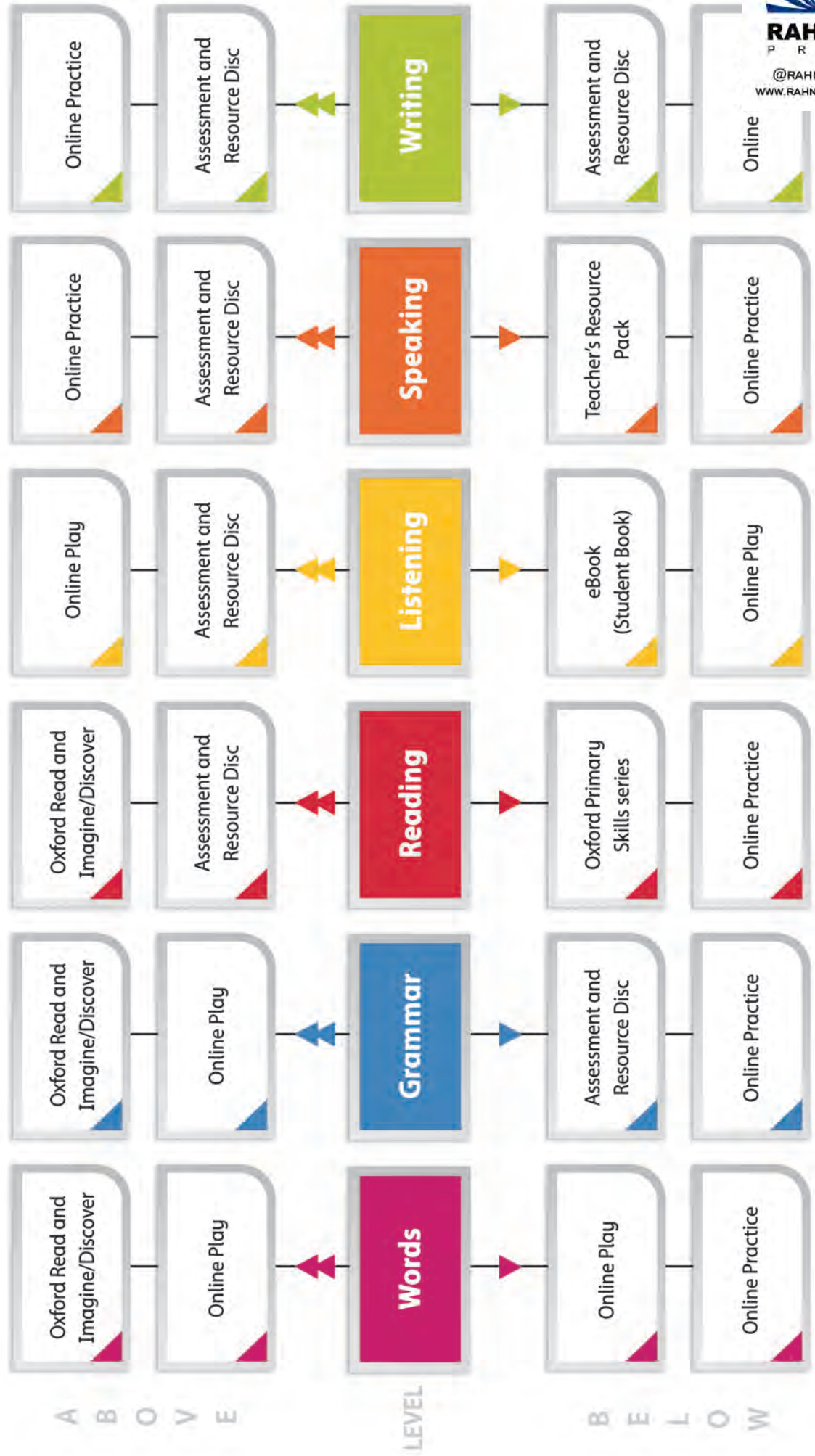


oxfordparents
Help your child with English

Oxford Parents is a website where your students' parents can find out how they can help their student 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 students 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 students with English!

Differentiation Map



Integrated Component Overview

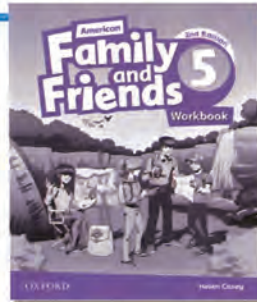
Student Book

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.



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.



For the Student



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*



Teacher's Book Plus

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the Fluency Time! DVD, the Assessment and Resource CD-ROM and Assessment Audio CD, and the Online Practice Teacher Access Card.



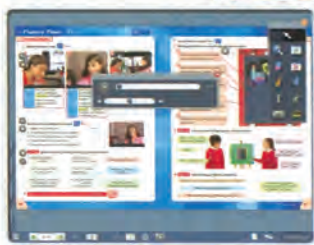
Audio CD

The Class Audio CDs support teaching in class and contains recordings of all the listening texts, reading texts, songs, and speaking dialogues.



iTools

The *American Family and Friends 2nd Edition* iTools is a CD-ROM which contains digital class resources. All the iTools resources can be used either on an Interactive Whiteboard or on a projector.



For the Teacher



Teacher's Resource Pack

The Teacher's Resource Pack contains posters which depict the unit stories, flashcards, and phonics cards. All of these components act as visual learning aids, supporting language learning by providing extra practice outside the Student Book.



Online Practice

Teachers have complete access to students' online practice, with a grade book which enables instant marking. This allows teachers to see the scores in one place and to analyse their students' needs more effectively.



Fluency Time! DVD

This DVD contains native speakers in real-life scenarios and locations using the Everyday English taught in *American Family and Friends 2nd Edition* Fluency Time! This provides opportunities for students to combine core grammar structures with Everyday English and to model pronunciation and intonation on the examples provided by native speakers.



Assessment and Resource CD-ROM and Assessment Audio CD

The *American Family and Friends 2nd Edition* Assessment and Resource CD-ROM contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course. All of the audio for these tests is available both on the CD-ROM and the Assessment Audio CD, giving teachers a choice of how to access it, depending on classroom requirements. The CD-ROM contains:

Course Tests

- A diagnostic test so that students' level of ability going into this course is understood.
- Extensive testing for all four skills areas, including 5 Fluency Time! tests for use after every three units.
- Tests for each course unit and a progress test for use after every three units.

Cambridge English: YLE Practice

- Notes and tips for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening, and Speaking tests.

Course Resources

- Fluency Time! craft templates
- Writing Portfolio worksheets for freer and extended writing practice after every three units.
- Differentiated worksheets, Portfolio A and B, for mixed ability classes. Writing Portfolio A can be used with learners at or below level, while Portfolio B is aimed at providing activity extension for students above level.
- Extra Writing worksheets for further practice of each unit's writing objective
- Values worksheets for every course unit.
- Class play scripts for the end of each semester.

Differentiation Map

The Differentiation Map (see p.12 in this Teacher's Book) is an interactive navigation tool. It enables teachers to choose the appropriate content, within the Assessment and Resource CD-ROM, and other components to meet their students' individual needs.

Teacher's Website

The Teacher's Website provides additional materials for students and teachers to supplement all the other components available.

Parent Website

The Parent Website provides support and materials for parents of students studying with *American Family and Friends 2nd Edition*.



Tour of a unit

Lesson One Story

Lesson 1 presents the unit topic via a *Do Something Different Club* story. Students read and act out the story and are exposed to the language that they will be studying in Lesson 2.

The students listen to the story and follow the words in their books.

The students listen to the story again and now produce the language by repeating and then acting out the story.

The students do a written activity to check comprehension.



6 Crazy about wildlife!
Lesson One Story

1 Listen and read. What is the TV show about?

1 Libby: "I don't film the river yet. It isn't clean."
Pia: "Can you film the aquarium or the reptile house first?"

2 Karen: "I'm Karen. What happened to the river?"
Kate: "Someone dumped lots of garbage in it. We're helping to clean up and save the birds."

3 Five minutes later

4 Later that week

5 Ed: "Really? That's so exciting! We're going to be on TV!"

6 Ed: "Wow, that's great! I'm going to go next weekend. I'll be there!"

7 Ed: "Wow, that's great! I'm going to go next weekend. I'll be there!"

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- The children don't want the TV crew to film the river / aquarium yet.
- The TV crew is going to make a different clean up / show.
- The children are going to take all the litter to the reptile house / recycling center.
- Ed is going to visit the park next month / weekend.

58 Unit 4 Crazy about wildlife!

Presenting the story and acting it out

- Focus students' attention on the pictures and the story. Ask simple prediction questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording a second time and ask more questions to check comprehension.
- Play the recording again. Pause after each line for students to repeat.
- Divide the class into groups, with each student having a different role in the story.
- As a class decide on actions for the story.
- Play the recording. Each student says the lines of his/her assigned character. Encourage students to perform actions as they speak.
- Repeat without the recording, encouraging students to remember the sentences.
- If you wish, move on to individual practice by calling groups to the front to act out the dialogues, with or without the recording.
- A final written activity consolidates comprehension of the main points of the story.

Workbook

The students do written activities to consolidate and extend their understanding of the story and its themes.



Online Practice allows the students to practice the language further.

Lesson Two Words

Lesson 2 teaches and practices the first new vocabulary set which the students have been exposed to in the Lesson 1 story. Students are also introduced to a *Working with words* vocabulary set and develop their dictionary skills.

The students listen and repeat the words as they point to the pictures. The Workbook Dictionary pages are referenced so that students can check the definitions of words.



The students practice the new words in a written activity.

The students learn a *Working with words* point and a new set of words that demonstrate this point. They research the meaning of these words in the Dictionary pages in the Workbook.

The students listen and repeat the words.

The students practice the new words in a written activity.

Lesson Two Words

1 Listen and repeat.

2 Write the words.

3 Listen and repeat.

4 Write.

Working with words

We add the suffixes **-er** or **-or** to some verbs to make nouns:

visit	help	sing	invent	act	visit
visitors	helpers	singers	inventors	actors	visitors

1 You can see lots of birds here. _____

2 Penguins swim in this. _____

3 You can have lunch here. _____

4 You can see snakes and lizards here. _____

5 There are lots of fish here. _____

6 You can buy postcards and T-shirts here. _____

1 Let's _____ (help) to clean up the litter.

2 Welcome to the wildlife park, you're our first _____ (visit) today.

3 I'm going to _____ (invent) a recycling machine.

4 I want to be an _____ (act) in a movie when I'm older.

Words Date 4 59

Teaching the words

Words

- Play the recording and ask students to repeat the words.
- In some units, definitions of words are given, and in others pictures illustrate their meanings. When pictures are given, the Workbook Dictionary pages are referenced so that students can also check the definitions of words.
- The students practice the words in a written activity.

Working with words

- Ask students to read *Working with words* box. Students research the meaning of the new words in the Dictionary pages.
- Play the recording and ask students to repeat words.
- The students practice the words in a written activity which can be done individually or in pairs.

Workbook

Students practice recognizing and writing the new words from the lesson. They also learn the new words that extend the *Working with words* set and practice writing the *Working with words* vocabulary.



Online Practice allows students to practice the vocabulary further.

Lesson Three Grammar 1

Lesson 3 presents a grammar point in a variety of text types, including cartoon strips. Students learn and practice recognizing and producing this grammar point.


The students listen to a text or a grammar cartoon and follow the words in their books.

The students study a new grammar structure.

The students practice the new grammar in an activity.

The students practice producing the new grammar through a written or speaking activity, using word prompts or picture prompts.

The students can then work on the Grammar Time material at the back of the Workbook.



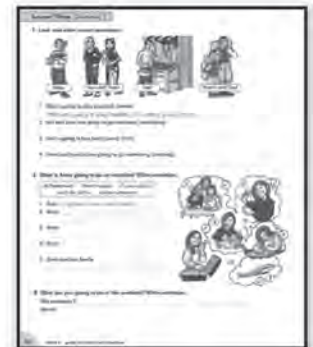
The screenshot shows a lesson page titled 'Lesson Three Grammar 1'. It includes a listening exercise with a cartoon of a boy and a tiger, a reading section with a text about adopting animals, and a grammar section explaining the 'going to' structure. Below the grammar section are several exercises: completing sentences, writing sentences about Ellie and Carl, and a 'Grammar Time' section with a weekly schedule of activities.

Teaching the grammar

- In some units, the new grammar is introduced in the context of a cartoon featuring *Professor* and his robot assistant *Chip*. In other units, the first grammar point is presented through a written text.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording again and ask more questions to check comprehension.
- Go through the grammar rules with the class and check comprehension as suggested in the notes.
- The next activity is a written activity which practices and consolidates the grammar. A model is provided on the page. Students complete the activity independently.
- The final activity is a speaking or writing activity which gives students practice in manipulating the structure. Students work with their partner using the word or picture prompts.
- At this point students are encouraged to complete the relevant Grammar Time exercise at the back of their Workbooks.

Workbook

The students practice recognizing and writing the first grammar point from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.



Online Practice allows students to practice the new grammar further.

Lesson Four Grammar 2

Lesson 4 presents a new grammar point in a variety of text types, sometimes via a short cartoon strip featuring fun and motivating characters *Professor* and his robot, *Chip*. Students learn and practice recognizing and producing this grammar point.

Repeat the procedure for teaching the first grammar point in the previous lesson.

The students practice the new grammar in a recognition activity.

The students practice producing the new grammar further in a spoken or written activity.



Lesson Four Grammar 2

PROFESSOR & CHIP

Listen and read. Does Chip try to help? 

Oh no. My cat is in the tree and it can't get down...it's going to fall!

Look! Chip is going to help my cat. He's going to climb the tree.

Oh no. The cat is safe, but Chip can't get down. Silly Chip. He's going to be there all day!

Um... Help?

Read and learn.

going to

Also use **going to** to make predictions about things we can see.

It's **going to** fall. He's **going to** climb the tree.

Match the sentences and pictures.

1. It's going to rain.
2. They're going to play soccer.
3. She's going to water the plants.
4. He's going to watch a movie.

Speaking Ask and answer.

ride a camel feed the penguins wash the airplanes
visit the reptile house jump into the pool buy a gift

What is Jenny going to do?
she's going to feed the penguins.

Jenny Mike and Nina Flip Steve Bob and Gary Lisa

going to predictions Unit 8 61

Teaching the grammar

- The grammar point is presented in a text or cartoon strip.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- The grammar rule activity is done in the same way as the first. If the two points are linked, elicit examples of the first grammar point and any 'rules' the students can remember.
- The next activity is a written activity which practices and consolidates the grammar. It can either be done in class or set for homework. A model is provided on the page.
- The final activity is a productive activity, either written or spoken. In this case, it is a spoken activity. Students practice manipulating and producing the structure.
- At this point students are encouraged to complete the relevant Grammar Time exercises at the back of their Workbooks.

Workbook

The students practice recognizing and writing the second grammar point from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.



Assessment and Resource CD-ROM

There is extra written practice of the vocabulary and grammar from the unit in the Language practice worksheet. There is one Language practice worksheet for every unit.



Online Practice allows students to practice the new grammar further.

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

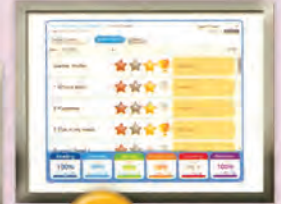
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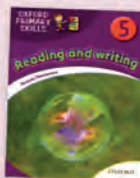
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