

# Family and Friends

# 2

Class Book



Naomi Simmons

OXFORD

Mult-ROM

# Family and Friends 2

Class Book



**Naomi Simmons**

**OXFORD**  
UNIVERSITY PRESS

# Scope and sequence



## Starter:

Welcome back! 4

I've got brown hair. This is my cousin. He's got green eyes. Where's Billy?  
Is he under the bed? There is ... There are... Numbers 1–20 Family Colours Toys

	Words	Grammar	Phonics	Skills
<b>1 Our new things</b> 8	School things	<i>This / That is ... These / Those are ...</i>	<b>Review of the alphabet and initial sounds</b>	<b>Reading:</b> a description <b>Listening:</b> identifying people and objects <b>Speaking:</b> <i>How many ...? There are ...</i> <b>Writing:</b> captioning, writing about my classroom (Workbook)
<b>2 They're happy now!</b> 14	Feelings	<i>We're / They're ... Are they ...?</i>	<b>Review of digraphs:</b> <b>ch sh th</b> ch: <i>chair teacher</i> sh: <i>shoes fish</i> th: <i>thumb bath</i>	<b>R:</b> a poem: 'My feelings' <b>L:</b> identifying feelings <b>S:</b> <i>Is he sad? No, he isn't. He's ...</i> <b>W:</b> long and short forms, writing about my feelings (WB)
<b>3 I can ride a bike!</b> 20	Outdoor activities	<i>She can / can't ... Can he ...?</i>  Prepositions of place: <i>behind / in front of next to / between</i>	<b>Review of CVC words:</b> <b>a e i o u</b> a: <i>cat van</i> e: <i>peg bed</i> i: <i>bin fig</i> o: <i>mop dog</i> u: <i>bus jug</i>	<b>R:</b> information on a web page <b>L:</b> identifying outdoor toys <b>S:</b> <i>Where's the skateboard? It's in front of the table.</i> <b>W:</b> using <i>a / an</i> , writing about what I can and can't do (WB)
<b>Review 1</b> 26				
<b>4 Have you got a milkshake?</b> 28	Food Numbers 20–100	<i>Have you got ...? I have / haven't ... Has he got ...? He has / hasn't ...</i>	<b>Consonant blends:</b> <b>gr br fr</b> gr: <i>grass grapes</i> br: <i>brush bread</i> fr: <i>frog frisbee</i>	<b>R:</b> a caption story <b>L:</b> identifying which food items are available <b>S:</b> <i>Have you got apples? Yes, we have.</i> <b>W:</b> question marks and full stops, writing about my lunch (WB)
<b>5 We've got English!</b> 34	School subjects School rooms	<i>What / When have we got ...? We've got ... our / their</i>	<b>Consonant blends:</b> <b>dr tr cr</b> dr: <i>drum dress</i> tr: <i>truck tree</i> cr: <i>crayon crab</i>	<b>R:</b> a description on a web page <b>L:</b> identifying school rooms <b>S:</b> <i>What have we got in the art room? We've got ...</i> <b>W:</b> capital letters, writing about my school subjects (WB)
<b>6 Let's play after school!</b> 40	After-school activities	<i>I visit ... I don't have ...</i>	<b>Consonant blends:</b> <b>fl pl bl</b> fl: <i>flower flat</i> pl: <i>plum plate</i> bl: <i>blanket blue</i>	<b>R:</b> information texts <b>L:</b> identifying after-school activities <b>S:</b> <i>I read a book. I don't ride a bike.</i> <b>W:</b> verbs, writing about what I do after school (WB)
<b>Review 2</b> 46				
<b>7 Let's buy presents!</b> 48	Special days	<i>What does he like? He likes / doesn't like ...</i>	<b>Consonant blends:</b> <b>cl gl sl</b> cl: <i>cloud clock</i> gl: <i>gloves glue</i> sl: <i>slide slippers</i>	<b>R:</b> instructions on making a card <b>L:</b> identifying suitable presents for people according to their preferences <b>S:</b> <i>What does he like? He likes tennis.</i> <b>W:</b> long and short forms, writing about presents for my mum (WB)

	Words	Grammar	Phonics	Skills
<b>8 What's the time?</b> 54	Everyday activities Times of the day	<i>What's the time?</i> <i>It's ... o'clock.</i> <i>He ... at ... o'clock.</i>	<b>Consonant blends:</b> <i>sm sn st sk</i> <i>sm: smile small</i> <i>sn: snow snake</i> <i>st: stairs star</i> <i>sk: sky skates</i>	<b>R:</b> information texts <b>L:</b> listening for time and activities <b>S:</b> <i>He has breakfast.</i> <b>W:</b> identifying <i>Wh-</i> questions, writing about my day (WB)
<b>9 Where does she work?</b> 60	Places	<i>Where does he work?</i> <i>He works in a ...</i> <i>Does she work in a ...?</i>	<b>Long vowels:</b> <b>a + magic e</b> <i>lake face</i> <i>gate plane</i>	<b>R:</b> a magazine interview <b>L:</b> listening for detail in an interview <b>S:</b> <i>What are Peter's favourite animals? They're monkeys.</i> <b>W:</b> using commas with <i>and</i> in lists, writing about where my family works (WB)
<b>Review 3</b> 66				
<b>10 It's hot today!</b> 68	Weather Weather activities	<i>What's the weather like?</i> <i>It's ...</i> <i>Put on / Don't put on ...</i>	<b>Long vowels:</b> <b>i + magic e</b> <i>bike white</i> <i>kite line</i> <i>nine</i>	<b>R:</b> a weather report <b>L:</b> identifying the weather at certain times from the weather report <b>S:</b> <i>It's Monday. What's the weather like?</i> <b>W:</b> verbs and adjectives, writing about the weather (WB)
<b>11 What are you wearing?</b> 74	Clothes Time	Present continuous: <i>What are you wearing?</i> <i>What's he wearing?</i> <i>I'm / He's wearing ...</i>	<b>Long vowels:</b> <b>o + magic e</b> <i>nose bone</i> <i>rope home</i> <i>stone</i>	<b>R:</b> a poem: 'At the coach station' <b>L:</b> identifying people by their clothing <b>S:</b> <i>What's she wearing? She's wearing ...</i> <i>He's wearing a red shirt. Who is it?</i> <b>W:</b> writing the time, writing about my clothes (WB)
<b>12 You're sleeping!</b> 80	Celebrations Getting ready	Present continuous: <i>What are you / they doing?</i> <i>I'm / We're / They're ...</i> <i>What's he / she doing?</i> <i>He's / She's ...</i>	<b>Long vowels:</b> <b>u + magic e</b> <i>June tube</i> <i>flute cube</i>	<b>R:</b> a descriptive email <b>L:</b> listening for detail to distinguish between photos <b>S:</b> <i>What's he doing? He's dancing.</i> <b>W:</b> present continuous verbs, writing about a party (WB)
<b>Review 4</b> 86				
<b>13 Look at all the animals!</b> 88	Farm animals Adjectives	Comparatives: <i>This cow is bigger than that cow.</i>	<b>Long vowels:</b> <b>ee</b> <i>tree cheese</i> <i>green feet</i> <i>three</i>	<b>R:</b> an information text <b>L:</b> listening for rules <b>S:</b> <i>Don't open the gate.</i> <b>W:</b> using <i>and</i> to connect sentences, writing about a farm visit (WB)
<b>14 Look at the photos!</b> 94	Memories Tidying up	Past simple: <i>I was / wasn't ...</i> <i>You were / weren't ...</i>	<b>Short &amp; long vowels</b> <i>cub cube</i> <i>tap tape</i> <i>pip pipe</i>	<b>R:</b> a newspaper article <b>L:</b> identifying people by their feelings and appearance <b>S:</b> <i>He was a lion (in the school play).</i> <b>W:</b> <i>and / or</i> , writing about me and my friends (WB)
<b>15 Well done!</b> 100	People Ordinal numbers	Past simple: <i>There were some / weren't any ...</i> Irregular plurals	<b>ng / nk</b> <i>ng: ring king swing</i> <i>nk: bank sink pink</i>	<b>R:</b> a fairytale <b>L:</b> identifying actions and emotions <b>S:</b> <i>What's Suzy doing? She's ...</i> <i>Is she sad? No, she isn't. She's ...</i> <b>W:</b> irregular plurals, writing about a school open day (WB)
<b>Review 5</b> 106				

## Lesson One

- 1 Listen and sing.  01      2 Sing and do.

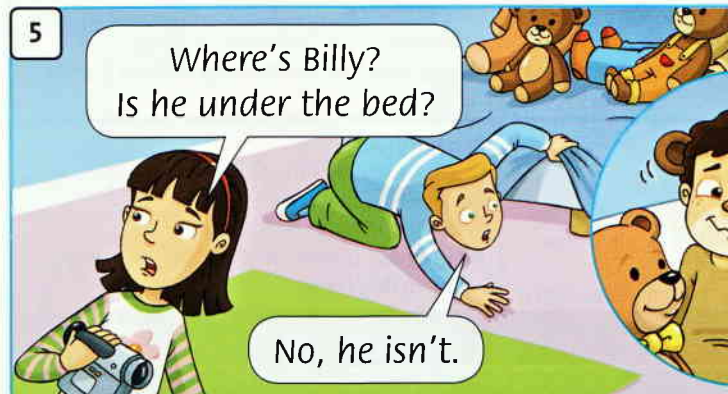
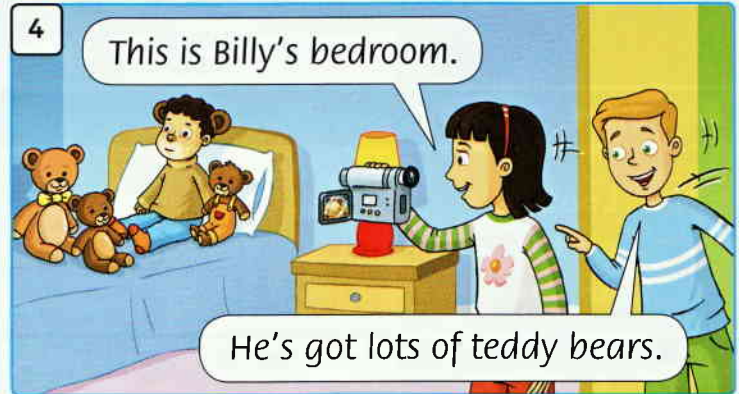
### Welcome song

Welcome back  
To all our friends.  
Fun and learning  
Never end!

Welcome back,  
It's a happy day.  
A day for learning,  
A day for play!



- 3 Listen and read.  02



1 Listen to the story again and repeat. Act.

2 Circle T (true) or F (false).

1 Rosy's got brown hair.

T  F

2 Tim is Rosy's brother.

T  F

3 Tim's got brown eyes.

T  F

4 Billy's got curly hair.

T  F

5 Billy is four.

T  F

6 Billy is under the bed.

T  F

3 Listen and number.  03

mum dad brother sister grandma grandpa aunt uncle cousin



4 Point and say.

long short curly straight brown black grey

This is Rosy's mum. She's got curly hair.

This is Rosy's dad. He's got ...

## Lesson Three

### 1 Ask and answer.

Hello. How are you?

I'm fine, thank you.

What's your name?

My name's ...

How old are you?

I'm ...

### 2 Look and say. Introduce a friend.

1



This is my friend.  
His name's James.  
He's nine.

2



This is my friend.  
Her .....  
She's ...

### 3 Listen and sing. 04

### 4 Sing and do.

## Monday, Tuesday, Wednesday, Jump!



Monday, Tuesday, Wednesday,  
Jump!

Thursday, Friday,  
Down with a bump!

Saturday, Sunday,  
Let's say 'Hi!'

Days of the week.  
Let's say 'Goodbye!'



1 Look. Ask and answer.

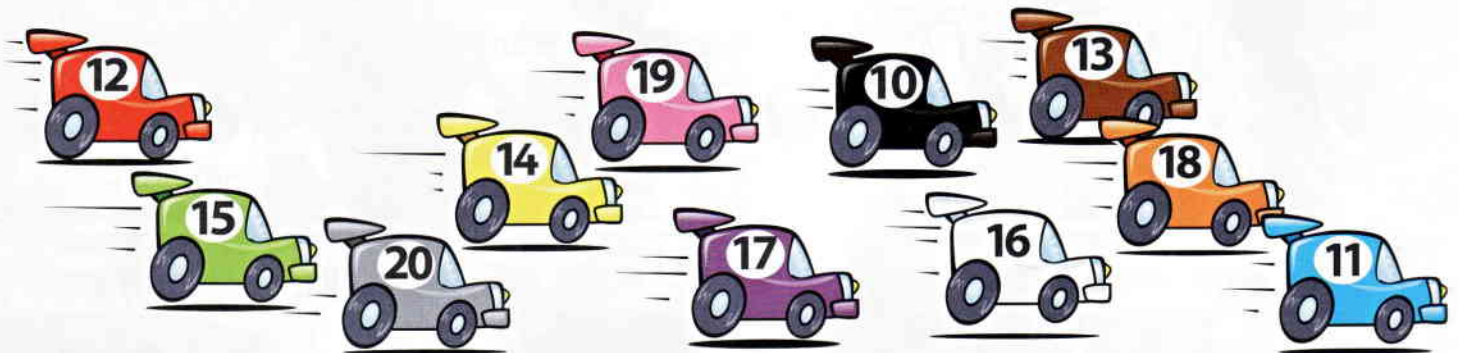
ball      car      train      doll      teddy      puzzle      bike



How many cars are there?

There are ... cars.

2 Listen and point. Ask and answer.  05



red      green      blue      yellow      pink      purple  
black      white      brown      orange      grey

What colour is number 18?

It's ...

3 Write the numbers.

ten	<u>10</u>	thirteen	_____	seventeen	_____
twenty	_____	fifteen	_____	fourteen	_____
eleven	_____	twelve	_____	sixteen	_____
eighteen	_____	nineteen	_____		



# 1

# Our new things

## Lesson One Words

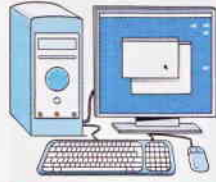
1 Listen, point and repeat.  06



classroom



table



computer



peg



pencil case



board

2 Listen and chant.  07

3 Listen and read.  08



1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!



This is the new computer.



That is a new board.



These are new tables.



Those are new pegs.

3 Write.

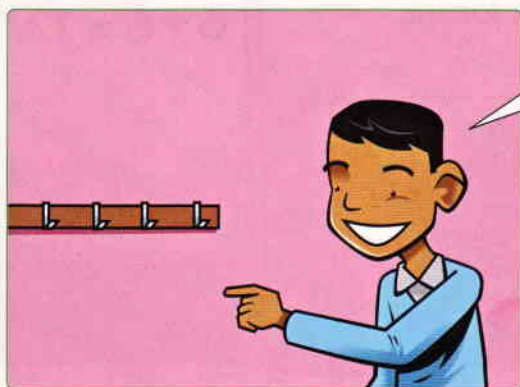
This That These Those



\_\_\_\_\_ are bags. \_\_\_\_\_ is a ruler. \_\_\_\_\_ are pencils. \_\_\_\_\_ is a computer.

4 Point and say.

chairs pencil case board tables ruler pegs



Those are pegs.

This is a ...

That is a ...

These are ...

# Lesson Three Song

1 Listen, point and repeat.  09



poster



picture



drawers



cupboard

2 Listen and sing.  10

3 Sing and do.

## What's in the classroom?

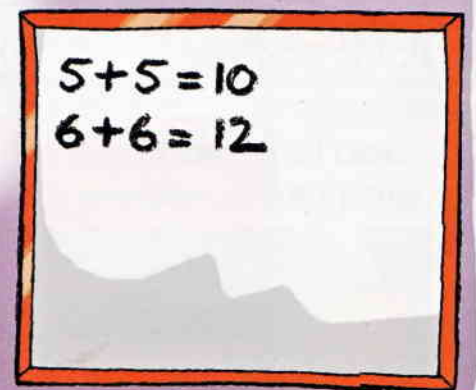


What's in the classroom?  
Let's have a look!  
Posters and pictures,  
And work in a book.

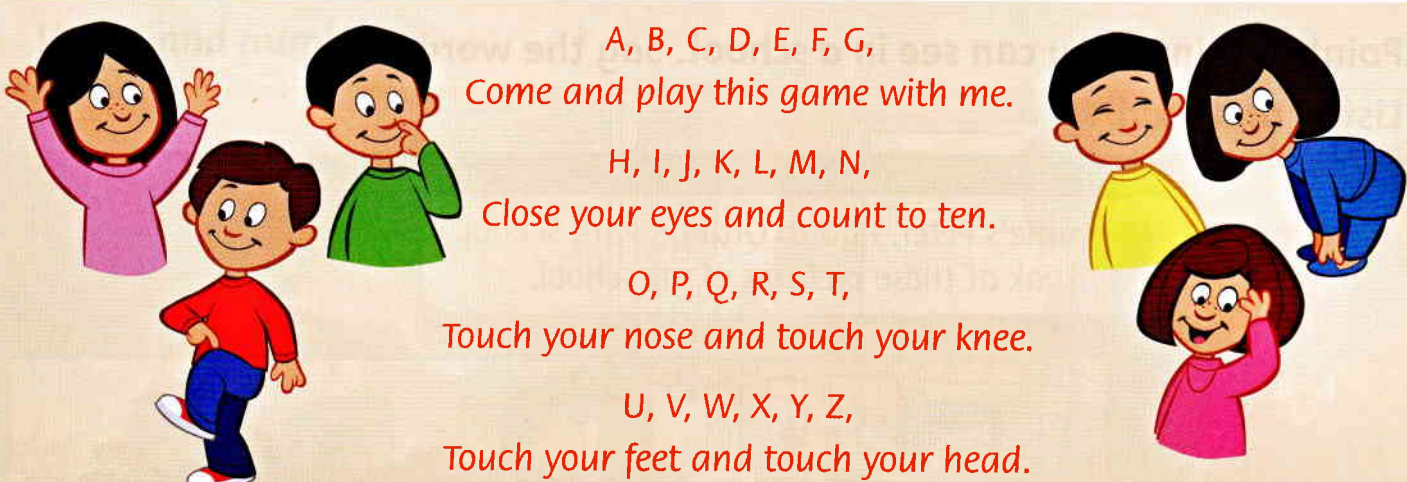
What's in the classroom?  
What can you see?  
Drawers and a cupboard  
For you and for me.

What's in the classroom?  
What's over there?  
A door and a window,  
A table and chair.

What's in the classroom?  
What can you see?  
A board and pegs  
For you and for me.



1 Listen and chant.  11



A, B, C, D, E, F, G,  
Come and play this game with me.

H, I, J, K, L, M, N,  
Close your eyes and count to ten.

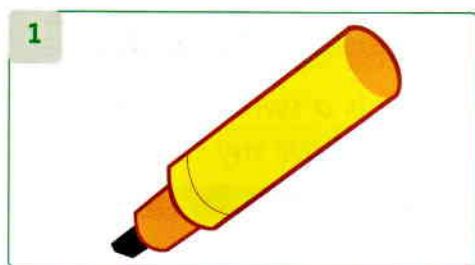
O, P, Q, R, S, T,  
Touch your nose and touch your knee.

U, V, W, X, Y, Z,  
Touch your feet and touch your head.

2 Listen, point and repeat.  12

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz

3 Listen and circle the correct sound.  13



a p f



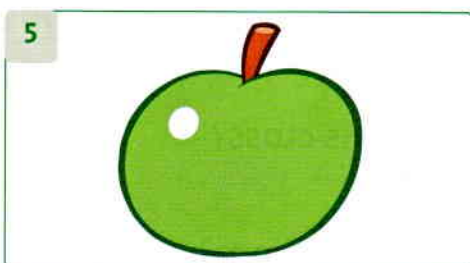
l t d



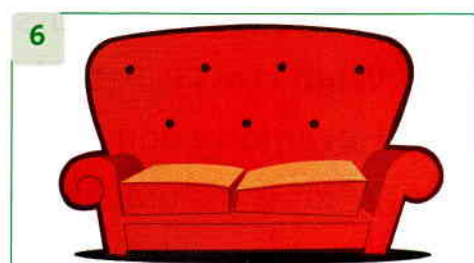
e h d



g v m



c a i



e n s

## Reading

- 1 Point to things you can see in a school. Say the words.
- 2 Listen and read.  14

1



My name's Peter. I go to Orange Park School. Look at these pictures of my school.

2



Our classroom is upstairs. It's very big and bright.

3



I'm in class 3C. There are 12 girls and 14 boys in my class. Our teacher is Mrs Cooper.

4



There are lots of pictures and posters on the wall.

5



We sit at tables. I sit with my friend Henry.

6

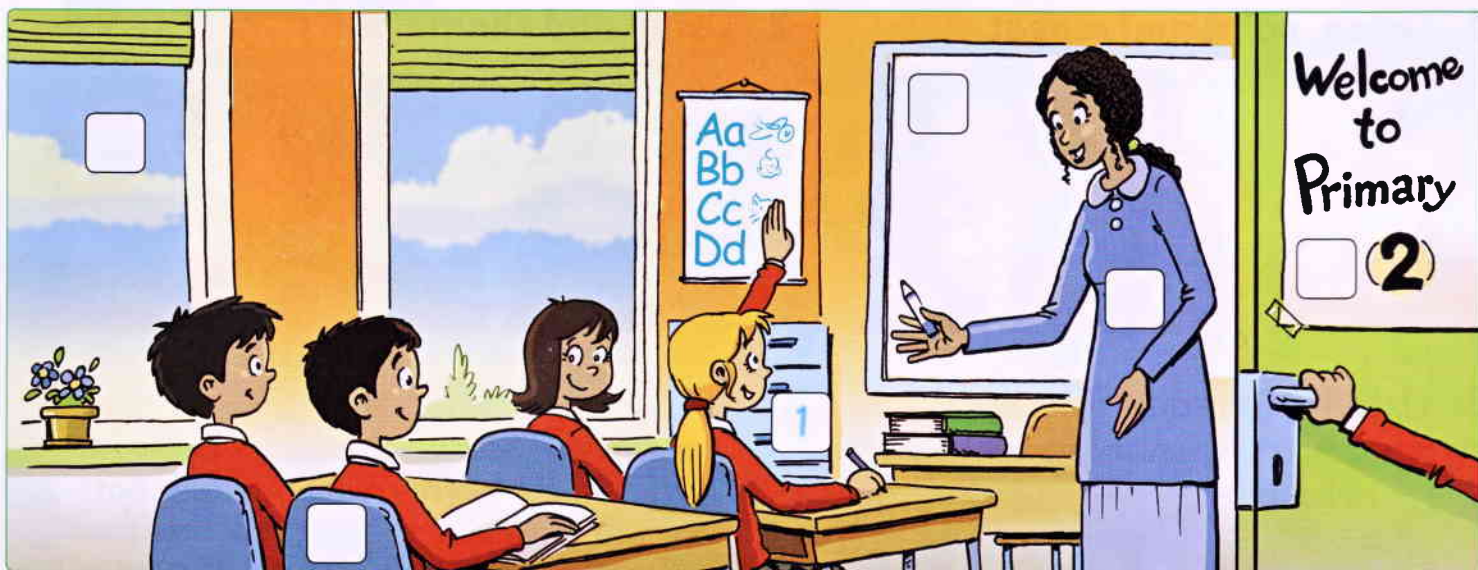


There is a swimming pool too. I love my school.

### 3 Read again. Circle the correct word.

- |  |                                   |
|--|-----------------------------------|
| 1 Where is Peter's classroom?            | <u>upstairs</u> / downstairs      |
| 2 What class is Peter in?                | 3C / Orange Park                  |
| 3 How many boys are there in his class?  | 12 / 14                           |
| 4 What is his teacher's name?            | Henry / Mrs Cooper                |
| 5 What is on the walls of the classroom? | tables / pictures                 |
| 6 Is there a swimming pool?              | Yes, there is. / No, there isn't. |

## Listening

1 Listen and number.  15

## Speaking

## 2 Point, ask and answer.

boys    girls    teachers    windows    doors

How many girls are there?

There are two girls.

What colour is his hair?

It's ...

## Writing

3 Underline the capital letters at the start of the sentences.  
Circle the capital letters at the start of the names.

We've got a big classroom.

Our teacher is Mrs Cooper.

1 My name's Peter.

2 This is my school.

3 Thank you, Miss Jones.

4 This is Rosy's pencil case.

5 Those are your pegs.

6 This is Tim.

# 2

# They're happy now!

## Lesson One Words

1 Listen, point and repeat.  16

2 Listen and chant.  17



hot



cold



hungry



thirsty

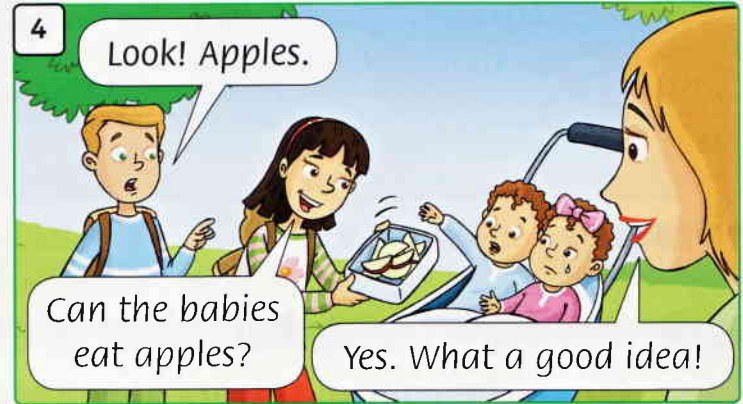


happy



sad

3 Listen and read.  18



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

Let's learn!



We're happy.



They're hungry.



Are they hot?  
No, they aren't.



Are they happy?  
Yes, they are.

We're = We are  
They're = They are

- 3 Look and match.

We're

They're



- 4 Write.

Yes, they are. No, they aren't. Yes, we are. No, we aren't.

Are they hot?

Are you hungry?

Are they cold?

Are you happy?



Yes, they are .



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## 1 Listen, point and repeat. 19



tired



angry



scared



brave

## 2 Listen and sing. 20    3 Sing and do.

### If you're tired and you know it ...



If you're tired and you know it,  
Go to sleep! [Snore, snore]  
If you're tired and you know it,  
Go to sleep! [Snore, snore]

If you're tired and you know it,  
And you really want to show it,  
If you're tired and you know it,  
Go to sleep! [Snore, snore]

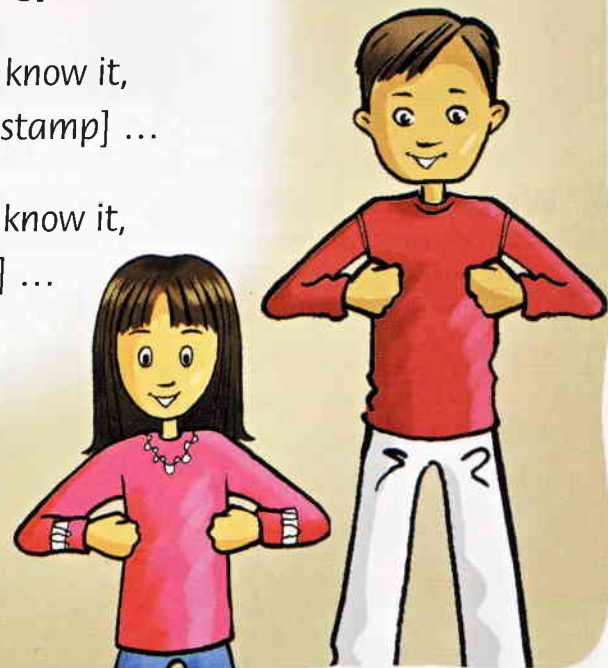


If you're scared and you know it,  
Hug yourself! [Hug, hug] ...

If you're angry and you know it,  
Stamp your feet! [Stamp, stamp] ...



If you're brave and you know it,  
Say, 'I can!' [I can!] ...



1 Listen, point and repeat. 21

ch

chair

teacher



sh

shoes

fish



th

thumb

bath



2 Listen and chant. 22

Look at my teacher,  
Sitting on a chair.

Her shoes are blue,  
She's got long, black hair.

A picture of a bath,  
And a picture of a fish.

Look at my teacher.  
Her name's Miss Wish.



3 Read the chant again. Circle the sounds ch, sh and th.

4 Listen to the sounds and join the letters. 23

What has the teacher got?


sh sh th th sh ch sh

th sh ch sh th sh ch

sh ch sh ch ch ch th



## Reading

- 1 Look at the pictures. How does the boy feel?
- 2 Listen and read.  24



## My Feelings

Sometimes I am happy,  
Sometimes I am brave.  
Sometimes I am sad,  
But I always behave.

When I'm really happy,  
I laugh and smile and play.  
When I'm really happy,  
It's a very good day.

When I'm really brave,  
I'm scared, but carry on.  
I say, "I can do it!"  
Until my fear is gone.

When I'm really sad,  
I cry and tell my dad.  
We talk together,  
And then I don't feel bad.

Sometimes I am happy,  
Sometimes I am brave.  
Sometimes I am sad,  
But I always behave.



- 3 Read again. Match.

1 play

2 cry

3 laugh

4 I can do it!

5 smile

a

a happy

b brave

c sad

Listening

1 Listen and number.  25



Speaking

2 Point, ask and answer.

happy sad tired cold scared hungry

Is he sad?

No, he isn't. He's scared.

Is she ...?

No, ...

Writing

3 Look and write the long form.

I'm = I **am**

He's = He **is**

We're = We **are**

You're = You **are**

She's = She **is**

They're = They **are**

1 She's cold. She is cold.

2 They're happy. \_\_\_\_\_ happy.

3 I'm hungry. \_\_\_\_\_ hungry.

4 We're thirsty. \_\_\_\_\_ thirsty.

5 You're brave. \_\_\_\_\_ brave.

6 He's sad. \_\_\_\_\_ sad.