

Family and Friends Starter

Teacher's Book

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OXFORD

Family and Friends

Starter

Teacher's Book

Scope and sequence **2**

Introduction **6**

Flashcards and games **18**

MultiROM Listen at home **23**

Starter Unit **24**

Unit 1 **30**

Unit 2 **36**

Unit 3 **42**

Unit 4 **48**

Unit 5 **54**

Unit 6 **60**

Unit 7 **66**

Unit 8 **72**

Unit 9 **78**

Review pages answer key **84**

Workbook answer key **85**

Photocopy Masters Book notes **91**

Wordlist **92**

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Hello!	p24	Core: <i>Rosy, Tim, Billy, hello, goodbye</i> Extra: <i>everyone, English, fun, teacher, friends, has got, an, with, Mum, Miss Bell</i>	<i>What's your name?</i> <i>I'm Tim.</i>
1 What colour is this?	p30	Colours Core: <i>red, green, blue, black, white</i> Extra: <i>lots of, me, you, in, a, and</i>	<i>What colour is it?</i> <i>It's red.</i>
2 What's this?	p36	School Core: <i>desk, chair, crayon, pencil, notebook</i> Extra: <i>has got, at</i>	<i>What's this?</i> <i>It's a desk.</i>
3 Is it a plane?	p42	Toys Core: <i>plane, puppet, robot, balloon, teddy</i> Extra: <i>with, how many?, look at</i>	<i>Is it a balloon?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>
Review 1		Revision of vocabulary and structures from Units 1-3	
4 This is my mum!	p48	Family Core: <i>mum, dad, brother, sister, grandpa, grandma</i> Extra: <i>cuddle, play, in, a, let's count all, look at all, arrive, in line, again, has got, look at, with. No, it isn't.</i>	<i>This is my mum.</i>
5 He's happy!	p54	Feelings Core: <i>happy, sad, hungry, thirsty, hot, cold</i> Extra: <i>happy as can be, eats, who's (hungry)?, sandwiches, bottles, Nellie, Ollie, and, my, Look! Poor Billy. Come here!</i>	<i>He's happy.</i> <i>She's hungry.</i>
6 They're bears!	p60	Zoo Core: <i>bird, bear, hippo, crocodile, tiger</i> Extra: <i>is, has got, zoo</i>	Plurals with <i>s</i> <i>What are they?</i> <i>They're bears.</i>
Review 2		Revision of vocabulary and structures from Units 1-6	

	Phonics	Numbers	Skills	Values
	Aa <i>apple, Annie</i> Bb <i>boy, bat</i>	1, 2	Reading: Left-to-right progression; visual discrimination; recognizing sequences Writing: Left-to-right progression; drawing horizontals and verticals; drawing long and short lines	Greeting people (interacting with others in a polite and friendly manner)
	Cc <i>cat, car</i> Dd <i>dog, duck</i>	3, 4	Reading: Left-to-right progression; visual discrimination; identifying the odd-one-out Writing: Left-to-right progression; drawing diagonals, curves and curve sequences; drawing downstrokes (lines, curves and diagonals)	Be clean and tidy (understanding ways of looking after yourself and your home environment)
	Ee <i>egg, elephant</i> Ff <i>fish, farm</i>	5, 6	Reading: Left-to-right progression; visual discrimination; identifying differences Writing: Left-to-right progression; large and small loops	Play respectfully (understanding appropriate behaviour required for building good family relationships)
	Gg <i>girl, guitar</i> Hh <i>hat, horse</i> li <i>insect, ill</i>	7, 8	Reading: Left-to-right progression; visual discrimination; recognizing fragments of a pattern Writing: Left-to-right progression; complex loops and pathways; wave patterns	Be kind to others (sharing and playing co-operatively)
	Jj <i>jug, juice</i> Kk <i>kangaroo, key</i> Ll <i>lion, lollipop</i>	9, 10	Reading: Word recognition (identifying words that are the same); matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns	At other people's homes (showing respect for family and friends at home)
	Mm <i>man, mango</i> Nn <i>nose, neck</i> Oo <i>orange, octopus</i>	11, 12	Reading: Word recognition; matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns	Take care in the park (understanding appropriate behaviour outside the home environment)
	Pp <i>panda, pen</i> Qq <i>queen, quilt</i> Rr <i>river, rainbow</i>	13, 14	Reading: Word recognition; matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns	Be kind to animals (understanding that living creatures should be respected and treated with care)

		Words	Grammar	
7	Are they teachers?	p66	Jobs Core: <i>pupil, teacher, waiter, vet, builder</i> Extra: <i>dressing up, there's, snake, in a row, let's go, goes</i>	Are they waiters? Yes, they are. No, they aren't.
8	I've got a shirt!	p72	Clothes Core: <i>jumper, shirt, jacket, hat, belt</i> Extra: <i>I've got a, Victor, Vicky, big, small</i>	I've got a hat.
9	I like plums!	p78	Food and drink Core: <i>raisins, plums, crisps, cakes, milkshake</i> Extra: <i>yum, yuk, I like, yellow</i>	I like plums. I don't like raisins.

Review 3

Revision of vocabulary and structures from Units 1-9

Phonics	Skills		Values
Ss <i>sofa, sock</i> Tt <i>towel, turtle</i> Uu <i>umbrella, up</i>	15, 16	Reading: Word recognition; reading simple sentences; reading simple dialogues Writing: Word writing; completing gap sentences; writing simple full sentences	Take care at school (learning appropriate respectful behaviour at school)
Vv <i>violin, vase</i> Ww <i>woman, wall</i> Xx <i>box, fox</i>	17, 18	Reading: Word recognition; reading simple sentences; reading simple dialogues Writing: Word writing; completing gap sentences; writing simple full sentences	Appreciate kindness from others (recognizing generosity and kindness)
Yy <i>yogurt, yo-yo</i> Zz <i>zebra, zoo</i>	19, 20	Reading: Word recognition; reading simple sentences; reading simple dialogues Writing: Word writing; completing gap sentences; writing simple full sentences	Share with others (understanding personal reward gained from sharing things with others)

Introduction

Family and Friends is a complete seven-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. *Family and Friends* 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 (kinaesthetic learners). *Family and Friends* uses all of these approaches to help every child realize his or her potential.

Family and Friends 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 *Family and Friends* includes the following:

Class Book with Student MultiROM

Workbook

Teacher's Book

iTools (digital class resources)

Audio CDs

Alphabet Book

Teacher's Resource Pack containing:

- Photocopy Masters Book
- Testing and Evaluation Book
- Words flashcards
- Phonics cards
- Phonics poster

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Class Book with support from the flashcards and recordings and are then practised 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.

Reading and writing

Family and Friends Starter offers a carefully graded introduction to reading and writing. For more details see page 10.

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.

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

Each unit contains two phonics lessons. Children learn the sound and letter form of initial sounds so they associate sound and letter.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. We meet a happy extended family and see the amusing adventures of Rosy, her cheeky one-year-old brother Billy, and her cousin Tim.

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

Songs and chants

Every unit in *Family and Friends* contains two songs for children to practise 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 practise 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.

Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information. For this reason, children are taught series of actions to accompany the stories and songs.

In *Family and Friends* the children are also 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 children to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps children to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

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 *Family and Friends* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes for every lesson. They can be used according to the timing and pace of the lesson and their appropriacy to the children in the class.

Typically, optional activities are games and TPR activities that allow children to respond to the new vocabulary and sounds they are learning in a way that is fun and motivating. Games used frequently as optional activities are detailed on the *Flashcards and games* pages.

For activities which involve drawing and colouring in, it is suggested that children work in groups to share craft materials.

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 practised in these units. They can be used as a progress test to check that children have remembered what they have learned. A complete answer key can be found on page 84 of the Teacher's Book.

Values

Values, which can also be called civic education, are a key strand in *Family and Friends*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behaviour, and how their behaviour 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 10 Values worksheets in the Photocopy Masters Book (PMB) – one per unit.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

Testing and evaluation

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing.

The Testing and Evaluation Book offers:

- suggestions for ongoing classroom evaluation.
- an evaluation sheet to keep a record of children's progress.
- suggestions for encouraging children to self-evaluate.
- 10 unit tests.

Multimedia

Student MultiROM

The Student MultiROM contains:

- *Listen at home* target language, songs, and phonics chants for children to practise at home. They can be played on a CD player, or on a computer using the audio player. (A full list of tracks can be found on page 23 of the Teacher's Book.)
- Computer-based interactive activities which practise the vocabulary, grammar, and phonics from each unit, and karaoke versions of the songs for children to sing along to.

Family and Friends iTools

Family and Friends iTools is a CD-ROM which contains digital class resources and 'make your own' resources.

All the digital class resources on the iTools can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. These include:

- vocabulary presentation and practice.
- frame-by-frame story presentation.
- grammar presentation and practice.
- phonics presentation and practice.

Picture dictionary

A picture dictionary is provided on pages 70–72 of the Class Book for children to refer to whenever necessary. A suitable point to use the Picture dictionary would be at the end of Lesson 1 of each unit, after children have been exposed to all of the vocabulary from the unit.

Readers (levels 1–6)

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge.

The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. They contain approximately 100 core headwords (500), and correspond with the vocabulary and grammar syllabus of the course books. They also contain integrated activities which can be used either in the classroom or for homework.

Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends* 1–6 as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable children to build up a picture of the grammatical system step by step. It can be used in class or at home.

There is a CD-ROM containing additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

Alphabet Book

The Alphabet Book provides structured, contextualized practice in recognizing and forming upper- and lower-case letters. It can be used before starting Starter for children who are less familiar with the alphabet, or alongside Starter for children who need extra practice working with letters.

Handwriting

The handwriting section on pages 70–72 of the Workbook provides an opportunity to practise writing the upper- and lower-case forms of all the letters of the alphabet and the numbers in digit form. As with the Picture dictionary, these pages can be used in class or at home.

Drama in the classroom

How to present the stories

Each story is presented at the end of every unit and has a receptive and productive stage. In the first stage (receptive stage), children listen to the story and follow it in their Class Books. In the second stage (productive stage), children listen again and act it out.

It should be noted that children are not expected to repeat or produce all the language of the stories in the first four units. The notes for these units provide ideas for what children can do to act out these stories.

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 practise 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 practise 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.

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 boy / girl*, *Good work*, *Well done!* *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 with learning.
- Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.
- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

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.
- Encourage extra practice at home using the MultiROM, especially the *Listen at home* sections. The children can enjoy singing the songs at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Photocopy Masters Book.
- Show parents the children's completed Evaluation Sheet from the Testing and Evaluation Book at the end of each semester.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays from the PMB, and the songs they have learnt, along with their actions.
- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.

oxfordparents

Help your child with English



Oxford Parents is a **new** 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 practising English outside the classroom can really help children become more confident using the language. If they speak English with their parent(s), they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practising 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!