

American English

Family and Friends 4

Student Book



تیراژ ۵۰۰۰ جلد

Family and Friends (4) SB

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Family and Friends 4 studentbook Naomi Simmons

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فهرست

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۲۸/۲۲

Naomi Simmons

Scope and sequence

Starter: Back together!

Food words Telling the time Alphabetical order like + verb +ing can for permission / requests Countable and uncountable nouns
a / an / some be going to + verb Comparative and superlative adjectives

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

Words	Grammar	Phonics	Skills
8 How much time do we have? page 58			
At the airport Words in context: my vacation	Expressing quantity <i>How much money do you have?</i> <i>I don't have much money.</i> <i>some / any</i> <i>Do you have any newspapers?</i>	Simple past -ed endings: <i>walked, finished, washed,</i> <i>waited, painted, started,</i> <i>showed, played, rained</i>	R: a letter L: identifying details about vacations S: asking and answering questions about a vacation W: addressing envelopes, writing a letter about a vacation (WB)
9 Something new to watch! page 64			
Audio-visual entertainment Words in context: TV shows	Infinitive of purpose <i>I turned on the TV to watch sports.</i> <i>He turned off the TV to play a video game.</i> <i>How often ...?</i> <i>I watch TV three times a week.</i>	er and or endings: <i>er: mother, father,</i> <i>September</i> <i>or: visitor, doctor, actor</i>	R: a TV guide L: identifying details about children's favorite TV shows S: talking about favorite TV shows W: the prefix <i>un-</i> , writing a TV guide (WB)
Review 3 page 70			
Extensive reading and project: travel page 72			
10 Let's open this present first! page 74			
Birthdays Words in context: sending emails	Making suggestions <i>Let's put in the batteries now.</i> <i>Why don't you open your presents?</i> <i>How about making a cake?</i> Ordinal numbers	ur and Ir spellings: <i>ur: hurt, Thursday,</i> <i>nurse, curtains</i> <i>Ir: circle, girl, shirt, bird</i>	R: online instructions L: identifying children's parties S: talking about parties W: parts of speech, writing an invitation (WB)
11 He fell off! page 80			
Family Words in context: "My relatives are coming!"	Simple past: irregular extension <i>Leo put on your jacket.</i> <i>When did we last look at the photo album?</i> Dates and I was born ... <i>My dad was born in 1971.</i> <i>He was born on July 9th 1971.</i>	le and al endings: <i>le: candle, castle, table,</i> <i>people</i> <i>al: sandal, animal,</i> <i>hospital, cereal</i>	R: a poem L: identifying favorite memories S: talking about memories W: using quotation marks, writing the end of a story (WB)
12 What's the matter? page 86			
Illness Words in context: how to stay healthy	<i>should / shouldn't</i> <i>You should drink some water.</i> <i>You shouldn't eat lots of cupcakes.</i> <i>could / couldn't</i> <i>Max couldn't eat his dinner.</i> <i>But he could eat lots of cupcakes.</i>	el and il endings: <i>el: tunnel, camel, towel,</i> <i>travel</i> <i>il: lentils, pencil, April,</i> <i>pupil</i>	R: an information leaflet L: identifying details about children's healthy lifestyles S: describing what you do to be healthy W: connecting sentences using <i>because</i> and <i>so</i> , writing an information leaflet (WB)
Review 4 page 92			
Extensive reading and project: gold page 94			
13 Can you help me? page 96			
Making smoothies Words in context: child heroes	Object pronouns <i>me / you / him / her / it / us / them</i> Relative pronouns <i>This is the boy who didn't put the lid on.</i>	tion and shion endings: <i>tion: addition,</i> <i>subtraction, invitation</i> <i>shion: fashion, cushion</i>	R: two factual accounts L: matching people with how they help others S: asking questions about jobs W: identifying and using sub clauses, writing an interview (WB)
14 Have you ever been ...? page 102			
Places Words in context: "The Amazing Escape"		Homophones <i>see / sea</i> <i>hear / here</i> <i>wear / where</i> <i>write / right</i>	R: an account L: identifying details about life in the Antarctic S: interviewing a survivor W: topic sentences, writing a diary entry (WB)
Review 5 page 108			
Extensive reading and project: exciting places page 110			
Dictionary pages page 112			
Word list page 118			

Lesson One

1 Listen and sing. 01

We're all back together

We're all back together with friends from before.
We're ready to work and learn some more.

It's time to show what we can do.
Vacation is over for me and you!

2 Listen and read. 02

1



Teacher Welcome to 4th grade. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?

Max My name's Max. I like reading and learning about everything.

Teacher That's great, Max.

2



Max I have a younger sister. Her name's Holly and she's in 2nd grade. She likes listening to music and playing with her toys.

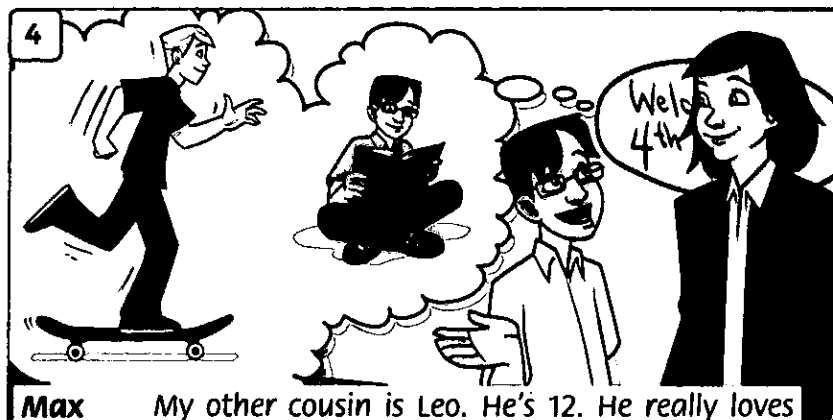
3



Max And my Australian cousins are here, too. Amy is in this class. Look!

Amy Hello, Miss Wells. I love taking photos and playing sports.

4



Max My other cousin is Leo. He's 12. He really loves skateboarding and we do lots of things together.

Teacher Great! And do you skateboard together?

Max Well, he skateboards and I read books about skateboards!