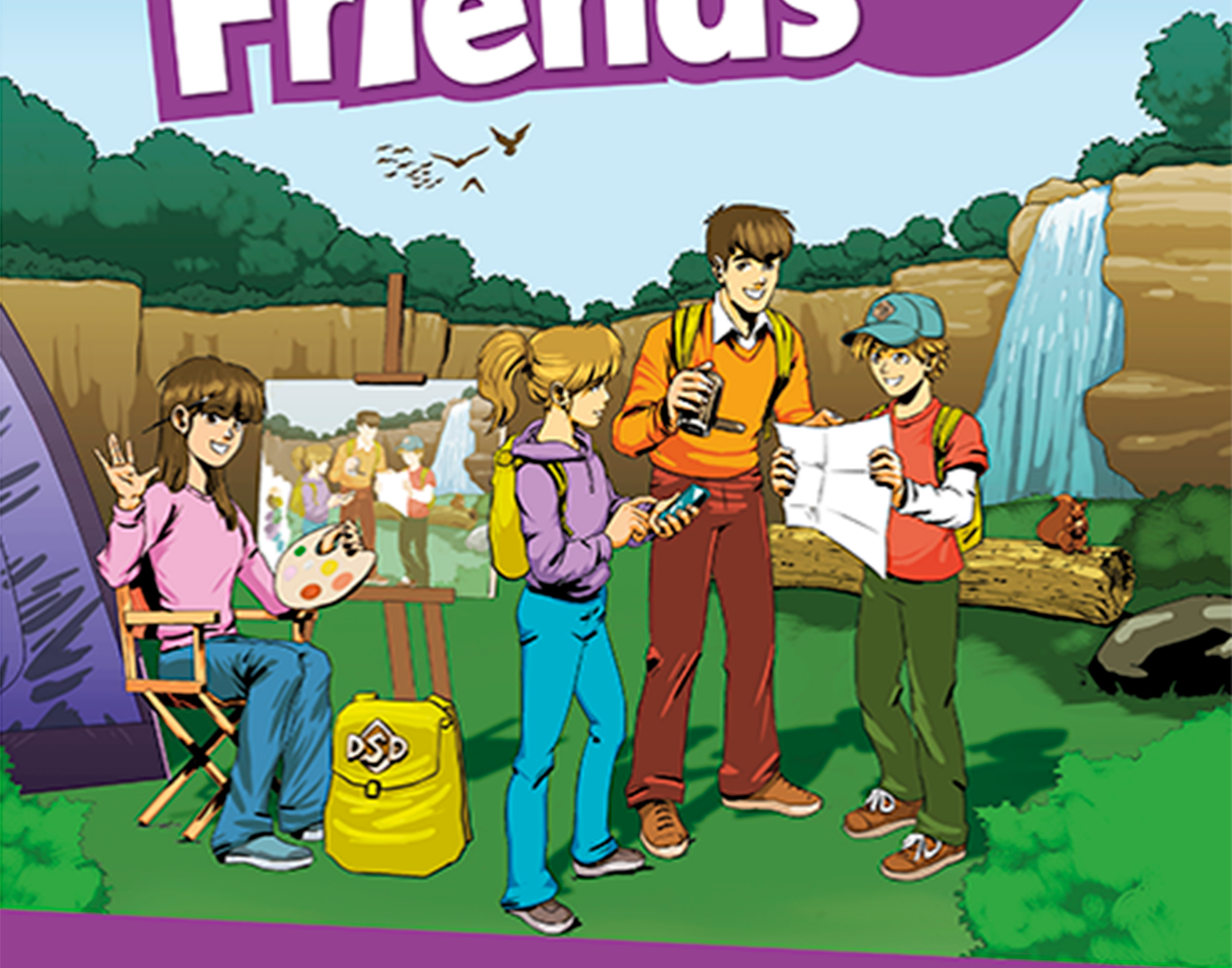


American

2nd Edition

Family and Friends 5



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American

Family and Friends

2nd Edition

5

Student Book



Tamzin Thompson

OXFORD
UNIVERSITY PRESS

Scope and sequence

Starter: Do something different!

page 4

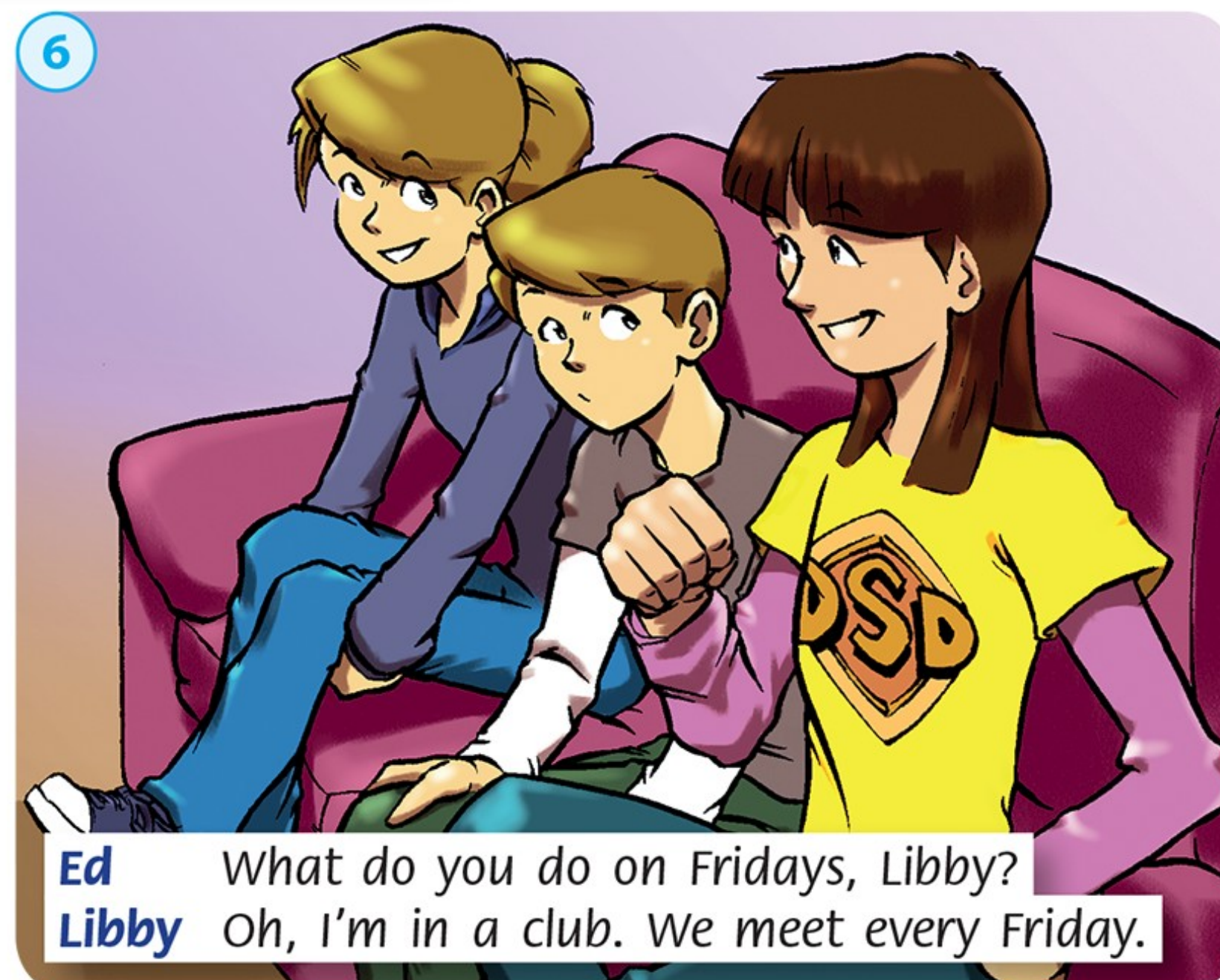
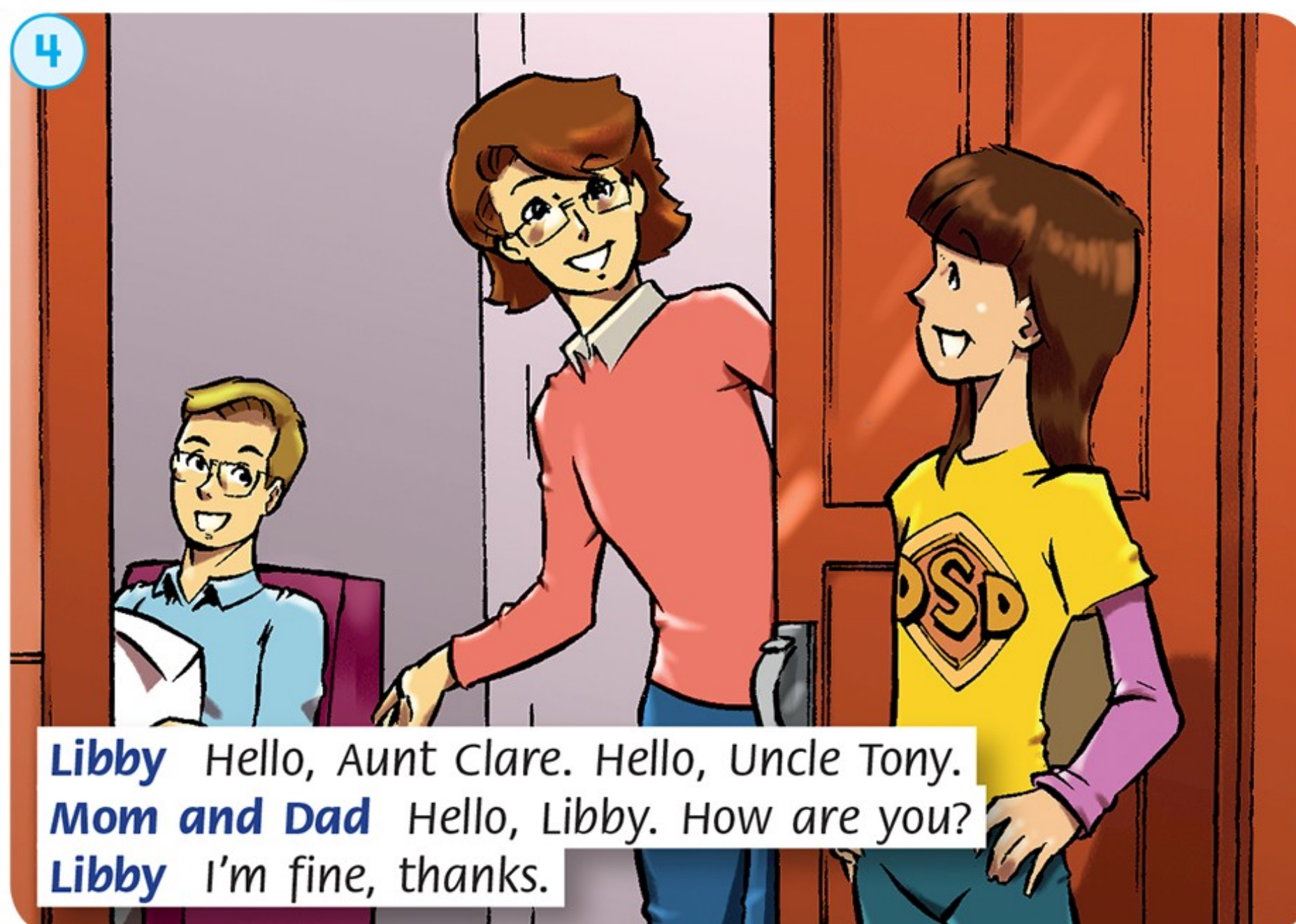
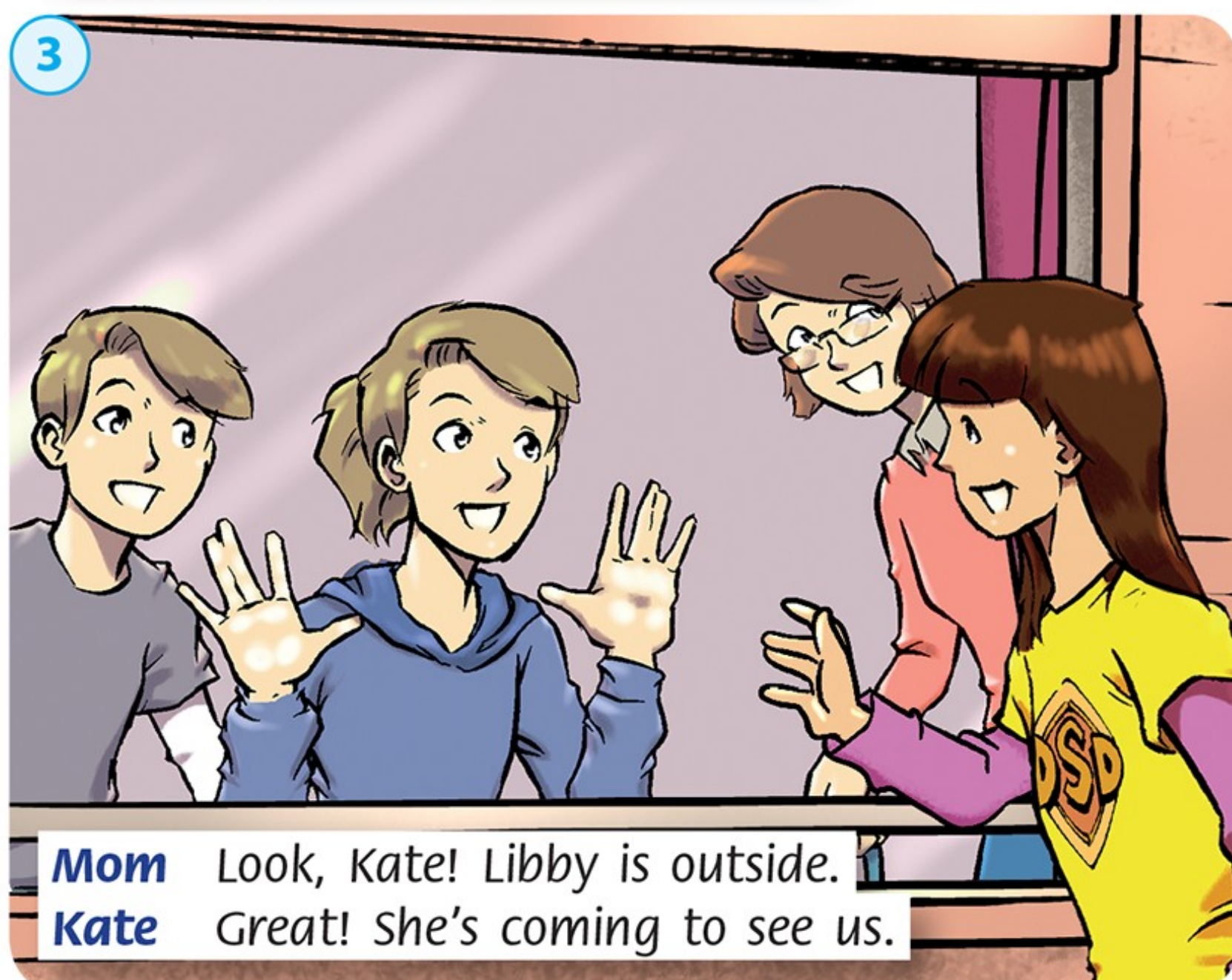
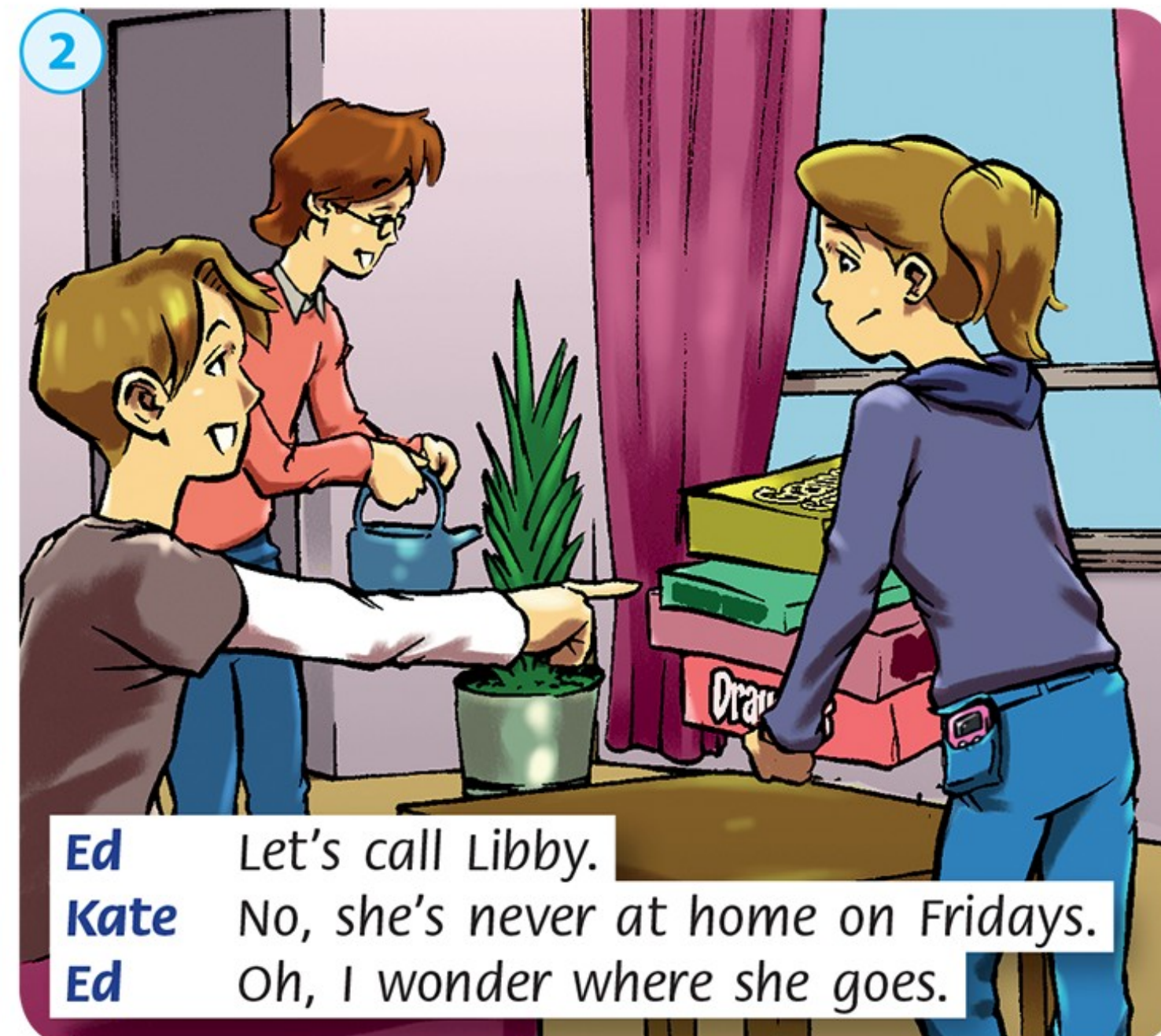
Simple present Present progressive Simple past Punctuation review

	Words	Grammar	Skills	
Performing arts	1 You can build it!			page 8
	Tools Working with words: subject verb object adjectives and adverbs Words in context: <i>My tree house</i>	Present perfect: ever / never <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> Present perfect: since / for <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 poem: <i>My tree house</i> (Cross-curricular link) Listening: Listening and ordering objects Speaking: Asking and answering questions about making things	Writing focus: Rhythm in poetry (counting syllables and stresses) Writing outcome: Writing a poem using syllable counts and stresses (Workbook)
	Fluency Time! 1	In the school yard	Craft: a mini book	page 16
	2 It's show time!			page 18
	Putting on a play Working with words: Silent letters: <i>gh</i> and <i>k</i> Words in context: <i>The Crown Diamond</i>	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> (Cross-curricular link) Listening: Listening and ordering events Speaking: Predicting the ending to a play	Writing focus: Features of a play script Writing outcome: Completing a play script (Workbook)
The environment	Social Studies Time!	Celebrations	Project: a celebration item	page 26
	3 The best party ever!			page 28
	Household items Working with words: Suffix <i>-ion</i> Words in context: <i>Lost at the parade</i>	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 isn't enough light in here.</i>	Reading: A story: <i>Lost at the parade</i> 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)
Extensive reading: fiction <i>The Trojan Horse</i>				page 36
The environment	4 Our planet			page 38
	The environment Working with words: Compound nouns Words in context: <i>An eco home</i>	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> (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)
	Fluency Time! 2	Booking tickets	Craft: an event poster	page 46
	5 Reuse and recycle			page 48
	Recycling Working with words: Prefix <i>re-</i> Words in context: <i>As good as new</i>	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> (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)
	Art Time!	Modern Art	Project: a trash animal	page 56
	6 Crazy about wildlife!			page 58
	At the wildlife park Working with words: Suffixes <i>-er / -or</i> Words in context: <i>Gorilla Kingdom</i>	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>Gorilla Kingdom</i> (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)
Extensive reading: non-fiction <i>Earth Day</i>				page 66

		Words	Grammar	Skills	
Health and fitness	7	Call an ambulance!			page 68
		First aid Working with words: Phrasal verbs Words in context: A day in the life of a firefighter	Reported speech <i>He said he needed some bandages.</i> said / told <i>Our teacher told us she had got a surprise for us. She said we were going to learn first aid.</i> Reported speech: time markers <i>"A doctor is coming to the school tomorrow."</i> <i>She told us a doctor was coming to the school the next day.</i>	Reading: An account: <i>A day in the life of a firefighter</i> (Cross-curricular link) Listening: Listening for detail in an emergency phone call Speaking: An emergency phone call roleplay	Writing focus: Features of a newspaper report Writing outcome: Writing a newspaper report (Workbook)
		Fluency Time! 3		Expressing opinions	Craft: a wildlife park map page 76
	8	Let's eat healthily			page 78
		Food Working with words: Phrasal verbs with <i>get</i> Words in context: The healthy eating pyramid	First conditional <i>If I press this button, the machine will make a pizza.</i> First conditional questions <i>Will I get ill if I don't eat fruit and vegetables?</i>	Reading: An information poster: <i>The healthy eating pyramid</i> (Cross-curricular link) Listening: Listening and summarizing Speaking: Asking and answering questions about diet	Writing focus: Concluding a personal account Writing outcome: Writing a personal account (Workbook)
History		Science Time!		Food Webs	Project: a 3D food web page 86
	9	The big game			page 88
		Sport Working with words: Antonyms Words in context: <i>Just breathe</i>	Modal verbs: may, might and could <i>I might need to do more work on those boots!</i> have to / had to statements and questions <i>Do you have to exercise every day?</i> <i>We had to clean our bedrooms before we could go out to play yesterday.</i>	Reading: A process text: <i>Just breathe</i> (Cross-curricular link) Listening: Listening for detail in an interview Speaking: Asking and answering questions about exercise	Writing focus: Writing up notes into full sentences Writing outcome: Writing up an interview from notes (Workbook)
		Extensive reading: fiction <i>Treasure Island</i>			
	10	Ancient buildings			page 98
History		Archeology Working with words: Suffix <i>-ful</i> Words in context: <i>The Heavenly Horse</i>	Indefinite pronouns <i>There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?</i> Question tags <i>These necklaces are beautiful, aren't they?</i>	Reading: An article: <i>The Heavenly Horse</i> (Cross-curricular link) Listening: Listening for details about ancient sites Speaking: Asking and answering questions about museums	Writing focus: Making writing more interesting Writing outcome: Writing a descriptive account (Workbook)
		Fluency Time! 4		Passing on messages	Craft: English text messages page 106
	11	A message for the future			page 108
		A time capsule Working with words: Homonyms Words in context: <i>Alexander and the Terrible, Horrible, No good, Very Bad Day</i>	The passive (simple present) <i>English is spoken in many different countries.</i> Passive and active <i>People in costumes greet visitors. Visitors are greeted by people in costumes.</i>	Reading: A movie review: <i>Alexander and the Terrible, Horrible, No good, Very Bad Day</i> Listening: Listening and identifying descriptions Speaking: Asking and answering questions about movies	Writing focus: Features of a movie review Writing outcome: Writing a movie review (Workbook)
		History Time!		Stories from the past	Project: a mural page 116
History	12	Be a part of history!			page 118
		The news Working with words: Adjectives with <i>-ing</i> Words in context: <i>Who deserves a high salary?</i>	The passive (simple past) <i>You were invented to cook and clean.</i> Passive questions <i>Is English spoken in the U.S.A.?</i> <i>Who was the telephone invented by?</i>	Reading: An Internet forum: <i>Who deserves a high salary?</i> (Cross-curricular link) Listening: Listening and identifying opinions Speaking: Asking and answering questions about future aspirations	Writing focus: Expressing opinions Writing outcome: Writing an opinion text (Workbook)
		Extensive reading: <i>How China changed the world</i>			
					page 126

Lesson One Story

1 Listen and read. Who comes to visit?  01





2 Listen to the story again and repeat. Act.

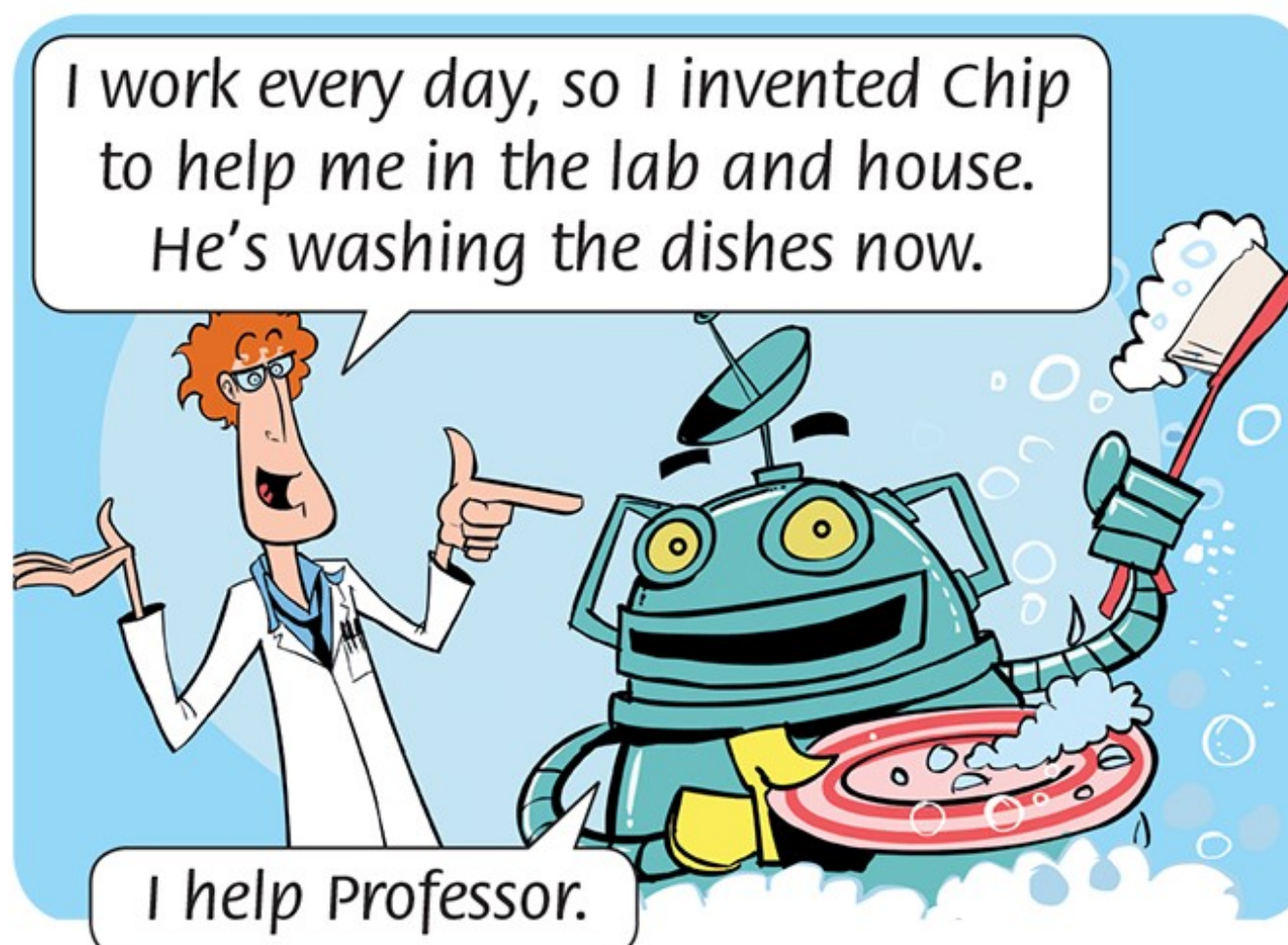
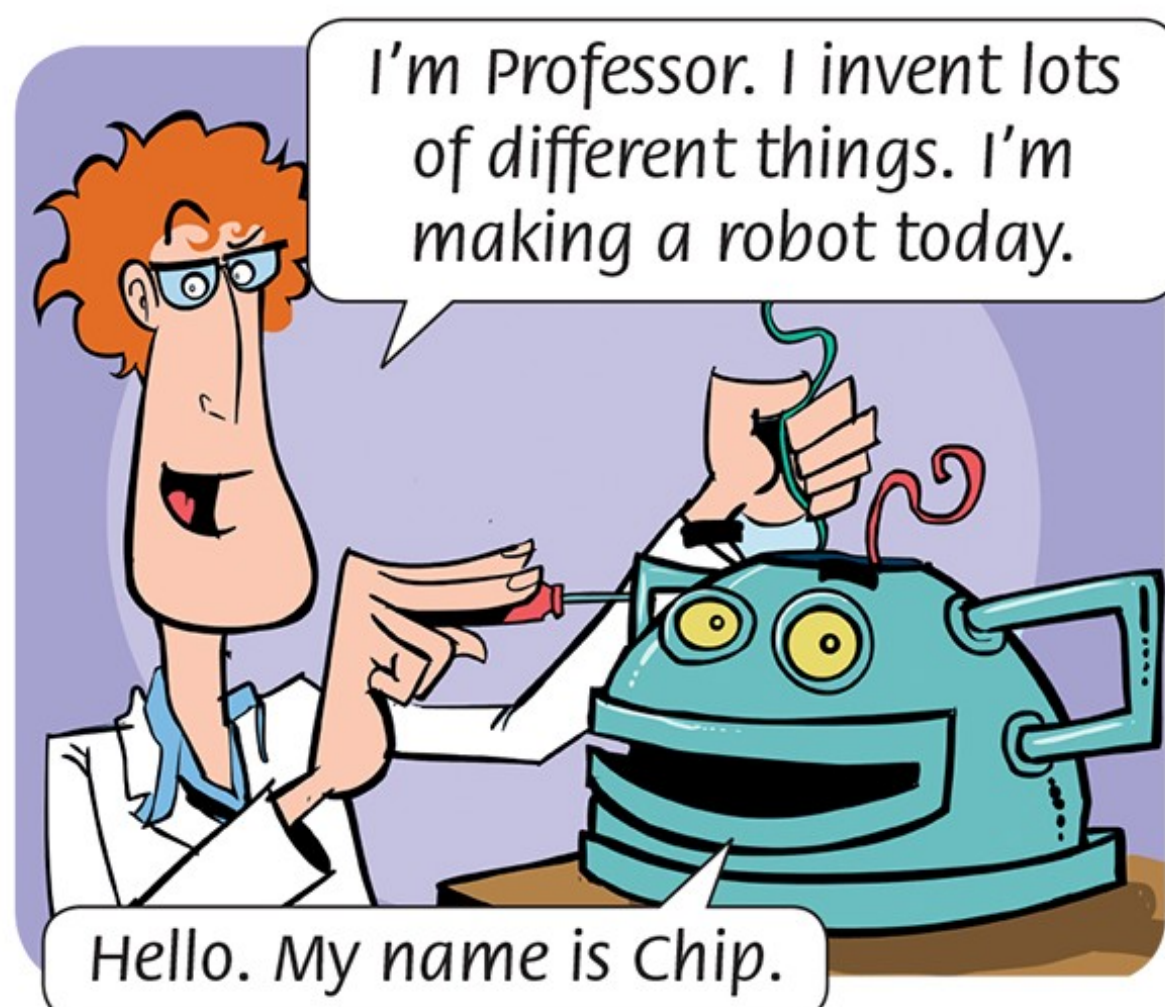
3 Read again and write *True* or *False*.

- 1 Ed wants to play a board game.
- 2 Libby is Ed and Kate's sister.
- 3 Libby is in a club.
- 4 Libby's brother is the club leader.
- 5 Ed and Kate want to go to the club meeting.
- 6 Fin gives Ed and Kate T-shirts and bags.

False



1 Listen and read. What is Professor making? 02



2 Read and learn.

Simple present and present progressive

Use the **simple present** to talk about habits and routines.

I **work** every day.

Use the **present progressive** to talk about actions happening now.

I'm **making** a robot today.

He's **washing** the dishes now.

Simple past

Use the **simple past** to talk about actions which started and finished in the past.

I **invented** Chip to help me in the house.

You **broke** all the dishes!

3 Read and circle.

1 Anna goes / is going to the park every weekend.

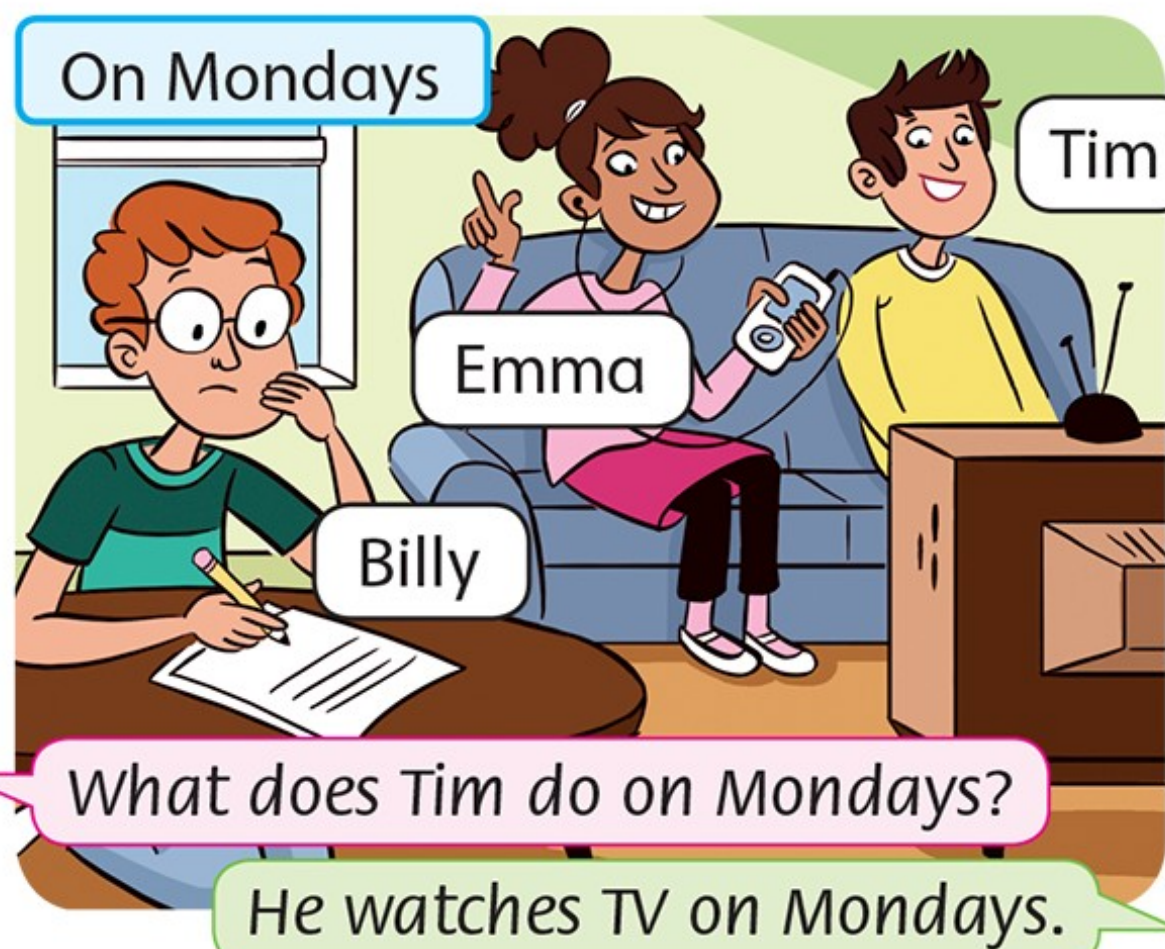
2 We played / are playing basketball last Saturday.

3 You watch / watched TV on Sunday mornings.

4 Mom and Dad work / are working now.

4 Speaking Ask and answer.

read / a book do / homework paint / pictures watch / TV play / basketball
listen to / music water / the flowers wash / the car



Punctuation

We use capital letters for:

- **the beginning of a new sentence**

This is Lucy.

- **names** Lucy is eight.

- **nationalities** She is American.

- **proper nouns**

She is from Chicago.

Chicago is in the U.S.A.

Her birthday is in May.

We use . at the end of a sentence.

My name is Kate.

We use ? at the end of a question.

How old are you?

We use ! after commands and to express surprise.

Come here!

We use : before lists.

Shopping list: bread, milk, eggs

We use , in a list of more than two things.

I like apples, oranges, and cherries.

We use , and " " for direct speech.

"I'm cold," he said.

1 Rewrite the sentences with the correct punctuation.

1 mario is from madrid Mario is from Madrid.

2 my name is helen she said _____

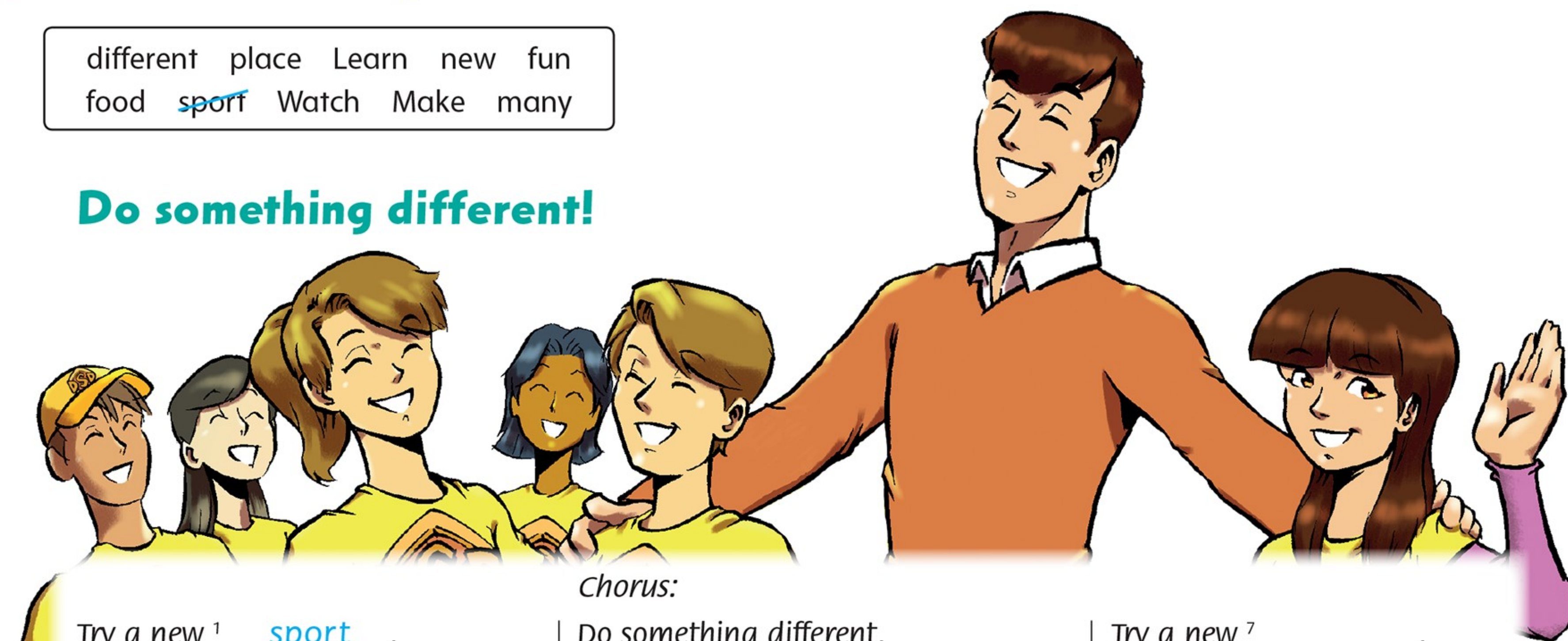
3 my favorite sports are soccer tennis and basketball _____

4 is carla from italy _____

2 Listen and write. Sing. 03

different place Learn new fun
food ~~sport~~ Watch Make many

Do something different!



Chorus:

Try a new ¹ sport,

Learn a new fact,

Find a fun ² _____ game
to play.

Learn a new skill,

³ _____ a new friend,

Do something ⁴ _____ today!

Do something different,

Have lots of ⁵ _____.

It's amazing to try something new.

Do something different,

Have lots of fun.

There are so ⁶ _____ new things
to do!

Try a new ⁷ _____,

Read a new book,

⁸ _____ some great new
words to say.

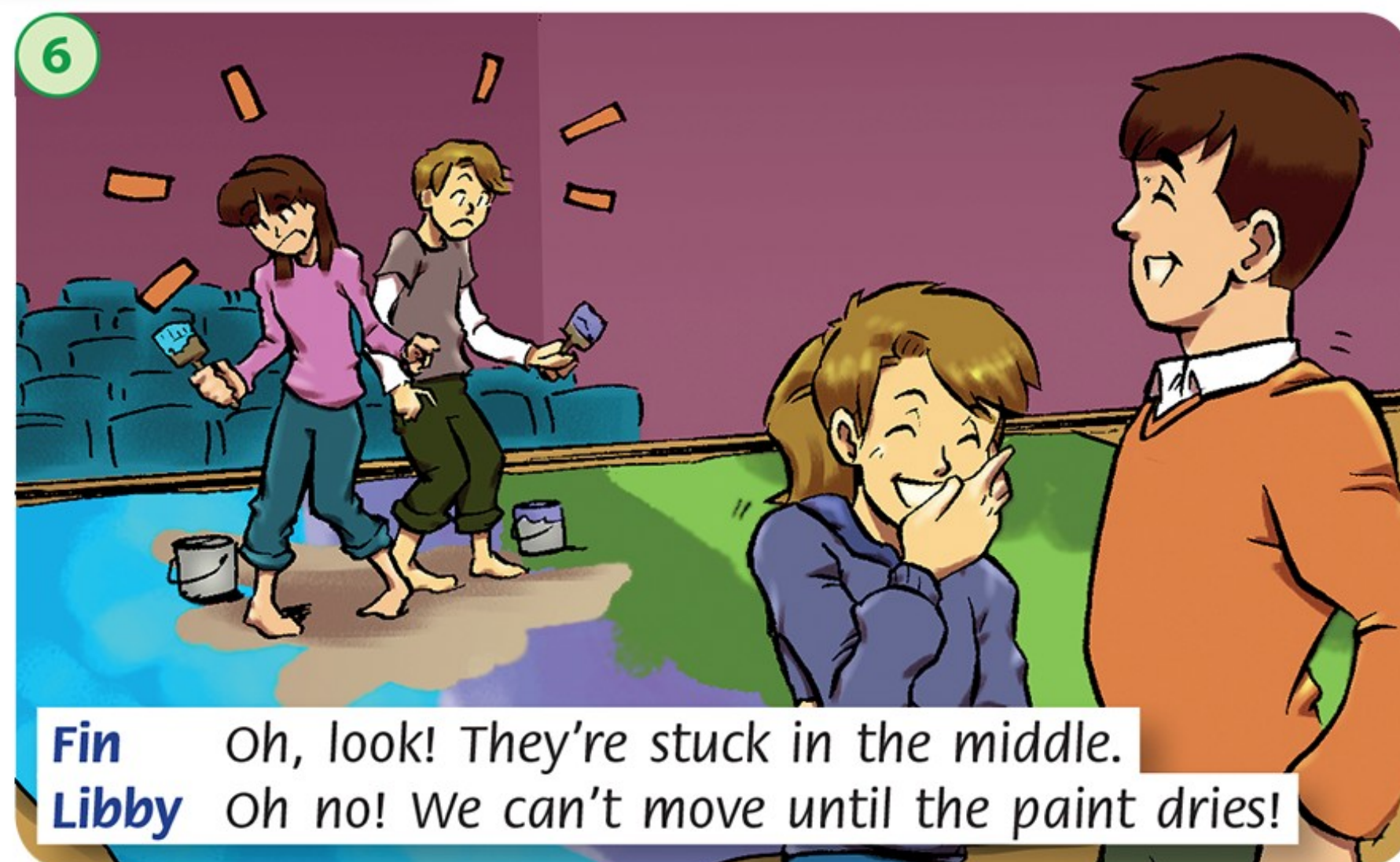
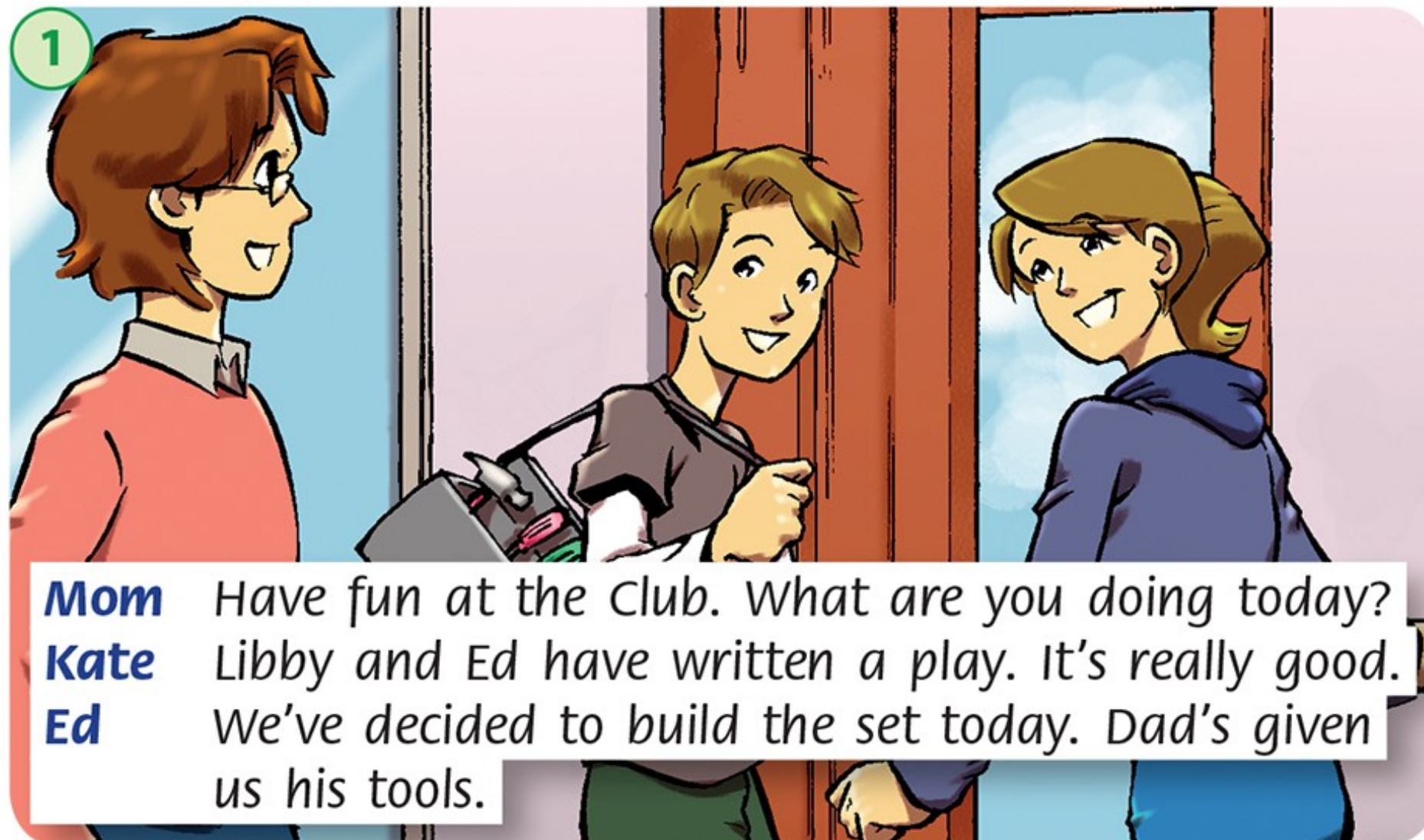
⁹ _____ a new movie,

See a new ¹⁰ _____,

Do something different today!

Lesson One Story

1 Listen and read. What is the DSD Club doing today? 04



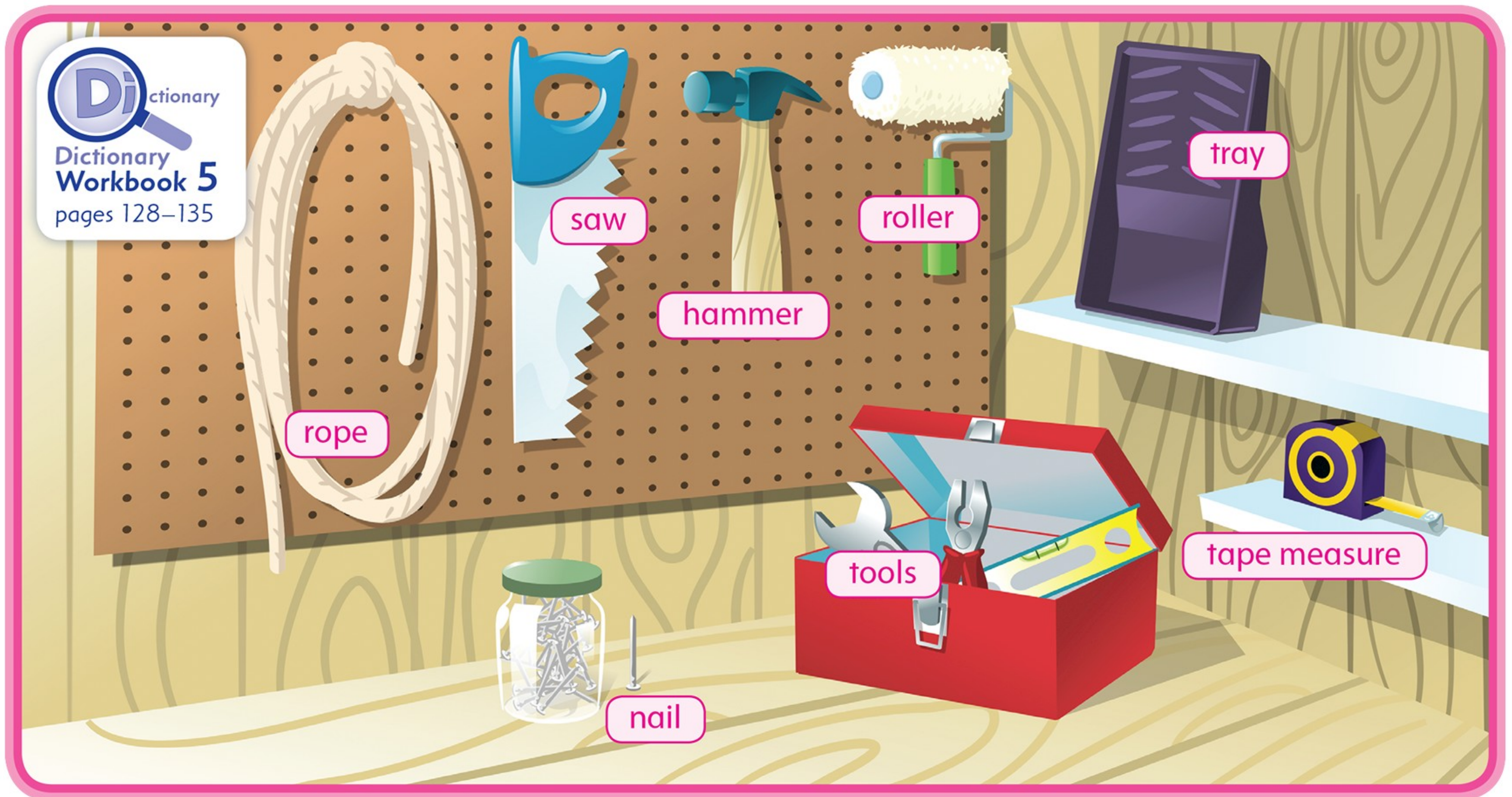
2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

- 1 Ed and Libby have written a story. False
 3 Fin asks Kate for a sheet. _____
 5 Kate is good at building. _____

- 2 Dad has given the children his tools. _____
 4 Libby paints the mountains. _____
 6 Libby and Ed can't move. _____

1 Listen and repeat. 05



2 Write the words.

- Dad keeps his tools in a box in the garage.
- You can use _____ to pull things or to tie things together.
- We used a _____ to see how long the piece of wood was.
- A _____ is a small, sharp piece of metal.
- You can use a _____ to hit nails.
- You can use a _____ or a paintbrush to paint walls.

Working with words

subject

verb

object

Joe

has found

lots of

wood.

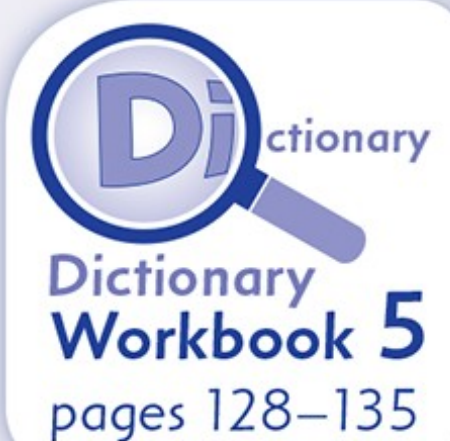
adjective

adverb

Wet

paint dries

slowly.



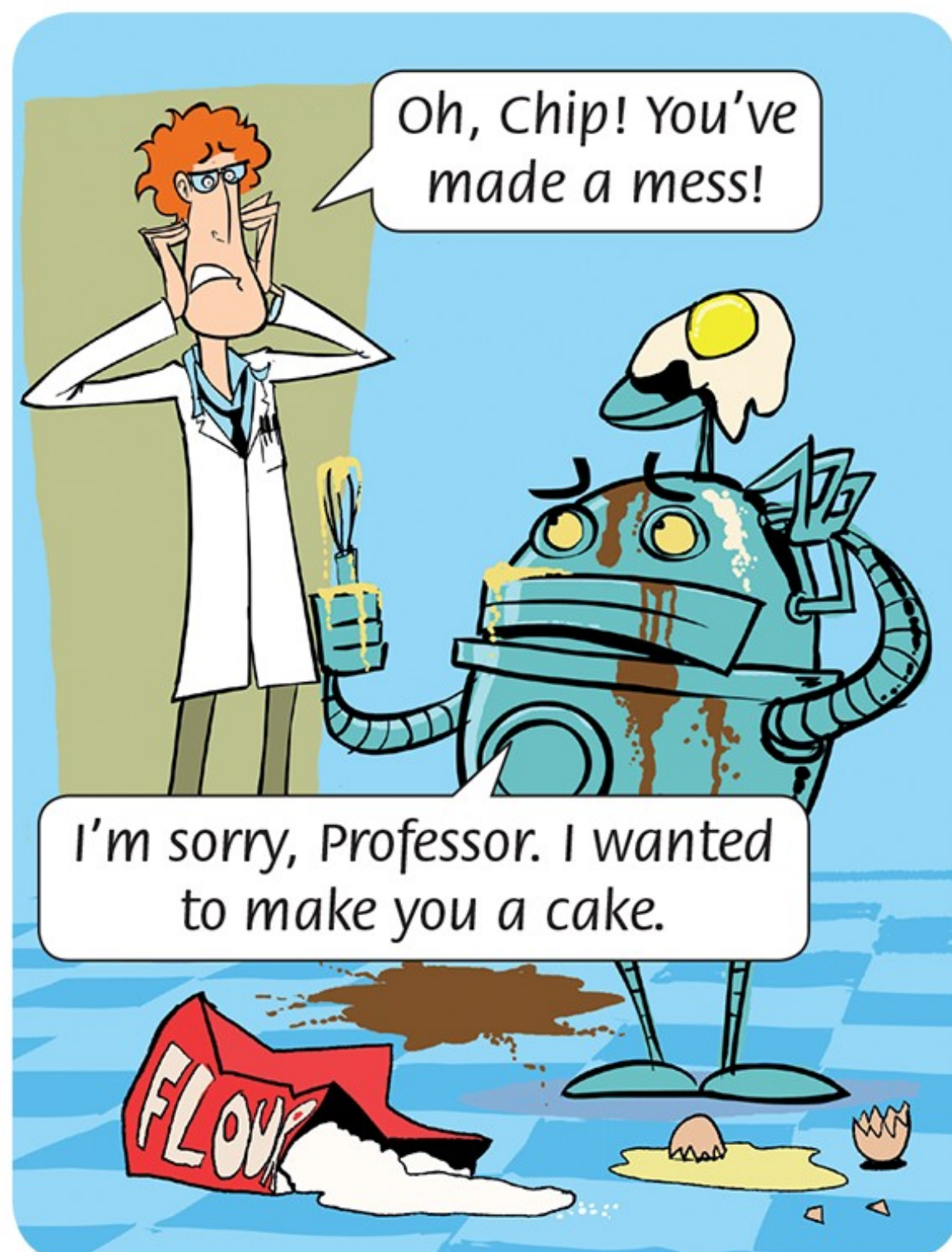
3 Look at the words in bold. Write.

verb adverb object ~~subject~~

- I've written a story. subject
- Mom made **a** pizza. _____
- He's **playing** tennis. _____
- My sister talks **fast**. _____



1 Listen and read. Is Chip good at cooking? 06



2 Read and learn.

Present perfect

Use the **present perfect** to talk about actions in the past that are still true now.

You've **made** a mess.

Present perfect = have / has + past participle

Ever / never

Use **ever** to ask about what someone has done in their life up to now.

Have you **ever** cleaned a kitchen?

Use **never** to talk about what someone has not done in their life up to now.

I've **never** made a cake.

3 Complete the sentences. Use *ever* or *never* and the past participle.

V Irregular verb list Workbook 5 page 136

- We've never written (write) a play.
- Have you _____ (see) a giraffe?
- Carl has _____ (visit) China.
- Has Emma _____ (play) volleyball?
- The children have _____ (hear) this story.
- Has your dad _____ (fly) a plane?

4 Speaking Ask and answer.

ride / a horse be / in a play climb / a mountain
swim / in the ocean write / a song make / a cake

Have you ever ridden a horse?

No, I haven't. I've never ridden a horse.

1 Listen and read. What is Ben's hobby? 07

Ben has had woodworking classes since he was eight. He goes to class every Tuesday and Thursday after school. He's very good at woodworking now. He's worked on this wooden table for two weeks. He's decided to give it to his mom as a present.



2 Read and learn.

since

Use the present perfect and **since** to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2010, four o'clock.

Ben has had woodworking classes **since** he was eight.

for

Use the present perfect and **for** to talk about past actions in a period of time, e.g. a week, three years, five hours, a month.

He's worked on this wooden table **for** two weeks.

3 Write *since* or *for*.

- We've lived in this house for five years.
- Lisa has been at this school _____ 2011.
- You've been here _____ an hour.
- Tony has been on vacation _____ last Monday.
- The children have been in the park _____ ten o'clock this morning.
- I've known my best friend _____ three years.

4 Write sentences about Steve. Irregular verb list Workbook 5 page 136



- (ride / a bike) Steve has ridden a bike for five years.
- (take / English lessons)
- (use / a computer)
- (play / the drums)
- (live / in London)
- (collect / comics)