

American

2nd Edition

Family and Friends

6



OXFORD

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Family and Friends 6

Student Book



Jenny Quintana

OXFORD
UNIVERSITY PRESS

Scope and sequence

Starter: Welcome back!

page 4

Simple present Present progressive Simple past Past progressive Irregular past forms

	Words	Grammar	Skills	
Free Time	1 Art project!			page 8
	Describing art Working with words: Prefixes <i>un-</i> / <i>im-</i> Words in context: <i>Island Adventure</i>	going to and will <i>I'm going to visit an art gallery this afternoon.</i> <i>I'll come with you.</i> Present progressive with future meaning <i>We're meeting at 10 o'clock.</i>	Reading: A story: <i>Island Adventure</i> (Cross-curricular link) Listening: Listening for details about a painting Speaking: Asking and answering questions about paintings	Writing focus: Writing a story Writing outcome: Completing a story (Workbook)
	Fluency Time! 1	Detailed descriptions	Craft: a knowledge game	page 16
	2 Sports adventures!			page 18
	Extreme sports Working with words: Prefixes <i>dis-</i> / <i>in-</i> Words in context: <i>William Trubridge</i>	First conditional and first conditional questions <i>If the weather is good, we'll go paragliding.</i> <i>Will you come for a walk if the weather is good?</i> Second conditional and second conditional questions <i>If I had a camera, I'd take a picture.</i> <i>Would you play baseball if you lived in the U.S.A.?</i>	Reading: A sports profile: <i>William Trubridge</i> Listening: Listening for details in a sports profile Speaking: Asking and answering questions about sports	Writing focus: Using a concept map to plan Writing outcome: Completing a concept map and using it to write a leaflet (Workbook)
Technology	Health Time!	The Human Body	Project: a pop-up book	page 26
	3 It's festival time!			page 28
	Festival adjectives Working with words: Suffix <i>-ous</i> Words in context: <i>Top Ten Food Festivals</i>	Present perfect: since / for / already / just / yet / before <i>I've been here since nine o'clock / for five days.</i> <i>The procession has already / just finished.</i> <i>I haven't seen any fireworks yet.</i> <i>I've never eaten anything so delicious before.</i> Simple past and present perfect <i>I went to that festival last year. I've made my costume.</i>	Reading: A travel article: <i>Top Ten Food Festivals</i> Listening: Listening for details in an interview Speaking: Asking and answering questions about food festivals	Writing focus: Letter-writing conventions Writing outcome: Writing a letter to a friend (Workbook)
	Extensive reading: fiction <i>The Picture of Dorian Gray</i>			page 36
	4 Transportation of the future!			page 38
Technology	Forms of transportation Working with words: Phrasal verbs Words in context: <i>Transportation Around the World</i>	Present perfect progressive 1 <i>Passengers have been waiting for five hours.</i> Time markers <i>since / for / all morning / all day / all week</i> Present perfect progressive 2 <i>I'm tired because I've been working.</i> <i>What have you been doing?</i>	Reading: A book extract: <i>Transportation Around the World</i> Listening: Listening for details in an interview Speaking: Asking and answering questions about different forms of transportation	Writing focus: Using process diagrams Writing outcome: Using a process diagram to explain how to ride a bike (Workbook)
	Fluency Time! 2	Discussing future plans	Craft: a datebook	page 46
	5 The greatest inventions!			page 48
	Inventions Working with words: Suffix <i>-ment</i> Words in context: <i>The History of the Pen</i>	The passive (simple present and simple past) <i>Many kinds of chewing gum are made.</i> <i>The gum wasn't advertised.</i> The passive (present progressive) <i>My computer is being repaired.</i>	Reading: A timeline: <i>The History of the Pen</i> (Cross-curricular link) Listening: Identifying opinions Speaking: Asking and answering questions about inventions	Writing focus: Writing a biography Writing outcome: Writing a biography (Workbook)
	Science Time!	Energy	Project: an interactive poster	page 56
Technology	6 You've won a computer!			page 58
	Computer verbs Working with words: Homonyms Words in context: <i>Computers – Fun Facts</i>	The passive (future) <i>You will be given ten new laptops for your school.</i> The passive (present perfect) <i>These wires have been disconnected.</i>	Reading: A website article: <i>Computers – Fun Facts</i> (Cross-curricular link) Listening: Listening for details about why people use computers Speaking: Asking and answering questions about computers	Writing focus: Presenting a research report Writing outcome: Writing a research report (Workbook)
Extensive reading: non-fiction <i>Diaries from Delhi</i>				page 66

Words		Grammar		Skills	
Adventures	7	Explorers for a day!			page 68
		Exploring Working with words: Suffixes -er / -ist Words in context: <i>Famous Shipwrecks</i>	Relative pronouns: who, which <i>There are many climbers who successfully climb Mount Everest.</i> <i>They climb a mountain there which is the highest mountain in the world.</i> Reported pronouns: that <i>He met a man that was more than 120 years old.</i>	Reading: An encyclopedia entry: <i>Famous Shipwrecks</i> (Cross-curricular link) Listening: Listening for details in a tour Speaking: Asking and answering questions about being an explorer	Writing focus: Writing a personalized text about your dream job Writing outcome: Writing a personalized text (Workbook)
	Fluency Time! 3		Requesting favors	Craft: an inventions poster	page 76
	8	It's a mystery!			page 78
Travel		Mysteries Working with words: Suffix -able Words in context: <i>The Nazca Lines</i>	Past perfect <i>After they had climbed onto the ship, they saw there was no one there.</i> Past perfect negative sentences and questions <i>They hadn't invented trucks and trains before they built the pyramids.</i> <i>Had people invented trucks and trains before they built the pyramids?</i>	Reading: An interview: <i>The Nazca Lines</i> (Cross-curricular link) Listening: Listening for details in an advertisement Speaking: Asking and answering questions about mysteries	Writing focus: Features of a tourist information leaflet Writing outcome: Writing a tourist information leaflet (Workbook)
	History Time!		Archeology	Project: a time capsule	page 86
	9	Survival!			page 88
		Survival items Working with words: Homophones Words in context: <i>Robinson Crusoe</i>	Third conditional <i>If the machine had worked, he would have been happy.</i> Modal verbs: have to, must, should, and ought to <i>You have to bring a water bottle.</i> <i>You mustn't touch any insects.</i> <i>You shouldn't bring valuable possessions.</i> <i>You ought to bring a camera.</i>	Reading: A story extract: <i>Robinson Crusoe</i> Listening: Listening to order events Speaking: Asking and answering questions about surviving on a desert island	Writing focus: Features of an advice text Writing outcome: Writing an advice text (Workbook)
Extensive reading: fiction <i>We Didn't Mean to Go to Sea</i>					page 96
Travel	10	Around the world!			page 98
		World languages Working with words: Suffix -ery Words in context: <i>Languages of the World</i>	Reported speech (all tenses) <i>He said he wanted to visit lots of countries.</i> <i>He said he was looking forward to the trip.</i> <i>He said he had cycled around Africa.</i> <i>He said he had had lessons in French and Spanish.</i> <i>He said the trip would take about two years.</i> Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves, and themselves <i>The machine turned itself off.</i>	Reading: A question and answer text: <i>Languages of the World</i> (Cross-curricular link) Listening: Listening to match speakers to statements Speaking: Asking and answering questions about languages	Writing focus: Features of an advertisement Writing outcome: Writing an advertisement (Workbook)
	Fluency Time! 4		Solving problems	Craft: a survival game	page 106
	11	Space travel!			page 108
Travel		Space Working with words: Phrasal verbs Words in context: <i>Dreaming in a Spaceship</i>	Reported speech: Wh- questions Where, Why, What, Who, and When <i>He asked him where he was.</i> Reported speech: commands and requests told / asked <i>He told us to turn off our cell phones.</i> <i>He asked them to leave quietly.</i>	Reading: A poem: <i>Dreaming in a Spaceship</i> (Cross-curricular link) Listening: Identifying missing words in a poem Speaking: Asking and answering questions about space	Writing focus: Writing a poem and using similes Writing outcome: Writing a poem using similes (Workbook)
	Science Time!		Light	Project: a project board	page 116
	12	Vacation time!			page 118
		Vacation adjectives Working with words: Silent letters: w and h Words in context: <i>My Year Around the World</i>	wish <i>I wish I was taller.</i> <i>I wish I could fly.</i> <i>I wish it wasn't the last day of our holiday.</i> Question tags <i>There are lots of robots, aren't there?</i> <i>You can swim, can't you?</i> <i>You like ice cream, don't you?</i>	Reading: A travel blog: <i>My Year Around the World</i> (Cross-curricular link) Listening: Listening for details in an interview Speaking: Asking and answering questions about traveling	Writing focus: Structuring an essay Writing outcome: Writing an essay (Workbook)
Extensive reading: non-fiction <i>The Mysteries of Mars</i>					page 126

Lesson One Story

1 Listen and read. Where does Tom come from?  01

1

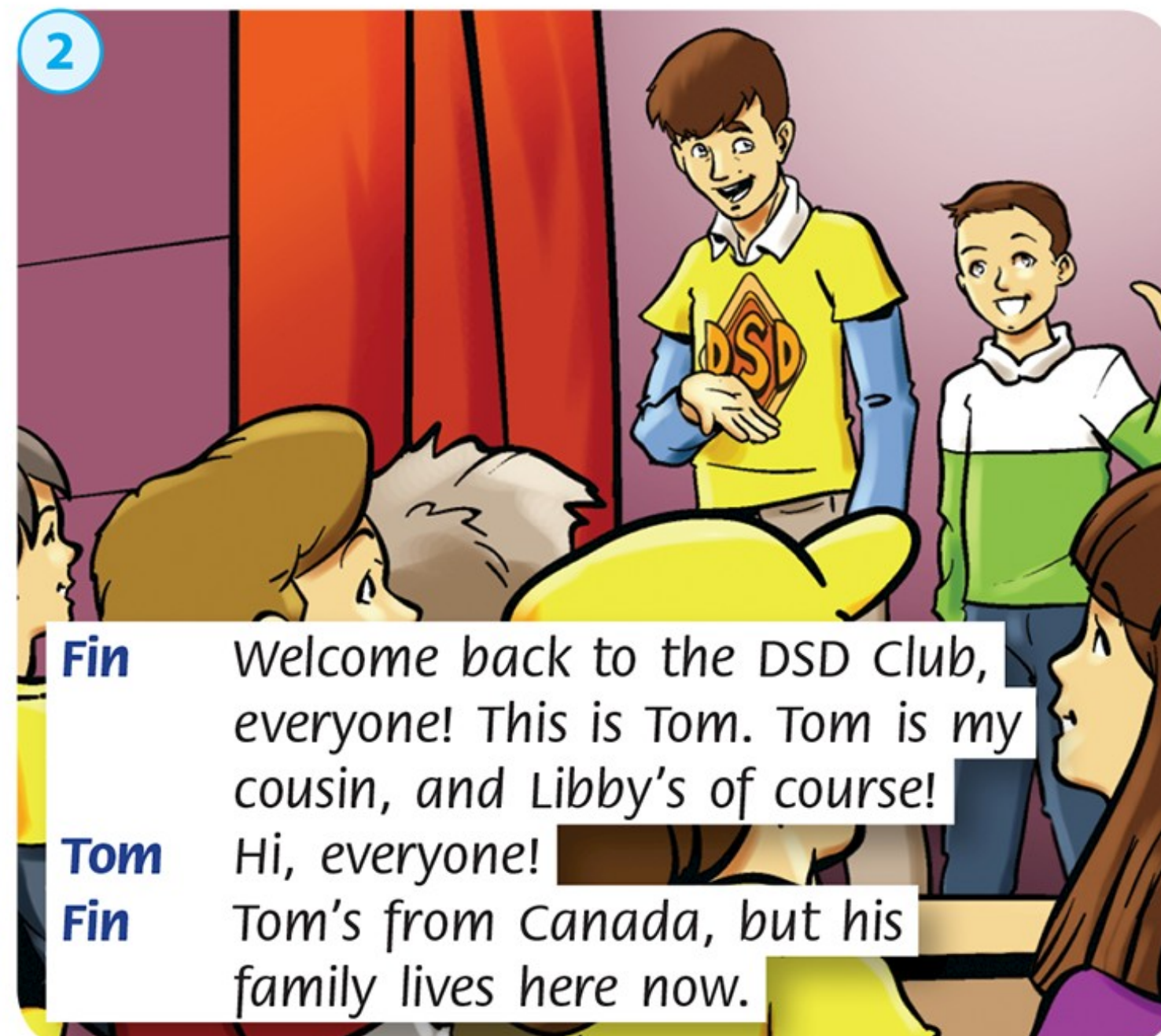


Libby Hi, Kate! Hi, Ed! Did you have a good vacation in Florida?

Kate Yes, thanks! How was your vacation?

Libby It was great! We went to Mexico.

2



Fin Welcome back to the DSD Club, everyone! This is Tom. Tom is my cousin, and Libby's of course!

Tom Hi, everyone!

Fin Tom's from Canada, but his family lives here now.

3



Libby Tom, come and meet my other cousins!

Ed Hi, Tom! I'm Ed. This is my sister, Kate. Shall we show you the club?

Tom Great! Thanks!

4

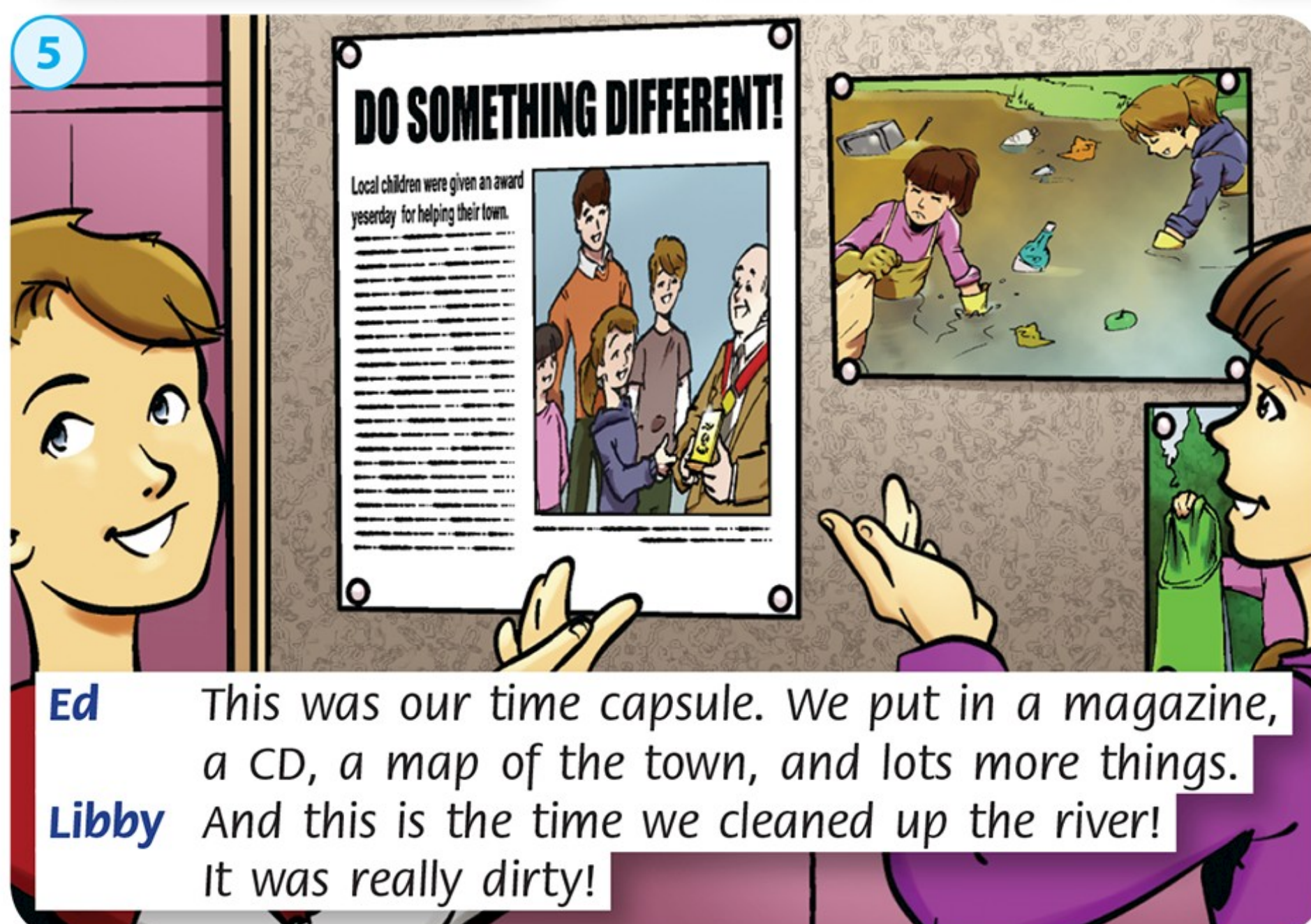


Kate We do lots of things at the DSD Club. Last year, we did a play. But Fin's car broke down and he had the costumes!

Libby So, we had to wear these!

Ed

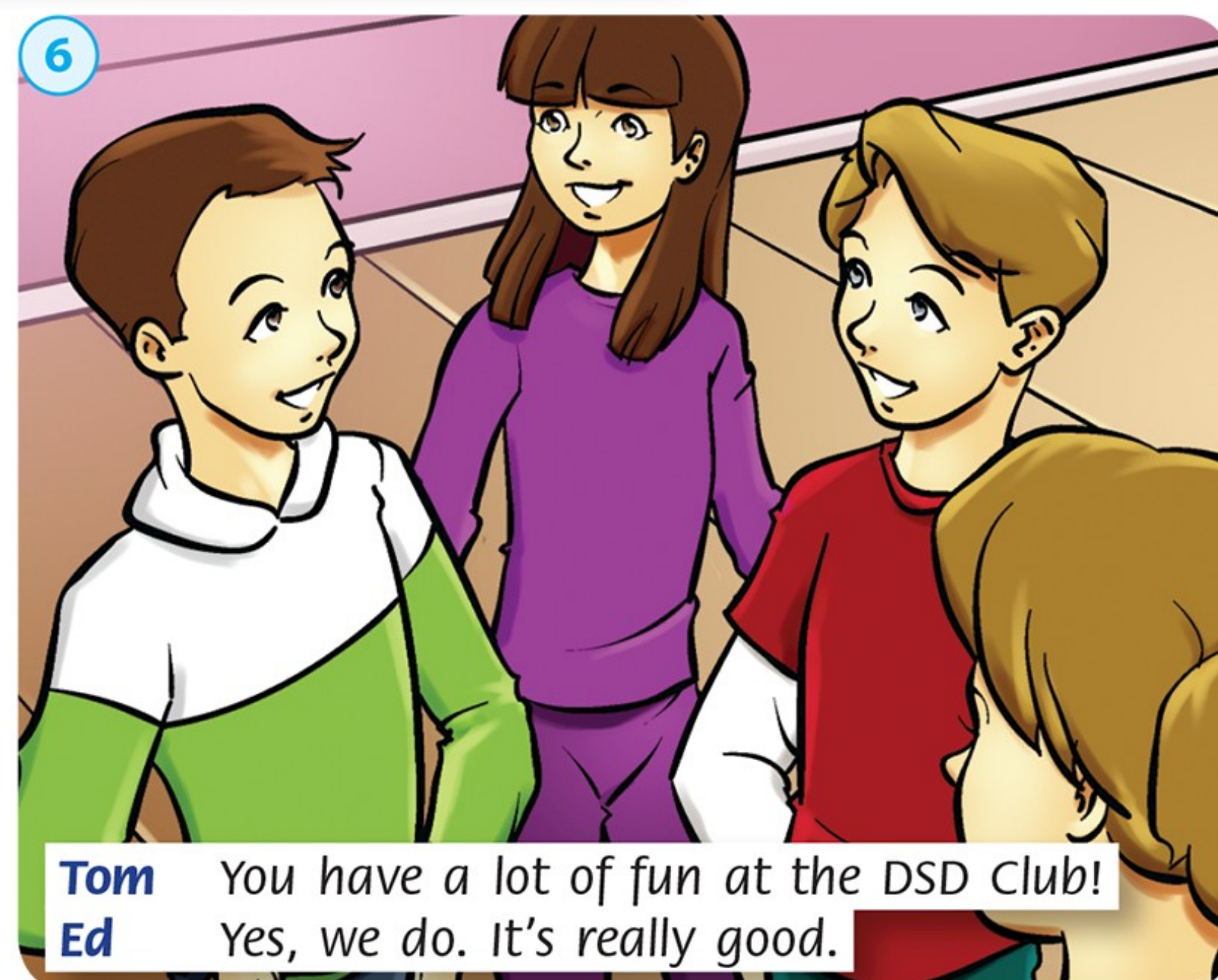
5



Ed This was our time capsule. We put in a magazine, a CD, a map of the town, and lots more things.

Libby And this is the time we cleaned up the river! It was really dirty!

6



Tom You have a lot of fun at the DSD Club!

Ed Yes, we do. It's really good.



2 Listen to the story again and repeat. Act.

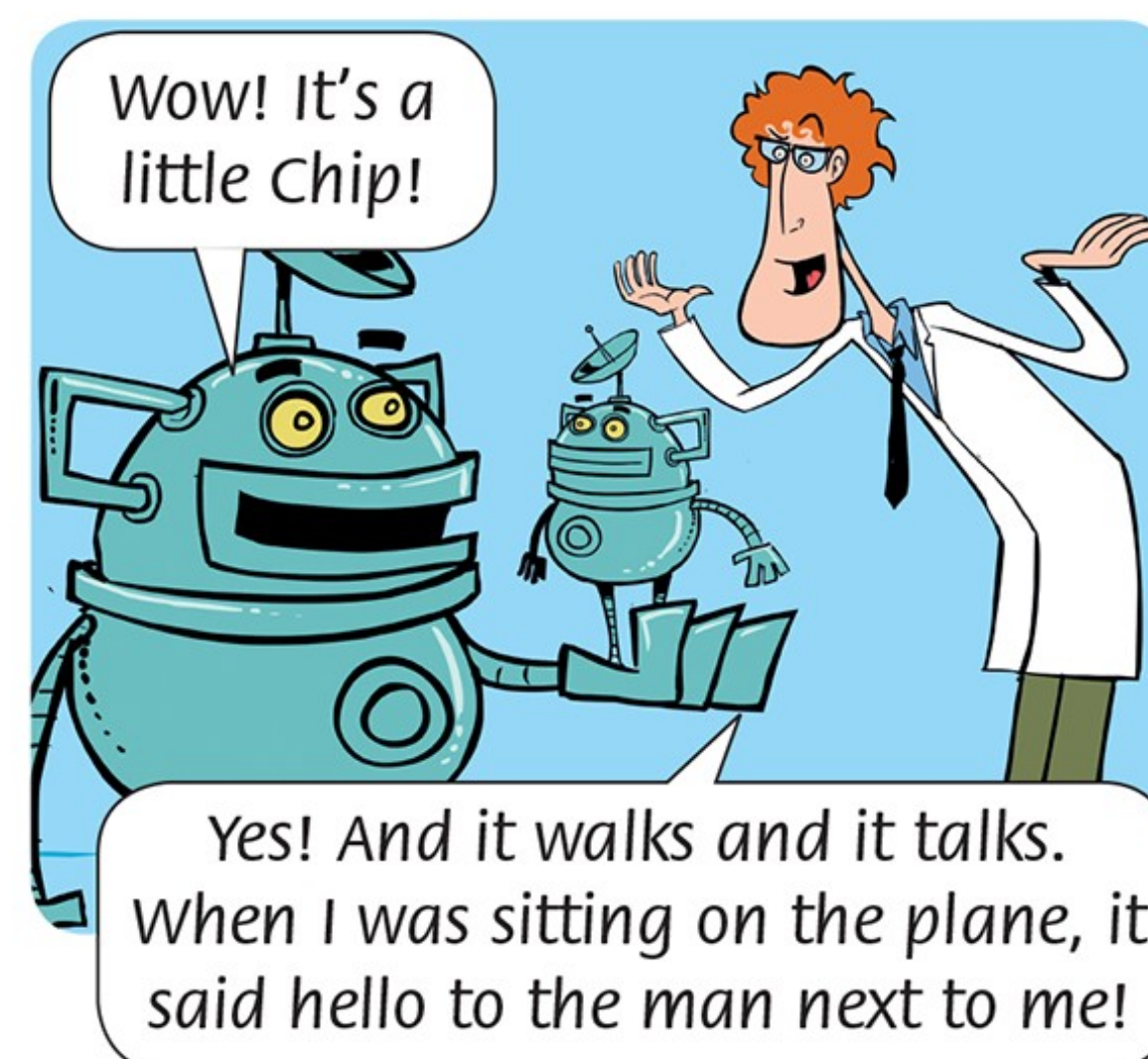
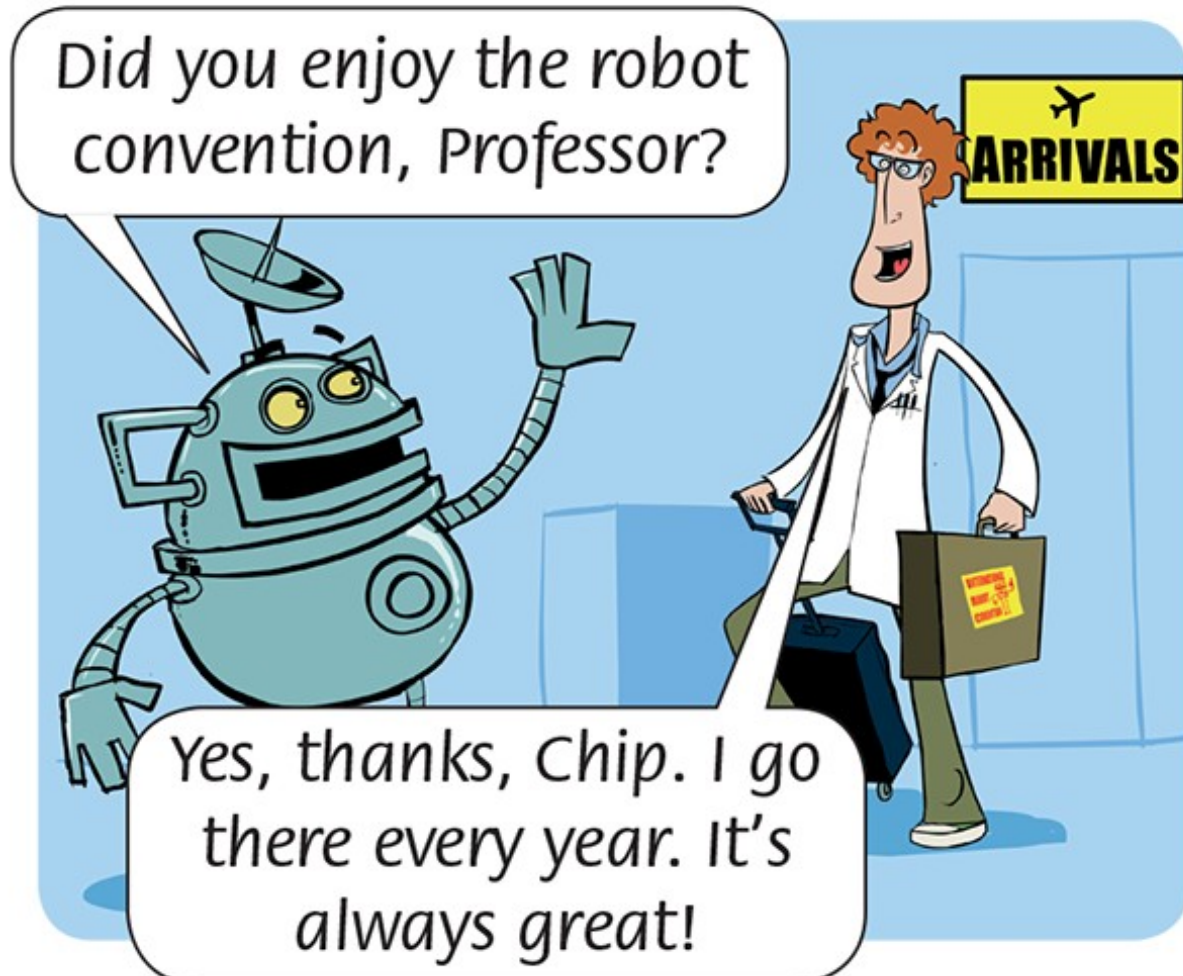
3 Read again and write *True* or *False*.

- 1 Ed and Kate went on vacation to Florida.
- 2 Libby and her family stayed at home.
- 3 Libby is Tom's cousin.
- 4 Fin had the costumes for the play in his car.
- 5 Tom enjoys playing sports.
- 6 Fin gives Tom a bag and a T-shirt.

True



1 Listen and read. Where did Professor go? 02



2 Read and learn.

Simple present and present progressive

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

I **go** there every year. It's always great!

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

What **are** you **doing**?

I'm **looking** for your present.

Simple past and past progressive

Use the **simple past** to talk about actions that interrupted other actions in the past.

When I was sitting on the plane, it **said** hello to the man next to me!

Use the **past progressive** to talk about actions that were interrupted.

When I **was walking** around, I saw this.

3 Read and circle.

- I go / am going swimming on Saturday mornings.
- My brother watches / is watching TV right now.
- My mom and dad work / are working every day.
- We have / are having lunch now.
- The boys play / are playing soccer in the park on Saturdays.
- The children work / are working hard right now.

4 Speaking Ask and answer.

eat / ice cream play / soccer sit / on the grass

wait / for a bus go / into a café run / home



What was he doing when the storm started?

He was eating ice cream.

What did he do next?

He ran home.

It's Number 5!

Irregular past forms

With some irregular verbs, the simple past and the past participle are the same.

Verb	Past tense	Past participle
1 buy	<u>bought</u>	<u>bought</u>
2 hear	_____	_____
3 make	_____	_____
4 use	_____	_____
5 keep	_____	_____
6 have	_____	_____
7 catch	_____	_____
8 get	_____	_____
9 find	_____	_____

With other irregular verbs, the simple past and the past participle are different.

Verb	Past tense	Past participle
1 speak	<u>spoke</u>	<u>spoken</u>
2 grow	_____	_____
3 take	_____	_____
4 wear	_____	_____
5 write	_____	_____
6 fly	_____	_____
7 eat	_____	_____
8 see	_____	_____
9 go	_____	_____

1 Complete the charts.  Irregular verb list Workbook 6 page 136

2 Listen and order the lines. Sing.  03



Welcome back!

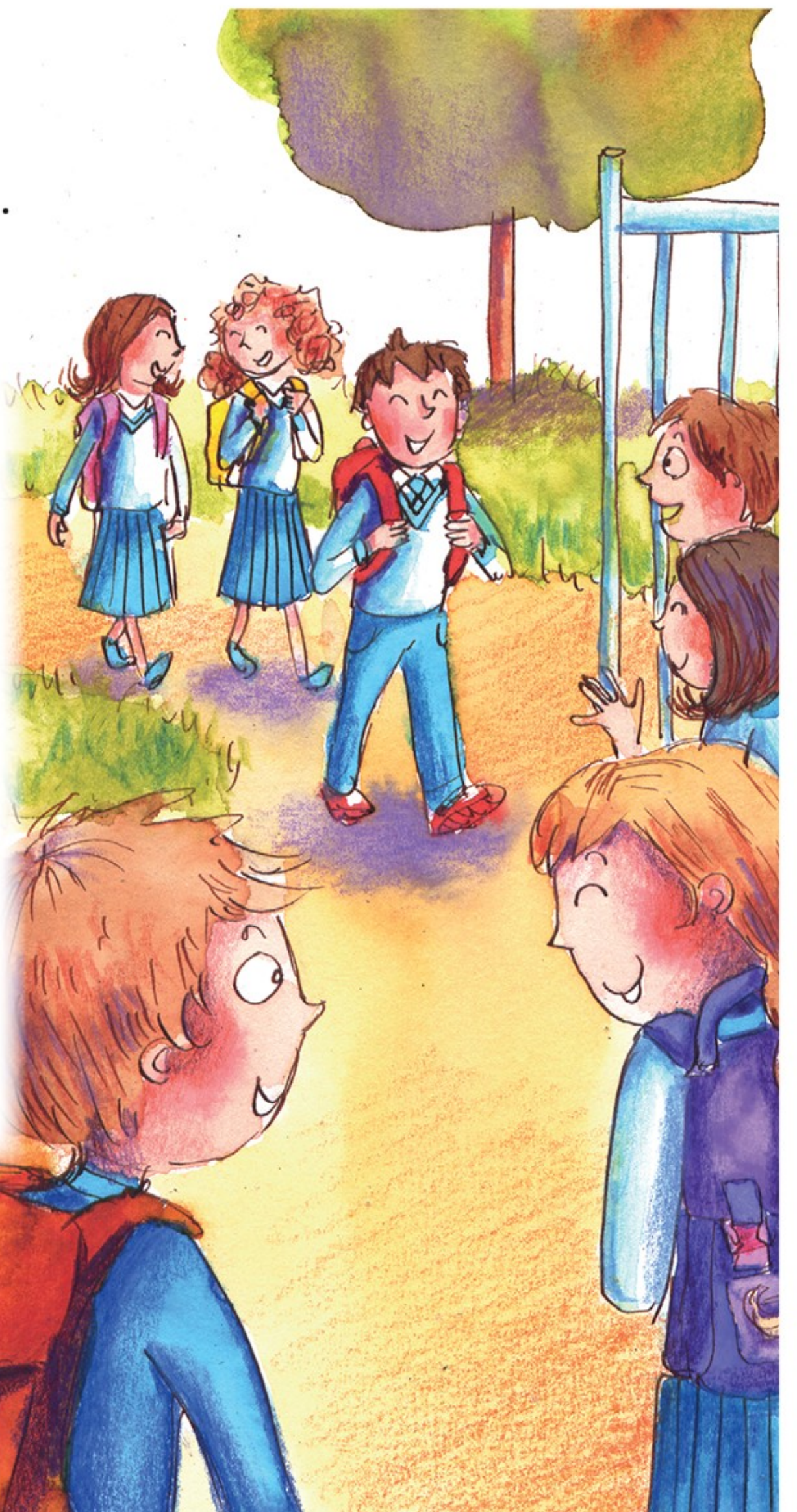
1 You're back from your break in the sun.
 And there's lots of work in store.
 Now it's back to school once more
 You're sad your vacation's done.



1 You had a good time by the sea
 With your friends and your family.
 But you can still have some fun,
 Now your lessons have begun.

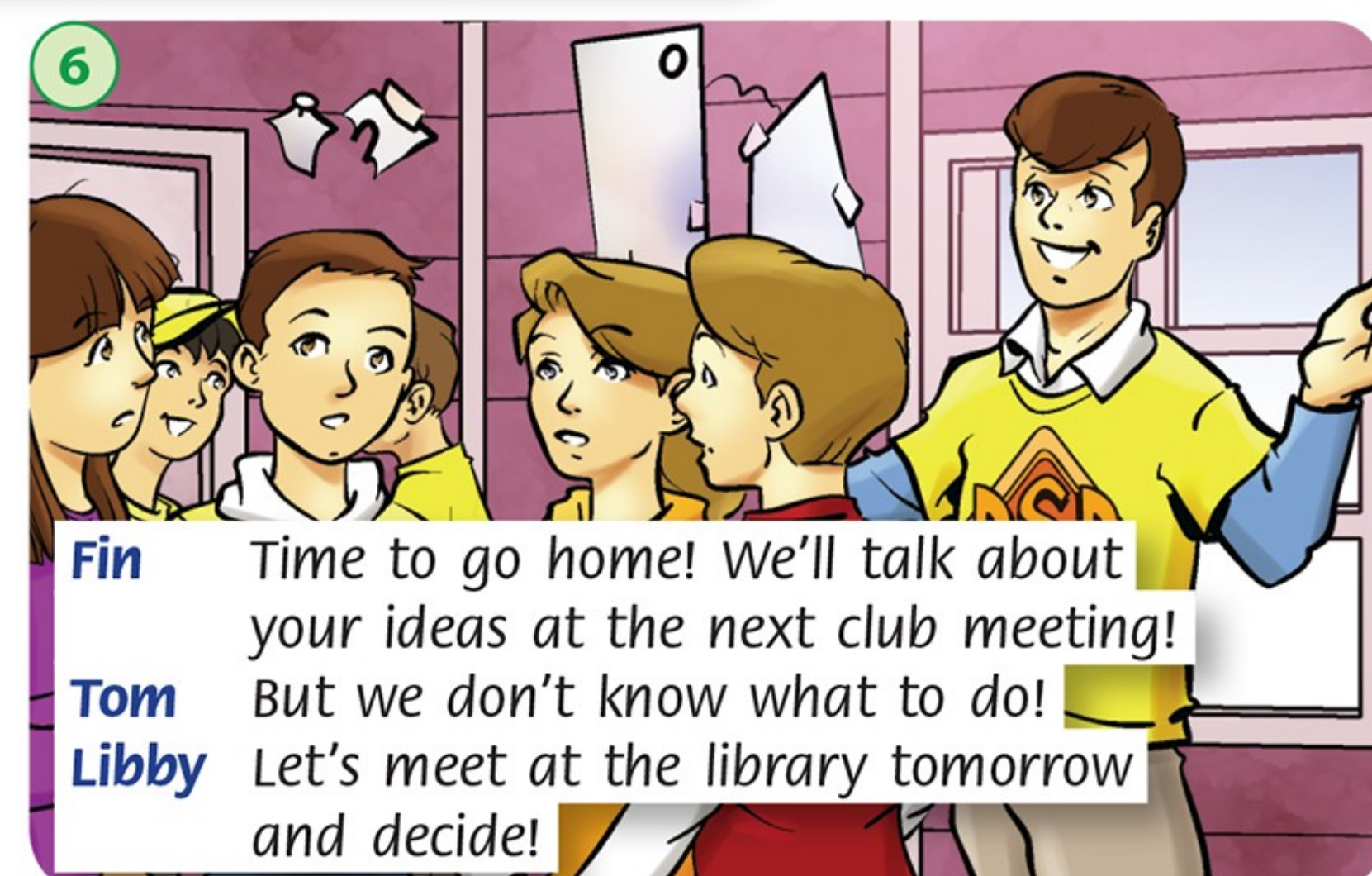
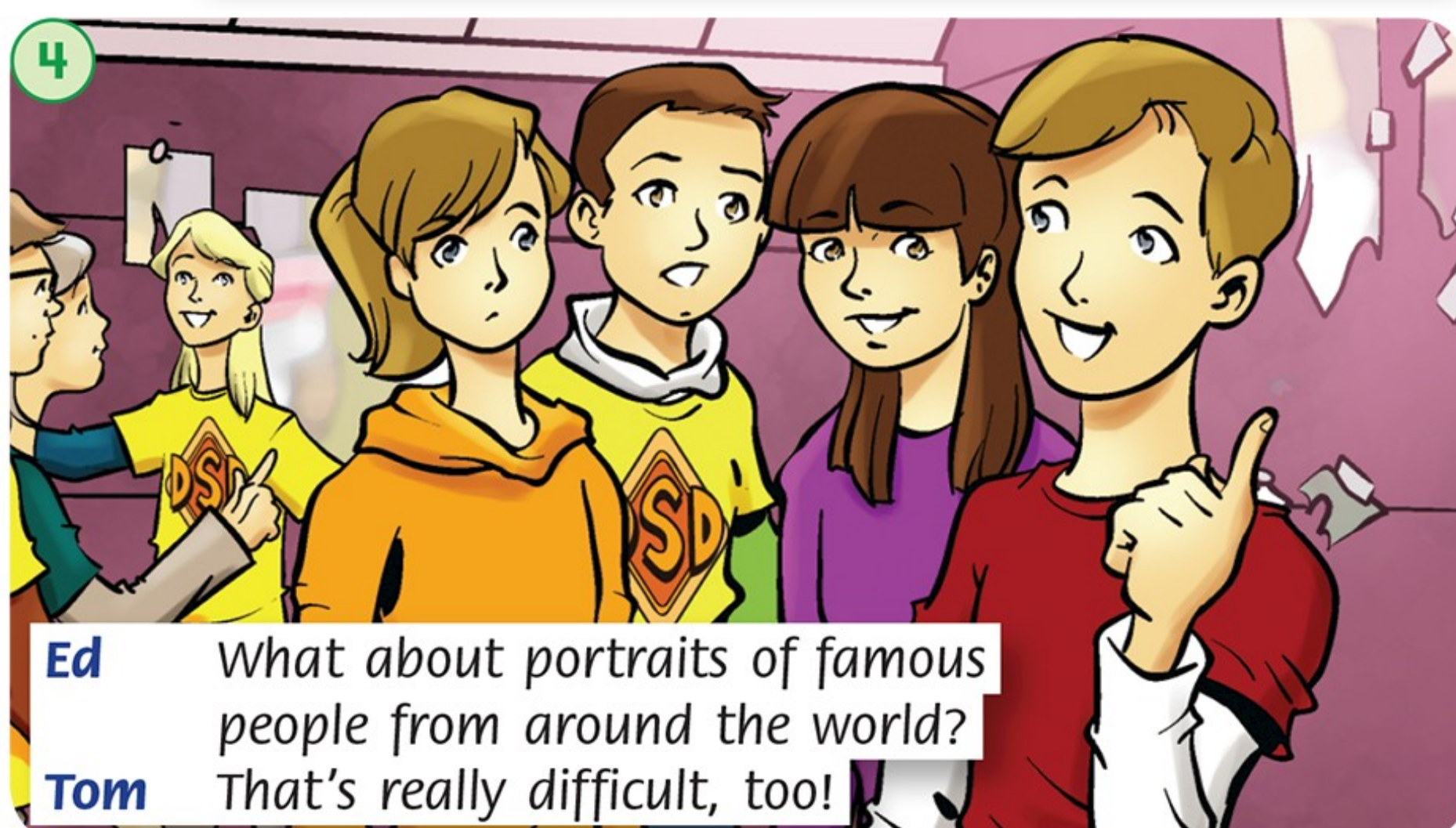


1 You visited people you knew,
 So welcome back today.
 You went on a picnic or two.
 But you knew you couldn't stay,



Lesson One Story

1 Listen and read. What is the theme for the mural? 04



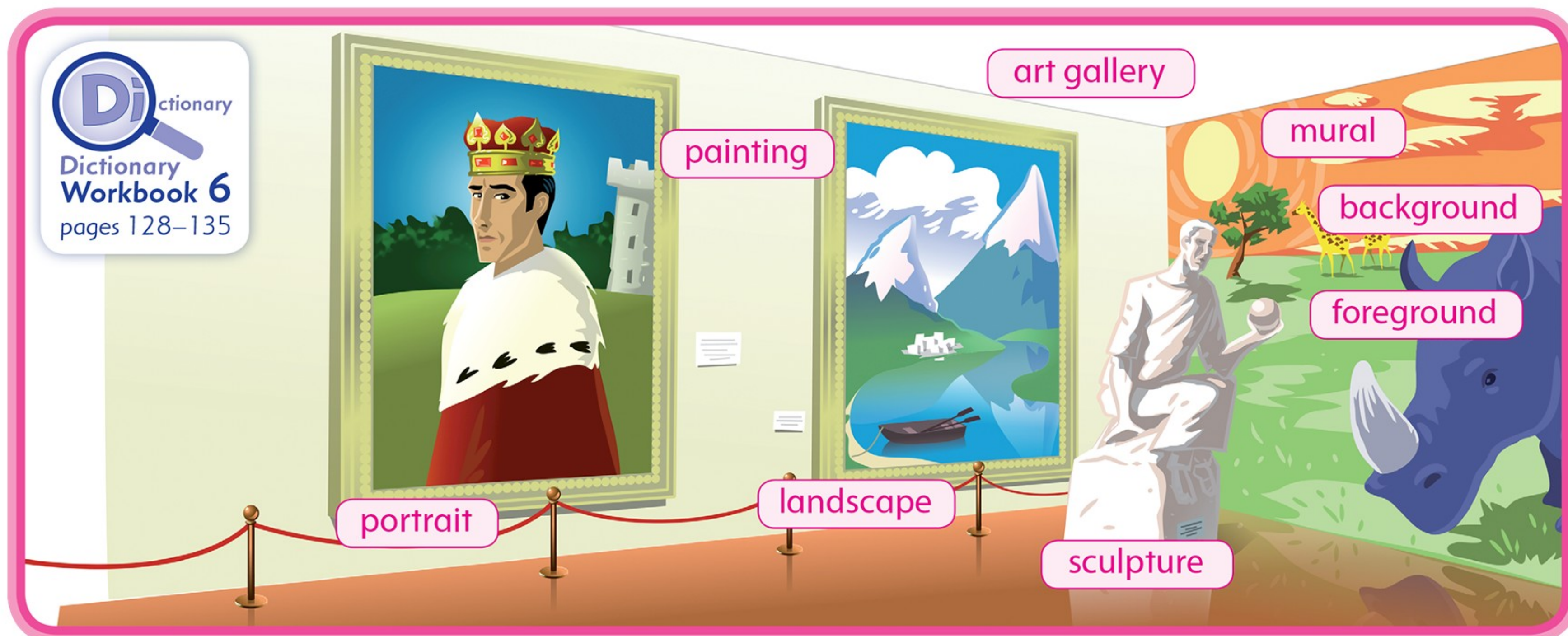
2 Listen to the story again and repeat. Act.

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

- 1 The children are going to paint the walls. True
- 3 Kate is good at drawing animals. _____
- 5 Libby likes Kate's idea. _____

- 2 The theme is "Around the world." _____
- 4 Ed wants to draw people. _____
- 6 The children are going to meet the next day. _____

1 Listen and repeat. 05



2 Write the words.

- 1 painting *noun* a picture that someone has painted
- 2 _____ *noun* a building where you can go to look at paintings and other art
- 3 _____ *noun* a picture of a person
- 4 _____ *noun* a picture of the countryside
- 5 _____ *noun* the part of a picture that looks like it's near you
- 6 _____ *noun* the part of a picture that looks like it's far from you
- 7 _____ *noun* an animal, a shape, or a person made from stone, wood, etc.
- 8 _____ *noun* a very big picture painted on a wall

Working with words

We add the prefixes *un-* or *im-* to some adjectives to make the meaning negative.

positive

popular

friendly

happy

patient

possible

polite

negative

unpopular

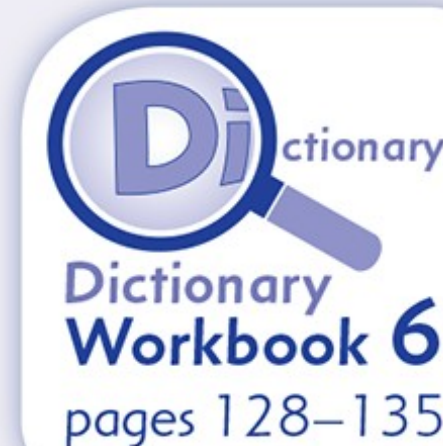
unfriendly

unhappy

impatient

impossible

impolite



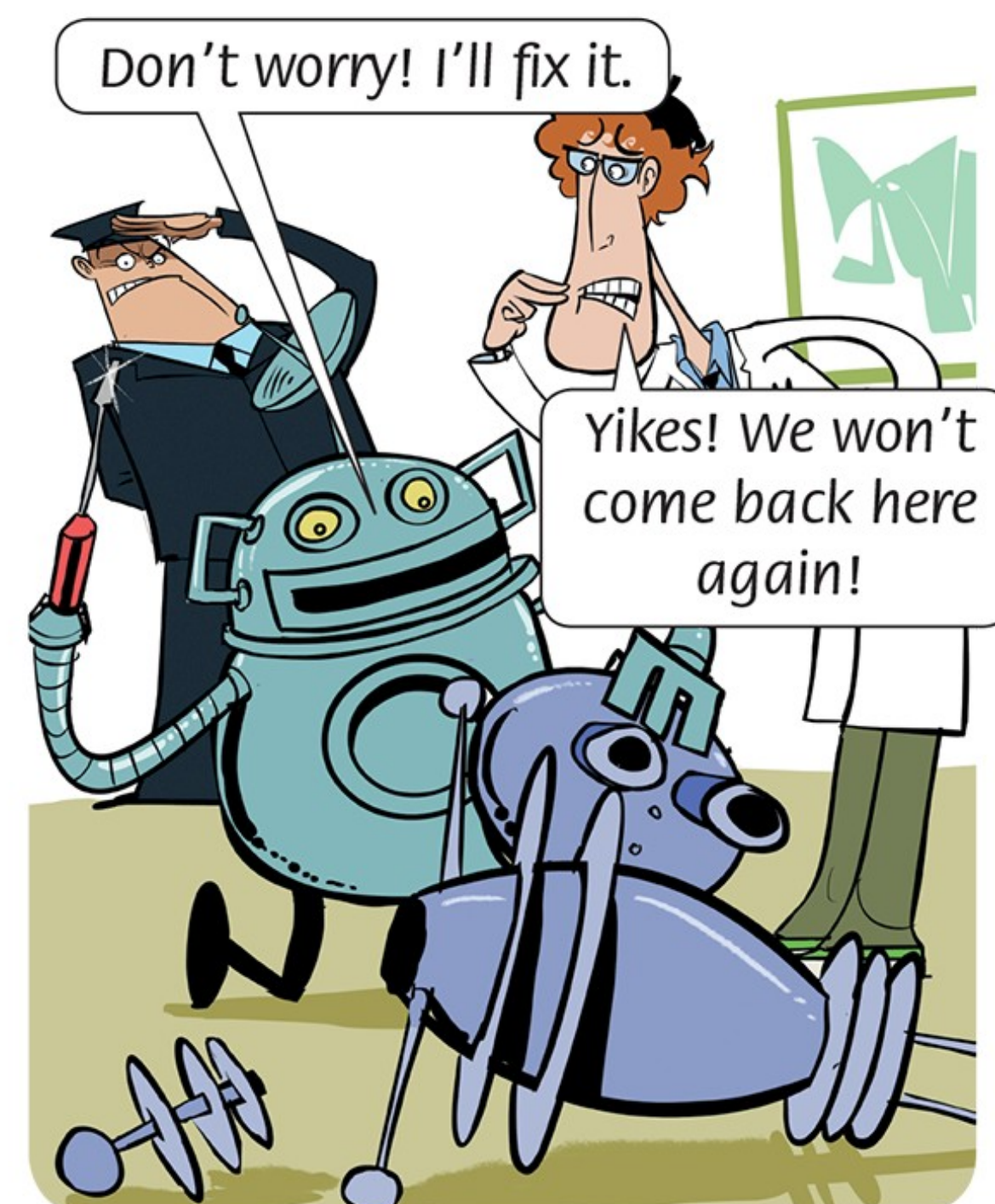
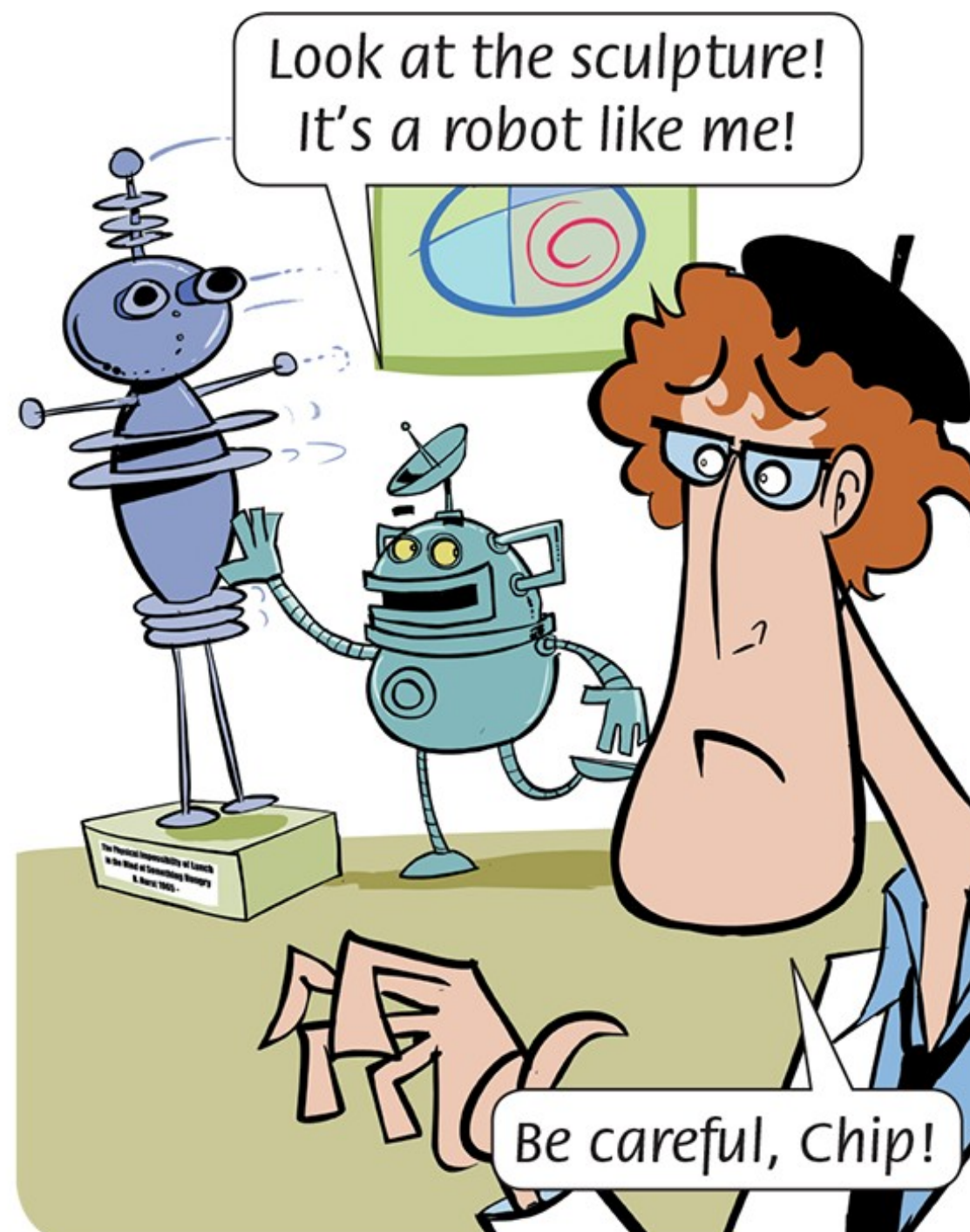
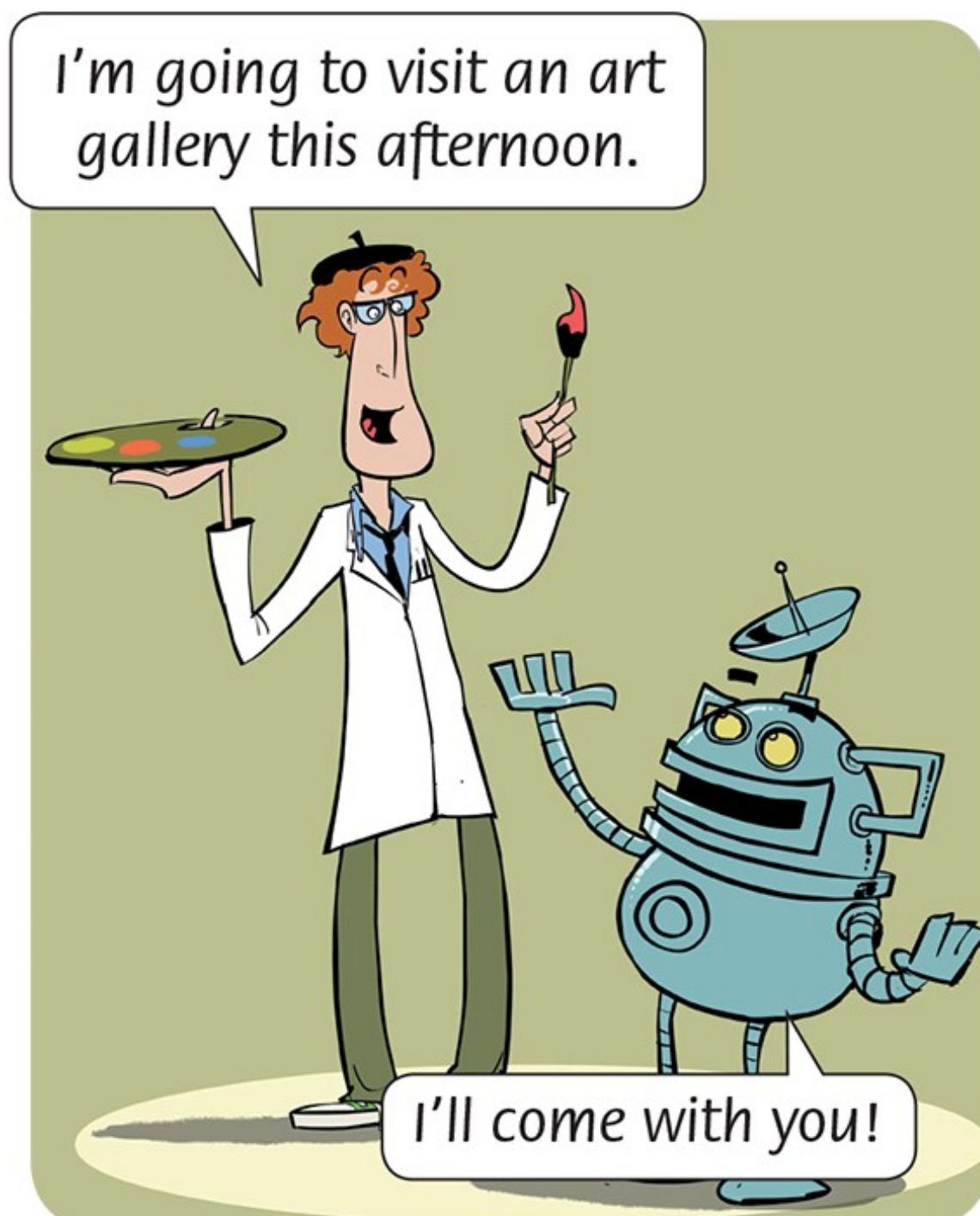
3 Listen and repeat. 06

4 Read and circle.

- 1 Tom is very *friendly* / *unfriendly*. He never speaks to anyone.
- 2 My sister is very *popular* / *unpopular*. Everyone likes her.
- 3 Jon is a very *polite* / *impolite* boy. He always says "please" and "thank you."
- 4 My little brother is very *patient* / *impatient*. He always waits calmly.
- 5 This math question is *possible* / *impossible*! I don't know the answer!



1 Listen and read. Where do Professor and Chip go? 07



2 Read and learn.

going to

Use **going to** to talk about plans or decisions we made earlier.

I'm **going to** visit an art gallery this afternoon.

I'm **not going to** go to town this weekend.

will

Use **will** to talk about decisions or offers we make as we speak.

I'll **come** with you!

I **won't** come with you. I'm too busy.

Look! 'll = will won't = will not

3 Read and circle.

- Our class **will** / **is going to** go to a museum next week.
- "I'm thirsty!" "I'll / I'm **going to** get you a drink."
- "Do you want to come to town?" "No, I **won't** / I'm **not going to** come. I have too much homework."
- We **won't** / We're **not going to** visit our grandparents today. They're away on vacation.
- "I can't find my pen." "Don't worry! I'll / I'm **going to** lend you mine."
- I'll / I'm **going to** buy a travel book for my vacation next week.

4 Complete the sentences. Use **will** or **going to**.

- A I'm **going to** buy ice cream.
B I'll _____ come with you!
- A I _____ take my camera to the zoo.
B Good idea! I _____ take mine, too.
- A I'm cold.
B I _____ close the window.
- A I _____ pack my suitcase.
B I _____ help you.
- A I don't understand this question.
B I _____ help you.

1 Listen and read. Where does Harry want to go with Ben? 08



Hi Ben,
What are you doing today? I'm catching a bus into town at 10:15 with Fred. Do you want to come? We're meeting Jack at 11 o'clock at the bus station. Then, at 12 o'clock, we're going to an art exhibition at our friend's art club.
In the afternoon, Fred is watching a movie at the movie theater. He already has tickets, but there are no tickets left, so we can't go! I'm not doing anything. Do you want to watch a DVD at my house instead?
See you soon!
Harry

2 Read and learn.

Present progressive with future meaning

Use the **present progressive** to talk about definite future plans and arrangements.

I'm catching a bus. I'm not doing anything. What are you doing today?

3 Complete the sentences. Use the present progressive.

- I'm meeting (meet) Ben at one o'clock this afternoon.
- We _____ (catch) a train at three thirty.
- _____ (you / visit) your grandparents after school?
- The children _____ (play) a basketball game at two o'clock.
- What movie _____ (you / watch) at the movie theater tonight?
- Jeff _____ (go) to a café with his friends for his birthday lunch.

4 Speaking Ask and answer.



feed / the penguins
go / home
have / lunch
leave / school
visit / the elephant enclosure
watch / the dolphin display

What are they
doing at 8:00 a.m.?

At 8:00 a.m., they're
leaving school.