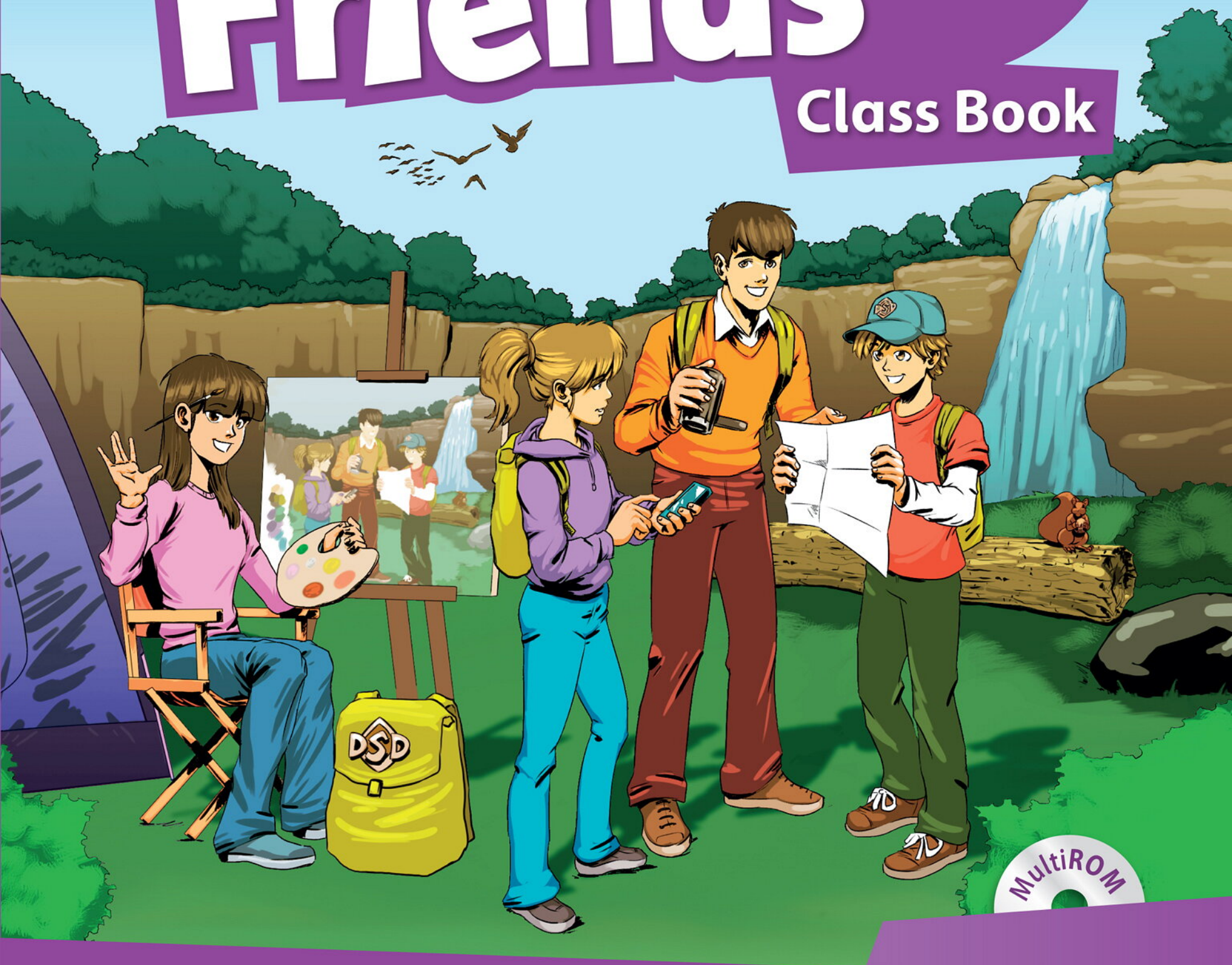


2nd Edition

Family and Friends

5

Class Book



OXFORD

Tamzin Thompson

2nd Edition

Family and Friends 5

Class Book



Tamzin Thompson

OXFORD
UNIVERSITY PRESS

Scope and sequence

Starter: Do something different!

page 4

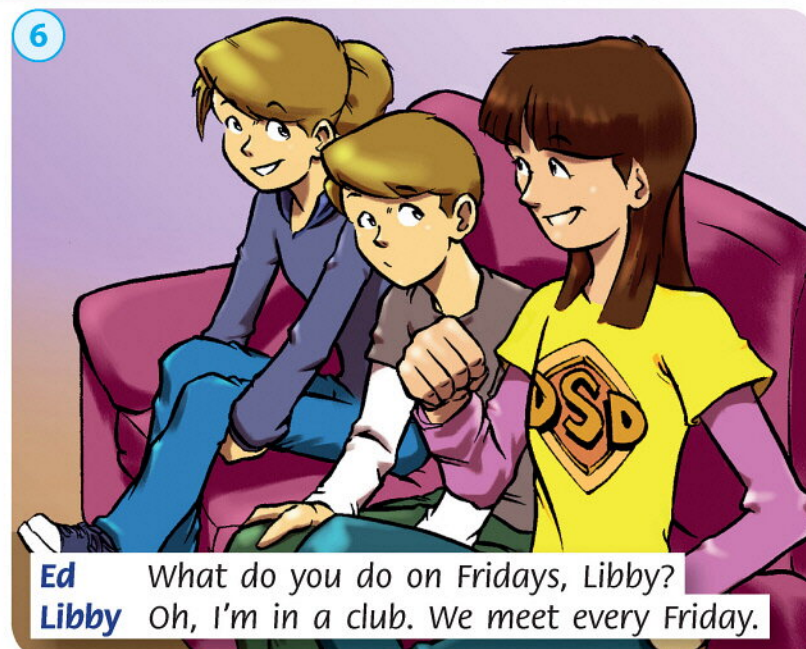
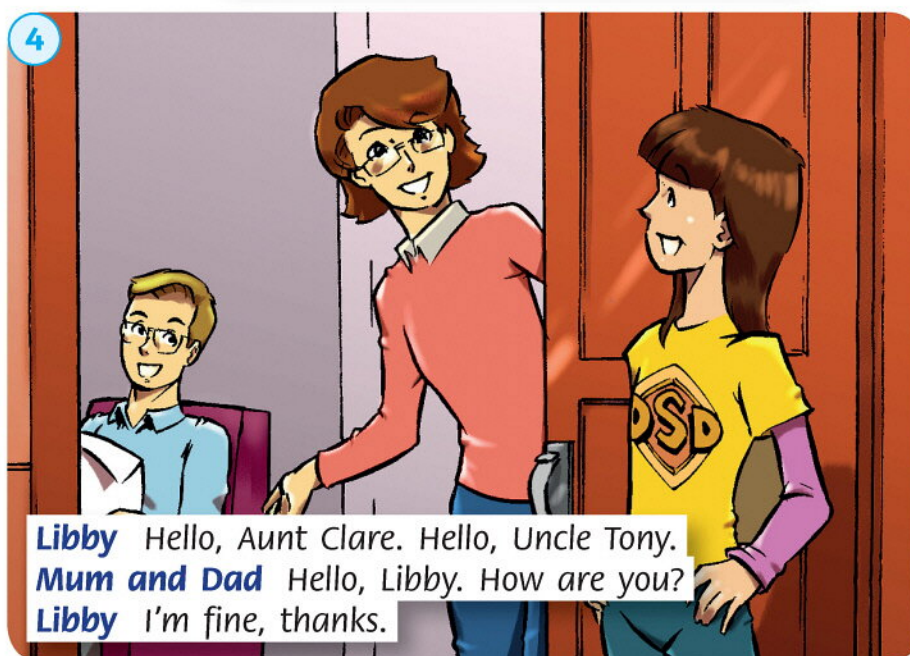
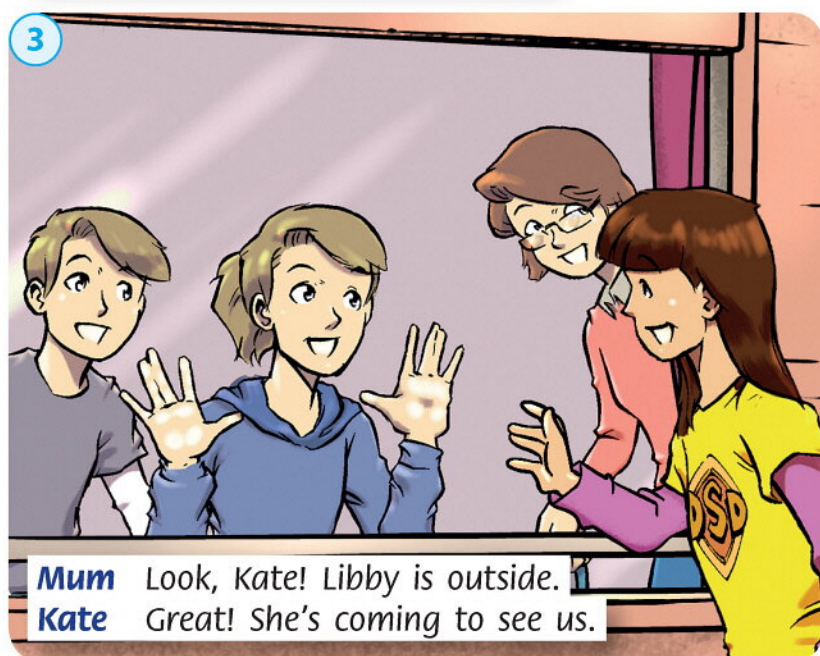
Present simple Present continuous Past simple Punctuation review

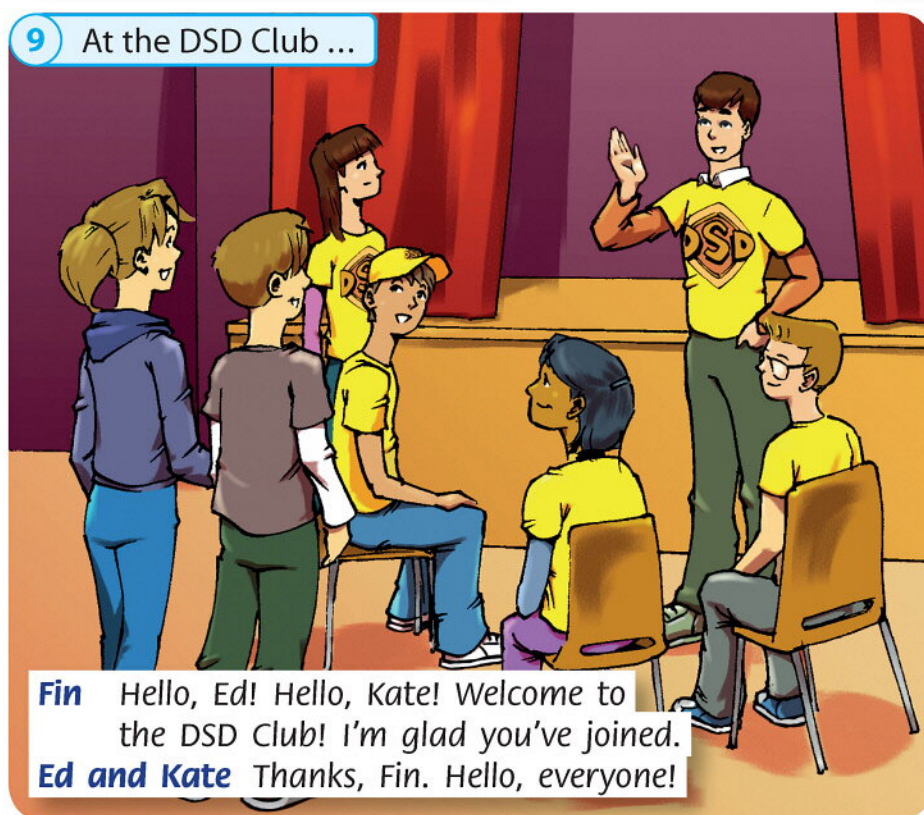
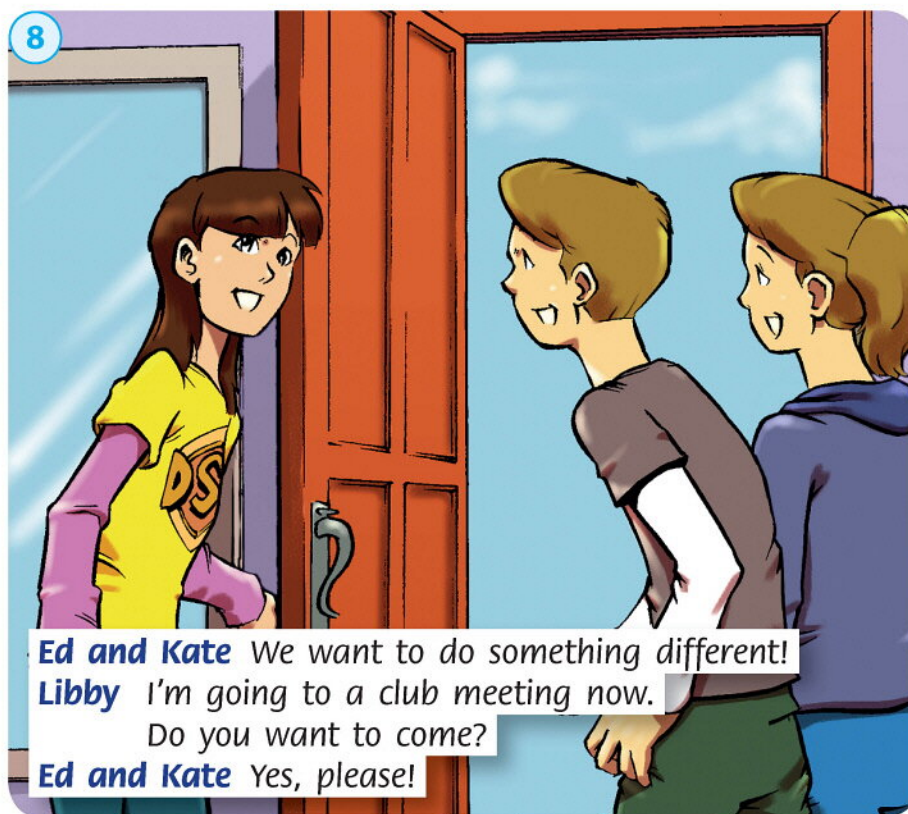
	Words	Grammar	Skills	
Performing arts	1 You can build it!			page 8
	Tools Working with words: subject verb object adjectives and adverbs Words in context: <i>My tree house</i>	Present perfect: ever / never <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> Present perfect: for / since <i>Ben has had woodwork lessons 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)
	2 It's show time!			page 16
	Putting on a play Working with words: Silent letters: <i>gh</i> and <i>k</i> Words in context: <i>The Crown Diamond</i>	Past simple and present perfect <i>It was great!</i> <i>I've tidied up all the leaves.</i> already / yet / before / just <i>I've already built the set.</i> <i>I haven't learnt 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)
	3 The best party ever!			page 24
	Household items Working with words: Suffix <i>-ion</i> Words in context: <i>Lost at the carnival</i>	Comparatives and superlatives as ... as ... <i>It's as colourful 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 Carnival</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)
Fluency Time! 1 Booking tickets Project: an event poster				page 32
Extensive reading: non-fiction <i>Carnivals</i> , fiction <i>The Trojan Horse</i>				page 34
The environment	4 Our planet			page 38
	The environment Working with words: Compound nouns Words in context: <i>An eco home</i>	Past simple and past continuous: 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)
	5 Reuse and recycle			page 46
	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 continuous 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 leaflet (Workbook)
	6 Crazy about wildlife!			page 54
	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)
Fluency Time! 2 Expressing opinions Project: a wildlife park map				page 62
Extensive reading: non-fiction <i>Earth Day</i> , fiction <i>The Elephant's Child</i>				page 64

		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." 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 a phone call to the emergency services Speaking: An emergency services phone call roleplay	Writing focus: Features of a newspaper report Writing outcome: Writing a newspaper report (Workbook)
	8	Let's eat healthily			page 76
		Food Working with words: Phrasal verbs with get 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)
	9	The big match			page 84
		Sport Working with words: Antonyms Words in context: Just breathe	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 tidy 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)
Fluency Time! 3		Passing on messages		Project: English text messages	page 92
Extensive reading: non-fiction		<i>Young stars, fiction Clara's Visit</i>			page 94
History	10	Ancient buildings			page 98
		Archaeology Working with words: Suffix -ful Words in context: The lost city	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 lost city</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)
	11	A message for the future			page 106
		A time capsule Working with words: Homonyms Words in context: Nim's Island	The passive (present simple) <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 film review: <i>Nim's Island</i> Listening: Listening and identifying descriptions Speaking: Asking and answering questions about films	Writing focus: Features of a film review Writing outcome: Writing a film review (Workbook)
	12	Be a part of history!			page 114
		The news Working with words: Adjectives with -ing Words in context: Who deserves a high salary?	The passive (past simple) <i>You were invented to cook and clean.</i> Passive questions <i>Is English spoken in the USA?</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)
Fluency Time! 4		Detailed descriptions		Project: a knowledge game	page 122
Extensive reading: non-fiction		<i>China, fiction Treasure Island</i>			page 124
Culture		School clubs	The USA	School trips	page 128
Class play		<i>The Treasure Map</i>			page 134

Lesson One Story

1 Listen and read. Who comes to visit?  01





2 Listen to the story again and repeat. Act.

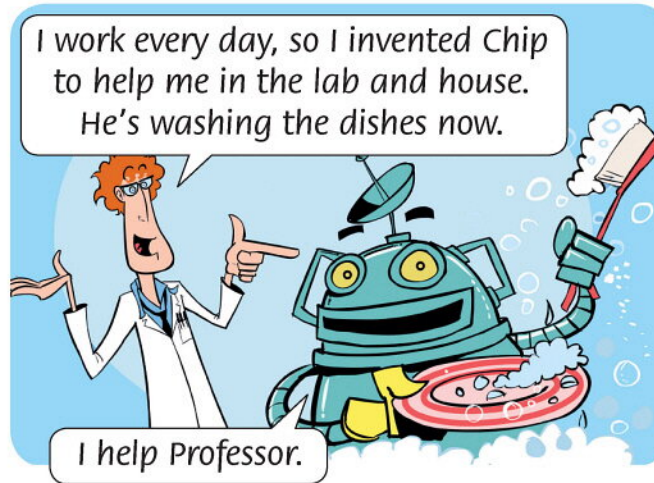
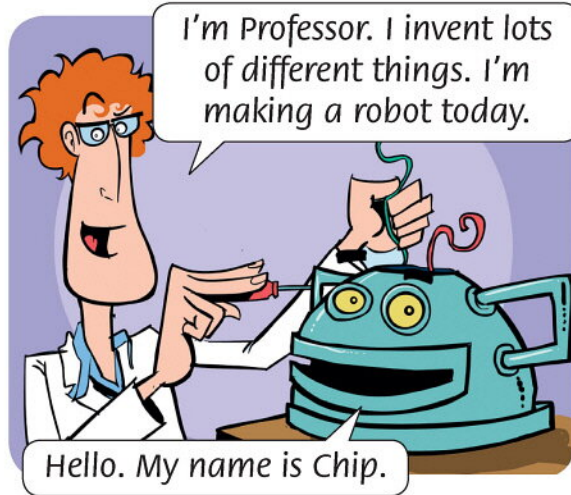
3 Read again and write *True* or *False*.

- 1 Ed wants to play a 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.

Present simple and present continuous

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

I **work** every day.

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

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

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

Past simple

Use the **past simple** 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!

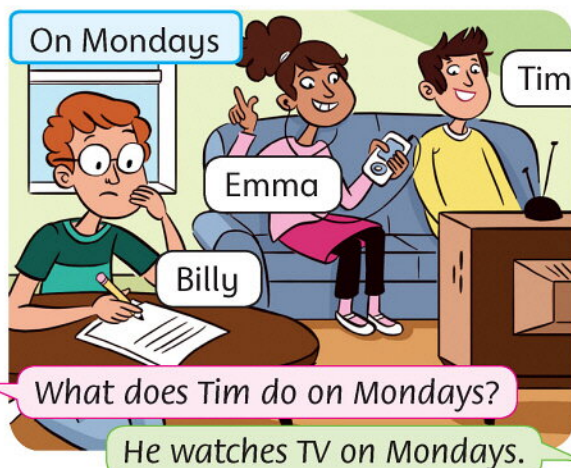
3 Read and circle.

- 1 Anna goes / *is going* to the park every weekend.
- 3 You *watch* / *watched* TV on Sunday mornings.
- 5 Amy *eats* / *is eating* an apple every day.

- 2 We *played* / *are playing* football last Saturday.
- 4 Mum and Dad *work* / *are working* now.
- 6 I *listen* / *listened* to my new CD yesterday.

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 British.

- proper nouns

She is from London.

London is in the UK.

My 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.

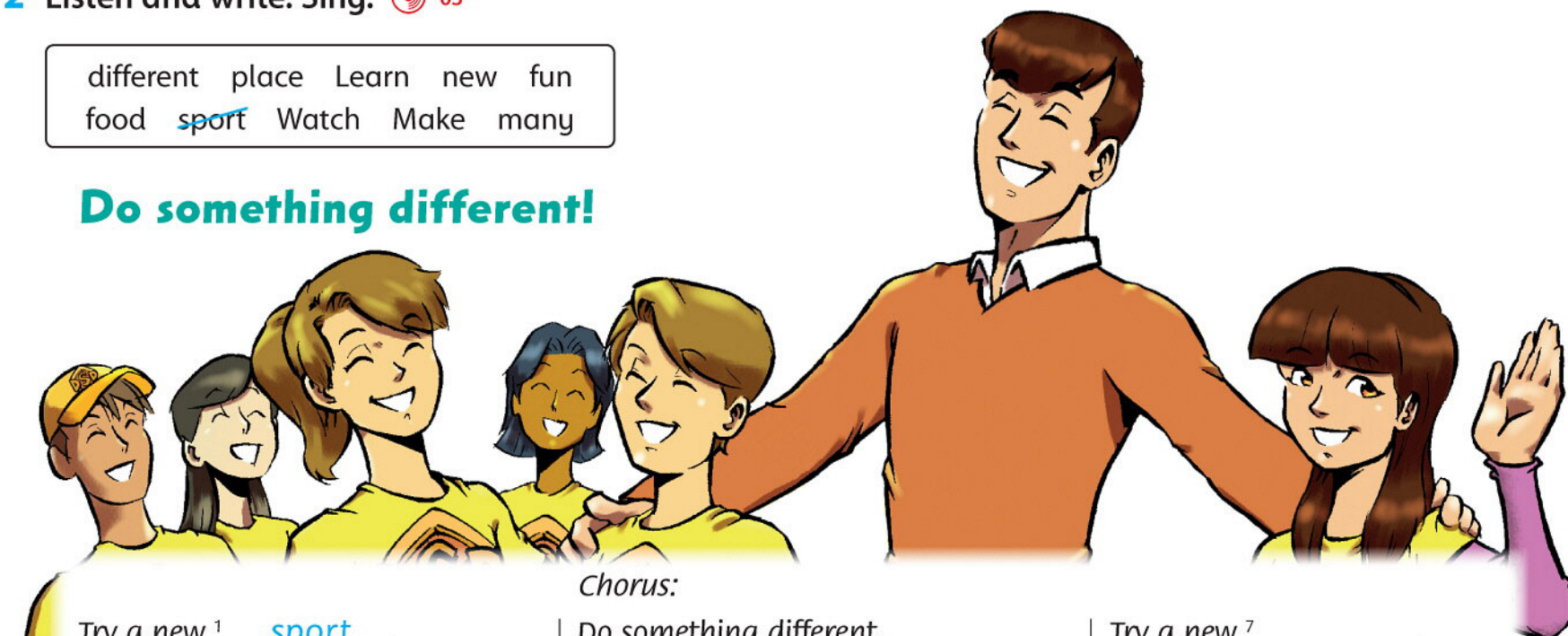
1 Rewrite the sentences with the correct punctuation.

- mario is from madrid Mario is from Madrid.
- my name is helen she said _____
- my favourite sports are football tennis and basketball _____
- is carla from italy _____
- open the door _____
- are lee dan and amy from the usa _____

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 film,
See a new ¹⁰ _____,
Do something different today!

Lesson One Story

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

1



Mum Have fun at the Club. What are you doing today?
Kate Libby and Ed have written a play. It's really good.
Ed We've decided to build the set today. Dad's given us his tools.

2



Libby Fin has found lots of wood and some old sheets. We've brought some paint, too.
Fin Let's start work! I need to measure the wood with this tape measure.

3



Fin Now we need to join these together. Pass me that hammer and a nail please, Kate.
Ed What can I do?
Libby You can help me paint the sheets. You're good at art.

4



Libby We need to paint mountains and sky on this sheet.
Ed OK. You can paint the sky. I'm going to paint the mountains.

5 Later ...



Kate This is great. I've never built a set before.
Fin Well, you've done a good job.
Kate Thanks. Let's go and see what Ed and Libby have done.

6



Fin Oh, look! They're stuck in the middle.
Libby Oh no! We can't move until the paint dries!

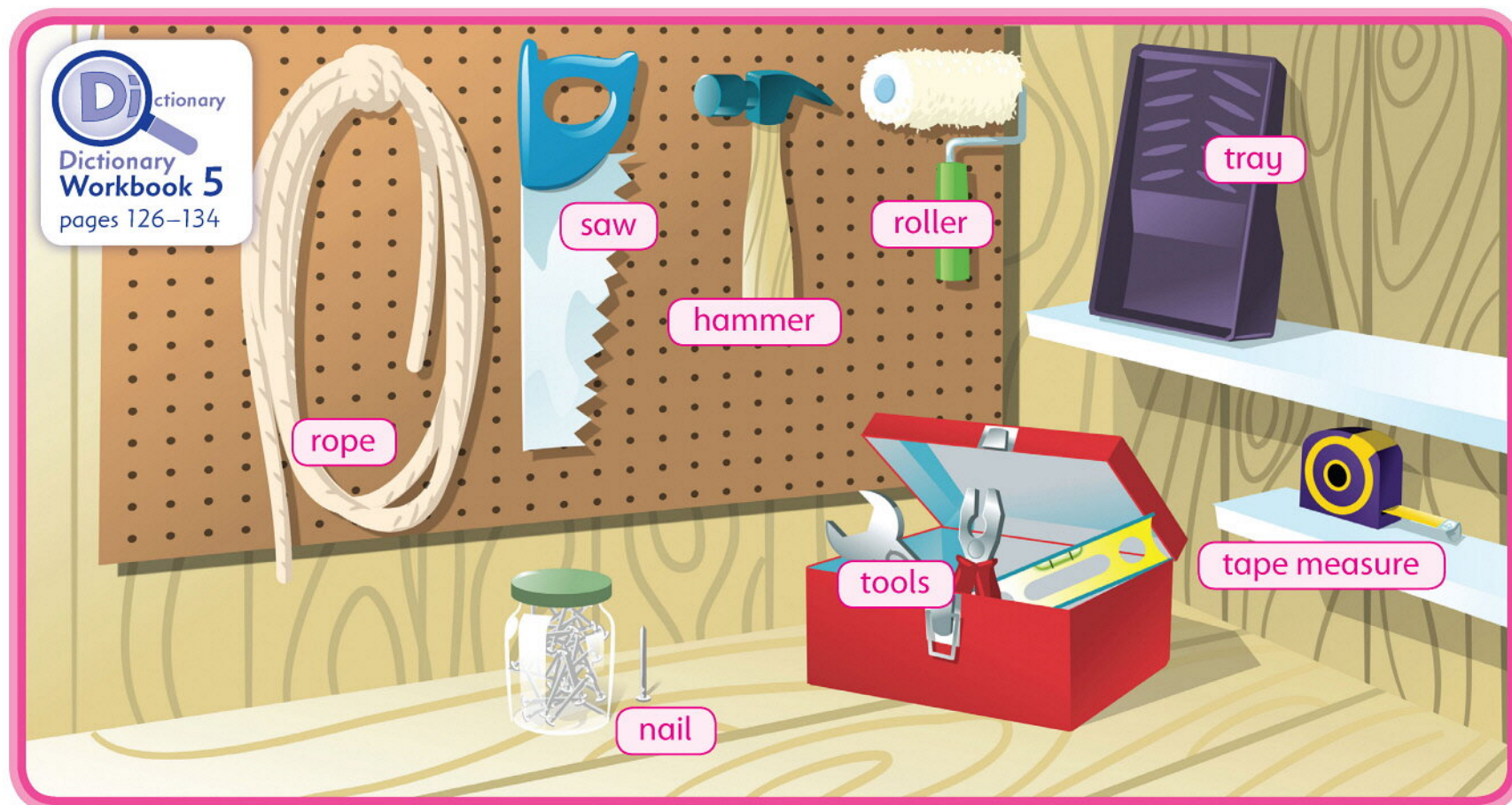
2 Listen to the story again and repeat. Act.

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.

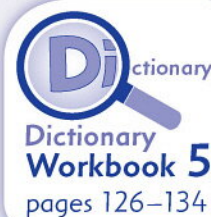
adjective

adverb

Wet

paint dries

slowly.



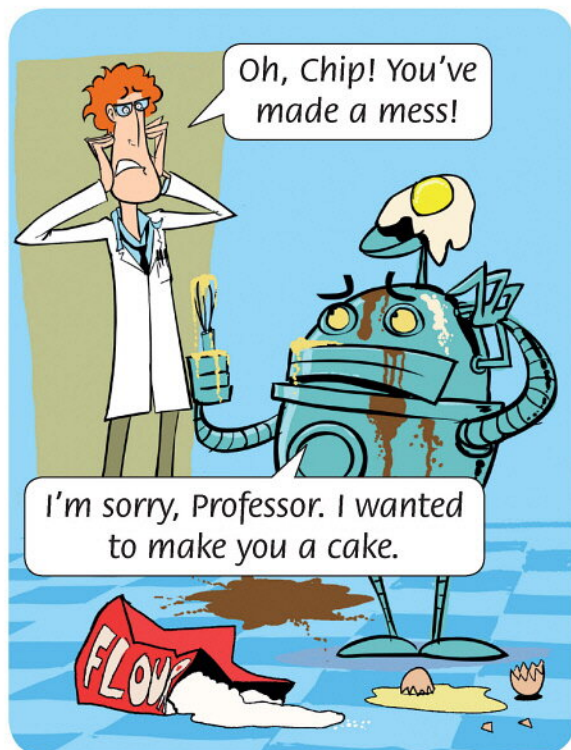
3 Look at the words in bold. Write.

verb adverb object subject

- I've written a story. subject
- Mum 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 simple and present continuous

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

Past simple

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 135

- We've never written (write) a play.
- Have you _____ (see) a giraffe?
- Carl has _____ (visit) Italy.
- 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 sea 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 woodwork lessons since he was eight. He goes to lessons every Tuesday and Thursday after school. He's very good at woodwork now. He's worked on this wooden table for two weeks. He's decided to give it to his mum 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, 2006, four o'clock.

Ben has had woodwork lessons **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 _____ 2007.
- You've been here _____ an hour.
- Tony has been on holiday _____ 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. V Irregular verb list Workbook 5 page 135



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

Reading

1 Look at the poem and the pictures. What do you think happens in the poem?

2 Listen and read. 08

My tree house

I've always wanted a tree house.

I think they're great places to play.

My dad drew the plans for a tree house

And we started to build it one day.

Dad got some boards and a tool box,

Some nails and a hammer and saw.

He said, "You'll need help with your tree house

Because you've never built one before."

We started working together.

He watched as I hammered and sawed.

He tried not to laugh very loudly

When I nailed my coat to a board.

Soon my new tree house was ready.

It looked wonderful there on the grass.

Four walls and a door and a carpet

And two windows, both with real glass.

The windows were two different sizes

And the door wasn't perfectly straight.

The walls were a little bit crooked

But Dad thought my tree house was great.

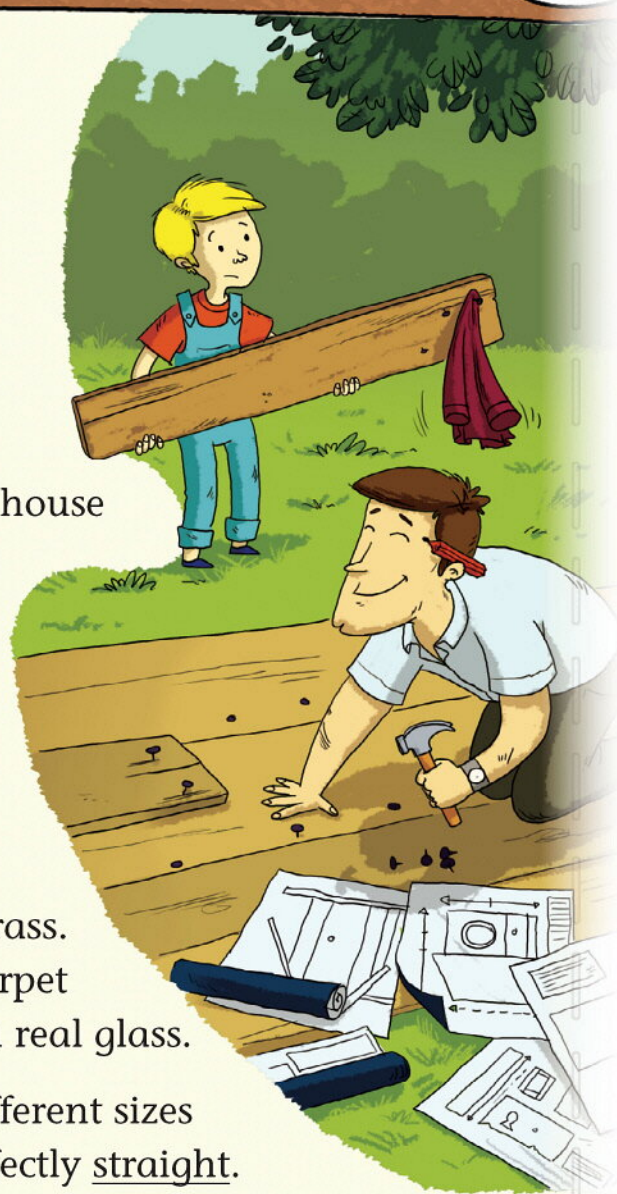
Dad got some rope and a ladder.

He pulled the house into the tree.

My tree house looks crazy and funny

But I think it is perfect for me.

Bill Robbins



3 Read again and circle.

1 Bill's dad drew the plans / boards for the tree house.

3 Dad thought the tree house was *great* / *crooked*.

5 The *walls* / *windows* were two different sizes.

2 Bill nailed his coat to a *hammer* / *board*.

4 There was real *glass* / *carpet* in the windows.

6 Dad pulled the house into a *tree* / *ladder*.