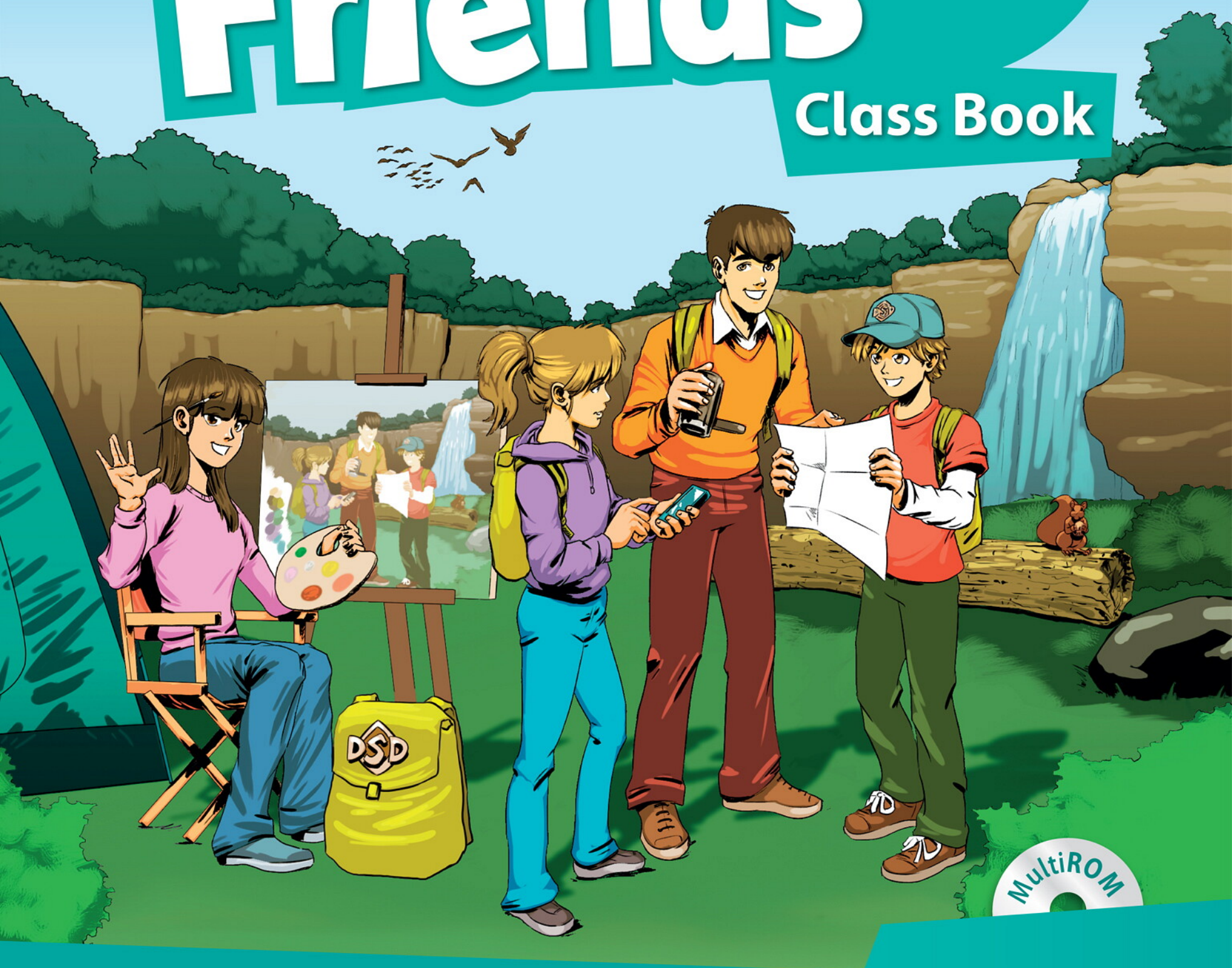


2nd Edition

Family and Friends

6

Class Book



OXFORD

Jenny Quintana

2nd Edition

Family and Friends 6

Class Book



Jenny Quintana

OXFORD
UNIVERSITY PRESS

Scope and sequence

Starter: Welcome back!

page 4

Present simple Present continuous Past simple Past continuous Irregular past forms


	Words	Grammar	Skills	
Free Time	1 Art project! page 8			
	Describing art Working with words: Prefixes un- / im- Words in context: Island Adventure	going to and will I'm going to visit an art gallery this afternoon. I'll come with you. Present continuous with future meaning We're meeting at 10 o'clock.	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)
	2 Sports adventures! page 16			
	Extreme sports Working with words: Prefixes dis- / in- Words in context: Tanya Streeter	First conditional and first conditional questions If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good? Second conditional and second conditional questions If I had a camera, I'd take a picture. Would you play rugby if you lived in England?	Reading: A sports profile: <i>Tanya Streeter</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)
3 It's festival time! page 24				
	Festival adjectives Working with words: Suffix -ous Words in context: Top Ten Food Festivals	Present perfect: since / for / already / just / yet / before I've been here since nine o'clock / for five days. The procession has already / just finished. I haven't seen any fireworks yet. I've never eaten anything so delicious before. Past simple and present perfect I went to that festival last year. I've made my costume.	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)
Fluency Time! 1		Discussing future plans	Project: a diary	page 32
Extensive reading: non-fiction <i>The Olympic Games</i> , fiction <i>The Picture of Dorian Gray</i> page 34				
Technology	4 Transport of the future! page 38			
	Forms of transport Working with words: Phrasal verbs Words in context: Transport Around the World	Present perfect continuous 1 Passengers have been waiting for five hours. Time markers since / for / all morning / all day / all week Present perfect continuous 2 I'm tired because I've been working. What have you been doing? Have you been swimming?	Reading: A book extract: <i>Transport Around the World</i> Listening: Listening for details in an interview Speaking: Asking and answering questions about different forms of transport	Writing focus: Using process diagrams Writing outcome: Using a process diagram to explain how to ride a bike (Workbook)
	5 The greatest inventions! page 46			
	Inventions Working with words: Suffix -ment Words in context: The History of the Pen	The passive (present simple and past simple) Many kinds of chewing gum are made. The gum wasn't advertised. The passive (present continuous) My computer is being repaired.	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)
6 You've won a computer! page 54				
	Computer verbs Working with words: Homonyms Words in context: Computers – Fun Facts	The passive (future) You will be given ten new laptops for your school. The passive (present perfect) These wires have been disconnected.	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)
Fluency Time! 2		Requesting favours	Project: an inventions poster	page 62
Extensive reading: non-fiction <i>Diaries from Delhi</i> , fiction <i>Black Beauty</i> page 64				

		Words	Grammar	Skills	
Adventures	7	Explorers for a day!			page 68
		Exploring Working with words: Suffixes -er / -ist Words in context: Famous Shipwrecks	Relative pronouns: who, which There are many climbers who successfully climb Mount Everest. They climb a mountain there which is the highest mountain in the world. Reported pronouns: that He met a man that was more than 120 years old.	Reading: An encyclopedia entry: Famous Shipwrecks (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)
	8	It's a mystery!			page 76
	Mysteries Working with words: Suffix -able Words in context: The Nazca Lines	Past perfect After they had climbed onto the ship, they saw there was no one there. Past perfect negative sentences and questions They hadn't invented trucks and trains before they built the pyramids. Had people invented trucks and trains before they built the pyramids?	Reading: An interview: The Nazca Lines (Cross-curricular link) Listening: Listening for details in an advert Speaking: Asking and answering questions about mysteries	Writing focus: Features of a tourist information leaflet Writing outcome: Writing a tourist information leaflet (Workbook)	
	9	Survival!			page 84
	Survival items Working with words: Homophones Words in context: Robinson Crusoe	Third conditional If the machine had worked, he would have been happy. Modal verbs: have to, must, should and ought to You have to bring a water bottle. You mustn't touch any insects. You shouldn't bring valuable possessions. You ought to bring a camera.	Reading: A story extract: Robinson Crusoe 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)	
Fluency Time! 3		Solving problems		Project: a survival board game	page 92
Extensive reading: non-fiction Atlantis: The Lost City, fiction We Didn't Mean to Go to Sea page 94					
Travel	10	Around the world!			page 98
		World languages Working with words: Suffix -ery Words in context: Languages of the World	Reported speech (all tenses) He said he wanted to visit lots of countries. He said he was looking forward to the trip. He said he had cycled around Africa. He said he had had lessons in French and Arabic. He said the trip would take about two years. Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves The machine turned itself off.	Reading: A question and answer text: Languages of the World (Cross-curricular link) Listening: Listening to match speakers to statements Speaking: Asking and answering questions about languages	Writing focus: Features of an advert Writing outcome: Writing an advert (Workbook)
	11	Space travel!			page 106
	Space Working with words: Phrasal verbs Words in context: Dreaming in a Spaceship	Reported speech: Wh- questions Where, Why, What, Who and When He asked him where he was. Reported speech: commands and requests told / asked He told us to turn off our mobile phones. He asked them to leave quietly.	Reading: A poem: Dreaming in a Spaceship (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)	
	12	Holiday time!			page 114
	Holiday adjectives Working with words: Silent letters: w and h Words in context: My Year Around the World	wish I wish I was taller. I wish I could fly. I wish it wasn't the last day of our holiday. Question tags There are lots of robots, aren't there? You can swim, can't you? You like ice cream, don't you?	Reading: A travel blog: My Year Around the World (Cross-curricular link) Listening: Listening for details in an interview Speaking: Asking and answering questions about travelling	Writing focus: Structuring an essay Writing outcome: Writing an essay (Workbook)	
Fluency Time! 4		Dream adventures		Project: a space tourist brochure	page 122
Extensive reading: non-fiction The Mysteries of Mars, fiction The Diary of an Astronaut page 124					
Culture		Films in English	Canada	English around the World	page 128
Class play: The Mystery of the Diamond Ring page 134					

Lesson One Story


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

1



Libby Hi, Kate! Hi, Ed! Did you have a good holiday in Spain?
Kate Yes, thanks! How was your holiday?
Libby It was good, thanks! We went to France.

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 holiday to Spain.
- 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 sport.
- 6 Fin gives Tom a bag and a T-shirt.

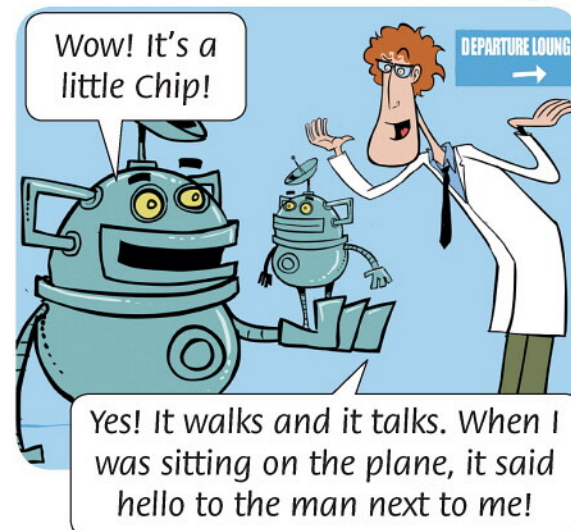
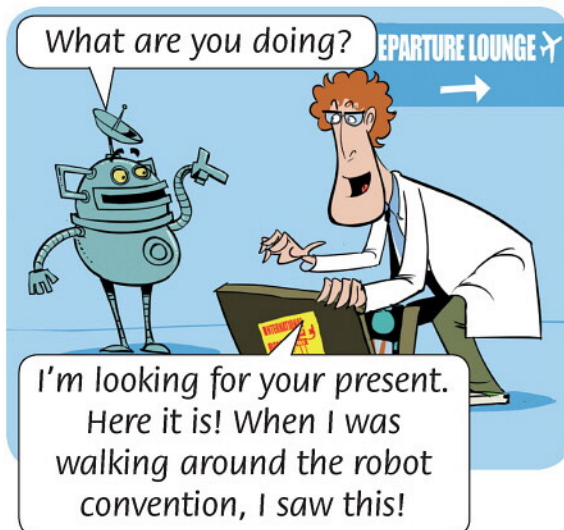
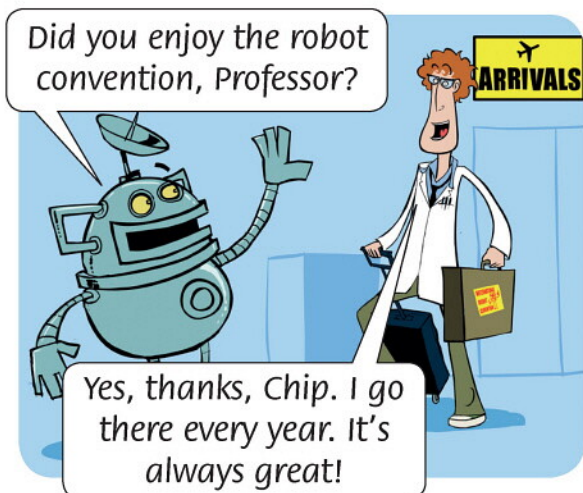
True

Lesson Two Grammar 1

1 Listen and read. Where did Professor go? 02



PROFESSOR & CHIP



2 Read and learn.

Present simple and present continuous

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

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

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

What **are you doing**?

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

Past simple and past continuous

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

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

3 Read and circle.

1 I go / am going swimming on Saturday mornings.

3 My mum and dad work / are working every day.

5 The boys play / are playing football in the park on Saturdays.

2 My brother watches / is watching TV at the moment.

4 We have / are having lunch now.

6 The children work / are working hard at the moment.

4 Speaking Ask and answer.

eat / ice cream play / football 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 past simple 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 past simple 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 tables.  Irregular verb list Workbook 6 page 135

2 Listen and order the lines. Sing.  03



Welcome back!

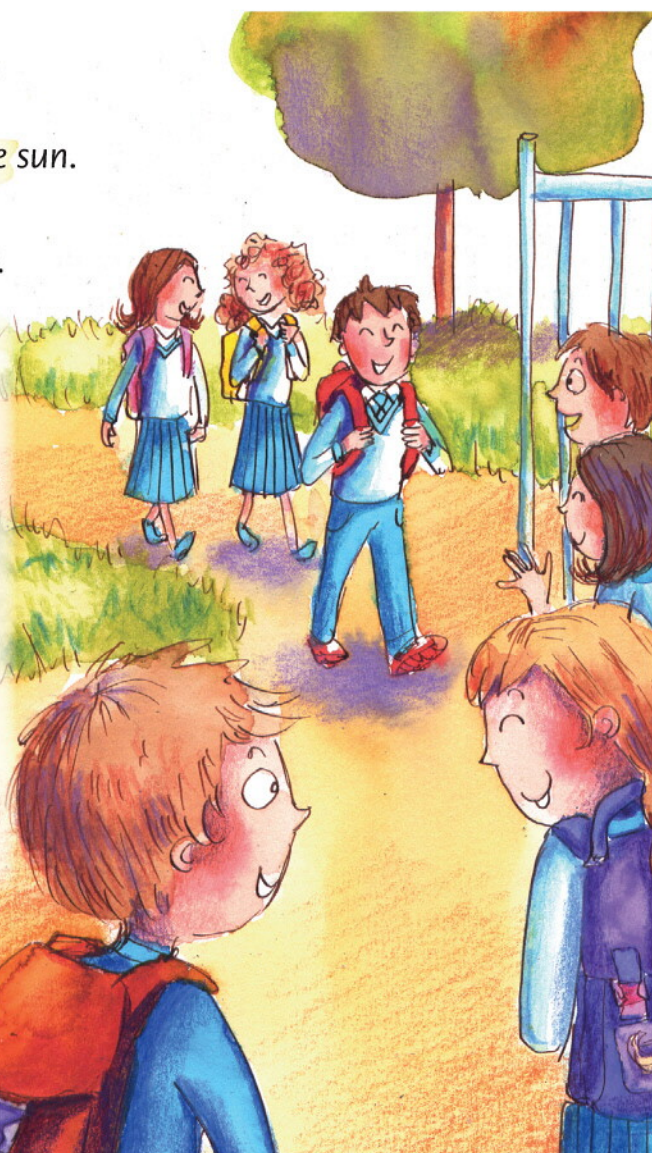
1 You're back from your break in the sun.
And there's lots of work in store.
Now it's back to school once more.
You're sad your holiday's done.



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.

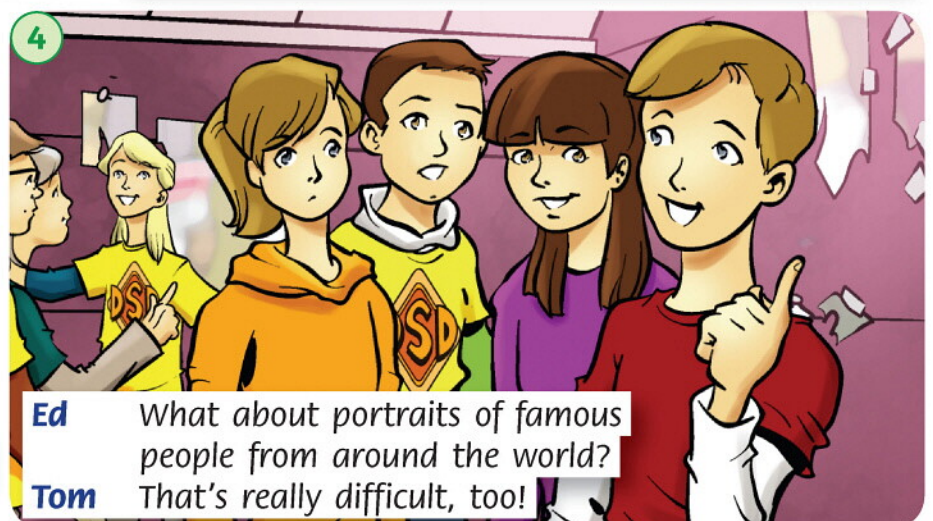


1 You visited people you knew,
So welcome back today.
You went to a funfair or two,
But you knew you couldn't stay,



Lesson One Story

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



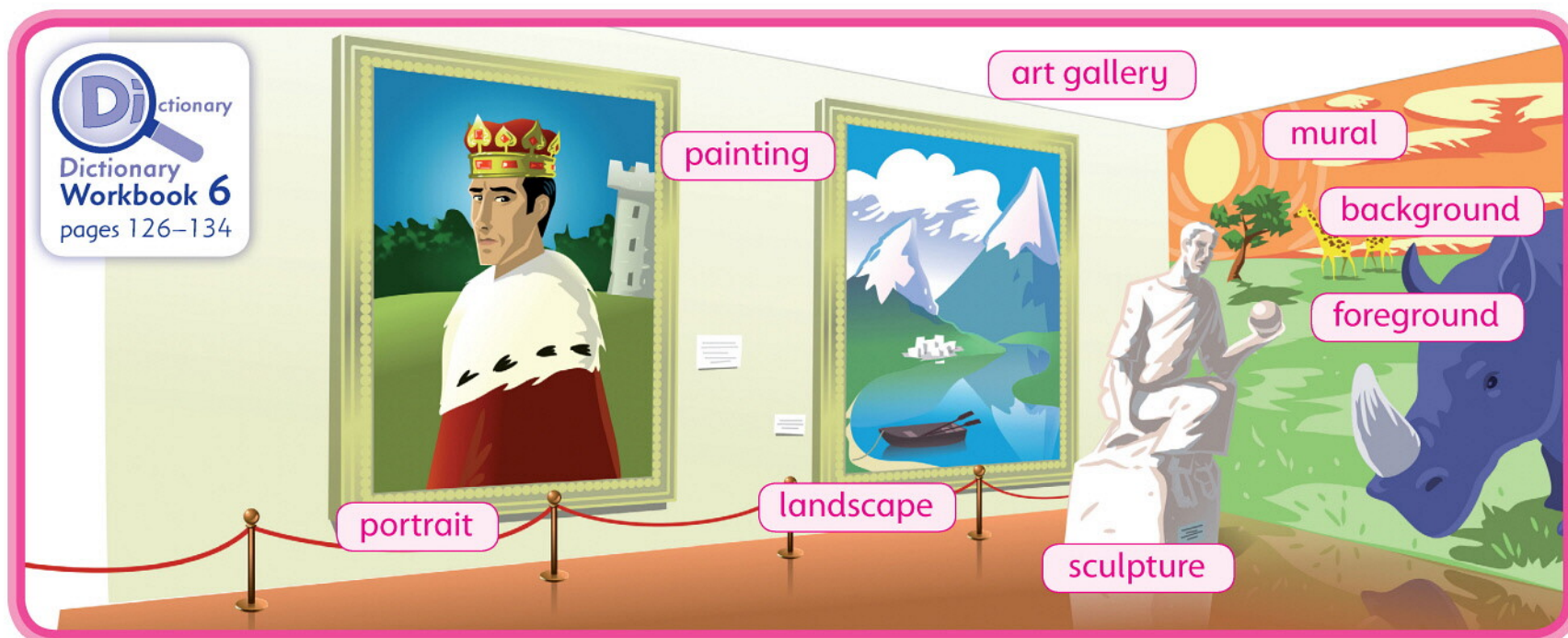
2 Listen to the story again and repeat. Act.

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



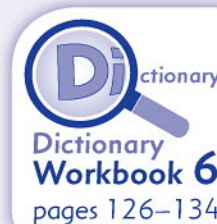
2 Write the words.

- 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	tidy	patient	possible	polite
negative	unpopular	unfriendly	untidy	impatient	impossible	impolite



3 Listen and repeat. 06

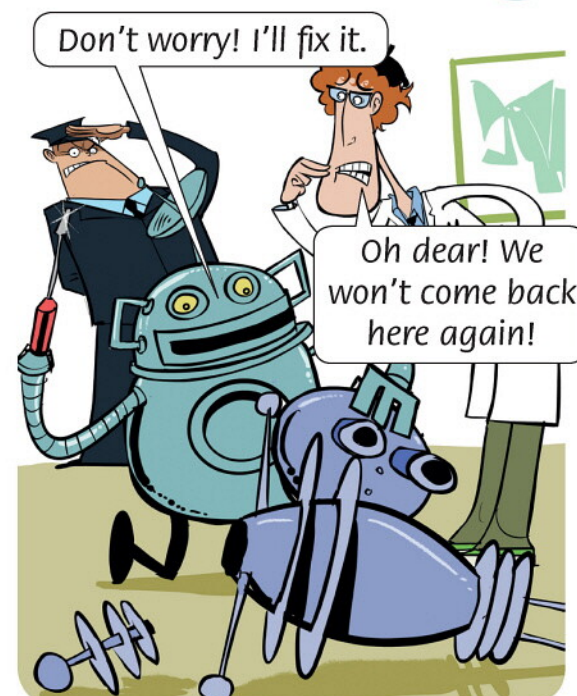
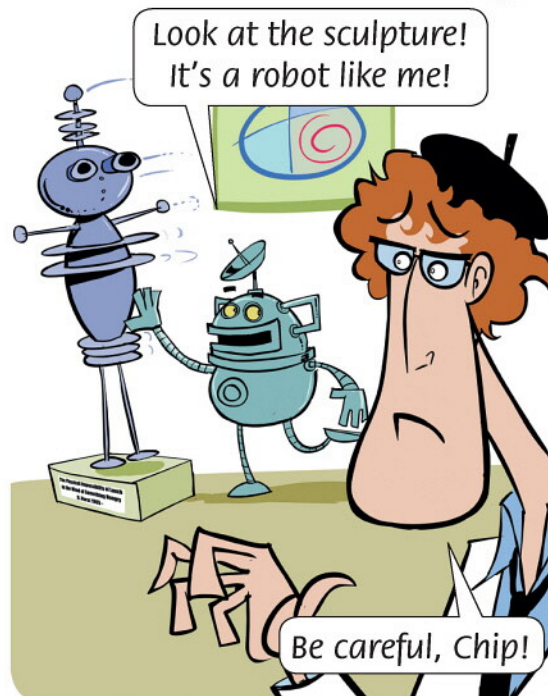
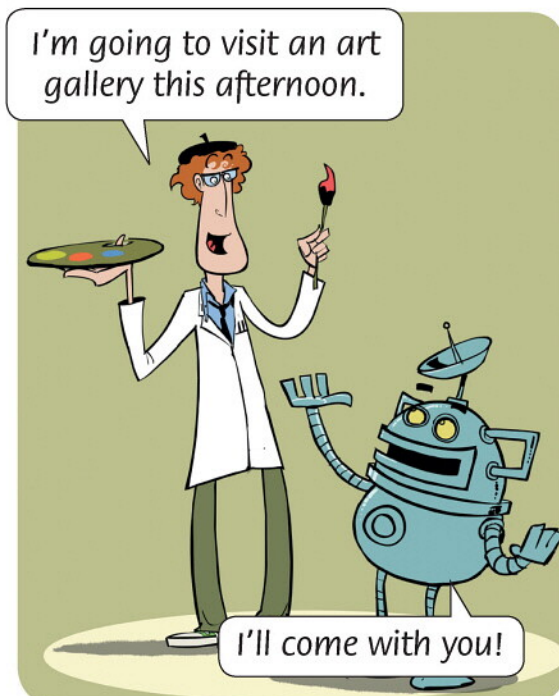
4 Read and circle.

- 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 Your room is so *tidy* / *untidy*! There are books and clothes all over the floor.
- 5 My little brother is very *patient* / *impatient*. He always waits calmly.
- 6 This maths question is *possible* / *impossible*! I don't know the answer!

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



PROFESSOR & CHIP



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

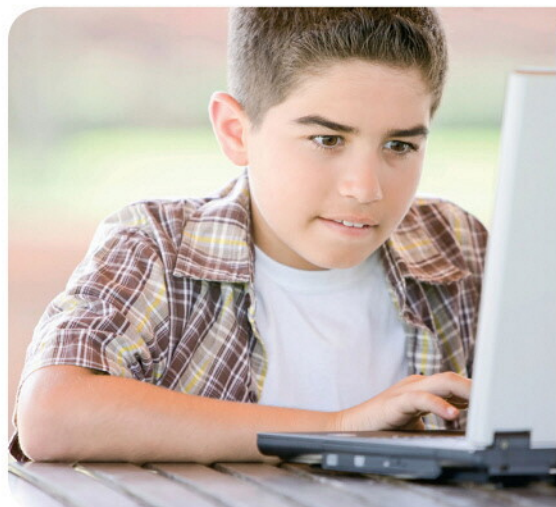
3 Read and circle.

- 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've got too much homework."
- We **won't** / We're **not going to** visit our grandparents today. They're away on holiday.
- "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 holiday next week.

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

- A "I'm **going to** buy an 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 at 10.15 into town 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 film at the cinema. 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 continuous with future meaning

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

We're **meeting** at ten o'clock. I'm **not doing** anything. What **are you doing** today?

3 Complete the sentences. Use the present continuous.

- 1 I'm **meeting** (meet) Ben at one o'clock this afternoon.
- 2 We (catch) a train at half past three.
- 3 (you / visit) your grandparents after school?
- 4 The children (play) in a football match at two o'clock.
- 5 What film (you / watch) at the cinema tonight?
- 6 Jeff (go) to a café with his friends for his birthday lunch.

4 Speaking Ask and answer.

8.00 a.m.

10.00 a.m.

11.30 a.m.

12.30 p.m.

1.30 p.m.


3.30 p.m.

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.

Reading

- 1 Look at the story and the paintings. Which painting do you think the story is about?
- 2 Listen and read.  09

Island Adventure

Max was staying with his cousin Jeff by the sea. Every day, the boys went to the beach and played football or went fishing. But one day, they stood on the sand and stared across the sea at a small island in the distance. No one lived on the island and the boys had never been there.

"I'd like to explore that island," said Max.

"Let's borrow my brother's boat and go there," said Jeff.

"We'll be back before he finds out!"

The boys rowed to the island and left the boat on the sand. They climbed trees, swam in the river and found some caves. At last, they decided to go home, but when they went back to the boat, it wasn't there! The boys were frightened.

"What are we going to do?" asked Max. "Nobody knows we're here!"

"Let's make a fire," said Jeff. "Someone will see the smoke."

"But we haven't got any matches," said Max.

"We can hit two rocks together to make a fire. Come on! It's easy."

But it was dark before the boys had a fire.

Suddenly, there was a splash of water.

The boys stared across the sea. A dark shape was coming towards them.

"Run!" shouted Max.

"Hey!" said a voice. "Don't you want to go home?"

Jeff's brother was standing on the beach next to the missing boat.

"How did you find us?" asked Jeff in amazement.

"I saw the boat floating near the shore, so I swam out to get it. Then I saw your smoke and I realized what happened."

"That was lucky," said Jeff.

"Yes, but next time," said Jeff's brother, as they rowed back, "tell me before you take my boat out and always tie it to a tree!"



California Coast



A Small Volcano in Mexican Countryside

- 3 Read again and write the answers.

1 Is Max on holiday? Yes, he is.

3 Are there any caves on the island? _____

5 Do they have any matches? _____

2 Do the boys swim to the island? _____

4 Do the boys lose their boat? _____

6 Does Jeff's father find the boys? _____