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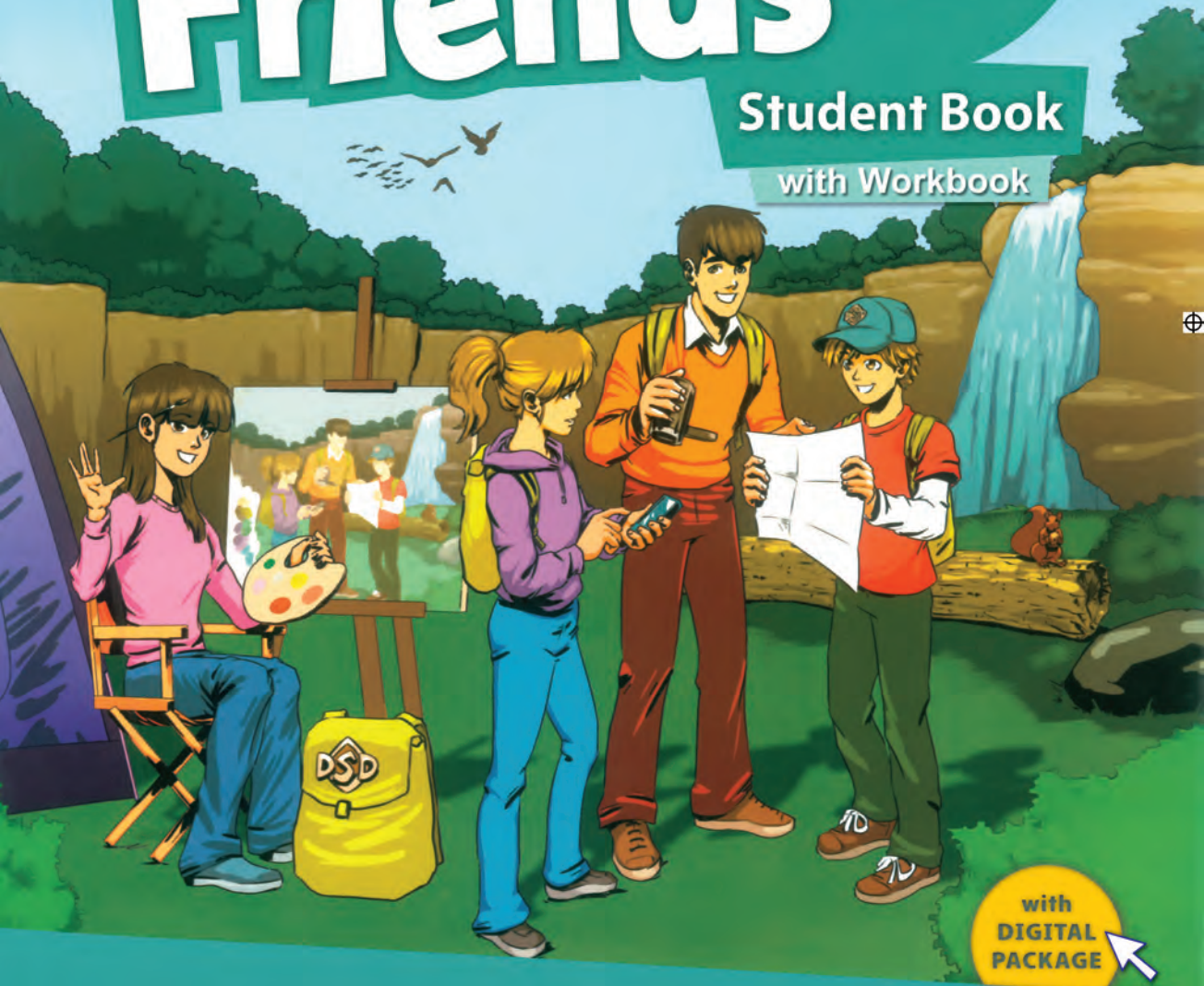
American

2nd Edition

6

# Family and Friends

Student Book  
with Workbook



with  
DIGITAL  
PACKAGE



OXFORD

Jenny Quintana

# Scope and sequence

**Starter: Welcome back!**

page 4

Simple present Present progressive Simple past Past progressive Irregular past forms

	Words	Grammar	Skills	
Free Time	<b>1 Art project!</b> <span style="float: right;">page 16</span>			
	<b>Describing art</b> <b>Working with words:</b> Prefixes un- / in- <b>Words in context:</b> Island Adventure	<b>going to and will</b> <i>I'm going to visit an art gallery this afternoon. I'll come with you.</i> <b>Present progressive with future meaning</b> <i>We're meeting at 10 o'clock.</i>	<b>Reading:</b> A story: <i>Island Adventure</i> (Cross-curricular link) <b>Listening:</b> Listening for details about a painting <b>Speaking:</b> Asking and answering questions about paintings	<b>Writing focus:</b> Writing a story <b>Writing outcome:</b> Completing a story (Workbook)
	<b>Fluency Time! 1</b>	<b>Detailed descriptions</b>	<b>Craft: a knowledge game</b>	<span style="float: right;">page 18</span>
Free Time	<b>2 Sports adventures!</b> <span style="float: right;">page 18</span>			
	<b>Extreme sports</b> <b>Working with words:</b> Prefixes dis- / in- <b>Words in context:</b> William Trubridge	<b>First conditional and first conditional questions</b> <i>If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good?</i> <b>Second conditional and second conditional questions</b> <i>If I had a camera, I'd take a picture. Would you play baseball if you lived in the U.S.A.?</i>	<b>Reading:</b> A sports profile: <i>William Trubridge</i> <b>Listening:</b> Listening for details in a sports profile <b>Speaking:</b> Asking and answering questions about sports	<b>Writing focus:</b> Using a concept map to plan <b>Writing outcome:</b> Completing a concept map and using it to write a leaflet (Workbook)
	<b>Health Time!</b>	<b>The Human Body</b>	<b>Project: a pop-up book</b>	<span style="float: right;">page 26</span>
Free Time	<b>3 It's festival time!</b> <span style="float: right;">page 28</span>			
	<b>Festival adjectives</b> <b>Working with words:</b> Suffix -ous <b>Words in context:</b> Top Ten Food Festivals	<b>Present perfect: since / for / already / just / yet / before</b> <i>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.</i> <b>Simple past and present perfect</b> <i>I went to that festival last year. I've made my costume.</i>	<b>Reading:</b> A travel article: <i>Top Ten Food Festivals</i> <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about food festivals	<b>Writing focus:</b> Letter-writing conventions <b>Writing outcome:</b> Writing a letter to a friend (Workbook)
	<b>Extensive reading: fiction <i>The Picture of Dorian Gray</i></b> <span style="float: right;">page 36</span>			
Technology	<b>4 Transportation of the future!</b> <span style="float: right;">page 38</span>			
	<b>Forms of transportation</b> <b>Working with words:</b> Phrasal verbs <b>Words in context:</b> Transportation Around the World	<b>Present perfect progressive 1</b> <i>Passengers have been waiting for five hours.</i> <b>Time markers</b> since / for / all morning / all day / all week <b>Present perfect progressive 2</b> <i>I'm tired because I've been working. What have you been doing?</i>	<b>Reading:</b> A book extract: <i>Transportation Around the World</i> <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about different forms of transportation	<b>Writing focus:</b> Using process diagrams <b>Writing outcome:</b> Using a process diagram to explain how to ride a bike (Workbook)
	<b>Fluency Time! 2</b>	<b>Discussing future plans</b>	<b>Craft: a datebook</b>	<span style="float: right;">page 46</span>
Technology	<b>5 The greatest inventions!</b> <span style="float: right;">page 48</span>			
	<b>Inventions</b> <b>Working with words:</b> Suffix -ment <b>Words in context:</b> The History of the Pen	<b>The passive (simple present and simple past)</b> <i>Many kinds of chewing gum are made. The gum wasn't advertised.</i> <b>The passive (present progressive)</b> <i>My computer is being repaired.</i>	<b>Reading:</b> A timeline: <i>The History of the Pen</i> (Cross-curricular link) <b>Listening:</b> Identifying opinions <b>Speaking:</b> Asking and answering questions about inventions	<b>Writing focus:</b> Writing a biography <b>Writing outcome:</b> Writing a biography (Workbook)
	<b>Science Time!</b>	<b>Energy</b>	<b>Project: an interactive poster</b>	<span style="float: right;">page 56</span>
Technology	<b>6 You've won a computer!</b> <span style="float: right;">page 58</span>			
	<b>Computer verbs</b> <b>Working with words:</b> Homonyms <b>Words in context:</b> Computers - Fun Facts	<b>The passive (future)</b> <i>You will be given ten new laptops for your school.</i> <b>The passive (present perfect)</b> <i>These wires have been disconnected.</i>	<b>Reading:</b> A website article: <i>Computers - Fun Facts</i> (Cross-curricular link) <b>Listening:</b> Listening for details about why people use computers <b>Speaking:</b> Asking and answering questions about computers	<b>Writing focus:</b> Presenting a research report <b>Writing outcome:</b> Writing a research report (Workbook)
	<b>Extensive reading: non-fiction <i>Diaries from Delhi</i></b> <span style="float: right;">page 66</span>			

	Words	Grammar	Skills	
Adventures	<b>Explorers for a day!</b>			page 68
	<b>Exploring</b> <b>Working with words:</b> Suffixes -er / -ist <b>Words in context:</b> Famous Shipwrecks	<b>Relative pronouns: who, which</b> <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> <b>Reported pronouns: that</b> <i>He met a man that was more than 120 years old.</i>	<b>Reading:</b> An encyclopedia entry: <i>Famous Shipwrecks</i> ( <a href="#">Cross-curricular link</a> ) <b>Listening:</b> Listening for details in a tour <b>Speaking:</b> Asking and answering questions about being an explorer	<b>Writing focus:</b> Writing a personalized text about your dream job <b>Writing outcome:</b> Writing a personalized text (Workbook)
	<b>Fluency Time! 3</b>			page 76
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	<b>It's a mystery!</b>			page 78
<b>Mysteries</b> <b>Working with words:</b> Suffix -able <b>Words in context:</b> The Nazca Lines	<b>Past perfect</b> <i>After they had climbed onto the ship, they saw there was no one there.</i> <b>Past perfect negative sentences and questions</b> <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>	<b>Reading:</b> An interview: <i>The Nazca Lines</i> ( <a href="#">Cross-curricular link</a> ) <b>Listening:</b> Listening for details in an advertisement <b>Speaking:</b> Asking and answering questions about mysteries	<b>Writing focus:</b> Features of a tourist information leaflet <b>Writing outcome:</b> Writing a tourist information leaflet (Workbook)	
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<b>Archeology</b>			<b>Project: a time capsule</b>	
<b>Survival!</b>			page 88	
<b>Survival items</b> <b>Working with words:</b> Homophones <b>Words in context:</b> Robinson Crusoe	<b>Third conditional</b> <i>If the machine had worked, he would have been happy.</i> <b>Modal verbs: have to, must, should, and ought to</b> <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>	<b>Reading:</b> A story extract: <i>Robinson Crusoe</i> <b>Listening:</b> Listening to order events <b>Speaking:</b> Asking and answering questions about surviving on a desert island	<b>Writing focus:</b> Features of an advice text <b>Writing outcome:</b> Writing an advice text (Workbook)	
<b>Extensive reading: fiction</b> <i>We Didn't Mean to Go to Sea</i>				page 96
10	<b>Around the world!</b>			page 98
	<b>World languages</b> <b>Working with words:</b> Suffix -ery <b>Words in context:</b> Languages of the World	<b>Reported speech (all tenses)</b> <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> <b>Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves, and themselves</b> <i>The machine turned itself off.</i>	<b>Reading:</b> A question and answer text: <i>Languages of the World</i> ( <a href="#">Cross-curricular link</a> ) <b>Listening:</b> Listening to match speakers to statements <b>Speaking:</b> Asking and answering questions about languages	<b>Writing focus:</b> Features of an advertisement <b>Writing outcome:</b> Writing an advertisement (Workbook)
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<b>Solving problems</b>			<b>Craft: a survival game</b>	
11	<b>Space travel!</b>			page 108
	<b>Space</b> <b>Working with words:</b> Phrasal verbs <b>Words in context:</b> Dreaming in a Spaceship	<b>Reported speech: Wh- questions Where, Why, What, Who, and When</b> <i>He asked him where he was.</i> <b>Reported speech: commands and requests told / asked</b> <i>He told us to turn off our cell phones.</i> <i>He asked them to leave quietly.</i>	<b>Reading:</b> A poem: <i>Dreaming in a Spaceship</i> ( <a href="#">Cross-curricular link</a> ) <b>Listening:</b> Identifying missing words in a poem <b>Speaking:</b> Asking and answering questions about space	<b>Writing focus:</b> Writing a poem and using similes <b>Writing outcome:</b> Writing a poem using similes (Workbook)
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12	<b>Vacation time!</b>			page 118
	<b>Vacation adjectives</b> <b>Working with words:</b> Silent letters: w and h <b>Words in context:</b> My Year Around the World	<b>wish</b> <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> <b>Question tags</b> <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>	<b>Reading:</b> A travel blog: <i>My Year Around the World</i> ( <a href="#">Cross-curricular link</a> ) <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about traveling	<b>Writing focus:</b> Structuring an essay <b>Writing outcome:</b> Writing an essay (Workbook)
<b>Extensive reading: non-fiction</b> <i>The Mysteries of Mars</i>				page 126

## Lesson One Story

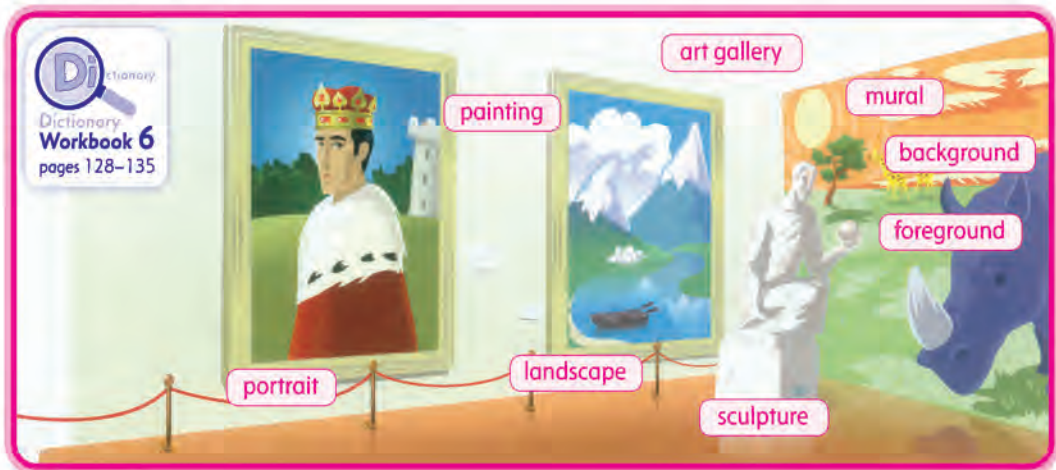
1 Listen and read. What is the theme for the mural? 04



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. | <u>True</u> | 2 The theme is "Around the world."             | _____ |
| 3 Kate is good at drawing animals.           | _____       | 4 Ed wants to draw people.                     | _____ |
| 5 Libby likes Kate's idea.                   | _____       | 6 The children are going to meet the next day. | _____ |

**1 Listen and repeat.** 05

**2 Write the words.**

- \_\_\_\_\_ **painting** *noun* a picture that someone has painted
- \_\_\_\_\_ *noun* a building where you can go to look at paintings and other art
- \_\_\_\_\_ *noun* a picture of a person
- \_\_\_\_\_ *noun* a picture of the countryside
- \_\_\_\_\_ *noun* the part of a picture that looks like it's near you
- \_\_\_\_\_ *noun* the part of a picture that looks like it's far from you
- \_\_\_\_\_ *noun* an animal, a shape, or a person made from stone, wood, etc.
- \_\_\_\_\_ *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


 Dictionary  
**Workbook 6**  
pages 128–135

**3 Listen and repeat.** 06

**4 Read and circle.**

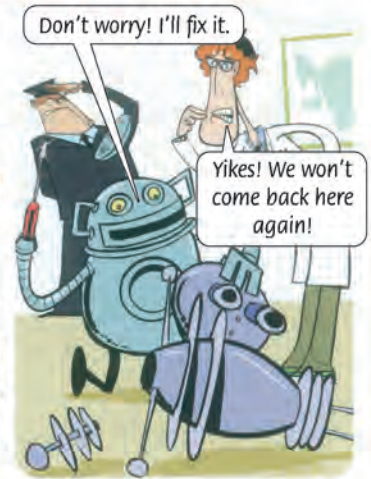
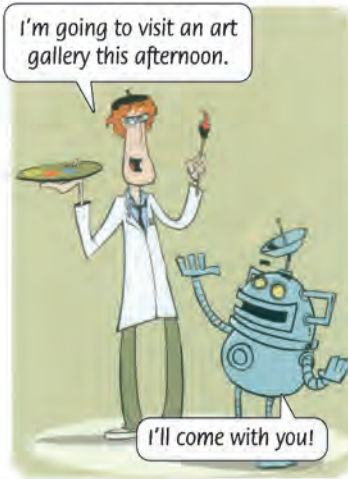
- Tom is very **friendly** / **unfriendly**. He never speaks to anyone.
- My sister is very **popular** / **unpopular**. Everyone likes her.
- Jon is a very **polite** / **impolite** boy. He always says "please" and "thank you."
- My little brother is very **patient** / **impatient**. He always waits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

**Lesson Three Grammar 1**

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



**PROFESSOR & C**



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**.

- |  |  |
|--|--|
| 1 A I'm <b>going to</b> buy ice cream. | 2 A I _____ take my camera to the zoo. |
| B I'll _____ come with you!            | B Good idea! I _____ take mine, too.   |
| 3 A I'm cold.                          | 4 A I _____ visit Mexico this summer.  |
| B I _____ close the window.            | B That's an interesting country.       |
| 5 A I _____ pack my suitcase.          | 6 A I don't understand this question.  |
| B I _____ help you.                    | B I _____ help you.                    |

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


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.**

8:00 a.m. 	10:00 a.m. 	11:30 a.m. 	feed / the penguins go / home have / lunch leave / school visit / the elephant enclosure watch / the dolphin display
12:30 p.m. 	1:30 p.m. 	3:30 p.m. 	


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

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

# Skills Time!

## Lesson Five

### 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 Ryan by the sea. Every day, the boys went to the beach and played volleyball or went fishing. But one day, they stood on the sand and stared across the sea at a small island in the distance.

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

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

"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!

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

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

"How?" asked Max.

"We can hit two rocks together to make a fire. Come on!" 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?"

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

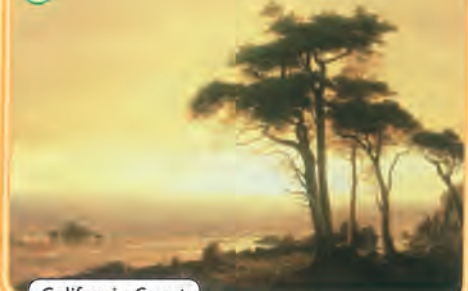
"How did you find us?" asked Ryan in amazement.

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

"That was lucky," said Ryan.

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

1



California Coast

2



A Small Volcano in Mexican Countryside

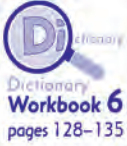
### 3 Read again and write the answers.

- |  |   |
|--|---|
| 1 Is Max on vacation? <u>Yes, he is.</u>     | 2 Do the boys swim to the island? _____   |
| 3 Are there any caves on the island? _____   | 4 Do the boys lose their boat? _____      |
| 5 Do they use matches to start a fire? _____ | 6 Does Ryan's father find the boys? _____ |



Words in context

1 Find the words in the story. Write.



stare **row** smoke borrow hit splash float tie

- The man used his boat to row across the river.
- My brother sometimes lets me \_\_\_\_\_ his bike.
- There was a big \_\_\_\_\_ when the boy jumped into the pool.
- I love to sit and \_\_\_\_\_ at flowers and trees.
- The \_\_\_\_\_ from the fire filled the room.
- I learned to \_\_\_\_\_ my shoe laces when I was four.
- Ducks can \_\_\_\_\_ on the water.
- You should never \_\_\_\_\_ your brother or your sister!

Listening

2 Listen. Do the children like the painting?  10

3 Listen again and circle.

- The children are looking at a painting in a book / on a wall.
- The artist of the painting was French / Italian.
- The artist painted the picture in 1991 / 1891.
- The children think the tiger is in a forest / zoo.
- They think the tiger is hungry / thirsty.
- They decide to write a poem / story.

Tiger in Tropical Storm (Surprised!)



Speaking

4 Ask and answer. Use the prompts or your own answers.

Which painting do you like best?	I like _____.
What can you see in the painting?	There is / are _____.
Why do you like it?	It's _____.
Do you enjoy painting?	Yes, I do / No, I don't because _____.

Tiger in a Tropical Storm (Surprised!) / California Coast / A Small Volcano in Mexican Countryside

a tiger / some trees and plants / a storm / an island / the sea / mountains / a lake

colorful / exciting / unusual

it's fun / it's interesting / I'm good at painting / I'm not very good at painting

## Lesson One Story

## 1 Read the story and complete the sentences.

world know paint famous impossible meet walls draw library

1 I want each group to  
\_\_\_\_\_ paint \_\_\_\_\_ a mural on  
one of the \_\_\_\_\_.

2 Animals are  
\_\_\_\_\_ to \_\_\_\_\_.

3 What about portraits of  
\_\_\_\_\_ people from around  
the \_\_\_\_\_ ?

4 We don't \_\_\_\_\_  
what to do!

5 Let's \_\_\_\_\_ at the  
\_\_\_\_\_ tomorrow.

## 2 Match the sentences in Exercise 1 to the pictures.



## 3 Read and circle.

- |  |  |
|--|--|
| 1 Fin wants the children to ...  | 2 For this project, the children ...   |
| a clean up the club.   | a can decide what to paint.            |
| b paint pictures on the walls.   | b have to paint countries.             |
| c paint the library.   | c have to paint animals.               |
| 3 Libby doesn't like the idea of flags or maps because they aren't ... | 4 The four children are going meet ... |
| a easy.  | a at home.                             |
| b difficult.   | b at the library.                      |
| c exciting.  | c at the club.                         |

## 4 What would you paint in a mural on the theme "Around the world"?

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**1 Complete the advertisement.**

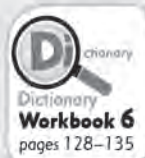
paintings art-gallery portraits mural landscape sculptures

**What's on this week at the Parkside** <sup>1</sup> art gallery


- On the wall, there is an amazing <sup>2</sup> mural.  
The children at Hill School painted it for their art project.
- In Room 1, you can see <sup>3</sup> portraits by Carol Evans.  
She makes animals from stone and wood.
- Upstairs, in Room 4, you will find lots of different types of <sup>4</sup> landscapes by artists from around the world.
- In Room 2, you can see some interesting <sup>5</sup> sculptures of people from the past.
- In Room 3, we have a very famous <sup>6</sup> painting by the artist William Lake. It's called "In the Country."

**Come and see!**
**More words**
**2 Add un- or im- to the adjectives to make the meaning negative.**

- 1 lucky unlucky      2 happy \_\_\_\_\_  
3 mature \_\_\_\_\_      4 interesting \_\_\_\_\_


**3 Complete the sentences. Add un- or im- to the adjectives.**

 interesting mature polite unpopular lucky happy

- This TV show is unpopular. No one in my class likes it.
- It's \_\_\_\_\_ to talk with your mouth full.
- James was \_\_\_\_\_ after the test, because he didn't know many of the answers.
- This book is boring. It's the most \_\_\_\_\_ book in the world!
- She behaves like a small child. She's very \_\_\_\_\_.
- Tom hurt his foot, so he can't play in the game. It's very \_\_\_\_\_.

## Lesson Three Grammar 1

### 1 Read and match.

- |  |                            |   |
|--|----------------------------|---|
| 1 "You look great in those shoes."               | <input type="checkbox"/> h | a "I'll come, too."                           |
| 2 "I can't do this homework. It's difficult."    | <input type="checkbox"/>   | b "Please tell me! I won't tell anyone else." |
| 3 "I'm going to town."                           | <input type="checkbox"/>   | c "OK, I'll call you again later."            |
| 4 "Sorry, I can't talk now. We're having lunch." | <input type="checkbox"/>   | d "I'll open the window."                     |
| 5 "I have some amazing news, but it's a secret." | <input type="checkbox"/>   | e "I'll help you with it after dinner."       |
| 6 "It's very hot in this room."                  | <input type="checkbox"/>   | f "Really? OK, I won't watch it."             |
| 7 "That movie is terrible! It's really boring."  | <input type="checkbox"/>   | g "Good! I'll make it again."                 |
| 8 "I like this meal."                            | <input type="checkbox"/>   | h "Thanks! I think I'll buy them."            |

### 2 Complete the sentences. Use *going to*.

- I'm going to call (call) Sandra this evening.
- My parents \_\_\_\_\_ (paint) the kitchen this weekend.
- Alan \_\_\_\_\_ (make) a sculpture of a horse for his art class.
- We \_\_\_\_\_ (not play) tennis today. It's too hot.
- My dad \_\_\_\_\_ (meet) me at the station.
- I \_\_\_\_\_ (buy) Matt a book for his birthday.
- Lisa \_\_\_\_\_ (not come) to the movies with us tonight.
- We \_\_\_\_\_ (start) our next history project soon.

### 3 Complete the conversation. Use *going to* or *will*.

- Tara** What are your plans for the weekend? Are you going to do your homework tomorrow?
- Annie** No, I don't think so. My cousins <sup>1</sup> are going to go to the art show in the park tomorrow morning. I think <sup>2</sup> I \_\_\_\_\_ go with them.
- Tara** That's a good idea! <sup>3</sup> I \_\_\_\_\_ come, too! I'd like to see the art show.
- Annie** Great! <sup>4</sup> We \_\_\_\_\_ meet you at the bus stop at ten o'clock.
- Tara** Fine. I'll be there.
- Annie** Susan <sup>5</sup> \_\_\_\_\_ take some sandwiches for a picnic lunch. Do you want to bring some lunch, too?
- Tara** Yes, OK. <sup>6</sup> I \_\_\_\_\_ bring some lunch, too. But I can't stay very long at the park. Mom <sup>7</sup> \_\_\_\_\_ go to play tennis, so <sup>8</sup> I \_\_\_\_\_ help Dad with cooking dinner.



**1 Read and circle.**

Hi Maggie,  
<sup>1</sup>Are / Do you coming to the Art Club meeting tomorrow after school? After that, I'm <sup>2</sup>meet / meeting Leila at the mall. Do you want to come, too?  
 Kathy

Hi Kathy,  
 No, sorry, <sup>3</sup>I don't / I'm not coming to Art Club. Mom <sup>4</sup>is / are driving me to Arlington at 4:00. <sup>5</sup>We'll have / We're having dinner with my grandma. But I'd like to see Leila, too. What time <sup>6</sup>are you / you are meeting her?  
 Maggie

**2 Complete the sentences. Use the present progressive.**
**6th Grade SCHOOL TRIP**
**September 27th**

Teacher: Mr. Sanders

- 9:00 meet at train station
- 9:15 catch train to art gallery
- 9:45 tour of gallery
- 12:00 have lunch in garden
- 1:30 take boat trip on river

My class <sup>1</sup>is having \_\_\_\_\_ a school trip tomorrow. Mr. Sanders <sup>2</sup>\_\_\_\_\_ us at the station at nine o'clock, and we <sup>3</sup>\_\_\_\_\_ the train 15 minutes later.

The tour of the art gallery <sup>4</sup>\_\_\_\_\_ at 9:45. At 12:00 we <sup>5</sup>\_\_\_\_\_ lunch in the garden, and after that we <sup>6</sup>\_\_\_\_\_ a boat trip on the river.

That will be fun! I think it will be a really good day!

**3 Write questions and answers.**

1 where / Tony / visit / with his class?

 \_\_\_\_\_  
 Where is Tony visiting with his class?

 \_\_\_\_\_  
 He's visiting an art gallery.

2 what time / they / meet?

\_\_\_\_\_

3 how / they / travel?

\_\_\_\_\_

4 where / they / have / lunch?

\_\_\_\_\_

5 what / they / do / after lunch?

\_\_\_\_\_

## Lesson Five

### Reading

1 Look at the story. Choose the best title. Write the title at the top.

- a) A lovely day on the river    b) An adventure on the river    c) A storm at sea

**I**t was a summer morning. The river was calm. The clouds in the sky were light, like smoke.

"I want to go out in the boat," said Jack.

"OK, let's go!" said Harry.

After half an hour on the river, Jack stopped rowing. The boat floated quietly on the water. The sun was warm, and Jack and Harry soon fell asleep with the sun on their faces. They slept for a long time.

When they woke up, the sky was dark. There were storm clouds above them. A flash of lightning lit the sky.

"A storm is coming!" Harry said, nervously. And, very soon, the wind started to get stronger and stronger. Waves hit the boat with a splash and heavy rain started to fall. Jack was rowing when he dropped the oars by accident and they floated away. Without the oars, the boys couldn't row. They didn't know what to do.



Then a big wave hit the side of the boat. The boat turned over, and Jack and Harry were thrown into the water.

"Grab the boat!" Jack shouted. They held on tightly to the boat as the water carried them along.

At last, the boat hit some rocks near the river bank. The boys felt the ground under their feet and slowly they got to the bank. When they looked back, their boat was gone.

"Where are we?" Jack asked. "Will someone rescue us?"

Then they saw some smoke from behind the trees. "Maybe it's a house!" Harry said. They walked along the path between the trees – and stared in surprise.

2 Read again and number the pictures in the correct order.



**Lesson Six**
**Words in context**
**1 Read and circle.**

 Give me the oars, Harry. I'll <sup>1</sup> row / sail.

 Jack! We fell asleep - and we didn't <sup>2</sup> climb / tie the boat to a tree!

 The boat is still <sup>3</sup> floating / swimming. We can hold on to it.

 Oh, no! The boat is going to <sup>4</sup> splash / hit the rocks!

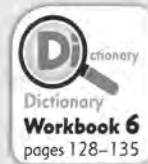
 What are you <sup>5</sup> shouting / staring at, Harry?

 Can you see the <sup>6</sup> splash / smoke in the sky?

**More words**
**2 Match the words from page 10 to the definitions.**

lightning oars grab bank

- bank *noun* the ground on each side of a river
- oars *noun* long wooden objects that you use to row a boat
- lightning *noun* the electricity that lights up the sky in a storm
- grab *verb* to suddenly take hold of something


**3 Complete the sentences.**

floating hit oars smoke bank splash



They made a fire on the river  
1 bank. Soon, there was  
2 smoke coming out of it,  
and they were nice and warm.



Helen held the <sup>3</sup> oars  
and stared at the boat. It was  
<sup>4</sup> floating in the middle  
of the river. "Oh, no!" she said.  
"I forgot to tie it to a tree!"



The stone <sup>5</sup> hit  
the water three times. Every time,  
it made a little <sup>6</sup> splash.

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