



RAHNAMA
P R E S S

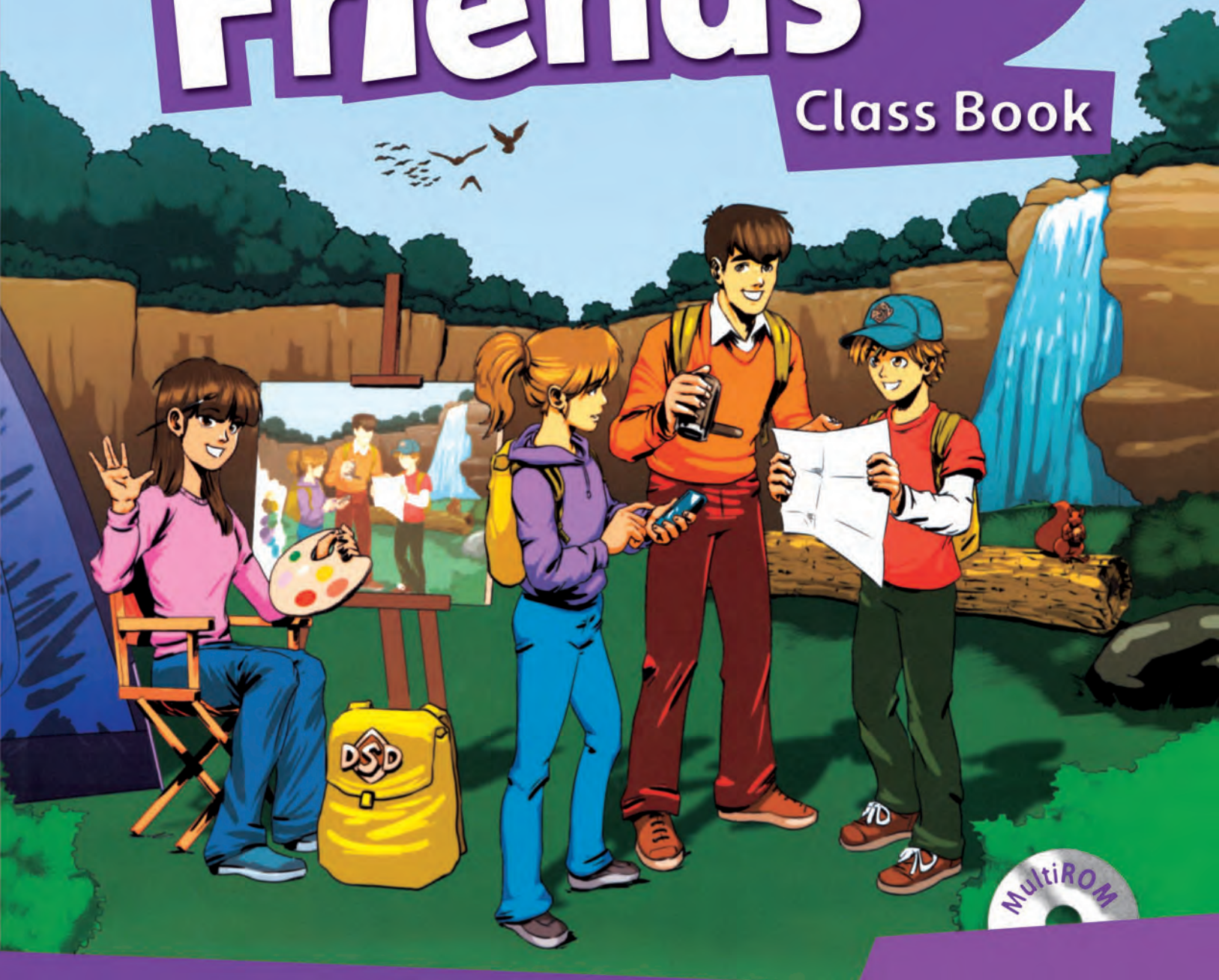
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2nd Edition

Family and Friends

5

Class Book



OXFORD

Tamzin Thompson

Scope and sequence

Starter: Do something different!

page 4

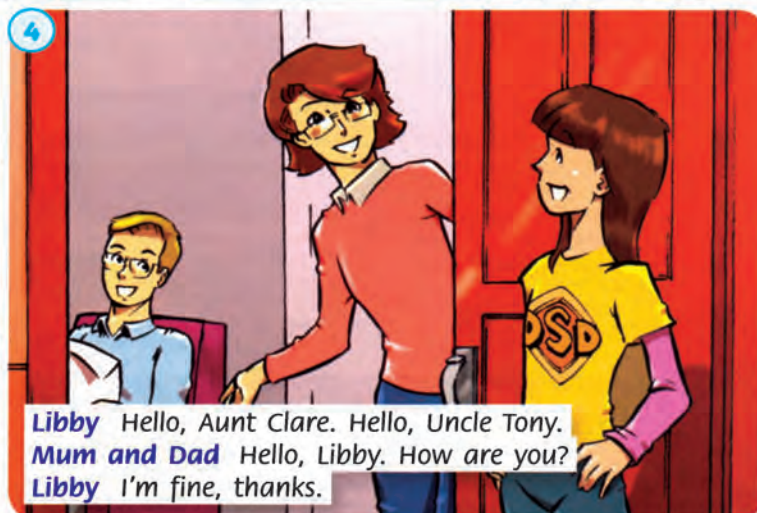
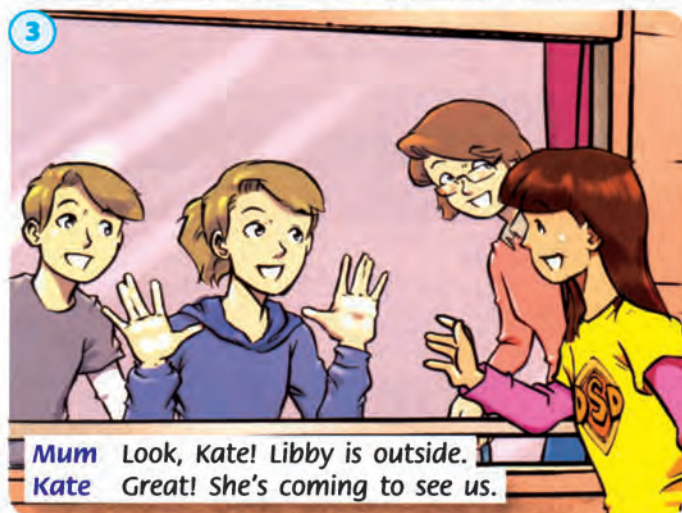
Present simple Present continuous Past simple Punctuation review

	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: My tree house	Present perfect: ever / never Have you ever cleaned a kitchen? I've never made a cake. Present perfect: for / since Ben has had woodwork lessons since he was eight. He's worked on this wooden table for two weeks.	Reading: A poem: My tree house (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: gh and k Words in context: The Crown Diamond	Past simple and present perfect It was great! I've tidied up all the leaves. already / yet / before / just I've already built the set. I haven't learnt the script yet. I haven't been in a play before. Karen has just finished the costumes.	Reading: A play script: The Crown Diamond (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 -ion Words in context: Lost at the carnival	Comparatives and superlatives as ... as ... It's as colourful as the carnival in Rio. not as ... as ... It's not as big as the carnival in Rio. too / enough It's too dark now. There isn't enough light in here.	Reading: A story: Lost at the Carnival 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 31
Extensive reading: non-fiction Carnivals, fiction The Trojan Horse				page 34
The environment	4 Our planet			page 38
	The environment Working with words: Compound nouns Words in context: An eco home	Past simple and past continuous: interrupted actions Some children were playing when we arrived. used to There used to be lots of litter here.	Reading: An information text: An eco home (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 re- Words in context: As good as new	will / won't Now Chip will know how to do everything and he won't make mistakes. Present continuous with future meaning We're leaving at two o'clock.	Reading: A magazine article: As good as new (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 -er / -or Words in context: Gorilla Kingdom	going to: future plans and intentions My class is going to adopt a tiger. going to: predictions It's going to fall.	Reading: An article: Gorilla Kingdom (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				page 62
Project: a wildlife park map				page 62
Extensive reading: non-fiction Earth Day, fiction The Elephant's Child				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 He said he needed some bandages. said / told Our teacher told us she had got a surprise for us. She said we were going to learn first aid. Reported speech: time markers "A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.	Reading: An account: A day in the life of a firefighter (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 If I press this button, the machine will make a pizza. First conditional questions Will I get ill if I don't eat fruit and vegetables?	Reading: An information poster: The healthy eating pyramid (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 might need to do more work on those boots! have to / had to statements and questions Do you have to exercise every day? We had to tidy our bedrooms before we could go out to play yesterday.	Reading: A process text: Just breathe (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 91				
Extensive reading: non-fiction Young stars, fiction Clara's Visit page 94				
History	10 Ancient buildings			page 98
	Archaeology Working with words: Suffix -ful Words in context: The lost city	Indefinite pronouns There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong? Question tags These necklaces are beautiful, aren't they?	Reading: An article: The lost city (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) English is spoken in many different countries. Passive and active People in costumes greet visitors. Visitors are greeted by people in costumes.	Reading: A film review: Nim's Island 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) You were invented to cook and clean. Passive questions Is English spoken in the USA? Who was the telephone invented by?	Reading: An internet forum: Who deserves a high salary? (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 121				
Extensive reading: non-fiction China, fiction Treasure Island page 124				
Culture School clubs The USA School trips page 128				
Class play The Treasure Map page 134				

Lesson One Story

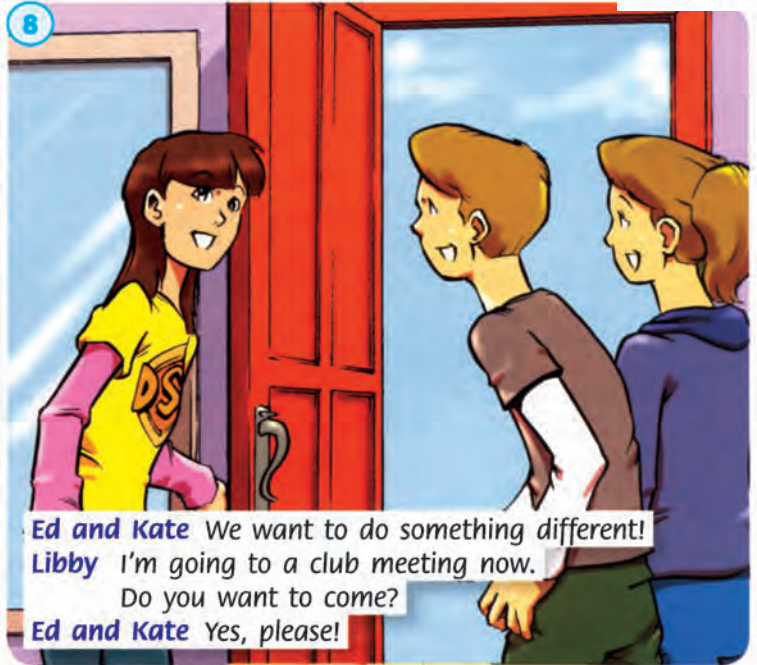
1 Listen and read. Who comes to visit? 01





Ed and Kate A club?

Libby Yes, it's the Do Something Different Club. My brother Fin started it last month. He's the club leader. We do lots of exciting things.



Ed and Kate We want to do something different!

Libby I'm going to a club meeting now.
Do you want to come?

Ed and Kate Yes, please!



9 At the DSD Club ...

Fin Hello, Ed! Hello, Kate! Welcome to the DSD Club! I'm glad you've joined.

Ed and Kate Thanks, Fin. Hello, everyone!



Fin Here are your DSD T-shirts and caps.
Are you ready to do something different?

Ed and Kate Yes! We can't wait!

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.

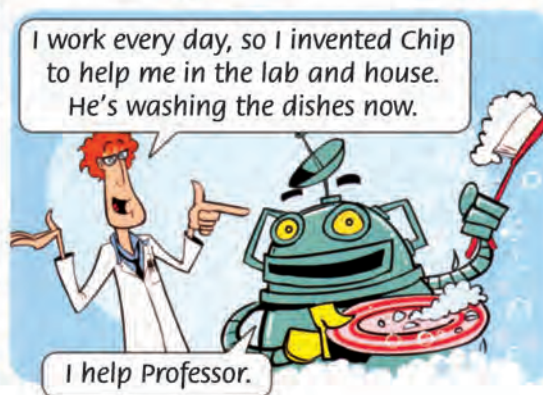
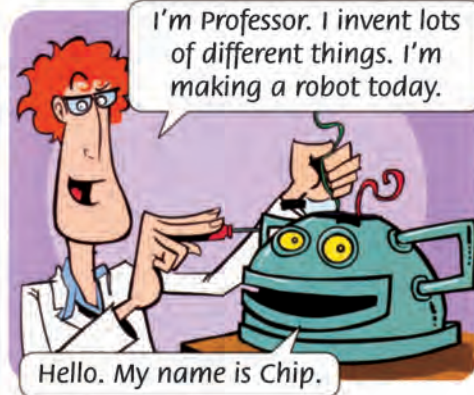
False

Lesson Two Grammar



PROFESSOR &

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.

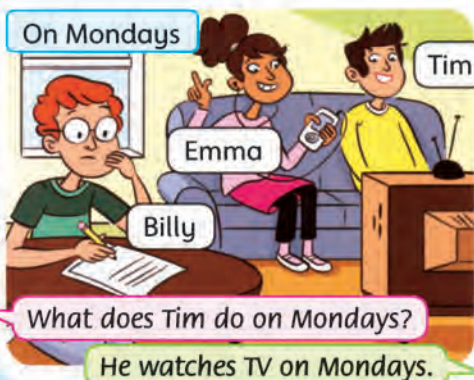
You **broke** all the dishes!

3 Read and circle.

- 1 Anna goes / *is going* to the park every weekend.
- 2 We *played* / *are playing* football last Saturday.
- 3 You *watch* / *watched* TV on Sunday mornings.
- 4 Mum and Dad *work* / *are working* now.
- 5 Amy *eats* / *is eating* an apple every day.
- 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



6 Starter Present simple, present continuous and past simple

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:

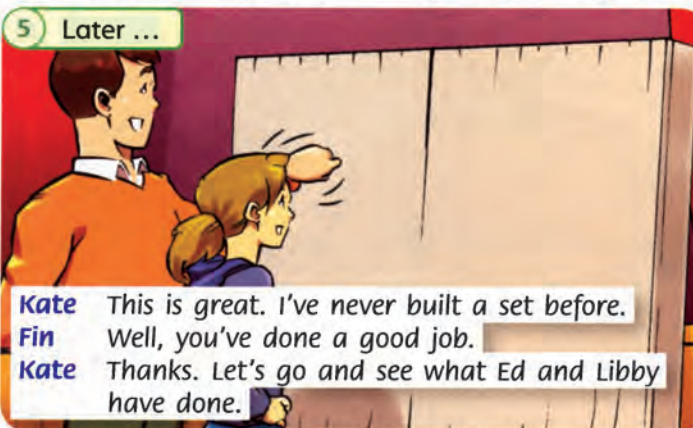
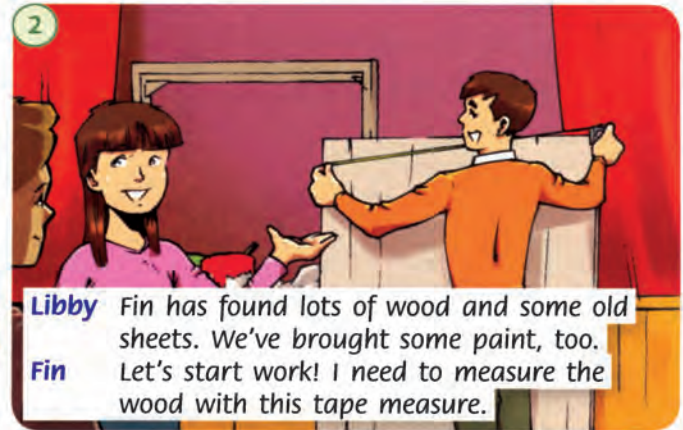
Try a new ¹ sport,
Learn a new fact,
Find a fun ² _____ game
to play.
Learn a new skill,
³ _____ a new friend,
Do something ⁴ _____ today!

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



2 Listen to the story again and repeat. Act.

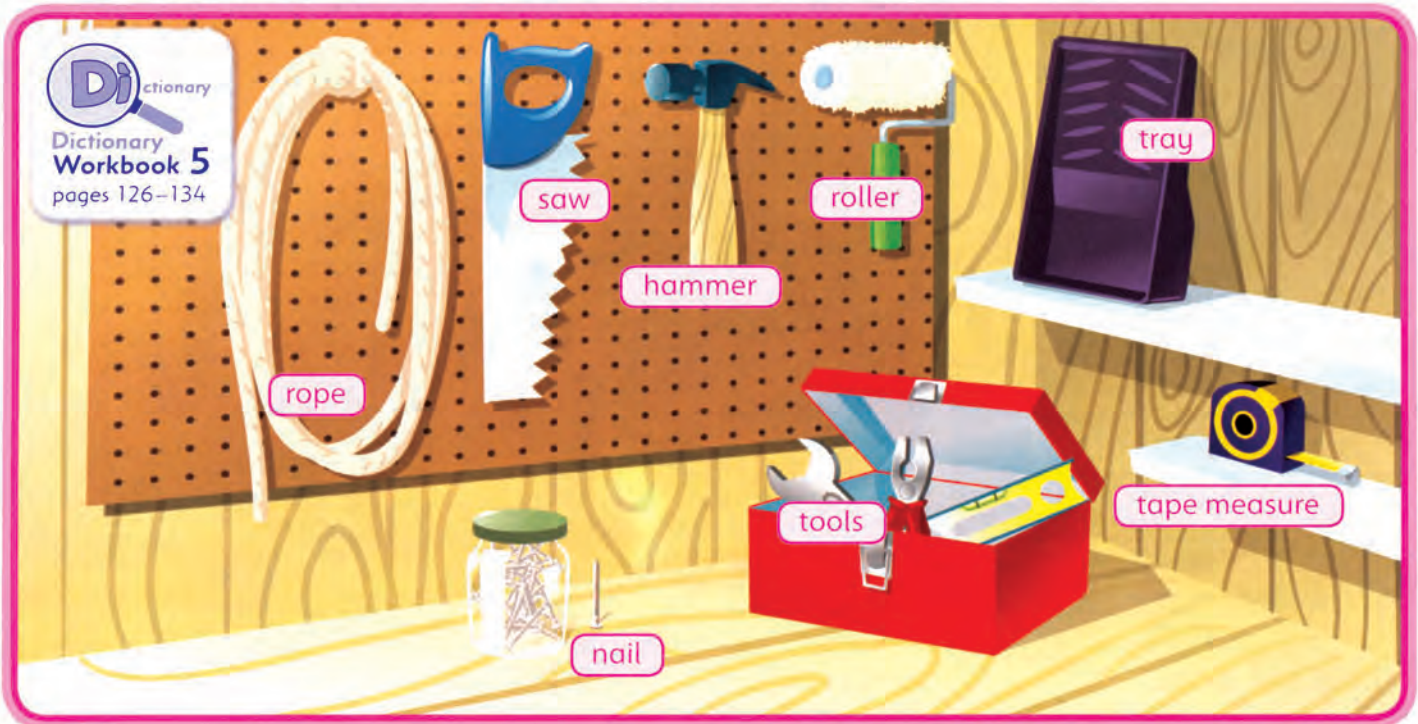
3 Read again and write *True* or *False*.

- 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. _____

Lesson Two

1 Listen and repeat. 05



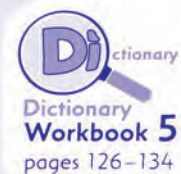
2 Write the words.

- 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**. _____

Lesson Three Grammar 1

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



PROFESSOR & CHIP



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.

Lesson Four Grammar

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. 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)

G Complete Grammar Time Exercise 2 on page 116 of Workbook 5.

Lesson Five

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.
- 2 Bill nailed his coat to a hammer / board.
- 3 Dad thought the tree house was great / crooked.
- 4 There was real glass / carpet in the windows.
- 5 The walls / windows were two different sizes.
- 6 Dad pulled the house into a tree / ladder.

Lesson Six

Words in context

1 Find the words in the poem to match the pictures.



1 tree house



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

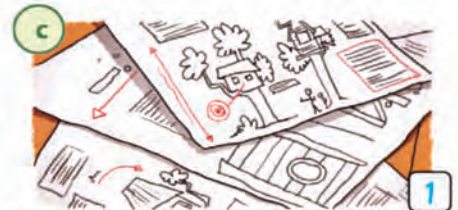


8 _____

Listening

2 Listen. Who is talking? 09

3 Listen again and number the pictures in the correct order.



Speaking

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

Have you ever made something?

Yes, I have. / No, I haven't.

What did you make?

I made _____.

a mask / a model / a card / a poster

What did you use to make it?

I used _____.

paper / glue / paint / a box /
scissors / string

Lesson Seven

Writing

- 1 Look at the text. Who do you think wrote it?
- 2 Read.



- 3 Read again and answer the questions.

- 1 What did the children use to make their kite?
- 2 When do they want to fly their kite?

A poem: pattern and rhythm

When we write a poem we follow a pattern:

syllables

Last **week** we **made** a **big** kite. = 7

We **had** a **lot** of **fun**. = 6

My **brother** **drew** some **great** plans = 7

The **kite** looked **like** the **sun**. = 6

The syllables in **red** are stressed. We say the stressed syllables more strongly than the others. This gives our poem a rhythm.

- 4 Count the syllables. Underline the syllables that are stressed.

We found some string and paper, 7

Some nails and glue and wood.

We sawed and glued and hammered.

The kite looked really good.

- 5 Complete the writing task on page 12 of Workbook 5.

Our kite

Last week we made a big kite.

We had a lot of fun.

My brother drew some great plans.

The kite looked like the sun.

We found some string and paper,

Some nails and glue and wood.

We sawed and glued and

hammered.

The kite looked really good.

We painted the kite yellow

Then we left it out to dry.

And soon the kite was ready.

It was time for it to fly!

We held on to the kite string

And the kite flew fast and high.

It really looked amazing

As it flew across the sky.

And now, when it is windy,

We can't wait to go and play.

We want to fly our kite

On every windy day.

by Jenny Bell



Unit 1 Review

Lesson Eight

1 Complete the quiz.

- 1 (noun) a long, thin tool with metal teeth for cutting wood
What is the word?
- 2 Who paints the mountains on the sheet in the story?
- 3 Circle the adjective and underline the adverb in this sentence.
The happy children laughed loudly.
- 4 Correct the sentence.
I've ever written a play.
- 5 Correct the sentence.
I've lived in this town since five years.
- 6 Correct the sentence.
She's had piano lessons for last January.
- 7 Who drew the plans for the tree house?
- 8 (noun) a large, flat piece of wood
What is the word?
- 9 How many syllables?
We held on to the kite string.
- 10 Underline the stressed syllables.
We want to fly our kite.

2 Listen and write. Sing. 10

plan hammer built saw Build new nails ever

You can build it!



Have you ¹ ever built a boat?
² _____ it, sail it, watch it float.
 Take some ³ _____ and take some wood.
 Building new things feels so good!

Chorus:

You can build it, you know how.
 Make a ⁴ _____ and build it now!
 Building things is fun to do!
 Let's try building something
⁵ _____.

Have you ever ⁶ _____ a kite?
 Take some string and tie it tight.
 Take a ⁷ _____, take a ⁸ _____.
 It's such fun, let's build some more!



Watch the DVD!

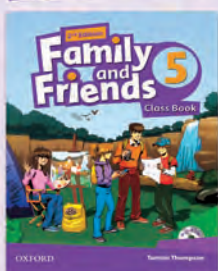
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For students

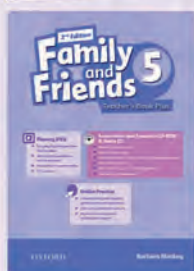


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with Student MultiROM



Workbook
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