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2<sup>nd</sup> Edition

# Family and Friends

# 6

Class Book



OXFORD

Jenny Quintana



# Scope and sequence

## Starter: Welcome back!

Present simple   Present continuous   Past simple   Past continuous   Irregular past forms

page 4


	Words	Grammar	Skills	
Free Time	<b>1 Art project!</b>	<b>Describing art</b> <b>Working with words:</b> Prefixes un- / im- <b>Words in context:</b> Island Adventure	<b>going to and will</b> I'm going to visit an art gallery this afternoon. I'll come with you. <b>Present continuous with future meaning</b> We're meeting at 10 o'clock.	<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>2 Sports adventures!</b>	<b>Extreme sports</b> <b>Working with words:</b> Prefixes dis- / in- <b>Words in context:</b> Tanya Streeter	<b>First conditional and first conditional questions</b> If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good? <b>Second conditional and second conditional questions</b> If I had a camera, I'd take a picture. Would you play rugby if you lived in England?	<b>Reading:</b> A sports profile: <i>Tanya Streeter</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>3 It's festival time!</b>	<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'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. <b>Past simple and present perfect</b> I went to that festival last year. I've made my costume.	<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>Fluency Time! 1   Discussing future plans   Project: a diary   page 32</b>				
<b>Extensive reading: non-fiction <i>The Olympic Games</i>, fiction <i>The Picture of Dorian Gray</i> page 34</b>				
Technology	<b>4 Transport of the future!</b>	<b>Forms of transport</b> <b>Working with words:</b> Phrasal verbs <b>Words in context:</b> Transport Around the World	<b>Present perfect continuous 1</b> Passengers have been waiting for five hours. <b>Time markers</b> since / for / all morning / all day / all week <b>Present perfect continuous 2</b> I'm tired because I've been working. What have you been doing? Have you been swimming?	<b>Reading:</b> A book extract: <i>Transport Around the World</i> <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about different forms of transport <b>Writing focus:</b> Using process diagrams <b>Writing outcome:</b> Using a process diagram to explain how a bike works (Workbook)
	<b>5 The greatest inventions!</b>	<b>Inventions</b> <b>Working with words:</b> Suffix -ment <b>Words in context:</b> The History of the Pen	<b>The passive (present simple and past simple)</b> Many kinds of chewing gum are made. The gum wasn't advertised. <b>The passive (present continuous)</b> My computer is being repaired.	<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>6 You've won a computer!</b>	<b>Computer verbs</b> <b>Working with words:</b> Homonyms <b>Words in context:</b> Computers – Fun Facts	<b>The passive (future)</b> You will be given ten new laptops for your school. <b>The passive (present perfect)</b> These wires have been disconnected.	<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>Fluency Time! 2   Requesting favours   Project: an inventions poster   page 62</b>				
<b>Extensive reading: non-fiction <i>Diaries from Delhi</i>, fiction <i>Black Beauty</i> page 64</b>				



	Words	Grammar	Skills	
Adventures	7 Explorers for a day! 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> There are many climbers who successfully climb Mount Everest. They climb a mountain there which is the highest mountain in the world. <b>Reported pronouns: that</b> He met a man that was more than 120 years old.	<b>Reading:</b> An encyclopedia entry: Famous Shipwrecks (Cross-curricular link) <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)	
	8 It's a mystery! page 76			
	<b>Mysteries</b> <b>Working with words:</b> Suffix -able <b>Words in context:</b> The Nazca Lines	<b>Past perfect</b> After they had climbed onto the ship, they saw there was no one there. <b>Past perfect negative sentences and questions</b> They hadn't invented trucks and trains before they built the pyramids. Had people invented trucks and trains before they built the pyramids?	<b>Reading:</b> An interview: The Nazca Lines (Cross-curricular link) <b>Listening:</b> Listening for details in an advert <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)	
	9 Survival! page 84			
	<b>Survival items</b> <b>Working with words:</b> Homophones <b>Words in context:</b> Robinson Crusoe	<b>Third conditional</b> If the machine had worked, he would have been happy. <b>Modal verbs: have to, must, should and ought to</b> 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.	<b>Reading:</b> A story extract: Robinson Crusoe <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)	
Fluency Time! 3 Solving problems Project: a survival board game page 91				
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			
	<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> 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. <b>Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves</b> The machine turned itself off.	<b>Reading:</b> A question and answer text: Languages of the World (Cross-curricular link) <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 advert <b>Writing outcome:</b> Writing an advert (Workbook)	
	11 Space travel! page 106			
	<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> He asked him where he was. <b>Reported speech: commands and requests told / asked</b> He told us to turn off our mobile phones. He asked them to leave quietly.	<b>Reading:</b> A poem: Dreaming in a Spaceship (Cross-curricular link) <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)	
	12 Holiday time! page 114			
	<b>Holiday 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 wish I was taller. I wish I could fly. I wish it wasn't the last day of our holiday. <b>Question tags</b> There are lots of robots, aren't there? You can swim, can't you? You like ice cream, don't you?	<b>Reading:</b> A travel blog: My Year Around the World (Cross-curricular link) <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about travelling <b>Writing focus:</b> Structuring an essay <b>Writing outcome:</b> Writing an essay (Workbook)	
Fluency Time! 4 Dream adventures Project: a space tourist brochure page 117				
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

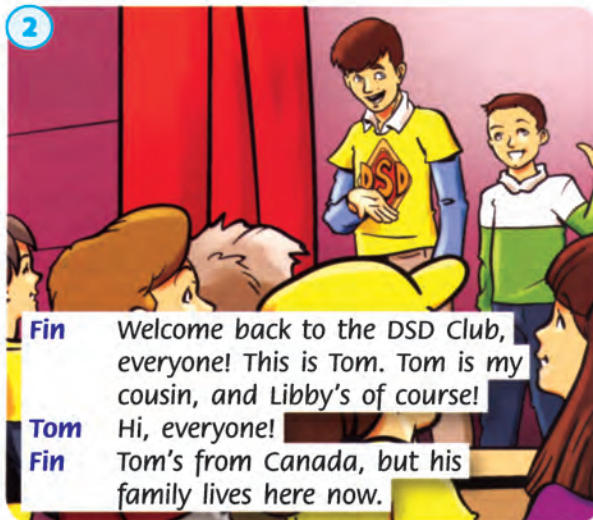
1 Listen and read. Where does Tom come from?  01

**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.  
**Libby** Last year, we did a play. But Fin's car broke down and he had the costumes!  
**Ed** So, we had to wear these!

**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.



## Lesson One

**7**



**Ed** This is a good story!

**Kate** Yes! We learnt about first aid at the club. Then we were walking home afterwards, when a man fell off his bike and we helped him.

**8**



**Ed** And he was Jim Fisher – the best footballer in town.

**Libby** So, he invited us to the match because we helped him.

**Tom** Lucky you! I love sport! I play ice hockey in Canada.

**9**



**Fin** What do you think of the Do Something Different Club, Tom?

**Tom** I think it's great! Can I join?

**Fin** Yes, of course! Here's your DSD T-shirt and cap!

**10**



**Fin** OK, everybody! Are you ready to do lots of different things this year?

**All** Yes, we are!

**2** Listen to the story again and repeat. Act.

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

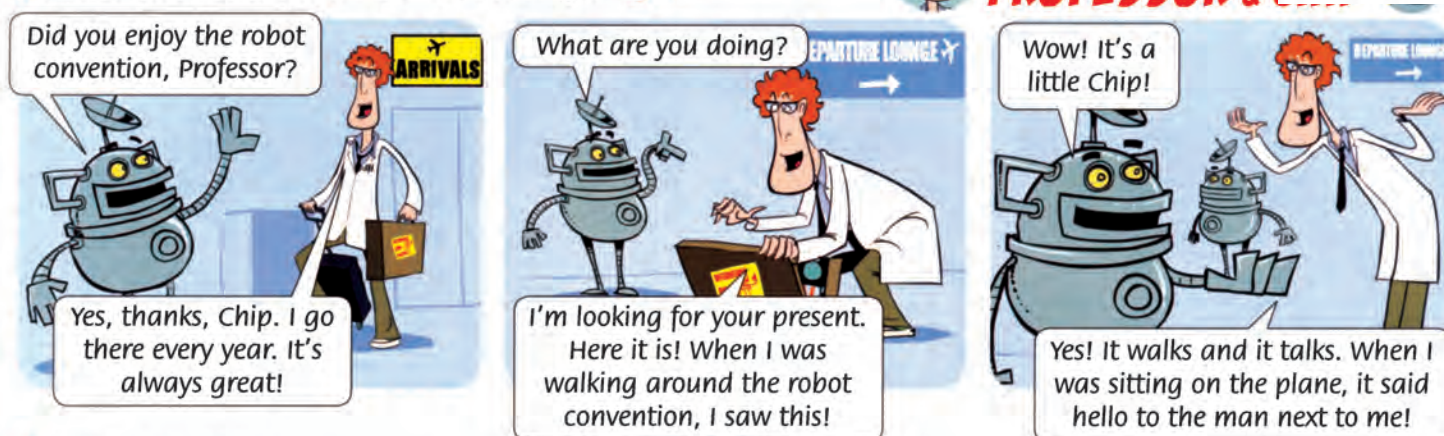
- 1 Ed and Kate went on holiday to Spain.
- 2 Libby and her family stayed at home.
- 3 Libby is Tom's cousin.
- 4 Fin had the costumes for the play in his car.
- 5 Tom enjoys playing sport.
- 6 Fin gives Tom a bag and a T-shirt.

*True*



## Lesson Two Grammar 1

### 1 Listen and read. Where did Professor go? 02



**PROFESSOR & CHIP**

Did you enjoy the robot convention, Professor?

Yes, thanks, Chip. I go there every year. It's always great!

What are you doing?

I'm looking for your present. Here it is! When I was walking around the robot convention, I saw this!

Wow! It's a little Chip!

Yes! It walks and it talks. When I was sitting on the plane, it said hello to the man next to me!

### 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.

- I go / am going swimming on Saturday mornings.
- My brother watches / is watching TV at the moment.
- My mum and dad work / are working every day.
- We have / are having lunch now.
- The boys play / are playing football in the park on Saturdays.
- 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!



## Lesson Three Grammar

### 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



**1**

**Fin** Hi, everybody! Today, we're going to talk about our next project.

**Libby** What are we going to do?

**Fin** The club walls look terrible! So, I'd like you all to paint them.



**2**

**Ed** What will we paint?


**Fin** Well, I want each group to paint a mural on one of the walls. The theme is 'Around the world', but you can decide what to do.



**3**

**Libby** Let's paint animals from different countries.

**Kate** Oh, no. Animals are impossible to draw.



**4**

**Ed** What about portraits of famous people from around the world?

**Tom** That's really difficult, too!



**5**

**Kate** How about flags or maps? They're easy.

**Libby** I think we want something more exciting.



**6**

**Fin** Time to go home! We'll talk about your ideas at the next club meeting!

**Tom** But we don't know what to do!

**Libby** Let's meet at the library tomorrow and decide!

## 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. | _____ |



## Lesson Two

### 1 Listen and repeat. 05



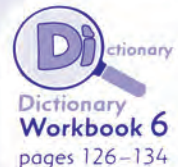
### 2 Write the words.

- 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

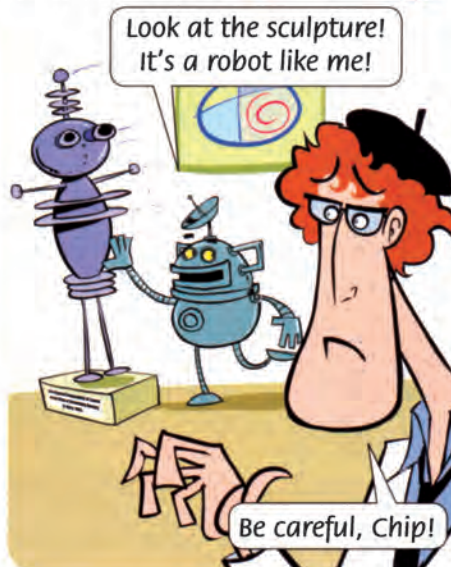
### 4 Read and circle.

- 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!



## Lesson Three Grammar 1

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



### 2 Read and learn.

#### going to

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

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

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

#### will

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

I'll **come** with you!

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

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

### 3 Read and circle.

- Our class **will** / **is going to** go to a museum next week.
- "I'm thirsty!" "I'll / I'm **going to** get you a drink."
- "Do you want to come to town?" "No, I **won't** / I'm **not going to** come. I'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'm cold."  
B "I \_\_\_\_\_ close the window."
- A "I \_\_\_\_\_ pack my suitcase."  
B "I \_\_\_\_\_ help you."
- A "I \_\_\_\_\_ take my camera to the zoo."  
B "Good idea! I \_\_\_\_\_ take mine, too."
- A "I \_\_\_\_\_ visit India this summer."  
B "That's an interesting country."
- A "I don't understand this question."  
B "I \_\_\_\_\_ help you."



## Lesson Four Grammar

### 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.

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


### 4 Speaking Ask and answer.

<p>8.00 a.m.</p>	<p>10.00 a.m.</p>	<p>11.30 a.m.</p>	<p>feed / the penguins go / home have / lunch leave / school visit / the elephant enclosure watch / the dolphin display</p> <p>What are they doing at 8.00 a.m.?</p> <p>At 8.00 a.m., they're leaving school.</p>
<p>12.30 p.m.</p>	<p>1.30 p.m.</p>	<p>3.30 p.m.</p>	



## 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 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!"



### 3 Read again and write the answers.

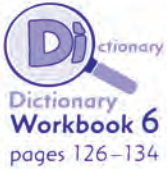
- |                                      |                    |                                     |       |
|--------------------------------------|--------------------|-------------------------------------|-------|
| 1 Is Max on holiday?                 | <u>Yes, he is.</u> | 2 Do the boys swim to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



## Lesson Six

### 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 learnt 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 \_\_\_\_\_.

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

What can you see in the painting?

There is / are \_\_\_\_\_.

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

Why do you like it?

It's \_\_\_\_\_.

colourful / exciting / unusual

Do you enjoy painting?

Yes, I do / No, I don't  
because \_\_\_\_\_.

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



## Lesson Seven

### Writing

1 Look at the story. What is it about?

2 Read.

#### A story

There are lots of things to remember when we write a story.

We can start a new line when someone new speaks.

We use adverbs to describe how people say things and how people feel.

When we know who's speaking, we don't have to put their name.

We put the speech and the punctuation inside the speech marks.

### A Stormy Day at Sea

Harry was on a boat trip with his dad. It was cloudy, but it wasn't raining, so they sailed far out from the shore. When they stopped and took out their fishing nets, the sky suddenly went dark.

"I think there's going to be a storm," said Harry's dad.

"Shall we go back?" said Harry **nervously**.

"It's too late!"

Harry felt the first drops of rain.

Lightning flashed and there was the sound of thunder. Waves splashed over them and the boat rocked from side to side.

"Hold on!" shouted Harry's dad above the sound of the wind.

The storm lasted an hour, but at last, the weather changed and the sea was calm.

Harry got out his net again. He was cold and wet but he was excited, too. He felt like a real fisherman.



3 Read again and answer the questions.

1 How long does the storm last?

2 How does Harry feel after the storm has finished?

4 Write this dialogue correctly.

It's a lovely day! said Mandy. Do you want to go to the park? asked Olivia. I can't! said Mandy Why not? asked Olivia. I have to tidy my room, said Mandy sadly. I'll help you! said Olivia. Oh thank you! said Mandy happily.

"It's a lovely day!" said Mandy.

5 Complete the writing task on page 12 of Workbook 6.





## Unit 1 Review

## Lesson Eight

### 1 Complete the quiz.

1

(noun) a picture of a person  
What is the word?

2

What does Fin want  
the children to do  
in the story?

3

Make the word negative. possible

4

Correct the sentence.  
I will going to the  
beach today.

5

Correct the sentence.  
I'll to help you with  
your homework.

6

Correct the sentence.  
We catch a bus at  
5 p.m.

7

How does Jeff's  
brother know the  
boys are on the  
island in *Island  
Adventure*?

8

(noun) it's grey and it comes  
from fire What is the word?

9

Correct the punctuation.  
"What's your name?" asked  
Jessica.

10

Correct the punctuation.  
"It looks like a storm,  
said the girl nervously."

### 2 Listen and write. Sing. 11

landscape blue clouds ~~painting~~ green colours black mural



### Painting by colours

I'm going to paint a <sup>1</sup> painting  
In <sup>2</sup> blue silver and <sup>3</sup> clouds,  
Bright stars and oceans,  
And maybe a dolphin or two.

I'm going to paint a <sup>4</sup> mural  
In colours <sup>5</sup> green and grey,  
Dark skies and dark <sup>6</sup> colours,  
A cold and stormy day.

I'm going to paint a <sup>7</sup> landscape  
In colours yellow and <sup>8</sup> sunshine,  
Sunshine and lemon trees,  
A lovely country scene.



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