

American

2nd Edition

# Family and Friends

# 6

Student Book



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American

# Family and Friends

2nd Edition

# 6

Student Book



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# Scope and sequence

Starter: **Welcome back!**


page 4

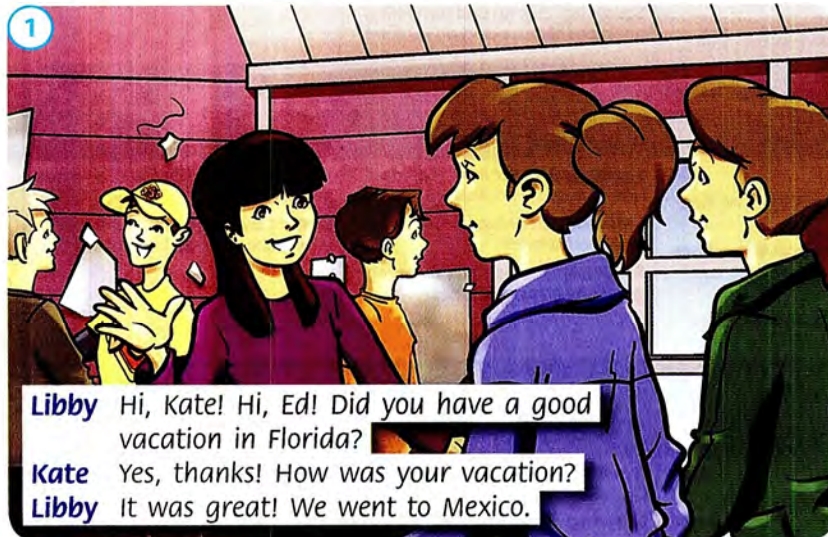
Simple present   Present progressive   Simple past   Past progressive   Irregular past forms

	Words	Grammar	Skills	
Free Time	<b>1 Art project!</b>			<b>page 8</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 progressive 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>Fluency Time! 1</b>	<b>Detailed descriptions</b>	<b>Craft: a knowledge game</b>	<b>page 16</b>
	<b>2 Sports adventures!</b>			<b>page 18</b>
Technology	<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> 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 baseball if you lived in the U.S.A.?	<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>	<b>page 26</b>
	<b>3 It's festival time!</b>			<b>page 28</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>Simple past 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>Extensive reading: fiction <i>The Picture of Dorian Gray</i></b>				<b>page 36</b>
Technology	<b>4 Transportation of the future!</b>			<b>page 38</b>
	<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> Passengers have been waiting for five hours. <b>Time markers</b> since / for / all morning / all day / all week <b>Present perfect progressive 2</b> I'm tired because I've been working. What have you been doing?	<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>	<b>page 46</b>
	<b>5 The greatest inventions!</b>			<b>page 48</b>
<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> Many kinds of chewing gum are made. The gum wasn't advertised. <b>The passive (present progressive)</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>Science Time!</b>	<b>Energy</b>	<b>Project: an interactive poster</b>	<b>page 56</b>	
<b>6 You've won a computer!</b>			<b>page 58</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>Extensive reading: non-fiction <i>Diaries from Delhi</i></b>				<b>page 66</b>

	Words	Grammar	Skills		
Adventures	<b>7 Explorers for a day!</b>			<b>page 68</b>	
	<b>Exploring</b> <b>Working with words:</b> Suffixes <i>-er / -ist</i> <b>Words in context:</b> <i>Famous Shipwrecks</i>	<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> (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)	
	<b>Fluency Time! 3</b>		<b>Requesting favors</b>	<b>Craft: an inventions poster</b>	<b>page 76</b>
	<b>8 It's a mystery!</b>			<b>page 78</b>	
	<b>Mysteries</b> <b>Working with words:</b> Suffix <i>-able</i> <b>Words in context:</b> <i>The Nazca Lines</i>	<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> (Cross-curricular link) <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)	
<b>History Time!</b>		<b>Archeology</b>	<b>Project: a time capsule</b>	<b>page 86</b>	
	<b>9 Survival!</b>			<b>page 88</b>	
	<b>Survival items</b> <b>Working with words:</b> Homophones <b>Words in context:</b> <i>Robinson Crusoe</i>	<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 <i>We Didn't Mean to Go to Sea</i></b>				<b>page 96</b>	
Travel	<b>10 Around the world!</b>			<b>page 98</b>	
	<b>World languages</b> <b>Working with words:</b> Suffix <i>-ery</i> <b>Words in context:</b> <i>Languages of the World</i>	<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> (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 advertisement <b>Writing outcome:</b> Writing an advertisement (Workbook)	
	<b>Fluency Time! 4</b>		<b>Solving problems</b>	<b>Craft: a survival game</b>	<b>page 106</b>
	<b>11 Space travel!</b>			<b>page 108</b>	
	<b>Space</b> <b>Working with words:</b> Phrasal verbs <b>Words in context:</b> <i>Dreaming in a Spaceship</i>	<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</b> <b>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> (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)	
<b>Science Time!</b>		<b>Light</b>	<b>Project: a project board</b>	<b>page 116</b>	
<b>12 Vacation time!</b>			<b>page 118</b>		
	<b>Vacation adjectives</b> <b>Working with words:</b> Silent letters: <i>w</i> and <i>h</i> <b>Words in context:</b> <i>My Year Around the World</i>	<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> (Cross-curricular link) <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 <i>The Mysteries of Mars</i></b>				<b>page 126</b>	

## Lesson One Story

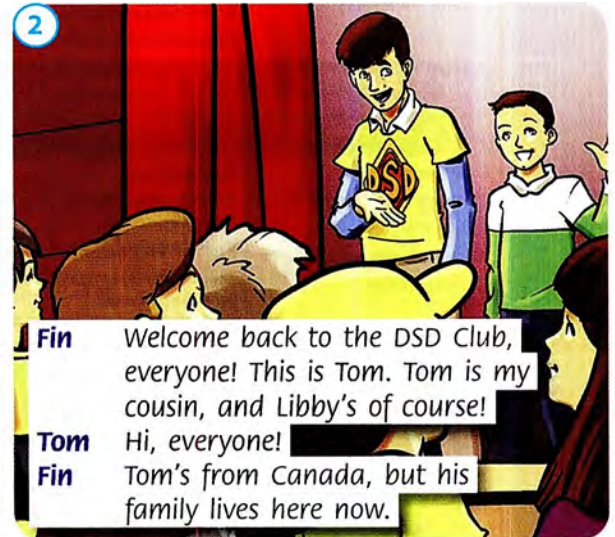
1 Listen and read. Where does Tom come from?  01

1 

**Libby** Hi, Kate! Hi, Ed! Did you have a good vacation in Florida?

**Kate** Yes, thanks! How was your vacation?

**Libby** It was great! We went to Mexico.

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?

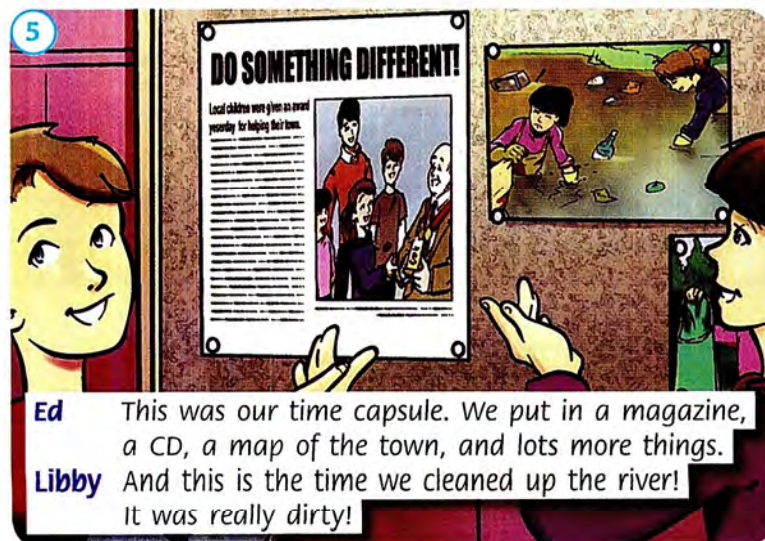
**Tom** Great! Thanks!

4 

**Kate** We do lots of things at the DSD Club.

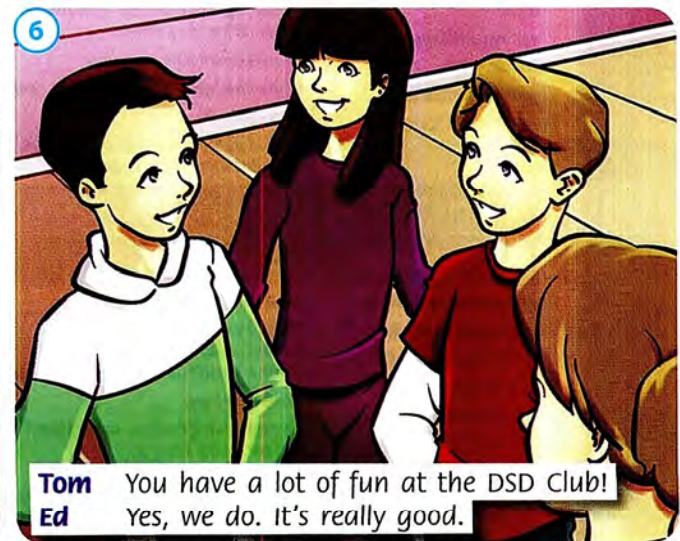
**Libby** Last year, we did a play. But Fin's car broke down and he had the costumes!

**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.

**7**

**Ed** This is a good story!

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

**8**

**Ed** He was Jim Fisher - the best basketball player in town.

**Libby** He invited us to the game because we helped him.

**Tom** Lucky you! I love sports! 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?

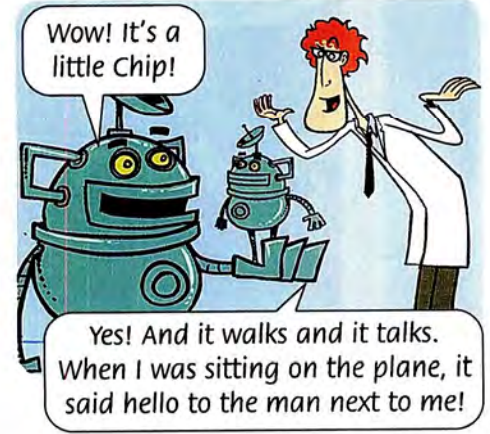
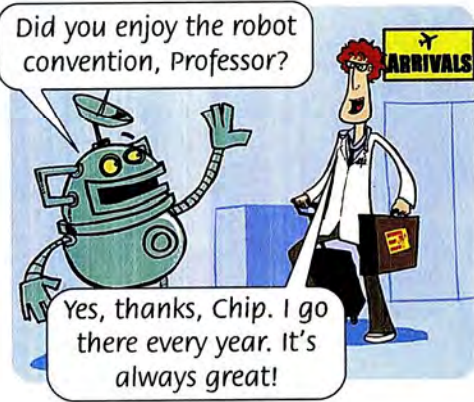
**All** Yes, we are!

2 Listen to the story again and repeat. Act.

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

- 1 Ed and Kate went on vacation to Florida. True
- 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 sports. \_\_\_\_\_
- 6 Fin gives Tom a bag and a T-shirt. \_\_\_\_\_

1 Listen and read. Where did Professor go? 02



2 Read and learn.

Simple present and present progressive

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

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

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

What **are you doing**?

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

Simple past and past progressive

Use the **simple past** 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 progressive** 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.
- 2 My brother watches / is watching TV right now.
- 3 My mom and dad work / are working every day.
- 4 We have / are having lunch now.
- 5 The boys play / are playing soccer in the park on Saturdays.
- 6 The children work / are working hard right now.

4 Speaking Ask and answer.

eat / ice cream play / soccer 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 simple past 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 simple past 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 charts. Irregular verb list Workbook 6 page 136

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 vacation'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.

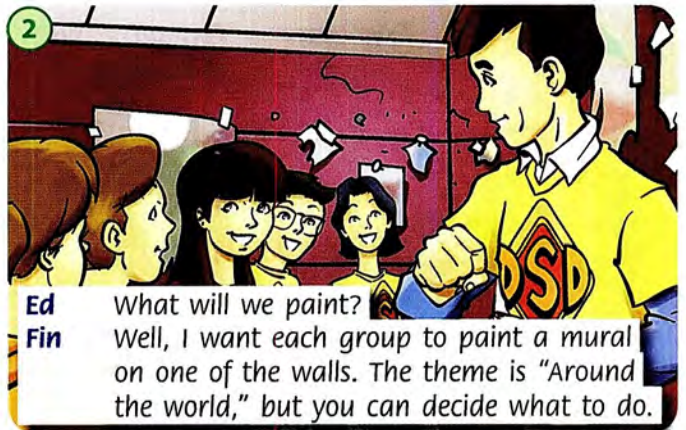
1 You visited people you knew,  
 So welcome back today.  
 You went on a picnic or two.  
 But you knew you couldn't stay,





## Lesson One Story

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


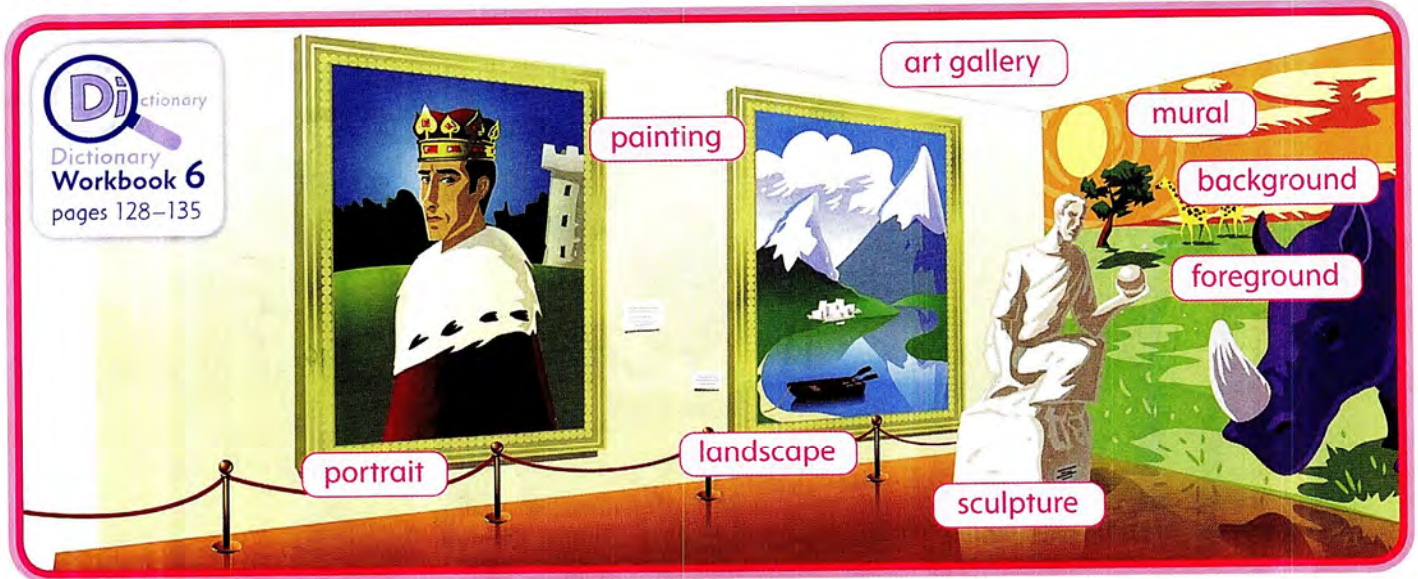


2 Listen to the story again and repeat. Act.

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

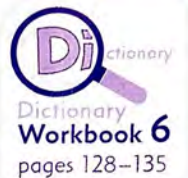

## 2 Write the words.

- 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.

<b>positive</b>	popular	friendly	happy	patient	possible	polite
<b>negative</b>	unpopular	unfriendly	unhappy	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 My little brother is very *patient* / *impatient*. He always waits calmly.
- 5 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 & CHIP



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



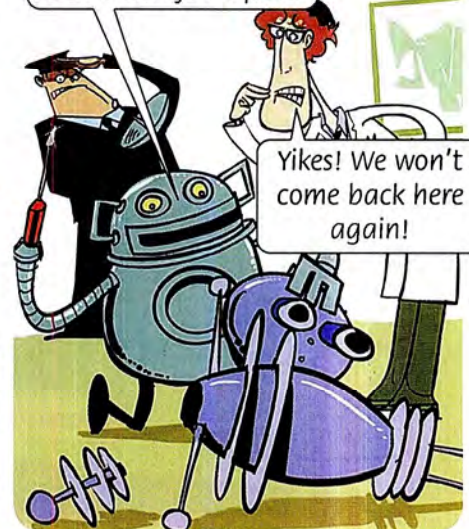
I'll come with you!

Look at the sculpture!  
It's a robot like me!



Be careful, Chip!

Don't worry! I'll fix it.



Yikes! We won't come back here again!

### 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.

- A I'm **going to** buy 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 Mexico this summer.

B That's an interesting country.
- 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 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.

- 1 I'm meeting (meet) Ben at one o'clock this afternoon.
- 2 We \_\_\_\_\_ (catch) a train at three thirty.
- 3 \_\_\_\_\_ (you / visit) your grandparents after school?
- 4 The children \_\_\_\_\_ (play) a basketball game at two o'clock.
- 5 What movie \_\_\_\_\_ (you / watch) at the movie theater tonight?
- 6 Jeff \_\_\_\_\_ (go) to a café with his friends for his birthday lunch.


4 Speaking Ask and answer.

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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 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?"

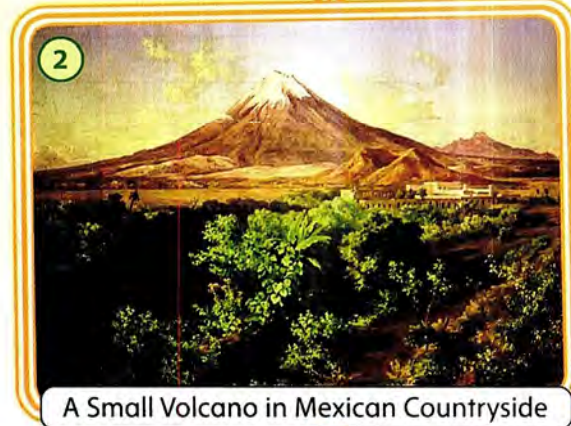
Ryan's brother was standing on the beach next to the missing boat.

"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!"

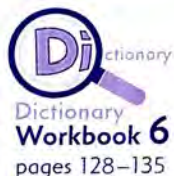


### 3 Read again and write the answers.

- |  |   |
|--|---|
| 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

### 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 quotation 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.

"Should 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 beautiful 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 clean up my room, said Mandy sadly. I'll help you! said Olivia. Oh thank you! said Mandy happily.

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

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



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  
5:00 p.m.

7

How does Ryan's  
brother know the  
boys are on the  
island in "Island  
Adventure?"

8


(noun) it's gray 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 colors black mural



Painting by colors

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

I'm going to paint a <sup>4</sup> \_\_\_\_\_  
In colors <sup>5</sup> \_\_\_\_\_ and gray,  
Dark skies and dark <sup>6</sup> \_\_\_\_\_,  
A cold and stormy day.

I'm going to paint a <sup>7</sup> \_\_\_\_\_  
In colors yellow and <sup>8</sup> \_\_\_\_\_,  
Sunshine and lemon trees,  
A sunny country scene.



### 1 Watch and listen. Read.



**Emily:** I've bought Megan a shirt for her birthday. Look!

**Ben:** It's very nice. What's it made of? It feels like silk.

**Emily:** I know. But it's made of cotton. I hope she'll like it.



**David:** Megan likes writing, so I've bought her a pen. It's made of plastic.

**Ben:** Is it? It looks like metal.



**Ben:** What's in that box? It smells like chocolate.

**Emily:** That's Megan's birthday cake. It's a chocolate cake.

**Ben:** It looks delicious! Lucky Megan!

### 2 Watch and listen. Number the sentences in the correct order.

- a Dad opens the door for Megan.
- b The children hide Megan's presents.
- c Megan rings the doorbell.
- d Ben eats some of Megan's cake.
- e Megan can smell the cake.
- f Ben wants to eat the cake.

—  
—  
—  
—  
—  
—  
1



### 3 Speaking Ask and answer. Use the prompts or your own answer.

ball book window ruler door pencil towel eraser plate spoon

OK, it's your turn to choose one. What's it made of?

It's made of plastic or rubber.

plastic / rubber / metal / glass / wood / cotton / paper

What does it look like?

It's round. It can be big or small.


round / square / long / short / thick / thin / flat / big / small

Is it a ball?

Yes! Well done! Now it's your turn.

Yes! Well done! / Sorry, try again.

### 4 Complete the Fluency Time! 1 exercise on page 126 of Workbook 6.

1 Watch the story again. Act. 

2 Make a general knowledge board game.

1 Write one question in each of the empty squares in the board game. You can find questions in your Student Book or on the Internet, or you can think of your own questions.

2 Cut out the board game and the counters.

3 Color and cut out the spinner template. Push a pencil through the middle of the spinner.

4 Now you can play the game with your friends. Spin the spinner and move your counter along the board. If you answer the question correctly, you can continue the game. If you don't know the answer, you must miss your next turn.



3 **Speaking** Play the game with your friends.

When was the plane invented?

That's right! Now it's my turn.

Are they made of metal?



I think it was invented in 1903.

What are CDs made of?

No, they aren't. They're made of plastic. Miss a turn!

4 **Speaking** Work in groups. Talk about your game.

Who did you play with?

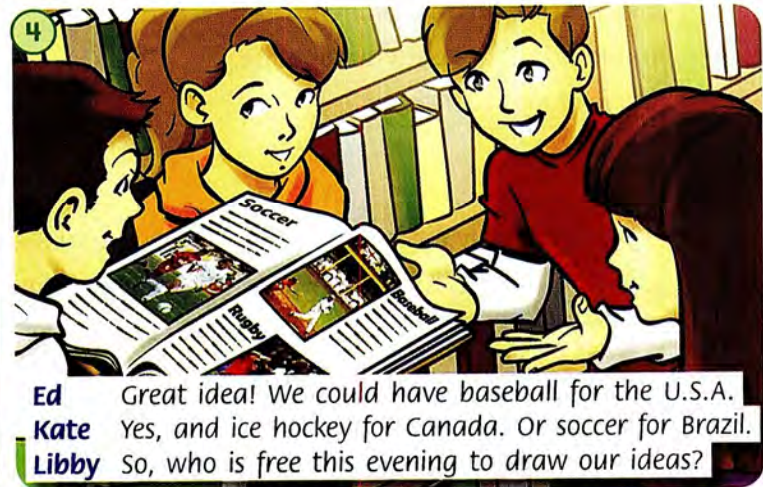
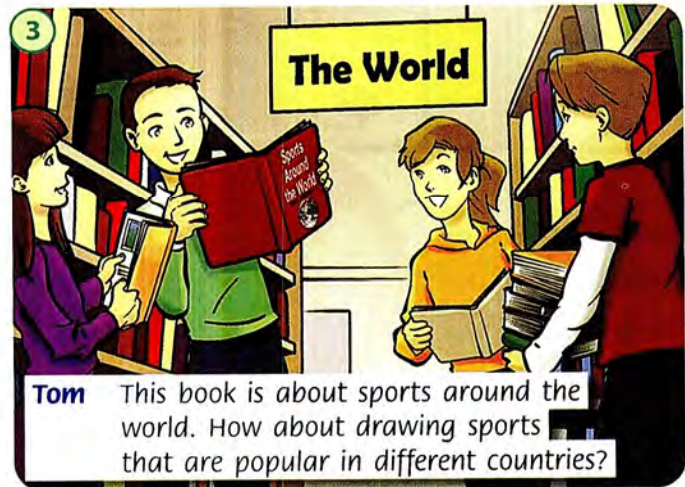
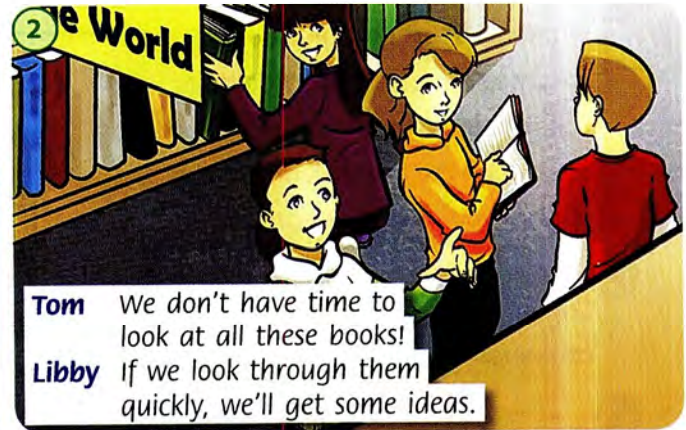
What questions did you know the answer to?

I played the board game with Tony and Carlos. I knew that Karl Benz ...

What new facts have you learned?

## Lesson One Story

1 Listen and read. Why doesn't Kate want to do the drawing?  14




2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed   Kate   Libby   Tom

- 1 Ed finds a useful section in the library.
- 3 \_\_\_\_\_ asks who is free.
- 5 \_\_\_\_\_ and Tom are going ice skating.

- 2 \_\_\_\_\_ finds a book about sports.
- 4 \_\_\_\_\_ is studying in the evening.
- 6 \_\_\_\_\_ has time to do the drawing.

1 Listen and repeat.  15



Dictionary  
Workbook 6  
pages 128–135



ice skating



skiing



baseball



ice hockey



mountain biking



caving



paragliding



rock climbing

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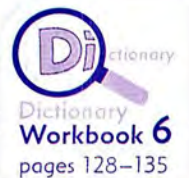

## 2 Write the words.

- 1 skiing *noun* a sport that you do on snow in the mountains
- 2 \_\_\_\_\_ *noun* a sport where you go down under the ground to explore
- 3 \_\_\_\_\_ *noun* a sport where you jump off a hill and fly high in the air
- 4 \_\_\_\_\_ *noun* a sport where you hit a ball with a bat, then run around a diamond shape
- 5 \_\_\_\_\_ *noun* a team sport played with helmets and an L-shaped stick
- 6 \_\_\_\_\_ *noun* a sport where you climb mountains using ropes
- 7 \_\_\_\_\_ *noun* a sport where you slide over frozen water wearing special boots
- 8 \_\_\_\_\_ *noun* a sport where you ride fast down hills on a bicycle

## Working with words

We add the prefixes *dis-* or *in-* to some adjectives and verbs to make the meaning negative.

positive	honest	like	obey	correct	experienced	sensitive
negative	dishonest	dislike	disobey	incorrect	inexperienced	insensitive

3 Listen and repeat.  164 Write *dis* or *in*.

- 1 I really dislike Ben. He's never nice to anyone.
- 2 Liz is a very \_\_\_\_\_ honest person. She never tells the truth.
- 3 This answer is \_\_\_\_\_ correct. It isn't thirty-two; it's forty-two.
- 4 My brother is a very \_\_\_\_\_ experienced climber. He's only climbed one mountain.
- 5 Jack's so \_\_\_\_\_ sensitive. He never cares about other people's feelings.
- 6 Children should never \_\_\_\_\_ obey their parents!

## Lesson Three Grammar 1

### 1 Listen and read. What sport are they talking about? 17



- Leo** What are we doing tomorrow?  
**Dad** If the weather is good, we'll go paragliding.  
**Leo** Cool! But I've never done it before. What will I do if I'm scared?  
**Dad** You won't be scared! But, don't worry, if you don't like it, I won't take you again.



**Leo** Wow! This is amazing!

### 2 Read and learn.

#### First conditional

Use the **first conditional** to talk about things that might happen in the future.  
 If the weather **is** good, we'll **go** paragliding.

#### Look!

If you don't like it, I won't take you again.  
 I won't take you again **if** you don't like it.

#### First conditional questions

Will you **come** for a walk if the weather **is** good?

Yes, I **will**.


No, I **won't**.

### 3 Read and match.

- |  |                                     |                                    |
|--|-------------------------------------|------------------------------------|
| 1 If I go shopping,                    | <input checked="" type="checkbox"/> | a they won't win the game.         |
| 2 Will we go swimming in the ocean     | <input type="checkbox"/>            | b if we go to the beach tomorrow?  |
| 3 If they don't score,                 | <input type="checkbox"/>            | c I'll buy some new sneakers.      |
| 4 We'll buy tickets for the game       | <input type="checkbox"/>            | d she won't go rock climbing.      |
| 5 Will they have lessons               | <input type="checkbox"/>            | e if they go skiing next year?     |
| 6 If she can't find a good instructor, | <input type="checkbox"/>            | f if our favorite team is playing. |

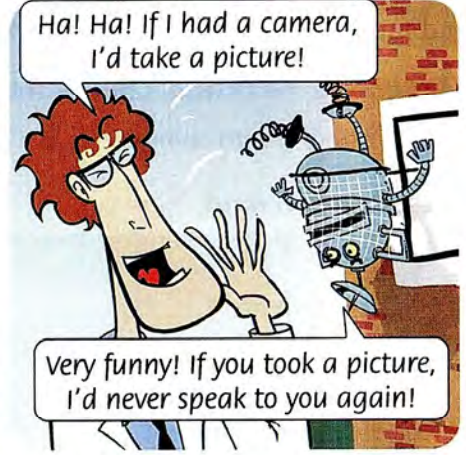
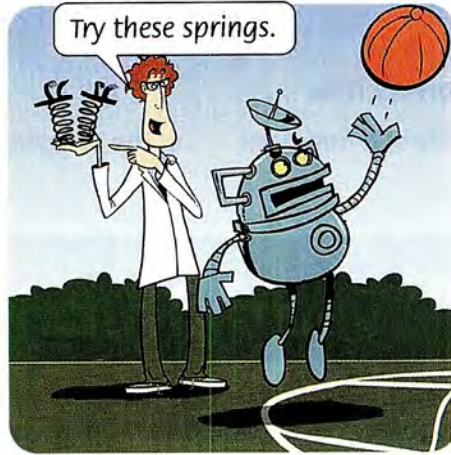
### 4 Write sentences. Use the first conditional.

- if / I / finish / my homework / I / visit / my friends  
If I finish my homework, I'll visit my friends.
- you / not win / the race / if / you / not run / fast
- we / go / to the park / if / it / not rain / tomorrow
- they / not pass / the test / if / they / not study / hard
- if / I / stay / at home / this evening / I / go / to bed / early
- if / she / go / to the party / she / buy / a new dress

1 Listen and read. What sport is Chip playing?  18



**PROFESSOR & CHIP** 



2 Read and learn.

**Second conditional**

Use the **second conditional** to talk about things that are unreal or unlikely to happen in the future.

If I **had** a camera, I'd **take** a picture.

If I **had** longer legs, I **wouldn't** play so badly.

**Look!**

If you took a picture, I'd never speak to you again.

I'd never speak to you again **if** you took a picture.

**Second conditional questions**

Would you **play** baseball if you lived in U.S.A.?

Yes, I would.

No, I wouldn't.




**Look!**

'd = would      wouldn't = would not

3 Complete the sentences. Use the second conditional.  Irregular verb list Workbook 6 page 136

- If I found (find) a little spider in my house, I'd put (put) it outside.
- If I \_\_\_\_\_ (live) in the mountains, I \_\_\_\_\_ (go) skiing every weekend!
- Ben \_\_\_\_\_ (buy) a house for his parents if he \_\_\_\_\_ (have) a lot of money.
- If I \_\_\_\_\_ (speak) French, I \_\_\_\_\_ (not go) to French class.
- If we \_\_\_\_\_ (live) near a tennis court, we \_\_\_\_\_ (play) tennis every day.
- I \_\_\_\_\_ (run) away if I \_\_\_\_\_ (see) a snake.

4 **Speaking** Ask and answer.

	Harry	Jon	Tim	Ben
	run away	put it outside	run away	put it outside
	go to the past	go to the future	go to the future	go to the past
	buy a bike	buy a bike	go on vacation	go on vacation

Would he run away if he saw a spider?

No, he wouldn't.

Would he go to the future if he had a time machine?

Yes, he would.

It's Jon!

### Reading

1 Look at the article. Choose the correct title.

- a Working with animals    b The life of a free-diver    c The dangers of the ocean

2 Listen and read.  19



## William Trubridge

William Trubridge was born in the U.K., but when he was eighteen months old his family sold their house and bought a boat. They went on a long trip, finally arriving in New Zealand when William was five years old. During those days William spent a lot of time in the water, swimming and snorkeling. He was also very good at diving deep down into the ocean and, by the age of eight, it was obvious there was a sport he could do.

The sport was called free-diving. Thousands of years ago, people dived deep into the oceans to catch fish and to look for pearls. But they didn't have any diving equipment to help them breathe. Today, this kind of diving has become a popular sport. People dive as deep as possible with no breathing equipment. They stay under the water for as long as they can and try to break world records. They train hard, but the freedom they feel when they're free-diving makes it worth all the hard work.

Although William was very talented at free-diving, he didn't begin serious training until 2003. Then, he went to Italy and trained with the Italian Apnea Academy. In 2007, William broke his first world record when he dived 81 meters down into the ocean. Then, in 2010, at Dean's Blue Hole in the Bahamas, he swam down 100 meters and then back up to the surface. It took him four minutes and ten seconds. It was the deepest known dive without equipment that a human had ever done.

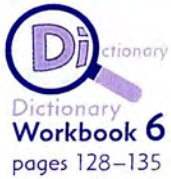
Today, William spends most of his time in the Bahamas where he trains and teaches free-diving at Dean's Blue Hole. He is also interested in looking after the environment and protecting wildlife. He has worked hard to tell the world about Hector's dolphin, which is seriously endangered. William also feels strongly about the number of plastic bottles floating in the oceans; he wants people to look after our oceans better.

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

- 1 William Trubridge lived in the U.K. and New Zealand. True
- 2 He spent his first five years on a boat. \_\_\_\_\_
- 3 He disliked the water when he was young. \_\_\_\_\_
- 4 Free-divers dive without breathing equipment. \_\_\_\_\_
- 5 William first trained as a free-diver in the Bahamas. \_\_\_\_\_
- 6 He is interested in helping animals. \_\_\_\_\_

**Words in context**

1 Find the words in the sports profile to match the pictures and definitions.



1 pearl

*noun* the feeling that you can do whatever you want to do

2 \_\_\_\_\_



3 \_\_\_\_\_

*noun* the natural world

4 \_\_\_\_\_



5 \_\_\_\_\_

*adj* very good at doing something

6 \_\_\_\_\_



7 \_\_\_\_\_

*noun* animals and birds

8 \_\_\_\_\_

**Listening**

2 Listen. What sport are they talking about? 20

3 Listen again and complete.

**Name:** Jon Parks

**Country:** <sup>1</sup> Australia

**Age:** <sup>2</sup> \_\_\_\_\_

**Training:**

- running – every day
- swimming – <sup>3</sup> \_\_\_\_\_ hours every day
- gym – four times a week

**Diet:**

- fruit and vegetables
- <sup>4</sup> \_\_\_\_\_

**Deepest dive:** <sup>5</sup> \_\_\_\_\_ meters

**Next competition:**

Caribbean – in <sup>6</sup> \_\_\_\_\_



**Speaking**

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

Would you like to try free-diving?	_____	Yes, I would. / No, I wouldn't.
Why? / Why not?	Because I think it would be _____.	exciting / amazing / scary / difficult
What's your favorite sport?	My favorite sport is _____.	soccer / tennis / swimming / basketball
What other sports would you like to try?	I'd love to try _____.	paragliding / skiing / snorkeling / ice skating / diving



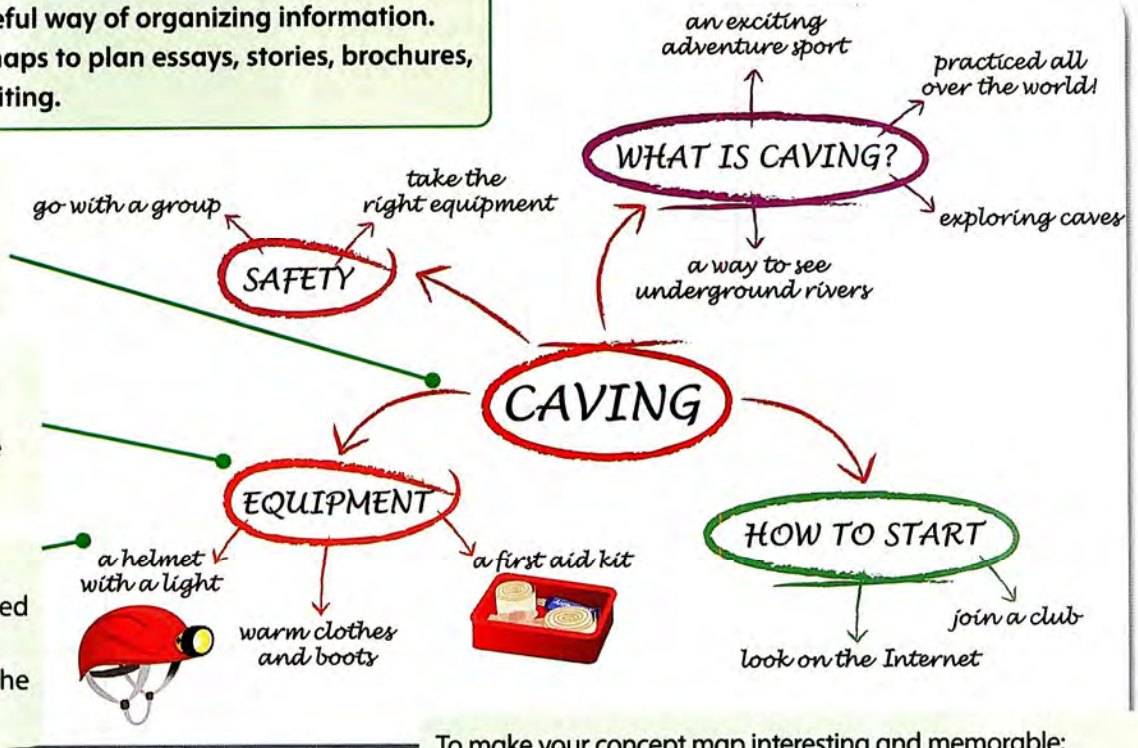
### Writing

- 1 Look at Megan's concept map. What sport is she writing about? 2 Read.

#### A concept map

A concept map is a useful way of organizing information. You can use concept maps to plan essays, stories, brochures, and other pieces of writing.

- 1 Think of a topic. Write the name of the topic in the middle of the page.
- 2 Think of your ideas. Draw lines from the main topic and write them at the end.
- 3 Think of the information connected to each idea. Draw lines and write it at the end.



To make your concept map interesting and memorable:

- use different colors
- draw different shapes around your words
- draw pictures

- 3 Read again and answer the questions.

- 1 What kind of sport is caving?
- 2 What kind of equipment do you need?

- 4 Complete Megan's brochure with information from the concept map.

## Caving

### What is caving?

Caving is an exciting adventure sport that is practiced all over the world! It involves <sup>1</sup> exploring caves with a group of people. It's great fun and you can see underground <sup>2</sup> \_\_\_\_\_, too.

### How to start

The best way to start caving is to look on the Internet. Look at some pictures and some good websites. After that, you should join a <sup>3</sup> \_\_\_\_\_.

### Safety

Caving can be dangerous. Never go caving alone. Always go with a <sup>4</sup> \_\_\_\_\_ and always take the right equipment.

### Equipment

Light is very important, so you need to have a helmet with a light. It's very cold in caves, so wear warm clothes and <sup>5</sup> \_\_\_\_\_. You should also take a <sup>6</sup> \_\_\_\_\_.



- 5 Complete the writing task on page 22 of Workbook 6.

1 Complete the quiz.

1 (noun) a sport where you climb mountains using ropes  
What is the word?

2 Where is Tom going with his parents in the story?

3 Make the word negative. honest

4 Correct the sentence.  
If it rained this afternoon, we'll stay at home.

5 Correct the sentence.  
I'd run away if I saw a snake.

6 Correct the sentence.  
What would you do if you meet your favorite actor?

7 What job does William Trubridge do in the Bahamas?

8 (adj) very good at doing something  
What is the word?

9 Complete the sentence.  
You can use a concept map to organize \_\_\_\_\_.

10 Complete the sentence.  
You can use a concept map to plan \_\_\_\_\_.

2 Listen and write. Sing.  21

climbing caving diving jump baseball ice skate soccer skiing

Crazy about sports

I often play <sup>1</sup> soccer  
Or go for a run.  
And if I went <sup>2</sup> \_\_\_\_\_  
I'd have lots of fun.

I really love <sup>3</sup> \_\_\_\_\_  
And <sup>4</sup> \_\_\_\_\_ is great.  
If I lived near a rink,  
I'd love to <sup>5</sup> \_\_\_\_\_.


I like to play <sup>6</sup> \_\_\_\_\_,  
It's so fun to play.  
If I lived by the ocean,  
I'd go <sup>7</sup> \_\_\_\_\_ all day.

But whatever I do,  
Run fast or <sup>8</sup> \_\_\_\_\_ high,  
Win or lose races –  
I just love to try!

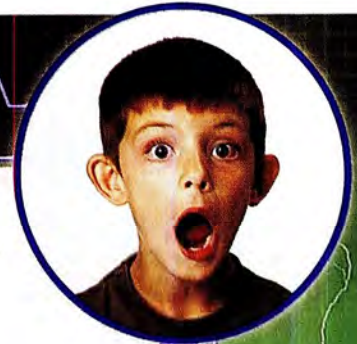


# Health Time!

## Topic: The Human Body

- 1 Look at the photo. What emotion is the boy showing?  
a excitement    b anger    c fear    d sadness
- 2 Listen and read.  22

## FIGHT OR FLIGHT

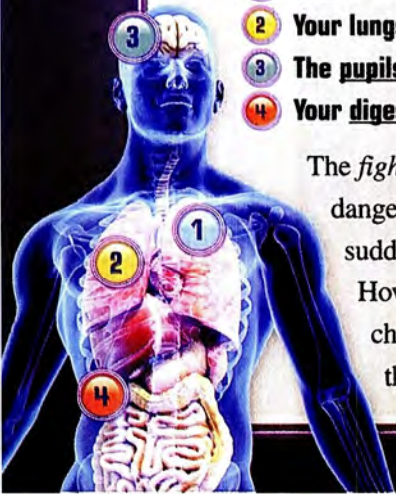


Have you ever wondered why your body reacts when you're afraid? Perhaps your heart beats faster when you see a spider, or your mouth goes dry when your teacher says you have a test. Maybe your palms sweat when you see the school bully. The body's reaction to fear is called the *fight or flight response*.

Imagine you're living thousands of years ago. You're walking in the forest and you see a wild animal. You have two choices. You can either pick up a weapon – that's *fight*, or you can run away – that's *flight*. When you are in this situation, your body automatically prepares itself for action:

- 1 Your heart rate increases to pump more blood to your muscles and brain.
- 2 Your lungs take in air faster to supply your body with oxygen.
- 3 The pupils in your eyes get larger so that you can see more easily.
- 4 Your digestive system slows down so you can concentrate on more important things.

The *fight or flight* response is an early warning system that can help you in dangerous situations. For example, when you're crossing the road and a car suddenly appears, *fight or flight* helps you see the danger and get to safety. However, although *fight or flight* is a natural response, it isn't your only choice. Try facing your fears and your phobias. Pick up that spider, or tell the bully to leave you alone.



◀ BACK    NEXT ▶

### 3 Read again and write the words.

pupils    palms    lungs    ~~heart~~    mouth    blood

- |                                   |  |
|-----------------------------------|--|
| 1 Your <u>heart</u> beats faster. | 2 More _____ travels around your body. |
| 3 Your _____ goes dry.            | 4 Your _____ take in more air.         |
| 5 Your _____ sweat.               | 6 Your _____ get larger.               |

### 4 Think! Talk to your partner.

- 1 In what situations do you feel afraid? How do you react?
- 2 What would happen if we didn't have the *fight or flight* response?
- 3 Do you think we need *fight or flight* more now compared with a thousand years ago? Why?

### 1 Listen and write True or False. 23

- 1 Ben is afraid of spiders and snakes. False
- 2 His palms sweat when he sees a snake. \_\_\_\_\_
- 3 Kate read about the response to *fight or flight* on the Internet. \_\_\_\_\_
- 4 Kate explains why there are changes to the digestive system. \_\_\_\_\_
- 5 Ben knows that his pupils get larger. \_\_\_\_\_
- 6 Ben prefers *flight* to *fight*. \_\_\_\_\_

### 2 Project. Make a pop-up book on the theme of *fight or flight*.

- 1 Choose a topic and think about a story and a title:
  - everyday dangers
  - phobias
  - survival in prehistoric times
- 2 Plan your story. Write one or two lines for each page of your pop-up book. Think of pictures that show the idea of fight and flight.
- 3 Make your pop-up book.

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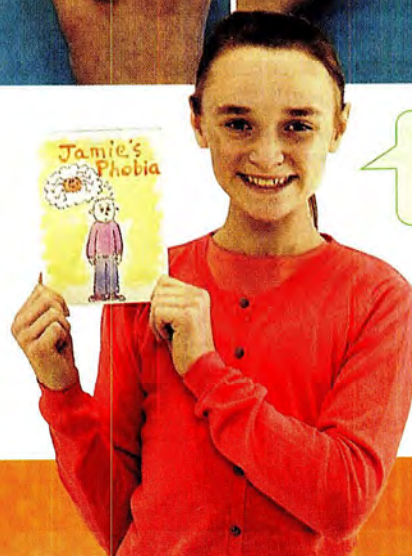


### 3 Present your project.

Why did you choose your topic?

What happens in your story?

What can people learn from your story?



This is my pop-up book. The title of the story is Jamie's Phobia. I chose phobias ...

#### Presentation Tip

Think about the speed of your presentation. Don't speak too quickly.

## Lesson One Story

1 Listen and read. What does Kate draw? 24

**1**

**Fin** Right, you all have your ideas ready. Who wants to start?

**Libby** Where's Kate? Has she done the pictures yet?

**Ed** I don't know! She hasn't told me!

**2**

**Libby** Oh no! We need Kate's pictures.

**Tom** Look! Here she is!

**3**

**Libby** But these aren't sports! They're buildings!

**Kate** I couldn't draw sports. So, I used a ruler to draw buildings! It was easy!

**4**

**Kate** We're going to paint famous buildings from around the world. This is the Empire State Building in New York and these towers are in Malaysia.

**5** Later ...

**Fin** Well done! These are all great ideas! Next week, we'll paint the murals and have a celebration! The theme is ... "Around the world!" Please bring some traditional food from around the world!

**6** The next week ...

**Ed** Our wall looks amazing!


**Libby** It's the best!

**Tom** That was a smart idea, Kate.

2 Listen to the story again and repeat. Act.

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

- |   |              |   |       |
|---|--------------|---|-------|
| 1 Kate arrives early at the club.         | <u>False</u> | 2 Kate has told Ed about the pictures.      | _____ |
| 3 Kate has changed their idea.            | _____        | 4 Kate tells the club about their pictures. | _____ |
| 5 Fin makes the food for the celebration. | _____        | 6 The wall doesn't look good.               | _____ |

1 Listen and repeat.  25

**amazing** *adj* very good  
**awful** *adj* very bad  
**bright** *adj* strong in color  
**delicious** *adj* tasting very good  
**deserted** *adj* empty, with no one there

**disgusting** *adj* very bad; horrible  
**original** *adj* new and interesting, and different from other things  
**traditional** *adj* something that has always been done or made in the same way

## 2 Read and circle.

- I wore a bright / *delicious* red costume to the carnival.
- The music was *bright* / *awful*. No one liked it.
- These pancakes are *delicious* / *deserted*. Can I have some more, please?
- The costumes are really *disgusting* / *original*. I've never seen anything like them before.
- I'm sorry, but this rice tastes *amazing* / *disgusting*. I can't eat it.
- Everybody wore *deserted* / *traditional* clothes from their different countries.
- The streets were *deserted* / *bright* because there was an important basketball game on.
- The festival was *amazing* / *traditional*. We all had a great time.

## Working with words

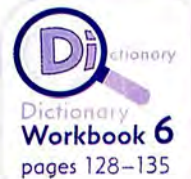

We add the suffix **-ous** to some nouns to make adjectives.

noun	danger	poison	hazard
adjective	dangerous	poisonous	hazardous

When the noun ends in **-e**, we remove the **-e** and add **-ous**.

noun	fame	adventure	fury
adjective	famous	adventurous	furious

When the noun ends in **-y**, we change the **-y** to an **-i** and add **-ous**.

3 Listen and repeat.  26

## 4 Read and circle.

- My mom was *fury* / furious when I broke the window.
- I'm not interested in *fame* / *famous*. I don't want the world to know who I am.
- Fireworks can be *danger* / *dangerous*, so be careful when you're near them.
- My brother's really *adventure* / *adventurous*. He loves traveling to different places.
- The wet floor is a safety *hazard* / *hazardous*. Someone might fall down.
- Some people use *poison* / *poisonous* to kill mice and rats.

## Lesson Three Grammar 1

### 1 Listen and read. Where is the reporter? 27

The festival has been going on for two days now and there are still thousands of people in the streets. I've been here since nine o'clock this morning and it's been great! The parade has already finished. There are food stalls everywhere and I've just eaten some delicious pancakes. I haven't seen any fireworks yet. They're going to be on later tonight.



### 2 Read and learn.

#### Present perfect with *since* and *for*

Use the **present perfect** and ***since*** to talk about past actions after a certain time or date, e.g. 2:00 p.m., last Saturday, May.  
I've been here ***since*** nine o'clock this morning.

Use the **present perfect** and ***for*** to talk about past actions in a period of time, e.g. a week, two hours, a day.  
The festival has been going on ***for*** two days.

#### Present perfect with *already*, *just*, *yet*, and *before*

We use these time words with the present perfect:

The parade has ***already*** finished.  
I've ***just*** eaten some delicious pancakes.  
I haven't seen any fireworks ***yet***.  
I've never been to a festival ***before***.

**Look! These time words are used in different places in the sentence.**


### 3 Read and circle.

- I haven't been to a festival like this before / already.
- He hasn't cleaned his room *already* / yet, so he can't go out.
- The girls haven't worn traditional clothes *just* / before.
- I don't want a sandwich, thank you. I've *just* / yet had lunch.
- Have you tried any of the food *just* / yet?
- We've *already* / yet seen the fireworks. They were great.

### 4 Write sentences about Emma. Irregular verb list Workbook 6 page 136

- live / in France / four months  
She's lived in France for four months.
- have / her necklace / June
- know / her friend / 2011
- be / in the café / ten o'clock
- speak / French / she was ten
- play / the guitar / two years



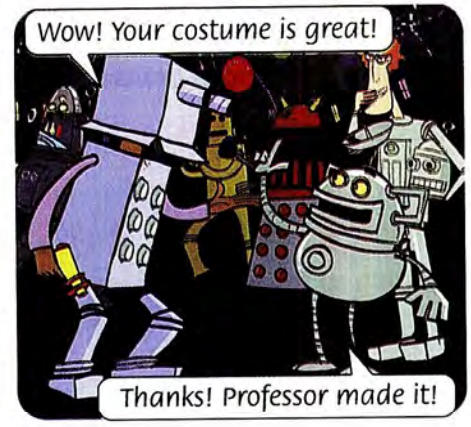
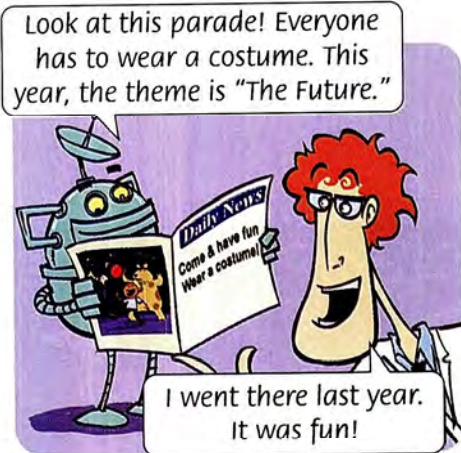
 Complete Grammar Time Exercises 1 and 2 on pages 119–120 of Workbook 6.



PROFESSOR & CHIP



1 Listen and read. Where do Chip and Professor go? 28



2 Read and learn.

Simple past

We use the **simple past** to talk about actions that started and finished in the past. We often say when the action happened.

I **went** there last year.

Present perfect

We use the **present perfect** to talk about actions in the past that are still important now. We often don't say when the action happened.

I've **made** my costume.

3 Complete the sentences. Use the simple past or the present perfect.

Irregular verb list Workbook 6 page 136

- I went (go) to the festival yesterday. It was great!
- I \_\_\_\_\_ (go) to New York three times in my life.
- We \_\_\_\_\_ (visit) Brazil last summer.
- I \_\_\_\_\_ (have) my lunch at one o'clock.
- I \_\_\_\_\_ (eat) Chinese food.

4 Speaking Ask and answer.

Tim	✓ (2 months ago)	✗	✓ (last summer)
Ben	✓ (3 weeks ago)	✓ (last Saturday)	✗
Jon	✓ (2 months ago)	✓ (last Saturday)	✓ (3 years ago)
Fred	✗	✓ (2 weeks ago)	✓ (last summer)

fireworks a basketball game  
New York

Has he ever seen fireworks?

Yes, he has.

When did he see them?

He saw them two months ago.


Has he ever been to a basketball game?

No, he hasn't.

It's Tim!



### Reading

- 1 Look at the travel article. Which countries are the festivals in?
- 2 Listen and read.  29

## Top Food Festivals

Going to festivals is always fun, but going to festivals that have delicious food is even better! Here are some of our favorite festivals around the world.

- 1 If you like food, you'll love the Kimchi Festival. This festival takes place in October every year in Gwangju in Korea. It lasts for five days but what does it celebrate? Kimchi, of course! Kimchi is a traditional dish made with onions, garlic, peppers, and other vegetables. It is very spicy, but it can be sweet, too. It is also very good for you! At the festival, visitors can taste different kinds of kimchi. There are also kimchi-making competitions.
- 2 The Gilroy Garlic Festival is one of the largest food festivals in the U.S.A. The festival takes place every year in Gilroy, California. It happens on the last weekend in July and it's one of the best garlic festivals in the world. So what do people do during the festival? Well, they eat lots of things made with garlic including garlic ice cream and garlic fries. There are also garlic cooking demonstrations, music, and dancing.
- 3 People celebrate the Moon Festival in different parts of Asia including China. The festival takes place every year in September or October. It lasts for three days and people celebrate the end of the summer harvest. So, what do people eat? The traditional food is moon cakes. These are round, sweet cakes and they are very popular. The cakes have different fillings. You can have ice cream, chocolate, or traditional red-bean paste. People also carry lanterns at the festival and watch traditional dancing.

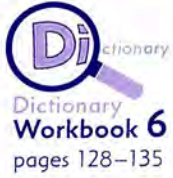


- 3 Read again and complete the chart.

Name?	The Kimchi Festival	The Gilroy Garlic Festival	The Moon Festival
Country?	Korea	1 _____	China
When?	2 _____	July	September / October
How long?	3 _____	A weekend	4 _____
Special food?	Kimchi	5 _____	6 _____

Words in context

1 Find the words in the article. Write.



last celebrate harvest garlic spicy ~~demonstration~~ filling sweet

- 1 Our science teacher gives us a demonstration when we do experiments.
- 2 My favorite sandwich \_\_\_\_\_ is strawberry jelly.
- 3 Some people put \_\_\_\_\_ into tomato sauce to give it a better taste.
- 4 I always \_\_\_\_\_ my birthday with a party.
- 5 The exam doesn't \_\_\_\_\_ long. It's only an hour.
- 6 I love \_\_\_\_\_ things like chocolate and ice cream.
- 7 We have lots of fruit and vegetables at \_\_\_\_\_ time.
- 8 My dad likes really hot and \_\_\_\_\_ food.

Listening

2 Listen. What food do they celebrate in the festival? 30

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

- 1 The rice festival takes place in France. True
- 2 The rice festival is in October. \_\_\_\_\_
- 3 It lasts for one week. \_\_\_\_\_
- 4 You can buy rice dishes in the street. \_\_\_\_\_
- 5 The streets are very quiet during the festival. \_\_\_\_\_
- 6 People ride horses in the streets. \_\_\_\_\_



Speaking

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

Which of the places would you like to go to?	I'd like to go to _____.	South Korea / the U.S.A. / China / France
Which food from the festivals would you like to eat?	I'd like to eat the _____.	kimchi / garlic ice cream / moon cakes / rice with fish or chicken
What other kind of food festival would you like to go to?	_____.	A pizza festival. / A cake festival. / An ice cream festival. / A fruit festival. / A cheese festival.
Why?	Because I like _____.	sweet food / unusual food / healthy food / traditional food

# Skills Time!

## Lesson Seven

### Writing

1 Look at Danny's letter. What type of letter is it?

- a) a thank you letter    b) an invitation    c) a letter of complaint

2 Read.

We start a letter with "Dear" and the person's name.

First we say why we are writing. For example, if we are writing a thank you letter, we write what we are thanking them for.

If we include something with the letter, like a photo or present, we write why we've sent it.

We finish a letter with "Best wishes" or "From."



Dear Joe

Thank you so much for inviting me to the Gilroy Garlic Festival. It was so interesting to see all the different food. My favorite part of the festival was the cooking demonstration when we learned how to make garlic ice cream! I made it for my mom and dad when I came back to Hong Kong. I also loved the garlic fries. They were delicious!

I really enjoyed being in California. It was great to stay in that **amazing, big, new** hotel. I would love to visit you in the U.S.A. again and see some more places.

I have sent you a picture I took at the garlic festival so we always remember it!

Best wishes,  
Danny

3a / 4<sup>th</sup> Floor  
Fo Tan Road,  
Hong Kong  
Monday August 2nd

### A letter

We write letters to thank people, to invite them to an event, to complain, and for many other reasons.

We write the address at the top, on the right.

We write the date under the address.

When we use two or more adjectives, we put them in this order: opinion, size, age, color.

3 Read again and answer the questions.

- 1 What festival did Danny go to?    2 What was Danny's favorite part of the festival?

4 Number the parts of the letter in the correct order.

- |  |   |
|--|---|
| <input type="checkbox"/> I have sent you an invitation to my birthday party next weekend. I hope you can come!   | <input type="checkbox"/> Thank you for inviting me to your town for the Fourth of July festival. It was great! My favorite part of the festival was the picnic. The food was delicious! |
| <input type="checkbox"/> I also liked the fireworks. They were really amazing, huge, red fireworks. And I loved the music the band played. It was a great evening. | <input type="checkbox"/> 1 10 Spring Road,<br>Chicago<br>60604  |
| <input type="checkbox"/> Sunday July 10th  | <input type="checkbox"/> Dear Alice,  |
| <input type="checkbox"/> From,<br>Michelle   |   |

5 Complete the writing task on page 32 of Workbook 6.



1 Complete the quiz.

1

(adj) *tasting very good*  
What is the word?

2

What does Kate use to  
draw the pictures in  
the story?

3

Make the word into an adjective.  
danger

4

Correct the sentence.  
I've known Jon since  
three years.

5

Correct the sentence.  
I've been to Mexico  
last year.

6

Correct the sentence.  
Have you yet had  
dinner?

7

Where does the  
Gilroy Garlic Festival  
take place?

8

(noun) *a vegetable in the onion  
family that has a strong taste and  
smell* What is the word?

9

Write S (Start) or E (End).  
From, Andy

10

Correct the sentence.  
She had black, lovely,  
long hair.

2 Listen and write. Sing.  31

amazing good night deserted traditional bright ~~street~~ original delicious

Time to celebrate!

It's time to celebrate,

People are out in the <sup>1</sup> street.

They're laughing and dancing and clapping their hands,

To <sup>2</sup> \_\_\_\_\_ music and <sup>3</sup> \_\_\_\_\_ bands.

It's time to celebrate,

Fireworks are up in the sky.

They're whizzing and banging and making a scene,

In pretty <sup>4</sup> \_\_\_\_\_ colors of red, gold, and green.

It's time to celebrate,

Children have come out for fun.

They're running and jumping, buying food to eat,

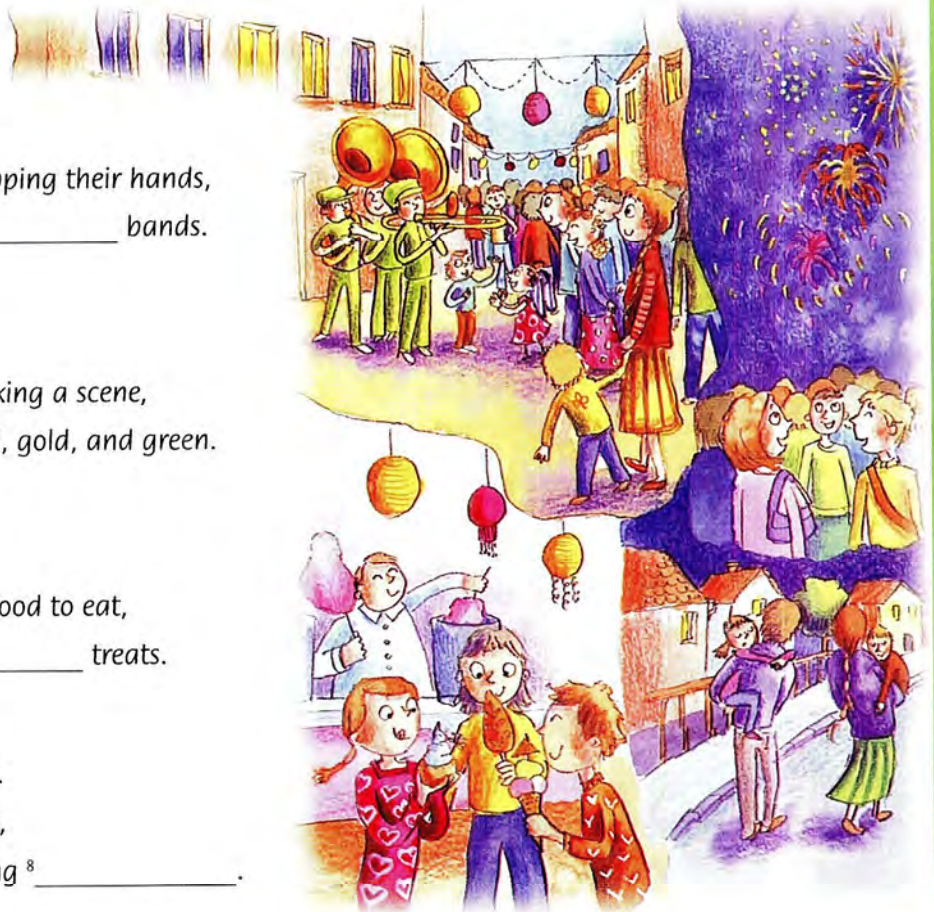
<sup>5</sup> \_\_\_\_\_ cakes and <sup>6</sup> \_\_\_\_\_ treats.

It's all over now,

The streets are <sup>7</sup> \_\_\_\_\_ again.

Parents are holding their children tight,

They're smiling and yawning and saying <sup>8</sup> \_\_\_\_\_.





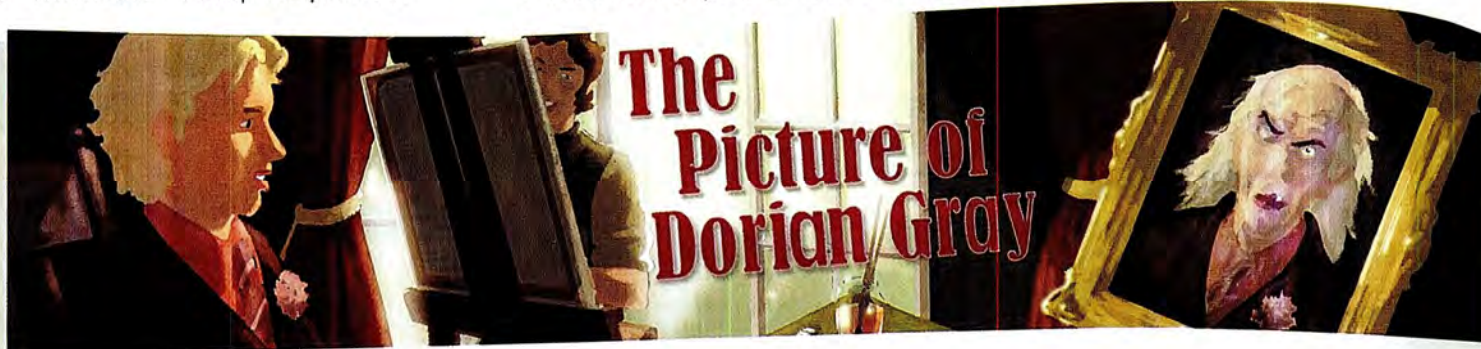
## Extensive reading: fiction

1 Look at the pictures. What do you think the story is about?

2 Listen and read.  32

3 Read again and answer the questions.

- 1 Who painted the portrait of Dorian?
- 2 What did Dorian wish for?
- 3 Where did he keep the portrait?
- 4 How did the portrait look after Dorian died?



Many years ago, there lived a young man called Dorian Gray. He was a handsome and pleasant young man, and he was always very kind to people. Dorian Gray loved art and beautiful things, and he wanted a picture of himself. So, one day, he visited a friend of his, called Basil Hallward. Basil was a talented artist and Dorian asked him to paint his portrait. Basil agreed and, every day, Dorian went to his art studio and sat while Basil painted him.

One day, when Dorian was at the studio, he met one of Basil's friends. The friend's name was Henry Wotton. While Basil painted, Henry talked to Dorian. He told him about beauty and youth. He said that these qualities were the most important things in the world. He said that they were more important than kindness, intelligence, gentleness, and patience. Dorian listened very carefully and, soon, he started to believe that this was true.

At last, the portrait was finished. It was a wonderful painting and one of Basil's best works of art. Dorian stared at the picture for a long time. At first, he felt very happy. He saw a handsome young man with a kind and intelligent face. But, after a while, Dorian started to feel sad. He remembered Henry's words and he knew that, one day, he wouldn't be handsome and he wouldn't be young. One day, he would be old and gray.

"I wish," said Dorian suddenly, "I wish that I could always stay young and that the picture would get old."

Henry laughed when he heard this, but Basil was very angry.

"Don't talk like that," said Basil. "That's a terrible thing to say. Many things are more important than youth and beauty."

Dorian didn't believe Basil. He just felt sad because he was going to be old one day.

Dorian took his portrait home, but now his life was different. He didn't see Basil for a long time. He met Henry and his friends instead. They talked and went out to theaters and to

#### 4 Think! Discuss.

- 1 Did you enjoy the story? Why (not)?
- 2 Do you think Henry Wotton was a bad man? Why (not)?
- 3 How did Dorian Gray change?

restaurants. Slowly, Dorian started to change. He became hard and cruel. He didn't think about other people's feelings. He only thought about himself.

One day, he looked at his portrait and thought there was something different about it. What was it? He looked more closely. The face had changed. The mouth looked unkind. It was strange. Dorian picked up a mirror and looked at his own face. Then he looked back at the portrait. It was true. The portrait was different.

Suddenly, Dorian remembered that he had wished to stay young while the picture grew old. It seemed impossible, but his wish had come true. Dorian covered the picture. He didn't want to think about this terrible thing.

One day, Basil visited him at home. They talked for a while and then Basil said, "I want to borrow your portrait. I want to put it in an exhibition in an art gallery."

Dorian thought about the painting and how it had changed.

"I'm sorry, Basil," Dorian said quickly and quietly. "But I can't give it to you."

Basil looked at him strangely.

"You've changed, Dorian. You used to be a kind man. Now you are cold and selfish."

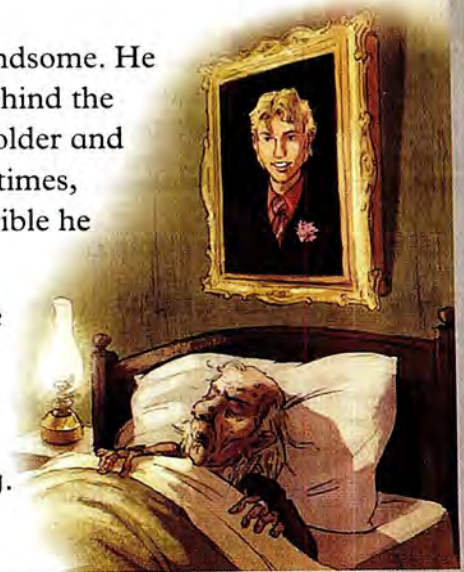
When Basil had gone, Dorian took the portrait and put it in a small room. He locked the door and put the key in his pocket.

"No one can ever see this portrait," he said to himself.

And so the years passed, and Dorian still looked young and handsome. He enjoyed his life, but he didn't care about anyone but himself. Behind the locked door of the little room, the picture of Dorian Gray grew older and uglier. The face showed the truth about Dorian's bad life. Sometimes, Dorian went and looked at the picture, and he thought how terrible he had become. He hated the picture and he hated his life.

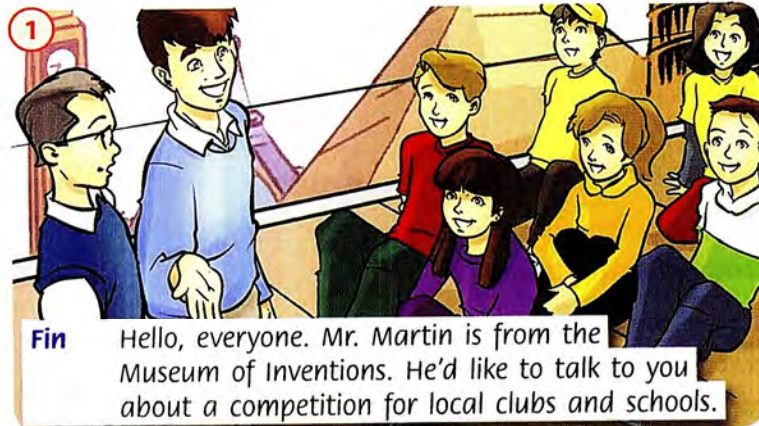
At last, Dorian decided to be good again. He thought that, if he was good, the picture would change back again. But it was too late for Dorian Gray to change. He died and, when he died, he became old and ugly, and his portrait suddenly changed back to look as handsome and young as it was at the beginning.

**Based on a story by Oscar Wilde**



## Lesson One Story

1 Listen and read. What do the children have to do in the competition? 33



**Fin** Hello, everyone. Mr. Martin is from the Museum of Inventions. He'd like to talk to you about a competition for local clubs and schools.



**Mr. Martin** Hello! Fin told me you're very good at competitions! Well, our competition is about transportation.



**Mr. Martin** We want you to draw a form of transportation for the future.  
**Libby** How long do we have?  
**Mr. Martin** You have two weeks.



**Ed** What's the first prize?  
**Mr. Martin** It's a ride in a hot-air balloon.  
**Tom** Wow! Fantastic!



**Tom** How about a car that travels at a thousand kilometers an hour?  
**Ed** Or a motorcycle that doesn't need gas?  
**Kate** Or a truck that can travel on water?



**Libby** I'm not sure. Maybe we should look around the Museum of Inventions.  
**Tom** Good idea! But we'll have to hurry. We only have two weeks and I really want to win that trip!

2 Listen to the story again and repeat. Act.

3 Read again and write the answers.

- 1 Is Mr. Martin from a museum?
- 2 Is he talking about a visit to the museum?
- 3 Do the children have to draw a form of transportation?
- 4 Do they have two weeks to complete their work?
- 5 Is the first prize a ride in an airplane?
- 6 Do the children decide to go to the library?

Yes, he is.

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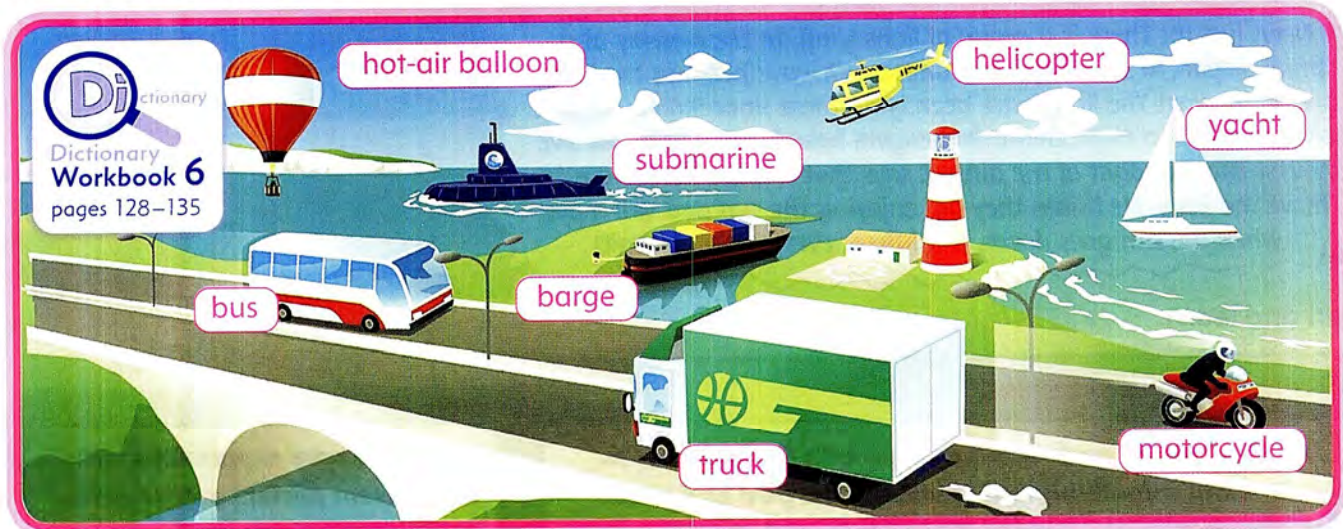
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1 Listen and repeat.  34

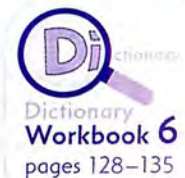

## 2 Write the words.

- 1 submarine *noun* a type of closed boat that travels under the water
- 2 \_\_\_\_\_ *noun* a boat with a sail, often used for racing
- 3 \_\_\_\_\_ *noun* a motor vehicle with two wheels, that one or two people can ride on
- 4 \_\_\_\_\_ *noun* a type of long, flat boat used in the past to carry things along canals and rivers
- 5 \_\_\_\_\_ *noun* a motor vehicle that travels long distances
- 6 \_\_\_\_\_ *noun* a big, strong motor vehicle used for carrying things by road
- 7 \_\_\_\_\_ *noun* a flying vehicle with no wings, but with two long, thin parts on top that turn around very fast
- 8 \_\_\_\_\_ *noun* a very big, round, light object full of hot gas that carries people through the air

## Working with words

## Phrasal verbs

- look after** *verb* to stay with someone and make sure they are safe
- look up** *verb* to find a word in a book or on a computer to learn its meaning
- look around** *verb* to walk around a place looking at things
- look forward to** *verb* to feel excited about something that is going to happen in the future

3 Listen and repeat.  35

## 4 Write the words.

- 1 I can't go out this evening because I'm looking after my little brother.
- 2 My parents looked \_\_\_\_\_ the museum this morning.
- 3 I'm really looking \_\_\_\_\_ my birthday party tomorrow!
- 4 Can you look \_\_\_\_\_ this word in your dictionary, please?



## Lesson Three Grammar 1

### 1 Listen and read. Why can't the planes fly? 36

News just in! There is a group of lions lying on the runway at a small airport in South Africa. Planes can't leave because the lions are in the way! The lions have been lying there since 9:00 a.m., but no one wants to move them! Passengers have been waiting for five hours! The manager of the airport says that it is too dangerous to move the lions. He thinks they are enjoying the sun and will move when the sun goes down. Until then, everyone must wait!



### 2 Read and learn.

#### Present perfect progressive

Use the **present perfect progressive** with **for** and **since** to talk about something that started in the past and is still happening.

Passengers **have been waiting** for five hours.

The lions **have been lying** there **since** 9:00 a.m.

**Present perfect progressive = have / has + been + ing form**

Use these time expressions with the present perfect progressive, too:

**all morning, all day, all week**

We've been doing our homework **all morning**.

### 3 Complete the sentences. Use the present perfect progressive.

- Mom has been cutting (cut) onions for the past ten minutes.
- Jenny \_\_\_\_\_ (clean) her room all morning. It looks much better now.
- Jon \_\_\_\_\_ (do) his homework all evening.
- They \_\_\_\_\_ (swim) since twelve o'clock.
- Tim \_\_\_\_\_ (run) for an hour now. He's training for the race.
- We \_\_\_\_\_ (watch) the movie since eight o'clock. It's nearly finished.

### 4 Write sentences. Use the present perfect progressive.



make a cake / all morning

She's been making a cake all morning.



play the piano / all afternoon

\_\_\_\_\_



play tennis / since one o'clock

\_\_\_\_\_



sleep / since 12:00 p.m.

\_\_\_\_\_



run / for two hours

\_\_\_\_\_

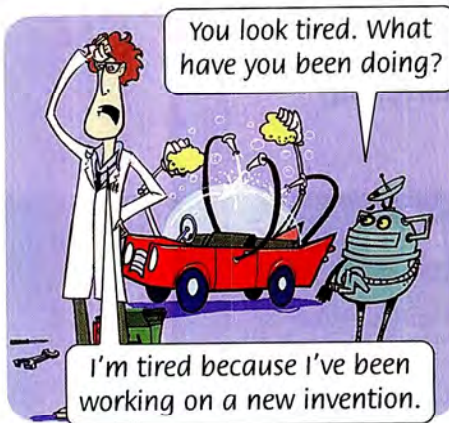


talk on the phone / for three hours

\_\_\_\_\_

PROFESSOR & CHIP 

1 Listen and read. What has Professor invented?  37



2 Read and learn.

Present perfect progressive

We use the **present perfect progressive** to talk about something that started in the past and has recently stopped. There may be evidence for the activity.

I'm tired because I've been working on a new invention.

I'm wet because your special car has been spraying water at me!

What have you been doing?

Have you been swimming?

Yes, I have.

No, I haven't.

3 Complete the sentences. Use the present perfect progressive.

- Max is tired because he has been playing (play) tennis.
- The boys are cold because they \_\_\_\_\_ (swim) in the pool.
- The children aren't hungry because they \_\_\_\_\_ (eat) chocolate.
- I'm wet because I \_\_\_\_\_ (clean) my dad's car.
- We're dirty because we \_\_\_\_\_ (work) hard in the garden.
- Ella's happy because she \_\_\_\_\_ (make) cakes.

4 **Speaking** Talk about the pictures.




play / tennis ride / his bike  
do / homework run / a race  
make / a cake play / soccer



He's been riding his bike.

It's Ben.

### Reading

- 1 Look at the pictures and the text. What are the three types of transportation?
- 2 Listen and read.  38

## Transportation Around the World

The environment is different all around the world. Some people live in places where there is lots of snow, some people live in deserts and some people live near the water. People around the world have developed different kinds of transportation to help them travel around the environment they live in.

In desert areas, camels have traditionally been used as a form of transportation. They are ideal for traveling across the desert because they can survive for a week or more without water. Also, their ears and noses can shut tightly to stop sand going into them. They are known as “the ships of the desert” because of their ability to carry heavy loads for long distances. There isn't any other animal that could survive so long in the desert, carrying heavy things.



The city of Venice was built on a group of 118 islands. There are about 400 bridges which connect the islands. The only way to get around is on foot or on the water. There are no cars or trucks. The gondola is a traditional row boat and for centuries gondolas were the main form of transportation. Today, they are still popular with tourists but most local people travel by water buses or private boats.



Large areas in Asia have thick forests that are difficult to explore on foot. For thousands of years, humans have used elephants to help them go into these places. Elephants walk on their toes which means they can keep their balance even on wet mud. They are strong, so they can clear a path through plants and bushes. Today, people still use elephants to transport logs in areas where it's difficult for trucks to go.

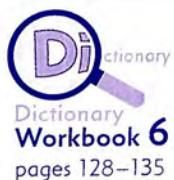


### 3 Read again and correct the words in bold.

- 1 People used **horses** to travel across the desert. People used camels to travel across the desert.
- 2 Camels can survive for a **year** without water.
- 3 You can explore Venice **by car** and on the water.
- 4 Local people in Venice travel by water buses or by private **gondolas**.
- 5 Elephants help people in Asia farm and clear land in the **mountains**.
- 6 People also use elephants to transport **machines**.

Words in context

1 Find the words in the text to match the pictures and definitions.



verb to join two places so that you can go from one to the other

adj not for everyone to use

adj the best possible thing

adj they live in the place you are talking about

1 connect

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

Listening

2 Listen. What does Mr. Jones do? 39

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

- 1 Mr. Jones has been flying helicopters since he was 18.
- 2 He sometimes takes people to the hospital.
- 3 He dislikes working with famous people.
- 4 He took an African prince to his house.
- 5 He hates being so high in the sky.
- 6 Some of his work starts very early.

False

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Speaking

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

Which form of transportation would you like to travel on?	I'd like to travel on / in _____.	a camel / a gondola / an elephant / a helicopter / a hot-air balloon
Why?	Because it would be _____.	fun / amazing / exciting / fast / interesting
How do you normally travel to school?	I normally travel _____.	on foot / by car / by bus / by train / by bike
What other forms of transportation have you traveled on?	I've traveled on a _____.	boat / ship / plane / train / bike / horse / motorcycle

### Writing

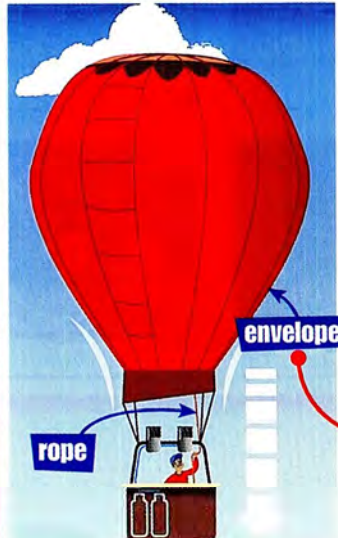
- 1 Look at the diagram and text. What type of transportation is it?
- 2 Read.

## Hot-air Balloons

People have been flying hot-air balloons for over 200 years. But how do they work?



**Step 1:** To move the balloon up, the pilot releases gas. The burner heats it. Hot gas moves up, so the balloon lifts off the ground. The more gas that is released, the higher the balloon goes.



**Step 2:** To move the balloon down, the pilot pulls a rope. The rope opens the envelope and hot gas goes out of the balloon. When there is less hot gas in the balloon, the balloon moves down.



**Step 3:** The pilot can't turn the balloon. The balloon goes in the same direction as the wind. However, the wind blows in different directions at different heights. If the pilot wants to move one way, he can go up or down until he finds a wind blowing in that direction.

### A process diagram

We can use process diagrams to show how something complicated works.

Write an introduction to explain what the subject is.

Draw a diagram to show something that is explained in the text. Use different diagrams to explain different things.

Write labels on the diagram to show what things are called.

Use *however* to give information that contrasts with what you've already written.

Use *so* to give the result of what you've already written.

### 3 Read again and answer the questions.

- 1 How does the pilot move the balloon up?
- 2 How does the pilot move the balloon down?

### 4 Complete the sentences with *So* or *However*.

- 1 The milk from camels is full of lots of different vitamins that are good for our bodies.  
\_\_\_\_\_ *So* \_\_\_\_\_, this milk is a very healthy drink.
- 2 Barges were built to move things around the country by river. \_\_\_\_\_, trucks are used more often now.
- 3 Submarines can travel under the water or on top of the water. \_\_\_\_\_, they travel faster when they are underwater.
- 4 Wind speed is very important when flying hot-air balloons. \_\_\_\_\_, the pilot must always check wind speeds and general weather before flying.

### 5 Complete the writing task on page 40 of Workbook 6.



1 Complete the quiz.

1 (noun) a type of boat that travels under the water  
What is the word?

2 What is first prize in the museum's competition in the story?

3 (verb) to walk around a place looking at things  
What is the verb?

4 Correct the sentence.  
We've been learn about transportation this morning.

5 Correct the sentence.  
I've been waiting here since twenty minutes.


6 Correct the sentence.  
He's all morning been playing tennis.

7 What's the name of the traditional boats in Venice?

8 (adj) not for everyone to use  
What is the word?

9 What can you use a process diagram for?

10 Circle the correct word.  
I was bored, so / however I visited my friend.

2 Listen and order the lines. Sing.  40

**My friend told me**

- 1 My friend told me
- \_\_\_ To ride in trains, some fast and some slow.
- \_\_\_ To travel far.
- \_\_\_ To see the fields and touch the snow,
- 1 He told me to go
- \_\_\_ To sail in a yacht and look for old caves.
- \_\_\_ To feel the wind and see the waves,
- \_\_\_ Across the sea.
- 1 He told me to go
- \_\_\_ To fly in a plane and have lots of fun.
- \_\_\_ Across the sky.
- \_\_\_ To see the clouds and feel the sun,



### Everyday English

#### 1 Watch and listen. Read. 41



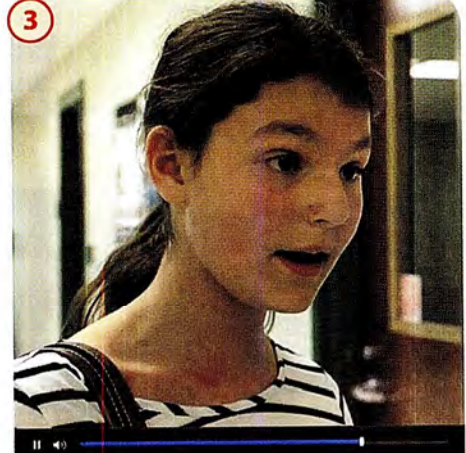
**Megan:** Hi, Emily. Are you and David doing anything special this weekend?

**Emily:** We're going to the theme park. Why don't you and Ben come, too?



**Megan:** I'm not sure. My mom wants us to go shopping on Saturday!

**Emily:** That's OK. We're going on Sunday. Can you come?



**Megan:** I'd love to! I'll ask Ben.

**Emily:** Great! Maybe I'll see you on Sunday!

#### 2 Watch and listen. Write True or False. 42

- Ben is busy the whole weekend.
- David is planning a basketball game.
- Ben thinks yardwork is a good idea.
- David is making plans for Saturday.
- Ben will ask his parents when he gets home.
- The boys are going to see Mr. Ross on Monday.

False

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### 3 Speaking Ask and answer. Use the prompts or your own answers.

Saturday / Sunday / the first day of vacation

Are you doing anything special on \_\_\_\_\_?

Yes! I'm going to \_\_\_\_\_. Why don't you come with me?

mom: clean up my room / dad: clean the car / sister: help her with her homework / brother: play basketball

I'm not sure. My \_\_\_\_\_ wants me to \_\_\_\_\_ in the morning.


That's OK. I'm going in the afternoon. Can you come?

visiting my grandparents / going to my cousin's house / shopping with my dad

Sorry, I can't. I'm \_\_\_\_\_.

OK. Let's meet next week.

#### 4 Complete the Fluency Time! 2 exercise on page 126 of Workbook 6.

1 Watch the story again. Act. 

2 Make a datebook for your plans this weekend.

1 Write a day on each side of your paper.

2 Find examples of things you are doing on the weekend. Use the pictures or your own photos. Think about:

- chores
- hobbies
- places to visit



3 Glue your pictures in the right place and then write to create your weekend datebook.

3 **Speaking** Use your datebook to make plans. Ask and answer.

Are you doing anything special on Saturday?

I'm not sure. My mom wants me to help with the decorating. How about doing something on Sunday morning?



Yes! I'm going bowling in the afternoon. Why don't you come?

Sorry, I can't...



4 **Speaking** Work in groups. Talk about your weekend.

What are you doing in the mornings?

Is anyone doing similar things?

What's your busiest day?

On Saturday morning, I'm helping my mom do the laundry. I'm really busy in the afternoon ...



# 5

# The greatest inventions!

## Lesson One Story

1 Listen and read. What kinds of transportation do the children see in the museum? 43

1 At the Museum of Inventions

**Kate** Look! Telephones were invented in 1876.  
**Ed** Well, look at this cell phone from the 1970s! It looks like a brick!

2

**Ed** Look at this car. It was made in the 1880s.  
**Libby** It only has three wheels!  
**Kate** Wow! Things have really changed.

3

**Ed** Look at this bike! How old is it?  
**Libby** It was made in the 1870s.  
**Tom** Look at the size of that front wheel!

4 Later ...

**Libby** We still need to come up with some ideas about the car of the future.  
**Tom** Why make a car? How about a bike?  
**Ed** Yes! Maybe it could fly to avoid all this traffic!

5

**Kate** It could be attached to a hot-air balloon and when you push on some kind of device, the balloon fills up.  
**Libby** Wow! That would be an achievement!


6

**Tom** Come on! We've still got to do our design! Think of that hot-air balloon ride!

2 Listen to the story again and repeat. Act.

3 Read again and write the words. a brick a bike a hot-air balloon ~~telephones~~ front 1880s

- |  |   |
|--|---|
| 1 <u>Telephones</u> were invented in 1876. | 2 The first cell phones were as big as _____. |
| 3 Bikes in the 1870s had big _____ wheels. | 4 The car was made in the _____.              |
| 5 Tom suggests designing _____.            | 6 Their bike will be attached to _____.       |

1 Listen and repeat.  44

- build** *verb* to make something by putting pieces together  
**design** *verb* to draw your idea for how something will be made  
**device** *noun* a simple tool or piece of equipment that is made to do a job  
**discover** *verb* to be the first person to find a place or thing  
**experiment** *noun* a scientific test to see how something works or if something is true  
**inspiration** *noun* a good idea that you think of quickly  
**invent** *verb* to be the first person to make a new type of thing  
**machine** *noun* something with moving parts, that is made to work for people

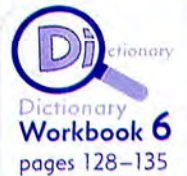
## 2 Write the words.

- Let's invent a new ice cream flavor!
- I'd love to \_\_\_\_\_ a new island in the ocean.
- Today, there are \_\_\_\_\_ that make cars in factories.
- They're going to \_\_\_\_\_ a new school in our town.
- We're doing an \_\_\_\_\_ in our science lesson today.
- For my school project, I looked for \_\_\_\_\_ in the museum.
- This \_\_\_\_\_ is so useful! It makes the job much easier!
- Scientists want to \_\_\_\_\_ a car that is good for the environment.

**Working with words**

We add the suffix *-ment* to some verbs to make nouns.

<b>verb</b>	excite	equip	achieve	arrange	move	agree
<b>noun</b>	excitement	equipment	achievement	arrangement	movement	agreement

3 Listen and repeat.  45

## 4 Read and circle.

- Can you move / *movement* your books, please? I need to use my desk.
- There was a lot of *excite* / *excitement* when the children went on their trip.
- There is an *agree* / *agreement* to work together on the problem.
- Let's *arrange* / *arrangement* to meet on Friday at six o'clock.
- I have a helmet. What other *equip* / *equipment* do I need for rock climbing?
- My sister won a science competition. It was a great *achieve* / *achievement*.

## Lesson Three Grammar 1

### 1 Listen and read. Where does chewing gum come from? 46

In ancient times, people chewed gum from trees, but the gum had little flavor. In the 1860s, gum from the *chicle* tree was sent to America from Mexico. At first, it was used as rubber. Then, in the 1880s, it was made into chewing gum by the Flier brothers. It was covered with sugar and named *chiclets*.

The gum wasn't advertised so people didn't know about it. In the mid-1880s, factories were opened. Then chewing gum became popular. Today, many chewing gum flavors are made. However, chewing gum isn't always made from trees. Some companies use artificial substances instead.



### 2 Read and learn.

#### The passive (simple present and simple past)

Use **the passive** when you don't know the subject of a sentence (who does an action).

Many chewing gum flavors **are made**.

Or when the object of a sentence is more important than the subject.

Factories **were opened** by companies.

**Negative sentences:**

The gum **wasn't advertised**.

Chewing gum **isn't made** from trees.

**Simple present passive = is / are (not) + past participle**

**Simple past passive = was / were (not) + past participle**

### 3 Complete the sentences. Use the present passive. Irregular verb list Workbook 6 page 136

1 Tea isn't grown (not grow) in England.

3 Jeans \_\_\_\_\_ (wear) by a lot of people.

5 A lot of pizza \_\_\_\_\_ (eat) in the U.S.A.

2 Magazines \_\_\_\_\_ (not sell) here.

4 Thousands of emails \_\_\_\_\_ (send) every day.

6 These T-shirts \_\_\_\_\_ (not make) in China.

### 4 Write sentences. Use the past passive.

1 the first chocolate bar / not eat / in Europe

The first chocolate bar wasn't eaten in Europe.

2 televisions / invent / in the 20th century

3 our school / not build / this year

4 the first video games / make / in the 1970s

5 popsicles / create / in the U.S.A.

6 the boy / drive / to the hospital

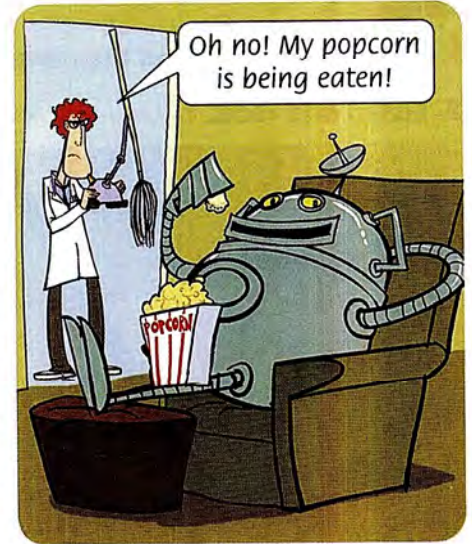
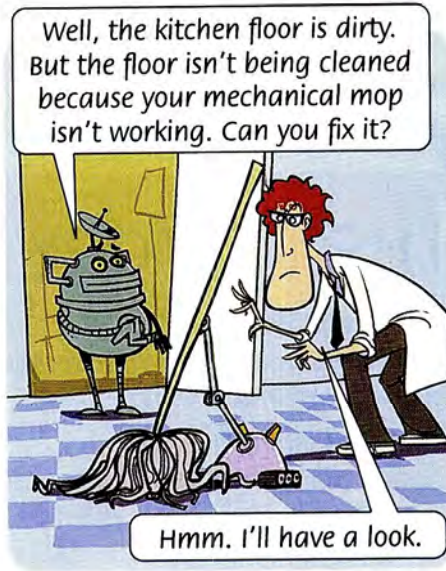




**PROFESSOR & CHIP**



1 Listen and read. Why can't Chip work? 47



2 Read and learn.

**The passive (present progressive)**

Use **the passive** with the **present progressive**.

My computer **is being repaired**.  
The floor **isn't being cleaned**.

Present progressive passive =

**is / are (not) + being + past participle**

3 Read and circle.

- 1 My jeans *are washing* / *are being washed* right now.
- 2 The boys *are cleaning* / *being cleaned* the car.
- 3 The boat *isn't being sailed* / *is sailing* right now.
- 4 A new train station *is building* / *is being built* in our town.
- 5 Tom *is using* / *being used* the computer now.
- 6 The class *is teaching* / *is being taught* the passive tense.

4 **Speaking** Talk about the pictures. Irregular verb list Workbook 6 page 136




a hospital / build  
a motorcycle / fix  
a rocket / launch  
some jeans / wash  
a house / paint  
a car / wash

A hospital is being built.

It's Picture 3.

### Reading

- 1 Look at the text. Find the names of four types of pens.
- 2 Listen and read.  48



## THE HISTORY OF THE PEN

### The Prehistoric World

People used stones to draw pictures in caves. They also used sharp objects or bones to make marks on clay.

### The Ancient World

Ancient people developed writing systems. They needed something better to write with. The Egyptians invented the first paper. It was called papyrus. It was made from plants called reeds.

In China, people used brushes made from animal hair to write with. In other places, pens were made from reeds. One end of the hollow reed was cut into a point, or a nib. The pen was filled with writing liquid.

People used liquid from plants to write with. Then the Chinese invented black ink. It was made from soot from fire, oil, and animal bones. Today this is made with different things.

### In the 7th century

People used quill pens. Quill pens were made from the hollow feathers of birds. They worked better than reed pens because they were softer and you could clean them and use them more often.

### In the 10th century

The first fountain pen was made. The pen held ink in a reservoir inside it and the ink traveled down to the nib. However, sometimes drops of ink came out of the pen and ruined the paper.

### 1938

László Bíró invented the ballpoint pen. It had a tiny ball in its tip which rotated as it moved along the paper and picked up ink from a cartridge inside. It worked well because it was clean to use.

### 1965

The Space Pen was invented. The Space Pen could write underwater, upside down, in extreme temperatures and at zero gravity! Astronauts used them in space.

The Space Pen can do everything. But who knows what pens will be invented in the future!

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

- |   |             |                                     |       |
|---|-------------|-------------------------------------|-------|
| 1 People used stones to draw pictures in caves. | <u>True</u> | 2 Reed pens were made from bones.   | _____ |
| 3 Black ink was invented in China.              | _____       | 4 Quill pens were made from plants. | _____ |
| 5 The first ballpoint pen had no ink.           | _____       | 6 Space Pens only work in space.    | _____ |

Words in context

1 Find the words in the text to match the definitions.



- 1 cartridge *noun* a container that holds things like ink for printing or films for a camera
- 2 \_\_\_\_\_ *noun* heavy earth that is soft when wet and becomes hard when baked
- 3 \_\_\_\_\_ *verb* to go around and around
- 4 \_\_\_\_\_ *adj* with a hole or empty space inside
- 5 \_\_\_\_\_ *noun* the point at the end of a pen that you write with
- 6 \_\_\_\_\_ *adj* with an edge or point that cuts or makes holes easily
- 7 \_\_\_\_\_ *noun* colored liquid that is used for writing and drawing
- 8 \_\_\_\_\_ *noun* a place where liquids are stored

Listening

2 Listen to the children. Which four inventions do they talk about? 49

3 Listen again and match.

Speaker 1  d

Speaker 2

Speaker 3

Speaker 4

- a It has changed the way people work.
- b It has helped us learn about history.
- c It lets you see different and interesting places.
- d It lets you contact your friends and family easily.



Speaking

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

- Which do you think is the most important invention?
- Why do you think it is so important?
- What do you think are other important inventions?
- What do you think will be the important inventions of the future?

- \_\_\_\_\_
- Because it \_\_\_\_\_
- \_\_\_\_\_
- I think there will be \_\_\_\_\_

- TVs. / Pens. / The telephone. / The airplane. / The computer. / Fridges.
- teaches us about history / helps communication / lets people travel / improves work / is fun / keeps food fresh
- Cars. / MP3 players. / CDs. / DVDs. / Bikes. / Space rockets.
- more trips to the moon / flying cars / robots in everyone's home

## Lesson Seven

### Writing

- 1 Look at the text. Who invented "night writing"?
- 2 Read.

### A biography

We write a biography to talk about the main events of someone's life.

Write the dates when the person was born and died.

Write the most important things that happened in the person's life.

Use *to begin with* to introduce a subject.

Use *soon after* or *later* to say what happens next.

Use *during* to show what happened over a period of time.

Finish by writing the person's most important achievement.

### Louis Braille (1809–1852)

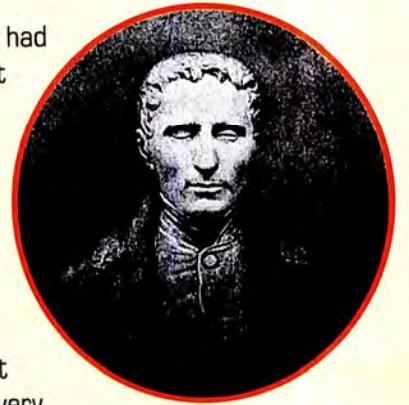
Louis Braille was born in France in 1809. In 1812, he had an accident and went blind. When he was ten, he went to a school for blind children.

*To begin with*, Louis was very unhappy. The school had books with raised letters made with metal, which blind people could feel with their fingers. But it was very difficult to read and there were only 14 books in the school.

*Soon after*, a man called Charles Barbier visited the school. He showed the boys his invention, called "night writing." It was a code of 12 raised dots. It was also very difficult to read, but it gave Louis an idea!

*During* the next three years, Louis invented a new code, which only used six raised dots. Today we call it "Braille." It was very simple and easy to use. *Later*, Louis became a teacher for blind people. He also translated many books into Braille.

*Now*, Braille is used in almost every language all over the world!



### 3 Read again and answer the questions.

- 1 How many special books for blind people did the school have?
- 2 What did Louis do when he finished school?

### 4 Read and circle.

- 1 Sneakers were invented *to begin with* / during the 1960s.
- 2 Cell phones were first sold in the 1970s. *To begin with*, / *Soon after*, they were as big as bricks.
- 3 Black and white TVs were becoming popular. *Soon after*, / *During* color TVs were invented.
- 4 The first plane flight was in 1903. *Soon after*, / *During* airplanes became popular.

### 5 Complete the writing task on page 50 of Workbook 6.

page

50

1 Complete the quiz.

1 (verb) to be the first person to make a new type of thing What is the word?

2 What two forms of transportation do the children see in the museum in the story?

3 Make the verb into a noun. arrange

4 Correct the sentence. Ink invent by the Chinese.

5 Correct the sentence. Tea grown in India.

6 Correct the sentence. My homework is marking right now.

7 What did Louis Braille invent?

8 (adj) with a hole or empty space inside What is the word?

9 Complete with the correct words. I started learning Spanish. \_\_\_\_\_ it was easy.

10 Complete with the correct word. My parents lived in South Korea \_\_\_\_\_ the 1990s.

2 Listen and order the lines. Sing. 50

Great inventions

- 1 Who invented ice cream,
  - Who designed the bicycle
  - And planes and trains and cars?
  - Gum and candy bars?
- 1 Who thought of vacations
  - Who invented DVDs
  - And visits to the sea?
  - And cartoons on TV?
- 1 Who built all the hospitals,
  - The stores and all the schools, too?
  - Because I'd like to say thank you!
  - Who did all these things?





# Science Time!

## Topic: Energy

1 Look at the photos. What do you know about energy?

2 Listen and read.  51

# RENEWABLE ENERGY

Energy provides electricity to our homes. It can come from renewable or non-renewable sources. Non-renewable sources, such as coal and oil, cannot be used again. These kinds of sources are called fossil fuels. They are bad for the environment because they produce pollution. Renewable sources, like the wind and the sun, can be used again and again.

## WIND POWER

Have you seen a wind turbine? It's like a huge windmill, but it's built on a tall tower. When the wind blows, the blades turn. This then turns a generator which produces electricity. Modern wind turbines can reach speeds of over 320 kph. When there are lots of wind turbines together, it's called a wind farm. The best places for wind farms are in open areas on mountains and hills, in fields, or on the coast. They can also be built in the ocean.

## SOLAR POWER

Solar power comes from the sun. It can be used to heat water and to generate power. Have you seen the big shiny panels people put on the roofs of their homes? These are called solar panels and they are made from silicon. The panels collect solar energy and people use it for heating their water and the air. The largest solar power plant in the world is in California's Mojave Desert. It has over 350,000 mirrors that change the sun's heat into electricity.

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

1 Solar energy is non-renewable.

False

2 Coal is a fossil fuel.

\_\_\_\_\_

3 Solar power is generated at night.

\_\_\_\_\_

4 Solar panels can be built on houses.

\_\_\_\_\_

5 Wind turbines are only built on land.

\_\_\_\_\_

6 Wind turbine blades turn quickly.

\_\_\_\_\_

4 **Think!** Talk to your partner.

1 What other types of renewable and non-renewable energy sources can you think of?

2 Some people dislike wind farms because they are ugly. What do you think?

3 Do you think it's possible for us to stop using fossil fuels? Why (not)?

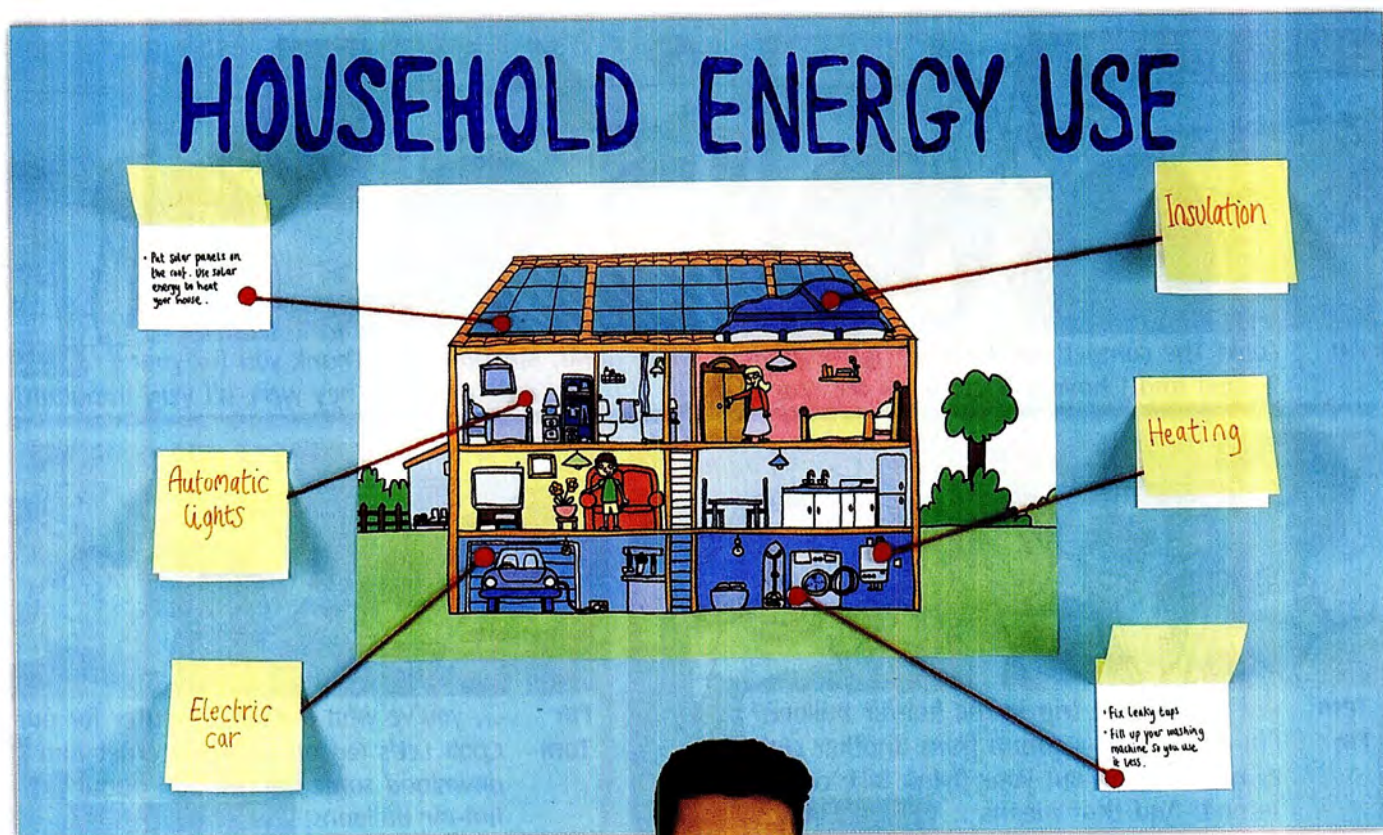
1 Listen and write the words. 52

fossil panels blades renewable silicon farm

- 1 The men are building solar panels.
- 2 Maria knows the panels are made from \_\_\_\_\_.
- 3 Luke thinks it's important to use \_\_\_\_\_ sources.
- 4 Luke visited a wind \_\_\_\_\_ in Texas.
- 5 The \_\_\_\_\_ on the windmills were turning very fast.
- 6 Luke's grandparents think we use too many \_\_\_\_\_ fuels.

2 Project. Make an interactive poster about an environmentally-friendly home.

- 1 Choose a title and think about:
  - saving water
  - reducing electricity use
- 2 Do your research. Find out facts about energy and water usage. What mistakes do people make?
- 3 Make a list of the top ways to save energy. Use your research or your own new ideas.
- 4 Use your list to create an interactive poster. Draw a house and insert the information. Think of interesting ways to present your information.

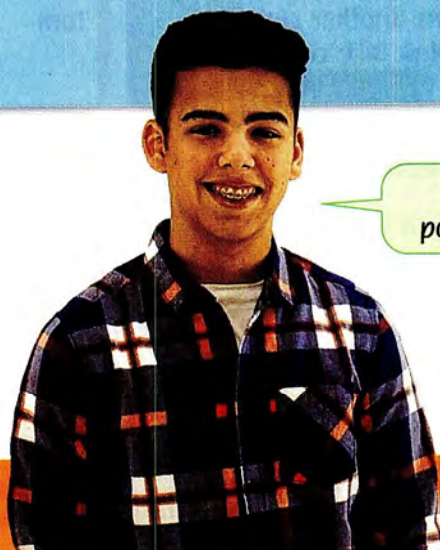


3 Present your project.

How did you make your poster?

What are your energy saving tips?

Which do you think are the most effective?



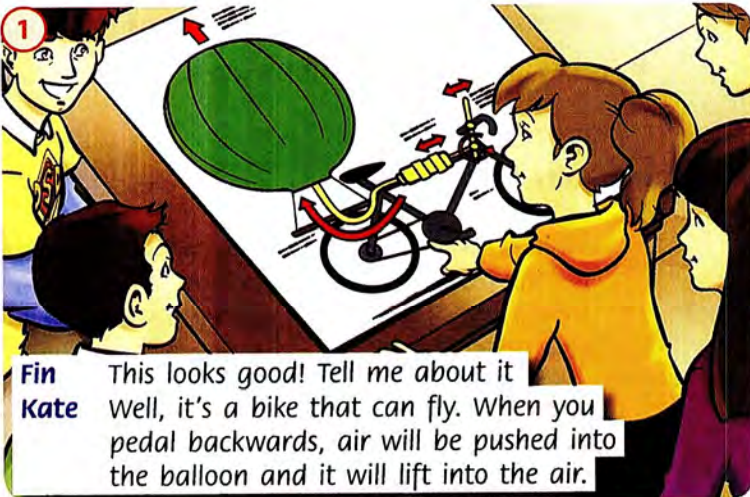
This is my interactive poster. I made it with ...

Presentation Tip

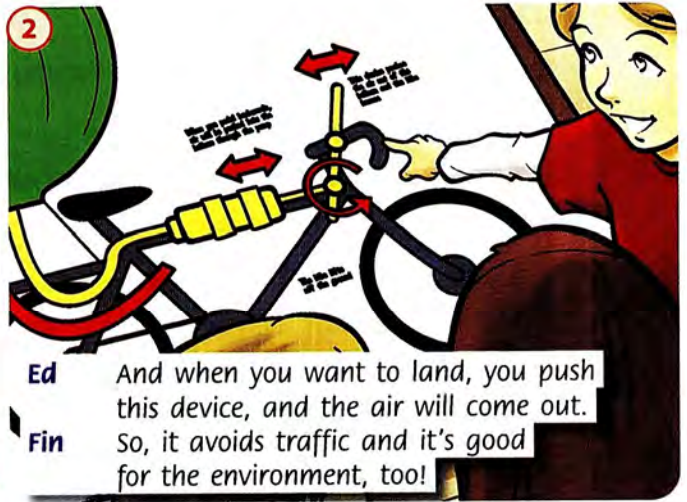
Remember to speak to the back of the class.

## Lesson One Story

1 Listen and read. Do the children win first prize in the competition?  53



**Fin** This looks good! Tell me about it  
**Kate** Well, it's a bike that can fly. When you pedal backwards, air will be pushed into the balloon and it will lift into the air.



**Ed** And when you want to land, you push this device, and the air will come out.  
**Fin** So, it avoids traffic and it's good for the environment, too!



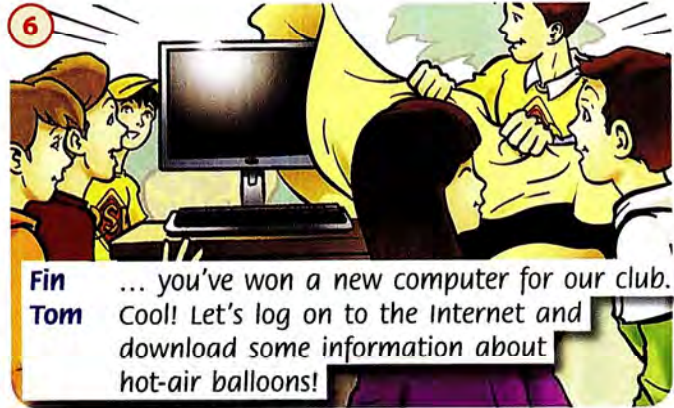
**3** A few days later ...  
**Fin** Look! The competition has been judged and I have a letter from Mr. Martin.



**4**  
**Fin** Mr. Martin says: "Thank you for your fantastic designs. They were all very imaginative."



**5**  
**Tom** Did we win the trip in the hot-air balloon?  
**Fin** I'm afraid not. A group from another club won first prize. But your flying bike came in second! And that means ...




**6**  
**Fin** ... you've won a new computer for our club.  
**Tom** Cool! Let's log on to the Internet and download some information about hot-air balloons!

2 Listen to the story again and repeat. Act.

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

- |   |  |
|---|--|
| 1 The bike can fly. <u>True</u>                     | 2 The bike is good for the environment. _____                  |
| 3 Mr. Martin has written to the club. _____         | 4 The DSD Club has won first prize. _____                      |
| 5 The second prize is a trip in a helicopter. _____ | 6 Tom wants to use the computer to write to his friends. _____ |

1 Listen and repeat.  54

- attach** verb to send a photo or file with an email
- connect** verb to join your computer to the Internet so that you can use it
- disconnect** verb to stop your computer being joined to the Internet
- download** verb to copy a file from the Internet onto your own computer
- log off** verb to stop using a computer, email, etc.
- log on** verb to give a password to start using a computer, email, etc.
- surf** verb to look at lots of different websites on the Internet
- upload** verb to copy a file from your own computer onto the Internet

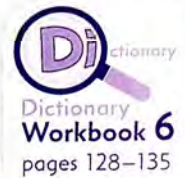
2 Write the words.

- 1 I always disconnect the computer when I've finished using the Internet.
- 2 I always \_\_\_\_\_ when I've finished reading my email.
- 3 I can't \_\_\_\_\_ to the Internet. Is it working?
- 4 I'll send you an email and \_\_\_\_\_ the file you need.
- 5 I'm going to \_\_\_\_\_ some photos onto my webpage so my friends can see them.
- 6 I often \_\_\_\_\_ the Internet. I like finding interesting music websites.
- 7 When I travel, I can \_\_\_\_\_ to my email in Internet cafés.
- 8 I want to \_\_\_\_\_ some music from the Internet.

**Working with words**

Homonyms are words that have the same spelling but different meanings:


- nail noun**   **right adj**   **left pp**   **mouse noun**   **saw ps**   **bug noun**  
**nail noun**   **right adv**   **left adv**   **mouse noun**   **saw noun**   **bug adj**



3 Listen and repeat.  55

4 Match the homonyms.

1 Listen and read. What are the three prizes?  56

## Competition time!!

Answer this question and win some exciting prizes for your school!

What did Tim Berners-Lee invent?

- A the first computer
- B the Internet
- C the telephone



**First correct answer**

Your school will be given ten new laptops!

**Second correct answer**

Your school will be sent some exciting new language software!

**Third correct answer**

Your school won't be given any laptops or software, but it will be sent a printer!



2 Read and learn.

### The passive (future)

Use the passive with the future.

You **will be given** ten new laptops for your school.

You **won't be given** any software.

Will the computers **be sent** to our school?

**Future passive = will / won't + be + past participle**

3 Read and write A (active) or P (passive).

- 1 Children will be given lunch on the school trip.
- 2 Trains won't be used in the future.
- 3 People will travel in flying cars in the future.
- 4 The class will be taught to swim.
- 5 People will go on vacation to the moon in the future.
- 6 Astronauts will be sent to Mars in the future.

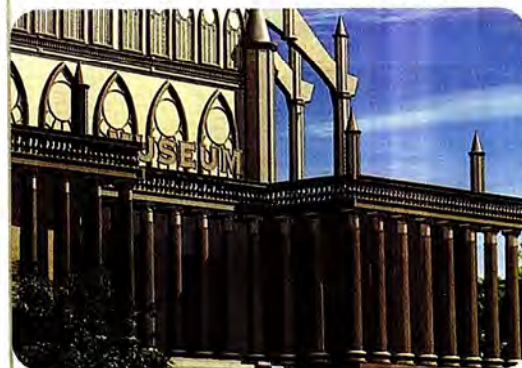
  P    
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4 Write the words in the correct order.

- 1 will / at 9:00 a.m. / by bus / the children / be collected  
The children will be collected by bus at 9:00 a.m.
- 2 be provided / will / each student / with a packed lunch
- 3 on a tour / the class / be taken / of the museum / will
- 4 be given / a booklet / will / each student
- 5 by the teachers / will / the trip / be filmed
- 6 will / the film / be shown / to the school

## INFORMATION


School trip to the Computer Museum

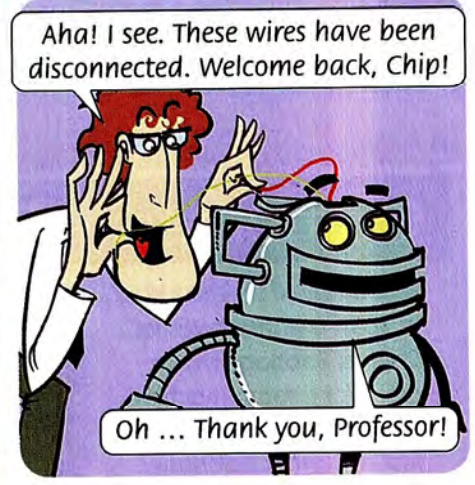
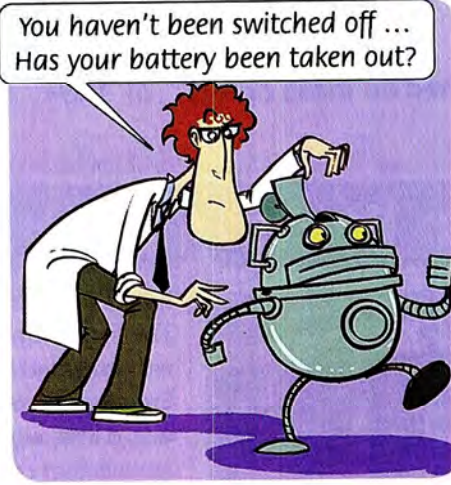
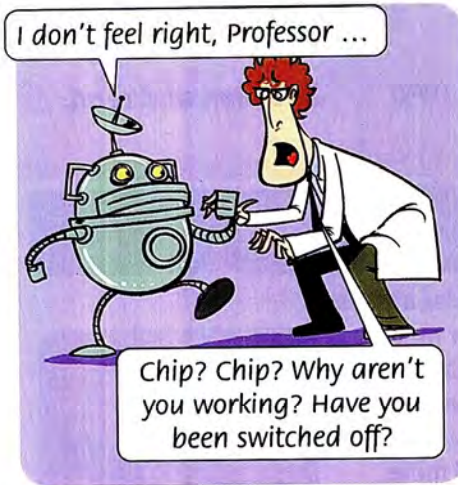


Please arrive at school by 8:45 a.m.



**PROFESSOR & CHIP** 

1 Listen and read. Why does Chip stop?  57



2 Read and learn.


**The passive (present perfect)**

Use **the passive with the present perfect.**

You **haven't been switched off.**

These wires **have been disconnected.**

Has your battery **been taken out?**

3 Read and circle.  Irregular verb list Workbook 6 page 136

- Computers *have used* / *have been used* in offices for many years now.
- A bag *has found* / *has been found* in the classroom. Is it yours?
- Has someone *disconnected* / *been disconnected* the Internet?
- They *haven't eaten* / *haven't been eaten* breakfast today.
- I *'ve given* / *'ve been given* a new laptop. Do you like it?
- Have you* / *Have you been grown?* You look really tall.

4 **Speaking** Talk about the pictures.


the Internet / disconnected    the garbage / not collected    the cookies / eaten  
the window / broken    the store / closed    the floor / not cleaned

The Internet has been disconnected.

It's Picture 3.



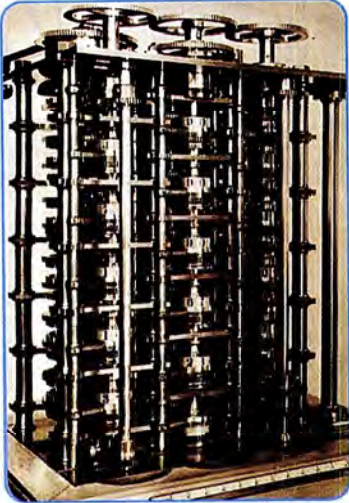
### Reading

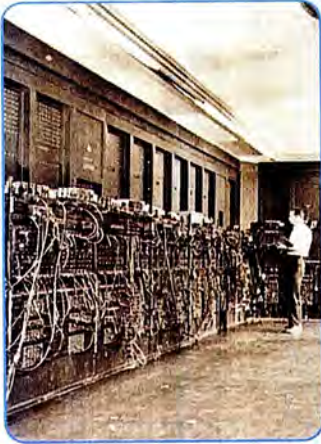
- 1 Look at the text. What was invented on these dates? a) 1964 b) 1990 2 Listen and read.  58

Computers – Fun Facts

HOME
NEWS
FUN
CONTACT US


**Who invented the computer?**  
In 1833, a British inventor, Charles Babbage made plans for a math machine. It was the beginning of the first computer. Babbage spent 37 years trying to build his machine, but there were many complications and he died before he finished it. The first computer was finally created in 1946. It was called The Small-Scale Experimental Machine.






**How big was the first computer?**  
The first computer was huge. It filled a large room and weighed the same as six adult male elephants! Luckily, as technology has improved, computers have gotten smaller.

**Why is a mouse called a mouse?**  
The first computer mouse was invented by Douglas Engelbart in around 1964. It was a little wooden box on wheels that could move an on-screen cursor. It was called a mouse because the wire that connected it to the computer looked like a tail. Luckily, a computer mouse is much smaller now and it is usually made of plastic. However, it still looks like the first mouse that was made.



**When did the World Wide Web begin?**  
The World Wide Web (WWW) was invented by Tim Berners-Lee and Robert Cailliau in 1990. It was immediately successful and in four years, 50 million people were using it! It is difficult to imagine life without it as the World Wide Web has changed the world!

**How many computers are there in the world today?**  
In the early 1940s, the president of the computer company IBM said, "I think there is a world market for about five computers." However, today there are more than one billion computers in the world! Computers became much more important in the world than anyone ever expected!

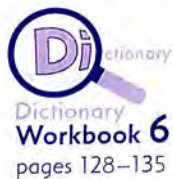


### 3 Read again and match.

- |                                      |                          |  |
|--------------------------------------|--------------------------|--|
| 1 Charles Babbage                    | <input type="checkbox"/> | a was very, very heavy.                    |
| 2 The first computer                 | <input type="checkbox"/> | b became popular very quickly.             |
| 3 The first computer mouse           | <input type="checkbox"/> | c invented the World Wide Web.             |
| 4 Two men                            | <input type="checkbox"/> | d never built a computer.                  |
| 5 The World Wide Web                 | <input type="checkbox"/> | e didn't think computers would be popular. |
| 6 In the 1940s, the President of IBM | <input type="checkbox"/> | f was a box on wheels.                     |

Words in context

1 Find the words in the article. Write.



complication create huge experimental cursor immediately president market

- 1 Chefs like to create new dishes when they cook.
- 2 Harry's house is \_\_\_\_\_! It's much bigger than ours.
- 3 The new robot is \_\_\_\_\_. We're not sure what it can do yet.
- 4 There is a big \_\_\_\_\_ for chocolate. Lots of people buy it.
- 5 I moved the \_\_\_\_\_ around my computer screen.
- 6 There was not a single \_\_\_\_\_. It went very well.
- 7 We were talking, so the teacher asked us to be quiet \_\_\_\_\_.
- 8 The new \_\_\_\_\_ gave a talk to everybody in the company.

Listening

- 2 Listen. How many people does the radio presenter talk to? 59
- 3 Listen again and check (✓) what they use a computer for.

Uses the computer to ...	look for information	play computer games	download music	send emails	do homework	write stories
Colin					✓	
Emma						

Speaking

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

<p>How often do you use a computer?</p> <p>Do you enjoy using a computer?</p> <p>What do you use your computer for?</p> <p>What kind of websites do you like best?</p>	<p>I use a computer _____.</p> <p>_____</p> <p>I use my computer for _____.</p> <p>I like _____ websites best.</p>	<p>every day / quite a lot / very little</p> <p>Yes, I do. / No, I don't.</p> <p>sending emails / surfing the Internet / doing my homework / playing CDs / downloading music</p> <p>music / movies / fashion / shopping / news / wildlife information</p>
--	--	---



## Lesson Seven

### Writing

### A research report

We write research reports to show what we have discovered through research.

- 1 Look at the research report. What is it about?
- 2 Read.

## My Research Project by Jen Thomas

First, we write an introduction explaining what the research report is about.

For my research project, I wanted to find out how the Internet works. Everyone around the world can access the World Wide Web. But how is this possible?

We can write headings for each section of the report.

### Internet cables

Computers around the world are connected to the World Wide Web by cables that go to every country and bring them the Internet.

We can use questions as headings when we want to give the answers in a section of the report.

### Where are the cables?

The cables need to reach all the countries, but there are huge oceans in-between the countries. So the cables lie on the bottom of the ocean!

We can give quotes from people who know a lot about the topic.

### Do the cables ever break?

Yes, the cables break pretty often, but the Internet doesn't stop working. The scientist Brad Jennings explains why: "There are lots of cables, so when one cable breaks, it isn't a problem. It's only when they all break at the same time that the Internet stops working."

We can put facts or figures in the report, but we must check that they are true!

### Why do the cables break?

They can break because of earthquakes, fishing nets, or even shark bites! Normally, a cable breaks every year at some point and needs to be repaired.



- 3 Read again and answer the questions.

- 1 Where are the Internet cables?
- 2 How often do the Internet cables break?

- 4 Match.

- 1 Robots
- 2 Every cable has seven layers of plastic to protect it.
- 3 My research report is on how Internet cables are repaired.
- 4 Ken Smith says: "Robots are very important in repairing breaks."
- 5 How do robots repair breaks in the cable?

b

- a a quote
- b a heading
- c a fact
- d a question as a heading
- e an introduction

- 5 Complete the writing task on page 60 of Workbook 6.

page  
60

1 Complete the quiz.

1 (verb) *to send a file or photo together with an email*  
What is the word?

2 What do the children win in the story?

3 Complete the sentences with the same word. I \_\_\_\_\_ my bag on the train.  
Turn \_\_\_\_\_ here, we'll go to the station to collect it.

4 Complete the sentence with the future passive.  
The class \_\_\_\_\_ (give) a test tomorrow.

5 Complete the sentence with the present perfect passive. My cell phone \_\_\_\_\_ (find).

6 Look at the sentence. Is it active or passive?  
The children have eaten ice cream.

7 What did Douglas Engelbart invent?

8 (noun) *something you move around a computer screen*  
What is the word?

9 Circle the correct word. We can write *quotes / headings* for each section of a report.

10 Is this a question or a fact?  
20% of people use them.

2 Listen and write. Sing. 60

me email homework surf upload book attach download

What can you do on your computer?

You can ... 1 surf the Internet,  
Chat to a friend,  
Write an 2 \_\_\_\_\_,  
And then press send.

You can ... 3 \_\_\_\_\_ music,  
Find a recipe,  
Do a fun quiz,  
Log on with 4 \_\_\_\_\_!

You can ... do your 5 \_\_\_\_\_,  
Buy a 6 \_\_\_\_\_,  
Open a website,  
And take a look.


You can ... 7 \_\_\_\_\_ a file,  
Make up a song,  
8 \_\_\_\_\_ a photo,  
It doesn't take long.





# Extensive reading: non-fiction

1 Look at the pictures. Which country do you think this is?

2 Listen and read.  61

## *Diaries from Delhi*

My name's Suzie. I'm eighteen years old and I'm a student from London. Three weeks ago, I was teaching English in a language school in Tokyo. The job ended, and I decided to take a holiday! I wanted to travel around the world. I put some clothes in a backpack, found my passport, bought a new pair of trainers and said goodbye to my friends. I was sad to go, but I was looking forward to my new adventure.

I've always wanted to go to India, so I bought a ticket to Delhi. I caught a taxi to the airport. I remember feeling really nervous. Was I doing the right thing? Should I stay in Tokyo? Or maybe I should go back home to London? I phoned my mum from the airport and she told me not to worry. If I wasn't happy, she said, I could give it up and come home. I sat on the aeroplane feeling a bit happier. I watched a few films and the time passed quickly. I chatted to the people around me and, by the time we arrived, I'd made some new friends. One of them was from Delhi. She gave me the address of a hotel and that's where I spent my first night.

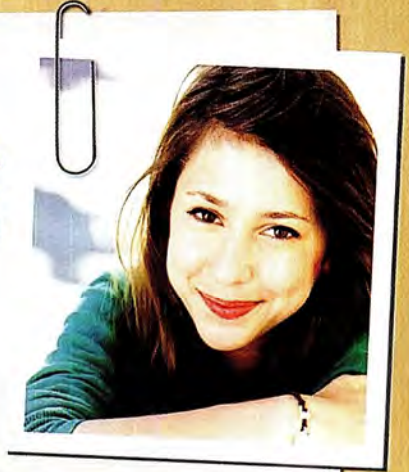
The next day, I explored Old Delhi, which is the traditional part of the city. Chandni Chowk is the main street. It's very busy, full of cars, cycle rickshaws, hand-pulled carts, people and animals. You can find the oldest and busiest markets in India here, selling all kinds of things, including jewellery, material, perfume and, of course, street food. I love *golgappa* which is a kind of bread filled with chickpeas and spicy potatoes. Indian sweets are delicious, too.

One of the most interesting places I've visited in Delhi is Humayun's Tomb. This monument looks a bit like the famous Taj Mahal in Agra, but it's older. The tomb was built in 1570. It's a very beautiful building and is surrounded by beautiful gardens. Another great place to go is the Red Fort, which was built in 1638. You can see a sound and light show in the evening, which is really amazing.

I'm going to spend a few more days in Delhi because I love it so much. Tomorrow, I'm planning to visit the National Museum because I've heard that the art is fantastic. After that, I'll be back on the road! I'll let you know where I decide to go.

Bye for now!

Suzie





I'm Joe and I'm nineteen. I'm from New York, but I've been living in Australia. Two days ago, I was working as a waiter in a restaurant in Sydney. I was having a great time, the weather was amazing and the people were really friendly. It was more like a vacation than a job! Then I decided to give it all up and leave! Why? Because I wanted to see the world!

I bought a new backpack, some jeans, T-shirts and a pair of sneakers. I bought a ticket to Delhi, took some money out the bank and said goodbye to my friends. And then I was ready to go. I caught a cab to the airport. I was really excited, but I was nervous, too. I phoned my mom back home in New York and told her my plans. She said I was doing the right thing and I felt better! I fell asleep on the airplane, so I didn't talk to anyone. I didn't even see any of the movies. When I arrived in Delhi, I found a place to stay and

then I slept again. I was very tired!

At last, I was ready to see the city. Wow! Delhi is amazing! It's crowded and noisy, but there's so much to see and do. They've got some great stores. I spent hours shopping around. The food is great, too! I bought some *papdi chaat* in one of the street bazaars. It's a kind of bread with potatoes, chickpeas, yogurt, and chili. Delicious! I found some amazing Indian candy, too. It's so sweet!

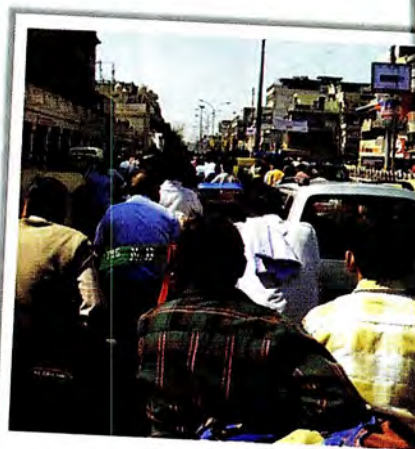
I've already been to some of the temples, the tombs, the gardens, and the mosques. Jama Masjid is the largest mosque in India. It's really amazing! It took 13 years to build, and was completed in 1656. It's opposite Chandni Chowk in Old Delhi. If you climb to the top of the southern tower, you'll get an amazing view of the city.

They have all kinds of festivals here in Delhi and, next week, it's the start of Holi. This is a Hindu festival, but lots of people celebrate. For two days, people light bonfires and throw colorful paint at each other. I don't want to miss that!

Next week, I'll probably leave Delhi. Where will I go? I don't know yet. I think I'll stay in India for a couple of months, though. I'm loving it here!

Bye!

Joe



Delhi traffic



Holi color festival

### 3 Read again and complete the chart. All the words are in the diaries.

British English	holiday	1 _____	taxi	2 _____	aeroplane	3 _____	sweets
American English	<u>vacation</u>	sneakers	4 _____	mom	5 _____	movies	6 _____

### 4 Think! Discuss.

- 1 What do you think you would like best about Delhi? Why?
- 2 What are the best things about where you live?

# 7

# Explorers for a day!

## Lesson One Story

1 Listen and read. Why do the children decide to go into the cave? 62



**1**

**Fin** Today you're all explorers! Ten flags are marked on the map. You have three hours to find them. At the end, the group with the most flags wins!



**2**

**Fin** There is an adult with each group to keep you safe! Here is a compass for each group. Good luck! I'll wait for you here.



**3**

**Libby** Right. Let's try and find this flag first. We just have to walk north. Who has the compass?

**Ed** I do! It's this way!



**4** One hour later ...

**Kate** We've been walking for a long time. Where's the flag?

**Libby** Are you sure we're going north, Ed?

**Ed** North? I thought you said south!



**5** Later ...

**Libby** I think this is the river which is on the map. We can find our way now.

**Kate** Oh no! It's starting to rain.

**Tom** And it looks like a storm. We need to find shelter.



**6**

**Ed** How about this cave?


**Libby** Are you sure? It's very dark.

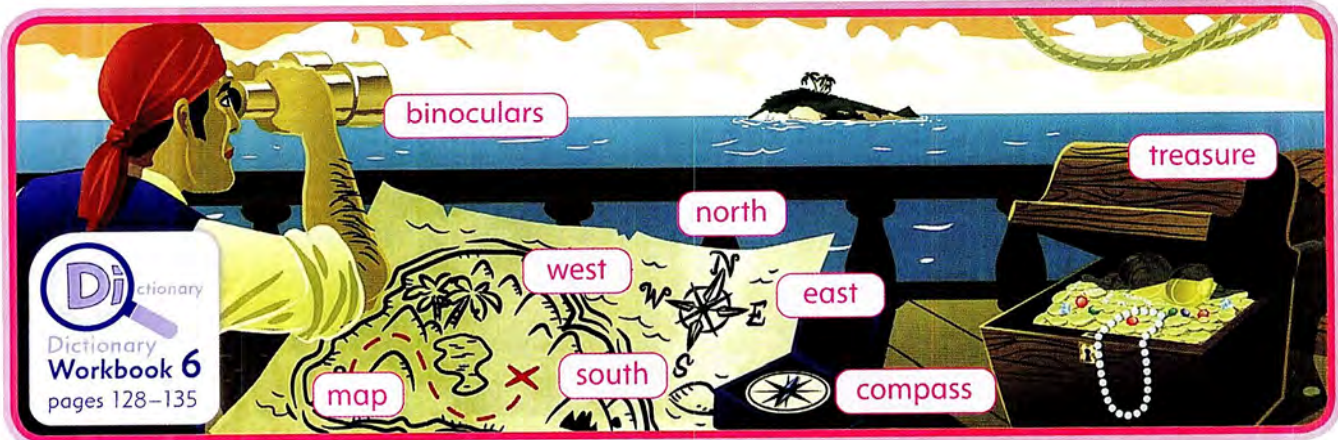
**Tom** Come on! It's fine!

2 Listen to the story again and repeat. Act.

3 Number the events in the correct order.

- |                              |                          |   |                                     |
|------------------------------|--------------------------|---|-------------------------------------|
| a Each group gets a compass. | <input type="checkbox"/> | b The children decide which flag to look for. | <input type="checkbox"/>            |
| c It starts raining.         | <input type="checkbox"/> | d They discover they're lost.                 | <input type="checkbox"/>            |
| e They go in a cave.         | <input type="checkbox"/> | f Fin gives instructions.                     | <input checked="" type="checkbox"/> |

1 Listen and repeat.  63



2 Write the words.

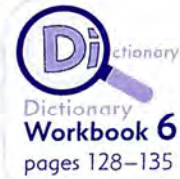
- 1     north     *noun* the direction towards the top of a map
- 2                      *noun* the direction towards the bottom of a map
- 3                      *noun* the direction towards the right of a map
- 4                      *noun* the direction towards the left of a map
- 5                      *noun* an object that you use for finding which direction to go in
- 6                      *noun* a collection of special and valuable objects
- 7                      *noun* a drawing that shows where places are
- 8                      *noun* an object that you hold in front of your eyes to see things far away

**Working with words**

We add the suffix **-er** to some verbs to make nouns.


When a verb ends in **-e**, we only add **-r**.

<b>verb</b>	paint	explore	write
<b>noun</b>	painter	explorer	writer



And we add the suffix **-ist** to some nouns to make new nouns.

<b>noun</b>	journal	novel	tour
<b>new noun</b>	journalist	novelist	tourist

3 Listen and repeat.  64

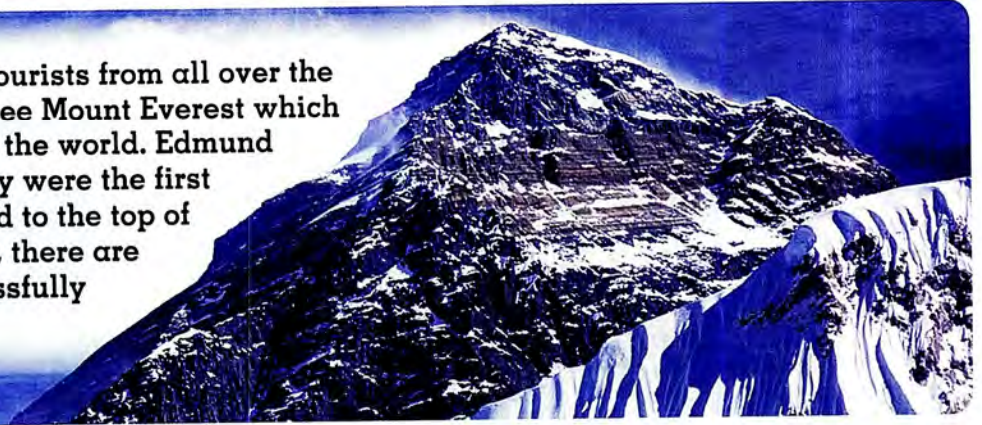
4 Read and circle.

- 1 I'd like to be an *explore* (explorer) and travel around the world.
- 2 My sister's a *novel* / *novelist*.
- 3 My uncle's a *journal* / *journalist* on a newspaper.
- 4 The *tour* / *tourist* starts at 9:00 a.m.
- 5 I want to *paint* / *painter* a picture of the mountain.
- 6 I would like to be a *write* / *writer* when I'm older.

## Lesson Three Grammar 1

### 1 Listen and read. Who first climbed Mount Everest? 65

Nepal is a country which tourists from all over the world visit. They come to see Mount Everest which is the highest mountain in the world. Edmund Hillary and Tenzing Norgay were the first known people who climbed to the top of the great mountain. Today, there are many climbers who successfully climb Mount Everest.



### 2 Read and learn.

#### Relative pronouns: *who, which*

Use **relative pronouns** to give more information about nouns.

Use **who** for people.

Today, there are many climbers **who** successfully climb Mount Everest.

Use **which** for things.

They climb a mountain there **which** is the highest mountain in the world.

### 3 Circle the relative pronoun in each sentence. Write who or what it refers to.

- 1 A guide is a person who takes people on trips.
- 2 Pearls are jewels which form inside shells.
- 3 Scuba divers are people who explore underwater.
- 4 I ate some chocolate which tasted very good.
- 5 I met a person who had visited 50 countries.
- 6 A backpack is a type of bag which climbers carry.

a guide  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 4 Speaking Talk about the pictures.

is striped   can swim   is very tall   works in a hospital   works with children   makes food



It's an animal which can swim.

It's Picture 2.

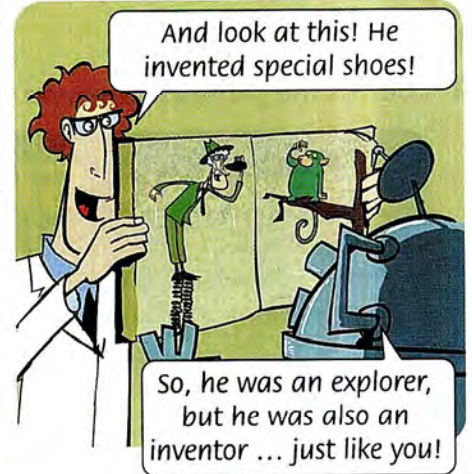
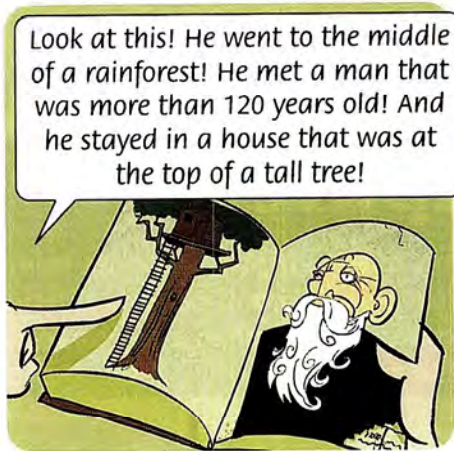
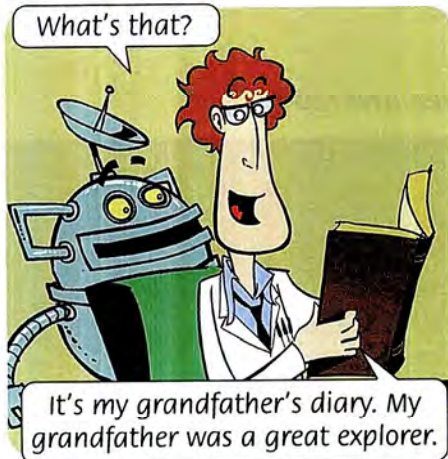
It's a person who ...



**PROFESSOR & CHIP**



1 Listen and read. What are Chip and Professor looking at? 66



2 Read and learn.

**Relative pronouns: that**

Use **who** or **that** for people.

He met a man **who** was more than 120 years old.

He met a man **that** was more than 120 years old.

Use **which** or **that** for things.

He stayed in a house, **which** was at the top of a tall tree.

He stayed in a house **that** was at the top of a tall tree.

3 Read and match.

- |                                   |                          |   |  |
|-----------------------------------|--------------------------|---|--|
| 1 He's the boy                    | <input type="checkbox"/> | f | a which is popular in some countries in Latin America. |
| 2 Salsa is a type of dance music, | <input type="checkbox"/> |   | b that goes to New York leaves in five minutes.        |
| 3 The Kapok tree is a giant tree  | <input type="checkbox"/> |   | c who travel the world.                                |
| 4 The train                       | <input type="checkbox"/> |   | d that grows in the rainforest.                        |
| 5 Explorers are people            | <input type="checkbox"/> |   | e who is nice to everyone.                             |
| 6 She's a lovely person           | <input type="checkbox"/> |   | f that started at our school last week.                |

4 Write sentences. Use **which / that** or **who / that**.



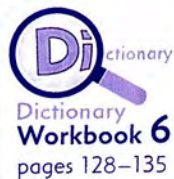
- animal / lives in the ocean  
It's an animal which lives in the ocean. b
- person / works in a restaurant
- animal / is very big and grey
- person / works in a library
- person / helps sick people
- a flower / grows in Peru







Words in context

1 Find the words in the text to match the pictures and definitions.



<p><i>pt</i> went down underwater</p> <p>1 <u>sank</u></p>	<p><i>verb</i> try to find</p> <p>2 _____</p>	<p><i>noun</i> a long journey by ship</p> <p>3 _____</p>	<p><i>noun</i> a storm with strong winds</p> <p>4 _____</p>
<p><i>verb</i> to die after being underwater for too long</p> <p>5 _____</p>	<p><i>noun</i> a piece of information that helps you find an answer or an explanation</p> <p>6 _____</p>	 <p>7 _____</p>	 <p>8 _____</p>

Listening

2 Listen. What ship is the man talking to the children about? 68

3 Listen again and choose.

- |   |  |
|---|--|
| 1 The children are <u>a</u> .                           | 2 The children are given a ticket. It has a ___ on it.                       |
| <b>a</b> at a museum <b>b</b> in their school           | <b>a</b> number <b>b</b> passenger name                                      |
| 3 There were ___ people on the <i>Titanic</i> .         | 4 There were ___ people that survived.                                       |
| <b>a</b> 8,222 <b>b</b> 2,228                           | <b>a</b> 705 <b>b</b> 605  |
| 5 The <i>Titanic</i> sank ___ after it hit the iceberg. | 6 More than 2,000 things were found from the <i>Titanic</i> , including ___. |
| <b>a</b> 2 hours and 40 minutes                         | <b>a</b> a telephone <b>b</b> letters  |
| <b>b</b> 5 hours and 30 minutes                         |  |

Speaking

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

Would you like to be an underwater explorer?	_____	Yes, I would. / No, I wouldn't.
How would you feel if you were deep under the water?	I'd feel _____.	excited / frightened / nervous / amazed
What would you like to see?	I'd love to see _____.	an octopus / a shipwreck / treasure / lots of fish
What other places would you like to explore?	I'd like to explore _____.	the desert / space / the rainforests
Why?	Because I like looking at _____.	animals / the stars and the moon / interesting plants

### Writing

- 1 Look at the text. What type of explorer would Fred like to be?
- 2 Read.

#### A personalized text

We can use our imagination to write about something we'd like to do in the future.

We can use lots of different adjectives to make our descriptions more interesting.

Use *such as*, *for example*, *like* and *for instance* to give examples.

When we are imagining what a situation might be like, we use *would*. For facts or things we know are true, we use the simple present.

We finish by giving a final reason for our choice.

## Being an Explorer

by Fred Smith

I'd love to be an underwater explorer because I love seeing new places and being in the water. I love seeing **amazing** things **such as** colorful fish. I think it **would** be fantastic to look at the bottom of the ocean.

Underwater explorers do different things. Some explorers are scientists. They do scientific research, **for example**, looking at underwater volcanoes. They also make maps of different areas. Other underwater explorers are historians. They examine shipwrecks and objects inside them **like** treasure and ancient possessions. They learn lots of things about the past, **for instance**, how people used to live. Some underwater explorers are environmentalists. They look at the environment. They study how animals live beneath the ocean and check for pollution.

I think all of these things would be really interesting to do. That's why I'd love to be an underwater explorer!



### 3 Read again and answer the questions.

- 1 Why does Fred want to be an explorer? Give three reasons.
- 2 What three types of explorers does Fred talk about?

### 4 Match.

- |  |                                     |   |                                    |
|--|-------------------------------------|---|------------------------------------|
| 1 I enjoy doing sports                           | <input checked="" type="checkbox"/> | d | a for instance, why it rains.      |
| 2 On weekends, we often go to places             | <input type="checkbox"/>            |   | b for example, apples and bananas. |
| 3 I eat a lot of fruit,                          | <input type="checkbox"/>            |   | c like the movies and the park.    |
| 4 We learned a lot in our geography class today, | <input type="checkbox"/>            |   | d such as soccer and basketball.   |

### 5 Complete the writing task on page 68 of Workbook 6.

1 Complete the quiz.

1 (noun) a collection of special and valuable objects  
What is the word?

2 Which direction do the children walk in the story?

3 Make this verb into a noun. explore

4 Complete the sentence.  
This is the mountain \_\_\_\_\_ we climbed.

5 Complete the sentence. Joe is a boy \_\_\_\_\_ lives next door.


6 Complete the sentence. These are the CDs \_\_\_\_\_ my brother gave me.

7 Where was the *Titanic* traveling to when it hit an iceberg?

8 (noun) a long journey by ship  
What is the word?

9 Complete the sentence.  
I like sweet food such \_\_\_\_\_ chocolate.

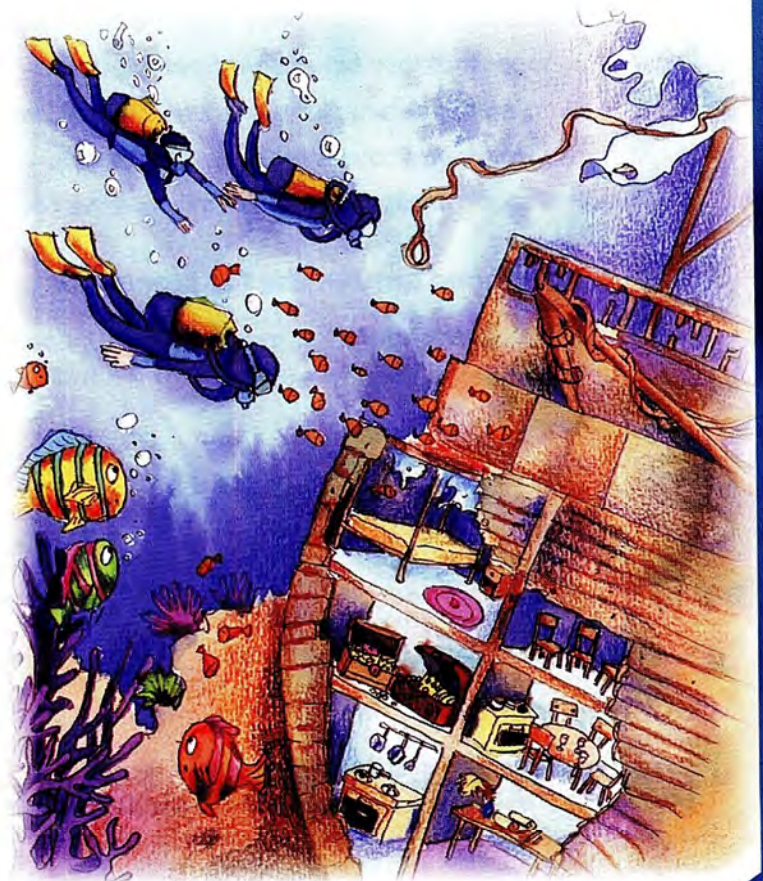
10 Complete the sentence.  
I'd like some new clothes, \_\_\_\_\_ example, jeans and a T-shirt.

2 Listen and order the lines. Sing.  69

Exploring wrecks

Chorus:

- 1 Swim with me through the shipwreck,  
And the coins that are very old.
- See the jewels in the treasure chest  
See the silver and gold.
- 1 This is the room where the sailors sat  
And the room where the captain stayed.
- This is the place where the captain ate  
And the games that the sailors played.
- 1 This is a pan that the ship's cook used,  
A cup and a silver spoon.
- By the light of the silvery moon.
- These are the letters which the captain wrote,

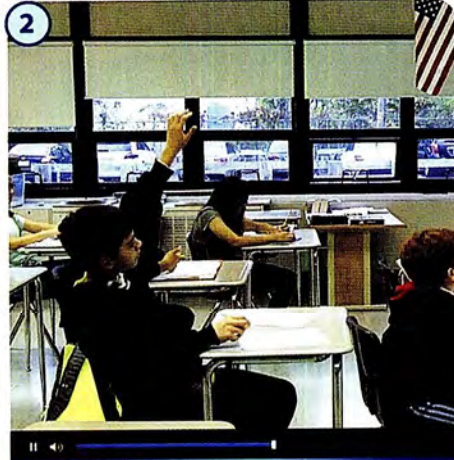


## Everyday English

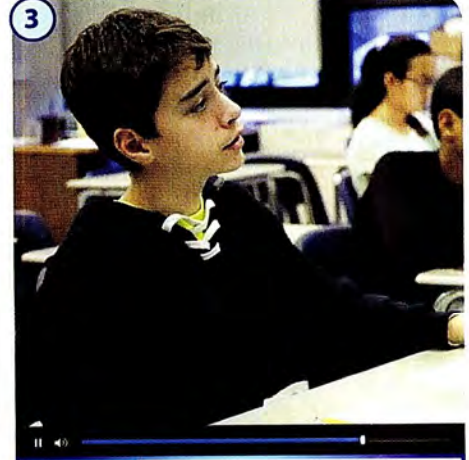
### 1 Watch and listen. Read. 70



**Ben:** Is it OK if I borrow your gloves? I can't find mine.  
**Megan:** No, sorry! I'm wearing them.



**Ben:** Could I close the window, please?  
**Mr. Ross:** Yes, of course. It's been getting cold this week.



**Ben:** Do you mind if I wear my scarf? I'm so cold today.  
**Mr. Ross:** No, that's fine, Ben. Go ahead.

### 2 Watch and listen. Circle the correct words. 71

- Megan asks Emily for help with her bag / homework.
- Emily thinks that the homework question is easy / difficult.
- Megan hopes that they have / don't have a test.
- Emily is going to finish her homework next week / later.
- Megan's / Emily's bag causes problems for the girls.
- The other student tells Megan and Emily to leave / be quiet.



### 3 Speaking Ask and answer. Use the prompts or your own answer.

my history homework / this math question / my spelling / this Spanish exercise

Could you help me with \_\_\_\_\_, please?

pencil / ruler / laptop / dictionary

Do you mind if I borrow this \_\_\_\_\_? I've lost mine.

doctor's appointment / music test / headache / hospital appointment

Could I leave early please? I have a \_\_\_\_\_.

No, I'm sorry. I'm busy right now. Can you come back after school?

That's fine, but please bring it back later.

Yes, of course.

### 4 Complete the Fluency Time! 3 exercise on page 127 of Workbook 6.

1 Watch the story again. Act. 

2 Make a poster of your favorite inventions.

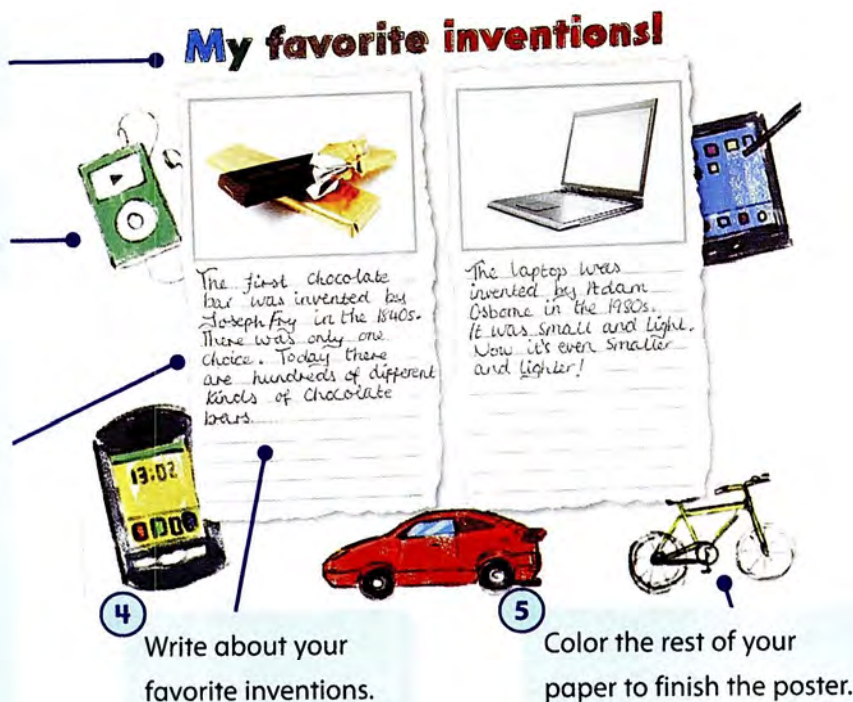
① Write a heading on a big piece of paper: My favorite inventions!

② Draw pictures or find photos of all your favorite inventions.

③ Choose your top TWO favorite inventions. Find out:

- who invented them
- when they were invented
- what they were like then
- what they are like now

If you need help, ask your teacher for some examples.



**My favorite inventions!**

The first chocolate bar was invented by Joseph Fry in the 1840s. There was only one choice. Today there are hundreds of different kinds of chocolate bars.

The laptop was invented by Adam Osborne in the 1980s. It was small and light. Now it's even smaller and lighter!

④ Write about your favorite inventions.

⑤ Color the rest of your paper to finish the poster.

3 **Speaking** Use your poster to discuss the inventions. Ask and answer.



What's your favorite invention?

I love chocolate!

Can you tell me about it?

Sure. The first chocolate bar was invented by Joseph Fry in the 1840s. There was only one choice then. Now there are hundreds!

Why do you like chocolate?

Because ...

4 **Speaking** Work in groups. Talk about your favorite inventions.


What are your top two inventions?

Why did other people choose their invention?

As a group, which do you think is the most important?

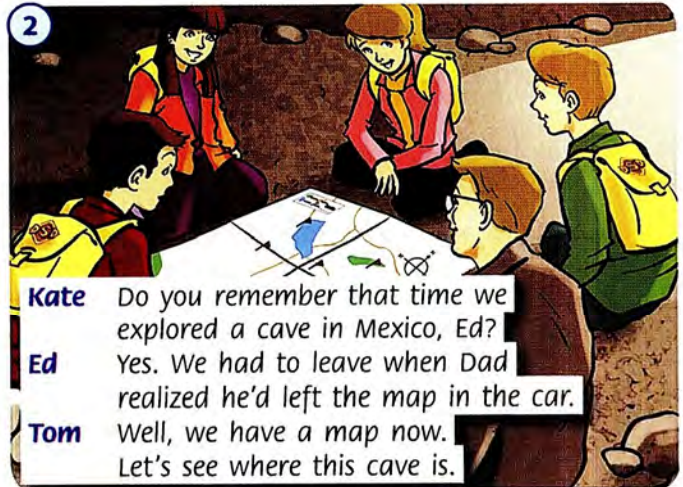
My top two inventions are chocolate and the computer. I chose chocolate because ...

## Lesson One Story

1 Listen and read. What do the children find in the cave?  72



**1**  
**Libby** It's not very comfortable in here.  
And it's very dark. I don't like it.  
**Tom** Let's stay near the entrance.  
There's more light there.



**2**  
**Kate** Do you remember that time we explored a cave in Mexico, Ed?  
**Ed** Yes. We had to leave when Dad realized he'd left the map in the car.  
**Tom** Well, we have a map now.  
Let's see where this cave is.



**3**  
**Libby** It's raining really hard now.  
**Kate** Look! There's water coming  
through the back of the cave!



**4**  
**Tom** Look out! The cave wall  
is coming down!  
**Dad** Everyone stand back!



**5**  
**Ed** Hey! There's another cave through there.  
**Tom** And there's something in there. It looks  
like a treasure chest!



**6**  
**Ed** Wow! It looks ancient!  
**Libby** Where did it come from?  
**Kate** It's very mysterious!

2 Listen to the story again and repeat. Act.

3 Read again and write the names. Ed Kate Libby Tom

1 Libby doesn't like the dark.


3 \_\_\_\_\_ looks at the map.

5 \_\_\_\_\_ sees that the cave wall is coming down.

2 \_\_\_\_\_ and \_\_\_\_\_ explored a cave in Mexico.

4 \_\_\_\_\_ describes the weather.

6 \_\_\_\_\_ sees the treasure chest.

1 Listen and repeat.  73**ancient** *adj* very old**artifact** *noun* an object that was made by a person**evidence** *noun* facts that make you believe something is true**fascinating** *adj* very interesting**investigation** *noun* something to try to find out what happened**mysterious** *adj* that no one can understand or explain**site** *noun* a place where a building used to be, or where something happened**strange** *adj* unusual and difficult to understand or explain

## 2 Write the words.

- It is a very strange cave painting. There is nothing else like it.
- They found an interesting \_\_\_\_\_ in the cave.
- \_\_\_\_\_ history is about things that happened very long ago.
- I think it's \_\_\_\_\_ to know how people lived long ago.
- The police are doing an \_\_\_\_\_ into the robbery.
- The story is very \_\_\_\_\_. No one can explain it.
- There is \_\_\_\_\_ that shows how people used to live.
- There is the \_\_\_\_\_ where the old stadium was long ago.

## Working with words

We add the suffix **-able** to some verbs to make adjectives:

verb

accept

comfort

reason

advise

believe

use

adjective

acceptable

comfortable

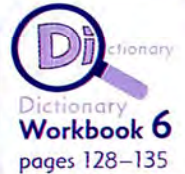

reasonable

advisable

believable

usable

When a verb ends in **-e**, we remove the **-e** and add **-able**.

3 Listen and repeat.  74

## 4 Read and circle.

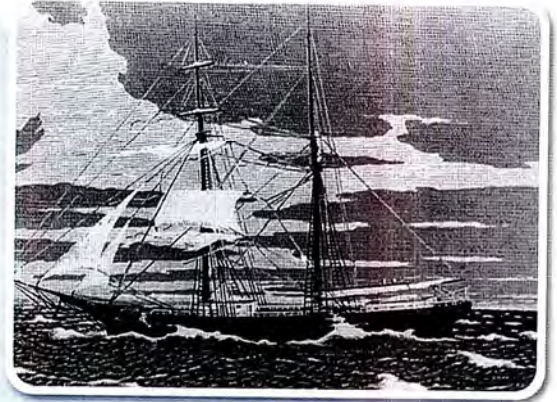
- This chair's very *comfort* / comfortable. I'd like to stay here all day.
- We *advise* / *advisable* people not to go climbing when the weather is bad.
- Our teacher gives us a *reason* / *reasonable* amount of homework each week.
- We think the price for the car is *accept* / *acceptable*.
- Ted's story was very *believe* / *believable*.
- We often *use* / *usable* the computer in the evening.



## Lesson Three Grammar 1

### 1 Listen and read. When was the *Mary Celeste* found? 75

The *Mary Celeste* was a mysterious ship. In November 1872, the ship left New York for Italy. The captain, his wife, their daughter, and the ship's crew were on board. In December 1872, a passing ship found the *Mary Celeste* floating in the ocean. After the crew had climbed onto the ship they saw there was no one there! They explored the ship and discovered that someone had taken the lifeboat and a few other things. But the ship wasn't damaged. There hadn't been a storm. What happened to the people? No one knows! It's a mystery!



### 2 Read and learn.

#### Past perfect

Use the **past perfect** for one thing that happened in the past before another thing happened in the past.

After the crew **had climbed** onto the ship, they **saw** there was no one there.

Past perfect = **had (not) + past participle**

Look! 'd = had

Use the **past perfect** for the earlier thing that happened and the **simple past** for the thing that happened after that.

They **discovered** that somebody **had taken** the lifeboat.

### 3 Complete the sentences. Use the simple past or the past perfect. Irregular verb list Workbook 6 page 136

- I went out after I had finished (finish) my homework.
- When I got home, I remembered I \_\_\_\_\_ (leave) my bag at school.
- After we had finished the exam, we \_\_\_\_\_ (go) home.
- My fish were hungry because I \_\_\_\_\_ (forget) to feed them.
- When they \_\_\_\_\_ (get) to the theater, the movie had already started.
- We had just finished lunch when my uncle and aunt \_\_\_\_\_ (arrive).

### 4 **Speaking** Talk about the pictures.

a few / a lot of / all of    a little of / half of / all of    none of / a little of / half of  
 taken / the sandwiches    drunk / the juice    eaten / the cake



When she arrived, the children had drunk half of the juice.

It's Meg!



1 Listen and read.

What do Chip and Professor want to know? 76

How did the Egyptians build the pyramids? How did they get all those big stones there? Had they invented trucks and trains before they built the pyramids?

No, they hadn't invented trucks and trains before they built the pyramids. I don't know how they built them. But I have an idea!

This contains information on all the history of the world! Let's test it. What is the biggest pyramid in Egypt?

www.irLanguage.com

The answer is "The Great Pyramid of Khufu."

Wow!

How did the Egyptians build the pyramids?

The answer is not known.

Oh, well! Some things we'll never know!

2 Read and learn.

Past perfect: negative sentences

They **hadn't invented** trucks and trains before they built the pyramids.  
Look! **hadn't = had not**

Past perfect: questions

**Had** people **invented** trucks and trains before they built the pyramids?  
Yes, they **had**. No, they **hadn't**.

3 Complete the questions. Use the past perfect. Irregular verb list Workbook 6 page 136


- Had the movie already started (start) when you got to the theater?
- \_\_\_\_\_ Sam \_\_\_\_\_ (finish) his homework when you arrived at his house?
- \_\_\_\_\_ the boys \_\_\_\_\_ (visit) Brazil before they went to Rio de Janeiro?
- \_\_\_\_\_ your mom \_\_\_\_\_ (cook) lunch when you arrived home?
- \_\_\_\_\_ your teacher \_\_\_\_\_ (tell) you to learn the words before she gave you the test?
- \_\_\_\_\_ you ever \_\_\_\_\_ (see) a baseball game before you went last weekend?

4 Write sentences.

- Billy woke up late because he hadn't gone to bed early (not go / to bed early).
- He was hungry because he \_\_\_\_\_ (not eat / any breakfast).
- The teacher was angry because Billy \_\_\_\_\_ (not do / his homework).
- When Billy's friend arrived, he \_\_\_\_\_ (not finish / his lunch).
- Billy and his friend went to the park as they \_\_\_\_\_ (not practice / for the game).
- Billy and his friend didn't buy ice cream as they \_\_\_\_\_ (not bring / any money).

## Lesson Five

### Reading

- 1 Look at the interview. When were the Nazca lines discovered?
- 2 Listen and read.  77

## The Nazca Lines

In this interview, historian Michael Jones talks about the mystery of the Nazca Lines. Michael Jones has studied the Nazca lines for many years.

1 \_\_\_\_\_

The Nazca were an ancient people that lived in Peru, in South America, about 2,000 years ago. The people are well-known for creating the Nazca lines. The Nazca lines are famous all over the world and they can still be seen clearly and easily today.

2 \_\_\_\_\_

They are giant sketches which the Nazca people drew in the desert in the Nazca Valley. Some of the drawings are just long, straight lines.



3 \_\_\_\_\_

No, they also drew birds, animals, and figures. For example, there's a monkey, a giant condor, which is a type of bird, and a huge spider. There's also a human which has a big, round head and is known as "the astronaut." We don't know why they drew these objects.

4 \_\_\_\_\_

The desert in the Nazca Valley is made of dark red stones and soil. Underneath there is a lighter, yellow soil. The Nazca cleared away the top soil to show the lighter color. The area has a very dry climate and there is little wind. Archeologists say this is why the drawings were able to survive.

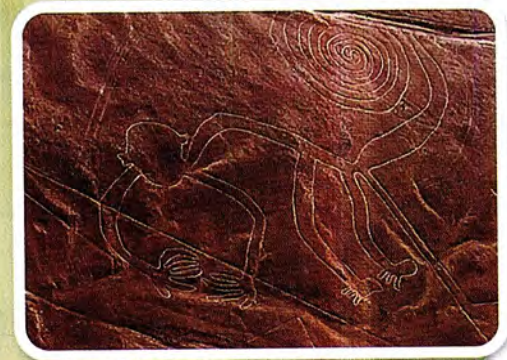
5 \_\_\_\_\_

We can't be sure, but it probably took hundreds of years to make so many drawings and probably hundreds or even thousands of people to make them.



6 \_\_\_\_\_

The drawings were first discovered in 1927, when a plane was flying across this part of the desert. What is incredible is that because the drawings are so huge, you can only really see them from the air. Today, people travel in small planes and look down on them, but how did the Nazca people see what they were making? It's a mystery!

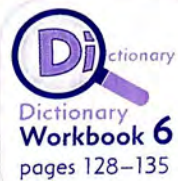


- 3 Read again and match the questions with the answers in the interview.

- |                                      |         |                                |       |
|--------------------------------------|---------|--------------------------------|-------|
| a Did they only draw lines?          | _____   | b How can we see them today?   | _____ |
| c How long did it take to draw them? | _____   | d How did they make the lines? | _____ |
| e Who were the Nazca people?         | 1 _____ | f What are the Nazca lines?    | _____ |

Words in context

1 Find the words in the interview to match the pictures and definitions.



*noun* a person who studies history

*verb* to move something to a different place because you don't need it

*noun* the normal weather that a place has

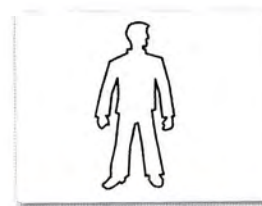
*adj* really amazing; difficult to believe

1 historian

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

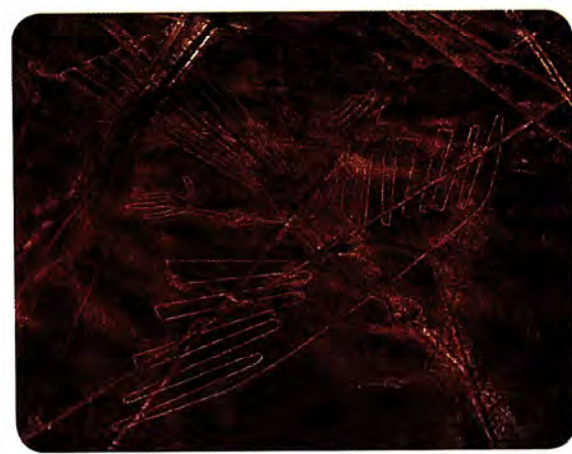
8 \_\_\_\_\_

Listening

2 Listen. What is the advertisement for? 78

3 Listen again and complete.

- 1 Flights leave at 7:00 a.m. and 4:00 p.m. every day.
- 2 Each plane takes \_\_\_\_\_ people.
- 3 Trips last one hour and \_\_\_\_\_ minutes.
- 4 A guide will meet you at the \_\_\_\_\_ in Nazca.
- 5 The guide shows you a \_\_\_\_\_.
- 6 People should wear \_\_\_\_\_ clothes in the desert.



Speaking

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

- Would you like to visit the Nazca lines?
- Why?
- Which other stories do you think are mysterious?
- Why are they mysterious?
- How do you think people could solve these mysteries?

- \_\_\_\_\_
- I'm (not) interested in \_\_\_\_\_.
- \_\_\_\_\_
- Because nobody really knows \_\_\_\_\_.
- They could \_\_\_\_\_.

- Yes, I would. / No, I wouldn't.
- ancient culture / mysteries / amazing art
- The story of the *Mary Celeste*. / The building of the pyramids.
- what happened to the people / who really built them
- look for archeological clues / read more about the subject / visit the sites

# Skills Time!

## Lesson Seven

### Writing

- 1 Look at the text. What is Stonehenge?    2 Read.

#### A tourist information brochure

We write a tourist information brochure to give information about important places to visit in our country.

In a tourist information brochure, we include all the important information:

- when it's open
- how much it costs
- where it is

We explain what the tourist attraction is, and why it is important.

We use *It is thought ...* and *Historians think ...* to explain the history of a place.

We finish a tourist information brochure by giving an exciting reason why tourists should visit.

## Visit Stonehenge!



### Opening times

9:30 a.m. – 4:00 p.m. (winter)

9:00 a.m. – 7:00 p.m. (summer)

### Prices

£6.40 for adults

£3.20 for children

### Where is it?

Salisbury, England

### What is Stonehenge?

Stonehenge is a huge and mysterious circle of stones in the south of England. No one is sure who built Stonehenge or why, but **it is thought** that people began building it around 5,000 years ago. Some **historians think** that the circle was built for festivals. Other historians think that it is a kind of ancient calendar. This is because of the way the sun falls on different stones at different times of the year.

### Why visit?

Stonehenge is an incredible sight. It is amazing because of the size of the stones. The tallest stone is more than six meters high. The stones came from a long way away. People didn't have transportation then so how did they move them? No one really knows! Come and visit and see what you think!

- 3 Read again and answer the questions.

1 Where is Stonehenge?

2 How did the stones get to Salisbury?

- 4 Match.

Visit the Statue of Liberty!

1 Opening times

b

a New York, U.S.A.

2 Prices

b 9:30 a.m. – 5:00 p.m. (all year)

3 Where is it?

c You can climb to the top and see all of New York City!

4 What is the Statue of Liberty?

d It is a huge statue of a woman holding a torch.

5 Why visit?

e \$12 for adults, \$5 for children

- 5 Complete the writing task on page 78 of Workbook 6.



1 Complete the quiz.

1

(noun) *facts that make you believe something is true*  
What is the word?

2

Why does the wall of the cave fall down in the story?

3

Make the word into an adjective. believe

4

Correct the sentence.  
After I had finished lunch, I had done my homework.

5

Correct the sentence.  
When I arrived at the party, everyone finished all the cake.

6

Correct the sentence.  
When I get home, I realized I had left my bag on the bus.

7

In which country can you find the Nazca lines?

8


(noun) *a person who studies history* What is the word?

9

Circle the correct word.  
It is *think / thought* that Stonehenge was built 5,000 years ago.

10

Write two things to include in a tourist information brochure.

2 Listen and order the lines. Sing.  79

**Mysteries of the ancient world**

1 I know the Earth goes round the sun  
\_\_\_ I really just don't know.  
\_\_\_ But some things about the ancient world,  
\_\_\_ And I know how flowers grow.

1 How did they build the pyramids?  
\_\_\_ Did people study the stars?  
\_\_\_ When they didn't have trains or cars?  
\_\_\_ How did they transport stones and things

1 I know the Earth is big and round  
\_\_\_ I really just don't know.  
\_\_\_ And I know why rivers flow.  
\_\_\_ But some things about the ancient world,

1 Why did they build mysterious sites?  
\_\_\_ What were those figures and sketches?  
\_\_\_ Who drew the Nazca lines?  
\_\_\_ Were they just maps and signs?




# History Time!

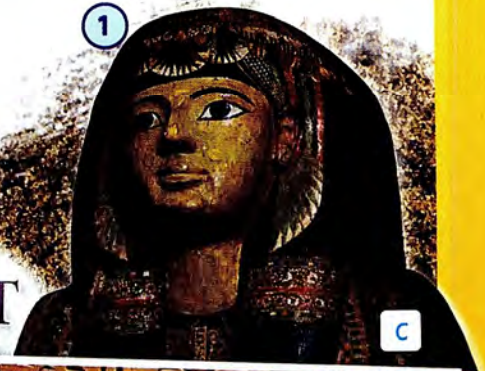
## Topic: Archeology

1 Look at photos 1–4. Match them with the captions a–d.

- a Egyptian hieroglyphics      b Statues on Easter Island  
c An Egyptian mummy      d An archeological dig

2 Listen and read.  80

## DIGGING UP THE PAST



Archeologists study remains to learn about humans at different times in history. These remains can be artifacts such as tools, ceramics, coins, pieces of art, and even garbage. They can be features such as pyramids, or ruins or buried cities. Archeologists want to know how people lived. They want to know about their homes and their food, where they worked, and what they enjoyed doing. They also want to know what people believed in and how they were governed. Archeologists can find out many of these things by going on archeological digs all over the world.

Sometimes, archeologists find written records or drawings to help them with their investigations. For example, hieroglyphics help them understand how advanced Ancient Egyptian society was. Prehistoric cave paintings show the animals that existed then, and how people hunted for food. On other occasions, artifacts and features are the only clues archeologists have. Then it can be difficult to answer questions. Why, for example, did people build giant statues on Easter Island?

In more recent years, archeologists have used modern technology. In 2014, the British Museum took eight Egyptian mummies from their collection to two London hospitals. They scanned the mummies using special x-ray machines called CT scanners. Then they used the information to build 3D models of the mummies. The archeologists learned a huge amount about these people from Ancient Egypt, including how they died and what illnesses they suffered from.

3 Read again and write Yes or No.

- |   |            |  |       |
|---|------------|--|-------|
| 1 Are coins and pots artifacts?                     | <u>Yes</u> | 2 Are tools features?                        | _____ |
| 3 Did the Ancient Egyptians have a writing system?  | _____      | 4 Did prehistoric people draw on cave walls? | _____ |
| 5 Do London hospitals have a collection of mummies? | _____      | 6 Did the 3D models reveal anything new?     | _____ |

4 **Think!** Talk to your partner.

- Do you think it's important to learn about how people used to live? Why (not)?
- How have people's lives changed over the last hundred years?
- What time and place would you most like to travel back to if you could?

## 1 Listen and complete the sentences with the words in the box. 81

feature hieroglyphics remains **dig** prehistoric ceramics

- 1 Joe went on an archeological dig.
- 2 They were examining a Roman \_\_\_\_\_.
- 3 Joe found some \_\_\_\_\_.
- 4 Joe may have found the \_\_\_\_\_ of a vase.
- 5 The TV show was about \_\_\_\_\_ paintings.
- 6 Joe wants to know more about Egyptian \_\_\_\_\_.

## 2 Project. Make a time capsule.

- 1 Choose a period of history. Think about:
  - ancient civilizations, e.g. the Ancient Romans
  - the middle ages, 5<sup>th</sup> – 15<sup>th</sup> century
  - the 20<sup>th</sup> century
- 2 Do your research. How did people live? What did they do? What did they eat and wear?
- 3 Think of ways to represent this period of history. E.g., write a letter. Draw pictures or maps. Make models and coins.
- 4 Decorate a box. Then put everything into your capsule.



Dip your paper in tea or coffee. Let it dry.  
Write your letter.



Now roll it up and tie your letter like a scroll.

## 3 Present your project.

What items are in your time capsule?

What do your items show us about that time in history?

Is there anything in your time capsule that is still used today?

This is my time capsule. I chose the Ancient Romans because ...

### Presentation Tip

Speak with passion and energy to keep your audience interested.





1 Listen and read. Where's the treasure at the end of the story? 82



1

**Tom** Wow! Look at all these coins.  
**Kate** What should we do with them?



2

**Tom** Fin won't believe what we found!  
**Kate** Does anyone have any water?  
My water bottle's empty!



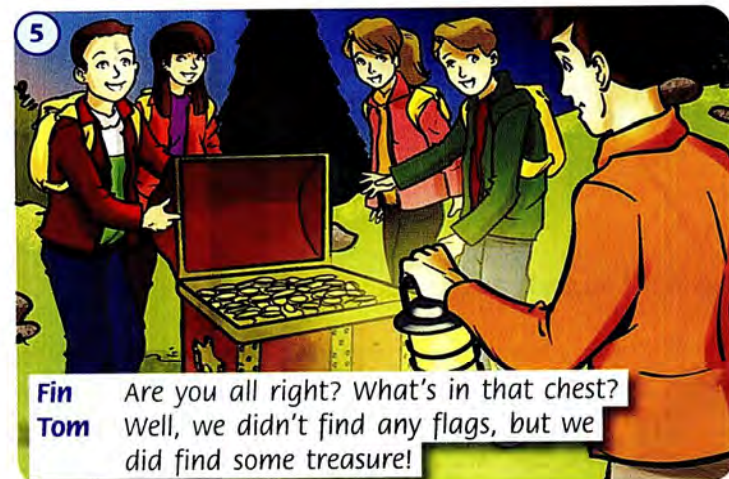
3 Two hours later ...

**Tom** Finally! The rain's stopped. Let's go outside.



4

**Kate** Listen! Can you hear a whistle?  
**Ed** Yes! It might be Fin.  
**Libby** Look! I can see him! Fin! We're over here!



5

**Fin** Are you all right? What's in that chest?  
**Tom** Well, we didn't find any flags, but we did find some treasure!




6 Two days later ...

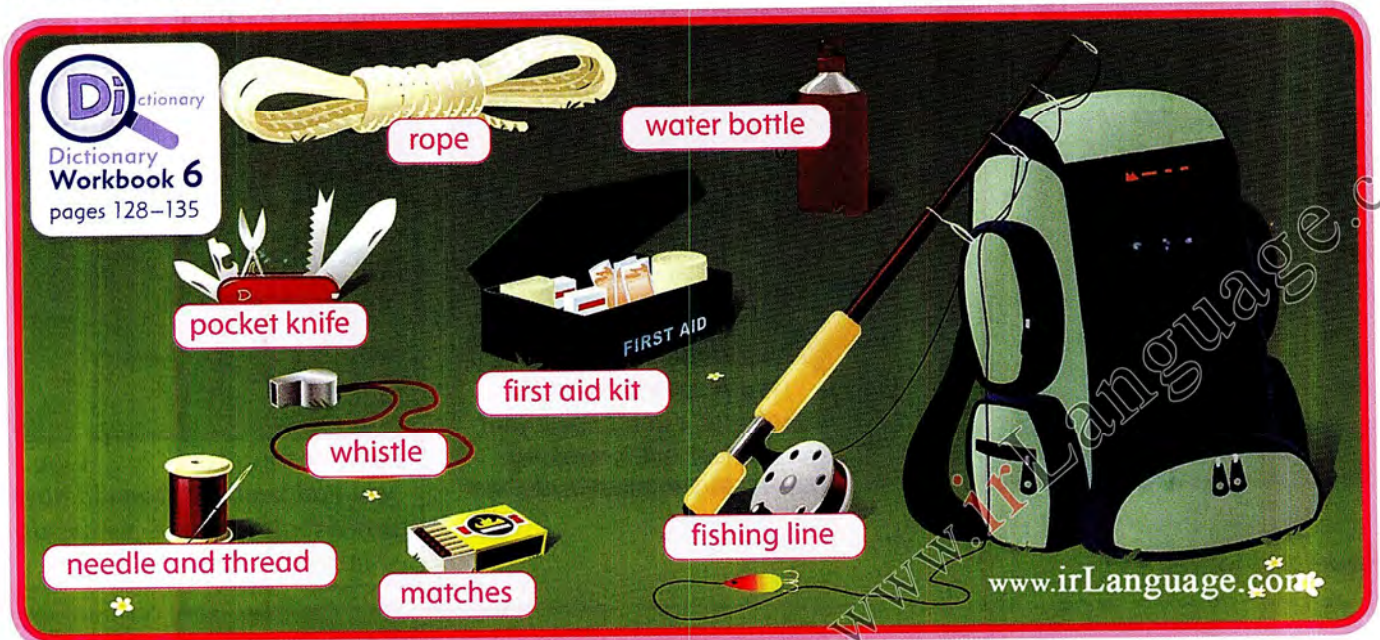
**Tom** Wow! We're in the newspaper. We're famous!  
**Fin** Yes, and the museum is really pleased to have the coins.  
**Ed** It's thanks to me! We found the treasure because we got lost!

2 Listen to the story again and repeat. Act.

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

- |  |             |   |       |
|--|-------------|---|-------|
| 1 There are coins in the treasure chest. | <u>True</u> | 2 Kate's water bottle is full.                | _____ |
| 3 The rain doesn't stop.                 | _____       | 4 Kate sees Fin before she hears his whistle. | _____ |
| 5 The children are in the newspaper.     | _____       | 6 Ed is pleased they got lost.                | _____ |

1 Listen and repeat.  83



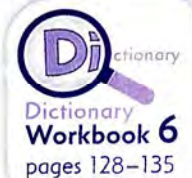
2 Write the words.


- |  |   |
|--|---|
| 1 You use a <u>fishing line</u> to catch fish. | 2 You can climb up a _____.                   |
| 3 You can drink from a _____.                  | 4 You use _____ to light a fire.              |
| 5 You blow a _____ to make a sound.            | 6 You can use a _____ to cut things.          |
| 7 You need a _____ if you hurt yourself.       | 8 You can use a _____ to make or fix clothes. |

**Working with words**

Homophones are words that sound the same but have different spellings and meanings:

- |                           |                         |                        |                          |                         |
|---------------------------|-------------------------|------------------------|--------------------------|-------------------------|
| <b>flour</b> <i>noun</i>  | <b>hear</b> <i>verb</i> | <b>buy</b> <i>verb</i> | <b>seen</b> <i>pp</i>    | <b>meat</b> <i>noun</i> |
| <b>flower</b> <i>noun</i> | <b>here</b> <i>adv</i>  | <b>by</b> <i>prep</i>  | <b>scene</b> <i>noun</i> | <b>meet</b> <i>verb</i> |



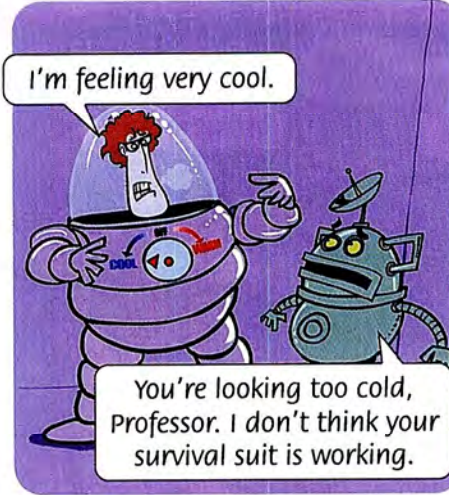
3 Listen and repeat.  84

4 Write the words.

- |   |   |
|---|---|
| 1 buy / by                                      | 2 hear / here                                 |
| A I'm going to <u>buy</u> some new jeans today. | A Please come _____ . I need to speak to you. |
| B We live <u>by</u> the library.                | B Listen! Can you _____ a noise?              |
| 3 meat / meet                                   | 4 flour / flower                              |
| A My friend Jenny doesn't eat _____ .           | A You need eggs and _____ to make a cake.     |
| B I would like you to _____ my friend, Tom.     | B A rose is a beautiful, red _____ .          |



1 Listen and read. What has Professor invented? 85



2 Read and learn.

**Third conditional**

Use the **third conditional** to talk about impossible situations. They are impossible because they are in the past and we cannot change what has happened.

- If I **hadn't been** here, you **would have become** ice.
- If you **had been** out, I **would have turned** it off myself.
- If you **hadn't been** here, I **wouldn't have worn** the suit.
- If I **hadn't turned** it off, you **wouldn't have** survived.

**Look!**


**If the machine had worked, he would have been happy.**  
**He would have been happy if the machine had worked.**

3 Read and match.

- |  |                                       |  |
|--|---------------------------------------|--|
| 1 If they had listened to the teacher, | <input checked="" type="checkbox"/> d | a you wouldn't have been cold.           |
| 2 If you had gotten up earlier,        | <input type="checkbox"/>              | b if I had known it was your birthday.   |
| 3 They wouldn't have gotten lost       | <input type="checkbox"/>              | c I would have called you.               |
| 4 If I hadn't forgotten my cell phone, | <input type="checkbox"/>              | d they would have understood the lesson. |
| 5 I would have bought you a present    | <input type="checkbox"/>              | e you wouldn't have arrived late.        |
| 6 If you hadn't forgotten your jacket, | <input type="checkbox"/>              | f if they had taken a map.               |

4 Complete the sentences. Use the third conditional. Irregular verb list Workbook 6 page 136

- 1 If we had played better, we would have won (win) the game.
- 2 She \_\_\_\_\_ (pass) the test if she had worked harder.
- 3 You wouldn't have been tired all day if you \_\_\_\_\_ (go) to bed earlier.
- 4 If the boys \_\_\_\_\_ (not play) basketball today, they would have been bored.
- 5 I \_\_\_\_\_ (not buy) this CD if I'd known it was so bad.
- 6 If you'd gone to the beach today, you \_\_\_\_\_ (have) a good time.

1 Listen and read. What is the information for?  86

**Trekking in the Jungle – Information**

**Advice**

- You should wear light clothes and strong boots. You should also wear a big hat as the sun is very hot in the jungle.
- You shouldn't bring valuable possessions such as jewelry, but you ought to bring a camera because you will want to take lots of photos!

**Rules**

- You must stay with your guide at all times. DO NOT walk into the jungle on your own.
- You mustn't pick up or touch ANY animals. Some of these will be dangerous.

**What to bring**

- You don't have to bring any food, but you have to bring a water bottle. Drinking water is VERY important when it's hot.

2 Read and learn.

**Modal verbs**

Use **have to** / **don't have to** to talk about something that is necessary or unnecessary.

You **don't have to** bring any food, but you **have to** bring a water bottle.

Use **must** / **mustn't** for rules.

You **must** stay with your guide at all times.

You **mustn't** pick up or touch any insects or animals.

Use **should** / **shouldn't** or **ought to** / **ought not to** for advice.

You **should** wear light clothes and strong boots.

You **shouldn't** bring valuable possessions.

You **ought to** bring a camera.

You **ought not to** bring jewelry.

3 Read and circle.

- 1 You must / ought to switch off cell phones at the movie theater. This is a rule.
- 2 You should / don't have to listen to instructions in class or you won't understand.
- 3 You have to / shouldn't talk when the teacher is talking. It's very rude.
- 4 You ought not to / don't have to be at school ten minutes early, but it's a good idea.
- 5 My mom says I have to / shouldn't stay up late on school days because I'll be tired.

4 **Speaking** Ask and answer.



Trip to the desert

must / take sandwiches  
don't have to / take a water bottle  
should / take a hat  
ought to / take some money



Trip to the zoo

don't have to / take sandwiches  
must / take a water bottle  
should / take a notebook  
ought to / take a camera

You ought to take some money.

It's the trip to the desert.

## Lesson Five

### Reading

- 1 Look at the text. What happened to Robinson Crusoe's ship?
- 2 Listen and read.  87

## Robinson Crusoe

by Daniel Defoe

Robinson Crusoe was sailing to Africa when his ship hit the rocks in a terrible storm. He swam to the shore and discovered he was the only survivor. The next day, he swam out to his shipwreck. It was on the rocks near the island. He brought back tools and other useful supplies. Then he looked for a place to build a shelter.



I walked to the top of the highest hill and looked down. I was very unhappy, because I saw then that I was on an island. There were two smaller islands a few miles away, and after that, only the ocean. Just the ocean, for mile after mile after mile. I was all alone.

After a time, I found a little cave in the side of the hill. In front of it, there was a good place to make a home. I used the ship's sails, rope, and pieces of wood, and after a lot of hard work, I had a very fine tent. The cave at the back of my tent was a good place to keep my food, and so I called it my "kitchen." That night, I went to sleep in my new home.

The next day, I thought about the possible dangers on the island. Were there wild animals on my island? I didn't know, but I was very afraid. So I decided to build a very strong fence. I cut down young trees and put them in the ground, in a half-circle around the front of my tent. I used many of the ship's ropes, too, and in the end my fence was as strong as a stone wall. I felt safer when I'd finished the fence. No one could get over it, through it, or around it.



### 3 Read again and write the answers.

- 1 Was Crusoe sailing to the U.S.A. at the time? No, he wasn't.
- 2 Was he the only survivor from the ship? \_\_\_\_\_
- 3 Did he take some tools from the ship? \_\_\_\_\_
- 4 Did he keep his food in his tent? \_\_\_\_\_
- 5 Was he worried about wild animals? \_\_\_\_\_
- 6 Did he make his fence from stones? \_\_\_\_\_

Words in context

1 Find the words in the story. Write.



storm survivor supplies shelter sails fence cut down wall

- 1 There is a wall around our house.
- 2 My dad \_\_\_\_\_ the tree because it was too big.
- 3 We had plenty of \_\_\_\_\_; lots of food and good tools.
- 4 When the boat sank, there was only one \_\_\_\_\_. Everyone else died.
- 5 There was a terrible \_\_\_\_\_ with strong winds and rain.
- 6 We put up the \_\_\_\_\_ on the boat.
- 7 We made a \_\_\_\_\_ from leaves and sticks.
- 8 We have a little white \_\_\_\_\_ around our yard.

Listening

2 Listen. What food did Robinson Crusoe make to eat? 88

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

- a He made his own food.
- b He grew something.
- c He learned to make furniture.  1
- d He put fruit in the sun to dry.
- e He found some trees with fruit.



Speaking

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

How would you feel if you were shipwrecked on a desert island?	I'd feel _____.
What would you do first?	I'd _____.
What would you use to make your shelter?	I'd use _____.
What would you eat?	I'd eat _____.
How would you try to escape?	I'd _____.

frightened / lonely / brave
look for food and water / build a home / explore the island
leaves / wood / trees / rope
fruit / fish / plants / meat
build a raft or a boat / make a fire to attract passing ships

## Lesson Seven

### Writing

- 1 Look at the text. What is it about?    2 Read.

#### An advice text

We can write to give advice about different things. We can use a concept map to plan a text.

Use bullet points to show each piece of advice clearly.

Use headings to make the information easy to find.

Use *in order to* and *so that* to explain why we need to do something.

Use imperatives to give instructions.

Keep sentences short and simple, and avoid unnecessary adjectives.

## IF YOU FIND YOURSELF ON A DESERT ISLAND, HOW DO YOU SURVIVE?

### HERE ARE SOME TIPS!

#### DRINKING

- You need to find fresh water! Walk along the beach until you find a river. Follow it away from the ocean and you will usually find faster moving water that you can drink.

#### EATING

- Next, you need to eat. You will find plants around the river. There will also be fish. Make a fishing line, *so that* you can catch them. You can use thin pieces of wood and thread from your clothes.

#### SLEEPING

- And what about somewhere to sleep? You will need a shelter. Use rocks, leaves, and parts of a tree to build a small home.

#### KEEPING WARM

- Make a fire *in order to* stay warm. You can also use it for cooking and for keeping wild animals away.

#### GETTING RESCUED

- You will want to be rescued! If you put plants on your fire, they will make a lot of smoke. Someone might see it and come to find you!



### 3 Read again and answer the questions.

- 1 What's the best place to get fresh water?                      2 Why should you make a fire?

### 4 Match.

How to survive trekking in the mountains.

- |                                 |                                     |                          |
|---------------------------------|-------------------------------------|--------------------------|
| 1 Take a lot of clothes so that | <input checked="" type="checkbox"/> | a see at night time.     |
| 2 Take matches in order to      | <input type="checkbox"/>            | b light a fire.          |
| 3 Take a flashlight in order to | <input type="checkbox"/>            | c you don't get cold.    |
| 4 Take plenty of water so that  | <input type="checkbox"/>            | d you don't get thirsty. |

### 5 Complete the writing task on page 88 of Workbook 6.



1 Complete the quiz.

1 (noun) you can use these to light a fire  
What is the word?

2 How do they first hear Fin in the story?

3 Choose the correct spelling. flour / flower  
= You use this to make bread.

4 Circle the correct answer.  
If I'd gotten up earlier, I wouldn't had / have been late for school.

5 Circle the correct answer. I wouldn't have been hungry if I'd had / I did have breakfast this morning.


6 Circle the correct word. You shouldn't / don't have to run at school. It's a rule.

7 Where does Robinson Crusoe find tools?

8 (noun) very bad weather with wind and rain  
What is the word?

9 Circle the correct answer. Take an umbrella so that / in case it rains.

10 Complete the sentence. Wear a hat \_\_\_\_\_ keep warm.

2 Listen and write. Sing.  89

storm float shelter ~~shipwrecked~~ voyage boat sea tree

Shipwrecked on an island

We're <sup>1</sup> shipwrecked on an island,  
In the middle of the deep blue <sup>2</sup> \_\_\_\_\_,  
We have to eat fish for breakfast and lunch,  
And we are so thirsty.

Chorus:

We went on a <sup>3</sup> \_\_\_\_\_  
But there was a <sup>4</sup> \_\_\_\_\_, you see.  
Now we're shipwrecked on an island  
In the middle of the deep blue sea  
We're shipwrecked on an island  
In the middle of the deep blue sea  
We sleep in a <sup>5</sup> \_\_\_\_\_ that's made of leaves  
At the top of a very tall <sup>6</sup> \_\_\_\_\_

We're shipwrecked on an island,  
In the middle of the deep blue sea,  
But we've made a <sup>7</sup> \_\_\_\_\_ that we think will <sup>8</sup> \_\_\_\_\_,  
And soon we could be free!







1 Look at the pictures. What are the children doing? 2 Listen and read. 90

3 Read again and answer the questions.

- 1 Why are the children alone on the boat?
- 2 Why can't Jon turn the boat around?
- 3 Why can't the people on the ferry see the children's boat?
- 4 Who does the man on the ferry think the children are?

## We Didn't Mean to Go to Sea



### *What has happened so far ...*

Jon, Susan, Roger, and Kitty Walker were staying by a river. They met a young man called Jim Brading, who invited them to go sailing on his sail boat. Their mother agreed, but told them to stay on the river and not to go out to sea. The children sailed to the mouth of the river, but then the wind died. They tried to use the boat engine to get back up the river, but there wasn't any gas! Jim rowed to land to get some more. While he was gone, fog suddenly appeared, and then the children realized they were floating out to sea. They decided they had to wait until morning before they could return to the shore. But, when the fog finally disappeared, the rain started.

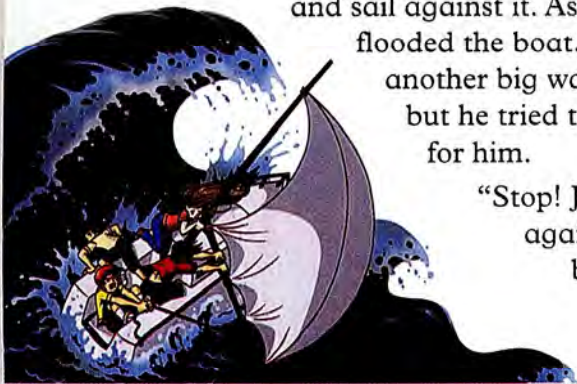
At first, the rain was not too heavy, but then the wind quickly became strong and, out of the west behind them, came a white wall of rain, falling down into the sea. It was still too dangerous to think of going back because they couldn't see anything through the rain. So, they went on, and the wind blew them further and further from the land. When it finally stopped raining, the sky in front of them was already growing dark, and the boat was sailing faster and faster through the tall waves.

"Let's turn back now," said Susan.

Jon took a deep breath. He wasn't sure that he could find his way back, but he didn't say this to the others. "All right," he said. "I'll turn the boat around now."

The next moment, terrible things began to happen. When you are sailing with the wind behind you, you never really know how hard the wind is blowing. It's very different when you turn and sail against it. As the boat turned into the wind, a wave broke over it and water flooded the boat. Up the boat came again, then down again, and then there was another big wave. The children were soon knee-deep in water. Jon was scared, but he tried to steer the boat against a sea and a wind that were too strong for him.

"Stop! Jon! Stop it!" cried Susan, at last. "We'll have to turn around again! We can't do this!" Susan, almost shaken to pieces by the boat's new violent movement, lay across the side and was terribly sick.



#### 4 Think! Discuss.

- 1 Did you enjoy the extract from the story? Why (not)?
- 2 What do you think happens at the end of the story?
- 3 Would you like to go sailing? Why (not)?

Jon slowly steered the boat around. Very slowly, the little boat turned away from the wind and back on her old course with the wind behind them again. From the cabin, they heard Kitty's frightened voice. The boat was full of water and she needed to get it out before they started sinking. Susan found the pump, and began pumping hard to get the water out of the boat.

It began to get dark. The wind was still blowing hard, but the boat sailed on smoothly. Even Susan began to feel better. No one had fallen into the sea, everyone was safe and, soon, the night would end. The sun would rise, the wind would stop and they would sail back to land.

Susan and Kitty didn't feel seasick any more. Jon's arms hurt with steering, but he felt much happier. Roger was hungry and wondered if everyone had forgotten about supper. "Susan," he said. "It's ten o'clock. What about some chocolate or something?"

"Ten o'clock?" said Susan in surprise. "It's time you all had something to eat." And, a few minutes later, they were all eating very large pieces of fruit cake and pieces of chocolate.

Suddenly, Susan saw lights ahead.

"There's a green light on one side and a red light on the other side."

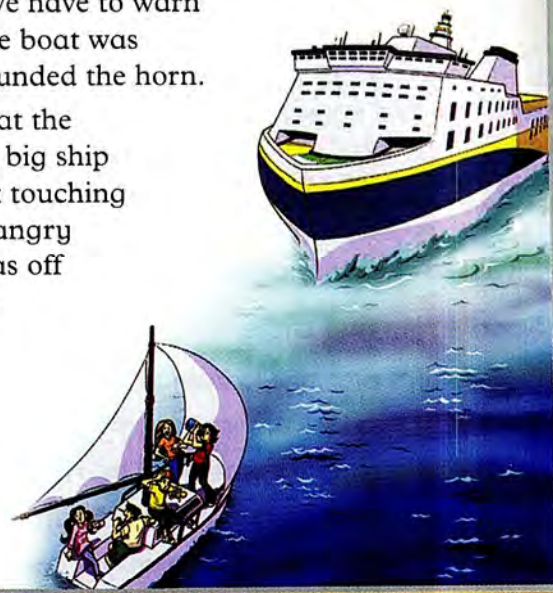
"It's a big ferry, on its way from Holland to England. It's coming this way," said Jon.

"Maybe they could take us back home," said Roger. "It's getting nearer and nearer. I can see it very clearly."

"But they can't see us!" shouted Jon suddenly. "We have no lights! And it's coming straight towards us. We have to get out of the way. We have to warn them. Roger, sound the horn!" Jon was very frightened as the boat was coming straight towards them and it was very big. Roger sounded the horn.

Someone on the ferry heard the loud noise of the horn and, at the last minute, the ferry changed course. The green light of the big ship disappeared and it went quickly past their little boat, almost touching its sides. "Show your light, you stupid fishermen," came an angry voice from the ferry. Then the ferry had passed them and was off on its way to England. The waves that the ferry made were very big, and everyone was thrown from side to side and got very wet again. They were still in one piece, although they were sailing further and further away from England.

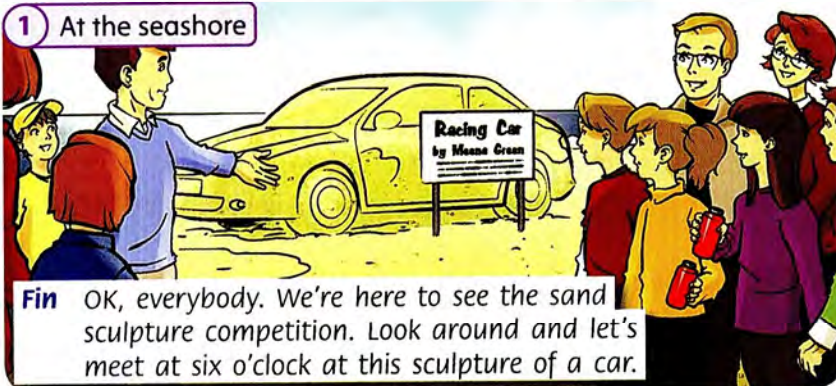
**An extract from a story  
by Arthur Ransome**



## Lesson One Story

1 Listen and read. Why is the DSD Club at the beach? 91

1 At the seashore



**Fin** OK, everybody. We're here to see the sand sculpture competition. Look around and let's meet at six o'clock at this sculpture of a car.

2



**Kate** They're so amazing!  
**Libby** Look at the elephant!

3



**Tom** This one's by a French artist. It says "Le Cheval". That means horse.  
**Kate** Can you speak French, Tom? That's a discovery!  
**Tom** Yes, I'm bilingual. English and French are both official languages in Canada.

4



**Libby** Do you speak any other languages, Tom?  
**Tom** I learned some Spanish at school, but I'm not fluent.

5



**Ed** When do we have to meet everyone?  
**Kate** Fin said he wanted everyone to meet at six o'clock.  
**Libby** Look! What's that? There's something in the water over there.

6




**Tom** I think it's a shark!  
**Kate** A shark?  
**Ed** Come on! Let's go closer and look.

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- 1 Fin wants everyone to meet at the *horse* / car sculpture.
- 2 The children look at the *elephant* / giraffe sculpture first.
- 3 The horse sculpture was made by a *French* / English person.
- 4 Tom can speak English and *French* / Chinese.
- 5 The children are meeting Fin at *five* / six o'clock.
- 6 The children think the animal is *an octopus* / a shark.

1 Listen and repeat.  92

**accent** *noun* a way of pronouncing a language that is connected with the place you come from

**bilingual** *adj* able to speak two languages perfectly

**dialect** *noun* a form of a language that is spoken in part of a country

**fluent** *adj* able to speak a language very well and easily

**mother tongue** *noun* the first language you learned to speak as a child

**multilingual** *adj* able to speak many languages well

**native speaker** *noun* a person who speaks a language as their first language and hasn't learned it as a foreign language

**official language** *noun* the language that is used most for communication in a country

irLanguage.com

## 2 Write the words.

- The Spanish teacher is a native speaker. She's from Colombia.
- The \_\_\_\_\_ of China is Mandarin, but people also speak many other languages.
- Maria's \_\_\_\_\_ because she speaks Spanish, Portuguese, Arabic, and English.
- Luis doesn't have a strong Spanish \_\_\_\_\_. Most people think he's American.
- Natalia's from Russia, so her \_\_\_\_\_ is Russian, but she's also learned French and Italian.
- My dad is \_\_\_\_\_ in Arabic because he lived in Egypt for ten years.
- I speak Italian and I also speak the \_\_\_\_\_ from Rome, where I was born.
- My dad speaks English and Japanese perfectly. He is \_\_\_\_\_.

## Working with words

We add the suffix **-ery** to some words to make nouns.

When a word ends in **-er**, or **-e**, we only add **-y** or **-ry**.

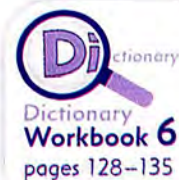
deliver  
delivery

discover  
discovery

bake  
bakery


brave  
bravery

nurse  
nursery

3 Listen and repeat.  93

## 4 Read and circle.

- Historians discover / discovery things about the past.
- We sometimes bake / bakery bread at home.
- My little sister goes to a nurse / nursery.
- Mailmen deliver / delivery letters to houses.
- My dad is very brave / bravery. He rescued a boy from a fire.

1 Listen and read. How is Oscar Brown going to travel around the world?  94

## Two-year bike ride around the world!

Oscar Brown is going on a trip around the world. He told us he was really looking forward to the trip. He said he had cycled around Africa last year. He said he had loved his time in Africa, but he wanted to travel to more places. He told us he was planning to travel around Europe, North and South America, Asia, and Australia. He said he had taken lessons in French, Spanish, and Portuguese. He said the trip would take about two years. What a fantastic journey it will be. Good luck, Oscar Brown!



2 Read and learn.

**Reported speech: statements**

Use **reported speech** to report what someone else said. In reported speech, we change the tense.

- |  |   |   |
|--|---|---|
| "I <b>want</b> to visit all the countries in the world," he said.        | → | He said he <b>wanted</b> to visit all the countries in the world.       |
| "I'm <b>looking</b> forward to the trip," he said.                       | → | He said he <b>was looking</b> forward to the trip.                      |
| "I <b>cycled</b> around Africa," he said.                                | → | He said he <b>had cycled</b> around Africa.                             |
| "I've <b>taken</b> lessons in French, Spanish, and Portuguese," he said. | → | He said he <b>had taken</b> lessons in French, Spanish, and Portuguese. |
| "The trip <b>will take</b> about two years," he said.                    | → | He said the trip <b>would take</b> about two years.                     |

3 Read and circle.

- "I love sailing," said Jack. Jack said he *love* / loved sailing.
- "I went to the movies yesterday," said Louise.  
Louise said she *went* / *had gone* to the movies the day before.
- "I'm learning Spanish," said Ben to his teacher.  
Ben told his teacher he *was learning* / *had learned* Spanish.
- "I'll call you tomorrow," said Liz to Jessica.  
Liz told Jessica she *will* / *would* call her the next day.

4 **Speaking** Ask and answer.

Meg I want to learn Mandarin.	Colin I've seen a crocodile.	Alice I'll send her a postcard.	Ben We're playing tennis.	Liz I visited my grandparents last weekend.	Jim I like chocolate.
She said she would send her a postcard.			It's Alice.		

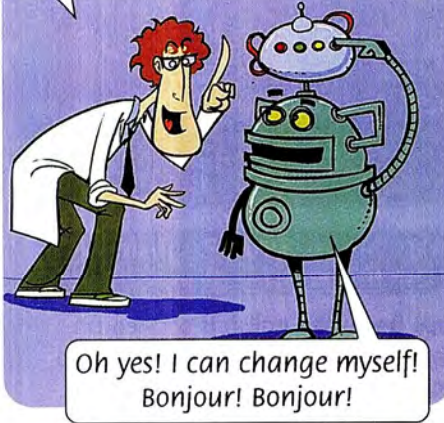


**PROFESSOR & CHIP**

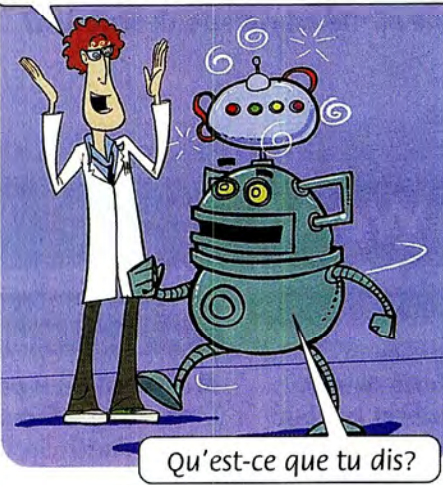


1 Listen and read. What has Professor invented? 95

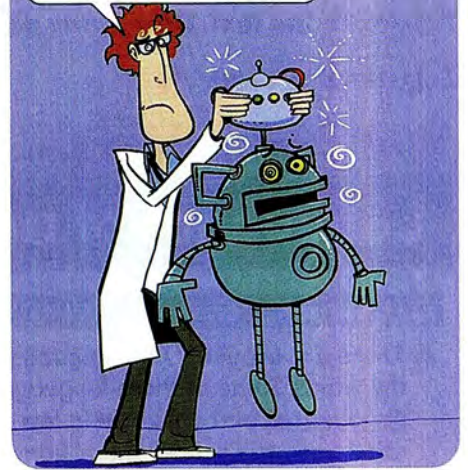
This is my new multilingual machine!  
When I press this button, you start speaking in a different language! Let's change you to French.



Excellent! Excellent! OK, Chip. Can you change yourself to English now?



Hmm. I think it needs some more work!



2 Read and learn.

**Reflexive pronouns**

I can change **myself**!  
Can **you** change **yourself** to English now?  
The **machine** turned **itself** off.  
He hurt **himself** when he fell off his bike.

She cut **herself** when she was cooking.  
We bought **ourselves** lunch in the café.  
Did **you** enjoy **yourselves** at the park, children?  
They dried **themselves** after their swimming lesson.

3 Read and choose.

- Look! I bought **a** a present!  
a myself    b yourself    c itself
- Did you teach **\_\_\_** Spanish?  
a himself    b yourself    c herself
- He hurt **\_\_\_** when he was playing soccer.  
a itself    b himself    c myself
- They enjoyed **\_\_\_** at the party.  
a themselves    b ourselves    c yourselves
- We bought **\_\_\_** some tickets for the concert.  
a themselves    b ourselves    c yourselves
- Help **\_\_\_** to sandwiches everyone!  
a ourselves    b themselves    c yourselves
- The bird is washing **\_\_\_** in the river.  
a herself    b himself    c itself
- She wanted to buy **\_\_\_** some new shoes.  
a myself    b itself    c herself


4 Complete the sentences. Use reflexive pronouns.

- He hurt **himself** playing basketball.
- She looked at **herself** in the mirror.
- The little children dressed **themselves**.
- I taught **myself** to play the guitar.
- Did you make **yourself** a sandwich?
- We drew pictures of **ourselves** in art.
- Have you all enjoyed **yourself** today?
- The robot is switching **itself** off.

# Skills Time!

## Lesson Five

### Reading

- 1 Look at the text. How many people in the world speak Spanish?
- 2 Listen and read.  96

## Languages of the World

**Q How many languages are there in the world?**

**A** There are around 7,000 languages spoken in the world. Some of these languages have almost disappeared and only have a few speakers left, but others are still spoken by millions of people! There are many languages which were widely spoken in the past and which no one speaks anymore, for example, Latin or Ancient Greek.

**Q What's the most widely spoken language in the world?**

**A** Mandarin is the most widely spoken language in the world. It's the official language of China and about 900 million people living there speak it as their native language. Mandarin is also spoken in other Asian countries such as Singapore, Malaysia, Indonesia, and Thailand. So, altogether, Mandarin is spoken by almost 15% of the world's population!

**Q What are the next most widely spoken languages in the world?**

**A** Hindi, English, and Spanish are each spoken by over 300 million native speakers. Portuguese, Russian, Arabic, Japanese, German, and French each have 100–300 million speakers. That's a lot of people!

**Q More people speak Chinese than English, so why is English the international language?**

**A** The reason is perhaps because English is spoken on so many different continents. People in the U.S.A., the U.K., Australia, Canada, Ireland, and New Zealand speak English as their first language. It's also recognized as an official language in more than 70 countries around the world!

**Q Why do some languages disappear?**

**A** International companies often have businesses in different countries. This is one reason why young people in these countries may learn the more dominant languages of the world and stop learning their own languages.

**Q How many languages will there be in the future?**

**A** Some scientists predict that half of the languages spoken in the world today will disappear by the end of the century, as young people stop learning the language of the country they come from.

**Namaste**      **Aloha**      **Guten Tag**

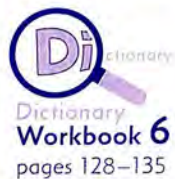
**Hello**      **Dobry den**      **Terve**      **Hola**

### 3 Read again and match.

- |                    |                                     |   |  |
|--------------------|-------------------------------------|---|--|
| 1 7,000            | <input checked="" type="checkbox"/> | e | a The number of people that speak Hindi, English, and Spanish.   |
| 2 900 million      | <input type="checkbox"/>            |   | b The number of countries where English is an official language. |
| 3 15%              | <input type="checkbox"/>            |   | c The percentage of the world's population that speaks Mandarin. |
| 4 over 300 million | <input type="checkbox"/>            |   | d The number of people that speak Mandarin in China.             |
| 5 more than 70     | <input type="checkbox"/>            |   | e The number of languages spoken in the world.                   |

Words in context

1 Find the words in the text to match the definitions.



- 1 international *adj* worldwide; used in all parts of the world
- 2 \_\_\_\_\_ *noun* one hundred years
- 3 \_\_\_\_\_ *adj* the most used, most powerful, etc.
- 4 \_\_\_\_\_ *noun* one of the seven main areas of land on Earth, for example, Europe, Africa, etc.
- 5 \_\_\_\_\_ *adj* in total
- 6 \_\_\_\_\_ *verb* to go away and not be there any more
- 7 \_\_\_\_\_ *noun* the number of people that live in a place
- 8 \_\_\_\_\_ *verb* to say that you think something will happen

Listening

2 Listen. Are the children all learning the same language? 97

3 Listen again and match.

- Speaker 1  d
- Speaker 2
- Speaker 3
- Speaker 4

- a The speaker wants to travel to English-speaking countries.
- b The speaker wants to go to college in New York.
- c The speaker wants to communicate with her grandparents.
- d The speaker wants to use English in her job one day.



Speaking

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

What languages do you speak?	I speak _____.	Mandarin / English / Korean / Spanish
Do you enjoy learning new languages?	_____	Yes, I do. / No, I don't.
Why (not)?	Because I find it _____.	interesting / boring / easy / difficult / fun
Which new language would you most like to learn?	I'd like to learn _____.	Spanish / Mandarin / Russian / Portuguese
Why do you think learning languages is useful?	Because you can _____.	speak to people in different countries / learn about other cultures / get a good job



### Writing

- 1 Look at the advertisement. What is it for?    2 Read.

#### An advertisement

We write advertisements to give information about something and make people interested in it.

Think about your layout. Use different sized headings and different colors to make it look more attractive.

Include important and practical information. People need to know what you are offering.

Use persuasive language and lots of positive adjectives.

We can use a rhyme at the end so people remember our advertisement.

## LEARN ENGLISH IN NEW YORK CITY

### Would you like to study English in one of the most exciting cities in the world?

Then come to New York City and study at The English School!

- We offer summer courses for students aged 12-18 years.
- Our teachers are native speakers from the U.S.A., Canada, and the U.K. Lessons are fun and lively and the courses are interesting.
- There's an exam at the end of the summer so you can find out how much you have learned!
- Students stay with friendly, local families so they can learn about American culture and practice speaking English every day.
- We take students on trips around the city. You will see all the famous sights!

Please call or write for more information, or look on our website.

You will learn more than you've ever learned before!

- 3 Read again and answer the questions.

1 Where do the teachers come from?

2 Where do the students stay?

- 4 Write a, b, or c.

a layout    b persuasive language    c important information

1 Our language school is definitely the best language school in Boston.

b

2 **Fun and Entertainment**

3 Courses are in June, July, and August.

4 Boston is a beautiful and historical city.

5 Students stay with local families.

- 5 Complete the writing task on page 96 of Workbook 6.

page

96

مرجع آموزش زبان ایرانیان

www.ir.com  
irLanguage.com

1 Complete the quiz.

1

(noun) *the first language you learned to speak as a child*  
What is the word?

2

The children look at sculptures of two animals in the story. What animals are they?

3

Change this word into a noun. deliver

4

Circle the correct answer. "I love baseball." He said that he *loves / loved* baseball.

5

Circle the correct answer. "We watched a good movie." They said that they *had watched / watched* a good movie.

6

Circle the correct answer. The boys bought *ourselves / themselves* ice cream.

7

What's the most widely spoken language in the world?

8


(noun) *the number of people that live in a place*  
What is the word?

9

Choose the best sentence for an advertisement for a language school. *It's in an interesting and exciting city. / It's in a busy, polluted city.*

10

Choose the best sentence for an advertisement for a language school. *The course starts in the summer. The course starts on August 2nd.*

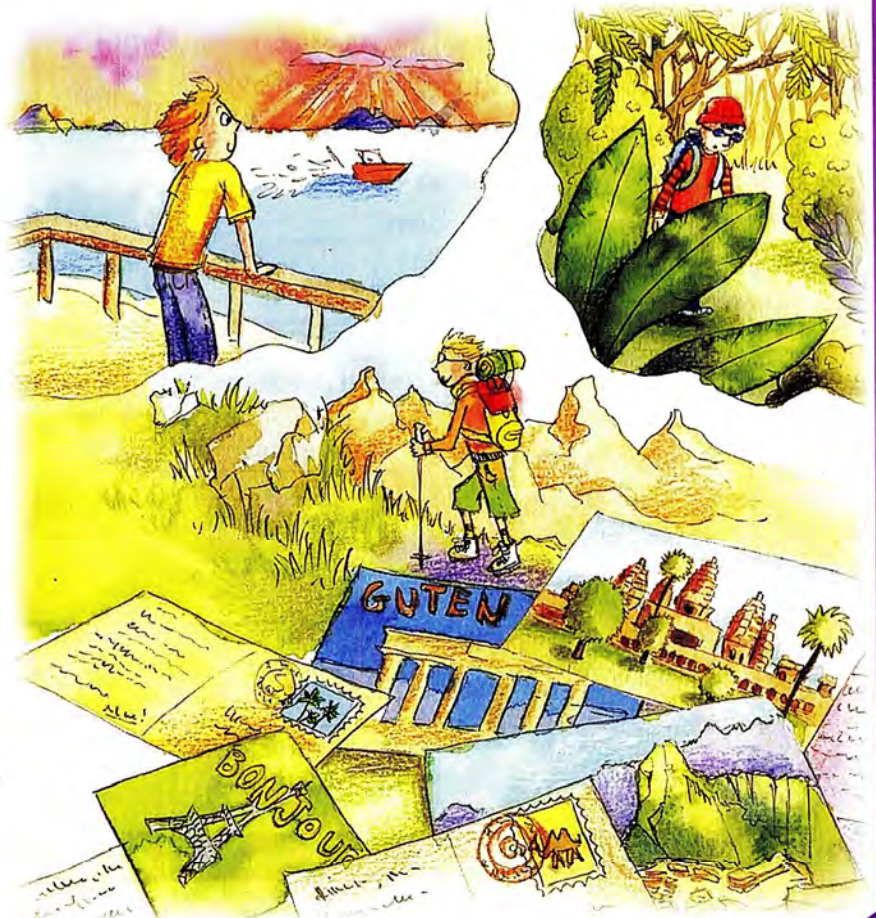
2 Listen and order the lines. Sing.  98

**Around the world**

- 1 My uncle sends us postcards
- \_\_\_ And he tells us where he's been.
- \_\_\_ From the country he is in.
- \_\_\_ He tells us who he's met

Chorus:

- 1 He's traveling around the world.
- \_\_\_ He's driving over deserts.
- \_\_\_ He's sailing on the seas.
- \_\_\_ He's going with the breeze.
- 1 He said he'd been to Hanoi
- \_\_\_ In the jungle late at night.
- \_\_\_ And seen a lot of sights.
- \_\_\_ He told us it was very hot
- 1 He said he'd learned some Mandarin,
- \_\_\_ On a mountain in Peru.
- \_\_\_ Some French and German, too.
- \_\_\_ He said he'd spoken Spanish



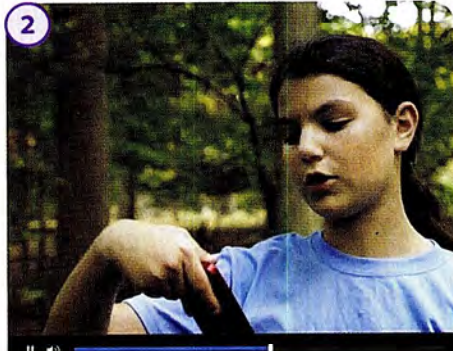
## Everyday English

### 1 Watch and listen. Read.



**David:** Where are we? I don't recognize this place.

**Emily:** I think we're lost. What should we do?



**David:** I know! We could try calling Mom and Dad.

**Emily:** That won't work. There's no phone signal.



**David:** Hmm. You're right. I don't have a signal either. What can we do?

**Emily:** I think we should run! There's someone hiding behind that tree!

### 2 Watch and listen. Complete the sentences with the correct words.

battery signal scared exit phone call name

- 1 David and Emily didn't wait because they were scared.
- 2 Ben was walking with Megan when he got a \_\_\_\_\_.
- 3 David suggests calling Megan if Ben has phone \_\_\_\_\_.
- 4 Ben's phone \_\_\_\_\_ is dead.
- 5 The children try calling Megan's \_\_\_\_\_.
- 6 Megan was busy finding the \_\_\_\_\_.



### 3 Speaking Ask and answer. Use the prompts or your own answers.

school's closed / everyone's gone home / gates are locked

I need to call my dad, but I've lost my cell! What should I do?

I know! We could try \_\_\_\_\_.

look for it / use school's phone / borrow friend's phone

That's a good idea! / That won't work.

no trains / live too far away / not at home


I missed the last bus. What can I do?

I think you should \_\_\_\_\_.

call parents / go friend's house / catch train

That's a good idea! / That won't work.

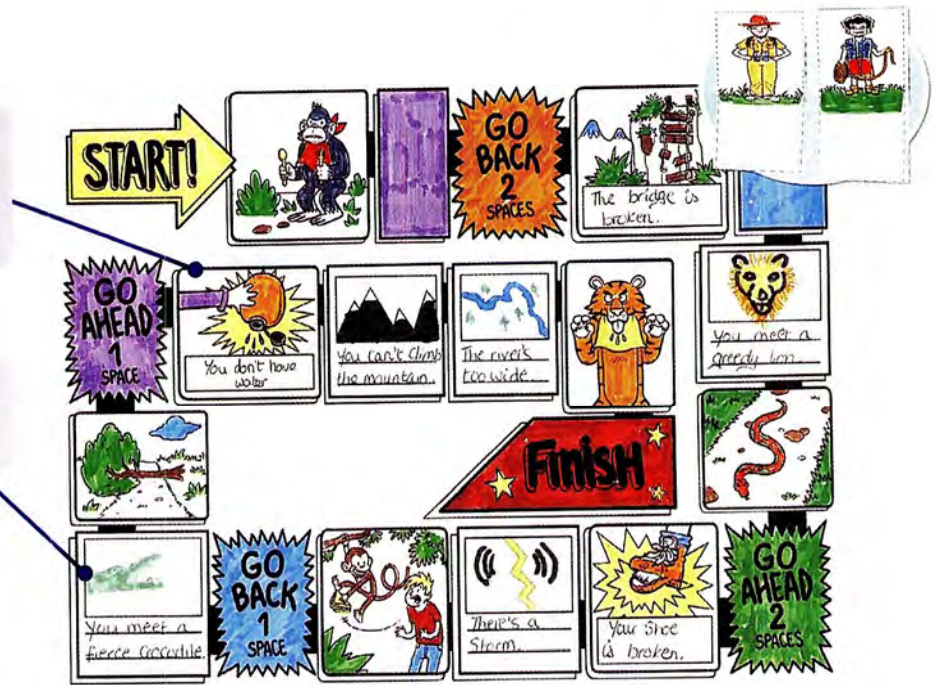
### 4 Complete the Fluency Time! 4 exercise on page 127 of Workbook 6.

1 Watch the story again. Act. 

2 Make a survival board game.

① Look at the problems on the game.  
Write the problems in the spaces.  
Think of five more.

② Draw and write the new problems in the spaces.

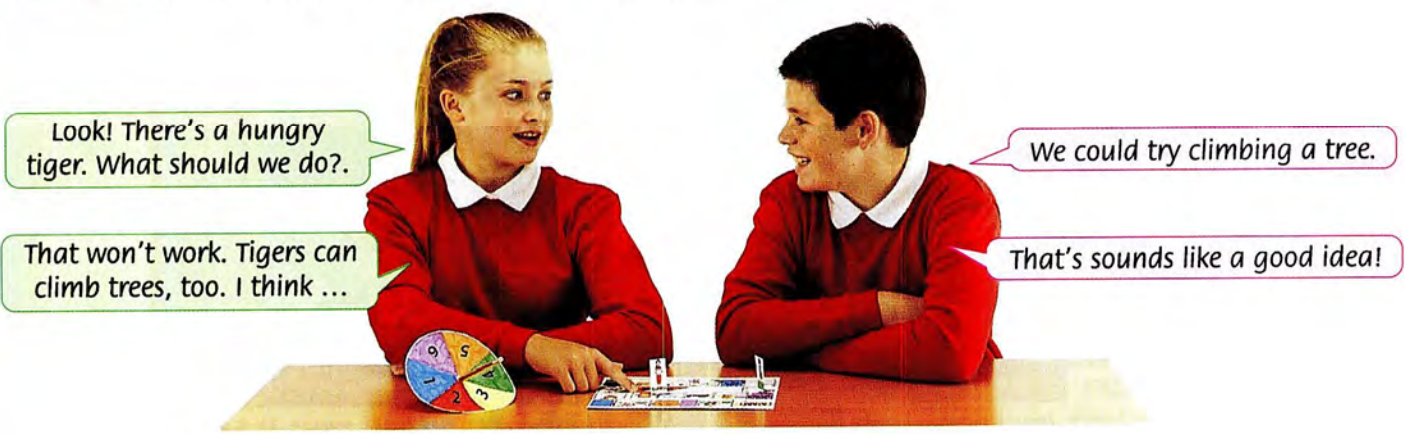


③ Play the game: spin the spinner, move your counter.  
If you land on a problem, say what you should do.

I think we should run away!

We could try giving it our sandwiches!

3 **Speaking** Play the game with a partner. Ask and answer.



Look! There's a hungry tiger. What should we do?

We could try climbing a tree.

That won't work. Tigers can climb trees, too. I think ...

That's sounds like a good idea!

4 **Speaking** Work in groups. Talk about a recent problem you solved.

What was your problem?

Last week I was really late meeting my cousin at the mall. I tried calling her but my signal ...

How did you try to solve it?

How have other people in your group solved their problems?

## Lesson One Story

1 Listen and read. What is in the water? 101

1

**Kate** Do you really think it's a shark?  
**Tom** I don't know, but what's it doing here? Why is it so close to the beach?

2

**Ed** Look! It isn't a shark. It's a dolphin!  
**Libby** It's in trouble. Come on!

3

**Libby** Ed and Kate, can you go and tell Fin? Tom, we must pour water on the dolphin.

4

**Tom** How do you know what to do?  
**Libby** I saw an interview on TV once. The host asked a dolphin expert what you did if there was a dolphin on the beach. He explained what to do.

5 One hour later ...

**Libby** It's getting dark.  
**Tom** Yes, but the stars are bright. Look! Is that a comet or a shooting star?  
**Libby** I don't know, Tom. Let's just keep putting water on the dolphin.


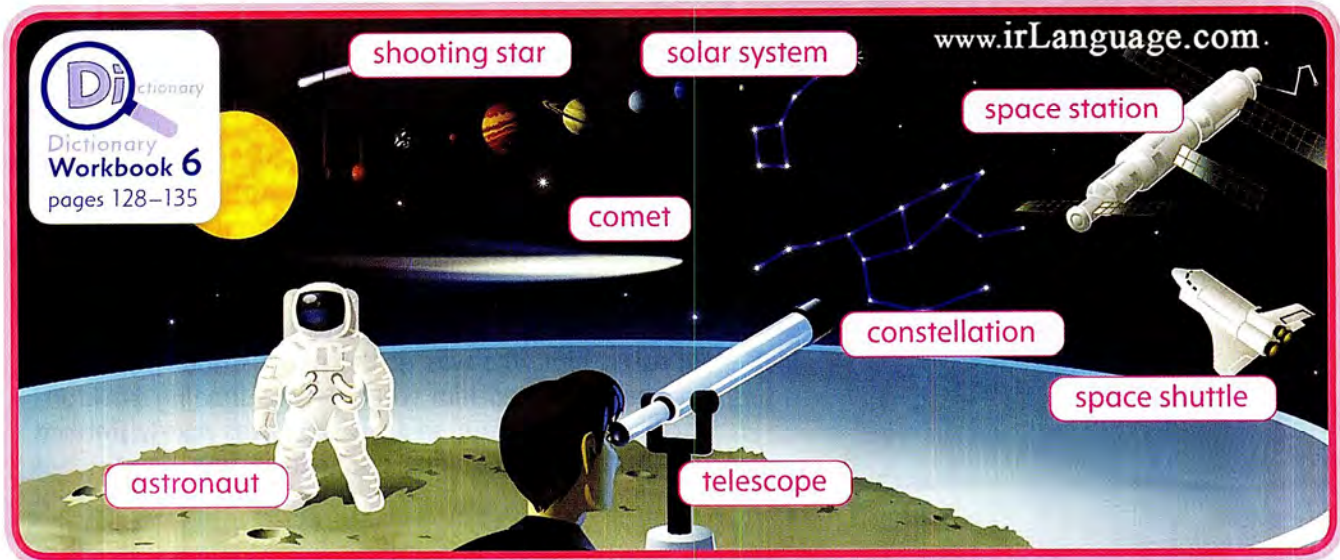
6

**Libby** We need to move this dolphin back into the sea.  
**Tom** Don't worry. The others will come back soon and they'll help us take it to the water.

2 Listen to the story again and repeat. Act.

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

- |                                       |             |  |       |
|---------------------------------------|-------------|--|-------|
| 1 Ed sees first that it is a dolphin. | <u>True</u> | 2 The water is too deep for the dolphin.     | _____ |
| 3 Kate and Tom go and tell Fin.       | _____       | 4 Libby saw an interview about dolphins.     | _____ |
| 5 Libby is interested in the stars.   | _____       | 6 Tom tries to carry the dolphin by himself. | _____ |

1 Listen and repeat.  102

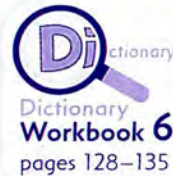

## 2 Write the words.

- 1 shooting star *noun* a piece of rock in space that burns with a bright light when it gets near Earth
- 2 \_\_\_\_\_ *noun* a tube that you look through to see things that are far away, for example, stars
- 3 \_\_\_\_\_ *noun* a group of stars that has a name
- 4 \_\_\_\_\_ *noun* a person that travels in space
- 5 \_\_\_\_\_ *noun* the sun and all the planets
- 6 \_\_\_\_\_ *noun* a place where people live and work in space
- 7 \_\_\_\_\_ *noun* a special plane that carries people into space and back to Earth
- 8 \_\_\_\_\_ *noun* an object in space that looks like a bright star and has a long tail

## Working with words

## Phrasal verbs

- come back** *verb* to return  
**come in** *verb* to enter a place  
**come out** *verb* to appear  
**come over** *verb* to visit a person at home

3 Listen and repeat.  103

## 4 Read and circle.

- 1 Come back / out! You forgot your cell phone!
- 2 The rain stopped and the sun came out / in.
- 3 Hello! How are you? Please come in / back and sit down.
- 4 Do you want to come over / out and listen to music this afternoon?

## Lesson Three Grammar 1

### 1 Listen and read. Who was interviewed on the news? 104



- Jack** On the news last night, a reporter interviewed an astronaut in space!
- Ben** Wow! What did he ask him?
- Jack** First, he asked him where he was. The astronaut said he was at the International Space Station. Then the reporter asked the astronaut what he did in space.
- Ben** What did he say?
- Jack** He said he had fixed a satellite and done some research.
- Ben** What else did the reporter ask?
- Jack** He asked him who was at the space station with him and he also asked him when he was landing back on Earth. The astronaut said his work was nearly finished and that he was landing on Earth in four days!

### 2 Read and learn.

#### Reported speech: Wh- questions

When you report **Wh- questions**, the word order changes.

#### Direct speech:

"Where are you?"

"Why are you in space?"

"What do you do in space?"

"Who else is at the space station?"

"When are you landing on Earth?"

#### Reported speech:

He asked him **where** he was.

He asked him **why** he was in space.

He asked him **what** he did in space.

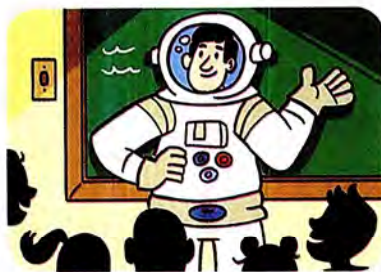
He asked him **who** else was at the space station.

He asked him **when** he was landing on Earth.

### 3 Read and circle.

- "What's your name?" Sarah asked.  
Sarah asked her what *was her name* / *her name was*.
- "Where do you live?" Tess asked.  
Tess asked him where *he lives* / *he lived*.
- "What is your favorite food?" asked Josh.  
Josh asked him what his favorite food *is* / *was*.
- "Why is Sandy sad?" asked Jon.  
Jon asked me why *was Sandy* / *Sandy was sad*.
- "When are we eating lunch?" asked Dave.  
Dave asked him when *we were eating lunch* / *are eating lunch*.
- "Who is your teacher?" asked Jessica.  
Jessica asked them who *was their teacher* / *their teacher was*.

### 4 Speaking Talk about the questions. Irregular verb list Workbook 6 page 136



1 What is your favorite space food?


2 When are you going into space again?

3 Why do you like your job?

4 Where do astronauts sleep in space?

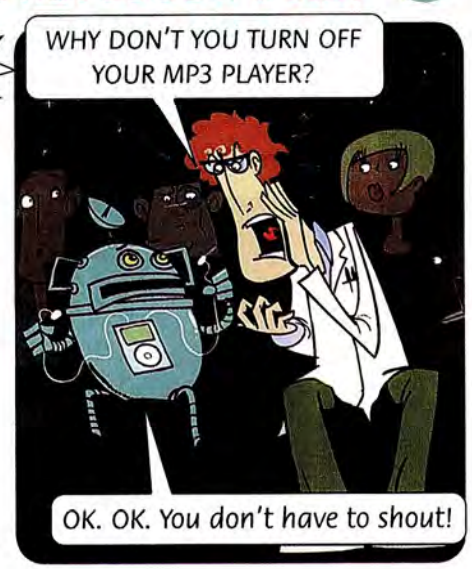
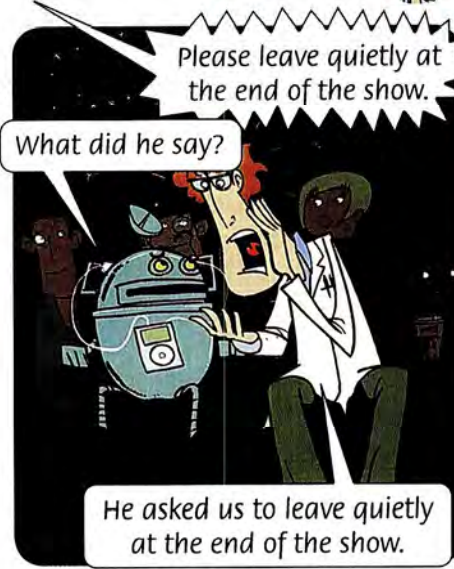
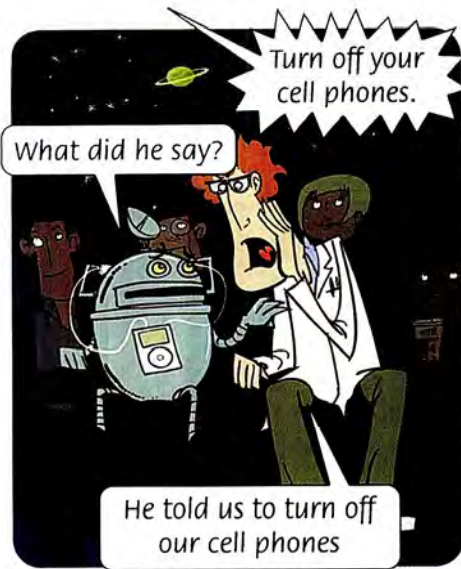
The child asked him why he liked his job.

It's Number 3!

1 Listen and read. Why can't Chip hear Professor?  105



**PROFESSOR & CHIP**



2 Read and learn.

**Reported speech: commands**

Use **told** with **reported commands**.

**Direct speech:**

"Turn off your cell phone!"

"Don't touch my computer!"

**Reported speech:**

He **told** us to turn off our cell phones.

He **told** me not to touch his computer.

**Reported speech: requests**

Use **asked** with **reported requests**.

**Direct speech:**

"Please leave quietly at the end of the show."

**Reported speech:**

He **asked** them to leave quietly at the end of the show.

3 Read and write *asked* or *told*.

- |  |  |
|--|--|
| <p>1 "Sit down!" said the teacher.<br/>The teacher <u>told</u> the class to sit down.</p> <p>3 "Don't eat the cake!" Jane said.<br/>Jane _____ Ray not to eat the cake.</p> <p>5 "Please can you buy some milk," said Jim's mom.<br/>Jim's mom _____ him to buy some milk.</p> | <p>2 "Please can you clean up your room," said Alan's mother.<br/>Alan's mother _____ him to clean up his room.</p> <p>4 "Don't talk!" said the teacher.<br/>The teacher _____ the children not to talk.</p> <p>6 "Turn off your phones!" said the guide.<br/>The guide _____ the children to turn off their phones.</p> |
|--|--|

4 Write the sentences in reported speech.

- 1 "Turn off the TV!" said Fin's mom.
- 2 "Please listen carefully," said the museum guide.
- 3 "Please can you sit down?" said the teacher.
- 4 "Don't be late!" said Harry's mom.
- 5 "Clean up your room!" said Maya's dad.
- 6 "Can you help me with my homework?" said Mark.

Fin's mom told him to turn off the TV .  
 \_\_\_\_\_ the children \_\_\_\_\_ .  
 \_\_\_\_\_ the class \_\_\_\_\_ .  
 \_\_\_\_\_ him \_\_\_\_\_ .  
 \_\_\_\_\_ her \_\_\_\_\_ .  
 \_\_\_\_\_ his dad \_\_\_\_\_ .



### Reading

- 1 Look at the poem. Does the boy's mother believe he went into space?
- 2 Listen and read. 106

## Dreaming in a Spaceship

I dreamed I was in a spaceship,  
Flying through the stars.  
I passed a comet on the way,  
As I headed off to Mars.

The stars were as bright as diamonds  
In the darkness of the night.  
The moon shone like a precious pearl.  
It was an amazing sight!

My spaceship landed on the moon.  
It was wonderful for me!  
So I climbed onto the surface  
To see what I could see.

I walked around for a while,  
But there wasn't much to do.  
I found a flag and a rock or two,  
And then admired the view.

But I knew there was something real  
About my space trip to the skies.  
For I found a moon rock in my pocket  
And there was stardust in my eyes..

I stared at the scene before me.  
It was such a beautiful view.  
A satellite spun around and around,  
But on and on I flew.

I flew through the rings of Saturn,  
I circled the Earth below.  
Neptune shone with a dark, blue light  
And Venus seemed to glow.

The ground was very bumpy,  
There were moon rocks all around.  
Everything was very quiet  
And I couldn't hear a sound.

The next thing, it was morning.  
I was safe and cozy in bed.  
I told my mom about my trip.  
"What a nice dream," she said



### 3 Read again and write the answers.

- 1 Does the boy see a comet?
- 2 Does Neptune look green?
- 3 Does the boy land on Venus?
- 4 Does the boy hear anything on the moon?
- 5 Does the boy find anything on the moon?
- 6 Does the boy have a moon rock?

Yes, he does.

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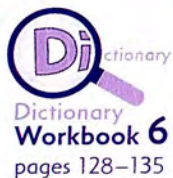
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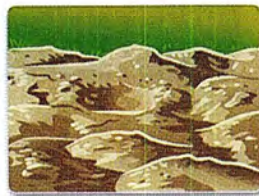




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**Words in context**

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



<p><i>pp</i> went around and around very fast</p> <p>1 <u>spun</u></p>  <p>5 _____</p>	<p><i>adj</i> very expensive and special</p> <p>2 _____</p>  <p>6 _____</p>	<p><i>verb</i> to start going in the direction of a place</p> <p>3 _____</p>  <p>7 _____</p>	<p><i>adj</i> feeling warm and comfortable</p> <p>4 _____</p>  <p>8 _____</p>
---	--	--	--

**Listening**

2 Listen. What is the astronauts' destination? 107

3 Listen again and complete. walks stars ~~space~~ by home fly

The astronauts launch their spaceship  
And blast off into <sup>1</sup> space.  
They leave the Earth far, far behind  
And <sup>2</sup> \_\_\_\_\_ to another place.  
They get to their destination,  
It's a space station in the <sup>3</sup> \_\_\_\_\_.  
And there they study the planets  
Mercury, Venus, and Mars.

The astronauts go on space <sup>4</sup> \_\_\_\_\_.  
They float in the dark, black sky.  
They spin around in their space suits  
And see satellites go <sup>5</sup> \_\_\_\_\_.  
And when it's time to return to Earth  
And leave their space station dome,  
They get back into their spaceships  
And travel back to <sup>6</sup> \_\_\_\_\_.

**Speaking**

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

- Would you like to be an astronaut?
- Why (not)?
- What would be the best thing in space?
- What would be the worst thing in space?
- What would you most like to see in space?

- \_\_\_\_\_
- Because it would be \_\_\_\_\_.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Yes, I would. / No, I wouldn't.
- exciting / amazing / frightening / fascinating / dangerous
- Riding in a spaceship. / Living on a space station. / Going on a moon walk.
- Eating space food. / Feeling lonely. / Being uncomfortable.
- The planets. / The stars. / The moon. / A comet. / A satellite.

# Skills Time!

## Lesson Seven

### Writing

1 Look at the text. Match the times of day with the verses.

evening night afternoon morning

2 Read.

### In the Sky

The sky is **as** dark **as** black paint.  
The moon is **as** white **as** snow.  
The stars sparkle **like** silver jewels  
And all the planets glow.



The sky gets lighter quickly.  
The sun comes up in the sky.  
The birds all sing together.  
You can hear a rooster cry.

The sun is as hot as burning fire.  
The sky is as blue as the sea.  
The clouds are as fluffy as newborn chicks  
And the birds rest in a tree.



The world is as quiet as a sleeping child.  
There's a very gentle breeze.  
The sun falls slowly from the sky  
And the moon shines on the seas.

### A poem

There are lots of ways of making poems sound more beautiful and interesting.

We use similes to make writing more interesting and create strong images in the reader's mind.

A simile is the comparison of two things.

We use *like ...* or *as ... as* to compare two things.

We sometimes write different verses. There are four verses in this poem.

We usually start each new line with a capital letter.

We sometimes use rhyming words. In this poem, the rhyming words are in the second and fourth lines of each verse.

Avoid forced rhyme – using words that rhyme but don't make sense.

3 Read again and answer the questions.

- 1 What two sounds can you hear in the morning?      2 Where are the birds in the afternoon?

4 Complete the similes.

a cheetah diamonds ~~fire~~ chocolate ice a tortoise

- 1 The sun is as hot as fire.  
3 This train is as slow as \_\_\_\_\_.  
5 His eyes are as brown as \_\_\_\_\_.  
2 My cold hands feel like \_\_\_\_\_.  
4 You run so fast! You're like \_\_\_\_\_.  
6 The stars look like \_\_\_\_\_.

5 Complete the writing task on page 106 of Workbook 6.



1 Complete the quiz.

1

(noun) *the sun and all the planets*  
What is the word?

2

How does Libby know so much about dolphins in the story?

3

Complete the sentence with the correct phrasal verb. Do you want to \_\_\_\_\_ to my house for lunch?

4

Circle the correct answer.  
"Where are you from?" He asked me where I am / was from.

5

Circle the correct answer.  
"What is your favorite food?" She asked me what my favorite food was / was my favorite food.

6

Circle the correct answer. "Sit down!" The teacher told them sit / to sit down.

7

Which planet does the boy go to first in the poem?

8

(adj) *very expensive and special*  
What is the word?

9

Complete the sentence. The sun was \_\_\_\_\_ bright \_\_\_\_\_ fire.

10

Complete the sentence. She sings \_\_\_\_\_ a bird.

2 Listen and write. Sing.  108

shooting star comet moon been space station seen astronaut traveled

Meeting an astronaut

Today, I met an <sup>1</sup> astronaut  
Who said his name was Jed.  
I asked him where he'd <sup>2</sup> \_\_\_\_\_ that day  
And this is what he said.

I've been to a <sup>3</sup> \_\_\_\_\_ and back again.  
I've seen some wonderful things.  
I've been to the stars and I've flown around Mars.  
I've <sup>4</sup> \_\_\_\_\_ through Saturn's rings.

Today, I met an astronaut  
Who said his name was Jed.  
I asked him what he'd <sup>5</sup> \_\_\_\_\_ that day  
And this is what he said.

I've seen a <sup>6</sup> \_\_\_\_\_ and a <sup>7</sup> \_\_\_\_\_  
And a planet that glowed so bright.  
I've seen the <sup>8</sup> \_\_\_\_\_ in the afternoon.  
It was such an incredible sight.



# Science Time!

## Topic: Light

- 1 Look at the photo. What do you think is happening?
- 2 Listen and read.  109

## TRICKS OF THE LIGHT



In ancient times, people made up stories to explain natural phenomena. For example, when the sun disappeared, people in China believed a dragon had eaten it. And in Greece, they thought the gods were angry and had taken it away. Then scientists became interested in astronomy. They studied the moon, the sun, and the planets. They began to understand the earth's cycle. They learned that when the sun disappeared behind the moon, it was a solar eclipse. They realized it happened when the moon comes between the Earth and the sun. The moon blocks our view of the sun and all we can see is a black circle with a ring of light around it, called the corona.

Rainbows were another mystery. The Norse people thought a rainbow was a bridge between heaven and earth that only the gods could use. In Ireland, they thought that a pot of gold was hidden at the end of a rainbow. Now scientists understand that a rainbow is a trick of the light – it only occurs when the sun is shining and there is rain as well. As sunlight passes through water droplets, it bends in a process called refraction. It then splits into the seven colors of the spectrum that make up rainbows. These colors are: red, orange, yellow, green, blue, indigo, and violet.

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

- 1 Ancient people used myths to explain natural events. True
- 2 When there is a solar eclipse, the sun travels between the Earth and the moon. \_\_\_\_\_
- 3 The corona is a ring of light. \_\_\_\_\_
- 4 Some people thought there was treasure at the end of a rainbow. \_\_\_\_\_
- 5 The weather must be wet and cloudy for a rainbow. \_\_\_\_\_
- 6 Sunlight is made up of seven different colors. \_\_\_\_\_

### 4 **Think!** Talk to your partner.

- 1 What other myths have been used to explain natural events?
- 2 How important do you think it is to study science?
- 3 Which parts of Earth or space do you think need more scientific study?

### 1 Listen and write Yes or No. 110

- 1 Is Tom reading about astronomy? Yes
- 2 Is Tom learning about natural phenomena? \_\_\_\_\_
- 3 Are there seven colors in the color spectrum? \_\_\_\_\_
- 4 Does Laura understand about rainbows? \_\_\_\_\_
- 5 Does light travel ten trillion kilometers in a month? \_\_\_\_\_
- 6 Does light always travel in a straight line? \_\_\_\_\_

### 2 Project. Make a project board on the topic of light.

- Choose your topics. Think about:
  - the speed and direction of light
  - stars and planets
  - natural phenomena, e.g. the northern lights.
- Do your research. Make a list of interesting facts.
- Present your ideas. Write simple explanations and glue them on your project board. Draw diagrams, pictures, and charts.



### 3 Present your project.

Why did you choose this topic?

What are your favorite parts of the project?

What other research could you do for this project?

This is my project board. I chose the topic of speed and direction ...

#### Presentation Tip

Remember to stress important words and use appropriate question intonation.

## Lesson One Story

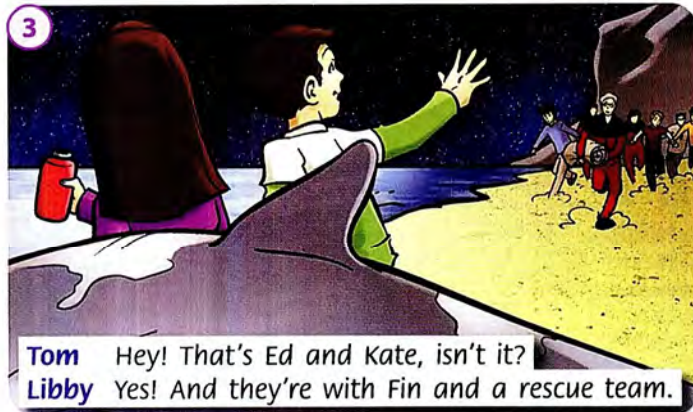
1 Listen and read. Why is Libby so happy at the end? 111



**Tom** This is hard work, isn't it?  
**Libby** Keep going, Tom. We have to keep this dolphin wet.



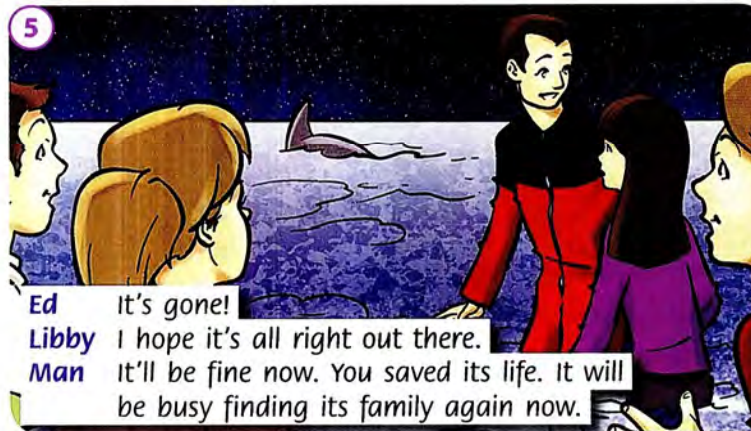
**Tom** How much longer can it survive on land?  
**Libby** I don't know. I wish I knew.



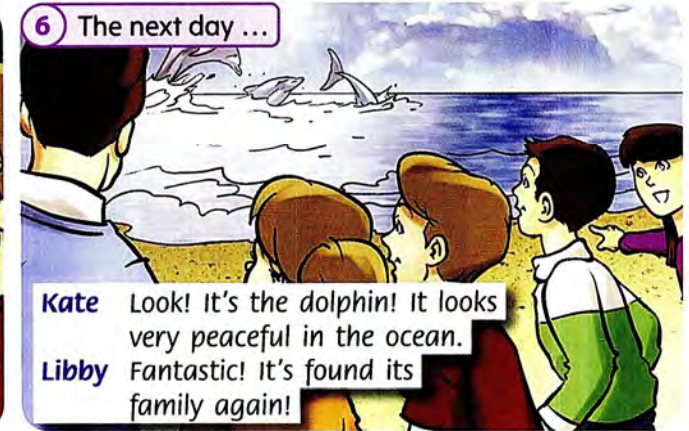
**Tom** Hey! That's Ed and Kate, isn't it?  
**Libby** Yes! And they're with Fin and a rescue team.



**Libby** Do you think it will survive?  
**Man** Yes, I think so. It's a good thing you found it and knew what to do.



**Ed** It's gone!  
**Libby** I hope it's all right out there.  
**Man** It'll be fine now. You saved its life. It will be busy finding its family again now.



6 The next day ...  
**Kate** Look! It's the dolphin! It looks very peaceful in the ocean.  
**Libby** Fantastic! It's found its family again!

2 Listen to the story again and repeat. Act.

3 Read again and match.

1 Tom is tired because he's been

b

2 Libby is worried because she doesn't know

3 Kate, Ed, and Fin arrive

4 They carry the dolphin

5 The man thinks

6 The children see the dolphin with

a back into the ocean.


b pouring water on the dolphin.

c its family.

d the children saved the dolphin's life.

e how long the dolphin can live on land.

f with a rescue team.

1 Listen and repeat.  112

**basic** *adj* not very comfortable, with only the necessary things

**busy** *adj* full of people and activity

**cheap** *adj* costing only a little money

**dull** *adj* boring, not interesting

**expensive** *adj* costing a lot of money

**luxurious** *adj* very comfortable and full of beautiful things

**peaceful** *adj* quiet, with little or no activity

**stimulating** *adj* interesting and exciting

## 2 Read and circle.

- We had nothing to do. It was a very dull / *stimulating* day.
- The hotel was very *basic* / *luxurious*. It had a pool, restaurants, and very big rooms!
- It was very quiet and beautiful in the mountains. It was so *busy* / *peaceful*.
- We didn't have much money, so we found a *cheap* / *expensive* restaurant.
- I didn't have enough money to go inside the castle as it was very *expensive* / *cheap*.
- The town was very *busy* / *peaceful*. There were a lot of cars and a lot of people.
- New York is a very *stimulating* / *dull* city with lots of things to see and do.
- Our hotel room was very *basic* / *luxurious*. There was just a bed and a chair.

## Working with words

Some words have silent letters. We don't pronounce these letters when we say the words.


Silent "w"      Silent "h"

write            what

know            honest

wrong          white

snow            hour

3 Listen and repeat.  113

## 4 Circle the silent letter.

- Look at the snow. It's beautiful.
- Tim is a very honest boy.
- The lesson lasts an hour.
- What is her name?
- I'm going to write a poem.
- This question is wrong.
- She's wearing a white dress.
- Do you know Susie?



## Lesson Three Grammar 1

### 1 Listen and read. Is the family on vacation? 114



### 2 Read and learn.

#### wish

Use **wish** to talk about situations you'd like to be different.

I wish I **was** taller. (He **isn't** very tall.)

I wish I **could** fly. (She **can't** fly.)

I wish it **wasn't** the last day of our vacation. (It **is** the last day of their vacation.)

I wish I **wasn't** scared of heights. (He **is** scared of heights.)

**Look!** wish + simple past

### 3 Complete the sentences. Irregular verb list Workbook 6 page 136

- 1 I wish we could (can) go on vacation today.      2 I wish I \_\_\_\_\_ (have) a surfboard.  
3 I wish I \_\_\_\_\_ (be) on the beach.                      4 I wish it \_\_\_\_\_ (not be) raining.

### 4 **Speaking** Ask and answer.

can / run fast    have / a new dress    can / speak French  
not have / a lot of homework    not be / short    not be / raining



She wishes she had a new dress.

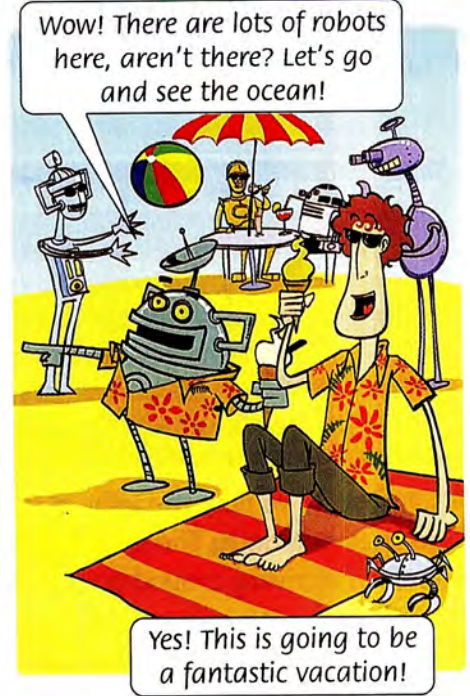
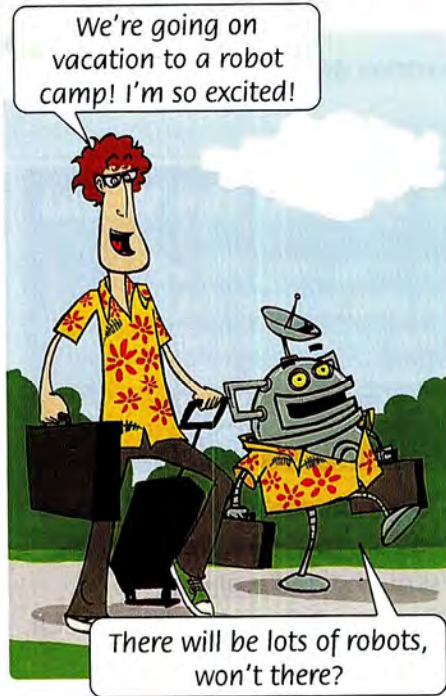
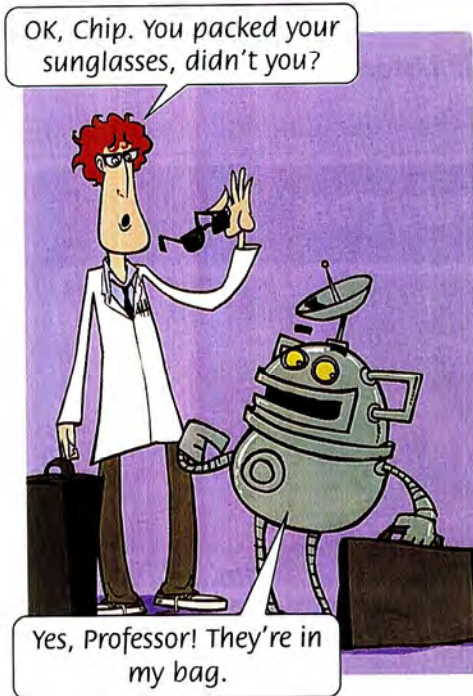
It's Picture 3.



**PROFESSOR & CHIP**



1 Listen and read. Where are Chip and Professor going on their vacation? 115



2 Read and learn.

**Question tags**

Use **question tags** at the end of sentences to mean "Am I right?" or "Do you agree?".

In sentences with the verbs **be** and **can**, we repeat the verb in the question tag.

There **are** lots of robots, **aren't** there? You **can** swim, **can't** you?

In sentences with **most other** verbs, we use **do (not)** / **did (not)** in the question tag.

You **like** strawberry ice cream, **don't** you? You **packed** your sunglasses, **didn't** you?

3 Read and match.

1 New York isn't in Asia,

 e

2 It wasn't warm yesterday,

3 You don't like fish,

4 You traveled to Australia last year,

5 You can speak Korean,

a didn't you?

b can't you?

c was it?

d do you?

e is it?

4 Write the sentences with question tags.

1 It isn't cold today, ... It isn't cold today, is it?

3 You didn't go to the beach yesterday, ...

5 Your sister is a doctor, ...

2 The students work hard, ...

4 They didn't read that book, ...


6 The vacation was great, ...

# Skills Time!

## Lesson Five

### Reading

1 Look at the travel blog. Which countries does Sarah talk about?

2 Listen and read.  116

### TRAVEL BLOG: My Year Around the World

I'm Sarah, I'm 12 years old and this is my blog! We left Canada in January when Mom and Dad decided they wanted us to give up our lives in Canada, and go traveling for a year! They said they wanted us to learn about lots of different things around the world by seeing them all! It was the start of a big adventure!

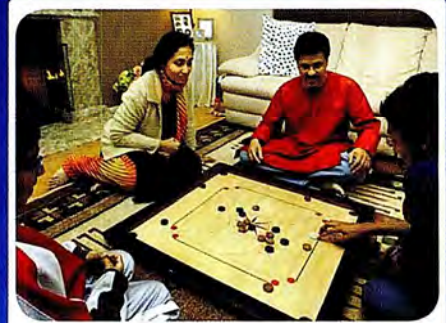
On Day 1, we flew to Delhi, in India. What an amazing place! It was so busy and noisy. There were hundreds of rickshaws, motorcycles, and cars driving around and people shouting and rushing everywhere. We spent three days in Delhi and then went by train all the way down the coast to Kerala. The journey took four days!

We stopped in a fantastic town called Varkala. There were a lot of palm trees on the beach, white sand, and great sunshine. We went on an elephant ride! We traveled through the jungle and across rivers. It was so exciting! It was quite scary being so high up on an elephant, but it was still great fun. Unfortunately, my brother Dan hated it because he doesn't like heights!

After Varkala, we spent four days on a house boat traveling down a river. We stopped once at a village and met a local family who invited us to eat with them. The food was traditional food from Kerala. It was spicy and full of different flavors. After that, the local children taught us a traditional Indian board game called Carroms.

We're going to spend a few days more in Kerala and then we're going to Sri Lanka. I'll write an update on my blog again when I arrive there!

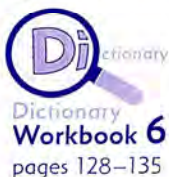
### PHOTOS



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

- 1 The family is traveling for a year. True
- 2 The family traveled by plane to India. \_\_\_\_\_
- 3 The train trip to Kerala took a week. \_\_\_\_\_
- 4 Dan enjoyed the elephant ride. \_\_\_\_\_
- 5 The family spent one day on the houseboat. \_\_\_\_\_
- 6 Some children taught them a new game. \_\_\_\_\_

**Words in context** 1 Find the words in the text. Write.



give up rickshaw rush scary unfortunately spicy flavors ~~board game~~

- 1 I'm playing a board game with my brother.
- 2 My favorite ice cream \_\_\_\_\_ are chocolate and strawberry.
- 3 We went to the beach, but \_\_\_\_\_ the weather was bad.
- 4 I didn't like the movie. It was too \_\_\_\_\_.
- 5 I love \_\_\_\_\_ food.
- 6 I traveled in a \_\_\_\_\_ when I was in China.
- 7 I'm going to \_\_\_\_\_ chocolate. I eat too much!
- 8 Don't \_\_\_\_\_! It needs to be done carefully!

**Listening**

2 Listen. Who is the interviewer talking to? 117

3 Listen again and match.

**Country**

- 1 India  e
- 2 China
- 3 Australia
- 4 South Africa
- 5 South America
- 6 North America

**Favorite things**

- a a mountain
- b the rainforests
- c the animals
- d New York
- e the food
- f the Great Wall



**Speaking**

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

Would you like to travel around the world?	_____	Yes, I would. / No, I wouldn't.
How long would you like to go for?	_____	One month. / Six months. / One year. / Three years.
Where would you like to go?	I'd like to go to _____.	Asia / Africa / Europe / Australia / North America / South America
What would you take with you?	I'd take my _____.	cell phone / MP3 player / books / schoolwork / diary
What would you miss?	I'd probably miss my _____.	friends / TV / computer / clubs / favorite food

# Skills Time!

## Lesson Seven

### Writing

- 1 Look at the opinion essay. What is it about?    2 Read.

#### An opinion essay

We can write an opinion essay to discuss the advantages and disadvantages of something. We divide the essay into four paragraphs.

Paragraph 1:  
the introduction (where we introduce the topic)

Paragraph 2:  
the advantages (where we explain the good things about the topic)

Paragraph 3:  
the disadvantages (where we explain the bad things about the topic)

Paragraph 4:  
the conclusion (where we make our final decision about our opinion)

## Tourism

Every year, millions of people travel around the world to visit the islands in the Caribbean Sea. But is it a good thing?

There are some very good things about tourism in the Caribbean islands. First, it is good for people to see the culture and history of other places. Second, tourists spend money in hotels, restaurants, and stores. This is good for local people. Thirdly, tourism often means that better roads and airports are built, which is also good for local people.

However, not everything about tourism in the Caribbean islands is good. First, tourists can make peaceful places busy and noisy because there are more people, cars, and planes than before. Second, tourism can destroy wildlife because hotels are sometimes built on their natural habitat. Finally, many foreign businesses own the hotels, stores, and restaurants. So, sometimes, big companies get all the money, not the local people.

It seems to me that although tourism can be good for islands in the Caribbean, it can have bad sides, too. In my opinion, it's always important for tourists to respect the local culture.



- 3 Read again and answer the questions.

- 1 Where do tourists often spend money?                      2 How does tourism hurt wildlife?

- 4 Look at the sentences. Which paragraphs in an opinion essay do they come from?

- 1 Climbers often leave a lot of trash.  
2 In my opinion, people should respect the environment.  
3 Climbing is a popular sport, but is it a good one?  
4 You can see some great scenery.  
5 Exercise is very good for your health.  
6 It can be very dangerous.

Paragraph 3

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- 5 Complete the writing task on page 116 of Workbook 6.



1 Complete the quiz.

1 (adj) *very comfortable and full of beautiful things*  
What is the word?

2 How do the children know the dolphin has survived in the story?

3 Circle the silent letter.  
Look at the snow!

4 Complete the sentence.  
I wish I \_\_\_\_\_ play basketball well.

5 Complete the sentence.  
I wish I \_\_\_\_\_ a new computer.


6 Circle the correct answer. You don't like fish, *like / do* you?

7 Which country are Sarah and her family going to go to after India?

8 (adj) *having a hot taste*  
What is the word?

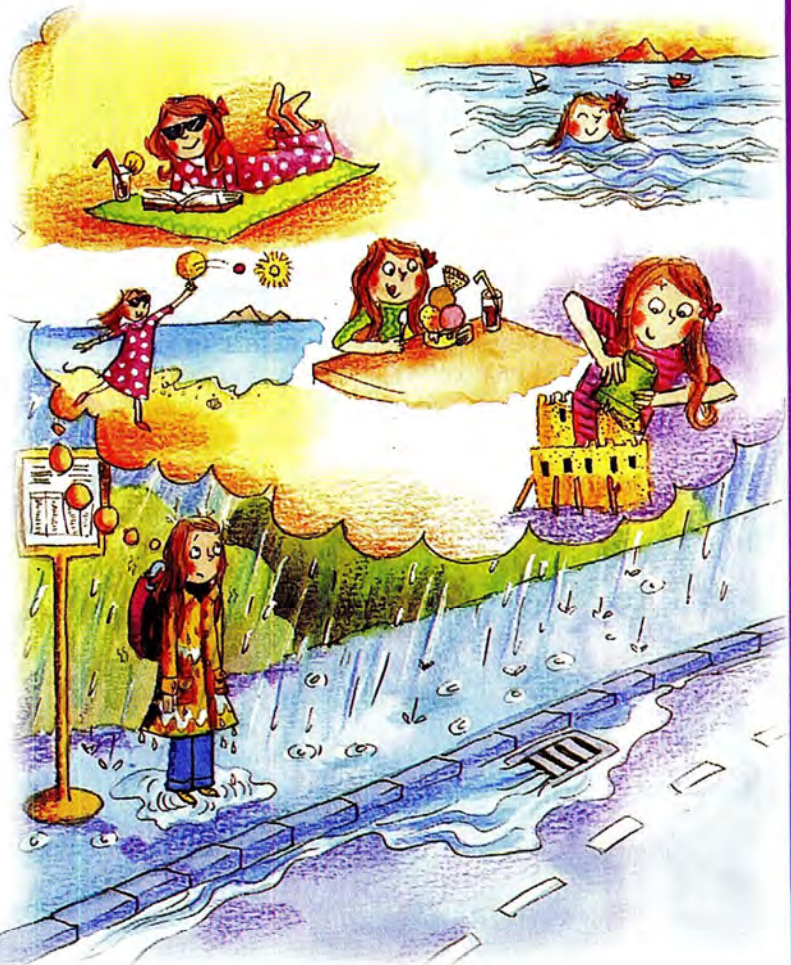
9 Is this sentence in the introduction or the conclusion of an opinion essay? Is snorkeling a good idea?

10 Is this sentence about an advantage or a disadvantage of snorkeling? You can see some amazing sealife.


2 Listen and order the lines. Sing.  118

**I wish I was on vacation**

- 1 I wish I was on vacation  
Or sitting in the sun.  
And having lots of fun.  
Swimming in the bright, blue sea
- 1 I wish I was on vacation  
With ice cream in my hand.  
Running around the yellow beach  
And playing on the sand.
- 1 I wish I was on vacation  
With friends and family, too.  
And laughing all day through.  
Smiling, talking, playing games,
- 1 I wish I wasn't at the bus stop  
I wish I was on vacation  
And feeling cold and wet.  
But it isn't summer yet!





- 1 Look at the pictures. What can you see? Where are the objects?
- 2 Listen and read.  119

# The Mysteries of Mars



People have always been fascinated by Mars, and it has become one of the most explored planets in the Solar System. In the early 1600s, when the telescope was invented, astronomers looked up at the planet and wondered what it was like. Since then, as technology has advanced, scientists have sent satellites to orbit Mars and robots to explore the surface. Over the centuries, they have discovered many things.

### The Climate

Mars is known as the “Red Planet” because it is covered in red dust. It has violent dust storms, so the surface is always changing. It is the second-smallest planet in the Solar System and fourth in line from the sun, which means it can get very cold. The highest temperature on Mars is about 25°C, but the lowest is around -120°C.

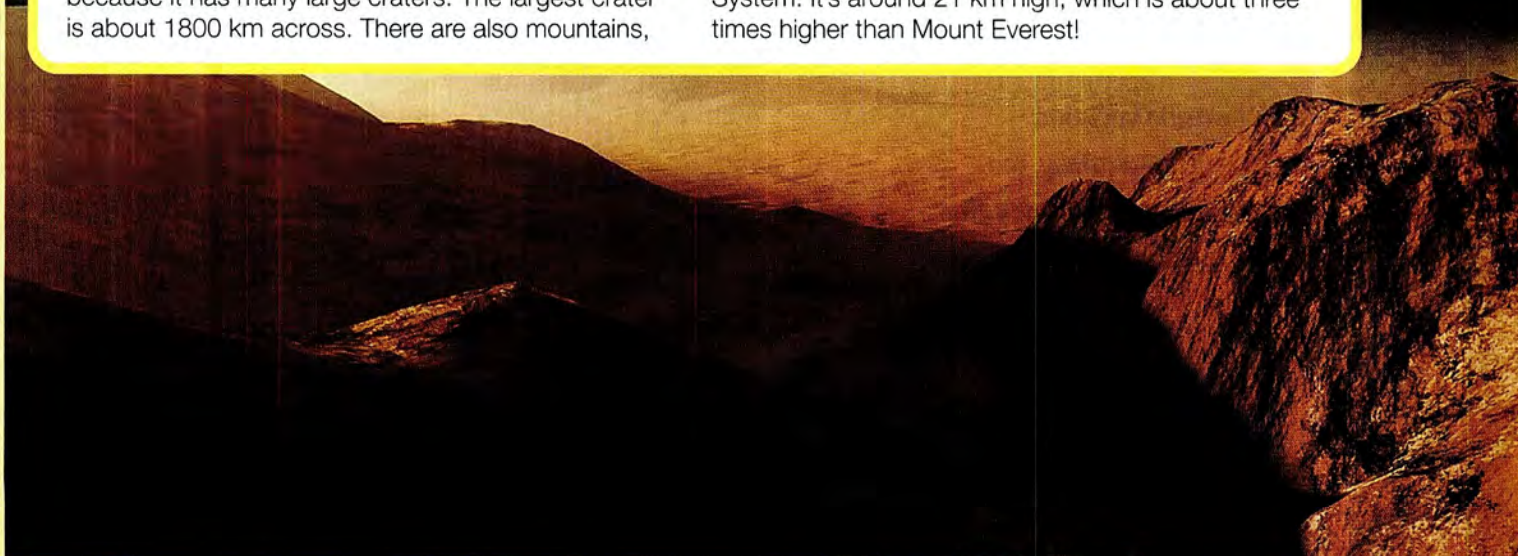
### The Discovery of Water

Mars is in the middle of an ice age, so liquid water cannot exist on its surface at the present time. However, photographs show markings on the surface of the rocks. Scientists think these markings suggest there were rivers there. Perhaps this was because of melting ice, or perhaps there was rain and snow. Some scientists even believe a large ocean once covered the northern half of Mars.

### The Surface

Mars has an interesting surface. Scientists think meteorites crashed onto Mars billions of years ago because it has many large craters. The largest crater is about 1800 km across. There are also mountains,

valleys, and volcanoes. Olympus Mons is one of these volcanoes and is the highest mountain in the Solar System. It's around 21 km high, which is about three times higher than Mount Everest!



### 3 Read again and answer the questions.

- 1 Why is Mars called the "Red Planet"?
- 2 What is Olympus Mons?
- 3 What was the name of the first spacecraft to land on Mars?
- 4 When did Curiosity land on Mars?

### 4 Think! Discuss.

- 1 Do you think space exploration is a good idea? Why (not)?
- 2 Do you think humans will ever land on Mars? Why (not)?

#### The Early Missions

The first missions to Mars began in the 1960s, when the Soviet Union and the U.S.A. began sending spacecraft to orbit the planet. These spacecraft took photographs and collected information about many things. Some of them tried to land on the surface, but these attempts were unsuccessful.

Then, in July 1976, the first unmanned spacecraft landed on Mars. It was called Viking 1. In September, its twin, Viking 2, landed on a different part of the planet. These two spacecraft had computers that could record information around them and send it back to earth. However, the spacecraft could only stay in one place. So scientists weren't able to know what the whole planet was like.

In 1996, the Sojourner was launched. This craft was different from Viking 1 and 2 because it could move around like a remote-controlled car. It was known as a

rover because it could travel across the surface without a human driver, and explore other areas. In 2004, two more rovers were launched and landed on Mars. These rovers were called Spirit and Opportunity. Unfortunately, Spirit has since become trapped and has stopped working, but Opportunity is still active. It continues to move, collect information, take photos, and report back to earth.



#### The Landing of Curiosity

More recently, in 2012, NASA sent a new rover called Curiosity to Mars. This rover, which is the size of a car, has six wheels and is around 2.8 meters long. It can travel 200 meters per day. It has computerized equipment which can survey rocks, soil, and dust. It has cameras that can send images back to earth. It is the biggest and most advanced rover yet. Its mission is to find out more about the climate and geology of Mars, and also to find out if there was once some kind of life there.



#### The Future of Space Travel

Scientists have discovered a lot about Mars through satellites and different kinds of robots. However, they are working hard to improve technology. They hope that, one day, they will be able to send astronauts to walk upon the surface of the "Red Planet," so that they can learn more about the mysteries of Mars.

Scientists also hope to develop ways to increase the number of people that can travel into space. It's already possible to pay thousands of dollars to book a place on a spacecraft and travel with astronauts. But, as more and more people are becoming interested, companies such as Virgin Galactic are planning to provide a space tourism service. Virgin Galactic is building a fleet of commercial spaceships, with the intention of making space travel a reality. And, as the demand increases, the price of tickets will become lower. Then, traveling in space, or even exploring other planets such as Mars, may become a reality for ordinary people.



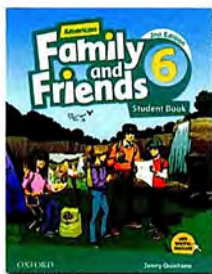
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Supporting all teachers, developing every child

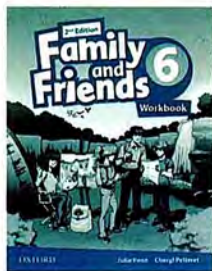
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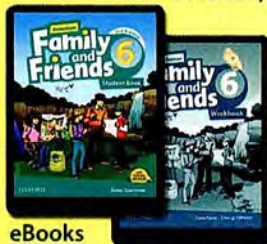
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