

OXFORD

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OXFORD UNIVERSITY PRESS

Scope and sequence

Extensive reading: non-fiction Diaries from Delhi

Starter: Waldome back! page 4 Simple present Present progressive Simple past Past progressive **Irregular past forms** Words Skills Grammar Art project! page 8 Describing art Writing focus: Writing a story going to and will Reading: A story: Island Adventure (Cross-curricular link) Working with words: I'm going to visit an art gallery this afternoon. Writing outcome: Completing a story (Workbook) I'll come with you. Listening: Listening for details Prefixes un- / imabout a painting Present progressive with future meaning Words in context: Speaking: Asking and answering We're meeting at 10 o'clock. Island Adventure questions about paintings Fluency Time! 1 Detailed descriptions Grafts a knowledge game page 16 Sports adventures! page 18 Free Time **Extreme sports** First conditional and first conditional questions Reading: A sports profile: William Writing focus: Using a concept Trubridge map to plan Working with words: If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good? Listening: Listening for details in a Writing outcome: Completing a Prefixes dis- / inconcept map and using it to write a Second conditional and second conditional Words in context: leaflet (Workbook) Speaking: Asking and answering William Trubridge questions about sports If I had a camera, I'd take a picture. Would you play baseball if you lived in the U.S.A.? Health Time! The Human Body Projects a pop-up book page 26 It's festival time! page 28 3 Festival adjectives Writing focus: Letter-writing Present perfect: since / for / already / just / Reading: A travel article: Top Ten yet / before Food Festivals Working with words: I've been here since nine o'clock / for five days. Listening: Listening for details in Writing outcome: Writing a letter Suffix -ous The procession has already / just finished. an interview to a friend (Workbook) Words in context: I haven't seen any fireworks yet. Speaking: Asking and answering Top Ten Food Festivals I've never eaten anything so delicious before. questions about food festivals Simple past and present perfect I went to that festival last year. I've made my costume. Extensive reading: fiction The Picture of Dorian Gray page 36 Transportation of the future! page 38 吗 Forms of transportation Present perfect progressive 1 Reading: A book extract: Writing focus: Using process Transportation Around the World diagrams Working with words: Passengers have been waiting for five hours. Listening: Listening for details in Writing outcome: Using a process Phrasal verbs Time markers diagram to explain how to ride a an interview Words in context: since / for / all morning / all day / all week bike (Workbook) Speaking: Asking and answering Transportation Around the Present perfect progressive 2 questions about different forms of World I'm tired because I've been working. transportation What have you been doing? Fluency Time! 2 Discussing future plans Craft: a datebook page 46 **Technology** The greatest inventions! page 48 Inventions The passive (simple present and simple past) Reading: A timeline: The History of Writing focus: Writing a biography the Pen (Cross-curricular link) Working with words: Many kinds of chewing gum are made. Writing outcome: Writing a Listening: Identifying opinions biography (Workbook) Suffix -ment The aum wasn't advertised. Words in context: The passive (present progressive) Speaking: Asking and answering questions about inventions The History of the Pen My computer is being repaired. Science Time! Project: an interactive poster Energy page 56 You've won a computer! page 58 6 The passive (future) Writing focus: Presenting a Computer verbs Reading: A website article: Computers - Fun Facts research report Working with words: You will be given ten new laptops for your school. (Cross-curricular link Writing outcome: Writing a Homonyms The passive (present perfect) Listening: Listening for details research report (Workbook) Words in context: These wires have been disconnected. about why people use computers Computers - Fun Facts Speaking: Asking and answering questions about computers

page 66

| | | Words | Grammar | Skills |
|------------|-----|--|--|--|
| | 77 | Explorers for a | lay! | page 60 |
| | IJ | Exploring Working with words: Suffixes -er/-ist Words in context: Famous Shipwrecks | Relative pronouns: who, which There are many climbers who successfully clim Mount Everest. They climb a mountain there which is the high mountain in the world. Reported pronouns: that He met a man that was more than 120 years o | est Listening: Listening for details in a tour Speaking: Asking and answering Speaking: Asking answering Speaking: Asking and Aski |
| | Flu | ency Time! 3 | Requesting favors | Craft: an inventions poster page 70 |
| . [| 8 | It's a mystery! | · JANKON RESYM | page 78 |
| Adventures | 0 | Mysteries Working with words: Suffix -able Words in context: The Nazca Lines | Past perfect After they had climbed onto the ship, they saw was no one there. Past perfect negative sentences and que They hadn't invented trucks and trains before to built the pyramids. Had people invented trucks and trains before to built the pyramids? | Listening: Listening for details in an advertisement Speaking: Asking and answering questions about mysteries Writing outcome: Writing a touris information leaflet (Workbook) |
| Į | His | tory Time! | Archeology Project | : a time capsule page 8 |
| | 9 | Survival! | | page 8 |
| | ū | Survival items Working with words: Homophones Words in context: Robinson Crusoe | Third conditional If the machine had worked, he would have be happy. Modal verbs: have to, must, should, and o You have to bring a water bottle. You mustn't touch any insects. You shouldn't bring valuable possessions. You ought to bring a camera. | Listening: Listening to order events Writing outcome: Writing an |
| | | Extensive readin | g: fiction We Didn't Mean to | Go to Sea page 96 |
| | 10 | Around the worl | ld! | page 9 |
| | | World languages Working with words: Suffix -ery Words in context: Languages of the World | Reported speech (all tenses) He said he wanted to visit lots of countries. He said he was looking forward to the trip. He said he had cycled around Africa. He said he had had lessons in French and Spai He said the trip would take about two years. Reflexive pronouns: myself, yourself, itsel himself, herself, ourselves, yourselves, and themselves The machine turned itself off. | Speaking: Asking and answering questions about languages |
| | Flo | ency Timel 4 | Solving problems G | rafte a survival game page 10 |
| | 11 | Space travel! | | page 10 |
| Iravel | | Space Working with words: Phrasal verbs Words in context: Dreaming in a Spaceship | Reported speech: Wh- questions Where, I What, Who, and When He asked him where he was. Reported speech: commands and reques told / asked He told us to turn off our cell phones. He asked them to leave quietly. | Spaceship (Cross-curricular link) using similes Listening: Identifying missing Writing outcome: Writing a poen |
| | Sci | ence Vilmel | Light Projects a pro | feet board page 110 |
| | 12 | Vacation time! | | page 118 |
| | | Vacation adjectives Working with words: Silent letters: w and h Words in context: My Year Around the World | wish I wish I was taller. I wish I could fly. I wish it wasn't the last day of our holiday. Question tags There are lots of robots, aren't there? You can swim, can't you? | Reading: A travel blog: My Year Around the World (Cross-curricular link) Listening: Listening for details in an interview Speaking: Asking and answering questions about traveling Writing focus: Structuring an essay Writing outcome: Writing an essay (Workbook) |

Starter

Welcome back!

Lesson One Story

1 Listen and read. Where does Tom come from? 🚳 👊



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.



Shall we show you the club?

Great! Thanks!

Tom

Yes, thanks! How was your vacation?

Libby It was great! We went to Mexico.

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!

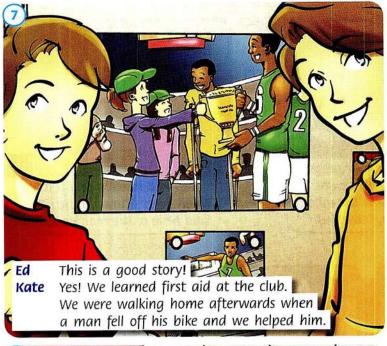
Ed So, we had to wear these!

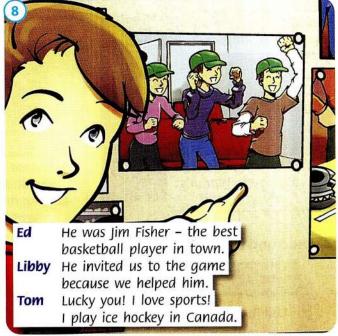


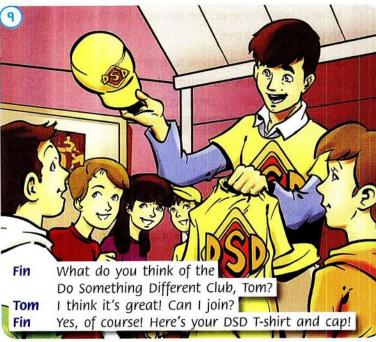
Libby And this is the time we cleaned up the river!

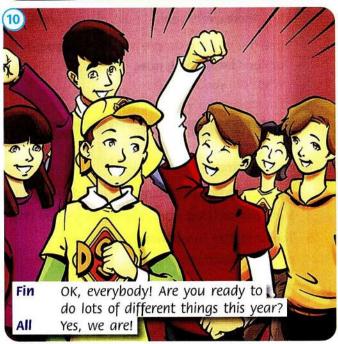


It was really dirty!









- 2 Listen to the story again and repeat. Act.
- 3 Read again and write *True* or *False*.

6 Fin gives Tom a bag and a T-shirt.

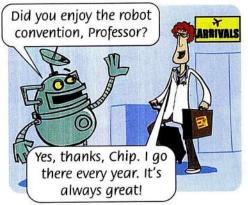
1 Ed and Kate went on vacation to Florida. True
2 Libby and her family stayed at home.
3 Libby is Tom's cousin.
4 Fin had the costumes for the play in his car.
5 Tom enjoys playing sports.

Lesson Two Grammar 1

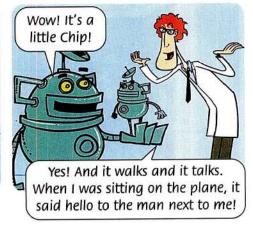
1 Listen and read. Where did Professor go? 钖 👊











2 Read and learn.

Simple present and present progressive

Use the simple present to talk about habits and routines.

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

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

the man next to me!

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

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

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 | bought | bought |
| 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 | spoke | spoken |
| 2 | grow | | |
| 3 | take | | |
| 4 | wear | | |
| 5 | write | William Company | |
| 6 | fly | - | |
| 7 | eat | 4 | |
| 8 | see | | |
| 9 | go | | |

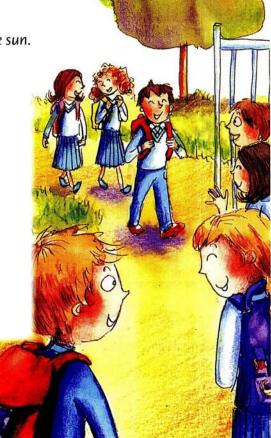
- 1 Complete the charts. V Irregular verb list Workbook 6 page 136
- Listen and order the lines. Sing. <a>§ <a

Welcome back!

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.

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.

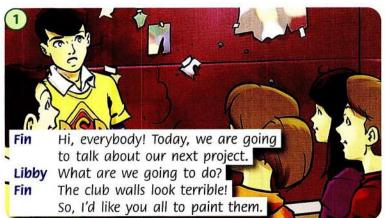
You visited people you knew, So welcome back today. You went on a picnic or two. But you knew you couldn't stay,

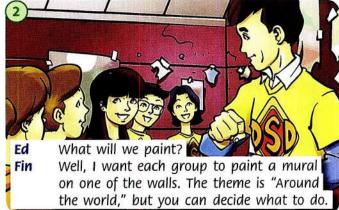


Art project!

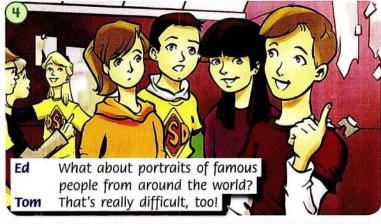
Lesson One Story

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









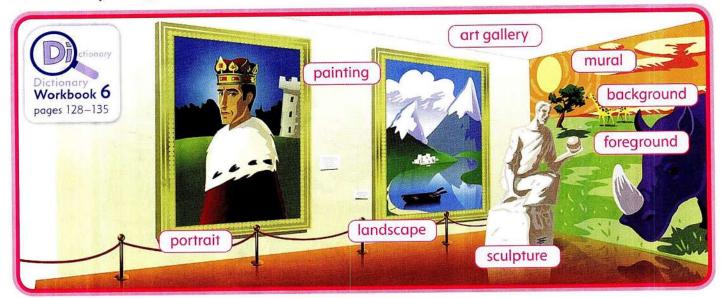




- 2 Listen to the story again and repeat. Act.
- 3 Read again and write True or False.
 - 1 The children are going to paint the walls. <u>True</u>
 - 3 Kate is good at drawing animals.
 - 5 Libby likes Kate's idea.

- 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. 6 05



2 Write the words.

| 1 | painting | noun a picture that someone has painted |
|---|----------|---|
| 2 | | noun a building where you can go to look at paintings and other art |
| 3 | | noun a picture of a person |
| 4 | | noun a picture of the countryside |
| 5 | | noun the part of a picture that looks like it's near you |
| 6 | | noun the part of a picture that looks like it's far from you |
| 7 | | noun an animal, a shape, or a person made from stone, wood, etc. |
| 8 | | noun a very big picture painted on a wall |

Working with words

We add the prefixes un- or im- to some adjectives to make the meaning negative.

| positive | popular | friendly | happy | patient | possible | polite |
|----------|-------------------------|------------|---------|-------------------|------------|----------|
| negative | <mark>un</mark> popular | unfriendly | unhappy | im patient | impossible | impolite |



3 Listen and repeat. 例 06

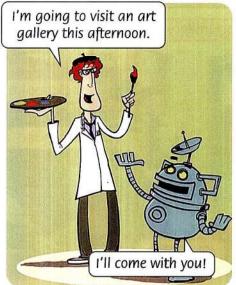
4 Read and circle.

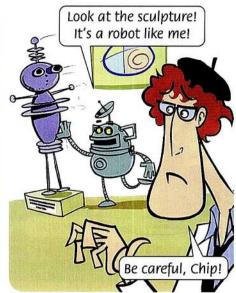
- 1 Tom is very *friendly / unfriendly*). He never speaks to anyone.
- 2 My sister is very popular / unpopular. Everyone likes her.
- 3 Jon is a very polite / impolite boy. He always says "please" and "thank you."
- 4 My little brother is very patient / impatient. He always waits calmly.
- 5 This math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

Lesson Three Grammar 1

1 Listen and read. Where do Professor and Chip go? 69 07









2 Read and learn.

going to

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

I'm going to visit an art gallery this afternoon. I'm not going to go to town this weekend.

will

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

I'll come with you!

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

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

3 Read and circle.

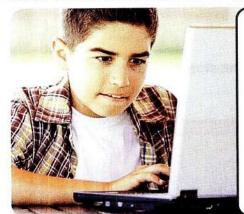
- 1 Our class will / is going to go to a museum next week.
- 2 "I'm thirsty!""I'll / I'm going to get you a drink."
- 3 "Do you want to come to town?" "No, I won't / I'm not going to come. I have too much homework."
- 4 We won't / We're not going to visit our grandparents today. They're away on vacation.
- 5 "I can't find my pen." "Don't worry! I'll / I'm going to lend you mine."
- 6 I'll / I'm going to buy a travel book for my vacation next week.

4 Complete the sentences. Use will or going to.

| 1 | Α | I'm going to | buy ice cream. |
|---|---|--------------|--------------------|
| | В | I <u>'ll</u> | come with you! |
| 3 | Α | I'm cold. | |
| | В | I | _ close the window |
| 5 | Α | I | _ pack my suitcase |
| | В | Ι | _ help you. |

| 2 | Α | I | take my camera to the zoo | | |
|---|---|-----------------|---------------------------|--|--|
| | В | Good idea! I _ | take mine, too. | | |
| 4 | Α | I | visit Mexico this summer. | | |
| | В | That's an inter | esting country. | | |
| 6 | Α | I don't underst | and this question. | | |
| | В | I | help you. | | |

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



Hi Ben,

What are you doing today? I'm catching a bus into town at 10:15 with Fred. Do you want to come? We're meeting Jack at 11 o'clock at the bus station. Then, at 12 o'clock, we're going to an art exhibition at our friend's art club.

In the afternoon, Fred is watching a movie at the movie theater. He already has tickets, but there are no tickets left, so we can't go! I'm not doing anything. Do you want to watch a DVD at my house instead? See you soon!

Harry

2 Read and learn.

Present progressive with future meaning

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

I'm catching a bus. I'm not doing anything. What are you doing today?

3 Complete the sentences. Use the present progressive.

| 1 | I'm meeting (me | eet) Ben at one oʻclock this afternoon. |
|---|-----------------|---|
| 2 | We | (catch) a train at three thirty. |
| 3 | 341 | (you / visit) your grandparents after school? |
| 4 | The children | (play) a basketball game at two oʻclock. |
| 5 | What movie | (you / watch) at the movie theater tonight? |

6 Jeff _____ (go) to a café with his friends for his birthday lunch.

11:30 a.m.

4 Speaking Ask and answer.

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10:00 a.m.

feed / the penguins
go / home
have / lunch
leave / school
visit / the elephant enclosure
watch / the dolphin display

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

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

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Skills Time!

Lesson Five

Reading

- 1 Look at the story and the paintings. Which painting do you think the story is about?
- 2 Listen and read. 6 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.

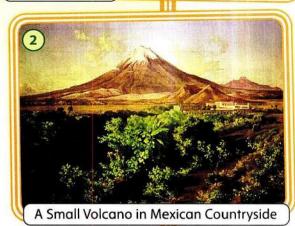
"How did you find us?" asked Ryan in amazement.

"I saw the boat <u>floating</u> 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?

Yes, he is.

3 Are there any caves on the island?

5 Do they use matches to start a fire?

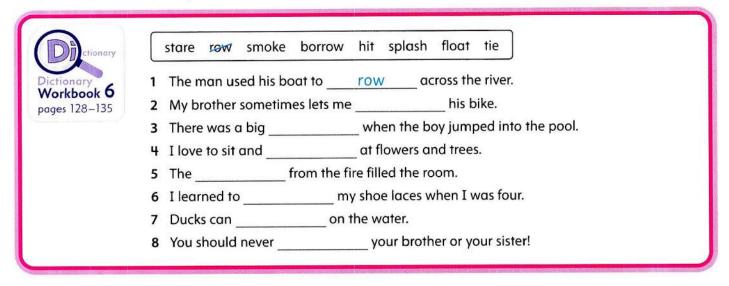
2 Do the boys swim to the island?

4 Do the boys lose their boat?

6 Does Ryan's father find the boys?

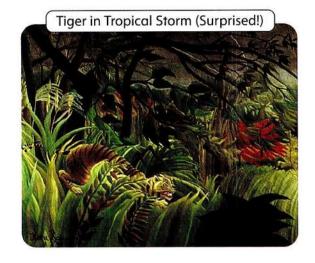
Words in context

1 Find the words in the story. Write.



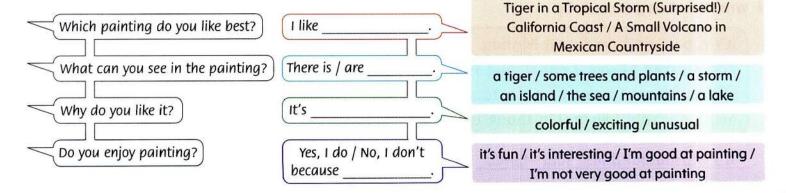
Listening

- 2 Listen. Do the children like the painting? 6 10
- 3 Listen again and circle.
 - 1 The children are looking at a painting in a book / on a wall.
 - 2 The artist of the painting was French / Italian.
 - 3 The artist painted the picture in 1991 / 1891.
 - 4 The children think the tiger is in a forest / zoo.
 - 5 They think the tiger is hungry / thirsty.
 - 6 They decide to write a poem / story.



Speaking

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



Skills Time!

Lesson Seven

Writing

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

A story

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

We can start a new line when someone new speaks.

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

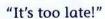
When we know who's speaking, we don't have to put their name.

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

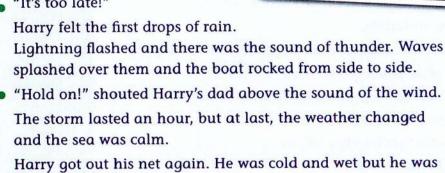
A Stormy Day at Sea

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.



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.



14

1 Complete the quiz.

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

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

Make the word negative. possible

(10)

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

Correct the sentence.

Correct the sentence. We catch a bus at 5:00 p.m.

(6)

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

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

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

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



I'm going to paint a 1 painting In ² silver and ³_____, Bright stars and oceans, And maybe a dolphin or two.

I'm going to paint a 4 In colors 5_____ and gray, Dark skies and dark 6 , A cold and stormy day.

I'm going to paint a 7 in colors yellow and 8 Sunshine and lemon trees, A sunny country scene.

Fluency Time! 1

Everyday English





1 Watch and listen. Read. D 12







I've bought Megan a shirt for her birthday. Look! It's very nice. What's it made of? It feels like silk.

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



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

Is it? It looks like metal.



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

That's Megan's birthday cake. It's a chocolate cake.

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.
- Megan rings the doorbell.
- d Ben eats some of Megan's cake.
- Megan can smell the cake.
- Ben wants to eat the cake.



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

ball door eraser plate spoon book window ruler pencil towel

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?

Is it a ball?

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

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

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

Yes! Well done! / Sorry, try again.

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.
- 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.
- Cut out the board game and the counters.
- Color and cut out the spinner template. Push a pencil through the middle of the spinner.
- 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.



I think it was invented in 1903.

What are CDs made of?

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

Juliet written by

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 ...

the unstitute and the

When was the

invented!

written by?

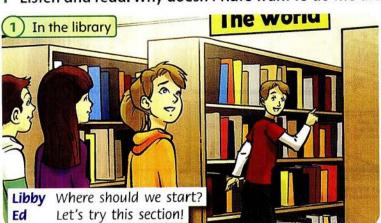
windows made

What new facts have you learned?

Sports adventures!

Lesson One Story

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

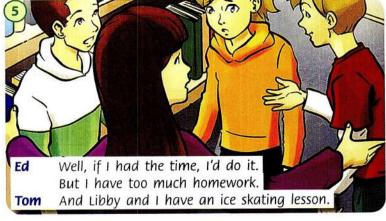








Yes, and ice hockey for Canada. Or soccer for Brazil. Kate Libby So, who is free this evening to draw our ideas?





- 2 Listen to the story again and repeat. Act.
- 3 Read again and write the names.

Kate Libby Tom

- Ed finds a useful section in the library.
 - asks who is free.
- 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





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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.





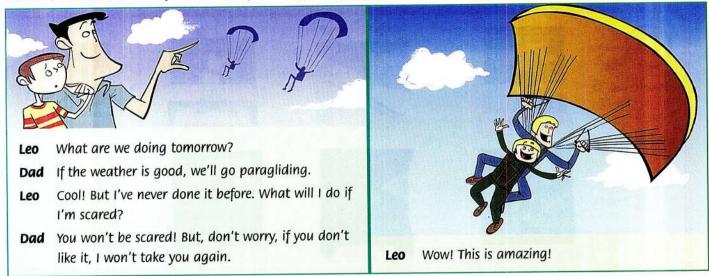
3 Listen and repeat. 🖠 16

4 Write dis or in.

- 1 I really <u>dislike Ben. He's never nice to anyone.</u>
- 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? 6 17



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

4 Write sentences. Use the first conditional.

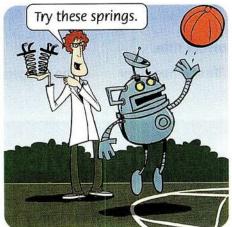
- 1 if / I / finish / my homework / I / visit / my friends
 If I finish my homework, I'll visit my friends.
- 2 you / not win / the race / if / you / not run / fast
- 3 we/go/to the park/if/it/not rain/tomorrow
- 4 they / not pass / the test / if / they / not study / hard
- 5 if /I/stay/at home /this evening /I/go/to bed /early
- $\mathbf{6}$ if / she / go / to the party / she / buy / a new dress

1 Listen and read. What sport is Chip playing? 6 18











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!

wouldn't = would not 'd = would

| 3 | Comple | ete : | the sent | ences. | Use the | second | conditional | |
|---|--------|-------|----------|--------|---------|--------|-------------|--|
|---|--------|-------|----------|--------|---------|--------|-------------|--|

| V | Irregular | verb | list | Workbook | 6 | page | 136 | |
|---|-----------|------|------|----------|---|------|-----|--|
|---|-----------|------|------|----------|---|------|-----|--|

| 1 | If I | found | (find) a little spider in my house, I'd | put | (put) it outside. | |
|---|----------------------------|-------|---|---------------------------|--------------------------|--|
| 2 | If I (live) in the mount | | (live) in the mountains, I | (go | o) skiing every weekend! | |
| 3 | 3 Ben (buy) a house | | (buy) a house for his parents if he | | (have) a lot of money | |
| 4 | If I (speak) French, I | | (speak) French, I | (not go) to French class. | | |
| 5 | 5 If we (live) ne | | (live) near a tennis court, we | ear a tennis court, we | | |
| 6 | I | | (run) away if I | (see) a snake. | | |

Speaking Ask and answer.

| | Harry | Jon | Tim | Ben |
|---|----------------|---------------------|---------------------|----------------|
| 19R | run away | put it outside | run away | put it outside |
| Past Part Part Part Part Part Part Part Par | 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!

Skills Time!

Lesson Five

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. 6 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.

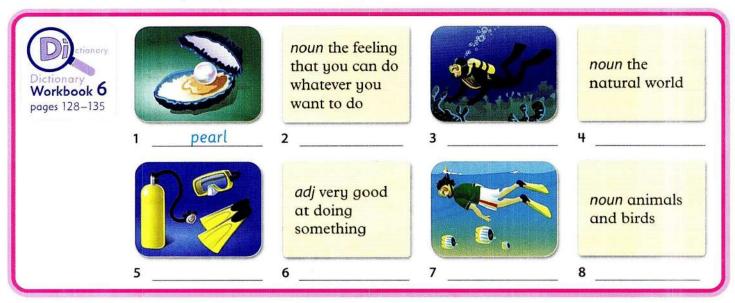
Although William was very talented at free-diving, he didn't begin serious training until 2003. Then, he went to Italy and trained with the Italian Apnea Academy. In 2007, William broke his first world record when he dived 81 meters down into the ocean. Then, in 2010, at Dean's Blue Hole in the Bahamas, 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.
 - Free-divers dive without breathing equipment.
 - William first trained as a free-diver in the Bahamas.
 - 6 He is interested in helping animals.

Words in context

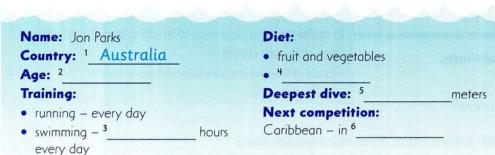
1 Find the words in the sports profile to match the pictures and definitions.

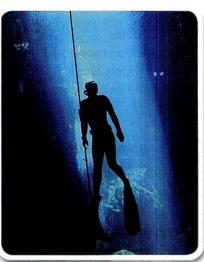


Listening

- 2 Listen. What sport are they talking about? 🚳 20
- 3 Listen again and complete.

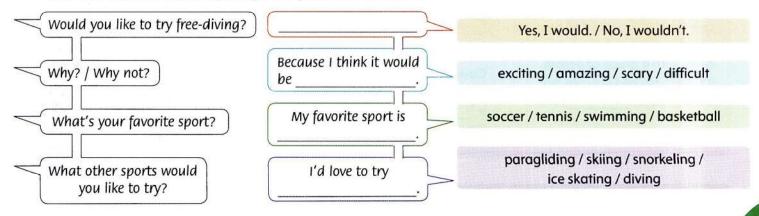
gym – four times a week





Speaking

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



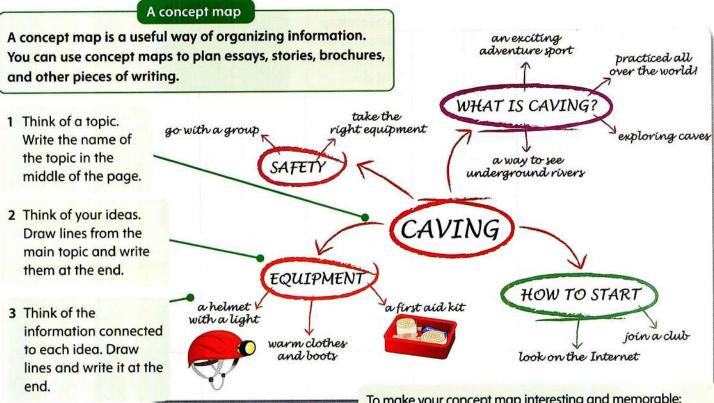
Unit 2

Skills Time!

Lesson Seven

Writing

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



- 3 Read again and answer the questions.
 - 1 What kind of sport is caving?
 - 2 What kind of equipment do you need?

- To make your concept map interesting and memorable:
- use different colors
- draw different shapes around your words
- draw pictures
- 4 Complete Megan's brochure with information from the concept map.

Coving

What is caving?

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

How to start

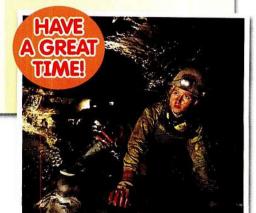
The best way to start caving is to look on the Internet. Look at some pictures and some good websites. After that, you should join a

Safety

Caving can be dangerous. Never go caving alone. Always go with 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 5 should also take a 6



Complete the writing task on page 22 of Workbook 6.



1 Complete the quiz.

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

Where is Tom going with his parents in the story?

4)

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

Correct the sentence.

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

What job does

something What is the word?

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 1 soccer Or go for a run. And if I went 2 I'd have lots of fun.

I really love 3_____ And ⁴______ is great.

If I lived near a rink, I'd love to 5 .

I like to play 6_____,

It's so fun to play.

If I lived by the ocean, I'd go ⁷_____ all day.

But whatever I do,

Run fast or 8_____ 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. 6 22

FIGHT FINGHT

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 <u>palms</u> sweat when you see the school bully. The body's reaction to fear is called the *fight or flight* <u>response</u>.

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 <u>muscles</u> and brain.
- Your lungs take in air faster to supply your body with oxygen.
- The pupils in your eyes get larger so that you can see more easily.
- Wour 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.

1 Your <u>heart</u> beats faster.

3 Your _____ goes dry.

5 Your ____ sweat.

pupils palms lungs beart mouth blood

2 More _____ travels around your body.

4 Your _____ take in more air.

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. (9) 23

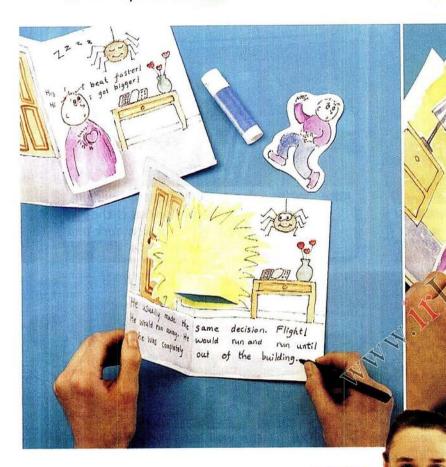
- 1 Ben is afraid of spiders and snakes. False
- 3 Kate read about the response to *fight or flight* on the Internet.
- 5 Ben knows that his pupils get larger.
- 2 His palms sweat when he sees a snake.
- 4 Kate explains why there are changes to the digestive system.
- 6 Ben prefers flight to fight.

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

- Choose a topic and think about a story and a title:
 - everyday dangers
 - phobias
 - · survival in prehistoric times
- 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.

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 ...

PresentationTip

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

It's festival time!

Lesson One Story

1 Listen and read. What does Kate draw? 6 24



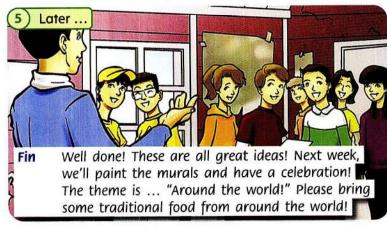






to draw buildings! It was easy!







- 2 Listen to the story again and repeat. Act.
- 3 Read again and write True or False.
 - Kate arrives early at the club.
 - 3 Kate has changed their idea.
 - 5 Fin makes the food for the celebration.

- 2 Kate has told Ed about the pictures.
- 4 Kate tells the club about their pictures.
- 6 The wall doesn't look good.

False

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.

- 1 I wore a bright / delicious red costume to the carnival.
- 2 The music was bright / awful. No one liked it.
- 3 These pancakes are delicious / deserted. Can I have some more, please?
- 4 The costumes are really disgusting / original. I've never seen anything like them before.
- 5 I'm sorry, but this rice tastes amazing / disgusting. I can't eat it.
- 6 Everybody wore deserted / traditional clothes from their different countries.
- 7 The streets were deserted / bright because there was an important basketball game on.
- 8 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 hazard poison danger Workbook 6 pages 128-135 hazardous dangerous poisonous adjective When the noun ends in -y, When the noun ends in -e, we change the -y to an -i and add -ous. we remove the -e and add -ous. noun adventure fury fame furious adjective famous adventurous

3 Listen and repeat. 例 26

4 Read and circle.

- 1 My mom was fury / furious when I broke the window.
- 2 I'm not interested in fame / famous. I don't want the world to know who I am.
- 3 Fireworks can be danger / dangerous, so be careful when you're near them.
- 4 My brother's really adventure / adventurous. He loves traveling to different places.
- 5 The wet floor is a safety hazard / hazardous. Someone might fall down.
- 6 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.

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

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

1 live / in France / four months

She's lived in France for four months.

- 2 have / her necklace / June
- 3 know / her friend / 2011
- 4 be / in the café / ten o'clock
- 5 speak / French / she was ten
- 6 play / the guitar / two years



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

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





Look at this parade! Everyone has to wear a costume. This







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.

| 1 | | | | | | - Variation (Co.) |
|---|----------------|------|----------|---|------|-------------------|
| V | Irregular verb | list | Workbook | 6 | page | 136 |

- 1 I went (go) to the festival yesterday. It was great!
- 2 I _____ (go) to New York three times in my life.
- 3 We _____ (visit) Brazil last summer.
- 4 I _____ (have) my lunch at one oʻclock.
- 5 I (eat) Chinese food.

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!

Skills Time!

Lesson Five

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Reading

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

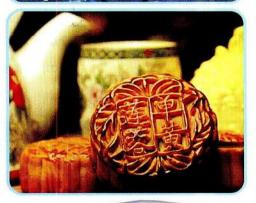


Top Food Festivals
Going to festivals is always fun, but going to festivals that have delicious food is even better! Here are some of our favorite festivals around the world.

- 1 If you like food, you'll love the Kimchi Festival. This festival takes place in October every year in Gwangju in Korea. It <u>lasts</u> for five days but what does it <u>celebrate</u>? Kimchi, of course! Kimchi is a traditional dish made with onions, <u>garlic</u>, peppers, and other vegetables. It is very <u>spicy</u>, but it can be <u>sweet</u>, too. It is also very good for you! At the festival, visitors can taste different kinds of kimchi. There are also kimchi-making competitions.
- 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.
- 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.

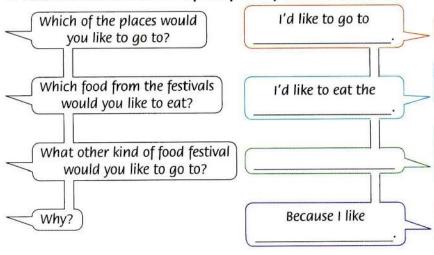
| Cionary | last celebrate harvest garlic spicy demonstration filling sweet | | | | | |
|---|--|--|--|--|--|--|
| Vorkbook 6 | Our science teacher gives us a <u>demonstration</u> when we do experiments. My favorite sandwich is strawberry jelly. | | | | | |
| and a supplementation of the supplementation | 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 attime. | | | | | |
| | 8 My dad likes really hot and food. | | | | | |

Listening

- 2 Listen. What food do they celebrate in the festival? 6 30
- 3 Listen again and write True or False.
 - The rice festival takes place in France.
 True
 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.



South Korea / the U.S.A. / China / France

kimchi / garlic ice cream / moon cakes / rice with fish or chicken

A pizza festival. / A cake festival. /
An ice cream festival. / A fruit festival. /
A cheese festival.

sweet food / unusual food / healthy food / traditional food

Unit 3

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

Danny

A letter

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

3a / 4th Floor

Fo Tan Road,

Monday August 2nd

Hong Kong

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.
 - I have sent you an invitation to my birthday party next weekend. I hope you can come!
 - 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.
 - Sunday July 10th
 - ____ From, Michelle

- 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!
- 10 Spring Road, Chicago 60604
- Dear Alice,

Complete the writing task on page 32 of Workbook 6.





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Lesson Eight



What is the word?

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

Make the word into an adjective. danger

(10)

Correct the sentence. I've known Jon since

Correct the sentence. Have you yet had

6

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

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 1 street

They're laughing and dancing and clapping their hands,

To ² music and ³ bands.

It's time to celebrate,

Fireworks are up in the sky.

They're whizzing and banging and making a scene,

In pretty 4 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,

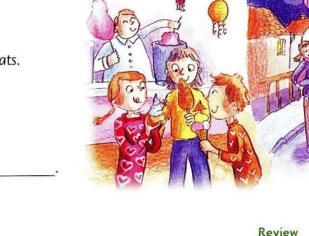
5 cakes and 6 treats.

it's all over now,

The streets are ⁷ again.

Parents are holding their children tight,

They're smiling and yawning and saying 8







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.

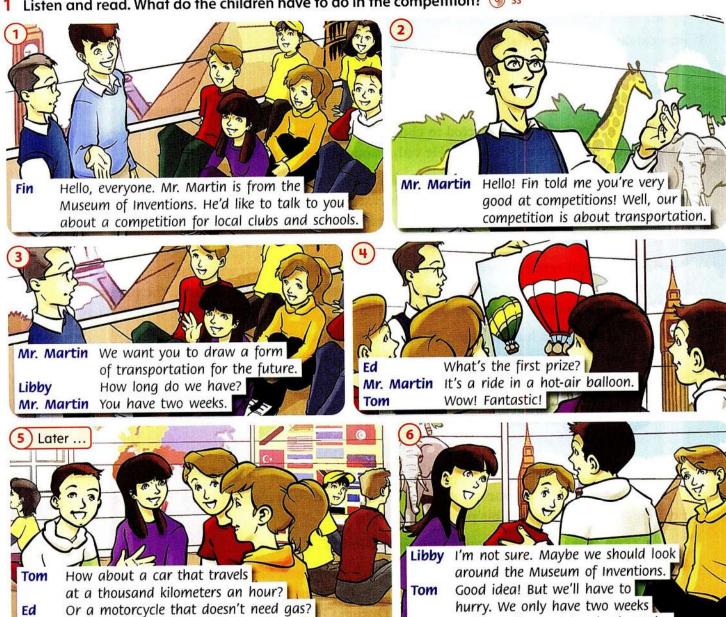
At last, Dorian decided to be good again. He thought that, if he was good, the picture would change back again. But it was too late for Dorian Gray to change. He died and, when he died, he became old and ugly, and his portrait suddenly changed back to look as handsome and young as it was at the beginning.

Based on a story by Oscar Wilde

Transportation of the future!

Lesson One Story





- 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?

Or a truck that can travel on water?

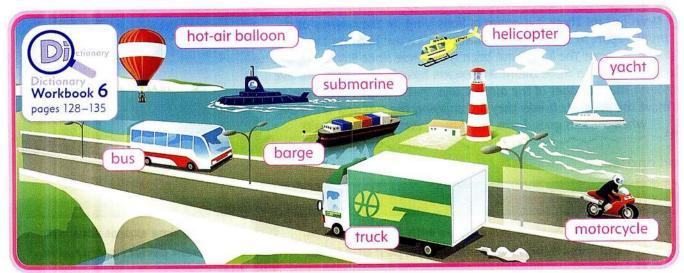
- 5 Is the first prize a ride in an airplane?
- 6 Do the children decide to go to the library?

Yes, he is.

and I really want to win that trip!

Kate

1 Listen and repeat. 例 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. 例 35

Write the words.

| 1 | I can't go out this evening become | after | my little brother. | | |
|---|------------------------------------|------------------|----------------------|---------|--|
| 2 | My parents looked | the museu | museum this morning. | | |
| 3 | I'm really looking | my birthda | y party tomori | row! | |
| 4 | Can you look | this word in you | ır dictionary, p | olease? | |

Lesson Three Grammar 1

1 Listen and read. Why can't the planes fly? 🖠 🕉



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.

has been sutting

| 1 | Mom | has been cutting | (cut) onions for the past ten minutes. |
|---|-------|------------------|---|
| 2 | Jenny | | (clean) her room all morning. It looks much better now. |
| 3 | Jon | | (do) his homework all evening. |
| 4 | They | | (swim) since twelve o'clock. |
| 5 | Tim | | (run) for an hour now. He's training for the race. |

6 We _____ (watch) the movie since eight oʻclock. It's nearly finished.

Write sentences. Use the present perfect progressive.



make a cake / all morning

She's been making a cake all morning.



sleep / since 12:00 p.m.



play the piano / all afternoon



run / for two hours



play tennis / since one o'clock



talk on the phone / for three hours

1 Listen and read. What has Professor invented? 🦠 37



PROFESSOR & CHIP







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.

| 1 | Max is tired because he | has been playing | (play) tennis. | |
|---|-------------------------------|------------------|----------------------------|----|
| 2 | The boys are cold because th | ey | (swim) in the pool. | |
| 3 | The children aren't hungry be | cause they | (eat) chocolate | 2. |
| 4 | I'm wet because I | | (clean) my dad's car. | |
| 5 | We're dirty because we | | (work) hard in the garden. | |
| 6 | Flla's happy because she | | (make) cakes. | |

Speaking Talk about the pictures.

6 Ella's happy because she



Alex

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

> He's been riding his bike.

> > It's Ben.

Skills Time!

Lesson Five

Reading

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



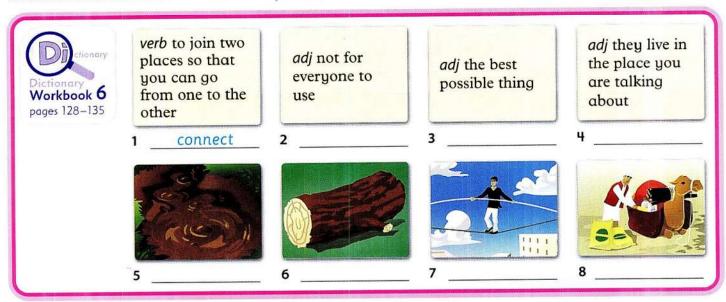


3 Read again and correct the words in bold.

- 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.

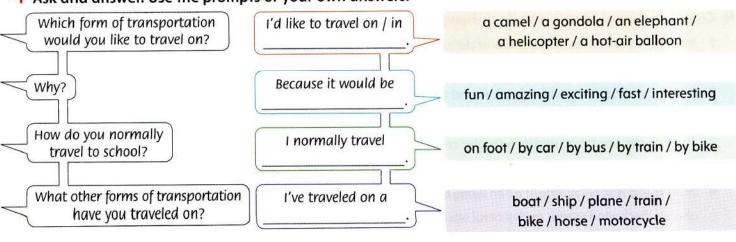


Listening

- 2 Listen. What does Mr. Jones do? 🆠 🧿
- 3 Listen again and write *True* or *False*.
 - 1 Mr. Jones has been flying helicopters since he was 18. False
 - 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.

Speaking

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



Unit 4

Skills Time!

Lesson Seven

Writing

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

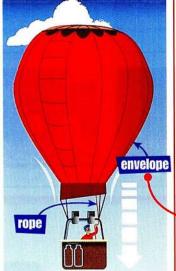
2 Read.

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?
- 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.

_____, 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.

Complete the writing task on page 40 of Workbook 6.



Lesson Eight

1 Complete the quiz.

(noun) a type of boat that travels under the water What is the word? What is first prize in the museum's competition in the story?

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

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

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

Correct the sentence. He's all morning been playing tennis. What's the name of the traditional boats in Venice?

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

What can you use a process diagram Circle the correct word.

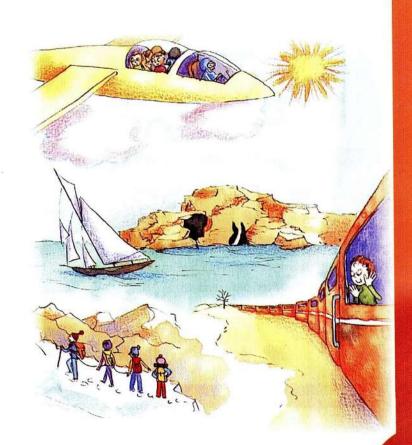
I was bored, so / however.

I visited my friend.

2 Listen and order the lines. Sing. 🦠 👐

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,



Fluency Time! 2



Everyday English

1 Watch and listen. Read.











2 Watch and listen. Write True or False. 🔃 ら 42





- 1 Ben is busy the whole weekend.
- 2 David is planning a basketball game.
- 3 Ben thinks yardwork is a good idea.
- David is making plans for Saturday.
- Ben will ask his parents when he gets home.

False

- The boys are going to see Mr. Ross on Monday.

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

Saturday / Sunday / the first day of vacation

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

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

Are you doing anything special on ?

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

Sorry, I can't.

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

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

OK. Let's meet next week.

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



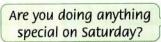
- 1 Watch the story again. Act.
- 2 Make a datebook for your plans this weekend.
 - Write a day on each side of your paper.
 - Find examples of things you are doing on the weekend. Use the pictures or your own photos.
 - Think about:

 chores
 - hobbies
 - places to visit



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.



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?

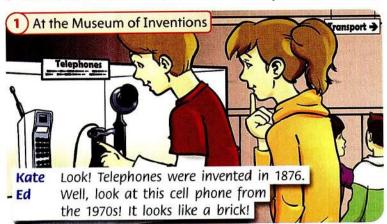
What's your busiest day?

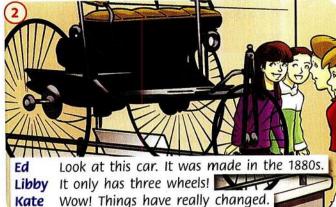
On Saturday morning, I'm helping my mom do the laundry. I'm really busy in the afternoon ...

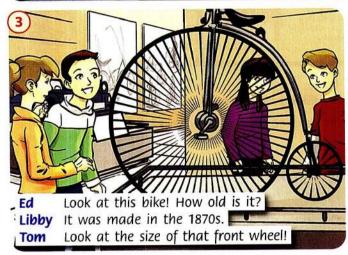
The greatest inventions!

Lesson One Story

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

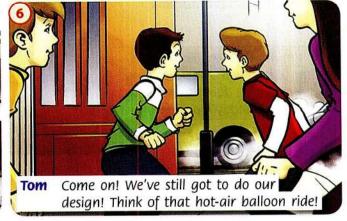












- 2 Listen to the story again and repeat. Act.
- a brick a bike a hot-air balloon telephones front 1880s 3 Read again and write the words.
 - Telephones were invented in 1876.
 - 5 Tom suggests designing .
- 2 The first cell phones were as big as ____.
- 3 Bikes in the 1870s had big _____ wheels. 4 The car was made in the _____.
 - 6 Their bike will be attached to _____.

1 Listen and repeat. 🕟 🔫



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

Write the words.

| 1 | Let's | Let's <u>invent</u> a new ice cream flavor! | | | | | |
|---|--------------------|---|------------|-----------------------------------|--|--|--|
| 2 | I'd love to _ | | a n | ew island in the ocean. | | | |
| 3 | Today, there | e are | | that make cars in factories. | | | |
| 4 | † They're going to | | | a new school in our town. | | | |
| 5 | We're doing an | | | in our science lesson today. | | | |
| 6 | For my scho | ool project, I lo | oked for | in the museum. | | | |
| 7 | This | | is so usef | ul! It makes the job much easier! | | | |
| 8 Scientists want to a car that is good for the environme | | | | | | | |

Working with words

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





3 Listen and repeat. 🚳 45

4 Read and circle.

- 1 Can you move / movement your books, please? I need to use my desk.
- 2 There was a lot of excite / excitement when the children went on their trip.
- 3 There is an agree / agreement to work together on the problem.
- 4 Let's arrange / arrangement to meet on Friday at six o'clock.
- 5 I have a helmet. What other equip / equipment do I need for rock climbing?
- 6 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 Fleer 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

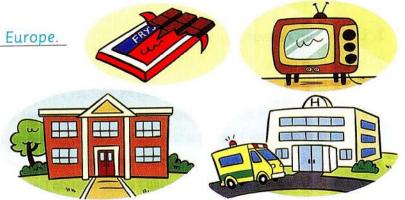
3 Complete the sentences. Use the present passive. V Irregular verb list Workbook 6 page 136

- 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.

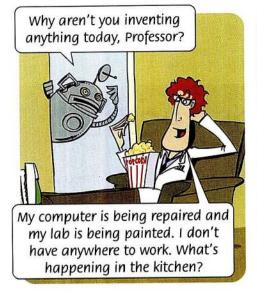
- 1 the first chocolate bar / not eat / in Europe The first chocolate bar wasn't eaten in Europe.
- 2 televisions / invent / in the 20th century
- 3 our school / not build / this year
- 4 the first video games / make / in the 1970s
- 5 popsicles / create / in the U.S.A.
- 6 the boy / drive / to the hospital



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









Hmm. I'll have a look.



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.















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.

Skills Time!

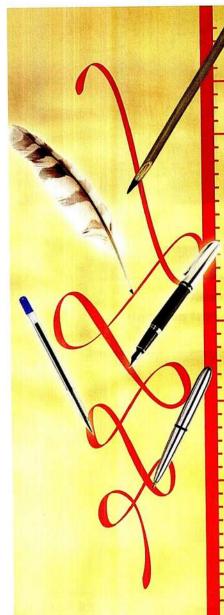
Lesson Five

Reading

1 Look at the text. Find the names of four types of pens.

2 Listen and read. 🗐 😘





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 Biró 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

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

| 2 | DI | ! | | | Truc | ~- | Ealco |
|---|------|-------|-----|-------|------|----|---------|
|) | Redd | again | unu | wille | Hue | U | i uise. |

1 People used stones to draw True pictures in caves. 3 Black ink was invented in China.

2 Reed pens were made from bones. 4 Quill pens were made from plants.

6 Space Pens only work in space.

5 The first ballpoint pen had no ink.

Words in context

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

| Ctionary | 1 cartridge | - |
|-------------------------------------|-------------|--|
| Dictionary Workbook 6 pages 128–135 | 2 | for a camera 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? 🊳 🤫
- 3 Listen again and match.

| Speaker 1 | d |
|-----------|---|
| | |







- a It has changed the way people work.
- b It has helped us learn about history.
- 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?

| Bec | ause it | |
|-----------|---------|--------|
| | | |
| | 10(1)00 | |
| | | |
| I think t | here w | ill he |

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

Skills Time!

Lesson Seven

Writing

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

2 Read.

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 <u>during</u> to show what happened over a period of time.

Finish by writing the person's most important achievement.

to talk about the main events of someone's life.

A biography

We write a biography

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.

Louis Braille (1809–1852)

- 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!

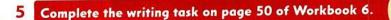


3 Read again and answer the questions.

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

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.





1 Complete the quiz.

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

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

Make the verb into a noun. arrange

Correct the sentence.
Ink invent by the

Chinese.

Correct the sentence.
Tea grown in India.

Correct the sentence.
My homework is
marking right now.

What did Louis
Braille invent?

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

Complete with the correct
words. I started learning
Spanish. ______it was easy.

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?
- 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

REMANDLE EXERCIT

Energy provides electricity to our homes. It can come from <u>renewable</u> or <u>non-renewable</u> sources. Non-renewable sources, such as coal and oil, cannot be used again. These kinds of sources are called <u>fossil fuels</u>. 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 <u>blades</u> turn. This then turns a <u>generator</u> 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 <u>panels</u> people put on the roofs of their homes? These are called solar panels and they are made from <u>silicon</u>. 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 |
|---|------|-------|-----|-------|------|----|-------|
| | | - 9 | | | | | |

- Solar energy is non-renewable.
- 3 Solar power is generated at night.
- 5 Wind turbines are only built on land.

| 2 | Coal | is a | fossil | fue |
|---|------|------|--------|-----|
| | | | | |

- 4 Solar panels can be built on houses.
- 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?

False

- 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)?

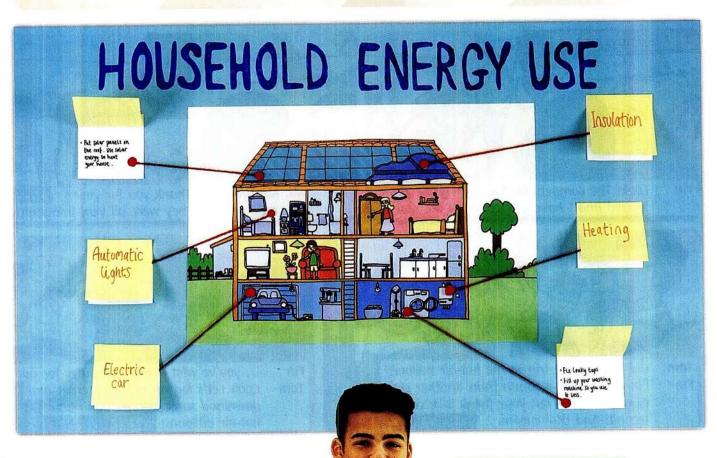
- 1 Listen and write the words. 6 52

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.
 - Choose a title and think about:
 - saving water
 - reducing electricity use
- Do your research. Find out facts about energy and water usage. What mistakes do people make?
- Make a list of the top ways to save energy. Use your research or your own new ideas.
- 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 ...

PresentationTip

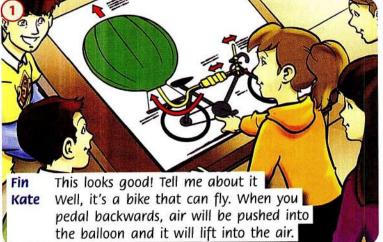
Remember to speak to the back of the class.

Project: an interactive poster

You've won a computer!

Lesson One Story

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













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.
 - The bike can fly.
 Mr. Martin has written to the club.
 The second prize is a trip in a helicopter.
- The bike is good for the environment.

 The DSD Club has won first prize.

 The DSD Club has won first prize.
- 6 Tom wants to use the computer to write to his friends.

1 Listen and repeat. 6 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

Write the words.

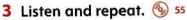
| 1 | I always <u>disconnect</u> | _ the computer when I've finished using the Internet. |
|---|----------------------------|--|
| 2 | I always | when I've finished reading my email. |
| 3 | I can't | to the Internet. Is it working? |
| 4 | I'll send you an email and | the file you need. |
| 5 | I'm 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. |
| Ω | Lwant to | some music from the Internet. |

Working with words

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

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

Workbook 6 pages 128-135



4 Match the homonyms.

nail noun



Lesson Three Grammar 1

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





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

What did Tim Berners-Lee invent?

- the first computer
- the Internet
- 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.

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

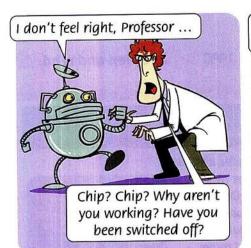
INFORMATION School trip to the Computer Museum Please arrive at school by 8:45 a.m.

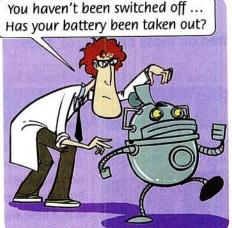
1 Listen and read. Why does Chip stop? 🖠 57

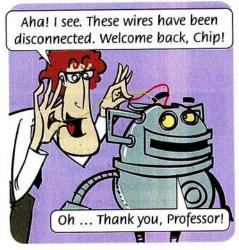


PROFESSOR & CHIP









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

- 1 Computers have used / have been used in offices for many years now.
- 2 A bag has found / has been found in the classroom. Is it yours?
- 3 Has someone disconnected / been disconnected the Internet?
- 4 They haven't eaten / haven't been eaten breakfast today.
- 5 I 've given / 've been given a new laptop. Do you like it?
- 6 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.













Unit 6

Skills Time!

Lesson Five

Reading

1 Look at the text. What was invented on these dates? a) 1964 b) 1990

HOME

2 Listen and read. 🖠 58

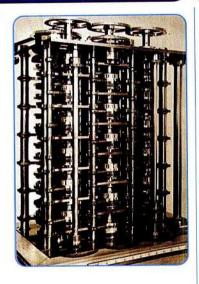


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Computers - Fun Facts

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?

NEWS

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



CONTACT US

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.

FUN

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
- 2 The first computer
- 3 The first computer mouse
- 4 Two men
- 5 The World Wide Web
- 6 In the 1940s, the President of IBM

- a was very, very heavy.
- **b** became popular very quickly.
- c invented the World Wide Web.
- d never built a computer.
- e didn't think computers would be popular.
- f was a box on wheels.

Words in context

1 Find the words in the article. Write.

| Chionary | complication create huge exp | erimental cursor immediately president market |
|---|------------------------------|--|
| Dictionary Workbook 6 pages 128–135 | 1 Chefs like to | new dishes when they cook. ! It's much bigger than ours. We're not sure what it can do yet. for chocolate. Lots of people buy it. around my computer screen. It went very well. sked us to be quiet gave a talk to everybody in the company. |

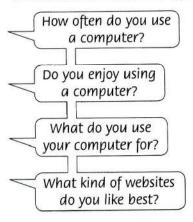
Listening

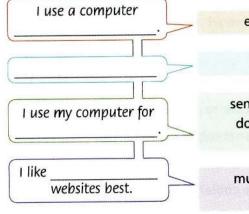
- 2 Listen. How many people does the radio presenter talk to? 🆠 59
- 3 Listen again and check (✓) what they use a computer for.

| Uses the computer to | look for information | play computer games | download music | send emails | do homework | write stories |
|----------------------|-------------------------|---------------------------|-------------------|-------------|----------------|---------------|
| Colin | | | | | 1 | |
| Emma | | | | | | |

Speaking

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





every day / quite a lot / very little

Yes, I do. / No, I don't.

sending emails / surfing the Internet /
doing my homework / playing CDs /
downloading music

music / movies / fashion / shopping / news / wildlife information

Skills Time!

Lesson Seven

Writing

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

2 Read.

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

We can write headings for each section of the report.

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

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

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

A research report

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

My Research Project by Jen Thomas

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?

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.

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!

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."

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.

- Robots
 Every cable has seven layers of plastic to protect it.
 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?

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

Complete the writing task on page 60 of Workbook 6.



1 Complete the quiz.

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

What do the children win in the story?

Complete the sentences with the same word. I _____ my bag on the train.

Turn ____ here, we'll go to the station to collect it.

(10)

Complete the sentence with the future passive.
The class _____ (give) a test tomorrow.

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

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

(6)

What did Douglas Engelbart invent?

(noun) something you move around a computer screen

What is the word?

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

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

2 Listen and write. Sing.

| 0 | 60 |
|---|----|
| | |

| me | email | homework | SHIF | upload | book | attach | download | | William . | |
|-------|-------|--|---------------|--------|------|--------|----------|-------|-----------|--------|
| | | an you d mputer? | o or | 1 | | | | 37, 2 | | |
| | | surf Chat to a frid Write an 2 And then pre | end, | , | | 4 | | | | |
| Yои с | can | Find a recipe Do a fun qui Log on with | m ;, z, | usic, | ! | 44.4 | 170 | | | - C 10 |
| You o | can | do your ⁵ Buy a ⁶ Open a web And take a l | site, | | | | | | GE W | |
| You | can | Make up a s 8 It doesn't ta | ong, a | ohoto, | | | | | | |





Extensive reading: non-fiction

- 1 Look at the pictures. Which country do you think this is?
- 2 Listen and read. 🚱 61



Digries 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.

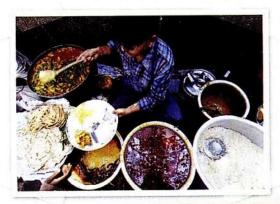
One of the most interesting places I've visited in Delhi is Humayun's Tomb. This monument looks a bit like the famous Taj Mahal in Agra, but it's older. The tomb was built in 1570. It's a very beautiful building and is surrounded by beautiful gardens. Another great place to go is the Red Fort, which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

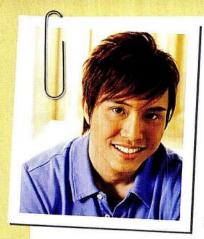
I'm going to spend a few more days in Delhi because I love it so much. Tomorrow, I'm planning to visit the National Museum because I've heard that the art is fantastic. After that, I'll be back on the road! I'll let you know where I decide to go.

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.

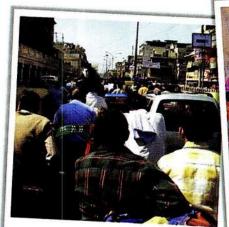
It's opposite Chandni Chowk in Old Delhi. If you climb to the top of the southern tower, you'll get an amazing view of the city.

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 | vacation | 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?

Explorers for a day!

Lesson One Story

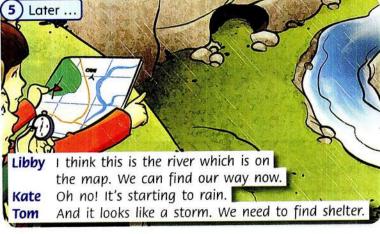
1 Listen and read. Why do the children decide to go into the cave? 🗞 62











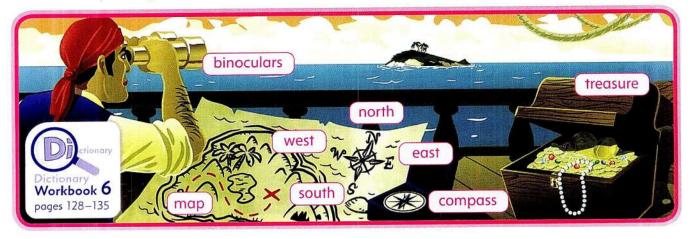


- 2 Listen to the story again and repeat. Act.
- 3 Number the events in the correct order.
 - a Each group gets a compass.
 - c It starts raining.
 - e They go in a cave.

- **b** The children decide which flag to look for.
- d They discover they're lost.
- f Fin gives instructions.

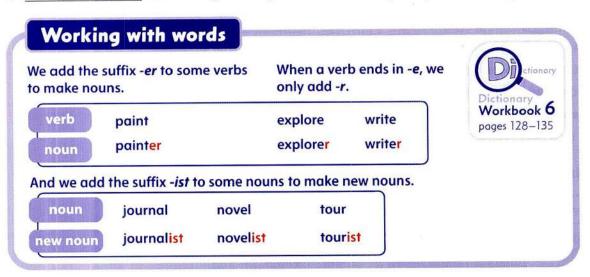
1 Listen and repeat. 6 63





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 |



3 Listen and repeat. 6 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.

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.

a guide

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.

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 ...





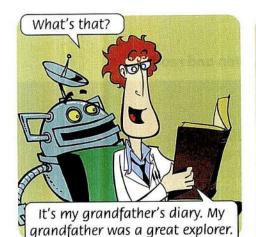
1 Listen and read. What are Chip and Professor looking at? 🚳 🔞











Look at this! He went to the middle of a rainforest! He met a man that was more than 120 years old! And he stayed in a house that was at the top of a tall tree!





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.

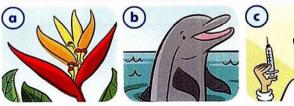
He stayed in a house that was at the top of a tall tree.

3 Read and match.

- 1 He's the boy
- 2 Salsa is a type of dance music,
- 3 The Kapok tree is a giant tree
- 4 The train
- 5 Explorers are people
- 6 She's a lovely person

- a which is popular in some countries in Latin America.
- b that goes to New York leaves in five minutes.
- who travel the world.
- d that grows in the rainforest.
- who is nice to everyone.
- that started at our school last week.

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





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

Unit 7

Lesson Five

Reading

1 Look at the pictures. When do you think each ship sailed?

2 Listen and read. 69 67



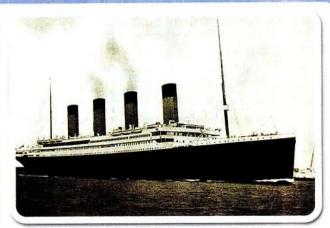


Famous Shipwrecks

Sailing can be dangerous and many ships and boats have sunk. There are many ships lying at the bottom of oceans all over the world. Studying shipwrecks is important to historians because they contain clues about what life was like in the past.



The Atocha was a Spanish ship that sank in a terrible hurricane in 1622. It was carrying gold, silver, and jewels. People were sent to get the treasure because it was very valuable. However, the ship was lying deep under the ocean. At the time, it was very difficult to dive down so far. Then, in the same year, another hurricane destroyed the shipwreck and the treasure was lost. The treasure stayed beneath the sea for over 360 years. In 1969, a man named Mel Fisher started to search for the treasure. This time, divers had better equipment. After 16 years, he found parts of the wreck and most of the treasure. He put the treasure in a museum in Florida, where you can see it now.



The Titanic was a passenger ship built in 1911. It was called the "unsinkable ship" because of its amazing design. No one believed it could sink. On April 10th 1912, the Titanic left England for New York City on its first voyage. Four days later, the ship hit an iceberg in the Atlantic Ocean. The ship sank and over 1,000 people drowned. For a long time, underwater explorers searched for the shipwreck. In 1985, they discovered it. The wreck was broken and it was impossible to move, but they were able to bring back thousands of items, such as clothes and letters. These items have helped historians understand more about the people who sailed on the Titanic.

| 3 | Read | again | and | write | Atocha | or | Titanic. |
|---|------|-------|-----|-------|--------|----|----------|
|---|------|-------|-----|-------|--------|----|----------|

| 1 | It sank in 1622. | Atocha |
|---|------------------|--------|
| | | |

| 3 | It | had | lots | of | treasure | insid | e |
|---|----|-----|------|----|----------|-------|---|
|---|----|-----|------|----|----------|-------|---|

| | 5 | Ιt | was | buil | t in | 1911 |
|--|---|----|-----|------|------|------|
|--|---|----|-----|------|------|------|

| 2 It only sailed one |
|----------------------|
|----------------------|

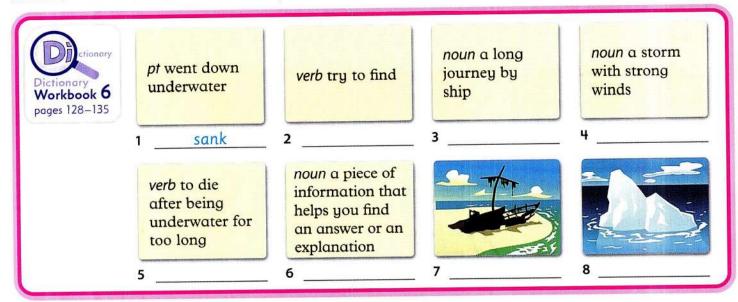
| 4 | It | was | sailing | in | the | Atlantic | |
|---|----|-----|---------|----|-----|----------|--|

| 6 | It was | lost for | over | 360 | vears |
|---|--------|----------|------|-----|--------|
| U | II WUS | 1031 101 | OVE | 200 | yeurs. |



Words in context

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



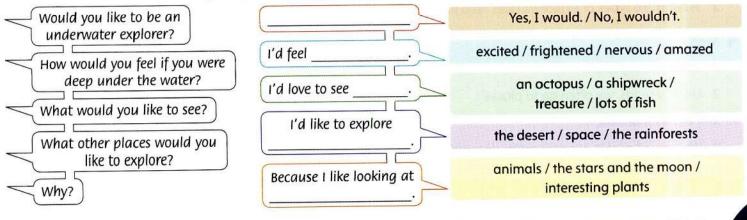
Listening

- 2 Listen. What ship is the man talking to the children about? 🌭 🚳
- 3 Listen again and choose.
 - 1 The children are a.
 - a at a museum b in their school
 - 3 There were ____ people on the *Titanic*.
 - a 8,222 b 2,228
 - 5 The *Titanic* sank ___ after it hit the iceberg.
 - a 2 hours and 40 minutes
 - **b** 5 hours and 30 minutes

- 2 The children are given a ticket. It has a ____ on it.
 - a number b passenger name
- 4 There were people that survived.
 - a 705 b 605
- 6 More than 2,000 things were found from the Titanic, including .
 - a a telephone b letters

Speaking

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



Lesson Seven

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.

- I enjoy doing sports
 On weekends, we often go to places
- 3 I eat a lot of fruit,
- 4 We learned a lot in our geography class today,

- a for instance, why it rains.
- **b** for example, apples and bananas.
- c like the movies and the park.
- d such as soccer and basketball.

Complete the writing task on page 68 of Workbook 6.



1 Complete the quiz.

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

Which direction do the children walk in the story?

Make this verb into a noun. explore

(10)

4

Complete the sentence.
This is the mountain
____ we climbed.

Complete the sentence. Joe is a boy lives next door.

Complete the sentence. These are the CDs ____ my brother gave me.

(6)

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

8

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

Complete the sentence.

I like sweet food such ____
chocolate.

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:

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.

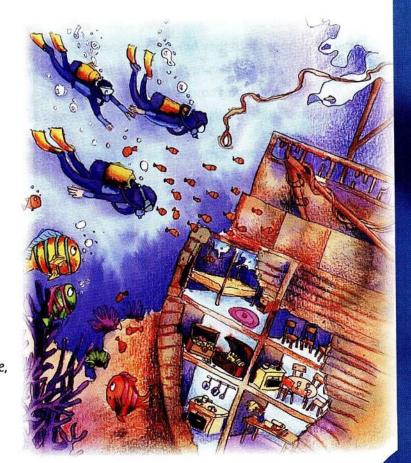
___ This is the place where the captain ate

____ 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,



Fluency Time! 3



Everyday English

1 Watch and listen. Read. D 🚳 70









2 Watch and listen. Circle the correct words.



- 1 Megan asks Emily for help with her bag /homework).
- 2 Emily thinks that the homework question is easy / difficult.
- Megan hopes that they have I don't have a test.
- 4 Emily is going to finish her homework next week / later.
- 5 Megan's / Emily's bag causes problems for the girls.
- 6 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 pencil / ruler / laptop / dictionary

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

Could you help me , please? Do you mind if I borrow this I've lost mine. 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.

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.
 - Write a heading on a big piece of paper: My favorite inventions!
 - Draw pictures or find photos of all your favorite inventions.
 - 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.



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



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?

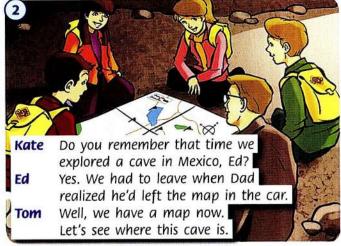
My top two inventions are chocolate and the computer. I chose chocolate because ...

It's a mystery!

Lesson One Story

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













- 2 Listen to the story again and repeat. Act.
- 3 Read again and write the names.

Ed Kate Libby Tom

Libby doesn't like the dark.
looks at the map.
sees that the cave wall is coming down.
and _____explored a cave in Mexico.
describes the weather.
sees the treasure chest.

1 Listen and repeat. 1 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

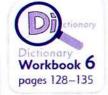
2 Write the words.

| 1 | It is a very | strange | cave painting. There is nothing else like it. | | | |
|---|------------------|-------------|---|--|--|--|
| 2 | They found an | interesting | in the cave. | | | |
| 3 | <u> </u> | history | is about things that happened very long ago. | | | |
| 4 | I think it's | | to know how people lived long ago. | | | |
| 5 | The police are | doing an | into the robbery. | | | |
| 6 | The story is ver | У | . No one can explain it. | | | |
| 7 | There is | | _ that shows how people used to live. | | | |
| 8 | There is the | | where the old stadium was long ago. | | | |

Working with words

When a verb ends in -e, We add the suffix -able to some verbs we remove the -e and add -able. to make adjectives:

believe advise verb comfort reason accept acceptable comfortable reasonable believable advisable adjective



use

usable

3 Listen and repeat. 📎 🔫

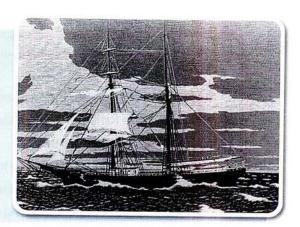
4 Read and circle.

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

Lesson Three Grammar 1

1 Listen and read. When was the Mary Celeste found? 6 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 simp | le past or the pas | t perfect. |
|---|-------------------------|--------------|--------------------|------------|
|---|-------------------------|--------------|--------------------|------------|

V Irregular verb list Workbook 6 page 136

| 1 | I went out after I | had | finished | (finish) my homework. | |
|---|--------------------|-----|----------|-----------------------|--|
| | _ | | | | |

2 When I got home, I remembered I _____ (leave) my bag at school.

3 After we had finished the exam, we _____ (go) home.

4 My fish were hungry because I (forget) to feed them.

5 When they (get) to the theater, the movie had already started.

6 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







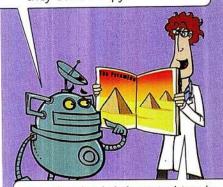
When she arrived, the children had drunk half of the juice.

It's Meg!

1 Listen and read. What do Chip and Professor want to know? 6 76

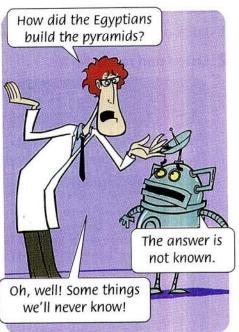


How did the Egyptians build the pyramids? How did they get all those big stones there? Had they invented trucks and trains before they built the pyramids?



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!





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 |
|---|---|

| 1 _ | Had | _ the movie already | started (start) when you got to the theater? |
|-----|-----|---------------------|--|
| 2 _ | | Sam | (finish) his homework when you arrived at his house? |
| 3 | | the boys | (visit) Brazil before they went to Rio de Janeiro? |
| 4 | | your mom | (cook) lunch when you arrived home? |
| 5 | | your teacher | (tell) you to learn the words before she gave you the test |
| 6 | | you ever | (see) a baseball game before you went last weekend? |

4 Write sentences.

| 1 | Billy woke up late because he hadn't gone to bec | early (not go / to bed early). |
|---|---|--------------------------------|
| 2 | He was hungry because he | (not eat / any breakfast). |
| 3 | The teacher was angry because Billy | (not do / his homework). |
| 4 | When Billy's friend arrived, he | (not finish / his lunch). |
| 5 | Billy and his friend went to the park as they | (not practice / for the game). |
| 6 | 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 Nozco Unes

In this interview, <u>historian</u> 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 <u>sketches</u> which the Nazca people drew in the desert in the Nazca Valley. Some of the drawings are just long, straight lines.



2

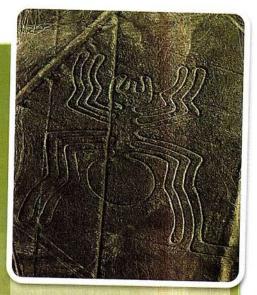
No, they also drew birds, animals, and figures. For example, there's a monkey, a giant condor, which is a type of bird, and a huge spider. There's also a human which has a big, round head and is known as "the astronaut." We don't know why they drew these objects.

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

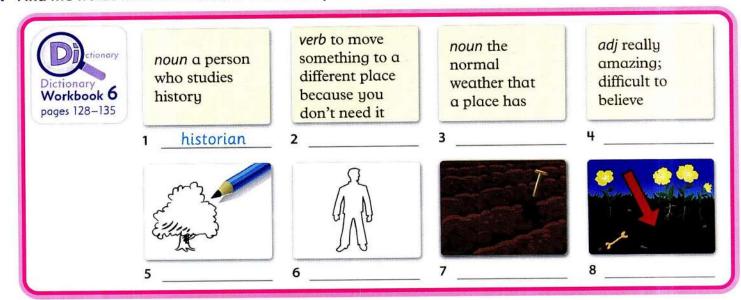
The drawings were first discovered in 1927, when a plane was flying across this part of the desert. What is incredible is that because the drawings are so huge, you can only really see them from the air. Today, people travel in small planes and look down on them, but how did the Nazca people see what 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?
 - c How long did it take to draw them?
 - e Who were the Nazca people?
- 1
- **b** How can we see them today?
- d How did they make the lines?
- f What are the Nazca lines?

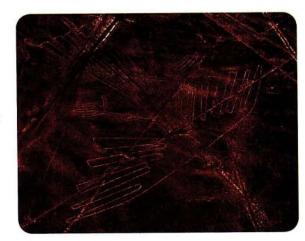
Words in context

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



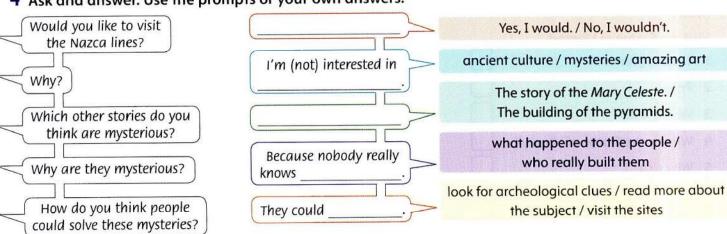
Listening

- 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.



Unit 8

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.



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.

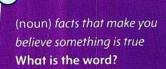
Visit the Statue of Liberty!

- 1 Opening times
- 2 Prices
- 3 Where is it?
- 4 What is the Statue of Liberty?
- 5 Why visit?

- a New York, U.S.A.
- **b** 9:30 a.m. 5:00 p.m. (all year)
- c You can climb to the top and see all of New York City!
- d It is a huge statue of a woman holding a torch.
- e \$12 for adults, \$5 for children
- 5 Complete the writing task on page 78 of Workbook 6.







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

Make the word into an adjective. believe

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

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

2

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

(6)

In which country can you find the Nazca lines?

8

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

Circle the correct word.

It is think / thought that
Stonehenge was built 5,000
years ago.

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

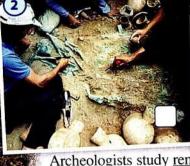
2 Listen and read. 🗞 80











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?
- 3 Did the Ancient Egyptians have a writing system?
- 5 Do London hospitals have a collection of mummies?
- 2 Are tools features? Yes
 - 4 Did prehistoric people draw on cave walls?
 - 6 Did the 3D models reveal anything new?

4 Think! Talk to your partner.

- 1 Do you think it's important to learn about how people used to live? Why (not)?
- 2 How have people's lives changed over the last hundred years?
- 3 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 | ceran | nics | |
|---------|------------------|----------|-----|-------------|-------------|------------------------------|------------|
| 1 Joe w | ent on an archeo | ological | d | ig . | 2 | They were examining a Roman | |
| | ound some | | | | 4 | Joe may have found the | of a vase. |
| 5 The T | V show was abou | ut | | painting | s. 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, 5th 15th century
 - the 20th century
- Do your research.
 How did people live? What did they do? What did they eat and wear?
- Think of ways to represent this period of history. E.g., write a letter. Draw pictures or maps. Make models and coins.
- Decorate a box. Then put everything into your capsule.



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

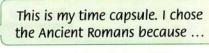


3 Present your project.

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?



PresentationTip

Speak with passion and energy to keep your audience interested.

9 Survival!

Lesson One Story

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















- 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.
 - 3 The rain doesn't stop.
 - 5 The children are in the newspaper.
- True
 - 2 Kate's water bottle is full.
 - 4 Kate sees Fin before she hears his whistle.
 - 6 Ed is pleased they got lost.

1 Listen and repeat. 🚳 83



| 2 | 141 | 41 | | - |
|---|-------|-----|------|-----|
| 4 | Write | rne | word | 15. |

| 21 | 22 | fink in a | lina | tt-h fich |
|----|-----------|-----------|------|----------------|
| 1 | you use a | Itsitting | unte | to catch fish. |

- 3 You can drink from a _____.
- 5 You blow a _____ to make a sound.
- 7 You need a _____ if you hurt yourself.
- 2 You can climb up a _____.
- 4 You use _____ to light a fire.
- 6 You can use a _____ to cut things.
- 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:

flour noun

hear verb

buy verb

seen pp

meat noun

flower noun

here adv

by prep

scene noun

meet verb



3 Listen and repeat. 🦠 84

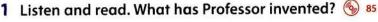
4 Write the words.

- 1 buy/by
 - A I'm going to buy some new jeans today.
 - B We live by the library.
- 3 meat / meet
 - A My friend Jenny doesn't eat ____.
 - B I would like you to _____ my friend, Tom.

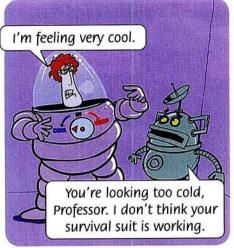
- 2 hear/here
 - A Please come _____. I need to speak to you.
 - B Listen! Can you _____ a noise?
- 4 flour / flower
 - A You need eggs and _____ to make a cake.
 - B A rose is a beautiful, red _____.

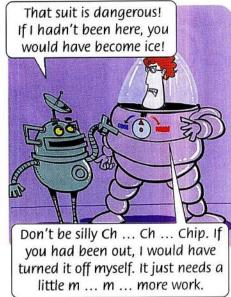
Lesson Three Grammar 1











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.

a you wouldn't have been cold. If they had listened to the teacher, **b** if I had known it was your birthday. 2 If you had gotten up earlier, c I would have called you. 3 They wouldn't have gotten lost **d** they would have understood the lesson. 4 If I hadn't forgotten my cell phone, e you wouldn't have arrived late. 5 I would have bought you a present f if they had taken a map. 6 If you hadn't forgotten your jacket, 4 Complete the sentences. Use the third conditional. Irregular verb list Workbook 6 page 136 1 If we had played better, we <u>would have won</u> (win) the game.

4 If the boys _____ (not play) basketball today, they would have been bored. (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.

(pass) the test if she had worked harder.

3 You wouldn't have been tired all day if you (go) to bed earlier.

5 I

1 Listen and read. What is the information for? 💊 8



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.



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

You ought to take some money.



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

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.

No, he wasn't.

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 halfcircle 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?
- 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?

| Unit 9 | Reading: a | story extract |
|--------|------------|---------------|

Words in context

1 Find the words in the story. Write.

| Ctionary | storm survivor supplies shelter sails fence cut down watt | | | | |
|-----------------------------|--|--|--|--|--|
| Dictionary | 1 There is a wall around our house. | | | | |
| Workbook 6 pages 128–135 | 2 My dad the tree because it was too big. | | | | |
| pages 120-133 | 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? 🚳 8
- 3 Listen again and number the events in the correct order.

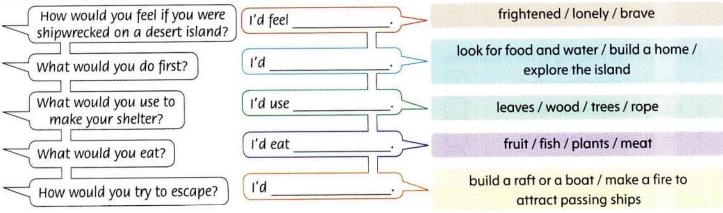
| a | He made his own food. | |
|---|---------------------------------|---|
| b | He grew something. | |
| c | He learned to make furniture. | 1 |
| d | He put fruit in the sun to dry. | |
| e | He found some trees with fruit. | |





Speaking

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



Unit 9

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.

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

HERE ARE SOME TIPS!

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.

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
- C
- 2 Take matches in order to
- \subseteq
- 3 Take a flashlight in order to
- c you don't get cold.
- 4 Take plenty of water so that

d you don't get thirsty.

a see at night time.

b light a fire.

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



1 Complete the quiz.

to light a fire What is the word?

How do they first hear Fin in the story?

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

(10)

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

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

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

Where does **Robinson Crusoe** find tools?

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

Circle the correct answer.

Take an umbrella so that / in case it rains.

6

Complete the sentence.

2 Listen and write. Sing. 🖠 89



storm float shelter shipwrecked voyage boat sea tree

Shipwrecked on an island

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

Chorus:

We went on a ³_____

But there was a 4 , 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 5 that's made of leaves

At the top of a very tall 6

We're shipwrecked on an island,

In the middle of the deep blue sea,

But we've made a 7 that we think will 8

And soon we could be free!







Extensive reading: fiction

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



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.

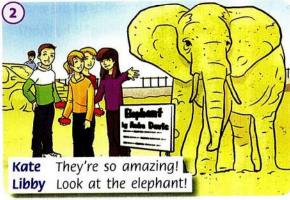
An extract from a story by Arthur Ransome

Around the world!

Lesson One Story

1 Listen and read. Why is the DSD Club at the beach? 🦠 9

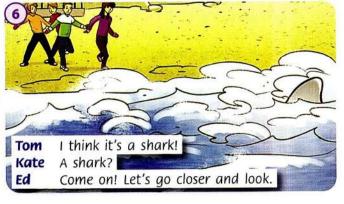












2 Listen to the story again and repeat. Act.

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

Write the words.

| 1 | The Spanish teacher is a | ative speaker | She's from Colombia. | | | | |
|---|----------------------------------|---------------------|---|--|--|--|--|
| 2 | The | of China is Manda | hina is Mandarin, but people also speak many other languages. | | | | |
| 3 | Maria's | because she sp | eaks Spanish, Portuguese, Arabic, and English. | | | | |
| 4 | Luis doesn't have a strong Spar | ish | . Most people think he's American. | | | | |
| 5 | Natalia's from Russia, so her | | is Russian, but she's also learned French and Italian. | | | | |
| 6 | My dad is | in Arabic bed | ause he lived in Egypt for ten years. | | | | |
| 7 | I speak Italian and I also speak | the | from Rome, where I was born. | | | | |
| 8 | My dad speaks English and Jap | anese 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.

- 1 Historians discovery discovery things about the past.
- 2 We sometimes bake / bakery bread at home.
- 3 My little sister goes to a nurse / nursery.
- 4 Mailmen deliver / delivery letters to houses.
- 5 My dad is very brave / bravery. He rescued a boy from a fire.

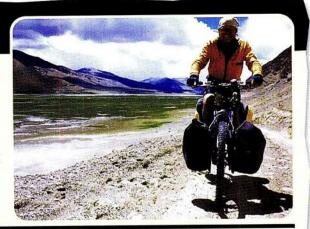
1 Listen and read. How is Oscar Brown going to travel around the world? 🆠 👊





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.

He said he wanted to visit all the countries in the "I want to visit all the countries in the world,"

he said.

He said he was looking forward to the trip. "I'm looking forward to the trip," he said. —

He said he had cycled around Africa. "I cycled ground Africa," he said. -

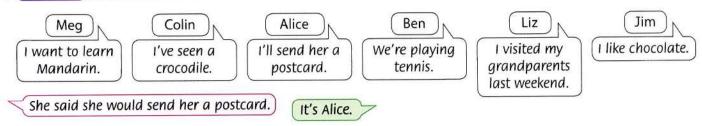
He said he had taken lessons in French, Spanish, "I've taken lessons in French, Spanish, and and Portuguese. Portuguese," he said.

He said the trip would take about two years. "The trip will take about two years," he said. -

3 Read and circle.

- 1 "I love sailing," said Jack. Jack said he love / (loved) sailing.
- 2 "I went to the movies yesterday," said Louise. Louise said she went / had gone to the movies the day before.
- 3 "I'm learning Spanish," said Ben to his teacher. Ben told his teacher he was learning / had learned Spanish.
- 4 "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.

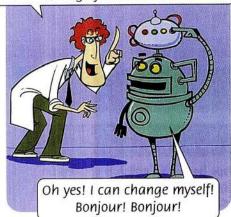


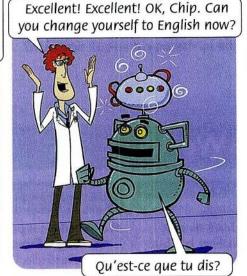
1 Listen and read. What has Professor invented? 💊 95

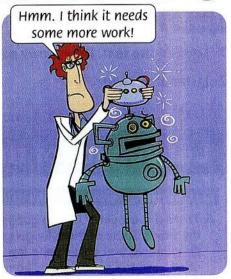




This is my new multilingual machine! When I press this button, you start speaking in a different language! Let's change you to French.







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.

- 1 Look! I bought a a present! a myself b yourself c itself 3 Did you teach Spanish? a himself b yourself c herself 5 He hurt when he was playing soccer. a itself b himself c myself 7 They enjoyed at the party. a themselves b ourselves c yourselves
- 2 We bought some tickets for the concert. a themselves b ourselves c yourselves 4 Help to sandwiches everyone! a ourselves b themselves c yourselves 6 The bird is washing in the river. a herself b himself c itself 8 She wanted to buy ___ some new shoes. b itself c herself a myself

4 Complete the sentences. Use reflexive pronouns.

| 3 | The little children dressed | |
|---|-----------------------------|-------------|
| 5 | Did you make | a sandwich? |
| 7 | Have you all enjoyed | today |

1 He hurt <u>himself</u> playing basketball.

| 2 | She looked at | in the mirror |
|---|------------------------|---------------------|
| 4 | I taught | to play the guitar. |
| 6 | We drew pictures of | in art. |
| 8 | The robot is switching | off. |

Unit 10

Lesson Five

Reading

- 1 Look at the text. How many people in the world speak Spanish?
- 2 Listen and read. 例 😘



000

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.

Bonjour

lamaste

Guten Tag

v den

3 Read again and match.

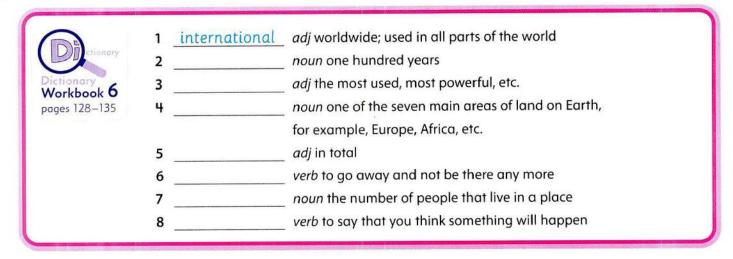
- 1 7,000
 - 2 900 million
 - 3 15%
- 4 over 300 million
- 5 more than 70

- a The number of people that speak Hindi, English, and Spanish.
- **b** The number of countries where English is an official language.
- c The percentage of the world's population that speaks Mandarin.
- d The number of people that speak Mandarin in China.
- e The number of languages spoken in the world.

Words in context

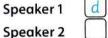
1 Find the words in the text to match the definitions.

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Listening

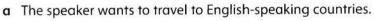
- 2 Listen. Are the children all learning the same language? 💊 😗
- 3 Listen again and match.

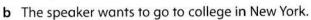


Speaker 3

Speaker 4

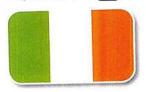








d The speaker wants to use English in her job one day.



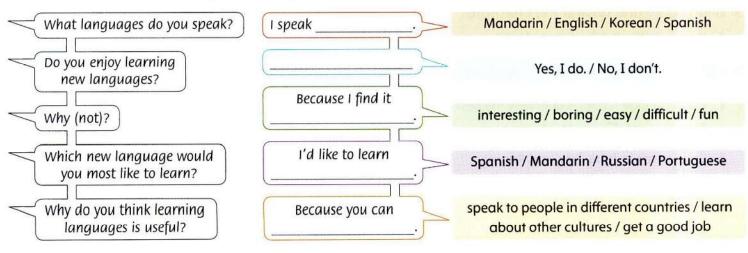






Speaking

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



Unit 10

Lesson Seven

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 | D | | | | 46- | question | |
|---|------|-------|-----|--------|-----|----------|-----|
| | Keaa | aaaın | ana | answer | me | auesnon | 15. |

- 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.



مرجع آموزت زبان ايرانيان

irLanguage.com

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.

_

Complete the writing task on page 96 of Workbook 6.





1 Complete the quiz.

(noun) the first language you learned to speak as a child What is the word? The children look at sculptures of two animals in the story. What animals are they?

Change this word into a noun. deliver

(10

Circle the correct answer.
"I love baseball." He said that he loves / loved baseball.

Circle the correct answer. "We watched a good movie." They said that they had watched / watched a good movie. Circle the correct answer. The boys bought ourselves / themselves ice cream.

(6)

(3)

What's the most widely spoken language in the world?

(noun) the number of people that live in a place What is the word?

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. 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. No. 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.

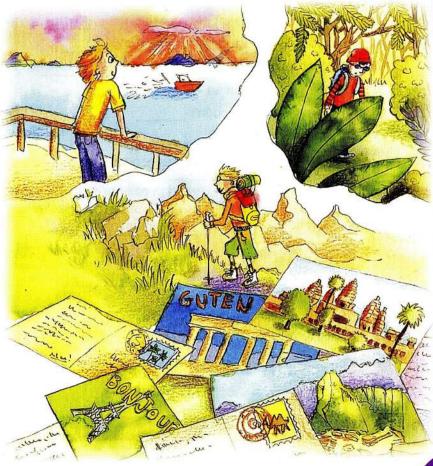
He told us it was very hot

1 He said he'd learned some Mandarin,

On a mountain in Peru.

Some French and German, too.

He said he'd spoken Spanish



Fluency Time!



Everyday English

1 Watch and listen. Read. 🔼 💊 👊







Where are we? I don't recognize this place.

I think we're lost. What should we do?



David: I know! We could try calling Mom and Dad.

That won't work. There's no phone signal.



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 <u>scared</u>.

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 _____.



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.

missed the last bus.

I think you should

call parents / go friend's house / catch train

no trains / live too far away / not at home

That's a good idea! / That won't work.

What can I do?

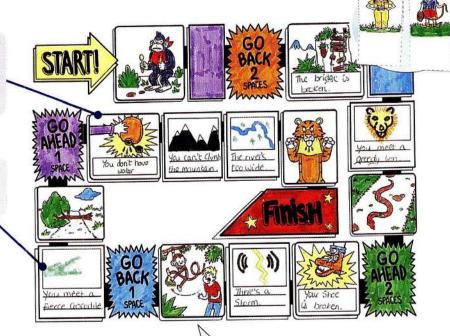
Complete the Fluency Time! 4 exercise on page 127 of Workbook 6.



1 Watch the story again. Act.



- 2 Make a survival board game.
 - Look at the problems on the game. Write the problems in the spaces. Think of five more.
 - Draw and write the new problems in the spaces.

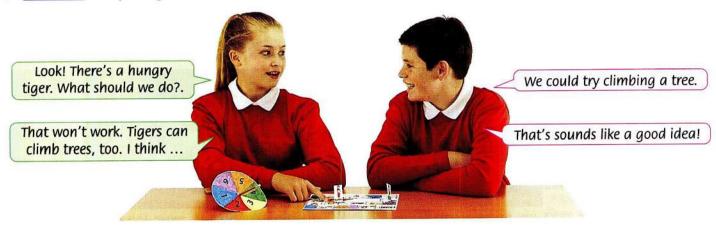


Play the game: spin the spinner, move your counter. If you land on a problem, say what you should do.

I think we should run away!

We could try giving it our sandwiches!

Speaking Play the game with a partner. Ask and answer.



Speaking Work in groups. Talk about a recent problem you solved.

What was your problem?

How did you try to solve it?

Last week I was really late meeting my cousin at the mall. I tried calling her but my signal ...

How have other people in your group solved their problems?

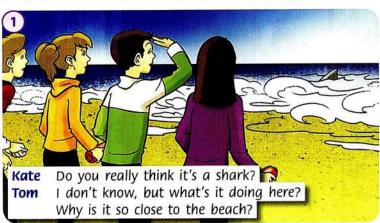
Space travel!

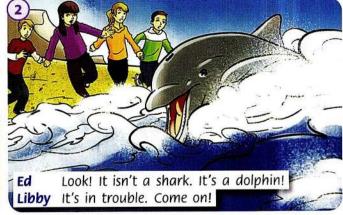
irLanguage.com

Lesson One Story

1 Listen and read. What is in the water? 💊 👊



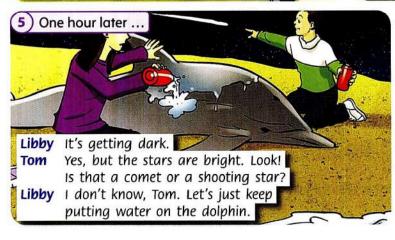


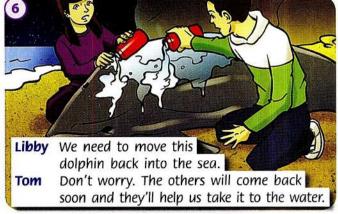




we must pour water on the dolphin.

How do you know what to do? Tom I saw an interview on TV once. The host Libby asked a dolphin expert what you did if there was a dolphin on the beach. He explained what to do.





- 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.
 - 3 Kate and Tom go and tell Fin.
 - 5 Libby is interested in the stars.

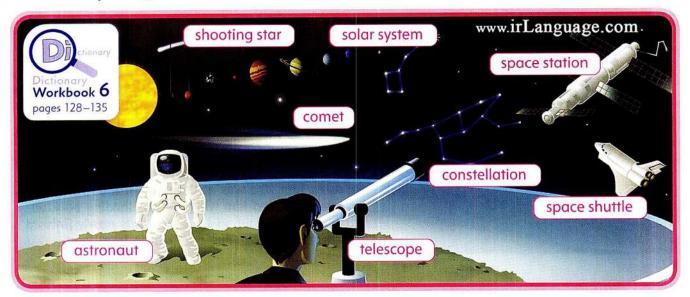
2 The water is too deep for the dolphin.

True

- 4 Libby saw an interview about dolphins.
- 6 Tom tries to carry the dolphin by himself.

1 Listen and repeat. 6 102





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 |



3 Listen and repeat. 6 103

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?

1 Listen and read. Who was interviewed on the news? 💊 104





On the news last night, a reporter interviewed an Jack astronaut in space!

Wow! What did he ask him? Ben

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.

What did he say? He said he had fixed a satellite and done some research.

What else did the reporter ask? 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.

Reported speech: Direct speech:

He asked him where he was. "Where are you?" -

He asked him why he was in space. "Why are you in space?" -

"What do you do in space?" He asked him what he did in space.

He asked him who else was at the space station. "Who else is at the space station?"

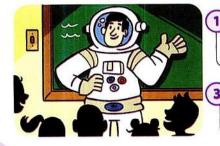
He asked him when he was landing on Earth. "When are you landing on Earth?" ---

3 Read and circle.

- 1 "What's your name?" Sarah asked. Sarah asked her what was her name /her name was.)
- 3 "What is your favorite food?" asked Josh. Josh asked him what his favorite food is / was.
- 5 "When are we eating lunch?" asked Dave. Dave asked him when we were eating lunch / are eating lunch.

- 2 "Where do you live?" Tess asked. Tess asked him where he lives / he lived.
- 4 "Why is Sandy sad?" asked Jon. Jon asked me why was Sandy / Sandy was sad.
- 6 "Who is your teacher?" asked Jessica. Jessica asked them who was their teacher / their teacher was.

4 Speaking Talk about the questions. V Irregular verb list Workbook 6 page 136



What is your favorite space food?

When are you going into space again?

The child asked him why he liked his job.

Where do astronauts sleep in space?

It's Number 3!

Why do you like your job?



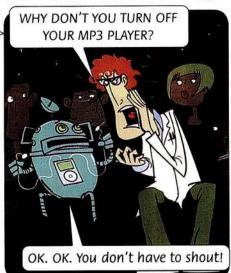
1 Listen and read. Why can't Chip hear Professor? 6 105











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.

| 1 | "Sit | down!" | said | the | teacher. | |
|---|------|--------|------|-----|----------|--|
| | | | | | | |

The teacher told the class to sit down.

3 "Don't eat the cake!" Jane said.

Jane Ray not to eat the cake.

5 "Please can you buy some milk," said Jim's mom.

Jim's mom him to buy some milk.

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.

| 2 | "Please can you clean up your room," said Alan's mother |
|---|---|
| | |

Alan's mother him to clean up his room.

4 "Don't talk!" said the teacher.

The teacher the children not to talk.

6 "Turn off your phones!" said the guide.

The guide the children to turn off their phones.

| Fin's mom told | him to turn off the TV | _, |
|----------------|------------------------|----|
| | the children | |
| | the class | |
| | _ him | |
| | _her | |
| | his dad | |

Skills Time!

Lesson Five

Reading

(3)

- 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.

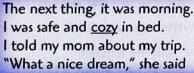
But I knew there was something real About my space trip to the skies. For I found a moon rock in my pocket And there was stardust in my eyes...

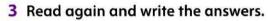
Yes, he does.

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.



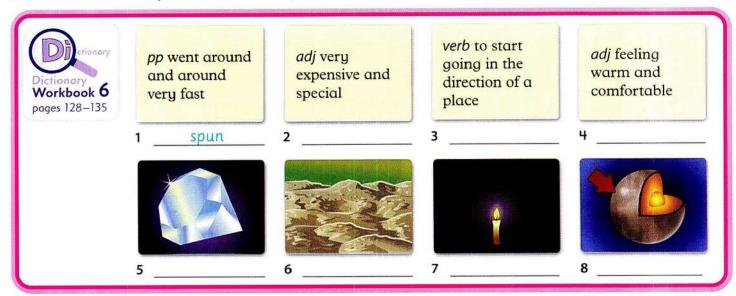


- 1 Does the boy see a comet?
- 2 Does Neptune look green?
- 3 Does the boy land on Venus?
- 4 Does the boy hear anything on the moon?
- 5 Does the boy find anything on the moon?
- 6 Does the boy have a moon rock?



Words in context

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



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 1 space.

They leave the Earth far, far behind
And 2 to another place.

They get to their destination,
It's a space station in the 3
And there they study the planets
Mercury, Venus, and Mars.

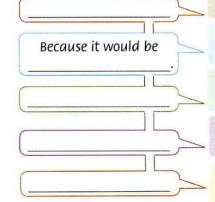
The astronauts go on space *_____
They float in the dark, black sky.
They spin around in their space suits
And see satellites go 5_____.

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 ⁶

Speaking

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





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 Sty

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 .

Complete the writing task on page 106 of Workbook 6.



1 Complete the quiz.

(1) What is the word?

How does Libby know so much about dolphins in the story?

Circle the correct answer. "Where are you from?" He asked me where I am / was from.

Circle the correct answer. "What is your favorite food?" She asked me what my favorite food was / was my favorite food.

9

Circle the correct answer. "Sit down!" The teacher told them sit / to sit down.

6

(3)

Which planet does the boy go to first in the poem?

(adj) very expensive and special What is the word?

Complete the sentence. The

2 Listen and write. Sing. 🖠 108



shooting star comet moon been space station seen astronaut traveled

Meeting an astronaut

Today, I met an 1 astronaut Who said his name was led. I asked him where he'd ² that day And this is what he said.

I've been to a ³ and back again. I've seen some wonderful things.

I've been to the stars and I've flown around Mars.

I've 4 through Saturn's rings.

Today, I met an astronaut

Who said his name was Jed.

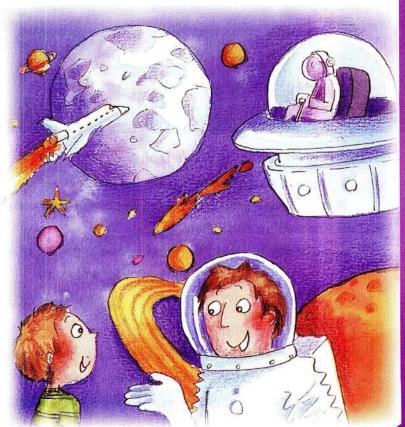
I asked him what he'd 5 that day

And this is what he said.

and a 7 I've seen a 6 And a planet that glowed so bright.

I've seen the 8 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



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

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.

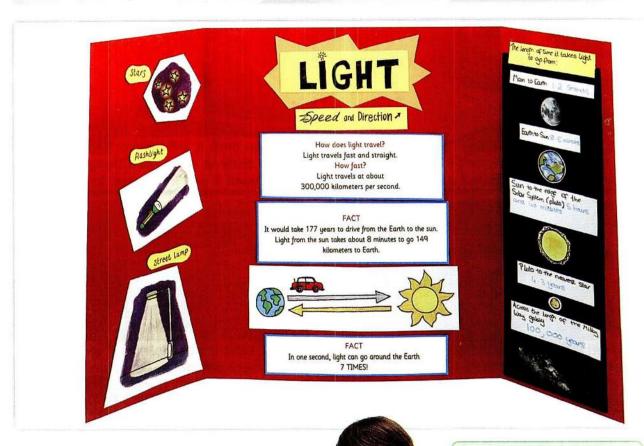
- 1 What other myths have been used to explain natural events?
- 2 How important do you think it is to study science?
- 3 Which parts of Earth or space do you think need more scientific study?

1 Listen and write Yes or No. 🚳 110

- 1 Is Tom reading about astronomy? ___Yes__
- 3 Are there seven colors in the color spectrum?
- 5 Does light travel ten trillion kilometers in a month?
- 2 Is Tom learning about natural phenomena?
 - 4 Does Laura understand about rainbows?
 - 6 Does light always travel in a straight line?

2 Project. Make a project board on the topic of light.

- 0
- 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.

Vacation time!

Lesson One Story

1 Listen and read. Why is Libby so happy at the end? 🕙 🎟

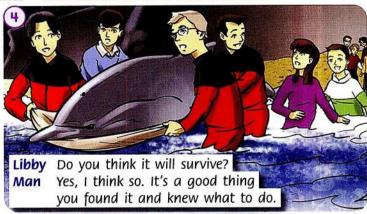


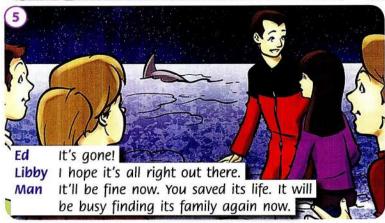


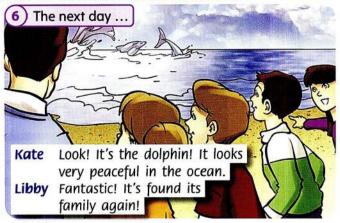
Tom How much longer can it survive on land?

Libby I don't know. I wish I knew.









- 2 Listen to the story again and repeat. Act.
- 3 Read again and match.
 - 1 Tom is tired because he's been
 - 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. 6 112



busy adj full of people and activity cheap adj costing only a little money dull adj boring, not interesting

basic adj not very comfortable, with only the necessary things

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.

- 1 We had nothing to do. It was a very dull / stimulating day.
- 2 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.
- 4 We didn't have much money, so we found a cheap / expensive restaurant.
- 5 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.
- 8 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

white wrong

snow hour

Workbook 6 pages 128-135

3 Listen and repeat. 例 113

know



honest



- Look at the snow. It's beautiful.
- 3 The lesson lasts an hour.
- 5 I'm going to write a poem.
- 7 She's wearing a white dress.

- 2 Tim is a very honest boy.
- 4 What is her name?
- 6 This question is wrong.
- 8 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. V Irregular verb list Workbook 6 page 136
 - 1 I wish we <u>could</u> (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

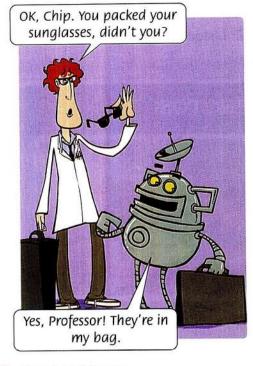


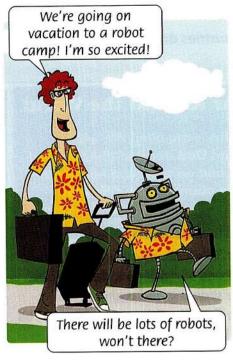
She wishes she had a new dress.

It's Picture 3.

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 packed your sunglasses, didn't you?

You like strawberry ice cream, don't you?

3 Read and match.

- 1 New York isn't in Asia,
- 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



000

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 <u>rickshaws</u>, 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.
- Dan enjoyed the elephant ride.
- 5 The family spent one day on the houseboat.
- 6 Some children taught them a new game.

| _ | | |
|---|-----|--|
| - | 100 | |
| | | |

Words in context

1 Find the words in the text. Write.

| Ctionary | give up rickshaw rush scary unfortunately spicy flavors board game | | | | | |
|---|--|--|--|--|--|--|
| Dictionary Workbook 6 pages 128–135 | I'm playing a <u>board game</u> with my brother. 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

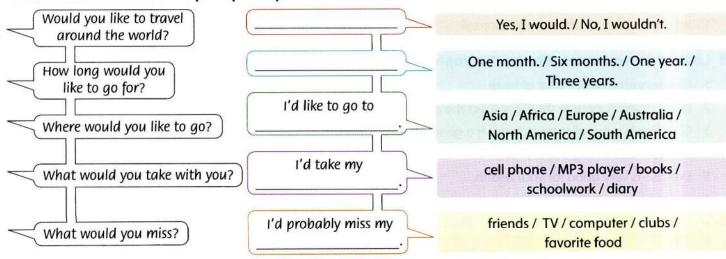
- 2 Listen. Who is the interviewer talking to? 🌖 117
- 3 Listen again and match.

| Co | ountry | | Favorite things | | |
|----|---------------|---|-----------------|-----------------|--|
| 1 | India | e | а | a mountain | |
| 2 | China | | b | the rainforests | |
| 3 | Australia | | c | the animals | |
| 4 | South Africa | | d | New York | |
| 5 | South America | | e | the food | |
| 6 | North America | | f | the Great Wall | |
| | | | | | |



Speaking

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



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?

Paragraph 3

- 4 Look at the sentences. Which paragraphs in an opinion essay do they come from?
 - 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.



1 Complete the quiz.

(adj) very comfortable and full of beautiful things
What is the word?

How do the children know the dolphin has survived in the story?

Circle the silent letter. Look at the snow!

Complete the sentence.

I wish I play

basketball well.

Complete the sentence.

I wish I _____ a new computer.

9

Circle the correct answer. You don't like fish, *like / do* you? Which country are Sarah and her family going to go to after India?

8 (adj) having a hot taste

What is the word?

Is this sentence in the introduction or the conclusion of an opinion essay? Is snorkeling a good idea?

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 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.

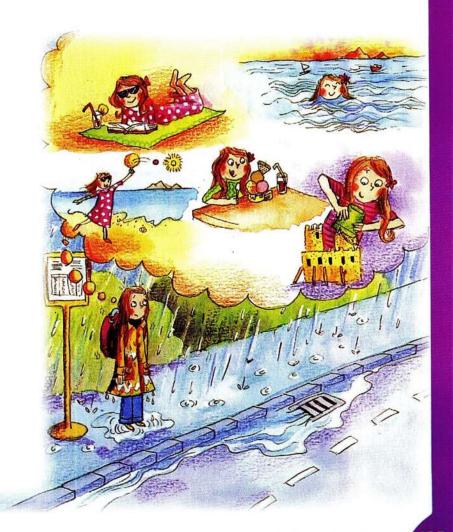
Smiling, talking, playing games,

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!







Extensive reading: non-fiction

- 1 Look at the pictures. What can you see? Where are the objects?
- 2 Listen and read. 🗞 119



The Mysteries of

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.



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 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,

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.

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"?
- 3 What was the name of the first spacecraft to 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)?

- 2 What is Olympus Mons?
- 4 When did Curiosity land on Mars?

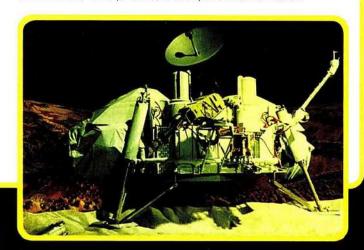
The Early Missions

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.

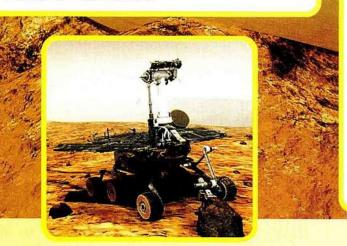
In 1996, the Sojourner was launched. This craft was different from Viking 1 and 2 because it could move around like a remote-controlled car. It was known as a

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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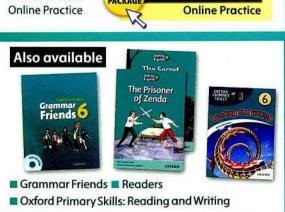
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