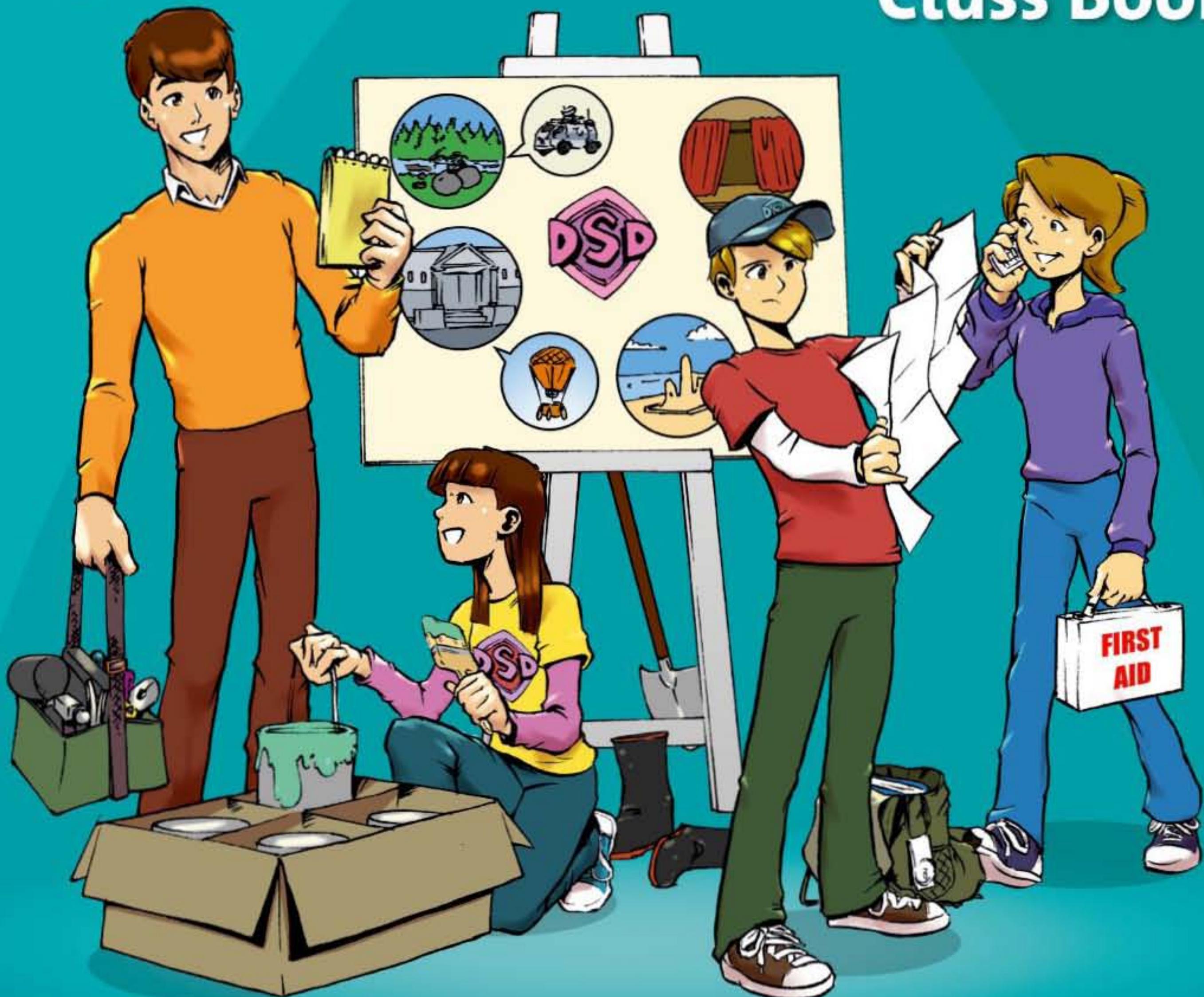


Family and Friends 6

Class Book



Jenny Quintana

OXFORD

MultiROM

Scope and sequence

Starter: Welcome back!

Present simple Present continuous Past simple Past continuous Irregular past forms

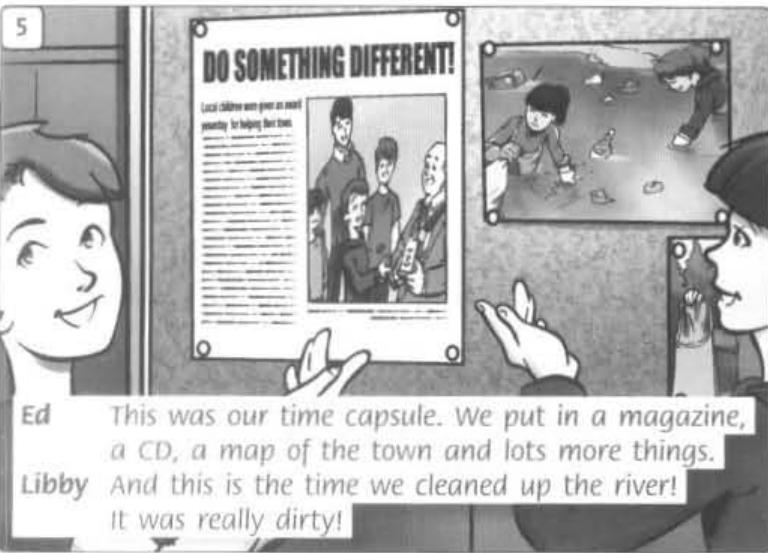
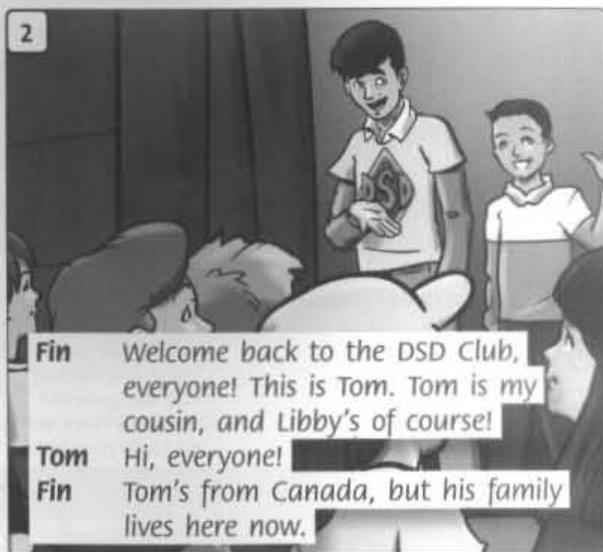
page 4

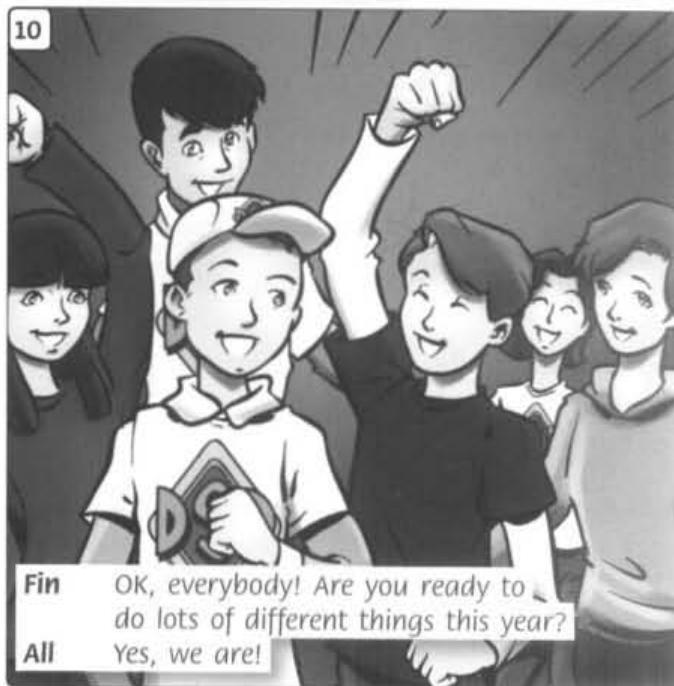
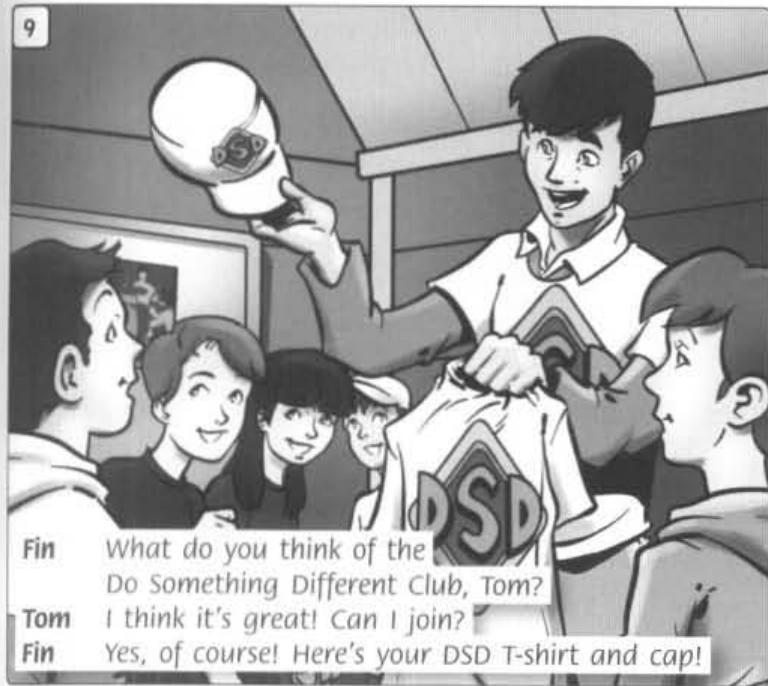
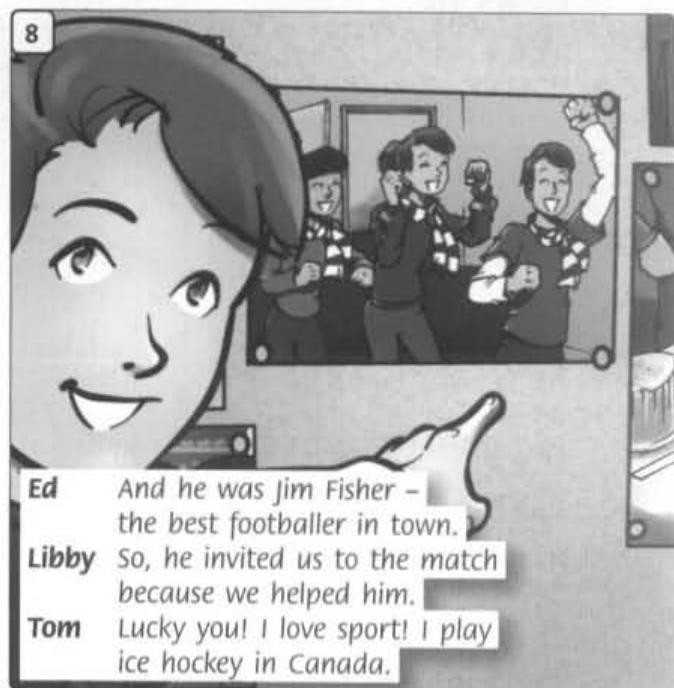
| | Words | Grammar | Skills | |
|--|---|---|--|--|
| Free Time | 1 Art project! Describing art Working with words: Prefixes un- / im- Words in context: <i>Island Adventure</i> | Going to and will <i>I'm going to visit an art gallery this afternoon. I'll come with you.</i> Present continuous with future meaning <i>We're meeting at 10 o'clock.</i> | Reading: A story: <i>Island Adventure</i> (Cross-curricular link) Listening: Listening for details about a painting Speaking: Asking and answering questions about paintings | Writing focus: Writing a story Writing outcome: Completing a story (Workbook) |
| | 2 Sports adventures! Extreme sports Working with words: Prefixes dis- / in- Words in context: <i>Tanya Streeter</i> | First conditional and first conditional questions <i>If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good?</i> Second conditional <i>If I had a camera, I'd take a picture!</i> | Reading: A sports profile: <i>Tanya Streeter</i> Listening: Listening for detail in a sports profile. Speaking: Asking and answering questions about sports | Writing focus: Using a concept map to plan Writing outcome: Completing a concept map and using it to write a leaflet (Workbook) |
| | 3 It's festival time! Festival adjectives Working with words: Suffix -ous Words in context: <i>Top Ten Food Festivals</i> | Present perfect: for / since / already / just / yet / before <i>I've been here since 9 o'clock / for five days. The procession has already / just finished. I haven't seen any fireworks yet. I've never eaten anything so delicious before.</i> Past simple and present perfect <i>I went to that festival last year. I've made my costume.</i> | Reading: A travel article: <i>Top Ten Food Festivals</i> Listening: Listening for detail in an interview Speaking: Asking and answering questions about food festivals | Writing focus: Letter-writing conventions Writing outcome: Writing a letter to a friend (Workbook) |
| | Extensive reading: non-fiction <i>The Olympic Games</i> | | | |
| | Extensive reading: fiction <i>The Picture of Dorian Gray</i> | | | |
| | 4 Transport of the future! Forms of transport Working with words: Phrasal verbs Words in context: <i>Transport around the world</i> | Present perfect continuous 1 <i>Passengers have been waiting for five hours.</i> Time markers <i>for / since / all morning / all day / all week</i> Present perfect continuous 2 <i>I'm tired because I've been working. What have you been doing? Have you been swimming?</i> | Reading: A book extract: <i>Transport around the world</i> Listening: Listening for detail in an interview Speaking: Asking and answering questions about different forms of transport | Writing focus: Using process diagrams Writing outcome: Using a process diagram to explain how a bike works (Workbook) |
| Technology | 5 The greatest inventions! Inventions Working with words: Suffix -ment Words in context: <i>The History of the Pen</i> | The passive (present simple and past simple) <i>Many kinds of chewing gum are made. The gum wasn't advertised.</i> The passive (present continuous) <i>My computer is being repaired at the moment.</i> | Reading: A timeline: <i>The History of the Pen</i> (Cross-curricular link) Listening: Identifying opinions Speaking: Asking and answering questions about inventions | Writing focus: Writing a biography Writing outcome: Writing a biography (Workbook) |
| | 6 You've won a computer! Computer verbs Working with words: Homonyms Words in context: <i>Computers – Fun Facts</i> | The passive (future) <i>You will be given ten new laptops.</i> The passive (present perfect) <i>These wires have been disconnected.</i> | Reading: A website article: <i>Computers – Fun Facts</i> (Cross-curricular link) Listening: Listening for details about why people use computers Speaking: Asking and answering questions about computers | Writing focus: Presenting a research report Writing outcome: Writing a research report (Workbook) |
| Extensive reading: non-fiction <i>The History of Glass Making</i> | | | | page 60 |
| Extensive reading: fiction <i>The Railway Children</i> | | | | page 62 |

| | Words | Grammar | Skills | |
|------------|---|---|--|-----------------|
| Adventures | 7 Explorers for a day! | <p>Exploring Working with words: Suffixes -er / -ist Words in context: <i>Famous Shipwrecks</i></p> <p>Relative pronouns: who, which <i>There are many climbers who successfully climb Mount Everest.</i> <i>They climb a mountain there which is the highest mountain in the world.</i></p> <p>Reported pronouns: that <i>He met a man that was more than 120 years old.</i></p> | <p>Reading: An encyclopedia entry: <i>Famous Shipwrecks</i> (Cross-curricular link)</p> <p>Listening: Listening for detail in a tour guide</p> <p>Speaking: Asking and answering questions about being an explorer</p> | page 64 |
| | 8 It's a mystery! | <p>Mystery Working with words: Suffix -able Words in context: <i>The Nazca Lines</i></p> <p>Past perfect <i>After they had climbed onto the ship, they saw there was no one there.</i></p> <p>Past perfect questions and negative sentences <i>Had people invented trucks and trains before they built the Pyramids?</i> <i>They hadn't invented trucks and trains before they built the Pyramids.</i></p> | <p>Reading: An interview: <i>The Nazca Lines</i> (Cross-curricular link)</p> <p>Listening: Listening for detail in an advert</p> <p>Speaking: Asking and answering questions about mysteries</p> | page 72 |
| | 9 Survival! | <p>Survival items Working with words: Homophones Words in context: <i>Robinson Crusoe</i></p> <p>Third conditional <i>If the machine had worked, he would have been happy.</i></p> <p>Modal verbs: have to, must, should and ought to <i>You have to bring a water bottle. You mustn't leave the group. You shouldn't bring valuable possessions. You ought to bring a camera.</i></p> | <p>Reading: A story extract: <i>Robinson Crusoe</i></p> <p>Listening: Listening and ordering events</p> <p>Speaking: Asking and answering questions about surviving on a desert island</p> | page 80 |
| | Extensive reading: non-fiction <i>Atlantis: the lost city</i> | | | |
| | Extensive reading: fiction <i>We Didn't Mean to Go to Sea</i> | | | |
| Travel | 10 Around the world! | <p>World languages Working with words: Suffix -ery Words in context: <i>Languages of the world</i></p> <p>Reported speech (all tenses) <i>He said he wanted to visit lots of countries. He said he was looking forward to the trip. He said he had cycled around Africa. He said he had had lessons in French and Arabic. He said the trip would take about two years.</i></p> <p>Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves <i>The machine turned itself off.</i></p> | <p>Reading: A Question and Answer text: <i>Languages of the world</i> (Cross-curricular link)</p> <p>Listening: Listening and matching speakers to statements</p> <p>Speaking: Asking and answering questions about languages</p> | page 92 |
| | 11 Space travel! | <p>Space Working with words: Phrasal verbs Words in context: <i>Dreaming in a spaceship</i></p> <p>Reported speech: Wh- questions Where, Why, What, Who and When <i>He asked him where he was.</i></p> <p>Reported speech: commands and requests told / asked <i>He told us to turn off our mobile phones. He asked them to leave quietly.</i></p> | <p>Reading: A poem: <i>Dreaming in a spaceship</i> (Cross-curricular link)</p> <p>Listening: Identifying missing words in a poem</p> <p>Speaking: Asking and answering questions about space</p> | page 100 |
| | 12 Holiday time! | <p>Holiday adjectives Working with words: Silent letters: w and h Words in context: <i>My year around the world</i></p> <p>wish <i>I wish I was taller. I wish I could fly. I wish it wasn't the last day of our holiday.</i></p> <p>Question tags <i>There are lots of robots, aren't there? There will be lots of robots, won't there? You like ice cream, don't you?</i></p> | <p>Reading: A travel blog: <i>My year around the world</i> (Cross-curricular link)</p> <p>Listening: Listening for detail in an interview</p> <p>Speaking: Asking and answering questions about travelling</p> | page 108 |
| | Extensive reading: non-fiction <i>British English and American English</i> | | | |
| | Extensive reading: fiction <i>The Diary of an Astronaut</i> | | | |

Lesson One Story

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





2 Listen to the story again and repeat. Act.

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

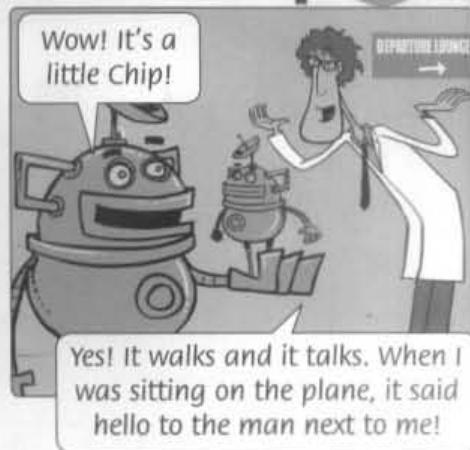
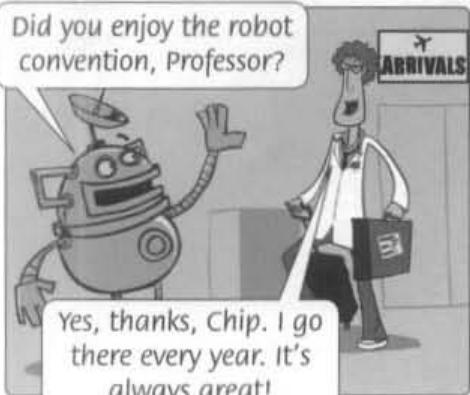
- 1 Ed and Kate went on holiday to Spain.
- 2 Libby and her family stayed at home.
- 3 Libby is Tom's cousin.
- 4 Fin had the costumes for the play in his car.
- 5 Tom enjoys playing sport.
- 6 Fin gives Tom a bag and a T-shirt.

True

1 Listen and read. Where did Professor go? 02



Professor & Chip



2 Read and learn.

• Present simple and present continuous

Use the present simple to talk about habits and routines.

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

Use the present continuous to talk about actions happening now.

What are you doing?

I'm looking for your present.

• Past simple and past continuous

Use the past simple to talk about actions that interrupted other actions in the past.

When I was sitting on the plane, it said hello to the man next to me!

Use the past continuous to talk about actions that were interrupted.

When I was walking around, I saw this.

3 Read and circle.

- 1 I go / am going swimming on Saturday mornings. 2 My brother watches / is watching TV at the moment.
 3 My mum and dad work / are working every day. 4 We have / are having lunch now.
 5 The boys play / are playing football in the park on Saturdays. 6 The children work / are working hard at the moment.

4 Speaking Ask and answer.

eat / ice cream play / football sit / on the grass

wait / for a bus go / into a café run / home



What was he doing when the storm started?

He was eating ice cream.

What did he do next?

He ran home.

It's Number 5!

Irregular past forms

With some irregular verbs, the past simple 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 past simple and the past participle are different.

| Verb | Past tense | Past participle |
|---------|------------|-----------------|
| 1 speak | spoke | spoken |
| 2 grow | | |
| 3 take | | |
| 4 wear | | |
| 5 write | | |
| 6 fly | | |
| 7 eat | | |
| 8 see | | |
| 9 go | | |

1 Complete the tables.  Irregular verb list Workbook 6 page 119

2 Listen and order the lines. Sing.  03



Welcome back!

1 You're back from your break in the sun.
And there's lots of work in store.

Now it's back to school once more
You're sad your holiday's done.

1 You had a good time by the sea
With your friends and your family.
But you can still have some fun.
Now your lessons have begun

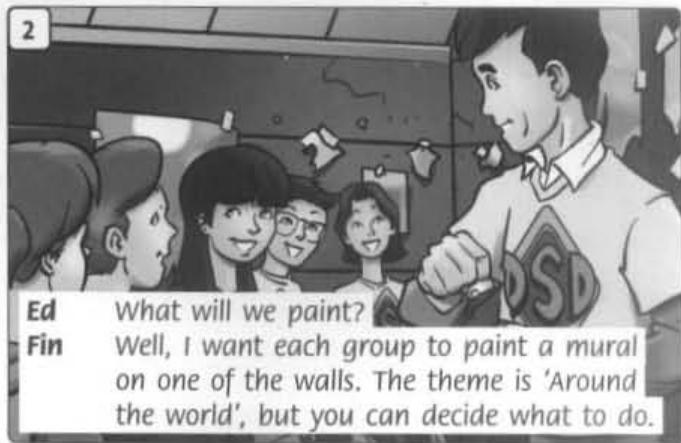
1 You visited people you knew,
So welcome back today.
You went to a funfair or two.
But you knew you couldn't stay,



1 Art project!

Lesson One Story

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



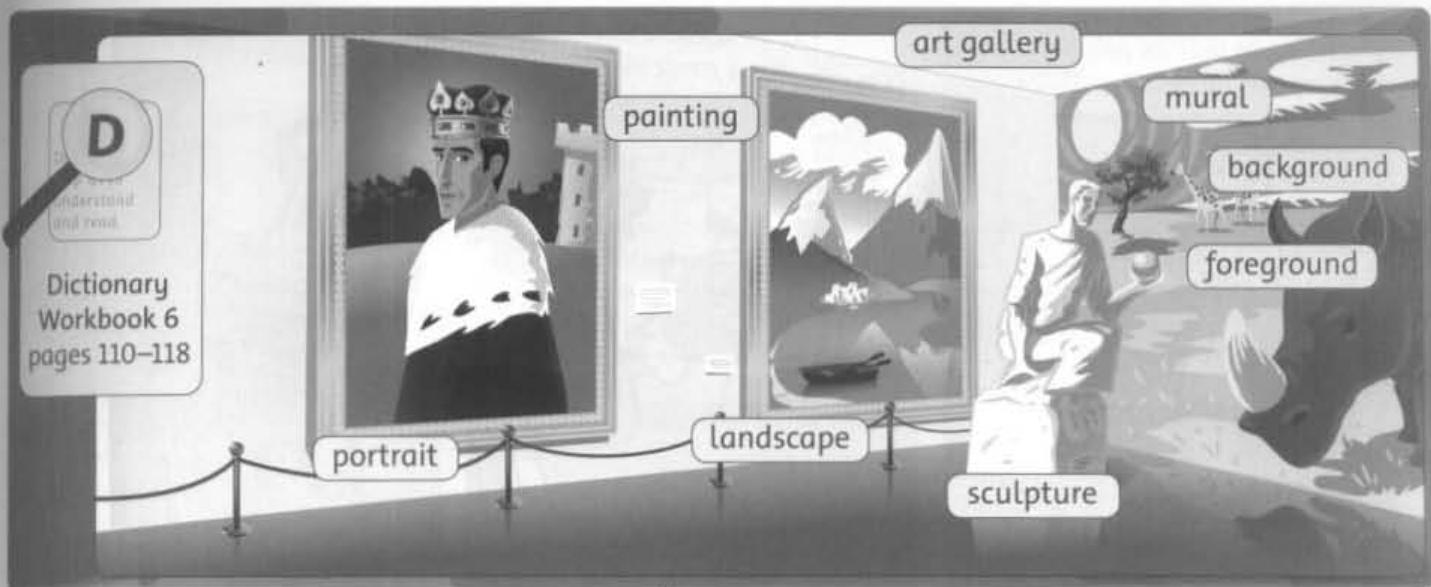
2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

- 1 The children are going to paint the walls. True
2 The theme is 'Around the world'.
3 Kate is good at drawing animals.
4 Libby likes Kate's idea.

- 5 The children are going to meet the next day.
6 Ed wants to draw people.

1 Listen and repeat. (b) 05



2 Write the words.

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

Working with words

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

| | | | | | | |
|-----------------|-----------|------------|--------|-----------|------------|----------|
| positive | popular | friendly | tidy | patient | possible | polite |
| negative | unpopular | unfriendly | untidy | impatient | impossible | impolite |



Dictionary
Workbook 6

3 Listen and repeat. (b) 06

4 Read and circle.

- 1 Tom is very *friendly* / unfriendly. He never speaks to anyone.
- 2 My sister is very *popular* / unpopular. Everyone likes her.
- 3 Jon is a very *polite* / impolite boy. He always says 'please' and 'thank you'.
- 4 Your room is so *tidy* / untidy! There are books and clothes all over the floor.
- 5 My little brother is very *patient* / impatient. He always waits calmly.
- 6 This Maths question is *possible* / impossible! I don't know the answer!

Lesson Three Grammar 1

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



Professor & Chip



2 Read and learn.

* going to

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

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

* will

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

I'll come with you!
I won't come with you. I'm too busy.
Look! 'll = will won't = will not

3 Read and circle.

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

4 Complete the sentences. Use *will* or *going to*.

- A "I'm *going to* buy an ice cream."
B "I *will* come with you!"
- A "I'm cold."
B "I *will* close the window."
- A "I *will* pack my suitcase."
B "I *will* help you."

- A "I *will* take my camera to the zoo."
B "Good idea! I *will* take mine too."
- A "I *will* visit India this summer."
B "That's an interesting country."
- A "I don't understand this question."
B "I *will* help you."

1 Listen and read. Where does Harry want to go with Ben? ④ 08



Hi Ben,

What are you doing today? I'm catching a bus at 10.15 into town with Fred. Do you want to come? We're meeting Jack at 11 o'clock at the bus station. Then, at 12 o'clock, we're going to an art exhibition at our friend's art club.

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

Harry

2 Read and learn.

Present continuous with future meaning

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

We're meeting at ten o'clock. I'm not doing anything. What are you doing today?

3 Complete the sentences. Use the present continuous.

1 I'm meeting (meet) Ben at one o'clock this afternoon.

2 We (catch) a train at half past three.

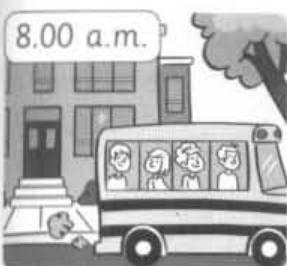
3 (you / visit) your grandparents after school?

4 The children (play) in a football match at two o'clock.

5 What film (you / watch) at the cinema tonight?

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

4 Speaking Ask and answer.



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



What are they
doing at 8.00 a.m.?

At 8.00 a.m., they're
leaving school.

Reading

- 1 Look at the story and the paintings. Which painting do you think the story is about?
- 2 Listen and read. (09)

Island Adventure

Max was staying with his cousin Jeff by the sea. Every day, the boys went to the beach and played football or went fishing. But one day, they stood on the sand and stared across the sea at a small island in the distance. No one lived on the island and the boys had never been there.

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

"Let's borrow my brother's boat and go there," said Jeff.
"We'll be back before he finds out!"

The boys rowed to the island and left the boat on the sand. They climbed trees, swam in the river and found some caves. At last, they decided to go home, but when they went back to the boat, it wasn't there! The boys were frightened.

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

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

"But we haven't got any matches," said Max.

"We can hit two rocks together to make a fire. Come on! It's easy."

But it was dark before the boys had a fire.

Suddenly, there was a splash of water.

The boys stared across the sea. A dark shape was coming towards them.

"Run!" shouted Max.

"Hey!" said a voice. "Don't you want to go home?"

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

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

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

"That was lucky," said Jeff.

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



California Coast



A Small Volcano in Mexican Countryside

3 Read again and write the answers.

1 Is Max on holiday?

Yes, he is.

2 Do the boys swim to the island?

3 Are there any caves on the island?

4 Do the boys lose their boat?

5 Do they have any matches?

6 Does Jeff's father find the boys?

Words in context

1 Find the words in the story. Write.

| | | | | | | | |
|-------|-----|-------|-------------------|----------------|--------|-------|----------------|
| stare | row | smoke | borrow | hit | splash | float | tie |
|-------|-----|-------|-------------------|----------------|--------|-------|----------------|



Dictionary
Workbook 6

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

Listening

2 Listen. Do the children like the painting? ⑥ 10

3 Listen again and circle.

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



Tiger in Tropical Storm (Surprised!)

Speaking

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

Which painting do you like best?

I like _____.

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

What can you see in the painting?

There is / are _____.

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

Why do you like it?

It's _____.

colourful / exciting / unusual

Do you enjoy painting?

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

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

Writing

1 Look at the story. What is it about?

2 Read.

A story

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

We can start a new line when someone new speaks.

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

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

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

A Stormy Day at Sea

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

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

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

- "It's too late!"

Harry felt the first drops of rain.

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

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

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

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



3 Read again and answer the questions.

1 How long does the storm last?

2 How does Harry feel after the storm has finished?

4 Write this dialogue correctly.

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

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

5 Complete writing page 12 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

Make the word negative. possible

4

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

5

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

6

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

7

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

8

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

9

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

10

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

2 Listen and write. Sing.  11

landscape blue clouds painting green colours black mural

**Painting by colours**

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

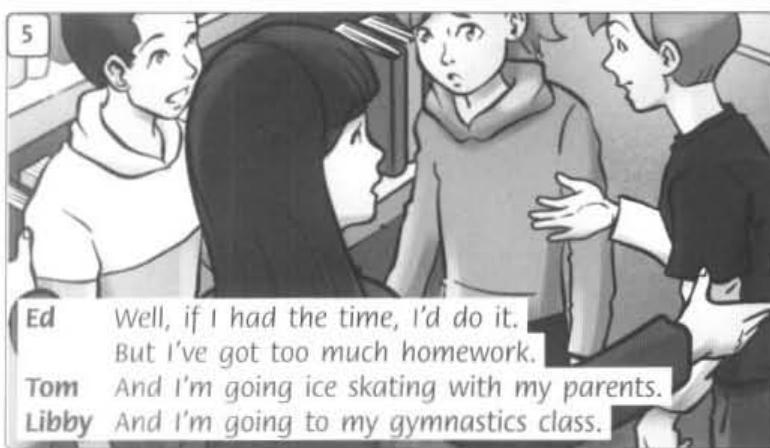
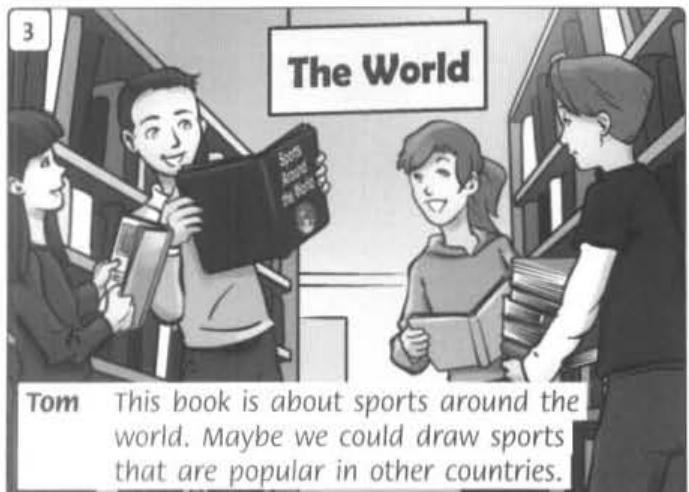
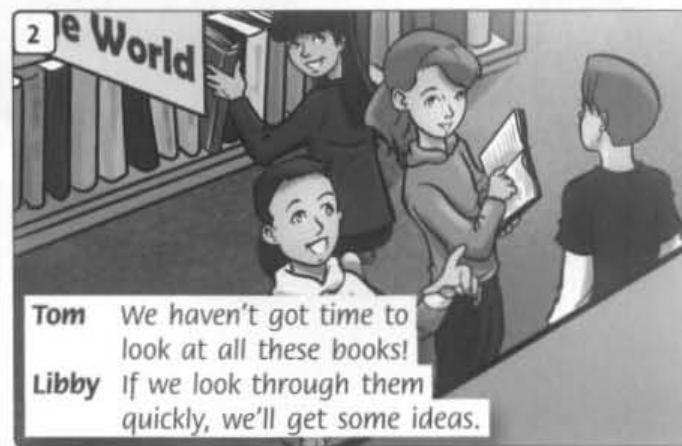
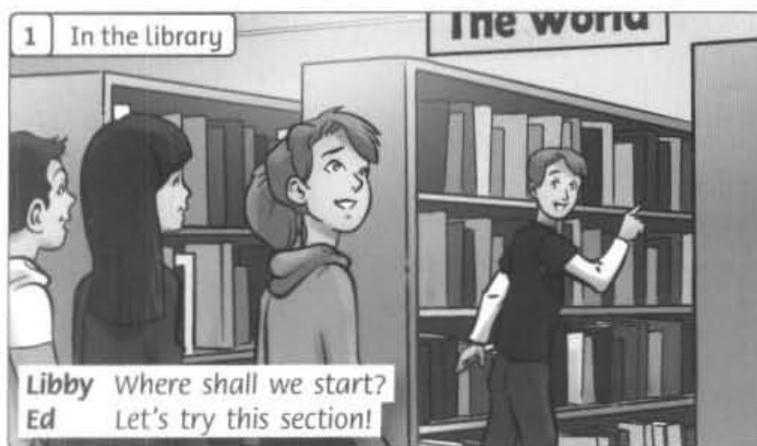
I'm going to paint a ⁴
In colours ⁵ and grey,
Dark skies and dark ⁶,
A cold and stormy day.

I'm going to paint a ⁷
In colours yellow and ⁸,
Sunshine and lemon trees,
A lovely country scene.

2 Sports adventures!

Lesson One Story

1 Listen and read. Why doesn't Kate want to do the drawing?  12



2 Listen to the story again and repeat. Act.

3 Read again and write the names.

| | | | |
|----|------|-------|-----|
| Ed | Kate | Libby | Tom |
|----|------|-------|-----|

- 1 Ed finds a useful section in the library.
- 3 is going ice skating.
- 5 has a class in the evening.

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

N1

1 Listen and repeat. (13)

D

Dictionary
Workbook 6



ice skating



skiing



baseball



rugby



mountain biking



caving



paragliding



rock climbing

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 an egg-shaped ball
- 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.

N2

positive

honest

like

obey

correct

experienced

sensitive

negative

dishonest

dislike

disobey

incorrect

inexperienced

insensitive



Dictionary
Workbook 6

3 Listen and repeat. (14)

4 Write **dis** or **in**.

- 1 I really dislike Ben. He's never nice to anyone.
- 2 Liz is a very honest person. She never tells the truth.
- 3 This answer is correct. It's not 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 peoples' feelings.
- 6 Children should never obey their parents!

1 Listen and read. What sport are they talking about? 15



Jeff What are we doing tomorrow?

Dad If the weather is good, we'll go paragliding.

Jeff How exciting! But I haven't been before.
What will I do if I'm scared?

Dad You won't be scared! But, don't worry, if you
don't like it, I won't take you again.



Jeff Wow! This is amazing!

2 Read and learn.

First conditional

Use the first conditional to talk about things that might happen in the future.

If the weather is good, we'll go paragliding.

Look!

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

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

First conditional questions

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

Yes, I will.

No, I won't.

3 Read and match.

1 If I go shopping, c

2 Will we go swimming in the sea

3 If they don't score any goals,

4 We'll buy tickets for the match

5 Will they have lessons

6 If she can't find a good instructor

a they won't win the match.

b if we go to the beach tomorrow?

c I'll buy some new football boots.

d she won't go rock climbing.

e if they go skiing next year?

f if our favourite 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

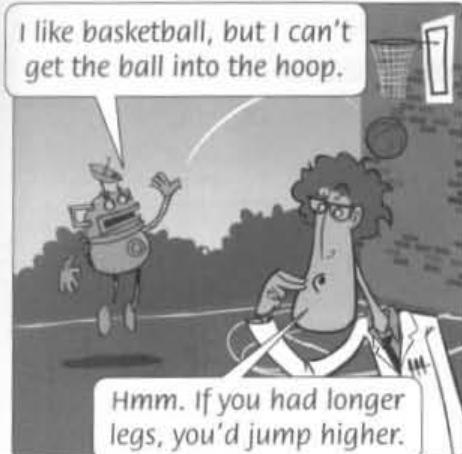
3 we / go / to the park / if / it / not rain / tomorrow

4 they / not pass / the test / if / they / not study / hard

5 if / I / stay / at home / this evening / I / go / to bed / early

6 if / she / go / to the party / she / buy / a new dress

1 Listen and read. What sport is Chip playing? 16

Professor & Chip

2 Read and learn.

Second conditional

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

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

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

Look!

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

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

Second conditional questions

Would you play rugby if you lived in England?

Yes, I would.

No, I wouldn't.

Look!

'd = would wouldn't = would not

3 Complete the sentences. Use the second conditional. **V** Irregular verb list

1 If I found (find) a little spider in my house, I'd put (put) it outside.

2 If I lived (live) in the mountains, I would go (go) skiing every weekend!

3 Ben bought (buy) a house for his parents if he had (have) a lot of money.

4 If I spoke (speak) French, I wouldn't go (not go) to French class.

5 If we lived (live) near a tennis court, we would play (play) tennis every day.

6 I would run (run) away if I saw (see) a snake.

4 Speaking Ask and answer.

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

Would he run away
if he saw a spider?

No, he wouldn't.

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

Yes, he would.

It's Jon!

Reading

1 Look at the article. Choose the correct title.

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

2 Listen and read.  17

Tanya Streeter



Tanya Streeter grew up on Grand Cayman Island in the middle of the Caribbean Sea. When she was a child, she loved being in the sea and she spent as much time as possible in the water, snorkelling and studying fish and other sea life. She also liked diving deep down into the ocean to look for rocks and shells. Tanya had a natural love of diving and one day, she discovered a sport she 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 in those days. 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.

Tanya had one lesson in free-diving and found out that she was very talented. She had more lessons and then started to enter competitions and compete against people from all over the world. In 1998, she broke her first world record when she dived 113 metres down into the ocean. She broke many more records after that. Tanya trains for four or five hours every day in the gym and in the pool. But the freedom she feels when she's free-diving makes it worth all the hard work.

Tanya is also interested in looking after the environment and protecting wildlife. She has worked hard to tell the world about the problems that whales and dolphins have with sea pollution and how dangerous it is for them. She has appeared in videos, swimming with whales, and has also become a popular TV presenter.



3 Read again and write True or False.

- 1 Tanya Streeter lived on an island.
- 2 She disliked being in water when she was young.
- 3 Free-divers dive without equipment.
- 4 Tanya has only broken one record.
- 5 Tanya only ever trains in water.
- 6 Tanya is a TV presenter.

True

False

+

—

—

+

Words in context

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



Dictionary
Workbook 6



1 pearl

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



3 Scuba diving

noun the natural world



5 equipment

adj very good at doing something



7 Snorkeling

noun animals and birds

swimming goggles
protective gear
mask
eyes

Listening

2 Listen. What sport are they talking about? 18

3 Listen again and complete.

Name: Jon Parks

Country: ¹ Australia

Age: ² 18 ^{22 now}

Training:

- running – every day
- swimming – ³ 3 hours every day
- gym – four times a week

Diet:

- fruit and vegetables
- ⁴ fish

Deepest dive: ⁵ 110 metres

Next competition:
Caribbean – in ⁶ free diving



Speaking

in pairs!

hundred & ten

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

Would you like to try free-diving?

Yes, I would. / No, I wouldn't.

Why? / Why not?

exciting / amazing / scary / difficult

What's your favourite sport?

football / tennis / swimming / basketball

What other sports would you like to try?

paragliding / skiing / snorkelling / ice skating / diving

Writing

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

2 Read.

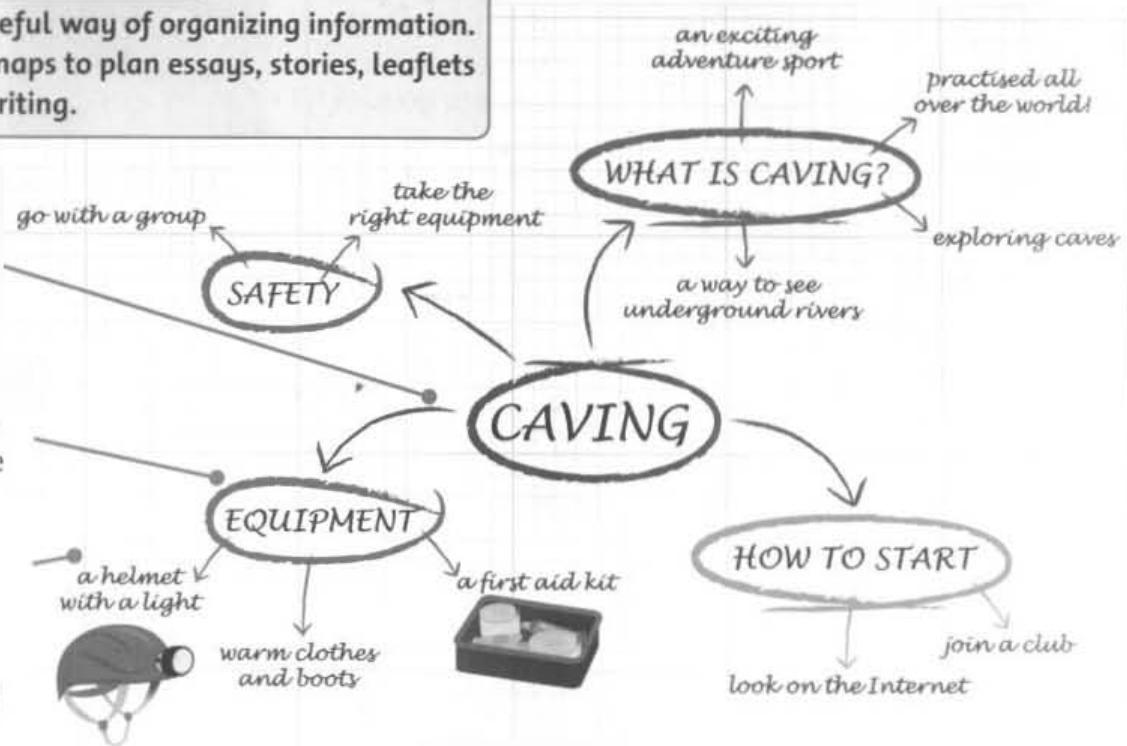
A concept map

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

1 Think of a topic. Write the name of the topic in the middle of the page.

2 Think of your ideas. Draw lines from the main topic and write them at the end.

3 Think of the information connected to each idea. Draw lines and write it at the end.



3 Read again and answer the questions.

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

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

Caving**What is caving?**

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

How to start

The best way to start caving is to look on the Internet. Look at some pictures and some good websites. After that, you should join a ³ _____.

Safety

Caving can be dangerous. Never go caving alone. Always go with a ⁴ _____ 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 _____. You should also take a ⁶ _____.



5 Complete writing page 20 of Workbook 6.



1 Complete the quiz.**1**

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

2

Where is Tom going with his parents in the story?

3

Make the word negative. honest

4

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

5

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

6

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

7

What job does Tanya Streeter do on TV?

8

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

9

Complete the sentence.
You can use a concept map to organize _____.

10

Complete the sentence.
You can use a concept map to plan _____.

2 Listen and write. Sing. 19

climbing caving rugby jump baseball ice skate football skiing

Mad about sport

I often play ¹ football
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 in Australia,
I'd play ⁷ all day.

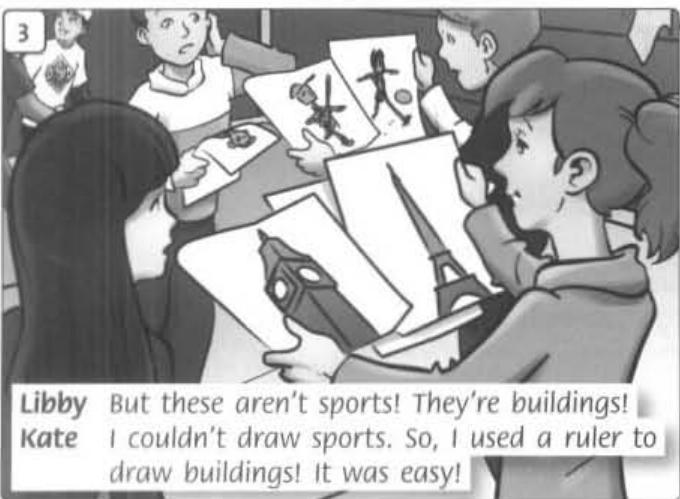
But whatever I do,
Run fast or ⁸ high,
Win or lose races -
I just love to try!



3 It's festival time!

Lesson One Story

1 Listen and read. What does Kate draw? 20



2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

- 1 Kate arrives early at the club. False
- 3 Kate tells the club about their pictures.
- 5 Fin makes all the food for the celebration.

- 2 Ed and Kate have talked about the pictures.
- 4 Kate has changed their idea for the mural.
- 6 The wall doesn't look good.

1 Listen and repeat. (6) 21

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

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

2 Read and circle.

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

Working with words

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

| | | | |
|------------------|-----------|-----------|-----------|
| noun | danger | poison | hazard |
| adjective | dangerous | poisonous | hazardous |

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

| | | | |
|------------------|--------|-------------|---------|
| noun | fame | adventure | fury |
| adjective | famous | adventurous | furious |

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



Dictionary Workbook 6

3 Listen and repeat. (6) 22

4 Read and circle.

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

1 Listen and read. Where is the reporter? 23

The festival has been on for five days now and there are still thousands of people in the streets of London. I've been here since nine o'clock this morning and it's been great! The procession has already finished. You can probably see the floats in the distance. There are food stalls everywhere and I've just eaten some delicious pancakes with chocolate sauce. 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 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 on for five days.

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

We use these time words with the present perfect:

The procession has already finished.

I've just eaten some delicious pancakes.

I haven't seen any fireworks yet.

Have you eaten yet?

I've never eaten anything so delicious before.

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

3 Read and circle.

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

4 Write sentences about Emma. Irregular verb list

- live / in France / four months

She's lived in France for four months.

- have / her necklace / June

- know / her friend / 2006

- be / in the café / ten o'clock

- speak / French / she was ten

- play / the guitar / two years



1 Listen and read. Where do Chip and Professor go? 24

Look at this festival! Everyone has to wear a costume. This year, the theme is 'The Future'.

I went to that festival last year. It was fun!

I've made my costume!

I don't need a costume!

Wow! Your costume is great!

Thanks! Professor made it!



Professor & Chip



2 Read and learn.

Past simple

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

I went to that festival 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 present perfect or the past simple. **V** Irregular verb list

- 1 I went (go) to the festival yesterday. It was great!
- 2 I saw (see) the Pyramids. They were amazing!
- 3 We visited (visit) France last summer.
- 4 They walked (walk) for three hours at the weekend.
- 5 I had (have) my lunch at one o'clock.
- 6 I ate (eat) Chinese food.

4 Speaking Ask and answer.

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

a festival a football match
the Pyramids

Has he ever been to a festival?

Yes, he has.

When did he go there?

He went there two months ago.

Has he ever been to a football match?

No, he hasn't.

It's Tim!



Reading

- 1 Look at the travel article. Which countries are the festivals in?
- 2 Listen and read. 25

Top Ten Food Festivals

Going to festivals is always fun, but going to festivals that have delicious food is even better! Here are some of our favourite food festivals around the world. They celebrate special foods that are made or grown in that part of the country.

- 1 If you like chocolate, you will love Eurochocolate. This festival takes place in October every year, in Perugia in Italy. It lasts for nine days. What does it celebrate? Chocolate, of course! Nearly one million people go to the festival every year. The streets are full of places to buy different kinds of chocolate snacks. You can also see chocolate sculptures. One year there was a huge igloo made from chocolate bricks! At the end the sculptures are broken up and given to people at the festival to eat!
- 2 The Gilroy Garlic Festival is one of the largest food festivals in the US. The festival takes place every year in Gilroy, California. It happens on the last weekend in July and it is one of the best garlic festivals in the world! So, what do people do? Well, they eat lots of things made with garlic, including garlic ice cream and garlic chips! There are also garlic cooking demonstrations! If you like garlic, this is a great festival to go to!
- 3 If you go to India in July, you should go to the Mango Festival! In India, mangoes are called 'the king of fruits'. Mangoes are grown in India and they are very popular! The mango festival is in Delhi and goes on for two days. There are more than 500 types of mango! You can taste different mango dishes, mango jams, mango juices, mango desserts and anything else with mango in it! There is also a competition with a prize for the biggest mango!



- 3 Read again and complete the chart.

| Name? | Eurochocolate | Gilroy Garlic Festival | Mango Festival |
|---------------|---------------|------------------------|----------------|
| Country? | Italy | ¹ The US | India |
| When? | October | ² | ³ |
| How Long? | ⁴ | a weekend | two days |
| Special food? | ⁵ | Garlic | ⁶ |

Words in context

1 Find the words in the article. Write.



Dictionary
Workbook 6

last celebrate snack garlic demonstration dessert dish bricks

- 1 Our science teacher gives us a demonstration when we do experiments.
- 2 People usually make houses with _____.
- 3 Some people put _____ into tomato sauce to give it a better taste.
- 4 My favourite _____ is rice with fish.
- 5 My mum gives me a _____ to eat after school.
- 6 In the restaurant, after the fish, we had a delicious _____.
- 7 I always _____ my birthday with a cake.
- 8 The exam doesn't _____ long. It's only an hour.

Listening

2 Listen. What food do they celebrate in the festival? ⑥ 26

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

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

**Speaking**

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

Which of the places would you like to go to?

I'd like to go to _____

Italy / the US / India / France

Which food from the festivals would you like to eat?

I'd like to eat the _____

chocolate / garlic ice cream / mango jam / rice with fish or chicken

What other kind of food festival would you like to go to?

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

Why?

Because I like _____

sweet food / unusual food / healthy food / traditional food

Writing

1 Look at Jay'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'.



31 Giza Street
Cairo 12153
Egypt

Saturday 30th October

Dear Cousin Tim,

Thank you so much for inviting me to Eurochocolate! It was great! It was so interesting to see how chocolate is made. My favourite part of the festival was the cooking class when we learnt to make chocolate ice cream! I made it for my mum and dad when I came back to Egypt. I also loved the chocolate sculptures on the streets.

It was also nice to stay in Aunt Sally and Uncle Tom's lovely, big, red house in Perugia. I loved the city of Perugia. It is a really interesting, old city. I would love to come back to Italy again and see some more cities there.

I have sent you a picture of us together at the chocolate festival so we always remember it. I hope you like it!

Best wishes,

Jay

A letter

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

We write the address at the top.

We write the date under the address.

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

3 Read again and answer the questions.

- 1 What festival did Jay go to? 2 What was Jay's favourite 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 fire we made. It was a great evening.
- Sunday 10th November
- From,
Michelle

- Thank you for inviting me to your village for the Bonfire Night festival. It was great! My favourite part of the festival was cooking potatoes on the fire. They were delicious!
- 1 10 Spring Road,
Oxford
OX2 1PZ
- Dear Alice,

5 Complete writing page 28 of Workbook 6.



1 Complete the quiz.

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

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

3 Make the word into an adjective.
danger

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

5 Correct the sentence.
I've been to the US last year.

6 Correct the sentence.
Have you yet had dinner?

7 Where does the Gilroy Garlic Festival take place?

8 (noun) food you eat between meals What is the word?

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

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

2 Listen and write. Sing. 27

amazing goodnight deserted traditional bright town original delicious

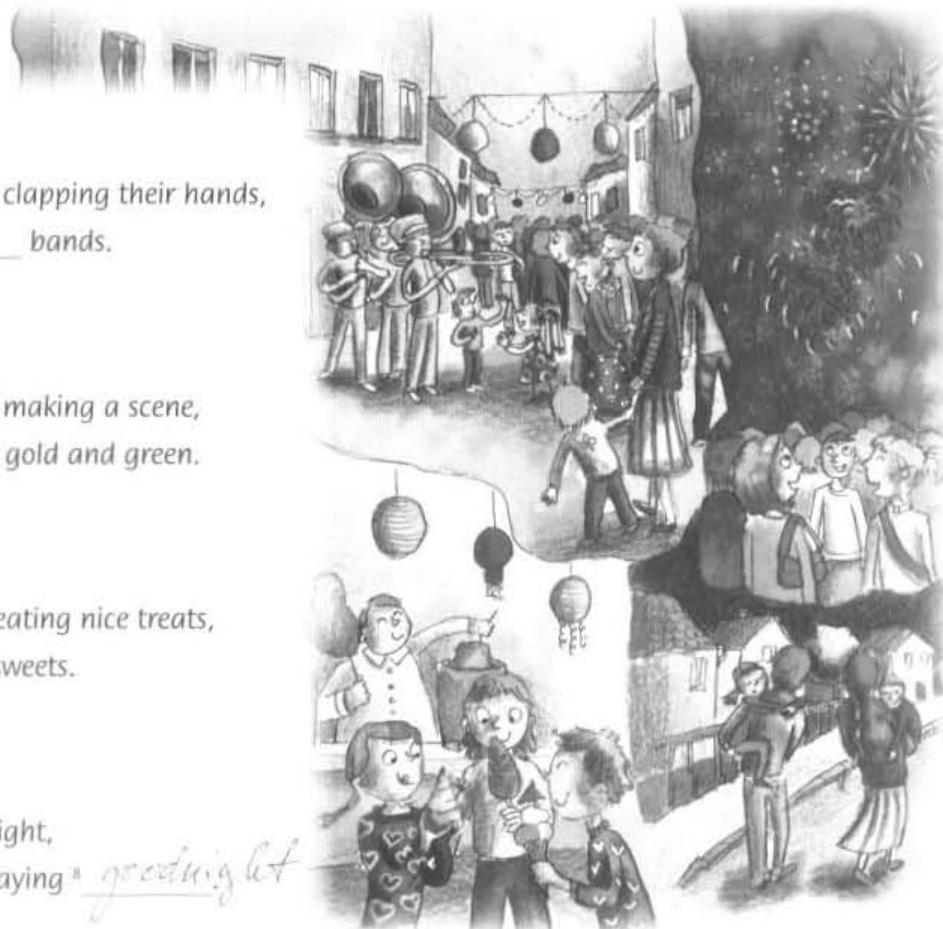
Festival time!

It's festival time again,
People are out in the ¹ town .
They're laughing and dancing and clapping their hands,
To ² had music and ³ oug bands.

It's festival time again,
Fireworks are up in the sky.
They're whizzing and banging and making a scene,
Of lovely ⁴ right colours of red, gold and green.

It's festival time again,
Children have come out for fun.
They're running and jumping and eating nice treats,
⁵ an cakes and ⁶ del sweets.

Festival time is done,
The streets are ⁷ eskil again.
Parents are holding their children tight,
They're smiling and yawning and saying ⁸ goodnig ht





Extensive reading: non-fiction

1 Look at the pictures. What can you see?

2 Read.

The Olympic Games



The Early Games

The first Olympic Games were held at a place called Olympia in Greece in 776 BC. At first, there was only one race. It was a 170 metre running race called the 'Stade'. In the race, local athletes ran across a piece of ground and the whole event was finished in one morning. However, it was very popular and athletes spent weeks practising and training for the event. Soon more races and competitions were introduced and people began to travel from other countries to take part in them. However, when the Romans invaded Greece, some Greek traditions ended. Then, in AD 393, the new Roman Emperor decided to stop the Games completely. Gradually, earthquakes and floods buried the site of the ancient festival.



Olympia

The First Modern Games



Baron de Coubertin

For hundreds of years, the Games were forgotten. Then, in 1896, a French sportsman called Baron de Coubertin decided to bring them back. He believed that sport was an important part of peoples' education and that it made them better people. He studied the history of the Ancient Games and decided to organize an international

event with many of the traditions from the original Games. He finally created the International Olympic Committee in 1894. Two years later, in 1896, the first modern Olympic Games took place in Athens and fourteen countries took part. Their motto was 'Citius, Altius, Fortius' which is a Latin expression that means 'Faster, Higher, Stronger'. Baron de

Coubertin believed the Games would be a great way to bring people from lots of different countries together to compete against each other and work to be the best sports people that they could be.

The Olympic Rings



The Olympic flag was first flown in the 1920 Olympics. It has become the most famous symbol of the Olympic Games. The five rings represent five world continents. The flag has a white background and each ring is a different colour: red, blue, green, yellow and black. These colours were chosen because every country has one of these colours in its national flag. It is a symbol of the way that all the countries come together to take part in an international sporting competition.

The Olympic Flame

In Ancient Greece a flame was always lit and then kept burning until the end of the Olympic Games. In the modern Games, the Olympic Torch is lit at the ancient site of Olympia in Greece. Then it's taken from Olympia to the city where the Games are hosted. The Games are hosted in a different city each time. The torch is passed from runner to runner as it travels from Olympia to the Olympic stadium in the hosting city. When it passes through cities, hundreds of people come out onto the streets to watch. Often, of course, the flame is transported by train or plane. The flame is then kept alight until the Games have ended.



3 Read again and answer the questions.

- 1 Where did the first Olympics start?
- 2 When were the first modern Olympics?
- 3 Where does the journey of the Olympic torch begin?
- 4 Who can take part in the Paralympic Games?

4 Discuss.

- 1 Do you think the Olympics is a good sporting event? Why (not)?
- 2 Do you like taking part in sporting events? Why (not)?

The Olympic Medals

Olympic medals are designed for each Olympic Games. So every year, the medals are completely different. There is a medal ceremony after each Olympic event. They raise the flags of each winning athlete's country and play the national anthem of the gold medallist. Then they give the three athletes their medals: bronze, silver and gold.



The Opening Ceremony

The Opening Ceremony

Today every Olympic Games starts with an opening ceremony. There are fantastic, colourful displays of music, singing and fireworks and people dancing in traditional costumes. The opening ceremony shows the culture and the traditions of the country in which the Olympic Games are being hosted. There is a procession of athletes in their teams, which is always led by the Greek team. There are speeches. Then the Olympic flag is raised and, finally an athlete brings the Olympic torch into the stadium and lights the Olympic flame. When the Olympic flame has been lit, the Games can begin!

The Closing Ceremony

The Games always end with a closing ceremony. The athletes come back into the stadium together. There is a display from the next hosting country and finally, the Olympic flame is put out.

The Paralympic Games

There have been many changes to the Olympic Games over the years. One of the most important is the introduction of the Paralympic Games. This is the Games for people with disabilities. In 1948, Sir Ludwig Guttmann organized a sports competition for people with disabilities at a hospital in England. Four years later, competitors from Holland joined them. Then, in 1960, Olympic style games for athletes with physical and visual disabilities were organized for the first time in Rome. Today, the Paralympic Games are a world-famous sporting event for athletes with disabilities. They take place after the Olympic Games have finished, in the same city. Events that take place include swimming and wheelchair basketball. The Paralympic Games are a fantastic opportunity for people with disabilities to compete at a high level with other athletes with disabilities from all over the world.





Extensive reading: fiction

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

2 Read.



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 grey.

"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 theatres and to 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.

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?

4 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?

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

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

One day, Basil visited him at home. They talked for a while and then Basil said, "I want to borrow your portrait. I want to put it in an exhibition in an art gallery." Dorian thought about the painting and how it had changed.

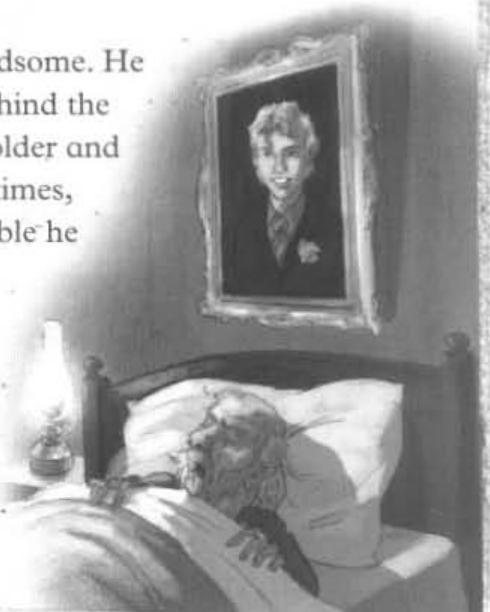
"I'm sorry, Basil," Dorian said quickly and quietly. "But I can't give it to you." Basil looked at him strangely.

"You've changed, Dorian. You used to be a kind man. Now you are cold and selfish." When Basil had gone, Dorian took the portrait and put it in a small room. He locked the door and put the key in his pocket. "No one can ever see this portrait," he said to himself.

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

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

Based on a story by Oscar Wilde



Lesson One Story

1 Listen and read. What do the children have to do in the competition? (6) 28



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



Mr Martin Hello! Our competition is about transport! We've been travelling in cars, helicopters and planes for many years. But what will transport be like in the future?



Mr Martin We want you to do a drawing of a future form of transport.
Libby How long have we got?
Mr Martin You've got two weeks.



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



Tom How about a car that travels at a thousand kilometres an hour?
Ed Or a motorbike that doesn't need petrol?
Kate Or a lorry that can travel on water?



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

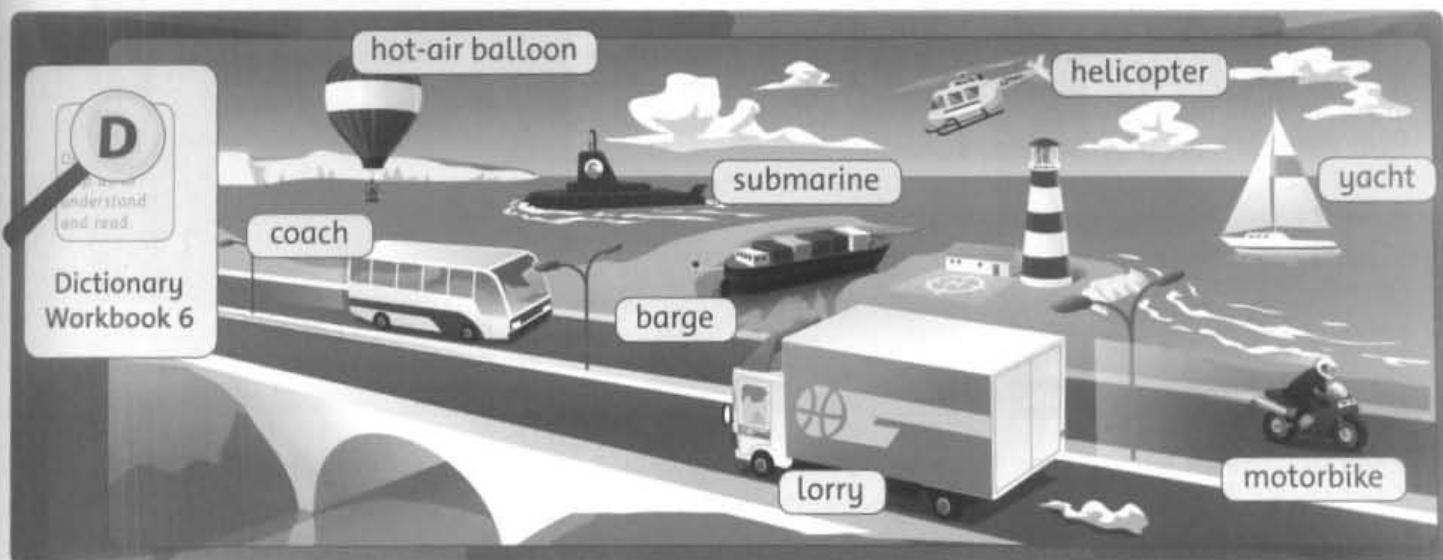
2 Listen to the story again and repeat. Act.

3 Read again and write the answers.

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

Yes, he is.

1 Listen and repeat. (29)



2 Write the words.

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

Working with words

Phrasal verbs

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

3 Listen and repeat. (30)

4 Write the words.

- 1 I can't go out this evening because I'm looking after my little brother.
- 2 My parents looked up a lot of houses before they bought this one.
- 3 I'm really looking forward to my birthday party tomorrow!
- 4 Can you look up this word in your dictionary, please?

1 Listen and read. Why can't the planes fly? 31

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 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 continuous

Use the present perfect continuous with *for* and *since* to talk about something that started in the past and is still happening.
The lions have been lying there since 9 a.m.
Passengers have been waiting for five hours.

Present perfect continuous = have / has + been + ing form

Use these time expressions with the present perfect continuous, too:
all morning, all day, all week
We've been doing our homework all morning.

3 Complete the sentences. Use the present perfect continuous.

1 Mum has been cutting (cut) onions for the last ten minutes.

2 Jenny has been tidy (tidy) her room all morning. It looks much better now.

3 Jon has been do (do) his homework all evening.

4 They have been swim (swim) since twelve o'clock.

5 Tim has been run (run) for an hour now. He's training for the race.

6 We have been watch (watch) the film since eight o'clock. It's nearly finished.

4 Write sentences. Use the present perfect continuous.



make a cake / all morning
She's been making a cake all morning.



play the piano / all afternoon



play tennis / since one o'clock



sleep / since 12 p.m.

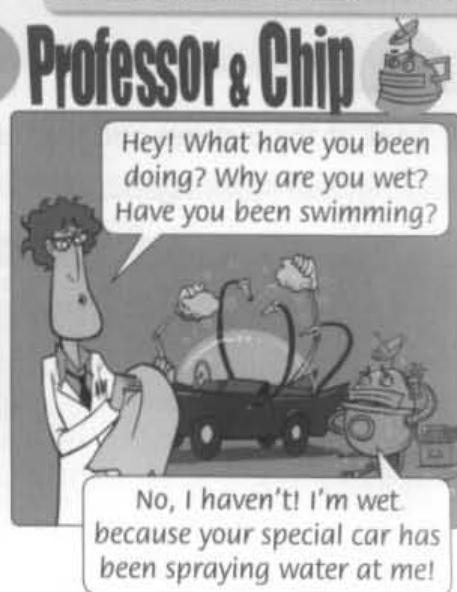


run / for two hours



talk on the phone / for three hours

1 Listen and read. What has Professor invented? 32



2 Read and learn.

Present perfect continuous

We use the present perfect continuous 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.

What have you been doing?

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

Have you been swimming?

Yes, I have.

No, I haven't.

3 Complete the sentences. Use the present perfect continuous.

1 Max is tired because he has been playing (play) football.

2 The boys are cold because they swim (swim) in the sea.

3 The children aren't hungry because they eat (eat) chocolate.

4 I'm wet because I clean (clean) my dad's car.

5 We're dirty because we work (work) hard in the garden.

6 Ella's happy because she make (make) cakes.

4 Speaking Ask and answer.



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

He's been riding his bike.

It's Ben.

Reading

1 Look at the pictures and the text. What are the three types of transport?

2 Listen and read.  33

Transport 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 in all these different places around the world have developed all kinds of transport to help them travel around the environment they live in.

In desert areas, camels have traditionally been used as a form of transport. They are ideal for travelling 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 and their feet don't sink into the sand either. They are known as 'the ship 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 150 canals and 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 Venetian rowing boat and for centuries gondolas were the main form of transport. Today, they are still popular with tourists but most local people travel by motorized waterbuses or private boats. These are faster than gondolas and carry more people.



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 for farming and clearing land. 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 machines to go.

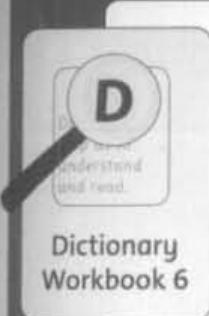


3 Read again and correct the words in bold.

- 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 motorized waterbuses or by private **gondolas**.
- 5 Elephants help people in Asia farm and clear land in the **mountains**.
- 6 People also use elephants to transport **machines**.

Words in context

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



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

1 connect



5

adj not for everyone to use

2



6

adj the best possible thing

3



7

adj they live in the place you are talking about

4



8

Listening

2 Listen. What does Mr Jones do? 34

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 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.

Which form of transport would you like to travel on?

I'd like to travel on

a camel / a gondola / an elephant /
a helicopter / a hot-air balloon / a camel

Why?

Because it would be

fun / amazing / exciting / fast / interesting

How do you normally travel to school?

I normally travel

on foot / by car / by bus / by train / by bike

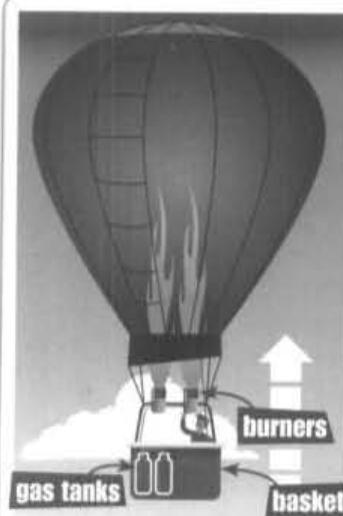
What other forms of transport have you travelled on?

I've travelled on a

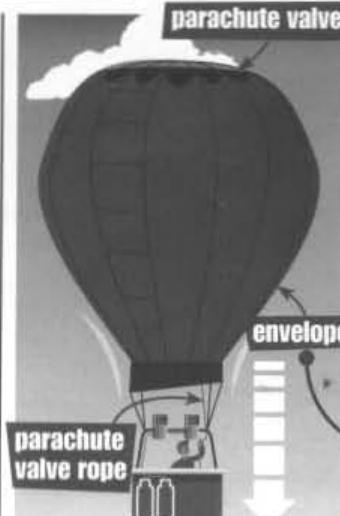
boat / ship / plane / train /
bike / horse / motorbike

Writing

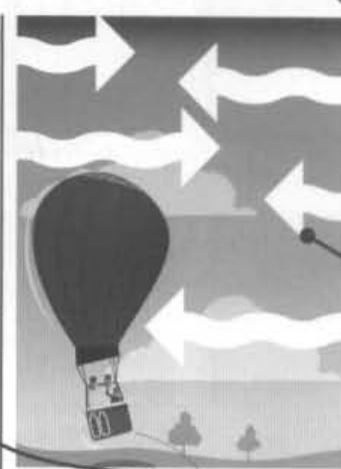
- 1 Look at the diagram and text.
What type of transport is it?
2 Read.



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



Step 2: To move the balloon down, the pilot pulls the parachute valve rope. It pulls down the parachute valve and hot air goes out of the envelope. When there is less hot air in the envelope, the balloon goes down.



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

Hot-air Balloons

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

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 connectors *so* and *however* to explain in more detail.

3 Read again and answer the questions.

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

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

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

5 Complete writing page 36 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

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

4

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

5

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

6

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

7

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

8

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

9

What can you use a process diagram for?

10

In a hot-air balloon, can the pilot steer the balloon?

2 Listen and order the lines. Sing.  35**We've been travelling**

1 We've been travelling

We've flown in a plane and had lots of fun.

Across the sky,

We've seen the clouds and felt the sun.

1 We've been travelling

We've sailed in a boat and looked for old caves.

We've felt the wind and seen the waves.

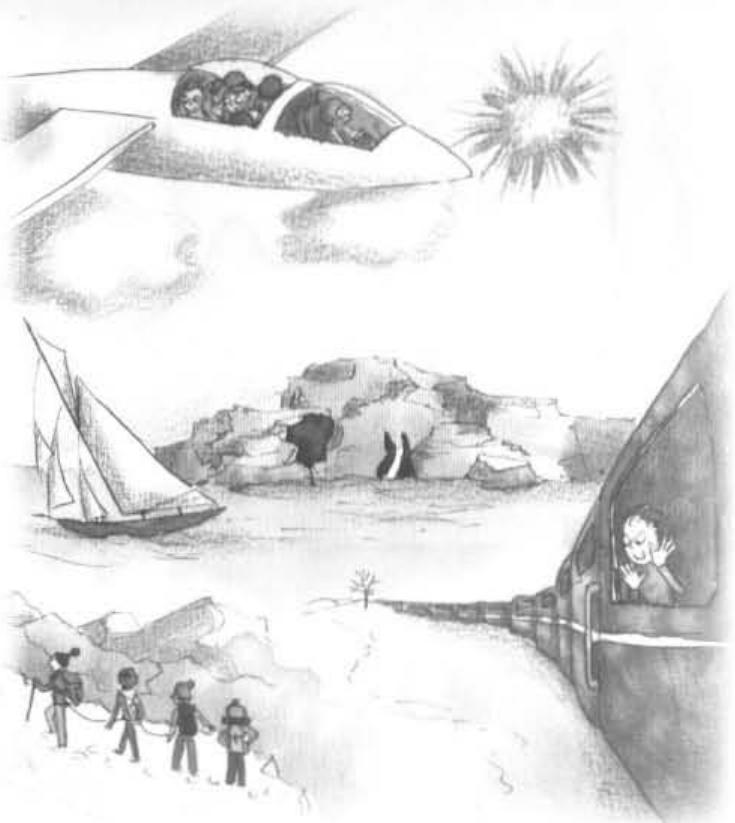
Across the sea,

1 We've been travelling

We've ridden in trains, some fast and some slow.

Across the hills,

We've seen the fields and touched the snow.



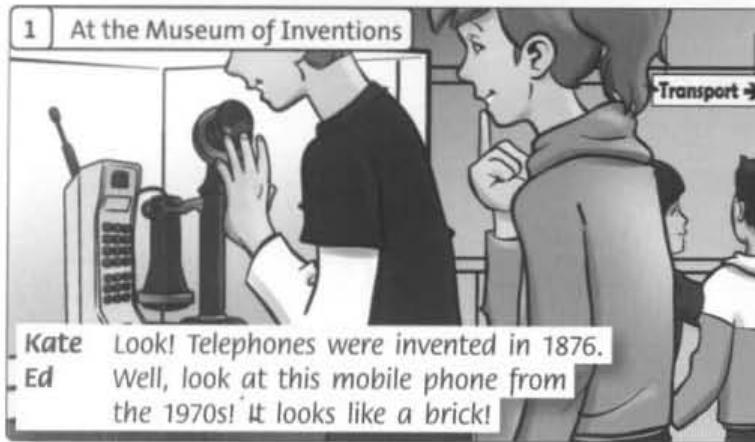
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The greatest inventions!

Lesson One Story

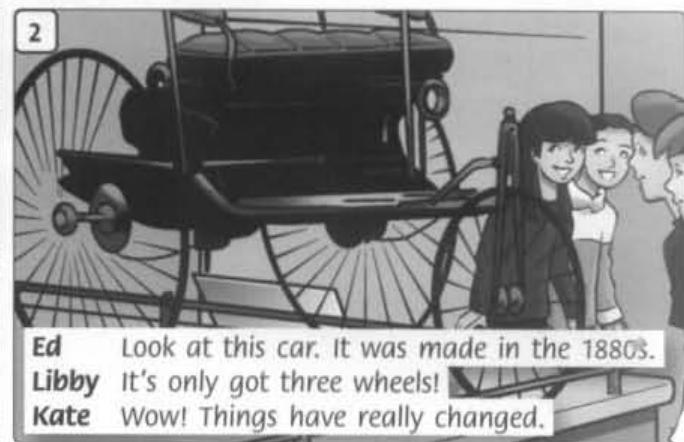
1 Listen and read. What kinds of transport do the children see in the museum?  36

✓



Kate Look! Telephones were invented in 1876.

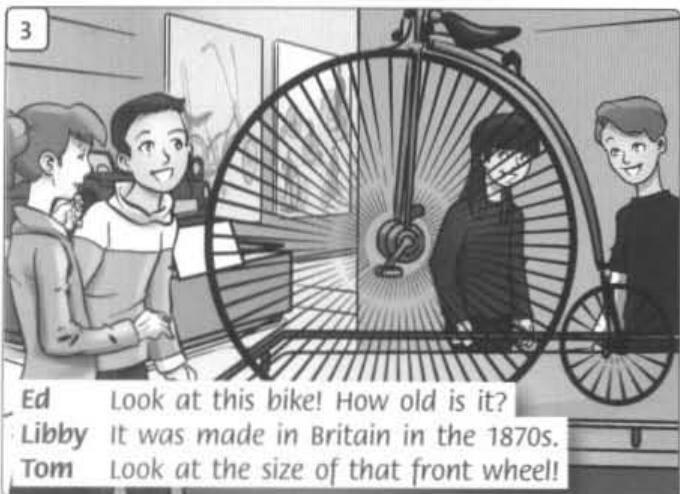
Ed Well, look at this mobile phone from the 1970s! It looks like a brick!



Ed Look at this car. It was made in the 1880s.

Libby It's only got three wheels!

Kate Wow! Things have really changed.



Ed Look at this bike! How old is it?

Libby It was made in Britain in the 1870s.

Tom Look at the size of that front wheel!



Libby We still need to come up with some ideas about the car of the future.

Tom Why make a car? How about a bike?

Ed Yes! Maybe it could fly to avoid all this traffic!



Kate It could be attached to a hot-air balloon and when you push on some kind of device, the balloon fills up.

Libby Wow! That would be an achievement!



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

2 Listen to the story again and repeat. Act.

3 Read again and write the words.

a brick a bike a hot-air balloon telephones front 1880s

1 Telephones were invented in 1876.

2 The first mobile phones were as big as

3 Bikes in the 1870s had big wheels.

4 The car with three wheels was made in the

5 Tom suggests designing .

6 Their bike will be attached to .

1 Listen and repeat. (37)

N 36

Hs Student Workbook
N 24 N 25

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

2 Write the words.

- 1 Let's invent a new ice cream flavour!
- 2 I'd love to _____ a new island in the sea.
- 3 Today, there 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 school project, I looked for _____ in the museum.
- 7 This _____ is so useful! It makes the job much easier!
- 8 Scientists want to _____ a car that is good for the environment.

Working with wordsWe add the suffix **-ment** to some verbs to make nouns.

| | | | | | | |
|-------------|------------|-----------|-------------|-------------|----------|-----------|
| verb | excite | equip | achieve | arrange | move | agree |
| noun | excitement | equipment | achievement | arrangement | movement | agreement |



Dictionary Workbook 6

3 Listen and repeat. (38)

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 6 o'clock.
- 5 I've got 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.

1 Listen and read. Where does chewing gum come from?  39

In ancient times, people from different cultures chewed gum from trees, but the gum had little flavour. In the 1880s, the Fleer brothers tried to make it taste better. Experiments were done on gum from a tree called the chicle tree. The gum was covered with sugar and named *Chiclets*. Although the brothers' friends and family liked it, the gum wasn't advertised so other people didn't know about it.

Chewing gum wasn't sold until the mid-1880s. Factories were opened. Then chewing gum became popular. Today, many kinds of chewing gum flavours are made and chewing gum is bought by people all around the world. However, today chewing gum isn't always made from trees. Some companies use artificial substances instead.



2 Read and learn.

 • The passive (present simple and past simple)

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

Many kinds of chewing gum 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.

Present simple passive = is / are (not) + past participle

Past simple passive = was / were (not) + past participle

3 Complete the sentences. Use the present passive.  Irregular verb list

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

2 Magazines _____ (not sell) here.

3 Jeans _____ (wear) by a lot of people.

4 Thousands of emails _____ (send) every day.

5 A lot of pizza _____ (eat) in Italy.

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

4 Write the 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 century



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

5 ice lollies / create / in the USA

6 the present / not deliver / on his birthday

1 Listen and read. Why can't Chip work? 40




2 Read and learn.

 . The passive (present continuous)

Use the passive with the present continuous.

My computer is being repaired.

The floor isn't being cleaned.

Present continuous passive =

is / are (not) + being + past participle

3 Read and circle.

- 1 My jeans *are washing / are being washed* at the moment.
- 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 at the moment.
- 6 The class *is teaching / is being taught* the passive tense.

4 Speaking Talk about the pictures.  Irregular verb list

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

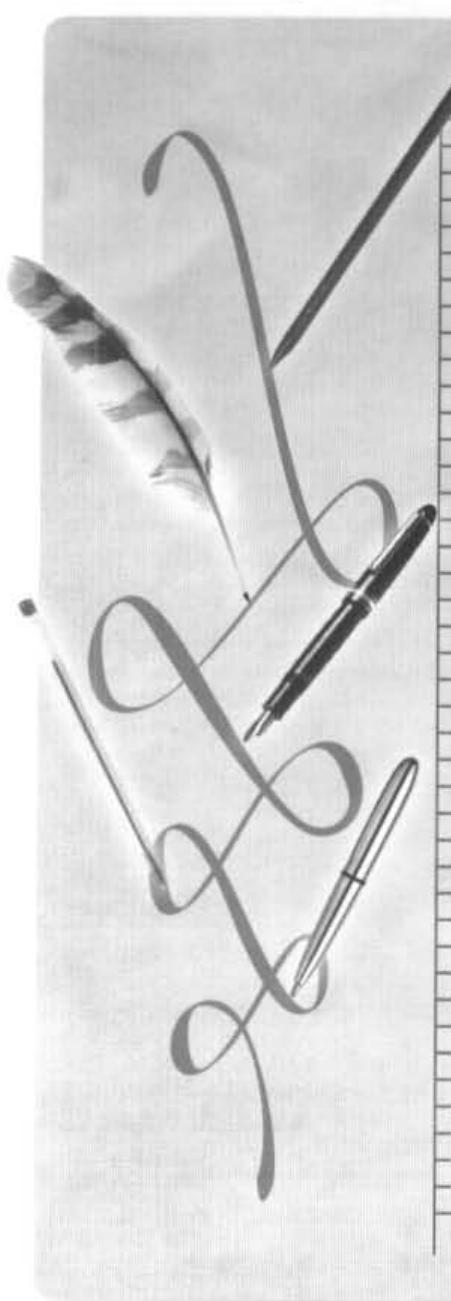
A hospital is being built

It's Picture 3.

Reading

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

2 Listen and read. (41)



The History of the Pen

Over 10,000 years ago

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

7,000 years ago

The Egyptians invented paper and also pens to write on it. Pens were made from reeds. Reeds are hollow plants. One end of the reed was cut into a point, or a nib. Then the pen was filled with ink by dipping it into an ink pot to fill up the inside. People squeezed the pen when they wanted the ink to come out.

In the 7th century

People started using quill pens. Quill pens were made from the feathers of birds. The part which the feathers are attached to is hollow. They worked better than reed pens because they were softer and you could squeeze them more easily to make the ink come out. They could also be washed and dried and used lots of times.

In the 10th century

The first fountain pen was made in Egypt. The pen held ink in a reservoir inside the pen and the ink travelled down to the nib. It wasn't necessary to dip the nib into an ink pot, so they were cleaner to use. However, sometimes big drops of ink came out of the pen and ruined the paper.

1938

László Bíró invented the ballpoint pen. It had a tiny ball in its tip which rotated as it moved along the paper and picked up ink from a cartridge inside. It worked well because big drops of ink couldn't come out so it was better because the paper could not be ruined.

1965

The Space Pen was invented. The Space Pen can write underwater, upside down, in extreme temperatures and at zero gravity! For this reason astronauts use them in space. This pen can do everything! But who knows what pens will be invented in the future!

3 Read again and write True or False.

- 1 People used stones to draw pictures in caves.
- 2 Reed pens were made from bones.
- 3 Quill pens were made from plants.
- 4 Fountain pens were invented in Egypt.
- 5 The first ballpoint pen had no ink.
- 6 Space Pens only work in space.

True

Words in context

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



Dictionary
Workbook 6

- 1 cartridge *noun* a container that holds things like ink for printing or films for a camera
- 2 _____ *noun* heavy earth that is soft when wet and becomes hard when baked.
- 3 _____ *verb* to go round and round
- 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* coloured 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? 42

3 Listen again and match.

Speaker 1

a It has changed the way people work.

Speaker 2

b It has helped us learn about history.

Speaker 3

c It lets you see different and interesting places.

Speaker 4

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?

TVs. / Pens. / The telephone. / The aeroplane. / The computer. / Fridges.

Why do you think it is so important?

Because it _____

teaches us about history / helps communication / lets people travel / improves work / is fun / keeps food fresh

What do you think are other important inventions?

Cars. / MP3 players. / CDs. / DVDs. / Bikes. / Space rockets.

What do you think will be the important inventions of the future?

I think there will be _____

more trips to the moon / flying cars / robots in everyone's home

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

Finish by writing the person's most important achievement.

• Louis Braille (1809-1852)

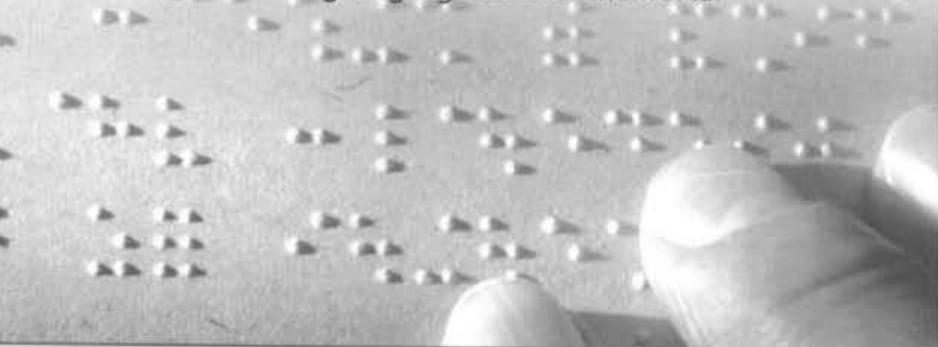
Louis Braille was born in France in 1809. In 1812, he had an accident and went blind. When he was ten, he went to a school for blind children.

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

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

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

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



3 Read again and answer the questions.

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

4 Read and circle.

- Trainers were invented *to begin with* / *during* the 1960s.
- Mobile phones were first sold in the 1970s. *To begin with*, / *Soon after*, they were as big as bricks.
- Black and white TVs were becoming popular. *Soon after*, / *During* colour TVs were invented.
- The first plane flight was in 1903. *Soon after*, / *During* aeroplanes became popular.

5 Complete writing page 44 of Workbook 6.



1 Complete the quiz.

- 1** (verb) to be the first person to make a new type of thing
What is the word?
- 2** What two forms of transport do the children see in the museum in the story?
- 3** Make the verb into a noun. arrange
- 4** Correct the sentence.
The Pyramids built by the Ancient Egyptians.
- 5** Correct the sentence.
Tea grown in India.
- 6** Correct the sentence.
My homework is marking right now.
- 7** What did Louis Braille invent?
- 8** (noun) coloured liquid that is used for writing and drawing
What is the word?
- 9** Complete with the correct words. I started learning Spanish. _____ it was easy.
- 10** Complete with the correct word. My parents lived in Egypt _____ the 1990s.

2 Listen and order the lines. Sing. 43

Great inventions

- 1 Who invented ice cream,
Who designed the bicycle
And planes and trains and cars?
Sweets and chocolate bars?
- 1 Who discovered holidays
Who invented DVDs
And visits to the sea?
And programmes on TV?
- 1 Who built all the hospitals,
The shops and all the schools?
Because I'd like to say thank you!
Who did all these things?



6

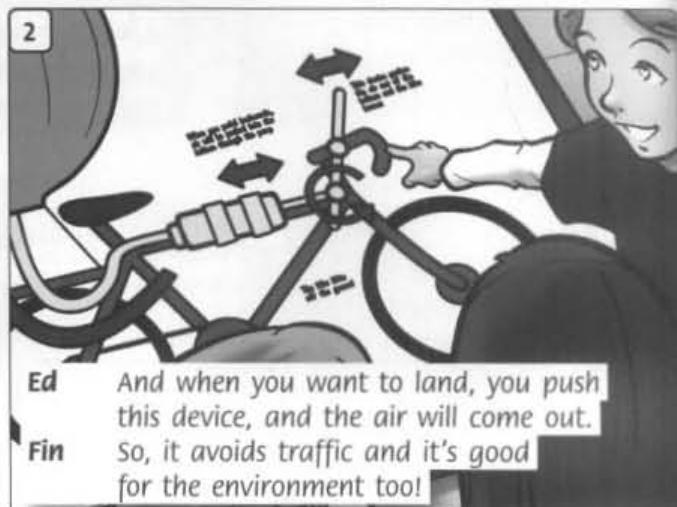
You've won a computer!

Lesson One Story

1 Listen and read. Do the children win first prize in the competition?  44



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



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



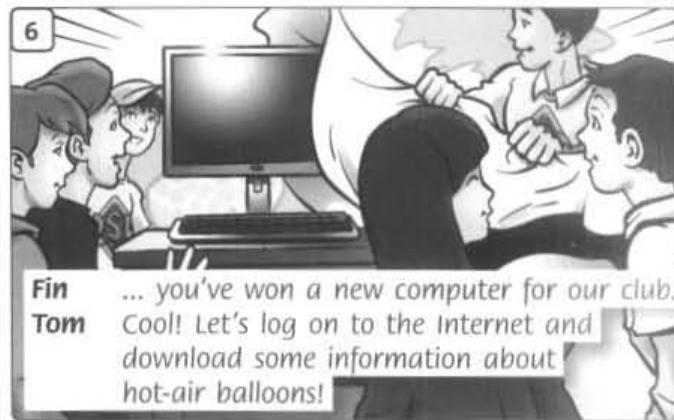
Fin Well, children. The competition has been judged and I have a letter from Mr Martin.



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



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



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

2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

1 The bike can fly. True

2 The bike is good for the environment. _____

3 Mr Martin has written to the club. _____

4 The DSD Club have won first prize. _____

5 The second prize is a trip in a helicopter. _____

6 Tom wants to use the computer to write to his friends. _____

1 Listen and repeat. (45)

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 on to the Internet

2 Write the words.

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

Working with words

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

| | | | | | |
|------------------|------------------|-----------------|-------------------|-----------------|-------------------|
| nail <i>noun</i> | right <i>adj</i> | left <i>pp</i> | match <i>noun</i> | saw <i>pp</i> | sweet <i>noun</i> |
| nail <i>noun</i> | right <i>adv</i> | left <i>adv</i> | match <i>noun</i> | saw <i>noun</i> | sweet <i>adj</i> |

3 Listen and repeat. (46)

4 Match the homonyms.

| | | | | | |
|------|------|------|------|------|------|
| 1 C | 2 C | 3 C | a C | b C | c C |
| 4 C | 5 C | 6 C | d C | e C | f C |

1 Listen and read. What are the three prizes? 47

Competition time!!

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

What did Tim Berners-Lee invent?

- A** the first computer
- B** the World Wide Web
- C** the telephone

**First correct answer**

Your school will be given ten new laptops!

Second correct answer

Your school will be sent some exciting new language software!

Third correct answer

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

Good luck!

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).

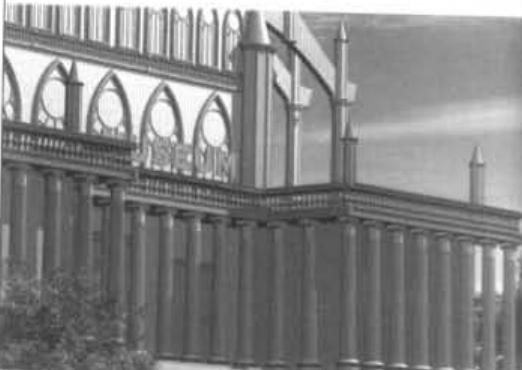
- 1 Children will be given lunch on the school trip. P
- 2 Trains won't be used in the future.
- 3 People will travel in flying cars in the future.
- 4 The class will be taught to swim.
- 5 People will go on holiday to the moon in the future.
- 6 Astronauts will be sent to Mars in the future.

4 Write the words in the correct order.

- 1 will / at 9 a.m. / by coach / the children / be collected
The children will be collected by coach at 9 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

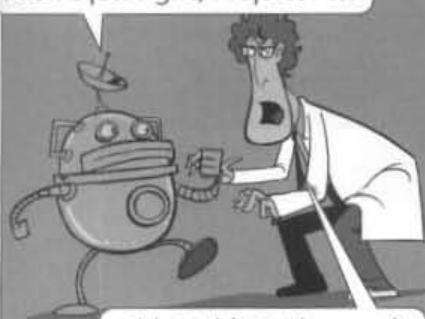


Please arrive at school by 8.45 a.m.

1 Listen and read. Why does Chip stop? 48



I don't feel right, Professor ...



Chip? Chip? Why aren't you working? Have you been switched off?

You haven't been switched off ...
Has your battery been taken out?



Ah ha! I see. These wires have been disconnected. Welcome back, 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

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 litter / not collected the cakes / eaten
the window / broken the shop / closed the floor / not cleaned

The Internet has been disconnected.

It's Picture 3.



Reading

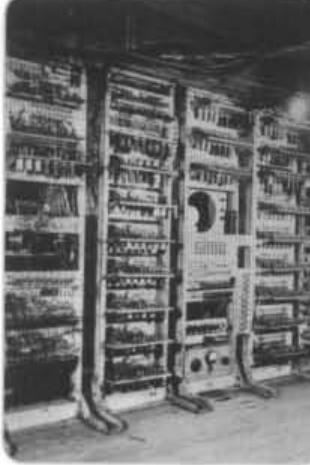
1 Look at the text. What was invented on these dates? a) 1964 b) 1990

2 Listen and read.  49

COMPUTERS - FUN FACTS

Who invented the computer?

In 1833, a British inventor, Charles Babbage made plans for a mathematical 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.



Why is a mouse called a mouse?

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



How big was the first computer?

The first computer was huge. It filled a large room and weighed over 30,000 kilos. That's the same as six adult male elephants! Luckily, as technology has grown, computers have got smaller. Today, you can even buy a computer that's the size of a small mobile phone.



When did the World Wide Web begin?

The World Wide Web 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! Today, billions of email messages are sent across the world every day. 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 a 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 d
- 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.

complication create huge experimental cursor immediately president market



Dictionary
Workbook 6

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

Listening

2 Listen. How many people does the radio presenter talk to? 50

3 Listen again and ✓ what they use a computer for.

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

Speaking

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

How often do you use a computer?

I use a computer

every day / quite a lot / very little

Do you enjoy using a computer?

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

What do you use your computer for?

I use my computer for

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

What kind of websites do you like best?

I like websites best.

music / film / fashion / shopping / news / wildlife information

Writing**1** Look at the research report. What is it about?**2** Read.**A research report**

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

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!

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 sea!

- **Do the cables ever break?**

Yes, the cables break quite 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.

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

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

5 Complete writing page 52 of Workbook 6.

1 Complete the quiz.

1

(verb) to send a file or photo together with an email

What is the word?

2

What do the children win in the story?

3

Complete the sentences with the same word. I went to a football _____ yesterday. I used a _____ to light a fire.

4

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

5

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

6

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

7

What did Douglas Engelbart invent?

8

(noun) something you move around a computer screen

What is the word?

9

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

10

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

2 Listen and write. Sing.  51

free email homework surf upload book attach download

What can you do on your computer?

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

You can ... ³ _____ music,
Find a recipe,
Do a fun quiz,
And all for ⁴ _____!

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

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





Extensive reading: non-fiction

1 Look at the pictures. What can you see?

2 Read.

The History of Glass Making

Glass is a hard, transparent material that is used for all kinds of things. So, how is it made? Glass is made by melting sand or stone in a fire until it becomes a liquid. When the liquid cools and hardens, it becomes glass.

Early history

Thousands of years ago, people didn't know how to make glass, and so they used natural glass. Natural glass is made in two ways. Firstly, glass can be made during a storm. When lightning hits sand, thin glass tubes are produced in the heat. These kinds of glass are called fulgurites. Secondly, glass can be made when a volcano erupts. The rock that comes out of the volcano is very hot so it is liquid. It cools very quickly and becomes glass. These kinds of glass are called obsidian. You can find this kind of natural glass in the islands between Greece and Turkey where there are lots of volcanoes.

Ancient Egypt

Glass blowing

People first discovered how to make glass in Ancient Egypt and in other countries along the eastern Mediterranean coast, more than 5,000 years ago. They made simple objects with glass, like beads. Gradually, glass makers learnt how to make more complicated things.

They made coloured glass jewellery, perfume bottles and tiny jugs and jars. Soon, people learnt that honey and oils lasted longer in glass bottles rather than in wood

or clay pots. In time, Egypt and Syria became the most important glass making centres in the ancient world. However, glass was very difficult to make and so it was very expensive. Only rich people could buy it.

Then, in 100 BC, people in the ancient region of Phoenicia discovered a new way to make glass objects. They put a piece of hot glass onto a long metal pipe and then blew through the pipe so the glass blew up like a balloon. While the glass was still hot, they could change the shape or decorate it. This method of glass production was easier and faster and so it was also cheaper. For the first time, ordinary people could buy objects made of glass too. This changed life in many ways. People could store food and drink in glass objects so it kept fresh longer. Also, glass was more beautiful, so people had glass objects to decorate their houses.



3 Read again and answer the questions.

- 1 What were the earliest glass objects?
- 2 When did ordinary people have glass?
- 3 What did Abbas Ibn Firnas invent?
- 4 Who were the best glass makers in the 13th century?

4 Discuss.

- 1 Do you think glass is an important invention? Why (not)?
- 2 What is the most useful glass object in your home? Why?

The Roman Empire

Glass making was very important during the Roman Empire. The Romans started to use glass in windows in buildings. Glass windows were fitted in the most important buildings in Rome. They made beautiful windows with complicated designs. Having beautiful buildings with beautiful windows in them was very important in Roman times. The Romans also used glass to create pieces of art. Some of the art they made can still be seen in museums today. During the Roman Empire, glass making became popular all across Europe.

The Islamic World

When the Roman Empire collapsed, glass making stopped in Europe. However, glass was still very important in the Islamic world and there were many developments there. In the 9th century, the inventor and scientist, Abbas Ibn Firnas invented the first clear glass, without any colour in it. Before that, glass was a blue

or green colour. Abbas Ibn Firnas was a very famous inventor, who invented many different things. He invented corrective lenses, which helped people with bad vision. These were made of clear glass. Then, by the 11th century, clear glass mirrors were produced in Islamic Spain and the first glass factories were built. The glass made in factories was sent all over the world.

Europe

Later on, in the 13th century, glass making became popular again in Europe. The Venetian island of Murano became the most important centre for glass making. The Murano glass makers used local materials to develop the finest, clearest glass. They created beautiful patterns in vases, bowls and glasses. Their art was famous around the world. On the island of Murano, you can go and see the glass makers at work, creating beautiful glass objects. It is very interesting to watch them.

The Modern World

Today glass is a very important part of our lives. We use it for making objects such as bowls, vases, jewellery and works of art. But it is also important for technology. We use it for TV screens, car windscreens, computer monitors, microscope lenses, mobile phone screens and all kinds of other machines and devices. Our lives would be very different without it! Think about it!

Can you imagine a world without glass?





Extensive reading: fiction

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

2 Read.

The Railway Children

Once there were three children that lived happily with their parents in a nice, big house in London. Their names were Roberta, who was always called Bobbie, Peter and Phyllis. Then, one day, their lives changed. Their father was taken away for a crime he didn't commit.

While the children's father was away, the family became very poor. Their mother wrote stories and sold them to magazines but they didn't pay her much money. At last, the family were so poor they didn't have enough money to live in London in a big house. They moved to the countryside and lived in a much smaller house.

Their new house was on a hill near the railway line. The children explored the area around the railway and found out lots of things about trains. They met the people that worked at the station and made friends with one of the passengers. They had many adventures there. And on one very important day, they even saved a train from having an accident ...

One day, the children were walking along the top of the hills beside the railway line. It was very rocky on the hill, but flowers, plants and trees grew among the rocks. The children were standing and looking down at the railway below when suddenly they heard a noise.

Peter pointed to the other side of the railway line. "Look!" he shouted. "The trees are moving!" The girls looked and saw that part of the hill on the other side of the railway line was falling away. Rocks, stones, earth and trees were moving down the hillside. Soon, a big rock crashed down onto the railway line below. "There are rocks and trees all over the railway line!" said Phyllis. "If a train comes now, there will be a terrible accident!"

"You're right," said Peter. "And look at the time. It's already 11 o'clock. There's always a train here at 11.29. We must go to the railway station and tell them."

"But there isn't time," said Bobbie. "The station's too far away. The train will be here in thirty minutes." The children looked at each other. They were frightened.

3 Read again and answer the questions.

- 1 Why do the children move to the countryside? 2 What falls onto the railway track?
3 What do they use to warn the train? 4 What are the children given to say thank you?

4 Discuss.

- 1 Did you enjoy the story? Why (not)?
2 Do you think the children were brave? Why (not)?
3 Do you think it's a happy story? Why (not)?

"Right," said Peter. "We need to warn the train driver when he comes. We need to tell him to stop the train. How can we do that?" "We could wave your red scarf," said Phyllis. "Everyone knows that red means danger." "Good idea!" said Peter. He took off his scarf and tore it into pieces. Then the children collected some sticks and tied the red material onto them. Now they had red flags to wave. They went down the hill, stood next to the track and waited for the train to come.

At last, they heard the train coming. "Wave your flags!" shouted Peter. "But be careful! Don't stand on the line!" The train came very fast along the track. The children jumped up and down. They waved their flags and screamed and shouted at the big, black engine. "It's not going to stop!" screamed Bobbie. "They can't see us!" But the train driver did see the red flags in the distance and then he saw the rocks and the trees on the line. He stopped the train and all the passengers looked out of the windows.

The children put down their flags and sat down beside the railway. They were tired but they were happy. "You're very brave," said the driver. "You have saved this train and all the people inside." A few weeks later, a letter from the railway company arrived for the children. It asked them to come to the station at 3 o'clock on Saturday. The children were very excited.

On the day, they wore their best clothes and went down to the station with their mother. When they got there, they were taken into the waiting room. Usually the waiting room was a gloomy place, but today there was a red carpet on the floor and there were flowers on the tables. There were many important people from the railway company in the room. The town mayor gave them each a beautiful, gold watch. "These are to say thank you for your bravery," he said.

The children were very pleased and happy and their mother was very proud.

Based on a story by Edith Nesbit



7

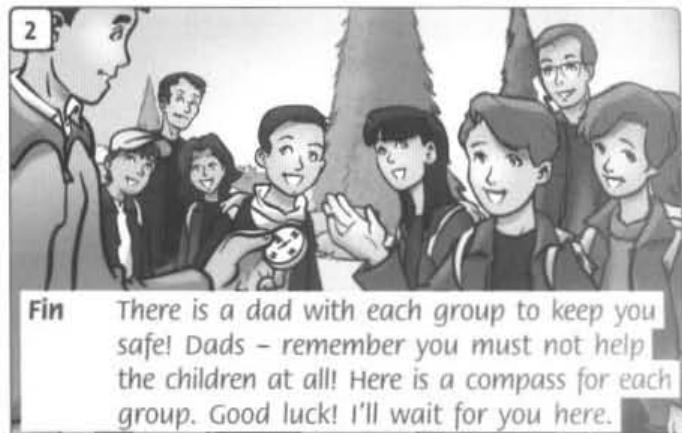
Explorers for a day!

Lesson One Story

1 Listen and read. Why do the children decide to go into the cave? 52



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



Fin There is a dad with each group to keep you safe! Dads – remember you must not help the children at all! Here is a compass for each group. Good luck! I'll wait for you here.



Libby Right. Let's try and find this flag first. We just have to walk north for one kilometre. Who's got the compass?
Ed I have! It's this way!



Kate We've been walking for a long time. Where's the flag?
Libby Are you sure we're going north, Ed?
Ed North? I thought you said south!



Libby I think this is the river which is on the map. We can find our way now.
Kate Oh no! It's starting to rain.
Tom And it looks like a storm. We need to find shelter.



Ed How about this cave?
Libby Are you sure? It's very dark.
Tom Come on! It's fine!

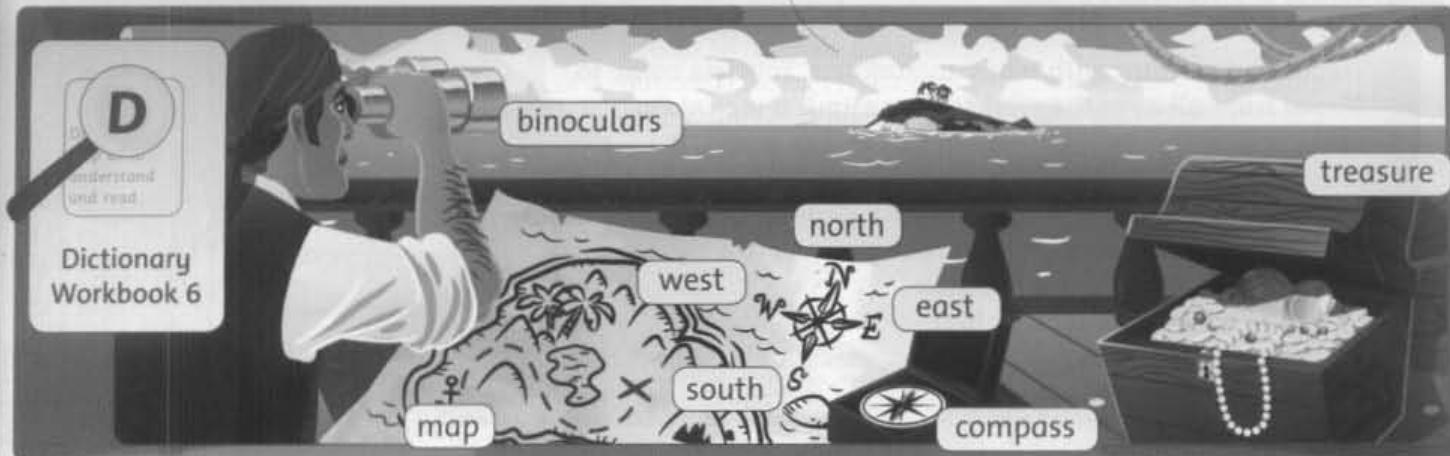
2 Listen to the story again and repeat. Act.

3 Number the events in the correct order.

- a Each group gets a compass.
- 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) 53



2 Write the words.

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

Working with words

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

verb paint

noun painter

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

explore

write

explorer

writer

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

| | | | |
|-----------------|------------|----------|---------|
| noun | journal | novel | tour |
| new noun | journalist | novelist | tourist |



Dictionary
Workbook 6

3 Listen and repeat. (6) 54

4 Read and circle.

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

1 Listen and read. Who first climbed Mount Everest? 55

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



2 Read and learn.

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

Use relative pronouns to give more information about nouns.

Use **who** for people.

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

Use **which** for things.

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

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

1 A guide is a person **who** takes people on trips. a guide

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 rucksack is a type of bag **which** climbers carry. _____

4 Speaking Talk about the pictures.

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

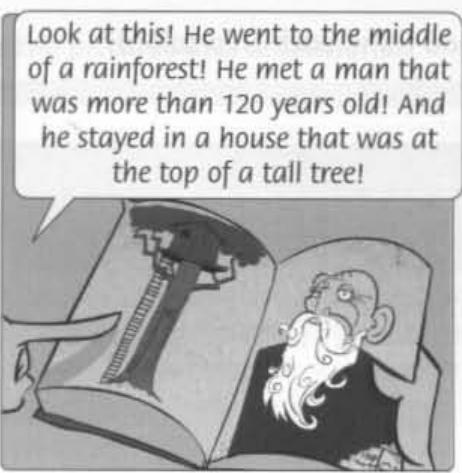


It's an animal which can swim.

It's Picture 2.

It's a person who ...

1 Listen and read. What are Chip and Professor looking at? 56



2 Read and learn.

Relative pronouns: *that*Use *that* or *who* for people.

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

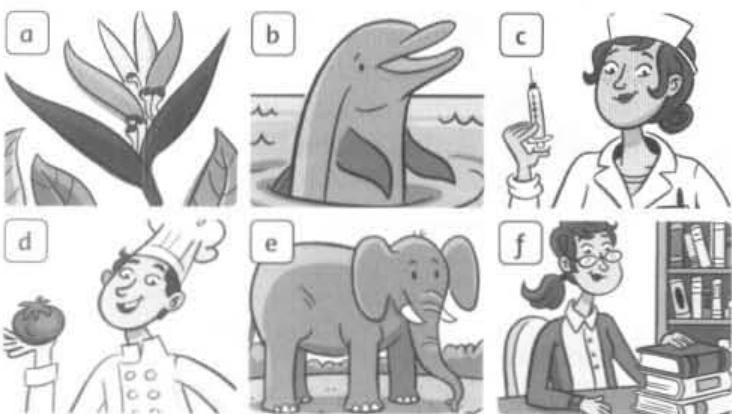
Use *that* or *which* for things.

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 f
 2 Pasta is a type of food
 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 Italy.
 b that goes to London leaves in five minutes.
 c who travel the world.
 d that grows in the rainforest.
 e who is nice to everyone.
 f that started at our school last week.

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

- 1 animal / lives in the sea
It's an animal which lives in the sea. 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

Reading

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

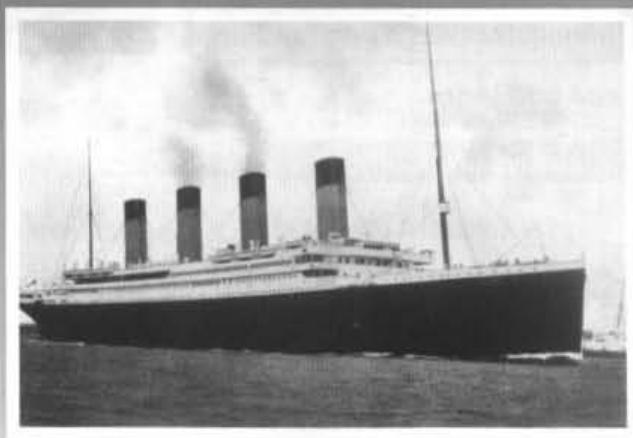
2 Listen and read.  57

Famous Shipwrecks

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



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 more than 16 metres under the sea. At the time, it was very difficult to dive down so far. Then, in the same year, there was another hurricane and the shipwreck was destroyed and the treasure was lost. The treasure lay lost beneath the sea for over 360 years. In 1969, a man called Mel Fisher started to search for the treasure. This time, divers had proper equipment. After 16 years, he found the 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 10th April 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 a thousand people drowned. For a long time, underwater explorers searched for the missing wreck. In 1985, they discovered it four kilometres beneath the surface. The ship was broken and it was impossible to move, but they were able to examine the ship and bring back thousands of items, such as clothes and letters and other personal things. These things 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 inside. _____
- 5 It was built in 1911. _____

- 2 It only sailed once. _____
- 4 It was sailing in the Atlantic. _____
- 6 It was lost for over 360 years. _____

Words in context

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



Dictionary Workbook 6

pt went down underwater

verb try to find

noun a long journey by ship

noun a storm with strong winds

1 sank

2 _____

3 _____

4 _____

verb to die after being underwater for too long

noun a piece of information that helps you find an answer or an explanation



5 _____

6 _____

7 _____

8 _____

Listening

2 Listen. What ship is the man talking to the children about? 58

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.

Would you like to be an underwater explorer?

Yes, I would. / No, I wouldn't.

How would you feel if you were deep under the water?

excited / frightened / nervous / amazed

What would you like to see?

an octopus / a shipwreck / treasure / lots of fish

What other places would you like to explore?

the desert / space / the rainforests

Why?

animals / the stars and the moon / interesting plants

Writing

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

2 Read.

A personalized text

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

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

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

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

We finish by giving a final reason for our choice.

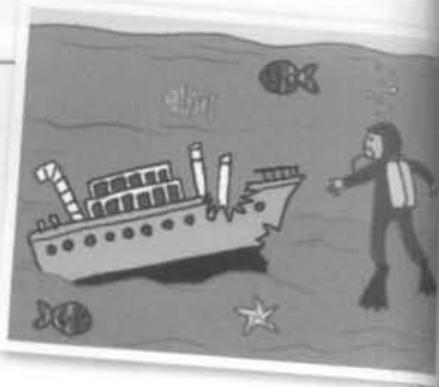
Being an explorer

by Fred Smith

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

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

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



3 Read again and answer the questions.

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

4 Match.

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

5 Complete writing page 60 of Workbook 6.



1 Complete the quiz.

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

2 Which direction do the children walk in the story?

3 Make this verb into a noun. explore

4 Complete the sentence.
This is the mountain _____ we climbed.

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

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

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

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

9 Complete the sentence.
I like sweet food such as _____ chocolate.

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

2 Listen and order the lines. Sing. 59

Exploring wrecks

Chorus:

1 Swim with me through the shipwreck,
And the coins that are very old.
See the jewels in the treasure chest
See the silver and gold.

1 This is the room where the sailors sat
And the room where the captain stayed.
This is the place where the captain ate
And the games that the sailors played.

1 This is a pan that the ship's cook used,
A cup and a silver spoon.
By the light of the silvery moon.
These are the letters which the captain wrote,



Lesson One Story

1 Listen and read. What do the children find in the cave?  60



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



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



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



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



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



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

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

| | | | |
|----|------|-------|-----|
| Ed | Kate | Libby | Tom |
|----|------|-------|-----|

1 Libby doesn't like the dark.

2 _____ and _____ explored a cave in Fri-

3 _____ looks at the map.

4 _____ describes the weather.

5 _____ sees that the cave wall is coming down.

6 _____ sees the treasure chest.

1 Listen and repeat. (61)

ancient *adj* very old**artefact** *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 nobody 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 _____ 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 very _____. Nobody 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

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

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

| | | | | | | |
|------------------|------------|-------------|------------|-----------|------------|--------|
| verb | accept | comfort | reason | advise | believe | use |
| adjective | acceptable | comfortable | reasonable | advisable | believable | usable |



3 Listen and repeat. (62)

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.

1 Listen and read. When was the *Mary Celeste* found? 63

There was a mysterious ship called the *Mary Celeste*. 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. The captain went onto the ship. After they 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 they 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 past simple for the thing that happened after that.

They discovered that somebody had taken the lifeboat.

3 Complete the sentences. Use the past simple or the past perfect. V Irregular verb list

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

4 Speaking Talk about the pictures.

a few / a lot of / all of
taken / the sandwiches

a little of / half of / all of
drunk / the juice

none of / a little of / half of
eaten / the cake



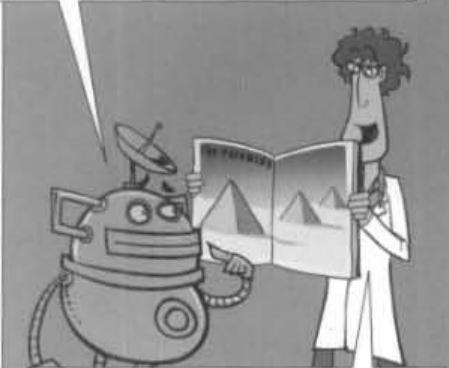
When she arrived, the children had drunk half of the juice.

It's Meg!

1 Listen and read. What do Chip and Professor want to know? 64



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



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

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



Wow!

The answer is 'The Great Pyramid of Khufu'.

How did the Egyptians build the Pyramids?



The answer is not known.

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

2 Read and learn.

Past perfect: negative sentences

They hadn't invented trucks and trains before they built the Pyramids.

Look! hadn't = had not

Past perfect: questions

Had people invented trucks and trains before they built the Pyramids?

3 Complete the questions. Use the past perfect. Irregular verb list

- 1 Had the film already started (start) when you got to the cinema?
- 2 Sam _____ (finish) his homework when you arrived at his house?
- 3 the boys _____ (visit) England before they went to London?
- 4 your mum _____ (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 football match before you went last weekend?

4 Write sentences.

- 1 Billy woke up late because he hadn't gone to bed 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 practise / for the match).
- 6 Billy and his friend didn't buy an ice cream as they _____ (not bring / any money).

Reading

1 Look at the interview. When were the Nazca lines discovered?

2 Listen and read. 65

The Nazca Lines

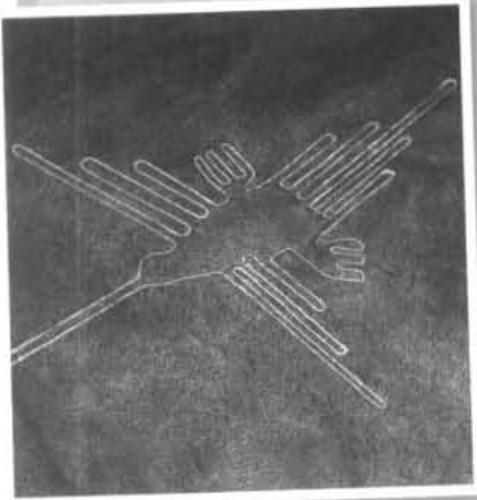
In this interview, historian, Michael Jones talks about the mystery of the Nazca Lines. Michael Jones has studied the Nazca lines for many years.

1

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

2

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



3

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

4

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

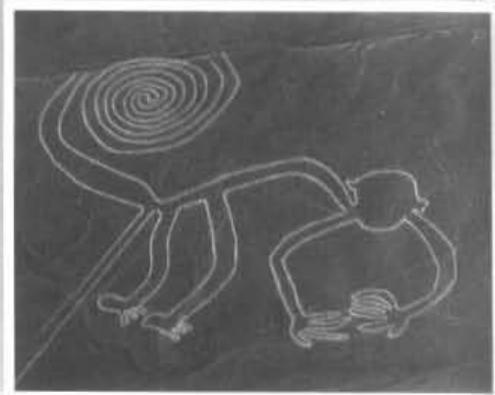
5

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 made them. We don't know exactly why the Nazca people made them, although they were obviously very important because they spent so long making 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 they are so huge, you can only really see them from the air. Today, people travel in small planes and look down on them, but in those days, how did they see them? 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? _____

- 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.



Dictionary
Workbook 6

noun a person who studies history

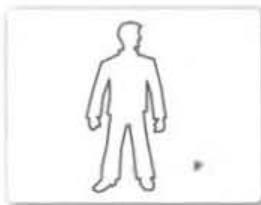
1 historian



5 _____

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

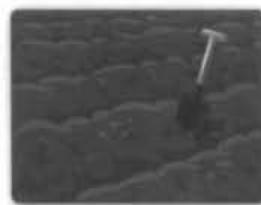
2 _____



6 _____

noun the normal weather that a place has

3 _____



7 _____

adj really amazing; difficult to believe

4 _____



8 _____

Listening

- 2 Listen. What is the advert for? 66

- 3 Listen again and complete.

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



Speaking

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

Would you like to visit the Nazca lines?

Yes, I would. / No, I wouldn't.

Why?

I'm (not) interested in .

ancient culture / mysteries / amazing art

Which other stories do you think are mysterious?

The story of the *Mary Celeste*. / The building of the Pyramids.

Why are they mysterious?

Because nobody really knows .

what happened to the people / who really built them

How do you think people could solve these mysteries?

They could .

look for archaeological clues / read more about the subject / visit the sites

Writing

1 Look at the text. What is Stonehenge?

2 Read.

A tourist information leaflet

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

In a tourist information leaflet, 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 leaflet by giving an exciting reason why tourists should visit.

Visit Stonehenge!**Opening times**

- 9.30 a.m. – 4 p.m. (winter)
9.00 a.m. – 7 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 metres high. The heaviest stone weighs about 45 tons. The stones came from hundreds of kilometres away. People didn't have transport 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 high is the tallest stone?

4 Match.

Visit Buckingham Palace!

1 Opening times b

a London, England

2 Prices

b 9.45 a.m. – 6 p.m. (July – September)

3 Where is it?

c It is one of the most famous buildings in England!

4 What is Buckingham Palace?

d It is where the British Queen or King lives.

5 Why visit?

e £16.50 for adults, £9.50 for children

5 Complete writing page 68 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

Make the word into an adjective. believe

4

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

5

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

6

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

7

In which country can you find the Nazca lines?

8

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

9

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

10

Write two things to include in a tourist information leaflet.

2 Listen and order the lines. Sing.  67

Mysteries of the ancient world

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.



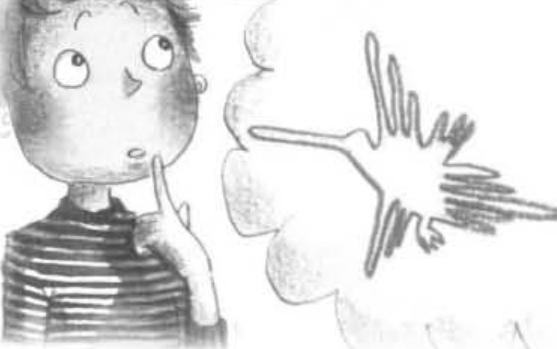
How did they build the Pyramids?
Did people study the stars?
When they didn't have trains or cars?
How did they transport stones and things,



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,



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



Lesson One Story

1 Listen and read. Where is the treasure at the end of the story? 68



Tom Wow! Look at all these coins.

Libby Who put them there?

Kate What shall we do with them?



Tom Fin won't believe what we found!

Kate Has anyone got any water?

My water bottle's empty!



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



Kate Listen! Can you hear a whistle?

Libby Yes! Look! I can see Fin! Fin! Fin! We're over here!



Fin Are you all right? What's in that chest?

Tom Well, we didn't find any flags, but we did find some treasure!

Fin That's amazing!



Tom Wow! We're in the newspaper. We're famous!

Fin Yes, and the museum is really pleased to have the coins.

Ed It's thanks to me! If we hadn't got lost, we wouldn't have found the treasure!

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. True

3 The rain doesn't stop.

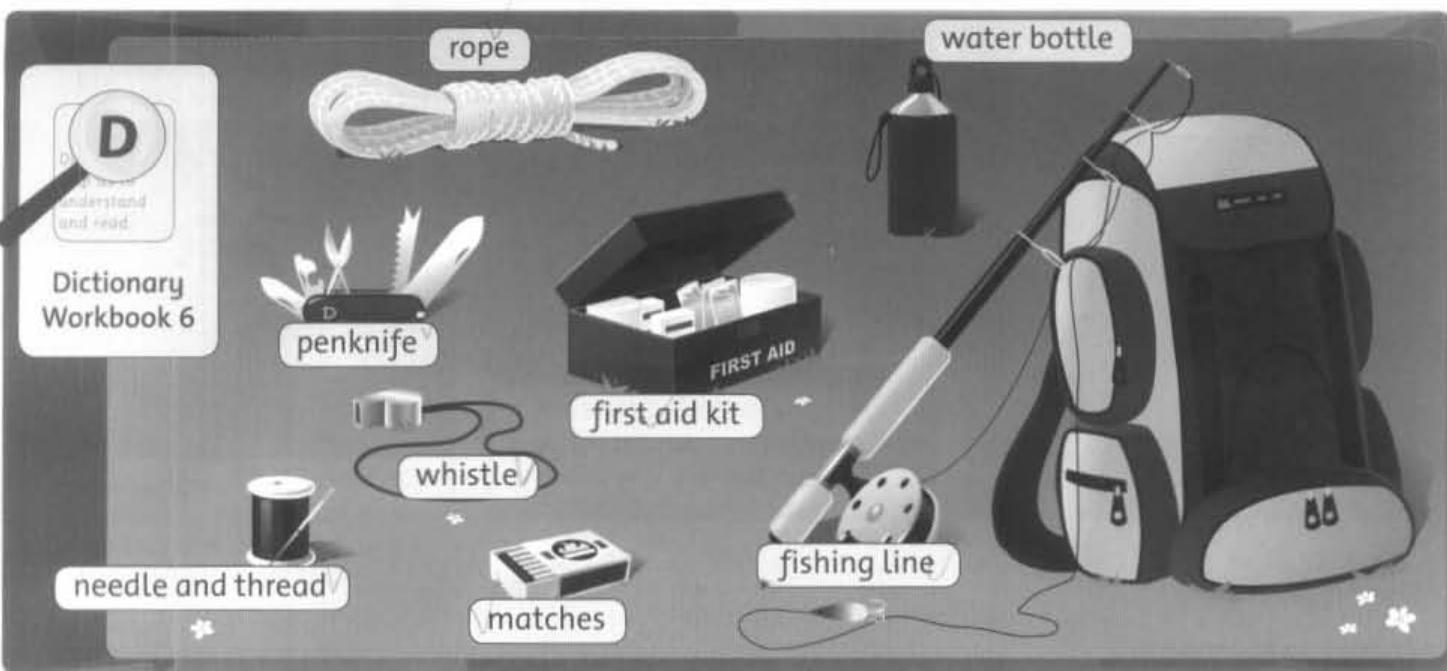
5 The children are in the newspaper.

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. 69



2 Write the words.

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

Working with words

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

| | | | | | |
|--------------------|------------------|-----------------|-------------------|------------------|-----------------|
| flour noun | hear verb | buy verb | seen pp | meat noun | sea noun |
| flower noun | here adv | by prep | scene noun | meet verb | see verb |



Dictionary
Workbook 6

3 Listen and repeat. 70

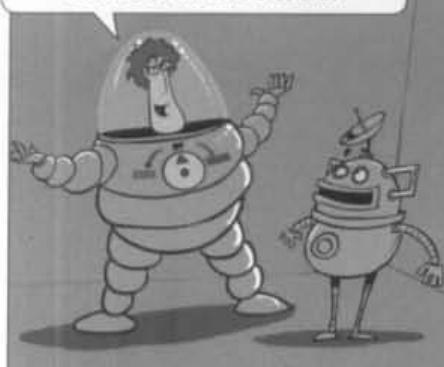
4 Write the words.

- 1 **sea / see**
- A Can you see my mobile phone? I can't find it.
 - B We're going to the sea for our summer holiday.
- 2 **buy / by**
- A I'm going to buy some new jeans today.
 - B We live by the sea.
- 3 **hear / here**
- A Please come here. I need to speak to you.
 - B Listen! Can you hear a noise?
- 4 **meat / meet**
- A My friend Jenny doesn't eat meat.
 - B I would like you to meet my friend, Tom.
- 5 **flour / flower**
- A You need eggs and flour to make a cake.
 - B A rose is a beautiful, red flower.
- 6 **seen / scene**
- A Have you seen Max today?
 - B It's my favourite scene in the film.

1 Listen and read. What has Professor invented? 71



This is my new survival suit. It will keep me warm in the Arctic and cool in the desert!

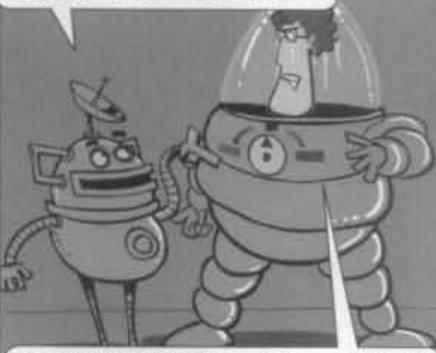


I'm feeling very cool.



You're looking too cold, Professor. I don't think your survival suit is working.

That suit is dangerous! If I hadn't been here, you would have become ice!



Don't be silly Ch ... Ch ... Chip. If you had been out, I would have turned it off myself. It just needs a little m ... m ... more work.

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.

Look!

If you had been out, I would have turned it off myself.

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

If you hadn't been here, I wouldn't have worn the suit.

He would have been happy if the machine had worked.

If I hadn't turned it off, you wouldn't have survived.

3 Read and match.

1 If they had listened to the teacher, d

a you wouldn't have been cold.

2 If you had got up earlier,

b if I had known it was your birthday.

3 They wouldn't have got lost

c I would have called you.

4 If I hadn't forgotten my mobile phone,

d they would have understood the lesson.

5 I would have bought you a present

e you wouldn't have arrived late.

6 If you hadn't forgotten your jacket,

f if they had taken a map.

4 Complete the sentences. Use the third conditional. Irregular verb list

1 If we had played better, we would have won (win) the match.

2 She passed (pass) the test if she had worked harder.

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

4 If the boys hadn't played (not play) football today, they would have been bored.

5 I didn't buy (not buy) this CD if I'd known it was so bad.

6 If you'd gone to the beach today, you would have had (have) a good time.

1 Listen and read. What is the information for? 72

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 jewellery, 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 jewellery.

3 Read and circle.

- You must / ought to switch off mobile phones at the cinema. This is a rule.
- You should / don't have to listen to instructions in class or you won't understand.
- You have to / mustn't talk when the teacher is talking. It's very rude.
- You ought not to / don't have to be at school ten minutes early, but it's a good idea.
- My mum 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



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

You ought to take some money. It's the trip to the desert.

Reading

1 Look at the text. What happened to Robinson Crusoe's ship?

2 Listen and read.  73



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 some rocks near the island. He brought back tools and other useful supplies. Then he looked for a place to build a shelter.

There were some hills around me, so I decided to build myself a little house on one of them. 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 sea. Just the sea, 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. So, 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, and perhaps wild people too, on my island? I didn't know, but I was very afraid. So I decided to build a very strong fence. I cut down young trees and put them in the ground, in a half-circle around the front of my tent. I used many of the ship's ropes, too, and in the end my fence was as strong as a stone wall. I felt safer when I'd finished the fence. No one could get over it, through it, or round it.



3 Read again and write the answers.

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

Words in context

1 Find the words in the story. Write.



Dictionary
Workbook 6

storm survivor supplies shelter sails fence cut down wall

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

Listening

2 Listen. What food did Robinson Crusoe make to eat? 74

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

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

1



Speaking

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

How would you feel if you were shipwrecked on a desert island?

I'd feel _____.

frightened / lonely / brave

What would you do first?

I'd _____.

look for food and water / build a home / explore the island

What would you use to make your shelter?

I'd use _____.

leaves / wood / trees / rope

What would you eat?

I'd eat _____.

fruit / fish / plants / meat

How would you try to escape?

I'd _____.

build a raft or a boat / make a fire to attract passing ships

Writing**1** Look at the text. What is it about?**2** Read.**An advice text**

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

Use bullet points to show each piece of advice clearly.

Use headings to make the information easy to find.

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

Use imperatives to give instructions.

Keep sentences short and simple and avoid unnecessary adjectives.

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

HERE ARE SOME TIPS!

DRINKING

- You need to find fresh water! Walk along the beach until you find a river. Follow it away from the sea 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 and find you!

**3** Read again and answer the questions.

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

4 Match.

How to survive trekking in the mountains.

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

5 Complete writing page 76 of Workbook 6.

1 Complete the quiz.

- 1** (noun) you can use these to light a fire
What is the word?
- 2** How do they first hear Fin in the story?
- 3** Choose the correct spelling. flour / flower = You use this to make bread.
- 4** Circle the correct answer.
If I'd got up earlier I wouldn't had / have been late for school.
- 5** Circle the correct answer. I wouldn't have been hungry if I'd had / I did have breakfast this morning.
- 6** Circle the correct word. You mustn't / don't have to run at school. It's a rule.
- 7** Where does Robinson Crusoe find tools?
- 8** (noun) very bad weather with wind and rain What is the word?
- 9** Circle the correct answer.
Take an umbrella so that / in case it rains.
- 10** Complete the sentence.
Wear a hat _____ keep warm.

2 Listen and write. Sing. 75

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 eat fruit and plants for breakfast and lunch,
And fish every day for tea.

Chorus:

If we hadn't gone on a ³ _____,
If there hadn't been a ⁴ _____ at sea,
We wouldn't have been shipwrecked on an island,
Eating fish every day for tea.

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 will be free!



Extensive reading: non-fiction

1 Look at the text and the pictures. What do you think this place is?

2 Read.

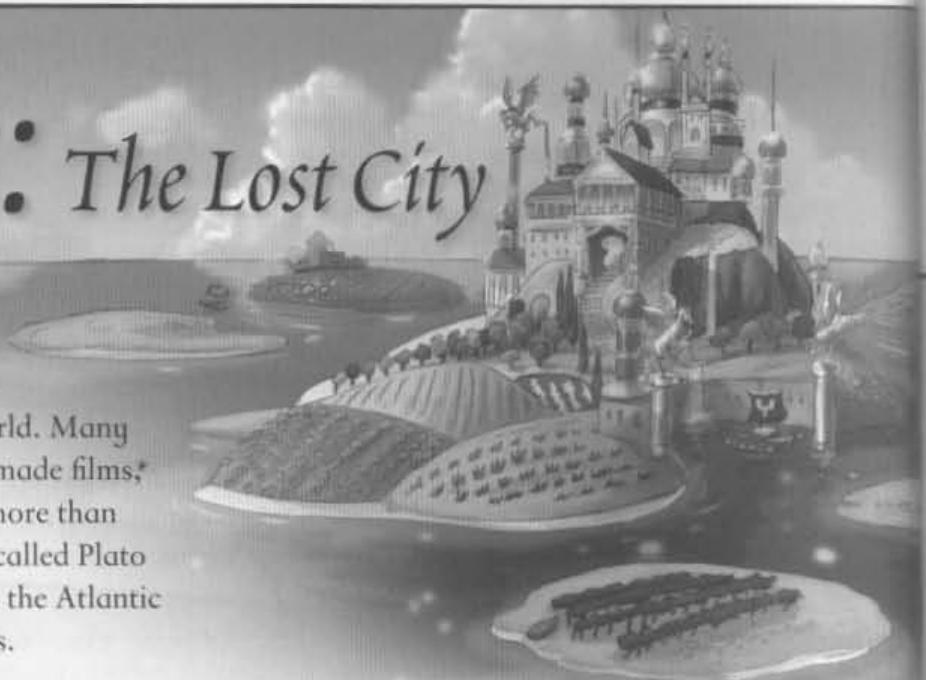
Atlantis: The Lost City

The story of Atlantis is one of the oldest and most interesting mysteries in the world. Many people have written books about it and made films,* too. So, how did the story begin? Well, more than 2,000 years ago, a famous Greek writer called Plato wrote a story about a beautiful island in the Atlantic Ocean. He called it the Island of Atlantis.

Plato described the people and the island in a lot of detail. He said that the people were very rich and successful. He said there were talented engineers and architects who built fantastic palaces, houses, harbours and tunnels all over the island. They built the capital city on a hill and this was surrounded by five rings of water and land. All around the city were fields and mountains. The people were very good at farming. They kept animals in their fields and grew many different things, so there was always lots of food on the island. There was also lots of fresh water and the farmers built a system for watering their fields.

The richest people on the island lived in the highest mountains. Plato described the amazing buildings they lived in. He said that there were beautiful fountains with hot and cold water, gold statues and stone walls covered in precious metals and jewels.

In the story of Atlantis, Plato described how clever and peaceful the people were. They loved art and beautiful things and they lived happily and



successfully together. He said that they were friendly with their neighbours on the different islands and never went to war. But then he described how they changed. As they grew richer, the people of Atlantis became selfish and greedy. They started to argue and fight with each other and the people from the other islands.

Then, one day, something terrible happened. There was a huge earthquake and great waves covered the island of Atlantis until it disappeared under the sea. In the story, Plato said that this was a punishment because the people had become so bad.

For over 2,000 years, everyone thought the Island of Atlantis was just a fantastic story. Then, in the late 1800s, people started to think differently. It all started with an American man named Donnelly. He was a politician and a writer and he became very interested in the story of Atlantis. He started to think that Plato had described a real place and a real tragic event.

3 Read again and answer the questions.

- 1 Who wrote about the Island of Atlantis?
- 2 What were the people on the island like at first?
- 3 In the story, what happened to the island?
- 4 What did they find on Thera in the 1960s?

4 Discuss.

- 1 Do you think the Island of Atlantis is real or just a story? Why?
- 2 Do you enjoy reading about mysteries? Why (not)?
- 3 Do you know about any other mysteries? What are they?

Donnelly studied the history of floods and natural disasters from Egypt to Mexico. He studied things that had happened thousands of years ago. Then he wrote a book and explained his ideas. He thought the story was about a real natural disaster. Perhaps there was a hurricane or an earthquake in the Atlantic Ocean near the island at this time. Perhaps it destroyed the island of Atlantis and all its people. Donnelly's book was very popular and more and more people started to think that the Island of Atlantis was a real place. They started to have different ideas about where it might be and what had happened to it.

Then, in the late 1960s, there was a new idea. A Greek historian discovered the ruins of an ancient city on the Greek island of Thera, which is also called Santorini. This Greek island is famous for its volcano. When the historian and his team examined the ruins of the ancient city they found streets, buildings, pottery and colourful wall paintings. All of these things were amazing and they decided that a very successful group of people had once lived there. They thought perhaps these people were from the Minoan civilization. The Minoans were an ancient people that lived around 4,000 years ago on the islands in the Mediterranean.

The historian and his team also decided that the ancient city on the island had been destroyed and buried by a volcanic eruption. So, was Thera the island that Plato had described in his books? Was Thera the Island of Atlantis?

Not everyone believes that the ruins on the island of Thera are the ruins of Atlantis. Many people think the ruined island lies far beneath the sea in a different part of the world. Some people say it's near the Andes Mountains, in Bolivia. Others say it's close to Florida in the US. Other people think it was lost somewhere in Central America, the China Sea or Africa.

Of course, there are many more people that believe Atlantis is just a story. They say it was just a part of Plato's imagination. Whatever you think, the story of Atlantis is a great story and a great mystery.





Extensive reading: fiction

1 Look at the pictures. What are the children doing?

2 Read.

We Didn't Mean to Go to Sea



What has happened so far ...

Jon, Susan, Roger and Kitty Walker were staying by a river. They met a young man called Jim Brading who invited them to go sailing on his sailing 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 go back up the river, but there wasn't any petrol! 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.

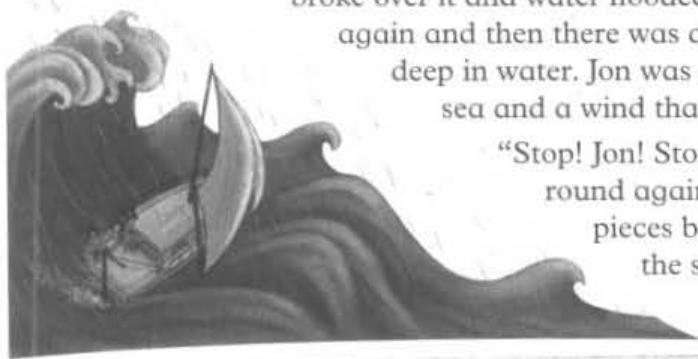
"Let's turn back now," said Susan.

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 round 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.



3 Read again and answer the questions.

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

4 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 round. 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 grow 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."

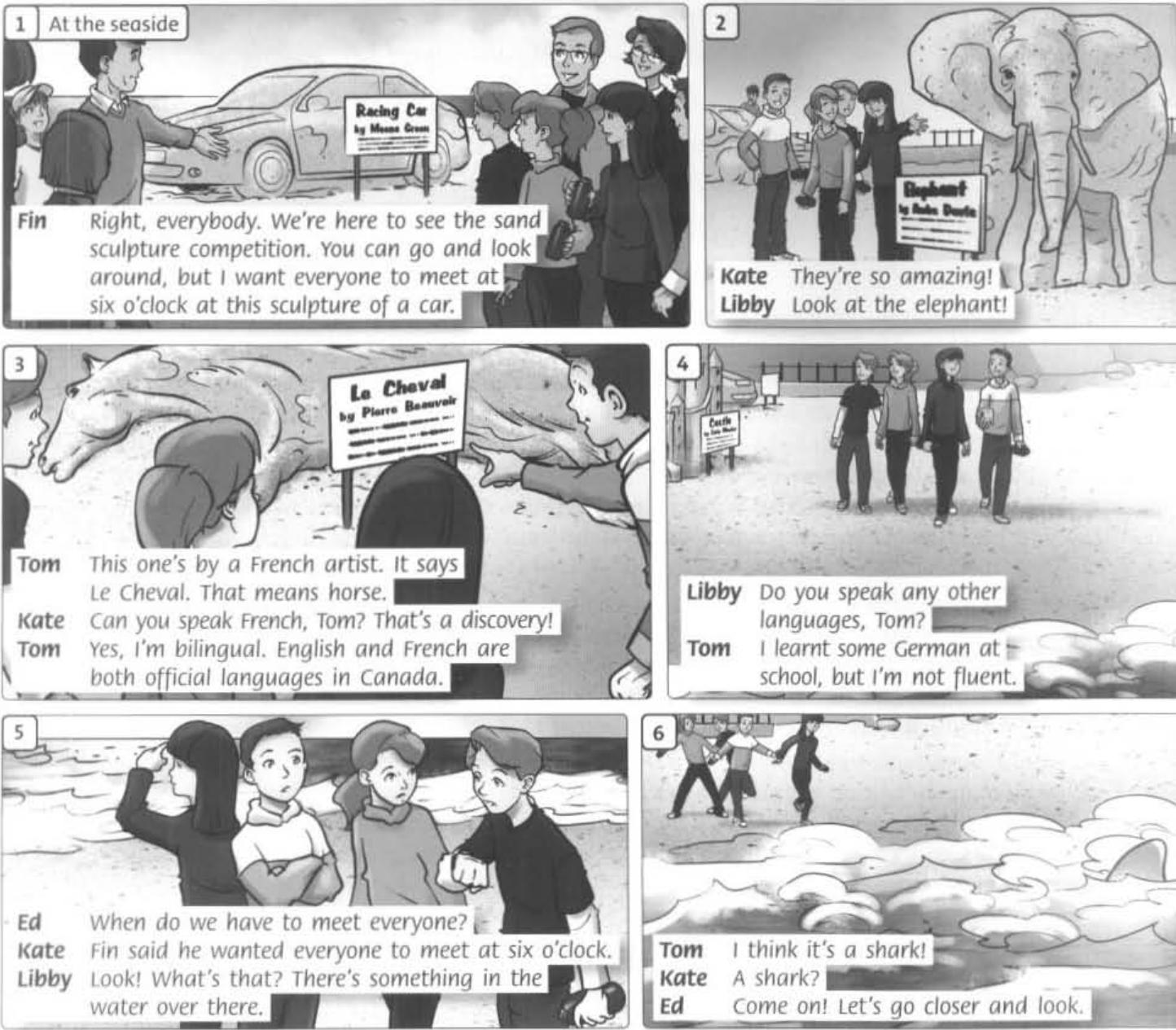
"But they can't see us!" shouted Jon suddenly. "We've got no lights! And it's coming straight towards us. We've got to get out of the way. We've got to warn them. Roger, sound the horn!" Jon was very frightened as the boat was coming straight towards them and it was very big. Roger sounded the horn.

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

An extract from a story by Arthur Ransome

Lesson One Story

1 Listen and read. Why is the DSD Club at the beach? 76



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 / Spanish*.
- 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. (77)

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 learnt 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 learnt it as a foreign language

✓ **official language** noun the language that is used most for communication in a country

2 Write the words.

1 The Spanish teacher is a native speaker. She's from Spain.

2 The _____ of China is Mandarin, but people also speak many other languages.

3 Maria's _____ because she speaks Spanish, French, Arabic and English.

4 Luis doesn't have a strong Spanish _____. Most people think he's English.

5 Natalia's from Russia, so her _____ is Russian, but she's also learnt French and Italian.

6 My dad is _____ in Arabic because 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 French 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**.

cook

deliver

discover

bake

brave

nurse

cookery

delivery

discovery

bakery

bravery

nursery



Dictionary
Workbook 6

3 Listen and repeat. (78)

4 Read and circle.

1 Historians discover / discovery things about the past.

2 We do cook / cookery lessons at school.

3 We sometimes bake / bakery bread at home.

4 My little sister goes to a nurse / nursery.

5 Postmen deliver / delivery letters to houses.

6 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?  79**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 had lessons in French, Spanish and Arabic. He said the trip would take about two years. What a fantastic journey it will be. Good luck, Oscar Brown!



2 Read and learn.

Reported speech: statements

Use reported speech to report what someone else said. In reported speech we change the tense.

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

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

"I cycled around Africa," he said. → He said he had cycled around Africa.

"I've had lessons in French, Spanish and Arabic," he said. → He said he had had lessons in French, Spanish and Arabic.

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

3 Read and circle.

1 "I love sailing," said Jack. Jack said he love / loved sailing.

2 "I went to the cinema yesterday," said Louise.

Louise said she went / had gone to the cinema the day before.

3 "I've done a Spanish course," said Ben to his teacher.

Ben told his teacher he did / had done a Spanish course.

4 "I'll phone you tomorrow," said Liz to Jessica.

Liz told Jessica she will / would phone her the next day.

4 **Speaking** Ask and answer.

Meg

I want to learn French.

Colin

I've seen a crocodile.

Alice

I'll send her a postcard.

Ben

We're playing football.

Liz

I visited my grandparents at the weekend.

Jim

I like chocolate.

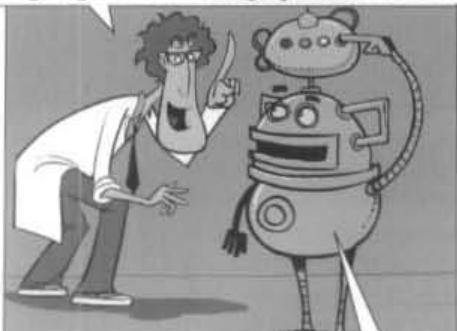
She said she would send her a postcard.

It's Alice.

1 Listen and read. What has Professor invented? 80

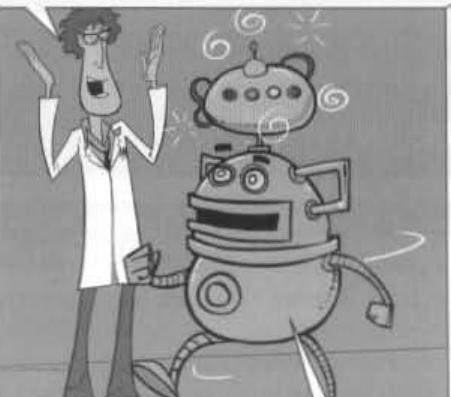


This is my new language translation device! When I press this button, you start speaking in a different language! Let's change you to French.



Oh yes! I can change myself!
Bonjour! Bonjour!

Excellent! Excellent! OK, Chip. Can you change yourself to English now?



Qu'est-ce que tu dis?

Hmm. I think it needs some more work!



2 Read and learn.

Reflexive pronouns

- I can change myself.
- Can you change yourself to English now?
- The machine turned itself off.
- He hurt himself when he fell off his bike.

- She cut herself when she was cooking.
- We bought ourselves lunch in the café.
- Did you enjoy yourselves at the park, children?
- They dried themselves after their swimming lesson.

3 Read and choose.

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 football.

- 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.

- a myself b itself c herself

4 Complete the sentences. Use reflexive pronouns.

1 He hurt himself playing basketball.

2 She looked at in the mirror.

3 The little children dressed .

4 I taught to play the guitar.

5 Did you make a sandwich?

6 We drew pictures of in Art.

7 Have you all enjoyed today?

8 The robot is switching off.



Words in context

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



Dictionary
Workbook 6

- 1 international *adj* worldwide; used in all parts of the world
- 2 _____ *noun* one hundred years
- 3 _____ *adj* the most used, most powerful, etc.
- 4 _____ *noun* one of the seven main areas of land on Earth, for example, Europe, Africa, etc.
- 5 _____ *adj* in total
- 6 _____ *verb* to go away and not be there any more
- 7 _____ *noun* the number of people that live in a place
- 8 _____ *verb* to say*that you think something will happen

Listening

2 Listen. Are the children all learning the same language? 82

3 Listen again and match.

Speaker 1 d

Speaker 2

Speaker 3

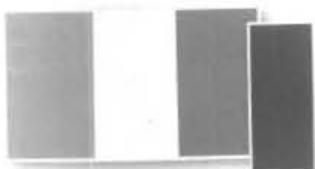
Speaker 4

a The speaker wants to travel to English-speaking countries.

b The speaker wants to go to university in London.

c The speaker wants to communicate with her grandparents.

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

**Speaking**

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

What languages do you speak?

I speak _____.

Arabic / English / French / Spanish

Do you enjoy learning new languages?

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

Why (not)?

Because I find it _____.

interesting / boring / easy / difficult / fun

Which new language would you most like to learn?

I'd like to learn _____.

Spanish / Mandarin / Russian / Portuguese

Why do you think learning languages is useful?

Because you can _____.

speak to people in different countries / learn about other cultures / get a good job

Writing

1 Look at the advert. What is it for?

2 Read.

An advert

We write adverts to give information about something and make people interested in it.

Think about your layout. Use different sized headings and different colours 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 advert.

LEARN ENGLISH IN LONDON!

Would you like to study English in one of the most exciting cities in the world?

Then come to London and study at The English School!

- Learning English is important for young people today. At the English School we offer summer courses at all levels for students aged 12–18 years.
- All our teachers are native speakers from Britain, Australia and the US. 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 learnt!
- Students stay with friendly, local families so they can learn about British culture and practise speaking English every day.
- We also take students on special trips around London. You will learn about British history and all the famous sights!
- Please phone or write to the school for more information, or look on our website.



You will learn more than you've ever learnt before!

3 Read again and answer the questions.

1 Where do the teachers come from? 2 Where do the students stay?

4 Write a, b or c.

a layout b persuasive language c important information

1 Our language school is definitely the best language school in Oxford. b

2 Fun and Entertainment

3 Courses are in June, July and August.

4 Oxford is a beautiful and historical city.

5 Students stay with local families.

5 Complete writing page 84 of Workbook 6.



1 Complete the quiz.

1

(noun) *the first language you learnt to speak as a child*
What is the word?

2

The children look at sculptures of two animals in the story. What animals are they?

3

Change this word into a noun. deliver

4

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

5

Circle the correct answer. "We watched a good film." They said that they *had watched / watched* a good film.

6

Circle the correct answer. The boys bought *ourselves / themselves* ice creams.

7

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

8

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

9

Choose the best sentence for an advert for a language school. *It's in an interesting and exciting city. / It's in a busy, polluted city.*

10

Choose the best sentence for an advert for a language school. *The course starts in the summer. / The course starts on August 2nd.*

2 Listen and order the lines. Sing. (CD 83)

Around the world

1 My uncle sends us postcards
And tells us what he's seen.
And tells us where he's been.
He tells us who he's met

Chorus:

1 He's travelling round the world.
He's driving over deserts.
He's sailing on the seas.
He's going with the breeze.

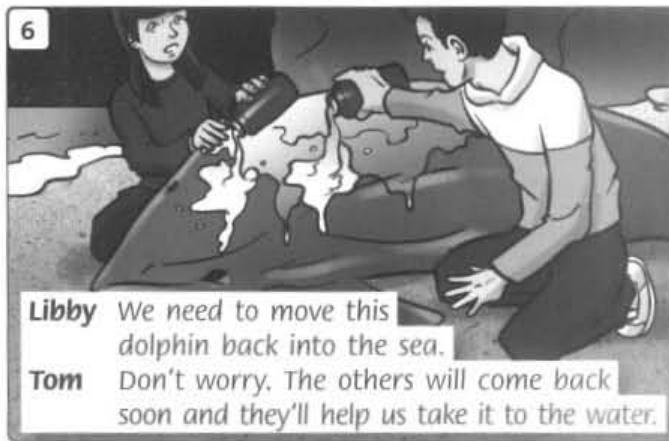
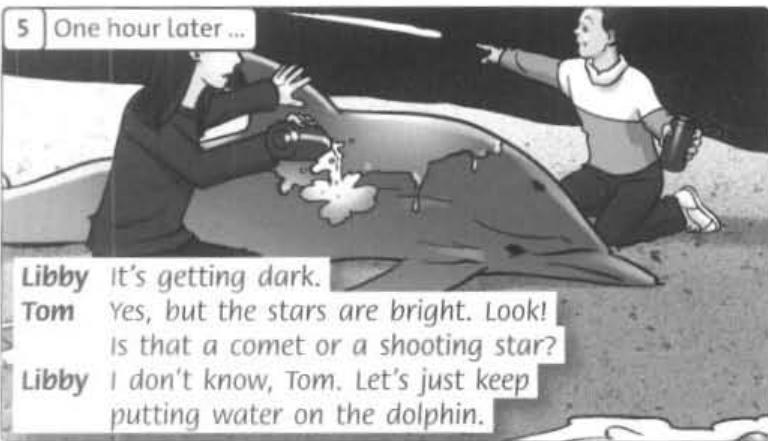
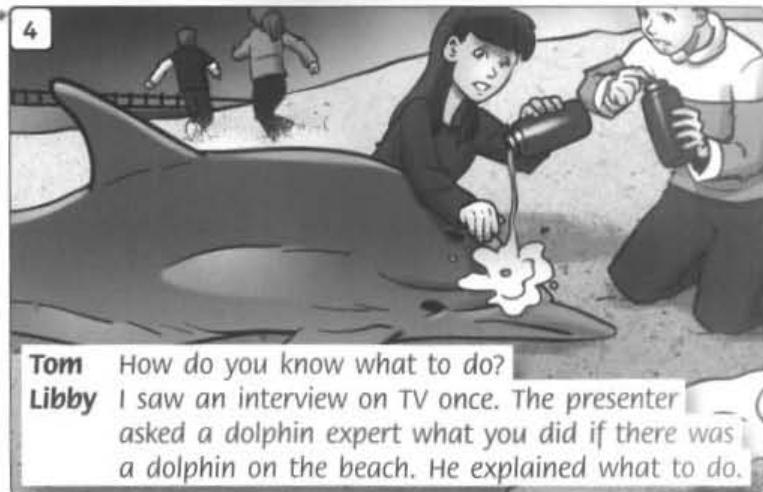
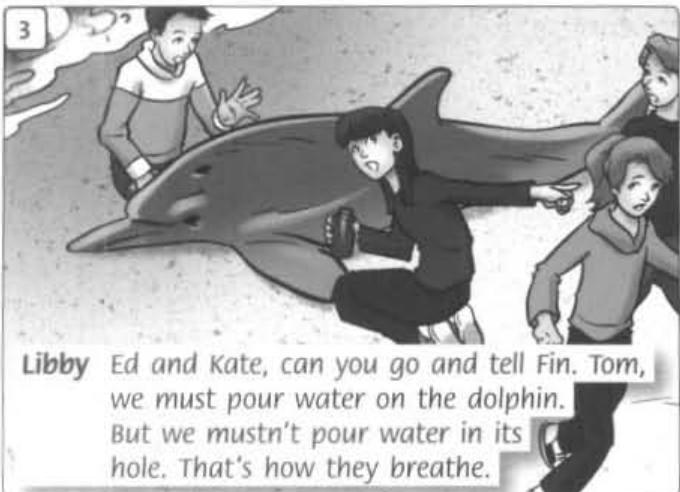
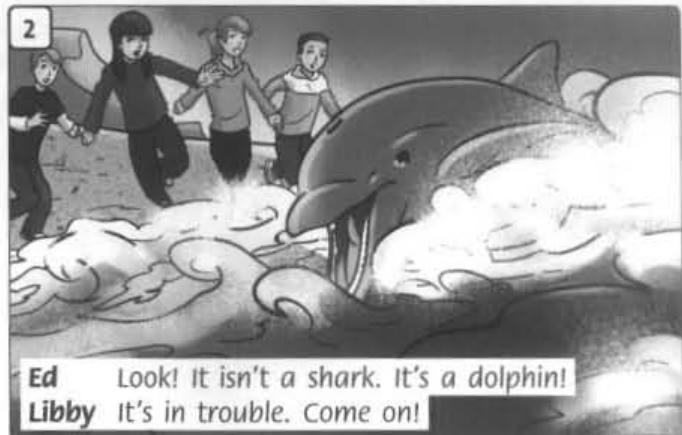
1 He said he'd been to Cairo
In the desert late at night.
And seen a lot of sights.
He told us it was very cold

1 He said he'd learnt some Arabic,
On a mountain in Peru.
Some French and German too.
He said he'd spoken Spanish



Lesson One Story

1 Listen and read. What is in the water? 84



2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

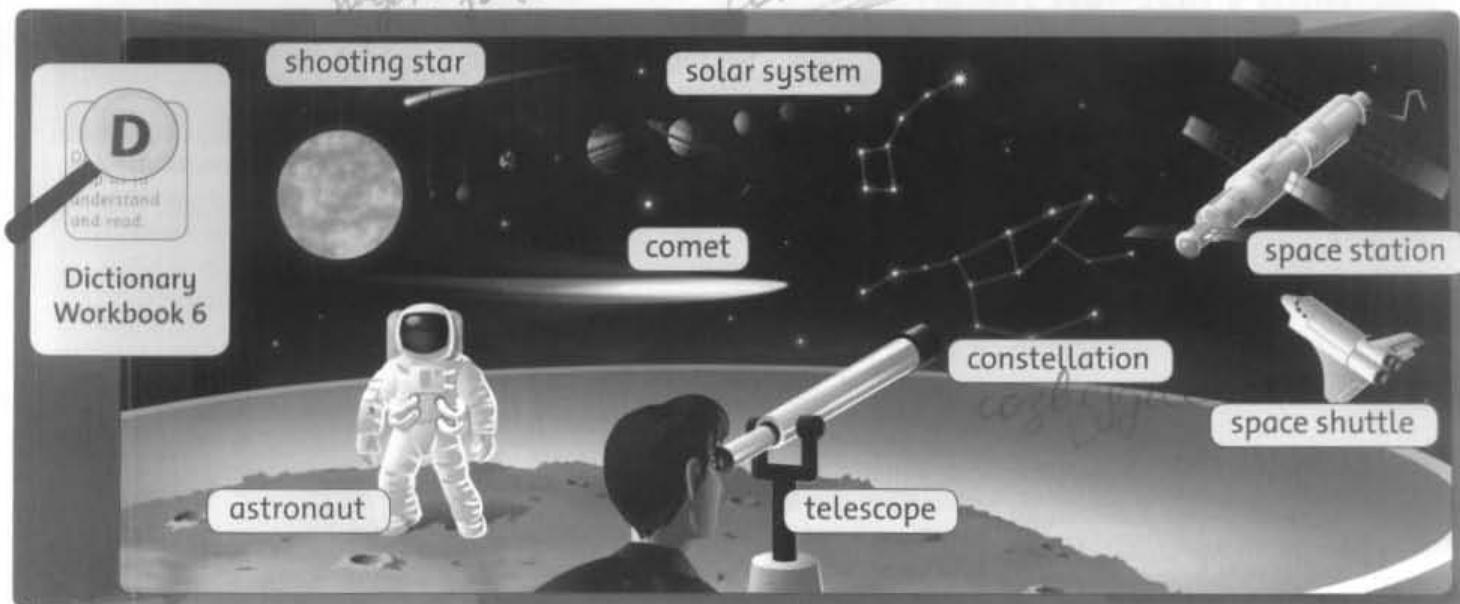
- 1 Ed sees first that it is a dolphin.
 3 Dolphins breathe through their mouths.
 5 Libby is interested in the stars.

True

2 Kate and Tom go and tell Fin.

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

1 Listen and repeat. (85)



2 Write the words.

- 1 shooting star noun a piece of rock in space that burns with a bright light when it gets near Earth
- 2 _____ noun a tube that you look through to see things that are far away, for example, stars
- 3 _____ noun a group of stars that has a name
- 4 _____ noun a person that travels in space
- 5 _____ noun the sun and all the planets
- 6 _____ noun a place where people live and work in space
- 7 _____ noun a special plane that carries people into space and back to Earth
- 8 _____ noun an object in space that looks like a bright star and has a long tail

Working with words

| | | |
|---------------|------------|---------------------------|
| Phrasal verbs | come back | to return |
| | come in | to enter a place |
| | come out | to appear |
| | come round | to visit a person at home |

Dictionary
Workbook 6

3 Listen and repeat. (86)

4 Read and circle.

- 1 Come back / out! You forgot your mobile 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 round / out and listen to music this afternoon?

1 Listen and read. Who was interviewed on the news? 87



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

Ben Wow! What did he ask him?

Jack First he asked him where he was. The astronaut said he was at the International Space Station. Then the reporter asked the astronaut what he did in space. What did he say?

Ben He said he had fixed a satellite and done some research.

Jack What else did the reporter ask?

Ben He asked him who was at the space station with him and he also asked him when he was landing back on Earth. The astronaut said his work was nearly finished and that he was landing on Earth in four days!

2 Read and learn.

Reported speech: Wh- questions

When you report Wh- questions the word order changes.

Direct speech:

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

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

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

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

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

Reported speech:

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 favourite food?" asked Josh.

Josh asked him what his favourite 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.

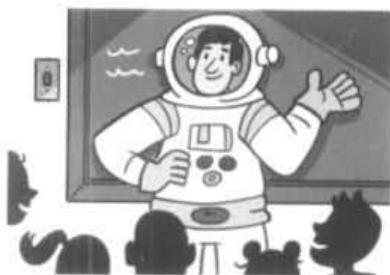
Tess asked him where he lives / he lived.

4 "Why is Sandy sad?" asked Jon.

Jon asked me why was Sandy / Sandy was so

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

1

What is your favourite space food?

2

When are you going into space again?

3

Why do you like your job?

4

Where do astronauts sleep in space?

The child asked him why he liked his job

It's Number 3

1 Listen and read. Why can't Chip hear Professor? 88



2 Read and learn.

Reported speech: commands

Use *told* with reported commands.

Direct speech:

"Turn off your mobile phone!"

"Don't touch my computer!"

Reported speech:

He told us to turn off our mobile 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 told Ray not to eat the cake.

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

Jim's mum told him to buy some milk.

2 "Please can you tidy your room," said Alan's mother.

Alan's mother told him to tidy his room.

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

The teacher told the children not to talk.

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

The guide told the children to turn off their phones.

4 Write the sentences in reported speech.

1 "Turn off the TV!" said Fin's mum.

2 "Can you please listen carefully," said the museum guide.

3 "Please can you sit down," said the teacher.

4 "Don't be late!" said Harry's mum.

5 "Tidy your room!" said Maya's dad.

6 "Can you help me with my homework?" said Mark.

Fin's mum told him to turn off the TV

the children

the class

him

her

his dad



Reading

1 Look at the poem. Does the boy's mother believe he travelled to space?

2 Listen and read.  89

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 round for a while,
But there wasn't much to do.
I found a flag and a rock or two,
And then admired the view.

The next thing, it was morning.
I was safe and snug in bed.
I told my mum about my trip.
"What a lovely dream", she said.

I stared at the scene before me.
It was such a lovely view.
A satellite spun round and round,
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.

My spaceship left and made a loop
Around the Milky Way.
And then I felt that it was time
To go back home that day.

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.

3 Read again and write the answers.

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

Yes, he does.



Words in context

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



Dictionary Workbook 6

pp to go round and round very fast

1 spun

adj very expensive and special

2 _____

verb to start going in the direction of a place

3 _____

adj feeling warm and comfortable

4 _____



5 _____



6 _____



7 _____



8 _____

Listening

2 Listen. What is the astronauts' destination? 90

3 Listen again and complete. walks stars space by home fly

The astronauts launch their spaceship
And blast off into¹ space.
They leave the Earth far, far behind
And² to another place.

They get to their destination,
It's a space station in the³ .
And there they study the planets,
Mercury, Venus and Mars.

The astronauts go on space⁴ .
They float in the dark, black sky.
They spin round in their space suits
And see satellites go⁵ .

And when it's time to return to Earth
And leave their space station dome,
They get back into their spaceships
And travel back to⁶ .

Speaking

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

Would you like to be
an astronaut?

Yes, I would. / No, I wouldn't.

Why (not)?

exciting / amazing / frightening /
fascinating / dangerous

What would be the
best thing in space?

Riding in a spaceship. / Living on a space
station. / Going on a moon walk.

What would be the worst
thing in space?

Eating space food. / Feeling lonely. /
Being uncomfortable.

What would you most
like to see in space?

The planets. / The stars. / The moon. /
A comet. / A satellite.

Writing

1 Look at the text. Match the times of day with the verses.

evening night afternoon morning

2 Read.

In the Sky

The sky is as dark as black paint.
The moon is as white as snow.
The stars sparkle like silver jewels
And all the planets glow.



The sky gets lighter quickly.
The sun comes up in the sky.
The birds all sing together.
You can hear a cockerel cry.

The sun is as hot as burning fire.
The sky is as blue as the sea.
The clouds are as fluffy as new born 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 with the best words.

a cheetah a pearl fire honey ice a tortoise

1 The sun is as hot as fire.

2 My cold hands feel like _____.

3 This train is as slow as _____.

4 You run so fast! You're like _____.

5 Our new kitten is as sweet as _____.

6 The moon looks like _____.

5 Complete writing page 92 of Workbook 6.



1 Complete the quiz.

1

(noun) *the sun and all the planets*
What is the word?

2

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

3

Complete the sentence with the correct phrasal verb. Do you want to _____ to my house for lunch?

4

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

5

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

6

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

7

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

8

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

9

Complete the sentence. The sun was _____ bright _____ fire.

10

Complete the sentence. She sings _____ a bird.

2 Listen and write. Sing. ⑥ 91

shooting star comet moon been space station seen astronaut travelled

Meeting an astronaut

Today I met an ¹ astronaut
Who said his name was jed.
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 round 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.

I've seen a ⁶ _____ and a ⁷ _____
And a planet that glowed so bright.
I've seen the ⁸ _____ in the afternoon.
It was such an incredible sight.



Lesson One Story

1 Listen and read. Why is Libby so happy at the end? 92



Tom This is hard work, isn't it?

Libby Keep going, Tom. We have to keep this dolphin wet.



Tom How much longer can it survive on land?

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



Tom Hey! That's Ed and Kate, isn't it?

Libby Yes! And they're with Fin and a rescue team.



Libby Do you think it will survive?

Man Yes, I think so. It's a good thing you found it and knew what to do.



Ed It's gone!

Libby I hope it's all right out there.

Man It'll be fine, now. You saved its life. It will be busy finding its family again now.



Kate Look! It's the dolphin! It looks very peaceful in the sea.

Libby Fantastic! It's found its family and friends again!

2 Listen to the story again and repeat. Act.

3 Read again and match.

- 1 Tom is tired because he's been b
- 2 Libby is worried because she doesn't know
- 3 Kate, Ed and Fin arrive
- 4 They carry the dolphin
- 5 The man thinks
- 6 The children see the dolphin with

a back into the sea.

b pouring water on the dolphin.

c its friends and 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. (93)

basic *adj* not very comfortable, with only the necessary things
busy *adj* full of people and activity
cheap *adj* costing only a little money
dull *adj* boring, not interesting
expensive *adj* costing a lot of money
luxurious *adj* very comfortable and full of beautiful things
peaceful *adj* quiet, with little or no activity
stimulating *adj* interesting and exciting

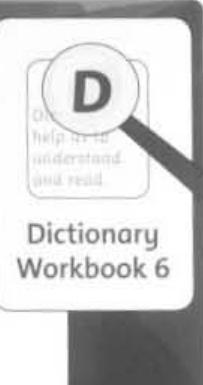
2 Read and circle.

- We had nothing to do. It was a very *dull* / *stimulating* day.
- The hotel was very *basic* / *luxurious*. It had a pool, restaurants, and very big rooms!
- It was very quiet and beautiful in the mountains. It was so *busy* / *peaceful*.
- We didn't have much money, so we found a *cheap* / *expensive* restaurant.
- I didn't have enough money to go inside the castle as it was very *expensive* / *cheap*.
- The town was very *busy* / *peaceful*. There were a lot of cars and a lot of people.
- New York is a very *stimulating* / *dull* city with lots of things to see and do.
- Our hotel room was very *basic* / *luxurious*. There was just a bed and a chair.

Working with words

Some words have silent letters. We don't pronounce these letters when we say the words.

| Silent 'w' | Silent 'h' |
|------------|------------|
| write | what |
| know | honest |
| wrong | white |
| snow | hour |



3 Listen and repeat. (94)

4 Circle the silent letter.

- Look at the snow. It's beautiful.
- Tim is a very honest boy.
- The lesson lasts an hour.
- What is her name?
- I'm going to write a poem.
- This question is wrong.
- She's wearing a white dress.
- Do you know Susie?

Lesson Three Grammar 1

1 Listen and read. Are the family on holiday? 95



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 holiday. (It is the last day of their holiday.)

I wish I wasn't afraid of heights. (He is afraid of heights.)

Look! **wish + past simple**

3 Complete the sentences. **V** Irregular verb list

1 I wish we could (can) go on holiday today.

2 I wish I had (have) a surfboard.

3 I wish I were (be) on the beach.

4 I wish it wasn't (not be) raining.

5 I wish we weren't (not be) so hot.

6 I wish it was (be) warmer today.

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



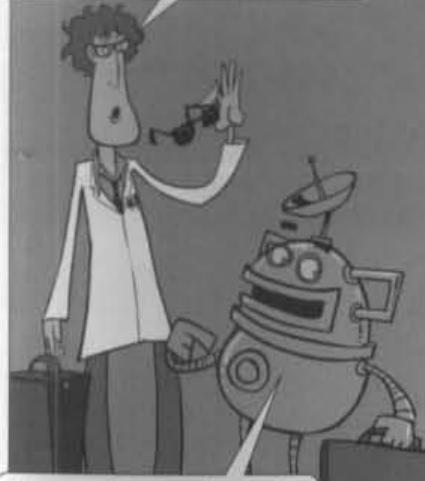
She wishes she had a new dress.

It's Picture 3.

1 Listen and read. Where are Chip and Professor going for their holiday?  96



Right, Chip. You packed your sunglasses, didn't you?



Yes, Professor! They're in my bag.

We're going on holiday to a robot camp! I'm so excited!



There will be lots of robots, won't there?

Wow! There are lots of robots here, aren't there? Let's go and see the sea!



Yes! This is going to be a fantastic holiday!

2 Read and learn.

 **Question tags**

Use question tags at the end of sentences to mean 'Am I right?' or 'Do you agree?'

In sentences with the verbs *be* and *can* we repeat the verb in the question tag.

There are lots of robots, aren't there? You can swim, can't you?

In sentences with most other verbs we use *do (not) / did (not)* in the question tag.

You like strawberry ice cream, don't you? You packed your sunglasses, didn't you?

3 Read and match.

- 1 The Eiffel Tower isn't in London, f
- 2 It wasn't warm yesterday,
- 3 You don't like fish,
- 4 You travelled to Australia last year,
- 5 The Pyramids are in Egypt,
- 6 You can speak Italian,

a didn't you?

b can't you?

c aren't they?

d was it?

e do you?

f 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 coast yesterday, ...
- 5 Your sister is at university, ...

- 2 The students work hard, ...
- 4 They didn't read that book, ...
- 6 The holiday was fantastic, ...



Reading

1 Look at the travel blog. Which countries does Sara talk about?

2 Listen and read.  97

TRAVEL BLOG: My year around the world

I'm Sara, I'm 12 years old and this is my blog! We left Canada in January when Mum and Dad decided they wanted us to give up our lives in Canada, and go travelling for a year! They said they wanted us to learn about lots of different things around the world by seeing them all! It was the start of a big adventure!

On Day 1, we flew to Delhi, in India. What an amazing place! It was so busy and noisy. There were hundreds of rickshaws, motorbikes and cars driving around and people shouting and rushing everywhere. We spent a couple of days in Delhi and then went by train all the way down the coast to Kerala. The journey took four days! But it was so interesting to sit on the train and watch the sights out the window.

We stopped in a fantastic town called Varkala. There were palm trees on the beach, white sand and great sunshine. We sat on the beach for a few hours and then we decided to do something really exciting! We went on an elephant ride! We travelled 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 a few days on a house boat travelling 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 quite spicy and full of different flavours. After that, the local children taught us a traditional Indian board game called Carroms. We also did some fishing from the boat and I caught my first fish! We cooked it and it tasted great!

We're going to spend a few more days 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 are travelling for a year. | <u>True</u> |
| 2 The family travelled by plane to India. | <u> </u> |
| 3 The train journey to Kerala took a week. | <u> </u> |
| 4 Dan enjoyed the elephant ride. | <u> </u> |
| 5 The family spent one day on the house boat. | <u> </u> |
| 6 Some children taught them a new game. | <u> </u> |

Words in context

1 Find the words in the text. Write.

give up rickshaw rush scary unfortunately spicy flavours board-game

Dictionary
Workbook 6

- 1 I'm playing a board game with my brother.
- 2 My favourite ice cream _____ are chocolate and strawberry.
- 3 We went to the beach but _____ the weather was bad.
- 4 I didn't like the funfair ride. It was too _____.
- 5 I love _____ food.
- 6 I travelled 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? 98

3 Listen again and match.

Country

- 1 India e
- 2 China
- 3 Australia
- 4 South Africa
- 5 South America
- 6 North America

Favourite things

- a a mountain
- b the rainforests
- c the animals
- d New York
- e the food
- f the Great Wall



Speaking

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

Would you like to travel around the world?

Yes, I would. / No, I wouldn't.

How long would you like to go for?

One month. / Six months. / One year. / Three years.

Where would you like to go?

Asia / Africa / Europe / Australia / North America

What would you take with you?

mobile phone / MP3 player / books / schoolwork / diary

What would you miss?

friends / TV / computer / clubs / favourite food

Writing

1 Look at the essay. What is it about?

2 Read.

An opinion essay

We can write an 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. Firstly, it is good for people to see the culture and history of other places. Secondly, tourists spend money in hotels, restaurants and shops. 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. Firstly, tourists can make peaceful places busy and noisy because there are more people, cars and planes than before. Secondly, tourism can destroy wildlife because hotels are sometimes built on their natural habitat.

Finally, many foreign businesses own the hotels, shops and restaurants. So, sometimes big companies get all the money, not the local people.

It seems to me that although tourism can be good for islands in the Caribbean, it can have bad sides too. In my opinion, it's always important for tourists to respect the local culture.



3 Read again and answer the questions.

- 1 Where do tourists often spend money? 2 How does tourism hurt wildlife?

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

- 1 Climbers often leave a lot of litter.
- 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 fantastic scenery.
- 5 Exercise is very good for your health.
- 6 It can be very dangerous.

Paragraph 3

5 Complete writing page 100 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

Circle the silent letter.
Look at the snow!

4

Complete the sentence.
I wish I _____ play basketball well.

5

Complete the sentence.
I wish I _____ a new computer.

6

Circle the correct answer. You don't like fish, *like / do* you?

7

Which country are Sara and her family going to go to after India?

8

(adj) having a hot taste
What is the word?

9

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

10

Is this sentence about an advantage or a disadvantage of deep sea diving? You can see some amazing sealife.

2 Listen and order the lines. Sing. (99)

I wish I was on holiday

1 I wish I was on holiday
Or sitting in the sun.
And having lots of fun.
Swimming in the bright, blue, sea

1 I wish I was on holiday
With ice creams in my hand.
Running round the yellow beach
And playing on the sand,

1 I wish I was on holiday
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 holiday
And feeling cold and wet.
But it isn't summer yet!





Extensive reading: non-fiction

1 Read the letters. Can you see some differences between British English and American English?

2 Read.

Hi Helen,

How are you? I'm on holiday with my mum, dad and brother in Barcelona, in Spain. We've been here for a few days now and we're having a fantastic time!

We flew from London to Barcelona airport. Our aeroplane was crowded and the food wasn't great, but they showed some good films on the journey. I saw *Ice Age 3*. Have you seen it? We arrived in Spain at about 5 o'clock in the afternoon and took a taxi to the city centre and to our hotel. Our room is huge and it's got a balcony. We went straight out to a restaurant because we were so hungry. I had paella and chips. Paella is a Spanish dish made with rice and fish or chicken. It's lovely!



The next day, we got up early and explored the city. We walked up and down La Rambla, which is a really busy street here. We stopped at a café for breakfast and we all had hot chocolate, toast and jam. After that, we did some shopping. I bought some postcards at one of the shops on La Rambla and my brother bought some new trainers because his old ones were too small and they hurt his feet. My mum bought us some sweets and some chocolates because we were hungry again!

Yesterday, we went to Park Guell. This park was designed by a famous Spanish architect called Gaudi. It's full of colourful sculptures of animals and shapes and it's a really interesting place to walk around. My favourite sculpture was the lizard at the entrance. It's bright blue and yellow and has water flowing out of its mouth. It's really cool!



We've also been to the Sagrada Familia which is a fantastic building in Barcelona. Gaudi designed this too. He worked on it for 40 years but died before it was finished. I think they still want to finish it one day. You aren't allowed to climb up the stairs of the tower, because it's too dangerous, but there are lifts you can go up and down in. The views are fantastic from the top.

We're going to Barcelona zoo at the weekend. I'm really looking forward to it.

Bye for now!

Jessie

3 Read the letters again and complete the tables with British or American English.

| | | | | | | | |
|-----------------------------|----------|-----|----------|-------|-----|--------|-------|
| British English (Jessie) | | | | | | | |
| American English (Sam) | vacation | mom | airplane | movie | cab | stores | fries |

4 Discuss.

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

Hi Josh,

How are things in New York? I'm on vacation in Europe with mom and dad right now. We arrived in Barcelona, in Spain three days ago. The journey wasn't great because our airplane was delayed. We got here late in the evening, so we took a cab from the airport to our hotel in the middle of the city. We were so tired that we had pizza and fries in the hotel restaurant. We have a TV in our room, so we watched a movie in our room and went to sleep.

The next morning, we got up early and walked down La Rambla. This is the main street of Barcelona and it's really, really busy! Along the street there are lots of different kinds of stores, markets and cafés. We stopped after a few blocks and went in one of the cafés for breakfast. I had a cup of hot chocolate and some churros, which is cake that's fried in oil. It's a bit like our doughnuts. My mom and dad had coffee, toast and jelly.

We also stopped at a huge market place. They sold lots of different types of food there including all kinds of delicious fruit. They also sold clothes. I had a look at the clothes, but they're pretty much the same as back home, so I didn't buy anything. Most of the young people here wear jeans, T-shirts and sneakers. The older people are quite well-dressed though.

I got some turrón at the market. This is traditional Spanish candy made of honey and nuts but you can get all different types of turrón. Anyway, it's delicious. I'll bring some back for you if I don't eat it all!

Barcelona is great for art because there are so many art galleries and museums here. Have you heard of Gaudí? Well, he was a famous Spanish architect and he designed some awesome things in Barcelona. He designed a park called Park Guell and filled it with tons of colorful sculptures. He built a big, pink house in the park and lived there for years. It's now a museum. He also designed the Sagrada Família which is a really tall and amazing old building. You can go up to the top in an elevator which is pretty neat.

Another thing I like about Barcelona is the food. We just had some great tapas in a restaurant. Tapas is the name for small dishes of food like olives, salads, meat and fish. You order lots of dishes at the same time and they're all delicious.

We're leaving Barcelona on the weekend and driving up to Madrid. I'll email you when I get there.

See you soon!

Sam



| | | | | | | | |
|-----------------------------|----------|--------|-----------|-----------|-------|-------------------|-------|
| British English (Jessie) | trainers | sweets | colourful | fantastic | lift | at the weekend | jam |
| American English (Sam) | _____ | _____ | _____ | _____ | _____ | _____ | _____ |



Extensive reading: fiction

1 Look at the pictures. What are the astronauts doing?

2 Read.

THE DIARY OF AN ASTRONAUT

October 16th

06.00

I didn't want to get up this morning when we had our wake-up call because I was really comfortable. Some people think that sleeping in space must be really uncomfortable, but it isn't! We sleep in sleeping bags in compartments and strap ourselves in so that we don't float around while we sleep. There is no gravity in space, so if something isn't tied down, it floats away! We also have eye masks and ear plugs at night as it can be difficult to sleep because of the light and noise from the machines all around us. We usually have about eight hours of sleep, but last night I only slept for about six hours. That's because I was staring out of the window at the views and taking pictures. It's amazing to see the Earth and all the stars from up here.



When I was finally awake, I had a very quick wash. There isn't much water on a space station because we have to bring it from Earth on the space shuttle. We use water for drinks and washing, but there isn't enough water for washing up, so we eat from food containers that we can throw away.

I had some bread and jam for breakfast. Some people think we only eat dry food in space, but this isn't true. We have lots of different types of food. Firstly, we have food that is ready to eat, like nuts and biscuits. Secondly, we have food that you have to add water to, like soup. We also have food from tins, such as fish and fruit. We drink from cartons and use straws so that the liquid doesn't float away and damage any of the machines. This is very important because if liquid damaged the machines, it would be very dangerous in space!



After breakfast today, we did our usual cleaning jobs. It's really important that the space station is clean and tidy. This is because bits of rubbish can float away and damage the machines. All the rubbish we collect is taken back down to Earth. After we had cleaned, we sat down and had our usual daily planning conference with Mission Control on Earth. This is when we find out what work we have to do during the day.

3 Read again and answer the questions.

- 1 How does the astronaut sleep at night?
- 2 Who does the astronaut speak to every morning on Earth?
- 3 Why did the astronaut go on a spacewalk?
- 4 How much exercise does the astronaut do every day?

4 Discuss.

- 1 Do you think exploring space is a good idea? Why (not)?
- 2 Would you like to be an astronaut? Why (not)?

08.00

My first job today was to go on a spacewalk to check for damage on the outside of the space station. First, I had to put on my space suit. Space suits are very important because they protect us from the dangers of being outside. Firstly, they protect us from extreme temperatures. Secondly, they protect us if we are hit by speeding objects in space. Thirdly, they provide the oxygen we need to breathe while we are in space. It takes about an hour to put on a space suit because you have to spend a lot of time checking for leaks or holes. But going on spacewalks is one of my favourite activities in space. It's such an amazing feeling to be floating out amongst the stars and the planets. Today, I didn't find any problems, so I was back inside the space station in time for lunch.



13.00

We usually have one hour for lunch and today we had soup and bread to eat, followed by some tinned fruit and some biscuits. After that, we cleaned up, had a rest and then got ready for the afternoon's work.

14.00

After lunch, I helped to repair a damaged satellite. We sometimes visit orbiting satellites when we need to repair them. We use the space shuttle's robotic arms to work on them, but we also sometimes pull them in so that we can work on them more slowly. We successfully repaired the damage and we will return the satellite to orbit tomorrow.

18.30

In the early evening, I did my exercise. Exercise is really important for us when we are in space. On Earth, we are always using our bones and muscles to move against the force of gravity. In space, there is no gravity, so our muscles and bones don't need to work so hard! They can become very weak, so we do at least two hours of exercise every day on the exercise machines at the space station. If we didn't do any exercise, then our muscles might become so weak that we couldn't walk anymore when we returned to Earth!

After dinner, there was a meeting for the whole crew to discuss some of our plans for the rest of our stay at the space station. Then, we had some free time. This evening, I listened to some music and wrote in my diary. I looked at the views and thought about how lucky I am to be an astronaut! It's brilliant!

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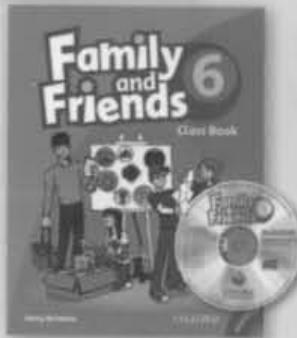
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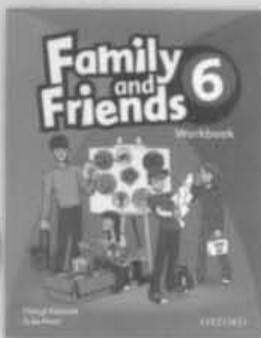
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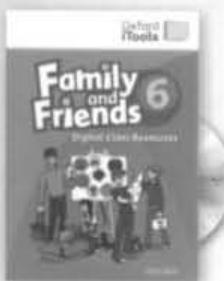


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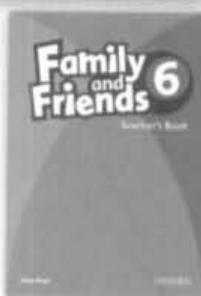


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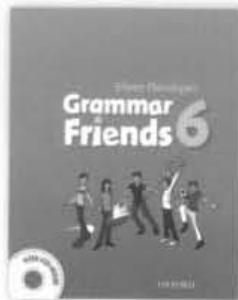
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