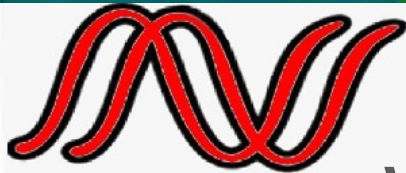


American English

Family and Friends 6

Student Book



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American English

Family and Friends 6

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زبانگه آواس

مرکز تخصصی تهیه آزمونهای مراکز آموزش زبان

۰۹۳۰۶۶۸۷۰۵۲

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Jenny Quintana

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Scope and sequence

Starter: Welcome back!

page 4

Simple present Present progressive Simple past Past progressive Irregular past forms

Words	Grammar	Skills
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Free Time

1 Art project! page 8

<p>Describing art</p> <p>Working with words: Prefixes <i>un-</i> / <i>im-</i></p> <p>Words in context: <i>Island Adventure</i></p>	<p>Going to and will <i>I'm going to visit an art gallery this afternoon.</i> <i>I'll come with you.</i></p> <p>Present progressive with future meaning <i>We're meeting at 10 o'clock.</i></p>	<p>Reading: A story: <i>Island Adventure</i> (Cross-curricular link)</p> <p>Listening: Listening for details about a painting</p> <p>Speaking: Asking and answering questions about paintings</p>	<p>Writing focus: Writing a story</p> <p>Writing outcome: Completing a story (Workbook)</p>
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2 Sports adventures! page 16

<p>Extreme sports</p> <p>Working with words: Prefixes <i>dis-</i> / <i>in-</i></p> <p>Words in context: <i>Tanya Streeter</i></p>	<p>First conditional and first conditional questions <i>If the weather is good, we'll go paragliding.</i> <i>Will you come for a walk if the weather is good?</i></p> <p>Second conditional <i>If I had a camera, I'd take a picture.</i></p>	<p>Reading: A sports profile: <i>Tanya Streeter</i></p> <p>Listening: Listening for detail in a sports profile</p> <p>Speaking: Asking and answering questions about sports</p>	<p>Writing focus: Using a concept map to plan</p> <p>Writing outcome: Completing a concept map and using it to write a brochure (Workbook)</p>
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3 It's festival time! page 24

<p>Festival adjectives</p> <p>Working with words: Suffix <i>-ous</i></p> <p>Words in context: <i>Top Food Festivals</i></p>	<p>Present perfect: for / since / already / just / yet / before <i>I've been here since 9 o'clock / for five days.</i> <i>The parade has already / just finished.</i> <i>I haven't seen any fireworks yet.</i> <i>I've never eaten anything so delicious before.</i></p> <p>Simple past and present perfect <i>I went there last year.</i> <i>I've made my costume.</i></p>	<p>Reading: A travel article: <i>Top Food Festivals</i></p> <p>Listening: Listening for detail in an interview</p> <p>Speaking: Asking and answering questions about food festivals</p>	<p>Writing focus: Letter-writing conventions</p> <p>Writing outcome: Writing a letter to a friend (Workbook)</p>
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Extensive reading and project: non-fiction *The Olympic Games* page 32

4 Transportation of the future! page 34

<p>Forms of transportation</p> <p>Working with words: Phrasal verbs</p> <p>Words in context: <i>Transportation around the world</i></p>	<p>Reported speech <i>"I need to take a shower." He said he needed to take a shower.</i> <i>"We're inventing a new car." He said they were inventing a new car.</i></p> <p>said / told</p> <p>Time markers <i>that day / then / the next day</i></p>	<p>Reading: A book extract: <i>Transportation around the world</i></p> <p>Listening: Listening for detail in an interview</p> <p>Speaking: Asking and answering questions about different forms of transport</p>	<p>Writing focus: Using process diagrams</p> <p>Writing outcome: Using a process diagram to explain how a bike works (Workbook)</p>
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Technology

5 The greatest inventions! page 42

<p>Inventions</p> <p>Working with words: Suffix <i>-ment</i></p> <p>Words in context: <i>The History of the Pen</i></p>	<p>The passive (simple present and simple past) <i>Many chewing gum flavors are made.</i> <i>The gum wasn't advertised.</i></p> <p>The passive (present progressive) <i>My computer is being repaired.</i></p>	<p>Reading: A timeline: <i>The History of the Pen</i> (Cross-curricular link)</p> <p>Listening: Identifying opinions</p> <p>Speaking: Asking and answering questions about inventions</p>	<p>Writing focus: Writing a biography</p> <p>Writing outcome: Writing a biography (Workbook)</p>
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6 You've won a computer! page 50

<p>Computer verbs</p> <p>Working with words: Homonyms</p> <p>Words in context: <i>Computers – Fun Facts</i></p>	<p>The passive (future) <i>You will be given ten new laptops.</i></p> <p>The passive (present perfect) <i>These wires have been disconnected.</i></p>	<p>Reading: A website article: <i>Computers – Fun Facts</i> (Cross-curricular link)</p> <p>Listening: Listening for details about why people use computers</p> <p>Speaking: Asking and answering questions about computers</p>	<p>Writing focus: Presenting a research report</p> <p>Writing outcome: Writing a research report (Workbook)</p>
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Extensive reading and project: fiction *Chitty Chitty Bang Bang* page 58

Words

Grammar

Skills

7 Explorers for a day!

page 60

<p>Exploring</p> <p>Working with words: Suffixes -er / -ist</p> <p>Words in context: <i>Famous Shipwrecks</i></p>	<p>Relative pronouns: <i>who, which</i> <i>There are many climbers who successfully climb Mount Everest.</i> <i>They come to see Mount Everest which is the highest mountain in the world.</i></p> <p>Reported pronouns: <i>that</i> <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>	<p>Writing focus: Writing a personalized text about our dream job</p> <p>Writing outcome: Writing a personalized essay (Workbook)</p>
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8 It's a mystery!

page 68

<p>Mystery</p> <p>Working with words: Suffix -able</p> <p>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 advertisement</p> <p>Speaking: Asking and answering questions about mysteries</p>	<p>Writing focus: Features of a tourist information brochure</p> <p>Writing outcome: Writing a tourist information brochure (Workbook)</p>
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9 Survival!

page 76

<p>Survival items</p> <p>Working with words: Homophones</p> <p>Words in context: <i>Robinson Crusoe</i></p>	<p>Modal verbs: <i>should / ought to / must</i> <i>You should wear light clothes.</i> <i>You ought not to bring jewelry.</i> <i>You must stay with your guide.</i></p> <p><i>might, could, have to</i> <i>Your survival suit might be broken.</i> <i>That suit could be dangerous.</i> <i>I have to do some more work on it.</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>	<p>Writing focus: Features of an advice text</p> <p>Writing outcome: Writing an advice text (Workbook)</p>
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Extensive reading and project: fiction *Little House on the Prairie*

page 84

10 Around the world!

page 86

<p>World languages</p> <p>Working with words: Suffix -ery</p> <p>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.</i> <i>He said he was looking forward to the trip.</i> <i>He said he had cycled around Africa.</i> <i>He said he had taken lessons in French and Spanish.</i></p> <p>Reflexive pronouns: <i>myself, yourself, itself, himself, herself, ourselves, yourselves, and themselves</i> <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>	<p>Writing focus: Features of an advertisement</p> <p>Writing outcome: Writing an advertisement (Workbook)</p>
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11 Space travel!

page 94

<p>Space</p> <p>Working with words: Phrasal verbs</p> <p>Words in context: <i>Dreaming in a spaceship</i></p>	<p>Reported speech: <i>Wh-</i> questions <i>Where, Why, What, Who, and When</i> <i>He asked him where he was.</i></p> <p>Reported speech: commands and requests <i>told / asked</i> <i>He told us to turn off our cell phones.</i> <i>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>	<p>Writing focus: Writing a poem and using similes</p> <p>Writing outcome: Writing a poem using similes (Workbook)</p>
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12 Vacation time!

page 102

<p>Vacation adjectives</p> <p>Working with words: Silent letters: <i>w</i> and <i>h</i></p> <p>Words in context: <i>My year around the world</i></p>	<p><i>wish</i> <i>I wish I was taller.</i> <i>I wish I could fly.</i> <i>I wish it wasn't the last day of our vacation.</i></p> <p>Question tags <i>There are lots of robots, aren't there?</i> <i>You can swim, can't you?</i> <i>You like ice cream, don't you?</i></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 traveling</p>	<p>Writing focus: Structuring an essay</p> <p>Writing outcome: Writing an essay (Workbook)</p>
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Extensive reading and project: fiction *The Diary of an Astronaut*

page 110

Dictionary

page 112

Lesson One Story

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

1

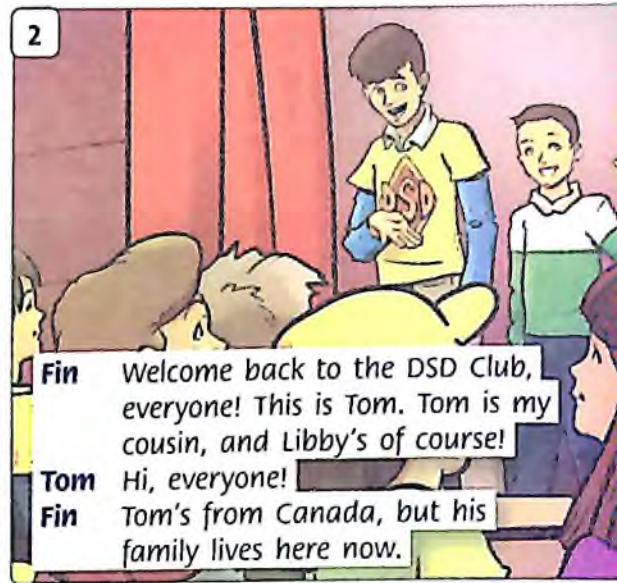


Libby Hi, Kate! Hi, Ed! Did you have a good vacation in Florida?

Kate Yes, thanks! How was your vacation?

Libby It was great! We went to Mexico.

2



Fin Welcome back to the DSD Club, everyone! This is Tom. Tom is my cousin, and Libby's of course!

Tom Hi, everyone!

Fin Tom's from Canada, but his family lives here now.

3



Libby Tom, come and meet my other cousins!

Ed Hi, Tom! I'm Ed. This is my sister, Kate. Shall we show you the club?

Tom Great! Thanks!

4

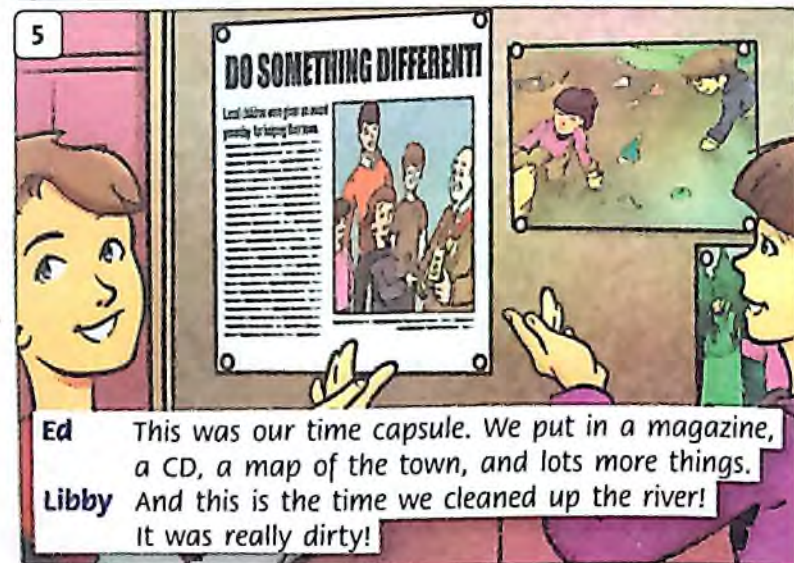


Kate We do lots of things at the DSD Club.

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

Ed So, we had to wear these!

5



Ed This was our time capsule. We put in a magazine, a CD, a map of the town, and lots more things.

Libby And this is the time we cleaned up the river! It was really dirty!

6

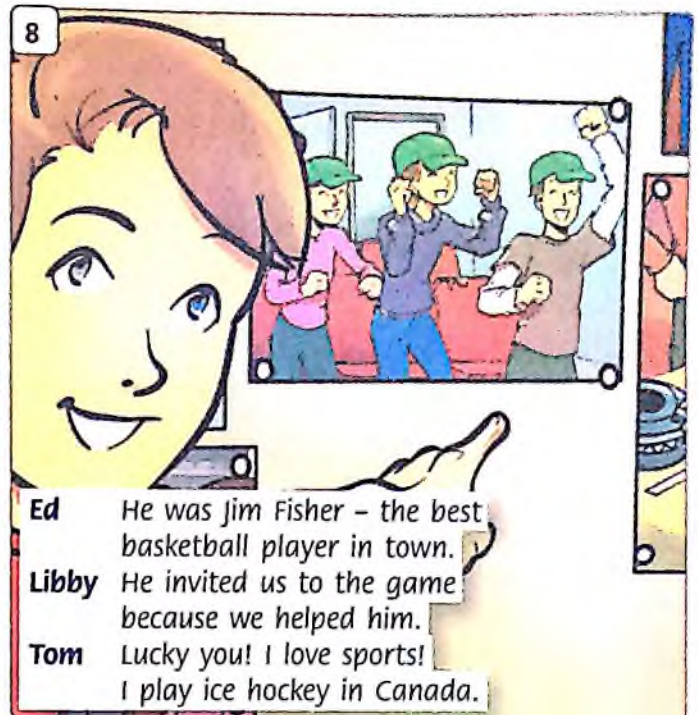


Tom You have a lot of fun at the DSD Club!

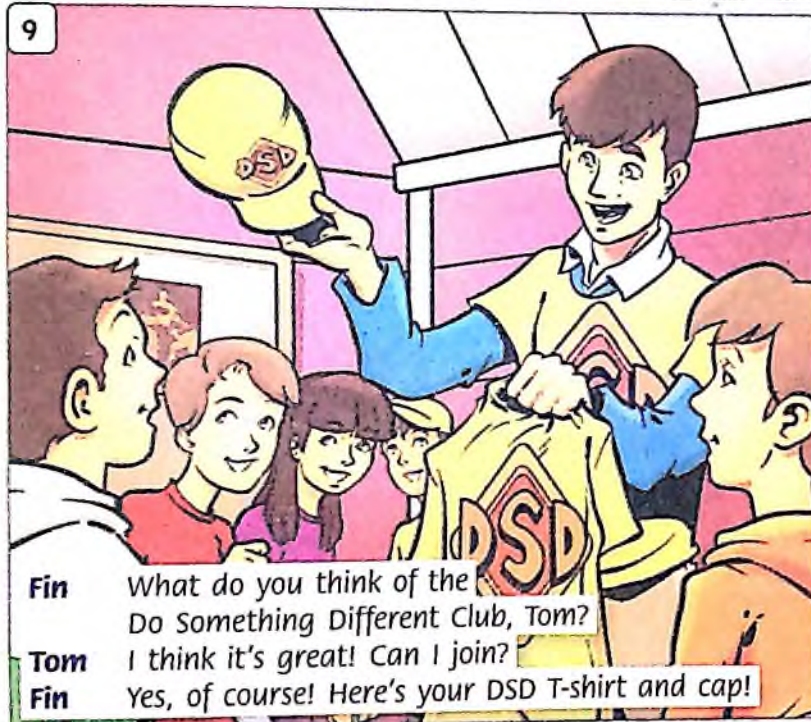
Ed Yes, we do. It's really good.



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



Ed He was Jim Fisher - the best basketball player in town.
Libby He invited us to the game because we helped him.
Tom Lucky you! I love sports! I play ice hockey in Canada.



Fin What do you think of the Do Something Different Club, Tom?
Tom I think it's great! Can I join?
Fin Yes, of course! Here's your DSD T-shirt and cap!



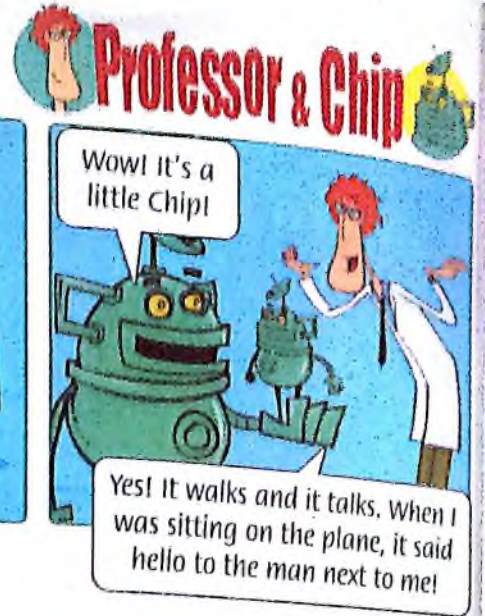
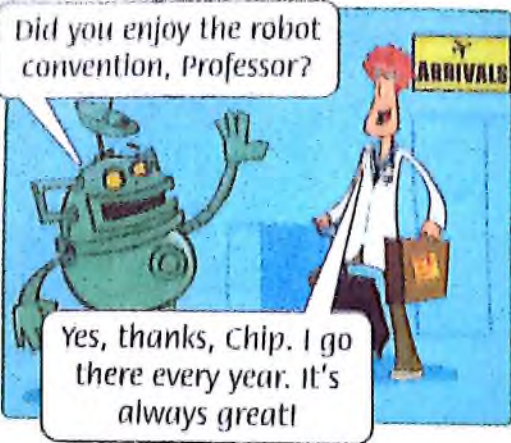
Fin OK, everybody! Are you ready to do lots of different things this year?
All Yes, we are!

2 Listen to the story again and repeat. Act.

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

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

1 Listen and read. Where did Professor go? 02



2 Listen and repeat. 03

Let's learn!

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

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

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

What **are you doing**?

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

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

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

Use the **past progressive** to talk about actions that were interrupted.

When I **was walking** around, I saw this.

3 Read and circle.

1 I go / am going swimming on Saturday mornings.

2 My brother watches / is watching TV at the moment.

3 My mom and dad work / were working last week.

4 We had / are having lunch yesterday.

4 Ask and answer.

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

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



What was he doing when the storm started?

He was eating ice cream.

What did he do next?

He ran home.

It's Number 5!

Let's learn!


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

Verb	Past tense	Past participle
1 buy	<u>bought</u>	bought
2 hear	_____	_____
3 make	_____	_____
4 use	_____	_____
5 keep	_____	_____
6 have	_____	_____
7 catch	_____	_____
8 get	_____	_____
9 find	_____	_____

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

Verb	Past tense	Past participle
1 speak	<u>spoke</u>	<u>spoken</u>
2 grow	_____	_____
3 take	_____	_____
4 wear	_____	_____
5 write	_____	_____
6 fly	_____	_____
7 eat	_____	_____
8 see	_____	_____
9 go	_____	_____

1 Complete the charts.  Irregular verb list page 119

2 Listen and order the lines. Sing.  04



Welcome back!

1 You're back from your break in the sun.
 ___ And there's lots of work in store.
 ___ Now it's back to school once more
 ___ You're sad your vacation's done.

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

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



1 Art project!

Lesson One Story

1 Listen and read. What is the theme for the mural? 🎧 05

1



Fin Hi, everybody! Today, we're going to talk about our next project.
Libby What are we going to do?
Fin The club walls look terrible! So, I'd like you all to paint them.

2



Ed What will we paint?
Fin Well, I want each group to paint a mural on one of the walls. The theme is "Around the world," but you can decide what to do.

3



Libby Let's paint animals from different countries.
Kate Oh, no. Animals are impossible to draw.

4



Ed What about portraits of famous people from around the world?
Tom That's really difficult, too!

5



Kate How about flags or maps? They're easy.
Libby I think we want something more exciting.

6



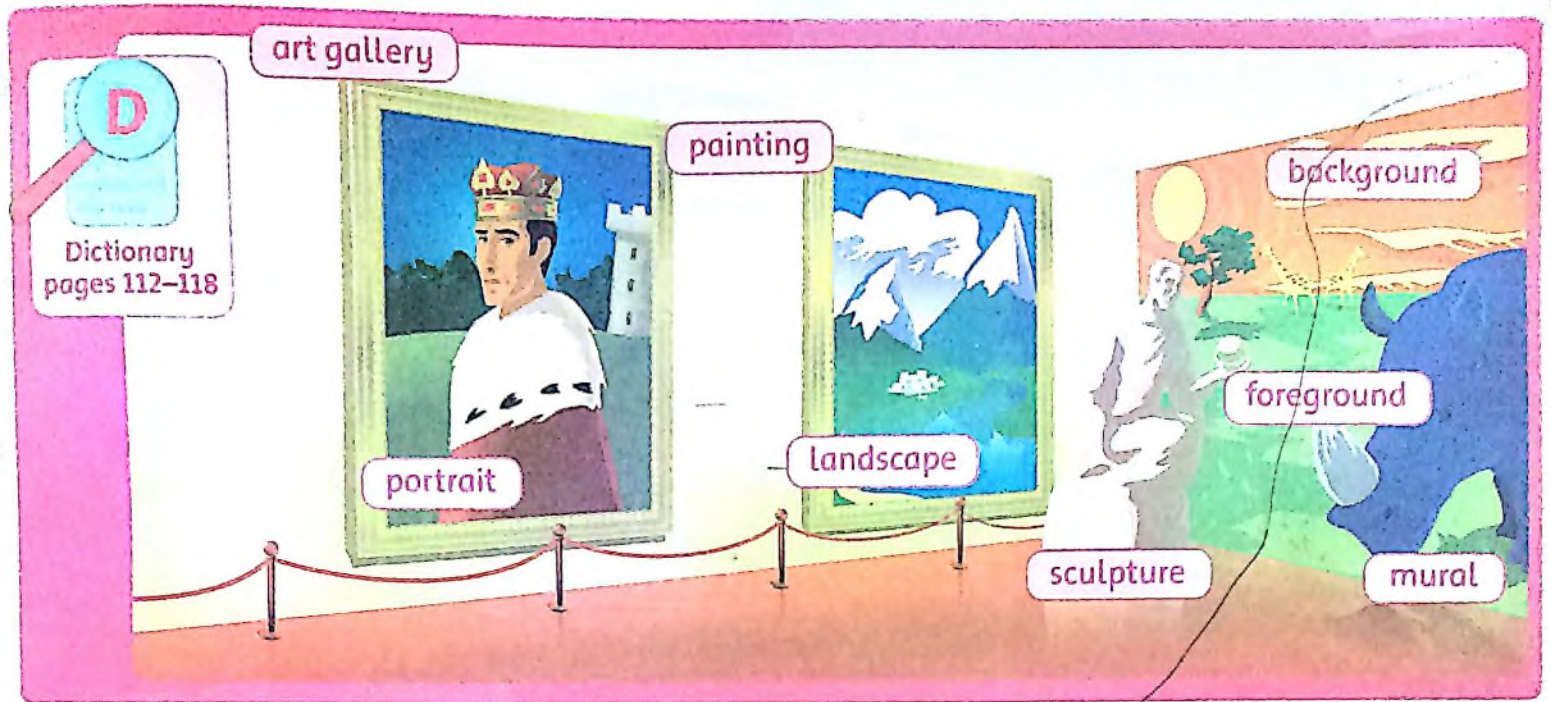
Fin Time to go home! We'll talk about your ideas at the next club meeting!
Tom But we don't know what to do!
Libby Let's meet at the library tomorrow and decide!

2 Listen to the story again and repeat. Act.

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

- | | | | |
|--|-------------|---------------------------------------|-------|
| 1 The children are going to paint the walls. | <u>True</u> | 2 The theme is "Around the world". | _____ |
| 3 Kate is good at drawing animals. | _____ | 4 Ed wants to draw people. | _____ |
| 5 Libby likes Kate's idea. | _____ | 6 The children don't know what to do. | _____ |

1 Listen and repeat. 06



2 Write the words.

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

Working with words

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

positive	popular	friendly	happy	patient	possible	polite
negative	unpopular	unfriendly	unhappy	impatient	impossible	impolite

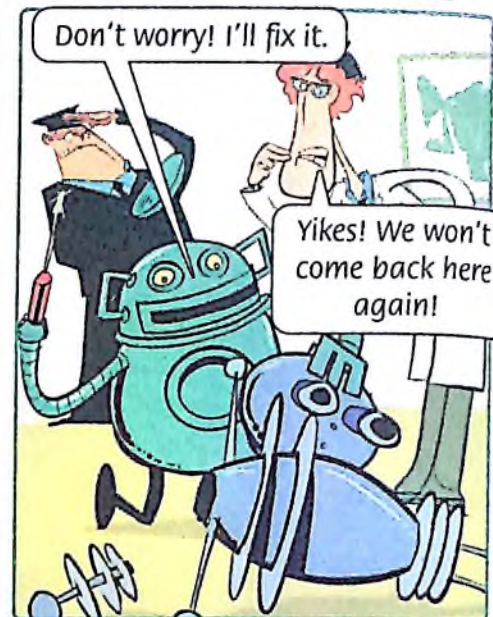
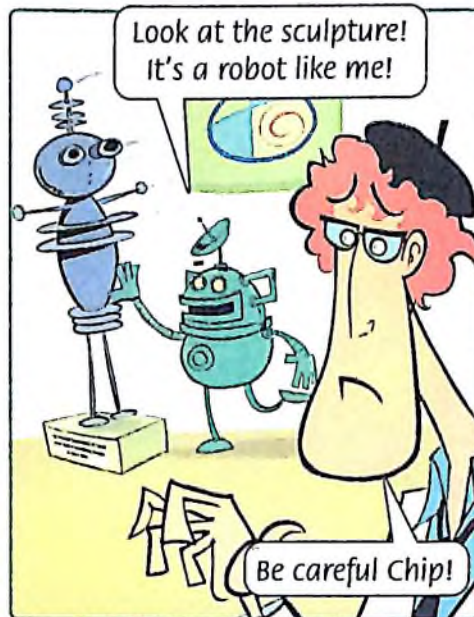
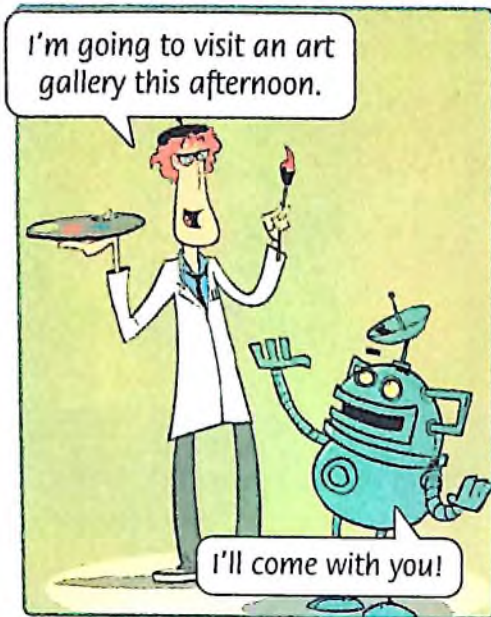


3 Listen and repeat. 07

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 Why are you so *happy* / *unhappy*? Is it because you lost the game?

1 Listen and read. Where do Professor and Chip go? 08



2 Listen and repeat. 09

Let's learn!

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.

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

I'll come with you!

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

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

3 Read and circle.

- 1 Our class will / is going to go to a museum next week.
- 2 Are you thirsty? I'll / I'm going to get you a drink.
- 3 We won't / We're not going to visit our grandparents today. They're on vacation.
- 4 I'll / I'm going to buy a travel book for my vacation next week.

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

- 1 A I'm going to buy some ice cream.
B I'll come with you!
- 2 A I'm cold.
B I _____ close the window.
- 3 A I _____ visit Mexico this summer.
B That's an interesting country.
- 4 A I don't understand this question.
B I _____ help you.

1 Listen and read. Where does Harry want to go with Ben? 10



Hi Ben,

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

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

See you soon!

Harry

2 Listen and repeat. 11

Let's learn!

Use the **present progressive** to talk about definite future plans and arrangements.
 I'm catching a bus. I'm not doing anything. What are you doing today?

3 Complete the sentences. Use the present progressive.

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


4 Ask and answer.

<p>8:00 a.m.</p>	<p>10:00 a.m.</p>	<p>11:30 a.m.</p>	<p>feed / the penguins go / home have / lunch leave / school visit / the elephant enclosure watch / the dolphin display</p>
<p>12:30 p.m.</p>	<p>1:30 p.m.</p>	<p>3:30 p.m.</p>	

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.  12

Island Adventure

Max was staying with his cousin Ryan by the sea. Every day, the boys went to the beach and played volleyball or went fishing. But one day, they stood on the sand and stared across the sea at a small island in the distance.

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

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

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

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

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

"How?" asked Max.

"We can hit two rocks together to make a fire. Come on!" But it was dark before the boys had a fire.

Suddenly, there was a splash of water. The boys stared across the sea. A dark shape was coming towards them.

"Run!" shouted Max.

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

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

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

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

"That was lucky," said Ryan.

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

1



California Coast

2



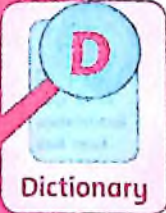
A Small Volcano in Mexican Countryside

3 Read again and write the answers.

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

Words in context

1 Find the words in the story. Write.



stare ~~row~~ smoke borrow hit splash float tie

- 1 The man used his boat to row across the river.
- 2 My brother sometimes lets me _____ his bike.
- 3 There was a big _____ when the boy jumped into the pool.
- 4 I love to sit and _____ at flowers and trees.
- 5 The _____ from the fire filled the room.
- 6 I learned to _____ my shoe laces when I was four.
- 7 Ducks can _____ on the water.
- 8 You should never _____ your brother or your sister!

Listening

2 Listen. Do the children like the painting? 13

3 Listen again and circle.

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



Tiger in a 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 _____.	colorful / 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 the reader knows who's speaking, we don't have to put their name.

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

A Stormy Day at Sea

Harry was on a fishing trip with his dad. It was cloudy, but it wasn't raining, so they sailed far out from the shore. The sky suddenly went dark.

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

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

"It's too late!"

Harry felt the first drops of rain.

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

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

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

Harry 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 dialog correctly.

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

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

5 Complete 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
5:00 p.m.

7

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

8

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

9

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

10

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

2 Listen and write. Sing.  14

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



Painting by colors

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

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

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

2 Sports adventures!

Lesson One Story

1 Listen and read. Why doesn't Kate want to do the drawing? 15

1 In the library

Libby Where should we start?
Ed Let's try this section!

2 The World

Tom We don't have time to look at all these books!
Libby If we look through them quickly, we'll get some ideas.

3 The World

Tom This book is about sports around the world. How about drawing sports that are popular in different countries?

4

Ed Great idea! We could have baseball for the U.S.A.
Kate Yes, and ice hockey for Canada. Or soccer for Brazil.
Libby So, who is free this evening to draw our ideas?

5

Ed Well, if I had the time, I'd do it. But I have too much homework.
Tom And Libby and I have an ice skating lesson.

6

Libby What about you, Kate?
Kate Me? Well, I don't dislike art, but ... I'm terrible at it!
Ed You'll have to do it, Kate. There's no one else!

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Tom

1 Ed finds a useful section in the library.

3 _____ asks who is free.

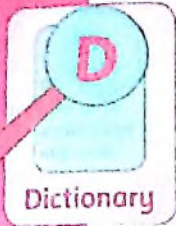
5 _____ and Tom are going ice skating.

2 _____ finds a book about sports.

4 _____ is studying in the evening.

6 _____ has time to do the drawing.

1 Listen and repeat. 16



ice skating



skiing



baseball



ice hockey



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 sport where you climb mountains using ropes
- 6 _____ *noun* a sport where you slide over frozen water wearing special boots

Working with words

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

positive

honest

like

obey

correct

experienced

sensitive

negative

dishonest

dislike

disobey

incorrect

inexperienced

insensitive




Dictionary

3 Listen and repeat. 17

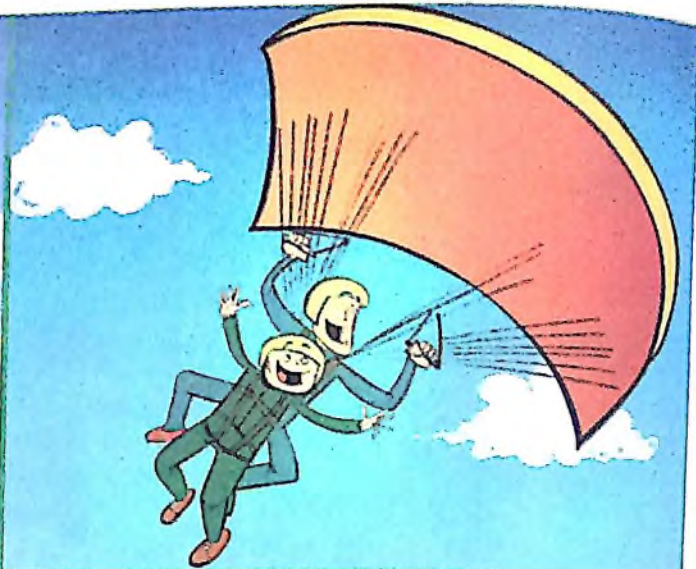
4 Complete the sentences. Use *dis-* or *in-*.

- 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.

1 Listen and read. What sport are they talking about?  18



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



Leo Wow! This is amazing!

2 Listen and repeat.  19

Let's learn!

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.

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

Yes, I will.

No, I won't.

3 Read and match.

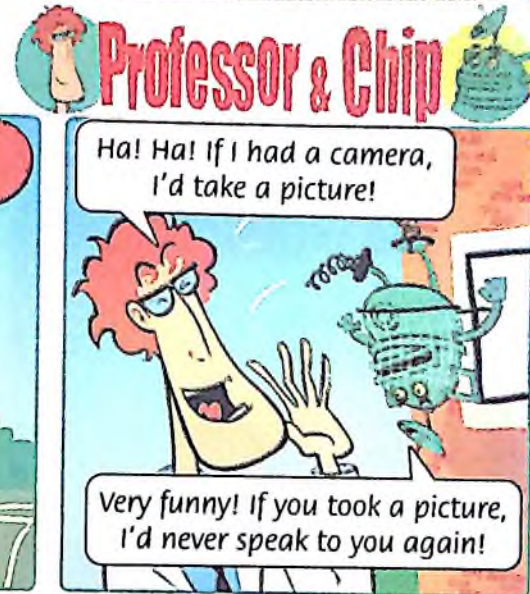
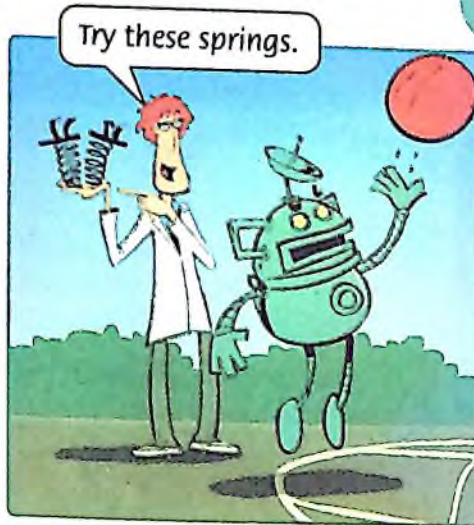
- 1 If I go shopping, b
- 2 If they don't score any goals,
- 3 We'll buy tickets for the game
- 4 Will they have lessons
- 5 If she can't find a good instructor,

- a they won't win the game.
- b I'll buy some new sneakers.
- c she won't go rock climbing.
- d if they go skiing next year?
- e if our favorite team is playing.

4 Write sentences. Use the first conditional.

- 1 if / I / finish / my homework / I / visit / my friends
If I finish my homework, I'll visit my friends.
- 2 you / not win / the race / if / you / not run / fast
- 3 we / go / to the park / if / it / not rain / tomorrow
- 4 if / she / go / to the party / she / buy / a new dress

1 Listen and read. What sport is Chip playing? 20



2 Listen and repeat. 21

Let's learn!

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.

Would you play basketball if you lived in the U.S.A.?

Yes, I would.

No, I wouldn't.

Look!

'd = would

wouldn't = would not

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




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

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

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

4 I _____ (run) away if I _____ (see) a snake.

4 Ask and answer.

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

Would he run away if he saw a spider?

No, he wouldn't.

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


Yes, he would.

It's Jon!

Reading

1 Look at the article. Choose the correct title.

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

2 Listen and read.  22

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 ocean and she spent as much time as possible in the water, snorkeling and studying fish and other sea life. She also liked diving deep down into the ocean to look for rocks and shells. This is how Tanya 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. 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 before they have to breathe.

Tanya had one lesson in free-diving and found out that she was very talented. She had more lessons and then started to compete against people from all over the world. In 1998, she broke her first world record when she dived 113 meters 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 how dangerous pollution is for whales and dolphins and she is often on TV.



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

- 1 Tanya Streeter lived on an island. True
- 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. _____

Words in context

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

 <p>Dictionary</p>	 <p>1 <u>pearl</u></p>	<p><i>noun</i> the feeling that you can do whatever you want to do</p> <p>2 _____</p>	 <p>3 _____</p>	<p><i>noun</i> the natural world</p> <p>4 _____</p>
	 <p>5 _____</p>	<p><i>adj</i> very good at doing something</p> <p>6 _____</p>	 <p>7 _____</p>	<p><i>noun</i> animals and birds</p> <p>8 _____</p>

Listening

2 Listen. What sport are they talking about?  23

3 Listen again and complete.

Name: Jon Parks

Country: ¹ Australia

Age: ² _____

Training:

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

Diet:

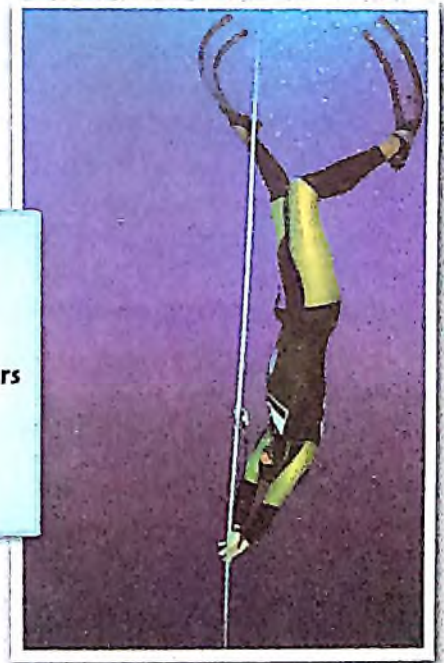
• fruit and vegetables

• ⁴ _____

Deepest dive: ⁵ _____ meters

Next competition:

Caribbean – in ⁶ _____



Speaking

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

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

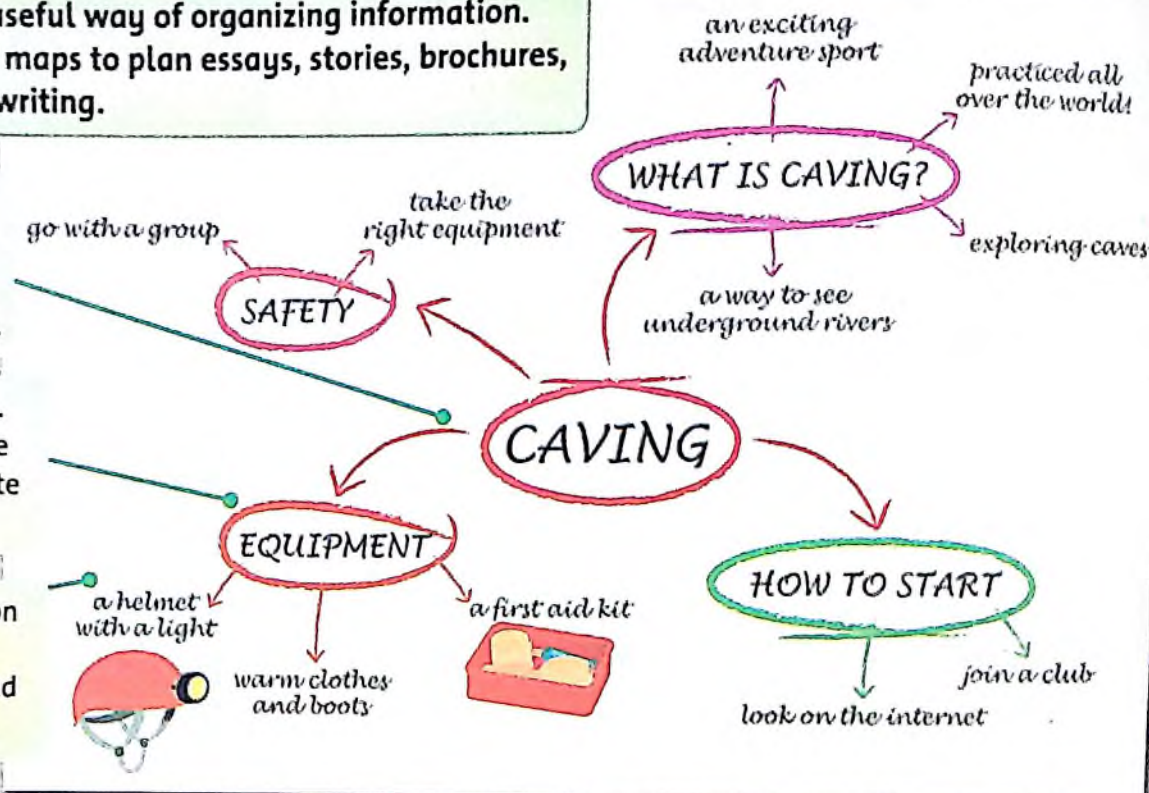
Writing

- 1 Look at the concept map. What sport is it about?
- 2 Read.

A concept map

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

- 1 Think of a topic. Write the name of the topic in the middle of the page.
- 2 Think of your ideas. Draw lines from the main topic and write them at the end.
- 3 Think of 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 the brochure with information from the concept map.

Caving

What is caving?

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

How to start

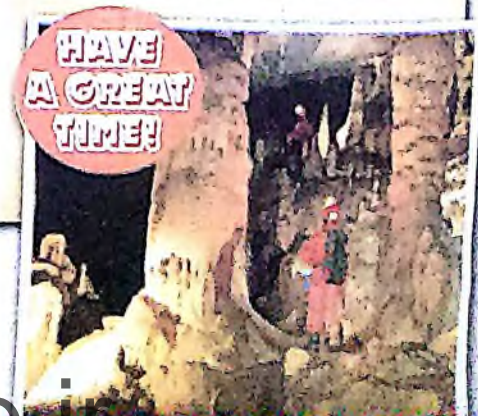
The best way to start caving is to look on the internet. Look at some pictures and some good websites. After that, you should join a ³ _____.

Safety

Caving can be dangerous. Never go caving alone. Always go with a ⁴ _____ and always take the correct equipment.

Equipment

Light is very important, so you need a helmet with a light on it. 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 Libby in the story?

3 Make the word negative. honest

4 Correct the sentence. If it rained this afternoon, we'll stay 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 favorite actor?

7 What sport does Tanya Streeter do?

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.  24

climbing caving diving jump baseball ice skate ~~soccer~~ skiing

Crazy about sports

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

I really love ³ _____
And ⁴ _____ is great.
If I lived near a rink,
I'd love to ⁵ _____.

I like to play ⁶ _____,
It's so fun to play.
If I lived by the ocean,
I'd go ⁷ _____ all day.

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



Lesson One Story

1 Listen and read. What does Kate draw? 25

1

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

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

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

2

Libby Oh no! We need Kate's pictures.

Tom Look! Here she is!

3

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

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

4

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

5 Later ...

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

6 The next week ...

Ed Our wall looks amazing!


Libby It's the best!

Tom That was a smart idea, Kate.

2 Listen to the story again and repeat. Act.

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

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

1 Listen and repeat.  26**amazing** *adj* very good**awful** *adj* very bad**bright** *adj* strong in color**delicious** *adj* tasting very good**deserted** *adj* empty, with no one there**disgusting** *adj* very bad; horrible**original** *adj* new and interesting, and different from other things**traditional** *adj* something that has always been done or made in the same way

2 Read and circle.

- I wore a bright / *delicious* red costume to the party.
- The music was *bright* / *awful*. No one liked it.
- The pizza is *delicious* / *deserted*. Can I have some more, please?
- The costumes are really *disgusting* / *original*. I've never seen anything like them before.
- I'm sorry, but this rice tastes *amazing* / *disgusting*. I can't eat it.
- Everybody wore *deserted* / *traditional* clothes from their different countries.

Working with words

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

noun	danger	poison	hazard
-------------	--------	--------	--------


adjective	dangerous	poisonous	hazardous
------------------	-----------	-----------	-----------

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

noun	fame	adventure	fury
-------------	------	-----------	------


adjective	famous	adventurous	furious
------------------	--------	-------------	---------

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

3 Listen and repeat.  27


4 Read and circle.

- My mom was *fury* / furious when I broke the window.
- Fireworks can be *danger* / *dangerous*, so be careful when you're near them.
- My brother's really *adventure* / *adventurous*. He loves traveling to different places.
- The wet floor is a safety *hazard* / *hazardous*. Someone might fall down.

1 Listen and read. Where is the reporter?  28

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



2 Listen and repeat.  29

Let's learn!

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

Use the **present perfect** and **for** to talk about past actions in a period of time, e.g. a week, two hours, a day.

The festival has been going on **for** two days.

We use these time words with the present perfect:

The parade has **already** finished.

I've **just** eaten some delicious pancakes.


I haven't seen any fireworks **yet**.

I've never been to a festival **before**.

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

3 Read and circle.

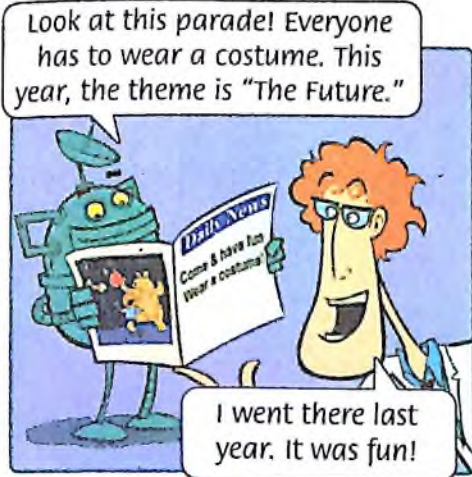
- I haven't been to a festival like this before / already.
- He hasn't cleaned his room *already* / yet, so he can't go out.
- The girls haven't worn traditional clothes *just* / before.
- Have you tried any of the food *just* / yet?
- We've *already* / yet seen the fireworks. They were great.

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 / two hours
- speak / French / four years



1 Listen and read. Where do Chip and Professor go? 30



2 Listen and repeat. 31

Let's learn!

Use the **simple past** to talk about actions that started and finished in the past. We often say when the action happened.
I **went** there last year.

Use the **present perfect** to talk about actions in the past that are still important now. We often don't say when the action happened.
I've **made** my costume.

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

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


4 Ask and answer.

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

fireworks a basketball game
New York

- Has he ever seen fireworks?
Yes, he has.
- When did he see them?
He saw them two months ago.
- Has he ever been to a basketball game?
No, he hasn't.
- It's Tim!

Reading

- 1 Look at the article. Which countries are the festivals in?
- 2 Listen and read.  32

Top Food Festivals

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

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



2 The Gilroy Garlic Festival is one of the largest food festivals in the U.S.A. The festival takes place every year in Gilroy, California. It happens on the last weekend in July and it's one of the best garlic festivals in the world. So what do people do during the festival? Well, they eat lots of things made with garlic including garlic ice cream and garlic fries. There are also garlic cooking demonstrations, music, and dancing.



3 People celebrate the Moon Festival in different parts of Asia including China. The festival takes place every year in September or October. It lasts for three days and people celebrate the end of the summer harvest. So, what do people eat? The traditional food is moon cakes. These are round, sweet cakes and they are very popular. The cakes have different fillings. You can have ice cream, chocolate, or traditional red-bean paste. People also carry lanterns at the festival and watch traditional dancing.



- 3 Read again and complete the chart.

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

Words in context

1 Find the words in the article. Write.



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

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

Listening

2 Listen. What food do they celebrate in the festival? 33

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

- | | |
|---|-------------|
| 1 The rice festival takes place in France. | <u>True</u> |
| 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 _____.	Korea / the U.S.A. / China / France
Which food from the festivals would you like to eat?	I'd like to eat the _____.	kimchi / garlic ice cream / moon cakes / rice with fish or chicken
What other kind of food festival would you like to go to?	_____.	A pizza festival. / A cake festival. / An ice cream festival. / A fruit festival. / A cheese festival.
Why?	Because I like _____.	sweet food / unusual food / healthy food / traditional food

Writing

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

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

2 Read.



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

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

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

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

Dear Joe

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

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

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

Best wishes,
Danny

3a / 4th Floor
Fo Tan Road,
Hong Kong

Monday August 2nd

A letter

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

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

We write the date under the address.

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

3 Read again and answer the questions.

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

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


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

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 Mexico last year.
- 6 Correct the sentence.
Have you yet had dinner?
- 7 Where does the Gilroy Garlic Festival take place?
- 8 (noun) *a vegetable in the onion family that has a strong taste and smell*
What is the word?
- 9 Write S (Start) or E (End).
From, Andy
- 10 Correct the sentence.
She had black, lovely, long hair.

2 Listen and write. Sing.  34

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

Time to celebrate!

It's time to celebrate,
People are out in the ¹ street .
They're laughing and dancing and clapping their hands,
To ² _____ music and ³ _____ bands.

It's time to celebrate,
Fireworks are up in the sky.
They're whizzing and banging and making a scene,
In pretty ⁴ _____ colors of red, gold, and green.

It's time to celebrate,
Children have come out for fun.
They're running and jumping, buying food to eat,
⁵ _____ cakes and ⁶ _____ treats.

It's all over now,
The streets are ⁷ _____ again.
Parents are holding their children tight,
They're smiling and yawning and saying ⁸ _____.



- 1 Look at the pictures. What can you see?
- 2 Read.

The Olympic Games



The Early Games

The first Olympic Games were held at Olympia in Greece in 776 BC. There was one event. It was a 170 meter running race. Soon more events were introduced and people from other countries took part. Then the Romans invaded Greece and the new Roman Emperor stopped the Games.



Olympia

The First Modern Games

In 1896, a French man called Baron de Coubertin brought them back. He organized an international event with many of the original traditions. The first modern Olympic Games took place in Athens, Greece and fourteen countries took part.



Baron de Coubertin

The Olympic Rings

The Olympic flag was first flown at the 1920 Olympics. The five rings represent five world continents. Each ring is a different color: red, blue, green, yellow, and black. Every country has one of these colors in its flag.



The Olympic Flame

The Olympic flame is an ancient tradition. Today, the Olympic torch is lit at Olympia in Greece. Then it's taken by runners to the city where the Games are taking place. It is kept alight until the Games end.



The Olympic Medals

There is a ceremony after each event. The three winners stand together. Their flags are raised. The national anthem of the winning country is played. Then they are given their medals: bronze, silver, and gold.



The Paralympic Games

The Paralympic Games first took place in Rome in 1960. They are for people with disabilities. Events include swimming and wheelchair basketball. The Paralympic Games is now a world-famous sporting event.



3 Read again. Find three sporting events.

4 Read again and answer.

- 1 Where were the first Olympic Games?
- 2 When were the first modern Olympics?
- 3 Why are there five rings on the Olympic flag?
- 4 Where does the journey of the Olympic torch begin?
- 5 How many medals are given after an event?
- 6 Who can take part in the Paralympic Games?

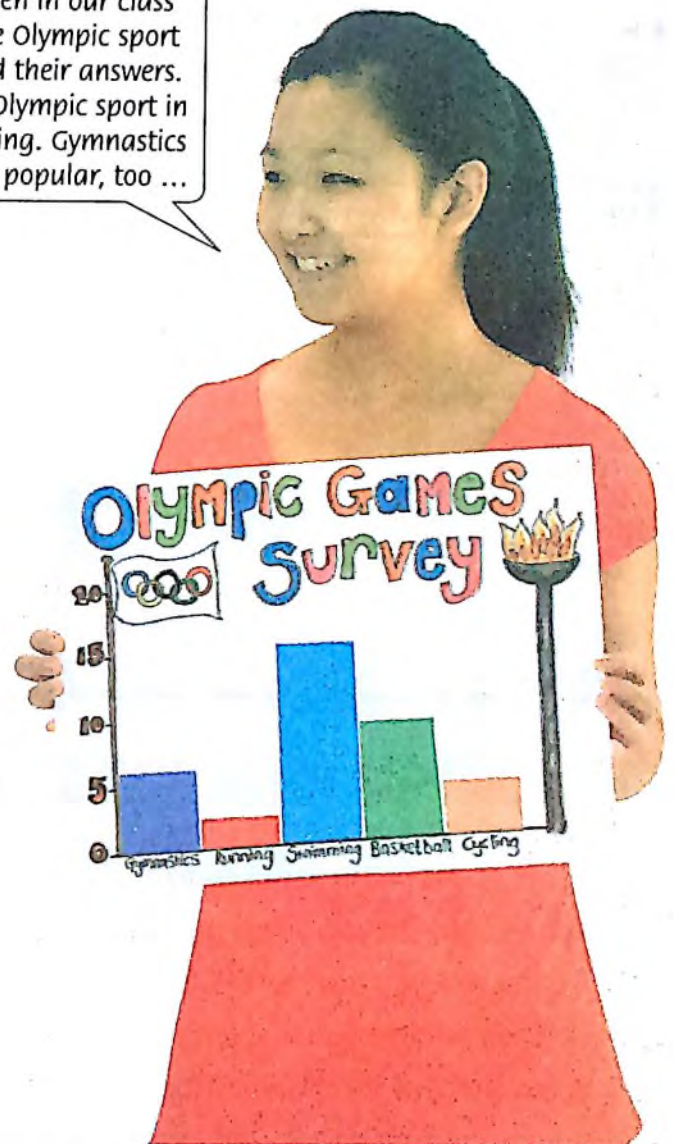
5 Ask and answer.

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

6 Do a class survey.



I asked the children in our class what their favorite Olympic sport was and I recorded their answers. The most popular Olympic sport in our class is swimming. Gymnastics and basketball are popular, too ...



Lesson One Story

1 Listen and read. What do the children have to do in the competition?  35

1 

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.

2 

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

3 

Mr. Martin We want you to draw a form of transportation for the future.

Libby How long do we have?

Mr. Martin You have two weeks.

4 

Ed What's the first prize?

Mr. Martin It's a ride in a hot-air balloon.

Tom Wow! Fantastic!

5 Later ... 

Tom How about a car that travels at a thousand kilometers an hour?

Ed Or a motorcycle that doesn't need gas?

Kate Or a truck that can travel on water?

6 

Libby I'm not sure. Maybe we should look around the Museum of Inventions.

Tom Good idea! But we'll have to hurry. We only have two weeks and I really want to win that trip!

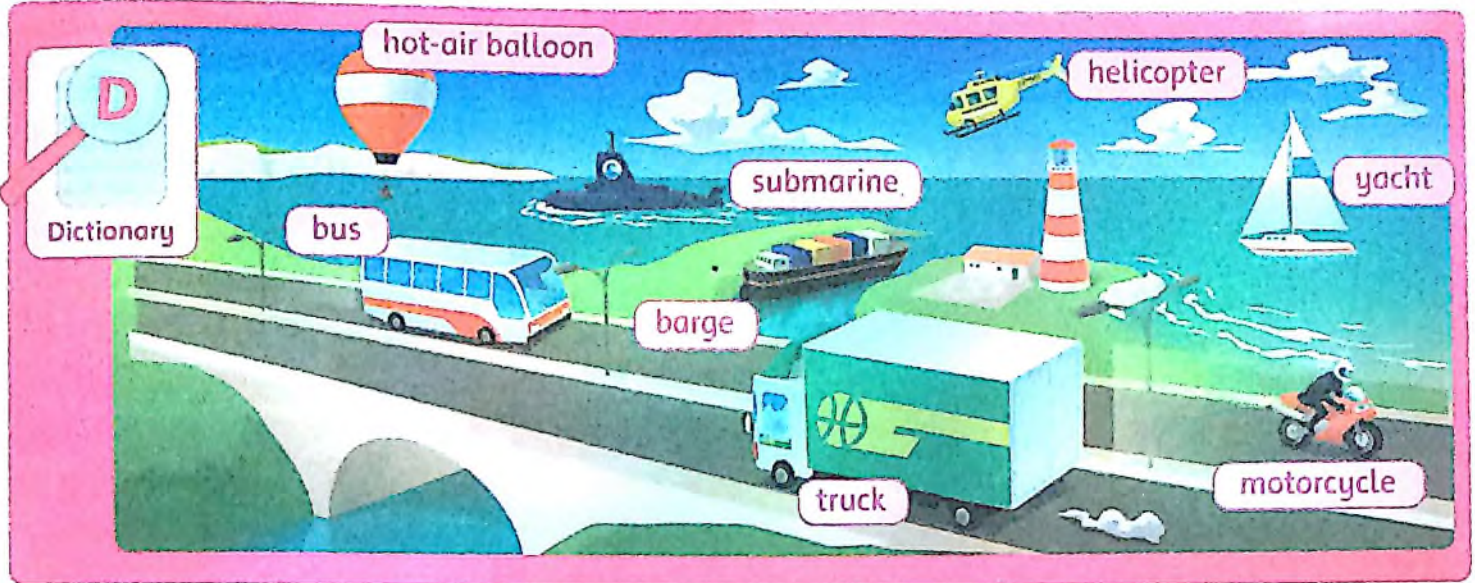
2 Listen to the story again and repeat. Act.

3 Read again and write the answers.

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

Yes, he is.

1 Listen and repeat. 36



2 Write the words.

- 1 submarine *noun* a type of closed boat that travels under the water
- 2 _____ *noun* a boat with a sail, often used for racing
- 3 _____ *noun* a motor vehicle with two wheels, that one or two people can ride on
- 4 _____ *noun* a type of long, flat boat used in the past to carry things along canals and rivers
- 5 _____ *noun* a big, strong motor vehicle used for carrying things by road
- 6 _____ *noun* a very big, round, light object full of hot gas, that carries people through the air

Working with words

Phrasal verbs

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

3 Listen and repeat. 37

4 Write the words.

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

1 Listen and read. What has Professor invented? 38



2 Listen and repeat. 39

Let's learn!

Use **reported speech** to report what somebody else said.

Direct speech

"I need to take a shower."

Reported speech

He said he needed to take a shower.

In reported speech, we change the present to the past.

"I *need* to take a shower."

He said he *needed* to take a shower.

"We're inventing a new car."

They said they *were* inventing a new car.

3 Read and circle.

1 Julie is my best friend.

Karen said Julie is / was her best friend.

2 We want to stay at home.

The children said they want / wanted to stay at home.

3 I'm watching TV.

Helen said she was watching / watched TV.

4 We're going to a party.

The boys said they are / were going to a party.

4 What did they say? Ask and answer.

We're hungry.

My plane's late.


I'm traveling to New York.

I'm calling my sister in Washington.




What did Jack say?

He said his plane was late.

1 Listen and read. Who was coming to visit the school?  40

Last Monday, our teacher told us she had a surprise for us. She told us an airline pilot was coming to the school the next day. She said being a pilot was an exciting job. She said it was hard work, too. She said it was important to learn about other people's jobs so we could think about our future!



2 Listen and repeat.  41

Let's learn!

Use **said** and **told** with reported speech.

Our teacher **told** us she had a surprise for us.

She **said** that being a pilot was an exciting job.

When we use reported speech, we sometimes change the time words.

"An airline pilot is coming to the school **tomorrow**."
She told us an airline pilot was coming to the school **the next day**.

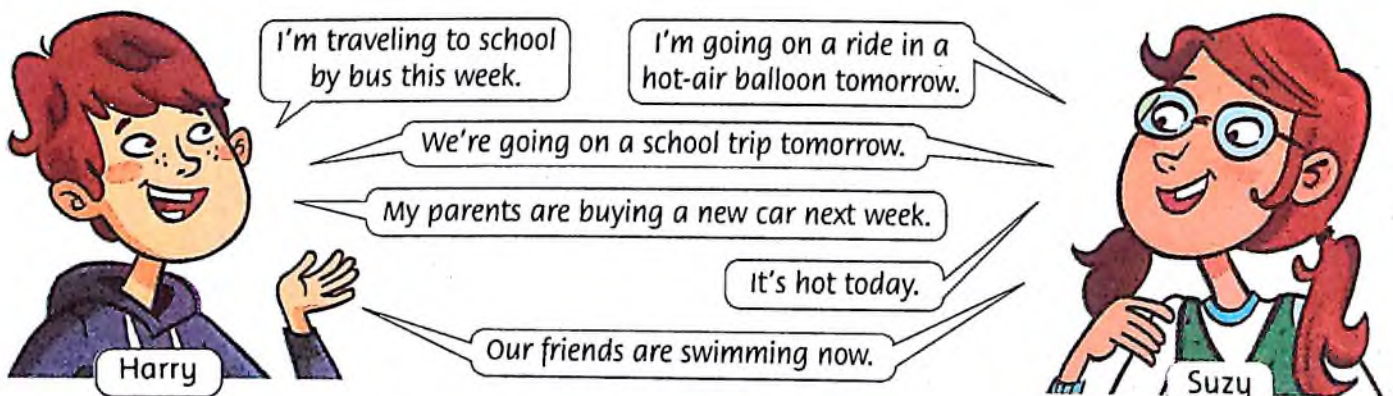
Direct speech
tonight, today
this week / month / year
now
tomorrow
next week / month / year

Reported speech
that night, that day
that week / month / year
then
the next day
the next week / month / year

3 Read and circle.


- 1 Tim **said** / **told** me he liked flying.
- 2 Our teacher **said** / **told** us we were going on a school trip.
- 3 Mom **said** / **told** it was raining.
- 4 Carla **said** / **told** her friend she was going to the party.
- 5 The boys **said** / **told** they were playing soccer.

4 Rewrite the sentences. Use reported speech.



- 1 Harry said he was traveling to school by bus that week.

Reading

- 1 Look at the pictures and the text. What are the three types of transportation?
- 2 Listen and read.  42

Transportation around the world

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

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



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



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

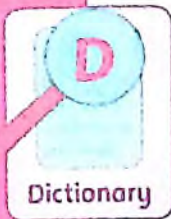


3 Read again and correct the words in bold.

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

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? 43

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

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



Speaking

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

Which form of transportation would you like to travel on?

I'd like to travel on _____

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

Why?

Because it would be _____

fun / amazing / exciting / fast / interesting

How do you normally travel to school?

I normally travel _____

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

What other forms of transportation have you traveled on?

I've traveled on a _____

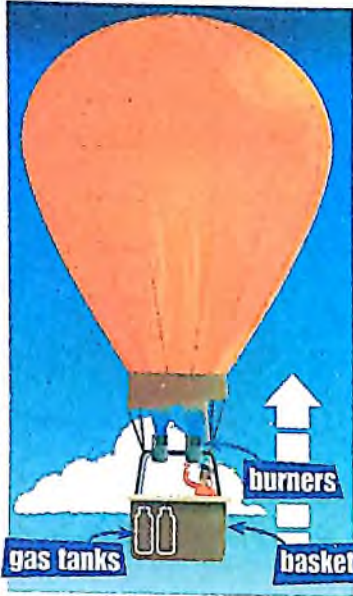
boat / ship / plane / train / bike / horse / motorcycle

Writing

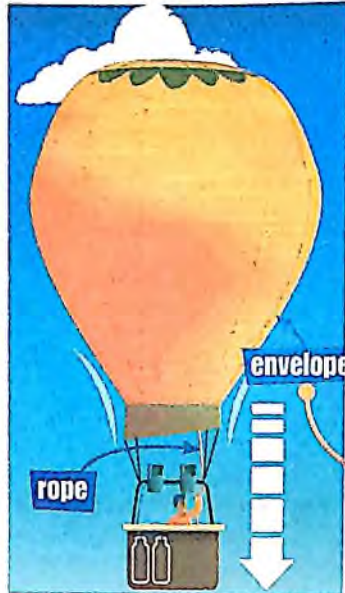
- 1 Look at the diagram and text. What type of transportation is it?
- 2 Read.

Hot-air Balloons

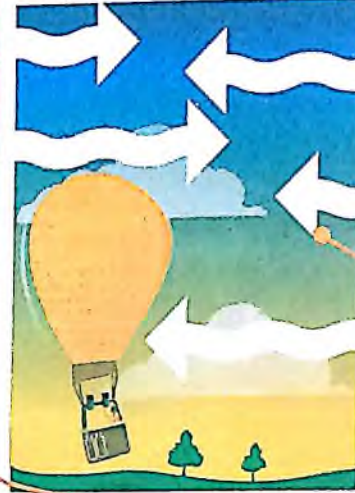
People have been flying hot-air balloons for over 200 years. But how do they work?



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



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



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

A process diagram

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

Write an introduction to explain what the subject is.

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

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

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

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

3 Read again and answer the questions.

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

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

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

5 Complete writing page 36 of Workbook 6.



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

Complete the sentence.
"It's a sunny day," said Max. Max said it _____ a sunny day.

5

Complete. "We want to ride in a hot-air balloon," said the boys. The boys said they _____ to ride in a hot-air balloon.

6

Complete the sentence.
"I'm flying to New York tomorrow," said Jess. Jess said she _____ to New York tomorrow.

7

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

8

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

9

What can you use a process diagram for?

10

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

2 Listen and order the lines. Sing. 44

My friend told me

- 1 My friend told me
 ___ To ride in trains, some fast and some slow.
 ___ To travel far.
 ___ To see the fields and touch the snow,

- 1 He told me to go
 ___ To sail in a yacht and look for old caves.
 ___ To feel the wind and see the waves,
 ___ Across the sea.

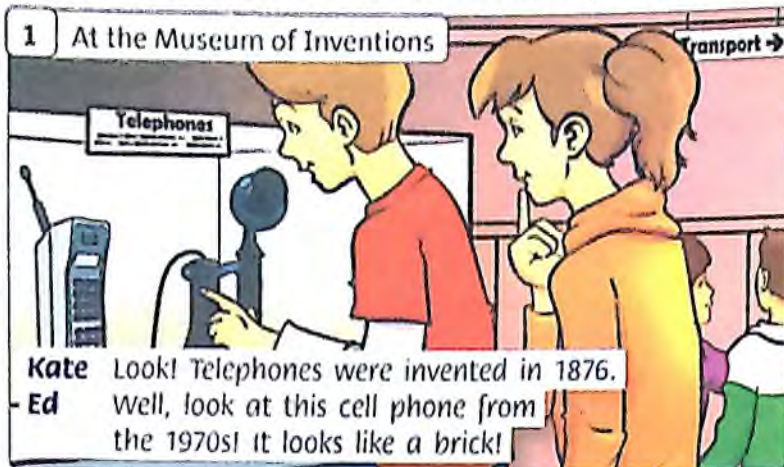
- 1 He told me to go
 ___ To fly in a plane and have lots of fun.
 ___ Across the sky.
 ___ To see the clouds and feel the sun,



Lesson One

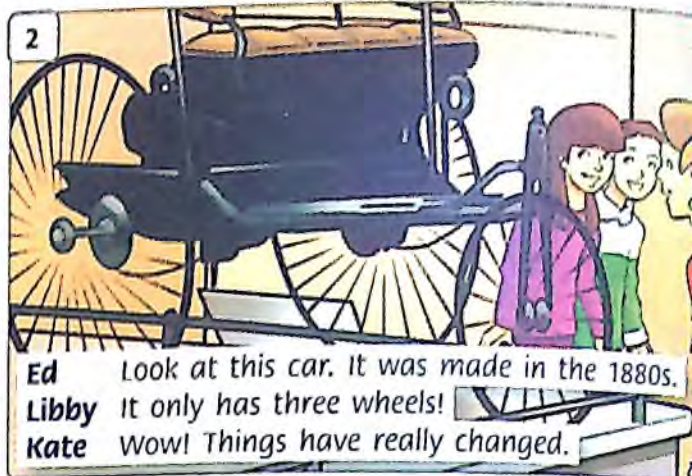
1 Listen and read. What kinds of transportation do the children see in the museum?  45

1 At the Museum of Inventions



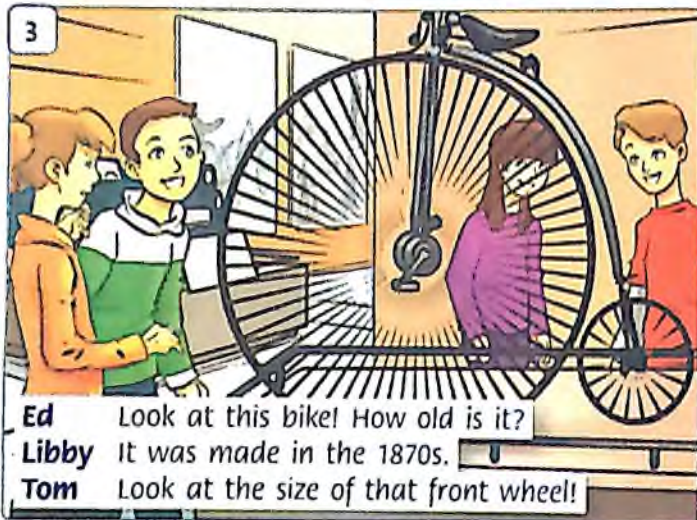
Kate Look! Telephones were invented in 1876.
Ed Well, look at this cell phone from the 1970s! It looks like a brick!

2



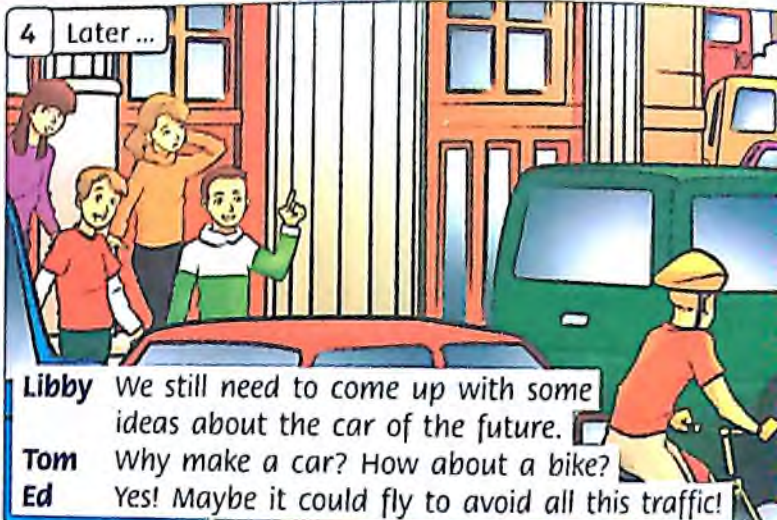
Ed Look at this car. It was made in the 1880s.
Libby It only has three wheels!
Kate Wow! Things have really changed.

3



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

4 Later ...



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

5



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

6



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

2 Listen to the story again and repeat. Act.

3 Read again and write the words.

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

1 Telephones were invented in 1876.

3 Bikes in the 1870s had big _____ wheels.

5 Tom suggests designing _____.

2 The first cell phones were as big as _____.

4 The car was made in the _____.

6 Their bike will be attached to _____.

1 Listen and repeat. 46

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 flavor!

2 They're going to _____ a new school in our town.

3 We're doing an _____ in our science class today.

4 For my school project, I looked for _____ in the museum.

5 This _____ is so useful! It makes the job much easier!

6 Scientists want to _____ a car that is good for the environment.

Working with words

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

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



3 Listen and repeat. 47

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.

4 Let's *arrange* / *arrangement* to meet on Friday at six o'clock.

5 I have a helmet. What other *equip* / *equipment* do I need for rock climbing?.

1 Listen and read. Where does chewing gum come from? 48

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

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



2 Listen and repeat. 49

Let's learn!

Use **the passive** when you don't know the subject of a sentence (who does an action).
 Many chewing gum flavors **are made**.
 Or when the object of a sentence is more important than the subject.
 It **was made** by the Fler brothers.

Negative sentences:

The gum **wasn't advertised**.
 Chewing gum **isn't always made** from trees.

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

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

- Tea isn't grown (not grow) in England.
- Magazines _____ (not sell) here.
- Jeans _____ (wear) by a lot of people.
- Thousands of emails _____ (send) every day.
- A lot of pizza _____ (eat) in the U.S.A.
- These T-shirts _____ (not make) in China.

4 Write the sentences. Use the past passive.

- the first chocolate bar / not eat / in Europe
The first chocolate bar wasn't eaten in Europe.
- televisions / invent / in the 20th century
- our school / not build / this year
- the first video games / make / in the 1970s
- the boy / drive / to the hospital



1 Listen and read. Why can't Chip work? 50



2 Listen and repeat. 51

Let's learn!

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

My computer **is being repaired**.

The floor **isn't being cleaned**.

Present progressive passive =

is / are (not) + being + past participle

3 Read and circle.

- 1 My jeans *are washing* / *are being washed* at the moment.
- 2 The boys *are cleaning* / *being cleaned* the car.
- 3 A new train station *is building* / *is being built* in our town.
- 4 Tom *is using* / *being used* the computer at the moment.
- 5 The class *is teaching* / *is being taught* the passive tense.

4 Talk about the pictures. Irregular verb list




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

A hospital is being built

It's Picture 3.

Reading

- 1 Look at the text. Find the names of four types of pens.
- 2 Listen and read.  52



The History of the Pen

The Prehistoric World

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

The Ancient World

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

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

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

In the 7th century

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

In the 10th century

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

1938

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

1965

The Space Pen was invented. The Space Pen could write underwater, upside down, in extreme temperatures and at zero gravity! Astronauts used them in space. The Space Pen can do everything. But who knows what pens will be invented in the future!

3 Read again and write True or False.

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

True

Words in context

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



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

Listening

2 Listen to the children. Which four inventions do they talk about? (D) 53

3 Listen again and match.

Speaker 1 d

Speaker 2

Speaker 3

Speaker 4

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



Speaking

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

Which do you think is the most important invention?

Why do you think it is so important?

What do you think are other important inventions?

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

Because it _____

I think there will be _____

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

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

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

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

Writing

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

2 Read.

A biography

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

Write the dates when the person was born and died.

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

Use *to begin with* to introduce a subject.

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

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

Finish by repeating the person's most important achievement.

Louis Braille (1809–1852)

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

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

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

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

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



3 Read again and answer the questions.

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

4 Read and circle.

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

5 Complete 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 transportation do the children see in the museum in the story?

3 Make the verb into a noun. arrange

4 Correct the sentence.
Ink invent by the Chinese.

5 Correct the sentence.
Tea grown in India.

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

7 What did Louis Braille invent?

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

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

10 Complete with the correct word. My parents lived in Korea _____ the 1990s.

2 Listen and order the lines. Sing. 54

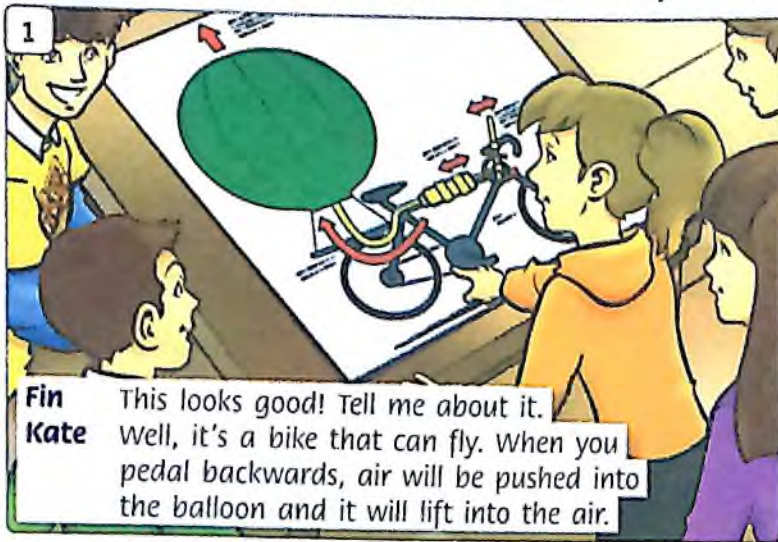
Great inventions

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

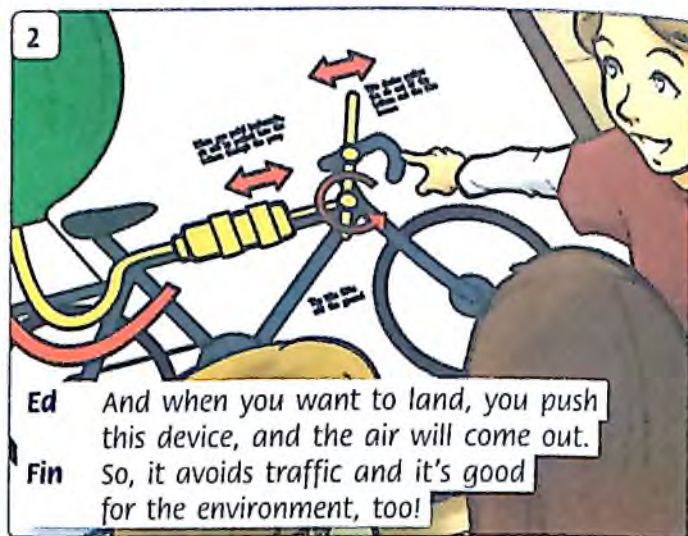


Lesson One Story

1 Listen and read. Do the children win first prize in the competition? 55



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



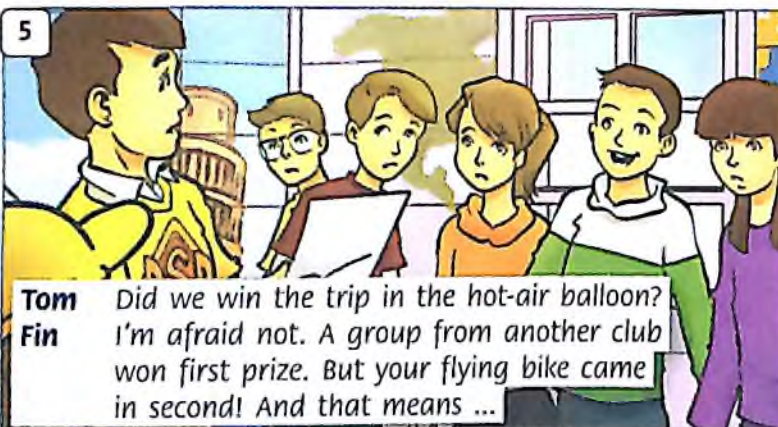
Ed And when you want to land, you push this device, and the air will come out.
Fin So, it avoids traffic and it's good for the environment, too!



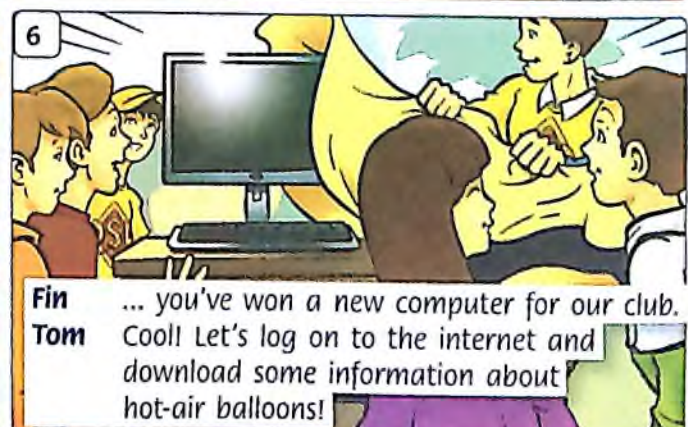
3 A few days later ...
Fin Look! The competition has been judged and I have a letter from Mr. Martin.



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



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



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

2 Listen to the story again and repeat. Act.

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

- | | |
|---|---|
| 1 The bike can fly. <u>True</u> | 2 The bike is good for the environment. _____ |
| 3 Mr. Martin has written to the club. _____ | 4 The DSD Club has won first prize. _____ |
| 5 The second prize is a trip in a helicopter. _____ | 6 Tom doesn't want to use the computer. _____ |

1 Listen and repeat. 56

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

2 Write the words.

- I always disconnect the computer when I've finished using the internet.
- I always _____ when I've finished reading my email.
- I can't _____ to the internet. Is it working?
- I'll send you an email and _____ the file you need.
- I'm going to _____ some photos onto my webpage so my friends can see them.
- I often _____ the internet. I like finding interesting music websites.

Working with words







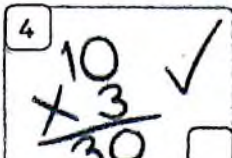
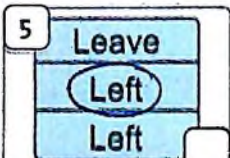



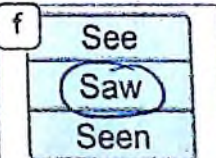
Homonyms are words that have the same spelling but different meanings:


- | | | | | | |
|------------------|------------------|-----------------|-------------------|-----------------|-----------------|
| nail <i>noun</i> | right <i>adj</i> | left <i>pt</i> | mouse <i>noun</i> | saw <i>pt</i> | bug <i>noun</i> |
| nail <i>noun</i> | right <i>adv</i> | left <i>adv</i> | mouse <i>noun</i> | saw <i>noun</i> | bug <i>noun</i> |



3 Listen and repeat. 57

4 Match the homonyms.

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

1 Listen and read. What are the three prizes?  58

Competition time!

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

What did Tim Berners-Lee invent?

- A** the first computer
- B** the internet
- C** the telephone



First correct answer

Your school will be given ten new laptops!

Second correct answer

Your school will be sent some exciting new language software!

Third correct answer

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

Good luck!

2 Listen and repeat.  59

Let's learn!

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).

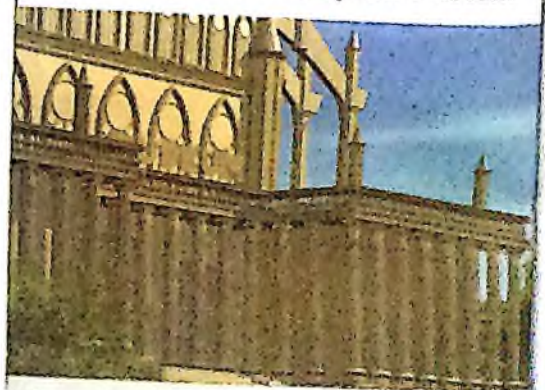
- 1 Children will be given lunch on the school trip. P
- 2 Trains won't be used in the future.
- 3 People will travel in flying cars in the future.
- 4 The class will be taught to swim.
- 5 People will go on vacation to the moon.

4 Write the words in the correct order.

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

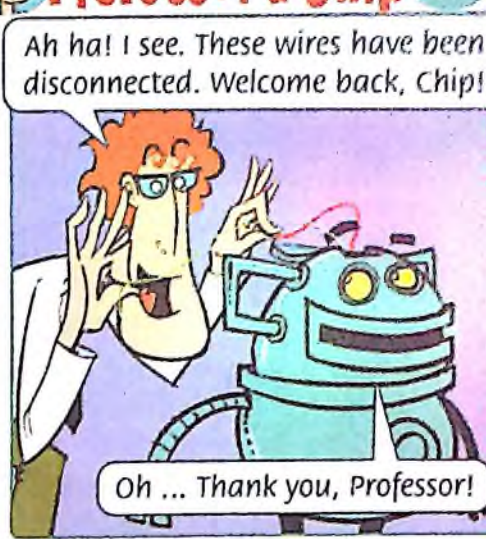
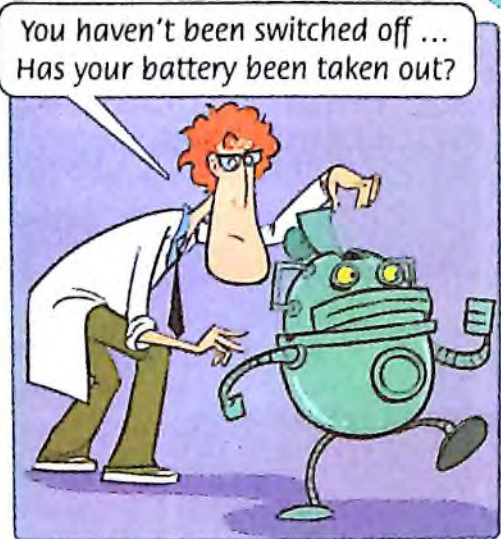
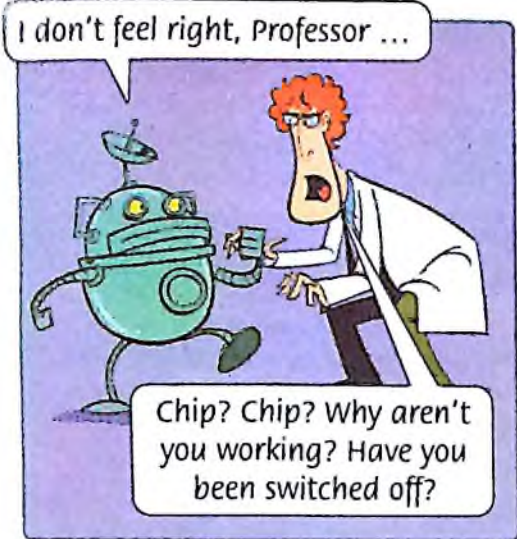
INFORMATION

School trip to the Computer Museum



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

1 Listen and read. What's wrong with Chip? 60



2 Listen and repeat. 61

Let's learn!

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 *Have you* / *Have you been grown*? You look very tall.


4 Talk about the pictures.

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

The window has been broken.
 It's Picture 5.



Reading

- 1 Look at the text. What was invented on these dates? a) 1964 b) 1990
- 2 Listen and read.  62

COMPUTERS - FUN FACTS

Who invented the computer?

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



How big was the first computer?

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

Why is a mouse called a mouse?

The first computer mouse was invented by Douglas Engelbart in around 1964. It was a little wooden box on wheels that



could move an on-screen cursor. It was called a mouse because the wire that connected it to the computer looked like a tail. Luckily, a computer mouse is much smaller now and it is usually made of plastic. However, it still looks like the first mouse that was made.

When did the World Wide Web begin?

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

How many computers are there in the world today?

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

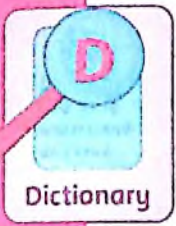
3 Read again and match.

- 1 Charles Babbage c
- 2 The first computer
- 3 The first computer mouse
- 4 Two men
- 5 In the 1940s, the President of IBM

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

Words in context

1 Find the words in the article. Write.



complication ~~create~~ huge experimental cursor immediately president market

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

Listening

2 Listen. How many people does the radio presenter talk to? 63

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

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

Speaking

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

- How often do you use a computer?
- Do you enjoy using a computer?
- What do you use your computer for?
- What kind of websites do you like best?

- I use a computer _____.
- _____
- I use my computer for _____.
- I like _____ websites best.

- every day / quite a lot / very little
- Yes, I do. / No, I don't.
- sending emails / surfing the internet / doing my homework / playing CDs / downloading music
- music / movie / fashion / shopping / news / wildlife

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 use the internet. 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. The cables lie on the bottom of the ocean!

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

- 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 homonyms. I _____ my bag on the train. Tom _____ here, we'll go to the station to collect it.

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

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

6 Look at the sentence. Is it active or passive? The children have eaten 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. 64

log on 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.
⁴ _____ with me!

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: fiction

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

2 Read.

Chitty Chitty Bang Bang



Chitty Chitty Bang Bang was written by Ian Fleming. He wrote it as a book, but it has also been made into a movie and a musical stage show.

Commander Potts is an inventor. He lives with his two children, Jeremy and Jemima. The Commander invents many interesting things. One day, he invents and sells some amazing candy that makes a whistling sound. The Commander buys a very old car with the money and fixes it. The family love the car and give it a name. They call it Chitty Chitty Bang Bang because of the noises it makes.

The car has many levers and buttons and even Commander Potts doesn't know what they are all for. Then one day, the family are driving to the beach. There are lots of cars on the road and there is a long traffic jam. Suddenly, one of Chitty Chitty Bang Bang's levers starts to flash. It says the word "Pull". The Commander pulls the lever and two wings slide out from the sides of the car. Chitty takes off like an airplane and flies over the cars in front!

At last, the family arrive at the beach and have a picnic. But then, they fall asleep and the tide comes in. They wake up and see water all around them. They get in the car and a different lever flashes. The Commander pulls it and Chitty turns into a boat. They sail across the ocean to France where they have many more adventures.

Based on a story by Ian Fleming



3 Read again. What two things can *Chitty Chitty Bang Bang* turn into?

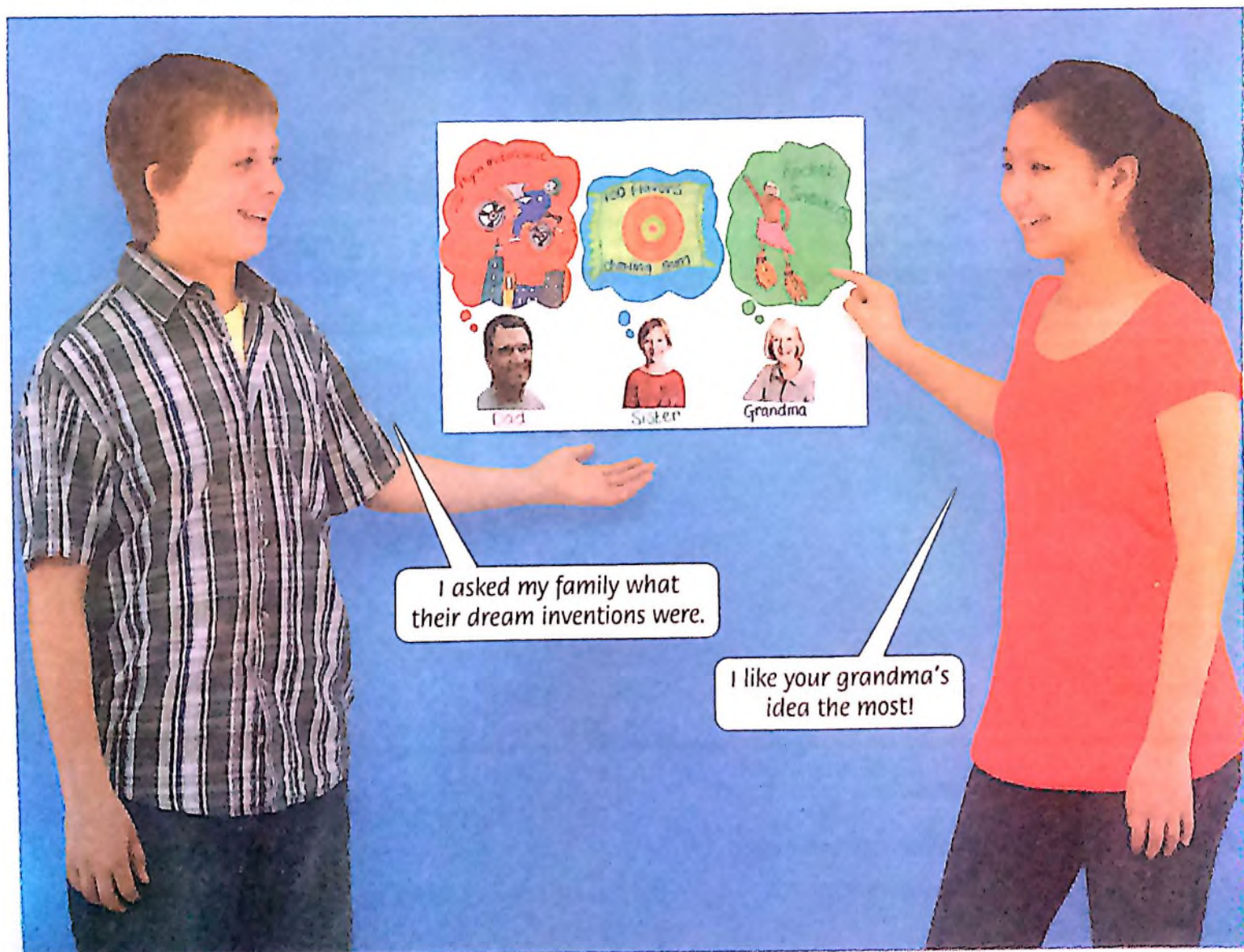
4 Read again and answer the questions.

- 1 What is Commander Potts' job?
- 2 What amazing invention does he sell?
- 3 Why do the family call their car Chitty Chitty Bang Bang?
- 4 Where do the family go for the day?
- 5 What is the problem on the road?
- 6 What happens when the family fall asleep at the beach?

5 Ask and answer.

- 1 Did you enjoy the story? Why (not)?
- 2 Would you like to be an inventor? Why (not)?

6 Research your family's dream inventions.

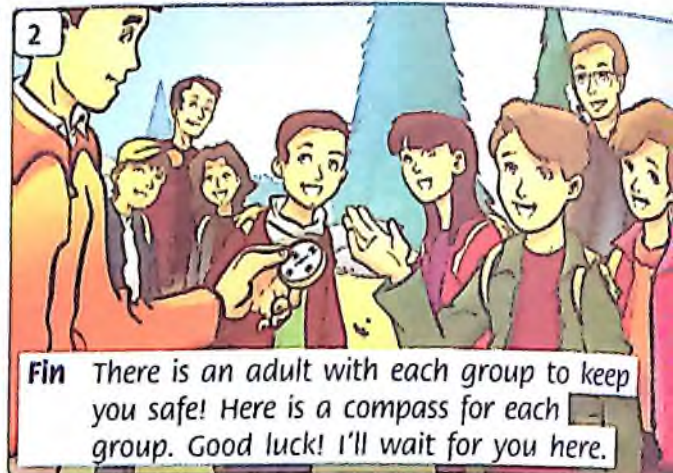


Lesson One Story

1 Listen and read. Why do the children decide to go into the cave? 65



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



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



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

Ed I do! It's this way!



4 One hour later ...

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

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

Ed North? I thought you said south!



5 Later ...

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

Kate Oh no! It's starting to rain.

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



6

Ed How about this cave?

Libby Are you sure? It's very dark.

Tom Come on! It's fine!

2 Listen to the story again and repeat. Act.

3 Number the events in the correct order.

a Each group gets a compass.

c It starts raining.


e They go in a cave.

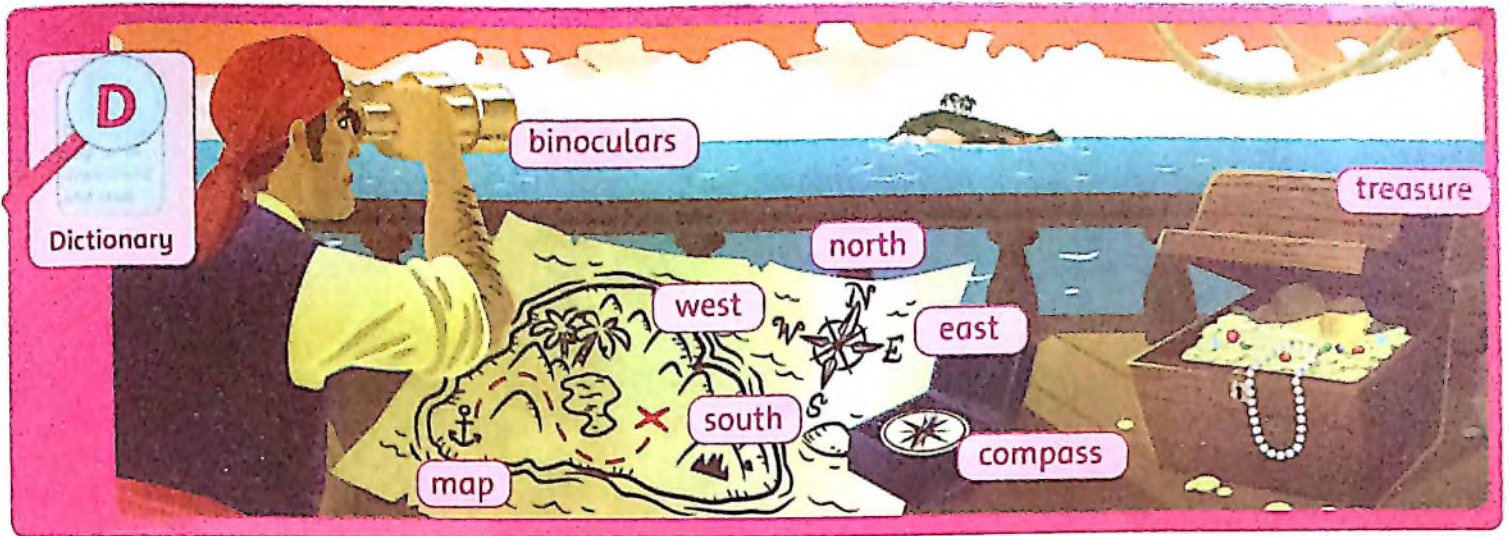
b The children decide which flag to look for.

d They discover they're lost.

f Fin gives instructions.

1

1 Listen and repeat.  66



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

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



3 Listen and repeat.  67

4 Read and circle.

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

Lesson Three Grammar 1

1 Listen and read. Who first climbed Mount Everest? 68

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



2 Listen and repeat. 69

Let's learn!

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 come to see Mount Everest **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 backpack is a type of bag which climbers carry.

4 Talk about the pictures.

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

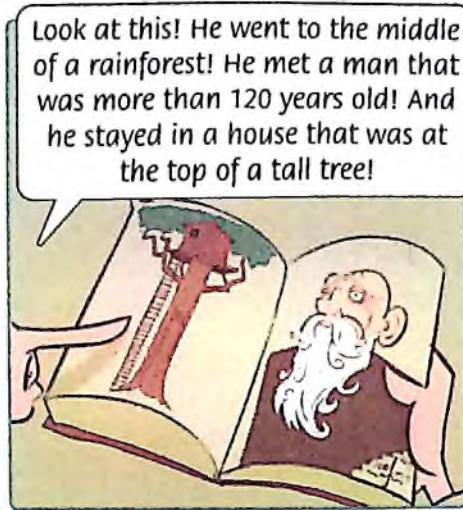
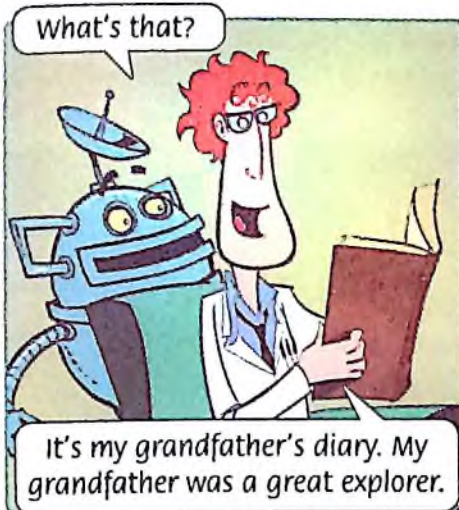


It's an animal which can swim.

It's Picture 2.

It's a person who ...

1 Listen and read. What are Chip and Professor looking at? 70



2 Listen and repeat. 71

Let's learn!

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.

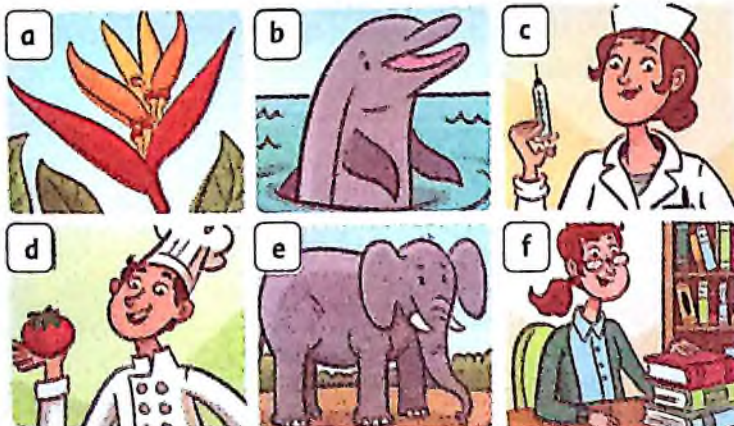
He stayed in a house **that** was at the top of a tall tree.

3 Read and match.

- 1 He's the boy e
- 2 Pizza is a type of food
- 3 The Kapok tree is a giant tree
- 4 The train
- 5 She's a friendly person


- a which is popular in the U.S.A.
- b that goes to New York leaves in five minutes.
- c that grows in the rainforest.
- d who is nice to everyone.
- e that started at our school last week.

4 Write sentences. Use **which**, **who**, or **that**. Match.



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

Reading

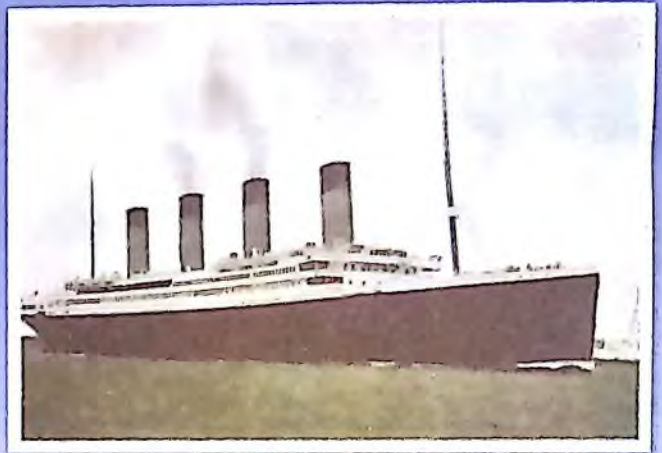
- 1 Look at the pictures. When do you think each ship sailed?
- 2 Listen and read.  72

Famous Shipwrecks

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



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



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

3 Read again and write *Atocha* or *Titanic*.



- | | | | |
|-----------------------------------|---------------|-----------------------------------|-------|
| 1 It sank in 1622. | <u>Atocha</u> | 2 It only sailed once. | _____ |
| 3 It had lots of treasure inside. | _____ | 4 It was sailing in the Atlantic. | _____ |
| 5 It was built in 1911. | _____ | 6 It was lost for over 360 years. | _____ |

Words in context

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

D

Dictionary

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

Listening

2 Listen. What ship is the man talking to the children about? 73

3 Listen again and choose.

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

Speaking

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

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

Writing

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

A personalized text

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

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

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

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

We finish by giving a final reason for our choice.

Being an explorer

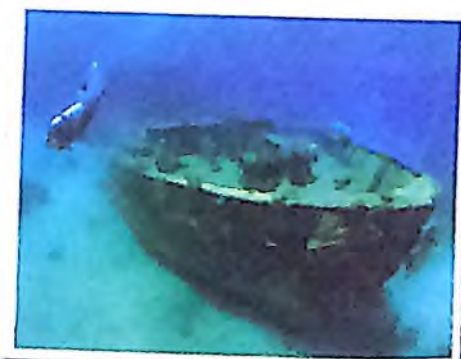
by Fred Smith

I'd love to be an underwater explorer because I love seeing new places and being in the water. I love seeing amazing things *such as* colorful fish.

I think it *would* be fantastic to look at the bottom of the ocean.

Underwater explorers do different things. Some explorers are scientists. They do scientific research, *for example*, looking at underwater volcanoes. They also make maps of different areas. Other underwater explorers are historians. They examine shipwrecks and the 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 study how animals live beneath the ocean and check for pollution.

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



3 Read again and answer the questions.

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

4 Match.

- 1 I enjoy doing sports d
- 2 At weekends, we often go to places
- 3 I eat a lot of fruit,
- 4 We learned a lot in our geography lesson today,

- a for instance, why it rains.
- b for example, apples and bananas.
- c like the movie theater and the park.
- d such as soccer 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: explain

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

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

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

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

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

9 Complete the sentence.
I like sweet food such _____ candy.

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

2 Listen and order the lines. Sing.

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? 🎧 75


1



Libby It's not very comfortable in here. And it's very dark. I don't like it.

Tom Let's stay near the entrance. There's more light there.

2



Kate Do you remember that time we explored a cave in Mexico, Ed?

Ed Yes. We had to leave when Dad realized he'd left the map in the car.

Tom Well, we have a map now. Let's see where this cave is.

3



Libby It's raining really hard now.

Kate Look! There's water coming through the back of the cave!

4



Tom Look out! The cave wall is coming down!

Dad Everyone stand back!

5



Ed Hey! There's another cave through there.

Tom And there's something in there. It looks like a treasure chest!

6



Ed Wow! It looks ancient!

Libby Where did it come from?

Kate It's very mysterious!

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Tom

1 Libby doesn't like the dark.


2 _____ and _____ explored a cave in Mexico.

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.  76**ancient** *adj* very old**artifact** *noun* an object that was made by a person**evidence** *noun* facts that make you believe something is true**fascinating** *adj* very interesting**investigation** *noun* something to try to find out what happened**mysterious** *adj* that 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 in the past.
- 5 The story is very _____. Nobody can explain it.
- 6 There is _____ that shows how people used to live.

Working with words

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

verb

accept

comfort

reason

adjective

acceptable

comfortable

reasonable

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

advise

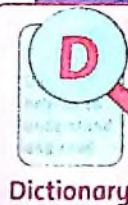

believe

use

advisable

believable

usable

3 Listen and repeat.  77

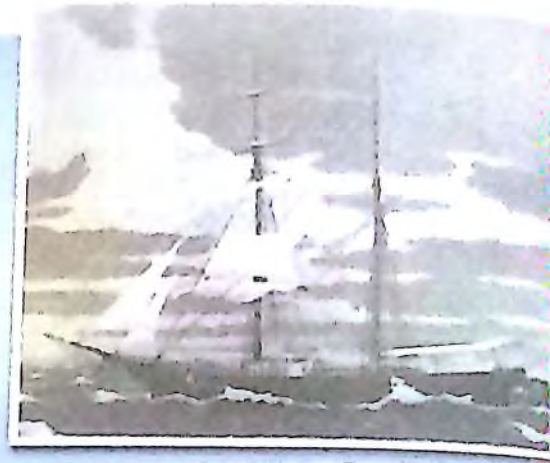
4 Read and circle.

- 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*.

Lesson Three Grammar 1

1 Listen and read. When was the *Mary Celeste* found? 🎧 78

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



2 Listen and repeat. 🎧 79

Let's learn!

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

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

3 Complete the sentences. Use the simple past or the past perfect. ✓ 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 movie theater, the movie had already started.

4 Talk about the pictures.

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

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

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



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

It's Meg!



Listen and read. What do Chip and Professor want to know? 80

Panel 1:
 Professor: 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?
 Chip: 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!

Panel 2:
 Professor: This contains information on all the history of the world! Let's test it. What is the biggest Pyramid in Egypt?
 Chip: The answer is "The Great Pyramid of Khufu."
 Professor: Wow!

Panel 3:
 Professor: How did the Egyptians build the Pyramids?
 Chip: The answer is not known.
 Professor: Oh, well! Some things we'll never know!

2 Listen and repeat. 81

Let's learn!

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

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

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


- 1 Had the movie already started (start) when you got to the movie theater?
- 2 _____ Sam _____ (finish) his homework when you arrived at his house?
- 3 _____ the boys _____ (visit) England before they went to London?
- 4 _____ your mom _____ (cook) lunch when you arrived home?

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 practice / for the game).
- 6 Billy and his friend didn't buy ice cream as they _____ (not bring / any money).



Reading

- 1 Look at the interview. When were the Nazca lines discovered?
- 2 Listen and read.  B2

The Nazca Lines

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

1

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

2

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

3

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

4

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

5

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



6

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





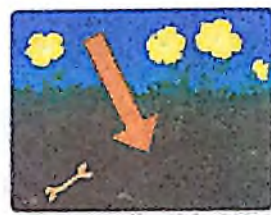


3 Read again and match the questions with the answers in the interview.


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

Words in context

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

 Dictionary	noun a person who studies history 1 <u>historian</u>	verb to move something to a different place because you don't need it 2 _____	noun the normal weather that a place has 3 _____	adj really amazing; difficult to believe 4 _____
	 5 _____	 6 _____	 7 _____	 8 _____

Listening

- 2 Listen. What is the advertisement for?  83
- 3 Listen again and complete.
- Flights leave at 7:00 a.m. and 4:00 p.m. every day.
 - Each plane takes _____ people.
 - Trips last one hour and _____ minutes.
 - A guide will meet you at the _____ in Nazca.
 - The guide shows you a _____.
 - 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 <i>Mary Celeste</i> . / 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 archeological clues / read more about the subject / visit the sites

Writing

1 Look at the text. What is Stonehenge?

2 Read.

A tourist information brochure

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

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

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

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

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

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

Visit Stonehenge!



Opening times

9:30 a.m. – 4:00 p.m. (winter)
9:00 a.m. – 7:00 p.m. (summer)

Prices

£6.40 for adults
£3.20 for children

Where is it?

Salisbury, England

What is Stonehenge?

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

Why visit?

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

3 Read again and answer the questions.

- 1 Where is Stonehenge? 2 How did the stones get to Salisbury?

4 Match.

Visit the Statue of Liberty!

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

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 brochure.

2 Listen and order the lines. Sing.  84

Mysteries of the ancient world

- 1 I know the Earth goes round the sun
- ___ I really just don't know.
- ___ But some things about the ancient world,
- ___ And I know how flowers grow.
- 1 How did they build the Pyramids?
- ___ Did people study the stars?
- ___ When they didn't have trains or cars?
- ___ How did they transport stones and things,
- 1 I know the Earth is big and round
- ___ I really just don't know.
- ___ And I know why rivers flow.
- ___ But some things about the ancient world,
- 1 Why did they build mysterious sites?
- ___ What were those figures and sketches?
- ___ Who drew the Nazca lines?
- ___ Were they just maps and signs?



Lesson One Story

1 Listen and read. Where is the treasure at the end of the story? 85

1

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

2

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

3 Two hours later ...

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

4

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

5

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


6 Two days later ...

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

2 Listen to the story again and repeat. Act.

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

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

1 Listen and repeat.  86

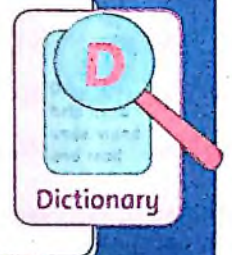

2 Write the words.

- 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.

Working with words

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

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

3 Listen and repeat.  87

4 Write the words.

1 buy / by

- A I'm going to buy some new jeans today.
- B We live by the library.

2 hear / here

- A Please come _____. I need to speak to you.
- B Listen! Can you _____ a noise?

3 meat / meet

- A My friend Jenny doesn't eat _____.
- B I would like you to _____ my friend, Tom.

4 flour / flower

- A You need eggs and _____ to make a cake.
- B A rose is a beautiful, red _____.

Lesson Three Grammar 1

1 Listen and read. What is the information for? 88

Trekking in the Jungle – Information

What to wear

- You should wear light clothes and strong boots. You should also wear a big hat as the sun is very hot in the jungle.

What to bring

- You should bring a small backpack. You shouldn't carry a heavy bag.
- Your guide will have food and drink, but you ought to bring some snacks. You should bring your own water bottle, too.
- You shouldn't bring any valuable possessions such as jewelry, but you ought to bring a camera. You will want to take lots of photos!

Remember! You must stay with your guide at all times. You mustn't walk into the jungle alone.

2 Listen and repeat. 89

Let's learn!

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

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

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

You **ought to** bring a camera.

You **ought not to** bring jewelry.

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

You **must** stay with your guide.

You **mustn't** walk into the jungle alone.

3 Read and circle.

1 "I'm bored."

"You should / shouldn't watch TV."

2 "I'm tired."

"You **ought to / ought not to** stay up late."

3 "I want this book."

"You **should / must** pay for it."

4 "I don't understand."

"You **ought to / ought not to** listen in class."

5 "I want to drive the car."

"You **mustn't / shouldn't** drive. You're only twelve!"

4 Ask and answer.



ought to / take a hat
ought not to / take money
mustn't / leave litter
should / take a water bottle



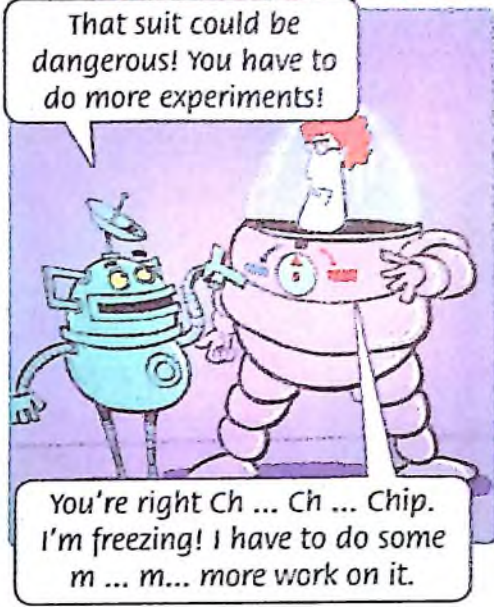
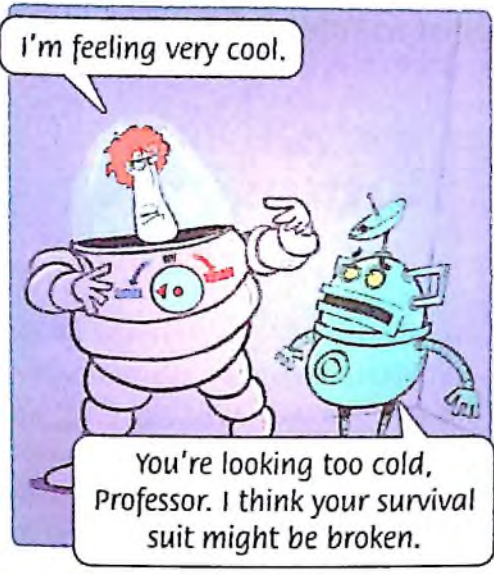
should / take sandwiches
ought to / take a camera
mustn't / feed the animals
ought not to / take jewelry

You should take sandwiches.

It's the trip to the desert.



1 Listen and read. What has Professor invented? 90



2 Listen and repeat. 91

Let's learn!

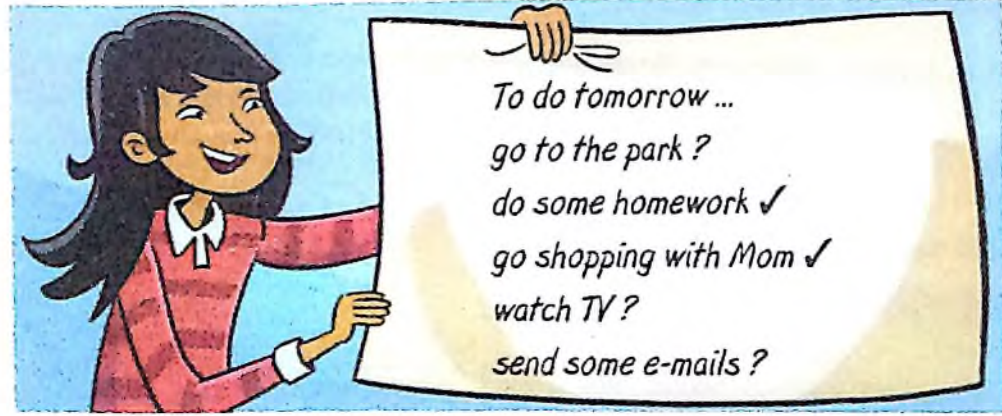
Use **might / could** to talk about something that is possible.
 Your survival suit **might** be broken.
 That suit **could** be dangerous!

Use **have to** to talk about something that is necessary.
 You **have to** do more experiments!
 I **have to** do some more work on it.

3 Read and circle.


- 1 You might / **have to** listen to your teacher. It's important!
- 2 If it's hot tomorrow, we **could** / **have to** go to the beach.
- 3 You **have to** / **could** close the window. It's starting to rain.
- 4 I **have to** / **might** go swimming this afternoon. I'll decide later.
- 5 My mom says I **have to** / **could** go to bed early because I'm tired.

4 Write sentences about Ellie.



- 1 She might go to the park.

Reading

- 1 Look at the text. What happened to Robinson Crusoe's ship?
- 2 Listen and read.  92

Robinson Crusoe

by Daniel Defoe

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

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

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

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

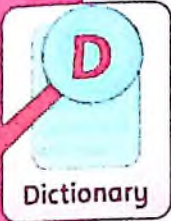


3 Read again and write the answers.

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

Words in context

1 Find the words in the story. Write.



storm survivor supplies shelter sails fence cut down wall

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

Listening

2 Listen. What food did Robinson Crusoe make to eat? 93

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

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

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 **and** to explain why we need to do something.

Use imperatives to give instructions.

Keep sentences short and simple and avoid unnecessary adjectives.

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

HERE ARE SOME TIPS!

DRINKING

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

EATING

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

SLEEPING

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

KEEPING WARM

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

GETTING RESCUED

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

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

5 Complete 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.
You ought to / could have breakfast every morning.
It's good for you.

5

Circle the correct answer. We have to / might go to the park tomorrow. I don't know yet.

6

Circle the correct word. You must / should turn off your cell phone. 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.  94

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

Shipwrecked on an island

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

Chorus:

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

We're shipwrecked on an island,
In the middle of the deep blue sea,
But we've made a ⁷ _____ that we think will ⁸ _____.
And soon we could be free!





Extensive reading: fiction

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

2 Read.



Over one hundred years ago, the Ingalls family lived in Wisconsin, a state in the U.S.A. There was Pa, Ma, Mary, Laura, Baby Carrie, and their dog, Jack. One day, they traveled west and built a little house on the prairie. Life was exciting, but dangerous, too, and one night, Laura heard a wolf howling ...

Laura got out of bed. Pa turned his head and saw her standing there.

"Do you want to see them, Laura?" he asked, softly.

Without saying anything Laura walked over to Pa. He put down his gun and lifted her up to the window.

There in the light of the moon sat a half circle of wolves. They looked at Laura, and she looked at them. The biggest was taller than Laura. His coat was gray and his eyes were shining and green. Laura looked and looked at that wolf.

"He's awfully big," Laura said into Pa's ear.

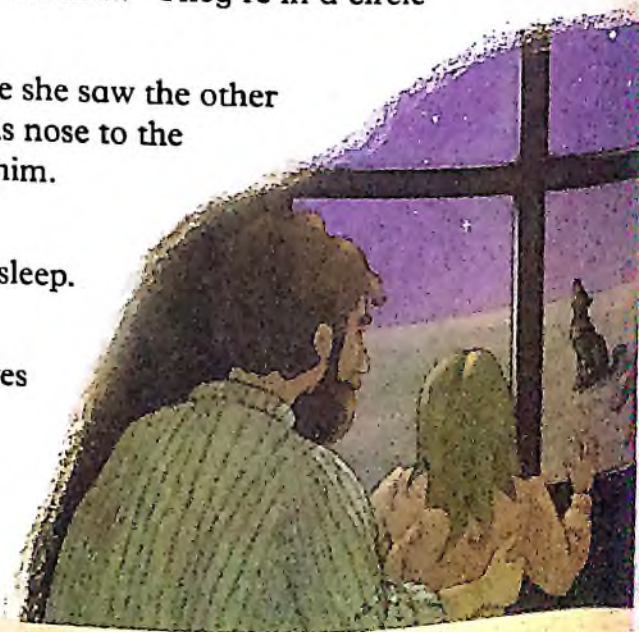
"Yes, and see how his coat shines," Pa said into her hair. "They're in a circle around the house."

Laura went with him to the other window. There she saw the other half of the circle of wolves. The big wolf lifted his nose to the sky and howled. All the other wolves answered him. The noise filled the wide prairie.

"Now go back to bed, Laura," Pa said. "Go to sleep. Jack and I will take care of you all."

So Laura went back to bed. She heard the wolves howling and trying to smell them through the cracks in the walls of the house. It was a long time before she fell asleep.

Based on a story by Laura Ingalls Wilder



3 Read again. Who else is awake when Laura sees the wolves?

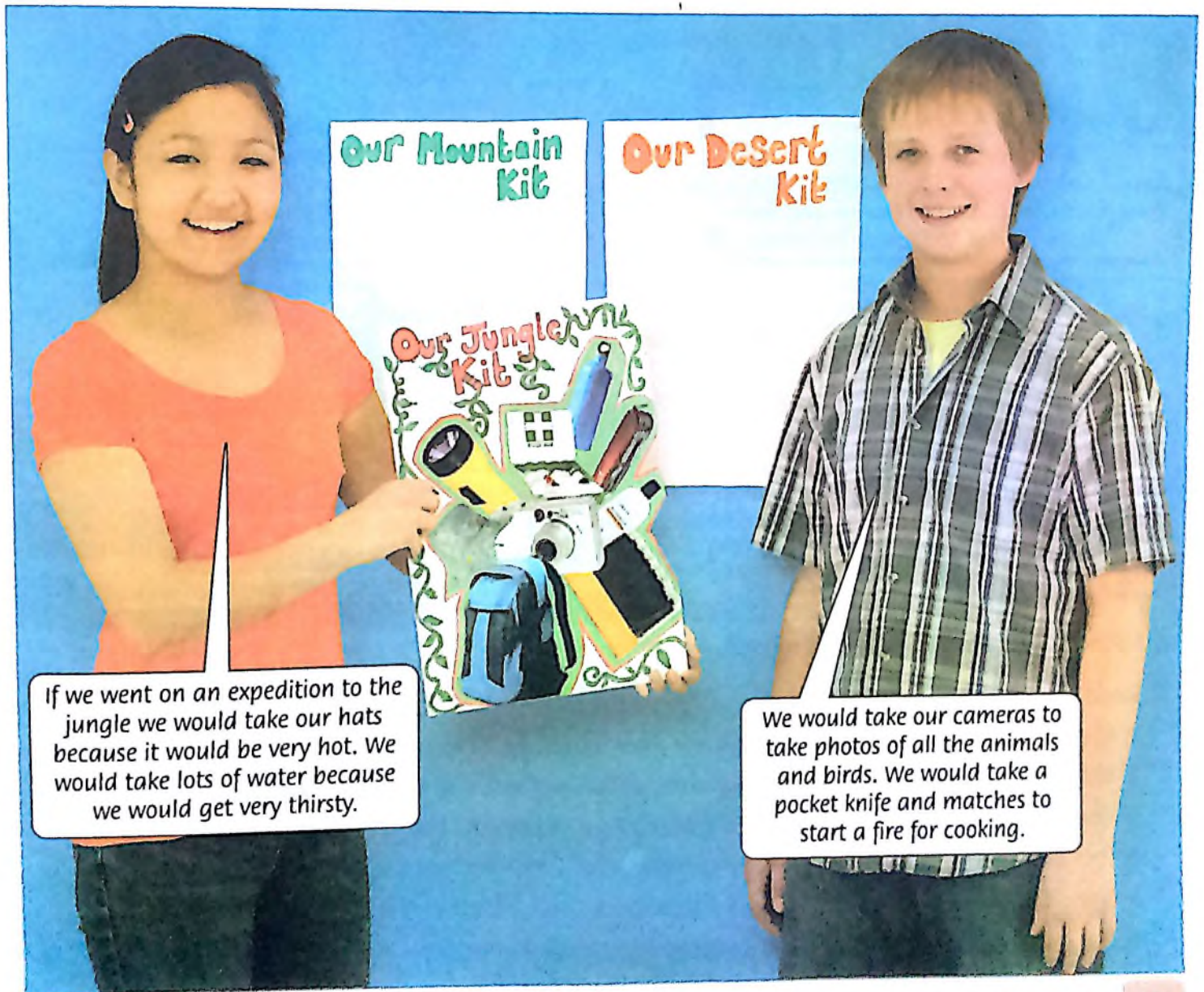
4 Read again and answer the questions.

- 1 Which state did the family live in first?
- 2 How many children were in the family?
- 3 Where did they move to?
- 4 Where did Laura see the wolves?
- 5 What color eyes did the biggest wolf have?
- 6 What were the wolves doing when Laura went back to bed?

5 Ask and answer.

- 1 Did you enjoy the story? Why (not)?
- 2 Do you think the family was brave? Why (not)?

6 Make an Expedition Pack collage.



If we went on an expedition to the jungle we would take our hats because it would be very hot. We would take lots of water because we would get very thirsty.

We would take our cameras to take photos of all the animals and birds. We would take a pocket knife and matches to start a fire for cooking.

Lesson One Story

1 Listen and read. Why is the DSD Club at the beach? 95

1 At the seashore



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

2



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

3



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

4



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

5



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

6



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

2 Listen to the story again and repeat. Act.

3 Read again and circle.

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

1 Listen and repeat. 🎧 96

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

bilingual *adj* able to speak two languages perfectly

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

fluent *adj* able to speak a language very well and easily

mother tongue *noun* the first language you learned to speak as a child

multilingual *adj* able to speak many languages well

native speaker *noun* a person who speaks a language as their first language and hasn't learned it as a foreign language

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

2 Write the words.

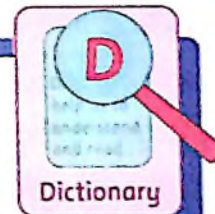
- The Spanish teacher is a native speaker. She's from Spain.
- The _____ of China is Mandarin, but people also speak many other languages.
- Maria's _____ because she speaks Spanish, French, and English.
- Luis doesn't have a strong Spanish _____. Most people think he's English.
- Natalia's from Russia, so her _____ is Russian, but she's also learned French and Italian.
- 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**.

deliver	discover	bake	brave	nurse
delivery	discovery	bakery	bravery	nursery



3 Listen and repeat. 🎧 97

4 Read and circle.

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

1 Listen and read. How is Oscar Brown going to travel around the world? 98

Two year bike ride around the world!

Oscar Brown is going on a trip around the world. He told us he was really looking forward to the trip. He said he had cycled around Africa last year. He said he had loved his time in Africa but he wanted to travel to more places. He told us he was planning to travel around Europe, North and South America, Asia, and Australia. He said he had taken lessons in French and Spanish. What a fantastic journey it will be. Good luck, Oscar!



2 Listen and repeat. 99

Let's learn!

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 said he **wanted** to visit all the countries in the world.

"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 **taken** lessons in French and Spanish," he said. → He said he **had taken** lessons in French and Spanish.

3 Read and circle.

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

2 "I went to the movie theater yesterday," said Louise.

Louise said she *went / had gone* to the movie theater the day before.

3 "I'm learning French," said Ben to his teacher.

Ben told his teacher he *was learning / had learned* French.

4 "I've finished my book," said Liz to Jessica.

Liz told Jessica she *finished / had finished* her book.

4 Ask and answer.

Meg
I want to learn French.

Colin
I've seen a crocodile.

Ben
We're playing soccer.

Liz
I visited my grandparents at the weekend.

Jim
I like chocolate.

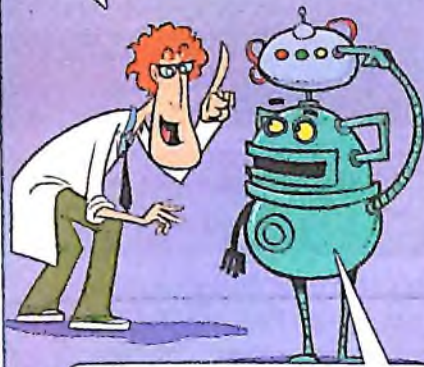
He said he liked chocolate.

It's Jim.

1 Listen and read. What has Professor invented? 100

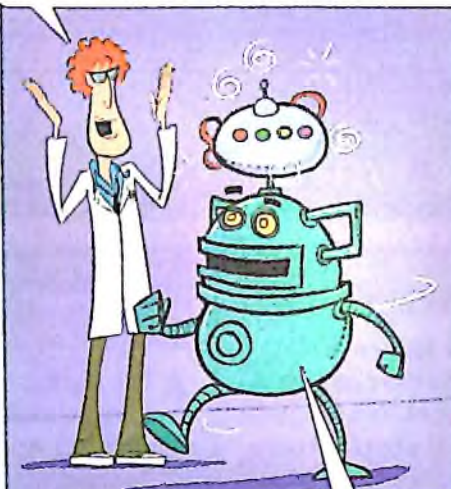


This is my new multilingual machine! When I press this button, you start speaking in a different language! Let's change you to French.



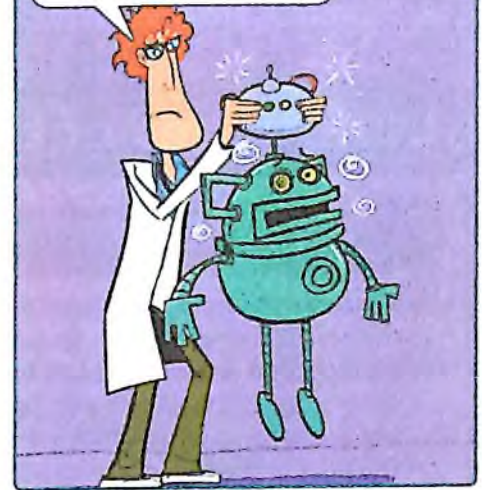
Oh yes! I can change myself!
Bonjour! Bonjour!

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 Listen and repeat. 101

Let's learn!

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 The bird is washing ___ in the river.

- a herself b himself c itself

2 We bought ___ some tickets for the concert.

- a themselves b ourselves c yourselves

4 He hurt ___ when he was playing baseball.

- a itself b himself c myself

6 They enjoyed ___ at the party.

- a themselves b ourselves c yourselves

4 Complete the sentences. Use reflexive pronouns.

1 He hurt himself playing basketball.

2 She looked at _____ in the mirror.


3 I taught _____ to play the guitar.

4 Did you make _____ a sandwich?

5 We drew pictures of _____ in art.

6 Have you all enjoyed _____ today?

Reading

- 1 Look at the text. How many people in the world speak Arabic?
- 2 Listen and read.  102

Languages of the world

Q How many languages are there in the world?

A There are around 7,000 languages spoken in the world. Some of these languages have almost disappeared and only have a few speakers left, but others are still spoken by millions of people! There are many languages which were widely spoken in the past and which no one speaks anymore, for example, Latin or Ancient Greek.

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

A Mandarin is the most widely spoken language in the world. It's the official language of China and about 900 million people living there speak it as their native language. Mandarin is also spoken in other Asian countries such as Singapore, Malaysia, Indonesia, and Thailand. So, altogether, Mandarin is spoken by almost 15% of the world's population!

Q What are the next most widely spoken languages in the world?

A Hindi, English, and Spanish are each spoken by over 300 million native speakers. Portuguese, Russian, Arabic, Japanese, German, and French each have 100 – 300 million speakers. That's a lot of people!

Q More people speak Chinese than English, so why is English the international language?

A The reason is perhaps because English is spoken on so many different continents. People in the U.S.A., the U.K., Australia, Canada, Ireland, and New Zealand speak English as their first language. It's also recognized as an official language in more than 70 countries around the world!

Q Why do some languages disappear?

A International companies often have businesses in different countries. This is one reason why young people in these countries may learn the more dominant languages of the world and stop learning their own languages.

Q How many languages will there be in the future?

A Some scientists predict that half of the languages spoken in the world today will disappear by the end of the century, as young people stop learning the language of the country they come from.

Bonjour

Guten Tag

Namaste Aloha

Hello

Dobry den

Terve

Hola

3 Read again and match.

- | | |
|---|--|
| 1 7,000 <input type="checkbox"/> e | a The number of people that speak Hindi, English, and Spanish. |
| 2 900 million <input type="checkbox"/> | b The number of countries where English is an official language. |
| 3 15% <input type="checkbox"/> | c The percentage of the world that speaks Mandarin. |
| 4 over 300 million <input type="checkbox"/> | d The number of people that speak Mandarin in China. |
| 5 more than 70 <input type="checkbox"/> | e The number of languages spoken in the world. |

Words in context

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



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

Listening

2 Listen. Are the children all learning the same language? 103

3 Listen again and match.

- Speaker 1 d
- Speaker 2
- Speaker 3
- Speaker 4

- a The speaker wants to travel to English-speaking countries.
- b The speaker wants to go to college in New York.
- c The speaker wants to communicate with her grandparents.
- d The speaker wants to use English in her job one day.



Speaking

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

What languages do you speak?	I speak _____.	Mandarin / English / Korean / Spanish / Portuguese / Vietnamese
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 / French
Why do you think learning languages is useful?	Because you can _____.	speak to people in different countries / learn about other cultures / get a good job

Writing

- 1 Look at the advertisement. What is it for?
- 2 Read.

An advertisement

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

Think about your layout. Use different sized headings and different colors to make it look more attractive.

Include important and practical information. People need to know what you are offering.

Use persuasive language and lots of positive adjectives.

We can use a rhyme at the end so people remember our advertisement.

LEARN ENGLISH IN NEW YORK CITY

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

Then come to New York City and study at The English School!

- We offer summer courses for students aged 12-18 years.
- Our teachers are native speakers from the U.S.A., Canada, and Britain.
- Lessons are fun and lively and the courses are interesting.
- There's an exam at the end of the summer so you can find out how much you have learned!
- Students stay with friendly, local families so they can learn about American culture and practice speaking English every day.
- We take students on trips around the city. You will see all the famous sights!

Please call or write for more information, or look on our website.

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

3 Read again and answer the questions.

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

4 Write a, b, or c.

a layout b persuasive language c important information

- 1 Our language school is definitely the best language school in Boston. b
- 2 **Fun and Entertainment**
- 3 Courses are in June, July, and August.
- 4 Boston is a beautiful and historical city.
- 5 Students stay with local families.

5 Complete writing page 84 of Workbook 6.



1 Complete the quiz.

1 (noun) the first language you learned to speak as a child. What is the word?

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

3 Change this word into a noun. deliver

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

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

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

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

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

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

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

2 Listen and order the lines. Sing. 104

Around the world

- 1 My uncle sends us postcards
- ___ And he tells us where he's been.
- ___ From the country he is in.
- ___ He tells us who he's met
- Chorus:
- 1 He's traveling around the world.
- ___ He's driving over deserts.
- ___ He's sailing on the seas.
- ___ He's going with the breeze.
- 1 He said he'd been to Hanoi
- ___ In the jungle late at night.
- ___ And seen a lot of sights.
- ___ He told us it was very hot
- 1 He said he'd learned some Mandarin,
- ___ On a mountain in Peru.
- ___ Some French and German, too.
- ___ He said he'd spoken Spanish



Lesson One Story

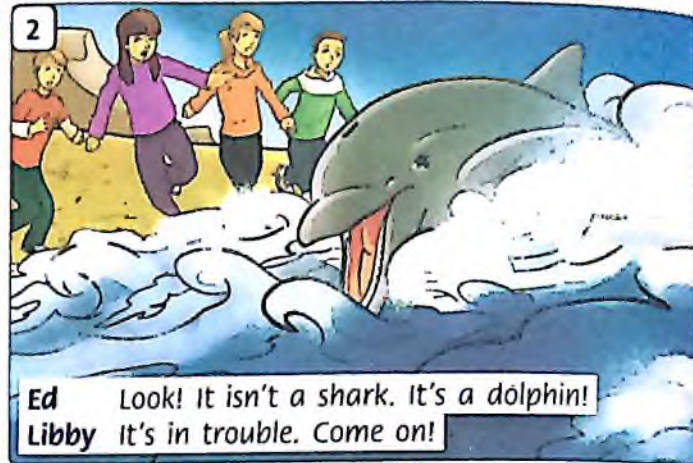
1 Listen and read. What is in the water? 105

1



Kate Do you really think it's a shark?
Tom I don't know, but what's it doing here?
 Why is it so close to the beach?

2



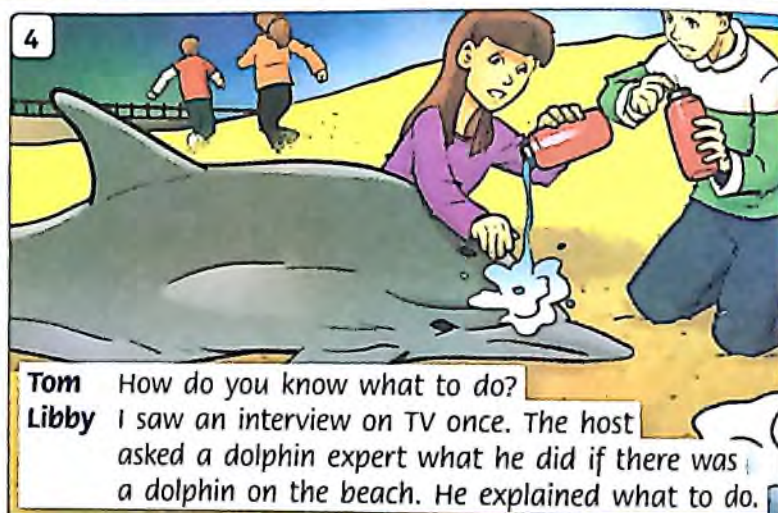
Ed Look! It isn't a shark. It's a dolphin!
Libby It's in trouble. Come on!

3



Libby Ed and Kate, can you go and tell Fin?
 Tom, we must pour water on the dolphin.

4



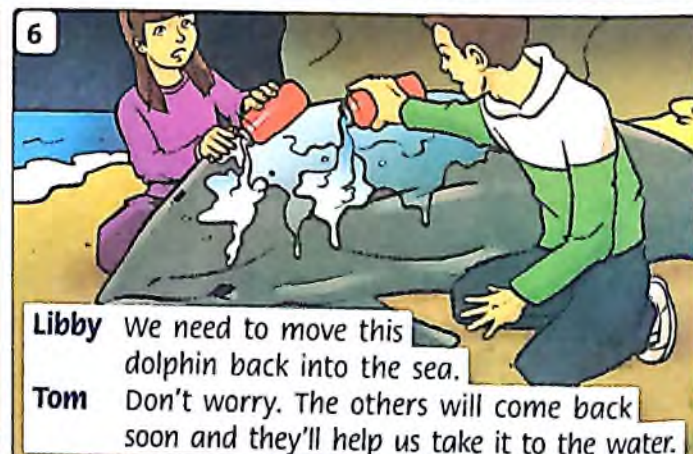
Tom How do you know what to do?
Libby I saw an interview on TV once. The host asked a dolphin expert what he did if there was a dolphin on the beach. He explained what to do.

5 Later ...



Libby It's getting dark.
Tom Yes, but the stars are bright. Look!
 Is that a comet or a shooting star?
Libby I don't know, Tom. Let's just keep putting water on the dolphin.

6




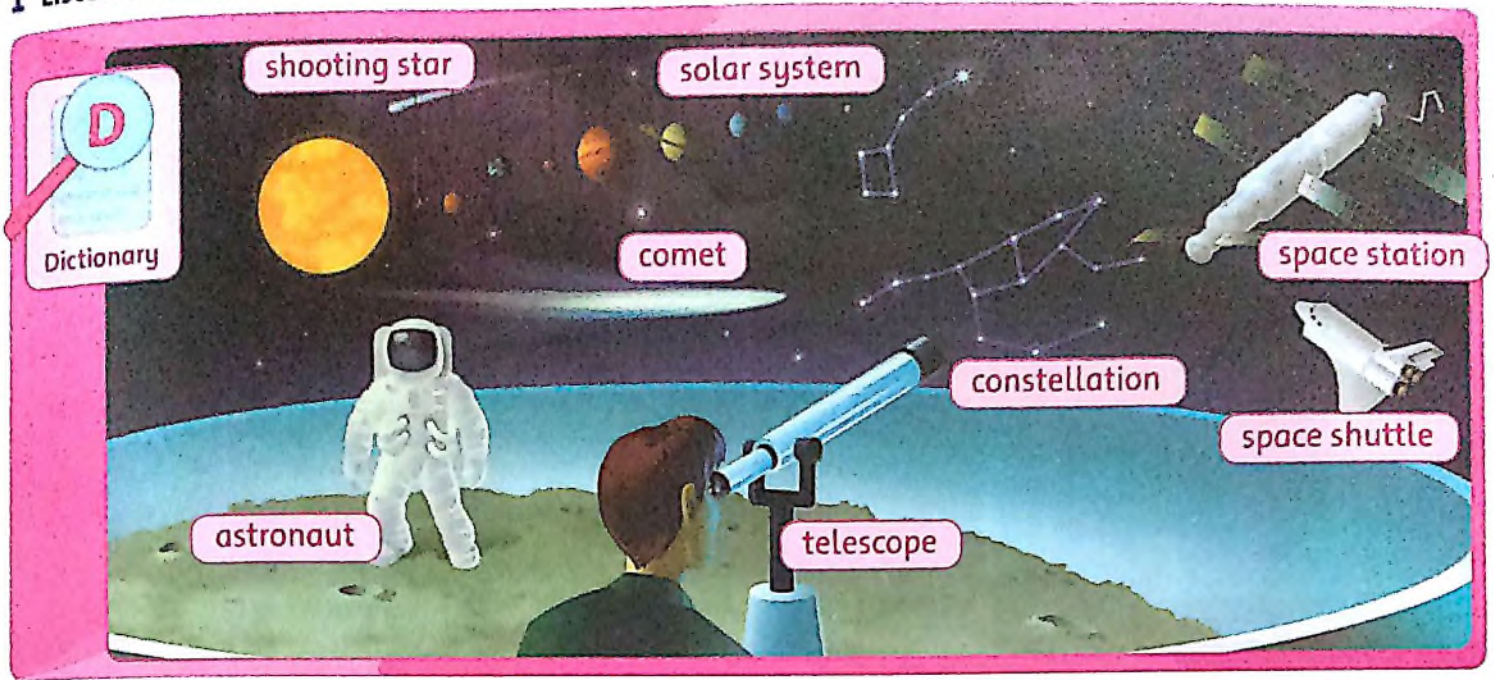
Libby We need to move this dolphin back into the sea.
Tom Don't worry. The others will come back soon and they'll help us take it to the water.

2 Listen to the story again and repeat. Act.

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

- 1 Ed sees first that it is a dolphin. True
 3 Kate and Tom go and tell Fin. _____
 5 Libby is interested in the stars. _____

- 2 The water is too deep for the dolphin. _____
 4 Libby saw an interview about dolphins. _____
 6 Tom tries to carry the dolphin by himself. _____


1 Listen and repeat.  106

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

Working with words

Phrasal verbs	come back	to return
	come in	to enter a place
	come out	to appear
	come over	to visit a person or place

3 Listen and repeat.  107

4 Read and circle.

- 1 Come back / out! You forgot your cell phone!
- 2 The rain stopped and the sun came out / in.
- 3 Hello! How are you? Please come in / back and sit down.
- 4 Do you want to come over / out to my house this afternoon?

1 Listen and read. Who was interviewed on the news? 108



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

Ben Wow! What did he ask him?

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

Ben What did he say?

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

Ben What else did the reporter ask?

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

2 Listen and repeat. 109

Let's learn!

When you report **Wh- questions** the word order changes.

Direct speech:

Reported 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.

3 Read and circle.

1 "What's your name?" Sarah asked.

Sarah asked her what was her name / her name was.

3 "What is your favorite food?" asked Josh.

Josh asked him what his favorite food is / was.

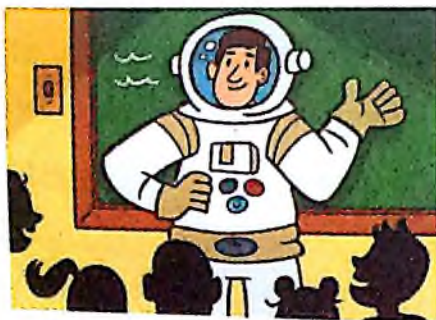
2 "Where do you live?" Tess asked.

Tess asked him where he lives / he lived.

4 "Why is Sandy sad?" asked Jon.

Jon asked me why was Sandy / Sandy was.

4 Talk about the questions. Irregular verb list



1 What is your favorite space food?

3 Why do you like your job?

2 When are you going into space again?

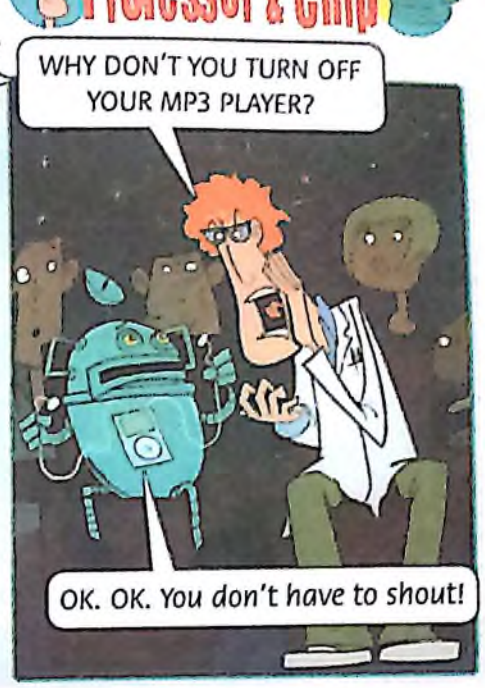
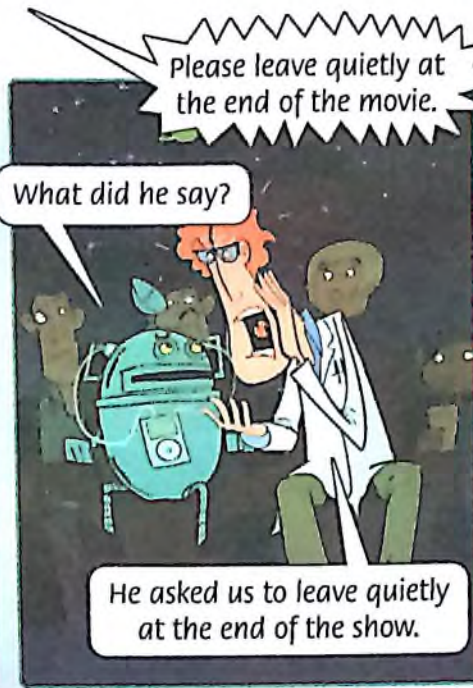
4 Where do astronauts sleep in space?

The child asked him why he liked his job.

It's Number 3!

Professor & Chip

1 Listen and read. Why can't Chip hear Professor? 110



2 Listen and repeat. 111

Let's learn!

Use **told** with **reported commands**.

Direct speech:

"Turn off your cell phones!"

"Don't touch my computer!"

Reported speech:

He **told** us to turn off our cell phones.

He **told** me not to touch his computer.

Use **asked** with **reported requests**.

Direct speech:

"Please leave quietly at the end of the movie."

Reported speech:

He **asked** us to leave quietly at the end of the movie.

3 Read and write **asked** or **told**.

1 "Sit down!" said the teacher.
The teacher told the class to sit down.

3 "Don't eat the cake!" Jane said.
Jane _____ Ray not to eat the cake.

2 "Please can you clean your room?" said Alan's mother.
Alan's mother _____ him to clean his room.

4 "Please can you buy some milk?" said Jim's mom.
Jim's mom _____ him to buy some milk.


4 Write the sentences in reported speech.

- "Turn off the TV!" said Fin's mom.
- "Please listen carefully," said the museum guide.
- "Please can you sit down?" said the teacher.
- "Don't be late!" said Harry's mom.
- "Can you help me with my homework?" said Mark.

Fin's mom told him to turn off the TV.
 _____ the children _____
 _____ the class _____
 _____ him _____
 _____ his dad _____

Reading

1 Look at the poem. Does the boy's mother believe he went into space?

2 Listen and read.  112

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 ground was very bumpy,
There were moon rocks all around.
Everything was very quiet
And I couldn't hear a sound.

I stared at the scene before me.
It was such a beautiful view.
A satellite spun around and around,
But on and on I flew.

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

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!

The next thing, it was morning.
I was safe and cozy in bed.
I told my mom about my trip.
"What a nice dream," she said.

I flew through the rings of Saturn,
I circled the Earth below.
Neptune shone with a dark, blue light
And Venus seemed to glow.

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.

My spaceship landed on the moon.
It was wonderful for me!
So I climbed onto the surface,
To see what I could see.

3 Read again and write the answers.

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

Words in context

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



pp to go around and around very fast

adj very expensive and special

verb to start going in the direction of a place

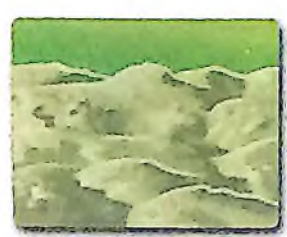
adj warm and comfortable

1 spun

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

Listening

2 Listen. What is the astronauts' destination? (6) 113

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

The astronauts launch their spaceship
And blast off into ¹ space,
They leave the Earth far, far behind
And ² _____ to another place.
They get to their destination,
It's a space station in the ³ _____.
And there they study the planets,
Mercury, Venus, and Mars.

The astronauts go on space ⁴ _____.
They float in the dark, black sky.
They spin around in their space suits
And see satellites go ⁵ _____.
And when it's time to return to Earth
And leave their space station dome,
They get back into their spaceships
And travel back to ⁶ _____.

Speaking

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

- Would you like to be an astronaut?
- Why (not)?
- What would be the best thing in space?
- What would you most like to see in space?

- _____
- Because it would be _____
- _____
- _____

- Yes, I would. / No, I wouldn't.
- exciting / amazing / frightening / fascinating / dangerous
- Flying in a spaceship. / Living on a space station. / Going on a moon walk.
- 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 rooster 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.

a cheetah diamonds ~~fire~~ chocolate 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 His eyes are as brown as _____.

6 The stars look 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 favorite food?" She asked me what *my favorite food was* / *was my favorite food*.

6

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

7

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

8

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

9

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

10

Complete the sentence. She sings _____ a bird.

2 Listen and write. Sing. 114

shooting star comet moon been space station seen astronaut traveled

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 around Mars.
I've ⁴ _____ through Saturn's rings.

Today I met an astronaut
Who said his name was Jed.
I asked him what he'd ⁵ _____ that day
And this is what he said.

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?  115

1 

Tom This is hard work, isn't it?
Libby Keep going, Tom. We have to keep this dolphin wet.

2 


Tom How much longer can it survive on land?
Libby I don't know. I wish I knew.

3 


Tom Hey! That's Ed and Kate, isn't it?
Libby Yes! And they're with Fin and a rescue team.

4 

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.

5 

Ed It's gone!
Libby I hope it's all right out there.
Man It'll be fine, now. You saved its life. It will be busy finding its family again now.

6 The next day ... 


Kate Look! It's the dolphin! It looks very peaceful in the ocean.
Libby Fantastic! It's found its family again!

2 Listen to the story again and repeat. Act.

3 Read again and match.

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

- a back into the ocean.
- b pouring water on the dolphin.
- c its family.
- d the children saved the dolphin's life.
- e how long the dolphin can live on land.
- f with a rescue team.

1 Listen and repeat.  116

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

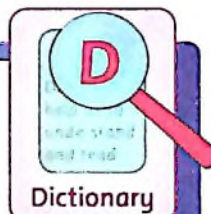

2 Read and circle.

- 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.
- 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.

Working with words

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

write **k**now **w**rong **s**now
what **h**onest **w**hite **h**our

3 Listen and repeat.  117

4 Circle the silent letter.

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

1 Listen and read. Is the family on vacation? 118



2 Listen and repeat. 119

Let's learn!

Use **wish** to talk about situations you would like to be different.

I **wish** I **was** taller. (He isn't very tall.)

I **wish** I **could** fly. (She can't fly.)

I **wish** it **wasn't** the last day of our vacation. (It is the last day of their vacation.)

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

Look! **wish + simple past**

3 Complete the sentences. Irregular verb list

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

2 I wish I _____ (have) a surfboard.

3 I wish we _____ (be) on the beach.

4 I wish it _____ (not be) raining.

4 Ask and answer.

can / run fast have / a new dress can / speak French
not have / a lot of homework not be / short not be / raining

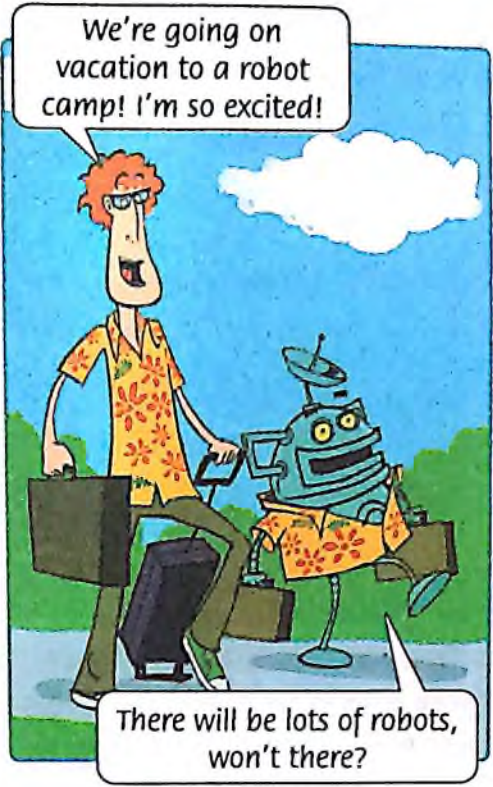
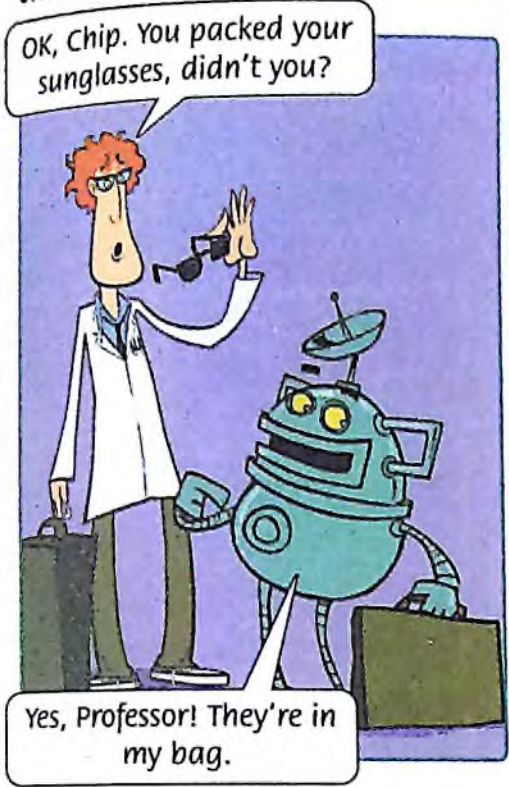


She wishes she had a new dress.

It's Picture 3.

Professor & Chip

1 Listen and read. Where are Chip and Professor going on their vacation? 120



2 Listen and repeat. 121

Let's learn!

Use **question tags** at the end of sentences to mean "Am I right?" or "Do you agree?"
 In sentences with the verbs **be** and **can** we repeat the verb in the question tag.
 There **are** lots of robots, **aren't** there? You **can** swim, **can't** you?
 In sentences with **most other** verbs we use **do (not) / did (not)** in the question tag.
 You like strawberry ice cream, **don't** you? You packed your sunglasses, **didn't** you?

3 Read and match.

- 1 New York isn't in Asia, e
- 2 It wasn't warm yesterday,
- 3 You don't like fish,
- 4 You traveled to Australia last year,
- 5 You can speak Korean,


- a didn't you?
- b can't you?
- c was it?
- d do you?
- e is it?

4 Write the sentences with question tags.

- 1 It isn't cold today, ... It isn't cold today, is it?
- 3 You didn't go to the beach yesterday, ...
- 5 Your sister is a doctor, ...

- 2 The students work hard, ...
- 4 They didn't read that book, ...
- 5 The vacation was great, ...

Reading

- 1 Look at the travel blog. Which countries does Sarah talk about?
- 2 Listen and read.  122

TRAVEL BLOG: My year around the world

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

On Day 1, we flew to Delhi, in India. What an amazing place! It was so busy and noisy. There were hundreds of rickshaws, motorcycles, and cars driving around and people shouting and rushing everywhere. We spent three days in Delhi and then went by train all the way down the coast to Kerala. The journey took four days!

We stopped in a fantastic town called Varkala. There were a lot of palm trees on the beach, white sand, and great sunshine. We went on an elephant ride! We traveled through the jungle and across rivers. It was so exciting! It was quite scary being so high up on an elephant, but it was still great fun. Unfortunately, my brother Dan hated it because he doesn't like heights!

After Varkala, we spent four days on a house boat traveling down a river. We stopped once at a village and met a local family who invited us to eat with them. The food was traditional food from Kerala. It was spicy and full of different flavors. After that, the local children taught us a traditional Indian board game called Carroms.

We're going to spend a few days more in Kerala and then we're going to Sri Lanka. I'll write an update on my blog again when I arrive there!

PHOTOS



3 Read again and write True or False.

- 1 The family is traveling for a year.
- 2 The family traveled by plane to India.
- 3 The train journey to Kerala took a week.
- 4 Dan enjoyed the elephant ride.
- 5 The family spent one day on the house boat.
- 6 Local children taught them a new game.

True

Words in context

1 Find the words in the text. Write.

give up rickshaw rush scary unfortunately spicy flavors ~~board game~~

- 1 I'm playing a board game with my brother.
- 2 My favorite ice cream _____ are chocolate and strawberry.
- 3 We went to the beach, but _____ the weather was bad.
- 4 I didn't like the movie. It was too _____.
- 5 I love _____ food.
- 6 I traveled in a _____ when I was in India.
- 7 I'm going to _____ chocolate. I eat too much!
- 8 Don't _____! We aren't late.



Listening

2 Listen. Who is the interviewer talking to? 123

3 Listen again and match.

Country

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

Favorite things

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



Speaking

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

Would you like to travel around the world?

How long would you like to go for?

Where would you like to go?

What would you take with you?

What would you miss?

I'd like to go to _____.

I'd take my _____.

I'd probably miss my _____.

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

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

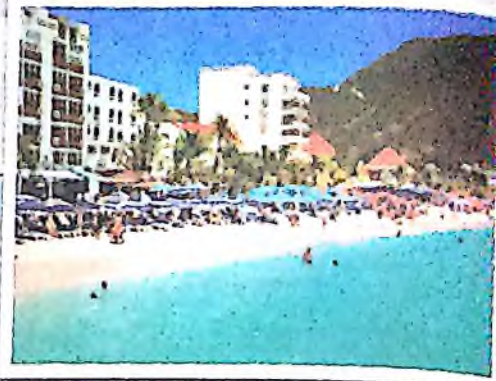
Asia / Africa / Europe / Australia / North America / South America

cell phone / MP3 player / books / schoolwork / diary

friends / TV / computer / clubs / favorite 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 this 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 stores. This is good for local people. Thirdly, tourism often means that better roads and airports are built, which is also good for local people.

However, not everything about tourism in the Caribbean islands is good. 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, stores, and restaurants, so sometimes big companies get all the money, not the local people.

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

3 Read again and answer the questions.

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

4 Look at the sentences which come from another essay. Which paragraphs do you think 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.

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 Sarah and her family going to go to after India?

8

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

9

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

10

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

2 Listen and order the lines. Sing.  124

I wish I was on vacation

- 1 I wish I was on vacation
- ___ Or sitting in the sun.
- ___ And having lots of fun.
- ___ Swimming in the bright, blue, sea
- 1 I wish I was on vacation
- ___ With ice cream in my hand.
- ___ Running around the yellow beach
- ___ And playing on the sand,
- 1 I wish I was on vacation
- ___ With friends and family too.
- ___ And laughing all day through.
- ___ Smiling, talking, playing games,
- 1 I wish I wasn't at the bus stop
- ___ I wish I was on vacation
- ___ And feeling cold and wet.
- ___ But it isn't summer yet!



Extensive reading: non-fiction

- 1 Look at the pictures. What are the astronauts doing?
- 2 Read.

THE DIARY OF AN ASTRONAUT

October 16th

06.00

I got up when I heard the wake-up call. We sleep in sleeping bags in compartments and strap ourselves in. There's no gravity in space so if something isn't tied down, it floats away!

06.15

I had bread and jelly for breakfast. We have different types of food in space. We have food that's ready to eat, like cookies. We have food that you add water to, like soup. We also have food from cans.

06.30

We had our daily planning conference with Mission Control on Earth and found out what work we had to do.

08.00

I went on a space walk to check for damage to the space station. First, I put on my space suit. Space suits protect us from danger and provide us with the oxygen we need to breathe. I didn't find any damage today.

13.00

There was soup and bread for lunch followed by canned fruit and cookies. After that, we cleaned up and had a rest.

14.00

We used the space shuttle's robotic arms to pull in a damaged satellite. We successfully repaired it and will return it to orbit tomorrow.

18.30

I went on the exercise machines. I do two hours of exercise every day. On Earth, we use our bones and muscles to move against the force of gravity. In space, there is no gravity, so our bodies don't need to work so hard. We can become very weak. That's why exercise is so important in space.

20:30

After dinner, I listened to music, wrote my diary and looked at the amazing views. I'm lucky to be an astronaut. It's great!



3 Read again. Find six foods that astronauts can eat in space.

4 Read again and answer.

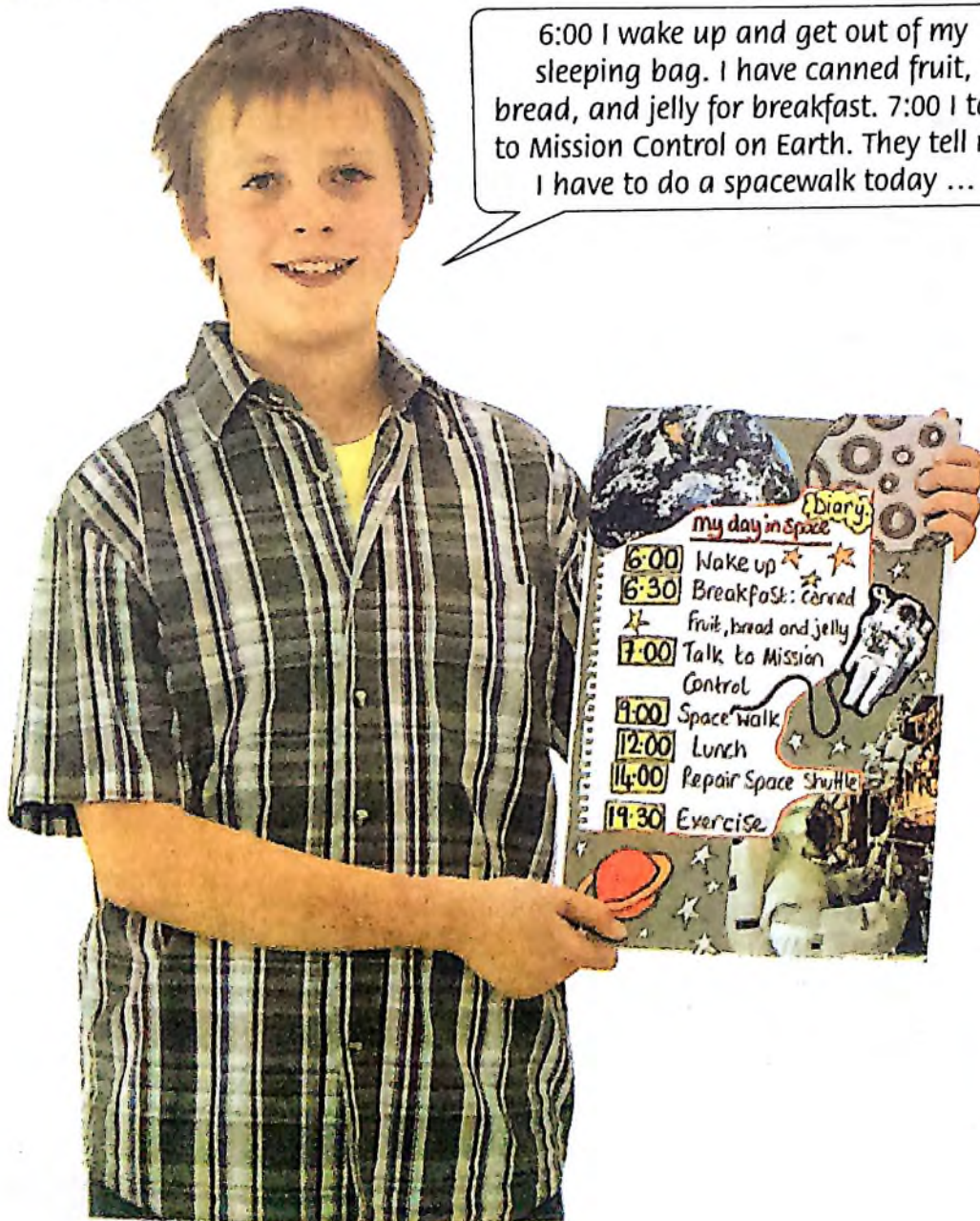
- 1 Where does the astronaut sleep at night?
- 2 Who does the astronaut speak to every morning on Earth?
- 3 Why did the astronaut go on a spacewalk?
- 4 How did they pull in the satellite?
- 5 How much exercise does the astronaut do every day?
- 6 What does the astronaut do during free time?

5 Discuss.

- 1 Do you think exploring space is a good idea? Why (not)?
- 2 Would you like to be an astronaut? Why (not)?

6 Plan your day in space.

6:00 I wake up and get out of my sleeping bag. I have canned fruit, bread, and jelly for breakfast. 7:00 I talk to Mission Control on Earth. They tell me I have to do a spacewalk today ...



Dictionary

4 x 4 vehicle *noun* a car, truck, etc. that can drive over difficult land, for example on rocks, sand, or steep hills

A

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

accept *verb* If you accept something, you agree that it is OK.

acceptable *adj* If you think something is acceptable, you agree that it is OK.

achieve *verb* to finish doing something that is very difficult to do

achievement *noun* something that you finish, that was very difficult to do

adventure *noun* an exciting or dangerous thing to do

adventurous *adj* An adventurous person likes doing exciting or dangerous things.

advisable *adj* If something is advisable, it is the best thing to do.

advise *verb* If you advise someone, you tell them what you think they should do.

agreement *noun* a situation where you have the same idea or opinion as another person

alone *adj* without any other people

altogether *adv* in total

amazing *adj* very good

ancient *adj* very old

arrange *verb* If you arrange to do something, you make plans with someone to do it.

arrangement *noun* something that you have planned to do with someone

art gallery *noun* a building where you can go to look at paintings and other art

artefact *noun* an object that was made by a person

astronaut *noun* a person that travels in space

attach *verb* to send a file or photo together with an e-mail

available *adj* If something is available, it is there and can be used if needed.

awful *adj* very bad

B

background *noun* the part of a picture that looks like it's far from you

bake *verb* to cook something, for example bread or cake, in the oven

bakery *noun* a store where bread is made and sold

balance *noun* the ability to stand up without falling

bank *noun* the ground on each side of a river

barge *noun* a type of long, flat boat used in the past to carry things along canals and rivers

baseball *noun* a sport where you hit a ball with a bat, then run around a diamond shape

basic *adj* not very comfortable, with only the necessary things

beam *noun* a line of light

believable *adj* If something is believable, you think it could be true.

believe *verb* If you believe something, you think it is true.

bilingual *adj* able to speak two languages perfectly

binoculars *noun* an object that you hold in front of your eyes to see things far away

board game *noun* a game that you play on a flat surface with shapes, words, etc. printed on it

borrow *verb* If you borrow something from someone, you use it and then give it back to them.

brave *adj* A brave person will do something dangerous without being afraid.

bravery *noun* actions that are brave

bright *adj* strong in color

bug *noun* a problem in a computer program

bug *noun* an insect

bumpy *adj* going up and down; not flat

bunch *noun* a group of bananas, flowers, or other things that grow together

bus *noun* a big motor vehicle used for carrying people by road

busy *adj* full of people and activity

buy *verb* (*pt* bought, *pp* bought) to pay money to have something

by *prep* next to

C

cartridge *noun* a container that holds things like ink for printing or film for a camera

caving *noun* a sport where you go down under the ground to explore

celebrate *verb* to have a party or other fun activity to show that a day or time is important

century *noun* one hundred years

cheap *adj* costing only a little money

clay *noun* heavy earth that is soft when wet and becomes hard when baked

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

climate *noun* the normal weather that a place has

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

come back *verb* (*pt* came back, *pp* come back) to return

come in *verb* (*pt* came in, *pp* come in) to enter a place

come out *verb* (*pt* came out, *pp* come out) to appear

come over *verb* (*pt* came over, *pp* come over) to visit a person or place

comet *noun* an object in space that looks like a bright star and has a long tail

comfort *noun* a nice feeling you have when your body has everything it needs and is relaxed

comfortable *adj* If you are comfortable, your body has everything it needs and is relaxed.

communicate *verb* to speak and listen to someone so that you understand each other

compass *noun* an object that you use for finding which direction to go in

complication *noun* something that makes things difficult, and not simple

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

connect *verb* to join your computer to the internet so that you can use it

constellation *noun* a group of stars that has a name

continent *noun* one of the seven main areas of land on Earth, for example Europe, Africa, etc.

coral reef *noun* an underwater environment with beautiful structures made by very small sea animals

correct *adj* If something is correct, it is right, with no mistakes.

cozy *adj* warm and comfortable

create *verb* to make something

cursor *noun* a line that comes and goes to show your position on a computer screen

cut down *verb* (*pt* cut down, *pp* cut down) to make something fall down, for example a tree

D

danger *noun* something that could hurt you or damage something

dangerous *adj* If something is dangerous, it could hurt you or damage something.

decorate *verb* to make a room look special by putting flowers, balloons, etc. in it

delicious *adj* tasting very good

deliver *verb* to take something to an address

delivery *noun* a time when something is brought to an address

demonstration *noun* If you do a demonstration, you show people how to do something.

deserted *adj* empty, with no one there

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

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

diamond *noun* a valuable stone found under the ground, that looks like shiny glass

disconnect *verb* to stop your computer being joined to the Internet

discover *verb* to be the first person to find a place or thing

discovery *noun* something you find that you did not know about before

disgusting *adj* very bad; horrible

dishonest *adj* A dishonest person sometimes says things that are not true, or tries to trick people.

dislike *verb* If you dislike something, you do not like it.

disobey *verb* If you disobey rules or instructions, you do not do what they say.

diving *noun* a sport where you swim deep down under the ocean

dominant *adj* the most used, most powerful, etc.

download *verb* to copy a file from the Internet onto your own computer

drown *verb* to die after being underwater for too long

dull *adj* boring, not interesting

E

east *noun* the direction towards the right of a map

entrance *noun* the door or gate where you go into a place

environment *noun* the natural world

equip *verb* If you **equip** yourself, you get all the things you need to do an activity.

equipment *noun* the things you need for an activity or sport

erupt *verb* When a volcano **erupts**, fire and stones come out of it.

evidence *noun* facts that make you believe something is true

excite *verb* If something **excites** you, you like it very much and think it is very interesting.

excitement *noun* the feeling you have when you like something very much and think it is very interesting

expect *verb* If you **expect** something, you think it will happen.

expensive *adj* costing a lot of money

experienced *adj* An **experienced** person can do something well because they have done it for a long time.

experiment *noun* a scientific test to see how something works or if something is true

experimental *adj* done as a test, to see what happens

explore *verb* to travel the world looking for places that nobody knew about before

explorer *noun* a person who finds out about new parts of the world

F

fame *noun* being known or talked about by many people

famous *adj* A **famous** person or place is known and talked about by many people.

fascinating *adj* very interesting

fence *noun* something built out of wood or metal around a piece of land, for example to stop animals getting in

figure *noun* a shape of a person

filling *noun* what is inside something

first aid kit *noun* medical equipment that you carry with you to use if someone has an accident

fishing line *noun* a long, very thin piece of strong thread that we use to catch fish

flavor *noun* the taste that food has

float *verb* If something **floats**, it stays on top of the water and does not go under.

flour *noun* white powder made from corn that is used to make bread, biscuits, etc.

flower *noun* the colored part of a plant

fluent *adj* able to speak a language very well and easily

foreground *noun* the part of a picture that looks like it's near you

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

furious *adj* very very angry

fury *noun* a very very angry feeling

G

garlic *noun* a vegetable in the onion family that has a strong taste and smell

give up *verb* (*pt* gave up, *pp* given up) If you **give** something up, you stop doing it, eating it, etc.

glow *verb* to produce light and heat

grab *verb* to suddenly take hold of something

H

hang *verb* (*pt* hung, *pp* hung) to attach something to a place that is high up

harbor *noun* a place where ships can be tied up safely by the shore, where there are no high waves

harvest *noun* the time when food that is grown, for example corn, is picked or cut down

hazard *noun* something that could be dangerous

hazardous *adj* If something is **hazardous**, it could be dangerous.

head off *verb* to start going in the direction of a place

hear *verb* (*pt* heard, *pp* heard) to get sounds in your ears

helicopter *noun* a flying vehicle with no wings, but with two long, thin parts on top that go round fast

here *adv* in this place where you are now

historian *noun* a person who studies history

hit *verb* (pt hit, pp hit) If you hit something, you make sudden, violent contact with it.

hollow *adj* If something is hollow, it has only empty space inside it.

honest *adj* An honest person does not say things that are not true or try to trick people.

hot-air balloon *noun* a very big, round, light object full of hot gas, that carries people through the air

hour *noun* sixty minutes

huge *adj* very very big

hunt *verb* to look for and kill an animal, usually for food

hurricane *noun* a storm with strong winds

hut *noun* a small, simple house

I

ice hockey *noun* a game that is played on an area of ice by two teams

ice skating *noun* a sport where you slide over frozen water wearing special boots

iceberg *noun* a very big block of ice that floats in the sea

ideal *adj* the best possible thing

imagine *verb* to make pictures in your mind

immediately *adv* If something happens immediately, it happens the next moment, without a wait.

impatient *adj* An impatient person doesn't like waiting.

impolite *adj* An impolite person does not always speak in a nice way to other people.

impossible *adj* If something is impossible, it cannot happen.

incorrect *adj* If something is incorrect, it is not right, or has mistakes.

incredible *adj* really amazing; difficult to believe

inexperienced *adj* An inexperienced person cannot do something well because they have only done it for a short time.

inhabitant *noun* a person who lives in a place

ink *noun* colored liquid that is used for writing and drawing

insensitive *adj* An insensitive person is not interested in other people's feelings and problems.

inspiration *noun* a good idea that you think of quickly

international *adj* worldwide; used in all parts of the world

invent *verb* to be the first person to make a new type of thing

investigation *noun* something to try to find out what happened

isolated *adj* An isolated place has no other places near it.

J

journal *noun* a book where you write what you did each day

journalist *noun* a person who writes for newspapers or magazines

K

know *verb* (pt knew, pp known) to have information about something in your mind

L

landscape *noun* a picture of the countryside

last *verb* We use last to talk about how many minutes, hours, days, etc. something is there for.

launch *verb* to send something up into the sky

left *adv* towards the side where your heart is, the opposite of right

left *pp* the past participle of leave

lightning *noun* the electricity that lights up the sky in a storm

load *noun* something heavy that is carried

local *adj* If someone is local, they live in the place you are talking about.

log *noun* part of a tree that has been cut into pieces

log off *verb* to stop using a computer, email, etc.

log on *verb* to give a password to start using a computer, email, etc.

look after *verb* to stay with someone and make sure they are safe

look around *verb* to visit a place of interest

look forward to *verb* to feel excited about something that is going to happen in the future

look up *verb* to find a word in a book or on a computer to learn its meaning

M

map *noun* a drawing that shows where places are

market *noun* a place where people come to buy and sell things

match *noun* a small, thin piece of wood with a colored end, that you use for making fire

meat *noun* the parts of animals or birds that we eat

meet *verb* (*pt* met, *pp* met) to come together with someone

mother tongue *noun* the first language you learned to speak as a child

motorcycle *noun* a motor vehicle with two wheels, that one or two people can ride on

mountain biking *noun* a sport where you ride fast down hills on a bicycle

mouse *noun* (*pl* mice) a piece of equipment that you put your hand on and use to move around a computer screen

mouse *noun* (*pl* mice) a small animal with a tail

move *verb* to change your position or change the position of something

movement *noun* an action that changes your position or changes the position of something

mud *noun* soft, wet earth

multilingual *adj* able to speak many languages well

mural *noun* a very big picture painted on a wall

mysterious *adj* that nobody can understand or explain

N

nail *noun* a sharp, thin piece of metal with a flat end that you hit into pieces of wood to attach them together

nail *noun* the hard white covering that you have on the ends of your fingers and toes

native speaker *noun* a person who speaks a language as their first language and hasn't learnt it as a foreign language

needle and thread *noun* a thin, sharp piece of metal with a hole and cotton, that you use for sewing

nib *noun* the point at the end of a pen that you write with

north *noun* the direction towards the top of a map

novel *noun* a long book that tells a story

novelist *noun* a person who writes long books that tell a story

nurse *noun* a person whose job is to look after people in hospital

nursery *noun* a place where children go during the day when they are too young to go to school

O

oars *noun* long wooden objects that you use to row a boat

obey *verb* If you **obey** rules or instructions, you do what they say.

observatory *noun* a place with telescopes where people study stars

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

orangutan *noun* a large animal like a monkey with long red hair, that lives in trees

ordinary *adj* normal, and not special

original *adj* new and interesting, and different from other things

P

package *noun* a lot of things that are wrapped together, ready to be carried

painter *noun* a person who paints pictures or walls

painting *noun* a picture that someone has painted

paragliding *noun* a sport where you jump off a hill and fly high in the air

peaceful *adj* quiet, with little or no activity

pearl *noun* A small, round, white object that grows inside a type of seashell. Pearls are beautiful and very expensive to buy.

perfect *adj* completely right, not having anything wrong

platform *noun* a flat surface, higher than ground level, that you stand on to speak in public

pocket knife *noun* (*pl* pocket knives) a small knife with parts for cutting, opening bottles, etc., that folds away safely

poison *noun* something that can kill you or make you ill if you drink or eat it

poisonous *adj* If something is **poisonous**, it can kill you or make you ill if you drink or eat it.

polite *adj* A **polite** person always speaks in a nice way to other people.

population *noun* the number of people that live in a place

portrait *noun* a picture of a person

possible *adj* If something is **possible**, it can happen.

precious *adj* very expensive and special

predict verb to say that you think something will happen

president noun the leader of a country that does not have a king or queen

press verb to push something, often with your hand or finger

private adj not for everyone to use

protect verb to keep someone or something safe from danger

provide verb to give a person something they need

public adj to be used by ordinary people

Q

quarry noun a place where stone, sand, etc. is dug from the ground

R

railroad noun the metal lines that trains travel along

reason noun words that say why something happened, why you did something, etc.

reasonable adj If something is **reasonable**, you think it is right and not silly.

recipe noun instructions how to make a type of food

reservoir noun a place where liquids are stored

rickshaw noun a taxi with two wheels, pulled by a bicycle

right adj correct, with no mistakes

right adv towards one side, away from the side where your heart is

rock climbing noun a sport where you climb mountains using ropes

rod noun a straight, thin piece of metal or other hard material

rope noun very thick, strong string that is used for tying, for lifting heavy things, etc.

rotate verb to go around and around

row verb to move your boat through the water using oars

rush verb to do something as fast as possible

S

sails noun big pieces of material on a ship that the wind blows into to move it

sand dune noun a hill made of sand

sank pt went down underwater

saw pt the past of see

saw noun a flat piece of metal with sharp teeth along one side and a handle, used for cutting wood

scary adj If something is **scary**, it makes you scared.

scene noun one part of a movie, that happens in one place

sculpture noun an animal, a shape, or a person made from stone, wood, etc.

sea noun the salt water that covers most of the Earth; the ocean

seal noun a sea animal that lives around the shore

search verb try to find

seen pp the past participle of see

sensitive adj A **sensitive** person is able to understand other people's feelings and problems.

sharp adj with an edge or point that cuts or makes holes easily

shelter noun a small building that keeps you safe from bad weather, etc.

shipwreck noun an old ship that sank a long time ago, and is under the water

shooting star noun a piece of rock in space that burns with a bright light when it gets near Earth

site noun a place where a building used to be, or where something happened

sketch noun a simple drawing of something

skiing noun a sport that you do on snow in the mountains

skills noun things you can do well

smoke noun the white gas that you see in the air when there is a fire

snorkeling noun a sport where you swim under the ocean wearing a mask and a breathing tube

snow noun soft white pieces of frozen water that fall from the sky in cold weather

soil noun earth that plants or trees can grow in

solar system noun the sun and all the planets

south noun the direction towards the bottom of a map

space shuttle noun a special plane that carries people into space and back to Earth

space station noun a place where people live and work in space

spicy adj If food tastes **spicy**, it feels hot in your mouth.

splash noun a small amount of water that falls onto something

spin verb (pt span, pp spun) to go around and around very fast

stare *verb* to look at someone or something for a long time, for example because you are surprised

statue *noun* a model of a person made from stone or metal

stimulating *adj* interesting and exciting

storm *noun* sudden very bad weather with strong winds and rain

strange *adj* unusual and difficult to understand or explain

string *noun* thin rope used to tie things together

submarine *noun* a type of closed boat that travels under the water

supplies *noun* the things you need to have with you to live, such as food

surf *verb* to look at a number of different websites on the internet

surface *noun* the outside part of something, that you can see and touch

survivor *noun* a person that lives after something dangerous happens to them

sweet *adj* If food is **sweet**, it has a taste like sugar.

T

talented *adj* very good at doing something

telescope *noun* a tube that you look through to see things that are far away, for example, stars

temple *noun* a building where people go to pray

tie *verb* If you **tie** one thing to another, you attach it using a rope or string.

tour *noun* a visit to a place, where you travel around to see different parts

tourist *noun* a person who visits a place on vacation

traditional *adj* something that has always been done or made in the same way

treasure *noun* a collection of special and valuable objects

tribe *noun* a group of people who live in the same place and speak the same language

truck *noun* a big strong motor vehicle used for carrying things by road

U

underneath *prep* below something, at a lower level

underwater *prep* below the surface of the water

unfortunately *adv* a word we use to show that we are sorry about something

unfriendly *adj* An **unfriendly** person doesn't behave in a kind and open way.

unhappy *adj* not happy

unpopular *adj* If something is **unpopular**, most people don't like it.

upload *verb* to copy a file from your own computer to the internet

use *verb* If you **use** something, you do something with it.

useable *adj* If something is **useable**, you can use it to do something.

V

valuable *adj* If something is **valuable**, you could sell it for a lot of money.

volunteer *noun* a person who chooses to work for no money

voyage *noun* a long journey by ship

W

wall *noun* something built out of stones or bricks around a piece of land, for example to stop animals getting in

water bottle *noun* a bottle that you use for carrying water

west *noun* the direction towards the left of a map

what *determiner* a question word used to ask for information

whistle *noun* a tube that makes a very loud, high sound when air blows through it

white *adj* the color of snow or milk

wildlife *noun* animals and birds

write *verb* (*pt* wrote, *pp* written) to make words on paper with a pen or pencil

writer *noun* a person who writes books

wrong *adj* If something is **wrong**, it is a mistake and not correct.

Y

yacht *noun* a boat with a sail, often used for racing

Irregular verb list

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was/were	been	leave	left	left
become	became	become	lose	lost	lost
bite	bit	bitten	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
bury	buried	buried	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	show	showed	shown
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spin	spun	spun
get	got	gotten	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone/been	study	studied	studied
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hold	held	held	try	tried	tried
hurry	hurried	hurried	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
learn	learned	learned	write	wrote	written

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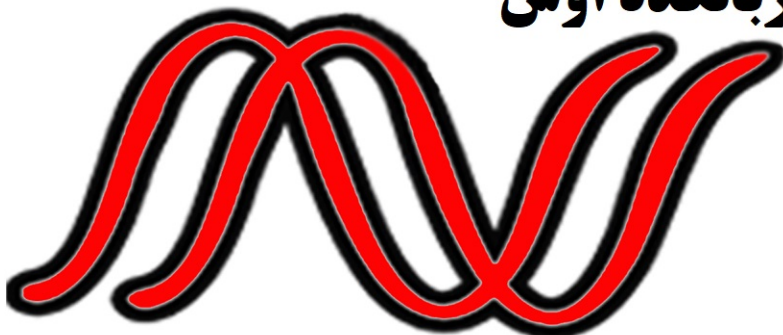
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مرکز دانلود نمونه سوالات و کتابهای آموزش زبان

OXFORD ENGLISH
ISBN 978-0-19-481396-9



9 780194 813969

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