

Family and Friends 6

Class Book



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OXFORD

MULTIROM

Scope and sequence

Starter: Welcome back!

page 4

Present simple Present continuous Past simple Past continuous Irregular past forms

	Words	Grammar	Skills	
Free Time	1 Art project!			page 8
	<p>Describing art</p> <p>Working with words: Prefixes un- / im-</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'll come with you.</i></p> <p>Present continuous 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>
	2 Sports adventures!			page 16
Technology	<p>Extreme sports</p> <p>Working with words: Prefixes dis- / in-</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. 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 leaflet (Workbook)</p>
	3 It's festival time!			page 24
	<p>Festival adjectives</p> <p>Working with words: Suffix -ous</p> <p>Words in context: <i>Top Ten 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. The procession has already / just finished. I haven't seen any fireworks yet. I've never eaten anything so delicious before.</i></p> <p>Past simple and present perfect <i>I went to that festival last year. I've made my costume.</i></p>	<p>Reading: A travel article: <i>Top Ten 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>
Extensive reading: non-fiction <i>The Olympic Games</i>			page 32	
Extensive reading: fiction <i>The Picture of Dorian Gray</i>			page 34	
Technology	4 Transport of the future!			page 36
	<p>Forms of transport</p> <p>Working with words: Phrasal verbs</p> <p>Words in context: <i>Transport around the world</i></p>	<p>Present perfect continuous 1 <i>Passengers have been waiting for five hours.</i></p> <p>Time markers <i>for / since / all morning / all day / all week</i></p> <p>Present perfect continuous 2 <i>I'm tired because I've been working. What have you been doing? Have you been swimming?</i></p>	<p>Reading: A book extract: <i>Transport 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>
	5 The greatest inventions!			page 44
<p>Inventions</p> <p>Working with words: Suffix -ment</p> <p>Words in context: <i>The History of the Pen</i></p>	<p>The passive (present simple and past simple) <i>Many kinds of chewing gum are made. The gum wasn't advertised.</i></p> <p>The passive (present continuous) <i>My computer is being repaired at the moment.</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>	
6 You've won a computer!			page 52	
<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>	
Extensive reading: non-fiction <i>The History of Glass Making</i>			page 60	
Extensive reading: fiction <i>The Railway Children</i>			page 62	

	Words	Grammar	Skills	
Adventures	7 Explorers for a day!			page 64
	Exploring Working with words: Suffixes -er / -ist Words in context: <i>Famous Shipwrecks</i>	Relative pronouns: who, which <i>There are many climbers who successfully climb Mount Everest.</i> <i>They climb a mountain there which is the highest mountain in the world.</i> Reported pronouns: that <i>He met a man that was more than 120 years old.</i>	Reading: An encyclopedia entry: <i>Famous Shipwrecks</i> (Cross-curricular link) Listening: Listening for detail in a tour guide Speaking: Asking and answering questions about being an explorer	Writing focus: Writing a personalized text about our dream job Writing outcome: Writing a personalized essay (Workbook)
	8 It's a mystery!			page 72
	Mystery Working with words: Suffix -able Words in context: <i>The Nazca Lines</i>	Past perfect <i>After they had climbed onto the ship, they saw there was no one there.</i> 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>	Reading: An interview: <i>The Nazca Lines</i> (Cross-curricular link) Listening: Listening for detail in an advert Speaking: Asking and answering questions about mysteries	Writing focus: Features of a tourist information leaflet Writing outcome: Writing a tourist information leaflet (Workbook)
	9 Survival!			page 80
	Survival items Working with words: Homophones Words in context: <i>Robinson Crusoe</i>	Third conditional <i>If the machine had worked, he would have been happy.</i> Modal verbs: have to, must, should and ought to <i>You have to bring a water bottle.</i> <i>You mustn't leave the group.</i> <i>You shouldn't bring valuable possessions.</i> <i>You ought to bring a camera.</i>	Reading: A story extract: <i>Robinson Crusoe</i> Listening: Listening and ordering events Speaking: Asking and answering questions about surviving on a desert island	Writing focus: Features of an advice text Writing outcome: Writing an advice text (Workbook)
Extensive reading: non-fiction <i>Atlantis: the lost city</i>				page 88
Extensive reading: fiction <i>We Didn't Mean to Go to Sea</i>				page 90
Travel	10 Around the world!			page 92
	World languages Working with words: Suffix -ery Words in context: <i>Languages of the world</i>	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 had lessons in French and Arabic.</i> <i>He said the trip would take about two years.</i> Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves <i>The machine turned itself off.</i>	Reading: A Question and Answer text: <i>Languages of the world</i> (Cross-curricular link) Listening: Listening and matching speakers to statements Speaking: Asking and answering questions about languages	Writing focus: Features of an advert Writing outcome: Writing an advert (Workbook)
	11 Space travel!			page 100
	Space Working with words: Phrasal verbs Words in context: <i>Dreaming in a spaceship</i>	Reported speech: Wh- questions Where, Why, What, Who and When <i>He asked him where he was.</i> Reported speech: commands and requests told / asked <i>He told us to turn off our mobile phones.</i> <i>He asked them to leave quietly.</i>	Reading: A poem: <i>Dreaming in a spaceship</i> (Cross-curricular link) Listening: Identifying missing words in a poem Speaking: Asking and answering questions about space	Writing focus: Writing a poem and using similes Writing outcome: Writing a poem using similes (Workbook)
	12 Holiday time!			page 108
	Holiday adjectives Working with words: Silent letters: w and h Words in context: <i>My year around the world</i>	wish <i>I wish I was taller.</i> <i>I wish I could fly.</i> <i>I wish it wasn't the last day of our holiday.</i> Question tags <i>There are lots of robots, aren't there?</i> <i>There will be lots of robots, won't there?</i> <i>You like ice cream, don't you?</i>	Reading: A travel blog: <i>My year around the world</i> (Cross-curricular link) Listening: Listening for detail in an interview Speaking: Asking and answering questions about travelling	Writing focus: Structuring an essay Writing outcome: Writing an essay (Workbook)
Extensive reading: non-fiction <i>British English and American English</i>				page 116
Extensive reading: fiction <i>The Diary of an Astronaut</i>				page 118

Lesson One Story

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

1

Libby Hi, Kate! Hi, Ed! Did you have a good holiday in Spain?
Kate Yes, thanks! How was your holiday?
Libby It was good, thanks! We went to France.

2

Fin Welcome back to the DSD Club, everyone! This is Tom. Tom is my cousin, and Libby's of course!
Tom Hi, everyone!
Fin Tom's from Canada, but his family lives here now.

3

Libby Tom, come and meet my other cousins!
Ed Hi, Tom! I'm Ed. This is my sister, Kate. Shall we show you the club?
Tom Great! Thanks!

4

Kate We do lots of things at the DSD Club.
Libby Last year, we did a play. But Fin's car broke down and he had the costumes!
Ed So, we had to wear these!

5

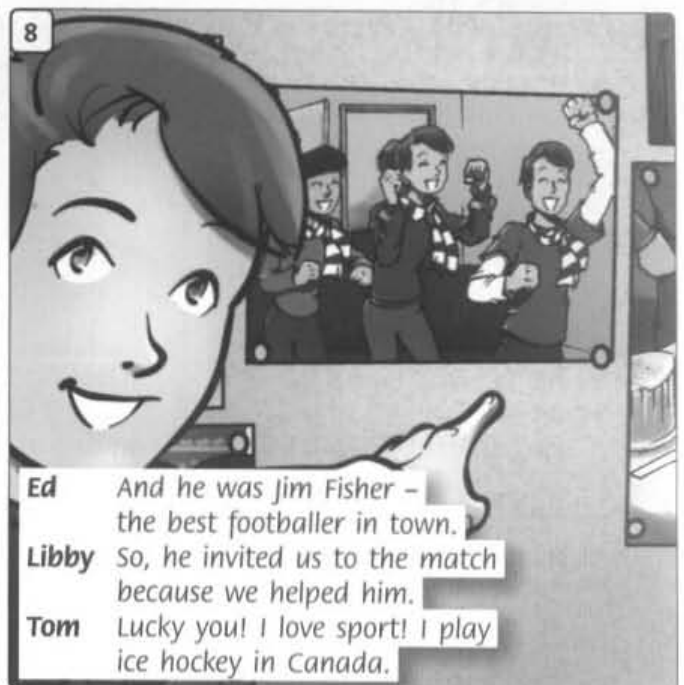
Ed This was our time capsule. We put in a magazine, a CD, a map of the town and lots more things.
Libby And this is the time we cleaned up the river! It was really dirty!

6

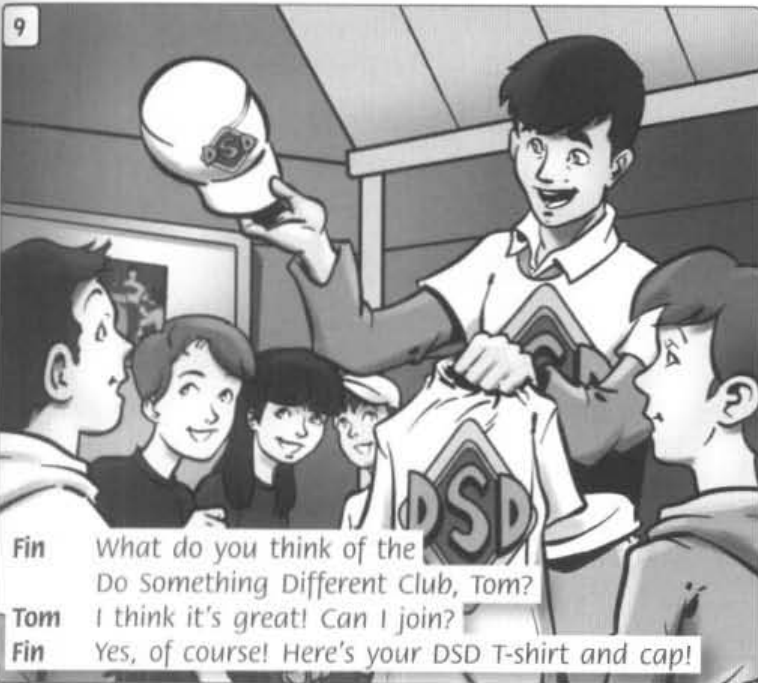
Tom You have a lot of fun at the DSD Club!
Ed Yes, we do. It's really good.



Ed This is a good story!
Kate Yes! We learnt about First Aid at the club. Then we were walking home afterwards, when a man fell off his bike and we helped him.



Ed And he was Jim Fisher – the best footballer in town.
Libby So, he invited us to the match because we helped him.
Tom Lucky you! I love sport! I play ice hockey in Canada.



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!



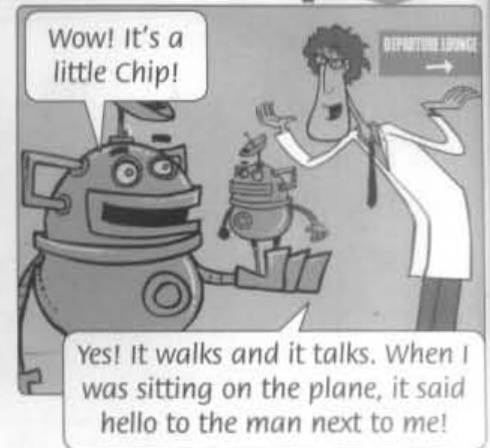
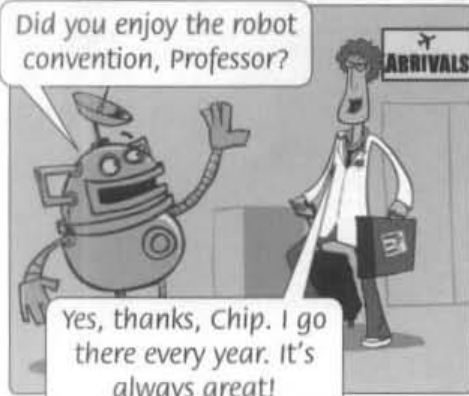
Fin OK, everybody! Are you ready to do lots of different things this year?
All Yes, we are!

2 Listen to the story again and repeat. Act.

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

- 1 Ed and Kate went on holiday to Spain. 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 sport. _____
- 6 Fin gives Tom a bag and a T-shirt. _____

1 Listen and read. Where did Professor go?  02



2 Read and learn.

Present simple and present continuous

Use the present simple to talk about habits and routines.

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

Use the present continuous to talk about actions happening now.

What are you doing?

I'm looking for your present.

Past simple and past continuous

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

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

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

When I was walking around, I saw this.

3 Read and circle.

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

4 Speaking Ask and answer.

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

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



What was he doing when the storm started?

He was eating ice cream.

What did he do next?

He ran home.

It's Number 5!

Irregular past forms

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

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

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

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

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

2 Listen and order the lines. Sing. 03

Welcome back!

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

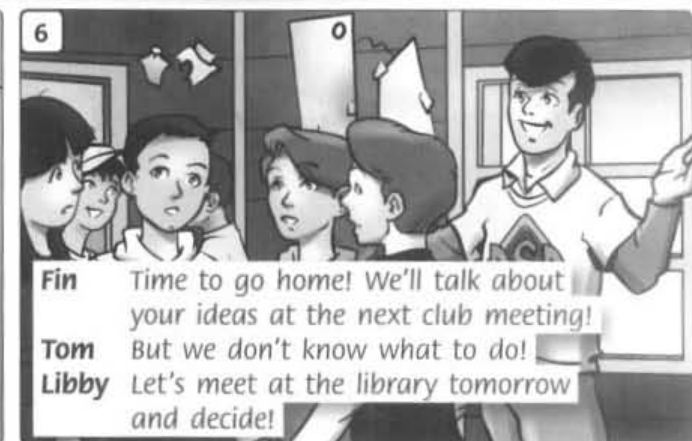
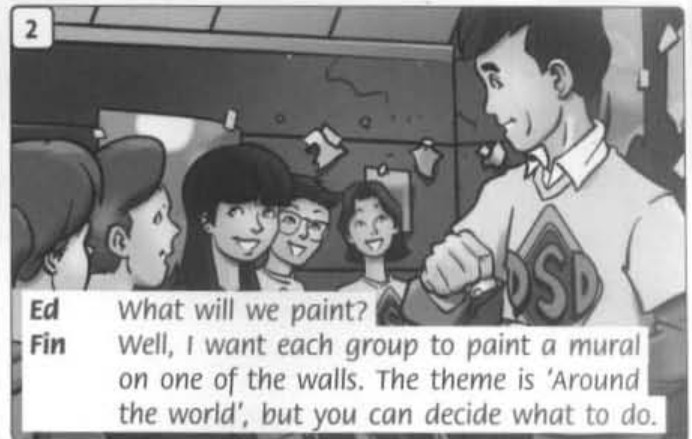
1 You had a good time by the sea
 ___ With your friends and your family.
 4 ___ But you can still have some fun.
 2 ___ Now your lessons have begun

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



Lesson One Story

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



2 Listen to the story again and repeat. Act.

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

1 The children are going to paint the walls. True

3 Kate is good at drawing animals. _____

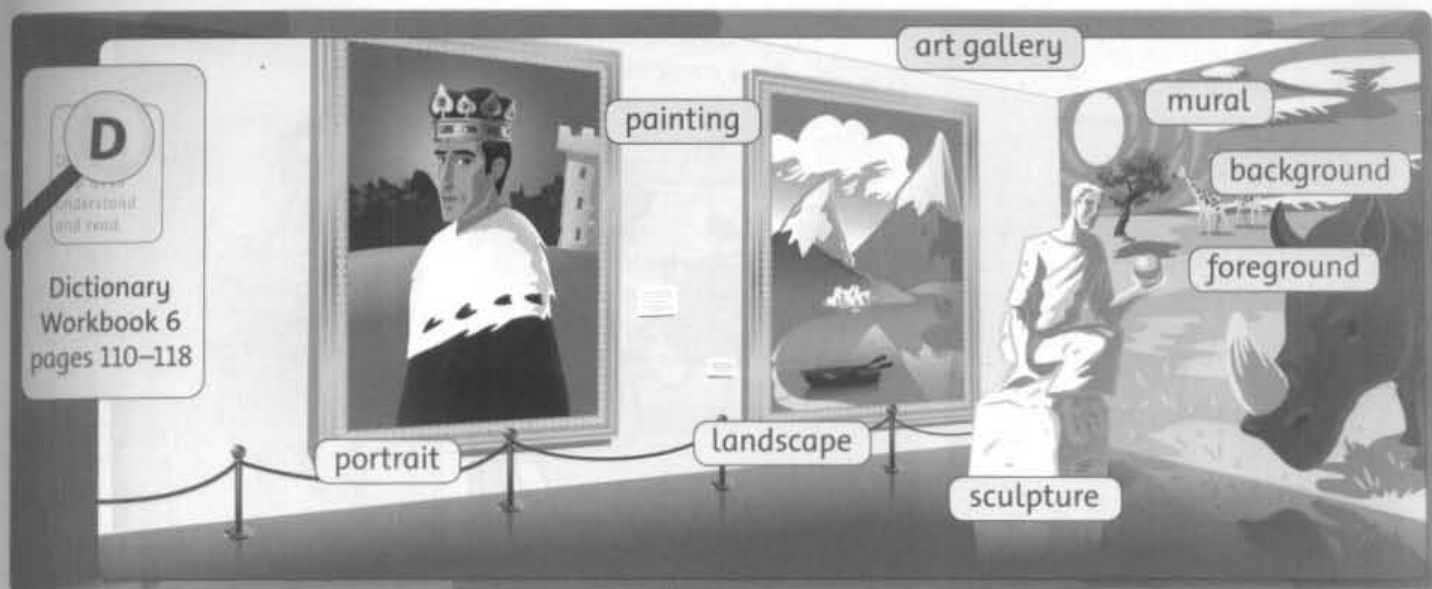
5 Libby likes Kate's idea. _____

2 The theme is 'Around the world'. _____

4 Ed wants to draw people. _____

6 The children are going to meet the next day. _____

1 Listen and repeat. 05



D
understand
and read.
Dictionary
Workbook 6
pages 110–118

2 Write the words.

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

Working with words

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

positive

popular

friendly

tidy

patient

possible

polite

negative

unpopular

unfriendly

untidy

impatient

impossible

impolite

DDictionary
Workbook 6

3 Listen and repeat. 06

4 Read and circle.

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



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



2 Read and learn.

going to

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

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

will

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

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

3 Read and circle.

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

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

- | | |
|---|--|
| 1 A "I'm <u>going to</u> buy an ice cream." | 2 A "I _____ take my camera to the zoo." |
| B "I'll come with you!" | B "Good idea! I _____ take mine too." |
| 3 A "I'm cold." | 4 A "I _____ visit India this summer." |
| B "I _____ close the window." | B "That's an interesting country." |
| 5 A "I _____ pack my suitcase." | 6 A "I don't understand this question." |
| B "I _____ help you." | B "I _____ help you." |

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



Hi Ben,

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

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

See you soon!

Harry

2 Read and learn.

Present continuous with future meaning

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

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

3 Complete the sentences. Use the present continuous.

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

4 Speaking Ask and answer.



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



What are they doing at 8.00 a.m.?

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

Reading

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

Island Adventure

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

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

"Let's borrow my brother's boat and go there," said Jeff.

"We'll be back before he finds out!"

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

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

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

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

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

But it was dark before the boys had a fire.

Suddenly, there was a splash of water.

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

"Run!" shouted Max.

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

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

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

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

"That was lucky," said Jeff.

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

1



California Coast

2



A Small Volcano in Mexican Countryside

- 3 Read again and write the answers.

1 Is Max on holiday?

Yes, he is.

2 Do the boys swim to the island? _____

3 Are there any caves on the island? _____

4 Do the boys lose their boat? _____

5 Do they have any matches? _____

6 Does Jeff's father find the boys? _____

Words in context

1 Find the words in the story. Write.

D

understand
and read.Dictionary
Workbook 6

stare row smoke borrow hit splash float tie

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

Listening

2 Listen. Do the children like the painting? 10

3 Listen again and circle.

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



Tiger in Tropical Storm (Surprised!)

Speaking

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

Which painting do you like best?

I like _____.

What can you see in the painting?

There is / are _____.

Why do you like it?

It's _____.

Do you enjoy painting?

Yes, I do / No, I don't
because _____.Tiger in a Tropical Storm (Surprised!) /
California Coast / A Small Volcano in
Mexican Countrysidea tiger / some trees and plants / a storm /
an island / the sea / mountains / a lake

colourful / exciting / unusual

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

Writing

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

A story

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

We can start a new line when someone new speaks.

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

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

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

A Stormy Day at Sea

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

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

"Shall we go back?" said Harry nervously.

"It's too late!"

Harry felt the first drops of rain.

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

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

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

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



- 3 Read again and answer the questions.

- 1 How long does the storm last?
- 2 How does Harry feel after the storm has finished?

- 4 Write this dialogue correctly.

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

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

- 5 Complete writing page 12 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

Make the word negative. possible

4

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

5

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

6

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

7

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

8


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

9

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

10

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

2 Listen and write. Sing.  11

landscape blue clouds painting green colours black mural



Painting by colours

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


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

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

Lesson One Story


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

1 In the library




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

2




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

3



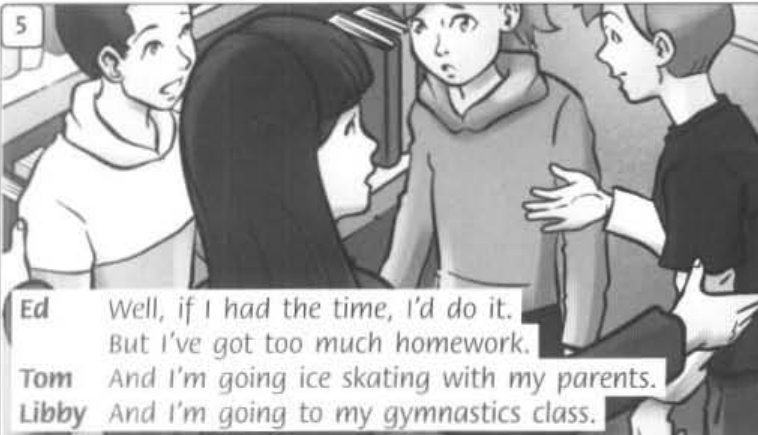
Tom This book is about sports around the world. Maybe we could draw sports that are popular in other countries.

4




Ed Great idea! We could have baseball for the US.
Kate Yes, and rugby for Australia. Or football for Brazil.
Libby The question is, who is free this evening to draw our ideas?

5



Ed Well, if I had the time, I'd do it. But I've got too much homework.
Tom And I'm going ice skating with my parents.
Libby And I'm going to my gymnastics class.

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 _____ is going ice skating.

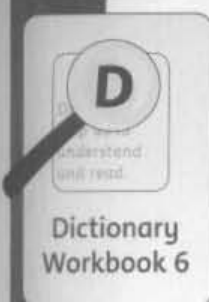
5 _____ has a class in the evening.

2 _____ finds a book about sport.

4 _____ is studying in the evening.

6 _____ has time to do the drawing.

1 Listen and repeat. 13



ice skating



skiing



baseball



rugby



mountain biking



caving



paragliding



rock climbing

2 Write the words.

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

Working with words

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

positive

honest

like

obey

correct

experienced

sensitive

negative

dishonest

dislike

disobey

incorrect

inexperienced

insensitive



Dictionary Workbook 6

3 Listen and repeat. 14

4 Write *dis* or *in*.

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

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



Jeff What are we doing tomorrow?
 Dad If the weather is good, we'll go paragliding.
 Jeff How exciting! But I haven't been before.
 What will I do if I'm scared?
 Dad You won't be scared! But, don't worry, if you
 don't like it, I won't take you again.



Jeff Wow! This is amazing!

2 Read and learn.

First conditional

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

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

Look!

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

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

First conditional questions

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

Yes, I will.

No, I won't.

3 Read and match.

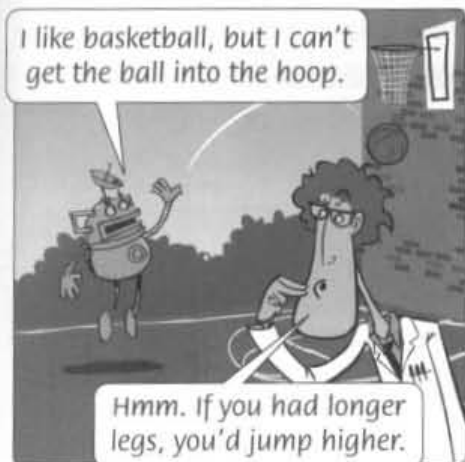
- 1 If I go shopping, c
- 2 Will we go swimming in the sea f
- 3 If they don't score any goals, a
- 4 We'll buy tickets for the match b
- 5 Will they have lessons e
- 6 If she can't find a good instructor d

- a they won't win the match.
- b if we go to the beach tomorrow?
- c I'll buy some new football boots.
- d she won't go rock climbing.
- e if they go skiing next year?
- f if our favourite team is playing.

4 Write sentences. Use the first conditional.

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

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



2 Read and learn.

Second conditional

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

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

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

Look!

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

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

Second conditional questions

Would you play rugby if you lived in England?

Yes, I would.

No, I wouldn't.

Look!

'd = would

wouldn't = would not

3 Complete the sentences. Use the second conditional.  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 If I _____ (speak) French, I _____ (not go) to French class.

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

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

4 **Speaking** Ask and answer.

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

Would he run away if he saw a spider?

No, he wouldn't.

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

Yes, he would.

It's Jon!

Reading

1 Look at the article. Choose the correct title.

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

2 Listen and read. 17

Tanya Streeter



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

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

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

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



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

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

True
False
+
-
-
+

Words in context

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

D
Look up words you don't understand and read.
Dictionary Workbook 6



1 pearl

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

2 freedom



3 Scuba diving

noun the natural world

4 environment



5 equipment

adj very good at doing something

6 talented



7 Snorkeling

noun animals and birds

8 wildlife

*swimming goggles
mask of eyes
scuba gear*

Listening

2 Listen. What sport are they talking about? 18

3 Listen again and complete.

the feeling of freedom



Name: Jon Parks

Country: ¹ Australia

Age: ² 18 *22 now*

Training:

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

Diet:

- fruit and vegetables

• ⁴ fish

Deepest dive: ⁵ 110 metres

Next competition: Caribbean – in ⁶ free diving

Speaking

in pairs!

hundred & ten

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

Would you like to try free-diving?

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

Why? / Why not?

Because I think it would be _____.

exciting / amazing / scary / difficult

What's your favourite sport?

My favourite sport is _____.

football / tennis / swimming / basketball

What other sports would you like to try?

I'd love to try _____.

paragliding / skiing / snorkelling / ice skating / diving

Writing

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

A concept map

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

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

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

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



To make your concept map interesting and memorable:

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

3 Read again and answer the questions.

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

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

Caving

What is caving?

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

How to start

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

Safety

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

Equipment

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



5 Complete writing page 20 of Workbook 6.



1 Complete the quiz.

1

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

2

Where is Tom going with his parents in the story?

3

Make the word negative, honest

4

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

5

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

6

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

7

What job does Tanya Streeter do on TV?

8

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

9

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

10

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

2 Listen and write. Sing.  19

climbing caving rugby jump baseball ice skate football skiing

Mad about sport

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

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

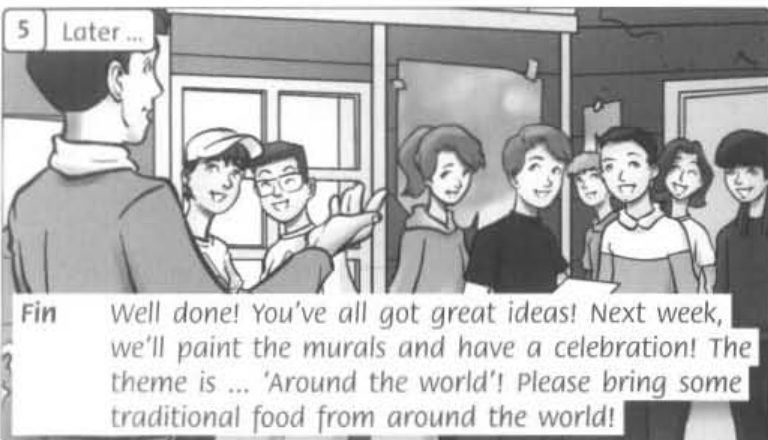
I like to play ⁶ _____,
It's so fun to play.
If I lived in Australia,
I'd play ⁷ rugby all day.

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



Lesson One Story

1 Listen and read. What does Kate draw? 20



2 Listen to the story again and repeat. Act.

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

- 1 Kate arrives early at the club. False
- 2 Ed and Kate have talked about the pictures. _____
- 3 Kate tells the club about their pictures. _____
- 4 Kate has changed their idea for the mural. _____
- 5 Fin makes all the food for the celebration. _____
- 6 The wall doesn't look good. _____

1 Listen and repeat. 21

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

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

2 Read and circle.

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

Working with words

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

noun	danger	poison	hazard
adjective	dangerous	poisonous	hazardous

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

noun	fame	adventure	fury
adjective	famous	adventurous	furios

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



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Workbook 6

3 Listen and repeat. 22

4 Read and circle.

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

1 Listen and read. Where is the reporter? 23

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



2 Read and learn.

• Present perfect with *since* and *for*

Use the present perfect and *since* to talk about past actions after a certain time or date, e.g. 2 p.m., last Saturday, May.

I've been here since nine o'clock this morning.

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

The festival has been on for five days.

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

We use these time words with the present perfect: The procession has already finished.

I've just eaten some delicious pancakes.

I haven't seen any fireworks yet.

Have you eaten yet?

I've never eaten anything so delicious before.

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

3 Read and circle.

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

4 Write sentences about Emma.  Irregular verb list

- live / in France / four months
She's lived in France for four months.
- have / her necklace / June
- know / her friend / 2006
- be / in the café / ten o'clock
- speak / French / she was ten
- play / the guitar / two years



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



Professor & Chip



2 Read and learn.

Past simple

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

I went to that festival last year.

Present perfect

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

I've made my costume.

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

- I went (go) to the festival yesterday. It was great!
- I _____ (see) the Pyramids. They were amazing!
- We _____ (visit) France last summer.
- They _____ (walk) for three hours at the weekend.
- I _____ (have) my lunch at one o'clock.
- I _____ (eat) Chinese food.

4 **Speaking** Ask and answer.

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

a festival a football match
the Pyramids

Has he ever been to a festival?

Yes, he has.

When did he go there?

He went there two months ago.

Has he ever been to a football match?

No, he hasn't.

It's Tim!

Reading

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

Top Ten Food Festivals

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

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



- 3 Read again and complete the chart.

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

Words in context

1 Find the words in the article. Write.

last celebrate snack garlic demonstration dessert dish bricks

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

D

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Workbook 6

Listening

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

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

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



Speaking

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

Which of the places would you like to go to?	I'd like to go to _____.	Italy / the US / India / France
Which food from the festivals would you like to eat?	I'd like to eat the _____.	chocolate / garlic ice cream / mango jam / rice with fish or chicken
What other kind of food festival would you like to go to?	_____.	A pizza festival. / A cake festival. / An ice cream festival. / A fruit festival. / A cheese festival.
Why?	Because I like _____.	sweet food / unusual food / healthy food / traditional food

Writing

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

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

2 Read.

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



31 Giza Street
Cairo 12153
Egypt

Saturday 30th October

A letter

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

We write the address at the top.

We write the date under the address.

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

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 Cousin Tim,

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

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

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

Best wishes,
Jay

3 Read again and answer the questions.

- 1 What festival did Jay go to? 2 What was Jay's favourite part of the festival?

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

- I have sent you an invitation to my birthday party next weekend. I hope you can come!
- I also liked the fireworks. They were really amazing, huge, red fireworks. And I loved the fire we made. It was a great evening.
- Sunday 10th November
- From,
Michelle

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

5 Complete writing page 28 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

Make the word into an adjective.
danger

4

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

5

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

6

Correct the sentence.
Have you yet had
dinner?

7

Where does the
Gilroy Garlic
Festival take place?

8

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

9

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

10

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

2 Listen and write. Sing. 🎧 27

amazing goodnight deserted traditional bright town original delicious

Festival time!

It's festival time again,

People are out in the ¹ town.

They're laughing and dancing and clapping their hands,

To ² trad music and ³ orig bands.

It's festival time again,

Fireworks are up in the sky.

They're whizzing and banging and making a scene,

Of lovely ⁴ bright colours of red, gold and green.

It's festival time again,

Children have come out for fun.

They're running and jumping and eating nice treats,

⁵ am cakes and ⁶ del sweets.

Festival time is done,

The streets are ⁷ deserted again.

Parents are holding their children tight,

They're smiling and yawning and saying ⁸ goodnight





1 Look at the pictures. What can you see?

2 Read.

The Olympic Games



The Early Games

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



Olympia

The First Modern Games



Baron de Coubertin

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

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

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

The Olympic Rings

The Olympic flag was first flown in the 1920 Olympics. It has become the most famous symbol of the



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

The Olympic Flame

In Ancient Greece a flame was always lit and then kept burning until the end of the Olympic Games.

In the modern Games, the Olympic Torch is lit at the ancient site of Olympia in Greece. Then it's taken from Olympia to the city where the Games are hosted.

The Games are hosted in a different city each time. The torch is passed from runner to runner as it travels from Olympia to the Olympic stadium in the hosting city. When it passes through cities, hundreds of people come out onto the streets to watch. Often, of course, the flame is transported by train or plane. The flame is then kept alight until the Games have ended.



3 Read again and answer the questions.

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

4 Discuss.

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

The Olympic Medals

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



The Closing Ceremony

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

The Paralympic Games

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



The Opening Ceremony

The Opening Ceremony

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





Extensive reading: fiction

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

2 Read.



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

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

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

"I wish," said Dorian suddenly, "I wish that I could always stay young and that the picture would get old." Henry laughed when he heard this, but Basil was very angry. "Don't talk like that," said Basil. "That's a terrible thing to say. Many things are more important than youth and beauty." Dorian didn't believe Basil. He just felt sad because he was going to be old one day.

Dorian took his portrait home, but now his life was different. He didn't see Basil for a long time. He met Henry and his friends instead. They talked and went out to theatres and to restaurants. Slowly, Dorian started to change. He became hard and cruel. He didn't think about other people's feelings. He only thought about himself.

3 Read again and answer the questions.

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

4 Discuss.

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

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

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

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

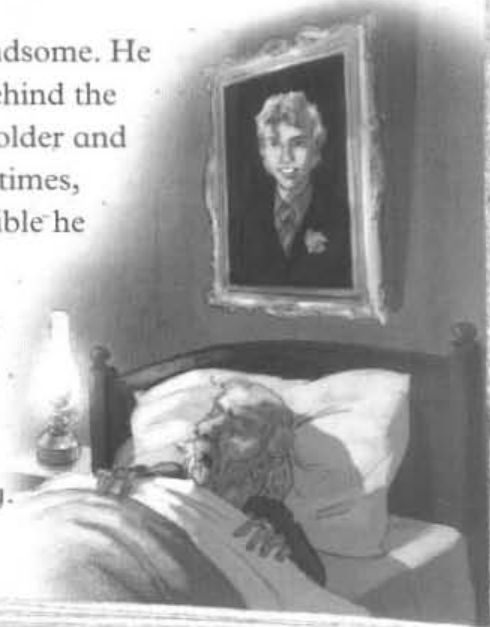
"I'm sorry, Basil," Dorian said quickly and quietly. "But I can't give it to you." Basil looked at him strangely.

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

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

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

Based on a story by Oscar Wilde



Lesson One Story

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



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



3
Mr Martin We want you to do a drawing of a future form of transport.

Libby How long have we got?

Mr Martin You've got two weeks.



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 kilometres an hour?

Ed Or a motorbike that doesn't need petrol?

Kate Or a lorry that can travel on water?



6
Libby I'm not sure. Maybe we should look round the Museum of Inventions.

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

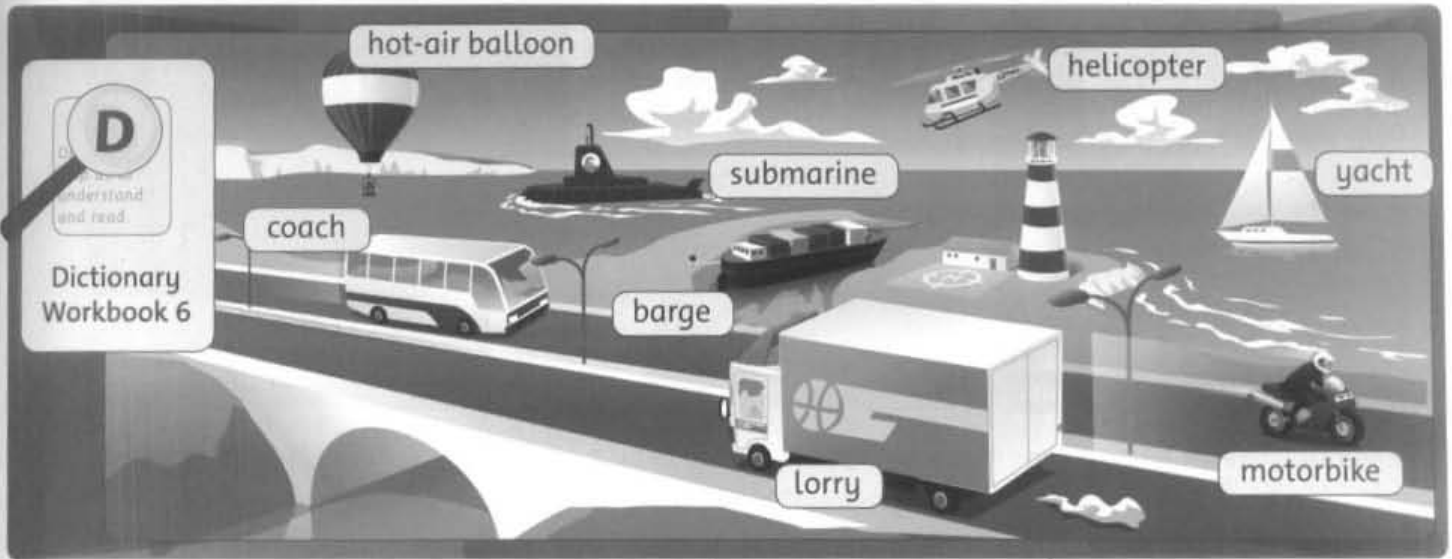
2 Listen to the story again and repeat. Act.

3 Read again and write the answers.

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

Yes, he is.

1 Listen and repeat. 29



2 Write the words.

- 1 submarine *noun* a type of closed boat that travels under the water
- 2 _____ *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 bus that travels long distances
- 6 _____ *noun* a big, strong motor vehicle used for carrying things by road
- 7 _____ *noun* a flying vehicle with no wings, but with two long, thin parts on top that go round very fast
- 8 _____ *noun* a very big, round, light object full of hot gas, that carries people through the air

Working with words

Phrasal verbs

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

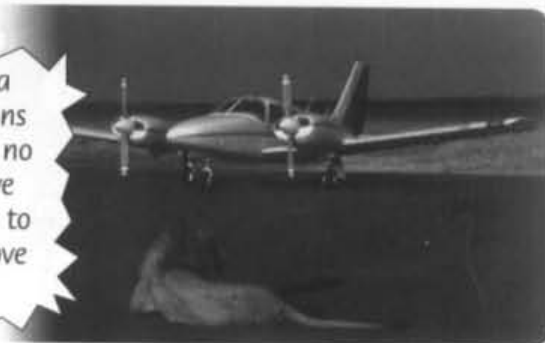
3 Listen and repeat. 30

4 Write the words.

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

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

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



2 Read and learn.

Present perfect continuous

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

The lions have been lying there since 9 a.m.

Passengers have been waiting for five hours.

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

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

all morning, all day, all week

We've been doing our homework all morning.

3 Complete the sentences. Use the present perfect continuous.

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

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

3 Jon _____ (do) his homework all evening.

4 They _____ (swim) since twelve o'clock.

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

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

4 Write sentences. Use the present perfect continuous.



make a cake / all morning

She's been making a cake all morning.



play the piano / all afternoon



play tennis / since one o'clock



sleep / since 12 p.m.



run / for two hours



talk on the phone / for three hours

1 Listen and read. What has Professor invented? 32



Professor & Chip



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

No, I haven't! I'm wet because your special car has been spraying water at me!

2 Read and learn.

Present perfect continuous

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

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

What have you been doing?

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

Have you been swimming?

Yes, I have.

No, I haven't.

3 Complete the sentences. Use the present perfect continuous.

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

4 **Speaking** Ask and answer.



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



He's been riding his bike.

It's Ben.

Reading

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

2 Listen and read.  33

Transport around the world

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

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



The city of Venice was built on a group of 118 islands. There are 150 canals and about 400 bridges which connect the islands. The only way to get around is on foot or on the water. There are no cars or trucks. The gondola is a traditional Venetian rowing boat and for centuries gondolas were the main form of transport. Today, they are still popular with tourists but most local people travel by motorized waterbuses or private boats. These are faster than gondolas and carry more people.



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



3 Read again and correct the words in bold.

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

Words in context

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

D
 Understand and read.
 Dictionary Workbook 6

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

adj not for everyone to use

adj the best possible thing

adj they live in the place you are talking about

1 connect

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

Listening

2 Listen. What does Mr Jones do? 34

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

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

False



Speaking

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

Which form of transport would you like to travel on?

Why?

How do you normally travel to school?

What other forms of transport have you travelled on?

I'd like to travel on _____

Because it would be _____

I normally travel _____

I've travelled on a _____

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

fun / amazing / exciting / fast / interesting

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

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

Writing

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

2 Read.

Hot-air Balloons

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

A process diagram

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

Write an introduction to explain what the subject is.

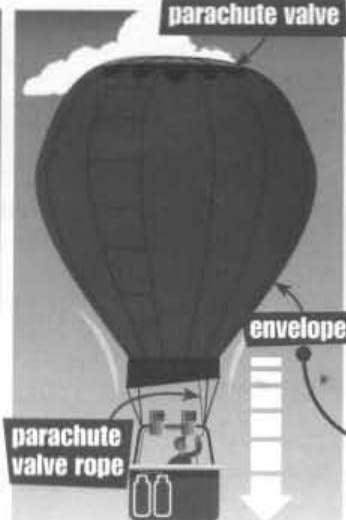
Draw a diagram to show something that is explained in the text. Use different diagrams to explain different things.

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

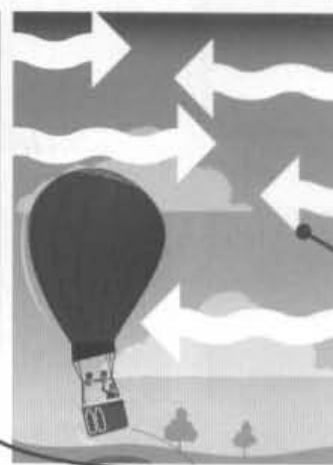
Use connectors *so* and *however* to explain in more detail.



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



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



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

3 Read again and answer the questions.

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

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

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

5 Complete writing page 36 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

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

4

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

5

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

6

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

7

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

8


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

9

What can you use a process diagram for?

10

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

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

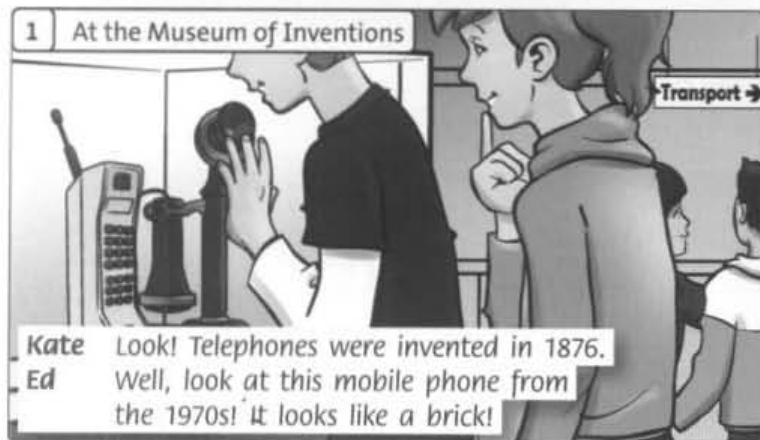
- 1 We've been travelling
 We've flown in a plane and had lots of fun.
 Across the sky,
 We've seen the clouds and felt the sun.
- 1 We've been travelling
 We've sailed in a boat and looked for old caves.
 We've felt the wind and seen the waves.
 Across the sea,
- 1 We've been travelling
 We've ridden in trains, some fast and some slow.
 Across the hills,
 We've seen the fields and touched the snow.



Lesson One Story

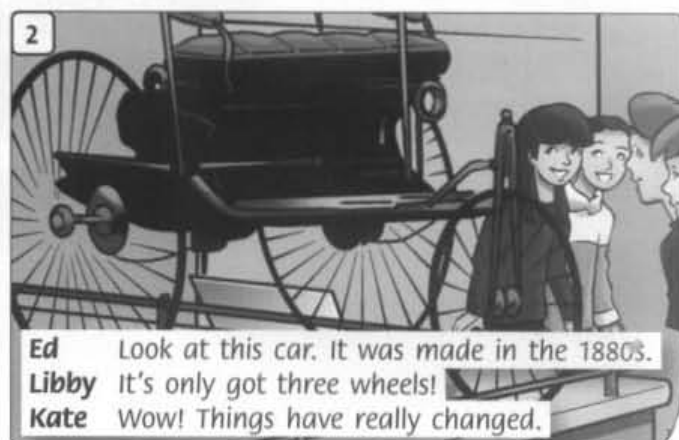
1 Listen and read. What kinds of transport do the children see in the museum? 36

1 At the Museum of Inventions



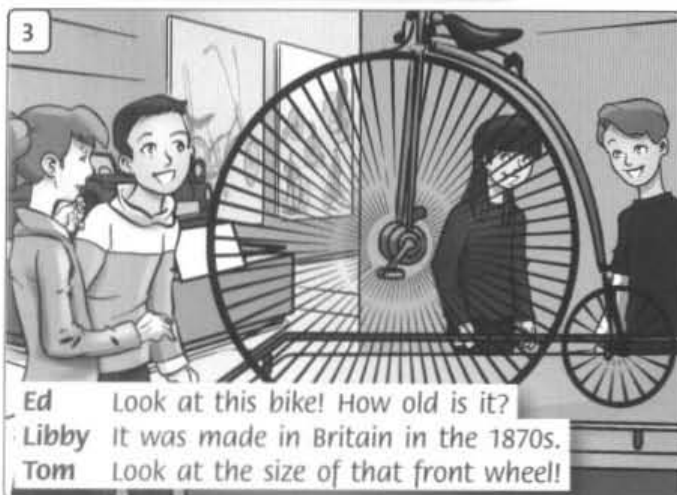
Kate Look! Telephones were invented in 1876.
Ed Well, look at this mobile phone from the 1970s! It looks like a brick!

2



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

3



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

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 mobile phones were as big as _____.

4 The car with three wheels was made in the _____.

6 Their bike will be attached to _____.

1 Listen and repeat. 37

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

2 Write the words.

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

Working with words

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

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




Dictionary
Workbook 6

3 Listen and repeat. 38

4 Read and circle.

- Can you move / *movement* your books, please? I need to use my desk.
- There was a lot of *excite* / *excitement* when the children went on their trip.
- There is an *agree* / *agreement* to work together on the problem.
- Let's *arrange* / *arrangement* to meet on Friday at 6 o'clock.
- I've got a helmet. What other *equip* / *equipment* do I need for rock climbing?
- My sister won a science competition. It was a great *achieve* / *achievement*.

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

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

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



2 Read and learn.

The passive (present simple and past simple)

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

Many kinds of chewing gum are made.

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

Factories were opened by companies.

Negative sentences:

The gum wasn't advertised.

Chewing gum isn't made from trees.

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

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

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

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

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

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

2 Magazines _____ (not sell) here.

4 Thousands of emails _____ (send) every day.

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

4 Write the sentences. Use the past passive.

1 the first chocolate bar / not eat / in Europe

The first chocolate bar wasn't eaten in Europe.

2 televisions / invent / in the 20th century

3 our school / not build / this century

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

5 ice lollies / create / in the USA

6 the present / not deliver / on his birthday



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

Professor & Chip



2 Read and learn.

The passive (present continuous)

Use the passive with the present continuous.
 My computer is being repaired.
 The floor isn't being cleaned.

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

3 Read and circle.

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

4 Speaking Talk about the pictures. Irregular verb list



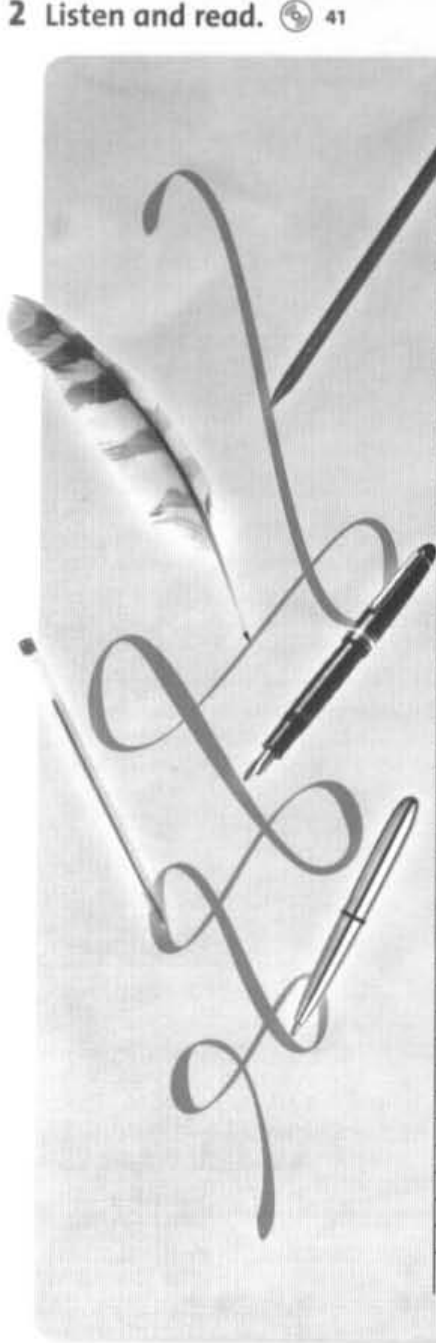
a hospital / build
 a motorbike / fix
 a rocket / launch
 some jeans / wash
 a house / paint
 a car / wash

A hospital is being built.
 It's Picture 3.

Reading

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

2 Listen and read. 41



The History of the Pen

Over 10,000 years ago
People used stones to draw pictures on the walls of caves. They also used sharp objects or bones to make marks on clay.

7,000 years ago
The Egyptians invented paper and also pens to write on it. Pens were made from reeds. Reeds are hollow plants. One end of the reed was cut into a point, or a nib. Then the pen was filled with ink by dipping it into an ink pot to fill up the inside. People squeezed the pen when they wanted the ink to come out.

In the 7th century
People started using quill pens. Quill pens were made from the feathers of birds. The part which the feathers are attached to is hollow. They worked better than reed pens because they were softer and you could squeeze them more easily to make the ink come out. They could also be washed and dried and used lots of times.

In the 10th century
The first fountain pen was made in Egypt. The pen held ink in a reservoir inside the pen and the ink travelled down to the nib. It wasn't necessary to dip the nib into an ink pot, so they were cleaner to use. However, sometimes big drops of ink came out of the pen and ruined the paper.

1938
László Bíró invented the ballpoint pen. It had a tiny ball in its tip which rotated as it moved along the paper and picked up ink from a cartridge inside. It worked well because big drops of ink couldn't come out so it was better because the paper could not be ruined.

1965
The Space Pen was invented. The Space Pen can write underwater, upside down, in extreme temperatures and at zero gravity! For this reason astronauts use them in space. This pen can do everything! But who knows what pens will be invented in the future!

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

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


Words in context

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

D
 Understand and read.
 Dictionary Workbook 6

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

Listening

2 Listen to the children. Which four inventions do they talk about?  42

3 Listen again and match.

Speaker 1 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 aeroplane. / 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.

Write the dates when the person was born and died.

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

Use *to begin with* to introduce a subject.

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

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

Finish by writing the person's most important achievement.

A biography

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

Louis Braille (1809-1852)

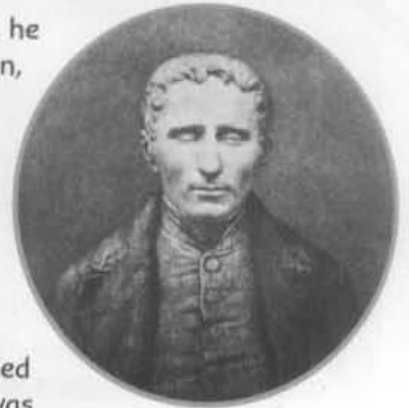
Louis Braille was born in France in 1809. In 1812, he had an accident and went blind. When he was ten, he went to a school for blind children.

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

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

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

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



3 Read again and answer the questions.

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

4 Read and circle.

- 1 Trainers were invented *to begin with* / during the 1960s.
- 2 Mobile 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* colour TVs were invented.
- 4 The first plane flight was in 1903. *Soon after*, / *During* aeroplanes became popular.

5 Complete writing page 44 of Workbook 6.



1 Complete the quiz.

1

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

2

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

3

Make the verb into a noun. arrange

4

Correct the sentence.
The Pyramids built by the Ancient Egyptians.

5

Correct the sentence.
Tea grown in India.

6

Correct the sentence.
My homework is marking right now.

7

What did Louis Braille invent?

8


(noun) coloured liquid that is used for writing and drawing
What is the word?

9

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

10

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

2 Listen and order the lines. Sing.  43

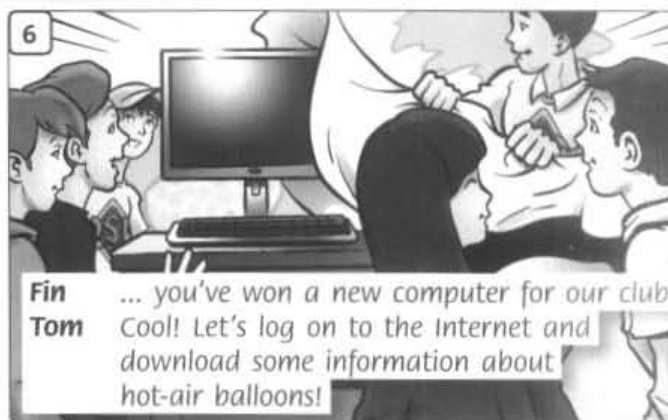
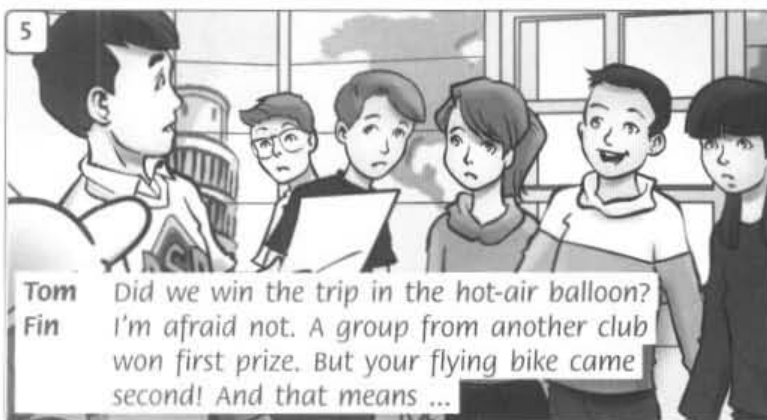
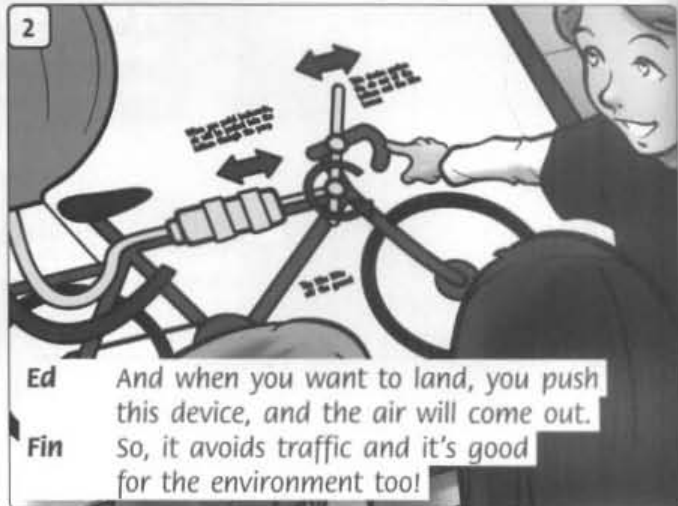
Great inventions

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



Lesson One Story

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



2 Listen to the story again and repeat. Act.

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

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

1 Listen and repeat. 45

attach *verb* to send a photo or file with an email

connect *verb* to join your computer to the Internet so that you can use it

disconnect *verb* to stop your computer being joined to the Internet

download *verb* to copy a file from the Internet onto your own computer

log off *verb* to stop using a computer, email, etc.

log on *verb* to give a password to start using a computer, email, etc.

surf *verb* to look at lots of different websites on the Internet

upload *verb* to copy a file from your own computer on to the Internet

2 Write the words.

- 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.
- When I travel, I can _____ to my email in Internet cafés.
- I want to _____ some music from the Internet.

Working with words

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

nail *noun* right *adj* left *pp* match *noun* saw *pp* sweet *noun*

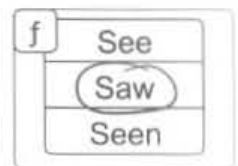
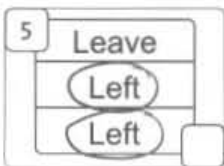
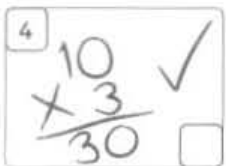
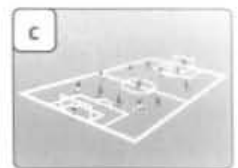
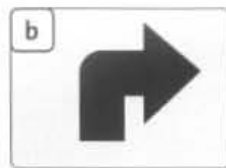
nail *noun* right *adv* left *adv* match *noun* saw *noun* sweet *adj*



Dictionary
Workbook 6

3 Listen and repeat. 46

4 Match the homonyms.



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

Competition time!!

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

What did Tim Berners-Lee invent?

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



First correct answer

Your school will be given ten new laptops!

Second correct answer

Your school will be sent some exciting new language software!

Third correct answer

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

Good luck!

2 Read and learn.

The passive (future)

Use the passive with the future.

You will be given ten new laptops for your school.

You won't be given any software.

Will the computers be sent to our school?

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

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

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

4 Write the words in the correct order.

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

INFORMATION

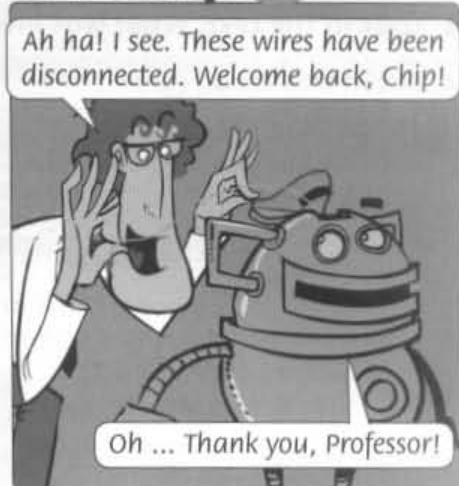
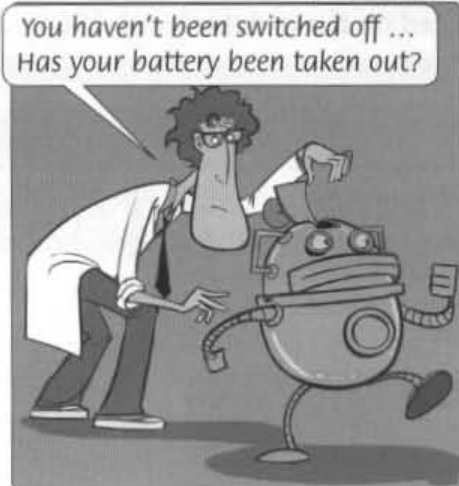
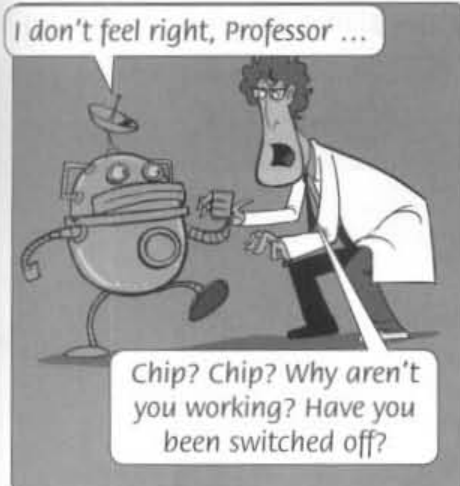
School trip to the Computer Museum



Please arrive at school by 8.45 a.m.

1 Listen and read. Why does Chip stop? 48

Professor & Chip



2 Read and learn.

The passive (present perfect)

Use the passive with the present perfect.

You haven't been switched off.

These wires have been disconnected.

Has your battery been taken out?

3 Read and circle. Irregular verb list

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

4 Speaking Talk about the pictures.

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

The Internet has been disconnected.
 It's Picture 3.



Reading

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

2 Listen and read.  49

COMPUTERS - FUN FACTS

Who invented the computer?

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



How big was the first computer?

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

Why is a mouse called a mouse?

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



When did the World Wide Web begin?

The World Wide Web was invented by Tim Berners-Lee and Robert Cailliau in 1990. It was immediately successful and in four years, 50 million people were using it! Today, billions of email messages are sent across the world every day. It is difficult to imagine life without it as the World Wide Web has changed the world!

How many computers are there in the world today?

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

3 Read again and match.

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

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

Words in context

1 Find the words in the article. Write.

complication create huge experimental cursor immediately president market

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

D
 Understand and read.
 Dictionary Workbook 6

Listening

- 2 Listen. How many people does the radio presenter talk to? 50
- 3 Listen again and ✓ what they use a computer for.

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

Speaking

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

- How often do you use a computer?
- 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 / film / fashion / shopping / news / wildlife information

Writing

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

A research report

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

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

We can write headings for each section of the report.

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

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

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

My research project by Jen Thomas

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

Internet cables

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

Where are the cables?

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

Do the cables ever break?

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

Why do the cables break?

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



- 3 Read again and answer the questions.

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

- 4 Match.

- 1 Robots 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 same word. I went to a football _____ yesterday. I used a _____ to light a fire.

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

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

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

7 What did Douglas Engelbart invent?

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

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

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

2 Listen and write. Sing.  51

free email homework ~~surf~~ upload book attach download

What can you do on your computer?

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

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

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

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





1 Look at the pictures. What can you see?

2 Read.

The History of Glass Making

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

Early history

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

Ancient Egypt

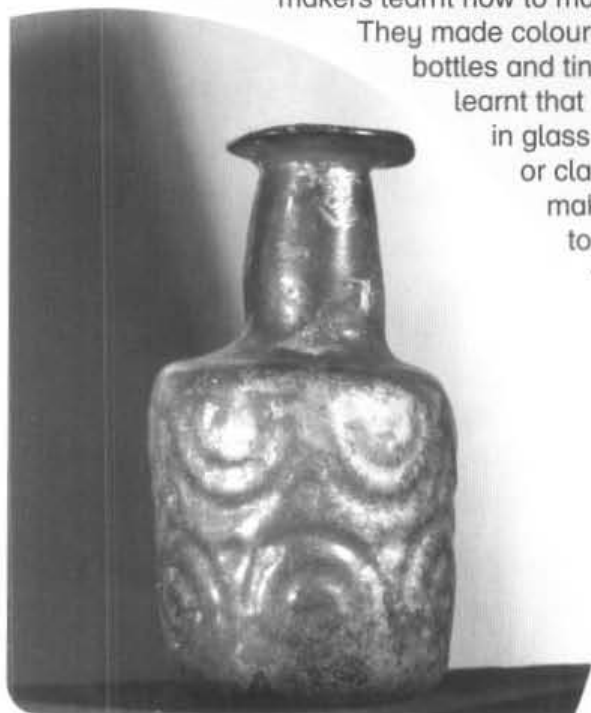
Glass blowing

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

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

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

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



3 Read again and answer the questions.

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

4 Discuss.

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

The Roman Empire

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

The Islamic World

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

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

Europe

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

The Modern World

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





Extensive reading: fiction

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

2 Read.



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

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

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

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

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

"You're right," said Peter. "And look at the time. It's already 11 o'clock. There's always a train here at 11.29. We must go to the railway station and tell them."
"But there isn't time," said Bobbie. "The station's too far away. The train will be here in thirty minutes." The children looked at each other. They were frightened.

3 Read again and answer the questions.

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

4 Discuss.

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

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

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

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

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

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

Based on a story by Edith Nesbit

