



7 Explorers for a day!

Lesson One Story


1 Listen and read. Why do the children decide to go into the cave?  52 Because they need to take shelter from the rain and the storm.

1 

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

2 

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

3 

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

Ed I have! It's this way!

4 One hour later ... 

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

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

Ed North? I thought you said south!

5 Later ... 

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

Kate Oh no! It's starting to rain.

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

6 

Ed How about this cave?

Libby Are you sure? It's very dark.

Tom Come on! It's fine!

2 Listen to the story again and repeat. Act.

3 Number the events in the correct order.

- a Each group gets a compass. 2
- c It starts raining. 5
- e They go in a cave. 6

- b The children decide which flag to look for. 3
- d They discover they're lost. 4
- f Fin gives instructions. 1

1 Listen and repeat.  53

2 Write the words.

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

Working with words

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

verb paint

noun painter

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

explore write

explorer writer


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

noun journal novel tour

new noun journalist novelist tourist



Dictionary
Workbook 6

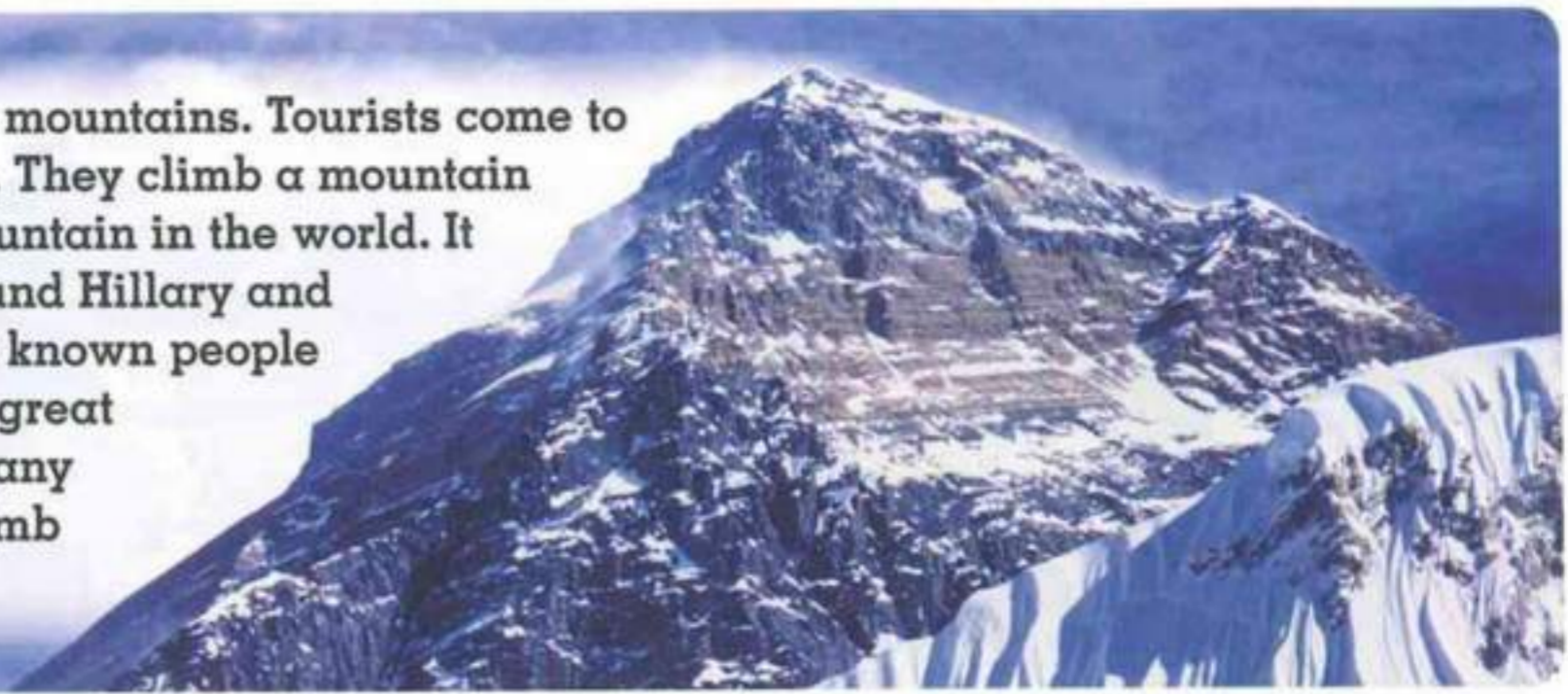
3 Listen and repeat.  54

4 Read and circle.


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

1 Listen and read. Who first climbed Mount Everest?  55 Edmund Hillary and Tenzing Norgay.

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



2 Read and learn.

 Relative pronouns: *who, which*

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

Use **who** for people.

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

Use **which** for things.

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

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

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

4 **Speaking** Talk about the pictures.

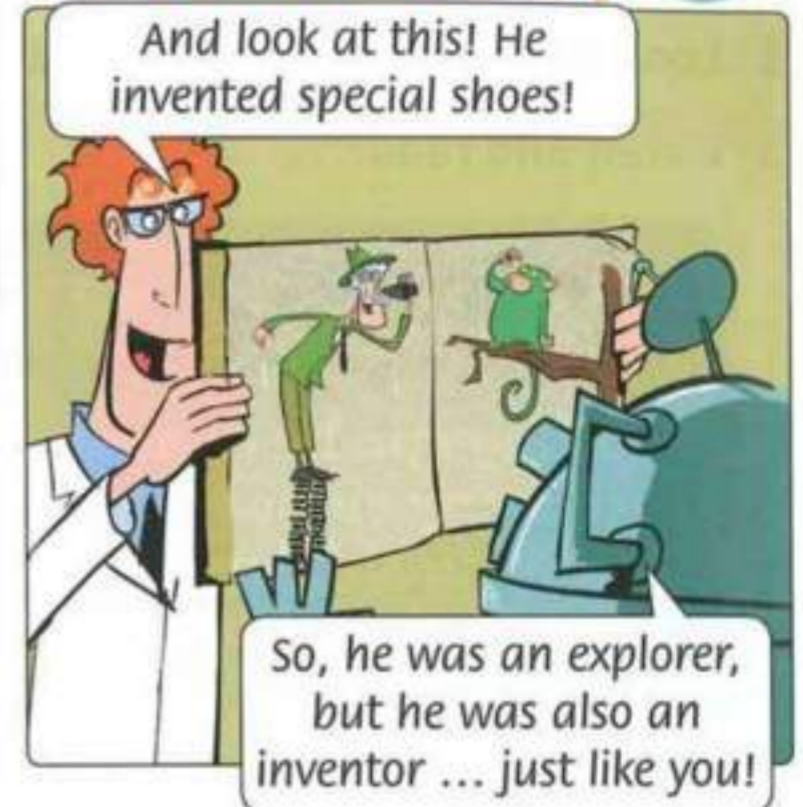
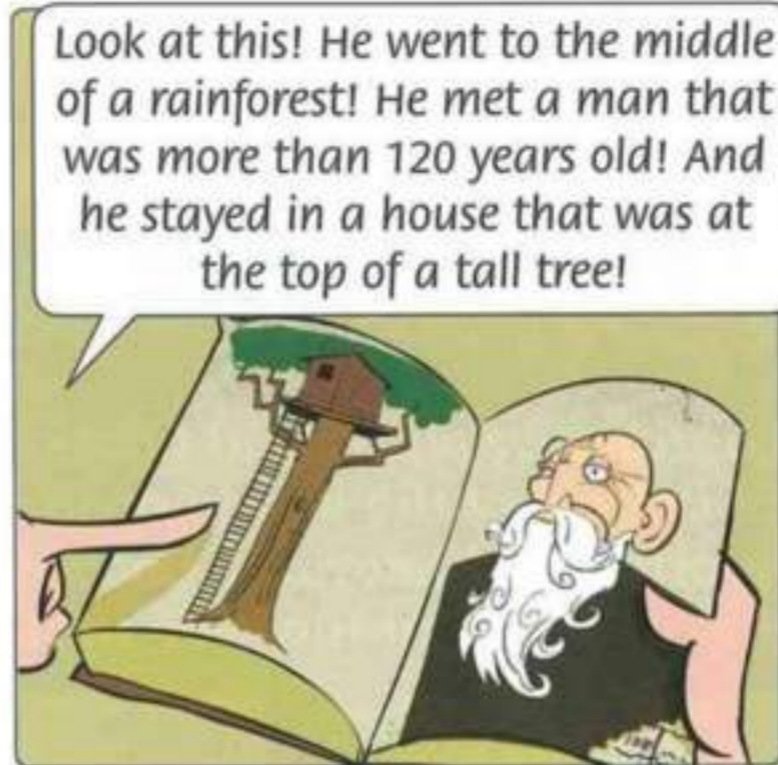
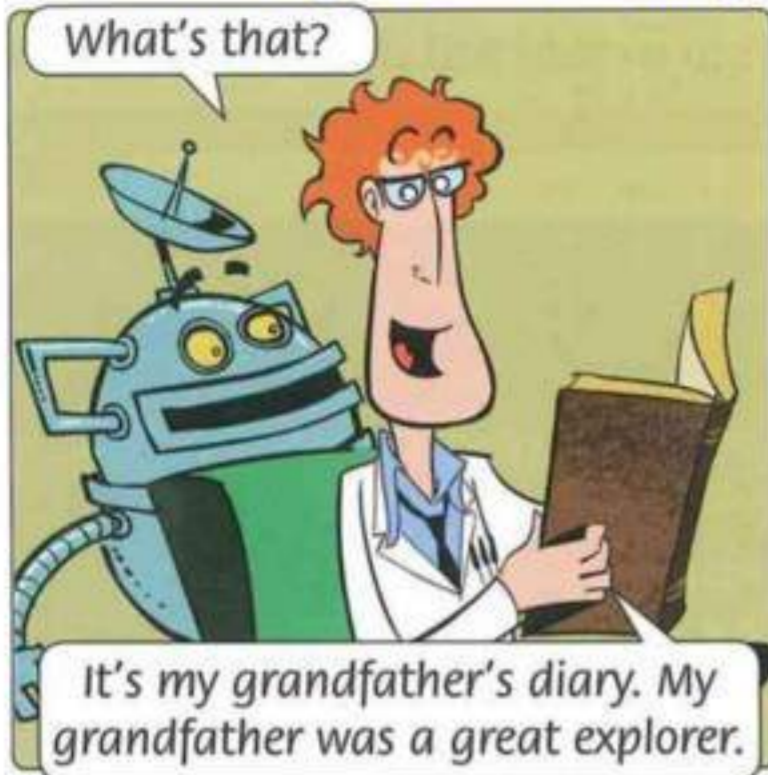
is stripy can swim is very tall works in a hospital works with children makes food



It's an animal which can swim.
It's Picture 2.
It's a person who ...

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

Professor's grandfather's diary.



2 Read and learn.

Relative pronouns: **that**

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

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

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

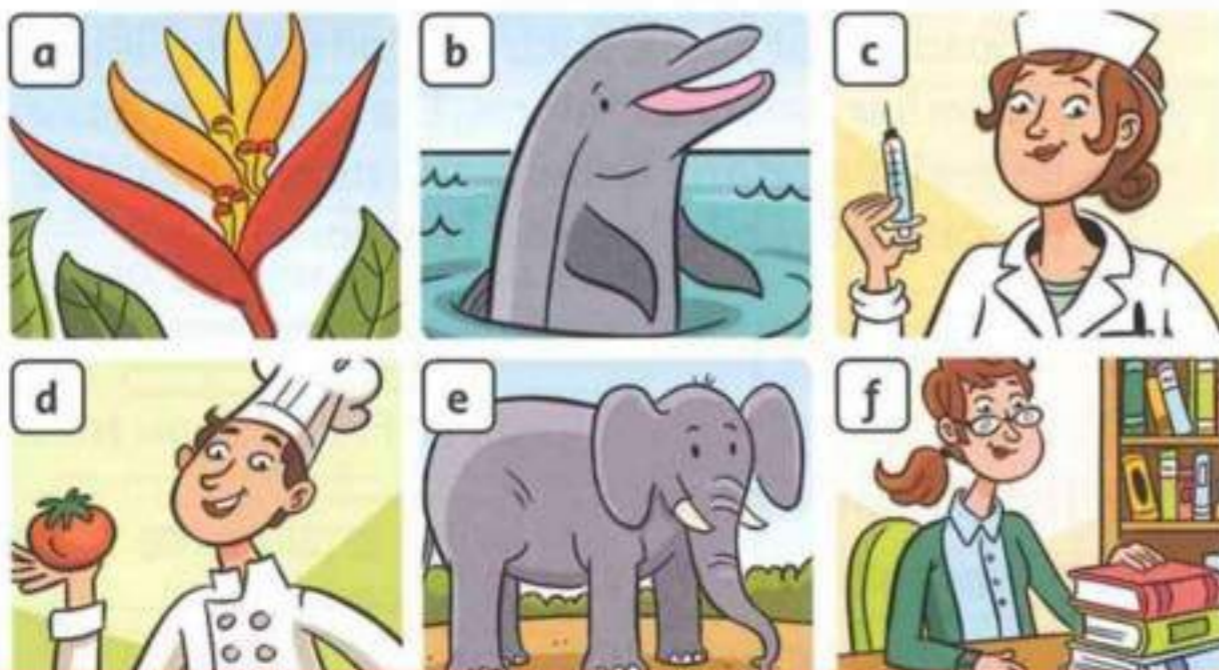
- He stayed in a house **which** was at the top of a tall tree.
- He stayed in a house **that** was at the top of a tall tree.

3 Read and match.

- 1 He's the boy **f**
- 2 Pasta is a type of food **a**
- 3 The Kapok tree is a giant tree **d**
- 4 The train **b**
- 5 Explorers are people **c**
- 6 She's a lovely person **e**

- a which is popular in Italy.
- b that goes to London leaves in five minutes.
- c who travel the world.
- d that grows in the rainforest.
- e who is nice to everyone.
- f that started at our school last week.


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



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

- 2- He's a person who works in a restaurant. (d)
- 3- It's an animal that is very big and grey. (e)
- 4- She's a person who works in a library. (f)
- 5- She's a person who helps sick people. (c)
- 6- It's a flower which grows in Peru. (a)

Reading

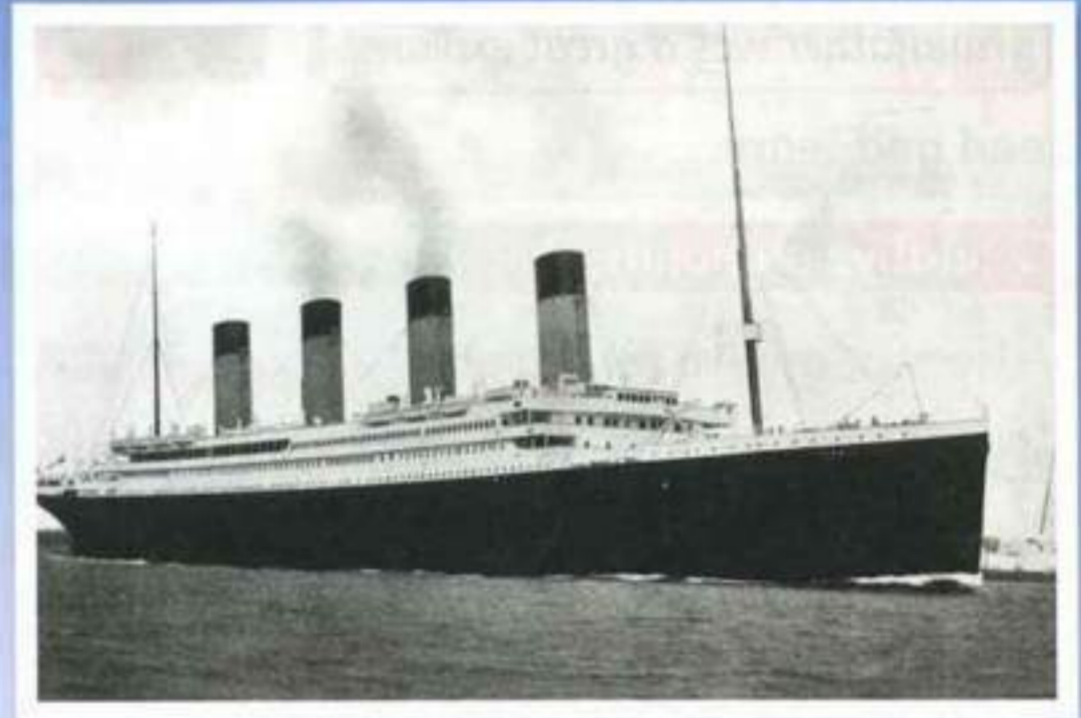
- 1 Look at the pictures. When do you think each ship sailed? student's answer
- 2 Listen and read.  57

Famous Shipwrecks

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



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



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

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

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



Words in context

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

D

understand and read.

Dictionary Workbook 6

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

Listening

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

3 Listen again and choose.

- | | |
|--|--|
| <p>1 The children are <u>a</u>.</p> <p style="padding-left: 20px;">a at a museum b in their school</p> <p>3 There were ___ people on the <i>Titanic</i>.</p> <p style="padding-left: 20px;">a 8,222 b 2,228</p> <p>5 The <i>Titanic</i> sank ___ after it hit the iceberg.</p> <p style="padding-left: 20px;">a 2 hours and 40 minutes</p> <p style="padding-left: 20px;">b 5 hours and 30 minutes</p> | <p>2 The children are given a ticket. It has a ___ on it.</p> <p style="padding-left: 20px;">a number b passenger name</p> <p>4 There were ___ people that survived.</p> <p style="padding-left: 20px;">a 705 b 605</p> <p>6 More than 2,000 things were found from the <i>Titanic</i>, including ___.</p> <p style="padding-left: 20px;">a a telephone b letters</p> |
|--|--|

Speaking

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

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

Writing

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

A personalized text

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

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

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

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

We finish by giving a final reason for our choice.

Being an explorer

by Fred Smith

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

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

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



3 Read again and answer the questions.

- 1 Why does Fred want to be an explorer? Give three reasons. He loves seeing new places, being in the sea and seeing amazing things such as colorful fish.
- 2 What three types of explorers does Fred talk about? Scientists, historians and environmentalists.

4 Match.

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

5 Complete writing page 60 of Workbook 6.



1 Complete the quiz.

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

2 Which direction do the children walk in the story?
north

3 Make this verb into a noun. explore
explorer

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

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


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

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

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

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

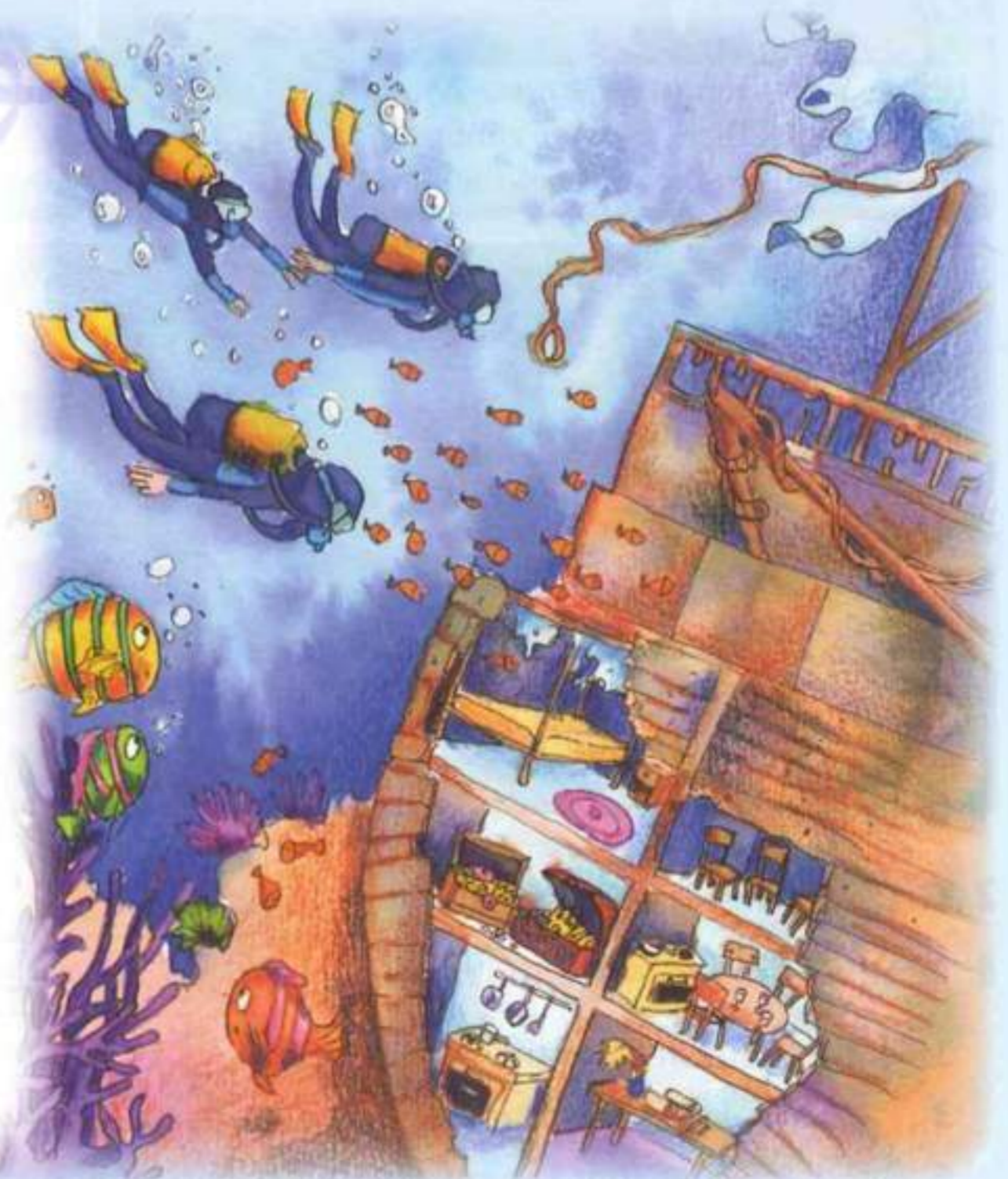
10 Complete the sentence.
I'd like some new clothes, for example, jeans and a T-shirt.

2 Listen and order the lines. Sing.  59

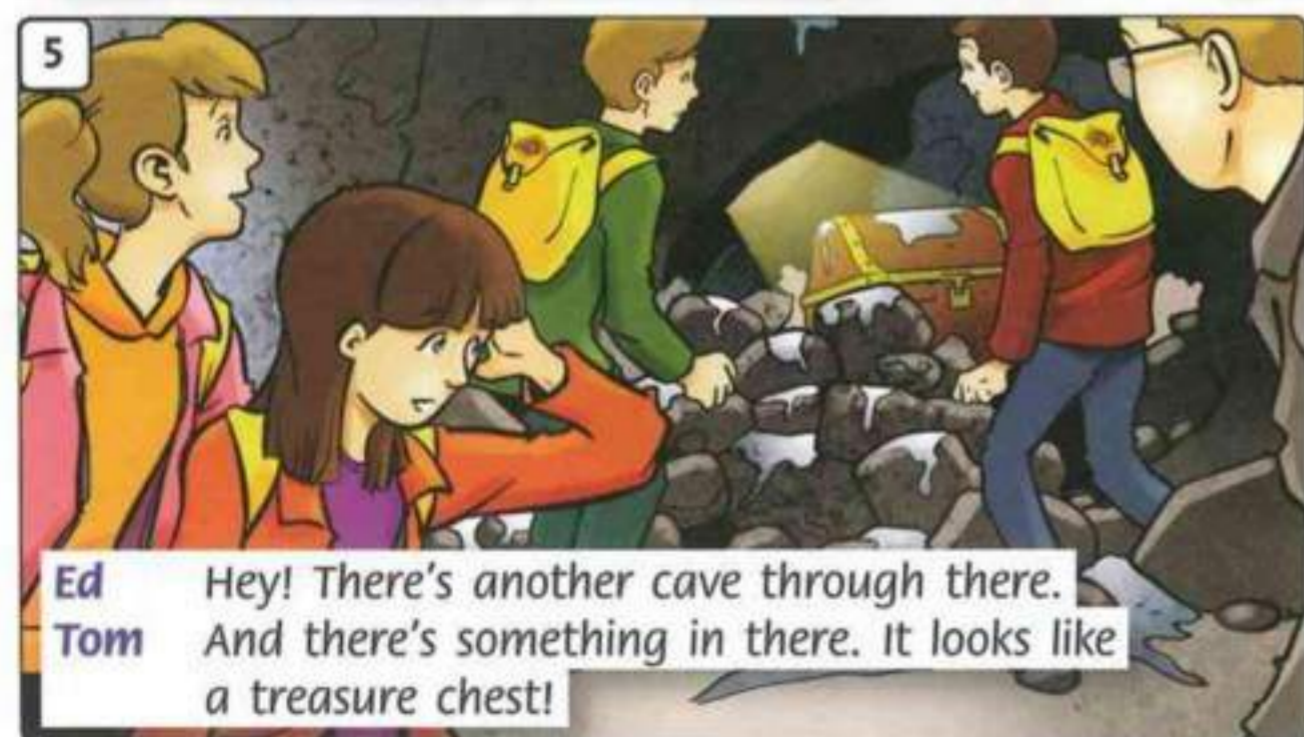
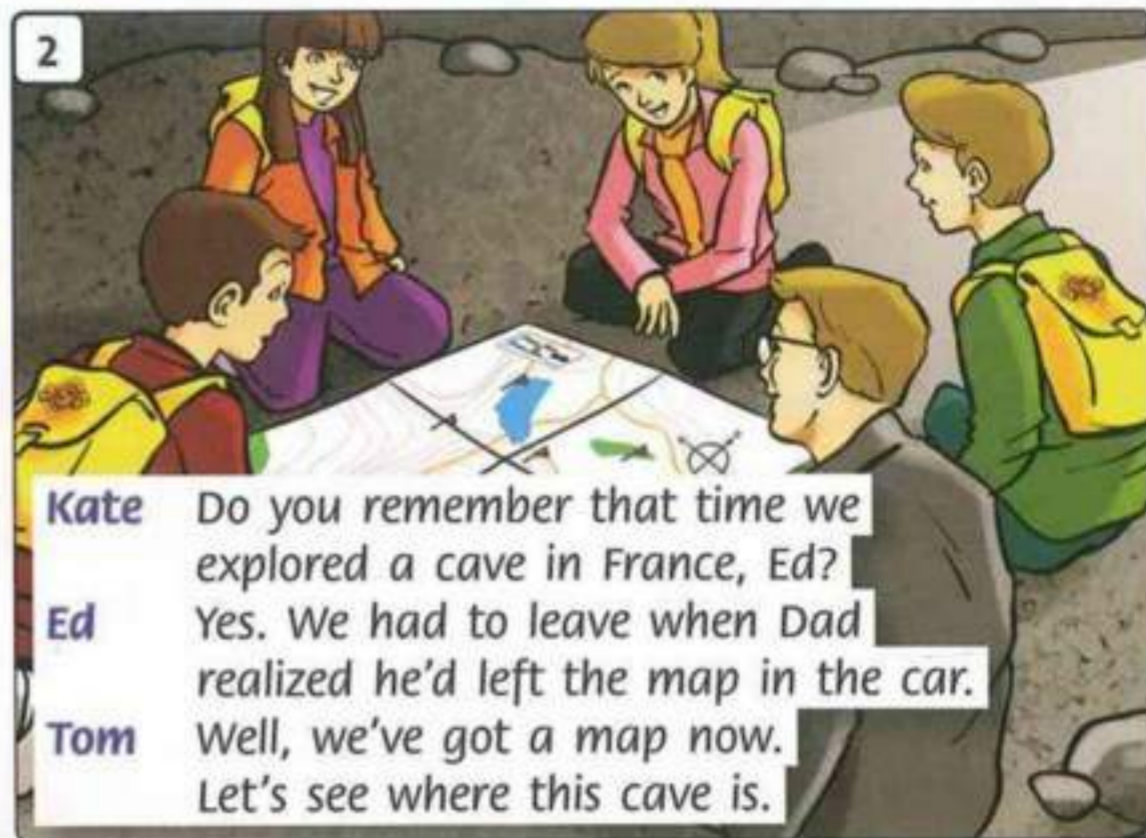
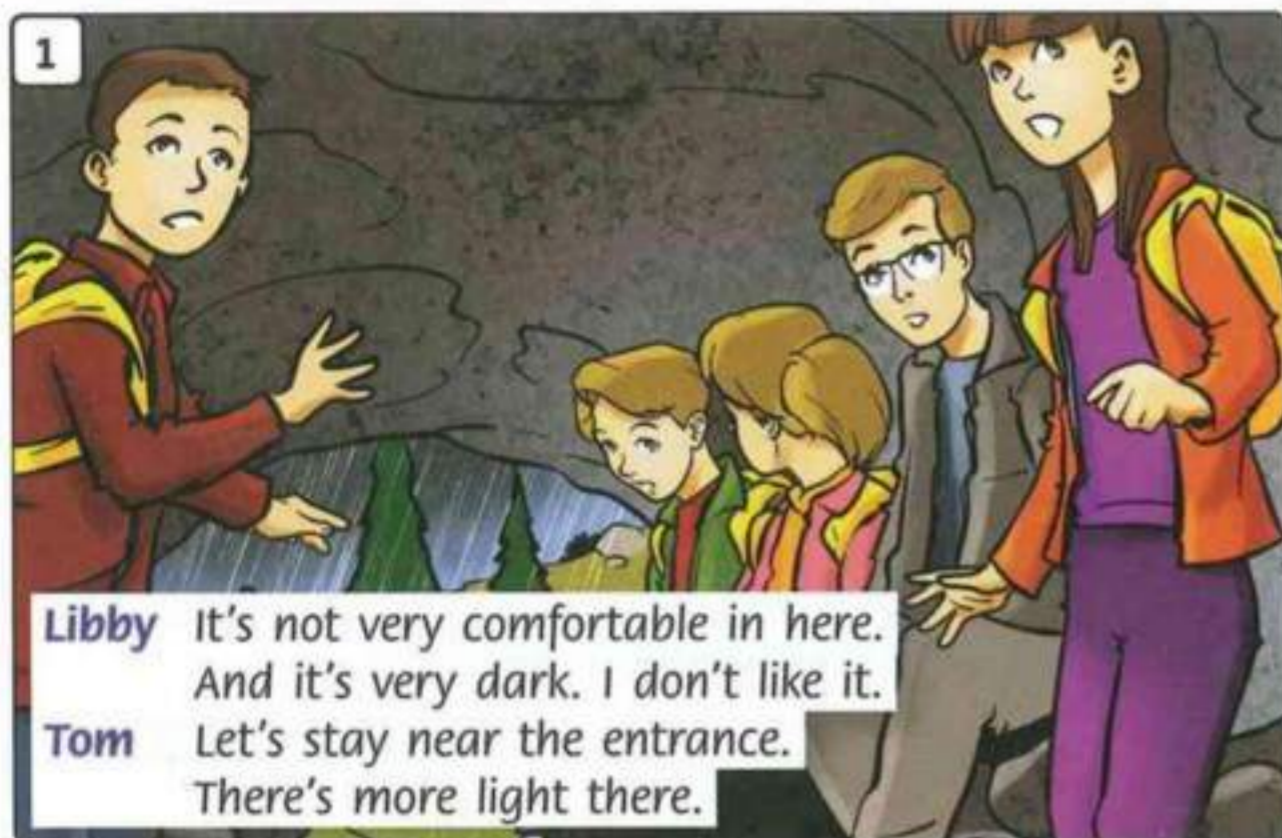
Exploring wrecks

Chorus:

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



Lesson One Story

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

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Tom

1 Libby doesn't like the dark.3 Tom looks at the map.5 Tom sees that the cave wall is coming down.2 Kate and Ed explored a cave in France.4 Libby describes the weather.6 Tom sees the treasure chest.

1 Listen and repeat.  61**ancient** *adj* very old**artefact** *noun* an object that was made by a person**evidence** *noun* facts that make you believe something is true**fascinating** *adj* very interesting**investigation** *noun* something to try to find out what happened**mysterious** *adj* that nobody can understand or explain**site** *noun* a place where a building used to be, or where something happened**strange** *adj* unusual and difficult to understand or explain

2 Write the words.

- 1 It is a very strange cave painting. There is nothing else like it.
- 2 They found an interesting artefact in the cave.
- 3 Ancient history is about things that happened very long ago.
- 4 I think it's fascinating to know how people lived long ago.
- 5 The police are doing an investigation into the robbery.
- 6 The story is very mysterious. Nobody can explain it.
- 7 There is evidence that shows how people used to live.
- 8 There is the site where the old stadium was long ago.

Working with words

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

verb

accept

comfort

reason

advise

believe


use

adjectiveaccept**able**comfort**able**reason**able**advise**able**believe**able**use**able**

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



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3 Listen and repeat.  62

4 Read and circle.

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

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

In December 1872.

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



2 Read and learn.

Past perfect

Use the **past perfect** for one thing that happened in the past before another thing happened in the past. After they **had climbed** onto the ship, they **saw** there was no one there.

Past perfect = *had (not) + past participle*
Look! 'd = had

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

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

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

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

4 **Speaking** Talk about the pictures.

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

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

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



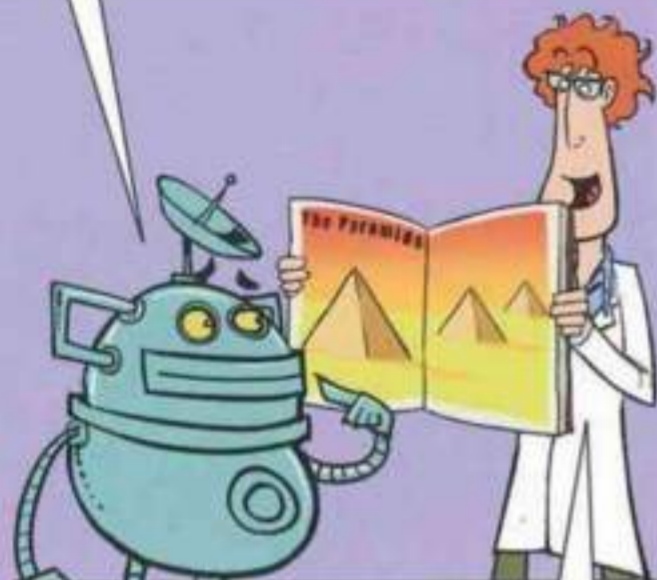
When she arrived, the children had drunk half of the juice.

It's Meg!

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



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



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

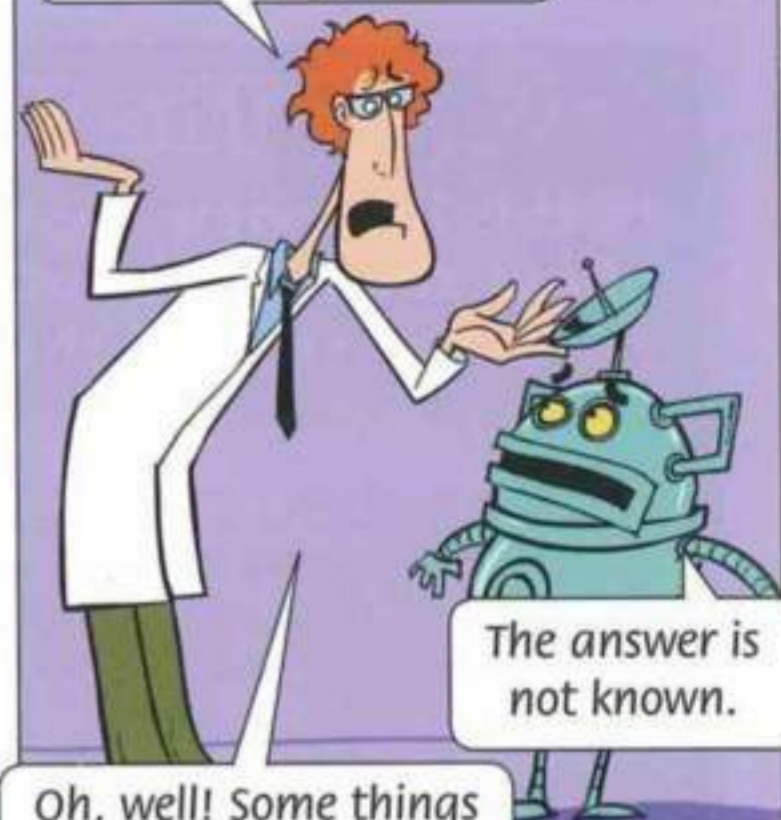
This contains information on all the history of the world! Let's test it. What is the biggest Pyramid in Egypt?



The answer is 'The Great Pyramid of Khufu'.

Wow!

How did the Egyptians build the Pyramids?



The answer is not known.

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

They want to know how the Egyptians built the Pyramids.

2 Read and learn.

Past perfect: negative sentences

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

Look! **hadn't = had not**

Past perfect: questions

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

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

- Had the film already started (start) when you got to the cinema?
- Had Sam finished (finish) his homework when you arrived at his house?
- Have the boys visited (visit) England before they went to London?
- Did your mum cook (cook) lunch when you arrived home?
- Did your teacher tell (tell) you to learn the words before she gave you the test?
- Have you ever seen (see) a football match before you went last weekend?

4 Write sentences.

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

Reading

- 1 Look at the interview. When were the Nazca lines discovered?
- 2 Listen and read.  65 In 1937.

The Nazca Lines

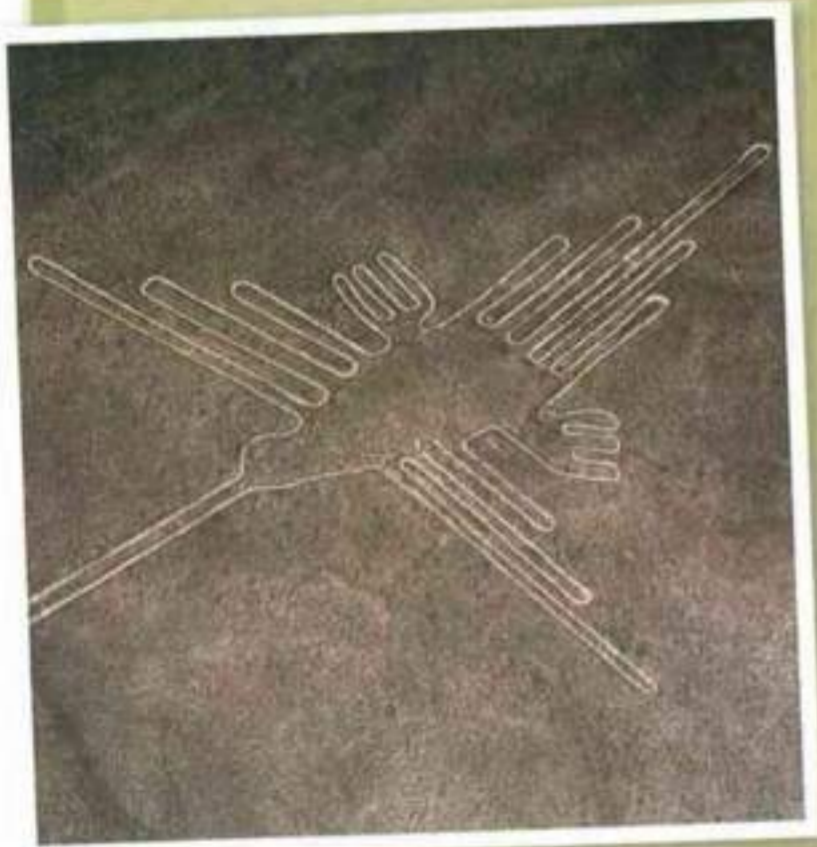
In this interview, historian Michael Jones talks about the mystery of the Nazca Lines. Michael Jones has studied the Nazca lines for many years.

1 Who were the Nazca people?

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

2 What are the Nazca lines?

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



3 Did they only draw lines?

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

4 How did they make the lines?

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

5 How long did it take to draw them?

We can't be sure, but it probably took hundreds of years to make so many drawings and probably hundreds or even thousands of people made them. We don't know exactly why the Nazca people made them, although they were obviously very important because they spent so long making them.



6 How can we see them today?

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



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

- | | | | |
|--------------------------------------|----------|--------------------------------|----------|
| a Did they only draw lines? | <u>3</u> | b How can we see them today? | <u>6</u> |
| c How long did it take to draw them? | <u>5</u> | d How did they make the lines? | <u>4</u> |
| e Who were the Nazca people? | <u>1</u> | f What are the Nazca lines? | <u>2</u> |

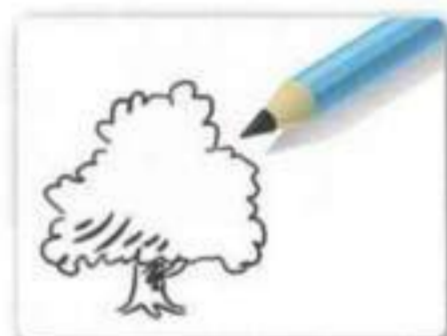
Words in context

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

D
 Don't stress. Understand and read.
Dictionary Workbook 6

noun a person who studies history

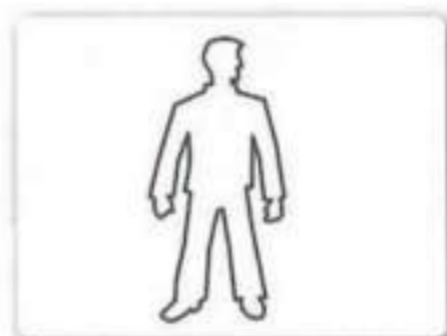
1 historian



5 sketch

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

2 clear away



6 figure

noun the normal weather that a place has

3 climate



7 soil

adj really amazing; difficult to believe

4 incredible



8 underneath

Listening

2 Listen. What is the advert for? 66

3 Listen again and complete.

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



Speaking

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

Would you like to visit the Nazca lines?	_____	Yes, I would. / No, I wouldn't.
Why?	I'm (not) interested in _____	ancient culture / mysteries / amazing art
Which other stories do you think are mysterious?	_____	The story of the <i>Mary Celeste</i> . / The building of the Pyramids.
Why are they mysterious?	Because nobody really knows _____	what happened to the people / who really built them
How do you think people could solve these mysteries?	They could _____	look for archaeological clues / read more about the subject / visit the sites

Writing

- 1 Look at the text. What is Stonehenge? It is a huge and mysterious circle of stones.
2 Read.

A tourist information leaflet

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

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

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

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

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

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

Visit Stonehenge!



Opening times

9.30 a.m. – 4 p.m. (winter)
9.00 a.m. – 7 p.m. (summer)

Prices

£6.40 for adults
£3.20 for children

Where is it?

Salisbury, England

What is Stonehenge?

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

Why visit?

Stonehenge is an incredible sight. It is amazing because of the size of the stones. The tallest stone is more than six metres high. The heaviest stone weighs about 45 tons. The stones came from hundreds of kilometres away. People didn't have transport then so how did they move them? No one really knows! Come and visit and see what you think!

- 3 Read again and answer the questions.

- 1 Where is Stonehenge? 2 How high is the tallest stone?

- 4 Match. 1- In the South of England. 2- It's more than six metres high.

Visit Buckingham Palace!

1 Opening times **b**

2 Prices **e**

3 Where is it? **a**

4 What is Buckingham Palace? **c**

5 Why visit? **d**

a London, England

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

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

d It is where the British Queen or King lives.

e £16.50 for adults, £9.50 for children

- 5 Complete writing page 68 of Workbook 6.



1 Complete the quiz.

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

2 Why does the wall of the cave fall down in the story?
Because of the rain.

3 Make the word into an adjective. believe
believable

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

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

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

7 In which country can you find the Nazca lines?
In Peru, South America.

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

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

10 Write two things to include in a tourist information leaflet.
- When it's open
- How much it costs

2 Listen and order the lines. Sing. 67

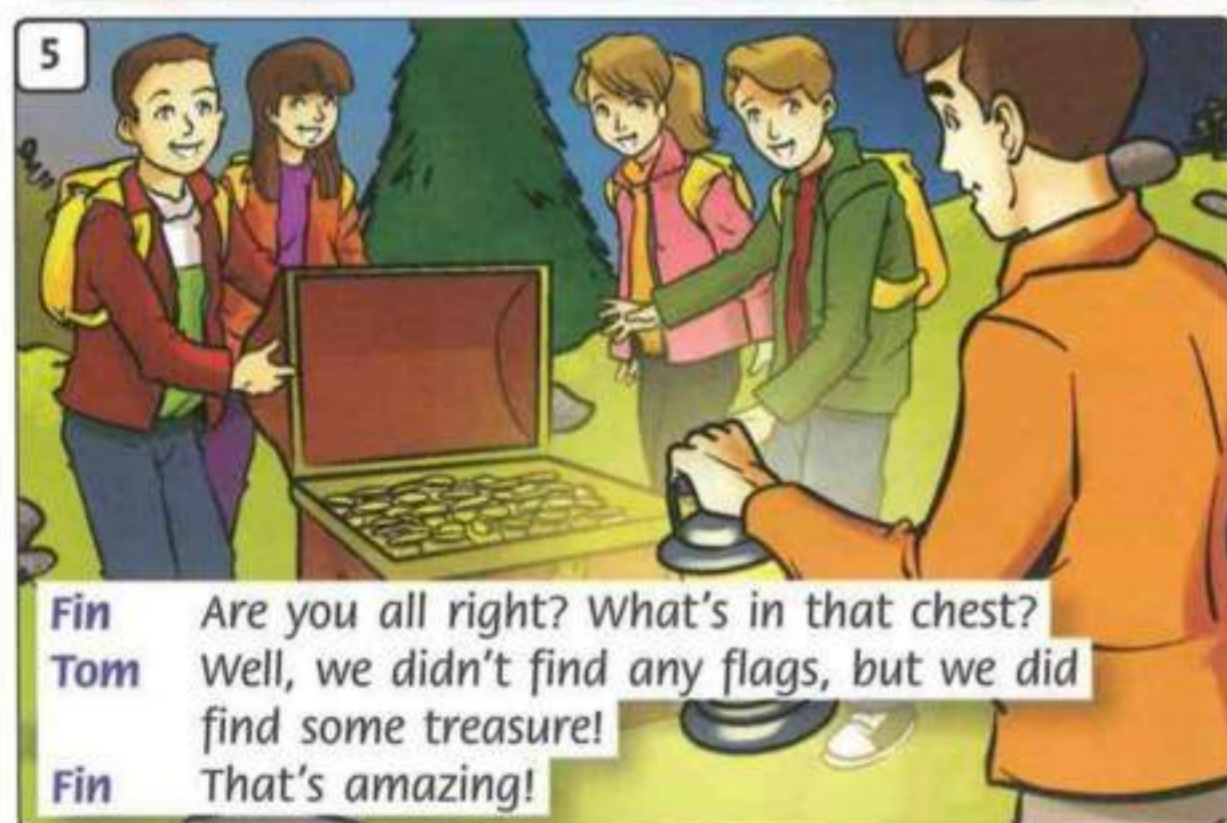
Mysteries of the ancient world

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



Lesson One Story

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



2 Listen to the story again and repeat. Act.

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

- 1 There are coins in the treasure chest. True
3 The rain doesn't stop. False
5 The children are in the newspaper. True

- 2 Kate's water bottle is full. False
4 Kate sees Fin before she hears his whistle. False
6 Ed is pleased they got lost. True

1 Listen and repeat. 69



2 Write the words.

- You use a fishing line to catch fish.
- You can climb up a rope.
- You can drink from a water bottle.
- You use matches to light a fire.
- You blow a whistle to make a sound.
- You can use a penknife to cut things.
- You need a first aid kit if you hurt yourself.
- You can use a needle and thread to make or fix clothes.

Working with words

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

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



Dictionary
Workbook 6

3 Listen and repeat. 70

4 Write the words.

1 sea / see

- A Can you see my mobile phone? I can't find it.
B We're going to the sea for our summer holiday.

3 hear / here

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

5 flour / flower

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

2 buy / by

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

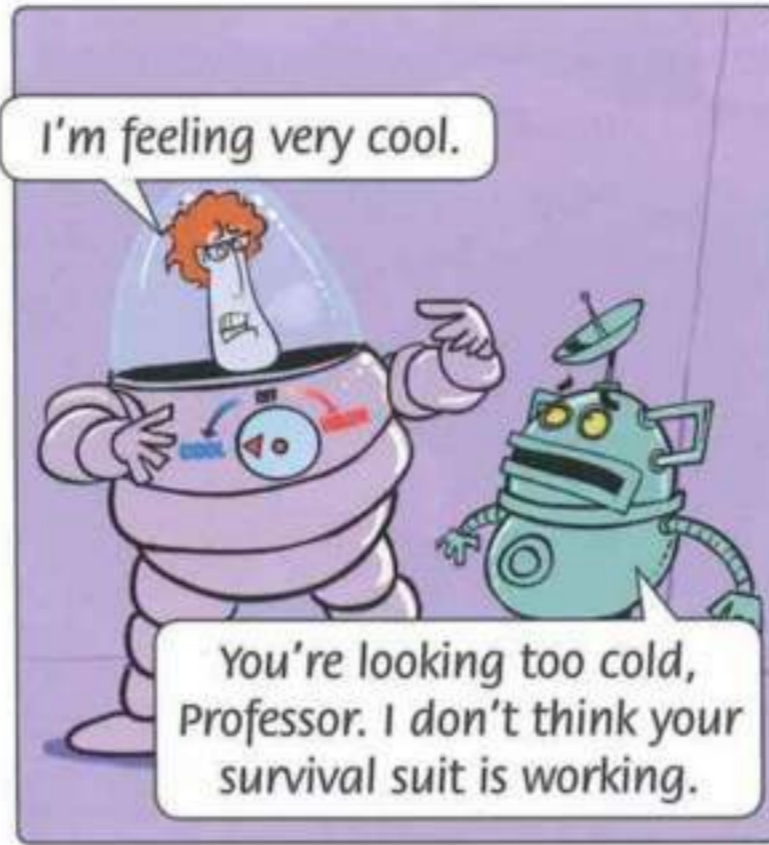
4 meat / meet

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

6 seen / scene

- A Have you seen Max today?
B It's my favourite scene in the film.

1 Listen and read. What has Professor invented?  71



He has invented a survival suit.

2 Read and learn.

 **Third conditional**

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

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


Look!

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

3 Read and match.

- 1 If they had listened to the teacher, **d**
- 2 If you had got up earlier, **e**
- 3 They wouldn't have got lost **f**
- 4 If I hadn't forgotten my mobile phone, **c**
- 5 I would have bought you a present **b**
- 6 If you hadn't forgotten your jacket, **a**

- a you wouldn't have been cold.
- b if I had known it was your birthday.
- c I would have called you.
- d they would have understood the lesson.
- e you wouldn't have arrived late.
- f if they had taken a map.

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

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

1 Listen and read. What is the information for? 72 It is advice about what to bring and do on jungle trips.

Trekking in the Jungle – Information

Advice

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

Rules

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

What to bring

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

2 Read and learn.

Modal verbs

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

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

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

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

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

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

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

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

You **ought to** bring a camera.

You **ought not to** bring jewellery.

3 Read and circle.

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

4 Speaking Ask and answer.



Trip to the desert

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



Trip to the zoo

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

You ought to take some money.

It's the trip to the desert.

Reading

- 1 Look at the text. What happened to Robinson Crusoe's ship? The ship hit the rocks in a terrible storm.
- 2 Listen and read.  73

Robinson Crusoe

by Daniel Defoe



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



There were some hills around me, so I decided to build myself a little house on one of them. I walked to the top of the highest hill and looked down. I was very unhappy, because I saw then that I was on an island. There were two smaller islands a few miles away, and after that, only the sea. Just the sea, for mile after mile after mile. I was all alone.

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

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



3 Read again and write the answers.

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

Words in context

1 Find the words in the story. Write.

D
 Try to understand and read.
Dictionary Workbook 6

storm survivor supplies shelter sails fence cut down **wall**

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

Listening

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

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

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



Speaking

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

How would you feel if you were shipwrecked on a desert island?	I'd feel _____.	frightened / lonely / brave
What would you do first?	I'd _____.	look for food and water / build a home / explore the island
What would you use to make your shelter?	I'd use _____.	leaves / wood / trees / rope
What would you eat?	I'd eat _____.	fruit / fish / plants / meat
How would you try to escape?	I'd _____.	build a raft or a boat / make a fire to attract passing ships

Writing

1 Look at the text. What is it about? How to survive on a desert island

2 Read.

An advice text

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

Use bullet points to show each piece of advice clearly.

Use headings to make the information easy to find.

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

Use imperatives to give instructions.

Keep sentences short and simple and avoid unnecessary adjectives.

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

HERE ARE SOME TIPS!

DRINKING

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

EATING

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

SLEEPING

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

KEEPING WARM

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

GETTING RESCUED

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



3 Read again and answer the questions.

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

1- A river with fast running water away from the sea. 2- To stay warm, for cooking, for keeping wild animals away and for getting rescued.

4 Match.

How to survive trekking in the mountains.

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

5 Complete writing page 76 of Workbook 6.



1 Complete the quiz.

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

matches

2 How do they first hear Fin in the story?

Kate heard a whistle.

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

flour

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

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

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

7 Where does Robinson Crusoe find tools?
From the shipwreck.

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

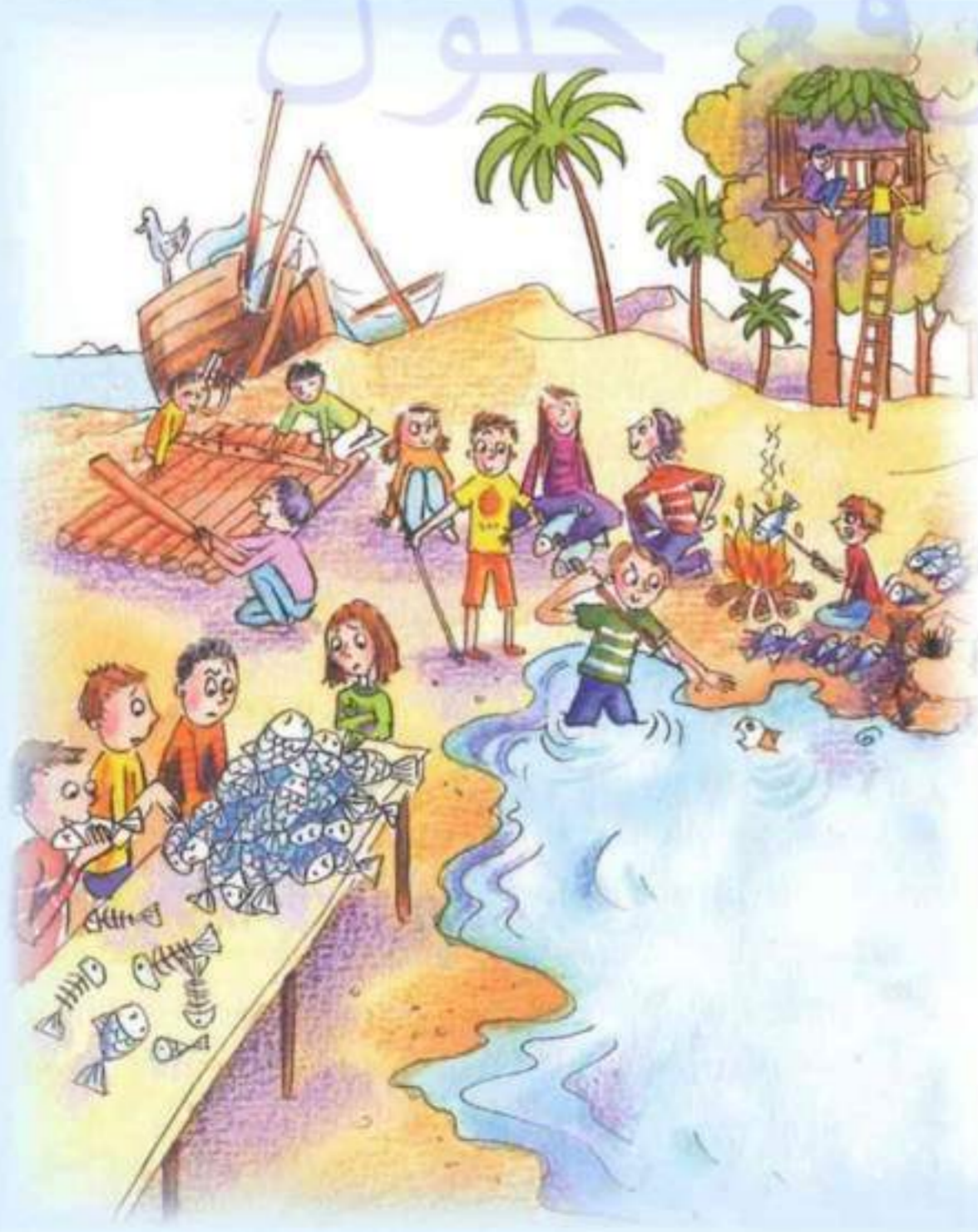
storm

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

10 Complete the sentence. Wear a hat to keep warm.

2 Listen and write. Sing. 75

storm float shelter shipwrecked voyage boat sea tree



Shipwrecked on an island

We're ¹ shipwrecked on an island,
In the middle of the deep blue ² _____,
We eat fruit and plants for breakfast and lunch,
And fish every day for tea.

Chorus:

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

We're shipwrecked on an island,
In the middle of the deep blue sea,
We sleep in a ⁵ _____ that's made of leaves,
At the top of a very tall ⁶ _____.

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



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

2 Read.

Atlantis: The Lost City

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

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

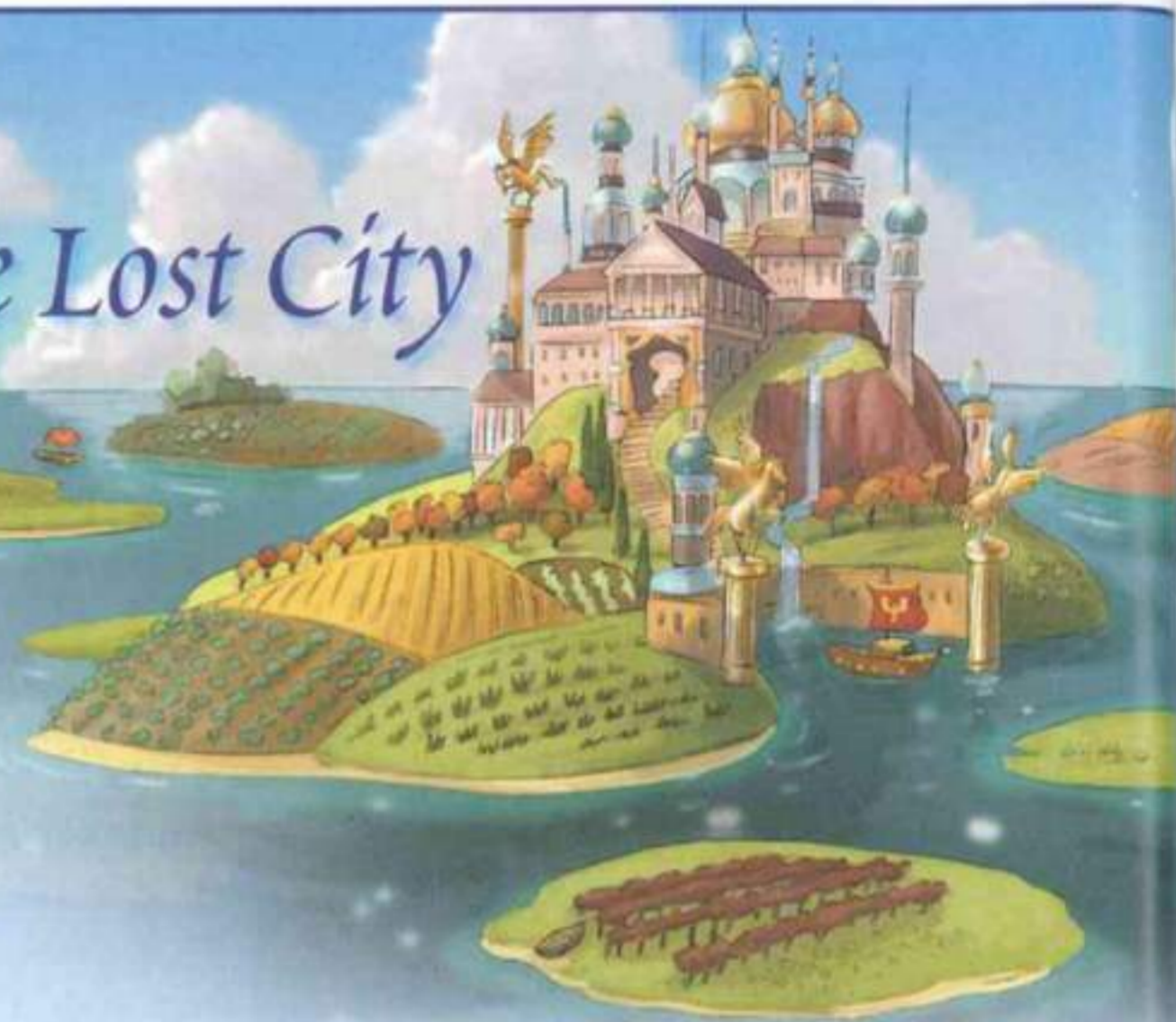
The richest people on the island lived in the highest mountains. Plato described the amazing buildings they lived in. He said that there were beautiful fountains with hot and cold water, gold statues and stone walls covered in precious metals and jewels.

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

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

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

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



3 Read again and answer the questions.

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

4 Discuss.

- 1 Do you think the Island of Atlantis is real or just a story? Why?
 - 2 Do you enjoy reading about mysteries? Why (not)?
 - 3 Do you know about any other mysteries? What are they?
- 3) 1- A famous Greek writer called Plato.
 - 2- They were peaceful and friendly.
 - 3- There was an earthquake and the island disappeared under the sea.
 - 4- Ruins of an ancient city.

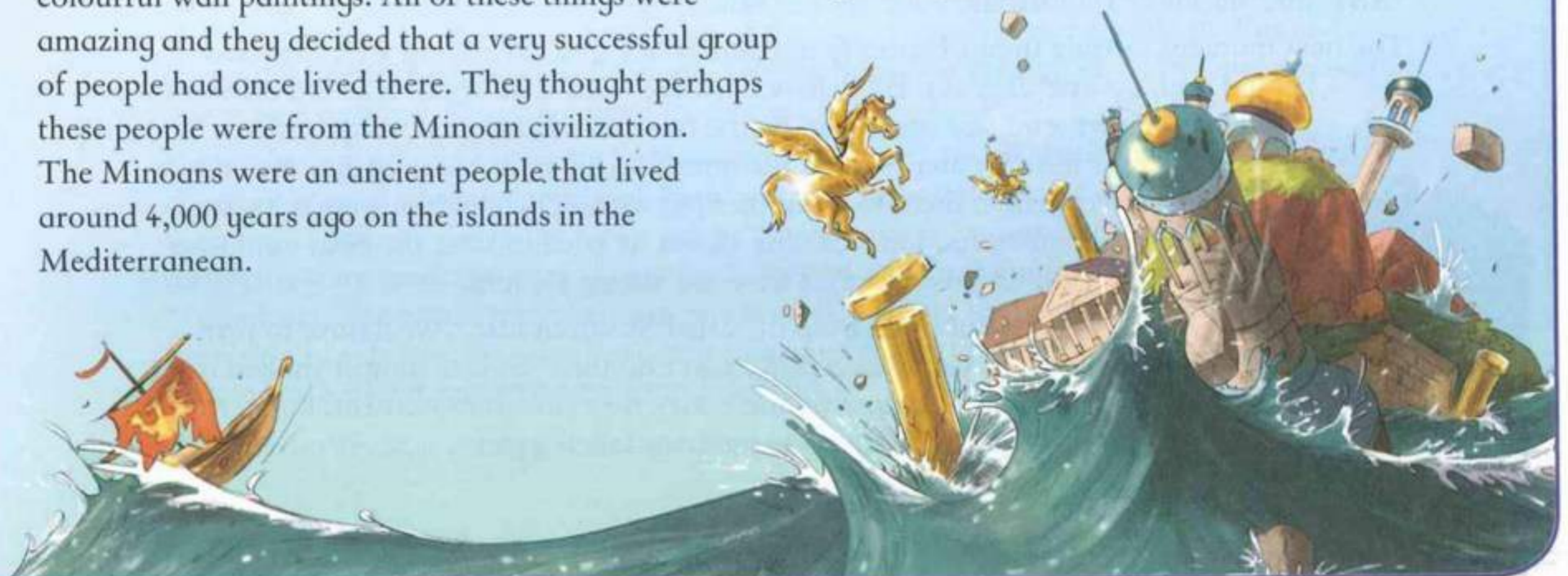
Donnelly studied the history of floods and natural disasters from Egypt to Mexico. He studied things that had happened thousands of years ago. Then he wrote a book and explained his ideas. He thought the story was about a real natural disaster. Perhaps there was a hurricane or an earthquake in the Atlantic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

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

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

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

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

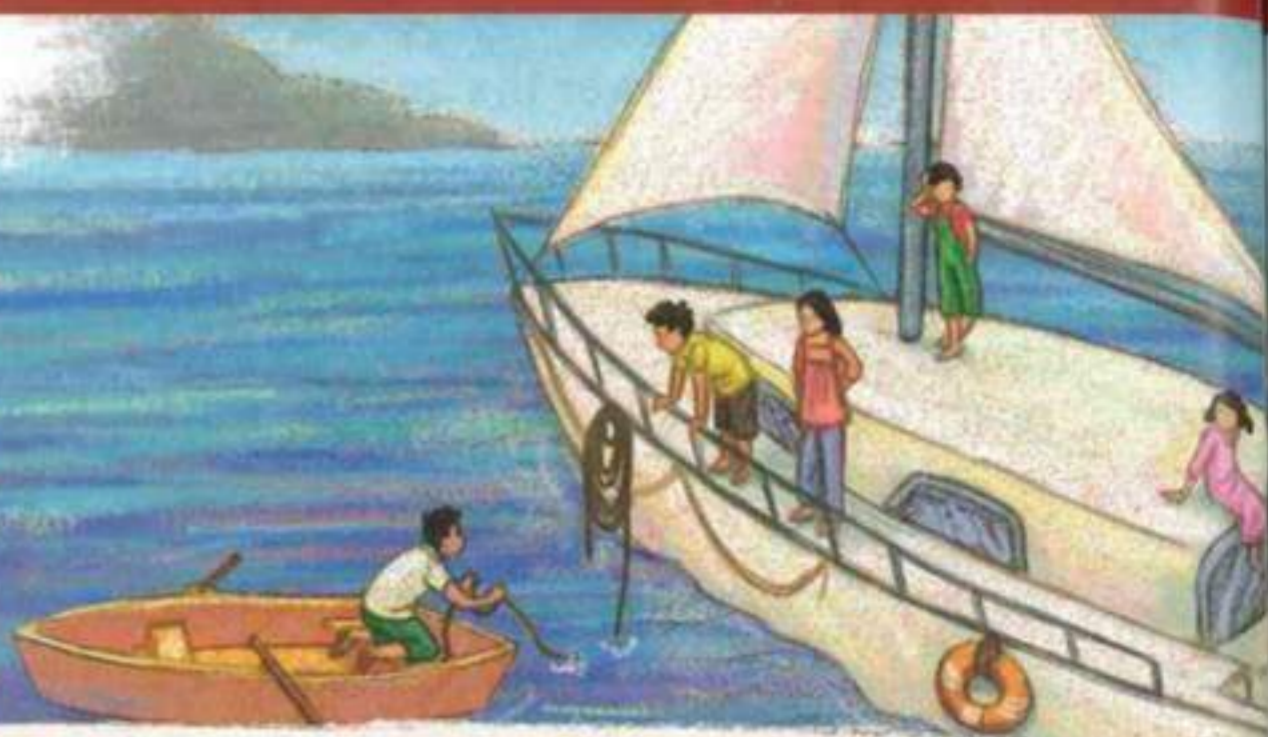




1 Look at the pictures. What are the children doing?

2 Read.

We Didn't Mean to Go to Sea



1) The children are on the sailboat and Jim is in the small boat. Jim will get petrol for the sailboat.

What has happened so far ...

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

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

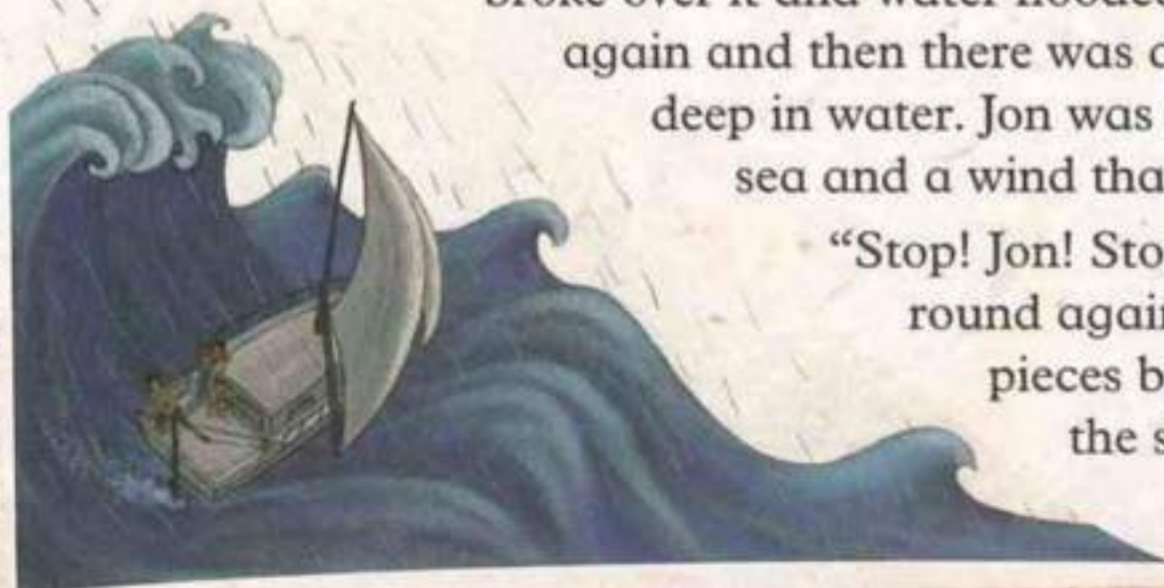
"Let's turn back now," said Susan.

Jon took a deep breath. He wasn't sure that he could find his way back, but he didn't say this to the others.

"All right," he said. "I'll turn the boat around now."

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

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



3 Read again and answer the questions.

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

4 Discuss.

- 1 Did you enjoy the extract from the story? Why (not)?
 - 2 What do you think happens at the end of the story?
 - 3 Would you like to go sailing? Why (not)?
- 3) 1- Because Jim went to get petrol, and while he was away the boat started floating away to the sea.
 - 2- Because the wind was too strong.
 - 3- Because they didn't have lights on the boat.
 - 4- Fishermen.

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

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

Susan and Kitty didn't feel seasick any more. Jon's arms hurt with steering, but he felt much happier. Roger was hungry and wondered if everyone had forgotten about supper. "Susan," he said. "It's ten o'clock. What about some chocolate or something?" "Ten o'clock?" said Susan in surprise. "It's time you all had something to eat." And a few minutes later they were all eating very large pieces of fruit cake and pieces of chocolate.

Suddenly, Susan saw lights ahead.

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

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

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

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

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

An extract from a story by Arthur Ransome