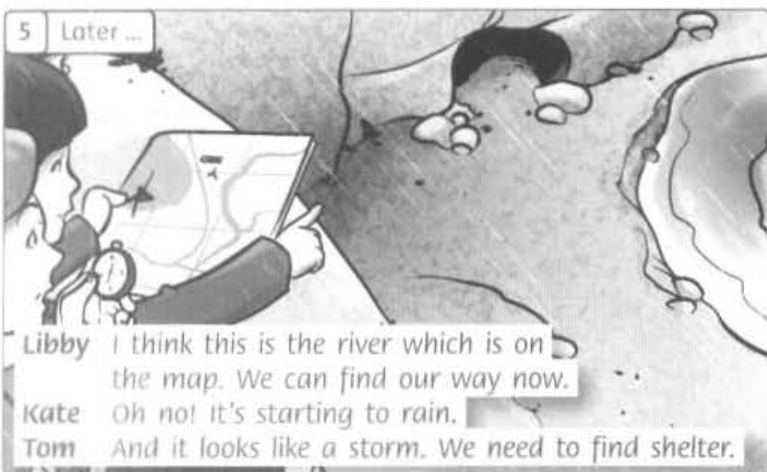
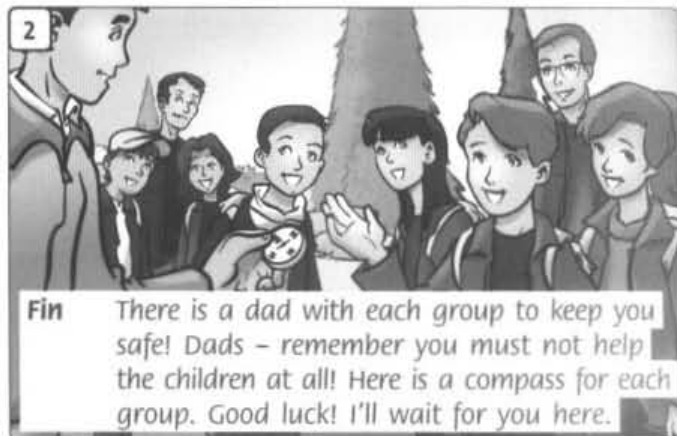


## Lesson One Story

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



## 2 Listen to the story again and repeat. Act.

## 3 Number the events in the correct order.

a Each group gets a compass. c It starts raining. e They go in a cave. b The children decide which flag to look for. d They discover they're lost. f Fin gives instructions.

## 1 Listen and repeat. 53



## 2 Write the words.

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

## Working with words

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

<b>verb</b>	paint
<b>noun</b>	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.

<b>noun</b>	journal	novel	tour
<b>new noun</b>	journalist	novelist	tourist

**D**  
help me understand and read.

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

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



2 Read and learn.

Relative pronouns: *who, which*

Use relative pronouns to give more information about nouns.

Use *who* for people.

Today there are many climbers who successfully climb Mount Everest.

Use *which* for things.

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

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

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

4 Speaking Talk about the pictures.

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



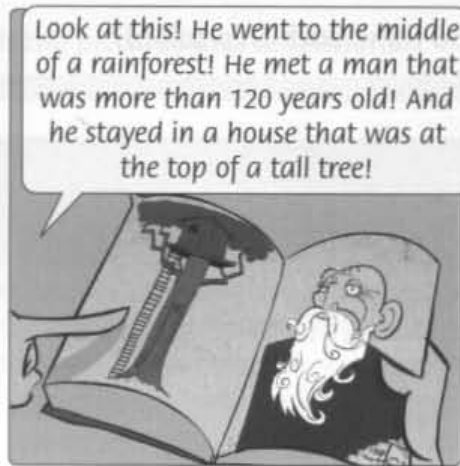
It's an animal which can swim.

It's Picture 2.

It's a person who ...

# Professor & Chip

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



## 2 Read and learn.

### Relative pronouns: *that*

Use *that* or *who* for people.

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

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

Use *that* or *which* for things.

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

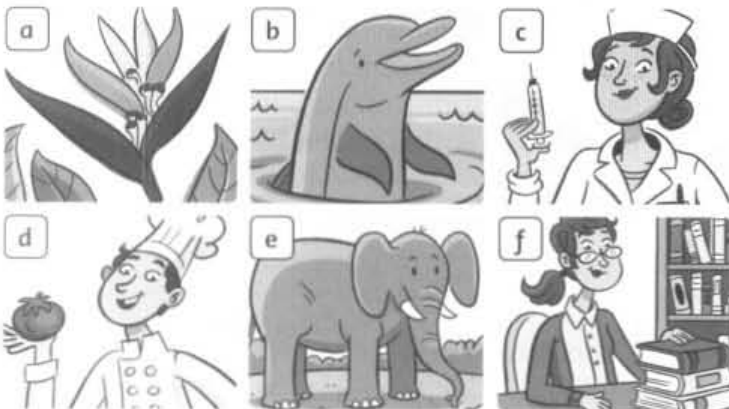
He stayed in a house *that* was at the top of a tall tree.

## 3 Read and match.

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


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

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



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

## Reading

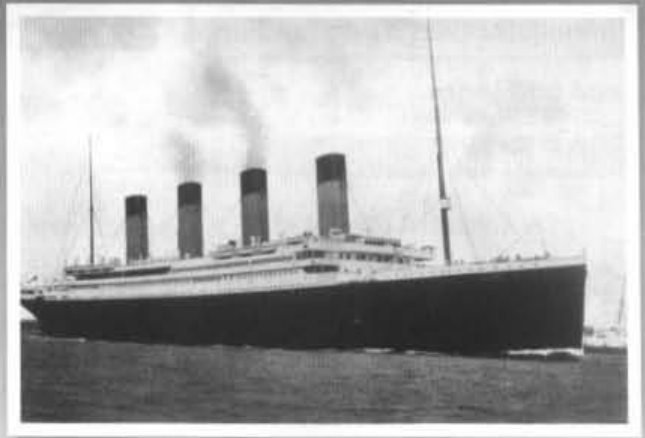
- 1 Look at the pictures. When do you think each ship sailed?
- 2 Listen and read.  57

## Famous Shipwrecks

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



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



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

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

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

**Words in context**

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

**D**  
 Dictionary  
 Workbook 6

*pt* went down  
 underwater

1 sank

*verb* try to find

2 \_\_\_\_\_

*noun* a long  
 journey by ship

3 \_\_\_\_\_

*noun* a storm  
 with strong  
 winds

4 \_\_\_\_\_

*verb* to die  
 after being  
 underwater for  
 too long

5 \_\_\_\_\_

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

6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

**Listening**

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

3 Listen again and choose.

- 1 The children are a.  
 a at a museum    b in their school
- 2 The children are given a ticket. It has a \_\_\_\_\_ on it.  
 a number    b passenger name
- 3 There were \_\_\_\_\_ people on the *Titanic*.  
 a 8,222    b 2,228
- 4 There were \_\_\_\_\_ people that survived.  
 a 705    b 605
- 5 The *Titanic* sank \_\_\_\_\_ after it hit the iceberg.  
 a 2 hours and 40 minutes  
 b 5 hours and 30 minutes
- 6 More than 2,000 things were found from the *Titanic*, including \_\_\_\_\_.  
 a a telephone    b letters

**Speaking**

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

- Would you like to be an underwater explorer?
- How would you feel if you were deep under the water?
- What would you like to see?
- What other places would you like to explore?
- Why?

- \_\_\_\_\_
- I'd feel \_\_\_\_\_
- I'd love to see \_\_\_\_\_
- I'd like to explore \_\_\_\_\_
- Because I like looking at \_\_\_\_\_

- Yes, I would. / No, I wouldn't.
- excited / frightened / nervous / amazed
- an octopus / a shipwreck / treasure / lots of fish
- the desert / space / the rainforests
- animals / the stars and the moon / interesting plants

## Writing

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

2 Read.

## A personalized text

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

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

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

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

We finish by giving a final reason for our choice.

## Being an explorer

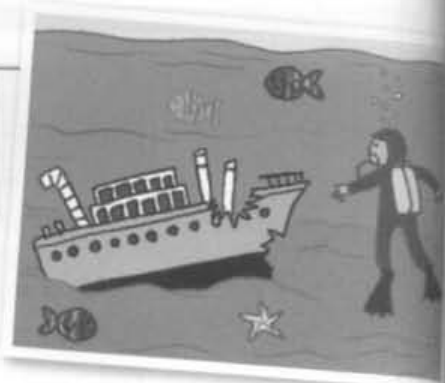
by Fred Smith

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

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

Some underwater explorers are environmentalists. They look at the environment. They study how animals live beneath the ocean and check for pollution.

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



3 Read again and answer the questions.

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

4 Match.

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

- 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?

2

Which direction do the children walk in the story?

3

Make this verb into a noun. explore

4

Complete the sentence.  
This is the mountain \_\_\_\_\_ we climbed.

5

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

6

Complete the sentence. These are the CDs \_\_\_\_\_ my brother gave me.

7

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

8


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

9

Complete the sentence.  
I like sweet food such \_\_\_\_\_ chocolate.

10

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

2 Listen and order the lines. Sing.  59

## Exploring wrecks

Chorus:

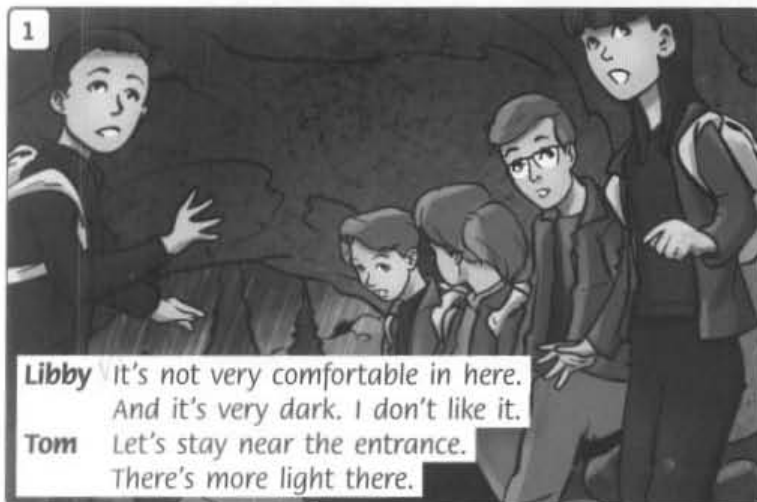
- 1 Swim with me through the shipwreck,  
And the coins that are very old.  
See the jewels in the treasure chest  
See the silver and gold.
- 1 This is the room where the sailors sat  
And the room where the captain stayed.  
This is the place where the captain ate  
And the games that the sailors played.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





## Lesson One Story

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



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 \_\_\_\_\_ looks at the map.

5 \_\_\_\_\_ sees that the cave wall is coming down.

2 \_\_\_\_\_ and \_\_\_\_\_ explored a cave in France.

4 \_\_\_\_\_ describes the weather.

6 \_\_\_\_\_ sees the treasure chest.

## 1 Listen and repeat. 61

**ancient** *adj* very old

**artefact** *noun* an object that was made by a person

**evidence** *noun* facts that make you believe something is true

**fascinating** *adj* very interesting

**investigation** *noun* something to try to find out what happened

**mysterious** *adj* that nobody can understand or explain

**site** *noun* a place where a building used to be, or where something happened

**strange** *adj* unusual and difficult to understand or explain

## 2 Write the words.

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

## Working with words

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

**verb**

accept

comfort

reason

advise

believe

use

**adjective**

acceptable

comfortable

reasonable

advisable

believable

usable

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



Dictionary  
Workbook 6

## 3 Listen and repeat. 62

## 4 Read and circle.

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

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

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



2 Read and learn.

Past perfect

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

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

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

They discovered that somebody had taken the lifeboat.

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

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

4 Speaking Talk about the pictures.

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

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

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



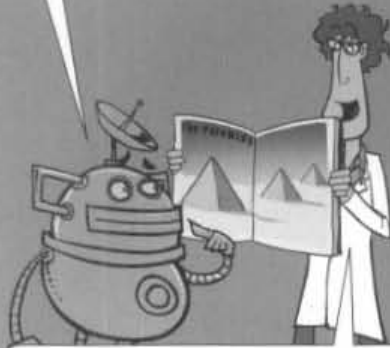
When she arrived, the children had drunk half of the juice.

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!

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

- 1 Had the film already started (start) when you got to the cinema?
- 2 \_\_\_\_\_ Sam \_\_\_\_\_ (finish) his homework when you arrived at his house?
- 3 \_\_\_\_\_ the boys \_\_\_\_\_ (visit) England before they went to London?
- 4 \_\_\_\_\_ your mum \_\_\_\_\_ (cook) lunch when you arrived home?
- 5 \_\_\_\_\_ your teacher \_\_\_\_\_ (tell) you to learn the words before she gave you the test?
- 6 \_\_\_\_\_ you ever \_\_\_\_\_ (see) a football match before you went last weekend?

4 Write sentences.

- 1 Billy woke up late because he hadn't gone to bed early (not go / to bed early).
- 2 He was hungry because he \_\_\_\_\_ (not eat / any breakfast).
- 3 The teacher was angry because Billy \_\_\_\_\_ (not do / his homework).
- 4 When Billy's friend arrived, he \_\_\_\_\_ (not finish / his lunch).
- 5 Billy and his friend went to the park as they \_\_\_\_\_ (not practise / for the match).
- 6 Billy and his friend didn't buy an ice cream as they \_\_\_\_\_ (not bring / any money).

## Reading

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

## The Nazca Lines

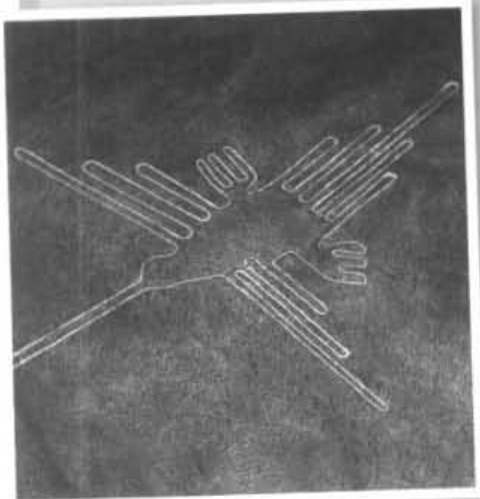
In this interview, historian, Michael Jones talks about the mystery of the Nazca Lines. Michael Jones has studied the Nazca lines for many years.

1

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

2

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



3

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

4

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

5

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



6

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



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

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

**Words in context**

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

**D**  
 Understand and read  
 Dictionary Workbook 6

*noun* a person who studies history

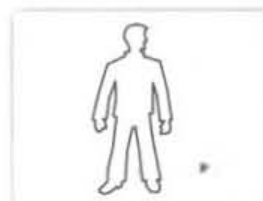
1 historian



5 \_\_\_\_\_

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

2 \_\_\_\_\_



6 \_\_\_\_\_

*noun* the normal weather that a place has

3 \_\_\_\_\_



7 \_\_\_\_\_

*adj* really amazing; difficult to believe

4 \_\_\_\_\_



8 \_\_\_\_\_

**Listening**

2 Listen. What is the advert for? 66

3 Listen again and complete.

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



**Speaking**

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

- Would you like to visit the Nazca lines?
- Why?
- Which other stories do you think are mysterious?
- Why are they mysterious?
- How do you think people could solve these mysteries?

- \_\_\_\_\_
- I'm (not) interested in \_\_\_\_\_
- \_\_\_\_\_
- Because nobody really knows \_\_\_\_\_
- They could \_\_\_\_\_

- Yes, I would. / No, I wouldn't.
- ancient culture / mysteries / amazing art
- The story of the *Mary Celeste*. / The building of the Pyramids.
- what happened to the people / who really built them
- look for archaeological clues / read more about the subject / visit the sites

## Writing

1 Look at the text. What is Stonehenge?

2 Read.

## A tourist information leaflet

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

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

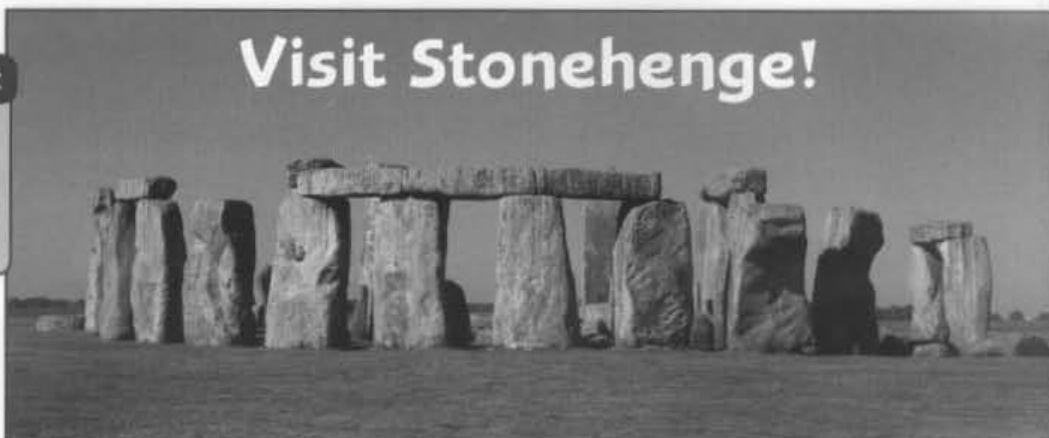
- when it's open
- how much it costs
- where it is

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

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

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

## Visit Stonehenge!



### Opening times \*

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

### Prices

£6.40 for adults  
£3.20 for children

### Where is it?

Salisbury, England

### What is Stonehenge?

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

### Why visit?

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

3 Read again and answer the questions.

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

4 Match.

Visit Buckingham Palace!

1 Opening times  a

2 Prices  b

3 Where is it?  c

4 What is Buckingham Palace?  d

5 Why visit?  e

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?

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

3 Make the word into an adjective. believe

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

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

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

7 In which country can you find the Nazca lines?

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

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

10 Write two things to include in a tourist information leaflet.

2 Listen and order the lines. Sing. 67

Mysteries of the ancient world

- 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

1

**Tom** Wow! Look at all these coins.  
**Libby** Who put them there?  
**Kate** What shall we do with them?

2

**Tom** Fin won't believe what we found!  
**Kate** Has anyone got any water?  
 My water bottle's empty!

3 Two hours later ...

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

4

**Kate** Listen! Can you hear a whistle?  
**Libby** Yes! Look! I can see Fin! Fin! We're over here!

5

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

6 Two days later ...

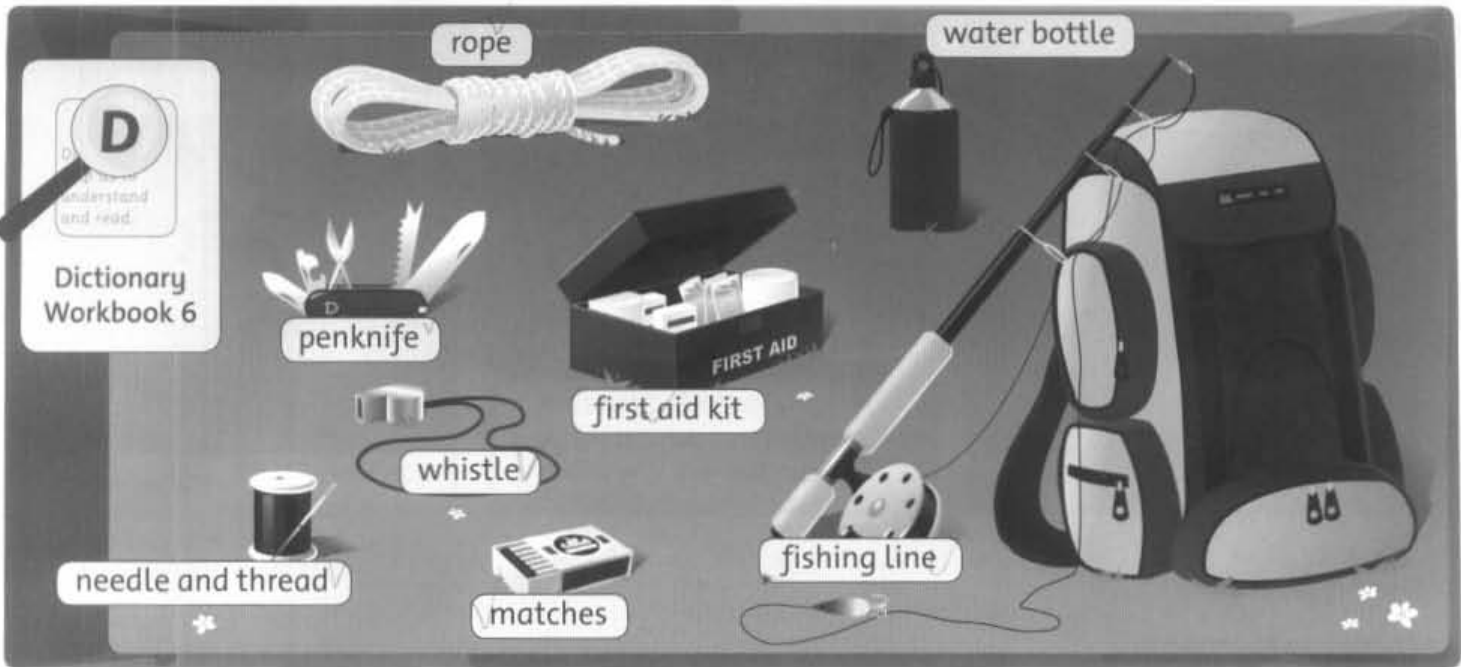
**Tom** Wow! We're in the newspaper. We're famous!  
**Fin** Yes, and the museum is really pleased to have the coins.  
**Ed** It's thanks to me! If we hadn't got lost, we wouldn't have found the treasure!

2 Listen to the story again and repeat. Act.

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

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

## 1 Listen and repeat. 69



## 2 Write the words.

- You use a fishing line to catch fish.
- You can climb up a \_\_\_\_\_.
- You can drink from a \_\_\_\_\_.
- You use \_\_\_\_\_ to light a fire.
- You blow a \_\_\_\_\_ to make a sound.
- You can use a \_\_\_\_\_ to cut things.
- You need a \_\_\_\_\_ if you hurt yourself.
- You can use a \_\_\_\_\_ to make or fix clothes.

## Working with words

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

flour <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>

D

Dictionary  
Workbook 6

## 3 Listen and repeat. 70

## 4 Write the words.

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

1 Listen and read. What has Professor invented?  71



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,
- 3 They wouldn't have got lost
- 4 If I hadn't forgotten my mobile phone,
- 5 I would have bought you a present
- 6 If you hadn't forgotten your jacket,

- 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 \_\_\_\_\_ (pass) the test if she had worked harder.
- 3 You wouldn't have been tired all day if you \_\_\_\_\_ (go) to bed earlier.
- 4 If the boys \_\_\_\_\_ (not play) football today, they would have been bored.
- 5 I \_\_\_\_\_ (not buy) this CD if I'd known it was so bad.
- 6 If you'd gone to the beach today, you \_\_\_\_\_ (have) a good time.

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

## Trekking in the Jungle – Information

## Advice

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

## Rules

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

## What to bring

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

## 2 Read and learn.

## Modal verbs

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

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

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

You must stay with your guide at all times.

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

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

You should wear light clothes and strong boots.

You shouldn't bring valuable possessions.

You ought to bring a camera.

You ought not to bring jewellery.

## 3 Read and circle.

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

## 4 Speaking Ask and answer.

## 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.