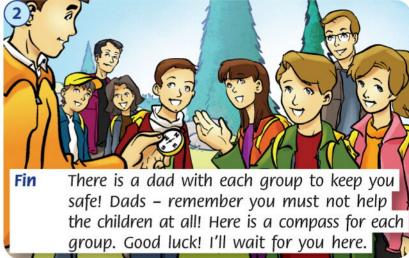
Explorers for a day!

Lesson One Story

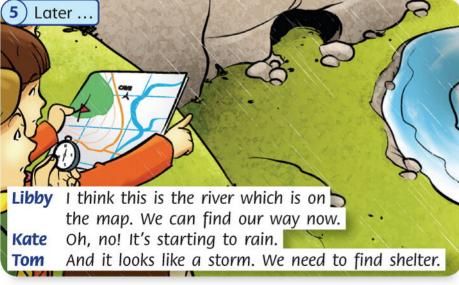
1 Listen and read. Why do the children decide to go into the cave? So 60













- **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.

6	
1	
1	

1 Listen and repeat. 6 61



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

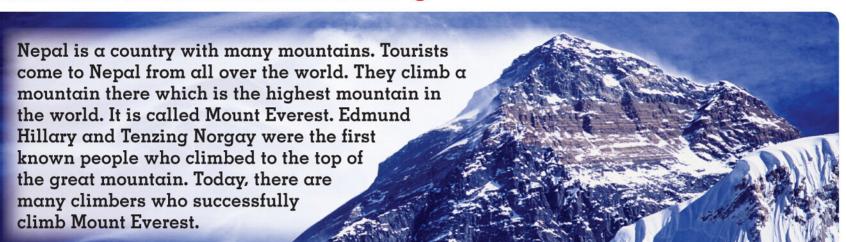
Working with words We add the suffix -er to some verbs When a verb ends in -e, we to make nouns. only add -r. Dictionary Workbook 6 verb paint explore write pages 126-134 explorer painter writer noun And we add the suffix -ist to some nouns to make new nouns. noun journal novel tour journalist novelist tourist new noun

3 Listen and repeat. 62

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? 🌑 63



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.

a guide

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.
- 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.

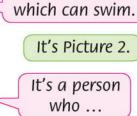
4 Speaking Talk about the pictures.

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









It's an animal





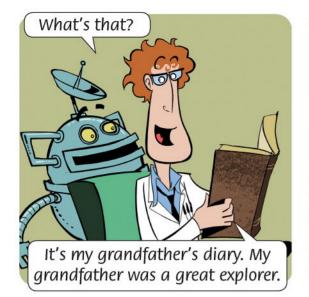


1 Listen and read. What are Chip and Professor looking at? 🌖 64



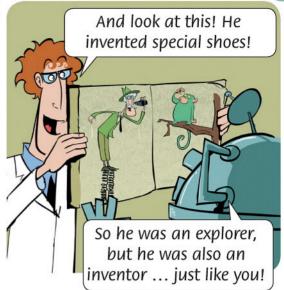






Look at this! He went to the middle of a rainforest! He met a man that was more than 120 years old! And he stayed in a house that was at the top of a tall tree!





2 Read and learn.

Relative pronouns: that

Use who or that 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 which or that 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
- 2 Pasta is a type of food
- 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
- person / helps sick people
- 6 a flower / grows in Peru

Unit 7

Skills Time!

Lesson Five

Reading

1 Look at the pictures. When do you think each ship sailed? 2 Listen and read. 6 65



Famous Shipwrecks

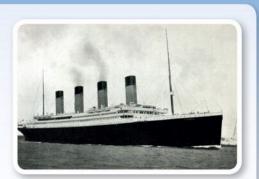
Sailing can be dangerous. Many ships and boats have sunk, and there are many ships lying at the bottom of the sea in oceans all over the world. Studying shipwrecks is important to historians because shipwrecks contain clues about what life was like at the time that they sank.

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
-		agaiii	4114	******	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	٠.	

1 It sank in 1622.

Atocha

3 It had lots of treasure inside.

4 It was sailing in the Atlantic.

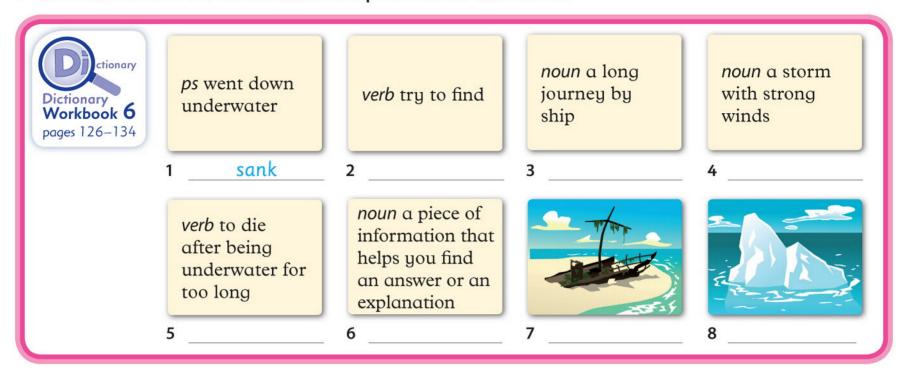
2 It only sailed once.

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.



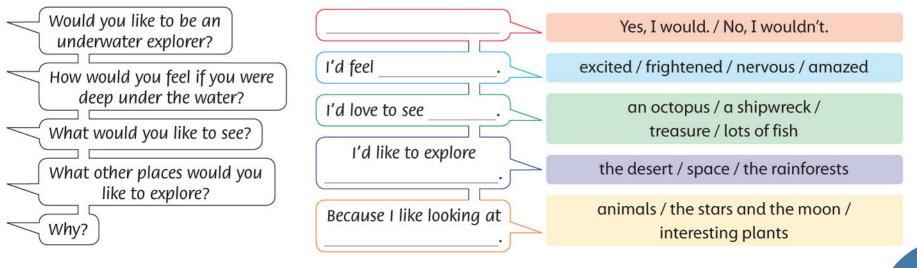
Listening

- 2 Listen. What ship is the man talking to the children about? 🚳 🚳
- 3 Listen again and choose.
 - 1 The children are <u>a</u>.a at a museum b in their school
 - 3 There were people on the *Titanic*.
 - a 8,222 b 2,228
 - 5 The *Titanic* sank after it hit the iceberg.
 - a 2 hours and 40 minutes
 - **b** 5 hours and 30 minutes

- **2** The children are given a ticket. It has a ____ on it.
 - **a** number **b** passenger name
- 4 There were ____ people that survived.
 - **a** 705 **b** 605
- **6** More than 2,000 things were found from the *Titanic*, including .
 - a a telephone b letters

Speaking

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



Unit 7

Skills Time!

Lesson Seven

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
- 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.

ok 6.

Complete the writing task on page 64 of Workbook 6.



Lesson Eight



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

Which direction do the children walk in the story?

Make this verb into a noun. explore

(10)

Complete the sentence. This is the mountain we climbed.

8

Complete the sentence. Joe is a bou lives next door.

Complete the **sentence.** These are the CDs ____ my brother gave me.

3

6

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

What is the word?

Complete the sentence. I like sweet food such chocolate.

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

2 Listen and order the lines. Sing. 🚳 67

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

