

Look and Remember

p. 4

Vocabulary	Celebrations, musical instruments, nature, technology, food
Grammar	<p>What did you do last weekend?</p> <p>We ate some Chinese food and listened to some music.</p> <p>What are the girls doing in the photo?</p> <p>Do you ever go to parades like this?</p>

1 Making Contact

p. 9



Vocabulary	Grammar	Skills
<p>envelope, letter, mail (verb), mailbox, postcard, post office, stamp</p> <p>Reading: bury, magazine, newspaper, object</p>	<p>Have you ever swum to a post office?</p> <p>No, I haven't.</p> <p>Has your sister ever been to Antarctica?</p> <p>No, she hasn't.</p> <p>I've never seen a penguin.</p> <p>It's been underground for fifty years.</p> <p>It's been underground since 1970.</p>	<p>Listen to a report about unusual post offices.</p> <p>Read about time capsules.</p> <p>Write an e-mail to a pen pal.</p> <p>Learn and speak about how animals communicate.</p>

VALUE Think about your cultural identity.

2 Life on the Road

p. 17



Vocabulary	Grammar	Skills
<p>carpet, electricity, fire, pillow, pot, refrigerator, shelf, stove</p> <p>Reading: geography, languages, leave</p>	<p>The nomads have arrived at their camp.</p> <p>They slept in the desert every night.</p> <p>They've already visited more than eighty countries.</p> <p>They haven't finished their trip yet.</p> <p>They've just left Dublin.</p>	<p>Listen to a description of Tuareg nomads.</p> <p>Read about the Zapp family.</p> <p>Write a biography of your hero.</p> <p>Learn and speak about trips people have been on.</p>

VALUE Respect other cultures.

3 Challenges

p. 29



Vocabulary	Grammar	Skills
<p>competition, prize, race, rider, stadium, take part, win, winner</p> <p>Reading: blind, board, chess, pieces</p>	<p>What were you doing at 9:30 a.m.?</p> <p>I was sitting in the classroom.</p> <p>She was looking for a toy when she found a chessboard.</p>	<p>Listen to a report about the Naadam Festival in Mongolia.</p> <p>Read about the Polgár sisters.</p> <p>Write a short story about a sports competition.</p> <p>Learn and speak about life in Mongolia.</p>

VALUE Work hard.

4 What's on Your Plate?

p. 37



Vocabulary	Grammar	Skills
<p>butter, cookie, flour, honey, pepper, salt, sugar, yogurt</p> <p>Reading: delicious, fork, knife, prepare, spoon</p>	<p>People hold a frying pan with a pancake in it.</p> <p>They throw the pancake up into the air.</p> <p>The people who work at the restaurant teach the children.</p> <p>It's a restaurant where the children are the cooks.</p> <p>This is the pizza that I cooked.</p>	<p>Listen to a description of pancakes around the world.</p> <p>Read about a restaurant where the children cook.</p> <p>Write a café or restaurant review.</p> <p>Learn and speak about school lunches.</p>

VALUE Eat healthily.

5 The Animal Kingdom

p. 49



Vocabulary	Grammar	Skills
<p>beetle, butterfly, eagle, insect, mammal, mouse/mice, plant, snake, tortoise, wing</p> <p>Reading: adapted, furry, thick fur, view</p>	<p>A harpy eagle is heavier than a golden eagle.</p> <p>The ostrich is the biggest bird in the world.</p> <p>A harpy eagle's wingspan is as long as a lion.</p> <p>A lion isn't as fast as a cheetah.</p> <p>It's too cold for most animals.</p> <p>There isn't enough food.</p> <p>The lion isn't fast enough.</p>	<p>Listen to information about the harpy eagle.</p> <p>Read about yaks and where they live.</p> <p>Write an animal fact file about a polar bear.</p> <p>Learn and speak about giraffes.</p>

VALUE Understand nature.

6 Helping the Environment

p. 57



Vocabulary	Grammar	Skills
<p>collect, garbage can, keep, light, plastic, recycle, reuse, throw away, turn off, turn on</p> <p>Reading: land, make sure, plant (verb), take care of</p>	<p>The children used to keep their books in old plastic bags.</p> <p>This place didn't use to have many animals.</p> <p>Did he use to live in the forest?</p> <p>Yes, he did.</p>	<p>Listen to a report about recycled bags in South Africa.</p> <p>Read about "The Forest Man of India."</p> <p>Write questions and answers for a "How green are you?" quiz.</p> <p>Learn and speak about helping the environment.</p>

VALUE Help the environment.

7 Life in Space

p. 69



Vocabulary	Grammar	Skills
<p>astronaut, land, orbit, planet, rocket, solar system, space, spacecraft, take off</p> <p>Reading: float, gravity, muscle, pull, sleeping bag</p>	<p>Some scientists think people will live on Mars.</p> <p>Life on Mars won't be easy.</p> <p>What are you doing this weekend?</p> <p>I'm visiting the Hong Kong Space Museum.</p>	<p>Listen to a report about Mars.</p> <p>Read about life on the International Space Station.</p> <p>Write an informational text about Venus.</p> <p>Learn and speak about a NASA engineer.</p>

VALUE Give and share.

8 Come to the Show!

p. 77



Vocabulary	Grammar	Skills
<p>act, audience, end, fairy tale, get married, king, queen, stage, theater, traditional</p> <p>Reading: acrobatics, hoop, life, perform, problem</p>	<p>The queen is going to live in the mountains.</p> <p>He isn't going to play soccer tonight.</p> <p>Are you going to go cycling this weekend? Yes, I am.</p> <p>I think he's going to fall.</p> <p>We're going to enjoy the show.</p>	<p>Listen to a radio program about water puppet shows in Vietnam.</p> <p>Read about the "Circus for All."</p> <p>Write a script.</p> <p>Learn and speak about shows.</p>

VALUE Work together.

9 The World Outside

p. 89



Vocabulary	Grammar	Skills
<p>flashlight, hill, pond, skis, sled, snowboard, stone, stay, stream</p> <p>Reading: become gas, experiment, happen, rise</p>	<p>If you like animals, you'll love Serengeti National Park.</p> <p>If we don't walk up the hill, we won't see the beautiful view.</p> <p>If you put the bowl outside, what will happen to the water?</p> <p>It'll get warmer.</p>	<p>Listen to a program about national parks around the world.</p> <p>Read about an outdoor science experiment.</p> <p>Write a short report about a trip.</p> <p>Learn and speak about National Geographic Explorer Bertie Gregory.</p>

VALUE Be active.

10 Help!

p. 97

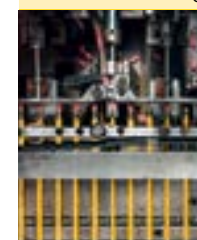


Vocabulary	Grammar	Skills
<p>bandage, Band-Aid™, break, compass, cut, fall down, first aid kit, fog/foggy, mountain rescue team, storm whistle</p> <p>Reading: ambulance, death, patient</p>	<p>It might be dangerous.</p> <p>It may get colder later.</p> <p>You could get lost in the dark.</p> <p>She has to go to the hospital.</p> <p>I don't have to go to the hospital.</p> <p>Her friend had to call an ambulance.</p> <p>I didn't have to call an ambulance.</p>	<p>Listen to a description of the Lochaber Mountain Rescue team.</p> <p>Read about Flying Doctors Nigeria.</p> <p>Write a newspaper story about something that happened at your school or in your town.</p> <p>Learn and speak about the emergency services.</p>

VALUE Stay safe.

11 How Is It Made?

p. 109



Vocabulary	Grammar	Skills
<p>burn, cardboard box, cool, glass jar, heat, look like, metal pan, mix, pour, wooden spoon</p> <p>Reading: jewel, natural, pearl, rare</p>	<p>The mixture is poured into metal pans.</p> <p>Water, oil, and sugar are put into a large pot.</p> <p>How are most pearls made?</p> <p>The pearl isn't taken out immediately.</p>	<p>Listen to a description of how a traditional Bahraini candy is made.</p> <p>Read about how pearls are made.</p> <p>Write a description of a favorite possession.</p> <p>Learn and speak about how a traditional Japanese food is made.</p>

VALUE Think about where things come from.

12 Discoveries

p. 117



Vocabulary	Grammar	Skills
<p>east, invent, invention, magnet, navigation, needle, north, sailor, south, west</p> <p>Reading: breathe, design, sink</p>	<p>The first compasses were used more than a thousand years ago.</p> <p>A needle was put in the middle of a piece of wood.</p> <p>When was the Titanic discovered?</p> <p>What was designed by Bartolomeu Lourenço de Gusmão?</p>	<p>Listen to a report about navigation and the ancient Polynesians.</p> <p>Read and answer a history and geography quiz.</p> <p>Write an article about an invention.</p> <p>Learn and speak about inventions and discoveries.</p>

VALUE Be curious.

Function 2 Ordering food in a restaurant p. 65 School Trip 2 The Galapagos Islands: Deep Sea p. 66 Review 3: Units 5-6 p. 68

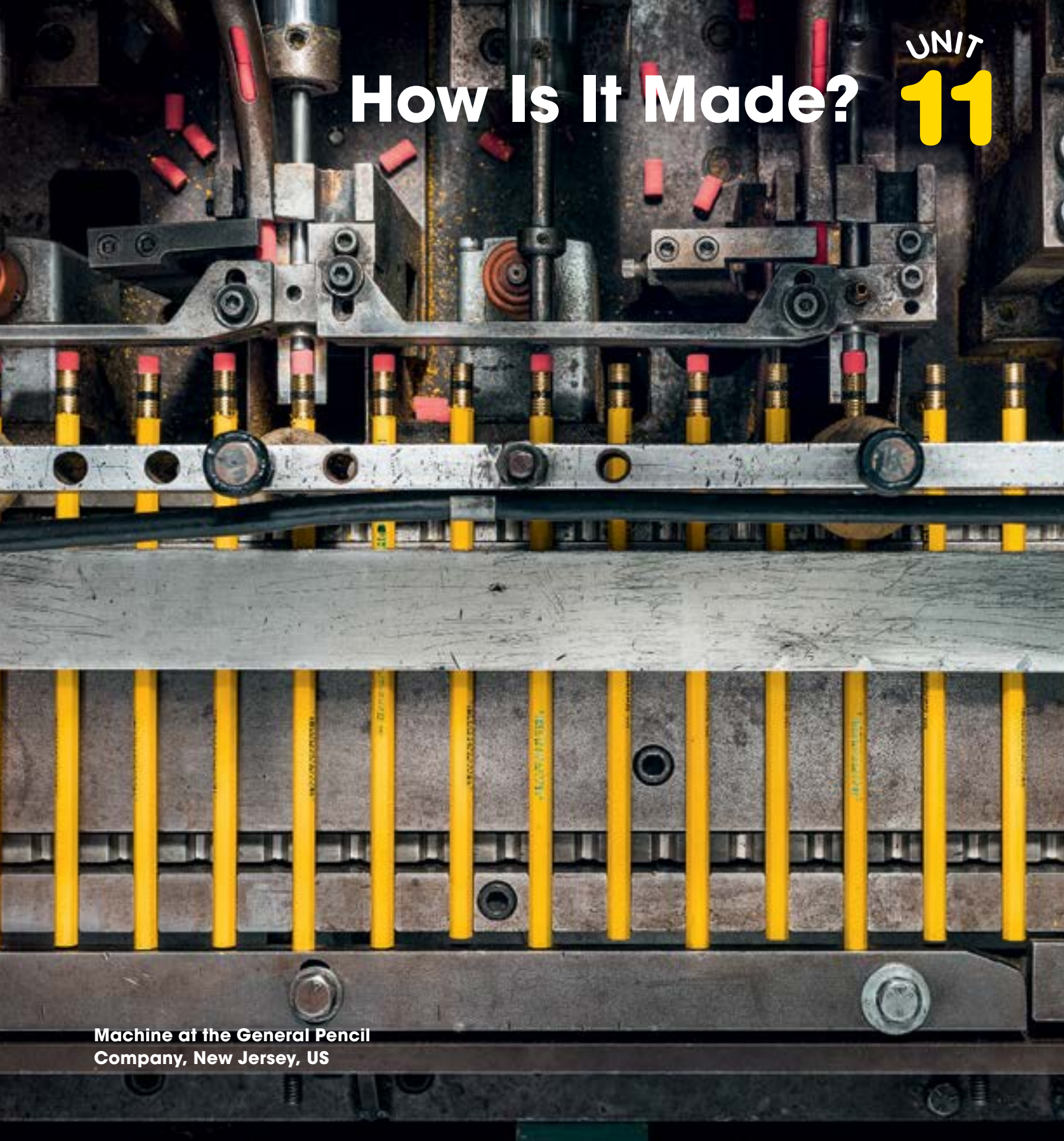
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Look Further

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How Is It Made?

11



Machine at the General Pencil
Company, New Jersey, US

Look at the photo. Discuss the questions.

1. What's happening in the photo?
2. What other products do factories make? How many can you think of?

1 Listen and repeat. TR: 81



cardboard box



glass jar



metal pan



wooden spoon



burn



cool



heat



mix



pour



These candies look like eggs!

2 Complete the instructions with words from Activity 1.

How to Make Jam

Put 900 grams of strawberries into a large ^{1.} _____ pot. Add some lemon juice and 900 grams of sugar. ^{2.} _____ the mixture for twenty minutes. Ask an adult to help you. Be careful—the mixture will get very hot. Then take the pot off the stove and ^{3.} _____ the mixture for fifteen minutes. ^{4.} _____ it into some glass ^{5.} _____. Now you have some delicious strawberry jam!



Annie Griffiths, National Geographic photographer



Making halwa at the Showaiter Family factory

1 Study the grammar box.

Simple present passive is/are + past participle

We use the passive when the action is more important than the person/thing that does it. We often use the passive to explain a process.

Water, oil, and sugar are put into a large pot. The mixture is poured into metal pans.

2 Make passive sentences with the words.

- Halwa / make / from water, sugar, and oil.
Halwa is made from water, sugar, and oil.
- Nuts and fruit / add / to the water and oil.
- The mixture / heat / in large metal pots.
- The candies / sell / in candy stores.
- Halwa / eat / with strong coffee.

3 Make these active sentences into passive sentences.

- They grow rice in China.
Rice is grown in China.
- They speak English and French in Canada.
- They eat sushi in Japan.
- They make Audi cars in Germany.
- They celebrate Thanksgiving in the US.

4 Work in pairs. Choose one word from each pair. Describe the word with the simple present passive of the verb in parentheses. Can your partner guess the word?

- English, French (speak)
- jam, yogurt (eat)
- shoes, pants (wear)
- soccer, ping-pong (play)
- letters, e-mails (send)

It's eaten on bread.

Jam!

3 Listen to the description of the factory that Annie Griffiths photographed. Then complete the sentences with the words from the box. TR: 82

candies cardboard festivals
fruit metal pour sugar

- The Showaiter family makes _____.
- They put water, oil, and _____ into a _____ pot.
- Then they add nuts and _____.
- They _____ the mixture into metal pans.
- At their stores, they put the candies into boxes made of _____ or plastic.
- People often eat halwa at _____ or parties.

4 Work in pairs. Discuss the questions.

- Have you ever eaten halwa? Do you want to try it?
- Describe a traditional candy from your country. Is it easy to make?

1 Look at the photo. The pearls are different colors. What color are pearls usually? Do you know where pearls come from?

2 Listen and read. TR: 83

How Pearls Are Made

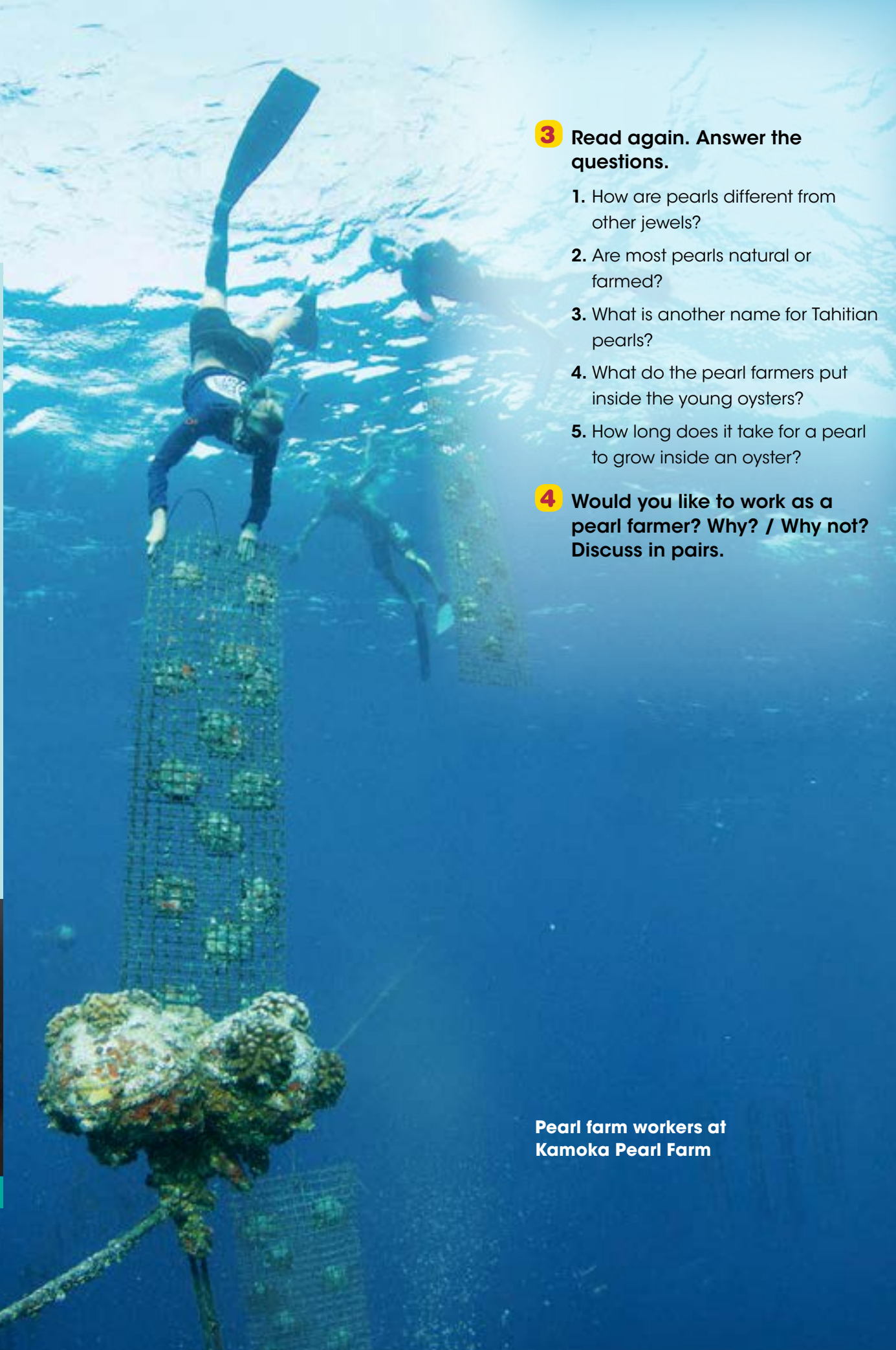
Pearls are the only **jewels** in the world that are made by a living animal—an oyster, a type of shellfish. But **natural** pearls are very **rare**. In fact, only one in ten thousand oysters has a pearl naturally.

So, how are most pearls made? They are grown in special pearl farms. Kamoka Pearl Farm, on the tiny Pacific island of Ahe, grows Tahitian pearls. Tahitian pearls are called black pearls, although they are also green, dark red, or blue. The pearl farmers collect very young oysters from the ocean. They open each oyster carefully and put a very small piece of seashell inside it. Then, they put the oysters back into the ocean in large plastic nets. The nets keep them safe from other ocean animals. As the oysters get bigger, “nacre” begins to grow around the piece of shell. Nacre is the material that makes the pearl. The oysters aren’t opened for about two years. Finally, when they are ready, the pearls are taken out.

People travel from all around the world to work at the Kamoka Pearl Farm. It’s on a beautiful island, with clean, warm ocean all around it, and the visitors can learn how to make one of the most beautiful jewels in the world.



New words: pearl jewel natural rare



Pearl farm workers at Kamoka Pearl Farm

3 Read again. Answer the questions.

1. How are pearls different from other jewels?
2. Are most pearls natural or farmed?
3. What is another name for Tahitian pearls?
4. What do the pearl farmers put inside the young oysters?
5. How long does it take for a pearl to grow inside an oyster?

4 Would you like to work as a pearl farmer? Why? / Why not? Discuss in pairs.

1 Study the grammar box.

Simple present passive: questions and negatives

How **are** most pearls **made**?

Is the net **put** into the ocean?

The oysters **aren't opened** for about two years.

The pearl **isn't taken** out immediately.

We use **by** if we want to say who or what does the action.

The net is put into the ocean **by** the pearl farmers.

2 Make simple present passive questions with the words in 1–5.

1. Where / the pearls / farm?
Where are the pearls farmed?
2. Who / the young oysters / collect / by?
3. How / the oysters / clean?
4. What / the pearls / use / for?
5. Who / the pearls / buy / by?

3 Sentences 1–5 are false. Correct them.

1. Spanish is spoken in Germany.
Spanish isn't spoken in Germany. Spanish is spoken in Spain.
2. Pearls are grown on trees.
3. Halwa is sold in clothing stores.
4. Orange juice is made from apples.
5. Ambulances are driven by farmers.

4 Complete sentences 1–4 with the simple present passive and your own ideas. Then ask and answer with a partner.

1. My favorite subject / teach / by...
2. My favorite fruit / grow / in...
3. The best cars in the world / make / by...
4. The most delicious food in the world / cook / by...

Who's your favorite subject taught by?

My favorite subject is taught by Mrs. Hunt.

LESSON 5 Chant

- 1 Work in pairs. Look at the things on your desk and in your bag. Do you know where they come from? Do you know how they are made?
- 2 Listen and read. Then discuss your answers to the four questions in the chant. TR: 84
- 3 Listen and chant. TR: 85 and 86

Where Are They From?

We can find out all about the world.
We don't have to go far away.
Let's look at the things at home and at school
and think about where they are made.

Look at this silver necklace.
I know silver comes from the ground.
But there's no silver in my garden.
So where is silver found?

Let's have a cup of coffee.
It's a delicious drink, you know.
Coffee comes from coffee beans.
But where are coffee beans grown?

I borrowed my brother's smartphone.
I want to play a game.
His phone came from a phone store.
But where are phones made?

This black pearl ring is my mother's.
It isn't really black, it's dark blue.
I know pearls come from oysters.
But where is this ring produced?

A coffee plantation in Minas Gerais, Brazil

GLOSSARY

silver a kind of metal
ring a round piece of metal that people wear on their finger
produce (verb) make

VALUE Think about where things come from.
Workbook, Lesson 6

LESSON 6 Writing A Description

- 1 Look at the photo. Guess. What is this? Where is it from? What is it used for? Then read the text and check your ideas.

My Favorite Possession

My favorite possession is a lovely, Italian paperweight. A paperweight is a small, heavy object that is put on pieces of paper. It keeps all the pieces in one place. My paperweight is made of glass, and it has a lot of tiny, brightly colored flowers inside it.

I keep my paperweight on the top shelf in my bedroom. I have a naughty little sister, so I have to make sure that it's safe from her!

Sometimes I take it down from the shelf and hold it up in front of my window. I like to see the way the sun shines through the glass.

I love this paperweight because it's beautiful. I also love it because it was a present from my uncle Dan, who lives in Italy. He visits us every summer, and he always brings something wonderful or interesting from Italy. Last year, he brought some delicious Italian cakes, but the paperweight is my favorite present from him.



- 2 Read the information in the box. Then read the description in Activity 1 again and match paragraphs 1-4 to questions A-D.

When we write descriptions of personal possessions, we often include the information that answers these questions.

- A. Where do you keep it?
- B. What is it, and what does it look like?
- C. Why is it special to you?
- D. What do you do with it?

- 3 **Writing Skill** Adjective order
a. Read the information in the box.

When we use several adjectives together, we often use them in this order:

opinion + size + weight + color + nationality + material

a large, heavy, wooden box

a beautiful, blue, Spanish necklace

We don't usually use more than three adjectives before a noun.

- b. Put the adjectives in order. Add commas.

1. It's a | **Bahraini** | **delicious** | **red** | candy.
It's a delicious, red, Bahraini candy.
2. It's a(n) | **small** | **expensive** | **black** | pearl.
3. They are | **French** | **tiny** | **light** | cakes.
4. It's a | **plastic** | **large** | **green** | net.

- 4 Write a description of your favorite possession. Include the answers to the questions from Activity 2 and a variety of adjectives.

LESSON 7 Video

- 1 Work in pairs. Look at the photo. Talk about mochi. What do you think it's made of? How do you think it's made?



Shoichi Sugiyama teaches people how to make mochi.



Mochi, a traditional Japanese food

- 2 Watch the video. How is mochi made? Put sentences A-F in order.

▶ Video 14

- A. It's poured into a big bowl. E. It's hit with a big wooden mallet.
 B. It's made into small balls. F. It's cooked in a wooden box above a pot of hot water.
 C. The rice is put into water.
 D. It's eaten.

- 3 Watch the video again. Complete the sentences with words from the box. ▶ Video 14

forty four soup twelve

1. Shoichi Sugiyama learned how to make mochi when he was _____.
2. He puts the rice into water for _____ hours before he cooks it.
3. The rice is cooked for about _____ minutes.
4. Shoichi's favorite dish is mochi with _____.

- 4 Work in pairs. Discuss the questions.

1. Do you want to try to make mochi? Do you think it looks difficult to make?
2. Mochi is eaten in many different ways, with sweet and salty food. Which do you think you would prefer?
3. Do you eat a special food during the New Year? Are there any other important times when you eat special food?