

# 7

# What's That?

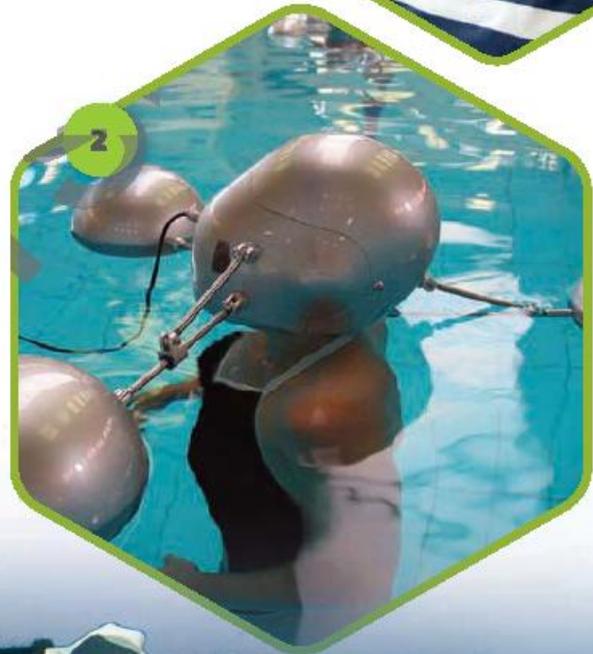
## Language in Context

I will learn to talk about gadgets.



Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- 1 What's this used for?
  - a looking at the sun
  - b playing video games
  - c shopping
- 2 What's this used for?
  - a looking for lost items in a pool
  - b learning how to swim
  - c making phone calls in a pool
- 3 What's this used for?
  - a moving quickly underwater
  - b exploring underwater
  - c taking pictures underwater



102  
2

Match the gadgets with the words or phrases from the box. Then listen and check.

cell phone    games console    wireless headset  
instant camera    radio

1



2



3



4



5



103  
3

Listen again. Take notes about each gadget and what it was used for.

<u>gadget</u>	<u>what it was used for</u>
instant camera	to take instant photographs
	came out in 1948
	was popular in the 70s

4

Work with a partner. Ask and answer. Use your notes from 3.



What is it?

It's an instant camera. It was used to take instant photographs. It came out in 1948, and it was popular in the 70s.



**THINK BIG**

Which gadget on this page do you think has changed the most since it was first used? Why?

I will understand a text about antiques.



Listen and read. What is Mary's necklace worth?

# What's It Worth?

by Lucy Reynolds

## CAST

Tim, Mary (brother and sister) | Mr. Burns (antiques expert)

## SETTING

An indoor antiques market

[Tim and Mary enter the antiques market. They have a small dish with them. Mr. Burns is sitting at a table with some books about antiques on it. There is a sign on the table that says "Frederick Burns. Antiques Expert."]

**Mary:** [pointing to the dish Tim is holding] Excuse me, sir. Could you please look at this for us? It might be worth a lot of money.

**Mr. Burns:** [taking the dish from Tim] Let's see. What do you have here?

**Tim:** [shrugging his shoulders] I'm not sure. We found it in our attic. It was with our great grandmother's things, so it's probably really old.

**Mary:** [running her hand across the dish] Do you think it was used for sugar or jam?  
[Mr. Burns picks up the dish and examines it carefully. He doesn't seem to be very impressed.]

**Tim:** Or maybe to hold jewelry? That's what our aunt Gloria does with her little dish that's just like this one.

**Mr. Burns:** Yes, you're both right about how people use these dishes today. But years ago, this kind of dish was used to hold salt. [He puts the dish on the table.]

**Mary:** Salt?



**Mr. Burns:** Yes. It's probably from the 1930s or so. You see, people used to put salt for each person in these little dishes. After the 1940s, people started to use salt shakers and these little dishes were no longer made.

**Tim:** So are they worth a lot now?

**Mr. Burns:** No, not really. This one's in pretty good shape. A dish like it was a very common part of a large set of dishes. If you had the whole set – all the plates, saucers, cups, and so on – it might be worth a lot. But for just one little dish, I'd say about \$6.

**Tim:** [disappointed] I suppose that's why Aunt Gloria just puts her jewelry in it.

**Mr. Burns:** [Mary reaches over to pick up the dish. Mr. Burns suddenly notices the necklace Mary is wearing and gasps in surprise.] My goodness, where did you get that necklace you're wearing?

**Mary:** This necklace? It was in a cardboard box with some old costume jewelry that my mother gave me.

**Mr. Burns:** [in disbelief] Costume jewelry?

**Mary:** [trying to clarify] You know, it's just fake stuff and cheap. Why?

**Mr. Burns:** [examining the necklace more closely] Well, this is a very rare type of necklace from Venice in Italy.

**Tim:** Really?

**Mr. Burns:** Yes, indeed. And this particular necklace has a very unusual design.

**Mary:** Uh... what's it worth?

**Mr. Burns:** Well, I would say it's worth close to \$5,000.

**Tim:** [shocked] Five thousand dollars?

[Mary grabs Tim and starts to run away.]

**Mr. Burns:** [surprised] Wait! Where are you going?

**Mary:** [calling back over her shoulder] That cardboard box is full of jewelry. I'm going to get it and bring it back here!

END

## Reading Comprehension

**6** Read and say **true** or **false**.

- 1 Tim and Mary are at an art show.
- 2 They have a very valuable dish.
- 3 The necklace is not just costume jewelry.
- 4 Mary and Tim leave to bring back more dishes.



Have you got something old that you like? Why is it important to you? What makes something that is old, valuable?

# Language in Action

I will listen to a dialog about old gadgets.

107  
7

Listen and read. What is an abacus used for?

**Karen:** What in the world is this thing?

**Thomas:** I'm not sure. It's one of the weird old things Mr. Hartman always brings to class. What do you think it is?

**Karen:** It might be a musical instrument. Or maybe it's some kind of old game or toy!

**Thomas:** It might be. There's Mr. Hartman. Let's ask him.

**Mr. Hartman:** Oh, hello, you two. What do you think of this **abacus**?

**Thomas:** This what?

**Mr. Hartman:** Abacus. It's used for adding and **subtracting**. I'm going to show you how to use it in math today.

**Karen:** Great!



8

Practice the dialog in 7 with a partner.

108  
9

Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.

ice skate   make butter   sleep   warm beds

1 It's used for \_\_\_\_\_

2 They were used for \_\_\_\_\_

3 This was used for \_\_\_\_\_

4 It was used for \_\_\_\_\_

# Grammar

I will learn to use *used for* and *used to*.

I will learn to use *may* and *might* to make suggestions.

What's it **used for**?

It's **used for/was used for** listening to music.

What **was** it **used for**?

It's **used to/was used to** listen to music.

**10** Use words and phrases from the boxes to write sentences with **used for** or **used to**.

1 *Pans are used for cooking.*

2 \_\_\_\_\_

abacus  
headphones  
instant cameras  
pans

cook  
count  
listen to music  
take pictures

What is it?

I'm not sure. It **may be** a small plate.

It **might** be a candy dish.

**11** Look at the pictures. What do you think these things are? What do you think they were used for? Write sentences using the words and phrases from the boxes.

headset  
camera film  
sundial

tell time  
take pictures  
talk to people



*It might be a sundial.*

*It was used for telling time.*

I will learn about great inventions.



Listen and read. When did Thomas Edison invent light bulbs?

CONTENT WORDS

candle cash register combustion engine  
fuel invention/inventor organize plumbing  
pump vehicle well wheel



# The Greatest Inventions: Your Top Five

There are so many things around us that make life easier. What might life be like without them? We asked our readers what they thought were the most useful inventions from the past. Here are their top five.

- 1 It all starts here. If you don't have wheels, you can't go anywhere or get anything! We need them for every type of vehicle. They take us places and bring things fast. They're used for operating many kinds of machines. Wheels were used as far back as 3000 BC.
- 2 Imagine it's extremely cold or extremely hot. If you want some water, you have to go to the well or a pump. Or even worse, your toilet is outside. Before indoor plumbing, people had to do this. The ancient Greeks invented it nearly 4,000 years ago. Unfortunately, there are still some countries where they don't have it.
- 3 Until 1879, candles or oil lamps were used for lighting. But then Thomas Edison developed the bulb. Walk around your home and count how many light bulbs you see. They're everywhere – even inside your refrigerator!
- 4 If there isn't one of these in your car, train, or bus, you can't get to the mall or the movies. Thank the inventor of the combustion engine. In a combustion engine, fuel burns and makes power. The power from the engine is used for making vehicles run. By 1860, people knew how to make combustion engines, but they didn't start making a lot of them for a few more years.
- 5 You might use one of these to do your homework, organize your schedule, or read a magazine. But computers are also used for running things that you use every day. There are tiny computers inside cars, microwave ovens, cash registers in stores, and vending machines.

These are only the readers' top five, but how many more great things can you think of?

13 Match the inventions with the paragraphs.

- |                     |                          |                   |                          |             |                          |
|---------------------|--------------------------|-------------------|--------------------------|-------------|--------------------------|
| a Light Bulbs       | <input type="checkbox"/> | b Computers       | <input type="checkbox"/> | c The Wheel | <input type="checkbox"/> |
| d Combustion Engine | <input type="checkbox"/> | e Indoor Plumbing | <input type="checkbox"/> |             |                          |



Do you agree with the order of the list? Why/Why not?

I will learn about young inventors.

## CONTENT WORDS

Alzheimer's disease body heat currents device float invention screens tiles



14 Listen and read. Which invention do you think cost the most to produce?



# Young Inventors

The world has seen a lot of young inventors throughout history, from Louis Braille's invention of the Braille reading system at age 15, to Alexander Graham Bell's invention of the telephone at age 18, and many others. Young people have great ideas, and many more continue to bring the world amazing inventions today.

Kenneth Shinozuka was 15 years old when he invented a special device to help his grandfather. Kenneth's grandfather has Alzheimer's disease – a condition that causes problems with memory, and gets worse over time. People who have Alzheimer's disease often forget where they are or what they are doing. Sometimes they leave their home and walk around outside and get lost, or even hurt.

Kenneth's invention – called Safe Wander – is a small, round device that goes inside a person's socks. When the person stands up, the device sends a message to a smartphone app. Kenneth has won awards for his invention. In the future he wants to study diseases of the brain and find a cure for Alzheimer's disease.

Boyan Slat is a young man from the Netherlands who invented a way to clean up plastic garbage in the ocean when he was 19 years old. Boyan's invention uses the ocean's natural currents; it doesn't need any electricity. The invention uses screens to catch floating plastic garbage, but allows fish and other sea animals to pass through without problems.

Ann Makosinski, a 15-year-old girl in British Columbia, Canada, invented a flashlight that gets its power from human body heat. It doesn't need batteries. The flashlight uses special tiles that produce energy when one side of the tile is warm, and the other side is cool.



15 Look at the passage. Circle the correct answer.

- 1 Kenneth's invention sends a message to a smartphone when a person stands up / gets lost.
- 2 Boyan's invention gets its energy from large batteries / ocean currents.
- 3 Ann's flashlight creates energy to charge a cell phone / from a person's body heat.



Which of these inventions do you find the most interesting? Why?

# Writing | Description: Object

I will learn to write a description of an object.

- 16 Read the paragraph describing an invention.

## A Great Invention

This invention is used for finding your way around in the woods or in unfamiliar areas. It's small and round. In fact, it's small enough to fit in your pocket! When you open it, you'll see that it has a needle. The needle points to the north. This device practically guarantees that you'll never get lost! This important invention is a compass.



- 17 Complete the chart with information from the description in 16. Compare with a partner.

Ways To Describe It	Invention: Compass
What it looks like	small, round
What it has	
What it's used for	
Why it's important	

- 18 Copy the chart into your notebook and complete it with information about an invention. Then use it to write a description. Don't write the name of the invention in your description.

Ways To Describe It	Invention: _____
What it looks like	
What it has	
What it's used for	
Why it's important	

- 19 Work in a small group. Take turns reading your descriptions. Can you guess the inventions?

I will learn to talk about cultural history.

- 20** Work in a small group. Copy and complete the chart, using information you know or can find out about Mexico. If you prefer, choose a different country and create your own chart.



## Mexico



People	Places	Events

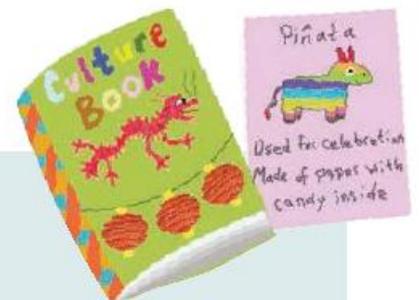
- 21** Exchange charts with another group. In your group, discuss the other group's chart. For people, places, and events you don't know, try guessing. Use **may** and **might** to narrow your guesses.



## Project

- 22** Create a page for a class book about items that are unique to different cultures.

- 1 Draw or bring in a picture of an item that is unique to a culture.
- 2 Write what it is, what it's used for, and any other information.
- 3 Put all the pages together to make one book for your class.



This is a piñata. It's used for playing a party game. It has candy inside. People wear blindfolds and hit it with a stick. When it breaks open, everyone runs to pick up the candy!



# Listening and Speaking

**I will review** the sounds *lt*, *lk*, *ld*, and *lb*.  
**I will learn to** talk about old gadgets.

<sup>112</sup>  
**23** Listen, read, and repeat.

- |   |            |           |   |            |           |
|---|------------|-----------|---|------------|-----------|
| 1 | <b>l-t</b> | <b>lt</b> | 2 | <b>l-k</b> | <b>lk</b> |
| 3 | <b>l-d</b> | <b>ld</b> | 4 | <b>l-b</b> | <b>lb</b> |

<sup>113</sup>  
**24** Listen and blend the sounds.

- |   |        |      |   |         |       |
|---|--------|------|---|---------|-------|
| 1 | b-e-lt | belt | 2 | m-i-lk  | milk  |
| 3 | c-o-ld | cold | 4 | b-u-lb  | bulb  |
| 5 | s-i-lk | silk | 6 | f-ie-ld | field |

<sup>114</sup>  
**25** Listen and chant.

Lets...  
Drink cold milk,  
Wear a felt belt  
And a silk scarf!  
And put a green bulb  
In the spotlight!



<sup>115</sup>  
**26** Work with a partner. What do you think it is? What was it used for? Use **maybe** or **might** in complete sentences. Then listen and check.

1



2



3



4



# Review

**27** Reorder the sentences to form a conversation.

**Kevin:** A package? Oh, good. Maybe it's my new phone!

**Kevin:** Let's see... no, it's too heavy for a games console. Wait. There's a little label here.

**Kevin:** Well, that's a lot of dog food!

**Alice:** Look! There's a package by the door.

**Alice:** You're right. The label says, "Canine Power Mix." I think it might be dog food for Max!

**Alice:** No, it can't be a phone. The box is too **big!** It might be the new games console!

**28** Choose one thing. Write three sentences about what it's used for. Then work in small groups and compare your sentences.



**29** Work in small groups. Write quiz questions for other groups. Follow the example.



It's used to hold candy.  
It's for parties.

It's a piñata!



Correct! One point.

## I Can

- use words related to old and new gadgets.
- talk about what gadgets are/were used for.
- use *maybe* and *might* to make suggestions.
- write a description of an object.



# 8

## Where Do They Come From?

### Language in Context

I will learn to talk about where things come from.

116  
1

Read and guess where the ideas come from. Write countries from the box. Not all of them will be used. Then listen and check.

Canada    China    Japan    Norway  
the Philippines    the United States

- 1 Superman, the chocolate nut bar, basketball, and even the green trash bag were all created in \_\_\_\_\_.
- 2 CDs, high-speed passenger trains, and the cultured pearl were all created in \_\_\_\_\_.
- 3 Three inventions that make food shopping easier – the automatic door, the shopping cart, and the barcode reader – were invented in \_\_\_\_\_.
- 4 The world's first karaoke machine was made in \_\_\_\_\_.
- 5 What became the first aerosol spray can was developed in \_\_\_\_\_.



[www.majazionline.ir](http://www.majazionline.ir)



117  
2

Read the list of products. What are they made of? Some of them can be made of more than one material. Then listen and check.

PRODUCTS

blankets	scarves
boots	cola cans
floors	ovens
flower pots	sweaters
planes	tires
plates	towels
rugs	T-shirts



These things are made of **cotton**.



These things are made of **rubber**.



These things are made of **metal**.



These things are made of **wool**.



These things are made of **clay**.

118  
3

Listen. Where do the materials come from? Match. Two materials come from the same place. Listen again and check.

- |                     |                            |
|---------------------|----------------------------|
| 1 Rubber comes from | a animals like sheep.      |
| 2 Metal comes from  | b the Earth's crust.       |
| 3 Cotton comes from | c a plant.                 |
| 4 Wool comes from   | d a liquid found in trees. |
| 5 Clay comes from   |                            |

4 Ask and answer.



What material are rugs, towels, and T-shirts made of?

They're made of cotton.



THINK  
BIG

What do you think is the most important material? Why?

I will understand a text about traveling.



Listen and read. Where was pizza first made?

www.travelfans.com

**travelbug** Help! My family and I are thinking about going to Italy for a vacation. We only have five days to spend there, so we can't see everything. Where should we go?

**castle\_hopper** Hi, travelbug. You should definitely come to Tuscany. There's so much to do here, and everything is close by. Florence is the capital of Tuscany. It's known for its beautiful palaces, churches, and other buildings. Many of the most famous works of Renaissance art **can be** found here in the museums and galleries. You could spend five **days just** looking at the art in Florence!

Siena is a beautiful medieval town. It's **filled with incredible** old buildings. If you have time, go to the Palio de **Siena**, a **medieval horse** race that's held twice a year. It's attended by **thousands of people**, so be prepared!



Florence



Palio de Siena

**seat1A\_flyer** Hey, travelbug! **If this is your** first trip to Italy, you should definitely see Rome. **This city is known** for some of the most famous sites in the world: the **Colosseum**, the Pantheon, the Spanish Steps... the list goes on **and on!** **Vatican City**, the smallest country in the world, is located inside **Rome, too.** **And you** can't leave Rome without seeing the ceiling of the **Sistine Chapel**. The ceiling was painted by Michelangelo and is amazing!

If you're **in** Rome, you could easily go on a quick trip down to Naples. It's been called the birthplace of pizza and is located on the beautiful Amalfi Coast. So you can enjoy your pizza while you sit and look out at the sea!



Colosseum



Vatican City

getaway\_gary73

Ciao, travelbug. Rome and Tuscany are nice, but for something really unique, try Venice. Venice is known around the world as a floating city. Most of its "streets" are filled with water! They're called canals. To get around Venice, you can take a water taxi.

Some of the most beautiful buildings in the world were built in Venice. There's the Piazza San Marco – a beautiful city square next to St. Mark's Cathedral. This site is visited by thousands of people every year. You can find some unique souvenirs here, too. You could get a necklace made of Murano glass. Or you could buy one of those famous masks from the Venice Carnival. The masks are known around the world. They're worn during celebrations at Carnival time here. Venice **really** is an incredible place.




## Reading Comprehension

6 Read and say **true** or **false**.

- 1 Tuscany is **the capital** of France.
- 2 The medieval horse race is held twice a month in Siena.
- 3 The ceiling painted by Michelangelo is located in Rome.
- 4 Venice is often called the birthplace of pizza.
- 5 Most streets of Venice are crowded with cars.
- 6 Murano glass is produced in Venice.



Why do you think Italy is visited by millions of people each year? Which place in Italy would you like to visit? Why?

# Language in Action

I will listen to a dialog about other countries.

122  
7

Listen and read. What new information does Sue find out about Costa Rica?

- Martin:** I can't wait. We're going to Costa Rica next week!
- Sue:** Costa Rica? I don't know much about that country.
- Martin:** Well, you've come to the expert! What do you know about it?
- Sue:** I know that it's in Central America.
- Martin:** It is! But can you guess what it's known for? A third of the country is made up of them.
- Sue:** I don't have a clue.
- Martin:** Its rain forests! A lot of agricultural products come from there, too. In fact, that banana you're eating was probably grown there.
- Sue:** This banana? How do you know?
- Martin:** Read the sticker on it.
- Sue:** Costa Rica... you're so smart!



8

Practice the dialog in 7 with a partner.

123  
9

Listen and stick. Then complete the labels with words from the box.

China   Hungary   Morocco   Saudi Arabia



1 Made in \_\_\_\_\_



2 Made in \_\_\_\_\_



3 Made in \_\_\_\_\_



4 Made in \_\_\_\_\_

# Grammar

I will learn to use the *be* verb and the past participle to make passive sentences.

That rug **is made** of wool.

The first tire **was invented** in the U.K.

Those bananas **are grown** in Ecuador.

The first cola cans **were sold** in the U.S.

**Tip:** To form the passive, use the present simple or past simple form of the verb *be* with the past participle of the main verb.

**10** Put the words in order to make statements.

1 plate/clay/That/made/is/of

\_\_\_\_\_

2 T-shirts/worn/all over the world/are/These

\_\_\_\_\_

3 was/The/created/chocolate/first/Mexico/in

\_\_\_\_\_

4 The/were/DVDs/first/Japan/in/produced

\_\_\_\_\_



**11** Make sentences. Use the **present simple passive** form of the verb in parentheses.

1 Those sweaters \_\_\_\_\_ (wear) in Norway.

2 These planes \_\_\_\_\_ (develop) in Greece.

3 Flower pots \_\_\_\_\_ (make) of clay.

4 Cotton \_\_\_\_\_ (use) to make towels.

5 Rubber \_\_\_\_\_ (produce) in Brazil.

**12** Complete the sentences. Use the **past simple passive** form of the correct verb from the box.

design    eat    import    sell

1 Millions of scarves \_\_\_\_\_ in China last year.

2 This video game \_\_\_\_\_ in Spain.

3 A lot of pizza \_\_\_\_\_ in Britain last year.

4 All the boots in this market \_\_\_\_\_ from Holland.

I will learn about where food comes from.

## CONTENT WORDS

country of origin diesel distribution center fresh produce gas imported locally-grown pollution seasonal shipping typical

125  
13

Listen and read. How do people eat any food all year round?

# From the Farm to Your Plate



Imagine you're at a restaurant. You order a salad with beautiful green lettuce, nice red tomatoes, yellow peppers, and cucumber. When it comes, you can't wait to take that first bite. But stop for a minute and think about how **long it** actually took to get to your plate. Not from the kitchen, but from the farm...

Let's take a look at a typical salad served in the **United States**. **"Fresh"** food, such as the lettuce, might be grown locally. But what **about the other food** on your plate? Nowadays, the country of origin of most of **our fresh produce** – that's the place where it was grown – is thousands of **kilometers away**. **It was** picked, washed, packed, and brought to a distribution center **half way around the world** before it traveled to a store near you. So food which **looks fresh** has actually traveled in a refrigerated van for a week.

But that isn't the only problem. **Food needs transportation**, and all forms of transportation cause air pollution. **The farther food** travels, the more gas and diesel fuel are used, so more pollution **is released**. **Shipping** fresh produce can add up to forty-five times more pollution **to the air**.

There is a solution, **however**. **We can stop** eating imported foods, and we can buy fresh produce grown **locally**. **The lettuce** picked yesterday will taste a lot better. It'll also be healthier **than lettuce** picked a week ago. Eating locally-grown produce also means that you **eat more variety**. **We forget** that different fruits and vegetables grow in different **seasons**. **Unfortunately**, this means we have to eat seasonal fruit and vegetables. **That means we can't** eat fresh summer fruit and vegetables in the winter. But we really **shouldn't anyway!**



14

Look at 13. Match to complete the sentences.

- |  |   |
|--|---|
| 1 Fresh produce in the U.S...  | a it causes less pollution.                     |
| 2 It's better to eat local produce than produce from far away because... | b we have to eat seasonal fruit and vegetables. |
| 3 If we eat locally-grown produce,...                                    | c sometimes comes from far away.                |



Isn't it better to have food you like all year round, no matter how far it travels? Why/Why not?

I will learn about where things come from.

## CONTENT WORDS

borders chemical county jigsaw puzzle explorer

127  
15

Listen and read. Which country did each object come from?



# Where Did It Really Come From



Think of spaghetti, and Italy comes to mind. How about French fries? Well you shouldn't think of France because that isn't where they really come from...

Fries are called French, but they were first made in Belgium. The Belgians used to eat small fried river fish. But when the river froze in the winter, they fried small pieces of potato instead. The Spanish introduced the potato to the Belgians from South America. The French didn't eat potatoes until much later because they thought they were poisonous.



In China, people have been making noodles since 3000 BC. The Italian explorer Marco Polo brought noodles to Europe in the 13th century. This became spaghetti! Thomas Jefferson brought spaghetti to the U.S. from France in the 1700s.

The Chinese gave us fireworks, but Englishmen invented the match. Robert Boyle found a way to make fire by mixing phosphorus and sulphur. In 1827, John Walker used this chemical combination to create a match. It was one meter long!

The idea for the jigsaw puzzle came from John Spilsbury in 1767. He was a teacher who wanted to teach his students geography. He glued a map of England and Wales to a flat piece of wood. Then he cut out the map along county borders. After mixing up the pieces, his students made the map puzzle. The jigsaw puzzles which we see today were invented about 100 years later, after power tools were invented.

So are you sure about an object's origins? The label might say one thing, but the idea probably came from somewhere else!



16 Look at the passage. Complete the sentences.

- 1 Thomas Jefferson visited France in the \_\_\_\_\_ and brought spaghetti to the U.S.
- 2 In \_\_\_\_\_, John Walker created a match.
- 3 In \_\_\_\_\_, John Spilsbury had the idea for a jigsaw puzzle.



Name a special food or invention that came from your country.

I will learn to write a persuasive paragraph.

- 17** Read the paragraph. Find the main opinion. Note down three reasons used to support it. Do the reasons persuade you to visit Corsica? Discuss with a partner.

## Come to Sunny Corsical

This beautiful island paradise, a territory of France, is located in the beautiful Mediterranean. It's made up mostly of mountains, which run from north to south in a single chain. The coast, however, offers vast stretches of fabulous beaches.

It's the perfect place for a family vacation! The main languages spoken here are French and English, making it easy to find out everything you need to know. The island is known for its hiking in spectacular mountainous scenery. It's also popular for diving along its unspoiled and wild shoreline. But if you want a less active vacation, Corsica is also the perfect place for sunning yourself on one of its magnificent beaches. The island's rich history makes it perfect for those wanting culture, too! Come and visit Corsica and find out first-hand why it's known for being a top vacation destination!



main opinion



- 18** Choose your favorite vacation spot. Write a topic sentence expressing your main opinion. Write three reasons.

Main opinion \_\_\_\_\_

Reason \_\_\_\_\_

Reason \_\_\_\_\_

Reason \_\_\_\_\_

- 19** Use the information you listed in 18 to write a paragraph.
- 20** Exchange paragraphs with your partner. Did your partner's reasons persuade you?

# Life Skills | Appreciate what you eat and use every day.

I will learn to talk about what I eat and use every day.

- 21** Copy and complete the chart for each category. Follow the examples. Then discuss with a partner.



What I appreciate	Where it comes from
The food I eat <i>fruit like oranges</i> <i>salad</i>	<i>right here in Mexico</i> <i>local markets and my garden</i>
The clothes I wear	
The transportation I use	
The technology I use	

- 22** Work in small groups. Compare your charts. Do you appreciate some of the same things?

I like my jeans. They're made of cotton from Costa Rica.



## Project

- 23** Choose a category from the chart in 21. Draw or find pictures to make a poster. Label where each comes from. Give a presentation about your poster.



# Listening and Speaking

I will review the sounds *lf*, *lp*, and *lm*.  
I will learn to talk about places I know.

<sup>129</sup>  
**24** Listen, read, and repeat.

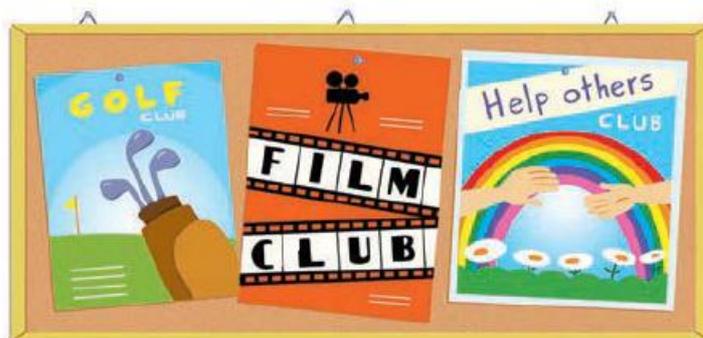
1 **l-f lf**      2 **l-p lp**      3 **l-m lm**

<sup>130</sup>  
**25** Listen and blend the sounds.

1 g-o-lf      golf      2 h-e-lp      help  
3 f-i-lm      film      4 e-lf      elf  
5 e-lm      elm

<sup>131</sup>  
**26** Listen and chant.

School clubs are fun clubs!  
Golf clubs,  
Film clubs,  
And best of all,  
Help Others clubs!



**27** Work in small groups. Play a guessing game.

Spain

grow  
oranges



Oranges are grown here.

Yes, that's right!

Is it Spain?



# Review

**28** Write what they are made of. Use words from the box.

clay cotton metal rubber wool

- 1 Flower pots, plates, and floors are made of \_\_\_\_\_.
- 2 Cola cans and planes are made of \_\_\_\_\_.
- 3 Tires and boots are made of \_\_\_\_\_.
- 4 Warm winter sweaters are made of \_\_\_\_\_.
- 5 Most T-shirts and sheets are made of \_\_\_\_\_.



**29** Make sentences using the past simple passive form of the verbs.

- 1 These bananas/grow/in Mexico \_\_\_\_\_
- 2 That blanket/made/in Peru \_\_\_\_\_
- 3 Those ovens/produce/in Australia \_\_\_\_\_
- 4 My video game/design/in Japan \_\_\_\_\_

**30** Play a guessing game using the passive form.

China	Italy	Canada
kite	pizza	chocolate nut bar
paper	jeans	basketball
compass	glasses	Superman



It was created in Canada.

No. It is eaten by children.

Yes! Your turn!

Basketball?

A chocolate nut bar?



## I Can

- use words for products and materials.
- talk about products, the materials they are made of and where they come from.
- use the passive voice.
- write a persuasive paragraph.

