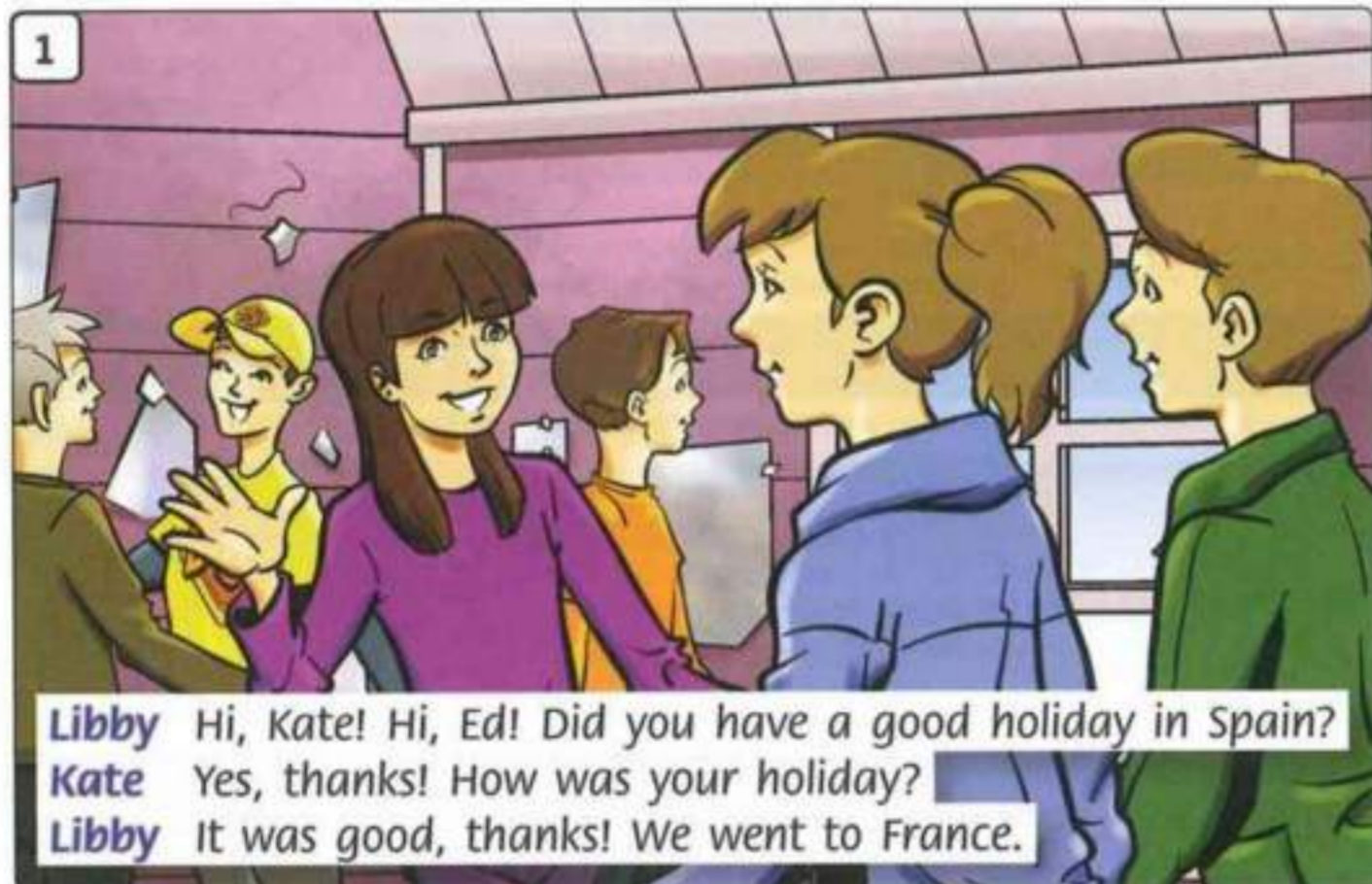


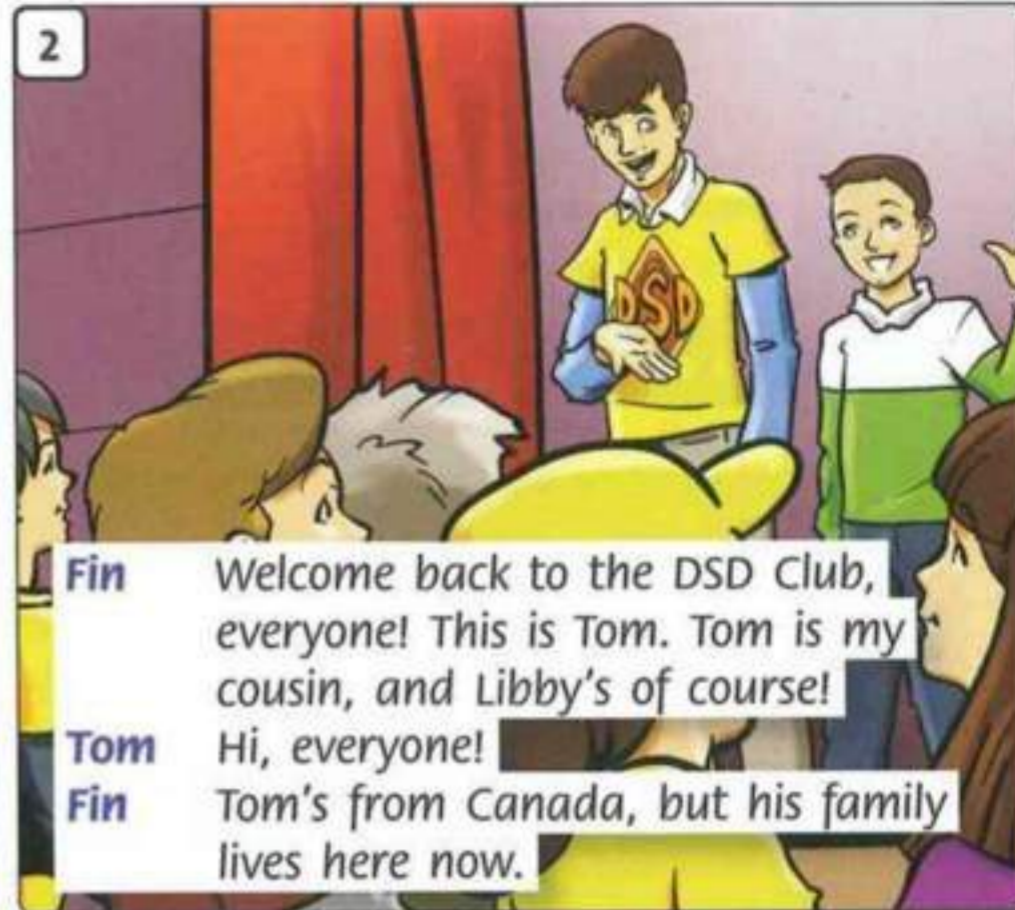
1 Listen and read. Where does Tom come from?  01 Tom is from Canada.

1



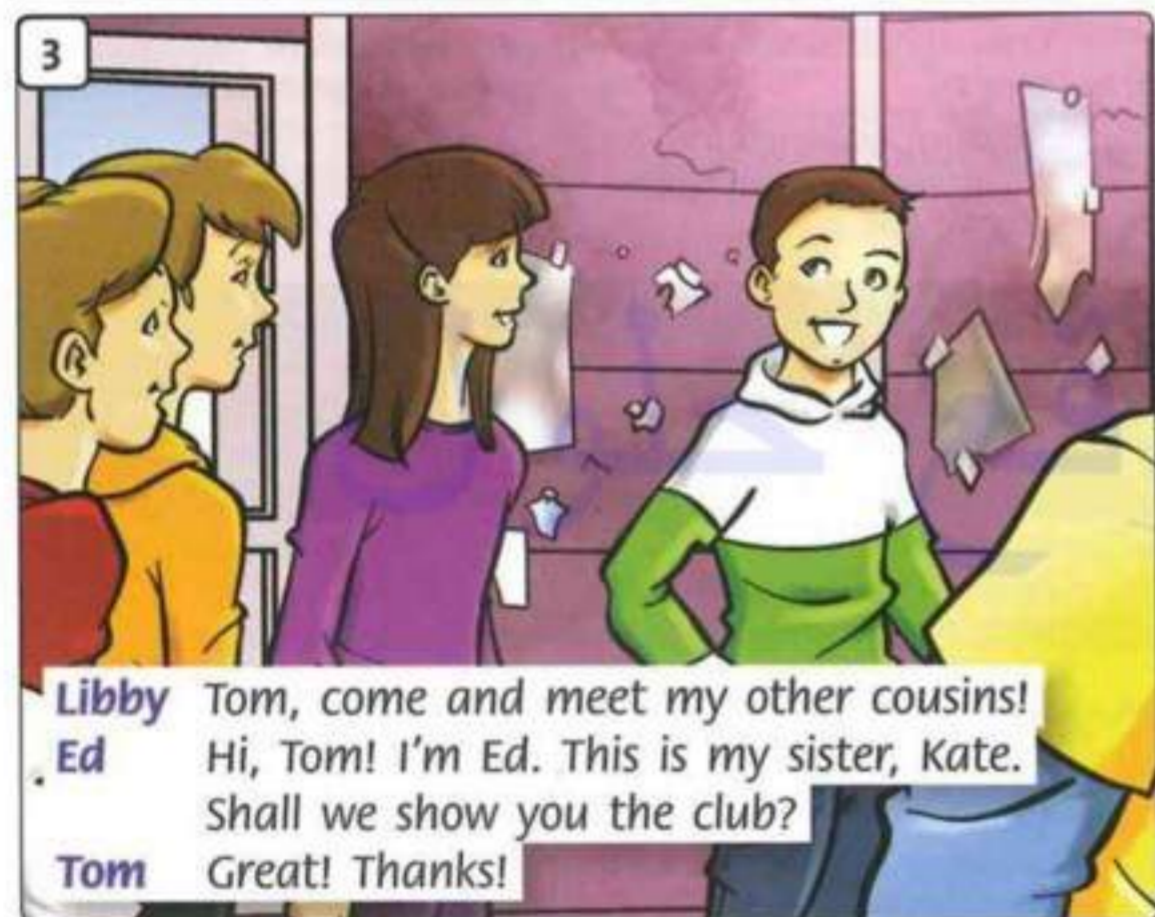
Libby Hi, Kate! Hi, Ed! Did you have a good holiday in Spain?
Kate Yes, thanks! How was your holiday?
Libby It was good, thanks! We went to France.

2



Fin Welcome back to the DSD Club, everyone! This is Tom. Tom is my cousin, and Libby's of course!
Tom Hi, everyone!
Fin Tom's from Canada, but his family lives here now.

3



Libby Tom, come and meet my other cousins!
Ed Hi, Tom! I'm Ed. This is my sister, Kate. Shall we show you the club?
Tom Great! Thanks!

4



Kate We do lots of things at the DSD Club.
Libby Last year, we did a play. But Fin's car broke down and he had the costumes!
Ed So, we had to wear these!

5



Ed This was our time capsule. We put in a magazine, a CD, a map of the town and lots more things.
Libby And this is the time we cleaned up the river! It was really dirty!

6



Tom You have a lot of fun at the DSD Club!
Ed Yes, we do. It's really good.

7

Ed This is a good story!

Kate Yes! We learnt about First Aid at the club. Then we were walking home afterwards, when a man fell off his bike and we helped him.

8

Ed And he was Jim Fisher – the best footballer in town.

Libby So, he invited us to the match because we helped him.

Tom Lucky you! I love sport! I play ice hockey in Canada.

9

Fin What do you think of the Do Something Different Club, Tom?

Tom I think it's great! Can I join?

Fin Yes, of course! Here's your DSD T-shirt and cap!

10


Fin OK, everybody! Are you ready to do lots of different things this year?

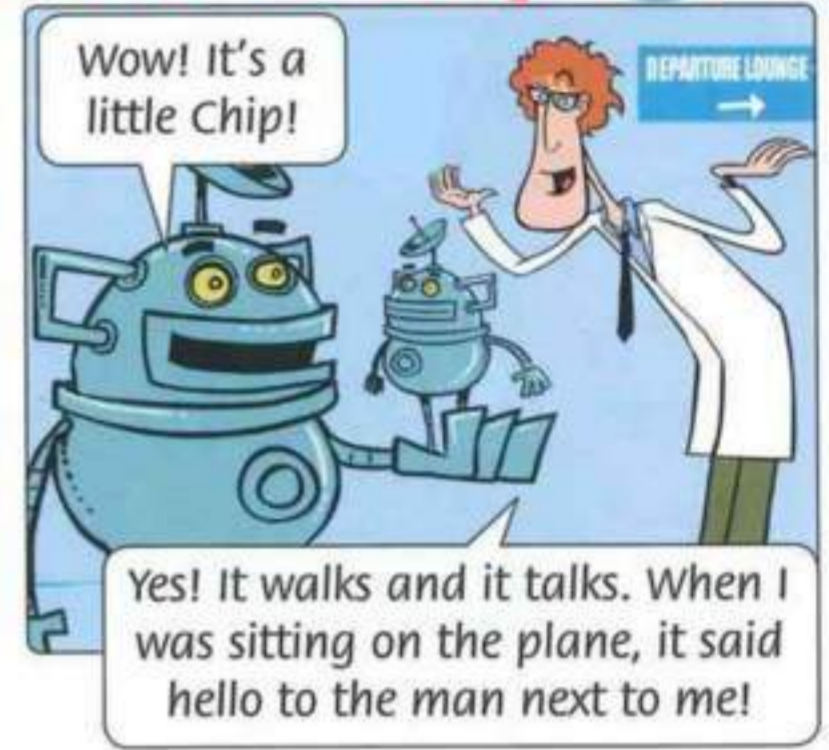
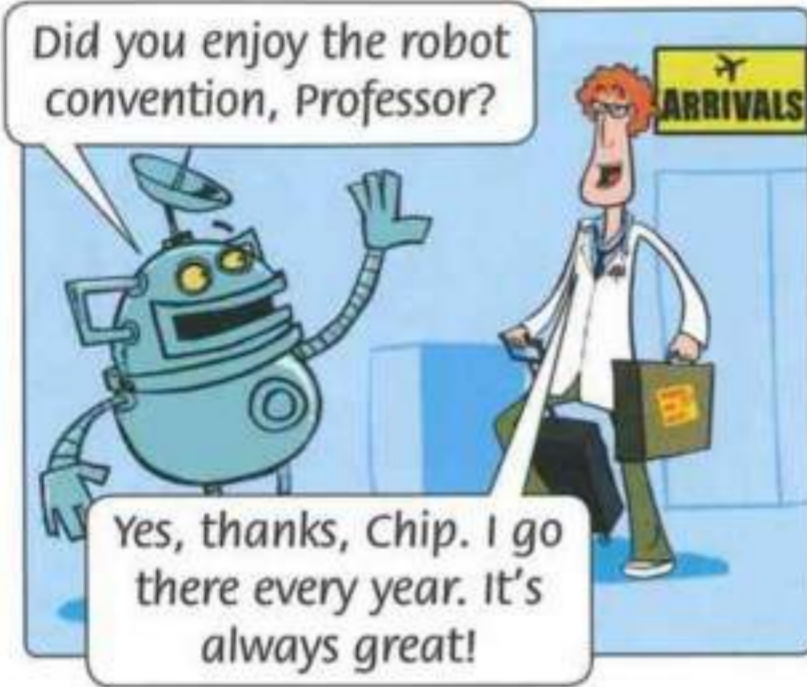
All Yes, we are!

2 Listen to the story again and repeat. Act.

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

- | | |
|---|--------------|
| 1 Ed and Kate went on holiday to Spain. | <u>True</u> |
| 2 Libby and her family stayed at home. | <u>False</u> |
| 3 Libby is Tom's cousin. | <u>True</u> |
| 4 Fin had the costumes for the play in his car. | <u>True</u> |
| 5 Tom enjoys playing sport. | <u>True</u> |
| 6 Fin gives Tom a bag and a T-shirt. | <u>False</u> |

1 Listen and read. Where did Professor go?  02



2 Read and learn.

 Present simple and present continuous

Use the **present simple** to talk about habits and routines.
 I **go** there every year. It's always great!

Use the **present continuous** to talk about actions happening now.
 What **are you doing**?
 I'm **looking** for your present.

 Past simple and past continuous

Use the **past simple** to talk about actions that interrupted other actions in the past.
 When I was sitting on the plane, it **said** hello to the man next to me!

Use the **past continuous** to talk about actions that were interrupted.
 When I **was walking** around, I saw this.

1) He went to a robot convention.

3 Read and circle.

- 1 I go / am going swimming on Saturday mornings.
- 2 My brother watches / is watching TV at the moment.
- 3 My mum and dad work / are working every day.
- 4 We have / are having lunch now.
- 5 The boys play / are playing football in the park on Saturdays.
- 6 The children work / are working hard at the moment.

4 Speaking Ask and answer.

- eat / ice cream play / football sit / on the grass wait / for a bus go / into a café run / home



- What was he doing when the storm started?
- He was eating ice cream.
- What did he do next?
- He ran home.
- It's Number 5!

Irregular past forms

With some irregular verbs, the past simple and the past participle are the same.

| Verb | Past tense | Past participle |
|---------|---------------|-----------------|
| 1 buy | <u>bought</u> | <u>bought</u> |
| 2 hear | <u>heard</u> | <u>heard</u> |
| 3 make | <u>made</u> | <u>made</u> |
| 4 use | <u>used</u> | <u>used</u> |
| 5 keep | <u>kept</u> | <u>kept</u> |
| 6 have | <u>had</u> | <u>had</u> |
| 7 catch | <u>caught</u> | <u>caught</u> |
| 8 get | <u>got</u> | <u>got</u> |
| 9 find | <u>found</u> | <u>found</u> |

With other irregular verbs, the past simple and the past participle are different.

| Verb | Past tense | Past participle |
|---------|--------------|-----------------|
| 1 speak | <u>spoke</u> | <u>spoken</u> |
| 2 grow | <u>grew</u> | <u>grown</u> |
| 3 take | <u>took</u> | <u>taken</u> |
| 4 wear | <u>wore</u> | <u>worn</u> |
| 5 write | <u>wrote</u> | <u>written</u> |
| 6 fly | <u>flew</u> | <u>flown</u> |
| 7 eat | <u>ate</u> | <u>eaten</u> |
| 8 see | <u>saw</u> | <u>seen</u> |
| 9 go | <u>went</u> | <u>gone</u> |

1 Complete the tables.  Irregular verb list Workbook 6 page 119

2 Listen and order the lines. Sing.  03



Welcome back!

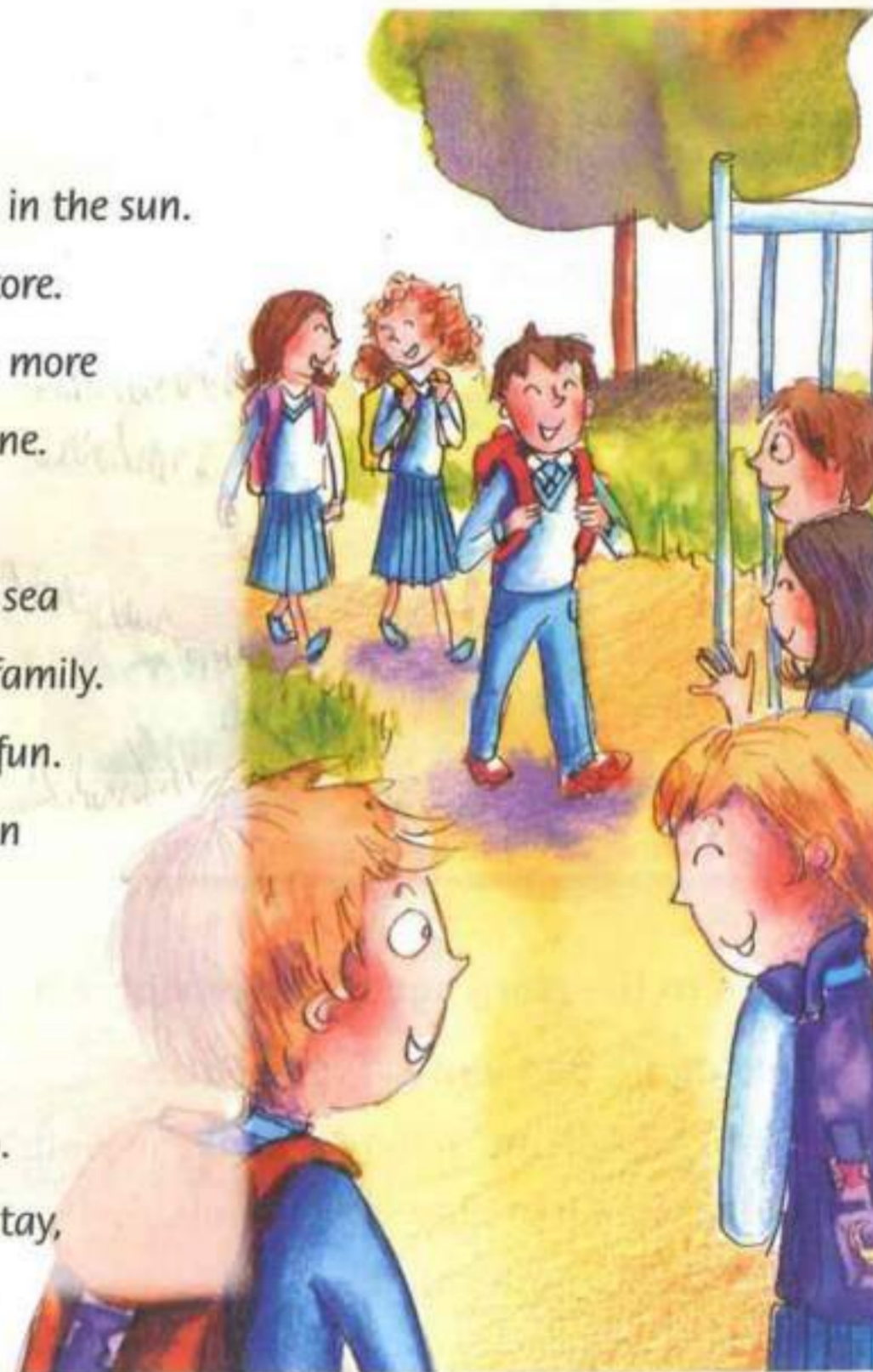
- 1 You're back from your break in the sun.
 ___ And there's lots of work in store.
 ___ Now it's back to school once more
 ___ You're sad your holiday's done.



- 1 You had a good time by the sea
 ___ With your friends and your family.
 ___ But you can still have some fun.
 ___ Now your lessons have begun

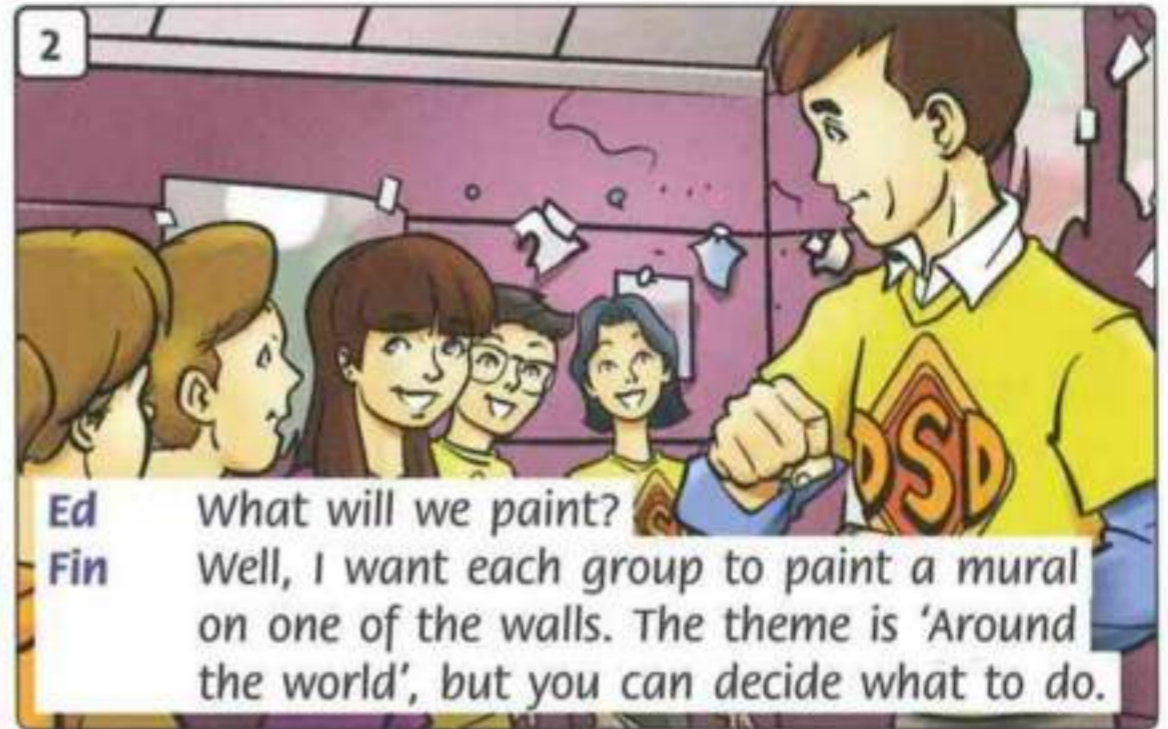


- 1 You visited people you knew,
 ___ So welcome back today.
 ___ You went to a funfair or two.
 ___ But you knew you couldn't stay,



Lesson One Story

1 Listen and read. What is the theme for the mural? 04 The theme is "Around the world".



2 Listen to the story again and repeat. Act.

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

1 The children are going to paint the walls. True


3 Kate is good at drawing animals. False

5 Libby likes Kate's idea. False

2 The theme is 'Around the world'. True

4 Ed wants to draw people. True

6 The children are going to meet the next day. True

1 Listen and repeat.  05

D

D
help us to
understand
and read.Dictionary
Workbook 6
pages 110–118

2 Write the words.

- 1 painting *noun* a picture that someone has painted
- 2 art gallery *noun* a building where you can go to look at paintings and other art
- 3 portrait *noun* a picture of a person
- 4 landscape *noun* a picture of the countryside
- 5 foreground *noun* the part of a picture that looks like it's near you
- 6 background *noun* the part of a picture that looks like it's far from you
- 7 sculpture *noun* an animal, a shape, or a person made from stone, wood, etc.
- 8 mural *noun* a very big picture painted on a wall

Working with words

We add the prefixes *un-* or *im-* to some adjectives to make the meaning negative.

positive

popular

friendly

tidy

patient

possible

polite

negative

unpopular

unfriendly


untidy

impatient

impossible

impolite

D

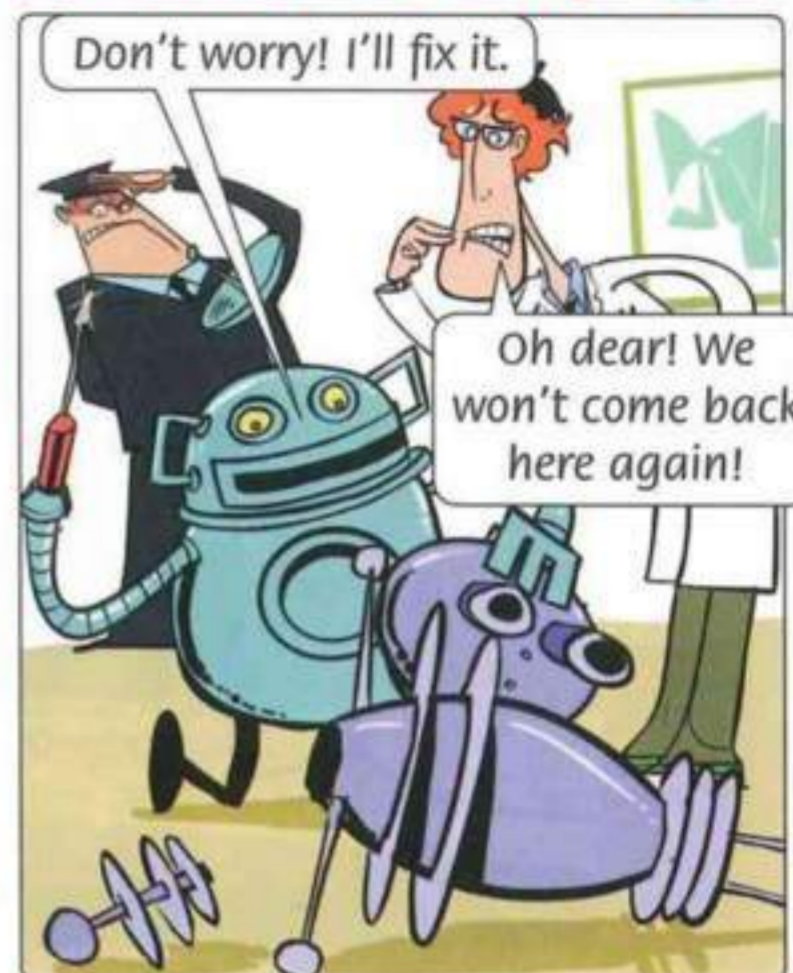
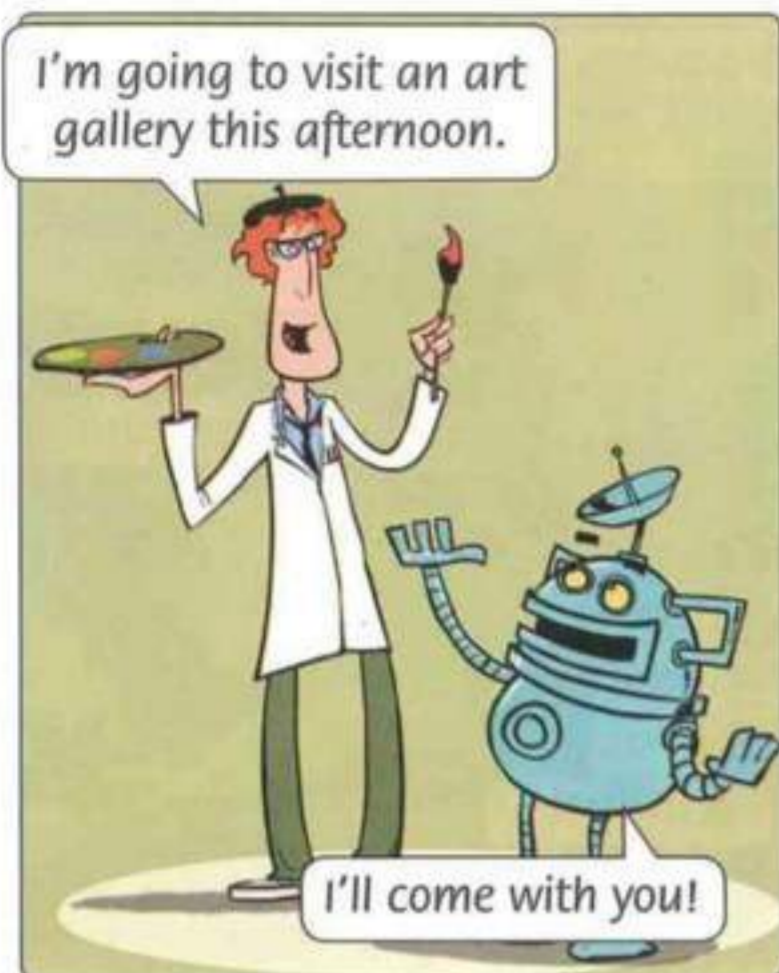
D
help us to
understand
and read.Dictionary
Workbook 63 Listen and repeat.  06

4 Read and circle.

- 1 Tom is very *friendly* / *unfriendly*. He never speaks to anyone.
- 2 My sister is very *popular* / *unpopular*. Everyone likes her.
- 3 Jon is a very *polite* / *impolite* boy. He always says 'please' and 'thank you'.
- 4 Your room is so *tidy* / *untidy*. There are books and clothes all over the floor.
- 5 My little brother is very *patient* / *impatient*. He always waits calmly.
- 6 This Maths question is *possible* / *impossible*. I don't know the answer!



1 Listen and read. Where do Professor and Chip go? 07



2 Read and learn.

1) They are going to an art gallery.

going to

Use **going to** to talk about plans or decisions we made earlier.

I'm **going to** visit an art gallery this afternoon.

I'm **not going to go** to town this weekend.

will

Use **will** to talk about decisions or offers we make as we speak.

I'll **come** with you!

I **won't** come with you. I'm too busy.

Look! 'll = will won't = will not

3 Read and circle.

- 1 Our class will / is going to go to a museum next week.
- 2 "I'm thirsty!" "I'll / I'm going to get you a drink."
- 3 "Do you want to come to town?" "No, I won't / I'm not going to come. I've got too much homework."
- 4 We won't / We're not going to visit our grandparents today. They're away on holiday.
- 5 "I can't find my pen." "Don't worry! I'll / I'm going to lend you mine."
- 6 I'll / I'm going to buy a travel book for my holiday next week.

4 Complete the sentences. Use **will** or **going to**.

- | | |
|---|--|
| 1 A "I'm <u>going to</u> buy an ice cream." | 2 A "I'm <u>going to</u> take my camera to the zoo." |
| B "I'll come with you!" | B "Good idea! I 'll _____ take mine too." |
| 3 A "I'm cold." | 4 A "I'm <u>going to</u> visit India this summer." |
| B "I 'll _____ close the window." | B "That's an interesting country." |
| 5 A "I'm <u>going to</u> pack my suitcase." | 6 A "I don't understand this question." |
| B "I 'll _____ help you." | B "I 'll _____ help you." |

1 Listen and read. Where does Harry want to go with Ben?  08



Hi Ben,
 What are you doing today? I'm catching a bus at 10.15 into town with Fred. Do you want to come? We're meeting Jack at 11 o'clock at the bus station. Then, at 12 o'clock, we're going to an art exhibition at our friend's art club.
 In the afternoon, Fred is watching a film at the cinema. He already has tickets, but there are no tickets left, so we can't go! I'm not doing anything. Do you want to watch a DVD at my house instead?
 See you soon!
 Harry

2 Read and learn.

1) He wants to go to an art exhibition.

 Present continuous with future meaning

Use the **present continuous** to talk about definite future plans and arrangements.

We're **meeting** at ten o'clock. I'm **not doing** anything. What **are you doing** today?

3 Complete the sentences. Use the present continuous.

- 1 I'm meeting (meet) Ben at one o'clock this afternoon.
- 2 We 're catching (catch) a train at half past three.
- 3 Are you visiting (you / visit) your grandparents after school?
- 4 The children are playing (play) in a football match at two o'clock.
- 5 What film are you watching (you / watch) at the cinema tonight?
- 6 Jeff is going (go) to a café with his friends for his birthday lunch.

4 **Speaking** Ask and answer.

| | | | |
|-------------------|-------------------|-------------------|--|
| <p>8.00 a.m.</p> | <p>10.00 a.m.</p> | <p>11.30 a.m.</p> | <p>feed / the penguins go / home have / lunch leave / school visit / the elephant enclosure watch / the dolphin display</p> |
| <p>12.30 p.m.</p> | <p>1.30 p.m.</p> | <p>3.30 p.m.</p> | |

What are they doing at 8.00 a.m.?
 At 8.00 a.m., they're leaving school.

Reading

- 1 Look at the story and the paintings. Which painting do you think the story is about? student's answer
- 2 Listen and read.  09

Island Adventure

Max was staying with his cousin Jeff by the sea. Every day, the boys went to the beach and played football or went fishing. But one day, they stood on the sand and stared across the sea at a small island in the distance. No one lived on the island and the boys had never been there.

"I'd like to explore that island," said Max.

"Let's borrow my brother's boat and go there," said Jeff.

"We'll be back before he finds out!"

The boys rowed to the island and left the boat on the sand. They climbed trees, swam in the river and found some caves. At last, they decided to go home, but when they went back to the boat, it wasn't there! The boys were frightened.

"What are we going to do?" asked Max. "Nobody knows we're here!"

"Let's make a fire," said Jeff. "Someone will see the smoke."

"But we haven't got any matches," said Max.

"We can hit two rocks together to make a fire. Come on! It's easy."

But it was dark before the boys had a fire.

Suddenly, there was a splash of water.

The boys stared across the sea. A dark shape was coming towards them.

"Run!" shouted Max.

"Hey!" said a voice. "Don't you want to go home?"

Jeff's brother was standing on the beach next to the missing boat.

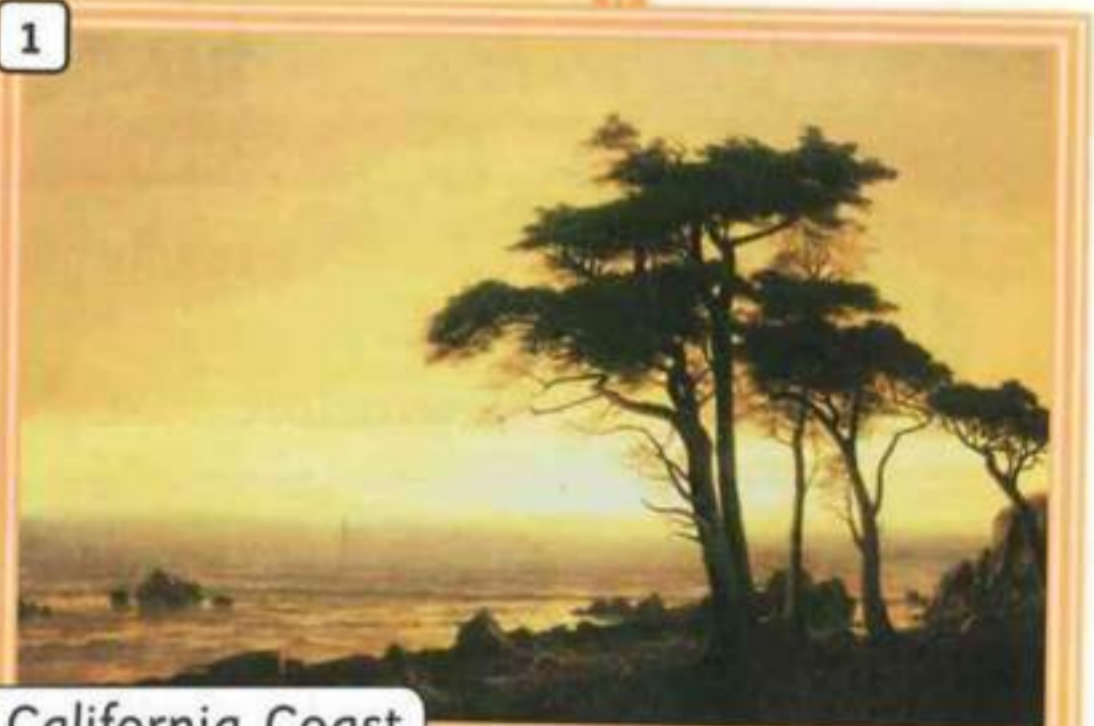
"How did you find us?" asked Jeff in amazement.

"I saw the boat floating near the shore, so I swam out to get it. Then I saw your smoke and I realized what happened."

"That was lucky," said Jeff.

"Yes, but next time," said Jeff's brother, as they rowed back, "tell me before you take my boat out and always tie it to a tree!"

1



California Coast

2



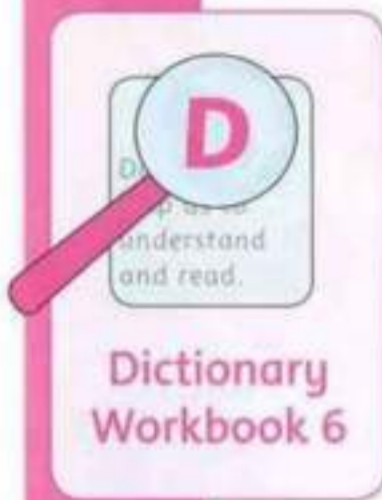
A Small Volcano in Mexican Countryside

3 Read again and write the answers.

- | | | | |
|--------------------------------------|------------------------|-------------------------------------|------------------------|
| 1 Is Max on holiday? | <u>Yes, he is.</u> | 2 Do the boys swim to the island? | <u>No, they don't.</u> |
| 3 Are there any caves on the island? | <u>Yes, there are.</u> | 4 Do the boys lose their boat? | <u>Yes, they do.</u> |
| 5 Do they have any matches? | <u>No, they don't.</u> | 6 Does Jeff's father find the boys? | <u>No, he doesn't.</u> |

Words in context

1 Find the words in the story. Write.



stare row smoke borrow hit splash float tie

- The man used his boat to row across the river.
- My brother sometimes lets me borrow his bike.
- There was a big splash when the boy jumped into the pool.
- I love to sit and stare at flowers and trees.
- The smoke from the fire filled the room.
- I learnt to tie my shoe laces when I was four.
- Ducks can float on the water.
- You should never hit your brother or your sister!

Listening

2 Listen. Do the children like the painting? 🎧 10

3 Listen again and circle.

- The children are looking at a painting in a book / on a wall.
- The artist of the painting was *French* / Italian.
- The artist painted the picture in 1991 / 1891.
- The children think the tiger is in a *forest* / zoo.
- They think the tiger is *hungry* / thirsty.
- They decide to write a *poem* / story.



Tiger in Tropical Storm (Surprised!)

Speaking

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

| | |
|-----------------------------------|--|
| Which painting do you like best? | I like _____. |
| What can you see in the painting? | There is / are _____. |
| Why do you like it? | It's _____. |
| Do you enjoy painting? | Yes, I do / No, I don't because _____. |

Tiger in a Tropical Storm (Surprised!) / California Coast / A Small Volcano in Mexican Countryside

a tiger / some trees and plants / a storm / an island / the sea / mountains / a lake

colourful / exciting / unusual

it's fun / it's interesting / I'm good at painting / I'm not very good at painting

Writing

- 1 Look at the story. What is it about? A boat trip.
- 2 Read.

A story

There are lots of things to remember when we write a story.

We can start a new line when someone new speaks.

We use adverbs to describe how people say things and how people feel.

When we know who's speaking, we don't have to put their name.

We put the speech and the punctuation inside the speech marks.

A Stormy Day at Sea

Harry was on a boat trip with his dad. It was cloudy, but it wasn't raining, so they sailed far out from the shore. When they stopped and took out their fishing nets, the sky suddenly went dark.

"I think there's going to be a storm," said Harry's dad.

"Shall we go back?" said Harry **nervously**.

"It's too late!"

Harry felt the first drops of rain.

Lightning flashed and there was the sound of thunder. Waves splashed over them and the boat rocked from side to side.

"Hold on!" shouted Harry's dad above the sound of the wind.

The storm lasted an hour, but at last the weather changed and the sea was calm.

Harry got out his net again. He was cold and wet but he was excited too. He felt like a real fisherman.



- 3 Read again and answer the questions.

- 1 How long does the storm last?
- 2 How does Harry feel after the storm has finished?

- 4 Write this dialogue correctly. 3) 1- The storm lasted an hour. 2- He felt like a real fisherman.

It's a lovely day! said Mandy. *Do you want to go to the park?* asked Olivia. *I can't!* said Mandy. *Why not?* asked Olivia. *I have to tidy my room,* said Mandy sadly. *I'll help you!* said Olivia. *Oh thank you!* said Mandy happily.

"It's a lovely day!" said Mandy.

- 5 Complete writing page 12 of Workbook 6.



"Do you want to go to the park?" asked Olivia.
 "I can't!" said Mandy. "Why not?" asked Olivia.
 "I have to tidy my room," said Mandy sadly. "I'll help you!" said Olivia. "Oh thank you!" said Monday happily.

1 Complete the quiz.

2- He would like them to paint the walls.

1

(noun) a picture of a person
What is the word?

portrait

2

What does Fin want the children to do in the story?

3

Make the word negative. possible

impossible

4

Correct the sentence.
I will going to the beach today.

I will go to the beach today.

5

Correct the sentence.
I'll to help you with your homework.

I'll help you with your homework.

6

Correct the sentence.
We catch a bus at 5 p.m.

We are catching a bus at 5 p.m.

7

How does Jeff's brother know the boys are on the island in 'Island Adventure'?

He saw the boat floating near the shore.

8

(noun) it's grey and it comes from fire
What is the word?

smoke

9

Correct the punctuation.
"What's your name"? asked Jessica.

"What's your name?" asked Jessica.

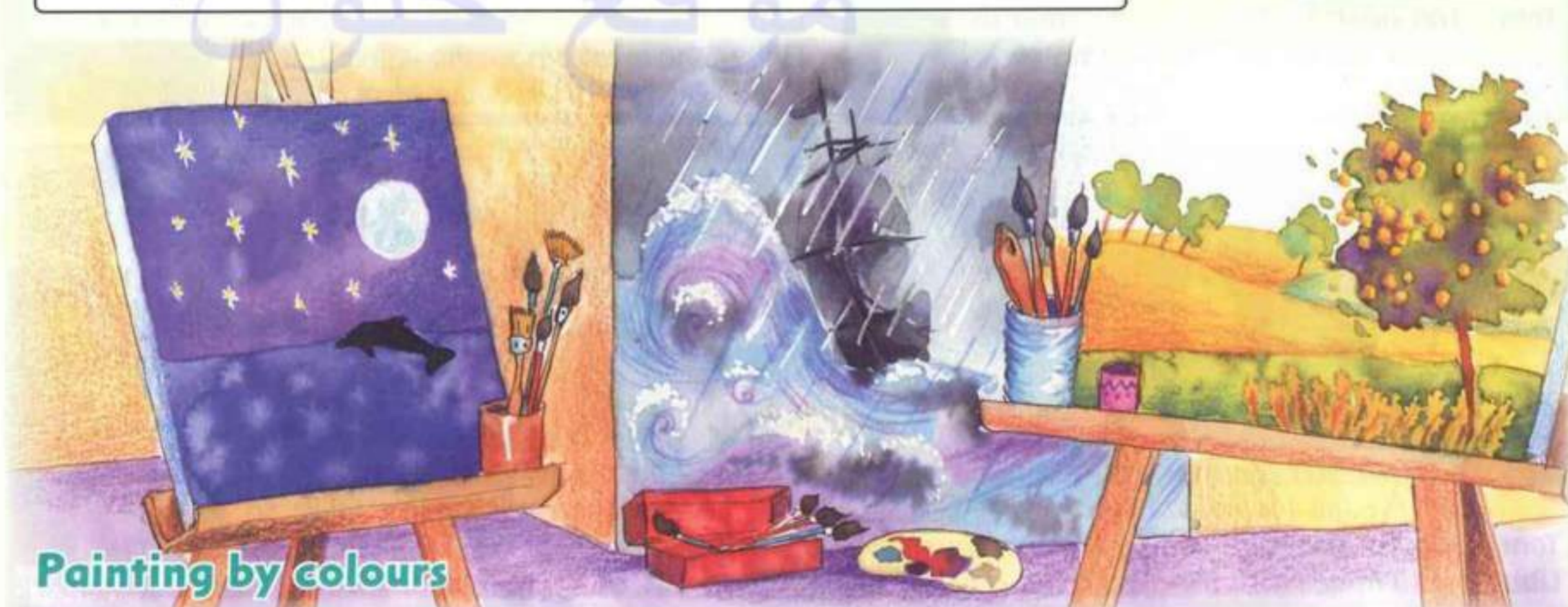
10

Correct the punctuation.
"It looks like a storm, said the girl nervously."

"It looks like a storm", said the girl nervously.

2 Listen and write. Sing. 11

landscape blue clouds painting green colours black mural



Painting by colours

I'm going to paint a ¹ painting

In ² _____ silver and ³ _____,

Bright stars and oceans,

And maybe a dolphin or two.

I'm going to paint a ⁴ _____

In colours ⁵ _____ and grey,

Dark skies and dark ⁶ _____,

A cold and stormy day.


I'm going to paint a ⁷ _____

In colours yellow and ⁸ _____,


Sunshine and lemon trees,

A lovely country scene.

Lesson One Story

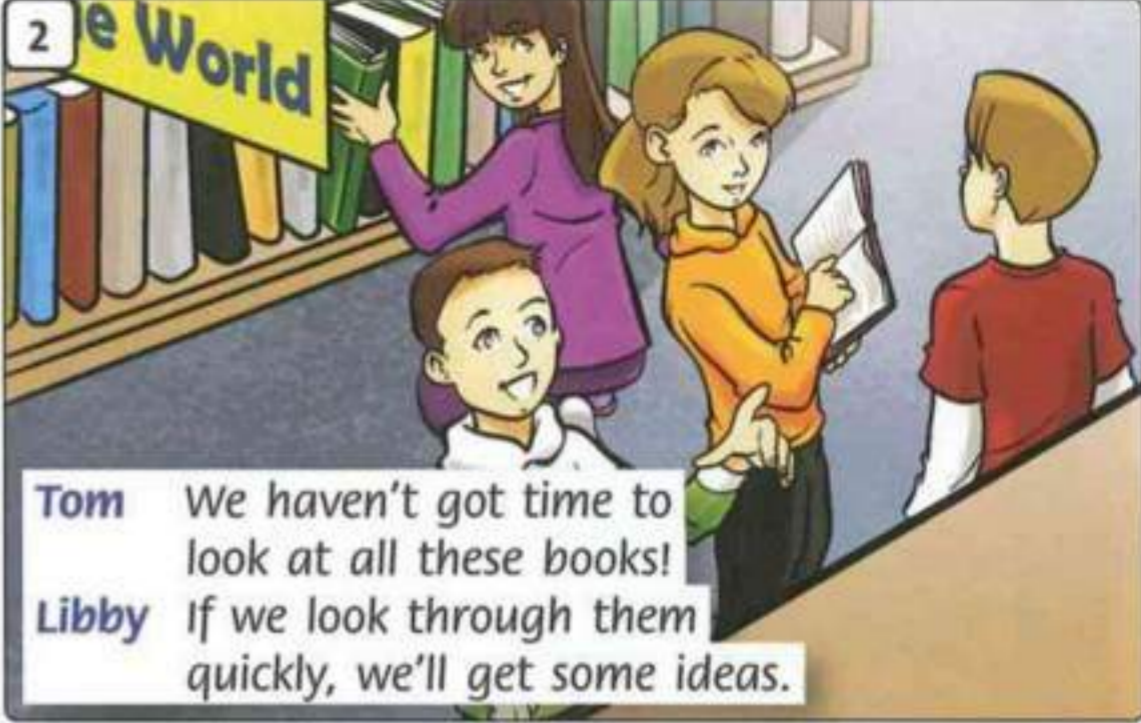
1 Listen and read. Why doesn't Kate want to do the drawing?  12 Because she is terrible at art.

1 In the library




Libby Where shall we start?
Ed Let's try this section!

2




Tom We haven't got time to look at all these books!
Libby If we look through them quickly, we'll get some ideas.

3



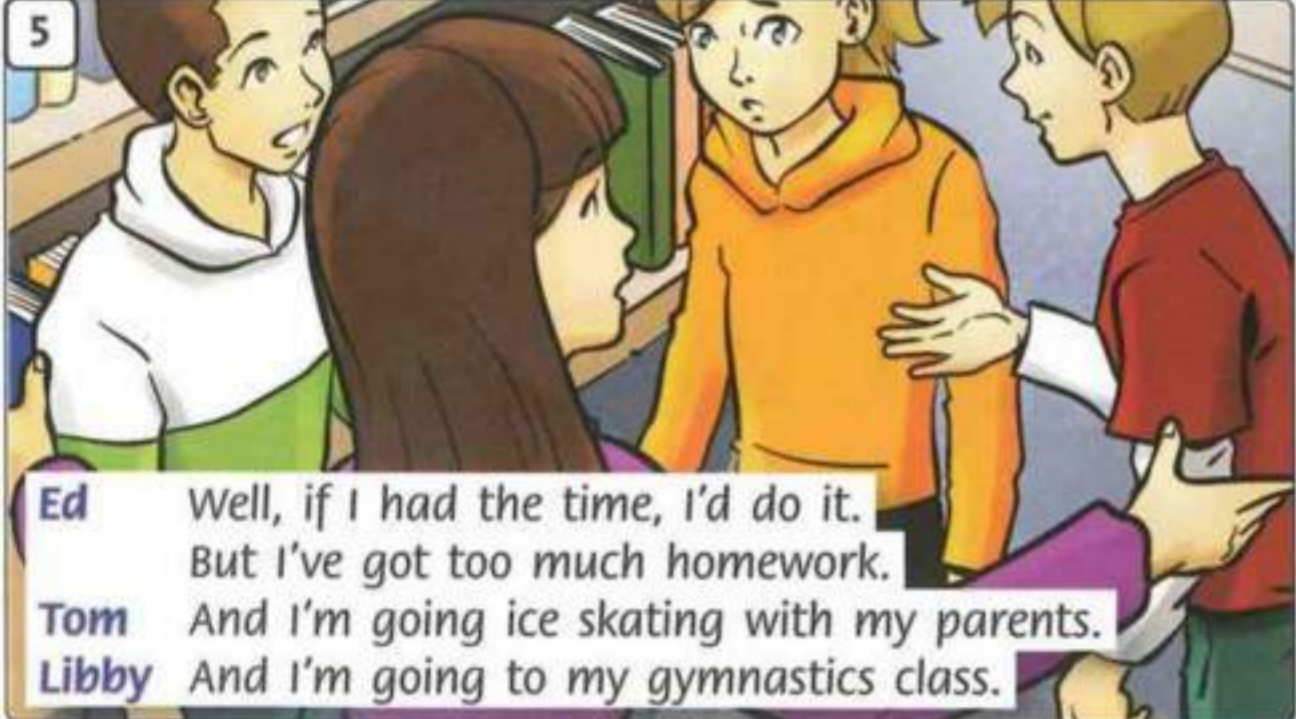
Tom This book is about sports around the world. Maybe we could draw sports that are popular in other countries.

4




Ed Great idea! We could have baseball for the US.
Kate Yes, and rugby for Australia. Or football for Brazil.
Libby The question is, who is free this evening to draw our ideas?

5



Ed Well, if I had the time, I'd do it. But I've got too much homework.
Tom And I'm going ice skating with my parents.
Libby And I'm going to my gymnastics class.

6



Libby What about you, Kate?
Kate Me? Well, I don't dislike Art, but ... I'm terrible at it!
Ed You'll have to do it, Kate. There's no one else!

2 Listen to the story again and repeat. Act.

3 Read again and write the names. Ed Kate Libby Tom

1 Ed finds a useful section in the library.


3 Tom is going ice skating.

5 Libby has a class in the evening.

2 Tom finds a book about sport.

4 Ed is studying in the evening.

6 Kate has time to do the drawing.

1 Listen and repeat.  13



D
help us to
understand
and read.

Dictionary
Workbook 6



ice skating



skiing



baseball



rugby



mountain biking



caving



paragliding



rock climbing

2 Write the words.

- 1 skiing *noun* a sport that you do on snow in the mountains
- 2 caving *noun* a sport where you go down under the ground to explore
- 3 paragliding *noun* a sport where you jump off a hill and fly high in the air
- 4 baseball *noun* a sport where you hit a ball with a bat, then run around a diamond shape
- 5 rugby *noun* a team sport played with an egg-shaped ball
- 6 rock climbing *noun* a sport where you climb mountains using ropes
- 7 ice skating *noun* a sport where you slide over frozen water wearing special boots
- 8 mountain biking *noun* a sport where you ride fast down hills on a bicycle


Working with words

We add the prefixes *dis-* or *in-* to some adjectives and verbs to make the meaning negative.

| | | | | | | |
|----------|-----------|---------|---------|-----------|---------------|-------------|
| positive | honest | like | obey | correct | experienced | sensitive |
| negative | dishonest | dislike | disobey | incorrect | inexperienced | insensitive |



Dictionary
Workbook 6

3 Listen and repeat.  144 Write *dis* or *in*.

- 1 I really dislike Ben. He's never nice to anyone.
- 2 Liz is a very dishonest person. She never tells the truth.
- 3 This answer is incorrect. It's not thirty-two, it's forty-two.
- 4 My brother is a very inexperienced climber. He's only climbed one mountain.
- 5 Jack's so insensitive. He never cares about other peoples' feelings.
- 6 Children should never disobey their parents!

1 Listen and read. What sport are they talking about? 15 Paragliding.



Jeff What are we doing tomorrow?
 Dad If the weather is good, we'll go paragliding.
 Jeff How exciting! But I haven't been before.
 What will I do if I'm scared?
 Dad You won't be scared! But, don't worry, if you
 don't like it, I won't take you again.



Jeff Wow! This is amazing!

2 Read and learn.



First conditional

Use the **first conditional** to talk about things that might happen in the future.

If the weather **is** good, we'll **go** paragliding.

Look!

If you don't like it, I won't take you again.

I won't take you again **if** you don't like it.



First conditional questions

Will you **come** for a walk **if** the weather **is** good?

Yes, I **will**.

No, I **won't**.

3 Read and match.

- | | |
|--|-------------------------------------|
| 1 If I go shopping, c | a they won't win the match. |
| 2 Will we go swimming in the sea b | b if we go to the beach tomorrow? |
| 3 If they don't score any goals, a | c I'll buy some new football boots. |
| 4 We'll buy tickets for the match f | d she won't go rock climbing. |
| 5 Will they have lessons e | e if they go skiing next year? |
| 6 If she can't find a good instructor d | f if our favourite team is playing. |

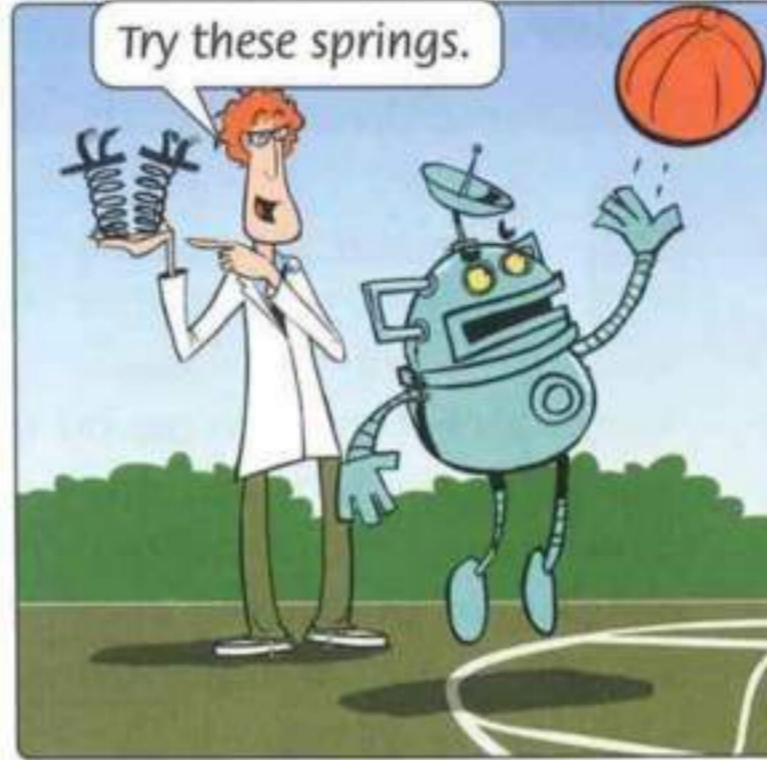
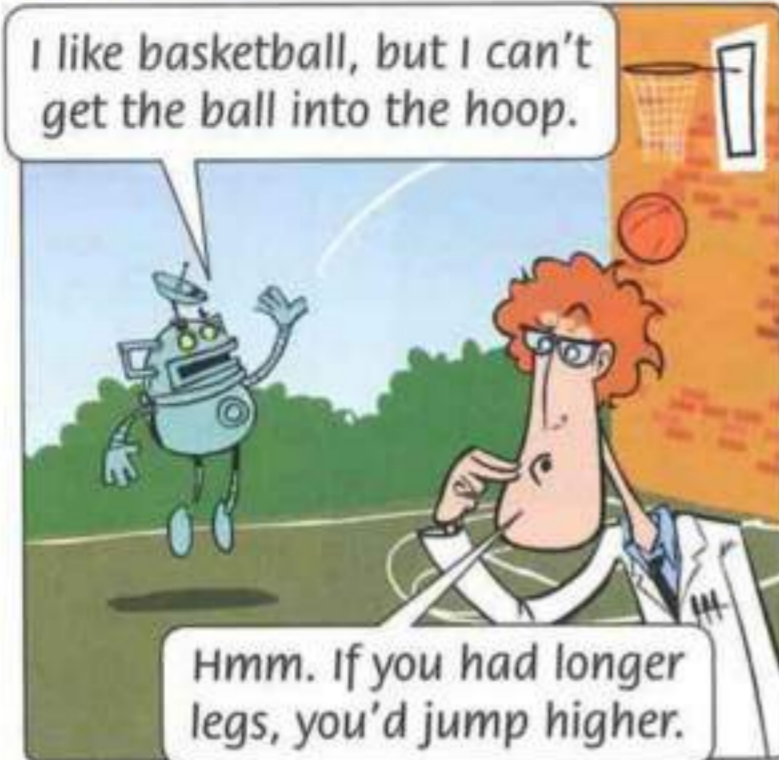
4 Write sentences. Use the first conditional.

- | | |
|--|--|
| 1 if / I / finish / my homework / I / visit / my friends <u>If I finish my homework, I'll visit my friends.</u> | |
| 2 you / not win / the race / if / you / not run / fast | You won't win the race if you don't run fast. |
| 3 we / go / to the park / if / it / not rain / tomorrow | We will go to the park if it won't rain tomorrow. |
| 4 they / not pass / the test / if / they / not study / hard | They won't pass the test if they don't study hard. |
| 5 if / I / stay / at home / this evening / I / go / to bed / early | If I stay at home this evening I will go to bed early. |
| 6 if / she / go / to the party / she / buy / a new dress | If she will go to the party she will buy a new dress. |


1 Listen and read. What sport is Chip playing?  16



Basketball.



2 Read and learn.

 **Second conditional**

Use the **second conditional** to talk about things that are unreal or unlikely to happen in the future.

- If I **had** a camera, I'd **take** a picture.
- If I **had** longer legs, I **wouldn't** play so badly.

Look!


- If you took a picture, I'd never speak to you again.
- I'd never speak to you again **if** you took a picture.

 **Second conditional questions**

- Would you **play** rugby if you **lived** in England?
- Yes, I **would**.
- No, I **wouldn't**.




Look!

'd = would wouldn't = would not

3 Complete the sentences. Use the second conditional.  Irregular verb list

- If I found (find) a little spider in my house, I'd put (put) it outside.
- If I lived (live) in the mountains, I 'd go (go) skiing every weekend!
- Ben would buy (buy) a house for his parents if he had (have) a lot of money.
- If I spoke (speak) French, I wouldn't go (not go) to French class.
- If we lived (live) near a tennis court, we 'd play (play) tennis every day.
- I 'd run (run) away if I saw (see) a snake.

4 **Speaking** Ask and answer.

| | Harry | Jon | Tim | Ben |
|---|----------------|------------------|------------------|----------------|
|  | run away | put it outside | run away | put it outside |
|  | go to the past | go to the future | go to the future | go to the past |
|  | buy a bike | buy a bike | go on holiday | go on holiday |

- Would he run away if he saw a spider?
- No, he wouldn't.
- Would he go to the future if he had a time machine?
- Yes, he would.
- It's Jon!

Reading

1 Look at the article. Choose the correct title.

- a) Working with animals b) The life of a free-diver c) The dangers of the ocean

2 Listen and read.  17

Tanya Streeter



Tanya Streeter grew up on Grand Cayman Island in the middle of the Caribbean Sea. When she was a child, she loved being in the sea and she spent as much time as possible in the water, snorkelling and studying fish and other sea life. She also liked diving deep down into the ocean to look for rocks and shells. Tanya had a natural love of diving and one day, she discovered a sport she could do.

The sport was called free-diving. Thousands of years ago, people dived deep into the oceans to catch fish and to look for pearls. But they didn't have any diving equipment to help them breathe in those days. Today, this kind of diving has become a popular sport. People dive as deep as possible with no breathing equipment. They stay under the water for as long as they can and try to break world records.

Tanya had one lesson in free-diving and found out that she was very talented. She had more lessons and then started to enter competitions and compete against people from all over the world. In 1998, she broke her first world record when she dived 113 metres down into the ocean. She broke many more records after that. Tanya trains for four or five hours every day in the gym and in the pool. But the freedom she feels when she's free-diving makes it worth all the hard work.

Tanya is also interested in looking after the environment and protecting wildlife. She has worked hard to tell the world about the problems that whales and dolphins have with sea pollution and how dangerous it is for them. She has appeared in videos, swimming with whales, and has also become a popular TV presenter.



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

- | | |
|---|--------------|
| 1 Tanya Streeter lived on an island. | <u>True</u> |
| 2 She disliked being in water when she was young. | <u>False</u> |
| 3 Free-divers dive without equipment. | <u>True</u> |
| 4 Tanya has only broken one record. | <u>False</u> |
| 5 Tanya only ever trains in water. | <u>False</u> |
| 6 Tanya is a TV presenter. | <u>True</u> |

Words in context

1 Find the words in the sports profile to match the pictures and definitions.

D

Dip into the dictionary to understand and read.

Dictionary Workbook 6



1 pearl

noun the feeling that you can do whatever you want to do

2 freedom



3 diving

noun the natural world

4 environment



5 equipment

adj very good at doing something

6 talented



7 snorkelling

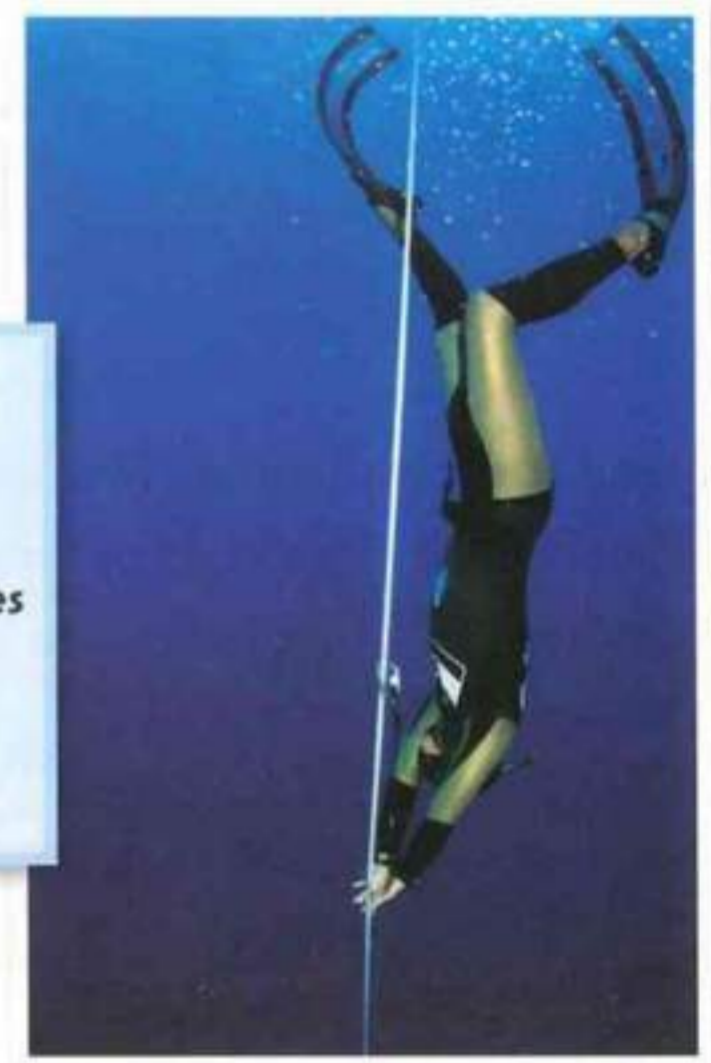
noun animals and birds

8 wildlife

Listening

2 Listen. What sport are they talking about? 18

3 Listen again and complete.



Name: Jon Parks

Country: 1 Australia

Age: 2 _____

Training:

- running – every day
- swimming – 3 _____ hours every day
- gym – four times a week

Diet:

- fruit and vegetables
- 4 _____

Deepest dive: 5 _____ metres

Next competition: Caribbean – in 6 _____

Speaking

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

| | | |
|--|------------------------------------|---|
| Would you like to try free-diving? | _____ | Yes, I would. / No, I wouldn't. |
| Why? / Why not? | Because I think it would be _____. | exciting / amazing / scary / difficult |
| What's your favourite sport? | My favourite sport is _____. | football / tennis / swimming / basketball |
| What other sports would you like to try? | I'd love to try _____. | paragliding / skiing / snorkelling / ice skating / diving |

Writing

- 1 Look at Megan's concept map. What sport is she writing about? **Caving.**
- 2 Read.

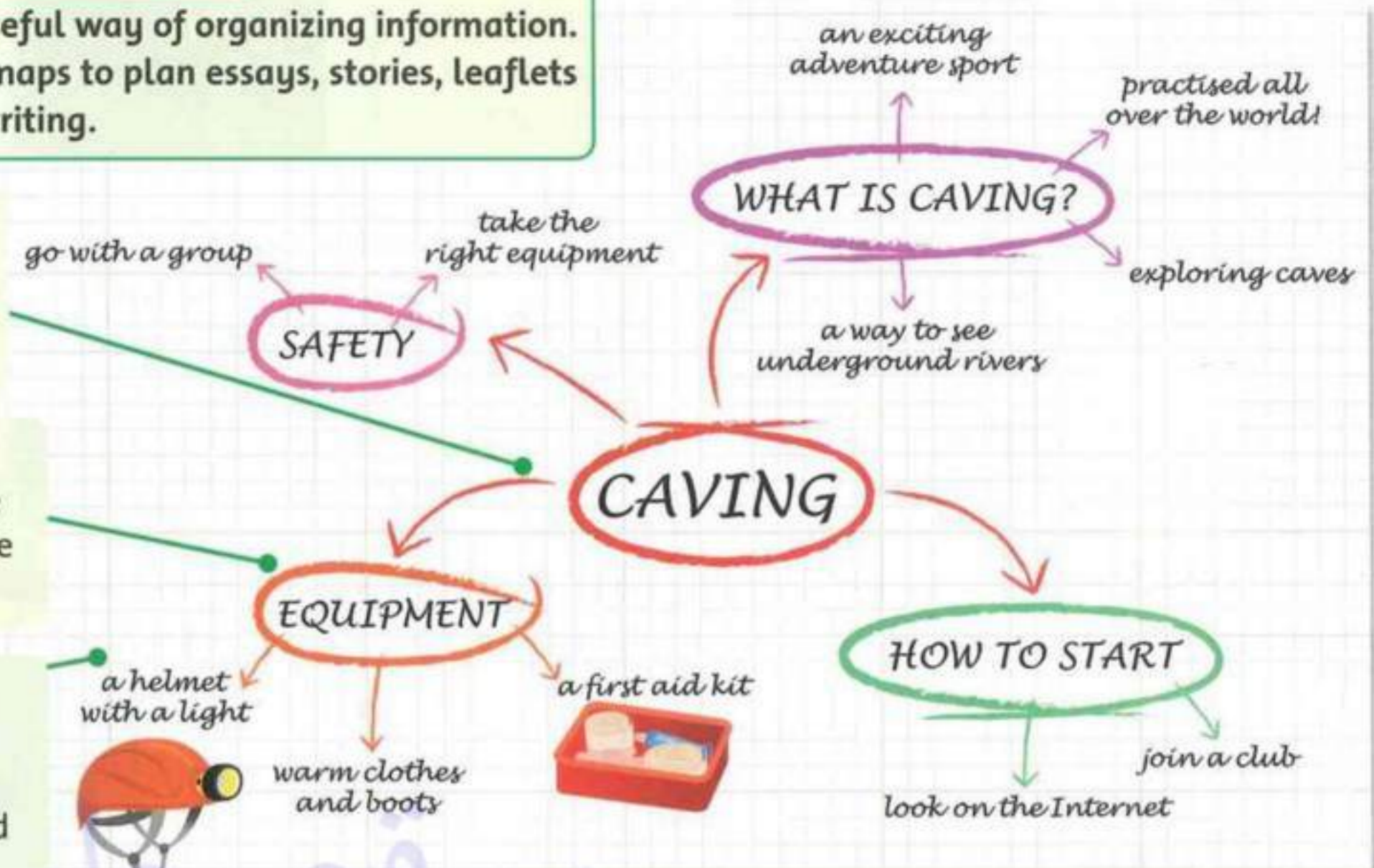
A concept map

A concept map is a useful way of organizing information. You can use concept maps to plan essays, stories, leaflets and other pieces of writing.

1 Think of a topic. Write the name of the topic in the middle of the page.

2 Think of your ideas. Draw lines from the main topic and write them at the end.

3 Think of the information connected to each idea. Draw lines and write it at the end.



To make your concept map interesting and memorable:

- use different colours
 - draw different shapes around your words
 - draw pictures
- 3 Read again and answer the questions.
 - 1 What kind of sport is caving? **An adventure sport.**
 - 2 What kind of equipment do you need? **A helmet with a light, warm clothes and boots and a first aid kit.**
 - 4 Complete Megan's leaflet with information from the concept map.

Caving

What is caving?

Caving is an exciting adventure sport that is practised all over the world! It involves ¹ exploring caves with a group of people. It's great fun and you can see underground ² rivers, too.

How to start

The best way to start caving is to look on the Internet. Look at some pictures and some good websites. After that, you should join a ³ club.

Safety

Caving can be dangerous. Never go caving alone. Always go with a ⁴ group and always take the right equipment.

Equipment

Light is very important, so you need to have a helmet with a light. It's very cold in caves, so wear warm clothes and ⁵ boots. You should also take a ⁶ first aid kit.



- 5 Complete writing page 20 of Workbook 6.



1 Complete the quiz.

1 (noun) a sport where you climb mountains using ropes
What is the word?
rock climbing

2 Where is Tom going with his parents in the story?
ice skating

3 Make the word negative. honest
dishonest

4 Correct the sentence.
If it rained this afternoon, we'll stay at home.

If it rains this afternoon, we'll stay at home.

5 Correct the sentence.
I'd to run away if I saw a snake.

I'd run away if I saw a snake.

6 Correct the sentence.
What would you do if you meet your favourite actor?

What would you do if you met your favourite actor?

7 What job does Tanya Streeter do on TV?
She's a TV presenter.

8 (adj) very good at doing something
What is the word?
talented

9 Complete the sentence.
You can use a concept map to organize information.

10 Complete the sentence.
You can use a concept map to plan essays.

2 Listen and write. Sing. 19

climbing caving rugby jump baseball ice skate ~~football~~ skiing

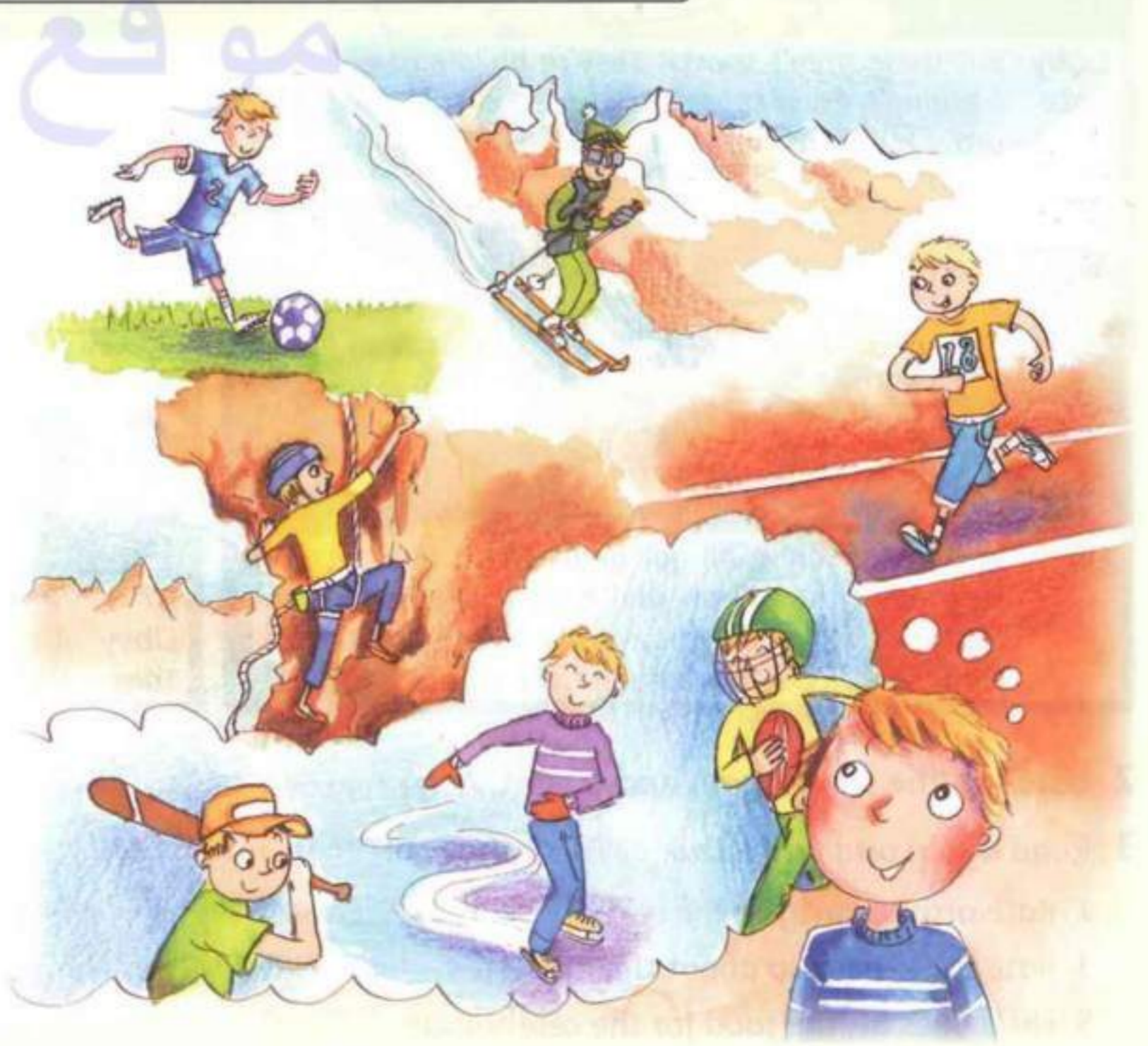
Mad about sport

I often play ¹ football
Or go for a run.
And if I went ² _____
I'd have lots of fun.

I really love ³ _____
And ⁴ _____ is great.
If I lived near a rink,
I'd love to ⁵ _____.

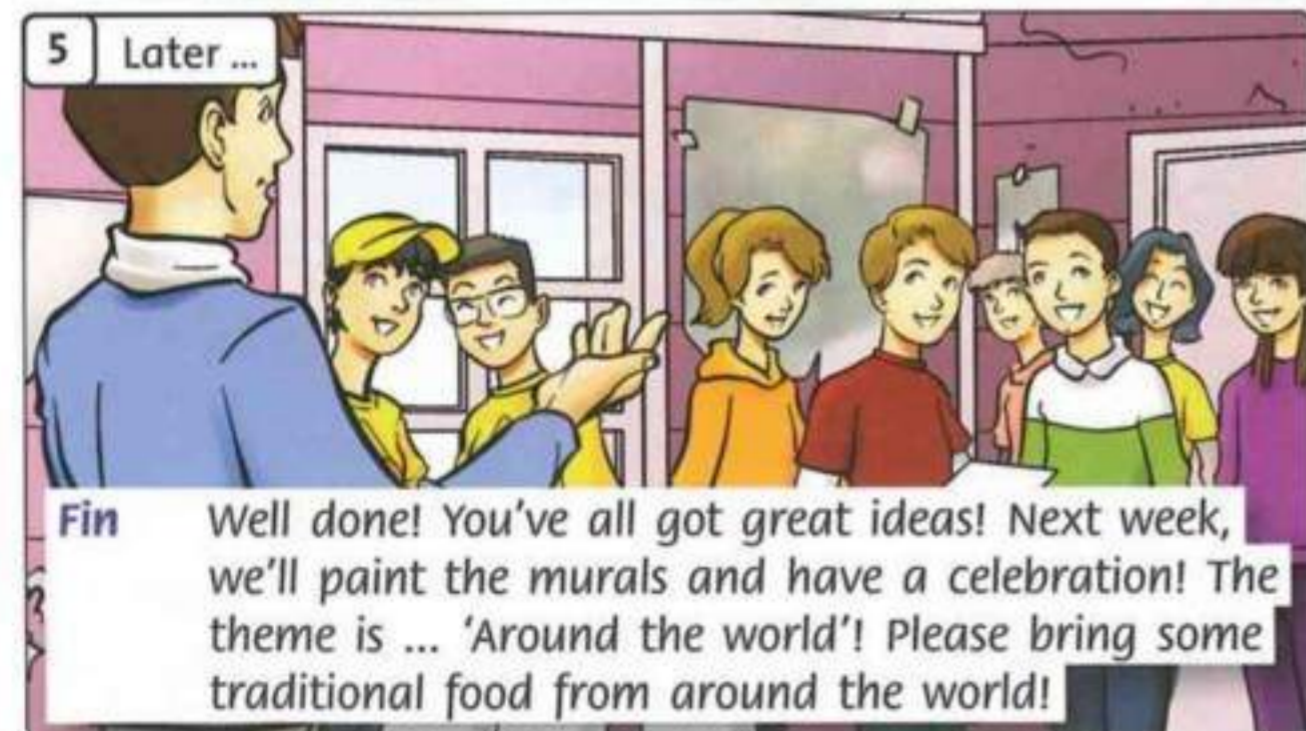
I like to play ⁶ _____,
It's so fun to play.
If I lived in Australia,
I'd play ⁷ _____ all day.

But whatever I do,
Run fast or ⁸ _____ high,
Win or lose races -
I just love to try!



Lesson One Story


1 Listen and read. What does Kate draw? 20 Buildings.



2 Listen to the story again and repeat. Act.

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

- | | | | |
|---|--------------|---|--------------|
| 1 Kate arrives early at the club. | <u>False</u> | 2 Ed and Kate have talked about the pictures. | <u>False</u> |
| 3 Kate tells the club about their pictures. | <u>True</u> | 4 Kate has changed their idea for the mural. | <u>True</u> |
| 5 Fin makes all the food for the celebration. | <u>False</u> | 6 The wall doesn't look good. | <u>False</u> |

1 Listen and repeat.  21

amazing *adj* very good
awful *adj* very bad
bright *adj* strong in colour
delicious *adj* tasting very good
deserted *adj* empty, with no one there

disgusting *adj* very bad; horrible
original *adj* new and interesting, and different from other things
traditional *adj* something that has always been done or made in the same way

2 Read and circle.

- I wore a **bright** / *delicious* red costume to the carnival.
- The music was *bright* / **awful**. No one liked it.
- These pancakes are **delicious** / *deserted*. Can I have some more, please?
- The costumes are really *disgusting* / **original**. I've never seen anything like them before.
- I'm sorry, but this rice tastes *amazing* / **disgusting**. I can't eat it.
- Everybody wore *deserted* / **traditional** clothes from their different countries.
- The streets were **deserted** / *bright* because there was an important football match on.
- The festival was **amazing** / *traditional*. We all had a great time.

Working with words

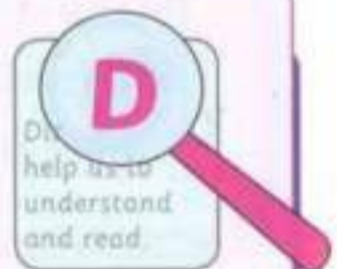
We add the suffix **-ous** to some nouns to make adjectives.

| | | | |
|------------------|-------------------|-------------------|-------------------|
| noun | danger | poison | hazard |
| adjective | danger ous | poison ous | hazard ous |


When the noun ends in **-e**, we remove the **-e** and add **-ous**.

| | | | |
|------------------|----------------|---------------------|-----------------|
| noun | fame | adventure | fury |
| adjective | fam ous | adventur ous | fur ious |

When the noun ends in **-y**, we change the **-y** to an **-i** and add **-ous**.



Dictionary
Workbook 6

3 Listen and repeat.  22

4 Read and circle.

- My mum was *fury* / **furious** when I broke the window.
- I'm not interested in **fame** / *famous*. I don't want the world to know who I am.
- Fireworks can be *danger* / **dangerous**, so be careful when you're near them.
- My brother's really *adventure* / **adventurous**. He loves travelling to different places.
- The wet floor is a safety **hazard** / *hazardous*. Someone might fall down.
- Some people use **poison** / *poisonous* to kill mice and rats.

Lesson Three Grammar 1

1 Listen and read. Where is the reporter? 23 At a festival in London.

The festival has been on for five days now and there are still thousands of people in the streets of London. I've been here since nine o'clock this morning and it's been great! The procession has already finished. You can probably see the floats in the distance. There are food stalls everywhere and I've just eaten some delicious pancakes with chocolate sauce. I haven't seen any fireworks yet. They're going to be on later tonight.



2 Read and learn.

Present perfect with *since* and *for*

Use the **present perfect** and **since** to talk about past actions after a certain time or date, e.g. 2 p.m., last Saturday, May.

I've been here **since** nine o'clock this morning.

Use the **present perfect** and **for** to talk about past actions in a period of time, e.g. a week, two hours, a day.

The festival has been on **for** five days.

Present perfect with *already*, *just*, *yet* and *before*

We use these time words with the present perfect:

The procession has **already** finished.

I've **just** eaten some delicious pancakes.

I haven't seen any fireworks **yet**.

Have you eaten **yet**?

I've never eaten anything so delicious **before**.

Look! These time words are used in different places in the sentence.

3 Read and circle.

- I haven't been to a festival like this before / already.
- He hasn't tidied his room already / yet, so he can't go out.
- The girls haven't worn traditional clothes just / before.
- I don't want a sandwich, thank you. I've just / yet had lunch.
- Have you tried any of the food just / yet?
- We've already / yet seen the fireworks. They were great.

4 Write sentences about Emma. V Irregular verb list

- live / in France / four months

She's lived in France for four months.

- have / her necklace / June
- know / her friend / 2006
- be / in the café / ten o'clock
- speak / French / she was ten
- play / the guitar / two years

- 2- She's had her necklace since June.
- 3- She's known her friend since 2006.
- 4- She's been in the café since ten o'clock.
- 5- She has spoken French since she was ten.
- 6- She has played the guitar for two years.



1 Listen and read. Where do Chip and Professor go? 24



2 Read and learn.

1) They are going to a festival.

Past simple

We use the **past simple** to talk about actions that started and finished in the past. We often say when the action happened.

I **went** to that festival last year.

Present perfect

We use the **present perfect** to talk about actions in the past that are still important now. We often don't say when the action happened.

I've **made** my costume.

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

- I went (go) to the festival yesterday. It was great!
- I 've seen (see) the Pyramids. They were amazing!
- We visited (visit) France last summer.
- They walked (walk) for three hours at the weekend.
- I had (have) my lunch at one o'clock.
- I have eaten (eat) Chinese food.

4 Speaking Ask and answer.

| | | | |
|------|---------------------|----------------------|--------------------|
| | | | |
| Tim | ✓ (2 months ago) | ✗ | ✓ (last summer) |
| Ben | ✓ (3 weeks ago) | ✓ (last Saturday) | ✗ |
| Jon | ✓ (2 months ago) | ✓ (last Saturday) | ✓ (3 years ago) |
| Fred | ✗ | ✓ (2 weeks ago) | ✓ (last Summer) |

a festival a football match
the Pyramids

- Has he ever been to a festival?
Yes, he has.
- When did he go there?
He went there two months ago.
- Has he ever been to a football match?
No, he hasn't.
- It's Tim!

Reading

- 1 Look at the travel article. Which countries are the festivals in? Italy, USA and India.
- 2 Listen and read.  25

Top Ten Food Festivals

Going to festivals is always fun, but going to festivals that have delicious food is even better! Here are some of our favourite food festivals around the world. They celebrate special foods that are made or grown in that part of the country.

- 1 If you like chocolate, you will love Eurochocolate. This festival takes place in October every year, in Perugia in Italy. It lasts for nine days. What does it celebrate? Chocolate, of course! Nearly one million people go to the festival every year. The streets are full of places to buy different kinds of chocolate snacks. You can also see chocolate sculptures. One year there was a huge igloo made from chocolate bricks! At the end the sculptures are broken up and given to people at the festival to eat!
- 2 The Gilroy Garlic Festival is one of the largest food festivals in the US. The festival takes place every year in Gilroy, California. It happens on the last weekend in July and it is one of the best garlic festivals in the world! So, what do people do? Well, they eat lots of things made with garlic, including garlic ice cream and garlic chips! There are also garlic cooking demonstrations! If you like garlic, this is a great festival to go to!
- 3 If you go to India in July, you should go to the Mango Festival! In India, mangoes are called 'the king of fruits'. Mangoes are grown in India and they are very popular! The mango festival is in Delhi and goes on for two days. There are more than 500 types of mango! You can taste different mango dishes, mango jams, mango juices, mango desserts and anything else with mango in it! There is also a competition with a prize for the biggest mango!



- 3 Read again and complete the chart.

| Name? | Eurochocolate | Gilroy Garlic Festival | Mango Festival |
|---------------|------------------------|---------------------------------------|--------------------|
| Country? | Italy | ¹ The US | India |
| When? | October | ² The last weekend in July | ³ July |
| How long? | ⁴ Nine days | a weekend | two days |
| Special food? | ⁵ Chocolate | Garlic | ⁶ Mango |

Words in context

1 Find the words in the article. Write.

last celebrate snack garlic demonstration dessert dish bricks

D
 Look up words you don't understand and read.
Dictionary Workbook 6

- 1 Our science teacher gives us a demonstration when we do experiments.
- 2 People usually make houses with bricks.
- 3 Some people put garlic into tomato sauce to give it a better taste.
- 4 My favourite dish is rice with fish.
- 5 My mum gives me a snack to eat after school.
- 6 In the restaurant, after the fish, we had a delicious dessert.
- 7 I always celebrate my birthday with a cake.
- 8 The exam doesn't last long. It's only an hour.

Listening

2 Listen. What food do they celebrate in the festival?  26

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

- 1 The rice festival takes place in France. True
- 2 The rice festival is in October. _____
- 3 It lasts for one week. _____
- 4 You can buy rice dishes in the street. _____
- 5 The streets are very quiet during the festival. _____
- 6 People ride horses in the streets. _____



Speaking

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

| | | |
|---|----------------------------|--|
| Which of the places would you like to go to? | I'd like to go to _____. | Italy / the US / India / France |
| Which food from the festivals would you like to eat? | I'd like to eat the _____. | chocolate / garlic ice cream / mango jam / rice with fish or chicken |
| What other kind of food festival would you like to go to? | _____. | A pizza festival. / A cake festival. / An ice cream festival. / A fruit festival. / A cheese festival. |
| Why? | Because I like _____. | sweet food / unusual food / healthy food / traditional food |

Writing

1 Look at Jay's letter. What type of letter is it?

- a) a thank you letter b) an invitation c) a letter of complaint

2 Read.

We start a letter with 'Dear' and the person's name.

First we say why we are writing. For example, if we are writing a thank you letter, we write what we are thanking them for.

If we include something with the letter, like a photo or present, we write why we've sent it.

We finish a letter with 'Best wishes' or 'From'.



31 Giza Street
Cairo 12153
Egypt

Saturday 30th October

Dear Cousin Tim,

Thank you so much for inviting me to Eurochocolate! It was great! It was so interesting to see how chocolate is made. My favourite part of the festival was the cooking class when we learnt to make chocolate ice cream! I made it for my mum and dad when I came back to Egypt. I also loved the chocolate sculptures on the streets.

It was also nice to stay in Aunt Sally and Uncle Tom's lovely, big, red house in Perugia. I loved the city of Perugia. It is a really interesting, old city. I would love to come back to Italy again and see some more cities there.

I have sent you a picture of us together at the chocolate festival so we always remember it. I hope you like it!

Best wishes,

Jay

A letter

We write letters to thank people, to invite them to an event, to complain and for many other reasons.

We write the address at the top.

We write the date under the address.

When we use two or more adjectives, we put them in this order:
opinion, size, age, colour

3 Read again and answer the questions.

- 1 What festival did Jay go to? 2 What was Jay's favourite part of the festival?

4 Number the parts of the letter in the correct order. 1- Eurochocolate. 2- Cooking class.

- 5 I have sent you an invitation to my birthday party next weekend. I hope you can come!
- 4 I also liked the fireworks. They were really amazing, huge, red fireworks. And I loved the fire we made. It was a great evening.
- 2 Sunday 10th November
- 6 From, Michelle
- 4 Thank you for inviting me to your village for the Bonfire Night festival. It was great! My favourite part of the festival was cooking potatoes on the fire. They were delicious!
- 1 10 Spring Road, Oxford OX2 1PZ
- 3 Dear Alice,

5 Complete writing page 28 of Workbook 6.



1 Complete the quiz.

1

(adj) *tasting very good*
What is the word?

delicious

2

What does Kate use to draw the pictures in the story?

a ruler

3

Make the word into an adjective.
danger dangerous

4

Correct the sentence.
I've known Jon since three years.

I've known Jon for three years.

5

Correct the sentence.
I've been to the US last year.

I was in the US last year.

6

Correct the sentence.
Have you yet had dinner?

Have you had dinner yet?

7

Where does the Gilroy Garlic Festival take place?

In California (USA)

8

(noun) *food you eat between meals*
What is the word?

snack

9


Write S (Start) or E (End).
From, Andy

E

10

Correct the sentence.
She had black, lovely, long hair.

She had lovely, black long hair.

2 Listen and write. Sing.  27

amazing goodnight deserted traditional bright town original delicious

Festival time!

It's festival time again,
People are out in the ¹ town.
They're laughing and dancing and clapping their hands,
To ² _____ music and ³ _____ bands.

It's festival time again,
Fireworks are up in the sky.
They're whizzing and banging and making a scene,
Of lovely ⁴ _____ colours of red, gold and green.

It's festival time again,
Children have come out for fun.
They're running and jumping and eating nice treats,
⁵ _____ cakes and ⁶ _____ sweets.

Festival time is done,
The streets are ⁷ _____ again.
Parents are holding their children tight,
They're smiling and yawning and saying ⁸ _____.





1 Look at the pictures. What can you see?

2 Read.

Olympia (Greece), a French sportsman called Baron de Coubertin, The Olympic flag and The Olympic flame.

The Olympic Games



The Early Games

The first Olympic Games were held at a place called Olympia in Greece in 776 BC. At first, there was only one race. It was a 170 metre running race called the 'Stade'. In the race, local athletes ran across a piece of ground and the whole event was finished in one morning. However, it was very popular and athletes spent weeks practising and training for the event. Soon more races and competitions were introduced and people began to travel from other countries to take part in them. However, when the Romans invaded Greece, some Greek traditions ended. Then, in AD 393, the new Roman Emperor decided to stop the Games completely. Gradually, earthquakes and floods buried the site of the ancient festival.



Olympia

Coubertin believed the Games would be a great way to bring people from lots of different countries together to compete against each other and work to be the best sports people that they could be.

The Olympic Rings

The Olympic flag was first flown in the 1920 Olympics. It has become the most famous symbol of the Olympic Games. The five rings represent five world continents. The flag has a white background and each ring is a different colour: red, blue, green, yellow and black. These colours were chosen because every country has one of these colours in its national flag. It is a symbol of the way that all the countries come together to take part in an international sporting competition.



The First Modern Games



Baron de Coubertin

For hundreds of years, the Games were forgotten. Then, in 1896, a French sportsman called Baron de Coubertin decided to bring them back. He believed that sport was an important part of peoples' education and that it made them better people. He studied the history of the Ancient Games and decided to organize an international

event with many of the traditions from the original Games. He finally created the International Olympic Committee in 1894. Two years later, in 1896, the first modern Olympic Games took place in Athens and fourteen countries took part. Their motto was 'Citius, Altius, Fortius' which is a Latin expression that means 'Faster, Higher, Stronger'. Baron de

The Olympic Flame

In Ancient Greece a flame was always lit and then kept burning until the end of the Olympic Games. In the modern Games, the Olympic Torch is lit at the ancient site of Olympia in Greece. Then it's taken from Olympia to the city where the Games are hosted. The Games are hosted in a different city each time. The torch is passed from runner to runner as it travels from Olympia to the Olympic stadium in the hosting city. When it passes through cities, hundreds of people come out onto the streets to watch. Often, of course, the flame is transported by train or plane. The flame is then kept alight until the Games have ended.



3 Read again and answer the questions.

1 Where did the first Olympics start? In Greece.

2 When were the first modern Olympics? In 1896.

3 Where does the journey of the Olympic torch begin?

4 Who can take part in the Paralympic Games?

4 Discuss. At the ancient site of Olympia in Greece.

People with disabilities.

1 Do you think the Olympics is a good sporting event? Why (not)?

2 Do you like taking part in sporting events? Why (not)?

The Olympic Medals

Olympic medals are designed for each Olympic Games. So every year, the medals are completely different. There is a medal ceremony after each Olympic event. They raise the flags of each winning athlete's country and play the national anthem of the gold medalist. Then they give the three athletes their medals: bronze, silver and gold.

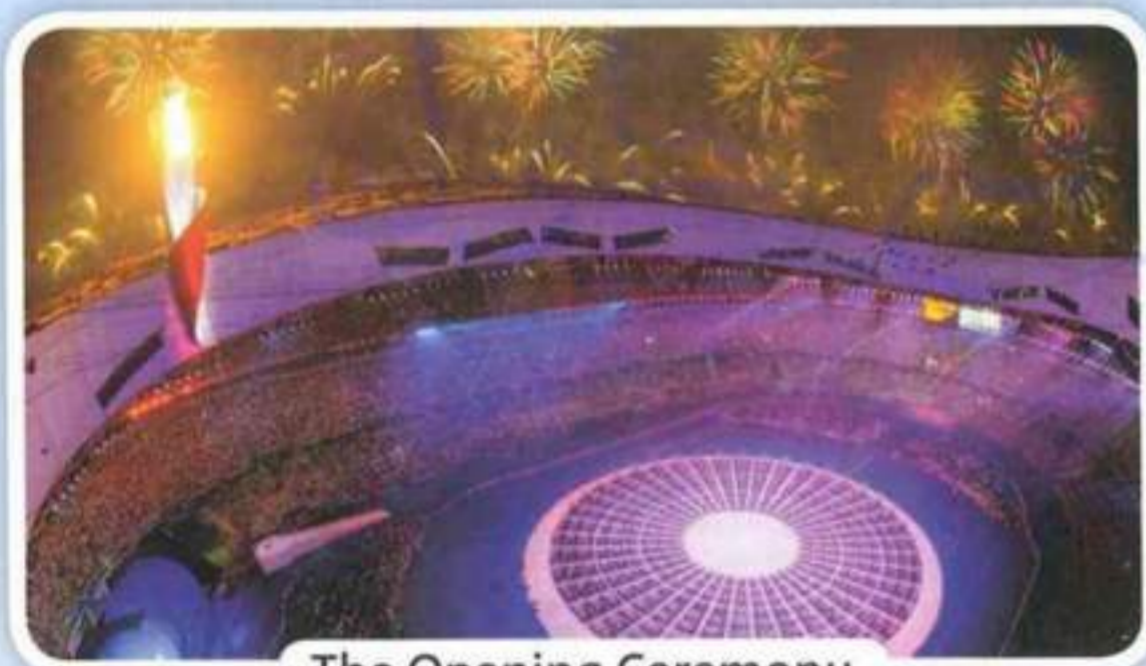


The Closing Ceremony

The Games always end with a closing ceremony. The athletes come back into the stadium together. There is a display from the next hosting country and finally, the Olympic flame is put out.

The Paralympic Games

There have been many changes to the Olympic Games over the years. One of the most important is the introduction of the Paralympic Games. This is the Games for people with disabilities. In 1948, Sir Ludwig Guttman organized a sports competition for people with disabilities at a hospital in England. Four years later, competitors from Holland joined them. Then, in 1960, Olympic style games for athletes with physical and visual disabilities were organized for the first time in Rome. Today, the Paralympic Games are a world-famous sporting event for athletes with disabilities. They take place after the Olympic Games have finished, in the same city. Events that take place include swimming and wheelchair basketball. The Paralympic Games are a fantastic opportunity for people with disabilities to compete at a high level with other athletes with disabilities from all over the world.



The Opening Ceremony

The Opening Ceremony

Today every Olympic Games starts with an opening ceremony. There are fantastic, colourful displays of music, singing and fireworks and people dancing in traditional costumes. The opening ceremony shows the culture and the traditions of the country in which the Olympic Games are being hosted. There is a procession of athletes in their teams, which is always led by the Greek team. There are speeches. Then the Olympic flag is raised and, finally an athlete brings the Olympic torch into the stadium and lights the Olympic flame. When the Olympic flame has been lit, the Games can begin!





1 Look at the pictures. What do you think the story is about? student's answer

2 Read.



Many years ago, there lived a young man called Dorian Gray. He was a handsome and pleasant young man and he was always very kind to people. Dorian Gray loved art and beautiful things and he wanted a picture of himself. So, one day he visited a friend of his, called Basil Hallward. Basil was a talented artist and Dorian asked him to paint his portrait. Basil agreed and every day, Dorian went to his art studio and sat while Basil painted him.

One day, when Dorian was at the studio, he met one of Basil's friends. The friend's name was Henry Wotton. While Basil painted, Henry talked to Dorian. He told him about beauty and youth. He said that these qualities were the most important things in the world. He said that they were more important than kindness, intelligence, gentleness and patience. Dorian listened very carefully and soon he started to believe that this was true.

At last, the portrait was finished. It was a wonderful painting and one of Basil's best works of art. Dorian stared at the picture for a long time. At first, he felt very happy. He saw a handsome, young man with a kind and intelligent face. But after a while, Dorian started to feel sad. He remembered Henry's words and he knew that one day, he wouldn't be handsome and he wouldn't be young. One day he would be old and grey.

"I wish," said Dorian suddenly, "I wish that I could always stay young and that the picture would get old." Henry laughed when he heard this, but Basil was very angry. "Don't talk like that," said Basil. "That's a terrible thing to say. Many things are more important than youth and beauty." Dorian didn't believe Basil. He just felt sad because he was going to be old one day.

Dorian took his portrait home, but now his life was different. He didn't see Basil for a long time. He met Henry and his friends instead. They talked and went out to theatres and to restaurants. Slowly, Dorian started to change. He became hard and cruel. He didn't think about other people's feelings. He only thought about himself.

3 Read again and answer the questions.

- 1 Who painted the portrait of Dorian?
- 2 What did Dorian wish for?
- 3 Where did he keep the portrait?
- 4 How did the portrait look after Dorian died?

4 Discuss.

- 1 Did you enjoy the story? Why (not)?
 - 2 Do you think Henry Wotton was a bad man? Why (not)?
 - 3 How did Dorian Gray change?
- 3) 1- Basil Hallward.
 - 2- He wished that he would always stay young and that the picture wouldn't get old.
 - 3- He locked it in a small room.
 - 4- The portrait changed back as it was in the beginning.

One day, he looked at his portrait and thought there was something different about it. What was it? He looked more closely. The face had changed. The mouth looked unkind. It was strange. Dorian picked up a mirror and looked at his own face. Then he looked back at the portrait. It was true. The portrait was different.

Suddenly, Dorian remembered that he had wished to stay young while the picture grew old. It seemed impossible, but his wish had come true. Dorian covered the picture. He didn't want to think about this terrible thing.

One day, Basil visited him at home. They talked for a while and then Basil said, "I want to borrow your portrait. I want to put it in an exhibition in an art gallery." Dorian thought about the painting and how it had changed.

"I'm sorry, Basil," Dorian said quickly and quietly. "But I can't give it to you." Basil looked at him strangely.

"You've changed, Dorian. You used to be a kind man. Now you are cold and selfish." When Basil had gone, Dorian took the portrait and put it in a small room. He locked the door and put the key in his pocket. "No one can ever see this portrait," he said to himself.

And so the years passed and Dorian still looked young and handsome. He enjoyed his life, but he didn't care about anyone but himself. Behind the locked door of the little room, the picture of Dorian Gray grew older and uglier. The face showed the truth about Dorian's bad life. Sometimes, Dorian went and looked at the picture and he thought how terrible he had become. He hated the picture and he hated his life.

At last, Dorian decided to be good again. He thought that if he was good, the picture would change back again. But it was too late for Dorian Gray to change. He died and when he died he became old and ugly and his portrait suddenly changed back to look as handsome and young as it was at the beginning.

Based on a story by Oscar Wilde

