

# 10 Food and health

**1 Think about it.**  
Which group do these belong to?



body-building foods



energy foods



other foods you need



**2 Listen and read.**



If you exercise hard, you will need to drink more water.



Eat plenty of fresh food. Then you will get enough vitamins.



You will harm your teeth if you eat too much sugar.



You will be overweight if you eat too much fried food.



Don't drink too much tea and cola. You won't sleep at night.



If you boil your food, you will lose a lot of vitamins.

**3 Look and say.**  
Find these in the pictures above. Then talk about them.



If you boil your food, you will ...



**1** Read and answer.

**Check your health**

**1** How often do you eat fresh fruit?

- a two or three times a week \_\_\_
- b every day \_\_\_
- c never \_\_\_



**2** Which of these sports do you do once a week or more?

- a fast walking \_\_\_
- b running \_\_\_
- c cycling \_\_\_
- d swimming \_\_\_
- e skipping \_\_\_
- f other exercise \_\_\_



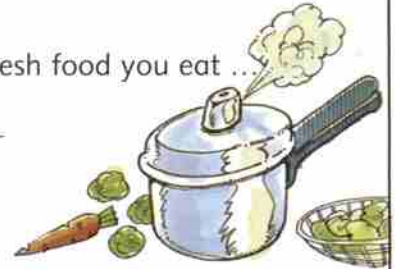
**3** Do you take sugar in hot drinks?

- a always \_\_\_
- b sometimes \_\_\_
- c never \_\_\_



**4** Is most of the fresh food you eat ...

- a steamed? \_\_\_
- b boiled? \_\_\_
- c fried? \_\_\_



**5** How many chocolate bars or packets of sweets do you eat in a week?

- a one or two \_\_\_
- b more than five \_\_\_
- c three or four \_\_\_



**6** How often do you drink tea or cola?

- a once a day \_\_\_
- b two or more times a day \_\_\_
- c never \_\_\_



**2** Ask and answer.

Talk about your answers.



Do you take sugar in hot drinks?

That's good (... not so good, bad).  
If you eat too much sugar it will harm your teeth.

No, never.



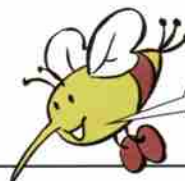
**3** Look and write.



if + present simple, then will + verb

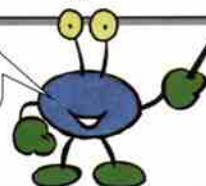
**first conditional**

If you eat too many sweets, you will harm your teeth.  
If you boil your food, you will lose a lot of vitamins.  
You will not get enough vitamins if you do not eat fresh food.



Future tense here.

if can go at the beginning or in the middle of a sentence.







# Uncle Bob's Health Page

Are you ever worried before an exam? How do you feel before an important football match? Are you frightened to go to the dentist?

If you are worried or frightened, your body will react. If this happens again and again, you will feel very tired and tense. This is bad for you.

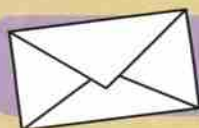
Deep breathing can help. If you are worried, you often breathe in short, sharp pants. Instead, breathe

deeply and slowly several times. If you do this, you will feel better. Do this before an exam or a race, for example.

Relaxing your mind can relieve stress. If you are frightened, you won't be able to relax. Try to think about something nice. Sit comfortably, close your eyes, and breathe normally. Think about a nice, quiet scene, such as a forest or a garden or a lake.

If you are worried or frightened, your muscles get very tense. This can give you headaches. A massage can help. Here is a massage you can do with a friend. Ask your friend to sit down on a chair. Stand behind the chair. Place your hands on your friend's shoulders and gently squeeze the muscles.

All of these things will help you if you are frightened or worried.



## Your letters



I can't sleep. I watch TV until very late and then I go to bed. But that doesn't help. I hate lying awake in bed. And I'm getting very tired. Can you help?

Joe

You don't exercise! If you exercised before bedtime, it would relax you and you would sleep better. And don't drink too much tea, coffee or cola. They can keep you awake.

I'm very worried about my weight. Often I don't eat anything all day. Sometimes I only eat fruit. But still I don't lose weight. I'm afraid I love chocolate. I eat at least three chocolate bars a day. What should I do?

Linda

You eat too much chocolate! If you didn't eat so much chocolate, you would probably lose weight. But you must also eat other foods. If you ate a good diet, you would lose weight and feel better. Why don't you try to eat just one chocolate bar a day? Then eat fruit instead.

Can you help these readers and win a prize? Email your advice to [unclebob@yourmag.com](mailto:unclebob@yourmag.com)

The best replies will be printed in next month's magazine.

**1 Read and match.**

Uncle Bob talks about three ways to help when you are tired and tense. Find them and write them under the correct picture.



**2 Read and find.**

... four occasions when someone might feel tense ... three quiet places ... a word which means

- at ease
- in the usual way
- carefully and lightly

**3 Match.**

- |                |                  |                 |              |
|----------------|------------------|-----------------|--------------|
| 1 worried ___  | 2 frightened ___ | 3 tense ___     | 4 tired ___  |
| a stressed ___ | b anxious ___    | c exhausted ___ | d scared ___ |

**4 Read and underline.**

Find the advice that Uncle Bob gives to Joe and Linda ('If ...'). Underline it.

**5 Answer the questions.**

- Why would Joe sleep better if he exercised before bedtime?
- Why shouldn't Joe drink too much tea, coffee or cola?
- What would happen if Linda didn't eat so much chocolate?
- What else could she do to lose weight?
- What should Linda eat instead of chocolate?

**6 Read and match.**

Match these readers to their problems. Write the correct number in each box. Complete the advice for each person.



1 If you didn't drink ...

2 If you stood up ...

3 If you ate ...

4 If you wore ...





**1 Choose the correct verb.**

Use these verbs to complete the sentences below.

build up   stand up   sit down   look after   cut down on   come up with

I can't ride my bike.



If you ... your bike, you would be able to ride it.

My back hurts.



If you ... straight, your back would feel better.

We can't see



If you ... everyone would be able to see.

I can't lift this.



You would be able to lift it if you ... your muscles,

I haven't enough paper.



If you ... paper, you would have enough.

I haven't anyone to play with.



Would you play with me if I ... a good idea for a game?

**2 Look and write.**

if + past simple, then would + verb



**second conditional**

If you exercised before bedtime, you would sleep better.  
Your nails wouldn't look so terrible if you didn't bite them.  
Would I lose weight if I ate a sensible diet?

# Write-a-rap rap

*Hey everybody, let's write a rap.  
First there's a rhythm you'll need to clap.  
Keep that rhythm and stay in time,  
'cause a rap needs rhythm and a good strong rhyme.*

*The rhyme keeps coming in the very same place  
so don't fall behind and try not to race.  
The rhythm keeps the tap on a regular beat  
and the rhyme helps to wrap your rap up neat.*

*'But what'll we write?' I hear you shout.  
There ain't no rules for what a rap's about.  
You can rap about a robber, you can rap about a king,  
you can rap about a chewed up piece of string...  
(well, you can rap about almost ... anything!)*

*You can rap about the ceiling, you can rap about the floor,  
you can rap about the window, write a rap on the door.  
You can rap about things that are mean or pleasant  
you can rap about wrapping up a Christmas present.*

*You can rap about a mystery hidden in a box,  
you can rap about a pair of smelly old socks.  
You can rap about something that's over and gone,  
you can rap about something going on and on and on  
and on...*

Tony Mitton



# 11 Endangered animals

## 1 Think about it.

Which animals do these things come from? Match them with the animals.



comb



shoes and bag



fur coat



ivory bracelet



fur hat



crocodile



elephant



Arctic fox



tortoise



leopard

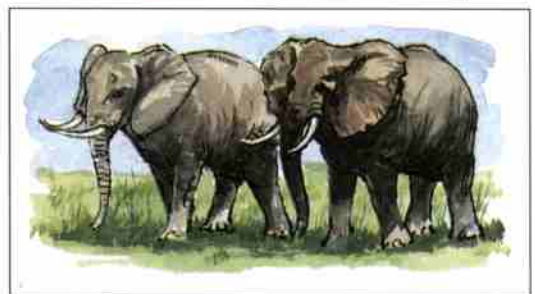
## 2 Listen and read.

The blue whale, which is the largest animal in the world, weighs more than 200 tons. Even so, it is in danger.

The humpback whale, which 'sings' in the water, is also in danger. People kill whales for food and for their oil.



Dolphins, which are related to whales, are found all over the world. Both whales and dolphins have very large brains. Dolphins sometimes swim into tuna fishing nets, which often trap and kill them.



The Arctic fox, which lives in northern countries, has two coats. Its warm-weather coat is grey-brown. Its winter fur, which is very thick, is white. People kill Arctic foxes for their fur.



Elephants, which are the largest land animals, have very large brains. Their tusks, which are really very large teeth, are made of ivory. Because men hunt and kill elephants for their tusks, elephants are in danger.

## 3 Read and find.

How many facts can you find about:

- whales? ● dolphins? ● elephants? ● Arctic foxes? ● fishing nets? ● tusks?

Find ...

... two animals which are very large.

... an animal with fur.

... three animals with large brains.

... an animal which 'sings'.

## 4 Think about it.

Why are these animals in danger?



# 1 Read, write and listen.

Read about crocodiles and pandas. Where do these words go? Listen and find out.

- which are eaten in some parts of the world \_\_\_\_\_
- which are made into beautiful belts, shoes and bags \_\_\_\_\_
- which only live in China \_\_\_\_\_
- which is the largest reptile \_\_\_\_\_
- which looks like a bear \_\_\_\_\_



The crocodile, 1, is very fierce. Crocodiles lay eggs, 2. People also hunt them for their skins, 3. The Nile and American crocodiles are disappearing.

The giant panda, 4, has white fur with black circles around its eyes. Pandas, 5, eat bamboo. People cut down the bamboo forests for wood. They also kill pandas for their fur. So the giant panda is in danger.



# 2 Look, say and write.













In pairs, make sentences from the table, like this. Then write about each animal.



Hunting endangers tigers, ...

... which live in India.



hunting		flamingos		India
holiday makers		dolphins		Greek island of Crete
pollution		tigers		Mediterranean Sea
hunting		rhinos		Lake Victoria
fishing		monk seals		all oceans
holiday makers		sea turtles		Africa

# 3 Look and write.

noun + *who* or *which* + verb



## non-defining relative clauses



Don't forget the commas!

Indian elephants live in Asia. Indian elephants have small ears.

Indian elephants, which live in Asia, have small ears.

People endanger animals all over the world. People kill whales for their oil.

People, who endanger animals all over the world, kill whales for their oil.

Hunters kill elephants for their tusks. The tusks are used for jewellery.

Hunters kill elephants for their tusks, which are used for jewellery.

Clauses can also come at the end.





# The ink monkey

Until recently, people thought that the ink monkey, which lived in China, was extinct. The tiny monkey, which weighs just 200 grams, was the pet of Chinese scholars.

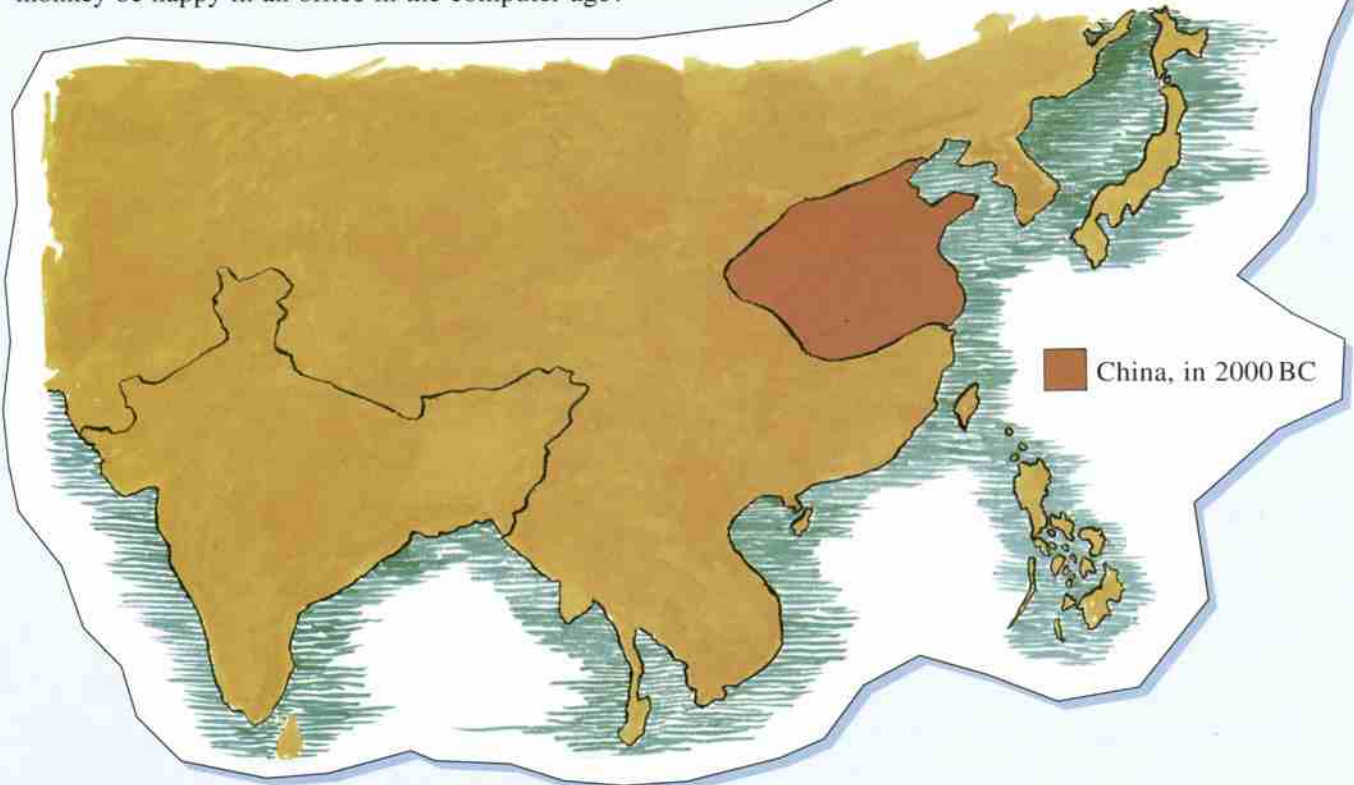
These scholars, who were very wise men, were known for collecting things. As well as brushes and ink and paper, which they needed for their work, their desks were covered with interesting things. They often kept pieces of jade and bone and wood, which they liked to touch. They also loved unusual trees and plants.

Ink, which has been known in China since at least 2000 B.C., was one of four important things for the scholar. The others were his paper, his brush and his bowl. Ink was made from many things, including gold, pearls, herbs and tree bark. The ink was made in sticks, which were often in the shape of a flower or fish. These sticks were decorated with gold trees, cranes, dragons and landscapes.

The ink monkey, which scholars used as a helper as well as a pet, usually lived on the desk. At night it slept in a drawer or brush pot. During the day it helped the scholar.

The monkey held the stick of ink and ground it in the bowl with water. As well as preparing the ink, the monkey passed brushes to the scholar. It also turned pages. It must have been very entertaining!

Now the tiny creature, which no one had seen for a very long time, has been rediscovered in south-east China. Would a Chinese ink monkey be happy in an office in the computer age?



**1 Read and think.**

Read quickly about the ink monkey. How did it get its name?  
Can you think of a different title?

**2 Read and match.**

Find descriptions of these actions in the text.



**3 Look and find ...**



... three interesting things on a scholar's desk.



... two places where an ink monkey slept.



... three things that ink was made from.



... three things that ink monkeys did to help scholars.



... three things that the ink stick was decorated with.

**4 Can you remember?**

- How long have people been using ink?
- Where did the ink monkey usually live?
- What did the scholars use for writing?
- Where has the ink monkey been rediscovered?

**5 How many sentences can you make using which and who?**

Ink monkeys, which ...  
Chinese scholars, who ...

**6 Think about it.**

How tall do you think the ink monkey was?  
Think of something which weighs 200 grams.  
Would you like to have an ink monkey for a pet?  
What could it do in a modern office?



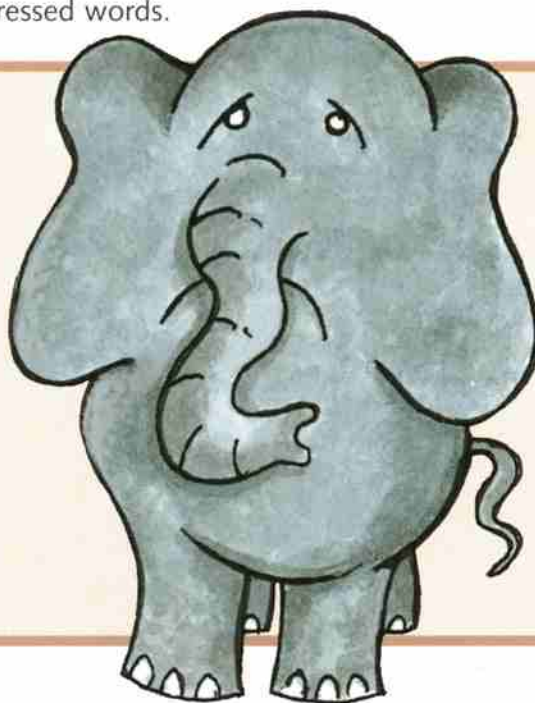
**1 Listen and say.**

Listen to the poem and underline the important, stressed words.

Tell me, said the elephant,  
Tell me, brothers, if you can,  
Why all the world is full of creatures  
Yet we go in fear of Man.

Tell me, said the elephant,  
Tell me why this has to be.  
We have to run from Man the Hunter  
Never safe and never free.

People kill without regret  
Although they fly by jumbo jet.  
Let the world of Man remember,  
Let the children not forget ...



Now read the poem out loud.

**2 Think about it.**

Who is the elephant talking to?  
Who is he afraid of and why?  
What should children remember?

**3 Listen and say.**

Listen to the children and complete what they say.



*I think hunting animals is bad.*

*Well, many animals, like elephants,  
are endangered. \_\_\_\_\_?*

\_\_\_\_\_? \_\_\_\_\_?  
\_\_\_\_\_.



*I think cutting down rainforests is bad.*

*Because it destroys animal habitats.  
\_\_\_\_\_?*

\_\_\_\_\_? \_\_\_\_\_?  
\_\_\_\_\_.



**4 Now you.**

Ask and answer like Amy and Alex.



# Cats



Burmese



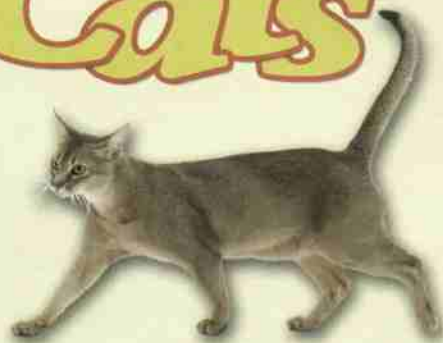
Angora



Sphinx



Siamese



Abyssinian



Egyptian mau



Korat

People all over the world love cats because they are beautiful and gentle. They are not expensive to keep, and they are very clean.

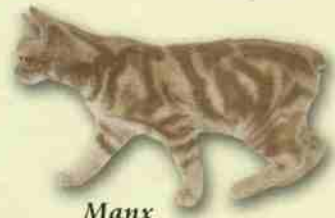
There are about forty breeds, or kinds, of cats. They come in many different colours, and can have short hair or long hair.

Siamese cats come from Thailand, where the weather is very hot. They have creamy white fur where their bodies get hot. However, the tips of their ears, tails, paws and noses are darker.

The Korat cat also comes from Thailand. This short-haired cat has large eyes and deep blue-grey fur. Because it looks like a rain cloud, people carry it in rain ceremonies, when farmers sing and dance to bring rain.

Normal Thai cats have kinked tails. There is a legend which explains this. A Thai cat was sitting beside a bathing pond when a beautiful princess came along. First the princess took off her rings and looked around. 'Where shall I put these?' she asked. The cat heard her. It wanted to help the princess, so it held out its tail. The princess put her rings on the cat's tail and went to bathe. The cat kinked its tail so that the rings could not fall off. And that is why Thai cats have kinked tails.

There are cats everywhere. There are cats in Egyptian tomb paintings and on coins from ancient Greece. There are cats in stories and poems. Can you think of any cartoon cats or cat stories?



Manx





# 12 Clothing and houses

- 1 Think about it.**  
Can you name these items? Do people wear them in hot or cold countries?



- 2 Listen and read.**  
Mark is talking to his key pal, Petti, in Lapland.

Mark: Hello, Petti! This is Mark.

Petti: Hello!

Mark: I'm arriving on Friday. What clothes should I bring?

Petti: Oh! Hi, Mark! When are you coming to Lapland?

Mark: What about shoes?

Petti: Well, it's very, very cold here. Bring a warm coat and lots of jumpers. And don't forget your hat and gloves.

Mark: That's good, because I don't have any skis ...

Petti: Don't bring trainers. You must have a pair of snow boots. And don't worry about your skis. I have lots of skis.

- 3 Look and say.**  
What did Petti say about these items?

He told me to bring ...

He told me not to bring ...

He told me not to forget ...

- 4 Listen and say.**  
Choose one of these countries to visit, then ask a friend for advice and write it down.

Boy: I'm going to go to ... What should I wear?

Greenland

Greece

Great Britain

Girl: My friend told me it was very cold in ... She told me to wear ...

What did your friend tell you?

**1 Look and speak.**

Samia and Sally are also key pals. Read Samia's email to Sally. What did Samia tell Sally to pack for a holiday in Jordan? What did she tell her not to pack?

**New Send Retrieve Addresses Attach file**

Dear Sally,  
 You are coming to Jordan this summer. I am so happy!  
 In the summer it's very hot here and we always go to the Dead Sea. We also go camping. Sometimes I go to visit my uncle in the mountains.  
 He has a horse, so we can go riding.  
 These are the things you should pack ...



**2 Listen and check.**

**3 Look, match and say.**

Last month Buzz was on holiday in the desert. What do you think he said? What advice did his friend give?

*I don't have any money!*      *I'm very thirsty. I want a drink.*      *Don't sit in the sun! Sit under the tree.*      *Now I feel better!*

*I'm hot!*      *I can see my wallet!*      *Stop!*

**4 Look and write.**

**reported commands**      *told ... to + verb*

Bring a warm coat!  
 He told me to bring a warm coat.

Do not worry about skis.  
 He told me not to worry about skis.

*Present becomes past*

**reported information**

I am arriving on Friday!  
 He told me that he was arriving on Friday.

I do not have any boots.  
 She said that she did not have any boots.

*told ... that or said that*





**1 Read and say.**

Make statements about the pictures using 'because' and 'so that'.

*In Switzerland houses have steep roofs because there is a lot of snow. Houses have steep roofs so that snow can slide off them.*



In Switzerland there is a lot of snow. Houses have long steep roofs. Snow can slide off them in winter.



Around the Mediterranean Sea it is very hot in summer. Houses are painted white. They reflect the sun and are cool inside.



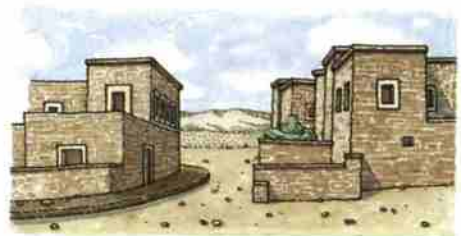
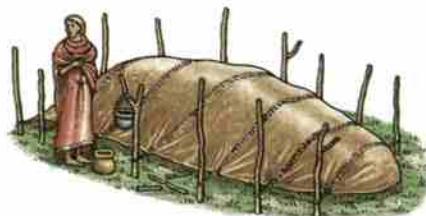
In big cities land is scarce and expensive. Buildings are built high into the air. Lots of families can live in them.



In Asia there is a lot of rain. People build houses on stilts. They are above the water and don't flood.

**2 Read and find.**

What are houses called in these places? What are they made of? Why?



**Arctic**  
In the Arctic it is very cold and the snow is very deep. The Inuit people build houses, which are called igloos, from blocks of snow. These houses are very warm!

**Sahara Desert**  
In the Sahara Desert nomads keep goats. Because of this, people live in tents made from woven goat hair. The sides can be rolled up to let cool breezes in.

**South America**  
In South America, some Indians live in adobe huts made of mud bricks. The roofs are made of grass and the huts are very cool.

**3 Think about it.**

Make notes about the Sahara Desert and South America. How many statements can you make about each place? Write about one of them.

Place:	Arctic
Weather:	cold, snow
People:	Inuit
Houses, made of:	igloos, snow
Comments:	houses are warm!

**1** Listen and circle the correct word.



This is a fifteenth sixteenth century house in England.

It belonged to a butcher merchant who probably sold wool.

It was made of wood mud and plaster.

It probably had an enormous bed desk in it because this was a very important piece of furniture at that time.

The largest room was the grand great parlour.

It was at the front top of the house, on the first floor.

**2** Listen and speak.

Listen to the children talking about the weather. What did they say?



*I'd like ...*

*I ...*

*Some countries ...*



*I ...*

*You can never ...*



**3** Think about it.

Read these amazing facts about where people live. Would you like to live in these places? Give your reasons. You can use the words in the box to help you.

views	garden	play
lonely	neighbours	
noisy	quiet	



In Brunei, the Sultan lives in the world's largest palace. It has 1788 rooms.

In crowded Hong Kong, some people live in wooden houseboats in the harbour.



The world's tallest block of flats is Lake Point Tower in Chicago. There are 70 floors, with 879 apartments.





# The mystery box (1)

The house was old and needed to be rebuilt. Tom's father had bought it because of the view across the river. It was also very close to town. But no one had lived in it for years. Although the walls were still standing and were strong, some of the roof had fallen in. Many of the windows were also damaged.

There was something else. Once, they had gone there and found all the doors open. And another time Tom thought he had heard footsteps on the floor above him.

'There's something strange about that house,' Tom whispered to Peter. Peter had been his best friend ever since they first met at school. At twelve years old, Peter was now taller than Tom, and famous for playing football. 'Manchester United,' Peter would say to Tom. 'That's who I'm going to play for.'

The two friends had come by bike to look at the house Tom's father had bought. It was early evening, and the sky was dark and full of clouds. A wind was blowing from the hills across the river and the boys felt the cold air on their faces.

'Let's go in,' Tom said, as they walked round to the front door. 'Come on. It's empty. There's no one here. Anyway, it's my house now, so we can go in.'

The boys pushed the front door and it swung open.

'Let's look around. I'm going upstairs,' Tom said.

As he climbed the stairs, one of the steps started to move. Within seconds Tom's foot had gone through it. However, he was not hurt and was able to remove his foot without any problem.

'Wait,' Peter told him quickly. 'Look! Look at that!'





Under the broken stair they saw a small metal box.

'Quick. Get it out!' Peter said. 'Let's look inside.'

'No. Not here,' Tom said. 'There's something strange about this. Let's go back to my house and show it to my father.'

Peter reached his hand inside the stair and pulled out the box. 'It's heavy,' he said. 'Let's open it now.'

And then they heard footsteps outside the house. Through the window they saw an old man. He was standing on the grass and looking at the building. He was wearing a long, black coat and heavy boots.

'Quiet,' Tom said. 'He'll hear us.'

'And if we go, he'll see us.'

They waited on the stairs until they heard a sudden crack of thunder. Lightning flashed and it grew very dark. It started to rain. Fifteen minutes later the rain stopped and they looked out of the window again.

'He's gone,' Peter said. 'Come on. Let's go.'

They ran down the stairs and out of the house. As the door shut behind them, a shadow in the corner of one of the rooms moved, and there was the sound of feet on the stairs.

'Give me the box,' Tom said, as they got on their bikes.

But Peter was already riding off, and did not turn round.

'Give me the box! It's mine! I'll tell my dad!' Tom rode quickly after his friend, but Peter was faster and stronger and Tom could not catch him.

*(Continued ...)*





# 13 Looking for buried treasures

## 1 Think about it.

Treasures have been found all over the world. Some were buried hundreds of years ago. Since then many have been found and dug up. There are also many treasures in nature. Look at these treasures. Where were they found?

● In rocks? ● Underground? ● Under the sea? ● In tombs? ● In treasure chests?



ancient vase



coral



turquoise



gold and silver coins



oil



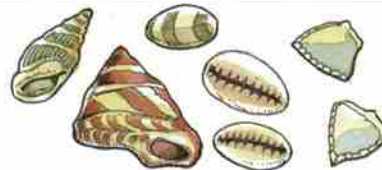
emerald



pearl

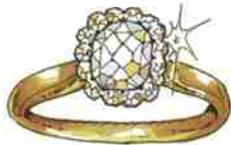
## 2 Listen and read.

For thousands of years, gold and silver have been highly valued. Both have been used to make money in the form of coins.



Money doesn't have to be gold or silver. Teeth, stones and shells have all been used as money.

This rock is shiny and looks like gold, but it isn't. Iron pyrites is often called 'fool's gold'.



Diamonds are the hardest minerals. Most of them are mined in South Africa. For a long time diamonds have been used in rings.

Emeralds and turquoise have been mined since ancient times. They are used for jewellery such as bracelets and rings.



Coral and pearls are underwater treasures. Oil has been found under the sea as well as under the ground. It is often called 'black gold'.

## 3 Read and find.

What have iron pyrites and oil been called?

What have turquoise, stones, silver, teeth and emeralds been used for?

What treasures have been found ● in rock? ● in the sea? ● mined in South Africa?

## 4 Think about it.

Are there any special treasures in your country? What are they? Where have they been found?



**1 Look and say.**

Gold has been used for:  
Gold hasn't been used for:

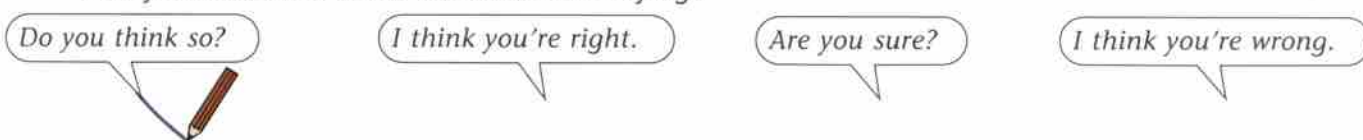
Shells have been used for:  
Shells haven't been used for:

Iron has been used for:  
Iron hasn't been used for:



**2 Listen, match and speak.**

Who is speaking? Draw lines from the bubbles to the people.  
Can you remember what the others are saying?



What do you think these are? Which do you think are the most beautiful?



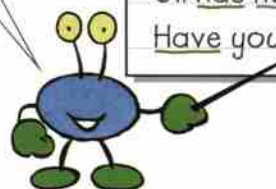
**3 Look and write.**

*has or have + been + past participle*

**present perfect passive**

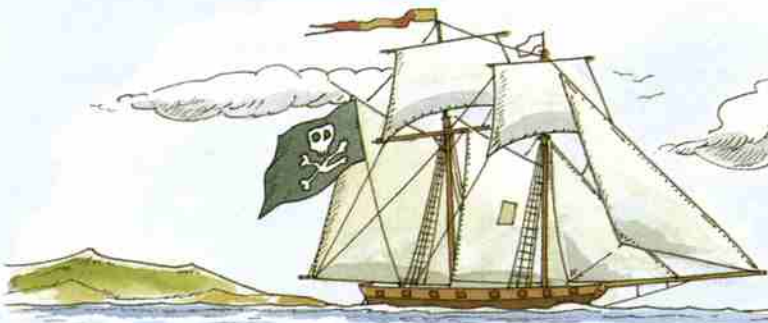
Treasure has been found in the sea by divers.  
Shells have been used for money since ancient times.  
Oil has never been found on the moon.  
Have you ever been given a diamond?

Look at these words.





# Buried treasure



Much of the buried treasure around the world has been buried by pirates. Pirates used to chase merchant ships and rob them. Pirates were known as 'cut-throats' because they often killed the crew with their swords. Sometimes they escaped with bars of silver or golden coins.

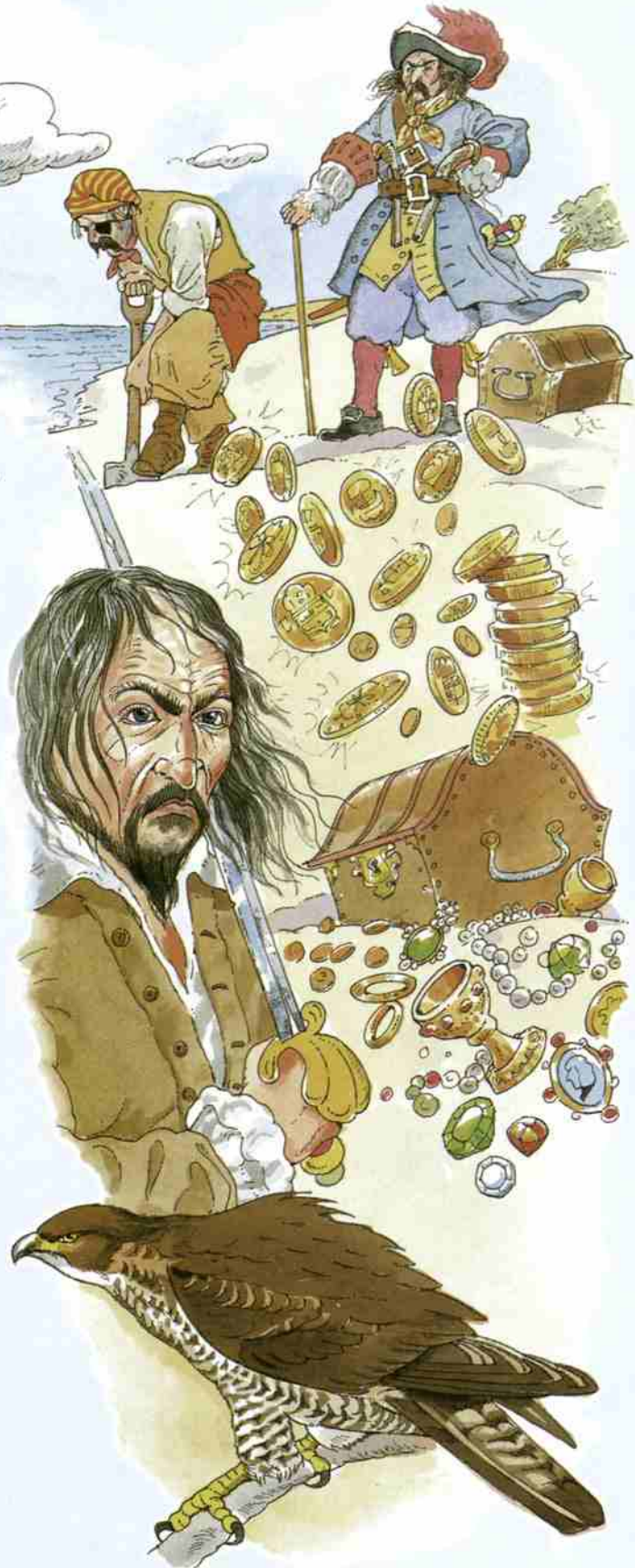
Some pirate captains buried their treasure on far-away islands. They marked the spot with a sign or drew maps in code. Although there are many stories of buried treasure, very little has ever been found. In spite of this, people go on looking.

One very famous pirate was a Frenchman called Olivier Le Vasseur. He was known as La Buse (The Buzzard\*). Some people believe that he buried the greatest treasure of all time. It was described as 'rivers made of diamonds, a large quantity of gold bars and showers of gold coins'. In today's money, it might be worth about £325 million. But where is it? Thousands of treasure hunters have looked for the treasure, but no one has ever found it. Some people are still looking.

Early in 1700 the British and French tried to stop the pirates raiding ships. But in 1701 La Buse sailed off to the Indian Ocean and joined a famous English pirate, Captain Taylor. Together they went to the island of Madagascar in two pirate ships. On the way, they met a Portuguese merchant ship, which was near an island. This ship was carrying magnificent treasure. And it was easy to take!

After this La Buse lived on an island with 250 of his men. Many people believe he buried his treasure on the island. But in 1729 he was caught, and he knew he was going to die. In prison he wrote a coded message about the treasure. Just before he died, La Buse threw the message into the air and said, 'Find my treasure if you can.' But the treasure has never been found.

\* A buzzard is a large bird of prey.





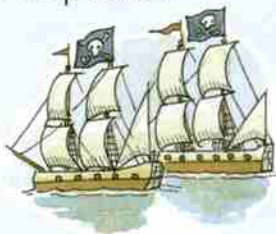
### 1 Read and choose.

Which title is the best? Try to give a reason.

- The greatest pirate ever known
- A very lucky pirate
- The treasures of The Buzzard
- Pirates

### 2 Read and match.

Find words in the text to describe these pictures.



### 3 Read and find ...



... two kinds of ship.



... the name of an island.



... a kind of message.



... the name of an ocean.

### 4 Right or wrong?

The Buzzard was from France.

The Buzzard died from sickness.

All pirates buried their stolen treasures.

A person who looks for buried treasures is called a 'pirate'.

The Buzzard drew a map in code.

### 5 Match and make sentences.

The Buzzard was going to die. However,

many men were still pirates.

Despite The Buzzard's message,

the treasures have never been found.

In spite of the dangers,

The Buzzard still robbed a Portuguese ship.

Although people had tried to stop pirates,

he still wrote a message.

### 6 Can you remember?

- What was Le Vasseur known as? Why?
- What country was Taylor from?
- What did pirates steal from merchant ships?

### 7 Think about it.

Where did pirates often bury their treasures?

What would you do if you found some treasures?



# 1 Read and say.

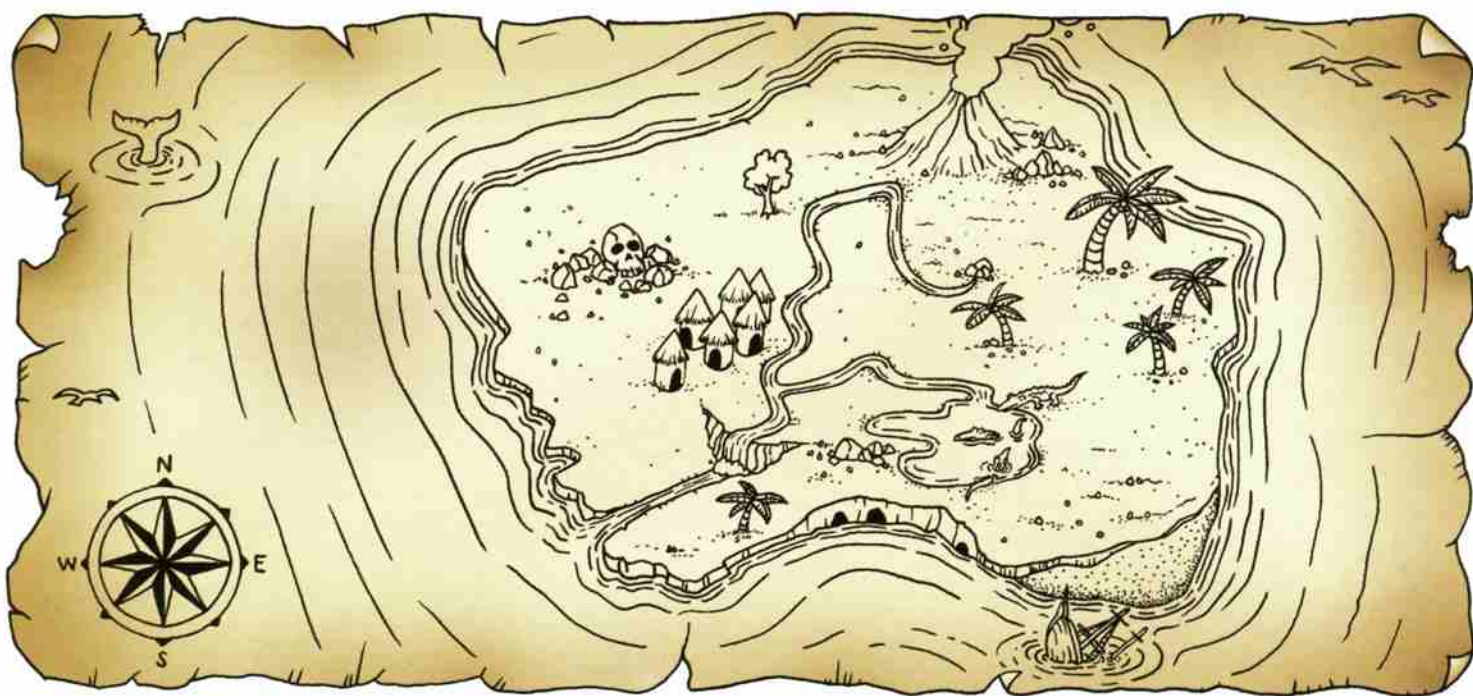
This is a coded message from Pirate Sam. It tells you where the treasure is buried. Can you work out the message?

og hnort mfro eht kwrec. ntur twes  
ta eth gbi mpal etre. psto nwhe eth  
lskul si no ryou trigh. igd

Draw an X on the map where you think the treasure is hidden.  
What was the code that Pirate Sam used?

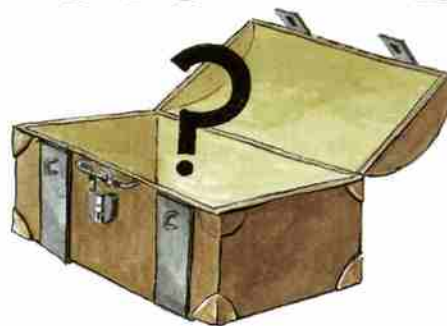
# 2 Listen and check.

Now listen to the pirate and follow his directions on the map.  
Did you draw an X in the right place?



# 3 Game: Treasure hunt.

Can you name these?  
Can you spell them (without looking back)?  
Add up your points.  
How much is your treasure worth?



5



6



4



3



3



1



4



2



# The mystery box (2)

When Tom reached home, he found his father and mother waiting.

'We've been worried,' his mother told him. 'We thought you were in danger of getting wet out there in that storm. All that thunder and lightning and rain. Where did you go?'

'Oh, I was with Peter. At his house,' Tom lied.

Tom's father looked at his son and said quietly, 'We must go up to that old house I bought and start work on it soon. What do you think, Tom?'

Tom said nothing, and was pleased when the doorbell rang. It was Peter, who stood in the doorway and waited for Tom to come out.

'You shouldn't have done that,' Tom said.

'I'm sorry. I know I shouldn't.'

Peter followed Tom up to his room.

'Where's the box?' Tom demanded.

'Here,' said Peter, taking the box out of his jacket. 'But I can't open it. It's been locked, and we don't have the key.'

Peter put the box on the table and both boys looked at it.



'I wonder what's inside,' Tom said. Then he picked it up. 'It's heavy. Maybe it's money. Or jewels. Rings, and things like that. I should tell my father.'

'I think we should try to open it,' Peter said. 'Maybe with a knife.'

'No, that would be wrong.'

'No, it wouldn't. Nobody knows about it, except for us.'

*(Continued ...)*

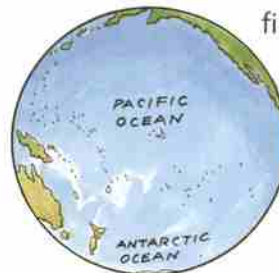


# 14 Oceans and seas

## 1 Think about it.

Here is a short quiz about oceans. Use the maps to help you.

- 1 What is the largest ocean?  
The smallest?



- 2 How many oceans are there?

- 3 Which ocean is covered with ice?

- 4 Name some things you can find in the ocean.

- 5 What is the difference between an ocean and a sea?

## 2 Listen and read.

We should take an interest in our environment.

Sally's class is doing a project about oceans.  
Today is World Oceans Day.  
What do you know about oceans?

They cover 70 per cent of the Earth.

Although we need oceans, we are a danger to ocean life.

Why are oceans important?

People need oceans for food and transport.

Yes, but people are a threat to our oceans.

Oil spills are a big danger to animals. Oil can cover the feathers of birds so they can't fly. Tourists are also a threat to wildlife.

How do people pollute the oceans?

Oil tankers sometimes spill sticky, black oil into the sea, which harms many animals.

Yes, and tourists pollute beaches. Plastic bags trap animals and rubbish destroys animal homes.

How did the teacher ask:

- what the children knew about oceans?
- why oceans were important?
- how people polluted the ocean?

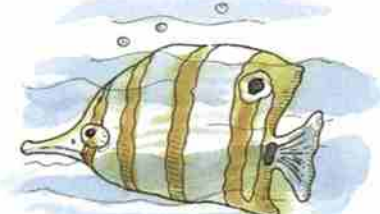
How did the children answer?



**1** Listen and speak.



1 How old is that ship?



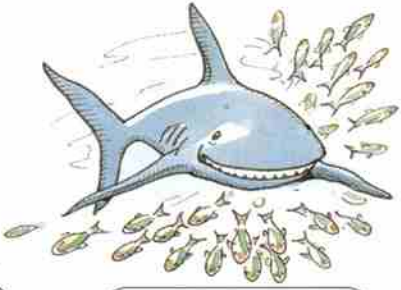
2 What is the name of that fish?



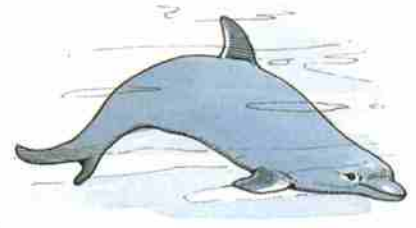
3 Why is the water so dirty?



4 What is the diver doing?



5 Why are the fish swimming away?



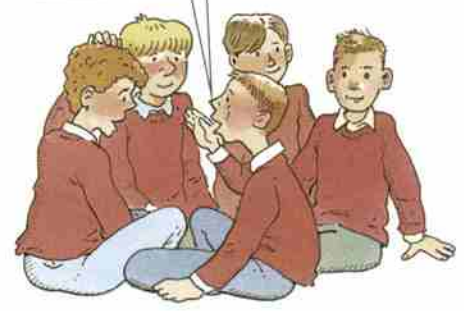
6 How much does a dolphin weigh?

**2** Play a game.

Sit in a circle. Think of a message and whisper it to the person next to you. Continue until the last person whispers the message back to you. Is it the same?

Today is Monday.

May I have some money?



**3** Look and write.

Present becomes past.

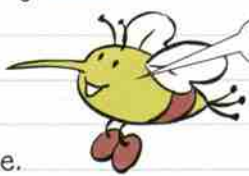
**reported questions**

Children, what do you know about oceans?  
 The teacher asked the children what they knew about oceans.  
 Why are oceans important?  
 She asked why oceans were important.  
 Which oceans can you name?  
 She asked which oceans they could name.

This is a question.



This isn't a direct question.





**1 Read the texts.**



Starfish are some of the most beautiful animals in our seas. However, starfish are slow and unintelligent. They usually have five arms, but some have as many as 44. If a starfish loses an arm, it can grow it again. Starfish cannot be eaten.

Jellyfish are also very beautiful but not intelligent. And some of them are dangerous. A jellyfish looks like an umbrella, with arms or tentacles. These will sting you if they touch you. Jellyfish are not good to eat.



The crab has a hard shell and ten legs. If it loses a leg it can grow it again. Some are very large (more than three metres across). The crab can live in fresh water as well as sea water and some live on land. Crabs can be eaten.

The squid does not have a shell. It does, however, have ten 'arms' or tentacles. Squids grow to an enormous size. In 1954 one was found in Norway that was nine metres long and weighed about a ton. The squid can get away from its enemies because it is very intelligent and very fast. You can eat squid.



The octopus, which belongs to the same family as the squid, has eight arms. It has a soft body and is very intelligent. It can change colour very quickly, so its enemies can't see it. When an enemy attacks it, the octopus releases black 'ink'. You can eat 'octopus in its ink' but it makes your teeth black!

**2 Read and write yes or no. Some questions cannot be answered.**

	intelligent?	beautiful?	arms/ tentacles?	legs?	shell?	edible?
starfish	no	yes	yes	no	-	no
jellyfish						
crab						
squid						
octopus						

**3 Talk about the sea animals above.**

How are they the same (... different)?

*Like starfish, jellyfish are very beautiful.*

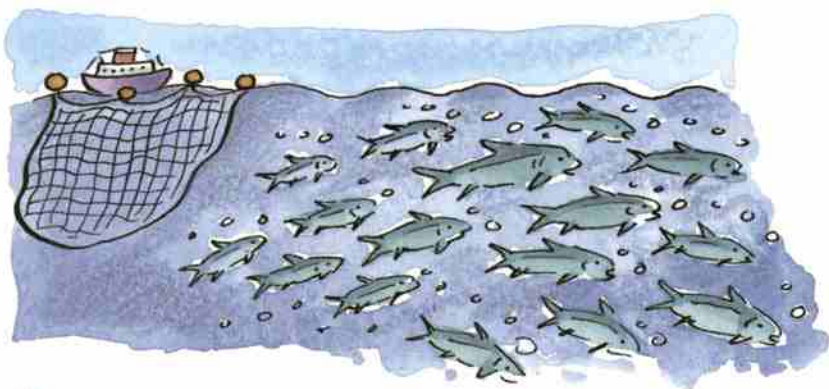
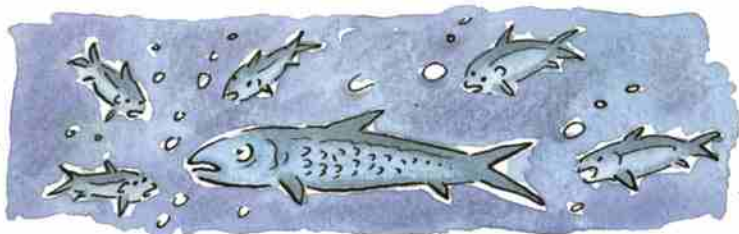
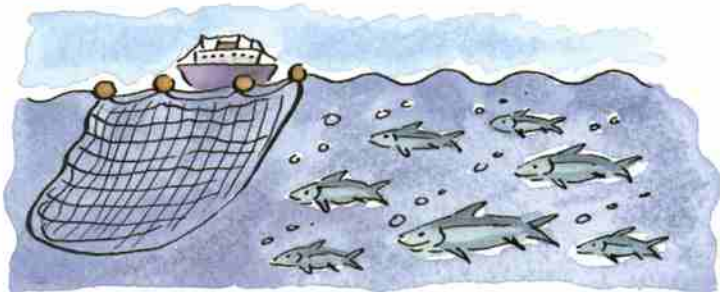
*Compared to starfish, squid are very intelligent.*

**4 Think about it.**

What do these animals look like? *I think it looks like a star.*



**1** Listen and sing.



**Apuski dusky**

In middle ocean,  
Sardines are swimming,  
    Apuski dusky, apuskidu.  
A boat sails over,  
Down comes a net.  
    Apuski dusky, apuskidu.

One wise old sardine  
Flicks out a warning,  
    Apuski dusky, apuskidu.  
Swift through the water  
They dart away.  
    Apuski dusky, apuskidu.

With tails a-flashing,  
Sardines are swimming,  
    Apuski dusky, apuskidu.  
So full of joy that  
They're swimming free.  
    Apuski dusky, apuskidu.

**2** Look, read and match.

Match the titles with the pictures and then with the words in the boxes. Can you make a sentence for each category?

Endangered animals

Food and health

Oceans and seas

Clothing and houses

Buried treasures



1

2

3

4

5

vitamins  
exercise  
overweight  
stress

adobe huts  
goat hair tents  
igloos  
sandals

fish nets  
furs and skins  
ivory tusks  
hunters

fool's gold  
diamonds  
coins  
pirates

oil spills  
Atlantic  
tourist  
plastic bags

A

B

C

D

E





# The mystery box (3)

'It's money, I'm sure about it,' Peter said, staring at the box. 'We've got to open it. Come on, let's open it now. Get a knife and I'll do it.'

Tom shook his head and said, 'No'.

Outside, the storm started up again, and they could see the clouds moving quickly across the sky. Suddenly they saw the moon and it shone down brightly on the road outside the house. The road was covered in water, and the moon was so bright they could see the houses and the cars in the water. Tom suddenly jumped back from the window.

'It's him!' he said. 'Him!'

'Who?' Peter asked.

'The old man in the long coat. The one from the old house.'

'Where?'

'Outside. Looking up at me.'

And then the doorbell rang.

A minute later Tom's bedroom door opened and his father came in. 'Hello, boys,' he said. 'You've got a visitor.'

The old man came into the room and looked at the box on the table. 'Ah,' he said. 'So there it is. Thank you, boys. Thank you.' He smiled at them and took a key out of his coat pocket.

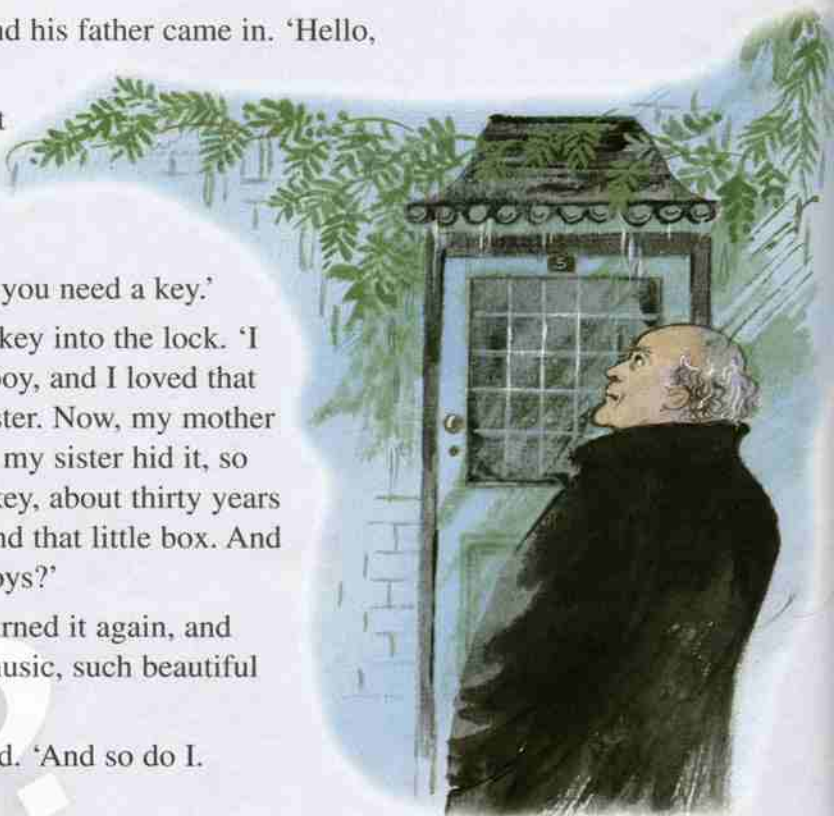
'You see, when you have a box that is locked, you need a key.'

He picked up the box in his hand, and put the key into the lock. 'I used to live in that house, when I was a little boy, and I loved that place. I lived there with my mother and my sister. Now, my mother had a little box. This one, in fact, and one day my sister hid it, so no one could find it. My mother gave me the key, about thirty years ago now, and she said, 'Son, one day you'll find that little box. And so I have. Let's see what happens, shall we, boys?'

The old man smiled and turned the key, and turned it again, and again. And then the little box started to play music, such beautiful music that all of them in the room fell silent.

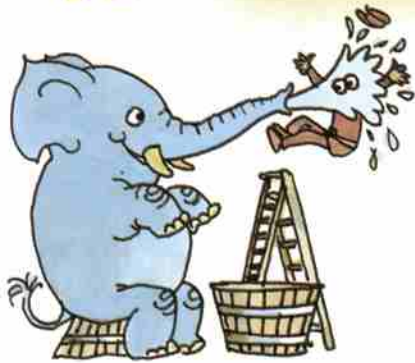
'My mother loved that music,' the old man said. 'And so do I. Thank you.'

*Mark Ellis*

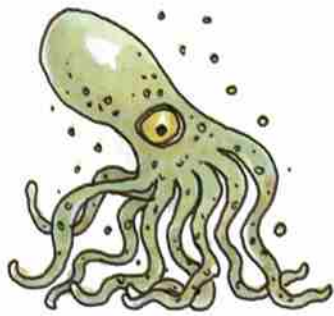




# Ten amazing animal facts



An elephant can hold 7 litres of water in its trunk. It's the only animal with four knees.



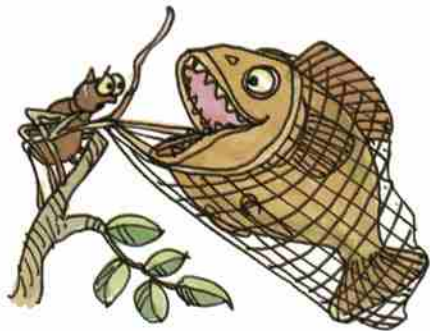
The animal with the largest eye in the world is the giant squid. Its eye can be 27 centimetres across.



The longest rabbit's ears ever recorded measured 77 centimetres from top to bottom.



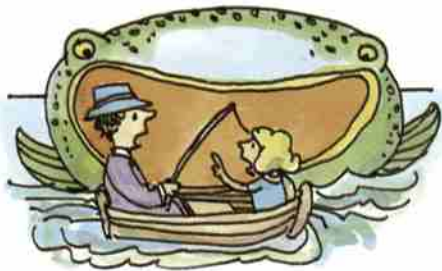
A pistol shrimp, only 50 mm long, has a pistol-shaped claw. If you put it in a jam-jar, it will snap its claw so loudly, that it will break the glass.



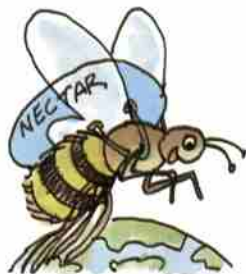
Spiders spin webs. These are made of silk. Spider's silk is fifteen times finer than human hair, but it is stronger than steel. In New Guinea people use spider's webs to catch fish.



There is a fish in Malaysia which can climb trees. It has two fins which it uses like feet. It travels over dry land looking for insects to eat.



The largest fish in the world is the whale shark. It grows to about 12.5 metres in length and weighs up to 25 tonnes. But don't worry! It's harmless.



A bee can go buzzing around the world at 11 kilometres per hour on only four litres of nectar.



Only humans and some monkeys can see all the colours. Many other animals see the world in black, white and shades of grey.



Spiders have eight eyes!



# 15 Why the dinosaurs disappeared

## 1 Think about it.

How did the dinosaurs die? Choose one of the pictures below. Then read on. Were you right?



drowned



crushed and buried  
(by falling rock)



poisoned by  
bad water



frozen



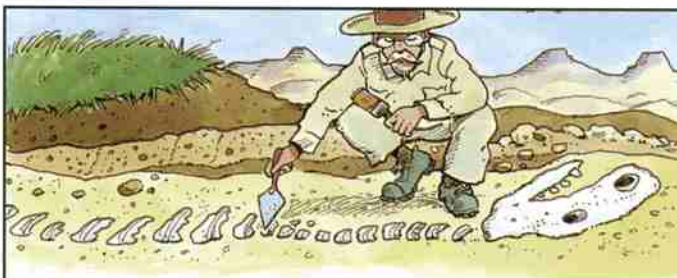
burned

## 2 Listen and read.

The dinosaurs were the largest land animals ever. The only larger animal is a sea animal, the blue whale.



The dinosaurs had been on Earth for 150 million years when they disappeared 65 million years ago. What killed them?



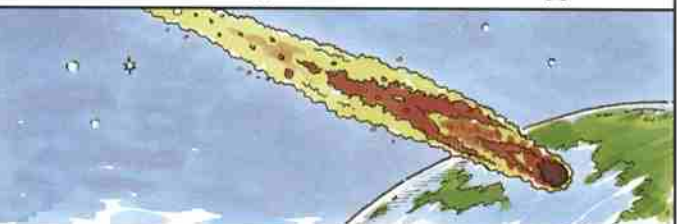
Over the last 150 years scientists have found out a lot about the dinosaurs from fossils. Fossils are very old bones which are now hard, like rock.



But there has always been one question that they couldn't answer. Why did the dinosaurs disappear?



In 1980, father and son scientists from America, Luis and Walter Alvarez, suggested that a giant comet or asteroid had been the cause.



Asteroids and comets travel very fast. They can be 10 kilometres wide and weigh up to 500 million tonnes. If one had hit Earth, it would have killed many animals.

## 3 Read and answer.

- How long have scientists been studying dinosaurs?
- How long ago did dinosaurs disappear?
- What is a giant comet or asteroid?
- How long did dinosaurs live on Earth?
- Who are Luis and Walter Alvarez?
- What would have happened if an asteroid had hit Earth?



**1 Read and match.**

This is what would have happened if a giant asteroid had hit Earth. Match the sentences to the pictures. Then read them out, A – F.



A



B



C



D



E



F

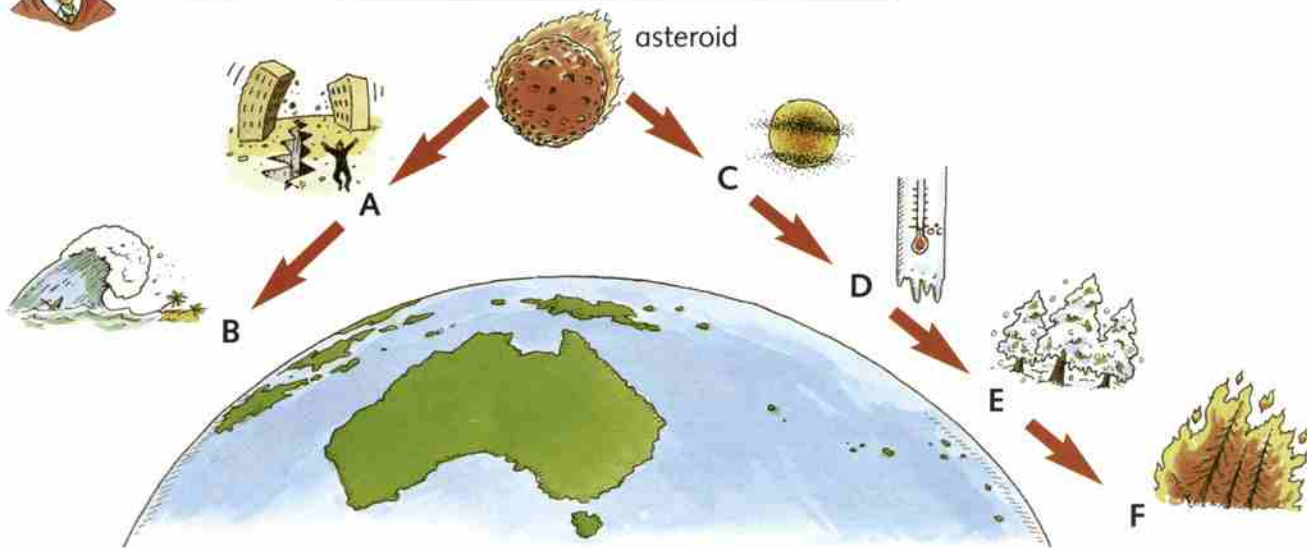
- Temperatures would have dropped. \_\_\_\_\_
- There would have been earthquakes. \_\_\_\_\_
- Lightning would have set the forests on fire. \_\_\_\_\_
- Dust would have covered the sun. \_\_\_\_\_
- Forests would have frozen and dried up. \_\_\_\_\_
- There would have been tidal waves. \_\_\_\_\_

**2 Look, say and write.**

Look at this diagram of what would have happened. Talk about it like this.



*If an asteroid had hit Earth, there would have been earthquakes. If there had been earthquakes, there ...*

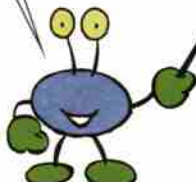


**3 Look and write.**

*past perfect after if*

**third conditional**

*would have + past participle here*



If an asteroid had hit Earth, it would have killed the dinosaurs.  
 If an asteroid hadn't hit Earth, the dinosaurs wouldn't have died.  
 Would temperatures have fallen if a huge asteroid hadn't landed?  
 What would have happened on Earth if the dinosaurs hadn't died?



# 1 Read and find.

- What were scientists still looking for?
- Where did they find it?
- How did the dinosaurs die?

After 1980, scientists found more evidence for the asteroid theory. But they hadn't found the place where the asteroid had hit the Earth. It would be enormous!

Then, in 1990, oil company scientists discovered a hole off the Yucatan Peninsula of Mexico. It was about 65 million years old. They had found the hole!

This is what scientists think happened:  
An asteroid or comet hit the Earth.  
The ground shook and huge rocks fell.  
There were huge tidal waves.  
Dust covered the sun.  
The skies became very dark.  
The temperature dropped.  
The forests caught fire.  
Poison rain fell and flowed into the lakes and rivers.

So the dinosaurs were crushed, buried, drowned, frozen, burned and poisoned.



# 2 Read and say.

Make sentences, like these examples, about what happened. How many can you make?

An asteroid or comet hit the Earth. Because of this the ground shook.  
The ground shook and huge rocks fell. As a result, dinosaurs were crushed.

# 3 Read and match.

*Hello, Sally. You're very late. What happened?*

*Where were you yesterday, Alex? I waited for nearly an hour.*

*You haven't eaten very much, Amy. What's the matter?*

*How did you get so dirty, Mark? That's your new shirt.*

*I didn't mean to get dirty. It wouldn't have happened if Joe hadn't pushed me over.*

*I'm so sorry. I would have been on time if the traffic hadn't been so bad.*

*I'm really sorry. I would have come if my mother hadn't made me clean my room.*

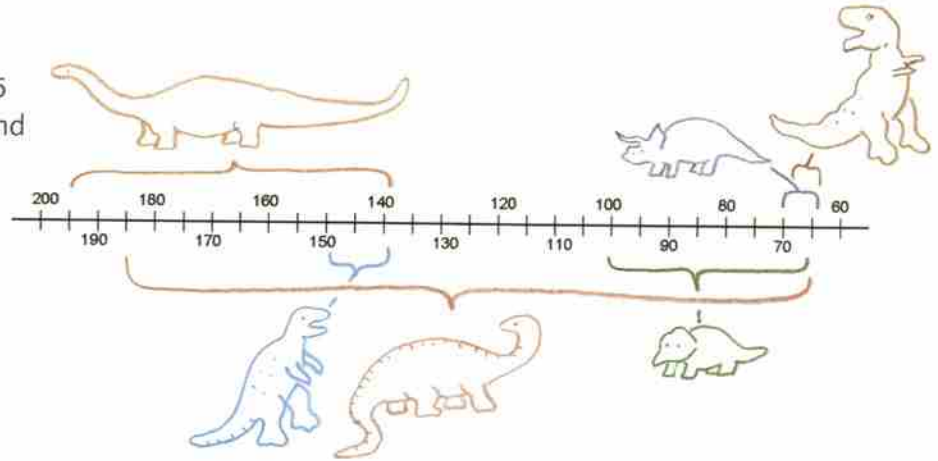
*Sorry. It was very good and I would have eaten more if I hadn't had such a big lunch.*

# 4 Listen and check.



# 1 Look and find.

The dinosaurs disappeared 65 million years ago. Can you find these dinosaurs? Write the letters beside the dinosaur.

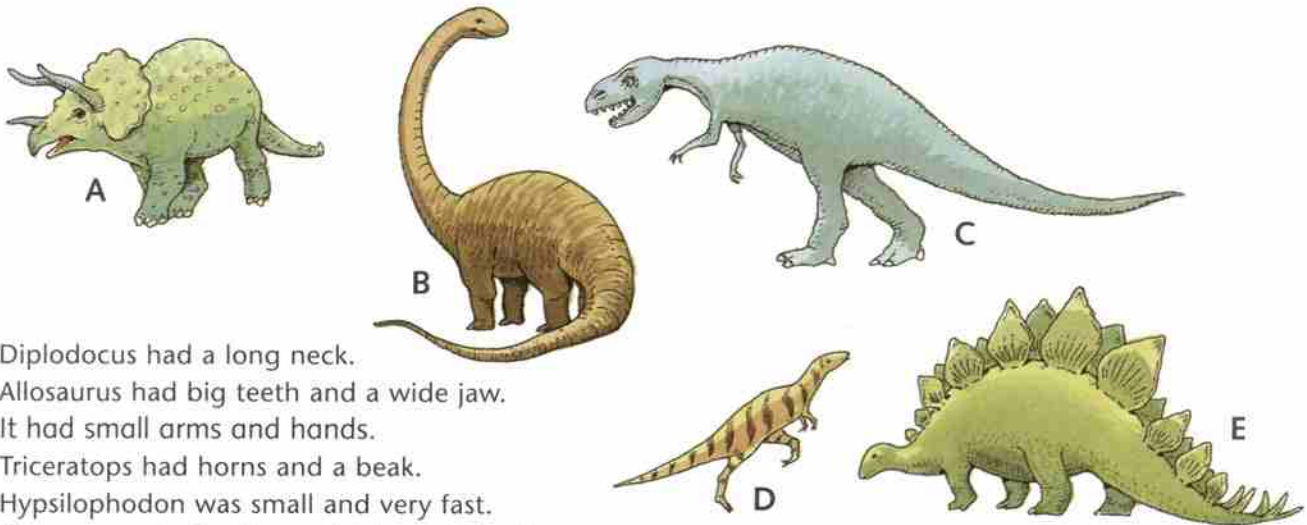


- A *Dicraeosaurus* [195–141 MYA]
  - B *Diplodocus* [185–65 MYA]
  - C *Allosaurus* [150–140 MYA]
- [MYA = million years ago]

- D *Avaceratops* [100–66 MYA]
- E *Triceratops* [72–65 MYA]
- F *Tyrannosaurus Rex* [67–65 MYA]

# 2 Listen and write the number.

# 3 Read and match the descriptions to the pictures.



- 1 Diplodocus had a long neck.
- 2 Allosaurus had big teeth and a wide jaw. It had small arms and hands.
- 3 Triceratops had horns and a beak.
- 4 Hypsilophodon was small and very fast.
- 5 Stegosaurus had spikes on its back and tail.

# 4 Read the text and name an example of each type.

Different dinosaurs could do different things. For example, some dinosaurs could control their body temperature through spikes. Some could eat the leaves from tall trees, some ate the leaves from lower plants and others ate meat. Some could only walk on four legs and others could hold their prey. Some could fight off their enemies and others could run away from them.

# 5 Talk (or write) about it.

Make statements about the pictures, like this.

*If Stegosaurus hadn't had spikes on its back, it couldn't have controlled its temperature.*



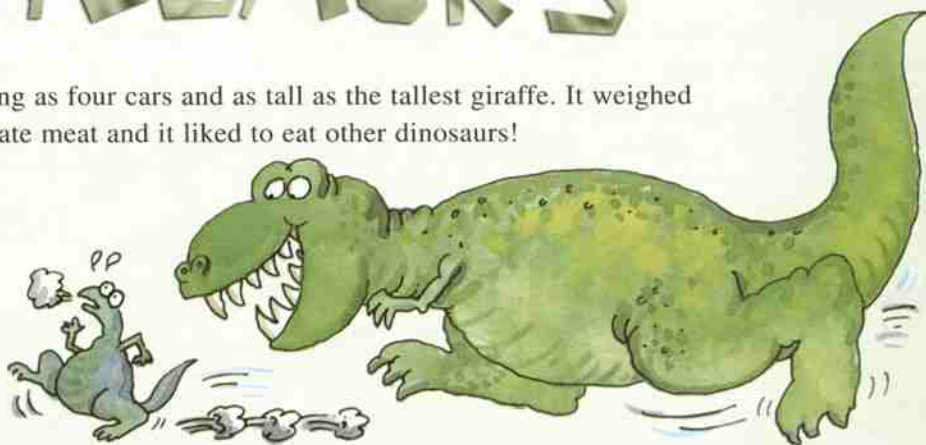


# DINOSAURS

**Tyrannosaurus Rex** was about as long as four cars and as tall as the tallest giraffe. It weighed about the same as an African elephant. It ate meat and it liked to eat other dinosaurs!

## Dinosaur facts

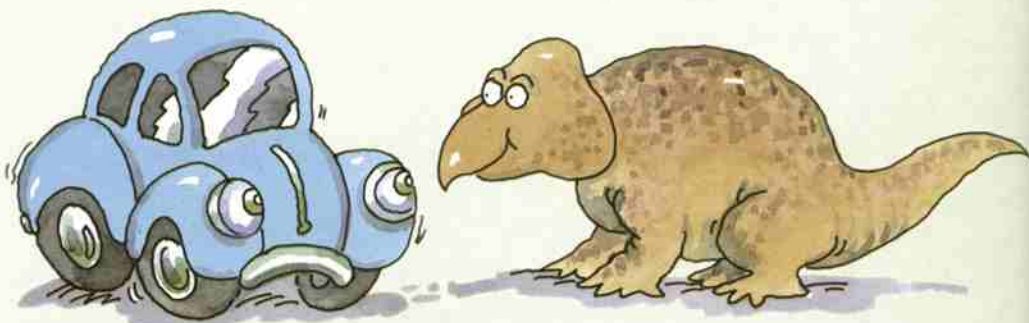
- **Name:** Tyrannosaurus Rex
- **Size:** 14 m long and 5.6 m high
- **Food:** meat
- **Lived:** 67 million years ago in North America and maybe South America



**Avaceratops** was about as long as a VW car. It ate plants and its mouth was like a parrot's beak. It wasn't as tall as a man.

## Dinosaur facts

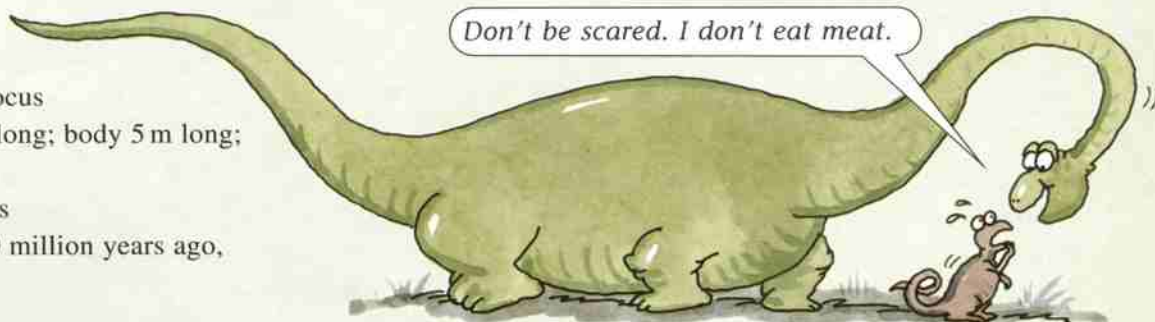
- **Name:** Avaceratops
- **Size:** 2.5 m long and 1 m high
- **Food:** low plants
- **Lived:** between 66–100 million years ago in North America



**Diplodocus** was one of the longest dinosaurs. It had a very small head and a very long neck. It fed on high trees.

## Dinosaur facts

- **Name:** Diplodocus
- **Size:** neck 8 m long; body 5 m long; tail 14 m long
- **Food:** high trees
- **Lived:** 140–150 million years ago, in many places

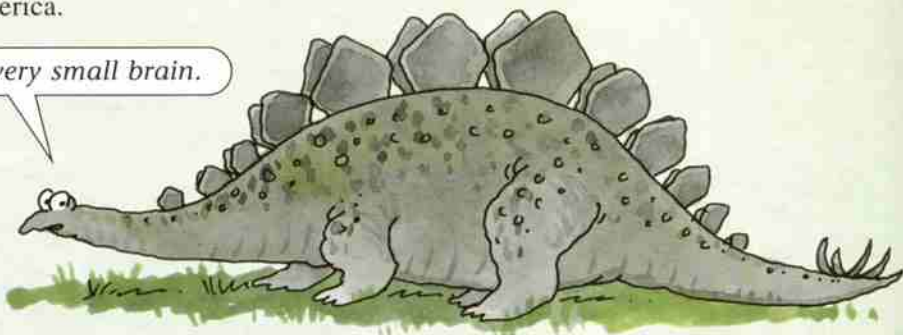


**Stegosaurus** had a very small head and a very large body. It had a smaller brain than many other dinosaurs. It ate plants and lived in North America.

## Dinosaur facts

- **Name:** Stegosaurus
- **Size:** 7.5 m long; weight 1.8 tonnes
- **Food:** plants
- **Lived:** 140–150 million years ago in North America

*I have a very small brain.*



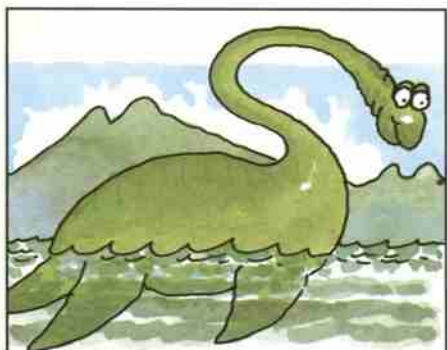


## How much do you know about dinosaurs?

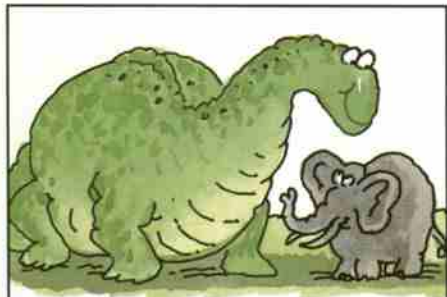
Answer the questions. Were you right? Read the boxes and find out.



Dinosaurs lived on the Earth for 150 million years. But people have only lived on the Earth for three million years.



Dinosaurs lived on land. They went in the water, but they didn't live in the sea all the time like whales.



The biggest dinosaur was probably Seismosaurus. It was as long as one and a half tennis courts. It was heavier than nine African elephants.

1 Which dinosaurs lived longest?

- a) large dinosaurs
- b) medium dinosaurs
- c) small dinosaurs

2 How long did a dinosaur live?

- a) between 10 and 20 years
- b) between 30 and 70 years
- c) more than 100 years

3 Where did dinosaurs live?

- a) on land
- b) in the sea
- c) in the air

4 Which dinosaur was the largest?

- a) Seismosaurus
- b) dinosaurs with long necks
- c) dinosaurs with short necks

5 Which dinosaurs ate high trees?

- a) Tyrannosaurus Rex
- b) dinosaurs with long necks
- c) dinosaurs with long legs

6 Which dinosaurs ate plants?

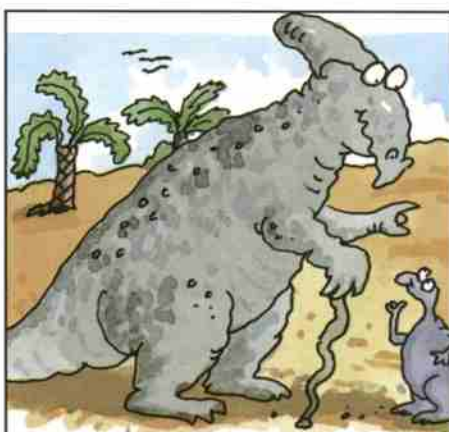
- a) dinosaurs with short legs
- b) dinosaurs with big heads
- c) dinosaurs with long necks

7 How long have people lived on the Earth?

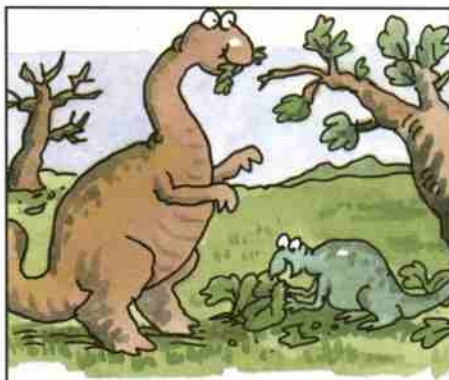
- a) 3 million years
- b) 1000 years
- c) 1990 years



Dinosaurs probably lived for between 30 and 70 years. That's the same as a man or woman.



Large dinosaurs probably lived longer than small ones.



Many dinosaurs didn't eat meat. Dinosaurs who ate plants had short legs and dinosaurs who ate trees had long necks.



# 16 I wish ...

## 1 Think about it.

These are things people would like to do, but they might not be able to. What are they?



## 2 Look, listen and match.



## 3 Read and match.

I wish I could go to the Olympics.

I wish I could play chess.

I wish I knew more about computers.

I wish I lived in the country.

I wish I was a better football player.

I wish I was taller.

I wish I didn't have spots.

I wish I had a mountain bike.

## 4 Think about it.

Choose four beginnings (one of each colour) and write four wishes.  
Talk about your wishes. Who has the same wishes?







1



'Under the ground  
It's rumbly and dark  
And interesting,'  
Said Rabbit to Lark.

Said Lark to Rabbit,  
'Up in the sky  
There's plenty of room  
And it's airy and high.'

2



3



'Under the ground  
It's warm and dry.  
Won't you live with me?'  
Was Rabbit's reply.

'The sky's so sunny  
I wish you'd agree,'  
Said the little Lark,  
'To live with me.'

4



5



But under the ground  
And up in the sky,  
Larks can't burrow  
Nor rabbits fly.

So Skylark over  
And Rabbit under  
They had to settle  
To live asunder.

6



7



And often these two friends  
Meet with a will  
For a chat together  
On top of the hill.

*James Reeves*

### 1 Read and match.

Read the poem and match the pictures to the rabbit \_\_\_\_\_ or the lark \_\_\_\_\_ or both \_\_\_\_\_.

### 2 Read and find ...



... three adjectives which go with 'sky'.



... four adjectives which go with 'under the ground'.



... something Lark does do/doesn't do.



... something a Rabbit does do/doesn't do.

### 3 Find the words for these. (The first letter is bold.)

- talk to each other (h **c** t a)
- not together (p **a** t r)
- lots of (**p** e y t l n)
- lark (longer word) (k **s** a l r k y)
- agree to (t t e **s** e l)
- a high place (l i **h** l)
- dig a hole in the ground (w o **b** u r r)

### 4 Poems

These words rhyme (sound the same) and some letters are the same: **dark**, **lark**. Find six more pairs and underline the letters that sound alike.

There are seven verses in the poem. How many lines are there in each verse? Which lines rhyme (1 and 3 or 2 and 4)?

### 5 Opposites

Which word is different? up under over above on top of

Draw lines between the opposites.

over

sunny

ground

burrow



dark

fly

under

sky

### 6 Read and say.

Which do you think is a better place to live, under the ground or up high? Why?

### 7 Answer the questions.

Were the rabbit and the lark friends?  
Where does the rabbit want to live? The lark?  
Why do they meet on a hill? What do they do?

### 8 Think about it.

Which is the best title?

- Rabbit and Lark
- On top of the hill
- Over and under
- Won't you live with me?



**1 Look, read and match.**

Look at the pictures and use words from the box to complete the story.



Uncle Bob took me waterskiing last week. First, \_\_\_\_\_

Before I went, \_\_\_\_\_



I was waterskiing for the first time, \_\_\_\_\_



After I had broken my leg, \_\_\_\_\_



And until my leg gets better, \_\_\_\_\_

I hadn't had any lessons. we drove to the beach. 'When I get home, when I broke my leg! I won't be able to play football. I couldn't do anything.'

my friends will laugh at me,' I thought.

**2 Think and write.**

Write Mark's story from your point of view. Begin like this: 'Mark said he wished he could ...'

**3 Listen, and speak.**



*I wish it wasn't so hot!*

- So do I!
- Actually, I like the heat.
- Oh, come on. It's not that bad.
- Why don't you take off your jacket?
- It is hot, isn't it?
- I'll open the window.

Agree

Disagree

Suggest



# Evelyn Glennie – solo percussion player



tubular bells



drums

These are some of the percussion instruments played by the Scottish musician, Evelyn Glennie. She is the first classical musician to work as a solo percussionist. When she travels to a concert she takes up to 2 tonnes of percussion instruments with her. That's the weight of an Indian elephant!

It takes 4 hours to set up her instruments for a concert and 2 hours to take them down again.

Percussion instruments include anything that can be hit, plucked, shaken or scraped to make a musical sound. Instruments like xylophones and tubular bells have many different notes. They can be used to play tunes. Most drums, tambourines, maracas and wood blocks are used to play rhythms.



wood block



maracas



xylophone



tambourine



Evelyn Glennie also designs her own instruments and is always looking for interesting materials to make them from. One composer wrote a piece of music especially for her. It is called 'My Dream Kitchen'. All the instruments in the piece are kitchen utensils!

Evelyn was born in 1965 on a farm in north east Scotland, in the north of Britain. She played the harmonica and clarinet as a child. When she was twelve she discovered the snare drum and decided to become a professional percussionist.

Since she finished her studies in London, she has played with orchestras in the biggest concert halls in more than 40 countries in 5 continents. She has worked with many famous conductors. She gives more than 100 performances every year. She has made recordings of her music, written a book about her life and starred in a film, playing her own music.

She is particularly interested in helping deaf children to learn, play and enjoy music. She herself has been profoundly deaf since the age of twelve. But for her, her deafness is not important. 'I simply hear in a different way to most people,' she says.



harmonica



snare drum



clarinet



# 17 Looking into the future

## 1 Think about it.

Do you think any of these things will be different in the schools of the future?



blackboard



teacher



book



desk



school dinner



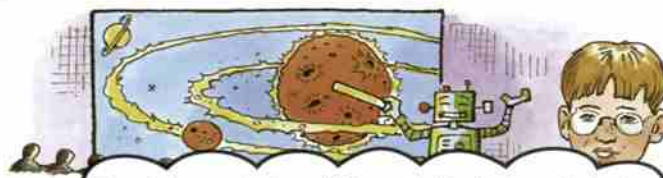
field trip

## 2 Listen and read.

This is what some children think will happen.



Schools will be different. They will be built of glass. Doors will be automatic. Food will be sold by machines.



Teaching will be different. Robots will help teachers, and blackboards will be replaced by huge TV screens. Lessons will be beamed by satellite.



Classrooms will be different. Students will sit at group desks. School work will be done on computers and computers will be controlled by voice. We won't need to type.



We won't need books or paper. But we will need goggles. We will be able to 'see' history and science. We will be taken on field trips to outer space and we will learn about other planets.

## 3 Read and say.

Name three things that will be different in the schools of the future. Explain how. Name three things we will or won't need to do in the future.

## 4 Think about it.

Do you agree with these statements? Ask and answer, like this.

*Will books be used any more?*

*I don't think so. I think we'll only have computers.*

*I think they will. Books will still be used.*

Books won't be used any more.




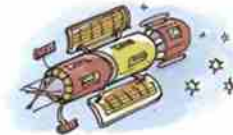







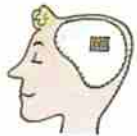

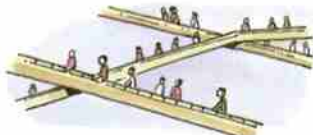


Animals will be taught to speak.

Teachers will be helped by robots.

Money won't be used.







# 1 Look and write.

What do you think will happen in the future? Use the pictures to help you.

<p><b>How will people be housed?</b></p>  <p>in underwater cities</p>  <p>in caves</p>  <p>on clouds</p>  <p>in space stations</p>	<p><b>How will people be fed?</b></p>  <p>with pills</p>  <p>by injection</p>  <p>with food from seaweed farms</p>  <p>with food grown in huge greenhouses</p>
<p><b>How will children be taught?</b></p>  <p>by voice-operated computers</p>  <p>at home/no schools</p>  <p>in their sleep</p>  <p>by computer chip in the brain</p>	<p><b>How will people be transported?</b></p>  <p>in solar-powered cars</p>  <p>on moving walkways</p>  <p>through tunnels under the sea</p>  <p>in solar-powered space ships</p>

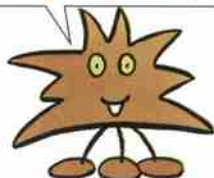
# 2 Listen and speak.

These children are giving opinions. Listen and say the missing words. Then say what you think.

 <p>_____ will be any schools in the future. What do you think?</p>	<p>Well, I don't know about that. I think people will still go to school.</p> 
 <p>_____ work will be done by robots.</p>	<p>Actually, I'm not so sure. What about cooking?</p> 
 <p>_____ we will have to be moved to other planets.</p>	<p>Yes! I'm sure they're right. _____ there will be too many people on Earth.</p> 

# 3 Look and write.

will be + past participle



**future passive**

Homework will be done on computers.  
 Writing won't be done with pencils.  
Will teachers be helped by robots?

Watch the prepositions.





## 1 Read and think.

Read the newspaper article from the future.  
Do you think it could really happen? Why or why not?

# Planet Earth: Everyone must go!

A warning was given yesterday by the Health and Safety Department. The Earth will need to be emptied of people over the next ten years.

'Everyone must go,' said Robo-Doctor, Mr X. 'All of the Earth will be needed for farmland. Otherwise, we will all starve.'

### But where will we go?

Some people will be moved to gigantic space stations, such as Earth II, III and IV. Others will be taught to live on friendly moons and planets,

such as the Moon and Mars. People will also be taught to live underwater. They will live in huge underwater cities. At first they will be fed mostly on seaweed and fish.

Some planets will be used for agriculture, and farming will be done by robots. But don't worry. You can still see your family and friends. We will travel to other cities through underwater tunnels or on solar-powered spaceships.

## 2 Read and say.

Make statements about these in the future:



Earth will need to be ...



People will be ...



Planets will be ...

## 3 Listen and write.

I still remember \_\_\_\_\_ Space Station Earth III. My father said, 'Don't forget \_\_\_\_\_ your space helmet.' My mother said, 'Remember \_\_\_\_\_ your grandmother.' I'll never forget \_\_\_\_\_ my space suit for the first time. It was so uncomfortable!



On the way to Earth III, we stopped \_\_\_\_\_ Space Station Earth II. We didn't visit Earth I. People had stopped \_\_\_\_\_ there some time ago. Now it was an agricultural station. The whole station was farmed by robots. Even the cows were robots!

When we arrived on Earth III, I tried \_\_\_\_\_ everything, but it wasn't always possible. Have you ever tried \_\_\_\_\_ seaweed ice cream? It's terrible!









# Peter's race

Peter had been ill for nearly three months, and no one thought that he would run again in the race across Black Mountain. The mountain rose nearly one thousand metres, and often the top was covered in clouds. Small rivers ran down its sides and you could find sheep and horses at the bottom.

Peter had been the fastest runner in the school, faster than anyone for fifty years. He could run for miles and miles, and no one could catch him. Then, at the age of twelve, he had become sick and had to stay in bed. The race at Black Mountain was in June, and in early May Peter lay in bed and looked out of the window.

'I'm going to get better,' he said to himself, 'and I'm going to run across Black Mountain.'

Early one morning he got out of bed. It was cold, and there was a wind. He opened the door of his house and walked into the garden. He breathed in deeply. In the distance he could see the mountain, and the cloud sitting on its top. 'I'm going to run across you,' he said quietly. 'Nothing will stop me.'

Every morning he got up early and each day he walked a little further from the house. His parents watched him, and his father said, 'You must be careful, son. You've been ill for a long time.'

Peter smiled at his parents.

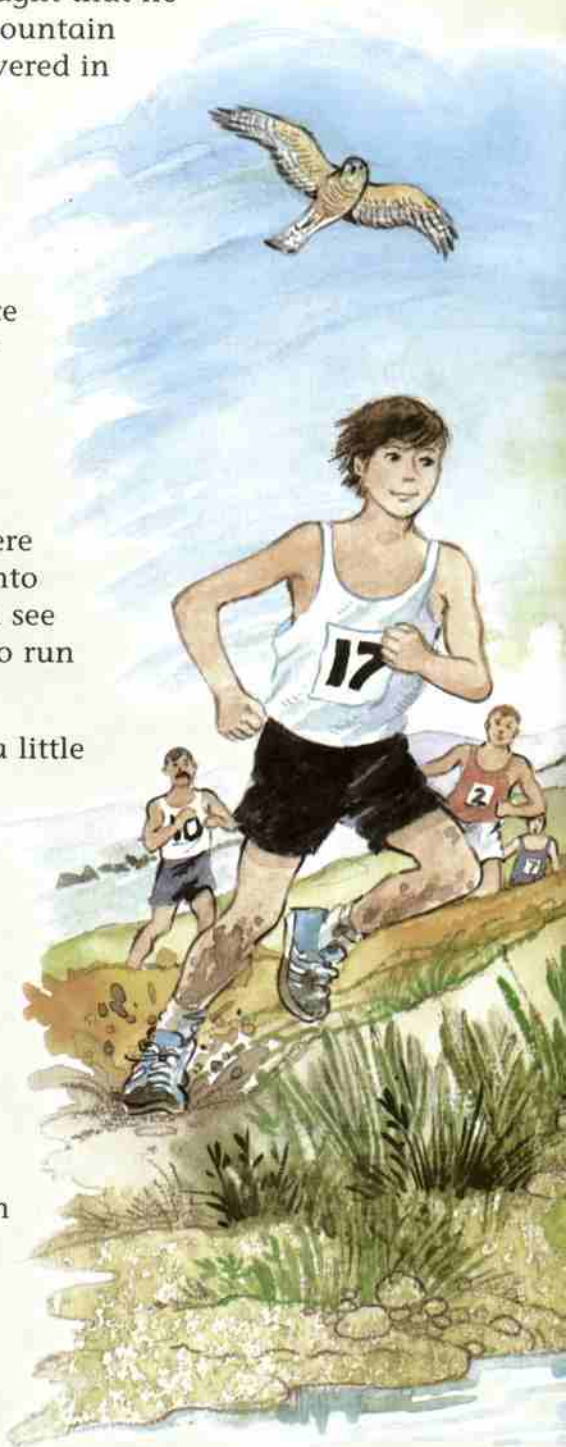
Alone, he started to run again. He went back to school, and after school he started to practise.

One evening he went to his father and said, 'I can run again, father. I want to run across Black Mountain in the race.'

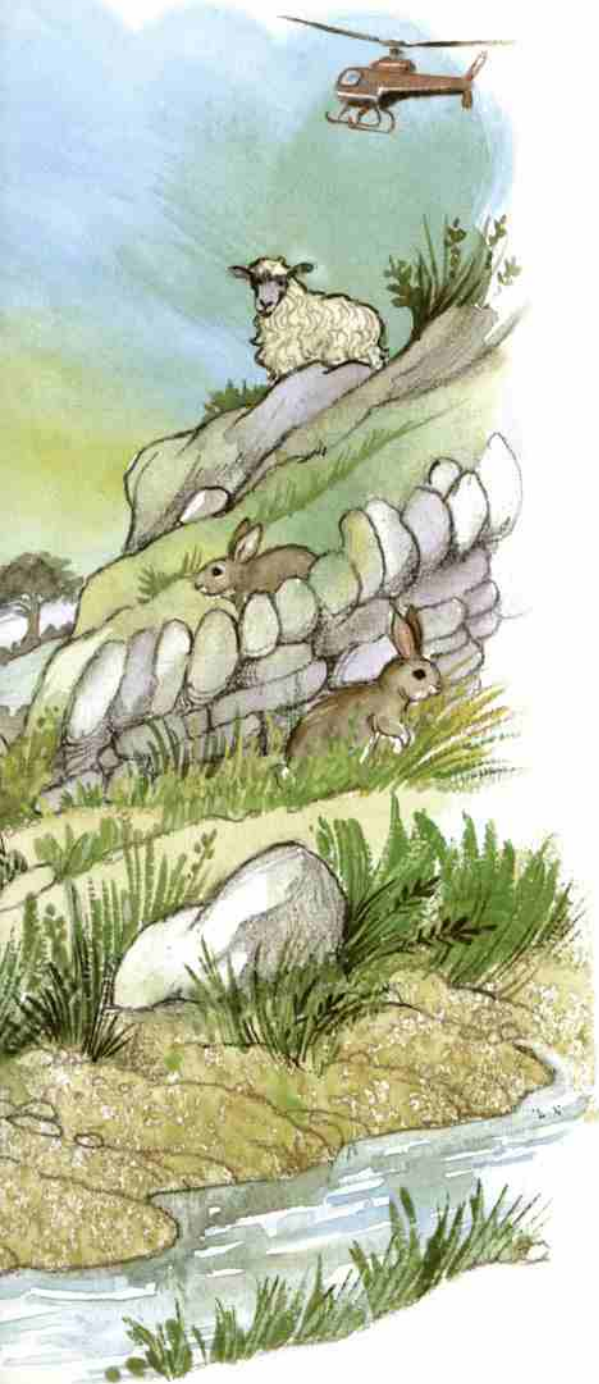
So his father practised with him, and together they ran in the evenings, miles and miles, across the lower part of the mountain.

The race was on a Saturday.

On the day of the race hundreds of people from the villages nearby came to Black Mountain. Buses and coaches parked in the car park. More than fifty people entered the race. Many of them were much older than Peter. Some were in their twenties, strong men, who worked on the farms and in the town.







The race at Black Mountain was long – nearly seven miles. Peter had first run in this race the year before, when he had been only eleven. In that race he had come third. The winner had been twenty-one, a baker from the town. A teacher had come second.

At the start of the race Peter could see that the baker was there, and so was the teacher. The reporter from the local newspaper was there, and as the race started, Peter saw that he was taking photographs.

Peter looked in front of him at the big mountain. As he started to run, he felt strong. His feet moved quickly and he ran hard. He passed the sheep in the fields at the bottom of the mountain, and he ran across the small rivers that ran down it. He did not look back. He breathed in deeply and said to the mountain, 'Let me run across you faster than the others. Let me run across your grass and your rocks and across your rivers. Let me win.'

Over the first three miles the baker from the town ran beside him. 'Slow down, boy,' he said. 'You've been ill. You shouldn't run.'

But Peter kept running. And he ran even faster.

His feet were wet from the rivers and his legs were black with mud. Rabbits ran in front of him when he jumped over the small rocks. 'Come back,' the teacher shouted. 'You've been ill.'

Peter smiled and shook his head, and ran on. He ran in front of the others, running faster than ever before. He loved the mountain, its rocks and rivers and rabbits.

As he ran, he heard a noise in the air, louder than a hundred birds. It was a helicopter, which came down close to him. As it came closer and closer, a man leaned out from the helicopter with a camera and said, 'Run, Peter, run. You're on television.'

And so Peter ran on, across Black Mountain. And on television, more than a million people across the country watched the twelve-year-old boy, who got out of his sick bed to run across a mountain and win a race.



# 18 What did they say?

## 1 Think about it.

You are now at the end of Book 6 of **Way Ahead!** How many characters can you remember? How many topics? Which were your favourites?

## 2 Read and say.

What are they saying? Make notes. (If you can't remember, you can look back.)

Where is Samia from?

Unit 1, page 4.

What's he doing?

Unit 2, page 10.

Hey you! Get out of my way!

Unit 3, page 16.

You're in the team! I'm giving you number nine.

Unit 6, page 34.

Thank you very much.

Unit 6, page 34.

Is our school 'green'? How can we find out?

Unit 8, page 46.

Why are oceans important?

Unit 14, page 82.

Schools will be different because ...

Unit 17, page 100.

## 3 Ask and answer.

What did Joe ask Sally?  
In his dream, what did Alex say?

He asked her where Samia was from.  
He said ...



# 1 Can you remember?

You have learned the names of many animals, places, foods and sports.  
How many can you remember?



Name an animal beginning with 'c'.

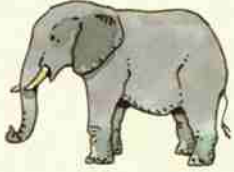
Camel begins with 'c'.



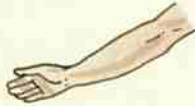
Name a sport beginning with 't'.

I can't. Can you?

Yes, tennis begins with 't'.



animal



part of the body



colour



item of clothing



sport



item of food

# 2 Play a game.

Look at the pictures and play the game.



# 3 Quiz.

How many of these words can you remember? Listen and check; then add up your score.



A 4



B 2



C 3



D 3



E 5



F 2



G 4



H 1



I 4



J 5



K 3



L 4



M 3



N 1



O 3



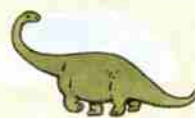
P 2



Q 1



R 4



S 5



T 4





By now you have learned a lot of English. But how much do you know about the English language? Here are some facts you may not know.

More people speak Chinese than any other language. But English is second. About 325 million people speak English as a first language, or 'mother tongue'. Another 325 million people speak English as a second language. And of course there are many millions of learners of English.

English has taken or 'borrowed' words from many other languages: from Latin and French, from Greek and Arabic. Here is an example of how French words came into English.

France ruled England in the eleventh century. At that time, the English were farmers. They looked after the animals. But they were too poor to eat them. Only the rulers, the French, were rich enough to eat meat. Because of this, the word for the animal is English. But the word for the food is French. Look at these examples.



These words come from other countries.



Many words sound almost the same in many languages. For example:  
 soap (English)    savon (French)    sabun (Arabic)    sabu (Thai)    sahpoonee (Greek)

Some English words are used in other countries, such as:



More facts about English:

- $\frac{4}{10}$  of the world's mail is written in English.
- 80% of computer information is in English.
- English is the official or semi-official language in 60 countries.
- English has a very large vocabulary – maybe the largest in the world.
- English is the main language of these:



airports and control towers



shipping



science and technology



pop music



international sports

English has many words which sound like their meanings. Look at these.



splash!



quack



miaow



pitter patter



achoo!



**1 Read and find.**

What is the text about? How far did you have to read to find the answer?  
Choose a title from below. Now look quickly through the text. Will you keep the same title?







- The English language
- English as a world language
- Why learning English is important
- Facts about English
- English – the language of millions

**2 Look, find and say.**

Find the parts of the text which describe what is happening in these pictures.



**3 Read and find ...**

- |   |   |
|---|---|
|  ... as many languages as you can.   |  ... another word for 'borrowed'.                  |
|  ... three words which mean 'soap'. |  ... another word for 'mother tongue'.            |
|  ... when France ruled England.    |  ... which language the word 'sugar' comes from. |

**4 Answer these questions.**

- Which language is spoken by the most people?
- What language do 650 million people speak?
- What language do air traffic controllers speak?
- Why are there different words in English for some animals and their meat?
- How many languages can you name? Where are they spoken?



**5 Speak and ✓.**

Say these words. Which ones do you think sound like their meanings?



cuckoo \_\_\_



hiss \_\_\_



bubble \_\_\_



cough \_\_\_



blob \_\_\_

**6 Think about it.**

Name one or two new facts that you have just learned about English.  
What did you already know? Did anything in the text surprise you?  
What is your mother tongue? What word describes English and you?

- first language
- second language
- learner



## 1 Listen and say.

1 You can't make a turtle come out,  
You can't make a turtle come out,  
You can coax him or call him  
or shake him or shout,  
But you can't make a turtle come out,  
come out,  
You can't make a turtle come out.

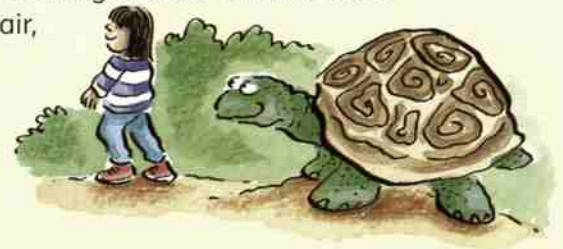
2 If he wants to stay in his shell,  
If he wants to stay in his shell,  
You can knock on the door,  
but you can't ring the bell,  
And ...

3 So you'll have to patiently wait,  
So you'll have to patiently wait.  
And when he gets ready, he'll open  
the gate,  
But ...



4 Be kind to your four-footed friends,  
Be kind to your four-footed friends,  
A poke makes a turtle  
retreat at both ends,  
And ...

5 And when you forget that he's there,  
And when you forget that he's there,  
He'll be walking around with his head  
in the air,  
But ...



## 2 Listen and match.

Thanks for everything.

I've really enjoyed knowing you.

Take care of yourself!

What are your plans for the holidays?

Have a good holiday.

Don't forget to send a postcard.

Come and see me when you have the chance.

See you next year.

Thanks. You too.

Don't worry. I won't.

I haven't got any plans yet.

Yes! See you!

Thanks. I'll do that.

That's okay.

Don't worry. I'll be fine.

Me too!



# Aesop's fables

These are two of Aesop's fables. Read them and match them to these morals.

Moral: People who are too proud may be sorry later.

Moral: If you try hard enough, you may find you can do something that at first seems very difficult.

Moral: Beware of people who say nice things which they do not mean.

## The raven and the jug

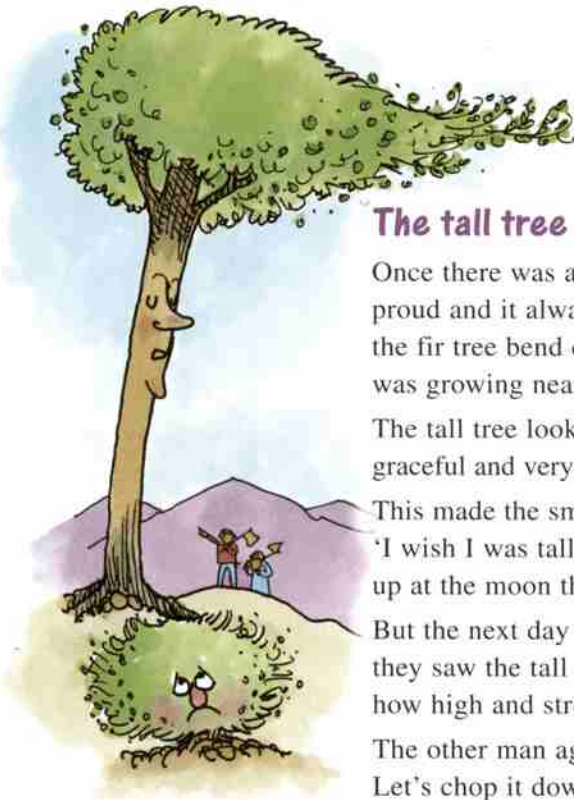
A big, black raven wanted a drink. 'I wish I had a drink,' she was thinking, when she suddenly saw a big jug with water at the bottom.

But she couldn't reach the water. 'What can I do?' she wondered.

'I know,' she said. 'I shall put some stones in the jug. Then the water will come up to the top.'

So she flew off, and after a time she came back with a stone. When she put it in the jug, the water rose a little. Then she brought another stone and put it in and the water rose a little more. She put more and more stones in until the water came up to the top of the jug.

'Now I can reach the water,' said the raven. 'And at last I can have a drink.' So she had a very long drink indeed.



## The tall tree and the small bush

Once there was a tall tree high on a hill top. This tall tree stood high and proud and it always looked up at the sky. One day the wind came and made the fir tree bend down. For the first time the tall tree saw a small bush, which was growing near by.

The tall tree looked at the small bush and said, 'Look at me. I am tall, strong, graceful and very beautiful. What good are you? You are small, ugly and untidy.'

This made the small bush very unhappy because it knew the tall tree was right. 'I wish I was tall, strong, graceful and beautiful too,' it thought as it looked up at the moon that night.

But the next day some men came up the hill. They were carrying axes. When they saw the tall tree, one said to the other, 'This is a beautiful tall tree. Look how high and strong it is.'

The other man agreed. 'Yes, it is. It would make a wonderful new house. Let's chop it down!'

'Oh dear, cried the tall tree,' as it started to fall. 'I wish I was a small bush. Then the men would not have cut me down.'



# Grammar round-up

## 1 Present perfect and past simple

We've had this house for ten years.



Has he ever washed the windows?

Yes, but he's never painted it.



She had a car four years ago.  
She only cleaned it once.

## 2 Present simple and present continuous

We clean our house every day.  
They never clean their house.

Today I'm sweeping the floor  
and she's making the beds.



I'm watering the garden  
and she's planting a tree.



## 3 Past continuous

I was washing the clothes when I saw smoke.

What were you doing?

I was climbing a tree.



I was sleeping when our stove  
exploded. She was mowing the lawn.



## 4 Past perfect

After their stove had exploded ...  
... we called the fire department!

He hadn't turned the stove  
off before he went to bed!



I'm sorry!

## 5 Present perfect continuous

He has been making  
that noise for a week!



How long have you been  
working on that roof?



She hasn't been helping!

He has been working  
up there since Friday.





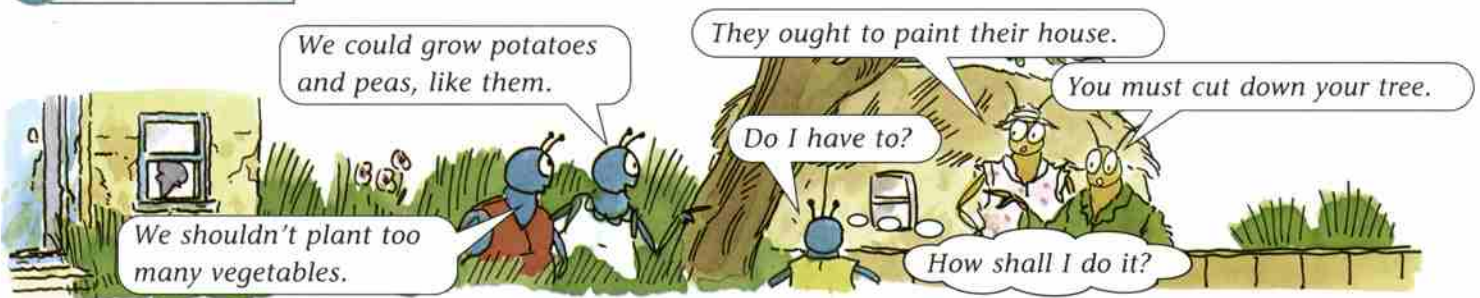
## 6 Present continuous passive



## 7 'going to' and 'will' future



## 8 Modal verbs



## 9 Defining relative clauses





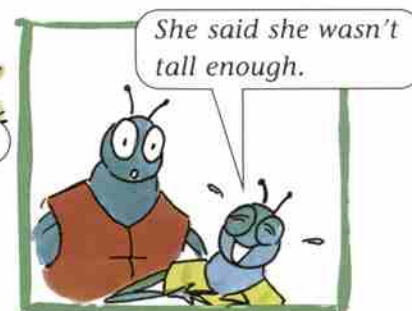
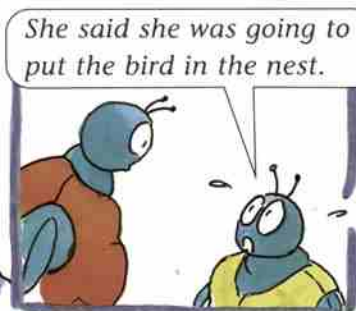
### 10 First conditional



### 11 Non-defining relative clauses



### 12 Reported speech



### 13 Present perfect passive





## 14 Reported speech

You were with Alice today!  
What did you talk about?

She asked me why  
animals were dying.

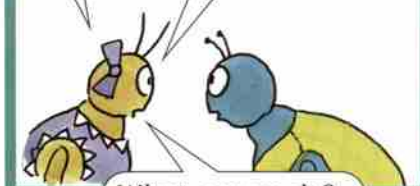
She asked what I knew  
about pollution.

We asked what we could do!



Why are so many animals dying?

What do you know about pollution?



What can we do?

## 15 Third conditional

What would have happened if  
we hadn't moved to the city?

If we had stayed in the country,  
we wouldn't be so unhappy.



Would we be friends if we hadn't moved?

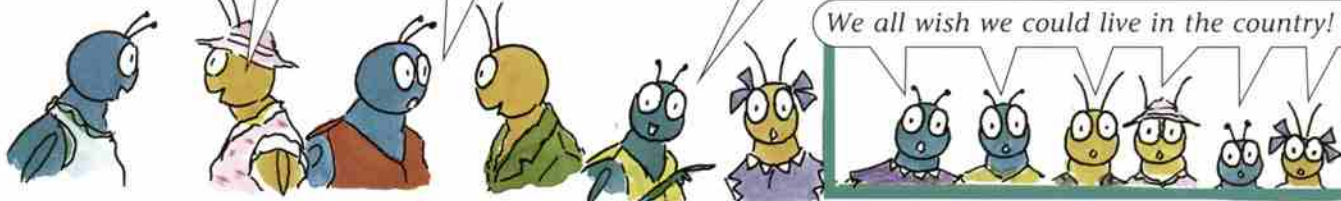
## 16 Wish

I wish we could be friends.

Don't you wish we could  
all work together?

She wishes she didn't live in the city!

We all wish we could live in the country!



## 17 Future passive

Who will the work be done by?

The painting won't be done by your  
dad. It will be done by my dad!

The mowing will be  
done by my dad!

Will the washing up be done  
by Jeremy and Alice?





# Irregular verbs list

<b>Infinitive</b>	<b>Past simple</b>	<b>Past participle</b>
beat	beat	beaten
burst	burst	burst
freeze	froze	frozen
hurt	hurt	hurt
keep	kept	kept
meet	met	met
rise	rose	risen
send	sent	sent
shake	shook	shaken
spend	spent	spent
sting	stung	stung
swim	swam	swum

# Word list

These words appear in Pupil's Book 6 in addition to the words on the dictionary pages.

## Unit 1

aeroplane  
Amman  
Disneyland  
Jordan  
met  
parcel  
receive  
sign (n)  
visitor

## Unit 2

ancient  
Blue Nile  
craft (n)  
Ethiopia  
flax  
growing  
Khartoum  
leeks  
linen  
Memphis  
onions  
oxen  
plaits  
plough (n)  
ploughing  
pomegranates  
poor  
rich  
sandals  
scribe  
shaved  
still (adv)  
Thebes  
trade  
Uganda  
White Nile

## Unit 3

Boston  
burst (v)  
calmly  
congratulations  
downtown  
enormous  
explode  
explosion  
flow (v)  
gently  
huge  
injure  
lamp-post  
massive  
nightmare  
pad (n)  
press (v)  
really  
sticky  
terrible  
terrific  
tin  
tragedy  
treacle

## Unit 4

Argentina  
author  
beetle  
believe  
boy  
brilliant  
cabin  
captain  
century  
cowboys  
discover  
Dubai  
expedition  
explorer  
extremely  
gauchos  
Iran  
Lake Victoria  
naturalist  
octopus  
porpoise  
Portuguese  
route  
seasickness  
Seeds  
share (v)  
Silk Road  
source (n)  
strange  
Tropics  
Turkey  
turtle  
until  
voyage  
wonderful  
writer

## Unit 5

breathe  
exercise (n)  
exercise (v)  
important  
jogging  
keeping fit  
muscles  
nearly  
rowing  
scrubbing  
shoulder  
sneeze  
spend (time)  
stretching  
unwell  
volleyball

## Unit 6

award  
bravery  
chase (v)  
fix (v)  
light bulb  
mend  
mournful  
prey (n)  
repair  
save  
serious  
shadow  
shy  
spring (v)  
yawn (v)



**Unit 7**

a.m  
acrobat  
cost (n)  
expect  
idea  
litter (n)  
packed lunch  
seal (n)  
special  
spending money  
suppose  
tease (v)

**Unit 8**

battery powered  
chart  
chemical  
container  
cut down on  
drip (v)  
environment  
environment  
graph  
per cent  
plant (v)  
pollution  
refillable  
report  
re-usable  
solar  
survey  
throwaway  
tram  
type (n)  
waste (n)

**Unit 9**

astronaut  
backwards  
controls  
Dutch  
experience  
forwards  
gravity  
invent  
inventor  
mathematician  
method  
painful  
pendulum  
personal (computer)  
power (v)  
rise (v)  
rooster  
rotor  
sideways  
smash (v)  
steam engine  
straight up/down

**Unit 10**

body-building  
boil (v)  
comfortably  
diet (n)  
energy  
fresh  
fried  
harm (v)  
headache  
junk (adj)  
massage  
normally  
overweight  
packet  
pant (v/n)  
plenty  
react  
relax  
relieve  
sensible  
steamed  
stress (n)  
tense (adj)  
vitamins  
worried

**Unit 11**

Arctic  
bamboo  
bark (n)  
brain  
crane  
creature  
Crete  
drawer  
endangered  
entertaining  
extinct  
flamingo  
free  
ground (v)  
habitat  
herbs  
holiday maker  
ivory  
jade  
jumbo jet  
landscape  
Mediterranean  
pollution  
prepare  
recently  
rediscover  
regret  
reptile  
rhino  
scholar  
tons  
trap  
tuna  
unusual



**Unit 12**

adobe  
apartment  
breeze  
Brunei  
Dead Sea  
flood (v)  
Great Britain  
greenland  
houseboat  
igloo  
Lapland  
merchant  
nomad  
parlour  
reflect  
scarce  
skis  
stilts  
Sultan  
thirsty  
wallet

**Unit 13**

a bit later  
bracelet  
code  
diamond  
emerald  
in spite of  
Indian Ocean  
iron pyrites  
Madagascar  
magnificent  
message  
mine (v)  
nightfall  
pirates  
quantity  
raid (v)  
rob  
silver  
skill  
treasure  
turquoise  
value (v)  
vase  
wreck

**Unit 14**

(for song) sadine  
Antarctic ocean  
attack (v)  
compared to  
edible  
enemy  
fresh water  
jellyfish  
spill  
squid  
sting (v)  
swift (adv)  
tentacles  
threat  
unintelligent

**Unit 15**

asteroid  
big numbers  
burn (v)  
comet  
control (v)  
crush (v)  
drown  
earthquake  
evidence  
flood (n)  
fossil  
frozen  
names of dinosaurs  
poison (v)  
shock  
spike  
theory  
tidal wave

**Unit 16**

airy  
burrow (v)  
chat (v)  
disagree  
foreign  
lark  
merry  
Olympics  
popcorn  
rumbly  
settle (v)  
spots  
waterski  
will (n)  
wind (v)

**Unit 17**

agriculture  
automatic  
beam (v)  
computer chip  
empty (v)  
gigantic  
injection  
lawn  
replace  
satellite  
uncomfortable  
voice-operated  
walkway  
warning (n)

**Unit 18**

(for poem) coax  
beef  
mail (n)  
mutton  
official  
patiently  
poke (n)  
pop music  
retreat (v)  
vocabulary





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