

Way Ahead

A Foundation Course in English

Pupil's Book

6



Printha Ellis
Mary Bowen

New Edition

Way Ahead

A Foundation Course in English

Pupil's Book

6



Mary Bowen

Printha Ellis

New Edition

Scope and sequence

All units practise skills in reading, writing, listening and speaking based around particular structures and vocabulary. Specific study skills are listed separately.

Unit	Vocabulary	Study skills	
1 Have you ever had a key pal? Pages 4–9	Sally has received an email. It arrived this morning. Have you ever been there? How often do you read English? He's thirteen and he has brown curly hair.	receive, Jordan, Amman, visitor, parcel Disneyland, aeroplane sign (n.), meet	spelling: write words correctly word building: make adjectives from nouns
2 People from long ago Pages 10–15	The man and the woman are poor. Most people could not read or write. The White Nile begins in Uganda. Can you please tell me ...?	poor, sandals, ploughing, plough, oxen, rich, growing, plaits (n.) shaved, flax, linen, onions, leeks, pomegranates, trade, craft, scribe, ancient, still (adv.) Uganda, Ethiopia, Khartoum, Thebes, Memphis	take notes: from a short paragraph spelling: silent letters
3 The Terrible Treacle Flood Pages 16–21	Alex was walking along a street in Boston, when he saw a lorry. First, Sally sent for help. A terrible thing happened ... Really? What happened?	nightmare, Boston, enormous, tin, treacle, explosion, huge, burst, lamp-post, massive, injure, tragedy explode, sticky pad, press, calmly, gently terrible, downtown, flow, really, congratulations, terrific	order text: to match pictures vocabulary: match words to make phrases
4 Famous explorers, travellers and writers Pages 22–27	He wrote a book which described ... Before the end of the thirteenth century, Marco Polo had travelled ... Where had the captain put ...	explorer, Silk Road, author, until, route, century, believe, expedition, discover, wonderful Portuguese, Iran, Turkey voyage, strange, share, captain, cabin boy, beetle, naturalist, Tropics, extremely, seasickness, octopus	correct marked errors: word order find and correct errors: word order, spelling vocabulary: match opposites
5 What sports do you do? Pages 28–33	I've been playing basketball for three years. I run every day. Have you been playing football? Exercise is important for your muscles.	volleyball, spend important, exercise, muscles, breathe, keep fit, rowing, jogging, scrubbing stretching, sneeze, shoulder, unwell	word building: add suffixes vocabulary: match words to definitions and use in sentences
6 In the news Pages 34–39	Every year, prizes are given ... Linda is being awarded first prize. Is he being given a lucky number? She was being chased ... when she fell.	award, bravery, save, repair, fix shy, serious, light bulb, mend, chase (v.) yawn (v.), mournful, prey (n.), spring (v.), shadow	take notes: from a 2-paragraph text vocabulary: match words to make phrases use phrases in context
7 Where shall we go? Pages 40–45	Why don't we go to the zoo? Good idea! I'd rather go to the park. Do not feed the animals. I'm going to go home at ... I'll see you tomorrow.	suppose, acrobat spending money, packed lunch, p.m., cost (n.), idea tease, special, seal, litter	correct marked errors: verb conjugations find and correct errors: verb conjugation, spelling, word order spelling: words ending <i>ght</i>
8 How 'green' is your school? Pages 46–51	We should do a survey. What shall we do after that? What should we do? We ought to ... You could make a ...	pollution, waste (n.), survey, report, graph, chart throwaway, refillable, battery, powered, solar, tram, re-usable, container type (n.), chemical, cut down on, environment, drip (v.) plant (v.)	word building: add suffixes to words and use in context pronunciation: find rhyming words
9 Inventors and inventions Pages 52–57	Isaac Newton was an English mathematician who discovered gravity ... I'm thinking of someone who ... Can you think of something which ...?	mathematician, inventor, invent, steam engine, power (v.), method, rooster, gravity, painful Dutch, personal computer, pendulum forwards, backwards, straight up/down, sideways, rotor, rise (v.) controls	order text: to match pictures vocabulary: find opposites

10 Food and health Pages 58–63

If you exercise hard, you will need to drink ...
If you didn't eat so much chocolate, you would lose weight.

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

take notes: in a diagrammatic form
pronunciation: find rhyming words

11 Endangered animals Pages 64–69

The Arctic fox, which lives in northern countries, has two coats.
I think hunting animals is bad.

endangered, ivory, Arctic, tons, tuna, trap, brain reptile, bamboo, holiday maker, flamingo, pollution, rhino, seal recently, extinct, scholar, jade, herbs, bark, crane, landscape creature, free, regret, jumbo jet

word building: find the base word and the suffix
spelling: make words ending ght
vocabulary: match words to definitions

12 Clothing and houses Pages 70–75

He told me it was very cold in Greenland.
He told me to bring a coat.
Houses have steep roofs so that snow can slide off.

Lapland, skis, Greenland, Great Britain, parka, robe, sandals reflect, scarce, stilts, flood, igloo, nomad, breeze, adobe merchant, parlour, Brunei, Sultan, houseboat, apartment

correct marked errors: irregular plurals
find and correct errors: plurals, conjugation word order
vocabulary: match words to make phrases

13 Looking for buried treasures Pages 76–81

Diamonds have been used for rings.
Are you sure?
I think you're right.

treasure, vase, turquoise, emerald, silver, value, iron pyrites, diamonds, mine, bracelet rob, code, in spite of, quantity raid, Madagascar, magnificent wreck, nightfall, a bit later, skull

order text: number paragraphs
vocabulary: find opposites

14 Oceans and seas Pages 82–87

The teacher asked the children what they knew about oceans.
Like starfish, jellyfish are ...

Antarctic Ocean, per cent, threat, wildlife, spill, pollute unintelligent, jellyfish, tentacle, sting, fresh water, squid, enemy, attack, edible, compared to sardine

word building: identify base words
put words in context
spelling: silent letters

15 Why the dinosaurs disappeared Pages 88–93

If an asteroid had hit Earth, it would have killed the dinosaurs.
If Diplodocus had not had a long neck, it could not have eaten from tall trees.

crush, poison, frozen, burn, suggest, fossil, comet, asteroid earthquake, tidal wave, evidence, theory, shook, control, spike names of dinosaurs big numbers

take notes: from a 4-paragraph text
rewrite, using notes
word building: make adjectives from nouns

16 I wish ... Pages 94–99

I wish I could go to the Olympics.
Don't you wish you had some ice cream?

Olympics, spots wind (v.), merry, foreign, popcorn waterski, disagree

find and correct errors: in syntax, spelling and grammar
spelling: silent letters
vocabulary: match words to definitions

17 Looking into the future Pages 100–105

Lessons will be beamed by satellite.
I still remember visiting Space Station Earth III.

automatic, replace, beam, satellite injection, voice-operated, computer chip, walkway warning, gigantic, agriculture, uncomfortable lawn

text structure: find paragraphs title paragraphs
word building: add suffixes to base words

18 What did they say? Pages 106–111

revision

beef, mutton, mail, official, semi-official, vocabulary, pop music, coax, patiently, poke, retreat

find and correct errors: in syntax, spelling and grammar
spelling: silent letters
vocabulary: match words to definitions

Grammar round-up Pages 112–115

Irregular verbs list Page 116

Word list Pages 117–120

1 Have you ever had a key pal?

1 Think about it.

Look at these maps. Have you ever had an email from any of these countries?



Jordan



UK



USA



China



Australia



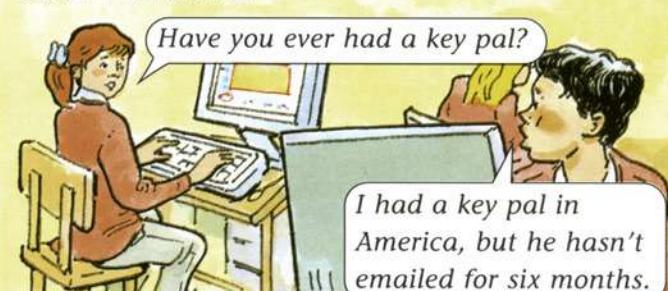
Canada

2 Listen and read.

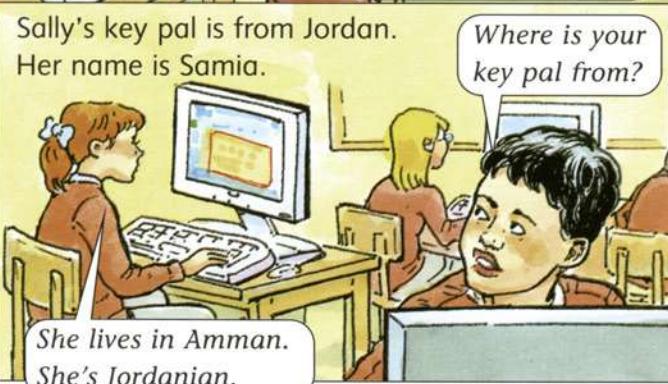
Sally and Joe are in the school computer room. Sally has received an email from her key pal.



Joe had a key pal in America, but now he doesn't have one.



Sally's key pal is from Jordan. Her name is Samia.



Sally has a picture of Samia and her brother, Ali.



3 Ask and answer.

Have you ever had a key pal from another country? Where?



a key pal



a visitor



a parcel



a postcard



a letter



1 Read Sally's email from Samia.

New

Send

Retrieve

Addresses

Attach file

holiday_pic.jpg

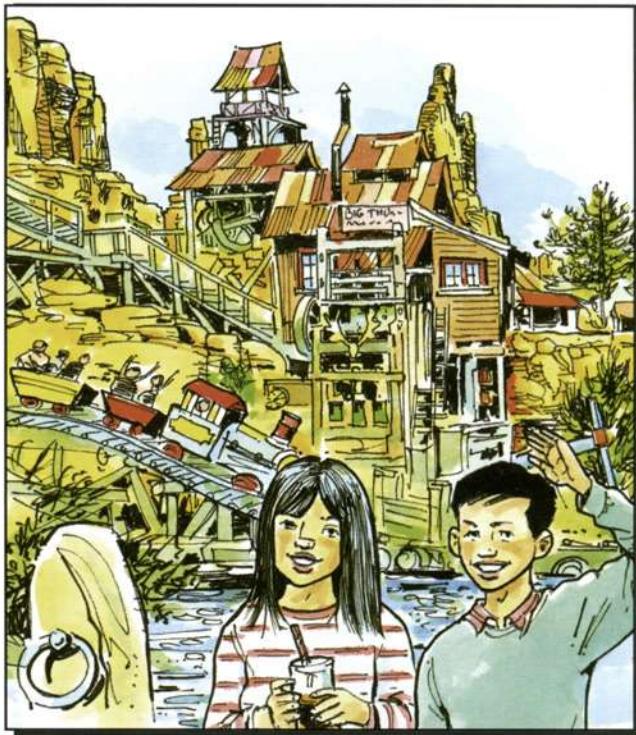
Dear Sally,

Thank you for your email and the photograph of your family. I have a brother, too. His name is Ali. I've attached a photo to this email. I took it in Disneyland Paris. Have you ever been there? We went last year. We flew from Amman to Paris and we stayed in a Disney Hotel.

There were a lot of rides in Disneyland. Some were quite frightening! The ride in the picture is called Big Thunder Mountain. It's a roller coaster. Ali didn't like it very much, but I loved it.

Have you received a parcel from me yet? It's a present from Disneyland. I hope you like it. Please email soon.

Your friend,
Samia



2 Look, ask and answer.

Here are four questions about Sally's email. How many more can you ask and answer?

- 1 Has Ali ever been on an aeroplane?
- 2 When did they go to Disneyland Paris?
- 3 Was the roller coaster frightening?
- 4 Did Ali like it?

3 Look and write.

have or has + past participle

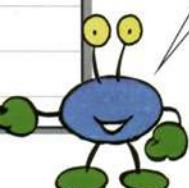
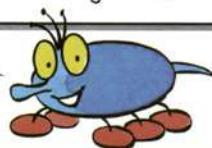


present perfect and past simple

I have had a key pal since last year.
I have never seen her.
He had a key pal two years ago.
He only wrote one letter.

Look at these words.

Learn your irregular verbs!



1**Read and circle.**

English and you!

How often ...	Never	Sometimes	Often
---------------	-------	-----------	-------

... do you read English books?



... do you watch television in English?



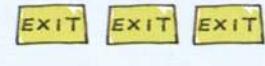
... do you listen to English songs?



... do you speak English with friends?



... do you see signs in English?



... do you see English newspapers?



... do you watch films in English?

**2****Talk about English and you.****3****Listen and speak.**

Listen to Sally and Joe. What are they saying? Can you remember?

A

Have you met the new boy?

His name is James. He's nice.

**B**

Have you seen this video?



1 Listen and speak.

climbed

liked

needed

called

stopped

wanted

stayed

asked

visited

received

looked

shouted

2 Listen and find.

Look at these photographs and listen to Mark and Amy. Who are their key pals?



Name: Karl
Age: 12
Country: Germany



Name: Sonia
Age: 12
Country: Morocco



Name: Louise
Age: 13
Country: Australia



Name: Jean
Age: 11
Country: England



Name: Bill
Age: 13
Country: USA



Name: Samia
Age: 12
Country: Egypt

3 Find, say and write.

Choose a key pal from above. Talk about him or her. Then write a short description.



Messages and codes

People have always sent messages in different ways. They have used fire and birds. They have used ships and horses. They have used letters and telephones, radios and computers.

Early Egyptians wrote using picture letters called hieroglyphs. There were over 700 of these letters. Some stood for whole words.

1 For example,  is the hieroglyph for 'life'

2 and  is the hieroglyph for 'stone'.



In America the first messages were smoke signals. These were good for short messages.

American Indians also wrote using pictures. Each picture = a word.

3 For example,  means 'morning' and 4  means 'night'.

5  is a 'lake' and 6  is a 'river'.

7  means 'meeting' and 8  means 'talk'.

Now, can you read this message?

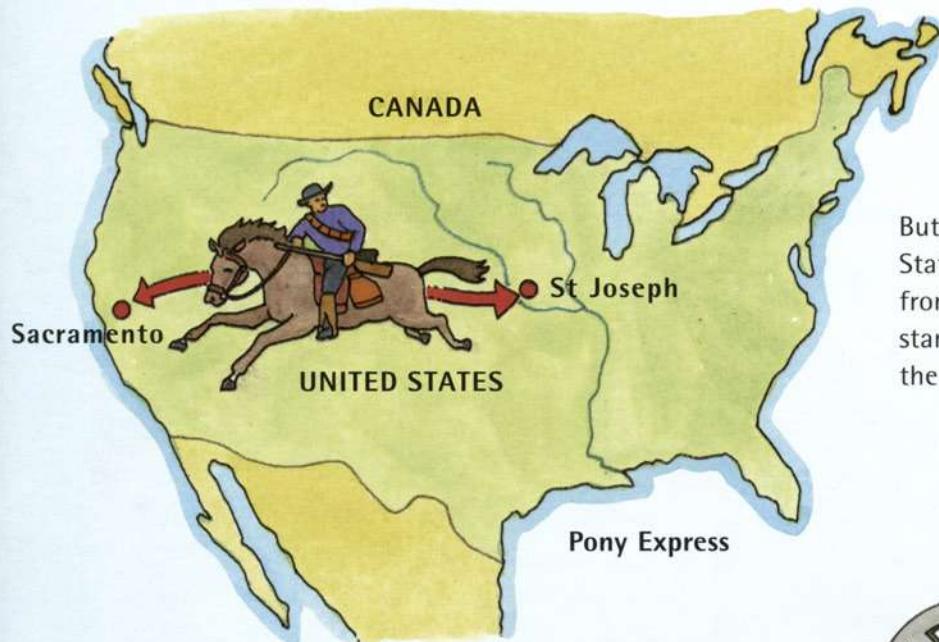


Answer: Meeting tonight by the lake.

People have written letters for centuries. But letters are slow. Pigeons could carry long messages and they were fast. This was called 'pigeon post'.



pigeon post

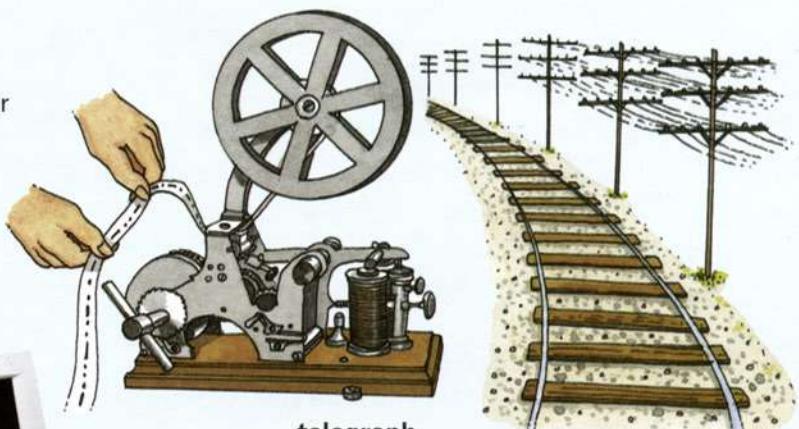


Pony Express

Then came the first telegraph line. Two days later the Pony Express stopped.

Samuel Morse invented a code in 1837 to carry messages. Morse code travelled along a telegraph wire. Morse code uses dots and dashes for letters. For example

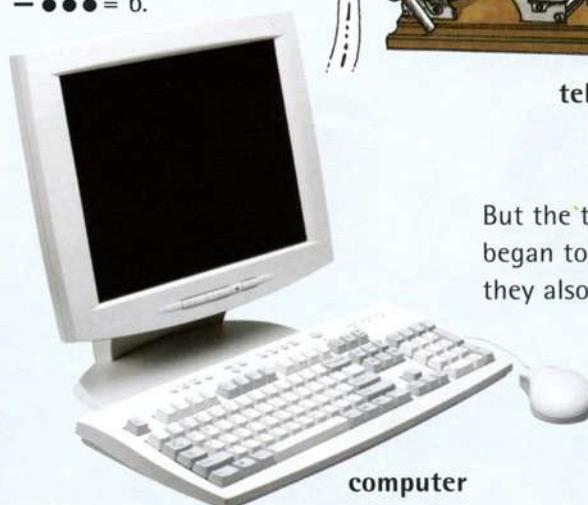
• — = a and — • • = b.



telegraph



telephone



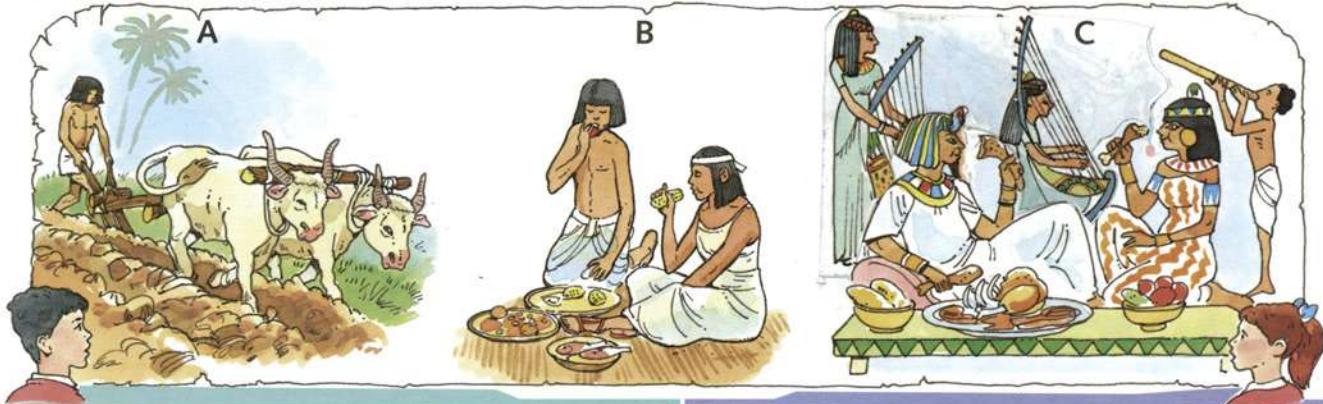
computer

But the telegraph has not lasted. People began to use telephones instead, and now they also use faxes and computers.

2 People from long ago

1 Listen, read and match.

Sally and Joe are looking at a book about people from long ago. They are talking about these pictures. Which people are they talking about?



1 I think the man and woman in the middle are poor people. Look at their clothes! The man is wearing a kind of short skirt. The woman is wearing a long dress and sandals.

3 I think the man on the left is a farmer and he's ploughing. He's using oxen and a wooden plough. He's growing wheat for bread.

2 And they don't have chairs. They are sitting on the floor and eating with their fingers. They aren't eating any meat. They are eating fish, vegetables and bread.

4 The people on the right are rich. Their clothes are bright colours. They are eating meat and there are cakes and bowls of fruit. Some men and women are playing music.

2 Talk about these people from the picture.

● Who are they? ● What are they wearing? ● What are they doing?



3 Think about it.

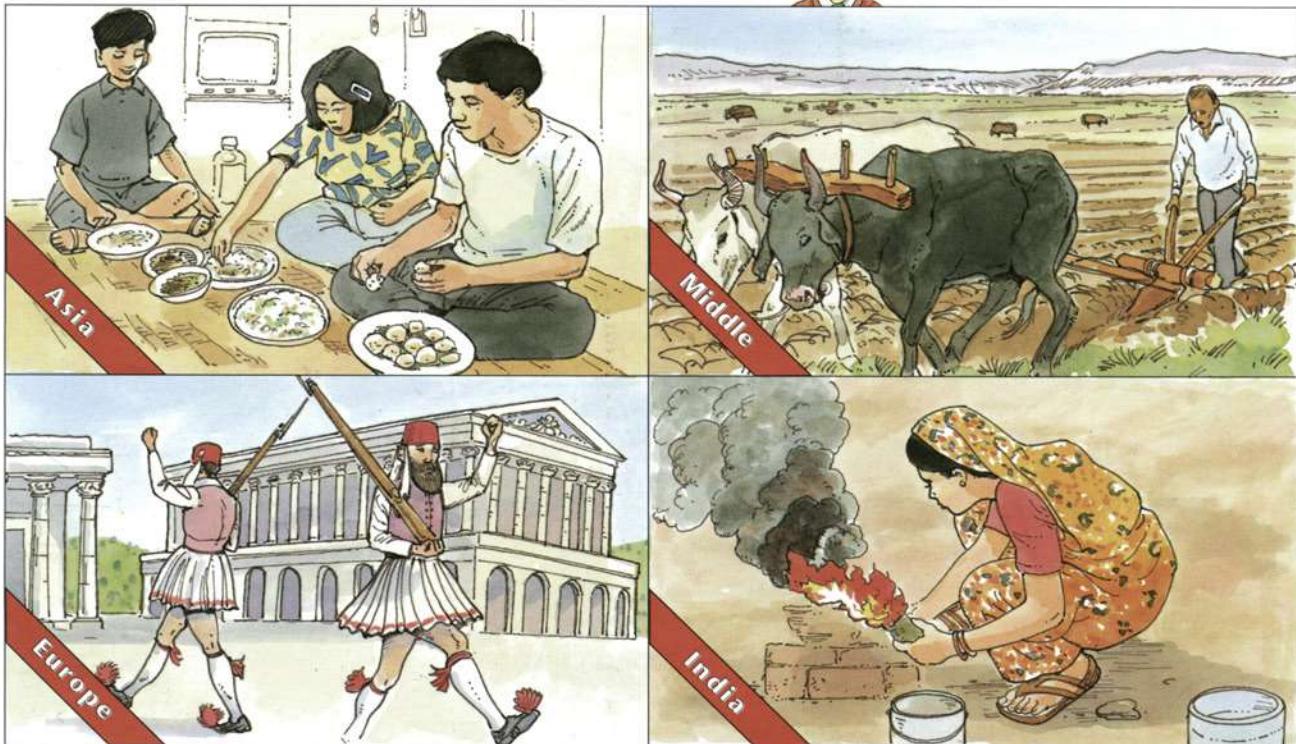
These pictures were drawn by people long ago. What do you think the people are doing?



1 Look and say.

In some places people still use wooden ploughs and oxen. What do these people still do?

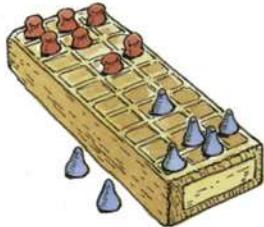
In some places in Asia, people still ...



2 Think about it. What do these look like?



A



B



C



D



E

3 Listen to the tape. Were you right?

Now choose one of the pictures above and talk about it. Then draw it and write about it.

4 Look and write.

am, is or are + verb/ing



present simple and present continuous

Look at this word.



They eat bread, fish and vegetables.

Now they are eating fish and bread.

They are not eating vegetables.



1**Look, say and find.**

Look at the pictures. What are you going to read about? Find two things children used to do in Ancient Egypt.

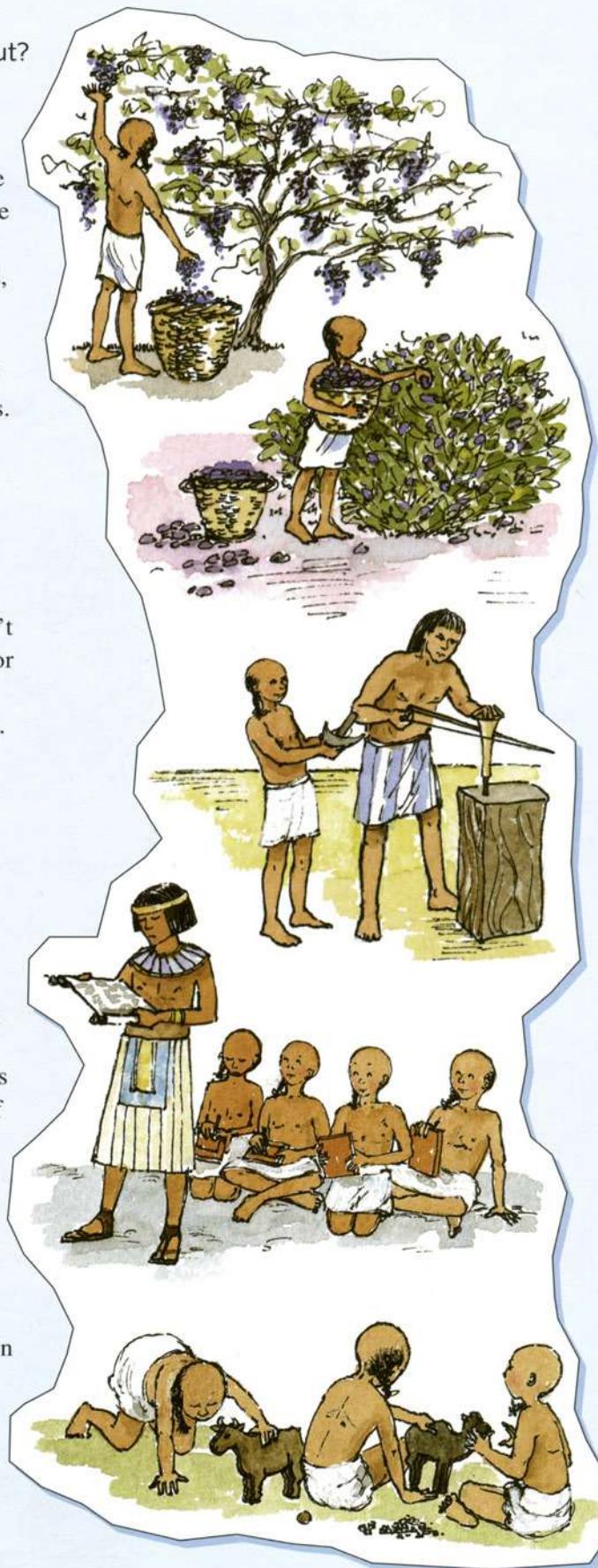
The life of a child in ancient Egypt was very different in many ways. Most children had a long plait on the right side of their shaved heads. Many of them lived on farms because most Egyptians were farmers. Their parents grew flax for making linen and wheat for bread. They also grew vegetables, such as onions, leeks, lettuce and many kinds of beans.

They used to grow fruit too: figs, dates, pomegranates and grapes. So most children ate fish and vegetables, bread and fruit. Only rich children used to eat meat, biscuits and cakes.

Most people could not read or write. Usually children didn't go to school. Instead, parents taught their children a trade or craft. A farmer's child learned to farm; a carpenter's child learned to make furniture; a painter's child learned to paint. Some boys went to school and became scribes. Scribes learned to write.

We know that Egyptian children didn't have pocket money. This is because ancient Egyptians didn't have money. But children had toys and played games. They played with balls and spinning tops as well as dolls and toy animals. Most of their toys were made of wood.

Of course, the life of a child is very different today. Children don't usually shave their heads! Now many children live in large cities like Cairo and Alexandria. But some still live on farms. Children go to school, but they still play with toys. Are their toys still made of wood?



2**Read and choose.**

Which title do you like best?

- Children in Egypt
- Egyptian children now and long ago

- Ancient Egypt
- An Egyptian child

Which picture do you like best?

- the farm or the city?
- school long ago or school now?

**3****Read and find ...**

... the names of two cities.



... the names of vegetables.



... the names of fruit.

4**Can you remember?**

Complete these sentences.

Most Egyptians _____ farmers.

Some boys _____ to school.

Many parents _____ their children a trade or craft.

Children _____ toys.

Scribes _____.

5**Say why ...**

- ... most people couldn't read or write.
- ... many children lived on farms.

- ... children didn't have pocket money.
- ... farmers grew flax and wheat.

6**Answer these questions.**

- What didn't most children eat?
- What did a scribe learn to do?
- Do children still have wooden toys?

- What did a painter's child learn to do?
- Do children still shave their heads?

7**Talk about it.**

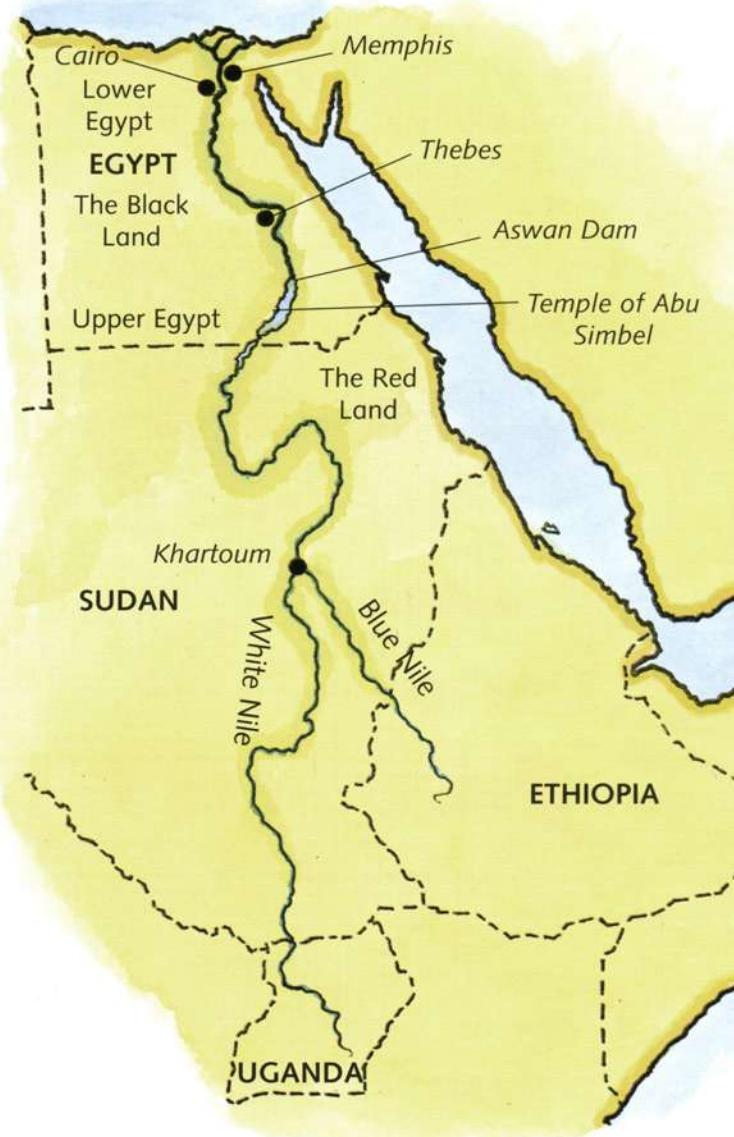
Talk about a child's life in ancient Egypt. What did they do? What was the same? What was good? What was bad?

The Nile – the longest river in the world

1 Listen and point. Listen and tick ✓.

- 1 The White Nile and Blue Nile meet near
Uganda Ethiopia Khartoum
- 2 The old capital of Egypt was
Thebes Memphis Cairo
- 3 The Red Land is a
desert river valley

Mediterranean Sea



2 Listen and say.

Nile Song

A vast lake lies beneath Ugandan skies,
Sunlight streaming, ruffled water gleaming
The journey begins far from the sea.

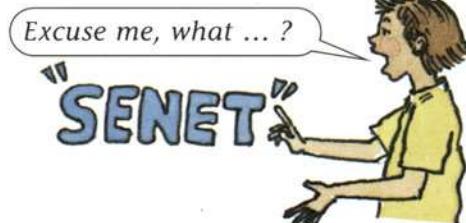
The broad river flows past shady orange groves,
White sails flashing, wooden paddles splashing,
The journey goes on towards the sea.

Channels make a fan and spread across the land,
Farmers cutting, chickens strutting,
The journey ends beside the sea.

3 Listen and repeat.

eats	plays	watches
likes	stays	uses
stops	lives	
looks	grows	
wants	draws	

4 Listen to these children. What do they want to know?



The Morning Rush

**Into the bathroom,
Turn on the tap.
Wash away the sleepiness –
Splish! Splosh! Splash!**



**Into the bedroom,
Pull on your vest.
Quickly! Quickly!
Get yourself dressed.**



**Down to the kitchen.
No time to lose.
Gobble up your breakfast.
Put on your shoes.**



**Back to the bathroom.
Squeeze out the paste.
Brush, brush, brush your teeth.
No time to waste.**

**Look in the mirror.
Comb your hair.
Hurry, scurry, hurry, scurry,
Down the stairs.**

**Pick up your school bag
Up off the floor.
Grab your coat
And out through the door.**



John Foster



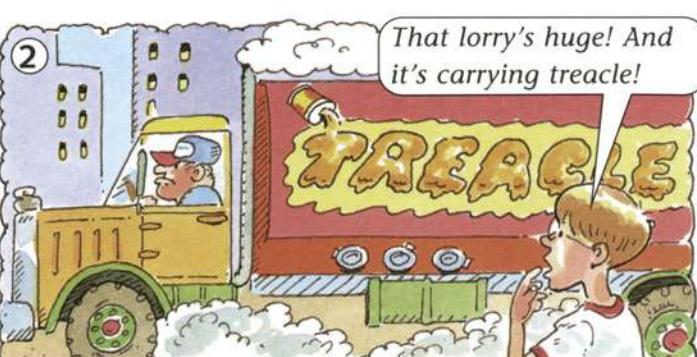
3 The Terrible Treacle Flood

1 Listen and read.

Last night Alex had a nightmare. He was visiting his cousin in America and ...



It was very early in the morning. Alex was walking along a street in Boston, when he saw a lorry. It was going very fast. The driver shouted at him.



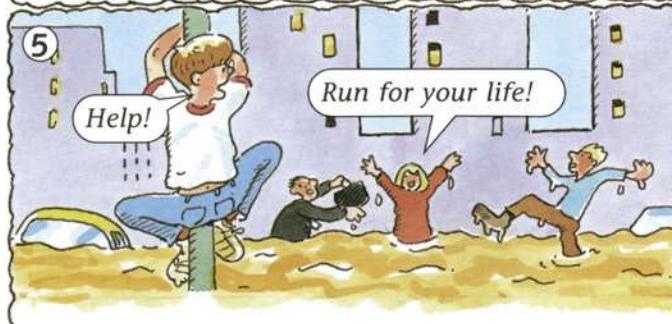
The lorry was enormous! It had a picture on the side. It was a tin of treacle.



Alex was just crossing Main Street when he heard a noise. It sounded like an explosion.



He looked around the corner. A huge river of treacle was coming towards him. The lorry had burst open.



Alex climbed a lamp-post. The massive brown wave was moving faster and faster. Later he read about it in the newspaper.

Treacle injures 21

A huge wave of treacle injured twenty-one people in Boston yesterday. The tragedy happened at 7.30 am, when many people were going to work. By 7.45 the treacle was travelling at 50 km/h. Helpers are needed to

2 Say three things about ...

... Alex.

... the lorry.

... the treacle.



1**Look and say.**

What were they doing when the lorry exploded?



Dan



Mr Tracy



Mrs Worth



Susie



Mr Jay



Miss Rose



Mrs Jones



Mr Brown

**2****Read Alex's story again and find ...**

... three words that mean 'big'.



... a word that means 'bad dream'.



... a noun which means 'something very bad'.

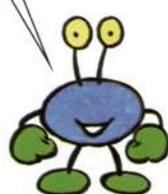
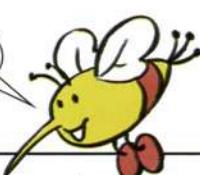


... what goes 'Kerboom!?

3**Think about it.**

Treacle is very sweet and sticky.

- Can you think of something else sweet and sticky?
- Why does the newspaper say 'Helpers are needed ...'?
- Do you like it?
- Do you think this is a true story?

4**Look and write.***was or were + verb/ing***past continuous***Past tense here.*I was walking down the street when I saw a lorry.He wasn't looking when the taxi hit him.What were they doing when the lorry exploded?Were you reading the newspaper when the lights went out?

1**Read and match.**

When a friend is hurt ...



Sally's friend, Zoe, was running when she fell and cut her hand badly on a stone. This is what Sally did. Match the sentences to the pictures.

1**2****3****4****5****6**

She put it on the cut and pressed gently. ____

She sent for help. ____

She sat Zoe down and held her hand up. ____

She borrowed a clean handkerchief to make a pad. ____

After five minutes a teacher arrived. ____

She talked to Zoe quietly and calmly. ____

2**Listen and say.**

Were you right? Listen and check. Tick ✓ these words when you hear them.

1 First ____ 2 Then ____ 3 Next ____ 4 After that ____ 5 Finally ____ 6 After five minutes ____

Now say what Sally did. Act it out with friends.



1**Listen and underline.**

Listen to this news report. Underline the important words.



A terrible thing happened in downtown Boston this morning. The tragedy occurred near Main Street, when many people were going to work. A large lorry, carrying a load of treacle, crashed into a lamp-post. Twenty-one people were injured when treacle flowed from the lorry. A visitor from Great Britain, Alex, saw everything. 'The lorry was very big and it was going much too fast. It nearly hit me. The driver was shouting at me when he turned the corner.'

2**Now you.**

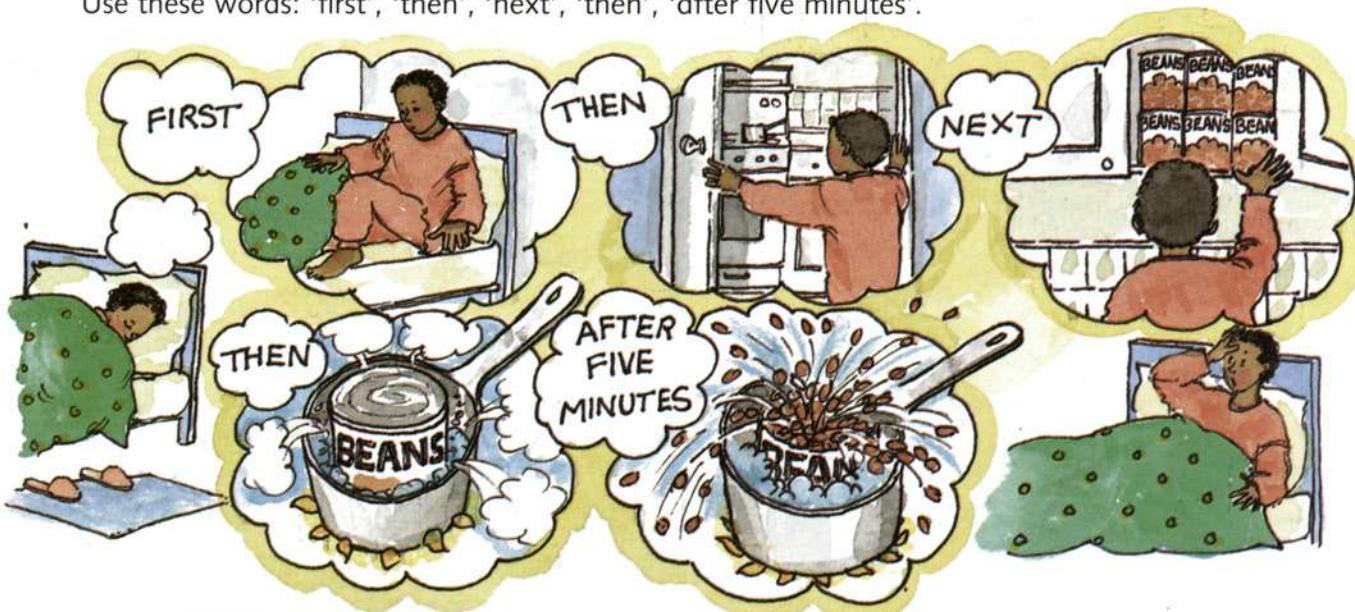
You and a friend are the television presenter and Alex. Read the news.

3**Listen and say.**

What do you say when you hear news? Listen and tick ✓.

Bad news Good newsReally? What happened? Great! Congratulations. How awful! Is she all right? Oh dear. I'm sorry to hear that. I didn't know that. That's terrific! **4****Look at Ben's dream and say what happened.**

Use these words: 'first', 'then', 'next', 'then', 'after five minutes'.



A party trick

The amazing match-box

What will happen? A coin will appear in an empty match-box.

What will you need? A small match-box

A coin



Get ready!

First open an empty match-box halfway and secretly put a coin inside the cover, between it and the end of the drawer.



Perform the trick.

1 Tell the audience about the trick.



I am going to make a coin appear in this match-box.

2 Hold the coin and match-box tightly. Show the box to the audience. Shake it and say it's empty.

Look! There is nothing in this box.



3 Close the drawer. The coin will fall into the match-box.



Now! I'm just going to wave this super wand ... and ...

4 Open the drawer and show the coin to the audience.

Look! Now there's a coin in the box.



CALCULATOR TALK

Do you know that your calculator can talk? No? Well, try this.

Enter the number 0.1289 into your machine and then multiply (x) it by 6. Turn the calculator upside down and the answer will read 'hELLO'. Could it be more friendly?

Do you want to know your calculator's name? If so, enter 227 and multiply by 34. When you turn it upside down, your calculator will give its name – 'BILL'.

Use your calculator to try to find answers to these questions.
(Don't forget to turn the calculator upside down to read the answers.)

- 1 The name of a famous oil company. _____ 5×15469
- 2 The name of another famous oil company. _____ $1 - 0.447$
- 3 Car engines need this. _____ $14137 - 13427$
- 4 A musical instrument. _____ 40×77
- 5 For putting on the fire. _____ $958 - 351$
- 6 Not feeling well. _____ 3×257

This is another calculator puzzle. Complete the following sentences.
(Don't forget to turn the calculator upside down to read the answers.)

- 1 The plural of goose is _____. 8×4417
- 2 Plants grow in _____. 5×1421
- 3 We have two _____. $2126 + 3511$, and horses have four.
- 4 John was stung by a _____. 13×26
- 5 Make sure that you _____. 4×1777 the water before making tea.
- 6 Firemen use a _____. 16×219 to put out fires.
- 7 Jack and Jill went up the _____. 14×551
- 8 Animals live in a _____. $4 \div 200$



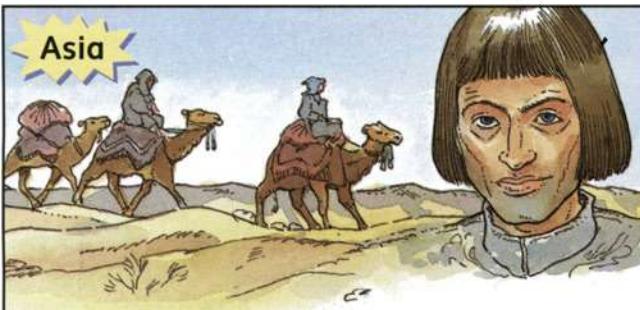
4 Famous explorers, travellers and writers

1 Listen and read.

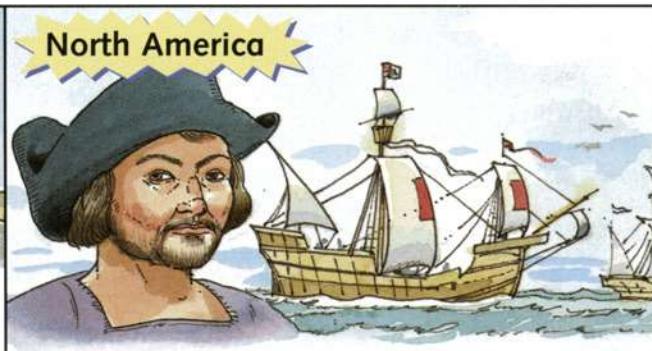


What are you reading?

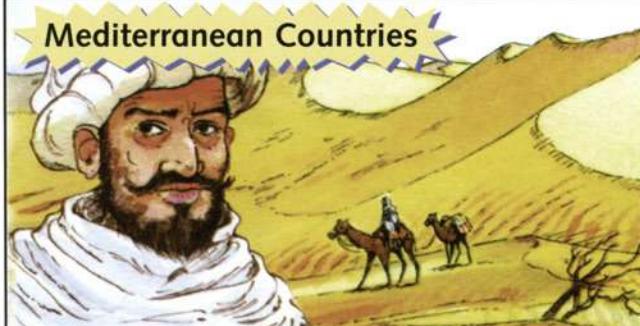
I'm reading about explorers. Look! It says
'By the end of the 19th century, explorers
had travelled over most of the world.'



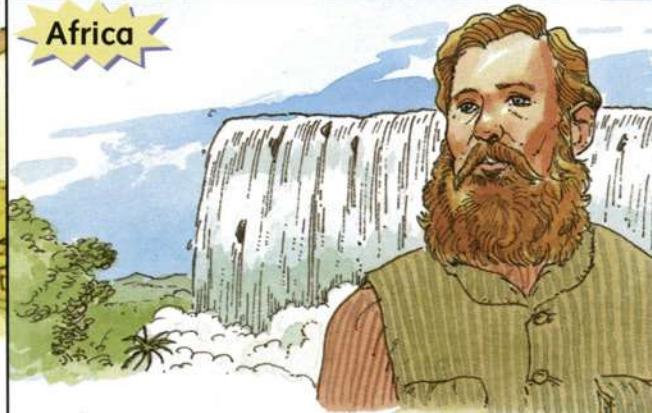
Asia
The Silk Road was an important land route to China from around 500 B.C. But no one had travelled from one end to the other until Marco Polo went to China in the 13th century. The journey took him four years. After he had returned to Italy, he wrote about his travels. No one believed him!



North America
By the end of the 15th century, many people still believed that the world was flat. But Christopher Columbus believed the Earth was round. In 1480 the Spanish King and Queen paid for an expedition. When Columbus reached land, he thought he had arrived in China. In fact, he had discovered North America!



Mediterranean Countries
Ibn Battuta was a great traveller and author. He started travelling in 1325, when he visited Mecca. He then travelled for 29 years and when he returned home he had covered 12,000 km. He wrote a book which described the wonderful countries he had visited.



Africa
John Speke was a British soldier. He had already made several journeys into central Africa before he discovered Lake Victoria in 1858. He believed that he had found the source of the Nile, and he was right.

2 Read, look and say.

What did Columbus and Speke believe? Were they right?

What did Marco Polo and Ibn Battuta write about? How long did their journeys take?





1 Look and say.

Make statements about these explorers. Then find their routes on the map.



Before the end of the 13th century the Italian explorer, Marco Polo, had travelled to China.

13th c.	Italian	Marco Polo	China
14th c.	Moroccan	Ibn Batuta	Mecca, Iran and Turkey
15th c.	Portuguese	Christopher Columbus	America
16th c.	Portuguese	Magellan	round the world
19th c.	British	John Speke	Lake Victoria, source of the Nile

2 Think about it.

Imagine you were an explorer. Where did you go? What did you see?

3 Look and write.



had + past participle

past perfect

Look at these words.



Past tense here.

After he had returned to Italy, he wrote about his travels.

He had made several journeys before he discovered Lake Victoria.

No one had travelled along the Silk Road until Marco Polo made the journey.

Hudson's voyage on the *Dolphin*

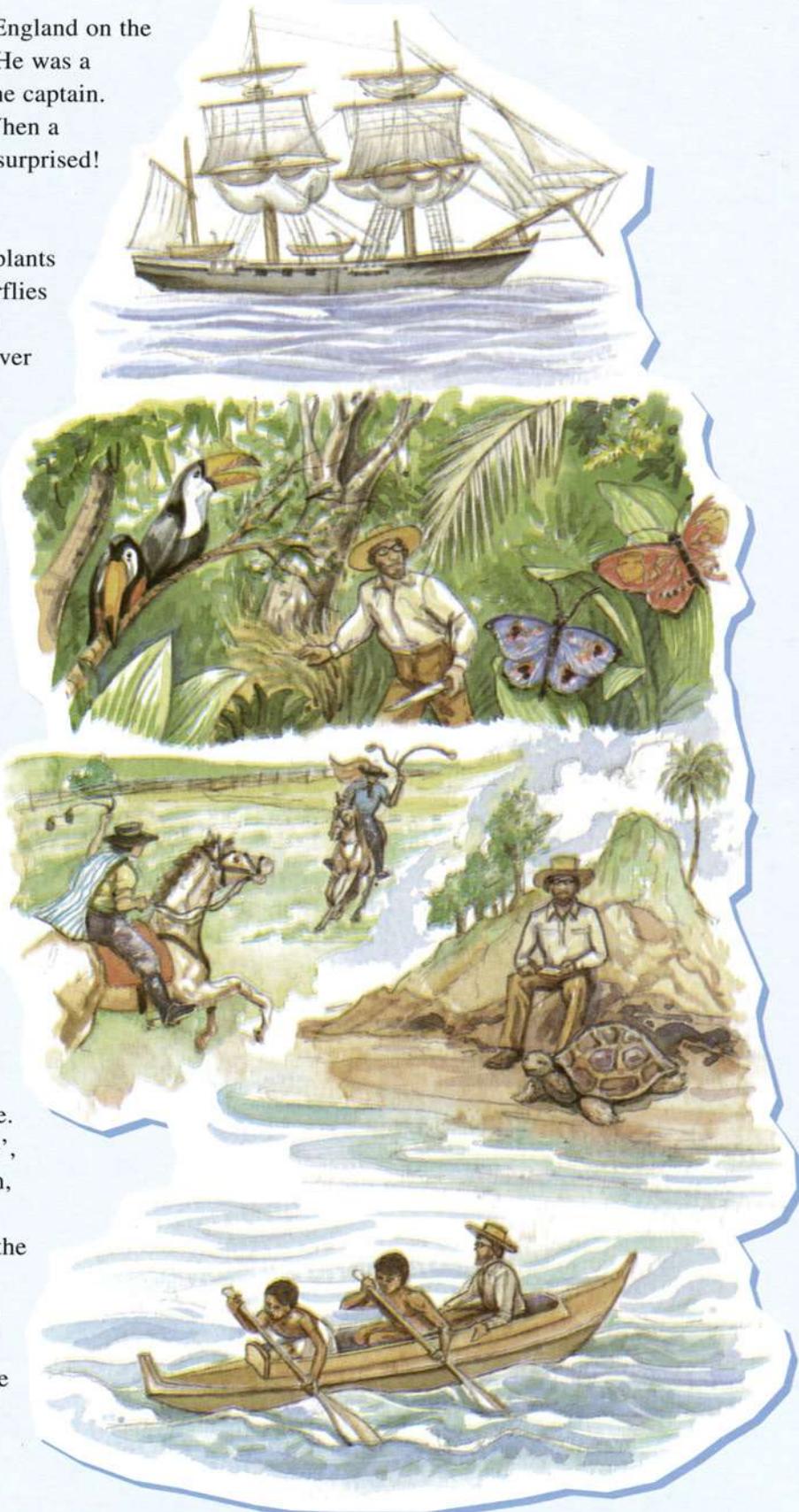
It was 3 October, 1840. James Hudson left England on the *SS Dolphin* for a voyage around the world. He was a strange passenger. He shared a cabin with the captain. In the cabin were many books and boxes. When a cabin boy opened one of the boxes, he was surprised! Inside were dead beetles.

James Hudson was a naturalist. He studied plants and animals. He collected spiders and butterflies as well as beetles and other insects. He was travelling on the *Dolphin* because he had never been to the Tropics (the hottest parts of the world). He hoped to discover new plants and animals.

The journey lasted three years. But it did not begin well. Hudson was not a good sailor. He had not sailed on a ship before and he was extremely ill with seasickness. The other sailors thought he was very strange. He did not know how to sleep in a hammock. And after they had visited South America, he kept an octopus as a pet!

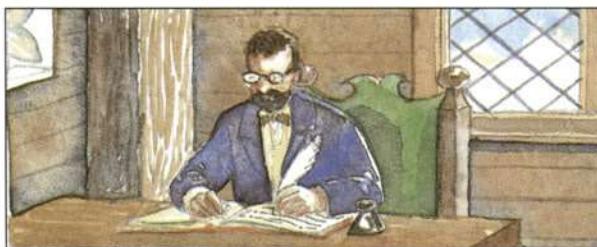
During the journey Hudson saw many wonderful things. He walked in the rainforest. There were beautiful colours everywhere! The plants and trees were bright green and the flowers and butterflies were brilliant blue and orange and red. Hudson picked coconuts and bananas and ate them.

The rest of the journey was full of adventure. Hudson rode with cowboys, called 'gauchos', in Argentina and sailed on the Pacific Ocean, the world's largest sea. He saw porpoises swimming in the sea and giant tortoises on the islands. He visited a coral island where the islanders lived on coconuts, turtles and fish. Finally, the *Dolphin* sailed home and arrived in England in October 1843. After he had returned, Hudson wrote about this journey and amazed his friends with his strange stories.



1

Read about Hudson and number the pictures in order.

**2**

Think about it.

Which is the best title for the story?

- A long journey
- Voyage of the *Dolphin*
- Hudson's adventures on the *Dolphin*
- A bad sailor

3

Read and find ...



... four people you find on a ship.



... things you find in a rainforest.



... descriptions of a naturalist, the Tropics and a 'gaucho'.

4

Answer these questions.

- Why was Hudson on the *Dolphin*?
- When did he get a pet octopus?
- Why was he ill?
- What did Hudson see: in the sea, in Argentina, on a coral island?
- Describe the Pacific Ocean.

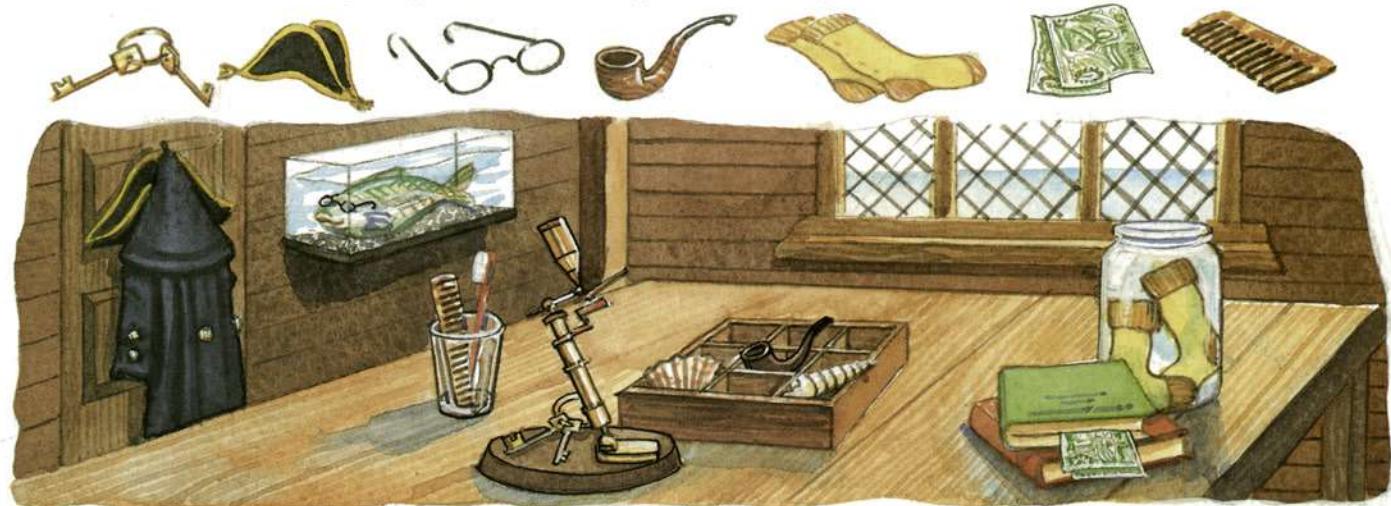
5

Look and speak.

Talk (or write) about Hudson's journey on the *Dolphin*. Use the pictures above to help you.

1 Find and say.

This is the captain's cabin on the *Dolphin*. He always complained that it was too crowded. He could never find anything. Where had he put these things?



2 Listen, circle and say.

Look at the pictures and find an aeroplane and a pomegranate (a fruit).

What do you think Sue and Robert did? Was it the first time? Listen and find out.

First time?



Yes ✓ No ✗

First time?



Yes ✓ No ✗

First time?



Yes ✓ No ✗

First time?



Yes ✓ No ✗

3 Talk about it.

Choose one of these words and use it in a sentence.



gaucho



naturalist



Tropics



the *Dolphin*



beetle

Talk with a friend like this. Be sure you know how to spell the word!



A gaucho is a cowboy in Argentina.

Yes.

g-a-u-c-h-o.

Did you say 'gaucho'?

How do you spell it?



Arab adventures

This map shows the Arab empire in the sixth and seventh centuries. It reached from northern Spain across North Africa to India.

This is an Arab street trader. Arab markets were full of many wonderful things because Arab merchants went all over the world.



But by the 13th century the merchants were using *dhow*s. These beautiful boats are still in use today. They have triangular sails and one or two masts. These *dhow*s sailed across the Indian Ocean and the merchants bought silks, spices and jewels from India, Indonesia and China.

Other *dhow*s sailed down the East African Coast. They brought back ivory and gold.

At first, they stayed away from the ocean. They thought that it was bad and they called it 'the Sea of Darkness'. Instead they travelled by camel across the Sahara. They also travelled to central Asia on horseback.



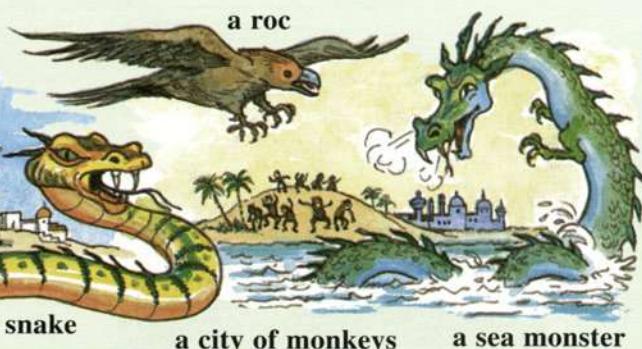
a giant whale



a seahorse



a huge snake



a roc

a sea monster

Sindbad the sailor was a favourite hero in stories. Many of his adventures were based on true voyages. By the time he had finished his travels, he had seen all of these things!

5

What sports do you do?

1 Think about it.

How many of these sports can you name?



2 Listen and read.

Mark has only been playing football for two years. But he's really good.



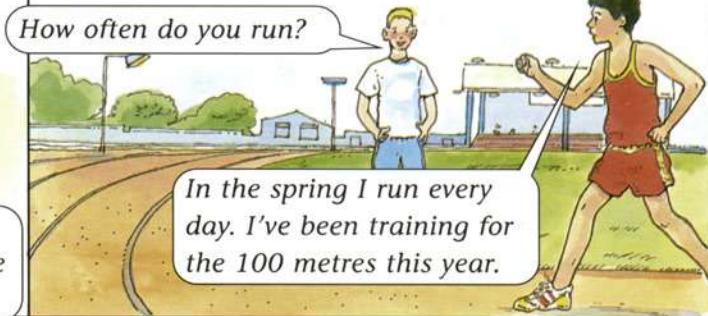
Amy has been swimming at the sports club for a year. She also plays tennis twice a week.

Sally usually plays basketball after school. She's in the school team.

Don't you like volleyball? *I like basketball better. I've been playing for the school for three years.*



Joe enjoys running. He's been running since April.



3 Ask and answer.

Can you make questions like this? Can you find the answers?

How long has Mark been playing football? How often does he play?

4 Talk about it.

These are kinds of sports. Use your dictionary to find other examples.



team games



races



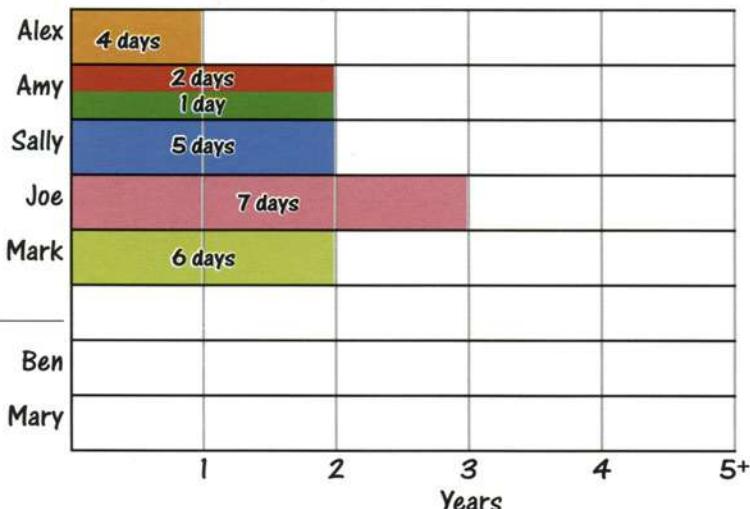
games for two people



1 Look and say.



Alex has been playing basketball four days per week for one year.



█ tennis
█ basketball
█ swimming
█ football
█ volleyball
█ running

2 Now you.

Write your name on the line. Draw and colour. Write how many days. Ask and answer like this:

What sports do you do?

How often do you ...?

How long have you been ...?

3 Listen and write.

Listen to these children and take notes. Then draw and colour on the bar graph. Write how many days.



Ben, likes swimming



Mary, plays tennis

4 Look and write.

has or have + been + verb/ing



Remember these words.

present perfect continuous

He has been playing football for a year.

I have not been feeling well since last week.

How long have you been going to the sports club?

Have you been playing basketball with Joe?



Exercise! It's good for you!

Your body is an important machine. You need to look after it. Your body needs many things. It needs rest and sleep. It needs food and water.

Your body also needs exercise. Exercise is important for your muscles. You have more than 600 muscles in your body. You use them to move, breathe and even to stand still. Exercise builds up your muscles and makes them strong.

Exercising or 'keeping fit' can be fun. Here are some ideas.



1

2

3

Rowing is exciting. It is good for your back and upper arms. Riding is fun. It is good for your back and leg muscles. Helping Mum is good exercise too! Digging and scrubbing are good for your back and arm muscles.



4

5



6



8

Walking is good exercise, but you need to wear good walking shoes. Jogging is slow running. You can wear a track suit and trainers. Skipping is fun and good for you too! All you need is a skipping rope. Cycling is good for your leg muscles. Swimming is good for all of your muscles!



9

10

11

12

And finally, the way you sit or stand is very important.

Remember, exercise is good for you and it can be fun too!

1 Read and match.

Read the text quickly. Where do these pictures belong? Write the numbers.



digging and scrubbing ____



Stand up straight! ____



skipping ____



Don't cross your legs! ____



rowing ____



jogging ____

2 Look and find ...



... four things your body needs.



... three kinds of exercise.



... three parts of the body with muscles.



... two ways of helping Mum.

3 Complete the sentences.

Choose the correct verb: stand still, look after, sit down, stand up, builds up

Cycling _____ your leg muscles.

You should always _____ your body.

_____! Don't move!

_____ straight. It's good for your back.

Don't cross your legs when you _____. It's bad for your back.

4 Can you remember?

You need good walking shoes for _____. .

You need trainers for _____. .

You need a rope for _____. .

Rowing is good for _____. .

Swimming is good for _____. .

5 Read, write and speak.

Read the text again. Make notes about muscles. Use your notes.

Can you talk about muscles for twenty seconds?

1 Listen and do.

Look at the pictures. What do you think you will hear? First listen and point. Then listen and follow the instructions.



These are stretching exercises.



head rolling



shoulder circles



smiling

2 Now you.

Choose an exercise and make notes. Give instructions to a friend about how to do it.

3 Listen and say/sing.

Stand up tall,
Sit up straight,
Skip and row,
Then jog and skate.

Lift your shoulders,
Roll your head,
No time for more ...
Just smile instead!

4 Listen to Amy and Linda and tick the boxes.

Where are they?
Have they met before?
What are they talking about?
How does Amy sound?

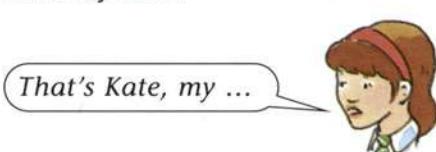
swimming pool
 yes
 swimming
 well

tennis court
 no
 friends
 unwell

Amy sneezes twice and you can't hear. What do you think they said?



I've got a terrible ...



That's Kate, my ...

5 Think about it.

Make notes about yourself, using these headings.
Talk or write about 'Sport and me'.



Haile Gebreselassie

a running star

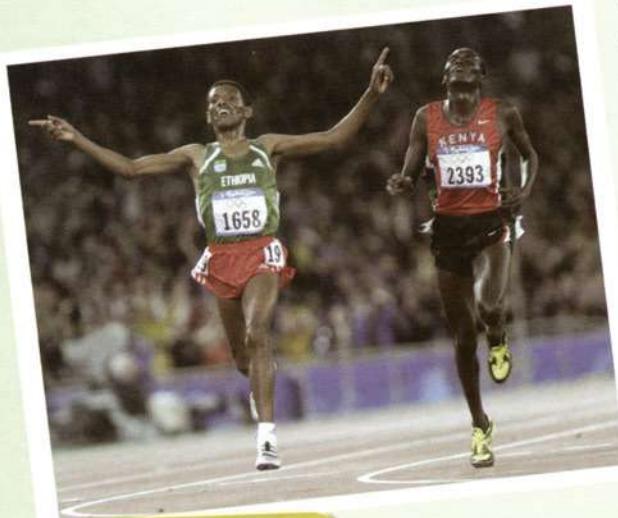
a legend

the best distance runner ever

In Athens, 2004, Haile Gebreselassie ran his last Olympic track race in the 10000 metre final. He didn't win, but that didn't matter. People stood up and cheered him as much as they cheered the winner. They knew it was the end of a glittering, 20-year career in which Haile broke 17 world records.

Haile was born into a poor family in Ethiopia in 1973. His father wanted him to be a farmer. As a young boy, Haile heard the commentary on the 10000 metre race at the Moscow Olympics. After that, he always wanted to be a runner.

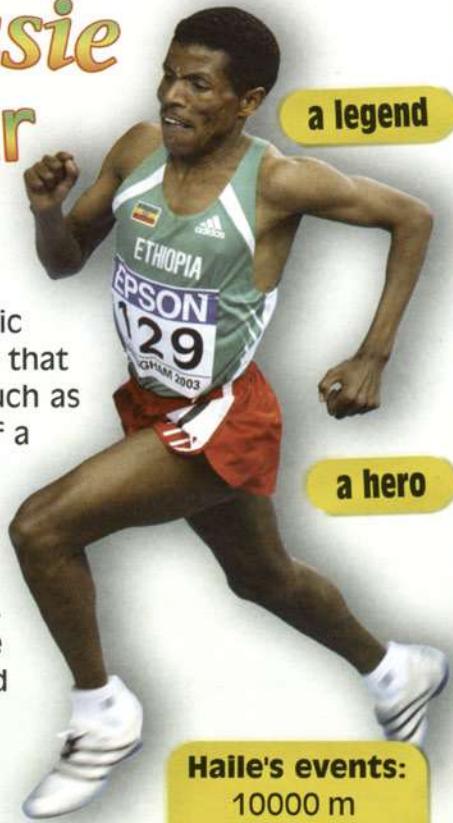
When he went to school, he ran 10 km there and 10 km back – every day! At 13 he started running in school competitions. At 20 he was running in international competitions. In 1995, in Rome, he ran in the 5000 metres and broke the world record by almost 11 seconds. 'To break the old mark by such a big gap,' says Haile, 'that was unforgettable.'



Haile's diet:

Nothing special, but he eats a lot of vegetables

Now, he plans to carry on running for fun. 'I hope I will stay healthy so that I can continue running and jogging for many more years.'



a hero

Haile's events:

10000 m
5000 m
3000 m
1500 m
Marathon

When he was young his father gave him good advice: 'Nothing comes for free, so if you want to achieve something, you will have to work hard.' His coach told him: 'Be patient. Don't try to do everything at once.' Haile says this advice has helped him a lot.

In Atlanta, 1996, he won Olympic gold in the 10000 metres, beating Paul Tergat of Kenya. They raced each other again at the Sydney Olympics in 2000. This time, Tergat was in front until the last stride. Haile just got ahead and crossed the line first in one of the most exciting finishes in Olympic history.

Haile's medals:

Olympic golds: 2
World golds: 4
World indoor golds: 3



6 In the news

1 Look and find.

Linda, Pete, Mark and Amy are being given these things at school. Match them to the children.



football shirt



silver pin



tool kit



gold medal

2 Listen and read.

Every year prizes are given for the best poem. This year Linda is being awarded first prize by Miss Tate. She has written a poem called 'Dad'.

Young poet's competition

You've won first prize.



Thank you very much.

Sometimes medals are given to brave children. Pete is being awarded a medal for bravery by a policeman. His sister had fallen into the sea. Pete dived in and saved her.

Children's award for bravery

You dived from five metres, didn't you? You saved your sister's life.



Every year the captain chooses a new football team. Mark is a great football player. He's only 10, but the captain has chosen him for the football team. He's being given his football shirt.

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



Congratulations!

Many school repairs are done by students. Amy belongs to the school Fix-it Club. She is being given a tool kit by the caretaker. She is very good at fixing things.

These things need doing. Here's a tool kit.



3 Talk about it.

Say what is happening to each child, like this. Explain why.

Amy is being given a tool kit because she is ...



1**Look and find.**

Alex is the school reporter. He's making notes for the school newspaper. He's forgotten the children's names. Can you help?



10 years old

Class 4B

Noisy, fun-loving

Good at sports

Loves football

13 years old

Class 6B

Quiet, shy

Good at maths

and science

Likes swimming

12 years old

Class 6A

Good at English

Likes to read

Quite serious

11 years old

Class 5A

Happy, friendly

Good at fixing

things

Collects stamps

2**Read, look and choose.**

Which questions did Alex ask?

How old are you? __

Where do you live? __

What subjects are you good at? __

What subjects are you bad at? __

What do you like to do in your spare time? __

How would you describe yourself? __

What class are you in? __

3**Now you.**

Talk to a friend and take notes. How would you describe your friend? Write about your friend, but don't give his or her name. Can the class guess who it is?

4**Look, tick and say.**

What is being done? What isn't being done?



door being painted __



chair being glued __



shelf being fixed __



light bulb being changed __

basketball net being mended __

5 **Look and write.***present continuous of be + past participle***present continuous passive**Her poem is being read by the class.I am not being given a prize this year.What book is being read by everyone at the moment?Is he being given a lucky number?*by + the person/s*



The Hillside School award for bravery was given to Pete Bell at a special assembly yesterday. Sergeant Potts, of Hillside Police Station, gave Pete the gold medal. Pete was being awarded the medal because he had saved his sister last summer.

Pete and his sister were being looked after by their grandmother, Mrs Bell, aged 65. The three of them were walking along a cliff top

when the accident happened. The little girl was being chased by a dog when she fell into the sea. She was rescued when Pete, 13, dived from five metres into the water.

Pete is a quiet, friendly boy. He says he is good at maths and science, and he likes swimming. How did Pete feel about the award? 'Terrific,' he said.



1 Read and answer.

Read Alex's report and complete the sentences.

Pete was being awarded the medal because ...

The children were being looked after by ...

Pete's sister was being chased by ...

She was rescued by ...

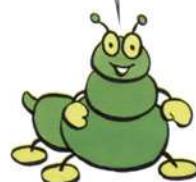
Pete was interviewed by ...

2 Think about it.

You are Pete. Draw a picture and say (or write) what happened.

3 Look and write.

past continuous of be + past participle



past continuous passive

She was being chased when she fell.

He was not being helped until the ambulance arrived.

Were we being followed as we walked home?

What was being done to her before she fell?



Look at these words.

1 Listen and say.



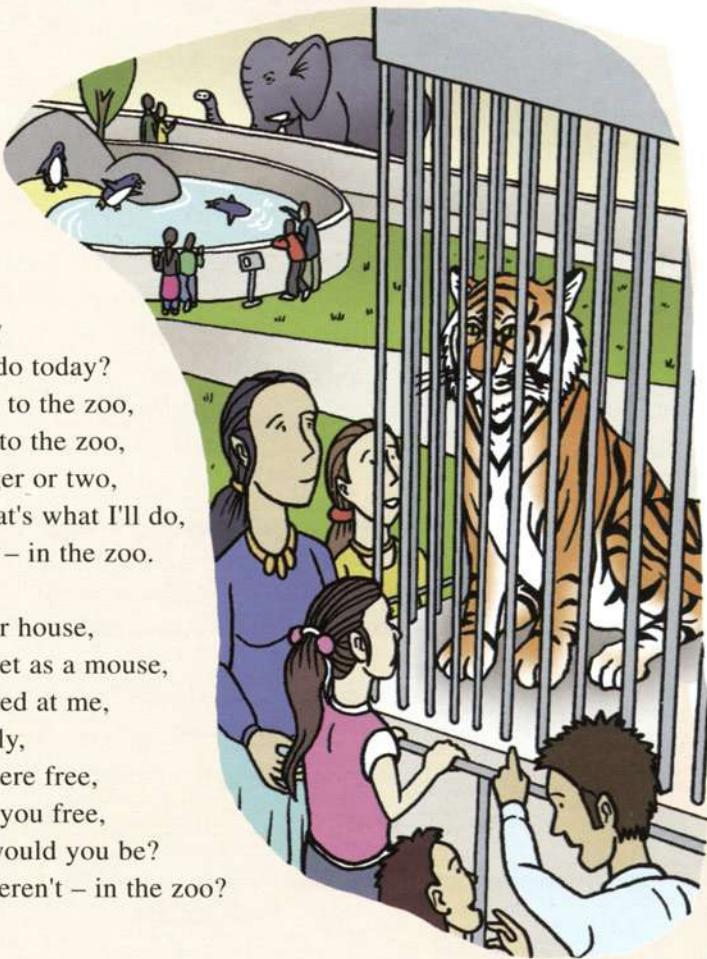
Free to roam

On the first day of my holiday
My mum said, what will you do today?
So I thought and I said, I'll go to the zoo,
Yes, that's what I'll do, I'll go to the zoo,
'Cos I think I might meet a tiger or two,
Yes, that's what I'll do, and that's what I'll do,
I'll go and meet a tiger or two – in the zoo.

So I did and I went to the tiger house,
And I watched and waited quiet as a mouse,
And the tiger yawned and stared at me,
And stared at me so mournfully,
So I said to the tiger, if you were free,
If we found the key, if we set you free,
What would you do? Where would you be?
Where would you be if you weren't – in the zoo?

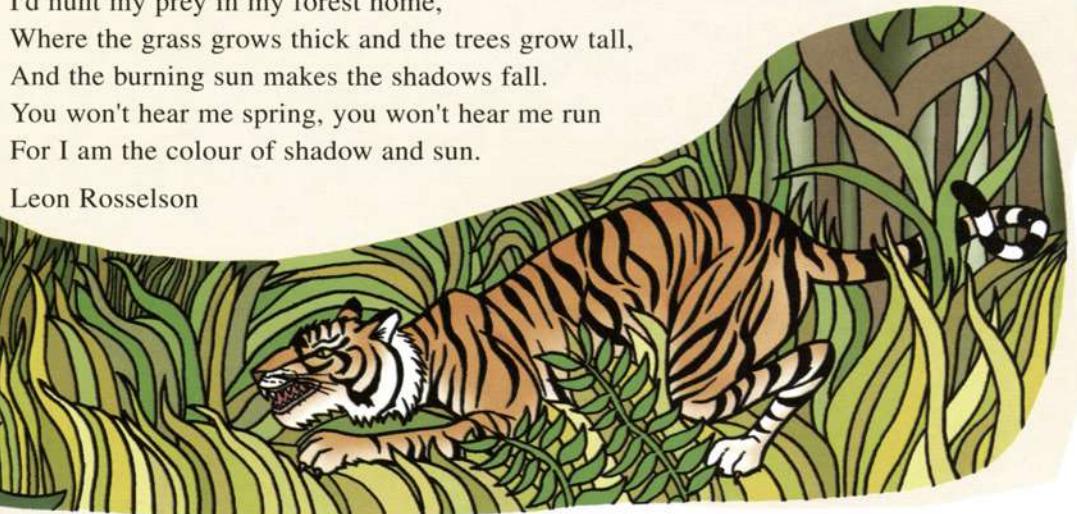
If I were a tiger free to roam,
I'd hunt my prey in my forest home,
Where the grass grows thick and the trees grow tall,
And the burning sun makes the shadows fall.
You won't hear me spring, you won't hear me run
For I am the colour of shadow and sun.

Leon Rosselson



2 Listen and say.

Was the door being opened or closed?
Was the child's hair being washed or dried?
Was the window being broken or cleaned?
Was the radio being turned on or off?
Were the potatoes being eaten or cooked?



The key pal (1)

Elena Williams looked out of the window at the sun going down over the hills in the west. Between the house and the hill there was the pampas, miles and miles of short grass and small trees. The evening was quiet and still.

Elena was finishing an email to her key pal, Caroline, in New Zealand.



New **Send** **Retrieve** **Addresses** **Attach file**

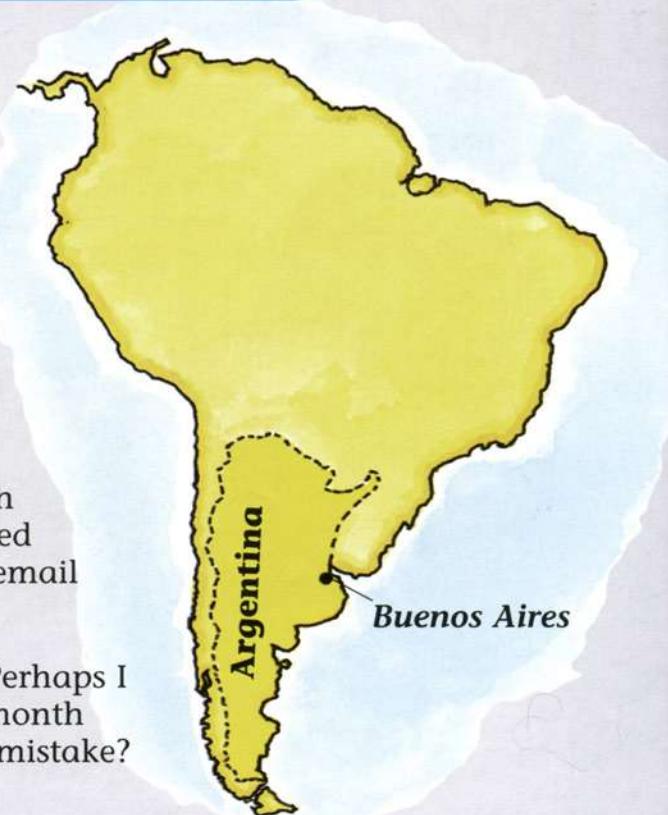
I am so excited about your visit to Argentina next month. We are going to travel to Buenos Aires. We'll meet you at the airport. I've never been to a large city before. Are there any large cities in New Zealand? Have you ever seen them?

And then her father and mother came into the room. 'I'm so excited about going to Buenos Aires to meet Caroline,' Elena said. 'Tell me about it, Father. Are there really millions and millions of people? Are the buildings really so tall? Are there really hundreds and hundreds of shops? Are there really ...'

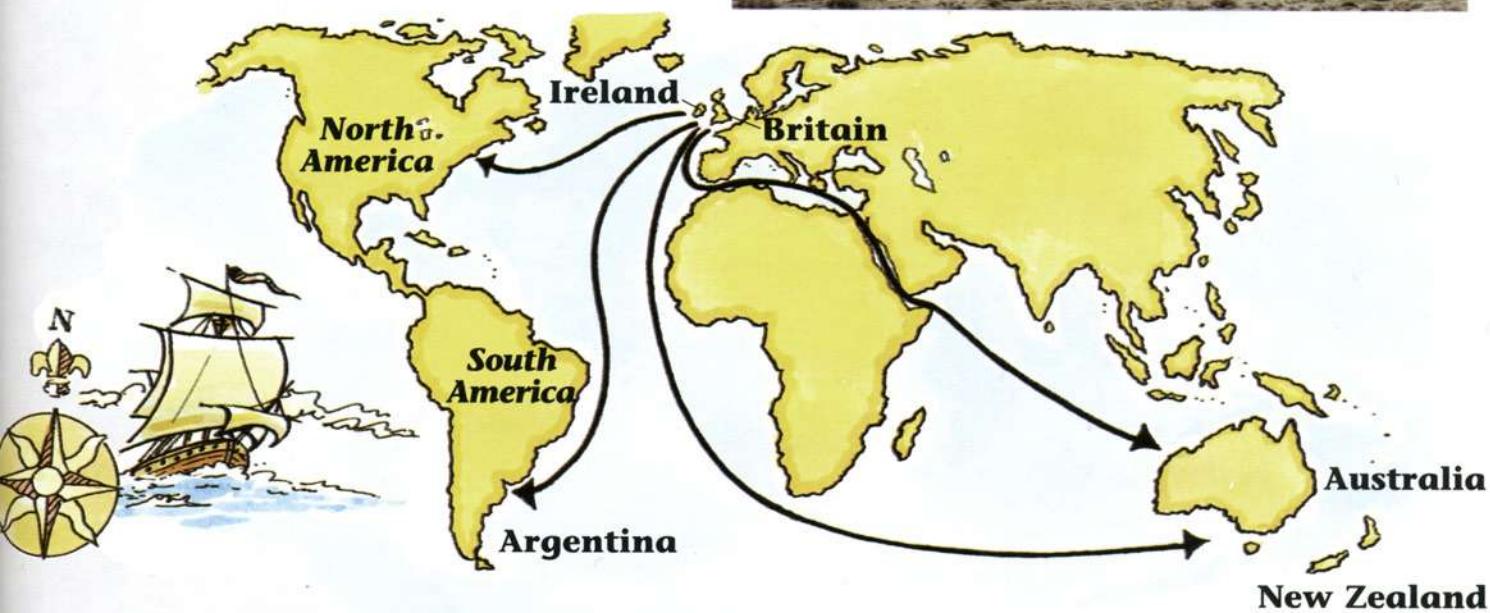
Her father was a large man, with thick black hair and deep blue eyes that laughed at her. 'Yes, my girl, there really are!'

Elena and Caroline had first begun to email each other a year before, after Elena's school had arranged key pals for her class. Elena had asked Caroline to email a photo of herself, but she hadn't sent one yet.

'Mother, will I like her?' Elena asked suddenly. 'Perhaps I won't like her. I don't want to be here for a whole month with someone I don't like. Father, have we made a mistake? Why have we asked her to come here?'



Her father sat down beside her and said, 'Look out of the window at the sun going down over the hills. Look at the wind blowing the grass on the pampas. Look at the horses standing so quietly. Look and listen to this place. It's your home, Elena. This place is beautiful. Why not show it to someone else, someone from another country, someone your own age?'



Elena's great-grandfather had come to Argentina from England in 1894. At that time many people from Britain and Ireland left their countries to live in North and South America, Australia and New Zealand. Elena's family now lived five hundred miles away from Buenos Aires. They were farmers and had hundreds of cows. At home they still spoke English. With other Argentinians they spoke Spanish.

Caroline emailed the day before Elena and her parents left the farm to go to Buenos Aires: 'I am coming to see you and you don't know what I look like! So I have sent you some pictures of me.'

Elena opened the attachments. She looked at the pictures for a long time. They showed a girl with black hair and blue eyes. She was tall. She looked just like Elena.

7

Where shall we go?

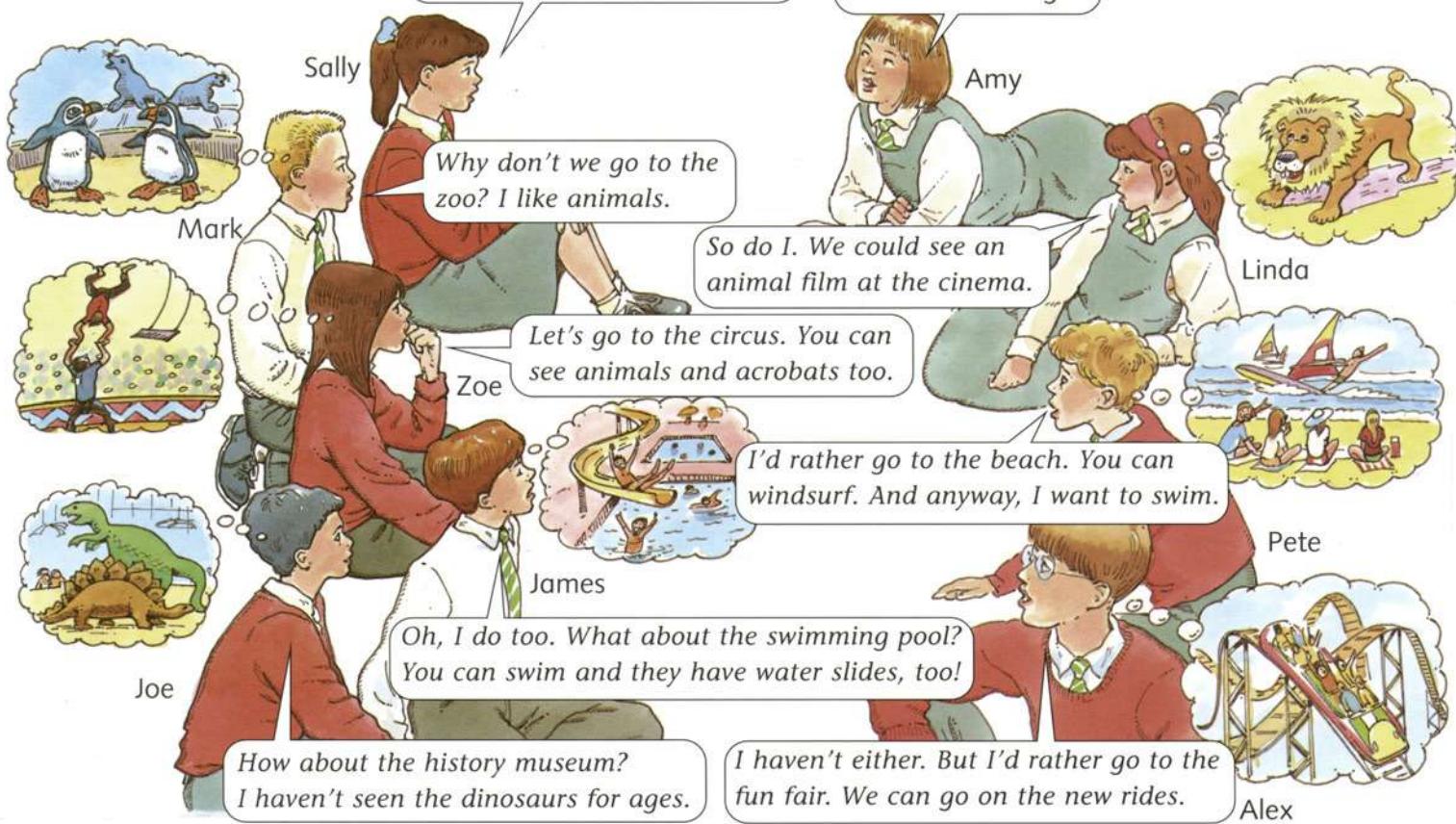
1 Think about it.

Suppose there is a holiday next week. Where would you like to go with your friends? Write it down. Find out where these children go. Is it the same?

2 Listen and read.

Next Thursday's a holiday.
I don't want to stay at home!

Neither do I.
Where shall we go?



3 Look and say.

Can you name these? What do they have there? Or what can you do there?



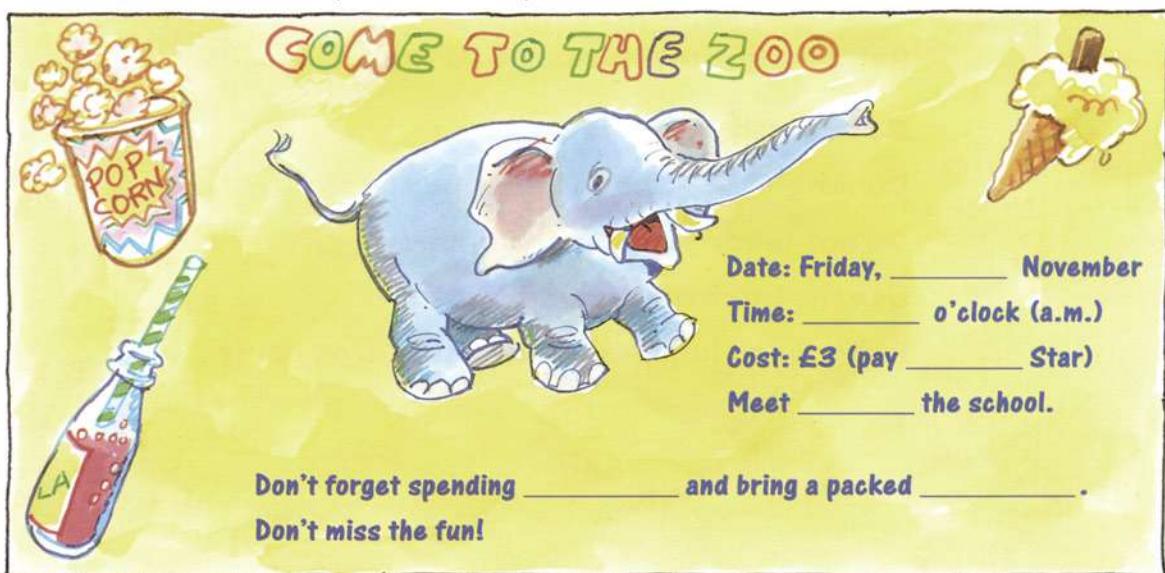
4 Look and find.

Who wants to go to each place? What do they say?



1**Listen and write.**

The children have made a poster for a trip to the zoo. Listen and write in the correct information.

**2****Listen and speak.**

Using words from the boxes, follow the steps in the pictures below. Try not to repeat any activities.

A

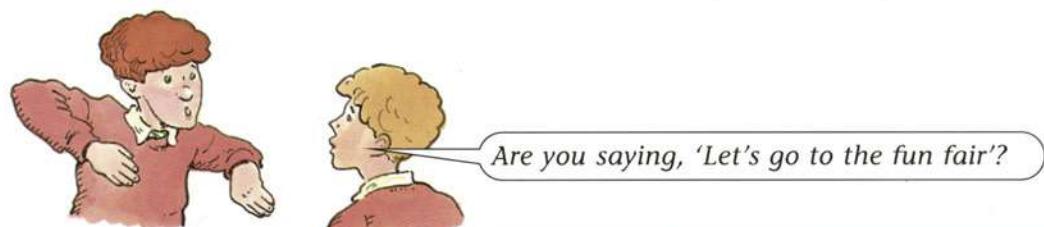
Let's ...
 Why don't we ...
 We could ...
 What about ...

B

That's a good idea!
 I'd rather ...
 I want to ...
 I don't like ...

**3****Speechless!**

Play this game. You've lost your voice. Use your hands to say where you want to go.



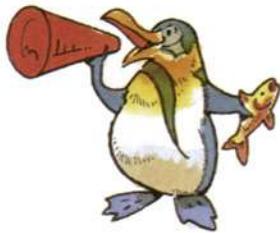
1

Read this and match the rules and information to pictures 1–5 below.

Welcome to the zoo!

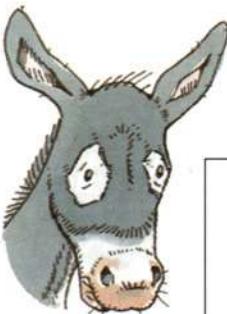
We hope you enjoy our zoo.

Before you start, please read these rules.



At the zoo today ...

Special seal show at 3 o'clock.
Penguin feeding at 10 o'clock.



Do not feed the animals.

Do not put your hands into the cages.

Do not touch or tease the animals.

Use the litter bins for rubbish.

Eat packed lunches in the picnic areas only.



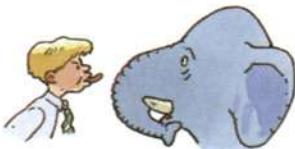
Sorry!

The elephant house is closed today for cleaning.
There is no donkey riding today, only horse riding.
The brown bear is ill. The bear park is closed.

2

Look and say.

What would you say to these people?



1



2



3



4



5

3

Listen and remember.

Listen to the children at the zoo. Can you remember what they are saying?



I'm going to see
the elephants first.



You can't. The elephant
house is closed.



Then let's go to see
the giraffes.



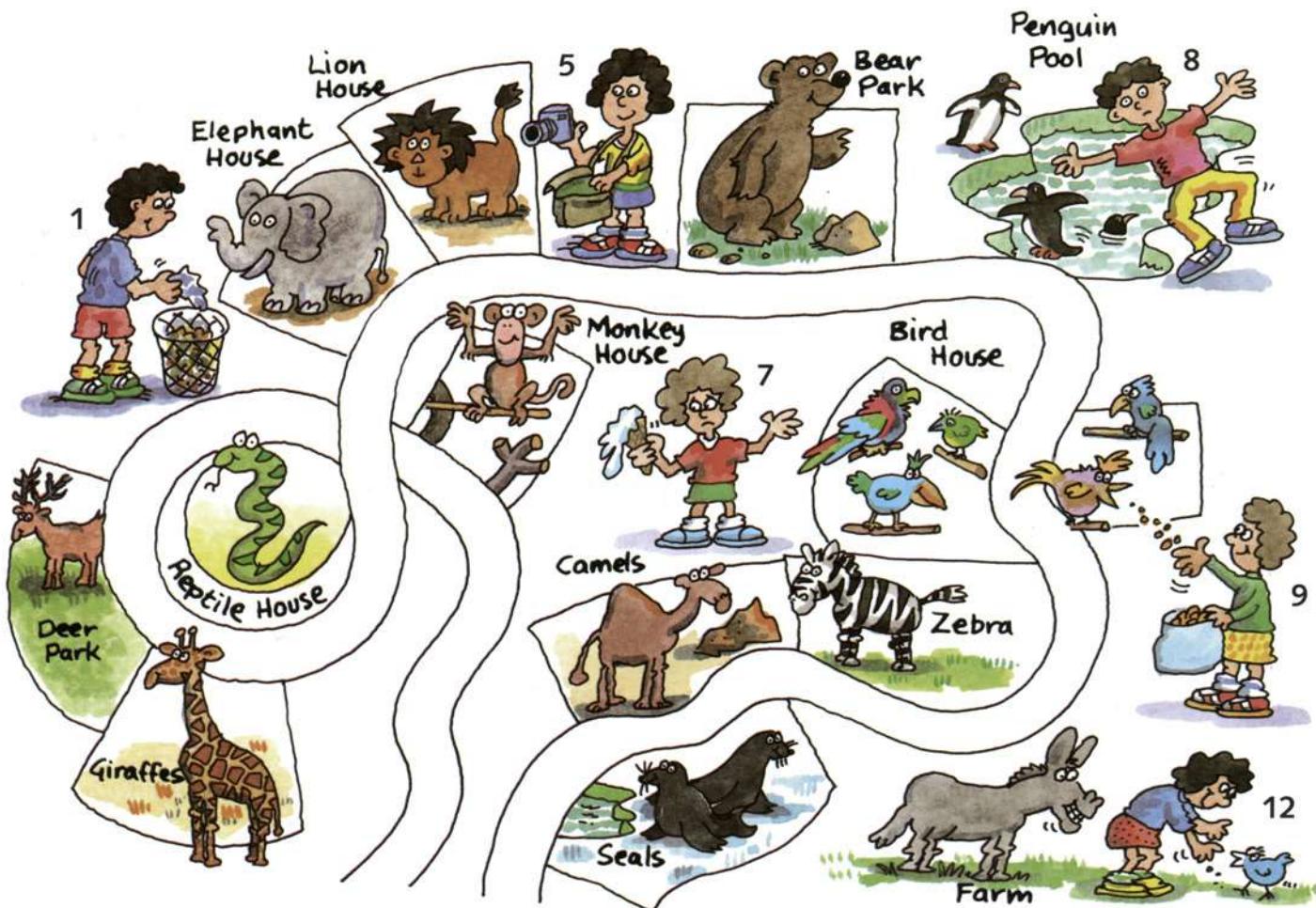
What about horses?
Let's ride them.



Why don't we have an
ice cream first?

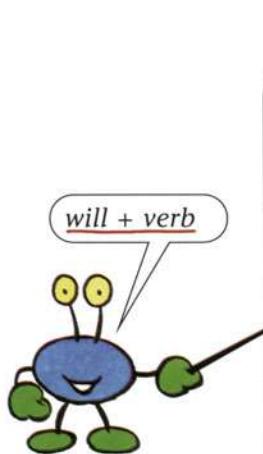
1**Look and say.**

Here is a map of the zoo. Look at these numbers: 1, 5, 7, 8, 9, 12. What is going to happen?

**2****Think about it.**

Make suggestions for a school visit. What is the favourite place?

am, is or are + going to + verb

3**Look and write.****future (will/going to)**

I am going to go home at six o'clock.

We are going to eat ice creams at the zoo.

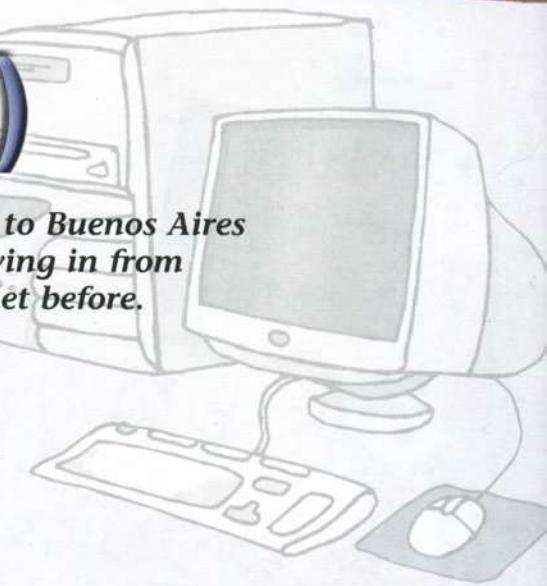
She is going to take a photograph.

I will leave now because Grandma expects me to arrive on time.

Alright. I will see you tomorrow.

The key pal (2)

Do you remember? Elena Williams is going to Buenos Aires to meet her key pal, Caroline, who is flying in from New Zealand. The girls have never met before.



Elena and her parents drove to Buenos Aires the day before Caroline was due to arrive and they stayed in a big hotel. While they were driving to the city, Elena stared out of the window at the small towns on the road. As they came into Buenos Aires she could not stop talking. She talked about the cars on the road and the houses and the people. She asked about the wide avenues and the shops and tall buildings.

In the streets Elena kept close to her mother and father. She followed them into the shops and through the street markets. After a time, she started to think again about the girl from New Zealand.

She took out Caroline's last email and read it again. In it Caroline had written that she lived on a sheep farm with her two brothers. Her great-grandfather had come to New Zealand from England on a ship in about 1890. He had had no money. Now, Caroline's family owned a farm and had thousands of sheep. The farm was thirty miles away from the nearest town.

'Like me,' Elena said quietly to herself on the park bench.

The day that Caroline was due to arrive, they all went to the airport together to meet her. Elena was quiet, and stared out at the houses and the apartment blocks.

'So many people,' she said quietly. 'How do they sleep at night with all the noise? And do these millions of people have children?' she asked her father.

'They do,' he replied.

'And do those children have to travel miles and miles to go to school like I do?'

'No, but they have to go by bus on these busy streets. It's a different life, Elena.'

The airport was big and noisy and full of people arriving and leaving, carrying suitcases. Elena stayed close to her father.

'When is she coming?' she asked.

'In about five minutes,' her mother said.



Then her father started talking about his grandfather. 'My grandfather had a brother,' he said, 'all those years and years ago. The family was very poor and the two brothers couldn't find any work. So they decided to go away to another country. My grandfather, that is, your great grandfather, came here to Argentina. His brother went to New Zealand.'

Elena thought of the photo. Caroline had looked so much like her. Who was she? Elena stared at the clock, and then at the people coming out of the big door marked 'ARRIVALS'.

Then she heard her father again, speaking very quietly. 'It's strange to think of those two young men, getting into those ships and sailing to those different countries, so many thousands of miles away. And it is strange, too, to think of us under the stars at night with our horses and cows. And it is strange to think of those cousins of ours under the same stars in New Zealand, with their sheep.'

Elena's eyes grew round, and she called her cousin's name as she came through the big door. 'Caroline!'

Her father and mother watched the two girls stand together, tall, young girls with the same black hair, the same blue eyes. They were girls from the same family – a family meeting again for the first time in a hundred years.



Mark Ellis

8 How 'green' is your school?

1 Think about it.

We all know that pollution and waste are bad. Being 'green' means that you care about the Earth. You and your school can help.

Can you name these things? Can they be found in your school?



2 Listen and read.

Sally and Alex see a poster, 'How green is your school?' They could find out. How would they do it?

*How 'green' is our school?
We could find out.*



Sally wants to do a survey. Amy suggests a questionnaire because they need information from the whole class. Alex agrees.

We should do a survey.



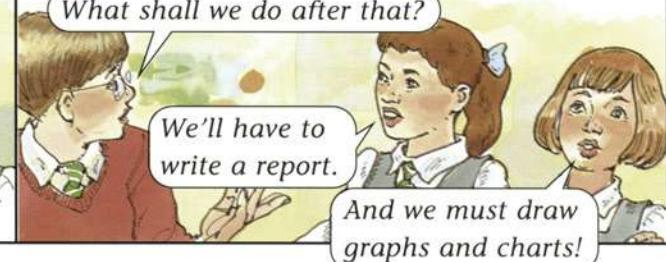
Someone will write the questionnaire. Who will it be?

Who's going to write it?



When they've finished the survey, they will have to write a report, with graphs and charts.

What shall we do after that?



3 Read and say.

What do the children think they should do, or could do? What are they going to do?

4 Think about it.

Can you match these words to the pictures?

1 pollution

2 waste

3 energy

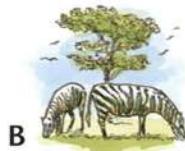
4 Earth

5 wildlife

6 transport



A



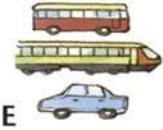
B



C



D



E



F



1 Read and ✓.

How green is your school? Questionnaire

1 Do you use

- throwaway pens?
- refillable pens?
- neither?



3 What sort of bag do you bring to school?

- a long-lasting bag?
- a throwaway plastic bag?
- neither?



5 When you are writing in your notebook, do you write on both sides

- always?
- sometimes?
- never?



2 Do you use

- a battery powered calculator?
- a solar powered calculator?
- neither?



4 Do you travel to school

- by bike or on foot?
- by bus, tram or train?
- by car?



6 Do you bring food and drinks to school

- in re-usable bottles and boxes?
- in throwaway containers?
- neither?



Compare your answers with other people in the class. What should you do?

2 Think about it.

Write about your answers to the questionnaire. What do you do now? What could/should you do? What will you do in future?

3 Look and write.

modal verb + verb



modal verbs

How shall we clean up our school?

We could do a survey.

We ought to use refillable pens.

Well, we should not use throwaway pens.

We will write a questionnaire.

Do we have to write a report?

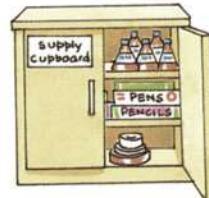
Must we do a survey?

Put not here.



Being 'green' at school

1 You can start with the classroom. You could look at other classrooms as well as your own. List all the materials you can find: paper, pens, pencils, glue, sticky tape and so on. How much do you use each term? You should keep a list. How could you use less?



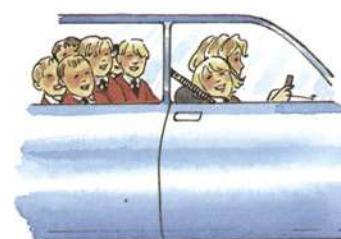
2 You should help plants and animals to live and grow in your school grounds. How many types of plants, animals, birds and insects have you seen? Does your school use chemicals on the grass, trees or shrubs? Some of these may be bad for wildlife. You could ask a teacher. Does your school grow any fruit or vegetables? Some schools have their own gardens.



3 Every day the school throws away a lot of rubbish. You should try to cut down waste. How many bags of rubbish are there each week? Can you find ways to cut down the amount? Is litter a problem in your school? You could make a poster about litter.



4 Transport, how people travel, is important for the environment. How does everyone get to school? By car, bus, tram, bike, on foot? Can they choose? Walking or cycling is best, of course. You could share a car journey with other people. Find out how many people come to school by car. How many cars carry only one passenger (how many carry two, etc)?



5 It is really important to save energy in the school. There are many things to think about. You should always close doors in the winter. And you need to remember to turn lights out. It is extremely important to save water too. You should watch out for dripping taps.



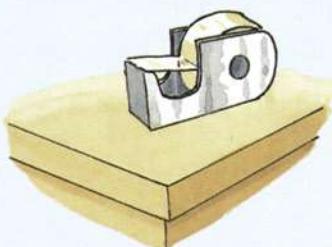
1 Match the headings.

Read 'Being 'green' at school'. Where should these headings go? Write the numbers.

- The grounds _____
- Travelling to school _____
- School rubbish _____
- The classroom _____
- Saving energy and water _____

2 Match the pictures.

Match these pictures to the text.



3 Look and find ...



... three examples of plants.



... two examples of wildlife.



... things that you use in the classroom.

4 Can you remember?

- What can be bad for wildlife?
- What do some schools have in the grounds?
- What are the best ways to travel to school (for the environment)?
- What is one way of saving water?

5 Read and choose.

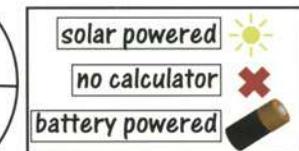
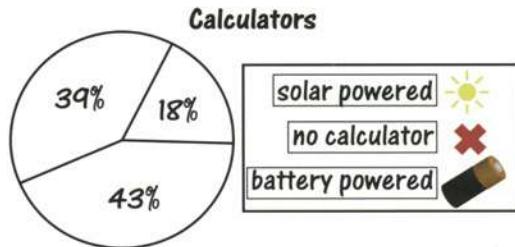
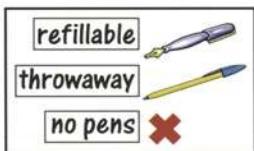
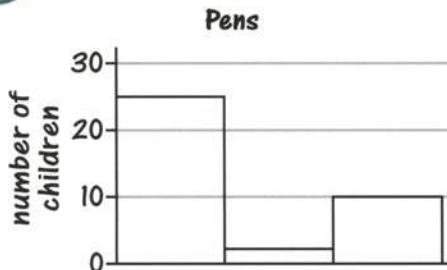
Which ending would be the best?

- So, what do you think? Is it important to have a 'green' school?
Are you going to do anything about it?
- So, everyone should be 'green' at school. Are you?
- This is how you can have a better school and help the environment.

6 Think about what you have read.

What could be done in your school? What really should be done?

1 Listen and colour.



2 Think about it!

Here are some things you can do in your school. What do you think are the most important (1), less important (2) and least important (3)? Make statements and listen to other pupils. Do they agree?

	must (1)	should (2)	could (3)
Write on both sides of the paper.			
Plant a school garden.			
Make a poster about litter.			
Try to use public transport.			
Try to share a car.			
Turn off taps.			
Remember to turn out lights.			
Try to make less rubbish.			

3 Listen and say.

Tidy the playground,
Pick up the tins –
Old wrappers and bottles,
Must go in the bins

Use fewer pencils,
Less sticky tape and glue –
And turn out the lights
At the end of school, too!

4 Look and say.

What are they doing? What do you think they are going to do?



5 Listen and check.



What a lot of rubbish!

Who makes rubbish?

We do! When dinosaurs walked on the Earth, there wasn't any rubbish. Nature does not make piles of rubbish. Dead plants and animals break down in the earth and help new plants and animals to live.

When people started to make things, they left rubbish behind them. At first they left tools, bones and ashes. Then they left broken pots, metal and tiles.



The real problems started with the first industries. Factories were built, new machinery was invented and later, cars, buses and lorries appeared on our roads. All these make huge amounts of rubbish.

People buy things that are made in the factories – clothes, furniture, TVs, fridges and radios. But when these are old or broken, they are thrown away. Everyday most of us throw away the wrappings and containers that our food comes in – tins, bottles, packets, bags and paper. Everything gets collected and we don't think any more about it, but ...

Where does all the rubbish go?



Some of it can be burned in special buildings to make electricity. But these buildings also produce smoke, gases and ash which are bad for people.

Most rubbish is taken to enormous dumps. It is piled up into mountains of waste. It looks awful, it smells awful and it's dangerous! Rotting rubbish gives off a gas which can explode. It makes liquid which goes into the ground and pollutes it. It attracts rats and insects. Even if the rubbish is buried in the ground, it still makes explosive gas and pollutes the ground.

So what can we do?

We can try to make less rubbish! Materials like metal from cars and plastic from fridges can be re-used. Bottles, tins and paper can be recycled to make new bottles, tins and paper. All over the world, people are trying to make our planet a cleaner, greener place.

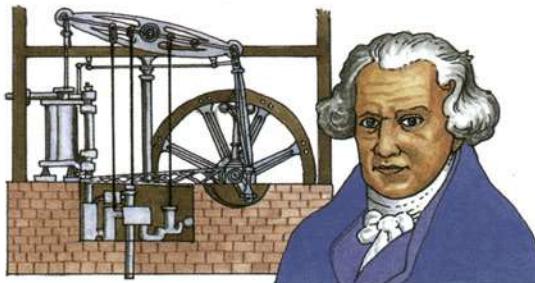


9 Inventors and inventions

1 Think about it.

Look at the pictures. Can you find a scientist, a mathematician, a tailor, and two French inventors?

2 Listen and read.

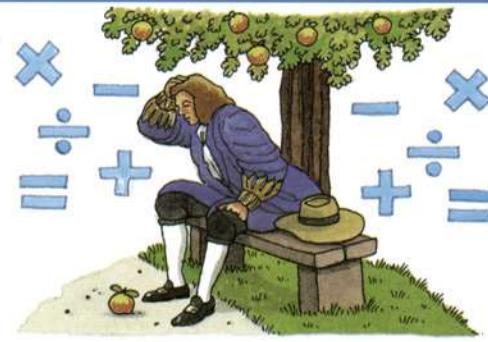


James Watt was a scientist who invented a modern steam engine, in 1784. It was used in cotton and woollen mills to power the machines. He also invented a method of copying letters using a special ink.

Joseph and Jacques Montgolfier were French inventors who made the first hot air balloon. In 1783 they sent up their first passengers (a rooster, a sheep and a duck). They stayed up for eight minutes, and came down safely!



Barthelemy Thimonnier was a French tailor who invented a sewing machine in 1830. But the other tailors were not pleased. They broke into his shop and smashed all of his machines.



Isaac Newton was an English mathematician who discovered gravity around 1664. But it was a painful experience. He thought of the idea when an apple fell on his head.

3 Read and say.

What is wrong with these sentences?

- Newton was a scientist who invented the sewing machine.
- Joseph and Jacques Montgolfier invented the steam engine.

Make two more sentences like this.



1**Look, match and say.**

James Watt was a Scottish scientist who invented a steam engine in 1784.

James Watt



Dutch mathematician

a personal computer



Huygens

Arab scientist

The Montgolfier brothers



1656

1976

Scottish scientist

Steve Jobs



AD965



a camera

French inventors

a hot air balloon



1783

American

a steam engine



a pendulum clock



Ibn El Haytam



1784

2**What is it?**

Can you find something that ...

... takes pictures? ... tells the time? ... plays games? ... flies? ... uses steam?

3**Play a game.**

Make a statement about someone in the class. Can anyone guess who it is?

I'm thinking of someone who smiles all the time. Who is it?



smiles all the time can draw is always late has curly hair likes red plays football

4**Look and write.**

noun + who, which or that + verb

defining relative clausesJames Watt was a scientist who invented a steam engine.Can you think of someone who will help?Huygens invented a clock which had a pendulum.A helicopter is a flying machine that doesn't have wings.

Who for people; which and that for things.

1**Read and find.**

How is a helicopter different from a plane?



A helicopter is a flying machine that has rotors instead of wings. Because of this it can fly in any direction: up, down, sideways, forwards or backwards. It can also rise straight up and come straight down. It can fly very slowly and even keep still in the air. And it only needs a small landing space.

A helicopter can land:



on top of a building



on an oil rig



in a jungle



on a mountain

A helicopter is very useful:



for mountain rescues



for taking people to hospital quickly



for giving traffic reports



for picking up astronauts

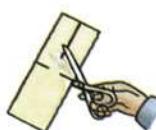
2**Can you remember?**

- Where a helicopter can land.
- When a helicopter is useful.
- Three directions that it can fly in.

3**Read and do.**

Here is a paper helicopter that is simple to make. Read the sentences and make the helicopter.

1 You'll need scissors and a piece of paper that is 20 cm by 7 cm. Make three cuts in the paper.



2 Fold the two sides below the cuts to make a strip.



3 Bend up the end of the strip.



4 Fold the two strips at the top, to make the rotors which make the helicopter spin.



5 Stand on a chair and drop the helicopter. After a second or two it will start spinning.

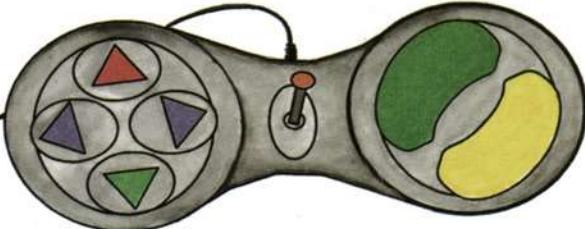


1**Look and say.**

What do you think these helicopter controls do?



The orange stick makes the helicopter go up.

**2****Listen and check.****3****Think about it.**

Think of things which match these descriptions.

Something which ...

- ... is black and white.
- ... has wings.
- ... is driven.
- ... goes slowly.

Someone who ...

- ... works outdoors.
- ... helps people.
- ... makes things.
- ... is famous.

Think of descriptions of your own and ask questions.



Can you think of something which has wheels?



Can you think of someone who works at night?

4**Riddles.**

This is a riddle. Do you know the answer?

What goes on four legs in the morning, two legs in the afternoon and three legs in the evening?



Here are some more riddles. Can you match them with the answers?

What goes up when the rain comes down?

What always goes up, but never down?

What has two legs, but doesn't have any feet?

What has two hands and no arms?

What has no mouth but can blow?



trousers



smoke



a clock



an umbrella



the wind

Answer to riddle: A person, from birth to old age.

Helicopter rescue!

Helicopters are often used in air-sea rescue. They can hover over a boat, a cliff or a rock, so that rescuers can go down on a rope to help the people below. The people can be winched up into the helicopter.

Helicopters are used to rescue people from ships when the seas are so rough that a lifeboat cannot get near. They can refuel in mid-air, so they can travel further to rescue people than a lifeboat can.

The British Isles are surrounded by sea. There are many kilometres of coastline. The coast can be fun, but the coast can be dangerous, too. To keep people safe, there are Coastguard Stations all around Britain. The coastguards watch the sea and listen for messages from people in danger. When they get a message, they go to help.



Rescue from a car

Lindisfarne is a small island off the coast of the north of England. It is joined to the mainland by a road. When the tide is out, you can drive along the road to Lindisfarne. When the tide is in, the road is under water. In August 2002, a family was driving back to the mainland. Their car broke down and the tide was coming in. They used a mobile phone to call the police. The police contacted the coastguard. Rescue was on its way, but the water was coming into the car. The 13-year-old daughter saw the danger. She asked her father to open the sunroof before the water stopped the electrical circuit from working. The family climbed onto the roof as the water rose higher. A helicopter arrived and winched them to safety.

International yacht rescue

To the west of the British Isles is the Atlantic Ocean. When the weather is stormy, huge waves build up in the Atlantic. All kinds of boats, big and small can get into difficulty.

In September 2002, a yacht with two people on board was crossing the north Atlantic. It was a long way from land. The yacht's mast broke in the strong wind. The crew sent an emergency message. An aircraft took off from Scotland and dropped a life raft to the crew, in case their boat sank. A Norwegian fishing boat went to help, too, but could not get close enough to pick up the men. Then two helicopters flew from Iceland. One of the rescuers said, 'It was a race against time. The yacht was taking on water.' It was more than 500 km to the sinking yacht. They had to refuel four times during the rescue. They arrived in time and the men were lifted off the deck and taken to hospital in Iceland.

Rescue from buildings

The village of Boscastle is in a steep valley next to the sea, in the south-west of England. In August 2004 it flooded in a few hours. The day started fine and sunny. In the afternoon it began to rain heavily and it didn't stop. The water in the river which runs between the hills and through the middle of the village rose higher and higher. Trees were pulled off the river banks by the strength of the water. They blocked the river and the river burst its banks. A wall of water surged through the car park and carried cars and vans down the flooded main street, into the harbour and out to sea. People ran into the shops, houses and hotels. They ran up the stairs as the water rose up behind them. They had to climb out onto the roofs and wait to be rescued.

Seven helicopters came from three aircraft bases. One of the rescuers said, 'I have never seen anything like it. Cars, wheelie bins and trees were just flying past in a torrent of water.' A pilot said, 'Because it was raining so hard, it was difficult to see very far. It was extremely dangerous.'

A baby girl and her parents were rescued from a car stuck in the floods. The baby was put in the pilot's rucksack and winched up. A 14-year-old boy was alone in his family's car when the floods hit. He climbed onto the roof. 'Cars and trees were floating past me down the street,' he said. 'It was unbelievable and I was absolutely petrified.'

It took three hours for the seven helicopters to take 120 people to safety. Amazingly, nobody died.



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 ____



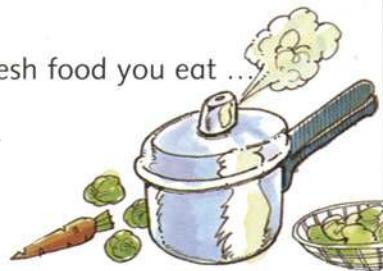
3 Do you take sugar in hot drinks?

- 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?



No, never.

That's good (... not so good, bad).

If you eat too much sugar it will harm your teeth.

3 Look and write.



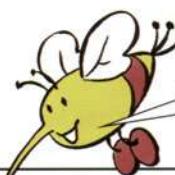
if + present simple, then will + verb

first conditional

If you eat too many sweets, you will harm your teeth.

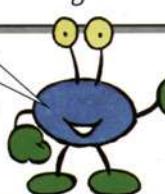
If you boil your food, you will lose a lot of vitamins.

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.

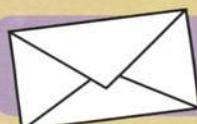
Deep breathing can help. If you are worried, you often breathe in short, sharp pants. Instead, breathe

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

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.



My back hurts.



We can't see



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

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

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

I can't lift this.



I haven't enough paper.



I haven't anyone to play with.



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

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

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

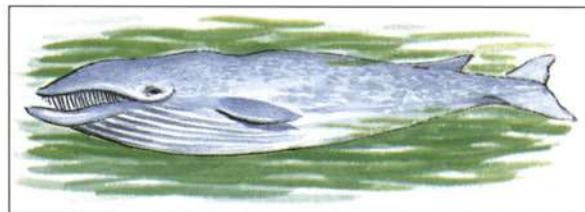


leopard

2 Listen and read.

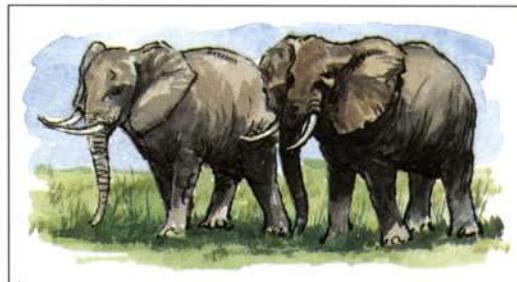
The blue whale, which is the largest animal in the world, weighs more than 200 tons. Even so, it is in danger.

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.
... three animals with large brains.

... an animal with fur.
... an animal which 'sings'.

4 Think about it.

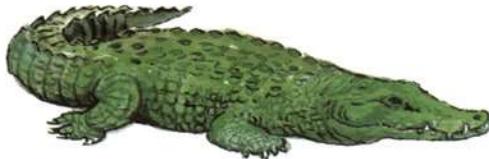
Why are these animals in danger?



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



Don't forget the commas!

non-defining relative clauses

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.

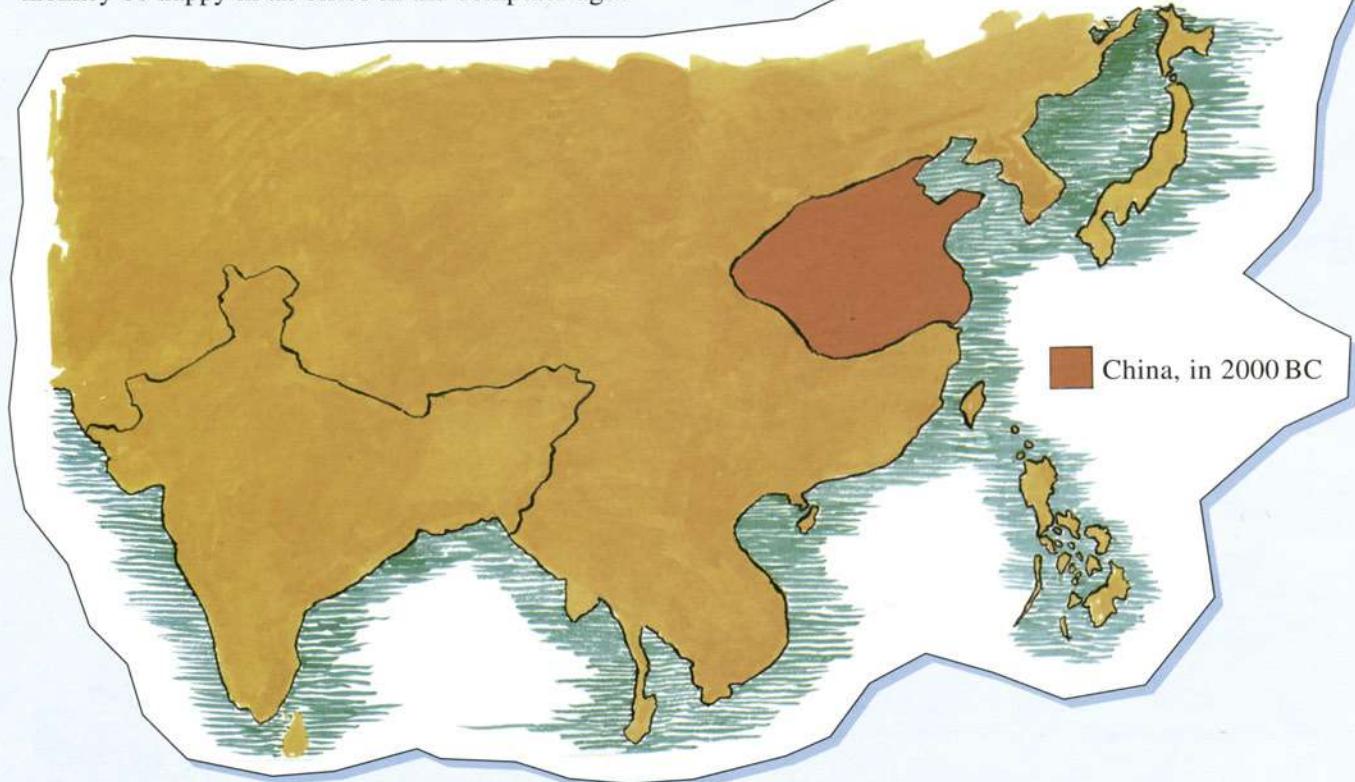
These scholars, who were very wise men, were known for collecting things. As well as brushes and ink and paper, which they needed for their work, their desks were covered with interesting things. They often kept pieces of jade and bone and wood, which they liked to touch. They also loved unusual trees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



... three things that ink was made from.



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



... two places where an ink monkey slept.



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

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?

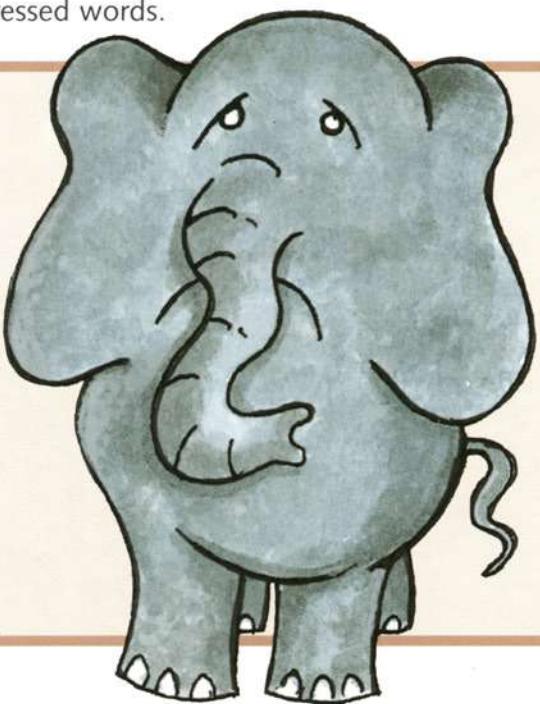
1**Listen and say.**

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.**

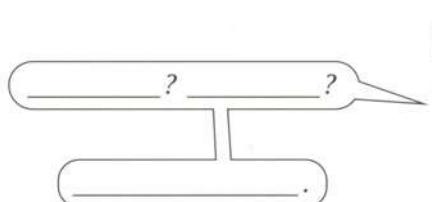
Who is the elephant talking to?
Who is he afraid of and why?
What should children remember?

3**Listen and say.**

Listen to the children and complete what they say.



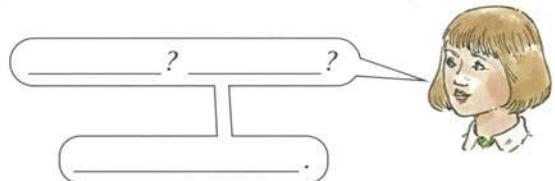
I think hunting animals is bad.



*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



Siamese



Abyssinian



Angora



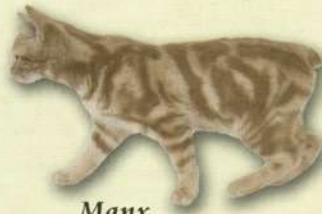
Sphinx



Egyptian mau



Korat



Manx

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?



12 Clothing and houses

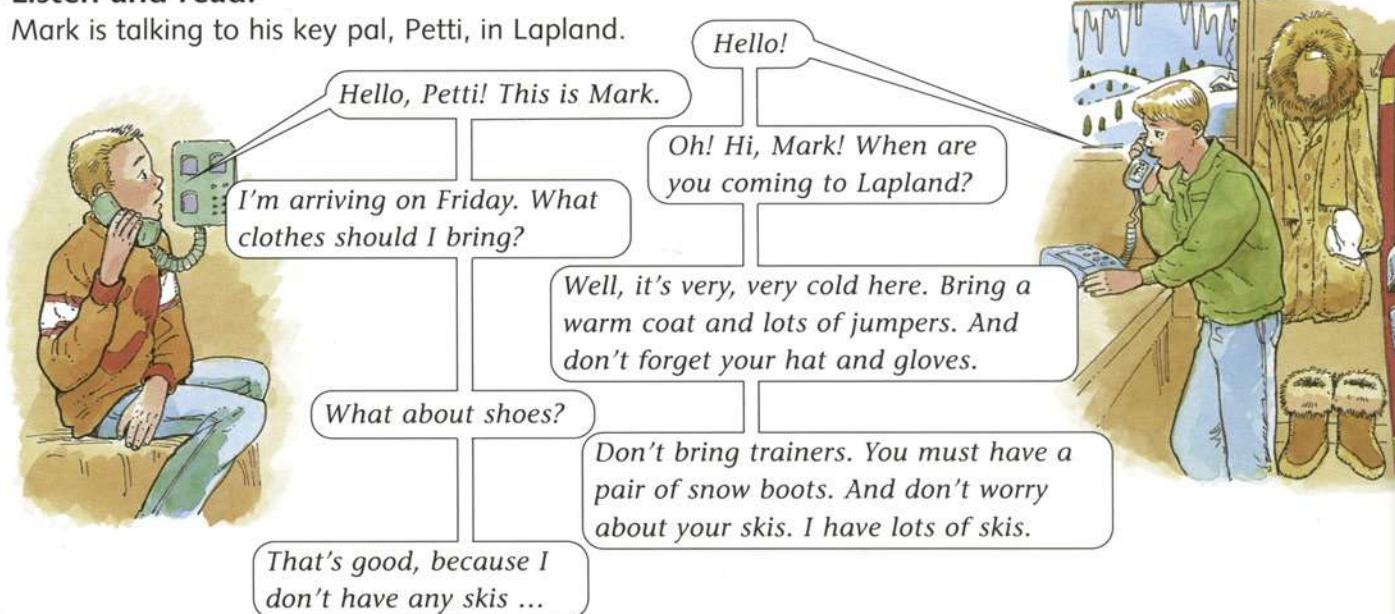
1 Think about it.

Can you name these items? Do people wear them in hot or cold countries?



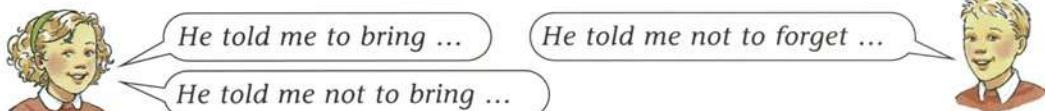
2 Listen and read.

Mark is talking to his key pal, Petti, in Lapland.



3 Look and say.

What did Petti say about these items?



4 Listen and say.

Choose one of these countries to visit, then ask a friend for advice and write it down.



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



What did your friend tell you?

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



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.

told ... to + verb

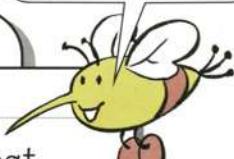
reported commands

Bring a warm coat!

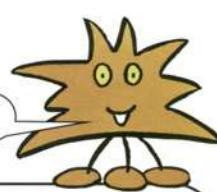
He told me to bring a warm coat.

Do not worry about skis.

He told me not to worry about skis.



Present becomes past



reported information

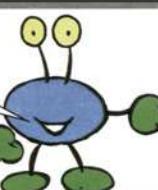
I am arriving on Friday!

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.



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



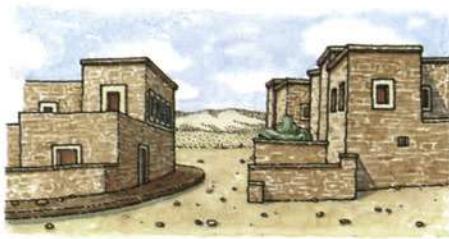
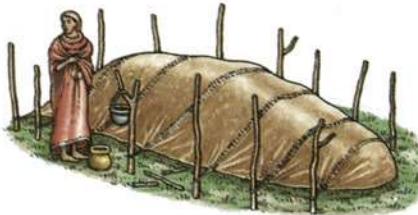
In big cities land is scarce and expensive. Buildings are built high into the air. Lots of families can live in them.



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.

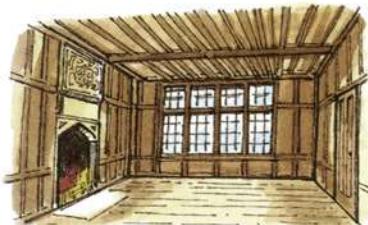
South America

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.

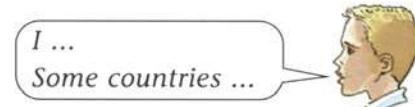
It was at the front top of the house, on the first floor.

2**Listen and speak.**

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



I'd like ...



*I ...
Some countries ...*

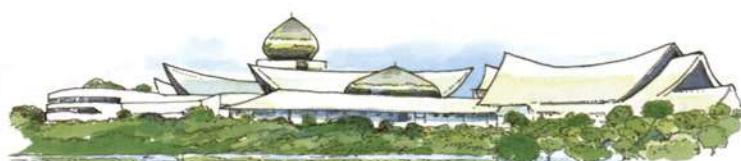


*I ...
You can never ...*

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.



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

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



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.

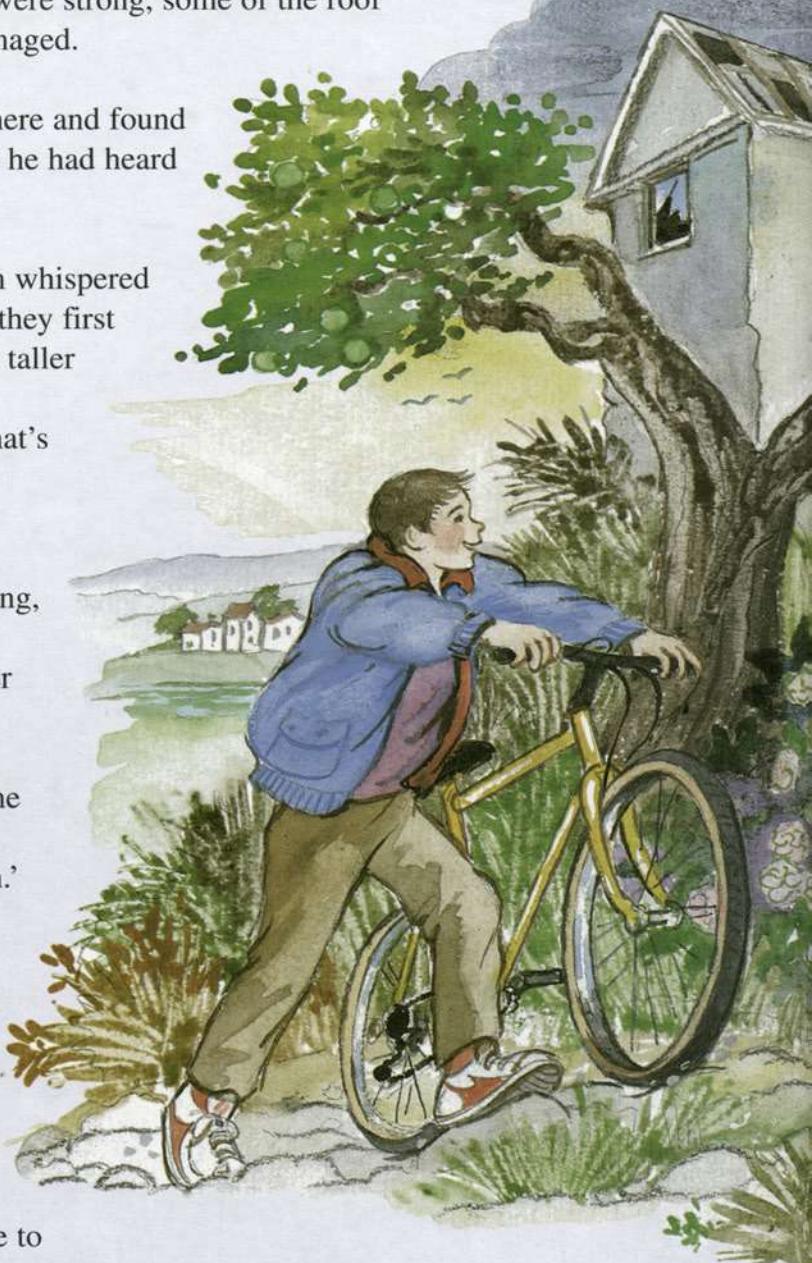
'Let's go in,' Tom said, as they walked round to the front door. 'Come on. It's empty. There's no one here. Anyway, it's my house now, so we can go in.'

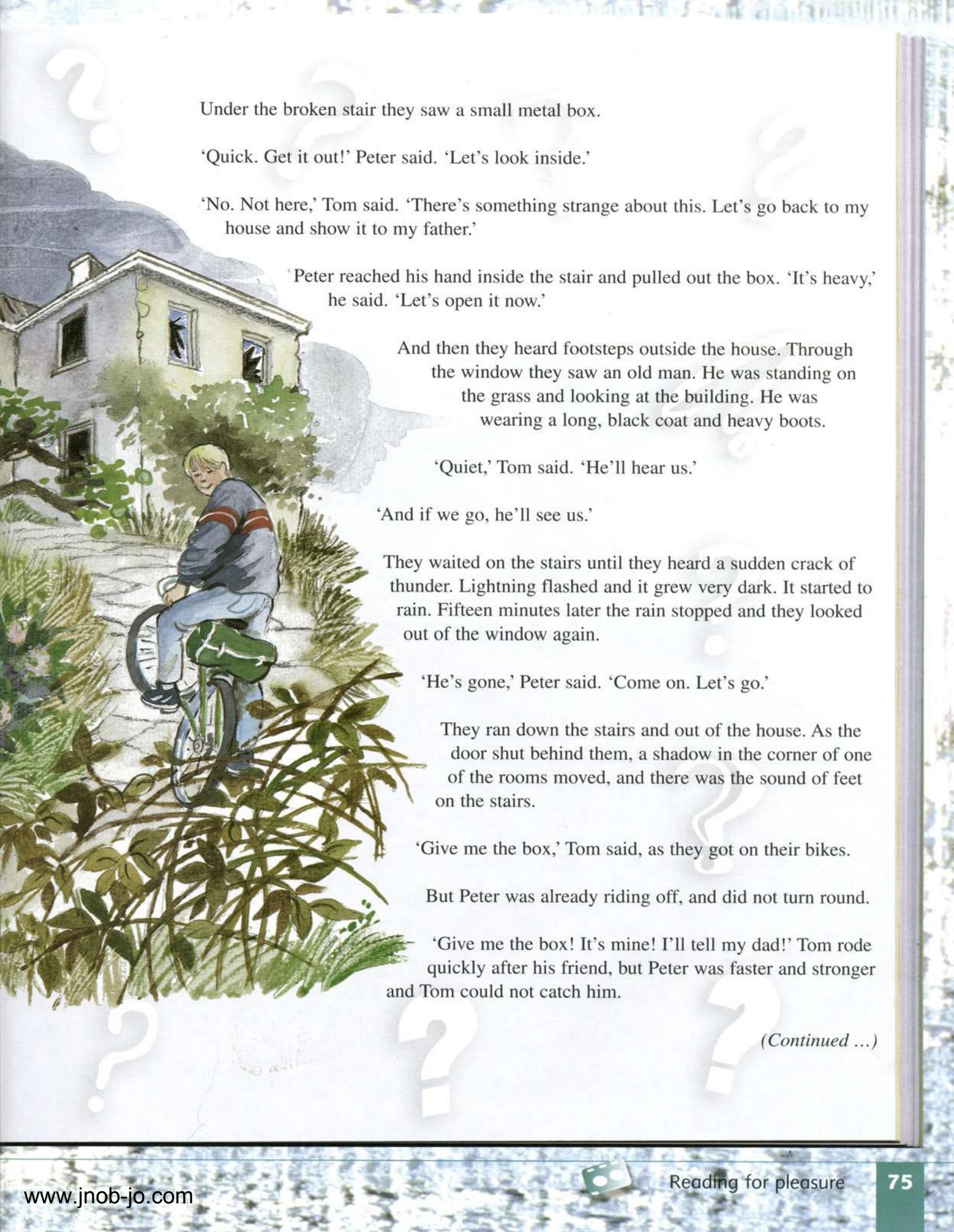
The boys pushed the front door and it swung open.

'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!'



A watercolor-style illustration of a young boy with blonde hair, wearing a dark blue jacket with red stripes on the sleeves and light blue jeans. He is sitting on a light blue bicycle, looking down at the ground. In the background, there is a two-story house with a light green roof and white walls. One of the windows on the upper floor is broken, with glass shards visible. Some bushes and a small tree are in front of the house.

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



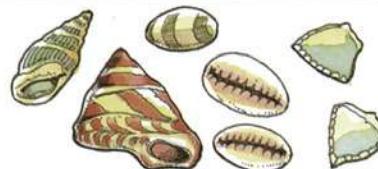
emerald



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.

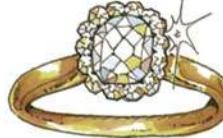


Money doesn't have to be gold or silver. Teeth, stones and shells have all been used as money.

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?

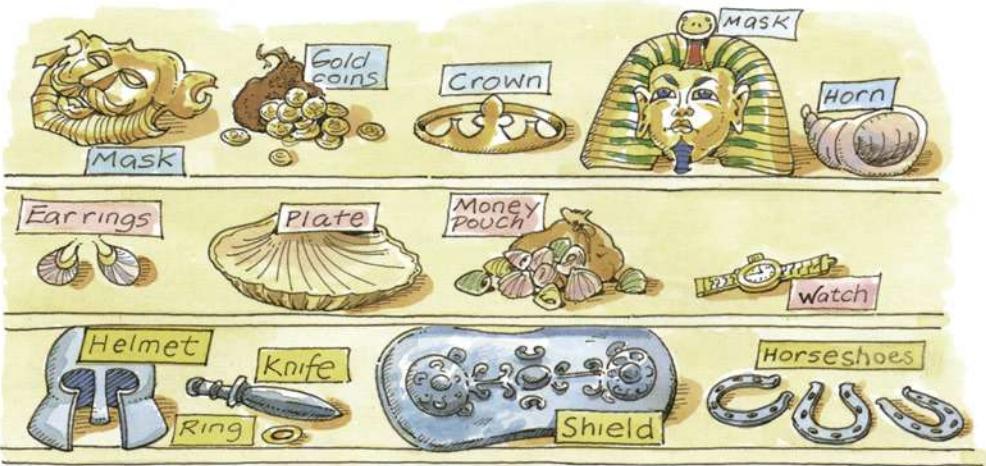
4 Think about it.

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?

Do you think so?



I think you're right.

Are you sure?

I think you're wrong.



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

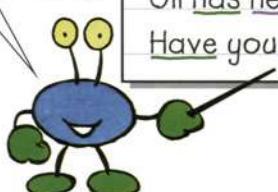
Treasure has been found in the sea by divers.

Shells have been used for money since ancient times.

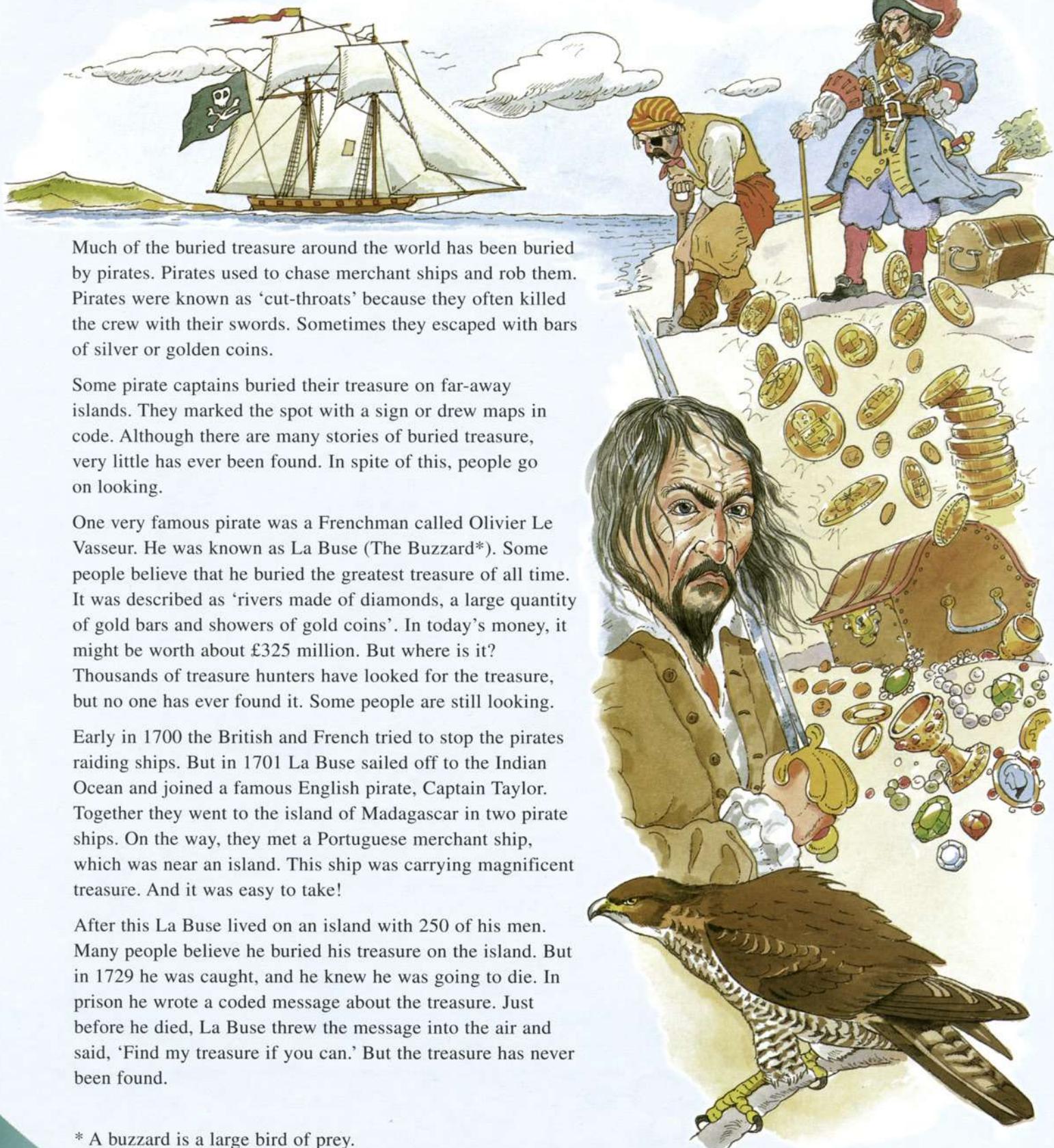
Oil has never been found on the moon.

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.

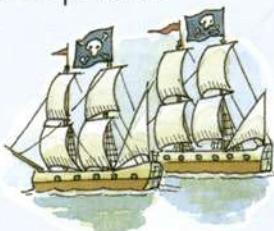
1 Read and choose.

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

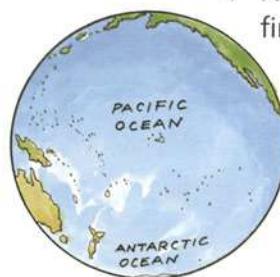
1 Think about it.

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?

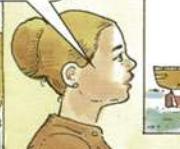
People need oceans for food and transport.

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.



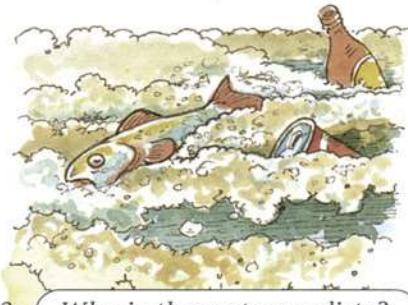
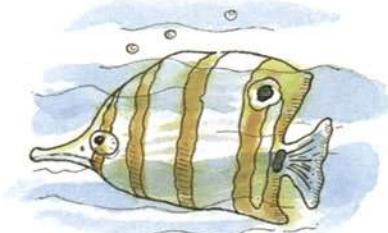
How did the teacher ask:

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

How did the children answer?



1 Listen and speak.



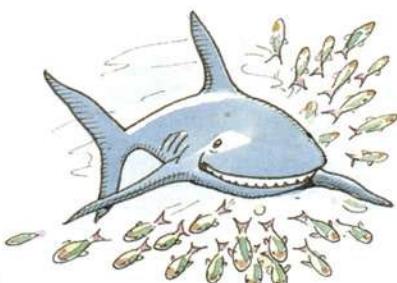
1 How old is that ship?

2 What is the name of that fish?

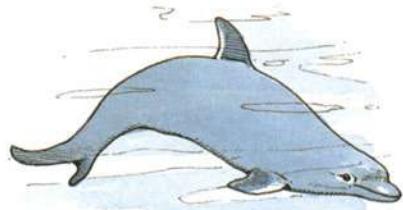
3 Why is the water so dirty?



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?



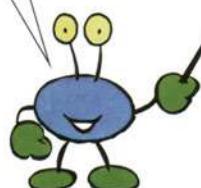
3 Look and write.

Present becomes past.

reported questions



This is a question.



Children, what do you know about oceans?

The teacher asked the children what they knew about oceans.

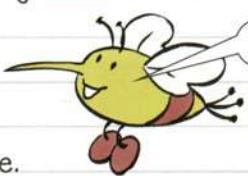
Why are oceans important?

She asked why oceans were important.

Which oceans can you name?

She asked which oceans they could name.

This 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.

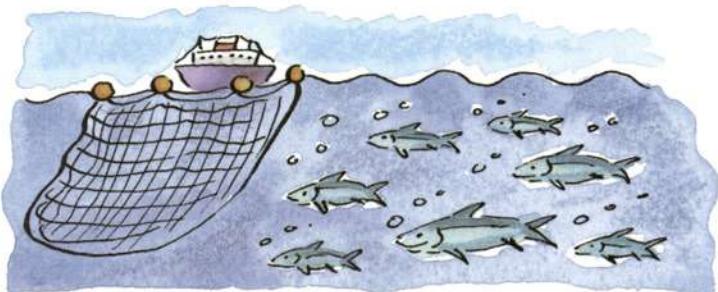
Compared to starfish, squid are very intelligent.

4 Think about it.

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



1 Listen and sing.



Apusski dusky

In middle ocean,
Sardines are swimming,
Apusski dusky, apusskidu.

A boat sails over,
Down comes a net.

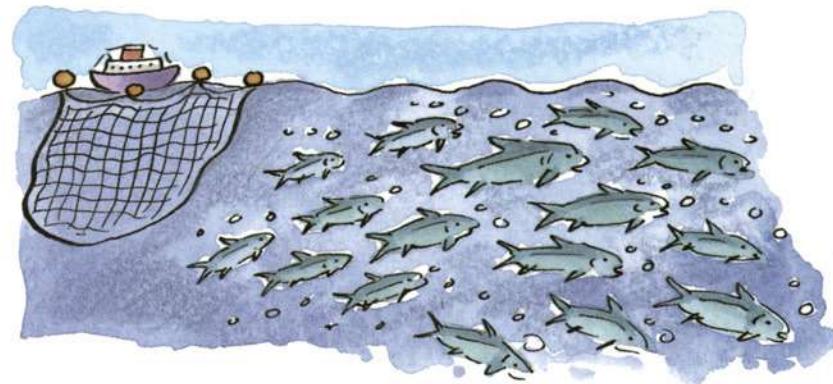
Apusski dusky, apusskidu.

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

Apusski dusky, apusskidu.

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

Apusski dusky, apusskidu.



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



1

Food and health



2

Oceans and seas



3

Clothing and houses



4

Buried treasures



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.

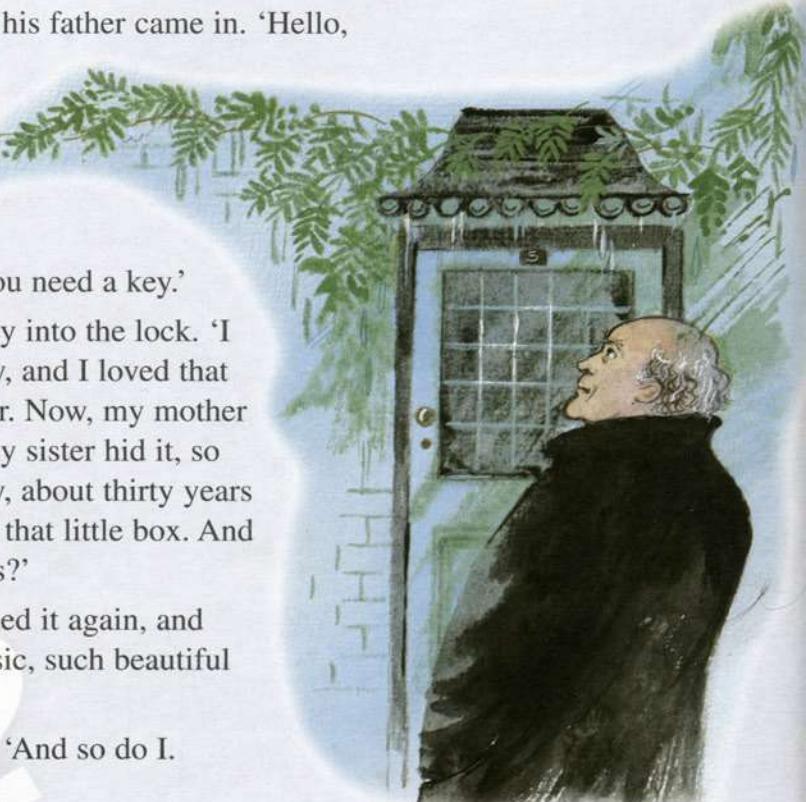
'You see, when you have a box that is locked, you need a key.'

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.



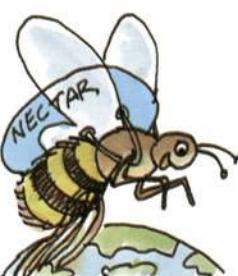
A pistol shrimp, only 50 mm long, has a pistol-shaped claw. If you put it in a jam-jar, it will snap its claw so loudly, that it will break the glass.



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.



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!

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.



15 Why the dinosaurs disappeared

1 Think about it.

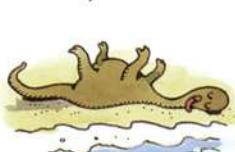
How did the dinosaurs die? Choose one of the pictures below. Then read on. Were you right?



drowned



crushed and buried
(by falling rock)



poisoned by
bad water



frozen



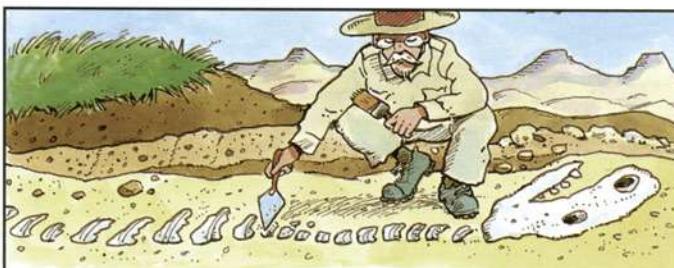
burned

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?



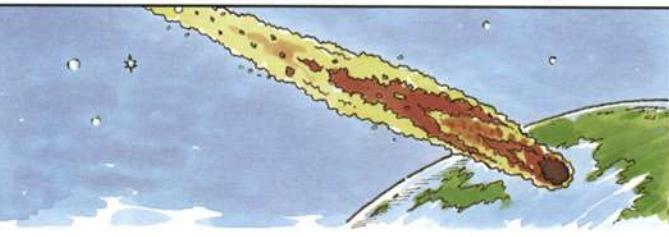
Over the last 150 years scientists have found out a lot about the dinosaurs from fossils. Fossils are very old bones which are now hard, like rock.



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.

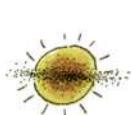
This is what would have happened if a giant asteroid had hit Earth. Match the sentences to the pictures. Then read them out, A – F.



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. _____

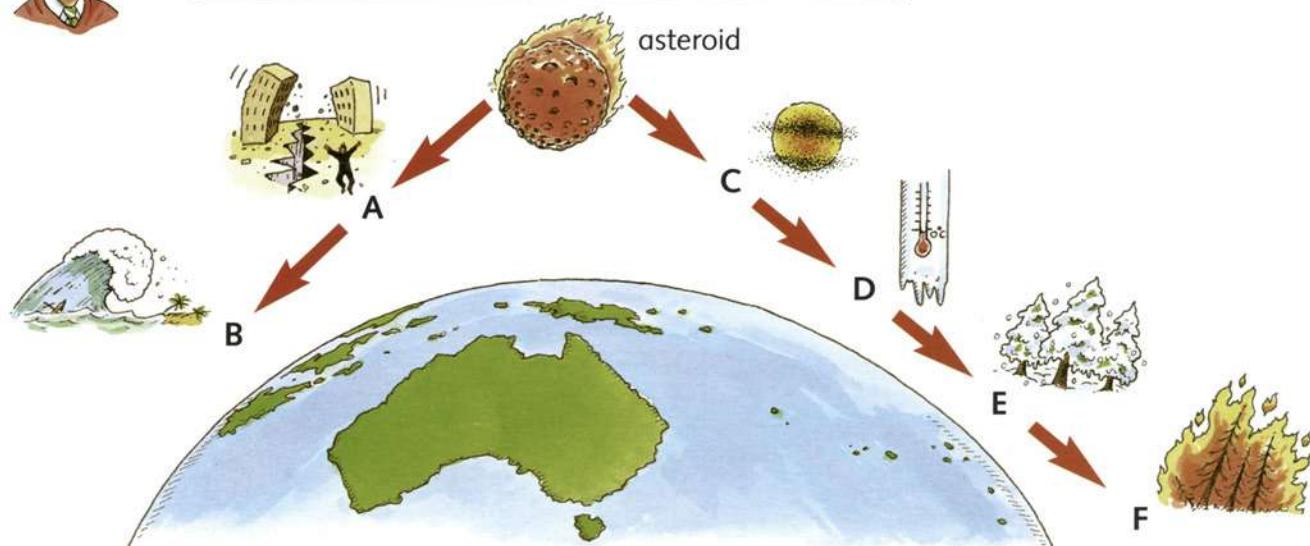
There would have been tidal waves. _____

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 ...

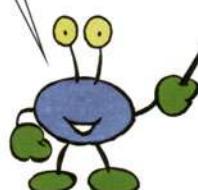


3 Look and write.

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.

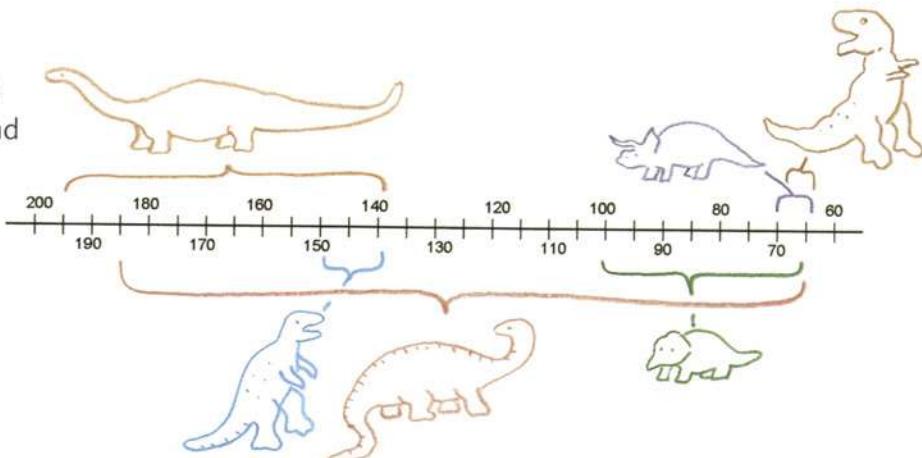
Sorry. It was very good and I would have eaten more if I hadn't had such a big lunch.

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.



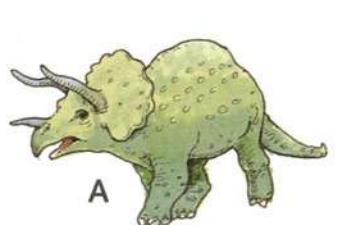
A Dicraeosaurus [195–141 MYA]
B Diplodocus [185–65 MYA]
C Allosaurus [150–140 MYA]

[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.

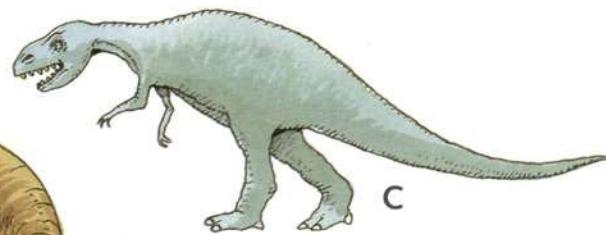
3 Read and match the descriptions to the pictures.



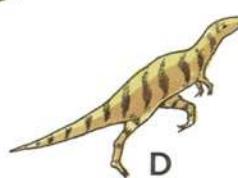
A



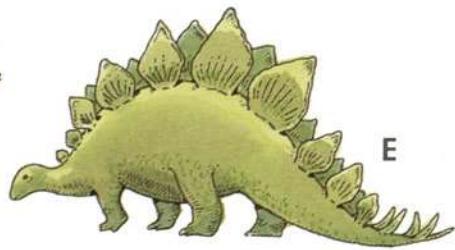
B



C



D



E

- 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.

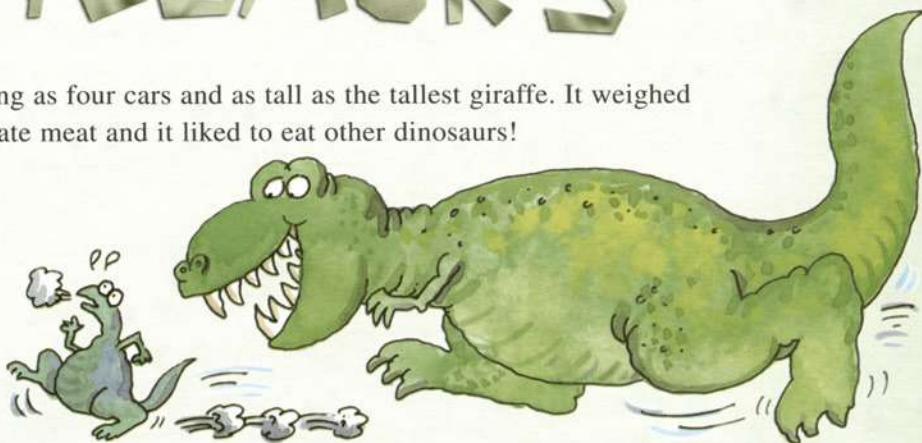


DINOSAURS

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

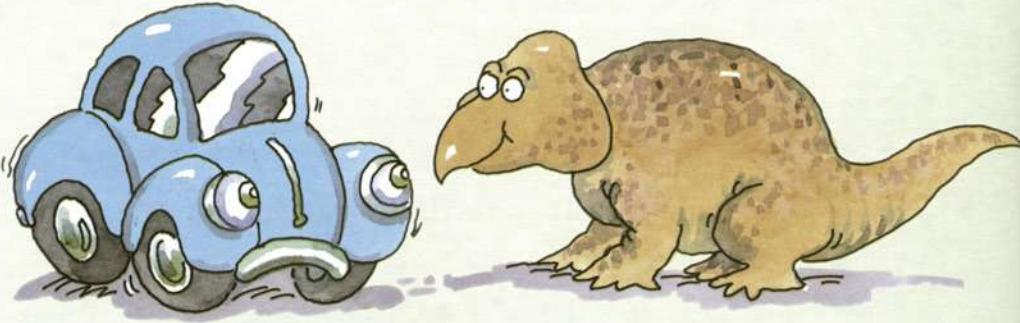
- **Name:** Tyrannosaurus Rex
- **Size:** 14 m long and 5.6 m high
- **Food:** meat
- **Lived:** 67 million years ago in North America and maybe South America



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

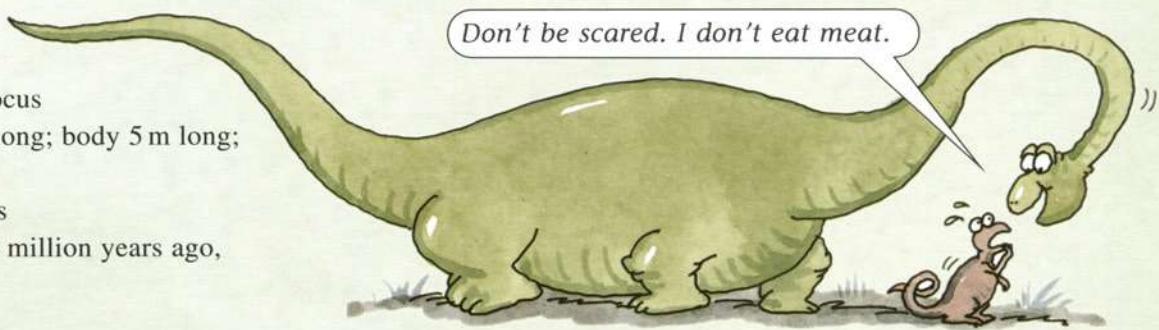
- **Name:** Avaceratops
- **Size:** 2.5 m long and 1 m high
- **Food:** low plants
- **Lived:** between 66–100 million years ago in North America



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

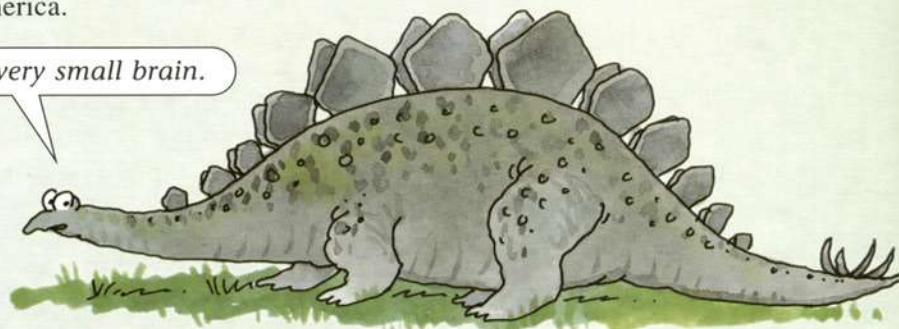
- **Name:** Diplodocus
- **Size:** neck 8 m long; body 5 m long; tail 14 m long
- **Food:** high trees
- **Lived:** 140–150 million years ago, in many places



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.

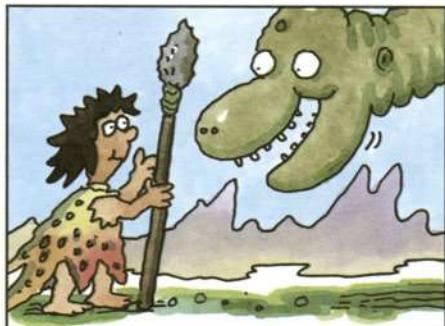
Dinosaur facts

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

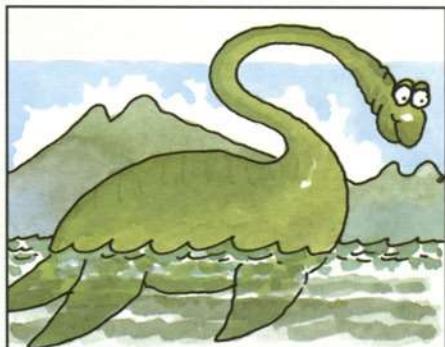


How much do you know about dinosaurs?

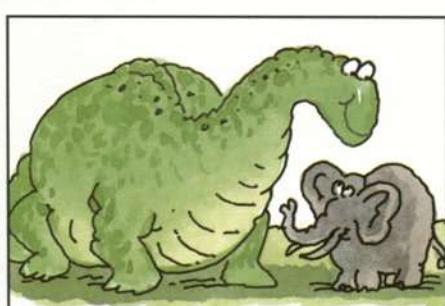
Answer the questions. Were you right? Read the boxes and find out.



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?

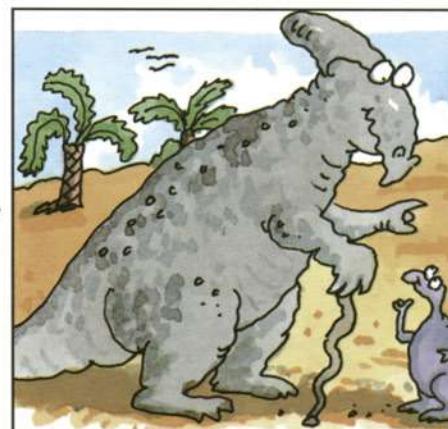
- a) dinosaurs with short legs
- b) dinosaurs with big heads
- c) dinosaurs with long necks

7 How long have people lived on the Earth?

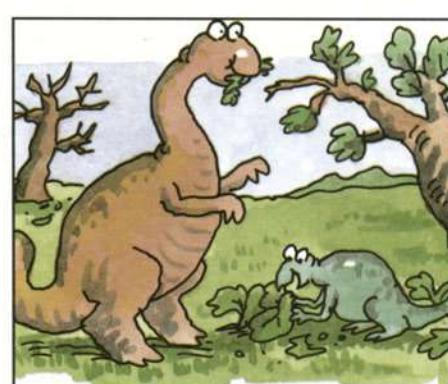
- a) 3 million years
- b) 1000 years
- c) 1990 years



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.

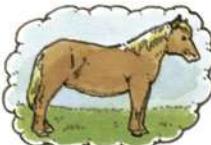


Many dinosaurs didn't eat meat. Dinosaurs who ate plants had short legs and dinosaurs who ate trees had long necks.

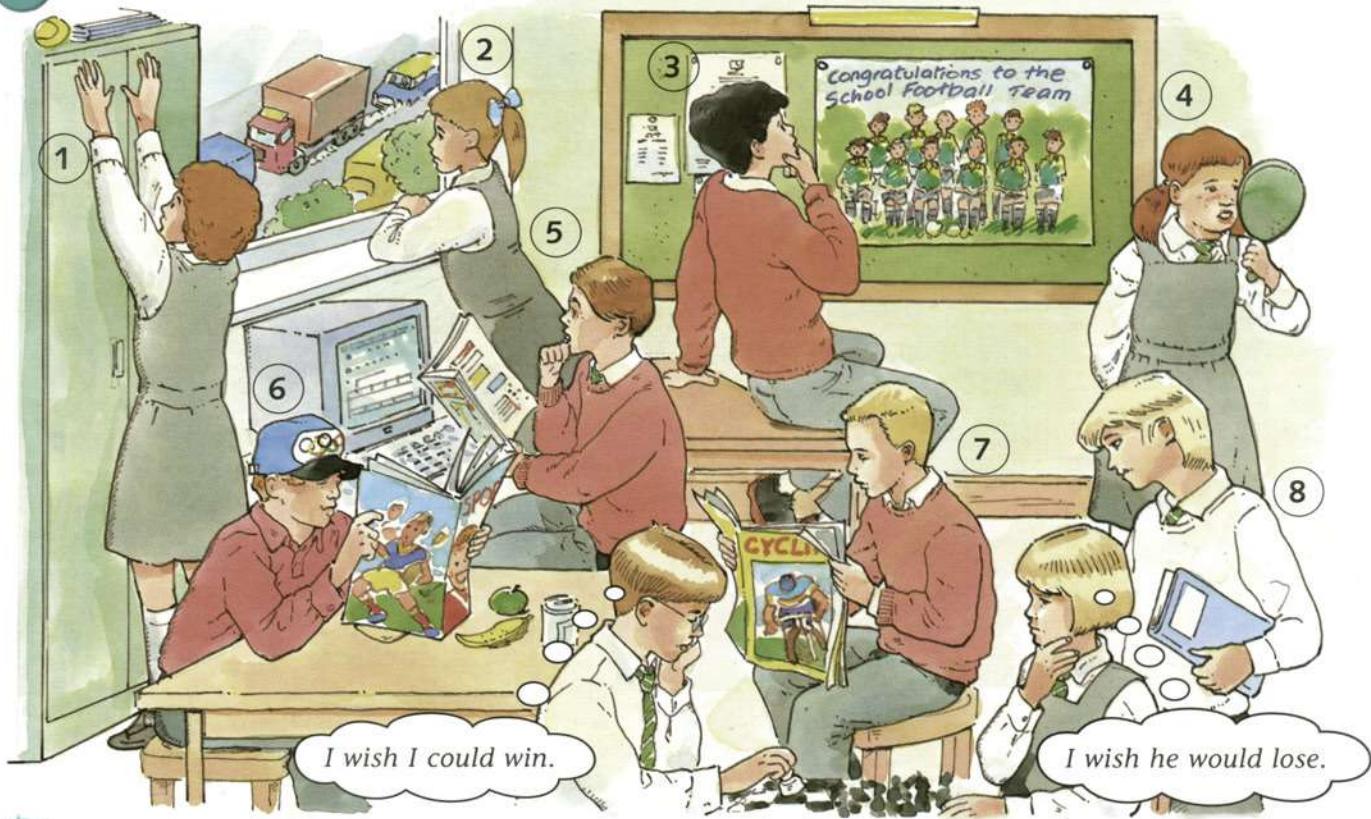
16 I wish ...

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 was a better football player.

I wish I could play chess.

I wish I was taller.

I wish I knew more about computers.

I wish I didn't have spots.

I wish I lived in the country.

I wish I had a mountain bike.

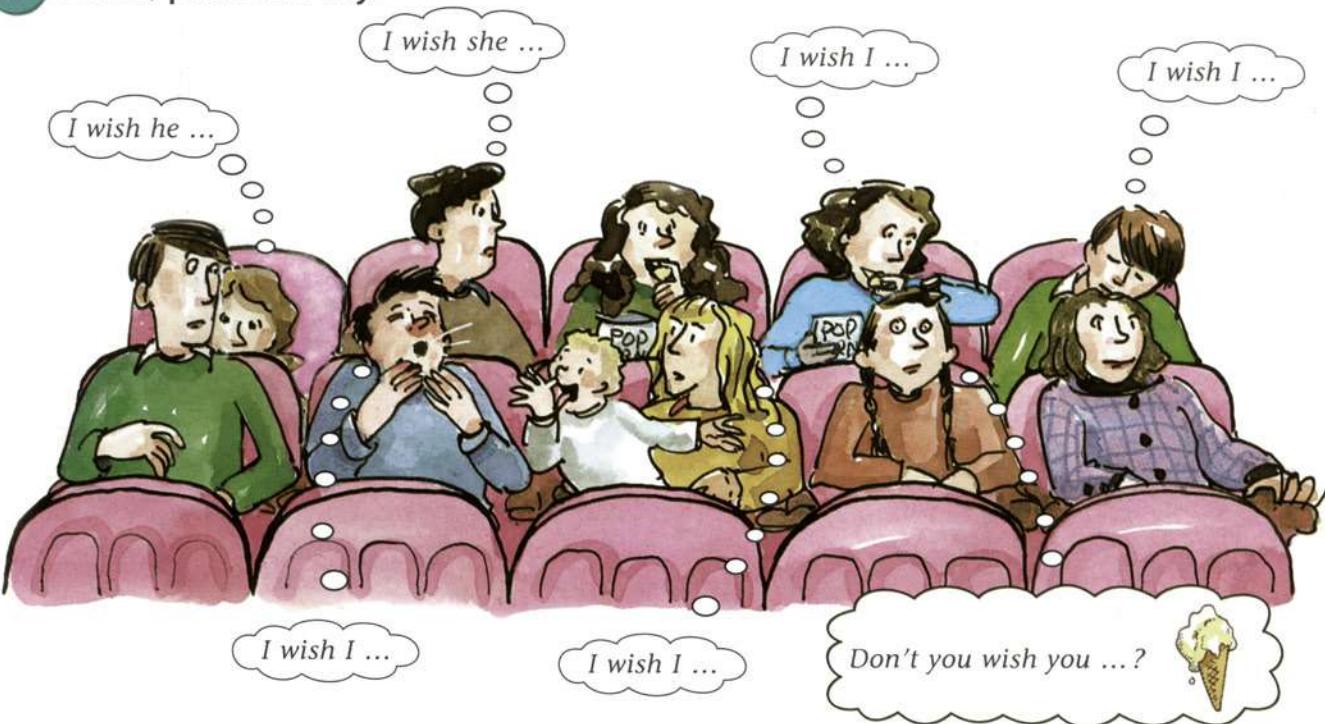
4 Think about it.

Choose four beginnings (one of each colour) and write four wishes.

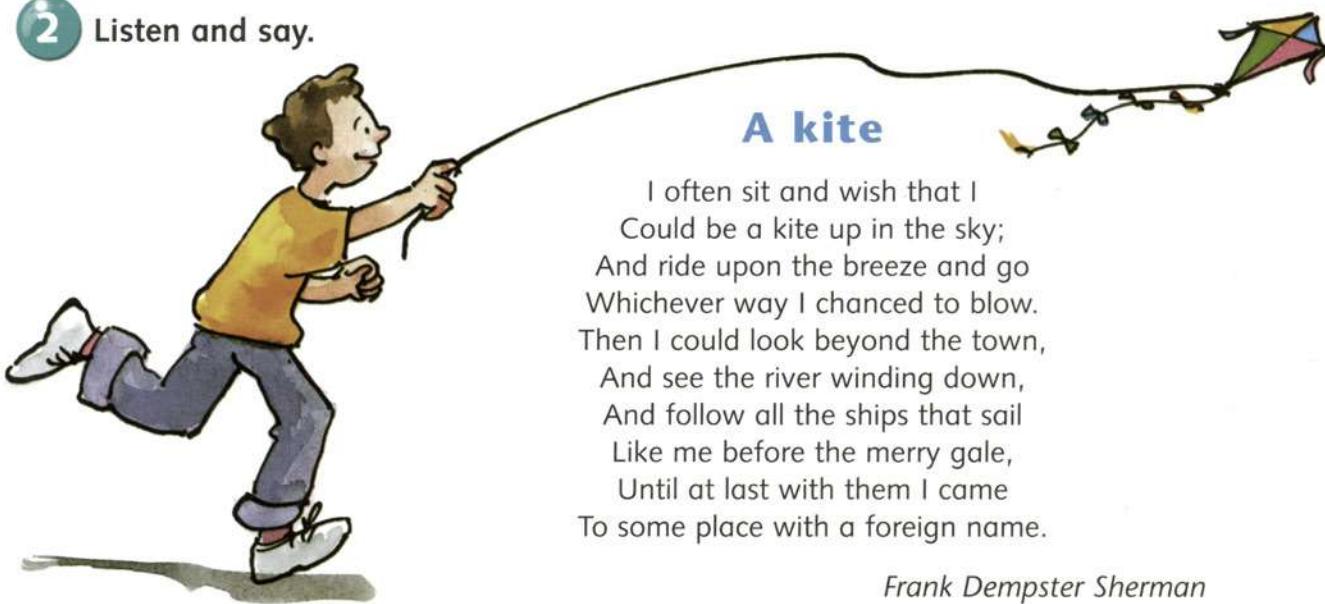
Talk about your wishes. Who has the same wishes?



1 Listen, point and say.



2 Listen and say.



3 Look and write.

<u>wish</u>	<u>wish</u> + <i>past simple or modal verb</i>
<p>I <u>wish</u> I <u>was</u> better at football. She <u>wishes</u> she <u>didn't</u> have spots. Don't you <u>wish</u> you <u>had</u> some popcorn? I <u>wish</u> I <u>could</u> play tennis. I <u>wish</u> he <u>would</u> stop talking.</p>	





1

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



3

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



2

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



4

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



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



6

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



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'.



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



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



... 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** 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

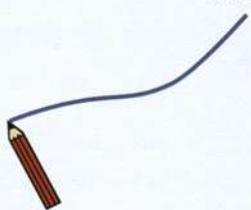
Draw lines between the opposites.

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.



I wish I could waterski.

I'll take you!



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.

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.

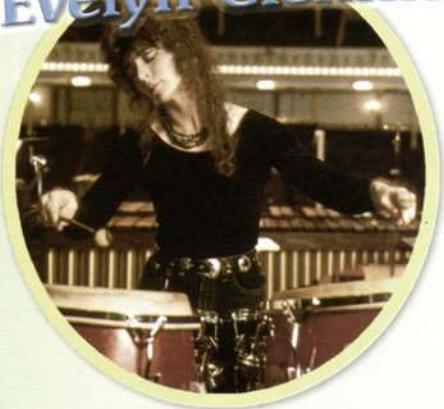
Agree

Disagree

Suggest



Evelyn Glennie – solo percussion player



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.



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.



tubular bells



drums



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.



harmonica



snare drum

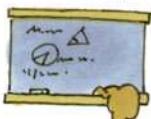


clarinet

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?



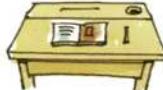
blackboard



teacher



book



desk



school dinner



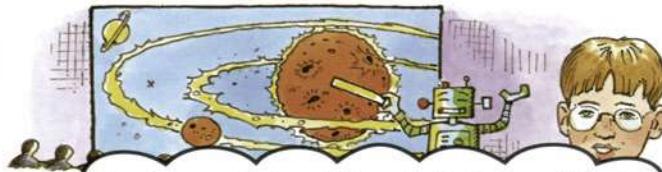
field trip

2 Listen and read.

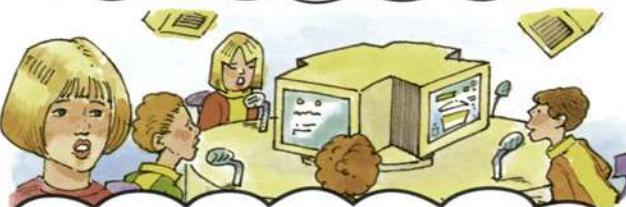
This is what some children think will happen.



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.

How will people be housed?

in underwater cities



in caves



on clouds



in space stations

How will people be fed?

with pills



by injection



with food from seaweed farms



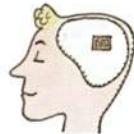
with food grown in huge greenhouses

How will children be taught?

by voice-operated computers



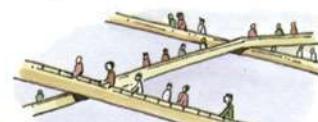
at home/no schools



by computer chip in the brain

How will people be transported?

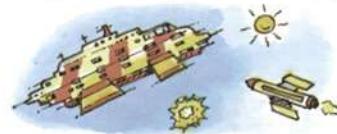
in solar-powered cars



on moving walkways



through tunnels under the sea



in solar-powered space ships

2**Listen and speak.**

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



_____ will be any schools in the future. What do you think?

Well, I don't know about that. I think people will still go to school.



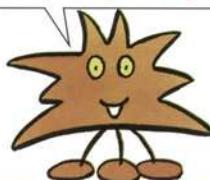
_____ work will be done by robots.

Actually, I'm not so sure. What about cooking?

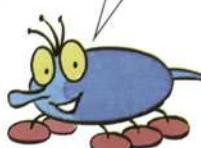


_____ we will have to be moved to other planets.

Yes! I'm sure they're right. _____ there will be too many people on Earth.

**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!



1 Look and say.

Look at the picture and say all the things which will and won't be done by robots.

Use the words in the boxes to help you.



Helicopters will be flown by robots.



Yes, but taxis will still be driven by people.



helicopters
clothes
food
football
windows

taxis
dogs
bread
babies
lawn/grass

fly
sell
cook
play
wash

drive
walk
bake
look after
cut

2 Read, find and say.

Who or what are they talking about? Find it in the picture above.

That baby wants looking after.

That bin needs emptying.

The streets need cleaning.

Those windows need washing.

Those children need teaching.

That grass needs cutting.

3 Look and say.

Make statements about these.



filthy car



muddy boots



long nails



unironed shirt



boy's dirty face



full blackboard

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.

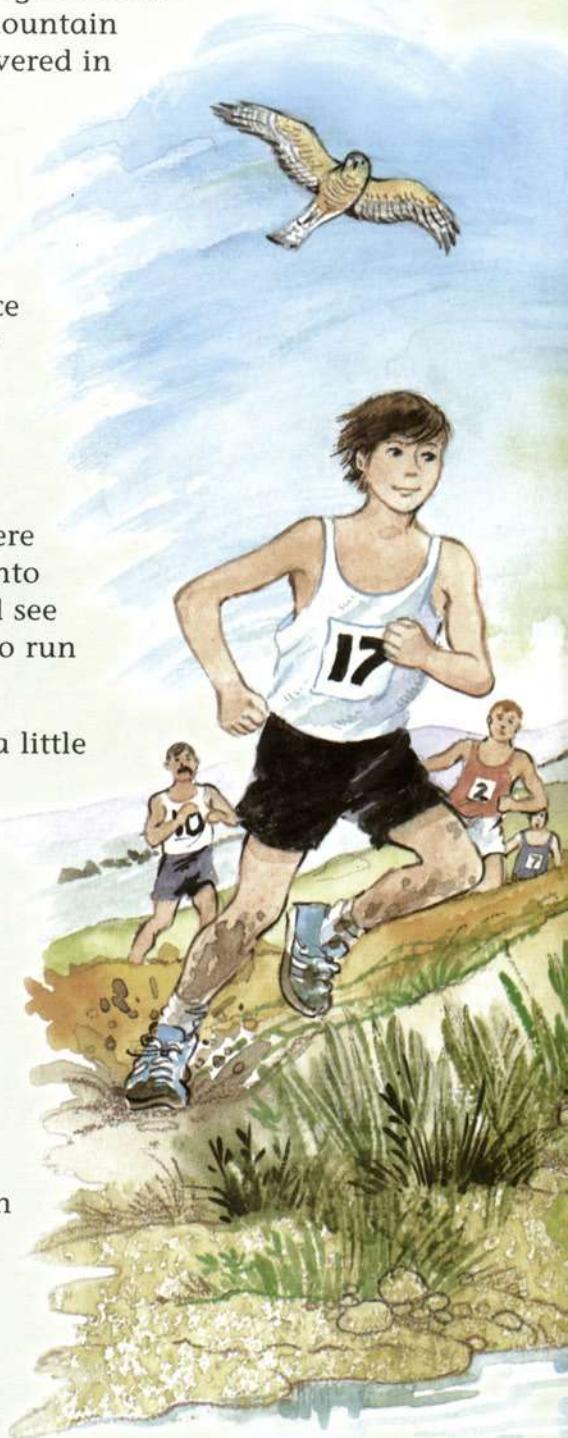
Alone, he started to run again. He went back to school, and after school he started to practise.

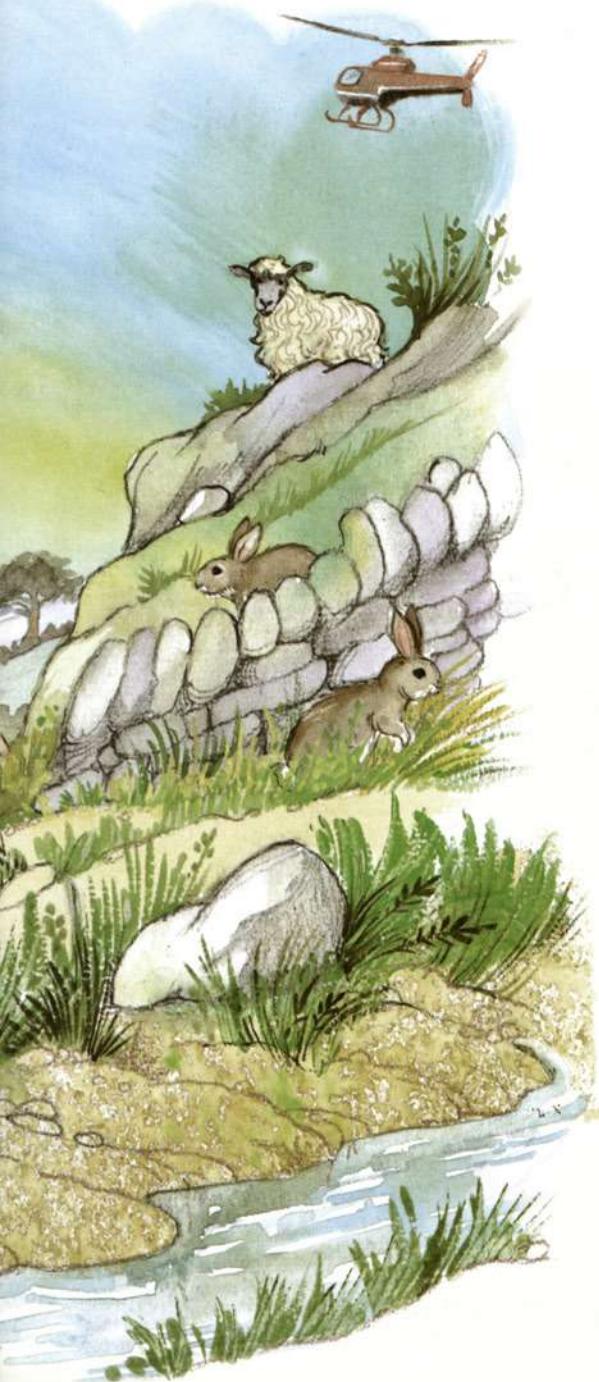
One evening he went to his father and said, 'I can run again, father. I want to run across Black Mountain in the race.'

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.

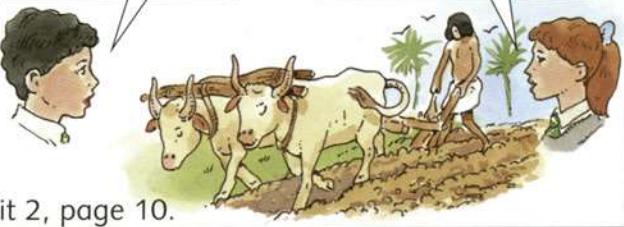
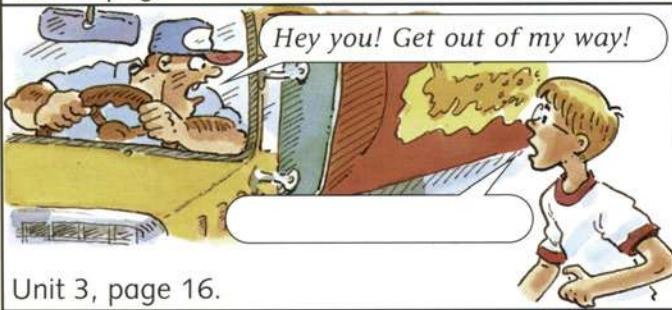
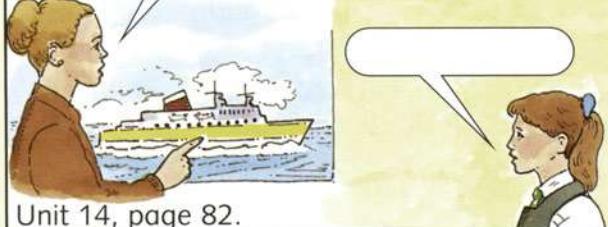
18 What did they say?

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.)

<p>Where is Samia from?</p>  <p>Unit 1, page 4.</p>	<p>What's he doing?</p>  <p>Unit 2, page 10.</p>
<p>Hey you! Get out of my way!</p>  <p>Unit 3, page 16.</p>	<p>You're in the team! I'm giving you number nine.</p>  <p>Unit 6, page 34.</p>
<p>Thank you very much.</p>  <p>Unit 6, page 34.</p>	<p>Is our school 'green'? How can we find out?</p>  <p>Unit 8, page 46.</p>
<p>Why are oceans important?</p>  <p>Unit 14, page 82.</p>	<p>Schools will be different because ...</p>  <p>Unit 17, page 100.</p>

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.

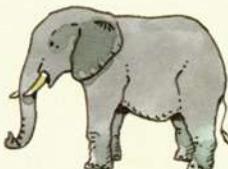
How many can you remember?



Name an animal beginning with 'c'.



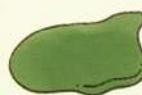
Camel begins with 'c'.



animal



part of the body



colour



Name a sport beginning with 't'.



I can't. Can you?

Yes, tennis begins with 't'.



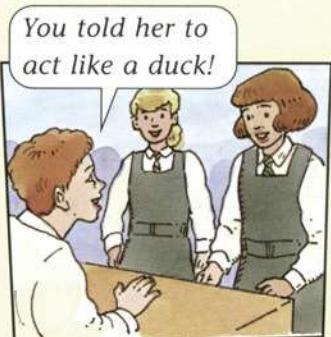
sport



item of food

2 Play a game.

Look at the pictures and play the game.

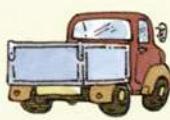


3 Quiz.

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



A 4



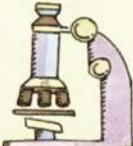
B 2



C 3



D 3



E 5



F 2



G 4



H 1



I 4



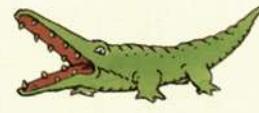
J 5



K 3



L 4



M 3



N 1



O 3



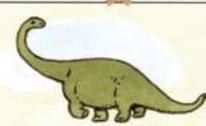
P 2



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.



India jungle

Greece telescope

France menu

Arabia sugar cotton

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:



Stop!



Parking



football



jeans



Okay!

More facts about English:

- 3 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.



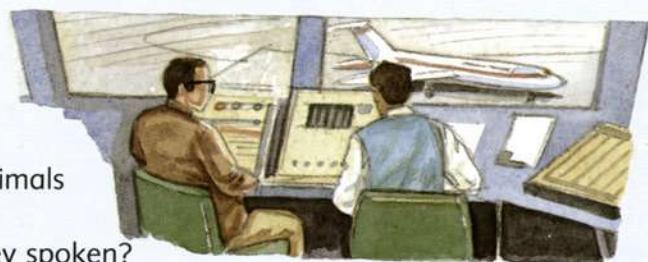
3 Read and find ...

- ... as many languages as you can.
- ... three words which mean 'soap'.
- ... when France ruled England.

- ... another word for 'borrowed'.
- ... another word for 'mother tongue'.
- ... 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.

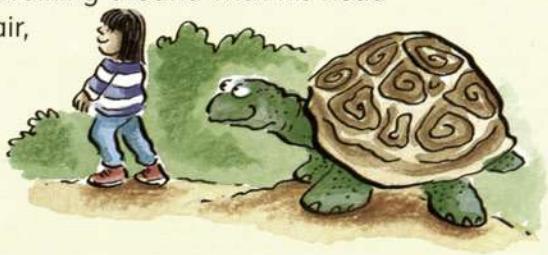
2 If he wants to stay in his shell,
If he wants to stay in his shell,
You can knock on the door,
but you can't ring the bell,
And ...

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.

— Thanks. You too.

— I've really enjoyed knowing you.

— Don't worry. I won't.

— Take care of yourself!

— I haven't got any plans yet.

— What are your plans for the holidays?

— Yes! See you!

— Have a good holiday.

— Thanks. I'll do that.

— Don't forget to send a postcard.

— That's okay.

— Come and see me when you have the chance.

— Don't worry. I'll be fine.

— See you next year.

— 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.

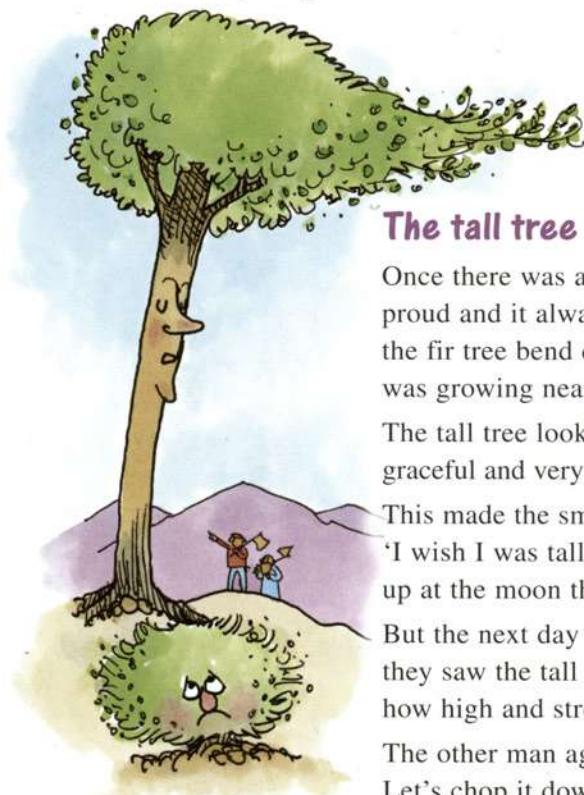
But she couldn't reach the water. 'What can I do?' she wondered.

'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.



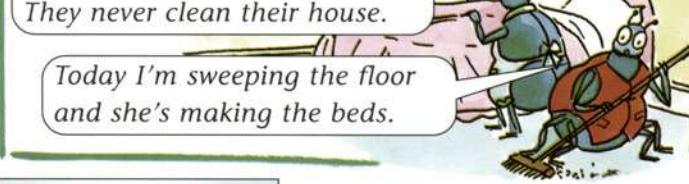
She had a car four years ago.
She only cleaned it once.

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!



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!



6 Present continuous passive



My photograph is being taken for the newspaper.



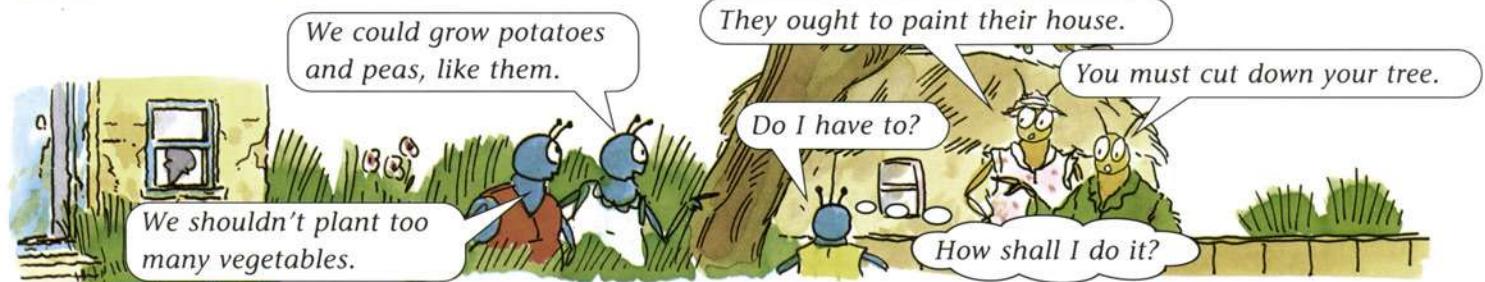
7 'going to' and 'will' future



Don't touch that or you'll hurt yourself.



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.

Why are so many animals dying?

What do you know about pollution?

We asked what we could do!

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!

Will the washing up be done
by Jeremy and Alice?



The mowing will be
done by my dad!

Irregular verbs list

Infinitive	Past simple	Past participle
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



Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-1-4050-5924-4

Text © Printha Ellis and Mary Bowen 1998 and 2004
Design and illustration © Macmillan Publishers Limited 1998
and 2004

First published 1998

This edition published 2005

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

The authors and publishers wish to acknowledge, with thanks, the following photographic sources:

Alamy Images p15 (Creatas, Hemera Ablestock, Eyebyte) p39, p51, p60, p99
Corbis p7 (Comstock Images) p20 (Mattias Kulka), p33(b), p51 (Lester Lefkowitz, Royalty Free), p56 (John Van Hasselt), p60, p69(b) (Werner Forman), p99 (Chris Collins)
Dorling Kindersley p9(1) (Susanna Price), p20 (Dave King), p69 (Marc Henrie, Jane Burton, Tracy Morgan, Dave King, Steve Gorton) p99 (Dave King)
Empics p33 (DPA)
Frank Lane Picture Agency p76g (photograph Didier Prix/Sunset)
Getty p56(b), p57 (Ministry of Defence), p99 (Time Life)
Image Bank p69
Michael Holford p76a, d
Planet Earth Pictures p84 (photograph Roger de la Harpe, John Seagrim, Gary Bell, Denise Tackett, Herwarth Voigtmann, Ken Lucas, Norbert Wa, Linda Pitkin)
Oxford Scientific Film p69
Photodisc p99
Photodisc Blue p99
Photodisc Green p9, p51(b)
Photolibrary.com p99
Powerstock Photo Library p76e
Science Photograph Library p76b, c, f (photograph Victor Hubbick Visions, Arnold Fisher, Roberto de Guglieno)
Topics p15(b)
All other photographs are courtesy of Alan Thomas

The authors and Publishers are grateful for permission to reprint the following:

John Foster: 'The Morning Rush' copyright © John Foster 2000 first published in *Rhyme Time: Around the Day* (Oxford University Press, 2000), reprinted by permission of the author.

Beatrice Harrop: 'Apusski Dusky' from *Apusskidu* (A&C Black Ltd, 1975), copyright © A&C Black Limited 1975, 1996), reprinted by permission of the publisher.

The Elephant Song Words by Hans Van Hermert Music by Frank Frenkel and Roger Woddis. Arranged by Job Maarse copyright © Ananas Music, Warner/Chappell Artemis Music, London W6 8BS 1980, reprinted by permission of International Music Publications Ltd and the Estate of Roger Woddis. All Rights Reserved.

Tony Mitton: 'Write-a-rap-rap' copyright © Tony Mitton 2000 first published in *The Works* edited by Paul Cookson (Macmillan, 2000), reprinted by permission of David Higham Associates Limited.

James Reeves: 'Rabbit and the Lark' from *Complete Poems for Children* (Heinemann, 1973), copyright © James Reeves Estate 1973, reprinted by permission of Laura Cecil Literary Agency on behalf of the James Reeves Estate.

You Can't Make A Turtle Come Out Words by Malvina Reynolds copyright © Schroder Music Company, assigned to Tro Essex Music Limited of Suite 2.07, Plaza 535 Kings Road, London, SW10 0SZ, reprinted by permission of the publisher. International Copyright Secured. All Rights Reserved.

Leon Rosselson: 'Free to Roam' copyright © Leon Rosselson 1987, first published in *Animal Songs, Games and Activities* edited by Sheena Roberts (A & C Black, 1987), reprinted by permission of the author.

Thank you to Hazel Barrett, Permission Co-ordinator, Macmillan Oxford and Paulette Dooler, Permission Consultant for all their hard work in obtaining permission to use copyright material for this course.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Illustrated by Linda Rogers & Associates.

The authors and publishers wish to thank the following for permission to use copyright material:

Cover design by Oliver Design

Cover illustration by Pencil and Pepper

Printed and bound in Egypt by Sahara Printing Company

2009 2008
10 9 8 7 6 5

Way Ahead

Pupil's Book

6



Way Ahead is an imaginative, six-level course for primary school children who are learning English as a first foreign language.

The course is reading based, with a strong communicative flavour. The structures and functions of English are taught through a variety of inviting, child-centred activities, which have been carefully graded and are suitable for classes in a variety of cultural backgrounds.

At the lower levels, the books introduce a cast of interesting characters who contextualise the language and make learning fun.

At the upper levels, new language is presented through a series of motivating and informative topics, and the course develops the skills the children need to pursue their studies to a higher level.

This new edition of **Way Ahead** has been redesigned and updated to attract a new generation of learners. The completely new Practice Books include more exercises, additional handwriting work and more challenging practice tests. The new Story Audio Cassettes offer recorded versions of the Reading for Pleasure pages from the Pupil's Books.

Way Ahead 6 offers:

Pupil's Book 6	9781405059244	Reader 6B - Gulliver's travels in Lilliput	9780333675045
Workbook 6	9781405059251		
Practice Book 6	9781405059299	Reader 6C - Looking at...our World	9780333772164
Pupil's Book Cassette 6	9781405059275	Even more poems to enjoy	9780333733301
Story Audio Cassette 6	9781405059282	Teacher's Book 6	9781405059268
Reader 6A - A Journey to the centre of the Earth	9780333675038	Grammar Games CD-Rom 6	9781405062381


MACMILLAN

ISBN 978-1-4050-5924-4



9 781405 059244