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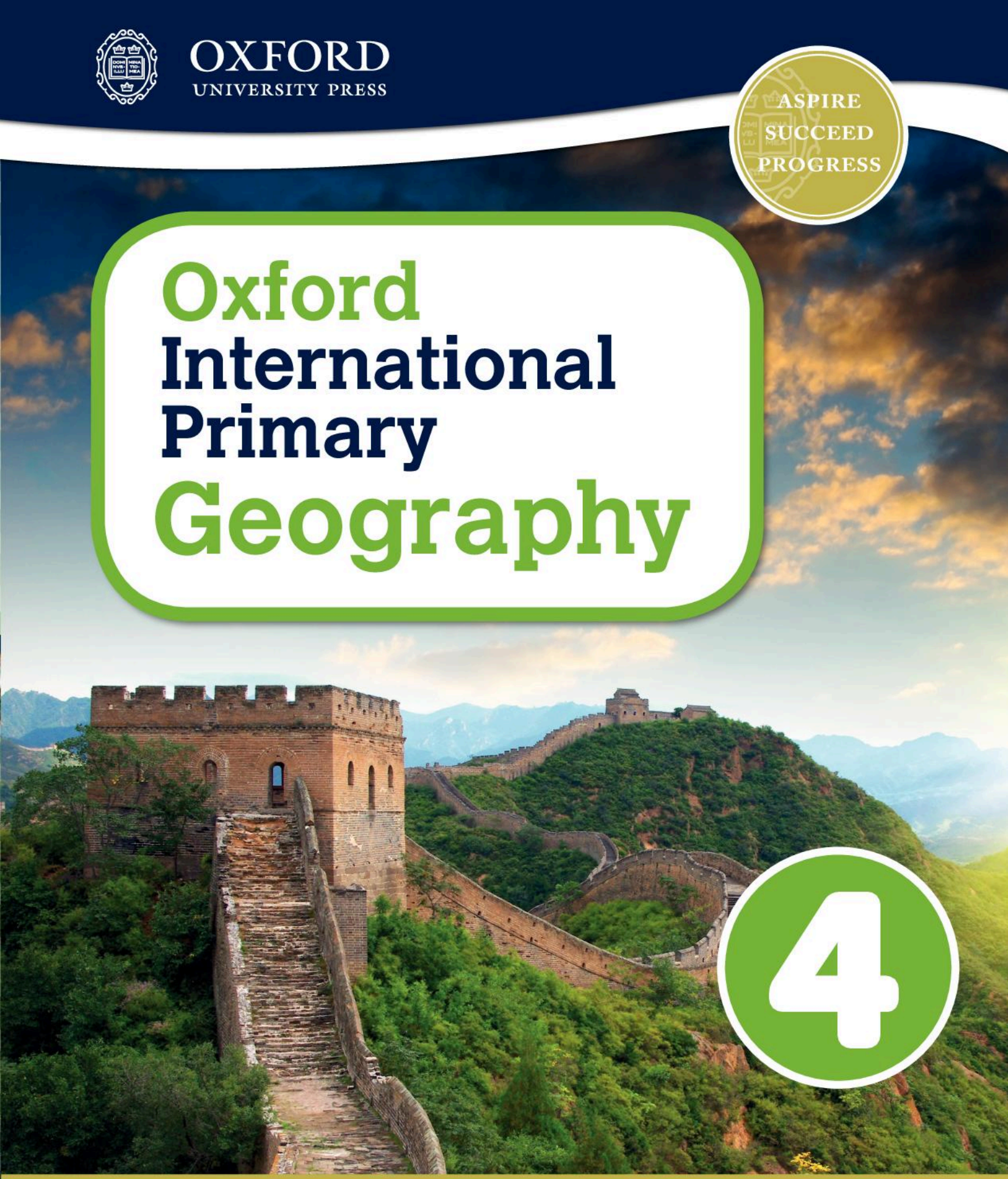

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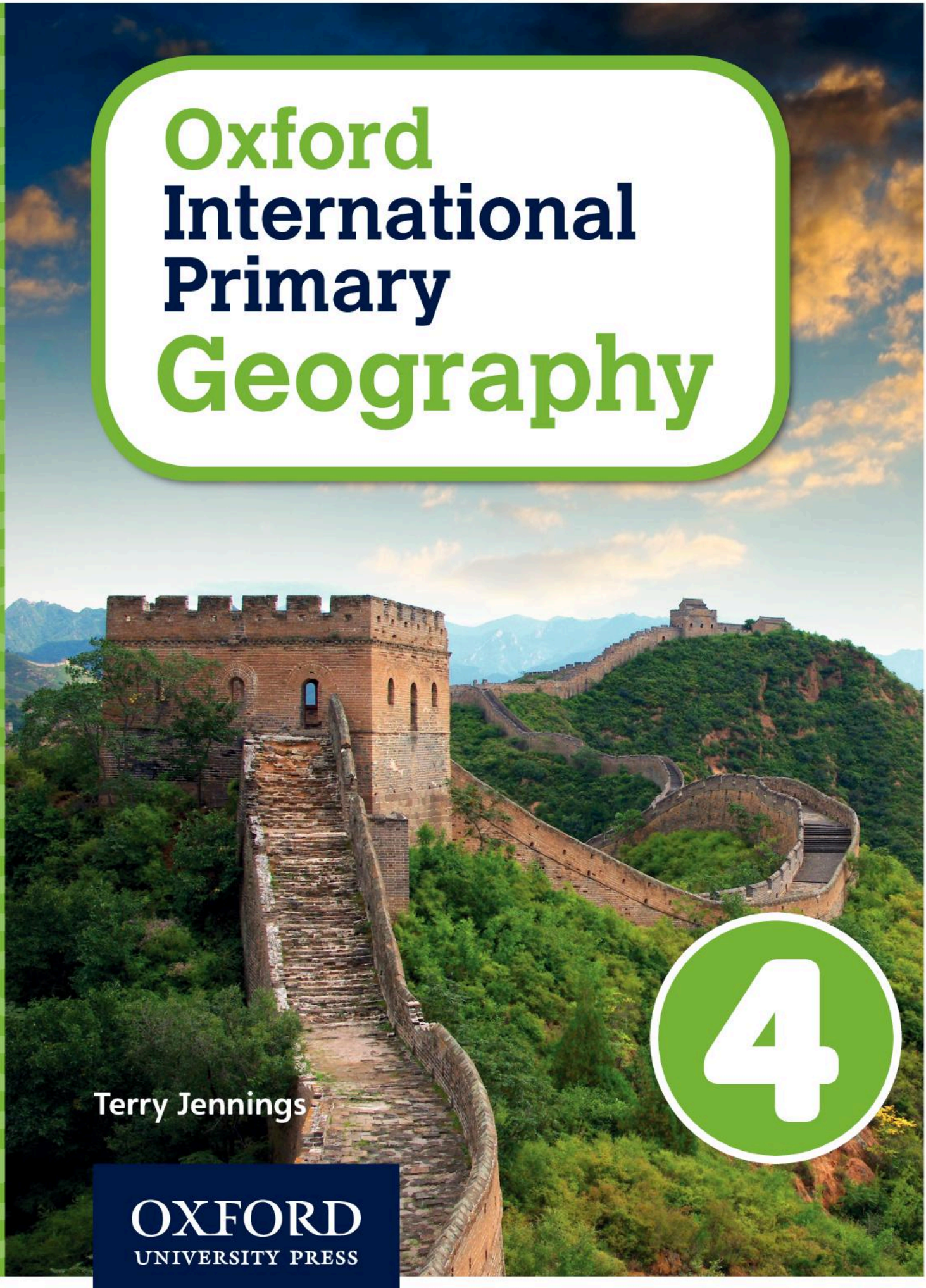

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Terry Jennings

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Contents

1 Improving the environment

Our environment

How do we affect our environment? Our food comes from our environment as a plant or animal. The water we drink or wash in has been collected from the environment and cleaned for us to use. Even when we breathe, we make small changes to the air around us. People who drop litter, or make unnecessary noise, harm the environment and make life unpleasant for other people.

Everything we do affects our environment. In what ways do you think these people are affecting the environment?

Natural resources

Everything we use is made from **natural resources** that came from the environment. These natural resources are air, water, coal, oil, natural gas, rocks and soil, and animals and plants. Power stations use natural resources to produce electricity. They also dirty, or **pollute**, the air.

Did you know?

The Romans were the first people to use concrete on a large-scale nearly 2000 years ago.

Non-renewable resources

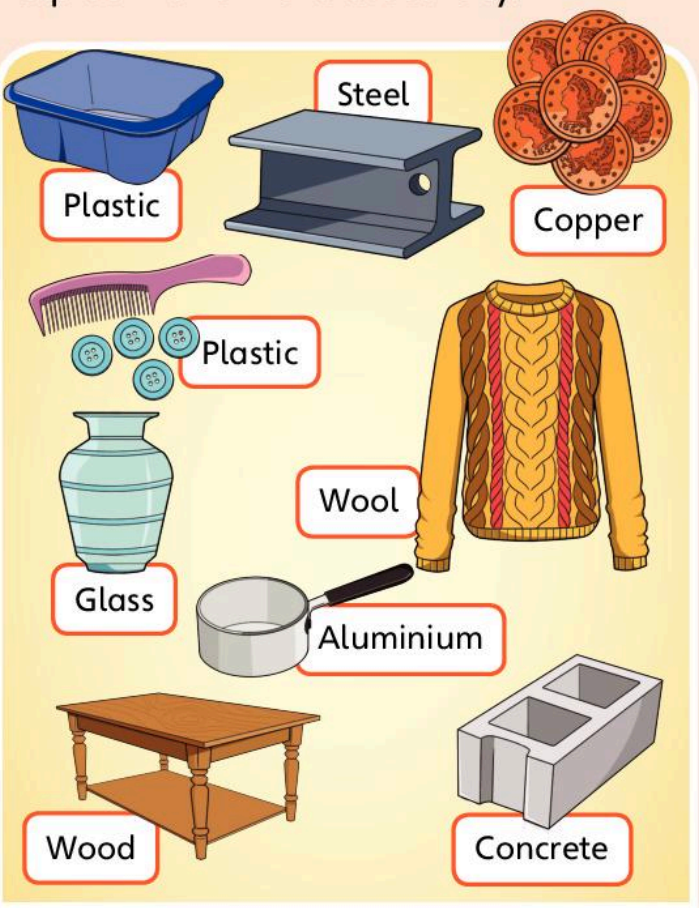
Some of the Earth's resources can only be used once. Coal, oil, natural gas and metal ores are often called **non-renewable resources** because we cannot make any more of them after we have used them up. Imagine that you had a huge jar containing all the sweets on Earth. You could either eat them all at once, or you could eat them slowly. That way you could enjoy them for much longer. Non-renewable resources are like those sweets. If

we use them carefully, they will last for many years. If we waste them, they will soon be gone forever.

Once we have used up all the Earth's iron ore, there will be no more for us to use.

Renewable resources

Animals and trees and other plants can be replaced. New animals and plants can grow in their place. They are called **renewable resources**.
If we make our electricity using sunlight, wind, waves, tides or fast-flowing rivers, then we are using a renewable resource because there will always be more sunlight, wind, waves, tides or fast-flowing rivers to help us make more electricity.



Find out where the materials used to make these things came from. Are they renewable or non-renewable resources?

Activities

1 **a** Write a list of all the things that people use rocks for.

b How many things did you list for question 1a?

2 Look around your school or home. The objects you see are all made of materials that come from natural resources.

a Draw a bar chart to show the materials that each of the objects is made of. You could use the following headings on your chart: Wood, Plastic, Metal, Fabric, Other.

b Which is the most common material used in your school or home?

Rubbish and litter

What do you and your family throw away every day? Even when we put our rubbish in the dustbin, it can still damage the environment. Rubbish is anything we do not want or need. Litter is any rubbish we do not put in a bin or recycle.

Sunlight shining through old bottles and broken glass can start fires in dry places.

Landfill sites

Much of our rubbish is put in holes in the ground called **landfill sites**. Old stone quarries and sand and gravel pits are often used as landfill sites. Birds, flies and rats feed on this rubbish and spread germs. Landfill sites also produce huge quantities of poisonous gases, such as methane and carbon dioxide which, as we shall see later, add to **global warming**.

Landfill sites take up valuable space and pollute the environment.

Some rubbish, such as apple cores, vegetable peelings and paper, rots away quickly. However, most rubbish does not rot away easily. It stays in the ground and will never rot.

Making less rubbish

We can all make less rubbish. When we go shopping we can choose things which only have a little packaging. We can reuse plastic bags, or use bags made of strong cloth which can be used over and over again.

Why is litter dangerous?

Litter is dirty, looks nasty and spoils the environment. Litter can also be dangerous. It can carry germs which make people and animals ill. Cigarette ends and matches can start fires.

Litter can harm wildlife, pets and farm animals in several ways:

- Broken glass can cut their feet.
- They can cut their mouths and faces on the edges of food cans.
- Bottles, cans and six-pack rings can trap small animals.
- Plastic bags can choke big animals like goats, cows, camels and horses.

What do you do with your rubbish? Do you put it in the nearest bin or recycle it? If there isn't a bin, do you take your rubbish home and put it in the dustbin?

⚠ Don't pick up litter without wearing gloves.

Litter looks ugly and it can be dangerous.

Did you know?

Climbers have left at least 200 tonnes of litter on the upper slopes of Mount Everest, making it the world's highest rubbish dump.

Activities

1 Carry out a litter survey in or near your school grounds.

- **a** Write a list of all the items of litter you find.
- **b** Which is the most common item of litter in your school grounds?
- **c** Which of the items of litter will eventually rot away and which will not?

2 **a** Wearing gloves, bury small pieces of different kinds of litter just under the surface of the soil in plant pots. Make sure you include litter that came from plants (such as an apple core or banana skin), a piece of glass (such as a marble), and pieces of plastic bottle, plastic bag, paper and tin foil.

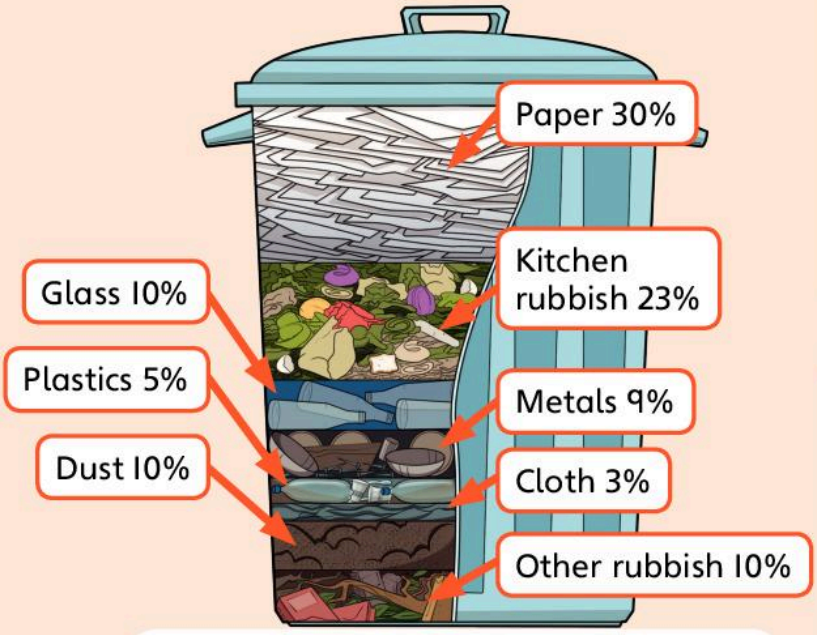
- **b** Put a stick in the ground where each piece of litter is. Write on each stick what type of litter is buried there.
- **c** After four weeks, wearing gloves, dig up the pieces of litter.
- **d** Look closely at them and describe how they have changed. (You could use a digital camera to record the changes.)

Recycling rubbish

This world's **population** is growing very quickly. The amount of rubbish people produce is also increasing. Why do you think this is?

Why should we recycle rubbish?

Throwing things away when we have finished with them causes **pollution** and wastes valuable materials. Recycling and reusing materials is much better, but at present we recycle or reuse only a fraction of our rubbish.



What a typical family throws in their dustbin each week (by weight).

Glass and plastics

Glass can be recycled over and over again. This saves energy and raw materials. It is even better to reuse jars, bottles and other glass containers.

Some plastics, such as plastic bottles, can be recycled and used to make new materials, such as fleece jackets or traffic cones. Other plastics are more difficult to recycle, but plastic bags and containers can often be reused several times.

Recycling saves **natural resources** and energy and helps to protect the **environment**.

Did you know?

Making a bottle from recycled glass uses only one tenth of the energy needed to make a brand-new bottle.

Clothing and textiles

Old clothing and **textiles** can be reused or they can be recycled to make mattress fillings, cloths, blankets and carpets.

Plant material

Fruit, vegetable and other plant waste can be recycled by using it to make compost. Once it has rotted down, the compost can be used as a natural **fertiliser** to help grow more plants.

Metals

Most drinks cans are made of aluminium, a valuable metal that can be recycled. Recycling aluminium uses only one twentieth of the **energy** needed to make new aluminium from raw materials. It also produces only one twentieth of the pollution of the air and water. Most food cans are made of a mixture of metals, often steel with a thin coating of tin. These metals can be separated and recycled many times. Recycling metals saves energy and materials, reduces pollution and reduces the number of big holes in the ground.

Almost one third of the rubbish we throw in our rubbish bins is paper. Paper can be recycled into toilet rolls, egg boxes and new paper for writing and printing. Each tonne of waste paper we recycle saves almost 15 average-sized trees.

Activities

1 Wearing gloves, collect all the classroom rubbish at the end of the day. Do this for a week.

- **a** Sort the rubbish into types. Weigh each type.
- **b** Draw a bar chart of your results.
- **c** Which types of rubbish could be recycled?

2 How could you reuse clean plastic yoghurt pots, plastic drink bottles, and plastic jars? Try out some of your ideas to see if they work.

3 Where can you recycle your rubbish?

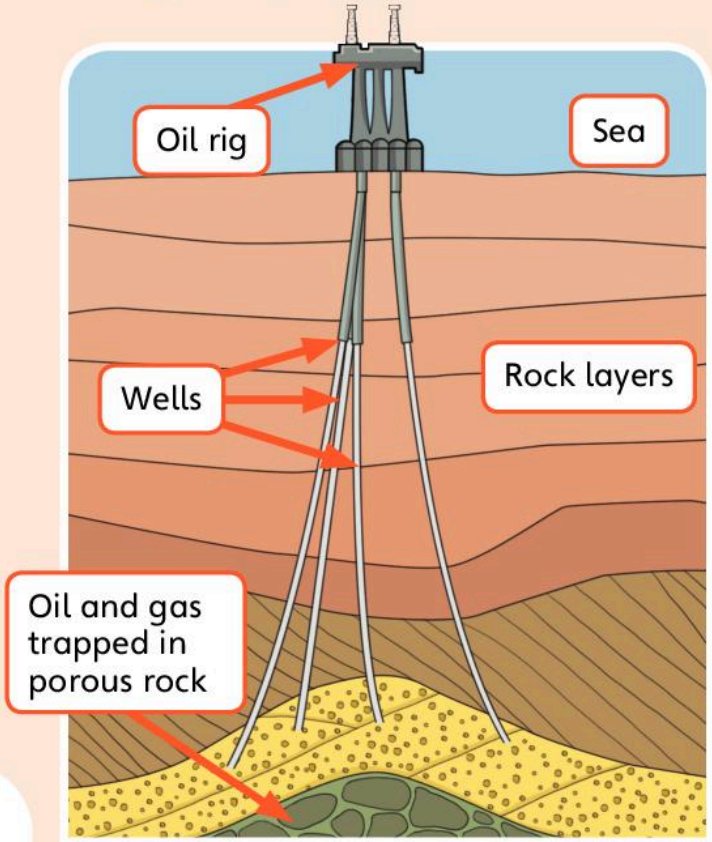
- **a** Draw a map of your local area and mark all the recycling centres on it.
- **b** Mark each type of recycling centre on your map using different symbols.
- **c** Are there recycling centres for every type of rubbish that can be recycled?

Oil and the environment

Crude oil is one of the world's most valuable natural resources. What do we use crude oil for?

How is oil formed?

Crude oil was formed from tiny plants and animals that lived in the sea millions of years ago. When these plants and animals died, they sank to the bottom of the sea. They became buried by mud and sand and over millions of years were changed into oil.



Oil is often found deep in the ground or under the sea. At sea, a single oil rig can control the flow of oil from several wells.

Drilling for oil

Oil is found in layers deep underground. A gas, called **natural gas**, is found in a layer above the oil. To get at the oil, workers have to drill thousands of metres through the rock. If they strike oil, it rushes out of the ground in a mixture with gas. In some places, oil companies drill for oil below the sea floor. They use huge platforms called oilrigs to drill from.

An oil-drilling platform in the Pacific Ocean.

Did you know?

The deepest oil well was drilled in 2009 in the Gulf of Mexico. It was 10.7 kilometres deep.

Uses of oil

Crude oil cannot be used just as it is when it comes out of the ground. Instead, it is used to make petrol, diesel, paraffin or kerosene, heating

oil and asphalt. Other materials made from crude oil include paints, detergents, plastics, synthetic rubber and pesticides. The natural gas is used as a fuel.

Problems with oil

Most oil is found far away from where it is needed. The oil has to be pumped through large pipes over the land to a **port**. Large oil tanker ships take the oil around the world. If an oil tanker runs aground or collides with another ship, thousands of tonnes of oil may spill out. Oil may also be spilled when a tanker is being loaded. Plants and animals that live in the sea, including the fish and shellfish we eat, die. Seabirds that get oil on their feathers cannot survive.

In April 2010, an oil rig exploded and sank in the Gulf of Mexico, killing 11 people. 780 000 cubic metres of oil gushed out into the sea.

Oil takes millions of years to form. It is a non-renewable resource. If we go on using more and more oil, soon there will be none left. We must not waste oil or the fuels and other materials made from oil. We must also find sources of energy that do not harm the environment.

Activities

1 **a** Write a list of the animals that can be killed when there is oil pollution at sea.

b Write a list of the jobs that can be affected when there is oil pollution at sea.

2 **a** Use manufacturers' catalogues, advertisements and websites to compare the fuel consumption of different makes of car.

b Show your results in a spreadsheet.

Make of car	Model of car	Fuel consumption

c Why is it important for a car to have a low fuel consumption?

Energy and the environment

Everything we use or buy has been made using **energy**. The trucks, cars, buses, trains and aeroplanes that move goods and people from place to place use energy. Each time you flick a switch, you are using energy in the form of electricity.

What are fossil fuels?

Most of our energy comes from burning fuels such as coal, oil and natural gas. These are often called **fossil fuels** because they were formed in the Earth from the remains of plants and animals that lived long ago. Electricity is mainly produced by burning fossil fuels, although some is made using the energy of wind, moving water or the Sun.

Taking fossil fuels out of the Earth damages the **environment**. For example, when coal is dug out of the ground it leaves large holes and heaps of waste.

Air rain and smog

When fossil fuels are burned, they produce harmful gases that pollute the air. Some of the gases mix with water in rain clouds, making the rain acid like vinegar. When this **acid rain** falls, it kills trees and other plants, kills water animals, and damages buildings.

These pine trees on a mountain in Switzerland have been killed by acid rain.

Sometimes warm sunshine turns the harmful gases produced when fossil fuels are burned into a murky brown layer in the air, called **smog**. Smog hurts people's eyes and damages their lungs.

Did you know?

In December 1952, a smog lasting for four days killed more than 4000 people in London, England.

Global warming

The Earth is warmed by the heat of the Sun. Certain gases in the **atmosphere** trap some of the heat near to the Earth, but some escapes into space. This keeps the Earth at a steady temperature. The gases produced when fossil fuels are burned trap some of the Earth's heat, making the Earth warm up more than usual. This **global warming** may be causing the ice in the polar regions to melt. This could lead to low-lying countries being flooded. Global warming may also be changing the world's climate, causing more **droughts** in some areas and more floods in others.

Saving energy

We can save energy when we travel. Small cars use less fuel than big ones. Trains, trams and buses use less energy for each person than even the smallest car. For short journeys, walking or riding a bicycle uses much less energy and does not pollute the air.

We can save electricity and light and heat energy by:

- turning off lights, televisions, computers and printers when we do not need them
- shutting doors and windows when the heating is on
- wearing an extra jumper rather than turning up the heating
- saving hot water by having a shower rather than a bath
- heating only the amount of water we are going to use in a pan or kettle
- not using the air conditioning with the windows or doors open.

Which person's journey is causing the most damage to the environment? Whose journey is causing the least damage?

Activities

1 Discuss with a friend how you could save energy in your school.

- **a** Write a list of your ideas.
- **b** Which of the ideas do you think would save the most energy?
- **c** Explain your answer to question 1b.

2 Design a poster to encourage people to walk or cycle on short journeys instead of travelling by car.

It's a noisy world!

Noise is sound that we do not like or do not want. Like litter, **noise** is a kind of pollution. It spoils our environment. Some noises are very loud. What makes a lot of noise in your environment? Which places in your school can be noisy?

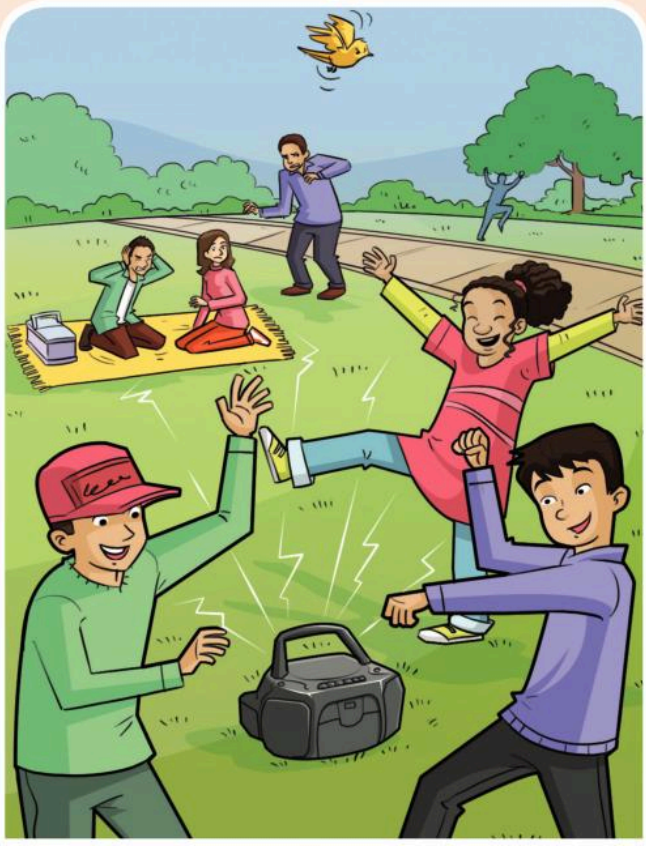
What causes noise?

Everyone has to listen to some noise from the time they wake up until the time they go to sleep. Large towns and cities are very noisy. However, even in the countryside there is often noise from aircraft, road traffic and farm machines.

There is noise everywhere, even in the countryside.

How is noise harmful?

Everyone needs to rest and sleep. Your body grows and repairs itself when you are asleep. It is difficult to rest or sleep when it is noisy. It is also difficult to think and work when it is very noisy. Very loud noises can damage your ears and reduce your hearing.



Noise makes it difficult to relax, sleep or work.

Did you know?

The Saturn V space rocket made one of the loudest noises ever produced by people.

How can we reduce noise?

Cars, motorbikes and trucks are fitted with silencers to make their engines quieter.

Large, empty rooms are often noisy, particularly if they have hard floors. Curtains and carpets reduce the level of noise. They absorb some of the **sound**. To reduce the noise between rooms, the hollows in the walls are sometimes filled with soft foam or fibreglass. This helps to reduce some of the sound energy. Double-glazed or triple-glazed windows also keep out some noise.

People who work in noisy places or use noisy machines should wear ear defenders to protect their ears.

Activities

1 Work with a friend. Listen to the sounds in different parts of your school.

a Write a list of the sounds that you hear in the following places:

- inside your classroom
- in the school corridor
- in the school playground.

b Discuss which noises around the school annoy you most.

c Write down what you could do to reduce noise in your school.

2 Work with a friend. Set up a portable music player or radio to play music at a certain volume – not too loud!

a Carry the music player across the playground while your friend stays on one side of the playground.

b Measure how far away you are when your friend can just hear the music.

c Try this activity in other parts of the school and at other times. Make sure the volume is the same each time.

d When and where is there most noise?

e When and where is there least noise?

Improving our environment

How can we improve our environment to make it a more pleasant place to live in?

Sharing ideas

One way to set about improving the environment is for people to get together and share ideas. Discuss which ideas are most important and which you can carry out easily.

How can your school be improved?

Could your school and its grounds look better and brighter? Can you design and make litter bins that people will enjoy using? You might be able to plant some trees or make window boxes or flower beds.

Planting trees and other plants makes the environment pleasant and can provide food.

If your school does not have any space for a garden, you could still plant flowers in tubs of soil or compost. Some people even make miniature gardens by filling old oil drums or old car tyres with soil or compost.

Window boxes filled with flowering plants can make a building look pleasant.

You might be able to make your school grounds more interesting by encouraging wildlife. You could make nest boxes for birds and bats, and make a bird table where the birds can feed.

Colourful paintings can make ugly walls look better.

Some of the flowers you plant could be ones that butterflies like to feed on. If there is room you could make a bird bath and fill it with fresh water every day to attract birds.

You can use recycled containers to grow plants even when you do not have a school garden.

How can the environment outside your school be improved?

After you have brightened up your school and its grounds, you may be able to brighten up the streets outside. You will need to discuss your ideas with the people in charge of the local roads. Perhaps they will be willing to help you.

A bird table with fruit or seeds attracts birds to a garden.

Activities

1 Work in groups. Choose an open space in your local area or in your school grounds that has not been cared for.

- **a** Discuss how the area could be improved.
- **b** Draw plans to show how the area could be improved.
- **c** Find out who is responsible for improving the local environment. Write a letter to them describing your plans.

2 **a** Use the Internet and other reference materials to find out about organisations that are working to improve the environment in the village, town, city or countryside near your school.

- **b** Design a poster showing your results.

2 Village settlers

Early villages

In some parts of the world, people live on farms that stand alone. However, most country people live in villages. A village is a small group of farms, houses and other buildings. Most villages are too small to be shown on the maps in an atlas.

Where did the earliest people live?

Everyone needs food, water, warmth and somewhere safe to live. The earliest people roamed the countryside hunting wild animals for their meat and skins, and wild fruits and seeds to eat. They did not stay in one place for very long because they had to keep moving in search of food.

The earliest people often built temporary settlements of tents.

Where were early villages built?

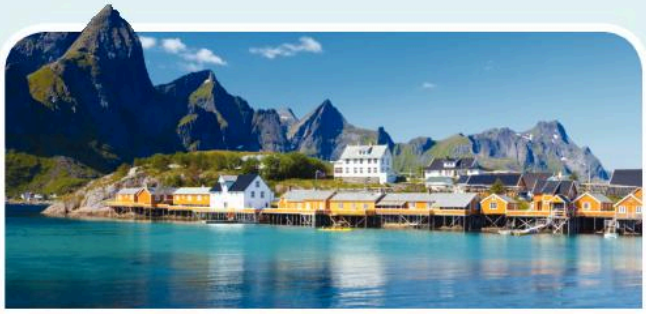
Nearly 11 000 years ago, people started farming. They planted crops and kept as farm animals some of the animals they used to hunt. They could then live in one place because their food grew around them. This is when the first villages were built.

People built the early villages where there was water for drinking, washing and cooking. This might be near a river, a stream, a spring or, in the desert, an **oasis**. If the village was by a river it was often where the river could be crossed by a bridge or by wading through the water. There had to be good soil in the area so that the people could grow their crops and food for their animals. The village site also had to be

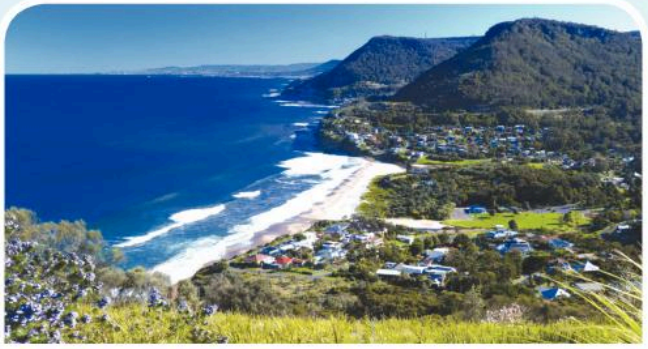
easily defended against enemies and safe from flooding. Many villages were built on the tops or slopes of hills for these reasons.

Most fishing villages were built where there were sheltered harbours. Mining villages were built where there were valuable materials that could be mined or quarried.

This mountain village in France was built because it was on a travel route on the border between France and Italy.



This village in Norway was built because there was a sheltered harbour and good fishing nearby.



This village in Australia was built because there were large quantities of coal in the hills nearby.

Changing villages

When a village had grown so big that it produced more food than it needed, some people could give up farming and do other jobs. Roads could be improved so that people from the village could **trade** with people in places further away.

Activities

1 Look at a large-scale map of a country area.

   a Choose four or five villages shown on the map.

   b For each village try to decide why it was built where it was.

   c Write down what you have discovered.

2 Choose a village on a large-scale map. Identify all the symbols on or near that village. Write a list of what each of the symbols shows. Now choose a second village and compare the two.

Balad Sayt village

Look at the map. How would you describe to a friend where Balad Sayt is?

The village of Balad Sayt in Oman.

Balad Sayt village is cluster of houses made of stone and mud built at an oasis in the Al Hajar mountains, in the Oman countryside. It is a cluster of houses made of stone and mud. The village is on the side of a small hill and is surrounded by rocky hills and cliffs over 1000 metres high.

The village of Balad Sayt in Oman.

The houses in Balad Sayt are laid out like steps on the slope of the hill. The houses are close together with only narrow pathways between them. There is a large school nearby. A ruined fort stands on the hill above the village. What does this fort tell you about Balad Sayt's past?

Balad Sayt village was built here because streams of pure water come from the Hajar Mountains. The water flows in two main water channels through the village. The villagers use the water for drinking, cooking, washing and also to **irrigate** their crops.

The people grow crops in **terraced** fields, built like steps on the slopes of the surrounding hills. The main crops grown are alfalfa and wheat for making bread. There are also many date palms and some black mulberry trees, grown for their fruits.

The water that is not used by the villagers flows down into the **wadi** at the edge of Balad Sayt. The wadi flows in a deep valley for about 7 kilometres until it joins up with the Wadi

Bani Auf downstream. This wadi has cut deep gorges in the mountain slopes.

The houses in Balad Sayt are close together and clustered around a ruined fort.

Balad Sayt is so far away from other towns and cities that the people of the village have to produce most of their own food. As well as the crops from the fields, and the mulberries and the dates from the trees, they also collect wild foods during the summer months. These include the sweet, purple-coloured fruits of the bhoot tree and honey from the wild bees that live in the caves in the mountains.

Crops can be grown on the maintain slopes below Balad Sayt village because the fields are terraced and irrigated.

Balad Sayt can only be reached by travelling in a four-wheel drive vehicle along rough tracks. Although it is difficult to get to, many tourists travel to Balad Sayt each year. This is because it is an example of how villages used to be in many parts of the Middle East.

Did you know?

In the past, Oman was one of the richest **countries** in the world. Most of its money came from selling incense. Incense, or bokhur, is still burned daily in many Omani homes and the sweet smell is allowed to seep into clothes and furniture.

Activities

1 Write a list of the features that make Balad Sayt a village rather than a town or city.

2 **a** Would you like to live in a small village like Balad Sayt?

b Say why.

3 Discuss with a friend how Balad Sayt is similar to a village you both know.

How is it different? Write down what you have decided.

How a village grows

Abu Dhabi is the **capital city** of the United Arab Emirates. It is the second largest city in that country, after Dubai. Abu Dhabi is an island, just 240 metres from the mainland.

Finding water

In 1760, a group of **nomads** discovered a freshwater spring on the island. They also found that the island offered good fishing and was easily protected. The nomads built a small village of just 20 houses. At this time, the island of Abu Dhabi was a near-empty desert, a home for wildlife. News of the discovery of drinking water spread quickly and within two years the village had grown to 400 houses.

Abu Dhabi in 1904.

The pearl industry

In the 1800s, the people of Abu Dhabi earned money by selling pearls that were found in the sea around the island. By the beginning of the 1900s, Abu Dhabi was still poor. Its people survived by collecting pearls, fishing, camel herding and farming.

In the 1930s the pearling industry of Abu Dhabi collapsed. This was because people in Japan had discovered how to grow pearls artificially. These artificial pearls were much cheaper than the natural pearls the fishermen of Abu Dhabi collected.

The discovery of oil

Everything changed in 1958 when huge quantities of oil were found off the coast of Abu Dhabi. Later, other deposits of oil were found on land nearby. Abu Dhabi began to export oil to other countries.

With the export of oil, Abu Dhabi's wealth grew rapidly. In 1996 Abu Dhabi became the capital city of the United Arab Emirates. It now has a population of 2.5 million. Today, Abu Dhabi owns 10 per cent of the world's supply of oil and produces 90 per cent of the oil in the United Arab Emirates.

Abu Dhabi now has wide highways, with lots of traffic, tall office and apartment blocks, a university and

a huge airport. There are large parks and gardens and many hotels for tourists and business people.

Abu Dhabi in the 1960s.

Abu Dhabi in 2014.

Did you know?

A natural pearl is formed when a grain of sand slips in between the two shells of an oyster. Oysters are shellfish that live in the sea. In order to protect itself, the oyster covers the grain of sand with layers of a chalky mineral substance, creating a smooth, shiny round pearl.

Activities

1 **a** Use an atlas or a map on the Internet to work out how you could get from where you live to Abu Dhabi.

b Draw a simple plan of your route, and write the distances.

2 **a** Abu Dhabi developed because it produced fish and pearls. Where are the industries that produce the goods you use daily?

b Use the telephone directory and the Internet to help you to write a list of the main industries in your local area.

3 Interview older people and use the Internet to find out if there have been any changes to the industries in your area in the last ten years.

a Have many factories or businesses closed?

b Have any new factories or businesses started?

3 Life in India

India

India is the seventh largest country in the world. It has the second highest number of people, after China. The population of India is about 1.27 billion, one sixth of the world's population.

What is India like?

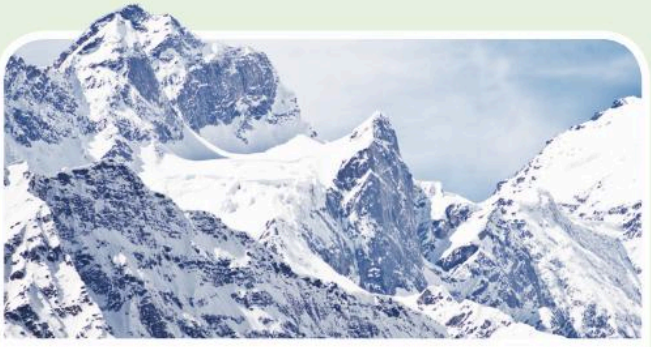
Most of the population of India lives on the Northern Plains. The Ganges and Brahmaputra rivers, and the **tributaries** of the Indus River flow across the plains. Many of India's largest cities, including the capital, New Delhi, are on the Northern Plains. The Deccan Plateau in the centre of India has land that is good for farming crops and grazing animals. It is also rich in coal and oil and the ores of iron and aluminium.

Languages

Between them, the people of India speak 16 main languages and hundreds of other languages. Children often speak one language at home and learn two more at school.

A map of India showing the largest **cities**, mountains and rivers.

The Thar Desert is hot and sandy, and hardly any people live there.



The Himalaya Mountains to the north and north-east of India are the highest mountains in the world.

Seasons

- From December to March it is winter. Cold winds blow south from the Himalayas. It is cool and dry everywhere except in the far south and west. There it is hot and humid all year.
- In summer, April to June, the wind changes direction. Much of India is then hot and dry.

India has many sandy beaches, like this one in Goa.

- July to September is the **monsoon** or rainy season. Warm, wet winds sweep in from the Indian Ocean in late June or early July. It usually rains heavily for the next two months. Next comes two or three months of hot weather with heavy showers. If the monsoon rains fail to arrive, as sometimes happens, then there is **drought** and **famine**.
- In autumn, October and November, the winds blow south from the Himalayas again. It is cool and dry and temperatures start to fall.

Activities

1 Use an atlas, a map of India on the Internet or a globe to help you answer these questions about India:

- **a** Which country is to the north-west of India?
- **b** Which island country is found off the southern tip of India?
- **c** Approximately how far is it from the southern tip of India to its most northerly point?
- **d** Name three large Indian cities.

2 **a** Make a class collection of pictures, stamps, coins, food packets and other objects from India.

- **b** Write a sentence or two, on a piece of cardboard or paper, describing each object.
- **c** Display the objects and their descriptions in your classroom.

Country life in India

About two thirds of the people in India live in the countryside. Many of them are farmers who own their own land. Some rent their land and pay the landlord either in cash or with part of their harvest. The poorest people have no land of their own but work for farmers at busy times.

What do the farmers grow?

On the Northern Plains, where the winters are cool, wheat is the main crop. The people use the wheat flour to make two types of bread called chapatis and rotis. The people often eat this bread with spiced lentils and vegetables. In the south and east, where it is warmer and wetter, rice is the main crop. The people here often eat spiced lentils and vegetables or fish with rice.

Rice is grown in flooded fields called rice paddies.

Maize and millet are also grown in India, as well as many kinds of vegetables. India is one of the world's biggest producers of bananas, ground nuts, lentils, sugar cane, pepper, tea, coffee and tobacco, as well as cotton and **jute** for textiles.

Tea bushes are grown on the lower slopes of the Himalayan Mountains in northern India.

Modernising farming

India has large areas of farmland, but a lot of it is not very **fertile**. Much of it is too dry to grow good crops. The government has done a lot to try to modernise farming methods. Irrigation has brought water to some of the dry areas. New types of seeds and **fertilisers** have also produced bigger harvests.

The way of life in the country

Most farms in India are too small for modern machinery to be used. They can produce enough food for only

one family. Instead of tractors, cows and bullocks pull the ploughs, help prepare the rice fields and pull carts to market. The cows' milk, and the butter, cheese and yoghurt made from it, are important foods, while the cows' dung is used as a fertiliser and fuel.

Cow dung is used as a fertiliser and fuel.

In many Indian villages the way of life has not changed much in hundreds of years. People still fetch their water from the village well, light their homes with oil lamps and burn dung or wood in their cooking stoves. As India becomes richer, however, more villages are getting running water and electricity.

People still fetch water from the village well in parts of India.

Did you know?

India's national animal is the endangered Bengal tiger. Only about 2000 to 2500 of these beautiful animals are left in India and neighbouring **countries**.

Activities

1 **a** Think of six questions about India or country life in India.

b Try out the quiz on your friends.

c How many of the questions can they answer correctly?

2 Compare village life in India to village life in your country. Write at least five differences.

3 In 1900 only about one Indian person in ten (10 per cent) lived in towns or cities. Today about one in three people lives in a town or city. Write down all the reasons you can think of for this change.

Life in an Indian Plains village

Look at the pictures. What do they tell you about life in an Indian village?

A typical village on the Northern Plains of India.

Lata is 9 years old. She lives in Parsoiya, a village on the Northern Plains. The village consists mostly of small huts with mud walls, mud floors and roofs thatched with straw. Lata lives in one of these huts with her mother, father and two older brothers. Richer families live in brick or concrete houses.

Parsoiya is just over 50 kilometres north of the city of Lucknow. The village has 12 wells from which the people get their water, but there is no piped water or electricity. Parsoiya has a population of only about 400 or 500 people. This is less than about 25 years ago, because many of the villagers who did not have land of their own have moved to cities.

Daily life

Most of the people of Parsoiya are farmers. Surrounding the village are small fields of wheat, maize, sugar cane and oil seeds. Lata's father and brothers work in the fields. In the hot months of April and May they plough the land and get it ready for planting. If the monsoon rains come in June or July, there is water for the crops to grow. Towards October, the rains stop and the temperatures begin to fall. It stays cool and dry until March. There is little work for farmers or farm workers in the cool, dry season.

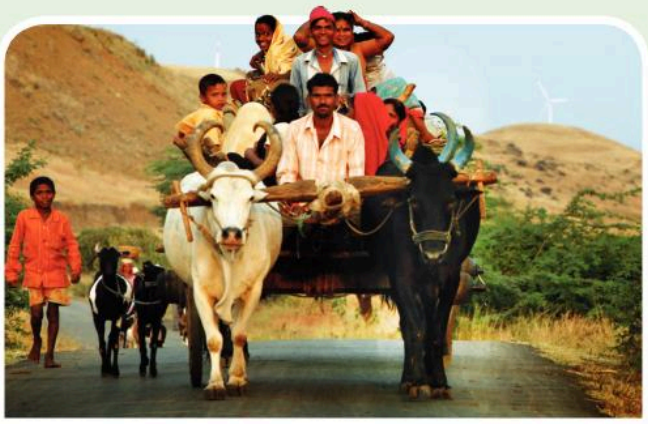
Food and meals

Most of the people in Parsoiya have to grow all their own food on only a hectare or two of land. A few wealthy people own large areas of land.

Farmers in Parsoiya thresh their wheat by hand.

Many of the poorer people in Parsoiya, like Lata's family, have to make do with only one meal a day for much of the year. This is usually wheat roti bread flavoured with chillies and salt. They also have milk, and vegetables that they grow themselves.

Richer farmers are able to grow enough food to be able to sell some of it. They can then afford to buy new and better kinds of wheat, as well as fertilisers, pesticides and the pumps needed to water their crops in the dry season.



The bullock cart is the main form of transport in the village.

Did you know?

India's national bird is the Indian peacock.

Activities

1 Imagine that you are going to visit Lata in Parsoiya.

- **a** Make a list of the things you want to find out about the village.
- **b** Design a postcard with a picture of the village on the front.
- **c** Write a description on the back of the postcard about what you would have done in the village if you stayed with Lata for a day.

2 Discuss with a friend why a farmer with small fields in Parsoiya depends on the weather for a good harvest. Write a list of all the reasons you can think of.

3 **a** Work with a partner. Ask five of your friends what they eat in a day.

- **b** Compare what your friends eat in a day with Lata's daily meals.
- **c** Suggest reasons for the differences between your friends' meals and Lata's meals.

Life in an Indian fishing village

Pradeep lives in a small fishing village on the south coast of India. Pradeep is 9 years old. His home is close to the beach and sea because Pradeep's father is a fisherman.

A fishing village on the south coast of India.

Family life

Pradeep lives with his mother, father and sister. His sister is called Meena and she is 6 years old. Their home is a small house built of bricks with a tiled roof. The kitchen area has a roof of corrugated iron. Pradeep's grandparents, and an aunt and uncle who have three children of their own, also live there. How many people share the family house?

Daily life

Pradeep sleeps on a mattress in the living room. Before he wakes up, his mother fetches water from a tap in the road outside. All the members of the family wash in a bowl in the small courtyard just outside the kitchen. They also have their meals in the courtyard.

Pradeep walks to school with his sister and cousins. The children do not wear shoes because it is so hot and dusty. Pradeep's favourite lessons are English, Maths and Geography. At playtime Pradeep plays football or marbles with his friends.

Geography is one of Pradeep's favourite lessons at school.

When he gets home from school, Pradeep likes to play on the beach, paddle in the sea, or help his father to repair their small wooden boat or mend the fishing nets. He also likes to feed and milk the goats that his family keeps. In the holidays, Pradeep's father sometimes takes him on one of the early-morning fishing trips. When he grows up, Pradeep wants to be a fisherman like his father.

It is difficult for fishermen to make a living because of **pollution** and overfishing of the seas around India.

Food and meals

Pradeep and his family do not eat meat, but they do eat fish and shellfish. The family often eat rice because it is grown near their village. Pradeep's favourite meal is rice and fish in a spicy sauce.

Activities

1 Write five ways in which Pradeep's village is, **a**, similar to, and, **b**, different from, a village you know or have learned about.

2 Imagine you are a new schoolteacher at Pradeep's school. Write about your first few days living in the village and working at the school.

3 Rice is a cereal.

- **a** Write a list of all the cereals that you can think of.
- **b** Ask your friends which cereal they like best.
- **c** Draw a bar chart to show the results.
- **d** How is rice cooked?
- **e** Name some dishes made with rice that you eat.

Life in an Indian city

Look at the map of India on page 24. Can you find Kolkata? Kolkata is the third largest city in India (after Mumbai and Delhi) and a great **port**.

The history of Kolkata

Kolkata's recorded history began in 1690, as a small trading village by the Hooghly River, in the days when Britain ruled India. The village grew rapidly into a city as a result of **trade** in cotton, silk, the dye called indigo and, later, tea and jute. Jute is obtained from the bark of certain plants and is used for making sacks, mats and ropes. After India became independent from Britain in 1947, millions of **refugees** poured into the city because they did not want to live in the new country of Bangladesh.

The city today

Today Kolkata is the most crowded city in India, with more than 14 million people. The export of jute, rice, tea, textiles, chemicals and paper is still an important part of the city's economy.

The centre of Kolkata contains the state government offices, luxury hotels, convention centres, hospitals and shopping malls. It also includes some of Kolkata's tallest buildings.

Surrounding the centre are residential buildings. These are mainly low-rise, although there are some blocks of apartments.

Auto-rickshaws, bullock carts, trams, trucks, cars and people crowd the streets of Kolkata.

Kolkata has an international airport, and several universities and colleges. There is a well-developed railway network and an old Metro system. Kolkata has many factories, large and small.

The Victoria Memorial, built during the British occupation of India, is now a museum and tourist destination.

Did you know?

More films are made in India than anywhere else in the world. Each year about 800 films are made in India.

Shanty towns

As in many cities around the world, Kolkata has shanty towns or slums. They are home to thousands of people who moved to the city in search of work. The shanty houses are made from scrap pieces of wood, plastic and metal. There is no running water, electricity or proper roads. Up to 125 families may have to get their water from a single tap or pump in the street, and people often have to queue for hours to get water.

What materials have people used to build the homes in this shanty town?

The children who live in the shanty towns often have to work from a very early age. Many children work in factories, although it is against the law. Some do odd jobs for money, or beg. Many adults and children search the rubbish dumps on the outskirts of Kolkata, looking for things to sell or reuse.

Activities

1 **a** Write a list of the things that would make people in Indian villages want to stay in the country?

b Write a list of the things that would make people in Indian villages want to move to a city, such as Kolkata.

2 Write a short description of what you think you would see, hear and smell on a busy street in Kolkata.

3 **a** Write a list of all the different ways in which people travel from place to place in India.

b Most people in India use public transport, particularly in the towns and cities. How do most people in your country travel?

4 How do we spend our leisure time?

Leisure time

What will you do today? How much time will you spend at school? How long will your mealtimes take? How long will you spend doing homework? How much time will you have to do the things you want to do? What will you do in your free time?

What is leisure time?

Leisure time is time that is free from school, work and chores. It is a time when you can do what you like. After eating, sleeping, travelling and working, most people still have about five hours of leisure time each day. People have even more leisure time at weekends and in the holidays.

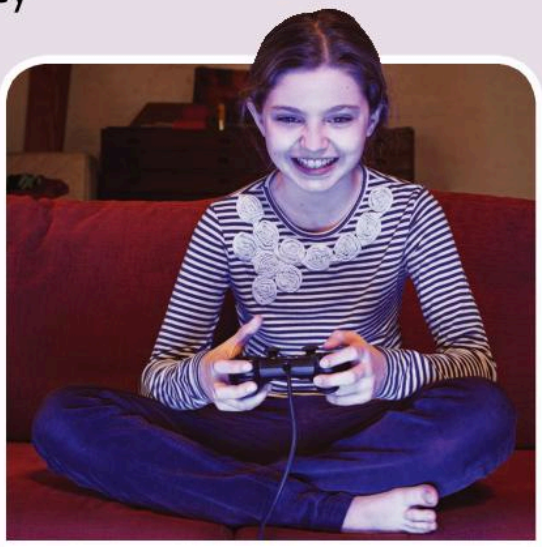
Very young children spend less time working and travelling each day, but they spend longer sleeping. Older people who have retired from work have the most leisure time, although they are not always fit and strong enough to enjoy it.

Leisure activities

There are many different leisure activities. Some you can do on your own and some with other people. You can do some indoors and others outdoors.

Leisure activities you can do on your own

Some of the leisure activities you can do on your own are reading, watching television, listening to music, playing a computer game, playing with toys, going



We do some leisure activities, such as playing computer games, on our own. What leisure activities do you do on your own?

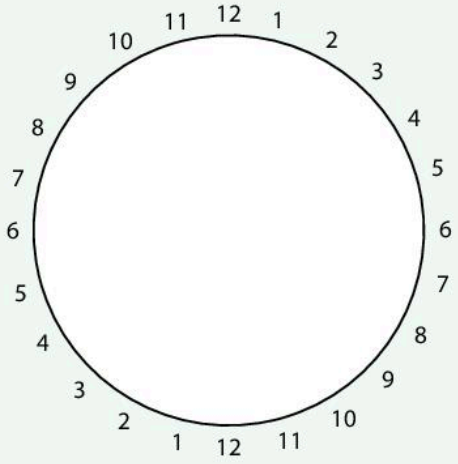
for a walk, riding a bicycle, going fishing or bird-watching, or simply doing nothing.

Group leisure activities

There are even more activities you can carry out with other people. Group leisure activities include playing team sports, playing games with friends, swimming, dancing, shopping, going to the cinema or theatre, or visiting family and friends.

We do some leisure activities, such as playing team sports, with other people. What leisure activities do you do with other people?

Activities



1 Draw a 24-hour clock like the one in this activity box.

   a Draw lines from the centre of the clock to show how many hours you spend resting or asleep on a school day.

   b Draw lines to show how many hours you spend doing different things every day, such as going to school, having meals and leisure time.

   c Approximately how much leisure time do you have each school day?

   d How much leisure time do you have at weekends?

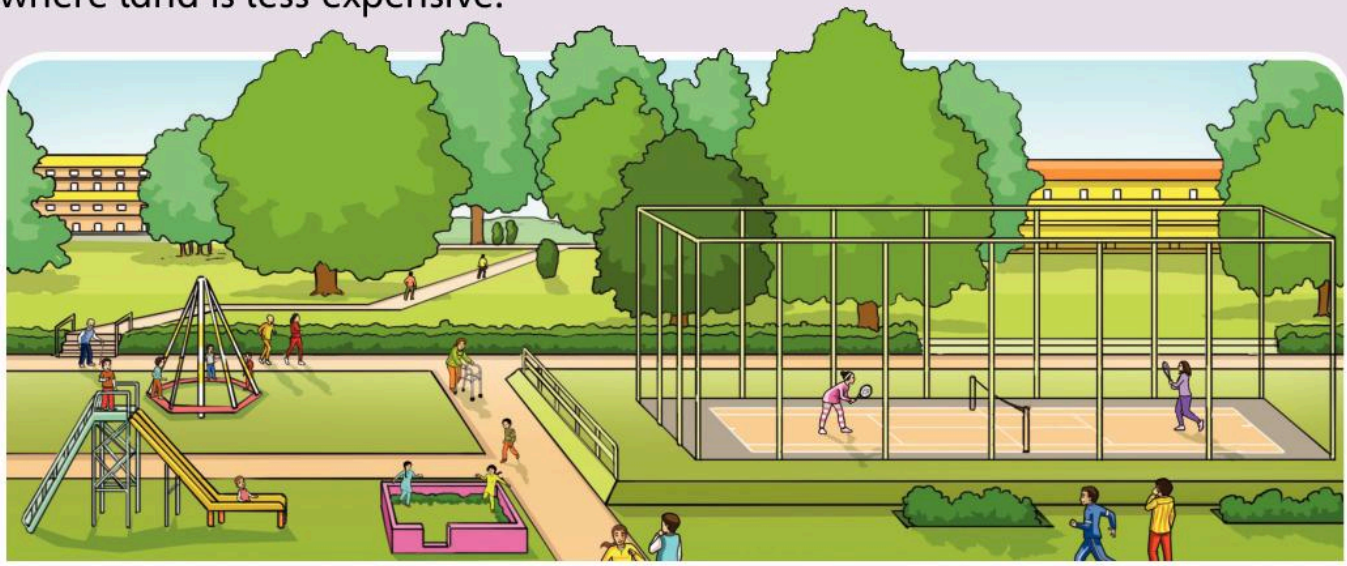
2 Ask your friends what type of leisure activities they like to do. Draw a bar chart to show your results.

3 **a** Draw a map of your local area to show all the different kinds of leisure activities that are available. Use symbols to represent each kind of activity.

   b What other leisure activities would you like to be able to do in your local area?

Leisure and land use

Land use is how the land is used for farming, building or other purposes. Most sports require special areas of land or special buildings. Football and cricket pitches, tennis courts, golf courses, swimming pools and bowling greens require special areas or buildings. Cinemas, restaurants, discos, youth clubs, bowling alleys and other activities need special buildings. All of these are big users of space, and land is expensive in town and city centres. That is why most sports grounds are in the suburbs and outskirts of towns and cities, where there is more space and where land is less expensive.



How many different leisure activities can you see taking place in this park?

Parks and play areas

Children, especially those who live in apartments and houses without gardens, need somewhere to play. They usually like swings, slides, climbing frames and sandpits, and somewhere to run around safe from animals and traffic. These play areas are often found in parks.

A football ground takes up a lot of space.

Small children need somewhere safe to play.

How are these people affecting the environment?

Adults also need open spaces to spend their leisure time. Parks are areas set aside for people to use for leisure activities. Parks usually have open areas and gardens for people to walk in, exercise, play games and relax in.

Some parks are near the centre of cities. This is because they were put there long before the city expanded outwards, or before the land in the middle of the city became very expensive. Other, newer, parks are further away from the city centre where land is cheaper.

Leisure and the environment

All the things we do, including our leisure activities, have some effect on the environment. The leisure activities we carry out in our homes have little effect, except perhaps in using extra electricity. The leisure activities that have the biggest effect are those that use engines and so produce noise and air pollution. Motor racing, water skiing and similar sports can be very damaging to the environment.

Activities

1 **a** Write lists of the open spaces near your home or school. Use the headings: Parks and recreation grounds, Countryside, Other.

b Which leisure facilities could be built on waste ground?

2 **a** Work with a friend. Discuss which leisure activities pollute the air, water or soil, or create lots of noise.

b Think of the best way to display your results and share them with the class.

5 What's in the news?

Earthquakes and volcanoes

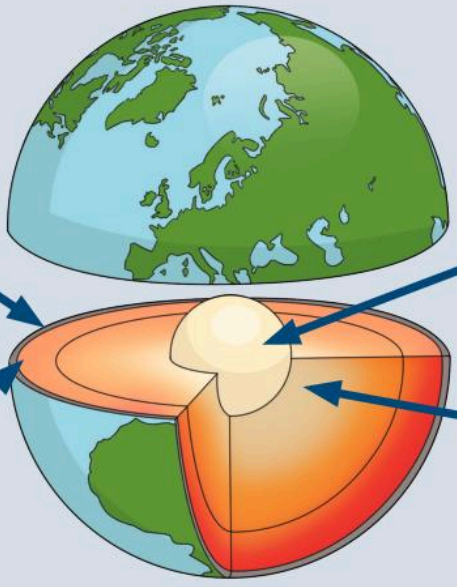
Earthquakes and **volcanoes** are often in the news. They can cause great damage, and danger to the people who live near them. However, earthquakes and volcanoes also help to shape our Earth by forming mountains, valleys and islands.

When the Sinabung volcano **erupted** on the Indonesian island of Sumatra in November 2013, nearly 18 000 people had to leave their homes because rocks and ash rained down on their homes.

What is inside the Earth?

Both earthquakes and volcanoes occur because, although from space the Earth looks like a giant ball, it is not solid all the way through. Instead it is made up of layers. Look at the diagram of the Earth below. It shows the different layers the Earth is made of.

The Earth's **crust** is the outer layer of the Earth – the one we stand on. It is a layer of solid rock beneath the soil.

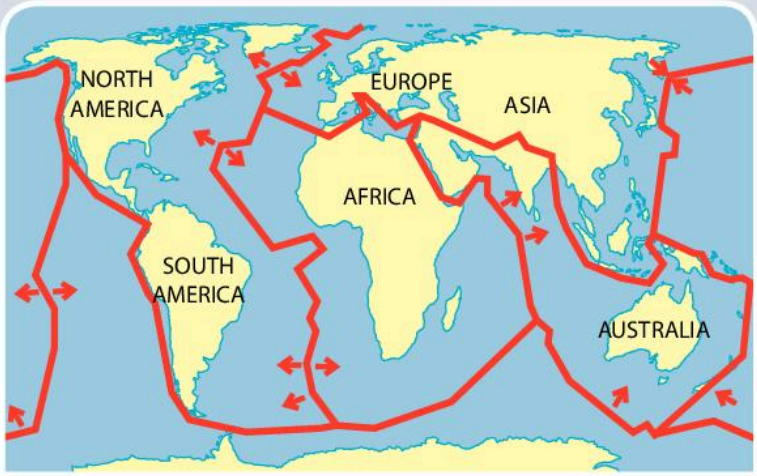


Underneath the crust is a very thick layer of hot rocks called the **mantle**. Some of the mantle is solid, but parts of it are so hot that the rocks are molten (have melted) and flow like sticky tar.

In the centre of the Earth is the **core**, which is made up of two parts, both of them extremely hot. The outer core is made of hot liquid iron with some nickel. The inner core is a hot ball of solid iron with some nickel.

The Earth's plates

The Earth's crust is not just one huge outer layer of rock. It is made up of 7 giant pieces, and at least 12 smaller ones, called **plates**. The solid plates float on the molten rocks of the mantle underneath. The ground beneath our feet feels firm and hard, but really it is always moving very slowly. Most earthquakes and volcanoes are found where two or more of the Earth's plates bump into each other or pull apart.



The plates that form the Earth's crust fit together like the pieces of a giant jigsaw puzzle.

Did you know?

A huge earthquake in the Indian Ocean in 2004 produced large sea waves called tsunamis, which killed about 300 000 people.

Activities

1 **a** Working as a class, collect newspaper, magazine or Internet articles about volcanoes and earthquakes. Use an atlas to see where each volcanic eruption or earthquake occurred.

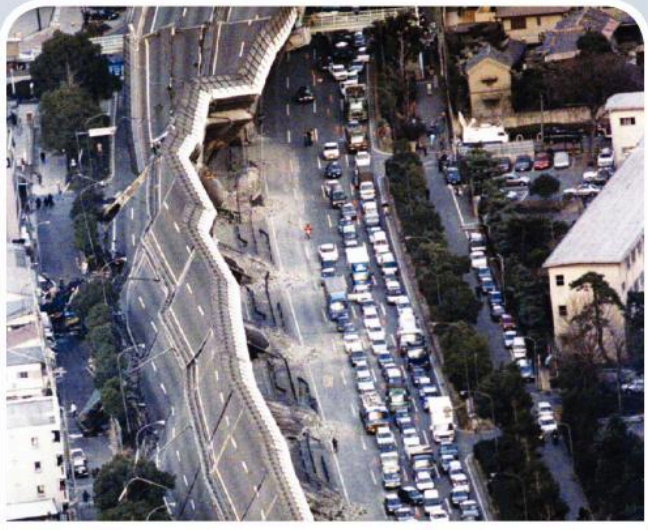
b Draw a map showing where and when each eruption or earthquake occurred, and what damage and how many deaths or injuries were caused.

2 Use different coloured pieces of modelling clay to make a model of a cross-section through the Earth. Your model should show: the inner core, the outer core, the mantle and the Earth's crust.

3 Write a story called 'A journey to the centre of the Earth'. In your story you should describe what it would be like if you could travel from the Earth's crust down to the Earth's inner core.

Earthquakes

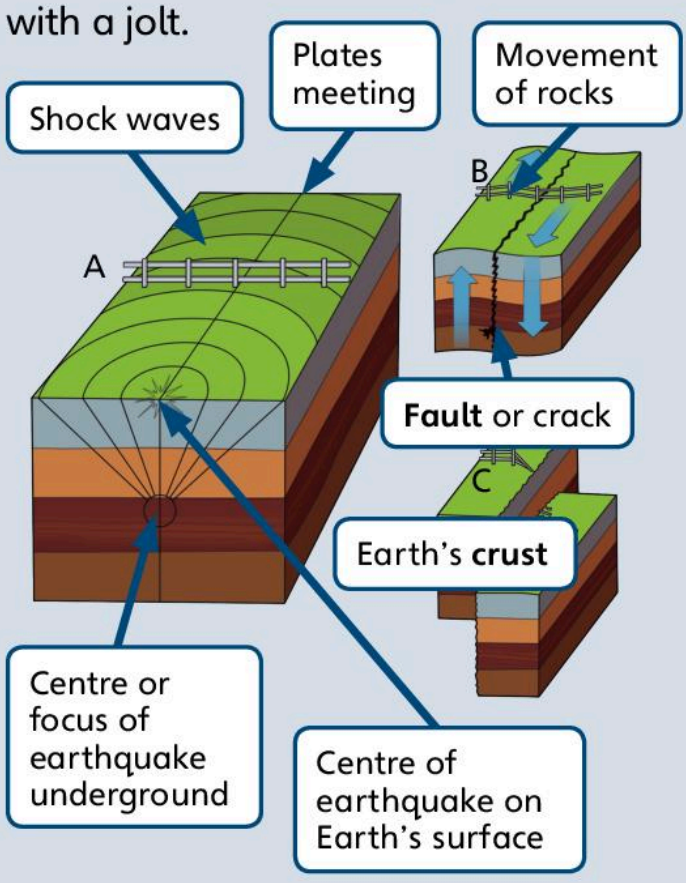
Every day there are about 3 000 **earthquakes** around the world. Most of them are so small that no one notices them. About once a week, there is an earthquake that causes a little damage. Every few months there is an earthquake so big that it makes the ground shake violently.



In 1995, an earthquake in Kobe, Japan, caused buildings and bridges to collapse and roads to break up. It killed 6433 people and left more than 35 000 people injured and about 300 000 people homeless.

What causes earthquakes?

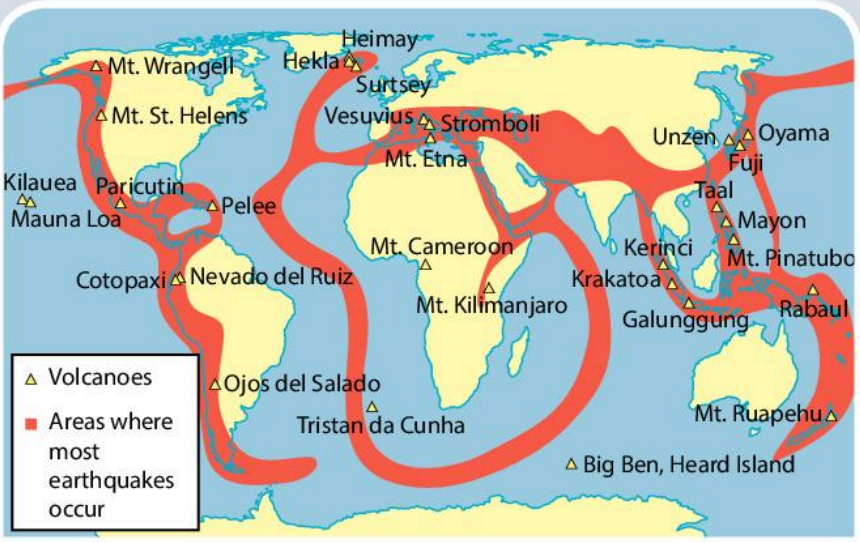
When the Earth's plates meet, they usually slide past each other. But sometimes the edges of the plates stick together and cannot move (diagram **A**). Pressure builds up as the plates push against each other (**B**). Suddenly they slip past each other (**C**), and the land above shakes violently. It is a bit like a drawer which has stuck. You have to tug it hard, then suddenly it gives way with a jolt.



San Andreas fault

Most of the places where the Earth's plates meet are under the oceans and seas. But along the western side of the North America two plates meet on land. There is a huge **fault** or crack in the rocks that runs for more than 900 kilometres along the coast of California. It is called the San Andreas Fault.

Mild earthquakes often occur along the San Andreas Fault, but sometimes there are severe ones. Look at the map of the world. It shows where earthquakes most often occur. Where do you think the San Andreas Fault is on the map?



This map shows where earthquakes most often occur, and some of the larger **volcanoes**.

Did you know?

The world's longest earthquake was recorded in Alaska on 21 March 1964. It lasted for four minutes.

Activities

1 **a** Look at the map above showing where most earthquakes occur.

b Now compare the map with an atlas that shows the populations of cities.

c Write a list of ten cities with a population of more than one million people that are in areas where earthquakes are most likely to occur.

2 Work in a group. Imagine that earthquakes are quite common where you live. Write a plan for dealing with a severe earthquake. Decide how you would:

a deal with the injured (is the local hospital damaged?)

b find shelter for the homeless

c deal with dangerous buildings

d put out fires

e provide food and water for the survivors.

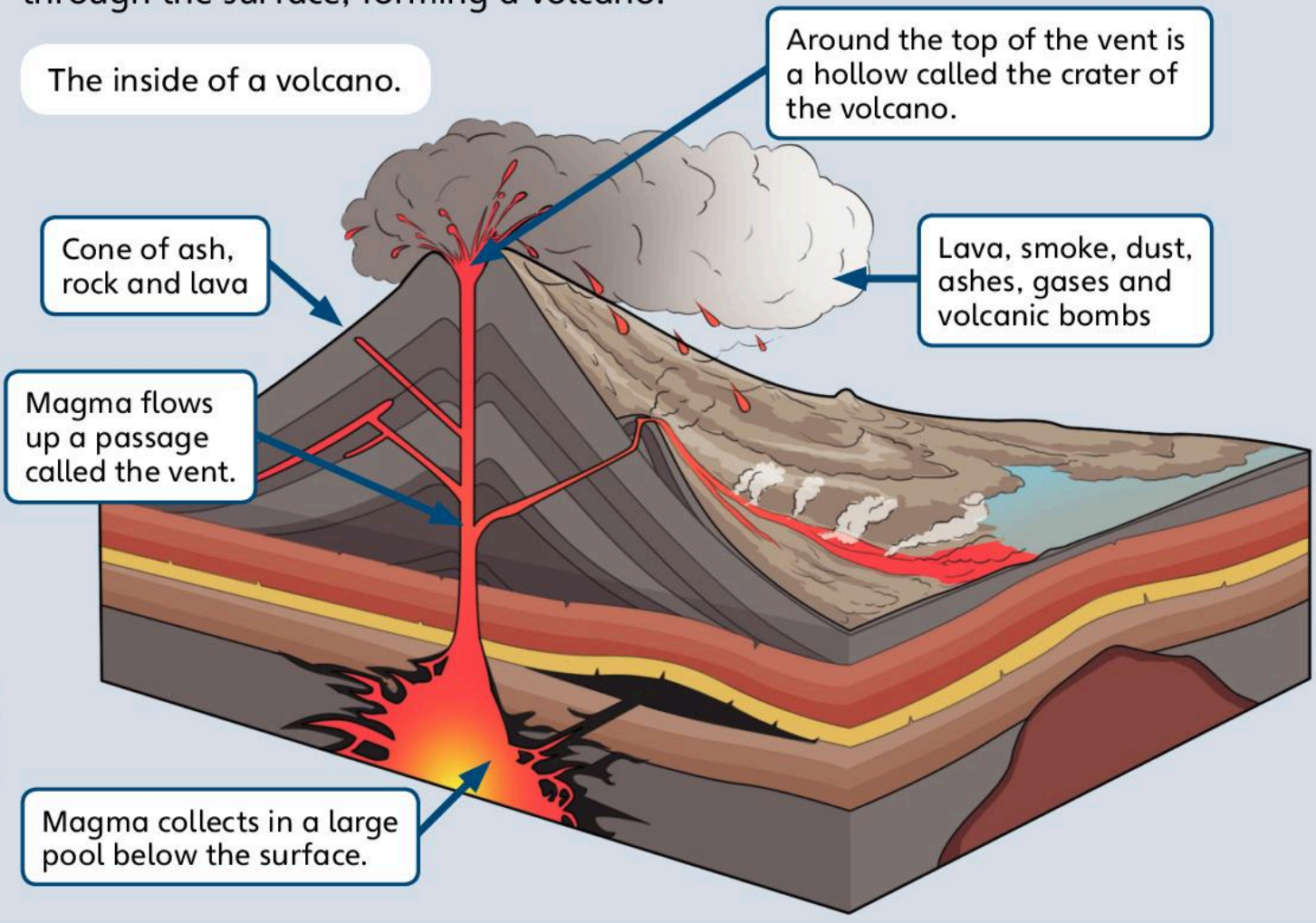
Volcanoes

A volcano begins as a hole or crack in the Earth's crust. When the volcano **erupts**, molten rock, smoke, dust, ashes and gases escape through the opening. While the hot, runny rock is under the surface of the Earth it is called **magma**. But when it comes out of a volcano it is called **lava**. Although the lava, dust and ashes that come from the volcano may form a hill or mountain over time, some volcanoes stay as large holes or cracks in the ground.

What causes volcanoes?

Look at the map on page 41. Where do most earthquakes occur? Two thirds of the world's **active volcanoes** are found around the edge of the Pacific Ocean. Where the Earth's crust is thin or weak, magma collects in large pools. If it finds a weak spot it bursts through the surface, forming a volcano.

The inside of a volcano.



There are many volcanoes on land, but there are even more volcanoes under the sea. Sometimes when an undersea volcano erupts, it forms a new island. The Hawaiian Islands in the Pacific Ocean were formed by undersea volcanoes.

This new island formed when an undersea volcano erupted off the coast of Japan in November 2013.

What are active, dormant and extinct volcanoes?

A few volcanoes erupt all the time, but most erupt only occasionally. A volcano that is erupting, or can still erupt, is called an active volcano. There are about 1300 active volcanoes in the world. Volcanoes that have not erupted for a long time are called sleeping, or **dormant volcanoes**. If a volcano hasn't erupted for at least 10 000 years it is called an **extinct volcano**.

It is very difficult to tell whether a volcano is dormant or extinct. Everyone thought that Eldfell volcano, on an island near Iceland, was extinct. Then, in 1973, it erupted violently and destroyed 300 buildings.

Did you know?

The world's highest active volcano is Ojos del Salado in Chile, South America. It is 6887 metres tall.

Activities

1. Find out is if there is an active volcano in your country.
2. Here are the names of some volcanoes on islands: Mount Pelee, Krakatoa, Mauna Loa, Fujiyama, Mount Etna, Mayon, Mount Erebus, Ruapehu. Find out the name of the island or island group where each volcano belongs.
3. **a** Use reference books or the Internet to find out the heights of some volcanoes.
   b Draw a block graph to show their heights.

Map of the World


NORWAY
NETHERLANDS
RUSSIA
FRANCE
SWITZERLAND
ITALY
TURKEY
CHINA
LIBYA
EGYPT
Abu Dhabi
SAUDI ARABIA
UNITED ARAB EMIRATES
OMAN
INDIA
BANGLADESH
THE HAWAIAN ISLANDS
MALDIVES
Sumatra
DEMOCRATIC REPUBLIC OF CONGO
AUSTRALIA
ANTARCTICA

Glossary

Acid rain Rainwater that contains acids formed from harmful gases that can kill plants and animals and damage buildings.

Active volcano A volcano that still erupts.

Atmosphere The thick layer of air that surrounds the Earth.

Compost Kitchen and garden waste used to fertilise and improve the soil.

Continent One of the seven huge pieces of land in the world.

Core The centre of the Earth made of the metals iron and nickel.

Crater The cup-shaped hollow around the opening of a volcano.

Crude oil Oil formed under the ground that has not been purified.

Crust The Earth's outer layer of rock on which we live.

Dormant volcano A volcano that is 'resting' or 'sleeping', and which has not erupted in recent years.

Drought A very long period without rain.

Earthquake A movement or shaking of the Earth's crust, often caused when the Earth's plates move against each other.

Energy The power and ability something has to do work.

Environment Your surroundings.

Erupt A volcano is said to erupt when lava, dust, ashes and other volcanic materials are forced out of it.

Export Things made or grown in one country and then sold to people in another country.

Extinct volcano A term used to describe a volcano that has not erupted for at least 10 000 years.

Famine A severe shortage of food.

Fault A large crack or break in a series of rocks. The rocks on one or both sides of the fault may slip up or down.

Fertile If a soil is fertile, it is able to produce good crops.

Fertiliser A substance put on the soil to make plants grow better.

Fossil fuel A fuel such as coal, oil or natural gas that was formed from living things a very long time ago.

Global warming The build-up of carbon dioxide and other gases in the atmosphere that trap the Sun's heat, so causing the Earth's temperature to rise and its climate to change.

Irrigation The taking of water from rivers, lakes, wells or reservoirs to the land so that crops can grow well.

Jute A material obtained from the bark of certain plants that is used for making sacks, mats and ropes.

Landfill site A hole or pit in the ground used for getting rid of waste. Where rubbish is buried.

Lava The molten rock that comes out of a volcano.

Leisure time Time when you can do what you like.

Litter Rubbish that is not put in a rubbish bin.

Magma The hot, runny rock found under the surface of the Earth. If it escapes onto the surface it is then called lava.

Mantle The layer of the Earth, immediately beneath its crust. Some of the mantle is made of solid rock, while some of it is molten rock.

Monsoon A strong wind in or around the Indian Ocean that brings heavy rain in summer.

Natural resources Materials and energy that we get from the air, the Sun, animals, trees and other plants, rocks, oceans, seas and the soil.

Noise Unwanted or unpleasant sound.

Nomad Someone who moves from place to place instead of living and working in the same area.

Non-renewable resources Natural resources that cannot be replaced after they have been used.

Ore A rock that contains metal.

Plate One of the 19 or 20 sections of rock that make up the Earth's crust.

Pollute To make something dirty.

Pollution When substances such as air, water or the soil are spoiled or made dirty by people.

Population All the people who live in a particular place.

Port A place on the coast where ships can dock and transfer people and goods to and from the land.

Recycle To treat waste material so that it can be used again.

Refugee A person who has fled from danger or a problem such as famine or war.

Renewable resources Materials or energy from sources that are constant and natural, like plants, animals, the Sun, wind and waves.

Rock One of the parts of the solid surface of the Earth.

Season A time of the year when you can expect a certain pattern of weather.

Shanty town An area of a city where people have built their own houses from waste materials.

Temporary Lasting, or meant to last, for only a short time.

Terrace A raised level space, like a stair.

Textile Fabric or cloth.

Trade The buying and selling of goods.

Tributary A small river or stream that flows into a larger river.

Volcano A hole or tear at a weak spot in the Earth's crust from which gases and hot, molten rock flow.

Wadi A valley in a hot desert area which is usually dry, but may have a river or stream in it after heavy rain.

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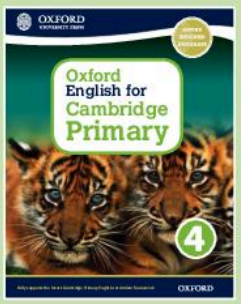

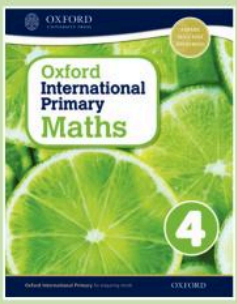

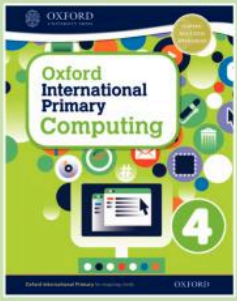

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