

# Academy Stars 5

Pupil's Book



Steve Elsworth • Jim Rose

# Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	<b>Welcome</b> p4	The countryside, outdoor sports, jobs, shops, plants and animals	<i>What do you do in your free time?</i> <i>What did you do during the holidays?</i>	
<b>1</b>	<b>It's an emergency!</b> p8	Emergencies Working with words: adjectives with <i>-ing</i> or <i>-ed</i>	<b>Past continuous with past simple:</b> <i>He was feeding the elephant when it escaped.</i>	<b>Interrupted past, question and with while:</b> <i>What were you doing when the alarm rang?</i> <i>It rang while I was painting.</i>
<b>Reading time 1: The trick</b>				
<b>2</b>	<b>Life in the past</b> p22	The past Working with words: make nouns from verbs	<b>used to:</b> <i>He used to be an actor.</i> <i>He didn't use to teach maths.</i>	<b>Questions with used to:</b> <i>Where did you use to live?</i> <i>Did you use to have servants?</i>
<b>Review 1</b>				
<b>3</b>	<b>Adventure time</b> p34	Outdoor activities Working with words: irregular past participles	<b>Present perfect:</b> <i>She's seen a bear.</i> <i>She's never seen a lion.</i>	<b>Present perfect + ever:</b> <i>Have you ever put up a tent?</i> <i>Yes, I have. / No, I haven't.</i>
<b>Reading time 2: Mystery on the beach</b>				
<b>4</b>	<b>Cool jobs</b> p48	The world of work Working with words: <i>make</i> or <i>do</i> ?	<b>Present perfect + How long?, for and since:</b> <i>How long have you been here? For an hour. / Since 3 o'clock.</i>	<b>Present perfect + already and yet:</b> <i>I've already had lunch.</i> <i>Have you seen him yet?</i>
<b>Review 2</b>				
<b>5</b>	<b>Getting around</b> p60	Travel and transport Working with words: suffixes ( <i>-ful</i> and <i>-less</i> )	<b>Comparisons with just as ... as and not as ... as:</b> <i>I'm just as fast as you. You aren't as skilful as me.</i>	<b>Comparisons with too and not enough:</b> <i>It's too crowded.</i> <i>It isn't safe enough.</i>
<b>6</b>	<b>How is it made?</b> p70	Products and processes Working with words: suffixes ( <i>-tion</i> and <i>-sion</i> )	<b>Passive voice (present simple):</b> <i>The material is cut. The jeans are packed into boxes.</i>	<b>made of and used for:</b> <i>Is it made of metal?</i> <i>It's used for cutting vegetables.</i>
<b>Review 3</b>				
<b>7</b>	<b>Music and song</b> p82	Music and song Working with words: prefixes ( <i>im-</i> and <i>dis-</i> )	<b>will and going to:</b> <i>One day he will be famous. He's going to play tomorrow. Look! She's going to fall.</i>	<b>Present simple for future events:</b> <i>It starts at 7 o'clock.</i> <i>What time does the bus leave?</i>
<b>Reading time 3: A stranger to the rescue</b>				
<b>8</b>	<b>Tell me a story</b> p96	Storytelling Working with words: synonyms	<b>First conditional:</b> <i>If you rest, you'll feel better.</i>	<b>may (not), might (not), could:</b> <i>He may escape.</i> <i>They might not find him.</i>
<b>Review 4</b>				
<b>9</b>	<b>What's your opinion?</b> p108	Giving opinions Working with words: word groups	<b>Reported speech:</b> <i>He said he loved sugar. She said she was doing a project.</i>	<b>Indefinite pronouns and adverbs:</b> <i>I can't find it anywhere.</i> <i>Someone will find it.</i>
<b>Reading time 4: The power of stories</b>				
<b>10</b>	<b>It's a mystery</b> p122	Crime and mysteries Working with words: suffixes ( <i>-ment</i> )	<b>Question tags:</b> <i>You don't know, do you? We're rich, aren't we? We can buy one, can't we?</i>	<b>Review of modals:</b> <i>You don't have to wear uniform.</i> <i>You shouldn't bring valuables.</i>
<b>Review 5</b>				

Reading	Listening	Writing	Speaking	Think about it!	Learning skills
A newspaper article Understand facts and details	Dialogues Understand context from audio clues	Write a newspaper article from notes Write direct speech	Express feelings	Plan a rescue Thinking skills: analysis and problem-solving	Understand nouns and verbs
Diary extracts Infer meaning and draw conclusions	A talk Listen for specific information	A diary entry Recognise features of informal writing	Give a talk Clarify information	In the wrong time Thinking skills: analysis and evaluation	Memorise new vocabulary
A photo blog Differentiate between fact and opinion	An interview Listen for similarities and differences	A blog entry Recognise features of a blog	Conduct an interview Show interest	Decide who gets the job Thinking skills: reasoning and decision-making	Use a mind map to plan
A magazine article Scan for specific information	An interview Listen for sequence	An article Review and edit your work	Apologise Make and accept offers	Decode a message Thinking skills: coding and decoding information	Scan for specific information
A science fiction story Infer meaning from a text	A dialogue Listen for key facts	A short story Understand the structure of a story	Request information	Work out how to get there Thinking skills: analysis and problem-solving	Read complex tables
An information text Interpret an infographic	Adverts Differentiate between fact and opinion	Use an infographic to write about a process	Make and perform a radio advert	Choose the best jeans Thinking skills: evaluation and decision-making	Research information
An interview Identify features of different text types	Monologues Listen for specific information	A song verse Understand the structure of a song	Give a talk about a song	Create the right atmosphere Thinking skills: decoding and classifying	Understand rhythm in a song
A traditional story Recognise different points of view	A short story Listen for sequence	A summary of a story Identify main events in a story	Give a talk about a story	Choose a book for a friend Thinking skills: evaluation and decision-making	Recognise different points of view
A discussion forum Find supporting information	A debate Listen for different opinions	An opinion essay Understand the structure of an opinion essay	Take part in a class debate	Improve your school Thinking skills: evaluation and presentation	Use topic sentences
A play script Find key information	A talk Listen and take notes	A play script Recognise features of a play script	Tell a mystery story	Work out the mystery identity Thinking skills: speculation and deduction	Self-motivation: be persistent

# Welcome

LEVEL 5

Hello, I'm Alice and I'm 11. I love reading. This year I want to learn how to write about stories I enjoy.

Hi, I'm Oliver and I'm 10. This year I want to discuss interesting topics and listen to different opinions on them.

Hello, I'm Kit and I'm Oliver's friend. This year we have lots of homework. I want to learn how to find and organise information.

Hi, I'm Sophia and I'm 11. I love science and technology. This year I want to learn how we make different products, like clothes and food.

Come with us, there's lots to learn! What would you like to learn about this year?

## Lesson 1

## Meet the Academy Stars

- 1  1.1 Listen and circle the information that is not true.

	Alice	Oliver	Sophia	Kit
Number in family	5	5	6	3
Favourite subject(s)	maths	art computer studies	science	English
Free-time activities	reads	makes models	does karate plays tennis	practises the piano and violin
Holiday activities	visited museums did karate	visited a farm visited a castle	visited London	swam in the sea ate ice cream

- 2 Write questions to find out the information in Activity 1.

- 1 Number in family \_\_\_\_\_ How many people are there in your family?  
 2 Favourite subject \_\_\_\_\_  
 3 Free-time activities \_\_\_\_\_  
 4 Holiday activities \_\_\_\_\_

- 3   Find out about other people in the class. Ask two people the questions in Activity 2. Then report back to the class.



# Lesson 2

# Vocabulary

1 Look at the picture. Find and say three words beginning with these letters.

1 p photographer ...

2 s

3 b

4 f

5 c

2 Look and find. Write four words for each category.

1 parts of a plant or animal feather \_\_\_\_\_

2 outdoor sports \_\_\_\_\_

3 jobs \_\_\_\_\_

4 shops \_\_\_\_\_

5 things in the countryside \_\_\_\_\_

3  Work in pairs. Make true / false sentences about the picture.



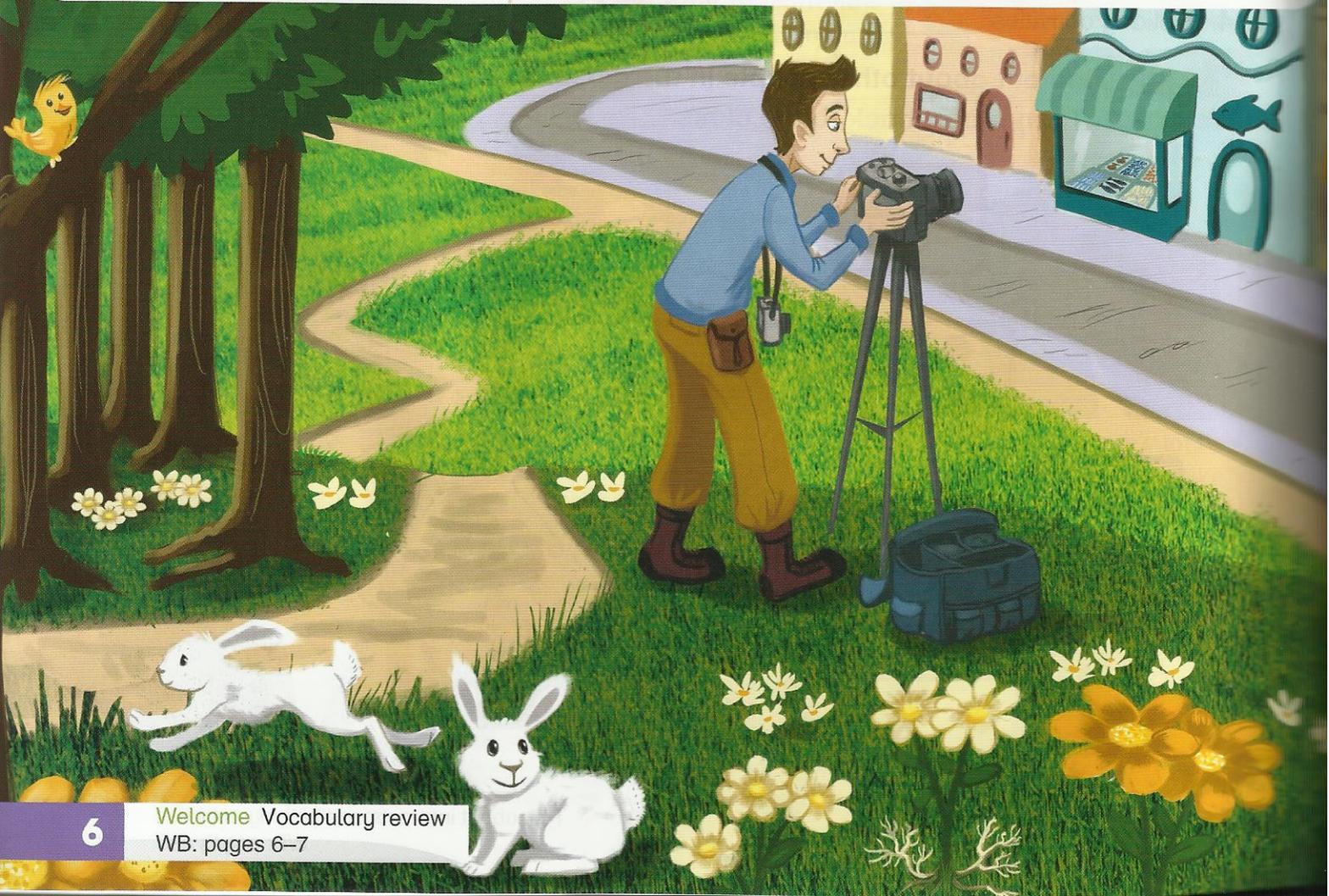
A chef is coming out of the greengrocer's.

True.



Some people are swimming in the sea.

False!



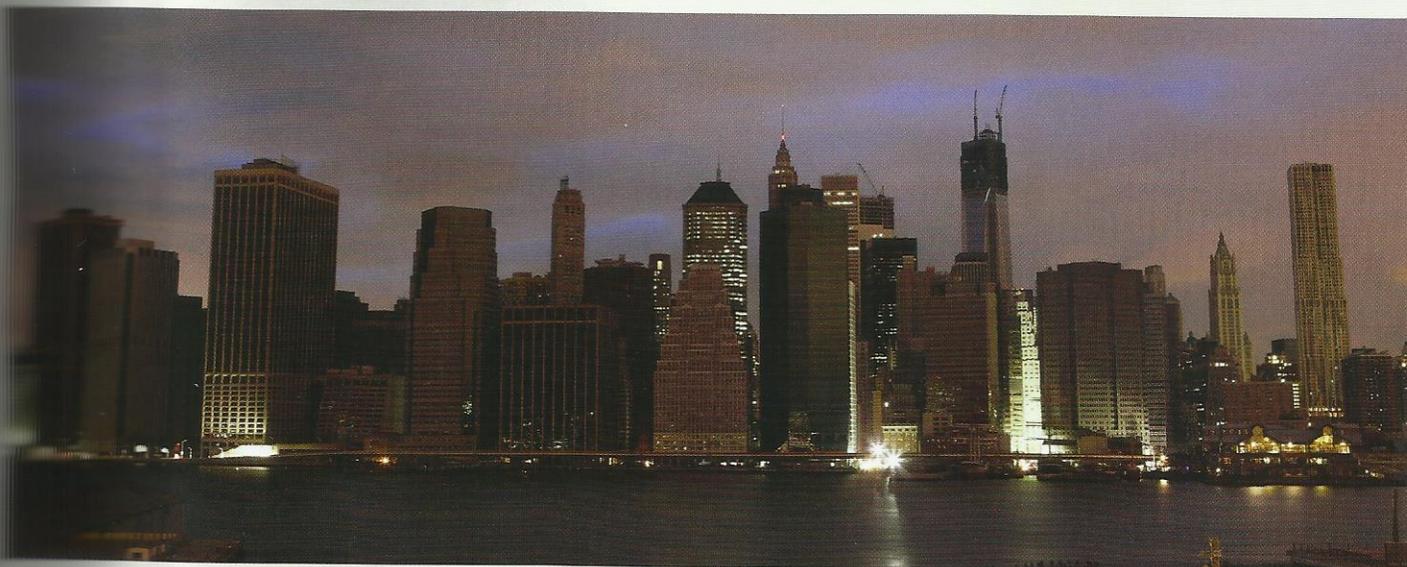




# THE DAY THE LIGHTS WENT OUT

POWER CUT HITS MILLIONS, NO LIGHT, NO HEAT, NO TRAINS

By Tony De Marchi



New York City in darkness

A POWER CUT HIT NEW YORK STATE YESTERDAY. Millions of people – from New York to Canada – had no light, no heating and no food. Thirty million people had no electricity for 13 hours.

The power cut hit at 7 pm while pupils at Thomas Jefferson School were **rehearsing** for a school concert. ‘I was singing when suddenly all the lights went out,’ said 11-year-old Loretta Green.

Across New York City, people were making dinner. ‘I was cooking soup when the **power** went off,’ said Martha Miller, in Manhattan. ‘It was dark everywhere. There was no electricity at all. My **cooker** is electric, so it stopped working – we had to eat biscuits for dinner! And it was really cold because there was no **heating**.’

12-year-old Natasha Spendak was travelling home. ‘My train was leaving the station when the lights went out,’ she said. ‘The train went dark, a woman screamed, and then it stopped – in the dark! It was really scary.’

**Ambulances** and hospitals were busy through the night. ‘The traffic lights stopped working so there were some bad traffic **accidents**,’ said James Fenner of the New York Ambulance Service. ‘There were a lot of problems at home and in the streets. Some people broke an arm or a leg.’

“**The train went dark, a woman screamed ...**”

There was no moon last night, so travelling by car was very difficult. ‘It was really dark in Times Square,’ said Mario Bolatelli, a police officer. ‘A lot of people left their cars in the street and walked home.’

At New York Zoo, an elephant escaped. ‘The lights went out while we were feeding the animals,’ said Marni Sherlock of the zoo. ‘Someone forgot to close the gate, so the elephant escaped and walked down the road to the supermarket. It’s OK now though, and is safely back in the zoo.’

Why was there a power cut across a large part of North America? The answer is – a squirrel. ‘We’re very **embarrassed**,’ said John Matlock of New York Power. ‘A squirrel jumped on the power lines and they stopped working. It was an accident. We’re very sorry.’

## Lesson 2 Reading comprehension

### 1 Read the article on page 9 again.

Answer the questions.

- 1 Where was the power cut?
- 2 How many hours did it continue for?
- 3 Why did a woman scream on the train?
- 4 Why were there some bad traffic accidents?
- 5 Why did people leave their cars in Times Square?
- 6 Why was there a power cut?



### 2 Who do you think said these things? Match the quote to a person. **Be a star!**

- |  |                              |
|--|------------------------------|
| 1 'A squirrel caused the power cut.'           | a a zookeeper                |
| 2 'A lot of people had accidents at home.'     | b a mother                   |
| 3 'It escaped through an open gate.'           | c an ambulance driver        |
| 4 'You couldn't see anything in Times Square.' | d a worker at New York Power |
| 5 'My cooker and heating stopped working.'     | e a police officer           |

### 3 Discuss. Which situation (a or b) is more dangerous? Why?

- a The traffic lights stopped working.
- b The elephant escaped from the zoo.

## Learning to learn

### Understand nouns and verbs

Some words can be both a noun and a verb. These words name a person, place or thing and also describe an action.

### Read and write **N** (Noun) or **V** (Verb).

- 1 I heard a **scream**.   N   Don't **scream**!
- 2 You'll **break** your arm!        It was a bad **break**.
- 3 **Stop** the train!        Let's get off at the next **stop**.

Other verbs change a little to make the noun. You need to learn these.

- 4 The **cooker** isn't working.        We couldn't **cook** dinner.
- 5 We couldn't **heat** soup without electricity.        The **heating** isn't working.

# Lesson 3 Grammar

Look and read.

Graphic

Grammar

Past continuous with past simple



past continuous



past simple

He was feeding the elephant when it escaped.

past continuous

past simple

He wasn't watching when it ran away.

Circle the correct words.

I <sup>1</sup> did / **was doing** my homework last night when I <sup>2</sup> lost / **was losing** all my work. It was a power cut! My brother <sup>3</sup> watched / **was watching** TV when all the lights <sup>4</sup> went / **were going** out. My dad <sup>5</sup> made / **was making** dinner when the electricity <sup>6</sup> went / **was going** off. My mum <sup>7</sup> had / **was having** a shower when the water <sup>8</sup> went / **was going** cold. It wasn't a good evening!

There was a power cut at eight o'clock last night. Match and say what you were doing. **Be a star!** ★

- 1 rehearse / for a concert
- 2 make / cake
- 3 wash / hair
- 4 travel home / by train
- 5 sit / in the living room

- a stop / in a tunnel
- b heating / go off
- c lights / go out
- d cooker / go off
- e water / go cold



I was rehearsing for a concert when the lights went out.



# Lesson 4 Language in use

## 1 Listen and say.



alarm	emergency	experiment
fire drill	fire engine	smoke

- 1 This is exciting! I like fire drills.
- 2 Me, too.
- 3 Why are you **wearing goggles**?  
**What were you doing** when the alarm rang?
- 4 It rang **while I was doing a science experiment**.
- 5 Oh, I see.
- 6 Why are you **wearing that old shirt**?
- 7 It rang **while I was painting** in art class.
- 8 Look! There's a fire engine!
- 9 And there's smoke above your classroom.
- 10 Oh, no! Smoke and a fire engine ...
- 11 This is a real emergency!

## 2 Complete the text with *when* or *while*.

There was a real emergency at school today! The fire alarm rang <sup>1</sup> while I was doing a science experiment. Joe was painting <sup>2</sup> \_\_\_\_\_ he heard it. Mr Carter took all our names <sup>3</sup> \_\_\_\_\_ we were standing outside. Suddenly, some students ran out of the building. They were rehearsing for a concert <sup>4</sup> \_\_\_\_\_ the alarm rang and they didn't hear it! A boy fell over <sup>5</sup> \_\_\_\_\_ he was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside <sup>6</sup> \_\_\_\_\_ we were waiting in the playground. And then we saw the smoke!

### Look!

past continuous + **when** + past simple

OR

past simple + **while** + past continuous

## 3 Match the actions and the activities. Then make a new dialogue. **Be a star!** ★

wear a tracksuit    carry a guitar    carry a bucket    wear headphones    hold a knife and fork

have a music lesson    do gymnastics    have lunch    clean the kitchen    listen to music

- 1 Why are you wearing a tracksuit? What were you doing when the alarm rang?
- 2 It rang while I was doing gymnastics.

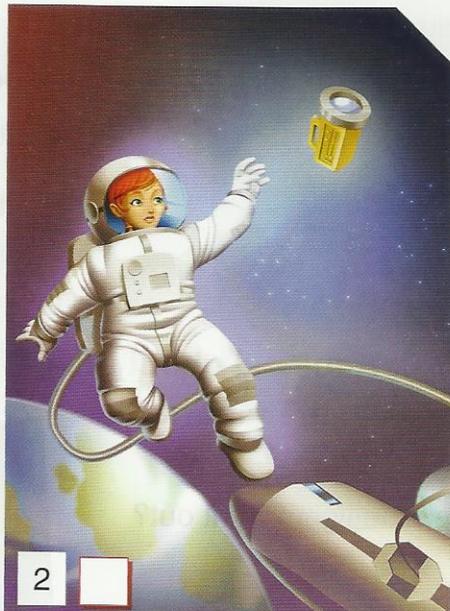
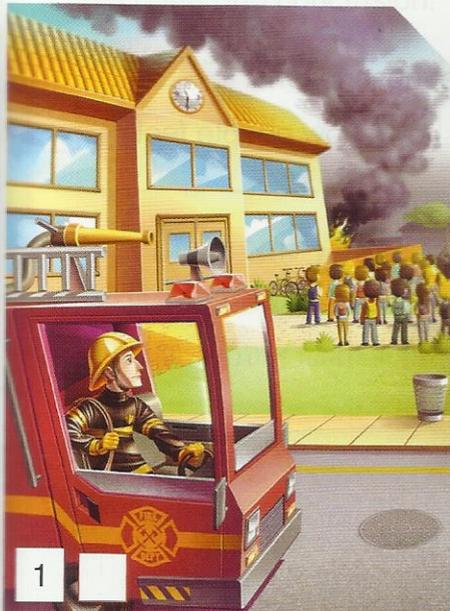
**Lesson 5**

**Listening**

lifeboat life jacket rescue boat

**1** **Look at the pictures. Where are they? Match the places to the pictures.**

- a** at sea      **b** at school      **c** in space



**1.4 Listen and check your answers. Be a star! ★**

**1.4 Listen again. Answer the questions for each dialogue.**

- 1 What's the problem?      2 Do they need help?

**1.4 Answer the questions. Then listen again and check.**

- 1 **a** How many fire engines are there?  
**b** Why aren't there any school dinners today?  
**c** How do you think the firefighter feels now? Why?
- 2 **a** What can the astronaut see?  
**b** Why does she need a torch?  
**c** How do you think she feels now? Why?
- 3 **a** Where are they going?  
**b** How many people are on the boat?  
**c** How do you think the captain feels now? Why?



**Values**  
 What can you do to help in an emergency?

**Discuss the questions.**

- 1 What other types of emergencies can you think of?  
 2 Have you ever been in an emergency? What happened?

## Lesson 6

## Writing

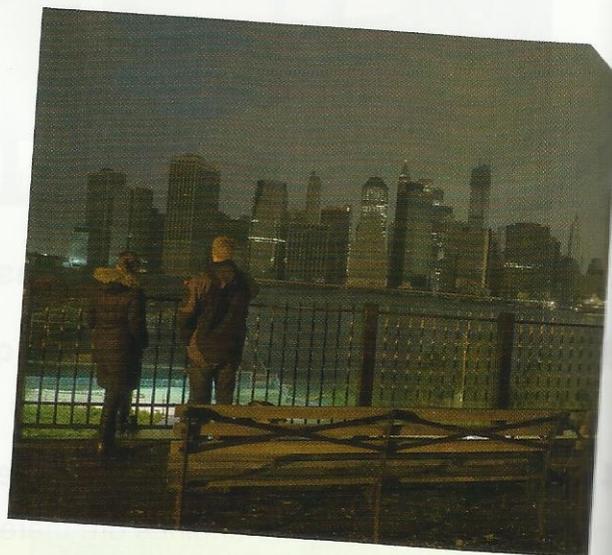
1  Look at the text on page 9 again. Find paragraph 4 and answer the questions.

- 1 What are the actual words that Natasha said (direct speech)?
- 2 How can you recognise direct speech?
- 3 Why does the reporter use direct speech? Tick (✓) the best descriptions.
 

a It's accurate. <input type="checkbox"/>	d It shows how people feel. <input type="checkbox"/>
b It's dramatic and exciting. <input type="checkbox"/>	e It's short. <input type="checkbox"/>
c It's clear. <input type="checkbox"/>	

2 A reporter interviewed Mark Kapinski about the power cut. Find the answers in the reporter's notes below.

- 1 What were you doing when the lights went out?
- 2 What happened?
- 3 Where do you live?
- 4 What did you do?
- 5 Who helped during the emergency?
- 6 What's your name?
- 7 What did firefighter Joe Black say?
- 8 How did you feel?



### Introduction

(Who? Where?  
What was he  
doing?)

### Main body

(What happened?  
How did he feel?)

### Conclusion

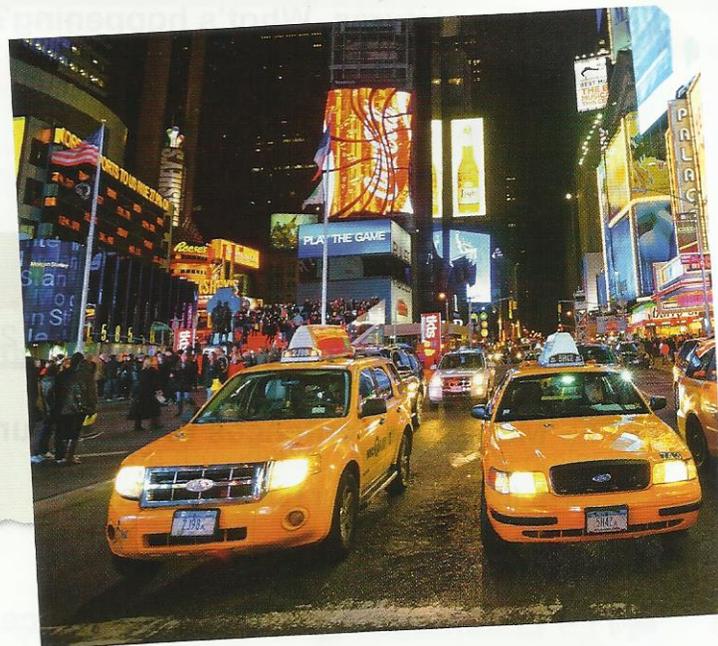
(How did it end?  
What did people  
say?)

- a) Mark Kapinski
- b) Brooklyn, New York
- c) 'walking home from football practice / lights went out'
- d) 'went completely dark / couldn't see or hear anything'
- e) 'sat down on a bench to look at the stars'
- f) 'not frightened, excited / beautiful night, lots of stars'
- g) police and firefighters worked through night
- h) 'power cut lasted four hours / there were no accidents'

3 **Work in pairs. Write a newspaper article about the interview. Remember to ...** **Be a star!** ★

- give your article a headline.
- organise your article into an introduction, main body and conclusion.
- use direct speech.

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when ...



## Working with words

### Adjectives ending with *-ing* or *-ed*

Increase your vocabulary by adding **-ing** and **-ed** to some verbs to make adjectives.

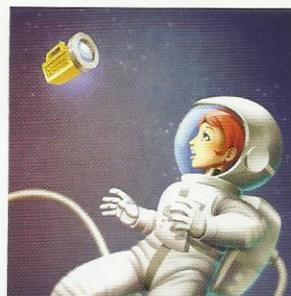
**-ing** is for things that cause the feeling: 'The fire was terrifying.'

**-ed** is for people and how they feel: 'I was terrified!'



The fire was **terrifying**.

I was **terrified**!



It was really **embarrassing**.

I was **embarrassed**!

### Underline the correct word.

I was <sup>1</sup> surprised / surprising when the train stopped in the tunnel. At first,

it was <sup>2</sup> excited / exciting, but after a few minutes I felt a bit <sup>3</sup> worried /

worrying. Suddenly, someone screamed. It was <sup>4</sup> terrified / terrifying.

'What's happened?' I shouted. 'Don't worry,' a woman explained. 'My little

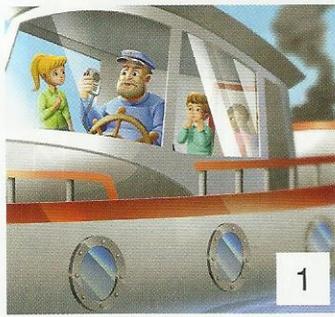
boy was <sup>5</sup> frightened / frightening and he touched my face.' I think she was

really <sup>6</sup> embarrassed / embarrassing because she screamed!

# Lesson 7 Speaking

1 Look at the pictures. What's happening? Who are the people?

explain    whisper



2 1.5 Match the sentences to the pictures. Then listen and check.

'I'm frightened. Our boat is sinking.'

1 'There's smoke coming from the engine.'

'Look! It's the rescue boat!'

'Everyone get into the lifeboat, please!'

3 1.5 Listen again. Match the sentences in Activity 2 to the ways of speaking.

a shout \_\_\_\_\_

b whisper \_\_\_\_\_

c scream \_\_\_\_\_

d explain 1

4 Practise saying the sentences in Activity 2 with a partner. Think about how you feel and speak.

5 1.6 Listen to the reporter's questions. Choose the best answer. Number in order.



Yes, I was really worried.

I'm a bit cold and tired.

I was terrified.

1

I was surprised and excited.

6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. **Be a star!**

**Captain:** There's smoke coming from the boat. Please send a rescue boat.

**Teacher:** I can get life jackets for the children.



# Lesson 8

## Think about it!

# Plan a rescue

1 Read the task. What are the three parts of the problem?

You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. Then you need to get him back to base camp as quickly as possible.

2 Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

a on foot?



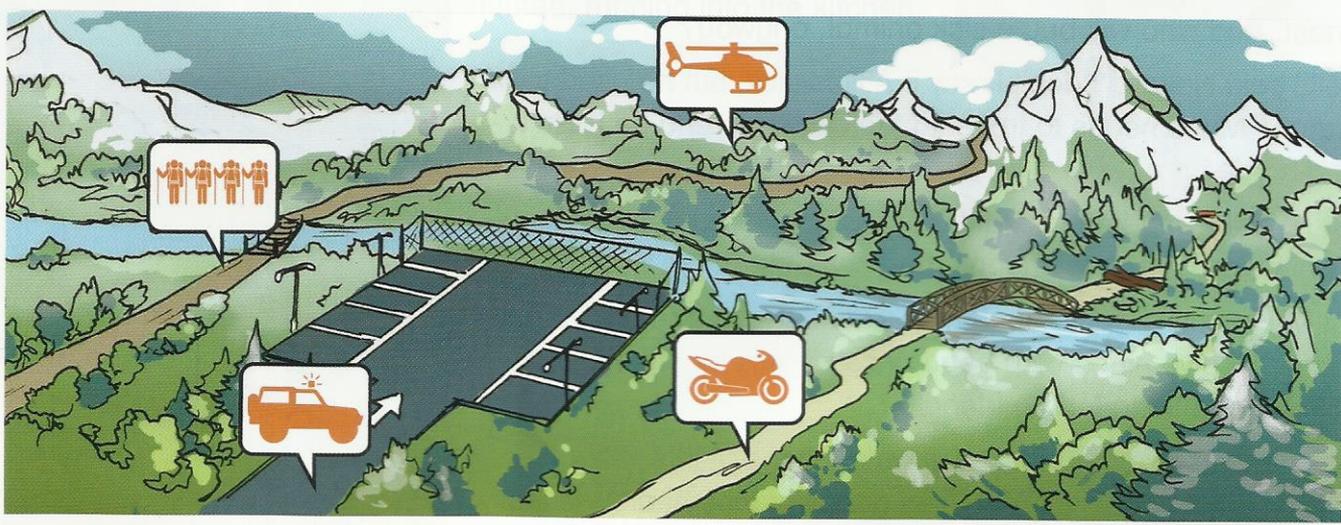
b by ambulance?



c by motorbike?



d by helicopter?



3 Listen and check your ideas. Take notes about the rescue plans.

	Positive	Negative
1 climbing team	can walk all the way	
2 ambulance		
3 motorbike		
4 helicopter		

4 What is the best way to rescue Mike Dobbs? Work in groups to discuss and solve the problem. You can use two forms of transport! **Be a star!** ★

I think we should send ... first because ...

## Reading time 1

- 1  1.8 Read the story on pages 18–20. Who are the main characters? What does the title *The trick* mean?

### The **TRICK**

Musa and Hakan lived next door to each other in a small village. They were good friends, but there was one problem. Money was very important to Hakan and, unfortunately, it was sometimes more important than his friends.

One day, Hakan noticed that his horse, Atik, wasn't well. 'I think we should sell Atik,' he told his wife, Pinar. 'He isn't strong and healthy anymore.'

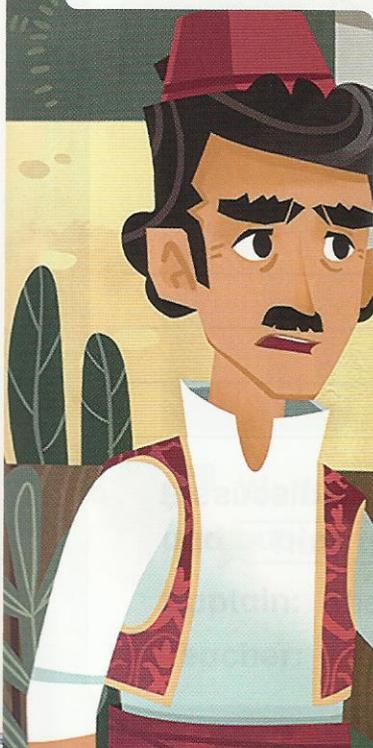
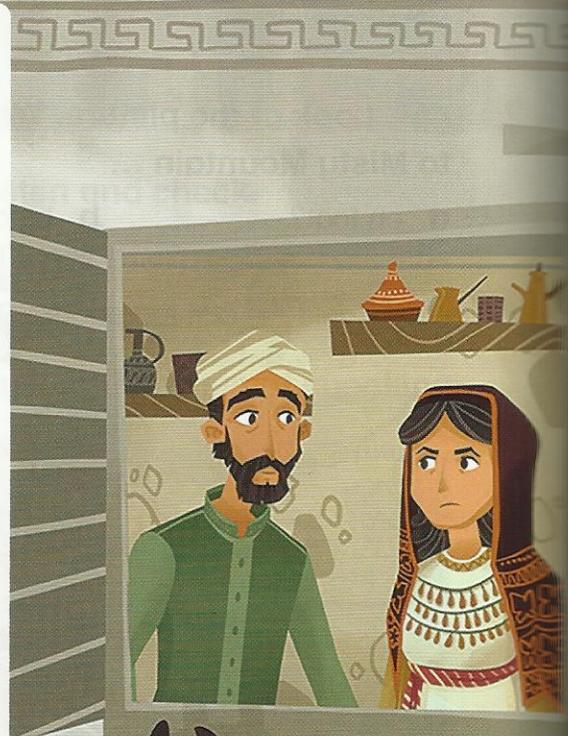
Pinar was surprised. 'Sell a sick horse?' she said. 'That isn't honest. And who will buy a sick animal, anyway?'

'Well,' said Hakan, 'I don't know if Atik is sick, but he used to be stronger. Musa needs to travel to the city soon and he hasn't got a horse.'

'But Musa is your friend,' said Pinar angrily. 'You shouldn't sell an unhealthy horse to anyone, and certainly not to your friend!'

'But Musa hasn't got enough money to buy a horse,' explained Hakan. 'I'll give him a very good price for Atik, so I think I'm doing a good thing for my friend!'

Musa was watering the plants in his garden next door when he heard the last part of the conversation through the open window. 'Aha!' he thought. 'So Hakan is going to try and sell me a sick horse. It's time to teach my friend a lesson!'



The next day, Musa and Hakan were drinking coffee together when Musa asked, 'Do you know anyone who is selling a horse?'

'Why do you need a horse?' asked Hakan.

'I need to travel to the city soon to see my family,' explained Musa.

'Well, it's your lucky day. I'm thinking of selling Atik,' said Hakan.

'He's the strongest and fastest horse in the village. I paid a lot of money for him, but I will sell him to you, my friend, for a very good price.'

Musa loved his friend like a brother, so he didn't say anything. But he had a plan. 'OK,' he said. 'Tomorrow I'll come to your house to buy the horse.'

That evening, while Hakan was having dinner, Musa took a chair and broke it against the kitchen wall. Then he shouted, 'Aaaaargh! Help!' very loudly and lay down on the floor next to the broken chair. Hakan heard his cries and ran to Musa's house.

'Musa! Musa! What's happened?' he shouted, running into the kitchen.

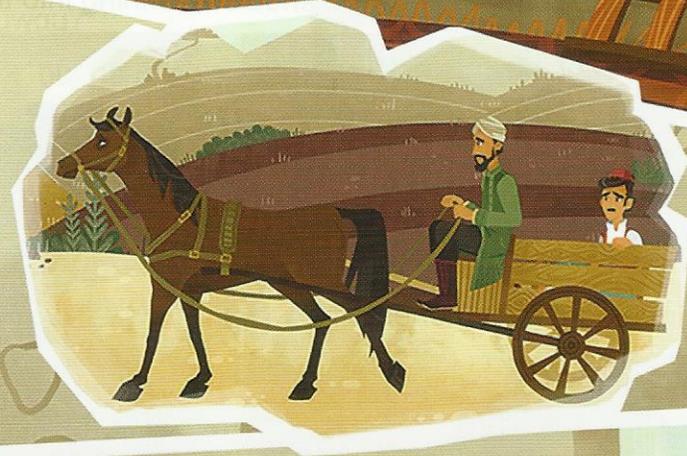
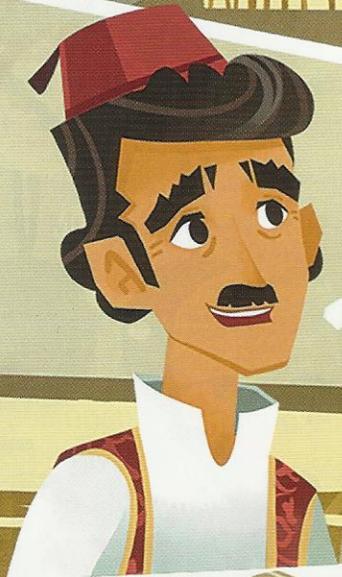


## Reading time 1

'I've had an accident,' replied Musa. 'I was taking food from a shelf when I fell off the chair. I think I've broken my leg!'

'You need to go to hospital immediately,' said Hakan worriedly.

'The nearest hospital is thirty kilometres away,' said Musa. 'But how lucky we are to have Atik! You can take me there on the strongest and fastest horse in the village! It will only take three hours.'

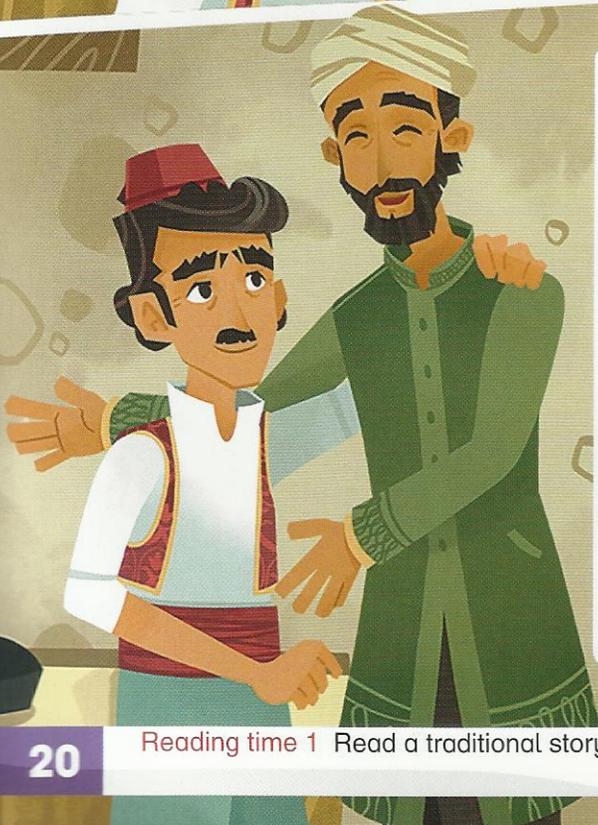


Hakan knew that this was an emergency and that Atik couldn't carry his friend for three hours. It was time to tell Musa the truth. He explained that Atik wasn't strong and healthy anymore and offered to buy Musa the strongest and fastest horse in the whole country to take him to hospital.

Musa knew that Hakan was truly sorry. He stood up and showed Hakan that his leg wasn't broken. Hakan understood that Musa had tricked him too. He laughed and laughed, and then he hugged his friend.

'I'm so sorry, Musa. You're the best friend in the world and I'll never try to trick you again.'

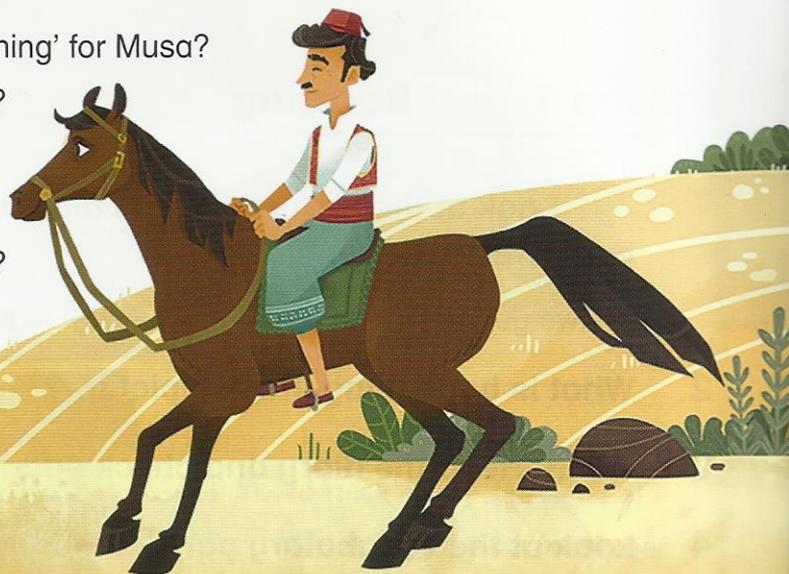
Soon after that, Atik got better and Hakan gave the horse to his friend as a present to show him how truly sorry he was.



## Reading time 1 Activities

### 1 Read the story on pages 18–20 again. Answer the questions.

- 1 Why was Pinar angry with Hakan?
- 2 Why did Hakan think he was doing 'a good thing' for Musa?
- 3 How did Musa know that the horse was sick?
- 4 What accident did Musa say he had?
- 5 What did Musa want Hakan to do?
- 6 Why did Hakan decide to tell Musa the truth?



### 2 Tick (✓) the main themes in the story.

- 1 You should be kind to friends or you will lose them.
- 2 Never forgive someone who hurts you.
- 3 It's important to be honest.
- 4 You should be kind to animals.
- 5 Sometimes a bad experience can show you that you're wrong.
- 6 It's important to say sorry when you hurt a friend.

✓

### 3 Discuss the questions. Give reasons for your answers.

- 1 What two tricks happen in the story?
- 2 Do you think both tricks were wrong?
- 3 What did you think of Hakan at the beginning of the story? And at the end? Did your opinion of him change?
- 4 Did your opinion of Musa change during the story?
- 5 Who do you think was a better friend – Hakan or Musa?

### 4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

### 5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

## 2

## Life in the past

## Lesson 1 Reading

1  Look at the pictures. When did the man write his diary?

a two years ago

b fifty years ago

c 350 years ago

2 What is happening in each picture?

3  1.9 Read the diary and check your answers to Activity 2. **Be a star!** 

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

build	burn down	bury (buried)
dig (dug)	freezing	office
portrait	possession	
servant	soldier	

In 1666, Samuel Pepys, a writer and government administrator in Great Britain, wrote a famous diary.



Monday, 22nd January

It was very cold this morning – there was ice on the inside of the windows! The **servants** made a fire for me in the bedroom. I had to wear three jackets, but I was still **freezing**! It was dark, too – I needed two candles to write this diary entry.

Wednesday, 7th February

Most people haven't got a clock or a watch because they're very expensive. Last night, the cat woke me up. I didn't know what time it was. Then I heard the night watchman shouting, 'One o'clock on a cold and windy night!' This morning, I bought my very first watch, so now I'll always know the time!

Friday, 16th March

I can't see very well, so yesterday I bought a pair of glasses. I took the boat to my **office** and I could see all the ships on the River Thames! There were lots of ships, so it was difficult to get to work. The river didn't use to be so busy. But I'm so pleased that I can see clearly again!



Friday, 15th June

Today I bought Elisabeth a very expensive necklace – it cost £4! Mr Hales is coming to paint her **portrait** today. He's an artist, but he used to work in my office. I'm worried because Elisabeth's false teeth are very uncomfortable. She'll have to sit for hours while Mr Hales paints her portrait – I hope she doesn't look unhappy!

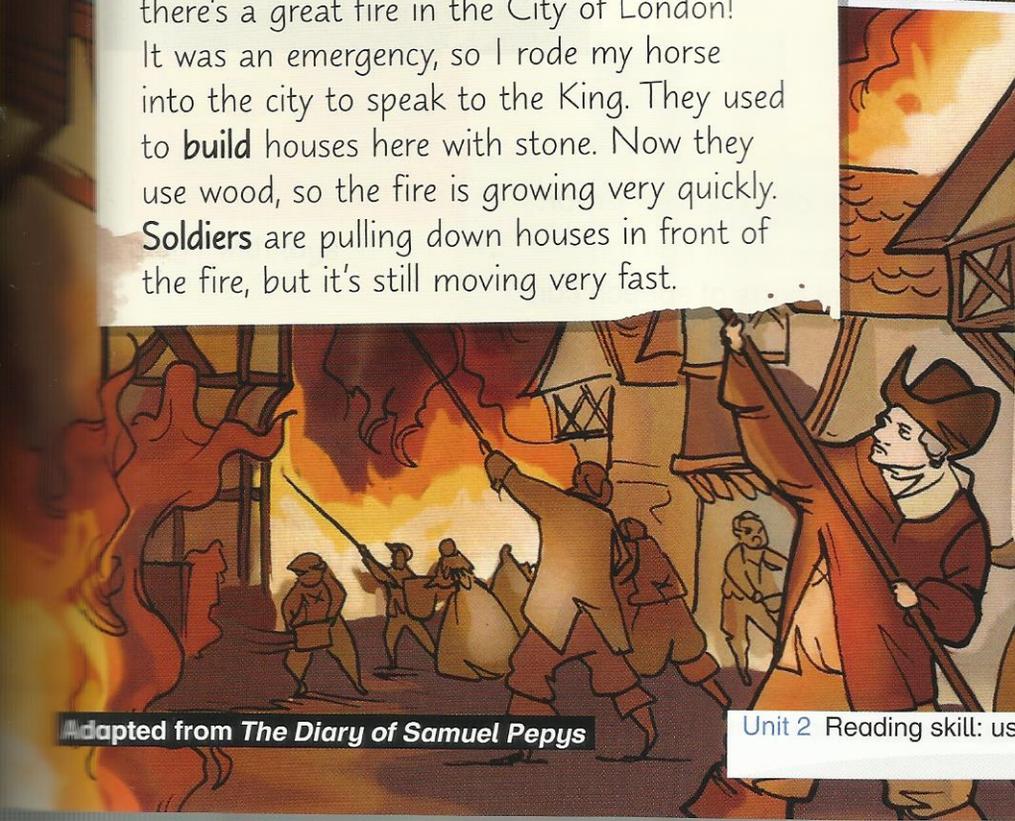


Sunday, 2nd September

The servants woke me up early this morning – there's a great fire in the City of London! It was an emergency, so I rode my horse into the city to speak to the King. They used to **build** houses here with stone. Now they use wood, so the fire is growing very quickly. **Soldiers** are pulling down houses in front of the fire, but it's still moving very fast.

Monday, 4th September

Elisabeth and I were worried that our house was going to **burn down**, so this afternoon we took our **possessions** outside and hid them. One of my most expensive possessions is a block of Parmesan cheese from Italy! We **dug** a hole in the garden and **buried** the cheese so no one can steal it! I hope it stays safe!



## Lesson 2 Reading comprehension

1 Read the diary on pages 22–23 again. Number the events of Samuel's life in order.

- a Samuel and Elisabeth buried the cheese.
- b Samuel bought his first watch.
- c An artist painted Elisabeth's portrait.
- d Soldiers tried to stop the fire.
- e There was a great fire in London.
- f Samuel had to wear three jackets.
- g Samuel went to work by boat.

1

2  Work out the answers to the questions. **Be a star!** 

- 1 Why didn't Samuel know the time when he woke up?
- 2 Why was he able to see the ships on the Thames?
- 3 Who do you think Elisabeth was?
- 4 Was Samuel an important person? Why? / Why not?
- 5 Why did the fire grow so quickly?
- 6 Why did Samuel and Elisabeth bury the cheese?

3   How do you think life was different in the past? How was it the same? Discuss.



### Working with words

#### Make nouns from verbs

Sometimes we can make nouns from verbs. We often add *-er* or *-or*:  
*paint* – *painter*      *direct* – *director*

Learning how to change words to make different parts of speech can help you expand your vocabulary.

#### Make nouns from these verbs.

- |         |              |          |       |
|---------|--------------|----------|-------|
| 1 act   | <u>actor</u> | 4 build  | _____ |
| 2 teach | _____        | 5 invent | _____ |
| 3 sail  | _____        | 6 visit  | _____ |

# Lesson 3 Grammar

1 Look and read.

**Graphic**

**Grammar**

*used to: affirmative and negative*

He **used to** be an actor .

He **didn't** use to teach maths .

I	You	He	She	It	<b>used to</b>	work	in an office.
We	They	<b>didn't use to</b>	wear	glasses.			



2 Complete the text with *used to* / *didn't use to* and the verbs in brackets.

Life was very different in the time of Samuel Pepys. He <sup>1</sup> \_\_\_\_\_ used to have \_\_\_\_\_ (have) servants, and they <sup>2</sup> \_\_\_\_\_ (make) a fire in his room every morning. People <sup>3</sup> \_\_\_\_\_ (not have) electricity, so Samuel <sup>4</sup> \_\_\_\_\_ (light) candles. He <sup>5</sup> \_\_\_\_\_ (not wear) glasses, but he bought a pair so he could see better. There weren't any cameras, so Samuel <sup>6</sup> \_\_\_\_\_ (pay) an artist to paint portraits of his family. People <sup>7</sup> \_\_\_\_\_ (not have) cars, so Samuel <sup>8</sup> \_\_\_\_\_ (travel) to his office by boat.

3 Talk about when you were three years old.

What was different? Use the prompts and add your own ideas. **Be a star!**



play / with toys



not / go / to school



mum / read / to me



go / to bed very early



I used to play with toys when I was little.



not / choose / my own clothes

## Lesson 4 Language in use

### 1 1.10 Listen and say.

calculator carpet cottage history vacuum



-  Hi, Grandpa. Can I ask you some questions about when you were little?
-  Yes, of course.
-  **Where did you use to live?**
-  I used to live in a cottage in the countryside.
-  **Did you use to have** servants?
-  **No, we didn't!** I used to help with the chores.
-  What chores did you use to do?
-  I used to tidy up and vacuum the carpets.
-  Did you use to study maths at school?
-  **Yes, I did.** But we used to do it in our heads. We didn't use to have calculators.
-  Wow! Poor you!

### 2 Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

flat in the city

dust and wash up

history

find information in the library

the internet

### 3 Write questions about the past. Add two more questions.

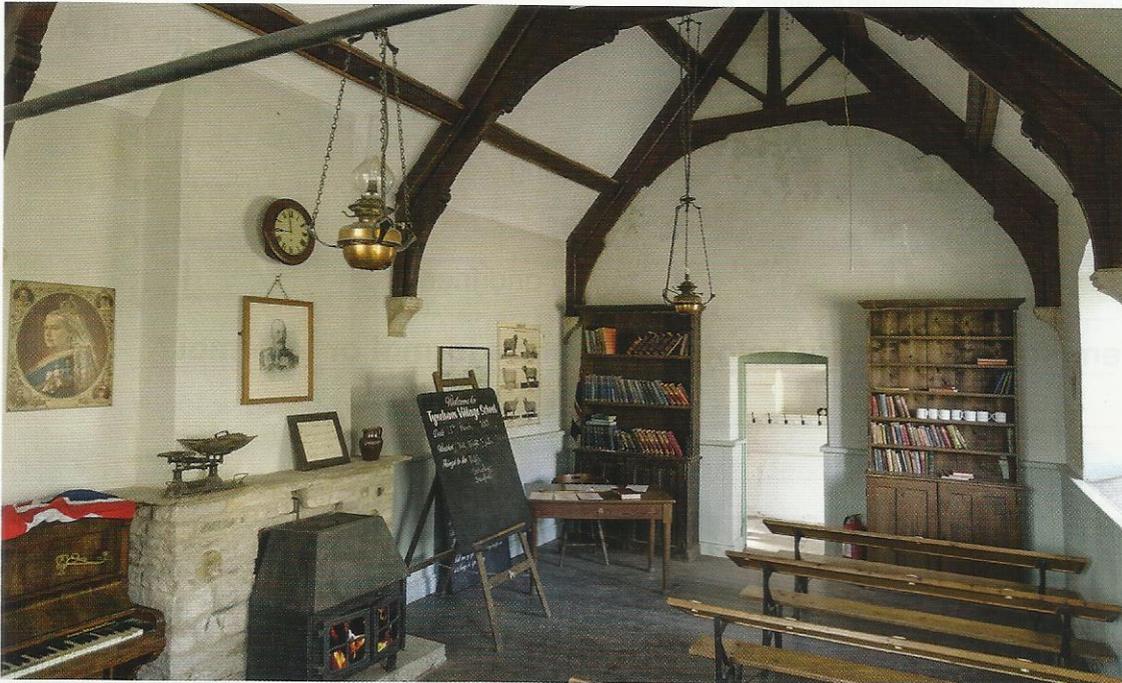
- 1 where / live? Where did you use to live? \_\_\_\_\_
- 2 what / do / at weekends? \_\_\_\_\_
- 3 help / with the chores? \_\_\_\_\_
- 4 work / on a computer? \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### 4 Ask and answer the questions in Activity 3 with a partner. **Be a star!**

## Lesson 5

## Listening

- 1 Look at the photo. What does it show?



guide  
ink  
kilometre  
oil lamp  
in those days

- 2 1.11 Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.

- |                   |                                     |                    |                          |                |                          |
|-------------------|-------------------------------------|--------------------|--------------------------|----------------|--------------------------|
| 1 one classroom   | <input checked="" type="checkbox"/> | 4 no electricity   | <input type="checkbox"/> | 7 very cold    | <input type="checkbox"/> |
| 2 pupils same age | <input type="checkbox"/>            | 5 light from lamps | <input type="checkbox"/> | 8 no computers | <input type="checkbox"/> |
| 3 travel by bus   | <input type="checkbox"/>            | 6 no heating       | <input type="checkbox"/> |                |                          |

- 3 1.11 Circle the correct words. Then listen again and check. **Be a star!**

- This was the school / shop for Tyneham Village.
- Students were between four and **fourteen** / **eighteen** years old.
- Some students used to walk **seven** / **ten** kilometres to school.
- There were **thirteen** / **thirty** children in one classroom.
- They used **oil lamps** / **torches** for light.
- They used **computers** / **pen and ink** to write.

- 4 How is this classroom different to your classroom? How is it similar? Discuss with a partner.



Values

What can we learn from studying the past?

## Lesson 6

## Writing

## 1 Look at the diary on pages 22–23 again. Answer the questions.

- 1 What did Samuel Pepys always write first?
- 2 Who did he write about?
- 3 What did he write about? Tick (✓).

a events

d shopping

b feelings

e stories

c opinions

f family and friends

2  Read Gemma's diary entry below. Are diaries formal or informal?Friday, 26th May

What a day!! I was late for school and we had a trip to the zoo (I forgot!). They had to wait for me and Mrs Tarrant was angry. She gave me extra homework – she used to be my favourite teacher!

The zoo was fun. We fed the monkeys and a cute baby monkey stole Joe's hat! Ha! Ha! Ha! It was awesome! But then we went to the snake house. Yuck! I HATE snakes!

Later I was watching TV when Mum shouted, 'GEMMA, HOMEWORK!' Arrrgh, we didn't use to get so much homework. Tomorrow I can stay in bed because it's SATURDAY!!



## 3 How does Gemma write these sentences in her diary?

1 Today was difficult.

What a day!!

2 I didn't remember we had a trip.

\_\_\_\_\_

3 I laughed.

\_\_\_\_\_

4 Snakes are horrible.

\_\_\_\_\_

5 Mum told me to do my homework.

\_\_\_\_\_

4 Find and underline examples of these things in the diary on page 28.

- |                     |                                 |
|---------------------|---------------------------------|
| 1 exclamation marks | 3 block capital letters         |
| 2 sounds / noises   | 4 informal words or expressions |

5 Work in pairs. Make notes about a school trip that you went on.

- Day and date \_\_\_\_\_
- Where did you go? \_\_\_\_\_
- Who with? \_\_\_\_\_
- What did you do? \_\_\_\_\_  
\_\_\_\_\_
- What was the best thing about the day? \_\_\_\_\_  
\_\_\_\_\_
- How did you feel? \_\_\_\_\_
- What did you think about people and events? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 Write a diary entry together about your trip.

Use some informal writing features from Activity 4. **Be a star!** ★

[Date] \_\_\_\_\_

*Yesterday was awesome!! We went on a school trip to ...*

## Learning to learn

### Memorise new vocabulary

To help you remember new vocabulary, try to learn a small number of new words (about eight) and repeat these regularly. This is easier than trying to learn 25 new words all at the same time. Here are some ideas to help you revise and repeat new vocabulary:

- Write the words on labels. Stick them on your wall so you see the words every day.
- Record the words and play them back.
- Write sentences with the words. Practise saying the sentences to a friend.



## Lesson 7

## Speaking

- 1   Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below with a partner and take notes.

shopping

transport

food

entertainment

clothes

communication

chores

There won't be any shops. People will do all their shopping online.

- 2  Act out a dialogue with a partner. Use your ideas in Activity 1 and the phrases to help you. **Be a star!** 

**Student A:** You are a guide in a history museum in 2120. You are going to give a talk about life in the 21st century.

Welcome to ...  
I'm going to talk about ...  
In those days, ...  
Another interesting thing is that ...

**Student B:** Listen to the guide. Ask questions if you don't understand or if you want more information.

Could you repeat that, please?  
What do you mean by ... ?  
Can I check something, please?



Welcome to the History Museum. My name is Joe and I'm your guide for today. I'm going to talk about life in the 21st century. In those days, people used to buy things in shops ...

- 3  Discuss. In 2120, what things about life now will seem strange?



Libraries will seem strange because people will read electronic books.



communicate 21st century

## Lesson 8

## Think about it!

In

the

wrong

time

- 1 Read the text about a man who lived 300 years ago. Find and underline six things from the wrong time.

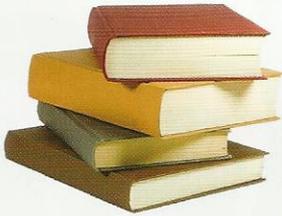
It was dark when Mr Brockbank woke up, so he switched on the lamp. He was feeling cold. He looked for his servant to make a fire. The floor was dirty.

'Where is she?' asked Mr Brockbank. 'She needs to vacuum the carpet.' But the servant was travelling back from the village by bus. Then the phone rang. It was his brother inviting him to the theatre.

'I can't go tonight,' said Mr Brockbank. 'Jane and I are going to the cinema. Why don't you come over tomorrow? We can go for a drive in the countryside in my new car.'

- 2 Cross (x) the things you think people didn't have 300 years ago. Then write four more items you think they didn't have.

1



2



3



4



5



6



1

2

3

4

- 3 Work in pairs. Rewrite the text about Mr Brockbank. Include things which people had 300 years ago.

It was dark when Mr Brockbank woke up, so he needed a candle ...

- 4 Work in groups. Take turns reading out your texts to compare your ideas.

# Review 1

## 1 Write the correct word for each definition.

ambulance    bury    electricity    ~~emergency~~    freezing    possessions

- 1 A dangerous event that needs immediate action.      emergency
- 2 It takes people to hospital after an accident.      \_\_\_\_\_
- 3 The power that makes machines and lights work.      \_\_\_\_\_
- 4 The things that are yours.      \_\_\_\_\_
- 5 To put something in the ground and cover it.      \_\_\_\_\_
- 6 Very, very cold.      \_\_\_\_\_

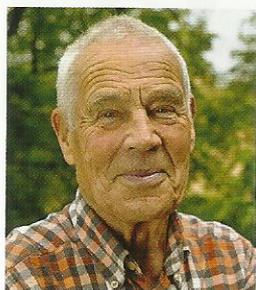
## 2 Complete the text with the correct form of the verbs.

We <sup>1</sup> were rehearsing (rehearse) for the school play last night when an embarrassing thing <sup>2</sup> \_\_\_\_\_ (happen). The alarm <sup>3</sup> \_\_\_\_\_ (ring) while we <sup>4</sup> \_\_\_\_\_ (sing) the last song. Everyone <sup>5</sup> \_\_\_\_\_ (wear) their character costumes when we <sup>6</sup> \_\_\_\_\_ (go) outside to the playground. A group of young children <sup>7</sup> \_\_\_\_\_ (arrive) while we <sup>8</sup> \_\_\_\_\_ (wait) for the firefighters to come. They couldn't stop laughing. We looked really funny!



## 3 Work in pairs. Ask and answer about what Bill and Anna used to do.

Bill



- live in a cottage ✓
- work in an office ✗
- drive a fire engine ✓
- cycle 20 kilometres a day ✓



Where did Bill use to live?

Did Anna use to ... ?



He used to live in a cottage.

Anna



- teach history ✗
- write with a pen and ink ✓
- paint portraits ✓
- work as a guide ✗

#### 4 Circle the correct words to complete the sentences.

- 1 They were very **excited** / **exciting** about their holiday.
- 2 The little boy was **frightened** / **frightening** by the noise.
- 3 I forgot my money! It was really **embarrassed** / **embarrassing**.
- 4 She likes acting. She's a really good **actor** / **action**.
- 5 She likes making things. She wants to be a **building** / **builder**.

#### 5 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

##### Example

hotel	pizza	power cut	surprised	electricity
worried	if	emergency	while	soup

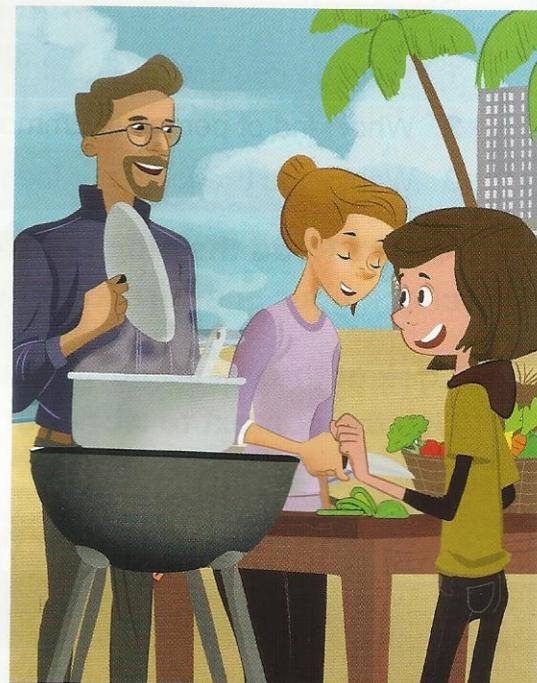
Last weekend, Jana and her parents stayed in a small hotel near the beach. On Saturday evening, the cook was walking downstairs when all the lights went out. It was a <sup>1</sup> \_\_\_\_\_ . He fell over because he couldn't see where he was going.

At 7 o'clock, everyone was waiting for dinner when the manager arrived. He looked <sup>2</sup> \_\_\_\_\_. 'I'm very sorry,' he explained. 'There's no dinner tonight because we still haven't got any <sup>3</sup> \_\_\_\_\_ in the hotel. The cook is also in hospital, but he isn't badly hurt.'

'I can see a barbecue in the garden,' said Jana's dad. 'Does it work?'

'Yes, it does,' said the manager. 'We cook outside on it in summer.'

'OK,' said Jana's mum. 'I can make dinner. Could you bring me a large bag of vegetables?' <sup>4</sup> \_\_\_\_\_ her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable <sup>5</sup> \_\_\_\_\_, which everyone enjoyed very much.



#### Now choose the best name for the story.

##### Tick one box.

The accident

The broken cooker

Dinner in a power cut



Well done! You're an Academy Star!

## 3

## Adventure time

## Lesson 1 Reading

1  Look at the photos in Emma's blog.  
Discuss the questions with a partner.

- 1 What do you think it's about?
- 2 What kind of person is Emma?
- 3 Would you like to be her friend? Why? / Why not?

2  1.12 Read the blog quickly and check your answers to Activity 1. **Be a star!** 

3 Look at the vocabulary panel above. Find the words in the text.  
Use the context to work out what they mean.

flame hot-air balloon  
instructor kayaking  
landscape paddle  
scenery skiing  
view wildlife

5th January

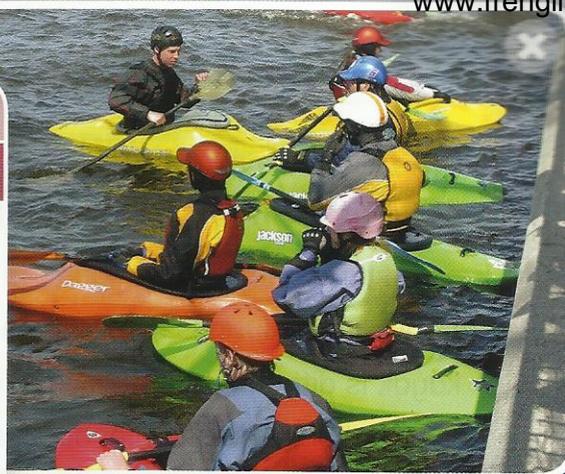
Hi, my name's Emma. Welcome to my blog!  
I live in Vancouver, Canada. It's a fantastic city with a beautiful **landscape**. We've got the sea, mountains, forests and lots of **wildlife** – have you ever seen a big brown bear? Canada is the perfect place for sport and adventure! This year I'm going to write about all the cool adventures I have! I hope you enjoy my blog!  

10th January

Today I went **skiing** with my family at Whistler ski resort near Vancouver. I love skiing – we go every year! My favourite ski run is called the Ice Monster – it's really fast and the **views** are amazing!  
Stay with me and follow all the cool things you can do in Canada. It's a really fun place, with lots of exciting activities to try! I've never travelled in a hot-air balloon or visited Toronto before. See you later!

12th June

We never been **kayaking** before, so I tried it this month! It's similar to canoeing, but a kayak is much smaller than a canoe and your **paddle** has got two blades. We went to a kayak school in Ottawa, the capital of Canada. We practised for three hours with an **instructor** and then we travelled down the Madawaska River in our kayaks. It was really exciting and the **scenery** was amazing!



X

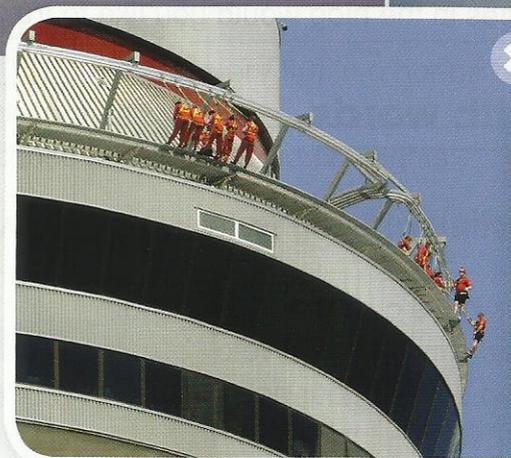


18th August

We went to a **hot-air balloon** festival near Montreal, Quebec, with over 200 different hot-air balloons! People had to fly the balloons at six o'clock in the morning and six o'clock in the evening when the wind was strongest. We woke up early today and went for a hot-air balloon ride – I could see the whole countryside! I thought hot-air balloons were really quiet, but they aren't – the **flame** is really loud and it's hot, too! 😡

1st September

It's my 15th birthday and we're in Toronto, Ontario! 🎂 I wanted to do something special, so we did the 'Edge Walk' around the top of the CN Tower. It's the tallest building in the city – it's 553 metres high! We had to wear a special hat, jacket and gloves and practise with an instructor. Then we were tied to a bar and we walked around the outside of the building. We were 350 metres above the ground! 😱 I went with my best friend, Charlene. It was terrifying, but we loved it. It's the most exciting experience I've ever had! 😊



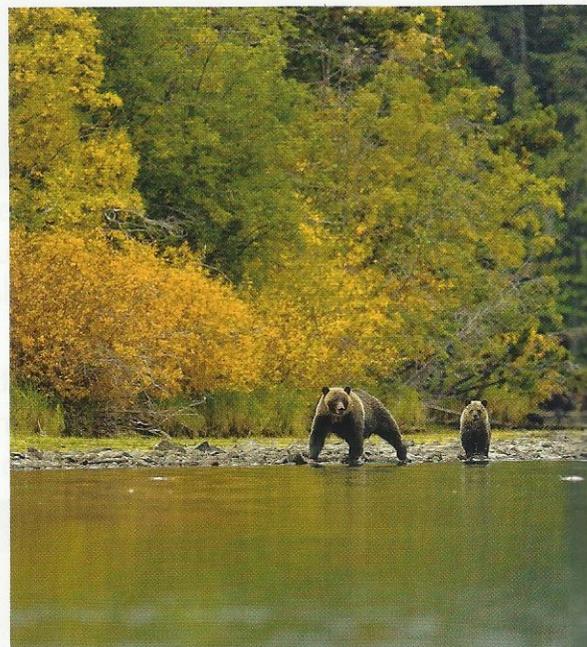
X



## Lesson 2 Reading comprehension

1 Read the blog on pages 34–35 again.  
Complete the sentences in your notebook.

- 1 Emma started her blog because ...
- 2 Her favourite ski run is the Ice Monster because ...
- 3 A kayak is different to a canoe because ...
- 4 Hot-air balloons aren't quiet because ...
- 5 Emma did the Edge Walk because ...



2  Are the sentences fact or opinion?

Write **F (Fact)** or **O (Opinion)**. **Be a star!** 

- 1 Whistler is a ski resort near Vancouver.     F
- 2 Canada is the perfect place for sport and adventure.
- 3 It was really exciting and the scenery was amazing.
- 4 People had to fly the balloons when the wind was strongest.
- 5 The CN Tower is 553 metres high.
- 6 It was terrifying, but we loved it.

3   What do you think? Discuss the questions with a partner.

- 1 Why is Canada a good place for adventure?
- 2 Which activities in the blog would you like to try? Why?

## Working with words

### Irregular past participles

Some irregular verbs have a past participle that is different to the past simple form. Watch out for these verbs and keep a list in your notebook.

verb	past simple	past participle
go	went	gone
see	saw	seen

**Underline the past participles. Which verbs are they from?**

**Which ones are different to the past simple form?**

I've flown to lots of different countries and I've written about most of them in my blog. I've had lots of amazing experiences. I've seen pandas in the wild. I've swum with dolphins and I've slept in a tree house! I've met lots of interesting people and I've heard some fantastic music!

# Lesson 3 Grammar

1 Look and read.

Graphic

Grammar

Present perfect: affirmative, negative with *never*



She's seen a lion at the zoo .

She's never seen a lion in the wild .

I	You	We	They	have ('ve)	never	visited	Toronto.
	He	She		has ('s)		tried	kayaking.

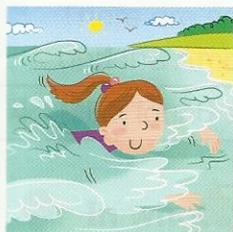


2 Complete the text with the correct form of the verbs.

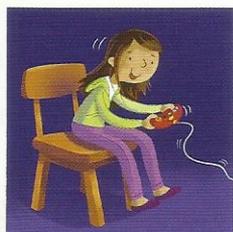
Martin Evans is only 12 years old, but he <sup>1</sup>'s done \_\_\_\_\_ (do) a lot of exciting things. He <sup>2</sup> \_\_\_\_\_ (write) a blog about his adventures. He <sup>3</sup> \_\_\_\_\_ (climb) Mount Kilimanjaro and he <sup>4</sup> \_\_\_\_\_ (swim) with dolphins. He <sup>5</sup> \_\_\_\_\_ (travel) by plane, but he <sup>6</sup> \_\_\_\_\_ (never / fly) in a hot-air balloon. He <sup>7</sup> \_\_\_\_\_ (visit) Paris, but he <sup>8</sup> \_\_\_\_\_ (never / climb) the Eiffel Tower. Why? Because Martin's scared of heights!

3 Tell a partner what you have done and what you have never done.

Add your own ideas. **Be a star!**



swim / in the sea



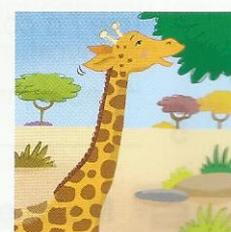
play / a computer game



climb / a mountain



try / skiing



see / an animal in the wild

I've tried skiing, but I've never swum in the sea.

# Lesson 4 Language in use

camp compass put up (a tent)  
rucksack sleeping bag

## 1 Listen and say.



- Hi, Alice. Welcome to Woodlands Camp. **Have you ever been** camping before?
- No, I haven't!** It's my first time.
- Don't worry, we're going to have a lot of fun!
- I've never carried a rucksack before, it's really heavy!
- I know! Have you ever put up a tent?
- No, I haven't.
- That's OK, I can teach you. Have you ever slept in a sleeping bag?
- Yes, I have.** It was really cold!
- Oh, dear! Have you ever made a fire?
- No, I haven't. Is it difficult?
- No, it isn't. Let me show you and then we can cook dinner!
- Great, thanks.

## 2 Write questions with the prompts. Add one more question. Then answer for you.

1 walk / in the mountains?

Have you ever walked in the mountains?

2 use / a map?

\_\_\_\_\_

3 collect / wood for a fire?

\_\_\_\_\_

4 use / a compass?

\_\_\_\_\_

5

\_\_\_\_\_

## 3 Make a new dialogue. Use the ideas in Activity 2. **Be a star!** ★

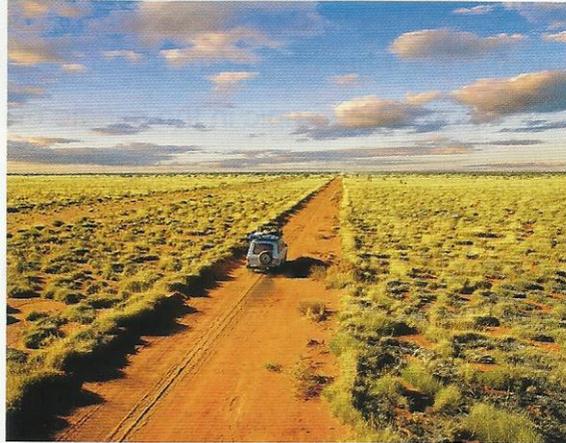
Hi, Marco. Welcome to Woodlands Camp. Have you ever walked in the mountains?

No, I haven't.

# Lesson 5 Listening

1 1.14 Look at the photos. Where's the man? What's he doing? Listen to the interview and check your ideas.

- bite (bit)
- delicious
- explorer
- horrible
- mosquito
- strange



2 1.14 Listen again and complete the fact files.

**At work**

Where? the Amazon

Favourite food? \_\_\_\_\_

Worst food? \_\_\_\_\_

Transport? \_\_\_\_\_

Scariest thing? \_\_\_\_\_

Worst experience? \_\_\_\_\_

**At home**

Where? \_\_\_\_\_

Favourite food? \_\_\_\_\_

Worst food? \_\_\_\_\_

Transport? \_\_\_\_\_

Scariest thing? \_\_\_\_\_

Worst experience? \_\_\_\_\_

3 1.14 Write **T** (True) or **F** (False). Listen again and check.

- 1 Insects with orange are delicious. F
- 2 Mike had a good experience near a lake. \_\_\_\_\_
- 3 There are scary animals in Australia and the Amazon. \_\_\_\_\_
- 4 Mike found something horrible in his shoe. \_\_\_\_\_

**Values**

What can you learn from travelling to new places?

4 In what ways are Mike's work and home life similar? In what ways are they different? Use your answers in Activity 2 to help you. **Be a star!**

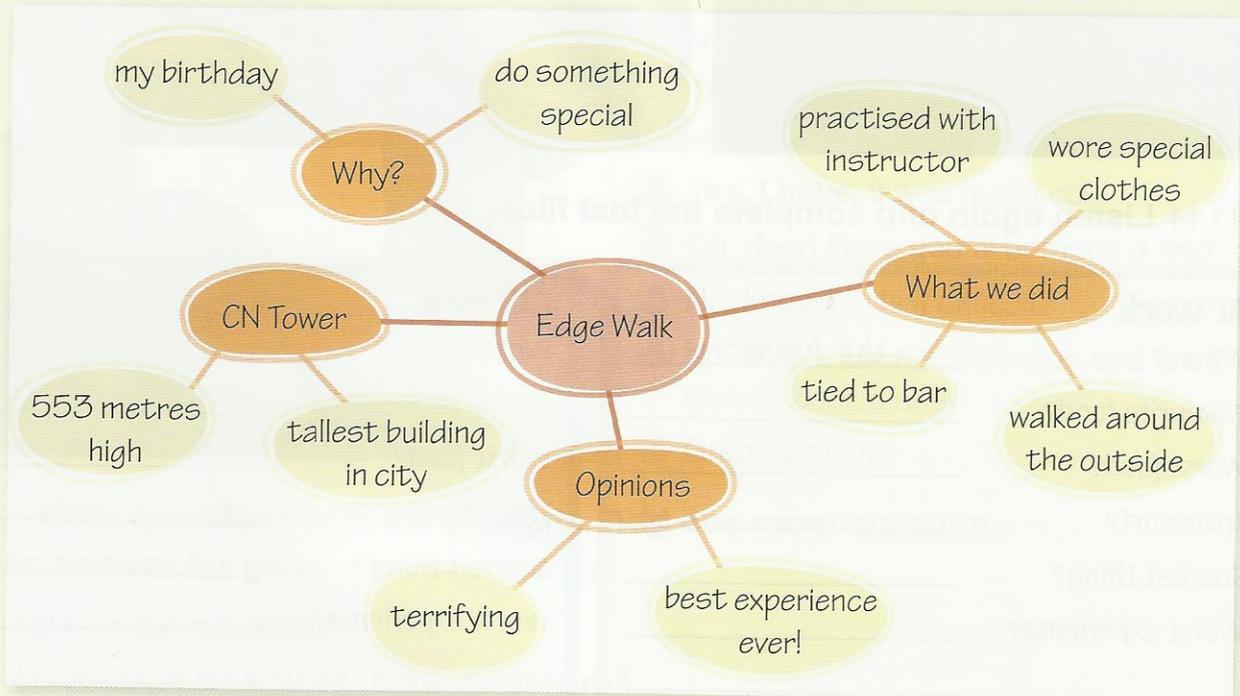
He eats fish in the Amazon and at home, but he doesn't catch fish at home.

## Learning to learn

### Use a mind map to plan

A mind map is a useful way of organising thoughts and information. Look at the mind map Emma made for her blog entry about the CN Tower. To make a mind map:

- write the name of your topic in the middle of the page.
- think of ideas related to your topic. Draw lines from the main topic and write your ideas at the end.
- think of more information connected to each idea and add it to your mind map.



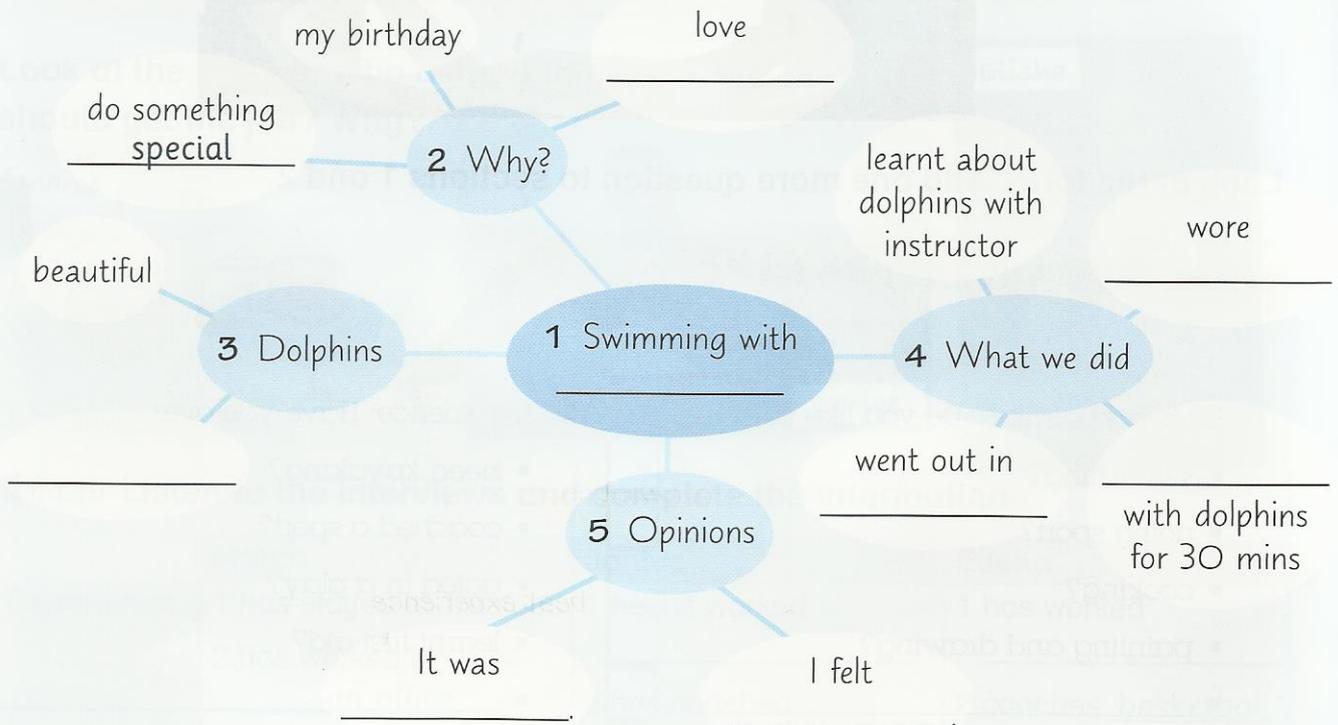
Read Emma's blog entry for June and make a mind map of her ideas.

- 1 Look at Emma's blog on pages 34–35. Tick (✓) the things that are true for a blog.

- 1 You write it in date order.
- 2 The writer uses 'I' and 'we'.
- 3 It's private – only the writer reads it.
- 4 It's formal.
- 5 It includes the writer's feelings and opinions.
- 6 It describes places and experiences.

✓

You are going to write a blog entry about an adventure activity. Look at the pictures. Then work in pairs to complete the mind map.



Use your mind map to write a blog entry. Follow the guide below. **Be a star!** ★

- Start** Write the date (day, month and year).
- Opening** Introduce yourself. Welcome readers to your blog.
- Main section** Use your mind map to write about your experience.
  - Keep it short. Don't include information that isn't interesting or exciting.
  - Describe your feelings and opinions.
- Finish** Write something friendly so your readers want to come back again.

# Lesson 7 Speaking

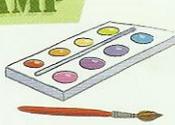
1 Look at the photo of the job interview. What questions do you think he is asking?

- act
- coach
- first aid



2 Look at the form. Add one more question to sections 1 and 2.

## TREETOPS ADVENTURE CAMP







1 Likes and dislikes: Do you like ...

- swimming?
- doing sport?
- cooking?
- painting and drawing?
- \_\_\_\_\_

2 Experience: Have you ever ...

- been kayaking?
- coached a sport?
- acted in a play?
- learnt first aid?
- \_\_\_\_\_

3 Act out an interview with a partner. **Be a star!**

**Student A:** You are the interviewer. Ask the questions in Activity 2 and complete the form. Use the phrases to show you are interested.

Really?    Wow! That's interesting / amazing!    Can you tell me more about ... ?

**Student B:** You are at an interview for a job at an adventure camp. Answer the questions. Give as much information as possible.

Do you like swimming?    Yes, I do. I go swimming three times a week. I've won lots of races....

4 Tell the class about your partner. Do you think he / she will get the job? Why? / Why not?

## Lesson 8

## Think about it!

## Decide who gets the job

## 1 Read the advert. What is it for? What experience do you need?

**Wanted: coach for Treetops Adventure Camp**

We're looking for a coach to join our team. Candidates should:

- have experience of coaching football or basketball.
- enjoy working with young people.
- work well in a team.

Some experience of office work is also preferred.

## 2 Look at the photos. Who do you think should get the job? Why?



## 3 1.15 Listen to the interviews and complete the information.

	Marco	Janice	Elisha
<b>Experience</b>	1 has stayed at Treetops	1 hasn't worked	1 has worked
	2 has worked in _____ an office	_____	_____
	3 hasn't worked _____	2 has coached _____	2 coaches <u>basketball</u>
<b>Abilities</b>	4 can play _____ _____	3 hasn't worked _____ in an office	3 has worked _____
	5 can _____	4 can _____	4 can't play _____
<b>Other information</b>	6 has organised university events	5 really likes children	5 can _____
			6 is studying to be a teacher

4 Look at your notes in Activity 3 and discuss the questions. **Be a star!** ★

- 1 Who do you think should get the job?
- 2 Is this different to the person you chose in Activity 2? If yes, why?



## Reading time 2

- 1  1.16 Read the story on pages 44–46.  
Where were April and Sandy? Who were the three men?

# Mystery on the beach

April lived on a small island off the coast of Africa. Her cousin Sandy was visiting her from Australia. One evening they were following a rocky path down to the beach. The scenery and the views across the sea were beautiful.

‘Look at all the kayaks,’ said April. ‘Have you ever been kayaking?’

‘No, I haven’t,’ replied Sandy. ‘I’ve been sailing, but I’ve never tried kayaking.’

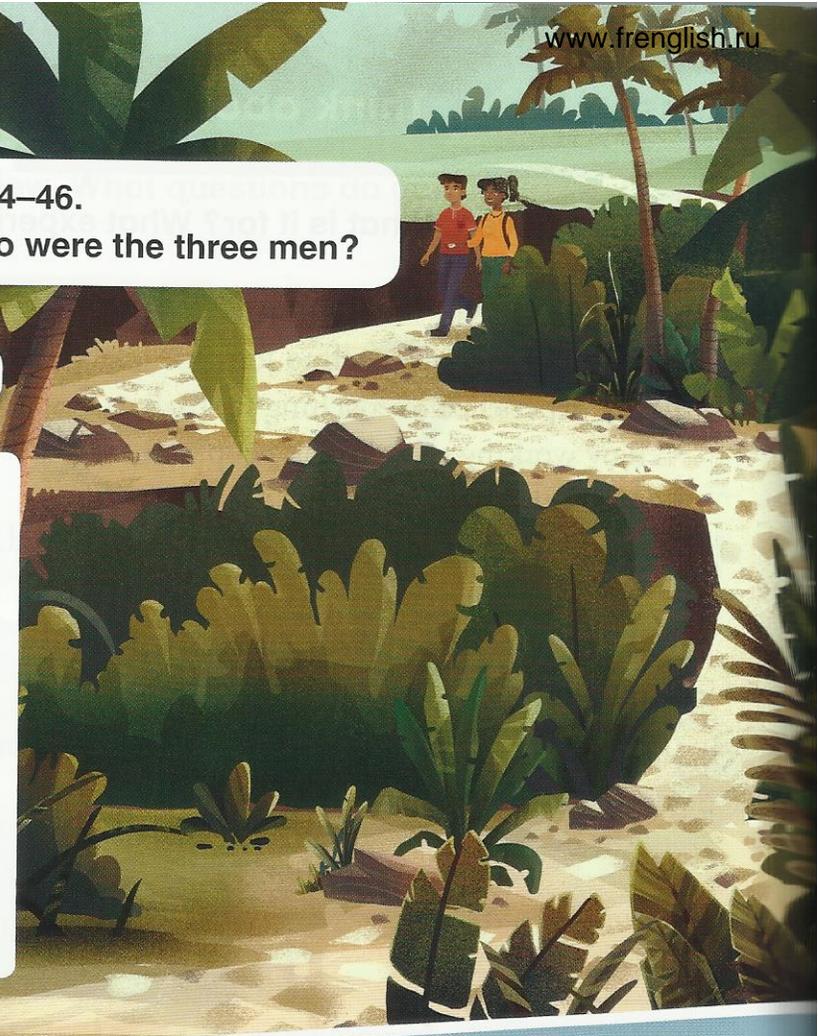
‘Let’s go one day,’ suggested April. ‘It’s a great way to explore the island.’

‘Can you tell me more about the island?’ asked Sandy.

‘Of course,’ said April. ‘We have some of the best beaches in the world, as you can see! And in town, there are beautiful houses, palaces and gardens. We’ll visit them while you’re here.’

‘Great!’ said Sandy. ‘And what about the history of the island?’

‘Well,’ replied April. ‘It used to be an important trading route – people used to come here from all over the world to sell things like sugar and spices. Many of them decided to stay on the island. Our food is a mixture of lots of different cultures, like Portuguese, Indian and Chinese – it’s delicious! My mum will cook us something amazing tonight!’



Suddenly, Sandy stopped. 'Shhh! Listen!' he whispered. 'I think I can hear something.'

They looked down to the sea and saw a small boat arriving with three men on board. They could hear the men shouting to each other.

'Look! There's the beach! Over there!' shouted one of the men.

'Shhh! Be quiet! Do you want someone to hear us?' said another, trying to speak quietly.

April and Sandy looked at each other with wide eyes. 'What do you think they're doing?' asked Sandy. 'Do you think they're traders?'

'No, not in the 21st century,' whispered April.

'But I think they're doing something bad. Maybe they're smuggling gold or silver!'

The men jumped onto the beach and took two spades from the boat. They looked around to make sure that they were alone. Then they started digging.

'Look, they're digging a hole!' exclaimed Sandy in surprise. 'They're going to bury something!'

'No, I know what they're doing!' said April angrily. 'We have to do something about this! We can't get a phone signal here, but follow me. We need to get back to the road – it's through those trees and up the hill. We can get a signal there and call the police.'



## Reading time 2

Two hours later, April and Sandy were back on the beach talking to two police officers.

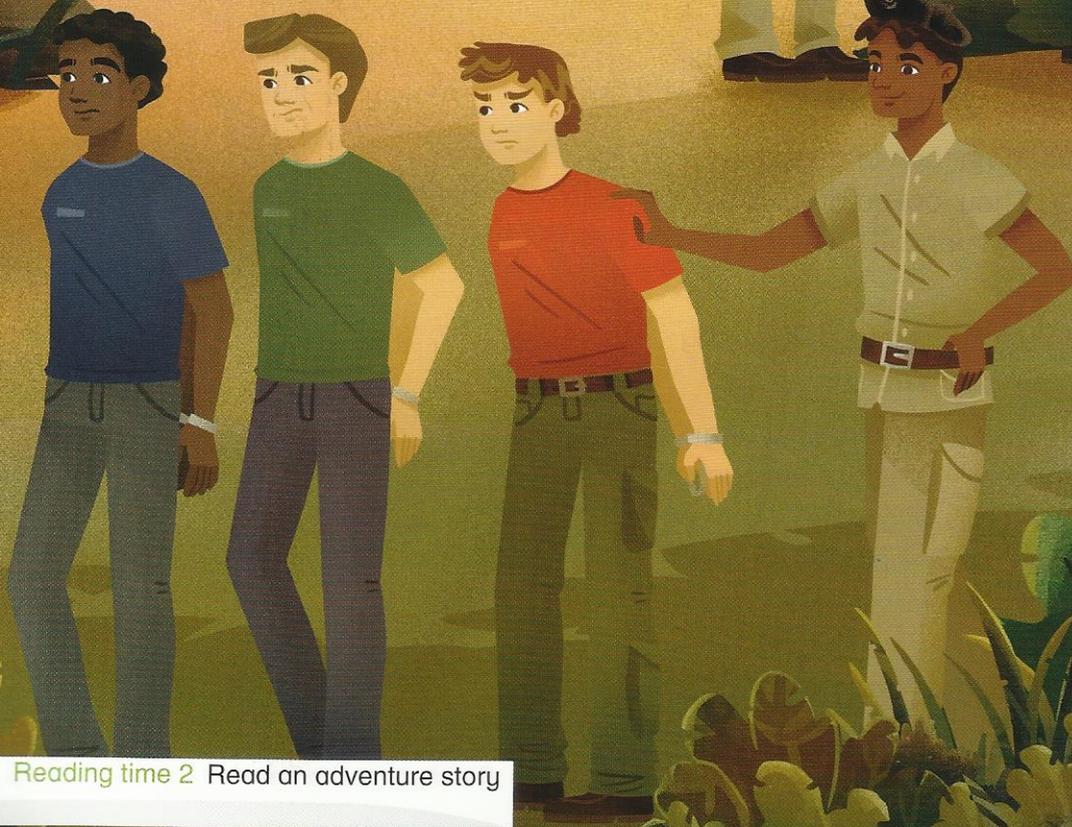
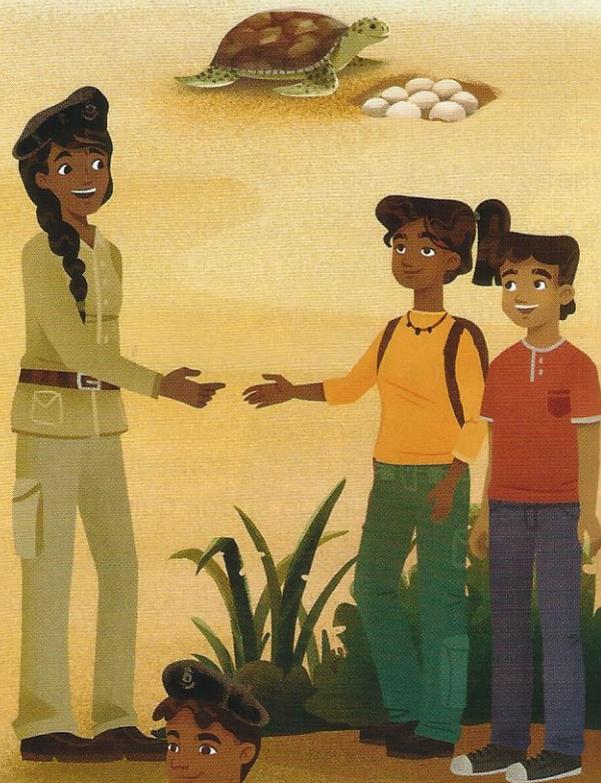
'Well done, kids!' said one of the officers. He pointed to the three men. 'This is the Turtle Gang. We've finally caught them!'

Sandy turned towards April. 'What's the Turtle Gang?' he asked.

'Hawksbill turtles are a very important part of the wildlife on the island,' explained April. 'They return to the beaches every two or three years to dig nests and lay their eggs. The villagers look after them and protect the nests. But the turtle eggs are very valuable – people pay a lot of money for them.'

'Oh! So those men were stealing their eggs!' exclaimed Sandy. 'That's terrible!'

'Yes, it is,' said the police officer. 'But thanks to you two, the turtle eggs are safe. These men will never steal another egg!'



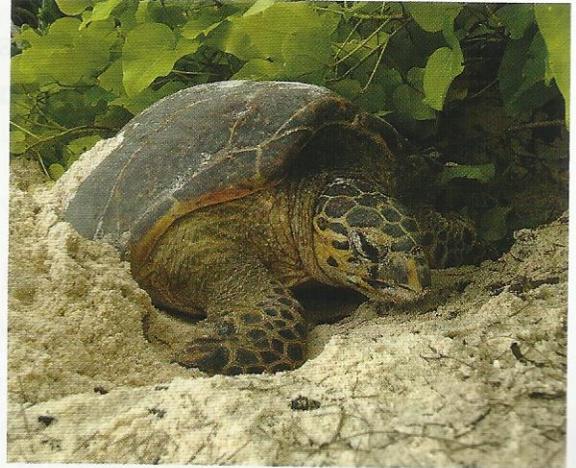
## Reading time 2 Activities

Look at the pictures on pages 44–46. Write a list of everything you can see. Who has the longest list?

compass, hot air-balloon...

Read the story again. Underline the correct words.

- 1 The island is off the coast of Africa / Australia / Asia.
- 2 There are lots of beaches / animals / palaces in town.
- 3 Many traders / villagers / thieves decided to stay on the island.
- 4 April and Sandy had to get to the beach / island / road to call the police.
- 5 The turtles come to the village / sea / beaches to dig their nests.
- 6 The Turtle Gang were stealing eggs / turtles / gold.



Number the events in the story in order.

- a The men started digging on the beach.
- b April and Sandy climbed a hill to get a phone signal.
- c The police caught the three men.
- d April told Sandy about the local food.
- e April realised what the men were doing.
- f Sandy visited April on the island.
- g April told Sandy about hawksbill turtles.
- h They saw a boat with three men in it.

1

  Discuss the questions.

- 1 What does Sandy learn about the island?
- 2 What information did you find most interesting?
- 3 Would you like to visit the island? Why? / Why not?

  Watch the video to see a different ending to the story. Which ending do you prefer? Why?



## 4

## Cool jobs

## Lesson 1

## Reading

challenging   clever   energetic  
 gardener   interested in   pilot  
 rewarding   safe   university   vet

1  1.17  Look at the photos and discuss the questions. Then read the article quickly and check your ideas.

- 1 What are their jobs?
- 2 Do you think they like their job? Why? / Why not?

2 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

3 Read again and match.

- |                      |   |                            |
|----------------------|---|----------------------------|
| 1 The vet            |  | a looks after plants.      |
| 2 The pilot          |   | b works with wild animals. |
| 3 The police officer |   | c rescues people.          |
| 4 The gardener       |   | d works with a horse.      |

## Unusual jobs

Have you ever thought about what job you'd like to do? A teacher, a journalist – or something a bit different? We spoke to four people with unusual jobs. We asked them why they chose the job and what they like most about it.

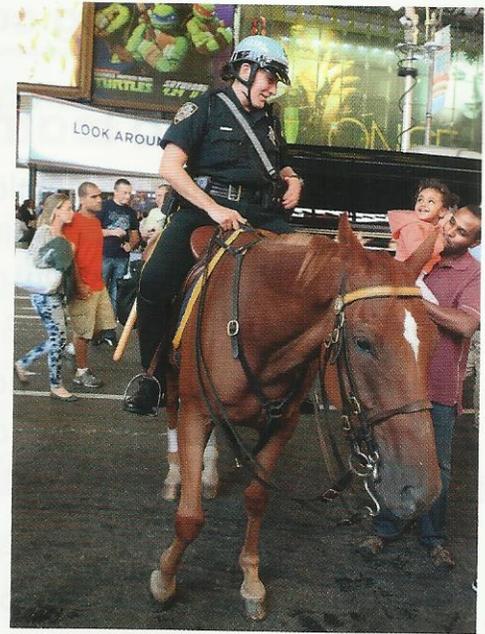
### The search and rescue pilot

Adela Campo is a search and rescue **pilot**. She flies a helicopter to look for and save people in difficult situations. How long has she done this job? 'I learnt to fly at **university** and I've been a pilot for 12 years,' says Adela. 'I chose this job because I love flying. It's also very **rewarding** – it feels good to help people and keep them **safe**.' What does she enjoy most about her job? 'I love working as part of a team. We all work really well together.'



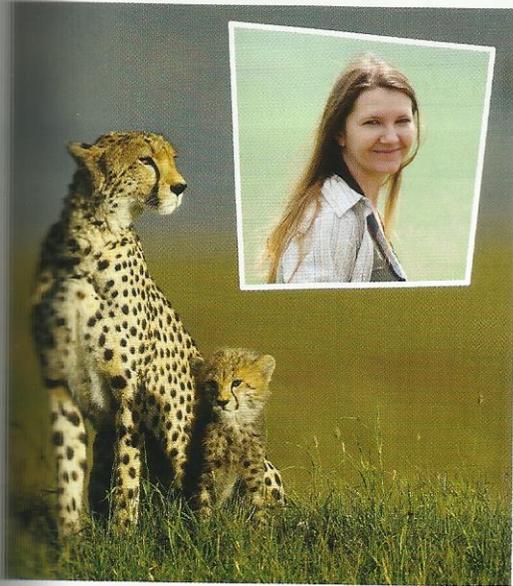
### The police officer

Tyler Hadden has been a police officer for eight years. But he doesn't drive a police car – he rides a horse! Bess, his horse, is very **clever** and friendly. Why did he choose this job? 'I love horses and every day is different,' says Tyler. 'One day we're at a parade, the next we're at a football match. When there are lots of people at an event, there can be problems, so we need to make sure nothing goes wrong. I enjoy meeting new people most. People like police horses so they talk to me and Bess a lot.'



### The wildlife vet

Jill Johnson is a **vet**. She has worked with wild animals in South Africa since she left university. She looks after the animals to make sure they're healthy. 'I chose this job because it's exciting – there's always something new and **challenging**. Last week, we travelled for three hours to rescue a baby elephant that was stuck in the mud.' And what does she like most about her job? 'Working with wildlife is very special. Every animal teaches us something different.'



### The gardener

Derek Chatham is a **gardener** at an adventure safari park in Britain. He's worked here since 2001. He looks after plants which are more than two metres tall. 'The job used to take a long time, but now we have stilts so it's much faster and more fun,' says Derek. 'I love working as a gardener, I'm in the fresh air all day. I need to move around a lot, which is good because I'm very **energetic** – it keeps me healthy.' Why did he choose this job? 'I've always been **interested in** plants and I've never wanted to work in an office.'



## Lesson 2

## Reading comprehension



## Learning to learn

## Scan for specific information

When you want to find specific information in a text, don't read every word. Read the text quickly, only looking for that piece of information. Think of key words and keep these words in mind.

How quickly can you find the answer to this question on page 49? *Which animal did Jill Johnson help last week?*



1 Read the text on pages 48–49 again.

Find specific information to complete the chart. **Be a star!** 

Name / Job	How long?	Chose job because ...	Enjoys ...
Adela pilot	for 12 years	she loves flying	
Tyler	for	he loves horses	
Jill	since	it's exciting	
Derek	since	always been interested in plants	working as a gardner

2 Write the name(s). What information in the texts helped you decide?

Who ...

- helps someone / something in difficulty? Adela, Jill
- likes working with people? \_\_\_\_\_
- likes working with animals? \_\_\_\_\_
- doesn't want to work indoors? \_\_\_\_\_
- likes variety in a job? \_\_\_\_\_

Adela
Tyler
Jill
Derek

3   Discuss. Give reasons for your answers.

- Which of the jobs on pages 48–49 do you think is the most ...
  - dangerous?
  - challenging?
  - rewarding?
- What job would you like to do when you finish studying?

## Lesson 3

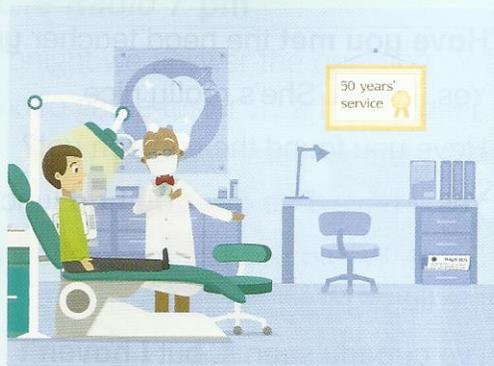
## Grammar

Look and read.

Graphic

Grammar

Present perfect with *How long?*,  
*for* and *since*



How long have you been a dentist ?

I've been a dentist for 50 years .

No one has complained since 1975 .

Write questions with *How long ...?* Complete the answers with *for* or *since*.

1 Adela / be / a pilot?

How long has Adela been a pilot? \_\_\_\_\_ For \_\_\_\_\_ 12 years.

2 Jill / work / as a vet?

\_\_\_\_\_ she left university.

3 Tyler / have / a horse?

\_\_\_\_\_ 2013.

4 the gardeners / work / in the park?

\_\_\_\_\_ a few years.

Ask and answer the questions with a partner. **Be a star!** ★

be / pupil at this school?

study / English?

live / this town?

know / me?

have / this bag?

How long have you been a pupil at this school?

I've been a pupil here since I was seven / for four years.

**Look!**

**for** + a period of time:

12 years / an hour / three weeks /  
a long time

**since** + an exact moment in the past:

2001 / Tuesday / four o'clock /  
I left university

## Lesson 4 Language in use

### 1 1.18 Listen and say.



canteen    cloakroom    gym    locker

-  Hi, Sophia. How's your first day at school?
-  Good! I've met lots of new people.
-  **Have you met** the head teacher **yet**?
-  Yes, I have. She's really nice.
-  Have you found the canteen yet?
-  Yes, I have. **I've already had** lunch.
-  Great. Would you like me to show you the library?
-  I've already seen it, but **I haven't been** to the gym **yet**.
-  OK, let's go to the gym.
-  And where can I put my jacket?
-  **Has your teacher shown** you the cloakroom **yet**?
-  No, he hasn't.
-  OK, I'll take you there now.

### 2 Look and write sentences with *yet* or *already*.

Things to do on first day:

- 1 meet / PE teacher ✓
- 2 go to / computer room ✗
- 3 play basketball / in the gym ✗
- 4 find / library ✓
- 5 meet / school nurse ✗
- 6 teacher / give me a locker ✓

I've already met the PE teacher.

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### 3 Think of other things you could do on your first day at a new school. Make a list with a partner.

### 4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you. Be a star!

-  Have you met the PE teacher yet?
-  Yes, I have. He's really nice.
-  Would you like me to show you ... ?

## Lesson 5

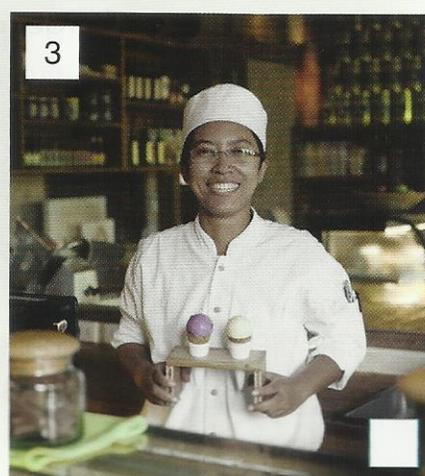
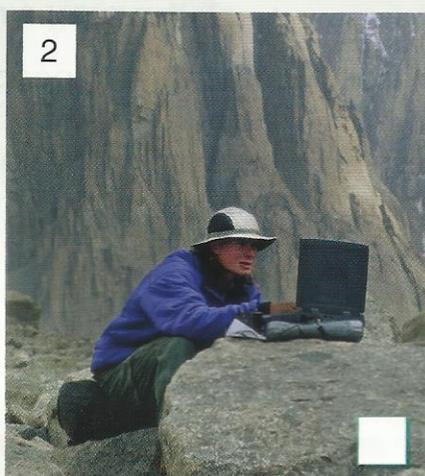
## Listening

  **Read and look at the photos. Which do you think is the best job in the world? Why?**

factory    flavour  
freeze    spit    spoon

**Life Radio 7 pm**

Tonight we answer the question, 'What's the best job in the world?' Is it a video game tester ... a travel writer ... or an ice cream taster? Tune in to find out!



 **1.19 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.**

 **1.19 Listen again. Number the steps in order. Be a star! ★**

a Warm the ice cream a little.

b Write the results in a book.

c Put the ice cream on a gold spoon.

d Look at the ice cream.

e Spit the ice cream into a bowl.

f Move it around your mouth.

 **1.19 Answer the questions. Then listen again and check.**

1 How many flavours does Jean taste each day?

2 How long has she had this job?

3 Why do you warm the ice cream before tasting?

4 Why do you need to use a gold spoon?

5 What are Jean's favourite flavours of ice cream?

  **Discuss the questions with a partner.**

1 Would you like to be an ice cream taster? Why? / Why not?

2 What's your favourite flavour of ice cream?

## Lesson 6

## Writing

- 1 Read about another job. Number questions a–g in the order the information appears.

### The paramedic

Sandra Smith is a paramedic. She works in a hospital in the USA. She's worked at the hospital since she was 23. Sandra drives an ambulance to emergencies every day.

'I chose this job because I really wanted to help people,' says Sandra. 'I enjoy looking after people and helping them when they're ill or hurt. Last week we rescued a man from his car. The car was on fire, but he couldn't open the door. We pulled him out through the window. It only took two minutes to rescue him!'

And what does she like most about her job? 'It's very rewarding,' she says. 'Every day is challenging. I never know what will happen next. You have to make decisions very quickly in this job.'



- a Where do you work?
- b Can you tell me about an interesting situation?
- c How long have you worked here?
- d What's your name?  1
- e What do you like most about your job?
- f What job do you do?
- g Why did you choose this job?

- 2 Ask your teacher the questions in Activity 1. Make notes on his / her answers.

Name: \_\_\_\_\_

Job: \_\_\_\_\_

How long: \_\_\_\_\_

Place of work: \_\_\_\_\_

Chose job because: \_\_\_\_\_

Interesting situation: \_\_\_\_\_

Likes most: \_\_\_\_\_

- 3 Work in pairs. Write an article about your teacher. Use your notes and the text about Sandra to help you. Give your article a heading. **Be a star!** ★

### My English teacher

Mrs Sanders is an English teacher. She works at Silvertown School in the USA. She's worked at the school since ...



- 4 Discuss how you can improve your article. Use this checklist:

- |   |                                    |                          |
|---|------------------------------------|--------------------------|
| 1 | Is your article interesting?       | <input type="checkbox"/> |
| 2 | Did you organise it in paragraphs? | <input type="checkbox"/> |
| 3 | Did you use correct ...            |                          |
|   | • grammar?                         | <input type="checkbox"/> |
|   | • spelling?                        | <input type="checkbox"/> |
|   | • punctuation?                     | <input type="checkbox"/> |

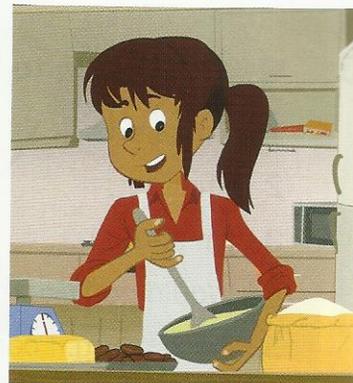
## Working with words

### make or do?

There are many phrases with *make* or *do*. As a general guide:

- Use *make* when we create something new: *make a cake, make a fire.*
- Use *do* to talk about chores and jobs: *do the washing, do the shopping.*

However, sometimes there are expressions that you just need to learn: *make a decision, do an experiment.*



### Complete the phrases with *make* or *do*.

- |   |                      |   |                    |
|---|----------------------|---|--------------------|
| 1 | <u>make</u> a poster | 5 | _____ the cleaning |
| 2 | _____ your homework  | 6 | _____ a model      |
| 3 | _____ the cooking    |   |                    |
| 4 | _____ a noise        |   |                    |

# Lesson 7 Speaking

1 Read about Robert. What can he do?

battery gardening polite

Robert is a smart new robot who loves a challenge! He can do all your chores – washing, cleaning, gardening ... He only rests when he gets hot or when his batteries are low. He can talk and he's very polite.



2 Work in pairs. Act out a dialogue with Robert. Find out what he has done today.

clean the carpet	✓	
make the beds	x	
do the washing	x	
do the cleaning	✓	
do the gardening	x	
make dinner	✓	

Have you cleaned the carpet yet?

Yes, I have.

3 1.20 Listen to the dialogue with Robert. Match the parts of the sentences.

- |                          |                         |
|--------------------------|-------------------------|
| 1 I'm afraid I ...       | a haven't had time.     |
| 2 Shall I ...            | b to do it now?         |
| 3 I'm sorry, I ...       | c do it myself.         |
| 4 Would you like me ...  | d haven't finished yet. |
| 5 Don't worry. I can ... | e do it now?            |

4 Act out the interview in Activity 2 again. Be polite and helpful. Use the phrases below.

Be a star!

Apologising	Make offers	Accept Offers
I'm afraid I ...	Shall I ...	That would be
I'm sorry, I ...	Would you like ...	great.



### Values

When someone helps you, how can you show you appreciate it?

## Lesson 8

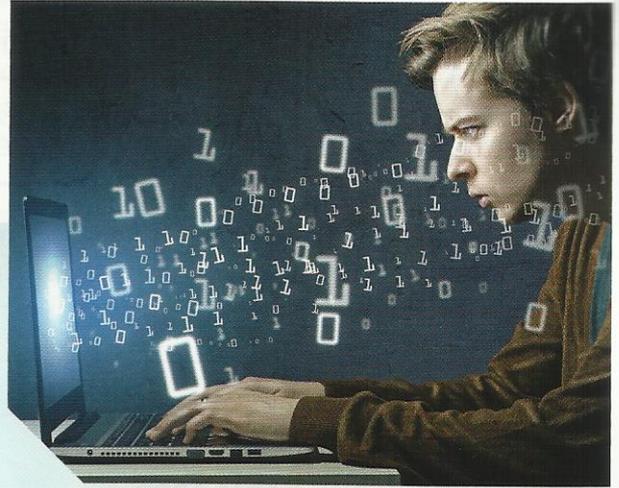
## Think about it!

D E C O D E  
A M E S S A G E

## 1 Read and answer the questions.

- 1 Who used a code long ago?
- 2 What did he use it for?
- 3 How does this code work?

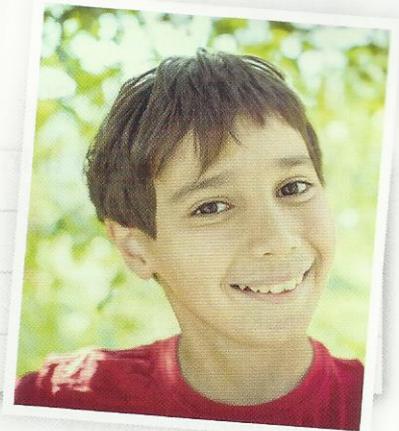
Computer programming is a very popular job. To do this job, you need to be good at understanding codes. Julius Caesar used a code to send secret messages to his soldiers. You can make a version of his code. First, you write the alphabet. Then you make the code by writing the alphabet again under it, starting with a different letter. For example, under *a* write *c*.



Alphabet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Code	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	a	b

## 2 Use the code in Activity 1 to decode the secret message. How quickly can you do it? What is Ishan's hobby?

K nqxcg hqqvdcnn. K'xcg rncagf hqt hqwt agctu.



## 3 Make another version of Caesar's code by starting with a different letter.

Alphabet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Code																										

## 4 Write a secret message using your new code. Swap with a partner and decode each other's messages.



## Review 2

- 1  Write the words in the correct column. Then work in pairs. Choose six words and make a sentence with each.

battery canteen challenging compass factory gardener  
instructor polite spoon strange university vet

Jobs	Places	Things	Adjectives
		battery	



My dad used to work in a factory.

- 2 Match to make sentences.

- |                                 |                              |
|---------------------------------|------------------------------|
| 1 I've studied English ...      | a she was seven.             |
| 2 How long have ...             | b ever been skiing?          |
| 3 Ellie has known Tom since ... | c for five years.            |
| 4 I've already ...              | d has he lived in China?     |
| 5 We haven't seen ...           | e elephant in the wild.      |
| 6 Have you ...                  | f you worked as a pilot?     |
| 7 How long ...                  | g been in a hot-air balloon. |
| 8 I've never seen an ...        | h the beautiful view yet.    |

- 3  Tick (✓) the things you have done. Then ask and answer with a partner.

Today	
make my bed	<input type="checkbox"/>
study maths	<input type="checkbox"/>
do my homework	<input type="checkbox"/>
have lunch	<input type="checkbox"/>
see the head teacher	<input type="checkbox"/>

In my life	
make a cake	<input type="checkbox"/>
act in a play	<input type="checkbox"/>
try kayaking	<input type="checkbox"/>
write a story	<input type="checkbox"/>
buy a rucksack	<input type="checkbox"/>



Have you had lunch yet?

Have you ever tried kayaking?

No, I haven't.

Yes, I have.



Circle **make** or **do** to complete the text.

I'm really busy today. First, I have to <sup>1</sup> **make** / **do** breakfast and <sup>2</sup> **make** / **do** the washing. Then I need to <sup>3</sup> **make** / **do** a shopping list because it's my turn to <sup>4</sup> **make** / **do** the shopping. I'm then going to <sup>5</sup> **make** / **do** a chocolate cake. Tomorrow I have to <sup>6</sup> **make** / **do** my homework and then I'm going to <sup>7</sup> **make** / **do** the gardening.



1.21 Listen and draw lines. There is one example.

Bobby

Sophie

Mrs Parker



Mark

Peter

Lily

Eric

Great work! You're an Academy Star!



## 5

## Getting around

## Lesson 1

## Reading

backwards forwards hug (hugged)  
 lift (lifted) old-fashioned pedal (pedaled)  
 polluted skyscraper virtual workshop

- 1  Look at the pictures. What type of story do you think it is? Why?  
 a a mystery      b a science fiction story      c a biography
- 2  1.22  What do you think happens in the story? Read the text quickly and check your ideas.



## A trip to remember

Abi was playing a **virtual** tennis game on her tablet.

'Why don't you go and play tennis outside?' suggested Grandma.

'Why would I go outside?' replied Abi. 'Virtual tennis is just as good as real tennis.'

'Ha!' said Grandma. 'I prefer playing tennis outside. Fresh air is important and we won't have it forever!'

'Oh, Grandma,' laughed Abi. 'Of course we will!'

The next day was Abi's birthday. She ran outside to Grandma's **workshop**. It was full of wonderful inventions – a flying trumpet, a musical pen and a robot window cleaner!

'Happy birthday!' said Grandma as she **hugged** Abi. 'Wait there and I'll get your present. Be careful though. Remember not to touch anything!'

Abi looked around the workshop at all the new inventions. Then she noticed an old sheet in the corner. She **lifted** the sheet and found an **old-fashioned** purple bike underneath it.

'Hmm ... this bike isn't as interesting as Grandma's other inventions,' she thought. She got on the bike and started to **pedal forwards**. Suddenly, Abi and the bike were lifted into the air! *Whoosh! Clunk!*

Abi opened her eyes and realised that she was in the town centre! But everything looked different! All around her there were tall glass **skyscrapers** with flying cars whizzing past.

'Oh, my goodness! I'm in the future!' she exclaimed, looking at the old bike in surprise. Then she noticed a robot cleaning the street nearby.

'Where is all the grass? Where are all the trees?' she asked the robot.

'What is grass?' asked the robot. 'What are trees?'

Abi looked around. The sky was grey and the air felt **polluted**. She couldn't see any birds or animals anywhere. In fact, the streets were empty – why weren't there any children playing outside?

'I don't like it here,' she said unhappily. 'I want to go home.' Abi knew what she had to do. She jumped onto the bike and pedaled **backwards**.

*Whoosh! Clunk!* Abi opened her eyes and saw that she was back in Grandma's workshop.

'There you are,' said Grandma. 'I was looking for you!' Abi got off the bike and hugged her grandma.

'Here's your present,' said Grandma. Abi opened it. It was a new time-travel game for her tablet.

'Thanks, Grandma!' said Abi. 'It's fantastic! I can't wait to play it later. But first, can we go outside and play tennis?'

Grandma smiled. 'Of course we can! Real tennis is just as good as virtual tennis,' she said, laughing.

3 Look at the vocabulary panel on page 60. Find the words in the text. Use the context to work out what they mean.

4  Underline the main theme of the story. **Be a star!** 

a It's important to play outdoors as well as indoors.

b Real tennis is better than virtual tennis.

## Lesson 2

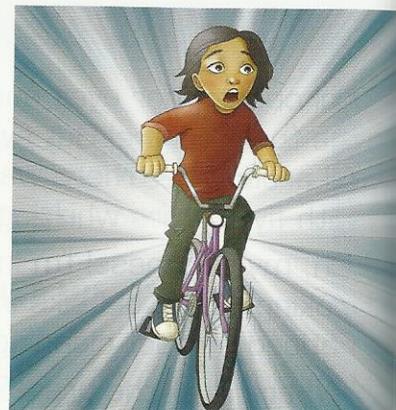
## Reading comprehension

1  Read the story on pages 60–61 again.

Who do you think said these sentences?

Write **A** (Abi) or **G** (Grandma).

- |   |  |               |
|---|--|---------------|
| 1 | It's great. I can just sit here and play anything I want.    | <u>  A  </u>  |
| 2 | Young people don't play outside as much as they used to.     | <u>      </u> |
| 3 | What should I call my latest robot cat?                      | <u>      </u> |
| 4 | Old-fashioned things are boring, I prefer modern inventions. | <u>      </u> |
| 5 | What's happened? There isn't any nature in the future.       | <u>      </u> |



2 Underline the correct answer.

- |   |   |   |
|---|---|---|
| 1 | Abi doesn't want to play tennis outside because she prefers ... |   |
|   | <b>a</b> playing on her tablet.                                 | <b>b</b> playing in Grandma's workshop.         |
| 2 | When Abi pedals forwards on the bike, it takes her to ...       |   |
|   | <b>a</b> a different town.                                      | <b>b</b> the future.                            |
| 3 | Abi doesn't like the future because ...                         |   |
|   | <b>a</b> there aren't any children outside.                     | <b>b</b> there are a lot of skyscrapers.        |
| 4 | In the end, Abi wants to play outside because ...               |   |
|   | <b>a</b> she doesn't like her present.                          | <b>b</b> she knows that fresh air is important. |

3  Answer the questions. **Be a star!** 

- Do you think Grandma wanted Abi to find the bike? Why / Why not?
- Do you think Abi enjoyed her visit to the future? Why / Why not?
- What do you think Abi learnt from her adventure?

## Working with words

### Suffixes: *-ful* and *-less*

A suffix is a group of letters that you can add to an adjective to change its meaning.

The suffix *-ful* usually means *full of*. The suffix *-less* usually means *without*.

Find the word *careful* on page 60. What does it mean? What do you think *careless* means?

What do these adjectives mean?

- |   |          |   |           |   |           |   |          |   |          |
|---|----------|---|-----------|---|-----------|---|----------|---|----------|
| 1 | homeless | 2 | colourful | 3 | tasteless | 4 | fearless | 5 | powerful |
|---|----------|---|-----------|---|-----------|---|----------|---|----------|

Lesson 3

Grammar

Look and read.

Graphic

Grammar

Comparisons:  
just as ... as / not as ... as

I'm just as fast as Dan !

You aren't as skilful as me .



Complete with **just as ... as** or **not as ... as** and the adjectives.

Josh is a cycle courier. He carries letters and parcels around New York. Josh loves his bike. He says, 'It's  
 1 \_\_\_\_\_ just as fast as \_\_\_\_\_ (fast) a bus and it  
 2 \_\_\_\_\_ (not expensive) a bus  
 or taxi. However, a bike 3 \_\_\_\_\_  
 (not safe) a car or bus, and it 4 \_\_\_\_\_  
 (not comfortable) a taxi when it rains! But it's a great job –  
 it's 5 \_\_\_\_\_ (interesting) a taxi driver,  
 and it 6 \_\_\_\_\_ (not boring) an office job!'



Compare these ways of getting around.

Use the adjectives and your own ideas. **Be a star!** ★

comfortable dangerous exciting expensive fast noisy



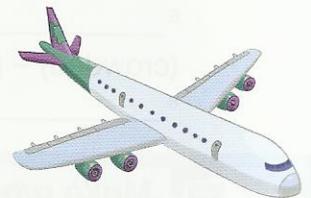
helicopter



motorbike



skateboard



plane



I think helicopters are just as exciting as motorbikes.



And they aren't as dangerous!

## Lesson 4 Language in use

crowded cycle path  
fit travel card

### 1 1.23 Listen and say.



-  Do you always cycle to school?
-  Yes, I do. I love riding my bike.
-  But there's lots of traffic. Cycling is **too dangerous** for me.
-  It isn't dangerous. I use a cycle path and I always wear my helmet.
-  But it takes a long time – it isn't **fast enough**.
-  It only takes 20 minutes. There isn't any traffic on the cycle path.
-  Well, I'm not fit enough to cycle. I take the bus to school.
-  But buses are too crowded in the morning.
-  That's true.
-  And it costs three pounds a day. That's too expensive!
-  Well, I've got a travel card, so it isn't as expensive.

### 2 Complete the text with *too* / *not enough* and the adjectives in brackets.

- 1 I don't like walking to school. It's <sup>1</sup> \_\_\_\_\_ *too far* \_\_\_\_\_ (far). The pavements are <sup>2</sup> \_\_\_\_\_ (crowded) and the traffic is <sup>3</sup> \_\_\_\_\_ (noisy). And on cold days it isn't <sup>4</sup> \_\_\_\_\_ (warm) to walk.
- 2 I don't like travelling by train. The trains here aren't <sup>5</sup> \_\_\_\_\_ (fast) – they're <sup>6</sup> \_\_\_\_\_ (slow). Then when they arrive, they're <sup>7</sup> \_\_\_\_\_ (crowded) – you usually have to stand! Also, they cost six pounds a day so they're <sup>8</sup> \_\_\_\_\_ (expensive).

### 3 Make a new dialogue. Use the ideas from Activity 2. **Be a star!**

-  Do you always walk to school?
-  No, I don't. It's too far.

# Lesson 5 Listening

popular protect safety equipment

1 Look at the photo and answer the questions.

- 1 What's he doing?
- 2 Would you like to try this activity? Give two reasons for your answer.



2 1.24 Listen to the conversation. Underline the correct answer.

- 1 How many people skateboard in the world?  
 a 5 million      b 7 million      c 11 million
- 2 How many skate parks are there in the world?  
 a 500      b 2,500      c 5,200
- 3 Where is the biggest skate park?  
 a Russia      b China      c India
- 4 When do most accidents happen?  
 a the first week      b the first day      c the first month
- 5 How much does a good skateboard cost?  
 a £19      b £50      c £90



3 1.24 Listen again and write *M* (Mum) or *E* (Elena).

Who thinks skateboarding is ...

- 1 popular. \_\_\_\_\_
- 2 too dangerous. \_\_\_\_\_
- 3 not dangerous. \_\_\_\_\_
- 4 a good way to keep fit. \_\_\_\_\_
- 5 an expensive hobby. \_\_\_\_\_

Discuss with a partner. What other sports need safety equipment?



**Values**

Is price or quality more important when we buy something? Why?

## Lesson 6

## Writing

1 Read the story on pages 60–61 again. Then read the information below and match.

1 At the beginning

a Describe the main events.

Introduce the problem.

2 In the middle

b Say how the characters solve the problem.

Say how they feel.

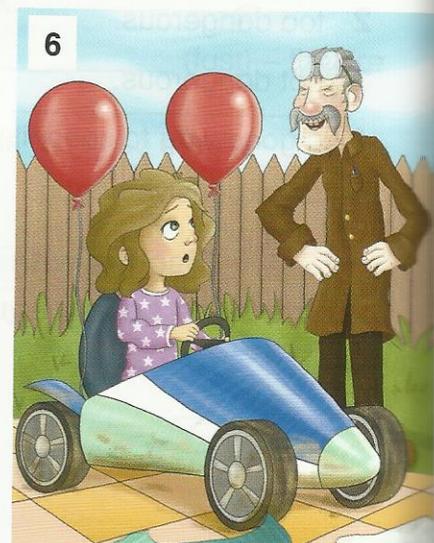
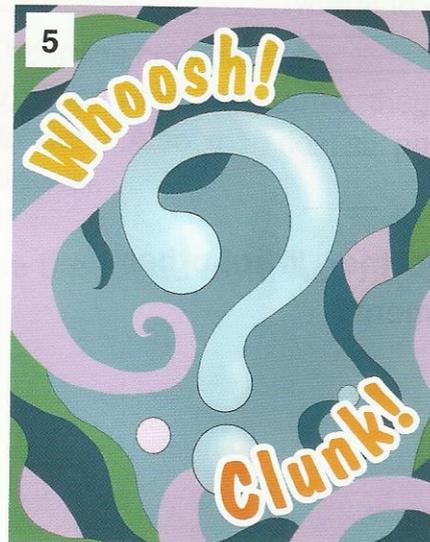
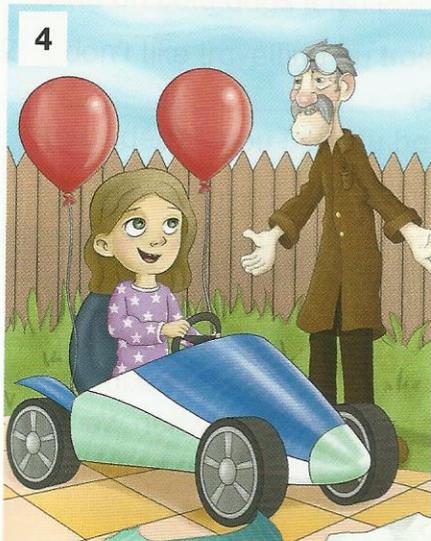
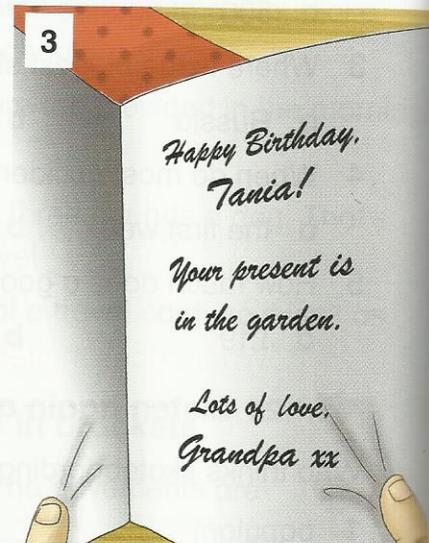
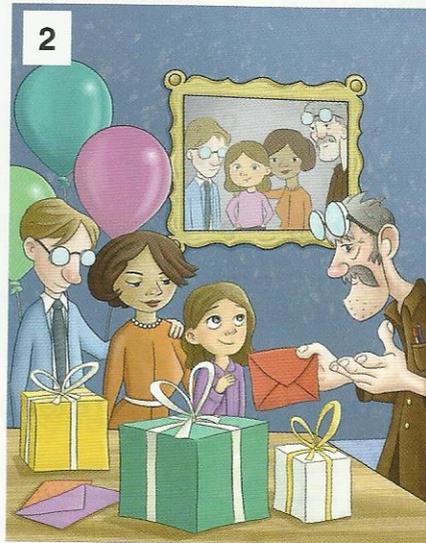
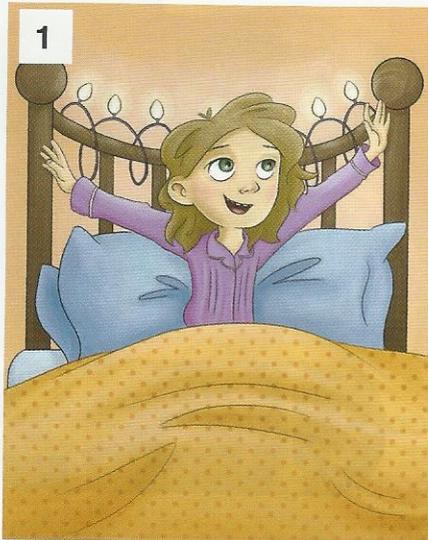
3 At the end

c Introduce the characters.

Say where they are.

Say what they are doing.

2  Look at the time-travel picture story. Discuss what you think happens with a partner. Decide what happens in picture 5 and write notes.



Work in pairs. Use the pictures on page 66 to write a short story.

Follow this plan. Divide your story into a beginning, middle and end.

Be a star! ★

Tania sat up in bed. She was excited because ... (Why?)

She went downstairs. (Who was there? What did they do?)

She opened her card and looked inside. (What did it say? How did she feel?)

Tania ran outside to the garden ...

(What did she see? What did it look like? What did she do?)

Suddenly, it went dark. The car was flying really fast ...

(Where did she go? What did she see? How did she feel?)

Whoosh! Clunk! Tania opened her eyes ...

(Where was she? Who was there? How did she feel?)

## Learning to learn

### Read complex tables

When you travel, you often need to use timetables. Timetables contain a lot of information. Think about what information you want to know first.

Look at the ferry timetable. What information does it give?

Find information in the timetable to answer the questions.

- 1 Where does the ferry leave from? Palm Beach
- 2 How often does it depart in the morning? \_\_\_\_\_
- 3 How long does it take from Palm Beach to Ocean Bay? \_\_\_\_\_
- 4 Which day can you not take the 5 pm ferry to Spring Falls? \_\_\_\_\_

### Monday to Sunday

Depart	am	am	am	am	pm	pm	pm	pm
Palm Beach	8.00	9.00	10.00	11.00	1.00	3.00	5.00	7.00
Harbour Bay	8.10	9.10	10.10	11.10	1.10	3.10	5.10	7.10
Bird Island	8.15	9.15	10.15	11.15	1.15	3.15	5.15	7.15
Blue Dock	8.25	9.25	10.25	11.25	1.25	3.25	5.25	7.25
Ocean Bay	8.35	9.35	10.35	11.35	1.35	3.35	*5.35	7.35
Spring Falls	8.50	9.50	10.50	11.50	1.50	3.50	*5.50	7.50

\*This service does not run on Sunday.

## Lesson 7 Speaking

- 1  Look at the photos. Where is the girl? What questions do you think she's asking?



discount  
ferry  
single / return  
(ticket)  
ticket office

- 2  1.25 Listen to a conversation at the ferry ticket office and complete.

Journey time: 12 minutes  
Departs: every \_\_\_\_\_ minutes  
Single: \$ \_\_\_\_\_  
Return: \$ \_\_\_\_\_

- 3  Act out a dialogue with a partner.

Use the information and the phrases below. **Be a star!** 

**Student A:** You work at a ticket office. Help a customer get to the theme park.

### Dreamland Theme Park

- Bus: every 15 minutes
- Journey time: 25 minutes
- Single: \$4
- Return: \$7

How can I help you?  
The best way is by ...  
It takes ...  
The bus departs every ...  
A single / return costs ...

**Student B:** You want to go to Dreamland Theme Park. Ask for information at the ticket office.

Could you tell me how to get to ... ?

How long does it take?

How often does the bus depart?

How much does it cost?

Could I have ... ?

## Lesson 8

## Think about it!

## Work out how to get there

1 Look at the video game and read the information. Answer the questions.

- 1 How far is it from the Start to the Finish?
- 2 Have you got enough fuel to finish the race? What do you think you need to do first?
- 3 Who are the other two people in the game? Why do you need them?
- 4 How many people can you have in the boat-car at the same time?

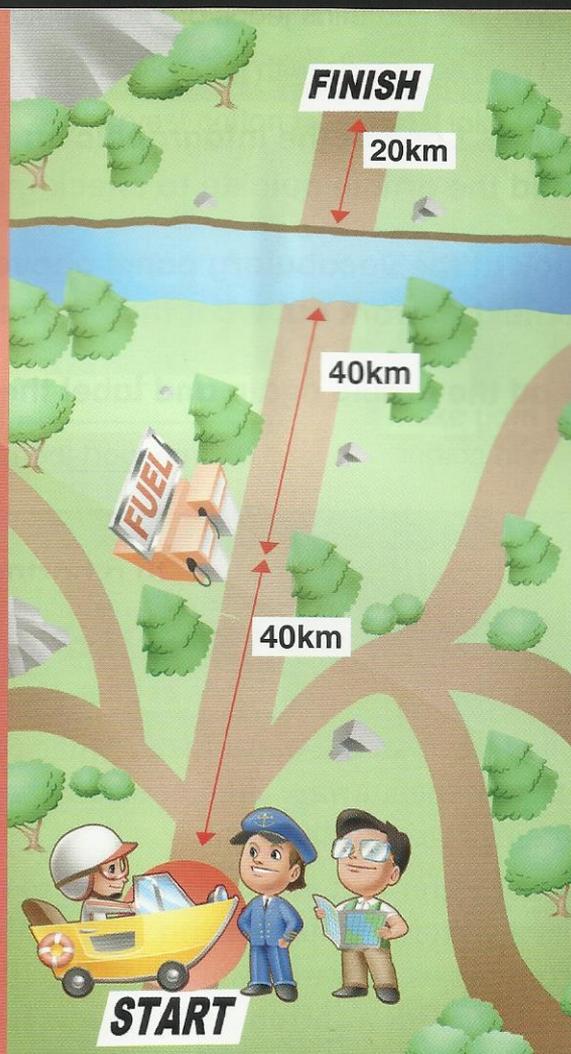


### Your challenge

- 1 You're in a 100 km race. You are the driver of a boat-car, which travels on water and on roads.
- 2 There are two other people: a navigator and a captain. You need the navigator to read the map. You need the captain to cross the river.
- 3 The navigator and the captain cannot be in the car at the same time.
- 4 You've only got enough fuel at the moment to go 50 km. With more fuel, you'll be able to travel 150 km.

To finish the race you need to:

- make sure you've got enough fuel.
- plan who to take with you, and when.



2 Work with a partner to complete the challenge in the video game.

3 What steps did you follow? Tell the class. **Be a star!**

First, you drive to ... and you take ... with you because ...

## 6

## How is it made?

## Lesson 1 Reading

1   Discuss the questions with a partner.

- 1 Do you wear jeans? If yes, when do you wear them?
- 2 Why do you think jeans are so popular?
- 3 What do you do with your old clothes?

cotton	dark	denim
dye	harvest (harvested)	
jeans	light	soft
throw (thrown) away	yarn	

2  1.26 Look at the infographic on page 71. What process does it show? Read the article quickly to check your answer.

3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

4 Read the article again and label the infographic with the missing information.

a add colour

b transport jeans

c ~~water-cotton~~

d make jeans

## A new life for your jeans

Do you have an old pair of jeans that you don't wear anymore? Are you planning to **throw** them **away**? Find out how they are made first – and you'll see why it's a good idea to recycle them!

A lot of water and energy is needed to make one pair of **jeans**. Jeans are made from a material called **denim**, and denim is made from a plant called **cotton**. Cotton grows in warm, wet countries like China, India and Brazil. It takes about six months for a cotton seed to grow into a plant and produce cotton. Cotton needs a lot of water to make it grow – some of this comes from rain, but when the weather is dry, farmers need to water the plants. After the cotton is **harvested**, it is transported to a factory and made into **yarn**. Indigo **dye** is then used to colour the yarn – indigo gives the jeans their **dark** blue colour. After that, the yarn is made into denim material, which is cut to make jeans.

Lots of people like stonewashed jeans. To make these, jeans are then put into a washing machine and washed with stones to make them **soft** and more comfortable. Stonewashing can also change the colour of the denim to **light** blue. Finally, the jeans are packed into boxes and transported all over the world. Jeans travel up to 60,000 kilometres to reach the shops, where you can buy them! Almost half of the jeans made in the world are sold in the USA. Last year, people there bought 450 million pairs of jeans.



To make one pair of jeans, 10,000 litres of water and many other resources are used – resources are all the things you need to make or do something, like energy, materials and people to do the work. So we really shouldn't throw away old jeans, just because they're too small or because we have a new pair. But what can you do with an old pair of jeans?

10,000

Here are some suggestions:



Give them to friends or family.



Take them to a charity shop.



Have a swapping party, where people exchange things they don't need, like clothes or books.



Make them into a new creation, like a bag or a toy.

**Give your jeans a new life!**

## Lesson 2 Reading comprehension

1 Number the stages in order. Then check your answers on pages 70–71. **Be a star!** ★

- a The yarn is made and coloured. \_\_\_\_\_
- b The cotton is harvested. \_\_\_\_\_
- c Jeans are packed and transported. \_\_\_\_\_
- d Jeans are bought by people all over the world. \_\_\_\_\_
- e The cotton is planted and watered. 1
- f Yarn is made into denim. \_\_\_\_\_
- g The jeans are made and stonewashed. \_\_\_\_\_
- h The cotton is taken to a factory. \_\_\_\_\_



2 Answer the questions.

- 1 Why are jeans sometimes stonewashed?
- 2 Which country sells the most jeans?
- 3 How many pairs of jeans did people buy there last year?
- 4 How much water is used to make one pair of jeans?
- 5 Describe two things you can do with old jeans.

3   Discuss the questions with a partner.

- 1 Why is it a good idea to reuse or recycle old clothes?
- 2 What do you do with your old clothes?

## Working with words

### Suffixes: *-tion* and *-sion*

You can add *-tion* and *-sion* to some verbs to make them into a noun:

create – **creation**    decide – **decision**

Sometimes you have to drop the final *e* from the verb or change the final consonant, before you add the suffix. If the verb already ends in *t*, then you only need to add *-ion*. Make a note of these spellings as you learn new words.

Make nouns from these verbs.

- |           |                  |           |       |            |       |
|-----------|------------------|-----------|-------|------------|-------|
| 1 direct  | <u>direction</u> | 3 divide  | _____ | 5 invent   | _____ |
| 2 explode | _____            | 4 educate | _____ | 6 persuade | _____ |

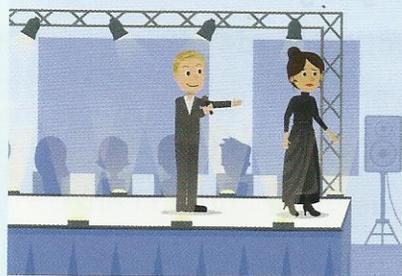
# Lesson 3 Grammar

Look and read.

Graphic

Grammar

Passive voice (present simple)



Lulu's dress is made from plastic bags .

One million dresses are sold every minute !

The cotton is / isn't grown in India.

The jeans are / aren't washed with stones.



2 Read each pair of sentences. Write **P** for the passive sentence. Which sentence sounds better?

- 1 a They throw away millions of pairs of jeans every year. \_\_\_\_\_
- b Millions of pairs of jeans are thrown away every year.   P
- 2 a Workers make this style of dress in France. \_\_\_\_\_
- b This style of dress is made in France. \_\_\_\_\_
- 3 a I give my old jeans to a charity shop. \_\_\_\_\_
- b My old jeans are given to a charity shop by me. \_\_\_\_\_
- 4 a Light blue jeans are preferred by Maria. \_\_\_\_\_
- b Maria prefers light blue jeans. \_\_\_\_\_

3 Complete the text with the correct form of the verbs in brackets. **Be a star!** ★

Every year, 2.4 billion cotton T-shirts <sup>1</sup> are produced (produce) around the world. First, the cotton <sup>2</sup> \_\_\_\_\_ (grow) in warm countries like Brazil and India. Then it <sup>3</sup> \_\_\_\_\_ (harvest). After that, it <sup>4</sup> \_\_\_\_\_ (clean). The clean cotton <sup>5</sup> \_\_\_\_\_ (made) into yarn. The yarn <sup>6</sup> \_\_\_\_\_ (colour) with dye and then it <sup>7</sup> \_\_\_\_\_ (made) into T-shirts. The T-shirts <sup>8</sup> \_\_\_\_\_ (print). Then they <sup>9</sup> \_\_\_\_\_ (take) to shops and they <sup>10</sup> \_\_\_\_\_ (sell)!

# Lesson 4 Language in use

1 1.27 Listen and say.

glass herb leather metal wood



- Can you guess what this is?
- What's it made of?**
- It's made of metal.**
- What's it used for?**
- It's used for cutting herbs.**
- Is it a knife?
- Yes, it is. It's called a rocker knife. What about this?
- Is it made of wood?**
- Yes, it is. It's made of wood and leather. It's used for playing music.
- Is it a drum?
- Yes, it is. And what do you think this is?
- It's made of glass and metal. Is it used for checking the weather?
- Yes, it is!

2 Describe the objects using **made of** and **used for**.



metal / open bottles  
It's made of metal.  
 \_\_\_\_\_  
 \_\_\_\_\_



leather / keep books open  
 \_\_\_\_\_  
 \_\_\_\_\_



plastic / feed a baby  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Make a new dialogue about the objects in Activity 2. **Be a star!**

# Lesson 5 Listening

advert  
documentary  
programme  
the news

Look at the TV screens. What are they showing? Match.

advert    documentary    ~~sports programme~~    the news



sports programme \_\_\_\_\_

1.28 Listen to the adverts. What are they selling? Number them in order.

- a a new film
- b orange juice
- c a computer game
- d jeans

Read the statements. Write **F** (Fact) or **O** (Opinion). **Be a star!** ★

- 1 a Don't miss the biggest film of the year.   0
- b Coming next month to a cinema near you.
- 2 a Jeannie's Jeans are made of the softest denim in the world.
- b Two pairs of Jeannie's Jeans are just £60.
- 3 a Download *Grun's Empire* for free.
- b It's the most exciting computer game you can buy.
- 4 a We all love orange juice.
- b Nothing is added to Brendan's Orange Juice.

1.28 Listen again. Answer the questions.

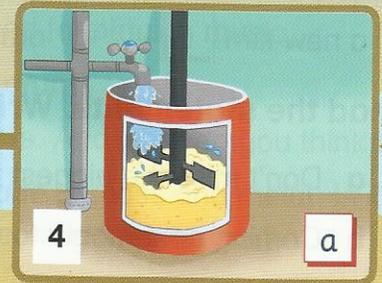
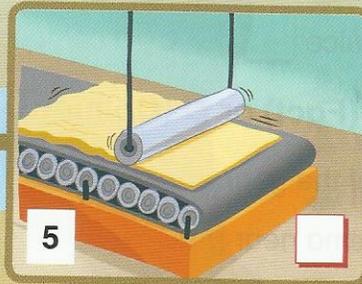
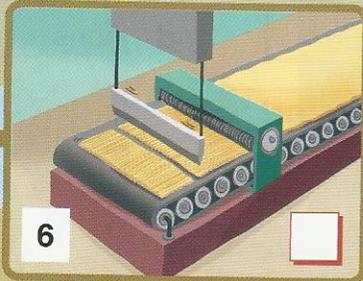
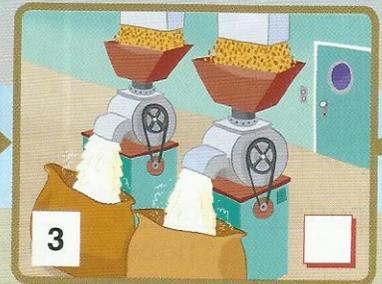
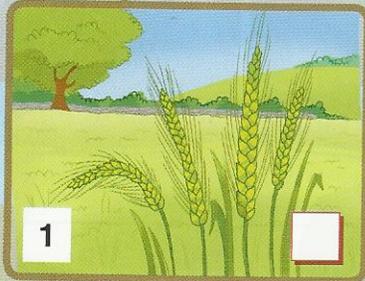
- 1 What's the name of the film? \_\_\_\_\_
- 2 In what colours can you buy Jeannie's Jeans? \_\_\_\_\_
- 3 How many people are playing Grun's Empire? \_\_\_\_\_
- 4 What ingredients are in Brendan's Orange Juice? \_\_\_\_\_

Which advert do you think is the best? Why?

# Lesson 6 Writing

1 Look at the infographic showing how pasta is made. Match stages a–i below to the correct pictures. Then complete the sentences using the passive voice.

## From wheat to treat - how pasta is made



- a add water to make dough
- b make into flour in the factory
- c transport to shops
- d pack in boxes
- e grow wheat
- f dry the pasta
- g cut into spaghetti
- h harvest the wheat
- i press dough into flat sheets

Water is added to make dough

It is \_\_\_\_\_

It \_\_\_\_\_

It \_\_\_\_\_

Wheat is grown

The pasta \_\_\_\_\_

It \_\_\_\_\_

The wheat \_\_\_\_\_

The dough \_\_\_\_\_

**You are going to write an article about how pasta is made. Answer these questions for the introduction.**

- Why is pasta a popular dish?
- Where in the world is pasta eaten?

**Work in pairs. Write an article about how pasta is made.**

**Use your extra information in Activity 2 to start your text.** **Be a star!** ★

Pasta is a very popular dish. It's delicious, and easy to cook a lot of different dishes. It's eaten all over the world. To make pasta, first the wheat is grown ...



### Look!

Use these words to order information:  
*First, then / next, after that, finally.*

## Learning to learn

### Research information

There are lots of ways you can research information:

- Ask people (teachers, parents, grandparents).
- Use a library (books, encyclopaedias, old newspapers, local history / community).
- Watch TV programmes – like the news or a documentary.
- Look on the internet.

Internet searches are quick and easy. But remember, you need to make sure the information you find is correct and exactly what you need.

### Where would you look for information on these topics?

- |                          |                          |                      |
|--------------------------|--------------------------|----------------------|
| 1 your town 20 years ago | 3 things to do in London | 5 China              |
| 2 bears                  | 4 the moon               | 6 how to make a cake |

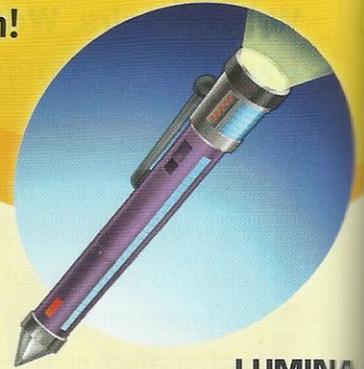
## Lesson 7 Speaking

- 1  1.29 Listen and read. What is the product made of? What can you use it for?

cheap (cheaper) plastic  
special useful

This is the new **LUMINA** torch ... or is it a pen? It's both!

One small object that you can keep in your pocket for when you need it. You can use it for camping, power cuts or writing in the dark! It's made of plastic and comes in light green or dark purple. There are cheaper torches if you want to save money – but they aren't as good as this one! No other torch is as useful as the Lumina. So throw away your old torch and buy the Lumina today. You'll find out just how special it is!



LUMINA

- 2 Read the advert in Activity 1 again and underline the adjectives.
- 3  Work with a partner. Think of a new product to advertise. Complete the information and draw your product.

**Product name:** \_\_\_\_\_

**Special because:** \_\_\_\_\_  
\_\_\_\_\_

**Made of:** \_\_\_\_\_

**Used for:** \_\_\_\_\_  
\_\_\_\_\_

**Adjectives to describe it:** \_\_\_\_\_  
\_\_\_\_\_



- 4   Make a radio advert about your new product. Then perform your advert for the class.

- 1 Introduce your product – why is it different or special?
- 2 Say two facts about your product.
- 3 Give two opinions about it.
- 4 Remember to use adjectives to describe it.



This is the new Talktime watch phone. It's used for telling the time or talking to friends ...

## Lesson 8

## Think about it!

## Choose the best jeans

- 1 Your grandparents have given you £50. You are thinking of buying a pair of jeans. Read the adverts and complete the table.

## Cool Jeans

Lovely soft stonewashed jeans in blue or black!

Cost only £15 – great value! Sent from our factory in India.

(Postage £20. Arrive in 21–28 days.)

## Active Jeans

Jeans for working or playing.

Wonderful, traditional jeans in dark or light blue.

Only the best denim is used for our jeans, and our cotton is grown without wasting water. £50 per pair – and £5 of that goes to charity.

Special offer this week only – free delivery! Arrives next day.

## Just Jeans

Not stonewashed, not fancy, not special. Just cheap. Just jeans.

Why waste your money when you can buy these for £10 a pair\*?

One colour (blue).

Find us at your local shopping centre – no postage costs. Just Jeans – just for you.

(\*No money back if you return them.)

	Cost	Time to arrive	What's good?	What's bad?
Cool Jeans	£15	_____	great value	_____
Active Jeans	_____	_____	_____	_____
Just Jeans	_____	buy in shop	_____	you can't return them

- 2   Discuss the different options with a partner.

Cool Jeans look ... The problem with Just Jeans is ...

For me, it's important that jeans are ...

- 3  Decide how to spend your £50. Will you spend it all on jeans – or also buy something else? Tell a partner.

I'm going to buy the Active Jeans because they're the best quality and £5 goes to charity.

# Review 3

## 1 Write the correct word for each definition.

denim documentary pedal popular skyscraper virtual

- 1 The material that jeans are made of. \_\_\_\_\_ denim \_\_\_\_\_
- 2 A very tall, modern building. \_\_\_\_\_
- 3 What you do to make a bike move. \_\_\_\_\_
- 4 When something *looks* real on your computer, but it isn't. \_\_\_\_\_
- 5 This describes something that a lot of people like. \_\_\_\_\_
- 6 A film or programme about a real person or event. \_\_\_\_\_

## 2 Circle the correct phrases to complete the sentences.

- 1 There are a lot of people here today! It's **too crowded** / **isn't crowded enough**.
- 2 Jenny is fit, but she's **just as fit as** / **isn't as fit as** me.
- 3 Pablo won't win the race. He's **too fast** / **isn't fast enough**.
- 4 We should all ride bikes. Cars make the air **too polluted** / **not polluted enough**.
- 5 My jeans are uncomfortable. They're **just as soft as** / **aren't as soft as** yours.

## 3 Write the material each item is made of. Then work in pairs. Describe the items using *made of*, the passive and *used for*.

1



\_\_\_\_\_ wood \_\_\_\_\_

design / artist  
keep / jewellery in

2



\_\_\_\_\_ sell / toy shops  
play / games on the beach

3



\_\_\_\_\_ make / in China  
water / plants

4



\_\_\_\_\_ transport / all over the world  
keep / money in



It's made of wood. It's designed by an artist. It's used for keeping jewellery in.

### Write the correct form of the word to complete the sentences.

- 1 He makes lots of mistakes. His work is very \_\_\_\_\_ (care).
- 2 She isn't scared of anything. She's completely \_\_\_\_\_ (fear).
- 3 This torch does lots of different things. It's really \_\_\_\_\_ (use).
- 4 Look at the rainbow! It's so \_\_\_\_\_ (colour).
- 5 You need a good \_\_\_\_\_ (educate) to be a doctor or a lawyer.
- 6 Her latest \_\_\_\_\_ (create) is a bag made from old jeans.



**Tim is asking Jack some questions about watching TV. What does Jack say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer.**

**You do not need to use all the letters. There is one example.**

**Tim:** How often do you watch TV?

**Jack:** \_\_\_\_\_ F \_\_\_\_\_

**1 Tim:** Do you like watching adverts?

**Jack:** \_\_\_\_\_

**2 Tim:** What programmes did you watch last night?

**Jack:** \_\_\_\_\_

**3 Tim:** What did you think of the documentary?

**Jack:** \_\_\_\_\_

**4 Tim:** What time was it on?

**Jack:** \_\_\_\_\_

**5 Tim:** Who did you watch it with?

**Jack:** \_\_\_\_\_



**A** After dinner, at 7.30.

**B** My brother. He loved finding out how cars are made.

**C** No, I don't. I think they're boring.

**D** The news and a documentary.

**E** At 5 o'clock, but I didn't get home in time.

**F** Three or four times a week.

**G** It was really interesting.

**H** My sister missed it.

Amazing! You're an Academy Star!



## 7

# Music and song

## Lesson 1

## Reading

accordion    classical music  
folk music    perform    pop music  
promote    rap    rhythm    tour    tune

### 1 Discuss the questions.

- 1 How many different types of music can you think of? Make a list.
- 2 What's your favourite type of music? Why?
- 3 When do you usually listen to music?
- 4 How do you listen to music?

### 2 2.1 Look at the article. What two types of text does it contain? Who do you think the man in the photo is? Read the text quickly and check your ideas.



Songboard magazine talks to ...

# Martin Stark

**What's your favourite type of music?**

I like all kinds of music – I often listen to **pop music** or **rap**, and I like some **classical music**, too. But my real love is **folk music**.

**Why folk music?**

A lot of people ask me that! Folk music is a type of traditional music which isn't usually popular with young people. But I think it's the most interesting kind of music. The songs tell great stories about people's lives, and about our history and culture. Some of these songs have been around for hundreds of years. Every country has its own folk music and I think it's a great way to learn about your culture.

Tell us about your new song.

How do you write your songs?

We know you play the guitar. Do you play any other instruments?

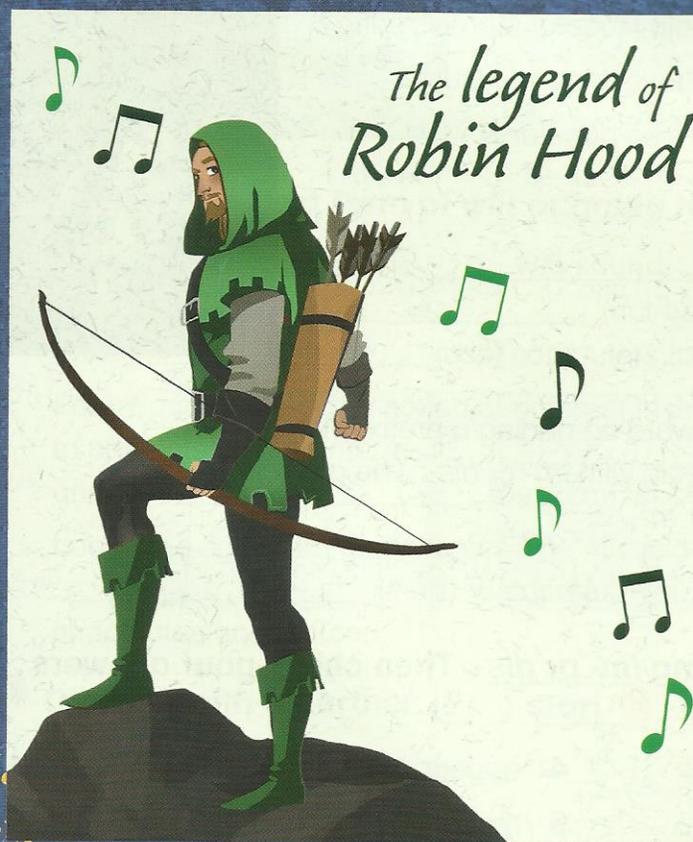
What are your plans for the future?

I've always been interested in old folk stories from Europe. My favourite is the English legend of Robin Hood. It has everything that makes a good story – drama, action and humour – so I decided to write a song about it.

The story is the most important part. All folk songs have a narrative – a story. My song starts with, 'As I was walking'. I think about where I am, who I'm with and what we're doing. Then I think about what I'm going to do next and the story starts to develop. Next, I think about the **tune** and **rhythm** of the song – is it happy and fast, or sad and slow?

I play the piano, too, and I'm going to learn the **accordion** next year. Everyone says it will be difficult, but I disagree – it's quite similar to the piano.

I'm going to **promote** my music through social media so that more people can hear it. And I'm going to continue to **tour** and **perform**, of course! We're playing here at the Trocadero tonight. Listen! Can you hear the guitars? We're going to start in a few minutes.



## The legend of Robin Hood

As I was walking with my daughter,  
One sunny day in spring.  
We stopped to drink some water,  
When we heard some children sing.

(Chorus)

*Robin Hood, Robin Hood,  
The man who helped the poor.  
He lived in secret in the woods,  
A hero in folklore.*

They told the tale of Robin Hood,  
A local man, they'd heard.  
His arms were strong, his heart was good,  
And justice was his word.

He lived in Sherwood Forest,  
And he wore a big green hood.  
He was noble, he was honest,  
And gave help to all he could.

- 3 Look at the vocabulary panel on page 82. Find the words in the text. Then look up their meaning in the dictionary on page 140.

## Lesson 2 Reading comprehension

### 1 Read the texts on pages 82–83 again. Answer the questions.

- 1 Why does Martin love folk music?
- 2 Why is the folk story about Robin Hood his favourite?
- 3 What three things does he say are important in writing a song?
- 4 How is Martin going to promote his music? Why?
- 5 Where did Robin Hood live?
- 6 Was he a good person? Give one reason for your answer.

### 2 Write *I* (Interview) or *S* (Song). Which text ... **Be a star!** ★

- |  |                                    |
|--|------------------------------------|
| 1 is about someone who lived hundreds of years ago? _____ <u>S</u> | 4 has questions and answers? _____ |
| 2 talks about someone's interests? _____                           | 5 has different verses? _____      |
| 3 is a story? _____  | 6 has rhyme and rhythm? _____      |

### 3 Discuss the questions with a partner.

- 1 What else do you learn about Robin Hood in Martin's song?
- 2 What popular folk stories do you have in your culture?
- 3 Why do you think these stories are so popular?



## Working with words

### Prefixes (*im-* and *dis-*)

You can often change the meaning of a word by adding a prefix. Many negative words start with the prefix *un-*. Others begin with *im-* or *dis-*. The prefix *im-* comes before a word beginning with *p* or *m*:

**im**possible      **dis**agree

Make these words negative by adding *im-* or *dis-*. Then check your answers in a dictionary.

- |           |                  |           |       |
|-----------|------------------|-----------|-------|
| 1 honest  | <u>dishonest</u> | 4 appear  | _____ |
| 2 polite  | _____            | 5 mature  | _____ |
| 3 perfect | _____            | 6 respect | _____ |

Look and read.

Graphic

Grammar

*will and going to*

One day my son **will** be famous .

He's **going to** play for the king next week .

Look! She's **going to** fall !



### Look!

Use **will / won't** to make predictions about the future.

Use **going to** a) to talk about future plans and intentions.

b) to make a prediction based on something we can see or hear right now.

Complete with the correct form of **will** or **going to**.

**John:** In the future, I think music <sup>1</sup> \_\_\_\_\_ will sound \_\_\_\_\_ (sound) completely different. There <sup>2</sup> \_\_\_\_\_ (not be) any musical instruments. We <sup>3</sup> \_\_\_\_\_ (use) computers to make music.

**Tracey:** I don't agree! I love the sound of different instruments. I <sup>4</sup> \_\_\_\_\_ (learn) to play lots of instruments. I <sup>5</sup> \_\_\_\_\_ (write) songs with my best friend and we <sup>6</sup> \_\_\_\_\_ (perform) for our families and friends.

**Alex:** Look! The lights are going down. The musicians are on the stage. The concert <sup>7</sup> \_\_\_\_\_ (start). Be careful! You <sup>8</sup> \_\_\_\_\_ (drop) your chocolates on the floor!

 Discuss with a partner. **Be a star!** 

- 1 Do you think computers will replace musical instruments in the future? Why? / Why not?
- 2 What music are you going to listen to this week?



### Values

What are the advantages of playing a musical instrument?

# Lesson 4 Language in use

## 1 2.2 Listen and say.



calendar    midnight    orchestra    rehearsal

- What time does** your concert **start** on Saturday?
- It's on the calendar ... Look! It **starts** at 7 o'clock.
- OK, thanks. What time does the bus leave?
- It leaves at 10 o'clock.
- That's a long day!
- I know. We **arrive** at the concert hall at twelve. Then we have a rehearsal at 1.30. It finishes at 3.30.
- Do you have a break?
- Yes, after the rehearsal. We're free until 6 o'clock.
- That's good. And what time does the concert finish?
- It finishes at 9.30. The bus leaves at 10 o'clock so we get back at midnight.
- Great! I'll be there to meet you.

## 2 Write times to complete a new itinerary. Then write sentences.

	<u>6.30</u>	bus / leave
	_____	we / arrive
	_____	orchestra / arrive
	_____	audience / arrive
	_____	concert / start
	_____	concert / finish

- 1 The bus leaves at 6.30.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## 3 Make a new dialogue. Use your information in Activity 2. **Be a star!**

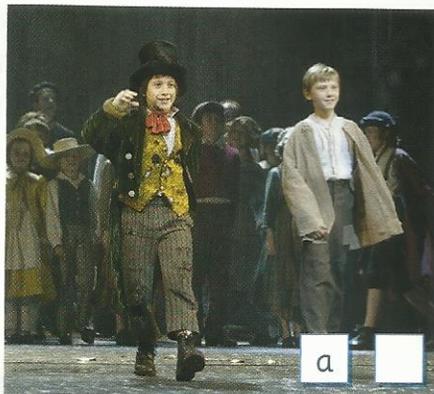
- What time does the bus leave?
- It leaves at ...
- What time do you arrive at the concert hall?

**Lesson 5** **Listening**

Look at the photos. What does each one show? Match.

- a a musical      b traditional music      c pop music

catchy    cheerful  
lively  
It makes me feel ...  
It reminds me of ...



2.3 Listen and check. Then number the photos in order.

2.3 Listen again and complete the notes.

**Happy by Pharrell Williams**

It's really <sup>1</sup> catchy.

It always makes me feel  
<sup>2</sup> \_\_\_\_\_.

**Bambo by Ba Cissoko**

It's got a great  
<sup>3</sup> \_\_\_\_\_.

The song is <sup>4</sup> \_\_\_\_\_  
and <sup>5</sup> \_\_\_\_\_.

**Consider Yourself from the musical Oliver!**

It's got a great <sup>6</sup> \_\_\_\_\_,  
really fast and <sup>7</sup> \_\_\_\_\_.

It reminds me of my  
<sup>8</sup> \_\_\_\_\_.

2.3 Circle **P** (Paul), **C** (Clare) or **A** (Anna). More than one correct answer is possible. Then listen again and check. **Be a star!** ★

Who talks about a song that ...

- |  |              |
|--|--------------|
| 1 is happy?                              | <b>P/C/A</b> |
| 2 their parents also like?               | <b>P/C/A</b> |
| 3 uses a traditional instrument?         | <b>P/C/A</b> |
| 4 isn't in English?                      | <b>P/C/A</b> |
| 5 is about making people feel important? | <b>P/C/A</b> |

**Discuss the questions. Give reasons for your answers.**

- Do you know any of these songs? If yes, do you like them? If not, would you like to listen to any of them?
- Which songs make you feel happy?

## Learning to learn

### Understand rhythm in a song

Songs follow a pattern. You stress certain syllables or words in each line. 'Stress' means you say them more strongly. This creates a rhythm, or pattern. In a song, this is called the 'beat'. In this song verse, the blue syllables and words are stressed:

It's **such** a **bore!** It's **all** the **same**,  
 I've **finished** **my** **computer** **game**.  
 I've **read** my **books** from **front** to **back**,  
 And **listened** **to** a **whole** **soundtrack**.

**Read the verse out loud and clap the rhythm. Then count the syllables in each line. How many are there?**

- 1  2.4 Where is the girl? How does she feel? Listen to the song. What's the problem?

It's such a bore! It's all the same,  
 I've finished my computer game.  
 I've read my books from front to back,  
 And listened to a whole soundtrack.

*I thought it would be fun at first,  
 But being ill is just the worst!*

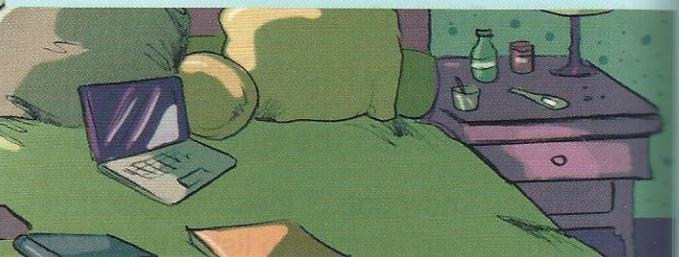


I watch the clock, I wait for when,  
 My friends will be online again.  
 They'll tell me stories of their day,  
 But I'll have nothing new to say.

*Chorus*

I'm missing art and maths today,  
 Rehearsals for the new school play.  
 I'm happy when I run around,  
 But being inside makes me feel down.

*Chorus*



## Write a title for the song.

## Look at the song lyrics again. Answer the questions.

- 1 Which words rhyme? Find and underline.
- 2 How many verses are there?
- 3 Which part is the chorus?
- 4 What is the difference between a verse and the chorus? Match.

1 verse

2 chorus

a is repeated several times

b tells the story

c describes actions and events

d describes the main idea of the song

## Work as a class. Write a new verse for the song. Follow the instructions.

- Use the plan below to help you.
- Use the words in the box or your own ideas.
- Think about which words need to rhyme.
- Think about the number of syllables in each line.

ages ~~days~~ go pages pictures radio

(Line 1 *How long has she been ill?*)

It's been days, but feels like \_\_\_\_\_.

(Line 2 *What's she doing now?*)

Drawing \_\_\_\_\_ on the \_\_\_\_\_.

(Line 3 *What else is she doing?*)

I'm listening to the \_\_\_\_\_,

(Line 4 *What's she waiting for?*)

And waiting for the day to \_\_\_\_\_.



## 2.4 Listen again and learn the tune.

Then add your class verse and sing along. **Be a star!** ★

## Lesson 7 Speaking

- 1 Choose a song that you like. Make notes to answer the questions. Use the phrases to help you.

optimistic  
romantic

- 1 What sort of song is it (rap, a pop song, etc.)?
- 2 Why have you chosen it?
- 3 Why do you like it?
- 4 How does it make you feel?
- 5 What does it remind you of?
- 6 What's the song about?

It's got a great tune / rhythm / story ...

It's really catchy / lively / cheerful / romantic ...

It makes me feel happy / sad / relaxed / energetic / optimistic ...

It reminds me of ...



- 2 Connect ideas in your notes to prepare your talk.

*It makes me feel happy because I first heard it on holiday. It's a traditional song, but it's really catchy so it makes you want to dance.*



- 3  Give a short talk about your song.

Use your notes in Activities 1 and 2. **Be a star!** 



I'm going to talk about a song called ... I've chosen it because my grandma used to sing it to me ...

## Lesson 8

## Think about it!

Create the right  
atmosphere!

- 1 Read and match the scripts to the type of film. How did you decide?  
Underline the words or phrases that helped you.

a romantic film      b action film      c comedy      d horror film

A: Give me your hand. 1 b

B: I can't! It's too dangerous. I'm going to fall!

A: We have to get down before Rex escapes.

B: The rope! Give me the rope!

A: Uh ... uh ... here!

B: Aaaaargh!

A: You did it! Now let's go and get Rex.

A: Give me your hand, Patrick. 3  

B: We've had a good life, haven't we?  
We've got great children ...

A: And now our grandson has got married.

B: Yes. Are you happy, Emily?

A: Of course! It's going to be a good year.

B: It's going to be a *wonderful* year!

A: Give me your hand. 2  

B: Why? What's happened?

A: I heard a noise downstairs.

B: Oh! What do you think it is?

A: I don't know – but I'm going to find out.

B: I'm frightened.

A: Don't be frightened. Stay here.

B: No, I'm coming with you!

A: (*whispers*) There's someone in the living room ...

A and B: Aaaaargh!

A: Give me your hand. 4  

B: I don't want to. What are you going to do with it?

A: Nothing!

B: Well, why do you want it then?

A: Just ... Ah! I can see ...  
chocolate on this hand.

B: Um ... I don't know why ...

A: I do! You've eaten all my chocolates!

- 2  2.5 Listen to four pieces of music. Think about how they make you feel.  
Write two adjectives to describe each piece.

Piece 1: \_\_\_\_\_

Piece 3: \_\_\_\_\_

Piece 2: \_\_\_\_\_

Piece 4: \_\_\_\_\_

- 3  2.5 Listen again. Match each piece of music to a film script, 1–4.

Piece 1: Script \_\_\_\_      Piece 2: Script \_\_\_\_      Piece 3: Script \_\_\_\_      Piece 4: Script \_\_\_\_

- 4 Listen to volunteers read one of the scripts with the music they chose.  
Is it the best music for the script? Why? / Why not? Be a star! 

## Reading time 3

- 1  2.6 Read the play on pages 92–94. Where are the characters? What's the problem? How many ideas do they have to solve it?



## A stranger to the rescue

### Characters

**Roger**, a villager  
**Joan**, his wife  
**Ava**, their daughter  
**Henry**, a farmer  
**A man**

### Scene 1

*A leafy forest in England. A farmer is on his way to the village market when he finds a horse and cart in the middle of the path.*

**Henry:** Good morning! What's happened here?

**Roger:** A tree fell over during the night and it's blocking the path. We have to get to the market to sell our vegetables.

**Henry:** Oh, no! How long have you been here?

**Joan:** Since 7 o'clock this morning! We don't know what to do.

**Henry:** Have you tried lifting the tree out of the way yet?

**Joan:** Yes, we have, but it's too heavy.

**Henry:** I'm sure your horse is strong enough to move the tree. Why don't you untie the horse and then tie these leather straps round the tree?

**Roger:** OK.

**Henry:** Now I'll get the horse to pull while you push the tree from the other side. One, two, three ... go!

*10 minutes later ...*

- Henry:** Oh, dear! This isn't working. The tree is too heavy for the horse to pull!
- Roger:** And I've hurt my back! Ouch!
- Ava:** Now what are we going to do?
- Henry:** Hmm. Maybe we could go *through* the tree. Have you got any tools in your cart?
- Joan:** *(looking inside the cart and holding up an axe)* We've got this.
- Ava:** What is it?
- Joan:** It's an axe. It's used for cutting wood. It will cut the tree in half in no time! Come on! Who's feeling energetic?

*Roger takes the axe from his wife and starts to cut the tree.*



*One hour later ...*

- Roger:** This isn't going to work. The axe is too small and it isn't sharp enough. We'll be here until midnight! What are we going to do now?
- Joan:** I know! Let's make a fire and burn the tree.
- Henry:** Burn the tree? That's too dangerous. We're in the middle of a forest – we'll burn down the whole forest!
- Joan:** No, we won't. We'll only make a very small fire underneath the tree. Come on, let's try.

*They all start collecting leaves and branches from the forest floor.*

*15 minutes later ...*

- Ava:** Look! The branches aren't going to catch fire, they're too wet. What are we going to do now?
- Henry:** I'm going to look for help. I've heard there's a community of people who live in this forest and help people in trouble. *(runs off into the forest)*



## Reading time 3

## Scene 2

*Henry arrives back at the forest path with a strange man.*

**Man:** Good morning! I see that you have a challenging situation here! Have you tried moving the tree yet?

**Roger:** *(politely)* Yes, we have.

**Henry:** And we've tried cutting it in half.

**Ava:** And we've tried burning it!

**Joan:** But nothing worked and now we don't know what to do!

**Man:** Hmm ... have you tried going over the tree yet?

**Roger:** No, we haven't. That's a very clever idea ... but how do we do it?

**Man:** First, we need to take all the vegetables out of the cart ... Now I need each person to stand next to a wheel. *(they all move quickly to each corner of the cart)* OK, lift the wheels together – one, two, three. Now we can lift the cart over the tree.

**Roger:** *(sounding excited)* It's working!

**Joan:** We did it! Now we can put the vegetables back in the cart and we won't be late for market!

**Man:** Just remember – there's always a way to solve a problem, especially when you work together!

**Everyone:** Thank you!

**Man:** You're welcome. If you ever need help again, you know where to find me. The name is Hood, Robin Hood. *(Everyone gasps in surprise)*



## Reading time 3 Activities

Read the play on pages 92–94 again. Complete the sentences.

- 1 They can't continue along the path because \_\_\_\_\_ a tree has fallen across it \_\_\_\_\_.
- 2 The horse can't move the tree because \_\_\_\_\_.
- 3 They can't cut the tree with the axe because \_\_\_\_\_.
- 4 The branches don't catch fire because \_\_\_\_\_.
- 5 Henry has heard of a community of people who \_\_\_\_\_.
- 6 The best way to solve a problem is to \_\_\_\_\_.

Imagine you are Roger. Write a diary entry about your favourite part of the play.

I was feeling very worried when I looked up and saw Henry running towards us with a strange man. I was pleased that someone else was here to help.

**💡** What does the play teach you about solving problems? Think and tick (✓).

- 1 If you can't work out how to solve a problem, ask for help.
- 2 There's always one correct way to solve a problem.
- 3 If you can't solve a problem the first time, try again.
- 4 There are some problems that you can't solve.
- 5 Every problem has a solution, but you may have to try different ideas to find it.

**💡** Can you think of a different solution to the problem? Use the pictures to help you, or your own ideas.



**📺** Watch the video to see a different ending to the story. Which ending do you prefer? Why?

## 8

## Tell me a story

## Lesson 1

## Reading

1 Look at the pictures and title. Answer the questions. Give reasons.

- 1 Which country do you think the story is from?
- 2 What animal is in the story?
- 3 Who do you think the main characters are?

astonished    bad temper    collect  
 emperor    forgive (forgave)  
 furious    own (owned)    palace  
 powerful    swan

2  2.7 Read the story quickly and check your ideas in Activity 1.

## The perfect swan

There was once a Chinese **emperor** named Zhang Wei. He was a strong and **powerful** man, but he was also kind and took care of his people. However, there was one problem – he had a **bad temper** and became angry very quickly.

Zhang Wei loved art. He **owned** thousands of paintings, but he always wanted one more. One day he asked his assistant, Hong, 'Who is the most famous painter in China?'

'His name is Cheng Li,' replied Hong. 'He's the best artist in the country.'

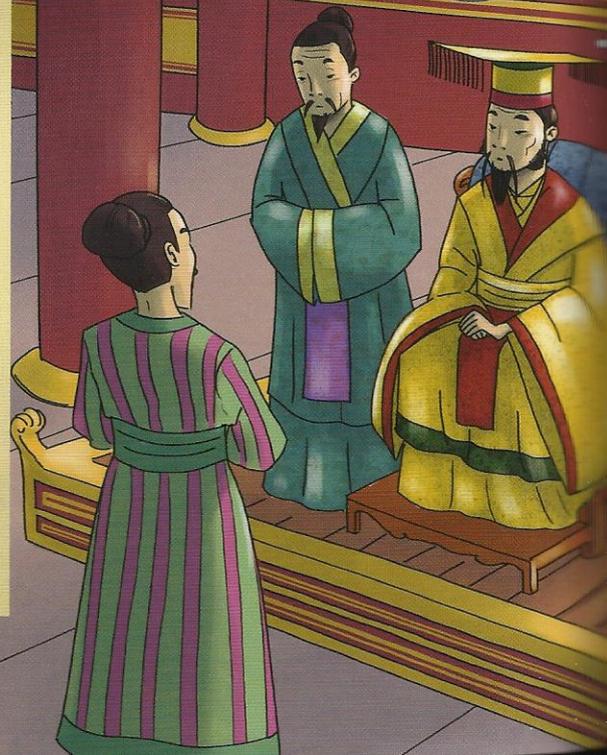
'Excellent!' said Zhang Wei. 'Do you think he could paint a beautiful **swan** for me?'

'If you ask him, he'll paint any animal you like,' replied Hong.

Zhang Wei invited the artist, Cheng Li, to his **palace**.

'Cheng Li!' said Zhang Wei. 'Will you paint a picture of a swan for me?'

'Of course,' replied Cheng Li. 'But it will take some time.'



'I understand,' said Zhang Wei. 'You can stay at the palace until you've finished the painting.'

After one year, Zhang Wei visited Cheng Li in his room at the palace.

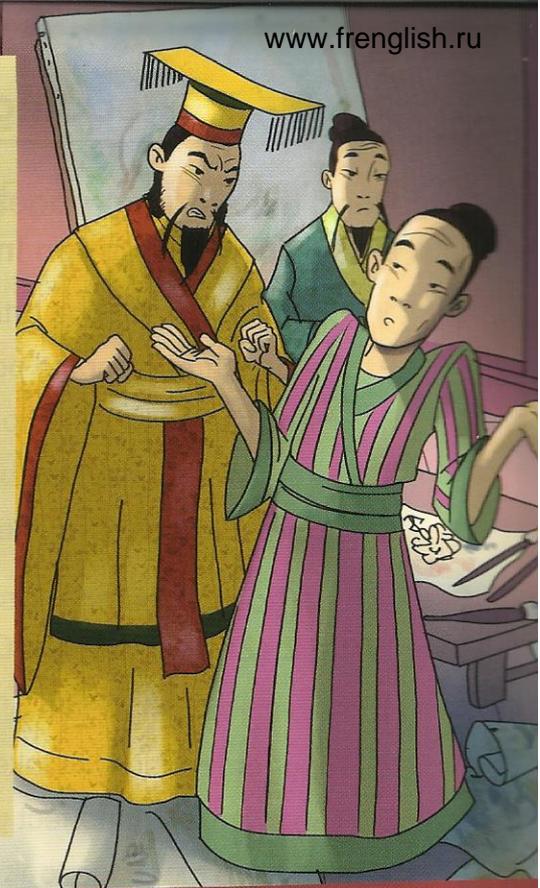
'Cheng Li!' said Zhang Wei. 'Is my painting ready yet?'

'I'm sorry,' said Cheng Li. 'Swans are not easy to paint. I'm going to need more time. Could you please come back in another year?'

One year later, the emperor returned, but the painting still wasn't ready. Zhang Wei was **furious**. 'I'll give you one more year!' he shouted. 'If my painting isn't finished, you'll be sorry!'

Another year later, Zhang Wei came back to **collect** the painting. Cheng Li put a large sheet of paper on the table. Then he took a brush and some ink and painted the most beautiful swan the emperor had ever seen. Zhang Wei was **astonished**.

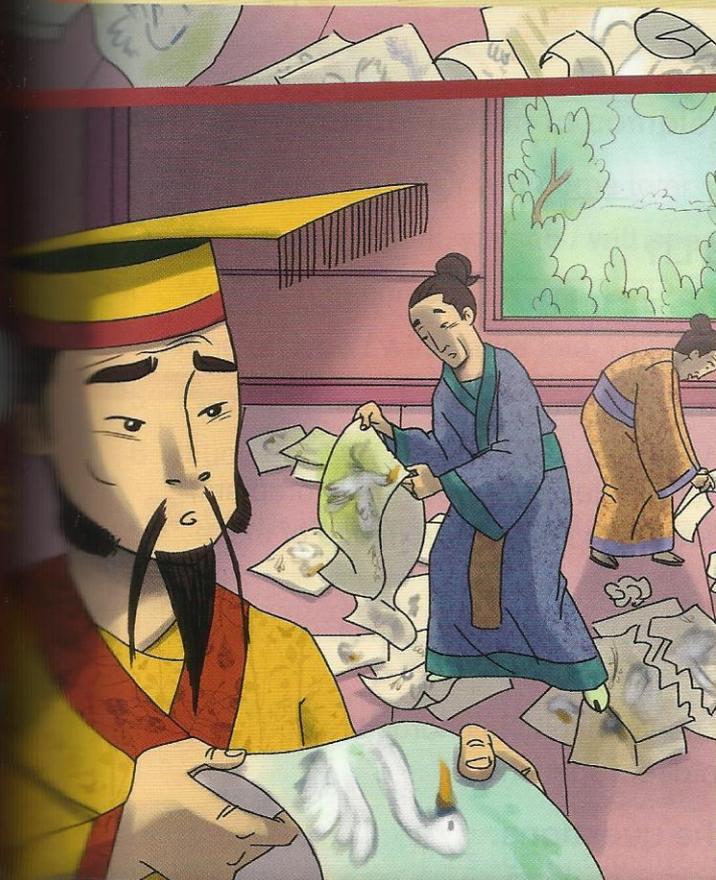
'That ... is ... perfect!' he cried. 'It's magnificent!'



But Zhang Wei was still furious. 'I've waited for three years,' he shouted, 'and you painted this swan in two minutes! How dare you make a fool of me!' He was so angry that he sent Cheng Li to a land far away and told him never to return to China.

A week later, Zhang Wei told his servants to empty Cheng Li's room in the palace. Zhang Wei was astonished when his servants found thousands of paintings of swans. The emperor suddenly realised his mistake. Cheng Li wasn't slow or lazy. He had practised every day for three years until he learnt how to paint the perfect swan.

Zhang Wei had made a terrible mistake because of his bad temper. He sent a message to Cheng Li to say sorry and invited him to come back to China. Cheng Li **forgave** Zhang Wei and returned to live in the palace as the emperor's royal painter.



3  What do you think the main message of the story is? **Be a star!** 

4 Look at the vocabulary panel on page 96. Find the words in the text. Use the context to work out what they mean.

## Lesson 2

## Reading comprehension

1 Read the story on pages 96–97 again. Circle *T* (True) or *F* (False). Underline information in the story to support your answer.

- |  |       |
|--|-------|
| 1 Cheng Li was a good artist.                                    | T / F |
| 2 He took three years to paint the swan.                         | T / F |
| 3 It took him a long time to paint the swan because he was lazy. | T / F |
| 4 Zhang Wei was furious because the painting wasn't good enough. | T / F |
| 5 Zhang Wei was sorry that he sent Cheng Li away.                | T / F |

2  Who do you think said these things in the story?

Write *Z* (Zhang Wei) or *C* (Cheng Li).

- |   |               |
|---|---------------|
| 1 I want the best picture of a swan in China.                       | <u>  Z  </u>  |
| 2 A perfect picture will take a very long time to paint.            | <u>      </u> |
| 3 The swan is not perfect yet, you must wait longer.                | <u>      </u> |
| 4 You have made me look stupid so I'm going to send you away.       | <u>      </u> |
| 5 I tried to do my best. I don't understand why he's angry with me. | <u>      </u> |



3  Why was Zhang Wei furious with Cheng Li?

Do you think he was right to send him away? Be a star! 

## Learning to learn

### Recognise different points of view

Every story has a narrator (the storyteller). The narrator tells us about the characters, actions and setting of the story. The narrator usually tells the story from one of these points of view:

- In first person: the narrator is usually a main character and uses *I* or *we*. The reader knows the narrator's thoughts and actions.
- In third person: the narrator is more like an observer of all the characters and uses *he*, *she*, *it* or *they*. *I* or *we* is only used in direct speech.

Look back at *The perfect swan*. Answer the questions.

- 1 Is it a first person or third person narrative? How do you know?
- 2 Give two examples of how the narrator tells us how the characters feel.

# Lesson 3 Grammar

## 1 Look and read.

Graphic

Grammar

### First conditional

If you rest, you'll feel better.

If I stop, I **won't** finish my house.

If you **don't** rest, you'll get ill.



## 2 Circle the correct option to complete the sentences.

- 1 If my friend comes / will come later, we'll go to the park.
- 2 If we go to the park, we see / will see the swans on the lake.
- 3 We'll stay at home if it rains / will rain.
- 4 If he arrives / will arrive late, I'll be furious.
- 5 I won't finish / finish my homework if you don't turn off the TV.
- 6 If you don't go to bed early, you feel / will feel tired tomorrow.

## Look!

The **if** clause can go at the end of a sentence. When it goes second, don't use a comma:

*You'll get ill **if** you don't rest.*

## 3 Work in pairs. Complete the sentences with your own ideas.

If it's sunny tomorrow, ...

I'll be late for school if ...

If I have enough money, ...

I won't go out on Saturday if ...



If it's sunny tomorrow, we'll go sailing.



I'll be late for school if I don't find my phone.

## Lesson 4 Language in use

### 1 2.8 Listen and say.

escape hurt rescue  
rope tie (tied) up



-  I can't wait for the last episode of *In the shadows*. Tyler is in the woods and Rex is coming to get him. He **might** hurt him!
-  He **may** escape first.
-  I don't think so. He's tied up!
-  He might find something to cut the rope.
-  But he can't move.
-  Well, he **may not** escape, but Maribel **could** come and rescue him.
-  But she doesn't know where he is. No one knows where he is!
-  Well, she may call the police.
-  But they **might not** think it's an emergency.
-  Well, we'll have to wait and see. I'm so excited!

### 2 Look and write sentences in your notebook with *may (not)*, *might (not)* or *could*. Add two ideas of your own.

- 1 A ship / rescue her  
A ship might rescue her.
- 2 It / not see / her
- 3 Someone / call / the emergency services
- 4 They / not know / she's lost
- 5 The waves / not carry / her to the beach
- 6 The wind / carry / her further away

### Look!

Affirmative: *may / might / could*

Negative: *may not / might not*



### 3 Make a new dialogue. Use the ideas in Activity 2. **Be a star!**

-  I can't wait for the new series of *In the shadows*. Maribel is lost at sea in a tiny boat. What do you think will happen?
-  A ship might rescue her.

## Lesson 5

## Listening

**Look at the picture and discuss the questions.**

- 1 Where is the boy?
- 2 Why is he in the tree?
- 3 How does he feel?
- 4 Why do you think he feels like this?

in trouble  
play a trick  
tell lies  
tell the truth



2.9 Listen to the story. Check your ideas in Activity 1.

2.9 Listen again and number the events in order. **Be a star!**

- a He does the same thing again and his parents are furious.
- b His parents go to help him, but it was just a trick.
- c One day he decides to play a trick and shouts for help.
- d The boy takes the goats up the hill every day.
- e Then he sees a real lion. He shouts for help again, but his parents don't come.
- f The lion scares away all his goats.

1

**Discuss with a partner.**

- 1 Why did Jakobo tell lies?
- 2 Do you agree with what his parents did? Why? / Why not?
- 3 What is the moral, or message, of this story?

**Values**

Why is it important to tell the truth?

## Lesson 6

## Writing

1 Look at the story on pages 96–97 again. Find and underline ...

- 1 the main characters in the story.
- 2 the main events (do not include unnecessary information like small details or explanations).



2 This chart will help you write a summary of a story. Work in pairs to complete it with notes about *The perfect swan*.

**Someone ...** *Who are the main characters? What do we need to know about them?*

---

**Wanted ...** *What did the emperor want?*

---

**So ...** *What did the emperor do?*

---



---

**But ...** *What was the problem?*

---



---

**Then ...** *What happened in the end?*

---



---

**Read the summary of another story. Answer the questions.**

- 1 Do you think it's a good summary? Why? / Why not?
- 2 What information do you think is most important? Find and underline it.



Once there was a poor farmer. He didn't have any money and he was hungry all the time. One day he discovered a special goose on his farm. The goose was fat with lots of white feathers. Every day it laid a golden egg. The eggs were beautiful and shiny, and the farmer was very happy. The farmer sold the eggs and became rich. He had food and a warm house, and he didn't have to work on his farm anymore. But he was very greedy. He didn't want to wait for just one egg each day. He wanted all the golden eggs at once. The farmer opened the goose's mouth. He reached deep inside the goose to find more golden eggs, but there weren't any! After that, the goose never laid another golden egg.

- 4 Work in pairs. Use your notes from Activity 2 to write a summary of *The perfect swan* using no more than 100 words. **Be a star!** ★**

Once there was a Chinese emperor. He wanted a painting ...

## Working with words

### Synonyms

Synonyms are words that mean the same. For example, *big* and *large* or *fast* and *quickly*. When you write, try not to repeat the same words. Think of synonyms to make your writing more varied and interesting.

**Look at the story on pages 96–97. Find synonyms for these words.**

- |          |                 |             |       |             |       |
|----------|-----------------|-------------|-------|-------------|-------|
| 1 strong | <u>powerful</u> | 3 go back   | _____ | 5 fantastic | _____ |
| 2 angry  | _____           | 4 surprised | _____ | 6 very bad  | _____ |

## Lesson 7

## Speaking

- 1  2.10 Listen to someone giving a talk about the story in Lesson 5. Do you think it's a good talk? Why? / Why not?

moral take place

- 2  Write notes about a story you like. It could be a story you have read in *Academy Stars* or another story you know well.

Title: \_\_\_\_\_

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

Main events:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Ending: \_\_\_\_\_

Moral: \_\_\_\_\_

My opinion: \_\_\_\_\_



- 3 Prepare and practise your talk with a partner. Use your notes and the phrases to help you.

It's about ...

The main character(s) is / are ...

The story takes place in ...

One day ... / A few days/weeks/years later ... / The next day ...

The moral of the story is ...

- 4  Give your talk to the class. Answer any questions. **Be a star!** 

## Lesson 8

## Think about it!

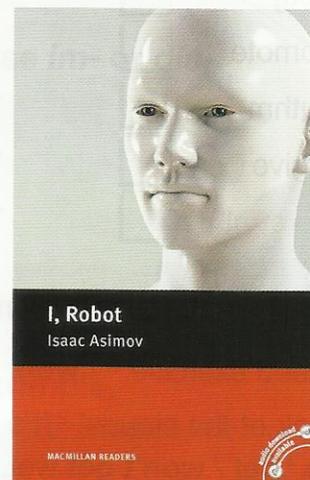
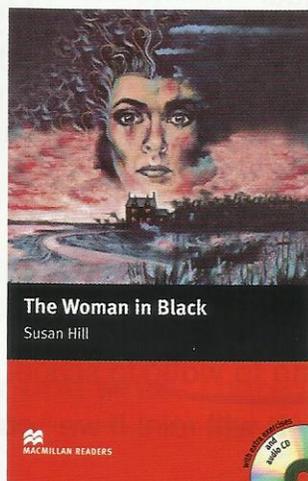
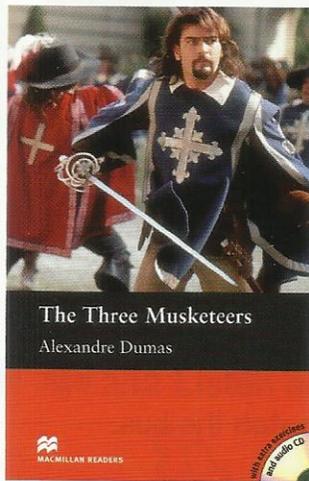
Choose a book  
for a friend

- 1  Do you know any of these books? What type of books are they?  
Think and match.

1 history and adventure

2 science fiction

3 mystery and horror



- 2  Read and check your answers to Activity 1. Which book would you most like to read? Give two reasons for your answer.

**The Three Musketeers:** In 1625, a poor but brave young man travels to Paris to join the King's Guards. Together with his new friends Athos, Porthos and Aramis, he has many exciting adventures along the way.

**The Woman in Black:** A young lawyer attends the funeral of Mrs Alice Drablow, who lived alone in an old house in the countryside. There he sees a young woman dressed all in black and begins to feel afraid.

**I, Robot:** In the future, most of the work is done by robots, but there are laws so that humans stay in control. Robots must not hurt humans and they must obey orders from them. But what happens when one robot doesn't agree with these laws?

- 3  2.11 Listen to three people talk about books. Match them to the book you think they might like. Then compare your answers with a partner.

1 Sam

a The Three Musketeers

2 Tanya

b I, Robot

3 Isobel

c The Women in Black

## Review 4

- 1 Tick (✓) the words which are adjectives. Then work in pairs.  
Make a sentence with each adjective.

1 furious	<input checked="" type="checkbox"/>	7 foggy	<input type="checkbox"/>
2 lively	<input type="checkbox"/>	8 calendar	<input type="checkbox"/>
3 promote	<input type="checkbox"/>	9 cheerful	<input type="checkbox"/>
4 rhythm	<input type="checkbox"/>	10 escape	<input type="checkbox"/>
5 forgive	<input type="checkbox"/>	11 optimistic	<input type="checkbox"/>
6 powerful	<input type="checkbox"/>	12 catchy	<input type="checkbox"/>



My mum was furious with my big brother when he came home late.

- 2 Circle the best verb form to complete the dialogue.

A: I need exercise. <sup>1</sup>I walk / **I'm going to walk** to school today.

B: Look at the clouds! <sup>2</sup>It's going to / It will rain! If we <sup>3</sup>catch / will catch the bus, we <sup>4</sup>get / won't get wet.

A: OK, let's walk to the bus stop. <sup>5</sup>Do / Will you have a music lesson today?

B: I've got a rehearsal. The Battle of the Bands competition <sup>6</sup>is / will be on Friday. We <sup>7</sup>will / are going to perform our rap song.

A: I love it, it's really catchy! I think <sup>8</sup>you'll / you win!

B: Thank you!

A: The competition will be fun. What time <sup>9</sup>does it / is it going to start?

B: It <sup>10</sup>will start / starts at seven o'clock.

- 3  Work in pairs. Use the prompts to say what you will / won't do in these situations.



If it snows, I won't go to the beach.



If my friend doesn't call ...



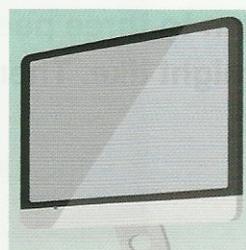
it / snow



my friend /  
not call



I / go / into town



I / not do /  
my homework



we / go /  
to the park

**Match the words to their synonyms.**

- |              |              |
|--------------|--------------|
| 1 powerful   | a escape     |
| 2 astonished | b strong     |
| 3 furious    | c take place |
| 4 happen     | d angry      |
| 5 run away   | e surprised  |

Fantastic! You're an Academy Star!

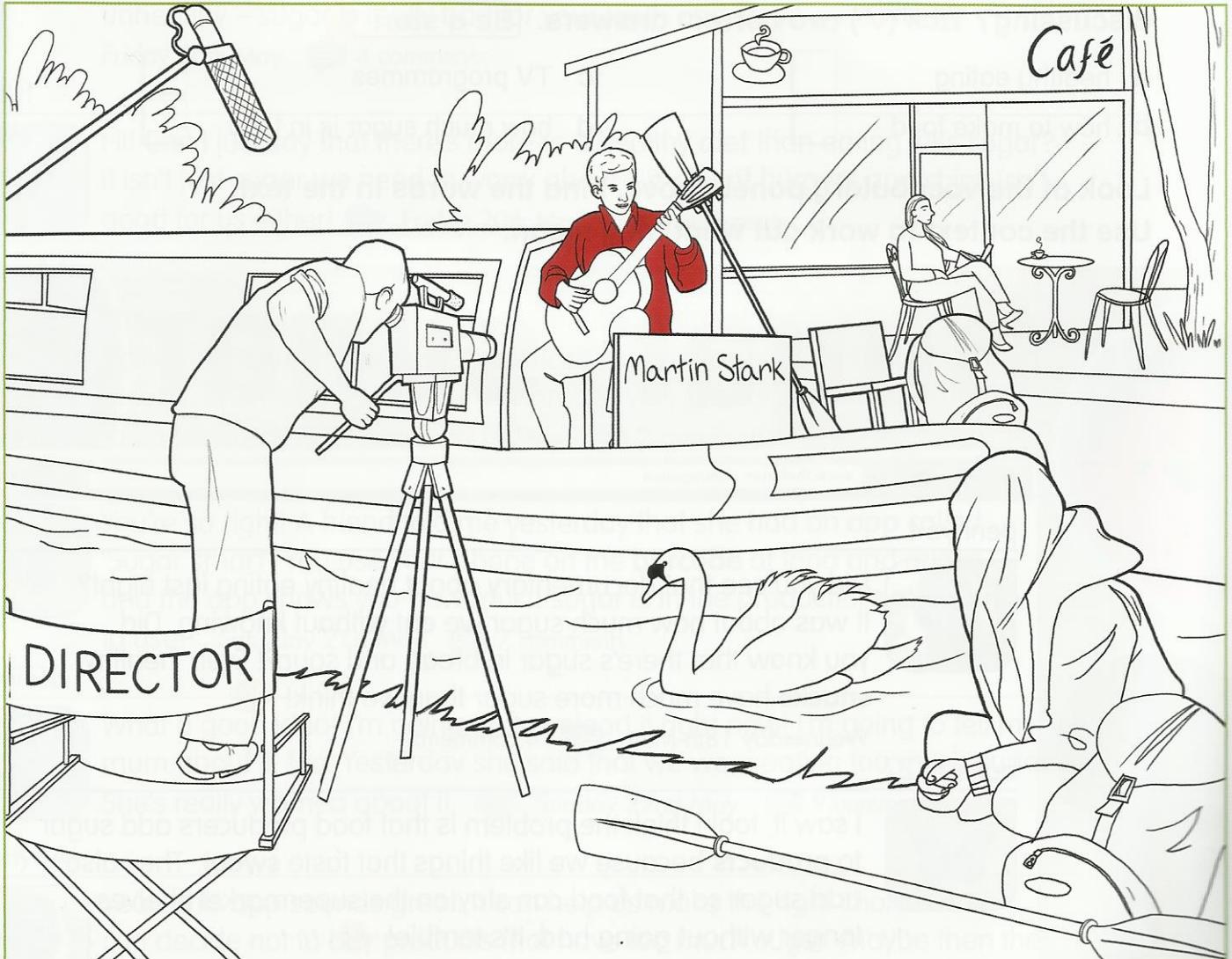


**Write the opposite of the words in the correct column. Use *im-* or *dis-*.**

<i>im-</i>	<i>dis-</i>
_____	<u>disagree</u>
_____	_____
_____	_____

- |         |          |
|---------|----------|
| agree   | appear   |
| perfect | polite   |
| honest  | possible |

**2.12 Listen and colour and write. There is one example.**



## 9

## What's your opinion?

## Lesson 1 Reading

app	barcode	blame
choice	diet	media
product	snack	
sweet	teaspoon	

1  Look at the text and answer the questions.

- 1 What type of text is it?  
 a a text message      b an email      c a discussion forum
- 2 How many people give their opinion?  
 a five      b three      c four

2  2.13 Read the text quickly. What are they discussing? Tick (✓) two correct answers. **Be a star!** 

- a healthy eating
- b how to make food
- c TV programmes
- d how much sugar is in food

## 3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

## Sugar, sugar

www.theforum.com/opinion

penny64



Did you see that documentary about healthy eating last night? It was about how much sugar we eat without knowing. Did you know that there's sugar in bread and soup?! Even 'healthy' **snacks** have much more sugar than we think! 😱

Wednesday 18th May  14 comments

butterfly22



I saw it, too! I think the problem is that food producers add sugar to **products** because we like things that taste **sweet**. They also add sugar so that food can stay on the supermarket shelves longer without going bad. It's terrible! 😞

Thursday 19th May  3 comments

minnie13



I agree! This means we eat much more sugar than we should! You shouldn't have more than six **teaspoons** of sugar a day, but there are *seven* teaspoons in just one fizzy drink! And I drink a can of cola every day! 🍷 🥤

Thursday 19th May 💬 8 comments

bart99



I disagree. The **media** always try to scare us about food! It's always in the news! First they told us we were eating too much salt, then it was too much red meat. This week it's sugar. Next week it'll be milk products! Is everything bad for our health?! I think people are clever enough to make their own food **choices**. Thursday 19th May 💬 7 comments

penny64



I'm sorry, but I don't agree. I don't think everyone can make the right choices. I **blame** the advertisers. We see so many pictures of delicious looking food everywhere, which makes us want to eat more. But a lot of that food is unhealthy – sugar is really bad for your teeth and for your health. 🍰

Friday 20th May 💬 4 comments

fred01



Hi! Can I just say that there's more to a healthy **diet** than eating less sugar? It isn't just sugar we need to worry about – a diet of burgers and chips isn't good for us either! 🍔 Friday 20th May 💬 5 comments

penny64



That's true – but that isn't what we're talking about! The point is that we're eating extra sugar because it's difficult to know how much sugar is added to food. There's so much information on every product that it's very hard to understand. 🤔 Saturday 21st May 💬 2 comments

butterfly22



You're so right! A friend told me yesterday that she had an **app** called 'Sugar smart'. You use your phone on the **barcode** of food and drinks and the app shows you how much sugar is in the product! It's really easy to use! Saturday 21st May 💬 7 comments

minnie13



What a good idea! I'm going to download it right now! I'm going to tell my mum about it, too. Yesterday she said that we were eating too much sugar. She's really worried about it. 😬 Sunday 22nd May 💬 9 comments

penny64



Yeah, this app sounds great. It can help us make the right choices. We can decide not to buy products that have too much sugar. Maybe then the producers will make food healthier! 😊 Monday 23rd May 💬 13 comments

## Lesson 2

## Reading comprehension

1 Read the discussion forum on pages 108–109 again.

Who do you think said these things? Write the correct names.

- 1 I have too much sugar every day. minnie13
- 2 Sugar is not the only problem in our diets. \_\_\_\_\_
- 3 Sugar is added to food products so they taste better. \_\_\_\_\_
- 4 This new app can help us buy healthier food products. \_\_\_\_\_
- 5 It isn't easy to understand how much sugar is in products. \_\_\_\_\_

2  Match each point (1–5) to its supporting statement (a–e). Be a star! 

- 1 Some food that we think is healthy can have lots of added sugar. d
- 2 Adverts make us want to eat unhealthy food. \_\_\_\_\_
- 3 The media changes the message about what is unhealthy for us. \_\_\_\_\_
- 4 We need to do more than just eat less sugar if we want to eat healthily. \_\_\_\_\_
- 5 The app can give us the information we need to make better choices. \_\_\_\_\_

a First they told us we were eating too much salt, then it was too much red meat.

b We see so many pictures of delicious looking food everywhere.

c We can decide not to buy products that have too much sugar.

d Even 'healthy' snacks have much more sugar than we think!

e A diet of burgers and chips isn't good for us either!

3  Were you surprised by any of the information in the forum? What surprised you the most?



## Working with words

### Word groups: related words

Identifying related words is a useful way to help you work out the meaning of new words. For example: *I think the **advertisers** are to blame.* You know the word *advert* – what do you think *advertisers* means? The people who make adverts! If you look in a dictionary, you will also find the verb *advertise*. So that's three words you've learnt from one.

Find a word related to these ones in the text on pages 108–109.

Use your dictionary to find a third word for each.

- 1 product \_\_\_\_\_
- 2 healthy \_\_\_\_\_
- 3 agree \_\_\_\_\_

## Lesson 3

## Grammar

## Graphic

## Grammar

## Reported speech – present tenses

'Sugar is bad for you.'

I said sugar was bad for you.

'I love sugar.'

He said he loved sugar.

'I'm eating all the cakes!'

He said he was eating all the cakes.



## 2 Complete the reported sentences with the correct form of the verb.

1 'I'm doing a project about food,' said Zara.

Zara said she was doing a project about food.

2 'I sometimes disagree with the media,' said Andy.

Andy said he sometimes \_\_\_\_\_ with the media.

3 'We're worried about children's diet,' said the doctors.

The doctors said they \_\_\_\_\_ worried about children's diet.

4 Mum said, 'I'm cooking vegetable soup for dinner.'

Mum said she \_\_\_\_\_ vegetable soup for dinner.

5 Penny said, 'Soup often has extra sugar in it.'

Penny said soup often \_\_\_\_\_ extra sugar in it.

## 3 Ask a partner. Then report his / her answers to the class. Be a star! ★

1 What's your favourite snack?

2 What do you want to do when you leave school?

3 What are you doing right now?

He said his favourite snack was yoghurt.



## Lesson 4 Language in use

### 1 2.14 Listen and say.



lose (lost) research What's wrong?

-  Have you started your research for our healthy eating project?
-  Yes, I have. But I've got a problem.
-  What's wrong?
-  I've lost my mum's tablet! I can't find it **anywhere**.
-  Oh, no! It must be **somewhere**.
-  I've looked all over the school. There's **nowhere** I haven't checked!
-  Don't worry! **Someone** will find it. Have you told **anyone** else?
-  **No one** knows yet.
-  Can I do **anything** to help?
-  Wait! My phone's ringing! Hello, Tomoko ... It's Tomoko. She's found **something** ... it's my tablet! Thanks, Tomoko, that's fantastic!

### Look!

	Person	Place	Thing
Affirmative statements	someone	somewhere	something
Affirmative statements, negative meaning	no one	nowhere	nothing
Questions / negative statements	anyone	anywhere	anything

### 2 Circle the correct word.

- 1 The tablet must be **somewhere** / **anywhere**.
- 2 Alice looked all over the school, but it wasn't **nowhere** / **anywhere**.
- 3 **No one** / **Anyone** knew where her tablet was.
- 4 There was **nothing** / **anything** in her bag.
- 5 **Someone** / **No one** found the tablet and called Alice.

### 3 Make a new dialogue about something you have lost. **Be a star!**

-  I've lost my watch. I can't find it anywhere.
-  Oh, no! It must be somewhere.

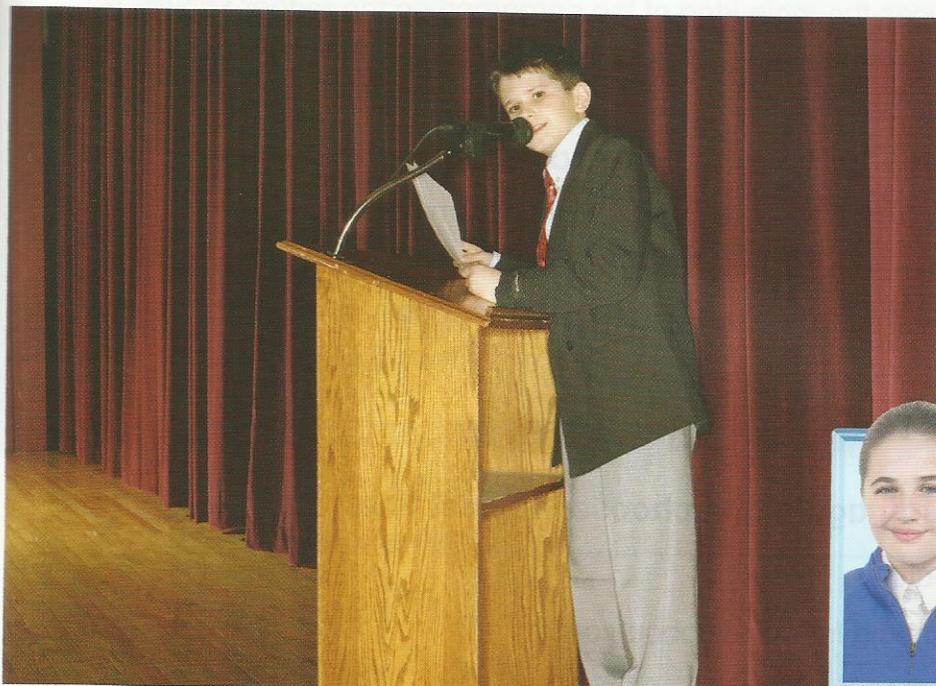
## Lesson 5

## Listening

Look at the photo and answer the questions.

believe    concentrate    debate  
exam    multi-tasking

- 1 What's the boy doing?
- 2 Is this a formal or an informal situation?
- 3 How do you think he feels? Why?



 Values

Why is it important to listen to other people's opinions?

  Maya and James are taking part in a debate: 'Multi-tasking is the best way to work.' What is multi-tasking? Do you agree with this statement? Discuss.

 2.15 Listen to the debate and circle *T* (True) or *F* (False).

- |  |       |
|--|-------|
| 1 Maya thinks multi-tasking is good.                               | T / F |
| 2 Maya believes that multi-tasking takes too much time.            | T / F |
| 3 Maya says that multi-tasking is important in our jobs.           | T / F |
| 4 James says you will do well in exams if you do your homework.    | T / F |
| 5 James thinks multi-tasking is more important than concentrating. | T / F |

 2.15 Answer the questions. Give one reason for each. Then listen again and check.

- 1 Why does Maya think multi-tasking is a good thing?
- 2 Why does James think it isn't a good thing?

 Were your reasons in Activity 2 similar or different to Maya's and James's? Who do you think has a better argument? Why?

## Learning to learn

### Use topic sentences

An essay is divided into paragraphs. Each paragraph discusses a different topic. A good essay contains topic sentences. A topic sentence is usually the first sentence in a paragraph. It introduces the main idea of the paragraph so the reader knows what it will be about. Topic sentences give your essay structure and make your arguments clearer.

**Read the essay in Activity 1. Write the topic sentences in the correct place.**

- a Secondly, I don't agree that we should cut any food from our diet.
- b ~~Every day we hear about another food that is bad for our health.~~
- c In my opinion, people shouldn't listen to the media.
- d Firstly, I think a small amount of sugar is good for you.

### 1 Read Bart's opinion essay again and choose the best title.

- 1 Is sugar bad for your health?
- 2 Should we listen to the media for advice about food?
- 3 Should people eat what they want?

<sup>1</sup> Every day we hear about another food that is bad for our health.

One week it's meat and the next it's bread. Now sugar is in the news, but I don't believe that the media are always right.

<sup>2</sup> \_\_\_\_\_

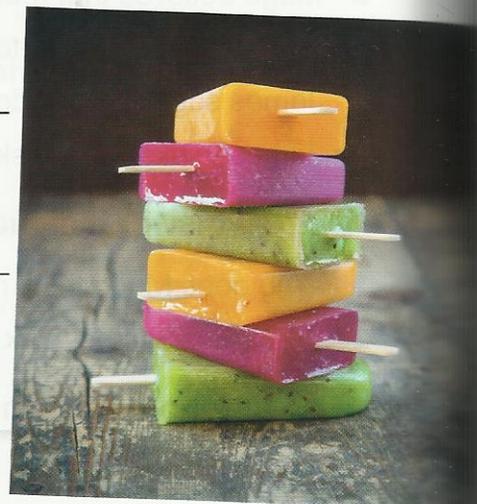
A sweet snack can give you energy when you feel tired. When I'm sad, my mum gives me some chocolate to make me feel better.

<sup>3</sup> \_\_\_\_\_

I believe that it's important to eat a variety of food from different food groups, and to eat the right amount to stay healthy.

<sup>4</sup> \_\_\_\_\_

They should make their own food choices. Meat, bread and even sugar are important in our diet, but we need to be careful that we don't eat too much.



## 2 Answer the questions.

- 1 Does Bart agree with what the media say about unhealthy food?
- 2 What arguments does he give to support his opinion?

## 3 Underline the phrases in the essay that Bart uses to give his opinion.

I don't believe that the media are always right.

## 4 Bart divided his essay into four paragraphs. Match each paragraph to its purpose.

- |                |  |
|----------------|--|
| 1 Introduction | a Give a first argument to support your opinion. |
| 2 Main body 1  | b Summarise your arguments.                      |
| 3 Main body 2  | c Explain the topic and give your opinion.       |
| 4 Conclusion   | d Give a second argument.                        |

## 5 Prepare an opinion essay on the topic: 'Are school uniforms a good idea?'

Work as a class to complete the plan.

**Introduction** Introduce the topic: There are many advantages and disadvantages to wearing school uniform.

Give your opinion: \_\_\_\_\_

**Main body** Topic sentence: \_\_\_\_\_

(Argument 1) Supporting sentences: \_\_\_\_\_

**Main body** Topic sentence: \_\_\_\_\_

(Argument 2) Supporting sentences: \_\_\_\_\_

**Conclusion** Summary: \_\_\_\_\_

## 6 Use the plan in Activity 5 to write your class essay. Use some of the phrases below. **Be a star!** ★

### Look!

To introduce opinions:

*I think / don't think that ...*

*I believe / don't believe that ...*

*I agree / disagree that ...*

*In my opinion, ...*

To order arguments:

*First / Firstly / First of all*

*Secondly / In addition, ...*







## Lesson 8

## Think about it!

## Improve your school

1 Imagine that your school has won a £20,000 prize. How will you spend the money? Match options a–d to arguments 1–4.

- a Improve the food in the school canteen.
- b Buy new sports equipment.
- c Buy new books for the library.
- d Buy a tablet for every student.

- 1 Technology is the future. \_\_\_\_\_
- 2 It's a great place to get information. \_\_\_\_\_
- 3 A healthy body means a healthy mind. \_\_\_\_\_
- 4 A good brain needs healthy food.  a



2 Work in pairs. Look at options a–d in Activity 1 again. What's the best way to spend £20,000? Number the options 1–4: 1 = most important, 4 = least important.

3 Write three supporting arguments for your number 1 option in Activity 2.

Option a: Improve the food in the school canteen

- The canteen will be a more popular place.
- Students will learn better if they eat healthy food.
- Health is more important than books or technology.



4 Work in groups. Use your arguments to persuade the rest of the group that your option is the best way to spend £20,000.



I think it's important that students have a healthy lunch every day. They'll learn better if they eat healthy food.

In my opinion, technology is more important in the 21st century.



1  2.16 Read the article on pages 118–120. What stories does the text talk about?

← → ↻ www.ourstories.com

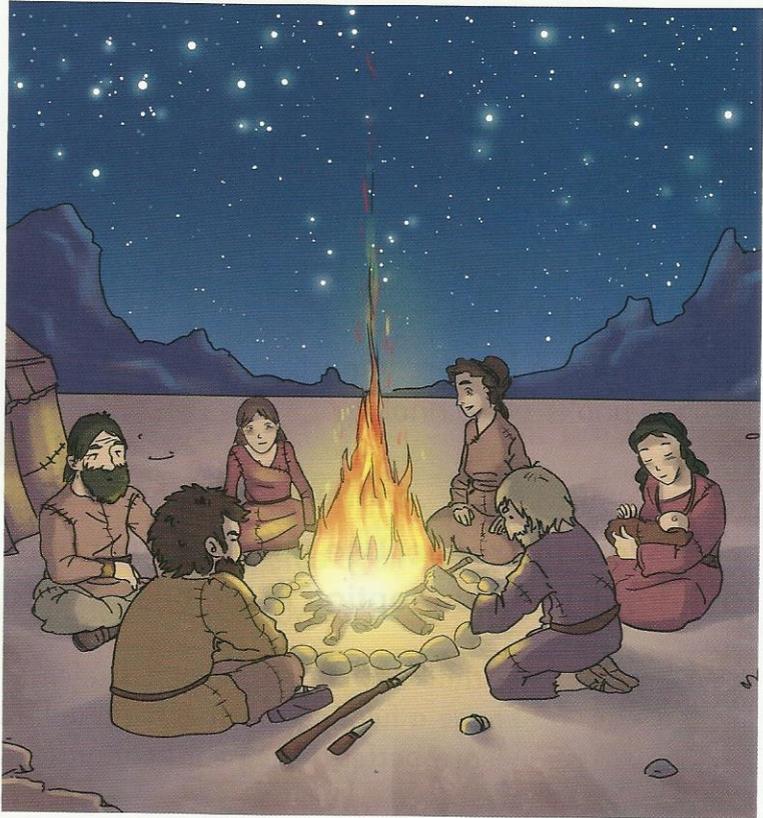
# The power of stories

Stories are an important part of every culture. There have always been stories. Even before there were languages, people used pictures, signs and sounds to tell stories. Stories express our values, experiences, hopes and dreams, and help us to understand the world around us. Do you remember your favourite stories when you were very young, the ones you always wanted your parents to read to you 'just one more time'? We all need to hear and tell stories, but how did it all begin?

## The start of storytelling

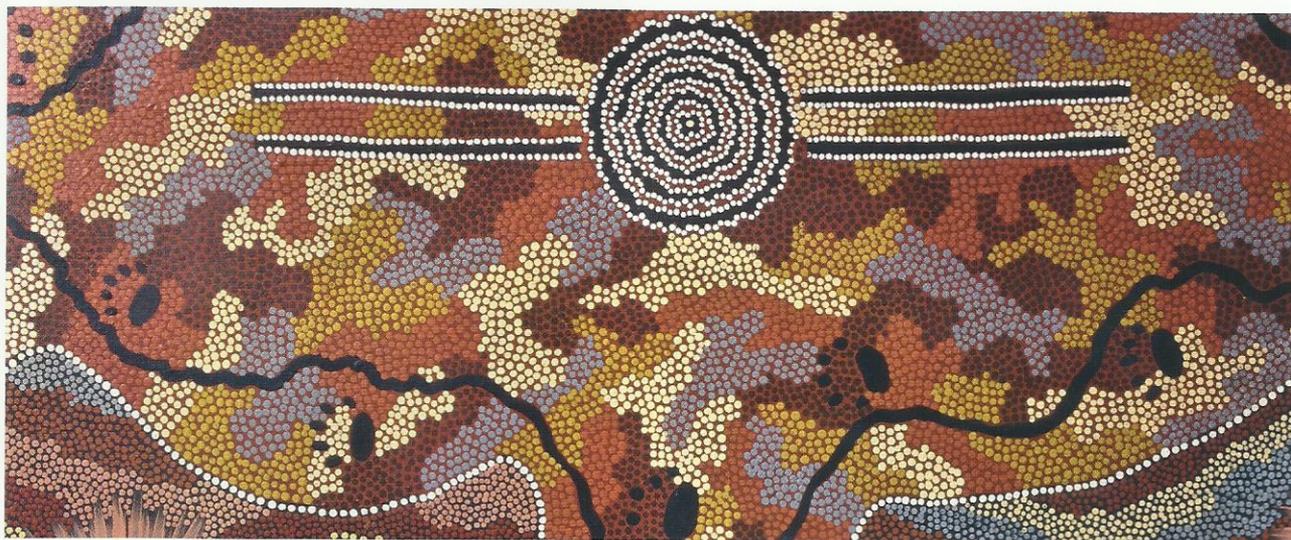
Thousands of years ago, people used to sit around their fires at night. There were no books or television, so talking was the only entertainment. They asked questions about things they did not understand, such as, 'Where does fire come from?' Over time, people developed stories that answered these questions.

Before there was writing, it wasn't possible to record stories. People learnt the stories of their culture and told them to their children, who told them to their children. This is called 'oral storytelling'. Without writing, it is how stories are shared over the years and never forgotten.



The illustration shows a group of six people—three men and three women—sitting on the ground around a large, bright campfire at night. They are dressed in simple, traditional clothing. The background features a dark, starry sky and silhouettes of mountains or hills. The scene is lit by the warm glow of the fire, creating a cozy and intimate atmosphere.

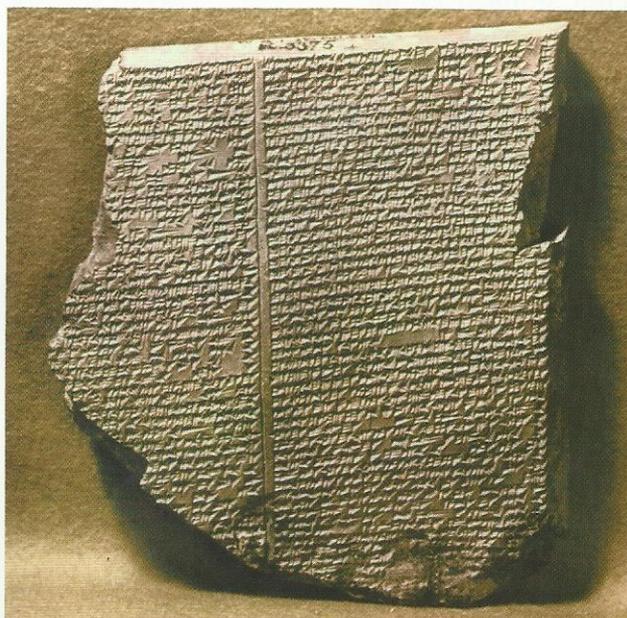
The earliest forms of storytelling included chants, songs, poems and dance. For example, the Aboriginal people of Australia have shared their stories for thousands of years through very long songs, which also provide a 'map' of the landscape. These are called 'songlines' and they describe the position of natural features, such as rivers, rocks and trees, across the land. This helped people to find their way and travel great distances.



▲ Aboriginal art representing a songline

## The oldest stories

Writing appeared around 5,000 years ago in Mesopotamia (modern Iraq and Syria). The first writing system was called 'cuneiform'. One of the oldest written stories is *The Epic of Gilgamesh*. An epic is a long poem about an important person or hero. Gilgamesh was a powerful king in the city of Uruk in Mesopotamia. He lived for a very long time and had many great adventures. The stories were originally oral tales, but over 5,000 years ago people started to collect them and write them on clay tablets in cuneiform.



▲ A clay tablet showing part of *The Epic of Gilgamesh*

www.ourstories.com

Other stories that began thousands of years ago are still famous all over the world. The *Mahabharata* is one of the most important epics of India and is described as the longest poem ever written. It's about the adventures of two groups of princes. At the beginning of the story, the author, Vyasa, tells the reader, 'If you listen carefully, at the end you'll be someone else.'

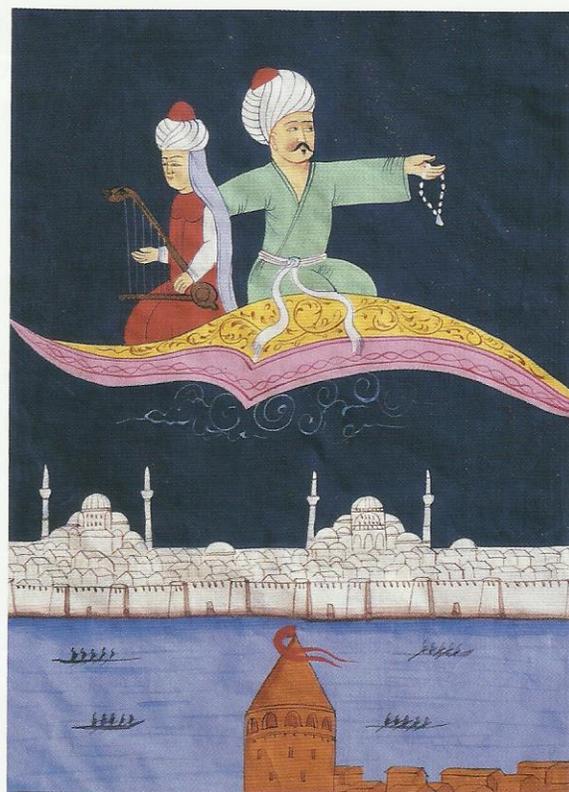
*The Thousand and One Nights* is a collection of stories from the Middle East and South Asia. Scholars started to write down the stories around 1,200 years ago. Many famous and much-loved tales, such as *Aladdin*, *Sinbad* and *Ali Baba*, are from *The Thousand and One Nights*.

## Storytelling in the 21st century

We see and hear stories every day without knowing it. We all know that stories are found in books and films, but did you know that many adverts tell stories? Companies understand how powerful storytelling is and use it to sell their products. This works for many reasons. Stories create experiences and feelings, and



▲ A TV advert



▲ A scene from *The Thousand and One Nights*

we remember these better than facts. Stories create connections between people, so the connection between us (the customers) and the company is much stronger. People share stories, so we tell all our friends about the fantastic new product we have found out about.

Storytelling affects our lives in many different ways. Beginning many thousands of years ago, and continuing into the 21st century, it is the most important tradition we have.

## Reading time 4 Activities

1 Read the article on pages 118–120 again. Match the descriptions to the stories.

- |   |                                      |
|---|--------------------------------------|
| 1 It's about two groups of princes.                         | a Aboriginal songlines               |
| 2 It contains many famous stories, such as <i>Aladdin</i> . | b adverts                            |
| 3 It's about a powerful king in Mesopotamia.                | c <i>The Mahabharata</i>             |
| 4 They persuade us to buy a product.                        | d <i>The Thousand and One Nights</i> |
| 5 They provide a 'map' to help people find their way.       | e <i>The Epic of Gilgamesh</i>       |

2 Find and underline the answers to the questions in the text.

- 1 What is oral storytelling? Why is it important?
- 2 How do Aboriginal songlines also work as 'maps'?
- 3 How long ago did writing first appear? Where?
- 4 What is the longest poem ever written? Who wrote it?
- 5 Why do companies use storytelling in adverts?

3   Discuss and follow the instructions.

- What were your favourite stories when you were very young? Make a list of three stories that you remember.
- Compare your list with a partner. How many stories are the same?
- Compare your lists as a class. How many stories are there altogether? How many of them do you know?
- What do these results tell you about stories?

4   Discuss the questions. Give reasons for your answers.

- 1 Why do you think Vyasa said, 'If you listen carefully [to the *Mahabharata*], at the end you'll be someone else'?
- 2 Have you ever read a story that made you feel like this? If yes, which one?
- 3 What adverts can you think of that tell a story?
- 4 Where else can you find stories in the 21st century?

## 10

## It's a mystery

## Lesson 1 Reading

1   Discuss the questions.

- 1 Which books, TV programmes or films do you like?
- 2 Do you like detective stories? What do you think makes a good detective?

borrow (borrowed) crime  
 hobby lie (lying) prove  
 robbery solve (solved)  
 statement suspect  
 valuable

2  2.17 Read the script quickly and answer the questions. **Be a star!** 

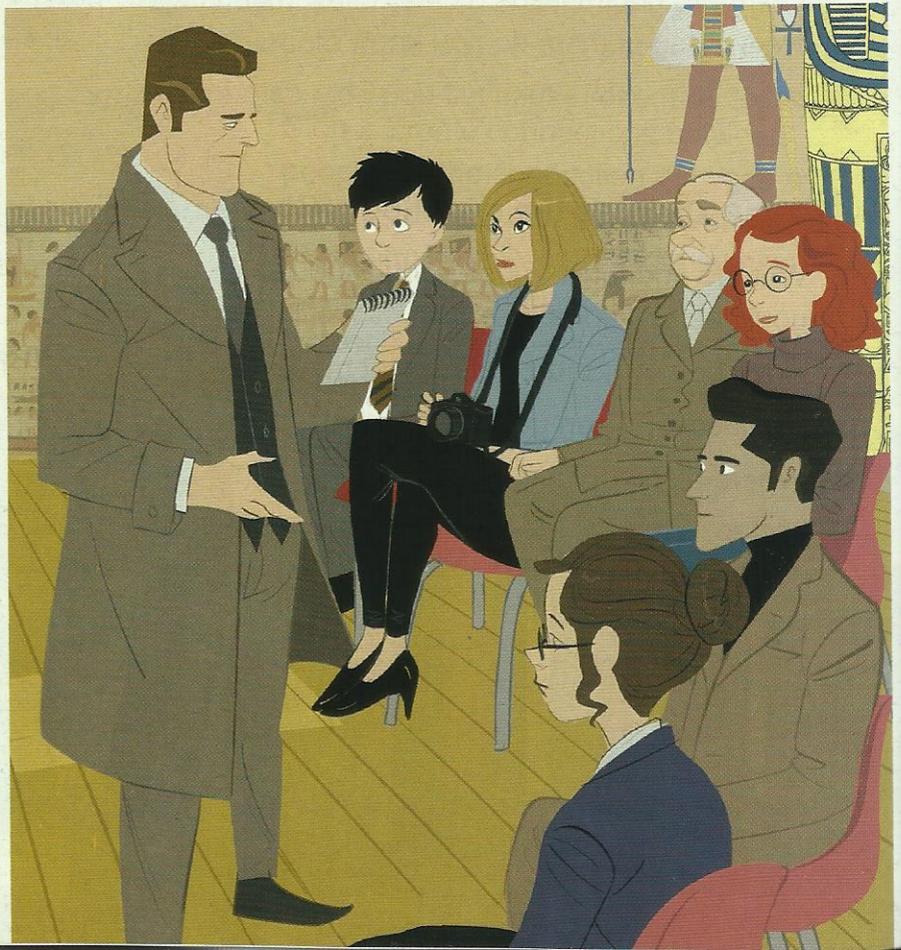
- 1 How many suspects are there in *The robbery*?
- 2 Who left the museum with a big bag?
- 3 Who was the thief?

## 3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

# The robbery

## Characters

- Inspector Fox, a police officer
- Pat Plump, a businessman
- Lucy Specks, a university student
- Tim Tall, a school student
- Miss Pepper, Tim's teacher
- Dr Green, a doctor
- Sue Snaps, a photographer

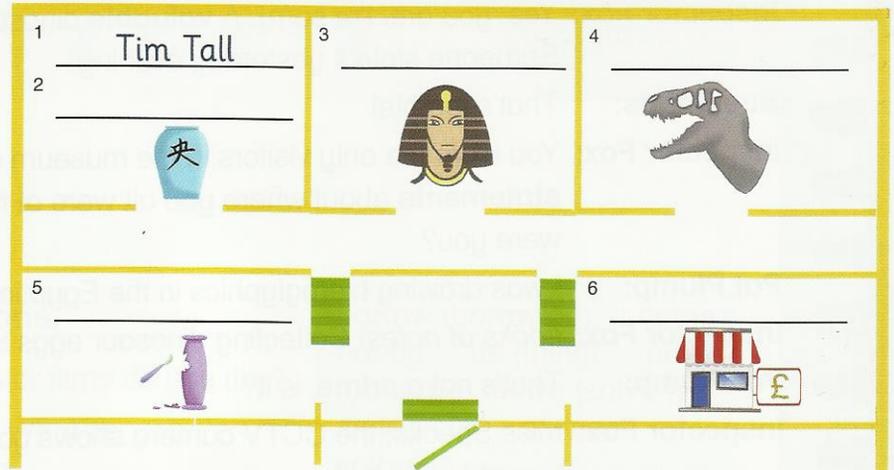


- Inspector Fox:** You're all here because there was a **robbery** at the museum yesterday.
- Lucy Specks:** (*smiling sweetly*) We're all **suspects**, aren't we, Inspector?
- Inspector Fox:** Yes, you are. I'm sorry. A **valuable** dinosaur egg is missing from the museum. Someone stole it yesterday evening.
- Sue Snaps:** That's terrible!
- Inspector Fox:** You were the only visitors in the museum at the time of the robbery. I'm taking **statements** about where you all were at five o'clock. Mr Plump, where were you?
- Pat Plump:** I was drawing hieroglyphics in the Egyptian Room. It's my favourite **hobby**.
- Inspector Fox:** (*looks at notes*) Collecting dinosaur eggs is also one of your hobbies, isn't it?
- Pat Plump:** That's not a **crime**, is it?
- Inspector Fox:** Miss Specks, the CCTV camera shows you leaving the museum with a large bag at five o'clock.
- Lucy Specks:** Yes, it was my brother's birthday. I bought him a present in the museum shop. I can **prove** it – here's the receipt showing what I bought.
- Inspector Fox:** OK, thank you. Now, who's next? Tim, isn't it? -
- Tim Tall:** Yes, Inspector. I was at the museum on a school trip.
- Inspector Fox:** But the trip ended at four o'clock – why were you still here at five o'clock?
- Miss Pepper:** I can answer that, Inspector! Tim lost his school bag and went to find it. Then he got lost. I went to look for him and found him in the Chinese Room at five o'clock.
- Inspector Fox:** (*makes a note*) OK. What about you, Miss Snaps?
- Sue Snaps:** I was in the Restoration Room looking at some old paintings.
- Inspector Fox:** Did anyone see you?
- Sue Snaps:** Yes, I talked to the museum guard – he saw me go in at quarter to five and leave twenty minutes later.
- Inspector Fox:** How interesting! Then Dr Green, it seems that *you* were the only person who was in the Dinosaur Room at five o'clock yesterday!
- Dr Green:** Yes, I was there all afternoon. I was doing some research on dinosaur eggs. But I didn't steal the egg!
- Lucy Specks:** He's **lying**, Inspector! He was the only one there – he must be the thief!
- Inspector Fox:** Actually, Miss Specks, Dr Green is not the thief.
- Miss Pepper:** (*surprised*) Really? How do you know?
- Inspector Fox:** Because the egg wasn't in the Dinosaur Room at five o'clock. It was in the Restoration Room for cleaning – and that's when Miss Snaps stole it!
- Sue Snaps:** (*cries out*) I didn't steal it! I only **borrowed** it! I wanted to take a photograph of it in my garden for a magazine. I was going to put it back today, but I haven't had time yet. Look, here it is!
- Pat Plump:** Congratulations, Inspector, you've **solved** the crime! Can we all go home now?
- Inspector Fox:** Yes, you can, except for you, Miss Snaps. You'll have to come with me.

## Lesson 2 Reading comprehension

- 1 Read the play script on pages 122–123 again. Where were the suspects at 5 o'clock? Label the map.

Pat Plump	Lucy Specks
Tim Tall	Miss Pepper
Sue Snaps	Dr Green



- 2 What reason did each suspect give for being at the museum? Write. **Be a star!** ★

1 Pat Plump	_____ He was drawing hieroglyphics.
2 Lucy Specks	_____
3 Tim Tall	_____
4 Miss Pepper	_____
5 Sue Snaps	_____
6 Dr Green	_____

- 3 Discuss. Do you think Sue Snaps meant to steal the egg? What do you think will happen to her?

## Working with words

### Suffixes: -ment

Add the suffix *-ment* to some verbs to make nouns: *state + ment = statement*.

Which verbs can you add *-ment* to to make a noun? Tick (✓) or cross (x). Then write the noun. Use a dictionary to help you.

- |  |  |   |
|--|--|---|
| 1 pay <input checked="" type="checkbox"/> <u>payment</u> | 4 arrange <input type="checkbox"/> _____ | 7 equip <input type="checkbox"/> _____    |
| 2 solve <input type="checkbox"/> _____                   | 5 perform <input type="checkbox"/> _____ | 8 believe <input type="checkbox"/> _____  |
| 3 agree <input type="checkbox"/> _____                   | 6 excite <input type="checkbox"/> _____  | 9 research <input type="checkbox"/> _____ |

# Lesson 3 Grammar

## 1 Look and read.

**Graphic**
**Grammar**

Question tags:  
to be, present simple, can

You don't know where it is, do you?

We're rich, aren't we?

We can buy a new boat, can't we?



## 2 Write the correct question tag.

- We aren't suspects, \_\_\_\_\_ are we \_\_\_\_\_?
- Your job is to solve crimes, \_\_\_\_\_?
- He can't prove who the thief is, \_\_\_\_\_?
- You live near the museum, \_\_\_\_\_?
- We can leave now, \_\_\_\_\_?
- You don't know where the painting is, \_\_\_\_\_?

### Look!

We use question tags to check that something we believe is true.

## 3 Think about someone in your class. What do you know about him / her? Make notes then check your ideas. **Be a star!** ★

- What is he / she good at?
- What sports does he / she do?
- What other things can he / she do?



You're good at singing, aren't you?

Yes, I am. And you play basketball, don't you?



## Lesson 4

## Language in use

1  2.18  Listen and say.

behave   cafeteria   smart

-  Don't forget our class trip to the Museum of Mysteries next week.
-  Great! What **should** we wear?
-  You **don't have to** wear uniform. But you **must** look smart, so you **can't** wear jeans. And it **might** be cold, so you should bring a jacket.
-  Should we bring lunch?
-  We'll have lunch in the cafeteria, but you should bring a snack. And you **shouldn't** bring valuable possessions because you **may** lose them.
-  Do we **have to** stay together at the museum?
-  You **can** explore in small groups, but you must behave well!
-  **Can** we take our phones?
-  Yes, but you have to hand them in when you arrive. You **mustn't** use phones in the museum!



## 2 Complete the table with words in bold in Activity 1.

Advice	Obligation	No obligation	Permission	Possibility
should	must	_____	_____	might
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## 3 Imagine your school is having a sports day. Complete the sentences with the best modal verb in Activity 2. More than one answer may be possible.

- You \_\_\_\_\_ **must** \_\_\_\_\_ arrive on time, this is very important.
- It \_\_\_\_\_ rain, so you \_\_\_\_\_ bring an extra sports kit.
- You \_\_\_\_\_ bring sandwiches. There will be food stalls there.
- You \_\_\_\_\_ carry a lot of money – you \_\_\_\_\_ lose it.
- You \_\_\_\_\_ behave badly!

4  Tell a partner about the sports day using the ideas in Activity 3 and your own ideas.

## Lesson 5

## Listening

1  2.19 Look at the pictures and answer. Then listen and check your ideas.

- 1 What do the photos show?
- 2 Which country are they found in?
- 3 How old do you think they are?



culture  
flow  
north  
remove  
south  
surface



2  2.19 Listen again and write the missing words.

- 1 The Nazca Lines are in the south of Peru.
- 2 They are amazing \_\_\_\_\_ in the desert.
- 3 They became famous when a \_\_\_\_\_ saw them.
- 4 There are over \_\_\_\_\_ pictures altogether.
- 5 There is very little \_\_\_\_\_ or rain in the area.
- 6 \_\_\_\_\_ was very important to the Nazca culture.



 Values

Why is it important to protect your cultural heritage?

3  2.19 Listen again. Take notes to answer the questions.

Be a star! 

- 1 How old are the Nazca Lines? Between 500 and 2,000 years old.
- 2 What three animals do the pictures show? \_\_\_\_\_
- 3 How did people make the lines? They removed \_\_\_\_\_ on the surface to show \_\_\_\_\_.
- 4 Why can you still see the pictures today? \_\_\_\_\_
- 5 What three reasons does Professor Sanz give for why people made the pictures?
  - a They showed the way across the \_\_\_\_\_.
  - b They showed the position of the \_\_\_\_\_ in the sky.
  - c They showed where \_\_\_\_\_ flowed under the desert.

## Lesson 6

## Writing

## 1 Read the play script. Write the parts of the script in the correct place.

There are sandwiches and drinks. ~~Music is playing on the radio.~~  
I can't remember. (sounds angry) Where are my keys?

## The day trip

### Characters

**Sam**, a boy, aged 11

**Laura**, Sam's sister, aged 6

**Mrs Ball**, their mother



### Scene 1

Early morning in the kitchen in a family home.

<sup>1</sup> \_\_\_\_\_ Music is playing on the radio. \_\_\_\_\_ The family is getting ready for a trip, but Sam is playing with the car keys.

**Sam:** Are you ready, Laura? Here – catch!  
(throws keys to Laura) Well done!

**Mrs Ball:** <sup>2</sup> \_\_\_\_\_ Stop playing with my keys, Sam! You might lose them!

**Sam:** I'm sorry, Mum.

**Laura:** What snacks have we got for the trip?

**Mrs Ball:** <sup>3</sup> \_\_\_\_\_

10 minutes later, still in the kitchen.

**Mrs Ball:** Oh, no! <sup>4</sup> \_\_\_\_\_  
Sam, you were playing with them! Where did you put them?

**Sam:** <sup>5</sup> \_\_\_\_\_ I'm sorry, Mum!

**Mrs Ball:** (looks everywhere for the keys) I can't find them anywhere.  
We'll have to take the bus! I'll call a taxi to take us to the bus station.



## 2 Read the script again and answer the questions.

- 1 Is this the beginning, middle or end of the play? How do you know?
- 2 How many characters are there?
- 3 When and where does the scene take place?
- 4 Where are the 'stage directions'? Find and underline them.
- 5 Do you use speech marks in a play? How do you show that someone is speaking?

3 Read the end of the story. Work in pairs to write it as a scene from the play. Remember to include stage directions. **Be a star!** ★

The taxi stopped in front of the bus station.

'Why are we stopping here?' asked Mrs Ball.

The taxi driver said there was a police car at the entrance. Then a police officer came over and said, 'Good morning. Where are you going?'

Mrs Ball told him the bus left in ten minutes.

'I'm afraid there's a problem,' explained the police officer. 'A thief has escaped and is in the station. It's closed until we find him.'

'But we may miss the bus,' said Mrs Ball worriedly.

'You should go by car,' said the police officer.

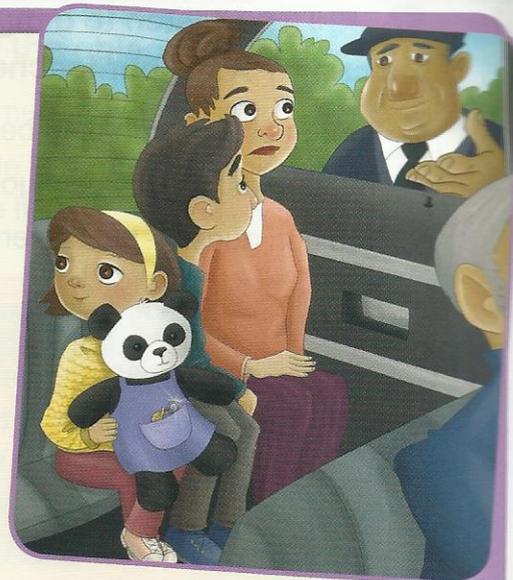
'But we can't,' explained Mrs Ball impatiently.

'My son has lost my car keys!'

'Are they the keys in your panda's pocket?' the police officer asked Laura with a smile.

'Oh, Laura!' said Mrs Ball happily.

'Clever panda!' said Laura, and she and Sam laughed.



## Scene 2

*Late morning at the bus station.*

**Mrs Ball:** Why are we stopping here?

**Taxi driver:** There's a police car at ...

## Learning to learn

### Self-motivation: be persistent

Sometimes a task can seem very difficult to complete. When this happens, it is important to be persistent. This means that you keep trying even when you find something challenging. Did you know that persistence is more important than intelligence for success and high grades? Follow these tips the next time you have a difficult task:

- Take it one step at a time.
- Be positive and patient.
- Keep trying again and again.
- Know when to ask for help.

**Think about a difficult task that you completed recently. What steps did you take to help you finish it? How did you feel when you were successful?**

## Lesson 7 Speaking

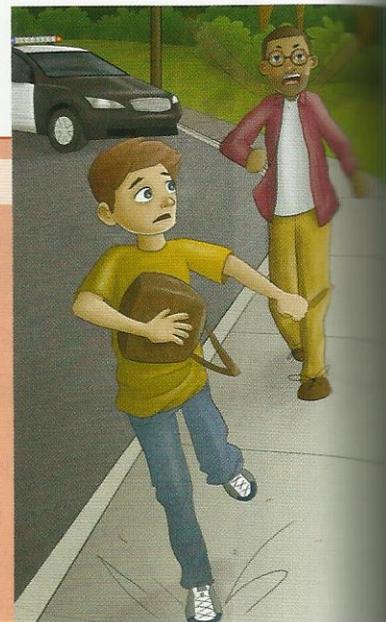
1   2.20 Listen to a mystery story. Why didn't the man report the crime? Ask your teacher questions to solve the mystery.

break into clue

- Your questions can only be answered 'yes' or 'no'.
- You can ask for a clue if you are unsure.
- You can guess – but clever questions are better.

### Mystery 1

A strange thing happened yesterday. A man came out of a bank, went into the station and got on a train. He was carrying a big leather bag. When the train arrived at his station, he stood up and walked to the doors. Then guess what ... while he was getting off the train, someone took his bag and ran away. The man ran after him, but he couldn't catch him. Suddenly, a police car arrived. A police officer got out and asked the man, 'Do you want to report a crime?' You won't believe this, but the man said, 'No, thank you,' and went back into the station to catch the next train. Why do you think he didn't report the robbery?



2  Choose mystery 2 or 3. Work in pairs to make it into a story like the one in Activity 1. Use the phrases to help you.

A strange thing happened ... Then guess what ...  
Suddenly, ... You won't believe this, but ...

### Mystery 2

lots of people / in the street  
a man / face covered / break into / a house  
he / run / out of house  
carry / something valuable / under coat  
the man / run away  
people / in the street / watch  
not call / the police / Why?

### Mystery 3

very hot day  
tourist / look / for present / for friend  
see / beautiful statue / in market  
market seller / say / made of / precious stone  
tourist / buy / statue / put / in bag  
at hotel / tourist / open / bag  
statue / not there  
bag wet / Why?

3   Tell the class your story. Then answer their questions. Can they solve the mystery?

Ask your teacher for the answers.  
Answers are on Teacher's Book page 203.

**Lesson 8**

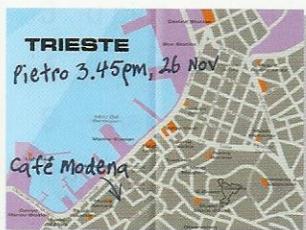
**Think about it!**

**Work out the mystery identity**

**1 Read and look. What was in the bag? Categorise the objects.**

- a** for travel      **b** for information      **c** to hide someone's identity

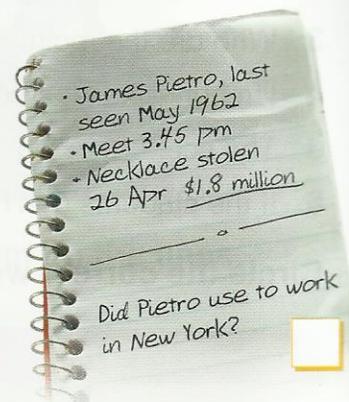
A man left a bag at Los Angeles Union Station in 1971. He never came back again. Builders found the bag last week. This is what was inside it.



**b**



**c**



**c**



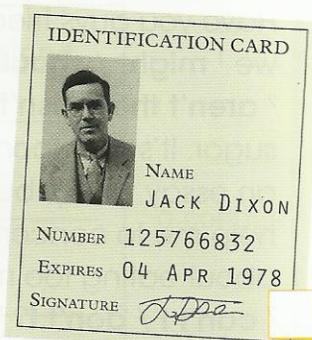
**a**



**c**



**a**



**c**

**2 Look at the photos and answer the questions.**

- 1 What was the man's name? \_\_\_\_\_
- 2 Where was he travelling to? \_\_\_\_\_
- 3 Who was he going to meet? \_\_\_\_\_
- 4 What did he want to find out? \_\_\_\_\_

**3 Use the information and your own ideas to work out answers. Be a star! ★**

- 1 What was his job?
- 2 Why did he want to meet James Pietro?
- 3 Why did he need a beard and binoculars?

**4** **Compare your ideas with a partner. Were they the same or different? Who do you think has the best ideas?**

I think he was a journalist because ... I think he was a police officer because ...

## Review 5

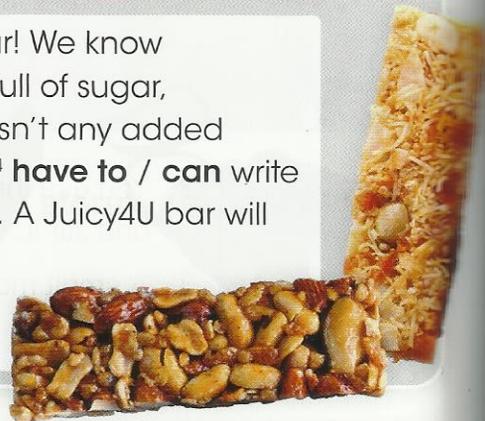
## 1 Complete the sentences with the correct words.

behave ~~concentrate~~ crime snack south suspects

- 1 It's so noisy in here, she can't concentrate on her homework.
- 2 He's a brilliant inspector, he solves every \_\_\_\_\_.
- 3 Who are the main \_\_\_\_\_ in the robbery?
- 4 I'm hungry. Can I have a \_\_\_\_\_, please?
- 5 The scenery in the \_\_\_\_\_ of the country is amazing.
- 6 If the students don't \_\_\_\_\_ better, they won't go on the school trip.

## 2 Circle the correct words to complete the text.

Have you guys tried Juicy4U yet? It's a fantastic new snack bar! We know we <sup>1</sup> **might / should** eat less sugar, but snack bars are often full of sugar, <sup>2</sup> **aren't they / isn't it?** Well, this one isn't. It's sweet, but there isn't any added sugar. It's so important to eat healthily, <sup>3</sup> **isn't it / doesn't it?** I <sup>4</sup> **have to / can** write an essay today, but I'm worried I <sup>5</sup> **might not / mustn't** finish it. A Juicy4U bar will help me to concentrate and I <sup>6</sup> **don't have to / might** worry about eating too much sugar! In fact, I can have two, <sup>7</sup> **can't I / don't I?** You <sup>8</sup> **should / may** try one soon!



## 3 Work with a partner. Report what Inspector Fox said.

- 1 'You are all suspects.'
- 2 'A valuable necklace is missing.'
- 3 'Someone stole it on Saturday.'
- 4 'I don't believe her statement!'
- 5 'In my opinion, they are lying!'
- 6 'She's the thief!'



He said they were all suspects.



**4 Write a related word for each word. Use a dictionary to help you.**

- |           |                 |            |       |
|-----------|-----------------|------------|-------|
| 1 friend  | <u>friendly</u> | 4 solution | _____ |
| 2 product | _____           | 5 value    | _____ |
| 3 choose  | _____           | 6 energy   | _____ |

**5 Write a word ending in -ment for each definition.**

- |  |                |
|--|----------------|
| 1 money that you give or receive         | <u>payment</u> |
| 2 what you feel before a party or a trip | _____          |
| 3 a plan you make with someone           | _____          |
| 4 the items you need to do an activity   | _____          |
| 5 when everyone has the same opinion     | _____          |



**6  Look and read. Choose the correct words and write them on the lines. There is one example.**

an island

a snack

a teaspoon

leather

	A piece of land which has water all around it.	<u>an island</u>
	1 A very tall building, often made of glass.	_____
a suspect	2 You use this to put sugar in your tea or coffee and stir it.	_____
	3 A small machine that helps you to count and do maths.	_____
grapes	4 The material that bags and footballs are often made of.	_____
	5 An activity that you enjoy doing in your free time.	_____
	6 Somewhere you can buy food. There's lots of choice.	_____
a knife	7 Someone the police think may be responsible for a crime.	_____
	8 The animals that live in a particular area of a country.	_____
wildlife	9 A place where you can leave coats and bags.	_____
	10 A small amount of food that you can eat between meals.	_____

a cottage

a skyscraper

a supermarket

a hobby

a cloakroom

a calculator

a rock