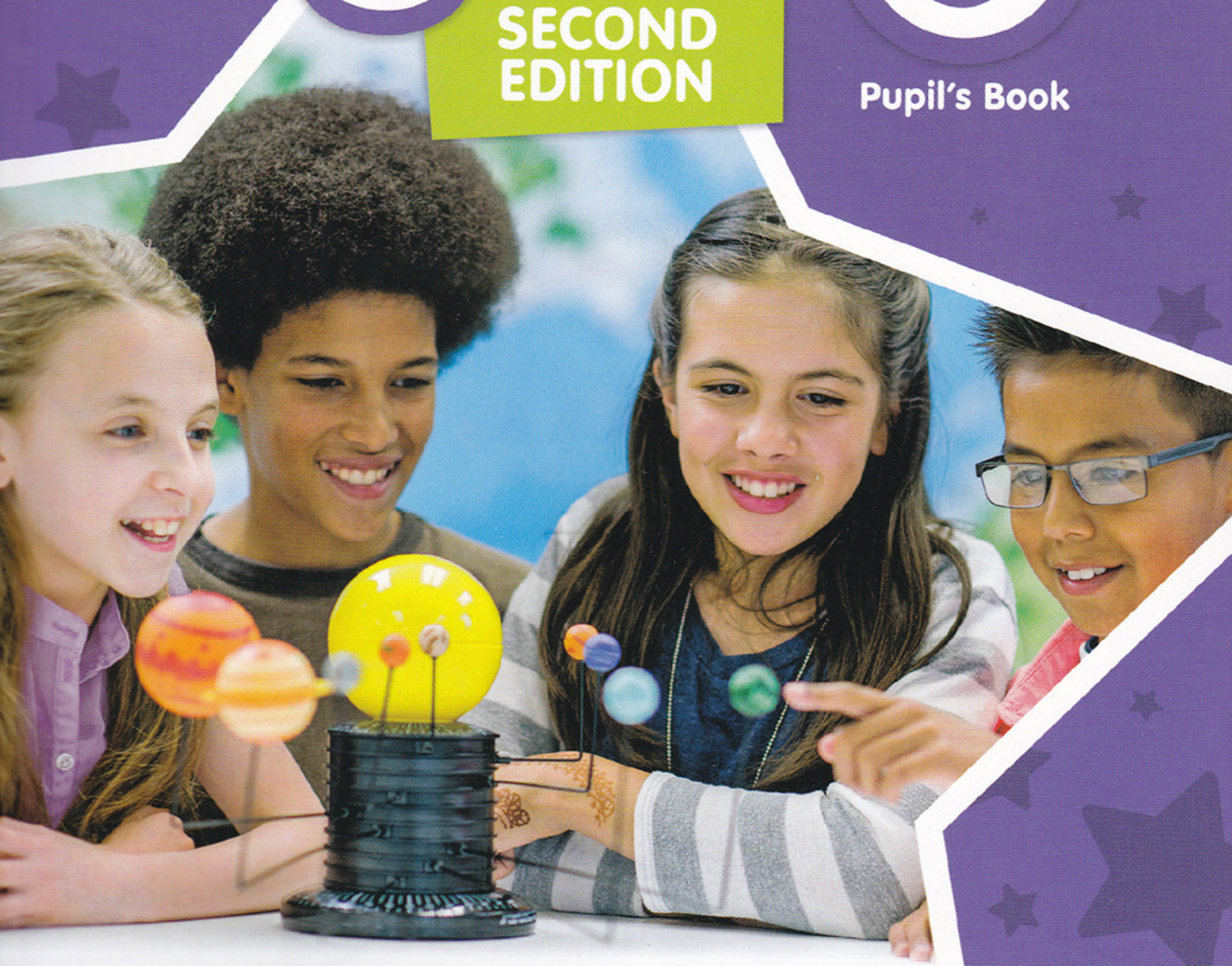
Academy Stars 5

SECOND EDITION

Pupil's Book



Steve Elsworth • Jim Rose

macmillan education

Learning powered by NAVIO

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SECOND EDITION

Pupil's Book

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macmillan education

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	The countryside, outdoor sports, jobs, shops, plants and animals	*What do you do in your free time?* *What did you do during the holidays?*	
1	It's an emergency! p8	Emergencies Working with words: adjectives with *-ing* or *-ed*	**Past continuous with past simple:** *He was feeding the elephant when it escaped.*	**Interrupted past, questions and answers with *when* and *while*:** *What were you doing when the alarm rang?* *It rang while I was painting.*
	Reading time 1: The trick			
2	Life in the past p22	The past Working with words: making nouns from verbs	***used to*:** *He used to be an actor.* *He didn't use to teach maths.*	**Questions with *used to*:** *Where did you use to live?* *Did you use to have servants?*
	Review 1 **Cambridge Exams practice:** A2 Flyers: Reading and Writing Part 3; Speaking Part 2			
3	Adventure time p34	Outdoor activities Working with words: using extreme adjectives	**Present perfect:** *She's seen a bear.* *She's never seen a lion.*	**Present perfect + *ever*:** *Have you ever put up a tent?* *Yes, I have. / No, I haven't.*
	Reading time 2: Mystery on the beach			
4	Cool jobs p48	The world of work Working with words: *make* or *do*?	**Present perfect + *How long?*, *for* and *since*:** *How long have you been here? For an hour. / Since 3 o'clock.*	**Present perfect + *already* and *yet*:** *I've already had lunch.* *Have you seen him yet?*
	Review 2 **Cambridge Exams practice:** A2 Flyers: Listening Part 1; Speaking Part 3			
5	Getting around p60	Travel and transport Working with words: suffixes (*-ful* and *-less*)	**Comparisons with *just as ... as* and *not as ... as*:** *I'm just as fast as you. You aren't as skilful as me.*	**Comparisons with *too* and *not enough*:** *It's too crowded.* *It isn't safe enough.*
6	How is it made? p70	Products and processes Working with words: suffixes (*-tion* and *-sion*)	**Passive voice (present simple):** *The dress is made from plastic bags. One million dresses are sold every minute.*	***made of* and *used for*:** *Is it made of metal?* *It's used for cutting vegetables.*
	Review 3 **Cambridge Exams practice:** A2 Flyers: Reading and Writing Part 2; Speaking Part 4			
7	Music and song p82	Music and song Working with words: prefixes (*im-* and *dis-*)	***will* and *going to*:** *One day he will be famous. He's going to play tomorrow. Look! She's going to fall.*	**Present simple for future events:** *It starts at 7 o'clock.* *What time does the bus leave?*
	Reading time 3: A stranger to the rescue			
8	Tell me a story p96	Storytelling Working with words: synonyms	**First conditional:** *If you rest, you'll feel better.*	***may (not)*, *might (not)*, *could*:** *He may escape.* *They might not find him.*
	Review 4 **Cambridge Exams practice:** A2 Flyers: Listening Part 5; Reading and Writing Part 7			
9	What's your opinion? p108	Giving opinions Working with words: related words	**Reported speech:** *He said he loved sugar. She said she was doing a project.*	**Indefinite pronouns and adverbs:** *I can't find it anywhere.* *Someone will find it.*
	Reading time 4: The power of stories			
10	It's a mystery p122	Crime and mysteries Working with words: suffixes (*-ment*)	**Question tags:** *You don't know, do you? We're rich, aren't we? We can buy one, can't we?*	**Review of modals:** *You don't have to wear uniform.* *You shouldn't bring valuables.*
	Review 5 **Cambridge Exams practice:** A2 Flyers: Reading and Writing Part 1; Speaking Part 1			

Reading	Listening	Speaking	Writing	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	Understanding large numbers
A diary entry 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	Memorising new vocabulary
A webpage Differentiate between fact and opinion	An interview Listen for similarities and differences	A webpage section Recognise features of a webpage	Do an interview Show interest	Decide who gets the job Thinking skills: reasoning and decision-making	Using 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	Scanning 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	Reading 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	Researching 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	Understanding 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	Recognising different points of view
A group chat 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	Using 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: passing tests and exams

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 0.1 **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

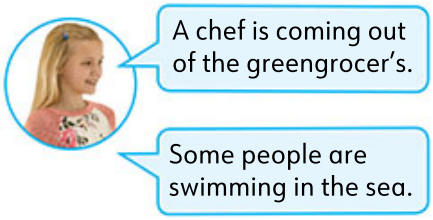
1 **Look at the picture. Find and say three words beginning with these letters.**

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	*feathers*			
2 outdoor sports				
3 jobs				
4 shops				
5 things in the countryside				

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






POLICE

1 It's an emergency!

Lesson 1 Reading

Vocabulary

accident ambulance cause (caused) cooker electricity
heating million power rehearse (rehearsing) weird

1 **Work in groups. Talk about power cuts.**

1 What happens during a power cut?

2 What things do you need in a power cut?

3 Have you ever been in a power cut? What happened? How did you feel?

2 **Look at the text. Where is it from? How do you know?**

a the TV **b** a website **c** a newspaper

3 1.1 **Read and check. Find these features.** Be a star!

a a headline **b** a subheading **c** a paragraph **d** a quote

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









Mystery power cuts hit millions

Mystery power cuts stop thousands of traffic lights and hit millions of homes. Why does this happen? The answer can sometimes be really weird ...



New York City in darkness

From our reporters around the world

1 A mystery power cut hit all of Kenya yesterday.

At 11.30 yesterday, there was no **electricity**. 4,700,000 homes had no **heating** and no food.

The power cut happened while students at a local school were **rehearsing** for a school concert. 'I was singing when suddenly all the lights went out,' said 11-year-old Joseph. 'It was so **weird**.'

2 A power cut hit thousands of houses in Nagano, Japan.

Across the country, people were making lunch. 'I was cooking soup when the power went off,' said Ema Sato. 'My **cooker** is electric, so it stopped working. We had to eat biscuits for lunch!'

25,000 traffic lights stopped working. 'The traffic lights went out when we were walking across the road,' said Miki Suzuki. 'And there was a car **accident**. An **ambulance** came but it didn't have to take people to hospital. They're OK.'

> **'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary!'**

3 What caused the power cut in New York?

Thirteen million people had no electricity for 13 hours. 12-year-old Aimie Sendak was travelling home. 'My train was leaving the station when the lights went out,' she said. 'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary.'

4 A power cut caused a big problem at Kahului Airport in Maui, Hawaii.

There was no electricity, so people couldn't get off their planes. The problem lasted a few hours.

5 What caused all these power cuts?

Was it the weather? The answer is unusual – animals **caused** them!

- In Kenya, a little monkey jumped onto a power station at Gitaru, and fell into the machines. The monkey was OK, but the power cut lasted for four hours.
- Pigeons made a nest at a power station in Nagano and cut the power.
- A squirrel caused the power cut in New York. Squirrels cause the most power cuts in the USA – over a thousand across the country, every year!
- And the power cut in Hawaii? It happened because of a chicken!

Lesson 2 Reading comprehension

1 Read the newspaper article on page 9 again. Answer the questions.

1 Where was the power cut that stopped the heating in 4,700,000 homes? Kenya

2 Where was the power cut that stopped a train in the dark? _____

3 Where was the power cut that stopped people getting off planes? _____

4 Where was the power cut that caused 25,000 traffic lights to stop working? _____

5 Show where the power cuts happened on the map on page 8. Write the correct paragraph numbers.

2 Who do you think said these things? Match the quotes to the correct paragraphs. Be a star!

1 'Everything's OK. Sing it again, please.' [1]

2 'There is a problem with the electricity. We need to stay in the plane a little longer.' [ ]

3 'Please don't worry. The train will start again soon.' [ ]

4 'Sorry, there's a power cut. We're having biscuits for lunch!' [ ]

3 Work in pairs. Discuss which situation is more dangerous. Why?

a Traffic lights stop working.

b Trains stop working.

Learning to learn

Understanding large numbers

Newspaper articles and other information texts often include large numbers to describe things. Do you know how to read them? Look at the numbers and match them to how you say them.

1 700	a six hundred and fifty
2 4,700,000	b twenty-five thousand
3 650	c seven hundred
4 25,000	d thirteen million
5 13,000,000	e four million seven hundred thousand

Look at the numbers and write how to say them.

1 325,000 _____

2 9,000,000 _____

3 525 _____

4 850 _____



1 Look and read.

Graphic **Grammar**

Past continuous with past simple

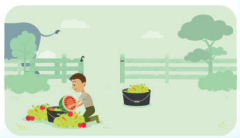
past continuous past simple

He | was | feeding | the | elephant | when | it | escaped .



past continuous past simple

He | wasn't | watching | when | it | ran | away .



2 Complete the sentences with the correct words in the box.

did / was doing went / was going had / was having watched / was watching made / was making lost / was losing went / were going

I [1] *was doing* my homework last night when I [2] _____ all my work. It was a power cut! My brother [3] _____ TV when all the lights [4] _____ out. My dad [5] _____ dinner when the electricity [6] _____ off. My mum [7] _____ a shower when the water [8] _____ cold. It wasn't a good evening!

3 Work in pairs. Start and finish sentences. Be a star!

- A Look at page 144. B Look at page 146.
- A Choose a puzzle piece. Use the words to start a sentence using the past simple or past continuous.
- B Finish your partner's sentence. Then choose a puzzle piece and start a new sentence for your partner to finish.



Go to **Grammar booster**: page 134.

Lesson 4 Language in use

Vocabulary

alarm emergency experiment
fire drill fire engine smoke

1 1.2 **Listen and say.**



This is exciting! I like fire drills.

Me, too.

Why are you wearing goggles?
What were you **doing when** the alarm rang?

It rang **while I was** doing a science experiment.

Oh, I see.

Why are you wearing that old shirt?

It rang **while I was** painting in art class.

Look! There's a fire engine!

And there's smoke above your classroom.

Oh, no! Smoke and a fire engine ...

This is a real emergency!

Look!
past continuous + ***when*** + **past simple**
past simple + ***while*** + **past continuous**

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

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

3 **Match the actions to 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

Why are you wearing a tracksuit? What were you doing when the alarm rang?

It rang while I was doing gymnastics.

Go to **Grammar booster**: page 134.

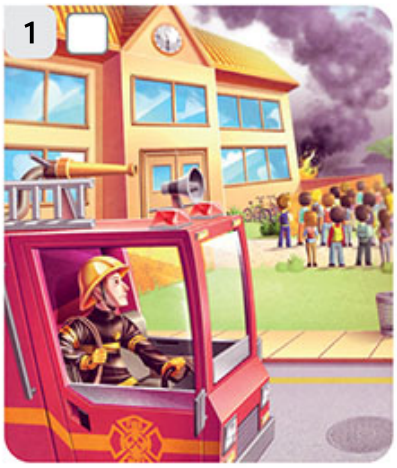
Lesson 5 Listening

Vocabulary

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







2 1.3 **Listen and check your answers.** Be a star!

3 1.3 **Listen again. Answer the questions for each dialogue.**

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

4 1.3 **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?

What can you do to help in an emergency?

5 **Work in pairs. Discuss the questions.**

1 What other types of emergencies can you think of?

2 Have you ever been in an emergency? What happened?

1 **Look at the newspaper article on page 9 again. Find paragraph 2 and answer the questions.**

1 What are the actual words that Miki 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. ☐
b It's dramatic and exciting. ☐
c It's clear. ☐
d It shows how people feel. ☐
e It's short. ☐

2 **A reporter interviewed Mark Kapinski about the power cut in New York. 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 thirteen 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 **terrify**ing.
I was **terrifi**ed!



It was really **frighten**ing.
I was **frighten**ed!

Underline the correct words.

I was [1] **surprised** / **surprising** when the train stopped in the tunnel. At first, it was [2] **excited** / **exciting**, but after a few minutes I felt a bit [3] **worried** / **worrying**. Suddenly, someone screamed. It was [4] **terrified** / **terrifying**. 'What's happened?' I shouted. 'Don't worry,' a woman explained. 'My little boy was [5] **frightened** / **frightening** and he touched my face.'

Lesson 7 Speaking

Vocabulary

explain whisper

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









2 1.4 Match the sentences to the pictures. Then listen and check.

- ☐ 'I'm frightened. Our boat is sinking.'
- ☐ 'Look! It's the rescue boat!'
- ☐ 1 'There's smoke coming from the engine.'
- ☐ 'Everyone, put on a lifejacket please!'

3 1.4 Listen again. Match the sentences in Activity 2 to the ways of speaking.

a shout ____ **b** whisper ____ **c** scream ____ **d** explain 1

4 Work in pairs. Practise saying the sentences in Activity 2. Think about how you feel and speak.

5 1.5 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.
- 1 I was terrified.
- ☐ 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.

Plan a rescue

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

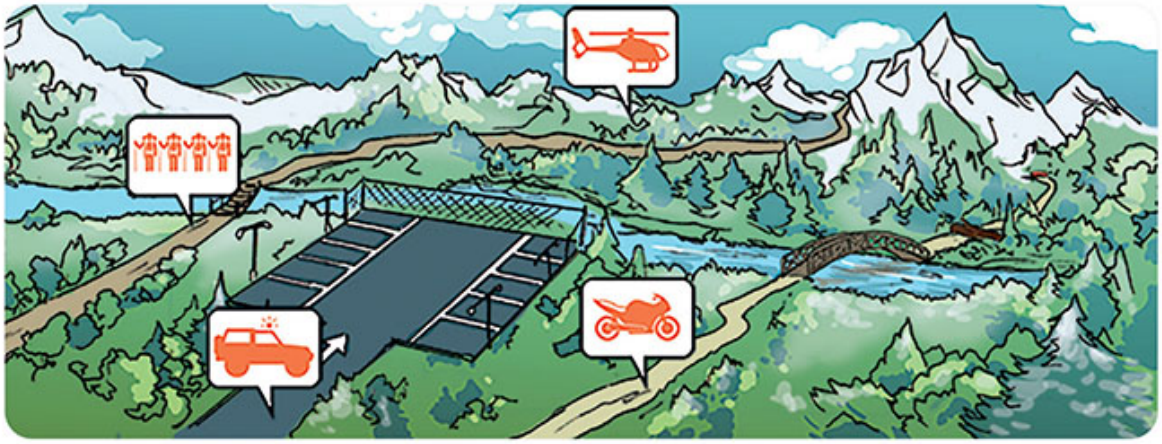
You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. Then you need to get him back to base camp as quickly as possible.

2 **Work in pairs. 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 1.6 **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 **Work in groups. What is the best way to rescue Mike Dobbs? Discuss and solve the problem. You can use two forms of transport!** Be a star!

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

1 1.7 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.



'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 will 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.

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 Work in pairs. 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 photos. When do you think the boy wrote his diary?

a three years ago **b** thirty years ago **c** three hundred years ago

2 Read the text quickly to find the things that happened. Is the boy happy or sad?

3 2.1 Read the diary and check your answers to Activity 2. Be a star!

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



Daniel's diary

20th February 1992



Another power cut! I'm writing this **diary** in my bedroom. It's very cold – there's ice on the inside of the window! There's no heating or electricity but I've got a blanket, a torch and a **hot water bottle** to help me stay warm.

You won't believe what happened today. It was a bad day. A really, REALLY terrible day. I missed the bus, so I had to walk home from school. When I opened my school bag at home, my homework book wasn't there!

I used to get bad marks from my teacher when I forgot my homework. I don't want to do that again.

'Mum, what can I do?' I asked. 'I don't know the homework for tonight!' 'Phone your friend Mark and ask him,' she said.



Vocabulary

atlas borrow (borrowed) cassette player diary
encyclopaedia freezing hot water bottle
office phone box remember (remembered)

Phone Mark? We used to have a phone in our house, but it's broken, so I walked to the **phone box**. Then I **remembered** I didn't have any money, so I went back home and got some coins. I wrote Mark's phone number on a piece of paper and walked back to the phone box. But Mark wasn't home when I phoned him! He was playing football. What? He didn't use to play football on Thursday nights!

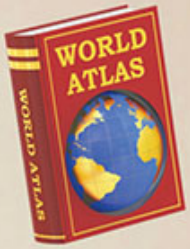


I left the phone box and walked home. It was **FREEZING** outside! There was snow on the ground and that helped me remember! The homework was about Antarctica!



'Mum, I remembered my homework!' I said when I got home. 'It's about Antarctica! It used to be really cold there, but global warming is changing it! I need to check some things. Where's the **encyclopaedia**?'

Mum looked sad. We used to have an encyclopaedia, but we haven't got one now. My uncle Jack came to visit and **borrowed** it for work at school – he's a teacher. So I did my homework with an old **atlas** from my dad's **office** and some information from a children's book. I don't think it's very good.



I sat by the fire for ten minutes to try to get warm, then I went to bed and listened to music on my **cassette player**. Then the cassette broke! The machine doesn't work.



And then, I was writing this diary when I spilt ink on the bed.

I'm having a really BAD DAY!



Lesson 2 Reading comprehension

1 Read the diary entry on pages 22–23 again. Number the events in order.

1 Daniel looked for an encyclopaedia at home. ☐
2 Daniel forgot his homework book. 1
3 Mark wasn't at home when Daniel phoned him. ☐
4 Daniel walked to the phone box. ☐
5 Daniel wrote his homework using information from a children's book. ☐
6 Daniel wrote Mark's number on a piece of paper. ☐
7 Daniel remembered his homework. ☐
8 Daniel's cassette player broke. ☐

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

1 Where is Daniel now? *In his bedroom at home*
2 Why has he got a hot water bottle? _____
3 How did Daniel's bad day start? _____
4 How did Daniel's mum help him? _____
5 Why couldn't Mark tell him the homework? _____
6 Why did Daniel need an encyclopaedia? _____
7 What information did an atlas give Daniel? _____
8 What do you think was the worst part of Daniel's bad day? _____

3 Work in pairs. How do you think life was different in the 1990s? How was it the same? Discuss.

Working with words

Making nouns from verbs

Sometimes we can make nouns from verbs. We often add ***-er*** or ***-or***:
paint – *paint**er*** *direct* – *direct**or***
Learning how to change words to make different parts of speech can help you expand your vocabulary.

Make nouns from these verbs. Then add two more to the list.

1 work *worker*
2 teach _____
3 play _____
4 visit _____
5 _____ _____
6 _____ _____

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 We They	used to	have	an encylopaedia.
	didn't use to	play	football on Thursday.



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

Life was very different 30 years ago. People [1] *used to call* (call) their friends from phone boxes because they [2] _____ (not have) mobile phones. They [3] _____ (do) their homework with encylopaedias because they [4] _____ (not have) the internet. They [5] _____ (do) homework with a pen because they [6] _____ (not have) computers. People [7] _____ (not have) music online, so they [8] _____ (listen) to music on cassette players.

3 Work in pairs. Play a guessing game. Be a star!

- A Look at page 144. B Look at page 146.
- Take turns to choose an object and describe what people used to do with it.
- Your partner has to guess the object. A starts.



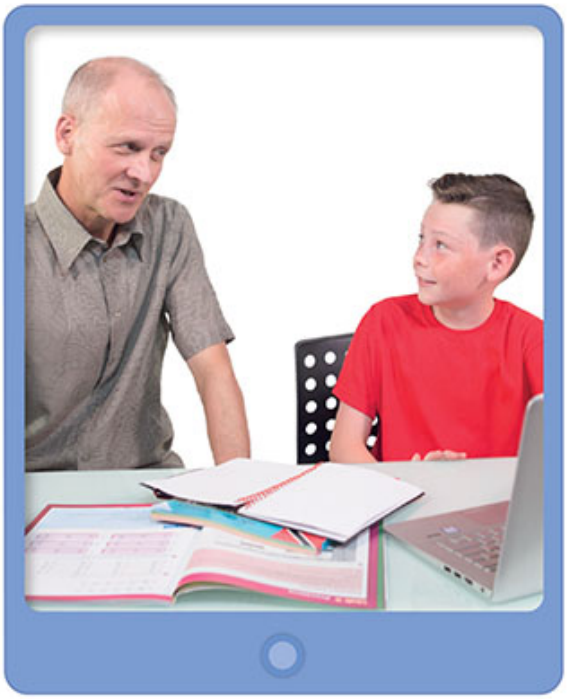
Go to **Grammar booster**: page 135.

Lesson 4 Language in use

Vocabulary

calculator carpet cottage
history servant vacuum

1 2.2 **Listen and say.**



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 **Work in pairs. Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.**

I used to live in a flat in the city.

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 **Work in pairs. Ask and answer the questions in Activity 3.** **Be a star!**

Go to **Grammar booster**: page 135.

Lesson 5 Listening

Vocabulary

guide in those days
kilometre oil lamp

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



2 2.3 **Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.**

1 one classroom	✓	**4** no electricity		**7** very cold	
2 pupils same age		**5** light from lamps		**8** no computers	
3 travel by bus		**6** no heating			

3 2.3 **Circle the correct words. Then listen again and check.** Be a star!

1 This was the **school** / **shop** for Tyneham Village.

2 Students were between four and **fourteen** / **eighteen** years old.

3 Some students used to walk **seven** / **ten** kilometres to school.

4 There were **thirteen** / **thirty** children in one classroom.

5 They used **oil lamps** / **torches** for light.

6 They used **computers** / **pen and ink** to write.

Can all children go to school?

4 **Work in pairs. How is this classroom different to your classroom? How is it similar? Discuss.**

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

1 What did Daniel write first? _____

2 Who did he write about? _____

3 What did he write about? Tick (✓).

a events	☑	**d** weather	☐
b feelings	☐	**e** stories	☐
c opinions	☐	**f** family and friends	☐

2 Read Vera'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, 'VERA, HOMEWORK!' Arrrgh, we didn't use to get so much homework. Tomorrow I can stay in bed because it's SATURDAY!!

3 How does Vera 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 entry on page 28.**

1 exclamation marks

2 sounds / noises

3 block capital letters

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 …

7 **Have a class vote. Which diary entry made the trip sound most interesting? Do you agree with what was the best thing about the trip? Why / Why not?**

Learning to learn

Memorising 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

Vocabulary

communicate 21st (twenty-first) century

1 **Work in pairs. Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below and take notes.**



shopping | transport | food | entertainment | clothes | communication | chores

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

2 **Work in pairs. Act out a dialogue. 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 as a class. In 2120, what things about life now will seem different?**



Libraries will seem strange because people will read electronic books.

Clothes shops will seem strange because we will all wear the same things.



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 (×) the things you think people didn't have 300 years ago. Then write four more things 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 to read out your texts to compare your ideas.**

Review 1

1 Write the correct word for each definition.

ambulance atlas diary electricity ~~emergency~~ freezing

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 A book that shows maps of the world. _____
5 Something to write in about your day. _____
6 Very, very cold. _____

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



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

3 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 teaching. She's a really good **teacher** / **teach**.
5 She likes sports. She wants to be a tennis **playing** / **player**.
6 I **made** / **was making** a cake when I heard the phone ring.



Reading and Writing

1 CE:YL **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 [1] _____. 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 [2] _____. 'I'm very sorry,' he explained. 'There's no dinner tonight because we still haven't got any [3] _____ 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?'

[4] _____ her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable [5] _____, 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 ☐

Speaking

2 CE:YL **Work in pairs. Ask and answer about what Bill and Anna used to do.**



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



teach history ✗
write with a pen and ink ✓
live in the city ✓
work as a guide ✗

Where did Bill use to live?

He used to live in a cottage.

Did Anna use to ... ?

Watch the speaking exam practice video.

3 Adventure time

Vocabulary

adventure beautiful brilliant great heights
incredible landscape scenery view wildlife

Lesson 1 Reading

1 **Work in pairs. Look at the introduction to the holiday webpage on page 34. Discuss the questions.**

1 What do you think the competition is about?

2 Look at the photos. What do you think you can win?

3 Would you like to win this competition? Where would you like to go?

2 **Read the introduction quickly and check your answers.**

3 3.1 **Read the text. Complete the words that say how nice something is.** Be a star!

a *mazing* l _____ b _____

b _____ p _____

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

www.|

ASK FOR ADVENTURE!

Home | Posts | Contact Us

Ask for Adventure is the newest holiday website.

Ask for Adventure will send you anywhere to do anything.

We like things that are different and exciting. We like **adventure**! Do you like adventure too? You're in the right place. Why not enter our competition? Here's what you do:

Write 200 words about 'Why I want to go to ...' and choose a place and an activity that is exciting and different. We choose the four best texts and ... we send you there!



ASK FOR ADVENTURE!

Home | Posts | Contact Us

Read what our four competition winners did last year!

Wildlife watching

Kimi and Toro went to the Galápagos Islands, 100 kilometres west of Ecuador in the Pacific Ocean. 'It was **incredible**!' said Kimi. 'We saw a lot of **wildlife**, including seals, iguanas and penguins. Yes, they have penguins! I've never seen one before! We also swam with sharks. And saw so many turtles!'



Skywalking

We're Mark and Tina, and we went walking – 88 floors in the sky! The Jin Mao Tower in Shanghai has opened its Skywalk to everyone. There is no wall to hold onto, and the walk is outside. It's just over one metre wide, and 60 metres long!

Did we enjoy it? We loved it! The **views** are amazing! We've never done anything like this before. Yes, we were scared at first, but it was **brilliant**!





A visit to a new country

Eric and Maddy travelled to Costa Rica. 'We've never been to Central America before, and we were really excited. We went because we wanted to see sloths, parrots, monkeys and the rainforest – and it was all wonderful. The **scenery** makes Costa Rica a really **beautiful** country!'



A helicopter ride

Have you ever flown in a helicopter? Anna and George travelled to New York and enjoyed a helicopter tour of the city. 'It was different to flying in on a plane,' George said. 'I'm a bit scared of **heights**, but it was fantastic. We had a **great** view of the **landscape** up in the air. The helicopter could get close to the ground, and it was really, really noisy! You wear special headsets to protect your ears. The headsets also have microphones so you can talk to the pilot!'

Where would you like to go? Write and tell us your ideas for the perfect holiday. See if you win!

Lesson 2 Reading comprehension

1 Read the webpage on pages 34–35 again. Correct the sentences.

1 'Ask for Adventure' is a competition. *No, it's an adventure holiday webpage.*

2 The Skywalk is in Paris. _____

3 The Galápagos Islands are in the USA. _____

4 Helicopter rides are very quiet. _____

5 Costa Rica is in Europe. _____

2 Are these sentences fact or opinion? Write *F* (Fact) or *O* (Opinion). Be a star!

1 The Jin Mao Tower is 88 floors high. *F*

2 I think monkeys are very friendly. _____

3 You can see penguins in the Galápagos Islands. _____

4 It's fantastic to ride in a helicopter. _____

5 You can see monkeys in Costa Rica. _____

3 Work in pairs. Discuss the questions.

1 Look at the photos on pages 34–35. Which adventure is your favourite? Why?

2 Think of the perfect adventure for you. Where would you like to go? What would you like to do?

Working with words

Using extreme adjectives

Extreme adjectives are words we use to mean ***very* + (adjective)**. They make our writing and speaking more interesting. When we see the word *cold*, we imagine one feeling. But if we see the word *freezing*, we imagine a stronger feeling – *very cold* or *extremely cold*.

Read the extreme adjectives in the yellow box. Then write them in the correct places in the table. Some extreme adjectives can go in more than one place.

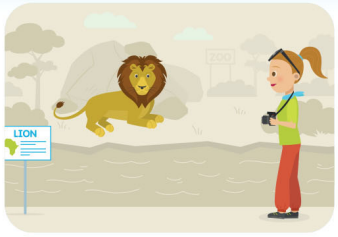
Adjective	Extreme adjective(s)
good	*great*
different, unusual	
big	
surprising	
small	
pretty	

amazing beautiful
brilliant ~~great~~
huge incredible
tiny weird

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	Paris.
He She	has ('s)		tried	sailing.



Go to **Irregular verb list**: Workbook page 128.

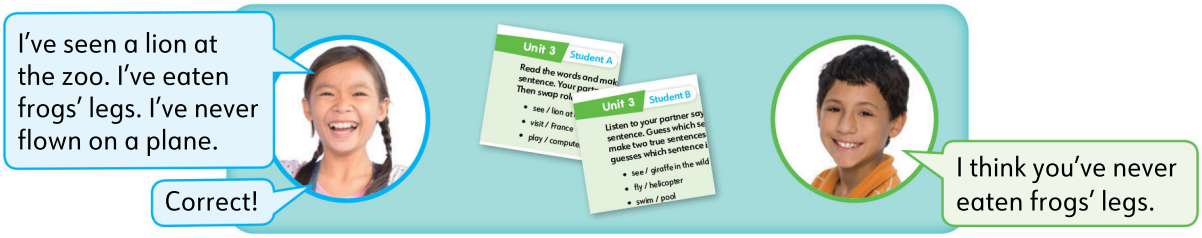
2 Complete the text with the correct form of the verbs in the box.

travel write climb never / climb ~~do~~ visit swim never / fly

Martin Evans is only 12 years old, but he's [1] *done* a lot of exciting things. He [2] _____ a blog about his adventures. He [3] _____ Mount Kilimanjaro and he [4] _____ with dolphins. He [5] _____ by plane, but he [6] _____ in a helicopter. He [7] _____ Paris, but he [8] _____ the Eiffel Tower. Why? Because Martin's scared of heights!

3 Work in pairs. Play True or False. Be a star!

- A Look at page 145. B Look at page 147.
- Read the words and make two true sentences and one false sentence.
- Take turns to guess which of your partner's sentences are false.



Go to **Grammar booster**: page 136.

Lesson 4 Language in use

1 3.2 Listen and say.



Vocabulary

camp compass put up (a tent)
rucksack sleeping bag

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 Work in pairs. 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?

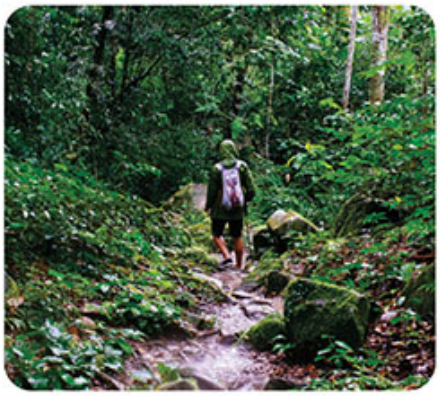
No, I haven't.

Unit 3 Use the present perfect with *ever* to ask and answer about experiences WB: page 31

Go to **Grammar booster**: page 136.

Lesson 5 Listening

1 3.3 **Look at the photos. Where's the man? What's he doing? Listen to the interview and check your ideas.**





Vocabulary

bite (bit)	delicious
explorer	horrible
mosquito	strange

2 3.3 **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 3.3 **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. _____

What can you learn about other cultures when you travel 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

Using a mind map to plan

A mind map is a useful way of organising thoughts and information. Look at the mind map a writer made for a webpage about the Skywalk in Shanghai. 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 Eric and Maddy's description of their trip on page 35 and make a mind map of their ideas.



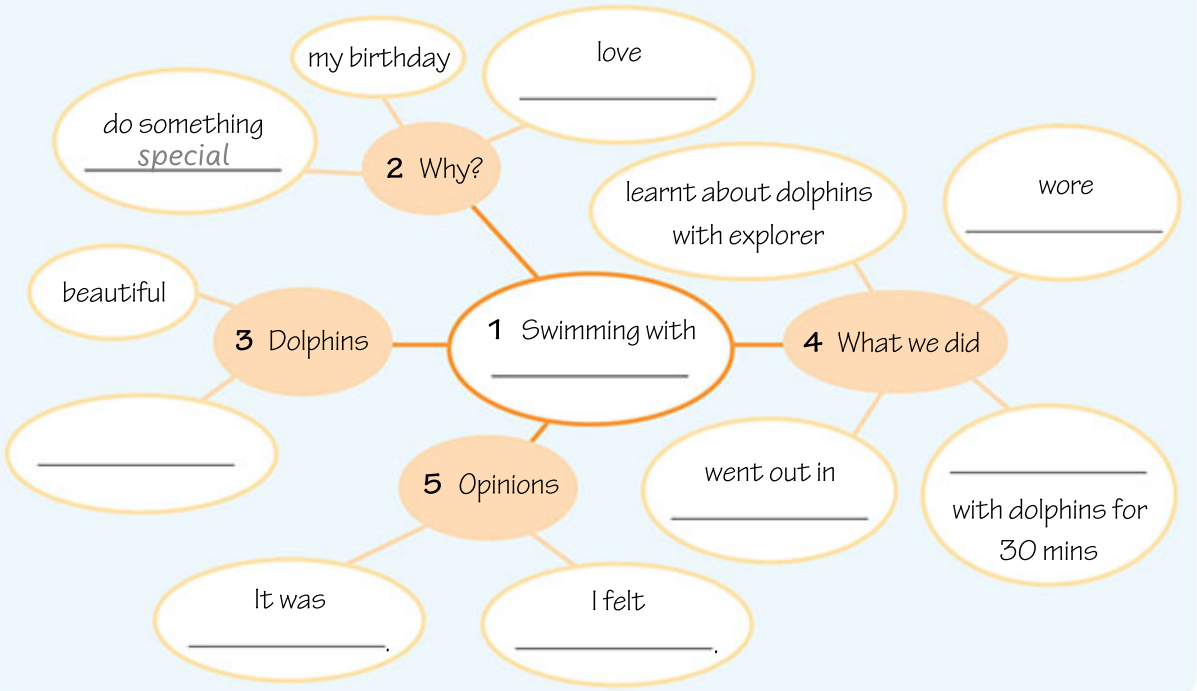
1 Look at the webpage on pages 34–35. Tick (✓) the things that are true.

1 It has text and photos. ☑
2 The writers use 'I', 'you', 'we'. ☐
3 It's private – only the writers read it. ☐
4 It's formal. ☐
5 It includes the writers' feelings and opinions. ☐
6 It describes places and experiences. ☐

2 **You are going to write a webpage section about an adventure activity. Look at the pictures. Then complete the mind map.**







3 **Use your mind map to write a webpage section. Follow the guide below.** **Be a star!**

Start	Write the date (day, month and year).
Opening	Introduce yourself. Talk about why you wanted to have this experience.
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 to the webpage again.

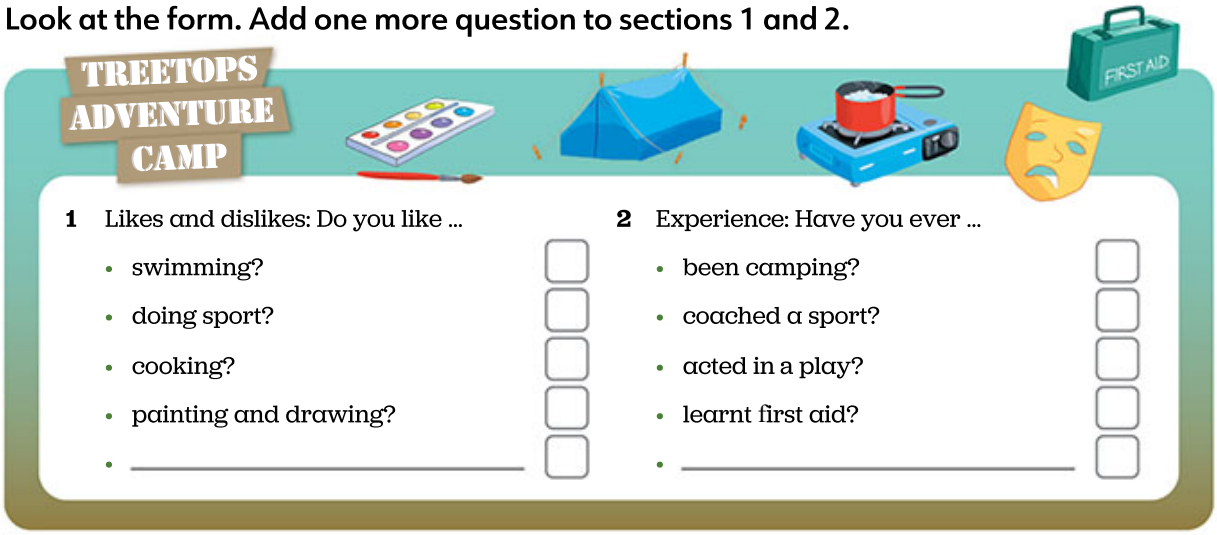
Lesson 7 Speaking

Vocabulary
act coach first aid

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



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



3 Work in pairs. Act out an interview. **Be a star!**

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 ... ?

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. What information surprised you the most? Why?

Decide who gets the job

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

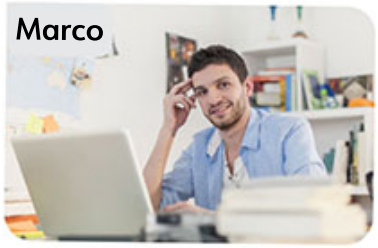
Wanted: coach for Treetops Adventure Camp

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 3.4 Listen to the interviews and complete the information.

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

4 Work in pairs. 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 3.5 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.'

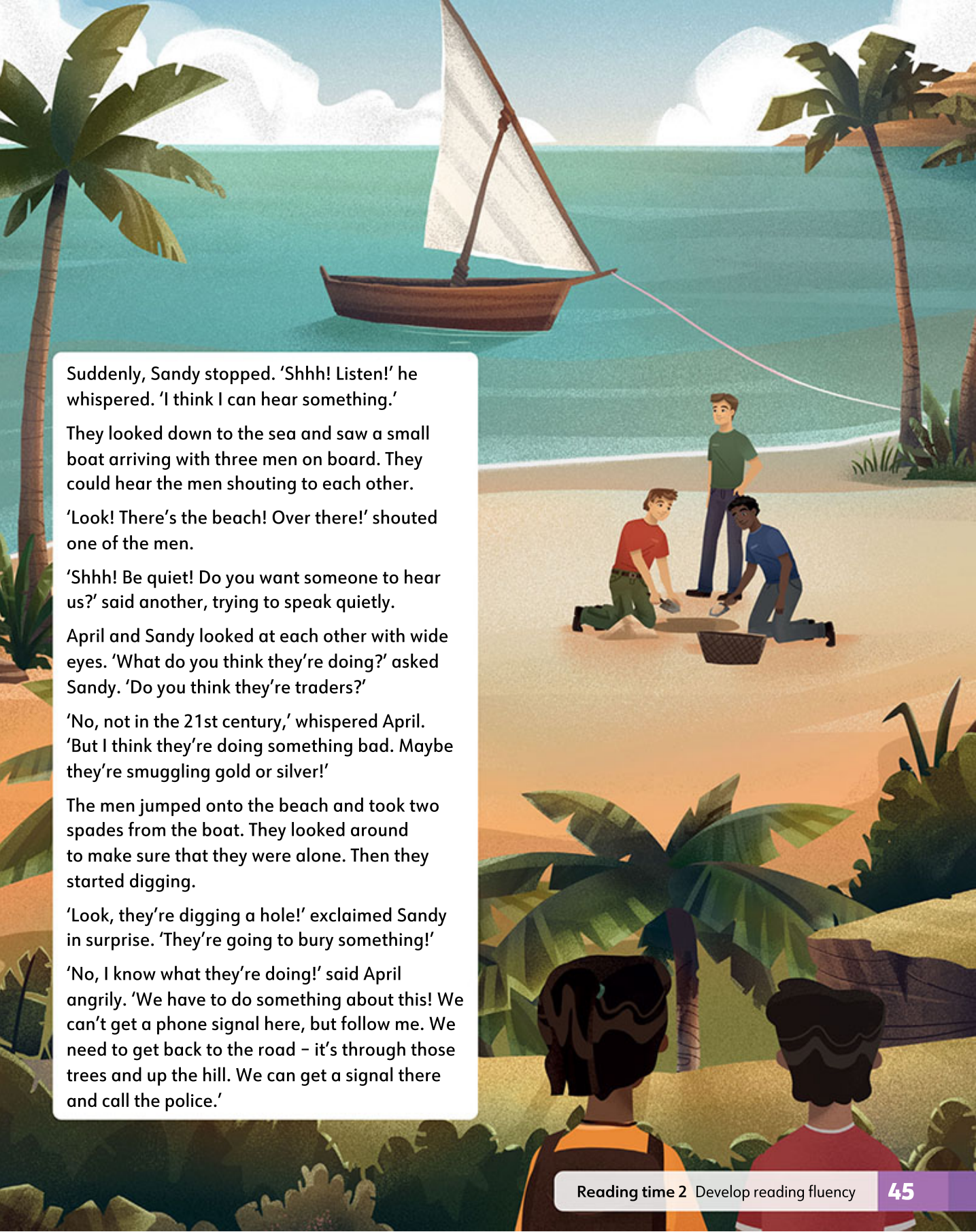
'Let's go one day,' suggested April. 'It's a great way to explore the island.'

'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!'



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

compass, boat …

2 **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**.

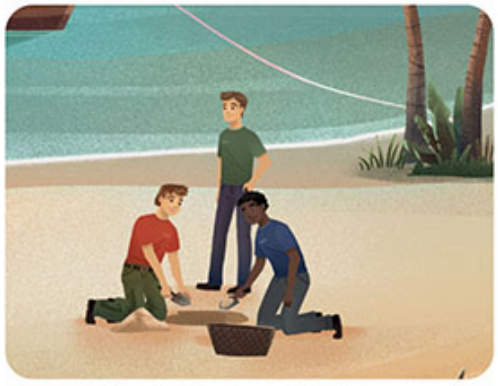
3 **Number the events in the story in order.**

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. 1
g April told Sandy about hawksbill turtles. ☐
h They saw a boat with three men in it. ☐

4 **Work in pairs. 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?

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



4 Cool jobs

Vocabulary

challenging coder environmental
factory interested in litter rewarding
safe special effects university

Lesson 1 Reading

1 **Look at the people in the photos and answer the questions.**

1 What are their jobs?

2 Do you think they like their jobs? Why / Why not?

2 4.1 **Read the magazine article and check your answers.**

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

4 **Read again and match.**

1 an environmental scientist	a uses phones and cameras to make films
2 a film-maker	b looks after the planet
3 an actor	c writes instructions for computers
4 a coder	d performs in plays and films

5 **Work in pairs. Discuss the questions.** Be a star!

1 Which of the three jobs would you like to do? Why?

2 Imagine you can choose any job in the world. Which job would you like to do, and why?



Amazing jobs



Have you ever thought about what job you'd like to do? A teacher, a nurse – or something a bit different? How long have you wanted to do this job?
We spoke to three people who know which job they want to do. We asked them what they're doing now, and what they'd like to do in the future.



The environmental scientist



Marie Patterson wants to be an **environmental** scientist. 'I've been **interested in** science, nature and animals since I was little,' says Marie. 'I want to keep the planet **safe**. I'm going to study environmental science at **university**.'

Marie is 17, and she has volunteered for Picker Pals in Ireland for two months. 'Picker Pals is great,' she says. 'They send primary schools tools, storybooks and songs. The kids do the activities and have fun collecting **litter** from the environment with their families. Two thousand schools in Ireland are doing the Picker Pals programme. It's very **rewarding** – I love learning about the environment!'





The film-makers

The Critics Company is a group of young film-makers from Nigeria who have been making films since 2016. They learnt about film-making on the internet. They needed a 'green screen' for **special effects**, explains Raymond Yusuff, 18, who is a member of the group. So they saved money and bought the material for the green screen. 'Then we used my smartphone and borrowed my dad's laptop computer and started filming,' Raymond says. He's wanted to make films since he was a child. He really likes working with special effects.

There are five boys in Critics Company. They make science fiction films that vary in length, but the longest to date is 18 minutes long. Their films are very popular: people watched one of them more than one million times! Famous film-makers sent equipment and money. 'We were so excited,' Raymond says. Now they're making lots of films and they love it!

The computer coder





Pat Leeman, 36, is a computer **coder**. She works in big **factories** around the world. How long has she wanted to be a coder? 'I've been interested in computers since I was eight,' she says. 'I learnt on a computer called Raspberry Pi. This taught me how to code, how to build websites and how machines work with computers.' Pat says computer coding is easy. 'A computer is like a big baby,' she says. 'The instructions need to be simple and you have to give a lot of them. When you understand that, you're a coder! I really like writing code.'

Martha Spacey is 14. She likes computers and has studied coding at school for the last year. 'At the moment, I'm designing a car and making it work from a computer. I'm enjoying it – it's really **challenging**. I'd like to be a coder in the future!'

Learning to learn

Scanning for specific information

When you read a new text:

- Look at it quickly. What can you see? What do the photos say to you? Is the text a newspaper, magazine article or webpage? What information can you find out quickly?
- Now read the text more carefully. If you need to find specific information, look for that word in the text. Don't worry about other words.

How quickly can you find the answer to this question on pages 48–49?
What's the name of the computer Pat used to learn how to code?



1 Read the article on pages 48–49 again. Find specific information to complete the table.

Name / Job	Chose job because ...	Enjoys ...
Marie *Environmental scientist*	• _____ • _____	• _____ • _____
Raymond _____	• _____ • _____	• *making films* • _____
Pat _____	• *interested in computers since she was eight* • _____	• _____ • _____

2 Look for specific information. Answer the questions. Be a star!

What is the name of ...

1 the environmental organisation in Ireland? *Picker Pals*
2 the film-makers group? _____
3 the woman who codes computers in big factories? _____
4 the student who is designing a car? _____

3 Work in pairs. Discuss the questions and give reasons for your answers.

1 Which of the jobs on pages 48–49 do you think is the most ...
a dangerous? **b** rewarding? **c** interesting? **d** challenging?

2 What job would you like to do when you finish studying?

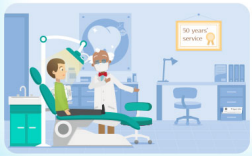
1 Look and read.

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 .



Look! ***for*** + a period of time: *12 years / three weeks / a long time*
since + an exact moment in the past: *2001 / Friday / I had lunch*

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

1 Marie / volunteer / for Picker Pals?
How long has Marie volunteered for Picker Pals? — *For* two months.

2 Marie / be / interest / in science?
_____ — _____ she was little.

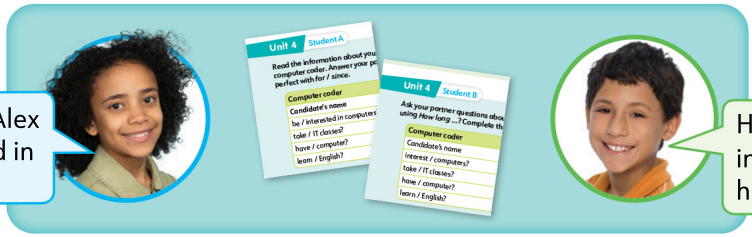
3 Raymond / be / to make films?
_____ — _____ 2016.

4 Martha / study / coding?
_____ — _____ the last year.

5 Pat / be / interest / in computers?
_____ — _____ she was eight.

3 Work in pairs. Choose the best person for a job. Be a star!

- A Look at page 145. B Look at page 147.
- Take turns to read the information in the table on your page and ask and answer questions about the candidates. A starts. Discuss who is the best person for the job.



Go to **Grammar booster**: page 137.

Lesson 4 Language in use

1 4.2 Listen and say.



Vocabulary

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 ✓ *I've already met the 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 ✓ _____

3 Work in pairs. Think of other things you could do on your first day at a new school. Make a list.

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 ... ?

Go to **Grammar booster**: page 137.

Lesson 5 Listening

Vocabulary

flavour freeze spit spoon

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

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!







2 4.3 **Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.**

3 4.3 **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. 1

e Spit the ice cream into a bowl. ☐

f Move it around your mouth. ☐

4 4.3 **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?

5 **Work in pairs. Discuss the questions.**

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

2 What's your favourite flavour of ice cream?

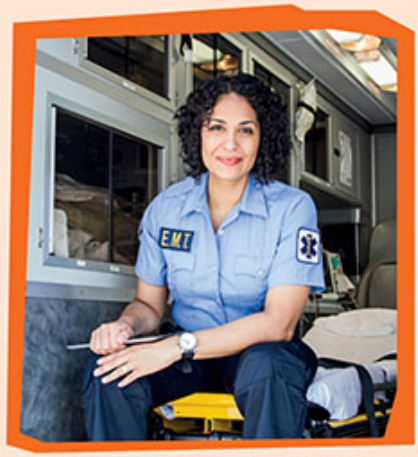
1 Read about another job. Number questions a–g in the order the information appears.

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? ☐



What other jobs can help communities?

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? ☐

2 Did you organise it in paragraphs? ☐

3 Did you use correct …

- grammar? ☐
- spelling? ☐
- punctuation? ☐

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 *make* a poster

2 _____ your homework

3 _____ the cooking

4 _____ a noise

5 _____ the cleaning

6 _____ a model

Lesson 7 Speaking

Vocabulary

battery gardening polite

1 Read about Robert. What can he do?

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.



Have you cleaned the carpet yet?

Yes, I have.

3 4.4 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 great.
I'm sorry, I ...	Would you like ...	



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 nqxg hqqvdcnn. K'xg 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



My dad used to work in a factory.

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

~~battery~~ canteen challenging coach coder compass explorer factory polite spoon strange university

Jobs	Places	Things	Adjectives
		battery	

2 **Match to make sentences.**

1 I've studied English ...	**a** she was seven.
2 How long have ...	**b** ever been camping?
3 Ellie has known Tom since ...	**c** for five years.
4 I've already ...	**d** elephant in the wild.
5 We haven't seen ...	**e** you worked as a coder?
6 Have you ...	**f** been in a helicopter.
7 I've never seen an ...	**g** the beautiful view yet.

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

Today		In my life	
make my bed	☐	make a cake	☐
study maths	☐	act in a play	☐
do my homework	☐	try sailing	☐
have lunch	☐	write a story	☐
see the head teacher	☐	buy a rucksack	☐



Have you had lunch yet?

Have you ever tried sailing?

No, I haven't.

Yes, I have.



Listening

1 CE:YL 4.5 **Listen and draw lines. There is one example.**

Bobby

Sophie

Mrs Parker

Mark

Peter

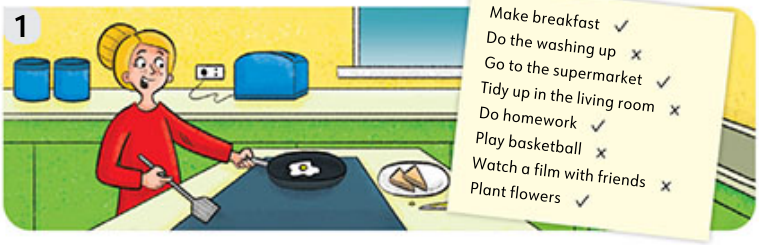
Lily

Eric



Speaking

2 CE:YL **These pictures tell a story. It's called 'Lisa's Busy Weekend.' Look at the pictures. Lisa starts her day in her kitchen. Work in pairs to tell the rest of the story.**













Lisa is really busy this weekend. Look at all the things she's done! She's already made breakfast.



And she's ... but she hasn't ... yet.

Watch the speaking exam practice video.

5 Getting around

Lesson 1 Reading

Vocabulary

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 5.1 **What do you think happens in the story? Read the text quickly and check your ideas.**

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

4 **What is 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.



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.

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. A

2 Young people don't play outside as much as they used to. ____

3 What should I call my latest robot cat? ____

4 Old-fashioned things are boring, I prefer modern inventions. ____

5 What's happened? There isn't any nature in the future. ____

2 **Underline the correct answers.**

1 Abi doesn't want to play tennis outside because she prefers ...

a playing on her tablet. **b** playing in Grandma's workshop.

2 When Abi pedals forwards on the bike, it takes her to ...

a a different town. **b** the future.

3 Abi doesn't like the future because ...

a there aren't any children outside. **b** there are a lot of skyscrapers.

4 In the end, Abi wants to play outside because ...

a she doesn't like her present. **b** she knows that fresh air is important.

3 **Work in pairs. Discuss the questions.** Be a star!

1 Do you think Grandma wanted Abi to find the bike? Why / Why not?

2 Do you think Abi enjoyed her visit to the future? Why / Why not?

3 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 wonderful
2 colourful
3 tasteless
4 fearless
5 powerful
6 skilful

1 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 .



2 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!'

3 Work in pairs. Play Agree or Disagree? Be a star!

- A Look at page 148. B Look at page 152.
- Take turns to choose pictures and make sentences. Your partner guesses what it is and says if they agree or disagree. A starts.



Go to **Grammar booster**: page 138.

Lesson 4 Language in use

Vocabulary

crowded cycle path fit travel card

1 5.2 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 [1] *too far* (far). The pavements are [2] _____ (crowded) and the traffic is [3] _____ (noisy). And on cold days it isn't [4] _____ (warm) to walk.

2 I don't like travelling by train. The trains here aren't [5] _____ fast) – they're [6] _____ (slow). Then when they arrive, they're [7] _____ (crowded) – you usually have to stand! Also, they cost six pounds a day so they're [8] _____ (expensive).

3 Work in pairs. 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.

Unit 5 Use *too* and *not enough* to say something is more or less than you would like WB: page 51

Go to **Grammar booster**: page 138.

Lesson 5 Listening

Vocabulary

popular protect safety equipment

1 **Look at the photo and answer the questions.**

1 What's she doing?

2 Would you like to try this activity? Give two reasons for your answer.



2 5.3 **Listen to the conversation. Underline the correct answers.**

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

Who thinks skateboarding is ...

1 popular. E

2 too dangerous. ____

3 not dangerous. ____

4 a good way to keep fit. ____

5 an expensive hobby. ____



4 **Work in pairs. What other sports need safety equipment? Discuss.**

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

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 **Work in pairs. Look at the time-travel picture story. Discuss what you think happens. Write notes about the story. Then tell the story.**



3 **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

Reading complex tables

When you travel, you sometimes need to use timetables. Timetables contain a lot of information. Focus on the information you need.

Make the information easier to understand:

1 Look for your destination (where you are going) and focus on it.

2 Look for the day and time you are travelling.

3 When you find the information, write it down quickly.

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
Bird Island	8.15	9.15	10.15	11.15	1.15	3.15	5.15	7.15
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

Vocabulary

discount ferry
single / return (ticket) ticket office

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





2 5.4 Listen to a conversation at the ferry ticket office and complete.

Journey time:	12 minutes
Departs:	every _____ minutes
Single:	$_____
Return:	$_____

3 Work in pairs. Act out a dialogue. Use the information and the phrases below. **Be a star!**

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 ...

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 ... ?

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

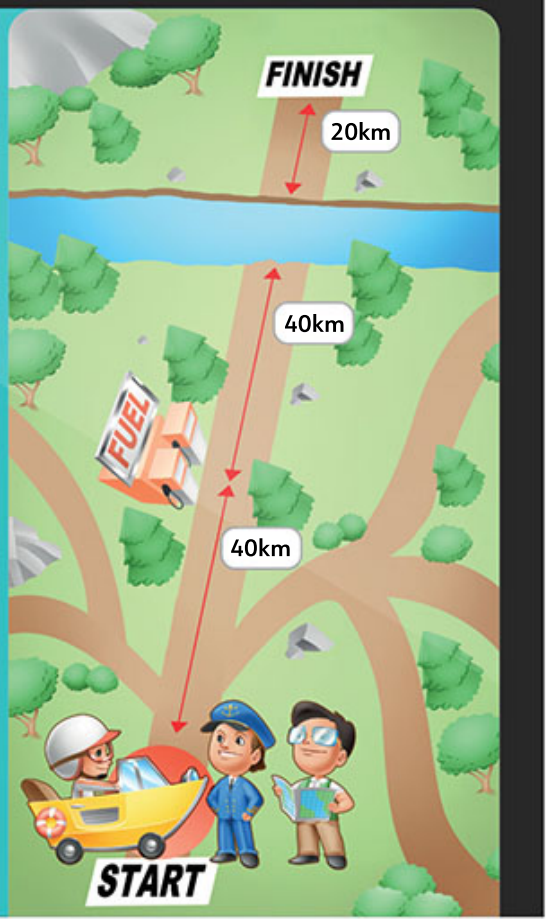
1 You're in a 100 km race. You are the driver of a boat-car, which travels on water and on roads.

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 in pairs 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

Vocabulary

chewing gum cotton denim fabric jeans
leather plastic rubber throw (thrown) away waste

1 **Discuss these questions with a partner.**

1 What things do you recycle most?
2 Do you reuse or recycle your clothes? What do you do with them?
3 Can you think of other ways to reuse or recycle old things?

2 **Look at the infographic on page 71. What does it show?**

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

4 6.1 **Read the text and the infographic. Answer the questions.** Be a star!

1 What's the problem?
2 What's the answer to the problem?
3 Do you think it's a good answer?
4 Do you like the shoes?

A NEW LIFE FOR YOUR CHEWING GUM - AND OTHER THINGS YOU THROW AWAY

Around the world people **throw away** billions of things every year. This is a big problem because there isn't space on Earth for all our **waste**.

Scientists have studied the problem, and they have found an answer – the Zero Waste Plan:

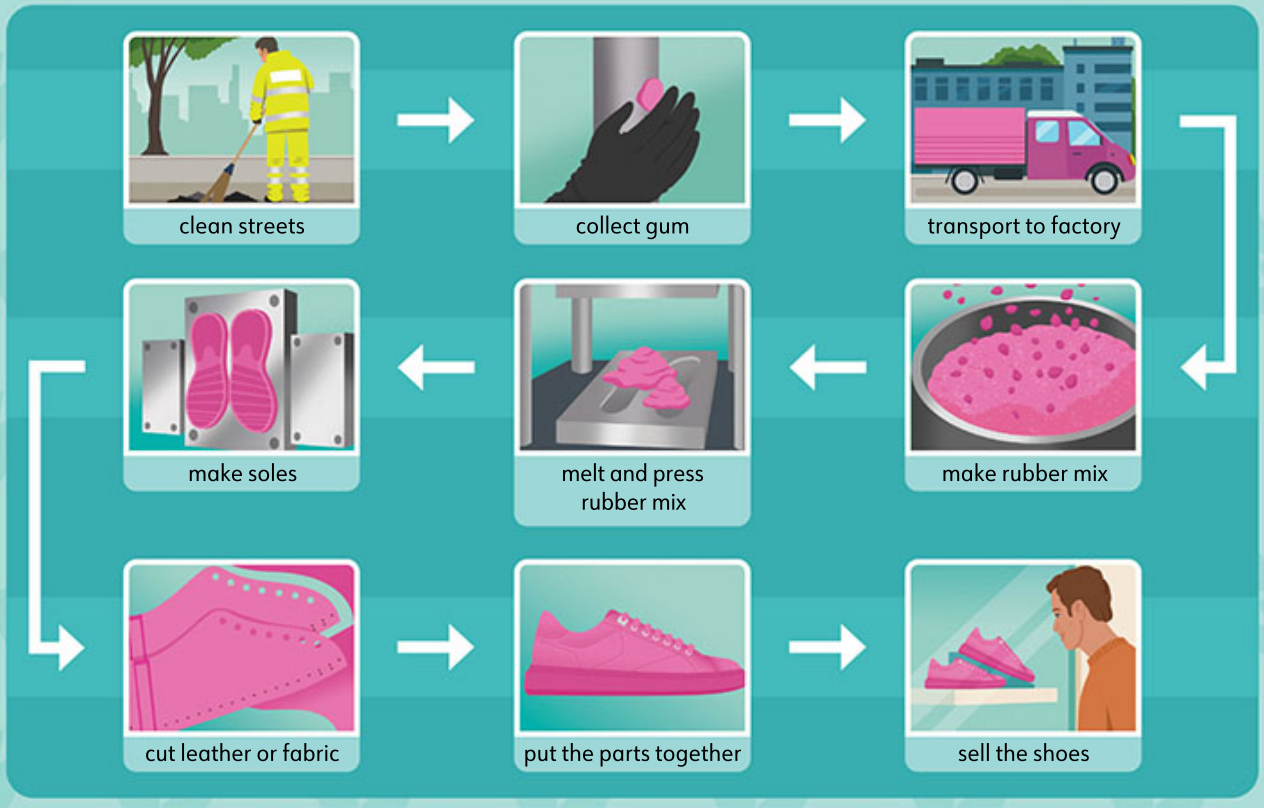
1. **REDUCE** Don't buy so many things.
2. **REUSE** Don't throw things away. Use them again.
3. **RECYCLE** Some things can be used again – paper, **plastic** and glass, for example.
4. **RECOVER** Use the waste to make energy.
5. **THROW IT AWAY** Only if you really have to, throw the waste away.



Let's look at some examples. Every year people throw away a lot of clothes, but we can give them a new life. Think about the clothes you wear – **denim jeans**, for example. Denim is a type of **fabric**, made of **cotton**, and cotton needs a lot of water to grow. You need 10,000 litres of water and a lot of energy to make just one pair of jeans. So if your old jeans are too small but not too old, you can give them to your friends or family. Then they can reuse them. Or you can recycle your jeans – make something new with them, like a bag. Or you can use the fabric to fix other jeans!



In the Netherlands, they've had another recycling idea. In Amsterdam, the capital city, **chewing gum** is a big problem. 1.5 million kilograms of gum are thrown onto the city's streets every year and the gum stays there for 20 years. It's dirty and it looks bad. Designers looked at the problem and they found an answer: we can use the gum to make shoes! Gum is made of **rubber** and parts of shoes are made of rubber, too. The gum in Amsterdam is recycled and made into new rubber. Then that rubber is used to make shoes that are sold around the world.



This is how the shoes are made. The streets are cleaned, the gum is collected and transported to a factory. Then the gum is broken down into small pieces and it is added to rubber to make a new rubber mix. The rubber mix is melted and pressed to make the soles of the shoes. Then **leather** or fabric is cut to make the top parts of the shoes. Factory workers put the parts together and then the shoes are ready to be sold in shops.

It takes about 1 kg of gum to make four pairs of shoes. The shoes still smell like gum – but they don't stick to the streets! It's an example of recycling that really works.

HOW CAN YOU BE PART OF THE ZERO WASTE PLAN?

Lesson 2 Reading comprehension

1 Number the stages in order. Check your answers on page 70–71.



- **a** The shoes are sold in shops around the world. ☐
- **b** Gum is thrown onto Amsterdam's streets. 1
- **c** The gum is collected. ☐
- **d** The rubber is recycled. ☐
- **e** It is made into the soles of shoes. ☐
- **f** The gum is broken down into small pieces. ☐
- **g** Leather and fabric are cut to make the top parts of the shoes. ☐

2 Answer the questions. Be a star!

1 Why is chewing gum a problem on Amsterdam's streets? *It's dirty and it looks bad.*
2 How long does it stay on the streets? _____
3 What is it made into? _____
4 What other things can be used again? _____

3 Work in pairs. Discuss the questions.

1 What other things are made of recycled materials?
2 Do you buy any recycled things?

Working with words

Suffixes: *-tion* and *-sion*

Why is it a good idea to reuse or recycle old things?

You can add *-tion* and *-sion* to some verbs to make them into a noun:
create – *creat**ion*** *decide* – *decis**ion***
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.

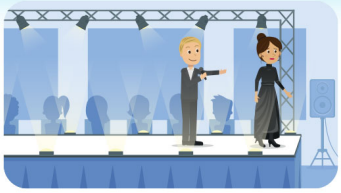
Make nouns from these verbs.

1 direct *direction*
2 invent _____
3 divide _____
4 reduce _____
5 educate _____
6 persuade _____

1 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 shirt	is / isn't	made	from denim.
The shoes	are / aren't	made	from plastic.

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 trainers every year. ___

b Millions of pairs of trainers are thrown away every year. ___

2 a Workers make this style of dress in France. ___

b This style of dress is made in France. ___

3 a Leather is used to make the tops of shoes. ___

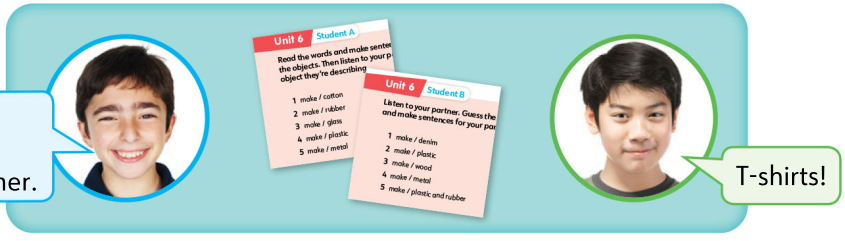
b The tops of shoes are made of leather. ___

3 Complete the text with the correct form of the verbs in brackets.

Every year, 2.4 billion T-shirts [1] *are made* (make) around the world. The cotton to make the T-shirt material [2] _____ (clean) and [3] _____ (make) into the fabric. The fabric [4] _____ (colour) and then it [5] _____ (make) into T-shirts. The T-shirts [6] _____ (take) to shops and they [7] _____ (sell)!

4 Work in pairs. Play a guessing game. Be a star!

- A Look at page 148. B Look at page 152.
- Take turns to make sentences for your partner to guess the objects. A starts.



Go to **Grammar booster**: page 139.

Lesson 4 Language in use

Vocabulary

glass herb metal wood

1 6.2 **Listen and say.**



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*.**

1 

bottle opener

metal / open bottles

It's made of metal.

2 

book opener

leather / keep books open

3 

feeding bottle

plastic / feed a baby

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

Go to **Grammar booster**: page 139.

Lesson 5 Listening

Vocabulary

advert documentary
programme the news

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

advert documentary ~~sports programme~~ the news






sports programme _____ _____ _____

2 6.3 **Listen to the adverts. What are they selling? Number them in order.**

a a new film [1] **b** orange juice [ ] **c** a computer game [ ] **d** jeans [ ]

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

1 **a** Don't miss the biggest film of the year. *O*
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. ___

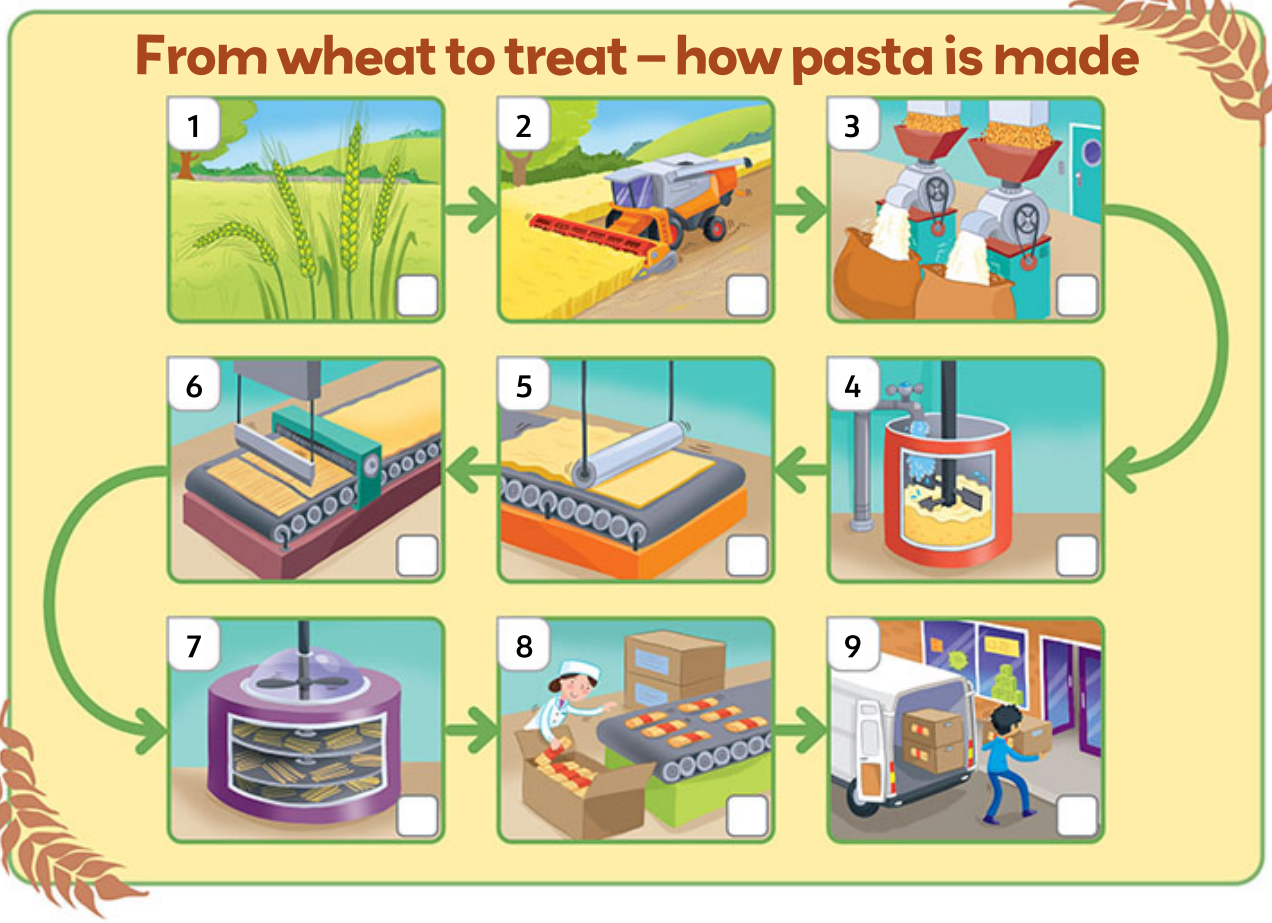
4 **a** We all love orange juice. ___
b Nothing is added to Brendan's Orange Juice. ___

4 6.3 **Listen again. Answer the questions.**

1 What's the name of the film? *Dinosaur Teeth*
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? _____

5 Which advert do you think is the best? Why?

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.



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 collect 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 _____.

2 **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?

3 **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

Researching information

The internet is a great place for researching information, but it's not the only place.

Here are other ways you can find different information:

- Ask people (teacher, parents, grandparents)
- Use a library (books, encyclopaedias, newspapers, local history / community)
- Watch TV programmes like the news or documentaries.

Internet searches are quick and easy. But when you look on the internet, remember:

- Some articles are true; some articles are false. Check your information. If a story is difficult to believe, look for another article that says the same thing.
- Official websites made by governments, newspapers, encyclopaedias and big TV companies are good places to look.

Where would you look for information on these topics?

1 your town 20 years ago

2 leopards

3 things to do in Mexico

4 the moon

5 China

6 how to make a dish from your country



Lesson 7 Speaking

Vocabulary

cheap (cheaper) special useful

1 6.4 Listen and read. What is the product made of? What can you use it for?

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!



2 Read the advert in Activity 1 again and underline the adjectives.

3 Work in pairs. 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 ...

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 **Work in pairs. Discuss the different options.**

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? Discuss.**

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*.



wood

design / artist
keep / jewellery in



sell / toy shops
play / games on the beach



make / in China
water / plants



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.

It's sold in ...



Reading and Writing

1 CE:YL **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.

Speaking

2 CE:YL **Work in pairs. Ask and answer.**



Let's talk about recycling. What kinds of things do you recycle?

I recycle paper and glass bottles.



Really? What kinds of things are made from recycled paper?

Watch the speaking exam practice video.

7 Music and song

Lesson 1 Reading

Vocabulary

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

1 **Work in pairs. 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 7.1 **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.**

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

Songboard magazine talks to ...

Martin Stark



What's your favourite type of music?

I like all types 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.

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.

How do you write your songs?

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?

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

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.

What are your plans for the future?

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.

After the concert, we asked Martin one last question: 'What will the future of folk music be?' He said: 'That's impossible to predict, but I hope it will always be popular because of how important it is for our history and culture.'

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.

Why is folk music important for different cultures?

Lesson 2 Reading comprehension

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

1 Why does Martin love folk music? *Because the songs tell great stories.*

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? *S*

2 talks about someone's interests? ____

3 is a story? ____

4 has questions and answers? ____

5 has different verses? ____

6 has rhyme and rhythm? ____

3 Work in pairs. Discuss the questions.

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**m**a**ture* ***dis**a**gree

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

1 honest *dishonest*

2 polite _____

3 perfect _____

4 appear _____

5 possible _____

6 respect _____

1 Look and read.

Graphic **Grammar**

will and *going to*

Predictions about the future:

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



Future plans and intentions:

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



Predictions based on something we see / hear:

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



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

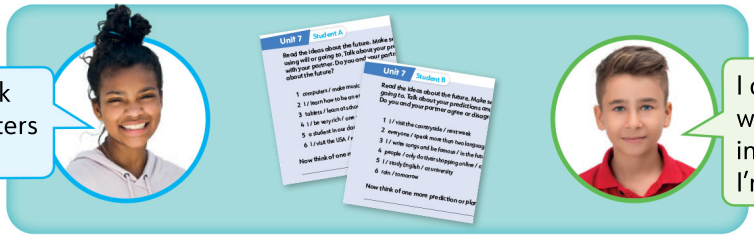
John: In the future, I think music [1] *will sound* (sound) completely different. There [2] _____ (not be) any musical instruments. We [3] _____ (use) computers to make music.

Ann: I don't agree! I love the sound of different instruments. I [4] _____ (learn) to play lots of instruments. I [5] _____ (write) songs with my best friend and we [6] _____ (perform) for our families and friends.

Alex: Look! The lights are going down. The concert [7] _____ (start). Be careful! You [8] _____ (drop) your phone on the floor!

3 Work in pairs. Talk about predictions and plans. Be a star!

- A Look at page 149. B Look at page 151.
- Read the ideas about the future. Make sentences about your predictions and plans.
- Talk about your predictions and plans with your partner. A starts.



Go to **Grammar booster**: page 140.

Lesson 4 Language in use

Vocabulary

calendar midnight orchestra rehearsal

1 7.2 **Listen and say.**



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.**

6.30 **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 ...

Wha time do you arrive at the concert hall?

Go to **Grammar booster**: page 140.

Lesson 5 Listening

Vocabulary

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

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

a a musical **b** traditional music **c** pop music





2 7.3 **Listen and check. Then number the photos in order.**

3 7.3 **Listen again and complete the notes.**

***Happy* by Pharrell Williams**

It's really [1] *catchy*.

It always makes me feel [2] _____.

***Bambo* by Ba Cissoko**

It's got a great [3] _____.

The song is [4] _____ and [5] _____.

Consider Yourself* from the musical *Oliver!

It's got a great [6] _____, really fast and [7] _____.

It reminds me of my [8] _____.

4 7.3 **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? (P) / (C) / (A)
2 their parents also like? P / C / A
3 uses a traditional instrument? P / C / A
4 isn't in English? P / C / A
5 is about making people feel important? P / C / A

5 **Work in pairs. Discuss the questions. Give reasons for your answers.**

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

Learning to learn

Understanding rhythm in a song

Songs follow a pattern. You stress certain syllables (parts of words) 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 **fin**ished **my** com**put**er **game**.
I've **read** my **books** from **front** to **back**,
And **list**ened **to** a **whole** sound**track**.

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

1 2 3 4 5 6 7 8
It's such a bore! It's all the same.



1 7.4 **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.

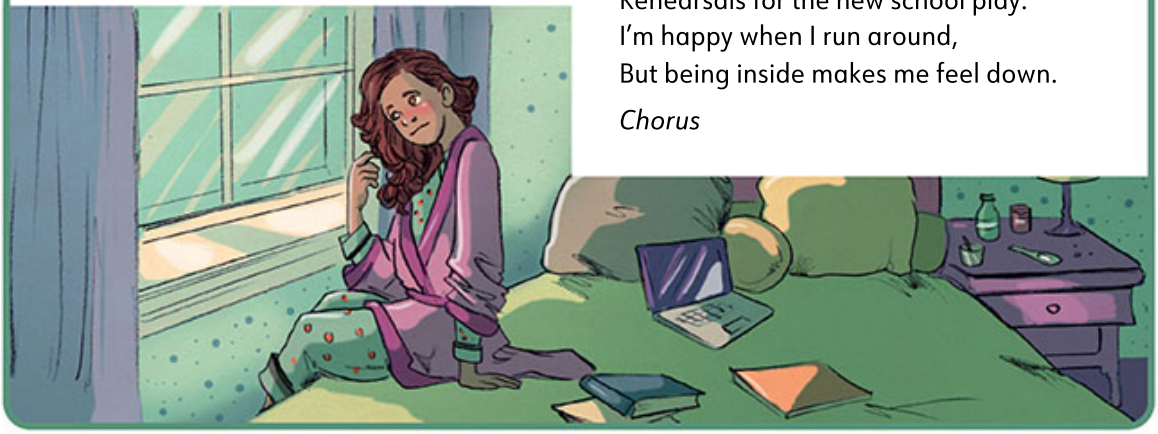
I thought it would be fun at first,
But being ill is just the worst!

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



2 Write a title for the song.

3 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 a few times

b tells the story

c describes actions and events

d describes the main idea of the song

4 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 _____.



5 7.4 Listen again and learn the tune. Then add your class verse and sing along. Be a star!

Lesson 7 Speaking

Vocabulary

optimistic romantic

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

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 ...

Create the right atmosphere!

1 **Read and match the scripts to the types 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

1
A: Give me your hand.
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. b

2
A: Give me your hand.
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! ☐

3
A: Give me your hand, Patrick.
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! ☐

4
A: Give me your hand.
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 7.5 **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 7.5 **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!

1 7.6 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.

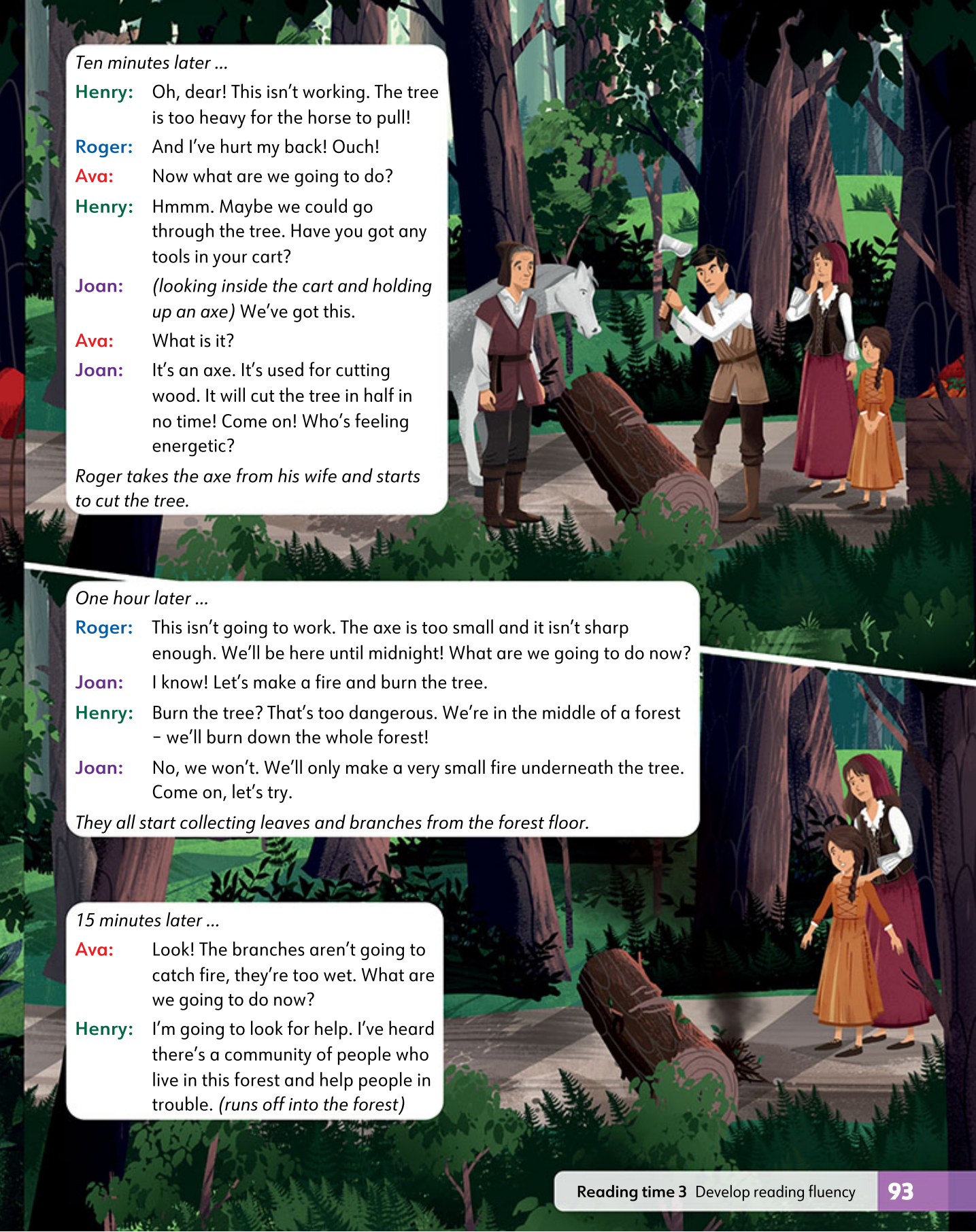
Henry: Have you tried lifting the tree out of the way yet?

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 around 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!



Ten 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: Hmmm. 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

Characters

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

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: Hmmm ... 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)

1 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 _____.

2 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.

3 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. ☐

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





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

8 Tell me a story

Vocabulary

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

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?

2 8.1 **Read the story quickly and check your ideas in Activity 1.**

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

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



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.

Lesson 2 Reading comprehension

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

1 Cheng Li was a good artist. T

2 He took three years to paint the swan. —

3 It took him a long time to paint the swan because he was lazy. —

4 Swans are easy to paint. —

5 Zhang Wei was furious because the painting wasn't good. —

6 Zhang Wei was sorry that he sent Cheng Li away. —



2 Who do you think said these things in the story? Circle *Z* (Zhang Wei) or *C* (Cheng Li).

1 1 I want the best picture of a swan in China. (Z) / C

2 A perfect picture will take a very long time to paint. Z / C

3 The swan is not perfect yet, you must wait longer. Z / C

4 You have made me look stupid so I'm going to send you away. Z / C

5 I tried to do my best. I don't understand why he's angry with me. Z / C

6 I made a terrible mistake. Z / C

3 Work in pairs. Discuss the questions. Be a star!

1 Why was Zhang Wei furious with Cheng Li?

2 Do you think he was right to send Cheng Li away?

Why do you think paintings are popular in different countries around the world?

Learning to learn

Recognising 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.

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 Underline the correct options 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, too. When it goes second, don't use a comma:

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

3 Work in pairs. Play the If ... game. Be a star!

- A Look at page 149. B Look at page 151.
- Complete the sentences in the table. Then take turns to choose and share the sentence you finished. Did you both have the same answers? A starts.



Go to **Grammar booster**: page 141.

Lesson 4 Language in use

Vocabulary

escape hurt rescue rope tie (tied) up

1 8.2 **Listen and say.**



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.**

Look!

Affirmative: *may / might / could*

Negative: *may not / might not*

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



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.

Go to **Grammar booster**: page 141.

Lesson 5 Listening

Vocabulary

in trouble	play a trick
tell lies	tell the truth

1 **Work in pairs. 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?



2 8.3 **Listen to the story. Check your ideas in Activity 1.**

3 8.3 **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. 1
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. ☐

4 **Work in pairs. Discuss the questions.**

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?

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?*

3 **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 *powerful*
2 angry _____
3 go back _____
4 surprised _____
5 fantastic _____
6 very bad _____

Lesson 7 Speaking

Vocabulary

moral take place

1 8.4 **Listen to someone giving a talk about the story in Lesson 5. Do you think it's a good talk? Why / Why not?**

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 _____

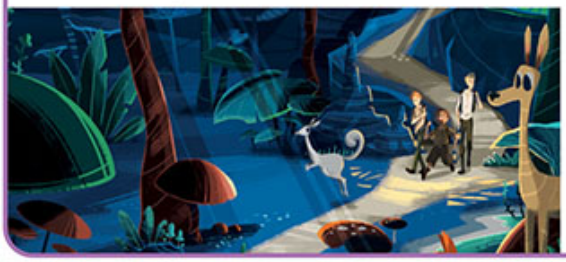
2 _____

3 _____

Ending: _____

Moral: _____

My opinion: _____





3 **Work in pairs. Prepare and practise your talk. 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!

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

The Three Musketeers
Alexandre Dumas ☐

2 science fiction

The Woman in Black
Susan Hill ☐

3 mystery and horror

I, Robot
Isaac Asimov ☐

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 8.5 **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
2 Tanya
3 Isobel

a The Three Musketeers
b I, Robot
c The Woman in Black



Review 4

1 **Tick (✓) the words which are adjectives. Then work in pairs. Make a sentence with each adjective.**

1 furious	✓	7 astonished	
2 lively		8 calendar	
3 promote		9 cheerful	
4 rhythm		10 escape	
5 forgive		11 optimistic	
6 powerful		12 catchy	



My mum was furious with my big brother when he came home late.

2 **Circle the best verb forms to complete the dialogue.**

A: I need exercise. [1] **I walk** / **I'm going to walk** to school today.

B: Look at the clouds! [2] **It's going to** / **It will** rain! If we [3] **catch** / **will catch** the bus, we [4] **get** / **won't get** wet.

A: OK, let's walk to the bus stop. [5] **Do** / **Will** you have a music lesson today?

B: I've got a rehearsal. The Battle of the Bands competition [6] **is** / **will be** on Friday. We [7] **will** / **are going to** perform our rap song.

A: I love it, it's really catchy! I think [8] **you'll** / **you** win!

B: Thank you!

A: The competition will be fun. What time [9] **does it** / **is it going to** start?

B: It [10] **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



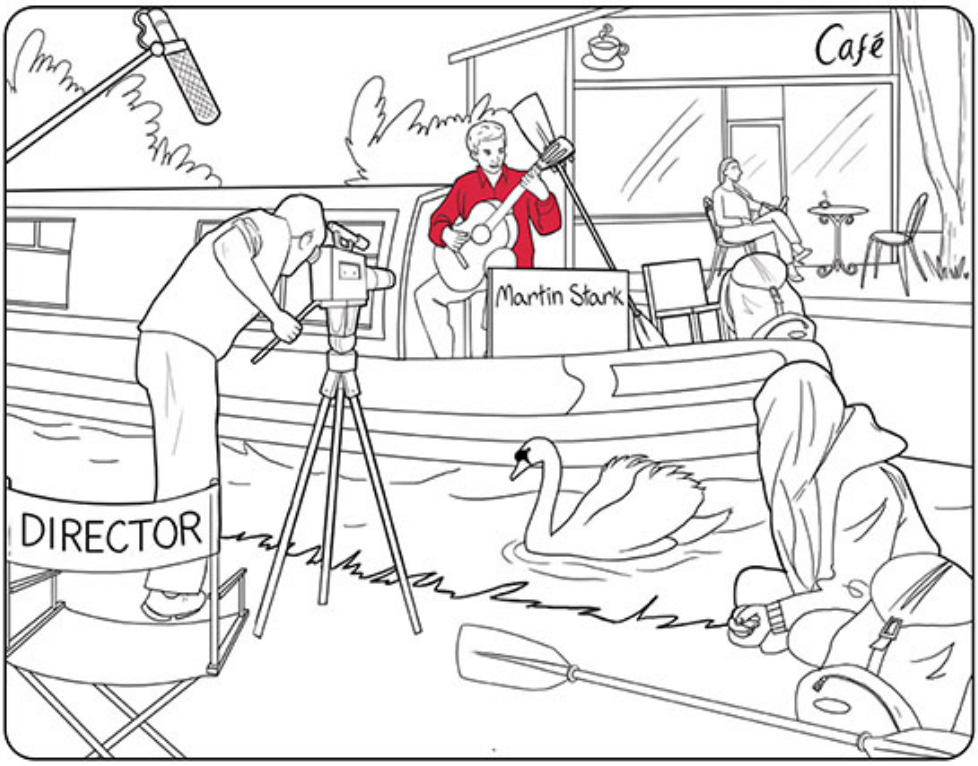
I / not do / my homework



we / go / to the park

Listening

1 CE:YL 8.6 Listen and colour and write. There is one example.



Reading and Writing

2 CE:YL Look at the three pictures. Write about this story. Write 20 or more words.



9 What's your opinion?

Vocabulary

chemical choice diet media processed
right snack vegan vegetarian wrong

Lesson 1 Reading

1 **Look at the text and answer the questions.**

1 What type of text is it?

a a group chat

b an email

c a text message

2 How many people give their opinion?

a five

b three

c seven

2 9.1 **Read the text quickly. What are they discussing? Tick (✓) two correct answers.** Be a star!

a what people eat ☐

b the lives of film stars ☐

c how to look after animals ☐

d how to be healthy ☐

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

www.theforum.com/opinion

Processed food – yes or no?



Year 9, Class 3



PatPotPit77

Did you see the documentary about healthy eating last night? It said some kinds of **processed** food are bad for you. Processed food is food which is changed in some way when it's made. Not all processed foods are bad, but the problem is that sometimes **chemicals** are added to the food to keep it fresh. Processed food can have a lot of salt, sugar and fat, too. We shouldn't eat lots of it.

What kinds of food are processed? Lots of things – bread, biscuits, but also cheese and even meat! The chemicals can be bad for you, so I'm just going to eat fresh food now.

www.theforum.com/opinion


Mark301

I saw the documentary, too. The problem with fresh food is that it doesn't stay fresh – you can't eat it after a week. We need to have food that can stay in a supermarket for two or three weeks. That's why chemicals are added. It's not **wrong** to eat some processed food.


Butterfly21

I agree with PatPotPit. We eat too many processed foods, and they are making us ill. I'm **vegetarian**. People who eat vegetarian **diets** don't eat meat. I don't eat processed foods either, and I'm really healthy.


Penny62

I don't agree with vegetarians. I like eating meat. We're people. We eat meat. That's it. Don't let the **media** tell you what to do.


KevinNevin

There are lots of vegetarians and **vegans** now – about 80 million people! Vegans don't eat meat, cheese, or drink yoghurt or milk. They all feel better for not eating meat or dairy products.


Stefan98

But vegans eat some processed foods! I think it's dangerous to stop eating meat. We get protein and vitamins and other good things from meat. If you stop eating meat, you won't have energy and you might get ill. We have eaten meat for thousands of years. Why stop now?


Alison8

Pat's **right**. Some processed food is bad for you. We need to make good **choices** about what we eat. We shouldn't eat many **snack** foods like crisps and biscuits , and we should eat lots of fruits and vegetables.


PatPotPit77

I'm sorry, I disagree with some of your opinions. I don't think we should all be vegetarians or vegans. I think we should just eat less processed food. But thanks, everyone, for joining in ...

Why is it important to listen to other people's opinions?

Lesson 2 Reading comprehension

1 Read the group chat on pages 108–109 again. Who said these things?

1 I watched an interesting documentary last night. PatPotPit
2 Processed foods are making us ill. _____
3 I like eating meat. _____
4 Lots of people are vegetarians or vegans. _____
5 Meat is important for our diet. _____
6 I think Pat is right. _____

2 We use words in discussions with positive or negative meanings, because they help our argument. Look at the text. Are these words positive (+) or negative (×)? Be a star!

1 healthy +
2 bad ___
3 ill ___
4 good ___
5 wrong ___
6 better ___
7 right ___
8 fresh ___
9 dangerous ___



3 What do you think about what we should eat? Discuss the question in pairs. Use the sentence starters.

I think that ... | In my opinion, ... | I like eating / I don't like eating ...
We need ... | Vegetarian food is ...

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 words in the text on pages 108–109. Use your dictionary to find a third word for each.

1 good _____ _____
2 healthy _____ _____
3 agree _____ _____

1 Look and read.

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 verbs.

1 ‘I’m doing a project about food,’ said Zara.
Zara said she *was doing* a project about food.

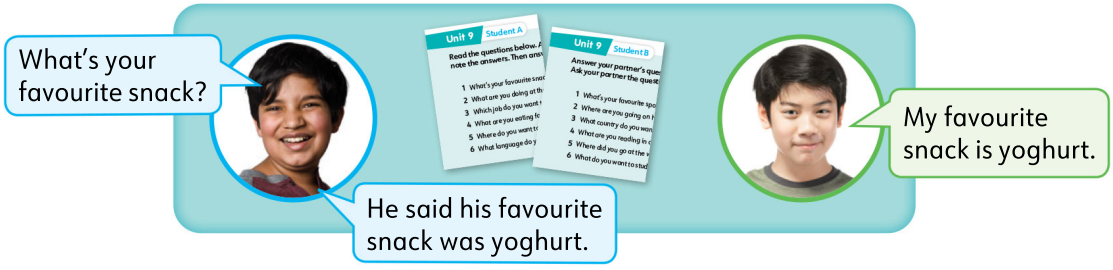
2 ‘I sometimes disagree with the media,’ said Andy.
Andy said he sometimes _____ with the media.

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.

3 Work in pairs. Do an interview. Be a star!

- A Look at page 150. B Look at page 153.
- Take turns to ask your partner the questions and note the answers. A starts.
- After you and your partner have finished, report your partner’s answers to another pair of students.



Go to **Grammar booster**: page 142.

Lesson 4 Language in use

Vocabulary

lose (lost) research What's wrong?

1 9.2 **Listen and say.**



- 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 words.**

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.

Go to **Grammar booster**: page 142.

Lesson 5 Listening

Vocabulary

believe concentrate debate
exam multi-tasking

1 Look at the photo and answer the questions.

1 What's the girl doing?

2 Is this a formal or an informal situation?

3 How do you think she feels? Why?



2 Work in pairs. 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.

3 9.3 Listen to the debate and circle *T* (True) or *F* (False). Be a star!

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

4 9.3 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?

5 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

Using 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 places.

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? ☐

1 *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.

2 _____
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.

3 _____
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.

4 _____
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 (*Argument 1*) *Topic sentence:* _____

Supporting sentences: _____

Main body (*Argument 2*) *Topic sentence:* _____

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 7 Speaking

Vocabulary

against for unfair

1 **Prepare for a class debate. The motion is 'We should have one afternoon of sport at school every week.' Are the statements *F* (For) or *A* (Against) the motion? Add two more ideas.**

1 doing sport means we lose learning time A

2 young people need exercise to stay healthy and strong ____

3 sport is unfair – some people are better than others ____

4 sport teaches us to follow rules ____

5 people can get hurt when they do sport ____

6 sport teaches us to work together in teams ____

7 we need to buy more equipment and that's expensive ____

8 people should have the choice to do sport or not ____

9 _____

10 _____



2 **Work in pairs. Prepare a one-minute speech. Choose a side – for or against the motion – and practise what to say. Use the phrases.**

I think that ...
I believe / don't believe that ...
In my opinion, ...
I agree / disagree ...
I see what you mean, but ...

3 **Debate the motion as a class. Follow the instructions.** **Be a star!**

1 Work in two teams: one team is *for* the motion, the other is *against*.

2 A speaker from the *for* team starts the debate. This is followed by a speaker from the *against* team.

3 Speakers from each team continue to take turns.

4 Each speaker talks for one minute.

4 **Have a class vote. Is the class for or against the motion?**

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 9.4 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.

www.ourstories.com

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 Urduk 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*.



▲ A scene 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 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.



▲ A TV advert

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 *Aladdin*.	**b**	adverts
3	It's about a powerful king in Mesopotamia.	**c**	*The Mahabharata*
4	They persuade us to buy a product.	**d**	*The Thousand and One Nights*
5	They provide a 'map' to help people find their way.	**e**	*The Epic of Gilgamesh*

2 Find and underline the answers to the questions in the text.

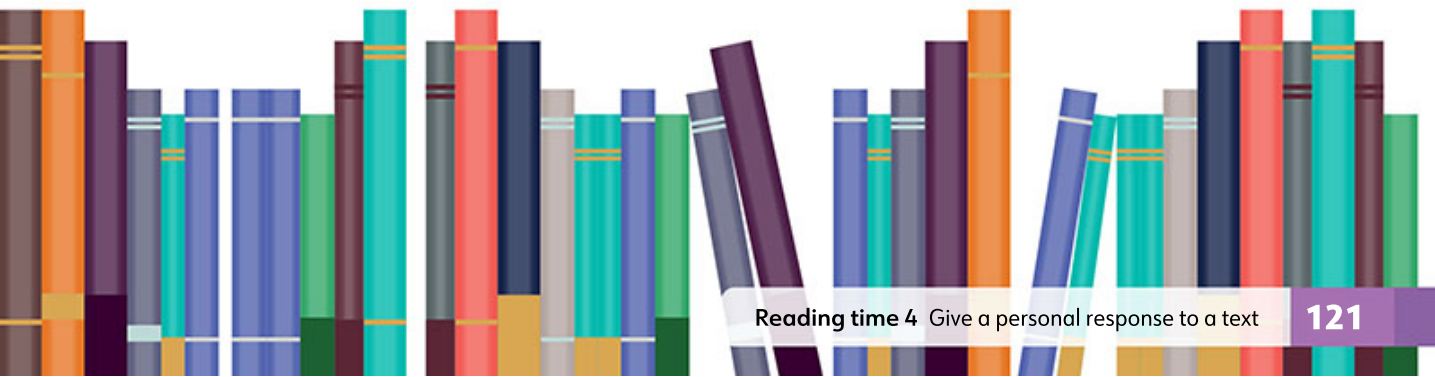
1. What is oral storytelling? Why is it important?
2. How do Aboriginal songlines also work as 'maps'?
3. How long ago did writing first appear? Where?
4. What is the longest poem ever written? Who wrote it?
5. Why do companies use storytelling in adverts?

3 Work in pairs. 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 Work in pairs. 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

Vocabulary

cancel (cancelled)	crime	prove	
receipt	robbery	solve (solved)	statement
suspect	tell (telling) the truth	valuable	

1 **Discuss the questions with a partner.**

1 How many detectives do you know? Write a list of detectives from books, films, TV or plays.

2 Look at your list. Who is your favourite detective? Why?

2 10.1 **Read the play script quickly and answer the questions.**

1 How many suspects are there in *The robbery*?

2 How do the police know when the robbery happened?

3 Who was the thief?

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

4 10.1 **Read the play script again and check your answers to Activities 2 and 3.** Be a star!

THE ROBBERY

Characters
Inspector Williams, a police officer
Sergeant Stone, her assistant
Timothy Taylor, a teacher
Peter Cross, a businessman
Lucy Manders, a university student





Inspector Williams: OK, sergeant, what happened here?

Sergeant Stone: Well, there was a **robbery** at the university yesterday. Someone stole a **valuable** painting.

Inspector Williams: Do we know what time it happened?

Sergeant Stone: Yes, it was at exactly five o'clock. There was a camera in the art room. It took a photograph of a person in a black jacket and trousers.

Inspector Williams: It didn't get a photo of the person's face?

Sergeant Stone: It's never that easy, is it?

Inspector Williams: No, it's not, I agree. Who are those three?

Sergeant Stone: They are the only people who know the entry code to the art room.

Inspector Williams: Oh?

[They walk into the interview room.]

Inspector Williams: Good morning. I'm Inspector Williams, and I'm investigating this robbery. I'm here to take your **statements**. Can you tell me why you know the entry code to the art room, and what you were doing at five o'clock yesterday?

Peter Cross: Yesterday? You mean Wednesday the 3rd?

Inspector Williams: Exactly.

Peter Cross: I was on a train at five o'clock. I was going to London for work. I know the entry code to the room because I study old paintings. Just a minute – we aren't **suspects**, are we?

Inspector Williams: We don't know who is a suspect at the moment, sir. We are just finding out what happened. How about you? You know the entry code, don't you?

Timothy Taylor: I know the code because I talk about this painting in class. But at five o'clock yesterday I was in the university café. I think I have a **receipt**.

Lucy Manders: I know the code too. I'm doing a special project on this painting. But I was playing football yesterday afternoon at five o'clock.

[Later]

Inspector Williams: Look at these newspapers, Sergeant. Very interesting, aren't they?

Sergeant Stone: What's interesting, ma'am?

Inspector Williams: I've **solved** the **crime**. I know who stole the painting ... I can **prove** that one person is not **telling the truth**.

Receipt of sale
University café

1 sandwich
1 coffee
1 bottle of water

THANK YOU!
Wednesday
5:00

DAILY NEWS

Power cut hits homes and trains

A huge power cut hit millions of homes yesterday. For 24 hours all homes in the area had no electricity. Traffic lights didn't work and the traffic stopped. All trains to and from London were **cancelled**, and schools sent their children home. 'It was terrible,' said Mark Warner, who was on the 12.00 train to London. 'Every train was cancelled. There were no trains at all for twelve hours.'

Lucy wins it again!

Lucy Manders scored again against York University in yesterday's exciting match. The match started late at 4.30 pm because one of the teams had problems travelling because of a power cut. But that didn't worry Lucy, who scored three goals in the first half to win the game over York.



Lesson 2 Reading comprehension

1 **Read the play script on pages 122–123 again. Take notes.**

1 What time did the crime happen? _____

On what day? _____

Where did it happen? _____

2 Why do the suspects know the entry code?

1 _____

2 _____

3 _____

3 Where do the suspects say they were when the crime happened?

1 _____

2 _____

3 _____

2 **Work in pairs. What do you think? Who stole the painting? Why? Use the sentence ideas.** Be a star!

I think that ... stole the painting ... because ... .

In my opinion, ...

Working with words

Suffixes: *-ment*

Add the suffix *-ment* to some verbs to make nouns: *arrange* + *ment* = *arrange**ment***.

Which verbs can you add *-ment* to to make a noun? Tick (✓) or cross (×). Then write the noun. Use a dictionary to help you.

1 pay	✓	*payment*	**4** state	☐	_____	**7** equip	☐	_____
2 solve	☐	_____	**5** perform	☐	_____	**8** believe	☐	_____
3 agree	☐	_____	**6** excite	☐	_____	**9** research	☐	_____

1 Look and read.

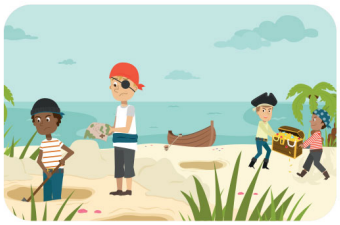
Graphic | Grammar

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 Choose the correct question tags.

1 We aren't suspects, **are we** / **aren't we**?
2 Your job is to solve crimes, **isn't it** / **is it**?
3 He can't prove who the thief is, **can he** / **can't he**?
4 You live near the museum, **do you** / **don't you**?
5 We can leave now, **can we** / **can't we**?
6 You don't know where the painting is, **do you** / **don't you**?

Look!
We use question tags to check that something we believe is true.

3 Work in pairs. Play a start-and-finish game. Be a star!

- A Look at page 150. B Look at page 153.
- Take turns to start questions or add question tags to finish questions. Are they correct? A starts.



Go to **Grammar booster**: page 143.

Lesson 4 Language in use

Vocabulary

behave cafeteria smart

1 10.2 **Listen and say.**



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.**

1 You *must* arrive on time, this is very important.

2 It _____ rain, so you _____ bring an extra sports kit.

3 You _____ bring sandwiches. There will be food stalls there.

4 You _____ carry a lot of money – you _____ lose it.

5 You _____ behave badly!

4 **Work in pairs. Talk about the sports day using the ideas in Activity 3 and your own ideas.**

Go to **Grammar booster**: page 143.

Lesson 5 Listening

Vocabulary

culture	flow	north
remove	south	surface

1 10.3 **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?





2 10.3 **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.



Why is it important to protect your cultural heritage?

3 10.3 **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.

1 **Read the play script. Write the parts of the script in the correct places.**

There are sandwiches and drinks. ~~Music is playing on the radio.~~
I can't remember. *(sounds angry)* Where are my keys?

The day trip

Character
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.
1 _____ *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: 2 _____
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: 3 _____



10 minutes later, still in the kitchen.

Mrs Ball: Oh, no! 4 _____
Sam, you were playing with them! Where did you put them?

Sam: 5 _____ 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 play 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 for passing end-of-year tests and exams

Sometimes an exam can seem difficult to complete. If you worry about tests and exams, it is important to think about how a test or exam works, and to be persistent as you study. That means that you keep trying even when you find something challenging. Follow these tips:

1 You may receive a practice test. This will help you understand what the test will look like, how many questions there might be and what kinds of questions they are – listening, reading and writing or speaking.

2 What do you most need to practise – listening, reading and writing or speaking? Work with a friend or family member, or ask your teacher if there are example exams you can use.

3 Be positive and patient as you practice. Keep trying! Remember times when you have completed a difficult test in the past. What did you do to help you finish the exam well?

4 Can you help others feel more confident about exams? Write one sentence of advice for another student.



Lesson 7 Speaking

Vocabulary

break into clue

1 10.4 **Listen to a mystery story. Why didn't the man report the crime? Ask your teacher questions to solve the mystery.**

- 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 **Work in pairs. Choose mystery 2 or 3. 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.

Work out the mystery identity

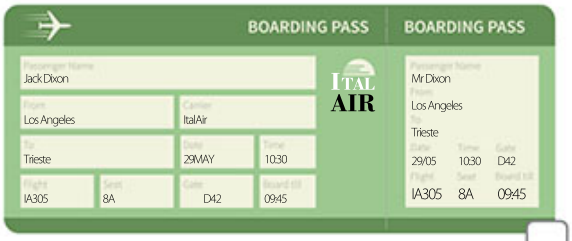
1 Read and look. What was in the bag? Categorise the objects.

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













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 Work in pairs. Compare your ideas. 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

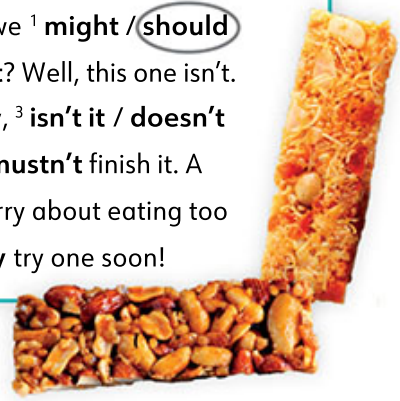
1 Complete the sentences with the correct words.

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 [1] **might** / **should** eat less sugar, but snack bars are often full of sugar, [2] **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, [3] **isn't it** / **doesn't it**? I [4] **have to** / **can** write an essay today, but I'm worried I [5] **might not** / **mustn't** finish it. A Juicy4U bar will help me to concentrate and I [6] **don't have to** / **might** worry about eating too much sugar! In fact, I can have two, [7] **can't I** / **don't I**? You [8] **should** / **may** try one soon!



3 Work in pairs. Report what Inspector Williams 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!'



She said they were all suspects.



Reading and Writing

1 CE:YL **Look and read. Choose the correct words and write them on the lines. There is one example.**

a snack
an island
a suspect
grapes
a knife
wildlife
a hobby
a cloakroom

A piece of land which has water all around it. *an island*

1 A very tall building, often made of glass. _____

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. _____

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. _____

7 Someone the police think may be responsible for a crime. _____

8 The animals that live in a particular area of a country. _____

9 A place where you can leave coats and bags. _____

10 A small amount of food that you can eat between meals. _____

a teaspoon
leather
a cottage
a skyscraper
a supermarket
a rock
a calculator

Speaking

2 CE:YL **Work in pairs. Find the differences in each picture.**







In my picture, she's pointing to the receipt.

In my picture, she's pointing to the newspaper article.



Watch the speaking exam practice video.

Extra Stars

Unit 1

1 Order the words to make sentences.

Lesson 3, page 11

1 were visiting / I / saw / your grandpa / you / last weekend / you / when
You were visiting your grandpa when I saw you last weekend.

2 when / she / went out / the / was watching / electricity / TV

3 they / were waiting / the ambulance / when / came / outside

4 was rehearsing / I / for a concert / my phone / when / rang

5 when / in the park / it / we / raining / were running / yesterday / started

2 Read and underline the correct answers.

Lesson 4, page 12

A: What were you doing [1] **when** / **while** you heard about the fire?

B: My phone rang [2] **when** / **while** I was doing my homework.
My friend was telling me about it [3] **when** / **while** I smelt smoke.

A: What happened then?

B: I was looking out the window [4] **when** / **while** I saw a fire engine.
The police arrived [5] **when** / **while** the firefighters were putting out the fire. Then the roof fell in! Luckily no one was hurt.

3 Read and choose the correct answers.

1 I _____ my English book when my Mum came into my room.
a read **b** was reading

2 The electricity went out _____ the storm started.
a when **b** while

3 Why are you _____? It's not cold or raining.
a wear a hat **b** wearing a hat

4 The alarm rang _____ I was helping my sister with her homework.
a when **b** while

5 We _____ a film when we heard Dad's phone ring.
a were watching **b** watched

6 What _____ when the concert started?
a were you doing **b** did you do

Unit 2

1 **Look and read. Use the prompts to write sentences about what you *used to* or *didn't use to* do when you were little.**

Lesson 3, page 25

1 play / with toys — *I used to play with toys when I was little.*

2 not / go / to school _____

3 mum / read / to me _____

4 not / cook / my breakfast _____

5 go / to bed very early _____

2 **Complete the dialogue with the correct form of *used to*.**

Lesson 4, page 26

A: Hi, Grandma. Can you help me with my history project? Where did you use to live when you were little?

B: I [1] *used to live* (live) in a cottage by the sea.

A: And [2] _____ (walk) to school?

B: Yes, I did. My parents [3] _____ (not have) a car, so I walked everywhere.

A: [4] _____ (do) chores at home?

B: Yes, I did. I [5] _____ (tidy) my room and wash up.

A: And what [6] _____ (do) at weekends?

B: We used to listen to the radio a lot!

3 **Write questions about the past to ask an older family member. Then write their answers. Use the words in the box.**

use to | do | live | what | did you | study | where | help | used to | didn't

1 Where did you use to go to school?
I used to go to Green Park School.

2 _____

3 _____

4 _____

Grammar booster

Unit 3

1 Write true sentences about what you have or have never done.

Lesson 3, page 37

1 visit / another country *I've (never) visited another country.*

2 climb / mountain _____

3 eat / fish _____

4 swim / dolphins _____

5 sleep / tent _____

6 fly / helicopter _____

2 Complete the questions and answers.

Lesson 4, page 38

1 *Have* you *ever* been camping? No, I *haven't*.

2 _____ _____ ever visited Paris? Yes, I _____.

3 Have _____ _____ seen a wolf in the wild? _____, I have.

4 _____ you _____ carried a rucksack? No, I _____.

5 _____ _____ ever slept in a tent? _____, I haven't.

6 _____ _____ _____ used a compass? Yes, I _____.

3 Order the words to make questions. Then answer for you.

1 famous / met / person / Have / ever / you / a ?

Have you ever met a famous person? _____

2 flown / Have / you / a / ever / helicopter / in ?

_____ _____

3 in / Have / seen / you / crocodile / a / wild / the / ever ?

_____ _____

4 visited / you / the / ever / Have / UK ?

_____ _____

5 ever / on / been / you / skiing / holiday / Have / a ?

_____ _____

6 you / a / Have / sculpture / ever / made ?

_____ _____

Unit 4

1 **Complete the sentences with *How long*, *for* or *since*.**

Lesson 3, page 51

1 *How long* have you studied English? I've studied English _____ five years.
2 I've lived in this town _____ I was two years old.
3 He's only been at his new school _____ three weeks.
4 She's worked here _____ 2012. _____ have you worked here?
5 My grandma has lived in this house _____ a long time.
6 _____ have you been ill? I've been ill _____ last Saturday.

2 **Imagine you've joined a sports club. Look and write sentences with *yet* or *already*.**

Lesson 4, page 52

1 met the instructor (✓) *I've already met the instructor.*
2 find a locker (✗) _____
3 see the swimming pool (✓) _____
4 have lunch in the canteen (✓) _____
5 play basketball in the gym (✗) _____
6 play tennis with Davíd (✗) _____

3 **Write questions to ask a friend. Then write their answers. Use the ideas in the box and *How long*, *for*, *since*, *already* and *yet*.**

1 How long have you been a student at this school?
I've been a student here since I was seven.
2 _____
3 _____
4 _____
5 _____
6 _____

be / student at this school?
study / English?
meet / maths teacher?
know / me?
have / breakfast?
play / basketball?

Grammar booster

Unit 5

1 Complete with *just as ... as* or *not as ... as* and the adjectives. Use the correct form of *to be*.

Lesson 3, page 63

Some people say that villages are boring, but I think they [1] *'re just as interesting as* (interesting =) cities. There are lots of things to do outside, like watersports on the river. The countryside [2] _____ (crowded x) the city so you can find quiet places to take a break. There is less traffic so the countryside [3] _____ (noisy x) the city. And life in the village [4] _____ (expensive x) life in a city. Living in the countryside [5] _____ (exciting =) living in the city!

2 Complete with *too* or *not enough* and the adjectives. Use the correct form of *to be*.

Lesson 4, page 64

I think living in a city [1] *is too dangerous* (dangerous) – cities [2] _____ (polluted) because of all the traffic. I prefer living in a village, but getting around [3] _____ (difficult) because there aren't that many buses. And the buses [4] _____ (not fast) so it takes a long time to get to the nearest town. I've got a bike but I [5] _____ (not fit) to cycle all the way to the town! It's [6] _____ (far)!

3 Rewrite the sentences with *just as ... as*, *not as ... as*, *too* or *not enough*.

1 Taking a taxi costs the same money as taking the train.
A taxi is just as expensive as taking the train.

2 A helicopter is more dangerous than a plane.
_____

3 I never walk to school – it's not near my house.
_____

4 Science is more difficult than maths.
_____

5 A car is more comfortable than a motorbike.
_____

6 That jacket is too small for you to wear.
_____

Unit 6

1 Complete the text with the correct verbs in the passive voice.

Lesson 3, page 73

recycle ~~sell~~ grow use make throw

Jeans are one of the most popular kinds of clothes that [1] *are sold* in shops. Jeans [2] _____ of a fabric called denim, which comes from cotton. Cotton [3] _____ in hot, wet countries. A lot of water [4] _____ to make one pair of jeans. So it's surprising that a lot of jeans [5] _____ away every year. Why not make them into something new? Every year, lots of old clothes [6] _____ all around the world.

2 Write descriptions of the objects with *made of* and *used for*.

Lesson 4, page 74

1 a thermometer *It's made of metal and glass. It's used for checking the weather.*

2 a rocker knife _____

3 a bell _____

4 a feeding bottle _____

5 a drum _____

6 a book opener _____

3 Rewrite the sentences in the passive voice.

1 Our maths teacher gives homework twice a week.

_____

2 The table in the park is made of recycled newspapers.

_____

3 My brother does the washing up every night.

_____

4 Mrs Brown sells the best jam in the market.

_____

5 Some furniture is made of recycled plastic bags and bottles.

_____

6 My mum reads fifty books every year.

_____

Grammar booster

Unit 7

1 Order the words to make sentences.

Lesson 3, page 85

1 will / go / Italy / holiday / year. / next / I / on / to
I will go to Italy on holiday next year.

2 He's / play / going / not / tennis. / to

3 be / school books / any / future. / won't / the / in / There

4 park. / I'm / bike / my / to / ride / to the / going

5 I / learn / violin / play / summer. / to / will / the / this

6 She's / to / have / the / not / going / breakfast.

2 Look at the timetable. Then answer with full sentences.

Lesson 4, page 86

1 What time does the train leave? *The train leaves at 7 o'clock.*
2 What time do we arrive in Madrid?
3 When does the competition start?
4 When does the competition finish?
5 What time do we leave?
6 What time do we get back?

7.00	train leaves Barcelona for Madrid
9.30	train arrives
10.00	teams from other schools arrive
10.30	competition starts
1.30	break time
5.00	competition ends
6.00	competition medals show
8.00	train leaves Madrid for Barcelona
10.30	train arrives in Barcelona

3 Complete the sentences with the correct form of the verbs.

1 In the future, people *will make* (make) more digital music.
2 There _____ (not be) any instruments – computers will make music.
3 I _____ (learn) to play a musical instrument next year.
4 Look! You _____ (drop) your ice cream.
5 Our concert rehearsal _____ (start) at 4 pm.
6 My guitar is broken, but my parents _____ (not buy) me a new one.

Unit 8

1 Match the parts of the sentences.

Lesson 3, page 99

1	If you go on the school trip,	a	we'll go to the canteen.
2	If you don't arrive on time,	b	we'll go to the park afterwards.
3	You'll need an umbrella	c	you'll see the statues in the museum.
4	If you forget your lunch,	d	the bus will leave without you.
5	If we have time,	e	if we don't go to the park.
6	We won't see the swans	f	if it rains in the afternoon.

2 What might happen? Write sentences with *may (not), might (not)* or *could*.

Lesson 4, page 100

1 The engine in Paul's boat has stopped. *He may call the emergency services.*

2 It's very dark. _____

3 The wind is very strong. _____

4 He is very close to the beach. _____

5 The waves are very strong. _____

6 He's good at swimming. _____

3 Complete the sentences. Use the words in the box.

if may might could might not will feel ~~if~~ may not

1 _____ *If* _____ you wake up early, you won't miss the bus.

2 We _____ go swimming tomorrow if it's sunny and warm.

3 The thief _____ escape through the forest, if we hurry.

4 Our teacher won't give us homework _____ we finish our work in class.

5 You _____ better tomorrow if you rest tonight.

6 Lia is busy this week, but she _____ come over at the weekend.

7 If we don't text Mum, she _____ know where we are.

8 Harry _____ get to school before us if we don't hurry.

Grammar booster

Unit 9

1 Rewrite the sentences as reported speech with the correct form of the verbs.

Lesson 3, page 111

1 'I'm doing research for a project about healthy eating.'
Amy said she *was doing research for a project about healthy eating.*

2 'I'm worried about processed food.'
She said she _____

3 'I love cooking and eating great food.'
She said she _____

4 'I want to study science and health at university.'
Dario said _____

5 'I enjoy learning how science helps us to be healthy.'
He _____

2 Complete the sentences. Use the words in the box.

Lesson 4, page 112

1 I can't find my maths book *anywhere*.
2 Maybe _____ has hidden it for a joke.
3 There's _____ in your locker. It's empty.
4 Have you asked _____ if they've seen it?
5 _____ knows where it is. We can't find it.
6 Look, there's _____ under the table!

~~anywhere~~
no one
someone
nothing
anyone
something

3 Underline the correct words.

1 No one / **Anyone** knew where Hana left her phone.
2 There's **everything** / **nothing** in my bag!
3 Hana said she asked **everyone** / **no one** if they had seen her phone.
4 It must be **somewhere** / **something** in her house.
5 I don't want to go **anywhere** / **nowhere** on holiday this year. I'd like to stay at home!
6 **Everything** / **Everyone** is closed today. We'll come back tomorrow.
7 He asked if **everyone** / **anyone** knew when class started.
8 **Something** / **Someone** will be able to help us find the book at the library.

Unit 10

1 Complete with the correct question tags.

1 You don't have to do gymnastics every day, *do you?*
2 You can't ride a bike, _____
3 We can't play football on Saturday, _____
4 She doesn't live in France, _____
5 He doesn't like tomatoes, _____
6 There are lots of flowers in the garden, _____

2 Complete the text with the correct modal verbs. More than one answer may be possible.

Lesson 4, page 126

have to | shouldn't | may | must | should | mustn't | can | don't have to | might

There are a lot of rules at my new school. We [1] *have to* wear uniform every day. We [2] _____ look smart so we [3] _____ wear jeans. At break time, we [4] _____ go outside if we want. I'm finding maths difficult, but my teacher says I [5] _____ worry. I [6] _____ ask more questions if I need help. There aren't very many tests in my new school. I [7] _____ not do a test until the end of the year. That's good, but I will [8] _____ study a lot!

3 Complete with the correct question tags.

1 You're 11 years old, *aren't you*?
2 You don't have to wear a uniform to school, _____?
3 He lives in the town centre, _____?
4 We can play tennis here, _____?
5 You won't have to ride your bike home, _____?
6 We're good at painting, _____?
7 She doesn't like gymnastics, _____?
8 You can ride a skateboard, _____?

Extra Stars

Unit 1 Student A

Choose a puzzle piece. Use the words to start a sentence with the past simple or past continuous. Your partner chooses a puzzle piece to finish your sentence. Then swap roles.

Lesson 3, Activity 3, page 11

rehearse / for a concert

do / my homework

wash / my hair

make / cake

when the phone / rang

when I cook / dinner

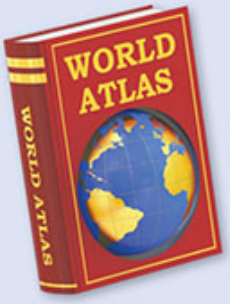
when I see / the car accident

Unit 2 Student A

Choose an object on your page and describe what people used to do with it. Don't use the name of the object in your description. Your partner guesses the object. Then swap roles.

Lesson 3, Activity 3, page 25

1



2



3



4



Unit 3 Student A

Lesson 3, Activity 3, page 37

Read the words and make two true sentences and one false sentence. Your partner guesses which sentence is false. Then swap roles.

- see / lion at the zoo
- visit / France
- play / computer game
- eat / frogs' legs
- swim / the sea
- cook / pasta
- fly / on a plane
- climb / mountain
- write / email

Unit 4 Student A

Lesson 3, Activity 3, page 51

Read the information about your candidate for a summer job as a computer coder. Answer your partner's questions using the present perfect with *for* / *since*.

Computer coder	
Candidate's name	**Marta Andersen**
be / interested in computers?	12 years old
take / IT classes?	10 years
have / computer?	child
learn / English?	7 years old

Now ask your partner questions about their candidate for the job, using *How long ...*? Complete the table with their answers.

Computer coder	
Candidate's name	Alex Martins
interest / computers?	
take / IT classes?	
have / computer?	
learn / English?	

Talk about the candidates with your partner. Who should get the job?

Communicative activities

Unit 1 Student B

Lesson 3, Activity 3, page 11

Listen to your partner start a sentence. Then choose a puzzle piece and use the words to finish your partner's sentence. Take your turn to choose another puzzle piece and start a sentence for your partner to finish.

- laptop / shut down
- power / cut
- train / stop in tunnel
- call / my sister
- when the lights / go out
- when the water / go cold
- when the cooker / stop working

Unit 2 Student B

Lesson 3, Activity 3, page 25

Guess the object your partner describes. Then choose an object on your page and describe what people used to do with it. Don't use the name of the object in your description. Your partner has to guess the object.

1 

2 

3 

4 

Unit 3 Student B

Lesson 3, Activity 3, page 37

Listen to your partner say two true sentences and one false sentence. Guess which sentence is false. Then read the words and make two true sentences and one false sentence. Your partner guesses which sentence is false.

- see / giraffe in the wild
- fly / helicopter
- swim / pool

play / guitar
visit / South Africa
travel / boat

try / skiing
do / karate
eat / sushi

Unit 4 Student B

Lesson 3, Activity 3, page 51

Ask your partner questions about their candidate for the job, using *How long ...*? Complete the table with their answers.

Computer coder	
Candidate's name	Marta Andersen
interest / computers?	
take / IT classes?	
have / computer?	
learn / English?	

Now read the information about your candidate for a summer job as a computer coder. Answer your partner's questions using the present perfect with *for / since*.

Computer coder	
Candidate's name	Alex Martins
interest / computers?	10 years old
take / IT classes?	6 years
have / computer?	child
learn / English?	five

Talk about the candidates with your partner. Who should get the job?

Communicative activities

Unit 5 Student A

Choose a picture. Don't tell your partner what you chose. Use the words to make sentences using *just as ... as* or *not as ... as*. Your partner guesses what it is and says if they agree or disagree.

Lesson 3, Activity 3, page 63







exciting / expensive / fast / noisy / dangerous / safe / slow / quiet / comfortable

Now look at the pictures below. Guess which picture your partner is describing. Do you agree or disagree?







Unit 6 Student A

Read the words and make sentences for your partner to guess the objects. Then listen to your partner's sentences to guess the object they're describing.

Lesson 3, Activity 3, page 73

1	make / cotton	wear / summer	(T-shirts)
2	make / rubber	wear / feet	(trainers)
3	make / glass	carry / water	(bottles)
4	make / plastic	sleep / camping	(tents)
5	make / metal	open / locks	(keys)

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Digital platform for teachers contains a Classroom Presentation Kit with integrated audio, video and interacative activities, helping to deliver stimulating lessons. All useful files and documents are available at the click of a button.

Please see inside the front cover for the minimum system requirements and other terms and conditions for the digital components of the course.

For Pupils

- ★ Pupil's Book
- ★ Digital Pupil's Book
- ★ Workbook
- ★ Digital Workbook
- ★ Pupil's Resource Centre
- ★ Navio App

For Teachers

- ★ Teacher's Book
- ★ Classroom Presentation Kit with interactive activities, audio, video and animations
- ★ Progress Tracker
- ★ Test Generator
- ★ Teacher's Resource Centre
  - Printable flashcards
  - Printable worksheets
  - Methodology handbook
  - Assessment pack

CEFR and Cambridge English Qualifications mapping

S	1	2	3	4	5	6
PRE A1			A1		A2	Pre B1
STARTERS			MOVERS		FLYERS KEY FOR SCHOOLS	

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