

Academy Stars 5

Pupil's Book



Steve Elsworth • Jim Rose

Scope and sequence

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

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

Welcome

LEVEL 5

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

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


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

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

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

Lesson 1



Meet the Academy Stars

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

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

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

- Number in family _____ How many people are there in your family?
- Favourite subject _____
- Free-time activities _____
- 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.



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

1 p photographer ...

2 s

3 b

4 f

5 c

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

1 parts of a plant or animal feather _____

2 outdoor sports _____

3 jobs _____

4 shops _____

5 things in the countryside _____

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



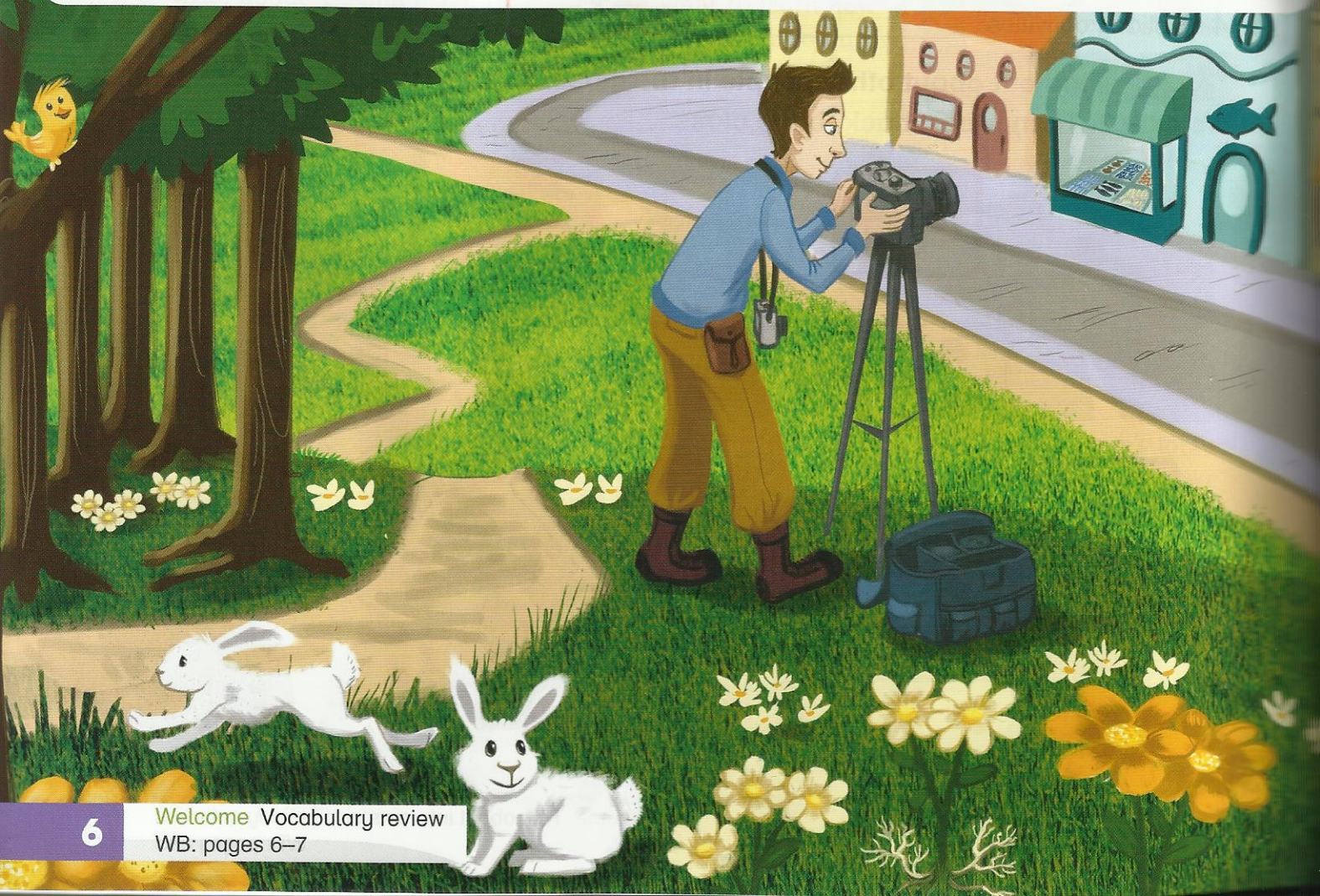
A chef is coming out of the greengrocer's.

Some people are swimming in the sea.

True.



False!





7

Music and song

Lesson 1

Reading

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

1 Discuss the questions.

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

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



What's your favourite type of music?

Why folk music?

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

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

Tell us about your new song.

How do you write your songs?

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

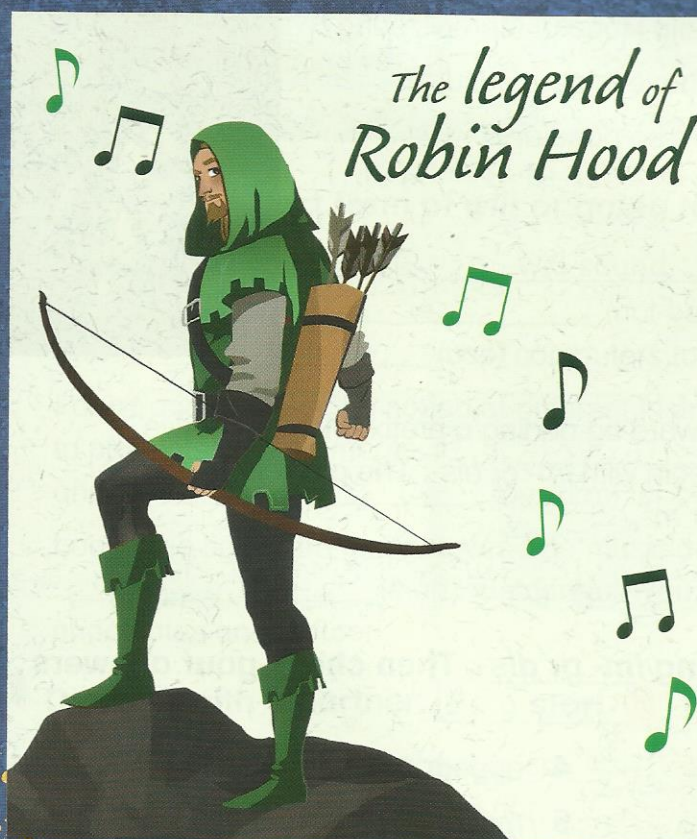
What are your plans for the future?

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

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

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

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



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

(Chorus)

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

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

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

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

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

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

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

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

3 Discuss the questions with a partner.

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



Working with words

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

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

impossible **dis**agree

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

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

Graphic

Grammar

will and going to

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

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

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



Look!

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

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

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

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

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

Tracey: 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 musicians are on the stage. The concert ⁷ _____ (start). Be careful! You ⁸ _____ (drop) your chocolates on the floor!

Discuss with a partner. Be a star! ★

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



Values

What are the advantages of playing a musical instrument?

1 2.2 Listen and say.



calendar midnight orchestra rehearsal

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

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

- 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 _____

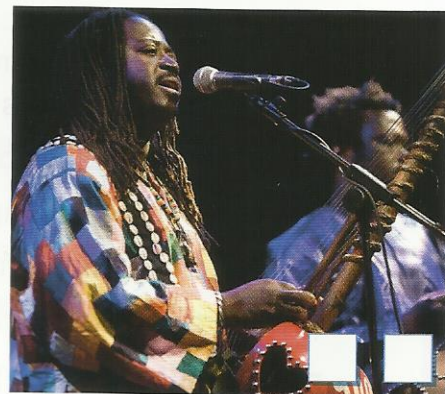
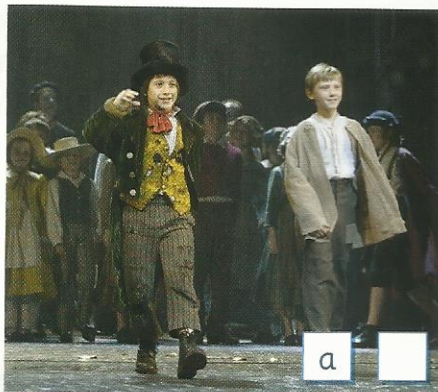
3 Make a new dialogue. Use your information in Activity 2. **Be a star!**

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

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

- a a musical b traditional music c pop music

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



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

2.3 Listen again and complete the notes.

Happy by Pharrell Williams

It's really 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 _____.

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

Who talks about a song that ...

- | | |
|--|--------------|
| 1 is happy? | 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 |

Discuss the questions. Give reasons for your answers.

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




Learning to learn

Understand rhythm in a song

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

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

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

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

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

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



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

Chorus

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

Chorus



Write a title for the song.

Look at the song lyrics again. Answer the questions.

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

1 verse

2 chorus

a is repeated several times

b tells the story

c describes actions and events

d describes the main idea of the song

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

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

ages ~~days~~ go pages pictures radio

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

It's been days, but feels like _____.

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

Drawing _____ on the _____.

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

I'm listening to the _____.

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

And waiting for the day to _____.



2.4 Listen again and learn the tune.

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

Lesson 7 Speaking

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

optimistic
romantic

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

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

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

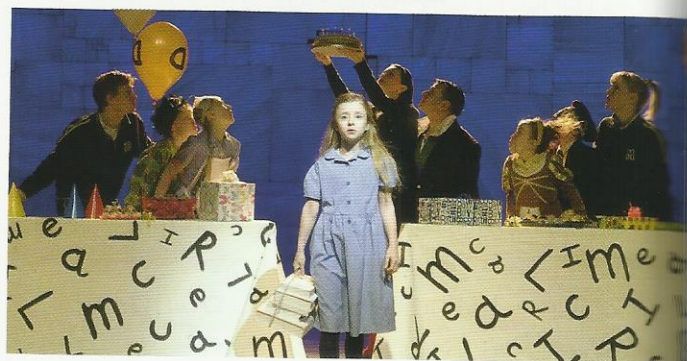
It makes me feel happy / sad / relaxed /
energetic / optimistic ...

It reminds me of ...



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

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



- 3  Give a short talk about your song.

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



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

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

a romantic film

b action film

c comedy

d horror film

A: Give me your hand.

1 b

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

A: We have to get down before Rex escapes.

B: The rope! Give me the rope!

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

B: Aaaaargh!

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

A: Give me your hand, Patrick.

3

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

A: And now our grandson has got married.

B: Yes. Are you happy, Emily?

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

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

A: Give me your hand.

2

B: Why? What's happened?

A: I heard a noise downstairs.

B: Oh! What do you think it is?

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

B: I'm frightened.

A: Don't be frightened. Stay here.

B: No, I'm coming with you!

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

A and B: Aaaaargh!

A: Give me your hand.

4

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

A: Nothing!

B: Well, why do you want it then?

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

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

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

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

Piece 1: _____

Piece 3: _____

Piece 2: _____

Piece 4: _____

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

Piece 1: Script ____

Piece 2: Script ____

Piece 3: Script ____

Piece 4: Script ____

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

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

A stranger to the rescue

Characters

Roger, a villager

Joan, his wife

Ava, their daughter

Henry, a farmer

A man

Scene 1

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

Henry: Good morning! What's happened here?

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

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

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

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

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

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

Roger: OK.

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

Minutes later ...

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

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



One hour later ...

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

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



15 minutes later ...

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

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)*



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

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


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

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

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

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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



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