

# Academy Stars 5

Pupil's Book



Steve Elsworth • Jim Rose

# Scope and sequence

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

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

# Welcome

LEVEL 5

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

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

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

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



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

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

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

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

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

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




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.



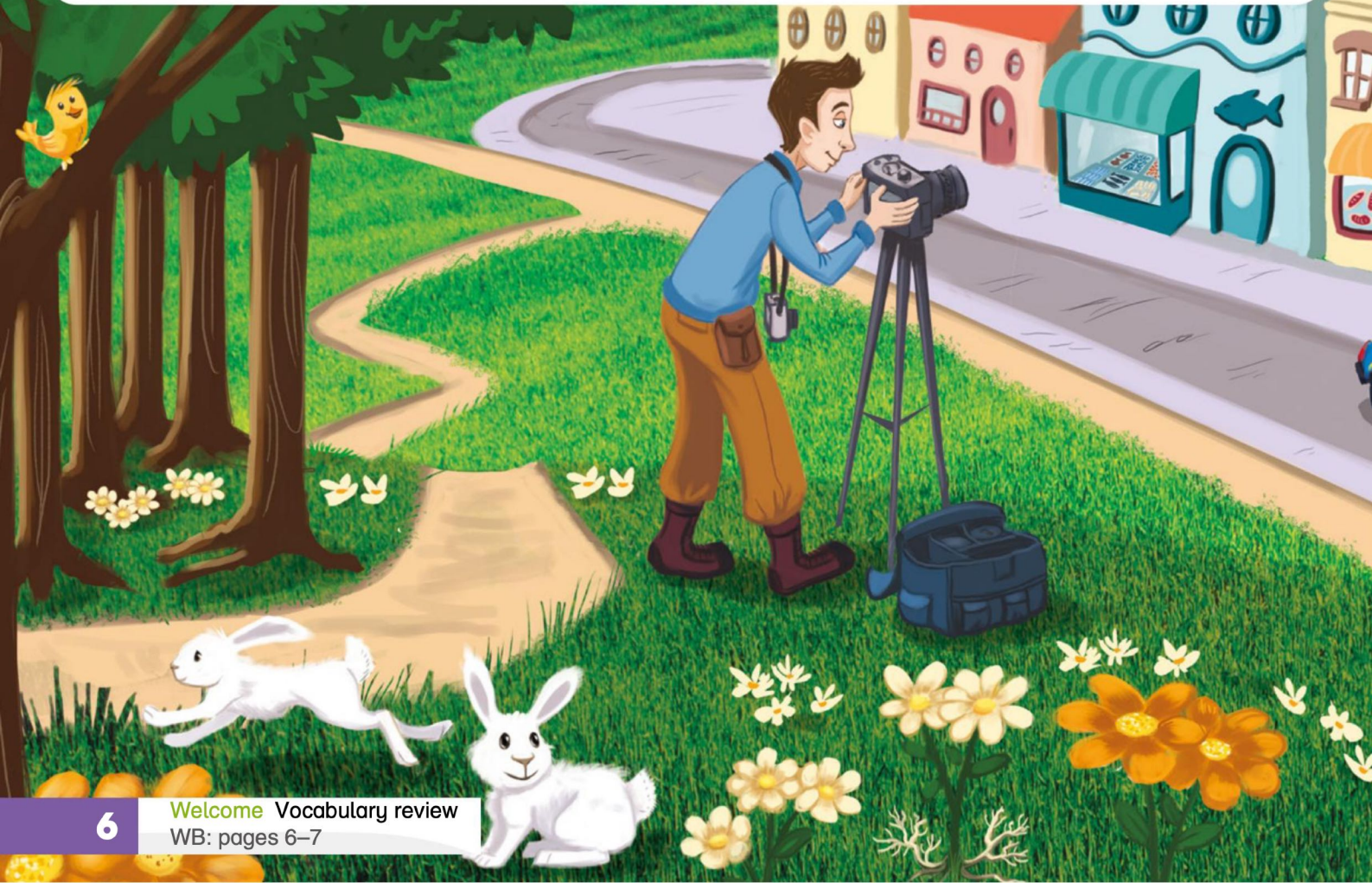
A chef is coming out of the greengrocer's.

Some people are swimming in the sea.

True.



False!









# THE DAY THE LIGHTS WENT OUT

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

By Tony De Marchi



New York City in darkness

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

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

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

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

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

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

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

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

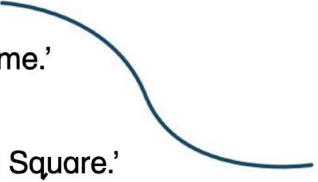
Why was there a power cut across a large part of North America? The answer is – a squirrel. ‘We’re very **embarrassed**,’ said John Matlock of New York Power. ‘A squirrel jumped on the power lines and they stopped working. It was an accident. We’re very sorry.’



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

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

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 'A squirrel caused the power cut.'</li> <li>2 'A lot of people had accidents at home.'</li> <li>3 'It escaped through an open gate.'</li> <li>4 'You couldn't see anything in Times Square.'</li> <li>5 'My cooker and heating stopped working.'</li> </ol> |  <ol style="list-style-type: none"> <li>a a zookeeper</li> <li>b a mother</li> <li>c an ambulance driver</li> <li>d a worker at New York Power</li> <li>e a police officer</li> </ol> |
|--|--|

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

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



## Learning to learn

### Understand nouns and verbs

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

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

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

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

- |   |   |
|---|---|
| 4 The <b>cooker</b> isn't working. _____                  | We couldn't <b>cook</b> dinner. _____   |
| 5 We couldn't <b>heat</b> soup without electricity. _____ | The <b>heating</b> isn't working. _____ |



1  Look and read.

Graphic

Grammar

Past continuous with past simple



past continuous





past simple

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

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

2 Circle the correct words.

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

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

- |                            |                      |
|----------------------------|----------------------|
| 1 rehearse / for a concert | a stop / in a tunnel |
| 2 make / cake              | b heating / go off   |
| 3 wash / hair              | c lights / go out    |
| 4 travel home / by train   | d cooker / go off    |
| 5 sit / in the living room | e water / go cold    |



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














## Lesson 4 Language in use

alarm    emergency    experiment  
fire drill    fire engine    smoke

### 1 1.3 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!

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

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

### Look!

past continuous + **when** + past simple  
OR  
past simple + **while** + past continuous

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

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

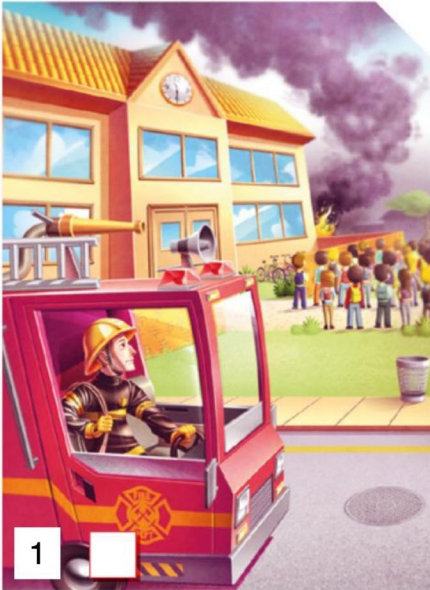
 have a music lesson    do gymnastics    have lunch    clean the kitchen    listen to music

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

 It rang while I was doing gymnastics.

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

- a at sea      b at school      c in space



2  1.4 Listen and check your answers. **Be a star!** 

3  1.4 Listen again. Answer the questions for each dialogue.

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

4  1.4 Answer the questions. Then listen again and check.

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



 **Values**

What can you do to help in an emergency?

5   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 text on page 9 again. Find paragraph 4 and answer the questions.

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

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

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

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



### Introduction

(Who? Where?  
What was he  
doing?)

### Main body

(What happened?  
How did he feel?)

### Conclusion

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

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