Academy Stars 6

Pupil's Book

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Macmillan education

Scope and sequence

Unit	Vocabulary	Grammar	Language in use
Welcome p4	Buildings, camping items, emergency items/events, outdoor activities, jobs	*I've already written a poem. I haven't visited Egypt yet. Have you ever swum in the sea? Yes, I have.*	
1 Life in the wild p8	Wildlife and conservation Working with words: compound nouns	**Present perfect and past simple:** *She's taken photos since 2012. She took this photo last winter.*	**Present perfect and past simple questions:** *Have you ever visited a bird sanctuary? When did you go?*
Reading time 1: Tali's stone			
2 Inspiring ideas p22	Exploration Working with words: suffixes (*-ous*)	**Past perfect:** *When his mum arrived, Peter had invented a new drink.*	**Reflexive pronouns:** *I'm teaching myself to play the guitar. This man films himself giving lessons.*
Review 1			
3 Senses p34	Describing things Working with words: antonyms	**Modals of deduction:** *It can't be a banana. It may/might/could be a leaf. It may not/ might not be a leaf. It must be a flower.*	**Sense verbs + adjective/noun:** *It looks like a pepper. It tastes familiar. It feels hard. It smells like cheese.*
Reading time 2: It can't be true!			
4 Get involved! p48	The environment Working with words: synonyms	**Present perfect continuous:** *They've been planting trees. He's been lying here since 10 o'clock.*	**Present perfect continuous questions:** *Have you been working hard today? What have you been doing?*
Review 2			
5 Travel adventures p60	Adventurous activities Working with words: prefixes (*un-* and *in-*)	**Reported requests and commands:** *I asked you to tell me a story. I told you not to sing.*	**Present continuous for future arrangements:** *Where are you going on holiday? What are you doing at the weekend?*
6 Sell, sell, sell! p70	Advertising Working with words: alliteration	**Reported speech:** *They said they had developed a great product. They said I could fly over the city.*	**Question tags:** *The graphics looked impressive, didn't they? The reviews have been good, haven't they?*
Review 3			
7 Winning ways p82	Sport Working with words: suffixes (*-ness*)	**Reported *Wh-* questions:** *She asked me how long the race was. She asked me where I trained.*	**Reported yes/no questions:** *He asked us if we knew about capoeira. We asked him if it was like karate.*
Reading time 3: Team spirit			
8 In cyberspace p96	Internet safety Working with words: homonyms	**Passive voice (past simple):** *My computer was hacked last night. All my exercises were stolen.*	**Modal verbs (review):** *You might have the wrong password. But I could log in yesterday, so it must be correct.*
Review 4			
9 Fun with films p108	Films Working with words: suffix (*-ation*)	**Passive voice (present perfect):** *The cinema hasn't been painted. The seats haven't been delivered.*	**Future passive:** *The film will be based on a real-life story. It won't be released until the end of the year.*
Reading time 4: Lost in cyberspace			
10 A brighter future p122	Improving the world Working with words: similes	**Second conditional:** *If I had my phone, I'd take a photo. If you took a photo, I wouldn't forgive you.*	***I wish* + past simple/*could*:** *I wish our playground wasn't so messy. I wish we could play basketball outside.*
Review 5			

Reading	Listening	Writing	Speaking	Think about it!	Learning skills
Biographies Read for specific information	A talk Compare photos with audio information	A biography Use paragraphs to organise information	Describe a wildlife photo	Choose a habitat Thinking skills: analysis and decision-making	Research information online
An information text Summarise a text	A talk Listen for similarities and differences	An opinion essay Understand the structure of a for-and-against essay	Compare and contrast two items	Screen viewing time Thinking skills: interpreting and evaluating visual information	Use an index
A science-fiction story Infer information from a text	An interview Listen for the main idea and details	A story Write the next part of a story	Describe objects	Animal super-senses Thinking skills: analysis and classification	Use a dictionary
An information text Infer information from a text	A conversation Listen for advice and suggestions	Write an information leaflet from notes	Make and respond to suggestions	Make our school a better place Thinking skills: conceptualisation	Self-reflection
Mixed text types Find specific information	An interview Listen for important facts and details	A review Understand the structure of a review	Give advice and recommendations	Choose the best holiday Thinking skills: analysis, evaluation and decision-making	Check and correct your own work
Advertisements Understand techniques in persuasive texts	A talk and discussion Listen and apply information to a task	An advertisement Use persuasive language	Reach a decision about a class outing	Design a toy Thinking skills: evaluation and planning	Organise your study time
A magazine article Infer meaning from a text	An interview Listen for specific information	Write a personal account from notes	Ask for information about classes	Choose a new sport Thinking skills: establish priorities and decide	Take notes on a talk
A website article Read for detailed understanding	An interview Listen and make inferences	A research report Use headings and sub-headings	Express certainty and uncertainty	Do a class survey Thinking skills: evaluation of collected information	How to memorise vocabulary
Film reviews Recognise the writer's opinion	A talk Listen for important facts and details	A film review Understand features of a film review	Give a talk about a film	Solve a visual puzzle Thinking skills: analysis and drawing conclusions	Work together effectively
Mixed text types Make inferences and draw conclusions	Monologues Identify the opinions of different speakers	A poem Understand and use features of poetry	Give a talk about someone you admire	A better world Thinking skills: planning and problem-solving	Give and respond to feedback

Welcome

LEVEL 6

Hi, there! I'm Paul and I'm 12. I love science. This year I want to learn more about wildlife and how to protect the environment.

Hi, everyone! My name's Julia. I'm 11. My favourite subject is geography. This year I want to study maps and learn about the history of different cultures.

Hi! I'm Laura. I'm 11. I love English and creative writing. This year I want to learn how to write poetry and science-fiction stories.

Hello! I'm Sam and I'm 12. My favourite subject is computer studies. This year I want to learn more about cybersecurity.

Come and join us! What would you like to learn about this year?

1 🔊 **1.1 Listen and complete the notes.**

	Where do they live?	Favourite subject(s)?	What are their hobbies?	What do they want to do in the future?
Paul	on a farm	_____	_____	wildlife photographer
			_____	_____
Julia	_____	geography history	_____	_____
			_____	_____
Laura	_____	_____	playing tennis writing stories	_____
				_____
Sam	_____	_____	_____	write computer code cybersecurity
			_____	

2 👤 💬 **Make a list of the things you have already done or haven't done yet. Use the suggestions below or your own ideas. Then tell a partner.**

see a leopard in the wild	put up a tent	go kayaking	fly in a hot-air balloon
play a musical instrument	write a poem	act in a play	use a compass

> I've already acted in a play, but I haven't put up a tent yet.

3 💬 **Ask a partner. Use the prompts below and your own ideas.**

swim / in the sea   see / elephant in the zoo   sleep / in a sleeping bag   visit / the countryside   learn / first aid

> Have you ever swum in the sea?

> Yes, I have. I really enjoyed it!

1 Look at the picture. Quickly name ten things you can see.

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

1 buildings	_skyscraper_	_____	_____	_____
2 camping items	_____	_____	_____	_____
3 emergency items/events	_____	_____	_____	_____
4 outdoor activities	_____	_____	_____	_____
5 jobs	_____	_____	_____	_____

3 Look at the picture. What's happening? Make sentences with a partner.
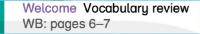
People are kayaking in the pond.

A girl is playing the guitar.

Lesson 1   Reading

1 **How many wild animals do you know in English? Write a list.**

| conservation endangered extinct |
| habitat observe (observing) predator |
| presenter prey protect species |

2 💡 **Look at the texts and photos and answer the questions.** [Be a star! ⭐]

    1 What kind of texts are they?

    2 What kind of work do these people do?

    3 What discoveries have they both made?

3 🔊 1.2 **Read the texts quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1 mentioned?**

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

STEVE BACKSHALL

STEVE BACKSHALL is a wildlife expert whose love of animals and adventure has taken him all over the world. He was born in England in 1973.

Steve has been interested in animals since he was a child – he grew up on a farm, where he was surrounded by animals from an early age. After university, he travelled to many countries and enjoyed **observing** wild animals. He became especially interested in **predators** and the **prey** that they hunt.

In 1998, he travelled to the jungle in Colombia, bought a video camera and made a video about snakes. He took it to a TV producer, who gave him his first job. Soon he was producing, filming and presenting nature programmes. In 2003, he joined the BBC's Natural History Unit, where he took part in challenging trips to wild places.

In 2009, he and his team explored Mount Bosavi, a volcano in Papua New Guinea, where they discovered a new species – a woolly rat as big as a cat! As a TV **presenter**, he's caught snakes and swum with sharks. He also makes exciting nature programmes for children. *Deadly 60* is all about predators.

Steve has also written five books about animals and is now studying for a degree in biology so he can learn more about animals. He believes that TV and books are a great way to help people appreciate nature and understand that animals are not frightening.

MIREYA MAYOR

MIREYA MAYOR is a scientist and **conservation** expert who works to **protect** animals. She was born in the USA in 1973.

Mireya wanted to be a lawyer, but at university she discovered that some animals might disappear and become **extinct** unless we help them. So she decided to study animals, and spent two years in the jungle researching monkeys.

In 1999, she started her first wildlife show on National Geographic TV, *Wild Nights*. Since then she's travelled to lots of countries to do research and make programmes to tell people about conservation. In 2000, Mireya discovered a new kind of lemur in Madagascar, the mouse lemur. This **species** is so small it can fit in your hand. She told everyone that the cute little animal was **endangered**. Because of this, the animals' **habitat** became a national park to protect them.

Mireya has also written an autobiography – the story of her life as a scientist and explorer. She has just joined the Amazon Conservation Team, a group of people who are trying to save the rainforest – a habitat for thousands of different species of plants and animals. Mireya wants people to understand how amazing animals are and to protect the endangered ones before it's too late.

1   **Read the biographies on pages 8–9 again and complete the table.** [Be a star!] ⭐

Name	Steve Backshall	Mireya Mayor
Born	1973	
Profession		
TV programme name		
Discovery		
Number of books written		

2   **Write *T* (True) or *F* (False). Then read again and check your answers.**

1   Steve only became interested in animals when he was an adult.   F

2   Steve studied biology at university before he worked with wildlife.   ____

3   Steve believes TV helps people understand animals and nature.   ____

4   Mireya has done research in the jungle.   ____

5   Mireya believes we will lose some animals if we don't protect their habitats.   ____

6   Mireya thinks we should only save small animals.   ____

3   💡   **Which skills do you think are useful for a wildlife expert? Underline, then add two more ideas.**

- making maps
- taking photographs
- understanding science
- knowing about weather
- speaking different languages

_____ _____

Values

Why is it important to protect wildlife?

Working with words
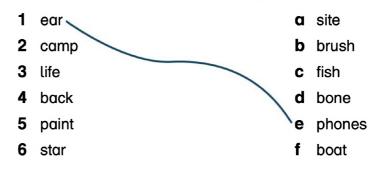
Compound nouns

A compound noun is a noun that is made up of two or more words. This is usually a noun + a noun:

rainforest = rain + forest
wildlife = wild + life

Match the words to make compound nouns.

1 ear	a site
2 camp	b brush
3 life	c fish
4 back	d bone
5 paint	e phones
6 star	f boat

1 📹 **Look and read.**

Graphic **Grammar**

Present perfect and past simple

She **'s taken** photos **since** 2012 .

She **'s taken** lots of photos of wildlife .

She **took** this photo **last winter** .

2 **Circle the correct answer to complete the sentences.**

1 Mateusz Piesiak **has been** / **was** interested in wild birds since he was a baby.

2 He's only 16, but he **has won** / **won** many photography prizes.

3 Last year, he **won** / **has won** Young Wildlife Photographer of the Year.

4 His parents **helped** / **have helped** him travel to wild places.

5 He **has travelled** / **travelled** to four different continents last year.

6 He **has come** / **came** back from Siberia three weeks ago.

7 While he was there, he **took** / **has taken** thousands of photos of birds.

8 He **has taken** / **took** photos of other animals since then, too.

3 👤 💬 **Take turns asking and answering with a partner.** **Be a star!** ⭐

1 What are you interested in?

2 How long you have been interested in it?

3 When did you start doing it?

4 Have you bought any equipment?

What are you interested in?

How long … ?

I love playing volleyball.

I've played since …

Lesson 4   Language in use

1 🔊 1.3 🎥 **Listen and say.**

migrate   record   sanctuary   unbelievable

👤 **Have you ever visited** the bird sanctuary?

👤 **Yes, I have**. I loved it!

👤 **When did you go?**

👤 **I went** with my mum last year.

👤 **What did you do** there?

👤 **I watched** an expert put a ring on a bird's leg to record where it goes. Look, I took a photo.

👤 What kind of bird is that?

👤 It's a swift. They migrate from China every year. They fly over 120,000 kilometres.

👤 That's unbelievable! **How long have** you **been** interested in birds?

👤 For about six years.
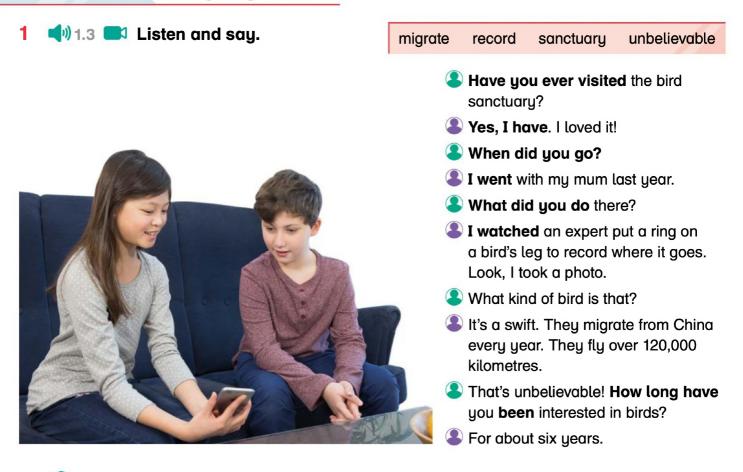
2 💡 **Complete the questions with the correct form of the verbs.**

1 ____Have____ you ever ___visited___ (visit) the wildlife park?   Yes, I have.

2 When _____ you _____ (go)?   Last summer.

3 What _____ you _____ (do) there?   I watched the monkeys.

4 _____ you _____ (take) any photos?   No, I didn't.

5 How long _____ you _____ (be) interested in animals?   Since I was five.

3 💬 **Think of places you could visit to see animals and what you could do there. Use your own ideas and the ideas in Activity 2 to make a new dialogue.** [Be a star!] ⭐

👤 Have you ever visited the wildlife park?

👤 Yes, I have. I loved it.

👤 When did you go?

Lesson 5   Listening

1 💡 **Look at the photos and answer the questions.**

| at risk | behaviour | chance |
| danger | get rid of | survival |

  1 What animals can you see? Where are they?

  2 What do the photos have in common?
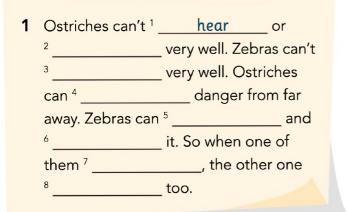
2 🔊 1.4 **Listen and check your ideas in Activity 1.** [Be a star!] ⭐

3 **What is 'mutualism'? Tick (✔) the correct definition.**

  a When predators work together to catch prey. ☐

  b When animals from different species work together to help each other. ☐

  c When animals of the same species protect each other from predators. ☐

4 🔊 1.4 **Listen again and complete the notes.**

1 Ostriches can't [1] _____hear_____ or [2] _____ very well. Zebras can't [3] _____ very well. Ostriches can [4] _____ danger from far away. Zebras can [5] _____ and [6] _____ it. So when one of them [7] _____, the other one [8] _____ too.

2 Oxpeckers are [1] _____. They [2] _____ parasites from a rhino's [3] _____. Parasites [4] _____ rhinos and [5] _____ their blood. Rhinos can't get the [6] _____ off their backs so the birds [7] _____ them. This helps the rhino, and the birds get [8] _____.

5 💡 💬 **Discuss the questions.**

  1 Which animals do you think are a danger to ostriches and zebras?

  2 What's the difference between mutualism and the predator–prey relationship?

1 💡 **Look at the texts on pages 8–9 again. Answer the questions.**

a What is a biography?

b What information do you expect to find in a biography?

2 **Use the texts to number the paragraphs of a biography in order (1–4).**

a early life and start in profession _____

b who the person is and date and place of birth _____

c other achievements and beliefs _____

d working life, experiences and discoveries _____

3 💡 **Read the notes from a biography of the conservationist Jane Goodall. Number them in order.**

a has also written many books _____

b born 1934, England __2__

c has helped countries in Africa protect wildlife _____

d 1956 – travelled to Kenya to visit friend; met famous scientist Louis Leakey _____

e while working with Leakey discovered chimpanzees can make and use tools _____

f believes that animals are clever and we should take care of them _____

g 1960 – went to Tanzania to study chimpanzees by sitting with them _____

h Jane Goodall is a world-famous conservationist and writer on animal behaviour __1__

i as a child, observed birds and animals – made notes and drawings _____

j Leakey gave her a job as researcher on chimpanzees _____