

1:04

1

Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?

- 1 Some kids have *didaskaleinophobia*, which is the fear of going to school.
- 2 Richard Branson, creator of *Virgin Records* and the *Virgin Atlantic* airline, didn't finish secondary school.
- 3 There is an alternative school in Canada that doesn't test pupils and it doesn't follow a strict timetable, either. Pupils decide how to spend the school day and which activities to attend. They are grouped not by their age but by their interests.
- 4 Finnish pupils rarely take exams or do homework until they are into their teens. But they rank at the top or near the top in international tests in Science, Maths and Language.
- 5 China's got the longest school day in the world. A Chinese pupil spends almost eleven hours in the classroom each day!
- 6 In South Korea, secondary school pupils applying for university all take the same standardised test. On the day of the test, people come to the school to support pupils who are going to take the test. They give out sweets, tea and other treats to the pupils. Some taxis give pupils free rides and additional trains and buses run before and after the exam.



Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

been more careful done it earlier
done it again paid attention to the time
taken it away from her

- | | |
|--|--------------------|
| 1 Q: Have you done your homework yet?
A: No, I haven't... | She should have ?. |
| 2 Q: Have you studied for the test yet?
A: No, I haven't... | She should have ?. |
| 3 Q: Have you finished your project yet?
A: Yes, I have, but... | He should have ?. |
| 4 Q: Have you handed in your essay yet?
A: No, I haven't... | He should have ?. |
| 5 Q: Have you done your Maths homework yet?
A: No, I haven't... | He should have ?. |

Work with a partner. Take turns making up your own bad excuses.



Have you finished your homework yet?

Why not?

No, I haven't.

There was a power cut and I couldn't find my torch.



THINK BIG

When do we usually give excuses? What's the difference between an excuse and an explanation?



TIP

Use *should + have + past participle* form of the verb to give advice about something in the past.



1:07 Listen and read. What's the problem? What different advice is offered?

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Q

<p>boy1_xyz</p> 	<p>Hey, you guys. I'm only twelve years old and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I've got so much homework! I've barely got time to talk to my friends! What shall I do?</p>
<p>cookie48</p> 	<p>Uh oh. That's not good. Have you told your parents? I told mine about my situation and we ended up having a meeting with my teacher. That might sound stressful but it was actually helpful. My teacher still gives a lot of homework but she helps me manage it. Things aren't perfect but I feel better.</p>
<p>34309843_kc</p> 	<p>Take my advice, boy1_xyz: Don't tell your parents! Trust me - they'll think you just don't like studying. You'll end up in more trouble than you were in before.</p>
<p>imsoclever</p> 	<p>I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.</p>
<p>cute_girl28</p> 	<p>I disagree with 34309843_kc. I had the same problem. At first, I couldn't tell my parents but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked to my teachers and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We've got much more freedom. We choose our subjects and school activities. I've been here for a month now and I'm MUCH happier.</p>
<p>citymouse1</p> 	<p>Hey, cute_girl28. Your school sounds reaaaaaally cool! Where is it?</p>

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techieboy03 	<p>I've already researched alternative schools, citymouse1. There are some great ones in the UK. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing but I think your school might be in London, cute_girl28. Am I right?</p>
cute_girl28 	<p>You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!</p>
boy1_xyz 	<p>I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into and there are only a few of them.</p>
rainbowgirl 	<p>Why not try homeschooling? I'm being homeschooled and I really like it. My mum teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!</p>

READING COMPREHENSION

5 Read and say **yes**, **no** or **doesn't say**.

- 1 Boy1_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsoclever and cookie48 give the same advice.
- 4 Cute_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.

**THINK
BIG**

Who do you think gave the best advice to boy1_xyz?
Why/Why not? What advice would you give to boy1_xyz?



1:09
6

Listen and read. What have Peter and his mum already discussed?

Mum: Peter, I'm about to ask you a question. Can you guess what?

Peter: You're about to ask me if you can increase my pocket money.

Mum: Ha ha. Have you finished your homework yet?

Peter: Not exactly. I'm talking to Tessa.

Mum: Yes, I can see that. May I speak to you, please?

Peter: OK. *[to phone]* Tessa, I've got to go. I'll call you back later.

Mum: So you haven't 'exactly' finished your homework yet?

Peter: Yeah, well, I've finished my Maths homework and I've almost finished my English essay but I haven't started my History assignment yet.

Mum: We've been through this before, Peter. Homework first, phone calls later.

Peter: I know. Sorry, Mum. I'll do it now.



7

Practise the dialogue in 6 with a partner.

1:10
8

Listen and match. Then complete the sentences. Use the correct form of the verb.

- get his licence
- see the music video
- meet the new pupil
- walk the dog



1 Mark's brother has already ?.

2 Stacey hasn't ? yet.

3 Roberto has already ?.

4 Dawn hasn't ? yet.

Has she done her solo <u>yet</u> ?	Yes, she has . She has <u>already done</u> it. No, she hasn't . She hasn't done it <u>yet</u> .
Have they <u>ever</u> won an award?	Yes, they have ./No, they haven't .
Tip: Use the present perfect to talk about an event that happened at an indefinite time in the past. The specific time is unknown or unimportant.	

9 Make questions and answers. Follow the example.

1 Q: you/do/your homework/yes

Have you done your homework yet?

A: *Yes, I've already done it.*

A: *No, I haven't done it yet.*

2 Q: he/finish his project/yes

3 Q: they/ever/be on a field trip

4 Q: your parents/speak to the teacher/yes

5 Q: she/give the book back/yes

He has <u>already finished</u> the project.	He finished it <u>yesterday</u> .
He hasn't finished the project <u>yet</u> .	He didn't finish it <u>yesterday</u> .
Tip: Use the present perfect when no specific time is given. Use the past simple when giving a specific time in the past.	

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

1 (talk) Has Jan talked to Jenny yet?

Yes, she has. She talked to her at 4:00.

2 (check email) Has Jan ?

3 (start reading) Has Jan ?

4 (write essay) Has Jan ?

5 (finish Science project) Has Jan ?

Things to do:
1 Call Jenny at 4:00. ✓
2 Check email at 4:15. ✓
3 Start reading my book. ✗
4 Write essay. ✓
5 Finish Science project. ✗

1:13



Listen and read. How much free time is there in a Chinese pupil's typical school day?

CONTENT WORDS

daily free time period study period timetable typical

A Day in the Life of a Pupil in China

It's noon and the bell is ringing at your school. How many hours have you spent doing schoolwork by then?

Shall we take a look at a typical school day in China? Well the school day begins at 7:30 with a flag-raising ceremony and a speech from the head teacher. A pupil's daily timetable is packed. There is hardly any free time and pupils must work hard all day. Pupils, especially pupil leaders, have been trained from a young age to be good pupils, get good marks and help other pupils do the same. And school timetables show this. The school day is almost eleven hours long!

Look at a typical school timetable in China.

7:30–7:40 a.m.	flag-raising ceremony
7:40–7:45	prepare the classroom
7:45–8:30	1 st period
8:40–9:25	2 nd period
9:35–10:20	3 rd period
10:30–11:00	morning exercises
11:10–11:15	eye exercises
11:25–12:10 p.m.	4 th period
12:20–12:40	lunch
12:50–1:50	study period
2:00–2:15	free time
2:25–2:30	classroom prep
2:30–3:15	5 th period
3:25–3:30	eye exercises
3:40–4:25	6 th period
4:35–5:20	7 th period
5:30–6:10	8 th period or study period

12 Read 11 again and say **true** or **false**.

- 1 Chinese pupils prepare their classroom first thing in the morning.
- 2 Chinese pupils learn how to work hard and are usually good pupils.
- 3 A Chinese pupil's typical day at school is over twelve hours long.

13 Write your school timetable in a chart. Discuss it with a partner.

1:14

14

Listen and read. How do pupils at this school learn new things?

A Day at a School in Finland

“Moi, Sofia!” “Terve, Aleksii!” That’s “hi” and “hello” in Finland. And that’s how pupils and teachers greet each other at this Finnish school. Pupils call their teachers by their first names. Anna Hansson has gone to this school since Year 1 so she knows everybody. Anna shouts “Moi” to her fellow pupils as she arrives at 7:45 in the morning.

At her school, Anna and her classmates decide, along with their teacher, what their weekly objectives, tasks and activities will be. Pupils work at their own pace. They don’t always study together. Some may be in their home classroom. Others might be in a workshop where they’re learning by actually doing. Today, Anna’s group is working on a magazine in a magazine workshop.

Anna and her classmates don’t learn by memorising facts. Instead, they work together to gather information. They ask their teacher for help whenever they need to. At times, they even rest on the classroom sofa. The class is active and busy but the teacher is in full control and doesn’t have to tell pupils to behave. Parents are welcome at the school and lend their expertise in workshops and evening classes.

After 90 minutes, pupils have a 30-minute break. Soon, it’s lunchtime! At Anna’s school, pupils get free hot meals every day. Today’s lunch is everybody’s favourite – meatballs and mashed potatoes. It is served with salad, bread and glasses of milk on tables with tablecloths and flowers in vases.

Chores have always been part of the curriculum at Anna’s school. All pupils do chores, which include taking care of plants, collecting rubbish, recycling and composting. Pupils help in the library and in the kitchen.

School is over by 2 in the afternoon. Most parents work so in the afternoon, there are clubs and hobby groups. Pupils can study Japanese, learn to play instruments and do arts and crafts.

15 Read 14 again and match.

- | | |
|----------------------|----------------------------------|
| 1 memorise facts | a research and record details |
| 2 lend expertise | b learn and remember information |
| 3 gather information | c share knowledge and skills |

**THINK
BIG**

How is Anna’s school the same as your school? How is it different?

16 Read the opinion paragraph about homework.

Homework Does Not Make Pupils Learn Better

Does homework make pupils learn better? In my opinion, it does not. In fact, having a lot of homework makes pupils dislike school and become stressed. Pupils who are anxious and don't like school cannot learn well. Pupils who have got hours and hours of homework cannot relax and spend quality time with their families. I believe that school timetables should allow pupils to get most of their schoolwork done at school. In this way, when they get home, they can be free to enjoy time with their family or just relax. In my opinion, a more relaxed pupil will perform better in class. Too much homework prevents this!

17 Look at 16 again. Copy and complete the paragraph outline.

Title rewritten as question: ?

Main opinion: ?

Reason: ?

Suggestion: ?

Conclusion: ?

18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts makes pupils learn better?
- Do you think school uniforms should be required?

- 1 Copy the chart in 17 and complete it with information about your topic.
- 2 Write your own paragraph.
- 3 Share it with the class.

19 How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

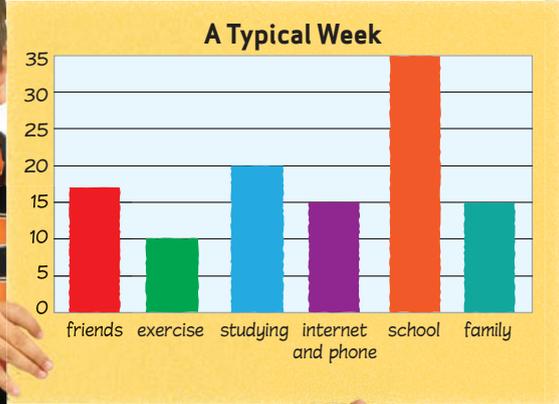
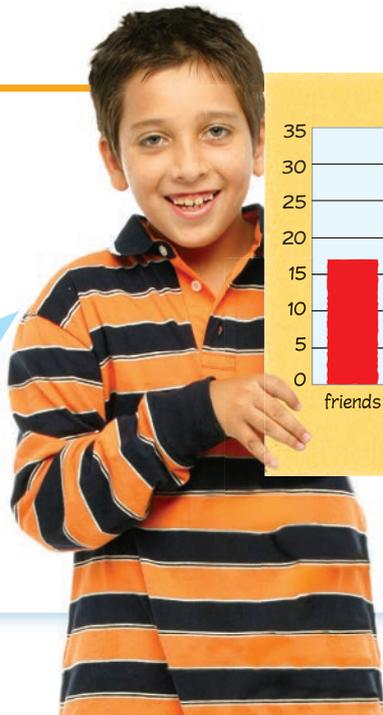
Activity	Approximate hours per week
? attend lessons	?
? travel to and from school	?
? eat	?
? sleep	?
? study or do homework	?
? play sports or exercise	?
? participate in school clubs	?
? do chores	?
? watch TV	?
? chat with friends online or by phone	?
??	?
??	?

THINK BIG Do you think you manage your time wisely? Do you always have enough time to study, to take care of your health, to sleep and to relax? Are the activities you spend the most time doing important? Why/Why not?

PROJECT

20 Make a graph about how you spend your time in a typical school week. Share it with the class.

My graph shows that in a typical week, I spend most of my time at school or studying. But I also spend time with my friends, my family and on the phone and the internet. That's important! I don't spend enough time exercising. I'm going to work on managing my time better!



Listening and Speaking

1:15

21

Listen, read and repeat.

1 spr 2 str 3 scr

1:16

22

Listen and blend the sounds.

1 spr-i-ng spring

2 str-ee-t street

3 scr-ee-n screen

4 spr-i-n-t sprint

5 str-o-ng strong

6 scr-ew screw

1:17

23

Listen and chant.

I'm fast, I'm strong,
I can sprint all day long.
In the spring, in the street,
Greeting people that I meet!



24

Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

complete your research project
organise your backpack

do your homework
write your book review

join any after-school clubs

Have you done your homework yet?

No, I haven't. I lost my book on my way home!

No, I haven't. I started to do it but my dog ran off with it and ate it!



No, I haven't. I had to train his dog not to eat homework so I ran out of time!

1:18

25

Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (✗) next to the activities.



	Lucas	Nina
take the test		
hand in the research		
go to an art club meeting		
start the essay		

1:19

26

Listen again. Make sentences about 25. Follow the example.

1 take the test

Lucas hasn't taken the test yet.

Nina has already taken the test. She took it on Tuesday.

2 hand in the research

?

3 go to an art club meeting

?

4 start the essay

?

I Can

● talk about school activities and homework.

● say what I have and haven't done.

DILEMMAS

1:32

1

Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

Your older sister is supposed to be home by 10:00 p.m. One night, you see your sister leave at 9:00. At 10:00, your sister still isn't home. You're worried about her but if you tell your parents, your sister will get into trouble. And she might be just a few minutes late. But something might be wrong!

Answer 1: You should tell your parents right away.

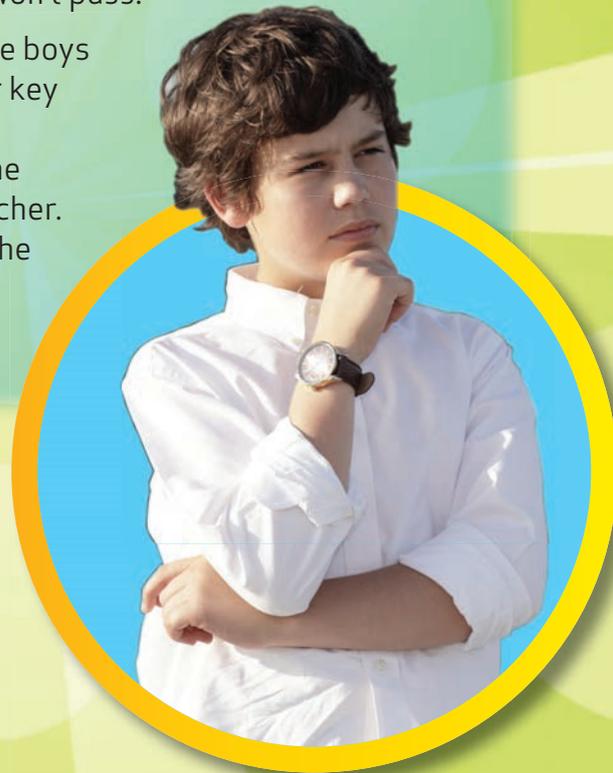
Answer 2: You should wait an hour before you tell them. Everything is probably OK.

Two classmates have found the answer key to a Maths test near the photocopier. You see them pick it up and hear them talking about it. They tell you that they'll show you the answers if you don't tell anyone. You're not doing well in Maths. You really need to pass this test. If you look at the answers and cheat in the test, you'll feel guilty and dishonest but you'll pass. If you tell the teacher about the answer key, the boys will be angry and you probably won't pass.

Answer 1: You should talk to the boys and tell them to put the answer key back or you'll tell the teacher.

Answer 2: You should look at the answer key and not tell the teacher.

Answer 3: You should just tell the boys you're not interested and walk away.



1:33

2

You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.



Dilemma #1



If I keep the wallet, I'll feel guilty.

Emily

Dilemma #2

If I tell my friend I lost her necklace, she'll be upset with me.



Angela



Dilemma #3



Al

If I confess I broke the lamp, I'll get into trouble.

1:34

3

What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- 1 Emily, I think you should ?.
- 2 Angela, I think you should ?.
- 3 Al, I think you should ?.

4

Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

be upset with (him/her)
 feel good
 feel guilty
 get into trouble



What will happen if Emily returns the wallet?

If she returns the wallet, she'll feel good! And the man will, too!



THINK BIG

How do you cope with dilemmas? Who do you discuss them with? Why?



Listen and read. What's Marissa's dilemma?

MARISSA MOBLEY'S DILEMMA

by Milan Norman

Marissa Mobley walked into the kitchen and said, "I'm home." She didn't sound happy. Mrs Mobley looked at Marissa.

"Is something wrong?" she asked. "You don't sound happy."

"Oh, nothing, Mum," Marissa replied. "I've just got a lot of homework."

Mrs Mobley looked worried. "Are you sure you're OK?" she asked again.

"Umm... yeah, Mum. I've just been doing too much at school lately. So I'm tired. That's all," Marissa said as she walked into her room and closed the door.

Marissa's brother, Leo, knocked on Marissa's door. "Hey, what's up?" asked Leo. "Something's wrong. I can see it in your face."

"Well," said Marissa, finally, "can you keep a secret? I've got a problem at school. It's a real dilemma. You know Dan, right?"

"Dan? Yeah, I know him," said Leo. "He's a funny guy."

"Well, I don't think he's so funny. At least not this week," Marissa said. "Listen to this. He asked me to help him cheat in our Maths test on Friday."

"What?" Leo asked.



“I guess Dan’s marks in Maths aren’t very good this term,” said Marissa. “If he doesn’t do well in the test, he won’t be able to play for the basketball team any more. He sits next to me in Maths and he knows I do well in tests. He wants me to make it easy for him to see my paper during the test.”

“Seriously?” said Leo. “That’s not good.”

“I know,” said Marissa, sounding more and more upset. “I’ve been thinking about it all week and it’s bothering me a lot. I’d like to help Dan but helping him cheat really isn’t helping him! I just can’t do it!”

“Of course you can’t!” her brother said. “If a boy asks you to help him cheat in a test, you should tell your teacher!”

“Tell my teacher? If I do that, Dan will get into *big* trouble,” said Marissa.

“But if you help him cheat, you’ll be cheating, too, Marissa,” said Leo.

Marissa sighed. After a minute, she smiled and looked at her brother. “I know!” she said.

“What are you going to do?” Leo asked.

“Wait and see,” Marissa answered. Then she picked up her mobile phone.

READING COMPREHENSION

6 Find one detail in the story that supports these statements.

- 1 Marissa’s mum knows Marissa isn’t happy.
- 2 Marissa doesn’t tell her mum the truth about her problem.
- 3 Marissa trusts her brother Leo.
- 4 Leo doesn’t want Marissa to help Dan cheat.
- 5 Marissa doesn’t think telling the teacher is a good idea.
- 6 Marissa’s got an idea about what to do.



Why do you think Marissa has been having a hard time deciding what to do? What do you think she's going to do next? Why?

1:37



Listen and read. What should Chris do?

Ashley: This is fun! Can we play *Lost World 3* next?

Chris: Uh, no. We can't. The disc is broken.

Ashley: Broken? How'd that happen?

Chris: I was running to catch the bus and I dropped it. Before I could pick it up, someone stepped on it.

Ashley: Oh, no. Did you tell Sam? He's going to be upset.

Chris: No, I haven't told him yet. I was hoping he would forget that I borrowed it from him.

Ashley: But you've got to tell him! He won't be upset if you replace it. You can buy him a new disc with your pocket money.

Chris: You're right. I'll buy him a new one and tell him what happened.



8

Practise the dialogue in 7 with a partner.

1:38



Listen and complete the sentences.



1 If she tells the truth, ?.



2 If she keeps it, ?.



3 If he goes to the concert, ?.



4 If he doesn't tell his mum what's wrong, ?.

If he **pays attention** in class, he'll **understand** the lesson.

If they **don't study** for the Maths test, they **won't get** a good mark.

If you **tell** me the truth, I'll **help** you.

Tip: Use a conditional sentence to express true or factual ideas in the present or future.

10 Complete the sentences. What will they do?

- 1 If my older brother wants me to lie for him, (I / not do) ? it.
- 2 If Sarah says bad things about Michelle, (I / change) ? the subject.
- 3 If you help me with my book review, (I / help) ? you with your project.
- 4 If you tell Mum we lent Anna her CD, (she / be) ? upset.
- 5 (I / not read) ? my sister's diary if I see it on her desk.

You **should tell** your parents **if** you've got a problem at school.

If you don't want to get into trouble, you **shouldn't lie**.

11 Which is the best advice? Make sentences with **should** or **shouldn't**.

- 1 You see someone being bullied.
 - a Just walk away.
 - b Tell an adult.
- 2 You tear an expensive shirt in the changing room in a shop.
 - a Quietly return it to the rack.
 - b Tell a shop assistant what happened.
- 3 Your brother's going to watch a film that he's not allowed to see.
 - a Tell your parents about it.
 - b Don't say anything to your parents.
- 4 Your sister's studying and you want to listen to music.
 - a Tell her to go to a friend's house.
 - b Use headphones.
- 5 Your friend asks you to let him copy your English homework.
 - a Tell your teacher.
 - b Offer to help him do his homework.



1:40

12 Listen and read. What does 'ethics' mean?

CONTENT WORDS

character ethical behaviour ethics qualities traits treat

Ethics

The saying 'Treat others the way you'd want them to treat you' is not hard to understand. It means that you should behave towards others the way you'd want them to behave towards you. It sounds simple but is not always simple to do. If everyone did this, the world would be a much better place.

This unit is about ethics and ethical behaviour. Do you know what 'ethics' means? Of course you do. You make choices based on ethics all the time. Ethics tells you what's right or wrong, fair or unfair, acceptable or unacceptable. Choosing to do the right thing is ethical behaviour.

The word *ethics* comes from the Greek word *ethos*, which means 'character'. Our character – all of our traits and qualities taken together – is what leads us to do what we do – right or wrong. What kind of 'character' have you got? Are you respectful of your classmates? That's a question of ethics. Would you cheat in a test to make sure you pass? That's a question of ethics. Would you tell a 'harmless' lie in order to avoid hurting someone's feelings? That's also a question of ethics. Would you lie to someone to get out of trouble? That's a question of ethics, too.



Tips for Deciding What's Right

If you're not sure about what to do, ask yourself these questions:

- 1 If I do it, will I feel bad afterwards?
 - 2 Could doing it cause anybody harm?
 - 3 How would I judge someone else who did the same thing?
 - 4 What would my mum or dad say about it?
- And most importantly...
- 5 What's my gut feeling about it?

13 Read 12 again and say **true** or **false**.

- 1 Treating others the way you'd want them to treat you is very easy to do.
- 2 If you choose to do the wrong thing, then you're an 'ethical' person.
- 3 Trusting your gut feelings will help you decide what's right.



Listen and read. What's a proverb?

Proverbs from Around the World

Every culture's got its own proverbs. *Proverbs* are short sayings about life that are passed on from generation to generation. Proverbs provide sound advice and can help us make decisions. Across cultures, proverbs can be similar but some are quite different. Here are a few of the thousands of proverbs from around the world.

Country	Proverb
Argentina	If you have a tail of straw, stay away from the fire.
China	One step in the wrong direction can cause a thousand years of regret.
Germany	A clear conscience is a soft pillow.
Greece	Avoid doing what you would blame others for doing.
Ireland	A friend's eye is a good mirror.
Italy	Deceive me once, shame on you; deceive me twice, shame on me.
Liberia	Do not look where you fell but where you slipped.
Malaysia	Don't think there are no crocodiles just because the water is calm.
Mexico	Better to be alone than be in bad company.
Netherlands	He who has a choice has trouble.
Russia	You can get to the ends of the world on a lie but you cannot return.

15 Read 14 again and find the country.

- 1 You'll sleep well if you don't feel guilty.
- 2 Having no friends is better than having a bad friend.
- 3 Don't give anyone a second chance.



Choose three different proverbs and explain what they mean. Research three more proverbs about ethical behaviour. Discuss their meaning and present them to the class.

16 Work with a partner. Answer questions about 'Marissa Mobley's Dilemma' (see pages 28–29).

- 1 Who are the characters in 'Marissa Mobley's Dilemma'?
- 2 How does Marissa feel when she gets home from school?
- 3 Who knocks on Marissa's door?
- 4 What's Marissa's dilemma?
- 5 What advice does Marissa's brother give her?
- 6 At the end of the story on page 29, what do you think Marissa is going to do?



17 How do you think the story ends? Discuss these possible endings with a partner. Think of a reason why each one is possible.

- Marissa helps Dan cheat.
Reason: ?
- Marissa tells her teacher about Dan.
Reason: ?
- Marissa tells Dan she can't help him.
Reason: ?
- Marissa helps Dan study.
Reason: ?

18 With your partner, write an ending to the story. Add details, such as how the other story characters react to Marissa's decision and how she feels about it.

19 Share your story ending with another pair. Discuss. Talk about what Marissa did and whether it was the right thing to do.

**THINK
BIG**

Do you always know what the right thing to do is?
How do you know what's right? Why isn't it always
easy to do the right thing?

20 Read about three situations and three possible courses of action for each one. Which one is the right thing to do? Discuss with a partner.

Situation	#1	#2	#3
You're getting into your mum's car. You see an envelope full of money on the ground.	Tell your mum about it and ask if you can keep the money.	Pick up the money quietly but don't tell your mum about it.	Tell your mum and ask her how you can return the money.
Your teacher gives you the highest mark for your book review and uses it as a model for the rest of the class. Your older sister wrote the book review for you.	Do nothing. Be happy and accept the mark and the compliment.	Tell your teacher you didn't write the review and apologise.	Tell your parents what you did but don't tell your teacher.
Your teacher goes out of the room during a big test. Your classmate, who's the best pupil in the class, tries to show you her answers.	Copy your classmate's answers - after all, she offered. It'd be silly to say no.	Compare your answers with hers but change only a few to match hers.	Tell your classmate, "No, thank you".

PROJECT

21 Make a page to go in a class handbook about doing the right thing.

- 1 Choose a dilemma from the unit or use one of your own. Describe it at the top of the page.
- 2 Write three possible courses of action.
- 3 Use a picture from a magazine or draw one to show the right thing to do.
- 4 Present your page to the class. Read it aloud. Then say what you think the right thing to do is.
- 5 Bind the pages together to make a class handbook.

I think she should run after the man and return the tablet to him. If she doesn't, she'll feel terrible later.



Dilemma: You're at a park. You see a man sitting on a bench with a tablet. He leaves the park and you notice he's left his tablet on the bench. You've always wanted one but you haven't got enough money to buy one. What should you do?

- 1: Sit on the bench and cover the tablet so no one sees it.
- 2: Don't say anything but hold onto the tablet in case the man comes back for it. Secretly hope he doesn't!
- 3: Run after the man and return the tablet to him.



Listening and Speaking

1:43



Listen, read and repeat.

1 nch 2 nth 3 mpt

1:44



Listen and blend the sounds.

1	l-u-nch	lunch	2	t-e-nth	tenth
3	p-r-o-mpt	prompt	4	c-r-u-nch	crunch
5	m-o-nth	month	6	t-e-mpt	tempt

1:45



Listen and chant.

I make lunch
On the tenth of the month.
An apple and crisps.
Do you want any sweets?
Don't tempt me!
Crunch! Crunch!



25

Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupil 3 states the right thing to do.

Oh, no! My ball's just broken the window of that house!

If you break something, you should tell the owner.



You should go up to the front door and talk to the owner.

You:

- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's mobile phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget mother's day.

26 Complete the sentences with expressions from the box.

be upset with
feel guilty (3x)

feel good about
get into trouble

- 1 Claudia saw a man drop his wallet. When she picked it up, she saw that there was a lot of money in it. She was tempted to keep it but she knew it wasn't right. She thought about what to do. By the time she decided to return the man's wallet, he was gone. Claudia . She herself for not deciding quickly enough.
- 2 Anna saw two classmates looking at each other's papers during an exam. She didn't know what to do. She knew it was wrong to cheat but she didn't want her friends to . Anna about not saying anything.
- 3 Mike was at a toy shop and was holding a robot when he accidentally broke it. He didn't have the money to pay for the toy so he put it back on the shelf and quickly left the shop. Michael . He didn't what he did.



27 Read the problems in 26 again. Choose one. In your notebook, write what you think the person should have done.

28 Complete the sentences with the correct form of the verb in brackets and **will**.

- 1 (tease) I be kind to my friend if others him.
- 2 (ask) If my friend me to help her cheat, I not do it.
- 3 (get) I spend my money carefully if I some from my grandparents.
- 4 (promise) If I to do something, I do it!
- 5 (spend) If you all your pocket money, I lend you some of mine.
- 6 (spill) If I juice on the sofa, Mum be very upset with me.

I Can

- talk about consequences.
- talk about doing the right thing.

unit 5

IF I COULD FLY...

2:14

1

Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

Now You See Me – Now You Don't!

In the Harry Potter films, Harry puts on a cloak that makes him invisible. When he does that, nobody can see him! Have you ever wished that you could be invisible? If so, you may get your wish sooner than you think. Scientists have been working on bending light around objects to make them hard to see. Think about it. If you could become invisible, what would you do?

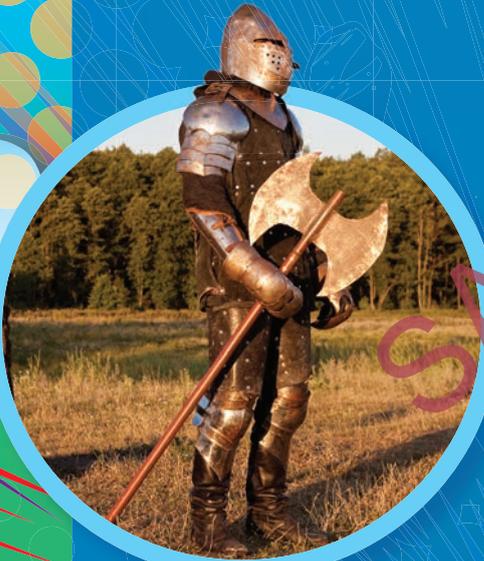


Time After Time

People have always thought about travelling to a different time period. What about you? Would you like to go back to mediaeval times and meet a real knight? Or would you like to see what the future will be like in 100 years? Maybe someday you'll be able to do this! If you could travel through time, what time period and place would you visit? Why?

It's a Bird! It's a Plane! It's a... Car!

Did you know that flying cars already exist? This vehicle's got four wheels and wings that fold up. You can drive it on the road. And you can also open up the wings and fly in the air! Would you like to have a flying car? What would you use it for?



2

Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

- superhuman strength
- the ability to fly
- the ability to run at lightning speed
- the ability to become invisible
- the ability to read people's minds
- the ability to travel through time

If you could have one super power, what would it be?



If I had this super power...



I know what super power I'd want!



There are so many things I could do...



I think I'd choose...



I'd want to have...



3 Work with a partner. Talk about super powers.



If you could have one super power, what would it be?

I'd want the ability to read people's minds.



THINK BIG What other super powers can you think of that could be useful to people? Do you think any of them could become reality? Why/Why not?

2:16

4

Listen and read. What's wrong with Captain Allsafe?

CAPTAIN ALLSAFE TO THE RESCUE!

by Buster Marone

CAPTAIN ALLSAFE IS FLYING OVER THE CITY, LOOKING FOR SIGNS OF TROUBLE.

EVERYTHING LOOKS CALM AND QUIET IN OUR CITY – JUST AS IT SHOULD BE.

UNTIL...

WAIT! WHAT'S THAT? I HEAR CHILDREN. THEY'RE SCREAMING!

CAPTAIN ALLSAFE SEES SOMETHING HAPPENING BELOW.

THIS IS A JOB FOR CAPTAIN ALLSAFE! DON'T WORRY KIDS, I'LL SAVE YOU!

HEY! WHAT DO YOU THINK YOU'RE DOING?

HAPPY BIRTHDAY TO...

HEY!

CAPTAIN ALLSAFE, IF I WERE YOU, I'D THINK ABOUT HAVING A HOLIDAY.

ME? GO ON HOLIDAY?

IF I DID THAT, THE PEOPLE OF THIS CITY WOULDN'T BE SAFE!



READING COMPREHENSION

5 Number the events from the story in the order they happened.

- a Captain Allsafe ties up a 'dinosaur'.
- b Captain Allsafe sees a 'fire' and blows it out.
- c Captain Allsafe sees smoke. He throws water and puts out the 'fire', pouring water onto the barbecue.
- d Captain Allsafe is flying over the city and everything seems calm and quiet.
- e Captain Allsafe hears children screaming.
- f Captain Allsafe says that maybe he should go on a holiday.
- g A woman brings out a birthday cake.



**THINK
BIG**

Why doesn't Captain Allsafe want to go on holiday? If you were Captain Allsafe, would you go on holiday? Why? If you could give Captain Allsafe some advice, what would you tell him?

2:18

6

Listen and read. What would Ben and Alexa do if they had a certain super power?



Ben: I'm reading about this guy who can make objects move just by thinking about them. Isn't that cool?

Alexa: That's very cool. I wish I could do that.

Ben: Yeah? If you could move things with your mind, what would you do?

Alexa: I'd clean up my room - hands-free, no physical effort.

Ben: You're thinking too small, Alexa. If I had that power, I'd move our town closer to the beach.

Alexa: Oh! I like that. Then we could move all our friends' houses next to our houses.

Ben: Now you're getting the idea.

7

Practise the dialogue in 6 with a partner.

2:19

8

Listen and match. What would each person do? Make complete sentences.

- go back in time
- have anything to eat
- have any job
- talk to animals

- 1 If Maya could , she'd .
- 2 If Kelly could , she'd .
- 3 If Luke could , he'd .
- 4 If Daniel could , he'd .



if clause

If I **were** you,

If he **made** his bed every day,

If she **could have** one super power,

result clause

I'd **choose** something else.

his mum **would be** happy.

she'd **breathe** underwater.

Tip: Use *if* to talk about situations that are not true or contrary to fact. For example: *If I were you = I'm not you.*



9

Choose the correct verbs to complete the sentences.

- 1 If I (could breathe / would breathe) underwater, I (will explore / would explore) the bottom of the sea.
- 2 If I (owned / will own) a horse, I (would ride / will ride) it every day.
- 3 If you (ate / will eat) healthier food, you (are going to be / would be) stronger.
- 4 If we (can read / could read) people's minds, we (knew / would know) when they were lying.

If you **didn't have to go** to school, what **would** you **do** every day?

If I **didn't have to go** to school, I **would stay** home and **listen** to music all day.

If you **could go** anywhere, where **would** you **go**?

If I **could go** anywhere, I'd **go** to Paris.

10

Choose phrases from the box to complete the questions. Then answer the questions for you. Make complete sentences.

- 1 If you could be in two places at the same time, ?
Answer: ?
- 2 If you could meet a TV or film star, ?
Answer: ?
- 3 If you could make up your own dreams, ?
Answer: ?
- 4 If you could read people's minds, ?
Answer: ?
- 5 If you could travel through time, ?
Answer: ?

who would you like to meet?
whose mind would you read?
when would you travel to?
where else would you be now?
what would you dream about?

2:21

11

Listen and read. Which idea involves a computer reading your mind?

CONTENT WORDS

adhesive computer designer digital electrodes gecko technology tweet

Super Power... or Science?

Can scientists invent super powers? Read about ways in which humans are able to do things beyond what we think of as human abilities.

Wall Climbing

Have you ever seen a gecko climb up a wall and wondered why it didn't fall off? Geckos have got very sticky feet which keep them from slipping off the wall. If a human could climb like a gecko, it would seem like a super power. Scientists are experimenting with plastic to make an adhesive (a kind of glue) that will let humans climb up walls and they are close to working it out!

Think and Tweet

How would you like to be able to tweet without using a keyboard? Believe it or not, there's a scientist who's trying to make this possible! His experiment involves wearing a cap with electrodes. While wearing the cap, he concentrates on one letter at a time, spelling out his message on a computer screen – slowly! He's able to tweet eight letters a minute. But in the future, who knows?



All Digital, All the Time

Mark Rolston, a computer designer, thinks that computers, as we know them – a monitor, a keyboard, speakers – limit us. He believes that digital technology should be available to us everywhere. For example, in your kitchen, you should be able to watch the news on the kitchen table, make a video phone call on your refrigerator and read a recipe on the wall above your cooker. Would you like that?

12

Read 11 again and say **true**, **false** or **doesn't say**.

- 1 It's very possible that humans will soon be able to climb up walls.
- 2 Scientists are hopeful that soon they'll be able to 'think and tweet' a hundred letters a minute.
- 3 According to Mark Rolston, there are only a few things that digital technology can do for us at present.

2:23
13

Listen and read. Which hero comes from a country that is an island?

SUPERHEROES FROM DIFFERENT CULTURES

Superheroes come with all kinds of talents and abilities. And they come from all over the world. Take a look at some of them!

Superhero name:
Bantul the Great

Everyday name:
Bantul

Everyday occupation:
Various odd jobs

Country of origin: India

Powers:

- is extraordinarily strong
- can move big things by blowing air from his mouth
- has got hair so tough that each strand is like a thorn



Superhero name:

Cat Girl Nuku Nuku

Everyday name: Atsuko
'Nuku Nuku' Natsume

Everyday occupation:
Pupil

Country of origin: Japan

Powers:

- is a highly advanced android
- has got the reflexes and senses of a cat
- has got superhuman strength



Superhero name:

Meteorix

Everyday name:

Aldo

Everyday occupation:

Pupil

Country of origin: Mexico

Powers:

- has got superhuman strength
- can throw bolts of blue lightning
- can cover himself with blue armour by swallowing a meteorite



14

Read 13 again. Which hero or heroes...

- 1 can move very heavy things?
- 2 is like a cat?
- 3 can eat hard stone from outer space?
- 4 has got thick, strong hair?

THINK BIG

Do you know any other superheroes? What are some of their powers and special skills?

Why do you think people like to read stories about superheroes?

- 15 Create and describe a superhero character of your own. Use the questions to help you. Take notes and discuss with a partner.

- What are your character's superhero and everyday names?
- What is his or her everyday occupation?
- What is his or her country of origin?
- In what time period does your character live?
- What does he or she look like?
- Has he or she got a family? If so, describe each member.
- What are your character's super powers?
- What is your character's mission?



- 16 Use your answers in 15 to copy and make a card about your character in your notebook. Draw a picture.

Superhero name: ?

Everyday name: ?

Everyday occupation: ?

Country of origin: ?

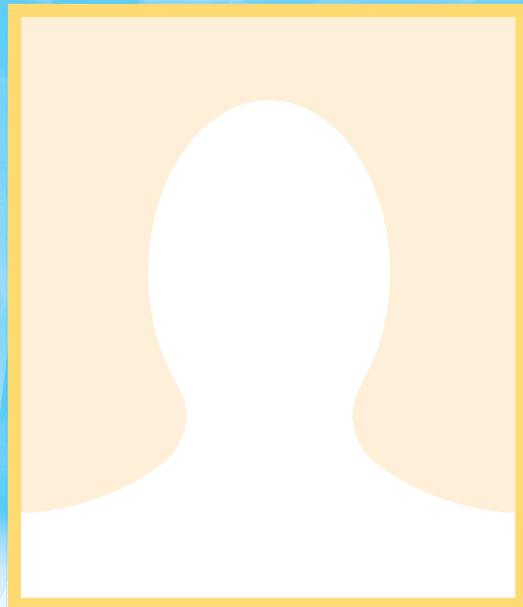
Time period: ?

Description: ?

Family: ?

Super powers: ?

Mission: ?



- 17 Swap and talk about your superhero cards. Which ones do you like best?

- 18 In real life, no one has super powers. But there have been some super achievements. Discuss them with a partner and decide which three are the greatest.

We have...

- | | |
|--|-----------------------------------|
| 1 visited the moon. | 2 invented alphabets and writing. |
| 3 invented hot-air balloons and aeroplanes. | 4 mapped the stars. |
| 5 found ways to prevent and cure many diseases. | 6 learnt how to use electricity. |
| 7 created systems that bring clean water into homes. | 8 invented the internet. |

- 19 Make a list of three positive steps you could take to help with the future of our world. Discuss them with a partner and choose the best one.

If I could do three things to help improve the world, I would... ?

**THINK
BIG**

Why is it important to think about the future of the world now? What can you do to help people start thinking about our world's future?

If I could do one thing, I'd help clean up our oceans and seas!

PROJECT

- 20 Create a page for a class book about positive steps for the future. Share your page with the class.

- 1 Create a page for your best positive step for the future from 19.
- 2 Draw pictures or use pictures from magazines to illustrate it.
- 3 Show your page and talk about why the step is important.



Listening and Speaking

2:24



Listen, read and repeat.

- 1 walked 2 cleaned 3 painted

2:25



Listen and blend the sounds.

- 1 w-a-tch-ed watched 2 cl-i-mb-ed climbed
3 w-a-n-t-ed wanted 4 l-oo-k-ed looked
5 c-a-ll-ed called 6 e-n-d-ed ended

2:26



Listen and chant.

We walked in the jungle
And we climbed trees
Which ended in the sky!
We looked at birds
And we wanted to fly!



Conduct an interview.

act in a film with any actor become invisible
have any kind of pet live anywhere
move things with your mind sing with any musician or band
travel anywhere in the world

- 1 Choose a classmate to interview.
- 2 Ask him/her questions using the ideas in the box. Note down their answers.



If you could travel anywhere in the world, where would you go?

If he could travel anywhere in the world, he'd go to Argentina to see the penguins.



I'd go to Argentina. I'd love to see the penguins!

25 Complete the sentences with the correct phrases from the box.

be invisible fly have superhuman strength
read my mind run at lightning speed travel through time

- 1 If you could **?**, you'd know what I'm thinking right now.
- 2 I wish I could **?** right now. I don't want anyone to see me.
- 3 In the film, the hero **?** so he lifted the car off the railway track.
- 4 In the story, the character could go back to the past. He could **?**.
- 5 He's a gold medallist in athletics. He can practically **?**!
- 6 If we could **?**, we wouldn't need to spend money on plane tickets!

26 Complete the sentences using the words or phrases in brackets and your own information.

- | | |
|--|---|
| 1 (fly)
If I ? , I ? . | 2 (read people's minds)
If I ? , I ? . |
| 3 (become invisible)
If I ? , I ? . | 4 (be a scientist)
If I ? , I ? . |
| 5 (have superhuman strength)
If I ? , I ? . | 6 (be older)
If I ? , I ? . |
| 7 (run at lightning speed)
If I ? , I ? . | 8 (meet someone from the past)
If I ? , I ? . |
| 9 (travel to the future)
If I ? , I ? . | 10 (be a famous person for a day)
If I ? , I ? . |

I Can

- talk about what I would do in different situations.
- answer questions about unreal situations.