

2

Inspiring ideas

Lesson 1 Reading

aim attitude develop (developed) fail
narrow-minded navigate open-minded
progress succeed (succeeded) upside-down

1 Look at the article and the map. Answer the questions.

- 1 What is unusual about the map?
- 2 Why do you think it is like this?
- 3 Read quiz questions 1–4 on page 23. Which ones can you answer?

2 1.7 Read the article quickly to check your answers in Activity 1. How many quiz questions did you answer correctly?

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

4 Read the article. Tick (✓) the main message of the text. **Be a star!**

- 1 Maps show north at the top because Europeans made the most important discoveries.
- 2 The history of our own country is more important than the history of other countries.
- 3 If we don't learn about other countries, we won't understand the truth about history.

A narrow-minded view of

HISTORY

Look at the map. Do you see anything wrong? Most people say the map is **upside-down** – north should be at the top, south at the bottom, west on the left and east on the right. This map is the opposite. But there is no real reason to put north at the top. So in 1976 an Australian, Stuart McArthur, created a famous map like this. He put Australia at the top because people often joked about his country being at the bottom of the world!



Have you ever wondered why north is at the top of a map? It's because 500 years ago, sailors used the stars to guide them. The most important star they used to **navigate** was the North Star. Therefore, the North Star became the fixed reference point on maps. People also put Europe in the middle of the map because at that time they believed that Europe was the centre of the world.

Like people in the past, we sometimes forget that the history of the world is not just the history of our own country. In school, we usually learn about famous scientists, inventors and explorers from our own countries first. Therefore, we might not be aware of **progress** that has happened in other countries. This can create a **narrow-minded attitude** to the world. Sometimes we **fail** to see that countries around the world are closely connected and every country has a part in history.

Look at these quiz questions.

- 1 Where was the world's first university?
- 2 Who produced the first spaghetti?
- 3 Where does the number system we use come from?
- 4 Who invented the radio?

Let's look at the answers.

Bologna University first opened in 1088 and is the oldest university in Europe. However, 200 years earlier in 859 two sisters, Fatima and Miriam al-Firhi, had already opened the world's first university in Fez, Morocco.

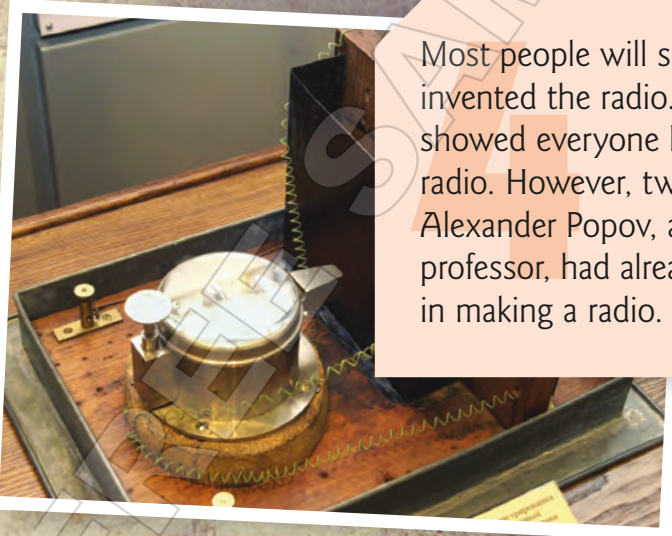
The Chinese produced a type of long, thin pasta called noodles. Marco Polo, a famous European explorer, discovered these in China and brought them back to Italy, where they became spaghetti.



Two mathematicians **developed** the system of numbers we use (1, 2, 3, etc.) in India almost 2,000 years ago. Europeans only started using this system about 1,000 years ago.



Most people will say that Marconi invented the radio. In 1897, he showed everyone his ideas about radio. However, two years earlier Alexander Popov, a Russian professor, had already **succeeded** in making a radio.



Did any of those answers surprise you?

We might tell ourselves that our country is the centre of the world and that all history starts there. But our **aim** should be to be more **open-minded** or we will miss so many amazing stories. It's time to think differently – turn your brain upside-down and take another look!

Lesson 2 Reading comprehension



1 Read the article on pages 22–23 again. Underline and correct the mistakes in the sentences.

- 1 The upside-down map shows east at the top and north at the bottom. south
- 2 Long, thin pasta was first made in Italy. _____
- 3 The number system we use in maths came from Russia. _____
- 4 The first university in the world opened in 1088. _____

2 Complete the summary of the second part of the article. **Be a star!** ★

maps history developed north attitude fail

Europeans drew the first world ¹ maps. When they travelled by boat, they navigated using the North Star so they put ² _____ at the top and Europe in the centre. The upside-down map shows that maps don't have to look like this. Our ³ _____ to maps and also to history can be narrow-minded. Sometimes we ⁴ _____ to realise that other countries invented and ⁵ _____ things before we did. If we are open-minded, we will appreciate how much other countries are a part of ⁶ _____.

3 Discuss the questions.

- 1 Did any of the answers in the quiz on page 23 surprise you? Why? / Why not?
- 2 Why does the writer tell us to be more open-minded?



Values

Do you think some stories in history are more important than others?

Working with words

Suffixes: **-ous**

Sometimes we add the suffix **-ous** to nouns to make adjectives.

Noun: danger

Adjective: **dangerous**

Some noun endings change before **-ous**.

Noun: fury

Adjective: **furious**

Check in a dictionary. Which nouns in the box change before **-ous? Write the noun and the adjective for each definition.**

humour adventure fame courage

- 1 adventure _____: loves travelling and exploring
- 2 _____: very brave
- 3 _____: funny, makes you laugh
- 4 _____: known by many people

1 Look and read.

Graphic

Grammar

Past perfect

When his mum **arrived**, Peter **had invented** a new drink.

He **was** happy because he **hadn't invented** anything before.



2 Underline the action or event that happened first.

- 1 Before I read the article, I hadn't heard of Alexander Popov.
- 2 He had travelled west before, so he decided to sail east.
- 3 She laughed because he'd put up the painting upside-down.
- 4 I went back to the shop because I'd left my newspaper there.

Look!

Use the **past simple** to talk about an event in the past. Use the **past perfect** to talk about an event that happened *before* this event.

3 Complete the sentences with the past perfect form of the verbs in brackets.

- 1 We had visited (visit) the museum once before so we didn't go there yesterday.
- 2 She felt ill because she _____ (not eat) lunch.
- 3 Jimmy enjoyed the film even though he _____ (see) it before.
- 4 Before we moved to New York, we _____ (not study) English.
- 5 I didn't get your call because I _____ (left) my phone at home.

4 Work in pairs. Use the prompts to make sentences.

Start each sentence with *I was ... when I arrived home because ...*

Be a star! ★

bake / cake

tidy / my bedroom

break / my laptop

invite / my friend for dinner

eat / my chocolate

lose / my video game

I was happy when I arrived home because someone had baked a cake.









I was angry when I arrived home because someone ...

Lesson 4 Language in use

1 1.8 Listen and say.

film play back



-  What are you doing?
-  I'm teaching **myself** to play the guitar.
-  How are you doing that?
-  I'm watching a video. Look. This man films **himself** giving lessons. People film **themselves** teaching lots of different things.
-  I know, it's a good way to learn something new. Is it difficult?
-  A bit. Why don't you teach **yourself**, too? Then we can practise together.
-  That's a good idea. We could record **ourselves** and play it back.
-  And when we're really good, we can play in the school concert!

Look!



myself, yourself, himself / herself / itself,
ourselves, yourselves, themselves

2 Complete the sentences with the correct reflexive pronoun.

- 1 Why do you want to film yourself ?
- 2 We're teaching _____ to play the drums.
- 3 Did you and your friends enjoy _____ at the theme park?
- 4 While she was cooking, my mum cut _____ with a knife.
- 5 He didn't hurt _____ when he fell over.
- 6 Anna and Jenny record _____ when they sing.

3 Think of things you can teach yourself. What could you do to help you learn?

4 Make a new dialogue. Use your ideas in Activity 3. **Be a star!**

-  What are you doing?
-  I'm teaching myself karate.

1 1.9 Look at the photos. Where do you think the people are? What are they doing there? Listen and check your ideas.



engine
expedition
hero
journey
race
sledge
South Pole

2 1.9 Listen again and write T (True) or F (False).


- 1 Robert Scott was Norwegian. F
- 2 The South Pole is difficult to get to because it's so cold. _____
- 3 Both men went on their expeditions for the same reasons. _____
- 4 Scott decided not to use sledges with engines on his expedition. _____
- 5 Scott's horses were able to pull the sledges. _____
- 6 Both explorers succeeded in reaching the South Pole. _____

3 1.9 Take notes to complete the table. Then listen again and check. **Be a star!**

	Robert Scott	Roald Amundsen
Aim of expedition:	<u>be first to reach South Pole</u> <u>do scientific research</u>	<u>be first to reach South Pole</u>
Had they been to Antarctica before?	_____	_____
Transport:	_____	_____
Start date:	_____	_____
Arrival date:	_____	_____
What happened on the way back?	_____	_____

4 Compare and contrast the two expeditions.

- 1 Which things were the same?
- 2 Which things were different?

1  Read the opinion essay. Match paragraphs 1–4 to the descriptions.
Is the writer for or against space tourism?

- a Conclusion: your opinion on the topic. _____
- b Advantages: the positive arguments. _____
- c Introduction: general idea about the topic. _____
- d Disadvantages: the negative arguments. _____

Is space tourism a good idea?

1 For some people, travelling to another country is not exciting enough. When they go on holiday, they want to travel into space! Space tourism isn't just a dream – there are companies that say they can make it happen. But is it a good idea?

2 On the one hand, there are important advantages. Firstly, imagine the amazing things you could see in space! We have always travelled to new places to learn and to progress. In addition, if we can't continue to live on Earth in the future, we will need to find new planets to live on.

3 On the other hand, the expense is a big disadvantage. It costs so much money to fly into space that only very rich people are able to do it. Secondly, is it safe? Although the spaceships are checked very carefully, something could go wrong, which would be a disaster.

4 In conclusion, space tourism is an exciting chance to find out more about other planets. However, we also need to think about the dangers. In my opinion, space tourism is a great idea, but we must make sure that we aren't in too much of a hurry to make it happen.



2 **Read the essay again. What two advantages and disadvantages of space tourism does the writer give?**

Advantages: 1 _____
 2 _____

Disadvantages: 1 _____
 2 _____

3 Underline the words or expressions the writer uses to introduce an argument.

On the one hand, there are ...

4 Prepare an opinion essay on the topic: 'Are zoos a good idea?'
Work with a partner to complete the essay plan.

Introduction: _____

Advantages: 1 _____
2 _____

Disadvantages: 1 _____
2 _____

Conclusion: Our opinion: _____

5 Use your plan to write an opinion essay. Use some of the phrases below. **Be a star!** ★



Look!

On the one hand / On the other hand
Firstly / Secondly / In addition /
In conclusion

Learning to learn

Use an index

An index appears at the back of a reference book. It's a list of the main information in the book, arranged in alphabetical order. You use it to quickly find a piece of information you need in the book.

Look at part of an index from a reference book. Answer the questions.

electronics
 in aircraft 349
 in medicine 240
 in music 580-1
elementary education 260-1
elements **40-3**, 177
elephant birds 138
elephants 30, 156, **171**, 173

- 1 On what page is information about elephant birds?
- 2 How many entries are there for 'electronics'?
- 3 What do you think the **bold** page numbers mean?



Lesson 7 Speaking

1 Look at the watches. How are they the same? How are they different? Which one do you prefer?



childish
sporty
waterproof

2 1.10 Listen to the dialogue and complete the sentences.

Which watch does the boy decide to buy?

- The black one looks really cool whereas the other looks childish.
- I don't agree. I think it looks _____ and _____.
- The black one is more _____ though.
- But it's much more _____.
- The black one needs _____ and so does the other.
- And they're both _____, which is good.

3 Look at the trainers. What's the same and what's different? Complete the table.

A



B



	comfortable	colourful	sporty	cool	expensive
Pair A	✓				
Pair B	✓				

4 Act out a dialogue in pairs. Compare the trainers and decide which ones to buy. Use the phrases to help you. **Be a star!** ★

Which trainers should I buy? I've seen two pairs and I like them both.

Well, the blue and yellow ones look cool and sporty whereas ...

The same:

They(’re) **both** ...

This one ... and **so is / does / can** the other.

Different:

This one ... **whereas** the other ...

This one is **(much) more** ...

Review 1

1 Complete the sentences with the correct words.

journey predators extinct foreground aim
failed engines species behaviour attitude

- 1 This photo shows a turtle in the foreground.
- 2 Endangered animals are at risk of becoming _____.
- 3 There are many different _____ of monkeys living in the Amazon.
- 4 Birds are ringed so that their _____ can be studied.
- 5 The _____ to the South Pole took many weeks.
- 6 _____ hunt other animals.
- 7 The _____ of the expedition was to reach the South Pole first.
- 8 It is important to have a positive _____ if you want to succeed.
- 9 Cars are powered by _____.
- 10 He tried and _____ many times before he finally succeeded.

2 Circle the correct form of the verbs to complete the text.

Michelle Vincent is a famous wildlife photographer. When she was thirteen, she ¹ **has been** / **went** on holiday to Canada. While she was there, she ² **has seen** / **saw** a whale for the first time. 'I ³ **had never seen** / **didn't see** a whale before that. They were so beautiful. I ⁴ **had fallen** / **fell** in love with them.'

Since leaving university, Michelle ⁵ **observed** / **has observed** different species of whales in all the oceans of the world and ⁶ **took** / **has taken** many amazing photos. In 2010 she also started filming them. Last autumn, she ⁷ **has travelled** / **travelled** to the Antarctic to film migrating whales. No one ⁸ **filmed** / **had filmed** these whales on their journey to warmer waters before.



3 In pairs, ask and answer questions about Michelle Vincent.

How old / see / whales / first time?

How long / film / whales?

Why / fall / in love / them?

Where / travel / to last year?

Where / observe / whales?

Why / her film special?



How old was Michelle when she saw whales for the first time?

She was thirteen.



4 Complete the words to make compound nouns.

- 1 rain forest 3 back _____ 5 camp _____
 2 ear _____ 4 water _____ 6 country _____

5 Write the noun or adjective form of the words. Use a dictionary to check your spelling.

Noun	Adjective
danger	<u>dangerous</u>
_____	famous
curiosity	_____
_____	courageous
anxiety	_____

Great work! You're an Academy Star!



6  **Read the article about a famous inventor.**

Choose the best word (A, B or C) for each space.

Alexander Graham Bell was a scientist and inventor. He (0) _____ was _____ born in Scotland but later lived (1) _____ the USA. He was (2) _____ interested in how people communicate and wanted to find a way for people to speak to each other when they were in different places. In 1876, he (3) _____ a machine to do this. The first person he spoke to was (4) _____ assistant. He said, 'Mr Watson, come here. I want to see you.' Bell (5) _____ the telephone – now he had to work on his design (6) _____ make it better. Within 10 years, around 150,000 homes in the USA had telephones. Bell believed that one day people speaking on the phone (7) _____ be able to see each other too. This prediction (8) _____ true. We don't know if Bell ever imagined everyone would have a phone like a small computer.

Example

- 0 A is **B was** C did
 1 A in B at C of
 2 A never B always C not
 3 A has made B made C is making
 4 A our B her C his
 5 A had invented B invented C has invented
 6 A for B will C to
 7 A could B would C will
 8 A comes B had come C has come

