



CAMBRIDGE



Second Edition

POWER UP

Pupil's Book with eBook

Colin Sage
with Caroline Nixon & Michael Tomlinson

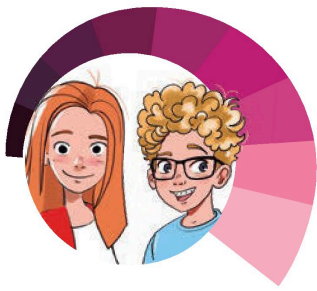
6

Second Edition

POWER UP

Pupil's Book with eBook

Colin Sage
with Caroline Nixon & Michael Tomlinson



Map of the book

	Vocabulary	Grammar	Skills	Cross-curricular	Exam
<p>1 A song and a dance Mission: Write a concert review Page 4</p>	<p>Music Adjectives to describe personality Pronunciation: linking: consonants to vowels</p>	<p>Adjectives with prepositions <i>I'm keen on the trumpet. I'm not very good at it.</i> Short answers with so and nor <i>I don't like opera. Nor do I.</i></p>	<p><i>The concert</i> A diary entry Emotional Development</p>	<p>Eighteenth and nineteenth century music Learn about Beethoven and Mozart. Critical Thinking</p>	<p>B1 Preliminary for Schools: Reading Part 1 Listening Part 1</p>
<p>2 Big wide world Mission: Create a class encyclopaedia Page 16</p>	<p>Continents, language and culture Places around us Pronunciation: stress in comparative structures</p>	<p>Relative pronouns <i>There was a huge storm which lasted all night long. Those are the neighbours who had that angry cat.</i> more ... than, fewer ... than, less ... than, the most, the fewest, the least <i>There are more wild animals in Kenya than in Spain.</i></p>	<p><i>Festivals and fun events around the world</i> A magazine article Social Responsibilities</p>	<p>Coral reefs Learn about coral reefs. Understanding sustainability</p>	<p>Speaking Part 1 Reading Part 4</p>
<p>3 Shopping around Mission: Have a debate about shopping Page 28</p>	<p>Shopping words Shopping around Pronunciation: pronunciation of gerunds</p>	<p>Verb + gerund, verb + to + infinitive <i>I prefer playing tennis to any other sport. I'm planning to put a notice on the school website.</i> Gerunds as subject and object <i>Li Wei enjoys trying to find action figures.</i></p>	<p><i>My travels as told by a two-euro coin</i> A story Social Responsibilities</p>	<p>The history of money Learn about the history of money. Critical Thinking</p>	<p>Speaking Part 3 Reading Part 6</p>
Review Units 1-3					
<p>4 Getting about Mission: Write a travel blog Page 42</p>	<p>Travelling by plane Getting around Pronunciation: weak forms in the passive</p>	<p>Review of passive forms <i>The article was written by someone. They were helped by someone.</i> Phrasal verbs and the object <i>Clear up the mess. Clear it up.</i></p>	<p><i>How we got back from our holiday</i> A science-fiction story Emotional Development</p>	<p>Women aviators Learn about the pilot Amy Johnson. Collaboration</p>	<p>Reading Part 2 Speaking Part 2</p>

	Vocabulary	Grammar	Skills	Cross-curricular	Exam
<p>5 Use your skills Mission: Create a questionnaire Page 54</p>	<p>Education Personal feelings Pronunciation: sentence stress in question forms</p>	<p>Past simple and present perfect time phrases <i>You've worked really hard this year.</i> <i>I even got 100 in a test last week.</i> Review of question forms <i>Could you help me to clear the table?</i> <i>Did you know how huge it is?</i></p>	<p><i>My first camping trip</i> A story Emotional Development</p>	<p>Education in the past Learn about what school was like 100 years ago. Critical Thinking</p>	<p>B1 Preliminary for Schools: Reading Part 5 Writing Part 2 (an article or a story)</p>
<p>6 Good job! Mission: Write about your dream job Page 66</p>	<p>Occupations Work Pronunciation: linking groups of words</p>	<p>Expressing possibility (modal verbs) <i>We might get a cat.</i> <i>It can't be easy.</i> Present perfect continuous <i>They've been travelling for years.</i></p>	<p><i>The daydreamer</i> A story Critical Thinking</p>	<p>Economic sectors Learn about the chain of production for goods and services. Thinking in systems</p>	<p>Listening Part 4 Reading Part 6</p>
Review Units 4–6					
<p>7 In the news Mission: Write a news report Page 80</p>	<p>Reporting the news Reporting verbs Pronunciation: contrastive stress</p>	<p>Reported speech <i>He told me that he didn't know anyone at school.</i> <i>He said that he liked tennis and cycling.</i> Questions in reported speech <i>I asked him why he was looking sad.</i> <i>Did you ask him if we could help at all?</i></p>	<p><i>The hours</i> A newspaper article Social Responsibilities</p>	<p>Forensic science Learn about how fingerprinting was invented. Learning to Learn</p>	<p>Reading Part 3 Listening Part 2</p>
<p>8 Fantastic flavours Mission: Write a review of a café Page 94</p>	<p>A three-course meal Describing food Pronunciation: intonation</p>	<p>Reflexive pronouns <i>They make all the food themselves.</i> Too and enough, (not) as ... as <i>Mum and Dad are too busy at the restaurant to do a lot.</i> <i>It isn't dry enough to go outside.</i> <i>I'm not as busy as they are.</i></p>	<p><i>The girl who turned blue</i> A play Critical Thinking</p>	<p>Food labels Learn about how to read food labels. Critical Thinking</p>	<p>Listening Part 3 Speaking Part 4</p>
<p>9 Raining cats and dogs Mission: Write about your dream place to live Page 106</p>	<p>The weather Weather adjectives Pronunciation: intonation in conditional sentences</p>	<p>Review first and second conditionals <i>If it stops snowing, we'll build a snowman.</i> <i>If Dad were at home, I know he'd give us one.</i> <i>I wouldn't if I were you.</i> I wish ... <i>I wish it weren't so hot.</i> <i>I wish we could go to the seaside.</i> <i>I wish we weren't going to the mountains.</i></p>	<p><i>Lost in the Hills</i> A story Understanding agency</p>	<p>Wild weather Learn about hurricanes and how they form. Learning to Learn</p>	<p>Writing Part 1 (an email) Speaking Part 3</p>
Review Units 7–9					
Pronunciation Page 118					
Grammar reference Page 120					

1

A song and a dance

1 Look at the pictures. What can you see?



mission

Write a concert review

2



1.02

Watch the video and answer the questions.

- 1 What was the singer's teacher called?
- 2 Why is the singer's new song important to him?
- 3 Why couldn't the singer sing?

3

When do you listen to music? How does it help you?

I listen to pop music when I exercise.

It helps me to keep moving.

4

My Mission Diary
Activity Book page 4

1 Listen and number the pictures.



2 Complete the sentences. Use the words in the box. Then listen and check.

classical music disco DJ folk hip-hop
jazz opera recording stage studio

- I love classical music. I play the piano and my favourite piece is called *Für Elise* by Beethoven.
- I'm a _____ so I choose the music people listen to!
- When the _____ starts, the lights are flashing and everyone's dancing, it's the best feeling in the world.
- My favourite kind of music is _____. I especially like rap music.
- We make the drum sounds ourselves – we don't use a _____ of drums on a CD or computer.
- When _____ singers perform on the _____, they have to act as well as sing.
- We're a _____ band, so we play traditional songs from our country.
- I play _____ saxophone and I'm in the _____ at the moment, recording my new album.

3 In pairs, use the words in Activity 2 to talk about music.

- What's your favourite kind of music?
- Name a band or someone you know who plays or sings one of these types of music:

classical music

folk music

hip-hop/rap

jazz

pop

- Have you ever played an instrument on stage or in a music studio? When?

Jim's Big Blog



From hip-hop to opera, I'm interested in all kinds of music. It's so cool!!! But sometimes, I get tired of always listening to the same instruments, so this week I've been reading about (and listening to) some of the strangest musical inventions in the world. I hope you enjoy it!

The world's strangest musical instruments!

The Great Stalacpipe Organ

Inside most caves there are stalactites – they're the rocks that slowly grow down from the ceiling of caves. In one enormous cave in the U.S.A. there's an instrument that plays these spectacular stalactites. It's huge! It works by hitting the stalactites with soft hammers. It was invented by Leland W Sprinkle in 1956. Some people say that Leland had the idea when his son hit his head in the cave and it made a beautiful noise. I guess that his son wasn't happy about that!

👉 Not good if you're afraid of caves!



Pikasso Guitar

This strange instrument was made when a jazz musician called Pat Metheny asked for a guitar with as many strings as possible. The Picasso guitar is very different from a normal guitar: it has 42 strings (instead of six) and it's got four necks (instead of one)! The first Picasso guitar was built in 1984 and was very difficult to make – in fact, it took around 1,000 hours. That's about two years!!!

👉 Good for people who are bored of playing normal guitars!



Singing Ringing Tree

Some people say the Singing Ringing Tree is a musical instrument, others say that it's a piece of art, and some people think that it's a tree! It was designed by Mike Tonkin and Anna Liu, and when the wind blows through the tree, the pipes make a noise that can sound like someone singing. The tree is on a hill in Lancashire in the North of England. Jenny and I are excited about visiting it soon!

👉 Good for people who are keen on listening to music when they go hiking.

👉 Not good for birds that want a place to make their homes there!



1 Read Jim's blog. Complete the sentences.

- 1 Pat Metheny is famous for playing _____.
- 2 Mike Tonkin and Anna Liu designed _____.
- 3 Leland W Sprinkle invented _____.

2 Read Jim's blog. Correct the underlined part of each sentence.

- 1 Jim has been reading about strange musical instruments for a long time.

- 2 The Great Stalacpipe Organ makes music by dropping rocks into a lake.

- 3 Pat Metheny asked for a guitar with four necks and 42 strings.

- 4 The Singing Ringing Tree makes noise when people talk about it.



1 What words follow these in Jim's blog on page 6? What type of word are they?

tired

happy

different

good

2  Watch the video. Choose the correct words.

Grammar look: adjectives with prepositions

Look!

SARA: I'm quite **keen on** the trumpet.

SARA: I'm not very **good at** it.

JENNY: My parents get **annoyed about** the noise.

JENNY: Playing a musical instrument is **good for** my brain.

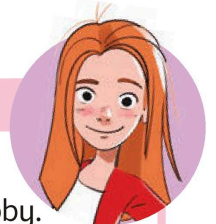
Think and choose!

1 They're keen **on / in** starting a new hobby.

2 Jake is terrible **at / with** the violin but he enjoys singing.

3 Her teacher is happy **about / at** her progress.


4 The trumpet would be perfect **to / for** you.



page 120

3 Complete the sentences with a preposition.

- I'm happy about finishing recording my new album.
- Are you interested _____ joining a music group?
- I'm keen _____ the electric guitar – I hope to learn it one day!
- The ballet next month will be perfect _____ you and your mum.
- Sam's brilliant _____ playing the drums.

4  **Pronunciation** Circle the words that end with a consonant followed by a word that begins with a vowel. Then listen to what happens to the syllables in these words.

page 118

mission 1 Write a concert review

Make a list of types of music. Choose a type of music to listen to. Discuss them with a partner.

	pop
	hip-hop
	rock

I'm not keen on hip-hop. What about pop?

Hip-hop's more fun.



1 Listen to the radio programme. What are the band members' names?

2 Complete the sentences. Use the words in the box. Then listen and check.

bossy charming cheerful generous intelligent ~~patient~~ reliable rude serious

- 1 It takes a long time to learn new songs and Mike and I aren't very patient. We like to do things fast!
- 2 Mike gets on well with everyone, he's friendly and he's got a _____ smile.
- 3 He always shares his snacks at band practice. He does lots of _____ things.
- 4 I think I'm quite _____. I always tell Mike and Dan what to do.
- 5 And I think I'm sometimes quite _____. I often interrupt people or speak loudly.
- 6 Callum's always happy and positive. Practising a new song can be difficult or boring, but he always stays _____.
- 7 He's really _____. He always thinks of solutions to problems.
- 8 He's _____ too. I don't think he's ever missed band practice.
- 9 He's very _____ as well. He's quiet and he doesn't laugh as much as me and Mike.

3 Listen again. For each question, choose the correct answer.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 What can listeners of <i>Cool at School</i> choose?
 A who'll play at their school disco
 B which bands are interviewed
 C the interviewer's questions 2 Why are the band called The Triangle?
 A they always 'try' their best
 B when they started, their only instrument was a triangle
 C there are three people in the group 3 Why does Callum think the band argues?
 A their personalities aren't the same
 B he eats all their food
 C learning songs is slow | <ol style="list-style-type: none"> 4 Dan is very reliable and only missed band practice ...
 A two times.
 B to play sport.
 C when he was writing a song. 5 What's the band's new song about?
 A being on your own
 B sharing your feelings
 C two unhappy people |
|---|--|

Exam Tip!

Make sure you read the questions and answers before the listening starts.

1 Read the statements from the radio programme on page 8. Match the responses.

Nor do I! So have we! So do I.

- Do you know why we chose it? No. _____
- I think he's great! _____
- I've had lots of fun. _____

2 Watch the video. Choose the correct words.

Grammar look: short answers with *so* and *nor*

Look!

- JENNY:** I feel really lazy today.
JENNY: I haven't done my homework yet.
JENNY: I'd like a big ice cream now.
JENNY: I don't want to stay up late studying.

Think and choose!

- So do I. / Nor do I.**
- So have I. / Nor have I.**
- So do I. / So would I.**
- So do I. / Nor do I.**



page 120

3 Match the sentences (1–8) to the replies (A–H).

- | | |
|---|--|
| 1 'I've never seen an opera.' <input checked="" type="checkbox"/> E | A 'Nor do I. It'd be great if everyone was polite.' |
| 2 'You're very generous!' <input type="checkbox"/> | B 'Thank you! So are you.' |
| 3 'I like cheerful music.' <input type="checkbox"/> | C 'So would I. It'd be great to see someone famous there.' |
| 4 'I don't like rude people.' <input type="checkbox"/> | D 'Nor am I. Well, I hope I'm not!' |
| 5 'I'd like to visit a recording studio.' <input type="checkbox"/> | E 'Nor have I. I'm going to see one next week though!' |
| 6 'I listened to pop music yesterday.' <input type="checkbox"/> | F 'Nor did I. Actually, I never listen to it.' |
| 7 'I'm not bossy.' <input type="checkbox"/> | G 'So do I. It always makes me smile.' |
| 8 'I didn't listen to jazz yesterday.' <input type="checkbox"/> | H 'So did I. I think it's the best kind of music.' |

mission 2 Write a concert review

Make a list of types of music. In pairs, discuss your opinions of different types of musical events. Do you enjoy them?

I don't like opera very much.

Nor do I. I think it's boring.



1 If you had to perform in front of an audience, how would you feel?

2  Look at the pictures. What do you think the story is about? Then listen and read.

The concert

Monday

What a great weekend! Ash stayed at my house on Saturday night. We spent ages lip-synching to pop music videos online. Mum and Dad kept shouting at the bottom of the stairs, 'Julie! Turn the music down!' Ash said we should enter the lip-synching competition at the leisure centre on Saturday, but I don't want to do it. I've never performed on stage before, I don't think I'd be good enough.

Tuesday

At school Ash said that we needed a name for our band. I told her that we didn't really have a band, but she wouldn't stop talking about it. She thinks we should be 'Jasha' because it uses both our names. I couldn't think of a better name so I agreed.

Wednesday

Ash has entered 'Jasha' into the lip-synching competition! Well, I'm NOT going to do it.

Thursday

Ash apologised but I was still angry with her. I didn't want to talk to her today, but she was so excited about the competition that she talked about it all through lunchtime. There are ten bands and each band does three songs. But it gets worse. The bands don't lip-synch their last song, they sing it! Ash knows I can't sing in front of an audience, but she asked me to sing her my favourite song anyway. When I finished, she said, 'You were great. You've got a lovely voice.' I'm not sure about that...



Friday

I sang the same song to Mum and Dad before I went to school and they thought I was really good. So I agreed to do the concert and I told Ash. Was that the right thing to do? She hugged me and shouted, 'You will be great!' When I got home, I told Mum the news and she said, 'Good luck! I know you can do it.'


Tomorrow's the big day and I hope I can get to sleep tonight!



Sunday

Yesterday was the best day of my life! We got to the leisure centre at three o'clock, but I was too nervous to go in. I said, 'I can't do it.' Ash held my hands in hers, looked straight at me and said, 'You can do it, Julie. Everyone is nervous at first. Just be patient. We can do it together.' Then she gave me a high five and we went in.

The lights were bright. The music started and we performed our songs. We did it! Everyone from school was shouting, 'Jasha! Jasha!' When it was time to sing the last song, my mouth went dry, but I sang and I felt great ... and we came third in the competition! Ash has texted me the same message twenty times today: Next time we'll win. You know, I think she might be right. 😊

1  Read the story again and choose **true** or **false**. Correct the false sentences in your notebook.

- 1** Julie's parents were happy to listen to Julie and Ash practising.
true / false
- 2** Ash chose the name for the band because it was unusual.
true / false
- 3** Julie was pleased that 'Jasha' was entered into the competition.
true / false
- 4** The bands had to lip-synch three songs.
true / false
- 5** Julie's parents helped her to prepare for the competition.
true / false
- 6** In the end, Julie felt more confident about her singing.
true / false


2 In pairs, talk about the questions.

- Why do you think Julie didn't want to perform in the competition?
- What's the lesson of the story?

3 In pairs, role play a conversation. Imagine you're Julie and Ash.

Student A You're Julie. Tell Ash that you are nervous about performing. You don't think you can do it.

Student B You're Ash. You know Julie is a good singer. Encourage her and give her ideas to build her self-confidence.

4  Write a text message to a friend about a time when you didn't feel confident about doing something. Explain:

- what you didn't feel confident about
- what you did to change the way you felt
- what happened