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Burlington Books

# The Boy with the Dark Secret

Elena Guasch





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 **Burlington Books**

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by Elena Guasch

Burlington Books

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## INTRODUCCIÓN

Sally Burton está feliz de volver al colegio después de unas largas vacaciones de verano. Hay un compañero nuevo en clase. Se llama Mats, viene de Suecia y es muy inteligente. Parece simpático y Sally quiere entablar amistad con él, pero tiene un comportamiento un poco extraño: evita relacionarse con sus compañeros después de clase, no va nunca a casa de ninguno y no puede invitar a nadie a su casa. Un gran coche negro lo recoge cada día al salir del colegio y nunca parece alegrarse de subir a él. ¿Qué está pasando? Sally sospecha que su amigo tiene problemas y quiere ayudarlo, así que decide hablar con él y este le confiesa su secreto. Entonces Sally le pide ayuda a una profesora y pronto las dos se encuentran en una situación muy peligrosa, huyendo de unos despiadados criminales. ¿Quién podrá ayudarles?

## INTRODUCCIÓ

La Sally Burton està contenta de tornar a l'escola després d'unes llargues vacances d'estiu. Hi ha un nou company a classe. Es diu Mats, és de Suècia i molt intel·ligent. Sembla simpàtic i la Sally vol fer amistat amb ell, però té un comportament una mica estrany: evita relacionar-se amb els seus companys després de classe, no va mai a casa de cap d'ells i no pot convidar ningú a casa seva. Un gran cotxe negre el passa a buscar cada dia a la sortida de l'escola i mai sembla alegrar-se de pujar-hi. Què està passant? La Sally sospita que el seu amic té problemes i el vol ajudar, així que decideix parlar-hi i ell li confessa el seu secret. Llavors la Sally demana ajuda a una professora i aviat ambdues es troben en una situació molt perillosa quan fugen d'uns criminals sense pietat. Qui les podrà ajudar?

## SARRERA

Sally Burton eskolara itzultzeko pozik dago, opor luze batzuen ondoren. Ikaskide berri bat dago gelan. Mats izena du, suitzarra da eta oso azkarra. Atsegina dirudi, eta Sallyk bere laguna izan nahi du; baina jarrera apur bat arraroa du: eskolaz kanpo ikaskideekin egotea saihesten du, inoiz ez da inoren etxera joaten, eta ezin du inor bere etxera gonbidatu. Auto beltz handi batek jasotzen du egunero eskolatik irtetean, eta ez dirudi inoiz bertara igotzeko pozten denik. Zer ari da gertatzen? Sallyk susmoa du mutikoak arazoak dituela, eta Lagundu egin nahi dio; hortaz, harekin hitz egitea erabaki du, eta Matsek bere sekretua kontatuko dio. Orduan, Sallyk irakasle bati eskatuko dio laguntza; eta, berehala, azken biak egoera oso arriskutsuan egongo dira, gaizkile anker batzuengandik ihesi. Nork lagun diezaieke?

## LIMIAR

Sally Burton está feliz por voltar ao colexio despois dunhas longas vacacións de verán. Hai un compañeiro novo na clase. Chámase Mats, vén de Suecia e é moi intelixente. Semella simpático e Sally quere facer amizade con el, mais ten un comportamento un pouco estraño: evita relacionarse cos seus compañeiros despois de clase, non vai xamais á casa de ningún e non pode convidar a ninguén á súa casa. Un gran coche negro recólleo cada día ao saír do colexio e non semella alegrarse de subir a el. Que está a pasar? Sally sospeita que o seu amigo ten problemas e quere axudalo, de xeito que decide falar con el e este confésalle o seu segredo. Daquela Sally pídelle axuda a unha profesora e axiña as dúas se atopan nunha situación moi perigosa, fuxindo duns desapiadados criminais. Quen poderá axudar�les?

## THE CHARACTERS



Mats and Sally



Dr Svensson

Mrs Randall



Sally's grandparents



## PRE-READING ACTIVITIES

### 1 Complete the sentences with the words below about starting at a new school.

*become friends    feel sorry    hard    enjoy    short*

1. Some students don't ..... starting at a new school.
2. Some students ..... for new students and help them.
3. At first, new students feel very strange, but after a ..... time, they feel fine.
4. Sometimes, it's difficult to ..... with other students in the class.
5. It's ..... to be a new student in class.

### 2 Mats is a new student in Sally's class at school. He is very quiet and Sally thinks he has got a problem. What do you think she will do about it? Tick (✓) the sentences.

- ..... 1. She won't do anything. It is not her problem.
- ..... 2. She'll talk to Mats and ask him why he is so quiet.
- ..... 3. She'll talk to her parents and ask them for ideas.
- ..... 4. She'll go to her teacher and tell her about Mats' behaviour.
- ..... 5. She'll ask her friends to make a party for Mats to welcome him to the school.





## CHAPTER 1

### The New Boy

It's 1st September – the first day of school after the long summer. It's great to see my friends again. I didn't meet them during the holidays because I don't live in Asbury-on-Sea, like them. I live in a lovely house about eight kilometres from the town. Our house is near the beach and there's a **lighthouse**! I love our house, but it's a problem for me that I can't visit my friends in the holidays.

I'm sitting next to my best friend, Anne, and we're telling each other about our summer holidays. Our teacher, Mrs Randall, enters the room and starts to read our names aloud.

"Sally Burton," she says.

"Here, Miss!" I reply, and she puts a tick next to my name.

Then, she reads an unfamiliar name, Mats Berg. Who's that? We turn and see a new boy sitting behind us.

"Where are you from, Mats?" asks Mrs Randall.



"I'm **Swedish**, Miss," the boy replies. "Mats is like 'Matthew' in my language."

"Welcome to our school," our teacher says.

Mrs Randall gives us our timetable and then we tell her about our holidays. Mats doesn't participate. He just sits and listens to the other students. I like him and **hope** we can become friends. After school, some of us decide to go for an ice cream at Francesco's.

"Do you want to come to Francesco's with us, Mats?" I ask.

"Thank you, but I can't," says Mats, looking at his watch.



"My father is coming to take me home. I can't be late."

"Why don't you text your father and explain?" Anne suggests. "He can come later."

"No, I can't do that. Sorry," Mats says, nervously.

Mats is very **polite** and his English is good, but his big green eyes are sad.



## CHAPTER 2

### The Note

We're leaving the school gate when a big black car arrives.

"Wow!" Peter exclaims. "That's an expensive car!"

Mats runs out of the gate and jumps in the car. His father doesn't say a word to him and Mats doesn't say anything **either**. They don't smile. That's unusual!



The weeks pass and it's clear that Mats is the most intelligent student in our class. He's good at maths, science and technology.

One day, I'm having a hard time in the maths class, and Anne can't help. She hates maths more than me! Maybe Mats can help me.

"Can I see your answers, Mats?" I ask. "I don't think mine are right."

"Sure," says Mats.

Mats gives me his maths notebook. His work is very organised. I check my answers and they're correct! Great!

I return the notebook to Mats, and a paper falls from it to the floor. As I take it, I see a message printed on it:

REMEMBER!

Don't say anything, or it will be  
dangerous for you!

Shocked, I give it to Mats. He knows I saw the message and he looks frightened.



I think about that note all day. Is somebody **bullying** Mats? Maybe Mrs Randall can help. She's a really nice teacher and understands kids. I must tell her about the note. After school, I go and talk to her.

Mrs Randall is worried. "It's good you told me, Sally," she says. "I'll try to be more alert in the schoolyard. We won't tolerate bullies in this school."

## CHAPTERS 1-2 ACTIVITIES

### 1 Write the correct word under each picture.

expensive    fall    smile    sad    ice cream    turn

1



2



3



4



5

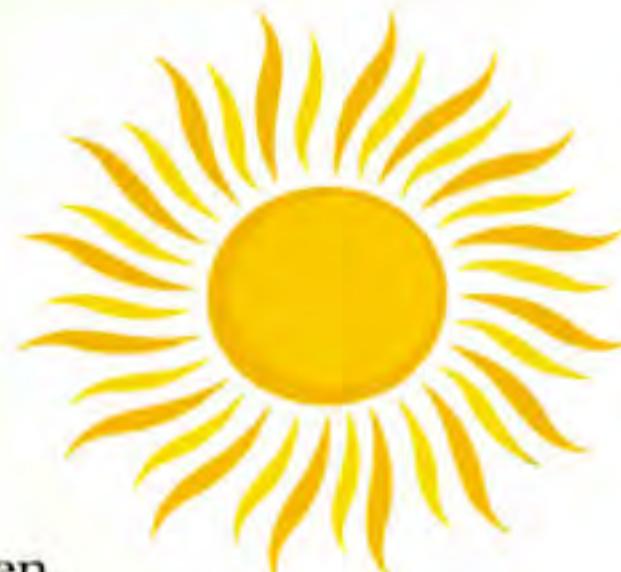


6



### 2 Circle the correct answer.

1. The sun is shining, we can go to the **beach** / **floor**.
2. It is **frightened** / **dangerous** to walk on the road.
3. **Meet** / **Listen** to me. I want to tell you something.
4. We can go into the park because the **gate** / **watch** is open.
5. Can you **help** / **hate** me? I don't know what to do.



### 3 What happens in the story? Tick (✓) the true sentences.

- ..... 1. Sally is happy to be back at school.
- ..... 2. Mats likes talking in class.
- ..... 3. Mats doesn't go to get ice cream with the other kids.
- ..... 4. Mats talks to his father in the car.
- ..... 5. Mats helps Sally with her homework.
- ..... 6. Sally tells Mrs Randall about Mats.

### 4 Complete the following sentences by adding the missing letters. Then write the letters in the boxes in the sentence below to discover the name of a capital city.

- 1. The school year starts at the beginning of the month of  
□ ..... p ..... e ..... b ..... .
- 2. Mats' work is neat and □ rg ..... s ..... .
- 3. Mats' father has got an expensive □ a ..... .
- 4. After the summer □ o ..... i ..... a ..... s , the students return to school.
- 5. Sally hates □ a ..... , but Mats is very good at it.

..... t ..... k ..... ol ..... is the capital city of Sweden.



There are about 100,000 lakes in Sweden, and forests cover more than 50% of the country.





## CHAPTER 3

### The Science Project

After a week, we're accustomed to the new school routine. Mats works hard and always gets good **marks**, but I still think he's sad. What is his problem?

It's the science lesson with Mrs Randall. "This year, you must work in pairs on a science project," she tells us. "You must choose a **topic** and write no less than 3,000 words about it. It's not part of the science lesson, you must work on it for homework. It's going to be an important part of your marks at the end of the year. The project must be original and you must **do plenty of research** for it."



I want to do the project with Anne, but it's not my decision. "Sally, you'll work with Mats," Mrs Randall tells me. "Anne, you're with Robert."

After school, I talk to Mats at the gate. He's waiting for his dad and I'm waiting for the school bus.

"Hey Mats," I say, "we should think about this science project. Can you come to my house some time, and we can decide on an interesting topic?"

Mats looks uncomfortable. "Well, not really," he says. "I live far from Asbury-on-Sea."

"I don't live here either," I explain. "I live in a cottage near the lighthouse."

"But I ... I can't go to other people's houses," he says. "My dad doesn't like it."

Mats' face turns red when he says this and I feel sorry for him. His father sounds like a horrible person.

"Well, I can come to *your* house," I say. "Maybe my mum will drive me there."

"Oh, no! My father won't permit that," Mats says quickly. "He's very antisocial, so we can't have visitors."





"OK, so we'll work individually and send the information on Facebook or WhatsApp. Or we can Skype," I suggest.

"We can't because I haven't got Internet access at home," Mats says, immediately. "And I haven't got a mobile phone either."

I'm perplexed. Why hasn't he got a mobile phone? His family isn't poor – they drive that expensive car!

"Well, we can use a **memory stick**!" I say, and he starts to relax.

"First, we must think about ideas for our project," I continue. "We should decide on a topic soon as we've only got a month to finish it. Let's make a list of ideas and talk about it after the weekend. OK?"

"Right," says Mats. "Oh, here's my dad. I must go."

I watched him get into his father's car **reluctantly**. No smile. No 'hello'. "What a horrible relationship they've got," I thought.



## CHAPTER 4

### A Family Problem

"Sally! Come downstairs! Your grandparents are here!" Mum shouts as she opens the door of our house.

My sister Alison and I love our grandparents very much. They live in the north, so we don't see them very often.

But today, something is wrong. Grandma isn't as happy as usual. She looks sad. Grandpa, on the other hand, is very happy. He gives me a kiss, and then another. And he calls me Alison. He's very **forgetful**.



We have lunch and Grandpa asks the same questions many times. Grandma always answers him with a patient smile. Why doesn't she say anything to him? I'm surprised by the questions, but I don't say anything. After lunch, Grandpa is tired and goes to sleep. We sit in the kitchen and Grandma starts to talk.



"We went to the neurologist," she tells us. "Your grandpa was forgetting things more and more and I was worried. He did some tests and the results showed that he's got Alzheimer's **disease**."

We're inconsolable. This is terrible news.

"How can we help him?" asks Alison. She's always positive and believes there's a solution to every problem.

Grandma is practical and **brave**. "It's hard, and this is only the beginning, but we must confront it," she says. "We must be very patient. Grandpa repeats things a lot and you must answer every time like it's the first time. It's not good to contradict people with Alzheimer's disease."



"Mum, you must stay with us for a few weeks," my mother says. "Our cottage is big and there's plenty of space for us all. We'll help you with Dad. It's hard for you to manage with this alone."

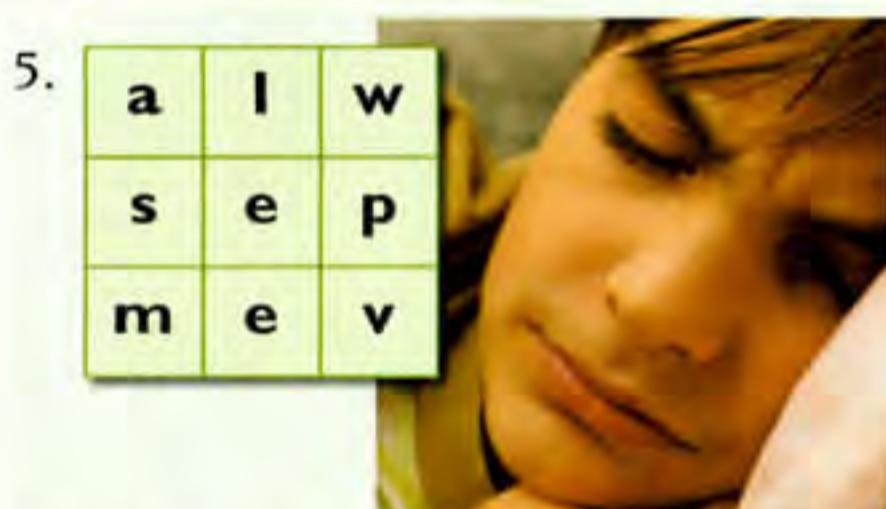
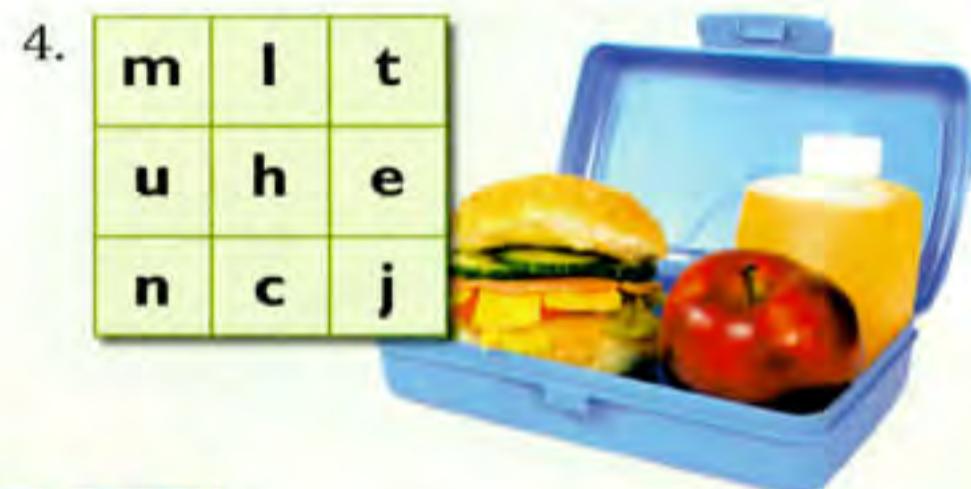
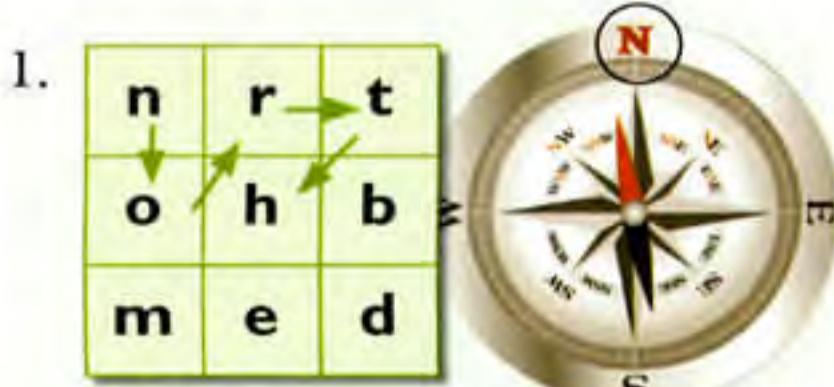
I change my clothes and take my dog, Jack, to the beach. I need some fresh air and I want to digest this news. I'm terrified of slowly losing my lovely grandpa. Maybe there's something we can do to help him. I want to read more about it. There must be a lot of research into this disease. Maybe there are some medical advances to help Grandpa.

Suddenly, I remember my science project at school. We could choose Alzheimer's for our topic! It's a good idea. I want to understand more about this disease, and then I'll feel better. I'll do it for Grandpa.



## CHAPTERS 3-4 ACTIVITIES

### 1 Find the words in the puzzles. Follow the example.



### 2 The words in bold are in the wrong sentences. Write the correct word after each sentence.

1. My mother must **choose** me to school every morning in her car.

.....

2. She feels **uncomfortable** because she works so hard. ....

3. There are many different cakes and we don't know which one to **believe**.

.....

4. Please **drive** for me near the bus stop. ....

5. This chair is very **surprised**. Can I sit on the sofa? ....

6. He doesn't **wait** in ghosts. ....

7. She is **tired** because she didn't expect to receive a present.

.....

### 3 Match A to B to make true sentences about the story.

A

1. The teacher tells the students,
2. Mats lives
3. Mats' father doesn't permit him
4. Mats uses a memory stick
5. Sally thinks

B

- ..... a. far from Asbury-on-Sea.
- ..... b. to go to other students' houses.
- ..... c. because he hasn't got Internet access at home.
- ..... d. that Mats' father is a horrible person.
- ..... e. "Your projects must be original."

### 4 Answer the following questions.

1. Why don't Sally and her sister see their grandparents very often?

2. What is Grandpa's problem?

3. What should the family do when Grandpa repeats things?

4. How does Sally feel when she learns about Grandpa?

5. What is Sally's idea?



There are 850,000 people with dementia in the UK. The majority of them suffer from Alzheimer's disease. By the year 2025, there will be over one million with the disease. Sadly, there is still no cure for Alzheimer's, but some medications can make the disease progress more slowly.





## CHAPTER 5

### I Start My Research

In school on Monday, I tell Mats my idea. He looks horrified. "No! Not Alzheimer's," he says. "I won't do it. It's very depressing."

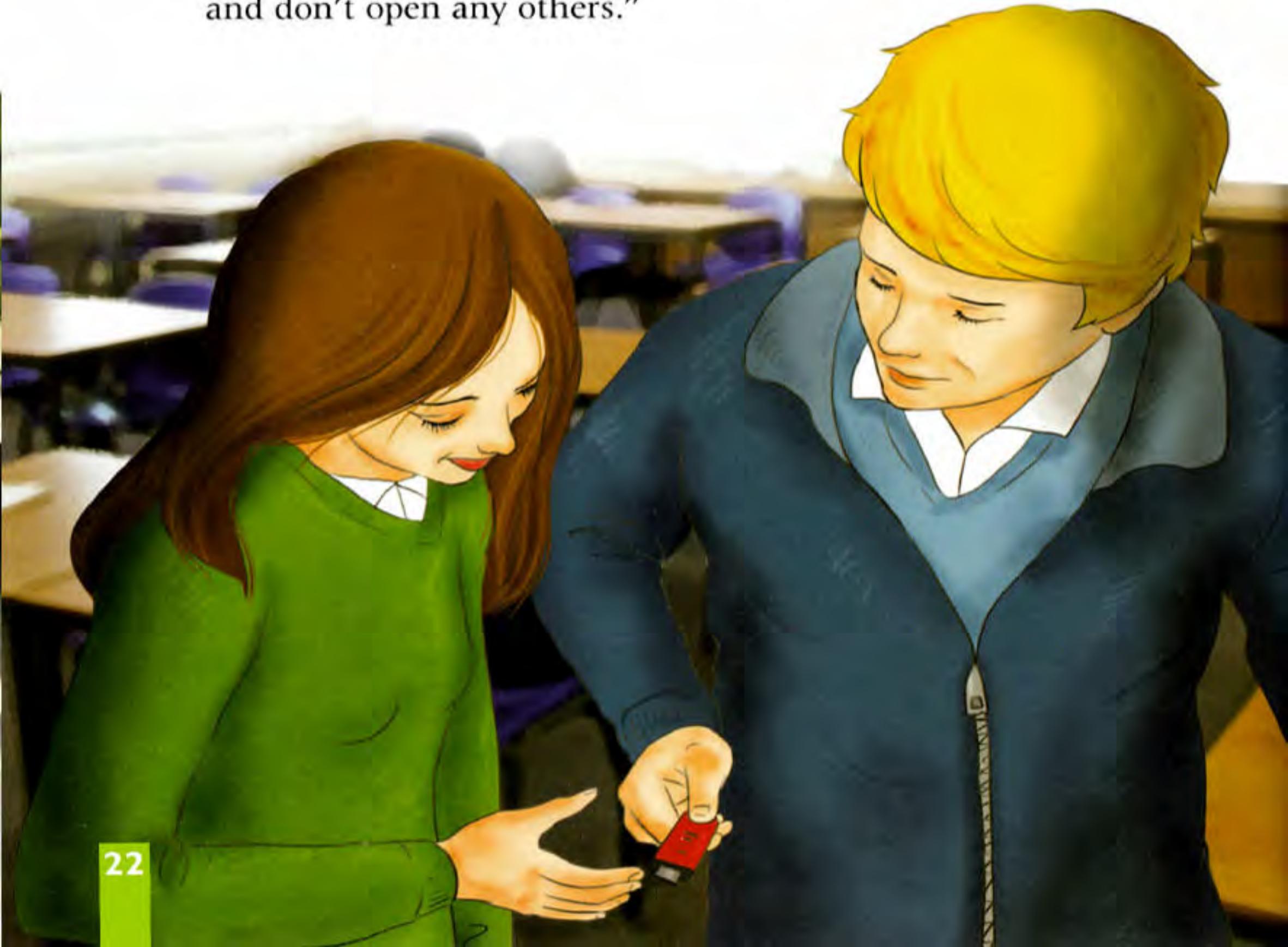
I tell him about my grandpa and explain that I want to help him. "Please, Mats," I say. "It's really important to me."

"OK," he says, but without enthusiasm.

We plan our project. I'll do the Google searches and print the information. Then, he'll organise it and write the final text.

Mats gives me a memory stick from his pocket.

"Don't lose it, Sally," he says. "This is my only one and my father won't buy me another. Open a new **folder** and call it 'Science Project', OK? Put all the information in that one folder and don't open any others."



"Of course! I know what to do, Mats," I say, patiently.

Why does he look so nervous? It's just a memory stick! He really is very strange.

Later, I arrive home and Grandpa is happy to see me.

"Did you have a good day at school, Sally?" he asks.



I kiss him and tell him about my day. Then, I go to the kitchen to see my parents and Grandma. Grandpa joins us. "How was school, Sally?" he asks. I answer again and make him believe I just arrived. Grandpa smiles and then goes to watch TV. I feel sad, but Grandpa isn't sad at all.

After supper, I go to my bedroom to start my research on Alzheimer's disease. I take Mats' memory stick and open it. There are a few folders already in it. I'm curious about one of the folders, named 'Past'.



## CHAPTER 6

### A Strange Discovery

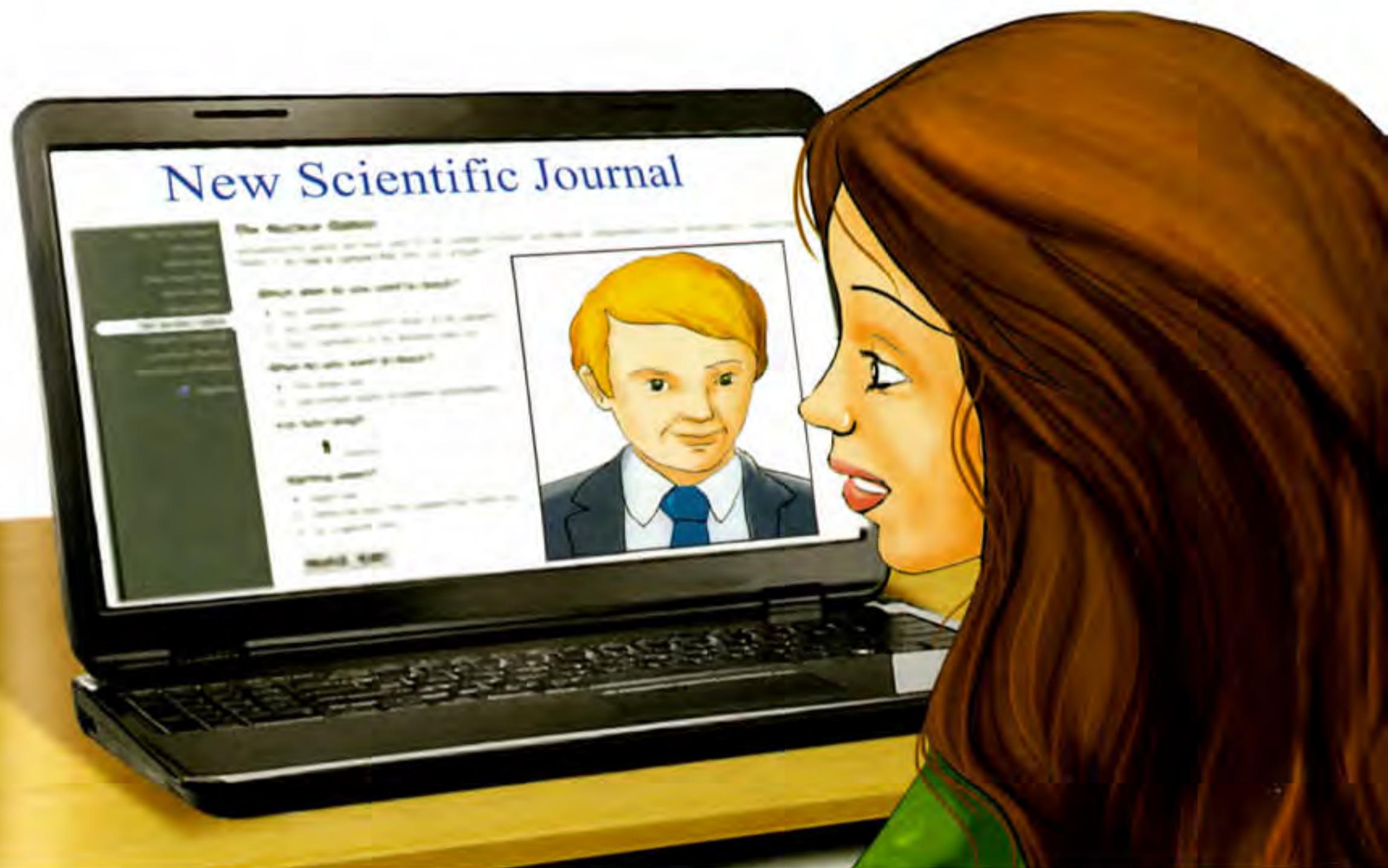
I know this is a personal folder of Mats and it's bad to look at it, but I'm really curious. "He won't know I looked at it," I think.

I open the folder and there's only one photograph in it. Mats is in the picture with a man and a woman. He looks happy. The man has got blond hair and green eyes. He looks like Mats! He looks much nicer than Mats' unsmiling dad. Is this his uncle? I'm very curious now.



I close the folder and start to google: 'Treatment of Alzheimer's Disease'. There are some important advances in the world. I read an article by a Swedish expert called Dr Björn Svensson. He's **developing a drug to slow** the advance of this disease. I continue reading and then, I see his picture. Surprise! It's the blond man from Mats' memory stick!

I can't believe it! I look again and I'm sure this is the same man. "Mats knows an expert on Alzheimer's disease!" I think. "Why didn't he tell me?" I look on Google for more information about Dr Svensson and discover he left Sweden earlier this year. He gave an **interview** to the *New Scientific Journal* a few



months ago.

*"I'm not very well, and I'm taking a short **break** from my research,"* he told the reporter. *"My wife and I are leaving Sweden for some time, too."*

*"Where are you going?"* the interviewer asked.

*"We don't know yet,"* was the scientist's mysterious reply. *"But we hope it's a warm place!"*

"Who's this man, and what's his connection to Mats?" I thought. "And why didn't Mats want to do our project on Alzheimer's disease? Something strange is happening here."

## CHAPTERS 5-6 ACTIVITIES

- 1 Find seven words in the puzzle and use them to complete the sentences below.

s	a	s	n	t	o	a	w	a	r	m
d	e	p	r	e	s	s	i	n	g	p
b	l	o	n	d	u	u	t	b	b	o
s	m	v	k	u	n	s	h	n	r	c
c	v	r	e	b	c	e	o	c	r	k
s	h	i	l	d	l	p	u	g	i	e
v	s	u	p	p	e	r	t	r	a	t

1. My brother has got blue eyes and ..... hair.
2. Please open the window because it's very ..... in here.
3. She never goes anywhere ..... her mobile phone.
4. My father and my ..... are brothers.
5. This film is very sad and .....
6. Put your money in your ..... or you will lose it.
7. We always eat ..... at eight o'clock in the evening.



Trek Technology and IBM started to sell memory sticks in the year 2000. Trek Technology sold a model called ThumbDrive and IBM sold the first memory sticks in North America, called DiskOnKey.



**2 Number the sentences in the correct order according to the story.**

- ..... a. They begin to plan the project.
- ..... b. Sally tells Mats that the project is very important to her.
- ..... c. Sally goes home to start her research on Alzheimer's disease.
- ..... d. Mats doesn't like her idea.
- ..... e. Sally tells Mats about her idea.
- ..... f. Mats gives her a memory stick.

**3 Which person says or thinks the following sentences? Write the correct name after each sentence. You can use some names more than once.**

*Björn Svensson*   *Mats*   *Grandpa*   *Sally*

**1** “No! Not Alzheimer's. I won't do it.  
It's very depressing.” .....

**2** “Put all the information in that one folder and don't open any others.” .....

**3** “Did you have a good day at school?” .....

**4** “He won't know I looked at it.” .....

**5** “Mats knows an expert on Alzheimer's disease!”  
.....

**6** “My wife and I are leaving Sweden for some time.” .....



## CHAPTER 7

### The Explanation

I don't sleep well because my head is full of questions. I can't say anything to Anne because I don't want to **betray** Mats. I must ask him for an explanation. He'll be angry that I opened his private folder, but that's not important.

Next day, in the lunch break I sit next to Mats. "I saw the photo in the memory stick," I say. "Are those people your family? You know an expert on Alzheimer's! Why didn't you tell me? And why didn't you want to do a project on Alzheimer's? He can help us!"

Mats looks angry. "You opened my personal folder without permission! *How could you?*" he shouts. "That's just a stupid old photograph. Forget it! Those people are nothing to me!"



I don't understand anything. Mats is nervous and clearly **hiding** something. He's constantly checking that **nobody** is listening to us. I try to help.

"Mats, I know you've got a problem and I think you should talk to somebody," I say, quietly. "Maybe Mrs Randall can help you. She's very nice."

"Oh, Sally, it's very complicated!" he says, getting up from the table. "I can't talk about it."

I follow him out to the playground.

"Are you having problems with your parents?" I continue. "Maybe try and talk to them about it."

"You don't understand anything!" Mats replies. "Leave it."

"I **noticed** you aren't happy to see your dad when he comes to take you from school," I begin to say. Mats turns round, furious.

"Sally, *he's not my dad!*" he exclaims, exasperated.



He's an impostor!



*"An impostor?"* I repeat. "What do you mean?" I'm shocked, and sit down to talk about it.

"I thought you understood," he said. "The man in the photograph is my father, not that monster in the big car!"

I don't know what to say. Mats continues his explanation, "My dad is a neurologist and an expert on Alzheimer's disease. These criminals **kidnapped** my parents and me and brought us to England. They want to **steal** his latest formula and sell it."

"Can't you go to the police?" I ask.



"*No!* They'll kill my mum," Mats explains, quietly. "They're bad guys without a conscience. My dad must work for them, or they'll kill me! We don't live in the same house. I didn't see my parents for three months."

"That's terrible!" I exclaim. "Can I help you?"

"No, Sally," Mats replies. "And don't say a word to anybody. Nobody can help us."

## CHAPTER 8

### Mrs Randall Tries to Help

Now I can understand why Mats is a little strange! How can he come to school every day and act normally? He's very brave!

I want to help, but I don't want to put their lives in danger! These are violent criminals.

I can't stop thinking about Mats and his situation. Mum notices I'm preoccupied, but I tell her I've got an important exam. I can't tell her Mats' secret. Maybe Mrs Randall can help. I think I can **trust** her.

After school, I go to Mrs Randall's office and tell her about Mats and the kidnapping. She's shocked and very worried. "You were right to tell me about it, Sally," she says. "But not one word to anybody else. Promise?"

I promise to keep Mats' secret.





"How can we help Mats?" I ask my teacher.

"Well, we can't go to the police without any **evidence**," Mrs Randall says. "They won't believe us."

But how can we get evidence?

Mrs Randall goes to the school office and looks at Mats' registration details. There's no permanent address for him – only a temporary address in a hotel. "His 'father' registered him for this school. But they were new to the area and still living in a hotel," Mrs Randall explains. "I can't suddenly ask Mats for his address. He'll be suspicious."



Thornhill School  
SCHOOL REGISTRATION FORM

NAME: *Mats Berg*

ADDRESS: *Temporary address: The Seagull Lodge, Knightscott*

"So we must follow Mats after school!" I say. "That man comes for him every day at 4.05 in a big car."

"OK, Sally, we'll follow him home tomorrow," says Mrs Randall. "Then, we'll know his address for the police."

I'm early for school the next day, and I feel very nervous. I want to help Mats and his family, but ... maybe something will go wrong ... I don't want to think about it!

"I must go to the dentist after school," I tell my friends. "So, I can't go with you guys. No ice cream for me today!"

The bell rings at 4 o'clock and I run out of class. Downstairs, I see Mrs Randall **waving** at me from a blue car. I get inside her car and wait. We see the big black car arrive at exactly 4.05. Mats gets inside and the car leaves immediately.

**"Hold on tight, Sally!"** says Mrs Randall, as she starts to follow it. "We're going after them!"



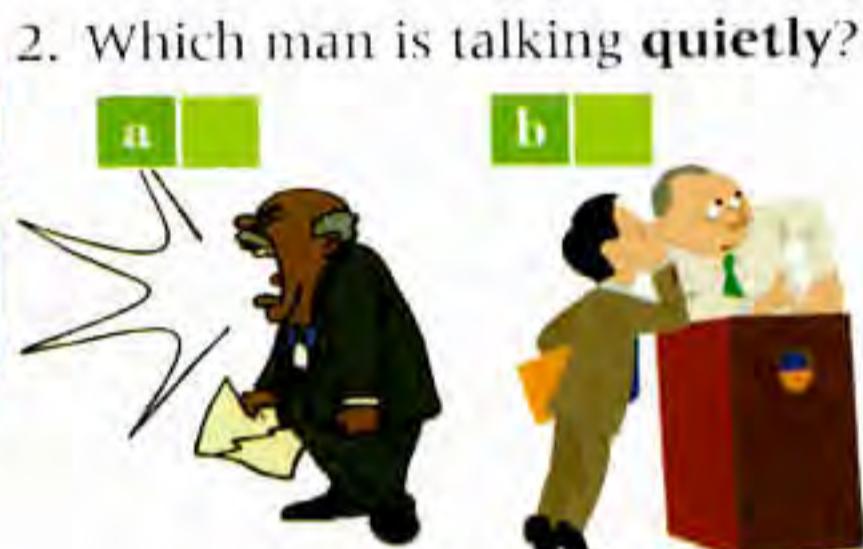
## CHAPTERS 7-8 ACTIVITIES

### 1 Put the letters in the correct order to make words. Then use the words to complete the sentences.

1. Please don't be ..... , but I forgot your book. (gnayr)
2. What is your ..... ? I have a letter that I must send to you. (dadsers)
3. I think he's the thief because he looks ..... . (opuiscusis)
4. ..... me that you'll never do that again! (miorpes)
5. I'll ..... you to the park. I know the way from there. (owliffo)

### 2 Tick (✓) the correct picture.

1. Which person is in **danger**?



3. Which person is **getting up**?



4. Which person has got **nothing** in his hands?



5. Which girl is in the **latest fashion**?



**3 Who or what do the bolded words refer to in the story?  
Write the correct answer next to each sentence.**

*Mrs Randall*

*Mats'*

*Alzheimer's disease*

*Mats' address*

*Sally*

*Mats' parents*

1. Sally sees the photo of **his** family. ....
2. Sally thinks that Mats has problems with **them**. ....
3. Mats' father knows a lot about **it**. ....
4. **She** promises to keep Mats' secret. ....
5. Sally thinks that she can trust **her**. ....
6. Mrs Randall goes to the school office to look for **it**. ....

**4 Match the sentence parts from A, B and C to make six sentences about the story.**

**A**

1. Sally
2. Mats
3. The man in the big car
4. The criminals
5. Mrs Randall
6. Sally's friends

**B**

- ..... hates
- ..... want
- ..... opens
- ..... go
- ..... comes
- ..... agrees

**C**

- ..... to the school every day at 4.05.
- ..... Mats' private folder.
- ..... to eat ice cream without her.
- ..... to follow Mats after school.
- ..... the man in the big car.
- ..... to steal Dr Svensson's formula.



One of the most famous impostors of the 20th century was Frank Abagnale. Leonardo di Caprio played him in the film *Catch Me If You Can*. Abagnale pretended to be a pilot, a doctor and a lawyer.





## CHAPTER 9

### Two Mysterious Houses

We follow the big car at some distance behind. After three kilometres, it turns right into a secondary road and drives towards Knightscott. Then, they suddenly turn onto a **dirt path**. There are no buildings around except for one small house at the end of the path. Mrs Randall stops the car near some trees, so nobody can see us. I take a photo of the house on my phone.

Mats and the man enter the house. Then, a different man leaves the house and gets into the car. Is he another criminal? He drives away in a different direction.

"Let's follow the car," I say. "Now we know where Mats lives. Maybe we can discover something else."

"OK, Sally. Let's see where he's going," Mrs Randall replies.

We start to follow the car, but we don't see the curtains move in the house. Somebody is watching us from the window and he's writing down the number of Mrs Randall's car!



We follow the big car for about ten kilometres. We never get close because he mustn't see us. Finally, the car takes a **narrow** path on the left. We wait for a few minutes and then follow. At the end of the path, we see a big white house. The black car is outside it and we can see people through the window. Mrs Randall stops the car and looks through her binoculars. "Look at the window, Sally," she says. "I think it's Dr Svensson!"



I look through the binoculars and agree. The man looks like the scientist from the newspaper article. Is it Mats' father?

"We can't continue," Mrs Randall says. "It's very dangerous! They'll see us. We must go to the police with this information immediately."

I focus my phone camera on the window of the house and take a photo, but it's very far away and the image isn't clear.



## CHAPTER 10

### The Police Take Action

At the police station, Mrs Randall tells Inspector Shaw the story. The policeman listens carefully and makes notes. He looks at my photos and we describe the location of both houses.

"Interpol told us about the Svensson family three months ago," Inspector Shaw says. "Thank you for this very helpful information. We'll take it from here."



There's nothing more for us to do, so we leave the police station.

"It's late. Won't your parents be worried about you, Sally?" asks Mrs Randall.

"Oh no," I explain. "My parents went to the cinema. Only my grandparents are home. They think I'm at Anne's house. I often go there after school and then my dad, or Anne's dad, takes me home."

"Well, let's have a quick pizza, and then *I'll* take you home," says Mrs Randall.

While we're driving to the pizza place, the police are responding to our information. Inspector Shaw takes his team to the big white house immediately.

First, they break the door and surprise the criminals inside. After arresting them, the policemen take their keys, open the laboratory door and **free** Dr and Mrs Svensson. They look pale and thin. They're **exhausted** and very worried about their son.



"How is Mats?" they ask, nervously. "Do you know where he is?"

"He's OK, don't worry," Inspector Shaw tells them. "We're going to free him next, but first you both need some medical attention urgently."

Two officers take Dr and Mrs Svensson to hospital, and others take the criminals to the police station.

Inspector Shaw and the rest go to the second house to free Mats. But when they arrive there, the front door is open and there's nobody there! What now?

## CHAPTERS 9-10 ACTIVITIES

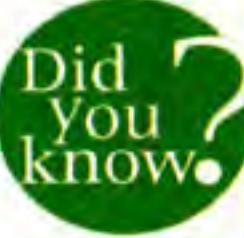
- 1 Tick (✓) the correct answers to the questions. Pay attention to the words in bold.

	YES	NO
1 Can you buy milk at a <b>police station</b> ?		
2 Can you <b>take a photo</b> with a television?		
3 Does a <b>policeman</b> help people?		
4 Is Australia <b>far away</b> from England?		
5 Can you read a <b>newspaper</b> ?		
6 Is there only one player on a <b>team</b> ?		

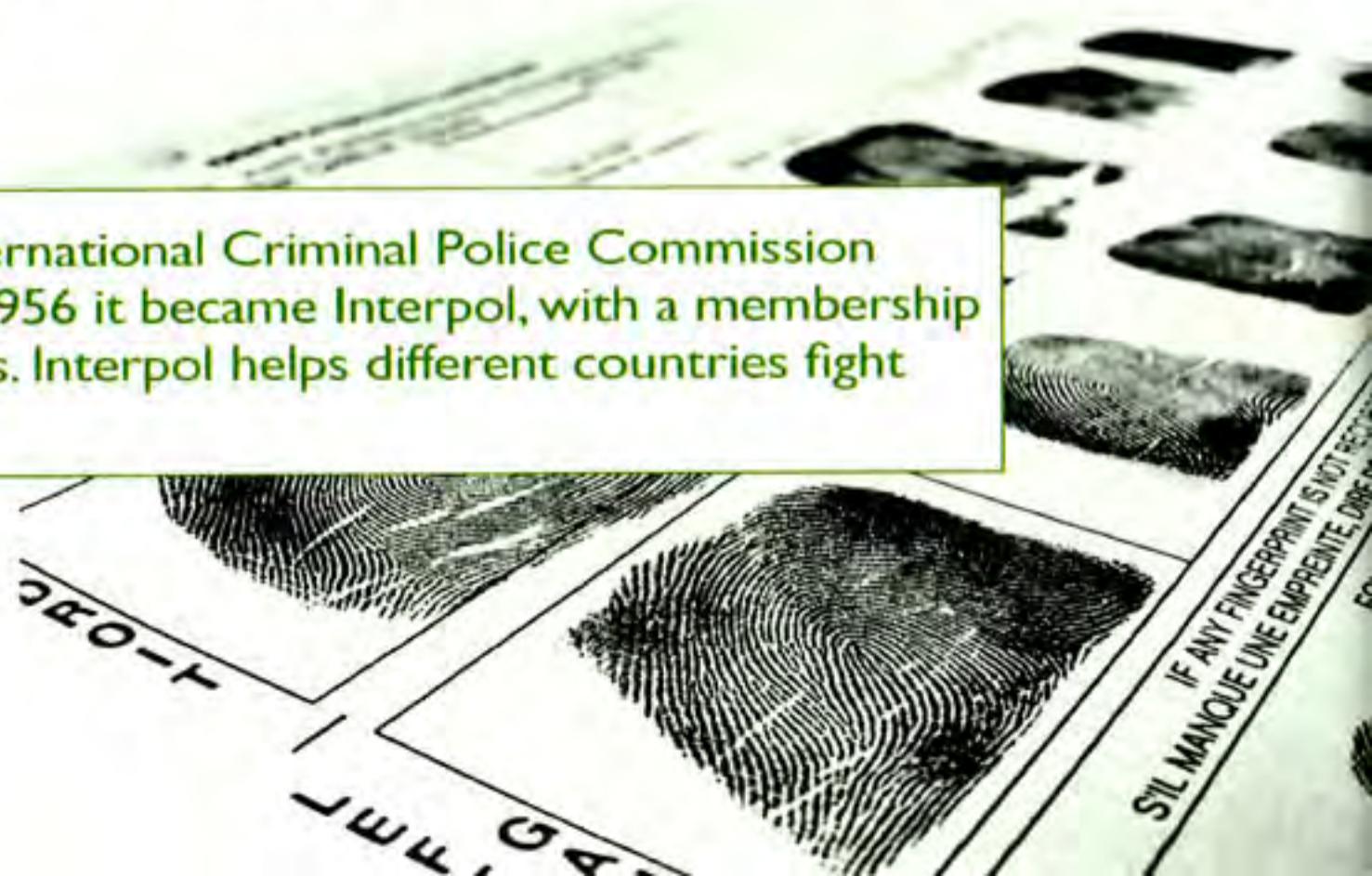
- 2 Find six words in the puzzle below. Then use them to complete the sentences.

helpful pale buildings carefully left keys

1. There are many big ..... on this street.
2. I can't get into the house because I can't find my .....
3. In Britain, people drive on the ..... side of the road.
4. You are looking very ..... . Are you feeling OK?
5. You must cross the road .....
6. Thank you for repairing my computer. You are very .....



In 1923, the International Criminal Police Commission started and in 1956 it became Interpol, with a membership of 190 countries. Interpol helps different countries fight crime together.



### 3 Circle the correct answer.

1. Why does Mrs Randall stop the car near the trees?
  - a. Because there are no buildings there.
  - b. So nobody can see them.
  - c. Because she sees a dirt path there.
2. What happens when they arrive at the big white house?
  - a. They see Dr Svensson through the window.
  - b. The criminals see them.
  - c. Sally calls the police.
3. Why is the photo of the house not clear?
  - a. Because Sally took it on her phone.
  - b. Because the criminals see them.
  - c. Because Sally is very far away from the house.
4. What happens when they go to the police station?
  - a. The police don't believe their story.
  - b. The policeman makes notes and thanks them for the information.
  - c. The policeman shows Sally some photos.
5. Sally and Mrs Randall leave the police station. What do they do next?
  - a. They go to the cinema.
  - b. They go to rescue the Svensson family.
  - c. They go to eat pizza.

### 4 Answer the following questions.

1. Why do Sally and Mrs Randall need binoculars to look at the house?  
.....
2. Why do the police already know about the Svensson family?  
.....
3. Why are Sally's parents not worried about her?  
.....
4. Why do the police take Dr and Mrs Svensson to the hospital?  
.....



## CHAPTER 11

### Danger!

Mrs Randall and I finish our pizza and it's time to leave. We get into the car and drive home. We don't know that a man in a big black car is watching us.

On the way home, my phone rings. It's Inspector Shaw.

"Sally, where are you and Mrs Randall?" he shouts. "I think somebody saw your car at Mats' house. They know you discovered them and they took Mats to a different place. Be careful, maybe they'll come after you."

I look in the mirror and see a big black car behind us.

"Oh, no!" I shout. "They're following us! What can we do?"



"Go home and lock the door!" the inspector shouted. "We've got your address. We'll be there soon."

Mrs Randall drives fast, but the car stays close behind us.

We stop at my house and run inside. I lock the doors. Grandma is watching TV in the living room.

"Come quickly, Grandma!" I shout. "There's no time to explain, we must hide in the **cellar**!"

Grandma is confused. "What? What are you talking about?"

"No time, Grandma!" I shout. "Come!"

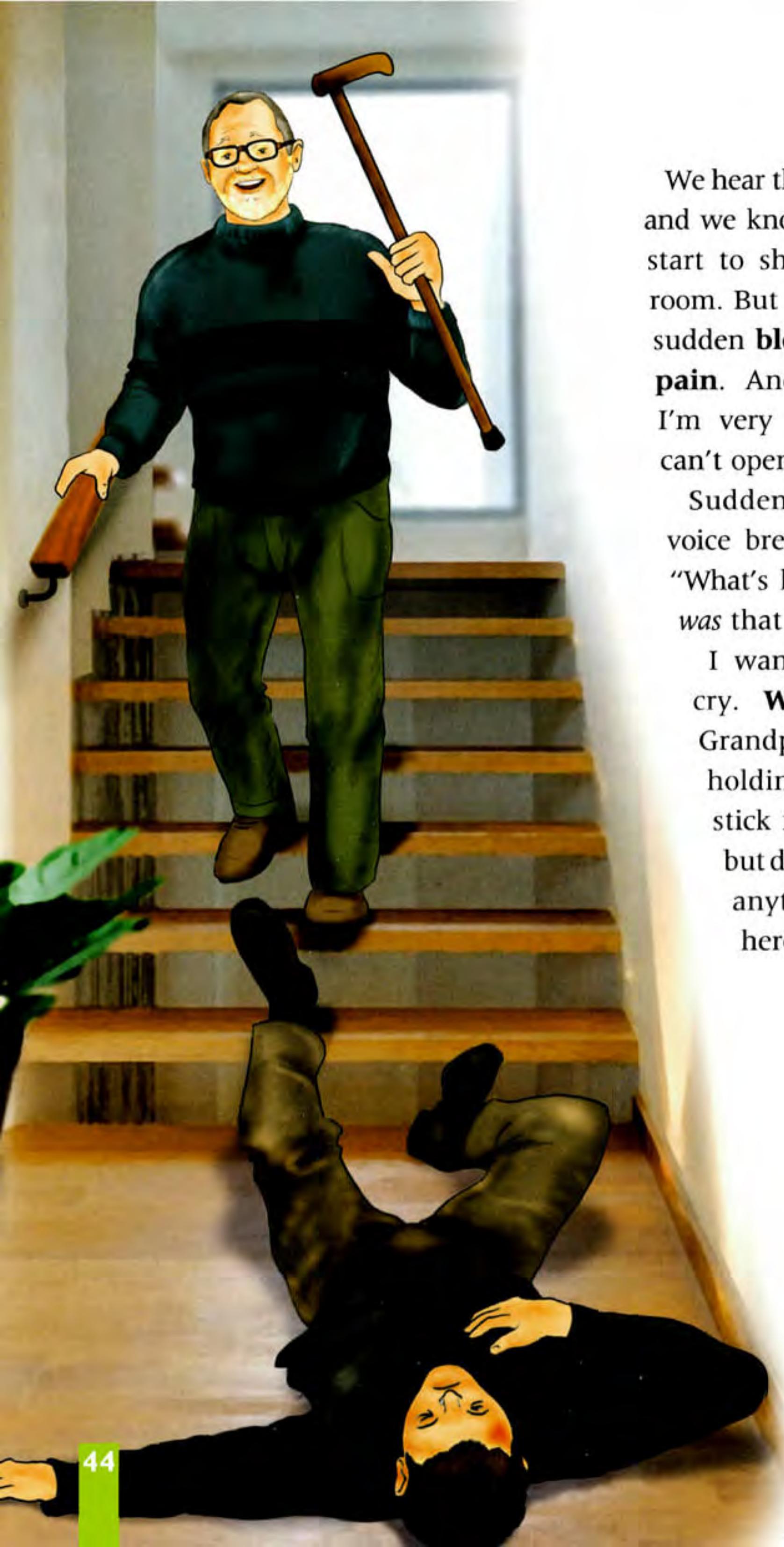
We hurry downstairs and hide in the darkest corner of the room. We're very frightened. How can we defend ourselves? *And where is Grandpa?*

There's no time to look for Grandpa. We hear **footsteps**. Someone is coming! It's the most terrifying moment of our lives! We see some boots on the stairs ... He's going to find us!

The man starts to shout, "I know you're there! Come out, or **I'll shoot!**"

The three of us hold hands. We're trembling with **fear**.





We hear the click of a **gun**, and we know the man will start to shoot around the room. But then, we hear a sudden **blow** and a cry of **pain**. And then silence. I'm very frightened and can't open my eyes.

Suddenly, Grandpa's voice breaks the silence. "What's happening? Who *was* that horrible man?"

I want to laugh and cry. **What a relief!** Grandpa saved us! He's holding his walking stick in his left hand, but doesn't remember anything. *He's* our hero!

A minute later, the police arrive and find the criminal unconscious on the floor. They **handcuff** him and he opens his eyes. He tells the police that Mats is in the car **boot**, and they free him. It's the end of his long **nightmare**.

"Oh, Mats!" I say. "You'll see your parents soon! The police saved them, and they're having **check-ups** at the hospital. They're fine, and everything's OK now."

The boy is still in trauma! "I thought he was finally going to kill me," he explains. "Sally, I can't believe you saved us all."

"It wasn't me! Grandpa saved us all," I say. "He's the big hero!"

The police take Mats to the hospital for a check-up, too, and then he meets his parents for the first time in three months. The police leave the reunited family alone for a few minutes. There'll be time for questions later.





## CHAPTER 12

### A Pleasant Surprise

It's a month later and life is slowly returning to normal.

Mats is not at school now. He went home to Sweden with his parents soon after our adventure. We're friends on Facebook, and we chat on WhatsApp, but it's not the same.

The students are presenting their projects today. I did mine alone because Mats left in the middle. I prepared a PowerPoint on Alzheimer's disease and added Mats' information. He sent it to me by e-mail.

Mrs Randall arrives in class with a smile. She's a fantastic teacher and I feel very close to her after our frightening experience together.

We all sit down and she says, "Today, you must present your projects. We'll start with Sally Burton. And she'll present her project with her **partner**."

"That's impossible, Miss, because my partner was Mats, and he's in Sweden," I say.

"Are you sure?" asks Mrs Randall, with a strange smile.



The door opens and Mats enters the classroom with his father! All the students are surprised, and happy to see him. Now they know his story, they understand why Mats was always a little strange and 'unsociable' at school.



We present our project and Mats' father listens carefully to every word we say. I get an A for the project, and I'm very happy! Then, Dr Svensson explains about his work to slow the advance of Alzheimer's. There isn't an official cure yet, but there is hope. "Finally," he says, "I must thank Sally and Mrs Randall for saving our family. They were heroes and we **owe** them our lives."

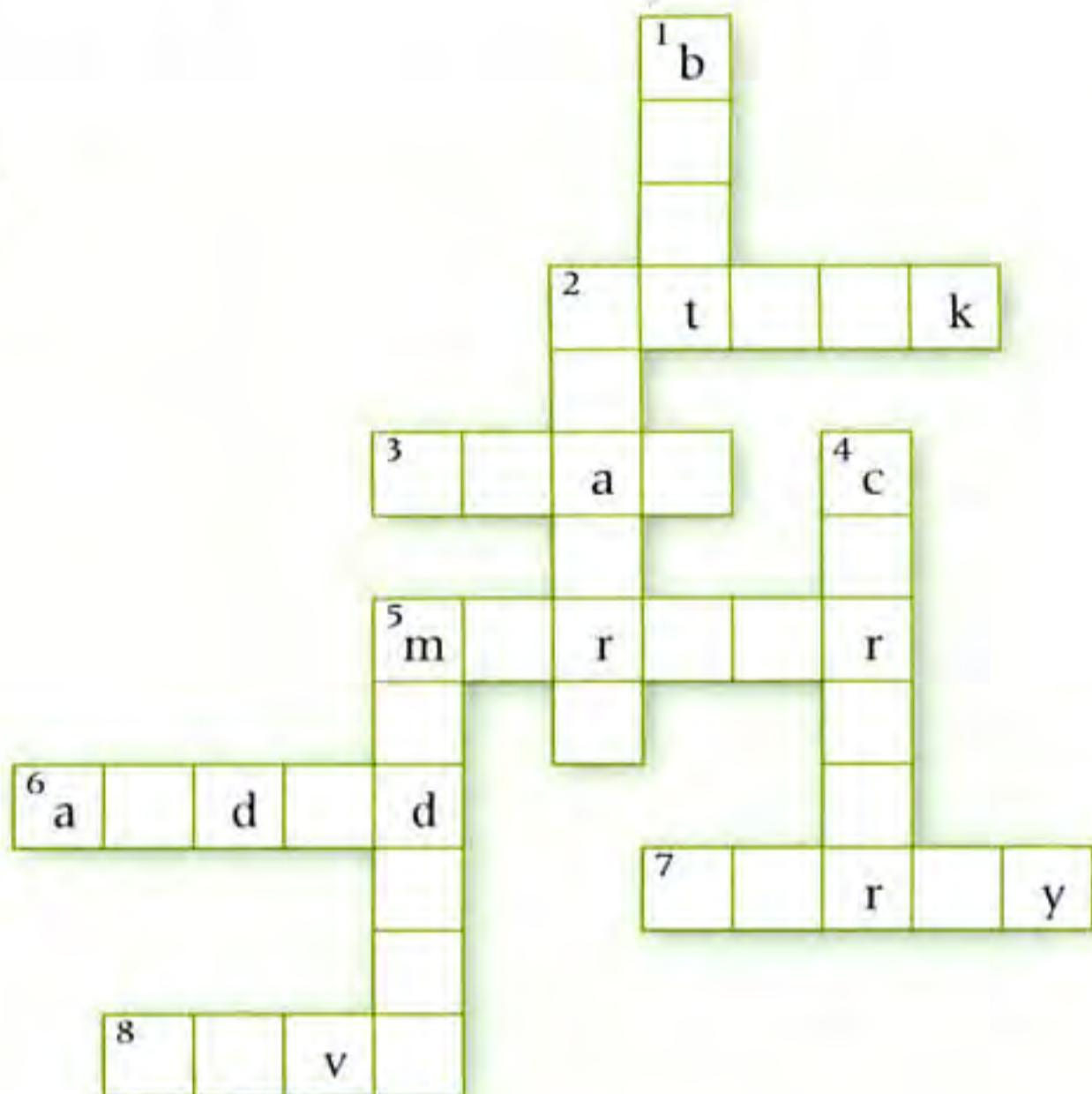
I smile, but I think about the real hero, Grandpa. He saved us, but doesn't remember anything about it! Maybe, one day there'll be a cure to save him, and other lovely people like him. That is my greatest **wish**.

## CHAPTERS 11-12 ACTIVITIES

### 1 Complete the puzzle. Use the sentences below as clues.

#### Across ►

2. The old man walks with  
a .....
3. Speak louder, I can't  
..... you.
5. He checks his hair in  
the .....
6. I ..... some new  
information to my  
project.
7. ..... ! We are late.
8. We must ..... the poor  
dog from the river.



#### Down ▼

1. I'm only wearing one ..... because I can't find the other one.
2. We must go up a lot of ..... to get to our classroom.
4. The chair is in the ..... of the room.
5. She is sitting in the ..... between two boys.

**2** The words in bold are mistakes. Write the correct words after each sentence.

1. Sally and Mrs Randall go to eat **ice cream** .....
2. Sally sees the **small red** car in the mirror. ....
3. The inspector says, "Go **and follow the car**." .....
4. Grandma, Sally and Mrs Randall go to hide in the **bedroom**.  
.....
5. **Inspector Shaw** says to Sally and Mrs Randall, "Come out, or I'll shoot."  
.....
6. **Grandma** hits the criminal with the walking stick. ....
7. The police find **Sally** in the boot of the car .....

**3** Complete the following sentences according to the story.

1. Mats doesn't go back to school with Sally because .....
2. All the students are surprised because the classroom door opens and .....
3. Dr Svensson tells the class all about .....
4. Dr Svensson thanks Sally and Mrs Randall because .....
5. Sally wishes that .....



## GLOSSARY

English	Castellano	Català
<b>betray</b>	traicionar a	trair
<b>blow</b>	golpe	cop
<b>boot</b>	maletero	maleter
<b>brave</b>	valiente	valenta
<b>break</b>	descanso	descans
<b>bullying</b>	acosando a	assetjant
<b>cellar</b>	sótano	soterrani
<b>check-ups</b>	revisiones	revisions
<b>developing a drug</b>	desarrollando un fármaco / medicamento	desenvolupant un fàrmac / medicament
<b>dirt path</b>	camino de tierra	camí de terra
<b>disease</b>	enfermedad	malaltia
<b>do plenty of research</b>	investigar bastante	investigar força
<b>either</b>	tampoco	tampoc
<b>evidence</b>	pruebas	proves
<b>exhausted</b>	agotados	esgotats
<b>fear</b>	miedo	por
<b>folder</b>	carpeta	carpeta
<b>footsteps</b>	pasos	passos
<b>forgetful</b>	despistado	despistat
<b>free</b>	liberan (a)	alliberen
<b>gun</b>	pistola, revólver	pistola
<b>handcuff</b>	ponen las esposas	emmanillen
<b>hiding</b>	escondiendo	amagant
<b>hold on tight</b>	agárrate fuerte	agafa't fort

## GLOSSARY

English	Euskara	Galego
<b>betray</b>	traizio egin	traizoar a
<b>blow</b>	kolpe	golpe
<b>boot</b>	maletategi	maleteiro
<b>brave</b>	ausart	valente, afouto
<b>break</b>	atsedenaldi	descanso
<b>bullying</b>	jazartzen	acosando a
<b>cellar</b>	soto	soto
<b>check-ups</b>	osasun-azterketa(k)	revisíons
<b>developing a drug</b>	botika / sendagai bat garatzen	desenvolvendo un fármaco / medicamento
<b>dirt path</b>	lurrezko bidezidor	camiño de terra
<b>disease</b>	gaixotasun	enfermidade, doença
<b>do plenty of research</b>	ikerketa ugari egin	investigar bastante
<b>either</b>	ezta ere	tampouco
<b>evidence</b>	froga	probas
<b>exhausted</b>	nekatuta	esgotados
<b>fear</b>	beldur	medo
<b>folder</b>	karpeta	carpeta, cartafol
<b>footsteps</b>	oinkadak	pasos
<b>forgetful</b>	despistatua	despistado
<b>free</b>	askatu	liberan (a)
<b>gun</b>	pistola, errebolber	pistola, revólver
<b>handcuff</b>	eskuburdinak ipini	poñen as esposas
<b>hiding</b>	ezkutatzen	agochando
<b>hold on tight</b>	heldu gogor	agárrate forte, aférrate

## GLOSSARY

English	Castellano	Català
<b>hope</b>	espero	espero
<b>I'll shoot</b>	dispararé	dispararé
<b>interview</b>	entrevista	entrevista
<b>kidnapped</b>	secuestraron a	van segrestar
<b>lighthouse</b>	faro	far
<b>marks</b>	notas	notes
<b>memory stick</b>	lápiz de memoria, memoria externa	llapis de memòria, memòria USB
<b>narrow</b>	estrecho	estret
<b>nightmare</b>	pesadilla	malson
<b>nobody</b>	nadie	ningú
<b>noticed</b>	me he dado cuenta de	m'he adonat
<b>owe</b>	debemos	devem
<b>pain</b>	dolor	dolor
<b>partner</b>	compañero	company
<b>polite</b>	educado	educat
<b>reluctantly</b>	de mala gana, a regañadientes	de mala gana, a contracor
<b>slow</b>	retrasar	endarrerir
<b>steal</b>	robar	robar
<b>Swedish</b>	sueco	suec
<b>topic</b>	tema	tema
<b>trust</b>	confiar en	confiar en
<b>waving</b>	haciendo gestos	fent un senyal
<b>What a relief!</b>	¡Qué alivio!	Quin descans!
<b>wish</b>	deseo	desig

## GLOSSARY

English	Euskara	Galego
<b>hope</b>	espero	agardo
<b>I'll shoot</b>	tiro egingo dut	dispararei
<b>interview</b>	elkarrizketa	entrevista
<b>kidnapped</b>	bahitu	secuestraron a
<b>lighthouse</b>	itsasargi	faro
<b>marks</b>	notak	cualificacións
<b>memory stick</b>	USB memoria, kanpo memoria	lapis de memoria, memoria externa
<b>narrow</b>	estu	estreito
<b>nightmare</b>	amesgaizto	pesadelo
<b>nobody</b>	inor	ninguén
<b>noticed</b>	konturatu	deime conta de, decateime
<b>owe</b>	zor	debemos
<b>pain</b>	min	dor
<b>partner</b>	(lan)kide	compañeiro
<b>polite</b>	ondo hezitako	educado
<b>reluctantly</b>	gogoz kontra	de mal grado, a desgusto
<b>slow</b>	atzeratu	atrasar
<b>steal</b>	lapurtu	roubar
<b>Swedish</b>	suediar	sueco
<b>topic</b>	gai	tema
<b>trust</b>	fidatu	acreditar / confiar en
<b>waving</b>	keinuak egiten	facendo xestos, acenando
<b>What a relief!</b>	Hara zer lasaitasuna!	Que alivio!
<b>wish</b>	desio	desexo



# CROSS-CURRICULAR FOCUS

## Medical Research

### THE DISCOVERY OF PENICILLIN



During the First World War (1914-18), many soldiers got **wounded** in battle. The wounds often became infected and doctors didn't know how to cure them. Sadly, many of the soldiers died.

Sir Alexander Fleming (1881-1955) was a Scottish scientist. He wanted to find a way to save people, so he began to study the bacteria causing the infections. Fleming was a brilliant scientist, but he was very untidy and his laboratory was also untidy. Fleming left for a summer holiday and, as usual, left a very dirty laboratory. He returned in September 1928, and found something strange. A container with the bacteria *Staphylococcus* in it also had a type of **mould**. Not only that, the mould seemed to stop the bacteria from growing. Was this a way to destroy the infections? Fleming began to experiment with the mould and soon proved this to be true. He developed penicillin a year later.



Other scientists also helped to develop the drug, including Ernst Chain from Germany and Howard Florey from Australia. They worked on Fleming's discovery at Oxford University and **improved** it. In 1942, doctors started to use penicillin and saved the lives of millions of soldiers during the Second World War.

**wounded**  
**mould**  
**improved**

heridos  
moho  
mejoraron

ferits  
floridura  
van millorar

zauritu(ak)  
lizun  
hobetu

feridos  
balor, mofo  
melloraron

**1 Match the questions in A to the answers in B.**

**A**

1. When did the First World War begin?
2. What happened to many wounded soldiers?
3. When did Alexander Fleming die?
4. What was Alexander Fleming's profession?
5. What was in the container with the bacteria?
6. What did Ernst Chain and Howard Florey do?

**B**

- ..... a. A scientist.
- ..... b. In 1955.
- ..... c. A type of mould.
- ..... d. In 1914.
- ..... e. They improved Alexander Fleming's discovery.
- ..... f. Their wounds got infected.

**2 Tick (✓) the sentences true (T) or false (F).**

	<b>T</b>	<b>F</b>
<b>1</b> Fleming came from England.		
<b>2</b> Fleming wanted to save people from dying.		
<b>3</b> The mould caused infections.		
<b>4</b> Fleming wasn't a tidy person.		
<b>5</b> Penicillin saved many soldiers' lives in the Second World War.		



## A FATAL DISEASE

**Smallpox** was one of the most serious diseases in Europe for hundreds of years. During the 18th century, it killed 400,000 people in Britain. Many of the people who survived the disease **went blind**.

Slowly, doctors started to notice something interesting. Not everybody died from smallpox and those survivors never became ill with it again.

Maybe there was a way of giving people a **mild** dose of the disease to prevent them from getting the deadly virus later.

Then, people noticed a connection between smallpox and another less serious disease, cowpox. People working with cows got cowpox, but once they suffered from cowpox, they didn't get smallpox! Edward Jenner (1749-1823), an English scientist, decided to research this. In 1796, he injected a boy called James Phipps with the cowpox disease. James became ill, but after two days, he recovered. He then injected the boy with smallpox and waited to see what was going to happen. Thankfully, James didn't become ill.

Thanks to Jenner's discovery, doctors developed a **vaccination** against this terrible disease and during the 19th century, they began to vaccinate people. People stopped becoming ill from this disease and dying. Finally, in 1980, the World Health Assembly announced, "The world is free of smallpox" and countries stopped vaccinating their citizens. Edward Jenner's discovery saved millions of lives.



**smallpox**

viruela

**went blind**

se quedaron ciegas

**mild**

leve

**vaccination**

vacuna

verola

es van quedar ciegues

lleu

vacuna

baztanga

itsu geratu

arin

txerto

varíola

quedaron cegas

leve, liviá

vacina

### 3 Circle the correct answer to complete the sentence.

1. Four hundred thousand people in Britain **worked with cows** / **died from smallpox**.
2. A person surviving smallpox often **got cowpox** / **went blind**.
3. People recovering from smallpox **died** / **didn't become sick with it again**.
4. Jenner decided to investigate the connection between smallpox and **blindness** / **cowpox**.
5. James became ill and **recovered** / **died**.

### 4 The words in bold are mistakes. Write the correct words after each sentence.

1. **James Phipps** died in 1823. ....
2. People working with **doctors** got cowpox. ....
3. Edward Jenner injected a **girl** with a mild disease. ....
4. Doctors developed a vaccination against **blindness**. ....
5. In 1980, countries **started** vaccinating people. ....

#### MINI TASK



Search the Internet for information about another medical discovery. Write a paragraph and read it to the class.

This Burlington Activity Reader is part of a series of carefully graded readers specially designed for Spain.

# The Boy with the Dark Secret

Elena Guasch

There's a new boy at school called Mats and he's from Sweden. Mats is very clever and speaks perfect English. He seems nice, but looks sad. He won't join the kids for ice cream after school. He won't come to their houses or invite anybody home. A big black car arrives every day at exactly 4.05 pm to take him home from school and Mats never seems happy to get into it. What's going on? What dark secret is he keeping? And who can help him?

#### OTHER SELECTED TITLES FOR THIS LEVEL

- The House of Arden
- The Legend of Sleepy Hollow
- Doctor Dolittle



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