

2 Inspiring ideas

Lesson 1 Reading

Pupil's Book pages 22-23

2 Inspiring ideas

Lesson 1 Reading

Vocabulary

antenna	connect (connected)	develop (developed)	phone call
product	receive	satellite navigation	send
	signal	system	

- How many people in your class know how to use a mobile phone? Guess. Then do a class survey.
 - a everybody
 - b nearly everybody
 - c about half
 - d nobody
- How do you think mobile phones work?
 - a They use small computers.
 - b They use power lines under the ground.
 - c They talk to cars on the roads.
- 2.1 Look at the photos and read the text quickly. Can you answer the question in Activity 2 now? **Be a star!**
- Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

A fantastic invention

The first mobile phone?

This is Martin Cooper. He made the first mobile phone call in 1972.

But was he using the first mobile phone? Scientists in Norway and Germany had used some types of mobile phone before that, but most people say Martin Cooper was the person who made the first real mobile phone call – more than 50 years ago.

Phones have changed a lot since then. Now we have smartphones – phones with computers. We use them all the time to make phone calls and video calls, take photos and send them to friends. But how do they work?

When we speak into a phone, the computer changes our voice into a code. Computers can send pictures or words in code, too.

Computers use binary code – everything is 0 or 1. So,

'H' is 01001000.

'E' is 01000101.

'HELLO' is 01001000

01000101 01001100

01001100 01001111.

Mobile phone signals

If a person waves to you, it's a **signal**. A signal is a way of communicating between one person and another. The computers in mobile phones send signals too. There are 8 billion phones in the world. A lot of different signals go from one phone to another. So the phone companies use an **antenna** to receive messages from your phone.

The antenna is **connected** to millions of other antennae around the world. The correct antenna sends the signal to your mobile phone, and then you're ready to talk, text or send photos.

SIM cards: We know where you are

How does an antenna find your mobile phone? The answer is your SIM card. SIM means Subscriber Identity Module. Every phone has a different SIM. When the **system** looks for your phone, your SIM card shouts 'I'm here!' and the system sends the message to you.

Satellite navigation

Mobile phone technology like your SIM card means that you can be almost anywhere in the world, and the system will find you. This technology also helps **satellite navigation** systems (satnavs) to see dangerous traffic jams. When a car is travelling with a mobile phone in it, the phone's signal follows your car. The system knows how many cars are, usually on a road. If there are too many SIMs shouting 'I'm here!', the satnav knows there is a traffic jam, so it marks the jam on a map, or it makes a noise.

Changing technology

In the past, we used maps to move from one place to another, and we used cameras to take photos. Now we don't need them – we have mobile phones. After the mobile phone was invented, no one had imagined it could be used to see traffic jams, take photos or show you a map. As the technology got older, scientists **developed** more ways that **products** like these could be used.

You can call them smartphones or mobile phones, but they are all the same – very small, special computers. And they are a fantastic invention. They have changed the world we live in.

22 Unit 2 Read an information text WB: page 18

Unit 2 Reading skill: skim to check information WB: page 18 23

Learning objectives: Read an information text; Skim to check information

Vocabulary: antenna, connect (connected), develop (developed), phone call, product, receive, satellite navigation, send, signal, system

Resources: Vocabulary 1 worksheet

Warm-up: Team spelling

- Play *Team spelling* (see Games bank, pages 14-17) with key vocabulary from Unit 1.

1 How many people in your class know how to use a mobile phone? Guess. Then do a class survey.

- Elicit the question that the children will ask each other, e.g. *How many people in your class know how to use a mobile phone? (everybody, nearly everybody, about half, nobody?)*
- Have the children survey their classmates and record the answers.
- Invite volunteers to share their findings with the class.

Answer: Children's own answers.

2 How do you think mobile phones work?

- Give the children some thinking time for the question before asking for their suggestions. Do not confirm or reject any answers yet.

3 2.1 Look at the photos and read the text quickly. Can you answer the question in Activity 2 now? **Be a star!**

- Give the children time to look at the photos and quickly scan the text to check their answer to the question in Activity 2.
- Read out the answers and have the children raise their hands for the one they believe is the correct answer.
- Ask for a few volunteers to provide the supporting text that provides the answer.
- Play the audio if the children need additional support.

Answer: a

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

- The children scan the text to find the words in the vocabulary box.
- Ask the children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 155 of the Pupil's Book.
- Then use the dictionary on page 155 to give definitions in the following order to elicit the words: *phone call, send, signal, antenna, receive, connect (connected), system, satellite navigation, develop (developed), product.*

Cooler: Disappearing words

- Play *Disappearing words* (see Games Bank, pages 14-17) with the vocabulary from this lesson.



2 Inspiring ideas

Lesson 1 Vocabulary

1 Unscramble the words and complete the sentences.

- 1 The telephone company uses an **natnean** antenna to get messages from your phone.
- 2 Every year, better and faster computers are **doleevdep** developed.
- 3 Did you **cerevei** receive my text last night?
- 4 When we travel by car, we always use the satellite **vigaatoni** navigation system.
- 5 I'd like to invent a new **rt pduco** product that uses mobile phone technology.
- 6 Different **liagsns** signals go from one mobile to others.
- 7 I can't make a call - the phone **msyest** system isn't working.
- 8 The first mobile **nehop allc** phone call was made in 1972.
- 9 Please **dsne** send Dad a message to tell him we're at the restaurant.
- 10 The internet helps us to stay **cdtenenoc** connected with friends and family.

2 2.1 Listen and write one or two words.

- 1 a George can't get a signal or send messages.
- b George's friend thinks the phones will connect to the antenna in a different place.
- 2 a Julia doesn't want her mum to follow the satellite navigation.
- b She thinks that the information isn't received quickly enough.
- 3 a The girl wants to buy a smartphone.
- b She isn't interested in buying other products to go with it.
- 4 a Perfect Pizza have developed a new system so customers can order online.
- b Perfect Pizza customers won't need to make a phone call to order pizza.



18 Unit 2

1 Unscramble the words and complete the sentences.

Answers: 1 antenna 2 developed 3 receive
4 navigation 5 product 6 signals 7 system
8 phone call 9 send 10 connected

2 2.1 Listen and write one or two words.

Answers: 1 a send messages b antenna
2 a satellite navigation b quickly enough
3 a smartphone b other products 4 a order online
b phone call

3 Choose the correct words.

Answers: 1 developed 2 received 3 products
4 satellite

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 24

Lesson 2 Reading comprehension

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

- Martin Cooper made the first mobile phone call more than 100 years ago. _____ 50 _____
- Smartphones change your voice into a picture. _____
- A mobile phone is a very small, special television. _____
- Satellite navigation helps you see video calls. _____
- There are 6 million phones in the world. _____
- Satnavs make a noise when they receive a text message. _____

2 Choose the correct words to complete the summary. **Be a star!**

Phones can find you almost anywhere in the world. Your SIM ¹card / clock tells an antenna where you are, and the antenna sends a ²signal / code to others. Smartphone technology helps satellite ³navigation / camera systems in our cars see ⁴traffic / call jams and send ⁵codes / messages to other drivers. Some people call them ⁶satellite / mobile phones, and some people call them smartphones, but everyone can call them a great invention.

3 Work in pairs. Discuss the questions.

- Did any of the information in the text surprise you? Why / Why not?
- Why does the writer think mobile phones are a fantastic invention?

Working with words

Suffixes: -ous

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

Noun: courage

Adjective: courageous

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 danger

- adventure _____: loves travelling and exploring
- _____: scary or harmful
- _____: funny, makes you laugh
- _____: known by many people

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Unit 2 Reading skill: summarise a text Working with words: suffixes WB: page 19

Learning objectives: Summarise a text; Suffixes (-ous)

Resources: Working with words worksheet

Warm-up: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 2.1 from Lesson 1.
- Suggested words to pause after: *fifty, code, waves, millions, card, shouts, traffic, scientists.*

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

- Refer the children to the example answer. Ask them to find the information that supports the answer. (page 23 – ... *Martin Cooper was the person who made the first real mobile phone call – more than fifty years ago.*)
- Have the children continue the activity individually and then check with a partner.
- Discuss the answers as a class.

Answers: 1 100 fifty 2 picture code 3 television computer 4 video calls traffic jams 5 6 million 8 billion 6 they receive a text message there is a traffic jam

2 Choose the correct words to complete the summary.

Be a star!

- Refer the children to the example. Point out that *SIM card* is a term from the text. Remind the children to look not just at the word choices but at the whole sentence.
- Have the children continue the activity individually.
- Have volunteers read out a sentence each and share their answer. Ask if the class agrees.

Answers: 1 card 2 signal 3 navigation 4 traffic 5 messages 6 mobile

Teaching star!

Pairwork

Have the children work in pairs to develop their summarising skills by eliminating extra information from a text.

- Have the children count the number of words in the summary in Activity 2. There are about 65 words after choosing the words to complete the activity.
- Tell them the aim is to reduce the text to 50 words but still include the important information.
- Do the first two sentences as an example: *Telephones can find you almost anywhere. Your SIM card tells where you are.*
- Ask the class what information has been cut or changed.
- Have the children work in pairs to reduce the rest of the text to reach the target of 50 words.
- Working in pairs will enable the children to debate various options for how to reduce the text, as there is no single correct solution to this challenge.
- Have volunteers read out their finished texts.

3 Work in pairs. Discuss the questions.

- Discuss the first question with the whole class.
- Then give the children some thinking time to consider question 2.
- Ask for suggestions and have the children give reasons for their answers.

Working with words

Suffixes: -ous

- Read out the information in the blue box. Then write on the board:
Don't touch that! It's very danger!
When the boys broke the window, the teacher was fury!
- Ask the children what is wrong with the sentences. Elicit the correct words and correct the sentences on the board. Ask the children what changed to make the correct word (*adding -ous*).
- Ask what type of words *dangerous* and *furious* are (*adjectives*) and what *danger* and *fury* are (*nouns*). Draw attention to the -y at the end of *fury* and elicit that this changes to an -i in the adjective form.

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

- Elicit the adjective for number 1 from the class. (*adventurous*) Ask what change is made to the noun (the -e at the end is dropped). Elicit what other nouns in the box drop the -e. Explain that with *humour*, they need to remove the u to make the adjective form.
- Then have the children write the nouns and adjectives for numbers 2, 3 and 4.
- Write numbers 1-4 vertically on the board and make two columns – one for nouns and one for adjectives. Invite volunteers to come and complete a word each on the board wherever they like. Ask if everyone agrees.
- Ask the children if they can think of any other adjectives ending in -ous. They may remember *nervous*, *enormous*, *delicious* and *generous*, but if not, you can prompt them with a quick definition.

Answers: 1 adventure – adventurous 2 danger – dangerous 3 humour – humorous 4 fame – famous

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the adjectives from *Working with words*. Call out the noun form and have the team write the adjective on a sheet of paper. You can also challenge them with *nerve* (*nervous*), *enormity* (*enormous*) and *generosity* (*generous*).

Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 22–23 again. Circle the correct words to complete the sentences.

- Scientists in the UK / Germany had used some kind of mobile phone before 1972.
- Smartphone computers can change pictures into code / signals.
- Phone companies use an antenna to receive / signal messages from your phone.
- Systems / Smartphones are small, special computers.
- Your phone's satellite navigation / code follows your car.
- Every phone has a different antenna / SIM card.
- We used to use cameras / maps to move from one place to another.
- Scientists developed / sent more ways to use mobile phone technology.



2 Match to make sentences about the text.

- | | |
|---|--|
| 1 Smartphones are _____ | a a mobile phone call more than fifty years ago. |
| 2 Martin Cooper made _____ | b phones with computers. |
| 3 Smartphone computers change voices _____ | c to see traffic jams. |
| 4 Different signals go from _____ | d to receive messages from your phone. |
| 5 Phone technology helps satellite navigation _____ | e one phone to another. |
| 6 Phone companies use an antenna _____ | f into code. |

Working with words

3 Add the suffix -ous to make the nouns into adjectives. Then complete the sentences with the correct adjectives.

adventure courage humour danger fame mountain

- She's a very famous actress. She's been in lots of films.
- My uncle tells lots of jokes. He's really _____.
- Don't be so scared – you should be more _____.
- Take care when you're cycling. It can be _____.
- I wouldn't be a good explorer. I'm not _____ enough.
- The place where we go skiing is very _____.

Unit 2 19

1 Read the text on Pupil's Book pages 22–23 again. Circle the correct words to complete the sentences.

Answers: 1 Germany 2 code 3 receive
4 Smartphones 5 satellite navigation 6 SIM
7 maps 8 developed

2 Match to make sentences about the text.

Answers: 1 b 2 a 3 f 4 e 5 c 6 d

3 Add the suffix -ous to make the nouns into adjectives. Then complete the sentences with the correct adjectives.

Answers: 1 famous 2 humorous 3 courageous
4 dangerous 5 adventurous 6 mountainous

Lesson 3 Grammar

Pupil's Book page 25

Lesson 3 Grammar

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.

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.

2 Underline the actions or events that happened first.

- Before I read the article, I hadn't heard of Martin Cooper.
- I went back to the phone shop because I'd left my charger there.
- Before I got my mobile phone, I'd always used a camera to take photos on holiday.

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

- We had visited (visit) the museum once before so we didn't go there yesterday.
- She felt ill because she (not eat) lunch.
- Jimmy enjoyed the film even though he (see) it before.
- Before we moved to New York, we (not study) English.

4 Work in pairs. Make sentences about events. Be a star!

- A Look at page 144. B Look at page 146.
- Take turns to use the ideas on your page to start sentences about how you felt and what happened.
- Your partner finishes the sentence. A starts.

I was happy when I arrived home because ...

... my dad had baked a cake!

Go to Grammar booster: page 135. Unit 2 Use the past perfect to talk about an event that happened before another event in the past WB: page 20 25

- Ask the children to look at the second sentence and say when Peter invented his first drink (*at that moment*). Ask if they think he tried new inventions before that day (*probably*).
- Have the children look back at the text on pages 22–23 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, ask the children the questions in the first point above. Play the video and check their ideas.
- Play the video again and follow the procedure above.

2 Underline the actions or events that happened first.

- Refer the children to the example sentence. Ask them if they think this person knew about Martin Cooper before he / she read the article. (*no*)
- Have the children complete the activity individually.
- Read out the sentences and have the children raise their hands to say which action or event happened first. Ask if the class agree.

Answers: 1 hadn't heard 2 I'd left my charger there 3 I'd always used a camera to take photos on holiday.

Learning objectives: Use the past perfect to talk about an event that happened before another event in the past

Grammar: Past perfect tense

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with words from Lesson 1.
- Suggested words: *invention, mobile phone, computer, antenna, photos.*

1 Look and read.

- Draw the children's attention to the pictures. Ask *What is the boy doing? How does he feel? Why? What is his mum doing?*
- Have the children read the sentences in the *Graphic Grammar* box. Ask if their ideas were correct.
- Read out the sentences and have the children repeat them.
- Ask them which action happened first – mum arrived or Peter invented the drink (*Peter invented the drink*). Ask how we know it happened first (*the verb uses had + past participle*).

Teaching star!

Extension

Seeing a graphic representation of verb tenses can help children understand the concept better. Introduce timelines as teaching aids.

- Draw this timeline on the board.



- Explain that the line shows time – past, present and future from left to right.
- Tell the children this shows the information in sentence 1 of Activity 2. Point to the parts of the timeline and ask the children what they are (*vertical line in past = I read the article, dashed line = I hadn't heard of Martin Cooper, arrow indicates we start in the past and then look back further into the past*).
- Have the children copy the timeline into their notebooks for future reference.

If the children have difficulty with the tenses later, a timeline can be a quick, visual and effective reminder.

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

- Elicit the past participles of the verbs in brackets. Remind the children they need *had(n't)* and the past participle to describe the earlier event.
- Refer the children to the example sentence and elicit the answer to number 2.
- Have the children complete the activity. Write the incomplete sentences on the board.
- Invite children to come and complete a verb each in the sentences. Ask if the class agrees.

Answers: 1 had visited 2 hadn't eaten 3 had seen 4 hadn't studied

4 Work in pairs. Make sentences about events.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 146.
- Read out the instructions and have a confident pair read the example dialogue so the children have an understanding of how to play the game. The children use the clues on their page to make sentences. They start their sentences with *I was ... when I arrived home because ...* and their partner finishes the sentences using the clues on their page. Then they swap roles.
- Allow time for the children to complete two sentences each and write the sentences on their respective pages.

Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activities 1 and 2. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete these activities at home.

Answers: 1 had found 2 had started 3 had invented 4 hadn't done 5 had painted 6 had developed 7 hadn't eaten 8 hadn't invented

Cooler: Verb race

- Divide the class into small groups. Each group needs a piece of paper and a pen / pencil.
- Tell the children you will say some verbs. They must write the past participle of the verb. They hold up the paper for you to check when finished.
- Write the past participle on the board each time for everyone to check.
- Suggested verbs: *hear (heard), put (put), leave (left), eat (eaten), see (seen), lose (lost), write (written), choose (chosen), read (read).*

Workbook page 20

Lesson 3 Grammar

1 Complete the table.

	be	do	see	know	take	write
Past simple I ...	was					
Past perfect I ...		had done				

2 Circle the correct form of the verbs.

- I rang Peter's home at 6.30 pm, but he left / had left.
- He had told me to ring at 6.30, so I was / had been surprised.
- He wasn't there because he went / had gone to pick up his grandma at the airport.
- He didn't ring me from the airport because he forgot / had forgotten about our plan.
- I didn't speak / hadn't spoken to him because he had left his mobile at home.
- I spoke to his brother who decided / had decided not to go to the airport.

3 Complete the text. Write the verbs in the past perfect tense.

When my mum got home last night, the house was a mess! The cat ¹ had broken (broke) a vase and my dad ² hadn't picked (not pick) it up. My sister ³ had made (make) the beds, but she ⁴ hadn't swept (sweep) the floor. I ⁵ had washed up (wash up) but I ⁶ hadn't vacuumed (not vacuum) the carpets. The kitchen looked terrible too because my brother ⁷ hadn't cooked (cook) dinner! But dinner was delicious and we all helped to clean up later.

4 Write about all of the things you had done by 5 o'clock yesterday.

By 5 o'clock yesterday, I had done my homework.

However, I hadn't

1 Complete the table.

Answers: Past simple: was, did, saw, knew, took, wrote **Past perfect:** had been, had done, had seen, had known, had taken, had written

2 Circle the correct form of the verbs.

Answers: 1 had left 2 was 3 had gone 4 had forgotten 5 didn't speak 6 had decided

3 Complete the text. Write the verbs in the past perfect tense.

Answers: 1 had broken 2 hadn't picked 3 had made 4 had forgotten 5 had washed up 6 hadn't vacuumed 7 had cooked

4 Write about all of the things you had done by 5 o'clock yesterday.

Answers: Children's own answers.

Remind the children that they can refer to the grammar reference on page 119 to help them while completing these activities.

Lesson 4 Language in use

Pupil's Book page 26

- Ask the children to identify the words from your definitions: *To record moving pictures with a video camera. (film)* *To play something you recorded to listen to it again. (play back)*

Lesson 4
Language in use

Vocabulary
film play back

1
2.2
Listen and say.

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 pronouns.

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.

26 Unit 2 Use reflexive pronouns WB: page 21

Go to Grammar booster: page 135.

Learning objectives: Use reflexive pronouns

Vocabulary: film, play back

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Memory chain

- Start a memory chain by saying, e.g. *Before I came to school, I'd eaten breakfast.* Encourage the next child to repeat your sentence and also add a new morning activity e.g. *Before I came to school, I'd eaten breakfast and I'd cleaned my teeth.* Each new child in the chain remembers and repeats what the others said and then adds an action.
- In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active and have their turns sooner.

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Use each word in a sentence and have the children say which word you used, e.g. *Let's sing a song and record it on my phone! Then we can play it back and listen to it. Then we can film a dance and make a video!* Check the children's pronunciation and repeat the word again for them to say, if necessary.

1 2.2 Listen and say.

- Have the children look at the photo. Ask *Who can you see? (Laura and Julia)* *What do you think they're talking about? What is Laura doing with the computer?*
- Play the audio and have the children follow and check their ideas. Ask *What is Laura doing on the computer? (teaching herself to play the guitar)* *What do they plan to do? (learn to play the guitar and play in the school concert)*
- Play the audio again. Stop after each sentence and have the children repeat. Ask the children to look at the sentence *I'm teaching myself to play the guitar.* Ask *What's the subject of the sentence / Who is the sentence about? (I - me).* Ask *What other word in the sentence means 'I' or 'me'? (myself)*
- Have the children look at the list in the **Look!** box and ask how the words change when they are plural (*-self* changes to *-selves*).
- Divide the class into pairs and have them act out the dialogue. Then they change roles and act it out again.

- If you have access to the class video, play the video and follow the same procedure as above.
- Play the video again and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Complete the sentences with the correct reflexive pronouns.

- Refer the children to the example answer. Elicit why it is *yourself*. (*Because the subject of the verb is you.*)
- Have the children continue the activity individually.
- Check answers as a class.

Answers: 1 yourself 2 ourselves 3 yourselves
4 herself 5 himself 6 themselves

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

- Elicit examples of things people can teach themselves and what they can use to help them. Have the children give an example and say what they could use to help.

4 Make a new dialogue. Use your ideas in Activity 3.

Be a star!

- Have two children read out the beginning of the dialogue. Elicit from the class how this could continue (e.g. *How are you doing that?*).
- Have pairs make new dialogues with activities of their choice. Ask volunteers to perform their dialogue for the class.

Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activity 3. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 herself 2 ourselves 3 myself
4 yourself 5 themselves

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with a section of the dialogue in Activity 1.

ESDC



Why is it good to learn new things?

Introduce the children to Sustainable Development Goal 4: *Quality education*. Ask: *Why is it good to learn new things?*

- Ask if any of the children know how to do things like record themselves playing a song, or if they've taught themselves how to do something. Tell the children that we can teach ourselves to do many things.

Possible answers: It's good to learn new things because it's rewarding, it helps us share what we know with others and it makes us feel confident.

Workbook page 21

Lesson 4 Language in use

1 Circle the correct words to complete the sentences.

- 'Make lunch for ____,' our dad said as he left the house.
a themselves b ourselves **c yourselves**
- My brother nearly cut ____ with the bread knife.
a himself b herself c itself
- After lunch, I decided to film ____ singing a song I had written.
a yourself b myself c himself
- 'You can't film ____!' said my brother.
a myself b itself c yourself
- 'But it's easy,' I argued. 'Jenny taught ____ how to do it.'
a yourself b herself c himself
- My brother filmed me in the end! We enjoyed ____ very much.
a ourselves b themselves c yourselves



2 2.2 For each question, choose the correct answer.

You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party?

Example:

Katy and David

F

People

- Mia and Betty
- Helen
- Robert
- William
- Dad

Activity

- | | |
|--------------------------|-------------------------|
| <input type="checkbox"/> | A sang 'Happy Birthday' |
| <input type="checkbox"/> | B danced |
| <input type="checkbox"/> | C took photos |
| <input type="checkbox"/> | D was at a safari park |
| <input type="checkbox"/> | E played the guitar |
| <input type="checkbox"/> | F ate cake |
| <input type="checkbox"/> | G played the piano |
| <input type="checkbox"/> | H cut the cake |



Unit 2 Go to Vocabulary and grammar reference page 119 A2 Key for Schools Listening Part 5 21

Remind the children that they can refer to the grammar reference on page 119 to help them while completing these activities.

1 Circle the correct words to complete the sentences.

Answers: 1 c 2 a 3 b 4 c 5 b 6 a

2 2.2 For each question, choose the correct answer. You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party?

This activity helps the children prepare for Part 5 of the Listening paper of the Cambridge English A2 Key for Schools exam.

Audioscript

You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party? Listen and write a letter in each box.

Girl: I'm sorry you weren't at Millie's party, William! It was great! I didn't want to go by myself so I took my brother, David.

Boy: I'm pleased you went, Katy. Did you have a good time?

Girl: Yes, we did thanks! We really enjoyed ourselves. The food was great too and we both ate some birthday cake.

Can you see the letter F? Now you listen and write a letter in each box.

Boy: So, why didn't Mia and Betty go to the party? Mia usually plays the piano. Where were they?

Girl: I know. They were on holiday, but they recorded themselves singing Happy Birthday! It was fun when Millie played it back!

Boy: What about Helen? Was she there?

Girl: Yes, she was. Helen has taught herself to play the guitar, so she played for us and we all danced.

Boy: Oh no – did Robert dance too?

Girl: Of course! He was dancing so wildly that he fell over, but he didn't hurt himself. So what about you William? How was your family trip to the safari park? Did you all enjoy yourselves?

Boy: We did thanks. I got a great photo of the monkeys! ... by the way – did you take a photo of the cake? Millie's dad usually makes an amazing cake for her.

Girl: He did, but I forgot to take a photo! He cut a big slice for all of us ... and for you too! Here it is!

Boy: Ah, thanks Katy!

Answers: 1 A 2 E 3 B 4 D 5 H

Lesson 5 Listening

Pupil's Book page 27

Lesson 5 Listening

Vocabulary

aim engine expedition hero
journey race sledge South Pole

1 2.3 Look at the photos. Where do you think the people are? What are they doing there? Listen and check your ideas.

2 2.3 Listen again and write T (True) or F (False).

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

3 2.3 Take notes to complete the table. Then listen again and check. Be a star!

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

4 Compare and contrast the two expeditions.

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

Unit 2 Listen for similarities and differences WB: pages 22-23 27

Learning objectives: Listen for similarities and differences

Vocabulary: engine, expedition, hero, journey, race, sledge, South Pole

Warm-up: Team sentences

- Play *Team sentences* (see Games bank, pages 14-17) with sentences from the last lesson.

Vocabulary

- Have the children identify the words in the vocabulary box from your definitions:
When you travel from one place to another. (journey)
Transport for people on snow or ice. (sledge)
The place that's the furthest south you can go on the planet. (South Pole)
The machine that makes a car move. (engine)
A competition to see who is the fastest. (race)
A person who people like because he is brave. (hero)
A long journey to a dangerous or remote place. (expedition)

- 1 2.3 Look at the photos. Where do you think the people are? What are they doing there? Listen and check your ideas.

Audioscript

Woman: There were two famous explorers who wanted to race to the South Pole. The British explorer Robert Scott and the Norwegian explorer Roald Amundsen. The South Pole is in Antarctica and is the coldest place on Earth. The journey to the South Pole is very difficult and dangerous because of the freezing temperatures.

Captain Scott had been to Antarctica in 1901 to do scientific research. Amundsen had spent a winter in Antarctica but hadn't yet tried to reach the South Pole.

Both men planned their expedition in different ways because they had different aims. Both wanted to reach the South Pole first, but Scott also wanted to do scientific research on the way.

Man: Scott decided to use horses, and sledges with engines. He thought they would give him an advantage. Amundsen taught himself and his men to use dogs to pull the sledges. Scott and his team started in November 1911. But it was too cold for the horses. Also, the engines on the sledges broke down. So Scott's men had to tie themselves to the sledges and pull them. This was very slow and tiring, but they continued.

Woman: Amundsen's team began their expedition in October 1911. Their dogs were good at pulling sledges in the day and keeping themselves warm at night. This helped Amundsen make good progress.

Man: Scott and his team arrived at the South Pole on 17 January 1912 – and saw a Norwegian flag. Amundsen's men had arrived there first, on 14 December 1911. Scott's team had lost the race.

Woman: After they reached the South Pole, Amundsen's team succeeded in getting back to camp safely.

Man: But Scott's team got into trouble because the weather became very bad. Their journey back to camp took longer, so they didn't have enough food. Although Scott and his men had lost the race, they are remembered as heroes – their courage and their scientific research helped us to know more about Antarctica.

- 2 2.3 Listen again and write T (True) or F (False).

Answers: 1 F 2 T 3 F 4 T 5 F 6 T

3 2.3 Take notes to complete the table. Then listen again and check.

Be a star!

Answers:

	Robert Scott	Roald Amundsen
Aim of expedition:	be first to reach South Pole, do scientific research	be first to reach South Pole
Had they been ... before?	yes	yes
Transport:	horses, sledges with engines	dogs and sledges
Start date:	November 1911	October 1911
Arrival date:	17 January 1912	14 December 1911
What happened on the way back?	Scott's team didn't have enough food.	Amundsen's team returned safely.

4 Compare and contrast the two expeditions.

- Elicit a sentence for a similarity and a difference using *both* and *whereas*, e.g. *Both expeditions used sledges. Scott used horses whereas Amundsen used dogs.* Write these sentences on the board.
- Have the children continue discussing similarities and differences in pairs. Then ask for their suggestions.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with the following words:
Column 1 - famous / reach / plan / scientific / work / make / Norwegian / lose / get
Column 2 - hard / the race / explorers / an expedition / into trouble / research / flag / good progress / the South Pole

Workbook pages 22–23

Lesson 5 Exam practice

- 1 For each question, choose the correct answer.



Jack Sheridan

Jack Sheridan has always dreamt of being an explorer. His hero is Edmund Hillary, who, with his guide Tenzing Norgay, was the first to get to the top of Mount Everest. Jack decided to take a year out before going to university. He wanted to travel, but wasn't sure where to go. He has just succeeded in getting a place on an exciting expedition in Ladakh in the Indian Himalayas. He will camp and do long walks in the low hills, then climb high into the mountains to do scientific research.

'The leader sent me a video that he had recorded on a similar expedition last year. It looks amazing,' said Jack. He is particularly interested in the range of research you can do and is looking forward to studying the stars, the weather and the geography of this beautiful mountainous region. He thinks the local culture will also be fascinating.

'This sort of journey, into remote and challenging country, seems like a great way to test yourself. You have to plan, be resourceful and work hard in a team. I'm going to film myself while I'm there. It's important to enjoy the moment, but I also want to play it back to remember exactly what it felt like to go on the biggest adventure of my life.'

- 1 Who is Edmund Hillary?
A the leader of Jack's Sheridan's expedition
B a scientific researcher in the Himalayas
C an explorer who was first to get to the top of Mount Everest

22

Unit 2 A2 Key for Schools: Reading and Writing Part 3

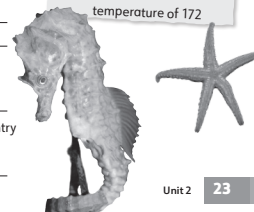
- 2 What is Jack interested in doing on his expedition?
A studying the stars, weather and geography
B planning, being resourceful and working hard
C getting a place on an exciting expedition
- 3 Why does Jack think his journey will be a great way to test himself?
A Because he's never been camping high in the mountains before.
B Because the culture will be fascinating.
C Because he will have to plan, be resourceful and work hard.
- 4 How does Jack describe Ladakh?
A He thinks it's a place he's always dreamt of.
B He thinks it's part of a remote and challenging country.
C He thinks he's not sure it's where he wants to go.
- 5 Why is Jack going to film himself while he is in Ladakh?
A Because he will be doing research on how he feels while he's there.
B Because he wants to send a video to leader of the expedition.
C Because he wants to enjoy the moments and remember them when he comes back.

Lesson 6 Learning to learn

- 1 Read the index and answer the questions.

- 1 On which page can you find information about storms?
page 220
- 2 How many entries are there for 'starfish'?
- 3 Why does 'steam engine' come after 'starfish'?
- 4 On which pages can you find the most important information about the sun?
- 5 You want to find out about whales, but there is no entry for 'whales' in the index. What would you look up?

sea creatures 14, 114–121
shells 117
stars 56–63, 129
starfish 84, 113, 177
steam engine 85, 137
storms 220
sun 14, 62–63, 100
as calendar 147
solar eclipse 35
temperature of 172



Unit 2 23

1 For each question, choose the correct answer.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

- The children read the text and use the information to choose the correct answers.
- Have the children complete the activity individually.

Answers: 1 C 2 A 3 C 4 B 5 C

Lesson 6 Writing / Learning to learn

Pupil's Book pages 28-29

Lesson 6 Writing

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. 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.

LOOK!

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

Learning to learn

Using an index

An index appears at the back of a reference book. It's a list of the main information in the book, organised 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	1 On what page is information about elephant births?
in aircraft 349	2 How many entries are there for 'electronics'?
in medicine 340	3 What do you think the bold page numbers mean?
in music 380-1	
elementary education 260-1	
elements 48-8, 177	
elephant births 136	
elephants 30, 156, 274, 173	

Learning objectives: Write an opinion essay; Understand the structure of a for-and-against essay

Materials: a book with an index to show the class

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

- Decide on the answer for paragraph 1 with the class.
- Have the children match the other paragraphs to the descriptions.
- Say the numbers of the paragraphs and have the children say the corresponding letters.

Answers: 1 c 2 b 3 d 4 a

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

- Ask the class for one example of an advantage. Then have children find the advantages and disadvantages in the text.
- Have the children raise their hands to suggest answers.

Answers: Advantages: see amazing things, find new places to live
Disadvantages: expensive, don't know if it's safe

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

- Have the children find the example phrase *On the one hand ...* in the text.
- The children find and underline six more phrases to introduce an argument.
- Ask the children for the phrases and write them on the board.

Answers: On the one hand, Firstly, In addition, On the other hand, Secondly, In conclusion, In my opinion

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

- Elicit from the class an opening sentence for the introduction and write it on the board.
- The children work in pairs to complete the rest of the plan with their own ideas.

5 Use your plan to write an opinion essay. Use some of the phrases below.

Be a star!

- The children use their plan from Activity 4 to write an opinion essay.

Suggested answer: For some people, the only time they will ever see wild animals from around the world is in a zoo. Zoos can be exciting and fun, but are they a good idea? On the one hand, there are important advantages to zoos. Firstly, they can teach us a lot about our world's animals. In addition, the animals are protected from predators and people, so endangered animals can live safely. Without zoos, some animals could become extinct. On the other hand, animals in zoos do not live a natural life. They usually don't have the same habitat as their natural home and they may not be happy. In conclusion, zoos can be great places to visit for all the family. They can protect animals, but we must remember that the animals should also be happy.

Learning to learn

Use an index

- Children read the information. Show them a real index in a reference book.

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

- Children answer the questions.
- Conduct class feedback.

Answers: 1 page 138 2 three
3 Bold indicates a page where a term is defined or where the main discussion on the subject is.

Lesson 6 Learning to learn

2 What is Jack interested in doing on his expedition?
 A studying the stars, weather and geography
 B planning, being resourceful and working hard
 C getting a place on an exciting expedition


3 Why does Jack think his journey will be a great way to test himself?
 A Because he's never been camping high in the mountains before.
 B Because the culture will be fascinating.
 C Because he will have to plan, be resourceful and work hard.

4 How does Jack describe Ladakh?
 A He thinks it's a place he's always dreamt of.
 B He thinks it's part of a remote and challenging country.
 C He thinks he's not sure it's where he wants to go.

5 Why is Jack going to film himself while he is in Ladakh?
 A Because he will be doing research on how he feels while he's there.
 B Because he wants to send a video to leader of the expedition.
 C Because he wants to enjoy the moments and remember them when he comes back.

1 **Read the index and answer the questions.**
 1 On which page can you find information about storms?
 page 220
 2 How many entries are there for 'starfish'?
 3 Why does 'steam engine' come after 'starfish'?
 4 On which pages can you find the most important information about the sun?
 5 You want to find out about whales, but there is no entry for 'whales' in the index. What would you look up?

sea creatures 14, 114-121
 shells 117
 stars 56-63, 129
 starfish 84, 113, 177
 steam engine 85, 137
 storms 220
 sun 14, 62-63, 100
 as calendar 147
 solar eclipse 35
 temperature of 172



Unit 2 23

Learning to learn

1 Read the index and answer the questions.

Answers: 1 page 220 2 three 3 The entries in an index are in alphabetical order. 4 pages 62-63 5 sea creatures

Lesson 6 Writing

Prepare to write

1 Match the information about the structure of an essay.
 Paragraph gives ...
 1 Introduction a the positive arguments
 2 Advantages b your opinion on the topic
 3 Disadvantages c general idea about the topic
 4 Conclusion d the negative arguments

2 Find and circle the expressions used to present an argument. Write them under the correct headings.
 a j u o n t h e o n e h a n d c i s i n m y o p i n i o n b l
 w x p o n t h e o t h e r h a n d l h r s e c o n d l y e
 i n a d d i t i o n d a o f f i r s t l y b i n c o n c l u s i o n

For different ideas: On the one hand
 For similar ideas: Secondly
 For the last paragraph: _____

3 Read the essay notes on the topic 'Should we make the school holidays longer?' Write the numbers in the correct columns.
 Write the numbers in the correct columns.

Introduction	Advantages	Disadvantages
2		

1 more time to travel / spend with family 6 explore new things / be creative
 2 longer school holidays = 4 weeks 7 spend most of the year at school
 3 not enough time for lessons 8 forget what we've learnt
 4 miss friends / get bored 9 make holidays longer?
 5 too hot, so learn in summer term

24 Unit 2

Prepare to write

1 Match the information about the structure of an essay.

- The children match the paragraphs to the information they contain.

Answers: 1 c 2 a 3 d 4 b

2 Find and circle the expressions used to present an argument. Write them under the correct headings.

- The children find and circle six more phrases.
- Elicit the phrases and write them on the board. Then elicit which heading each phrase goes under.

Answers: For different ideas: on the one hand, on the other hand
 For similar ideas: firstly, secondly, in addition
 For the last paragraph: in conclusion, in my opinion

3 Read the essay notes on the topic 'Should we make the school holidays longer?' Write the numbers in the correct columns.

- The children complete the table.


Answers: Introduction: 2, 7, 9 Advantages: 1, 5, 6 Disadvantages: 3, 4, 8

4 Use your own ideas to write two more advantages and disadvantages. Then write a conclusion.

- The children work in pairs to think of one more advantage and disadvantage. Then they decide what their opinion is and write a short conclusion.

4 Use your own ideas to write two more advantages and disadvantages. Then write a conclusion.
 Advantages: _____
 Disadvantages: _____
 Conclusion: _____

Ready to write

5 Write your essay on the topic, 'Should we make the school holidays longer?'


6 Read and check what you wrote in Activity 5. Tick (✓).
☐ Did I structure the essay correctly?
☐ Did I use suitable expressions to introduce my arguments?
☐ Is my conclusion supported by my arguments?
☐ Is the spelling correct? ☐ Is the grammar accurate?

7 Rewrite the essay in your notebook. Use the points in Activity 6 to improve your work.

Unit 2 25

Ready to write

5 Write your essay on the topic, 'Should we make the school holidays longer?'

6 Read and check what you wrote in Activity 5. Tick (✓).

7 Rewrite the essay in your notebook. Use the points in Activity 6 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 30

Lesson 7 Speaking

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

2 2.4 Listen to the dialogue and complete the sentences. Which watch does the boy decide to buy?

1 The black one looks really cool whereas the other looks childish.

2 I don't agree. I think it looks fun and colourful.

3 The black one is more useful though.

4 But it's much more expensive.

5 The black one needs batteries and so does the other.

6 And they're both waterproof, 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 ...

30 Unit 2 Compare and contrast two items
WB: page 26

Learning objectives: Compare and contrast two items

Vocabulary: childish, sporty, waterproof

Resources: Vocabulary 2 worksheet

Warm-up: Telephone

- Play Telephone (see Games bank, pages 14–17).
- Suggested sentences:
Zoos can be exciting and fun, but are they a good idea?
Without zoos, some animals could become extinct.
In conclusion, zoos can be great places to visit for all the family.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Ask the children: *Which word means something that is protected from water? Which word means something that seems silly because it is for little children? Which word means something that looks like it's designed for sport?*
- Ask: *Is anyone wearing anything sporty today? Has anyone got anything waterproof – a phone, a camera, a raincoat? What TV programmes do you think are childish?*

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

- Have the children look at the photos and say what similarities and differences they can see. Take a vote with a show of hands for their favourite watch.

2 2.4 Listen to the dialogue and complete the sentences. Which watch does the boy decide to buy?

- Tell the children they will hear two people talking about the watches in the photos.
- Play the audio. Have the children complete the sentences from the conversation. Play the audio again if necessary.
- Ask the children which watch Andy decided to buy.
- Have individual children read out one of their completed sentences. Ask if everyone agrees.
- Write the words on the board for everyone to check.

Audioscript

Boy: Which watch should I buy with my birthday money? I've found two and I like them both.

Girl: The black one looks really cool whereas the other looks childish.

Boy: I don't agree, I think it looks fun and colourful.

Girl: The black one is more useful, though. Look, it records information about health and fitness.

Boy: That's true, but it's much more expensive. Do they both need batteries?

Girl: Let me check ... Yes, the black one needs batteries and so does the other.

Boy: And they're both waterproof, which is good.

Girl: Why don't you get the colourful one if you like it? Then you'll have some money left over to buy something else too.

Boy: That's a good idea.

Answers: 1 cool, childish 2 fun, colourful 3 useful 4 expensive 5 batteries 6 waterproof he decides to buy the red watch

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

- Have the children look at the photos of the trainers and think about what's the same and what's different. Ask for suggestions.
- Children complete the chart. While they are doing this, draw the chart on the board.
- Invite children to come to the board and put ticks in the appropriate boxes. Ask if the class agrees. Emphasise that children may have different opinions for some sections of the chart.

Suggested answers:

	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! ★★

- Give the children a minute or two to think about what they are going to say about the trainers.
- Divide the class into pairs. Ask one pair to read out the example sentences for the start of the dialogue.


- Draw attention to the phrase box and elicit some example sentences with the phrases (e.g. *They're both expensive. These ones are colourful whereas the other ones look cool.*).
- Have the children compare ideas with their partner and decide which trainers they are going to buy.
- Ask volunteers which trainers they chose. Did everyone agree?
- Ask if any pairs would like to act out their conversation for the class.

Cooler: Shark game

- Play the *Shark game* (See Games bank, pages 14–17) with some of the key vocabulary from this unit.

Workbook page 26

Lesson 7 Functional language

1  2.3 Listen and order the sentences.

A The purple one looks really sporty. ☐


B The orange one will look better. ☐

C The purple one looks waterproof. ☐

D They're both nice. ☒

E I wondered if it looked a bit childish. ☐

F This one is purple and the other one is orange. ☐



Check-up challenge

1 Find the incorrect word in each sentence. Use the words in the box to correct them.

code journey ourselves play race
receive remote sledges system waterproof

1 Amundsen used dogs to pull his engines in the race to the South Pole. *sledges*

2 When did you send my message? I texted you last night!

3 My watch broke when I jumped into the sea because it wasn't sporty.

4 Let's record a video of the match, then we can film it back later.

5 The expedition to the South Pole took the explorers on a journey to a very upside-down place.

6 My smartphone turns words and pictures into signals.

7 Last year we took a race to one of the highest mountains in Germany.

8 I don't think he received my phone call – the navigation isn't working.

9 It was an expedition to see who could get to the finish line first.

10 My brother and I like to record himself when we practise playing the guitar.

26 Unit 2

1 2.3 Listen and order the sentences.

Audioscript

Michael: I can't decide which jacket to buy because they're both nice. Can I show you the two I like?

Emma: Of course.

Michael: This is the website. So, this one is purple ... and the other one is orange.

Emma: Yes, they're both lovely. I can see why it's difficult to decide.

Michael: I want one that I can wear when I got to play football.

Emma: The purple one looks really sporty.

Michael: I know, and so does the orange one!

Emma: Will they keep you dry in the rain?

Michael: The purple one looks waterproof and suitable for cold weather whereas the other one doesn't.

Emma: Actually, that purple one reminds me of the jacket my mum bought for my little brother last year.

Michael: Yes – I wondered if it looked a bit childish. OK – I've decided. I'll get the orange one!

Emma: Good idea! The orange one will look better on you

Answers: 1 D 2 F 3 A 4 C 5 E 6 B



Lesson 8 Think about it!

Pupil's Book page 31

- Answer question 1 as a class, asking the children to give reasons.
- Have the children answer the other questions in pairs.
- Conduct class feedback.

Answers: 1 1–3 hours 2 more than 6 hours
3, 4 Children's own answers.

2 Now look at the bar graphs. Answer the questions.

- Go over the bar graphs and check that the children understand what information each one shows. Answer question 1 as a class.
- Have the children answer the remaining questions in pairs.
- Ask volunteers to answer the questions. Ask if the class agrees.

Answers: 1 10% 2 3–6 hours 3 Most 11-year-olds spend 0–3 hours looking at a screen each day. Most 16-year-olds spend 1–6 hours looking at a screen each day. 4 Children's own answers.

3 Which do you think is better for comparing information, a pie chart or a bar graph? Why? What other types of graph could you use?

- Read the question together. Give the children some thinking time, then ask for suggestions.
- Ask the children to imagine two pie charts – one for 11-year-olds and one for 16-year-olds. Would the difference between the results for each age group be clear? (*No – a bar chart is clearer.*)
- Ask them if they know other types of graph (e.g. a line graph – good for showing progress).

4 Do a class survey on screen time (or use your own idea for a topic). Make a graph to show your results.

Be a star!

- Elicit the question that children will ask each other, e.g. *How many hours a day do you spend on a screen?* (*Less than one, one to three, three to six or six or more?*)
- Ask for ideas for alternative topics. Write some suggestions on the board. Elicit questions for these topics.
- Ask how the children will organise their results (e.g. by writing the answer options in a list with space for ticks next to each one).
- Have the children survey their classmates and record the answers. They can work individually, or in pairs or groups.
- Now have them make a pie or bar chart to show the results, by hand, on a computer, in class or later at home. Remind them to use a key or labels.
- Invite volunteers to present their graph to the class.

Lesson 8 Think about it!

1 Look at the pie chart and answer the questions.

- 1 Do more children spend 1–3 hours on a screen or 3–6 hours?
- 2 Which is the smallest group?
- 3 Which group do you fit into?
- 4 Do the results surprise you? Why / Why not?

Screen time (number of hours per day) for 11-year-olds in England

Number of hours per day

- Less than one hour a day
- 1–3 hours
- 3–6 hours
- more than 6 hours

2 Now look at the bar graphs. Answer the questions.

- 1 What percentage of 16-year-olds spend less than an hour per day on screen?
- 2 How much time do 31 per cent of 16-year-olds spend on screen?
- 3 Look at each bar graph. What are the differences between 11-year-olds and 16-year-olds?
- 4 Why do you think there are these differences?

Screen time (number of hours per day) for 11-year-olds and 16-year-olds in the UK

3 Which do you think is better for comparing information, a pie chart or a bar graph? Why? What other types of graph could you use?

4 Do a class survey on screen time (or use your own idea for a topic). Make a graph to show your results. **Be a star!**

Unit 2 Apply thinking skills: interpret and evaluate visual information WB: pages 26–27 31

Learning objectives: Apply thinking skills: interpret and evaluate visual information

Resources: Unit 2 test

Warm-up: Odd word out

- Write on the board the following groups of words:
1 *space spaceship moon planet*
2 *trainers sporty childish waterproof*
3 *spaceship car sledge South Pole*
4 *east south top west*
- Ask the children to look and decide which is the odd word out in each group and why. Invite suggestions from the class – there may be alternative answers.

Suggested answers: 1 spaceship (transport, others are features of space) 2 trainers (clothes / noun, others are adjectives) 3 South Pole (place, others are transport) 4 top (position, others are directions)

1 Look at the pie chart and answer the questions.

- Have the children look at the pie chart and elicit what it shows (*how many hours 11-year-olds in England spend looking at a screen every day*).
- Draw attention to the key and elicit how each coloured square relates to the pie chart.

Group work

Activity 4 requires the children to move around the classroom and mingle. However, if classes are very large, or there is little space in the classroom, this can be difficult. To allow the children extended speaking practice when space is limited, follow these steps.

- Follow the first three points above for Activity 4.
- Then divide the class into groups of six to eight. The children must ask questions to all other children in the group. They record their answers as above. Point out that more than one person in the group can speak at the same time. Conduct feedback and write the results for each group on the board so children can work out results for the whole class.

Cooler: Don't say yes or no

- Have a confident child join you at the front. Explain that you will ask questions for him / her to answer, but he / she must never say *yes* or *no*.
- Ask questions about today's lesson topic: *Do you use a computer a lot? Do you use your phone more? How many hours a day? Really? Isn't that too much? Where is your computer at home? In your bedroom? Are you sure?*
- Divide the class into pairs and have them take turns playing the game. Have them change roles every time someone says *yes* or *no*.

Workbook pages 26-27

Lesson 7 Functional language

1 2.3 Listen and order the sentences.

- A The purple one looks really sporty.
B The orange one will look better.
C The purple one looks waterproof.
D They're both nice.
E I wondered if it looked a bit childish.
F This one is purple and the other one is orange.

☐
☐
☐
☐
☒
☐
☐



Check-up challenge

1 Find the incorrect word in each sentence. Use the words in the box to correct them.

code journey ourselves play race
receive remote sledge system waterproof

- Amundsen used dogs to pull his ^{sledges} engines in the race to the South Pole.
- When did you send my message? I ^{remote} texted you last night!
- My watch broke when I jumped into the sea because it wasn't ^{sporty} sporty.
- Let's record a video of the match, then we can film it back later.
- The expedition to the South Pole took the explorers on a journey to a very upside-down place.
- My smartphone turns words and pictures into ^{signals} signals.
- Last year we took a race to one of the highest mountains in Germany.
- I don't think he received my phone call - the navigation isn't ^{working} working.
- It was an expedition to see who could get to the finish line first.
- My brother and I like to record himself when we practise playing the guitar.

26 Unit 2

2 Find the subject pronouns in the word search. Then write them with their reflexive pronouns.

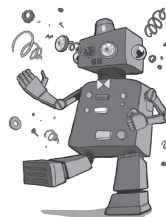
O	T	W	I
S	H	E	Y
H	E	Y	O
B	Y	O	U

- 1 they - themselves 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____

3 Complete with the correct verbs in the correct form: past simple or past perfect.

already start come fall get up go not hear try wake

I was asleep when a loud noise ¹ woke me up.
I ² _____ asleep on the sofa in the living room.
I listened for a minute but I ³ _____ it again. The
noise ⁴ _____ from my brother's bedroom, so
I ⁵ _____ and ⁶ _____ upstairs.
My brother's room was in a terrible mess and there was a broken
robot on the floor! He ⁷ _____ to make the robot
from information on the internet. But it had made a loud 'BANG!'
and broken into lots of pieces. When I came in, he
⁸ _____ to pick them up.



What I can do!

Put a tick (✓) or a cross (x).

- read and summarise a text ☐ make and use words with the suffix -ous ☐
use the past perfect to talk about events ☐ write an opinion essay ☐
use reflexive pronouns ☐ compare and contrast items ☐

In this unit, my favourite activity is: _____
Something I did well: _____
Something I could improve: _____

Unit 2 27

Check-up challenge

1 Find the incorrect word in each sentence. Use the words in the box to correct them.

Answers: 1 engines sledges 2 send receive
3 sporty waterproof 4 film play 5 upside-down
remote 6 signals code 7 race journey
8 navigation system 9 expedition race
10 himself ourselves

2 Find the subject pronouns in the word search. Then write them with their reflexive pronouns.

Answers: 1 they - themselves 2 we - ourselves
3 I - myself 4 she - herself 5 you - yourself
6 he - himself 7 you - yourselves

3 Complete with the correct verbs in the correct form: past simple or past perfect.

Answers: 1 woke 2 had fallen 3 didn't hear
4 came 5 got up 6 went 7 had tried 8 had
already started

Review 1

1 Complete the sentences with the correct words.

aim behaviour childish endangered engines
foreground journey predators send species

- This photo shows a turtle in the foreground.
- Endangered animals are at risk of dying out.
- There are many different species of monkeys living in the Amazon.
- Conservationists often study the behaviour of animals in their habitats.
- The journey to the South Pole took many weeks.
- Predators hunt other animals.
- The aim of the expedition was to reach the South Pole first.
- The bright colours on the watch look childish to me.
- Cars are powered by engines.
- He tried to send the message 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. 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 Work in pairs. Ask and answer questions about Michelle Vincent.

- How old / see / whales / first time? How long / film / whales? Where / travel / to last year?
Why / fall / in love / them? Where / observe / whales? Why / her film special?
- How old was Michelle when she saw whales for the first time? She was thirteen.

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Review 1 Units 1 and 2

Cambridge Exams practice

A2 Key for Schools

1 For each question, choose the correct answer.

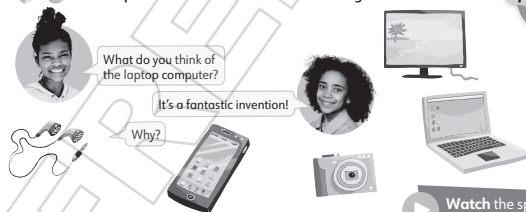
Alexander Graham Bell was a scientist and inventor. He (0) was born in Scotland but later lived (1) in the USA. He was (2) interested in how people communicate and wanted to find a way for people to speak to each other when they were in different places. In 1876, he (3) invented a machine to do this. The first person he spoke to was (4) his assistant. He said, 'Mr Watson, come here. I want to see you.' Bell (5) made the telephone - now he had to work on his design (6) to 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) would be able to see each other too. This prediction (8) has come 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 |



2 Work in pairs. Talk about these inventions together.



Watch the speaking exam practice video.

Cambridge Exams practice A2 Key for Schools: Reading and Writing Part 4; Speaking Part 2

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Learning objectives: Review vocabulary and grammar from Units 1 and 2; A2 Key for Schools Reading and Writing Part 4; Speaking Part 2

Resources: Unit 2, Review 1; Speaking exam practice video

Warm-up: Missing vowels

- Write the following vertically on the board: wtrprf / chldsh / spc trsm / xpdtn / jrny / phn cl / stlt nvgt (Solution: waterproof / childish / space tourism / expedition / journey / phone call / satellite navigation).
- Tell the children these are all words from Unit 2. They need to add the vowels a, e, i, o or u to make them complete. They can check in their books if they want.
- Give the children some thinking time and then invite volunteers to the board to write a complete word next to its reduced form. Ask if the class agrees. Ask the children if they can remember what the lesson was about where they first learnt the word.

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

- Have the children read the text quickly and say what it is about.
- Refer them to the example and ask why it is *went* (we know exactly when the action happened).
- Elicit the answer for numbers 2 and 3 and ask the children to explain why.
- Have the children continue the activity individually and then compare with a partner.
- Ask children to read out the sentences. Ask if everyone agrees.

Answers: 1 went 2 saw 3 had never seen 4 fell
5 has observed 6 has taken 7 travelled 8 had filmed

3 Work in pairs. Ask and answer questions about Michelle Vincent.

- Elicit the complete questions for each of the prompts and have the class repeat.
- Divide the class into pairs and have them take turns asking and answering about Michelle.
- Then have them repeat the activity, with the person answering using their memory and not the book.

1 Complete the sentences with the correct words.

- Refer the children to the example sentence.
- Have the children continue the activity individually.
- Write numbers 1-10 on the board. Invite children to come and write a word each. Ask if everyone agrees.

1 For each question, choose the correct answer.

This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge A2 Key for Schools exam. The children should be encouraged to read the text quickly for an overview before starting the activity.

- Have the children read the text quickly and say who the text is about and why he is famous.
- Elicit the answer for number 1 and have the class read out the complete sentence containing the example and number 1. Point out that 'hearing' the complete sentence is often useful to help find the right word.
- Have the children complete the activity individually.
- Ask children to read out complete sentences. Ask if the others agree. Write the words on the board.

Answers: 1 A 2 B 3 B 4 C 5 A 6 C 7 B 8 C

2 Work in pairs. Talk about these inventions together.

This activity helps the children prepare for Part 2 of the Speaking paper in the Cambridge English A2 Key for Schools exam.

- Point to the different items pictured and have the children call out what the items are.
- Role-play the dialogue with a confident child.
- The children work in pairs. They ask and answer questions about the inventions shown on the page.
- Circulate, monitor and help.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with some key vocabulary from this Review.

