

# 2

# Inspiring ideas

## Lesson 1 Vocabulary

### 1 Unscramble the words and complete the sentences.

- 1 I can't read the poster – you've put it on the wall **eudspi-wodn** upside-down.
- 2 Every year, better and faster computers are **doleevdep** \_\_\_\_\_.
- 3 My main **mia** \_\_\_\_\_ is to get better at speaking English.
- 4 When we went sailing, we used a compass to **vigaaten** \_\_\_\_\_.
- 5 If you don't understand that other people think differently, you are **wonrar-denmid** \_\_\_\_\_.
- 6 Emily practised hard but she **dlafie** \_\_\_\_\_ to get into the team.
- 7 If at first you don't **cucesde** \_\_\_\_\_, try again.
- 8 If you don't have a positive **udetttai** \_\_\_\_\_, you won't be successful.
- 9 He is **pone-ddnime** \_\_\_\_\_, always listening to what everyone has to say.
- 10 Dan has made a lot of **sperosg** \_\_\_\_\_ in his work – he has become much better.

### 2 Complete the conversation using words from Activity 1.

Write the verbs in the correct form.

**A:** Are you making <sup>1</sup> progress on your history project about Christopher Columbus?

**B:** Yes, thanks, it's finished. I'm printing it out now. Did you know Columbus's <sup>2</sup> \_\_\_\_\_ was to reach China by sailing west from Europe?

**A:** Yes, I did. But Europeans didn't know that America was there between Europe and Asia, so Columbus couldn't <sup>3</sup> \_\_\_\_\_ correctly, and he <sup>4</sup> \_\_\_\_\_.  
But although his plan didn't <sup>5</sup> \_\_\_\_\_, he discovered a new continent.

**B:** Some people say Columbus wasn't important because he didn't really discover America. There were already people living there.

**A:** I think that <sup>6</sup> \_\_\_\_\_ is a <sup>7</sup> \_\_\_\_\_ one.  
His explorations were very important because he <sup>8</sup> \_\_\_\_\_ people's understanding of the world.

**B:** I agree. He made Europeans more <sup>9</sup> \_\_\_\_\_ about the world.

**A:** Ah! My report has finished printing. Oh, no! My picture of Columbus is <sup>10</sup> \_\_\_\_\_! How did that happen?



## Lesson 2 Reading comprehension

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

Some people think this map is <sup>1</sup> **open-minded** / **upside-down**. This is because on maps, north is usually at the <sup>2</sup> **top** / **bottom**. The reason for this is that early <sup>3</sup> **European** / **Australian** sailors used the North Star to <sup>4</sup> **navigate** / **sail** and they believed that where they lived was the centre of the world. Like them, we sometimes think the history of our own country is more important than the history of other places in the world. This <sup>5</sup> **progress** / **attitude** is narrow-minded because we <sup>6</sup> **succeed** / **fail** to see that every country plays a part in world history. This is shown by some facts that sometimes surprise Europeans:



- The first university in the world was in <sup>7</sup> **Morocco** / **Italy**.
- The <sup>8</sup> **Italians** / **Chinese** produced the first long, thin pasta in the world.
- The numbers we use (1, 2, 3, etc.) come from <sup>9</sup> **Europe** / **India**.

### 2 Match to make sentences summarising the text.

- |   |   |
|---|---|
| 1 Maps usually                            | a our own country first.                                |
| 2 An Australian made an upside-down map   | b people there thought it was the most important place. |
| 3 North is at the top of maps because     | c show north at the top.                                |
| 4 Europe is in the centre of maps because | d to see how important progress in other countries is.  |
| 5 In history, we study                    | e to show that north doesn't need to be at the top.     |
| 6 This can sometimes mean we fail         | f early sailors used the North Star to guide them.      |

## Working with words

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

humour      adventure      ~~fame~~      courage      danger      mountain

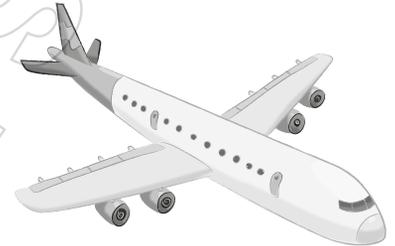
- 1 She's a very famous actress. She's been in lots of films.
- 2 My uncle tells lots of jokes. He's really \_\_\_\_\_.
- 3 Don't be so scared – you should be more \_\_\_\_\_.
- 4 Take care when you're cycling. It can be \_\_\_\_\_.
- 5 I wouldn't be a good explorer. I'm not \_\_\_\_\_ enough.
- 6 The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

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 verb.

- 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 \_\_\_\_\_  
 (not pick) it up. My sister 3 \_\_\_\_\_ (make) the beds, but she  
 4 \_\_\_\_\_ (forget) to sweep the floor. I 5 \_\_\_\_\_  
 (wash up) but I 6 \_\_\_\_\_ (not vacuum) the carpets. The kitchen  
 looked terrible too because my brother 7 \_\_\_\_\_ (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'd done my homework** \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

However, I hadn't \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

## 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 Complete the text with the words in the box.

myself    yourself    himself    herself    ourselves    yourselves    themselves

**SEND**    **TO** Sue Jenkins

Hi Sue,

I'm sorry you weren't at Millie's party! It was great! I didn't want to go by <sup>1</sup> myself so I took my brother. Clare and Lara weren't there because they were on holiday, but they recorded <sup>2</sup> \_\_\_\_\_ singing *Happy birthday*. It was fun listening when Millie played it back. Hannah has taught <sup>3</sup> \_\_\_\_\_ to play the guitar, so she played for us, and then we all danced. Phil was dancing so energetically that he fell over, but he didn't hurt <sup>4</sup> \_\_\_\_\_. We really enjoyed <sup>5</sup> \_\_\_\_\_.

How was your family trip to the safari park? Did you all enjoy <sup>6</sup> \_\_\_\_\_? And did you film <sup>7</sup> \_\_\_\_\_ with a monkey, like you promised?!

See you soon,  
Izzy 😊



1  Read the article about a young man going on an expedition.

Are sentences 1–7 ‘Right’ (A) or ‘Wrong’ (B)?

If there is not enough information to answer ‘Right’ (A) or ‘Wrong’ (B), choose ‘Doesn’t say’ (C).



### 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.’

**Example:**

- 0 Only one man has ever got to the top of Mount Everest.  
A Right                      **B Wrong**                      C Doesn't say
- 1 Jack is a student at university.  
A Right                      B Wrong                      C Doesn't say
- 2 The expedition is very expensive.  
A Right                      B Wrong                      C Doesn't say
- 3 Jack will spend time doing scientific investigation.  
A Right                      B Wrong                      C Doesn't say
- 4 Jack is interested in finding out how people live in the Himalayas.  
A Right                      B Wrong                      C Doesn't say
- 5 There will be a special test at the end of the expedition.  
A Right                      B Wrong                      C Doesn't say
- 6 It isn't important to Jack to have his own record of the expedition.  
A Right                      B Wrong                      C Doesn't say
- 7 Jack will complete the expedition on his own.  
A Right                      B Wrong                      C Doesn't say

**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



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 r 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 i r s t l y b n i n c o n c l u s i o n

For different ideas	For similar ideas	For the last paragraph
<u>On the one hand</u>	<u>Secondly</u>	
_____	_____	_____
_____	_____	_____

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

- |   |                                    |
|---|------------------------------------|
| 1 more time to travel / spend with family     | 6 explore new things / be creative |
| 2 <del>longest school holiday</del> - X 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 to learn in summer term             |                                    |

Introduction	Advantages	Disadvantages
<u>2</u>	_____	_____

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.

Ask yourself:

- 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.

## Lesson 7 Functional language

### 1 Complete the conversation with phrases from the box.

~~they're both~~ sporty this one is whereas the other  
waterproof so does will look better childish

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

**Zoë:** Of course.

**Ralf:** This is the website. So, 2 \_\_\_\_\_ purple ...  
and the other one is orange.

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

**Ralf:** I want one that I can wear when I go to play football.

**Zoë:** The purple one looks really 3 \_\_\_\_\_.

**Ralf:** I know, and 4 \_\_\_\_\_ the orange one!

**Zoë:** Will they keep you dry in the rain?

**Ralf:** The purple one looks 5 \_\_\_\_\_ and suitable for  
cold weather 6 \_\_\_\_\_ one doesn't.

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

**Ralf:** Yes – I wondered if it looked a bit 7 \_\_\_\_\_. OK – I've decided.  
I'll get the orange one!

**Zoë:** Good idea! The orange one 8 \_\_\_\_\_ on you.



### Check-up challenge

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

remote play progress ~~sledges~~ waterproof fail

sledges

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

2 If we succeed to understand other countries' attitudes, we are narrow-minded.

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 If we study a lot, we'll make good aim.

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

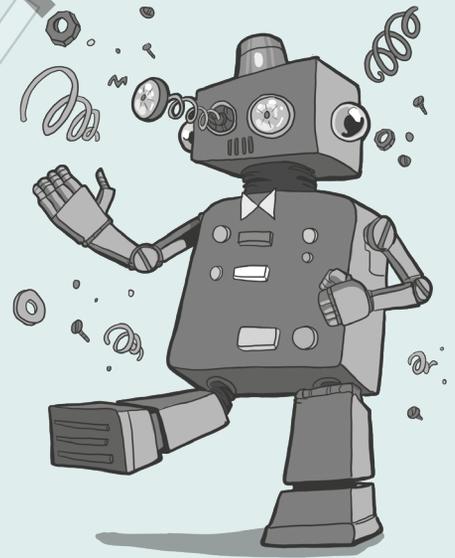
O	<sup>1</sup> T	<sup>2</sup> W	<sup>3</sup> I
<sup>4</sup> S	H	E	<sup>5</sup> Y
<sup>6</sup> H	E	Y	O
B	<sup>7</sup> Y	O	U

- 1 they – themselves  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_

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

fall    come    get up    go    not hear    already start    try    **wake**

I was asleep when a loud noise <sup>1</sup> woke me up.  
 I <sup>2</sup> \_\_\_\_\_ asleep on the sofa in the living room.  
 I listened for a minute but I <sup>3</sup> \_\_\_\_\_ it again. The  
 noise <sup>4</sup> \_\_\_\_\_ from my brother's bedroom, so  
 I <sup>5</sup> \_\_\_\_\_ and <sup>6</sup> \_\_\_\_\_ upstairs.  
 My brother's room was in a terrible mess and there was a broken  
 robot on the floor! He <sup>7</sup> \_\_\_\_\_ 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  
<sup>8</sup> \_\_\_\_\_ to pick them up.



## What I can do!

1 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

2 My unit progress

1 My favourite activity:

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2 Something I did well:

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3 Something I could improve:

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