

2 Inspiring ideas

Lesson 1 Reading

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

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

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

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

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

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

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

A narrow-minded view of HISTORY

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



22 Unit 2 Read an information text
WB: page 18

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

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

Look at these quiz questions.

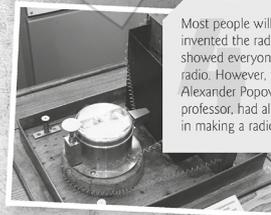
- 1 Where was the world's first university? 3 Where does the number system we use come from?
2 Who produced the first spaghetti? 4 Who invented the radio?

Let's look at the answers.

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

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

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



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

Did any of those answers surprise you?

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

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

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

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

Resources: (PK) - Unit 2, Lesson 1, Vocabulary tool; (TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.7

Materials: Class Audio CD1

Warm-up: Alphabet countries

- Write the alphabet on the board in four columns (A–G, H–N, O–U, V–Z) with space to write a word after each letter.
- Divide the class into two teams. The teams take turns and have five seconds each time to think of a country starting with one of the letters – only one country per letter. Write each team's words in a different colour next to the letters.

- If a team takes longer than five seconds to suggest a word, they must stop and the other team continues until they also have no more words.
- Count the words in each colour to see who won.

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

- Have the children look at the map and ask what is unusual about it. (*The map is upside-down compared to most maps of the world.*)
- Give the children some thinking time for questions 2 and 3 before asking for their suggestions. Do not confirm or reject any answers yet.
- Ask the children where they think this text comes from. (*non-fiction, possibly a history book*)

Answers: 1 The map is upside-down. 2 To make people think about why north is usually at the top of a map. 3 Children's own answers.

- 2  1.7 Read the article quickly to check your answers in Activity 1. How many quiz questions did you answer correctly?
- Give the children a few minutes to scan the text and check their answers to the questions in Activity 1.
 - Ask them how many quiz questions they answered correctly. Say numbers 1–4 and have the children raise their hands for the number of correct answers they got.
 - Play the audio if the children need additional support.

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

- Children scan the text to find the words in the vocabulary panel.
- Ask 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 135 of the Pupil's Book.
- Then use the dictionary on page 135 to give definitions in the following order to elicit the words: *progress, attitude, navigate, develop, succeed, fail, narrow-minded, open-minded, aim, upside-down.*

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

- Give the children some time to think about the three sentences and decide which is the main message of the text. Have them compare ideas with the child next to them.
- Read out the sentences and have the children raise their hands for the one they believe is the main message. Ask some of the children who don't have their hands raised each time why they didn't choose that one.

Answer: 3

Teaching star! ★

Extension

Use this extra activity to encourage interaction and develop memory skills.

- Divide the class into pairs and have them take turns asking and answering the quiz questions on page 23. Have them give extra information where possible in their answers.
- Finish by challenging the children to ask you questions from the quiz or other general knowledge questions about inventions or discoveries.

Cooler: Disappearing words

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

Workbook page 18

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 **uodspiwodn** *upside-down*.
- 2 Every year, better and faster computers are **devevdep**.
- 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 **wonror-denmid**.
- 6 Emily practised hard but she **dlafie** to get into the team.
- 7 If at first you don't **ucesde**, try again.
- 8 If you don't have a positive **udetttai**, you won't be successful.
- 9 He is **pone-dnime**, 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 ¹ **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 ² **aim** 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 ³ **navigate** correctly, and he ⁴ **failed**.

But although his plan didn't ⁵ **succeed**, he ⁶ **developed** 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 ⁷ **narrow-minded** is a ⁸ **poor** one. His explorations were very important because he ⁹ **opened** people's understanding of the world.

B: I agree. He made Europeans more ¹⁰ **open-minded** about the world.

A: Ah! My report has finished printing. Oh, no! My picture of Columbus is ¹¹ **upside-down**! How did that happen?



18 Unit 2

1 Unscramble the words and complete the sentences.

Answers: 1 upside-down 2 developed 3 aim
4 navigate 5 narrow-minded 6 failed
7 succeed 8 attitude 9 open-minded
10 progress

2 Complete the conversation using words from Activity 1. Write the verbs in the correct form.

Answers: 1 progress 2 aim 3 navigate
4 failed 5 succeed 6 attitude 7 narrow-minded
8 developed 9 open-minded
10 upside-down

- Ask pairs to read out both the original sentence and their corrected sentence. Ask if the class agrees. Write the underlined and corrected parts on the board for each sentence.

Answers: 1 east south 2 Italy China 3 Russia India 4 1088 859

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

- Refer the children to the example. Point out that *world history* is also a correct phrase and ask why it doesn't fit here (because of the verb *drew*). Remind the children to look not just at the gap but at the whole sentence.
- Have the children continue the activity individually.
- Have volunteers read out a sentence each. Ask if the class agrees.

Answers: 1 maps 2 north 3 attitude 4 fail 5 developed 6 history

Teaching star!

Pairwork

Have 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 85 words).
- Tell them the aim is to reduce the text to 65 words but still include the important information.
- Do the first two sentences as an example: *When Europeans travelled by boat, they navigated by the North Star so they put north at the top of their maps.*
- 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 65 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 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.

Lesson 2 Reading comprehension

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

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



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

maps history developed north attitude fail

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

3 Discuss the questions.

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



Values

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

Working with words

Suffixes: -ous

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

Noun: danger

Adjective: dangerous

Some noun endings change before -ous.

Noun: fury

Adjective: furious

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

humour adventure fame courage

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

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

Resources: (PK) - Unit 2, Lesson 2; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 2

Materials: Class Audio CD1

Warm-up: What's the last word?

- Play *What's the last word?* (see Games Bank, pages 14–17) with track 1.7 from Lesson 1.
- Suggested words to pause after: *trade, guide, Europe, scientists, progress, attitude, fail, history.*

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

- Refer the children to the example answer. Ask them where east usually is on a map (on the right). Ask where it is on the map on page 22 (on the left). Elicit an alternative correction for the sentence: *The upside-down map shows east on the left and west on the right.*
- Have the children continue the activity individually and then check with a partner.

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 courage – courageous 3 humour – humorous
4 fame – famous

Values

- Give the children some time to think about the *Values* question.
- Ask them if they agree with the question, and why or why not.
- Explain that the important thing is to always be open-minded. Your opinion and another person's opinion about history may be different. That does not mean they are wrong!

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*).

Workbook page 19

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 ¹ open-minded / upside-down. This is because on maps, north is usually at the ² top / bottom. The reason for this is that early ³ European / Australian sailors used the North Star to ⁴ 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 ⁵ progress / attitude is narrow-minded because we ⁶ 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 ⁷ Morocco / Italy.
- The ⁸ Italians / Chinese produced the first long, thin pasta in the world.
- The numbers we use (1, 2, 3, etc.) come from ⁹ 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 humorous.
- 3 Don't be so scared – you should be more courageous.
- 4 Take care when you're cycling. It can be dangerous.
- 5 I wouldn't be a good explorer. I'm not adventurous enough.
- 6 The place where we go skiing is very mountainous.

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 upside-down 2 top 3 European
4 navigate 5 attitude 6 fail 7 Morocco
8 Chinese 9 India

- 2 Match to make sentences summarising the text.

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

1 Look and read.

Graphic Grammar

Past perfect

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

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

2 Underline the action or event that happened first.

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

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

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

- 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.
- I didn't get your call because I (left) my phone at home.

4 Work in pairs. Use the prompts to make sentences.
Start each sentence with **I was ... when I arrived home because ...** (Be a star!)

bake / cake	tidy / my bedroom	break / my laptop
invite / my friend for dinner	eat / my chocolate	lose / my video game

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

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 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 action or event that happened first.

- Refer the children to the example sentence. Ask them if they think this person knew about Alexander Popov 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 had travelled west
3 he'd put up the painting upside-down 4 I'd left my newspaper there

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

Grammar: Past perfect tense

Resources: (PK) - Unit 2, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: Backs to the board

- Play *Backs to the board* (see Games Bank, pages 14–17) with words from Lesson 1.
- Suggested words: *east, calendar, university, map, narrow-minded, upside-down*.

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 Alexander Popov, arrow indicates we start in the past and then look back further into the past*).
- Have 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 5 had left

4 Work in pairs. Use the prompts to make sentences. Start each sentence with *I was ... when I arrived home because ...* **Be a star!**

- Ask two children to read out the example sentences and have the class give suggestions for how to finish the second one (e.g. *someone had broken my laptop*).

- Children continue the activity in pairs. Encourage them to think of their own ideas to complete the sentences too.
- Invite volunteers to give examples of their sentences.

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
Post 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 **hadn't picked** (pick) it up. My sister ³ **hadn't made** (make) the beds, but she ⁴ **hadn't washed** (wash) up but I ⁵ **hadn't vacuumed** (vacuum) the carpets. The kitchen looked terrible too because my brother ⁶ **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'd done my homework.

However, I hadn't _____

20 Unit 2 Go to Grammar reference page 119

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 verb.

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 *Grammar reference* page 119 to help them when completing these activities.

Lesson 4 Language in use

1 1.8 Listen and say.

film play back



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

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

2 Complete the sentences with the correct reflexive pronoun.

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

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

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

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

26 Unit 2 Use reflexive pronouns
WB: page 21

Vocabulary

- Refer the children to the vocabulary panel 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.
- 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)

1 1.8 Listen and say.

- Have the children look at the photo. Ask *Who can you see? (Laura and Julia) Where do you think they are? 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 about the photo. 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.

Learning objectives: Use reflexive pronouns

Vocabulary: film, play back

Resources: (PK) - Unit 2, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.8 and Language in use video

Materials: Class Audio CD1

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 item (connected with a 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. The sentence gets one action longer every time.
- 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.

- 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 pronoun.

- 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.
- Ask children to read out the completed sentences. Ask if the class agrees. Write the correct words on the board.

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 a few examples of things people can teach themselves and what they can use to help them. Then give a little more thinking time for the children to think of more ideas.
- Have the children raise their hands to 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?*).

- Divide the class into pairs and have them make new dialogues with activities of their choice. Remind them to use the dialogue in Activity 1 as a model.
- Ask if any pairs would like to perform their dialogue for the class.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games Bank, pages 14–17) with a section of the dialogue in Activity 1: from *I'm teaching myself ...* to *... lots of different things.*

Workbook page 21

Lesson 4 Language in use

1  Circle the correct words to complete the sentences.

1 'Make lunch for ____,' our dad said as he left the house.
A themselves B ourselves C yourselves

2 My brother nearly cut ____ with the bread knife.
A himself B herself C itself

3 After lunch, I decided to film ____ singing a song I had written.
A yourself B myself C himself

4 'You can't film ____!' said my brother.
A myself B itself C yourself

5 'But it's easy,' I argued. 'Jenny taught ____ how to do it.'
A yourself B herself C himself

6 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 ____ myself ____ so I took my brother. Clare and Lara weren't there because they were on holiday, but they recorded ____ singing *Happy Birthday*. It was fun listening when Millie played it back. Hannah has taught ____ 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 _____. We really enjoyed ____.

How was your family trip to the safari park? Did you all enjoy ____? And did you film ____ with a monkey, like you promised?!

See you soon,
Izzy 

Go to Grammar reference page 119 Unit 2 21

If done in class:

- refer the children to the example and ask *Why 'yourselves'?* (*The dad is talking to the children, so it's 'you' even if it's not mentioned.*)
- have the children choose the correct word for the other sentences.
- have children read out complete sentences. Ask if everyone agrees.

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

2 Complete the text with the words in the box.

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

Grammar reference (page 119)

1 Complete the sentences with the correct tense: past simple or past perfect.

Answers: 1 had lost 2 wasn't 3 had seen
4 had gone 5 didn't play

2 Complete the sentences with the correct reflexive pronoun.

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

Remind the children that they can refer to *Grammar reference* page 119 to help them when completing these activities.

1 Circle the correct words to complete the sentences.

- This activity helps prepare the children for part 2 of the Reading and Writing paper of the Cambridge English Key for Schools exam. The children should be encouraged to read the complete sentence to themselves to check it sounds good.

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

Lesson 5 Listening

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

engine
expedition
hero
journey
race
sledge
South Pole

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

- 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 1.9 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**

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.

Learning objectives: Listen for similarities and differences

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

Resources: (PK) - Unit 2, Lesson 5; (PRC) - Review audio track 1.9

Materials: Class Audio CD1

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 panel 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)

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

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

3 1.9 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 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."

22 Unit 2

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

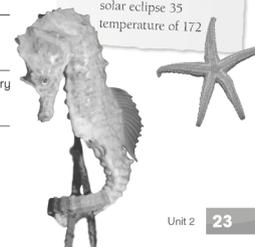
2 How many entries are there for 'starfish'?

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, 137
 steam engine 85, 137
 storms 220
 sun 14, 62–63, 100
 as calendar 147
 solar eclipse 35
 temperature of 172



Unit 2 23

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).

- This activity helps prepare the children for part 4 of the Reading and Writing paper of the Cambridge English Key for Schools exam.

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

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 and to progress. In addition, if we can't continue to live on Earth in the future, we will need to find new planets to live on.

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

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

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

Advantages: 1 _____
 2 _____

Disadvantages: 1 _____
 2 _____

3 Underline the words or expressions the writer uses to introduce an argument.
 On the one hand, there are ...

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

Introduction: _____
 Advantages: 1 _____
 2 _____
 Disadvantages: 1 _____
 2 _____
 Conclusion: Our opinion: _____

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

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

Learning to learn

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

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

electronics	1
in aircraft 349	
in medicine 249	
in music 380–3	
elementary education 200–1	
elephants 48–3, 177	
elephant birds 158	
elephants 10, 126, 271, 273	

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

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.
- 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.

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

Resources: (PK) - Unit 2, Lesson 6

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.
- 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

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.

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 84–83, 129
 starfish 84, 113, 177
 steam engine 83, 137
 storms 220
 sun 14, 62–63, 100
 six calendar 87
 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.**

o n t h e o n e h a n d o r s i n m y o p i n i o n b l
 x p o n t h e o t h e r h a n d t h r e 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 u t i n c o n c l u s i o n

For different ideas For similar ideas For the last paragraph

On the one hand Secondly

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 longest-school-holiday—4 weeks 7 spend most of the year at school
 3 not enough time for lessons 8 forget what you've learnt
 4 miss friends / get bored 9 make holidays longer?
 5 too hot to learn in summer term

Introduction	Advantages	Disadvantages
2		

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

Advantages: _____
 Disadvantages: _____
 Conclusion: _____

Unit 2 24

Prepare to write

1 **Match the information about the structure of an essay.**

- 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.**

- 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.**

- Children complete the table using Activity 1 as a guide.

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.**

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

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.**

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

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



childish sporty waterproof

2 1.10 Listen to the dialogue and complete the sentences. Which watch does the boy decide to buy?

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

Vocabulary

- Refer children to the vocabulary panel 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 1.10 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

Learning objectives: Compare and contrast two items

Vocabulary: childish, sporty, waterproof

Resources: (PK) - Unit 2, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity; (PRC) - Review audio track 1.10

Materials: Class Audio CD1

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.



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 Complete the conversation with phrases from the box.

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

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

2 If we succeeded 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.

26 Unit 2

1 Complete the conversation with phrases from the box.

Answers: 1 they're both 2 this one is 3 sporty 4 so does 5 waterproof 6 whereas the other 7 childish 8 will look better

- Draw attention to the key and elicit how each coloured square relates to the pie chart.
- 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 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 Carry out 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.

- Do more children spend 1–3 hours on a screen or 3–6 hours?
- Which is the smallest group?
- Which group do you fit into?
- 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.

- What percentage of 16-year-olds spend less than an hour per day on screen?
- How much time do 31 per cent of 16-year-olds spend on screen?
- Look at each bar graph. What are the differences between 11-year-olds and 16-year-olds?
- 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

Age Group	Less than one hour a day	1–3 hours	3–6 hours	more than 6 hours
AGE 11	40%	10%	14%	6%
AGE 16	40%	47%	31%	12%

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 Carry out 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: (PK) - Unit 2, Lesson 8; (TRC) - (TG) - Unit test

Warm-up: Odd word out

- Write on the board the following groups of words:
 - space spaceship moon planet
 - trainers sporty childish waterproof
 - spaceship car sledge South Pole
 - 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*).

Teaching star! ★

Group work

Activity 4 requires 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 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 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?

Zoe: Of course.

Ralf: This is the website. So, 2 _____ purple ...
and the other one is orange.

Zoe: 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.

Zoe: The purple one looks really 3 _____.

Ralf: I know, and 4 _____ the orange one!

Zoe: Will they keep you dry in the rain?

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

Zoe: 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!

Zoe: 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

1 Amundsen used dogs to pull his sledges 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.

26 Unit 2

2 Find the subject pronouns in the wordsearch. 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
- 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 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.

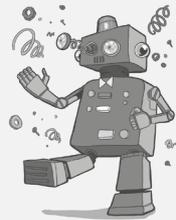
My brother's room was in a terrible mess and there was a broken

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!

1 Put a tick (✓) or a cross (✗).

read and summarise a text

use the past perfect to talk about events

use reflexive pronouns

make and use words with the suffix -ous

write an opinion essay

compare and contrast items

2 My unit progress

1 My favourite activity: _____

2 Something I did well: _____

3 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 succeed
fail 3 sporty waterproof 4 film play
5 upside-down remote 6 aim progress

2 Find the subject pronouns in the wordsearch. 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 verb 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

- 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 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.

4 Complete the words to make compound nouns.

- Elicit a compound word starting with *rain*. See if the children can find more than one alternative (*rainbow, raincoat*).
- Have the children make compound nouns with the other words.
- Ask for suggestions to finish the words and write all possible alternatives on the board.

Answers: 1 rainforest 2 earphones 3 background
4 waterproof 5 campsite 6 countryside

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

- Go over the example and then elicit the missing noun for the adjective *famous*. Then have the children complete the other missing words.
- Ask children for their answers and write them on the board.

Answers: dangerous, fame, curious, courage,
anxious

6 Read the article about a famous inventor. Choose the best word (A, B or C) for each space.

This activity helps prepare the children for part 5 of the Reading and Writing paper of the Cambridge Key for Schools exam. The children should be encouraged to read the text quickly for an overview before starting the exercise.

- 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

Cooler: Disappearing words

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

