

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** _____.
- 3 Did you **cerevei** _____ my text last night?
- 4 When we travel by car, we always use the satellite **vigaatoni** _____ system.
- 5 I'd like to invent a new **rtpduco** _____ that uses mobile phone technology.
- 6 Different **liagsns** _____ go from one mobile to others.
- 7 I can't make a call - the phone **msyest** _____ isn't working.
- 8 The first mobile **nehop allc** _____ was made in 1972.
- 9 Please **dsne** _____ Dad a message to tell him we're at the restaurant.
- 10 The internet helps us to stay **cdtenenoc** _____ 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 _____ in a different place.
- 2 a Julia doesn't want her mum to follow the _____.
b She thinks that the information isn't received _____.
- 3 a The girl wants to buy a _____.
b She isn't interested in buying _____ to go with it.
- 4 a Perfect Pizza have developed a new system so customers can _____.
b Perfect Pizza customers won't need to make a _____ to order pizza.



Lesson 2 / Reading comprehension

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

- 1 Scientists in **the UK** / **Germany** had used some kind of mobile phone before 1972.
- 2 Smartphone computers can change pictures into **code** / **signals**.
- 3 Phone companies use an antenna to **receive** / **signal** messages from your phone.
- 4 **Systems** / **Smartphones** are small, special computers.
- 5 Your phone's **satellite navigation** / **code** follows your car.
- 6 Every phone has a different **antenna** / **SIM** card.
- 7 We used to use **cameras** / **maps** to move from one place to another.
- 8 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

- 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 ...	<i>was</i>	_____	_____	_____	_____	_____
Past perfect I ...	_____	<i>had done</i>	_____	_____	_____	_____

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 _____ (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 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

- sang 'Happy Birthday'
- danced
- took photos
- was at a safari park
- played the guitar
- ate cake
- played the piano
- cut the cake



- 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

- 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



Prepare to write

1 Match the information about the structure of an essay.

Paragraph

- 1 Introduction
- 2 Advantages
- 3 Disadvantages
- 4 Conclusion

gives ...

- a the positive arguments
- b your opinion on the topic
- c general idea about the topic
- 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

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
- 2 ~~longest school holiday - X weeks~~
- 3 not enough time for lessons
- 4 miss friends / get bored
- 5 too hot to learn in summer term
- 6 explore new things / be creative
- 7 spend most of the year at school
- 8 forget what we've learnt
- 9 make holidays longer?

Introduction	Advantages	Disadvantages
2 _____	_____	_____

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.

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~~ ^{sledges} in the race to the South Pole.
- 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.

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

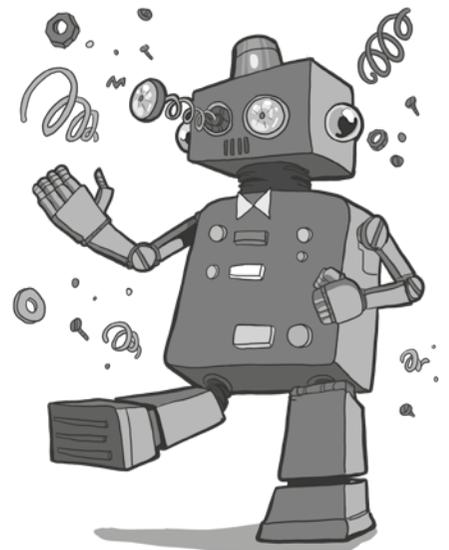
O	¹ T	² W	³ I
⁴ S	H	E	⁵ Y
⁶ H	E	Y	O
B	⁷ Y	O	U

- 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 | <input type="checkbox"/> | make and use words with the suffix -ous | <input type="checkbox"/> |
| use the past perfect to talk about events | <input type="checkbox"/> | write an opinion essay | <input type="checkbox"/> |
| use reflexive pronouns | <input type="checkbox"/> | compare and contrast items | <input type="checkbox"/> |

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