



Vocabulary Adverbs of possibility, manner and opinion

Do you remember?

Complete the sentences with the name of a classmate and an adverb of probability in the box.

almost certainly • definitely • maybe • perhaps • possibly • potentially • probably

- 1 _____ will _____ create an important invention.
- 2 _____ is _____ going to pass all their exams.
- 3 _____ will _____ become famous.
- 4 _____ is _____ going to travel the world.
- 5 _____ has an untold secret.

1 ★★☆☆ Write the adjectives in their adverb form.

- 1 surprising → _____
- 2 careful → _____
- 3 interesting → _____
- 4 unfortunate → _____
- 5 angry → _____
- 6 fast → _____

2 ★★★☆☆ Choose the best option to complete each sentence.

- 1 She slammed the door **angrily/perfectly** as she left.
- 2 The clock strikes at **maybe/exactly** six o'clock.
- 3 Simon will **definitely/potentially** arrive on time. He's extremely reliable.
- 4 Lemi put the baby in bed **surprisingly/carefully**. He didn't want to wake him.
- 5 I normally enjoy his books but **potentially/interestingly** I didn't enjoy his last one.
- 6 When Kara explained the situation, I understood **possibly/perfectly**.

3 ★★★☆☆ Complete the sentences with the type of adverb in brackets.

- 1 _____ (**opinion**), the woman survived after being bitten by the spider.
- 2 Some animals will _____ (**high probability**) become extinct in the next ten years.
- 3 Jake wakes up knowing how to speak Italian _____ (**manner**).
- 4 Cyclists are asked to ride _____ (**manner**) through the park.

4 ★★★☆☆ Work in pairs. Read each sentence and choose a or b.

- 1 Which sentence shows that going to the beach is just a possibility?
 - a We'll probably go to the beach in the summer.
 - b Maybe we'll go to the beach in the summer.
- 2 Which sentence shows that the person thought the team would win?
 - a Surprisingly, the team didn't win the competition.
 - b Unfortunately, the team didn't win the competition.
- 3 Which sentence shows that Kim doesn't make any mistakes when he writes?
 - a Kim always writes carefully.
 - b Kim always writes perfectly.

REAL
LIFE

A foreign exchange student is coming to stay with you for the weekend. Prepare a voice note or write a short email telling them what to expect when they are with you, including the weather, possible plans and who might be there.



Do you remember?

Complete the memory challenge grid with different branches of science. Work with a partner to complete any you missed. Then play Science Tennis!

Fossils!

Palaeontology!

What branch of science is the study of ...

organisms and the environment? _____	the human mind? _____	fossils? _____	the Earth? _____
illnesses and injuries? _____	all living things? _____	energy and matter? _____	the weather? _____
genes and how they are inherited? _____	plants? _____	stars and planets? _____	elements and compounds? _____

- 1 ★★☆☆ Look at the pictures and choose the correct branch of science.



1 zoology/chemistry



2 medicine/biology



3 meteorology/palaeontology



4 physics/psychology

- 2 ★★★☆☆ Are the sentences T (true) or F (false)? Correct the false sentences.

- Palaeontology is the study of plants. _____

- Astronomy is a physical science. _____

- Zoology, medicine and botany are life sciences.

- Psychology is the study of the human mind.

- Chemistry and biology are in the same group of sciences. _____

- Meteorology is the study of stars and planets.

- 3 Review ★★★☆☆ Find the word which is different. Say why.

- Which adverb describes manner or probability?
amazingly – surprisingly – carefully – unfortunately
- Which branch is not an earth science?
chemistry – meteorology – geology – palaeontology
- Which branch is not a physical science?
psychology – physics – astronomy – chemistry
- Which word is 100% sure?
maybe – certainly – perhaps – possibly
- Which branch is not a life science?
genetics – ecology – medicine – geology

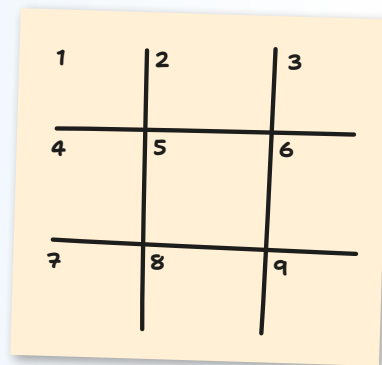


Do you remember?

Complete the modal verbs and then play Speculation in pairs. Choose a square (1–9) and complete a sentence. The winner is the first person to complete a line in the grid.

Present verb	Past verb	% of probability
m _____	m _____ h _____	95–100% I'm sure it's true.
c _____	c _____ h _____ c _____ h _____	95–100% I'm sure it isn't true.
m _____ m _____ c _____	m _____ h _____ m _____ h _____ c _____ h _____	30–50% It's possible that it's true.
m _____ n _____ m _____ n _____	m _____ n _____ h _____ m _____ n _____ h _____	30–50% It's possible that it isn't true.

- Farid is carrying a suitcase. He (sure) _____ be going somewhere.
- Emma arrived late for work yesterday. She (possible) _____ been to the doctor.
- The light is on in the kitchen. Someone (sure) _____ be in there.
- The ground is dry outside. It (sure not true) _____ rained this morning.
- Ana's wearing different coloured socks. She (very probable) _____ got dressed in the dark!
- Kenji's face is red. He (possible) _____ been playing soccer.
- Jennifer cried when she left the theatre. She (very improbable) _____ seen a comedy.



1 ★★☆☆ Read the information in brackets and choose the correct option.

- Lina **can't/could** be away. (It's possibly true.)
- Lina **must/could** be away. (I'm sure she is.)
- Lina **might/can't** be away. (I'm sure she isn't.)
- Lina **may not/couldn't** be away. (It's possibly not true.)

2 ★★★☆☆ Complete the sentences with an appropriate modal verb.

- She's crying. She _____ be upset.
- Nick wasn't in class yesterday. He _____ gone to the dentist.
- Dalia's bike is still outside her house. She _____ gone to school yet.
- The fossils were huge. They _____ been from a large dinosaur.

3 ★★★★★ Write your own speculations.

- Your friend, Lucas, has started learning Japanese.

- Your friend, Natalia, keeps looking at her watch.

- Your friend, Ben, is wearing his soccer uniform today.

Out Loud

Work with a classmate. Share your examples in exercise 3.

Lucas might have a Japanese pen pal.

No, I think Lucas may be going on holiday to Japan.



Do you remember?

Complete the rules for the past perfect with the words in the box.

after • already • before • earlier • ever • never • participle • time • when

Form:	had/hadn't + past _____
Use:	to talk about the past and mention that something happened _____
Use with past time expressions:	_____, _____, _____, _____, _____, _____, _____, _____ by the _____

1 ★★☆☆ Choose the event that happened earlier.

- The train had left the station by the time he arrived.
- I was excited to go to Europe because I'd never been before.
- I opened the box to find that my brother had already eaten the cake.
- After Tamara had read the instructions, she started the test.
- Before he turned 17, George Nissen had already invented the trampoline.

2 ★★★☆☆ What had happened earlier? Write your explanations using the past perfect.

- I woke up in a field. *I had gone camping with friends.*
- I jumped into the frozen lake. _____
- I slept in my clothes. _____
- I gave up my favourite hobby. _____
- I threw my lunch on the floor. _____

3 ★★★★★ Write a sentence with the same meaning as the first sentence. Use the word in brackets.

- Katya's mum went to work. Katya went to her mum's house.
(before) *Before Katya went to her mum's house, her mum had gone to work.*
- The lesson started. We arrived at the classroom.
(by the time) _____
- Jaime met the teacher. It was the first time.
(never) _____

- Aniko jumped into the pool. She felt a lot cooler.
(after) _____

- Tonio finished school. He went on to study palaeontology.
(when) _____

4 Review ★★★☆☆ Complete the article with a modal verb or the past perfect form of the verbs in brackets.

Before the annual Energy Innovation Conference last week, scientists at GreenTech Labs

1 _____ (make) an important discovery. They 2 _____ (develop) a new kind of battery that 3 _____ (possibly increase) how much solar energy can be stored. One expert said that the invention 4 _____ (possibly change) how soon we will be able to transition to renewable energy. The scientists 5 _____ (surely be) excited when they realised what they 6 _____ (achieve).



Think about an interesting event you have heard about in the news recently. Write about it in a text message to a friend who has been out of the country for a while. Mention events that happened before and make some speculations about it.

4 Speaking scaffolding Working out what went wrong

It's your turn Create a dialogue in which two people discuss why something went wrong.

Prepare by reviewing an example and organising your ideas.

Do what you need to build your dialogue. You can choose the level of help you need.

Share your dialogue with others and help them improve.

Evaluate your own work using a checklist.

Prepare

1 Read the dialogue between Daniel and Harriet in an escape room and watch the Skills expert video.

Daniel

OK, so let's find out if we got it right. Oh no!
The door won't open.

What?! **What did we do wrong?** I thought we followed all the instructions.

Harriet

We were able to decode the message, so that can't be it.

And **we managed to find the three keys**.

Yes, but we must have done something wrong ...

What about **the puzzle with the lights**?
I'm not sure we got that right.

Mmm, **maybe we should have started with blue** like you said.

Shall we try again?

Yes, let's go for it.



Phrase bank

Thinking about potential problems

What did we do wrong?

What happened?

What about the *puzzle* ...?

Maybe we should have *started with blue*.

Ruling out possible problems

We were able to do ... so that can't be it.

We managed to do ...

Continuing

Shall we try again?

Shall we give it another try?

2  Organise your ideas to create the dialogue. Think which phrases in the Phrase bank can help you.

Who are the speakers? Choose.

A: ourselves

B: two other people called _____
and _____

What are you/they trying to do? Choose one.

Get out of an escape room. ☐

Find something in a scavenger hunt. ☐

Build a model. ☐

Your own idea: _____

What did you do right?

What did you do wrong?

Do

- 3 Write your dialogue. Choose the level of help you need. Include phrases for talking about problems and solutions.

I need a lot of help

Use the dialogue on page 38.

Replace the information in **bold** with ideas you have prepared.

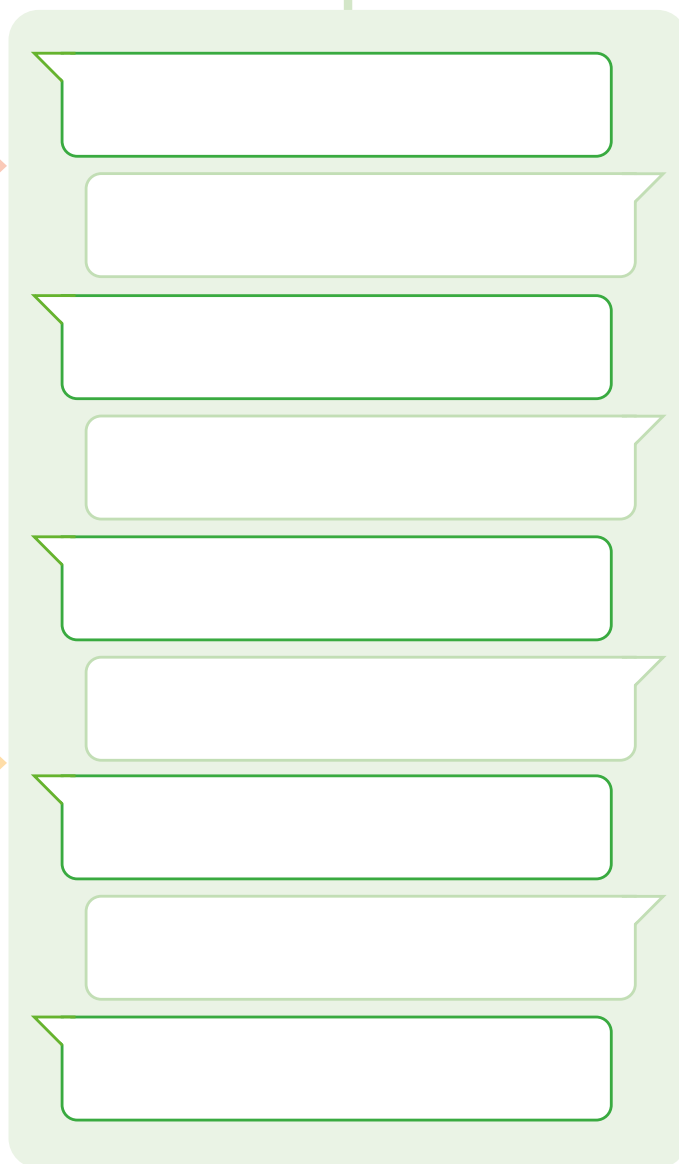
- 1 Replace the names.
- 2 Replace potential problems and say what you did right.
- 3 Speculate about what you think you did wrong.
- 4 Agree to try again.

I need a little help

Build your dialogue in parts.

- 1 Write the names of the people you chose for the dialogue.
- 2 **A:** Test the result and say what is wrong.
- 3 **B:** Think about a potential problem.
- 4 **A:** Say something you did right and rule it out.
- 5 **B:** Say something else you did right.
- 6 **A:** Speculate that something has gone wrong.
- 7 **B:** Suggest something you think went wrong.
- 8 **A:** Speculate about a possible solution.
- 9 **B:** Suggest continuing.
- 10 **A:** Agree to continue.

I'm ready to speak


Share

- 4 Practise your dialogue. Take turns to play both speakers.
- 5 Act out your dialogue for another pair, then complete the Peer assessment checklist.

Peer assessment

- ☐ Did the dialogue include at least one thing that went right and one thing that went wrong?
- ☐ Did they suggest a way to solve the problem and try again?

Evaluate

- 6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you follow the help routes to guide your dialogue? ☐
- **Content:** Did your dialogue include a discussion about potential problems, ruling out possible problems and a plan to continue? ☐
- **Language:** Did you include language from the Phrase bank? ☐

It's your turn Write a science report about a simple experiment.

Prepare by reviewing an example and organising your ideas.

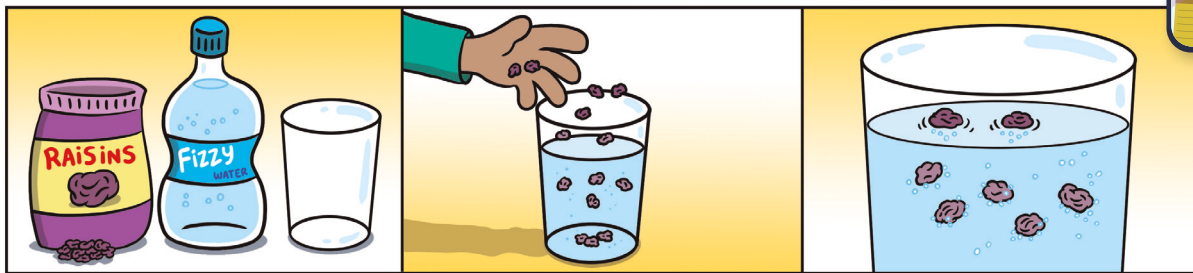
Do the steps to write your work. You can choose the level of help you need.

Share your work with others and help them improve.

Evaluate your own work using a checklist.

Prepare

- 1 Watch the Skills expert video.
- 2 Look at the diagram of the 'dancing raisins' experiment. What materials are needed? Could you find these at home?



Put raisins in fizzy water

Raisins float in fizzy water



Do

- 3 Write a scientific report about a simple experiment. Choose the level of help you need.

I need a lot of help

Complete sentences 1–5 in the scientific report with the correct section titles in the box. Then complete the rest of the missing information. Look at the diagram for help.

Aim • Hypothesis • Materials • Method • Title of Experiment

1 _____
: Making _____ '_____ ' in water

2 _____ : To observe what happens when _____ are put in _____ .

3 _____ : When _____ a carbonated liquid, the bubbles _____ .

4 _____ :

- A _____
- A handful of _____
- A bottle of _____

5 _____ :

- a The carbonated water was _____ .
- b Some raisins were _____ .
- c The _____ .

I need a little help

Write your scientific report step by step.

- 1 Give your report a clear, simple title that explains what it's about.
- 2 Write the aim of the experiment – what do you want to observe? What are the conditions of the experiment?
- 3 Write your hypothesis – what do you think happens when you put raisins into carbonated water?
- 4 Complete your list of materials, saying how much or many you need of each one.
- 5 Explain the steps of the experiment using the passive voice.

I'm ready to write

1	
2	
3	
4	
5	

Share

Peer assessment

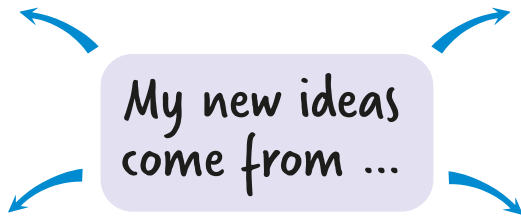
- 4 Exchange your scientific report with a partner. Check they included: the five sections of a scientific report, all the materials needed and that they explained the steps of the experiment using the passive voice.
- 5 Make corrections to your text considering your partner's suggestions. Write the final version of your scientific report.

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you use the help routes to guide you? ☐
- **Structure:** Did you follow the structure you learnt in your Student's Book? ☐
- **Language:** Did you use an objective neutral tone including the passive voice? ☐

1 How do you generate new ideas? Make a mind map with strategies you can use to be creative.



Where can you get ideas from?

Who can you get ideas from?

How can you record your ideas?

Go online and find out more about one of these idea-generating methods:

Reverse thinking

Storyboarding

Experimentation

2 Make a chart with the pros and cons of working with someone else when you want to solve a problem.

1 Look at these ideas. Are they pros or cons?

People have different opinions. _____

Some people are more confident. _____

2 Add some more of your own ideas.

PROS +

CONS x

3 Go online and find an experiment that includes pictures. Analyse the kinds of things the pictures show.

- | | | |
|---|-------|--------------------------|
| 1 | _____ | ☐ |
| 2 | _____ | ☐ |
| 3 | _____ | ☐ |
| 4 | _____ | ☐ |
| 5 | _____ | ☐ |

Evaluate

4 Follow the instructions in your Student's Book to complete your task. Then use the checklist to evaluate it

- **Creativity:** My blueprint includes a creative solution for the challenge.
- **Content:** My blueprint follows all the rules of the experiment.
- **Clarity:** My blueprint is clear and informative.
- **Language:** I've included grammar and vocabulary from the unit.

☐
☐
☐
☐

Self-evaluation tracker

Look at Student's Book Unit 4 and choose the correct option for you.

What can I do?		How well can I do it?			
Reading and listening	Read and interpret a science article about biomimicry.				
	Read for general ideas and specific information.				
	Listen and respond to a radio show about AI.				
	Verify information in summarising sentences.				
Speaking and writing	Participate in a dialogue to explain what went wrong.				
	Use expressions to keep a conversation focused.				
	Write and revise a report on a scientific experiment.				
	Keep a neutral tone when writing a scientific report.				
Communication	Talk about the importance of progress in science.				
Mediation	Send a voice message to someone in my family telling them about an experiment and suggesting you try it together.				
SEL	Understand the benefit of making positive choices.				
Plurilingual	Identify patterns in word hierarchies.				

My action plan

- I think I need to review _____
- My goal for the next unit is _____
- To work on this, I'm going to _____
and I'm NOT going to _____

Go back to page 33 and read your Action plan from Unit 3. Did you complete everything?