

SOLUTIONS INTERMEDIATE 3
UNIT 5: SCIENCE
5G

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5F

Reading

Intelligent footballers

I can understand a text about robot footballers.

Revision: Student's Book page 58



1 Complete the verb–noun collocations in the sentences with the words below.

an answer break competition conversation
exchanged pass website won

- 1 Who can **come up with** _____ to this question?
- 2 Did you _____ **the test** or fail it?
- 3 Ed **entered** a singing _____ and _____ **first prize**.
- 4 Mathematicians tried to _____ **the enemy code**.
- 5 I **searched** the Amazon _____, but I couldn't find the book I was looking for.
- 6 My cousin and I _____ a few **text messages**, then **had** an interesting _____ on the phone.

RoboCup

RoboCup is a football competition that has taken place every year since 1997. But the players are not human; they are robots. The competition's full name is 'Robot Soccer World Cup'; and the aim is to create, by the middle of the 21st century, a team of robot footballers that are able to play against and beat the winners of the real World Cup.

In order for robots to play football, robotics companies have had to develop special technologies. A robot can't just run onto the field and start kicking the ball. So each robot is fitted with a webcam which is connected to a computer inside the robot. The robot is able to see where the other players are, where the goal is and, most importantly, where the ball is. They are programmed to make their own decisions and during the match the robots' creators are not allowed to tell them what to do. The robots are, however, able to communicate with other members of their team, via a wireless network. They might, for example, communicate a message like this to a team-mate: 'I'm nearest the ball. I'm going to kick it. You go and defend the goal.' They know who to pass to and how best to get the ball past an opponent. Australian, German and American teams dominate the competition, though teams from twelve countries competed at the last tournament.

There is a long way to go before robots will be able to compete against humans. They need to become more intelligent and become able to react more quickly and anticipate the game. But the technologies that are being developed for scoring goals have other uses as well. It may be possible to develop robots that can be used in search and rescue, for example, finding people trapped in buildings after earthquakes.

They may not be as fun to watch as real footballers, but at least they don't demand enormous salaries!

2 Read the text. Are the sentences true (T) or false (F)?

- 1 RoboCup takes place every year.
- 2 Twelve countries produce very strong teams.



Reading Strategy

In a multiple-choice question, the correct option will match the meaning of the text but use different words. It is therefore important not to *automatically* assume that a multiple-choice option which contains words from the text is correct.

- 3 Read the Reading Strategy. Then circle the correct answers.
- The movement of each robot is controlled by
 - the fans of each team.
 - itself.
 - the captain of the team.
 - the owner of the robot.
 - During the match, the robots can communicate with
 - any other robot on the pitch.
 - the people who created them.
 - other robots in the same team.
 - no other robots or people.
 - Before the robots can play against humans,
 - more countries need to get involved.
 - they need increased intelligence and better movement.
 - they simply need to become more clever.
 - the technologies need to be applied in areas other than football.
 - The main goal of the organisers is to
 - have the robots play in the real World Cup.
 - develop technologies that can help in search and rescue.
 - make it more fun to watch than real footballers.
 - eventually build robots that can play better than humans.

WHICH ONE DO YOU PREFER? WHY?



WHICH ONE DO YOU PREFER? WHY?



1 SPEAKING Look at photo A of students using their tablets in a lesson. Speculate about the questions below.


- 1 What subject is it? (Choose from the list below.)
- 2 What has the teacher asked them to do?
- 3 What are they doing with their tablets?

It may / might / could be ...

They may / might / could be (+ *-ing*) ...

Their teacher may / might / could have asked them to ...







**IMAGINE A
CLASSROOM FIFTY
YEARS AGO. WITHOUT
ANY OF TODAY'S
TECHNOLOGY, DO YOU
THINK IT WAS A GOOD
PLACE TO LEARN IN?**



School subjects art design and technology drama
English geography history I.C.T. (computing)
maths music P.E. (physical education)
R.E. (religious education) science



2  2.20 Listen to a student describing photo A. Does she agree with your ideas from exercise 1?

- 3  2.20 **KEY PHRASES** Listen again. Which of the phrases below does the candidate use for speculating?

Speculating

It looks to me / doesn't look to me as if they ...

They look / don't look (to me) as if / as though they're ...

They look / don't look like they're (+ *-ing*) ...

They seem quite (+ adj) ...


They don't look / don't seem very (+ adj) ...

4 SPEAKING Work in pairs. Take turns to describe photo B. Include some speculation in your description.

These photos (A and B) show students in lessons. Compare and contrast the photos. Include the following points:

- Typical school subjects at primary level.
- A typical classroom in a primary school.
- Why it is important for students to enjoy lessons.



5  2.21 Read the task above. Listen to a student doing the task. Which of the three points does he forget to mention?







Speaking Strategy

When you have to compare and contrast photos, try to find at least two things the photos have in common and at least two differences. Learn some key phrases for expressing these similarities and differences.

6



2.21

KEY PHRASES

Read the **Speaking Strategy**.

Then listen again. What is the missing word in each of the phrases below?

Comparing photos

The common theme in the photos is ¹ _____.

Both photos show a ² _____ of some kind.


In the first photo, the students are outside, whereas in the second photo they're in a ³ _____.


Unlike the second photo, the first photo does not show the ⁴ _____.

In the second photo, they're listening to the teacher rather than looking at ⁵ _____.

7 SPEAKING In pairs, discuss questions 1 and 2 below. Use evidence from the photos in your discussion if possible.

- 1 Do you think using smartphones and tablets is a good way for students to learn?
- 2 Do you think it is possible to learn without a teacher?

8  2.22 Now listen to the student answering the questions from exercise 7. Does he agree or disagree with your opinions? Does he mention any of the same evidence?




**HOW DO YOU SEE
THE WORLD
HUNDRED YEARS
FROM NOW?**







9  **2.22** **KEY PHRASES** Listen again. Which of the phrases below does the student use to introduce his opinions?

Introducing opinions

It seems to me that ...

In my opinion / view, ...

Personally, I think / don't think that ...

I believe that ...

The way I see it, ...

For me, the important thing is (that) ...

10 SPEAKING Turn to page 144 and do the speaking task.
Use phrases from this lesson.

1 SPEAKING Work in pairs. Take turns to describe and compare the photos. Then ask and answer one question each.

- 1 Do you agree that in the modern world, science is a more important subject than languages? Give reasons.
- 2 Do you think technology sometimes makes it harder for people to communicate with each other? Why? / Why not?



Work in pairs to play noughts and crosses.

1

Choose one of the situations below. Make a sentence with *should / shouldn't have*.

- John went out three times last week. This week he failed all his exams.
- Kate forgot to set her alarm clock. Today she was late for work.
- Anna ate three pizzas yesterday. Now she feels sick.

2

Talk about the furniture in your bedroom. Use at least two of the expressions of quantity below.

a few a little both
each some

3

Who stole the chocolate cake? Make a sentence about Rick, Amy or Fred with *must / can't have*.

Someone stole your chocolate cake this morning.

- Rick doesn't like chocolate.
- Amy wasn't at your house yesterday.
- Fred's hands are covered in chocolate.

4

Talk about the technology in your classroom. Use at least two of the expressions of quantity below.

all every few most no

5

Choose one of the situations below. Make a sentence with *might / might not have*.

- Betty's hair is wet.
- Dom keeps falling asleep at his desk.
- Suzie hasn't been at school for a week.

6

Talk about the things in your bag. Use at least two of the expressions of quantity below.

any little many much some

7

Choose one of the situations below. Make a sentence with *should / shouldn't have*.

- Tom had a big argument with his girlfriend yesterday.
- Sally fell and hurt her leg very badly. She then went to the gym.
- Tony borrowed his sister's phone and then broke it.

8

Talk about your town and the things in it. Use at least two of the expressions of quantity below.

all any a few both each

9

Choose one of the situations below. Make a sentence with *may / may not have*.

- Lydia has been very happy and smiling all day.
- Ben can't find his favourite jacket.
- You just heard a knock on the door, but when you opened it, nobody was there.

ASSIGNMENT: WORKBOOK 5G

DEADLINE: THURSDAY