

OXFORD

Project Explore

Student's Book

2

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Guide for Classroom Presentation Tool

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by Tom Hutchinson

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1

Me and my life

1A New friends



Who is your oldest friend? What does he or she look like? Tell a partner or the class.

Hi, Grandma! These are my new friends!

Vocabulary Describing people

- 1 a** Who are the people in the photo? Which is the funniest?



a beard brown blue clever curly dark fair funny
freckles friendly glasses kind long medium height
medium length nice nice smile quite tall quite small red
short shy sporty straight wavy

- b** In pairs, put the words and phrases in the box in the correct columns. Some can go in more than one column.

hair	eyes	face	body	personality
fair	dark			

- c** 1.08 Listen and repeat. Find as many of the words as you can in the photos.

- 2 a** Complete the beginning of Jed's conversation with Grandma with words from the box.

Grandma

Very funny, Jed, but I still don't know who your friends are! Which one is your neighbour, Lily?

Well, Lily's the girl with the rabbit ears and _____. She's actually got _____, ____, ____ hair and _____ eyes. And she's quite _____.

Oh, OK. And what's she like? She's very _____, isn't she?

Yes, she is. And she's _____, too.

- b** 1.09 Listen and compare your answers.

Look! Order of adjectives

Describing hair: length, type, colour

She's got long, wavy, dark-brown hair.

Describing eyes: type, colour

He's got big, green eyes.

- c** Describe the real Alfie and Elsa. Work with a partner and write the descriptions.

- d** 1.10 Listen to the rest of the conversation and compare your ideas.

- 3** Describe a famous person that your partner should know. Your partner can ask three Yes / No questions to guess who it is.

She's got long, straight, dark hair and brown eyes. She's medium height with a nice smile. She's funny.

Is she a pop star?

No, she isn't.

► Workbook page 2, exercises 1–4

Grammar Present simple + adverbs of frequency

- 4 a** 1.11 Read and listen to the dialogue. What does Elsa know about Jed?

Fred Hey, Elsa. Do you know that boy? The tall one with the short, fair hair?

Elsa That's Jed. I don't know him very well. He lives next door to Lily. He's from Australia.

Fred Cool. He looks sporty.

Elsa Oh, he's a surfing champion. In Australia he always surfs every day, in summer and winter. And he often runs with kangaroos, and he sometimes catches crocodiles at weekends. Oh, and he hardly ever sleeps in a bed. He usually stays outside in a tent.

Fred Wow! Does he really do all of that?

Elsa No, of course he doesn't. You believe anything, Fred.

Fred No, I do not!

Elsa He's funny and friendly. Go and talk to him. Or are you shy?

Fred No, I'm not!



- b** Find the present simple verbs in the dialogue.

- c** Complete the chart with the correct forms of *know*.

+ /	I /you/we/they	<u>know</u>	him.
-	He/she/it	1 _____	
-	I/you/we/they	<u>don't</u> 2 _____	him.
-	He/she/it	3 _____ 4 _____	
?	5 _____ I/you/we/they	7 _____	him?
	6 _____ he/she/it		

- d** Choose the correct alternative to complete the rule.

We use the present simple to talk about:

- a things happening now,
- b habits and regular activities,

- 5 a** Complete the chart with adverbs of frequency from the dialogue.



- b** Write the questions in the correct form.

- 1 you/play football?
- 2 your mum or dad/drive/to work?
- 3 your friends/listen/to music?
- 4 your teacher/give/you homework?

- c** Ask and answer the questions with a partner. Use adverbs of frequency.

Do you play football?

No, I don't. I never play football!

► **Workbook** page 3, exercises 5–7

Writing

- 6 a** Get ready to write Complete the description with the words in the box.

concerts eyes good hair medium
music smile usually

One of my best friends is Ryan. He's 1 _____ height with dark, straight 2 _____ and brown 3 _____. He's got freckles and a nice 4 _____. He's very friendly. He's a 5 _____ student and he 6 _____ works hard at school. He loves 7 _____ and in his free time he plays the drums. He sometimes plays in 8 _____ at school.



► **Workbook** page 3, exercises 8–9

- b** Write a description of a famous person or classmate. Do not include their name.

- 1 What does he/she look like?
- 2 What is he/she like?
- 3 What does he/she do?

- c** Can your partner guess who it is?



Work with a partner.

Student A Draw a funny face in your notebook. Don't let your partner see it! Describe your drawing.

Student B Draw the face you hear your partner describe.

Look at your pictures. Are they the same? Now swap!

1B New school



What are the best things about school?

Vocabulary School and school subjects

1 a Look below. How many things in the picture can you name in one minute?

b Match the words in the box to the picture. Which words are new for you?

bookshelf clock coursebook dictionary interactive whiteboard
notebook paint pen pinboard projector ring binder ruler tablet
timetable waste-paper basket

c **1.12** Listen and check. Listen again and repeat.

d Work with a partner. Point to something in the picture or the room. Your partner says the word.



2 **1.13** Match the school subjects to the definitions. Listen and check.

Art	Biology	Chemistry	English
Geography	History	IT	Maths
PE	Physics		

In this subject, you learn about...

- 1 the language of the UK and USA.
- 2 how numbers work.
- 3 countries of the world.
- 4 important periods in the past.
- 5 the natural world.
- 6 sport and health.
- 7 computers.
- 8 painting and design.
- 9 what everything is made of.
- 10 how things move and make energy.

3 **1.14** Listen to the conversation. Whose timetable is this? Sarah's or Scott's?

	9.00	10.30	12.00	1.00	2.00
Monday	English	Maths		Biology	Chemistry
Tuesday	History	Geography		Physics	Chemistry
Wednesday	IT	Maths		PE	Art
Thursday	English	Geography		Art	Biology
Friday	History	IT		PE	Physics
			Lunch		

4 a Draw a timetable like the one above. Put each subject from exercise 2 in twice. Do not show your partner.

b Now ask and answer questions with your partner. If you have the same class at the same time, shout *Snap!*

What have you got on Monday at nine o'clock?

I've got Maths at nine o'clock. What about you?

► **Workbook** page 4, exercises 1–3



Grammar Present continuous

- 5 a** 1.15 Read and listen to the text messages.
What are Alfie's problems?



- b** Find the present continuous forms in the text messages.
Complete the sentences with the correct forms.

- | | |
|-------------------------------------|---------------------------------|
| 1 I <u> </u> studying Maths. | 5 You <u> </u> concentrating. |
| 2 You <u> </u> interrupting me! | 6 My pen <u> </u> working. |
| 3 My teacher <u> </u> watching me! | 7 <u> </u> they cooking pizza? |
| 4 I <u> </u> feeling well. | 8 What <u> </u> you doing? |

- c** Complete the table with the correct forms.

	I	1 <input type="text"/>	studying.
+	You/We/They	2 <input type="text"/>	interrupting.
	He/She/It	3 <input type="text"/>	watching me.
-	I	'm not	feeling well.
	You/We/They	4 <input type="text"/>	concentrating.
	He/She/It	5 <input type="text"/>	working.
?	Am	I	interrupting you?
	6 <input type="text"/>	you/we/they	cooking pizza?
	Is	he/she/it	working?

- d** Choose the correct alternative to complete the rule.

We use the present continuous to talk about:

- (a) activities happening now.
- (b) habits and regular activities.

- 6 a** Look at the picture of the classroom on page 10 for two minutes. Close your books.

- b** Work with a partner. Remember what the students are doing. Then look and check.

Two students / Celina and Amy are playing cards.

► Workbook page 5, exercises 4–5

Listening

- 7** 1.16 Listen to four dialogues.
What subjects are the students studying?
What are they doing? Make notes and compare with a partner.

	subject	doing?
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>

► Workbook page 5, exercise 6

Speaking

- 8 a** Get ready to speak Work with a partner.
What are the differences between these two pictures?

Student A Go to page 86.

Student B Go to page 87.

Look at your picture and make notes about what the people are doing.

- b** Ask and answer questions to find the differences. These verbs might be useful:

clean close organize pin put
throw tidy write

What are Josh and Sam doing in your picture?

They're writing the date on the whiteboard.
Are they doing the same in your picture?

No, they aren't. In my picture, they're...



What are people in your class or in the school doing right now?
Write sentences. Compare ideas with a partner.

1C New home



Imagine your ideal place to live. What's it like? What are you doing right now in this place? Tell your partner.

Reading and Speaking

1 a Look at the webpage posts. What places do you think you can see in the photos?

b Look at the words in the box below. Can you connect any of the words to the places in the text? Look quickly at the posts to check.

cold dangerous mountains
old rainforest wildlife

2 a Work with a partner.

Student A Read the text about Chantal.

Student B Read the text about Dwayne.

b Ask and answer the questions about your partner's text.

- 1 Where is he / she from? What is it like?
- 2 Where does he / she live now?
- 3 What are the differences between the places?
- 4 In the photo, what activity is he / she doing?
- 5 How does he / she feel about the move?
- 6 Can you give one more piece of information from the text?

c Which of the four places do you think is the best and the worst to live in? Why? Discuss with a partner.

► **Workbook** page 6, exercise 1



Kids on the move

Are you living in a new place? How does it compare to your old home? Share your experiences here!

A

Hello, I'm Chantal and I'm from Falaise in the north of France – most of my family live there. It's small, friendly and very old. But now I'm living in Panama City, South America. It's on the other side of the world! It's a huge, modern city. We're staying here for two years because my parents have good jobs. They work in a big bank in the centre and I go to a French school.

This city has got a forest! Today, we're visiting the Rainforest Discovery Center and at the moment I'm taking photos of all the colourful birds that are flying around in the trees. I often take photos of the amazing wildlife. I miss France, but I like it here – I think it's exciting.



B

I'm Dwayne from Chicago, USA. You can see that Chicago is a huge, busy city and the people are always rushing around. It's very noisy and some parts can be dangerous.

My new home is in Bergen, Norway. My dad has a new job at the university. The winter here is usually very cold and the nights are very long. In this photo, I'm skiing to school! Weird! It's relaxed and quiet here. Most people speak English, but I'm learning Norwegian in my new school because I need to understand it. I have lessons every day. At the moment, I really miss my old home – the way of life is so different here. But it's starting to feel normal. I really want to go to the mountains to learn to snowboard!



Grammar

Present simple and continuous; stative verbs

- 3 a** Complete the sentences from the web posts. Which is present simple and which is present continuous?

Today we ____ the Rainforest Discovery Center.

They ____ in a big bank in the centre and I ____ a French school.

- b** Find all the examples of these tenses in the web posts.

- c** Complete the rules with *now*, *habits*, and *regular*.

→ We use the present simple to talk about ____ and ____ activities.

We use the present continuous to talk about activities happening ____ and temporary activities.

- d** Match these expressions to the two tenses. Find some examples in the text.

today	now	usually	every day
present simple		present continuous	
always	often	in this photo	at the moment

- 4 a** Find these verbs in the text again. Which tense are they? Which verbs can you *not* find?

→ Stative verbs:

have got know like love need
think want

- b** Complete the rule with *an activity* and *a state*.

→ We don't normally use the continuous tense with these verbs because they describe ____ not ____.

- 5** Complete the sentences with the same verb in the correct form.

- 1 a** My mum ____ (work) in a bank. She enjoys it.
b At the moment, he ____ (work) hard for his exams.
- 2 a** Where ____ you ____ (go) now? Can I come?
b They often ____ (go) by bus to school.
- 3 a** I ____ (take) the dog for a walk now. I'll be back soon.
b My dad ____ (take) me to drama club every Saturday.
- 4 a** In the summer, I ____ (play) tennis every day.
b She ____ (play) really well in this match. I think she's going to win!

► **Workbook** page 6, exercises 2–4



Listening

- 6 a** 1.17 Listen. What does Jed usually do in Australia at these times? What is Jed doing now in England? Complete the table.

	Usually in Australia	Now in England
8.15		
12.00		
4.30		
7.00		

- b** What other information do you remember? Tell the class.

► **Workbook** page 7, exercises 5–7

Speaking

- 7** Get ready to speak Work in a group. Imagine you're doing an activity but do not say what it is. The group asks Yes / No questions to guess the activity. How many questions do you need?



Role-play. Work with a partner. Pretend you are interviewing Jed for the school magazine. Ask him questions. Take turns.

1D Getting on



Do you find it easy or difficult to make new friends?

- 1 a 1.18 Read and listen.
How do you think Jed feels?

Lily Hi Jed! How are you getting on?
Jed OK, thanks, Lily. What are you up to?
Lily I'm going to the café.
Jed Can I tag along?
Lily Sure! How was school today?
Jed It was... OK.
Lily Come on. I'll buy you a milkshake.
Jed Thanks, Lily.



Lily Hi, Mr Clarke. This is Jed. From Australia. He's new here.
Mr Clarke Nice to meet you, Jed. How are you getting on?
Jed Erm, good, thanks.
Lily Could I have a strawberry milkshake, please?
Mr Clarke Of course. Same for you, Jed?
Jed Actually, it's a bit cold for milkshakes! May I have a hot chocolate, please?
Mr Clarke No problem.
Alfie Guys! Want to join us?

Lily This is Fred. ...Sorry, guys, could I get this?
Jed Go right ahead.
Lily Oops!
Fred Awesome!
Alfie Nice save, Jed!
Fred Hey, Jed, do you play football?
Jed A little bit. I play more rugby. But I love football.
Alfie Can you play tomorrow morning? We need another player.
Jed Sure!



b Are the sentences true (T) or false (F)?

- 1 Jed asks if he can go with Lily to the café.
2 Mr Clarke is Jed's new school teacher.
3 He orders a strawberry milkshake.
4 He doesn't like football.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

Can I tag along? Want to join us?
A little bit. Awesome! What are you up to?

b Work in a group. Practise the dialogues.

► Workbook page 8, exercise 1



3 a What do you think happens with Jed and the football team? How can it help Jed?

b 1.19 Now listen and check your ideas.

4 Over to you! Work with a partner. Answer the questions.

- 1 How is Jed feeling at the moment?
- 2 Is it normal to feel like that?
- 3 Is joining a sports team a good way to make friends? Why? / Why not?

Everyday English

Asking for and giving permission

5 a Look at the information. Which of the examples below can you find in the story?

Asking for permission

Informal	More formal
Can I...?	Could I..., please?
Could I...?	May I..., please?

Giving permission

Informal	More formal
Sure.	Of course.
Go right ahead.	No problem.

Refusing permission

I'm sorry, no.
I'm sorry, that's not possible.

b 1.20 Listen and repeat.

► Workbook page 8, exercises 2–3

Pronunciation The sounds



6 a 1.21 Listen and repeat the words.

Put them in the correct column.

amazing guys homesick lives miss
of course outside plays please thanks us

/s/	/z/
—	please
—	—

b 1.22 Listen again and check your answers.

c Say these words. Is it /s/ or /z/?

ask Australia easy fantastic
friends girls possible refuse sorry

► Workbook page 9, exercise 4

Listening and Speaking

7 a 1.23 Listen to three conversations. What are people asking permission for? Do they get it?

	Permission for what?	Yes or no?	Extra information
1			
2			
3			

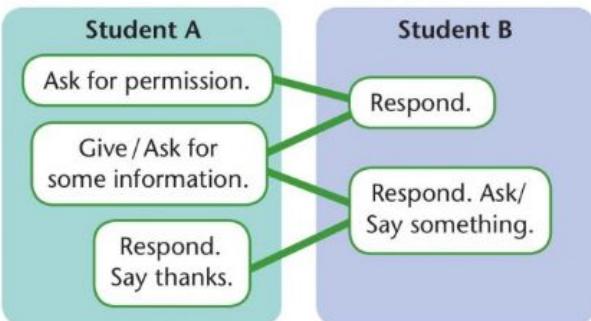
b 1.23 Listen again. What extra information can you remember? Check with a partner.

► Workbook page 9, exercises 5–7

8 a Get ready to speak Ask permission for these things. Decide if you should be formal or informal.

- 1 go out on a weekday evening with friends
- 2 use your parent's bike for the day
- 3 use the teacher's computer
- 4 miss school for a day
- 5 play someone's guitar
- 6 borrow someone's homework

b Role-play with a partner. Try different expressions. Use this chart to help you:



Can I...?
I'm sorry, no.

c Role-play one of your dialogues for the class.

d Write a new dialogue asking for permission. Use another situation from exercise 8 or use your own ideas. Use one of the Spoken English expressions.

Could I borrow your computer
for my homework, please?

Sure. But what's wrong
with your laptop?



Jed's mum is asking him about school. Work with a partner. Role-play the conversation.

Mum What's school like, Jed? How are
you getting on?

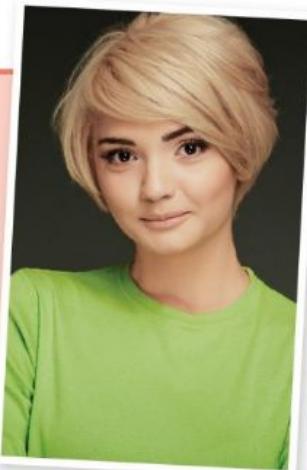
Jed Fine, Mum. It's...

1 Revision

Vocabulary Describing people

- 1 Look at the photo and complete the description.

This is my sister.
She's ¹medium height.
She's got ²__, straight,
³__ hair and big
⁴__ eyes. She's got
a ⁵__ smile.
She's kind and friendly.



School subjects

- 2 Read the definitions and give the school subjects.

- 1 I'm studying the kings and queens of England.
- 2 I'm learning how to play basketball.
- 3 I'm learning about computer programming.
- 4 I'm learning how to paint a portrait.
- 5 I'm studying how plants grow.

Classroom objects

- 3 Complete the dialogues with the words in the box.

bookshelf coursebook dictionary ruler whiteboard

- 1 Can you lend me your ___, please? I need to draw a straight line.
- 2 Can I look at your __ for this lesson? I left mine at home.
- 3 I need to look up a word. Where's the ___?
- 4 It's on the ___. I'll get it down for you.
- 5 Class, look at the ___ and copy the words in your notebooks, please.

Grammar Present simple + adverbs of frequency

- 4 Rewrite the sentences with the verbs in the correct form and the adverbs in the correct place.

- | | |
|--|-----------|
| 1 I/have/toast/for breakfast | often |
| 2 what/do/you/do/on Saturdays? | usually |
| 3 he/get up/early/at the weekend | never |
| 4 she/play tennis/with me/on Sundays | sometimes |
| 5 do/they/go swimming/at the leisure centre? | always |

Present simple and continuous

- 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 It's really hot now so I __ ice cream. (have)
- 2 My dad __ me at drama club every Saturday. (watch)
- 3 In the summer I __ to the beach every day. (go)
- 4 Look! Anna __ really well at the moment. (play)
- 5 Paul __ big green glasses in this photo. He is very funny. (wear)
- 6 I can't go to the cinema. I __ my homework now. (do)

Present continuous; stative verbs

- 6 Complete the dialogue with the verbs in the correct tense.

- A What ¹__ you ²__ in this shop? (look for)
B I ³__ to find a pair of shoes. (want)
A Hey, these trainers are nice. ⁴__ you ⁵__ them? (like)
B Yes, I ⁶__ they're nice. (think) But I ⁷__ boots. (need)

Everyday English

Asking for and giving permission

- 7 Complete the dialogue with the words in the box.

can kind OK problem right ahead

- A Hi Sam, can I please borrow your tablet for a moment?
B Sure, no ___. Here you are. What for?
A I need to check the weather. Is that ___?
B Go ___.
A Thanks! You're very ___.

Learning to learn Using a dictionary 1

- 8 a A dictionary is in alphabetical order. Put these words in alphabetical order.

school personality friend
tablet Geography curly

- b If the first letter is the same, look at the second letter. If they are the same, look at the third letter. Check your answers in a dictionary.

school suitcase study
standing Science straight

► Workbook pages 10–11, exercises 1–8

My project

**YOU
FIRST!**

What are some important moments in your life so far? Think and make a list.

My life in pictures

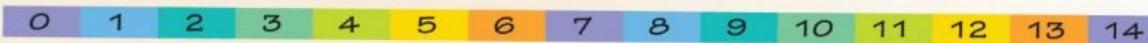


In this picture, I'm holding my baby brother Emilio. I'm four and he's a day old. He's very big with a lot of dark hair.



Age 4
my baby brother Emilio's first day!

AGE



Age 7
my first bike



In this photo, I'm seven years old. It's my birthday. I'm riding my new bike! It's a present from my grandparents and I love it.

Age 13
third place in school cross country race

In this photo, I'm 12 years old. I'm with my family and we're on holiday in America. Here we're at a theme park and I'm having a wonderful time!



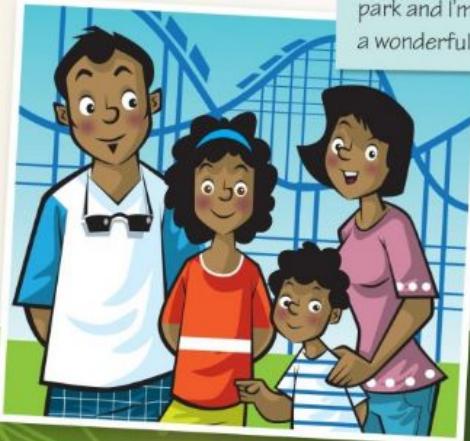
Age 5
first day at school

Age 9
first day at Girl Guides

Age 11
secondary school

Age 12
holiday in America

In this photo, I'm going to school for the first time. I'm very nervous! I'm holding Mum's arm very tightly. I'm wearing my new school uniform, but I don't like it very much! And I'm carrying my new schoolbag.



- 1 Find a large piece of paper. Draw a timeline from 0 and mark all the years to now.
- 2 a Write notes for important times in your life. Try and think of at least six things. Match the notes to the ages on the timeline.
- b Read Antonia's timeline. Do you have any of the same things? Are they in the same years?
- 3 a Look at Antonia's self-portrait. What things does she mention about herself?
- b Draw a portrait of yourself and write a description.

- 4 Look at Antonia's photos. Find three or four photos of you at important times. Then write what you are doing in each of the photos.

- 5 a Put your project together.
- b Present your project to the class. Show your photos and read out the captions. You can use a computer if you prefer. Answer questions from the class.

This is a picture of me. As you can see, I've got curly dark hair, brown eyes and freckles. I'm smiling in this picture. I think I'm friendly, but sometimes I'm a bit shy. I'm not very sporty.



1 Culture



What famous homes do you know? Discuss with a partner.

THE WHITE HOUSE IS THE HOME OF THE PRESIDENT OF THE USA AND HIS FAMILY.



The White House is in Washington DC and is more than 200 years old. It is very big with 132 rooms and 35 bathrooms. The president's apartment is on two floors. Presidents live there with their families.

The White House is also a place for government work. A lot of the rooms are offices. 6,000 people visit it every day!

The ground floor looks like a shopping centre! It has a flower shop, a dentist's, a cinema, a theatre, a games room and even a bowling lane. Outside, the gardens are beautiful. There are a lot of vegetable gardens and there is a famous rose garden. There is also a tennis court, a swimming pool, and even a running track!



FAMOUS HOMES

BUCKINGHAM PALACE IS THE LONDON HOME OF THE BRITISH ROYAL FAMILY.

Buckingham Palace is more than 300 years old. It is very big with 775 rooms, including 240 bedrooms and 78 bathrooms. There are also 92 offices. About 450 people work at the palace. There are chefs, electricians, gardeners, drivers, cleaners and two people who look after the 350 clocks! Every year over 50,000 people visit the Queen for dinners and garden parties.

Inside the palace there's a cinema, a swimming pool, a doctor's surgery, a post office and a police station. On the walls, there is an amazing collection of art. Underneath the palace, there are a lot of secret tunnels! Outside, the gardens are huge and beautiful. There are tennis courts, a boating lake, and also a helicopter pad.



1 a Work with a partner.

Student A Read about the White House.

Student B Read about Buckingham Palace.

b Ask and answer the questions about your famous home.

Where is it?

What happens there?

How old is it?

What is there inside?

Who lives there?

What are the gardens like?

How big is it?

c What was the most interesting fact in each text?

d Which one would you like to live in? Why?

2 Over to you! Which famous homes or buildings are there in your country? Do people still live or work there?



Learn through English



Is there any style of art or painting that you like?
Which famous artists do you know of?

- A** The artist is 33 years old in this self-portrait, but he/she doesn't look very well. He/She's wearing ¹ pyjamas and sitting in front of a red curtain. He/She has got dark ² and a moustache and he/she's looking to the right. The artist has also got a black patch over his/her left ³. It's a strange picture.



- 1 a** Look at these three famous artists and their self-portraits. Can you match the artists to their paintings and the titles and their styles?

- 1 Vincent van Gogh 1853–1890 (Dutch)
- 2 Marie Spartali Stillman 1844–1927 (British)
- 3 Rik Wouters 1882–1916 (Belgian)
- a Self-portrait on a balcony 1874 (Pre-Raphaelite)
- b Self-portrait with bandaged ear 1889 (Post-Impressionist)
- c Self-portrait with a black eye patch 1915 (Fauve)

- b** Do you know anything about any of these artists? Can you find out anything about them?

- 2 a** Complete the descriptions with the words in the box.

ear eye hair light blue
Japanese window winter

- b** 1.24 Listen and check.

- 3 a** Look at the third painting. Try and describe it. Use these words.

balcony dress fan red smiling

- b** 1.25 Listen and compare your ideas.

Artists' self-portraits

- B** This artist is 41 years old in this self-portrait. He/She is sitting in his/her room next to a ⁴ picture. He/She has got very green eyes and is wearing ⁵ clothes. He/She has got a bandage on his/her right ⁶ and looks ill. Behind on the right is a ⁷ and on the left is an empty painting. It's a sad picture.

- 4** Write a short description of the painting below (or choose a picture that you like). Answer the questions.

Who is in the picture?

How old is the artist in this picture?

Where are they?

What are they wearing?

What is the artist doing?

What's the feeling in this picture?

Elisabeth Le Brun
1755–1842 (French)



Self-portrait with daughter Julie (age 6)
1786 (Neoclassical)

- 5 Over to you!** What do you think? Discuss with your class.

1 Which painting do you find the most interesting? Why?

2 Which style of painting do you prefer?

3 Which painting do you like best and least? Why?

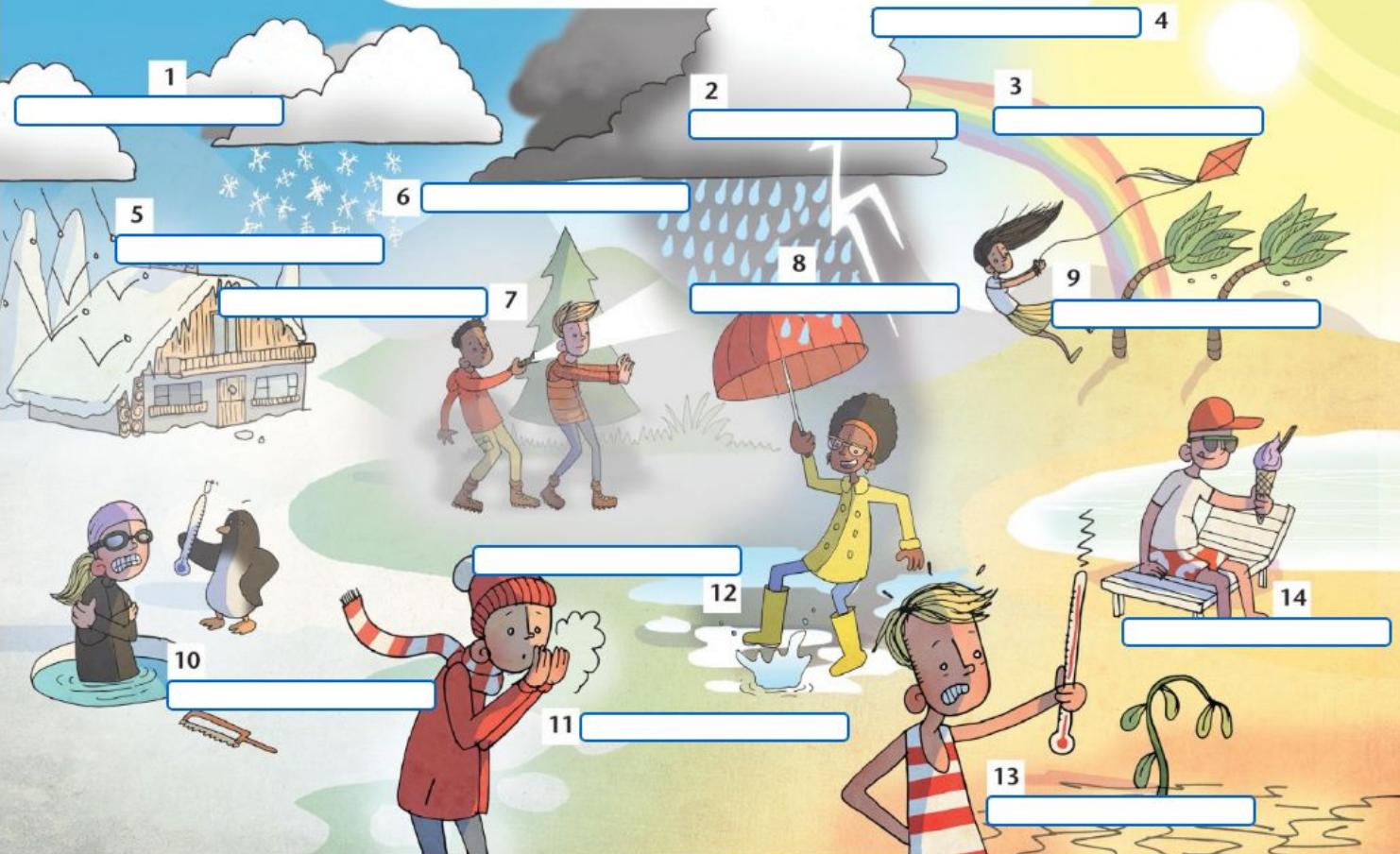
2

Survival!

2A What's the weather like?



What do you like doing when it's sunny and when it's snowing? Make a list and compare with your partner.



Vocabulary Weather

- 1** **a** Look at the picture. How many types of weather can you find and name?
b Match the words to the correct weather. How many did you know?
- It's cloudy. It's cold. It's foggy. It's freezing.
 It's hailing. It's hot. It's raining. It's snowing.
 It's stormy. It's sunny. It's warm. It's wet.
 It's windy. There's a rainbow.
- c** **1.27** Listen and check, then repeat.
d Work with a partner. Cover the words. Point to a number. Ask and answer the questions.

What's the weather like?

It's hot.

- 2** **1.28** Listen to the conversations and write the correct weather.

- 3** **a** Make weather flashcards. Draw the 14 different types of weather on pieces of paper. Place the flashcards face down.

- b** Work with a partner. Take turns to turn over a flashcard and start a conversation.

It's snowing...

Let's go swimming!

Let's make a snowman!

No way! My turn!

Great idea! Your turn again!

► Workbook page 12, exercises 1–2



Reading and Grammar

Past simple regular

- 4 1.29 Read and listen. How did the family survive?

MISSING FAMILY FOUND ALIVE IN THE SNOW

In 2013 in Nevada, USA, two adults and four children survived for two nights in the freezing mountains.

In December 2013, the weather in Nevada was cold but sunny. So, on Sunday 6th, James and Christina Glanton wanted to take their two children and cousins to play in the snow. Early in the morning, they travelled by jeep into the mountains.

But in the afternoon the weather changed. There was a huge snowstorm and the road was dangerous. The Glanton's jeep suddenly stopped in the snow and then it turned over! The family couldn't move, there wasn't a phone signal, and it was freezing. The temperature was -16 degrees! But James had an idea. He used a tyre from the jeep to make a fire. Then they warmed rocks in the fire. At night they all stayed with the warm rocks in the turned-over jeep.

On Monday morning at 8 o'clock, 200 people started to look for the missing family. There were a lot of jeeps and two helicopters. The rescuers were very worried. People usually can't survive one night in the mountains in winter. The rescuers listened for tiny mobile phone signals. Then they tried to follow the signals.

On Tuesday at 4 o'clock in the afternoon, the rescuers finally arrived. They were very happy to find the family alive and well!



- 5 a Look at the highlighted verbs.

Complete the rule with *past* or *present*.

We use the ___ simple to talk about events which happened at a time before now.

- b Look at the highlighted verbs again. What are the spelling rules?

Base verb	Past simple regular	Spelling rule
survive	survived	+ -d

- c Find more examples of past simple regular verbs in the text.

There was / were

- 6 a Complete the sentences from the text. Find a negative form.

____ a huge snowstorm and the road was dangerous.
____ a lot of jeeps and two helicopters.

- b Write the questions. Then answer them.

- 1 How many people ___ in the jeep?
2 How many people ___ in the rescue team?

Prepositions of time

- 7 a Complete these sentences from the text. Find more examples. What are the rules?

____ Tuesday ____ 4 p.m. ____ the afternoon, the rescuers finally arrived.

- b Do these dates and times take *at*, *in* or *on*?

autumn February 16th February July 12th July
lunchtime midday 20th Wednesday 2017

► **Workbook** pages 12–13, exercises 3–7

Speaking and Listening

- 8 a Get ready to speak Work with a partner.

Student A Go to page 86.

Student B Go to page 87.

Look at the pictures for one minute. Then, close your books and describe the pictures to your partner.

There was a...and there were two...

- b Work together to put the six pictures in order. Write sentences for each picture. Use the words and the correct form of the past simple. Add details if you can.

- c 1.30 Listen to the story and check your ideas.



Make a sentence about last weekend. Your partner decides if it is true (T) or false (F).

arrived liked listened played stopped
travelled tried waited wanted watched

2B The lost tribe



What do you think daily life is like in the jungle?
Who lives there?



Reading

- 1 Describe what you can see in the photos.
What do you think the text is about?
- 2 a Read the text. Complete the gaps (1–5) with the correct sentences (A–E).

The lost tribe

1 Who were they? They didn't have clothes and they didn't speak Portuguese. This was their first visit to our modern world. The photographs of them went viral on the internet.

2 They were all from the Sapanahua tribe. A translator spoke to them, and a Brazilian doctor took care of them. They needed medicine because our illnesses are dangerous to them.

3 Well, they were scared of wild animals and thunderstorms. But they were most scared of other people, because there were a lot of dangerous criminals in the Amazon jungle. So, the Brazilian government gave the tribe new homes beside the river. There they could live in the same way.

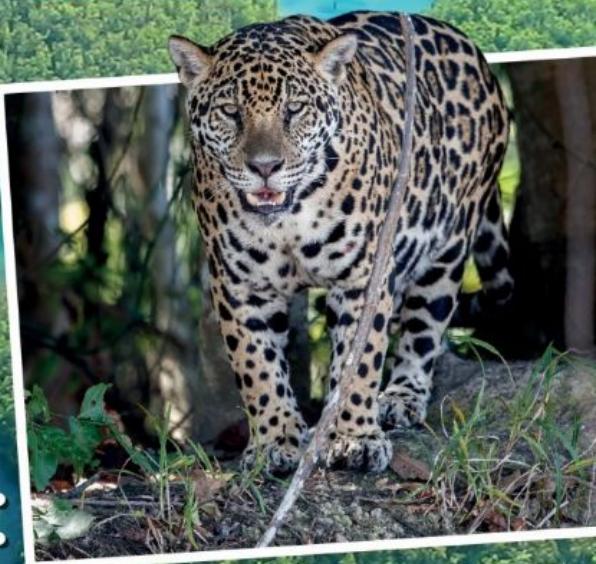
4 For the first time, the tribe had clothes, shoes, and other modern things – and they loved them! At first, they didn't understand a camera. Then, minutes later, a ten-year-old boy learned to take photos.

5 Yes and no. They weren't hungry or frightened any more. But they missed the freedom of life in the jungle.

And there are more of these tribes in the Amazon. Are they in danger, too?

- b 1.31 Listen and check the order.
What do you think of the story?

- A In Brazil in 2014, two men came out of the Amazon jungle.
- B But life wasn't exactly the same.
- C Did life improve for the tribe outside the jungle?
- D But why did they leave the jungle?
- E After that, 23 more adults and 12 children left the jungle.



Grammar Past simple *be*

- 4 a** Complete the sentence from the text. Then find all the *was* / *were* examples in the story.

They ___ all from the Sapanahua tribe.

- b** How do we form negatives and questions? Complete the rules.

To make the past form of *be*, we use ___ or ___.

For negatives, we use *wasn't* or ___.

To make questions, we use ___ or *Were...?*

Past simple irregular

- c** Find the past simple irregular forms of these verbs in the story.

can come give go have
leave speak take

Past simple questions and negatives: regular and irregular verbs

- 5 a** Find three negative forms in the past simple. Complete the rule.

To make negatives, we use ___ + base verb.

- b** Complete the questions from the story.

But why ___ they ___ the jungle?

___ life ___ for the tribe outside the jungle?

- c** Complete the rules.

To make past simple questions, we use ___ + base verb.

► **Workbook** page 14, exercises 1–3

- 6** Give the irregular past simple form of these verbs.

buy eat find hear run say see think

- 7** Write the questions about the story. Work with a partner. Ask and answer the questions.

- 1 ...37 people / come / out of the jungle?
- 2 ...they / have / clothes?
- 3 ...they / speak / Portuguese?
- 4 Why / a doctor / see them?
- 5 ...they / frightened in the jungle?
- 6 ...life / the same outside the jungle?
- 7 What / the government / give them?
- 8 ...they / like / clothes and cooking things?

► **Workbook** pages 14–15, exercises 4–5

Listening and Speaking

- 8 a** 1.32 Listen to people talking about their amazing holidays. Match the names with the places (1–4) and activities (a–d).



Bob



1



a



Cleo



2



b



Anton



3



c



Maria



4



d

- b** Work with a partner. Discuss which trip you think is interesting.

► **Workbook** page 15, exercises 6–7

- 9 a** Get ready to speak Choose one of these places and activities. Imagine you went there. You are now back from your trip. What was it like? Make notes.

I went...

- | | |
|----------------------------|------------------------------|
| windsurfing at the beach. | horse riding in the country. |
| swimming in the lake. | shopping in the city. |
| climbing in the mountains. | trekking in the jungle. |

- b** Write the questions. Write two more questions.

- 1 were Where on holiday you ?
- 2 weather the like was What ?
- 3 you What do did ?
- 4 did with you do Who it ?
- 5 Did interesting anything you see ?

- c** Invent more details about your trip in 9a. Work with a partner. Ask and answer the questions above.

- d** Tell the class an interesting thing that your partner did.

Jonah saw a tiger in the jungle!



Write questions to ask your partner about their best holiday. Ask and answer.

Where did you go on your best holiday?

I went to...

2C Young survivors



Do you like storms? Are they exciting?
Why? / Why not?

Vocabulary

Extreme weather and natural disasters

- 1 a** Look at the words. Which do you know?
Match them to the definitions.

an avalanche an earthquake
a flood a hurricane lightning
a snowstorm a tornado
a tsunami a volcanic eruption

- a a huge wave of water
b a volcano exploding
c wind that travels in a circle
d electricity in the sky
e too much water
f a lot of snow and wind
g rocks or snow falling down a mountain
h very strong winds
i the earth moving and breaking

- b** Look at the photos. Match the words to the photos.



- 2 a** 1.33 Listen to three conversations.
Complete the first column of the chart.

- b** 1.34 Listen again. Write the information for the second and third column.

	Disaster	Where	When
Conversation 1			
Conversation 2			
Conversation 3			

- 3** Look at the map. Where in the world do these natural disasters happen? Can you remember any news stories about extreme weather or natural disasters? Discuss with the class.

► Workbook page 16, exercise 1



Grammar

- 4** 1.35 Listen to the photo. What do you think the article is about? Read and listen to the interview and check your ideas.



TEEN SURVIVES DISASTER

Interview with Scott Gilbert

Interviewer: When and where did the disaster happen?

Scott: It happened two years ago in Oklahoma, USA.

I: Who were you with?

S: So I could hold on to the toilet!

S: I was at home...alone.

I: And how did you survive the tornado?

S: It was extremely windy, and then a huge tornado came.

S: Well, the toilet is connected underground, so it didn't move.

I: How often do you have tornados in Oklahoma?

I: How long were you in the bathroom?

S: We have them a lot.

S: I was there for half an hour, I think.

I: What did you do?

I: Oh no! Were you hurt?

S: Well, I ran to the bathroom.

S: No, I was very lucky!

I: Why did you do that?



Question words

- 5 a** Complete the question and answer from the interview. What are the question words?

I: ___ and ___ did the disaster happen?

S: It ___ two years ago in Oklahoma, USA.

- b** Find all of the question words in the interview. Take turns practising the interview with a partner.

I: When Where ___

Adverbs of time

- 6** Complete the rules with adverbs from the interview.

Adverbs of time tell you when, how long, or how often actions happen.

When? Today, yesterday, later, last year, a long time ago, ___

How often? Every day, once or twice, sometimes, never, ___

How long? Not long, all day, for a while, for a week, ___

► **Workbook** pages 16–17, exercises 2–4

- 7 a** Write questions about last week. Add two more.

- 1 How often /you/speak English in class /last week?
- 2 When /you/do/homework /last week?
- 3 How long /you/study/in the evening /last week?

- b** Ask and answer the questions with a partner.

► **Workbook** page 17, exercise 5

Listening and Writing

- 8 a** Write more questions for Scott.

- 1 What /you/do/after the tornado stopped ?
- 2 Why /you/do that ?
- 3 When /your family/come/back ?
- 4 How /they/feel ?
- 5 Where /you/all/live/after that ?
- 6 How long /you/stay there ?

- b** 1.36 Listen to the interview and check your questions. Make notes on the answers.

- c** Role-play the dialogue with a partner.

► **Workbook** page 17, exercises 6–7

- 9 a** Get ready to write Complete the first paragraph of the newspaper report with information from Scott's interview in exercise 4.

Two ¹ ___ ago, in ² ___ , USA, teenager Scott Gilbert was ³ ___. It was ⁴ ___ and then ⁵ ___. He ran ⁶ ___ , so he ⁷ ___. He ⁸ ___ because the toilet ⁹ ___, so it ¹⁰ ___. He was there ¹¹ ___, but he wasn't ¹² ___. He was very ¹³ ___ !

- b** Now write a second paragraph about what happened after that. Use information from exercise 8.



Choose an extreme weather event or natural disaster. Work with a partner. Discuss how to survive in that situation.

2D It all went wrong!

**YOU
FIRST!**

Do you go camping? Do you enjoy it? Why? / Why not?



- 1 a 1.37 Look at the photos. What do you think happened? Read and listen.

Elsa Why did you decide to camp out in that weather?
 Lily Yes, I didn't sleep with the wind and the rain, and I was *inside*.
 Jed Well, we're tough.
 Alfie And very brave.
 Elsa Sure you are... Tell us the story.
 Jed Well, Grandma sent me a tent. She said it was for *all* weather.
 Alfie And we wanted to try it.
 Jed So we put it up... but *someone* didn't hold it down!
 Alfie Well, sorry about that, but *you* didn't ask me to!
 Lily Guys, guys, it doesn't really matter! The story!



Jed Yes, well, the wind blew the tent over the wall...
 Lily Oh no! Into our garden?
 Elsa Oh no! Into Mr Grant's garden?
 Lily Oh, bad luck!
 Jed Exactly, Mr Grant's dog, Albert, was out too.
 Lily Oh, that's a shame. Albert isn't very friendly.
 Alfie No, he isn't. He bit it...
 Jed ...and he didn't let go. We pulled and pulled...
 Alfie ...in the mud and rain for ages... Hey, it's not funny!
 Lily No, of course it isn't... poor you!
 Elsa Never mind!

Elsa So, what did you do after that?
 Jed We put the tent back up, got the sleeping bags and went to sleep.
 Lily In the tent? In that weather?
 Elsa All night? Really?
 Jed Oh, yes. We're very brave, Elsa.
 Elsa Hmm...
 Lily That is brave.
 Alfie Thank you, Lily.



b Are the sentences true (T) or false (F)?

- 1 The boys decided to try Jed's tent.
- 2 The weather wasn't very good for camping.
- 3 The neighbour's dog is called Grant.
- 4 The camping was successful in the end.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

Sure you are...

Guys, guys!

Exactly!

It's not funny!

b Work in a group. Practise the dialogues.

► Workbook page 18, exercise 1

- 3 a** What do you think of the boys' story? What do the girls think of it? How do you think the story ends?
b 1.38 Now listen and check your ideas.

- 4 Over to you!** Work with a partner. Answer the questions.

- 1 What happened to the tent in the end?
- 2 How did the boys behave? Were they brave?
- 3 What was the girls' opinion of the boys in the end?

Everyday English

Expressing sympathy and regret

- 5 a** Look at the useful phrases. Find examples in the story.

- 1 Bad luck!
- 2 Oh no!
- 3 That's a real shame!
- 4 Never mind.
- 5 Sorry about that.
- 6 Poor you.
- 7 It really doesn't matter.
- 8 Sorry to hear that.

- b** 1.39 Listen and repeat.

► **Workbook** page 18, exercises 2–3

Pronunciation The sounds /e/ /i:/

- 6 a** 1.40 Listen and repeat the words. Put them in the correct columns.

friendly me never real
see teeth tell tent weather
week we'll well

/e/	/i:/
tent	—
—	—
—	—
—	—

- b** 1.41 Listen and check your answers.

- c** Say these words. Is it /e/ or /i:/?

beak bookshelf cheap
desk niece pen please present
police secret sweets

► **Workbook** page 19, exercise 4

Listening and Speaking

- 7 a** 1.42 Listen. Which pieces of bad news do you hear?

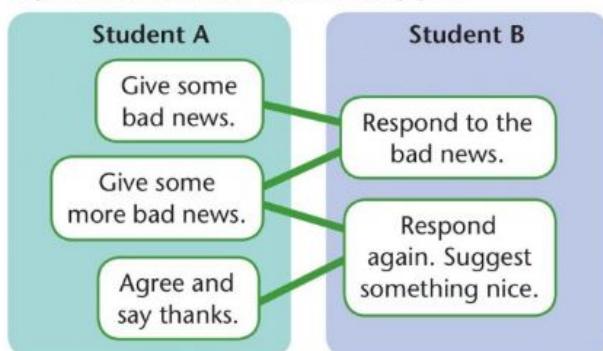
- a I dropped my phone this morning!
- b It rained all the time on holiday.
- c I didn't pass my last exam!
- d I broke my arm playing tennis on Wednesday.
- e We lost the match this afternoon.
- f I left my homework on the bus yesterday.

- b** 1.42 Listen again. What extra information can you remember? Check with a partner.

► **Workbook** page 19, exercises 5–6

- 8 a** Get ready to speak Choose another piece of bad news in exercise 7 or use your own ideas.

- b** Role-play. Work with a partner. Try different expressions. Use this chart to help you:



What's wrong?

I dropped my phone this morning!

- c** Role-play one of your dialogues for the class.



What does Jed say to his grandma on the phone about the tent? Finish the conversation.

Jed Grandma, thank you very much for the tent. But I'm sorry. Something terrible happened to it yesterday...

Grandma Oh no. What happened?

Jed Well, ...

2 Revision

Vocabulary Weather

1 Look at the pictures and write the weather.



1

2

3



4

5

6

Extreme weather and natural disasters

2 Complete the sentences with the words in the box.

avalanche flood hurricane
lightning volcanic eruption

- 1 The ___ blew the tree down because the wind was so strong.
- 2 The storm was amazing – the ___ lit up the sky.
- 3 Mount Etna had another small ___ – there was noise and smoke, but no damage.
- 4 It rained so much that there was a ___ in the town.
- 5 There was an ___ in the mountains next to the ski resort and no one could ski.

Grammar Past simple

3 Complete the dialogue with the past simple form of the verbs in brackets.

- A Hi, Josh! ¹___ you ²___ your holiday? (enjoy)
B Yes, thanks, I ³___. It was great. (do)
A ⁴___ you ⁵___ good weather? (have)
B Yes, but one day we ⁶___ a storm. (have)
A ⁷___ you ⁸___ any photos? (take)
B Lots. I ⁹___ you some while I was away. (send)
A Oh no! I ¹⁰___ them. I ¹¹___ my phone last week! (not see, lose)

Prepositions of time

4 Choose the correct prepositions to complete the sentences.

- 1 His birthday was last week ___ the 22nd.
- 2 I told you to be here ___ seven o'clock!
- 3 Did we go on holiday ___ June or July?
- 4 The garden looks best ___ spring.
- 5 I sent the email ___ Tuesday, 11th February.
- 6 He's always busy ___ weekends.

Question words

5 Complete the questions, then choose a suitable adverb / adjective to answer them.

how long often when where

- 1 A How ___ did you play football last week?
B I played *every day/ many years ago*.
- 2 A ___ did you finish your homework?
B I finished it *later/ last night*.
- 3 A ___ were you yesterday? I didn't see you at school.
B I was *at home/ last year*.
- 4 A How ___ was the film?
B It was so long! It was *every day/ three hours long*.
- 5 A ___ was your holiday?
B It was *brilliant/ two weeks long*.

Everyday English

Expressing sympathy and regret

6 Complete the dialogue with the words in the box.

finish for you have to
never mind to hear that wrong

- A What's ¹___?
B I didn't ²___ my homework and I have to stay in school this afternoon!
A Oh, no. Very sorry ³___.
B I ⁴___ do it all again.
A ⁵___. I can wait ⁶___.
B Thanks!

Learning to learn

Using a dictionary 2

It's a good idea to use a dictionary to help you with new words.

Look at this dictionary extract. Find these things:

the word the meaning
another meaning
the type of word that it is an example
the spellings in different forms

crawl

verb (crawls, crawling, crawled)

1

3

4

2

to move along on your hands and knees

2

to move slowly

5

a slug was crawling across the path

6

► Workbook pages 20–21, exercises 1–7

My project

2



Which country would you really like to visit? Why?

Brazil

Flag:



Capital: Brasilia

Population: 207.8 million

Currency: Brazilian real

Language: Portuguese

Weather: warm and dry or warm and rainy



- 1 a Get ready to write Choose an interesting country. What interests you about it?
- b Find facts and photos of your chosen country – from home, on the internet, or from books and magazines.
- c Find out these facts:

Flag: _____ Currency: _____
Capital: _____ Language: _____
Population: _____ Weather: _____

- 2 a Plan three short paragraphs. Choose some of the information below to include.

Size
Which continent
What it's famous for
Famous natural features
Famous places
Weather and seasons
Some important dates in its history

- b Read the text from Anton's project. Which information has he chosen to include? In which order?

3 Read the Look! box. Find examples in the text.

Look! Time expressions

There are many different expressions to tell us when things happen. Look at the examples. Find them in the text.

Between two points in time, e.g. *from July to September*

Duration, e.g. *for a long time, during, lasts*

Relationship in time, e.g. *then, eventually*

Linkers, e.g. *and, because, also, that's why*

- 4 a Start writing Decide how you are going to organize your information and how you are going to lay out your text and pictures.

- b Put your information into sentences and paragraphs.

- c Try to use one or two time expressions.

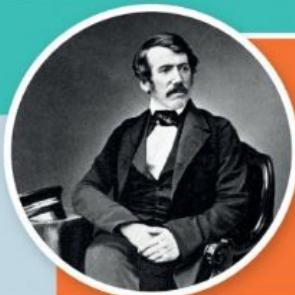
- 5 a Complete your project Arrange your information as a large poster with pictures, or make a PowerPoint presentation. Make sure your information is bright and colourful.

- b Put your project on the class wall or show your presentation in class. Read them and discuss. Which country did you learn something new about?

2 Culture



What famous explorers do you know? Tell the class.



DAVID LIVINGSTONE

was the first European to explore all of Africa.

David Livingstone was a missionary and explorer, born in Scotland in 1813. His family was very poor, and from the age of ten he worked from 8 until 6 in a factory. But he studied hard at night and became a doctor. However, he was fascinated by other countries. So, when he was 27, he went to Africa, because no one knew much about it. For 15 years, he travelled on foot all over the country, usually with some servants. He found waterfalls and jungles and made the first maps of the African continent. The expeditions were extremely hard and sometimes he only ate insects. Livingstone was very interested in native tribes. When he returned to Britain, he spoke against slavery. He went back to Africa and died there from malaria when he was 60 years old.



1 a Work with a partner.

Student A Read about David Livingstone.

Student B Read about Gertrude Bell.

b Ask and answer the questions about your explorer.

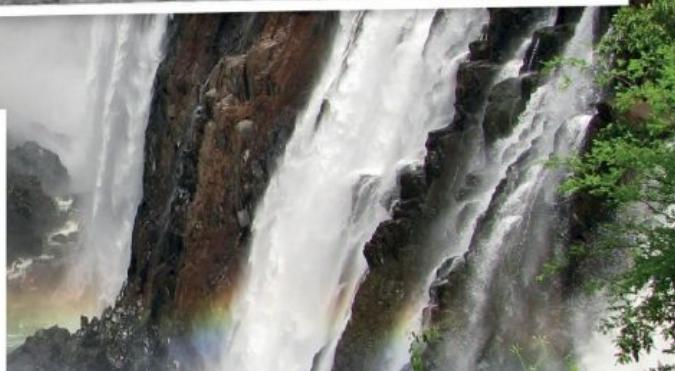
- 1 When and where was (s)he born?
- 2 What was his/her childhood like?
- 3 What was (s)he really interested in?
- 4 How old was (s)he when (s)he left Britain to explore?
- 5 How did (s)he usually travel when (s)he was there?
- 6 How many years (s)he travel for?
- 7 What did (s)he speak against back in Britain?
- 8 Where and when did (s)he die?

Two British EXPLORERS

GERTRUDE BELL

was the first European to explore all of the Arabian desert.

Gertrude Bell was an English adventurer, historian and spy. She was born in 1868 into a rich family and was the first woman to get a first-class degree in history from Oxford University. When she was 24, she made her first trip to the Middle East, and was fascinated by its history and people. For 15 years until 1914, she made trips through the deserts of Arabia with a servant and a tent. She travelled by camel or horse and made the first maps of the region. During WWI she was the first female spy for British Intelligence. After the war she worked for the British government and supported the new nation of Iraq. She always spoke for Arab independence and against British colonialism. She died in Baghdad when she was 57 years old.



c What was the most interesting fact in each text?

d Would you like to be an explorer? Why? / Why not?

2 Over to you! Who are the famous historical figures in your country? What are they famous for?



Learn through English

2



What do you know about Antarctica? Look at the headings in exercise 1 and write your ideas for each one.

- 1 a Read and check your ideas. Match the photos and headings to the correct paragraphs.

animals and birds history of exploration
population sea life tourism weather

- b What new information did you learn?
Which two pieces of information do you think are the most interesting?

1

Antarctica is the **COLDEST** continent on Earth. There isn't much rain, but there is a lot of snow and wind. The lowest temperature was on 21 July in 1983 at **-89.2°C!**

2

Nobody lives in Antarctica all the time! The first people to stay there for a while were fishermen in 1786. Now there are about **5,000 SCIENTISTS** and researchers there in the summer.

3

Blue whales, humpback whales, killer whales, penguins and seals live in the sea around Antarctica. **18 TYPES OF PENGUIN** live there. Penguins only live at the South Pole, not the North Pole.

4

There aren't any large animals in Antarctica. Polar bears live at the North Pole. But there are some big snails and a lot of insects. Every spring there are over **100 MILLION SEABIRDS** in Antarctica.

5

During 1907–9, British explorer Ernest Shackleton explored the continent on foot. In 1911, two explorers – a British man named Scott and a Norwegian named Amundsen – raced 1,400 kilometres to the South Pole. Amundsen arrived first. Scott and his team died on the way back.

d



6

People started to visit Antarctica in 1950. Then the first tourist ships sailed from Argentina in 1969. Now, over **34,000 VISITORS** arrive there every summer.



Antarctica



b

c

e

f



- 2 a 1.43 Listen to Allie talking about her holiday to Antarctica. Which of the topics from the infographic does she talk about? Number the headings from exercise 1 in the order you hear them.

- b Imagine you lived in Antarctica for a week to study wildlife. What did you take with you? What did you see and do? Write a journal entry.

The Best Detective in Town? Episode 1

1 1.44 Read and listen to the story.





3

Food and health

3A Food and drink



What are your favourite foods? What's your favourite drink?
Tell a partner. Do you like the same things?

Vocabulary Food and drink nouns

- 1 a Cover the words in the box. In pairs, how many items of food and drink can you name?
b Match the words and the pictures.
Compare answers with the class. Which five foods are not in the pictures?

bananas carrots cheese chicken chocolate
coffee cola crisps eggs fish fruit juice
grapes ham lamb lemonade milk pasta
potatoes rice sandwiches sausages strawberries
tea tomatoes wholegrain bread yoghurt



- 2 a Put the words above under the correct headings.

drink	fruit/ vegetables	snacks	meat/fish	other
lemonade	grapes	yoghurt	ham	pasta

- b 2.02 Listen, check and repeat.

- 3 a 2.03 Listen to three conversations. Which food or drink do these people really like? Which do they really dislike?

	Likes	Dislikes	Extra info
Joe			
Ava			
Simon			

- b Can you remember one piece of extra information about the food they like?

- 4 Look at the food and drink in exercise 1. Ask and answer questions with your partner.

Do you like fish?
No, I don't. I never eat it. What about you?
Yes, I like it.
Do you like strawberries?
Yes, I really like them.

► Workbook page 24, exercises 1–2

Grammar Countables/uncountables

5 a Read the list. What is it for?

1 crisps	7 tomatoes
2 chocolate	8 sandwiches
3 fruit juice	9 fruit
4 bread	10 bananas
5 ham	11 apples
6 cheese	12 a cake

b **2.04** Listen to Lily and Alfie to check your ideas. Which items have they got already? Which items do they need to get?

c Read the rules. Look at the list. Match each word to a rule.

A countable noun has a singular and a plural form:

an egg → two eggs



You can count it with numbers.

An uncountable noun usually hasn't got a plural form, because you can't count it with numbers:

milk → milk



d Look at the food lists. Write *countable* and *uncountable* at the top of the correct list.

cheese chocolate ham lemonade milk

banana egg sandwich strawberry

6 Add these items to the correct food lists in exercise 5d.

carrot coffee grape
potato rice tea

7 Work with a partner. Imagine you are going shopping. Take it in turns to add items to your shopping bag. Remember everything in order!

In my shopping bag there's fruit juice and there are strawberries.

In my shopping bag there's fruit juice, strawberries, and there is cheese.

► **Workbook** pages 24–25, exercises 3–5

Listening and Speaking

8 a **2.05** Read the menu. Listen. What does Jed order? Why is Lily surprised?

Hot food	
Fish and chips	£6.50
Chicken and chips	£5.20
Ham and eggs	£4.99
Pizza	£6.99

Sandwiches	
Ham	£3.50
Egg	£2.99
Cheese	£2.99

Desserts	
Chocolate cake	£2.25
Strawberry yoghurt	£0.75
Ice cream	£1.75

Drinks	
Fruit juice	£1.50
Lemonade	£1.25
Cola	£1.25
Cup of tea	£1.50
Cup of coffee	£2.00
Strawberry / chocolate milkshake	£2.50

b **2.05** Get ready to speak Complete the dialogue. Listen again and check.

Waitress Can I ¹ you?

Jed Yes please. Can I have ², please?

Waitress Anything for ³?

Jed Yes, ⁴, please.

Waitress OK. And do you want anything to drink?

Jed Yes, umm, ⁵, please.

Waitress Sure. Is that everything?

Jed Yes, thanks.

Waitress That's ⁶.

Jed Here you are.

Waitress That's ⁷ change, thank you.

Lily Jed? What are you doing here?

Jed I'm having ⁸. I'm really hungry.

Lily But we're having a ⁹ in the park in an hour!

Jed Don't worry. I can easily eat ¹⁰.

Lily Well, I want to see that!

► **Workbook** page 25, exercises 6–7

c Now role-play café conversations with your partner.

Can I help you?

Yes, please. Can I have..., please?



Imagine you are vegetarian / very hungry / don't eat anything made with milk. Make more dialogues with your partner.

3B Going shopping

YOU FIRST!

Do you help with the shopping for your family? Why? / Why not?



Vocabulary Quantities

- 1 a** Look at the picture. What food and drink can you see?
b Match the correct words from the box with the food and drink in the picture.

a bag a bar a bowl a box a can a carton
 a cup a glass a kilo a loaf a packet a plate
 a pot a slice a tin

- c** **2.06** Listen and check. Practise saying the words.

- d** Test a partner. Your partner covers exercise 1b. Take turns pointing to something in the picture. Your partner says what it is.

- 2** **2.07** Listen. What does each person get?

- 3 a** Draw a table. Put six things from exercise 1 on your table. Do not show your partner.
b Now ask and answer Yes/No questions with your partner. The first person to guess all of the things on their partner's table is the winner.

Have you got a bag of crisps?

No, I haven't.

Yes, I have. Have you got a plate of sandwiches?

- c** Compare your table with your partner's. Have you got any of the same things?

► **Workbook** page 26, exercises 1–3

Grammar *some and any*

- 4 a** 2.08 Read and listen to the dialogue. What do they want to make?



Elsa OK, what's in the recipe? First, **ice cream** and **milk**. There's some ice cream in the freezer, but there isn't any milk.

Lily OK. Let's buy some.

Elsa One **carton** or two?

Lily One carton, I think.

Elsa And are there any **bananas** at your house?

Lily A couple. We probably need some more.

Elsa OK. What else do we need? Do we need any **cocoa powder**?

Lily Yes, a small **tin**. Is that everything?

Elsa No, we need some **straws**!

Lily Oh, good idea!

b Which highlighted nouns are countable and which are uncountable?

c Find the words *some* and *any* in the dialogue. Then complete the rules with *some* and *any*. Find examples from the dialogue.

some and any

We use *some* and *any* with countable nouns in the plural and with uncountable nouns.

We use *some/any* with positive sentences, e.g. ____

We use *some/any* with...

- negative sentences, e.g. ____
- questions, e.g. ____

► **Workbook** page 27, exercise 4

Listening

- 5** 2.09 Listen. What are the girls making? Why? Is it successful?

- 6 a** Complete the sentences with *some* or *any*.

- 1 We're making ____ banana milkshake.
- 2 Is there ____ milkshake for me?
- 3 We need ____ banana pieces first.
- 4 Then, pour in ____ milk.
- 5 Have you got ____ ice cream?
- 6 I didn't spill ____ of it.
- 7 Here's ____ milkshake for everyone.

- b** 2.09 Listen again and check your sentences.

► **Workbook** page 27, exercises 5–6

Speaking

- 7 a** Get ready to speak Go shopping! Look at the picture. What can you see?



- b** Look at your shopping list. Decide the quantities you need.

Student A Go to page 86. **Student B** Go to page 87.

- c** One person is the shopkeeper. Use the picture. Role-play the dialogue in the shop. Take turns being the shopkeeper.

Good morning. How can I help?

Hello. Have you got any water?

Yes, I have.

Can I have three bottles, please? Thank you. Have you got any milk?

No, I haven't got any milk, but I've got some juice.

No, thanks. I needed some milk for tea. Have you got any...?



Work with a partner. Plan your dream party. What food do you need?

3C Eating well



What did you have for breakfast this morning?
Compare with a partner.

Reading and Listening

1 a What can you see in the photos?



b Read the quiz and match the photos (a-d) to the correct questions.

c Ask and answer the quiz questions in pairs. Choose the answer nearest to your daily habits.

2 a Look at the scores at the end of the quiz and count up your total. Tick the box that shows the amount you scored.

b 2.10 Listen to the explanation for your score. Do you agree with the advice?

c Compare with your partner's quiz score. Compare results with the class. Who are the healthiest people in the class?

Scores

8 a 0	b 1	c 2
7 a 2	b 1	c 0
6 a 1	b 2	c 0
5 a 2	c 0	c 1
4 a 1	b 2	c 0
3 a 2	b 1	c 0
2 a 1	b 0	c 2
1 a 0	b 2	c 1

0-7
8-12
13-16



Healthy Eating Quiz

Do you know how to eat healthily?

Or could you improve?

Find out by doing this quiz.

1 You are late for school and it's breakfast time. You...

- (A) skip breakfast – you regularly do.
- (B) have some sliced banana on cereal with milk and eat it before you go.
- (C) make two slices of white toast and eat them on the way.



2 At school, it's time for your morning break. You choose...

- (A) a cup of tea or fruit juice and two wholegrain biscuits.
- (B) a can of cola and a chocolate bar.
- (C) a glass of water and an apple.

3 How many portions of fruit and vegetables do you eat a day?

- (A) A lot – 6 or more.
- (B) Some – between 3 and 5.
- (C) Not many – less than 2.



4 When you get a drink, what do you usually buy?

- (A) A juice drink.
- (B) A bottle of water, a smoothie or some fresh juice.
- (C) A fizzy soft drink, like cola.



5 You're having lunch in a café. What do you choose?

- (A) Grilled fish, potatoes and green salad.
- (B) A ham sandwich, coffee and cake.
- (C) A chicken pizza with tomatoes.

6 What do you usually prefer when choosing a dessert?

- (A) Some home-made apple pie with custard.
- (B) Some fresh fruit salad with yoghurt.
- (C) A slice of chocolate cake with ice cream.



7 How much water do you drink a day?

- (A) A lot – 5 to 10 glasses.
- (B) Some – 3 to 5 glasses.
- (C) Not much – 0 to 2 glasses.

8 How many sugary snacks do you eat a day?

- (A) A lot. I like chocolate, sweets and ice cream.
- (B) Some – I like them, but I don't always choose them.
- (C) Not many – I try not to eat them most of the time.



Grammar *How much...? / How many...?; a lot (of) / not much / not many*

3 a Complete these questions from the quiz.

water do you drink a day?

sugary snacks do you eat a day?

b Complete the rules with *How much...?, How many...?, a lot of, and not much, not many*.

→ We use ___ to ask about uncountable things.

We use ___ to ask about countable things.

We use ___ to talk about both uncountable and countable quantities.

We use ___ to talk about small countable quantities.

We use ___ to talk about small uncountable quantities.

4 Complete the questions with *How much...? or How many...? Then ask and answer the questions with a partner. Use these words to reply.*

A lot. Some. Not much./Not many.

1 ___ sweets do you have a day?

2 ___ cans of fizzy drink do you have a day?

3 ___ fruit do you eat a day?

4 ___ bags of crisps do you eat a week?

5 ___ fish do you eat a week?

6 ___ meat do you eat a week?

► **Workbook** page 28, exercises 1–4

Listening

5 a 2.11 Listen at the topics in the box. Listen to the interview. Number the topics in the order that you hear them.

breakfast dessert dinner drinks lunch snacks

b 2.11 Listen again and take notes.

Yesterday

Breakfast

Lunch

Dinner

Drinks

Snacks



c What do you think of Mia's diet? Can she improve it? Discuss with a partner, then tell the class.

Mia's diet is quite... She eats... She needs to...

► **Workbook** page 29, exercise 5

Speaking and Writing

6 a Get ready to speak Write a food diary for yesterday.

b Ask and answer questions about your diary with a partner. Make notes about your partner's diary.

What did you have for breakfast?

Toast and butter.

How many slices of toast did you have?

Two slices.

c Who was the healthiest yesterday?

7 a Get ready to write Write your partner's food diary using your notes from exercise 6.

Breakfast	two slices of toast and butter
Lunch	
Dinner	
Drinks	
Snacks	

► **Workbook** page 29, exercise 6

b Now write a short summary about your partner's diet. What does he / she do well? Can he / she improve it?

Ali's diet is... He eats... but he doesn't eat...
He needs to...



Imagine the food diary of a very healthy sportsperson. What do they eat and drink? Work with a partner to write the sportsperson's food diary for one day.



3D Eating out



Where's your favourite place to eat? Home? At a relative's house? At your favourite restaurant? Why?



1 a 2.12 Read and listen.

Jed Hey Lily! Elsa! Listen. I wanted to do something Australian for you guys.

Lily That sounds good. What?

Jed A barbie.

Lily A what?

Jed A barbecue! You know – cooking outside and all that. Some nice food, some music...

Elsa Sounds good! Can you cook?

Jed Elsa, every Aussie knows how to do a barbecue. Come at lunchtime on Saturday.

Elsa The weather forecast isn't very good.

Jed Weather forecasts! What do they know?

1



2 Saturday



Jed's dad Here. Give me your umbrellas.

Lily Thank you. And here's some potato salad.

Jed's dad That's very kind. Could you take it to the kitchen, please? Jed is barbecuing there.

Elsa Can you barbecue inside?

Jed's dad I guess you can!

Lily Wow!

Elsa This looks amazing.

Jed Welcome! Aussie barbecue – English style!

Jed's mum Hi girls! Jed, could you get drinks for Elsa and Lily?

Jed No problem! Two special cocktails on their way!

Jed's mum Is Alfie coming?

Lily Yes, he is. He went home to get something first. What are we having?

Jed Lamb burgers and snags coming up!

Elsa Snags?

Jed It's an Aussie word for sausages! Now, put some of everything on your plates!

Lily Happy to. I'm very impressed.

Alfie Hey, don't laugh. I thought: the weather is English, but I can dress Australian.

3



b Are the sentences true (T) or false (F)?

- 1 Jed invites his friends for dinner.
- 2 The weather is nice.
- 3 Jed is barbecuing in the garden.
- 4 Alfie is dressed like an Australian.

2 a Spoken English What do these expressions mean? How do you say them in your own language?

Like what?

A what?

...and all that.

Sounds good!

What do they know?

b Work in a group. Practise the dialogues.

► **Workbook** page 30, exercise 1



3 a What do Jed and his parents think of Alfie's outfit?

b 2.13 Now listen and check your ideas.

4 Over to you! Work with a partner.

Answer the questions.

1 What do you think of Jed's barbecue?

2 Do people in your country like eating outside?

3 How often do you have picnics or barbecues?

Everyday English

Giving instructions and polite requests

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Giving instructions – Imperatives

Come at lunchtime on Saturday. Don't laugh!

Polite requests

Can you...?

Could you..., please?

Agreeing

Happy to.

No problem.

Refusing

No, I can't. I'm sorry. Sorry, I can't at the moment.

b 2.14 Listen and repeat.

► **Workbook** page 30–31, exercise 2

Pronunciation

/a:/

/æ/

6 a 2.15 Listen and repeat the words. Put them in the correct columns.

and are ask barbie can
can't fantastic grab hard
having lamb snag starting

/a:/	/æ/
are	and

b 2.16 Listen and check.

c Say these words. Is it /a:/ or /æ/?

ankle ant arm attic aunt bath
dance dark family guitar lamp
map moustache stand start

► **Workbook** page 31, exercise 3

Listening and Speaking

7 a 2.17 Listen to three conversations. What are the people asking others to do?

People	Request	Result
Dad and Tom		
Issy and Ali		
Joe and Ella		

b 2.17 Listen again. What were the instructions? Can you remember any? Check with a partner.

► **Workbook** page 31, exercises 4–5

8 a Get ready to speak Look at the requests. How do you make them polite?

1 come to my party

2 lend me some money

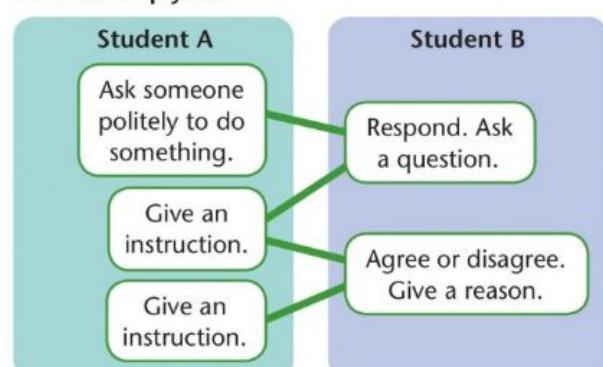
3 let me use your computer

4 help me wash the car

5 show me your homework

6 carry some shopping for me

b Role-play with a partner. Use the prompts from 8a and take turns making polite requests. Use this chart to help you:



Can you come to my party?
Come at 8 on Saturday.
That's great!
I'm not sure. When is it?
Sure. I'm free then. Thanks.

c Role-play one of your dialogues for the class.



Invite your partner to a birthday party. Tell them what food you are making. Your partner asks questions.

Can you come to my birthday party?

Sounds great, thanks. What are you...?

I'm making some...

3 Revision

Vocabulary Food and drink nouns

1 Look at the pictures. Write the words.



Quantities

2 Complete the sentences with the words in the box.

kilo box carton cup packet pot slice

- 1 Could I have a ___ of tea and a ___ of cake, please?
- 2 Is that your ___ of sweets?
- 3 I sometimes have a ___ of yoghurt for breakfast.
- 4 Could I have a ___ of green apples, please?
- 5 Can you buy a ___ of milk and a ___ of eggs, please?

Grammar Countable/uncountable nouns

3 Put *a*, *an* or nothing (-) in front of the nouns.

- 1 Do you like ___ chocolate?
- 2 Would you like ___ apple or ___ banana?
- 3 I don't like ___ grapes.
- 4 I always have ___ cheese sandwich for lunch.
- 5 I never drink ___ coffee. I don't like it.

some and any

4 Complete the dialogue with *some* and *any*.

- A There isn't ¹ ___ butter in the fridge.
B OK. I can buy ² ___ at the shops later. Do we need ³ ___ milk?
A No, but we didn't buy ⁴ ___ bread yesterday.
B OK. And I'll get ⁵ ___ apples. Do we need ⁶ ___ vegetables?
A Yes, get ⁷ ___ carrots, please.

How much...? / How many...?

5 Write the questions.

- 1 We've got some eggs. How many eggs have we got?
- 2 She eats a lot of sweets. ___ ?
- 3 We need some chicken. ___ ?
- 4 They've got some bottles of lemonade. ___ ?
- 5 I drink a carton of milk every day. ___ ?

Everyday English

Giving instructions and polite requests

6 Complete the dialogue with the words in the box.

can you could you find it
happy problem sure

- A Can you give me my tablet back?
B ¹ ___ to. I just need to find it.
A You've lost it? ² ___ now, please.
B No ³ ___. And it isn't lost. I just don't know where it is in my room.
A ⁴ ___ hurry up, please?
B ⁵ ___. Phew, here it is.

Learning to learn

How do you remember words?

7 Look at these ways of remembering words and discuss them with a partner. Which do you do? Which do you not do? Which could you try to do in future?

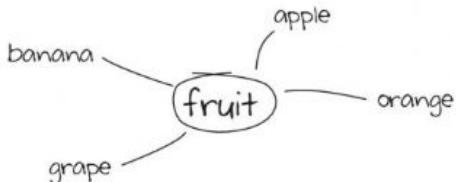
1 Labelling pictures, e.g.



2 Listing word families,

- e.g. to cook [v]
– a cook [n person]
– a cooker [n thing]

3 Drawing spidergrams e.g.



4 Making a topic list, e.g. Going shopping:
Can I have...? Is there any...? Have you got any...?

5 Writing your own dictionary, e.g. lamb [n]
a type of meat, from a baby sheep

► **Workbook** pages 32–33, exercises 1–7

My project

3

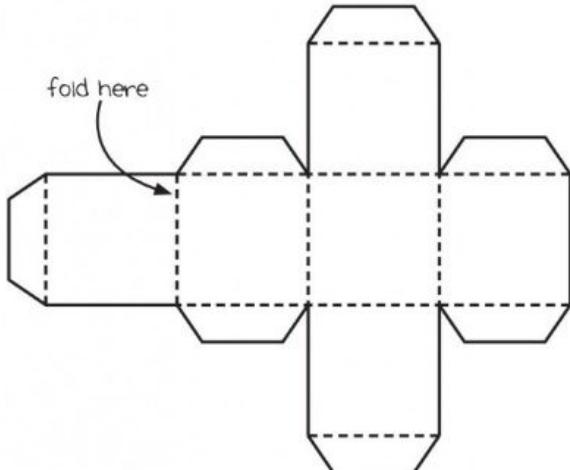


Do you have a healthy life? What do you do that is good? What do you do that is not so good?

6 six tips for healthy living



- 1** Find a large piece of paper. Cut it into a shape like this.



- 2** Look at the cube above. Are the tips for diet or staying active? Match the tips and pictures.

- 3**
- a** Think of some healthy living tips: three tips for eating well and three tips for staying active.
 - b** Write instructions on your cube for healthy living. *Walk to school today!*
 - c** Find some photos or draw some pictures on each side of your cube.
- 4**
- a** Now put your cube together.
 - b** With a partner, roll your cubes. Compare the instructions. Choose the best one. Do it today!
 - c** Use your cube. Roll it once every day for a week. Do what it says each day. Report back to class.

3 Culture



Do you like cooking or watching cooking programmes? Why? / Why not?

HEALTH HERO

JAMIE OLIVER

1

Jamie Oliver has a lot of energy – he is a chef, cookbook writer, and a TV food and health activist, as well as a father of five children. He wants everybody to eat well and live well, especially children. He was born north of London in Essex in 1975 and made his first TV programme at the age of 23. His relaxed, friendly style makes him very popular. In 2003, the Queen gave him an award for his contribution to the British food industry.

2

He regularly makes TV programmes and documentaries about food and society. He hates junk food and worries about children's health. In his TV programme *Jamie's School Dinners*, he worked in schools to try to make better lunches for pupils. He only used fresh food and taught the school cooks some healthy recipes. After the programme, the British government decided to improve school meals.

3

Jamie is dyslexic and can't read very well, so he had some problems at school and left at 16. But fortunately he loved cooking, so he studied to become a chef. He wanted to help young people. He believed that schools didn't help students who have problems. So he made a TV programme called *Jamie's Dream School* and tried to teach students who weren't doing well. He helped a lot of young people.

1 a Look at the photos. What do you learn about the person? Read paragraph 1 and answer the questions.

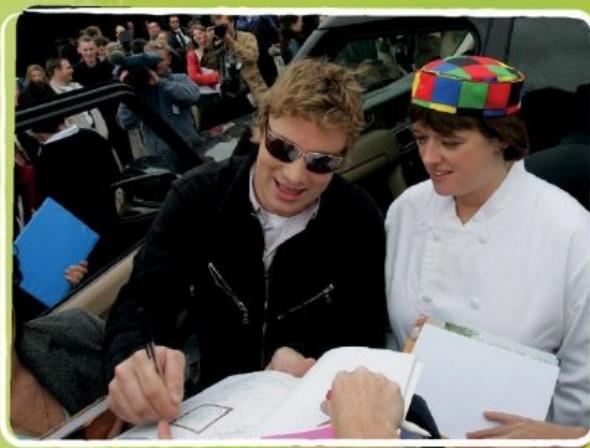
- When and where was he born?
- What is his job?
- How many children has he got?
- When did he first appear on TV?
- What did he get an award for?

b Work with a partner.

Student A Read paragraph 2 about Jamie's TV cooking programme.

Student B Read paragraph 3 about Jamie's TV school programme.

Remember the information. Tell your partner. Do not look at your book!



c Discuss the questions.

- What was the most interesting fact in each paragraph?
 - Why do you think Jamie does all of these things?
- 2 Over to you! Are there any famous TV chefs in your country? Are there any popular health programmes? Do you watch them? Why? / Why not?



Learn through English

3



What sports do you watch / play?
Do you like sports? Why? / Why not?

Some steps to keep you healthy!



1

A Apps that count the number of steps you take are very popular. Experts say young people need to walk ¹ ___ steps a day to keep healthy. The average adult only walks around ² ___ steps a day, but many teenagers play sports, so they take many more steps.



2

C So, how much exercise do you get? 10,000 steps are the same as ⁴ ___. It only takes about ⁵ ___ to walk 100 steps. So, in 30 minutes, young teens can take about 3,300 steps. How many steps do you take each day?

1 Look at the photos. What can you see?

2 a Read the paragraphs (A–D) and match them to the photos (1–4).

b Put the numbers in the correct places.

3,000–4,000 12,000 eight kilometres
one hour one minute seven hours
two or three times a week

c 2.18 Listen and check.

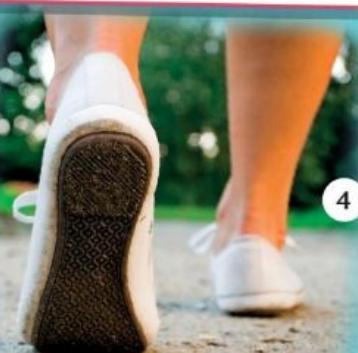
3 Over to you! What do you think? Discuss with your partner.

- 1 How much exercise do you get a week?
How many hours? Work out an average.
- 2 Can you work out approximately how many steps you take a day?
- 3 Compare with the class. Who takes the most steps?



3

B However, the average teen can also spend over ³ ___ a day on various media, including watching TV, surfing online, and playing video games. And they also study hard for exams.



4

D And look at the time you spend on exercise. Teenagers need ⁶ ___ a day – some aerobic exercise for a healthy heart and some strength training ⁷ ___ for strong muscles and bones. This includes running, jumping and skipping.

4 a 2.19 Listen to Orin talking about his ideal exercise plan for the week. Copy and complete the timetable.

Monday PE for 1 hour

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

b Write your ideal exercise plan for the next week. Try to stick to it!

c Report back to the class at the end of the week.



2.20 ▶ Song Celebration

Unit 3 Food and health

45

4

High-tech

4A Online



How often do you use the internet? What do you use it for? Compare with a partner, then discuss as a class.

Vocabulary The internet and computers

1 a Match the words in the box to the photos.

camera charger games console
keyboard laptop printer and scanner
touchscreen wireless router



2 a Work with a partner. Match these words and definitions.

download go online post upload

Verbs

- 1 connect to the internet
- 2 take a file from the internet and put it on your computer
- 3 put a file from your computer on the internet
- 4 publish a message online

blog password social
media site virus vlog Wi-fi

Nouns

- 5 a secret word that you use to open files
- 6 a hidden program that can break your computer
- 7 a journal you keep on the Web
- 8 a video diary you keep on the Web
- 9 a website where you can meet other people
- 10 a wireless connection to the internet

b 2.22 Listen and check.

c 2.23 Listen and repeat.

3 2.24 Listen to three conversations and match the topics. There is one extra.

Conversation 1 2 3

- a remembering passwords
- b making a vlog
- c looking at social media sites
- d a possible virus

4 Work with a partner. Ask and answer the questions about your internet habits. Give more information.

- What device do you use to go online?
Do you ever download music or movies?
Do you ever upload videos or photos?
How do you remember passwords?
Do you use any social networking sites?

What do you use to go online?

Usually my phone.

► **Workbook** page 34, exercises 1–3

Grammar *will* for future

- 5 a** Look at the two phones below. What do you think these phones can do?
- b** 2.25 Read and listen to the web article. Is the Universal Internet a good idea? Why? / Why not?

The Universal Internet

Look at the first smartphone. Our technology changes fast, doesn't it? So, what will the internet be like in 15 or 20 years?

Experts agree that connectivity will become constant. In the future we won't use a password to go online because we will always be online.

The Universal Internet will become a reality: the things we own will talk to each other. Our houses, our cars, our fridges, our watches, even our own bodies, will be connected to the internet. Our lives will be completely connected, but perhaps they won't be any easier.

In this future world, will we have any privacy, any secrets? No, I don't think we will. I think that other people will see absolutely everything we do. Will that be a good thing? What do you think?



- c** Read the rules. Complete the examples from the text. Find one more example of each.

We use *will* to make predictions about the future.

+ We always online.

- We a password.

? we any privacy?

I think... *will*... is for personal predictions.

- d** What is *won't* short for?

- 6 a** Complete the sentences with the correct form of *will*.

In the future...

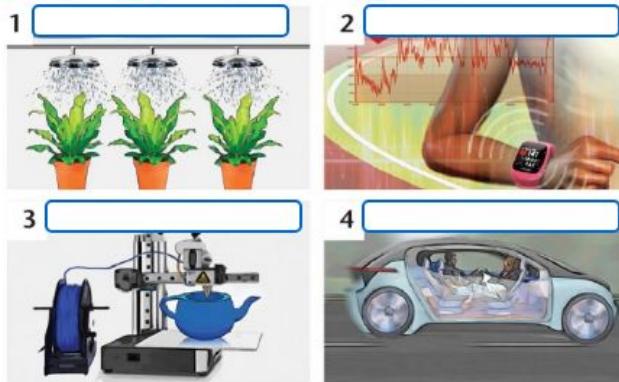
- 1 all tablets virtual keyboards. (have)
- 2 we a charger for our computers. (not need)
- 3 we computer viruses all the time? (get)
- 4 students to school. (not go)
- 5 students online and do homework in chatrooms. (study)
- 6 everyone blogs and vlogs to the internet. (upload)

- b** Discuss the ideas with a partner using *I (don't) think... will*.

I think tablets will have virtual keyboards.

► **Workbook** page 35, exercise 4

Speaking and Listening



- 7 a** Get ready to speak Match the pictures with the topics in the box. What do you think they show?

factory production farming health transport

- b** Work with a partner. What will these be like in the future? How will technology and the internet change things? Discuss ideas for each topic.

I think that robots will work on farms in the future.

I don't think they will.

► **Workbook** page 35, exercises 5–7

- 8 a** 2.26 Listen to the interview with an internet expert. Were your ideas in exercise 7b the same?

- b** 2.26 Listen again and complete the sentences with the correct words from the listening.

- 1 Dr Paterson thinks that cars will be much .
- 2 We'll wear small all the time and they'll our and tell us about any .
- 3 We won't build big any more. We'll use to make the we need.
- 4 We'll grow our food in vertical . We can use to control the weather.

- c** What do you think of these ideas? Discuss with a partner.

Dr Paterson thinks that people won't drive anymore. But I think that people like driving.

Yes, but I think that people will...



Imagine your home in the future. Make predictions about what you think it will have. Tell a partner.

I think my house will be under the sea.
It will have a...

4B Great ideas

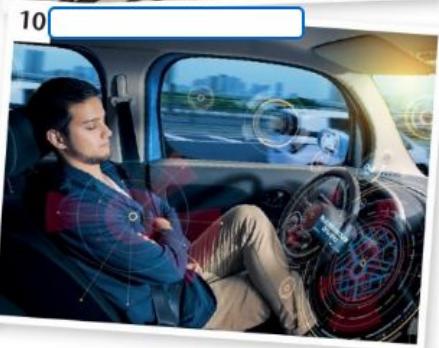
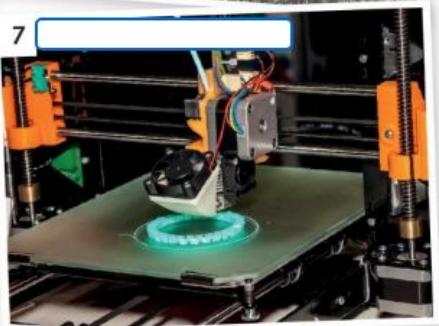


How many gadgets have you used today?
Which is your favourite?

Vocabulary Technology / inventions

1 a Look at the photos and match the correct words from the box.

3D printer driverless car drone e-reader earphones electric car
games console smartphone smartwatch virtual reality headset



b 2.27 Listen, check and repeat.

c Discuss the questions.

Which gadgets do you see in everyday life?

Which ones do you know how to use?

2 a 2.28 Listen to four conversations.

Which invention are the people talking about?

1 ___ 2 ___ 3 ___ 4 ___

b 2.28 Listen again and answer.

Which invention...

1 ...can fly?

3 ...is quiet?

2 ...isn't heavy?

4 ...is tiny?

3 a Work with a partner. Choose your favourite five inventions from exercise 1. Give your reasons.

b Write your top five technology items in order, from most to least useful. Discuss with your partner.

I think the most useful invention is...

I don't agree. I think it's...

OK. I don't mind. What do you think is number two?

c Now write the items in order of which you would most like to have, from most to least wanted. Are they in the same order?

► Workbook page 36, exercises 1–2

Reading and Grammar *be going to*

- 4 a** Look at the photo. What's happening?
b Read the text about one person's invention. Would you like to try it?

Franky's Plan

Franky Zapata has got an amazing plan for us. In the future, humans are going to fly through the air. And we aren't going to need wings, just a small board. How are we going to do this? Well, Franky is the inventor of the Flyboard Air, and he holds the Guinness World Record for the longest distance on a travelling board. He's going to improve his design so that he can travel for longer. At the moment, the Flyboard Air isn't safe for everyone to use, but Franky and his team are going to improve safety so that anyone can fly on it.



- c** Read the rule and complete the examples from the text. Find two more examples.

→ We use *be going to* to talk about future plans and intentions.

Positive

Humans fly through the air.

Negative

We need wings.

Question

How we do this?

- 5 a** Look at the pictures and read the rule.

→ We also use *be going to* for things we can see will happen.



- b** What is Franky going to do? Make sentences. Use these verbs.

crash put on fly

► Workbook page 37, exercises 3–4

Listening

- 6 a** 2.29 Listen. Match the gadgets to the teenagers.



electric car smartwatch VR headset

- b** 2.29 Listen again and complete the table. Then tell the class.

	after school	future career	ambition
Mia			
Harry			
Chrissie			

After school, Mia's going to go to... She's going to be a...

► Workbook page 37, exercises 5–6

Speaking and Writing

- 7 a** Get ready to speak Complete the questions with *be going to* and the correct verb from the box. Write true answers.

buy do live

- 1 What you when you leave school?
- 2 Where you ?
- 3 What you when you have enough money?

- b** Work with a partner. Ask and answer questions about your future.

What are you going to do when you leave school?

- 8 a** Get ready to write Make notes on your partner's answers from exercise 7a.

- b** Write about your partner's future plans.

When leaves school, he's / she's going to go to university. He's / She's going to study...



What are you going to do this evening / tomorrow / this weekend / this summer? Work with a partner. Tell them your plans.

4C Computer games



Do you like computer games?
If so, which ones? If not, why not?

BadTech is an evil organization that rules the world now. The boss of BadTech is called Malware. He uses a computer virus to control everybody through their laptops, smart phones and watches. Most of the people on the planet are now under remote control. They are called the Humanoids. Malware controls the Humanoids to hunt a secret group called the Freedom Guardians. He also uses special drones.

Your name is SmartTech. You are a Freedom Guardian. You are trying to get into Malware's top secret control room. Your mission is to find the main computer hard drive and destroy the virus.

You need to:

- Look after the other Freedom Guardians.
- Get past the Humanoids. You can't touch them or you will become infected with the computer virus.
- Find Malware's secret headquarters within the main computer.

When you make a good decision, you will win lasers, secret information or medicine.

BadTech Empire



Reading and Listening

- 1 a Look at the video game pictures. What can you see?
- b Read the story introduction. Discuss with a partner.
 - 1 What is BadTech?
 - 2 Who are these characters?
 Malware SmartTech Humanoids Freedom Guardians
 - 3 What is your mission?



Scene 1

A drone is coming towards you. It can see your heartbeat. Your shield will hide your heart, but your friend hasn't got a shield. You can:

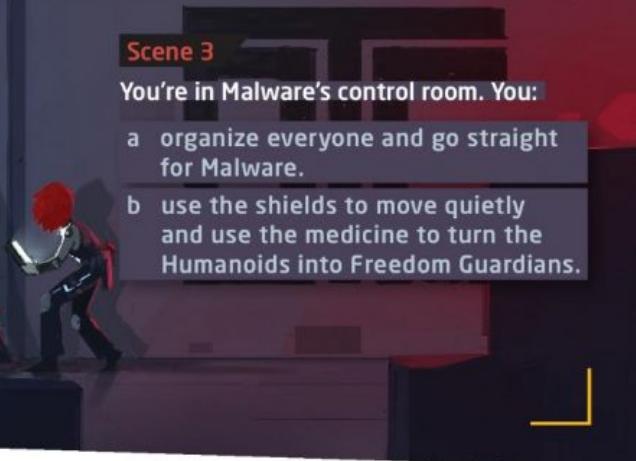
- a escape from the drone to look for the secret door.
- b try and rescue your friend.



Scene 2

A group of Humanoids is coming towards you. You:

- a try and scare them with your new laser.
- b run away, because the Humanoids mustn't touch you.



Scene 3

You're in Malware's control room. You:

- a organize everyone and go straight for Malware.
- b use the shields to move quietly and use the medicine to turn the Humanoids into Freedom Guardians.

- 2 a Read the scenes. Choose a decision.

- b 2.30 Listen to the players. What do they decide? What happens? Compare your answers.

► **Workbook** pages 38–39, exercise 1

Grammar *will* for decisions

- 3 a Can you remember the decisions the players make? Can you complete them?

- 1 I rescue you! I run away.
- 2 I stop them! I let them touch us.
- 3 We move forward slowly.

b 2.30 Listen again and check.

c Look at the rule. Complete the examples from the dialogue.

 We often use *will* for immediate decisions, e.g. Look out – a drone robot!
I cover us both with a shield.
We can also use the negative.
We make a noise.

- 4 Look at these situations. Think of a quick decision. What do you say? Use the verbs given.

buy go invite play tennis take

- 1 The dog wants to go out.
I'll take the dog for a walk.
- 2 It's Mum's birthday next week.
- 3 There's no food in the fridge.
- 4 You want to play a video game, but not on your own.
- 5 It's raining and you want to stay in.

► Workbook page 39, exercises 2–3

Listening

- 5 a Look at the image from the video game. What can you see?

b 2.31 Listen to the players playing more of the game. What's the twist in the story? Did you guess?

c What decisions do they make?

Choose the correct ones.



- 1 I will/won't follow him.
- 2 I will/won't look.
- 3 I will/won't try the password.
- 4 We will/won't close the door.
- 5 We will/won't look for the control room.

d 2.31 Listen again and check.

Speaking

- 6 a Get ready to speak Work with a partner. Look at your video game scenes. What can you see? Match the words and pictures.

castle desert forest lake
mountain jungle sea palace

Student A

A

CHOOSE YOUR PATH

Student B

B

CHOOSE YOUR PATH

b Take it in turns to decide which way you will take. Your partner will tell you what you will find. Which decision is the best/worst?

Student A Look at picture A, then go to page 86 to see what will happen to your partner.

Student B Look at picture B, then go to page 87 to see what will happen to your partner.

I'll go through the forest.

Then you will find a...!



Write quick decisions for these situations.

You're hungry, bored, thirsty, tired.

I'll...

4D First-time vlogger



Are you good with computers and phones? Who do you ask when you don't know how to do something?

- 1 a 2.32 ▶ Read and listen. What does Jed talk about in his vlog?



Lily Jed needs our help. He wants to make a vlog.
Alfie Cool! You don't look very excited, Jed.
Jed I don't like being in front of a camera, but it's for family and friends back home.
Elsa Don't worry about that. Lily can do most of the talking.
Lily Hey!
Jed Do I need a camera?
Alfie Your phone should be fine, but you should edit your videos before you upload them.
Lily You should ask Elsa to edit them.
Jed Elsa, can you do some editing?
Elsa Sure, I'll help you with that.
Jed Thanks, guys. That's really kind of you.

2 Later



Alfie All set, everyone? And ... action!
Jed Hi everyone in Australia. Welcome to my vlog about my life on the opposite side of the world ... the cold and rainy side.
Lily, Alfie, Elsa Boo!
Jed Now let me introduce my British friends. First, here's Lily.
Lily Hi, everyone in Australia. How are you doing?
Jed There's Alfie, who's filming me. And Elsa, who's editing these vlogs.

- b Are the sentences true (T) or false (F)?

- 1 Jed is excited about his first vlog.
- 2 Jed offers to help his friends make a vlog.
- 3 Jed asks if Elsa can help him.



Jed Now, I know you'll find this amazing, but my friends can't surf!



Jed But they are really nice and very kind to me. Let's go and see where I live ... Ow!
Lily Let me help you with that.
Alfie And ... cut!

- 2 a Spoken English What do these expressions mean? How do you say them in your own language?

All set, everyone? And ... action!
And ... cut! Boo!
I know you'll find this amazing.

- b Work in a group. Practise the dialogues.

► Workbook page 40, exercise 1



- 3 a** Do you think Jed's vlog will be a success? Will other people like it?
- b** 2.33 Now listen and check your ideas.

- 4 Over to you!** Work with a partner. Answer the questions.
- 1 Is Jed's vlog a good idea? Why? / Why not?
 - 2 Do you vlog? Why? / Why not?
 - 3 Do you watch vlogs on social media? Are they interesting?

Everyday English

Offering help

- 5 a** Look at the useful phrases. Which examples below can you find in the story?

Offering help

Let me help you with (that)... Can I help you?

Making helpful suggestions

Why don't you... You should...

Will for offers

I'll help you with that. Sure we'll help.

Accepting help

That's great, thanks! That's really kind of you.

- b** 2.34 Listen and repeat.

► **Workbook** page 40, exercises 2–4

Pronunciation The sounds

/v/ /w/

- 6 a** 2.35 Listen and repeat the words. Put them in the correct columns.

love very vlog will with why

/v/	/w/
vlog	—
—	—

- b** 2.36 Listen again and check your answers.

► **Workbook** page 41, exercises 5–6



Listening and Speaking

- 7 a** 2.37 Listen to three conversations. What are people offering to help with? Complete the first column of the table.

	What is the offer of help?	How does he / she help?
1	—	—
2	—	—
3	—	—

- b** 2.37 Listen again. How do they help? Complete the second column of the table.

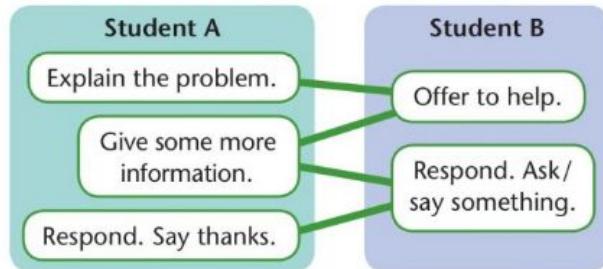
- c** Work with a partner. Compare your answers.

► **Workbook** page 41, exercises 7–8

- 8 a** Get ready to speak Offer to help or make suggestions for three of these situations.

- 1 make dinner
- 2 look for someone's phone
- 3 fix someone's computer
- 4 a lift to school
- 5 upload a video
- 6 help someone with their homework

- b** Role-play. Work with a partner. Try different expressions. Use this chart to help you:



This homework is really difficult! I'll help you.
 Really? Thanks. I can't understand this geography... Why don't you ask your teachers? They can help you.
 OK. I will speak to them tomorrow. Thanks!

- c** Role-play one of your dialogues for the class.



Role-play. Work with a partner. Jed can't find something. Offer to help him. What is he looking for? Write the conversation.

Jed I can't find my phone!

You It's OK, I'll help you. Where...?

4 Revision

Vocabulary The internet and computers

- 1 Look at the photos and write the words.



- 2 Choose the correct alternatives in the sentences.

- 1 Go online / Upload and see what the weather is like tomorrow.
- 2 I post / download photos on social media every day.
- 3 I'm writing a vlog / blog about my hobbies.
- 4 I want to listen to this music. Can you download / password it for me, please?
- 5 I have a lot of friends on social media sites / Wi-Fi.

Technology / inventions

- 3 Read the descriptions and write the gadgets.

- 1 An aircraft without a pilot, controlled from the ground. ____
- 2 A small computer that you wear on your wrist. ____
- 3 A gadget to play computer games on TV with. ____
- 4 A machine connected to a computer that can make objects. ____
- 5 Something you wear over your ears to listen to music. ____

Grammar will for future

- 4 Complete the sentences with will and the verbs in the box.

become not be not drive not play watch

- 1 The weather's bad, so we ____ our match this afternoon.
- 2 Computers ____ even smaller in the future.
- 3 People ____ cars in the future.
- 4 She's going to visit relatives, so she ____ at your party on Saturday.
- 5 I've downloaded a great film so we ____ it tonight.

be going to

	Tues	Wed	Thurs	Fri	Sat
Dave's Diary	finish homework	play football	buy birthday present	go with friends to the cinema	no homework – hurray!

- 5 Look at Dave's diary. Complete the sentences about his plans for the week.

- 1 On Tuesday, he ____ his friends.
- 2 On Wednesday, he ____ football.
- 3 On Thursday, he ____ a present for his sister.
- 4 On Friday, he and his friends ____ to the cinema.
- 5 On Saturday, he ____ any homework.

will for decisions

- 6 Complete the dialogues with the verbs in the box in the correct forms.

answer close make walk

- 1 'It's cold in here.' 'I ____ the window.'
- 2 'There's no bus this morning.' 'We ____ to school.'
- 3 'The phone's ringing.' 'I ____ it.'
- 4 'We're hungry.' 'I ____ some sandwiches.'

Everyday English

Offering help

- 7 Complete the dialogue with the words in the box.

I can't I'll help problem really kind Why don't you

- A ____ finish my homework. It's too difficult.
- B ____ tell me what the ____ is?
- A I don't understand this question.
- B ____ you with that.
- A Thanks, that's ____ of you.

Learning to learn

How do you search on the internet?

- 8 Look at this list and discuss them with a partner. Which do you already do? Which will you try?

- Use quotes ("") to look for an exact phrase, e.g. 'best films of 2019'.
- Use an asterisk (*) for words you can't remember in a phrase, e.g. as cold as *.
- Use 'vs.' to compare information on two types of foods, e.g. burger vs. pizza.
- Use define: to learn the meaning of words, e.g. define: wizard.
- Use the base word, e.g. bird, not birds.

► Workbook pages 42–43, exercises 1–8

My project

4



Do you know any inventions that aren't useful? How could you make them better?

Business Plan

by James, Sara and Alex

NEW PRODUCT

We are going to make a new kind of bicycle helmet. It will be a folding helmet.

PURPOSE

This helmet is going to be for people who don't usually wear helmets. It will keep more people safe. A lot of people don't wear a helmet because they are difficult to carry during the day. Our folding helmet will fit into a bag easily!

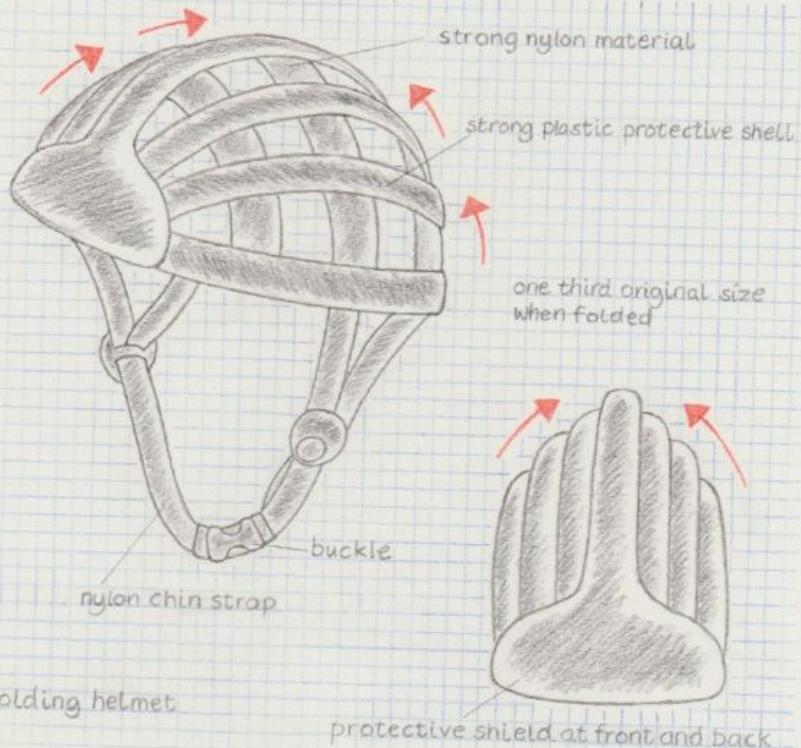
PRODUCT DESIGN

The helmet is going to be made of plastic. It will shine in the dark. It will fit everybody.

FUTURE PREDICTION

More people are cycling to school and work. So everybody will want to have one.

My invention



- 1 a Work in a group. You are inventors. What are you going to invent next? Choose an idea from the list below or use your own ideas.

A flying toothbrush that you don't need to hold
A skateboard with a solar-powered engine
A classroom robot
A personal drone
A driverless car for children

- b Discuss your invention. Answer these questions.

- 1 What are you going to make?
- 2 Who is it going to be for? Who is it not going to be for?
- 3 What things is it going to do? How will it be useful?
- 4 What is it going to look like? Draw a picture.
Size? Colour? Made of?

- 2 a Look at the business plan above. What is the invention going to be? Do you think it will be useful?

- b Look at the questions in exercise 1b. Which part of the plan answers which question?

Look!

We use *going to* to talk about plans and intentions. But we don't repeat *going to* all the time. We can use *will* as well as *going to* to show certainty about future intentions.

We are going to make a new kind of bicycle helmet. It will be a folding helmet.

Find two more examples in the business plan.

- c Write your business plan. You can use these phrases to help you.

a new kind of for people who will be made of

- 3 a Present your business plan to the class. Answer questions from the class.

This is our business plan for a new...

- b Which invention is the most useful? Which is the most fun? Vote as a class.

4 Culture



How will computers change in the next 20 years?

The story of the computer

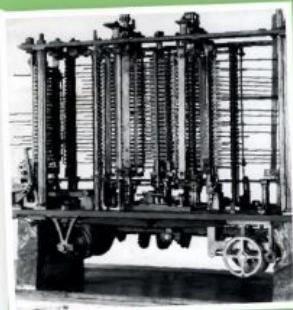
A computer is any machine that can be programmed with a set of instructions.



1837

1837

In Britain, the first machine with a program was designed by Charles Babbage and his pupil Ada Lovelace. Charles wanted a machine to add up big numbers, but Ada realized that a computer program could do a lot more. She was the first computer programmer.



1935

British scientist Alan Turing read Ada's ideas and invented the design for modern computers, with different programs to do different things. The Hollywood film *The Imitation Game* is about his brilliant mind.

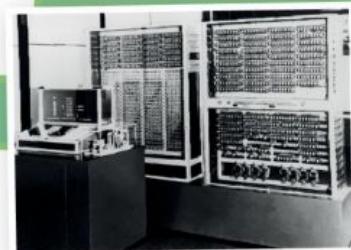


1971

Ted Hoff, at US company Intel, was the main inventor of the microprocessor, or 'microchip'. After that, computers got faster and smaller very quickly.

1940s

Scientists built early computers in England and Germany. They were the size of a room!



1981

US company IBM designed the first PC (personal computer) for the general public. Experts didn't believe that anybody wanted a computer at home. But in two years people bought thousands of them.



1990s – 2000s

Smartphones – phones with a computer program – arrived!



The future

Scientists think that computers will be tiny. They will be everywhere, in our environment, in our clothes, and they will even be inside us!

1 a Work with a partner.

Student A Read from 1837 to the 1940s.

Student B Read from 1971 to the future.

b Ask and answer the questions.

Student A Ask Student B these questions.

- 1 What did Ted Hoff do?
- 2 What happened after his invention?
- 3 What did the IBM company do?
- 4 What happened in the 2000s?
- 5 What is the future of computers?

Student B Ask Student A these questions.

- 1 What did Charles Babbage do in 1837?
 - 2 What did Ada Lovelace realize?
 - 3 Who was Alan Turing?
 - 4 Who built the early computers?
 - 5 What did the early computers look like?
- c** What was the most surprising fact that you learned?

- 2 Over to you!** Do you know any other famous inventors to do with computers? Do you know any other great inventions? Tell your partner.

Learn through English



You use the internet every day, but how much do you know about it? Discuss as a class.

The internet

1 a Look at the text on the right. Read the first two paragraphs and check your ideas.

b Complete the paragraphs with the words in the boxes.

1 computer language under the water wireless connection

2 became the internet everybody in the world two US scientists

c Can you explain these things?

broadband TCP/IP Wi-fi World Wide Web

d Look at the pictures (a-f). Match the technologies to the pictures.

Technologies and services available over the internet include:

- 1 Webpages – opened with a browser
- 2 Apps – opened without a browser, usually on smartphones
- 3 Email
- 4 File sharing
- 5 Voice calls
- 6 Streaming audio and video

2 a Imagine you are helping an English friend to use the internet. Label the diagram with these words.

internet service provider router the internet web browser



What is the internet?

The internet is a global network of computers that any computer can join. It uses a special "protocol", a kind of ¹ ____ , to connect different networks of computers, so that they can all talk to each other.

The internet comes to us on wires running underground, overhead and ² ____ . It also comes to us on radio waves and through satellite connections. To connect to the internet, you can use a phone line, or any cable connection. You also need a modem or router, which connects your computer to the network. This type of connection is a broadband connection. If you use a wireless router, you can also connect through radio waves without using cables. This is called a ³ ____ or 'Wi-fi'.

How did it happen?

In the 1960s, the US Army wanted to link all of its computers on one network. It was called ARPANET. Then, in the 1970s, ⁴ ____ , Robert Kahn and Vinton Cerf, tried to link more networks to ARPANET. They developed a system called 'TCP/IP'. Using this method, the army network ⁵ ____ we know today.

In 1990, in the UK, Tim Berners-Lee invented the World Wide Web. With this, ⁶ ____ could see and use the internet. All you needed was a web browser and a network connection.

