

Explore

Student's Book

Jenny Dooley - Bob Obee



Express Publishing



Explore

Student's Book

Jenny Dooley - Bob Obee



Express Publishing

Contents



	Vocabulary	Grammar	Reading
Hello! (pp. 4-9)	Cardinal and ordinal numbers Classroom objects and school subjects Colours Days of the week Countries and nationalities	a/an plurals this/these, that/those Imperatives	An email to a new e-friend
1 Families and Friends (pp. 10-23)	Family Appearance and character	Possessive case The verb 'to be' Possessive adjectives The verb 'have got' Question words	▶ A story: Cody's Family Short texts about different types of families
2 World of Sport (pp. 24-37)	Sports Sports activities and actions	The verb 'can' (ability and permission) Object pronouns Love, (don't) like, hate + -ing	▶ A story: Sports Round! A new sport
▶ Wonder Tales 1 (pp. 38-39)			
3 Around the Clock (pp. 40-53)	Daily routines Time Free-time activities	Present simple Prepositions of time Adverbs of frequency	▶ A story: Grandpa always cooks! A survey about what teenagers do after school
4 My Place, Your Place (pp. 54-67)	Parts of a house and furniture/appliances Places	There is/are Prepositions of place Present continuous must/mustn't	▶ A story: The Home Cinema! An article about a dream house
▶ Explore the World 1 (pp. 68-69)			
5 Eat Right, Live Right! (pp. 70-83)	Food and drinks Containers	a/an, some, any a lot of/much/many	▶ A story: Super Chef! An article about street food
6 Furry Friends (pp. 84-97)	Farm animals and pets Wild animals	Comparative form Superlative form	▶ A story: The Perfect Pet! A project on bats
▶ Wonder Tales 2 (pp. 98-99)			
7 Back in Time (pp. 100-113)	Jobs Means of transport	(There) was/were Past simple (Regular verbs) Past simple (Irregular verbs)	▶ A story: Historical Figures! An article about inventors that changed the world
8 Amazing Nature! (pp. 114-127)	Natural features Weather Seasons and months Clothes	be going to Will Present continuous (future meaning)	▶ A story: Lakes and Llamas! An article about the Amazon rainforest
▶ Explore the World 2 (pp. 128-129)		Presentation Skills (pp. 130-133)	
Explore Vocabulary (pp. 134-142)			

KEY TO SYMBOLS



: Pairwork



: Groupwork



: Thinking skills



: Cross-curricular links



: Mediation

Listening	Speaking	Writing	Project	CLIL	Sounds and Words
A class conversation about school subjects	Talking about school subjects	An email to a new e-friend	—	—	—
A conversation about friends from school A monologue about someone's best friend's family A recipe for friendship	Asking personal questions	A blog comment about your best friend	Two different families you know (PSHE)	Buddies (PSHE)	/ʌ/ sound spellings mum double honey
A conversation about famous sportspeople and their likes/dislikes A presentation of a sport	Asking for permission	An email about your favourite sports star	A presentation of a new sport (PE)	Physical Skills (PE)	/k/ - /ks/ sound spellings music - kayaking succeed
Short conversations about free-time activities A conversation about a survey A conversation about a famous actress	Making arrangements	An article about a day in someone's life	A survey about teenagers' free time (Maths)	Analogue and Digital Time (Maths)	/əʊ/ sound spellings home road know
A conversation about where people are A conversation about a dream house	Viewing a house to rent	An ad renting a house	A presentation of your dream house (Design & Technology)	Safety at Home (PSHE)	/dʒ/ sound spellings Japan gym fridge cage
A conversation about a birthday party preparation A conversation about street food	Booking a table	A review of a restaurant	A presentation of street food in your country (Geography)	Food Preservation (History)	words spelled with -gh knight - tights ghost - cough
A quiz on animals A conversation about animals	At the vet's	A text message about your pet	A nocturnal animal (Science)	Saving Habitats (Science)	Doubled letters big - bigger sun - sunny
A podcast about a young scientist A podcast about inventors	Buying a train ticket	An article about a real-life hero	Inventors that changed the world (History)	Primary and Secondary Sources (History)	/ɔ:/ sound spellings torch astronaut claw chore
A weather forecast A documentary about the Congo rainforest	Talking about holidays	An email about next week's plans	A presentation of a rainforest (Geography)	Clothes: Fabrics and Materials (Design and Technology)	Different strategies to remember tricky spellings

Explore Grammar (pp. 143-151)

Irregular Verbs (p. 152)



: Internet research



: Promoting Respect/Responsibility



: Project/Poster presentation



: Formative evaluation

1

Families and Friends



Explore this!

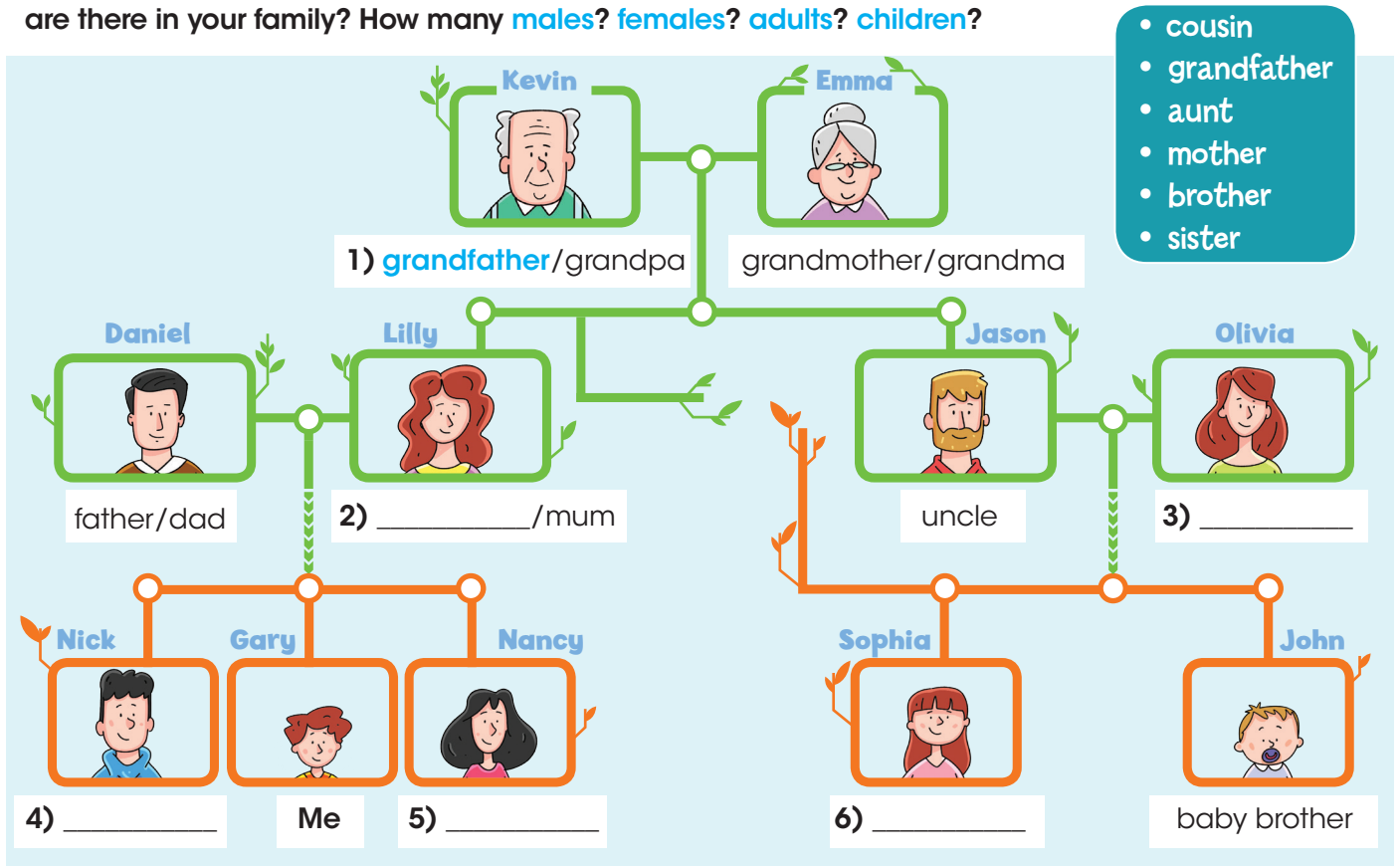
Have **identical twins** got the same fingerprints?



- 1 Look at the picture. Are they family or friends? How do you communicate with your family? your friends?

Vocabulary Family

- 2 Use the words to complete the family tree. Listen and check your answers. How many members are there in your family? How many **males**? **females**? **adults**? **children**?



- 3 Look at Ex. 2 again. Read the questions and choose the best answers.

Whose ...

- 1 **grandparents** are Kevin and Emma?
Daniel's / **Nancy's**
- 2 **niece** is Sophia? **Olivia's** / Lilly's
- 3 **nephew** is John? **Daniel's** / Gary's
- 4 **daughter** is Lilly? Kevin's / Jason's

Whose brother is John?
Sophia's.

Who's Nancy?
Gary's sister.

FLAG IT!

➤ Explore Grammar, p. 144

- 5 **son** is John? **Olivia's** / Emma's
- 6 **parents** are Jason and Olivia?
Nick's / Sophia's
- 7 **husband** is Jason? **Lilly's** / Olivia's
- 8 **wife** is Lilly? **Kevin's** / Daniel's

- 4 **GAME** Choose a person from Gary's family. Ask your partner to name two family relations of this person.

A: *Who's Nancy?*

B: *She's Nick's sister and Sophia's cousin.*

- 5 **SHOW AND TELL** Create your own *Family Tree* on a poster or as a PowerPoint® presentation. Present it to the class.



- It's your turn! • Oh, sorry! • Hold on!
- It's OK. • Take your time. • Well done!

Reading

1 Listen and read. What is Cody's presentation about?

Cody is doing a PowerPoint® presentation for his class.

Miss Taylor: Cody, it's your turn! Come to the board, please.

Cody: OK, Miss. Let me present my family! This is my dad, Leo.

Miss Taylor: Is **that** your father, Cody?

Cody: Oops, no! That isn't my dad. She's Elsa, my sister!

Cody's slides are not in the right order. He feels silly.

Cody: This is my grandpa, Billy! He's my hero!

Miss Taylor: Are you sure that's your grandpa, Cody?

Cody: Oh, sorry! That isn't my grandpa. She's my grandma, Molly!

Miss Taylor: Now, who's this, Cody? Your grandpa? Your sister?

Cody: No, sorry, Miss. Erm ... hold on!

Miss Taylor: It's OK, Cody. Take your time.

Cody needs help from his friend, ROLO.

Cody: ROLO! Please, help!

Miss Taylor: Hello, ROLO!

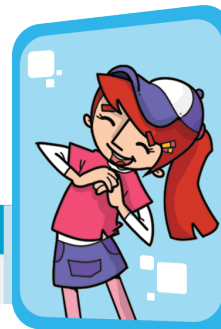
Cody: Please help me show my family to the class!

Miss Taylor: And who's this man, Cody?

Cody: He's Uncle Lucas, my dad's brother!

Miss Taylor: Well done, Cody! What an interesting presentation!

Cody: Thank you, Miss. We're a great family and ROLO is a great friend!



2 Read again and match to make sentences.

- | | |
|-----------------------|---------------------------|
| 1 It's Cody's turn to | a his grandfather, Billy. |
| 2 Leo is | b his father's brother. |
| 3 Cody's hero is | c his father's mother. |
| 4 Molly is | d present his family. |
| 5 Lucas is | e Cody's father. |

3 Look at the Talk Time phrases again. Which means ...?

- | | |
|------------------|-------------------|
| 1 Don't hurry. | 4 Excellent! |
| 2 You're next! | 5 Oh, excuse me! |
| 3 Wait a minute! | 6 It's all right. |

The verb 'to be', possessive adjectives

I **am** (I'm) Amelia. Ava **is** my best friend. She **is not** (She **isn't**) my sister.
Are we at the same school? **Yes**, we **are**./**No**, we **aren't**.

I - **my**she - **her**you - **your**you - **your**it - **its**they - **their**he - **his**we - **our**

- Find examples of *the verb 'to be'* and *possessive adjectives* in the story on p. 12.

4 My family! Read and complete the sentences. Use the correct form of the verb 'to be'.

- I _____ years old.
- My family _____ small. It _____ big.
- We _____ from _____.
- I _____ the youngest in my family.
- My mum and dad _____ the same age. My dad _____ older than my mum.
- Our house _____ in a big city. It _____ in a small town.

5 Read and complete the text. Use the correct possessive adjectives.

This is **1) my** best friend, Arthur, and **2) _____** sister. **3) _____** name is Isabella. Arthur's twelve and Isabella is fourteen. Arthur's family is quite big. There is Arthur, Isabella, **4) _____** two younger brothers and **5) _____** parents. Arthur and Isabella do a lot of things together. **6) _____** friends think they are twins! **7) _____** two younger brothers, Harvey and Lee, are eight and nine. They're very close and they do the same things. In fact, everyone in **8) _____** family is close. They are very lucky!



6 Read the text in Ex. 5 again. Use the prompts to make questions and talk with your partner.

How old is Arthur?

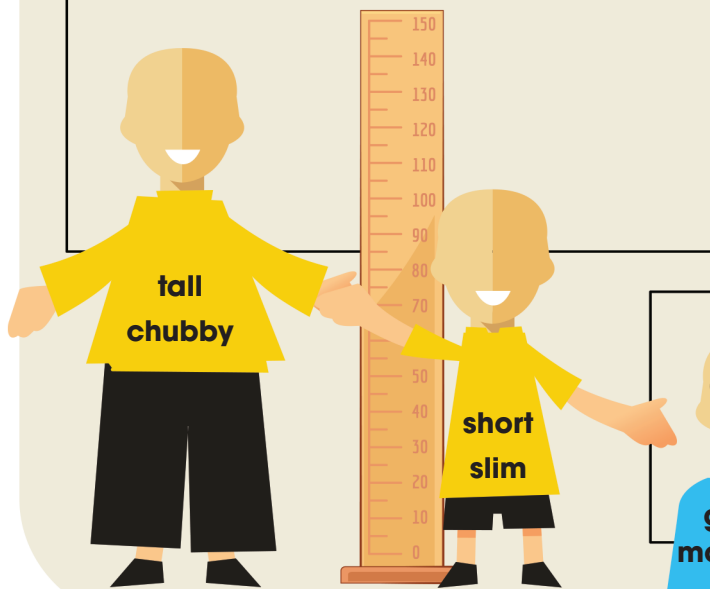
He's twelve years old.

- how old/Arthur?
- Arthur's family/big?
- what/name/sister?
- how old/sister?
- what/names/brothers?
- brothers/twins?

Vocabulary Appearance and character

1 Listen and repeat the words.

HEIGHT AND WEIGHT



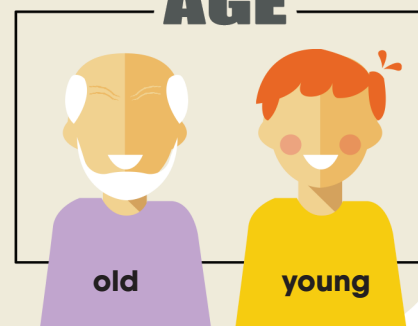
HAIR



SPECIAL FEATURES



AGE



2 **GAME** Think of and describe a classmate. Ask your partner to guess who he/she is.

A: This person has got curly hair. Who is it?

B: Thomas!

Speaking

3 Look at the adjectives and explain what they mean to your partner. Which are **positive**? Which are **negative**? What are you like? Tick (✓) and say.

4 Work in pairs. Talk about your best friends.

clever	noisy
friendly	polite
funny	rude
hard-working	sparty
lazy	quiet

I think I'm ... I'm not very ... Sometimes I'm a bit ...



The verb 'have got'

I **have** (I've) **got** red hair.

My brothers **have got** red hair, too!

They **have not** (haven't) **got** dark hair.

Have you **got** red hair? **Yes**, I **have**. / **No**, I **haven't**.

- Look at the triplets. What more can you say about their appearance?



Listening

- 5 Listen to Florence talking about her friends from school. Listen and match the names with the people.

1 Rosie

2 Chloe

3 Lilly

4 Theo & Jake

5 Dylan & Ryan



- 6 Look again and complete the sentences. Use the correct form of the verb have got.

1 Chloe and Dylan **have got** glasses.

2 Dylan _____ fair hair.

3 Rosie _____ freckles.

4 Theo and Jake _____ straight hair.

5 Theo _____ wavy hair.

6 Lilly _____ short hair.

- 7 Make questions for your partner to answer without looking at Exs 5 and 6.

A: *Has Rosie got wavy hair?*

B: *Yes, she has.*

- 8 **Famous Friends!** Find a picture of famous friends in TV programmes/films/cartoons. What do they look like? What are they like? Tell the class.



Listening and Speaking

- 1 Listen to Mark talking about his best friend's family. Decide if the sentences are **True** or **False**.

- | | | |
|---|---------------------------------------|-----------------------------|
| 1 Ronnie's family is small. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| 2 He's got a sister. | <input type="radio"/> True | <input type="radio"/> False |
| 3 His dad is tall and slim. | <input type="radio"/> True | <input type="radio"/> False |
| 4 Ronnie looks more like his mother. | <input type="radio"/> True | <input type="radio"/> False |
| 5 His sister is noisy. | <input type="radio"/> True | <input type="radio"/> False |
| 6 His favourite family activity is watching TV. | <input type="radio"/> True | <input type="radio"/> False |

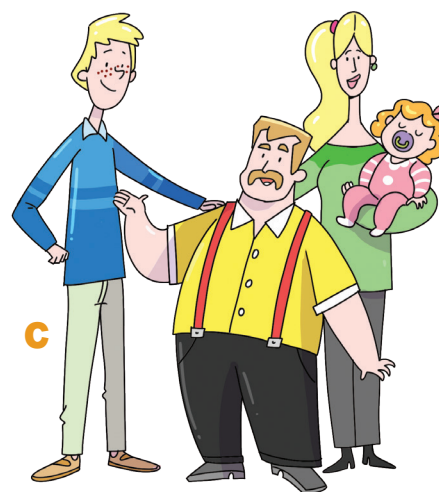
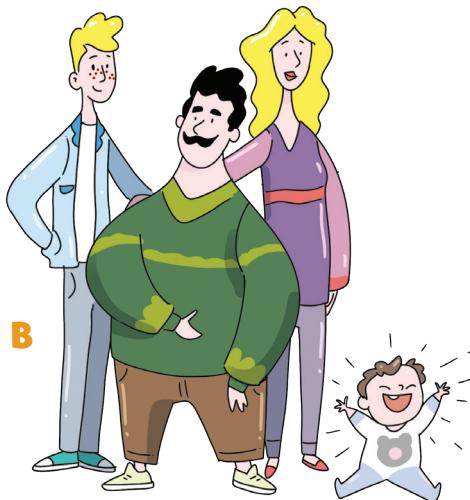
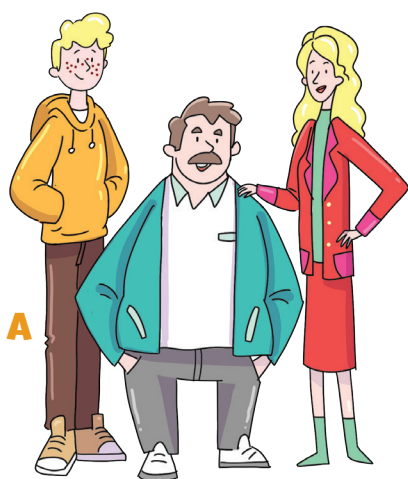
Read and choose.

Do you know any other family idioms?

Like mother, like daughter.

- 1 A mother likes her daughter.
- 2 A daughter is like her mother (her character, interests, etc).

- 2 Which picture best shows Ronnie's family? Choose. Say why.



- 3 In pairs, talk about your families. Use the ideas below.

Type of Family

Nuclear (small)?

Extended (big)?

Family Members

Any brothers/sisters or only child?

What/parents look like?

Who/the oldest in family?

Who/the youngest in family?

Who/favourite aunt/uncle? What she/he like?


How many/cousins?

What type of family have you got?

I've got a small, nuclear family.



Reading and Writing



- 4  Read and complete the texts. Use the sentences from the boxes below. Then listen and check your answers.

The Doshi Family


- a He's polite, but sometimes he's a bit shy.
- b He's got a beard and a moustache, too!
- c She's very sporty, too!

The Brown Family

- d The Browns are one big happy family!
- e He's got short dark hair.
- f They both help around the house, but sometimes they are a bit noisy!


- 5   Read the texts again. In your own words, explain to your partner:

- What's a 'full-time mum'?
- What's the difference between a nuclear family and an extended family?

- 6  Think of a family you know. Tell the class.

- 1 Is it a nuclear family or an extended family?
- 2 How many members are there?
- 3 What do they look like?
- 4 What are they like?

Project

- 7  **SHOW AND TELL** Do a project or make a PowerPoint® presentation about two different families you know. Present it to the class.

Love Makes a Family



This is the **Doshi family** from India. They are a small, nuclear family with a mother, a father and two young children. The father, David, has got short dark hair. **1) b** Then there's Louise, the mother. Louise is tall and slim. **2) ____** She's a full-time mum and she's always busy with her children. Dominic is Poppy's big brother. **3) ____** Poppy has got straight dark hair and she's very clever. Their favourite family activity is watching a film together!



This is the **Brown family** from Australia. They are a big, extended family with grandparents, a mother, a father and four children! The grandparents, Matilda and Archie, are kind and caring. Mark is the father. **4) ____** Emily is the mother. She isn't chubby. She's pregnant with the next little brother or sister for the children! Tim and Alfie are the brothers. **5) ____** The sisters, Lilly and Mia, have both got fair hair and they love dogs! **6) ____**



1

Talking Point

Asking personal questions ?

1 Listen to and read the dialogue. Where does Ella live?

Tom: Hello, Ella. How are you?

Ella: I'm great. How about you?

Tom: Not bad. Come and meet my cousin, Janet. Janet, this is my friend, Ella.

Ella: Hi, Janet. Where are you from?

Janet: New York, USA, but we live here now.

Ella: So you're American. Cool! How old are you?

Janet: I'm eleven.

Ella: I'm eleven, too! Here's my number. Message me.

Tom: Great idea! We can all meet after school!

Janet: OK, see you later.

2 Read the dialogue again. Make questions about Ella using **who**, **how** and **where**.

3 **ROLE PLAY:** One of the people below is your cousin. Present him/her to your partner. Use the dialogue in Ex. 1 as a model and the phrases in the *Useful Language* box.



How are you? I'm fine, thanks.
What is your name? Derek.
How old are you? I'm ten.
Where are you from? I'm from the UK.
Who is he? He's my friend.



Explore Grammar, p. 144

Useful Language

- Hello/Hi/Good morning/afternoon/evening.
- How are you/How's it going?
- I'm great/I'm fine, thanks/I'm good/I'm doing well/Not bad.
- How about you/And you?
- Great idea/Excellent/Fab!
- See you later/See you soon/Bye for now.



Name

Cristina

Age

12

City

Lisbon

Country

Portugal

Nationality

Portuguese



Name

Leo

Age

14

City

Ottawa

Country

Canada

Nationality

Canadian



Name

Deniz

Age

13

City

Istanbul

Country

Turkey

Nationality

Turkish

Writing: a blog comment about your best friend

1

1 Listen and read. Which is a **blog post**? Which is a **blog comment**?

mail

about

info

video

news

more

Hey, guys! I'm Ava and today's blog is all about best friends. My best friend is Amelia. She's twelve years old. She's tall and slim. She's got long red hair and green eyes. She's hard-working – most of the time. Sometimes she's a bit lazy, like me, and just stays in her room watching videos on her tablet. What about your best friend?



Hasim13 10:30am



Hi, Ava! I'm Hasim and I'm from Turkey. I love your blog! My best friend is Adem and he's thirteen years old, just like me! He's short and slim, with short dark hair and dark eyes. Adem is very clever and friendly. He's very sporty, too! He's mad about football.
Can't wait for your next post!

2 Read the texts again and answer the questions.

Whose friend ...

- | | |
|------------------------------------|---------------------------|
| 1 is twelve years old? | 4 is hard-working? |
| 2 is short and slim? | 5 is mad about football? |
| 3 has got red hair and green eyes? | 6 is clever and friendly? |

3 Read Hasim's blog comment and complete the sentences.

Introducing yourself/Greeting the blogger

- 1) **Hi**, Ava! I'm 2) _____ and I'm from 3) _____.
- I 4) _____ your blog!
- Great blog!
- Your blog is cool/fun.

Closing remarks

- 5) _____ wait for your next post!
- Looking forward to your next post.

4 Think of your best friend. Make notes under the following headings.

Name

Age

Appearance

Character

Portfolio

5 Post your comment about your best friend on Ava's blog. Use the notes from Ex. 4.

AVA'S BLOG



BUDDIES

Friendship is important.

We need friends to share the good times and the not so good times.

Let's think about what makes a good friend – a real buddy!

- 1   What is important in a friend for you? Tick (✓). Compare your choices with your partner's.

Tell the class.

Very
important

Not that
important

Not
important
at all

	Very important	Not that important	Not important at all
Likes all the activities I do			
Is popular			
Has got a cool video game			
Is generous			
Is hard-working			
Shares things with me			
Is fun			
Laughs when I tell a joke			
Is kind and honest			
Thinks about my feelings			
Is good at sport			
Keeps all my secrets			
Trusts me			
Listens to me			

*I think **it's not that important** that my friend likes all the activities I do, and my partner agrees with me.*



2  What do real friends say? Read the situations and circle the correct response.

1 Your friend gets an answer right in class.

- You: a) I know the answer, too!
b) Well done!

2 A friend is wearing a new cap you like.

- You: a) That's lovely!
b) Give me your cap!

3 A friend needs help with a problem.

- You: a) I'm very busy right now!
b) Let's see what we can do!

4 A friend is about to do something dangerous.

- You: a) Don't do that!
b) Everybody, come and watch!

5 A friend is shy about doing an activity, but you think they can do it well.

- You: a) I can do it well! Watch me.
b) I know you can do it!

3  Read, choose and complete the spidergram. Then add one more to each list.

IS!

kind
friendly

rude

Thinks of others.

trustworthy

"I'm sorry."

IS NOT!

a bully
unkind


SAYS!

"You're the best!"
"Do you need any help?"

A GOOD FRIEND

DOES!

Helps you.
Shares what they have got.

4  Listen and circle the correct words.

Friendship Recipe

1 cup of **hard work** / respect

1 carton of **care** / laughter

1 teaspoon of **patience** / kindness

1 pot of **politeness** / love

And a sprinkle of fun!

5



SHOW AND TELL



In groups, create your own *Friendship Recipe* on a poster or as a PowerPoint® presentation. Present it to the class.



- 1 Read and complete the song with the **OPPOSITE** of the words in bold. Listen and check your answers.

My *Chocolate* Box Family!

Some are **chubby**, some are 1) **thin**,
Some are 2) _____ and some are **tall**!
Some have got a lot of hair
And some have got none at all!

Some are **quiet**, some are 3) _____,
Some are 4) _____ and some are **young**!
Some are **sparty**, some are 5) _____,
But they're all a lot of fun!

*My family is like a box of chocolates:
We're all **different**, not the 6) _____!
But I'm sure that when you get to meet us,
You'd like to meet us again!*

The chocolates in my family box
Are all different, but all sweet!
And when we're all together,
It's one big delicious treat!



- 2 Read what a **simile** is. Then find and underline the simile in the song.

simile /sɪmɪli/ (**n**): a word or phrase that compares something to something else, using the words *like* or *as*.

- 3 Create two similes about your family.

SOUNDS AND WORDS

/ʌ/ sound spellings

The sound /ʌ/ has got different spellings:

- u (mum)
- ou (double)
- o (honey)

- 1 Read and complete the sentences. Spell the missing words.

- 1 Your aunt's daughter is your **cousin**.
- 2 Your aunt's husband is your _____.
- 3 My grandpa is seventy, but he looks very _____.
- 4 _____ is the day before Tuesday.
- 5 My aunt now lives in another _____, not in the UK.
- 6 My aunt has got two daughters and a _____.

- 2 Can you think of and write some more words with the /ʌ/ sound?

i Explore 1
Extra Resources

1 Read and complete the email. Use the correct forms of the verbs 'to be' and have got.

Dear Mum and Dad,
 I 1) **am** at camp and it 2) _____ great! I 3) _____ two new friends, Diana and Ben.
 Diana 4) _____ tall and slim. She 5) _____ long, straight, fair hair. Diana 6) _____
 funny, but noisy! Ben 7) _____ short, curly, dark hair. He 8) _____ quiet and serious,
 but very kind! Our camp leader 9) _____ Mr Brown. He 10) _____ a beard and a
 moustache, just like you, Dad! Hope you are well.
 Speak soon,
 Mandy

Nice! 😍

2 Read the email again and choose the correct answer.

1 Which girl is Diana?



2 Which boy is Ben?



3 Which man is Mr Brown?



3 Circle the odd one out. Give reasons.

1 grandpa - dad - uncle - sister

4 strong - sporty - short - polite

2 chubby - wavy - straight - curly

5 beard - freckles - moustache - curly hair

3 daughter - aunt - son - wife

6 clever - friendly - hard-working - rude

1 **Sister** is the odd one out because it's a female noun.

I can ...



- talk and write about my family and friends
- describe people and talk about their character
- ask personal questions
- post a blog comment about my best friend

- appreciate a real friend
- recognise and spell words with /ʌ/ sound spellings

in English.





i Explore

1



FOR STUDENTS

- **Student's Book** with DIGI APP
- **Workbook** with DIGI APP



FOR TEACHERS

- **Teacher's Book** with DIGI APP (Interleaved)
- **Posters**
- **Picture & Word Flashcards** (Downloadable)
- **Class Audios** (Downloadable)
- **Teacher's Resource Materials** and **Tests** (Downloadable)
- **IWB Software** (Downloadable)

i Explore is a unique three-level course that promotes **Content and Language Integrated Learning (CLIL)** at CEFR levels A1-B1. This highly engaging series provides the teenagers of today with the skill set they need to meet the challenges of tomorrow!

EXPLORE MORE!


Real-life, meaningful communication through authentic texts and videos!

DISCOVER MORE!

A journey around our diverse, multi-cultural world to appreciate values such as empathy, harmony and inclusivity!

LEARN MORE!

Effective language learning through project work, collaboration and other *21st century skills* (critical thinking, creativity)!



	CEFR Level
i Explore 1	A1
i Explore 2	A2
i Explore 3	B1



Express Publishing

ISBN 978-1-3992-0477-4



9 781399 204774