

# Science Explore

**Student's Book**

Jenny Dooley - Bob Obee

**2**



**Express Publishing**



# Explore

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**Express Publishing**

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## KEY TO SYMBOLS



: Pairwork



: Groupwork



: Thinking skills



: Cross-curricular links



: Mediation

Listening	Speaking	Writing	Project	CLIL	Sounds and Words
Short conversations about daily routines A monologue with instructions	—	A student profile	—	—	—
Short conversations about after-school activities A conversation about after-school clubs	Giving directions	A blog entry about after-school activities	Schools in my country <b>(Geography)</b>	Dos and Don'ts in the ICT Room <b>(ICT)</b>	/s/ <b>sound spellings</b> place class course
A conversation about jobs famous actors used to do A conversation about a school play	Buying a ticket	An email reviewing a film	A poster about a play <b>(English)</b>	Sound Effects <b>(Drama)</b>	<b>Adjective endings:</b> -ing, -al interesting magical
A description of a picture A presentation of a perfect house	Offering help	An email about your new home	Different houses from around the world <b>(Geography)</b>	Maps <b>(Geography)</b>	<b>International Words in English</b> taxi bungalow sushi karate ballet pizza igloo
A conversation about a scuba diving experience A monologue about gym rules	Inviting - Accepting/ Refusing	A survey about sports	Safety rules for a sport <b>(PE)</b>	Friction <b>(Science)</b>	<b>Person suffixes:</b> -er, -or and -ist golfer actor artist
A talk on how to stay safe when there is a natural disaster Guidelines on surviving in a desert	Making an emergency phone call	An email about a natural disaster	A disaster plan for a natural disaster <b>(PSHE)</b>	The Titanic <b>(History)</b>	<b>Words within words</b> earth - ear forest - rest
An interview about a charity event A presentation about Zach Bonner	Finding ways to raise money	An email about organising a charity event	My future ambition <b>(PSHE)</b>	All Different - All Equal! <b>(PSHE)</b>	/eə/ <b>sound spellings</b> care fair wear
Short conversations about people and their shopping A telephone conversation about visiting Morocco	Buying a present for a friend	A product review	Open-air markets in my country <b>(Geography)</b>	Counting Money <b>(Maths)</b>	<b>Homophones</b> cheque - check
A conversation about famous artists and their favourite materials A presentation of two famous landmarks	Asking for information	A holiday email to a friend	Ancient wonders <b>(History)</b>	3D Art <b>(Art)</b>	<b>Silent Letters</b> temple badge autumn night

Explore Grammar (pp. 143-151)

Irregular Verbs (p. 152)

 : Internet research

 : Promoting respect/responsibility

 : Project/Poster presentation

 : Formative evaluation

# 1

## Schools Around the World



Explore this!

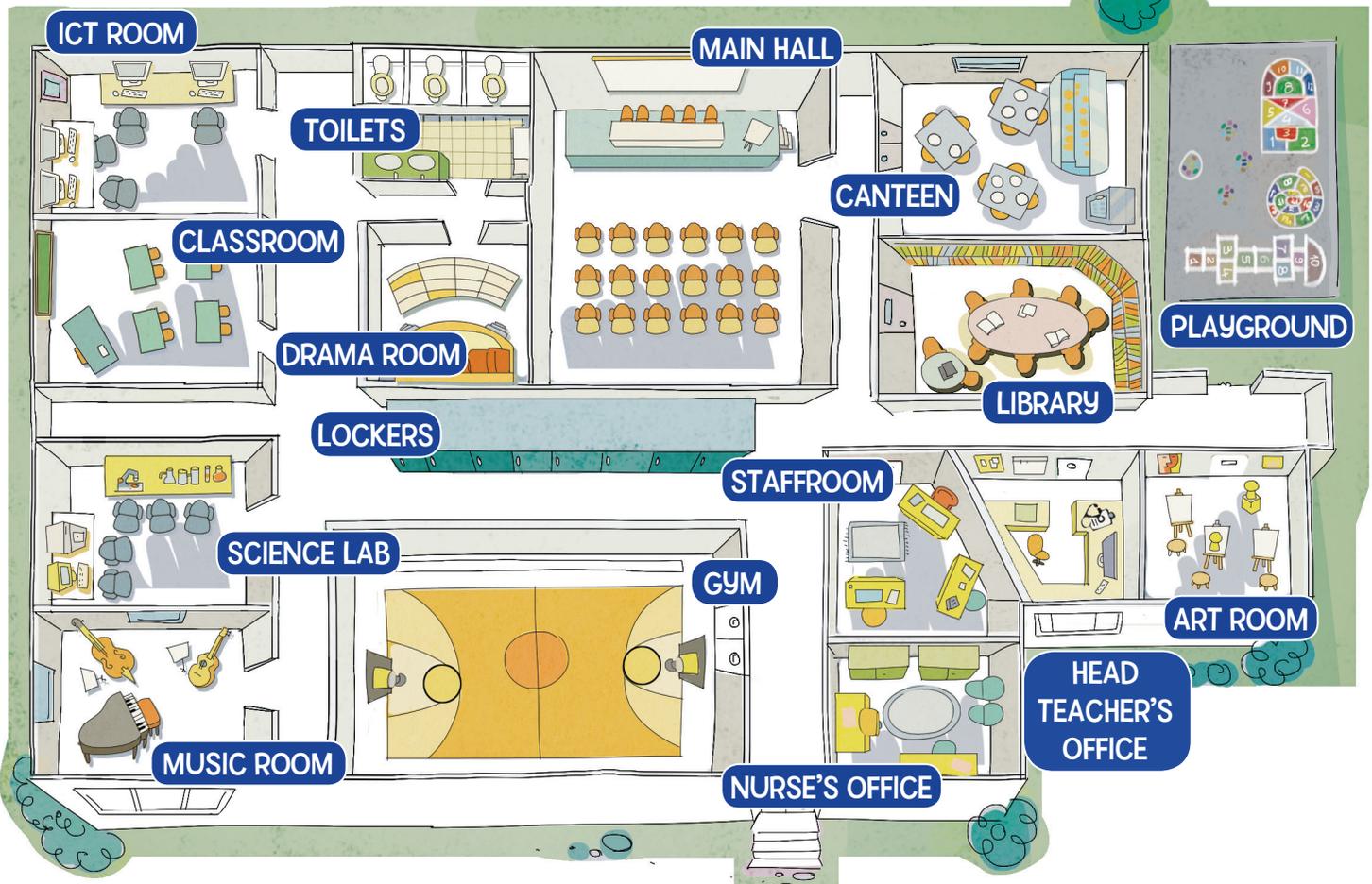
Can your pencils **grow** into plants and herbs



- 1  Look at the pictures. Which school looks more like your school? Why? What do you do on a typical school day?

## Vocabulary School facilities

- 2  Listen and repeat the words. What facilities are there in your school? Where do you put your personal belongings? Where do teachers take their break?



- 3  Read the notices. Match them with the school facilities.

A

Please  
**clear**  
the table  
of any food  
or drinks  
after lunch.

B

**ASK**  
your teacher  
  
before you  
use  
the printer.



C

CLEAN YOUR  
**BRUSHES**  
at the end  
of each lesson.

D

ALWAYS WEAR  
**TRAINERS**  
FOR YOUR **PE**  
LESSON.



E

 **TEACHERS ONLY**

- 4   In groups, design notices for these school facilities.

Science lab Library  
Drama room Music room

- Right! • I'm lost. • Don't worry!
- Is it clear? • I guess so.

## Reading

### 1 Listen and read. What is Mr Tanaka looking for?

**Mr Tanaka:** Hi, kids. I'm the new Science teacher, Mr Tanaka. Do you know where the Science lab is?

**Tara:** Hello, sir! Of course! Go straight down the corridor and turn left at the Art room. The Science lab is next to the library.

**Mr Tanaka:** Right! Thank you!

**Carlos:** No, Sir! Not RIGHT, LEFT!

**Mr Tanaka:** Yes, yes. Sorry! I mean, I understand!

#### Five minutes later ...

**Mr Tanaka:** Excuse me! I'm looking for the Science lab, but I think I'm lost.

**Cody:** Don't worry! It's very close.

**Mr Tanaka:** OK. How do I get there?

**Cody:** Well, keep walking, then turn left at the nurse's office, and turn left again, then turn right at the gym, and then straight! Is it clear?

**Mr Tanaka:** Oh, dear ... I guess so ...

#### A few minutes later ...

**Mr Tanaka:** This isn't the Science lab! I don't believe it!

**Elsa:** Hello! Are you OK?

**Mr Tanaka:** I'm looking for the Science lab and I'm totally lost!

**Elsa:** Don't worry! I can show you. Let's go together!

**Mr Tanaka:** That's great! Thank you so much!



### 2 Read again and put a tick (✓) or a cross (x).

- Mr Tanaka is the new Science teacher.
- The Science lab is next to the Music room.
- Mr Tanaka should turn left at the gym.
- Elsa shows Mr Tanaka where the Science lab is.

### 3 Look at the Talk Time phrases again. Tell your partner which means ...

- I'm in the wrong place.
- I think so.
- I've got it!
- Don't panic!
- Have you got all that?

- Can you say these phrases in your language?

## Present simple, present continuous

I **usually have** lunch in the school canteen, but **today I'm having** lunch in the playground.



- Find examples of *the present simple* and *the present continuous* in the story on p. 12.

#### 4 Read the interview. Put the verbs in brackets in the correct tense.

**Reporter:** Hello, Boris. Tell me about your school.

**Boris:** I **1) go (go)** to the Vittra Telefonplan School in Stockholm, Sweden.

**Reporter:** What **2) \_\_\_\_\_ (you/like)** about your school?

**Boris:** Well, we **3) \_\_\_\_\_ (not/sit)** in a classroom all day. We **4) \_\_\_\_\_ (study)** in different areas and we usually **5) \_\_\_\_\_ (use)** our laptops.

**Reporter:** Which subjects **6) \_\_\_\_\_ (you/do)?**

**Boris:** We **7) \_\_\_\_\_ (do)** all the normal school subjects, as well as interesting projects. Right now, I **8) \_\_\_\_\_ (do)** a Science project about plants.

**Reporter:** Which class are you in?

**Boris:** I'm not in a class. I often **9) \_\_\_\_\_ (work)** on my own and sometimes in a group. Today I **10) \_\_\_\_\_ (work)** with my friend, Lucas.

**Reporter:** What about your teachers?

**Boris:** They're great! They always **11) \_\_\_\_\_ (help)** us when we need it, but they also **12) \_\_\_\_\_ (give)** us time to do things on our own.

**Reporter:** That sounds good.

**Boris:** It is! I **13) \_\_\_\_\_ (love)** my school! Every morning, I **14) \_\_\_\_\_ (get up)** with a big smile on my face!

#### 6 Put the adverbs in brackets in the correct place.

- She is late for school. (**never**)
- My brother uses the printer in the ICT room. (**often**)
- Mrs Parker gives extra homework for the weekend. (**always**)
- I walk to school if I have the time. (**sometimes**)
- Mr Elliott is willing to help his students. (**always**)

#### 7 GAME In groups, choose a word from the grid and make a sentence.

today	now	usually
does	do	is
never	often	are

#### 5 ROLE PLAY: Take roles and act out a similar interview about your school.



# 1

## Exploring Language

### Vocabulary After-school activities

1 Read and circle. Then listen and check.



1 have / **do**  
Arts and Crafts



3 play / write  
for the school newspaper



5 sing / do  
in the school choir



7 create / write  
animations



2 have / sing  
Drama class



4 do / make  
experiments



6 practise / have  
a sport

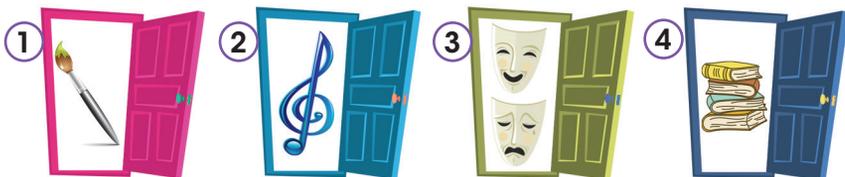


8 create / play  
in the school orchestra

2 Which of these after-school activities can you do at your school? Which ones do you take part in?

### Speaking

3 Where do you usually do the after-school activities in Ex. 1? Look and make sentences.



Art room

Music room

Drama room

Library



Science lab



ICT room



Gym

1 I usually do Arts and Crafts in the Art room.

4 In pairs, act out a dialogue.

Where's Jimmy? Is he ready to go home?

He's doing Arts and Crafts.

OK. Let's go to the Art room and get him.

**-ing form and infinitive**

- I **enjoy doing** experiments.  
 I'm **interested in creating** animations.  
 I **don't mind having** Drama classes.  
 I **want to write** for the school newspaper.



- Say two after-school activities that you enjoy doing.

**5** Read and underline the correct verb form.**PRESTON PRIMARY SCHOOL****A** Join the school choir

Do you enjoy **1) singing/to sing** and **2) making/to make** friends? Then come and sing with us in the school choir. We practise in the Music room every Tuesday and Thursday at 4 pm.

**B** Athletics team tryouts

Do you want **3) exercising/to exercise** and have fun? Then how about **4) trying/to try** out for the school athletics team?

**When:** this Saturday at 11 am

**Where:** in the school playground

**C** New! Create your own animations

Are you interested in **5) creating/to create** animated cartoons?

Then you need **6) signing/to sign** up for Mr Miller's animation lessons!

Classes take place every Wednesday at 3 pm in the ICT room.

**D** Lots of laughs with Arts & Crafts

Join Ms Magee on Mondays after school and create beautiful art! We love **7) making/to make** a mess, so wear old clothes that you don't mind **8) getting/to get** dirty! Sign up today!

**Listening****6** Listen and complete the table.

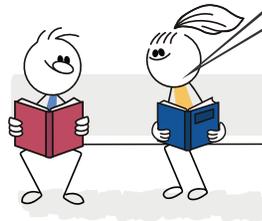
	Interested in	Not interested in	Free on
<b>Paula</b>	playing sports and doing <b>1) athletics</b>	Science	Mondays
<b>Daniella</b>	<b>2)</b> _____	-	Saturdays
<b>Eric</b>	<b>3)</b> _____ and computers	-	Tuesdays and <b>4)</b> _____
<b>Simon</b>	doing something creative	<b>5)</b> doing _____	Wednesdays

**7** Which after-school activities in Ex. 5 should **Paula, Daniella, Eric** and **Simon** do? Why? Tell the class.

## Listening and Speaking

1 Listen and answer the questions.

- 1 What after-school club does Nina go to?
- 2 When do they meet?
- 3 Where do they meet?
- 4 What activities do they do?
- 5 What are they doing this week?



Read and choose. Do you know any other school idioms?

**Learn by heart.**

- 1 Learn very easily.
- 2 Say without looking at a book.

**ROLE PLAY:** In pairs, take roles and act out the dialogue.

A: Hi, Nina!  
 B: Hi, Roy!  
 A: What after-school club do you go to?  
 B: I go to ... .

## Reading

2 Look at the texts and say what type each one is.

3 Read and answer Mum's questions to David.

- 1 Where is Becky?
- 2 Where's the new football stadium?
- 3 When is the school play?
- 4 When do you have Music class?

### Ellerton School Play

Friday  
6 pm to  
8 pm



### THURSDAY

MUSIC	9:00
ART	10:15
ENGLISH	11:20
MATHS	13:10
HISTORY	14:20

**From:** carlz@bmail.com  
**To:** david25@bmail.com  
**Subject:** Football final

Dear David, 🍀🍀🍀  
 The football final is at the new stadium on King Street. Do you want to come with me and my dad? Let me know.  
 Carl

David, I'm still at Science Club. Can you please tell Mum?  
 Becky

## Reading and Writing

4  Read and complete the gaps in the text with questions a-e. Then listen and check your answers.

- Do they play any playground games?
- When do children in Japan start primary school?
- What do they do after school?
- How do children in Japan help their school community?
- What subjects do they study?

# 日本



5  Use the questions in Ex. 4 and tell the class about schools in your country.

## Project

6  **SHOW AND TELL** In groups, do a project or make a PowerPoint® presentation about schools in your country. Present it to the class.



# Schools in Japan

Q: 1) When do children in Japan start primary school?

A: Children in Japan start school when they are six. There are 30 to 40 children in a typical primary school class.

Q: 2) \_\_\_\_\_

A: They study Japanese, Maths, Social Studies, Science, Music, PE and Home Economics (cooking and sewing). Each lesson lasts about 45 minutes.

Q: 3) \_\_\_\_\_

A: There are teams of children who help out with certain activities. At lunchtime, the children take turns to serve each other food. Children also clean the classrooms and other areas of the school.

Q: 4) \_\_\_\_\_

A: During break time, children enjoy playing games in the playground. One of their favourite games is dodgeball.

Q: 5) \_\_\_\_\_

A: After school, children can take part in a lot of activities, like football, judo, tennis, arts and crafts or singing in the school choir.

**Children in Japan like working hard and playing hard.  
They all enjoy their school day!**



# 1

## Talking Point

### Giving Directions

1  Listen and read. Where does Rob need to go?

**Fiona:** Hi, **Rob!** How's your first day at school?

**Rob:** Oh, hi, **Fiona.** It's OK, but this school is bigger than my old school, so I keep getting lost all the time. Can you help me?

**Fiona:** Sure! What's your next lesson?

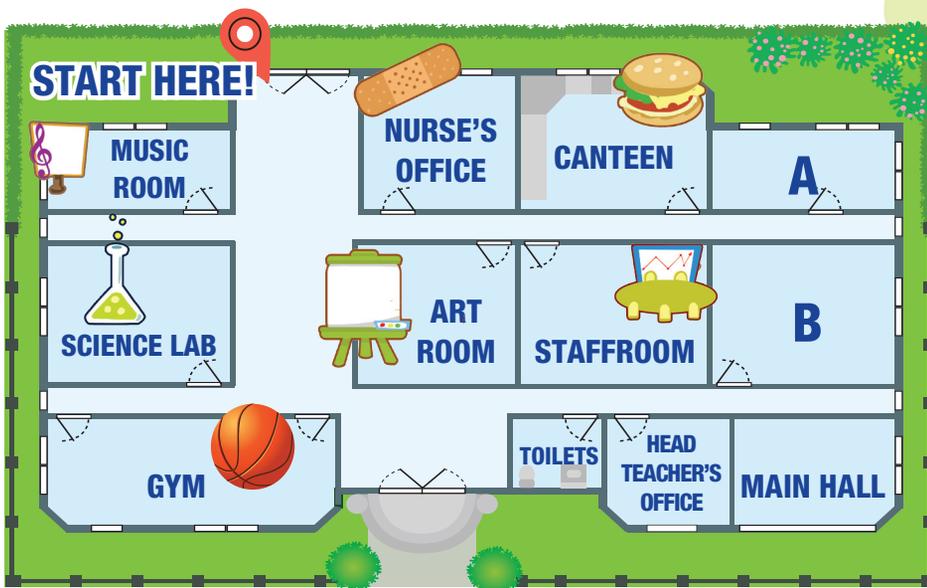
**Rob:** It's **ICT** in the **ICT room.**

**Fiona:** OK. That's easy. **Go down this corridor and turn left at the nurse's office. Then walk past the canteen. The ICT room is on your left.**

**Rob:** Thanks, **Fiona!** Hey! Do you want to meet for lunch in the canteen?

**Fiona:** Sounds great. See you there!

2  Read the dialogue again. Which room is the ICT room? **A** or **B**?



3  **ROLE PLAY:** Imagine you are a new student at Fiona's school. Take roles and act out a dialogue similar to Ex. 1. Use the map in Ex. 2 and the phrases in the *Useful Language* box.

### Useful Language

#### Giving directions

- Walk along/past ...
- Go up/down/straight ...
- Turn left/right.
- The ... is on your left/on your right/in front of you.

# Writing: a blog entry about after-school activities

1

1 Listen and read. What is Kate's blog post about?

**mail** **about** **info** **video** **news** **more**

Hi, guys. Today I want to talk about my favourite after-school activity. I enjoy reading books and I'm really good at writing. That's why I write articles for the school newspaper.  
What about you? What's your favourite after-school activity?

Kate

**Comments**

I love playing sports like tennis or volleyball. It's a great way to exercise. It's lots of fun, too! I play for the school football team. Why don't you try it, too?  
Posted by Manuel, Spain

There are lots of activities students can do after school. Many of my friends are in the Science Club because they like doing experiments. What I love most is singing. That's why I joined the school choir. We meet every Monday. I'd also like to join the Art Club, but I haven't got time.  
Posted by Susan, UK

I'm really interested in acting and I want to be an actor when I grow up. That's why I am a member of the school Drama Club. At the end of the year, we put on a play in the main hall at our school.  
Posted by Eric, Canada

**Like**

2 Read and match to make sentences.

- |                              |                       |   |                       |
|------------------------------|-----------------------|---|-----------------------|
| 1 <input type="checkbox"/> c | Kate enjoys           | a | to join the Art Club. |
| 2 <input type="checkbox"/>   | Manuel loves          | b | acting.               |
| 3 <input type="checkbox"/>   | Susan would like      | c | reading books.        |
| 4 <input type="checkbox"/>   | Eric is interested in | d | playing sports.       |

3 Over to you: Read and decide which after-school activity you would join.

- 1 You like reading fairy tales and you're very good at writing essays.
- 2 You love craft projects, especially pottery.
- 3 You play the guitar and you want to be a musician one day.

## Portfolio

4 Write your comment on Kate's blog.

**FAVOURITE AFTER-SCHOOL ACTIVITY**

**WHAT IS IT?**

**WHY DO YOU LIKE IT?**

19



- 1 Listen and read. What symbol appears when a website is safe? Say.

## DOS AND DON'TS IN THE ICT ROOM

- 1 Create a strong password and keep it secret.

All students need a password to use a school computer. The password needs to be easy for you to remember, but difficult for others to guess. **Remember!** Never share your password with anyone and do not write it down anywhere.

- 2 Do not share your personal information online.

Just like your password, never share your personal information online. This includes your name and surname, your birthday, your address, your telephone number and photos of you and your family.

- 3 Do not visit websites that aren't safe.

Students should only visit safe websites. To make sure the website is safe, look for a green padlock symbol (🔒) next to the web address.

- 4 Ask for permission before you print anything.

Students can use the school printer, but only after they ask their teacher for permission.

- 5 Sign out of your account before you switch off your computer.

Other students use these computers, too. Make sure that they can't use your account. Sign out and switch off the computer when you are done.

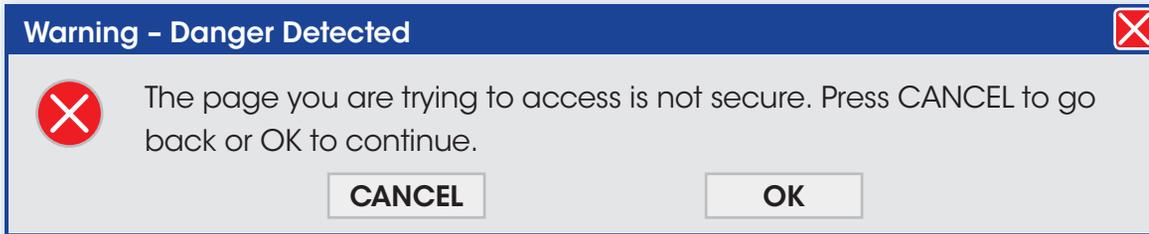


- 2 Read the texts and circle the correct word(s).

- 1 A password needs to be easy / difficult for you to remember.
- 2 **Share** / **Don't share** your personal information online.
- 3 You can see the padlock symbol **next to** / **above** the web address.
- 4 Students need to sign **in** / **out** before they leave.

3  **In the ICT ROOM!** Read and choose the correct answer.

1 David is searching for information about schools in France. He finds a list of sites and clicks on one. Suddenly, a message pops up on his screen. It reads:



What should David do?

- A Press CANCEL and try to find a secure site.
- B Press OK and continue to the site.

2 David needs to create a password to log in to his school computer account. The teacher gave him the following instructions:

### School Computer Password

Your password needs to have 8 characters, including letters (Aa), numbers (1, 2, 3) and symbols (!, @, #).

Which of the passwords is better? Why?

- A David193
- B DaPro#!



3 David needs to print his History project, but the teacher isn't there. What should he do?

- A He should wait and ask for permission when the teacher comes back.
- B He doesn't need to wait for the teacher. It should be OK - his project is only 4 pages.

4 David receives an email from a person he doesn't know. The person is asking David to send him his home address. What should he do?

- A David should send the person an email with his home address.
- B David should not send the person his home address. He should tell his teacher.

4   **SHOW AND TELL**  In groups, find more information about how to use a school computer safely. Create a poster for your ICT room. Present it to the class.

# SONG Time



1 Read and complete the gaps using the words in the box. Then listen to the song and check your answers.



- |        |          |
|--------|----------|
| lives  | canteen  |
| place  | surprise |
| ace    | team     |
| school | cool     |

My life is full five days a week,  
The days I go to **1) school**.  
The playground's great for playing games,  
And the Science lab is **2) \_\_\_\_\_** !

I eat at lunchtime every day  
In the school **3) \_\_\_\_\_** ,  
Then I like meeting in the gym  
To practise with our **4) \_\_\_\_\_** !

*School days are cool days,  
The best days of our **5) \_\_\_\_\_** !  
There's always something happening,  
Each day's a big **6) \_\_\_\_\_** !*

The ICT room is busy -  
It's my favourite **7) \_\_\_\_\_** !  
I'm never bored during the day,  
Because life at school is **8) \_\_\_\_\_** !



2 How does the singer feel about school? Choose. Do you agree?

**A** School is a lot of fun!

**B** School is just OK!

3 Complete the sentences so that they are true about yourself.

1 My school life is \_\_\_\_\_. 2 I'm never bored when \_\_\_\_\_. 3 I love it when \_\_\_\_\_.

## SOUNDS AND WORDS

### /s/ sound spellings

The most common spellings of the /s/ sound at the end of words are:

**-ce** (place)

**-ss** (class)

**-se** (course)

1 Complete the words with **-ce, -ss** or **-se**.

- |           |           |         |
|-----------|-----------|---------|
| 1 nurse   | 4 pre__   | 7 fa__  |
| 2 addre__ | 5 scien__ | 8 hor__ |
| 3 offi__  | 6 fal__   | 9 gue__ |

2 Can you think of more words with these endings?

**i Explore 2**  
Extra Resources

# REVIEW

1

1 Put the verbs in brackets in the correct tense. Then match the texts to the pictures.

1 We usually **play (play)** sports in the playground, but today we \_\_\_\_\_ **(practise)** in the gym.

2 Mum \_\_\_\_\_ **(talk)** to the head teacher now. They \_\_\_\_\_ **(sit)** at his desk.

3 I usually \_\_\_\_\_ **(eat)** lunch in the school canteen. Today we \_\_\_\_\_ **(have)** pasta and salad.

4 I \_\_\_\_\_ **(not/usually/go)** to the nurse's office, but today I \_\_\_\_\_ **(not/feel)** very well.



2 Find the mistake in each sentence. Explain why it is wrong and correct it.

1 Harry enjoys ~~to do~~ **doing** Arts and Crafts.



2 Katy doesn't mind **to clean** the classroom.



3 Emma wants **practising** basketball on Sunday.



4 David is interested in **create** animations.



I can ...



- talk about school facilities
- talk about after-school activities
- describe what I usually do and what I'm doing now
- talk about preferences
- talk and write about schools around the world

- give and follow directions
- write a blog entry about after-school activities
- use the school computer safely
- recognise and spell words with /s/ sound spellings

in English.





# i Explore

## 2



### FOR STUDENTS

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



### FOR TEACHERS

- **Teacher's Book** with DIGI APP (Interleaved)
- **Posters**
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- **Teacher's Resource Materials** and **Tests** (Downloadable)
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**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!

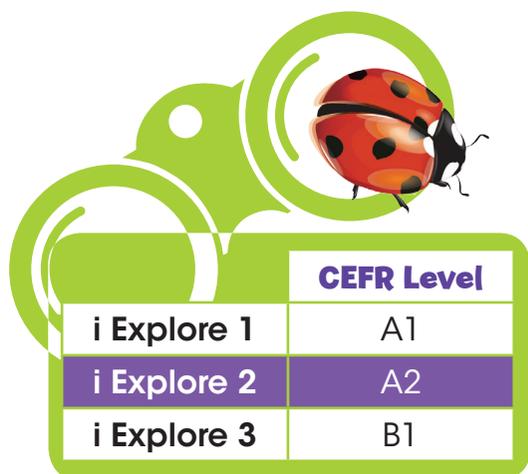
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### LEARN MORE!

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	CEFR Level
<b>i Explore 1</b>	A1
<b>i Explore 2</b>	A2
<b>i Explore 3</b>	B1



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