

OXFORD

# Project 4

# Explore

## Upgraded

**Student Book**

with Digital Pack

**Paul Kelly**  
**Paul Shipton**



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**Student Book**

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Guide for Classroom Presentation Tool

**OXFORD**  
UNIVERSITY PRESS

Based on an original concept  
by Tom Hutchinson

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# INTRODUCTION

## A KEEPING IN TOUCH



How easy is it for young people to keep in touch with friends in other towns or countries? What should a new person to your town do to make new friends?



**1 a** 001 Read and listen. What is the relationship between Liza and Emil?



**Danny** Hi, Liza.  
**Liza** Oh...hi, Danny.  
**Danny** Who are you texting?  
**Liza** Oh, just Emil.  
**Danny** Emil? That Danish guy you met in Paris last summer?  
**Liza** Yep.  
**Danny** You still keep in touch?  
**Liza** Oh, yeah! We get on very well. We're into all the same things.  
**Danny** Sounds like you really hit it off.  
**Liza** We did. He's a really nice guy. This is him now!  
**Danny** OK, I'll see you later.  
**Liza** No, talk to him. I'm sure you'll get on!

**2** **Emil** Hi, Liza! I see you're with a friend!  
**Liza** This is Danny.  
**Danny** Hello.  
**Emil** Ah, Danny! Liza has told me a lot about you!  
**Danny** Really?  
**Liza** Er, yeah, er...I told him about...how much you like playing video games. What are you playing now, Emil?  
**Emil** Oh, I'm not playing anything exciting. Just *Mission Accepted* for the fiftieth time!  
**Danny** *Mission Accepted*?! I love that game! I often play it at the weekends if I don't hang out with my friends.  
**Emil** Me too! Do you like playing online?  
**Danny** Yeah!  
**Emil** Let's arrange something!  
**Liza** Emil, let's catch up later...about that thing.  
**Emil** Thanks, Liza. See you, guys!  
**Danny** What's 'that thing'?  
**Liza** Nothing...



**3** **Danny** Hello?  
**Liza** Hi, Danny. Erm, are you playing with Emil?  
**Danny** Yeah...  
**Liza** Let me guess, *Mission Accepted*? I wondered why I couldn't get through.  
**Danny** Yeah.  
**Liza** Can you ask him to call me?  
**Danny** Yeah.  
**Liza** Promise?  
**Danny** Yeah...yes, I will. We never play after eight, so he'll ring you then.  
**Liza** OK. Bye, Danny!  
**Danny** Bye!

**b** What is the relationship between Liza and Danny?

**c** Are the sentences true (T), false (F) or doesn't say (DS)?

- 1 Liza and Emil have similar interests.
- 2 Emil hasn't heard anything about Danny.
- 3 Emil and Danny like doing the same thing.
- 4 Emil and Danny have started playing online during the week.
- 5 Danny wants to go out with Liza.

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

a guy

Let me guess.

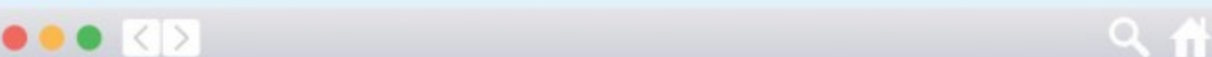
We're into...

I couldn't get through.

## Vocabulary

### Phrasal verbs for relationships

**2 a** Read the advice about what a student at a new school should do. Do you agree with it? Why? / Why not?



## New friends

You should keep <sup>1</sup> \_\_\_\_\_ touch with your old friends and catch <sup>2</sup> \_\_\_\_\_ with what they're doing, but you should also get to know your new classmates.

You might not hit it <sup>3</sup> \_\_\_\_\_ with people immediately. Be patient and hang <sup>4</sup> \_\_\_\_\_ with your new classmates and put <sup>5</sup> \_\_\_\_\_ with conversations about people and things that you don't know anything about. You soon will!

If you fall out with someone, try and make up with them soon. Of course, it depends on the problem, but most arguments are about unimportant things and it's better to try to find out what people are <sup>6</sup> \_\_\_\_\_ and get <sup>7</sup> \_\_\_\_\_ well with everybody.



**b** Complete the advice with the prepositions in the box. Use the story in exercise 1a to help you.

in into off on out up (x2)

**c** 002 Listen and check.

➤ Workbook page 2, exercises 1–3

## Grammar

### Present tense review

**3 a** Read the underlined sentences in the story in exercise 1a. Then circle the correct tense to complete the rules.

- 1 We use the **present simple** / **present continuous** to talk about habits.
- 2 We use the **present simple** / **present continuous** to talk about activities that are happening now.
- 3 We use adverbs of frequency with the **present simple** / **present continuous**.
- 4 We use stative verbs like *be, believe, like, love, see, hear, understand* and *want* in the **present simple** / **present continuous**, not in the **present simple** / **present continuous**.

**b** Complete the email with the correct form of the verbs in the box.

enjoy get have text wait write

Hi Leo, how are you? I <sup>1</sup> \_\_\_\_\_ to you during my first week at my new school! To be honest, I was nervous the first day, but my new classmates are great. I <sup>2</sup> \_\_\_\_\_ lunch with them every day. Actually, at this moment I <sup>3</sup> \_\_\_\_\_ for them outside the cinema because we're going to see a film. Anyway, <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ the first week back after the holidays? I often <sup>5</sup> \_\_\_\_\_ Emer and Jake and they said we should meet up next Saturday. We <sup>6</sup> \_\_\_\_\_ lots of homework every day, but I'll do it on Friday so I can see you then. Jasmine

➤ Workbook page 2, exercises 4–6

## Speaking

**4 a** Work in pairs. Discuss the question: What can you do to make a new student welcome?

**b** Work in a group. Make a list of the six best ideas.

I think we should introduce new students to our friends.

Good idea. We should also show them around the school.

**c** Explain your group's six ideas to the class. Decide on the best from the whole class.



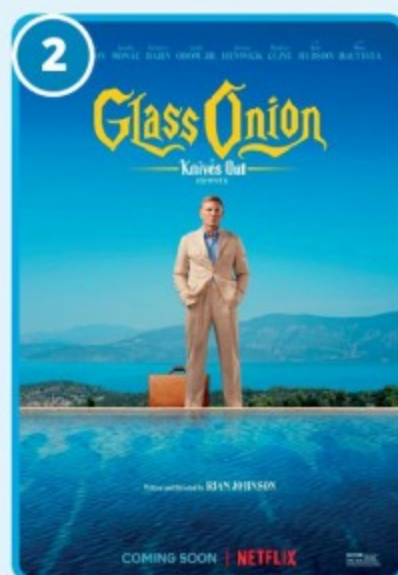
Write a short paragraph about the best ideas.



What is the best story that you read or saw a movie about during the summer? What did you like about it?

## Vocabulary and Reading

### Genres



**1 a** Match films (1–5) to the genres in the box. Some films match more than one genre.

animation comedy detective story drama sci-fi

## My favourite character

### LUCY GRAY BAIRD

My favourite character is Lucy Gray Baird. She appears in the novel and the film *The Hunger Games: The Ballad of Songbirds & Snakes*, which is set 64 years before the first novel and film in the series.

In the Hunger Games, young people from different districts of a country called Panem must try to kill each other – the winner is the last person alive. The movies are **action and adventure** stories, but also **horror** stories because they are frightening to watch. Like Katniss Everdeen, the heroine of *The Ballad of Songbirds & Snakes*, Lucy is one of those young people who must fight for her life. However, she's very different from Katniss. She's sweet and friendly, and she's a wonderful singer and songwriter who loves being in front of an audience. But she's also brave, tough and clever, and she fights hard to protect herself and stay alive. At the end of the story, it's unclear what has happened to Lucy, but I'm sure that she survives!



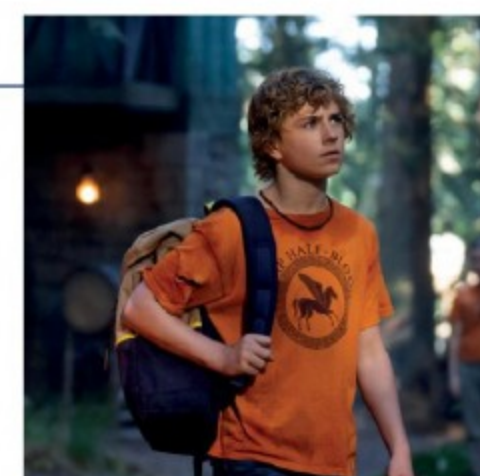
### MATILDA

A character that I really like is Matilda, the main character from the **musical** *Matilda The Musical*. It's also a novel and it's been made into two films, but I like the musical best because the songs are brilliant. They really bring the story to life. Matilda is a young girl who is extremely intelligent and loves reading, but she's very modest about her ability. She goes to a school run by Miss Trunchbull, a terrifying athlete who hates children and regularly abuses and humiliates them. Matilda discovers that she has an incredible power: she can move things with her mind. She uses her power to scare Miss Trunchbull away forever so that her friend and teacher Miss Honey finally gets the life that she deserves: a lovely home and the job of headteacher. I admire Matilda because she's a wonderful friend, and she doesn't let the horrible adults in the show get away with their awful behaviour.



### PERCY JACKSON

If you like **fantasy** stories, you might agree that Percy Jackson is one of the best characters of all time. He's the hero of the *Percy Jackson & the Olympians* novels, films and TV series. Aged twelve, Percy discovers that he's the son of a Greek god. With his friends, he enters a world of monsters, wars, gods and magic, where he goes on various dangerous missions. Although Percy is a hero, in many ways he's like an ordinary teenager. He gets into trouble, he's always making jokes, and he has dyslexia and ADHD (attention deficit hyperactivity disorder). The writer of the novels, Rick Riordan, created Percy this way so that his own son, who also has dyslexia and ADHD, had a role model. Percy is extremely brave, loyal and principled, as well as being a skilled fighter. That's why he's my favourite character. Even though his life is dangerous and exciting, I think we can all see a bit of ourselves in him.



**b** Match the definitions to the **highlighted** words in the text on page 6.

**A film, book or play...**

- 1 which scares people a lot. \_\_\_\_\_
- 2 about an imaginary world. \_\_\_\_\_
- 3 in which the characters sing songs. \_\_\_\_\_
- 4 with an exciting story. \_\_\_\_\_

**c** Make a list of examples for each type of film in exercises 1a and 1b.

Animation – Encanto

**d** Work in pairs. Compare your lists. Do you agree with the examples?

► **Workbook** page 3, exercises 7–9

**2 a** Work in groups of three. Read about your character. What is special about them?

**Group A** Read about Lucy Gray Baird.

**Group B** Read about Matilda.

**Group C** Read about Percy Jackson.

**b** Work in new groups of three with students from groups A, B and C. Ask and answer questions about your character.

- 1 Which novel, film or series does the character appear in?
- 2 What kind of story is it?
- 3 Who are the other characters in the story?
- 4 Where does the story take place?
- 5 What does the character do?
- 6 Why does the writer like the character?

**c** Answer the questions in your group.

- Which story do you think is the most interesting or boring? Why?
- Which is better, the book or film version of a story? Why?

**b** Complete the text with pronouns and possessive adjectives.

I'm always arguing with <sup>1</sup>\_\_\_\_ best friends about books and films, and my ideas are very different to <sup>2</sup>\_\_\_\_. I love Jane Austen's stories and I think we can learn a lot from <sup>3</sup>\_\_\_\_ characters. I know that 200 years ago people lived a very different life to <sup>4</sup>\_\_\_\_, but <sup>5</sup>\_\_\_\_ relationship problems today are not so different. Strangely, although my friends don't read Jane Austen's books, <sup>6</sup>\_\_\_\_ all love the film versions of her novels!

**c** Replace the underlined words with a possessive pronoun.

- 1 Is that Sam's book? No, it's my book. **mine**
- 2 Whose rucksack is this? Is it Hannah's rucksack?
- 3 Where's my phone? Your phone is on the table.
- 4 Whose tickets are these? They're Alex and Mia's tickets.
- 5 Whose jacket is this? It's Harry's jacket.
- 6 Is that your laptop? No, my laptop is really old!
- 7 Arjay and Zac, are these your pens? Yes, they're our pens.

► **Workbook** page 3, exercises 10–12

## Writing

**4 a** Work in pairs. Write some notes about a character from a book, film or TV series that you like.

- What's the name of the book, film or TV series?
- What genre is the book, film or TV series?
- Where does the action take place?
- Who is the character?
- What does he / she do?
- What is he / she like?
- Why do you like him / her?

**b** Write a paragraph about the character with the information from your notes.

## Grammar

### Pronouns and possessives

**3 a** Copy and complete the table.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I	me	<sup>4</sup> _____	mine
you	you	your	<sup>6</sup> _____
he	him	<sup>5</sup> _____	his
she	<sup>2</sup> _____	her	hers
<sup>1</sup> _____	it	its	its
we	us	our	<sup>7</sup> _____
they	<sup>3</sup> _____	their	theirs

**Work in pairs. Take turns to describe and guess a film or book.**

Describe...

- the genre of film or book it is
- the characters
- what happens

This film is an animation and the two most important characters are fire and water.



How do you keep in touch with your friends? Do you prefer to meet, call, video chat or text? Why?

## Reading

- 1** Read the article and look at the photo. Which piece of advice (1–5) might help the people in the photo?

### How to make online and offline relationships work?

by Matt Simmons

Do you sometimes hear that young people spend too much time online? I do. For example, today, I'm sitting in my room and checking updates on my social media sites. What are my parents doing? They're telling me to hang out with my friends. They do that a lot. They worry that my phone is more important to me than spending time with friends. This isn't true and here are five tricks I use to balance my relationships with people offline and online.

- 1** I use social media to keep in touch with friends who don't live near me. In this way, I catch up with them to hear what's new. We also share funny videos, memes or interesting posts on social media. It's great to have something to talk about or laugh at together!
- 2** I turn off phone notifications when I'm with friends. It's annoying when I'm talking to someone but they're checking their messages and emails, so I try not to do it.
- 3** I follow people on social media who are into the same things that I am. It's great, especially when you have an unusual hobby. I really enjoy talking to new people with the same interests.
- 4** I use different apps to spend time with my close friends online. We play games, do quizzes or even watch films on streaming platforms together. It's fun to do these things when I get on well with someone, even if we're not in the same place.
- 5** I choose who I spend time with. Trying to be close friends with too many people is impossible. There are people you hit it off with immediately and there are ones you find it difficult to put up with. I'm nice to everyone, but that doesn't mean I have to spend all my free time with people whose company I don't enjoy.



- 2** Read the article again. Are the sentences true (T) or false (F)?

- 1** Matt's parents don't want him to spend a lot of time with his friends after school.
- 2** Matt thinks it's impossible to have a balance between online and offline relationships.
- 3** Matt knows some ways to have a fun time with friends who live far away.
- 4** Matt's friends tell him he should turn off his phone notifications.
- 5** Matt makes new friends online when he hangs out with people who share the same hobbies.
- 6** Matt doesn't like spending time online with his real-life friends.
- 7** Matt wants to spend most of his time with his close friends.

- 3** Over to you! Work in pairs. Discuss the questions.

- 1** Which piece of advice from Matt's article do you think is most useful for you? Why?
- 2** What other relationship advice would you like to ask Matt for?
- 3** How do you prefer to hang out with your friends, offline or online? Why? Do you think your classmates have similar preferences?

- 4** Complete the text with the correct present simple or present continuous form of the verbs in brackets.

Hi, Matt!

I really <sup>1</sup>like (like) your article. I think your advice is very helpful for some people, but I <sup>2</sup>\_\_\_\_\_ (have) a different problem. Perhaps you <sup>3</sup>\_\_\_\_\_ (know) what to do. Imagine this situation. It's Friday evening. My friend Allie and I <sup>4</sup>\_\_\_\_\_ (hang out) in the shopping centre. We <sup>5</sup>\_\_\_\_\_ (try) on different clothes, but we <sup>6</sup>\_\_\_\_\_ (not buy) anything. We <sup>7</sup>\_\_\_\_\_ (do) it just for fun. Allie <sup>8</sup>\_\_\_\_\_ (take) funny photos, too. She <sup>9</sup>\_\_\_\_\_ (think) it's a good idea to post them online, so I <sup>10</sup>\_\_\_\_\_ (agree). When she's online, she <sup>11</sup>\_\_\_\_\_ (see) a post our friends published on their social media sites ten minutes ago. They're getting ready for a party. Allie <sup>12</sup>\_\_\_\_\_ (smile), but I think she feels sad. Nobody invited her to the party and she probably <sup>13</sup>\_\_\_\_\_ (want) to be there and have fun. This <sup>14</sup>\_\_\_\_\_ (happen) to me quite often, too. I <sup>15</sup>\_\_\_\_\_ (check) updates on my friends' social media sites and I'm worried that their lives are funnier and more interesting. How can I get these thoughts out of my head?

Emma

Reply

Forward

- 5** Over to you! Imagine you are Matt. What advice would you give to Emma? Discuss with a partner.