

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ

# Project Explore

Student's Book  
**6**

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ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

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# 1

## Social circles

### 1A Classmates



What makes a good classmate? Work with a partner and make a list of as many qualities as you can.

#### Reading and Vocabulary

##### Relationship adjectives

- 1 Read the forum posts. Which posts do you agree with the most? Why?
- 2 a Complete the table with the **highlighted** adjectives.

Positive	Negative	Both

b 1.04 Listen and check, then repeat.

- 3 Over to you! Discuss with a partner. Which three adjectives would you like people to use about you? Which three wouldn't you like them to use? Why?

I would like people to say that I'm loyal. I think it's important to help your friends when they need you. I would also like...

► **Workbook** page 2, exercises 1–2

## WHAT MAKES A GOOD CLASSMATE?



**SkaterJack** 12th September 3.55 p.m.

A good classmate... doesn't get **jealous** if I do well in an exam.



**CharlieBoy** 12th September 5.23 p.m.

is **sensitive** to people's feelings and doesn't make **cruel** jokes.



**HarryK** 12th September 4.05 p.m.

isn't **selfish** and shares their ideas when we do group projects.



**DaisyS** 12th September 5.32 p.m.

is **sensible** most of the time, but knows how to have fun!



**QueenChloe** 12th September 4.13 p.m.

is **caring** when someone has a problem.



**Freya** 12th September 5.49 p.m.

understands that some people are **moody** and can quickly change from happy to sad for no reason at all!



**RubyStar** 12th September 4.45 p.m.

is **self-confident** enough to believe in themselves and their abilities.



**MrLogan** 12th September 6.02 p.m.

is **loyal** to their friends and doesn't leave them to hang out with the cool guys.



**Noah365** 12th September 5.10 p.m.

knows the difference between being **aggressive** and being **competitive**.



**MaxOut** 12th September 6.27 p.m.

is **honest** and someone that I can trust.

## Reading and Grammar Present perfect

### 4 a 1.05 Read and listen to the conversation. Why did Max decide to take up judo?

- Amy** Hi Max, where have you been?  
**Max** I've just finished judo training. I'm a member of the martial arts club.  
**Amy** Wow, I'm impressed! How long have you been a member?  
**Max** I've been at the club for about three years. Have you ever tried martial arts?  
**Amy** No. Why did you join?  
**Max** I've never enjoyed sports like football, so I decided to try something different and I'm glad I did. It's a competitive sport, but everyone can take part. I've felt more self-confident since I started judo and I love it.  
**Amy** What are the other club members like?  
**Max** Very friendly. They've become my best mates.  
**Amy** You make it sound great. I think I'll have to come and see what it's like.  
**Max** Good idea! I'm sure you'll want to join when you've tried it!



### b Read the conversation again and complete the rule.

To form the present perfect, we use the verb        and the *past / present* participle. We use it to give information about recent events or about past events when the time is not specified.

### Present perfect with *How long*

#### 5 Look at the conversation. When do we use *How long*?

To talk about: 1 cost 2 distance 3 time

### Present perfect with *for, since, ever, never* and *just*

#### 6 a Complete the sentences from the text with *for, since, ever, never* and *just*.

- I've        finished judo training.
- I've been at the club        about three years.
- Have you        tried martial arts?
- I've        enjoyed sports like football.
- I've felt more self-confident        I started judo.

#### b When do we use *for, since, ever, never* and *just* with the present perfect? Complete the rules. Write A–E.

- We use *for*       .
- We use *since*       .
- We use *ever*       .
- We use *never*       .
- We use *just*       .

- A to talk about how long something has happened  
 B to ask if an event has happened at any time in the past  
 C to say something took place a short time before now  
 D to talk about when something started  
 E to say an event hasn't happened at any time in the past

### 7 a Complete the dialogues.

- A        have you been in this class?  
 B I've been in this class        three weeks.
- A Has Hannah        lived in another town?  
 B Yes, her family has        moved here.
- A Where have they been?  
 B They've        had lunch in the canteen.
- A        has Poppy had a dog?  
 B She's had a dog        Christmas.
- A Have you        run a marathon?  
 B No, we've        run more than 5 km!
- A        has Joe been in the chess club?  
 B He's been in the club        September.

### b 1.06 Listen and check, then repeat.

► **Workbook** pages 2–3, exercises 3–6

## Listening and Speaking

### 8 1.07 Listen to three conversations and complete the information.

	Jake	Ruby	Lucy
What is the activity?			
How long have they done it?			
What is good about it?			

### 9 a Get ready to speak Look at the list. Add two more activities. Which things do you do? How long have you done them? What is good about these activities? Write some notes.

play a sport                      play an instrument  
 do voluntary work              do art classes

### b Work with a partner. Talk about the activities in exercise 9a that you do.

► **Workbook** page 3, exercises 7–8



Write some *How long* questions that you would like to ask a celebrity. Use the verbs in the box.

be   have   know   live   want



# 1B Group instinct



How many friends do we need?

## Reading and Listening

- 1 Look at the photos. Describe what you can see. What are the similarities?
- 2 a 1.08 Read and listen to the article. Complete the infographic with the correct numbers.
- b According to Dunbar, what do we need to make real friendships? Do you agree? Why? / Why not?

When Robin Dunbar invented the Dunbar number, he was studying the social habits of monkeys. The Oxford University professor was watching the way monkeys clean each other when he realized that intelligent animals have big social groups. He found that this was true for humans, too. Dunbar also discovered some unknown facts about our past while he was studying relationships between humans. While humans were living in small communities thousands of years ago, they were more successful when the group had 150 members. That was the Dunbar number: 150. The perfect number for a group of humans to work and socialize with each other.

One hundred and fifty, however, was not the only Dunbar number; there are others. The smallest is five. This is the number of people that we trust the most and they are usually the members of our families and our best friends. The next group has 15 members and they are people that we are fond of. These people won't let you down and they will keep their promises. Then there is a group of 50 people that you have something in common with such as studying, working or playing sports together. Finally, there is the biggest group, 150 people. You might not be keen on all of them and might even hate one or two of them. However, because they include your friends' friends or their boyfriends or girlfriends, you accept them all.

Of course, thanks to social media we can easily get in touch with old friends, like and dislike the things they do and get to know new friends all over the planet. Dunbar says, however, that we need real contact with people to build real relationships. We might fancy a boy or girl in a photo, but we have to meet them to find out what they are really like. We have to do things with someone if we want to become true friends. We can share photos and videos through social media, but we can't share real experiences together online: at least not yet.



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Unit 1 • Social circles

## THE DUNBAR NUMBER



1

The perfect number for humans to work and socialize together.



2

The people that you have something in common with.



3

The people that you are fond of.



4

Family members and best friends.





## Vocabulary Relationship expressions

### 3 a Choose the correct words to complete the sentences.

- 1 I *got in touch with* / *'m not keen on* Alex because of the cruel jokes that he often makes.
- 2 My dad *gets in touch with* / *is fond of* his best friends on the internet every weekend.
- 3 I *fancied* / *disliked* him until I spoke to him! He really loves himself!
- 4 I *socialize* / *hate* people that take football so seriously!
- 5 We've *got a lot in common* / *let each other down* and like doing things together.
- 6 I asked Ann to keep my secret, but she *got to know* / *let me down* and told everybody!
- 7 Sam *dislikes* / *fancies* people that don't share his interests.
- 8 Kate *is fond of* / *hates* Harry and she enjoys his company.
- 9 We're all good friends in the basketball team and we always *have got a lot in common* / *socialize* together after every match.
- 10 I started a new school this year, but I *'m not keen on* / *got to know* my classmates quickly and made friends.

### b Work with a partner. Ask and answer questions.

get to know / this school  
socialize with / at the weekends  
get in touch with / by text message (phone / email)

Who did you first get to know when you started at this school?

► **Workbook** page 4, exercises 1–3

## Grammar Past simple and past continuous

### 4 a Find the missing words in the article.

- 1 \_\_\_\_ Robin Dunbar invented the Dunbar number, he was studying the social habits of monkeys.
- 2 The Oxford University professor was watching the way monkeys clean each other \_\_\_\_ he realized...
- 3 Dunbar also discovered... \_\_\_\_ he was studying...
- 4 \_\_\_\_ humans were living in small communities...

### b Choose the correct words to complete the rules.

- 1 We use the *past simple* / *past continuous* to talk about an action in progress when another action happened in the past.
- 2 We use the *past simple* / *past continuous* to talk about one or more completed actions in the past.
- 3 We usually use *when* / *while* with the past continuous.
- 4 We usually use *when* / *while* with the past simple.

### c Choose *when* or *while* and complete the sentences with the correct past form of the verbs in brackets.

- 1 *When* / *While* Dad \_\_\_\_ (drive) home, he \_\_\_\_ (have) an accident.
- 2 Chloe \_\_\_\_ (socialize) with Tom for the first time *when* / *while* she \_\_\_\_ (visit) her cousins.
- 3 I \_\_\_\_ (not get on) well with your mum *when* / *while* we \_\_\_\_ (study) at university together.

- 4 *When* / *While* I \_\_\_\_ (wait) for my friends at the cinema, I \_\_\_\_ (not think) about buying the tickets.
- 5 \_\_\_\_ we \_\_\_\_ (have) lunch *when* / *while* we \_\_\_\_ (hear) the news?
- 6 *When* / *While* the coach \_\_\_\_ (break down), we \_\_\_\_ (not travel) on the motorway.

► **Workbook** pages 4–5, exercises 4–6

## Listening and Speaking

### 5 a 1.09 Listen to Alex's story. What did he learn?

### b 1.09 Listen again. Which picture shows Alex's story? What are the differences between the two pictures?



► **Workbook** page 5, exercises 7–9

### 6 a Get ready to speak Tell a short story. It can be true or invented.

### b Work in a group. Explain your story to your group.

### c Which story did you like best? Why?



Write three true sentences and two false sentences about things that happened while you were doing something last weekend. Listen to your partner's sentences and decide which are true and which are false. Explain why you think two sentences are false.

# 1C Starting points



When did your family move to your town? Do you know why? Why do people move to or leave your town?

## Vocabulary and Reading Origins

- 1 a Read the online article. Why did people leave Africa 200,000 years ago?



Thanks to science, we can now look at people's DNA, information about their <sup>1</sup> \_\_\_\_, and say where their families and older <sup>2</sup> \_\_\_\_ came from. The *National Geographic* magazine organizes the Genographic Project, which helps people find this information. Over 700,000 people have taken part since the project started. We now know that the first humans lived in Africa 200,000 years ago, but then there was a big <sup>3</sup> \_\_\_\_ and a lot of people travelled north, east and west. Scientists think that there were not enough <sup>4</sup> \_\_\_\_ such as food and water, so some people decided to leave. While the people from Africa were looking for new <sup>5</sup> \_\_\_\_ to live in, they met the Neanderthals. The humans and the Neanderthals probably became good friends because today most of the world's <sup>6</sup> \_\_\_\_ has between 1% and 2% Neanderthal DNA. Africans don't have any Neanderthal DNA because Neanderthals never lived in Africa.

### Glossary

DNA Neanderthal



- b What information surprised you the most?

- c Match the nouns (1–6) to the definitions (a–f). Check your answers with a partner.

- |              |   |
|--------------|---|
| 1 Ancestors  | a is the number of people that live in a place.             |
| 2 Genes      | b is the movement of large numbers of people.               |
| 3 Habitats   | c are things such as water, wood, etc. that people can use. |
| 4 Migration  | d are people in your family who lived a long time ago.      |
| 5 Population | e are places where a type of plant or animal is found.      |
| 6 Resources  | f are parts of cells that parents pass onto their children. |

- d 1.10 Complete the online article with the nouns. Listen and check, then repeat.

ancestors genes habitats  
migration population resources

► Workbook page 6, exercises 1–2

## Listening

- 2 a 1.11 Listen to the podcast. What did the *National Geographic* look at to discover where the Darwins came from?

- b Listen again and look at the map. Which is the Darwins' route?



- c 1.11 Listen again. Complete the fact file.

### THE DARWIN FAMILY

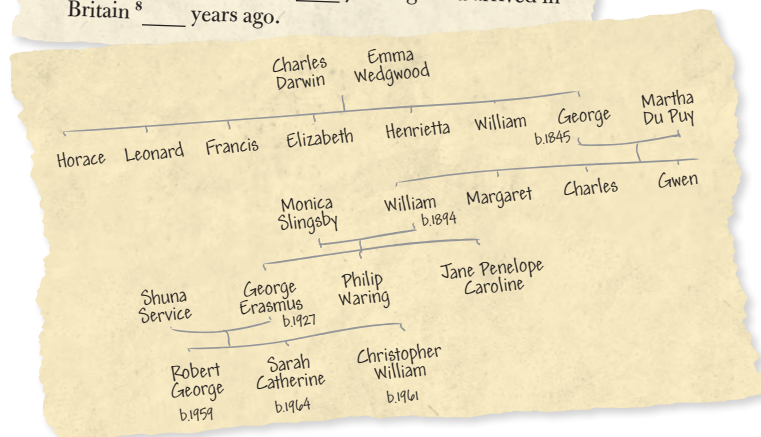
Charles Darwin, famous <sup>1</sup> \_\_\_\_ who was born in 1809 and died in <sup>2</sup> \_\_\_\_.

His book, *On the Origin of Species*, says people and animals have the same <sup>3</sup> \_\_\_\_.

Chris Darwin, great-great-<sup>4</sup> \_\_\_\_ of Charles Darwin.

Lives in <sup>5</sup> \_\_\_\_ where he works for the Charles Darwin Reserve that protects plants and <sup>6</sup> \_\_\_\_.

The Darwins left Africa <sup>7</sup> \_\_\_\_ years ago and arrived in Britain <sup>8</sup> \_\_\_\_ years ago.



- 3 Over to you! What do you know about the history of your family or your ancestors? Tell a partner.



## Grammar Conjunctions

- 4 a** Read the sentences from the online article and the podcast. Complete the table with the underlined words.

Africans don't have any Neanderthal DNA because Neanderthals never lived in Africa.

While the people from Africa were looking for new habitats to live in, they met the Neanderthals.

Charles Darwin died in 1882, but he has a great-great-grandson.

Chris lived in Britain until he was 25.

When Chris heard about the *National Geographic* project, he wanted to take part.

He wanted to take part, so the *National Geographic* looked at his DNA.

Most of the family stayed in Britain, although Chris is now in Australia.

Conjunctions	
reason	<sup>1</sup> because
time	<sup>2</sup> ____, <sup>3</sup> ____, <sup>4</sup> ____
contrast	<sup>5</sup> ____, <sup>6</sup> ____
result	<sup>7</sup> ____

- b** Choose the correct answers.

**WHO ARE YOUR ANCESTORS?**

THE NEANDERTHALS... OR THE DENISOVANS?

<sup>1</sup>Until/While scientists were studying human bones from a cave in Siberia, Russia in 2008, they discovered a small bone from a girl's finger. <sup>2</sup>Although/So the bone didn't look very different to the others, they decided to do a test on its DNA. <sup>3</sup>Because/When the results of the test came back, the scientists realized the bone was from a new type of people: the Denisovans. <sup>4</sup>Until/But the discovery of the Denisovans, scientists believed that early human populations only shared the planet with Neanderthals. Now scientists are studying people's DNA <sup>5</sup>although/because they want to discover where the Denisovans lived on the planet. Lots of people from South East Asia have some Denisovan DNA, <sup>6</sup>so/while they know that the Denisovans lived in Asia, <sup>7</sup>when/but few Europeans have Denisovan DNA; they have Neanderthal DNA.

► **Workbook** page 6, exercises 3–5

## Writing

- 5 a** Get ready to write Work with a partner. Join the sentence halves with conjunctions. You can use more than one conjunction for some sentences.

### The history of human life

- humans survived and the Neanderthals and Denisovans disappeared / humans were more competitive for resources  
**Humans survived and the Neanderthals and Denisovans disappeared because humans were more competitive for resources.**
- we have a negative image of the Neanderthals / they had a culture and looked after the sick members of their group
- the first humans came from Africa / they lived with the Neanderthals
- today, all Europeans have about 1% Neanderthal DNA / some people in South East Asia have between 3% and 5% Denisovan DNA
- the Neanderthals were hunting in Europe / the Denisovans were doing the same in Asia
- the Neanderthals didn't have much imagination / their culture didn't change in 170,000 years
- scientists thought the Neanderthals were alone / they discovered the Denisovans in 2008

- b** Work with a partner. Put the sentences in exercise 5a into the correct order to write a paragraph. Use capital letters and the correct punctuation.

- c** Look at the fact file in exercise 2c. Use the information to write short fact files of Charles and Chris Darwin.

Include information about...

- dates of birth (and death of Charles)
- the relationship between the two Darwins
- where they were born and where they lived/live
- what they did/do now

► **Workbook** page 7, exercises 6–8

- d** Write the biographies.

- Organize your notes into paragraphs.
- Use as many conjunctions as you can.



### Do some research on DNA.

- What is DNA?
- Who discovered it?
- In what ways can we use the information from DNA?

# 1D A piece of cake



Where do you find information for school work? Do you find information in different places for different subjects?

**1 a** **1.12** Read and listen. What do Liza, Danny and Oliver disagree about?



**Danny** ...so what do you think about this project for Miss Hamilton?

**Liza** I'm not sure. It could be interesting...

**Oliver** Interesting? It's a project about searching online!

**Liza** Not exactly...

**Oliver** Well, I think I can use a search engine!

**Erika** So you'll get an 'A' then?

**Oliver** Look, I grew up with the internet. I go online all the time. We all do!

**Erika** That's a good point.

**Liza** I see what you mean, but I feel we should be open-minded. We can always learn more.

**Oliver** As far as I'm concerned, I already know it all.

**Liza** Oh, come on! You don't really think that.

**Oliver** That's exactly what I think!

**Danny** I'm not sure about that, Oliver.

**Oliver** OK look, Erika, you be on my team. I'll do all the work and we'll definitely get an 'A'.

**Erika** Hmm...

**Oliver** And we'll beat these two as well!

**Erika** OK – let's do it!

**Danny** Sounds good to me.

**b** Answer the questions with the names *Liza, Oliver, Danny or Erika*. Who...?

- 1 doesn't think they will learn anything
- 2 thinks there is more to learn about searching online
- 3 makes the project into a competition
- 4 seems happy to let another person do all the work
- 5 thinks of three words to get information online



**Liza** OK, what's your opinion on 'ancestors', 'genes' and 'Neanderthals' as search terms? Do you think they work?

**Danny** Yeah, my view is that we try those first. OK, let's check this one out...*Live Science*.

**Oliver** What's up, guys? Still doing your project? Wow, you're slow.

**Danny** Have you finished?

**Oliver** Yep.

**Liza** How?

**Oliver** It was a piece of cake! Three words: Find. Copy. Paste.

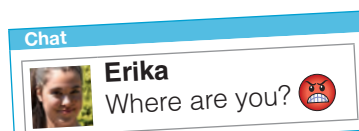
**Liza** You copied!

**Danny** You can't do that!

**Oliver** Oh, yes, I can. You wait and see. Erika and I will get an 'A' on our project.

**Liza** I think you're in for a surprise, Oliver...

**3** **Liza** What's up?  
**Oliver** It's Erika. I think she's angry.



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

Check...out

Wow!

What's up?

A piece of cake!

Oh, come on!

You're in for a surprise!

**b** Work with a partner. Write short dialogues for three of the expressions from exercise 2a. Role-play the conversations for another pair. Decide if the conversations use the expressions correctly.

► **Workbook** page 8, exercise 1



3 a What do you think will happen next?

b 1.13 Listen and check.

4 Over to you! What do you think?

- 1 Is the bad grade only Oliver's fault or does Erika have some responsibility, too?
- 2 Why is 'Find. Copy. Paste.' not a good idea?
- 3 What should you do when you include other people's ideas and work in your schoolwork?

### Everyday English Expressing opinions

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

**Useful phrases: asking for opinions**

What do you think about...?

What's your opinion on/of...?

Do you think it works/they work?

**Useful phrases: giving opinions**

As far as I'm concerned...

My view/opinion is that...

I feel we should...

**Useful phrases: agreeing and disagreeing with opinions**

That's exactly what I think.

That's a good point.

I see what you mean, but...

I'm not sure.

b 1.14 Listen and repeat the phrases. Try to copy the intonation.

► **Workbook** pages 8–9, exercises 2–4

### Pronunciation Silent or pronounced 'e'?

6 a 1.15 Listen and repeat the words in the box.

ancestors copied exactly finished  
internet online paste project

b Decide if the underlined letter 'e' is silent or pronounced.

silent	pronounced
copied	ancestors

c 1.16 Listen and check.

► **Workbook** page 9, exercise 5

## Listening and Speaking

7 a 1.17 Listen. Which rule do they talk about?

### Can I use material I find online for schoolwork?

Today, we can find digital material everywhere, but if we use it in our work, we have to say where it comes from. Use these three rules to help you:

- 1 If the material comes from different pages of a website, give the address of the website, e.g. <http://global.oup.com/>
- 2 If the information is from one page or one article on a website, a book, a newspaper, etc., give the name of the author, the date, the title and the website, e.g. Stephen S. Hall, October 2006, *Last of the Neanderthals*, <http://ngm.nationalgeographic.com>
- 3 If there is no author and date, include the other information. You can also have a link in your document so readers can click on it and go to the document.

b 1.17 Listen again. Answer the questions.

- 1 Where are people happy to share their ideas?
- 2 What do people use the internet for?
- 3 What has Miss Hamilton given the students?
- 4 What don't we want people to do?

► **Workbook** page 9, exercise 6

8 a Get ready to speak Make a note of your opinions about using the following online material for your schoolwork. When do you think it is right/wrong to use it?

an essay from a homework site  
material from an e-book  
a YouTube video made by students  
articles from news/magazine sites  
photos from a social networking site

b Work with a partner. Discuss your notes from exercise 8a.

What's your opinion of using an essay from a homework site?

That's a good point.

My view is that it's dangerous! The essay might be wrong!



Think of three tasks to give a student who copies material and doesn't say where it is from.

# 1 Revision

## Vocabulary Relationships

### 1 Choose the correct adjectives to complete the sentences.

- I think the *caring* / *sensible* / *sensitive* thing to do is to ask your teacher for help.
- Children are sometimes very *jealous* / *cruel* / *self-confident* to each other and say unpleasant things.
- Kate is quite *moody* / *honest* / *sensible* and can go from happy to sad in seconds!
- Andy is really *loyal* / *selfish* / *sensitive* and only thinks about himself.
- They're a *cruel* / *jealous* / *competitive* team and they always try hard to win.
- My grandmother is very *self-confident* / *caring* / *aggressive* and always looks after us when we are ill.

### 2 Complete the text with the words in the box.

common   fancied   fond   keen   know   socialized

My mum and dad got to <sup>1</sup> each other at university, although at first my mum wasn't very <sup>2</sup> on my dad. They didn't have a lot in <sup>3</sup> and when they <sup>4</sup> at student parties, he only talked about football. My dad, however, really <sup>5</sup> my mum and he found out she loved dancing, so he learned to dance! They started going to dances together and my mum soon became <sup>6</sup> of my dad and they fell in love!

## Origins

### 3 Complete the sentences with the words in the box.

ancestors   genes   habitat  
migration   population   resource

- The birds' <sup>1</sup> has disappeared because they have cut down the forest.
- There was a big <sup>2</sup> of agricultural workers from the countryside to the big cities in the 1990s.
- There are pictures of his grandparents and other <sup>3</sup> on all the walls of the house.
- Saudi Arabia's main natural <sup>4</sup> is oil.
- The <sup>5</sup> of Tokyo is over 33 million!
- Eye colour is controlled by the DNA in our <sup>6</sup>.

## Grammar Present perfect

### 4 Complete the conversation.

- Anna <sup>1</sup> have you been at this school?  
Martin I've been here <sup>2</sup> I was six.  
Anna Have you <sup>3</sup> studied at a different school?  
Martin No, I've <sup>4</sup> been to another school. And you? You've <sup>5</sup> started here, haven't you?  
Anna No, I haven't. I've been here <sup>6</sup> a year!  
Martin Well, we've <sup>7</sup> met before because it's a big school!

## Past simple and past continuous

### 5 Complete the sentences with the correct form of the verbs in brackets. Then choose *when* or *while*.

- We <sup>1</sup> (not chat) *when/while* the head teacher came into the library.
- When/While* we were watching the film, Dad <sup>2</sup> (cook) dinner.
- We <sup>3</sup> (take) videos on our phones *when/while* we were visiting Paris.
- Jack <sup>4</sup> (wear) his new suit *when/while* he dropped food on it.
- <sup>5</sup> Sam <sup>6</sup> (fall) asleep *when/while* we were listening to the presentation?
- When/While* my brother <sup>7</sup> (live) in Washington, he met the president.

## Conjunctions

### 6 Complete the text with the conjunctions.

although   because  
but   so   until   while

- <sup>1</sup> I enjoy studying, I don't like spending *every* weekend in the library! I often stay there <sup>2</sup> they close <sup>3</sup> I have a lot of work. <sup>4</sup> I'm working, my sister is having fun. It's the same *every* weekend, <sup>5</sup> the next one is going to be different. It's my 17th birthday, <sup>6</sup> I'm organizing a party!



## Everyday English Expressing opinions

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

exactly   far   feel   mean   opinion   point

- A What's your <sup>1</sup> of our new coach?  
B As <sup>2</sup> as I'm concerned, she's great.  
A That's <sup>3</sup> what I think, but the others <sup>4</sup> she shouldn't make us train so hard.  
B I see what they <sup>5</sup>, but if we want to win games, we have to be fit.  
A That's a good <sup>6</sup>. I think you should make it clear to the others.

## Learning to learn Formal and informal English

When we write letters or emails to people that we don't know, or essays, we usually use formal English with longer sentences and linking words.

When we speak or write to friends (text messages, emails, etc.) we use informal expressions, contractions and shorter sentences.

► **Workbook** pages 10–11, exercises 1–9





Who would you speak to if you had a problem? Who do you see when you want to have a good time? Are they the same or different people? What different types of relationships do they represent?

## A presentation



everybody else at school, my ex-boyfriend <sup>4</sup> \_\_\_\_\_

<sup>3</sup> \_\_\_\_\_, Mrs Fenchurch

<sup>2</sup> \_\_\_\_\_, the volleyball team

Mum, Granny,  
Chloe, <sup>1</sup> \_\_\_\_\_



## MY SOCIAL CIRCLE

There are four people that are **really** close to me: my mum, my sister Chloe, my granny Sandra, who has lived with us since my parents divorced, and my best friend Laura. My sister Chloe and I are really different; I'm shy and she's **extremely** sociable and has lots of friends, but we get on very well. Laura and I go to the same school and we have lots of things in common!

In my second circle, I've put my dad. I love my dad, but I don't see him very often and we don't always agree on things! I've also included the girls from the school volleyball team. They're **quite** competitive when they play games, but they are really loyal friends.

In my third social circle, I've got all my classmates from class 10B. I've been with some of them since we started primary school and there's a good atmosphere in the class; nobody is ever aggressive and there's no bullying. I've also included our class tutor, Mrs Fenchurch, because she wants everybody to do well.

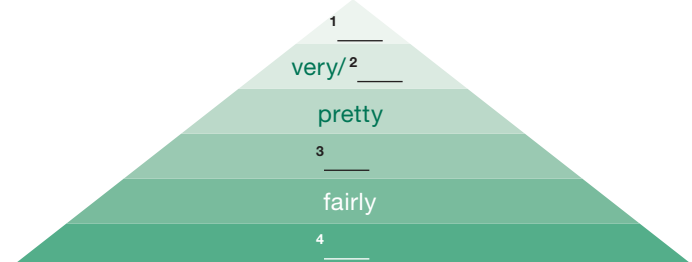
Finally, in my last circle, I've put all the other people that I know at school. There's also my ex-boyfriend, Andy Barton. He's **a bit** selfish, but I've included him because he was my first boyfriend and he's still in my group of friends!

**1 a Get ready to write** **1.18** Read and listen to the student's project. Complete the social circles with the names of the people.

**b** Read the Look! box. Complete it with the **highlighted** adverbs from the text above.

### Look! Adverbs of degree

We can use adverbs of degree with adjectives to express how strongly we feel about something.



**c** Make a list of the people that you see frequently.

**d** Organize the people in your list into different groups according to the Dunbar Number (see page 10).

**2 a Start writing** Make notes about the relationship that you have with each person. Think of an adjective or adjectives to describe each person.

**b** Draw your circles and write the names in them.

**c** Use your notes to prepare what you are going to say.

**d** Try to use some adverbs of degree.

**3 a Complete your project** Try and include a photo in each social circle.

**b** Practise your presentation.

**c** Present your project to the class. Listen to them and discuss your classmates' presentations. Which adjective is used most?

# 1 Culture

**YOU FIRST!**

What can we learn when we travel to different towns, regions or countries?

## Charles Darwin

### EARLY YEARS

Charles Darwin was one of six children from a wealthy family. His grandfather and father were doctors and the young Darwin went to Edinburgh University to study Medicine. However, he hated the sight of blood and he soon realized that he couldn't be a doctor. He was also bored by the lectures! He then went to Cambridge University and discovered that he had a great interest in studying plants, insects and animals. Fortunately, one of his university professors recommended Darwin for the perfect trip for a biologist: a voyage around the world to investigate nature.



### THE BEAGLE

In 1831, Charles Darwin left Plymouth on *The Beagle*, a ship that took him around the world for five years. While he was travelling, he studied the plants and animals in the countries and on the islands that the ship visited. He also ate quite a few of them! As a student, he was a member of a university club that ate unusual animals and on *The Beagle* he tried armadillo, ostrich and puma! Darwin also spent his time on *The Beagle* in his cabin writing notes about the things he had seen and when he finally arrived back in Britain, Darwin was already starting to create his famous theory that all living things had a common ancestor.



### DOWN HOUSE

At home at Down House, a place that you can still visit today, Darwin wrote many articles and books about his travels, but he didn't want to publish anything about his theory. He worked in his study, where he wrote 250,000 words about his theory of evolution, but he was frightened about what people might say about his idea that monkeys were the ancestors of humans. He expected the public and the Church to be against it and became so frightened that he became ill with worry. However, when another scientist started to write about similar ideas, Darwin decided to publish his book, *On the Origin of Species*. Most scientists accepted Darwin's theory and they continue to accept it today.



### Glossary

lectures	armadillo	puma	theory
voyage	ostrich	cabin	publish

**1** Look at the photos. What can you see?

**2 a** Read the article and match the photos to the sections.

**b** Work with a partner. Discuss and decide if these facts are true (T) or false (F).

- Charles Darwin changed his mind about his future at Edinburgh University.
- Darwin received help to get a place on a voyage around the world.
- Darwin didn't have time for study on the ship.
- The trip gave Darwin ideas about the beginnings of human life.
- He thought that people and the church would support his ideas.
- Darwin finally published his famous book because of another scientist's work.

**c** **1.19** Listen and complete the fact file.

#### ASCENSION ISLAND

Ascension is a <sup>1</sup> \_\_\_\_ island.

In the 19th century, <sup>2</sup> \_\_\_\_ didn't want to visit it.

No <sup>3</sup> \_\_\_\_ water or plants.

Thanks to Darwin and Hooker, it now has a nice habitat and a population of over <sup>4</sup> \_\_\_\_ people.

Scientists study it because of possible future visits to <sup>5</sup> \_\_\_\_.



**3 Over to you!** Charles Darwin said that animals change throughout history. Today, more and more people sit and work with computers. We play video games and we text messages to our friends. How do you think our bodies will be different in the distant future? With your partner, write a list of ideas. Use the words in the box to help you. Discuss your ideas with your classmates.

brains eyes fingers and thumbs legs muscles





# Learn through English

1



Have you or your friends ever met anyone famous? Who would you like to meet? What could you do to meet them?

1 1.20 Listen and complete the sentences.

## Six degrees of separation – the facts!

- A theory that we are six <sup>1</sup> \_\_\_\_ away from every person on the planet.
- In 1929, Hungarian writer Karinthy Frigyes wrote a <sup>2</sup> \_\_\_\_, *Chains*, where he talked about the theory for the first time.
- Mathematicians have used <sup>3</sup> \_\_\_\_ to show it is possible.
- Researchers showed that that we are all six <sup>4</sup> \_\_\_\_ or fewer away from any person in the world.
- Scientists are interested because they can use the theory to understand how <sup>5</sup> \_\_\_\_ and disease move and they can also use it to stop terrorism.

2 **a Get ready to speak** You are going to discuss two experiments.

**Student A** Read about The Milgram Experiment.

**Student B** Read about The Kenya Experiment.

**b Work with a partner.** Discuss the similarities and differences between the two experiments.

## THE MILGRAM EXPERIMENT

In the late 1960s, psychologist Stanley Milgram did an experiment to discover just how close the connections between humans are. Milgram asked people in different US states to send a letter to a businessman in Boston. He gave letters to 160 people and asked them to send them to friends who they thought could help get the letters to Boston. The people who received the letters had to do the same thing: send the letters to someone who could help get the letters to Boston. The letters reached the businessman in five or six steps. Milgram's experiment demonstrated that the six degrees of separation theory worked in one country.

## THE KENYA EXPERIMENT

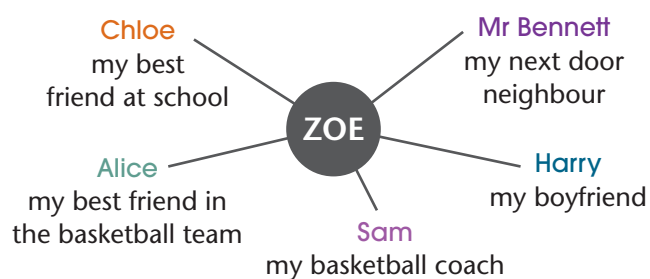
A few years ago, a TV company decided to see if the six degrees of separation theory would work between countries. They asked Nyaloka Auma, who lives in a small village in Kenya, to send a package to a scientist in Boston, USA. Nyaloka could only send the package to someone that she knew well. At first, she had a problem passing it on. Nyaloka couldn't think of anybody who could take the package out of her village, which was a closed social circle. Then an aunt from the capital of Kenya, Nairobi, visited her and provided the solution. She had a friend in New York and she promised to send the package to her. Nyaloka's aunt sent it to her friend in New York, who then sent it to a friend in Boston and the package arrived at the scientist's house in six steps.

3 Work with a partner. Look at your answers to the YOU FIRST! questions. What would be the first step that you would take to meet a famous person?

4 **a** Make a list of five people that you know from different places: school, a sports club, etc.

**b** Draw a diagram with you at the centre and the names of the five people around your name. Are there any connections between these people?

**c** Explain the relationships. How did you meet these people? Which ones know each other? How?



I'm Zoe. I met Harry at a friend's party and we've been going out for a year. He introduced me to Sam, who is his best friend, and he invited me along to the basketball team that he trains.