

OXFORD

Project Explore

Teacher's Pack

1

Amanda Begg

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

Project Explore

Teacher's Guide

1

Amanda Begg

OXFORD
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Based on an original concept
by Tom Hutchinson

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St Clair), 47 (honeybee/Eric Lowenbach), 47 (honeycomb/Paul Starosta),
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Westend61), 53 (kite surfer/Hoch Zwei), 53 (kite surfer/GOGO LOBATO),
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Fuse), 83 (boy/Emma Kim), 84 (teen girl/Michael Hall), 84 (man with barbecue/
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Shawn), 37 (elephants/Johan W. Elzenga), 83 (world flags/Oxford University
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swimming/Pressmaster), 10 (swimmer/Sergey Peterman), 10 (sudoku game/Jiri
Hera), 10 (gymnast/I T A L O), 10 (magician/Microgen), 10 (basketball player/
fotoinfot), 10 (female diver/sirtravelalot), 11 (jumping in pool/Geo Martinez),
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jamesteohart), 30 (camera/neelsky), 30 (swimming pool/hxdbzxy), 32 (terraced
houses/mubus7), 32 (apartments/Tony Baggett), 32 (house/mubus7), 32 (canal/
StockCube), 33 (fibreglass cow/Vivian Fung), 33 (cloud sculpture/Frank
Romeo), 33 (Banksy graffiti/BMCL), 33 (urban knitting/Imladris), 36 (Lionfish/
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de Tomas), 48 (child snorkelling/ChameleonsEye), 48 (boy ice skating/
ZephyrMedia), 48 (sledding/NicoElNino), 48 (ice hockey/dotshock), 48 (ski
jumping/Tyler Olson), 48 (cross country skiing/Rob Kints), 58 (baseball
stadium/Steve Broer), 58 (lacrosse game/William G Carpenter), 68 (camping/
roman-smirnov), 68 (UFO/Fer Gregory), 68 (UFO abduction/lassedesignen),
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cake/DarioZg).

Project Explore

Teacher's Guide

1

Contents

Student's Book Contents	Tiv
Introduction	Tvi
Level planner	Txiii
Teaching notes	
Introduction	T4
Unit 1	T10
Unit 2	T22
Unit 3	T36
Unit 4	T48
Unit 5	T62
Unit 6	T74
Student's Book audio scripts	T88
Workbook answer key	T93
Workbook audio scripts	T104

Student's Book contents

Page

Grammar

Vocabulary

Introduction

4	A New friends		Introductions	
6	B The exchange students		Places at school	
8	C Winston's week	Adverbs of frequency		

1 My life

10	A Things I can do	<i>can / can't</i>	Things you can do	
12	B Families	<i>love / like / don't like, etc.</i>	Family members	
14	C My friends	<i>What...like? / What...look like?</i>	Describing people	
16	D Saturday morning	Present continuous	Everyday English: Questions and answers	

Revision: 18

My project: A fingerprint portrait 19

Culture: Autumn celebrations 20 

2 I live here

22	A My home	<i>there is / there are; a / an; some / any</i>	Prepositions of place	
24	B My things	Possessive adjectives and pronouns		
26	C My town	<i>want / want to</i>	Shops	
28	D Out and about		Everyday English: Making a suggestion	

Revision: 30

My project: My personal map 31

Culture: Homes 32 

The Ancient Statue Episode 1 34

3 Animals everywhere

36	A Wild animals	Comparatives: short adjectives	Animal features	
38	B A special pet	Superlatives: short adjectives		
40	C Minibeasts	Question words	Big numbers / Minibeasts	
42	D A day with a keeper		Everyday English: Opinions / Adjectives	

Revision: 44

My project: An interesting animal 45

Culture: Animals and me 46 

4 Be active!

48	A Water and winter sports	Comparatives and superlatives: long adjectives	Adjective opposites / Sport	
50	B The race	Adverbs	The running race	
52	C Sports heroes	Past simple: <i>be</i>	Parts of the body	
54	D Be careful!		Everyday English: Physical problems	

Revision: 56

My project: An unusual sport 57

Culture: Sports in the United States 58 

The Ancient Statue Episode 2 60

5 Travelling

62	A Holidays	Past simple:  and 	Holidays	
64	B Mystery at the holiday club	Past simple: <i>Wh-</i> questions	Activities	
66	C Packing for a school trip	Past simple: <i>yes / no</i> questions	Clothes	
68	D A strange holiday		Everyday English: Story questions	

Revision: 70

My project: An amazing trip: make a vodcast 71

Culture: Holidays in the UK 72 

6 Food is fun!

74	A A special meal	Present continuous v. present simple	Meals	
76	B A visit to a food factory	Past simple: more irregular verbs	Verb phrases	
78	C In the kitchen		Cooking phrases	
80	D Trying something new		Everyday English: Asking / stating	

Revision: 82

My project: Food from different countries 83

Culture: Delicious food from Australia 84 

The Ancient Statue Episode 3 86

Reading / Writing

Listening / Speaking

Pronunciation

R Win a Robopet	S Talking about dates (ordinal numbers)	
R Welcome to Three Oaks Secondary School		
	L S Dialogues: Questions about school	

R W Introductions	S Asking questions: <i>Can</i>	/æ/ /ɑ:/ /ə/
R A family tree	L S Talking about your family	
R Bot, our new best friend	S Describing people	
R Arts and crafts	S Acting out dialogues	

Song: 21 🎧

Learn through English: Learning in different ways 21

R The Halloween story W Describing your home	L A story	/eə/
R The lost scarf	S Memory game: Whose is it?	
R W Website post: Halford Activity Park	L S Talking about shop locations	
R A visit to the museum	L S Dialogues: Making plans	

Learn through English: Public art 33

R Article: Elephants	S Making sentences: True or false?	/ə/
R The competition W Text: My pet		
R Quiz: Know your minibests!	S Memory game: Minibest questions	
R A day with a keeper	L S Dialogues: How do you feel about animals?	

Song: 47 🎧

Learn through English: The life cycle of bees (Science) 47

R Dialogue: Lake activities	S Discussion: Your opinions on sport	/w/ /v/
R The race commentary	L A story: The Big Race S Game: Adverbs	
R Jake's hero R W Sports personalities		
R Gymnastics practice	S Role-play: Injuries	

Learn through English: How active are you? (Mathematics) 59

R Blog posts: Holiday Stories	S Talking about past holidays	/d/ /t/ /ɪd/
R Interviews: Holiday Club	L Dialogue: The truth	
R The fancy dress party R W Blog posts		
R Uncle Antonio R W Stories	S Telling stories	

Song: 73 🎧

Learn through English: The history of air travel 73

R The lunch menu	S L Dialogues	
R The chocolate factory	S Role-play	Irregular verbs
R In the kitchen W Writing a recipe	L Cooking	
R Aunt Pippa's food	L Special meals S Talking about your dish	

Learn through English: Eating healthily (Science) 85

Introduction and methodology

Overview

Project Explore is a five-level course aimed at international English language students aged 10–14 / 15 years old. The course combines the tried and trusted, successful methodology and structure from previous editions of *Project* with 100% brand-new content from a new author team. It offers clearly structured, bright, dynamic lessons, and exciting new characters and stories.

Project Explore engages students with its diverse, motivating topics and realistic, relatable contexts. It systematically develops students' linguistic and 21st century skills, to help prepare them for the world beyond school.

Methodology

Project Explore is an easy-to-use course, with a syllabus based on a traditional structural progression. It guides and supports both students and teachers, by providing a highly structured learning environment. In each unit, grammar and vocabulary is broken down into manageable chunks and presented through engaging, meaningful tasks. The language acquired is then assembled and applied to a real-world, communicative outcome; the project. The focus on progressive language development is coupled with a systematic focus on skills development. The lesson contexts are contemporary, diverse and entertaining, which ensure that student interest and involvement are maximized.

A flexible approach

Project Explore is designed to include a high level of flexibility to help meet the individual needs of all students. Each component of the Student's Book has a tangible outcome, meaning that you can choose what to include, in which order, and also which elements may be better suited to homework tasks.

To supplement the Student's Book, there is a wide range of additional material to select from, such as the closely integrated Workbook exercises, varied photocopiable worksheets, online practice material and extensive video content.

Improved grammar and vocabulary support

The vocabulary and grammar input in the course is structured in a way that allows students to gradually progress from understanding, to acquiring and finally to using the language with confidence. Each Vocabulary section starts with visual and audio input, often accompanied by a short task, followed by a communicative activation task. In the Grammar sections, the target language is firstly seen in a real context. The subsequent exercises then encourage students to take an active role and discover the grammar for themselves, before the amusing Winston and Bot present the rules. Students then complete tasks, which allow for controlled and freer practice of the new language.

Skills development

From the outset, a high profile is given to the development of skills. To recreate authentic usage of language, skills are often integrated. For example, students read and complete a quiz and then listen to check their answers. Not only is this blending of skills more natural, but it also helps keep students curious and engaged.

A systematic approach has been taken to developing written and oral skills. Students first spend time on the 'Get ready to...' stage, working with a model or preparing notes. This support and preparation means students are then able to accomplish the main productive task effectively and confidently. With the writing tasks, students also have the option to complete Workbook exercises, which provide further guidance and practice, prior to writing their own text.

In addition to the main speaking tasks, there are numerous opportunities to practise oral skills and, to further enhance spoken language, each unit has a dedicated pronunciation focus in the form of an entertaining, memorable chant.

Revision, Project, Culture and Learn through English

Revision

These pages serve to review and consolidate each unit's Vocabulary, Grammar and Everyday English expressions. The exercises can either be integrated into class time or assigned as homework. They can be used as an indicator of how well students have assimilated the new language and highlight any areas which may require further reinforcement.

Project

These pages give students the opportunity to use the unit's language to complete a personalised, creative task. The projects focus on a variety of means of presenting information and call upon students to exercise research, IT, written and oral communication skills.

Culture

Each Culture page centres on an aspect of the English-speaking world connected to the topic of the unit. These sections aim to broaden students' knowledge and understanding of diverse cultures and invite them to draw comparisons with their own. There are also related short films for extension purposes.

Learn through English

These pages provide a cross-curricular focus and give students the chance to learn about a range of other school subjects through English.

Student's Book and Workbook integration

The Workbook provides extensive additional write-in activities to reinforce and consolidate the content of the Student's Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror not only the unit and section structure of the Student's Book, but also each discrete stage of the lesson. To ensure a seamless transition between the two resources, at the appropriate points, there is clear signposting in the Student's Book to direct learners to the relevant Workbook exercises. Similarly, once they have completed these exercises, there is signposting back to the Student's Book.

To support differentiation, the Workbook tasks are graded by difficulty and clearly marked with between one and three stars, with one being the easiest. This ensures that in a mixed-ability class, all students can tackle a task and gain a sense of accomplishment.

Characters and context

In *Project Explore* Level 1, there are three sets of characters who appear regularly throughout the course.

Students will quickly get to know brother and sister, Jake and Jenny, their cat, Winston, and Robopet, Bot. These characters are seen in a cartoon story in each unit, and Winston and Bot also feature in the Grammar and Everyday English sections, to add an element of fun to the linguistic explanations.

Students will also grow familiar with British school students, Keira and Ravi, and their Spanish exchange student friends, Viki and Pablo. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as visiting a museum or doing crafts.

The final set of characters come to life in the three-part mysterious adventure story *The Ancient Statue*, written by well-known author Paul Shipton. The episodes appear at the end of every two units and consolidate the language students have learned. The fact that the story is told in parts adds to students' feelings of anticipation and excitement.

Tour of the Teacher's Guide

For ease of use, the Teacher's Guide notes are interleaved with the corresponding Student's Book pages. In addition to task instructions, answer keys and audio scripts at the back of the book, the Teacher's notes also include the following features for each unit.

Unit objectives

The main aims of each unit are clearly stated at the start. This allows you to see at a glance what your students will be working towards in the coming lessons and will be able to do on completion of the unit.

Language summary

This is a clear list of the grammatical structures, vocabulary and Everyday English expressions which are presented in the unit. Also outlined here are the themes for the Project, Culture and Learn through English pages.

► Reference to supplementary materials

A list of the related Workbook pages and photocopiable worksheets and online practice material are supplied at the beginning of each lesson to help you prepare all the material you need for class. There are also further references within the notes, to indicate at what stages in the lesson these exercises and activities may best be used.

EXTRA IDEAS These notes include practical suggestions for how a task may be extended, to allow for further practice of the focal language point or vocabulary. There are also ideas for how some tasks could be approached in an alternative way, and some suggestions for ways to encourage students to respond personally to the input.

In addition, after each Writing and Project task there is a suggestion for what could be done with the work the students have produced. Ensuring that students' writing has a readership is important, as it gives them a real purpose and can motivate them to try harder. Seeing their work on display in the classroom or elsewhere can give students a sense of achievement and pride.

EXTRA SUPPORT These notes offer tips on how to stage, adapt or follow up a task to cater to the needs of weaker students or classes. In a mixed-ability class, these graded tasks will help lower-level students to participate more actively and confidently.

EXTRA CHALLENGE These notes suggest ways in which a task may be exploited to ensure that more able students or classes remain engaged and challenged. In a mixed-ability class, these tasks will help to ensure that stronger students maximize their potential and, by keeping them actively involved, will also limit the possibility of boredom and possible disruption to the lesson.

LANGUAGE NOTE These notes provide clear explanations and support for dealing with grammatical, lexical or pronunciation points which students may find difficult or confusing.

CULTURE NOTES These comprehensive notes provide additional background information related to the content of each Culture page. They can be used to further broaden students' knowledge and understanding of aspects of culture in the English-speaking world, with which they may be unfamiliar.

There are also occasional, shorter notes which highlight potential cultural differences between the way things are said or done in English-speaking countries and in your students' home country.

Additional grammar notes

These are extended grammar explanations which fine-tune or supplement those given in the grammar summary pages of the Workbook. They will be useful when addressing the problem areas of particular grammar points, and also provide something additional for higher level, more aspirational classes.

Additional pronunciation notes

These are extended explanations which focus on the discrete pronunciation point being taught. They offer practical advice on how to assist students in understanding and correctly producing the relevant sounds.

Additional subject notes

These in-depth notes are included in the page corresponding to the cross-curricular Learn through English lessons. They expand on the school subject the page relates to and equip the teacher with extra knowledge of and useful lexis related to the focal subject area.

Suggested activities for using the video in class

1. When playing the video through for the first time, pause it at appropriate moments and ask students to predict what's going to happen next. You could divide the class into teams to discuss the options, watch the next scene, and then award a point to the team with the closest prediction to what actually happened. This is a good way to focus students' attention and generate interest in the story.
2. Get students to sit in pairs, one facing the screen and the other with their back to the screen. Turn the sound off and play a section of the video. The person facing the screen describes to their partner what's happening. Students then swap places, so they both get a turn at describing and listening. They can then watch the whole section and see how good their partner's description was. This is a fun activity and a great way to practise present continuous verb forms.
3. Play the video and get the students to say 'Stop!' every time a new character appears. Pause the video and get students in pairs to describe what the character looks like and what he/she is wearing. This is a good way to review appearance language and clothes.
4. Pause the video after each section and give a false sentence, e.g. *The Ancient Statue, Episode 1*: 'Sam is Sophie's brother.' 'Sam and Sophie can both skateboard very well!' Students have to correct the false information. With stronger classes, this could be done as a pair activity.
5. Pause the video at intervals and get students in pairs to ask and answer questions.
6. Students work in a group and choose a scene from the video to act out. Give them time to practise and then get each group to present to the class. Alternatively, allocate a different scene to each group and then the class acts out the whole story. This is a dynamic, creative activity and a good way for students to practise some of the key language and grammar from the previous two units.

Mixed-ability support

In every class, students learn at varying paces and present a range of learning styles, needs, interests and motivations. In classes where the scope of abilities is broad, this can pose a challenge for the teacher. For this reason, *Project Explore* offers strategies and materials to help teachers tailor lessons to meet the needs of individual students.

In the Student's Book, at the end of every A, B and C lesson in each unit, there is an *Extra* task. These can be given to fast finishers in class and can mostly be done either individually or in pairs as a communicative addition. Alternatively, these tasks can be set as homework. At the end of lesson D, students are signposted to an extended Reading page and related exercises in the Workbook. Similarly, these could be

assigned to fast finishers, while slower students focus on completing the Student's Book tasks.

In addition to the core material, the course also includes supplementary worksheets and online practice with reinforcement and extension activities, to be used as and when required.

The Project pages in every unit are also very well-suited to classes with mixed-ability learners. Students can work at their own pace, in their own way towards an achievable goal and produce something purposeful and personalized.

The Tour of the Teacher's Guide section on page Tvii outlines further how mixed-ability classes are supported.

21st Century skills

In addition to academic knowledge and understanding, students these days require a broad spectrum of skills which they can apply to a wide range of real-life situations. The tasks in *Project Explore* are designed to help students develop some of these vital skills, such as collaboration, creativity, communication and critical thinking. The Level Planners indicate the tasks and activities in each unit which require these skills to be utilised.

Special Educational Needs in the ELT classroom

Adapted from the original material by Marie Delaney

What is SEN?

Special Educational Needs (SEN) is the term used to refer to the requirements of a student who has a difficulty or disability which makes learning harder for them than for other students their age. Note that gifted and talented students are also considered to have special needs as they require specialized, more challenging materials.

Strengths, not just weaknesses

Of course, students make progress at different rates and vary widely in how they learn most effectively. Although students with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the students' academic development as well as their self-esteem. Your daily contact with these students will help you understand what works best for each individual student and determine your choice of the most appropriate techniques.

You can do it!

You might be worried about trying to include students with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher, you are used to dealing with different personalities and abilities in your class. You are probably continually adapting to widely differing needs from your students each day. Students with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with SEN are good, practical techniques which will benefit all the learners in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert in SEN to teach students with SEN. You do need to want to work with these students and to be prepared to learn from them.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some students do not want to work with a particular member of the class, ensure you talk to those students privately about their behaviour. Draw attention to appropriate behaviour by giving positive reinforcement to students who are working well together.

Tip 2: See the person not the label

It is very important to get to know each student individually and to not label them according to their SEN. If you have students who wear glasses in your class, you do not assume that they have all got the same personality. In the same way, you should not assume every student with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

Tip 3: Avoid judgements of behaviour

Do not label a student as lazy or not trying. Students with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with SEN and behavioural difficulties only get noticed negatively by the teacher.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other.

Tip 5: Cater to different learning styles

As students with SEN tend to find it difficult to learn in traditional ways, it is important to integrate different approaches into lessons to help each student maximize their potential. Visual learners relate well to illustrated tasks, picture stories, video input and clear board work. Those who favour an auditory style benefit from listening to the teacher, as well as varied audio input, such as dialogues, stories and songs. Kinaesthetic learners are innately active students, who tend to find it difficult to sit still for extended periods. They respond well to hands-on involvement in activities like role-plays and mime games.

Tip 6: Plan ways to adapt your lesson plan

You will need to sometimes adapt your lesson plans. This is called 'differentiation'. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but may do this in different ways.

Tip 7: Work on classroom management

Clear, consistent classroom management is a key consideration for students with SEN. They often have problems understanding and following rules and instructions, so it is important to think about the best way to present these. For example, considering your seating plan carefully can help with general class discipline.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with SEN. It is particularly important to work with parents / carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, and SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what each student's strengths and interests are and include these where possible in your teaching. Students who have problems reading may have strong creative skills and excel at project work. Students who find it difficult to sit still might be good at role-playing or problem-solving activities. Learners who are struggling academically might be very kind and helpful to other students. Identifying and exploiting individuals' strengths can help boost motivation and self-esteem and also create a cooperative, productive classroom environment.

Course overview

For students

Welcome to **Project Explore**.
Here's how you can link learning
in the classroom with meaningful
preparation and practice outside.

Student's Book

All the language and skills your
students need to improve their
English, with grammar, vocabulary
and skills work in every unit.
Also available as an e-book.



Workbook

Extensive practice which
matches the Student's Book,
providing graded practice
activities for every section
and spread for the Student's
Book. This enables students
of all levels and abilities to
consolidate their learning.

Workbook audio

Full Workbook audio is available
on the Online Practice.



AUDIO ACTIVITIES VIDEO WORDLISTS



Online Practice

Extend students' independent learning. They can do extra
Grammar, Vocabulary and **Skills** activities, and **Test
yourself** with instant feedback. Students can also access
all the Workbook audio on the Online Practice.



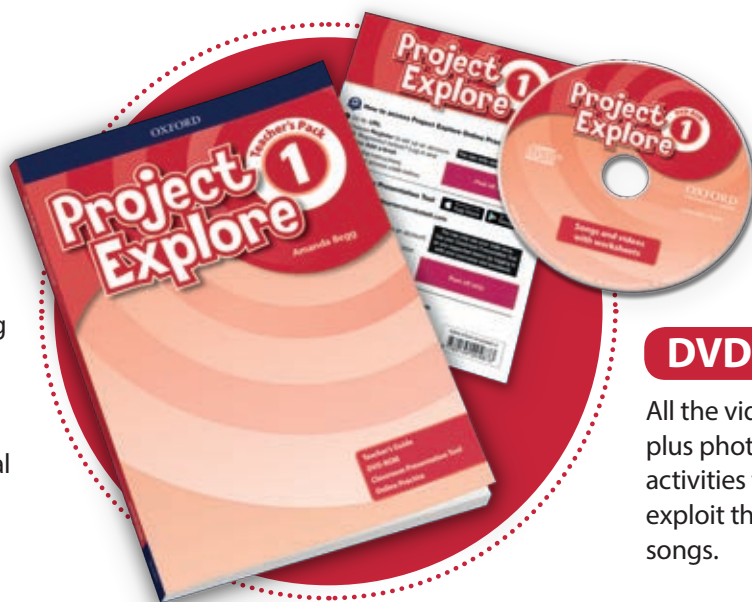
projectexploreonline.com



For teachers

Teacher's Guide

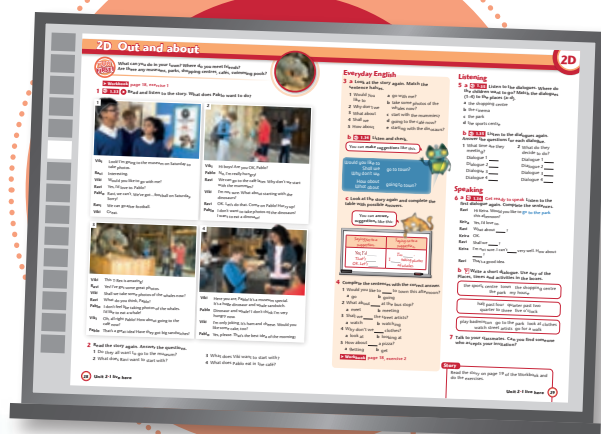
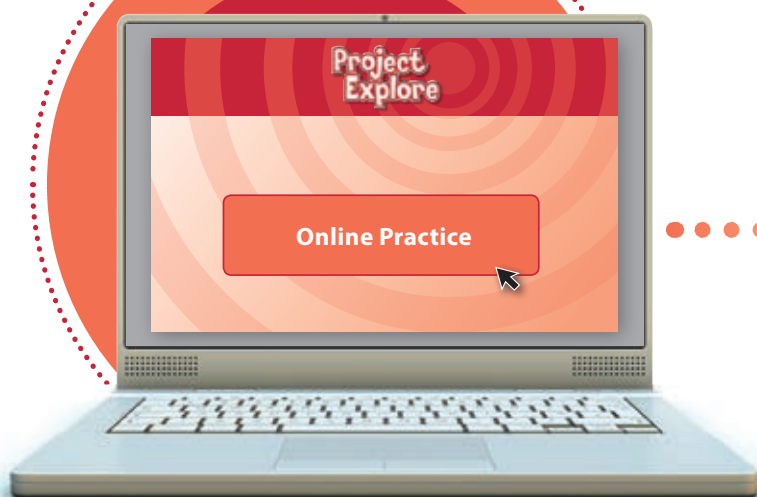
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



DVD-ROM

All the videos and songs, plus photocopiable activities to help you exploit the videos and songs.

ACTIVITIES TESTS TRACKING RESOURCES



Teacher's Resource Centre

All your *Project Explore* resources, stored in one place to save you time. Resources include: photocopiable worksheets, tests, videos, Student's Book and Workbook audio, scripts and wordlists.

Use the Learning Management System to track your students' progress.



To log in for the first time, teachers use the Access Card in the front of the Teacher's Guide for the Teacher's Resource Centre, and students use the Access Card in the front of the Workbook for Online Practice.

Classroom Presentation Tool

Use in class to deliver heads-up lessons and to engage students. Class audio, video and answer keys are available online or offline, and updated across your devices.

Class Audio



Full course audio is available on the Teacher's Resource Centre, and on audio CDs.



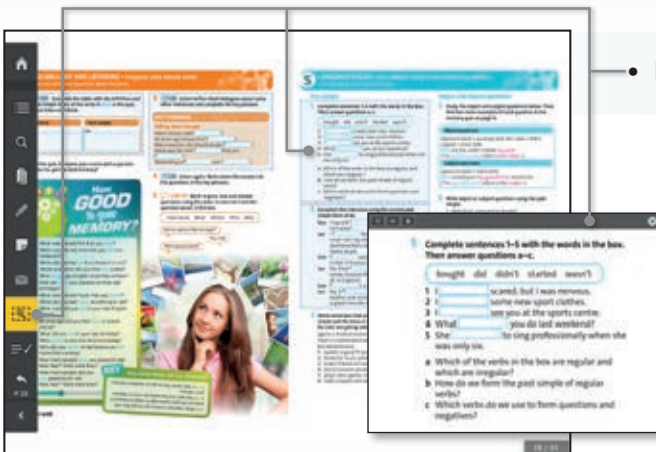
Project Explore Classroom Presentation Tool

Deliver heads-up lessons

Engage students in your blended learning classroom with easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector or screen, and teach lessons that run smoothly – every time.

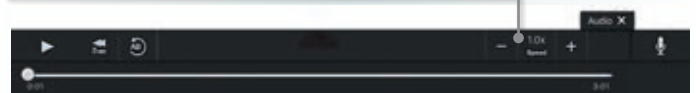
Play audio and video at the touch of a button, launching activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large classes.

Take your classroom presentation tool with you and plan lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.

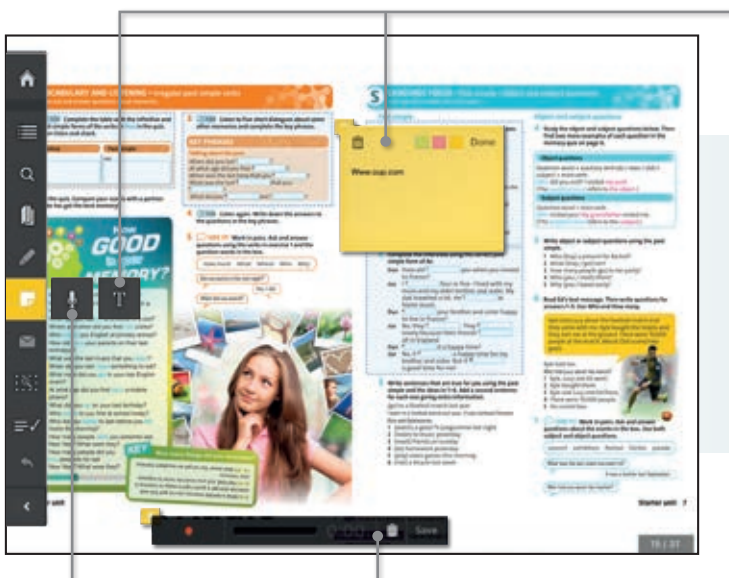
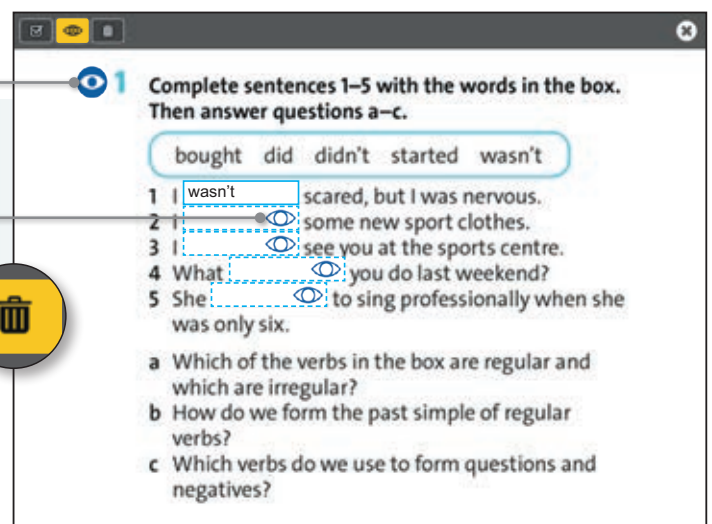


- Focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and access across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Project Explore audio.

Introduction

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> ordinal numbers countries and nationalities places in a school <p>Grammar</p> <ul style="list-style-type: none"> adverbs of frequency present simple pronouns: <i>this, that, these, those</i> <p>Text types</p> <ul style="list-style-type: none"> cartoon story simple form photostory dialogues <p>Communication</p> <ul style="list-style-type: none"> asking and answering questions about months exchanging information about birthdays writing and presenting a short dialogue 	<p>Receptive skills</p> <ul style="list-style-type: none"> follow a simple cartoon story find information in reading texts and use it to answer questions read and complete sentences about personal information follow a simple photostory understand information from a simple table understand the main points and idea from reading or listening to a story listen to and understand short dialogues <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and dialogues using the correct pronunciation present information about yourself complete sentences with missing words write simple sentences about everyday activities <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about personal information take part in simple conversations ask for and give simple directions take part in a guessing game ask and answer questions about everyday activities 	<p>Collaboration</p> <ul style="list-style-type: none"> write a dialogue with a partner and present to the class

Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> things you can do family members physical appearance characteristics of people <p>Grammar</p> <ul style="list-style-type: none"> <i>can/can't</i> expressing likes and dislikes object pronouns language for describing people present continuous <p>Pronunciation</p> <ul style="list-style-type: none"> /æ/ /ɑ:/ /ə/ sentence stress and rhythm in a chant <p>Text types</p> <ul style="list-style-type: none"> email messages short texts cartoon story dialogues photostory articles <p>Communication</p> <ul style="list-style-type: none"> exchanging information about yourself exchanging information about family describing people asking for clarification 	<p>Receptive skills</p> <ul style="list-style-type: none"> understand the difference between different degrees of ability understand simple personal information read simple information from a short passage follow simple cartoon and photostories find information in reading texts and use it to answer questions understand the main points and idea from reading or listening to a story seek detailed information from simple reading or listening texts read and decide whether statements about what you have read are true or false <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words, phrases and dialogues using the correct pronunciation present information about yourself to a partner in speaking and in writing present information about basic family relationships describe people's appearance and character <p>Interactive skills</p> <ul style="list-style-type: none"> discuss abilities exchange information about yourself in writing and speaking ask and answer questions to find hidden information take part in simple conversations ask for clarification and provide clarification to others deliver a presentation and respond to questions listen to presentations and ask questions to the presenters 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> take part in mime and role-play activities <p>Creativity</p> <ul style="list-style-type: none"> project – create a fingerprint portrait <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> celebrations – comparison between British and own culture <p>Learning to learn</p> <ul style="list-style-type: none"> different learning styles <p>Music</p> <ul style="list-style-type: none"> listen to and sing a song

Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
Vocabulary <ul style="list-style-type: none"> rooms and furniture prepositions of place clothes shops Grammar <ul style="list-style-type: none"> expressing quantity possessive adjectives and pronouns <i>want/want to</i> Pronunciation <ul style="list-style-type: none"> /eə/ rhythm and rhyme in a chant Text types <ul style="list-style-type: none"> short story cartoon stories dialogues webpage photostory notes short texts Communication <ul style="list-style-type: none"> asking and answering questions about possession making and responding to suggestions writing and performing a short dialogue 	Receptive skills <ul style="list-style-type: none"> read and understand a short story read and decide whether statements about what you have read are true or false listen to information and use it to answer questions follow simple cartoon and photostories find information in reading texts and use it to answer questions read a text and complete missing headings seek detailed information from reading or listening texts Productive skills <ul style="list-style-type: none"> listen to and repeat words and a dialogue using the correct pronunciation describe the location of objects complete sentences with missing words write a description of your home give a personal response to a reading text write a short text about a park choose the correct word or phrase to complete sentences write short paragraphs about important places Interactive skills <ul style="list-style-type: none"> ask and answer questions about the location of shops take part in simple conversations deliver a presentation and respond to questions listen to presentations and ask questions to the presenters discuss homes in your country give your own and listen to others' opinions 	Critical thinking <ul style="list-style-type: none"> analyse input to determine grammar rules Creativity <ul style="list-style-type: none"> imagine and write about a perfect park Creativity <ul style="list-style-type: none"> project – create a personal map Critical thinking <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project Civic studies/critical thinking <ul style="list-style-type: none"> homes – comparison between British and own culture Visual art <ul style="list-style-type: none"> art in public places

Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> describing wild animals opposite adjectives large numbers minibeasts adjectives to give opinion <p>Grammar</p> <ul style="list-style-type: none"> comparatives – short adjectives superlatives – short adjectives question words <p>Pronunciation</p> <ul style="list-style-type: none"> /ə/ sentence stress and rhythm in a chant <p>Text types</p> <ul style="list-style-type: none"> articles cartoon story short text quiz photostory dialogues notes letters <p>Communication</p> <ul style="list-style-type: none"> making comparative statements about animals asking and answering questions about invertebrates practising dialogues with a partner asking for and giving opinions about animals agreeing and disagreeing with others' opinions 	<p>Receptive skills</p> <ul style="list-style-type: none"> guess the meaning of words from the context find information in reading texts and use it to answer questions follow simple cartoon and photostories understand the main points and idea from reading or listening to a text read and decide whether statements about what you have read are true or false seek detailed information from simple reading or listening texts listen to check predicted answers <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and numbers using the correct pronunciation complete sentences with missing words and phrases write simple sentences using comparative and superlative forms make notes describing a pet write a description of a pet using linking devices write simple sentences about an interesting animal <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about animals discuss and decide on answers to quiz questions deliver a slide presentation and respond to questions listen to presentations and ask questions to the presenters exchange opinions and personal responses to reading text content 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Collaboration</p> <ul style="list-style-type: none"> work in a group to write sentences from notes <p>Creativity</p> <ul style="list-style-type: none"> project – create a slide presentation about an interesting animal <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>IT</p> <ul style="list-style-type: none"> conduct online research and create a slide presentation <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> caring for wildlife – comparison between British and own culture <p>Environment studies</p> <ul style="list-style-type: none"> vocabulary related to wild animals; facts about elephants and invertebrates; the life cycle of bees <p>Music</p> <ul style="list-style-type: none"> listen to and sing a song

Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • opposite adjectives • water and winter sports • making nouns from verbs • parts of the body <p>Grammar</p> <ul style="list-style-type: none"> • comparatives and superlatives – long adjectives • adverbs • past simple – <i>be</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • /w/ /v/ • rhythm and rhyme in a chant <p>Text types</p> <ul style="list-style-type: none"> • dialogues • short texts • cartoon stories • photostory • infographic • charts <p>Communication</p> <ul style="list-style-type: none"> • exchanging, agreeing and disagreeing with opinions • writing sentences about sports using adverbs • taking part in a guessing game • asking about and describing physical problems • making, accepting and refusing offers 	<p>Receptive skills</p> <ul style="list-style-type: none"> • find information in reading and listening texts and use it to answer questions • listen to and understand a short passage • understand the main points and idea from reading or listening to a story • follow simple cartoon and photostories • read and decide whether statements about what you have read are true or false • read a text and complete a mind map • seek detailed information from reading or listening texts • read to check predicted answers • understand information in simple charts <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words using the correct pronunciation • complete sentences with missing words • choose the correct words to complete a text • write simple sentences about past events • make a mind map about a sports personality • write a description of a sports personality • write a description of an unusual sport <p>Interactive skills</p> <ul style="list-style-type: none"> • ask for and give opinions about sports • talk about where you were last weekend • deliver an infographic presentation and respond to questions • listen to presentations and ask questions to the presenters • ask and answer questions about popular sports • conduct a class survey and make a chart with the collated data • take part in surveys about sport 	<p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules <p>PE</p> <ul style="list-style-type: none"> • vocabulary related to sport and the body <p>Creativity</p> <ul style="list-style-type: none"> • take part in mime and role-play activities <p>Collaboration</p> <ul style="list-style-type: none"> • work in a group to write sentences about sports <p>Creativity</p> <ul style="list-style-type: none"> • project – create an infographic about an unusual sport <p>IT</p> <ul style="list-style-type: none"> • conduct online research and create an infographic <p>Critical thinking</p> <ul style="list-style-type: none"> • project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> • sport – comparison between sports in the United States and own country <p>Mathematics/collaboration</p> <ul style="list-style-type: none"> • analyse different types of charts; conduct a class survey, collate data and produce a chart

Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • holiday destinations • modes of transport • holiday club activities • clothes • imaginary creatures <p>Grammar</p> <ul style="list-style-type: none"> • past simple + and - • past simple <i>Wh</i>- questions • past simple yes/no questions <p>Pronunciation</p> <ul style="list-style-type: none"> • /d/ /t/ /ɪd/ • past simple regular verb endings • rhythm and rhyme in a chant <p>Text types</p> <ul style="list-style-type: none"> • short stories • timetable • dialogues • cartoon story • blog posts • photostory • short texts <p>Communication</p> <ul style="list-style-type: none"> • exchanging information about your last holiday • telling a story and responding to questions • asking questions to show interest in a story 	<p>Receptive skills</p> <ul style="list-style-type: none"> • read information in a text and give an opinion • understand the main points and idea from reading or listening to a story • find information in reading texts and use it to answer questions • listen and complete missing information • listen to check predicted answers • follow simple cartoon and photostories • seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words and questions using the correct pronunciation and intonation • complete a story about an event in the past • make notes about a school trip • write a blog post about a school trip • write a text about an amazing trip <p>Interactive skills</p> <ul style="list-style-type: none"> • ask and answer questions about holidays • practise dialogues about holiday club activities with a partner • ask and answer questions about pictures • record and present a vodcast and respond to questions • listen to vodcasts and ask questions to the presenters • share information about interesting places to visit in your country • discuss changes in modes of transport 	<p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> • take part in mime and role-play activities <p>Creativity</p> <ul style="list-style-type: none"> • write an imaginative story and tell the class <p>Creativity</p> <ul style="list-style-type: none"> • project – create a vodcast about an amazing trip <p>Critical thinking</p> <ul style="list-style-type: none"> • project – analyse and evaluate others' work to understand what makes a good project <p>IT</p> <ul style="list-style-type: none"> • conduct online research and record a vodcast <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> • holidays – comparison between holiday destinations in the UK and own country <p>History</p> <ul style="list-style-type: none"> • the history of air travel <p>Music</p> <ul style="list-style-type: none"> • listen to and sing a song

Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
Vocabulary <ul style="list-style-type: none"> food dishes verb phrases cooking phrases adjectives to describe food Grammar <ul style="list-style-type: none"> present continuous v. present simple past simple – irregular verbs imperatives Pronunciation <ul style="list-style-type: none"> past simple irregular verbs rhythm and rhyme in a chant Text types <ul style="list-style-type: none"> dialogues blog posts posters cartoon stories photostory feature pages article quiz Communication <ul style="list-style-type: none"> asking and answering questions about habits and current actions preparing a role-play with a partner interviewing and being interviewed saying what you want to do making and responding to polite requests creating a menu in a group discussing dishes on a menu 	Receptive skills <ul style="list-style-type: none"> find information in reading texts and use it to answer questions seek detailed information from simple reading or listening texts follow simple cartoon and photostories understand the main points and idea from reading or listening to a story listen and decide whether statements about what you have heard are true or false understand quiz questions and give the correct answers Productive skills <ul style="list-style-type: none"> listen to and repeat words, phrases and dialogues using the correct pronunciation complete sentences and dialogues with missing words write a recipe using imperatives give your own opinion write a description of a dish from another country write and talk about your favourite meal Interactive skills <ul style="list-style-type: none"> ask and answer questions about eating habits ask and answer questions about the past deliver a presentation and respond to questions listen to presentations and ask questions to the presenters read and exchange information about food in Australia describe popular dishes from your country 	Critical thinking <ul style="list-style-type: none"> analyse input to determine grammar rules Creativity <ul style="list-style-type: none"> take part in mime and role-play activities Creativity/collaboration <ul style="list-style-type: none"> invent a dish with unusual ingredients and create a menu in groups Creativity/collaboration <ul style="list-style-type: none"> project – create a feature page about a dish from another country and collate into a class book Critical thinking <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project Civic studies/critical thinking <ul style="list-style-type: none"> food – comparison between popular dishes in Australia and own country Science <ul style="list-style-type: none"> food groups and healthy eating