

OXFORD

# Project Explore

Teacher's Pack

3

Lynne White

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

# Project Explore

Teacher's Guide

3

Lynne White

**OXFORD**  
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Based on an original concept  
by Tom Hutchinson

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# Project Explore

Teacher's Guide

3

## Contents

<b>Student's Book Contents</b>	Tiv
<b>Introduction</b>	Tvi
<b>Level planner</b>	Txiii
<b>Teaching notes</b>	
Introduction	T4
Unit 1	T8
Unit 2	T20
Unit 3	T34
Unit 4	T46
Unit 5	T60
Unit 6	T72
<b>Student's Book audio scripts</b>	T86
<b>Workbook answer key</b>	T96
<b>Workbook audio scripts</b>	T105

# Student's Book contents

Page		Grammar	Vocabulary
<b>Introduction</b>			
4	<b>A</b> Hello!	Present simple and present continuous	Plural nouns
6	<b>B</b> Plans	<i>will</i> and <i>be going to</i>	
<b>1 Family histories</b>			
8	<b>A</b> A life story	Past simple: regular, irregular; <i>used to</i>	Life stages
10	<b>B</b> One sunny day...	Past continuous	Verbs of movement
12	<b>C</b> How they met	Past simple and past continuous	
14	<b>D</b> Gossip		<b>Everyday English:</b> Giving news
	<b>Revision:</b> 16	<b>My project:</b> A biography 17	<b>Culture:</b> Family celebrations 18
<b>2 Teen life</b>			
20	<b>A</b> Being Friends	Present perfect and past simple	Phrasal verbs for relationships
22	<b>B</b> A helping hand	Present perfect with <i>already</i> and <i>yet</i>	Adjectives to describe feelings
24	<b>C</b> Teen ambitions	Present perfect with <i>for</i> and <i>since</i>	
26	<b>D</b> Going out		<b>Everyday English:</b> Making invitations
	<b>Revision:</b> 28	<b>My project:</b> My bullet diary 29	<b>Culture:</b> Teenage tech habits 30
<b>Stories from the Campfire Episode 1 32</b>			
<b>3 Me, myself and I</b>			
34	<b>A</b> The human body	<i>can / could / will be able to</i>	Parts of the body
36	<b>B</b> Shark Boy	<i>have to</i> and <i>had to</i>	
38	<b>C</b> Going to the doctor	Reflexive pronouns; <i>might</i>	Illnesses, injuries and treatments
40	<b>D</b> An accident!		<b>Everyday English:</b> Making a call
	<b>Revision:</b> 42	<b>My project:</b> A sport fact file 43	<b>Culture:</b> Four sports that were invented in Britain 44
<b>4 It's a mystery</b>			
46	<b>A</b> What's happening?	Relative clauses; Relative pronouns	Idioms for strong emotion
48	<b>B</b> A story of suspense	Indefinite pronouns	Descriptive adjectives and adverbs
50	<b>C</b> Real-life mysteries?	Countable and uncountable nouns; <i>a few</i> and <i>a little</i>	
52	<b>D</b> The secret		<b>Everyday English:</b> Expressing surprise
	<b>Revision:</b> 54	<b>My project:</b> A radio play 55	<b>Culture:</b> Sherlock Holmes 56
<b>Stories from the Campfire Episode 2 58</b>			
<b>5 Space: the final frontier</b>			
60	<b>A</b> Space	Comparatives and superlatives; Short and Long adjectives	Space
62	<b>B</b> Life in space	Comparative adverbs	
64	<b>C</b> Space debris	<i>both / either / neither / all / none</i> ; uses of <i>the</i>	Large numbers, distances and speed
66	<b>D</b> Star Wars		<b>Everyday English:</b> Agreeing and disagreeing
	<b>Revision:</b> 68	<b>My project:</b> A comparative study: Earth and Mars 69	<b>Culture:</b> The International Space Station 70
<b>6 Imagine that!</b>			
72	<b>A</b> Films and books	Zero conditional	Film and book genres
74	<b>B</b> A short story	First conditional	Adjectives with <i>-ed</i> or <i>-ing</i>
76	<b>C</b> Use your imagination	Verbs + <i>-ing</i> or infinitive	
78	<b>D</b> A new genre		<b>Everyday English:</b> Expressing certainty and uncertainty
	<b>Revision:</b> 80	<b>My project:</b> A review 81	<b>Culture:</b> Famous film directors 82
<b>Stories from the Campfire Episode 3 84</b>			

## Reading / Writing

## Listening / Speaking

## Pronunciation

<b>R</b> A dialogue: Welcome to my world!	<b>S</b> Asking questions: About Tasha	
<b>R</b> A dialogue: A special day	<b>S</b> Answering questions: Future plans	
	<b>L S</b> Radio interview: An adventurer	
<b>W</b> A short story: The park last Sunday	<b>L</b> A monologue: At the park	
<b>R</b> Website posts: Rate our readers' stories!	<b>S</b> Telling jokes	
<b>R</b> A dialogue: Simon's gossip	<b>L S</b> Giving and responding to news	Syllables

Song: 19 🎧

Learn through English: Famous people in history 19

<b>R</b> A dialogue: Why is Tasha upset?	<b>L S</b> Conversations: Things I've done recently	
<b>R W</b> A forum: Teen advice posts	<b>S</b> A discussion: To do this week	
<b>R W</b> Social media profiles: Interests	<b>L</b> Monologues: Hobbies	
<b>R</b> A dialogue: Simon and the concert	<b>L S</b> Discussions: Invitations	/æ/ /eɪ/

Learn through English: Musical genres 31

<b>R W</b> A webpage: The amazing body	<b>L S</b> A podcast: The future of the human body	
<b>R W</b> A short story: A Challenge	<b>L</b> Descriptions: Life challenges	
<b>R</b> A dialogue: Simon's injury	<b>L S</b> Dialogues: Problems and treatments	
<b>R</b> A dialogue: Simon rollerblades	<b>L S</b> A phone call: Medical advice	/ɒ/ /əʊ/

Song: 45 🎧

Learn through English: Somatotypes (Biology) 45

<b>R</b> A dialogue: Tasha and the crime drama	<b>S</b> Definitions: Mystery pictures	
<b>R W</b> A newspaper report: The mystery of the house on the mountain	<b>L</b> An interview: The mystery of the house on the mountain / <b>S</b> Describing a mystery	
<b>R</b> A short story: The Tulip Staircase Ghost	<b>L</b> Radio interview / <b>S</b> Questions: mysteries	
<b>R</b> A dialogue: Simon and the secret	<b>L S</b> Dialogues: Something surprising	/ɪ/ /aɪ/

Learn through English: Forensic science 57

<b>R</b> A fact file: Our solar system	<b>L S</b> Comparisons: Comparing things	
<b>R W</b> A magazine article: An astronaut's life	<b>S</b> Interview role play with an astronaut	
<b>R</b> A fact file and quiz: Space debris	<b>S</b> Discussion: Astronauts' things	
<b>R</b> A dialogue: The Star Wars challenge	<b>L S</b> Dialogues: Giving opinions	/ð/ /θ/

Song: 71 🎧

Learn through English: How GPS works (Technology) 71

<b>R</b> A dialogue: Choosing a film	<b>L S</b> Radio Programme/Quiz: What am I like?	
<b>R</b> A short story: The She-Wolf	<b>L S</b> Giving directions: A computer game hero	
<b>W</b> Questions: How do you see the future?	<b>L S</b> Questions: Personality quiz	
<b>R</b> A dialogue: Simon's project	<b>L S</b> Questions: Film stills	/ə/

Learn through English: Literary genres (Literature) 83

Activities for student A and B 86



# 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. 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 personalized, 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. 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 3, there are two sets of characters who appear regularly throughout the course.

Students will quickly get to know brother and sister, Simon and Natasha, and their friends Ethan and Zoe. 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 the park, or completing school assignments.

Students will also grow familiar with the characters in the three-part mysterious adventure story *Stories from the Campfire*. 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 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 shorter notes at times 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. *Stories from the campfire 1*: 'Vicky and Conor are near their campsite.' 'They know the woman they meet at the campfire.' 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 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.

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 utilized.

## Special Educational Needs in the ELT classroom

*Adapted from Into the Classroom: Special Educational Needs by Marie Delaney (Oxford University Press, 2016)*

### 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.



AUDIO ACTIVITIES VIDEO WORDLISTS



### Workbook

Exclusive practice to match  
the Student's Book, following  
the grammar, vocabulary and  
Everyday English sections for  
each unit. Students can use  
their Workbook for homework  
or for self-study to give them  
new input and practice.

### Workbook audio

Full Workbook audio is available  
on the Online Practice.



### 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.

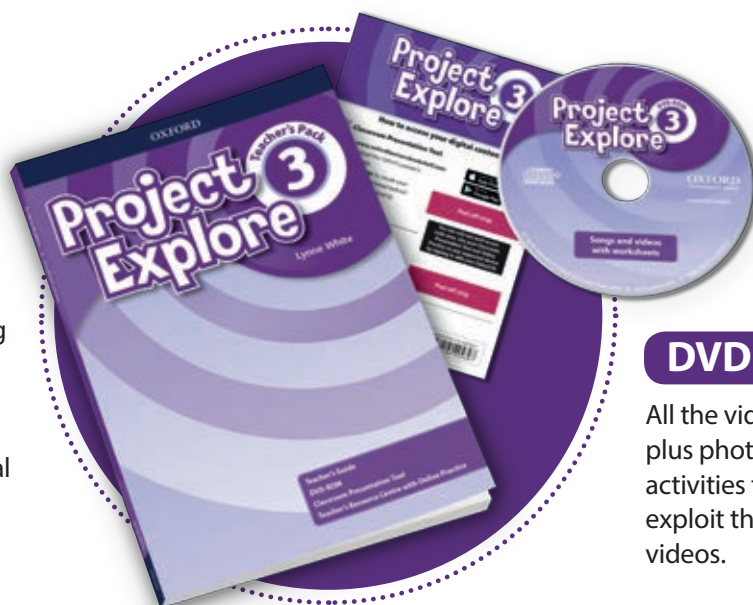


[projectexploreonline.com](http://projectexploreonline.com)

# For teachers

## Teacher's Guide

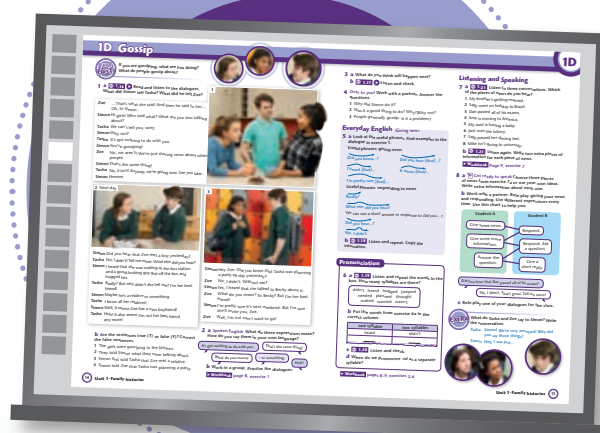
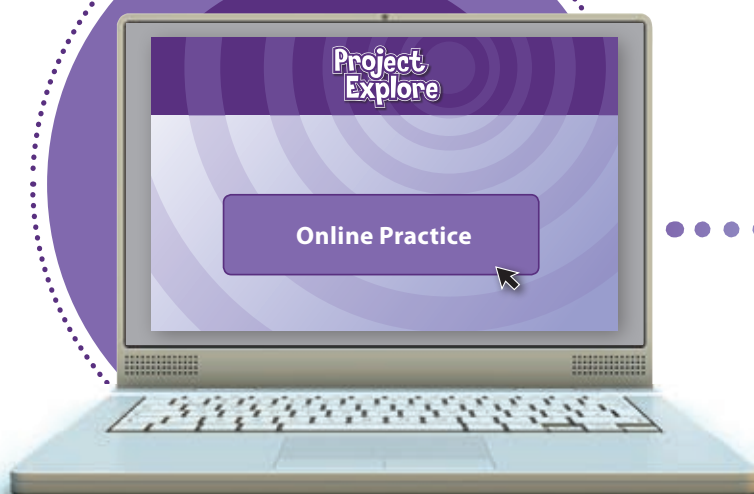
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



## DVD-ROM

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

## ACTIVITIES TESTS TRACKING RESOURCES



## Teacher's Resource Centre

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

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

## 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.



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.

## Class Audio



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





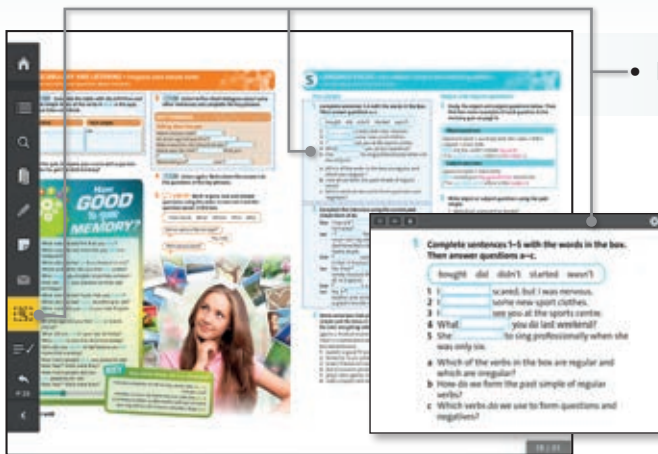
# Project Explore Classroom Presentation Tool

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.

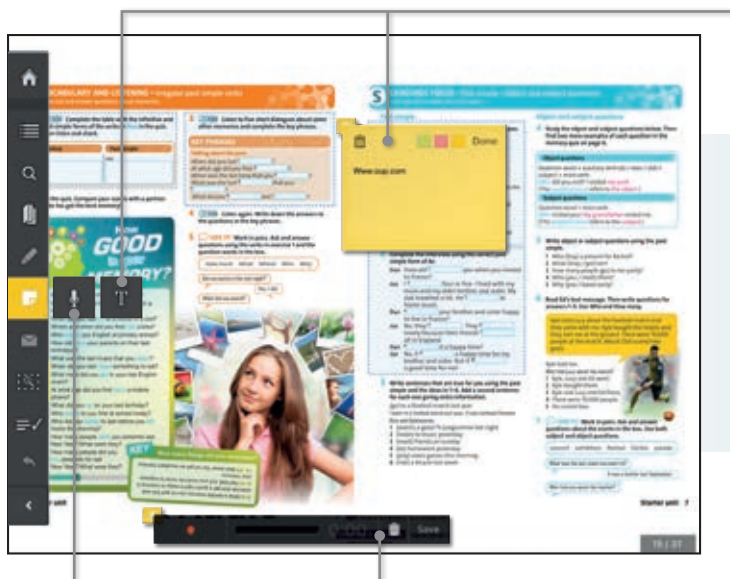
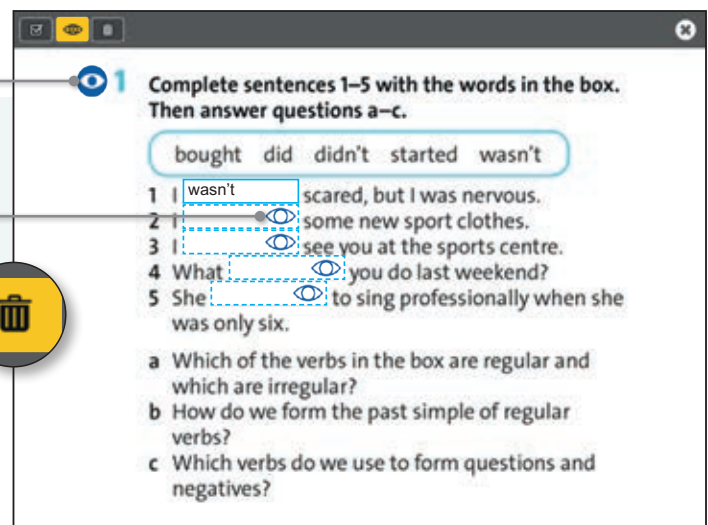


- Focus your students' attention on a single activity.

- 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
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>plural nouns</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>present simple and present continuous</li> <li><i>will</i> and <i>be going to</i></li> <li>revising question forms</li> </ul> <b>Text types</b> <ul style="list-style-type: none"> <li>photo story</li> <li>dialogues</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>conversational gambits – reactions</li> <li>asking and answering questions about people</li> <li>exchanging information about routine actions and actions happening now</li> <li>talking about plans</li> <li>writing and presenting a short dialogue</li> </ul>	<b>Receptive skills</b> <ul style="list-style-type: none"> <li>follow a series of dialogues</li> <li>find information in reading and listening texts and use it to answer questions</li> <li>read and complete sentences about personal information</li> <li>understand the main points and ideas from reading or listening to a dialogue</li> <li>listen to and understand short dialogues</li> </ul> <b>Productive skills</b> <ul style="list-style-type: none"> <li>listen to and repeat words and dialogues using the correct pronunciation and spelling</li> <li>present information about yourself and others</li> <li>complete sentences with missing words</li> <li>write questions about personal information</li> </ul> <b>Interactive skills</b> <ul style="list-style-type: none"> <li>ask and answer questions about personal information</li> <li>take part in simple conversations</li> <li>ask and answer questions about plans</li> <li>ask and answer questions about likes and activities</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>write a dialogue from a diary with a partner and present to the class</li> </ul> <b>Collaboration</b> <ul style="list-style-type: none"> <li>testing each other on new vocabulary</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>talking about plans</li> </ul>

## Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>life stages</li> <li>verbs of movement</li> <li>linkers of cause / result and purpose</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>past simple regular</li> <li>past simple irregular</li> <li><i>used to</i></li> <li>past continuous</li> <li>contrast past simple and past continuous</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>syllables and word stress</li> <li>-ed past simple endings</li> </ul> <b>Text types</b> <ul style="list-style-type: none"> <li>short texts</li> <li>websites</li> <li>interview</li> <li>dialogues</li> <li>picture story</li> <li>articles</li> <li>biography</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>exchanging information about yourself and your plans</li> <li>exchanging information about family</li> <li>describing what people were doing</li> <li>role-play giving and responding to news</li> <li>writing and performing a short dialogue</li> </ul>	<b>Receptive skills</b> <ul style="list-style-type: none"> <li>understand the difference between past simple and past continuous</li> <li>understand simple personal information</li> <li>read simple information from a short passage</li> <li>follow illustrations and photo stories</li> <li>use timelines to describe tense contrasts</li> <li>find information in reading texts and use it to answer questions</li> <li>understand the main points and ideas from reading or listening to a story</li> <li>seek detailed information from simple reading or listening texts</li> <li>read and decide whether statements about what you have read are true or false</li> </ul> <b>Productive skills</b> <ul style="list-style-type: none"> <li>listen to and repeat words, phrases and dialogues using the correct pronunciation</li> <li>describing what is / was happening in pictures</li> <li>make questions from prompts</li> <li>check predictions by reading and listening to text</li> <li>present information about yourself and others to a partner in speaking and in writing</li> <li>present information about the stages in a life</li> <li>describe people's actions</li> </ul> <b>Interactive skills</b> <ul style="list-style-type: none"> <li>discuss events in a story</li> <li>exchange information about yourself and others in writing and speaking</li> <li>take part in simple conversations</li> <li>give and react to news</li> <li>deliver a presentation and respond to questions</li> <li>listen to presentations and ask questions of the presenters</li> </ul>	<b>Critical thinking</b> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>imagine future life from questions</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>take part in interview role-play</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>imagine the most exciting weekend ever</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>write a story from a picture</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>project – write a biography using linkers of cause / result and purpose</li> </ul> <b>Critical thinking</b> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <b>Collaboration</b> <ul style="list-style-type: none"> <li>tell and react to a joke</li> </ul> <b>Civic studies / critical thinking</b> <ul style="list-style-type: none"> <li>family celebrations – comparison between US, British and own culture</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>famous people in history</li> </ul> <b>Learning to learn</b> <ul style="list-style-type: none"> <li>organizing your English notebook</li> </ul>

## Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>phrasal verbs for relationships</li> <li>adjectives to describe feelings</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>present perfect</li> <li>present perfect and past simple</li> <li>present perfect with <i>already</i> and <i>yet</i></li> <li>present perfect with <i>for</i> and <i>since</i></li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>/æ/ /eɪ/</li> </ul> <b>Text types</b> <ul style="list-style-type: none"> <li>dialogues</li> <li>articles</li> <li>webpages</li> <li>short texts</li> <li>questionnaire</li> <li>diary</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>asking and answering questions about relationships</li> <li>discussing the right advice</li> <li>making and responding to invitations</li> <li>write and perform a short dialogue</li> </ul>	<b>Receptive skills</b> <ul style="list-style-type: none"> <li>read and understand a quiz</li> <li>read and decide whether statements about what you have read are true or false</li> <li>listen to information and use it to answer questions</li> <li>follow photo stories</li> <li>find information in reading texts and use it to answer questions</li> <li>read a text and complete missing headings</li> <li>seek detailed information from reading or listening to texts</li> </ul> <b>Productive skills</b> <ul style="list-style-type: none"> <li>listen to and repeat words and a dialogue using the correct pronunciation</li> <li>describe relationships</li> <li>complete sentences with missing words</li> <li>write about what you have done recently</li> <li>write sentences that are true for you</li> <li>give a personal response to a reading text</li> <li>describe people's feelings in different situations</li> <li>write a short text about a problem</li> <li>choose the correct word or phrase to complete sentences</li> <li>write short paragraphs about a hobby</li> </ul> <b>Interactive skills</b> <ul style="list-style-type: none"> <li>asking and answering questions about what you have done recently</li> <li>ask and answer questions about relationships, feelings and problems</li> <li>giving advice</li> <li>ask and answer questions about what you have already done or not done yet</li> <li>take part in simple conversations</li> <li>deliver a presentation and respond to questions</li> <li>listen to presentations and ask questions of the presenters</li> <li>discuss celebrations in your country</li> <li>give your own and listen to others' opinions</li> </ul>	<b>Critical thinking</b> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>write about what you have done recently</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>imagine and write about a problem to post to a forum and give advice on what to do</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>role-play making an invitation</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>imagine and write about a hobby or something you like doing</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>project – create a bullet diary using the present perfect with <i>for</i>, <i>since</i>, <i>already</i>, <i>yet</i> and the past simple</li> </ul> <b>Civic studies / critical thinking</b> <ul style="list-style-type: none"> <li>teenage tech habits – comparison between US and own culture</li> </ul> <b>Collaboration</b> <ul style="list-style-type: none"> <li>do a class survey on technology and teenagers in their country</li> </ul> <b>Music</b> <ul style="list-style-type: none"> <li>musical genres</li> </ul> <b>Learning to learn</b> <ul style="list-style-type: none"> <li>keeping a diary in English</li> </ul>

## Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>parts of the body</li> <li>illnesses, injuries, and treatments</li> </ul> <p><b>Grammar</b></p> <p><i>can / could / will be able to</i></p> <ul style="list-style-type: none"> <li><i>have to</i> and <i>had to</i></li> <li>reflexive pronouns</li> <li>time expressions</li> <li><i>might</i></li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>/b/ /əʊ/</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>articles</li> <li>cartoon</li> <li>short text</li> <li>fact file</li> <li>photo story</li> <li>dialogues</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>discussing how human beings will change in the future</li> <li>asking and answering questions about challenges</li> <li>practising phone calls with a partner</li> <li>discussing illnesses and injuries</li> <li>agreeing and disagreeing with others' opinions</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>guess the meaning of words from the context</li> <li>find information in reading texts and use it to answer questions</li> <li>follow photo stories</li> <li>understand the main points and ideas from reading or listening to a text</li> <li>read and decide whether statements about what you have read are true or false</li> <li>seek detailed information from simple reading or listening texts</li> <li>listen to and check predicted answers</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>listen to and repeat words and numbers using the correct pronunciation</li> <li>complete sentences with missing words and phrases</li> <li>discuss treatments for illnesses and injuries</li> <li>call a helpline for medical advice</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about people and how they will change</li> <li>listen to presentations and ask questions of the presenters</li> <li>exchange opinions and personal responses to reading text content</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>work with a partner to describe illnesses or injuries from pictures</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>imagine what people in the future will look like</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>write about a personal challenge</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>roleplay a phone call about an illness or injury</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>work with a partner to exchange information about sports</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>four sports that were invented in Britain</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>project – create a fact file about a sport using time expressions</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <p><b>Civic studies / critical thinking</b></p> <ul style="list-style-type: none"> <li>somatotypes – how different body types are suited to different sports</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>vocabulary related to sports and body types</li> </ul> <p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>improving your reading skills</li> </ul>

## Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>idioms of strong emotion</li> <li>descriptive adjectives and adverbs</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>relative clauses</li> <li>relative pronouns</li> <li>indefinite pronouns</li> <li>countable and uncountable nouns</li> <li><i>a few</i> and <i>a little</i></li> <li>linkers of time, contrast, attitude</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>intonation for surprise reactions</li> <li>/ɪ/ /aɪ/</li> </ul> <p><b>Text types</b></p> <ul style="list-style-type: none"> <li>dialogues</li> <li>short texts</li> <li>article</li> <li>photo story</li> <li>cartoon story</li> <li>quiz</li> <li>fact file</li> <li>radio play</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>expressing surprise</li> <li>taking part in a discussion about unexplained events</li> <li>asking about and answering questions about forensic science</li> </ul>	<p><b>Receptive skills</b></p> <ul style="list-style-type: none"> <li>find information in reading and listening texts and use it to answer questions</li> <li>listen to and understand a short passage</li> <li>understand the main points and ideas from reading or listening to a story</li> <li>follow simple cartoon and photo stories</li> <li>read and decide whether statements about what you have read are true or false</li> <li>seek detailed information from reading or listening to texts</li> <li>listen to and check predicted answers</li> </ul> <p><b>Productive skills</b></p> <ul style="list-style-type: none"> <li>listen to and repeat words using the correct pronunciation</li> <li>complete sentences with missing words</li> <li>make definitions for new words</li> <li>write simple sentences about past events</li> <li>predict what is coming next in a story</li> <li>writing sentences about real-life mysteries</li> <li>write a radio play about a mystery</li> </ul> <p><b>Interactive skills</b></p> <ul style="list-style-type: none"> <li>ask for and give opinions about unexplained events</li> <li>talk about surprising information</li> <li>write and perform a radio play</li> <li>ask and answer questions about detectives and riddles</li> <li>take part in a jigsaw reading about forensic science now and the history of forensic science</li> <li>take part in a discussion on forensic science</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>take part in mime and role-play activities</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>work in a group to write a story and dialogue from a picture</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>project – write a radio play about a strange event using linkers of time, contrast and attitude</li> </ul> <p><b>IT</b></p> <ul style="list-style-type: none"> <li>record the radio play</li> </ul> <p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good play</li> </ul> <p><b>Civic studies / critical thinking</b></p> <ul style="list-style-type: none"> <li>detective stories – Sherlock Holmes</li> </ul> <p><b>History / collaboration</b></p> <ul style="list-style-type: none"> <li>analyse the changes in forensic science since the 19th century</li> </ul> <p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>improving your listening skills</li> </ul>



## Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>space</li> <li>large numbers, distances and speed</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>comparatives and superlatives</li> <li>short adjectives &amp; long adjectives</li> <li>comparative adverbs</li> <li><i>both, either, neither, all, none</i></li> </ul> <b>uses of the</b> <ul style="list-style-type: none"> <li>linkers of addition and contrast</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>/ð/ /ə/</li> <li>intonation in agreeing and disagreeing</li> </ul> <b>Text types</b> <ul style="list-style-type: none"> <li>quiz</li> <li>dialogues</li> <li>article</li> <li>photo story</li> <li>short texts</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>discussing ideas about space</li> <li>comparing objects</li> <li>telling a story and responding to questions</li> <li>agreeing and disagreeing</li> </ul>	<b>Receptive skills</b> <ul style="list-style-type: none"> <li>read information in a text and give an opinion</li> <li>read and decide whether statements about what you have read are true or false</li> <li>understand the main points and ideas from reading or listening to a story</li> <li>find information in reading texts and use it to answer questions</li> <li>listen and complete missing information</li> <li>listen to and check predicted answers</li> <li>follow photo stories</li> <li>seek detailed information from reading or listening texts</li> </ul> <b>Productive skills</b> <ul style="list-style-type: none"> <li>listen to and repeat words and questions using the correct pronunciation and intonation</li> <li>complete sentences about comparatives and superlatives</li> <li>make notes about life in space</li> <li>write an article about life in space</li> <li>write a comparative study</li> </ul> <b>Interactive skills</b> <ul style="list-style-type: none"> <li>ask and answer questions about life in the International Space Station</li> <li>role play interviews between a journalist and an astronaut</li> <li>ask and answer questions about pictures</li> <li>share information about interesting places to visit in your country</li> </ul>	<b>Critical thinking</b> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <b>Collaboration</b> <ul style="list-style-type: none"> <li>take part in role-play activities</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>write a magazine article</li> </ul> <b>Creativity</b> <ul style="list-style-type: none"> <li>project – write a comparative study using linkers of addition and contrast</li> </ul> <b>Critical thinking</b> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <b>Civic studies / critical thinking</b> <ul style="list-style-type: none"> <li>how GPS works</li> </ul> <b>Collaboration</b> <ul style="list-style-type: none"> <li>listen for and exchanging specific information in a jigsaw listening</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>the International Space Station</li> </ul> <b>Learning to learn</b> <ul style="list-style-type: none"> <li>testing yourself</li> </ul>

## Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>films and book genres</li> <li>adjectives with <i>-ed</i> or <i>-ing</i></li> <li>adjectives to describe food</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>zero conditional</li> <li>first conditional</li> <li>verb + <i>-ing</i> or infinitive</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>intonation for certainty / uncertainty</li> <li>/ə/</li> </ul> <b>Text types</b> <ul style="list-style-type: none"> <li>dialogues</li> <li>short story</li> <li>cartoon</li> <li>photo story</li> <li>review</li> <li>feature pages</li> <li>article</li> <li>quiz</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>talking about things that are always true</li> <li>a personality quiz</li> <li>talking about future possibilities</li> <li>express ideas of certainty and uncertainty about what happens in films</li> <li>saying what you want to do in the future</li> </ul>	<b>Receptive skills</b> <ul style="list-style-type: none"> <li>find information in reading texts and use it to answer questions</li> <li>seek detailed information from simple reading or listening texts</li> <li>follow cartoons and photo stories</li> <li>understand the main points and ideas from reading or listening to a story</li> <li>checking predictions about a story</li> <li>listen and decide whether statements about what you have heard are true or false</li> <li>understand quiz questions and give the correct answers</li> <li>follow instructions on a map</li> </ul> <b>Productive skills</b> <ul style="list-style-type: none"> <li>listen to and repeat words, phrases and dialogues using the correct pronunciation</li> <li>write and talk about your favourite book or film</li> <li>complete sentences and dialogues with missing words</li> <li>making predictions about a story</li> <li>predicting the future using <i>if</i></li> <li>express certainty and uncertainty</li> </ul> <b>Interactive skills</b> <ul style="list-style-type: none"> <li>ask and answer questions about favourite films</li> <li>ask and answer questions about what happens if a hero chooses a particular path</li> <li>deliver a presentation and respond to questions</li> <li>listen to presentations and ask questions of the presenters</li> <li>read and exchange information about famous film directors</li> <li>describe popular actors and directors from your country</li> </ul>	<b>Critical thinking</b> <ul style="list-style-type: none"> <li>analyse input to determine grammar rules</li> </ul> <b>Creativity / collaboration</b> <ul style="list-style-type: none"> <li>imagine your future from prompts</li> </ul> <b>Creativity / collaboration</b> <ul style="list-style-type: none"> <li>imagine what happens in a film from stills</li> </ul> <b>Creativity / collaboration</b> <ul style="list-style-type: none"> <li>project – write a review of a film, organizing paragraphs under headings</li> </ul> <b>Critical thinking</b> <ul style="list-style-type: none"> <li>project – analyse and evaluate others' work to understand what makes a good project</li> </ul> <b>Civic studies / critical thinking</b> <ul style="list-style-type: none"> <li>comparison of famous film directors</li> </ul> <b>Literary genres</b> <ul style="list-style-type: none"> <li>matching book covers and excerpts</li> <li>continue story and role-play a dialogue</li> </ul> <b>Learning to learn</b> <ul style="list-style-type: none"> <li>English in the real world</li> </ul>