

OXFORD

Project Explore

Teacher's Pack

4

Verissimo Toste

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

Project Explore

Teacher's Guide

4

Verissimo Toste

OXFORD
UNIVERSITY PRESS

Based on an original concept
by Tom Hutchinson

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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 first 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 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 4, there are characters who appear regularly throughout the course.

Students will quickly get to know school friends Liza, Erika, Danny and Oliver. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as collaborating on school projects, or dropping a phone in water.

Students will also grow familiar with the characters in the three-part mystery story *The Museum of the Strange*. 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. *The Museum of the Strange Episode 1*: 'Declan likes museums.' 'The museum has a collection of animal paintings.' 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 the widely differing needs of 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-play 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.

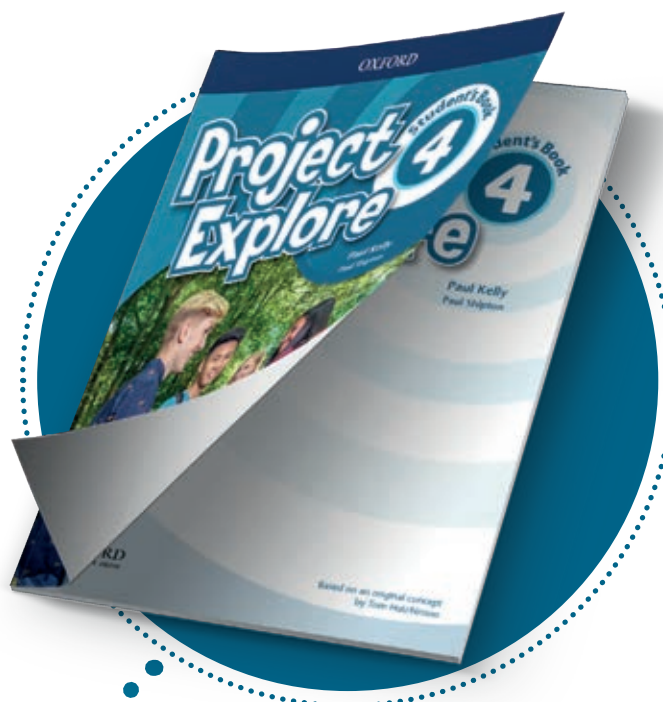
Course overview

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

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.



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

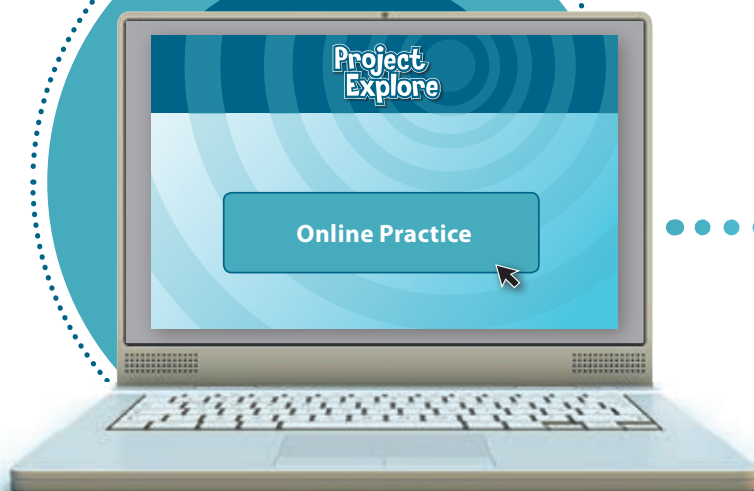
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



DVD-ROM

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

Class Audio



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



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.



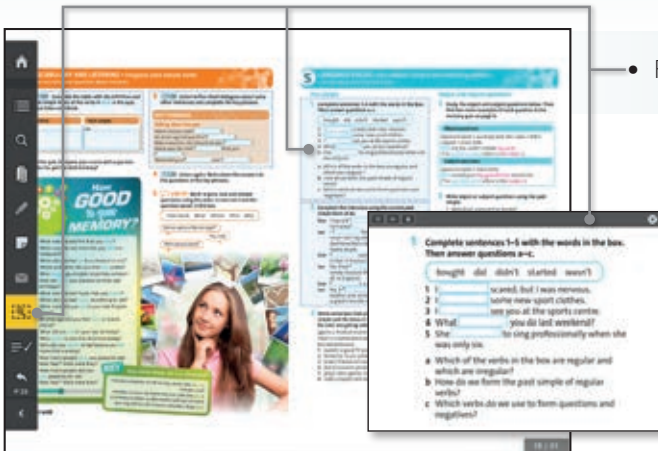
Project Explore Classroom Presentation Tool

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.

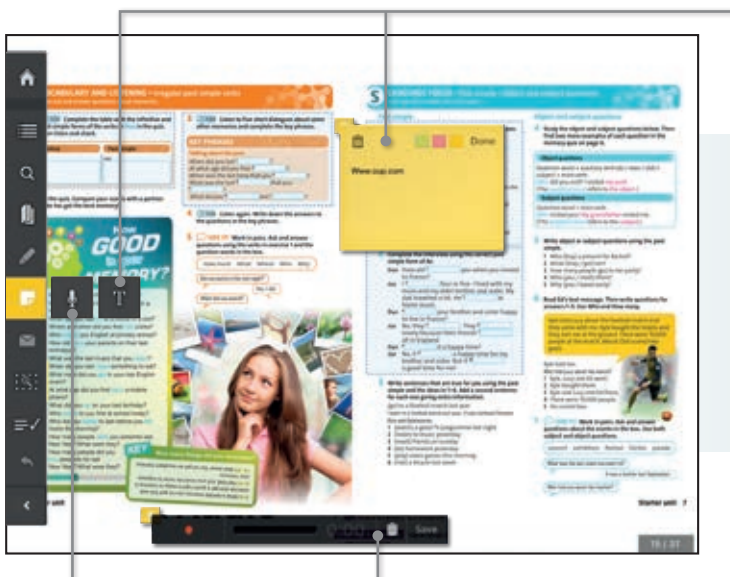
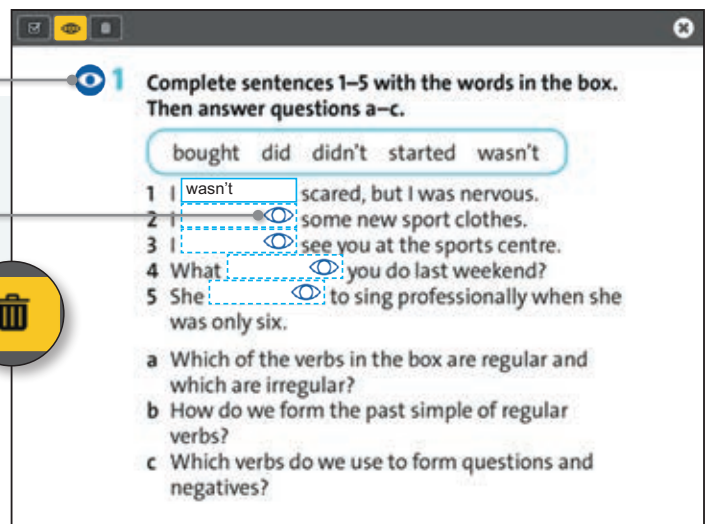


- Focus your students' attention on a single activity.

- 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
Vocabulary <ul style="list-style-type: none"> phrasal verbs for relationships genres Grammar <ul style="list-style-type: none"> present tense review pronouns and possessives Text types <ul style="list-style-type: none"> dialogue webpage email photo story Communication <ul style="list-style-type: none"> discussing options for keeping in touch with friends discussing ideas on how to make new students welcome describing a film or a book 	Receptive skills <ul style="list-style-type: none"> understand the main points and ideas from reading or listening to a dialogue find information in reading and listening texts and use it to answer questions read and listen to decide whether statements about what you have heard are true or false read and understand short texts Productive skills <ul style="list-style-type: none"> complete sentences with missing words write a short paragraph on how to make a new student feel welcome match words to their definitions replace words with possessive pronouns Interactive skills <ul style="list-style-type: none"> give your own and listen to others' opinions share ideas and decide as a class ask for and give opinions about films and characters 	Collaboration <ul style="list-style-type: none"> work with a partner to write some notes on a character from a book, film or TV series Critical thinking <ul style="list-style-type: none"> analyse input to determine grammar rules Creativity <ul style="list-style-type: none"> role-play discussing how to make a new student feel welcome

Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> relationship adjectives relationship expressions origins <p>Grammar</p> <ul style="list-style-type: none"> present perfect <i>How long</i> <i>for, since, ever, never, just</i> past simple and past continuous conjunctions <p>Pronunciation</p> <ul style="list-style-type: none"> silent or pronounced 'e' <p>Text types</p> <ul style="list-style-type: none"> forum posts article online article podcast fact file dialogue photo story <p>Communication</p> <ul style="list-style-type: none"> discussing what makes a good classmate exchanging opinions on how many friends one needs telling short stories discussing why people move to or leave a town talking about your family and your ancestors discussing where to find information expressing opinions 	<p>Receptive skills</p> <ul style="list-style-type: none"> read information in a text and give an opinion listen to check predicted answers understand the main points and ideas from reading or listening to texts seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> complete sentences with missing words listen to conversations and complete the table with the missing information write some <i>How long</i> questions choose the correct alternatives to complete sentences listen to and repeat words and phrases using the correct pronunciation and intonation complete the table with the correct conjunction join the sentence halves with conjunctions put sentences in the correct order to write a paragraph write some biographies <p>Interactive skills</p> <ul style="list-style-type: none"> give your own and listen to others' opinions discuss what adjectives you would use to describe yourselves talk about activities and say how long you have done them discuss what you know about DNA ask for and give opinions about when and how to use online material for your schoolwork 	<p>Collaboration</p> <ul style="list-style-type: none"> discuss positive and negative personal qualities write short dialogues with a partner practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate using online material from different sources compare two different experiments <p>Creativity</p> <ul style="list-style-type: none"> tell a short story project – write about your social circle <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> Charles Darwin – analyse the impact of modern life on the human body <p>Social studies</p> <ul style="list-style-type: none"> six degrees of separation – understanding how people are connected <p>Learning to learn</p> <ul style="list-style-type: none"> formal and informal English

Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> day trip attractions volunteering verbs adjectives to describe places <p>Grammar</p> <ul style="list-style-type: none"> <i>will</i> and <i>going to</i> present tenses for future arrangements first conditional <p>Pronunciation</p> <ul style="list-style-type: none"> linking <p>Text types</p> <ul style="list-style-type: none"> reviews text messages website blogs dialogue advertisement email photo story cartoon story <p>Communication</p> <ul style="list-style-type: none"> talking about day trips exchanging opinions about volunteering describing photos talking about the type of holiday you prefer discussing how couples celebrate getting married expressing preferences 	<p>Receptive skills</p> <ul style="list-style-type: none"> understand the main points and ideas from reading or listening to texts seek detailed information from reading or listening texts listen to check predicted answers read and understand exchanges of text messages listen to information and use it to answer questions understand quiz questions and give the correct answers <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation and intonation complete sentences with missing words write a short description on one of the community activities match adjectives to their definitions write a blog entry for a holiday activity make notes about your holiday preferences <p>Interactive skills</p> <ul style="list-style-type: none"> ask for and give opinions about day trip attractions present your community activity to the class ask and answer questions about each other's community project exchange opinions about dangerous activities 	<p>Collaboration</p> <ul style="list-style-type: none"> plan a day trip to a place in your country with a partner do some research with a partner on community activities that young people can do in your town role-play a discussion about community projects create a poster with a partner practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate the usefulness of different community activities analyse and evaluate others' blog entries to understand what makes a good description <p>Creativity</p> <ul style="list-style-type: none"> plan a day trip to your town create a poster for a famous tourist site write a blog about a holiday project – make a presentation of your town <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> New York – evaluate a list of activities <p>Art</p> <ul style="list-style-type: none"> styles and periods <p>Learning to learn</p> <ul style="list-style-type: none"> taking risks

Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> practical science nouns phrasal verbs: socializing the scientific method <p>Grammar</p> <ul style="list-style-type: none"> modals: advice, obligation and necessity permission: <i>can, could, be allowed to</i> possibility: <i>can, could, may, might</i> <p>Pronunciation</p> <ul style="list-style-type: none"> sentence stress <p>Text types</p> <ul style="list-style-type: none"> article lab report website dialogues monologue podcast questionnaire newspaper report photo story <p>Communication</p> <ul style="list-style-type: none"> exchanging opinions about experiments interviewing people discussing how to raise awareness of issues that affect you expressing advantages and disadvantages 	<p>Receptive skills</p> <ul style="list-style-type: none"> understand the main points and ideas from reading or listening to a text find information in reading and listening texts and use it to answer questions listen to check predicted answers understand information in an article read and understand a personality questionnaire read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> match words to their definitions listen to and repeat words and phrases using the correct pronunciation and intonation write a lab report complete sentences with missing words make notes in favour of and against various topics ask your partner questions in order to find the missing information listen to a podcast and complete the table with the missing information complete sentences with the correct modal verb write a report <p>Interactive skills</p> <ul style="list-style-type: none"> talk about your experiment discuss various topics and agree or disagree with your partner talk about a typical weekend 	<p>Collaboration</p> <ul style="list-style-type: none"> discuss various topics with a partner practise phrasal verbs with a partner interview an older person draw and compare conclusions from an experiment do a class survey on social media usage and write up findings <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules compare arguments for and against analyse data from experience and draw conclusions write up a report on a survey about social media usage analyse and evaluate others' articles and choose some interesting facts <p>Creativity</p> <ul style="list-style-type: none"> think of arguments for and against topics project – write an article about an important issue <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> Australia under attack – identify elements of the natural world in own culture <p>Science</p> <ul style="list-style-type: none"> water – the essential ingredient to life and the Great Pacific Garbage Patch <p>Learning to learn</p> <ul style="list-style-type: none"> brainstorming

Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> buildings train travel phrasal verbs for travel <p>Grammar</p> <ul style="list-style-type: none"> second conditional comparatives and superlatives <i>too / enough</i> adverbs of frequency, manner, place and time <p>Pronunciation</p> <ul style="list-style-type: none"> /æ/ /i/ /j/ <p>Text types</p> <ul style="list-style-type: none"> advertisement webpage leaflet article dialogues photo story <p>Communication</p> <ul style="list-style-type: none"> discussing which famous buildings and monuments you know describing famous places talking about travelling by train describing a building or a monument exchanging opinions on why people like to travel talking about time and space travel expressing belief and doubt 	<p>Receptive skills</p> <ul style="list-style-type: none"> understand simple information from a short passage listen to and understand a dialogue find information in reading and listening texts and use it to answer questions understand the main points and ideas from reading or listening to a text seek detailed information from reading or listening texts listen to check predicted answers understand information in an article <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation and intonation complete sentences with missing words make notes about a monument, a building or a natural wonder match words to their definitions write a short journal entry about the last two places that you visited write a leaflet for tourists visiting your capital city make predictions about a story make mind maps about possible forms of transport in the future <p>Interactive skills</p> <ul style="list-style-type: none"> present your list of seven wonders talk about a trip you would most like to go on talk about various forms of transport 	<p>Collaboration</p> <ul style="list-style-type: none"> make a list of seven local wonders with a partner work in a group to agree on one place to visit interview someone about their interrail trip compare symbols for your country <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules identify and select the most interesting places to visit analyse and evaluate others' leaflets and decide which is the most interesting <p>Creativity</p> <ul style="list-style-type: none"> think about what you would do in various situations write a journal comparing two different places create a leaflet about your capital city take part in role-play activities make a mind map project – plan an interrail trip <p>Civic studies</p> <ul style="list-style-type: none"> Cultural symbols of Britain – evaluate cultural symbols of own culture <p>History</p> <ul style="list-style-type: none"> the invention of travel <p>Learning to learn</p> <ul style="list-style-type: none"> English in the real world

Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> verbs and dependent prepositions compound nouns modern life nouns <p>Grammar</p> <ul style="list-style-type: none"> the passive defining and non-defining relative clauses countable and uncountable nouns and determiners <p>Pronunciation</p> <ul style="list-style-type: none"> word stress <p>Text types</p> <ul style="list-style-type: none"> museum guide forum dialogues article webpage <p>Communication</p> <ul style="list-style-type: none"> talking about personal objects talking about globalization discussing differences between the lives of teenagers now and a hundred years ago discussing what adults think of young people agreeing and disagreeing 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to information and use it to answer questions listen to check predicted answers find information in reading texts and use it to answer questions understand the main points and ideas from reading or listening to a text read and understand a questionnaire read a text and complete a mind map listen to a text and decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> match the prepositions to the verbs complete sentences with missing words rewrite sentences using the passive write a report on globalization listen to and repeat words and phrases using the correct pronunciation and intonation prepare a short lecture write some stereotypes about teenagers <p>Interactive skills</p> <ul style="list-style-type: none"> talk about inventions talk about common objects talk about important aspects of modern life talk about stereotypes 	<p>Collaboration</p> <ul style="list-style-type: none"> agree on three interesting / surprising objects in a group play a guessing game with a partner complete a quiz and compare with a partner prepare a short talk on an aspect of modern life discuss stereotypes with a partner and in a group <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules analyse and evaluate others' reports and decide whether the class is local or global evaluate and agree on the three worst stereotypes organize notes into paragraphs before writing a report <p>Creativity</p> <ul style="list-style-type: none"> write a report on whether you are local or global make some notes with a partner about an important aspect of modern life project – write a report about celebrations <p>Civic studies/critical thinking</p> <ul style="list-style-type: none"> Irish heritage – identify an important aspect of own heritage <p>Literature</p> <ul style="list-style-type: none"> literary techniques – simile, metaphor and hyperbole <p>Learning to learn</p> <ul style="list-style-type: none"> expanding ideas

Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
Vocabulary <ul style="list-style-type: none"> digital media shopping nouns fashion adjectives Grammar <ul style="list-style-type: none"> reported speech reported commands and requests subject and object questions Pronunciation <ul style="list-style-type: none"> /ʌ/ /uː/ Text types <ul style="list-style-type: none"> articles online forum dialogues quiz show Communication <ul style="list-style-type: none"> talking about the trustworthiness of information that you can find on the internet talking about shopping discussing why people follow fashion describing a piece of clothing that you really like wearing giving advice giving instructions 	Receptive skills <ul style="list-style-type: none"> find information in reading texts and use it to answer questions understand the main points and ideas from reading or listening to a text listen to information and use it to answer questions read information in a text and give an opinion seek detailed information from reading or listening texts listen and complete missing information Productive skills <ul style="list-style-type: none"> match words to their definitions listen to and repeat words and phrases using the correct pronunciation and intonation complete sentences with missing words write a review of the apps or websites your partner uses complete the reported commands and requests Interactive skills <ul style="list-style-type: none"> ask and answer questions about a website or a vlog you visit frequently interview your partner about their use of smartphone apps and websites describe your favourite possession present your sales campaign to the class talk about life hacks 	Collaboration <ul style="list-style-type: none"> interview your partner on apps and websites compare ideas on a sales campaign and create a new campaign together play a guessing game with a partner think of a life hack with a partner Critical thinking <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate others' sales campaigns to choose the best evaluate comments on image and give reasons Creativity <ul style="list-style-type: none"> create a sales campaign describe a piece of clothing project – create an online video write a review of a video Civic studies/critical thinking <ul style="list-style-type: none"> small nations, sporting giants – comparison with own culture Science <ul style="list-style-type: none"> health education – be active Learning to learn <ul style="list-style-type: none"> flashcards