

Project Explore

Teacher's Guide
Starter

Amanda Begg

OXFORD
UNIVERSITY PRESS

Based on an original concept
by Tom Hutchinson

Great Clarendon Street, Oxford, oxford 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

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First published in 2019

2023 2022 2021 2020 2019

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 425601 8	Teacher's Guide
ISBN: 978 0 19 420486 6	Teacher's Online Practice Access Card
ISBN: 978 0 19 421282 3	Teacher's Online Practice
ISBN: 978 0 19 421231 1	Classroom Presentation Tool: Student's Book
ISBN: 978 0 19 421243 4	Classroom Presentation Tool: Workbook
ISBN: 978 0 19 421276 2	DVD-ROM

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Based on an original concept by Tom Hutchinson

Doctor Z by: Paul Shipton (pp.34–35, 60–61, 86–87)

Photocopiable worksheets by: Aradi László

Culture video and song worksheets by: Diarmuid Carter

Culture video scripts by: Kiki Foster

Online Practice exercises by: Sarah Bennetto

Songs written and composed by: Jake Carter

The authors and publishers are very grateful to all the teachers who have offered their comments and suggestions which have been invaluable in the development of Project Explore. We would particularly like to mention those who have helped by commenting on Project Explore:

Croatia: Kristina Pirs, Martina Prpa

Czech Republic: Ludmila Balíková

Hungary: Aradi László, Nagy Eszter

Serbia: Vojislava Koljević, Jagoda Popovic

Slovakia: Eva Gambařová, Andrea Popadicova

Slovenia: Vojko Jurgec, Adela Krois

The authors would like to thank the editorial and design teams at Oxford University Press who have contributed their skills and ideas to producing this course.

Back cover photograph: Oxford University Press building/David Fisher.

Commissioned photography by: MM Studios pp.6, 8, 16, 28, 42, 54, 68, 80.

Illustrations by: Mark Duffin like/dislike icons, p.31; Daniel Duncan/The Bright Group pp.9, 12, 22, 23, 29 (ex5), 38 (ex1), 44, 55, 70 (ex2), 73, 75, 83; Gareth Llewellyn/The Bright Group pp.13 (ex5), 18, 37, 62 (ex3), 65 (ex4b), 70 (ex1), 82 (ex1–3); Alex Lopez/Astound US Inc pp.4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 17, 23, 25, 26, 27, 29, 37, 38, 39, 40, 41, 43, 48, 49, 50, 51, 52, 63, 64, 65, 67, 69, 75, 76, 77, 78, 79, 81; Teresa Martinez/Astound US Inc pp.7 (ex4b), 24, 25, 30 (ex5), 41, 74; Jennifer Naalchigar pp.11 (ex2), 13 (ex6), 19, 27 (ex7), 39, 47, 62 (ex1); Jamie Pogue/The Bright Group pp.8, 10, 11, 16, 17 (clocks), 20, 21, 29 (ex3b), 30 (ex1), 38, 43, 48, 51, 52, 53, 56, 59, 65 (Look!), 70 (ex4&5), 77, 79, 82 (ex4); Ben Scruton/Meiklejohn Illustration p.66; Amit Tayal/Beehive Illustration pp.34, 35, 60, 61, 67, 86, 67.

The publisher would like to thank the following for permission to reproduce photographs: 123RF pp.12 (twenty/inkdrop), 12 (thirty/Aleksandar Varbenov), 12 (forty/megastocker), 12 (fifty/Fernando Sanchez), 12 (sixty/Micha Klootwijk), 12 (seventy/roseov), 12 (eighty/Andrii Rafalskyi), 12 (label/Ekaterina Minaeva); Alamy Stock Photo pp.13 (leaves as umbrellas/Design Pics Inc), 21 (sundial/Zoonar GmbH), 21 (The Tower Hotel Sundial/Terry Mathews), 21 (Analemmatic sundial/PjrTravel), 27 (trading card/razorpix), 27 (spider-man comic/Les Breault), 27 (car magazine/Art Directors & TRIP), 27 (smiley badge/Alex Segre), 27 (house key/filmfoto), 27 (plastic dinosaur/Michael

Burrell), 32 (mosaic serpent/Peter Horree), 32 (Egyptian Animal Mummies/Hemis), 33 (Dunnock at nest/David Hosking), 33 (little owl/Brian Bevan), 36 (school lunch/MBI), 36 (schoolboy/Photofusion Picture Library), 36 (red school bus/Colin Underhill), 45 (yellow school bus/Curtseyes), 45 (Oxford Castle/Joaana Kruse), 45 (Christ Church meadow/Mark Beton/UK), 45 (Punting on the River Cherwell/Ian Dagnall), 45 (Rhinos at Cotswold Wildlife Park/Robin Weaver), 46 (sack race/Mark Boulton), 46 (mums race/MH People), 46 (community fete/Jason Freeman), 57 (solar oven/Frances Roberts), 57 (seed bombs/blickwinkel), 58 (Highland dancers/travelbild.com), 69 (Polymer five pound note/Joseph Gaul), 69 (polymer ten pound note/Alex), 69 (twenty pound note/Ben Molyneux), 72 (Tarr Steps clapper bridge/Paul Weston), 78 (prop food/Stephen Barnes/Entertainment), 85 (fox/tbkmedia.de), 85 (fox/dpa picture alliance); Daniel Holden p.21 (homemade sundial); Getty Images pp.18 (family/Simon Potter), 18 (happy girl/PeopleImages), 19 (teen boy/Erin Patrice O'Brien), 30 (schoolboy/Phil Boorman), 31 (girl with plaits/Howard Kingsnorth), 36 (sleeping boy/Sue Barr), 36 (girl tying laces/Julie Toy), 36 (boy eating cereal/Kraig Scarbinsky), 36 (girl with apple/Natalie Faye), 36 (boy eating spaghetti/Stop Images), 36 (brushing teeth/KidStock), 36 (child sleeping/Juanmonino), 36 (girl at door/David Young-Wolff), 36 (boy studying/Elisabeth Schmitt), 36 (camp fire/Titus Lacoste), 43 (Smiling African American boy/Sam Bloomberg-Rissman), 43 (young girl/Mike Kemp), 46 (boys on tractor/Jamie Grill Photography), 57 (Eugene Cernan on Lunar Rover/NASA/Science Photo Library), 57 (butterfly/Peter Travers/Digital Camera Magazine), 58 (bodyboarding/Justin Pumfrey), 72 (suspended footbridge/David Chapman), 78 (classroom/Caiaimage/Chris Ryan), 78 (director/bjones27), 78 (animal prop/Matt Cardy), 83 (schoolboy/Hero Images), 84 (Independence parade/Gabrielle Lurie/AFP), 84 (smiling girl/Artem Varnitsin/EyeEm), 84 (preteen boy/PhotoAlto/Frederic Cirou), 84 (Notting Hill Carnival/Daniel Leal-Olivas/AFP), 84 (young boy/Jamie Garbutt), 84 (boy outside/Kryssia Campos), 84 (girl at playground/Hero Images), 84 (mixed race girl/Kevin Dodge), 85 (Arctic fox/Wayne Lynch), 85 (Fennec fox/Konrad Wothe/Minden Pictures); Joyce Ligeti-Pretorius p.71; Oxford University Press pp.4 (pencil/Dennis Kitchen Studio, Inc.), 4 (pencils/Africa Studio), 4 (books/ajt), 12 (ninety/Andrew Rafalsky), 20 (flags of the world/xiver), 20 (world map/Mervana), 27 (stickers/Ilian_2011), 27 (ammonite/Lutya), 27 (Buzz Lightyear toy/N Azlin Sha), 41 (bananas/Gareth Boden), 41 (cheese/Kim Nguyen), 41 (eggs/virtu studio), 41 (jam/eZeePics Studio), 43 (cupcake/Ruth Black), 43 (biscuits/Moving Moment), 43 (popcorn/Helen Sessions), 43 (crisps/bitt24), 43 (pizza/Africa Studio), 43 (burger/primopiano), 43 (hot dog/C Squared Studios), 43 (orange juice/Evgeny Karandaev), 43 (ice creams/Ingram), 43 (apple pie/HG Photography), 44 (biscuits/Moving Moment), 44 (popcorn/Helen Sessions), 44 (cheese/Kim Nguyen), 44 (eggs/virtu studio), 44 (ice creams/Mervana), 46 (spoon/kritskaya), 58 (tropical beach/Efired), 62 (cinema/Radu Berca), 62 (British Museum/Cedric Weber), 62 (pool/Tatiana Belova), 62 (cafe/Chris King), 62 (restaurant/ariadna de raadt), 62 (library/Lim Yong Hian), 68 (fish and chips/Joe Gough), 68 (burger/rvsoft), 68 (chips/kungverylucky), 68 (wood background/Reinhold Leitner), 69 (British coins/Claudio Divizia), 69 (British pound/Craig Russell), 78 (doctor/Monkey Business Images), 78 (nurse/Monkey Business Images), 78 (Policewoman/pcrucciatti), 78 (painter/George Dolgikh), 78 (sports reporter/Maxisport), 84 (barbecue/stockcreations), 84 (fireworks/Pavel Vakhrushev); Shutterstock pp.4 (book/kak2s), 18 (family/Ruslan Guzov), 21 (sundial/Nick Andros), 27 (souvenir magnets/Concept Photo), 28 (colourful scenes/malamalama), 28 (climber/Vitalii Bashkatov), 32 (The Eden Project/David Hughes), 32 (Corpse Flower/Andrei Medvedev), 32 (pitcher plant/Decha Thapanya), 32 (The British Museum/Claudio Divizia), 33 (Gentoo penguin/Alexey Seafarer), 33 (swallow nest/Viesturs Jugs), 36 (girl on school bus/Monkey Business Images), 36 (shower/Valiza), 36 (washing face/J2R), 36 (washing hands/karnavalfoto), 41 (salami/Nattika), 41 (grilled chicken/Moving Moment), 41 (tin tuna/Asier Romero), 44 (tuna salad/Jacek Chabraszewski), 44 (colourful cupcakes/Ruth Black), 45 (ghost/Joe Prachattree), 45 (boy asleep on bus/unguryanu), 46 (blacksmith/grafvision), 46 (pony/Andy Lidstone), 47 (compass/Olga Popova), 55 (sport figures/Iconslow), 57 (cheese making/stockfour), 57 (moon surface/HelenField), 57 (hurdler/ostill), 58 (accordion/RemarkEliza), 58 (waves/Kelly Headrick), 62 (shopping centre/Lukasz Pajor), 62 (supermarket/06photo), 62 (school kids/Monkey Business Images), 62 (hospital/Spiroview Inc), 68 (battered sausage and chips/Richard M Lee), 68 (scotch eggs/D. Pimborough), 68 (fried chicken/dolphfyn), 72 (Golden Gate Bridge in San Francisco/Lucky-photographer), 72 (Tower Bridge/JuliaST), 78 (driver/Monkey Business Images), 78 (scientist/Gorodenkoff), 78 (shopping/Dmitry Kalinovsky), 78 (cabin crew/Sorbis), 78 (barber/Basyn), 78 (mechanic/Dmitry Kalinovsky), 78 (musician/Eugenio Marongiu), 78 (directors chair/RomeoLu), 78 (spider/Sebastian Janicki), 80 (emojis/Carboxylase), 84 (coconut drink/apiguide).

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6	B New friends	Numbers / countries Everyday English: likes
8	C Come to the park	<i>can / can't</i> Action verbs
1	Me!	
10	A In the playground	<i>be: singular forms</i> Feelings
12	B My family	<i>be: plural forms</i> Family members
14	C Birthdays	possessives Dates
16	D Hurry up!	School subjects Everyday English: telling the time
	Revision 18	My project: My day, my feelings 19 Culture: Do you speak English? 20 🎬
2	At home	
22	A My room	<i>have got; a, some, any</i> Items in a room
24	B My pets	<i>have got / has got</i> Pets / parts of the body
26	C My things	Question words Collections
28	D Too late!	<i>this, that, these, those</i> Places in a house Everyday English: polite requests
	Revision 30	My project: My brilliant bedroom 31 Culture: Interesting collections 32 🎬
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3	My day, your day	
36	A Different days, different routines	present simple: <i>I, you, we, they</i> My routine
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40	C A picnic for lunch	present simple: <i>love / like / don't like / hate</i> Food
42	D A family party	Party food Everyday English: offers and requests
	Revision 44	My project: My great school trip 45 Culture: Special days at school 46 🎬
4	After school	
48	A At home	present continuous Indoor activities
50	B A concert	present continuous: <i>Wh-</i> questions Musical instruments
52	C At the park	object pronouns Outdoor activities
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	Revision 56	My project: My after school activities 57 Culture: Weekend fun 58 🎬
	Dr Z: episode two 60	
5	In town	
62	A Our town	<i>there is / there are</i> Places in a town
64	B At the funfair	prepositions of place Funfair
66	C The chase	present simple: <i>Wh-</i> questions Transport
68	D At the chippy	Money Everyday English: shopping dialogue
	Revision 70	My project: Pop-up of your perfect street 71 Culture: Famous bridges 72 🎬
6	At the weekend	
74	A Going for a walk	<i>What...like?</i> Clothes
76	B What's on TV?	present continuous: review Television programmes
78	C I work at the weekend	present simple: review and extension Jobs
80	D The superheroes special	Phone numbers Everyday English: phone language
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Reading / Writing

Listening / Speaking

Pronunciation

R Lily and Finn	S <i>be: it is / they are</i>	
R New friends	L S Countries and nationalities	
R Come to the park	L S Matching dialogues	The alphabet

	S Questions about emotions	
R W My family		
R Birthdays	L S Personal information	Rhythm
R Hurry up!	L S Questions about school	

Song: 21 

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	S Things in your room	
W Lost!	L Body parts S <i>Guess the Animal</i> game	
R My things	S Collections	/b/ /ɔ:/
R Too late!	L S Matching the rooms	

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	S Questions about your day	
W A character in a book		
R A picnic for lunch	S Offering food	/tʃ/ /dʒ/
R A family party	L S A menu	

Song: 47 

Learn through English: Maps (Geography) 47

	S Miming game	
R A concert	S Frozen scene game	/v/ /w/
R W At the park		
R At the leisure centre	L S Activities	

Learn through English: Muscles (Science) 59

W Describing a street	L Matching dialogues to streets	/θ/ /ð/
R At the funfair	S Attractions at the funfair	
R A Day in the life of Jane P	S How does the story end?	
R At the chippy	L Menu S Role-play	

Song: 73 

Learn through English: From village to town (History) 73

R W Where is Evie?	L TV show	
R What's on TV?	S Drawing game	/r/ silent r
R Mum and Dad's jobs	L Game show S <i>What's the Job?</i> game	
R The superheroes special	L S Phone calls	

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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 Starter*, there are three sets of characters who appear regularly throughout the course.

Students will quickly get to know brother and sister Finn and Lily and their pets, Chris the chameleon and Sid the snake. These characters are seen in a cartoon story in each unit, and Chris and Sid also feature in the Grammar and Everyday English sections, to add an element of fun to the linguistic explanations.

Students will also grow familiar with brother and sister Joel and Rosie and their school friends, Leila and Jan. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as having a family party or trying out sports at a leisure centre.

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

Tour of the Teacher's Guide

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

Unit objectives

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

Language summary

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

► Reference to supplementary materials

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

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

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

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

EXTRA CHALLENGE These notes suggest ways in which a task may be exploited to ensure that more able students or classes remain engaged and challenged. In a mixed-ability class, these tasks will help to ensure that stronger students maximize their potential and, by keeping them actively involved, will also limit the possibility of boredom and 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. *Doctor Z Episode 1*: 'Doctor Z is Zelda's uncle.' 'Harry hates turtles.' Students have to correct the false information. With stronger classes, this could be done as a pair activity.
5. Pause the video at intervals and get students in pairs to ask and answer questions.
6. Students work in a group and choose a scene from the video to act out. Give them time to practise and then get each group to present to the class. Alternatively, allocate a different scene to each group and then the class acts out the whole story. This is a dynamic, creative activity and a good way for students to practise some of the key language and grammar from the previous two units.

Mixed-ability support

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

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

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

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

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

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

21st Century skills

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

Special Educational Needs in the ELT classroom

Adapted from the original material by Marie Delaney

What is SEN?

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

Strengths, not just weaknesses

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

You can do it!

You might be worried about trying to include students with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher, you are used to dealing with different personalities and abilities in your class. You are probably continually adapting to 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.

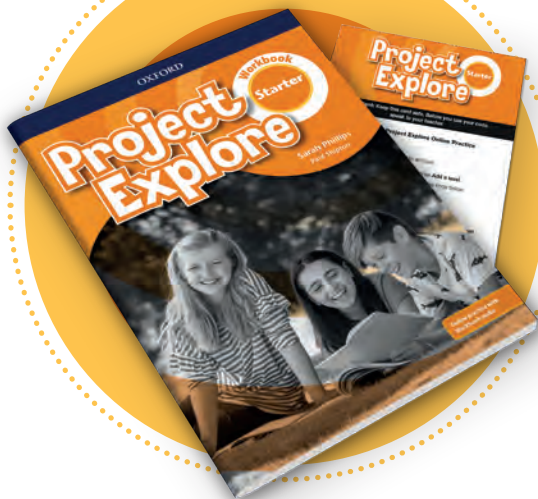
Course overview

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

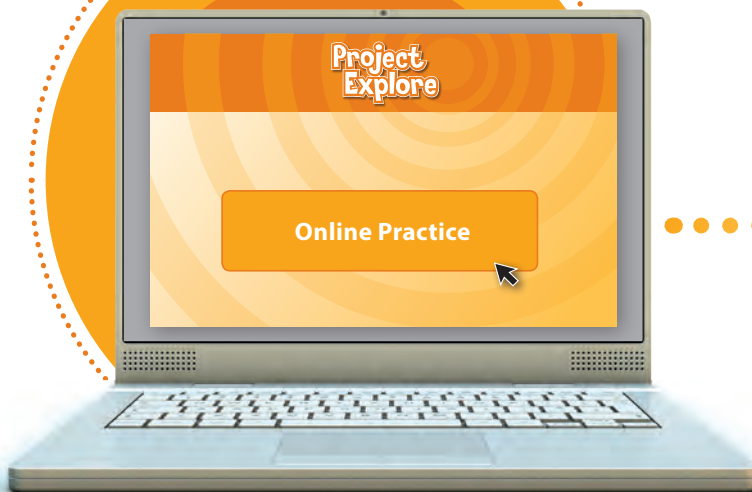
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



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.



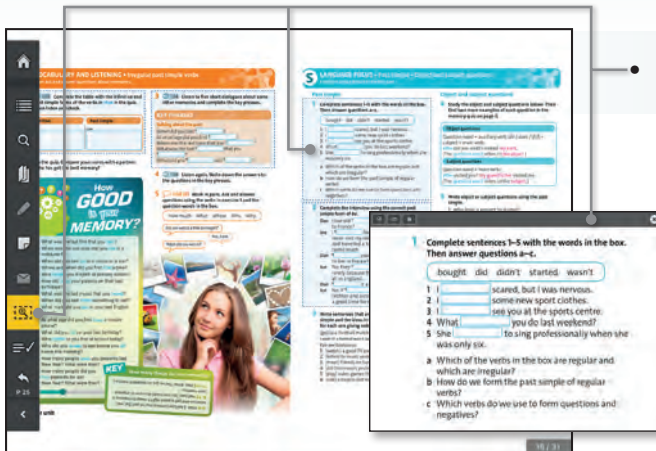
Project Explore Classroom Presentation Tool

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.

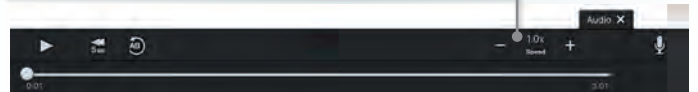
Play audio and video at the touch of a button, launching activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large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

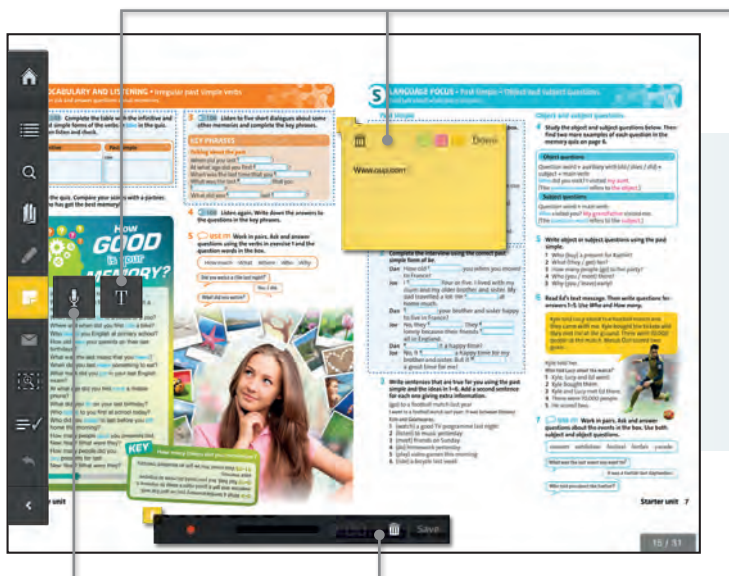
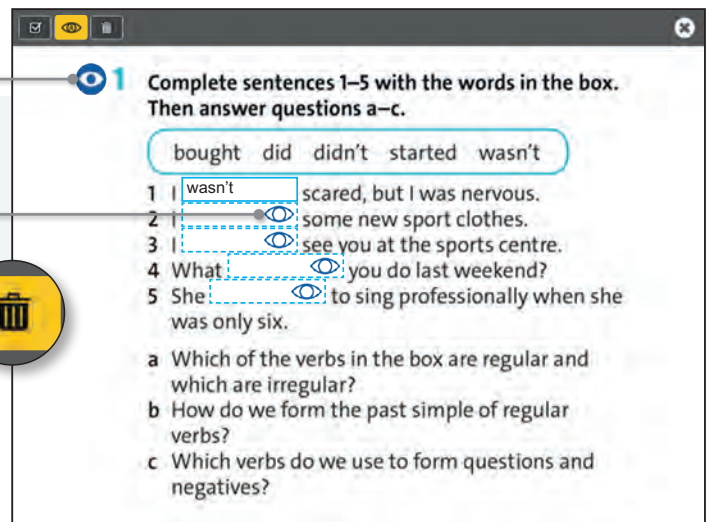


- Focus your students' attention on a single activity.

- 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
<p>Vocabulary</p> <ul style="list-style-type: none"> classroom objects colours numbers 1–20 countries and nationalities everyday activities <p>Grammar</p> <ul style="list-style-type: none"> <i>be: it is/they are</i> <i>can/can't</i> <p>Pronunciation</p> <ul style="list-style-type: none"> letters of the alphabet <p>Text types</p> <ul style="list-style-type: none"> cartoon story dialogues photostory messages <p>Communication</p> <ul style="list-style-type: none"> asking and answering questions about things you like exchanging personal information asking and answering questions about abilities practising dialogues with a partner 	<p>Receptive skills</p> <ul style="list-style-type: none"> follow a simple cartoon story read and decide whether statements about what you have read are true or false understand common classroom instructions follow a simple photostory find information in reading texts and use it to answer questions understand the main points and idea from reading or listening to a story listen and complete missing information <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words, phrases and sentences using the correct pronunciation write simple sentences about personal objects write questions about personal information write sentences about your abilities pronounce the letters of the alphabet correctly spell your name and other simple words <p>Interactive skills</p> <ul style="list-style-type: none"> take part in guessing games exchange information about your favourite colours give and follow simple instructions 	<p>Creativity</p> <ul style="list-style-type: none"> take part in mime and drawing activities <p>Geography</p> <ul style="list-style-type: none"> vocabulary related to countries and nationalities

Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> adjectives of feeling family members numbers 20–100 adjectives to describe people dates school subjects days of the week <p>Grammar</p> <ul style="list-style-type: none"> <i>be</i>: singular forms <i>be</i>: plural forms possessives <p>Pronunciation</p> <ul style="list-style-type: none"> saying dates sentence stress, rhythm and rhyme in a chant <p>Text types</p> <ul style="list-style-type: none"> dialogues short texts cartoon story photostory notes <p>Communication</p> <ul style="list-style-type: none"> taking part in a guessing game presenting information about classmates to a partner asking and answering questions about your school timetable exchanging information about your favourite day at school 	<p>Receptive Skills</p> <ul style="list-style-type: none"> identify wrong information in simple sentences read and understand descriptions of family members follow a simple cartoon story read and decide whether statements about what you have read are true or false seek detailed information from simple reading or listening texts follow a simple photostory find information in reading texts and use it to answer questions <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and dialogues using the correct pronunciation write sentences describing how you feel write simple descriptions of people make notes about members of your family write short descriptions of people in your family say the time in two different ways complete sentences with missing words <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about feelings ask and answer questions about people's age ask and answer questions about people you know exchange information about birthdays exchange information about your favourite school subjects deliver a presentation and respond to questions listen to presentations and ask questions to the presenters ask and answer questions about time 	<p>Critical thinking</p> <ul style="list-style-type: none"> understand and solve puzzles <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> project – create a feelings wheel <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Geography</p> <ul style="list-style-type: none"> identify flags of English-speaking countries; locate countries on a world map <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> English around the world – comparison between English-speaking and own country <p>Science</p> <ul style="list-style-type: none"> how to make a sundial <p>Music</p> <ul style="list-style-type: none"> listen to and sing a song

Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> furniture animals and body parts things to collect rooms in the house <p>Grammar</p> <ul style="list-style-type: none"> <i>have got/has got</i> <i>a, some, any</i> question words <i>this, that, these, those</i> <p>Pronunciation</p> <ul style="list-style-type: none"> /ɒ/ /ɔ:/ rhythm and rhyme in a chant <p>Text types</p> <ul style="list-style-type: none"> dialogues advertisement cartoon stories photostory notes articles short texts <p>Communication</p> <ul style="list-style-type: none"> taking part in guessing games asking and answering questions about things in your room asking and answering questions about animal characteristics asking and answering questions about collections asking for, giving and refusing permission politely writing and presenting a dialogue 	<p>Receptive Skills</p> <ul style="list-style-type: none"> listen to information and use it to answer questions follow simple cartoon stories understand the main points and idea from reading or listening to a story find information in reading texts and use it to answer questions follow a simple photostory seek detailed information from reading or listening texts listen to and check predicted answers <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and dialogues using the correct pronunciation complete sentences with missing words write a list of things in your room write simple sentences describing an animal complete an advertisement with missing information make a concept map with details about a pet write an advertisement about a lost pet form questions using correct word order <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about pictures ask and answer questions about pets practise dialogues with a partner exchange a written description of an animal with a partner and guess their animal deliver a presentation and respond to questions listen to presentations and ask questions to the presenters read and exchange information about interesting collections give your own and listen to others' opinions describe a photo to a partner 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity / collaboration</p> <ul style="list-style-type: none"> create a dialogue with a partner and act it out for the class <p>Creativity</p> <ul style="list-style-type: none"> project – create a plan of a brilliant bedroom <p>IT</p> <ul style="list-style-type: none"> use an app to create a room plan <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> collections – comparison between interesting collections in the UK and own country <p>Environment studies</p> <ul style="list-style-type: none"> vocabulary related to animals; birds and their nests

Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
Vocabulary <ul style="list-style-type: none"> daily routine everyday activities food Grammar <ul style="list-style-type: none"> present simple – positive, negative, questions expressing likes and dislikes Pronunciation <ul style="list-style-type: none"> /tʃ/ /dʒ/ rhythm and rhyme in a chant Text types <ul style="list-style-type: none"> dialogues texts fact file cartoon story photostory map Communication <ul style="list-style-type: none"> asking and answering questions about daily routine making and responding to offers politely practising a dialogue about ordering food 	Receptive skills <ul style="list-style-type: none"> listen to information and use it to answer questions seek detailed information from reading or listening texts read and identify wrong information follow a simple cartoon story understand the main points and idea from reading or listening to a story follow a simple photostory listen to check predicted answers read and identify personal opinions Productive skills <ul style="list-style-type: none"> listen to and repeat words, phrases and dialogues using the correct pronunciation write questions using correct word order write sentences about your daily routine complete texts with missing words complete a fact file with notes about a book or film character write a text about a fictional character Interactive skills <ul style="list-style-type: none"> talk about and compare your daily routine with a partner's take part in a guessing game write questions about a text, then ask and answer with a partner talk about your favourite book or film characters discuss food likes and dislikes deliver a presentation and respond to questions listen to presentations and ask questions to the presenters read and exchange information about special days at school give your own and listen to others' opinions describe and follow routes on a map 	Critical thinking <ul style="list-style-type: none"> analyse input to determine grammar rules Creativity <ul style="list-style-type: none"> take part in mime and role-play activities Language and literature <ul style="list-style-type: none"> read and write about fictional characters from books Collaboration / creativity <ul style="list-style-type: none"> work in a group to create a menu Creativity <ul style="list-style-type: none"> project – create a presentation about a great school trip Critical thinking <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project Civic studies / critical thinking <ul style="list-style-type: none"> special days at school – comparison between special days in England / Australia and own country Geography <ul style="list-style-type: none"> compass points and map-reading Music <ul style="list-style-type: none"> listen to and sing a song

Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> everyday activities musical instruments sports <p>Grammar</p> <ul style="list-style-type: none"> present continuous Wh- questions object pronouns <p>Pronunciation</p> <ul style="list-style-type: none"> /v/ /w/ rhythm and rhyme in a chant <p>Text types</p> <ul style="list-style-type: none"> dialogues cartoon stories short texts photostory posters leaflets article <p>Communication</p> <ul style="list-style-type: none"> taking part in guessing games making and responding to suggestions discussing weekend activities practising dialogues with a partner 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and understand short dialogues read and identify wrong information follow simple cartoon stories find information in reading texts and use it to answer questions identify description and extra information in written text follow a simple photostory seek detailed information from reading or listening texts read a text and complete a concept map understand and follow instructions <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words, phrases and dialogues using the correct pronunciation write sentences describing what you are doing make notes describing a photo write a description of a personal photo <p>Interactive skills</p> <ul style="list-style-type: none"> describe and identify people in a picture ask and answer questions about musical instruments ask and answer questions about what people are doing ask and answer questions about sports write and practise a dialogue deliver a presentation and respond to questions listen to presentations and ask questions to the presenters read and exchange information about weekend activities talk about weekend activities and sports in your country ask and answer questions about muscles and exercise 	<p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Creativity</p> <ul style="list-style-type: none"> take part in mime and role-play activities <p>Collaboration</p> <ul style="list-style-type: none"> work in a group to write sentences in the present continuous <p>Music</p> <ul style="list-style-type: none"> vocabulary related to musical instruments <p>Collaboration / creativity</p> <ul style="list-style-type: none"> work in a group to create a scene and present it to the class <p>PE</p> <ul style="list-style-type: none"> vocabulary related to sport and the body <p>Collaboration</p> <ul style="list-style-type: none"> recreate a dialogue and practise it with a partner <p>Creativity</p> <ul style="list-style-type: none"> project – create a poster for an after-school club <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> leisure activities – comparison between popular activities in Scotland / Australia and own country <p>Science</p> <ul style="list-style-type: none"> muscles

Unit 5

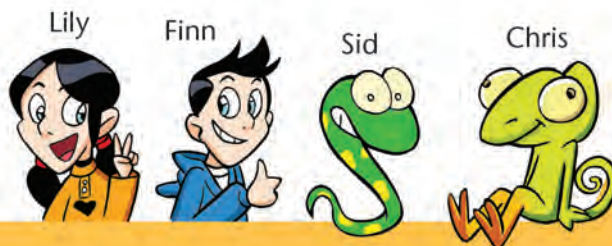
Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> places in the town funfair attractions transport prices <p>Grammar</p> <ul style="list-style-type: none"> <i>there is/there are</i> prepositions of place present simple: <i>Wh-</i> questions <p>Pronunciation</p> <ul style="list-style-type: none"> /θ/ /ð/ rhythm and rhyme in a chant <p>Text types</p> <ul style="list-style-type: none"> dialogues maps short texts cartoon story short story photostory menus leaflets <p>Communication</p> <ul style="list-style-type: none"> asking for and giving information about maps exchanging ideas about possible endings to a short story practising a takeaway shop role-play with a partner 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to information and use it to answer questions follow a simple cartoon story understand the main points and idea from reading or listening to a story find information in reading texts and use it to answer questions listen to check predicted answers follow a simple photostory seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and dialogues using the correct pronunciation write questions about street maps choose the correct words to complete a text write a description of a street express feelings and give personal information in a written text complete sentences and dialogues with missing words form questions using correct word order <p>Interactive skills</p> <ul style="list-style-type: none"> take part in guessing games ask and answer questions about street maps ask and answer questions about funfair attractions ask for and give simple directions take part in simple conversations ask and answer questions about different modes of transport ask for and say prices deliver a presentation and respond to questions listen to presentations and ask questions to the presenters read and exchange information about famous bridges discuss famous bridges in your country describe and identify pictures of towns discuss changes in your town 	<p>Creativity</p> <ul style="list-style-type: none"> take part in drawing and role-play activities <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules <p>Critical thinking</p> <ul style="list-style-type: none"> understand and solve a puzzle <p>Creativity</p> <ul style="list-style-type: none"> imagine the ending to a short story <p>Creativity</p> <ul style="list-style-type: none"> project – create a pop-up of a perfect street <p>Critical thinking</p> <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> famous bridges – comparison between bridges in English-speaking countries and own country <p>History / geography</p> <ul style="list-style-type: none"> settlements <p>Music</p> <ul style="list-style-type: none"> listen to and sing a song

Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
Vocabulary <ul style="list-style-type: none"> clothes weather TV programmes jobs phone numbers Grammar <ul style="list-style-type: none"> <i>What...like?</i> present continuous: review and extension present simple: review Pronunciation <ul style="list-style-type: none"> /r/ and silent r rhythm and rhyme in a chant Text types <ul style="list-style-type: none"> short texts dialogues cartoon stories photostory text messages notes Communication <ul style="list-style-type: none"> taking part in guessing games practising dialogues with a partner asking and answering questions about people's jobs writing and presenting a telephone conversation 	Receptive skills <ul style="list-style-type: none"> listen to information and use it to answer questions read and identify wrong information follow simple cartoon stories understand the main points and idea from reading or listening to a story find information in reading texts and use it to answer questions follow a simple photostory Productive skills <ul style="list-style-type: none"> listen to and repeat words and dialogues using the correct pronunciation make notes about TV programmes write an introduction for an episode of a TV programme write sentences describing what people are doing write sentences describing people's jobs make questions to ask about people's jobs Interactive skills <ul style="list-style-type: none"> describe people's clothes and appearance ask and answer questions about clothes ask and answer questions about the weather ask and answer questions about TV programmes you watch say and understand phone numbers deliver a presentation and respond to questions listen to presentations and ask questions to the presenters read and exchange information about summer festivals exchange opinions and personal responses to reading text content discuss animals and their habitats 	Creativity <ul style="list-style-type: none"> devise an episode of a TV show and write the introduction Critical thinking <ul style="list-style-type: none"> analyse input to determine grammar rules Collaboration <ul style="list-style-type: none"> work with a partner to write sentences in the present continuous Creativity <ul style="list-style-type: none"> take part in mime, drawing and role-play activities Collaboration / creativity <ul style="list-style-type: none"> invent a phone conversation with a partner and present to the class Creativity <ul style="list-style-type: none"> project – design a uniform IT <ul style="list-style-type: none"> conduct online research about uniforms Critical thinking <ul style="list-style-type: none"> project – analyse and evaluate others' work to understand what makes a good project Civic studies / critical thinking <ul style="list-style-type: none"> summer festivals – comparison between festivals in the USA / England and own country Environment studies <ul style="list-style-type: none"> animals and their habitats

Introduction

A Lily and Finn



What's in your school bag?

1 a 1.02 Read and listen to the story.
What is in Lily's school bag?



Vocabulary

2 a Complete the labels in exercise 1 with the words in the box.

book calculator pen rubber school bag

b 1.03 Listen and check, then repeat.

Look!



b Read the story again. Are the sentences true (T) or false (F)?

- 1 Finn and Lily are brother and sister.
- 2 Chris is a ruler.
- 3 Sid is a snake.
- 4 Chris isn't in Lily's bag.
- 5 Sid is in the bag.