

Project **1** Explore

Upgraded

Teacher's Guide

with Digital Pack

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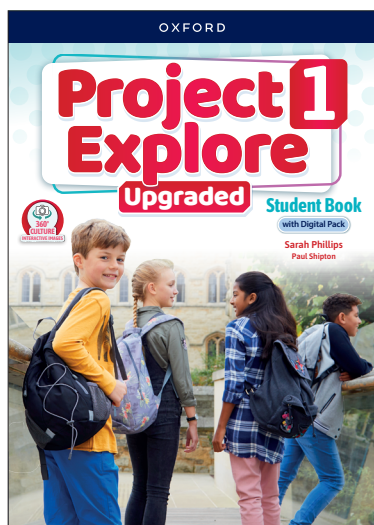
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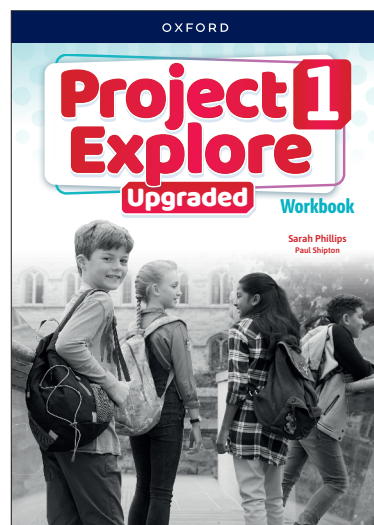
Print components

FOR STUDENTS



Student Book

- 6 topic-based units each including a cartoon story, *Culture* lesson, *Project* lesson and *Revision* lesson
- 3 interactive 360° *Culture* lessons
- A 3-part adventure story for extended reading



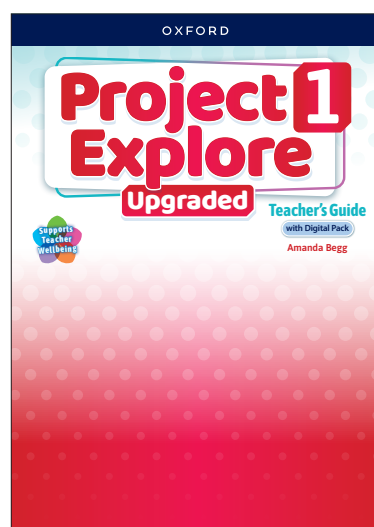
Workbook

- Further practice and reinforcement of the language in the Student Book
- Support pages for the *Project* lesson
- Learner progress check and *I can ...* statements for self-assessment at the end of each unit
- Grammar Summary with consolidation Challenge exercises
- Wordlist and phonetic transcriptions

FOR TEACHERS

Teacher's Guide

- An overview of the course and its methodology
- Professional development support
- Teaching notes for the Student Book
- Optional extra activities for fast finishers
- Learner progress section at the end of each lesson
- Teacher well-being tips
- Answer keys and audio and video scripts
- Access code for Oxford English Hub



Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at oxfordenglishhub.com

FOR STUDENTS

Student Book e-book

- A digital version of the Student Book with audio, video and 360° *Culture* interactive images

Workbook e-book

- A digital version of the Workbook with audio

Student Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary

Student resources

- Course audio and video including scripts



FOR TEACHERS

Teacher's Guide

- PDF version

Classroom Presentation Tool (CPT)

Student Book

- Student Book on screen with audio, videos (including animated stories, grammar animations, Project Coach videos and Reflect videos), 360° *Culture* interactive images, answer keys and songs
- Games and interactive activities
- Navigate function to the Workbook

Workbook

- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

Course assessment

- Photocopiable unit tests, progress tests and end-of-year test – all at two levels with a dyslexia-friendly version of each A test as well

Teacher Resources

- Photocopiable worksheets to practise grammar, vocabulary, reading, speaking and writing
- Song worksheets

Teacher Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

Professional Development

- Methodology support, bite-sized training and more to maximize your teaching

Introduction

Project Explore Upgraded is a five-level course for young learners of English aged 10–15. The whole course takes learners from beginner to pre-intermediate level.

The design of the course has been upgraded to make the lessons even clearer and easier to follow. New digital features, such as the 360° interactive culture lessons, animated grammar videos, and Project Coach videos, have been added to help prepare young students for the globalized, digital world of the 21st century. However, the popular course characters and stories, and the tried and trusted *Project* methodology have been maintained.

Course methodology

Project Explore Upgraded is an easy-to-use course with a syllabus based on a traditional structural progression. It provides a highly structured learning environment to guide and support students. In each unit, grammar and vocabulary is broken down into manageable chunks of content, and presented through engaging, meaningful tasks. The language acquired is then 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, ensuring that students' interest and involvement is maximized.

The course syllabus combines the best of contemporary and traditional approaches to language teaching. It incorporates ideas such as learner progress, project work and role-play, while providing a solid grammar framework and plenty of practice of structures, functions and vocabulary.

Project Explore Upgraded is designed to include a high level of flexibility to help meet the individual needs of all students. Teachers can select which elements to use in class and in which order, and also select which elements may be better suited for homework. The course offers:

- an extended *Introduction unit* to provide support for young students starting out with *Project Explore Upgraded*. It offers a *Play and Review* page of fun activities to remind students of the basic grammar structures that are the foundation of the course.
- a project in every unit with clear outcomes and step-by-step support for students to help them use their English with creativity and imagination, while at the same time consolidating the new grammar and vocabulary they have learned.
- animated grammar videos to support the Student Book grammar presentations and provide relatable content for students of all abilities.
- three 360° Culture lessons, which transport students into life in other cultures, help them to establish a connection between language and life in other countries, and encourage them to explore differences and make comparisons with aspects of their own culture.

Project work

Project work is a student-centred form of learning. It is an important vehicle for the development of global skills for the 21st century including digital literacies.

A high level of engagement is achieved when learners find project goals meaningful and relatable, and this in turn can lead to deeper levels of learning. Outcomes include improved language skills, transferable project skills, and good retention of learning.

The projects in *Project Explore Upgraded* contain a number of important elements:

- A **clear project goal** based on a topic that students find meaningful and relevant to their own lives. Students write about their family, their school, their town, their hopes and dreams, and they do research into topics of their choice that interest them.
- Support for **project preparation** is provided in the Workbooks, where students are encouraged to build their projects in manageable steps. The Project Coach videos also provide students with useful tips for their project work in a fun and dynamic format.
- During the project work, students **develop a range of global skills** such as: critical thinking, communication, creativity and collaboration. Project work can require students to collect information, draw or print pictures, make decisions about what to include, arrange texts and visuals, carry out interviews and surveys, and make recordings.
- The projects all involve producing some form of **final output**, for example, a presentation, a poster, a slideshow or a display. This gives students of all abilities and skills a clear sense of achievement. It also encourages the use of a wide range of communicative skills.
- During project work, students **increase their knowledge** not only of English, but also of broader topics of interest.
- Students are encouraged to **reflect on their work** to consider what they learned during their project work, and in which areas they could improve.
- Students are also sometimes encouraged to **give and receive feedback** both from each other and the teacher in order to improve what they are doing and how they are doing it.

Grammar

In *Project Explore Upgraded*, grammar presentation and practice activities are clearly signposted in green. The grammar input in the course is structured in a way which allows students to gradually progress from understanding to acquiring, and finally using the language with confidence. New structures appear in context so that teachers can use a guided discovery approach to grammar. Rules are confirmed by the amusing course characters Winston and Bot. Teachers can also present new structures using the Grammar animation videos, which provide a clear and relatable context for the new grammar, which is accessible to students of all abilities. Expanded grammar tables and explanations of each main grammar point can be found in the *Grammar Summary* section of the Workbook.

Practice of each grammar structure is provided not only in the Student Book, but reinforced with additional graded practice in the accompanying lessons of each unit of the Workbook.

Worksheets for additional grammar practice of each new structure at two ability levels (Standard and Challenge) are available in the Teacher Resources on Oxford English Hub.

Vocabulary

In *Project Explore Upgraded*, vocabulary presentation and practice activities are clearly signposted in blue. Each unit has two or sometimes three core vocabulary sets, which are generally topic-based.

Each vocabulary section starts with visual and audio input accompanied by a short task. This is followed by a communicative activation task. In addition, further reinforcement of new vocabulary is provided through practice tasks in the Workbook and the photocopiable vocabulary worksheets available in the Teacher Resources. There are also photocopiable vocabulary mind maps which students can complete for themselves with vocabulary they have learned, to build a personalized, visual vocabulary bank.

Skills development

Development of the skills of reading, listening, speaking and writing is an important aspect of the *Project* methodology. To recreate authentic use of language, skills are often integrated. For example, students may read and complete a quiz and then listen to check their answers, or they might listen to a dialogue, write about what they have heard, then adapt the dialogue and personalize it with their partner. Not only is this blending of skills natural, it also helps keep students engaged and curious.

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.

The speaking tasks in *Project Explore Upgraded* help students to consolidate and practise the grammar and vocabulary they have learned. In addition to the main speaking tasks, there are numerous other opportunities to practise oral skills, for example, through sharing ideas on a new topic or through the *Over to you!* activities, through practising the pronunciation of new vocabulary, using cues in grammar exercises to facilitate pairwork, and through the project work. The *Everyday English* section in each unit equips students with functional language to enhance effective, natural communication. And to further practise spoken language, there are entertaining, memorable chants with a pronunciation focus.

Revision, Culture and Learn through English

Revision

Each unit of *Project Explore Upgraded* includes a *Revision* lesson, which consolidates the new grammar, vocabulary and *Everyday English* phrases of the unit through a variety of activities. There is a corresponding *Progress check* lesson in the Workbook, which includes a *Your progress* self-assessment section allowing students to reflect on their progress and consider in which areas they may need further practice.

Culture

Each Culture page in the main units 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 videos for extension purposes.

In addition, the Upgraded edition of *Project Explore* includes three *360° Culture* lessons, which focus on culture in an exciting and interactive manner. The dynamic 360° photos can be launched on the CPT and e-book.

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 Book and Workbook integration

The Workbook provides additional write-in activities to reinforce and consolidate the content of the Student Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror the unit and section structure of the Student Book. There is clear signposting in the Student Book to direct learners to the relevant Workbook exercises.

To support differentiation, the Workbook tasks are graded by difficulty and clearly marked with one to 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.

Clear presentation of new vocabulary through photos or illustrations.

You First activities at the beginning of lessons activate students' knowledge of the language or topic they are going to learn in a personalized way.

There is a strong emphasis on vocabulary. New language is presented at the beginning of a section and then practised in relation to the grammar and skills in that section.

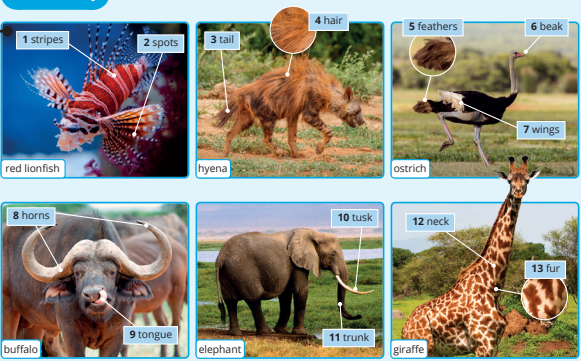
The lesson's objectives are highlighted at the top of the Student Book page.

3 ANIMALS EVERYWHERE

3A WILD ANIMALS

YOU FIRST Work with a partner. How many animal names can you say in one minute?

Vocabulary



1 **041** Listen and repeat.

2 a Read the sentences. Can you guess the meanings of the **highlighted** words?

- Red lionfish are **pretty**. Hyenas are **ugly**.
- Buffalos are **heavy**. Lizards are **light**.
- Hyenas have got **light** hair. Ostriches have got **dark** feathers.
- Ostriches are **fast**. Snails are **slow**.
- Giraffes are **tall**. They've got **long** legs. Hyenas have got **short** legs.
- Snakes are **smooth**. Gorillas are **hairy**.
- Elephants are **big**. Baby elephants are **small**.

b **042** Listen and repeat the **highlighted** words.

3 a Read the dialogue. Complete the gap with the correct animal name.

A You start. Tell me about your animal. B It's got **fur**.
A Has it got **horns**? B Yes, it has.
A Is it **ugly**? B Well, I think so!
A I know! It's the _____!

b **043** Listen and check.

c Work with a partner. Choose an animal from the box and ask and answer questions. Use the phrases from exercise 2a and change the **highlighted** words.

buffalo elephant giraffe gorilla hyena
lizard ostrich red lionfish snail snake

► Workbook page 26, exercises 1-3

Students are given the opportunity to practise the pronunciation of all new language.

All new lexical sets are followed by a practice exercise to familiarize students with the language and to provide consolidation.

3A


3A Vocabulary – Animal features Grammar – Comparatives – short adjectives

Reading

4 a Work with a partner. What do you know about elephants? Can you answer these questions?

- Do adult male and female elephants live together?
- Where are elephants from?
- Why is an elephant's trunk very special?

b Now read the article and check your answers.



Female elephants and their babies live in groups. One of the elephants is the leader. She is older than the other elephants. The adult male elephants don't live in the group. They live alone in the jungle or on the savannah.

There are two kinds of elephants: Asian elephants and African elephants. African elephants are bigger than Asian elephants. They're taller than Asian elephants and they've got bigger ears. Both types of elephant have got long tusks, but an Asian elephant's tusks are shorter. They've both got long trunks, but they are different. African elephants have got two 'fingers' at the end of their trunk. Asian elephants have only got one 'finger'. They can use their trunks to pick up food and to get water, but they don't drink with their trunks. They use their mouths. Did you know that an elephant's trunk has about 40,000 muscles in it?

c Which kinds of elephant can you see in the photos?

d Look at the article again. Choose the correct answer, a or b.

- Which elephants live in groups?
a all adults b females and babies
- What kind of elephant is the leader?
a an old male b an old female
- Which continents are the different elephants from?
a Africa and Asia b Africa and Europe
- What do elephants use to pick things up?
a their trunks b their tusks
- How do elephants drink?
a with their mouths b with their trunks

Grammar

Comparatives – short adjectives

5 a Look at the text again. Complete the sentences.

- African elephants are _____ than Asian elephants.
- African elephants have got _____ ears than Asian elephants.
- Asian elephants' tusks are _____ than African elephants' tusks.

b Look at the text again. Find the comparative adjectives and complete the table.

Adjective	Comparative = adjective + er
big	bigger than
small	smaller than
old	
tall	
short	

We use a **comparative adjective + than** when we compare two things.

6 Are the sentences true (T) or false (F)? Correct the false sentences.

- An ostrich is noisier than a parrot. **F**
An ostrich is **quieter** than a parrot.
- An ostrich has got a longer neck than a giraffe.
- A snake is longer than a lizard.
- A red lionfish is prettier than a hyena.
- A snake is hairier than a zebra.
- A hyena is bigger than a buffalo.

Pronunciation

7 **044** Listen and repeat. Then answer the question.

I'm **prettier** than a hyena. I'm **faster** than a zebra.
I'm **smaller** than a lion. What am I?

► Workbook page 27, exercises 4-8

Speaking

8 Get ready to speak. Choose five animals. Think of some true or false sentences to say about them. Use comparative adjectives.

9 Say your sentences to a partner. Can he / she say if these are true or false?

A giraffe is heavier than an elephant. I think that's false.

Pronunciation activities practise important aspects of English pronunciation, such as vowel sounds.

The cartoon story is available as an animation on the CPT and e-book.

New grammar is presented through engaging texts and stories. Such contexts help to make the grammar more memorable for students. The adventures of Jenny, Jake and Winston also give extensive reading and listening practice.

The comprehension story or text illustrates the grammar point. Students use the text to identify a structure and understand its pattern or the rule.

Grammar presentation is consolidated with short, amusing animations available on the CPT and e-book. The animations provide a clear and relatable context for the grammar, which is accessible to students of all abilities.

3^B A SPECIAL PET

1 **045** Read and listen to the story. Are Jake and Jenny's snails big, fast or pretty?

YOU FIRST How many pets can you name in one minute? Include some unusual pets.

Flash and Gordon are ready for the competition. I love our snails! They're my favourite pets!

Our snails aren't very pretty or very big, but they are really fast!

Hey! What about me?

Saturday! Giant African Snails competition. Prizes for the prettiest, the biggest and the fastest snails!

Heidi! What lovely snails! Here are your numbers, three for Flash and seven for Gordon.

Ready, steady, go!

Oh no! Flash isn't moving!

Why not?

He doesn't like apple. He likes banana! He can't see the banana!

Look, the prettiest snail is winning!

Come on Flash! Hurry up!

The biggest snail is second. Gordon is third! Flash is last!

Look! Two and five aren't moving now!

And Flash is going for the banana! Go Flash go!

Number seven is the winner! Number seven is the fastest snail in the competition. Congratulations!

Oh no! Gordon! Help!

You're the best pet in the world!

Thank you Winston! You're a hero!

I know, I know.

- 2** Read the story again. Match the sentence halves.
- | | |
|--------------------------------|------------------------------------|
| 1 Flash and Gordon are | a because he doesn't like apple. |
| 2 Jake and Jenny take | b Gordon. |
| 3 Flash doesn't start the race | c Jake and Jenny's snails. |
| 4 Gordon wins | d Gordon flies out of his box. |
| 5 When they arrive home | e the race. |
| 6 Winston saves | f their snails to the competition. |

▶ Workbook page 28, exercise 1

3B Grammar – Superlatives – short adjectives

Grammar Superlatives – short adjectives

- 3 a** Look at the story again. Complete the sentences.
- Look, the _____ snail is winning!
 - The _____ snail is second.
 - Number seven is the _____ snail.

Prettiest, biggest and fastest are the superlative forms of the adjectives.

We make superlative adjectives like this:

regulars	irregulars
fast + est → the fastest	good → the best
big + est → the biggest	bad → the worst
pretty + est → the prettiest	

b Write the superlative forms of the adjectives.

- | | |
|---------------------------|---------------|
| 1 long the longest | 4 heavy _____ |
| 2 short _____ | 5 small _____ |
| 3 noisy _____ | 6 quiet _____ |

4 Make sentences about the horses using superlative adjectives.

Horse number 1 is the lightest colour.



5 Rewrite the sentences using a superlative adjective.

- My dog is better than any other dog.
My dog is the best dog.
- My cat is prettier than all the cats I know.
- Sammy is bigger than all the other fish in the tank.
- Frieda is faster than all the other horses in the race.

▶ Workbook page 28, exercises 2-5

Writing

6 a Get ready to write

Danny is writing about his pet. Does he give information about all the topics (1-6)?

- | | |
|------------------|------------------|
| 1 kind of animal | 4 colour |
| 2 name | 5 food and water |
| 3 age | 6 exercise |

I've got a pet rat. His name is Mr Blue, because he's blue. He lives in a cage in my room. I give him special rat food every day. I change his water every day, too.

He's very lively and he loves climbing up the side of the cage. He needs a lot of exercise so I play with him for an hour every evening. I close the door of my bedroom first. I think he's the prettiest rat in the world, but Mum doesn't agree!

b Read about Danny's pet again. Find two extra pieces of information in the text?

▶ Workbook page 29, exercises 7-8

7 a Plan your writing about your pet or your ideal pet. Use these points to make notes before you write.

- What kind of animal is it? What's its name?
- Give some basic information about it.
- What does it eat?
- Does it need exercise?
- What does your family think about your pet?

b Over to you! Now write about your pet. Include the information from your notes. Check your work for spelling and grammar mistakes.

Unit 3 43

Project Explore Upgraded takes a guided discovery approach to grammar, using guided activities to encourage students to work out as much as possible of the grammar rules for themselves. This helps students to remember the grammar more easily. To make grammar friendlier, Winston and Bot, from the cartoon story, guide students towards the rules and point out important items.

Controlled practice activities consolidate students' knowledge of the rules.

Over to you! activities throughout the unit allow students to personalize the language they have learned.

C Vocabulary, Grammar and Skills

Comprehension practice is based around input texts related to the main topic of the unit. The texts provide a good model of genuine, everyday English for students' reference. Each text introduces an aspect of the unit grammar.

Each comprehension text is followed by activities to check students' understanding. These exercises also further develop reading and listening skills.

3^C MINIBEASTS

Vocabulary

1 **046** Listen and repeat the numbers.

150 = one hundred and fifty 900 = nine hundred
500 = five hundred 1,000 = one thousand
725 = seven hundred and twenty-five 2,000 = two thousand
2,500 = two thousand five hundred

b **047** Listen and write the numbers you hear.

c Work with a partner. Take turns to say the numbers from exercise 1b in order. Start with the smallest.

2 **048** Listen and repeat the names of the minibeasts.

	A	B	C
150	1	2	3
725	4	5	6
900	7	8	9
1000	10	11	12
2500	13	14	15

3 **a** Read the dialogue and complete the gap with the name of a minibeast.
A: Where is it?
B: It's at **A - one hundred and fifty**.
A: Let me see. It's the _____.
B: That's right. Your turn.

b **049** Listen and check.

c Work with a partner. Look at the minibeasts in the grid and ask answer questions about the co-ordinates.

Workbook page 30, exercises 1-4

Reading and Listening

4 **a** Work with a partner. Can you answer the quiz questions?

Know your MINIBEASTS!

1 Which is the most dangerous spider?
a the black widow b the tarantula
c the goliath spider?

2 How many kinds of scorpions are there?
a 500 b 2,000 c 150

3 What colour is spider blood?
a red b yellow c blue

4 Where does the world's biggest beetle live?
a tropical forests in South America
b tropical forests in Africa
c tropical forests in Australia

5 How many legs have millipedes got?
a always 1,000
b it varies, but 750 is the maximum
c it varies, but 2,000 is the maximum

6 Where do dragonflies live?
a in caves b near water c near volcanoes

7 When do most wasps die?
a in winter b in summer c in spring

8 How does a spider walk?
a with four legs on the ground at the same time
b with two legs on the ground at the same time
c with three legs on the ground at the same time

b **050** Listen and check your answers.

c Calculate your score. Read what it means.

Your score
0-3 points: You're a minibeast beginner.
4-6 points: You're a minibeast expert.
7-8 points: You're a minibeast master!

3^C Vocabulary - Big numbers, Minibeasts Grammar - Question words

Grammar

Question words

5 **a** Look at the quiz in exercise 4a. Find six question words or question phrases.
How many...?

b Do you know any other question words?

Question words often start with **Wh**. We can make questions with **How** as well.

c What is the correct question word for these answers? Choose a, b or c.

- Earthworms live on every continent, but not on Antarctica.
a When b What c Where
- They breathe with their skin.
a Where b What c How
- They eat earth and dead leaves.
a Who b What c Which
- Earthworm blood is red.
a What b How c Which
- There are about 3,000 kinds of earthworm.
a When b Why c How many
- An earthworm lives for one to two years.
a Where b How long c What
- You see earthworms after rain.
a What b How many c When

We make questions with question words:

Where do dragonflies live? They live **near water**.
What colour is spider blood? Spider blood is **blue**.
How many kinds of scorpions are there? There are **2,000**.

6 Make the questions. Then match them to the answers in exercise 5c.

- live Where earthworms do ?
- kinds of earthworm ? How many are there
- do What eat ? earthworms
- earthworm blood is ? What colour
- earthworms When ? you do see
- live How long ? an earthworm does
- earthworms How breathe do ?

7 Write the correct question words for these answers.

- six months old **How old?**
- not very big _____
- for six years _____
- seven kilometres per hour _____
- three kilometres _____

Speaking

8 **051** Get ready to speak Listen and read.

Where do dragonflies live? They live near water.
How many kinds of earthworm are there? There are about 3,000.

9 Play a memory game. Work with a partner. Student A closes their book. Student B asks a question about one of the minibeasts in this lesson.

EXTRA Play 20 questions with a partner. One person thinks of an animal. The other person guesses the animal. He / She can ask a maximum of 20 questions.

Workbook page 31, exercises 5-7

There is clear signposting to the Workbook exercises for further practice of the language of the section.

Students not only practise the grammar and vocabulary of the section in real communication, but also develop their ability to understand and to express themselves effectively in English.

Extra activities throughout the unit give faster learners fun and interesting practice of the language they have learned. They can do these in class or for homework.

Grammar exercises are always followed by task-based activities which use one or more of the skills of Reading, Listening, Speaking and Writing.


The photostory is available as a video on the CPT and e-book.


Students find *Everyday English* phrases from the photostory and understand what they mean.


3^o A DAY WITH A KEEPER


YOU FIRST Why are zoos important places?

STORY VIDEO 1 **052** Read and listen to the story. Which animals do they see?

1  **Keeper** Hi Keira! Hi Pablo. Happy birthday! I'm Chris, I'm a keeper here. We can look at some animals first and then have some birthday cake.
Pablo Thanks! I love zoos!
Keeper What about you, Keira? What do you think about zoos?
Keira For me, animals are happier in the wild.
Keeper I agree. I don't like animals in cages either. But zoos do important work. Look at this video.

2  **Keeper** I'm making a video about our baby rhinos.
Pablo They're really cute.
Keeper Yes, but there aren't a lot of rhinos in Africa now.
Keira Why not?
Keeper Because some people kill them. They use their horns for medicine.
Keira I think that's horrible!
Pablo I think so, too.

3  **Keeper** Let's look at some animals now. Do you like guinea pigs?
Pablo I love guinea pigs!
Keira Me too. They're beautiful.
Keeper How do you feel about holding it, Pablo?
Pablo I'm not sure. Does it bite? Is it dangerous?
Keeper No, it isn't. Here you go.
Pablo Ugh - I don't want to hold it. Oh no!
Keeper Oh dear! Don't move! Can you see it?

4  **Keira** Look! It's on the chair.
Pablo Don't worry. I can catch it.
Keeper Great.
Pablo Uh oh! Now it's on the laptop.
Keeper Can you catch it, Keira?
Keira Yes, I can. Oh! No, I can't!
Keeper Oh dear! Now it's behind the cake!
Pablo It's not behind the cake! It's on the cake! I don't think we can eat it now.
Keira Me neither! I think the guinea pig is better in its cage!

2 Read the story again. Answer the questions.

- Does Keira like animals in cages?
- Why are the baby rhinos important?
- Is Pablo happy about holding the guinea pig?
- Why can't they eat the cake?

Workbook page 32

Functional language is presented through the photostory about British school students, Keira and Ravi, and their Spanish exchange student friends, Viki and Pablo. The photostories present *Everyday English* phrases in contexts students can comfortably relate to, such as visiting a museum or doing crafts.

3^o Everyday English - Opinions Vocabulary - Adjectives

Everyday English

3 a Read the story again. How do Keira and Pablo answer the keeper's questions?

- What do you think about zoos?
- How do you feel about holding it?

b **053** Listen and check.

4 a Look at the phrases in the table. Then complete the dialogues.

We can agree or disagree with opinions like this:

Opinion	Agree	Disagree
➔ I think zoos are fantastic.	I agree. I think so too. Me too!	I don't agree. I don't think so.
➔ I don't like zoos.	Me neither.	I do!

1 What do you think about tarantulas?
I _____ they are ugly.
I _____ agree. I think they are beautiful.

2 How do you feel about working in a zoo?
For _____, it's the best job in the world.
Me _____! I think it's a fantastic job.









3 What do you think about scorpions?
They're horrible. I _____ like them.
Me _____.

4 How do you feel about holding a snake?
Ugh. I _____ want to hold it.
I _____! It's smooth and very beautiful.

b Work with a partner to practise the dialogues.

Vocabulary

5 a **054** Listen and repeat the adjectives.

			
amazing	interesting	useful	beautiful
			
cute	scary	horrible	nice

b Which adjectives in exercise 5a can you use to describe these animals?





a baby monkey a big snake a giant snail
a guide dog a hairy spider a tiger

I think a hairy spider is scary!

Workbook page 32, exercises 1-3

Listening

6 a **055** Listen to four dialogues. Match the dialogues (1-4) to the pictures (a-d).

b **055** Listen to the dialogues again. Answer the questions for each dialogue.

- Do Keira and Pablo feel the same about the minibeasts?
Dialogue 1: Yes, they do.
- How does Keira feel about the minibeasts?
Dialogue 1: She thinks they're amazing.
- How does Pablo feel about the minibeasts?
Dialogue 1: He thinks they're amazing, too.

Speaking

7 **Get ready to speak** How do you feel about the animals in exercise 6? Write your feelings in your notebook.

8 **Over to you!** Talk to your classmates about the animals. How many people agree with you?

Workbook page 33

Students practise the *Everyday English* phrases in a meaningful way.

For each unit, 1-6, there is a page of extended reading practice in the Workbook.

For each unit, 1–6, there is a page of extended reading practice based on classic tales from around the world and real-world texts.

Reading

1 Read the story and match the pictures (a-h) to the paragraphs (1-8).

Jabu and the lion – a traditional Zulu story

- 1 Jabu is a young boy. He lives in Africa. He takes his father's cows to the fields every day. He loves his cows.
- 2 One day his friend comes to the field. "There's a lion near the village!" he says. "He's dangerous! The men want to catch the lion. They're making a trap!"
- 3 Then Jabu hears a roar. "It's the lion," he thinks, "and it's very near." Jabu finds the lion in a trap. "Please help me," says Lion. "Help me, please! I want to escape. I don't want to eat you." "Promise?" says Jabu. "Promise!" says Lion.
- 4 Jabu opens the trap and Lion comes out. "Now I'm very thirsty," he says. "Please show me the river." "I'm not sure," says Jabu. "Please," says Lion. "OK," says Jabu. And they go to the river.
- 5 Lion watches Jabu by the water. "I'm hungry," he thinks. Jabu sees Lion watching him. "Hey!" he says, "You can't eat me. You can't break your promise. Broken promises come back to catch you." "Silly boy," says Lion. And he moves nearer.
- 6 Then Jackal arrives. "Hey Jackal," says Jabu, "Tell Lion he can't eat me. He can't break his promise." "Tell me about the promise first," says Jackal. So Lion tells the story. Then Jackal says "Impossible! Men can't catch the king of the jungle. I want to see this trap."
- 7 So Lion, Jackal and Jabu go to the trap. "I don't understand. How can this small trap catch a big lion?" says Jackal. "Look!" says Lion, and he walks into the trap.
- 8 Jackal closes the trap! Lion can't escape. He roars and roars. "Jabu's right," says Jackal, "Don't break your promises. Promises come back to catch you!"



2 Answer the questions.

- 1 What animals does Jabu look after? _____
- 2 Why are the men making traps? _____
- 3 Why does Jabu open the trap? _____
- 4 Why do they go to the river? _____
- 5 What does Lion want to do? _____
- 6 Does Jackal believe the story? _____
- 7 Does Jackal understand the trap? _____
- 8 Why does Jackal close the trap? _____

3 016 Now listen to the recording of the story while you read the story again.

4 Think about the story. Discuss your answers to the questions.

- 1 Which character thinks he is very important?
- 2 Who is cleverer, Lion or Jackal?
- 3 Is the story only about Jabu, Lion and Jackal or does it have a moral?
- 4 Do you know any other stories with a moral?

Students can follow the text in their books while they listen.

A good resource for consolidation, the reading activities can be set for homework, or used in class as an opportunity for additional practice.

The *Revision* page in every unit helps students and teachers to see how well the Vocabulary, Grammar and *Everyday English* phrases have been learned. They can then decide whether there are any language points in the unit which need more work before moving on.

3 REVISION

Vocabulary

- Listen and write the numbers in your notebook.
- Look at the picture. Use the words from the box to write about the animals.

beak big dark hair heavy horns light fur long neck long tail pink feathers pretty spots trunk tusks ugly wings



The snake is long. It's got spots.

- What are the names of the minibeasts in the picture?



Grammar

- Look at the picture. Use the correct form of the adjectives from the box to compare Wags and Mags.

hairy light pretty tall
Wags is taller than Mags.

- Use the superlative form of these adjectives to compare Rags, Wags and Mags.

Wags is the tallest monkey.

- Make questions about the hyena using the words from the box.

How long How many
What Where

- Where does it live?
It lives on the savannah.
- It eats meat.
- It usually has four babies.
- It lives for about twelve years.

- Look at the picture in exercise 3. Write questions for these answers using the words from the box.

How many What colour Where

- How many beetles are there?
There are three beetles.
- It's green.
- It's on a flower.

Everyday English

- Complete the dialogues with a word from the box.

agree beautiful don't like feel scary

- How do you feel about having a snake as a pet?
B For me, I think they're .
- I don't . I think they're .

don't think do you think neither

- What about having a monkey as a pet?
B I think monkeys are good pets.
- Me .

cute like love think so, too

- Would you like a rat as a pet?
B Yes, I would. I think they're .
- I . They're amazing animals!

► Workbook, pages 34-35, exercises 1-7

48 Unit 3

057 Song The happiest person in class

There is clear signposting to the Workbook page where students can do additional practice.

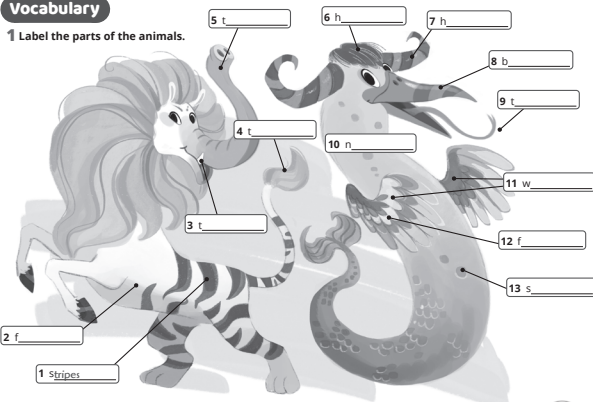
The song builds on the grammar and vocabulary learned so far. There are three songs in each level. Each song has an accompanying worksheet to explore the song further – available to download from Oxford English Hub.

Progress check sections in the Workbook in the form of *Can you...?* questions allow students to reflect on what they have learned in the unit and where they might need more practice.

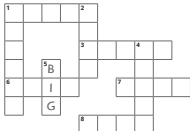
3 PROGRESS CHECK

Vocabulary

- Label the parts of the animals.



- Write the opposites of the legs in the crossword.



Across

- long
- dark
- fat
- slow
- pretty

Down

- hairy
- short
- light
- small

- Circle three possible words to complete the sentences.

- are insects.
(ants) grasshoppers beetles spiders
- have got wings.
butterflies dragonflies flies centipedes
- haven't got legs.
worms snails millipedes fish
- can fly.
bees mosquitoes wasps scorpions

Grammar

- Make true sentences comparing the animals using the given words.

- A lion is heavier than a monkey.
ostrich giraffe tall

- snail lizard fast
- red lionfish hyena pretty
- tortoise snail slow

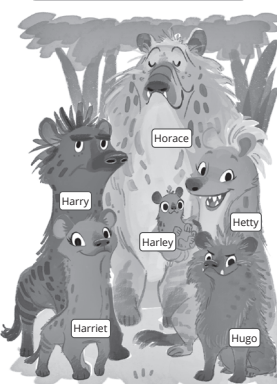
- earthworm snake long



GRAMMAR VIDEO

- Write sentences about the hyenas. Use the superlative form of the adjectives in the box.

dark hairy heavy light pretty small



- Harley is the smallest.
- Harriet
- Harry
- Hugo
- Hetty
- Horace

- Put the words in the correct order to make questions for these answers.

1 do Where hyenas live live ?

Where do hyenas live?

They live in Africa and India.

2 hyenas there are How many in a clan ?

There are up to 80 hyenas in a clan.

3 are colour What hyenas ?

They're grey or brown.

4 do What eat hyenas ?

They eat meat and insects.

5 hyenas do weigh How much ?

They weigh between 40 and 65 kilograms.

Everyday English

- Put the sentences in the correct order to make a dialogue.

- What kind of pet would you like?
- I think it's a great idea. They're very interesting.
- How do you feel about having earthworms as pets?
- I don't agree. I think they're disgusting.
- I'd like a tarantula. For me, they're pretty.
- I think so, too. But I think earthworms are prettier.



YOUR PROGRESS

Look back at your work in Unit 3 (Student Book pages 40-48) and complete the table.

Can you...?	Yes, I can.	I need more practice.
describe what animals look like:		
What does Winston look like?		
say large numbers like this: 4,321		
talk and write about the differences between two things		
use 'so' and 'because' to make your writing more interesting		
ask for your classmates' opinions about zoos:		
agree or disagree with your classmates' opinions:		