

OXFORD

Project Explore

Teacher's Pack

2

Zoltán Rézműves

Teacher's Guide

DVD-ROM

Classroom Presentation Tool

Teacher's Resource Centre with Online Practice

Project Explore

Teacher's Guide

2

Zoltán Rézműves

OXFORD
UNIVERSITY PRESS

Based on an original concept
by Tom Hutchinson

Great Clarendon Street, Oxford, OX2 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 425610 0 Teacher's Guide
ISBN: 978 0 19 420488 0 Teacher's Online Practice Access Card
ISBN: 978 0 19 421284 7 Teacher's Online Practice
ISBN: 978 0 19 421233 5 Classroom Presentation Tool: Student's Book
ISBN: 978 0 19 421247 2 Classroom Presentation Tool: Workbook
ISBN: 978 0 19 421278 6 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

The Best Detective in Town? by: Paul Shipton (pp.32–33, 58–59, 84–85)

Tests by: Sage Stevens

Photocopiable worksheets by: Krysia Mabbott

Culture video scripts by: Kiki Foster

Online Practice exercises by: Sarah Benetto

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: Alenka Poropat, Mirta Grizak Štrbenac

Czech Republic: Barbora Krpčová, Soňa Jindrová

Hungary: Pintérné Gyarmati Anikó, Illés Gabriella

Serbia: Jagoda Popovic, Vojislava Koljević

Slovakia: Marcel Prievozník, David Ručka

Slovenia: Andreja Hazabent, Vojko Jurgec

Back cover photograph: Oxford University Press building/David Fisher

Commissioned photography by: MM Studios

Illustrations by: Ray and Corinne Burrow/Beehive Illustration p.55; Hennie Hayworth/Meiklejohn p.61; Vlado Krizan/Good Illustration pp.50, 51, 86 (Unit 4), 87 (Unit 4); Andrew Painter pp.5, 17, 38, 49, 74; Dusan Pavlic/Beehive Illustration pp.13, 28, 35, 37, 42, 43, 60, 64, 68, 75, 80; Jeremy Pyke/Advocate Art pp.47, 57 (couple with computers), 67, 69, 71; Ben Scruton/Meiklejohn pp.20, 81, 86 (Unit 2), 87 (Unit 2); Simon Smith/Beehive Illustration pp.10, 36, 86 (Unit 1), 87 (Unit 1); Amit Tayal/Beehive Illustration pp.32, 33, 58, 59, 84, 85; Tim Wesson/Meiklejohn p.72.

The publisher would like to thank the following for permission to reproduce photographs: 123rf: pp.24 (flood/federicofoto), 49 (Chrissie/Olga Volodina), 82 (Australian outback/Tero Hakala); Alamy Stock Photo: pp.30 (Gertrude Bell portrait/Chronicle, Gertrude Bell on a picnic/Vintage Archives), 31 (scientists/Avalon/Photoshot License), 56 (1940s computer/INTERFOTO, Analytical Engine/Photo 12), 60 (Imperial War Museum interior/Pawel Libera Images), 62 (ferry/allan wright), 70 (Snowdon and lake/David Noton Photography, walker on Snowdon summit/Image Source Salsa), 76 (lionesses/Polly Thomas), 83 (hydropower/Xinhua, wind power/Tony West); Bridgeman Images: p.19 (Rik with a black eye patch, 1915 (oil on canvas), Wouters, Rik (1882–1916)/Koninklijk Museum voor Schone Kunsten, Antwerp, Belgium/© Lukas – Art in Flanders VZW/Bridgeman Images, Self Portrait (w/c on paper) (see also 183575), Stillman, Marie Spartali (1844–1927)/Private Collection/Photo © The Maas Gallery, London/Bridgeman Images, Self portrait in a Turban with her Child, 1786 (panel), Vigee-Lebrun, Elisabeth Louise (1755–1842)/Louvre, Paris, France/Bridgeman Images; Getty Images: pp.22 (jaguar/Photocech/iStock, lightning/Layne Kennedy/Corbis Documentary), 29 (Pele/AFP), 44 (Jamie Oliver signing autographs/Daniel

Berehulak), 47 (IBM Simon/CARL COURT/AFP), 48 (games console/luismmolina/E+), 56 (IBM Simon/Rob Stothard, IBM PC Model 5150 with printer/Science & Society Picture Library, microchip/Science & Society Picture Library), 76 (Glen James/Matthew J.Lee/The Boston Globe, street/Suzanne Kreiter The Boston Globe/), 83 (solar power/Christopher Groenhout/Lonely Planet Images); Oxford University Press: pp.12 (boy/Mark Bassett), 23 (Cloe, Maria, walkers in snow), 39 (girl/Mark Bassett), 49 (Mia/Gareth Boden), 62 (map/Martin Sanders/Beehive), 71 (tablet/Gianni Dagli Orti/Corbis); Shutterstock: pp.17, 29, 43, 55, 69, 81 (communication background/windweel), 9 (Arina P Habich), 12 (Chicago/Joseph Sohm, skiing/frantic00, Falaise/Pack-Shot, girl with camera/mantinoc, toucan/Oleksiy Mark), 13 (Melbourne/Andrew Bertuleit, splash/Left Handed Photography), 16 (Yuri Shevtsov), 18 (Buckingham Palace exterior/Ewelina Wachala), Buckingham Palace interior, The White House exterior/Orhan Cam, The White House interior/Evan Vucci/AP), 19 (Van Gogh/Universal History Archive/Universal Images Group), 21 (Esther Pueyo), 22 (Amazon river/Johnny Lye), 23 (Anton/Monkey Business Images, Bob/Gelpi, canoeing/Chaisit Rattanachusri, pyramids/Brian Kinney, rainforest/Quick Shot, Tatra mountains/PHOTOCREO Michal Bednarek, The Nile/WitR, Paris/Sean Hsu, tourists/nd3000), 24 (avalanche/Lyricgor Roman, Earth/BEST-BACKGROUNDS, earthquake/Naypong Studio, hurricane/Drew McArthur, lightning/Fesus Robert, snowstorm/Zoran Ras, tornado/solarseven, volcano/Rainer Albiez, wave/Mana Photo), 25 (boy/Tracy Whiteside, damaged house/Dustie), 26 (dog/Kristina Stasiuliene, lightning/Kucher Serhii), 27 (Stefano Carocci PH), 29 (Christ the Redeemer Statue/Mark Schwetzmann, Copacabana beach/Aleksandar Todorovic, Sugar Loaf Mountain/R.M. Nunes), 30 (David Livingstone/Granger, Victoria Falls/Przemyslaw Skibinski), 31 (Arctic Petrel/Alexey Seafarer, penguins/axily, Robert Scott/Granger, tourist boat/Katiekk), 32 (bananas/Maks Narodenko, cheese/azure1, chicken/Yellow Cat, chocolate/Nikola Bilic, coffee/Viktor1, cola/M.Unal Ozmen, crisps/Dawid Rojek, eggs/KIM NGUYEN, grapes/Sailorr, ham/Annetua, lamb chops/Robyn Mackenzie, lemonade/Hortimages, milk/SOMMAI, orange juice/Mariusz Szczygiel, pasta/bergamont, potatoes/Nattika, rice/SOMMAI, sandwich/GMEVIPHOTO, strawberries/ravi, tea/gresel, yoghurt/MaraZe), 38 (apple pie/D. Pimborough, cola/mednapa, fish/AS Food studio, toast/Lisa S.), 39 (jogger/Spectral-Design), 44 (Jamie Oliver cooking/Ross Hogson, Jamie Oliver outside 15/Jonathan Player), 45 (girl with smartphone/Africa Studio, skipping/progressman, smart watch/Andrey_Popov, virtual reaty game/Nikodash), 46 (camera eye/Vladimir Sukhachev, charger/de2marco, games consol/Colin Hui, keyboard/rangizzz, laptop/zentilia, printer/Adisa, router/DR-Images, tablet/Oleksiy Mark), 48 (3D printer/Alexander Tolstykh, driverless car/metamorworks, drone/akiyoko, e-reader/Petar Djordjevic, earphones/ang intaravichian, electric car/Zapp.2Photo, Franky Zapata/CHRISTIAN MERZ/EPA-EFE, smartphone/fetrinka, smartwatch/dolphfyn, VR headset/Mark Nazh), 49 (Harry/RimDream), 53 (Alex Staroseltsev), 54 (camera eye/Vladimir Sukhachev, charger/de2marco, games consol/Colin Hui, keyboard/rangizzz, laptop/zentilia, printer/Adisa, router/DR-Images, tablet/Oleksiy Mark), 56 (Alan Turing/Granger), 57 (connecting to internet/Macrovector, world online learning/JuliRose), 60 (fountain/Alex Gorins, National Portrait Gallery interior/Alex Segre, Westminster Cathedral interior/Kit Leong), 62 (children/Darren Baker, coastline Rum/Jain Frazer, dolphins/Chanonry), 63 (Antarctica/Alexy Suloev, boy/MarKord, Burj Khalifa/Laborant, girl/Darren Baker), 65 (stocker1970), 69 (cream tea/Monkey Business Images, Kingsbridge/James Dale), 70 (bison/Steve Boice, caldera/Wisanu Boonrawd, geyser/Poul Riishede, Snowdon railway/stocker1970), 71 (map/KajzrPhotography, ziggurat/Simon Edge), 73 (boy/Sabphoto), 76 (flames/J. Helgason, growing lioness/Johan Swanepoel, rucksack/ElRoi), 77 (football match/makieni), 82 (globe/Atakan Yildiz, Great Barrier Reef/Brian Kinney, kangaroo/IntoTheWorld), 83 (corn/smereka, geothermal/sapikusan).

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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 photocopyable 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. Students then complete tasks which allow for controlled and freer practice of the new language.

Skills development

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

A systematic approach has been taken to developing written and oral skills. Students first spend time on the 'Get ready to...' stage, working with a model or preparing notes. This support and preparation means students are then able to accomplish the main productive task effectively and confidently. With the writing tasks, students also have the option to complete Workbook exercises, which provide further guidance and practice, prior to writing their own text. In addition to the main speaking tasks, there are numerous opportunities to practise oral skills and, to further enhance spoken language, each unit has a dedicated pronunciation focus in the form of an entertaining, memorable chant.

Revision, Project, Culture and Learn through English

Revision

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

Project

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

Culture

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

Learn through English

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

Student's Book and Workbook integration

The Workbook provides extensive additional write-in activities to reinforce and consolidate the content of the Student's Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror not only the unit and section structure of the Student's Book, but also each discrete stage of the lesson.

To ensure a seamless transition between the two resources, at the appropriate points, there is clear signposting in the Student's Book to direct learners to the relevant Workbook exercises. Once they have completed these exercises, there is signposting back to the Student's Book.

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

Characters and context

In *Project Explore* Level 2, there are two sets of characters who appear regularly throughout the course.

Students will quickly get to know the Australian student Jed and his new English friends Alfie, Elsa and Lily. We encounter them in the unit photostories, whose function is to present Everyday English language in contexts students can comfortably relate to, such as making new friends, or having a barbecue.

Students will also grow familiar with the characters in the three-part comic detective story *The Best Detective in Town?*. The episodes appear at the end of every two units and consolidate the language students have learned. The fact that the story is told in parts adds to students' feelings of anticipation and excitement.

Tour of the Teacher's Guide

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

Unit objectives

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

Language summary

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

► Reference to supplementary materials

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

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

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

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

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

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

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

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

Additional grammar notes

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

Additional pronunciation notes

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

Additional subject notes

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

Suggested activities for using the video in class

1. When playing the video through for the first time, pause it at appropriate moments and ask students to predict what's going to happen next. You could divide the class into teams to discuss the options, watch the next scene, and then award a point to the team with the closest prediction to what actually happened. This is a good way to focus students' attention and generate interest in the story.
2. Get students to sit in pairs, one facing the screen and the other with their back to the screen. Turn the sound off and play a section of the video. The person facing the screen describes to their partner what's happening. Students then swap places, so they both get a turn at describing and listening. They can then watch the whole section and see how good their partner's description was. This is a fun activity and a great way to practise present continuous verb forms.
3. Play the video and get the students to say 'Stop!' every time a new character appears. Pause the video and get students in pairs to describe what the character looks like and what he/she is wearing. This is a good way to review appearance language and clothes.
4. Pause the video after each section and give a false sentence, e.g. *The Best Detective in Town 1*: 'Mike Mallet lives in a village.' 'It's a cold, windy day.' 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.

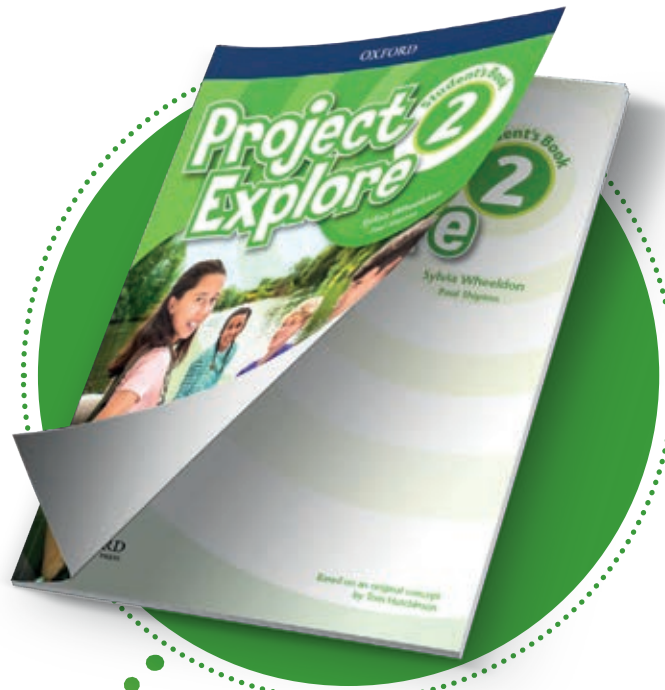
Course overview

For students

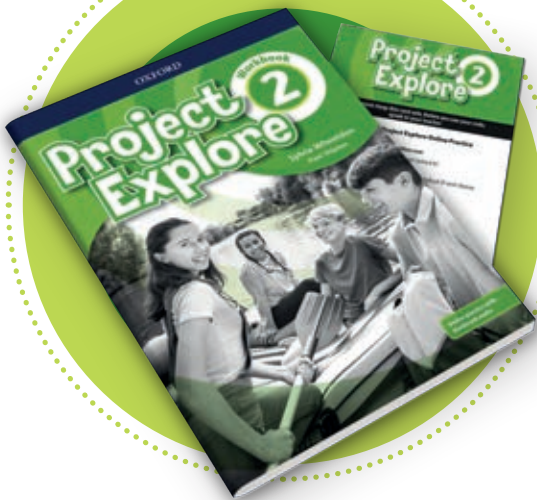
Welcome to **Project Explore**. Here's how you can link learning in the classroom with meaningful preparation and practice outside.

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.



AUDIO ACTIVITIES VIDEO WORDLISTS



Workbook

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

Workbook audio

Full Workbook audio is available on the Online Practice.



Online Practice

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



projectexploreonline.com

For teachers

Teacher's Guide

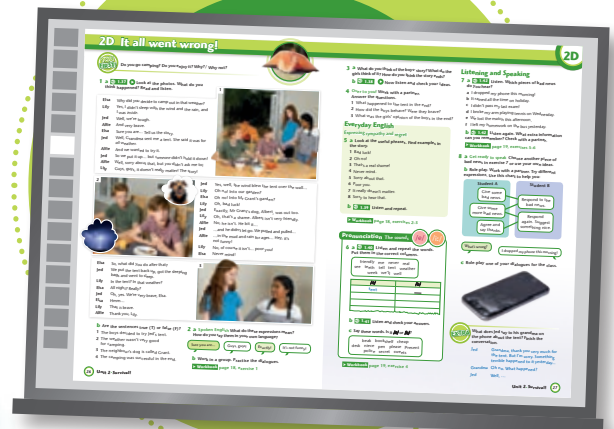
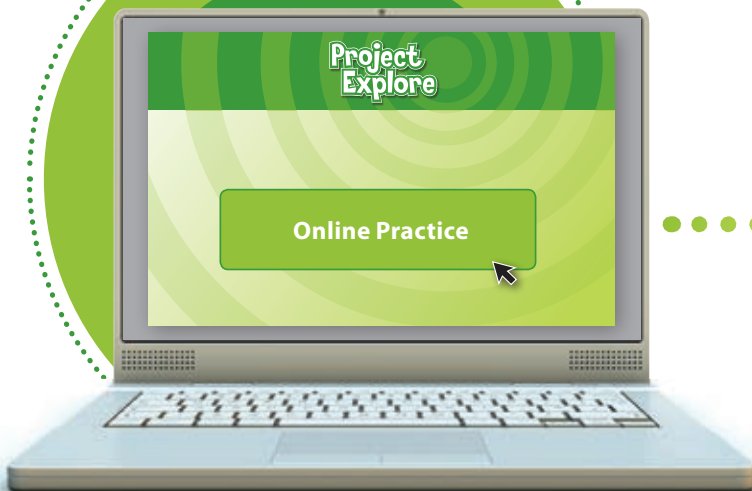
Prepare lessons with full teaching notes for each unit and get ideas on how to adapt and extend the Student's Book material, access photocopiable activities, and deal with potential problems.



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.



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

Classroom Presentation Tool

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

Class Audio



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



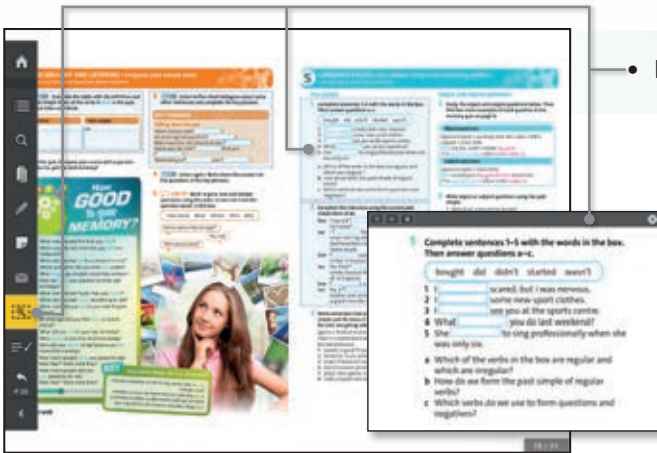
Project Explore Classroom Presentation Tool

Deliver heads-up lessons

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

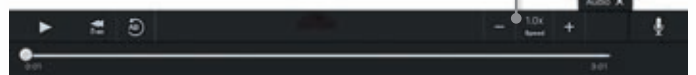
Play audio and video at the touch of a button, launching activities straight from the page. Answer keys reveal answers one by one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large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

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

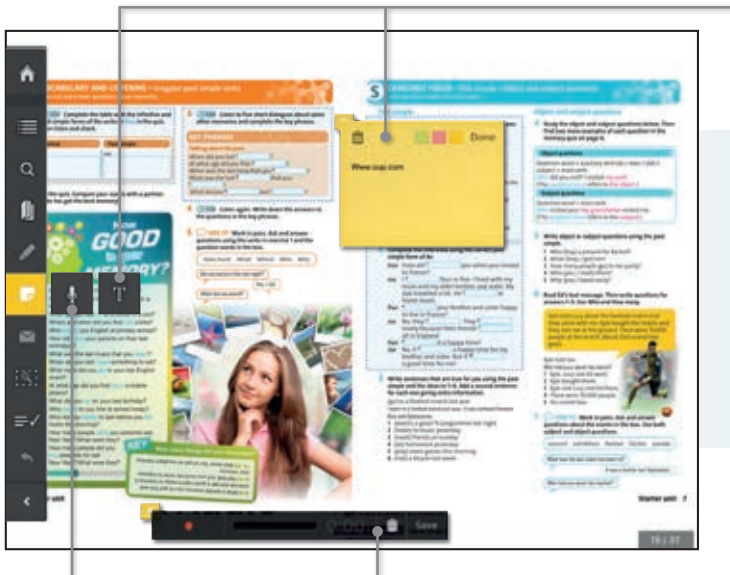
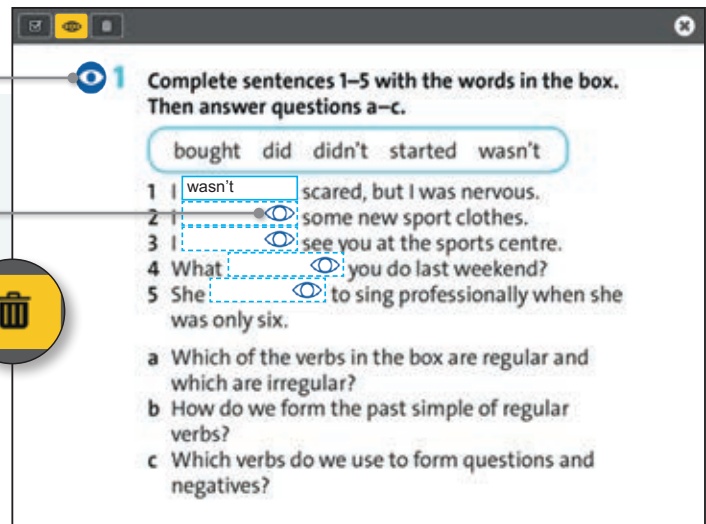


- Focus your students' attention on a single activity.

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



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



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

Introduction

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • plurals • dates and months <p>Grammar</p> <ul style="list-style-type: none"> • <i>have got</i> • <i>like / don't like / hate + -ing</i> • <i>can / can't</i> • subject / object / possessive pronouns <p>Text types</p> <ul style="list-style-type: none"> • dialogues • photo story <p>Communication</p> <ul style="list-style-type: none"> • talking about activities • talking about famous people you like 	<p>Receptive skills</p> <ul style="list-style-type: none"> • listen to and understand short dialogues • understand the main points and ideas from reading or listening to a dialogue • find information in reading and listening texts and use it to answer questions • check predictions by reading and listening to a text • listen to information and use it to answer questions • read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> • listen to and repeat words, phrases and dialogues using the correct pronunciation • complete sentences with the missing words • write questions about personal information • complete the chart with the missing pronouns • listen and complete missing information • listen to a conversation and complete the table with the missing information • make questions from prompts <p>Interactive skills</p> <ul style="list-style-type: none"> • ask and answer questions about activities • ask and answer questions about personal information • ask and answer questions about abilities 	<p>Collaboration</p> <ul style="list-style-type: none"> • practise dialogues with a partner • interview someone about another person <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"> • talk about objects in an imaginary bag

Unit 1

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> describing people school and school subjects <p>Grammar</p> <ul style="list-style-type: none"> order of adjectives present simple adverbs of frequency present continuous present simple and continuous stative verbs <p>Pronunciation</p> <ul style="list-style-type: none"> /s/ /z/ <p>Text types</p> <ul style="list-style-type: none"> dialogue text messages webpage forum photo story <p>Communication</p> <ul style="list-style-type: none"> talking about friends describing people describing people's actions discussing places to live in interviewing and being interviewed talking about whether it is easy or difficult to make new friends asking for and giving permission 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers listen to information and use it to answer questions listen to and understand a description of a famous person or a classmate understand the main points from reading or listening to a dialogue understand the difference between present simple and present continuous read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words using the correct pronunciation complete sentences with the missing words make questions from prompts complete tables with the correct forms of words complete the chart with adverbs of frequency write a description of a famous person or a classmate match school subjects to the definitions write sentences about what people are doing listen to a text and complete the table with the missing information write a dialogue asking for permission <p>Interactive skills</p> <ul style="list-style-type: none"> discuss what the best things about school are ask and answer questions about your school timetable ask and answer questions about what people are doing ask questions about your partner's text 	<p>Collaboration</p> <ul style="list-style-type: none"> test each other on new vocabulary work with a partner to find the differences between two pictures practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> write a description of a person take part in role-play activities project – write about important moments in your life <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> famous homes: the White House and Buckingham Palace – comparison between American and British and own culture <p>Art</p> <ul style="list-style-type: none"> artists' self-portraits <p>Learning to learn</p> <ul style="list-style-type: none"> using a dictionary

Unit 2

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> weather extreme weather and natural disasters <p>Grammar</p> <ul style="list-style-type: none"> past simple regular <i>there was / were</i> prepositions of time past simple <i>be</i> past simple irregular past simple questions and negatives: regular and irregular verbs question words adverbs of time <p>Pronunciation</p> <ul style="list-style-type: none"> /e/ /i:/ <p>Text types</p> <ul style="list-style-type: none"> news report magazine article article interview photo story fact file cartoon story <p>Communication</p> <ul style="list-style-type: none"> discussing what you like doing in various weather conditions describing pictures talking about holidays talking about storms and natural disasters discussing news stories about extreme weather or natural disasters expressing sympathy and regret 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers listen to information and use it to answer questions understand the main points and ideas from reading or listening to a text read a text and complete the gaps with the missing sentences read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> complete sentences with missing words describe pictures both in speaking and in writing make questions from prompts listen to and repeat words and phrases using the correct pronunciation listen to conversations and complete the table with the missing information write a newspaper report <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about holidays and trips ask and answer questions about last week discuss how to survive a natural disaster discuss which country you would really like to visit 	<p>Collaboration</p> <ul style="list-style-type: none"> test each other on new vocabulary describe and order pictures to create a story practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> imagine a holiday and activities take part in role-play activities project – create a fact file about an interesting country <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> two British explorers – comparison between British and own culture <p>Geography</p> <ul style="list-style-type: none"> Antarctica <p>Learning to learn</p> <ul style="list-style-type: none"> using a dictionary

Unit 3

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> • food and drink nouns • quantities <p>Grammar</p> <ul style="list-style-type: none"> • countables / uncountables • <i>some</i> and <i>any</i> • <i>How much...? / How many...?</i> • <i>a lot (of) / not much / not many</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • /ɑ:/ /æ/ <p>Text types</p> <ul style="list-style-type: none"> • list • menu • dialogues • quiz • interview • food diary <p>Communication</p> <ul style="list-style-type: none"> • talking about your favourite foods and drinks • talking about going shopping • exchanging ideas about eating healthily • talking about your favourite place to eat • giving instructions and polite requests 	<p>Receptive skills</p> <ul style="list-style-type: none"> • listen to and check predicted answers • understand the main points and ideas from reading or listening to a dialogue • find information in listening texts and use it to answer questions • listen to and understand short dialogues • read and understand a quiz • listen to and understand a short text • read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> • listen to conversations and complete the table with the missing information • complete sentences with missing words • listen to and repeat words and phrases using the correct pronunciation • write a food diary • write a summary about your partner's diet • rewrite sentences to make polite requests <p>Interactive skills</p> <ul style="list-style-type: none"> • ask and answer questions about food and drink • exchange opinions and personal responses to listening text content • ask and answer questions about food diary 	<p>Collaboration</p> <ul style="list-style-type: none"> • test each other on new vocabulary • practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> • analyse input to determine grammar rules • analyse someone's diet • project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> • take part in role-play activities • create a food diary • write a summary of someone's diet • project – think of six tips for healthy living <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> • health hero: Jamie Oliver – comparison between British and own culture <p>Science</p> <ul style="list-style-type: none"> • health education <p>Learning to learn</p> <ul style="list-style-type: none"> • how to remember words

Unit 4

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> the internet and computers technology / inventions <p>Grammar</p> <ul style="list-style-type: none"> <i>will</i> for future <i>be going to</i> <i>will</i> for decisions <p>Pronunciation</p> <ul style="list-style-type: none"> /v/ /w/ <p>Text types</p> <ul style="list-style-type: none"> web article interview web report picture story photo story cartoon story <p>Communication</p> <ul style="list-style-type: none"> talking about using the internet making predictions about the future making predictions about your home in the future talking about your future plans talking about computer games talking about using computers and phones offering help 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers listen to information and use it to answer questions understand the main points and ideas from reading or listening to a text read and understand a short text about an invention seek detailed information from reading or listening texts read and listen to decide whether statements about what you have heard are true or false <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation match computer words to their definitions complete sentences with missing words listen to conversations and complete the table with the missing information write sentences using the given verbs <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about your internet habits discuss predictions about how technology and the internet will change things in the future discuss what gadgets you use 	<p>Collaboration</p> <ul style="list-style-type: none"> work with a partner to match words and definitions practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate technology items for their usefulness project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> take part in role-play activities imagine what you want to do in the future project – develop a business plan for your new invention <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> the story of the computer – comparison with other famous inventors and inventions <p>ICT</p> <ul style="list-style-type: none"> the internet <p>Learning to learn</p> <ul style="list-style-type: none"> how to search on the internet

Unit 5

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> city places prepositions of place <p>Grammar</p> <ul style="list-style-type: none"> comparative adjectives (not) <i>as...as...</i> superlative adjectives definite and indefinite articles: <i>the, a / an</i> <p>Pronunciation</p> <ul style="list-style-type: none"> sounding polite <p>Text types</p> <ul style="list-style-type: none"> dialogues quiz blog email fact file <p>Communication</p> <ul style="list-style-type: none"> talking about your favourite city comparing two cities describing what is happening in photos exchanging opinions on the best music, the nicest meal, the most exciting film, and the funniest TV programme discussing whether it is better to live in the city or in the country talking about getting around in a city and following directions asking for and giving directions discuss what the most famous national parks are in your country 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to and check predicted answers understand the main points and ideas from reading or listening to a dialogue understand quiz questions and choose the correct answers seek detailed information from reading texts listen to directions in order to find places on the map listen and complete missing information read and listen to decide whether statements about what you have heard are true or false listen to information and use it to answer questions <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation write sentences comparing cities complete sentences with missing words write a short text about your favourite place make correct sentences using comparatives write sentences comparing cities make questions using superlative adjectives listen to dialogues and complete the table with the missing information make dialogues at the tourist office <p>Interactive skills</p> <ul style="list-style-type: none"> ask and answer questions about cities ask and answer questions about the best place in the world direct your partner to a specific place 	<p>Collaboration</p> <ul style="list-style-type: none"> work with a partner and complete the sentences test each other on new vocabulary by asking about places on a map work with a partner and write dialogues practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules compare information about two places project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> imagine an amazing city write about your favourite place take part in role-play activities project – create a leaflet for visitors to your hometown <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> two national parks – comparison between American and British and own culture <p>History</p> <ul style="list-style-type: none"> early civilizations <p>Learning to learn</p> <ul style="list-style-type: none"> improving your speaking skills

Unit 6

Curriculum	Outcomes	Topics, Culture overlap with other subjects, competencies
<p>Vocabulary</p> <ul style="list-style-type: none"> phrasal verbs adverbs with <i>-ly</i> <p>Grammar</p> <ul style="list-style-type: none"> <i>should / shouldn't</i> <i>must / mustn't</i> <i>have to / don't have to</i> <p>Pronunciation</p> <ul style="list-style-type: none"> silent letters <p>Text types</p> <ul style="list-style-type: none"> forum signs photo story dialogues fact file cartoon story <p>Communication</p> <ul style="list-style-type: none"> discussing who you can talk to when you have a problem discuss what advice adults give to teenagers discuss what rules are important at home and at school talking about making a difficult choice talking about trying new things persuading and encouraging 	<p>Receptive skills</p> <ul style="list-style-type: none"> listen to information and use it to answer questions understand the main points and ideas from reading or listening to a text find information in reading and listening texts and use it to answer questions listen to and check predicted answers seek detailed information from reading or listening texts <p>Productive skills</p> <ul style="list-style-type: none"> listen to and repeat words and phrases using the correct pronunciation make dialogues giving advice write sentences using <i>must</i> and <i>mustn't</i> listen to conversations and complete the table with the missing information make sentences from prompts complete sentences with missing words write sentences using the prompts correct the false sentences <p>Interactive skills</p> <ul style="list-style-type: none"> give your own and listen to others' opinions ask and answer questions about your diary think of some new fun rules for school 	<p>Collaboration</p> <ul style="list-style-type: none"> work with a partner and write dialogues test each other on new vocabulary agree on imaginary rules for a school work with a partner to make arrangements for the following week practise dialogues with a partner <p>Critical thinking</p> <ul style="list-style-type: none"> analyse input to determine grammar rules evaluate two stories to decide which is more surprising project – analyse and evaluate others' work to understand what makes a good project <p>Creativity</p> <ul style="list-style-type: none"> take part in role-play activities think of advice for some problems mime some actions create a noticeboard with new rules project – write a story <p>Civic studies / critical thinking</p> <ul style="list-style-type: none"> Australia – comparison between different countries <p>Science</p> <ul style="list-style-type: none"> renewable energy <p>Learning to learn</p> <ul style="list-style-type: none"> how to learn best