

# Welcome to *Explore*

*Explore* is a two-level course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and *Explore*'s mission is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of *Explore* is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

## How *Explore* will benefit you and your students

### Engaging real world content

*Explore* contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists, such as a boy at the Kung Fu school in China, in Unit 3. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying *CLIL* lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Explore* go to page 19. For more information on the *CLIL* lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

### Easier lesson preparation

Everything you need to prepare your lessons is available on *Presentation Plus* which, once installed, allows you to access everything easily and from one place.

### Clear goals to build confidence

*Explore* has been designed to provide a balance between exciting, real world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Explore*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

### Extra support for Speaking and Writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 20.

### Visual impact

Youth culture today is visually orientated and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Explore* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Explore* see page 18.

### A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world in some way. They also need ample opportunity to practise new language in a safe environment. *Explore* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Explore* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

### Graded practice for mixed abilities

Teaching mixed ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Two pages of grammar and vocabulary activities per unit available to download from *Presentation Plus*. These are graded to cater for mixed abilities, 'standard' for the majority of students and 'extra' for those students who need or want more challenging practice.
- Graded unit progress and end and mid-year tests ('standard' and 'extra' as above). Available from *Presentation Plus*.
- Graded exercises in the Workbook, with a clear one to three star system.
- Additional grammar and vocabulary practice in the *Vocabulary Bank* and *Grammar reference* section at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

### Common European Framework compatibility

The content in *Explore* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

### Relevant content

For *Explore*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Explore* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

### Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right* page, with exercises focusing on common errors,
- Unit progress tests,
- Mid and End of Year progress tests.

In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary.

For more information on the review sections, including ideas for exploitation please go to page 30.

### Flexibility for busy teachers

*Explore* is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with less than 90 hours.

If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language, and provide a motivating and enjoyable learning experience:

- The Welcome Unit (the diagnostic test will allow you to assess your students' level of English before the start of term, please see page 31 for more information).
- *Review* pages: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 126–141).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

# Course Components

Explore provides a range of print and digital learning tools designed to help you and your students.



## Student's Book

The Student's Book contains eight units, plus a Welcome Unit to revise basic grammar and vocabulary. High interest topics, including Discovery Education™ video clips and additional vox pop-style videos, motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.



## Workbook

The Workbook provides additional practice activities for all the skills presented in the Student's Book.



# Teacher's Resources



## Teacher's Book

The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

## Cambridge/Discovery Education™ Video

Compelling, high interest Discovery Education™ video clips spark students' interest and help develop language abilities.

The videos and Discovery Education™ clips, reinforce each unit's target language through a variety of video types:

- Engaging explorations of cultures, people, and locations from around the globe
- Interviews with native language speakers discussing topics of interest to teens
- CLIL-based content to accompany the eight-page *CLIL* section.

## Presentation Plus

*Presentation Plus* is a complete planning and presentation tool for teachers. It includes class presentation software, fully interactive Student's Book and Workbook, answer keys and full video and audio content, with scripts for each level. The digital Teacher's Book and Teacher's Resources, including the Test Centre, and additional graded practice activities, allow easy and fast lesson planning.

## Class Audio

The Class Audio CD includes the complete audio programme of the Student's Book and Workbook to support listening comprehension and build fluency.



# Unit tour

## Student's Book

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.

**3 My classroom**

**Vocabulary Places in a school**

1 Look at the plan of a secondary school. Which places have you got in your school?

2 Match the sentences 1-8 with the places in exercise 1. Then listen, check and repeat.

1 We have lunch here. **canteen**  
2 The whole school meets here. **main hall**  
3 We do outdoor sports here. **sports hall**  
4 This is where we do indoor sports and exercise. **gym**  
5 We work with computers in this room. **IT room**  
6 This is where we do experiments. **science lab**  
7 We read and study here. **library**  
8 This is where our main lessons are. **classroom**

**Your turn**

3 Draw a map of a school. Write the names of the places.

4 Use the map to ask and answer questions about the school.

This school is very big. This is the sports hall, and this is the main hall.

What's this?

It's the science lab. It's got ...

Vocabulary bank • page 113

**BE CURIOUS**

What can you see in the photo?

Start thinking

- What country is it?
- Who are the children?
- Where are they going?

**Vocabulary**

- Places in school
- School subjects
- Nouns and verbs
- Adjectives
- Language focus
- Can for ability and permission
- Object pronouns
- Be interested in

**Unit aims**

- Describe my school and school subjects.
- Talk about what I like and don't like.
- Understand about schools in other countries.
- Talk about things we can and can't do.
- Ask and answer questions about personal information.
- Write an email about my school.

36

The four unit video clips are summarised on this page.

The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages in *Explore* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

The grammar is presented in a clear, easy-to-read format.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.

**KUNG FU SCHOOL**

Kung fu is a 'martial art'. It's also a great Chinese tradition. Chinese children can go to special schools and study Kung fu every day!

Li Zheng, from Shanghai, is thirteen years old. She practises Kung fu in the playing field every day with hundreds of other students. She wants to be a police officer in the future. Every morning and evening, Li does her exercises and practises her Kung fu moves and positions for hours. The training is difficult and Li can't live at home. She can only see her family in the holidays. Li can do a lot of different moves like the frog, the dragon and the snake. Her teacher is an expert in Kung fu. He can break a brick with his hands. Can Li break a brick with her hands? No, she can't.

**FACT BOX** Some martial arts are at least two thousand years old!

**Language focus 1**

**can for ability and permission**

1 Complete the examples from the text on page 38.

1 I / You / He / She / It / We / They

He ... break a brick with his hands!  
Chinese children ... to special schools and study Kung fu every day!  
Li ... live at home.  
Li ... see her parents during the week.  
Li ... break a brick with her hands?  
Yes, she can / No, she ...  
Can they break a brick with their hands?  
Yes, they can / No, they can't.

**Grammar reference** • page 113

**Get it right!**

Notice that *can* doesn't change in the third person. I can play guitar. He can play guitar.

**Write sentences about your partner's abilities.**

Maria can ride a bike but she can't ...

**Write about things you can and can't do at home and at school. Use the ideas below and your own ideas.**

- use my mobile phone in the classroom
- go to bed late on school nights
- wear what I want at home
- talk in class
- go to bed late at weekends
- I can't use my mobile phone in the classroom but I can ...

**Work with a partner. Ask and answer questions about the information in Exercise 2.**

Can you talk in class? Yes, we can.

**Learn about a different Kung Fu school**

What do students learn at the school?  
How many boys study at the school?  
What do the students learn how to do at the school?

**Discovery Education**

**3 Kung fu school**

**Reading A magazine article**

1 Look at the title and pictures. Where is the school, do you think? Why do you think the students are there? How old is the girl in the picture?

**Explore nouns and verbs**

Find the verbs and nouns in the article. Copy and complete the table. Then complete the sentences.

Verb	Noun
study	practice
train	exercise

1 There are a lot of grammar ... in this book.  
2 I get up at 6 o'clock every day and ... the piano.  
3 After I finish my ... I want to go to university.  
4 My sister wants to be a teacher. She's at teacher ... college.

**Vocabulary bank** • page 113

**Your turn**

5 Ask and answer the questions.

1 Would you like to go to Li Zheng's school? Why? Why not?  
2 Would you like to learn a martial art? Why/Why not?

**Say it right!**

1 I can't / can't hear you.  
2 She can't / can't come for dinner.  
3 Pablo can't / can't help you with your homework.  
4 They can't / can't count to 20 in French.  
5 Can / Can't you wear jeans at school?

**Listen and repeat the sentences.**

1 I can't / can't hear you.  
2 She can't / can't come for dinner.  
3 Pablo can't / can't help you with your homework.  
4 They can't / can't count to 20 in French.  
5 Can / Can't you wear jeans at school?

**Work with a partner. Ask and answer the questions in Exercise 2.**

Can you do a handstand? No, I can't. Can you ...?

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexis-grammatical sets. Other times, collocation or word formation is focused on.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

The listening passage provides a natural context for the new grammar and vocabulary items.

The Language Focus 2 page features examples from the preceding listening passage.

### Listening A podcast

- Look at the New Bank School website. How is it different from your school?
- Listen to Tom talking about the school. What's his favourite lesson?
- Listen again. Complete the information.
  - great
  - Tom thinks his teachers are ...
  - The school day starts at 9 am and finishes at ...
  - They have three lessons in the morning and ...
  - On Saturday, they only have lessons in the ...
  - Tom wants to be a professional ... when he leaves school.

### Vocabulary School subjects

- Match the school subjects in the box with the pictures (a-i). Then listen, check and repeat.
 

Science

Geography

Maths

ICT

PE

History

French

English

Music

### THE NEW BANK SCHOOL OF PERFORMING ARTS

TRAINING PERFORMERS FOR THE FUTURE!

VOICE    DANCE    EVENTS

Click, drag and listen to Tom talking about his life at New Bank.

### Your turn

- Complete the sentences for you. Then work with a partner. Ask and answer questions.
 

My favourite subjects are *Maths and Science*.

I don't like ...

I don't study ...

I'm good at ...

What are your favourite subjects?

Maths and Science. What about you?
- Write sentences about you and your partner.
 

My favourite subjects are ... I don't like ...

I'm good at ... My partner likes ...

### Language focus 2 Object pronouns

- Complete the examples from the listening on page 40.
  - That's ... in the blue shorts!
  - It's a really good school and I love ...!
  - I like ... but I prefer Dance.
  - I practise with ... on Saturday afternoons.
  - Our teachers tell ... it's really important to do our academic schoolwork.
- Match the object pronouns in the box with the subject pronouns.
 

me   us   him   it   her   you   them   you

I - me   you - ...   it - ...   he - ...   she - ...   we - ...   they - ...   you - ...

Grammar reference • page 105

(don't) like, don't mind, love, hate + ing
- Look at the sentences from the listening on page 40. What do you notice about the form of the second verb in a-c?
  - I don't mind working this hard.
  - I really don't like getting up early on Saturday morning!
  - I love dancing.
  - I like the lessons, but I'm really tired at the end of the week.

Use verbs ending in -ing after (don't) like, don't mind, love, and hate.

love   like   don't mind   don't like   hate

Grammar reference • page 105
- Write complete sentences that are true for you.
  - I watch / sport on TV.
  - I love watching sport on TV.
  - My best friend / play / computer games.
  - I do / my homework.
  - My teacher / stay / up late at weekends.
  - My friends / go / to the cinema.

### DO YOU LIKE IT?

Do our quiz and tell us what you think about these things.

SCHOOL

DO YOU LIKE ...

break times?

doing homework?

Maths?

SPORT

DO YOU LIKE ...

playing basketball?

watching football?

...

PEOPLE

DO YOU LIKE ...

Mo Farah?

Dakota Fanning?

...

KEY: 😊 Yes, I love it! 🤔 I like it. 😞 I don't like it. 🤨 I hate it.

### Your turn

- Work with a partner. Ask and answer the questions in the quiz. Use the phrases in the key.
 

Do you like break times? Yes, I love them!

Do you like doing homework? No, I hate it!
- Write sentences from Exercise 6. Use object pronouns.
 

*Having doing homework but my partner doesn't mind it.*

The next page focuses on Listening and Vocabulary from the Listening. Sometimes this second Vocabulary section pre-teaches vocabulary before the students listen.

Your turn sections at the end of every lesson provide speaking practice and enable students to revise, personalise and activate the language taught, for more effective learning.

New language is clearly highlighted.

The Discover Culture spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

### Discover Culture

- Look at the map and the picture. Who is the man in the photo? Where was he from?
- Look at the pictures of Toblaby and answer the questions.
  - Where is she?
  - How old is she?
  - Where is she from?

Find out about a school in South Africa.

### Discovery Education

### South African schoolgirl

- Watch the video up to 0:38 and check your answers to Exercise 2.
- Are the sentences true (T) or false (F)? Correct the false ones.
  - The school children wear white shirts.
  - They have pasta for lunch.
  - The children sing and dance in a field.
  - Both boys and girls play netball.
  - Toblaby does her homework at school.
- Watch the video again and complete Toblaby's profile.
 

Toblaby is ... years old. She walks ... kilometres to school every morning. School starts at ... o'clock. Every morning she ... the national song with her classmates. In the afternoon she studies Zulu ... and learns traditional South African ... and ... She loves ... In the evening she does her ... writes in her ... and reads her ... Both class. This evening she's got a lot of ...
- Look at the pictures. Complete the captions about South African culture.
  - Today in Nelson Mandela's ...
  - The national anthem has words from ... different South African languages.
  - They learn traditional South African ... and ...
- Watch the video again to check your answers to Exercise 6.

### Your turn

- Work with a partner. Compare your school day to Toblaby's school day. Use the topics below.
  - How I get to school
  - Time my school starts
  - Activities I do in the morning
  - Activities I do in the afternoon
  - Homework

Toblaby walks to school but I go to school by car. What about you?
- Write a description of your usual day at school. Compare it to Toblaby's.
 

*I don't walk to school. I go by bus. Our school doesn't start at 8.30 am. It starts at 8.30 am.*

### Reading A profile

- Look at the map and photos. Where's Wales? What extra activities do you think students do in Wales? Read Gareth's blog and check your answers.
  - Gareth speaks two languages, ... and ... He speaks ... with his family. He goes to the ... club. He can ... He loves ...
  - Isabel goes to the ... club. She loves ...
  - Darren goes to the ... club. He can ...
- Find the adjectives in the text. Which ones mean 'very good'? Which ones mean 'very bad'?
  - interesting
  - great
  - boring
  - brilliant
  - fast
  - slow
  - terrible
  - slow
- Find the opposites for these adjectives in Exercise 3.
  - interesting
  - brilliant
  - fast

Vocabulary bank • page 113

### A Welsh school

Hi! My name's Gareth and I'm a student at Penrhiw Comprehensive School in Aberystwyth, a small town in Wales. In my school we study both English and Welsh. At home, Welsh is our first language but I usually speak Welsh with my parents and grandparents. I like listening to my grandfather tell interesting stories in Welsh. Our school is great because we've got lots of different clubs. There's a guitar club on Thursdays. Students can learn how to play the guitar. My friend Isabel goes to this club. She really loves playing music and singing and she's really good. I'm terrible at singing! We also have a hip-hop group. Students can learn hip-hop music and dance and sometimes they have concerts. My friend Darren goes to Rugby Club. He can run very fast but I'm really slow! Lots of Welsh people love playing and watching rugby but I think it's boring! I go to Surf Club every Tuesday after school. We can surf and swim. I love surfing and I can swim fast. Our teacher is an expert surfer. He's brilliant but he shouts a lot!

FACT! The Welsh alphabet doesn't have the letters K, Q, V or Z.

### Your turn

- Compare your school with Toblaby's and Gareth's schools. Copy and complete the chart.
 

	Toblaby's school	Gareth's school	My school
Languages			
Activities / Clubs			
Likes / Loves			
- Write sentences. Then work with a partner and compare your sentences.
 

*In Toblaby's school they speak a lot of languages.*

*In Gareth's school they speak ... in my school ...*

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

The second lesson in the Discover Culture spread focuses on a reading text which is thematically linked to the cultural angle of the video.

The Your turn sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.



Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both Speaking and Writing lessons present Useful Language in chunks to develop fluency.

### Speaking Asking and giving permission

**Real Talk:** Can you use your mobile phone at school?

1 Watch the teenagers in the video. How many of the teenagers ...

- can use their phones anywhere in school?
- can only use their phones in class to surf the internet?
- can't use their phones anywhere in school?

2 Can you use your mobile phone at school? Ask and answer with your partner.

3 Listen to the conversation. When can Fran and Bella go to the cinema?

4 Complete the conversation with the useful language.

**Useful language**

Great, thanks! ... Why not? ... Sorry, I'm afraid you can't.

Fran: Hi Dad, ... go to the cinema with Bella this evening?

Dad: No, ...

Fran: ... ?

Dad: Because your uncle and aunt are here this evening.

Fran: ... go on Saturday then, please?

Dad: ...

Fran: ... Dad!

### Writing An email

Hi, Mert. Please send me an email with information about your school for my school project. Thanks!

Hey Mert, Here's some info about my school for your project. I go to Humphrey Davy School in Penzance, England. It's a big school! It's got about 50 teachers and 900 pupils, from 11 to 16 years old. We have six classes in each year, with about 20 pupils in each class. We have a school uniform. You can see it in the photo (we can't wear jeans or trousers). The school day starts at 8 o'clock and finishes at 3.30 pm.

In my year, we study a lot of subjects - 12! My favourite subjects are Maths. Every teacher's got a different room, so we go to a different classroom every lesson. All the classrooms are big and we have posters on the walls with our projects. That's all for now. Write back if you need more info! Bye!

Anna

1 Read Anna's reply to Mert. Where's her school? How many pupils are there?

2 Answer questions about Anna's school.

- What's the name of the school?
- Is it big or small?
- How old are the pupils?
- Do they have a uniform?
- What time does school start and finish?
- How many subjects does Anna do?
- What's her favourite subject?

3 Find examples of informal language in Anna's email.

**Useful language**

Informal language

In an email to a friend, use informal language ...

- to start: Hi, ...
- to end: That's all for now. Bye ...
- contractions: Here's ...
- abbreviations: info

4 Complete the Useful language box with the phrases below.

Hello! Bye for now! How are you? How's it going?

5 Make these sentences informal. Use the Useful language box to help you.

- Dear Anna,
- My class teacher is great.
- My school is very big - it has got 1,500 pupils.
- We have got a new teacher.
- Best wishes, Mert

Writing lessons broadly follow a Process Writing methodology, where students are encouraged to plan and check their writing.

A clear model is provided for the speaking task.

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

### 3-4 Review

#### Vocabulary

1 Match the activities with the places in school.

- do outdoor sports
- read books and do projects
- meet with the whole school
- have ICT classes
- do experiments
- have lunch
- do indoor sports

- canteen
- science lab
- school hall
- main hall
- IT room
- library
- playing field

2 Write the school subjects in order from your favourite to your least favourite.

- Science
- Music
- English
- Maths
- History
- PE
- Geography
- French
- ICT

3 Complete the food words.

dairy: 1 c \_ \_ \_ \_ \_ 2 b \_ \_ \_ \_ \_ 3 m \_ \_ \_ \_

fruit: 4 \_ \_ \_ \_ \_ 5 b \_ \_ \_ \_ \_

vegetables: 6 b \_ \_ \_ \_ 7 c \_ \_ \_ \_ \_

meat and fish: 8 \_ \_ \_ \_ \_ 9 \_ \_ \_ \_ \_ 10 b \_ \_ \_ \_

other: 11 b \_ \_ \_ \_ 12 \_ \_ \_ \_ \_ 13 \_ \_ \_ \_ \_

14 p \_ \_ \_ \_ 15 r \_ \_ \_ \_ 16 t \_ \_ \_ \_

17 s \_ \_ \_ \_

4 Which of the words in Exercise 3 are the same in your language?

5 Complete the sentences with the words in the box.

breakfast desert dinner lunch main course starter

- The meal you have in the middle of the day is called ...
- My favourite ... is ice cream with bananas.
- ... is the first meal of the day.
- The big meal that people usually have in the evening is called ...
- Before the ... we often have a ...

#### Language focus

1 Write sentences with the correct form of can.

- he / ride a bike (?)
- Ayla / dance (✓)
- we / go home (?)
- Mehmet / play the guitar (✓)
- you / swim (?)
- they / do kung fu (✓)

2 Complete the text with the correct object pronouns.

Zara's my best friend. I like her, and she likes me. We're in the same class. Our teacher is Mr Stevens. I don't like him, because he gives us a lot of homework. Zara loves Art, but I hate it. Our friends like football and we often play with them after school.

3 Complete the sentences with the -ing form of the verbs in the box.

listen eat play read ride

- I don't like riding my homework after school.
- We haven't got a game on my computer.
- I hate being in the school canteen.
- I like reading Manga comics.
- I love listening to music.
- I don't mind riding my bike to school every day.

4 Which food and drink words on page 56 Exercise 3 are countable? Which are uncountable?

cheese: uncountable

5 Complete the sentences with a, an, some or any.

- I sometimes have a banana for breakfast.
- There's some cheese in the fridge.
- We don't eat any meat, only vegetables.
- Tolga eats some apple every day.
- We haven't got any salt. Can you go to the shops?
- Can I have some biscuits with my tea?
- Are there any tomatoes for a salad?
- I always have a biscuit with my tea.

#### Language builder

6 Make questions or sentences with there is / there are. Use some or any.

- There's some milk.
- There's some fruit.
- There's some cheese.
- There's some pasta.
- There's some eggs.
- There's some vegetables.
- There's some apples.
- There's some chips.

7 Choose the correct options.

- How much / many meat is there?
- I haven't got much / many biscuits.
- There are a lot of / much eggs. Let's make a tortilla.
- There isn't much / many milk in the fridge.
- How much / many potatoes do we need?
- I've got a lot of / many bread. Do you want some?

8 Complete the text with the correct word below.

Michelle doesn't eat ... fruit. She never has ... apple or ... banana at lunch, but she loves ... vegetables. There's ... always a lot of snacks in her lunch box, too. Tina has lunch at the same time as Michelle, so they ... sit together. Tina usually has cheese sandwich and a yoghurt. There's ... usually ... fruit in her lunch box too. She doesn't eat ... snacks. How ... fruit do you eat every day? Do you eat ... vegetables?

9 Choose the correct options.

Walter: Hi. What can I do for you?

Mary: Yes, please. I'd like a salad sandwich, please and a glass of coke.

Walter: OK.

Tom: And I'd like a spicy chicken, please.

Walter: Right. Anything / something else?

Tom: Yes, please. A cup of coffee, please.

Mary: How many / How much is that?

Walter: £4 each, please.

Mary: Here you are. I saw you. This is my £4.

Tom: £6. Mary can borrow some money please?

Mary: Sorry, Tom. I'm afraid you can't don't.

Tom: Why not? What not?

Mary: Because I've only got £4!

Language builder sections revise the target grammar from all the previous units.



Each CLIL lesson is linked to the topic of the corresponding unit. They give students the opportunity to study other subjects through the medium of English.

**3 CLIL**

**Design and Technology Drawing tools**

1 Look at the picture. Match the drawing tools with the words in the box. Then listen and check.

coloured pencils compass ruler drawing board felt-tip pens paper pencils set-square T-square

1 set-square

2 Complete the table about the drawing tools with the words in the box.

angles circles colour straight paper parallel

3 Listen to the conversation and check your answers.

4 Which drawing tools in Exercise 1 do you use ...

• in Math? • in both? • in Art?

5 Look at the shapes. Copy them. What drawing tools do you need?

6 Work with a partner. Describe the drawing tools in Exercise 1. Your partner guesses what they are.

Find out about Leonardo da Vinci's designs for a car.

Discovery Education

3.4 Da Vinci's design

121

The third Discovery Education™ video clip brings high-interest global topics to life for students.

**Grammar reference**

**Unit 3**

**can for ability and permission**

1 You can't draw/they can't sing.

2 You/he/she/it/they can't sing.

3 Can you/he/she/it/they sing?

4 Yes, I/you/he/she/it/they can.

5 No, I/you/he/she/it/they can't.

• We use can to express ability and permission. He can play tennis. (ability) Our dogs can go to the party. (permission)

• Can is the same in all forms. I can speak Chinese. She can speak Chinese.

• We use infinitive without to after can. They can sing.

• We don't use do/does when we make questions with can. Can you use your mobile phone at school?

1 Write affirmative (✓) and negative (x) sentences with can.

1 James / run fast. (✓) James can run fast.

2 My granddad / use a mobile phone. (✓) My granddad can use a mobile phone.

3 They / skateboard. (x) They can't skateboard.

4 You / stay out late tonight. (x) You can't stay out late tonight.

5 I / ski. (x) I can't ski.

6 She / play the piano. (✓) She can play the piano.

2 Write questions and short answers for the sentences in Exercise 1.

Can James run fast? Yes, he can. / No, he can't.

3 Write sentences with can about you and your friends and family. Use the prompts to help.

1 play the guitar / piano I can play the guitar. I can't play the piano, but my uncle can.

2 swim / dance / ride a bike / ride a horse I can swim. I can't dance.

3 speak French / Russian / Chinese / Spanish I can speak French.

4 drive a car / drive a lorry / fly a plane I can't drive a car.

**love, (don't) like, don't mind, hate -ing**

• We use the -ing form of the verb after love, (don't) like and hate. She loves playing her little sister. I don't mind doing homework.

4 Complete the sentences with the -ing form of the verbs in the box.

do walk go paint sing watch play learn

1 He loves ... to school.

2 I don't like ... homework.

3 Karen loves ... DVDs.

4 We like ... English.

5 They don't like ... pictures.

6 He doesn't mind ... with the baby.

7 My brother hates ...

8 They don't mind ... to school.

**Object pronouns**

subject pronoun	I	you	he	she	it	we	you	they
object pronoun	me	you	him	her	it	us	you	them

• We can use object pronouns to replace nouns that follow verbs. I love Maths lessons. → I love them. John's blue cooking. → John's like it.

5 Complete the sentences with the correct object pronoun.

1 Our teacher always tells Jeff to sit down.

2 It's a great film. Watch ...

3 She's got exams. She needs to study for ...

4 Brad goes to Art classes. I can go with ...

5 Katie knows the answer. I can email ... tomorrow.

6 My best friend always tells ... her secrets.

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

The Vocabulary Bank contains all the new vocabulary from each unit. Activities revise and consolidate the language.

**Vocabulary Bank**

**Jog your memory!**

Look at the pictures. Cover the rest of the page. How many places in a school can you remember?

**Think again**

**Places in school (page 37)**

canteen	library	science lab
classroom	main hall	sports hall
IT room	playing field	

1 Work with a partner. Look at the words in the box. Choose a room. Don't tell your partner. Say three things you can find in the room. Can your partner guess which room it is?

A: You find books, computers and pens in this room.

B: Is it the IT room?

A: Yes, it is!

**Explore nouns and verbs (page 38)**

event	practise	study	training
practice	studies	train	training

1 Complete the chart with words from the list.

verb	noun
exercise	

2 Can you add three more nouns and two more verbs to the chart?

**Study tip**

Write the past of speech ... to new words in your vocabulary notebook. It helps you to use them correctly in your work.

**School subjects (page 40)**

English	History	Music
French	ICT	PE
Geography	Maths	Science

1 Look at the words in the box. What is your perfect school day? Complete the timetable.

8.30-9.45	9.45-11	11-11.15	11.15-12.15
PE			
12.15-1.15	1.15-2.15	2.15-2.30	2.30-3

2 Look again at page 38. Can you find three more adjectives in the Kung-Fu text?

3 Think of a word for each adjective.

boring - shopping

**Explore adjectives (page 40)**

boring	great	terrible
brilliant	interesting	
fast	slow	

Vocabulary Bank 113

Each page includes a study tip to help students record and remember new words and encourage autonomy.

**Project 1**

**A class survey**

**Class Survey: favourite gadget**

1 What's your favourite gadget?

2 Who's it from?

3 Where do you use it?

4 Where do you use it?

**Look**

1 Look at the class survey and the pie chart. Which 'gadget' is the most popular?

2 Answer the questions in the survey for you.

**Prepare**

3 Work in groups of three or four. Choose one of the topics for class survey.

- after school activities
- daily routines
- family members
- languages

**Present**

4 Write questions about the topic in Exercise 3. Use the question words below.

What ...? Where ...? Who ...?

When ...? Which ...? How many ...?

5 Ask your classmates the questions in your survey.

6 Draw a pie chart like the one in Exercise 1 to show your results. Present your results to the rest of the class.

Project 127

Students are given a clear model to guide them.

Three clearly laid out stages provide clear guidance.

Workbook

The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.

The second page practises the first Language Focus section.

Every unit contains a listening activity.

3 My classroom

Vocabulary

Places in a school

1 Put the letters in order to make the places in a school. Write them under the correct picture.

2 Complete the text about David's Saturday with words from Exercise 1.

3 Write sentences about your favourite place in your school. When do you go there?

4 Write at least five other places in a school. Use a dictionary if necessary.

5 Write at least five sentences about your perfect school.

Language focus 1

can for ability and permission

1 Choose the correct words.

2 Write can or can't and the verbs in brackets.

3 Write questions with can and the correct answers.

4 Write questions and answers.

5 Write questions and answers.

6 Write questions and answers.

7 Write questions and answers.

8 Write questions and answers.

9 Write questions and answers.

10 Write questions and answers.

Listening and vocabulary

School subjects

1 Listen to the audio and write the school subjects in the boxes.

2 Listen to the audio and write the school subjects in the boxes.

3 Listen to the audio and write the school subjects in the boxes.

4 Listen to the audio and write the school subjects in the boxes.

5 Listen to the audio and write the school subjects in the boxes.

6 Listen to the audio and write the school subjects in the boxes.

7 Listen to the audio and write the school subjects in the boxes.

8 Listen to the audio and write the school subjects in the boxes.

9 Listen to the audio and write the school subjects in the boxes.

10 Listen to the audio and write the school subjects in the boxes.

The vocabulary from the Explore sections on the Student's Book reading pages is practised here

Activities are given one to three stars, depending on the level of difficulty.

Language Focus 2 provides further practice of the target grammar from the Student's Book.

The model writing text includes more useful language, which is extended from the Student's Book.

There is double-page Writing section in every unit.

The organisation and contents of the model text are highlighted.

Language focus 2

like, love, don't mind, love, hate + object pronoun

1 Put the verbs in order to make the sentences.

2 Choose the correct words in the grammar table.

3 Write sentences with the prepositions.

4 Write sentences with the prepositions.

5 Write sentences with the prepositions.

6 Write sentences with the prepositions.

7 Write sentences with the prepositions.

8 Write sentences with the prepositions.

9 Write sentences with the prepositions.

10 Write sentences with the prepositions.

Writing

Read Simon's email. Where does he spend a lot of time?

1 Read Simon's email. Where does he spend a lot of time?

2 Read Simon's email. Where does he spend a lot of time?

3 Read Simon's email. Where does he spend a lot of time?

4 Read Simon's email. Where does he spend a lot of time?

5 Read Simon's email. Where does he spend a lot of time?

6 Read Simon's email. Where does he spend a lot of time?

7 Read Simon's email. Where does he spend a lot of time?

8 Read Simon's email. Where does he spend a lot of time?

9 Read Simon's email. Where does he spend a lot of time?

10 Read Simon's email. Where does he spend a lot of time?

A broad process writing model is followed, as in the Student's Book

In 5A, the reading pages include a reading tip to help students at this early stage.

Each unit includes Writing Tips.

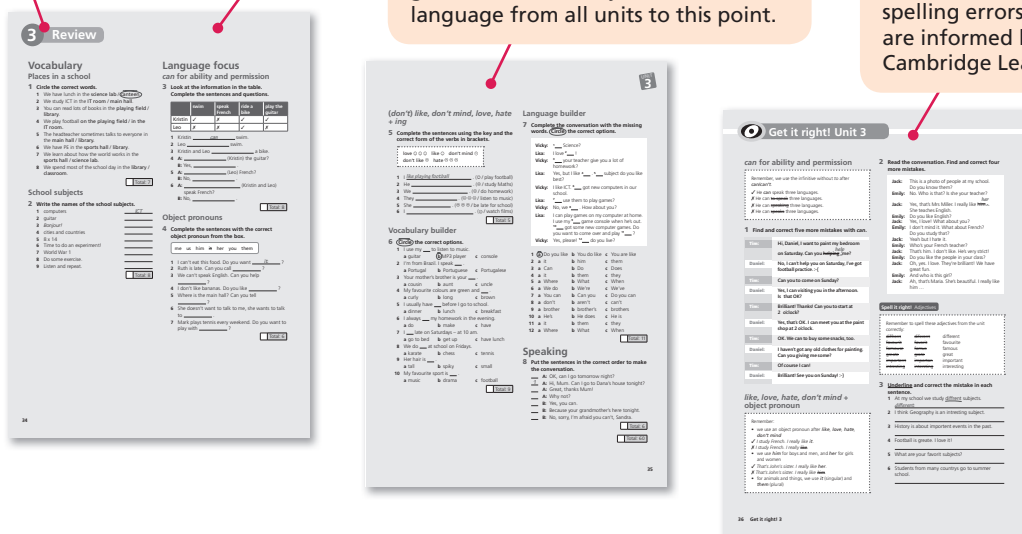
Other features of the genre are presented.

Each unit is followed by a two-page Review section.

The first page of the Review section focuses on the grammar and vocabulary of the unit.

The second page revises the grammar, vocabulary and functional language from all units to this point.

Each unit finishes with a *Get it Right* page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.

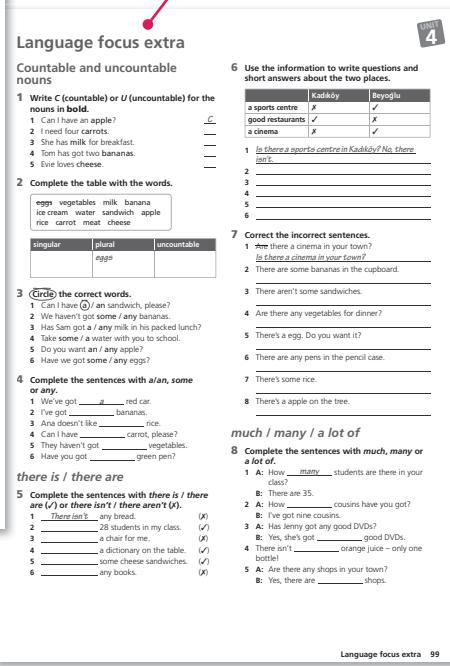
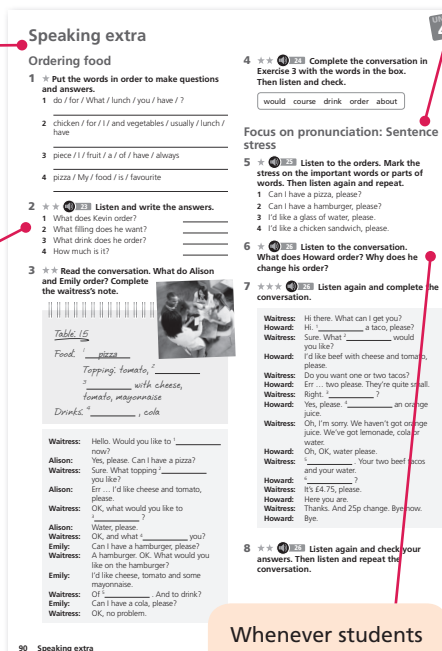


Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

The *Speaking extra* pages practise the *Useful Language* from the Speaking pages in the Student's Book.

The *Language focus extra* pages provide even more practice of the grammar in the Student's Book.

There is plenty of listening practice to contextualise the language.



Whenever students are asked to listen, they are given an opportunity to listen for gist first.





## Fast Finishers boxes help with class management.

Audio and video scripts are embedded within the teacher's notes.

Teaching notes include 'off the page' activities with Student's Books closed.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.

Where the teacher needs to prepare before the class, this is clearly highlighted at the start of the lesson notes.

The Discover Culture video lesson contains step-by-step lesson notes, as well as the video script.

There are suggestions for dealing with stronger or weaker students throughout the notes.

Answer keys are embedded within the notes, in the appropriate place.

### Listening and Vocabulary

**Objectives**

- Listen to a video about school subjects.
- Understand the main points of the video.
- Answer questions about the video.

**Podcast**

Students listen to a podcast about school subjects. They answer questions about the podcast.

**Answers**

1. a. music 2. three 3. morning 4. dancing 5. drawing

**Podcast**

Students listen to a podcast about school subjects. They answer questions about the podcast.

**Answers**

1. a. music 2. three 3. morning 4. dancing 5. drawing

### Language focus 2 Object pronouns

**Objectives**

- Understand the use of object pronouns.
- Use object pronouns in sentences.
- Answer questions about object pronouns.

**Warm-up**

Students complete a warm-up activity about object pronouns.

**Answers**

1. a. him 2. her 3. it 4. us 5. them

**Fast Finishers**

Students complete a fast finishers activity about object pronouns.

**Answers**

1. a. him 2. her 3. it 4. us 5. them

### Discover Culture

**Objectives**

- Understand the culture of South Africa.
- Answer questions about South Africa.
- Use the video script to answer questions.

**Preparation**

Teachers prepare for the Discover Culture video lesson.

**Background**

South Africa is a country in the southern part of the African continent. It is a country with a rich culture and history.

**Warm-up**

Students complete a warm-up activity about South Africa.

**Answers**

1. a. South Africa 2. a. South Africa 3. a. South Africa 4. a. South Africa 5. a. South Africa

**Video script**

Teachers use the video script to answer questions about the video.

**Answers**

1. a. South Africa 2. a. South Africa 3. a. South Africa 4. a. South Africa 5. a. South Africa

### Reading A profile

**Objectives**

- Understand the profile of a student.
- Answer questions about the profile.
- Use the profile to answer questions.

**Warm-up**

Students complete a warm-up activity about the profile.

**Answers**

1. a. a student 2. a student 3. a student 4. a student 5. a student

**Fast Finishers**

Students complete a fast finishers activity about the profile.

**Answers**

1. a. a student 2. a student 3. a student 4. a student 5. a student

### Speaking Asking and giving permission

**Objectives**

- Understand the use of asking and giving permission.
- Use the video script to answer questions.
- Answer questions about asking and giving permission.

**Warm-up**

Students complete a warm-up activity about asking and giving permission.

**Answers**

1. a. Can I go to the library? 2. Can I go to the library? 3. Can I go to the library? 4. Can I go to the library? 5. Can I go to the library?

**Fast Finishers**

Students complete a fast finishers activity about asking and giving permission.

**Answers**

1. a. Can I go to the library? 2. Can I go to the library? 3. Can I go to the library? 4. Can I go to the library? 5. Can I go to the library?

### Writing An email

**Objectives**

- Understand the use of writing an email.
- Use the video script to answer questions.
- Answer questions about writing an email.

**Warm-up**

Students complete a warm-up activity about writing an email.

**Answers**

1. a. I am writing to you 2. I am writing to you 3. I am writing to you 4. I am writing to you 5. I am writing to you

**Fast Finishers**

Students complete a fast finishers activity about writing an email.

**Answers**

1. a. I am writing to you 2. I am writing to you 3. I am writing to you 4. I am writing to you 5. I am writing to you

# Presentation Plus digital classroom software

Engage students with lively multimedia content including easy access to all the videos with subtitles

Extra teacher's resources such as the Teacher's Book, tests and photocopiable activities.

A link to the Cambridge Learner Dictionary

The zoom feature allows you to zoom anywhere on the page.

Access this content via *Presentation Plus*.

*Presentation Plus* gives you easy access to digital versions of all the teaching resources you need in one place.

Fully interactive Workbook

Fully interactive Student's Book

Check students' answers with the answer key

Listen to the audio with the option to show the script.

Each page in each unit features interactive activities.

## Online Workbook with Online Practice

Click on the Resources tab to open the Online Practice.

Click on the Content tab to open the Online Workbook.

You and your students can see how much of each unit, section or exercise has been attempted

The Workbook gives free access to the *Resources* area, where students will find the Workbook audio and Wordlists.

The teacher view also has access to a full online teacher training programme

In the gradebook, students and teachers can see scores by unit or section for individual students or the whole class

The teacher decides when to unlock content



# Using video in *Explore*

Using video in the classroom can often appear to be something of a challenge, especially if the necessary equipment isn't always available. But teachers who use video report increased levels of motivation and enthusiasm in students.

*Explore* offers four video clips per unit and two in the Welcome Unit, a total of 34 sequences in the course. These high-quality clips have been produced in collaboration with Discovery Education™. The Discovery Education™ footage has been edited by Cambridge University Press to meet the needs of the secondary classroom and the audio has been specially written to fit the syllabus and level of the students.

The clips maintain the appeal and exciting content of all Discovery Education™ videos, featuring a wide variety of countries from around the world (both English and non-English speaking). The themes have been carefully selected to appeal to learners in the target age range. They often focus on aspects of teenagers' lives around the world and inspire learners to continue to explore the topics in the videos outside the classroom.

The videos can be used as much or as little as the teacher chooses. In the Teacher's Book, each video is accompanied by a number of suggested exercises which can be completed in a short time within the course of a normal class. Extra ideas for building on the content and themes of the videos are provided in the Teacher's Book. If the teacher prefers to make a full lesson out of the video, he/she can print out the corresponding worksheets from the *Presentation Plus* software.

## Video in the classroom: Ben Goldstein

### Why video?

Video is becoming the primary means of information presentation in digital global media. Recent statistics suggest that 90% of Internet traffic is video-based. Because of this, teaching a language through text and image alone may not completely reflect how many of today's teenagers communicate and receive and transmit information. Due to the increasing prevalence of video in all walks of life, being visually literate and knowing how to process visual data is an increasingly necessary skill in today's digital world. So why not use video in the language classroom?

### How to exploit video

Video can be exploited in a variety of ways in the language classroom. Primarily teachers may use video for listening skills practice. Video is an ideal tool for practising listening comprehension. The obvious advantage it has over audio alone is the visual support it can offer the viewer. Students are sometimes able to see the speaker's mouth, facial expressions and gestures, as well as being able to see the context clearly and any visual clues which may aid comprehension. All of the essential micro-skills such as listening for specific information, predicting and hypothesising can be taught very effectively through this medium.

Video can also act as visual stimulus. Here the moving image acts as a way to engage interest and is a catalyst for follow-up classroom tasks, such as summarising the video content or post-viewing discussions. Teachers can also make use of the visual image alone to practise prediction or encourage students to invent their own soundtrack based on what they see rather than what they hear.

Finally, video can be a great source of information and provides learners with the content for subsequent tasks such as project work. The factual nature of Discovery Education™ provides a very useful tool when teaching CLIL (Content and Language Integrated Learning), in which students learn academic subjects in English. For more detailed information about use of videos in *Explore* and extra worksheets, see pages 126–141.

### Videos in *Explore*

Our approach to integrating video into Cambridge's new secondary course, *Explore*, was to adapt authentic material from Discovery Education™. The content and subject matter of these videos is ideal for the secondary school classroom. Learners of this age are curious about the world and keen to learn about different cultures, natural history and people of their own age around the globe. Many teenagers also watch similar documentary-style programmes outside the classroom. The videos in *Explore* are short and fast-paced, with plenty to engage the teenage viewer without overloading them with information.

The voiceovers in the videos are delivered in a clear, concise manner with language specially graded to match the syllabus and to reflect what students have learned up to each point on the course. By providing subtitles in a simplified storyboard format, we have added an extra aid to student comprehension which teachers can make use of should the need arise.

There are four videos in each unit of *Explore*. Video sections can be found on the *Language focus 1* page, the *Discover Culture* page, the *Speaking* page and the *CLIL* page at the back of the book. Discovery Education™ video supplements and extends the unit themes throughout the course. With a strong cultural focus and a variety of topics from countries around the world, these videos act as a way to encourage intercultural awareness and lead students to seek out similarities and differences between their own culture and other cultures around the world.

The videos which accompany the *CLIL* pages at the back of the book are an ideal complement to the content being taught in class. Subjects such as Science, Maths and History are brought to life in informative and highly-educational videos which are a natural progression from the lesson on the page.

Of the four videos, the only one not to feature documentary material is on the *Speaking* page. These *Real Talk* videos include interviews with British, American and Australian teens in which the young people talk to camera on a variety of subjects both relevant to the topic on the page and to teenagers' own lives. These voices are fresh and act as sympathetic role models for the learners.

### The future of video in class

Who knows where we will end up with video? New video genres are being born all the time. Software is being developed constantly which offers the latest innovations in interactive video work and, before long, it will be possible to show a video in class that your students will be able to change as they watch.

We are living in an age in which digital video reigns supreme. For this reason, try to make video a central part of your lessons, not just an added extra. Hopefully, courses with integrated video content such as *Explore* will make it easier for teachers to do this. It's hoped that working with video in this way will bring the classroom world a little closer to the world our learners are experiencing outside the classroom walls. That must surely be something motivating.

# The use of image in *Explore*

## Introduction

Using images in the language classroom is something we take for granted. However, although our classroom materials are full of images, most of these are used as a support with written or spoken texts. As text provides the main focus of our attention in class, the images alongside often perform a secondary role or are simply decorative.

The information of digital age that we live in is a highly visual one. These days, people often communicate through images and video or through a combination of image and text. We therefore believe it appropriate to rethink the role of images in learning materials and place more emphasis on 'the visual'. This brief introduction outlines the different roles that images can have in our teaching practice and what we have done in *Explore* to make the image more central to the course and to more fully exploit image.

## High-impact images

In *Explore*, we provide high impact photos on the opening page of each unit. These images have a multiple function. Firstly, they provide an engaging link with the unit content, stimulating the students to take an interest in the topic. An image is a more efficient and impactful way of conveying a message. In this sense, a picture can really be worth 'a thousand words'. Secondly, the *Be Curious* section beside the image poses specific questions related directly to the image. Thirdly, the image often acts as a cultural artefact which is open to multiple readings. In the *Be Curious* section, students are often encouraged to hypothesise about the image in question. For example, looking at the photo of a busy street market, they might, for example, be asked, 'Where do you think it is?' Students should feel confident here that they can provide their own answers, using their imagination as much as possible providing they can justify their opinions.

The images in both these opening pages and in others have been selected because they offer an original angle on a well-known topic or show a different perspective.

## Intercultural Awareness and Critical thinking

The images have also been carefully selected to encourage intercultural awareness and critical thinking. For example, in Level 5A Unit 3 (My classroom) the image shows the journey to school in a developing country rather than from the English-speaking world. The students can be encouraged to find differences and similarities between this and their own experience. In this context, this classic task has a clear intercultural angle. At the same time, students may be asked what conclusions they can draw about school life from looking at the image. Students must look for evidence in the image to support their argument. The important concern again here is that students can provide their own answers rather than simply second-guess a 'correct' answer from the answer key.

This may be something new and even daunting, but if done in stages, students will soon get the hang of analysing images in this way and thinking more deeply about them. Notice that in the *Be Curious* section, the first question is sometimes, 'What can you see in the photo?' So, before analysing students merely *describe*. Such scaffolding supports a gradual increase in cognitive load and challenge. Students are not expected to hypothesise immediately, but reflect on the image once they have described it and visualised it.

### Teaching tips for exploiting images in class

If your class has problems analysing the images, consider three different ways of responding to them: the *affective* response – how does the image make you feel, the *compositional* response – how is the image framed (i.e. what is in the foreground/background, where the focus is, etc.), and the *critical* response – what message does the image communicate; what conclusions can we draw from it? This can be a useful framework for discussing any image.

## Moving on: selecting your own images and student input

Taking this further, you could select your own images for use in class to supplement those found in the course. Some criteria for selecting images could be: *impact* (will the images be able to stimulate or engage the learner on an imaginative level?), *opportunity for personalisation* (how can the students make these images their own?) and *openness to multiple interpretation* (how many different readings can be drawn from a certain image?).

There are a number of great websites and image-sharing platforms where you can access high quality and high-impact copyright-free images to be used in class. These include:

<http://unsplash.com>

<http://littlevisuals.co>

<http://www.dotspin.com>

<http://www.lifeofpix.com>

You can also then allow students to take a more active role by inviting them to bring their own images to class. Thus, images provide an even more central focus, functioning both as objects for analysis in their own right and as a clear way for students to provide their own input. This can be easily achieved digitally. Why not set up an Instagram page with your class or a blog or even a class website? This will allow students to upload their own images and interact with them by sending posts or messages describing or commenting on the images. In this way, they get extra practice at writing and even speaking.

This interaction can then inform the face-to-face classroom to create a blended learning environment, as you prompt face-to-face discussion and negotiation of ideas based on what you view online.

# Role of culture in *Explore*

## Ben Goldstein

It is a truism that language and culture are inseparable and yet this is something that is often overlooked in English language teaching materials which focus exclusively on a linguistic agenda. For this reason, each unit of *Explore* includes a *Discover Culture* spread which clearly emphasizes culture. These spreads include a video-based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Explore* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?

## English as an international language

Due to globalization, English is spoken in more places in the world than ever before and the number of proficient non-native speakers of English now outnumbers natives by approximately 5 to 1. For this reason, it is likely that your students will speak English in later life in global contexts with a majority of non-native speakers present. This has obvious repercussions for pronunciation. For example, is it now desirable for learners to sound native-like? But it also has an effect on the cultural input that we present in class. It may be counter-productive to present only examples of native-speaker culture if your learners will rarely find themselves in a purely native-speaker environment.

For this reason, in its *Discover Culture* spread (and throughout the units) *Explore* features cultural input from many different societies. For example, 5B, Unit 10 features a video focusing on characteristic musical styles from three different countries: Australia (where English is spoken as a first language), India (where it is spoken as a second language) and Mexico (where it is learnt as a foreign language). This is not to say that target culture is ignored. One advantage of this approach, of course, is that the students' own country may appear in these pages thus engaging learners even further and offering an opportunity to use students' real-world knowledge and experience to analyse a text critically.

## An intercultural 'glocal' approach

*Explore* is a course that will be used in many different countries. Therefore the topics chosen are global in reach and appeal. However, they are also sufficiently familiar to students for you to 'localise' them. Put simply, this means that you could seek out local angles on global topics. For example, if the unit discusses a subject such as graffiti (a truly global phenomenon), you could get students to find examples of graffiti from their local context. This is, of course, facilitated by the *Your turn* sections which always attempt to bring out the students' own views on a particular subject and allow them to reflect on their own world. Such an approach is very much in line with the Common European Framework's principles in which intercultural awareness predominates. Such an approach encourages learners to reflect on their own culture and identity and seek out differences and similarities between that and the target culture. As a consequence learners will see that their own culture is plural and diverse, and they may begin to challenge stereotypes and misconceptions about how their own culture is seen by others.

## Challenging stereotypes

While featuring topics which are familiar to teachers and students, *Explore* also offers an alternative vision of certain widely-established cultural traditions. Cultural phenomena are truly representative of different countries rather than merely reiterating cultural clichés and

stereotypes which may no longer be true. For example, rather than only focus on well-known British sports like rugby or cricket, Level 5A Unit 7 focuses on Scotland's lesser-known Highland Games. Likewise, the course features exciting and teen-relevant material such as the Burning Man music and culture festival in the USA (5B, Unit 10), rather than more established traditional music festivals like the Proms in the UK.

### How have we implemented our approach to culture?

## Discover Culture sections

### Video exploitation

As in other parts of *Explore*, the visual aspect is taken very seriously. After a series of warmer questions to activate the learners' schemata, students watch the video for gist and specific comprehension, but there are also questions which focus on visual stimuli. For example, students might be asked to test their memory on the images that they have or have not seen in the clip. Likewise, before watching, students might be asked to imagine which images they think would appear in the clip and then watch and check their answers. Students in the *Your turn* are then asked to find a personal connection with the topic shown in the video and/or give an extended opinion about it. As explained above, the approach embraces all cultures in which English is spoken as first, second or foreign language, from cricket in India, to bullet trains in Japan to school life in South Africa. Very often, different countries' cultures are compared within the same video such as one clip which focuses on the distinct animals which live in the world's cities. In this way, students are learning about world culture through English but via the dynamic and motivating medium of Discovery Education™ video.

### Reading exploitation

As in the video section of *Discover Culture*, images play a key part in activating students' interest in the topic. Images have been chosen specifically to trigger a response, encouraging students to hypothesise about what they are about to read. Once again, the topics here offer interesting focuses and contrasts on a topic related to the previous video spread. For example, in 5B, Unit 9 two different schooling traditions are highlighted: The Royal Ballet in London is compared to La Masía, FC Barcelona's football academy for teens, which provides many of the team's best players. This is in line with the approach taken to culture in the series. By exploring world contexts (such as Spain here) where English is spoken as a foreign language, it is hoped that that teachers and students will feel able to localise the material to suit their own context. For example in the case above, the follow-up question after the reading could then be "Is there a football academy that functions in a similar way in your country?" At the same time, connections between target and world culture can be forged. For example, students might be asked if they have ever stopped to reflect on the similarities between training to be a ballet dancer or a footballer.

### Ideas for further exploitation

If a *Discover Culture* spread has proved popular with your class, why not get students to produce a mini project on a similar topic? This could either feature a local context similar to the one in the spread or describe a related personal experience. Encourage them to use digital resources to research the project. These projects can be showcased in class by way of student presentations using digital tools for added effect. The Teacher's Book has an *Extension Activity* box at the end of each *Discover Culture* section, with specific ideas for further exploitation of the topics.



# Speaking and writing in *Explore*

Speaking and writing use vocabulary and grammar that learners have already internalised, or are in the process of internalising. They both allow the writer or speaker to be creative, but often use formulaic phrases and expressions such as functional language, which can become automated and prepare the listener to expect predictable content. However, although similar in that they are both productive skills, in many ways speaking and writing are very different and need a different pedagogical approach.

## Writing

Writing is a skill that students often find difficult, even in their L1. It involves thinking about vocabulary, grammar, spelling and sentence structure, as well as how to organise content, and of course register is important too.

## How does *Explore* help students improve their writing skills?

## Motivation through real life tasks

It helps a writer to have an idea of who the reader is (as opposed to the teacher!) and what the purpose of the writing is. In real-life tasks this is easier to see.

**Genre** (type of text) is important here too, so in *Explore* a range of appropriate text types have been selected, using the CEFR for guidance, and the type of text is always indicated for students. Genre tells us what kind of language is used, be it set formulae or functional language, vocabulary, and formal or informal register, all related to the purpose of the text and its expected content. On each writing page the *Useful language* box focuses learners on an integral aspect of that type of text. The *Explore* syllabus has been carefully planned across the four levels to deal with a range of relevant language issues related to the different genres.

The writing page starts with a **model text**. This serves to show students what kind of text they are aiming for. It is also designed to focus attention on how the useful language is used in the text, which allows for a process of noticing and discovery learning. This useful language often includes appropriate functional expressions. Writing in one's own language is a process involving planning, drafting and redrafting, and checking for mistakes. Within this process you have time to think, look things up and so on. The way writing is dealt with in *Explore* encourages learners to follow the same process. The workbook then provides more work on the same genre, with another model text and exercises which recycle and extend the highlighted features from the SB, before suggesting another title for further practice.

### TIPS:

- With some genres, get students to predict what they expect to find in the model text.
- As well as focusing on the Useful language, ask students to underline phrases in the model they could use for their own text.
- Brainstorm ideas and do the planning stage in pairs. The drafting can also be done collectively.
- Write the SB text in class and the WB pages individually for homework.
- Get students to use the checklist on each other's work to raise their awareness. Then allow students to write a final draft.
- Using a digital device for writing makes the whole process easier and more like the modern world, and so is more motivating.

## Speaking

Speaking is challenging, and can be daunting (it involves thinking and speaking at the same time, and listening and responding to someone else). Teenagers may lack confidence or feel embarrassed when speaking English. *Explore* takes a **step-by-step approach**, where students are provided with sufficient **support** and a structure to enable them first to practice in a controlled way but later to create their own conversations. As with writing, speaking can involve set phrases or functional language used in context particular genre. The more these phrases can be practised and memorised, the easier creating a new conversation will be. This is known as automatism. To try and mirror speaking outside a classroom, there is no written preparation. Instead, *Explore* starts with a model conversation in a clear, **real life context**, to motivate students and highlight useful language. Students **listen first** to answer a simple question designed to focus on content rather than language. The focus then shifts to the useful language, which may be complete fixed phrases or functional exponents to begin a sentence. Students use these to complete the conversation and listen again to check. They then read the model conversation in pairs, and often do a follow up exercise using some of the useful language as well, in order to give them confidence and prepare them for developing their own conversation, either by adapting the model (at lower levels) or by creating their own. In both cases prompts are provided, and students are encouraged to use the phrases from the useful language box in their own conversations.

### TIPS:

- Students can read the model conversation several times, after they have done this once or twice, encourage one of them to read and the other to respond from memory. Then they swap, and finally they see if they can both remember the conversation.
- Use the model and audio to concentrate on pronunciation, drilling at natural speed. Students can look for features of speech (eg. words being joined together, or sounds disappearing in connected speech).
- Get students to "act" the model conversations in character. This helps lessen embarrassment, and can be fun.
- Encourage students to do the final task several times with different partners.

## Your turn

Throughout the SB there are *Your turn* sections on every page (except the Speaking and Writing sections). These are included to practice writing and speaking – the writing stage often helps to scaffold a subsequent speaking activity – linked with new vocabulary and grammar, or listening and reading. Students are encouraged to actively use new language in a **personalisation activity**. This approach has been shown to help learners activate and relate new language to their own lives, i.e. in a relevant and familiar context.

### TIPS:

- In class, students can compare what they have written in the Student's Book or the Workbook for homework. They could then tell the class if they are "similar or different".
- Doing the speaking activities in pairs or small groups makes them feel more confident. After this "rehearsal" they could be asked about what they said in an open class report back stage.
- Turn sentences into questions as the basis of a class "survey" in a milling activity.

# Managing teenage classes

Classroom management is one of the main everyday anxieties of teachers of teenage classes. Classroom management involves discipline, but it also involves lesson planning, time management and responsiveness to the needs of teenage pupils.

## Tips for the first lessons

The first few lessons with any new group of teenage pupils will set the stage for the rest of the year. New pupils will invariably put us to the test so it is important to be prepared and well-equipped from day one.

It is best not to let pupils sit where they want. If possible, speak to other teachers who know your new pupils and get advice on who should and should not be seated together. Have a seating plan prepared. This will also help learn pupils' names quickly. We rarely feel 100% in control until we know our pupils' names!

Prepare a number of class rules and consequences which apply to your personal expectations and suggest these to the class. Invite pupils to discuss each rule and the possible reasons behind them. Pupils may adapt your suggestions or change the wording. Type out the final 'contract' and ask everyone to sign it and sign it yourself. Pupils may even take it home to show their parents.

The greatest source of real communication in any language classroom is the day-to-day interaction between teacher and pupils. It is essential to work on and develop the language that they will be using for the next few years at school. It is the key to establishing a classroom atmosphere of confidence, security and motivation.

## Recommended approaches and *Explore*

Although they would probably never admit it, teenagers want and need structure in the classroom because it gives them a sense of security. If the lesson is not organised, instructions are not clear, the material or tasks too difficult (or too easy!), discipline problems are sure to arise.

If lesson aims are made clear to pupils, this can help. *Unit aims* are summarised on the first page of each unit in the Student's Book expressed as *I can ...* statements. These aims are clear and simple for pupils to understand. For more detailed aims, the Teacher's Book starts each page with *Objectives* for the lesson. Use the accompanying exercises and tasks which have been designed to determine if pupils are able to achieve these objectives.

At the beginning of the lesson you might write a summary of your lesson plan on the board in the form of bullet points. At the end of the lesson draw your pupils' attention back to these points, ask them to reflect on the lesson and tick off each point covered.

Young teens do not have a one-hour attention span so we try to include variety in lesson plans. The *Explore* Student's Book has been developed to help here. For example, each section ends with a communicative *Your turn* section, where students are offered quiet time to plan before they are given the opportunity to speak with a partner or in a small group. The optional activities in the Teacher's Book provide you with additional ideas to have up your sleeve to use when you need to vary the pace of the lesson.

Motivation is key. All teenagers are talented at or interested in something and have varied learning styles, so incorporate your pupils' interests into your lessons, exploit their skills and cater to their different learning styles. The themes, videos and images in *Explore* have been carefully chosen to maintain pupils' interest and motivation throughout the year. These features of the course should especially appeal to visual learners. The *CLIL* section brings other school subjects into the English lesson and include one of the three Discovery Education™ videos which appear in each unit. The *Discover Culture* section in each unit features an integrated video page and a reading page and aims to raise awareness of and interest in global cultures. The *Speaking* sections offer further communicative practice and include the fourth video sequence, this time featuring teens modelling language.

## Mixed Ability

Another challenge we face in the teen classroom is the issue of mixed ability. Mixed ability refers to stronger and weaker pupils, but teenagers are different in a variety of other ways too: adolescent pupils have different levels of maturity and motivation; work at different speeds; possess different learning styles; have different attention spans and energy levels; and are interested in different things. The challenge for us as teachers is to prepare lessons which take all these differences into account and to set achievable goals so that at the end of a lesson, every pupil leaves the classroom feeling that they have achieved something.

## Practical ideas for teaching mixed ability classes

### Working in groups

In large classes there is not much opportunity for individual pupils to participate orally. Most pages in *Explore* end with a *Your turn* activity which offers pupils the opportunity to talk in pairs and small groups. By working together, pupils can benefit from collaborating with classmates who are more proficient, or who have different world experiences. When working in groups there is always the risk that one or two pupils end up doing all the work. Avoid this by assigning each pupil with an individual task or specific responsibility.

### Preparation time

Give pupils time to gather their ideas and let them make notes before a speaking activity. This 'thinking time' will give less proficient pupils the chance to say something that is interesting, relevant and comprehensible. In a similar way, give pupils time to rehearse interviews and role plays before 'going live' in front of the class.

Similarly, let students compare and discuss their answers before feeding back to the class. This provides all students with confidence and allows weaker students the opportunity to take part.

### Task repetition

After giving feedback on a speaking activity, get pupils to do it again. By getting a second, or even a third opportunity to do something, pupils become more self-assured and are therefore more likely to succeed. Practice makes perfect! Pupils will be able to use these multiple attempts to develop accuracy and fluency, while stronger students can also be encouraged to build complexity into later attempts.

**Teacher's notes**

The unit-specific Teacher's notes also offer further differentiated activities for each lesson so that you can tailor your lesson according to the abilities of each of your students.

**Fast finishers**

Prepare extra tasks for fast finishers to reward them for their effort and/or to challenge them more. Place these tasks in numbered or labelled envelopes to increase their curiosity. These envelopes should not be seen as punishments so their contents should be activities which are interesting, relevant and straightforward enough that they can be done without teacher support. Fast finishers can create self-access materials (wordsearches, crosswords, vocabulary cards, jumbled sentences, quizzes) that could be used by the rest of the class in future lessons. *Explore* also provides a wealth of ready-made fast finisher activities in the Teacher's notes. The Student's Book also includes a *Vocabulary Bank* for fast finisher revision.

**Homework**

The Workbook has graded vocabulary, language focus, listening and reading exercises: basic (one star), standard (two stars) and higher (three stars). Teachers can direct pupils to the appropriate exercises. These exercises could also be used in class.



# What is a corpus?

A corpus is a very large collection of natural, real life language, held in a searchable electronic form.

We use corpora to analyse and research how language is used. Using a corpus we can rapidly and reliably search through millions of words of text, looking for patterns and exploring how we use English in a range of different contexts and situations.

We can use a corpus to look at which words often go together, which words are the most common in English, and which words and phrases learners of English find most difficult. This can inform both **what** we teach to learners, **when** we teach it, and **how** we present it in our materials.

We use information from corpora to improve and enhance our materials for teachers and learners.

## The Cambridge English Corpus

The Cambridge English Corpus is a multi-billion word collection of contemporary English.

The Cambridge English Corpus has been put together over a period of twenty years. It's collected from a huge range of sources – books, magazines, lectures, text messages, conversations, emails and lots more!

The Cambridge English Corpus also contains the Cambridge Learner Corpus – the world's largest collection of learner writing. The Cambridge Learner Corpus contains more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We can then use this information to see which words and structures are easy and difficult for learners of English.

The Cambridge Learner Corpus allows us to see how students from particular language backgrounds, achievement levels and age groups perform in their exams. This means that we can work out how best we can support and develop these students further.

## Why use a corpus to develop an ELT course?

Using research and information from a corpus in our ELT material allows us to:

Identify words and phrases that occur most **frequently** – these are words that learners need to know.

Look at **word patterns** and make sure we teach the most useful phrases and collocates.

Include language that is **up-to-date** and relevant to students.

**Focus on certain groups of learners** and see what they find easy or hard.

Make sure our materials contain **appropriate content** for a particular level or exam.

Find mistakes which are universal to English language learning, and those which are a result of **first-language interference**.

Find plenty of **examples** of language used by students and use this to help other students.

At Cambridge, we use the Cambridge English Corpus to inform most of our English Language Teaching materials, making them current, relevant, and tailored to specific learners' needs.

## How have we used the Cambridge English Corpus in *Explore*?

In *Explore*, we've used the Cambridge Learner Corpus in order to find out how best we can support students in their learning.

For the grammar and vocabulary points covered in each unit, we've investigated how students perform – what they find easy and what they find difficult. Using this information, we've raised further awareness of the particular areas that learners make errors with; in the form of *Get it right!* boxes in the Student's Book containing tips and *Get it right!* pages in the Workbook containing short exercises. These tips and exercises highlight and test particular areas that previous students have found difficult. For example, you'll find exercises which focus on spelling, in order to help learners avoid common errors made by other students at each level.

Using this information, we've developed activities and tasks that provide practice for students, in those areas where we've proven that they need the most help. This customised support will allow students to have a better chance at avoiding such errors themselves.

## How could you use corpora in your own teaching?

There are lots of corpora that are accessible online – why not try typing 'free online corpora' into your search engine to see what is available? Alternatively, you don't necessarily need to use a corpus in order to use corpus principles in your classroom – corpora involve using real examples of language, so why not type your search word or phrase directly into your search engine, to see examples of that word or phrase in use online?

Whichever method you decide to use, there are a number of ways in which you can use corpus-type approaches in your teaching. Here are three examples:

- 1 Choose two similar words (why not try, for example, *say/tell* or *make/do*) and search for these either in a corpus or in your search engine. Choose sentences with these examples in, and paste them into a document. Then, remove these search words from the sentences, and ask students to fill in the correct word. As an extension activity, you could also ask them to discuss why each example is *say* and not *tell*, for example.
- 2 Choose a word (why not try *at* or *in* for example) and paste some examples into a short text. Ask students to describe when you would use each one, by looking at the context the examples are found in (e.g. *in* is used with parts of the day; *in the morning*; *at* is used with a particular time; *at five o'clock*)
- 3 Choose a word or phrase and paste some examples into a short text. Make changes to the examples to introduce errors and ask students to spot and correct them.



Remember – look out for this symbol to see where corpus research has been used in our other materials!

# Using the *Review* sections in *Explore*

In *Explore*, the *Review* sections appear after every two units. They are designed to provide students with the opportunity to test themselves on the vocabulary, language focus and speaking sections which they have studied in those units.

## When to use the *Review* sections

It is advisable that you make use of the *Review* sections at the end of every two units. Doing this will not only allow you to keep a check on students' progress, but will also enable you to find out which areas are presenting students with difficulties.

## Using the *Review* sections in the classroom

If you choose to do the *Review* sections in class, we suggest that you follow a set procedure so that students know what to expect.

- Tell students the vocabulary or grammar that is to be practised.
- Revise the language needed by putting example sentences on the board.
- Pair **stronger students** with **weaker students**.
- Give each pair two minutes to note down they know about the particular vocabulary area, grammar point or function, for example grammar rules, spelling changes, how particular vocabulary is used in a sentence, what function certain phrases are used for, etc.
- Elicit ideas from the class. At this point deal with any uncertainty or confusion, but do not go into great detail.
- Read out the example in the exercise and check students understand what they have to do.
- Set a time limit for the completion of the exercise: 3–4 minutes for the shorter exercises and 5–6 for the longer ones.
- Students work alone to complete the exercise.
- Ask students to swap their work with a partner.
- Check answers. Students mark their partner's work and give it a mark. For example, if there are five questions in an exercise, students could record anything from 0 to 5 marks.
- Put students into pairs to act out the conversation in the *Speaking* section.

## Keeping track of marks

- Encourage students to keep a note in their notebooks of their overall mark in each *Review* section.
- Challenge them to improve their mark each time.
- If students are dissatisfied with their original mark, encourage them to do the exercises on the *Review* section again at home in a few days' time with the aim of improving their mark.

# Alternative ways of using the *Review* sections

## Language gym

- Designate different parts of the classroom 'Vocabulary 1', 'Vocabulary 2' and 'Vocabulary 3'.
- Put students into groups and tell each group to go to one of the designated areas.
- Set each group different exercises to do from the Vocabulary part of the *Review* section. Set 1–2 exercises per group.
- Set a five-minute time limit per exercise.
- Photocopy the answers from the Teacher's Book and give one copy to each group. Name one student in each group 'Answer Master' and explain that it is that student's job to read out the answers to the group once the group has completed the exercises. Alternatively, if you have the *Presentation Plus* software, put the answers on the interactive whiteboard.

- Groups may finish at different times. Keep an eye on the progress each group is making. Go over to groups that finish early and ask them about the exercises they have just done. Did they find them easy or difficult? What marks did they get on the exercises? Is there anything they didn't understand or would like to do more work on?
- Once students have completed the exercises in their area, they move on to the next one.
- You could then do the same thing with the *Language focus* sections.
- Remember that this activity can only be done if exercises in one part of the *Review* section do not refer to exercises in another part.

## Review quiz

- Put students into groups.
- Make one student in each group the captain.
- If you have the *Presentation Plus* software, put the *Review* section on the interactive whiteboard.
- Go through each exercise in turn, eliciting answers.
- All answers must go through the captain.
- The first captain to raise his or her hand gets the chance to answer the question.
- Groups receive one point for each correct answer.
- If the answer is incorrect, the next captain to raise his or her hand gets the chance to answer the question and so on.
- The group with the most points at the end wins.

## Review football

- Split the class into two teams.
- Appoint **weaker students** as team captains. This means that it is their job to tell you their team's answer to a question.
- Draw a football pitch on the board divided into segments, which could correspond to the number of questions there are in a particular exercise.
- Draw a picture of a football on a piece of paper, cut the ball out, put Blu-Tack to the back of it and attach it to the centre circle on the pitch you have drawn on the board.
- Toss a coin in the air and ask teams to choose 'heads' or 'tails'. The team which guesses correctly gets possession of the ball.
- If that team then answers its first question correctly, it moves forward on the pitch and gets to answer another question. If it answers incorrectly, it loses possession of the ball.
- After an initial game with the whole class, students can play this in small teams, with **weaker students** acting as referees.

## Review language throughout the course

- The most successful language students continue to review what they have learnt long past the point at which they might be said to have learnt it. Make the review of language a feature of your lessons.
- At the end of every lesson, set homework.
- At the beginning of the following week, do a classroom activity, making use of some or all of the new language introduced the previous week. For example, students could play the *Correct the Sentence Game* (see *Games Bank*, page 28).
- At the beginning of the next month, do a classroom activity, making use of some or all of the new language introduced the previous month. For example, students could write a conversation based on a theme from a recent unit in which they try to use all of the new language they have learnt.
- At the end of each unit, put students into groups and ask them to write their own *Review* section quiz, which they can then share with another group.

# CLIL explained

Content and Language Integrated Learning (CLIL) is a matrix where content learning, language fluency and cognitive agility develop together. Students are given the opportunity to acquire both knowledge and language. At the same time they develop a range of cognitive skills and social competences required inside and outside the classroom.

CLIL is an educational response to the demands and resources of the 21<sup>st</sup> century. Students are increasingly aiming to use English in a dynamic, fast-paced workplace where they will be expected to analyse and create material in English. CLIL's unique emphasis on cognitive agility in addition to content and language learning, introduces students to creative and analytical thinking in a foreign language at a young age.

There are two possible scenarios in a CLIL classroom. CLIL classes can be English language classes in which the topic material used corresponds with content objectives from another subject such as biology or technology. Alternatively the CLIL class could be a subject class such as History or Geography taught in English. Either way the objectives of the CLIL classroom are much broader than a traditional English class or a traditional subject class. As a consequence of these broad learning objectives, learning styles are vitally important and must be taken into consideration when planning a CLIL class. In order to attain all the learning objectives requires a CLIL class to be more interactive or practical than a traditional one.

CLIL classes break down the barriers between subjects generating an experience more representative of the real world. Motivation and confidence improve as students become accustomed to carrying out both creative and analytical work in an English-speaking environment.

## Methods and Tips

When planning a CLIL lesson it is vital to keep in mind the principles of CLIL: content learning, language fluency and cognitive agility.

### Content Learning

**Content learning is foremost in the CLIL classroom.** So that language is not a barrier to learning, classes should be both dynamic and visually rich. The graphics and videos used in *Explore* help teachers to achieve this environment. The interactive style of learning promoted in the *CLIL* pages enables students to understand concepts quickly and avoid frustration.

**The learning objectives of each CLIL class must be clear.** Each *CLIL* page in the *Explore* series has been specifically designed to meet a particular content learning objective from subjects such as History, Technology and Geography.

**Multiple activities should be used to check content comprehension.** The unique nature of the CLIL classroom requires multiple activities to check students' comprehension. *Explore CLIL* pages use a wide variety of styles so as not to seem repetitive and to appeal to all levels in the classroom.

### Language Fluency

**CLIL classes must develop all four skills.** It is fundamental that all four basic skills are developed; reading, writing, speaking and listening. A range of engaging activities is provided in the *CLIL* pages of *Explore* so that all these skills can be addressed.

**Introduction activities should be used to refresh vocabulary.** Before starting on content material introduction activities should be used to refresh vocabulary as well as to check content knowledge. Every *CLIL* page in the *Explore* series starts with an introduction activity.

### Cognitive Agility

**Tasks should reflect mixed learning styles of students.** There has to be a flexible approach to learning in any CLIL classroom so that all students are given the opportunity to thrive. *Explore* allows teachers to create this atmosphere by including open activities where the students are asked either to do a creative piece of work or to share their reflections and opinions. Students are not restrained to right or wrong answers but are rather encouraged into critical and creative thinking.

**Student-led learning.** Students should be encouraged to support each other's learning through teamwork and feedback activities, with teachers, at times, taking a backseat. Teachers should encourage students to use and share their technological skills and global knowledge to enrich the class. This allows students to gain confidence in language fluency and content presentation. Students also learn to adapt their language and content knowledge to a variety of situations. Teachers can use the wide range of teamwork tasks provided in *Explore CLIL* pages to create an inspiring classroom and to encourage student-led learning.

**Challenging activities and material which invite students to think and discover for themselves.** Students should be given plenty of opportunities to contemplate the content material. The *CLIL* videos and *Your turn* activities provided in the *Explore* series challenge students to make the cognitive leap into dynamic learning by encouraging them to view the content theory in real life scenarios.

### Explore CLIL pages

In this unique series of English text books, each *CLIL* page has been specially designed to meet a specific learning objective from a content subject. Teachers will find it both straight-forward and enjoyable to teach content material included in the *CLIL* pages thanks to the well-planned exercises and attractive presentation.

The *Explore CLIL* pages use a wide range of procedurally rich activities to enhance learning, with an emphasis on promoting critical and creative thinking. Developed to stimulate learning in a way which is attractive to all students in the classroom; every student in the class should be able to find something appealing in the *CLIL* pages; be it the *CLIL* video, the *Your turn* activity, a curious fact or the introduction activity.

*Explore* prides itself on its use of authentic video material which teachers can use to extend content learning and to make a meaningful connection with the world outside the classroom. Teachers can use these videos to encourage students to draw on their knowledge the world around them and share it in the classroom. This shared extended learning can be as simple as teachers encouraging students to bring in newspaper cuttings or as demanding as group projects on topics related to the *CLIL* page.

The *Explore CLIL* pages provide a competence based education; suited to the 21<sup>st</sup> century and in line with the learning patterns of the internet generation and the global citizen. English taught through integrated material which stimulates critical thinking, pushing each individual student to participate in a meaningful manner in classroom activities. The content material in *Explore* can be used to stimulate each student's curiosity and allow students to exploit their individual interests in order to reach their potential as a critical and creative English speaker. Teachers can use the model developed in the *Explore CLIL* pages as a platform for further learning, thus ensuring that students remain engaged in their own learning both inside the classroom and out.



# Introduction to project work in *Explore*

Project work can provide several advantages for learners, by helping them to gain valuable skills which can benefit them in all areas of the curriculum, not just in English language learning. The following are just some of the many advantages project work can provide. It can:

- be highly motivating, as students can harness their own curiosity about a particular topic, giving them greater ownership of what they're learning and how it can be presented.
- encourage students to work independently, to research information, plan work, organise and present it.
- provide a contrast to standard lessons and give students the opportunity to have fun with English.
- build team working skills by encouraging discussion and collaboration with peers in order to achieve a successful outcome.
- reinforce and consolidate new language that has been presented in class.
- help struggling students improve their language skills by collaborating closely with stronger peers.
- encourage stronger students to develop their skills further, by giving them the freedom to experiment with language.
- build speaking and writing confidence and fluency, for example via writing and conducting surveys and presenting written work in easy-to-read formats.
- improve presentation skills, both spoken and written.

## Projects in the Student's Book

*Explore* Student's Book contains three projects, which can be used at any point in the school year. The topics are based on selected units from the Student's Book. The project pages are designed to be used in class, but in a simple and easy to follow format to allow students to work as independently as possible.

Each project page is divided into three sections: *Look* provides a visual stimulus of some kind which serves as a model for students to help them create their own work. The *Prepare* section contains step-by-step instructions for students working in pairs or groups. The final *Present* section tells students how to display their information. See pages 127–129 of the Student's Book for each project, and pages 150–152 of the Teacher's Book for detailed teaching notes on them.

## Guidance on using projects in *Explore*

The success of project work can greatly depend on how carefully a project is set up, and how motivated your students are to do projects. If your time is limited, you might decide you only have time for one or two projects, so you'll need to assess each one to decide which you think would benefit your students the most. Consider your students' particular interests and strengths, in addition to which topics are areas of language they need most practice in. Depending on how much time you have available, you might want to spend two lessons working on a project, or just one, with students doing most of the preparation and writing for homework. Once you've selected a project you're going to do, you'll need to prepare your students carefully.

### Motivating students to do a project

It's important to get students interested in the topic before launching into the project work itself as motivated students are, of course, much more likely to produce good work and enjoy it. Before asking students to turn to a particular project in the Student's Book, you could show them an authentic example of a pie chart (for *Project 1*), an audio slideshow (for *Project 2*) or a poster (for *Project 3*). Then explain that you'd like them to produce something similar (if you anticipate difficulties sourcing examples in English, use L1 examples). You could ask them if they think the format is the best way to present the information that's there, and ask them if they can think of any other ways the information could be shown (for example, perhaps a leaflet for *Project 3* or a graph for *Project 1*). You could also brainstorm any other ways that information is often presented (for example, PowerPoint presentations, short video clips etc). Encourage them to think broadly at this stage, as they may be inspired by their own ideas. The students could choose whether to produce work in a digital or paper-based format.

### Preparing for a project

Once students understand the goal they need to achieve, you can then turn to the project page in the Student's Book. Ask them to critically assess the way the material is presented. For example, in *Project 1*, do they think the information is clearly shown in the pie chart? Can they think of an alternative way of presenting similar information? Encouraging students to be creative and think beyond what's on the page is important, as it will help them take ownership of the task. You'll then need to ask students what stages will be needed to produce their end result, and what equipment may be needed. Write these up so the whole class can see as you elicit the details from them. You'll also need to set a clear time limit for each stage, depending on how much time you've allocated for the whole task.

Once students have understood the goal and the individual steps needed to achieve it, you can put them into small groups. Groups of three or perhaps four students are ideal, depending on the nature of the project. Any more than this and it's more likely that quiet or weaker students will be left out and dominated by more confident members of the group. You might want to mix weaker students with stronger students to allow the weaker ones to learn from the stronger, or you might prefer to group according to ability, with weaker students grouped together.

### Managing the project work in class

Depending on the abilities of the groups, you might want to encourage students to consider alternative sub-topic areas to those given in addition to alternative ways to present the information if they prefer. For example, in *Project 1* students may think of additional or replacement topics to ask their classmates. For *Project 3*, students might want to include different questions or headings, and an alternative way of presenting their results. For a project that requires research beyond the classroom (for example *Project 3*), ask students what sources they're going to use to gather the information they need. If necessary, provide guidance by suggesting some yourself in the form of useful websites or books for example. You may need to provide them with the facilities they'll need to access them, for example if they don't have a computer at home they'll require access to one at school, or another alternative. They can then note these down in their groups, in addition to the specific information they need to find out and, if they have the facilities, start the research in class together. If they have to do the research outside class, they'll need to decide who is going to research which pieces of information. You'll also need to ask them to consider what visual material they'll want to include in their presentation, and where they will source it.

### The teacher's role as facilitator

Whilst students are working on the stages of the project, you'll need to take the role of facilitator, moving round the groups and encouraging students to work things out for themselves by asking questions. More confident individuals are likely to take on the role of leader within each group, and you might have to encourage quieter students to contribute more by asking them questions and giving them specific tasks. When required, help students with the necessary language, but try to encourage as much autonomy as possible at this stage. Monitor the time, and periodically remind students how much time they have left. Students are likely to lapse into L1. This is probably unavoidable at lower levels, but it's also a good opportunity to encourage them to use English when they should be familiar with the language they need, or could provide valuable opportunities for extending their language. By asking 'How can you say that in English?' and encouraging them to note down useful language you give them, they can gradually build up their fluency.

### The presentation stage

Once the preparation stage is complete and students are happy with the information they have gathered, they'll need to present it in a format that is attractive and easy to understand. At this stage you might want to take on more of a supporting role. Ask them to assign responsibilities within their groups. Who is going to write up the information? Can it be shared within the group? What is the best way to organise the information? They'll need to be provided with any necessary equipment, and given a clear time limit if the project to be done in class. If this is to be done for homework, establish what equipment they have at home, and what may need to be given to them to take home. Once students have finished their presentations, check it and elicit or make any corrections necessary to improve their work. It's important to strike a balance so as not to discourage students and potentially demotivate them. If you have time, and if motivation is unlikely to be an issue in your class, you might want them to produce a second, or even a third draft incorporating any corrections or suggestions you might have. Once you and your students are satisfied with the outcome, they can either present the project themselves in groups, perhaps by taking turns to present different pieces of information, and/or by displaying the projects. How they are displayed will obviously depend on the facilities you have, and the type of project. If you have classroom space, you might wish to display posters on the wall.

# Games Bank

## The ball game

### (10 minutes)

- Play this game with the whole class.
- Students take it in turns to hold a ball. While holding the ball they say a word, e.g. *bigger*.
- Students throw the ball to another student, who has to use that word in a sentence or with a phrase, e.g. *New York is bigger than Paris*.
- If this student makes a correct sentence, he or she then chooses the next word and throws the ball to a new student. If not, he or she drops out and the ball passes to his or her neighbour.
- Whoever is left at the end of the game is the winner.

## Correct the sentence

### (10 minutes)

- Put students into teams of four or five.
- Write a sentence on the board, e.g. *Jim live in Scotland* or *We do outdoor sports in the science lab*.
- Students confer in their teams and quickly decide if the sentence is correct or incorrect. The sentence may be incorrect in terms of its content or its grammar.
- If the sentence is incorrect, students must come up with the correct sentence.
- The first team to tell you the right answer wins a point.
- Repeat with further sentences.
- The team with most points at the end of the game wins.

## Could you spell that, please?

### (5 minutes)

- Divide students into pairs (A and B).
- Student B closes his/her book.
- Student A reads out a word from a particular vocabulary list then asks *Could you spell that, please?* Student B tries to spell the word.
- Students swap roles and the game continues until all the words have been covered.
- Points are won for correctly spelt words. The student who spells the most words correctly is the winner.

## Expanding sentences

### (10 minutes)

- Divide students into two or more teams.
- Write the beginning of a sentence on the board, e.g. *I've got ...*
- Tell the teams that they have to add one or more words to the sentence. One member of each team comes to the board in turn to add words to the sentence, e.g.:  
*I've got ...*  
*I've got an apple ...*  
*I've got an apple and some ...*  
*I've got an apple and some bananas ...*
- Teams get a point if the words they add are correct.

## Fill the blanks

### (5 minutes)

- Ask students to write *is/am/are* if you are practising the present simple, or *was/were* if you are practising the past simple, on separate slips of paper.
- Say sentences about famous people, but instead of saying the verb, say *blank*, e.g. *Ronaldo blank a famous footballer*.
- Students hold up what they think is the correct verb.
- Students get a point for a correct verb and the student with the most points at the end of the game wins.

## Guess the question

### (5 minutes)

- Put students into groups of four or five.
- Read out answers to questions, e.g. *I live in St. Petersburg*, and ask students to guess what the question is, e.g. *Where do you live?*
- Teams gain a point for a correct question and the team with the most points at the end of the game wins.

## Hangman

### (5 minutes)

- Choose one student to come to the front of the class and draw dashes on the board to represent the letters of a word.
- The other students call out letters to try to guess the word.
- For every incorrect guess, the student draws a part of the hanged man on the board.
- The student who guesses the correct word comes to the board and chooses the next word.
- Students can also play this game in pairs or small groups.

## The memory game

### (10 minutes)

- Put students into groups of four or five.
- One student in the group begins by making a sentence using a new item of vocabulary and/or grammar structure, e.g. *Jack has got brown hair*.
- The next student repeats what the first student says and then adds a sentence of his or her own.
- The game continues in this way, with each student in the group repeating the sentences the other students have said before adding a new sentence of their own.
- If a student cannot recall everything that has been said before, he or she drops out.
- The last student left is the winner of the game.

## The mime game

### (5–10 minutes)

- Students work in pairs, taking it in turns to mime words, phrases, sentences, e.g. *get dressed*, *you're getting dressed*, *you're going to get dressed*, for their partner to guess.
- Students win a point if they guess the correct word, phrase or sentence.
- The student who guesses the most words, phrases or sentences is the winner.



## Noughts and crosses

### (5 minutes)

- Students play noughts and crosses in pairs.
- In order to write a nought or a cross in a square, they must first make a correct sentence using recently learnt language, e.g. make a sentence with *and*, *but* or *so*, ask a question in the past simple or talk about a future arrangement using the present continuous.

## The picture game

### (5 minutes)

- Split the class into two groups.
- A member of each group comes to the front of the class.
- Draw a line down the middle of the board.
- Write a word or a phrase on a piece of paper and show it to the two students at the board, but not the others.
- The two students then draw a picture of the word or phrase on their side of the board. The rest of the class tries to guess what the word or phrase is.
- Teams win a point for a correct answer and the team with the most points at the end of the game wins.

## What am I?

### (10 minutes)

- Divide students into pairs (A and B).
- Student A thinks of something that he or she is, e.g. an animal, an object, a famous person.
- Student B asks *Yes/No* questions in order to try to guess what Student A is.
- Students then swap roles.

# Revision and recycling

Teachers can control what is taught in class but we cannot control what is actually learned by our pupils. Teachers provide pupils with a certain amount of input during a lesson but that input does not necessarily transform itself into output. According to experts, unless we review or re-read what we have studied in a lesson, we forget 50%-80% of it within 24 hours! (Reference: *Curve of forgetting*, University of Waterloo <https://uwaterloo.ca/counselling-services/curve-forgetting>). This high rate of forgetting clearly has implications for language teaching. In order to ensure that what we teach will be permanently retained in our pupils' long term memory, language needs to be reviewed as soon as possible in subsequent lessons and recycled on a regular basis. Unless language is taught in a memorable way and then seen and understood on a number of occasions, this language will fade from our pupils' memory and disappear. Therefore, teachers need to allocate class time to revision and to create regular opportunities for recycling previously taught language and vocabulary. Frequent recycling is essential for effective language learning.

For each unit in *Explore* there is a *Vocabulary Bank* at the back of the Student's Book which can be used to jog pupils' memories. In addition, pupils can go over both the vocabulary and language covered in class in the *Reviews* which can be found after every two units. The Workbook also provides pupils with plentiful opportunities for revision: every unit ends with a *Review* and, at the back of the Workbook, there is a *Language focus extra* for every unit. Finally, the presentation software (*Presentation Plus*) includes video worksheets for teachers to use, and these include activities to practise grammar points from the unit.

A good start to the English lesson can set the tone for the rest of the lesson. A warmer is an activity designed to get the lesson rolling and to awaken pupils' brains, to prepare their ears, eyes and mouths for English! Warmers should be short, interactive, competitive and fun. They should get pupils thinking and speaking in English. They are an effective way of revising and recycling previously taught language; motivating pupils and making them feel positive about the lesson from the start. Most warmers can be used as fillers too at the end of a lesson. Pupils review what has been covered in the lesson and leave the class in a positive frame of mind and with a sense of achievement.

## Vocabulary warmers

### Six things

Divide the class into small groups. Prepare one sheet of paper for each group. Each sheet of paper should have different headings beginning with *Six things ...* Possible headings could be *Six things ... that are yellow / that are round / that you find in the bathroom / that are battery-operated*, etc. Pupils have one minute to write down their six ideas in secret. Once finished, each group reads out their heading and the rest of the class have a time limit in which to guess the six things on their list.

### Last man standing

Give each pupil a slip of paper. Give the class a lexical set (for example, ball sports, wild animals, vegetables, etc) and each pupil secretly writes down a word belonging to that lexical set on the slip of paper. Once finished, pupils fold their slips of paper, put them away in their pocket or under their books and stand up. When the whole class is standing, the teacher makes the first guess and writes it on the board for reference. Any pupil who wrote that word is eliminated and sits down. Eliminated pupils take turns to guess the words of those standing. Write each guess on the board so that pupils do not repeat words. The winner is the last person left standing because no-one has been able to guess his/her word.

### Word swap

Give each pupil a slip of paper on which they must write down a word or phrase that they have learned in class. They must remember what it means! Once finished, pupils stand up and move around the classroom while music is played. When the music stops, pupils quickly get into twos with the person nearest to them. Give the pupils enough time to explain or define their words to one another. When the music starts again, they must swap slips of paper and move around the classroom again. The same process is repeated, but this time each pupil has another word/phrase to explain to a new partner. Repeat several times.

### Stories from the bag

Vocabulary bags (or boxes) are a simple way of keeping a written record of vocabulary studied in class and they provide an immediate selection of words/phrases for revision activities. For this writing activity, invite 10–15 pupils to take a word from the bag. Write these words on the board in the order that they are picked from the bag. When you have the complete list, pupils work in pairs or small groups to invent a story which must include all the words, and they must appear in the story in the same order as they appear on the board. The first word on the list should appear near the start of the story and the last word on the list should appear near the end of the story. Set a time limit of ten minutes. Groups read out their stories and vote for the best one.

## Grammar warmers

### Disappearing text

This activity can be used whenever you have a short text on the board. Pupils take turns to read out part of the text aloud. Each time someone finishes reading the text, rub out or delete three or four words. You can draw a line in its place or you can leave the first letter of the missing words. Pupils continue taking turns to read out the complete text remembering to include all the missing words. Challenge pupils to see how much of the text they can remember when most of it has disappeared. Pupils work in pairs and reconstruct the original text, thinking carefully about how each sentence is formed grammatically. This can be done either orally or in writing.

# Assessment in *Explore*

## Introduction to the tests

A wide range of tests is available on our *Presentation Plus* software in the Cambridge Test Centre. There are *Diagnostic*, *Unit*, *Mid* and *End-year Progress* tests, as well as *Speaking* tests for every unit, which are all available to download as editable PDFs, with the answer keys and audio. The tests author is an expert test writer and has ensured that the tests are valid, in that they:

- measure what they are meant to measure, in this case, students' understanding of the items in the *Explore* syllabus,
- have been written to match the learning objectives of each level of *Explore*,
- are aligned to the CEFR.

### Diagnostic test

The *Diagnostic* test is designed for use at the beginning of the course, and, like the Welcome Unit in the Student's book, revises the core grammar and vocabulary which most students will have studied previously. You might want to use this test to assess which parts of the Welcome Unit need special remedial work with your class, before starting Unit 1.

### Unit tests

Each *Unit* test is divided into a number of sections to reflect the contents of the corresponding unit: *Language focus* (grammar), *Vocabulary*, *Useful language* (expressions from the *Speaking* page), *Listening*, *Reading* and *Writing*. There is also an accompanying *Speaking Test* for each unit. This is independent of the main Unit test so that you can decide when or if you want to use it, depending on your classroom context.

### Mid and End-year Progress tests

The *Mid-year* and *End-year Progress* tests have been developed for use at the mid and end points of the course (after Units 4 and 8), in order to assess students' grasp of the language covered in the previous units of the corresponding level of *Explore*.

### Cambridge Exams

If you are preparing your students for **Key (for Schools)**, **Preliminary (for Schools)**, then you will find that many of the *Unit* tests, the *Speaking* tests, and all of the *Mid* and *End-year Progress* tests include question types which reflect those found in those exams.

### Adapting the tests

All of the above tests are provided as editable PDF documents to make it easy for you to make changes at question level, add or cut whole exercises, or move questions from one test to another if you have covered the syllabus in a different order. The Answer Key will also need to be updated of course. Please note that you'll need Adobe Acrobat Pro in order to make changes to the PDFs.

### Mixed Abilities

Both the *Unit* tests and *Mid* and *End-year Progress* tests are available at two levels: *Standard* and *Extra*. This allows you to challenge and extend the learning of those students who need it, whilst still providing a degree of achievability for those students who require more support. However, the same audio is used in both versions of the test, but with a different set of questions for each version, to help make classroom management easier.

### Preparing your students for tests

One of the principal reasons for testing our students is to promote revision and deeper learning before the test. Each level of *Explore* offers a wide range of material which can be used with students to prepare for tests. The Student's book contains a two-page *Review* section after every two units, and a *Vocabulary Bank* at the back of the book, containing activities which cover the full lexical syllabus of each. The Workbook also contains a three-page *Review* section at the end of each unit, together with *Get it right!* pages which focus on common learner errors, based on real examples of learner errors from the Cambridge Learner Corpus (for more information please see page 23). There is also extra grammar practice in the *Language focus extra* section at the back of the Workbook.

### Using the results

The score of each test, including the corresponding *Speaking* test, totals 100 marks. This will make it easy to store results, translate then into whichever grading system is used in your context, and to communicate them both within the school and to parents. Such summative assessment is sometimes referred to as Assessment of Learning.

The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.



# The CEFR

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). It is ‘language neutral’ and describes what learners can do in terms of the different language **skills** like speaking or reading, as well as looking at language **competencies** like the learners’ vocabulary range, and **communication strategies** - how learners use their resources to communicate.

It was envisaged as something which could provide a common language for describing objectives, methods and assessment in language teaching. Put simply, if a learner says ‘I am B1 in French’ or ‘I have passed a C1 exam in English’, people like employers or teachers should have a good chance of understanding what this means. The different educational systems and qualifications in different countries might otherwise make this more difficult. As the CEFR authors write, “*the Framework will enhance the transparency of courses, syllabuses and qualifications*”. (Council of Europe, 2001: 1)

The levels are described through illustrative descriptors, and you will find the descriptors for each level of *Explore* on the next page. Part 1 of this guide describes the general degree of proficiency achieved at this level as an overview, while Parts 2 and 3 shows how the CEFR descriptors relate to each unit of *Explore* Student’s Books. Part 2 is organised by skill. Part 3 is organised by unit and appears at the beginning of each unit as a table showing a breakdown of how each of the lessons relates to the CEFR goals.

## English Profile and the CEFR

Since the CEFR is language neutral, each language needs a ‘profile’ project which will detail what learners can do in each specific language. English Profile is the official English language profiling project, registered with the Council of Europe. It aims to provide descriptions of the grammar, vocabulary etc. required at each level of the CEFR by learners of English that will give the ELT ‘community’ a clear benchmark for learner progress.

The authors of the CEFR emphasise that: “We have NOT set out to tell practitioners what to do or how to do it. We are raising questions not answering them. It is not the function of the CEF to lay down the objectives that users should pursue or the methods they should employ.” (Council of Europe, 2001: xi) English Profile follows this philosophy, and aims to **describe** what learners can do at each level. EP researchers are looking at a wide range of course books and teacher resources to see what learners are being taught, but crucially they are also using the Cambridge Learner Corpus (CLC), a multi-billion word expert speaker corpus of spoken and written current English, covering British, American and other varieties. This allows researchers to analyse what learners are actually doing with the English language as they progress through the levels and use their findings to produce resources like the English Vocabulary Profile.

## The English Vocabulary Profile

The English Vocabulary Profile offers reliable information about which words (and importantly, which meanings of those words), phrases and idioms are known and used by English language learners at each level of the CEFR. It is a free online resource available through the English Profile website, ([www.englishprofile.org](http://www.englishprofile.org)), invaluable for anyone involved in syllabus design as well as materials writers, test developers, teachers and teacher trainers. The authors of *Explore* have made extensive use of it to check the level of tasks and ‘input texts’ for example listening or reading texts, and also to provide a starting point for vocabulary exercises.

## The Common European Framework of Reference for Languages (CEFR)

### The Global Scale descriptors for CEFR levels [Council of Europe 2001:24]

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

# PART 1

Explore Level 5A covers level A1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	recognise familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, when people speak slowly and clearly.
Reading	understand familiar names, words and very simple sentences, for example on notices and posters.
Speaking	interact in a simple way provided the other person is prepared to repeat or rephrase; ask and answer simple questions in areas of immediate need or on very familiar topics; use simple sentences to describe where they live and people they know.
Writing	write short simple postcards or emails; fill in forms with personal details; write simple isolated phrases and sentences.
Communicative language competence	use a basic repertoire of words and phrases related to personal details and particular concrete situations; show limited control of a few simple grammatical structures and sentence patterns in a learned repertoire; pronounce learned words and phrases in a way that can be understood by many expert speakers; establish basic social contact by using simple every day polite language.

# PART 2

How the goals of the CEFR are realised in Explore Level 5A.

## LISTENING

At A1, learners are expected to be able to understand speech that is very simple.

OVERALL LISTENING COMPREHENSION								
Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3, 4 p8	2 p15 1-3 p18 3-6 p20 1,5 p22	2-3 p28 1-5 p30 3-5 p32 1-3 p40	2-4 p40 5-7 p42 1-5 p44	1-3 p50 1-7 p52 1-5 p54	1 p59 1-3 p62 1-6 p64 1-5 p66	1-2 p69 4-5 p72 3-7 p74 1-5 p76	1-3 p82 1-4 p84 1-5 p86 1-5 p88	2 p91 1-3 p94 1-7 p96 1-5 p98

## READING

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE								
Can understand short, simple messages on postcards, emails, etc.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		1-3 p31 1-2 p33	1-2 p45		3 p63	1-5 p75 1-3 p77		3 p95 1-3 p99

READING FOR INFORMATION AND ARGUMENT								
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1-3 p16 1-4 p21 1-2 p23	1-3 p26 4 p27 1-3 p31	1-3 p38 1-2 p43	1-3 p48 1-3 p53 1-3 p55	1-3 p60 1-3 p65 1-3 p67	1-3 p70 1-3 p75	1-3 p82 1-3 p87 1-3 p89	1-3 p92 1-3 p97

## SPEAKING

### OVERALL SPOKEN INTERACTION

At A1, learners can:

- interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics addressed carefully and slowly to them.

#### CONVERSATION

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to news.

Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6 p7 5 p9	2, 6–7 p22	4 p32 8 p35	4 p44 3–5 p45	4 p54	1–7 p66	4 p76 6 p79	4–7 p88	4 p98

#### TRANSACTIONS TO OBTAIN GOODS AND SERVICES

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–7 p22	6 p26		1–7 p54 9 p57		6 p70 7 p73		

#### INFORMATION EXCHANGE

Can follow short, simple directions.

Can ask and answer questions about themselves and other people, where they live, people they know, things they have.

Can indicate time by such phrases as *next week, last Friday, in November, three o'clock*.

Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4 p5 6 p10 4 p11 5–7 p11	4–5 p17 2, 6–7 p22	6 p26 3, 8 p29 6–7 p30 6 p31 1–7 p32	4 p37 5 p38 3, 6 p39 5 p40 6 p41 2, 6–7 p44	3–4 p47 6 p48 6–8 p49 6 p50 8 p51 8–9 p52 5 p53	6 p60 3–5 p61 5 p63 7–8 p64 2, 4, 6–7 p66	4 p69 6 p70 4, 7 p71 7–8 p72 7 p74 6–7 p76	3 p81 6 p82 4–5 p83 5 p84 4–5 p85 6–8 p86 5 p87	4 p91 5–7 p93 6–7 p94 5 p95 8–10 p96 2, 6–7 p98

### OVERALL SPOKEN PRODUCTION

At A1, learners can produce simple, mainly isolated, phrases about people and places.

#### SUSTAINED MONOLOGUE: Describing Experience

Can describe themselves, what they do and where they live.

Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5–6 p16 5 p18 7–8 p20 8–9 p21	5–6 p27 4–5 p28		6 p48 6 p50 9 p52 5 p53	3–4 p59	4 p69 6 p75	8 p86	5–6 p92 5–6 p97

## WRITING

At A1 learners can:

- use isolated phrases and sentences.
- ask for or pass on personal details in written form.

OVERALL WRITTEN PRODUCTION								
Can write simple isolated words and phrases.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
5–7 p12	3–5 p15	5–6 p25 7 p31	4–5 p39 6 p40 7 p41 8–9 p42 5–6 p43			7–8 p73		4 p95

CORRESPONDENCE								
Can write a short simple postcard, email, etc.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4–6 p12		6–8 p33	6–8 p45			6–8 p77		4–6 p99

CREATIVE WRITING								
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5–7 p23	6–8 p33		3–7 p55	6–8 p67	6–8 p77	6–8 p89	

COHERENCE								
Can link words or groups of words with very basic linear connectors like <i>and</i> or <i>then</i> .								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		3–4 p33		3–4 p55		3–5 p77		



## COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE								
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–3 p5	1–5 p15	1–5 p25	1–4 p37	1–4 p47	1–2 p59	1–4 p69	1–3 p81	1–4 p91
1–4 p8	4 p16	4–5 p26	4 p38	4–5 p48	4–5 p60	1, 4–5 p70	4–5 p82	4 p92
2 p10	4 p18	1 p28	4–6 p40	6 p49	4–6 p62	1–5 p72	4–5 p84	4–5 p94
	1–3 p20	6 p29	3–4 p43	4–5 p50	1 p64	1–3 p74	4 p87	2–6 p96
	5–7 p21	4–5 p31		4 p53	4–6 p65	4–5 p75	4–5 p89	4 p97
		1–6 p34		1–7 p56		3–5 p77		1–7 p100
						1–7 p78		5–6 p101

GRAMMATICAL ACCURACY								
Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–5 p7	1–5 p17	1–4 p27	1–2 p39	3 p47	1–5 p61	1–7 p71	2 p81	1–4 p93
1–4 p9	1–5 p19	1–2 p29	1–7 p41	1–5 p49	1–4 p63	1–8 p73	1–3 p83	1–3 p95
	3–4 p23	4–7 p29		1–8 p51	3–5 p67	1–5 p79	1–5 p85	1–4 p101
		4–5 p33		1–9 p57				
		1–7 p35						

PHONOLOGICAL CONTROL								
Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p5	5 p18	1 p25	2 p37	5 p50	2 p59	1 p69	3 p83	1–2 p91
5 p7	3 p19	2 p27	2 p39	3 p51	2 p61	3 p73	4 p85	6–7 p93
2 p8		1 p28	4 p40		4 p62			5 p94

SOCIOLINGUISTIC APPROPRIATENESS								
Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please</i> , <i>thank you</i> , <i>sorry</i> , etc.								
Welcome!	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2–4 p7		4 p32	4 p44				4 p88	2 p99
4–5 p11		8 p35	3–5 p45					