

Module Nice work					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Leisure and obligations	leisure activities and responsibilities in the family job sharing sharing housework using an Excel file to make statistics a lifestyle map (school, family, friends, hobbies, responsibilities, etc.)	guessing classmates' favourite activities: <i>I think that .../Perhaps .../Maybe ...</i> asking and answering questions about responsibilities: <i>Do you have to ...?/Yes, I do. No, I don't./Who ...?</i> listening to and understanding an interview about job sharing and sharing housework drawing a lifestyle map and presenting it	collocations with <i>do</i> and <i>make</i> : <i>make the bed, do the dishes</i> times of the day and clock times	vocabulary related to leisure activities and obligations	
Key skills	personal strengths in relation to social, personal and academic abilities language skills and the European Language Portfolio skills and interests needed for different jobs	listening to and understanding a dialogue about abilities and skills describing skills and interests asking and answering <i>yes/no</i> questions in connection with skills, jobs, interests and habits: <i>Can you?/Do you ...?</i>	yes/no questions distinction between the present simple and the present continuous	jobs adjectives to describe skills verbs related to skills and jobs	
What's your job?*	three job portraits: photographer, lorry driver and beautician skills that are needed for the jobs reflecting on one's personal work-life balance	describing what classmates are miming understanding the content of the film writing a short text about one of the job portraits and presenting it asking and answering <i>yes/no</i> questions: <i>Do you ...?/Do you have to ...?/ Are you ...?/Can you ...?/No, I don't./Yes, I do./ No I haven't. ...</i> reading and understanding a text about work and leisure time	present simple and present continuous	jobs, verbs related to jobs	

* = Szenarios, die auf die Explorers-DVD aufbauen

Module <i>A world of reading</i>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Julian's story	basic categories of literature gaining confidence in reading inventing a continuation of a story	expressing feelings, ideas, opinions about what is read understanding the story		categories of literature adjectives to express feelings, ideas, opinions about stories	Putting two and two together Stopping to make predictions Guessing intelligently
Reading made easy	getting to know six graded readers what book covers and book summaries can tell	predicting from book covers reading and understanding the summaries of the readers listening to and understanding extracts from the readers sorting out a text	pronouns and conjunctions: <i>first, then, afterwards</i>	vocabulary related to the content of the readers	Highlighting Asking for help Strategies in the ESP
The Bad Beginning (Club *)	learning about a popular American book/ book series for young readers	listening to and understanding parts of the story presenting the characters of the story to each other reading and matching headings to different parts of the story reading and understanding parts of the story listening to and understanding a dialogue about the story's ending	irregular past tense forms of verbs	vocabulary related to the story	

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Module Born to be wild					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
The wild side of town *	animals in and around town (fox, hedgehog, domestic pigeon, alpine swift, greater mouse-eared bat, stone marten) anatomy/appearance, feeding, breeding, habitat, enemies and special facts about the animals using the Internet for the Webquest ESP: presentation dossier	sorting and extracting important information from texts writing a poster about an animal presenting the poster writing a quiz about the animal	regular and irregular plural forms of nouns spelling words letter by letter	vocabulary related to the animals and their lives	
The return of the lynx	the Eurasian lynx: habitat, behaviour, physical characteristics extinction and resettlement of the lynx in Switzerland humans and wild animals: attitudes and possible conflicts	understanding global meaning and extracting specific information from listening and reading texts reading different texts and exchanging information to get a complete picture (jigsaw reading) guessing and confirming facts	using conjunctions to express relationships of contrast, reason and purpose, condition, and time: <i>if, although, when, but, because, so</i> questions in the past simple	animals vocabulary related to the lynx's life	Predicting words and phrases
Walking with ghosts *	learning about the boreal forest the Canadian lynx: habitat, behaviour, physical characteristics a food web from the Canadian boreal forest balance between vegetation and animals	understanding the content of the film comparing the Eurasian and the Canadian lynx explaining what the biologist in the film is doing: <i>She is following the lynx's tracks.</i>	<i>if</i> -sentences to express conditions: <i>If I'm late again, my teacher will get angry.</i>	vocabulary related to the film	

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Module Wide horizons					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Row, row, row your boat ...	the shape of the Swiss border the course of the Rhine from its source to Rotterdam timetables of boats continents oceans	asking and answering questions about which means of transport people have used: <i>Have you ever been on a ...?/ Yes, I have, and you?</i> listening to und understanding a text about the course of the Rhine describing the course of the Rhine between Chur and Lake Constance asking and answering questions about departure and arrival times giving reasons for a choice of boat describing a journey from Rotterdam to a place somewhere in the world		vocabulary related to ships, water, journeys means of transport	
Exploring the science of flying and floating	physics of floating and sinking, hot and cold air, air pressure and aeronautics doing and understanding physical experiments	understanding and following written instructions for carrying out the experiments listening to, reading and understanding texts making predictions: <i>I think the apple will .../ Perhaps the balloon will .../I don't think ...</i> explaining insights gained by doing the experiments	pronouncing and writing down numbers fractions giving reasons, expressing cause and effect: <i>This is because .../When the water is heated ...</i>	vocabulary related to the experiments	Listening for paraphrases
A family of explorers*	the Piccard family and their records hot-air balloon flying flying with solar energy: the Solar Impulse project	understanding the content of the film writing short texts about pictures from the film asking and answering w-questions about the film ESP: can dos (listening)	future with <i>going to</i> : <i>He's going to circle the earth in a solar aeroplane.</i>	vocabulary related to hot-air balloon flying	

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Module		This last module focuses on using integrated skills in order to achieve a range of personalised communicative outcomes. On completion, the learners will have a product to take with them to secondary school.			
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Amazing places	using imagination to draw an extension of a picture creating and describing a picture	saying what one likes about a picture listening to and understanding descriptions of pictures writing a description of a picture of a landscape describing a place revising a draft text make suggestions how to improve a text		places to go on holiday: cities, beaches, mountains activities to do in the places means of transport	
My dream island	drawing a dream island characteristics and elements of landscapes and regions presenting an imaginary holiday destination	making keyword notes and writing a draft about features of one's dream island listening to and understanding other pupils' presentations presenting a dream island		scenery, landscapes, regions, cities	
It means a lot to me	reflecting on what is important for oneself and what might change in the future presenting a personal possession of special significance sharing personal experiences	exchanging guesses, describing objects, asking and answering questions reading and understanding detailed instructions on how to create a tool revising a draft presentation text and making key word notes listening to and understanding other pupils' presentations		vocabulary related to a personal object and to making a tool	