

Module <i>Our class</i>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Getting to know each other	getting to know each other describing oneself/describing a classmate	describing people and the languages they speak, families, hobbies, favourite animals and favourite food expressing likes and dislikes	Personal pronoun: <i>he/she</i> Possessive determiner: <i>his/her</i>	families, hobbies, favourite animals, favourite food, likes and dislikes, languages	Looking up words Repeating Scanning for words
Designing our classroom	comparing different classrooms expressing ideas of a dream classroom	reading short texts about different classrooms and matching them to pictures common parts of a classroom and classroom objects saying what a dream classroom should contain: <i>I'd like</i>	<i>there is/there are</i> <i>this is</i> (to present dream classrooms)	parts of the classroom classroom objects	Labelling
Looking at myself and others	using pictures to write a story miming and acting out situations to experience how feelings are expressed and perceived understanding that certain kinds of behaviour can hurt other people's feelings	expressing negative and positive feelings	<i>I'm happy when .../</i> <i>I'm sad when ...</i>	adjectives to describe positive and negative feelings	Acting out Getting information from pictures and photographs (Club)
Agreeing on rules and responsibilities	agreeing on classroom rules differentiating between different types of rules responsibilities in the classroom	listening, reading and understanding classroom rules: <i>I think .../It must belong to ...</i> sorting rules into different categories giving opinions on rules: <i>I think this rule belongs to the ... group.</i>		verbs in connection with classroom rules and responsibilities	

Module Spotlight on Switzerland					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Finding out about my family origins	overview of Switzerland: some of its lakes, rivers, cities and regions; its languages map of Switzerland/map of the world using the Internet to find specific information about one's (family's) place of origin language awareness activities based on mixed languages (Europanto, Classopanto)	listening to and understanding a description of a journey through Switzerland class survey: asking and answering questions about places of origin and places of birth: <i>Where were you born? – I was born in ... / Where are you from? – I'm from ...</i> talking about activities in one's place of origin: <i>You can go + ...-ing (skiing, hiking, climbing ...)</i> writing a presentation about one's family origins		geography and scenery countries languages family	Listening out for names and numbers Scanning for names and numbers Using words from other languages to make yourself understood Finding information on the Internet with the help of a search engine
That's my world*	finding out about the lives of two bilingual children, Seraphine and Lucas, by watching two films intercultural awareness	developing listening and reading skills in focusing on general and specific information making predictions about the content of a film: <i>I think ... will talk about ...</i> talking about the content of the film: <i>I saw / Did you hear/see ...? – Yes, I did./No, I didn't.</i>			Closing your eyes and visualising something
Displaying aspects of Switzerland	features of the different Swiss regions typical Swiss objects	describing a picture of a landscape saying which region certain pictures belong to: <i>The mountains belong to the Alps./ These farmhouses are typical of ...</i> asking and answering questions like: <i>Have you been to Lake Constance? – Yes, I have. – No I haven't./ Do you like the Alps? – Yes, I do. – No, I don't.</i> presenting a display of typical Swiss objects	<i>There is/are ... / in the foreground / in the bottom right-hand corner ...</i>	vocabulary related to describing pictures scenery	Checking your spelling Asking for clarification
Creating a visitor's guide*	contents of a visitor's guide two Swiss regions: Central Switzerland and Ticino	expressing opinions on the different sections of a guide: <i>I think ...</i> understanding the content of the film		vocabulary related to sightseeing and visitor's guide	Transferring information

* = Szenarios, die auf die Explorers-DVD aufbauen

Module My body, myself					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
That's me	personal characteristics such as colour of hair, eye colour, fingerprints, handwriting and voice how genes are passed on dominant genes	describing oneself: hair, eyes, handwriting creating an <i>all about me</i> booklet predicting the colour of someone's eyes: <i>If the father has brown eyes and the mother has blue eyes, the children will have ...</i> understanding the gist of a text about genes	the alphabet comparison of some adjectives	parts of the body basic descriptive adjectives	Learning words
How your body works	doing experiments to find out – how muscles work – that tendons are connected – how the pulse rate changes when doing exercises	reading and following instructions reading and understanding texts related to experiments asking and answering questions: <i>What's your pulse rate after the rest? – It's ...</i> <i>What was ...? – It was ...</i>	comparisons: <i>Michael's pulse rate is higher than mine./</i> <i>Kate's pulse rate is the lowest.</i>	parts of the body verbs related to movements	Activating prior knowledge – asking your questions
Learning to move*	doing experiments about stamina, coordination and agility doing physical exercises	giving instructions for exercises writing instructions for exercises reading and understanding texts related to experiments	positive imperative	verbs related to movement	
Ways of learning	ways of learning doing a survey on learning styles	listening to and understanding a text about preferred ways of learning asking questions about preferred ways of learning: <i>Did you hear ...?/Who said ...?</i>	present simple questions with <i>do</i> and <i>can</i> : <i>Do you like ...?/Can you ...?</i>	verbs related to learning times of the day	Reading to yourself before you read aloud

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Module <i>Wheels, wheels, wheels</i>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Making a survey	survey of how people move around how different means of transport are powered where various means of transport are used language awareness: means of transport in different languages	survey: asking questions about how people move around: <i>Do you use ...?/Have you ever used ...?/How do you get to ...?/Have you ever been ...?</i> writing a summary of the survey listening to and understanding a description of a fantasy vehicle describing a fantasy vehicle	using indications of frequency: <i>never, sometimes, often</i>	means of transport and where to use them (land, water, air) verbs related to how to get around forming compound words by combining words and word components (e.g. prefixes and suffixes)	Forming new words
The story of an invention*	the invention of the mini-scooter doing an Internet search about new scooters	giving reasons asking and answering questions to compare scooters understanding the text of a film reading, understanding and retelling the story of the invention describing scooters	<i>I think ... because ...</i> <i>Which one has/doesn't have ...?/This one has/doesn't have ...</i>	parts of vehicles adjectives to describe scooters	Getting information from background noise and voices
Going places	estimating and measuring distances road signs	asking questions: <i>How long does it take you to ...?/How far from school do you live?</i> comparing distance and speed	comparatives and superlatives: <i>farther from – the farthest from/nearer to – the nearest to</i> past and present of the verb <i>go</i>	road signs calculations	
An agility course	braking distances of different vehicles risks in traffic	estimating braking distances listening to and understanding to someone talking about braking distances giving instructions: <i>pass/ride/go around/cross</i> listening to and understanding people talking about risks in traffic	<i>I think the tram has a braking distance of ...</i> differentiating between regular and irregular forms of the past simple	means of transport jobs related to traffic and road	Visualising what you hear

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Module Wood in our lives					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Discovering wood	things that are made of or from wood the process of recycling paper where wood comes from recycled and recycling symbols on products	writing a riddle understanding a text about products made of or from wood understanding a text about how paper is recycled	<i>can</i> to express what one can do in the forest	things that are made of or from wood	Guessing how words sound
The wood quest	producing a field guide from the forest knowing some trees of the area by looking at their leaves, bark and seeds how to measure a tree's height/the age of a tree rules and behaviour in the forest: dos and don'ts	making predictions about what to find in the forest: <i>I think + 'll</i> listening and understanding someone who talks about an experience in the forest describing what one saw and heard in the forest: <i>I heard/I saw/I smelled/I felt</i> making positive and negative statements on how to behave in the forest	negative imperative: <i>Don't break off branches from trees.</i>	names of trees of the area types and shapes of leaves parts of trees	Brainstorming topics Pulling together
Experiments about the forest	observing natural processes by doing experiments about the forest: – plants produce a gas – leaves lose water – water gets from the ground to the leaves – what happens to leaves that fall on the ground making natural products from the forest: – making elderflower syrup – making bear's garlic pesto – making leaf tiles – making bath bags	understanding instructions to carry out the experiments and making products relating a listening comprehension text to the results of the experiments describing the experiment and writing a report about it doing a presentation		vocabulary related to the experiments and the products from the forest	
The rainforest diaries*	life and vegetation in the Sarawak rainforest story of Bruno Manser location of tropical rainforests consequences of deforestation	understanding the text of the film by doing true and false tasks and matching pictures from the film to the text reading and understanding about Bruno Manser's life writing about the people's life in the Sarawak rainforest		vocabulary related to rainforests and people who live there	Listening to the sound of words

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Module Melody makers					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
Drawing and describing music	different styles of music representing music graphically	describing music by talking about the rhythm, the pitch and the loudness talking about feelings in connection with music	ordinal numbers: 1st, 2nd, 3rd, 4th ...	adjectives to describe music: <i>slow, fast, soft, loud</i> adjectives to describe feelings: <i>sad, happy, excited</i> language awareness: adjectives to describe music in different languages	Brainstorming topics Understanding new words by finding similarities in other languages
Making noises, making sounds	a classical orchestra categories or families of musical instruments doing experiments about sounds making an instrument composing and performing a piece of music on the self-made instruments	listening and understanding a text about a classical orchestra classifying musical instruments reading instructions to do experiments and to make an instrument expressing what it takes to make a sound with the different instruments: <i>You have to ... to make a sound.</i> presenting the instrument		names of the instruments categories/families of instruments language awareness: comparing names of instruments in different languages	Understanding new words by finding similarities in other languages Interpreting meaning, mood and atmosphere from the tone of voice (Club)
Finding out about our favourite band	favourite bands Internet search about favourite bands putting together a radio show about favourite bands reflecting about how the group worked together	asking and answering questions about favourite bands: <i>What's the name of ...?/Who's ...?/What's ...?/Have you ever seen ...?/Do you ...?</i> reading und understanding a text about a band listening to and understanding a radio broadcast presenting the favourite band		musical instruments music styles	Pulling together
Rhyming	rhyming words singing the Explorers song – writing a song text expressing mood musically	creating new verses to a song writing a song text	vowel sounds: pairs of words with the same sound		Making educated guesses