

Module <b>Zoom in on insects</b>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
<b>What is an insect?</b>	classifying animals a minibeast survey features of insects	listening to and understanding a text on categories of animals  writing a description of an insect and presenting it	prepositions of place: <i>under, on, in, above, beside</i>	animals, scientific animal categories, prepositions of place	Relaxing
<b>A food web</b>	what animals feed on natural enemies of animals camouflage and mimicry food chains – food web ecosystem	asking and answering questions about what people look like and what they are wearing: <i>Is the person wearing ...? – He/She is wearing .../Does he/she have ...? – He/She has ...</i>  describing a picture  reading und understanding texts about camouflage, mimicry and food webs  describing insects' camouflage or mimicry: <i>It looks like .../It is the same colour as ...</i>		vocabulary related to mimicry, camouflage and food webs	Making your own Lexicards  Spelling correctly
<b>Insects and us*</b>	useful and harmful insects the metamorphosis of the housefly and the butterfly saying a commentary to the film	giving reasons why insects are useful or harmful: <i>I think they're useful/harmful because ...</i>  listening to and understanding a text about useful and harmful insects  reading and understanding a text about the metamorphosis of the housefly	<i>first, then, after, finally, after three weeks</i>	animal-related and mixed basic vocabulary	Skimming texts to get an overview  Sharing knowledge about a text

\* = Szenarios, die auf die Explorers-DVD aufbauen

Module <b>The colours of art</b>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
<b>Identifying elements in art</b>	mixing colours distinguishing between cold and warm, light and dark, and bright and dull colours shapes and patterns look and feel of different materials	predicting the result of mixing two colours: <i>If I mix red and yellow, I'll get ...</i> understanding descriptions of objects (colour, shape, pattern, material) describing objects: <i>It's shaped like .../It looks like a/an .../It's .../It has a/an/four .../It's made of .../It feels ...</i>		colours, shapes, materials, patterns adjectives to describe the nature of materials compound colour adjectives	Experimenting with words
<b>Describing paintings and sculptures</b>	group painting works of art by Niki de Saint Phalle and Keith Haring acting out what can be seen in paintings sculpture hunt	understanding oral and written descriptions of paintings describing paintings and sculptures describing what people are doing	forming and using the present continuous personal pronouns (subject): <i>I, you, he/she, it, we, they</i>	verbs of movement shapes colours	Becoming aware of what you have learned
<b>Putting on an art exhibition</b>	making a Keith Haring-style painting or a Niki de Saint Phalle-style sculpture planning and setting up an exhibition	writing an invitation writing a personal portrait discussing the setting up of the art exhibition: <i>I would like .../I think we should .../Then we could .../What about ...?</i>	times of the day and clock times: <i>seven o'clock in the morning</i> dates: <i>the fifteenth of June</i>	times of the day days of the week months seasons clock times, dates ordinal numbers	Learning words regularly and in small portions Sharing opinions

Module <b>The clothes we wear</b>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
<b>All about my clothes</b>	care labels on clothes difference between natural and synthetic fibres	listening to and understanding a dialogue describing cause and effect: <i>We can wash ... and ... together because .../ You can't ... because .../If you ... it will ...</i> reading a text and extracting relevant information describing favourite clothes and giving reasons for one's preferences: <i>This is my favourite ... because I like/love the ...</i>		clothes materials they are made of countries	Linking sentences in a text Finding the information you need
<b>Where does it come from?</b>	where clothes are made where the raw materials come from processes of raw materials (leather, wool, silk, cotton)	reading, listening to and understanding a text about the process raw materials go through giving a presentation	<i>None of .../Some of .../ Most of .../Lots of ...</i> base form and past simple form of some verbs		Using words to find your way in a text Giving a presentation
<b>Living from silk *</b>	silk production a Swiss organisation that helps poor people living and working in Bangalore	understanding a film about the production of silk making predictions about the content of the film: <i>I think they will talk about ...</i> discussing what they saw in the film: <i>They talked about ...</i>	Word order in <i>What ...?</i> and <i>How ...?</i> questions <i>because ... and so ...</i> adverbs of frequency: <i>always, often, sometimes, never</i>		Making predictions

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Module <b><i>New worlds</i></b>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
<b>A city through time</b>	San Francisco in past and present times things to do and places to see in a city earthquakes	listening to and understanding a dialogue about things to do in San Francisco suggesting things to do: <i>Shall we .../Let's ...</i> reading and understanding texts about San Francisco exchanging information about different texts listening to and understanding a text about life in San Francisco in 1905	present simple tense to describe daily life past simple tense: regular and irregular forms past simple tense in positive and negative statements	vocabulary related to sightseeing and places to visit	Reflecting
<b>The feel of the cable*</b>	history of the cable cars in San Francisco life stories of people working for the cable cars how cable cars work	reading and understanding a text about the history of the cable cars understanding the content of the film explaining a part of the film to another group explaining a part of the film to others (information gap activity)	irregular and regular past forms of verbs	vocabulary related to the film and the cable cars	
<b>Webquest on everyday inventions</b>	inventions (Frisbee, milk chocolate, dishwasher, hairdryer, glasses, light bulb) using the Internet for the Webquest	reading and understanding longer texts sorting and extracting important information from texts writing a fact sheet about one of the inventions	writing infinitives to past tense forms of verbs asking and answering <i>w</i> -questions: <i>What/Why/Who/Where/When/How</i>	vocabulary related to the inventions	Asking questions to understand the content of a text

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Module <b>Tastes great</b>					
Scenario	Content focus	Communicative focus	Structures for active use	Vocabulary focus	Learning strategies
<b>Comparing tastes</b>	identifying objects and food by taste, smell, feel or sound tasting different orange juices the job of a professional taster	discussing tastes, smells and sounds: <i>It tastes/smells/sounds + adjective or It tastes like ...</i> listening to and understanding a dialogue with a professional taster doing a survey on favourite drinks	comparisons: <i>less/more ... than</i>	adjectives to describe taste prices	
<b>Did you say "cheese"?</b> *	making cheese making yoghurt	understanding the content of the film describing the different stages of cheese-making: <i>the first stage/the second stage/the next stage/then/after that/finally</i>	countable and uncountable nouns with <i>a</i> and <i>some</i>	ingredients and equipment for making cheese and yoghurt	
<b>The Breakfast Club</b>	breakfast in different cultures statistics with the help of an Excel file benefits of having breakfast healthy and unhealthy food and drinks having breakfast in class	understanding a text and solving a logical riddle asking and answering questions about breakfast habits reading and understanding texts about the benefit of having breakfast listening to, reading and understanding a dialogue with a nutritionist writing a shopping list for the Breakfast Club offering and asking for food: <i>Would you like some ...?/How about a ...?/Have we got ...?</i>	basic uses of <i>some</i> and <i>any</i>	food and drinks for breakfast quantities <i>(litre, kilo, bottle, loaf ...)</i> items on the breakfast table	Guessing what a text is about from its headings

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<b>Module</b> <i><b>We can work it out</b></i>					
<b>Scenario</b>	<b>Content focus</b>	<b>Communicative focus</b>	<b>Structures for active use</b>	<b>Vocabulary focus</b>	<b>Learning strategies</b>
<b>Let's move together</b>	playing cooperative games following the rules of games fair play	understanding the instructions for a game writing the instructions for a game playing the game, writing down the experience and discussing it	positive and negative imperatives	verbs of movement some common phrasal verbs: <i>pick up, fall down, get on ...</i>	
<b>Once upon a time</b>	stories from different parts of the world	listening to a story and putting pictures into the right order matching pictures and texts of a story telling and acting out the story to the class	asking and answering w-questions	vocabulary related to the stories	Telling a story
<b>Our stories</b>	creative story-writing with the help of picture prompts	using basic narrative structures to compose a story inventing a fictional character and writing a portrait cooperating to create the group's story reading out the story to another group	cohesive devices such as linking words: <i>and, but, then</i> and pronouns: <i>them, she, this</i> present and past simple tense	vocabulary related to the stories and the characters of the story the pupils write reporting verbs in connection with direct speech	Paying attention to others Using linking words